

Berea College

Fact Book 2005-2006



INTRODUCTION

To Our Readers:

We are pleased to present this year's Berea College Fact Book. Its purpose is to provide current and accurate information pertaining to the College, its students, faculty, programs, facilities, and activities.

Most of the information included in the Fact Book is provided by various College offices. The assistance and cooperation we receive from individuals in these offices is very much appreciated.

This is Berea College's 150th year, the sesquicentennial. On the next page, you will find a very special message from President Larry Shinn entitled, "Imagine a Place..."

Judith Weckman, Director

Clara Labus Chapman, Research Associate (Labor Team Supervisor)
Michelle Stinnett, Student Coordinator of the Fact Book

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“Imagine a Place...”

Imagine a place before the Civil War in slaveholding Kentucky where people are respected as equals—blacks and whites, men and women, residents from North and South. Imagine a community intentionally built around the egalitarian principle of “interspersed,” a place where black and white property owners build homes beside one other in alternating order to make real this community’s egalitarian claims. Imagine schools in this community that educate black and white children in a single classroom, where young men and women live, work, study, and play together. What message or idea could be so profound to create such a community in 1855 whose legacy lives on today in our 2005 Berea College?

America in the mid-19th century was defined by its agrarian economy, growing cities, and westward territorial expansion. Fervent political speeches about the issue of slavery intensified the tensions between North and South. Religious revivals centered around such social issues as the role of women in society, the excesses caused by alcohol use, and the social, economic, and religious implications of slavery. Predictably, political and religious leaders felt divided over these complex issues.

Public opinion maintained the status quo—a status quo that traded in black human flesh; a status quo that denied women social, educational, and political equality; a status quo that allowed many ministers and religious institutions to justify these inhuman and inequitable practices. Even antislavery advocates openly expressed their prejudice about the inferiority of people of African descent.

In 1855 a utopian experiment in a wilderness settlement founded by a Kentucky preacher named John Gregg Fee challenged this status quo. Fee fervently believed that the Bible argues for the equality of all people, saying “God has made of one blood all peoples of the earth” (Acts 17:26). His powerful, radical vision of impartial love inspired an enduring countercultural community;

150 years later, its 550 workers and 1500 learners still recite the same core values. In our Sesquicentennial year, we celebrate that early utopian community we now know as Berea College.

By the time John G. Fee, the 36-year-old Presbyterian minister, founded Union Church (1853) and the Berea ridge settlement, he was already an ardent abolitionist writer recognized by antislavery leaders in Cincinnati, Cleveland, Boston, Philadelphia, and New York. Looking back on Fee's early utopian experiment, we ask ourselves what lessons learned might offer us direction for our 21st century Berea College?

Thinking Beyond "Conventional Wisdom"

From Fee's early experiment we learn that conventional wisdom and traditional institutions struggle to address the weighty issues of their day. Churches, colleges, and political institutions commonly reflect their culture's current thinking, rather than offer solutions to society's complex challenges. Quite often the best solutions arise beyond, or at the margins of, accepted social conventions.

Fee argued not simply for the end of slavery but for the elimination of caste, which assumed that blacks and women were constitutionally inferior. He argued against the norms of the day, present in the realms of both church and state, that perpetuated prejudice against the poor, women, and blacks. He believed in human equality—not just the liberation of slaves and women. Such an inclusive Christian faith was practiced by few people in the 19th century, even among abolitionists. Fee's Berea offered a radical alternative to the nation's prevailing bias.

Turning Ideals into Action

Fee felt the tenets of his Christian faith required him not just to think good thoughts but to act on them. In the 1840's, his church in Cabin Creek, Kentucky along the Ohio River was the first church in the slave-holding South to offer open seating to black congregation members. The governing body of Fee's church, which accepted slavery as a Biblical doctrine, viewed his actions as defiant and insisted that he either be guided by their wisdom or leave. He left.

Again and again in social, educational, or religious contexts as described above, Fee acted on his visionary beliefs. From its beginning the Berea community was a utopian experiment that practiced equality in student residence halls, in classrooms, and at social meetings. Berea's schools and then the College, its innovative ideas, and their advocates were called "radical" in their day, even though these ideas represent values that have persisted over two millennia. It is one thing to hold idealistic notions, and quite another to act upon them!

Taking a Risk

Early on, the Berea community debated the best ways to move forward its egalitarian agenda. Because they lacked contemporary models to follow, they experimented with the social issues and observed the results. Would women attending classes with men dilute the quality of academic studies? Could freed blacks participate in the classes and literary clubs, reading the same poetry and literature as whites?

When Berea allowed women to study science and the classics alongside men, their presence elevated the intellectual quality of study. When Berea integrated blacks and whites into their classes and co-curricular societies, every student thrived. New learning opportunities arose for talented black students like Julia Britton Hooks (who ended up teaching music at the College while she was still a

student) and James Bond (who in 1892 was the senior chosen to speak at his commencement). Their grandchildren, Benjamin Hooks and Julian Bond, represent the Berea legacy in very human terms in our own day.

Experimentation sometimes fails and sometimes succeeds, but we always learn from the exercise of challenging educational orthodoxies and traditional ways of learning and living.

Agreeing to Disagree

Despite their own controversy about the best way to implement Fee's overarching, powerful vision, the early community continued to evolve. On successive Sundays members of the Union Church preached sermons refuting the theological principles preached the previous week. William Lincoln, a faculty member during the 1860s, argued that Fee was leading the College in the wrong direction and encouraged the American Missionary Association to rescind his financial support. Fee and J.A.R. Rogers, Berea's first school principal, were divided about whom Berea should primarily serve—freed slaves or poor Appalachian youth.

Emotionally charged, disparate views often caused friction among those who first struggled to achieve Berea's powerful but complex mission. A compelling vision often elicits strong responses by advocates who work toward a common end, yet may differ as to the unfolding of that vision. The first and subsequent Berea communities manifested both deep commitment and deep conflicts. Berea today is no exception. Adherence to Berea's mission—not to our individual or sectarian biases—should govern the solution to our conflicts.

Bereans of the mid-19th century lived on the cusp between a conflicted past and an uncertain future, as do we who live, work, and study at Berea College at the beginning of the 21st century. While slavery has ended in America and women have gained political rights, the battles against prejudice and inequality are still waged.

Across the globe today, previous victories for egalitarian views are being reversed— a clear indication that humans have as much potential to regress as progress.

Learning from the Past, Envisioning the Future

What lessons from the past might guide us to teach and serve a troubled 21st century world? What social and academic conventions must be challenged? How will we “walk the talk” of equality and compassion? What leading edge instruction prepares students to adapt their lessons to our changing world? In a place sometimes engaged in dispute, can we model disagreement with respect? Can the lessons embodied by Berea College truly liberate all of us from the limitations of our individual and collective pasts?

As we ponder the past, let us imagine the Berea College of the future. Imagine a place of deep respect for all peoples of the earth, a place where impartial love is taught and understood among all races, traditions, genders, occupations, and disciplines. Imagine a place of compassion, religious freedom and tolerance, a place where boundaries are permeable and questions are encouraged.

Imagine a place where liberal education is truly liberating, a place where educational experimentation is welcome, and innovative practices coexist with conventional academic paradigms. Imagine a continuous learning environment that provides many avenues for growth through internships, classrooms, service-learning programs, and residential learning communities.

Imagine a place where disagreements are encouraged and civility is expressed, a place where we seek to understand as well as to be understood. Imagine peace-building in a world that often sows anger, a place where trust is a two-way covenant, a place where individuals strive for collaborative solutions for the common good.

Imagine a College whose values have so well endured that 150 years from today our successors will seek to build upon our application of John Fee's vision—a vision that created a utopian college based upon a 2000-year old idea that “God has made of one blood all peoples of the earth.”

We stand on the cusp between our 150-year past and our yet-to-be- recorded future. Let us respect the extraordinary vision from our past by allowing its lessons to shape our collective present and help unfold its future.

Imagine such a place as our Berea College.

Larry D. Shinn
President

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/bereastory.asp#greatcommitments>

Source: Office of the President, April 1993

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 for Higher Education
- 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
- Campus Compact (National and Kentucky)
- Council for Higher Education Accreditation
- Council of Independent Colleges
- Council on Undergraduate Research
- Greater Cincinnati Council on World Affairs
- Kentucky Academy of Sciences
- Kentucky Institute of International Studies
- National Association of Independent Colleges and Universities
- National Council for the Accreditation of Teacher Education
- Southern Association of Colleges and Schools
- Southern University Conference
- Tuition Exchange, Inc.

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

Source: Berea College Catalog, 2005– 2006 <<http://www.berea.edu/catalog/bereastory.asp>>
Office of the Academic Vice President and Provost, October 2005
Office of the President, November 2005

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).

All degree programs require a minimum of 33 courses, some require more.

Students obtain either a Bachelor of Arts degree or a Bachelor of Science degree. The College offers the following majors for a Bachelor of Arts degree:

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

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. These majors, designed by students, must be approved by the Academic Program Council. Possible areas include African and African American Studies, Asian Studies, Biochemistry, Comparative Literature, and Environmental Conservation.

The following minors are offered:

- African and African American Studies*
- Agriculture and Natural Resources
- Appalachian Studies*
- Asian 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, 2005 – 2006.

<<http://www.berea.edu/catalog/academicregulations.asp#degreesofstudy>>

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 what they have learned in the classroom. 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 \$4,000 per year in exchange for their participation in the Student Labor Program. Additionally, students earn an hourly wage, ranging from \$3.35 to \$5.45, 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 supervisors provide training, direction, and guidance. Students are encouraged 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, [click here](#).

Source: Labor Program Office, September 2005
<<http://www.berea.edu/laborprogramoffice/default.asp>>

THE CONVOCATION SERIES

The Convocation Series is a vital component of Berea's General Education Program. Notable speakers, scholars, performers, and authorities address and enrich the campus community on a variety of subjects, both historic and contemporary. 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 2005-06 convocation calendar, <<http://www.berea.edu/convocations/>>.

Source: Berea College Catalog, 2005 – 2006,
<<http://www.berea.edu/catalog/academicregulations.asp#convocations>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2005 – 2006

African Student Association (ASA)	Intramurals
Agriculture Union	Kappa Omicron Nu
Alpha Psi Omega	Lambda Pi Eta
American Chemical Society (ACS)	Math and Computer Science Club
Asian Student Union	Modern Dance Troupe
Association of Student Nurses	Mortar Board
Awareness, Communication, and Equality (ACE) League	Muslim Student Association
Baha'i Club	Newman Club
Baptist Campus Ministry (BCM)	Non-Traditional Student Group
Berea Cheerleaders	Orientation Team (O Team)
Biology Club	Pagan Coalition
Black Music Ensemble (BME)	People Who Care
Black Student Union	Phi Alpha Theta
Bonner Scholars Program	Phi Mu Epsilon
Buddhist Student Association (BSA)	Physical Education Majors Club (PEM)
Campus Activities Board (CAB)	Physics Club
Chi Alpha	Pinnacle
Child and Family Studies Club	Pre-Medical/Dental Club
Chimes Yearbook	Psychology/Psi Chi
Collegiate Music Educators National Conference	Student Alumni Relations Council (SARC)
Concert Choir, Concert Band, and Women's Chorus	Students for a Free Tibet
Cosmopolitan Club	Student Government Association (SGA)
Country Dancers	Freshman Class
Dance Club	Sophomore Class
Danish Gymnastics	Junior Class
Debate and Speech Team	Senior Class
Delta Tau Alpha	Students for Appalachia (SFA) Programs:
Fellowship of Christian Athletes (FCS)	Adopt-a Grandparent
German Club	Berea Buddies
Habitat for Humanity	Helping Earth and Learning (HEAL)
Hispanic Outreach Project (HOP)	One-on-One Tutoring
Hispanic Student Association	Teen Mentoring
History and Political Science Club	Swing Dance
Industrial Technology Club	Women Uniting for P.E.A.C.E

Source: Berea College Student Handbook, November 2005
<http://www.berea.edu/campuslife/clubsorgs/default.asp>

BOARD OF TRUSTEES*

M. Elizabeth Culbreth, Chairperson

Vance Blade <i>Kentucky</i>	William R. Gruver <i>Pennsylvania</i>	Charles Ward Seabury, II <i>California</i>
Nancy E. Blair, Esq. <i>Connecticut</i>	Heather Sturt Haaga <i>California</i>	David E. Shelton <i>North Carolina</i>
Ann Bowling <i>Florida</i>	Donna S. Hall <i>Kentucky</i>	Larry D. Shinn <i>Kentucky</i>
Robert N. Compton <i>Tennessee</i>	Marian L. Heard <i>Massachusetts</i>	Mark Stitzer <i>Connecticut</i>
Martin A. Coyle <i>California</i>	Geneva Bolton Johnson <i>Wisconsin</i>	David S. Swanson <i>Maine</i>
Jan Crase <i>Kentucky</i>	Lucinda R. Laird <i>Kentucky</i>	Tyler S. Thompson <i>Kentucky</i>
M. Elizabeth Culbreth <i>North Carolina</i>	Brenda T. Larsen <i>South Carolina</i>	David O. Welch <i>Kentucky</i>
Chella S. David <i>Minnesota</i>	Eugene Y. Lowe, Jr <i>Illinois</i>	Dawneda F. Williams <i>Virginia</i>
Philip D. DeFeo <i>Connecticut</i>	Elissa May-Plattner <i>Kentucky</i>	Drausin F. Wulsin <i>Ohio</i>
Glenn R. Fuhrman <i>New York</i>	Harold L. Moses <i>Tennessee</i>	Robert T. Yahng <i>California</i>
Jim Gray <i>Kentucky</i>	James E. Nevels <i>Pennsylvania</i>	

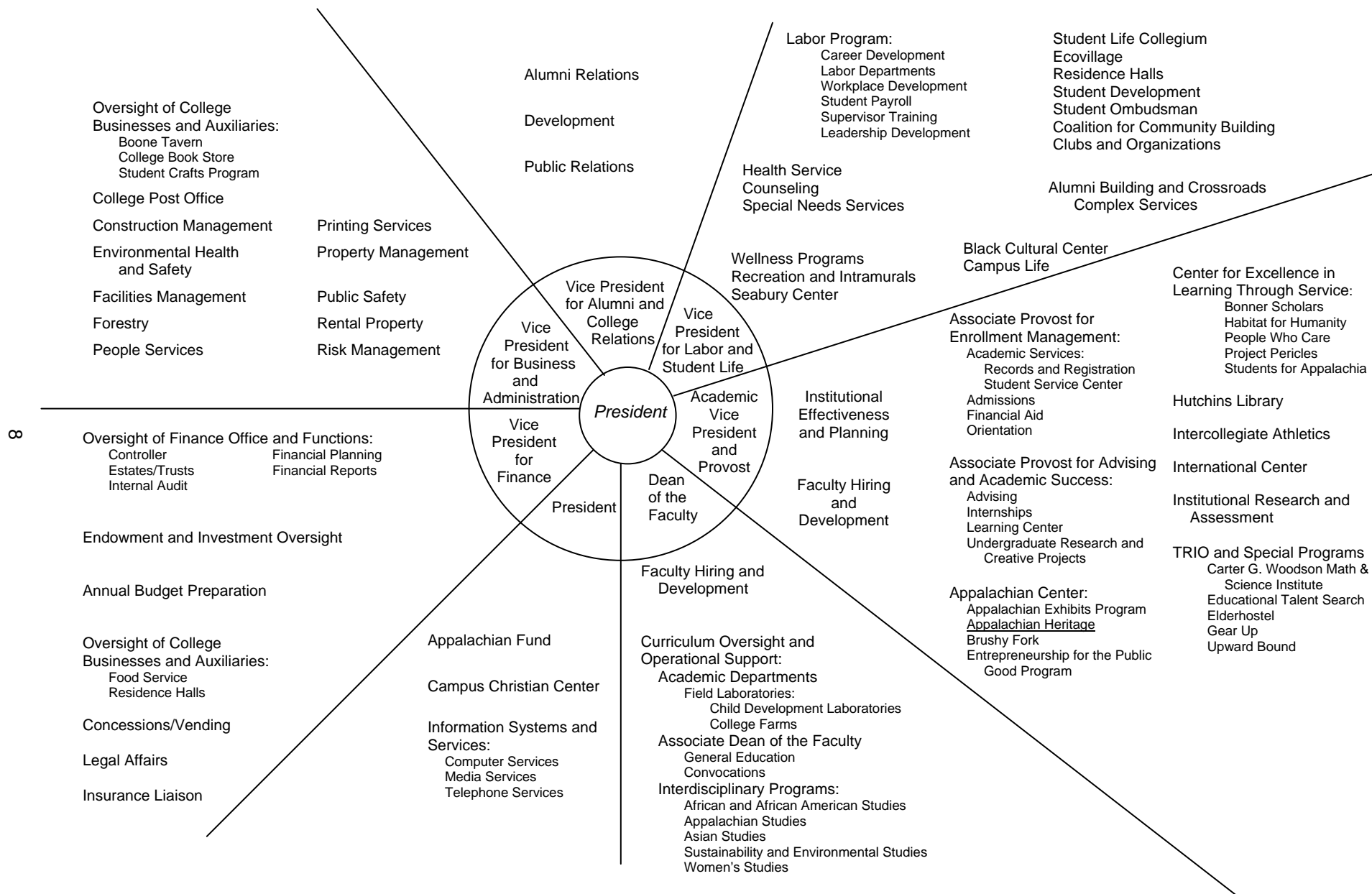
Honorary Trustees

Alberta Wood Allen <i>Maryland</i>	Frederic L. Dupree, Jr <i>Kentucky</i>	Thomas H. Oliver <i>South Carolina</i>
John Alden Auxier <i>Tennessee</i>	Kate Ireland <i>Florida</i>	Kroger Pettengill <i>Ohio</i>
James T. Bartlett <i>Ohio</i>	Juanita M. Kreps <i>North Carolina</i>	Wilma Dykeman Stokely <i>North Carolina</i>
Barry Bingham, Jr. <i>Kentucky</i>	Alice Manicur <i>Maryland</i>	R. Elton White <i>Florida</i>
Jack Buchanan <i>Kentucky</i>		

*Current as of January 2006. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/factbooks.asp>>.

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, August 2005

CENTRAL ADMINISTRATIVE OFFICERS

Larry D. Shinn
President

Carolyn R. Newton
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

Jeff Amburgey
Vice President for Finance

Gail W. Wolford
Vice President for Labor and Student Life

**ACADEMIC DEPARTMENTAL CHAIRPERSONS
ACADEMIC YEAR 2005- 2006**

<u>Department</u>	<u>Chairperson</u>
Agriculture and Natural Resources	Mike Panciera
Art	Walter Hyleck* (Robert Boyce)
Biology	Dawn Anderson
Chemistry	Jay Baltisberger
Child and Family Studies	Keila Thomas
Economics and Business	Trish Isaacs
Education Studies	Kathryn Akural
English, Theatre and Speech Communication	Verlaine McDonald
Foreign Language	Margarita Graetzer
History	Gordon McKinnney
Library Science	Anne Chase
Mathematics	James Blackburn-Lynch
Music	Ann Rhodes
Nursing	Pam Farley
Philosophy and Religion	Robert Hoag
Physical Education and Health	Susan Spalding
Physics	Amer Lahamer
Political Science	Mike Berheide
Psychology	Gene Chao
Sociology	Tom Boyd
Technology and Industrial Arts	Gary Mahoney

*Acting Chairperson, Academic Year

ACADEMIC PROGRAM / CURRICULA CONTACT PERSONS

<u>Program/Curricula</u>	<u>Contact Person</u>
African and African American Studies	Jose Pimienta-Bey, Director of the African and African-American Studies Program
Appalachian Studies	Gordon McKinney, Director of Appalachian Studies
Asian Studies	Robert Foster, Coordinator of Asian Studies Program
General Education GSTR 475 Natural Science	Jackie Burnside, Associate Dean of the Faculty Duane Smith, Coordinator of GSTR 475 Jay Baltisberger, Coordinator of Natural Science Program
Sustainability and Environmental Studies	Richard Olson, Director of Sustainability and Environmental Studies
Women's Studies	Peggy Rivage-Seul, Director of Women's Studies

Source: Office of the Dean of the Faculty, November 2005

GENERAL AND COLLEGE FACULTY MEMBERSHIPS
ACADEMIC YEAR 2005 - 2006

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	257 members
College Faculty	201 members
with voting privileges*	163 members
without voting privileges	38 members
Members of General Faculty <u>Only</u>	115
Members of College Faculty <u>Only</u>	59
Members of <u>Both</u> General and College Faculties	142
Total Number of Individuals Involved	316

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

Source: Office of the Dean of the Faculty, November 2005
Office of the President, November 2005

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 Forum, 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.

Source: Faculty Manual, November 2005

<<http://www.berea.edu/dadf/facultymanual/campusgovernance.asp#facultycouncil>>

Faculty Council and Committee Structure (continued)

FACULTY STATUS COUNCIL (FSC)

The Faculty Status 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 FORUM

The Labor Forum has as its principal concern interpreting and applying the vision for 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.

Source: Faculty Manual, November 2005

<http://www.berea.edu/dadf/facultymanual/campusgovernance.asp#facultycouncil>

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.

Source: [Faculty Manual](#), November 2005

<http://www.berea.edu/dadf/facultymanual/campusgovernance.asp#facultycouncil>

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.

Source: Faculty Manual, November 2005
<<http://www.berea.edu/dadf/facultymanual/campusgovernance.asp#facultycouncil>>

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2004 - 2005</u>	<u>Academic Year 2005 - 2006</u>
Tenure Appointments*	124	125
Full-time Teaching Appointments**	131	130
Professor	(45)	(44)
Associate	(43)	(43)
Assistant	(37)	(37)
Instructor	(6)	(6)
Part-Time	29	29
Full-Time Employees Teaching Part-Time	13	10
Full-Time Equated	149	146

*Includes all tenure-track and tenured faculty, including 4 teaching less than full-time and 4 administrators in 2004-2005 and 5 teaching less than full-time and 4 administrators in 2005-2006.

**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 2005 - 2006

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	29	20	49
6 to 10 years	10	10	20
11 to 20 years	11	15	26
21 to 30 years	15	8	23
Over 30 years	<u>11</u>	<u>1</u>	<u>12</u>
TOTAL	76	54	130

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

STUDENT/FACULTY RATIO

	<u>Academic Year 2004-2005</u>	<u>Academic Year 2005-2006</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 2005

**FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 1996-1997 THROUGH 2005-2006**

<u>Age**</u>	1996-1997		1997-1998		1998-1999		1999-2000		2000-2001	
	<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 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	5	(4%)	3	(3%)	1	(1%)	3	(2%)	2	(2%)
30-39 years old	22	(19%)	22	(19%)	24	(20%)	24	(19%)	19	(15%)
40-49 years old	37	(33%)	39	(33%)	40	(34%)	42	(34%)	43	(34%)
50-59 years old	35	(30%)	32	(27%)	33	(28%)	36	(29%)	38	(30%)
60-69 years old	15	(13%)	21	(18%)	19	(16%)	19	(15%)	23	(18%)
Greater than 69 years old	1	(1%)	1	(1%)	1	(1%)	0	(0%)	0	(0%)
TOTAL	116	(100%)	116	(100%)	118	(100%)	124	(100%)	125	(100%)
Average:	Not Available		48		53		49		50	

<u>Age**</u>	2001-2002		2002-2003		2003-2004		2004-2005		2005-2006	
	<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 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(2%)	1	(1%)	3	(2%)	2	(2%)	0	(0%)
30-39 years old	21	(15%)	23	(17%)	23	(18%)	22	(17%)	25	(19%)
40-49 years old	38	(34%)	40	(30%)	37	(28%)	38	(29%)	30	(23%)
50-59 years old	45	(30%)	42	(31%)	43	(33%)	42	(32%)	48	(37%)
60-69 years old	26	(18%)	27	(20%)	23	(18%)	25	(19%)	25	(19%)
Greater than 69 years old	0	(0%)	1	(1%)	1	(1%)	2	(2%)	2	(2%)
TOTAL	131	(100%)	134	(100%)	130	(100%)	131	(100%)	130	(100%)
Average:	51		49		50		50		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 2005 - 2006

Rank	Number	Male		Female			Total		
		Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	32	\$74,800	\$71,800	12	\$67,500	\$67,600	44	\$72,800	\$69,200
Associate Prof.	20	\$57,600	\$55,800	23	\$58,600	\$58,300	43	\$58,100	\$58,100
Assistant Prof.	22	\$51,500	\$51,000	15	\$51,300	\$51,250	37	\$51,400	\$51,250
Instructor**	<u>2</u>			<u>4</u>			<u>6</u>	\$41,700	\$42,350
ALL RANKS	76	\$62,700	\$58,700	54	\$57,200	\$58,200	130	\$60,400	\$58,600

18

*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 2005

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

Academic Year 2005 - 2006

<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>
African and African-American Studies	2	0	2	1	(50%)	0	(0%)
Agriculture and Natural Resources	3	1	4	4	(100%)	2	(50%)
Art	4	2	6	6	(100%)	4	(67%)
Biology	3	3	6	6	(100%)	5	(83%)
Chemistry	5	0	5	5	(100%)	3	(60%)
Child and Family Studies	0	4	4	4	(100%)	3	(75%)
Economics and Business	5	4	9	8	(89%)	7	(78%)
Education Studies	2	3	5	4	(80%)	2	(40%)
English, Theatre and Speech Communication	6	4	10	10	(100%)	7	(70%)
Foreign Languages	4	4	8	7	(88%)	4	(50%)
General Studies	3	2	5	4	(80%)	1	(20%)
History	3	2	5	4	(80%)	3	(60%)
Mathematics	4	3	7	5	(71%)	4	(57%)
Music	4	2	6	6	(100%)	5	(83%)
Nursing	1	7	8	8	(100%)	4	(50%)
Philosophy and Religion	6	1	7	7	(100%)	3	(43%)
Physical Education and Health	2	7	9	6	(67%)	4	(44%)
Physics	3	0	3	3	(100%)	2	(67%)
Political Science	3	0	3	3	(100%)	3	(100%)
Psychology	4	1	5	5	(100%)	4	(80%)
Sociology	2	2	4	4	(100%)	2	(50%)
Sustainability and Environmental Studies	2	0	2	2	(100%)	1	(50%)
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	76	54	130	119	(92%)	78	(60%)

*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 2005

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

	<u>Fiscal Year 2000-2001</u>	<u>Fiscal Year 2001-2002</u>	<u>Fiscal Year 2002-2003</u>	<u>Fiscal Year 2003-2004</u>	<u>Fiscal Year 2004-2005</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$364,600	\$374,260	\$262,647	\$233,319	\$223,942
Number of Faculty Receiving Funds	125	131	134	130	131
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$2,917	\$2,857	\$1,960	\$1,795	\$1,742
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$388,200	\$551,900	\$561,204	\$658,977	\$438,130
Number of Faculty on Paid Sabbatical	11	11	12	13	9
Average Total \$ Per Faculty on Sabbatical	\$35,200	\$50,180	\$46,767	\$50,691	\$48,681
Percent of Total Full-Time Faculty	8.8%	8.4%	9.0%	10.0%	6.9%
Number of Total Full-Time Faculty	125	131	134	130	131

Source: Office of the Academic Vice President and Provost, October 2005

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	Robert Ward Pearson	1978
William Gordon Ross	1961	<i>John Seelye Bolin</i>	1979
Dorothy Weeden Tredennick	1962	<i>Dennis Michael Rivage-Seul</i>	1980
Gerrit Levey	1962	Jonas Patterson Shugars	1981
Marian Kingman	1963	Philip Schmidt	1982
Robert Gordon Menefee	1963	<i>Larry K. Blair</i>	1983
Charlotte P. Ludlum	1964	Richard Barnes	1984
William E. Newbolt	1964	Marlene Waller	1985
Virginia Ruth Woods	1965	<i>Smith T. Powell</i>	1986
George Gilbert Roberts	1965	John Wallhausser	1987
Maureen Faulkner	1966	<i>Stephen C. Bolster</i>	1988
Kristjan Sulev Kogerma	1966	Robert J. Schneider	1989
Herschel Lester Hull	1967	<i>Ralph Stinebrickner</i>	1990
Frank Junior Wray	1967	<i>Jeanne M. Hoch</i>	1991
Jerome William Hughes	1968	Dean Warren Lambert	1992
Thomas Reed Beebe	1968	<i>Ralph L. Thompson</i>	1993
Louise Moore Scrivner	1969	<i>Eugene T. Chao</i>	1994
John Douglas Chrisman	1969	<i>John E. Courter</i>	1995
<i>Cornelius Gregory Di Teresa</i>	1970	Paul David Nelson	1996
Franklin Bryan Gailey	1970	<i>L. Eugene Startzman</i>	1997
Thomas McRoberts Kreider	1971	<i>Donald Hudson</i>	1998
William John Schafer	1971	Dorothy Hopkins Schnare	1999
<i>Robert Jerry Lewis</i>	1972	<i>Thomas A. Boyd</i>	2000
Stephen Scott Boyce	1972	<i>Richard D. Sears</i>	2001
Thomas David Strickler	1973	<i>Laura A. Crawford</i>	2002
Martha Wylie Pride	1974	<i>Walter E. Hyleck</i>	2003
Glen H. Stassen	1975	<i>Andrew Baskin</i>	2004
John Fletcher White	1976	<i>Amer Lahamer</i>	2005
Mary Louise Pross	1977		

Source: Office of the Dean of Faculty, October 2005

THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

The Paul C. Hager Excellence in Advising Award is given annually at the May Commencement to a person who is an academic advisor and is also a member of the College or General Faculties. The award is named in honor of Paul C. Hager, emeritus administrator and professor (1962-1997), who supervised the advising process at Berea College during the last part of the twentieth century. The guidelines for the award are published annually in early spring, at which time students and faculty are asked to submit nominations for confidential consideration. The Award Selection Committee consists of the two most recent award winners, with assistance from the Associate Provost for Advising and Academic Success.

