

Berea College

Fact Book 2003-2004



THE GREAT COMMITMENTS OF BEREA COLLEGE

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

To achieve this purpose, Berea College commits itself:

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

For more details, please visit <http://www.berea.edu/catalog/great_commitments.html>

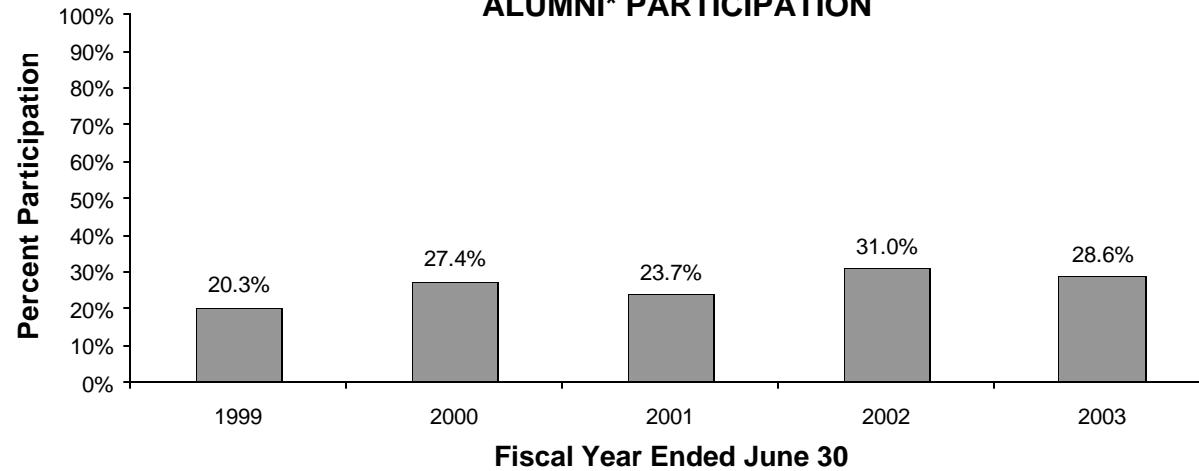
Source: Office of the President, April 1993

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Alumni Berea Fund - Goal	\$ 635,000	\$ 635,000	\$ 640,000	\$ 750,000	\$ 700,000
Alumni Berea Fund - Received	\$ 584,170	\$ 666,152	\$ 892,348	\$ 737,868	\$ 750,374
Other Gifts (includes gift-in-kind)	<u>3,562,669</u>	<u>1,784,780</u>	<u>2,326,650</u>	<u>4,499,959</u>	<u>3,275,067</u>
TOTAL	\$ 4,146,839	\$ 2,450,932	\$ 3,218,998	\$ 5,237,827	\$ 4,025,441
Percent Participation - All Alumni**	20.3%	27.4%	23.7%	31.0%	28.6%
Percent Participation - All Graduates**	22.1%	27.5%	27.1%	34.7%	31.4%

ALUMNI* PARTICIPATION



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

**Effective January 2002, the percentage of alumni donor participation is based on the number of alumni solicited (12,229) who are celebrating a reunion year, gift club members, the ten most recent classes, and those whose last gift was made sometime during the last ten years.

NOTE: For Fiscal Year ending June 30, 1999, the \$584,170 does not include \$125,000 in unrestricted monies which were applied elsewhere with the donors' permission.

For Fiscal Year ending June 30, 2000, the \$666,152 does not include \$38,000 in unrestricted monies which were applied elsewhere with the donors' permission.

Source: College Relations, October 2003

A BRIEF HISTORY OF BEREA COLLEGE

Berea owes its beginning to the abolitionist movements of the last century. The founders were men and women of uncommon faith and courage. The Rev. John G. Fee, ardently supporting the cause of freedom through his preaching against slavery, attracted the attention of Cassius M. Clay, a leader in the movement for gradual emancipation. Mr. Clay had noted that the people in the mountains were the natural supporters of freedom because they owned land but did not own slaves, and he invited Mr. Fee in 1853 to establish a settlement on the edge of the mountains where free speech could be maintained.

In the old Glade Church House Mr. Fee organized an anti-slavery church, "a union of all spirit-born followers of Jesus Christ," and out of this grew the village and college named by him Berea because the people "received the word with all readiness of mind." -Acts 17:11. The motto of the new school revealed the inclusive character of its mission - "God has made of one blood all peoples of the earth."

In 1855 the community built a one-room district school of which Mr. Fee was a trustee. Under his direction two pre-ministerial Oberlin College students taught this school, William E. Lincoln for two terms and Otis B. Waters for one term. In 1858, the Rev. J. A. R. Rogers was added to this preaching mission and because of his great skill as a teacher, his subscription school at once became very popular, while the district school continued to function as a part of the county system.

Mr. Fee urged the establishment of a higher school where young people might absorb anti-slavery ideas while preparing for teaching, preaching, and work in agriculture. While working with other leaders of the community to draw up a constitution for the new school, Fee and Rogers firmly insisted that the constitution should ensure its interracial character. It was also agreed that the college would furnish labor for as many students as possible, not only to help them pay their expenses, but also to dignify labor in a southern state where slavery tended to degrade manual labor. The first articles of incorporation of Berea College were adopted in July 1859, but because of interruptions resulting from the Civil War, they were not recorded at the county seat until April 5, 1866. The title page of the first catalog for 1866-67 uses the corporate name Berea College, while the cover bears the title Berea Literary Institution, "as more in consonance with the present character of the school." The divisions of the school for the year were Primary, Intermediate, and Academic, including college preparatory, shorter course, and teachers' course. In 1869-70 five freshmen were admitted to the College Department and in 1873 the first B.A. degrees were granted.

The institution was coeducational from the beginning, Christian but nonsectarian in its teaching, and true to the purpose of its founding it was open to all regardless of race until 1904, when the Kentucky Legislature prohibited the education of black students with white in private schools. The Kentucky Constitution of 1890 had imposed segregation in public schools. As a result of the 1904 decision, Berea College set aside funds to assist in the establishment of Lincoln Institute, a school for black youth, near Louisville, Kentucky. In 1950, however, the Kentucky Legislature amended the law, and in the fall of 1950 Berea College was able to return to its historic position and again admitted students without regard to race.

Although curricular offerings have varied to meet changing needs and the administrative or "school" units within the college have been reorganized many times, the general character of the institution remained, with elementary and secondary work continuing along with an expanding college curriculum. In 1968, the college discontinued all work on the secondary and elementary school level.

John G. Fee was the first President of the Board of Trustees, 1858-92; and John A. R. Rogers was the first principal of the college, 1858-69. Since then there have been the following presidents: Edward Henry Fairchild, 1869-89; William B. Stewart, 1890-92; William Goodell Frost, 1892-1920; William J. Hutchins, 1920-39; Francis S. Hutchins, 1939-67; Willis D. Weatherford, 1967-84; John B. Stephenson, 1984-94; and Larry D. Shinn, 1994 to the present.

Source: Berea College Catalog, 2003 – 2004. <http://www.berea.edu/catalog/bereas_story.html>

ACCREDITATION

Berea College is accredited in its awarding of baccalaureate degrees by the Commission on Colleges of the Southern Association of Colleges and Schools. The College is also accredited by the National League for Nursing, and by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary school teachers with the bachelor's degree as the highest degree approved. The Didactic Program in Dietetics (DPD) is approved by the American Dietetics Association.

INSTITUTIONAL MEMBERSHIPS

Berea College is an institutional member of:

- American Association of Colleges and Universities
- American Association of Colleges for Teacher Education
- American Council on Education
- The Annapolis Group
- Appalachian College Association
- Association of Governing Boards of Universities and Colleges
- Association of Independent Kentucky Colleges and Universities
- Council of Independent Colleges
- Council on Undergraduate Research
- Greater Cincinnati Council on World Affairs
- Kentucky Institute of International Studies
- National Association of Independent Colleges and Universities
- Southern Association of Colleges and Schools
- Southern University Conference

NOTE: Alumnae are eligible for membership in the American Association of University Women.

Source: Berea College Catalog, 2003 – 2004, <<http://www.berea.edu/catalog/default.html>>
Office of the Academic Vice President and Provost, September 2003
Office of the President, September 2003

ACADEMIC INFORMATION

Programs of Study

Berea's curriculum offers the advantage of interdisciplinary general study combined with intensive study within a major field. The academic program is organized within the 4-1-4 calendar system. Students normally enroll in four courses for each of the Fall and Spring terms and one course in the January term. Students may enroll in up to 2.25 courses in the Summer term. Berea courses are equivalent to four semester hours (6 quarter hours).

In all degree programs, except Nursing, a minimum of 33 courses is needed to graduate; Nursing requires 35 courses.

Students obtain either a Bachelor of Arts degree or a Bachelor of Science degree. The following majors for a Bachelor of Arts degree are offered:

Art	English	Philosophy	Sociology
Biology	French	Physical Education	Spanish
Chemistry	German	Physics	Speech
Child and Family Studies	History	Political Science	Communication
Classical Languages	Mathematics	Psychology	Theatre
Economics	Music	Religion	Women's Studies
Education Studies			

Teacher Education Programs Offered:

Interdisciplinary Early Childhood Education

Elementary

Middle Grades

Secondary Programs in:

Art	Family/Consumer Sciences	Industrial Technology	Physical Education
Biology	French	Mathematics	Social Studies
Chemistry	German	Music	Spanish
English	Health	Physics	

The following majors for a Bachelor of Science degree are offered:

Agriculture and Natural Resources	Nursing
Business Administration	Technology and Industrial Arts

Opportunities also exist for the student who wishes to pursue an independent major. Possible areas include Asian Studies, Biochemistry, Black Studies, Comparative Literature, and Environmental Conservation.

The following minors are offered:

- Agriculture and Natural Resources
- Appalachian Studies*
- Asian Studies*
- Black Studies*
- Business Administration
- Communication
- Computer Science
- Dance
- French
- German
- Health
- History
- Latin
- Music
- Philosophy
- Political Science
- Religion
- Sociology
- Spanish
- Sustainability and Environmental Studies*
- Women's Studies*

*Interdisciplinary Minors

Source: Berea College Catalog, 2003 – 2004. <http://www.berea.edu/catalog/degrees_of_study.html>

THE STUDENT LABOR PROGRAM

The Student Labor Program, a central component of the Berea experience, requires that all students hold a part-time job. The program is conceived as student and learning centered; as service to the College and broader community; and as providing necessary work (i.e., work that needs to be done) being done well. This program teaches students the necessity of time management and instills a strong work ethic. It develops in them an appreciation for all types of work and teaches them how to work effectively with others. It gives them an opportunity to explore possible career paths and helps them to apply their classroom learning. Through the Labor Program, students can absorb knowledge, gain valuable insights, and render service to others –thereby realizing the College's three fundamental principles of learning, labor, and service to others.

Student work is essential to most aspects of the operation of Berea College, including its financial aid program. Students are credited with a labor grant of \$2,800 per year in exchange for their participation in the Student Labor Program. Additionally, students earn an hourly wage, ranging from \$3.15 to \$5.15, as a means of financial aid to help meet the costs of room, board, books, and personal expenses. Students work ten to fifteen hours per week. Additional work hours may be contracted with the approval of the academic, labor, and financial aid offices. First year students are assigned to labor positions, while upper-class students seek positions in more than 140 Berea College offices, departments, and programs. In all positions, labor coaches provide training, direction, and guidance. Students are expected to seek positions of increasing skill and responsibility as they progress through their years at Berea.

The Labor Program provides students with a keen sense of workplace accountability, as it holds them responsible for scheduled work hours and creates performance standards as exacting as academic standards.

For a complete list of all labor departments in which students work, see pages 97 and 98.

Source: Labor Program Office, January 2004

THE CONVOCATION SERIES

The Convocation Series is a vital component of Berea's General Education Program. Through the Convocation Series, notable speakers, scholars, performers, and authorities on a variety of subjects, both historic and contemporary, address and enrich the campus community. Convocation topics are often related to substance that students are considering in their classes.

All students will automatically be enrolled in a one-quarter-credit convocation course during each of their regular terms of enrollment, with the exception of the final term of enrollment, for a maximum of eight such terms. For each term of enrollment, the student will earn the grade of CA (which is calculated as an A in the GPA) for attending at least seven convocations. The grade of CF (which is calculated as an F in the GPA) will be awarded for attendance at fewer than seven convocations. Enrollment in this course is optional during the final term at Berea (or is prohibited if the student has already enrolled in this course for eight terms).

To see the Academic Year 2003-04 convocation calendar, please visit <<http://www.berea.edu/convo/>>.

Source: Berea College Catalog, 2003 – 2004. <<http://www.berea.edu/convo/>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2003 – 2004

Adopt a Grandparent*	Insight
ASA (African Student Association)	Inter-Residential House Council
Agriculture Union	Inter-Varsity Christian Fellowship
Alpha Psi Omega	Intramurals
Alpha Rho Tau	Junior Class
American Chemical Society	Kappa Omicron Nu
Amnesty International	Math and Computer Science
Asian Student Union	Modern Dance Troupe
Association of Student Nurses	Mortar Board
ACE League (Awareness, Communication, Equality)	Muslim Student Association
Bahai Club	Newman Club
Ballroom Dancing	Non-Traditional Students
Baptist Student Union	One-on-One Tutoring*
Berea Buddies*	Orientation Team
Berea Cheerleaders	People Who Care
Berea College Republicans	Pep Squad
Biology Club	Phi Alpha Theta
Black Music Ensemble	PEM (Physical Education Majors)
Black Student Union	Physics Club
Buddhist Student Union	Pi Mu Epsilon
CAB (Campus Activities Board)	Pinnacle
Campus Christian Council	Pre Med/Dental Club
Chi Alpha	Psi Chi/Psychology Club
Child and Family Studies Club	Saddle Club
Chimes	Senior Class
Collegiate Music Educators National Conference	Sophomore Class
Concert Choir	SFA (Students for Appalachia)
Cosmopolitan Club	SGA (Student Government Association)
Country Dancers	Society of the Advancement of
Dance Club	Management
Debate and Speech Team	Student Alumni Relations Council
Delta Tau Alpha	(SARC)
Fellowship of Christian Athletes	Students for Free Tibet
Freshman Class	Technology Club
Geology Society	Teen Mentoring*
German Club	Tri Beta Honor Society
Habitat for Humanity	Upward Bound
HEAL (Healing Earth and Learning)*	Ultimate Frisbee Club
Hispanic Student Association	Women Uniting for Peace
History and Political Science Club	

*These programs are affiliated with SFA (Students for Appalachia)

BOARD OF TRUSTEES*

M. Elizabeth Culbreth, Chairperson

James T. Bartlett <i>Ohio</i>	James P. Gray, II <i>Kentucky</i>	James E. Nevels <i>Pennsylvania</i>
Nancy E. Blair, Esq. <i>Connecticut</i>	William R. Gruver <i>Pennsylvania</i>	Thomas H. Oliver <i>South Carolina</i>
Vance Blade <i>Kentucky</i>	Donna S. Hall <i>Kentucky</i>	Charles Ward Seabury, II <i>California</i>
Ann Bowling <i>Connecticut</i>	Marian L. Heard <i>Massachusetts</i>	David E. Shelton <i>North Carolina</i>
Robert N. Compton <i>Tennessee</i>	Geneva Bolton Johnson <i>Wisconsin</i>	Larry D. Shinn <i>Kentucky</i>
Martin A. Coyle <i>South Carolina</i>	William H. Johnstone <i>Tennessee</i>	David S. Swanson <i>Maine</i>
M. Elizabeth Culbreth <i>North Carolina</i>	Lucinda R. Laird <i>Kentucky</i>	Tyler S. Thompson <i>Kentucky</i>
Frederic L. Dupree, Jr. <i>Kentucky</i>	Eugene Y. Lowe, Jr. <i>Illinois</i>	David O. Welch <i>Kentucky</i>
Catherine G. Ebert <i>Maryland</i>	Alice R. Manicur <i>Maryland</i>	R. Elton White <i>Florida</i>
Eugene V. Fife <i>Virginia</i>	Elissa May-Plattner <i>Kentucky</i>	Dawneda F. Williams <i>Virginia</i>
Glenn R. Fuhrman <i>New York</i>	Harold L. Moses <i>Tennessee</i>	Robert T. Yahng <i>California</i>

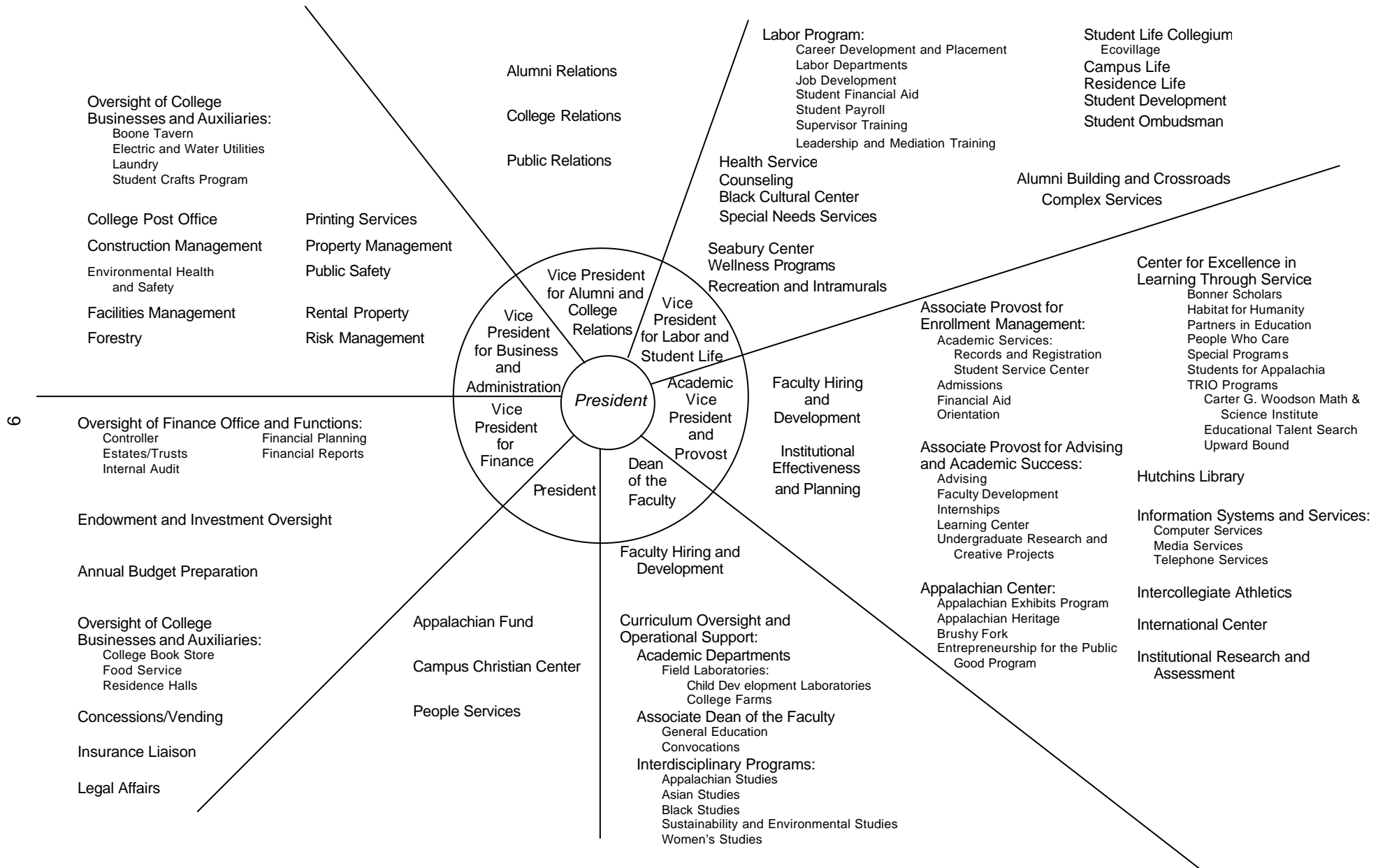
Honorary Trustees

Alberta Wood Allen <i>Kentucky</i>	Jack Buchanan <i>Kentucky</i>	Juanita M. Kreps <i>North Carolina</i>
John Alden Auxier <i>Tennessee</i>	Wilma Dykeman <i>Tennessee</i>	Kroger Pettengill <i>Ohio</i>
Barry Bingham, Jr. <i>Kentucky</i>	Kate Ireland <i>Florida</i>	Alfred J. Stokely <i>Indiana</i>

*Current as of December 2003. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/campusinfo.htm>>.

Source: Office of the President.

ADMINISTRATIVE ORGANIZATION



NOTE: The Secretary of the Corporation is a separate officer position of the Corporation and is currently held by the Berea College General Counsel.

Source: Office of the President, January 2004

CENTRAL ADMINISTRATIVE OFFICERS

Larry D. Shinn
President

David B. Porter
Academic Vice President and Provost

Stephanie P. Browner
Dean of the Faculty

William A. Laramée
Vice President for Alumni and College Relations

E. Diane Kerby
Vice President for Business and Administration

Ronald E. Smith
Vice President for Finance

Gail W. Wolford
Vice President for Labor and Student Life

**ACADEMIC DEPARTMENTAL CHAIRPERSONS
ACADEMIC YEAR 2003 - 2004**

<u>Department</u>	<u>Chairperson</u>
Agriculture and Natural Resources	Mike Panciera
Art	Robert Boyce
Biology	Dawn Anderson
Chemistry	Lee Roecker
Child and Family Studies	Keila Thomas
Economics and Business	Trish Isaacs
Education Studies	Kathryn Akural
English, Theatre and Speech Communication	Richard Sears
Foreign Language	Margarita Graetzer
History	Rob Foster
Library Science	Anne Chase
Mathematics	James Blackburn Lynch
Music	Anne Rhodes
Nursing	Sandy Pennington*
Philosophy and Religion	Robert Hoag
Physical Education and Health	Martha Beagle
Physics	Amer Lahamer
Political Science	Mike Berheide
Psychology	Gene Chao
Sociology	Tom Boyd
Technology and Industrial Arts	Gary Mahoney

ACADEMIC PROGRAM / CURRICULA CONTACT PERSONS

<u>Program/Curricula</u>	<u>Contact Person</u>
Appalachian Studies	Gordon McKinney, <i>Director of the Appalachian Center</i>
Asian Studies	Robert Foster, <i>Coordinator of Asian Studies Program</i>
Black Studies	Andrew Baskin, <i>Interim Director of the Black Studies Program</i>
General Education	Jackie Burnside, <i>Associate Dean of the Faculty</i>
Natural Science	Jay Baltisberger*, <i>Coordinator of Natural Science Program</i>
Sustainability and Environmental Studies	Richard Olson, <i>Director of Sustainability & Environmental Studies</i>
Women's Studies	Marguerite Rivage-Seul, <i>Director of Women's Studies</i>

*Acting Chairpersons or Contact Person, Academic Year

Source: Office of the Dean of the Faculty, September 2003

GENERAL AND COLLEGE FACULTY MEMBERSHIPS

ACADEMIC YEAR 2003 - 2004

The General Faculty is the central legislative body of the institution. It concerns itself with nonacademic affairs affecting the general welfare of the College and the fulfillment of its purposes. The College Faculty acts on both academic program matters and recommendations dealing with College Faculty personnel policies. The General Faculty and the College Faculty meet jointly. The Provost is the presiding officer.

Memberships

General Faculty	251 Members
College Faculty	197 Members
with voting privileges*	164 members
without voting privileges	33 members
Members of General Faculty <u>Only</u>	108
Members of College Faculty <u>Only</u>	54
Members of <u>Both</u> General and College Faculties	143
Total Number of Individuals Involved	305

*On matters to be voted on by the College Faculty only.

Source: Office of the Dean of the Faculty, November 2003
Office of the President, November 2003

FACULTY COUNCIL AND COMMITTEE STRUCTURE

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

EXECUTIVE COUNCIL

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

ACADEMIC PROGRAM COUNCIL

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

Athletic Affairs Committee

The Athletic Affairs Committee has within its purview both intercollegiate and intramural competition.

Campus Information Resources Committee (CIRC)

The Campus Information Resources Committee is charged with creating and maintaining a supportive environment for information resources (including but not limited to library, audio visual, and computing resources).

Committee on General Education (COGE)

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

Convocation Committee

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

Student Admissions and Academic Standing Committee (SAAS)

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

Teacher Education Committee

The Teacher Education Committee engages in curriculum development, selects students for the teacher education program, and provides liaison between that program and the rest of the campus.

Faculty Council and Committee Structure (continued)

FACULTY AFFAIRS COUNCIL (FAC)

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

Professional Growth Committee

The Professional Growth Committee promotes and supports faculty development in teaching and research.

GENERAL AFFAIRS COUNCIL

The General Affairs Council deals with a variety of matters affecting the campus community, but which are not directly part of educational programming. Areas of concerns are: fair employment policies and practices (including some non-student labor grievances), salary and benefits, and the physical environment of the campus, relating to health, safety, comfort and aesthetics.

Campus Environment Policy Committee

The Campus Environment Policy Committee monitors the progress of Berea College toward ecological sustainability-the ability to meet current needs without degrading the natural systems and resources required to meet future needs-and recommends policies and actions which will promote progress toward ecological sustainability.

Employment and Compensation Policy Committee

The Employment and Compensation Policy Committee gathers and disseminates information, and reviews and recommends policy on salary and benefits for College workers who are not students or members of the College Faculty, and on recruitment, hiring and promotion practices for non-student workers.

LABOR PROGRAM COUNCIL

The Labor Program Council has as its principal concern the achievement of the educational purposes of the student labor program.

STUDENT LIFE COUNCIL

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

Campus Life Committee

The Campus Life Committee reviews general policy regarding student-initiated campus activities and Student Life Program matters including: residence hall matters and rules, campus activities, clubs and organizations, student publications, event schedule development, and nontraditional and international student concerns.

Student Conduct Committee

The Student Conduct Committee hears nonacademic cases of student misconduct, including violations of the Student Conduct Code and misconduct arising in the student labor program or financial aid.

Faculty Council and Committee Structure (continued)

ADDITIONAL COMMITTEES

In addition to those listed above, there are committees and elected representatives that operate outside the purview of any council. The functions and composition of these groups are described below.

Administrative Committee

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

Budget Committee

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

Campus Committee on Hearings

The Committee serves as a pool of persons from which panels are selected to hold formal hearings on matters presented to it. These matters may include individual complaints of discrimination, sexual harassment, or other employment-related grievances which apply to all employees of the College. The Committee is also charged with ongoing review of procedures for reporting, investigating and acting on charges of sexual harassment, and with recommending to the President and the Executive Council any needed changes in those procedures.

Dean's Advisory Council

The council advises the Dean of Faculty on matters related to the future of tenure-track faculty positions that are vacated.

Faculty Appeals Committee

The Committee hears appeals of tenure and promotion recommendations, cases involving termination for cause of tenured members of the faculty, and cases involving alleged violations of academic freedom. In its functions, the Committee encourages and maintains good working relationships among members of the College community.

Faculty Liaison to the Board of Trustees

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

Faculty Council and Committee Structure (continued)

Provost's Committee

The Provost's Committee is primarily concerned with matters of enrollment management and related procedural matters. It sets goals each year for freshman, transfer, and returning student admissions, monitors retention and graduation rates, rules on student requests for leaves of absence, and coordinates planning among the offices represented on the Committee.

Safety Committee

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

Strategic Planning Committee

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

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2002 - 2003</u>	<u>Academic Year 2003 - 2004</u>
Tenure Teaching Appointments*	124	122
Full-time Teaching Appointments**	134	130
Professor	(40)	(43)
Associate	(47)	(46)
Assistant	(41)	(36)
Instructor	(6)	(5)
Part-Time	28	31
Full-Time Employees Teaching Part-Time	6	9
Full-Time Equated	149	146

*Includes all tenure-track and tenured faculty, including 3 temporarily teaching less than full-time in 2002-2003 and 5 temporarily teaching less than full-time in 2003-2004.

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

FULL-TIME TEACHING FACULTY* LENGTH OF SERVICE AT BEREA BY GENDER ACADEMIC YEAR 2003 - 2004

	<u>Male</u>	<u>Female</u>
0 to 5 years	29	25
6 to 10 years	5	5
11 to 20 years	15	15
21 to 30 years	14	6
Over 30 years	<u>15</u>	<u>1</u>
TOTAL	78	52

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

STUDENT/FACULTY RATIO

	<u>Academic Year 2002-2003</u>	<u>Academic Year 2003-2004</u>
Student/Faculty Ratio* (FTE)	10/1	11/1

*Ratio is calculated by dividing the FTE Student Enrollment by the FTE full-time Faculty.

Source: Office of the Academic Vice President and Provost, October 2003

FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 1994-1995 THROUGH 2002-2003

Age**	1994-1995		1995-1996		1996-1997		1997-1998		1998-1999	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	2	(2%)	4	(4%)	5	(4%)	3	(3%)	1	(1%)
30-39 years old	21	(18%)	26	(23%)	22	(19%)	22	(19%)	24	(20%)
40-49 years old	35	(31%)	34	(30%)	37	(33%)	39	(33%)	40	(34%)
50-59 years old	40	(35%)	36	(32%)	35	(30%)	32	(27%)	33	(28%)
60-69 years old	16	(14%)	13	(11%)	15	(13%)	21	(18%)	19	(16%)
Greater than 69 years old	0	(0%)	0	(0%)	1	(1%)	1	(1%)	1	(1%)
TOTAL	114	(100%)	113	(100%)	116	(100%)	116	(100%)	118	(100%)
Average:	Not Available		Not Available		Not Available		48		53	

Age**	1999-2000		2000-2001		2001-2002		2002-2003		2003-2004	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	3	(2%)	2	(2%)	1	(2%)	1	(1%)	3	(2%)
30-39 years old	24	(19%)	19	(15%)	21	(15%)	23	(17%)	23	(18%)
40-49 years old	42	(34%)	43	(34%)	38	(34%)	40	(30%)	37	(28%)
50-59 years old	36	(29%)	38	(30%)	45	(30%)	42	(31%)	43	(33%)
60-69 years old	19	(15%)	23	(18%)	26	(18%)	27	(20%)	23	(18%)
Greater than 69 years old	0	(0%)	0	(0%)	0	(0%)	1	(1%)	1	(1%)
TOTAL	124	(100%)	125	(100%)	131	(100%)	134	(100%)	130	(100%)
Average:	49		50		51		49		50	

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

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

NOTES: 1999-2000 data have been corrected from prior year's Fact Book because two full-time faculty members were inadvertently omitted from the numbers. Percentages may not equal 100 due to rounding.

FULL-TIME FACULTY* SALARIES BY RANK AND GENDER
ACADEMIC YEAR 2003 - 2004

Rank	Male			Female			All		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	34	\$71,000	\$67,500	9	\$63,500	\$64,660	43	\$64,500	\$66,390
Associate Prof.	24	\$55,100	\$54,000	22	\$55,900	\$55,700	45	\$55,500	\$55,100
Assistant Prof.	19	\$48,800	\$48,800	17	\$48,800	\$47,400	37	\$48,800	\$48,300
Instructor**	<u>1</u>			<u>4</u>			<u>5</u>	\$35,000	\$38,500
ALL RANKS	78	\$60,300	\$58,300	52	\$53,500	\$53,450	130	\$57,600	\$55,200

19

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

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

Source: Office of the Academic Vice President and Provost, October 2002

**CHARACTERISTICS OF FULL-TIME FACULTY* BY DEPARTMENT:
GENDER, TERMINAL DEGREE, AND TENURE STATUS**

Academic Year 2003 - 2004

<u>Department</u>	<u>Gender</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>W</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Agriculture and Natural Resources	3	1	4	4	(100%)	1	(25%)
Art	4	2	6	5	(83%)	4	(67%)
Biology	3	3	6	6	(100%)	5	(83%)
Black Studies	1	0	1	0	(0%)	0	(0%)
Chemistry	5	0	5	5	(100%)	3	(60%)
Child and Family Studies	1	4	5	5	(100%)	4	(80%)
Economics and Business	5	3	8	8	(100%)	6	(75%)
Education Studies	2	3	5	4	(80%)	2	(40%)
English, Theatre and Speech Communication	4	6	10	10	(100%)	8	(80%)
Foreign Languages	4	4	8	7	(88%)	4	(50%)
General Studies	4	1	5	3	(60%)	1	(20%)
History	4	1	5	5	(100%)	4	(80%)
Mathematics	5	2	7	6	(86%)	4	(57%)
Music	4	3	7	6	(86%)	5	(71%)
Nursing	1	7	8	8	(100%)	4	(50%)
Philosophy and Religion	8	1	9	9	(100%)	5	(56%)
Physical Education and Health	3	6	9	5	(56%)	5	(56%)
Physics	3	0	3	3	(100%)	2	(67%)
Political Science	3	0	3	3	(100%)	3	(100%)
Psychology	3	1	4	4	(100%)	3	(75%)
Sociology	1	2	3	3	(100%)	2	(67%)
Sustainability and Environmental Studies	2	0	2	2	(100%)	0	(0%)
Technology and Industrial Arts	5	0	5	5	(100%)	4	(80%)
Women's Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	(100%)	<u>1</u>	(50%)
TOTAL	78	52	130	118	(91%)	80	(62%)

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

NOTE: Under the Gender column, the following abbreviations are used: M = Men, W = Women, and T = Total of Men and Women.

Source: Office of the Academic Vice President and Provost, October 2003

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

	<u>Fiscal Year 1998-1999</u>	<u>Fiscal Year 1999-2000</u>	<u>Fiscal Year 2000-2001</u>	<u>Fiscal Year 2001-2002</u>	<u>Fiscal Year 2002-2003</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$205,500	\$251,300	\$364,600	\$374,260	\$262,647
Number of Faculty Receiving Funds	118	124	125	131	134
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$1,742	\$2,027	\$2,917	\$2,857	\$1,960
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$548,700	\$321,900	\$388,200	\$551,900	\$561,204
Number of Faculty on Paid Sabbatical	14	5	11	11	12
Average Total \$ Per Sabbaticaled Faculty	\$39,190	\$64,380	\$35,200	\$50,180	\$46,767
Percent of Total Full-Time Faculty	11.9%	4.0%	8.8%	8.4%	9.0%
Number of Total Full-Time Faculty	118	124	125	131	134

Source: Office of the Academic Vice President and Provost, October 2003

THE SEABURY AWARD FOR EXCELLENCE IN TEACHING

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

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

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

The teacher's willingness to be involved, socially and intellectually, with students outside the classroom and in College activities.

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

Recipients of the Seabury Award for Excellence in Teaching

Names of current Berea College faculty members are italicized.

Emily Ann Smith	1961	Mary Louise Pross	1977
William Gordon Ross	1961	Robert Ward Pearson	1978
Dorothy Weeden Tredennick	1962	<i>John Seelye Bolin</i>	1979
Gerrit Levey	1962	<i>Dennis Michael Rivage-Seul</i>	1980
Marian Kingman	1963	Jonas Patterson Shugars	1981
Robert Gordon Menefee	1963	Philip Schmidt	1982
Charlotte P. Ludlum	1964	<i>Larry K. Blair</i>	1983
William E. Newbolt	1964	Richard Barnes	1984
Virginia Ruth Woods	1965	Marlene Waller	1985
George Gilbert Roberts	1965	<i>Smith T. Powell</i>	1986
Maureen Faulkner	1966	John Wallhausser	1987
Kristjan Sulev Kogerma	1966	<i>Stephen C. Bolster</i>	1988
Herschel Lester Hull	1967	Robert J. Schneider	1989
Frank Junior Wray	1967	<i>Ralph Stinebrickner</i>	1990
Jerome William Hughes	1968	<i>Jeanne M. Hoch</i>	1991
Thomas Reed Beebe	1968	Dean Warren Lambert	1992
Louise Moore Scrivner	1969	<i>Ralph L. Thompson</i>	1993
John Douglas Chrisman	1969	<i>Eugene T. Chao</i>	1994
<i>Cornelius Gregory Di Teresa</i>	1970	<i>John E. Courter</i>	1995
Franklin Bryan Gailey	1970	<i>Paul David Nelson</i>	1996
Thomas McRoberts Kreider	1971	<i>L. Eugene Startzman</i>	1997
<i>William John Schafer</i>	1971	<i>Donald Hudson</i>	1998
<i>Robert Jerry Lewis</i>	1972	Dorothy Hopkins Schnare	1999
Stephen Scott Boyce	1972	<i>Thomas A. Boyd</i>	2000
Thomas David Strickler	1973	<i>Richard D. Sears</i>	2001
Martha Wylie Pride	1974	<i>Laura A. Crawford</i>	2002
Glen H. Stassen	1975	<i>Walter E. Hyleck</i>	2003
John Fletcher White	1976		

Source: Office of the Dean of Faculty, July 2003

ADMISSIONS TERRITORY CATEGORIES

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

- *In-Territory:* Students who come from much of the Appalachian region and all of Kentucky within the white area in the map below. Beginning with the entering class of 2000, In-Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.
- *Out-of-Territory:* Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.
- *F-1 International:* Students who are not U.S. Citizens, permanent residents, or refugees.



