

Berea College

Fact Book 2006-2007



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.

We hope that you find this year's Fact Book both informative and useful. Please let us know how we can improve it. For more details and other reports, please visit our website at www.berea.edu/ira.

Judith Weckman, Director

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

Berea College
Office of Institutional Research and Assessment
CPO 2177
Berea, Kentucky 40404
(859) 985-3790

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/bereasstory.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 (SACS). The College is also accredited by the Commission on Collegiate Nursing Education for the preparation of nurses, and by the National Council for the Accreditation of Teacher Education (NCATE) for the preparation of elementary and secondary school teachers with the bachelor's degree as the highest degree approved. Through Spring 2008, 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 (AAHE)
- American Association of Colleges for Teacher Education (AACTE)
- American Council on Education (ACE)
- Annapolis Group
- Appalachian College Association (ACA)
- Association of American Colleges and Universities (AAC&U)
- Association of Governing Boards of Universities and Colleges (AGB)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- Council on Undergraduate Research
- Greater Cincinnati Council on World Affairs
- Kentucky Academy of Sciences
- Kentucky Campus Compact
- Kentucky Institute for International Studies (KIIS)
- National Association of Independent Colleges and Universities (NAICU)
- National Council for the Accreditation of Teacher Education (NCATE)
- Oak Ridge Associated Universities (ORAU)
- Southern Association of Colleges and Schools (SACS)
- Southern University Conference (SUC)
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- University Leaders for a Sustainable Future (ULSF)
- Work Colleges Consortium

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

Source: Berea College Catalog, 2006– 2007 <<http://www.berea.edu/catalog/distinctivefeatures.asp>>
Office of the Academic Vice President and Provost, October 2006
Office of the President, October 2006

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 no more than 2.25 courses in the Summer term. Berea courses are equivalent to four semester hours (6 quarter hours).

Most degree programs require a minimum of 33 earned course credits; the Nursing Program requires a minimum of 35 earned course credits.

Bachelor of Arts Degree Programs:

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

Bachelor of Science Degree Programs:

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. Some examples of previously approved independent majors are: Asian Studies, Comparative Literature, Computer Science and Environmental Conservation.

Teacher Preparation:

Berea College offers certification programs in **Elementary Education** (primary – grade 5); **Interdisciplinary Early Childhood Education** (birth to kindergarten); **Secondary Education** (grades 8-12) programs in English, Mathematics, Social Studies (with major in History, Political Science, and Sociology); primary through grade 12 programs in Art, Health, Instrumental Music, Vocal Music, and Physical Education; grades 5-12 programs in Family and Consumer Sciences and in Technology Education.

Minor Programs Offered:

- African and African American Studies*
- Agriculture and Natural Resources
- Appalachian Studies*
- Asian Studies*
- Business Administration
- Computer Science
- Dance
- Economics
- French
- German
- Health
- History
- Latin
- Music
- Peace and Social Justice Studies*
- Philosophy
- Political Science
- Religion
- Sociology
- Spanish
- Speech Communication
- Sustainability and Environmental Studies*
- Women's Studies*

*Interdisciplinary Minors

Source: Berea College Catalog, 2006 – 2007.

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

THE STUDENT LABOR PROGRAM

The Student Labor Program, a central component of the Berea experience, requires that all students hold a part-time job. This program:

- teaches students the necessity of time management and instills a strong work ethic
- develops in them an appreciation for all types of work
- teaches them how to work effectively with others
- gives them the chance to explore possible career paths
- helps them apply their classroom learning

all while allowing students to contribute to the College and the community that has given them the opportunity to garner an excellent undergraduate education. Through the Labor Program, students can absorb knowledge, gain valuable insights, and render service to others—thereby enacting 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 term in exchange for their participation in the Student Labor Program. Additionally, students earn an hourly wage, ranging from \$3.50 to \$5.70, as a means of financial aid to help meet the costs of room, meals, books, and personal expenses. While carrying a normal full-time academic load, students can earn 20-60 percent of their term costs by working 10 to 15 hours at Labor Program jobs. Additional work hours may be contracted with the approval of the academic, labor, and financial aid offices. The Labor Program provides students with a keen sense of workplace accountability because it holds them responsible for scheduled work hours and creates performance standards that are as exacting as academic standards. Each student's work is evaluated every year. First-year students are assigned to labor positions, while sophomores, juniors, and seniors seek positions in more than 140 Berea College offices, departments and programs. In all positions, labor mentors provide training, direction, and guidance. Students are expected to seek positions of increasing skill and responsibility as they progress through their years at Berea.

For a complete list of all labor departments in which students work, see pages 85 and 86.

Source: Berea College Catalog, 2006 – 2007.

<<http://www.berea.edu/catalog/distinctivefeatures/stulaborprogram.asp>>

Labor Program Office, September 2006

<<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). Convocation credits only count in the GPA and not in the total credits earned toward graduation.

To see the Academic Year 2006-07 convocation calendar, <<http://www.berea.edu/convocations/>>.

Source: Berea College Catalog, 2006 – 2007,
< <http://www.berea.edu/catalog/academicregulations.asp#convocations>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2006 – 2007

ACE League	Cosmopolitan Club
African Student Association (ASA)	Country Dancers
Agriculture Union	Dance Club (Team)
Alpha Psi Omega	Danish Gymnastics Club
American Choral Directors Association (ACDA) Student Chapter	Delta Tau Alpha (DTA)
Asian Student Union	Episcopal Canterbury Fellowship
Baha'I Campus Association	Fellowship of Christian Athletes (FCA)
Baptist Campus Ministry (BCM)	Hispanic Student Association
Berea College Concert Choir	Intervarsity
Berea College Republicans	International Christian Fellowship
Berea College Saddle Club	Intramurals
Berea Entrepreneur's Club	Martial Arts Club
Berea Middle Eastern Dance (BMED)	Mortar Board Honor Society
Bereans for Life	Muslim Student Association
Black Music Ensemble (BME)	Newman Club
Black Student Union (BSU)	Pagan Coalition
Buddhist Student Association (BSA)	Phi Kappa Phi
Berea Ultimate Frisbee	Physics Club
Campus Activities Board (CAB)	Pre-Med/Dental Club
CELTS	Psychology Club/Psi Chi
Adopt-a-Grandparent	Sigma Tau Delta
Berea Buddies	Student Government Association (SGA)
Habitat for Humanity	Freshman Class
HEAL	Sophomore Class
One-on-One Tutoring	Junior Class
People Who Care	Senior Class
Teen Mentoring	Sociology
First Book-Madison County	Students in Free Enterprise (S.I.F.E)
Chi Alpha	Swing Dance
Chimes Yearbook	Student Affiliates of the American Chemical Society
Collegiate Music Educators	TEC (Technology Club)
National Conference (CMENC)	

Source: Berea College Student Handbook, as of January 2007
<<http://www.berea.edu/campuslife/clubsorgs/>>