Recipients of the Paul C. Hager Excellence in Advising Award

Names of current Berea College faculty members are italicized.

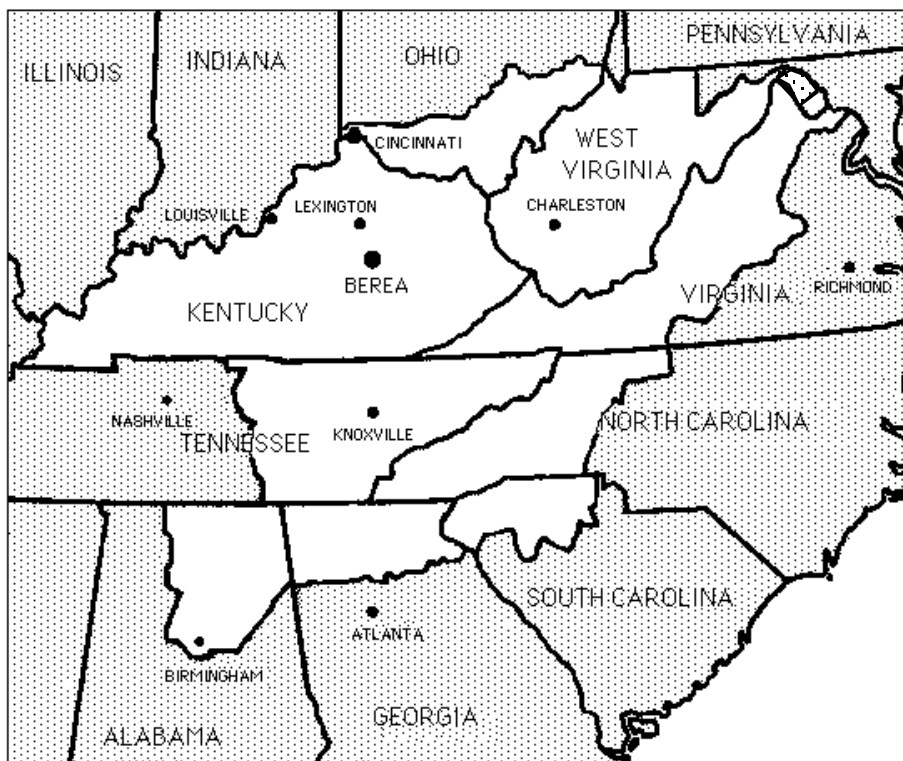
James Gage	1993
<i>Oliver Keels</i>	1994
Dorothy Schnare	1995
Carolyn Orr	1996
Paul C. Hager	1997
<i>Martie Kazura</i>	1998
<i>Megan Hoffman</i>	1999
Meighan Sharp	2000
<i>Don Hudson</i>	2001
<i>Barbara Wade</i>	2002
<i>Dawn Anderson</i>	2003
<i>Janice Blythe</i>	2004
<i>Patricia Isaacs</i>	2005

Source: Office of the Dean of Faculty, October 2005

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
Townsend
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
Daviess**
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

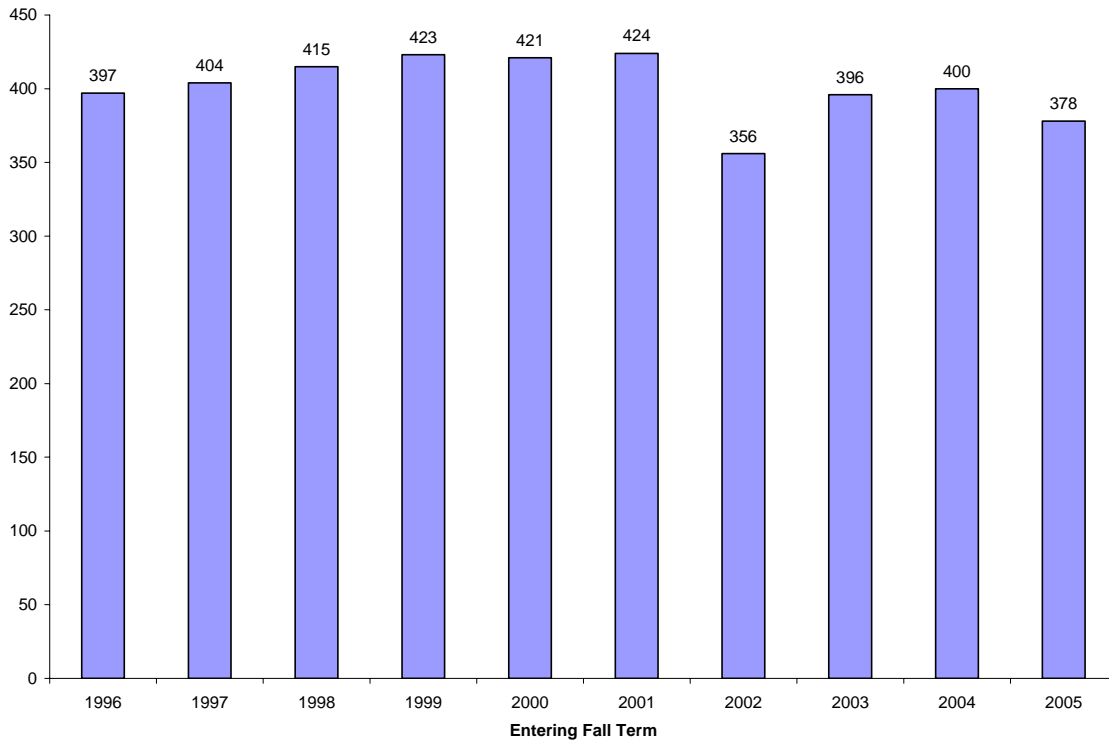
***County added in 1996 (Hamilton County, Ohio)

Source: Admissions Office

NEW FRESHMEN: INQUIRIES, APPLIED, ACCEPTED AND ENROLLED

FALL TERM	INQUIRIES		APPLIED		ACCEPTED		ENROLLED	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted	
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	2,119	14	530	25	396	75	
2004	15,038	2,107	14	561	27	400	71	
2005	13,898	1,908	14	511	27	378	74	

NUMBER OF NEW FRESHMEN



Source: Admissions Office, annual editions of Freshman Application Report

**NEW FRESHMEN:
APPLIED, ACCEPTED AND ENROLLED
BY GENDER**

Males

FALL TERM	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2004	868	254	29	191	75
2005	861	218	25	159	73

Females

FALL TERM	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2004	1,242	310	25	209	67
2005	1,047	293	28	219	75

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

NEW FRESHMEN: INQUIRIES, APPLIED, ACCEPTED AND ENROLLED BY TERRITORY

IN-TERRITORY

FALL TERM	<u>INQUIRIES</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2004	8098	1060	13	422	40	298	71
2005	7937	928	12	390	42	295	76

OUT-OF-TERRITORY

FALL TERM	<u>INQUIRIES</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2004	3382	425	13	110	26	75	68
2005	2523	295	12	89	30	63	71

F-1 INTERNATIONAL*

FALL TERM	<u>INQUIRIES</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2004	3448	625	18	32	5	27	84
2005	3438	685	20	32	5	20	63

*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 2005 three (3) new freshmen were designated as "permanent residents."

Source: Admissions Office, annual editions of Freshman Application Report

**NEW FRESHMEN FROM KENTUCKY
FALL TERMS 1996 - 2005**

<u>Year</u>	<u>Total New Freshmen</u>	<u>Kentucky Freshmen</u>	<u>Percent Kentucky Freshmen of Total</u>
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
2004	400	159	39.8
2005	378	146	38.6

**AFRICAN-AMERICAN NEW FRESHMEN
FALL TERMS 1996 – 2005**

<u>Year</u>	<u>Total New Freshmen</u>	<u>African-American Freshmen</u>	<u>Percent African-American of Total New Freshmen</u>
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
2004	400	85	21.3
2005	378	75	19.8

**NON-TRADITIONAL * NEW FRESHMEN
FALL TERMS 1996 - 2005**

<u>Year</u>	<u>Total New Freshmen</u>	<u>Non-traditional* Freshmen</u>	<u>Percent Non-traditional Freshmen of Total</u>
2000	421	14	3.3%
2001	424	18	4.2
2002	356	29	8.1
2003	396	26	6.6
2004	400	16	4.0
2005	378	15	4.0

*Students who are 23 or older, married or have a child.

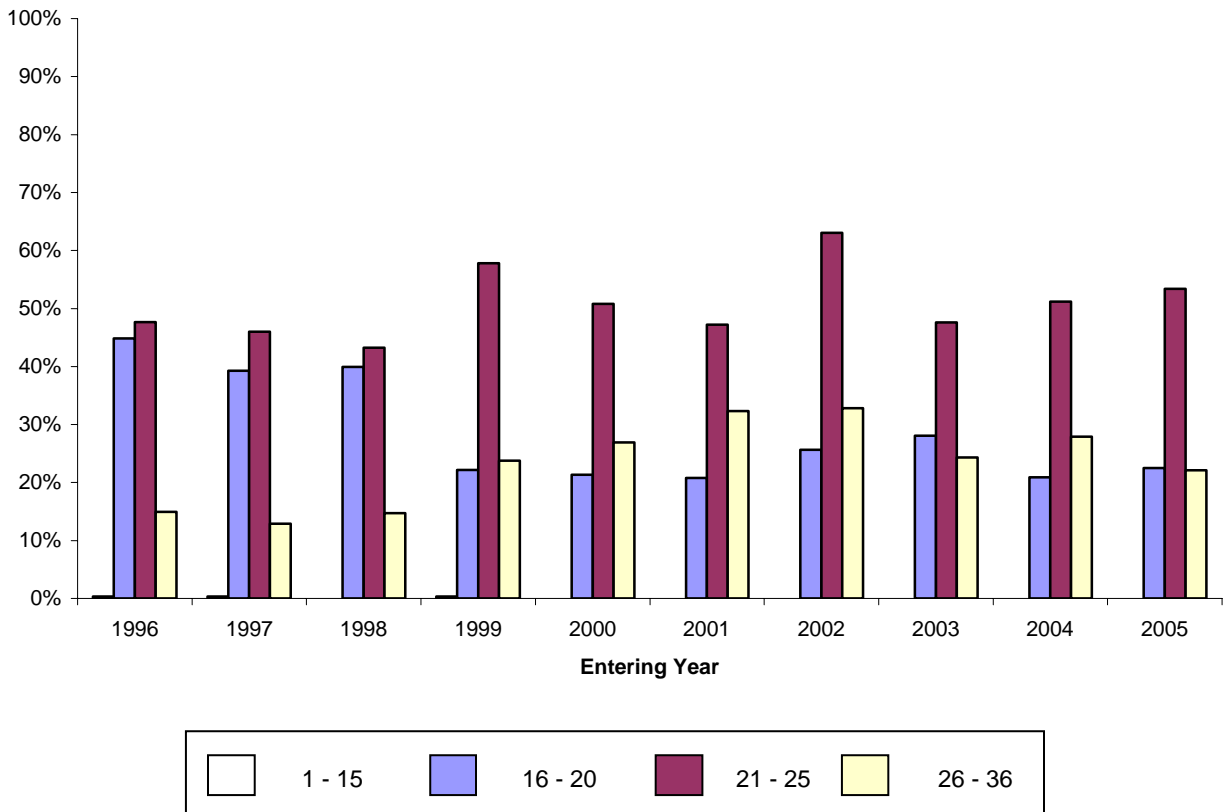
Source: Admissions Office, annual editions of Freshman Class Profile
Student Life Collegium

MEAN ACT COMPOSITE SCORES 1996 - 2005

<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>		
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
2004	23.6	23.4	23.8	20.9	20.3
2005	23.0	22.6	23.3	20.9	20.4

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

ACT Composite Scores

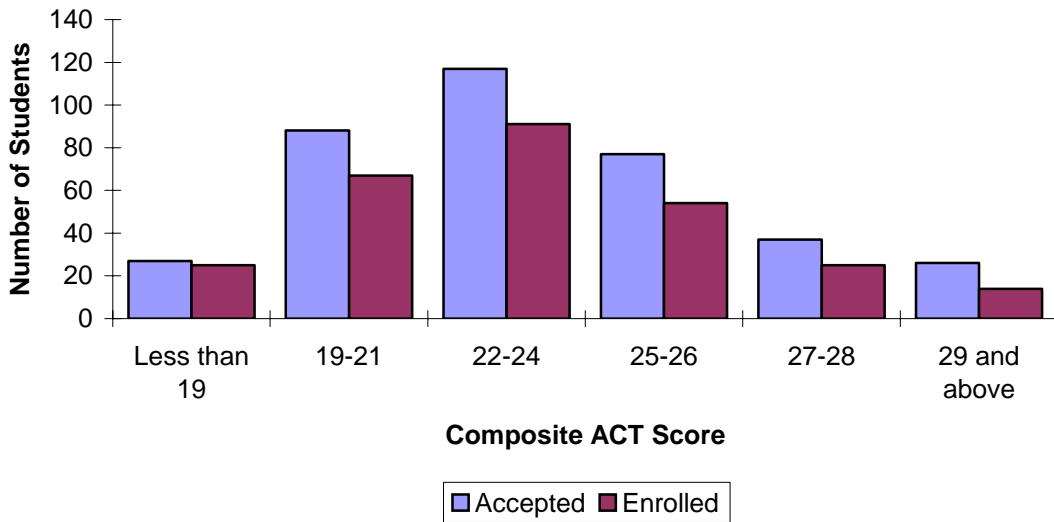


Source: Admissions Office, annual editions of the Freshman Class Profile

**ACT COMPOSITE SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2005**

<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	27	7.1%	25	9.1%	92.6%
19 - 21	88	23.0%	67	24.3%	76.1%
22 - 24	117	30.6%	91	33.0%	77.8%
25 - 26	77	20.2%	54	19.6%	70.1%
27 - 28	37	9.7%	25	9.1%	67.6%
29 and above	<u>26</u>	<u>6.8%</u>	<u>14</u>	<u>5.1%</u>	53.8%
TOTAL	382	100.0%	276	100.0%	72.3%

**ACT COMPOSITE SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2005**



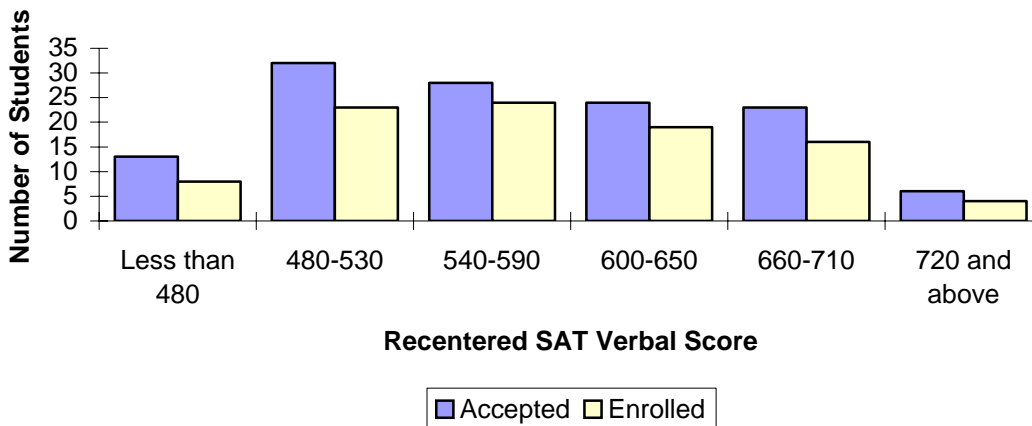
*Total does not equal the number of new freshmen because not all students submitted ACT scores. The total number accepted is 511 and the total number enrolled is 378.

Source: Office of Admissions, October 2005

**SAT VERBAL SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2005**

SAT Verbal Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	13	10.3%	8	8.5%	61.5%
480 - 530	32	25.4%	23	24.5%	71.9%
540 - 590	28	22.2%	24	25.5%	85.7%
600 - 650	24	19.0%	19	20.2%	79.2%
660 - 710	23	18.3%	16	17.0%	69.6%
720 and above	6	4.8%	4	4.3%	66.7%
TOTAL	126	100.0%	94	100.0%	74.6%

**SAT VERBAL SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2005**



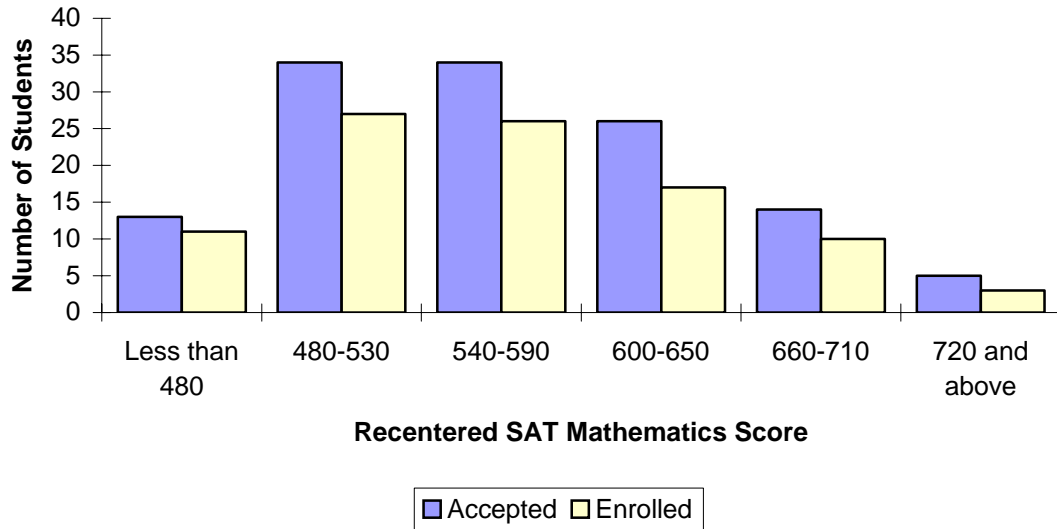
*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 511 and the total number enrolled is 378.

Source: Office of Admissions, October 2005

**SAT MATHEMATICS SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2005**

SAT Mathematics Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	13	10.3%	11	11.7%	84.6%
480 - 530	34	27.0%	27	28.7%	79.4%
540 - 590	34	27.0%	26	27.7%	76.5%
600 - 650	26	20.6%	17	18.1%	65.4%
660 - 710	14	11.1%	10	10.6%	71.4%
720 and above	5	4.0%	3	3.2%	60.0%
TOTAL	126	100.0%	94	100.0%	74.6%

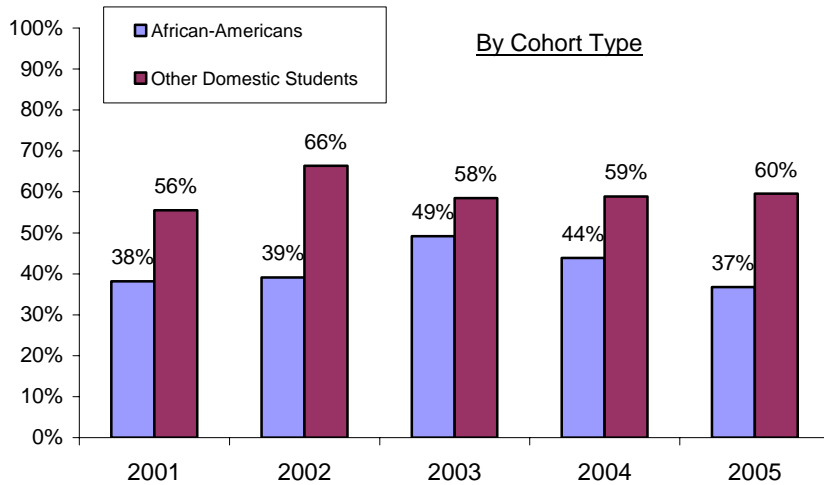
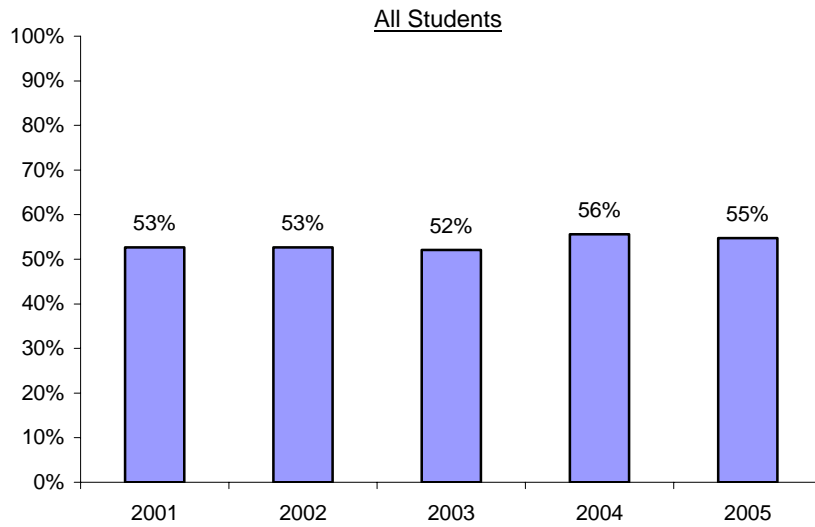
**SAT MATHEMATICS SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2005**



*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 511 and the total number enrolled is 378.

Source: Office of Admissions, October 2005

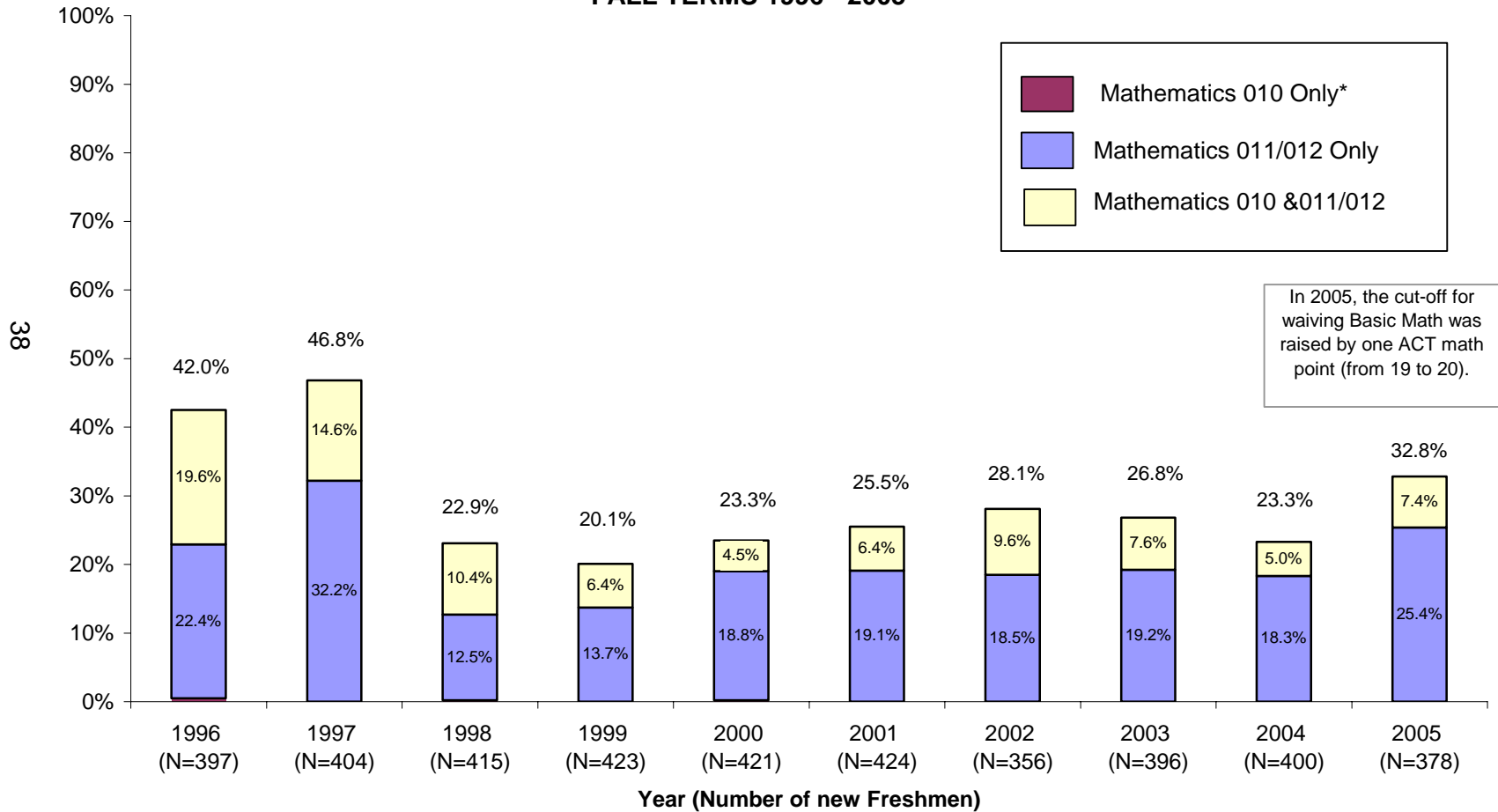
NEW FRESHMEN RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS BY GENDER AND COHORT TYPE 2001 - 2005



NOTE: Approximately 80 – 85% of the new freshmen come from high schools where rank in class is reported. International students are not included in the graphs above.

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

**NEW FRESHMEN ASSIGNED TO BASIC MATHEMATICS COURSES
FALL TERMS 1996 - 2005**

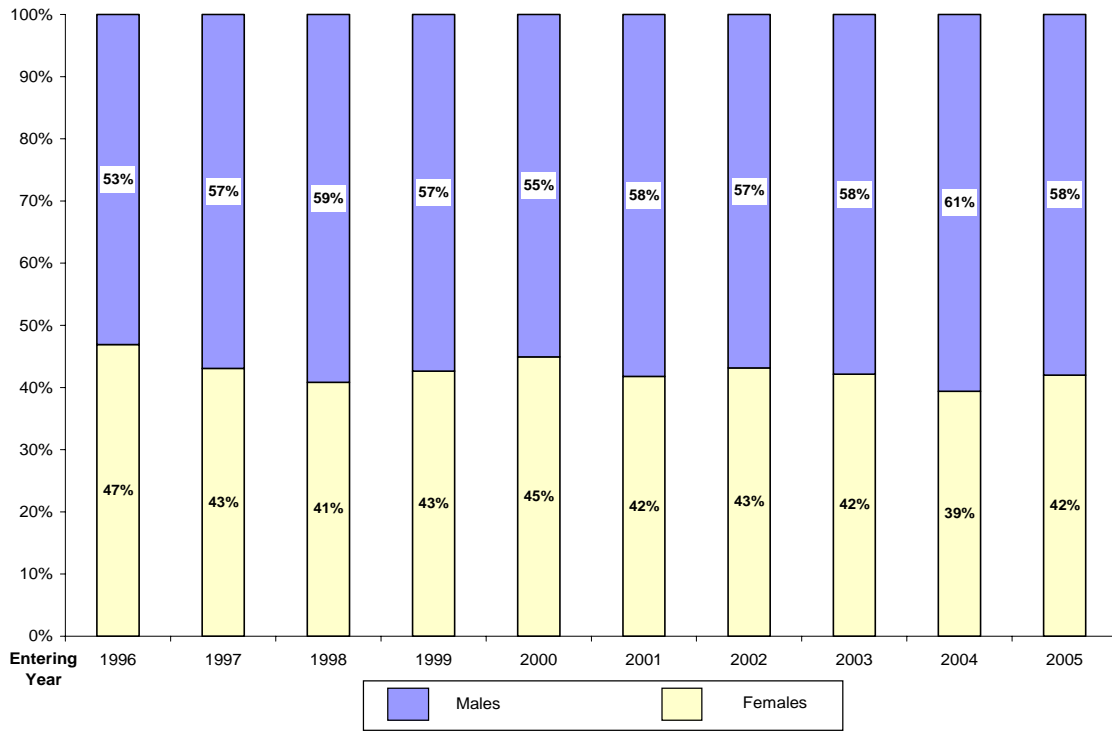


*Students assigned to Mathematics 010 only is generally zero or one student.