ADMISSIONS TERRITORY

ALABAMA

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

GEORGIA

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

KENTUCKY

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

KENTUCKY

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

KENTUCKY

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

KENTUCKY

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

NORTH CAROLINA

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

Admissions Territory (continued)

OHIO

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

SOUTH CAROLINA

Cherokee
Greenville
Oconee
Pickens
Spartanburg

TENNESSEE

Anderson
Bledsoe
Blount
Bradley
Campbell
Carter
Claiborne
Clay
Cocke
Cumberland
DeKalb
Fentress
Grainger
Greene
Grundy
Hamblen
Hamilton
Hancock
Hawkins

TENNESSEE

Jackson
Jefferson
Johnson
Knox
Loudon
McMinn
Macon
Marion
Meigs
Monroe
Morgan
Overton
Pickett
Polk
Putnam
Rhea
Roane
Scott
Sequatchie
Sevier
Smith
Sullivan
Unicoi
Union
VanBuren
Warren
Washington
White

VIRGINIA

Alleghany
Amherst
Augusta
Bath
Bedford
Bland
Botetourt
Buchanan
Carroll
Clarke
Craig
Dickenson
Floyd
Franklin
Frederick
Giles
Grayson
Highland

VIRGINIA

Lee
Loudon
Montgomery
Nelson
Page
Patrick
Pulaski
Roanoke
Rockbridge
Rockingham
Russell
Scott
Shenandoah
Smyth
Tazewell
Warren
Washington
Wise
Wythe

WEST VIRGINIA

Barbour*
Boone**
Braxton*
Cabell*
Calhoun*
Clay*
Doddridge*
Fayette
Gilmer*
Grant
Greenbrier
Hampshire
Hardy
Harrison*
Jackson*
Jefferson
Kanawha*
Lewis*
Lincoln
Logan
McDowell
Marion*
Mason*
Mercer
Mineral
Mingo
Monongalia*

WEST VIRGINIA

Monroe
Nicholas
Pendleton
Pleasants*
Pocahontas
Preston*
Putnam
Raleigh
Randolph
Ritchie*
Roane*
Summers
Taylor*
Tucker
Tyler*
Upshur*
Wayne
Webster
Wirt*
Wood**
Wyoming

TAKEN OUT
OF TERRITORY
IN 1976

Alabama

Clay
Cleburne
Fayette
Franklin
Marion
Walker
Winston

Virginia

Greene
Madison
Rappahannock

*Counties added in 1976

**Counties added in 1978

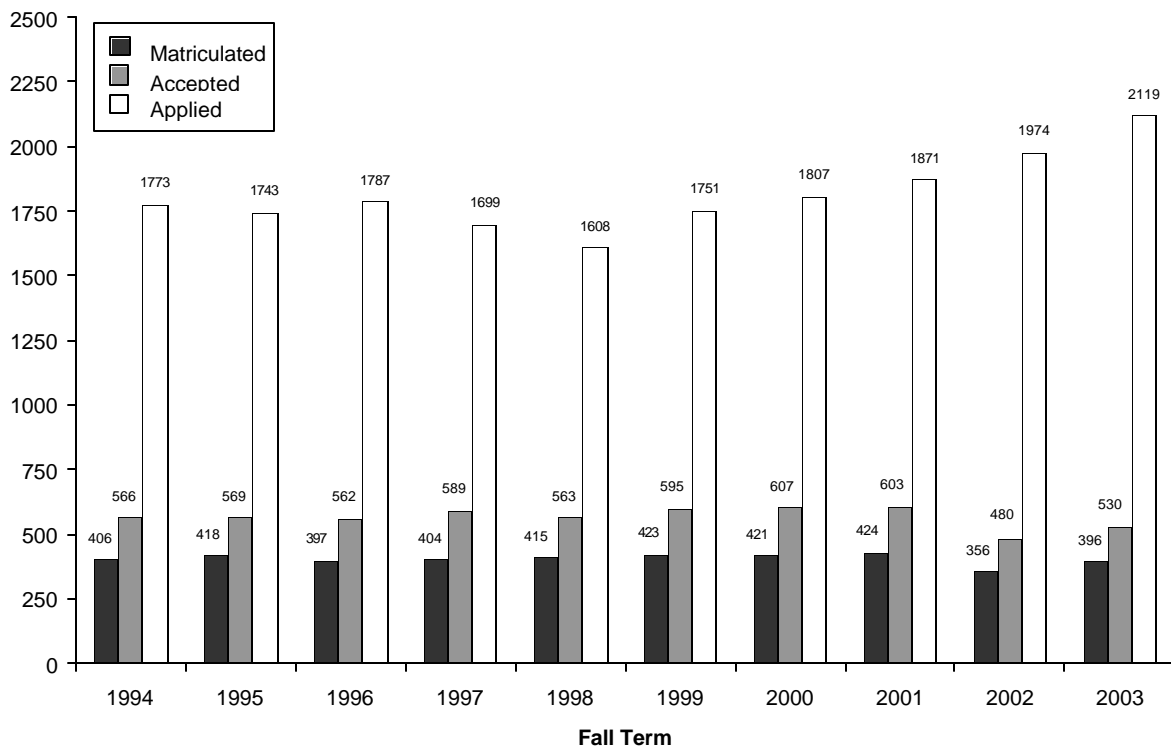
***County added in 1996 (Hamilton County, Ohio)

Source: Admissions Office

ADMISSIONS: NEW FRESHMAN INQUIRIES, APPLICANTS, ACCEPTANCES AND MATRICULANTS

YEAR	INQUIRIES		APPLICATIONS % of		ACCEPTED % of		MATRICULATED % of	
	N	N	Inquiries	N	Applications	N	Accepted	
1994	14,373	1,773	12%	566	32%	406	72%	
1995	13,479	1,743	13	569	33	418	73	
1996	10,472	1,787	17	562	31	397	71	
1997	14,015	1,699	12	589	35	404	69	
1998	15,227	1,608	11	563	35	415	74	
1999	16,153	1,751	11	595	34	423	71	
2000	14,054	1,807	13	607	34	421	69	
2001	15,402	1,871	12	603	32	424	70	
2002	15,079	1,974	13	480	24	356	74	
2003	15,340	2119	14	530	25	396	75	

ADMISSIONS: APPLICANTS, ACCEPTANCES AND MATRICULANTS



Source: Admissions Office, annual editions of Freshman Application Report

**ADMISSIONS: NEW FRESHMAN APPLICANTS,
ACCEPTANCES AND MATRICULANTS
BY GENDER**

Males

<u>YEAR</u>	<u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
1994	826	269	33%	200	74%
1995	888	256	29	196	77
1996	965	232	24	171	74
1997	847	236	28	165	70
1998	717	236	33	177	75
1999	775	259	33	190	73
2000	816	246	30	176	72
2001	843	257	31	183	71
2002	879	189	22	150	79
2003	897	217	24	156	72

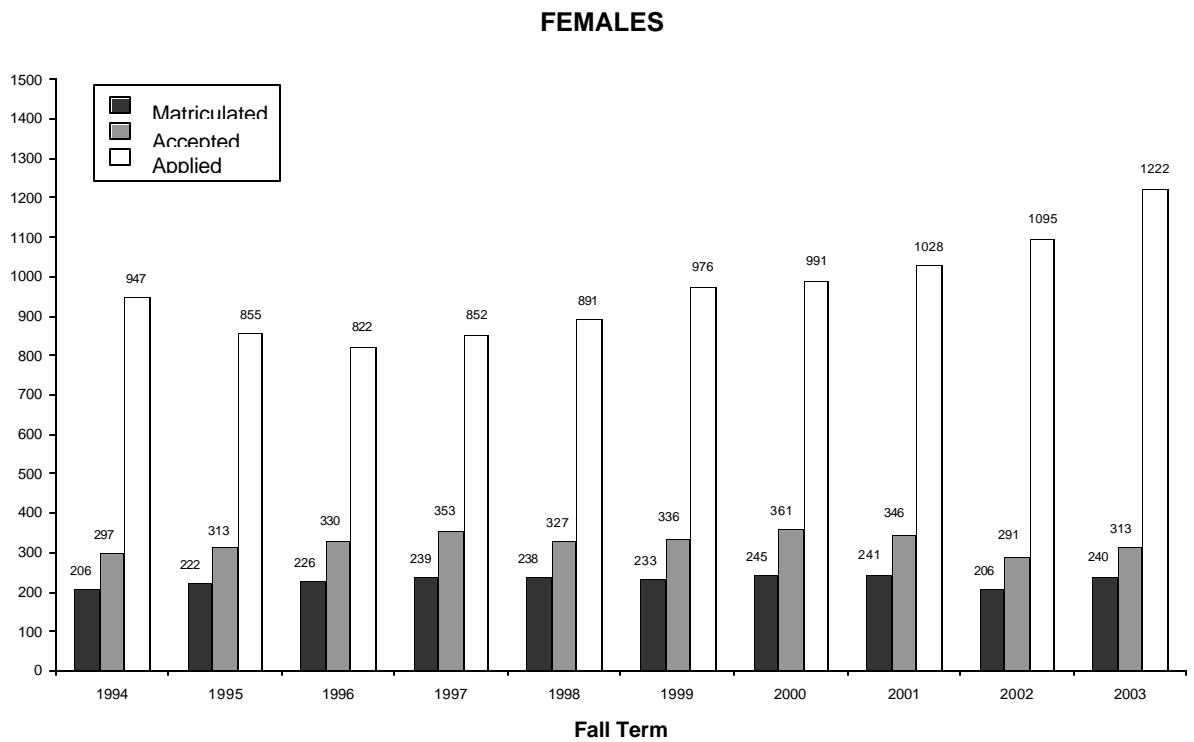
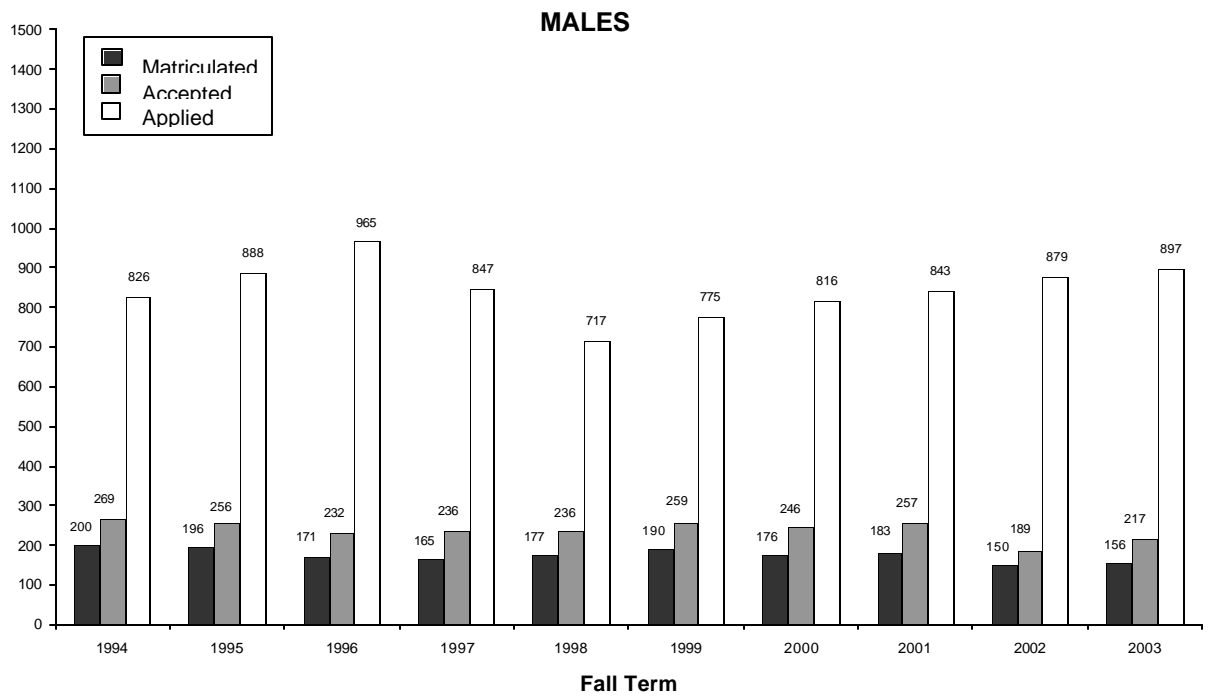
Females

<u>YEAR</u>	<u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
1994	947	297	31%	206	69%
1995	855	313	37	222	71
1996	822	330	40	226	69
1997	852	353	41	239	68
1998	891	327	37	238	73
1999	976	336	34	233	69
2000	991	361	36	245	68
2001	1,028	346	34	241	70
2002	1,095	291	27	206	71
2003	1,222	313	26	240	77

NOTE: Inquiries cannot be accurately counted by gender since there is no way to determine gender through many types of inquiries.

Source: Admissions Office, annual editions of Freshman Application Report

ADMISSIONS: APPLICANTS, ACCEPTANCES AND MATRICULANTS BY GENDER



ADMISSIONS: NEW FRESHMAN INQUIRIES, APPLICANTS, ACCEPTANCES AND MATRICULANTS BY TERRITORY

IN-TERRITORY

YEAR	<u>INQUIRIES</u>	<u>APPLICATIONS</u>		<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
1994	7268	966	13%	457	47%	325	71%
1995	7477	888	12	463	52	350	76
1996	5363	734	14	444	60	315	71
1997	7932	803	10	452	56	303	67
1998	8070	915	11	453	50	328	72
1999	9482	911	10	465	51	331	71
2000	8024	936	12	478	51	336	70
2001	9096	930	10	466	50	332	71
2002	8983	1022	11	362	35	274	76
2003	8467	1046	12	388	37	287	74

OUT-OF-TERRITORY

YEAR	<u>INQUIRIES</u>	<u>APPLICATIONS</u>		<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
1994	4588	249	5%	85	34%	64	75%
1995	3155	217	7	71	33	51	72
1996	2623	174	7	89	51	62	70
1997	2902	211	7	107	51	74	69
1998	2753	213	8	82	38	62	76
1999	2772	261	9	101	39	70	69
2000	2716	227	8	97	43	62	64
2001	3635	250	7	103	41	70	68
2002	3266	271	8	86	32	58	67
2003	3996	357	9	106	30	80	75

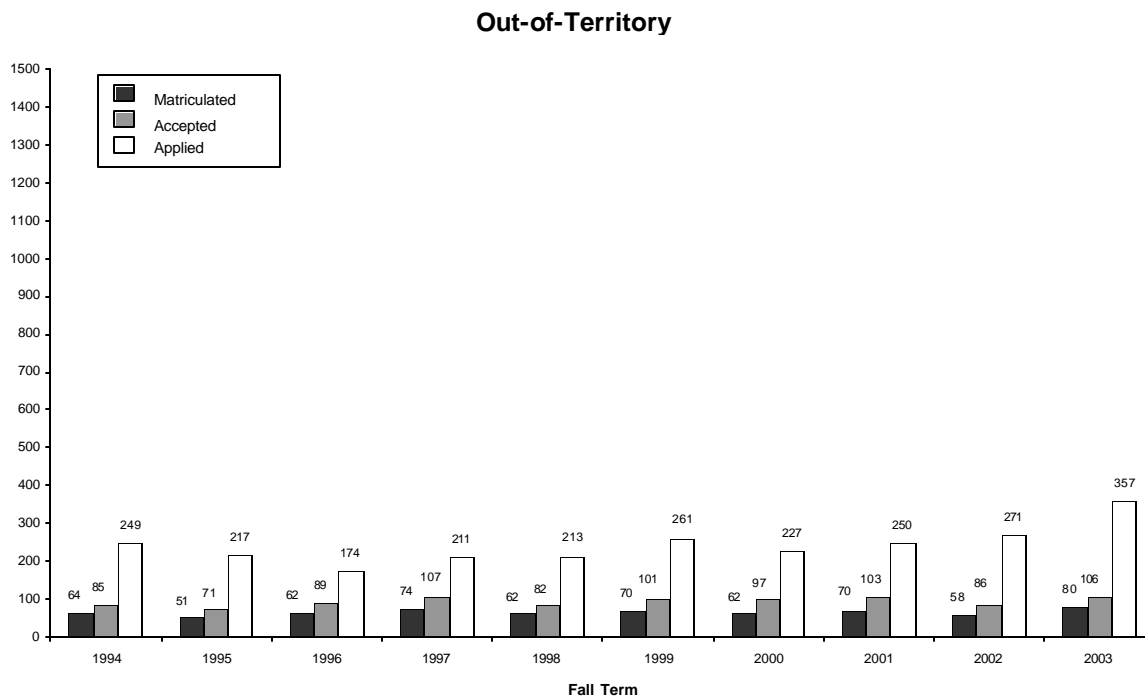
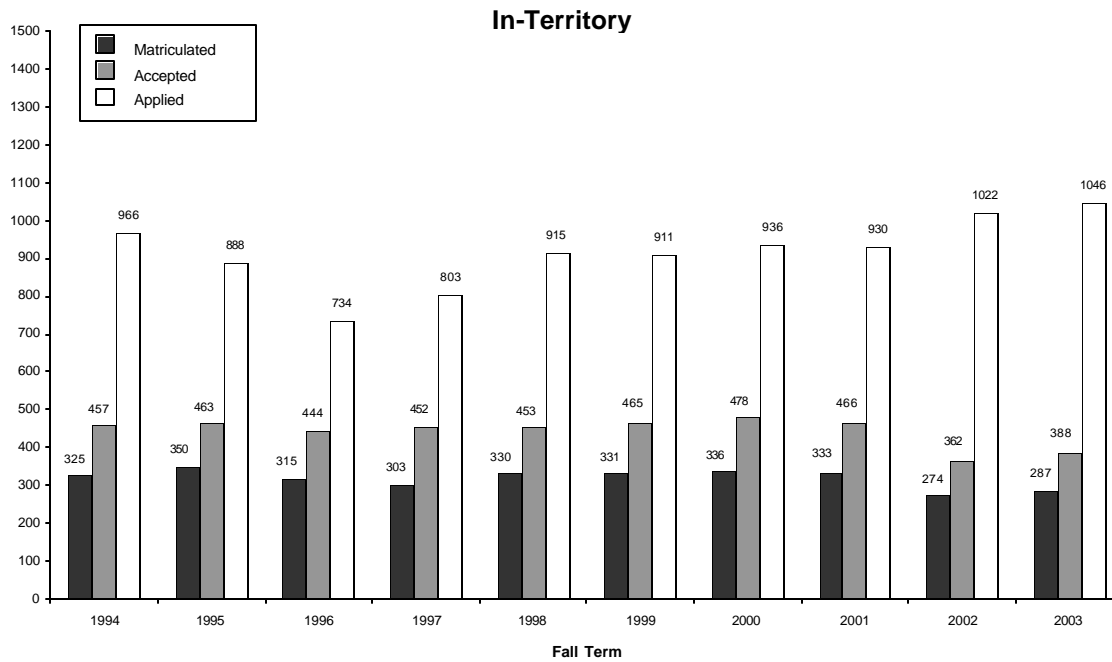
F-1 INTERNATIONAL*

YEAR	<u>INQUIRIES</u>	<u>APPLICATIONS</u>		<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
1994	2517	547	22%	23	4%	17	74%
1995	2847	621	22	29	5	17	59
1996	2486	879	35	29	3	21	72
1997	3181	685	22	30	4	27	90
1998	2736	480	18	28	6	23	82
1999	3899	579	15	29	5	22	76
2000	3314	644	19	32	5	23	72
2001	2671	691	26	34	5	22	65
2002	2830	681	24	32	5	24	75
2003	2877	716	25	36	5	29	81

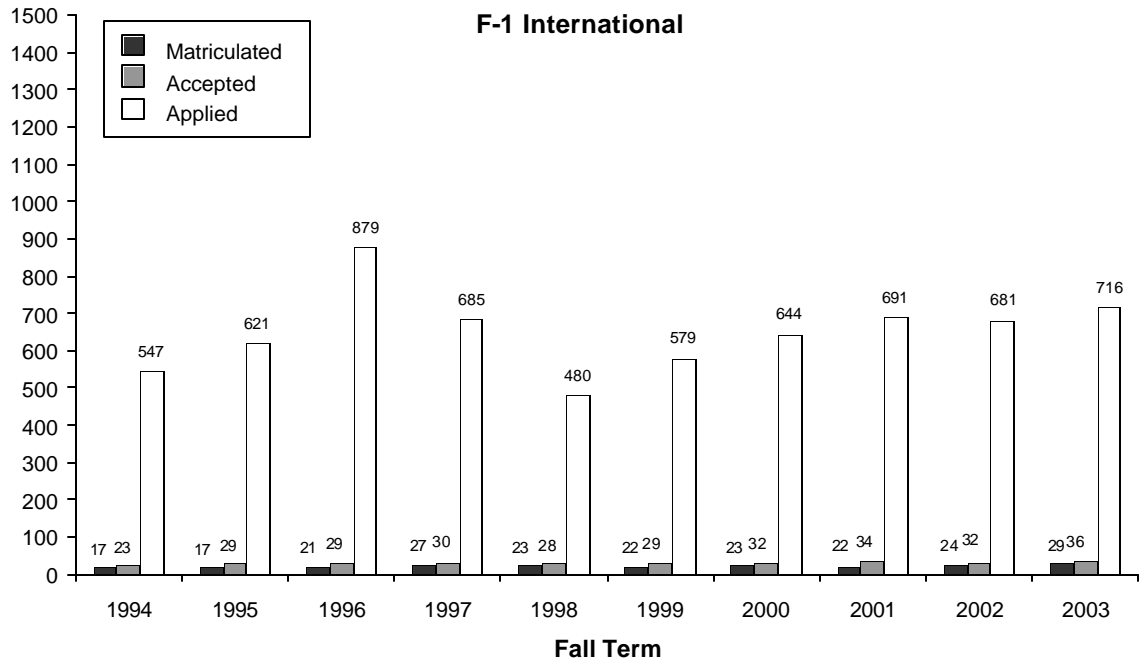
*The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2003, nine (9) new freshmen were designated as "permanent residents."

Source: Admissions Office, annual editions of Freshman Application Report

ADMISSIONS: APPLICANTS, ACCEPTANCES AND MATRICULANTS BY TERRITORY



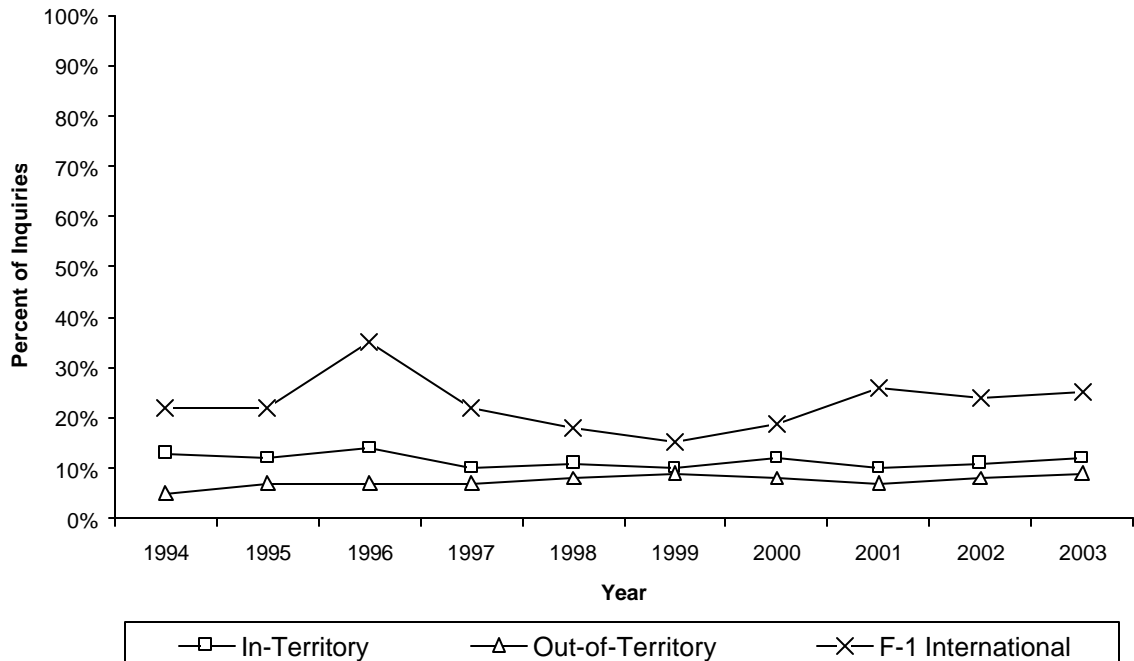
Admissions by Territory (Continued)



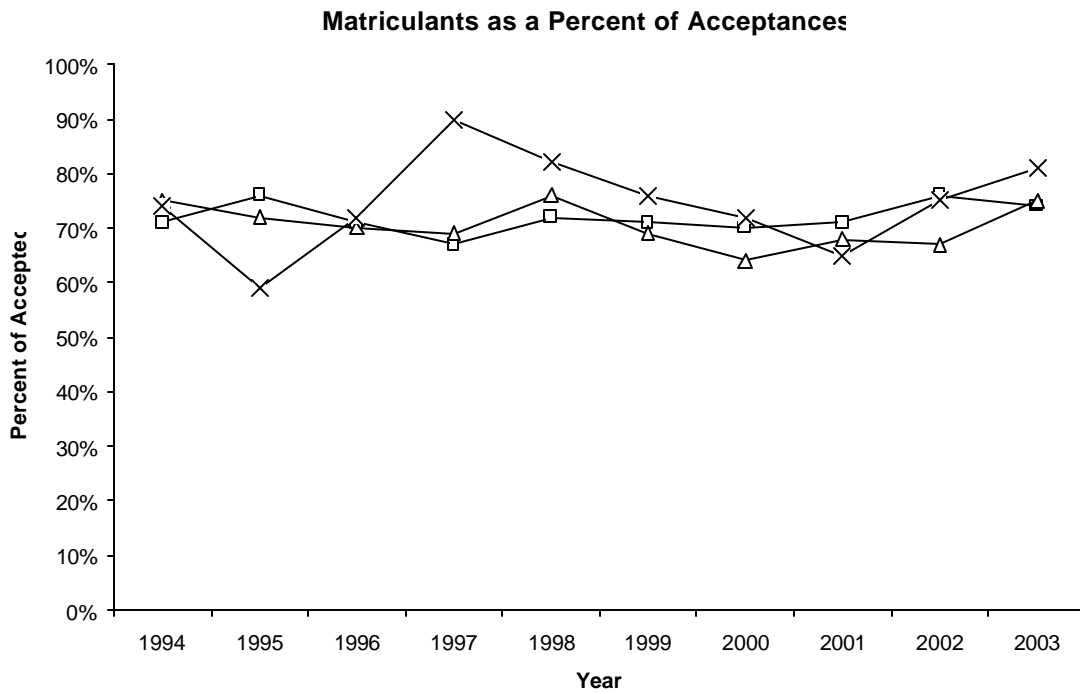
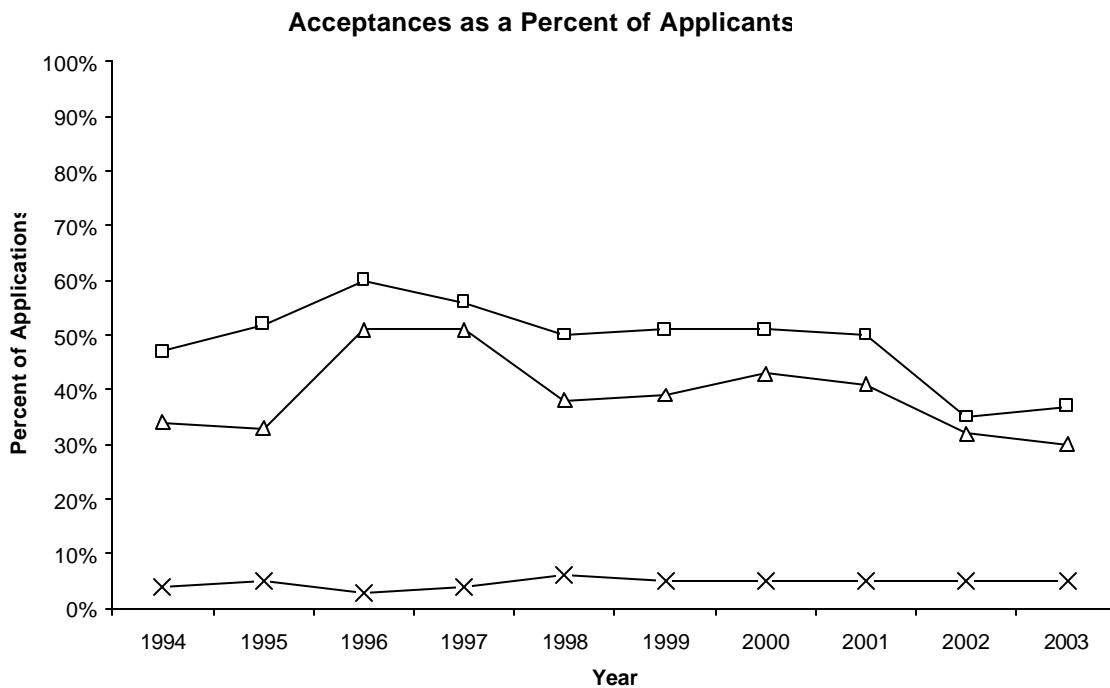
*The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2003, nine (9) new freshmen were designated as "permanent residents."

ADMISSIONS YIELD

Applications as a Percent of Inquiries



Admissions Yield (Continued)

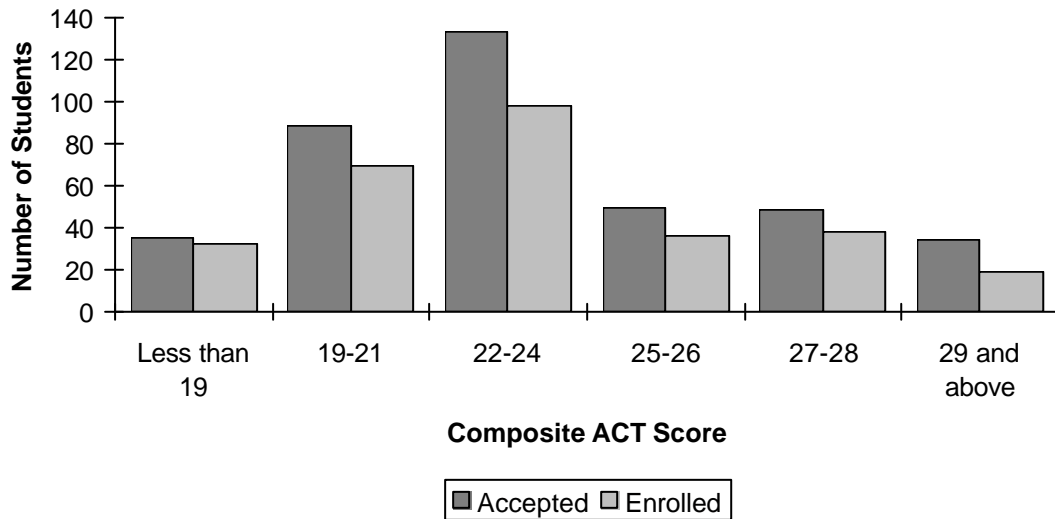


—□— In-Territory	—△— Out-of-Territory	—×— F-1 International
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**ACT COMPOSITE SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2003**

<u>ACT Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 19	35	9.0%	32	11.0%	91.4%
19 - 21	88	22.7%	69	23.6%	78.4%
22 - 24	133	34.4%	98	33.6%	73.7%
25 - 26	49	12.7%	36	12.3%	73.5%
27 - 28	48	12.4%	38	13.0%	79.2%
29 and above	<u>34</u>	<u>8.8%</u>	<u>19</u>	<u>6.5%</u>	55.9%
TOTAL	387	100.0%	292	100.0%	75.5%

**ACT COMPOSITE SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2003**



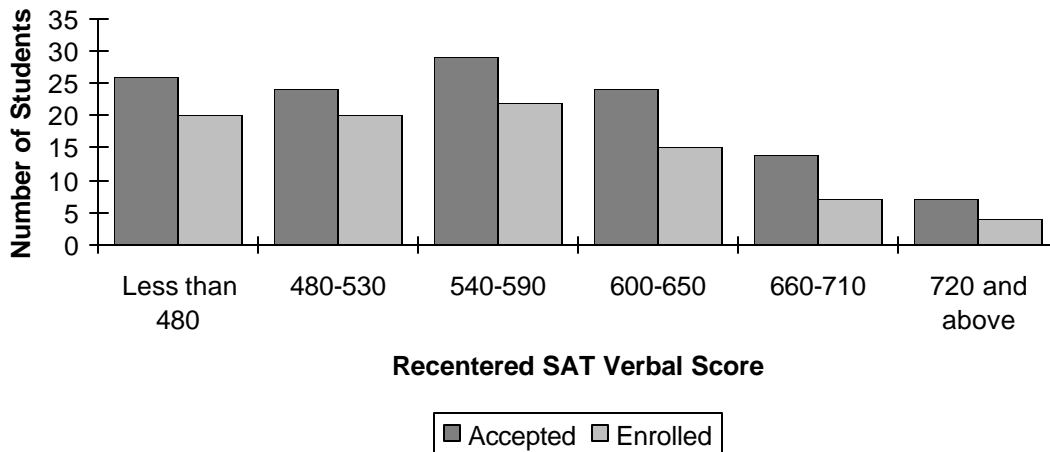
*Total does not equal the number of new freshmen because not all students submitted ACT scores. The total number accepted is 530 and the total number enrolled is 396.

Source: Office of Admissions, October 2003

**SAT VERBAL SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2003**

SAT Verbal <u>Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 480	26	21.0%	20	22.7%	76.9%
480 - 530	24	19.4%	20	22.7%	83.3%
540 - 590	29	23.4%	22	25.0%	75.9%
600 - 650	24	19.4%	15	17.0%	62.5%
660 - 710	14	11.3%	7	8.0%	50.0%
720 and above	<u>7</u>	<u>5.6%</u>	<u>4</u>	<u>4.5%</u>	57.1%
TOTAL	124	100.0%	88	100.0%	71.0%

**SAT VERBAL SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2003**



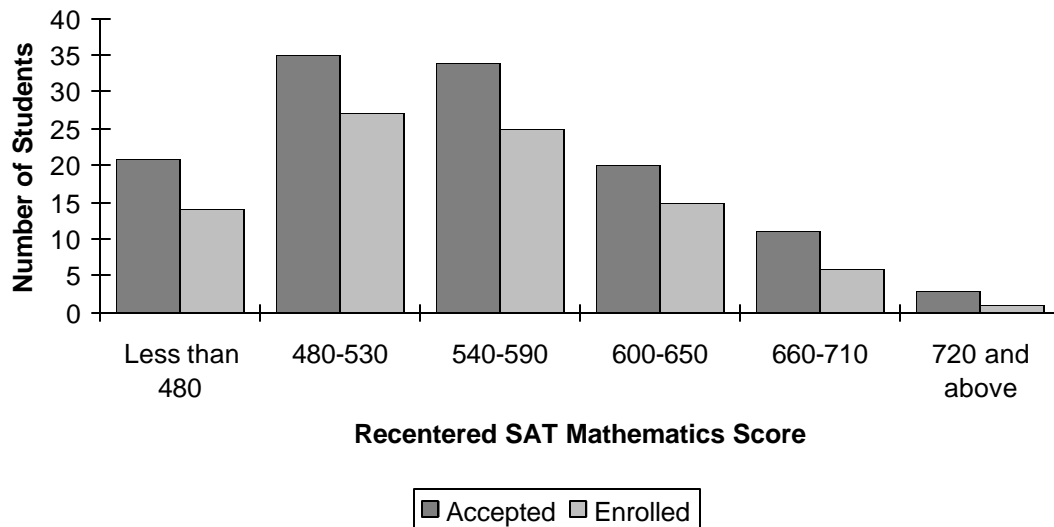
*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 530 and the total number enrolled is 396.