BOARD OF TRUSTEES*

M. Elizabeth Culbreth, Chairperson

Vicki E. Allums, Esq. <i>Virginia</i>	William R. Gruver <i>Pennsylvania</i>	Douglas M. Orr <i>North Carolina</i>
Charlotte F. Beason <i>Kentucky</i>	Heather Sturt Haaga <i>California</i>	William B. Richardson <i>Kentucky</i>
Nancy E. Blair, Esq. <i>Connecticut</i>	Donna S. Hall <i>Kentucky</i>	Charles Ward Seabury, II <i>California</i>
Ann Bowling <i>Connecticut</i>	Scott M. Jenkins <i>Pennsylvania</i>	David E. Shelton <i>North Carolina</i>
Robert N. Compton <i>Tennessee</i>	Geneva Bolton Johnson <i>Wisconsin</i>	Larry D. Shinn <i>Kentucky</i>
Martin A. Coyle <i>New York</i>	Shawn C.D. Johnson <i>Massachusetts</i>	Mark Stitzer <i>Connecticut</i>
Janice Hunley Crase <i>Kentucky</i>	Lucinda Rawlings Laird <i>Kentucky</i>	Tyler S. Thompson <i>Kentucky</i>
M. Elizabeth Culbreth <i>Virginia</i>	Brenda Todd Larsen <i>South Carolina</i>	David O. Welch <i>Kentucky</i>
Chella S. David <i>Minnesota</i>	Eugene Y. Lowe, Jr. <i>Illinois</i>	Dawned 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

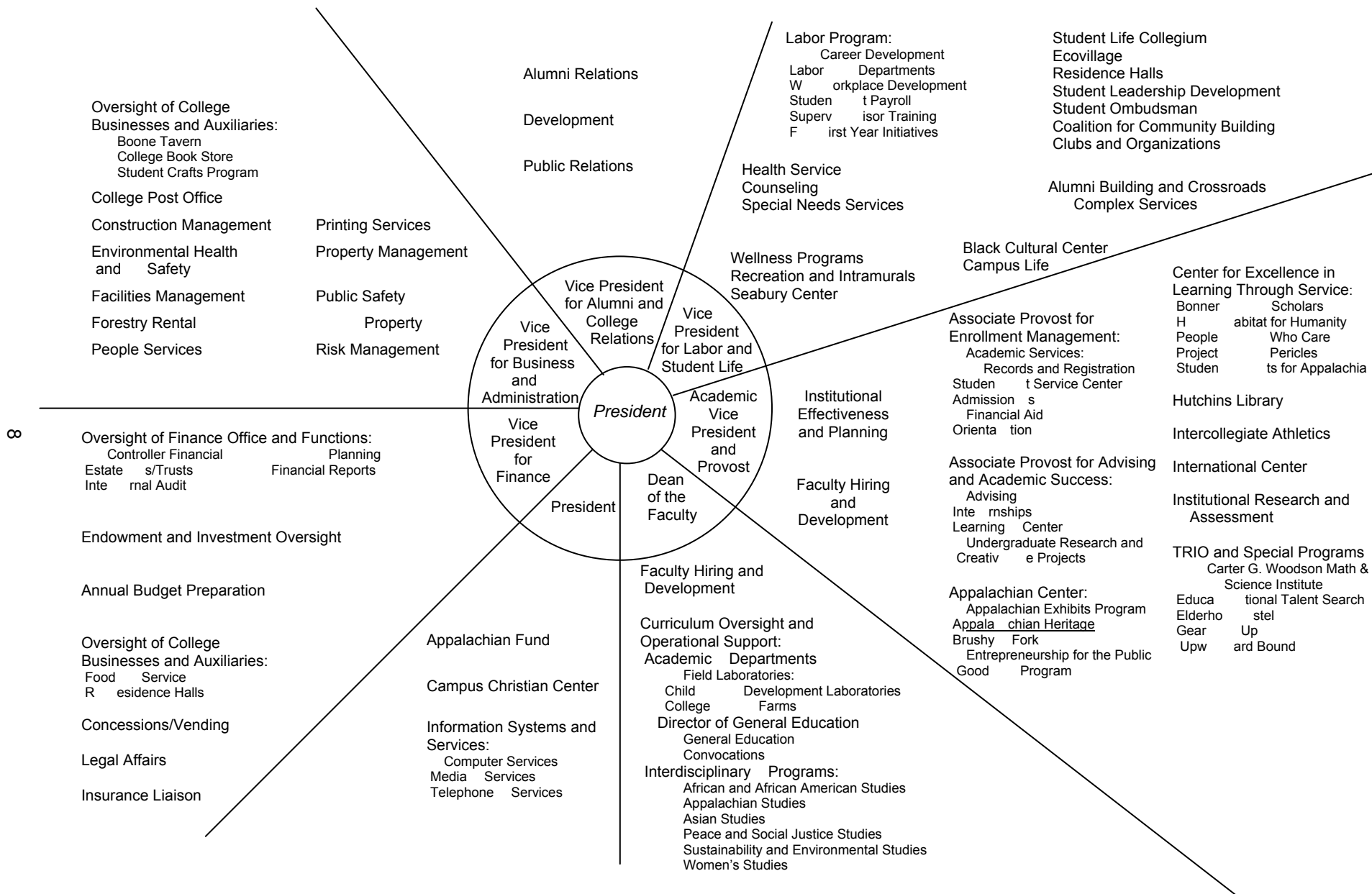
Trustees

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>	R. Elton White <i>Florida</i>
Jack Buchanan <i>Kentucky</i>	Alice R. Manicur <i>Maryland</i>	

*Current as of January 2007. 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, September 2006

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 2006- 2007**

<u>Department</u>	<u>Chairperson</u>
Agriculture and Natural Resources	Sean Clark
Art	Robert Boyce
Biology	Dawn Anderson
Chemistry	Jay Baltisberger
Child and Family Studies	Keila Thomas
Economics and Business	Cliff Sowell* (Trish Isaacs)
Education Studies	Kathryn Akural
English, Theatre and Speech Communication	Verlaine McDonald
Foreign Language	Jeanne Hoch
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	Marilla Scudder-Davis
Sociology	Tom Boyd** (Jackie Burnside)
Technology and Industrial Arts	Gary Mahoney

*Acting Chairperson, Academic Year

**Acting Chairperson, Fall Term 2006 and Short Term 2007

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
Appalachian Studies	Chad Berry, Director of Appalachian Studies
Asian Studies	Robert Foster, Coordinator of Asian Studies Program
General Education	Steve Gowler, Director of General Education
Peace and Social Justice Studies	Michael Rivage-Seul, Coordinator of Peace and Social Justice Studies
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, October 2006

CAMPUS GOVERNANCE

The campus governance structure allows for the inclusion and participation at various levels for all employees of the College. Avenues for participation in decision-making include: communication and sharing information, consultation, voice, and vote.

All non-student employees are members of the General Faculty and are eligible for committee service. Due to the size of the General Faculty, a subset called the General Faculty Assembly serves as the voting body. The General Faculty Assembly concerns itself with nonacademic affairs affecting the general welfare of the College and the fulfillment of its purposes. Within its purview are those matters not restricted to the College Faculty, including the labor program, financial aid, extracurricular activities, student conduct, residence hall life, College calendar, campus environment, some strategic planning initiatives, and the general working circumstances for staff. The College Faculty acts on both academic program matters and recommendations dealing with College Faculty personnel policies. The Staff Forum, consisting of all non-student employees except those who are members of the College Faculty, provides a formal structure of information-sharing and voice for staff members. It serves in an advisory capacity to administrators and faculty decision-making bodies.