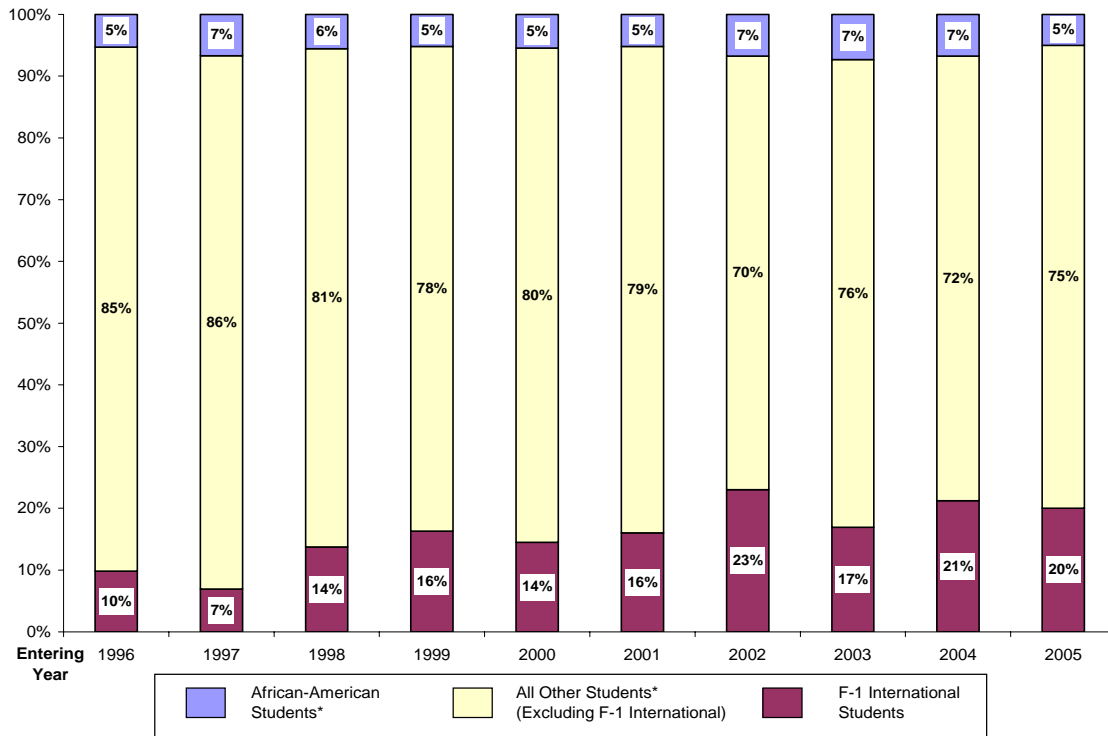
NOTE: The number on the top of the bars indicates the percentage of new freshmen needing any basic mathematics.

NEW FRESHMAN ENROLLMENT TRENDS

New Freshman Enrollment by Gender



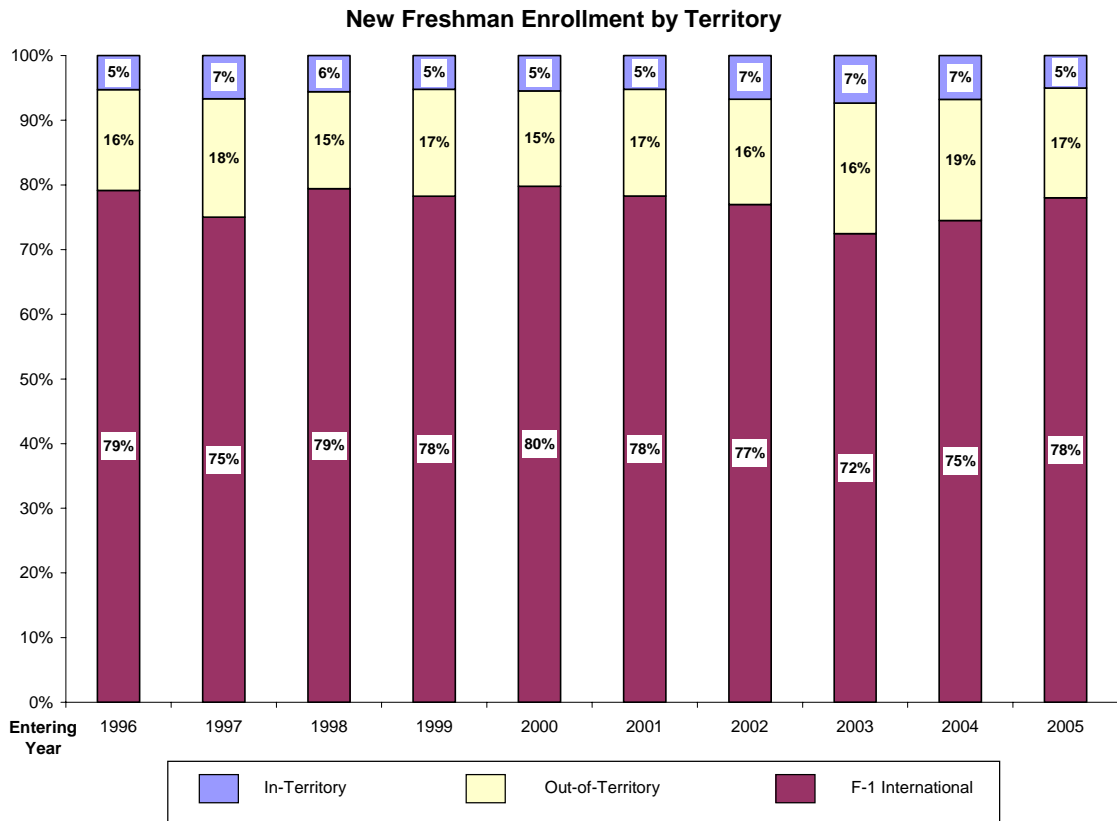
New Freshman Enrollment by Cohort Type



*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 2005

New Freshman Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2005.

ENROLLMENT CATEGORY HIGHLIGHTS

	Fall 2005 All Degree-Seeking Students N = 1,523		Fall 2005 New Freshmen N = 378	
Gender				
Male	616	40%	159	42%
Female	907	60%	219	58%
Territory				
In-Territory	1,103	72%	295	78%
Out-of-Territory	311	20%	63	17%
F-1 International	109	7%	20	5%
Students With International Experience				
	149	10%	23	6%
Ethnicity				
African-American	283	19%	75	20%
Other minorities	59	4%	16	4%
White	1,044	69%	261	69%
Unknown (includes F-1 International)	137	9%	26	7%
Non-Traditional Students				
	274	18%	15	4%

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.

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.

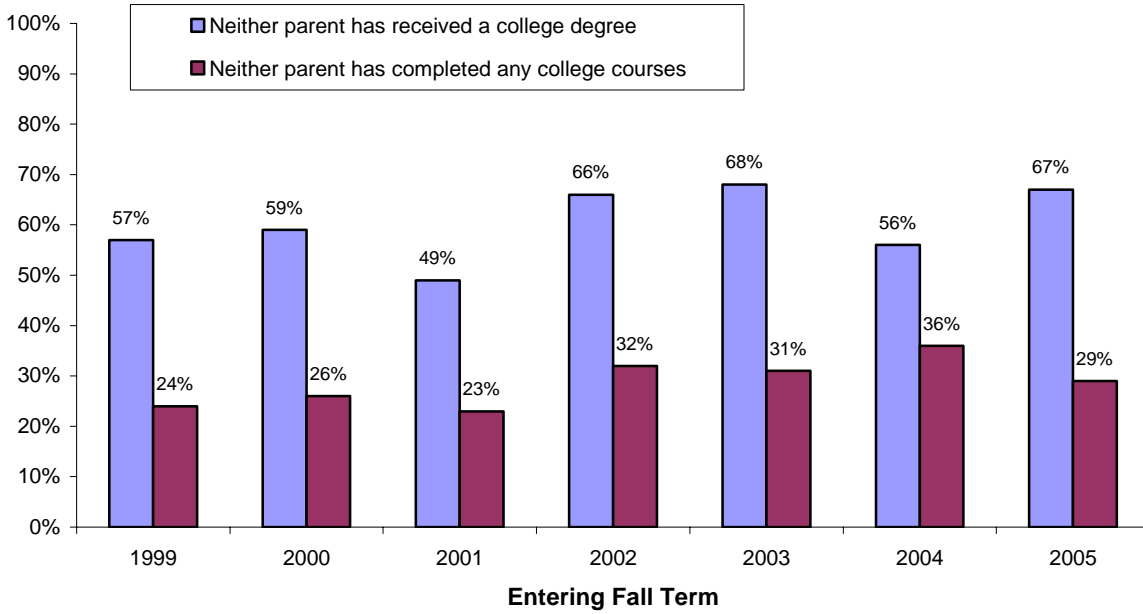
Other Minorities: Students (not F-1 International students) who indicated "American Indian or Alaskan Native," "Asian or Pacific Islander," or "Hispanic" on their admissions application.

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.

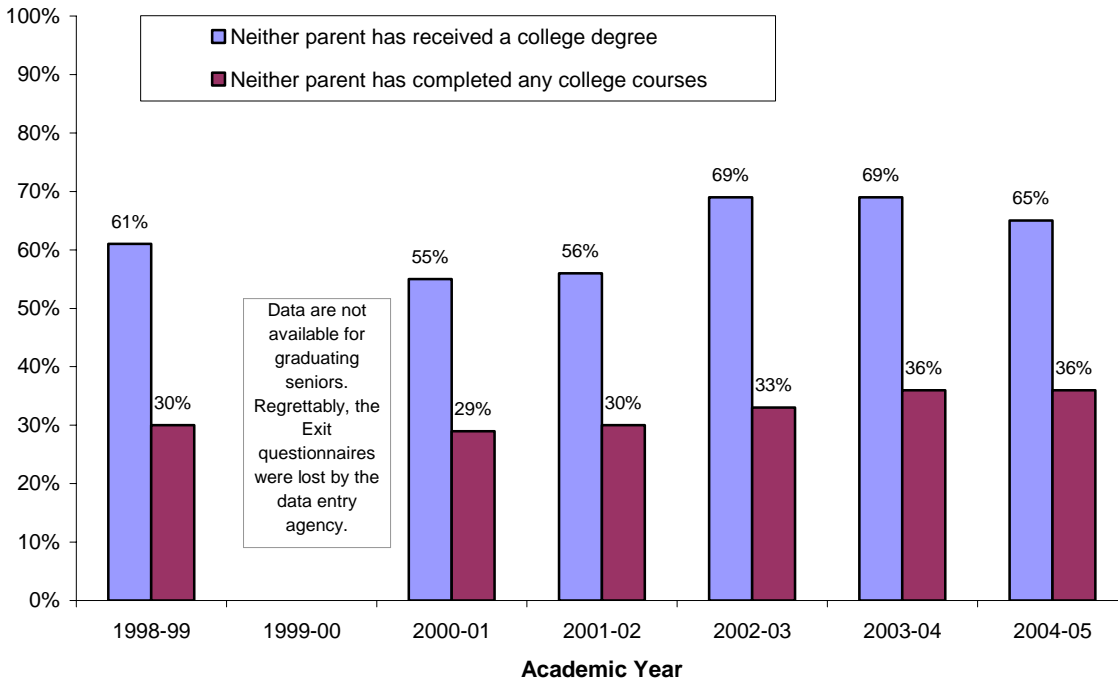
Non-Traditional Students: Students who are 23 or older, married, or have a child.

FIRST GENERATION COLLEGE STUDENTS

Entering Student Data



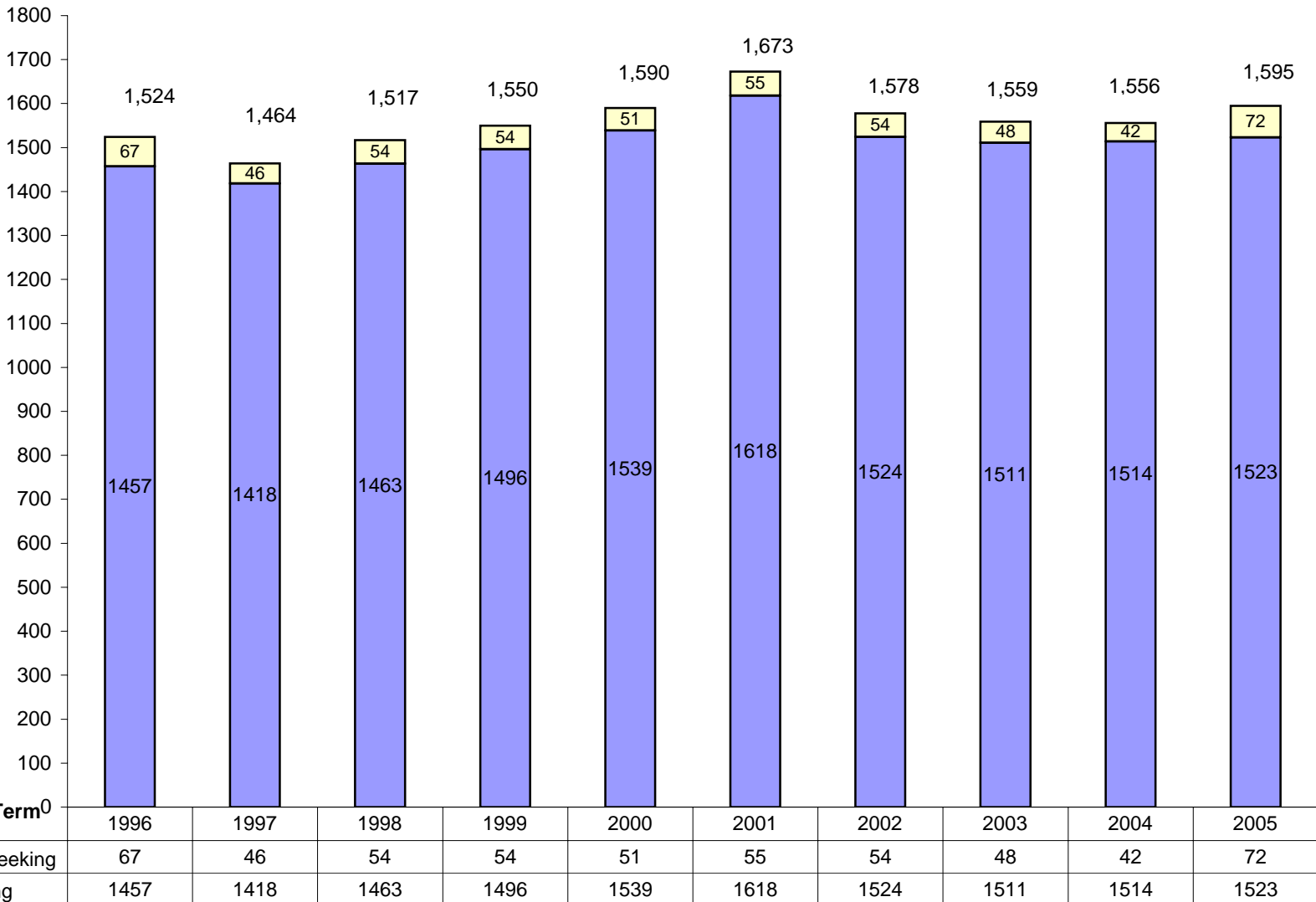
Graduating Student Data



Source: Office of Institutional Research and Assessment, annual Entering Student Surveys (Response rates range from 85% to 97%)

FALL HEADCOUNT ENROLLMENT

43



Source: Office of Institutional Research and Assessment, September 2005

**FALL ENROLLMENTS BY CLASSIFICATION
2001 - 2005**

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	492	427	468	483	470
New Freshmen	(424)	(356)	(396)	(400)	(378)
Other** Freshmen	(68)	(71)	(72)	(83)	(92)
Sophomore	393	343	298	365	366
Junior	349	380	340	302	344
Senior	<u>384</u>	<u>374</u>	<u>405</u>	<u>364</u>	<u>343</u>
TOTAL DEGREE-SEEKING STUDENTS	1,618	1,524	1,511	1,514	1,523
Berea Community School	25	25	24	23	26
Madison Southern High School	4	6	4	0	8
College Employee	9	9	7	7	8
Community (Special)	14	8	7	5	21
Post Graduate	0	0	0	0	1
Transient/Exchange	<u>3</u>	<u>6</u>	<u>6</u>	<u>7</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	55	54	48	42	72
TOTAL HEADCOUNT	1,673	1,578	1,559	1,556	1,595

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

NOTE: For the year 2005, there was one new freshmen "officially" classified as a junior. For year 2004, there were five new freshmen "officially" classified as sophomores and one as a junior. For year 2003, four of the new freshmen were "officially" classified as sophomores. For year 2002, three of the new freshmen were "officially" classified as sophomores. For year 2001, four 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.

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.

Post Graduate - A student attending Berea College full-time after earning a baccalaureate degree who is not seeking an additional degree.

Source: Academic Services, September 2005

FALL ENROLLMENTS BY CLASSIFICATION (Continued)

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
<u>Full-Time Students</u>					
Freshman	492	427	468	483	470
New Freshmen	(424)	(356)	(396)	(400)	(378)
Other** Freshmen	(68)	(71)	(72)	(83)	(92)
Sophomore	393	342	298	365	366
Junior***	349	380	340	302	344
Senior	<u>383</u>	<u>372</u>	<u>404</u>	<u>361</u>	<u>340</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,617	1,521	1,510	1,511	1,520
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	1
Transient/Exchange	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	3	5	5	5	9
TOTAL FULL-TIME STUDENTS	1,620	1,526	1,515	1,516	1,529
<u>Part-Time Students</u>					
Freshman	0	0	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	0	1	0	0	0
Junior***	0	0	0	0	0
Senior	<u>1</u>	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	3	1	3	3
Berea Community School	25	25	24	23	26
Madison Southern High School	4	6	4	0	8
College Employee	9	9	7	7	8
Community (Special)	14	8	7	5	21
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	52	49	43	37	63
TOTAL PART-TIME STUDENTS	53	52	44	40	66
FTE ENROLLMENT	1,643	1,549	1,532	1,530	1,555

**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 66 students has a FTE of 25.75.

Source: Academic Services, September 2005

FALL 2005 ENROLLMENT BY STATE AND U.S. TERRITORIES

Degree-Seeking Students:

Alabama	88	(6%)	Minnesota	1	(*)
Alaska	1	(*)	Mississippi	6	(*)
Arizona	2	(*)	Missouri	7	(*)
Arkansas	2	(*)	Montana	2	(*)
California	3	(*)	Nebraska	1	(*)
Connecticut	1	(*)	New Hampshire	5	(*)
Florida	8	(1%)	New Jersey	4	(*)
Georgia	49	(3%)	New York	2	(*)
Hawaii	1	(*)	North Carolina	86	(5%)
Idaho	1	(*)	Ohio	154	(10%)
Illinois	9	(1%)	Oregon	3	(*)
Indiana	19	(1%)	Pennsylvania	14	(1%)
Iowa	1	(*)	South Carolina	36	(2%)
Kansas	4	(*)	South Dakota	1	(*)
Kentucky	544	(34%)	Tennessee	184	(12%)
Louisiana	1	(*)	Texas	9	(1%)
Maine	2	(*)	Utah	3	(*)
Maryland	6	(*)	Vermont	1	(*)
Massachusetts	5	(*)	Virginia	58	(4%)
Michigan	9	(1%)	Washington	3	(*)
			West Virginia	68	(4%)

Sub-Total 1,404 (88%)

Students Enrolled from Outside the U.S. and/or Its Territories
(For more detail, see the following page.) 119 (7%)

Total Degree-Seeking Students 1,523 (95%)

Non-Degree-Seeking Students:

Berea Community School	26
Madison Southern High School	8
College Employee	8
Community (Special)	21
Post Graduate	1
Transient/Exchange	8
Sub-Total	72

Total Non-Degree-Seeking Students 72 (5%)

TOTAL HEADCOUNT ENROLLMENT 1,595 (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, November 2005.
For more details visit <<http://www.berea.edu/ira/documents/2005GeographicalReport.pdf>> and
<<http://www.worldatlas.com/cntycont.htm>>.

FALL 2005 ENROLLMENT BY COUNTRY ORGANIZED BY CONTINENT

Degree-Seeking Students:

Africa

Cameroon	1	(1%)
Ethiopia	2	(2%)
Gabon	1	(1%)
Ghana	2	(2%)
Kenya	4	(3%)
Lesotho	1	(1%)
Liberia	5	(4%)
Mauritius	1	(1%)
Namibia	1	(1%)
Senegal	1	(1%)
Sierra Leone	2	(2%)
Sudan	1	(1%)
Swaziland	1	(1%)
Uganda	3	(3%)
Zambia	3	(3%)
Zimbabwe	3	(3%)
Africa Total	32	(27%)

Asia

Afghanistan	2	(2%)
Bangladesh	1	(1%)
Bhutan	1	(1%)
India	1	(1%)
Indonesia	1	(1%)
Iran	1	(1%)
Israel	1	(1%)
Japan	1	(1%)
Kampuchea (Cambodia)	1	(1%)
Kazakhstan	1	(1%)
Kyrgyzstan	3	(3%)
Malaysia	2	(2%)
Mongolia	1	(1%)
Myanmar (Burma)	5	(4%)
Nepal	4	(3%)
People's Republic of China	2	(2%)
Russia	1	(1%)
Sri Lanka	1	(1%)
Tajikistan	1	(1%)
Taiwan	1	(1%)
Tibet, The Former	9	(8%)

Asia, continued

Turkey	1	(1%)
Turkmenistan	1	(1%)
Uzbekistan	4	(3%)
Vietnam	1	(1%)
Asia Total	48	(40%)

Europe

Albania	1	(1%)
Armed Forces (Europe)	1	(1%)
Armenia	1	(1%)
Azerbaijan	2	(2%)
Bulgaria	5	(4%)
Germany	1	(1%)
Latvia	1	(1%)
Lithuania	1	(1%)
Macedonia	1	(1%)
Poland	1	(1%)
Romania	1	(1%)
Serbia	1	(1%)
Slovak Republic	2	(2%)
Sweden	1	(1%)
Ukraine	3	(3%)
Yugoslavia (Montenegro)	2	(2%)
Europe Total	25	(21%)

North America

Antigua & Barbuda	1	(1%)
Haiti	2	(2%)
Honduras	2	(2%)
Jamaica	1	(1%)
Mexico	1	(1%)
Trinidad and Tobago	2	(2%)
North America Total	9	(9%)

South America

Brazil	1	(1%)
Ecuador	1	(1%)
Peru	1	(1%)
Uruguay	2	(2%)
South America Total	5	(4%)

TOTAL OF ALL COUNTRIES 119 (100%)

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 nineteen (119) students above include more students than those classified as "F-1 International" and represent approximately 8% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, November 2005.
For more details visit <<http://www.berea.edu/ira/documents/2005GeographicalReport.pdf>> and
<<http://www.worldatlas.com/cntycont.htm>>.

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY 2001 - 2005

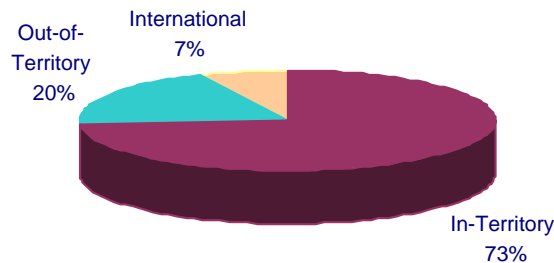
	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Berea's Territory*	1,221	1,148	1,114	1,112	1,103
Prior to 1976 expansion	65%	71%	74%	70%	69%
Counties Added in 1976 & 1978	33%	27%	23%	26%	28%
Hamilton Co, Ohio added in 1996	2%	3%	3%	4%	3%
Out-of-Territory*	295	275	284	292	311
F-1 International***	<u>108</u>	<u>101</u>	<u>113</u>	<u>110</u>	<u>109</u>
TOTAL	1,618	1,524	1,511	1,514	1,523

*For a complete description of Berea's Territory and its changes, please click [here](#). 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 2005, forty-one (41) Berea College students were designated as "permanent residents."

NOTE: This table does not include non-degree-seeking students: 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/georeports.asp>

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY ETHNICITY
2001 - 2005**

	<u>2001</u>		<u>2002</u>		<u>2003</u>		<u>2004</u>		<u>2005</u>	
	<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)	237	(15%)	257	(17%)	260	(17%)	283	(17%)	283	(19%)
American Indian or Alaskan Native	11	(1%)	9	(1%)	10	(1%)	8	(1%)	14	(1%)
Asian or Pacific Islander	21	(1%)	19	(1%)	21	(1%)	22	(1%)	20	(1%)
Hispanic	9	(1%)	13	(1%)	17	(1%)	25	(1%)	25	(2%)
White (Non-Hispanic)	1,187	(73%)	1,083	(71%)	1,059	(70%)	1,038	(70%)	1,044	(69%)
Unknown**	<u>153</u>	<u>(9%)</u>	<u>143</u>	<u>(9%)</u>	<u>144</u>	<u>(10%)</u>	<u>138</u>	<u>(10%)</u>	<u>137</u>	<u>(9%)</u>
TOTAL	1,618	(100%)	1,524	(100%)	1,511	(100%)	1,514	(100%)	1,523	(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 2005
Office of Institutional Research and Assessment, September 2005

FALL 2005 JUNIOR AND SENIOR ENROLLMENT BY MAJOR AND COHORT TYPE

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	African-American		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture and Natural Resources	0	(0%)	17	(3%)	0	(0%)	17	(2%)
Art	2	(2%)	19	(4%)	0	(0%)	21	(3%)
Biology	8	(7%)	38	(7%)	7	(9%)	53	(7%)
Business Administration	15	(13%)	34	(6%)	12	(16%)	61	(8%)
Chemistry	2	(2%)	19	(4%)	2	(3%)	23	(3%)
Child and Family Studies	19	(16%)	33	(6%)	0	(0%)	52	(7%)
Economics	0	(0%)	2	(*)	11	(14%)	13	(2%)
Education Studies	4	(3%)	22	(4%)	2	(3%)	28	(4%)
Elementary Education	0	(0%)	10	(2%)	0	(0%)	10	(1%)
English	4	(3%)	29	(5%)	1	(1%)	34	(5%)
Foreign Languages	0	(0%)	25	(5%)	7	(9%)	32	(4%)
Classical Languages	0	(0%)	2	(*)	0	(0%)	2	(*)
French	0	(0%)	5	(1%)	2	(3%)	7	(1%)
German	0	(0%)	2	(*)	3	(4%)	5	(1%)
Spanish	0	(0%)	16	(3%)	2	(3%)	18	(2%)
History	2	(2%)	20	(4%)	0	(0%)	22	(3%)
Independent Major	3	(3%)	17	(3%)	2	(3%)	22	(3%)
Mathematics	0	(0%)	8	(1%)	10	(13%)	18	(2%)
Music	3	(3%)	16	(3%)	3	(4%)	22	(3%)
Nursing	5	(4%)	29	(5%)	4	(5%)	38	(5%)
Philosophy	0	(0%)	6	(1%)	0	(0%)	6	(1%)
Physical Education	4	(3%)	17	(3%)	1	(1%)	22	(3%)
Physics	0	(0%)	3	(1%)	2	(3%)	5	(1%)
Political Science	3	(3%)	14	(3%)	7	(9%)	24	(3%)
Psychology	8	(7%)	30	(6%)	3	(4%)	41	(6%)
Religion	1	(1%)	10	(2%)	0	(0%)	11	(2%)
Sociology	7	(6%)	19	(4%)	0	(0%)	26	(4%)
Speech Communication	14	(12%)	17	(3%)	0	(0%)	31	(4%)
Technology and Industrial Arts	6	(5%)	39	(7%)	0	(0%)	45	(6%)
Theatre	4	(3%)	14	(3%)	1	(1%)	19	(3%)
Women's Studies	0	(0%)	8	(1%)	0	(0%)	8	(1%)
<i>Undecided</i>	6	(5%)	22	(4%)	1	(1%)	29	(4%)
TOTAL	120	(100%)	537	(100%)	76	(100%)	733	(100%)

*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 733 majors represent 688 junior and senior students enrolled in Fall 2005.