Source: Office of Admissions, October 2003

**SAT MATHEMATICS SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2003**

SAT Mathematics <u>Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 480	21	16.9%	14	15.9%	66.7%
480 - 530	35	28.2%	27	30.7%	77.1%
540 - 590	34	27.4%	25	28.4%	73.5%
600 - 650	20	16.1%	15	17.0%	75.0%
660 - 710	11	8.9%	6	6.8%	54.5%
720 and above	<u>3</u>	<u>2.4%</u>	<u>1</u>	<u>1.1%</u>	33.3%
TOTAL	124	100.0%	88	100.0%	71.0%

**SAT MATHEMATICS SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2003**

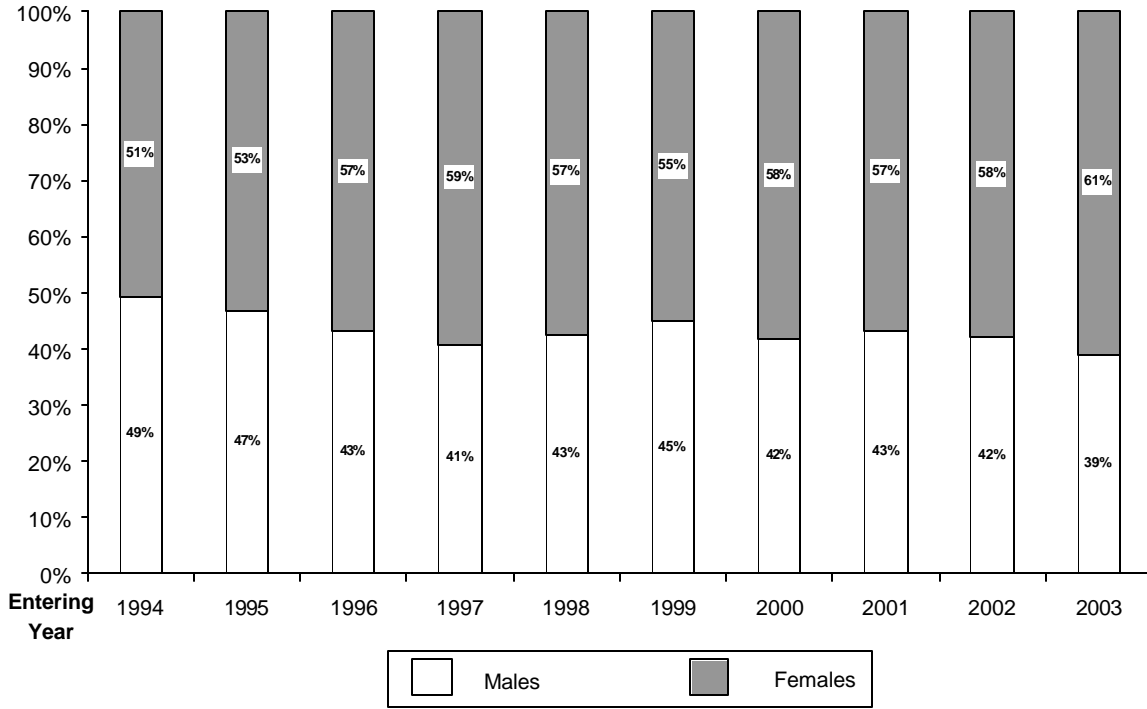


*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 530 and the total number enrolled is 396.

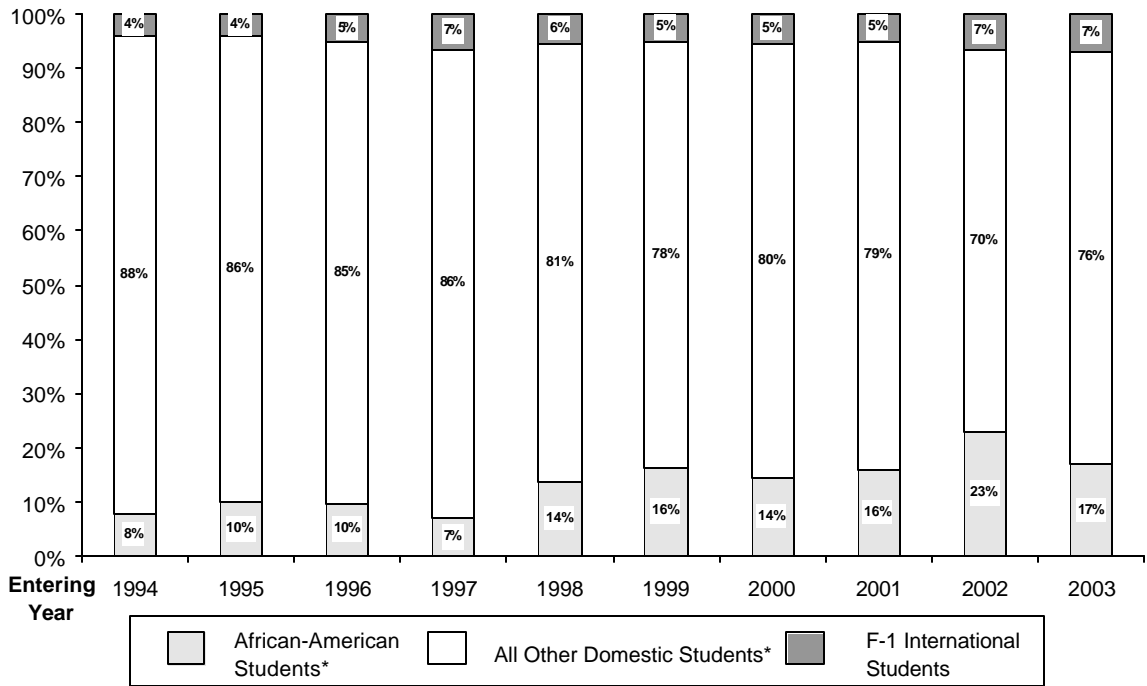
Source: Office of Admissions, October 2003

NEW FRESHMAN ENROLLMENT TRENDS

New Freshman Enrollment by Gender



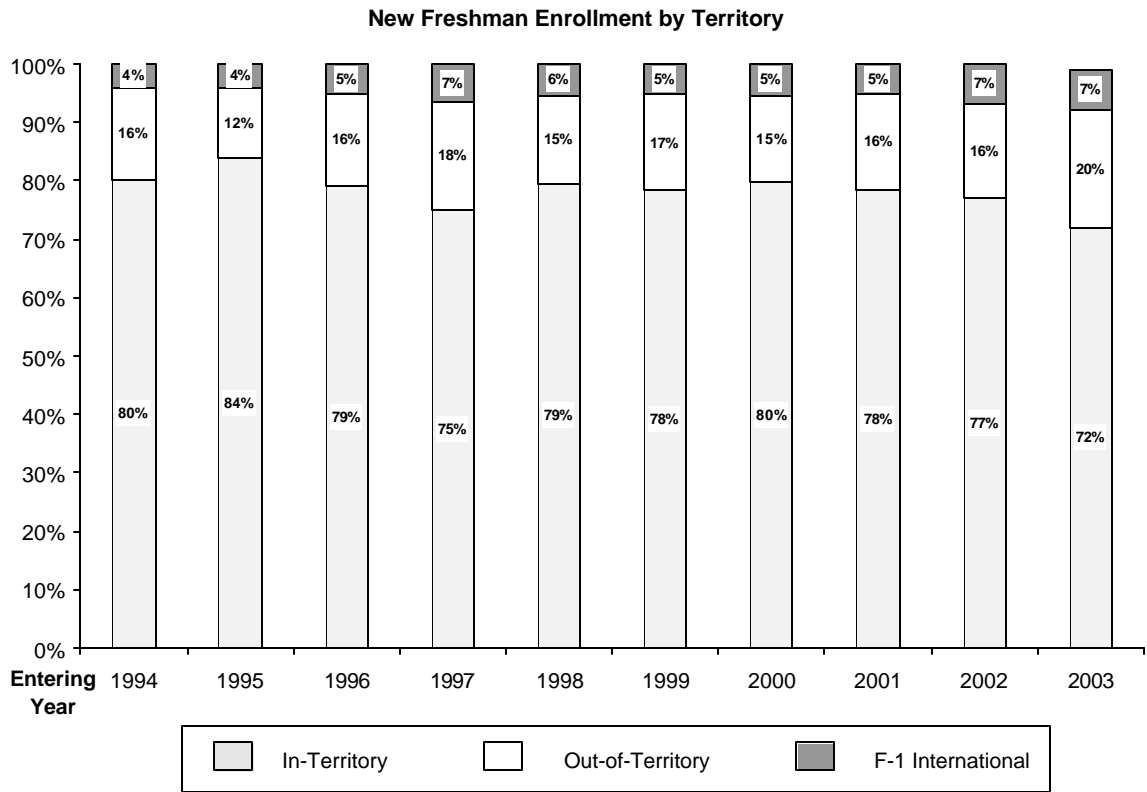
New Freshman Enrollment by Cohort Type



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

Source: Office of Institutional Research and Assessment, October 2003

New Freshman Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2003.

Enrollment Category Highlights

	Fall 2003 All Degree-Seeking Students <u>N = 1,511</u>	Fall 2003 New Freshmen <u>N = 396</u>
Gender		
Male	596 39%	156 39%
Female	915 61%	240 61%
Territory		
In-Territory	1,114 74%	287 72%
Out-of-Territory	284 19%	80 20%
F-1 International	113 7%	29 7%
In-Territory Appalachian Counties Only	861 57%	214 54%
Students With International Experience		
	145 10%	38 10%
Ethnicity		
African-American	260 17%	67 17%
Other minorities	48 3%	13 3%
White	1,059 70%	281 71%
Unknown	144 10%	35 9%
Non-Traditional Students		
	362 24%	26 7%

Definitions:

In-Territory: Students who come from much of the Appalachian region and all of Kentucky. Beginning with the entering class of 2000, In-Territory, rather than Out-of-Territory, also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

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

F-1 International: Students who are not U.S. Citizens, permanent residents, or refugees.

In-Territory Appalachian Counties Only: Students who come from all of the In-Territory counties except those in central and western Kentucky that were added to the In-Territory category in 1976 and 1978.

Students With International Experience: All students who are classified as "F-1 International" and other students who are classified as "permanent residents" (students who may be asylees or refugees).

African-American: Students (not F-1 International students) who indicated "African-American, non-hispanic" on their admissions application.

Other Minorities: Students (not F-1 International students) who indicated "American Indian or Alaskan Native," "Asian or Pacific Islander," or "Hispanic" on their admissions application.

Unknown: Students who indicated "Prefer not to respond" on their admissions application and all F-1 International students because they are not coded on the basis of ethnicity.

Non-Traditional Students: Students who are 23 or older, married, or have a child.

FIRST GENERATION COLLEGE STUDENTS

Parents' Educational Background:

Entering Student Data:

In Fall 2003, there were 396 new freshmen and 22 transfer students for a total of 418 new students. The following data were collected on the Entering Student Survey, which 90% (378) of the new students completed.

Of the 378,

256 (68%) – indicated neither parent had received a college degree.

116 (31%) – indicated neither parent had completed any college courses.

Therefore, 32% of the Fall 2003 freshman respondents came from families in which at least one parent held a college degree and 69% had at least one parent who had taken college courses.

Graduating Student Data:

The following data were collected on the Graduating Student (Exit) Survey, which 74% (221) of the 300 December 2002, May and September 2003 graduates completed.

Of the 221,

152 (69%) – indicated neither parent had received a college degree.

72 (33%) – indicated neither parent had completed any college courses.

Therefore, 31% of the December 2002, May and September 2003 graduate respondents came from families in which at least one parent held a college degree and 67% had at least one parent who had taken college courses.

Source: Office of Institutional Research and Assessment, October 2003

**FALL ENROLLMENTS BY CLASSIFICATION
1999 - 2003**

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	497	503	492	427	468
New Freshmen	(423)	(421)	(424)	(356)	(396)
Other** Freshmen	(74)	(82)	(68)	(71)	(72)
Sophomore	390	370	393	343	298
Junior	288	355	349	380	340
Senior	<u>321</u>	<u>311</u>	<u>384</u>	<u>374</u>	<u>405</u>
TOTAL DEGREE-SEEKING STUDENTS	1,496	1,539	1,618	1,524	1,511
Berea Community School	24	17	25	25	24
Madison Southern High School	2	5	4	6	4
College Employee	8	5	9	9	7
Community (Special)	18	18	14	8	7
Post-Graduate	0	0	0	0	0
Transient/Exchange	<u>2</u>	<u>6</u>	<u>3</u>	<u>6</u>	<u>6</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	54	51	55	54	48
TOTAL HEADCOUNT	1,550	1,590	1,673	1,578	1,559

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

NOTE: For year 2003, there were four new freshmen "officially" classified as sophomores. For year 2002, three of the new freshman were "officially" classified as sophomores. For year 2001, four of the new freshmen were "officially" classified as sophomores. For year 2000, two of the new freshmen were "officially" classified as sophomores.

Definitions:

Full-time Student - A student who has a 3 to 4 1/2 credits course load.

Part-time Student - A student who is registered for less than 3 credits course load.

New Freshmen - Students who have enrolled at Berea College for the first time and not transferred from another institution.

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

Non-Degree-Seeking Classifications:

Berea Community School or Madison Southern High School- Junior and senior high school students who take no more than two courses per term at Berea College upon the recommendation of their Guidance Counselor and concurrence of the Associate Provost.

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

Post Graduate - Students who have already received a college degree and are not taking courses in pursuit of a degree.

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

Source: Academic Services, September 2003

FALL ENROLLMENTS BY CLASSIFICATION (Continued)

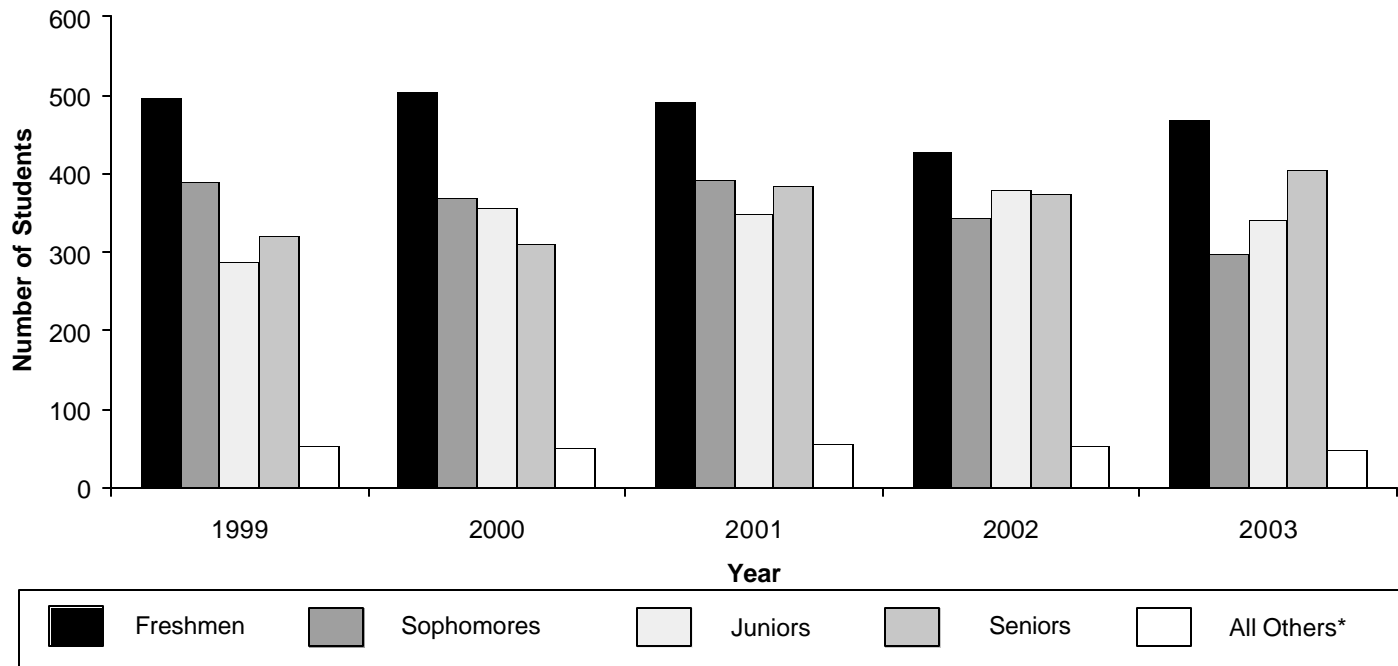
	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
<u>Full-Time Students</u>					
Freshman	497	502	492	427	468
New Freshmen	(423)	(421)	(424)	(356)	(396)
Other** Freshmen	(74)	(81)	(68)	(71)	(72)
Sophomore	390	370	393	342	298
Junior***	287	354	349	380	340
Senior	<u>317</u>	<u>308</u>	<u>383</u>	<u>372</u>	<u>404</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,491	1,534	1,617	1,521	1,510
Berea Community School	1	1	0	0	0
Madison Southern High School	0	0	0	0	0
College Employee	0	1	0	0	0
Community (Special)	0	1	0	0	0
Post-Graduate	0	0	0	0	0
Transient/Exchange	<u>1</u>	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	2	5	3	5	5
TOTAL FULL-TIME STUDENTS	1,493	1,539	1,620	1,526	1,515
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	1	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(1)	(0)	(0)	(0)
Sophomore	0	0	0	1	0
Junior***	1	1	0	0	0
Senior	<u>4</u>	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	5	5	1	3	1
Berea Community School	23	16	25	25	24
Madison Southern High School	2	5	4	6	4
College Employee	8	4	9	9	7
Community (Special)	18	17	14	8	7
Post-Graduate	0	0	0	0	0
Transient/Exchange	<u>1</u>	<u>4</u>	<u>0</u>	<u>1</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	52	46	52	49	43
TOTAL PART-TIME STUDENTS	57	51	53	52	44
FTE ENROLLMENT	1,515	1,559	1,643	1,549	1,532

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of courses taken by 3. Our current part-time enrollment of 44 students has a FTE of 17.42.

Source: Academic Services, September 2003

FALL ENROLLMENTS



*All others include community (special), post-graduate, transient/exchange, Berea Community School and Madison Southern high school students, and college employees.

FALL 2003 ENROLLMENT BY STATE AND U.S. TERRITORIES

Degree-Seeking Students:

Alabama	99	(6%)	Missouri	5	(*)
Arizona	3	(*)	Montana	1	(*)
California	5	(*)	Nebraska	1	(*)
Colorado	2	(*)	New Hampshire	3	(*)
Connecticut	1	(*)	New Jersey	2	(*)
Florida	7	(*)	New York	4	(*)
Georgia	38	(2%)	North Carolina	73	(5%)
Hawaii	1	(*)	Ohio	152	(10%)
Illinois	7	(*)	Oregon	2	(*)
Indiana	19	(1%)	Pennsylvania	14	(1%)
Iowa	2	(*)	South Carolina	48	(3%)
Kansas	4	(*)	South Dakota	1	(*)
Kentucky	509	(33%)	Tennessee	197	(13%)
Louisiana	2	(*)	Texas	7	(*)
Maine	4	(*)	Utah	2	(*)
Maryland	3	(*)	Vermont	1	(*)
Massachusetts	3	(*)	Virginia	68	(4%)
Michigan	9	(1%)	Washington	3	(*)
Mississippi	3	(*)	West Virginia	80	(5%)
			Wisconsin	2	(*)

Sub-Total 1,387 (89%)

Students Enrolled from Outside the U.S. and/or Its Territories
(For more detail, see the following page.) 124 (8%)

Total Degree-Seeking Students 1,511 (97%)

Non-Degree-Seeking Students:

Berea Community School	24
Madison Southern High School	4
College Employee	7
Community (Special)	7
Post Graduate	0
Transient/Exchange	6
Sub-Total	49

Total Non-Degree-Seeking Students 48 (3%)

TOTAL HEADCOUNT ENROLLMENT 1,559 (100%)

*Denotes percentages less than 1.

NOTE: For the degree-seeking students above, the states and U.S. territories are determined by the address given at the time of acceptance to the College. "Students enrolled from outside the U.S. and/or Its Territories," therefore include more students than those classified as "F-1 International."

Source: Office of Institutional Research and Assessment, Geographical Report, October 2003.
<<http://www.berea.edu/ira/ci.geo2003.htm>>

FALL 2003 ENROLLMENT BY COUNTRY

Degree-Seeking Students:

Afghanistan	1	(1%)	Mexico	1	(1%)
Albania	2	(2%)	Moldova	1	(1%)
Antigua & Barbuda	1	(1%)	Mongolia	1	(1%)
Armed Forces - Europe	1	(1%)	Morocco	1	(1%)
Armenia	1	(1%)	Myanmar	3	(2%)
Azerbaijan	2	(2%)	Namibia	1	(1%)
Bangladesh	1	(1%)	Nepal	7	(6%)
Bhutan	1	(1%)	Nicaragua	1	(1%)
Bosnia & Herzegovina	1	(1%)	Nigeria	3	(2%)
Brazil	2	(2%)	Papua New Guinea	1	(1%)
Bulgaria	4	(3%)	People's Rep. Of China	3	(2%)
Costa Rica	1	(1%)	Peru	1	(1%)
Croatia	1	(1%)	Poland	1	(1%)
Czech Republic	1	(1%)	Romania	1	(1%)
Ecuador	2	(2%)	Russia	2	(2%)
El Salvador	1	(1%)	Senegal	1	(1%)
Ethiopia	1	(1%)	Serbia	1	(1%)
Georgia	1	(1%)	Sierra Leone	2	(2%)
Germany	1	(1%)	Slovak Republic	1	(1%)
Ghana	2	(2%)	Sri Lanka	2	(2%)
Guinea	1	(1%)	Sudan	2	(2%)
Honduras	1	(1%)	Swaziland	2	(2%)
India	2	(2%)	Sweden	1	(1%)
Indonesia	1	(1%)	Syria	1	(1%)
Israel	1	(1%)	Taiwan	2	(2%)
Japan	2	(2%)	Tajikistan	1	(1%)
Kampuchea (Cambodia)	1	(1%)	Thailand	1	(1%)
Kazakhstan	1	(1%)	The Gambia	3	(2%)
Kenya	4	(3%)	Tibet, The Former	6	(5%)
Kyrgyzstan	1	(1%)	Trinidad and Tobago	1	(1%)
Latvia	1	(1%)	Turkey	1	(1%)
Liberia	4	(3%)	Uganda	2	(2%)
Lithuania	2	(2%)	Uzbekistan	3	(2%)
Macedonia	2	(2%)	Vietnam	2	(2%)
Malawi	1	(1%)	Yugoslavia	3	(2%)
Malaysia	2	(2%)	Zambia	1	(1%)
			Zimbabwe	2	(2%)

**TOTAL DEGREE-SEEKING STUDENTS ENROLLED FROM
OUTSIDE THE UNITED STATES AND/OR ITS TERRITORIES** **124 (100%)**

(The 124 students represent approximately 8% of the total degree-seeking enrollment.)

NOTE: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one hundred twenty four (124) students above include more students than those classified as "F-1 International."

Source: Office of Institutional Research and Assessment, Geographical Report, October 2003. For more details visit <<http://www.berea.edu/ira/ci.geo2003.htm>>

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS
BY TERRITORY
1999 - 2003**

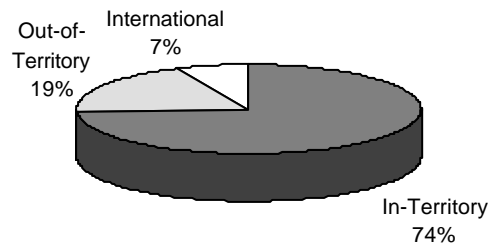
	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Berea's Territory*	1,111	1,140	1,221	1,148	1,114
Prior to 1976 expansion	63%	64%	65%	71%	74%
Counties Added in 1976 & 1978	35%	34%	33%	27%	23%
Hamilton Co, Ohio added in 1996	1%	2%	2%	3%	3%
Out-of-Territory*	285	291	295	275	284
F-1 International***	<u>100</u>	<u>108</u>	<u>102</u>	<u>101</u>	<u>113</u>
TOTAL	1,496	1,539	1,618	1,524	1,511

*For a complete description of Berea's Territory and its changes, please see pages 26 - 28. Beginning with the entering class of 2000, Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

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

***The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2003, thirty-five (35) Berea College students were designated as "permanent residents."

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



Source: Office of Institutional Research and Assessment, annual editions of The Geographical Report.
<<http://www.berea.edu/ira/ci.geo2003.htm>>

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY ETHNICITY
1999 - 2003**

	1999		2000		2001		2002		2003	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African-American (Non-Hispanic)	178	(12%)	206	(13%)	237	(15%)	257	(17%)	260	(17%)
American Indian or Alaskan Native	5	(*)	9	(1%)	11	(1%)	9	(1%)	10	(1%)
Asian or Pacific Islander	24	(2%)	20	(1%)	21	(1%)	19	(1%)	21	(1%)
Hispanic	10	(1%)	9	(1%)	9	(1%)	13	(1%)	17	(1%)
White (Non-Hispanic)	1,130	(76%)	1,134	(74%)	1,187	(73%)	1,083	(71%)	1,059	(70%)
Unknown**	<u>149</u>	<u>(10%)</u>	<u>161</u>	<u>(9%)</u>	<u>153</u>	<u>(9%)</u>	<u>143</u>	<u>(9%)</u>	<u>144</u>	<u>(10%)</u>
TOTAL	1,496	(100%)	1,539	(100%)	1,618	(100%)	1,524	(100%)	1,511	(100%)

NOTES: Percentages may not equal 100% due to rounding.
Ethnic categories are derived from admissions application data.

*Denotes percentages less than 1.

**Includes all F-1 International students.

Source: Academic Services, September 2003
Office of Institutional Research and Assessment, September 2003

FALL 2003 JUNIOR AND SENIOR ENROLLMENT BY MAJOR AND COHORT TYPE

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture	1	(1%)	25	(4%)	0	(0%)	26	(3%)
Art	0	(0%)	27	(5%)	0	(0%)	27	(4%)
Biology	4	(4%)	38	(7%)	8	(14%)	50	(7%)
Business Administration	23	(21%)	48	(8%)	12	(21%)	83	(11%)
Chemistry	3	(3%)	16	(3%)	8	(14%)	27	(4%)
Child and Family Studies	16	(14%)	34	(6%)	0	(0%)	50	(7%)
Communication	4	(4%)	15	(3%)	1	(2%)	32	(4%)
Economics	0	(0%)	1	(**)	8	(14%)	9	(1%)
Education Studies	7	(6%)	44	(8%)	1	(2%)	52	(7%)
Elementary Education	0	(0%)	3	(1%)	0	(0%)	3	(**)
English	3	(3%)	32	(6%)	1	(2%)	36	(5%)
3-2 Engineering*	3	(3%)	0	(0%)	0	(0%)	3	(**)
Foreign Languages	0	(0%)	20	(3%)	2	(4%)	22	(3%)
History	2	(2%)	18	(3%)	0	(0%)	20	(3%)
Independent Major	2	(2%)	17	(3%)	0	(0%)	19	(3%)
Mathematics	2	(2%)	16	(3%)	6	(11%)	24	(3%)
Music	0	(0%)	14	(2%)	1	(2%)	15	(2%)
Nursing	9	(8%)	35	(6%)	1	(2%)	45	(6%)
Philosophy	0	(0%)	8	(1%)	1	(2%)	9	(1%)
Physical Education	4	(4%)	21	(4%)	0	(0%)	25	(3%)
Physics	0	(0%)	3	(1%)	1	(2%)	4	(1%)
Political Science	1	(1%)	11	(2%)	3	(5%)	15	(2%)
Psychology	9	(8%)	35	(6%)	1	(2%)	45	(6%)
Religion	1	(1%)	11	(2%)	0	(0%)	12	(2%)
Sociology	4	(4%)	13	(2%)	1	(2%)	18	(2%)
Technology and Industrial Arts	8	(7%)	41	(7%)	1	(2%)	49	(7%)
Theatre	2	(2%)	12	(2%)	0	(0%)	14	(2%)
Women's Studies	0	(0%)	5	(1%)	0	(0%)	5	(1%)
Undecided	3	(3%)	14	(2%)	0	(0%)	17	(2%)
TOTAL	111	(100%)	577	(100%)	57	(100%)	745	(100%)

*Not an official major of the College.

**Denotes percentages less than 1.

Note: Students with double majors and double degrees are counted only in their primary major.

Compiled by: Office of Institutional Research and Assessment, October 2003

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
1999 – 2003**

<u>Age*</u>	1999		2000		2001		2002		2003	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Less than 18 years old	36	(2%)	35	(2%)	42	(3%)	33	(2%)	32	(2%)
18 - 24 years old	1,382	(92%)	1,422	(92%)	1,500	(93%)	1,428	(94%)	1,405	(93%)
25 - 29 years old	50	(3%)	59	(4%)	54	(3%)	45	(3%)	51	(3%)
30 - 34 years old	12	(1%)	12	(1%)	13	(1%)	9	(1%)	9	(1%)
35 - 39 years old	6	(**)	2	(**)	1	(**)	3	(**)	6	(**)
40 - 44 years old	8	(1%)	6	(**)	5	(**)	2	(**)	3	(**)
45 - 49 years old	1	(**)	2	(**)	2	(**)	3	(**)	4	(**)
50 - 54 years old	0	(0%)	1	(**)	1	(**)	0	(0%)	0	(0%)
55 - 59 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	1	(**)
60 - 64 years old	1	(**)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Greater than 65 years old	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
TOTAL	1,496	(100%)	1,539	(100%)	1,618	(100%)	1,524	(100%)	1,511	(100%)

*Age is as of the first day of classes in September.

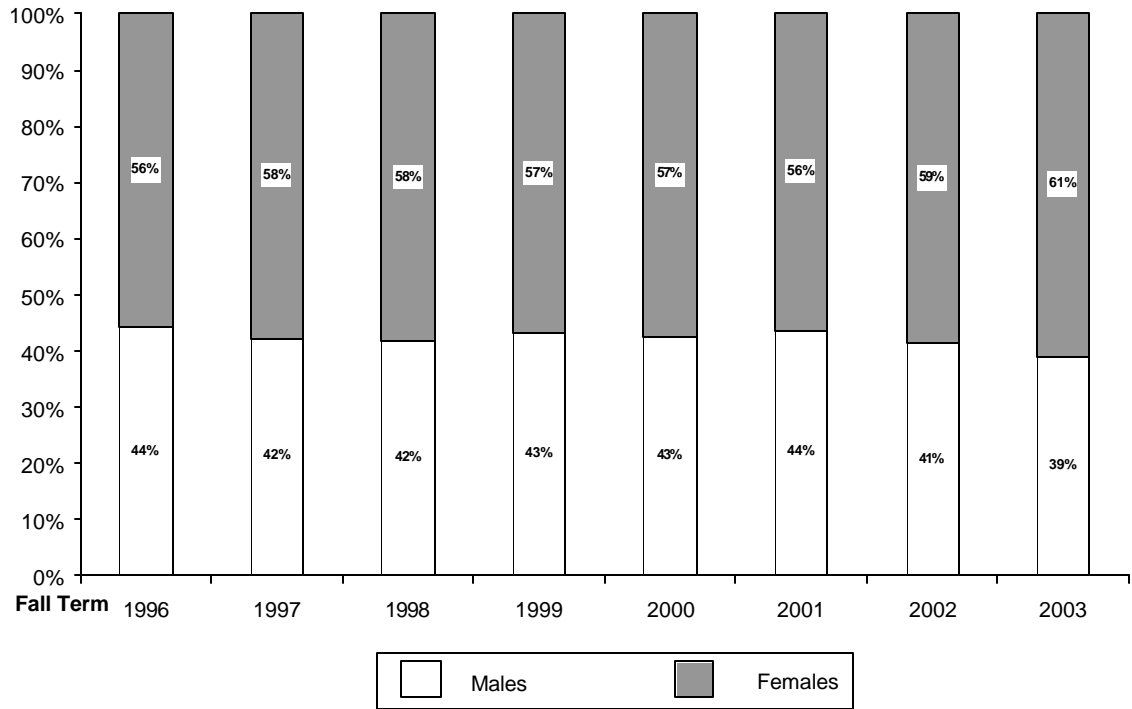
**Denotes percentages less than 1.

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

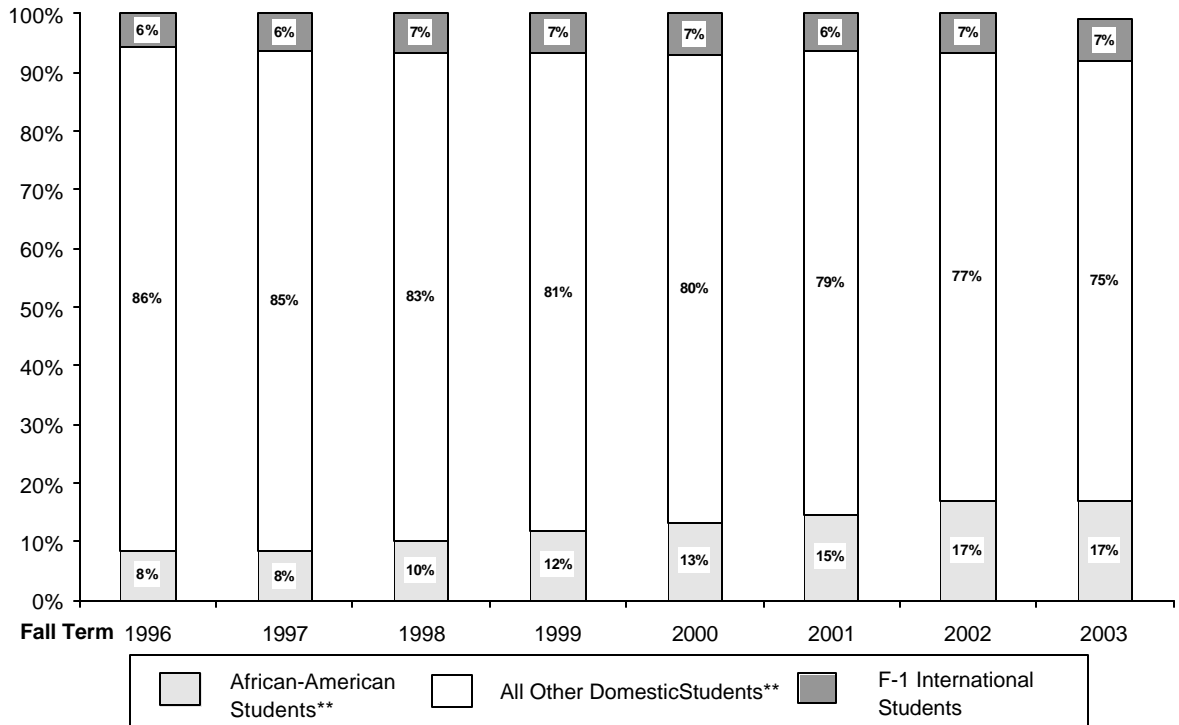
Source: Office of Institutional Research and Assessment, September 2003

FALL ENROLLMENT TRENDS

Fall Enrollment of Degree-Seeking Students* by Gender



Fall Enrollment of Degree-Seeking Students* by Cohort Type

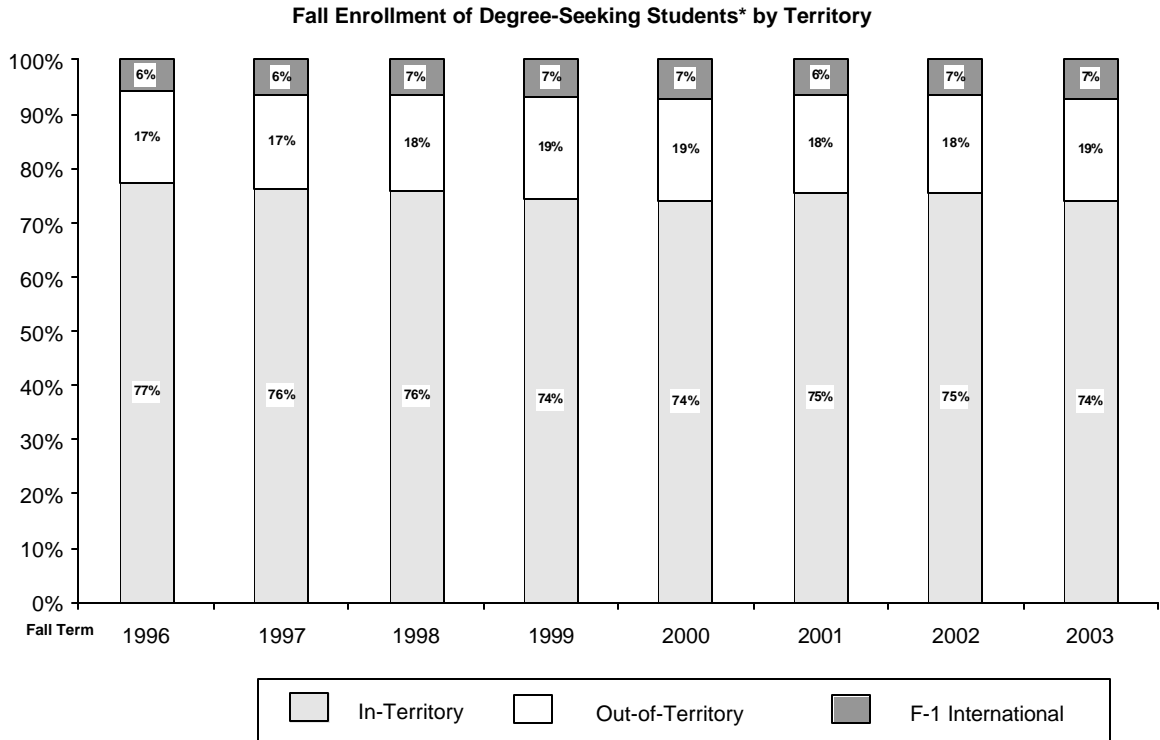


*Includes full and part-time students.