General Faculty Assembly and College Faculty Memberships

Academic Year 2006-2007

Memberships

General Faculty Assembly 276 members

NOTE: The Assembly includes all members of the College Faculty.

College Faculty 142 members

Source: *Berea College Faculty Manual*, October 2006
Executive Council, October 2006

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 Assembly, and any recommendations for substantive changes in policy are subject to approval by one or the other body. The councils are: Academic Program, Faculty Status, Labor Program, Strategic Planning, 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.

Faculty Secretary

The Faculty Secretary is the recorder of official proceedings of the College Faculty and the General Faculty Assembly meetings.

Awards Committee

The Awards Committee solicits nominations from the College community for honorary degree and Berea College Service Award candidates. After reviewing the nominations, it recommends candidates for approval by the appropriate bodies.

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 to meet future needs-and recommends policies and actions which promote progress toward ecological sustainability.

ACADEMIC PROGRAM COUNCIL (APC)

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.

Source: Faculty Manual, November 2006

Faculty Council and Committee Structure (continued)

Convocation Committee

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

Student Admissions and Academic Standing Committee (SAAS)

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

Teacher Education Committee

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

FACULTY 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.

LABOR PROGRAM COUNCIL (LPC)

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

STRATEGIC PLANNING COUNCIL (SPC)

The Strategic Planning Council 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.

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.

ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES

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.

Source: Faculty Manual, November 2006

Faculty Council and Committee Structure (continued)

Campus Conduct Hearing Board

The Committee serves as a pool of persons from which panels are selected to hold formal hearings on matters presented to it. For staff hearings, these matters may include individual complaints of discrimination, sexual harassment, or other employment-related grievances which apply to all employees of the College. For students, the Board hears all suspendable nonacademic cases of student misconduct, including violations of the Student Conduct Regulations and misconduct arising from student labor program or financial aid programs.

Dean's Advisory Council

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

Faculty Advisors to the Student Government Association

The Faculty Advisors to the Student Government Association provide guidance in the development of policies, practices, and other procedures that pertain to the student body.

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 violation of academic freedom.

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 Faculty and General Faculty Assembly.

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. This committee also ensures quality of education offered through consortial relationships.

Safety Committee

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

Source: Faculty Manual, November 2006

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	Academic Year 2005 - 2006	2006	Academic Year - 2007
Tenure Appointments*	125		119
Unfilled Tenure Positions	4		9
Total Allocated Tenure Track Positions	129		128
Full-time Teaching Appointments**	130		128
Professor	(44)		(40)
Associate	(43)		(47)
Assistant	(37)		(32)
Instructor	(6)		(9)
Part-Time 29			35
Full-Time Employees Teaching Part-Time	10		9
Full-Time Equated	146		149

*Includes all tenure-track and tenured faculty, including five individuals teaching less than full-time and four administrators in both 2005-2006 and 2006-2007.

**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 2006 - 2007

	Female	Total	
Male			
0 to 5 years	29	19	48
6 to 10 years	9	8	17
11 to 20 years	15	16	31
21 to 30 years	13	8	21
Over 30 years	10	1	11
TOTAL	76	52	128

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

STUDENT/FACULTY RATIO

	Academic Year 2006-2007	Academic Year
2005-2006		
Student/Faculty Ratio* (FTE)	11/1	10/1

*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 2006

**FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 1997-1998 THROUGH 2006-2007**

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<u>Age**</u>	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	<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	3	(3%)	1	(1%) ³		(2%)	2	(2%)	1	(2%)
30-39 years old	22	(19%)	24	(20%)	24	(19%)	19	(15%)	21	(15%)
40-49 years old	39	(33%)	40	(34%)	42	(34%)	43	(34%)	38	(34%)
50-59 years old	32	(27%)	33	(28%)	36	(28%)	38	(30%)	45	(30%)
60-69 years old	21	(18%)	19	(16%)	19	(15%)	23	(18%)	26	(18%)
Greater than 69 years old	1	(1%)	1	(1%)	0	(0%)	0	(0%)	0	(0%)
TOTAL	116	(100%)	118	(100%)	124	(100%)	125	(100%)	131	(100%)
Average:	48		53		49	50			51	

<u>Age**</u>	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	<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	(1%)	3	(2%) ²		(2%)	0	(0%)	1	(1%)
30-39 years old	23	(17%)	23	(18%)	22	(17%)	25	(19%)	21	(16%)
40-49 years old	40	(30%)	37	(28%)	38	(29%)	30	(23%)	30	(23%)
50-59 years old	42	(31%)	43	(33%)	42	(32%)	48	(37%)	52	(41%)
60-69 years old	27	(20%)	23	(18%)	25	(19%)	25	(19%)	22	(17%)
Greater than 69 years old	1	(1%)	1	(1%)	2	(2%)	2	(2%)	2	(2%)
TOTAL	134	(100%)	130	(100%)	131	(100%)	130	(100%)	128	(100%)
Average:	49		50		50		50		51	

*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* BASE SALARIES BY RANK AND GENDER
ACADEMIC YEAR 2006 - 2007

Male				Female			Total		
Rank	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	27	\$78,500	\$77,800	13	\$71,700	\$71,800	40	\$76,300	\$73,300
Associate Prof.	24	\$59,300	\$58,400	23	\$60,800	\$60,800	47	\$60,000	\$59,600
Assistant Prof.	21	\$52,600	\$51,700	11	\$51,800	\$52,400	32	\$52,300	\$52,100
Instructor**	<u>4</u>			<u>5</u>			<u>9</u>	\$41,700	\$42,350
ALL RANKS	76	\$63,300	\$59,500	52	\$59,800	\$60,700	128	\$61,900	\$60,200

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*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 2006

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

Academic Year 2006 - 2007

<u>Department</u>	<u>Gender Degree</u>			<u>Terminal Te</u>		<u>nured</u>	
	<u>M</u>	<u>W</u>	<u>I</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%)	5	(83%)
Biology	4	1	5	5	(100%)	4	(80%)
Chemistry	5	0	5	5	(100%)	2	(40%)
Child and Family Studies	2	4	6	4	(67%)	3	(50%)
Economics and Business	5	4	9	6	(67%)	7	(78%)
Education Studies	1	4	5	4	(80%)	2	(40%)
English, Theatre and Speech Communication	6	5	11	11	(100%)	8	(73%)
Foreign Languages	3	4	7	6	(86%)	4	(57%)
General Studies	4	1	5	4	(80%)	2	(40%)
History	4	2	6	6	(100%)	3	(50%)
Mathematics and Computer Science	4	3	7	6	(86%)	4	(57%)
Music	4	3	7	4	(57%)	5	(71%)
Nursing	1	5	6	6	(100%)	2	(33%)
Philosophy and Religion	7	1	8	8	(100%)	5	(63%)
Physical Education and Health	3	6	9	7	(78%)	3	(33%)
Physics	2	1	3	3	(100%)	1	(33%)
Political Science	2	0	2	2	(100%)	2	(100%)
Psychology	4	1	5	5	(100%)	4	(80%)
Sociology 0		2	2	2	(100%)	2	(100%)
Sustainability and Environmental Studies	2	0	2	2	(100%)	1	(50%)
Technology and Industrial Arts	4	0	4	4	(100%)	3	(75%)
Women's Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	(100%)	<u>2</u>	(100%)
TOTAL	76	52	128	113	(88%)	76	(59%)