Compiled by: Office of Institutional Research and Assessment, October 2005

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
2001 – 2005**

<u>Age*</u>	<u>2001</u>		<u>2002</u>		<u>2003</u>		<u>2004</u>		<u>2005</u>	
	<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	42	(3%)	33	(3%)	32	(2%)	41	(2%)	26	(2%)
18 - 24 years old	1,500	(93%)	1,428	(93%)	1,405	(94%)	1,386	(92%)	1,404	(92%)
25 - 29 years old	54	(3%)	45	(3%)	51	(3%)	61	(3%)	58	(4%)
30 - 34 years old	13	(1%)	9	(1%)	9	(1%)	13	(1%)	17	(1%)
35 - 39 years old	1	(**)	3	(**)	6	(**)	3	(**)	4	(**)
40 - 44 years old	5	(**)	2	(**)	3	(**)	3	(**)	4	(**)
45 - 49 years old	2	(**)	3	(**)	4	(**)	6	(**)	4	(**)
50 - 54 years old	1	(**)	0	(**)	0	(0%)	0	(0%)	5	(**)
55 - 59 years old	0	(0%)	0	(0%)	1	(**)	1	(**)	1	(**)
60 - 64 years old	0	(0%)	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	1,618	(100%)	1,524	(100%)	1,511	(100%)	1,514	(100%)	1,523	(100%)

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

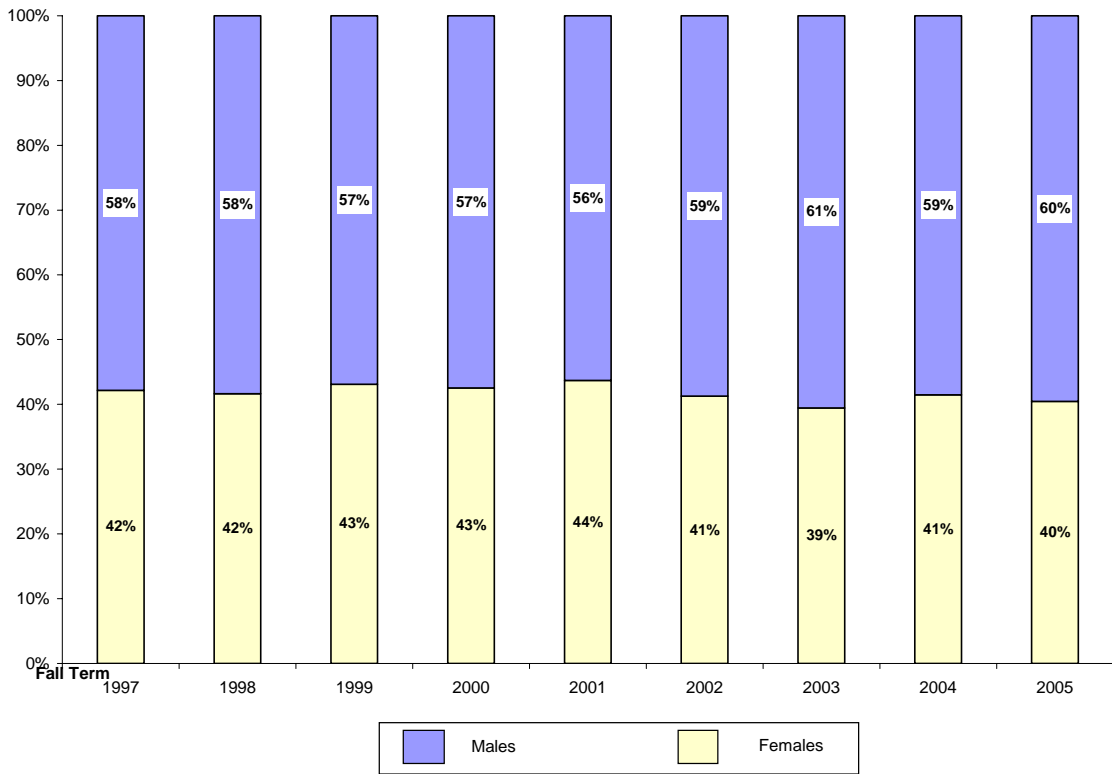
**Denotes percentages less than 1.

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

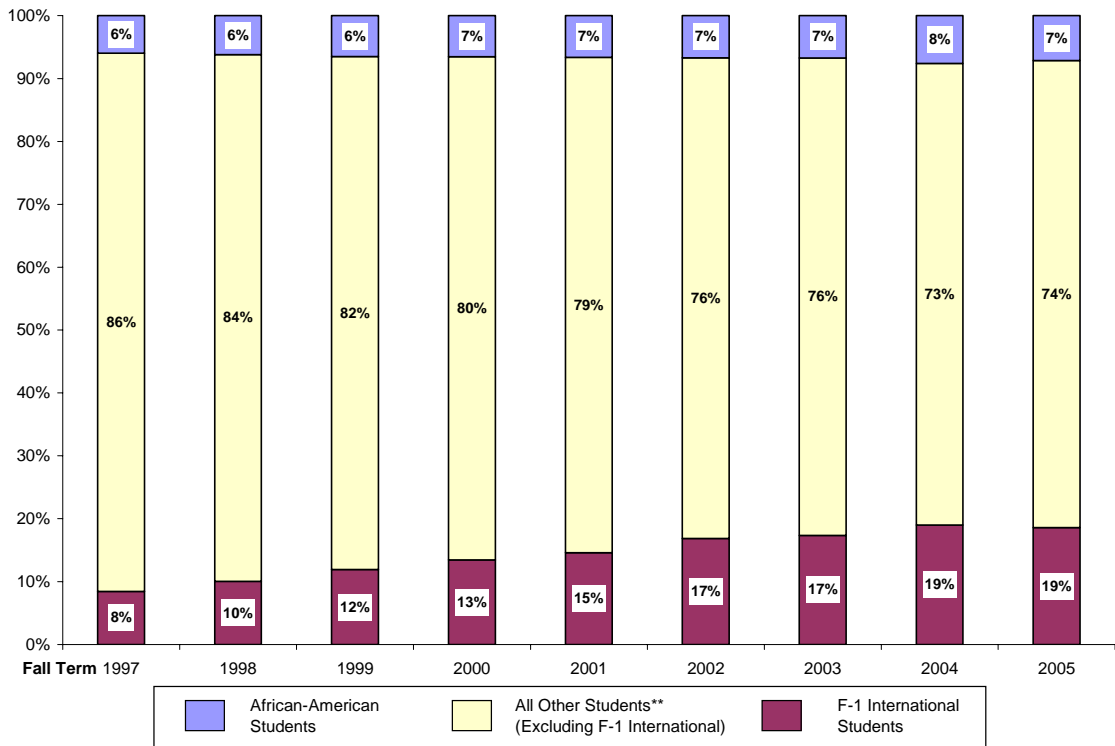
Source: Office of Institutional Research and Assessment, September 2005

FALL ENROLLMENT TRENDS

Fall Enrollment of Degree-Seeking Students* by Gender



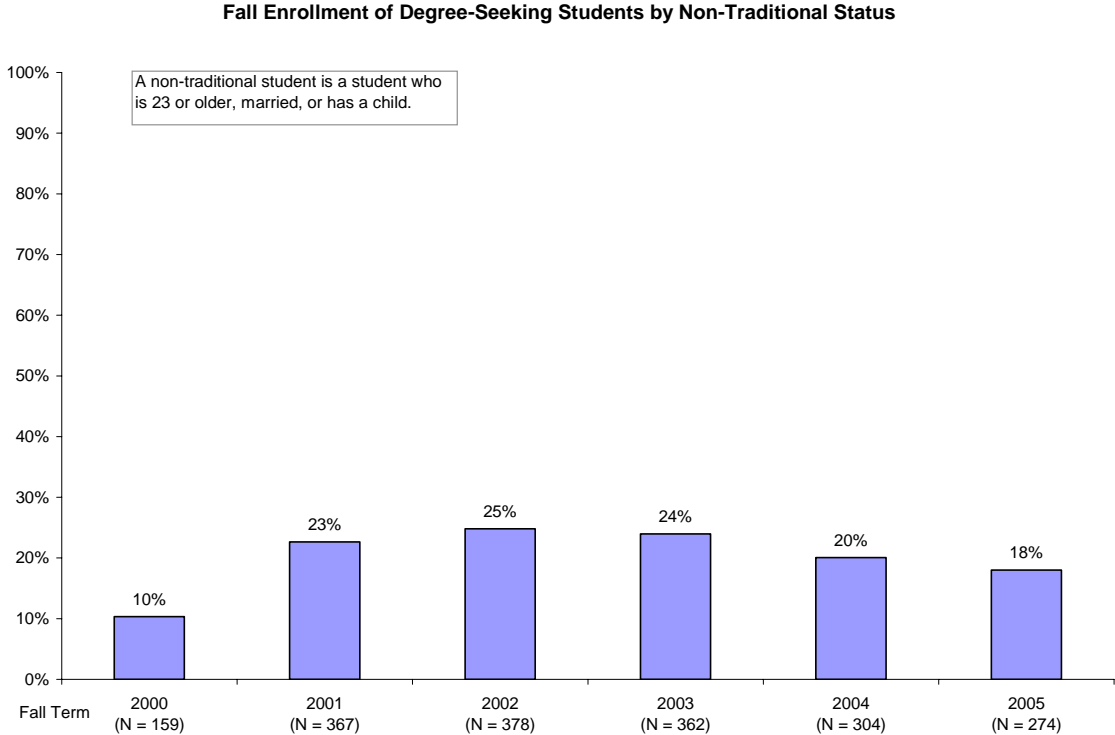
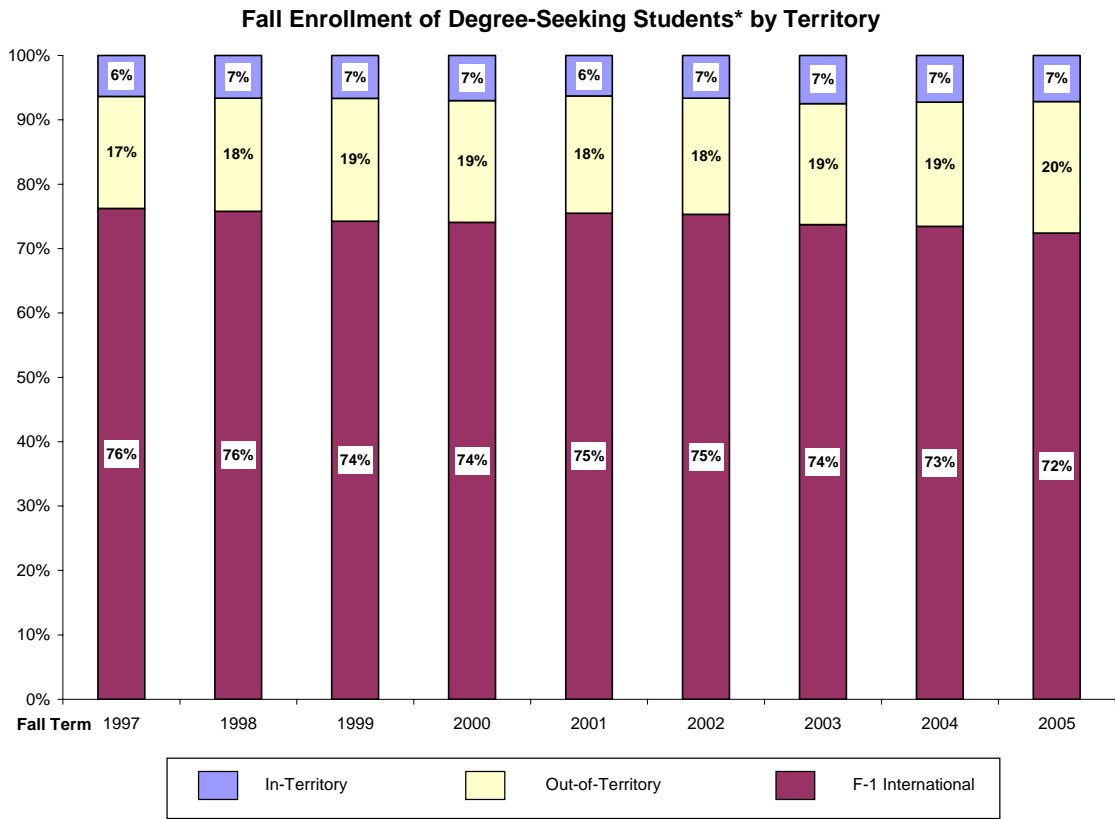
Fall Enrollment of Degree-Seeking Students* by Cohort Type



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2005

Fall Enrollment Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2005

**SPRING ENROLLMENTS BY CLASSIFICATION
2001 - 2005**

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	381	366	320	377	387
New Freshmen	(1)	(0)	(8)	(19)	(18)
Other** Freshmen	(380)	(366)	(312)	(358)	(369)
Sophomore	346	334	323	392	318
Junior	331	3340	324	306	323
Senior	<u>360</u>	<u>331</u>	<u>458</u>	<u>448</u>	<u>419</u>
TOTAL DEGREE-SEEKING STUDENTS	1,418	1,471	1,425	1,423	1,447
Berea Community School	16	23	28	18	11
Madison Southern High School	2	3	5	8	3
College Employee	3	4	12	10	11
Community (Special)	11	18	8	8	13
Transient/Exchange	<u>3</u>	<u>6</u>	<u>5</u>	<u>5</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	35	54	58	49	46
TOTAL HEADCOUNT	1,453	1,425	1,483	1,472	1,493

*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.

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 2005

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

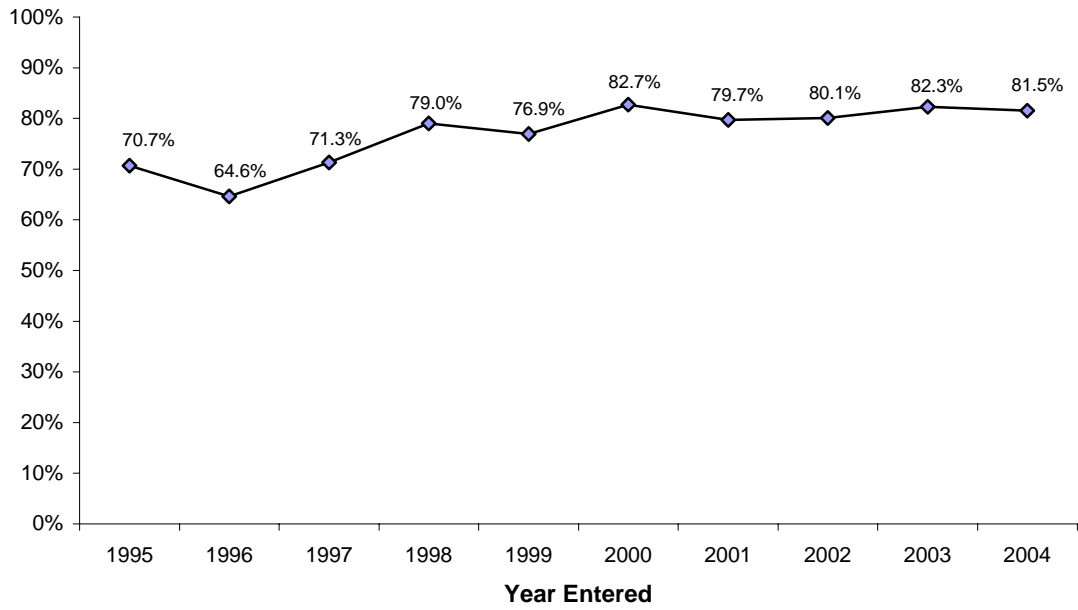
<u>Full-Time Students</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Freshman	381	366	366	320	387
New Freshmen	(1)	(0)	(8)	(19)	(18)
Other** Freshmen	(380)	(366)	(312)	(358)	(369)
Sophomore	343	334	323	292	318
Junior	327	340	324	306	322
Senior	<u>358</u>	<u>329</u>	<u>458</u>	<u>447</u>	<u>419</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,409	1,469	1,425	1,422	1,446
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
Transient/Exchange	<u>3</u>	<u>5</u>	<u>5</u>	<u>4</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	3	5	5	4	5
TOTAL FULL-TIME STUDENTS	1,412	1,474	1,430	1,426	1,451
<hr/>					
<u>Part-Time Students</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Freshman	0	0	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	3	0	0	0	0
Junior	4	0	0	0	1
Senior	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	9	2	1	1	1
Berea Community School	16	23	28	18	11
Madison Southern High School	2	3	5	8	3
College Employee	3	4	12	10	11
Community (Special)	11	18	8	8	13
Transient/Exchange	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>3</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	32	49	53	45	41
TOTAL PART-TIME STUDENTS	41	51	54	46	42
FTE Enrollment	1,431	1,495	1,451	1,445	1,469

**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.

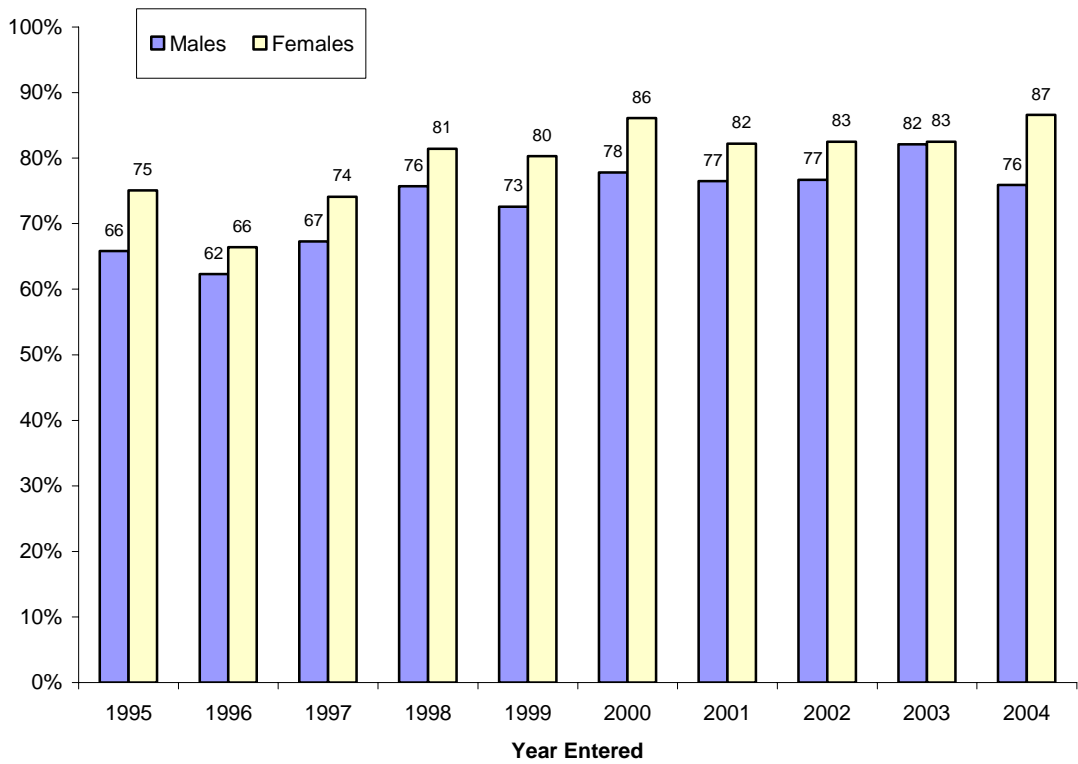
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 42 students has an FTE of 17.82.

FRESHMAN-TO-SOPHOMORE RETENTION

All New Freshmen



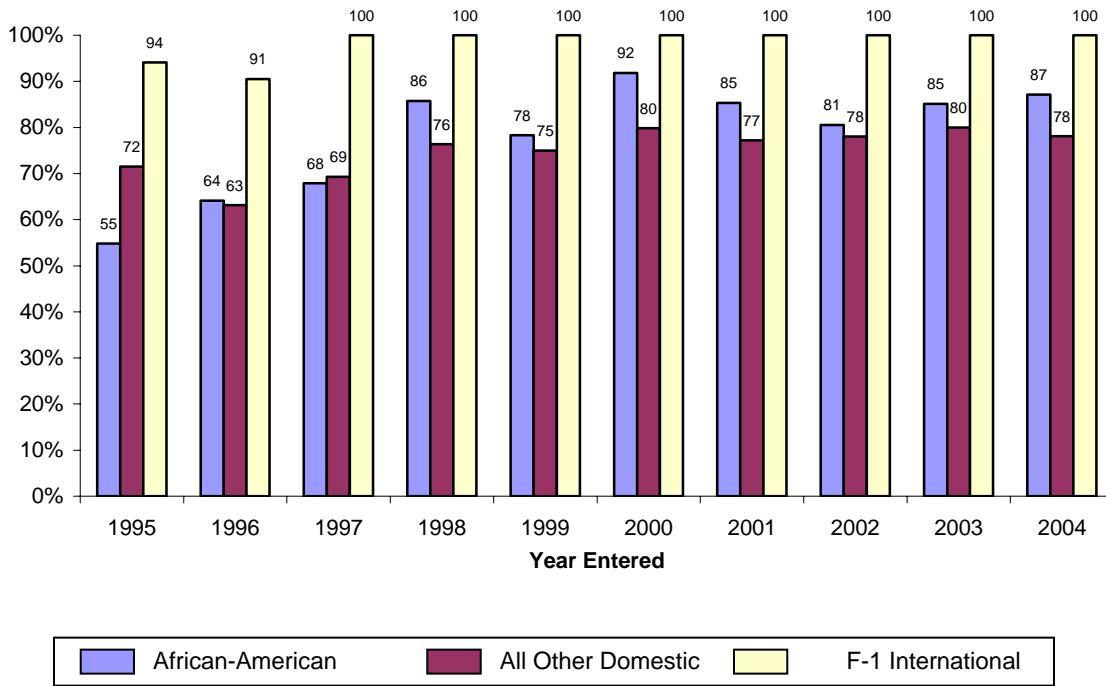
By Gender



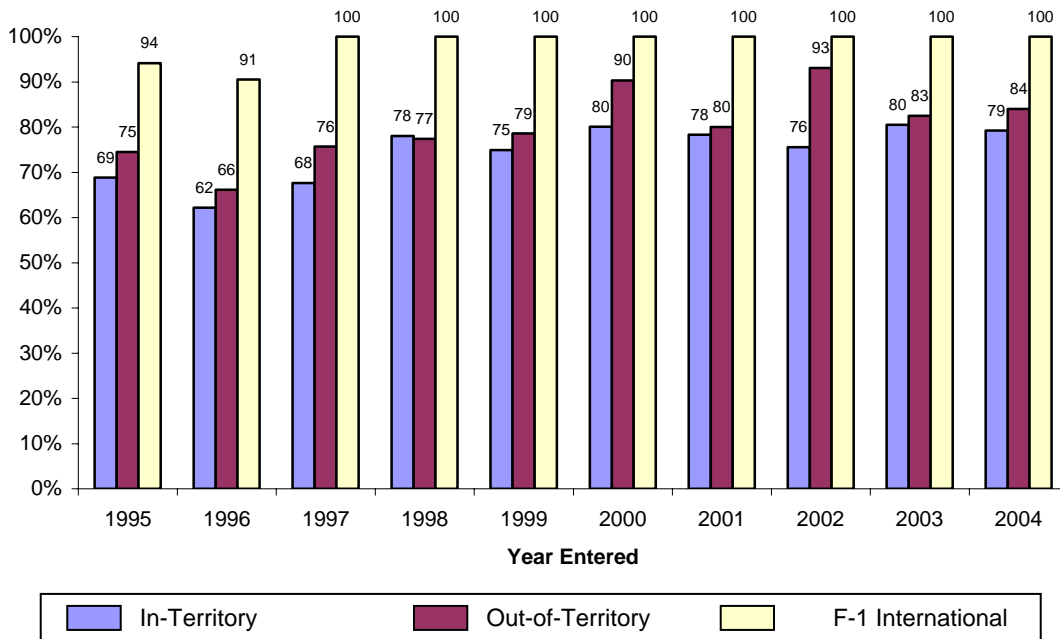
Source: Office of Institutional Research and Assessment, October 2005

FRESHMAN-TO-SOPHOMORE RETENTION, continued

By Cohort Type



By Territory



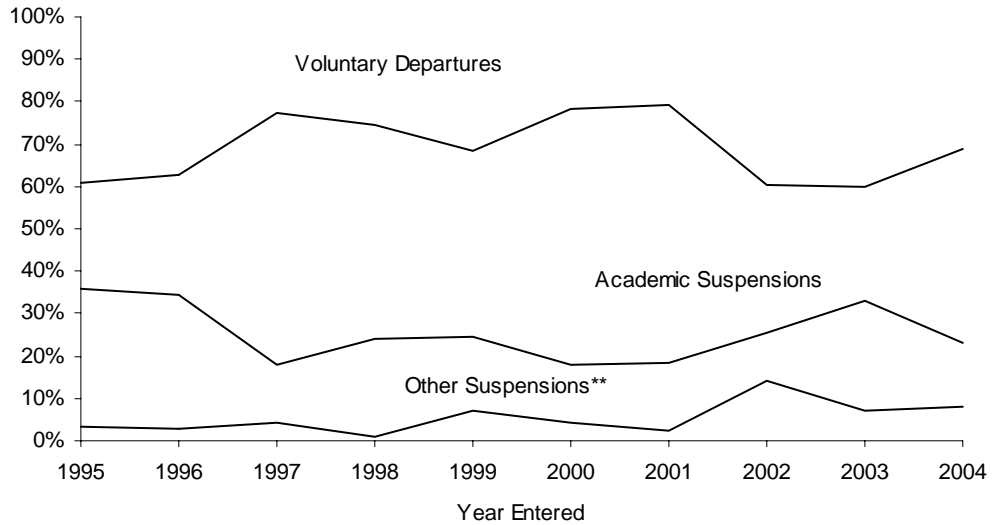
Source: Office of Institutional Research and Assessment, October 2005

**NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1995 - 2004**

<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>
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
2003	396	82.3	70	23	5	42
2004	400	81.5	74	17	6	51

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.

**PERCENTAGE OF TOTAL WITHDRAWALS ATTRIBUTED TO:
ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS**,
AND 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.

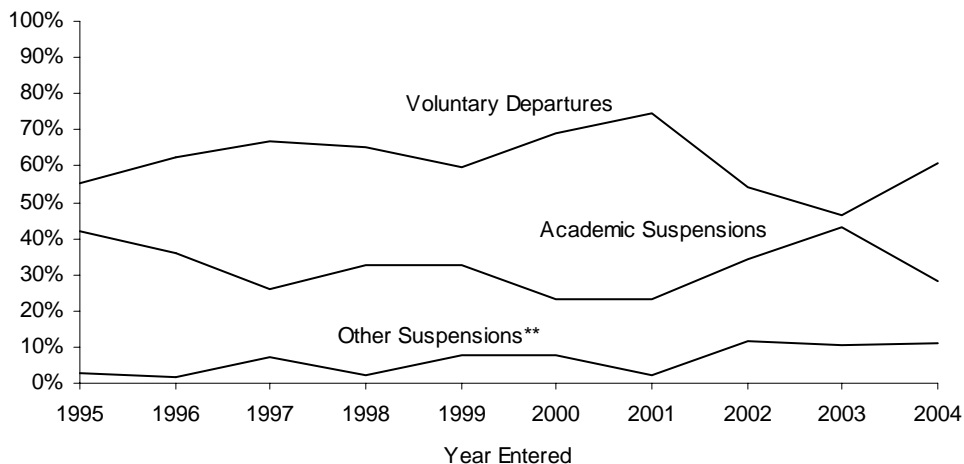
Source: Office of Institutional Research and Assessment, October 2005

**MALE NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1995 - 2004**

<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>
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
2003	156	82	28	12	3	13
2004	191	76	46	13	5	28

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.

**PERCENTAGE OF TOTAL MALE WITHDRAWALS ATTRIBUTED TO:
ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS**,
AND 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.

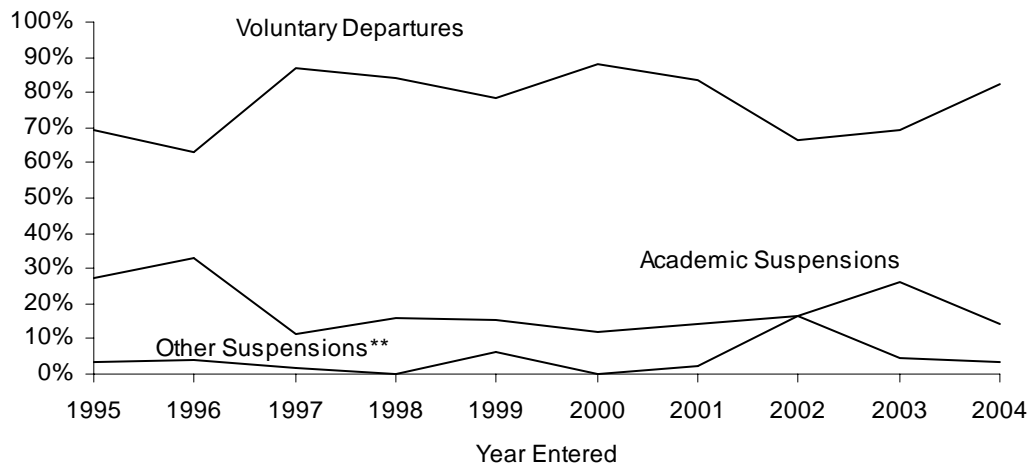
Source: Office of Institutional Research and Assessment, October 2005

**FEMALE NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1995 - 2004**

<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>
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
2003	240	83	42	11	2	29
2004	209	87	28	4	1	23

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.