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

Source: Office of Institutional Research and Assessment, October 2003

Fall Enrollment Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, October 2003

**NEW FRESHMEN FROM KENTUCKY
FALL TERMS 1994 - 2003**

<u>Year</u>	<u>Total New Freshmen</u>	<u>Kentucky Freshmen</u>	<u>Percent Kentucky Freshmen of Total</u>
1994	406	177	43.6%
1995	418	197	47.1
1996	397	189	47.6
1997	404	182	45.0
1998	415	174	41.9
1999	423	160	37.8
2000	421	166	39.4
2001	424	144	34.0
2002	356	124	34.8
2003	396	130	32.8

**AFRICAN-AMERICAN NEW FRESHMEN
FALL TERMS 1994 - 2003**

<u>Year</u>	<u>Total New Freshmen</u>	<u>African-American Freshmen</u>	<u>Percent African-American of Total New Freshmen</u>
1994	406	32	7.9%
1995	418	42	10.0
1996	397	39	9.8
1997	404	28	6.9
1998	415	57	13.7
1999	423	69	16.3
2000	421	60	14.3
2001	424	68	16.0
2002	356	81	22.8
2003	396	67	16.9

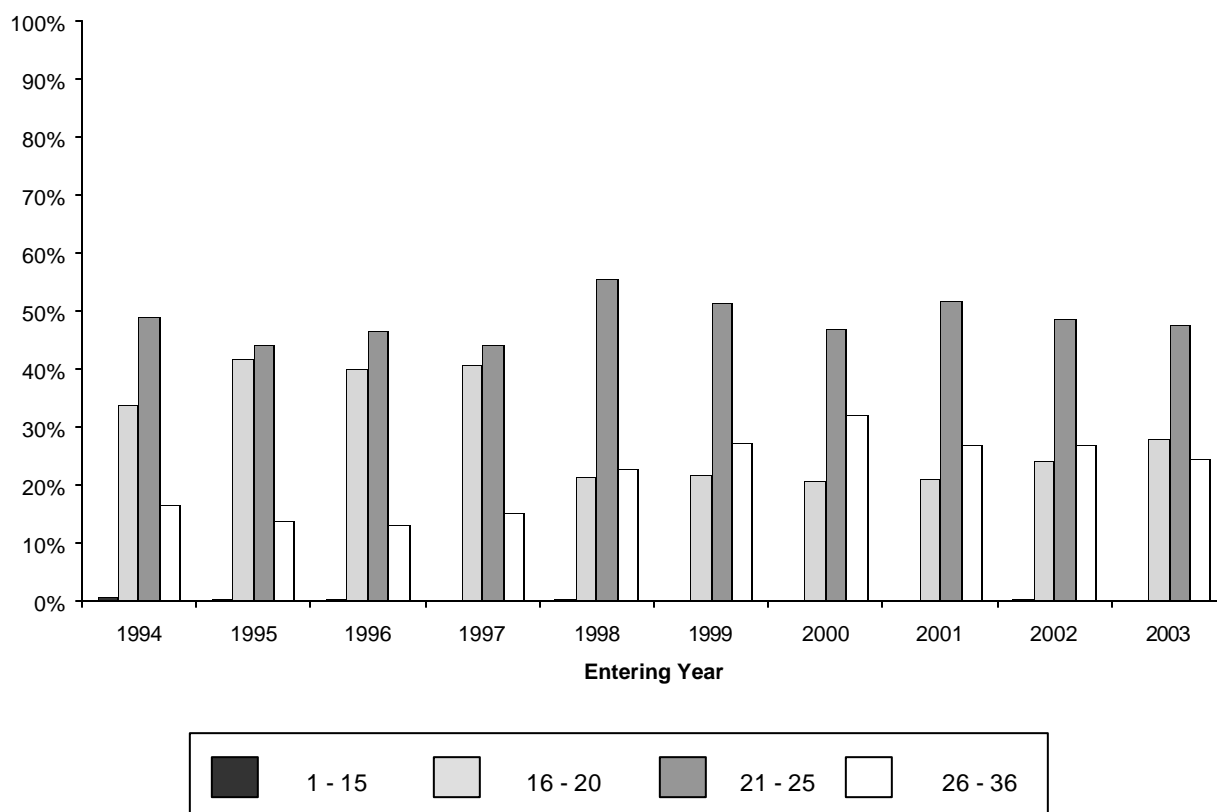
Source: Admissions Office, annual editions of Freshman Class Profile

MEAN ACT COMPOSITE SCORES 1994 - 2003

<u>Year</u>	<u>Berea's New Freshmen*</u>	<u>Berea</u>		<u>National Mean</u>	<u>Kentucky Mean</u>
		<u>Men</u>	<u>Women</u>		
1994	22.2	21.9	22.5	20.8	20.1
1995	21.7	21.2	22.2	20.8	20.1
1996	21.7	21.5	21.8	20.9	20.1
1997	21.7	21.3	21.9	21.0	20.1
1998	23.0	22.5	23.3	21.0	20.1
1999	23.1	22.6	23.5	21.0	20.1
2000	23.5	23.0	23.8	21.0	20.0
2001	23.3	22.7	23.8	21.0	20.1
2002	23.2	22.7	23.5	20.8	20.0
2003	23.0	22.8	23.1	20.8	20.2

*Approximately 75 - 85% of the new Berea College freshmen submit ACT scores.

ACT Composite Scores



Source: Admissions Office, annual editions of the Freshman Class Profile

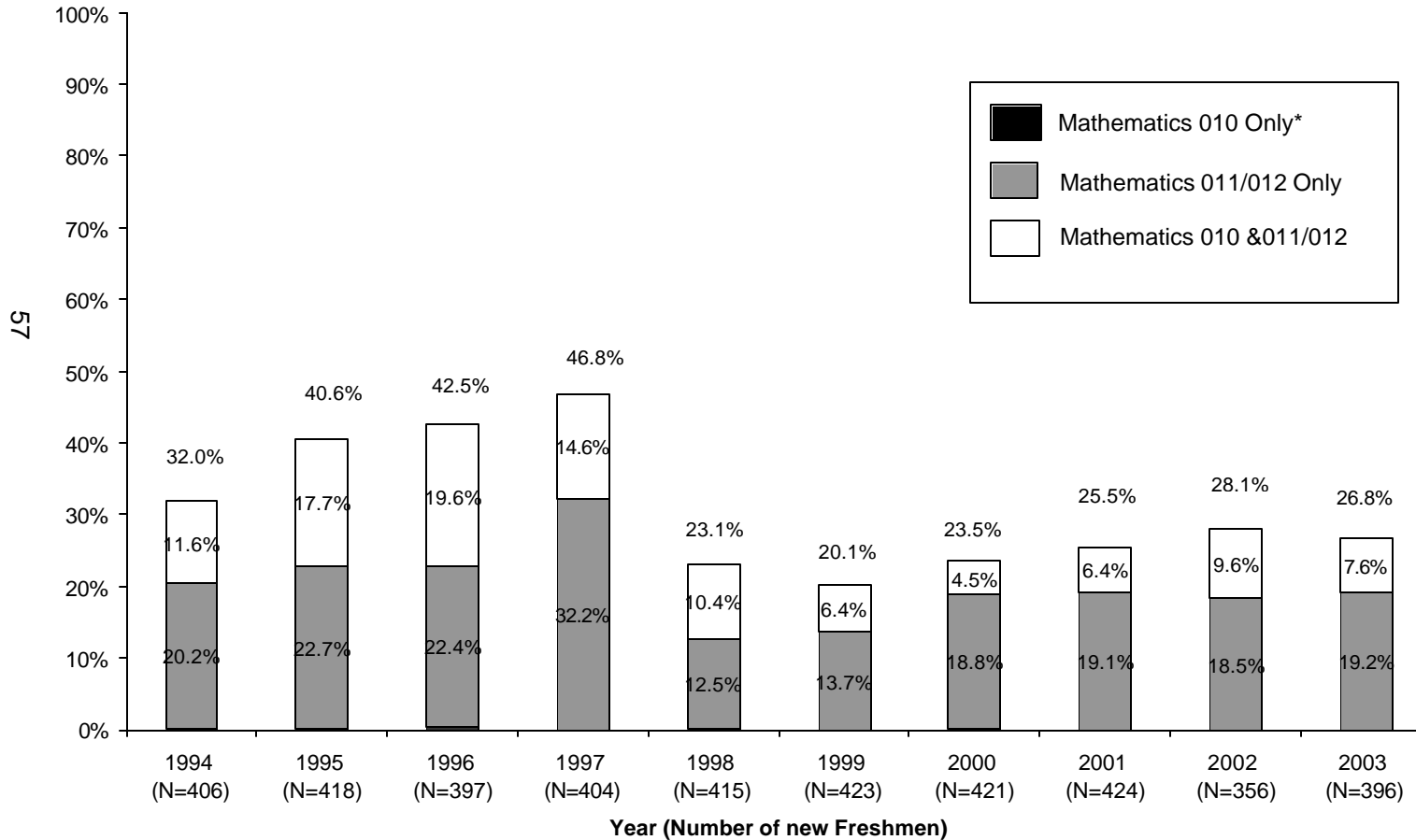
**HIGH SCHOOL RANK IN CLASS OF NEW FRESHMEN
BY GENDER
1999 - 2003**

<u>Year</u>	<u>Number of Freshmen</u>	<u>Number Ranked</u>	<u>Top One-Fifth N (%)</u>	<u>Second One-Fifth N (%)</u>	<u>Third One-Fifth N (%)</u>	<u>Fourth One-Fifth N (%)</u>	<u>Bottom One-Fifth N (%)</u>
1999							
Males	190	147	58 (39%)	52 (35%)	30 (20%)	7 (5%)	0 (0%)
Females	233	206	147 (71%)	45 (22%)	9 (4%)	5 (2%)	0 (0%)
TOTAL	423	353	205 (58%)	97 (27%)	39 (11%)	12 (3%)	0 (0%)
2000							
Males	176	131	62 (47%)	41 (31%)	24 (18%)	4 (3%)	0 (0%)
Females	245	199	150 (75%)	39 (20%)	10 (5%)	0 (0%)	0 (0%)
TOTAL	421	330	212 (64%)	80 (24%)	34 (10%)	4 (1%)	0 (0%)
2001							
Males	182	141	53 (38%)	49 (35%)	30 (21%)	9 (6%)	0 (0%)
Females	242	195	124 (64%)	53 (27%)	16 (8%)	2 (1%)	0 (0%)
TOTAL	424	336	177 (53%)	102 (30%)	46 (14%)	11 (3%)	0 (0%)
2002							
Males	150	121	52 (43%)	46 (38%)	21 (17%)	2 (2%)	0 (0%)
Females	206	174	125 (72%)	31 (18%)	14 (8%)	4 (2%)	0 (0%)
TOTAL	356	295	177 (60%)	77 (26%)	35 (12%)	6 (2%)	0 (0%)
2003							
Males	156	124	55 (44%)	41 (33%)	23 (19%)	5 (4%)	0 (0%)
Females	240	216	138 (64%)	57 (26%)	16 (7%)	5 (2%)	0 (0%)
TOTAL	396	340	193 (57%)	98 (29%)	39 (11%)	10 (3%)	0 (0%)

NOTE: For Fall Term 2003, 56 out of 396 (14%) students came from high schools where rank in class is not reported (includes 29 F-1 International students).

Source: Admissions Office, annual editions of the Freshman Class Profile

**NEW FRESHMEN ASSIGNED TO BASIC MATHEMATICS COURSES
FALL TERMS 1994 - 2003**



*Students assigned to Mathematics 010 only is generally zero or one student.

NOTE: The number on the top of the bars indicates the percentage of new freshmen needing any basic mathematics.

**SPRING ENROLLMENTS BY CLASSIFICATION
1999 - 2003**

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	395	419	381	366	320
New Freshmen	(21)	(17)	(1)	(0)	(8)
Other** Freshmen	(374)	(402)	(380)	(366)	(312)
Sophomore	291	330	346	334	323
Junior	275	293	331	340	324
Senior	<u>375</u>	<u>331</u>	<u>360</u>	<u>431</u>	<u>458</u>
TOTAL DEGREE-SEEKING STUDENTS	1,336	1,373	1,418	1,471	1,425
Berea Community School	13	19	16	23	28
Madison Southern High School	4	10	2	3	5
College Employee	7	10	3	4	12
Community (Special)	17	14	11	18	8
Post-Graduate	0	0	0	0	0
Transient/Exchange	<u>3</u>	<u>0</u>	<u>3</u>	<u>6</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	44	53	35	54	58
TOTAL HEADCOUNT	1,380	1,426	1,453	1,525	1,483

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

Definitions:

Full-time Student - A student who has a 3 to 4 1/2 credits course load.

Part-time Student - A student who is registered for less than a 3 credits course load.

New Freshmen - Students who have enrolled at Berea College for the first time and not transferred from another institution.

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

Non-Degree-Seeking Classifications:

Berea Community School or Madison Southern High School- Junior and senior high school students who take no more than two courses per term at Berea College upon the recommendation of their Guidance Counselor and concurrence of the Associate Provost.

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

Post Graduate - Students who have already received a college degree and are not taking courses in pursuit of a degree.

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

Source: Academic Services, February 2003

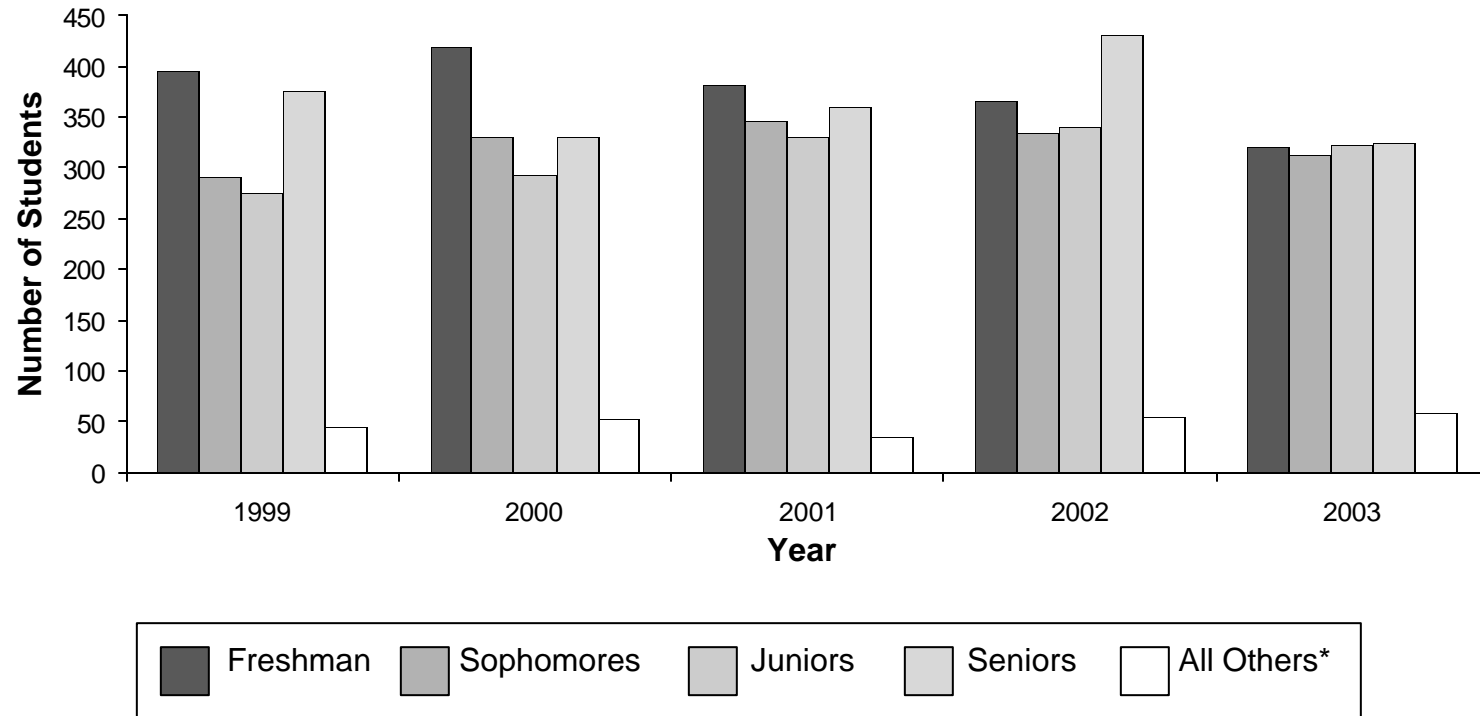
SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Freshman	395	418	381	366	320
New Freshmen	(21)	(17)	(1)	(0)	(8)
Other** Freshmen	(374)	(401)	(380)	(366)	(312)
Sophomore	290	329	343	334	323
Junior	275	290	327	340	324
Senior	<u>371</u>	<u>325</u>	<u>358</u>	<u>429</u>	<u>458</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,331	1,362	1,409	1,469	1,425
Berea Community School	0	0	0	0	0
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
Post-Graduate	0	0	0	0	0
Transient/Exchange	<u>2</u>	<u>0</u>	<u>3</u>	<u>5</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	2	0	3	5	5
TOTAL FULL-TIME STUDENTS	1,322	1,362	1,412	1,474	1,430
<hr/>					
<u>Part-Time Students</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Freshman	0	1	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(1)	(0)	(0)	(0)
Sophomore	1	1	3	0	0
Junior	0	3	4	0	0
Senior	<u>4</u>	<u>6</u>	<u>2</u>	<u>2</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	5	11	9	2	1
Berea Community School	13	19	16	23	28
Madison Southern High School	4	10	2	3	5
College Employee	7	10	3	4	12
Community (Special)	17	14	11	18	8
Post-Graduate	0	0	0	0	0
Transient/Exchange	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	42	53	32	49	53
TOTAL PART-TIME STUDENTS	47	64	41	51	54
FTE Enrollment	1,357	1,388	1,431	1,495	1,451

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 54 students has an FTE of 20.92.

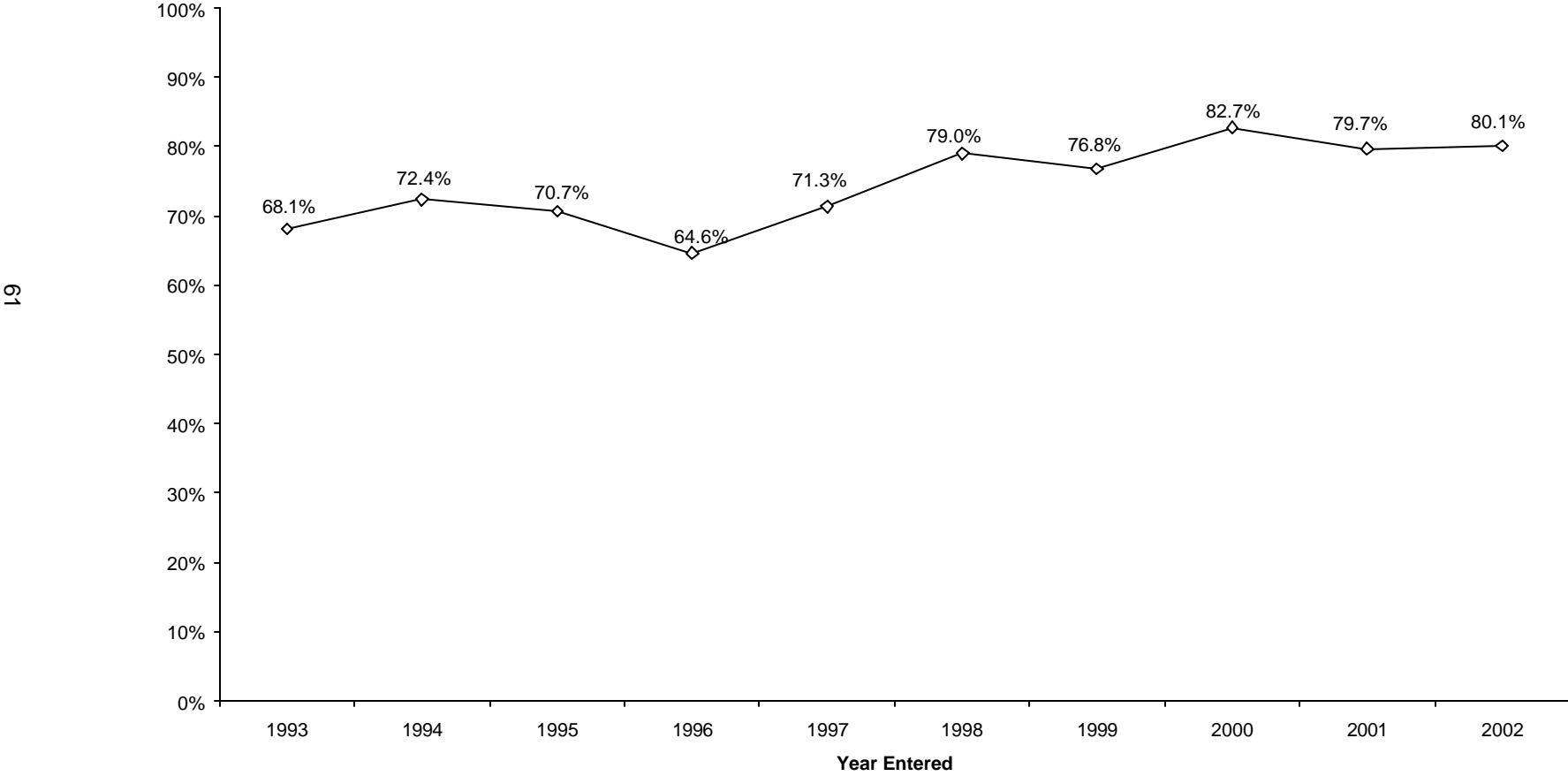
SPRING ENROLLMENTS



*All others include community (special), post-graduate, transient/exchange, Berea Community School and Madison Southern high school students, and college employees.

Source: Academic Services, February 2003

FRESHMAN-TO-SOPHOMORE RETENTION



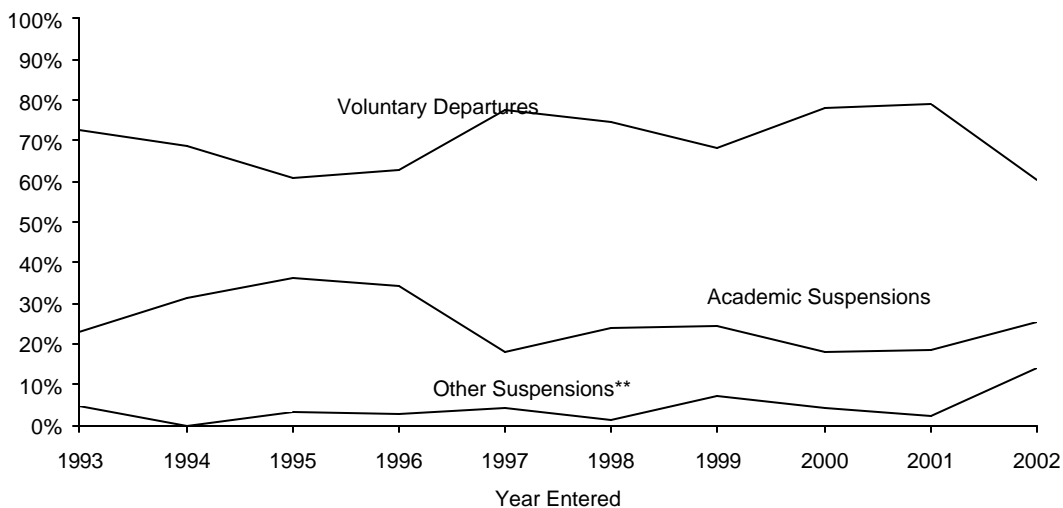
Source: Office of Institutional Research and Assessment, October 2003

NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1993 - 2002

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
1993	454 *	68.1 %	145	33	7	105
1994	406	72.4	112	35	0	77
1995	417 *	70.7	122	44	4	74
1996	396 *	64.6	140	48	4	88
1997	404	71.3	116	21	5	90
1998	414 *	79.0	87	21	1	65
1999	423	76.8	98	24	7	67
2000	421	82.7	73	13	3	57
2001	424	79.7	86	16	2	68
2002	356	80.1	71	18	10	43

NOTE: For all years reported above, the percent retained represents both students who re-enrolled the second year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

WITHDRAWALS: ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS**, VOLUNTARY DEPARTURES



*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

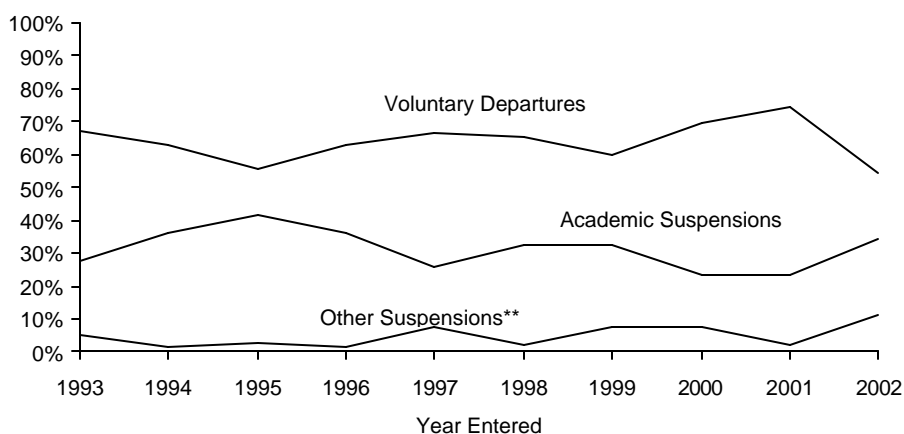
Source: Office of Institutional Research and Assessment, October 2003

MALE NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1993 - 2002

Year	Number Enrolled	Percent Returned for Second Year	Total Number Withdrawn	Breakdown of Withdrawals		
				Academic Suspensions	Other Suspensions**	Voluntary Departures
1993	224 *	66 %	76	21	4	51
1994	200	68	64	23	1	40
1995	196	66	67	28	2	37
1996	170 *	62	64	23	1	40
1997	165	67	54	14	4	36
1998	177	76	43	14	1	28
1999	190	73	52	17	4	31
2000	176	78	39	9	3	27
2001	183	77	43	10	1	32
2002	150	77	35	12	4	19

NOTE: For all years reported above, the percent retained represents both students who re-enrolled the second year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

MALE WITHDRAWALS: ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS**, VOLUNTARY DEPARTURES



*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

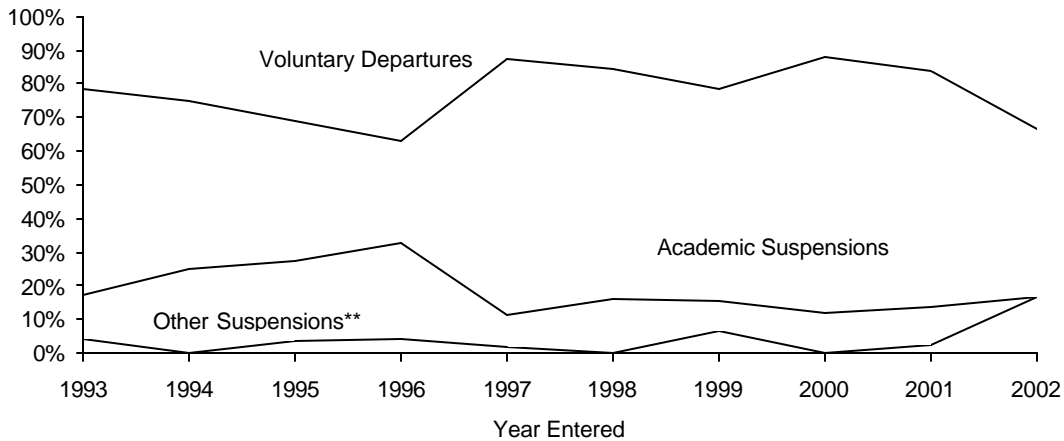
Source: Office of Institutional Research and Assessment, October 2003

**FEMALE NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1993 - 2002**

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
1993	230	70 %	69	12	3	54
1994	206	77	48	12	0	36
1995	221 *	75	55	15	2	38
1996	226	66	76	25	3	48
1997	239	74	62	7	1	54
1998	237 *	81	44	7	0	37
1999	233	80	46	7	3	36
2000	245	86	34	4	0	30
2001	241	82	43	6	1	36
2002	206	83	36	6	6	24

NOTE: For all years reported above, the percent retained represents both students who re-enrolled the second year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

FEMALE WITHDRAWALS: ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS, VOLUNTARY DEPARTURES**



*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

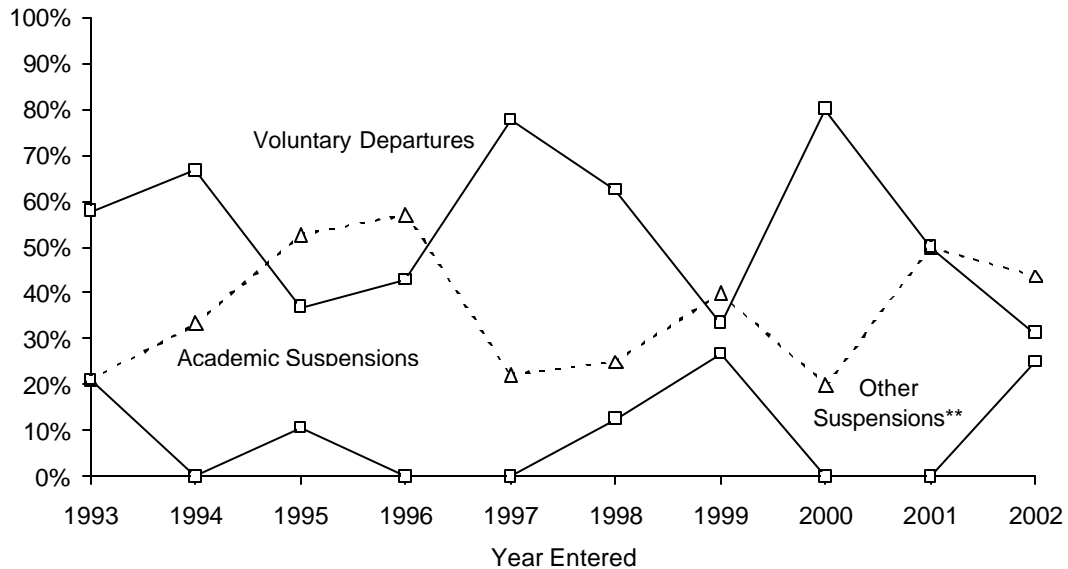
Source: Office of Institutional Research and Assessment, October 2003

AFRICAN-AMERICAN NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1993 - 2002

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
1993	46	59 %	19	4	4	11
1994	32	91	3	1	0	2
1995	42	55	19	10	2	7
1996	39	64	14	8	0	6
1997	28	68	9	2	0	7
1998	56 *	86	8	2	1	5
1999	69	78	15	6	4	5
2000	61	92	5	1	0	4
2001	68	85	10	5	0	5
2002	82	80	16	7	4	5

NOTE: For all years reported above, the percent retained represents both students who re-enrolled the second year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

AFRICAN-AMERICAN WITHDRAWALS: ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS**, VOLUNTARY DEPARTURES



NOTE: These numbers DO NOT include F-1 International students.