*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, December 2006

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

	<u>Fiscal Year</u> <u>2001-2002</u>	<u>Fiscal Year</u> <u>2002-2003</u>	<u>Fiscal Year</u> <u>2003-2004</u>	<u>Fiscal Year</u> <u>2004-2005</u>	<u>Fiscal Year</u> <u>2005-2006</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$374,260	\$262,647	\$233,319	\$223,942	\$329,627
Number of Faculty Receiving Funds	131	134	130	131	130
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$2,857	\$1,960	\$1,795	\$1,742	\$2,951
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$551,900	\$561,204	\$658,977	\$438,130	\$963,586
Number of Faculty on Paid Sabbatical	11	12	13	9	15
Average Total \$ Per Faculty on Sabbatical	\$50,180	\$46,767	\$50,691	\$48,681	\$64,239
Percent of Total Full-Time Faculty	8.4%	9.0%	10.0%	6.9%	11.5%
Number of Total Full-Time Faculty	131	134	130	131	130

Source: Office of the Academic Vice President and Provost, October 2006

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	Larry K. Blair	1983
Charlotte P. Ludlum	1964	Richard Barnes	1984
William E. Newbolt	1964	Marlene Waller	1985
Virginia Ruth Woods	1965	Smith T. Powell	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	Laura A. Crawford	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	<i>Dawn Anderson</i>	2006

Source: Office of the Dean of Faculty, October 2006

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
	<i>Michael Panciera</i>	2006

Source: Academic Services, October 2006

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

<u>ALABAMA</u>	<u>KENTUCKY</u>	<u>KENTUCKY</u>	<u>KENTUCKY</u>
Blount Bourb	on**	Jessamine*	Scott**
Calhoun Boyd		Johnson	Shelby**
Cherokee Boyle*		Kenton**	Simpson**
Cullman Bracke	n*	Knott	Spencer**
Dekalb Breathitt		Knox	Taylor*
Etowah Brecke	nridge**	Larue**	Todd**
Jackson Bullitt**		Laurel	Trigg**
Jefferson Butler**		Lawrence	Trimble**
Limestone Caldwell**		Lee	Union**
Madison Callo	way**	Leslie	Warren**
Marshall Camp	bell**	Letcher	Washington**
Morgan Carli	sle**	Lewis	Wayne
St. Clair	Carroll**	Lincoln	Webster**
Shelby Carte	r	Livingston**	Whitley
Talladega Ca	sey	Logan**	Wolfe
Chri	stian**	Lyon**	Woodford**
<u>GEORGIA</u> Clark*		McCracken**	
Bartow Clay		McCreary	<u>NORTH CAROLINA</u>
Catoosa Clinton		McLean**	Alexander
Chattooga Crittend	en**	Madison	Alleghany
Cherokee Cumb	erland	Magoffin	Ashe
Dade D	aviess**	Marion*	Avery
Dawson Edmon	son**	Marshall**	Buncombe
Fannin Elliott		Martin	Burke
Floyd Estill		Mason*	Caldwell
Forsyth Fayette**		Meade**	Cherokee
Gilmer Fleming*		Menifee	Clay
Gordon Floyd		Mercer*	Graham
Habersham Fran	klin**	Metcalfe*	Haywood
Lumpkin Fulton**		Monroe*	Henderson
Murray Gallatin**		Montgomery*	Jackson
Pickens Garrard		Morgan	McDowell
Rabun Grant**		Muhlenburg**	Macon
Towns Grave	s**	Nelson**	Madison
Union Gray	son**	Nicholas*	Mitchell
Walker Gree	n*	Ohio**	Polk
White Gree	nup	Oldham**	Rutherford
Whitfield H	ancock**	Owen**	Stokes
Har	din**	Owsley	Surry
<u>KENTUCKY</u> Harl	an	Pendleton**	Swain
Adair Harri	son**	Perry	Transylvania
Allen** Hart**		Pike	Wautaga
Anderson** Hen	derson**	Powell	Wilkes
Ballard** H	enry**	Pulaski	Yancey
Barren** Hickma	n**	Robertson*	
Bath Hop	kins**	Rockcastle	
Bell Ja	ckson	Rowan	
Boone** Jefferson	**	Russell	

Admissions Territory (continued)

<u>OHIO</u> T	<u>ENNESSEE</u> VIRGINIA	<u>WEST</u>	<u>VIRGINIA</u>
Adams** Jackson		Lee	Monroe
Athens** Jefferson		Loudon	Nicholas
Brown** Johnson		Montgomery	Pendleton
Clermont** Knox		Nelson	Pleasants*
Gallia** Loudon		Page	Pocahontas
Hamilton*** M	cMinn	Patrick	Preston*
Highland** Macon		Pulaski	Putnam
Hocking** Marion		Roanoke	Raleigh
Jackson** Meigs		Rockbridge	Randolph
Lawrence** Monroe		Rockingham	Ritchie*
Meigs** Morgan		Russell	Roane*
Monroe** Overton		Scott	Summers
Morgan** Pickett		Shenandoah	Taylor*
Noble** Polk		Smyth	Tucker
Perry** Putnam		Tazewell	Tyler*
Pike** Rhea		Warren	Upshur*
Ross** Roane		Washington	Wayne
Scioto** Scott		Wise	Webster
Vinton** Sequatchie		Wythe	Wirt*
Washington** Sevier			Wood**
Smith		<u>WEST VIRGINIA</u> Wyoming	
<u>SOUTH CAROLINA</u> Sullivan		Barbour*	
Cherokee Unicoi		Boone**	
Greenville Union		Braxton*	TAKEN OUT
Oconee VanBuren		Cabell*	OF TERRITORY
Pickens Warren		Calhoun*	IN 1976
Spartanburg Washington		Clay*	
White		Doddridge*	
<u>TENNESSEE</u>		Fayette	<u>Alabama</u>
Anderson VIRGINIA	_____ Gilmer*		Clay
Bledsoe Alleghany		Grant	Cleburne
Blount Amhert		Greenbrier	Fayette
Bradley Augusta		Hampshire	Franklin
Campbell Bath		Hardy	Marion
Carter Bedford		Harrison*	Walker
Claiborne Bland		Jackson*	Winston
Clay Botetourt		Jefferson	
Cocke Buchanan		Kanawha*	<u>Virginia</u>
Cumberland Carroll		Lewis*	Greene
DeKalb Clarke		Lincoln	Madison
Fentress Craig		Logan	Rappahannock
Grainger Dickenson		McDowell	
Greene Floyd		Marion*	
Grundy Franklin		Mason*	
Hamblen Frederick		Mercer	
Hamilton Giles		Mineral	
Hancock Grayson		Mingo	
Hawkins Highland		Monongalia*	