**PERCENTAGE OF TOTAL FEMALE WITHDRAWALS ATTRIBUTED TO:
ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS**,
AND 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.

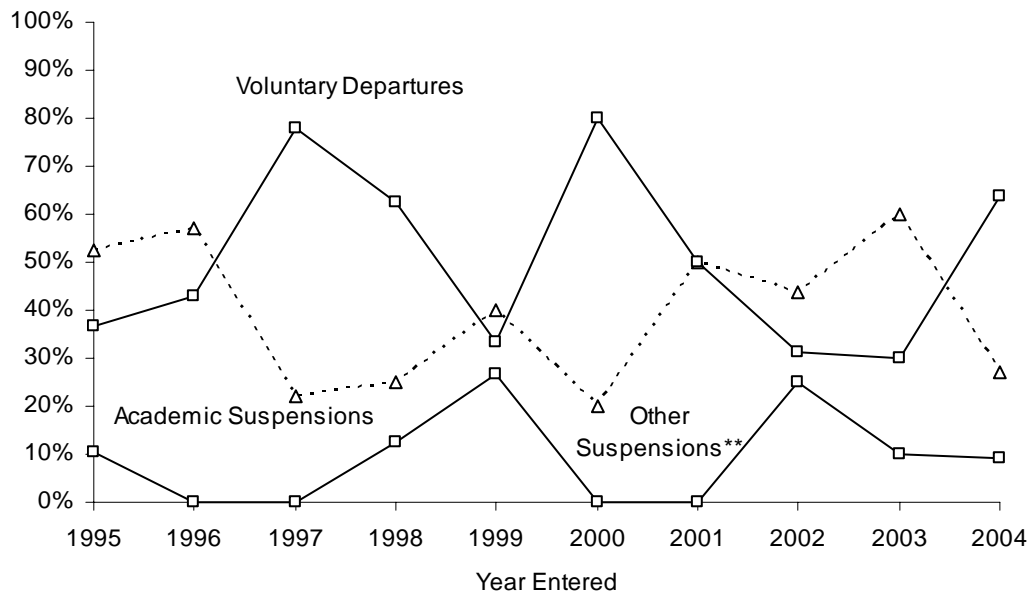
Source: Office of Institutional Research and Assessment, October 2005

AFRICAN-AMERICAN NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1995 - 2004

<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>
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
2003	67	85	10	6	1	3
2004	85	87	11	3	1	7

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.

PERCENTAGE OF TOTAL AFRICAN-AMERICAN WITHDRAWALS ATTRIBUTED TO: ACADEMIC SUSPENSIONS, OTHER SUSPENSIONS**, AND VOLUNTARY DEPARTURES



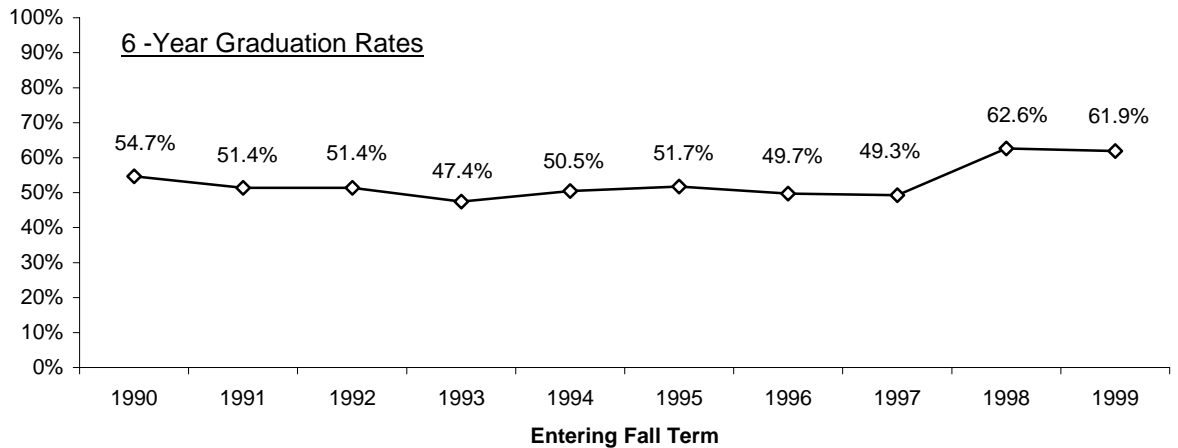
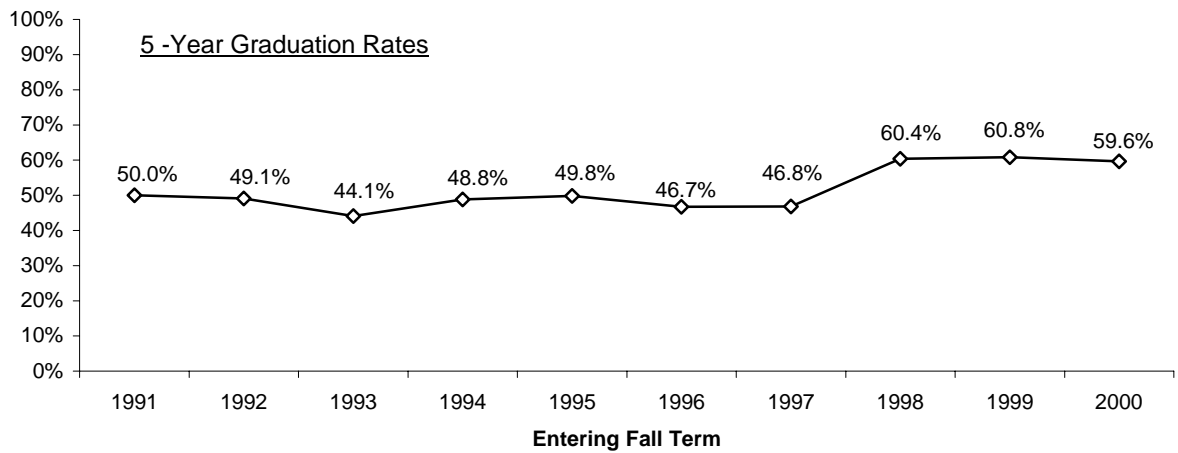
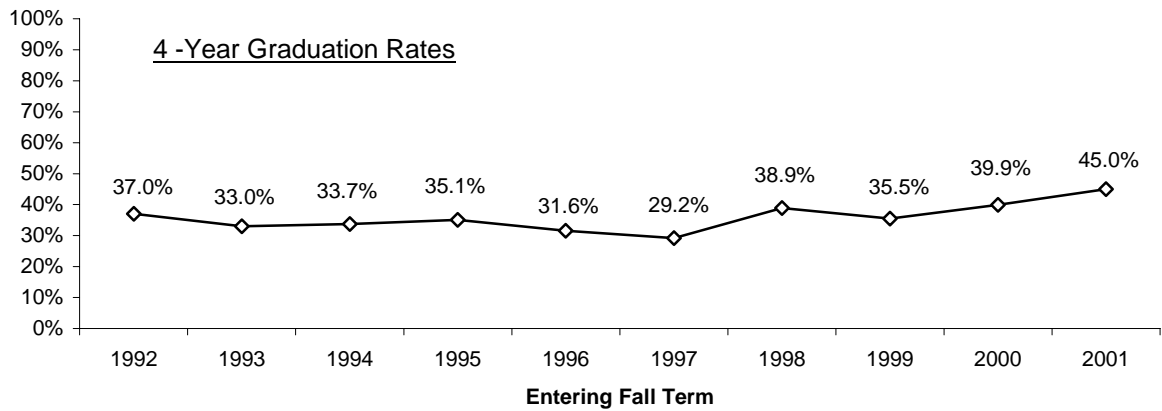
NOTE: These numbers DO NOT include F-1 International students.

*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 2005

GRADUATION RATES* FOR NEW FRESHMEN

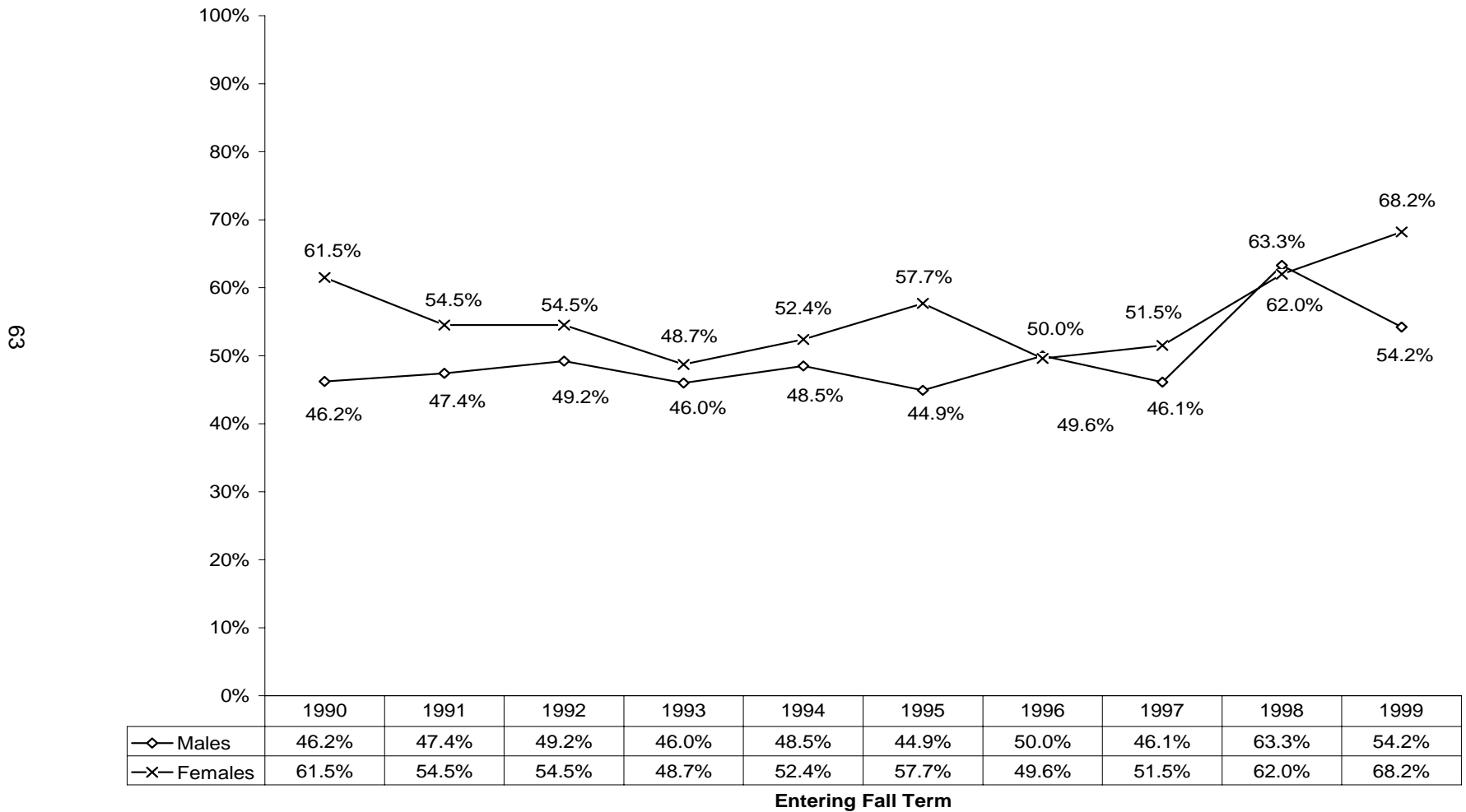


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

NOTE: For more details about graduation rates, see: <<http://www.berea.edu/ira/retentionandgraduation.asp>>

Source: Office of Institutional Research and Assessment, October 2005.

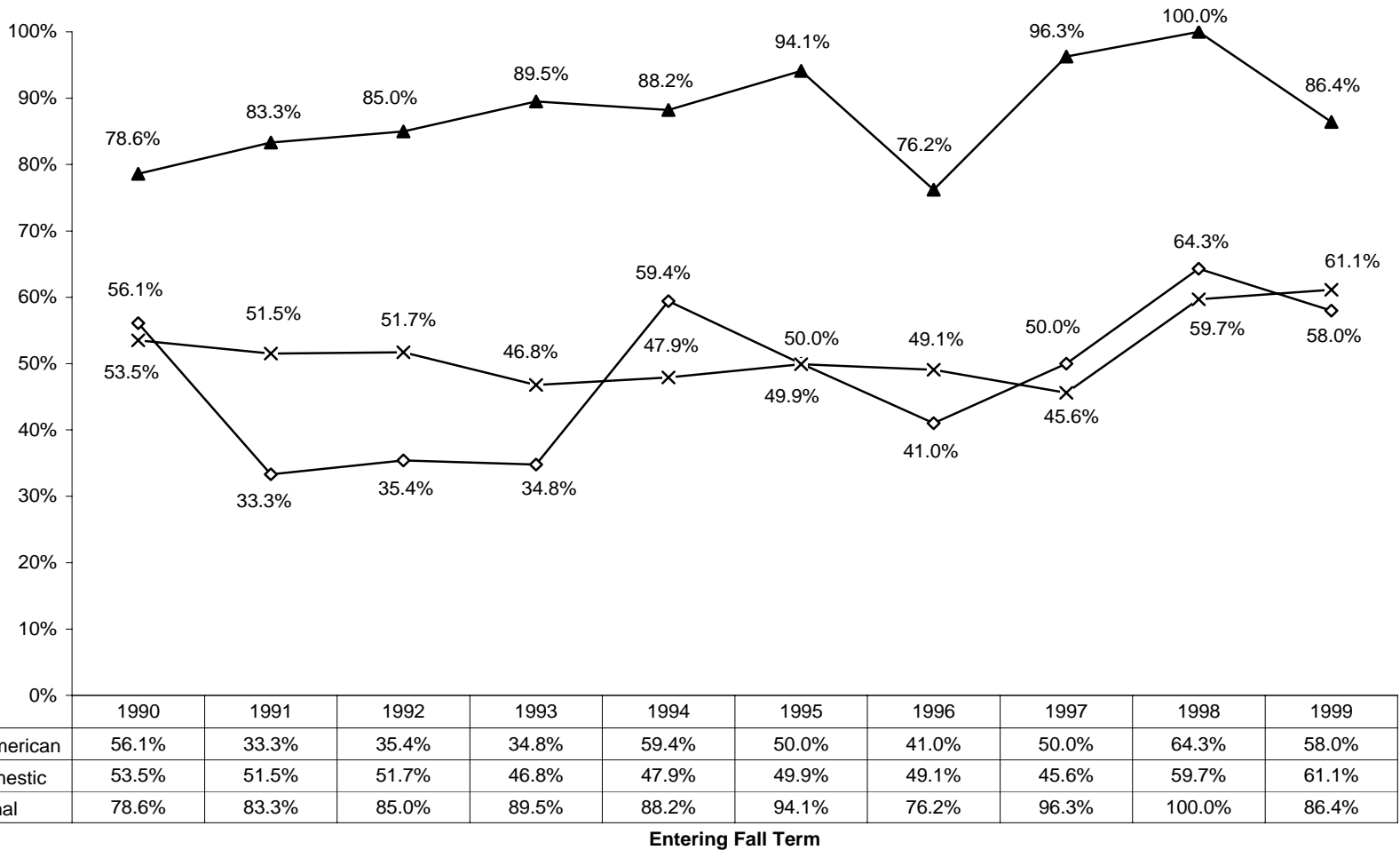
SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY GENDER FALL TERMS 1990 – 1999



NOTE: For more details about graduation rates, see: <http://www.berea.edu/ira/retentionandgraduation.asp>

Source: Office of Institutional Research and Assessment, October 2005

SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY COHORT TYPE FALL TERMS 1990 – 1999

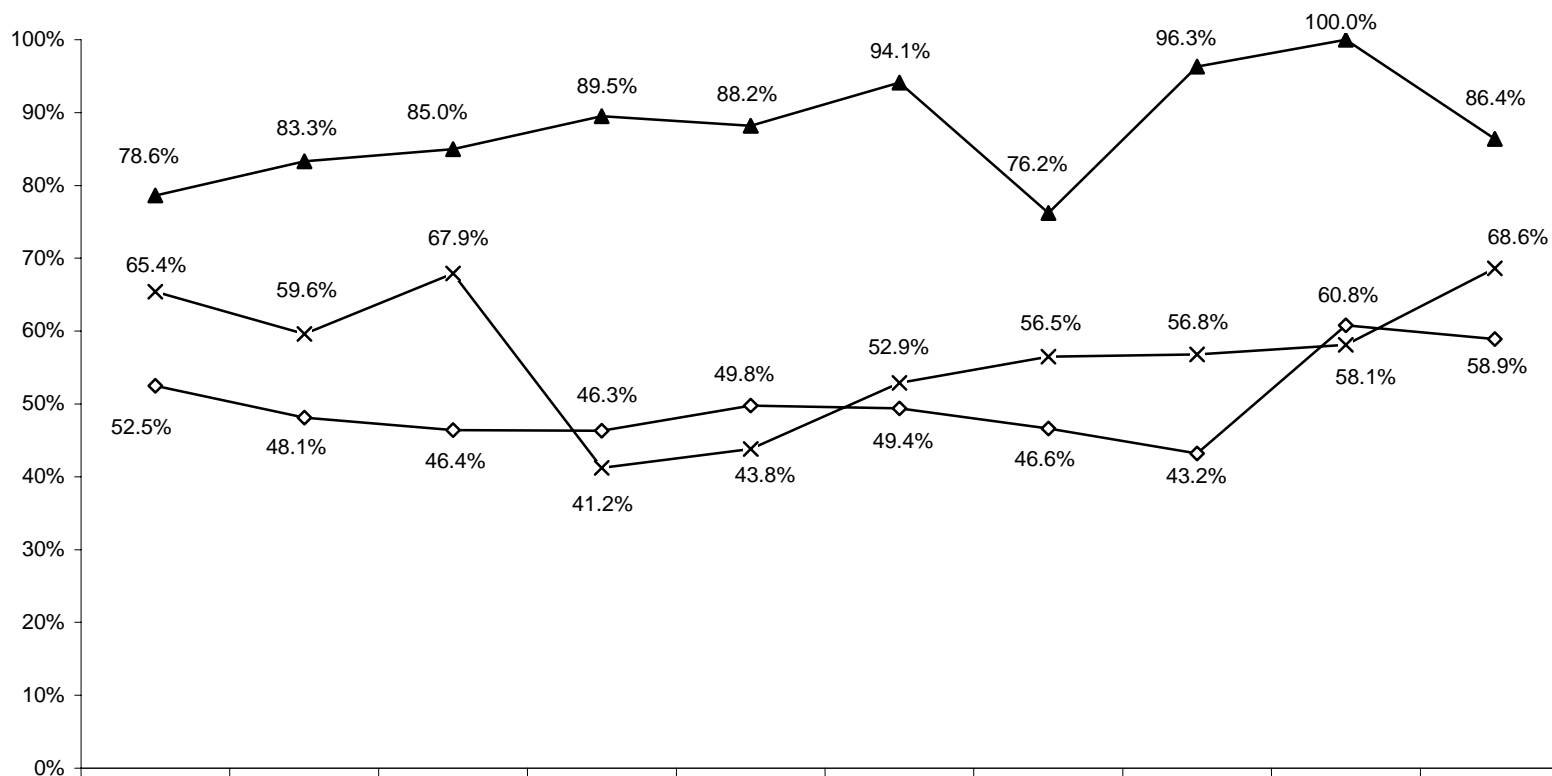


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NOTE: For more details about graduation rates, see: <http://www.berea.edu/ira/retentionandgraduation.asp>

Source: Office of Institutional Research and Assessment, October 2005

SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY TERRITORY FALL TERMS 1990 – 1999



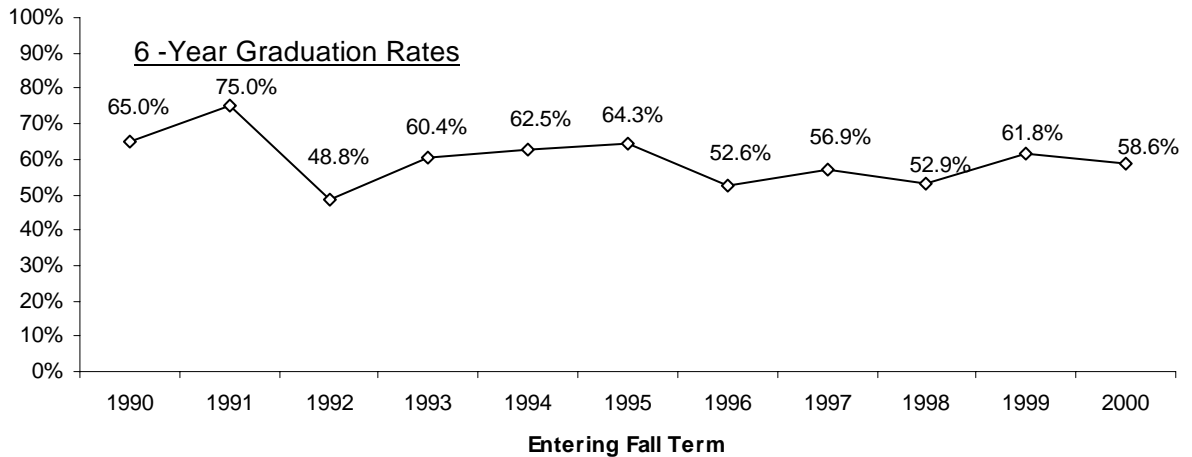
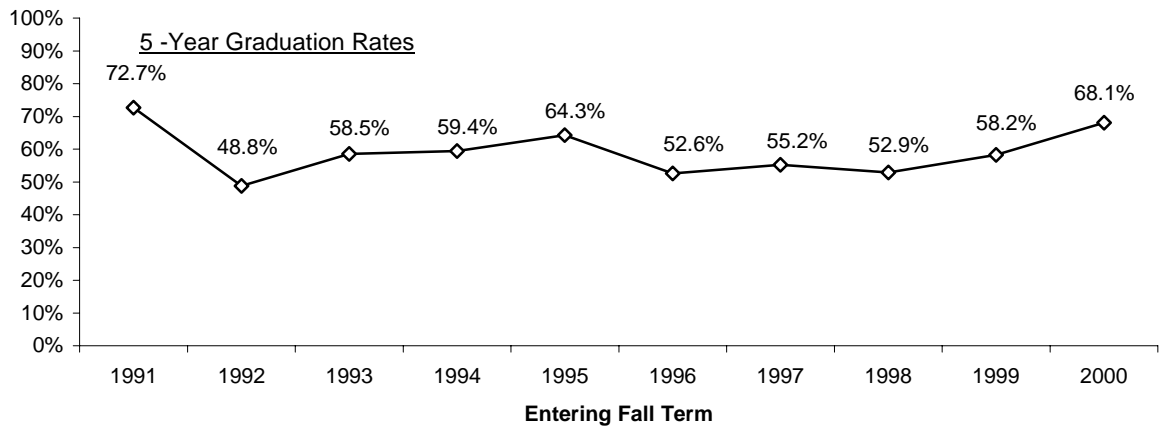
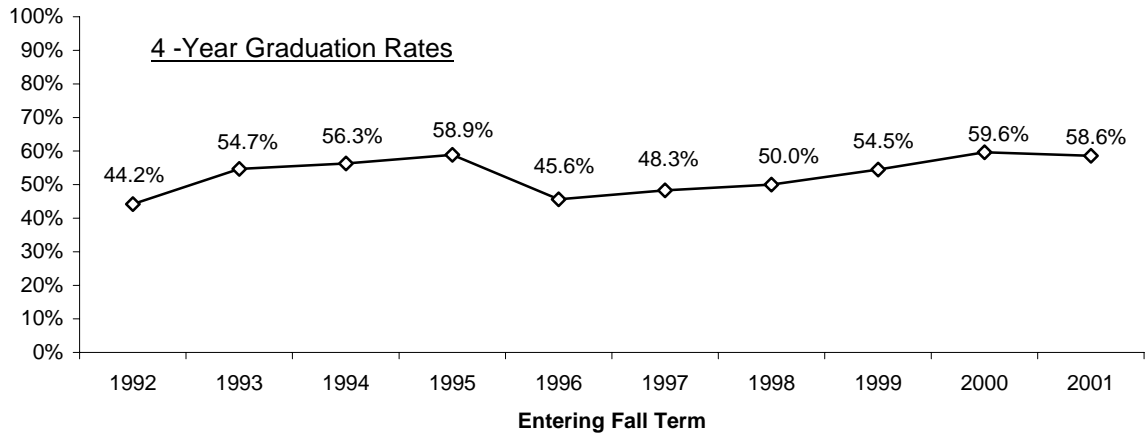
	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999
—◇— In-Territory	52.5%	48.1%	46.4%	46.3%	49.8%	49.4%	46.6%	43.2%	60.8%	58.9%
—X— Out-of-Territory	65.4%	59.6%	67.9%	41.2%	43.8%	52.9%	56.5%	56.8%	58.1%	68.6%
—▲— International	78.6%	83.3%	85.0%	89.5%	88.2%	94.1%	76.2%	96.3%	100.0%	86.4%

Entering Fall Term

NOTE: For more details about graduation rates, see: <http://www.berea.edu/ira/retentionandgraduation.asp>

Source: Office of Institutional Research and Assessment, October 2005

GRADUATION RATES* FOR NEW TRANSFER STUDENTS

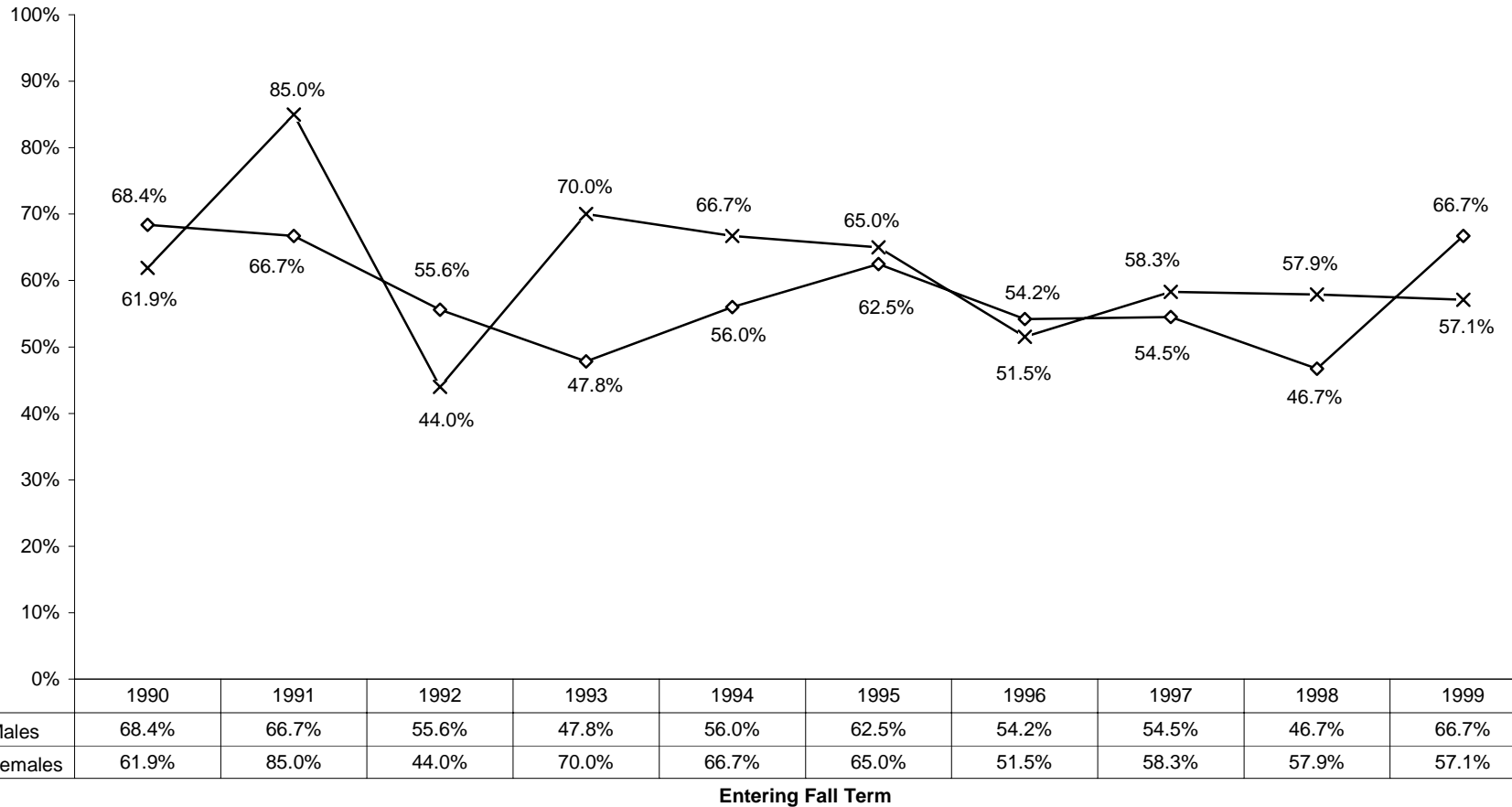


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

NOTE: For more details about graduation rates, see: <http://www.berea.edu/ira/retentionandgraduation.asp>

Source: Office of Institutional Research and Assessment, October 2005.