*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, October 2003

Nine-Year History of Fall Term Entrants

Enrollment History (Retention) of New Freshman Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year															
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%														
1994	406	294	72.4%	0	0.0%	246	60.6%	1	0.2%	210	51.7%	137	33.7%	74	18.2%	198	48.8%	12	3.0%	205	50.5%	4	1.0%	207	51.0%	2	0.5%	208	51.2%	1	0.2%	209	51.5%
*1995	417	295	70.7%	0	0.0%	243	58.3%	1	0.2%	229	54.9%	146	35.0%	75	18.0%	206	49.4%	10	2.4%	214	51.3%	3	0.7%	216	51.8%	1	0.2%	218	52.3%	0	0.0%		
*1996	396	256	64.6%	0	0.0%	241	60.9%	0	0.0%	220	55.6%	124	31.3%	82	20.7%	185	46.7%	17	4.3%	197	49.7%	5	1.3%	203	51.3%	2	0.5%						
1997	404	288	71.3%	0	0.0%	232	57.4%	1	0.2%	209	51.7%	118	29.2%	86	21.3%	189	46.8%	11	2.7%	199	49.3%	2	0.5%										
*1998	414	327	79.0%	0	0.0%	290	70.0%	3	0.7%	269	65.0%	161	38.9%	99	23.9%	250	60.4%	8	1.9%														
1999	423	325	76.8%	0	0.0%	295	69.7%	1	0.2%	273	64.5%	150	35.5%	115	27.2%																		
2000	421	348	82.7%	0	0.0%	303	72.0%	2	0.5%	279	66.3%																						
2001	424	338	79.7%	0	0.0%	298	70.3%																										
2002	356	285	80.1%																														
TOTAL	3661	2756	75.3%	0	0.0%	2148	65.0%	9	0.3%	1689	58.6%	836	34.0%	531	21.6%	1028	50.5%	58	2.8%	815	50.2%	14	0.9%										

Enrollment History (Retention) of New Transfer Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year															
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%														
1994	64	49	76.6%	3	4.7%	38	59.4%	17	26.6%	26	40.6%	36	56.3%	5	7.8%	38	59.4%	3	4.7%	40	62.5%	1	1.6%	40	62.5%	1	1.6%	41	64.1%	0	0.0%	41	64.1%
*1995	56	41	73.2%	4	7.1%	34	60.7%	20	35.7%	16	28.6%	33	58.9%	3	5.4%	36	64.3%	0	0.0%	36	64.3%	0	0.0%	36	64.3%	0	0.0%	36	64.3%	0	0.0%		
1996	57	38	66.7%	3	5.3%	34	59.6%	18	31.6%	15	26.3%	26	45.6%	5	8.8%	30	52.6%	0	0.0%	30	52.6%	1	1.8%	30	52.6%	1	1.8%						
1997	58	37	63.8%	3	5.2%	33	56.9%	20	34.5%	12	20.7%	28	48.3%	5	8.6%	32	55.2%	1	1.7%	33	56.9%	2	3.4%										
1998	34	25	73.5%	2	5.9%	21	61.8%	9	26.5%	11	32.4%	17	50.0%	1	2.9%	18	52.9%	0	0.0%														
1999	55	44	80.0%	3	5.5%	35	63.6%	13	23.6%	24	43.6%	30	54.5%	6	10.9%																		
2000	47	35	74.5%	4	8.5%	30	63.8%	15	31.9%	17	36.2%																						
2001	29	27	93.1%	2	6.9%	23	79.3%																										
2002	24	18	75.0%																														
TOTAL	424	314	74.1%	24	6.0%	248	62.0%	112	30.2%	121	32.6%	170	52.5%	25	7.7%	154	57.2%	4	1.5%	139	59.1%	4	1.7%										

*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

Nine-Year History of Fall Term New Freshman Entrants by Cohort Type

Enrollment History (Retention) of New Freshman *African-American* Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year				Beginning of 8th Year				Beginning of 9th Year				Beginning of 10th Year Grad.			
		#	%	#	%	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	%		
1994	32	29	90.6%	20	62.5%	0	0.0%	18	56.3%	13	40.6%	6	18.8%	18	56.3%	1	3.1%	19	59.4%	0	0.0%	19	59.4%	0	0.0%	19	59.4%	0	0.0%	19	59.4%	0	0.0%
1995	42	23	54.8%	21	50.0%	0	0.0%	22	52.4%	13	31.0%	9	21.4%	18	42.9%	2	4.8%	21	50.0%	0	0.0%	21	50.0%	0	0.0%	21	50.0%	0	0.0%	21	50.0%	0	0.0%
1996	39	25	64.1%	26	66.7%	0	0.0%	22	56.4%	5	12.8%	15	38.5%	14	35.9%	4	10.3%	17	43.6%	1	2.6%	17	43.6%	1	2.6%								
1997	28	19	67.9%	15	53.6%	0	0.0%	14	50.0%	8	28.6%	6	21.4%	13	46.4%	1	3.6%	14	50.0%	0	0.0%												
*1998	56	48	85.7%	41	73.2%	1	1.8%	36	64.3%	24	42.9%	14	25.0%	33	58.9%	3	5.4%																
1999	69	54	78.3%	50	72.5%	0	0.0%	45	65.2%	21	30.4%	19	27.5%																				
2000	61	56	91.8%	44	72.1%	0	0.0%	41	67.2%																								
2001	68	58	85.3%	46	67.6%																												
2002	82	66	80.5%																														
TOTAL	477	378	79.2%	263	66.6%	1	0.3%	198	60.6%	84	31.6%	69	25.9%	96	48.7%	11	5.6%	71	50.4%	1	0.7%												

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Enrollment History (Retention) of New Freshman *All Others* Cohorts (Excluding International Students)

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year				Beginning of 8th Year				Beginning of 9th Year				Beginning of 10th Year Grad.			
		#	%	#	%	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	Cont. %	#	Grad. %	#	%				
1994	357	248	69.5%	209	58.5%	1	0.3%	177	49.6%	110	30.8%	67	18.8%	166	46.5%	11	3.1%	171	47.9%	4	1.1%	173	48.5%	2	0.6%	174	48.7%	1	0.3%	175	49.0%		
*1995	358	256	71.5%	206	57.5%	1	0.3%	191	53.4%	119	33.2%	64	17.9%	173	48.3%	8	2.2%	178	49.7%	3	0.8%	180	50.3%	1	0.3%	181	50.6%	0	0.0%				
*1996	336	212	63.1%	195	58.0%	0	0.0%	181	53.9%	105	31.3%	65	19.3%	155	46.1%	13	3.9%	165	49.1%	4	1.2%	170	50.6%	1	0.3%								
1997	349	242	69.3%	190	54.4%	0	0.0%	170	48.7%	87	24.9%	76	21.8%	151	43.3%	9	2.6%	159	45.6%	2	0.6%												
1998	335	256	76.4%	226	67.5%	1	0.3%	211	63.0%	119	35.5%	80	23.9%	194	57.9%	5	1.5%																
1999	332	249	75.0%	226	68.1%	0	0.0%	209	63.0%	117	35.2%	88	26.5%																				
2000	337	269	79.8%	238	70.6%	2	0.6%	217	64.4%																								
2001	334	258	77.2%	230	68.9%																												
2002	250	195	78.0%																														
TOTAL	2988	2185	73.1%	1720	62.8%	5	0.2%	1356	56.4%	657	31.8%	440	21.3%	839	48.4%	46	2.7%	673	48.1%	13	0.9%												

*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

Nine-Year History of Fall Term New Freshman Entrants by Cohort Type

Enrollment History (Retention) of New Freshman F-1 International Cohorts**

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year					
		#	%	#	%	Grad. #	Cont. #	Grad. %	Cont. %	Grad. #	Cont. #	Grad. %	Cont. %	Grad. #	Cont. #	Grad. %	Cont. %	Grad. #	Cont. #	Grad. %	Cont. %		
1994	17	17	100.0%	17	100.0%	0	0.0%	15	88.2%	14	82.4%	1	5.9%	14	82.4%	0	0.0%	15	88.2%	0	0.0%	15	88.2%
1995	17	16	94.1%	16	94.1%	0	0.0%	16	94.1%	14	82.4%	2	11.8%	15	88.2%	0	0.0%	15	88.2%	0	0.0%	15	88.2%
1996	21	19	90.5%	20	95.2%	0	0.0%	17	81.0%	14	66.7%	2	9.5%	16	76.2%	0	0.0%	16	76.2%	0	0.0%	16	76.2%
1997	27	27	100.0%	27	100.0%	1	3.7%	26	96.3%	23	85.2%	4	14.8%	25	92.6%	1	3.7%	26	96.3%	0	0.0%		
1998	23	23	100.0%	23	100.0%	1	4.3%	22	95.7%	18	78.3%	5	21.7%	23	100.0%	0	0.0%						
1999	22	22	100.0%	19	86.4%	1	4.5%	19	86.4%	12	54.5%	8	36.4%										
2000	23	23	100.0%	21	91.3%	0	0.0%	21	91.3%														
2001	22	22	100.0%	22	100.0%																		
2002	24	24	100.0%																				
TOTAL	196	193	98.5%	165	95.9%	3	2.0%	136	90.7%	95	74.8%	22	17.3%	93	88.6%	1	1.0%	72	87.8%	0	0.0%		

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

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

Nine-Year History of Fall Term Transfer Entrants by Cohort Type

Enrollment History (Retention) of New Transfer *African-American* Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year			
		#	%	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %		
1994	7	6	85.7%	0	0.0%	4	57.1%	3	42.9%	1	14.3%	4	57.1%	0	0.0%	4	57.1%	0	0.0%	4	57.1%
1995	5	4	80.0%	0	0.0%	4	80.0%	2	40.0%	2	40.0%	4	80.0%	0	0.0%	4	80.0%	0	0.0%	4	80.0%
1996	3	2	66.7%	0	0.0%	3	100.0%	1	33.3%	2	66.7%	2	66.7%	0	0.0%	2	66.7%	0	0.0%	2	66.7%
1997	6	4	66.7%	0	0.0%	3	50.0%	1	16.7%	2	33.3%	2	33.3%	1	16.7%	3	50.0%	0	0.0%	3	50.0%
1998	3	2	66.7%	0	0.0%	3	100.0%	0	0.0%	3	100.0%	3	100.0%	0	0.0%	3	100.0%	0	0.0%	3	100.0%
1999	2	2	100.0%	1	50.0%	1	50.0%	1	50.0%	1	50.0%	2	100.0%	0	0.0%						
2000	7	6	85.7%	1	14.3%	5	71.4%	2	28.6%	3	42.9%										
2001	3	3	100.0%	0	0.0%	3	100.0%														
2002	2	2	100.0%																		
TOTAL	38	31	81.6%	2	5.6%	26	72.2%	10	30.3%	14	42.4%	17	65.4%	1	3.8%	16	66.7%	0	0.0%	13	61.9%

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Enrollment History (Retention) of New Transfer *All Others* Cohorts (Excluding International Students)

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year			
		#	%	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %		
1994	50	36	72.0%	2	4.0%	28	56.0%	11	22.0%	21	42.0%	26	52.0%	4	8.0%	27	54.0%	3	6.0%	29	58.0%
*1995	49	35	71.4%	4	8.2%	28	57.1%	17	34.7%	13	26.5%	27	55.1%	3	6.1%	30	61.2%	0	0.0%	30	61.2%
1996	52	35	67.3%	3	5.8%	30	57.7%	16	30.8%	13	25.0%	23	44.2%	5	9.6%	27	51.9%	0	0.0%	27	51.9%
1997	50	32	64.0%	3	6.0%	29	58.0%	19	38.0%	9	18.0%	25	50.0%	4	8.0%	28	56.0%	1	2.0%	29	58.0%
1998	27	19	70.4%	1	3.7%	16	59.3%	8	29.6%	6	22.2%	12	44.4%	1	3.7%	13	48.1%	0	0.0%		
1999	50	39	78.0%	2	4.0%	32	64.0%	11	22.0%	22	44.0%	26	52.0%	6	12.0%						
2000	36	25	69.4%	3	8.3%	21	58.3%	12	33.3%	11	30.6%										
2001	22	20	90.9%	2	9.1%	16	72.7%														
2002	22	16	72.7%																		
TOTAL	358	257	71.8%	20	6.0%	200	59.5%	94	29.9%	95	30.3%	139	50.0%	23	8.3%	125	54.8%	4	1.8%	115	57.2%

*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

Nine-Year History of Fall Term Transfer Entrants by Cohort Type

Enrollment History (Retention) of New Transfer F-1 *International* Cohorts**

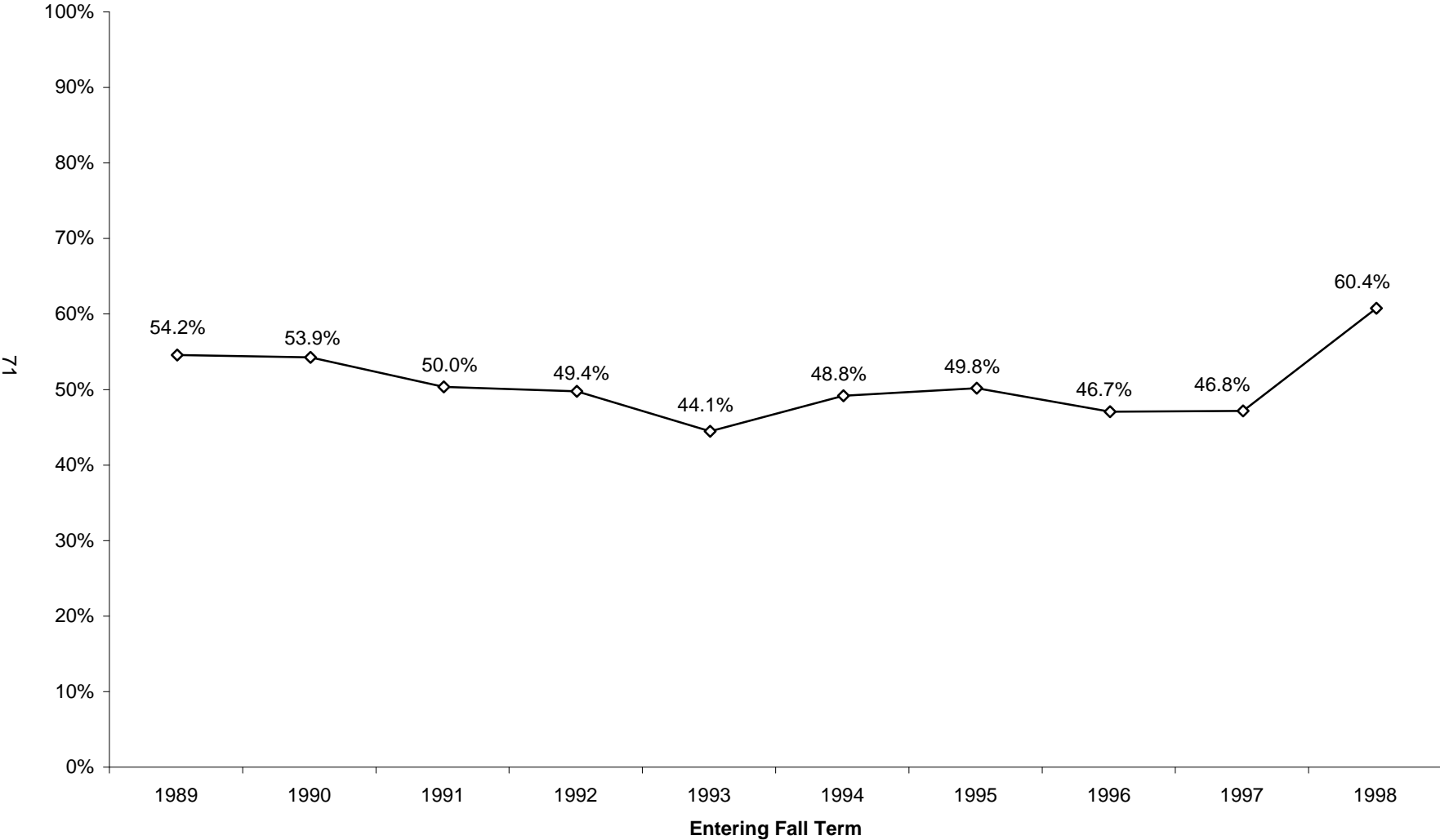
Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year															
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%														
1994	7	7	100.0%	1	14.3%	6	85.7%	3	42.9%	4	57.1%	6	85.7%	1	14.3%	7	100.0%	0	0.0%	7	100.0%	0	0.0%	7	100.0%	0	0.0%	7	100.0%	0	0.0%		
1995	2	2	100.0%	0	0.0%	2	100.0%	1	50.0%	1	50.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%		
1996	2	1	50.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%		
1997	2	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%
1998	4	4	100.0%	1	25.0%	2	50.0%	1	25.0%	2	50.0%	2	50.0%	0	0.0%	2	50.0%	0	0.0%	2	50.0%	0	0.0%	2	50.0%	0	0.0%	2	50.0%	0	0.0%		
1999	3	3	100.0%	0	0.0%	2	66.7%	1	33.3%	1	33.3%	2	66.7%	0	0.0%																		
2000	4	4	100.0%	0	0.0%	4	100.0%	1	25.0%	3	75.0%																						
2001	4	4	100.0%	0	0.0%	4	100.0%																										
2002	0	n/a																															
TOTAL	28	26	92.9%	2	7.1%	22	78.6%	8	33.3%	12	50.0%	14	70.0%	1	5.0%	13	76.5%	0	0.0%	11	84.6%	0	0.0%										

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NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each year as well as those students granted a "leave of absence." Students who do not return from official leaves are not counted as withdrawn until they fail to re-enroll after their leaves.

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

**FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS
FALL TERMS 1989 - 1998**



NOTE: For more details about graduation rates, please see page 72.

Source: Office of Institutional Research and Assessment, October 2003.

GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS

ENTERING FALL TERMS 1993 - 2000

Percent of Original Class* Graduated on or before September 1, 2003
Lapsed Time in Years** (Fall Term to Fall Term)

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.2	33.0	44.1	47.4	48.0	48.2	48.2	48.5
1994	0	0	0.2	33.7	48.8	50.5	51.0	51.2	51.5	
1995	0	0	0.2	35.1	49.8	51.7	52.2	52.4		
1996	0	0	0.0	31.6	46.7	49.7	51.3			
1997	0	0	0.2	29.2	46.8	49.3				
1998	0	0	0.7	38.9	60.4					
1999	0	0	0.2	35.5						
2000	0	0	0.5							

*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

***A policy requiring students to complete their degree requirements after eight regular terms of residence went into effect beginning with the 1989 new students. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999 and replaced with the following policy starting with the 1999 new students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

NOTE: The percentages in this table vary slightly from data reported in recent Fact Books because several cohorts have been adjusted due to deaths.

Source: Office of Institutional Research and Assessment, October 2003

GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS

ENTERING FALL TERMS 1993 - 2000

Percent of Original Class* Graduated on or before September 1, 2003
Lapsed Time in Years** (Fall Term to Fall Term)

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.2	33.0	44.1	47.4	48.0	48.2	48.2	48.5
1994	0	0	0.2	33.7	48.8	50.5	51.0	51.2	51.5	
1995	0	0	0.2	35.1	49.8	51.7	52.2	52.4		
1996	0	0	0.0	31.6	46.7	49.7	51.3			
1997	0	0	0.2	29.2	46.8	49.3				
1998	0	0	0.7	38.9	60.4					
1999	0	0	0.2	35.5						
2000	0	0	0.5							

*Students who withdraw and return are included in their original class.

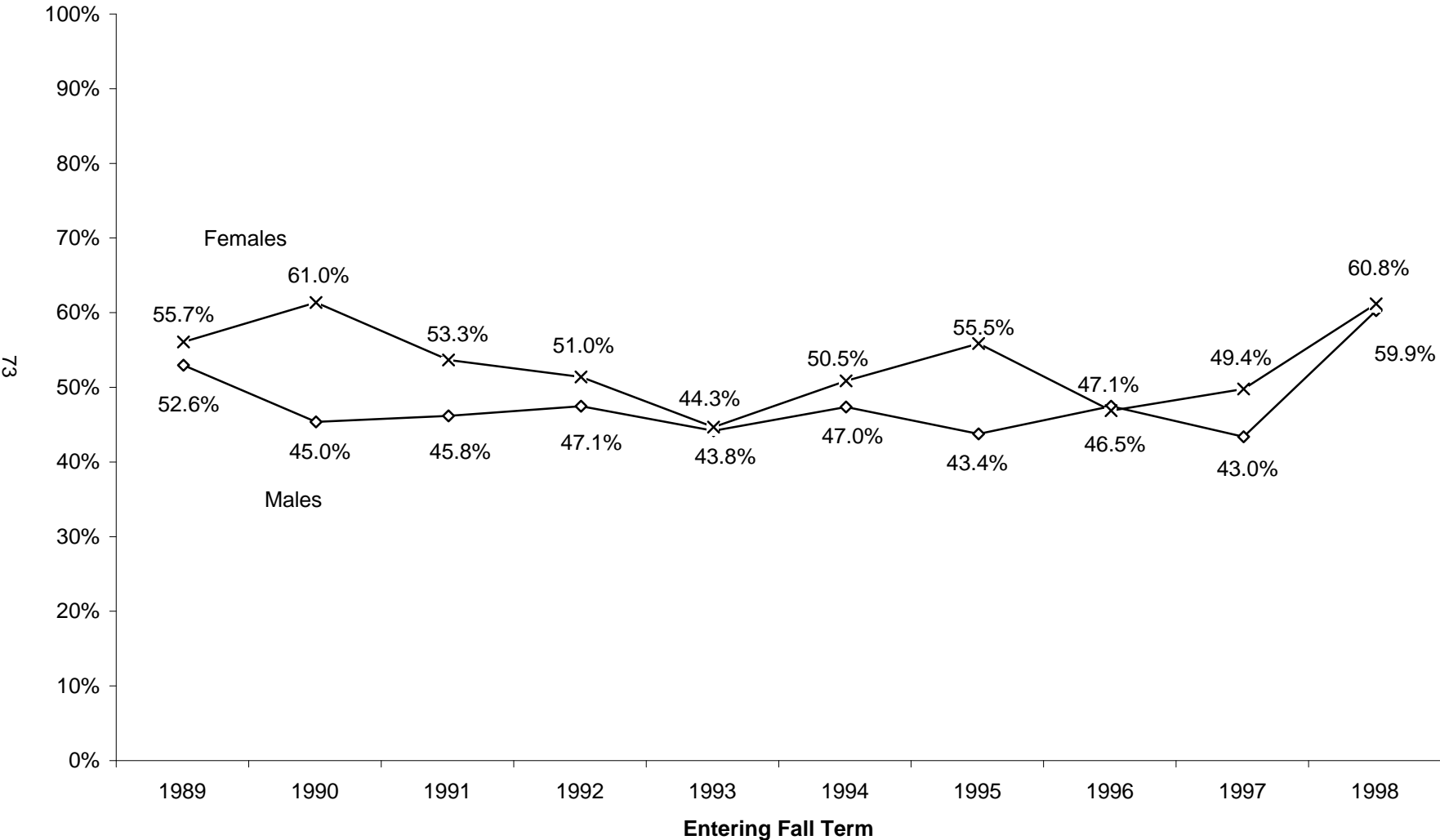
**If a student graduates mid-year, the additional fall term is counted as another year.

***A policy requiring students to complete their degree requirements after eight regular terms of residence went into effect beginning with the 1989 new students. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999 and replaced with the following policy starting with the 1999 new students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

NOTE: The percentages in this table vary slightly from data reported in recent Fact Books because several cohorts have been adjusted due to deaths.

Source: Office of Institutional Research and Assessment, October 2003

**FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY GENDER
FALL TERMS 1989 - 1998**



NOTE: For more details about graduation rates, please see page 74.

Source: Office of Institutional Research and Assessment, October 2003.

**GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS
BY GENDER**

ENTERING FALL TERMS 1993 - 2000

Percent of Original Class* Graduated on or before September 1, 2003
Lapsed Time in Years** (Fall Term to Fall Term)

Females

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.0	31.3	44.3	48.7	49.6	49.6	49.6	49.6
1994	0	0	0.0	33.0	50.5	52.4	52.9	52.9	52.9	
1995	0	0	0.5	37.3	55.5	57.7	58.2	58.2		
1996	0	0	0.0	31.9	46.5	49.6	50.4			
1997	0	0	0.0	34.3	49.4	51.5				
1998	0	0	1.3	38.4	60.8					
1999	0	0	0.0	39.9						
2000	0	0	0.4							

Males

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.4	34.8	43.8	46.0	46.4	46.9	46.9	47.3
1994	0	0	0.5	34.5	47.0	48.5	49.0	49.5	50.0	
1995	0	0	0.0	32.7	43.4	44.9	45.4	45.9		
1996	0	0	0.0	31.2	47.1	50.0	52.4			
1997	0	0	0.6	21.8	43.0	46.1				
1998	0	0	0.0	39.5	59.9					
1999	0	0	0.5	30.0						
2000	0	0	0.6							

*Students who withdraw and return are included in their original class.

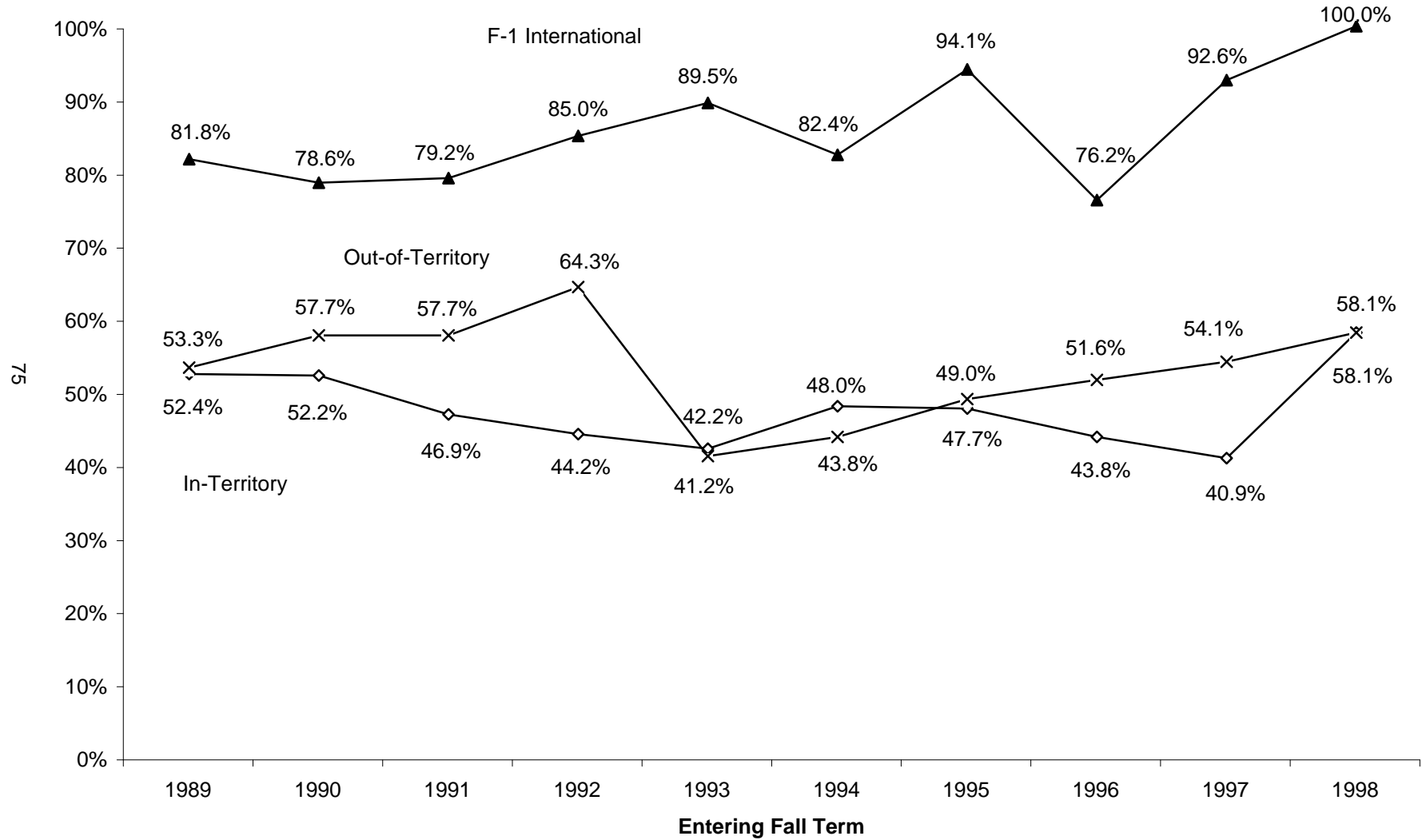
**If a student graduates mid-year, the additional fall term is counted as another year.

***A policy requiring students to complete their degree requirements after eight regular terms of residence went into effect beginning with the 1989 new students. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999 and replaced with the following policy starting with the 1999 new students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

NOTE: The percentages in this table vary slightly from data reported in recent Fact Books because several cohorts have been adjusted due to deaths.

Source: Office of Institutional Research and Assessment, October 2003

FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY TERRITORY FALL TERMS 1989 - 1998



NOTE: For more details about graduation rates, please see page 76.

**GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS
BY TERRITORY**

ENTERING FALL TERMS 1993 - 2000

Percent of Original Class* Graduated on or before September 1, 2003
Lapsed Time in Years** (Fall Term to Fall Term)

In-Territory										
Year	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.3	31.6	42.2	46.3	46.9	46.9	46.9	46.9
1994	0	0	0.3	32.3	48.0	49.8	50.5	50.8	51.1	
1995	0	0	0.3	32.5	47.7	49.4	49.7	50.0		
1996	0	0	0.0	29.1	43.8	46.6	47.9			
1997	0	0	0.0	24.1	40.9	43.2				
1998	0	0	0.6	36.5	58.1					
1999	0	0	0.0	33.2						
2000	0	0	0.3							

Out-of-Territory										
Year	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.0	27.9	41.2	41.2	42.6	42.6	42.6	44.1
1994	0	0	0.0	28.1	43.8	43.8	43.8	43.8	43.8	
1995	0	0	0.0	37.3	49.0	52.9	54.9	54.9		
1996	0	0	0.0	32.3	51.6	56.5	59.7			
1997	0	0	0.0	29.7	54.1	56.8				
1998	0	0	0.0	37.1	58.1					
1999	0	0	0.0	40.0						
2000	0	0	1.6							

F-1 International										
Year	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.0	78.9	89.5	89.5	89.5	94.7	94.7	94.7
1994	0	0	0.0	82.4	82.4	88.2	88.2	88.2	88.2	
1995	0	0	0.0	82.4	94.1	94.1	94.1	94.1		
1996	0	0	0.0	66.7	76.2	76.2	76.2			
1997	0	0	3.7	85.2	92.6	96.3				
1998	0	0	4.3	78.3	100.0					
1999	0	0	4.5	54.5						
2000	0	0	0.0							

*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

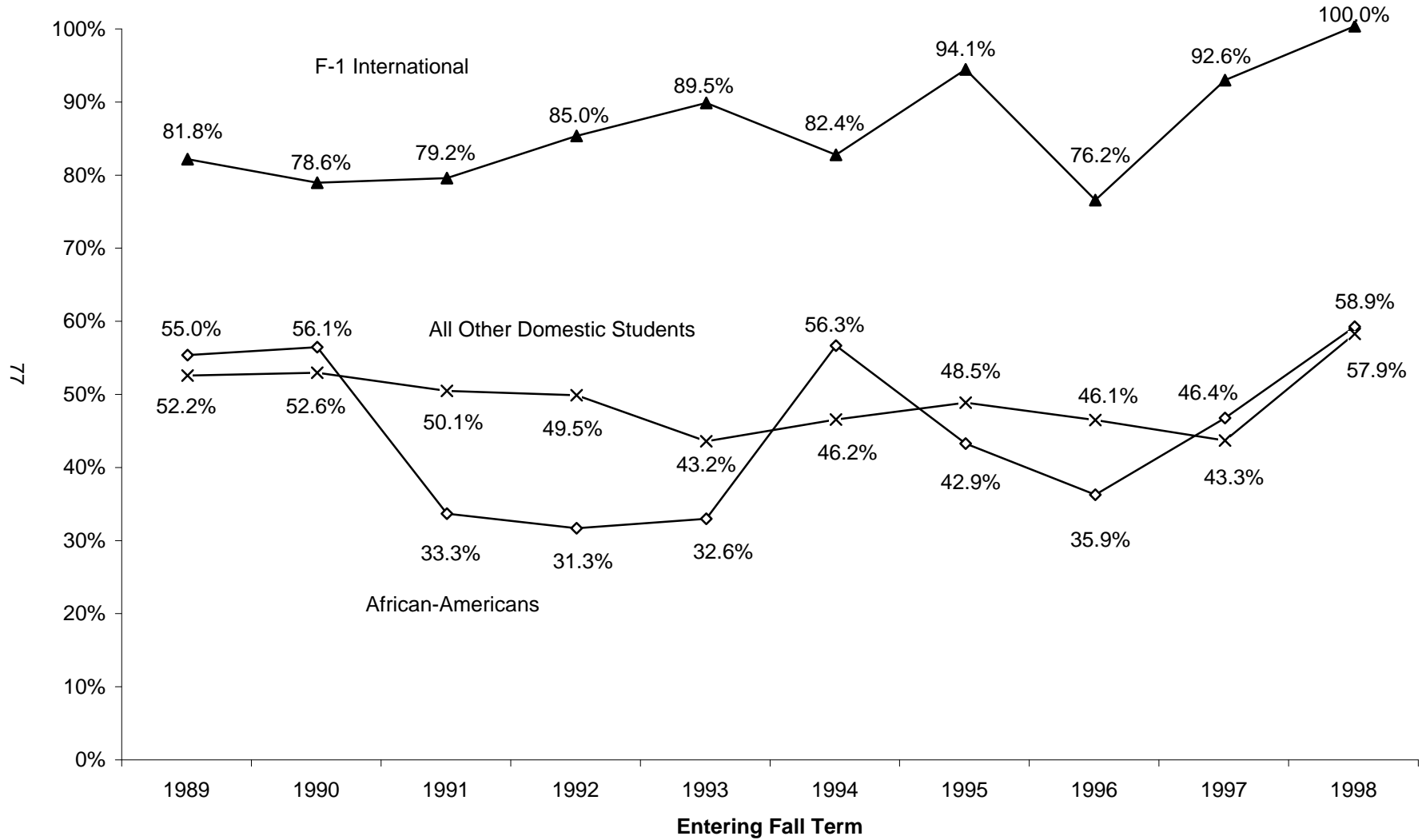
***A policy requiring students to complete their degree requirements after eight regular terms of residence went into effect beginning with the 1989 new students. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999 and replaced with the following policy starting with the 1999 new students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

NOTES: The percentages in this table vary slightly from data reported in recent Fact Books because several cohorts have been adjusted due to deaths.

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

Source: Office of Institutional Research and Assessment, October 2003

FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY COHORT TYPE FALL TERMS 1989 - 1998



NOTE: For more details about graduation rates, please see page 78.

GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY COHORT TYPE

ENTERING FALL TERMS 1993 - 2000

Percent of Original Class* Graduated on or before September 1, 2003
Lapsed Time in Years** (Fall Term to Fall Term)

African-American										
Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.0	19.6	32.6	34.8	34.8	34.8	34.8	34.8
1994	0	0	0.0	40.6	56.3	59.4	59.4	59.4	59.4	
1995	0	0	0.0	31.0	42.9	50.0	50.0	50.0		
1996	0	0	0.0	12.8	35.9	41.0	43.6			
1997	0	0	0.0	28.6	46.4	50.0				
1998	0	0	1.8	42.9	58.9					
1999	0	0	0.0	30.4						
2000	0	0	0.0							

All Others (Excluding F-1 International and African-American Students)										
Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.3	32.4	43.2	46.8	47.6	47.6	47.6	47.8
1994	0	0	0.3	30.8	46.2	47.9	48.5	48.7	49.0	
1995	0	0	0.3	33.3	48.5	49.9	50.4	50.7		
1996	0	0	0.0	31.3	46.1	49.1	50.6			
1997	0	0	0.0	24.9	43.3	45.6				
1998	0	0	0.3	35.5	57.9					
1999	0	0	0.0	35.2						
2000	0	0	0.6							

F-1 International Students										
Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	0	0.0	78.9	89.5	89.5	89.5	94.7	94.7	94.7
1994	0	0	0.0	82.4	82.4	88.2	88.2	88.2	88.2	
1995	0	0	0.0	82.4	94.1	94.1	94.1	94.1		
1996	0	0	0.0	66.7	76.2	76.2	76.2			
1997	0	0	3.7	85.2	92.6	96.3				
1998	0	0	4.3	78.3	100.0					
1999	0	0	4.5	54.5						
2000	0	0	0.0							

*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

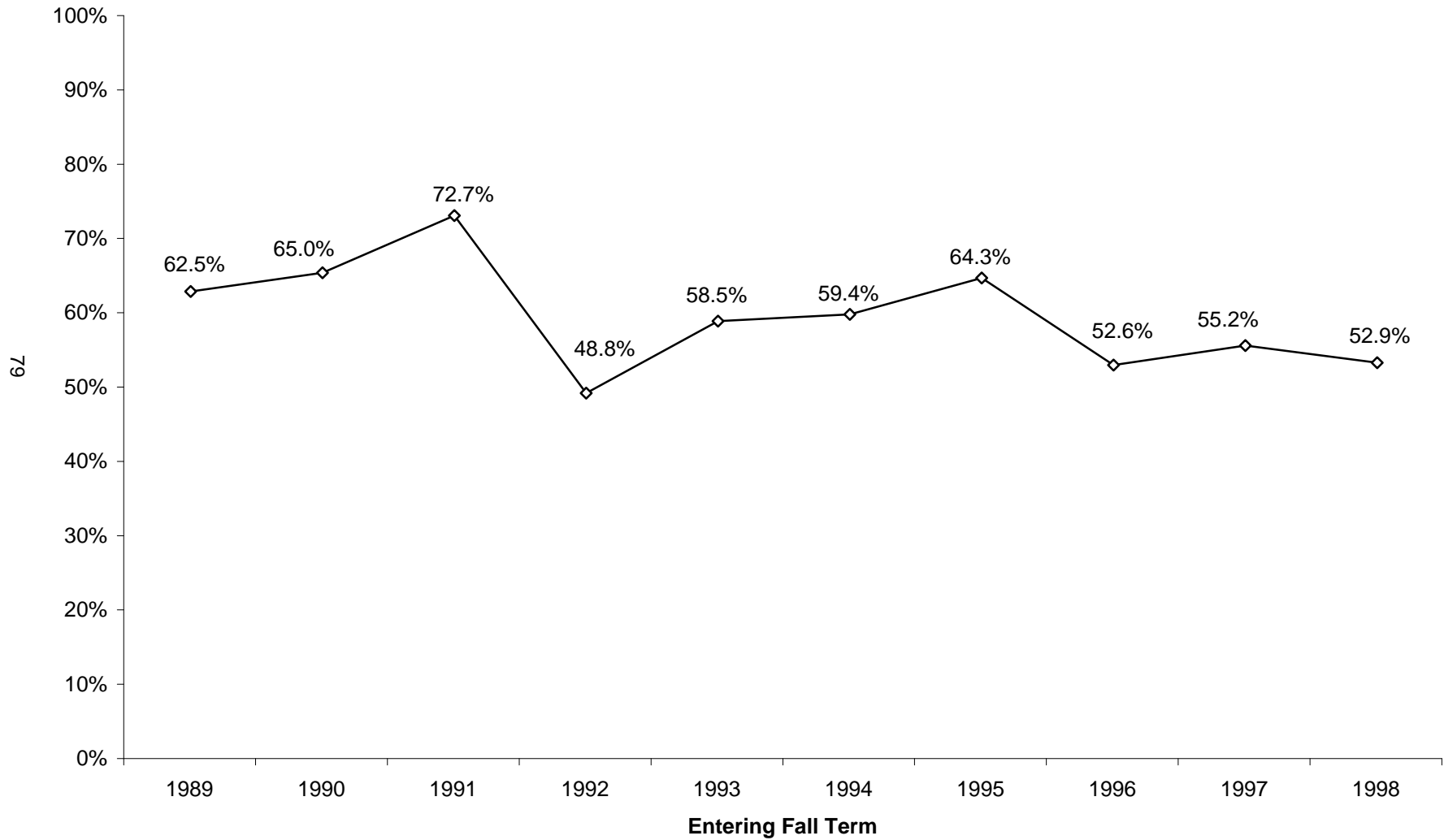
***A policy requiring students to complete their degree requirements after eight regular terms of residence went into effect beginning with the 1989 new students. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999 and replaced with the following policy starting with the 1999 new students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

NOTES: The percentages in this table vary slightly from data reported in recent Fact Books because several cohorts have been adjusted due to deaths.