*Counties added in 1976

**Counties added in 1978

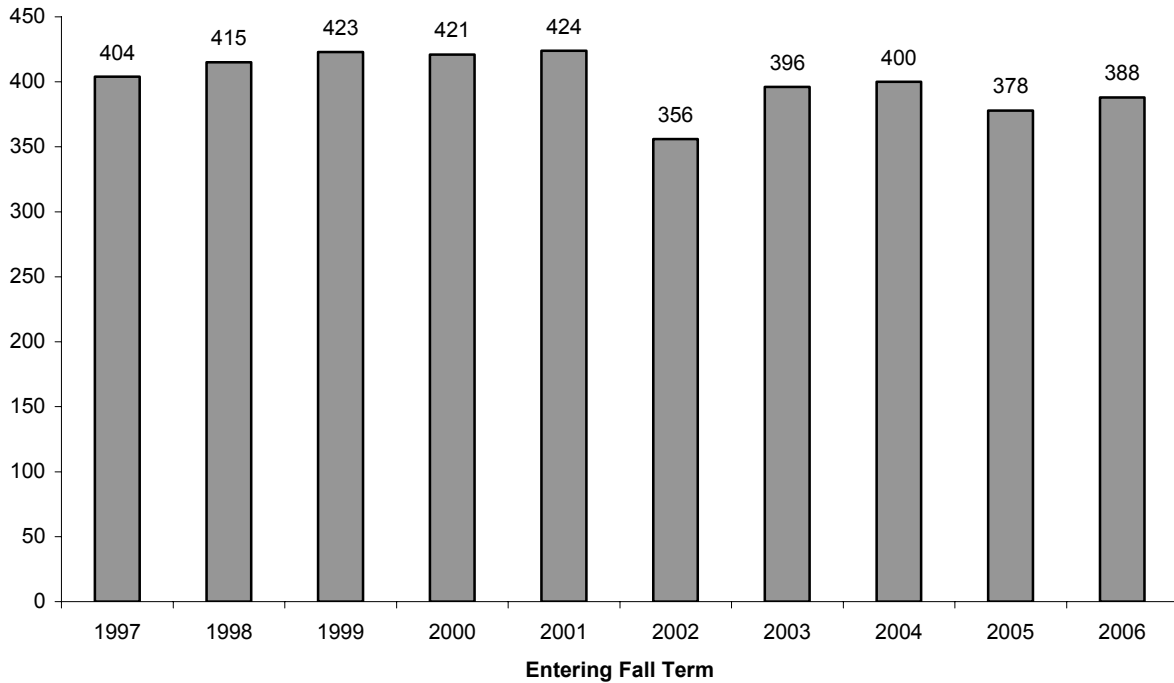
***County added in 1996 (Hamilton County, Ohio)

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
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
2006*	not available		1,818	not available	532	29	388	73

NUMBER OF NEW FRESHMEN



*It is becoming more difficult to maintain an accurate count of “inquiries” as many students gather information about Berea College via the web.

Source: Admissions Office, annual editions of Freshman Application Report

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

Males

APPLIED FALL TERM	N	ACCEPTED		ENROLLED	
		N	% of Applications	N	% of Accepted
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
2006	817	222	27	168	76

Females

APPLIED FALL TERM	N	ACCEPTED		ENROLLED	
		N	% of Applications	N	% of Accepted
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
2006	1,001	310	31	220	71

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

INQUIRIES FALL TERM	APPLIED		ACCEPTED		ENROLLED	
	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2006**	not available	994 not available 410		41	294	72

OUT-OF-TERRITORY

INQUIRIES FALL TERM	APPLIED		ACCEPTED		ENROLLED	
	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2006**	not available	282 not available	87	31	63	72

F-1 INTERNATIONAL*

INQUIRIES FALL TERM	APPLIED		ACCEPTED		ENROLLED	
	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2006**	not available	542 not available	35	6	31	89

*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 2006, seven (7) new freshmen were designated as "permanent residents."

**It is becoming more difficult to maintain an accurate count of "inquiries" as many students gather information about Berea College via the web.

Source: Admissions Office, annual editions of Freshman Application Report

**NEW FRESHMEN FROM KENTUCKY
FALL TERMS 1997 - 2006**

Year	_____ Freshmen	Total New _____ Freshmen	Kentucky _____ Freshmen	Percent Kentucky <u>Freshmen of Total</u>
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
2006		388	163	42.0

**AFRICAN-AMERICAN NEW FRESHMEN
FALL TERMS 1997 – 2006**

Year	_____ Freshmen	Total New _____ Freshmen	African-American _____ Freshmen	Percent <u>African-American of Total New Freshmen</u>
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
2006		388	74	19.1

**NON-TRADITIONAL* NEW FRESHMEN
FALL TERMS 2000 - 2006**

Year	_____ Freshmen	Total New _____ Freshmen	Non-traditional* _____ Freshmen	Percent Non-traditional <u>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
2006		388	12	3.1

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

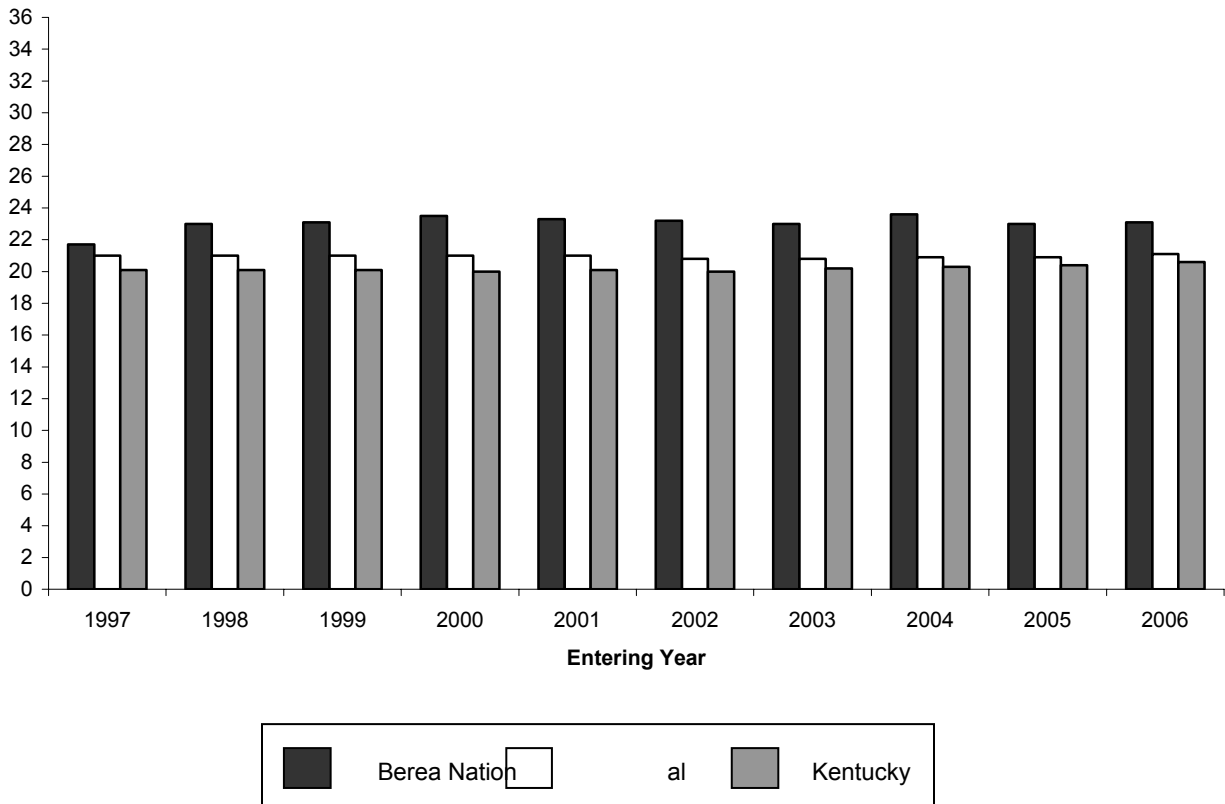
Source: Admissions Office, annual editions of Freshman Class Profile
Student Life Collegium