SIX YEAR GRADUATION RATES FOR NEW TRANSFER STUDENTS BY GENDER FALL TERMS 1990 – 1999



67

NOTE: For more details about graduation rates, see: <http://www.berea.edu/ira/retentionandgraduation.asp>

Source: Office of Institutional Research and Assessment, October 2005

NUMBER OF GRADUATES, DEGREES, AND MAJORS

Academic Years

	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>Total</u>
Graduates (unduplicated headcount)	236	284	300	333	308	1,460
Degrees Conferred						
B.A.	152	193	214	239	221	1,019
B.S.	86	94	90	99	93	462
TOTAL	238	287	304	338	314	1,481
Majors* (includes double degrees and double majors)	245	297	313	358	334	1,547

*Click here for more detail regarding majors.

Note: Totals reflect graduates/degrees conferred/majors from September 1 through July 1 of each year.

Compiled by the Office of Institutional Research and Assessment, October 2005

**NUMBER OF MAJORS
Five-Year History**

Major Programs	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Agriculture and Natural Resources	11	11	15	12	18
Art	7	22	11	10	13
Biology	11	14	27	24	21
Business Administration	36	41	37	48	35
Chemistry	7	5	6	15	8
Child and Family Studies	28	26	34	22	27
Economics	9	4	3	3	5
Education Studies	8	10	9	17	17
Elementary Education	6	6	8	7	7
English	11	17	19	20	11
Foreign Languages	5	6	10	9	14
Classical Languages	(1)	(0)	(0)	(1)	(1)
French	(0)	(2)	(2)	(1)	(3)
German	(0)	(3)	(4)	(1)	(6)
Spanish	(4)	(1)	(4)	(6)	(4)
History	5	7	8	8	3
Independent Major*	10	18	11	21	14
Mathematics	9	13	14	10	17
Music	4	4	5	5	8
Nursing	14	16	9	14	11
Philosophy	2	2	2	6	4
Physical Education	5	5	11	11	9
Physics	1	3	7	1	2
Political Science	4	10	4	8	2
Psychology	15	12	13	23	22
Religion	2	6	2	4	6
Sociology	7	5	13	16	2
Speech Communication			4	9	17
Technology and Industrial Arts	25	26	29	25	29
Theatre	3	8	2	5	8
Women's Studies	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>5</u>
TOTALS**	245	297	313	358	334

*Click here for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please click here for an unduplicated headcount of graduates.

Note: These totals reflect majors from September 1 through July 1 of each year.

Compiled by the Office of Institutional Research and Assessment, October 2005

INDEPENDENT MAJORS*
Academic Years 2000 - 2001 through 2004 - 2005

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. You can find more information about independent majors at the following website: <http://www.berea.edu/catalog/academicregulations.asp#independentmajors>

2000 – 2001: 10 majors

Asian Studies
 Black Studies
 Communication
 Environmental Science
 Fashion Design
 Neuroscience
 Women's Studies (4)

2001 – 2002: 18 majors

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

2002 - 2003: 11 majors

Asian Studies (3)
 Communication (4)
 Geology
 International Studies (2)
 Neuroscience

2003-2004: 21 majors

Asian Studies (7)
 Black Studies
 Classical Studies
 East Asian Studies
 Geoscience (5)
 Graphic Communication
 Humanities
 Media Administration
 Neuroscience
 Sustainable Environmental Studies
 Sustainable Environments

2004-2005: 14 majors

American Studies
 Asian Studies (6)
 Black Studies
 Computer Science (3)
 Ecological Design
 International Political Economy
 Outdoor Recreation and Education

*Includes double degrees and double majors.

Notes: These totals reflect majors from September 1 through July 1 of each academic year.
 The following two majors became regular majors and are no longer independent majors:
 Women's Studies (entering class of 2001) and Communication (entering class of 2000).

Compiled by the Office of Institutional Research and Assessment, October 2005

MAJORS BY GENDER
5 Year Summary: Academic Years 2000 – 2001 through 2004 - 2005

	Academic Years 2000 - 2001 through 2004 - 2005					
	<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 & Natural Resources	29	43%	38	57%	67	4.3%
Art	22	35%	41	65%	63	4.1%
Biology	32	33%	65	67%	97	6.3%
Business Administration	105	53%	92	47%	197	12.7%
Chemistry	25	61%	16	39%	41	2.7%
Child & Family Studies	17	12%	120	88%	137	8.9%
Economics	13	54%	11	46%	24	1.6%
Education Studies	27	44%	34	56%	61	3.9%
Elementary Education	6	18%	28	82%	34	2.2%
English	25	32%	53	68%	78	5.0%
Foreign Languages	13	30%	30	70%	43	2.8%
History	19	61%	12	39%	31	2.0%
Independent Major*	29	39%	45	61%	74	4.8%
Mathematics	42	67%	21	33%	63	4.1%
Music	10	38%	16	62%	26	1.7%
Nursing	5	8%	59	92%	64	4.1%
Philosophy	11	69%	5	31%	16	1.0%
Physical Education	13	32%	28	68%	41	2.7%
Physics	12	86%	2	14%	14	0.9%
Political Science	16	57%	12	43%	28	1.8%
Psychology	18	21%	67	79%	85	5.5%
Religion	11	55%	9	45%	20	1.3%
Sociology	10	23%	33	77%	43	2.8%
Speech Communication	13	43%	17	57%	30	1.9%
Technology & Industrial Arts	96	72%	38	28%	134	8.7%
Theatre	10	38%	16	62%	26	1.7%
Women's Studies	0	0%	10	100%	10	0.6%
GRAND TOTAL	629	41%	918	59%	1,547**	100%

*Please click here for a more complete description of independent majors.

**This is a duplicative headcount that includes double degrees and double majors. The 1,547 majors represent 1,460 graduates during this five-year time period.

Note: These totals reflect majors from September 1 through July 1 of each year.

Compiled by: Office of Institutional Research and Assessment, October 2005

MAJORS BY COHORT TYPE
5 Year Summary: Academic Years 2000 – 2001 through 2004 – 2005

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture and Natural Resources	3	(4%)	64	(96%)	0	(0%)	67	(4.3%)
Art	1	(2%)	61	(97%)	1	(2%)	63	(4.1%)
Biology	5	(5%)	75	(77%)	17	(18%)	97	(6.3%)
Business Administration	43	(22%)	119	(60%)	35	(18%)	197	(12.7%)
Chemistry	5	(12%)	21	(51%)	15	(37%)	41	(2.7%)
Child and Family Studies	25	(18%)	110	(80%)	2	(1%)	137	(8.9%)
Economics	0	(0%)	7	(29%)	17	(71%)	24	(1.6%)
Education Studies	12	(20%)	46	(78%)	1	(2%)	59	(3.8%)
Elementary Education	4	(11%)	32	(89%)	0	(0%)	36	(2.3%)
English	10	(13%)	67	(86%)	1	(1%)	78	(5.0%)
Foreign Languages	3	(7%)	35	(81%)	5	(12%)	43	(2.8%)
History	3	(10%)	28	(90%)	0	(0%)	31	(2.0%)
Independent Major*	7	(9%)	66	(89%)	1	(1%)	74	(4.8%)
Mathematics	2	(3%)	44	(70%)	17	(27%)	63	(4.1%)
Music	2	(8%)	23	(88%)	1	(4%)	26	(1.7%)
Nursing	12	(19%)	48	(75%)	4	(6%)	64	(4.1%)
Philosophy	0	(0%)	15	(94%)	1	(6%)	16	(1.0%)
Physical Education	6	(15%)	35	(85%)	0	(0%)	41	(2.7%)
Physics	1	(7%)	9	(64%)	4	(29%)	14	(0.9%)
Political Science	5	(18%)	19	(68%)	4	(14%)	28	(1.8%)
Psychology	15	(18%)	68	(80%)	2	(2%)	85	(5.5%)
Religion	3	(15%)	17	(85%)	0	(0%)	20	(1.3%)
Sociology	8	(19%)	30	(70%)	5	(12%)	43	(2.8%)
Speech Communication	4	(13%)	25	(83%)	1	(3%)	30	(1.9%)
Technology and Industrial Arts	21	(16%)	110	(82%)	3	(2%)	134	(8.7%)
Theatre	5	(19%)	21	(81%)	0	(0%)	26	(1.7%)
Women's Studies	1	(10%)	9	(90%)	0	(0%)	10	(0.6%)
TOTAL**	206	(13%)	1,204	(78%)	137	(9%)	1,547	(100%)

*Please click here for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please click here for an unduplicated headcount.

Note: These totals reflect graduates from September 1 through July 1 of each year. Percentages may not total 100% due to rounding.

Compiled by: Office of Institutional Research and Assessment, October 2005

MAJORS BY GENDER 5 Year History

Major Programs	2000 – 2001			2001 – 2002			2002 – 2003			2003 – 2004			2004 – 2005		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture and Natural Resources	5	6	11	5	6	11	5	10	15	6	6	12	8	10	18
Art	0	7	7	10	12	22	6	5	11	2	8	10	4	9	13
Biology	3	8	11	4	10	14	6	21	27	9	15	24	10	11	21
Business Admin.	19	17	36	27	14	41	21	16	37	24	24	48	14	21	35
Chemistry	4	3	7	4	1	5	3	3	6	11	4	15	3	5	8
Child & Family Studies	2	26	28	4	22	26	5	29	34	3	19	22	3	24	27
Economics	4	5	9	3	1	4	2	1	3	2	1	3	2	3	5
Education Studies	3	5	8	7	3	10	3	6	9	7	10	17	7	10	17
Elementary Education	2	4	6	1	5	6	2	6	8	1	6	7	0	7	7
English	4	7	11	6	11	17	7	12	19	6	14	20	2	9	11
Foreign Languages	2	3	5	3	3	6	1	9	10	2	7	9	5	8	13
History	2	3	5	6	1	7	6	2	8	3	5	8	2	1	3
Independent Major*	1	9	10	8	10	18	5	6	11	9	12	21	6	8	14
Mathematics	5	4	9	10	3	13	11	3	14	6	4	10	10	7	17
Music	2	2	4	2	2	4	2	3	5	1	4	5	3	5	8
Nursing	2	12	14	2	14	16	0	9	9	1	13	14	0	11	11
Philosophy	0	2	2	1	1	2	2	0	2	6	0	6	2	2	4
Physical Education	0	5	5	1	4	5	5	6	11	4	7	11	3	6	9
Physics	1	0	1	3	0	3	6	1	7	0	1	1	2	0	2
Political Science	3	1	4	6	4	10	2	2	4	4	4	8	1	1	2
Psychology	1	14	15	3	9	12	2	11	13	5	18	23	7	15	22
Religion	2	0	2	3	3	6	1	1	2	3	1	4	2	4	6
Sociology	3	4	7	1	4	5	2	11	13	3	13	16	1	1	2
Speech Communication							1	3	4	5	4	9	7	10	17
Technology and Industrial Arts	17	8	25	18	8	26	23	6	29	18	7	25	20	9	29
Theatre	1	2	3	2	6	8	0	2	2	3	2	5	4	4	8
Women's Studies										0	5	5	0	5	5
TOTAL**			245			297			313			358			334

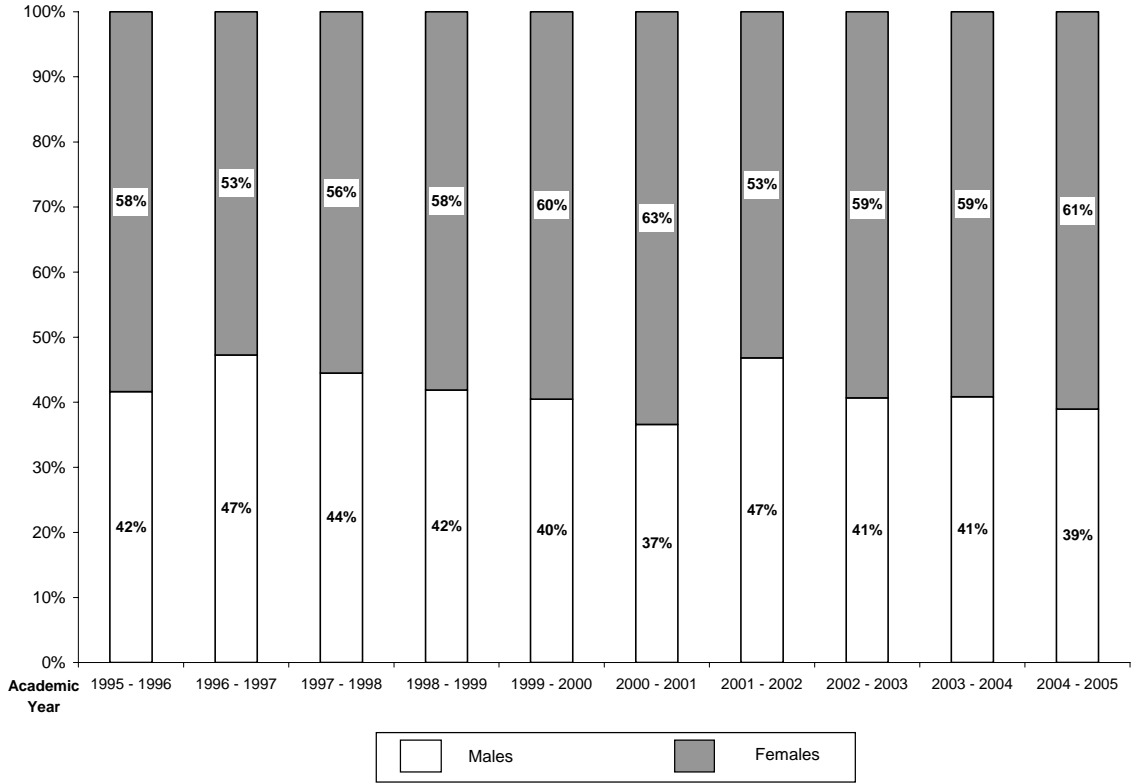
*Please click here for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please click here for an unduplicated headcount.

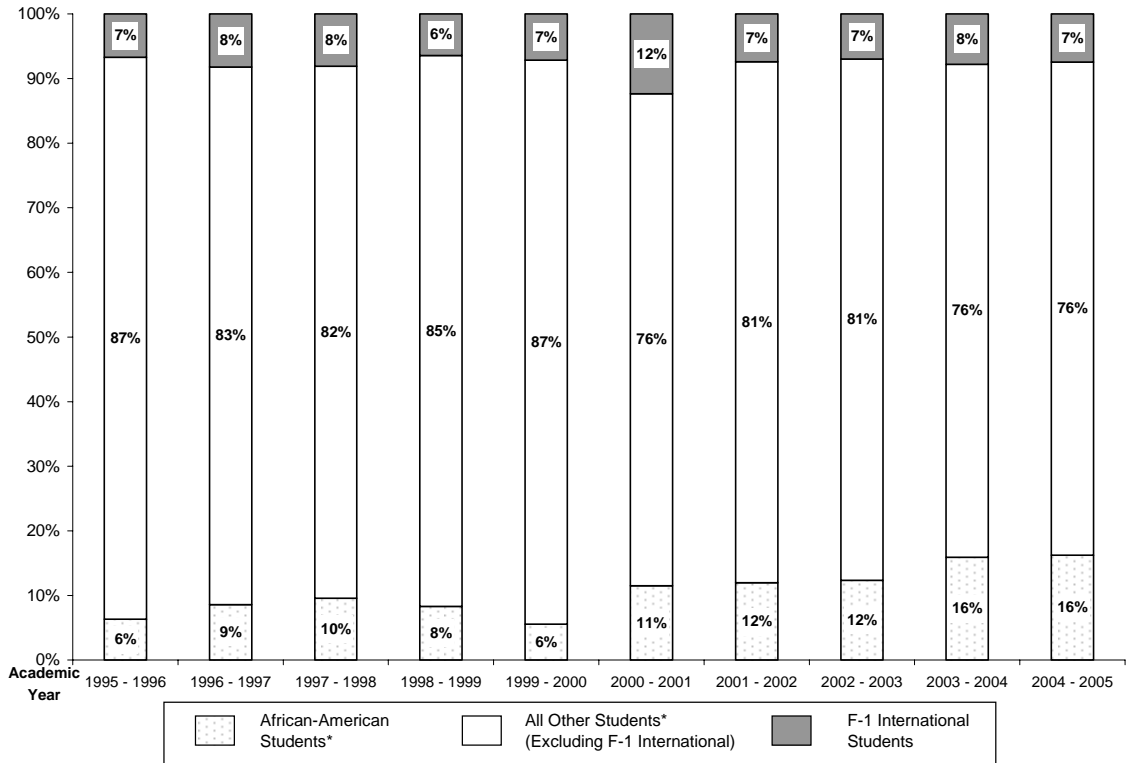
Note: These totals reflect majors from September 1 through July 1 of each year.

GRADUATE TRENDS

Graduates by Gender



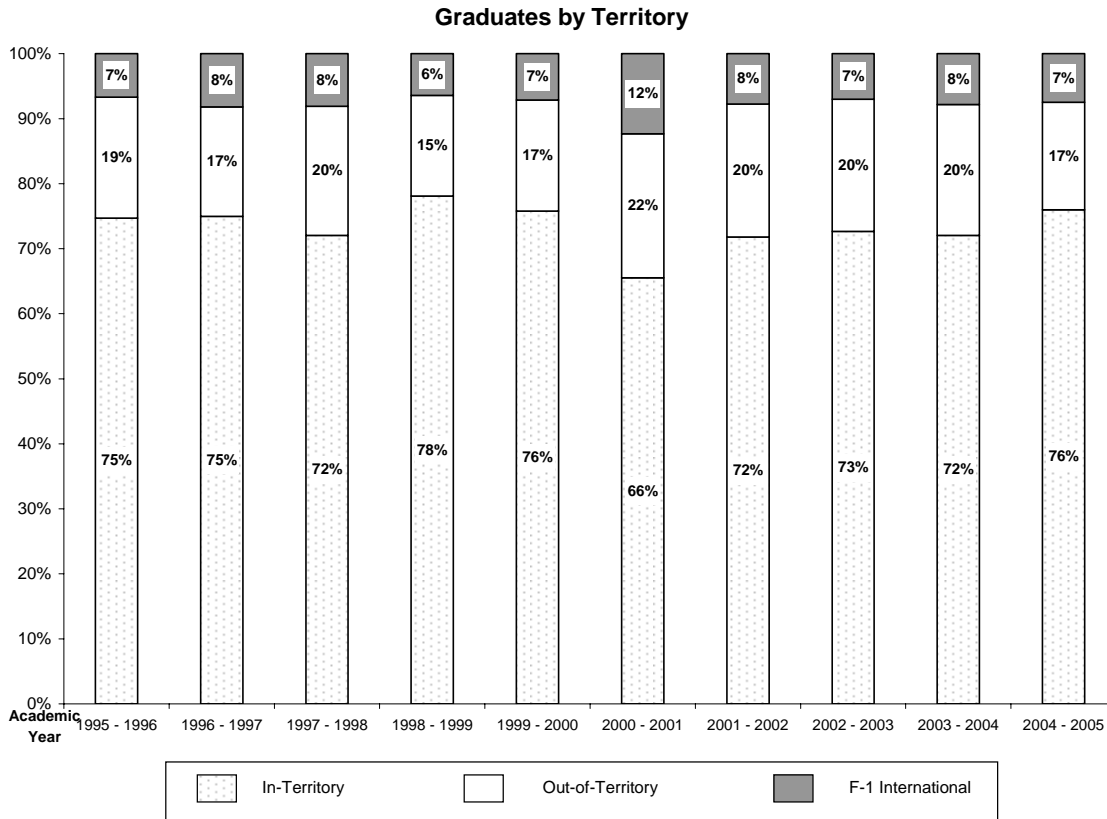
Graduates by Cohort Type



*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 2005

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2005

STUDY ABROAD

From the Berea College Catalog, 2005-2006:

The International Center at Berea College encourages all students, staff and faculty to learn from and about "all peoples of the earth." Many of the Eight Great Commitments of Berea College are achieved through International Education- an integral part of a strong liberal arts curriculum. The College prepares students to take an active role in an increasingly interdependent world and global society. International Education for Berea students takes place both on campus and abroad and is brought about in many ways, including: encouraging international elements in course work across the disciplines; hosting students from around the world in our student body; organizing a variety of programs that bring artists, musicians, and speakers from other countries to campus; and encouraging all students to participate in academically rigorous, cross-cultural, study abroad programs. The Berea College International Center (IC) is the campus focal point for International Education.

BEREA COLLEGE STUDY ABROAD PARTICIPANTS ACADEMIC YEARS 2000 - 2001 THROUGH 2004 - 2005

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>2000 - 2001</u>	<u>2001 - 2002</u>	<u>2002 - 2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Full Year	2	10	4	2	1
Semester	36	39	35	23	36
Short Term	109	77	86	133	123
Summer	<u>52</u>	<u>137</u>	<u>77</u>	<u>65</u>	<u>61</u>
TOTAL	199	263	202	223	221
Percent of Students who Participated*:	14%	17%	14%	15%	15%

*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, 2005 – 2006.
<http://www.berea.edu/catalog/distinctivefeatures.asp#internationaleducation>
 International Center, August 2005
<http://www.berea.edu/internationalcenter/>

**STUDY ABROAD PARTICIPANTS
BY PROGRAM/SPONSOR AND COUNTRY**

Academic Year 2004– 2005

<u>Academic Year (1)</u>	<u>Number of Participants</u>	<u>Short Term (123), continued</u>	<u>Number of Participants</u>
Berea Term Abroad		Independent Studies	
Japan	1	Peru	1
<u>Semester (36)</u>		Korea	1
Berea Term Abroad		France	1
Argentina	1	Mexico	1
Australia	5	Papua New Guinea	1
Bolivia	1	Thailand	1
Brazil	1	Independent Studies	
Costa Rica	1	Mexico	1
England	1	Berea Course Credit	
France	1	Denmark	3
Ghana	1	Uganda	1
Ireland	2	New Zealand	2
Japan	1	Intensive Language	
Netherlands	1	Germany	1
New Zealand	4	<u>Summer (61)</u>	
Northern Ireland	1	Independent Study	
Scotland	1	Mexico	4
Spain	2	Czech Republic	1
Thailand	1	Brazil	1
Wales	1	Europe	1
Foreign Language Department		Internships	
Chile	1	Poland	1
France	2	KIIS	
Germany	4	Austria	5
Independent Study		Brazil	7
Spain	1	China	1
Ballard-McConnell-Willis (BMW) Scholarship		Denmark	5
Hungary	1	Germany	1
Gilman Wei Scholarship		Greece	1
Japan	1	Italy	2
<u>Short Term (123)</u>		Japan	2
Berea College Courses		Mexico	3
Costa Rica	16	Spain	1
Nicaragua	21	Turkey	5
France	18	Service Learning	
Thailand	20	(includes Non-Credit)	
Holocaust Studies	21	Australia	1
Internships		Canada	6
New Zealand	2	Costa Rica	4
Nicaragua	1	Czech Republic	1
Team Initiated Studies		Mexico	1
England	5	Peru	1
Northern Ireland	2	Poland	2
Scotland	2	Sweden	6
Mexico	2	Thailand	2
		TOTAL	221

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 on-campus seminars with academic sponsors as well as non-classroom experience, is open to students with sophomore, junior, and senior status, contingent upon departmental approval. One to three course credits in one 14-week term or one credit in Short Term may be taken in Internships. 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. The Coordinator of Internships gives final approval for Internship proposals. Applications for Internships can be obtained from the Coordinator of Internships or found in the #Internship public folder in the College's MS Outlook system. The course is numbered 395 or 495.

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:

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

Number of Internships Academic Years 2000 - 2001 through 2004 - 2005

<u>Term</u>	<u>2000 - 2001</u>	<u>2001 - 2002</u>	<u>2002 - 2003</u>	<u>2003 - 2004</u>	<u>2004 - 2005</u>
Fall	4	3	5	2	7
Short	26	31	38	32	29
Spring	5	3	19	0	11
Summer	<u>55</u>	<u>64</u>	<u>78</u>	<u>67</u>	<u>79</u>
TOTAL	90	101	140	101	126

Percent of Students
who Participated*: 6% 7% 9% 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, 2005 – 2006, <<http://www.berea.edu/catalog/coursesinstruction.asp#internship>>
Office of Internships, November 2005

SERVICE LEARNING

From the Berea College Catalog, 2005-2006:

Based upon its commitment to promote the Christian ethic of service and to serve the Appalachian region, Berea College undertook a new initiative to educate students for active citizenship and service-oriented leadership by creating the Center for Excellence in Learning Through Service (CELTS). Established in 2000, CELTS promotes and coordinates service-learning, community service, and outreach. CELTS also coordinates and supports service-learning in the academic curriculum. In service-learning courses, students apply academic knowledge to address community needs, while developing their academic skills, sense of civic responsibility, and commitment to the community through critical, reflective thinking. Service-learning courses are taught each term in a variety of departments at Berea College.

Definition of Service-Learning

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

NUMBER OF SERVICE LEARNING COURSES, PROJECTS, AND EDUCATIONAL ACTIVITIES

	<u>2003-2004</u>	<u>2004-2005</u>
Courses and Projects	20	32
Departments and Programs	16	20
Faculty Fellows in Service-Learning	6	11
Campus Workshops	2	4

Community Partners have included examples such as:

- Berea Arts Council
- Berea Community Food Bank
- Berea Community School
- Boys and Girls Club
- Clearfork Community Institute (TN)
- Habitat for Humanity
- Harlan County PACT (Partnerships Affirming Community Transformation)
- Kentucky Environmental Foundation
- Madison County Health Department
- Mountain Association for Community Development (MACED)
- Mountain Maternal Health League
- New Opportunity School for Women
- Save the Children

Source: Berea College Catalog, 2005 – 2006 <<http://www.berea.edu/catalog/bereastory.asp#integrateservicelearning>>
Center for Excellence in Learning Through Service (CELTS), November 2005 <<http://www.berea.edu/celts/>>

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.

(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 time, both colleges benefit equally. In this program, when a college has exported to Berea more students than we have exported (or conversely), the full exchange is temporarily suspended. 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 do not have established exchange contracts by requesting transient student status. In this program, Berea and the other institution 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 great 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 that Short Term at our exchange schools complements their work 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>
2001	11	0	0	11
2002	6	0	0	6
2003	2	0	0	2
2004	6	0	0	6
2005	7	0	0	7

Source: Berea College Short Term Catalog, 2006
<http://www.berea.edu/academicservices/>
 Office of Academic Services, March 2005
<http://www.berea.edu/academicservices/shorttermcatalog/stspecialopportunities.asp#exchangeprograms>

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 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 should be at a level expected of faculty professionals. This allows the faculty mentor to provide a model for engaging research and creative activity. In this regard, proposals should contain adequate background information establishing possible contributions of the faculty/student research to the current body of knowledge in the area of interest.

The goals of the program include:

- to enhance student learning by providing opportunities to engage 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 interplay between collaboration and independent thought and action in 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; and
- 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>
2001	12	14	25
2002	9	9	21
2003	8	10	16
2004	13	13	25
2005	11	14	26

Source: Academic Services, November 2005

<<http://www.berea.edu/academic/services/studyopportunities.asp#undergradresproj>>

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2005**

(As of September 2005)

<u>Departmental Categories</u>	<u>New Freshmen Primary Only</u>	<u>All Students*</u>		<u>Total Hours Contracted Per Week</u>	<u>Mean Hours Contracted Per Week</u>
		<u>Primary</u>	<u>Secondary</u>		
Academic Support	22	130	32	1,529	9.44
Alumni and College Relations	14	50	0	515	10.30
Auxiliary Enterprises: Residence Halls (janitors and monitors), Food Service, Seabury Concessions	60	153	3	1,719	11.02
College Community Service	14	70	2	760	10.56
College Related	1	3	0	35	11.67
Community Service Projects	1	34	1	354	10.11
Farms	5	29	0	321	11.07
General and Administrative	32	133	2	1,414	10.47
Instruction	35	293	39	3,412	10.28
Plant Operations	34	85	2	410	7.32
Student Industries: Crafts	55	116	0	1,205	10.39
Student Industries: Services	33	69	3	734	10.19
Student Services	60	302	7	3,768	12.19
No Labor**	<u>0</u>	<u>43</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	373	1,510	91	-	-
No Status Form***	<u>5</u>	<u>13</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	378	1,523	91	17,071	10.58

358 - Extended *primary* position for more than ten hours per week.
91 - Contracted in both a primary and at least one secondary position.
449 - 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 2005.