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

Source: Office of Institutional Research and Assessment, October 2003

**FIVE YEAR GRADUATION RATES FOR NEW TRANSFER MATRICULANTS
FALL TERMS 1989 - 1998**



NOTE: For more details about graduation rates, please see page 80.

GRADUATION RATES FOR NEW TRANSFER MATRICULANTS

ENTERING FALL TERMS 1993 - 2001

Percent of Original Class* Graduated on or before September 1, 2003
Lapsed Time in Years** (Fall Term to Fall Term)

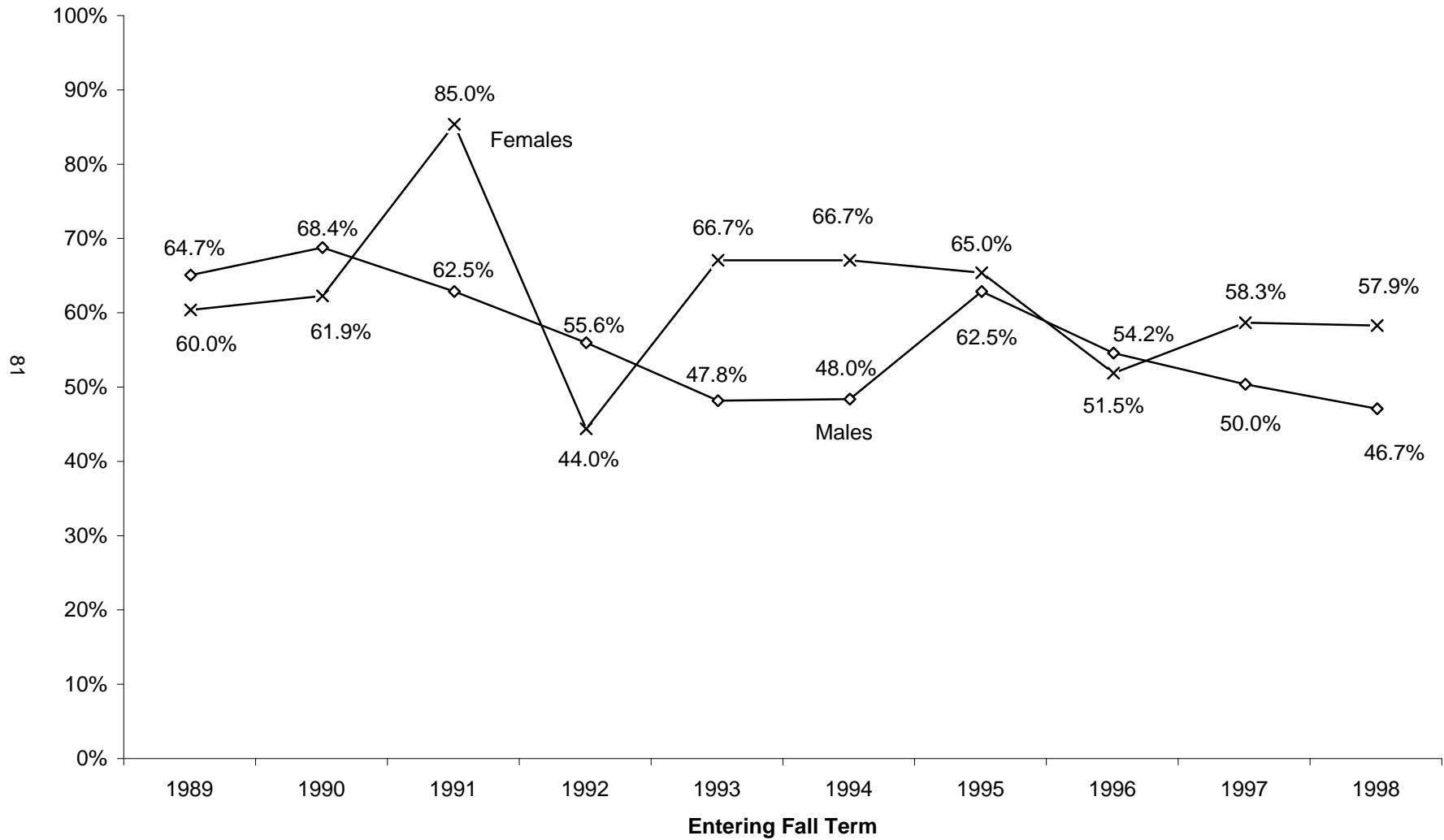
<u>Year Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	15.1	30.2	54.7	58.5	60.4	62.3	62.3	62.3	62.3
1994	0	4.7	26.6	56.3	59.4	62.5	62.5	64.1	64.1	
1995	0	7.1	35.7	58.9	64.3	64.3	64.3	64.3		
1996	0	5.3	31.6	45.6	52.6	52.6	52.6			
1997	0	5.2	34.5	48.3	55.2	56.9				
1998	0	5.9	26.5	50.0	52.9					
1999	0	5.5	23.6	54.5						
2000	0	8.5	31.9							
2001	0	6.9								

*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

***A policy requiring students to complete their degree requirements after eight regular terms of residence went into effect beginning with the 1989 new students. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999 and replaced with the following policy starting with the 1999 new students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

FIVE YEAR GRADUATION RATES FOR NEW TRANSFER MATRICULANTS BY GENDER FALL TERMS 1989 - 1998



NOTE: For more details about graduation rates, please see page 82.

**GRADUATION RATES FOR NEW TRANSFER MATRICULANTS
BY GENDER**

ENTERING FALL TERMS 1993 - 2001

Percent of Original Class* Graduated on or before September 1, 2003
Lapsed Time in Years** (Fall Term to Fall Term)

Females

Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	13.3	33.3	60.0	66.7	70.0	73.3	73.3	73.3	73.3
1994	0	7.7	35.9	64.1	66.7	66.7	66.7	66.7	66.7	
1995	0	10.0	42.5	60.0	65.0	65.0	65.0	65.0		
1996	0	0.0	33.3	45.5	51.5	51.5	51.5			
1997	0	2.8	30.6	52.8	58.3	58.3				
1998	0	10.5	31.6	52.6	57.9					
1999	0	7.1	21.4	53.6						
2000	0	0.0	25.0							
2001	0	6.7								

Males

Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1993***	0	17.4	26.1	47.8	47.8	47.8	47.8	47.8	47.8	47.8
1994	0	0.0	12.0	44.0	48.0	56.0	56.0	60.0	60.0	
1995	0	0.0	18.8	56.3	62.5	62.5	62.5	62.5		
1996	0	12.5	29.2	45.8	54.2	54.2	54.2			
1997	0	9.1	40.9	40.9	50.0	54.5				
1998	0	0.0	20.0	46.7	46.7					
1999	0	3.7	25.9	55.6						
2000	0	14.8	37.0							
2001	0	7.1								

*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

***A policy requiring students to complete their degree requirements after eight regular terms of residence went into effect beginning with the 1989 new students. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999 and replaced with the following policy starting with the 1999 new students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

Source: Office of Institutional Research and Assessment, October 2003

NUMBER OF GRADUATES BY MAJOR

<u>Major Programs</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
Agriculture	13	9	11	11	14
Art	7	13	6	20	11
Biology	17	9	11	14	27
Business Administration	34	31	36	41	36
Chemistry	7	7	5	4	6
Child and Family Studies	30	24	27	26	33
Economics	1	3	8	2	3
Education Studies		8	14	16	17
Elementary Education	15	16			
English	18	15	11	16	19
Foreign Language	3	8	4	3	5
Classical Languages	(0)	(1)	(1)	(0)	(0)
French	(1)	(2)	(0)	(1)	(0)
German	(1)	(0)	(0)	(1)	(2)
Spanish	(1)	(5)	(3)	(1)	(3)
History	9	10	5	7	8
Independent Major*	3	9	9	17	10
Mathematics	4	5	7	13	13
Music	5	5	4	4	5
Nursing	9	16	14	16	9
Philosophy	2	5	2	1	1
Physical Education	9	10	5	5	11
Physics	2	0	1	3	6
Political Science	8	2	4	10	4
Psychology	18	8	15	12	13
Religion	7	2	2	6	2
Sociology	15	11	6	5	12
Speech Communication					4
Technology and					
Industrial Arts	25	23	25	26	29
Theatre	<u>4</u>	<u>3</u>	<u>3</u>	<u>6</u>	<u>2</u>
 TOTALS	 265	 252	 235	 284	 300

*See the following page (page 84) for a more complete description of independent majors.

Note: Students with double majors and double degrees are counted only in their primary major. These totals reflect graduates from September 1 through July 1 of each year. Sub-totals are represented by parentheses. The 300 graduates for the academic year, 2002-2003, can be broken down into the following graduation dates: 16 in September 2002, 70 in February 2003, and 214 in May 2003.

Source: Academic Services, October 2003

INDEPENDENT MAJORS

Academic Years 1998 - 1999 through 2002 - 2003

Independent majors are designed for students who wish to pursue an integrating idea or principle that cannot be met through a standard Berea College major program. Students are free to propose topics. The student will secure an independent major adviser. The adviser must be above the rank of instructor and from one of the departments incorporated in the major. After consultation with the independent major adviser and a College librarian regarding available resources, a tentative curriculum plan is developed. Approval of the curriculum plan must be obtained from the chairperson of all departments/programs in which two or more courses in the major are taken. The plan must include a term-by-term plan for all future terms showing when each course will be taken. Completed proposals are submitted to the Office of Academic Services for review by the Academic Program Council (APC). The Council can accept, reject, or modify the proposal. If approved by the Council, a copy is filed with the Office of Records and Registration.

1998 – 1999: 3 graduates

Appalachian Studies
Outdoor Education
Women's Studies

1999 – 2000: 9 graduates

Appalachian Housing
Communication (3 students)
Education and the Appalachian Child
Food Science
Women's Studies (3 students)

2000 – 2001: 9 graduates

Asian Studies
Black Studies
Communication
Environmental Science
Fashion Design
Neuroscience
Women's Studies (3 students)

2001 – 2002: 17 graduates

American Studies
Classical Hebrew Language and Civilization
Classical Theatre
Communication (6 students)
International Relations
Neuroscience (2 students)
Women's Studies (4 students)

2002 - 2003: 10 graduates

Asian Studies (2 students)
Communication (4 students)
Geology
International Studies (2 students)
Neuroscience

Note: Starting with the entering class of 2001, Women's Studies is a regular major and no longer an independent major. Starting with the entering class of 2000, Communication is a regular major and no longer an independent major.

Source: Berea College Catalog, 2003-2004. <http://www.berea.edu/catalog/degrees_of_study.html>
Office of Academic Services, October 2003.

GRADUATES BY MAJOR AND GENDER
5 Year Summary: Academic Years 1998 – 1999 through 2002 - 2003

	Academic Years 1998 - 1999 through 2002 - 2003					
	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>% of Grand Total</u>
Agriculture	22	38%	36	62%	58	4.3%
Art	25	44%	32	56%	57	4.3%
Biology	22	28%	56	72%	78	5.8%
Business Administration	102	58%	75	42%	177	13.2%
Chemistry	14	48%	15	52%	29	2.2%
Child & Family Studies	17	12%	123	88%	140	10.5%
Economics	8	47%	9	53%	17	1.3%
Education Studies	21	36%	37	64%	58	4.3%
Elementary Education	2	7%	26	93%	28	2.1%
English	28	35%	51	65%	79	5.9%
Foreign Languages	8	35%	15	65%	23	1.7%
History	26	67%	13	33%	39	2.9%
Independent Major*	15	31%	33	69%	48	3.6%
Mathematics	32	74%	11	26%	43	3.2%
Music	10	43%	13	57%	23	1.7%
Nursing	5	8%	59	92%	64	4.8%
Philosophy	4	36%	7	64%	11	0.8%
Physical Education	20	50%	20	50%	40	3.0%
Physics	11	92%	1	8%	12	0.9%
Political Science	15	54%	13	46%	28	2.1%
Psychology	20	30%	46	70%	66	4.9%
Religion	11	58%	8	42%	19	1.4%
Sociology	14	29%	35	71%	49	3.7%
Speech Communication	1	25%	3	75%	4	0.3%
Technology and Industrial Arts	94	73%	34	27%	128	9.6%
Theatre	5	28%	13	72%	18	1.3%
GRAND TOTAL	552	41%	784	59%	1,336	100%

*Please see page 84 for a more complete description of independent majors.

Note: Students with double majors and double degrees are counted only in their primary major. These totals reflect graduates from September 1 through July 1 of each year.

Compiled by: Office of Institutional Research and Assessment, October 2003

GRADUATES BY MAJOR AND GENDER
5 Year History

Major Programs	Academic Years														
	1998 - 1999			1999 - 2000			2000 - 2001			2001 - 2002			2002 - 2003		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture	4	9	13	3	6	9	5	6	11	5	6	11	5	9	14
Art	3	4	7	6	7	13	0	6	6	10	10	20	6	5	11
Biology	5	12	17	4	5	9	3	8	11	4	10	14	6	21	27
Business Admin.	16	18	34	21	10	31	19	17	36	27	14	41	20	16	36
Chemistry	2	5	7	3	4	7	3	2	5	3	1	4	3	3	6
Child & Family Studies	2	28	30	5	19	24	2	25	27	4	22	26	4	29	33
Economics	0	1	1	2	1	3	3	5	8	1	1	2	2	1	3
Education Studies				2	6	8	5	9	14	8	8	16	5	12	17
Elementary Education	2	13	15	1	15	16									
English	8	10	18	3	12	15	4	7	11	6	10	16	7	12	19
Foreign Languages	1	2	3	3	5	8	2	2	4	2	1	3	0	5	5
History	6	3	9	6	4	10	2	3	5	6	1	7	6	2	8
Independent Major*	2	1	3	1	8	9	1	8	9	7	10	17	4	6	10
Mathematics	3	1	4	3	2	5	5	2	7	10	3	13	10	3	13
Music	1	4	5	3	2	5	2	2	4	2	2	4	2	3	5
Nursing	0	9	9	1	15	16	2	12	14	2	14	16	0	9	9
Philosophy	2	0	2	1	4	5	0	2	2	0	1	1	1	0	1
Physical Education	7	2	9	7	3	10	0	5	5	1	4	5	5	6	11
Physics	2	0	2	0	0	0	1	0	1	3	0	3	5	1	6
Political Science	2	6	8	2	0	2	3	1	4	6	4	10	2	2	4
Psychology	11	7	18	3	5	8	1	14	15	3	9	12	2	11	13
Religion	4	3	7	1	1	2	2	0	2	3	3	6	1	1	2
Sociology	5	10	15	3	8	11	3	3	6	1	4	5	2	10	12
Speech Communication													1	3	4
Technology and Industrial Arts	19	6	25	17	6	23	17	8	25	18	8	26	23	6	29
Theatre	2	2	4	1	2	3	1	2	3	1	5	6	0	2	2
TOTAL			265			252			235			284			300

*Please see page 84 for a more complete description of independent majors.

Note: Students with double majors and double degrees are counted only in their primary major. These totals reflect graduates from September 1 through July 1 of each year.

Compiled by: Office of Institutional Research and Assessment, October 2003

GRADUATES BY MAJOR AND COHORT TYPE
5 Year Summary: Academic Years 1998 – 1999 through 2002 – 2003

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture	2	(1%)	56	(5%)	0	(0%)	58	(4%)
Art	1	(1%)	55	(5%)	1	(1%)	57	(4%)
Biology	5	(4%)	63	(6%)	10	(9%)	78	(6%)
Business Administration	29	(22%)	117	(11%)	31	(29%)	177	(13%)
Chemistry	4	(3%)	17	(2%)	8	(8%)	29	(2%)
Child and Family Studies	15	(11%)	124	(11%)	1	(1%)	140	(10%)
Economics	0	(0%)	4	(**)	13	(12%)	17	(1%)
Education Studies	9	(7%)	49	(4%)	0	(0%)	58	(4%)
Elementary Education	1	(1%)	27	(2%)	0	(0%)	28	(2%)
English	10	(7%)	67	(6%)	2	(2%)	79	(6%)
Foreign Languages	2	(1%)	20	(2%)	1	(1%)	23	(2%)
History	3	(2%)	36	(3%)	0	(0%)	39	(3%)
Independent Major*	3	(2%)	44	(4%)	1	(1%)	48	(4%)
Mathematics	2	(1%)	31	(3%)	10	(9%)	43	(3%)
Music	1	(1%)	22	(2%)	0	(0%)	23	(2%)
Nursing	7	(5%)	51	(5%)	6	(6%)	64	(5%)
Philosophy	0	(0%)	11	(1%)	0	(0%)	11	(1%)
Physical Education	3	(2%)	35	(3%)	2	(2%)	40	(3%)
Physics	0	(0%)	7	(1%)	5	(5%)	12	(1%)
Political Science	5	(4%)	19	(2%)	4	(4%)	28	(2%)
Psychology	5	(4%)	59	(5%)	2	(2%)	66	(5%)
Religion	3	(2%)	16	(1%)	0	(0%)	19	(1%)
Sociology	5	(4%)	39	(4%)	5	(5%)	49	(4%)
Speech Communication	0	(0%)	4	(**)	0	(0%)	4	(**)
Technology and Industrial Arts	15	(11%)	109	(10%)	4	(4%)	128	(10%)
Theatre	4	(3%)	14	(1%)	0	(0%)	18	(1%)
TOTAL	134	(100%)	1,096	(100%)	106	(100%)	1,336	(100%)

*Please see page 84 for a more complete description of independent majors.

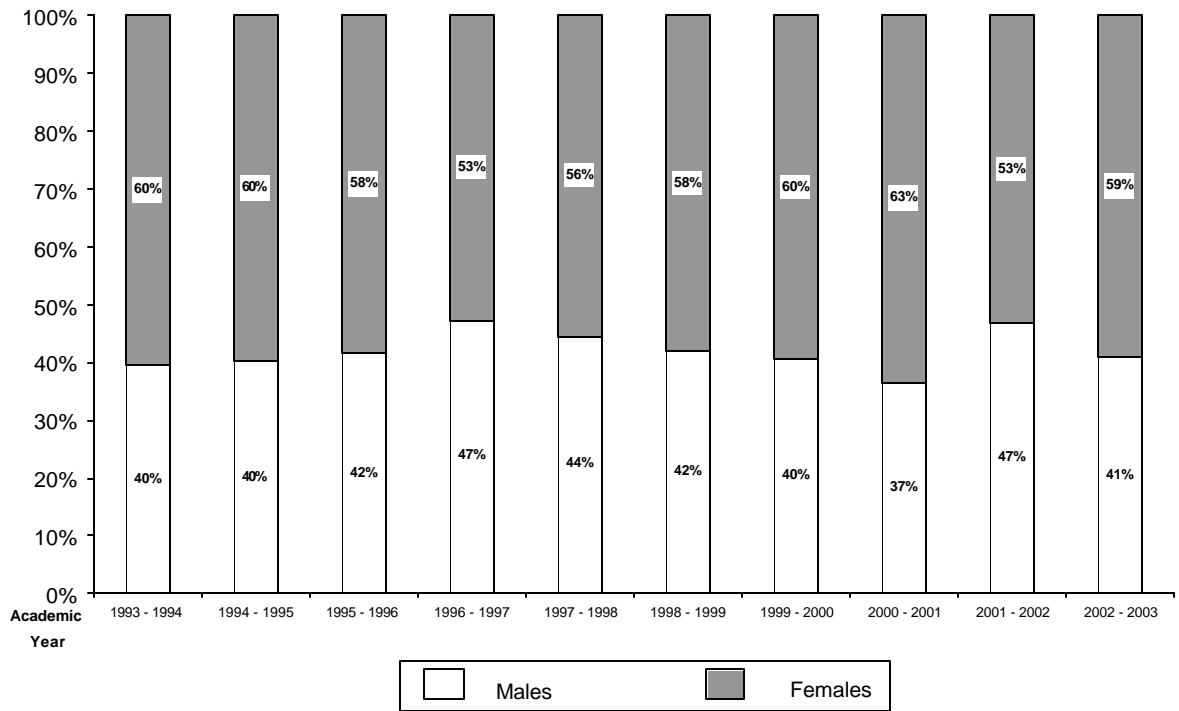
**Denotes percentages less than 1.

Note: Students with double majors and double degrees are counted only in their primary major. These totals reflect graduates from September 1 through July 1 of each year.

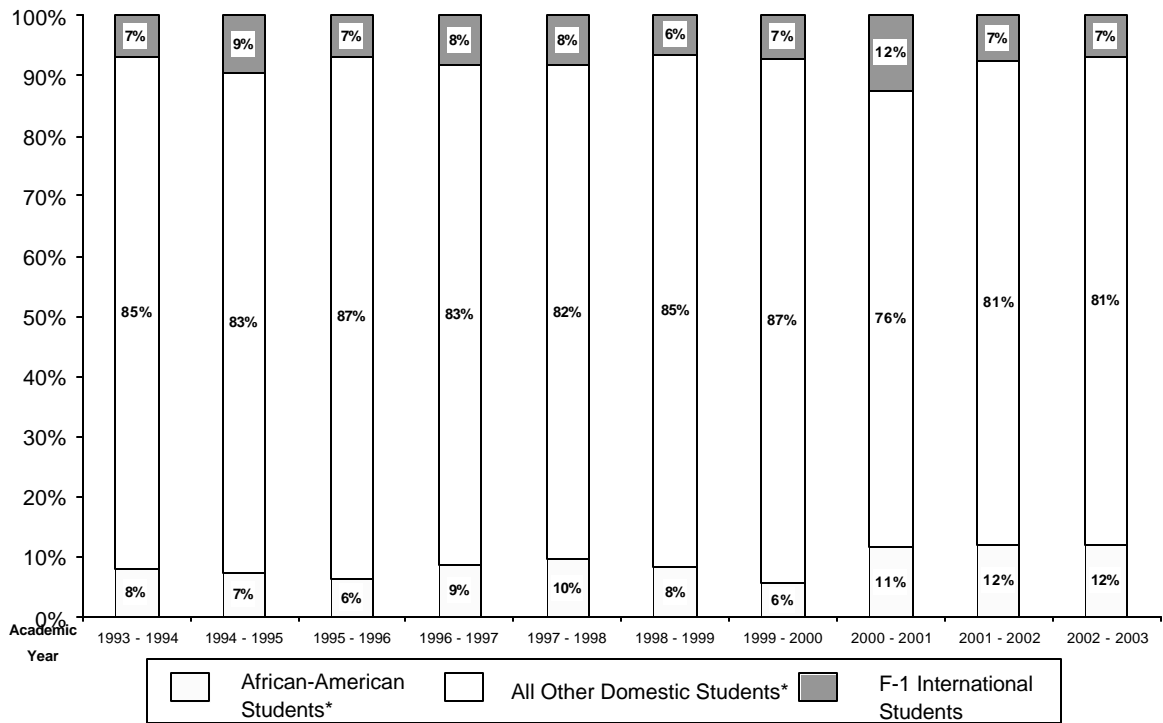
Compiled by: Office of Institutional Research and Assessment, October 2003

GRADUATE TRENDS

Graduates by Gender



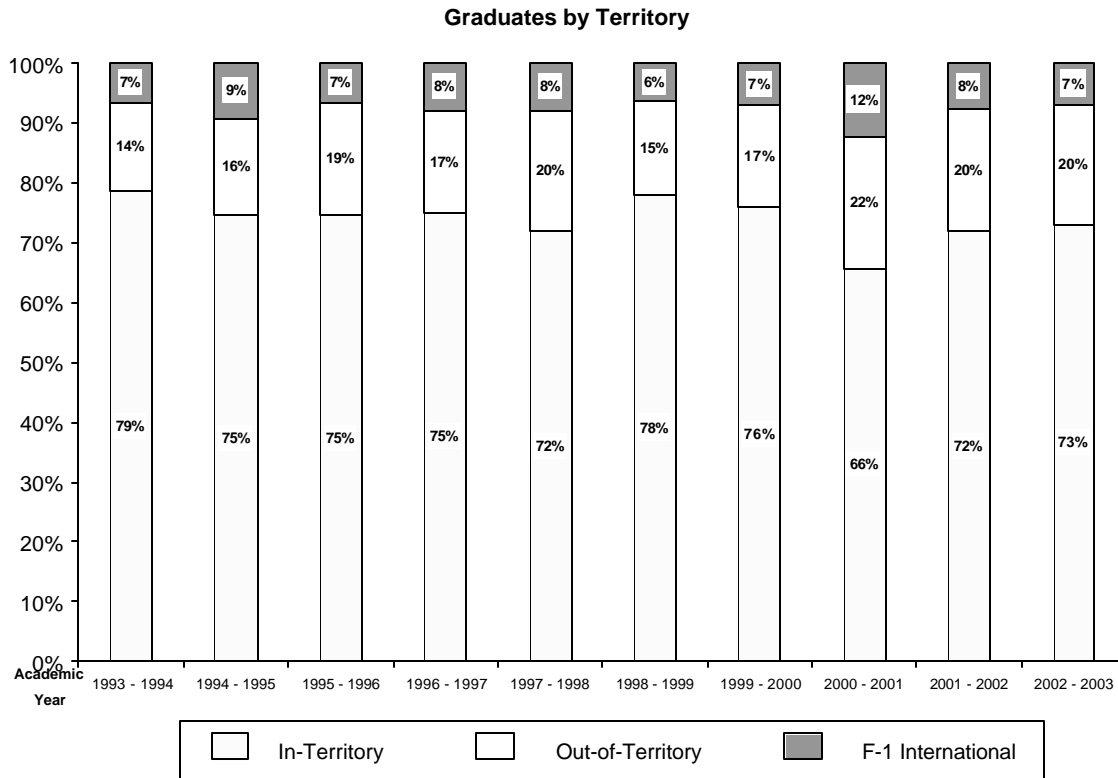
Graduates by Cohort Type



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

Source: Office of Institutional Research and Assessment, October 2003

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2003

STUDY ABROAD

From the Berea College Catalog, 2003-2004:

The world has become a highly complex and interdependent global village. In response Berea College has undertaken a variety of initiatives to help its students – tomorrow’s leaders – strengthen their international awareness. College resources support an International Center (IC) and are devoted to steadily increasing opportunities for international education, both on campus and abroad. Through international elements in the curriculum, by the presence of outstanding students from around the world in the student body, through international cultural programs, and by supporting a variety of options for study abroad, the College provides many different ways for students to enhance their understanding of the College’s scriptural foundation, “God has made of one blood all peoples of earth.”

BEREA COLLEGE STUDY ABROAD PARTICIPANTS ACADEMIC YEARS 1998 - 1999 THROUGH 2002 - 2003

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>1998 - 1999</u>	<u>1999 - 2000</u>	<u>2000 - 2001</u>	<u>2001 - 2002</u>	<u>2002 - 2003</u>
Full Year	3	2	2	10	4
Semester	15	15	36	39	35
Short Term	90	116	109	77	86
Summer	<u>40</u>	<u>49</u>	<u>52</u>	<u>137</u>	<u>77</u>
TOTAL	148	182	199	263	202
Percent of Students who Participated*:	11%	13%	14%	17%	14%

*The percentages above are based on the number of participants divided by the average of the Fall and Spring full-time degree-seeking student enrollment.

Source: Berea College Catalog, 2003–2004, < http://www.berea.edu/catalog/international_education.html>
International Center, August 2003

**Berea College Study Abroad Participants
by Program/Sponsor and Country
Academic Year 2002 – 2003**

		<u>Number of Participants</u>
<u>Academic Year (4)</u>		
Berea Term Abroad	Japan	2
	Thailand	2
<u>Semester (35)</u>		
Berea Term Abroad	England	4
	Germany	1
	Ghana	5
	Hungary	2
	Mexico	1
	New Zealand	2
	Spain	3
	Thailand	4
Foreign Language Department	Austria	1
	France	1
	Germany	1
	Spain	3
	Mexico	2
Independent Study	Denmark	1
Internship	Australia	4
<u>Short Term (86)</u>		
Berea College Course	France	16
	Mexico	19
	Thailand	19
Independent Study	Australia	1
	Denmark	1
	England	1
	Ethiopia	1
	Germany	1
	Haiti	1
	India	1
	Japan	1
	Korea	1
	Mexico	1
	Mexico/Honduras	1
	Thailand	1
	Team Initiated Studies	Ghana
Thailand		5
Thailand/Malaysia		3

**Berea College Study Abroad Participants
by Program/Sponsor and Country
Academic Year 2002 – 2003, continued**

<u>Short Term (86), continued</u>		
Internship	New Zealand	3
Alternative Teaching	Demark	3
Setting	Ghana	1
Non Credit		
Service Learning	South Africa	1
<u>Summer (77)</u>		
For Credit	Caux Foundation Seminar	1
	England (English Speaking Union)	1
	Iceland Research Project	4
	Intensive Language Project	1
	Poland (March of Hope and Remembrance)	12
Independent Study	Cambodia	1
	England	6
	Germany	1
	Thailand	1
Internships	Barbados	1
	Germany	1
	Italy	1
	Mexico	2
	Uzbekistan	1
KIIS	Austria	5
	Brazil	3
	Denmark	1
	France	12
	Greece	2
	Italy	2
	Japan	2
	Mexico	2
Non Credit		
Service Learning:	Botswana	1
	Cambodia	1
	Costa Rica	2
	Greece	2
	Haiti	1
	Japan	4
	Thailand	1
Archeology:	Poland	1
Conference	South Africa	1
		1
	TOTAL	202

Source: International Center, August 2003

ACADEMIC CREDIT INTERNSHIPS

The Internship Program is an experiential education program individually designed for those with a special academic interest requiring integration of classroom learning with practical experience. The program, which will include seminars with academic sponsors as well as non-classroom experience, is open to juniors and seniors. One to three course credits in one 14-week term may be taken in Internships, but no more than two distinct Internship programs may receive course credits during a college career. An Internship may be either a Departmental or a General Studies offering. Every Departmental Internship proposal requires the approval of two faculty sponsors and the department assumes the responsibility for determining credit allowance. General Studies Internship proposals require the approval of two faculty sponsors, and the Coordinator of Internships assumes responsibility for determining credit allowance. Final approval for Internship proposals is given by the Coordinator of Internships. Applications for Internships can be obtained from the Coordinator of Internships or found through the E-mail Academic Bulletin Board.

Internship placements are located in various states and abroad and are available in any area of study.

Specific internship titles over the last few years have included examples such as the following:

- USDA Biological Control Lab, Australia
- Hope Community Resources, Alaska
- KET Educational Television, Kentucky
- Atlanta Union Mission, Georgia
- Berea College, Upward Bound, Kentucky
- Jeunesse Quart Monde (Fourth World), France
- Making Nature Visible: Planning an Italian Ecovillage, Italy

Number of Internships Academic Years 1998 - 1999 through 2002 - 2003

<u>Term</u>	<u>1998 - 1999</u>	<u>1999 - 2000</u>	<u>2000 - 2001</u>	<u>2001 - 2002</u>	<u>2002 - 2003</u>
Fall	0	5	4	3	5
Short	23	26	26	31	38
Spring	4	1	5	3	19
Summer	<u>43</u>	<u>49</u>	<u>55</u>	<u>64</u>	<u>78</u>
TOTAL	70	81	90	101	140

Percent of Students
who Participated*: 5% 6% 6% 7% 9%

NOTE: Many other students participate in internships that do not involve academic credit.

*The percentages above are based on the number of participants divided by the average of the Fall and Spring full-time degree-seeking student enrollment.

Source: [Berea College Catalog, 2001 - 2003](http://www.berea.edu/catalog/default.html), <http://www.berea.edu/catalog/default.html>
Office of Internships, November 2003

SHORT TERM EXCHANGE PROGRAM DESCRIPTION

Berea College engages in several kinds of Short Term (or January term) exchanges with a number of 4-1-4 colleges. Basically, there are three kinds of such exchanges:

(1) The most common kind of program is a *tuition-only exchange*. That is, students from Berea pay only room, board and general fees at the importing college, and conversely, students from reciprocating schools pay only room, board and general fees at Berea. Berea students receive a board refund from Berea College.

(2) Berea also engages in *full exchanges* with colleges. In this program, students from Berea pay only general fees to the importing college, and students exported to Berea pay only general fees here. This program requires that there be a tally kept of students enrolled so that over a long period of time, the colleges involved have all benefited equally. In this program, when a college has exported to Berea more students than we have exported (or conversely), the full exchange is temporarily abandoned. Some colleges with which we have agreements specify that exchanges be one-for-one exchanges, i.e., for any Berea College student to do an exchange at the institution, there must be a student from that institution who will do an exchange at Berea.

(3) Finally, it is possible for a student from a college with which we have no established exchange contract to attend Berea by engaging in a *transient student exchange*. Conversely, it is possible for a Berea student to attend colleges with which we have no established exchange contracts by arranging for a transient student exchange. In this program, Berea and the other institution must agree to the terms for the exchange for each (individual) student.

It is the belief of the faculty at Berea College and at the schools with which we currently have established exchange contracts that this program is of tremendous benefit to many students. Not only do students have available to them courses at a number of schools, but they are able to experience college life in different parts of the United States. Berea College has been ranked as the number one regional liberal arts college in the South by U.S. News and World Report for three consecutive years and it has considerable academic strength in a variety of curriculum areas. With the availability of twenty-four majors in the B. A. degree program and a variety of B. S. degree programs and minors, the Short Term is exciting at Berea. Our experience is that Berea College students find Short Term at our exchange schools to complement well the work that they have accomplished here.

SHORT TERM EXCHANGE PROGRAM PARTICIPANTS

<u>Short Term</u>	<u>Tuition-Only Exchange</u>	<u>Full Exchange</u>	<u>Transient Student Exchange</u>	<u>TOTAL</u>
1999	9	2	5	16
2000	17	0	6	23
2001	11	0	0	11
2002	6	0	0	6
2003	2	0	0	2

Source: Office of Academic Services, October 2003

UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

The Undergraduate Research and Creative Projects Program was developed to provide students in all majors learning opportunities not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor would engage a project for eight to ten weeks during the summer. The central purpose should be to provide opportunities for students to experience research and creative activity through the structure of an apprentice-mentor relationship. This purpose requires that faculty mentors go beyond supervising student learning to working alongside students in providing active models of how research and creative processes are engaged. The purpose also implies that projects will be chosen very carefully and structured to satisfy two necessary conditions:

1. Projects must be accessible to genuine student involvement. That is, students must be capable of understanding the project's meaning and significance, and they must be capable of making creative contributions to project work. Absent these conditions, students have no opportunity to actually experience the nature of research and creative activity.
2. Projects must also be at a level that elicits faculty involvement in research and creative processes. That is, the project itself, not the work expected from students, should be at a level expected of faculty professionals. Absent this condition, the faculty mentor cannot provide a model for engaging research and creative activity.