MEAN ACT COMPOSITE SCORES 1997 - 2006

<u>Year</u>	<u>Berea's New Freshmen* M</u>	<u>Berea</u> <u>en Wom</u>	<u>en Mean</u>	<u>National</u> <u>Mean</u>	<u>Kentucky</u>
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
2006	23.1	22.7	23.4	21.1	20.6

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

Mean ACT Composite Scores

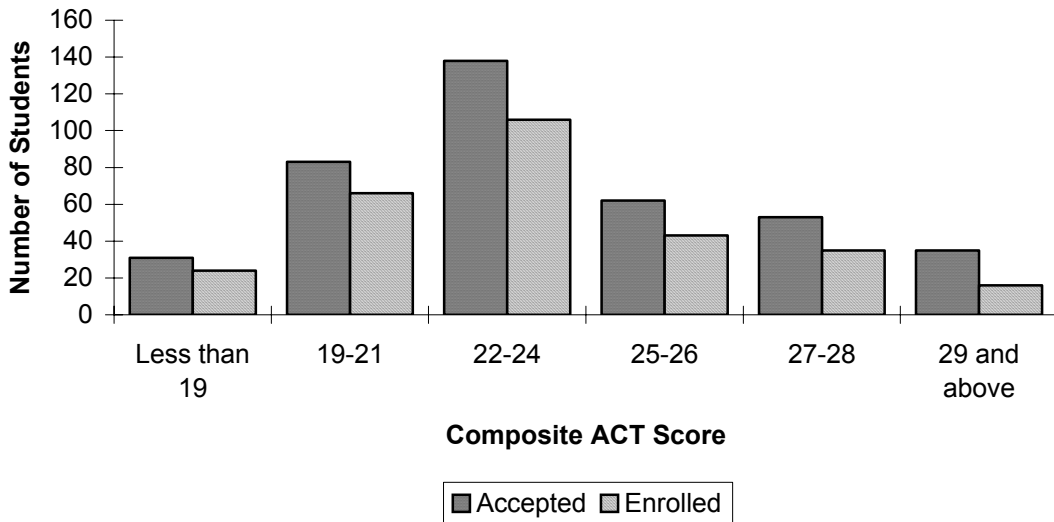


Source: Admissions Office, annual editions of the Freshman Class Profile

**ACT COMPOSITE SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

ACT Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 19	31	7.7%	24	8.3%	77.4%
19 - 21	83	20.6%	66	22.8%	79.5%
22 - 24	138	34.3%	106	36.6%	76.8%
25 - 26	62	15.4%	43	14.8%	69.4%
27 - 28	53	13.2%	35	12.1%	66.0%
29 and above	35	8.7%	16	5.5%	45.7%
TOTAL	402	100.0%	290	100.0%	72.1%

**ACT COMPOSITE SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**



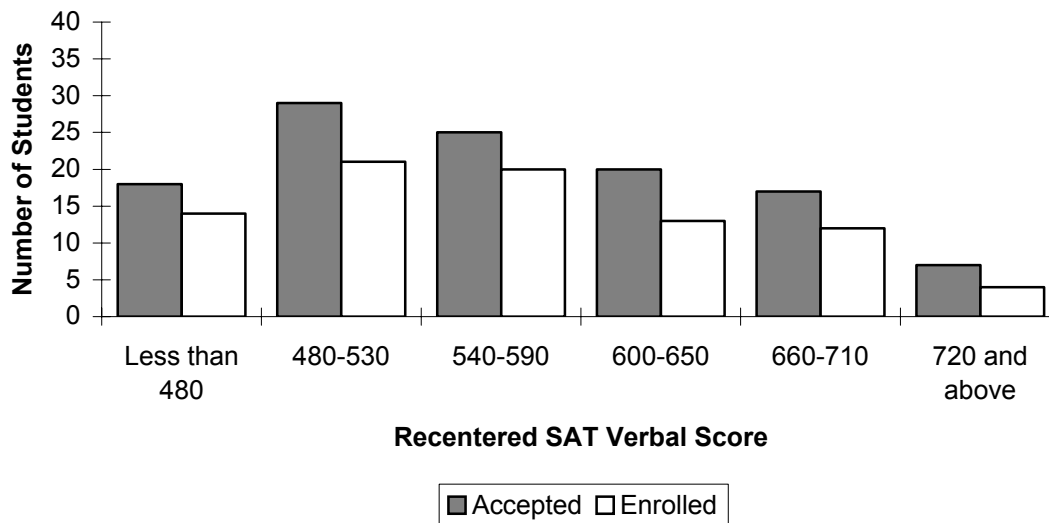
*Total does not equal the number of new freshmen because not all students submitted ACT scores. The total number accepted is 532 and the total number enrolled is 388.

Source: Office of Admissions, October 2006

**SAT VERBAL SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

SAT Verbal Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	18	15.5%	14	16.7%	77.8%
480 - 530	29	25.0%	21	25.0%	72.4%
540 - 590	25	21.6%	20	23.8%	80.0%
600 - 650	20	17.2%	13	15.5%	65.0%
660 - 710	17	14.7%	12	14.3%	70.6%
720 and above	7	6.0%	4	4.8%	57.1%
TOTAL	116	100.0%	84	100.0%	72.4%

**SAT VERBAL SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**



*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 532 and the total number enrolled is 388.