NOTES: 1. For a breakdown of departments within the various categories, please click here.

2. Minimum Labor Requirements: 10 hours per week, 140 hours during Fall and Spring Terms, and 40 hours during Short Term,

3. Pay Ranges, 2005 – 2006: \$ 3.35 - \$ 5.30; Unclassified \$ 5.45

Compiled by: Office of Institutional Research and Assessment, October 2005.

LABOR DEPARTMENTS

Academic Support

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

Environmental Health and Safety
International Center
Internships
Learning Center
Library
Office of the Dean of Faculty
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
Ecovillage
Edwards
Elizabeth Rogers
Estill Street Residence Complex
Fairchild
Frost Cottage

James
Kentucky
Kettering
Married Student Laundry
Pearsons
Residence Hall Maintenance
Seabury Residence Hall
Talcott

Food Service
Seabury Concessions

College Community Service

CELTS (Center for Excellence in Learning through Service)
Gear Up
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

Work Colleges Program

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

Appalachian College Association (ACA)
Baptist Student Union
Berea Arts Council
Berea Community School
Berea Credit Union
Berea Hospital

Boys and Girls Club
Federation of Appalachian Housing
Peacecraft
Save the Children
Sustainable Mountain Agriculture

Farms

College Farm

General and Administrative

Business and Administration
Child Development Lab
College Post Office
Financial Affairs
Information Systems and Services
(includes Media Services and Phone Center)

Institutional Research and Assessment
People Services
President's Office
Printing Services

Labor Departments (Continued)

Instruction

African and African-American Studies
Agriculture and Natural Resources
Art
Appalachian Studies
Asian Studies
Biology
Chemistry
Child and Family Studies
Economics and Business
Education Studies
English, Theatre, and Speech Communication
Entrepreneurship for Public Good Program
Foreign Language
General Education
History

Library Science
Mathematics
Music
Nursing
Philosophy and Religion
Physical Education
Physics
Political Science
Psychology
SENS Program
Sociology
Technology and Industrial Arts
Theatre
Women's Studies

Plant Operations

Campus Gardeners
Facilities Management Office
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 Distribution Center
Weaving
Woodcraft
Wrought Iron

Student Industries: Services

Boone Tavern Dining Room
Boone Tavern Hotel
College Bookstore

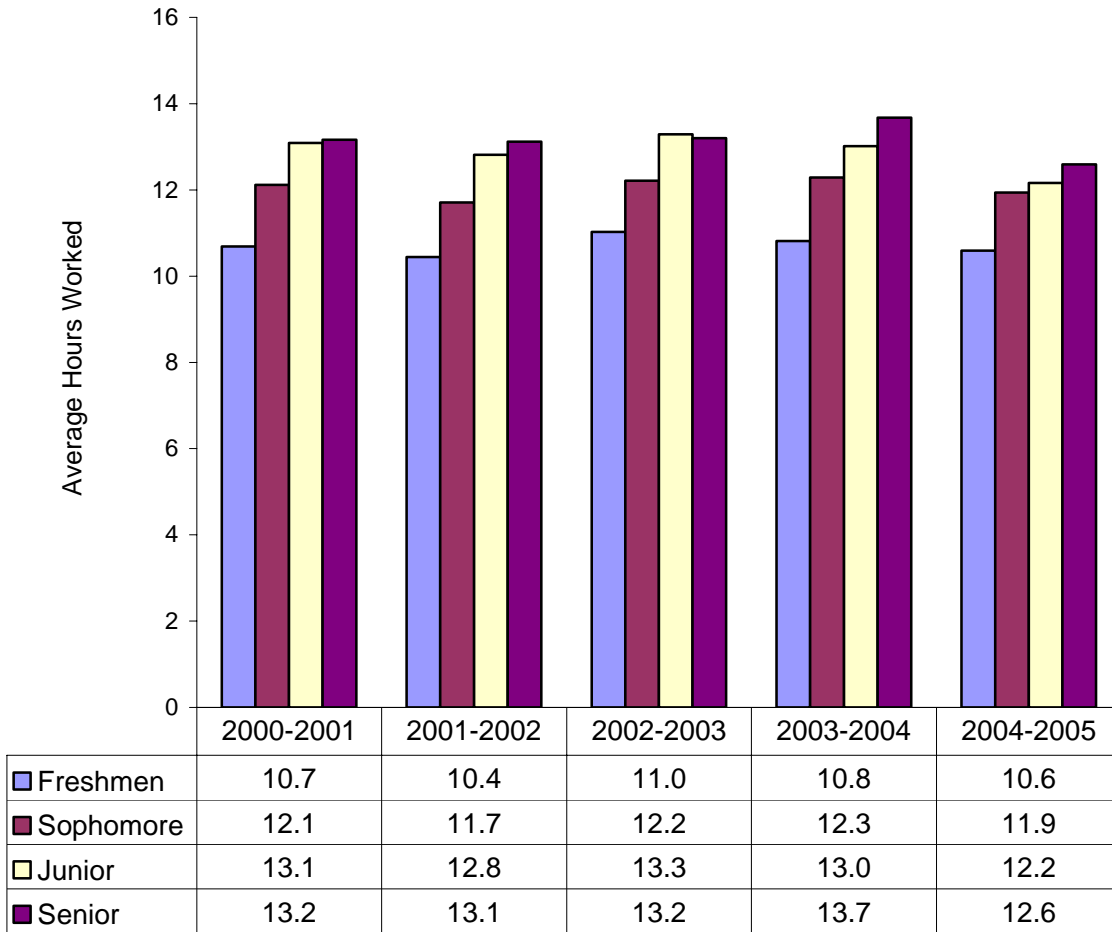
Electric Utilities
Rentals
Water Utilities

Student Services

Admissions Office
Campus Life/Recreation and Wellness
 Campus Activities Board (CAB)
 Chimes
 Intramurals
 Pinnacle
 Student Government Association (SGA)
Campus Christian Center

College Health Service
Financial Aid
Labor Program Office
Public Safety
Seabury Center
Student Life – Residence Halls
Student Service Center
Vice President for Labor and Student Life

**AVERAGE HOURS WORKED PER WEEK
BY STUDENT CLASSIFICATION**



AVERAGE PAY PER STUDENT PER HOUR	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
	\$3.16	\$3.31	\$3.38	\$3.58	\$3.92

Source: Office of Student Financial Aid Services, November 2005

COST OF EDUCATION AND OTHER STUDENT COSTS

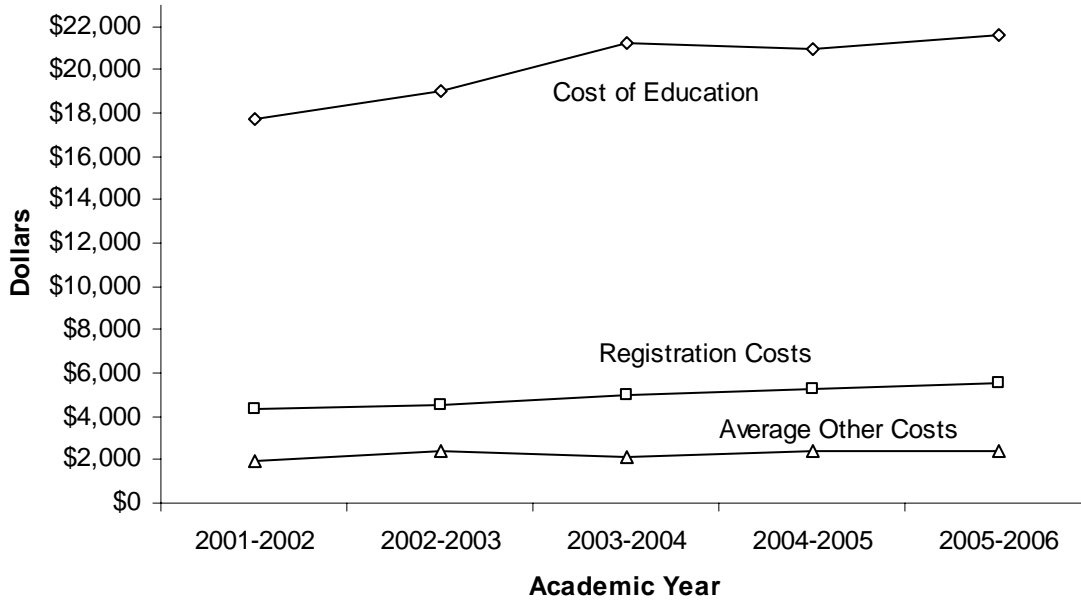
	<u>Academic Year 2001-2002</u>	<u>Academic Year 2002-2003</u>	<u>Academic Year 2003-2004</u>	<u>Academic Year 2004-2005</u>	<u>Academic Year 2005-2006</u>
Cost Of Education (COE)*	\$17,700	\$19,900	\$ 21,200	\$ 21,000	\$ 21,600
Registration Costs:					
Room	2,195	2,303	2,415	2,536	2,660
Board	1,904	2,000	2,108	2,212	2,320
Accident Fund	20	20	20	20	20
Campus Activities Fee	44	44	44	46	46
Chimes (School Yearbook)	25	25	25	28	28
Health Fee	100	100	100	100	100
Pinnacle (School Paper)	10	10	10	12	12
Student Government	6	8	8	10	10
Technology Fee**	<u>0</u>	<u>0</u>	<u>300</u>	<u>300</u>	<u>300</u>
SUBTOTAL	\$ 4,304	\$ 4,810	\$ 5,030	\$ 5,264	\$ 5,496
 Average other Costs:					
Books and Supplies	675	675	675	700	700
Personal	996	1,125	1,125	1,300	1,300
Transportation	<u>275</u>	<u>290</u>	<u>290</u>	<u>376</u>	<u>384</u>
SUBTOTAL	\$ 1,946	\$ 2,090	\$ 2,090	\$ 2,376	\$ 2,384
 TOTAL STUDENT COST	 \$ 6,250	 \$ 6,900	 \$ 7,120	 \$ 7,640	 \$ 7,880

*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, 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, October 2005. <<http://www.berea.edu/catalog/admissionsfinancialaid.asp#expenses>>

TOTAL 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 click here.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please click here.

Source: Office of Student Financial Aid Services, September 2005
<<http://www.berea.edu/catalog/admissionsfinancialaid.asp#expenses>>

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL
ACADEMIC YEAR 2005-2006**

President

Dr. J. Mark Estepp, '77
Tennessee

President of Berea College

Larry D. Shinn
Kentucky

President Elect

Iverson Louis Warinner, '66
Kentucky

Director of Alumni Relations

Mae Suramek, '95
Kentucky

Past President

Dr. Steele Mattingly, '50
Kentucky

VP for Alumni and College Relations

William A. Laramee
Kentucky

Alumni Trustees, including year his/her term ends

2006: Vance Edward Blade, '82
Kentucky

2009: Tyler Smyth Thompson, '83
Kentucky

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

2010: Janice Hunley Crase, '60
Kentucky

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

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
Kentucky

Eunice Hall, '78
Georgia

Marisa FitzGerald, '99
Kentucky

2009: Betty Maskewitz, '39
Tennessee

Celeste Patton Armstrong, '90
Alabama

2010: Larry Woods, '75
Kentucky

James Cecil Owens, '66
South Carolina

Jennifer Jones Allen, '01
Kentucky

Source: Alumni Office, October 2005

**ALUMNI* BY STATE AND U.S. TERRITORIES
As of October 2005**

Alabama	433	Montana	24
Alaska	22	Nebraska	21
Arizona	115	Nevada	26
Arkansas	46	New Hampshire	21
California	364	New Jersey	81
Colorado	100	New Mexico	51
Connecticut	48	New York	171
Delaware	25	North Carolina	1,385
District of Columbia	23	North Dakota	4
Federated States of Micronesia	2	Ohio	1,186
Florida	623	Oklahoma	36
Georgia	515	Oregon	68
Guam	3	Palau	1
Hawaii	27	Pennsylvania	165
Idaho	20	Rhode Island	10
Illinois	228	South Carolina	332
Indiana	379	South Dakota	7
Iowa	43	Tennessee	1,365
Kansas	23	Texas	325
Kentucky	6,353	Utah	14
Louisiana	33	Vermont	22
Maine	23	Virgin Islands	2
Maryland	262	Virginia	1,116
Massachusetts	76	Washington	97
Michigan	200	West Virginia	565
Minnesota	62	Wisconsin	52
Mississippi	43	Wyoming	6
Missouri	113		
		Countries other than the U.S.**	196
		Armed Forces - Europe	11
		Armed Forces - Pacific	<u>6</u>
		TOTAL	17,570

*Alumni include graduates as well as anyone who received academic credit from Berea College, for whom the Alumni Association has a current address.

**For more detail about other countries, please click here.

Source: Alumni Office, October 2005

**ALUMNI* BY COUNTRIES
ORGANIZED BY CONTINENT
As of October 2005**

<u>Africa</u>		<u>Australia/Oceania</u>	
Ethiopia	1	Australia	1
Gambia, The	1	New Zealand	1
Ghana	6	TOTAL	2
Kenya	10	<u>Europe</u>	
Mali	1	Austria	1
Morocco	1	Belgium	1
Nigeria	7	Bosnia and Herzegovina	1
Senegal	1	Denmark	3
South Africa	4	France	2
Tanzania	2	Georgia	2
Zimbabwe	2	Germany	6
TOTAL	36	Greece	10
<u>Asia</u>		Ireland	1
Bangladesh	2	Italy	1
Hong Kong	5	Latvia	1
India	7	Lithuania	1
Iran	1	Netherlands	4
Israel	2	Slovak Republic	2
Japan	11	Spain	4
Kampuchea (Cambodia)	1	Sweden	2
Kazakhstan	2	Switzerland	1
Macau	1	Ukraine	1
Malaysia	6	United Kingdom	15
Myanmar (Burma)	2	TOTAL	59
Nepal	3	<u>North America (not including U.S.)</u>	
People's Republic of China	3	Canada	19
Republic of Korea	2	Cayman Islands	2
Russia	2	Costa Rica	1
Singapore	1	Dominica	1
Sri Lanka	5	Mexico	3
Taiwan	1	Nicaragua	1
Thailand	5	TOTAL	27
Turkey	3	<u>South America</u>	
TOTAL	65	Bolivia	2
		Ecuador	5
		TOTAL	7
		United States**	17,357
		Armed Forces - Europe	11
		Armed Forces - Pacific	6
		TOTAL	17,570

*Alumni include graduates as well as anyone who received academic credit from Berea College, for whom the Alumni Association has a current address.

**For more detail about the United States, please click here.

Source: Alumni Office, October 2005
<<http://www.worldatlas.com/cntycont.htm>>.

ALUMNI* BY OCCUPATION

Accounting	174	Interior Decorating/Design	10
Administrative/Clerical/Secretarial	175	Journalism	9
Advertising	21	Judiciary	10
Agriculture/Ranching	98	Labor/Human Resources	16
Animal Science/Veterinary Medicine	18	Landscaping	12
Architecture/Urban Planning	12	Law/Legal Services	173
Art	43	Library Science	113
Arts - Fine	36	Management	375
Arts - Performing/Creative	48	Manufacturing	137
Aviation/Aerospace	10	Marketing	41
Banking	74	Mathematics/Statistics	6
Biology Sciences	1	Mechanical	7
Brokerage/Securities/Investments	19	Media	11
Business - Administration	72	Medical/Health (not M.D., RN, Dentist, Pharmacy)	206
Business - Entrepreneur/Owner	193	Merchandising/Sales/Marketing	28
Business - Management	88	Military	41
Business - Owner	48	Ministry	136
Childcare	24	Missionary	4
City Service Officer	3	Musician	2
Civil Service	13	Nonprofit	5
Clergy	15	Nursing	486
Communications	30	Nutrition	30
Computing/High Technology	230	Personal Services	6
Construction/Contracting	52	Personnel/Human Resources	45
Consulting	59	Pharmacology	5
Counseling	108	Pharmacy	15
Crafts	6	Physical Sciences/Math	14
Dentistry	24	Physician	112
Economics	2	Public Relations	7
Education - Administrative	320	Public Service (Firefighter, Police, Sanitation)	34
Education - Student Affairs	49	Publishing	42
Education - Teaching	1,530	Radio/TV/Film	2
Energy Resources (Oil, etc.)	21	Real Estate	45
Engineering	145	Recreation/Leisure Services	14
Entertainment	13	Research/Development	89
Environmental Science	37	Restaurant	9
Estate Planning/Trusts/Taxation	1	Retired	2,760
Extension Work	9	Sales	139
Fashion/Beauty	3	Science	80
Financial Services	71	Self-Employed	11
Foreign Service	3	Social Science	12
Foundations	1	Social Work	210
Fund Raising	26	Sports/Recreation	13
Funeral Services	4	Student	57
Government - Elected	44	Support Staff/Secretarial/Clerical	23
Government - Non-elected	161	Trade/Craft	39
Graphic Design	12	Transportation	34
Health	60	Travel Industry	11
Homemaking	282	Utilities	22
Hotel/Restaurant/Catering	37	Veterinarian	6
Import/Export	3	Volunteerism	38
Insurance	79	Writing	32
		<i>Unknown (Includes "Other")</i>	<u>7,179</u>
		TOTAL	17,570

* 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 17,570 alumni on record, information on occupations is known for 59%.

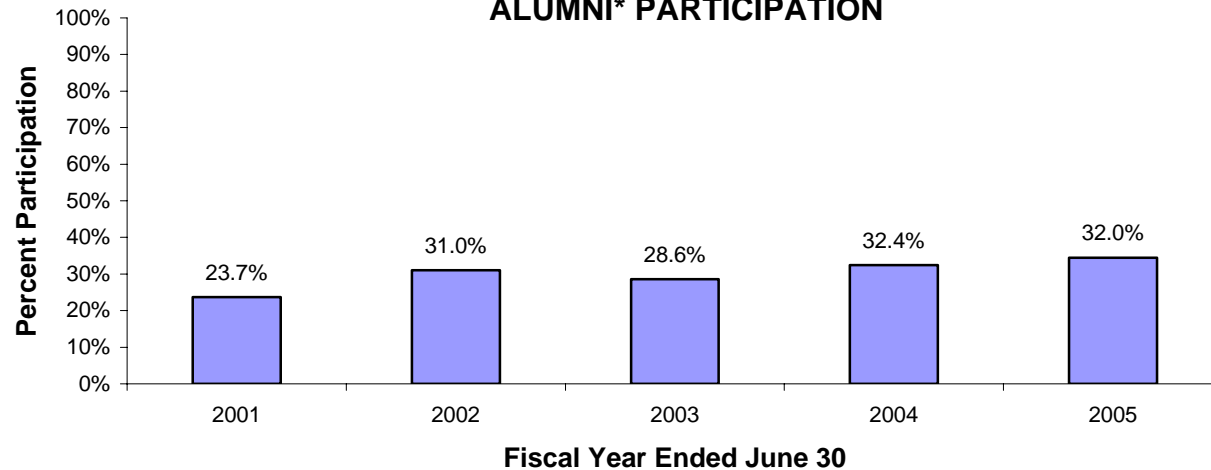
Source: Alumni Office, October 2005

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
Alumni Berea Fund - Goal	\$ 640,000	\$ 750,000	\$ 700,000	\$ 700,000	\$ 775,000
Alumni Berea Fund - Received	\$ 892,348	\$ 737,868	\$ 750,374	\$ 1,042,572	\$ 855,754
Other Gifts (includes gift-in-kind)	<u>2,326,650</u>	<u>4,499,959</u>	<u>3,275,067</u>	<u>1,836,908</u>	<u>2,187,336</u>
TOTAL	\$ 3,218,998	\$ 5,237,827	\$ 4,025,441	\$ 2,879,480	\$ 3,043,090
Percent Participation - All Alumni**	23.7%	31.0%	28.6%	32.4%	32.0%
Percent Participation - All Graduates**	27.1%	34.7%	31.4%	35.5%	34.4%

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 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.

Source: College Relations, October 2005

**BEREA COLLEGE
DESIGNATION OF FUNDS
For Fiscal Year Ended June 30, 2005**

Current Operations

Berea Fund - Unrestricted	\$ 4,000,022
Student Aid - Restricted	195,015
Other - Restricted	<u>1,019,195</u>

TOTAL CURRENT OPERATIONS \$ 5,214,232

Capital Purposes

Ecovillage Child Development Lab	\$ 182,494
Ecovillage SENS House	68,388
Haaga House	400,000
Seabury Center (designated estate gift)	1,093,762
Other	<u>137,153</u>

TOTAL CAPITAL PURPOSES \$ 1,881,797

Student Loan Fund \$ 5,681

Endowment from Gifts and Bequests

Restricted	\$ 5,046,640
Unrestricted	<u>11,699,105</u>

TOTAL ENDOWMENT \$ 16,745,745

Gift Value of Life Income Agreements 1,457,230

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE
OF LIFE INCOME AGREEMENTS \$ 25,304,685

Gifts-In-Kind 96,889

GRAND TOTAL \$ 25,401,574

Source: College Relations, October 2005

**SOURCE OF CONTRIBUTIONS
TO BEREA COLLEGE
For Fiscal Year Ended June 30, 2005**

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	206	1.26%	\$ 2,781,019	10.95%
Corporations and corporate foundations	284	1.74%	425,376	1.67%
Organizations, associations, and clubs	73	0.45%	388,974	1.53%
Religious groups	21	0.13%	7,355	0.03%
Fund-raising consortia	4	0.02%	20,241	0.08%
Individuals (other than alumni)	10,863	66.42%	3,803,839	14.97%
Alumni	4,454	27.23%	1,203,581	4.74%
Bequest- Alumni	34	0.21%	795,967	3.13%
Bequest- Non-Alumni	<u>283</u>	<u>1.73%</u>	<u>14,421,103</u>	<u>56.77%</u>
TOTAL GIFTS AND BEQUESTS	16,222	99.18%	\$ 23,847,455	93.88%
Gift Value of Annuities and Life Income Agreements				
Alumni	25	0.15%	432,445	1.70%
Non-Alumni	<u>47</u>	<u>0.29%</u>	<u>1,024,785</u>	<u>4.03%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	16,294	99.62%	\$ 25,304,685	99.62%
Gifts-In-Kind				
Alumni	24	0.15%	52,764	0.21%
Non-Alumni	<u>38</u>	<u>0.23%</u>	<u>44,125</u>	<u>0.17%</u>
GRAND TOTAL	<u>16,356</u>	100.00%	<u>\$ 25,401,574</u>	100.00%

Source: College Relations, October 2005

**BEREA COLLEGE ALUMNI AND FRIENDS
GIVING* BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2005**

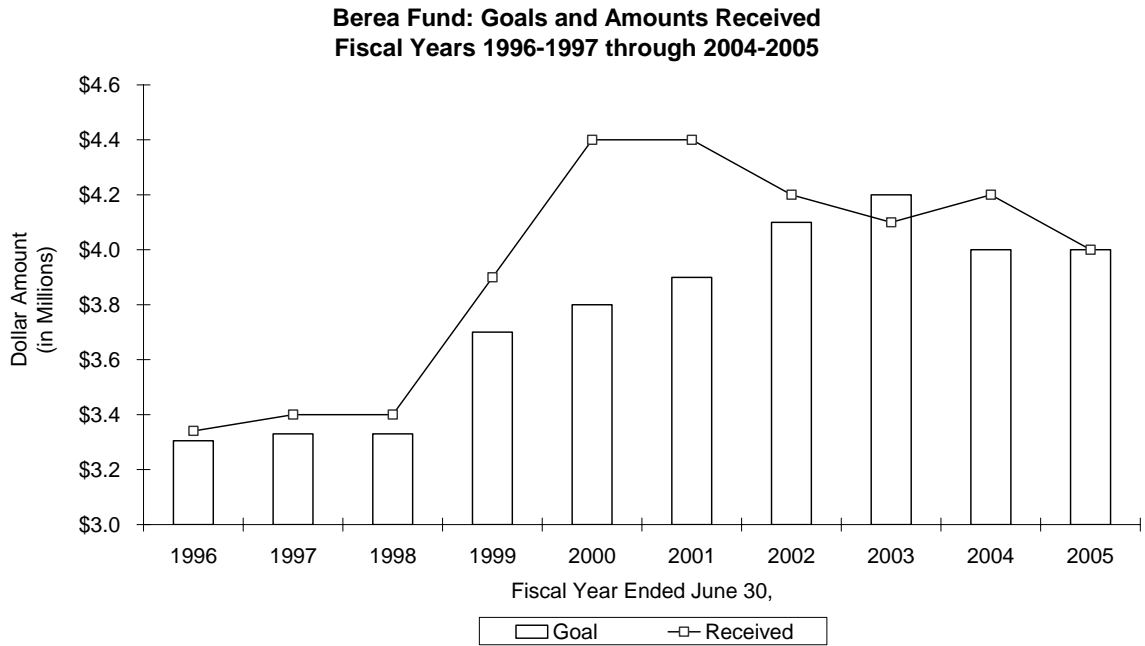
	<u>Number of Gifts</u>	<u>Dollar Amount*</u>		<u>Number of Gifts*</u>	<u>Dollar Amount</u>
Alabama	191	\$ 87,600	Montana	39	\$ 10,348
Alaska	33	1,695	Nebraska	29	4,185
Arizona	215	258,602	Nevada	36	9,115
Arkansas	79	55,507	New Hampshire	82	27,613
Armed Forces	12	1,015	New Jersey	601	1,634,391
California	1,267	5,298,475	New Mexico	69	27,381
Colorado	173	132,633	New York	939	1,447,257
Connecticut	282	524,977	North Carolina	919	1,557,875
Delaware	57	62,530	North Dakota	24	17,689
D.C.	103	31,705	Ohio	1,091	1,736,798
Florida	795	3,892,575	Oklahoma	59	212,138
Georgia	363	207,277	Oregon	107	9,900
Hawaii	56	2,863	Pennsylvania	625	671,917
Idaho	34	34,837	Puerto Rico	11	647
Illinois	621	1,739,950	Rhode Island	36	35,352
Indiana	397	392,939	South Carolina	232	88,707
Iowa	108	110,625	South Dakota	9	180
Kansas	66	38,603	Tennessee	592	340,559
Kentucky	1,799	1,059,141	Texas	449	427,058
Louisiana	58	28,846	Utah	27	1,341
Maine	83	19,996	Vermont	62	10,952
Maryland	470	181,050	Virginia	875	1,231,178
Massachusetts	403	253,452	Virgin Islands	3	1,350
Michigan	591	923,986	Washington	229	51,672
Minnesota	226	136,643	West Virginia	186	46,446
Mississippi	42	29,574	Wisconsin	268	100,544
Missouri	154	92,674	Wyoming	<u>17</u>	<u>92,601</u>
STATE AND U.S. TERRITORIES TOTALS				16,294	\$ 25,394,964
Other Countries:					
Canada	3	\$ 550	Israel	1	75
Peoples Republic of China	1	750	Japan	2	300
Denmark	1	200	Macau	1	200
Germany	13	452	Switzerland	5	2,773
Greece	3	95	United Kingdom	2	605
OTHER COUNTRY TOTALS				32	\$ 6,000
				<u>30</u>	<u>610</u>
TOTALS				<u>16,356</u>	<u>\$25,401,574</u>

*Includes gifts-in-kind and bequests.

Source: College Relations, October 2005

**BEREA FUND GOALS AND AMOUNTS RECEIVED
FISCAL YEARS 1995-1996 THROUGH 2004-2005**

	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>
Goal	\$3,330,000	\$3,330,000	\$3,330,000	\$3,670,000	\$3,790,000
Received	\$3,332,181	\$3,442,899	\$3,391,866	\$3,917,108	\$4,410,050
	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Goal	\$3,900,000	\$4,050,000	\$4,150,000	\$4,000,000	\$4,000,000
Received	\$4,391,390	\$4,226,765	\$4,091,714	\$4,228,691	\$4,000,022



Source: College Relations, October 2005

DONATIONS
Fiscal Years 1995 - 1996 through 2004 - 2005

	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>
Number of Gifts*	16,633	16,219	17,639	16,373	17,882
Current Operations	\$4,617,578	\$3,943,874	\$4,207,815	\$4,580,987	\$4,928,616
Endowment	\$12,179,512	\$15,210,717	\$10,501,227	\$12,387,605	\$19,999,055
Capital	<u>\$1,328,049</u>	<u>\$529,383</u>	<u>\$1,867,586</u>	<u>\$1,294,895</u>	<u>\$438,275</u>
TOTAL	\$18,125,139	\$19,683,974	\$16,576,628	\$18,263,487	\$25,365,946

	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Number of Gifts*	16,497	17,010	15,894	16,232	16,356
Current Operations	\$5,095,546	\$4,946,234	\$4,740,356	\$5,037,190	\$5,214,232
Endowment	\$13,929,336	\$17,442,009	\$16,836,573	\$20,087,707	\$18,208,656
Capital	<u>\$1,022,514</u>	<u>\$988,607</u>	<u>\$2,243,735</u>	<u>\$1,652,398</u>	<u>\$1,881,797</u>
TOTAL	\$20,047,396	\$23,376,850	\$23,820,664	\$26,777,295	\$25,304,685

*Does not include gifts-in-kind.