The goals of the program include the following:

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

Number of Undergraduate Research and Creative Projects and Participants

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students</u>
1999	10	12	18
2000	10	12	23
2001	12	14	25
2002	9	9	21
2003	8	10	16

Source: Academic Services, September 2003

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2003**

(As of September 2003)

<u>Departmental Categories</u>	<u>New Freshmen</u>	<u>All Students*</u>		<u>Total Hours</u>	<u>Mean Hours</u>
	<u>Primary Only</u>	<u>Primary</u>	<u>Secondary</u>	<u>Contracted Per Week</u>	<u>Contracted Per Week</u>
Academic Support	24	135	42	1,652	9.33
Alumni and College Relations	9	47	3	499	9.98
Auxiliary Enterprises: Residence Halls (janitors and monitors), Food Service, Seabury Concessions	78	166	1	1,812	10.85
College Community Service	16	65	13	780	10.00
College Related	1	5	1	60	10.00
Community Service Projects	4	30	0	314	10.47
Farms	7	25	1	292	11.23
General and Administrative	47	162	4	1,783	10.74
Instruction	34	313	54	3,636	9.91
Plant Operations	31	66	3	725	10.51
Student Industries: Crafts	55	118	4	1,235	10.12
Student Industries: Services	24	62	3	655	10.08
Student Organizations	0	10	3	130	10.00
Student Services	54	263	10	3,295	12.07
No Labor**	<u>0</u>	<u>29</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	384	1,496	142	-	-
No Status Form***	<u>12</u>	<u>15</u>	<u>N/A</u>	<u>-</u>	<u>-</u>
TOTAL	396	1,511	142	17,059	10.62

345 - Extended *primary* position for more than ten hours per week.
121 - Contracted in both a primary and at least one secondary position.
466 - Contracted for more than ten hours a week.

*Includes new freshmen.

**Includes degree-seeking students who are excused from labor for various reasons such as off-campus opportunities and student teaching.

***Includes students who have withdrawn from school during the month of September 2003.

NOTE: For a breakdown of departments within the various categories, please see the next two pages.

Compiled by : Office of Institutional Research and Assessment, October 2003.

LABOR DEPARTMENTS

Academic Support

Academic Services
Academic Vice President and Provost Office
Appalachian Center
Black Cultural Center
Convocations
Draper Building Secretary

Environmental Health and Safety
International Center
Internships
Learning Center
Library
Science Library

Alumni and College Relations

Alumni Relations
College Relations

Public Relations

Auxiliary Enterprises: Residence Halls (Only includes Janitors and Monitors), Food Service, Seabury Concessions

Anna Smith
ARC
Bingham
Blue Ridge
Dana
Danforth
Edwards
Elizabeth Rogers
Fairchild
Frost Cottage
James

Kentucky
Kettering
Married Student Laundry
Pearson
Residence Hall Maintenance
Seabury Residence Hall
Talcott

Food Service
Seabury Concessions

College Community Service

CELTS (Center for Excellence in Learning through Service)
Habitat for Humanity
Learning through Service (Bonner Scholars)
Special Programs
Students for Appalachia

TRIO Programs
Carter G. Woodson Institute
Upward Bound
Educational Talent Search

College Related

Brushy Fork Institute
Lumina Grant Research Project

Work Colleges Program

Community Service Projects (only includes projects to which students are assigned this academic year)

Appalachian College Association
Baptist Student Union
Berea Arts Council
Berea Community School
Berea Credit Union
Boys and Girls Club

Family Resource Youth Service Center
Forward in the Fifth
Grow and Learn
Hospital
Peacecraft

Farms

College Farm

General and Administrative

Business and Administration
Child Development Lab
College Post Office
Financial Affairs
Information Systems and Services (includes Media Services)
Institutional Research and Assessment

People Services
Phone Center
President's Office
Printing Services
Public Safety

Labor Departments (Continued)

Instruction

Agriculture and Natural Resources
Art
Biology
Black Studies
Chemistry
Child and Family Studies
Communications Center
Dramatics
Economics and Business
Education Studies
English and Theatre
Entrepreneurship for Public Good Program
Foreign Language
General Education

Geology and Geography
History
Mathematics
Music
Nursing
Philosophy and Religion
Physical Education
Political Science
Psychology
SENS Program
Sociology
Technology and Industrial Arts
Women's Studies

Plant Operations

Campus Gardeners
Forest Property Management
Maintenance

Public Buildings
Solid Waste and Recycling

Student Industries: Crafts

Boone Tavern Gift Shop
Broomcraft
Ceramics
Log House Craft Gallery

Student Crafts and Marketing
Weaving
Woodcraft
Wrought Iron

Student Industries: Services

Boone Tavern Dining Room
Boone Tavern Hotel
College Bookstore
Electric Utilities

Laundry
Rentals
Water Utilities

Student Organizations

Campus Activities Board (CAB)
Chimes

Pinnacle
Student Government Association (SGA)

Student Services

Admissions Office
Campus Life
Campus Christian Center
College Health Service
Financial Aid
International Student Advisor

Labor Program Office
Seabury Center
Student Life – Residence Halls
Student Service Center
Vice President for Labor and Student Life
Wellness (includes intramurals)

Compiled by the Office of Institutional Research and Assessment, October 2003

LABOR HOURS AND PAY GRADES

Minimum Labor Requirement

10 hours per week
140 hours during Fall Term
40 hours during Short Term
140 hours during Spring Term

Average Hours Worked by Class, 2002 - 2003

Freshman	10.81	hours per week
Sophomore	12.29	hours per week
Junior	13.01	hours per week
Senior	13.67	hours per week

Pay Ranges by Grades, 2003 – 2004

1	\$ 3.15
2	\$ 3.55
3	\$ 4.00
4	\$ 4.40
5	\$ 4.70
6	\$ 5.00
Unclassified	\$ 5.15

Average Pay Per Student in Academic Year 2002 - 2003

\$3.58 per hour

2003 Summer Rates
(Depending on responsibility)

\$5.15 - \$7.00 per hour

Source: Office of Student Financial Aid Services, November 2003

COST OF EDUCATION AND OTHER STUDENT COSTS

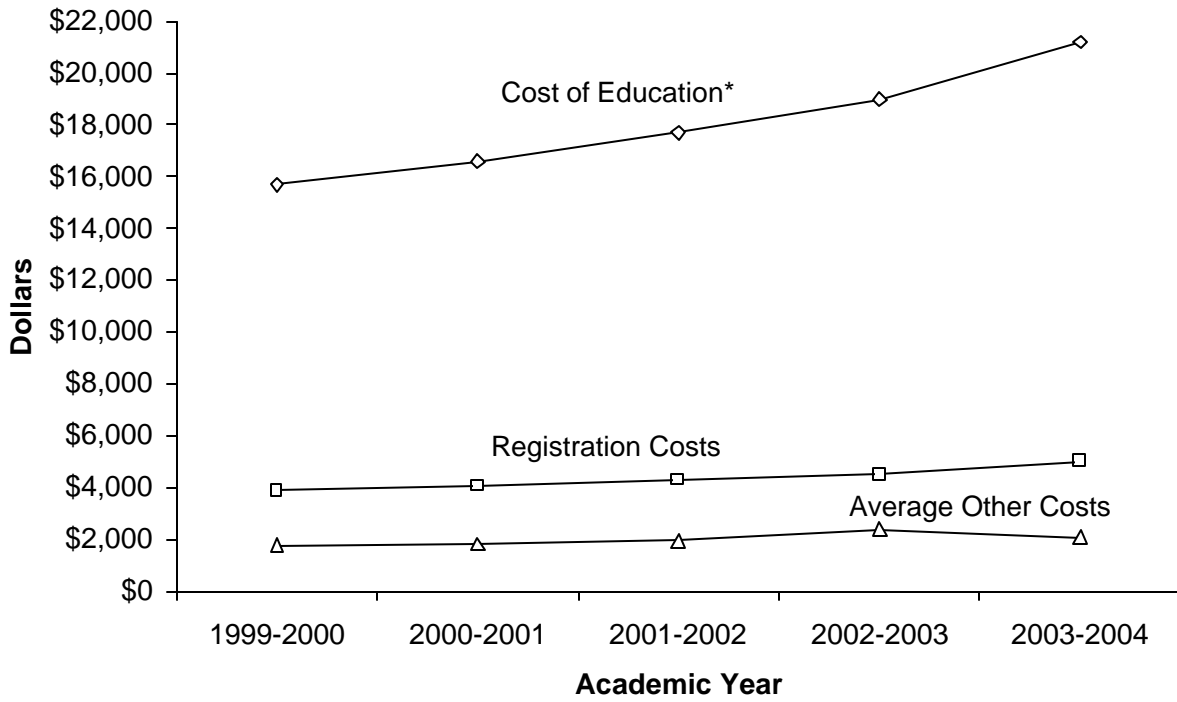
	Academic Year <u>1999-2000</u>	Academic Year <u>2000-2001</u>	Academic Year <u>2001-2002</u>	Academic Year <u>2002-2003</u>	Academic Year <u>2003-2004</u>
Cost Of Education (COE)*	\$ 15,700	\$ 16,600	\$ 17,700	\$ 19,900	\$ 21,200
Registration Costs:					
Room	1,976	2,075	2,195	2,303	2,415
Board	1,710	1,796	1,904	2,000	2,108
Accident Fund	20	20	20	20	20
Campus Activities Fee	44	44	44	44	44
Chimes (School Yearbook)	25	25	25	25	25
Health Fee	96	96	100	100	100
Pinnacle (School Paper)	8	8	10	10	10
Student Government	6	6	6	8	8
Technology Fee**	<u>0</u>	<u>0</u>	<u>0</u>	<u>300</u>	<u>300</u>
SUBTOTAL	\$ 3,885	\$ 4,070	\$ 4,304	\$ 4,810	\$ 5,030
Average other Costs:					
Books and Supplies	600	600	675	675	675
Personal	945	980	996	1,125	1,125
Transportation	<u>250</u>	<u>250</u>	<u>275</u>	<u>290</u>	<u>290</u>
SUBTOTAL	\$ 1,795	\$ 1,830	\$ 1,946	\$ 2,090	\$ 2,090
TOTAL COST OF ATTENDANCE	\$ 5,680	\$ 5,900	\$ 6,250	\$ 6,900	\$ 7,120

*Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships, and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

**Beginning with the Fall Term 2002, every student was equipped with a laptop computer provided by the College as part of the Universal Access Project. Students are expected to pay \$300 to offset the cost of networking all residence hall rooms, making classrooms usable for laptops, supplying and supporting software, expanding help desk hours, and providing additional training to students. The laptop computer will become the property of the student at graduation.

Source: Office of Student Financial Aid Services, September 2003. < http://www.berea.edu/catalog/student_expenses.html >

TOTAL PER STUDENT COST



Legend

Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

Registration Costs include room, board, accident fund, campus activities fee, Chimes (school yearbook), health fee, Pinnacle (school paper), technology fee, and student government fees. For more details, please see page 100.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 100.

Source: Office of Student Financial Aid Services, September 2003 <
http://www.berea.edu/catalog/student_expenses.html>

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL
ACADEMIC YEAR 2003-2004**

President

Vicki E. Allums, '79
Virginia

Interim Director

Mark F. Boes, '76
Kentucky

President Elect

Dr. Steele Mattingly, '50
Kentucky

Coordinator of Events Planning
and Student Relations

Shelley Boone Rhodus, '85
Kentucky

Past President

Ernest Graham, '49
Wisconsin

Coordinator of Alumni Information
Services

Mary Labus, '78
Kentucky

President of Berea College

Larry D. Shinn
Kentucky

VP for Alumni and College Relations

William A. Laramee
Kentucky

Alumni Trustees, including year his/her term ends

2004: Dr. William H. Johnstone, '74
Tennessee

2006: Vance Edward Blade, '82
Kentucky

2008: Dr. Robert N. Compton, '60
Tennessee

2009: Tyler Smyth Thompson, '83
Kentucky

Members-At-Large, including year his/her term ends

2004: Melissa A. Jennings, '95
Kentucky

Iverson Louis Warinner, '66
Kentucky

Tracy Thompson, '80
Tennessee

2005: Juanita Noland Coldiron, '47
North Carolina

Dr. J. Mark Estep, '77
Tennessee

Judy Garner White, '67
Kentucky

2006: Kristin Conley Clark, '92
Kentucky

Pansy Waycaster Blackburn, '58
North Carolina

2007: Rachel Berry Henkle, '64
Kentucky

Rob Stafford, '89
Kentucky

Virginia Hubbard Underwood, '73
Kentucky

2008: Dr. Charlotte F. Beason, '70
Virginia

Eunice Hall, '78
Georgia

Marisa Fitzgerald, '99
Florida

Source: Alumni Office, October 2003

**ALUMNI* BY STATE AND U.S. TERRITORIES
As of October 2003**

Alabama	407	Montana	24
Alaska	18	Nevada	24
Arizona	113	New Hampshire	22
Arkansas	47	New Jersey	80
California	352	New Mexico	49
Colorado	100	New York	161
Connecticut	49	North Carolina	1,354
Delaware	26	North Dakota	5
District of Columbia	25	Ohio	1,183
Florida	602	Oklahoma	36
Georgia	493	Oregon	68
Guam	1	Palau	1
Hawaii	22	Pennsylvania	153
Idaho	16	Rhode Island	9
Illinois	239	South Carolina	302
Indiana	378	South Dakota	8
Iowa	42	Tennessee	1,287
Kansas	24	Texas	322
Kentucky	6,181	Utah	12
Louisiana	36	Vermont	21
Maine	20	Virgin Islands	1
Maryland	253	Virginia	1,104
Massachusetts	77	Washington	95
Michigan	202	West Virginia	564
Minnesota	51	Wisconsin	49
Mississippi	45	Wyoming	6
Missouri	110		
		Various Foreign Countries**	192
		Armed Forces - Europe**	14
		Armed Forces - Pacific**	<u>6</u>
		TOTAL	17,105

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

**For more detail about foreign countries, please see the following page (page 104).

NOTE: These figures are based on only those alumni for whom the Alumni Association has a current address.

Source: Alumni Office, November 2003

ALUMNI* BY FOREIGN COUNTRIES
As of October 2003

Australia	3	Lithuania	1
Austria	1	Macau	1
Bahamas	1	Malaysia	6
Bangladesh	1	Mexico	2
Belgium	1	Myanmar	1
Bolivia	2	Nepal	2
Bosnia & Herzegovina	1	Netherlands	3
Canada	22	New Zealand	1
Cayman Islands	2	Nicaragua	1
Costa Rica	1	Niger	1
Denmark	3	Nigeria	8
Dominica	1	People's Republic of China	4
Ecuador	3	Republic of Korea	3
Ethiopia	1	Russia	1
France	2	San Marino	1
Georgia	1	Senegal	1
Germany	7	Singapore	2
Former West Germany	1	Slovak Republic	1
Ghana	4	South Africa	3
Greece	10	Spain	4
Hong Kong	5	Sri Lanka	5
India	7	Sweden	2
Iran	1	Taiwan	2
Ireland	1	Tanzania	2
Israel	2	Thailand	5
Italy	2	The Gambia	1
Japan	10	Turkey	3
Kampuchea (Cambodia)	1	Ukraine	2
Kazakhstan	2	United Kingdom	9
Kenya	7	Venezuela	2
Latvia	3	Zimbabwe	2

United States**	16,893
Armed Forces - Europe	14
Armed Forces - Pacific	<u>6</u>
TOTAL	17,105

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

**For more detail about states, please see page 103.

NOTE: These figures are based only on those alumni from whom the Alumni Association has a current address.

Source: Alumni Office, November 2003

ALUMNI* BY OCCUPATION

Accounting	249	Interior Decorating/Design	12
Administrative/Clerical/Secretarial	277	Journalism	19
Advertising	26	Judiciary	16
Agriculture/Ranching	165	Labor/Human Resources	18
Animal Science/Veterinary Medicine	21	Landscaping	14
Architecture/Urban Planning	18	Law/Legal Services	208
Art	52	Library Science	183
Arts - Fine	39	Management	530
Arts - Performing/Creative	76	Manufacturing	187
Aviation/Aerospace	20	Marketing	60
Banking	109	Mathematics/Statistics	9
Brokerage/Securities/Investments	29	Mechanical	9
Business - Administration	95	Media	16
Business - Entrepreneur/Owner	267	Medical/Health (not M.D., RN, Dentist, Pharmacy)	279
Business - Management	96	Merchandising/Sales/Marketing	39
Business - Owner	60	Military	86
Childcare	21	Ministry	182
City Service Officer	3	Missionary	3
Civil Service	22	Musician	3
Clergy	20	Nonprofit	1
Communications	40	Nursing	716
Computing/High Technology	294	Nutrition	53
Construction/Contracting	71	Personal Services	8
Consulting	77	Personnel/Human Resources	62
Cosmetology	2	Pharmacology	7
Counseling	145	Pharmacy	20
Crafts	5	Physical Sciences/Math	14
Dentistry	41	Physician	171
Economics	3	Public Relations	18
Education - Administration	539	Public Service (Firefighter, Police, Sanitation)	51
Education - Student Affairs	75	Publishing	51
Education - Teaching	2,714	Radio/TV/Film	4
Energy Resources (Oil, etc.)	35	Real Estate	69
Engineering	238	Recreation/Leisure Services	15
Entertainment	14	Research/Development	137
Environmental Science	47	Restaurant	10
Estate Planning/Trusts/Taxation	1	Retired	88
Extension Work	3	Sales	178
Fashion/Beauty	4	Science	126
Financial Services	95	Self-Employed	11
Foreign Service	6	Social Science	17
Foundations	2	Social Work	309
Fund Raising	20	Sports/Recreation	21
Funeral Services	4	Student	75
Government - Elected	67	Support Staff/Secretarial/Clerical	40
Government - Non-elected	271	Trade/Craft	56
Graphic Design	18	Transportation	45
Health	68	Travel Industry	12
Homemaking	366	Utilities	36
Hotel/Restaurant/Catering	47	Veterinarian	5
Import/Export	3	Volunteer	49
Insurance	117	Writing	43
		<i>Unknown</i> (Includes "Other")	<u>5,617</u>
		TOTAL	17,105

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

NOTE: The above numbers are based on those who responded to the Harris Directory questionnaire which was sent out in Spring 2001. Also, updates from news items sent by alumni are used. Of the 17,105 alumni on record, information on occupations is known for 67%.

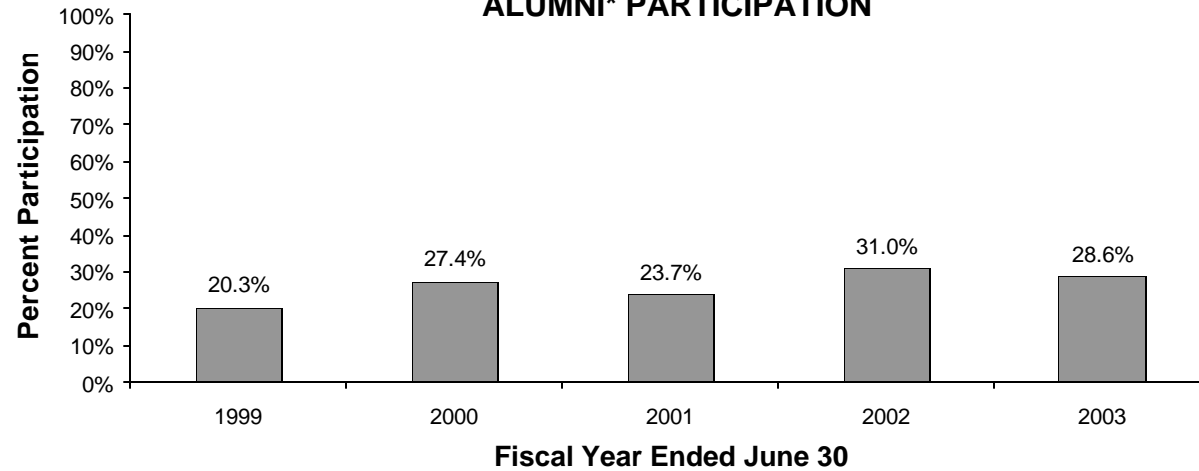
Source: Alumni Office, November 2003

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>
Alumni Berea Fund - Goal	\$ 635,000	\$ 635,000	\$ 640,000	\$ 750,000	\$ 700,000
Alumni Berea Fund - Received	\$ 584,170	\$ 666,152	\$ 892,348	\$ 737,868	\$ 750,374
Other Gifts (includes gift-in-kind)	<u>3,562,669</u>	<u>1,784,780</u>	<u>2,326,650</u>	<u>4,499,959</u>	<u>3,275,067</u>
TOTAL	\$ 4,146,839	\$ 2,450,932	\$ 3,218,998	\$ 5,237,827	\$ 4,025,441
Percent Participation - All Alumni**	20.3%	27.4%	23.7%	31.0%	28.6%
Percent Participation - All Graduates**	22.1%	27.5%	27.1%	34.7%	31.4%

ALUMNI* PARTICIPATION



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

**Effective January 2002, the percentage of alumni donor participation is based on the number of alumni solicited (12,229) who are celebrating a reunion year, gift club members, the ten most recent classes, and those whose last gift was made sometime during the last ten years.

NOTE: For Fiscal Year ending June 30, 1999, the \$584,170 does not include \$125,000 in unrestricted monies which were applied elsewhere with the donors' permission.

For Fiscal Year ending June 30, 2000, the \$666,152 does not include \$38,000 in unrestricted monies which were applied elsewhere with the donors' permission.

Source: College Relations, October 2003

BEREA COLLEGE
USE OF CONTRIBUTIONS
For Fiscal Year Ended June 30, 2003

Current Operations

Berea Fund - Unrestricted	\$ 4,091,714	
Student Aid - Restricted	111,078	
Other - Restricted	<u>537,564</u>	
 TOTAL CURRENT OPERATIONS		 \$ 4,740,356

Capital Purposes

Ecovillage Living Machine	\$ 145,017	
Ecovillage Child Development Lab	1,613,335	
Presser Hall Renovation	112,700	
Other	<u>372,683</u>	
 TOTAL CAPITAL PURPOSES		 \$ 2,243,735

Student Loan Fund \$ 22,620

Endowment from Gifts and Bequests

Restricted	\$ 4,243,111	
Unrestricted	<u>11,552,493</u>	
 TOTAL ENDOWMENT		 \$ 15,795,604

Gift Value of Life Income Agreements 1,018,349

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE
OF LIFE INCOME AGREEMENTS \$ 23,820,664

Gifts-In-Kind 172,527

GRAND TOTAL \$ 23,993,191

Source: College Relations, October 2003

**SOURCE OF CONTRIBUTIONS
TO BEREA COLLEGE
For Fiscal Year Ended June 30, 2003**

Source of Support	<u>Number of Gifts</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Dollars</u>
General welfare foundations	230	1.44%	\$ 4,977,653	20.75%
Corporations and corporation foundations	265	1.66%	299,637	1.25%
Organizations, associations, and clubs	61	0.38%	268,300	1.12%
Religious groups	25	0.16%	14,599	0.06%
Fund-raising consortia	3	0.02%	20,312	0.08%
Individuals (other than alumni)	11,242	70.33%	3,616,555	15.07%
Alumni	3,702	23.16%	1,895,110	7.90%
Bequest- Alumni	38	0.24%	1,503,770	6.27%
Bequest- Non-Alumni	<u>255</u>	<u>1.60%</u>	<u>10,206,379</u>	<u>42.54%</u>
TOTAL GIFTS AND BEQUESTS	15,821	98.98%	\$ 22,802,315	95.04%
Gift Value of Annuities and Life Income Agreements				
Alumni	17	0.11%	127,441	0.53%
Non-Alumni	<u>56</u>	<u>0.35%</u>	<u>890,908</u>	<u>3.71%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF LIFE INCOME AGREEMENTS	15,894	99.44%	\$ 23,820,664	99.28%
Gifts-In-Kind				
Alumni	45	0.28%	155,872	0.65%
Non-Alumni	<u>45</u>	<u>0.28%</u>	<u>16,655</u>	<u>0.07%</u>
GRAND TOTAL	<u><u>15,984</u></u>	100.00%	<u><u>\$ 23,993,191</u></u>	100.00%

Source: College Relations, October 2003

BEREA COLLEGE ALUMNI AND FRIENDS
GIVING BY STATE, U.S. TERRITORIES AND FOREIGN COUNTRIES
For Fiscal Year Ended June 30, 2003

	Number <u>of Gifts*</u>	Dollar <u>Amount</u>		Number <u>of Gifts*</u>	Dollar <u>Amount</u>
Alabama	160	\$ 36,938	Montana	33	\$ 4,818
Alaska	15	4,066	Nebraska	31	22,989
Arizona	210	211,702	Nevada	27	8,405
Arkansas	55	8,072	New Hampshire	81	89,845
Armed Forces	6	800	New Jersey	582	737,660
California	1,201	1,935,349	New Mexico	95	46,155
Colorado	151	26,262	New York	1,000	1,413,996
Connecticut	305	573,697	North Carolina	769	1,039,964
Delaware	57	18,602	North Dakota	22	390
D.C.	92	48,299	Ohio	1,170	5,858,974
Fed. St. of Micronesia	1	150	Oklahoma	50	4,900
Florida	834	2,802,101	Oregon	115	20,866
Georgia	324	251,840	Pennsylvania	723	1,211,509
Hawaii	47	3,470	Puerto Rico	14	326
Idaho	33	1,872	Rhode Island	48	36,200
Illinois	666	812,770	South Carolina	203	86,892
Indiana	378	290,519	South Dakota	5	155
Iowa	109	75,394	Tennessee	546	277,900
Kansas	71	63,289	Texas	443	503,313
Kentucky	1,590	1,387,115	Utah	34	6,515
Louisiana	51	25,072	Vermont	69	12,549
Maine	73	14,851	Virginia	806	1,147,970
Maryland	449	1,631,284	Virgin Islands	1	200
Massachusetts	454	283,217	Washington	204	108,220
Michigan	623	362,639	West Virginia	181	50,574
Minnesota	224	165,189	Wisconsin	249	109,052
Mississippi	45	40,928	Wyoming	<u>15</u>	<u>9,527</u>
Missouri	183	94,450			

STATE AND U.S. TERRITORIES TOTAL 15,923 \$23,979,801

Foreign Countries:

Austria	1	\$ 200	Latvia	2	\$ 300
Belgium	1	200	Nigeria	1	20
Canada	3	310	Republic of Korea	1	1,000
Denmark	1	200	Switzerland	3	1,550
Germany	2	400	Ukraine	1	500
Greece	2	52	United Kingdom	3	5,234
Japan	2	1,200	Venezuela	<u>3</u>	<u>1,200</u>

FOREIGN COUNTRY

TOTAL	26	\$ 12,366
Anonymous	<u>35</u>	<u>1,024</u>
TOTAL	<u>15,984</u>	<u>\$23,993,191</u>

*Includes gifts-in-kind

Source: College Relations, October 2003

**BEREA FUND GOALS AND AMOUNTS RECEIVED
FISCAL YEARS 1993-1994 THROUGH 2002-2003**

	<u>1993-1994</u>	<u>1994-1995</u>	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>
Goal	\$3,305,000	\$3,330,000	\$3,330,000	\$3,330,000	\$3,330,000
Received	\$3,341,316	\$3,240,703	\$3,332,181	\$3,442,899	\$3,391,866
	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
Goal	\$3,670,000	\$3,790,000	\$3,900,000	\$4,050,000	\$4,150,000
Received	\$3,917,108	\$4,410,050	\$4,391,390	\$4,226,765	\$4,091,714

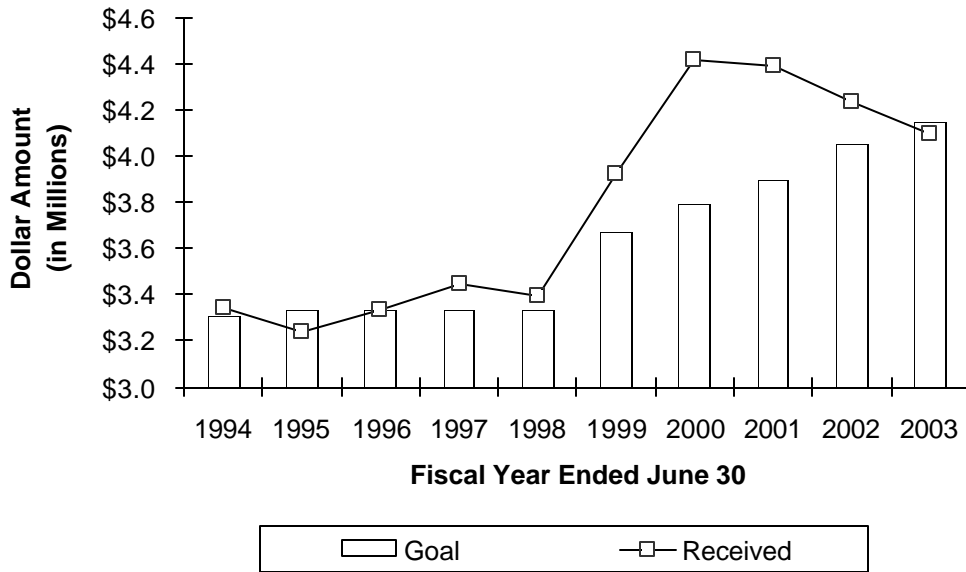
NOTES: For Fiscal Year ended June 30, 1998, \$273,768 in unrestricted gifts were applied to the Campus Technology Project, and \$40,000 in unrestricted gifts were applied to the NEH (National Endowment for the Humanities) Challenge with donors' permission.

For Fiscal Year ended June 30, 1999, \$187,802 in unrestricted gifts were applied to Capital Projects with donors' permission.

For Fiscal Year ended June 30, 2000, \$253,000 in unrestricted gifts were applied to the Student Computer and Information Resources Endowment with donors' permission.

For Fiscal Year ended June 30, 2001, a \$101,456 unrestricted gift was applied to the Student Computer and Information Resources Endowment with donor's permission.

**Berea Fund: Goals and Amounts Received
Fiscal Years 1993-1994 through 2002-2003**



Source: College Relations, October 2003

DONATIONS
Fiscal Years 1993 - 1994 through 2002 - 2003

	<u>1993-1994</u>	<u>1994-1995</u>	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>
Number of Gifts*	17,751	17,835	16,633	16,219	17,639
Current Operations	\$4,276,778	\$4,186,079	\$4,617,578	\$3,943,874	\$4,207,815
Endowment	\$5,914,177	\$9,779,953	\$12,179,512	\$15,210,717	\$10,501,227
Capital	<u>\$1,471,860</u>	<u>\$1,058,687</u>	<u>\$1,328,049</u>	<u>\$529,383</u>	<u>\$1,867,586</u>
TOTAL	\$11,662,815	\$15,024,719	\$18,125,139	\$19,683,974	\$16,576,628

	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
Number of Gifts*	16,373	17,882	16,497	17,010	15,894
Current Operations	\$4,580,987	\$4,928,616	\$5,095,546	\$4,946,234	\$4,740,356
Endowment	\$12,387,605	\$19,999,055	\$13,929,336	\$17,442,009	\$16,836,573
Capital	<u>\$1,294,895</u>	<u>\$438,275</u>	<u>\$1,022,514</u>	<u>\$988,607</u>	<u>\$2,243,735</u>
TOTAL	\$18,263,487	\$25,365,946	\$20,047,396	\$23,376,850	\$23,820,664

*Does not include gifts-in-kind.

Source: College Relations, October 2003

GIFTS FROM ALUMNI AND FRIENDS
For Fiscal Year Ended June 30, 2003

<u>Dollar Range</u>	<u>Number of Donors*</u>	<u>Percent of Total Donors</u>	<u>Number of Gifts**</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Amount</u>
0.01 - 9.99	551	3.86%	761	4.76%	\$ 2,815	0.01%
10 - 24.99	1,940	13.58%	2,400	15.02%	35,035	0.15%
25 - 49.99	3,668	25.67%	4,084	25.55%	108,929	0.45%
50 - 99.99	2,474	17.31%	2,744	17.17%	146,407	0.61%
100 - 199.99	2,500	17.49%	2,761	17.27%	292,638	1.22%
200 - 499.99	1,562	10.93%	1,546	9.67%	373,575	1.56%
500 - 749.99	494	3.46%	516	3.23%	274,136	1.14%
750 - 999.99	45	0.31%	50	0.31%	41,114	0.17%
1,000 - 2,499.99	529	3.70%	547	3.42%	733,477	3.06%
2,500 - 4,999.99	139	0.97%	153	0.96%	524,139	2.18%
5,000 - 7,499.99	118	0.83%	133	0.83%	720,765	3.00%
7,500 - 9,999.99	17	0.12%	22	0.14%	212,809	0.89%
10,000 - 19,999.99	106	0.74%	115	0.72%	1,415,706	5.90%
20,000 - 29,999.99	38	0.27%	37	0.23%	996,637	4.15%
30,000 - 49,999.99	28	0.20%	30	0.19%	984,509	4.10%
50,000 - 69,999.99	22	0.15%	24	0.15%	1,325,107	5.52%
70,000 - 99,999.99	11	0.08%	12	0.08%	1,201,765	5.01%
100,000 - 149,999.99	20	0.14%	20	0.13%	2,557,753	10.66%
150,000 - 249,999.99	14	0.10%	14	0.09%	2,573,842	10.73%
250,000 - 499,999.99	8	0.06%	9	0.06%	2,976,056	12.40%
500,000 - 999,999.99	3	0.02%	3	0.02%	1,645,979	6.86%
1,000,000 - 2,499,999.99	2	0.01%	2	0.01%	2,000,000	8.34%
2,500,000 - 2,999,999.99	<u>1</u>	<u>0.01%</u>	<u>1</u>	<u>0.01%</u>	<u>2,850,000</u>	<u>11.88%</u>
TOTALS	<u>14,290</u>	100%	<u>15,984</u>	100%	<u>\$ 23,993,191</u>	100%

AVERAGE: \$1,476

MEDIAN: \$50

MODE: \$25

*Includes gifts-in-kind. Also, some donors gave multiple gifts that fall within more than one amount range and will be duplicated in this report.