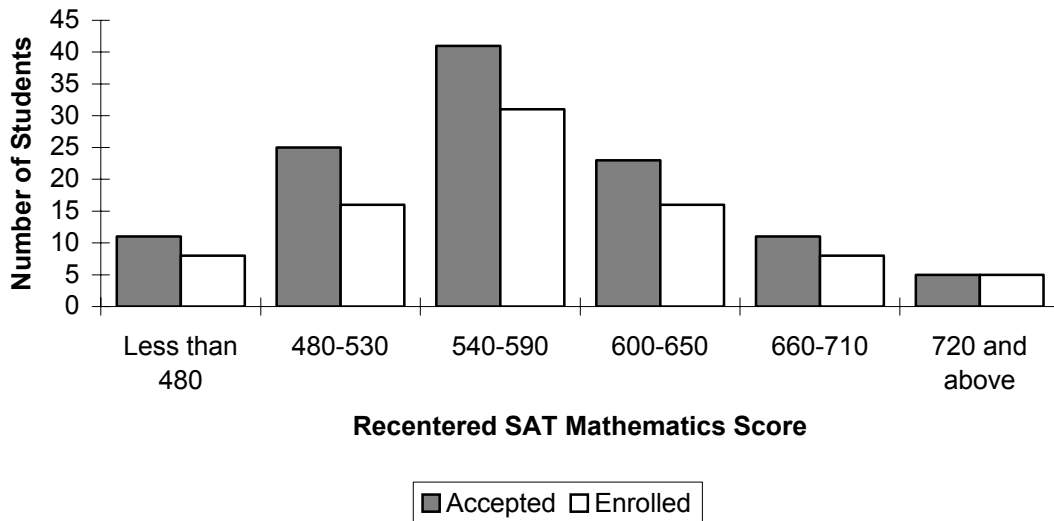
NOTE: The SAT scores above include scores from both the new SAT (1st Administration: March 2005) and the older exam.

Source: Office of Admissions, October 2006

**SAT MATHEMATICS SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

SAT Interval	Mathematics Accepted*	Number	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480		11	9.5%	8	9.5%	72.7%
480 - 530		25	21.6%	16	19.0%	64.0%
540 - 590		41	35.3%	31	36.9%	77.2%
600 - 650		23	19.8%	16	19.0%	69.6%
660 - 710		11	9.5%	8	9.5%	72.7%
720 and above		5	4.3%	5	6.0%	100.0%
TOTAL		116	100.0%	84	100.0%	72.4%

**SAT MATHEMATICS SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

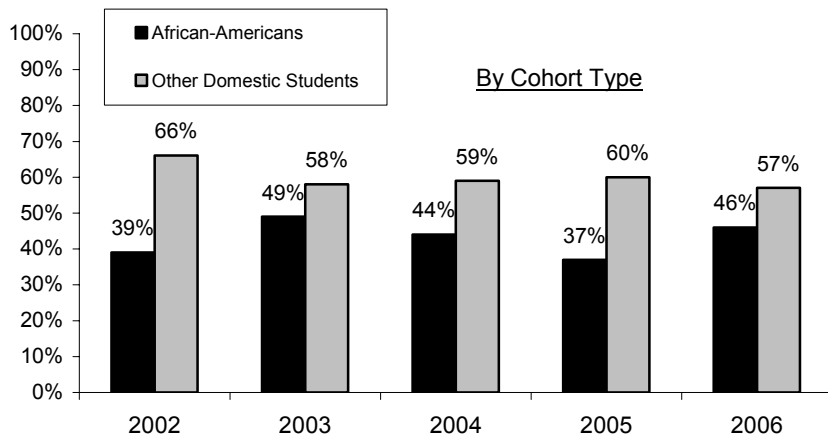
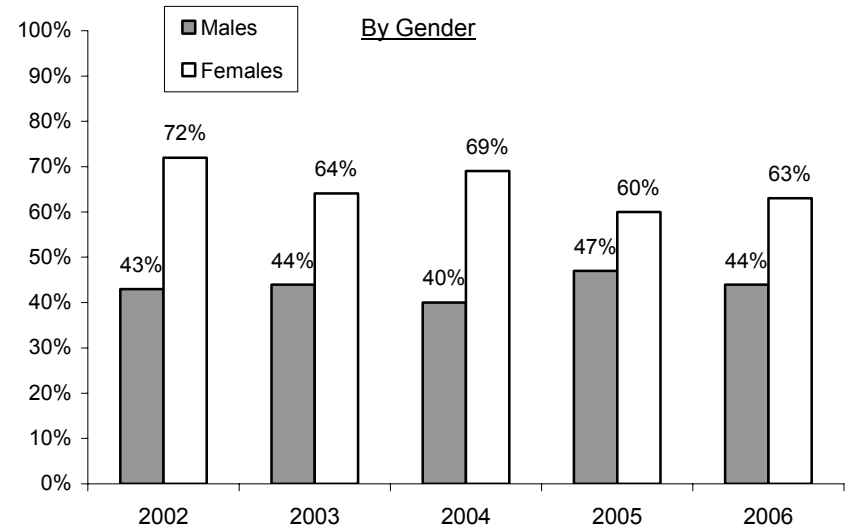
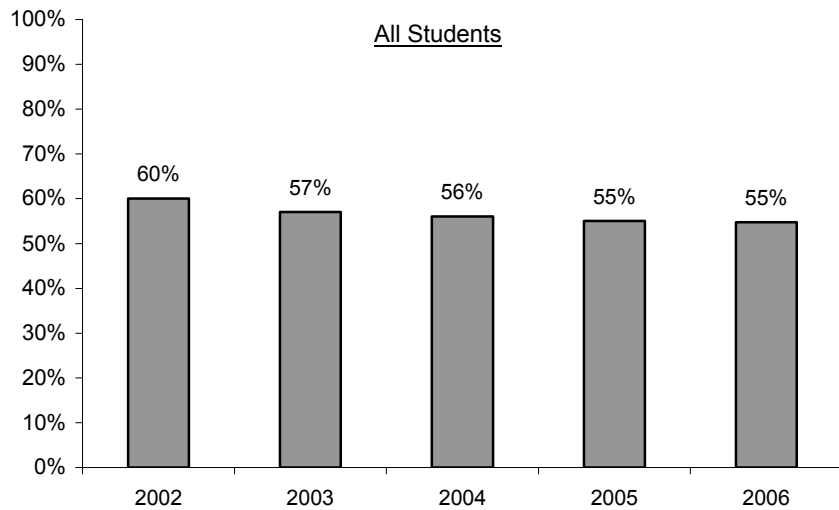


*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 532 and the total number enrolled is 388.

Note: The SAT scores above include scores from both the new SAT (1st administration: March 2005) and the older exam.