Source: College Relations, October 2005

GIFTS FROM ALUMNI AND FRIENDS
For Fiscal Year Ended June 30, 2005

<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	489	3.49%	773	4.73%	\$ 2,912	0.01%
10 - 24.99	1,707	12.19%	2,293	14.02%	33,593	0.13%
25 - 49.99	3,484	24.89%	4,168	25.48%	110,264	0.43%
50 - 99.99	2,702	19.30%	3,018	18.45%	157,178	0.62%
100 - 199.99	2,424	17.31%	2,770	16.94%	291,990	1.15%
200 - 499.99	1,491	10.65%	1,534	9.38%	382,379	1.51%
500 - 749.99	514	3.67%	542	3.31%	279,834	1.10%
750 - 999.99	37	0.26%	42	0.26%	34,208	0.13%
1,000 - 2,499.99	565	4.04%	592	3.62%	746,777	2.94%
2,500 - 4,999.99	154	1.10%	171	1.05%	581,249	2.29%
5,000 - 7,499.99	124	0.89%	132	0.81%	707,862	2.79%
7,500 - 9,999.99	32	0.23%	35	0.21%	301,308	1.19%
10,000 - 19,999.99	101	0.72%	108	0.66%	1,352,210	5.32%
20,000 - 29,999.99	53	0.38%	52	0.32%	1,208,984	4.76%
30,000 - 49,999.99	36	0.26%	37	0.23%	1,430,821	5.63%
50,000 - 69,999.99	33	0.24%	35	0.21%	1,874,490	7.38%
70,000 - 99,999.99	17	0.12%	17	0.10%	1,400,016	5.51%
100,000 - 149,999.99	9	0.06%	9	0.06%	983,606	3.87%
150,000 - 249,999.99	11	0.08%	11	0.07%	2,079,128	8.19%
250,000 - 499,999.99	9	0.06%	9	0.06%	3,328,574	13.10%
500,000 - 999,999.99	6	0.04%	6	0.04%	3,756,602	14.79%
1,000,000 - 2,499,999.99	2	0.01%	2	0.01%	4,357,592	17.15%
TOTALS	<u>14,000</u>	100%	<u>16,356</u>	100%	<u>\$ 25,401,574</u>	100%

AVERAGE: \$1,553

MEDIAN: \$50

MODE: \$25

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

Source: College Relations, October 2005

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2005 AND 2004**

	<u>2005</u>	<u>2004</u>
OPERATING REVENUE	\$ 60,176,473	\$ 59,179,429
OPERATING EXPENSES	\$ 62,541,450	\$ 55,426,358
OPERATING REVENUE IN EXCESS OF (LESS THAN) EXPENSES FROM CONTINUING OPERATIONS	\$ (2,364,977)	\$ 3,753,071
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 7,592,032	\$ 14,128,513
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 310,184,731	\$ 291,178,337
Investments at market	\$ 861,678,500	\$ 794,962,600
Interest and dividends, net	\$ 19,194,300	\$ 15,088,772
Return	2.4%	2.2%
Market price increase	\$ 64,563,137	\$ 100,426,969
Return	8.4%	14.2%
Total return	\$ 83,757,437	\$ 115,515,741
Percent	10.8%	16.4%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 10,087,615	\$ 9,974,728
Bequests	<u>15,217,070</u>	<u>16,802,567</u>
Total cash gifts	25,304,685	22,777,295
Gifts-in-kind	<u>96,889</u>	<u>43,586</u>
Total	<u>\$ 25,401,574</u>	<u>\$ 26,820,881</u>

Source: Office of Financial Affairs, October 2005

STATEMENTS OF FINANCIAL POSITION
June 30, 2005 and 2004

ASSETS	2005	2004
CURRENT ASSETS		
Cash and cash equivalents	\$ 19,575,461	\$ 15,437,784
Other investments - absolute return fund	6,742,765	6,438,516
Accrued interest on investments	3,682,781	3,122,039
Accounts and notes receivable	1,382,791	1,954,297
Inventories	1,857,042	2,266,210
Prepaid expenses and other assets	18,905	28,905
Total current assets	33,259,745	29,247,751
NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS	965,461	2,210,400
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	10,946,675	7,959,088
LONG-TERM RECEIVABLES	2,020,883	1,861,864
LONG-TERM INVESTMENTS		
Donor-restricted endowment	477,633,600	440,447,600
Tuition replacement	384,044,900	354,515,000
Annuity and life income	28,041,500	25,522,500
Funds held in trust by others	22,203,300	17,844,000
Total long-term investments	911,923,300	838,329,100
BOND DEFEASANCE ESCROW	8,409,474	-
BOND PROCEEDS FOR CAPITAL ADDITIONS	-	1,096,152
LONG-LIVED ASSETS HELD FOR SALE	-	17,089,750
PROPERTY, PLANT AND EQUIPMENT (net)	121,595,925	119,730,433
Total assets	\$ 1,089,121,463	\$ 1,017,524,538
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 4,859,890	\$ 4,493,085
Accrued salaries and wages	2,483,009	2,464,723
Deposits and agency funds	312,904	553,588
Deferred income	83,931	98,601
Current maturities of long-term debt	1,840,239	1,767,470
Total current liabilities	9,579,973	9,377,467
LONG-TERM LIABILITIES		
Annuity payment and deferred giving liability	15,086,100	12,528,400
Long-term debt	66,268,846	72,044,085
Total long-term liabilities	81,354,946	84,572,485
Total liabilities	90,934,919	93,949,952
NET ASSETS		
Unrestricted	690,321,760	643,042,104
Temporarily restricted	111,313,120	102,954,322
Permanently restricted	196,551,664	177,578,160
Total net assets	998,186,544	923,574,586
Total liabilities and net assets	\$ 1,089,121,463	\$ 1,017,524,538

Source: Office of Financial Affairs, October 2005

**STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2005 AND 2004**

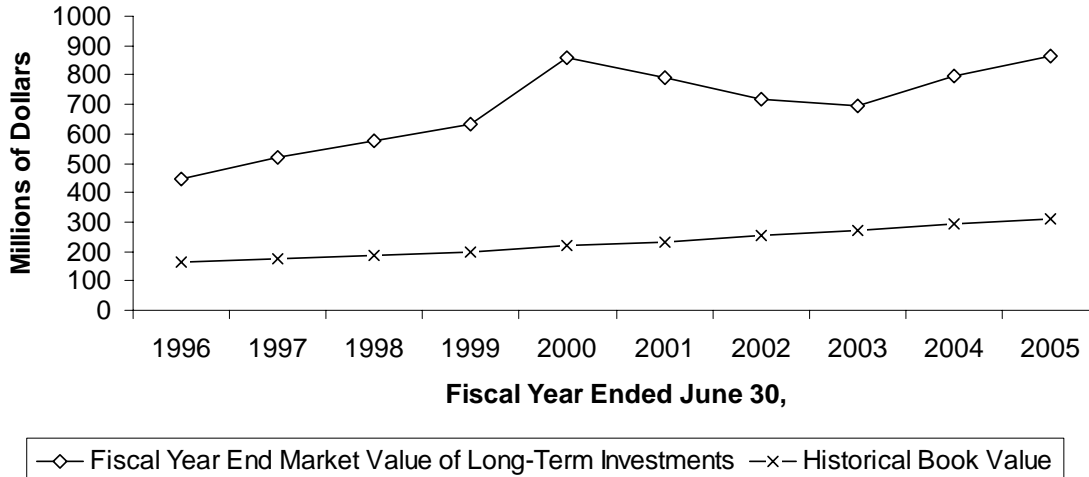
	2005	2004
OPERATING REVENUE		
Spendable return from long-term investments	\$ 32,312,908	\$ 33,281,631
Gifts and donations	5,549,914	4,324,604
Federal and state grants	6,991,547	6,778,006
Fees paid by students	1,071,613	1,005,301
Other income	3,742,820	3,521,447
Residence halls and food service	6,111,063	5,482,487
Student industries and rentals	2,943,911	3,361,490
Net assets released from restrictions	4,197,239	4,161,046
Gross operating revenue	62,921,015	61,916,012
Less: Student aid	(2,744,542)	(2,736,583)
Net operating revenue	60,176,473	59,179,429
OPERATING EXPENSES		
Program Services --		
Educational and general	35,825,356	34,635,348
Residence halls and food service	5,805,420	4,968,680
Student industries and rentals	4,228,100	3,981,578
Total program services	45,858,876	43,585,606
Support services	11,515,213	10,737,649
Interest expense	5,167,361	1,103,103
Total operating expenses	62,541,450	55,426,358
Operating revenue in excess of operating expenses from continuing operations	(2,364,977)	3,753,071
Gain on disposal of property, plant and equipment	126,539	255,459
Income from discontinued operations	1,297,418	273,903
OTHER CHANGES IN NET ASSETS		
Investment return in excess of amounts designated for current operations	52,068,807	80,172,579
Gifts and bequests restricted or designated for long- term investments	20,605,731	22,286,558
Restricted gifts for property, plant and equipment and other specific purposes	2,233,516	1,855,087
Restricted spendable return on endowment investments	3,735,022	3,467,231
Reclassification of net assets released from restrictions	(4,197,239)	(4,161,046)
Net adjustment of annuity payment and deferred giving liability	1,107,141	405,885
Total change in net assets	\$ 74,611,958	\$ 108,308,727

TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30,</u>	<u>Fiscal Year End Market Value Of Long-Term Investments</u>	<u>Historical Book Value*</u>
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
2004	794,962,600	291,178,337
2005	861,678,500	310,184,731

*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, October 2005

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
YEARS ENDED JUNE 30, 2005 AND 2004**

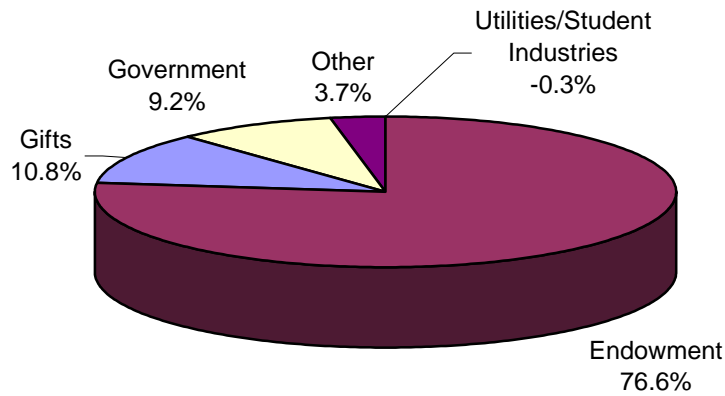
	2005	2004
Endowment and Tuition Replacement:		
Pooled Investments -		
Domestic common stocks	\$ 447,932,600	\$ 415,602,400
International common stocks	175,090,800	152,755,600
Corporate notes and bonds	81,907,000	74,856,900
U.S. Government securities	48,550,000	52,708,500
Foreign bonds	1,772,400	1,066,700
Structured notes	59,841,400	54,366,700
Real estate	10,446,400	16,852,500
Short-term investments and cash	32,172,600	22,822,300
Total	857,713,200	791,031,600
Non Pooled Investments -		
Domestic common stocks	304,800	262,100
Real estate	2,772,900	2,772,900
Short-term investments and cash	887,600	896,000
Total	3,965,300	3,931,000
Total endowment and tuition replacement	861,678,500	794,962,600
 Annuity and Life Income:		
Pooled Annuity Investments -		
Domestic common stocks	8,802,600	8,579,100
International common stocks	1,825,900	1,324,300
Corporate notes and bonds	3,792,700	3,162,200
Short-term investments and cash	190,300	392,700
Total	14,611,500	13,458,300
Separately Invested Trusts -		
Common stocks	6,187,700	6,008,400
International common stocks	1,100,200	591,400
Corporate notes and bonds	4,545,900	3,833,400
U.S. Government securities	450,600	455,800
Real estate	525,000	525,000
Short-term investments and cash (overdrafts)	620,600	650,200
Total	13,430,000	12,064,200
Total annuity and life income	28,041,500	25,522,500
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	22,203,300	17,844,000
Total long-term investments	\$ 911,923,300	\$ 838,329,100

Source: Office of Financial Affairs, October 2005

**FISCAL YEAR 2005-2006
OPERATING BUDGET HIGHLIGHTS:**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 28,791,700 76.6%
Gifts for Current Operations	\$ 4,060,000 10.8%
Federal and State Sources	\$ 3,468,000 9.2%
Other Miscellaneous Income	\$ 1,377,600 3.7%
Net Income/(Loss) from Utilities and Student Industries	\$ (120,800) <u>(0.3%)</u>
	<u>\$ 37,576,500</u>



NOTE: Parentheses indicate losses.

Source: Office of Financial Affairs, October 2005

CURRENT OPERATING BUDGET: REVENUES AND EXPENDITURES

	2005-06 Budget	2004-05 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 32,546,100	\$ 31,152,900	\$ 1,393,200	4.47%
Less: Capital and Plant Fund	(3,601,600)	(3,539,800)	(61,800)	1.75%
TCERF	(152,800)	(1,560,800)	1,408,000	(90.21%)
TCERF Transfer to Budget	-	1,460,800	(1,460,800)	(100.00%)
Net Endowment Income	<u>28,791,700</u>	<u>27,513,100</u>	<u>1,278,600</u>	<u>4.65%</u>
Gifts for Current Operations	4,060,000	4,000,000	60,000	1.50%
Cost of Education Fees	2,538,000	2,500,000	38,000	1.52%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	623,100	620,000	3,100	0.50%
Other Income	754,500	554,500	-	-
TOTAL	<u>37,697,300</u>	<u>36,117,600</u>	<u>1,579,700</u>	<u>4.37%</u>
Utilities, Student Industries, and Rentals	3,201,700	13,303,800	(10,102,100)	(75.93%)
Residence Halls and Food Service	<u>6,052,800</u>	<u>5,772,000</u>	<u>280,800</u>	<u>4.86%</u>
TOTAL REVENUES	<u>46,951,800</u>	<u>55,193,400</u>	<u>(8,241,600)</u>	<u>(14.93%)</u>
EXPENDITURES				
Educational and General	37,576,500	36,062,300	1,514,200	4.20%
Utilities, Student Industries, and Rentals	3,322,500	13,303,800	(9,981,300)	(75.03%)
Residence Halls and Food Service	<u>6,052,800</u>	<u>5,827,300</u>	<u>225,500</u>	<u>3.87%</u>
TOTAL EXPENDITURES	<u>46,951,800</u>	<u>55,193,400</u>	<u>(8,241,600)</u>	<u>(14.93%)</u>
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2005

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

	2005-06 Budget	2004-05 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 32,546,100	\$ 31,152,900	\$ 1,393,200	4.47%
Less: Capital and Plant Fund	(3,601,600)	(3,539,800)	(61,800)	1.75%
TCERF	(152,800)	(1,560,800)	1,408,000	(90.21%)
TCERF Transfer to Budget	-	1,460,800	(1,460,800)	#####
Net Endowment Income	<u>28,791,700</u>	<u>27,513,100</u>	<u>1,278,600</u>	4.65%
Gifts for Current Operations	4,060,000	4,000,000	60,000	1.50%
Cost of Education Fees	2,538,000	2,500,000	38,000	1.52%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	623,100	620,000	3,100	0.50%
Other Income	754,500	554,500	200,000	-
Utilities, Student Industries, Rentals Residence Halls and Food Service	(120,800)	(55,300)	(65,500)	118.44%
	-	-	-	-
TOTAL REVENUE	<u>37,576,500</u>	<u>36,062,300</u>	<u>1,514,200</u>	4.20%
EXPENDITURES				
Salaries and Wages	20,512,800	19,876,000	636,800	3.20%
Fringe Benefits	5,045,810	4,839,900	205,910	4.25%
Student Payroll	2,478,950	2,360,900	118,050	5.00%
Net Controllable Expense	8,894,240	8,313,200	581,040	6.99%
Computer Capital Fund	410,000	410,000	-	-
Equipment Reserve	184,700	179,300	5,400	3.01%
Strategic Planning Initiatives	50,000	83,000	(33,000)	-39.76%
TOTAL EXPENDITURES	<u>37,576,500</u>	<u>36,062,300</u>	<u>1,514,200</u>	4.20%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2005

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	2000-2001 Actual	% of Total	2001-2002 Actual	% of Total	2002-2003 Actual	% of Total	2003-2004 Actual	% of Total	2004-05 Actual	% of Total
Instruction	\$10,538,503	33.6%	\$ 11,703,788	33.8%	\$ 12,531,148	33.4%	\$ 12,147,180	33.8%	\$ 12,340,735	33.1%
Public Service	449,216	1.4%	547,090	1.6%	557,312	1.5%	527,391	1.5%	519,614	1.4%
Academic Support	3,124,237	10.0%	3,201,503	9.3%	5,608,064	15.0%	3,872,106	10.8%	3,755,045	10.1%
Student Services and Activities	3,532,403	11.2%	4,078,882	11.8%	4,049,597	10.8%	4,226,922	11.7%	4,145,184	11.1%
General and Administrative	5,541,665	17.6%	6,277,349	18.1%	6,016,511	16.1%	6,161,059	17.1%	6,619,883	17.8%
Development and Alumni	2,884,764	9.2%	2,965,160	8.6%	3,049,184	8.1%	3,110,314	8.6%	3,171,950	8.5%
Plant Operations	4,140,865	13.2%	4,557,958	13.2%	4,564,308	12.2%	4,836,461	13.4%	5,701,900	15.3%
Capital and Special Projects	1,194,000	3.8%	1,290,000	3.7%	1,107,700	3.0%	1,107,700	3.1%	1,040,300	2.8%
TOTAL	<u>\$31,405,653</u>	100.0%	<u>\$ 34,621,730</u>	100.0%	<u>\$ 37,483,824</u>	100.0%	<u>\$ 35,989,133</u>	100.0%	<u>\$ 37,294,611</u>	100.0%

RESIDENCE LIVING Academic Year 2005-2006

The fourteen 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 fourteen 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 Halls</u>	<u>Capacity</u>
Anna Smith	75
Bingham	64
Blue Ridge	95
Dana	123
Danforth	143
Edwards	33
Elizabeth Rogers	74
Estill St. Res. Complex	43
Fairchild	68
James	100
Kentucky	85
Kettering	144
Pearsons	107
Seabury	36
Talcott	79
Subtotal	1,269
<u>Specialty Housing</u>	
ARC House	13
Capps House	7
Doctors House	5
Ecovillage (family housing)	56
Frost Cottage	9
Home Management House	10
Knight House	10
Lindsley House	5
Prospect House	13
Sloan House	8
Smith House	6
Subtotal	142
<u>Farm Houses/College Buildings</u>	
Hunt Acres	3
Head House	1
Phelps-Stokes	1
Subtotal	5
TOTAL	1,416
Capacity for Men	(586)
Capacity for Women	(830)

At the completion of registration for Fall Term 2005, approximately 84% of the students lived in residence halls, Specialty Houses, and the EcoVillage.

Source: Residential Life Services and Collegium, September 2005
<<http://www.berea.edu/residentiallifecollegium/>>

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2005

New Construction

<u>Date</u>	<u>Project</u>		
1980	Racquetball Courts	1990	Computer Center Addition
1980	Ross Jelkyl Drama Building	1993	Married Student Housing
1982	Farm Mix Mill and Hog Feeding Floor	1993	Campus Child Care Program
1982	Athletic Track	1994	Seabury Center
1983	Mueller Woodcraft Building Track	1995	Farrowing House - College Farms
1988	Married Student Housing	1995	Tennis Courts
1990	Hutchins Library Addition	1996	Tennis Pavilion
		2004	Child Development Laboratory at EcoVillage

Renovations

<u>Date</u>	<u>Project</u>		
1980	Elizabeth Rogers Residence Hall	1998	Frost Renovation
1981	Pearsons Hall Fire Escape	1998	Food Service Renovation
1981	Kentucky Residence Hall	1998	Science Laboratories
1981	James Residence Hall	1998	Computer Center
1983	Goldthwaite Agriculture Building and Addition	1999	Craft Center
1983	Science Hall Renovation and Addition	1999	Crossroads Complex
1985	President's Home	1999	Fairchild Residence Hall
1986	Talcott Residence Hall	1999	Log House Remodel
1987	Frost Basement - Computer Lab	1999	Phelps-Stokes Air Conditioning
1987	ARC House Renovation	1999	Alumni Building Remodel
1987	Pearson Residence Hall	1999	Appalachian Center/Bruce Building
1988	Boone Tavern	1999	Student House/Jackson Street (Knight House)
1988	Blue Ridge Residence Hall	1999	Danforth Residence Hall
1989	Kentucky Annex	2000	Kettering Residence Hall
1990	Hutchins Library Renovation	2000	Bruce/Trades (phase one)
1990	Berea College Health Service	2000	Draper Carillon
1991	Draper Building - Center for Effective Communication	2001	Bruce/Trades (phase two)/Connector
1991	Lincoln Hall Basement - Duplicating Services Center	2001	Blue Ridge Residence Hall
1992	Utilities/Laundry	2001	Student Parking Lot Improvements
1992	Students for Appalachia – Trades Building	2002	Draper Building
1993	Alumni Building	2002	Kentucky Residence Hall
1993	Draper Classrooms	2002	Art Gallery Addition
1994	President's Home	2002	Soccer Field Complex
1994	Alumni Building	2002	College Bookstore Renovation
1994	Boone Tavern	2002	Computer Center Renovation
1996	Edwards 1 st & 2 nd floors	2003	Talcott/Annex Residence Hall Renovation
1997	Resurfacing of Track	2003	Presser Hall Renovation
1997	Systems upgraded in Dana Residence Hall	2003	Lincoln Hall Renovation
1997	Phelps Stokes – Seating and Refinishing	2003	EcoVillage Apartments
1998	Married Student Laundry	2003	EcoVillage SENS House
		2003	Baseball/Softball Fields
		2004	James Hall Renovation
		2004	Boone Tavern Garage Renovation for: Public Relations Department Visitor's Center at College Square

Source: Facilities Management, October 2005

HUTCHINS LIBRARY
(Fiscal Year 2005)

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)	4,710	363,566
Titles (bib count)	3,116	261,679
Media Collection (phono records, videos, CDs, DVDs and audio tapes)		
Volumes	NA	10,946
Titles	NA	8,736
Electronic Collection (e-books, and cataloged web-sites)		
Titles	7,503	49,880
Microforms (books, journals and newspapers)		
Physical units	3,135	136,023
Titles	NA	622
Serials (journals and serials)		
Print subscriptions: journals	2	752
Electronic titles: journals	75	854
Print subscriptions: serials	6	246
Electronic titles: serials	52	201
Full-text journals available through databases	4,855	18,620
Manuscripts and Archives (in linear feet)	94	4,230.3
Cartographic Material (in units)	NA	[50]
Library Expenditures	<u>Dollar Amount</u>	
Books – paper and microforms	\$ 130,893	
Periodicals– paper and microforms	155,800	
Serials – paper and microforms	33,895	
Electronic Resources	102,770	
Media	20,350	
Microform	22,408	
Preservation	<u>8,250</u>	
TOTAL ACQUISITIONS EXPENDITURES	\$ 474,366	
Acquisitions Expenditures Per Student	\$ 313	

Source: Hutchins Library, October 2005

HUTCHINS LIBRARY, continued
(Fiscal Year 2005)

Library Services

<u>Library Instruction</u>	<u>Sessions</u>	<u>Students</u>
Stories (Freshmen)	34	355
U.S. Traditions (Freshmen)	24	333
Western Traditions I and II (Sophomores)	23	235
Other General Studies Courses	61	411
Subject Area Courses	36	640
Outside Groups	<u>2</u>	<u>31</u>
TOTAL	180	2,005

Percentage of sections with at least one library session

Stories (Freshmen)	96.0%	95.9%
U.S. Traditions (Freshmen)	80.0%	80.4%
Western Traditions I and II (Sophomores)	37.9%	37.1%

Reference and Research Assistance

Library Reference Desk Transactions Total	6,606
Special Collections Reading Room Visits Total	821
Special Collections Reference Requests (non-visits)	379

Computer Access

Public Access Workstations	25
Notebooks Available for Checkout	0
Public Network Connections	102

Circulation Transactions

	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	7,010	
Print and media collections – students	44,682	29.5
Print collections – town	<u>1,495</u>	

TOTAL 53,187

Reserve materials	820
Equipment (computers and media) uses	2,629
Classrooms and study rooms uses	4,812
Special Collections uses	1,598
Electronic collection searches	226,660

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	3,696
Received from other libraries	1,708

Other

Main Library hours open per week	93
Special Collections hours open per week	44

Source: Hutchins Library, October 2005

COMPUTER RESOURCES

Administrative Computing: The College uses the Sungard/SCT Banner software, an integrated administrative system, for financial, student, financial aid, human resources/payroll, and alumni/development functions. BANNER is supplemented by NOLIJ a document image management system which stores electronic copies of applications for admission, financial aid statements, purchase orders, invoices and other documents. BANNER records can be linked to associated source or reference documents using NOLIJ.

Several components of Banner are accessible via the Internet. The Student, Faculty and Development Officers self-service modules of Banner are in place. Student self-service allows students to register for classes and view their class schedules, transcripts, grades, and financial aid information. Similarly, faculty advisers can view their class schedules, class lists, advisees, transcripts and grades and manage their advisees' registration process using self-service functions. Development Officers self-service allows traveling fund raisers access to key information via an Internet connection.

Academic Computing: The academic computing environment continues to be focused on the Universal Access laptop computer program, EDGE (Empowering a Dynamic Generation in Education). All students are issued laptop computers which are able to run most of the software required for their classes, eliminating the need for traditional computer labs and greatly expanding the opportunity for depth of exploration of software capabilities.

Berea College's Universal Access program continues to focus on improvement of teaching and learning by providing access to information technology at almost any time in any place on campus. The EDGE laptops are only the most visible aspect of Universal Access. Other elements include a robust college network, training and support for students, classroom equipment which complements the laptop computers, and developing the faculty's ability to include technology in their pedagogy.

Fully networked classrooms provide one network connection for every student, most often directly to the desktop. A total of 37 such classrooms are distributed such that every academic building now has at least one. 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 supports our 77 classrooms with installed data projection equipment ready to be used in conjunction with laptop computers. Of those, 26 have full multi-media capability including DVD, CD, and VCR equipment. New for 2004-2005 is the addition of wireless network access in the Hutchins Library, Knapp Hall, and the Technology and Industrial Arts building.

The 2004-2005 academic year saw continued utilization of the college's course management system, WebCT. This software provides professors with class management utilities, and gives them capabilities for threaded discussions (both in and out of class), on-line resource materials, paperless homework and assignments, and even on-line quizzes and tests, all accessible via the campus network and the Internet. During the year, 27 faculty used WebCT to manage 157 courses.

Source: Information Systems and Services, October 2005

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 6,450 active network connections on campus. Wireless network connectivity is provided in the Hutchins Library, Boone Tavern Hotel, Knapp Hall, and the Technology and Industrial Arts building. The campus is connected to the Internet via a partial DS3 line providing 7.5 megabits of bandwidth connectivity.

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 200 megabytes of personal, secure storage on the network; professors and departments have additional storage including folders into which course resources, 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 is 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; capacity for transmission of different types of data is managed to maximize throughput for academic and administrative processing. The Berea College Homepage is available at <http://www.berea.edu>. Overall, Berea College web pages received an average of 137,960 hits per day during fiscal year 2004-2005 and an average of 3,524 individual visitors per day.

Media Services: The Media Services team is a part of Information Systems and Services (IS&S). All services offered can be ordered at the IS&S Media Services Desk or by calling ext. 9590. In addition to managing the 77 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. During the academic year 2004-2005, IS&S Media Services handled over 3,000 work orders for equipment delivery, media production, and event support.

Technology Support: The College provides many methods of support for technology. The Information Systems and Services department operates a Service Center to provide one-step phone and walk-in support. The Service Center is open 8:00 to 5:00 during the week. The Service Center also provides teams that can be deployed to offices or classrooms for troubleshooting and for computer hardware repair, network access, software training, media services, and application of technology. During the academic year 2004-2005, the Service Center processed 5,422 work orders for equipment installation, repair or troubleshooting.

Source: Information Systems and Services, October 2005