**Includes gifts-in-kind.

Source: College Relations, October 2003

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2003 AND 2002**

	<u>2003</u>	<u>2002</u>
OPERATING REVENUE	\$ 67,600,435	\$ 63,492,145
OPERATING EXPENSES	\$ 63,829,436	\$ 59,690,181
OPERATING REVENUE IN EXCESS OF EXPENSES	\$ 3,770,999	\$ 3,801,964
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 25,229,309	\$ 17,700,073
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 270,794,617	\$ 253,657,334
Investments at market	\$ 695,812,000	\$ 716,522,800
Interest and dividends, net	\$ 14,802,646	\$ 17,414,310
Return	2.3%	2.3%
Market price decrease	\$(14,420,253)	\$(75,458,734)
Return	-2.0%	-9.8%
Total return	\$ 382,393	\$(58,044,424)
Percent	0.3%	-7.5%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 12,110,515	\$ 10,185,683
Bequests	<u>11,710,149</u>	<u>13,191,167</u>
Total cash gifts	23,820,664	23,376,850
Gifts-in-kind	<u>172,527</u>	<u>43,132</u>
Total	<u>\$ 23,993,191</u>	<u>\$ 23,419,982</u>

Source: Office of Financial Affairs, September 2003

STATEMENTS OF FINANCIAL POSITION
June 30, 2003 and 2002

	2003	2002
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 15,464,725	\$ 7,677,860
Other investments - absolute return fund	3,280,296	3,138,424
Receivables and accrued interest	4,066,579	3,044,050
Inventories	2,307,258	2,264,254
Prepaid expenses and other assets	28,905	832,116
Total current assets	25,147,763	16,956,704
NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS	1,044,349	834,240
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	6,313,721	11,897,594
LONG-TERM RECEIVABLES	1,778,230	1,709,585
LONG-TERM INVESTMENTS		
Donor-restricted endowment	386,166,800	397,529,200
Tuition replacement	309,645,200	318,993,600
Annuity and life income	24,401,000	25,154,100
Funds held in trust by others	16,438,300	16,555,200
Total long-term investments	736,651,300	758,232,100
BOND PROCEEDS FOR CAPITAL ADDITIONS	5,470,706	11,676,229
PROPERTY, PLANT AND EQUIPMENT (net)	128,455,143	107,915,628
Total assets	\$ 904,861,212	\$ 909,222,080
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 4,313,037	\$ 5,614,485
Accrued salaries and wages	2,565,354	2,376,360
Deposits and agency funds	525,921	525,194
Deferred income	47,660	55,214
Current maturities of long-term debt	1,015,225	933,467
Total current liabilities	8,467,197	9,504,720
LONG-TERM LIABILITIES		
Annuity payment and deferred giving liability	11,726,600	11,493,400
Long-term debt	69,401,556	51,916,782
Total long-term liabilities	81,128,156	63,410,182
Total liabilities	89,595,353	72,914,902
NET ASSETS		
Unrestricted	559,664,519	583,045,559
Temporarily restricted	90,724,034	95,492,914
Permanently restricted	164,877,306	157,768,705
Total net assets	815,265,859	836,307,178
Total liabilities and net assets	\$ 904,861,212	\$ 909,222,080

Source: Office of Financial Affairs, September 2003

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2003 AND 2002

	2003	2002
OPERATING REVENUE		
Spendable return from long-term investments	\$ 34,299,979	\$ 32,143,310
Gifts and donations	4,890,623	4,694,409
Federal and state grants	6,663,539	6,495,216
Fees paid by students	935,212	549,197
Other income	2,965,793	3,124,974
Residence halls and food service	4,987,433	4,967,897
Utilities, student industries, and rentals	11,365,259	10,528,354
Net assets released from restrictions	4,122,021	3,632,171
Gross operating revenue	70,229,859	66,135,528
Less: Student aid	(2,629,424)	(2,643,383)
Net operating revenue	67,600,435	63,492,145
OPERATING EXPENSES		
Program Services --		
Educational and general	36,651,272	33,070,752
Residence halls and food service	5,049,893	5,025,387
Utilities, student industries, and rentals	11,575,624	10,781,629
Total program services	53,276,789	48,877,768
Support services	10,552,647	10,812,413
Total operating expenses	63,829,436	59,690,181
Operating revenue in excess of operating expenses	3,770,999	3,801,964
Gain on disposal of property, plant and equipment	576,304	-
OTHER CHANGES IN NET ASSETS		
Net capital losses on long-term investments	(37,964,982)	(95,760,595)
Gifts and bequests restricted or designated for long-term investments	11,355,235	19,129,564
Restricted gifts for property, plant and equipment and other specific purposes	2,245,253	2,224,588
Restricted spendable return on endowment investments	3,930,496	3,553,461
Reclassification of net assets released from restrictions	(4,122,021)	(3,632,171)
Net adjustment of annuity payment and deferred giving liability	(832,603)	(3,229,721)
Total change in net assets	\$ (21,041,319)	\$ (73,912,910)

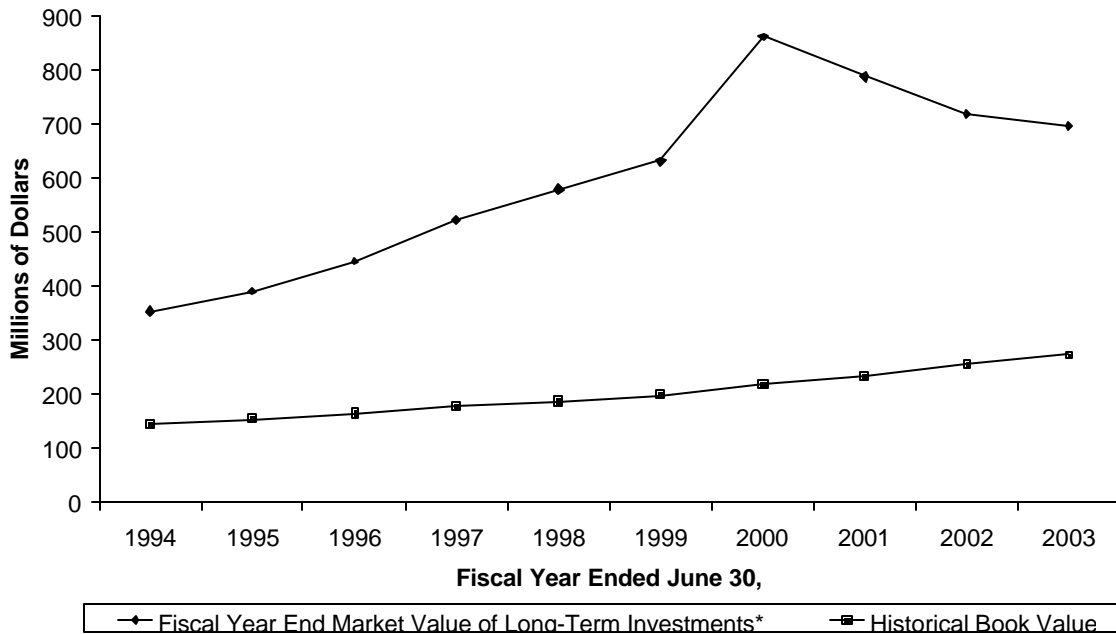
Source: Office of Financial Affairs, September 2003

TEN YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30.</u>	Fiscal Year End Market Value Of Long-Term <u>Investments</u>	Historical Book Value*
1994	352,704,100	142,817,430
1995	390,389,300	152,649,134
1996	445,786,600	163,517,850
1997	521,842,900	176,734,795
1998	578,566,500	186,466,291
1999	629,980,900	198,443,991
2000	861,302,700	217,908,897
2001	788,263,200	231,656,539
2002	716,522,800	253,657,334
2003	695,812,000	270,794,617

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

GROWTH IN LONG-TERM INVESTMENT VALUES



Source: Office of Financial Affairs, September 2003

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
YEARS ENDED JUNE 30, 2003 AND 2002**

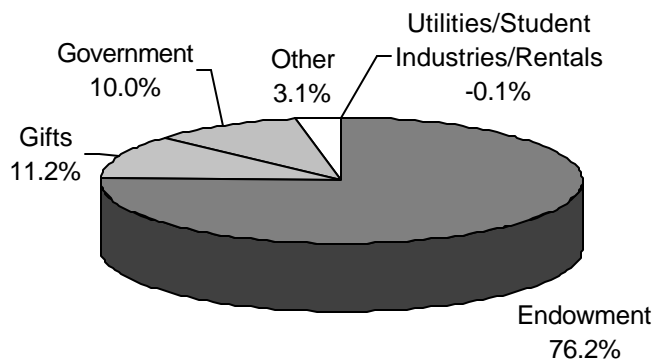
	<u>2003</u>	<u>2002</u>
Endowment and Tuition Replacement:		
Pooled Investments -		
Domestic common stocks	\$ 444,995,300	\$ 449,396,100
International common stocks	108,548,700	134,372,200
Corporate notes and bonds	72,328,100	46,329,000
U.S. Government securities	20,380,500	27,039,100
Foreign bonds	1,398,500	109,500
Real estate	25,434,200	31,732,600
Short-term investments and cash	18,811,700	23,546,200
Total	<u>691,897,000</u>	<u>712,524,700</u>
Non Pooled Investments -		
Domestic common stocks	205,900	96,400
Real estate	2,772,900	2,772,900
Notes and bonds	-	127,900
Short-term investments and cash	936,200	1,000,900
Total	<u>3,915,000</u>	<u>3,998,100</u>
Total endowment and tuition replacement	<u>695,812,000</u>	<u>716,522,800</u>
 Annuity and Life Income:		
Pooled Annuity Investments -		
Domestic common stocks	8,287,000	8,698,500
International common stocks	2,019,400	2,598,700
Corporate notes and bonds	1,345,600	896,000
U.S. Government securities	379,200	525,400
Foreign bonds	26,000	2,100
Real estate	524,800	667,300
Short-term investments and cash	367,400	474,700
Total	<u>12,949,400</u>	<u>13,862,700</u>
Separately Invested Trusts -		
Common stocks	3,834,000	4,502,000
Corporate notes and bonds	4,310,100	4,383,200
U.S. Government securities	2,016,800	2,284,800
Real estate	525,000	578,500
Short-term investments and cash (overdrafts)	765,700	(457,100)
Total	<u>11,451,600</u>	<u>11,291,400</u>
Total annuity and life income	<u>24,401,000</u>	<u>25,154,100</u>
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	<u>16,438,300</u>	<u>16,555,200</u>
Total long-term investments	<u><u>\$ 736,651,300</u></u>	<u><u>\$ 758,232,100</u></u>

Source: Office of Financial Affairs, September 2003

**FISCAL YEAR 2003-2004
OPERATING BUDGET HIGHLIGHTS:**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 26,926,000 76.2%
Gifts for Current Operations	\$ 4,000,000 11.2%
Federal and State Sources	\$ 3,430,000 9.6%
Other Miscellaneous Income	\$ 1,118,800 3.1%
Net Income/(Loss) from Utilities, Student Industries, and Rentals	\$ (58,300) <u>(0.1%)</u>
	<u>\$ 35,416,500</u>



NOTE: Parenthesizes indicate losses.

Source: Office of Financial Affairs, September 2003

CURRENT OPERATING BUDGET: REVENUES AND EXPENDITURES

	2003-2004 Budget	2002-2003 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 31,855,100	\$ 33,154,900	\$ (1,299,800)	-3.92%
Less: Capital and Plant Fund	(3,303,500)	(3,563,100)	259,600	-7.29%
TCERF	(2,353,200)	(2,844,800)	491,600	-17.28%
TCERF Transfer to Budget	727,600	303,400	424,200	139.82%
Net Endowment Income	<u>26,926,000</u>	<u>27,050,400</u>	<u>(124,400)</u>	<u>-0.46%</u>
Gifts for Current Operations	4,000,000	4,150,000	(150,000)	-3.61%
Cost of Education Fees	2,500,000	2,500,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	620,000	620,000	-	-
Other Income	498,800	375,000	123,800	33.01%
Subtotal	<u>35,474,800</u>	<u>35,625,400</u>	<u>(150,600)</u>	<u>-0.42%</u>
Utilities, Student Industries, and Rentals	12,723,300	12,371,000	352,300	2.85%
Income Contingency	-	(311,800)	311,800	-100.00%
Residence Halls and Food Service	<u>5,397,000</u>	<u>4,915,000</u>	<u>482,000</u>	<u>9.81%</u>
TOTAL REVENUES	<u><u>53,595,100</u></u>	<u><u>52,599,600</u></u>	<u><u>995,500</u></u>	<u><u>1.89%</u></u>
EXPENDITURES				
Educational and General	35,048,500	35,368,600	(320,100)	-0.91%
Utilities, Student Industries, and Rentals	12,781,600	11,948,000	833,600	6.98%
Residence Halls and Food Service	<u>5,397,000</u>	<u>4,915,000</u>	<u>482,000</u>	<u>9.81%</u>
TOTAL EXPENDITURES BEFORE CAPITAL FUNDS	<u><u>53,227,100</u></u>	<u><u>52,231,600</u></u>	<u><u>995,500</u></u>	<u><u>1.91%</u></u>
Debt Service for Future Heat Plant	<u>368,000</u>	<u>368,000</u>	<u>-</u>	<u>-</u>
TOTAL EXPENDITURES	<u><u>53,595,100</u></u>	<u><u>52,599,600</u></u>	<u><u>995,500</u></u>	<u><u>1.89%</u></u>
Excess of Revenues over Expenditures	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	

Source: Office of Financial Affairs, September 2003

**EDUCATIONAL AND GENERAL BUDGET SUMMARY:
REVENUES AND EXPENDITURES**

	2003-2004 Budget	2002-2003 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 31,855,100	\$ 33,154,900	\$ (1,299,800)	-3.92%
Less: Capital and Plant Fund	(3,303,500)	(3,563,100)	259,600	-7.29%
TCERF	(2,353,200)	(2,844,800)	491,600	-17.28%
TCERF Transfer to Budget	727,600	303,400	424,200	139.82%
Net Endowment Income	<u>26,926,000</u>	<u>27,050,400</u>	<u>(124,400)</u>	-0.46%
Gifts for Current Operations	4,000,000	4,150,000	(150,000)	-3.61%
Cost of Education Fees	2,500,000	2,500,000	-	-
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	620,000	620,000	-	-
Other Income	498,800	375,000	123,800	33.01%
Utilities, Student Industries, Rentals	(58,300)	423,000	(481,300)	-113.78%
Income Contingency	-	(311,800)	311,800	-100.00%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	<u>35,416,500</u>	<u>35,736,600</u>	<u>(320,100)</u>	-0.90%
EXPENDITURES				
Salaries and Wages	19,540,600	19,680,100	(139,500)	-0.71%
Fringe Benefits	4,699,700	4,681,300	18,400	0.39%
Student Payroll	2,237,000	2,089,000	148,000	7.08%
Net Controllable Expense	7,831,500	8,178,500	(347,000)	-4.24%
Computer Capital Fund	410,000	410,000	-	-
Equipment Reserve	179,300	179,300	-	-
Strategic Planning Initiatives	150,400	150,400	-	-
Total Before Capital Funds	<u>35,048,500</u>	<u>35,368,600</u>	<u>(320,100)</u>	-0.91%
Debt Service for Future Heat Plant	<u>368,000</u>	<u>368,000</u>	<u>-</u>	-
TOTAL EXPENDITURES	<u>35,416,500</u>	<u>35,736,600</u>	<u>(320,100)</u>	-0.90%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, September 2003

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	1998 - 1999	% of	1999 - 2000	% of	2000-2001	% of	2001-2002	% of	2002-2003	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 9,302,386	34.6%	\$ 9,848,676	34.5%	\$ 10,538,503	33.6%	\$ 11,703,788	33.8%	\$ 12,531,148	33.4%
Public Service	300,016	1.1%	296,270	1.0%	449,216	1.4%	547,090	1.6%	557,312	1.5%
Academic Support	2,605,877	9.7%	2,711,503	9.6%	3,124,237	10.0%	3,201,503	9.2%	5,608,064	15.0%
Student Services and Activities	3,432,521	12.8%	3,598,094	12.6%	3,532,403	11.2%	4,078,882	11.8%	4,049,597	10.8%
General and Administrative	4,089,391	15.2%	4,512,725	15.8%	5,541,665	17.6%	6,277,349	18.1%	6,016,511	16.1%
Development and Alumni	2,473,881	9.2%	2,555,121	8.9%	2,884,764	9.2%	2,965,160	8.6%	3,049,184	8.1%
Plant Operations	3,897,221	14.5%	3,938,680	13.8%	4,140,865	13.2%	4,557,958	13.2%	4,564,308	12.2%
Capital and Special Projects	750,000	2.8%	1,107,500	3.9%	1,194,000	3.8%	1,290,000	3.7%	1,107,700	3.0%
TOTAL	\$ 26,851,293	100.0%	\$ 28,568,569	100.0%	\$ 31,405,653	100.0%	\$ 34,621,730	100.0%	\$ 37,483,824	100.0%

RESIDENCE LIVING

Academic Year 2003-2004

The thirteen traditional residence halls comprise an important component of a Berea College education. Varying in architecture, size, room arrangement and traditions, the residential experience is based on a shared sense of common good, something students should learn to value and seek to create throughout their lives. Via student staff and residents, a sense of community is fostered within each hall to provide an environment that is conducive to both academics and friendships. Both first-year and upper-class students live in the traditional residence halls.

In addition to the thirteen traditional residence halls, upper-class students are also provided with the opportunity (via application) to live in one of the nine Specialty Houses. These houses offer a very different residential experience, as a much smaller number of residents work to live together. The same sense of community building that takes place in the residence halls exists here, only in a more intimate setting.

<u>Traditional Residence Hall</u>	<u>Capacity</u>
Anna Smith	82
Bingham	63
Blue Ridge	93
Dana	122
Danforth	143
Edwards	33
Elizabeth Rogers	74
Fairchild	68
Kentucky	85
Kettering	144
Pearsons	107
Seabury	35
Talcott	83
Subtotal	1,132
<u>Specialty Housing</u>	
ARC House	12
Capps House	7
Doctors House	5
Ecovillage	40
Frost Cottage	9
Home Management House	10
Knight House	10
Lindsley House	5
Sloan House	8
Smith House	6
Subtotal	112
<u>Farm Houses/College Buildings</u>	
Dead Horse Knob	3
Hunt Acres	3
Head House	1
Phelps-Stokes	1
Subtotal	8
TOTAL	1,252
Capacity for Men	(508)
Capacity for Women	(704)

At the completion of registration for Fall Term 2003, 80% of the students lived in residence halls. The eighteen Family Housing apartments were also filled.

Source: Residential Life Services and Collegium, October 2003

CAPITAL CONSTRUCTION PROJECTS, 1970 - 2003

New Construction

<u>Date</u>	<u>Project</u>		
1970	Hafer-Gibson Nursing Building	1983	Mueller Woodcraft Building Track
1972	Kettering Residence Hall	1988	Married Student Housing
1972	Danforth Residence Hall	1990	Hutchins Library Addition
1978	Alumni Building Addition	1990	Computer Center Addition
1978	Traylor Art Building	1993	Married Student Housing
1979	Pre-School	1993	Campus Child Care Program
1980	Racquetball Courts	1994	Seabury Center
1980	Ross Jelkyl Drama Building	1995	Farrowing House - College Farms
1982	Farm Mix Mill and Hog Feeding Floor	1995	Tennis Courts
1982	Athletic Track	1996	Tennis Pavilion

Renovations

<u>Date</u>	<u>Project</u>		
1970	Knapp Hall	1996	Edwards 1 st & 2 nd floors
1971	Snack Bar	1997	Resurfacing of Track
1971	Pearson Residence Hall	1997	Systems upgraded in Dana Residence Hall
1972	Edwards Building	1997	Phelps Stokes – Seating and Refinishing
1972	Talcott Residence Hall	1998	Married Student Laundry
1973	Gilbert Roberts Observatory	1979	Tennis Courts
1975	Fairchild Residence Hall	1998	Frost Renovation
1975	Anna Smith Residence Hall	1998	Food Service Renovation
1980	Elizabeth Rogers Residence Hall	1998	Science Laboratories
1981	Pearsons Hall Fire Escape	1998	Computer Center
1981	Kentucky Residence Hall	1999	Craft Center
1981	James Residence Hall	1999	Crossroads Complex
1983	Goldthwaite Agriculture Building and Addition	1999	Fairchild Residence Hall
1983	Science Hall Renovation and Addition	1999	Log House Remodel
1985	President's Home	1999	Phelps-Stokes Air Conditioning
1986	Talcott Residence Hall	1999	Alumni Building Remodel
1987	Frost Basement - Computer Lab	1999	Appalachian Center/Bruce Building
1987	ARC House Renovation	1999	Student House/Jackson Street (Knight House)
1987	Pearson Residence Hall	1999	Danforth Residence Hall
1988	Boone Tavern	2000	Kettering Residence Hall
1988	Blue Ridge Residence Hall	2000	Bruce/Trades (phase one)
1989	Kentucky Annex	2000	Draper Carillon
1990	Hutchins Library Renovation	2001	Bruce/Trades (phase two)/Connector
1990	Berea College Health Service	2001	Blue Ridge Residence Hall
1991	Draper Building - Center for Effective Communication	2001	Student Parking Lot Improvements
1991	Lincoln Hall Basement - Duplicating Services Center	2002	Draper Building
1992	Utilities/Laundry	2002	Kentucky Residence Hall
1992	Students for Appalachia – Trades Building	2002	Art Gallery Addition
1993	Alumni Building	2002	Soccer Field Complex
1993	Draper Classrooms	2002	College Bookstore Renovation
1994	President's Home	2002	Computer Center Renovation
1994	Alumni Building	2003	Talcott/Annex Residence Hall Renovation
1994	Boone Tavern	2003	Presser Hall Renovation
		2003	Lincoln Hall Renovation
		2003	Eco Village Apartments
		2003	Eco Village SENS House
		2003	Baseball/Softball Fields

Source: Facilities Management, October 2003

HUTCHINS LIBRARY
(Fiscal Year 2003)

Library Collections	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents)		
Volumes (item count)	8,812	352,210
Titles (bib count)	6,693	254,927
Media Collection (phono records, videos, CDs, DVDs and audio tapes)		
Volumes	529	10,707
Titles	529	8,877
Electronic Collection (e-books, and cataloged web-sites)		
Titles	30,815	30,815
Microforms (books, journals and newspapers)		
Physical units	4,120	132,446
Titles	130	618
Serials (journals and serials)		
Print subscriptions: journals	5	1,074
Electronic titles: journals	522	744
Print subscriptions: serials	3	240
Electronic titles: serials	47	144
Full-text journals available through databases	7,260	12,393
Manuscripts and Archives (in linear feet)	88.0	4,136.3
Cartographic Material (in units)	0	[50]

Library Expenditures	<u>Dollar Amount</u>
Books – paper and microforms	\$ 123,777
Books – electronic	0
Periodicals– paper and microforms	153,298
Periodicals – electronic	0
Serials – paper and microforms	43,916
Serials – electronic	88,528
Media	13,306
Microform	27,443
Preservation	<u>16,416</u>
TOTAL ACQUISITIONS EXPENDITURES	\$ 466,684
Acquisitions Expenditures Per Student	\$ 306.22

Source: Hutchins Library, October 2003

HUTCHINS LIBRARY, continued
(Fiscal Year 2003)

Library Services

<u>Library Instruction</u>	<u>Sessions</u>	<u>Students</u>
Stories (Freshmen)	48	707
U.S. Traditions (Freshmen)	16	274
Western Traditions I and II (Sophomores)	16	359
Other General Studies Courses	22	438
Subject Area Courses	42	836
TOTAL	144	2,614

Percentage of sections with at least one library session

Stories (Freshmen)	100%	100%
U.S. Traditions (Freshmen)	59%	57%
Western Traditions I and II (Sophomores)	47%	44%

Reference and Research Assistance

Library Reference Desk Transactions (Avg. Week)	141
Special Collections Reading Room Visits (Avg. Week)	15
Special Collections Reference Requests (non-visits)	340

Computer Access

Public Access Workstations	63
Notebooks Available for Checkout	10
Public Network Connections	102

Average per
Faculty or
Student FTE

Circulation Transactions

	<u>Number</u>	<u>Hutchins</u>
Print and media collections – faculty and staff	8,977	21.6
Print and media collections – students	44,914	29.47
Print collections – town	2,129	

TOTAL 56,020

Reserve materials	1,043
Equipment (computers and media) uses	3,323
Classrooms and study rooms uses	3,726
Special Collections uses	2,305
Electronic collection searches	130,967

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	3,444
Received from other libraries	1,380

Other

Main Library hours open per week	86
Special Collections hours open per week	44

Source: Hutchins Library, October 2003

COMPUTER RESOURCES

Administrative Computing: The College uses the SCT Banner software, an integrated administrative system, for financial, student, financial aid, human resources, and alumni/development functions. Berea upgraded to release 5 of Banner during the fall of 2002. Also, the utilities portion of Banner was split off to run as a separate database because of a divergence of releases between Banner utilities and other Banner modules. The Utilities modules were upgraded to version 2.2.1.5.

The college is now in its second year of a project to make several components of Banner accessible via the Internet. The so-called Web for Students and Web for Faculty modules of Banner are in place, allowing students to view their class schedules, transcripts, grades and financial aid. They can also register for classes via the web interface. Likewise, faculty advisers can view their class schedules, class lists, advisees, transcripts and grades. They can manage the registration process for their advisees via the web. In addition, the Web for Development Officers has been implemented, allowing traveling fund raisers access to key information via and Internet connection.

Academic Computing: The 2002-2003 academic year saw a continuation of the Universal Access laptop computer program marked a significant accomplishment for academic computing at Berea College as 1,603 laptop computers were distributed at the start of the fall semester. An additional 53 computers were distributed at the start of the January short term, and 80 more at the beginning of the spring term. Also in the spring, 369 new laptops were distributed to rising Juniors. These laptops are the ones these students will be taking with them when they graduate. A total of 287 laptops left with graduates (59 at the mid-year graduation, 215 at the spring graduation, and 13 at the end of the summer term).

Berea College's Universal Access program has been dubbed EDGE (a name developed for the project by SIFE, the Students in Free Enterprise club on campus, and standing for Empowering a Dynamic Generation Through Education). The program marks the culmination of many years of preparation for Universal Access and is unique in the state of Kentucky. The project has always had as its foundation the belief that technology can improve teaching and learning; the emphasis has been on providing access to technology at almost any time in any place on campus. The EDGE laptops are only the most visible aspect of Universal Access, other elements of which have included greatly expanding the college network, providing training and support for students, preparing classrooms to accommodate laptops computers, and developing faculty to include technology in their pedagogy.

Every academic building now has at least one fully networked classroom, and many have more than one. A fully networked classroom provides one network connection for every student, most often directly to the desktop. All other classrooms have network wiring, with a typical ratio of one network connection per four students with the connections most often found in the wall. The Media Services team of Information Systems & Services (IS&S) has also expanded the presence of data projectors in classrooms. There are now 64 classrooms with such equipment ready to be used in conjunction with laptop computers. Of those, 20 have full multi-media capability including DVD, CD, and VCR equipment.

The 2002-2003 academic year also saw the college's course management system, WebCT, come into the mainstream. This software allows professors to more effectively manage their classes, and gives them capabilities for threaded discussions (both in and out of class), resource materials and handouts via the campus network, homework and assignments turned in electronically, and even on-line quizzes and tests. Over 40 professors are using WebCT to manage over 60 courses.

Source: Information Systems and Services, December 2003

COMPUTER RESOURCES, continued

Campus Network: The campus is connected electronically by a fiber optic backbone, operating at gigabit speed, which provides network access from every residence hall, administrative and academic building on campus. There are currently 6301 active network connections on campus. The campus network is connected to the Internet via a partial DS3 line providing 7.5 megabits of bandwidth connectivity. This DS3 line is thanks to a joint purchasing arrangement with the Appalachian College Association (ACA) in which Berea College and the ACA split the cost of a total of 15.0 megabits of bandwidth equally.

Electronic Mail: All faculty, staff members, and students have e-mail accounts using Microsoft Exchange Server and Microsoft Outlook, available both on campus and off via the Internet. E-mail accounts are also offered to College retirees. Each user has at least 50 megabytes of personal, secure storage on the network; professors and departments have additional storage including folders into which assignments and homework can be placed. The e-mail system and related network support is a vital means of communication for the entire campus. Electronic bulletin boards are often used for announcements, technical support, and discussions.

Internet: The Internet has an important academic resource as faculty members and students incorporate on-line resources into their research and as staff base more and more work on Internet-enabled processes. The college provides 7.5 megabytes of bandwidth for Internet access; packets of data entering and leaving campus through the Internet gateway are shaped to maximize throughput and bandwidth. The Berea College Homepage is available at <http://www.berea.edu>. Overall, the Berea College web pages received an average of 55,864 hits per day during fiscal year 2002-2003 and an average of 2,377 individual visitors per day.

Media Services: The IS&S Media Services team is located in the Computer Center. All services offered can be ordered at the Service Center or by calling ext. 3343. In addition to managing the 64 classrooms with built-in multimedia equipment, 25 student employees deliver equipment to the campus community and are involved in classroom support, convocations, campus events and other audio-visual set-ups on campus. Media Services also offers a variety of production possibilities including color printing, poster printing, lamination, banner prints, CD/video/audio duplication, CD burning and video/audio production and editing. Other services include consultation, troubleshooting, training and technological expertise on a variety of equipment and production techniques.

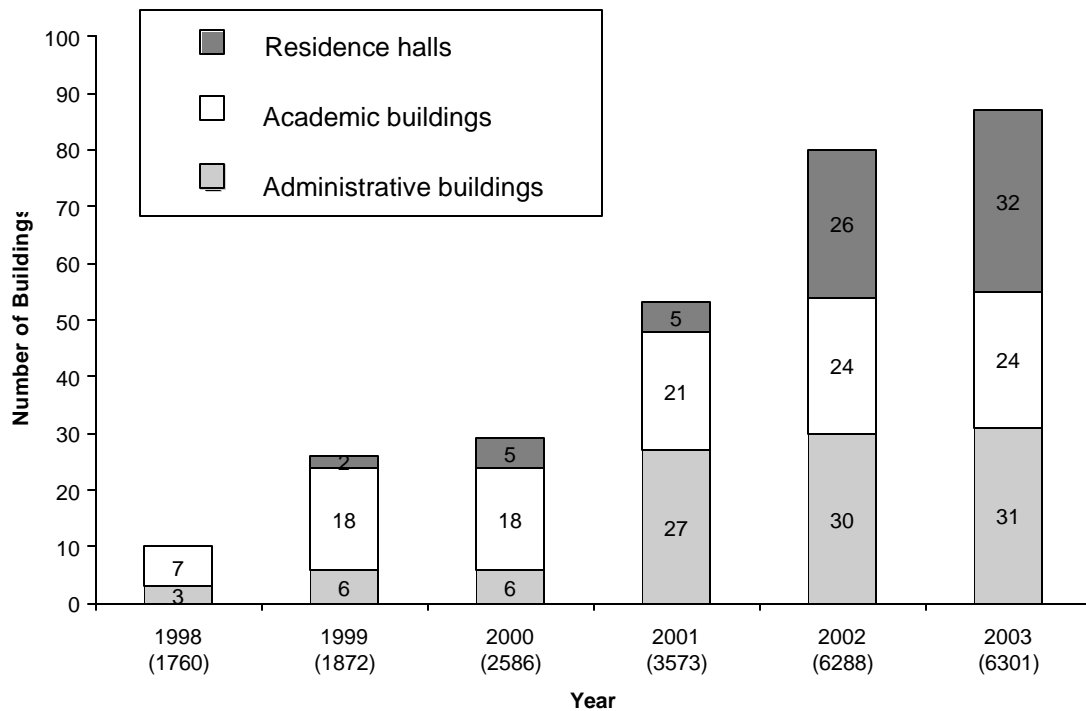
Technology Support: The College provides many methods of support for technology. The Information Systems and Services department is now in its third year of operating its Service Center to provide one-stop phone and walk-in support. The Service Center is open 8:00 to 5:00 during weekdays. The Service Center also provides teams that can be deployed to user locations, be they offices or classrooms, for troubleshooting and for computer hardware repair, network access, software training, media services, and application of technology. During the academic year 2002-2003, the Service Center handled 15,396 requests for assistance service.

Source: Information Systems and Services, December 2003

CAMPUS NETWORK

The campus is connected electronically by a fiber optic backbone, operating at gigabit speed, which provides network access. Currently, 100% of all on-campus buildings are connected to the campus network. There are 6,301 network connections within 87 buildings.

NETWORKED BUILDINGS, A SIX-YEAR HISTORY

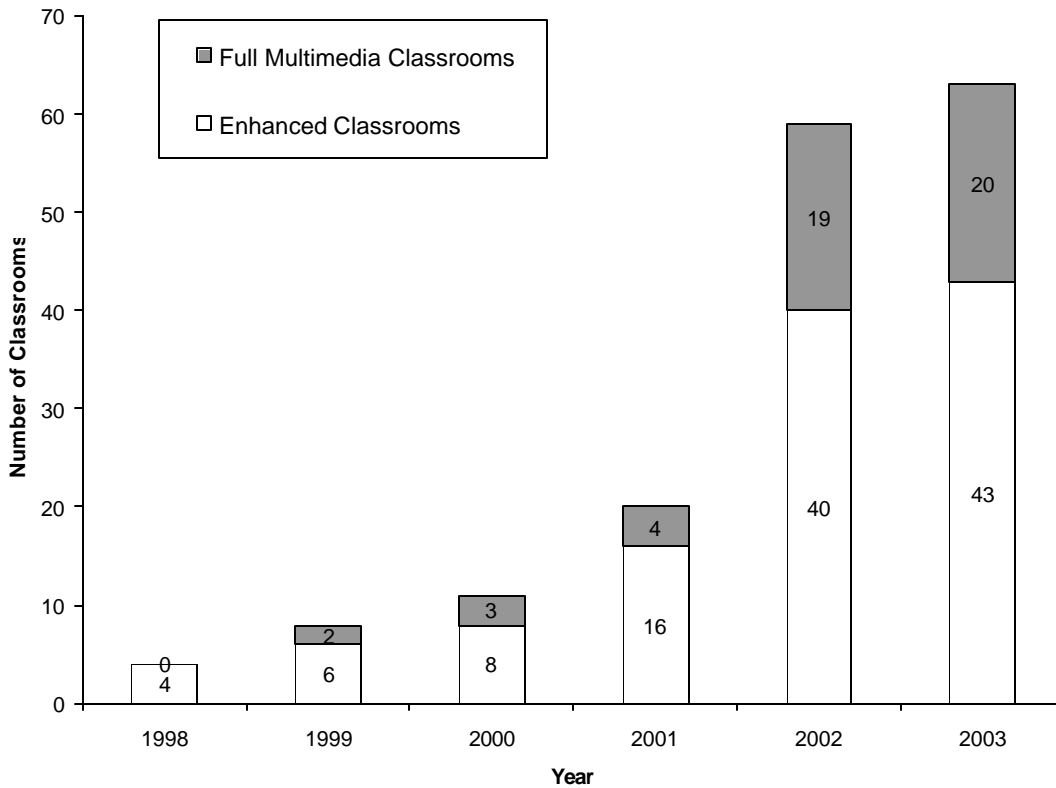


NOTE: The number in parentheses indicate the total number of network connections.

Source: Information Systems and Services, December 2003

MULTIMEDIA CLASSROOMS

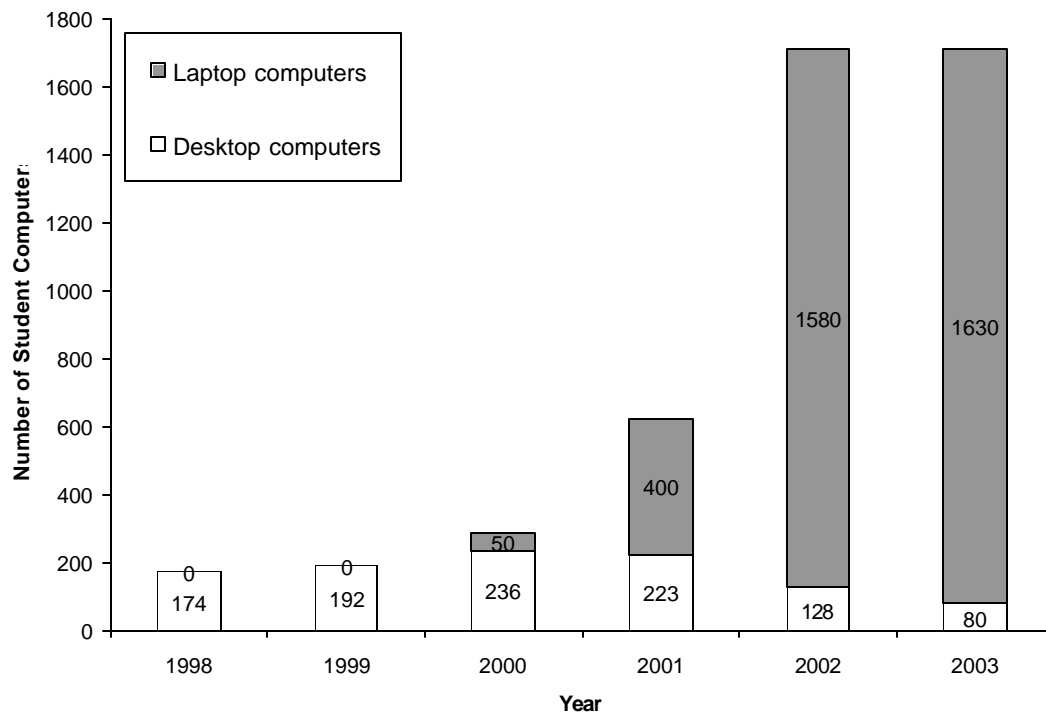
There are 24 academic buildings on campus with 1,732 network connections. Each of these 24 academic buildings has at least one fully networked classroom. Currently 64 classrooms are equipped with a digital projector, speakers, and a screen. Also, 20 of these are full multimedia classrooms additionally equipped with a DVD player, VCR, CD, and digital presenter (ELMO).



Source: Information Systems and Services, December 2003

COMPUTER AVAILABILITY FOR STUDENTS

With the full implementation of the Universal Access program, the availability of computing resources to students had increased dramatically. As labs, based on desktop computers, are phased out in favor of the ubiquitous laptops, we see the ratio of students per computer at approximately one for one.



Source: Information Systems and Services, December 2003