Source: Office of Admissions, October 2006

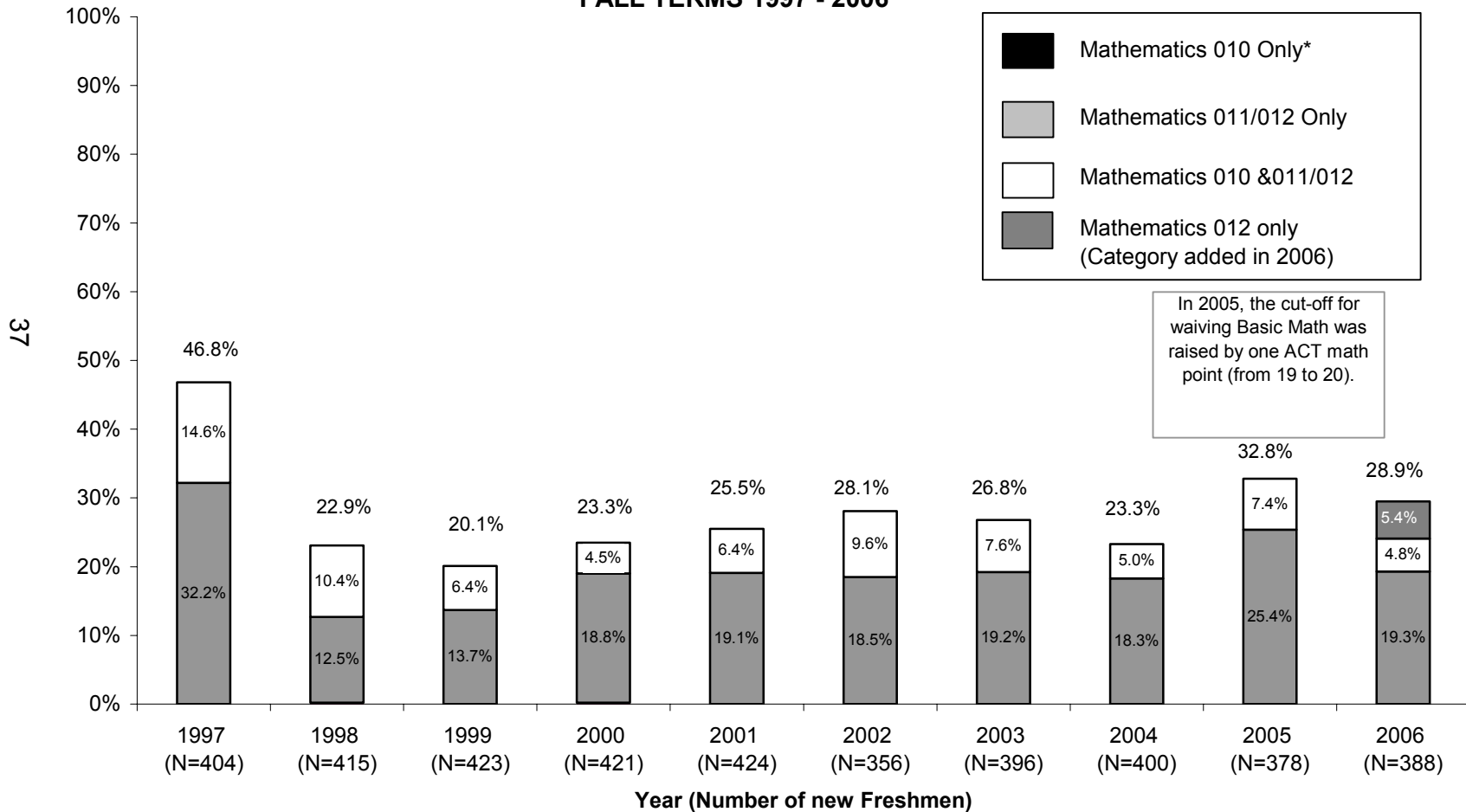
NEW FRESHMEN RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS BY GENDER AND COHORT TYPE 2002 - 2006



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,

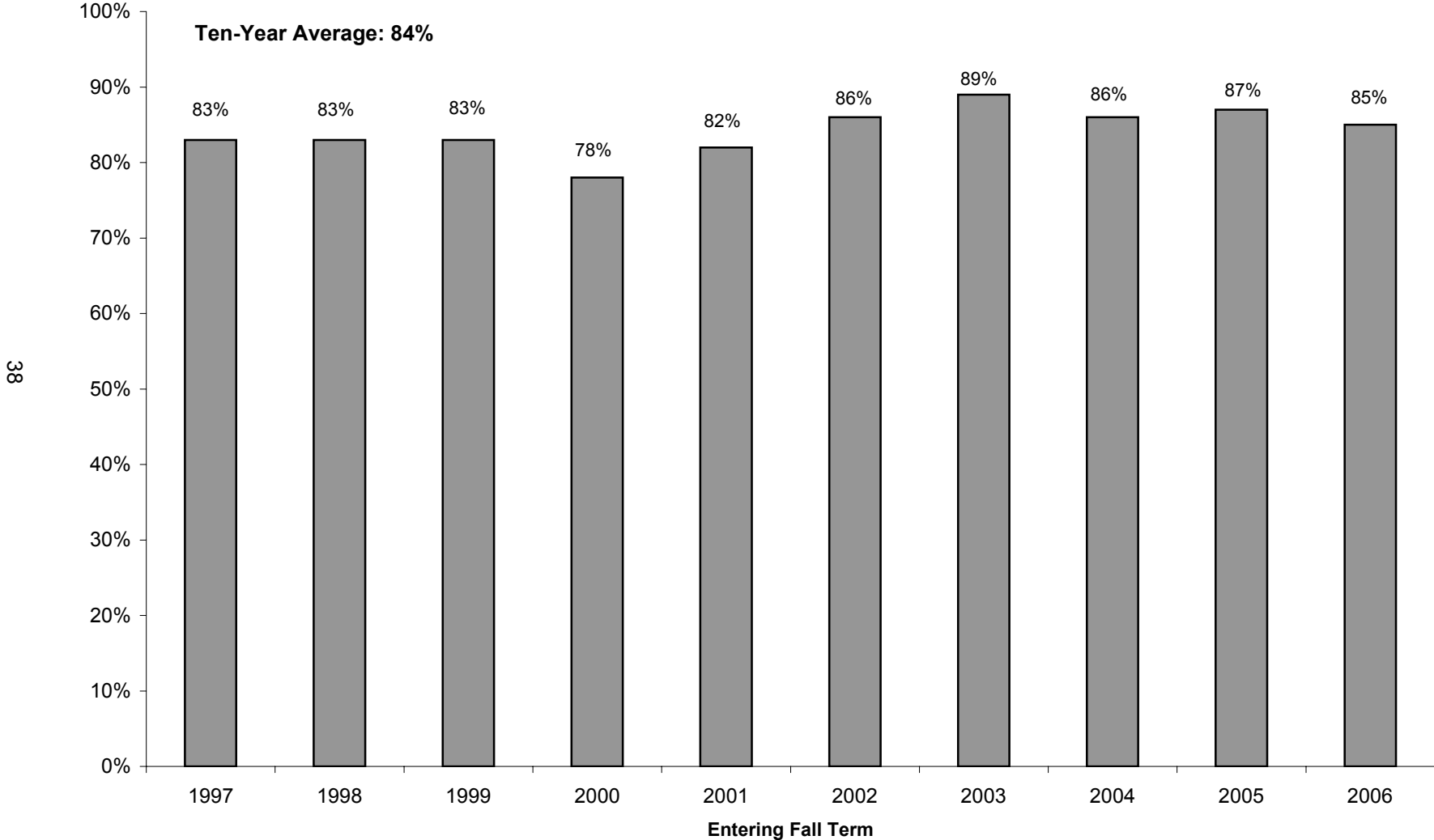
**NEW FRESHMEN ASSIGNED TO BASIC MATHEMATICS COURSES
FALL TERMS 1997 - 2006**



*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.

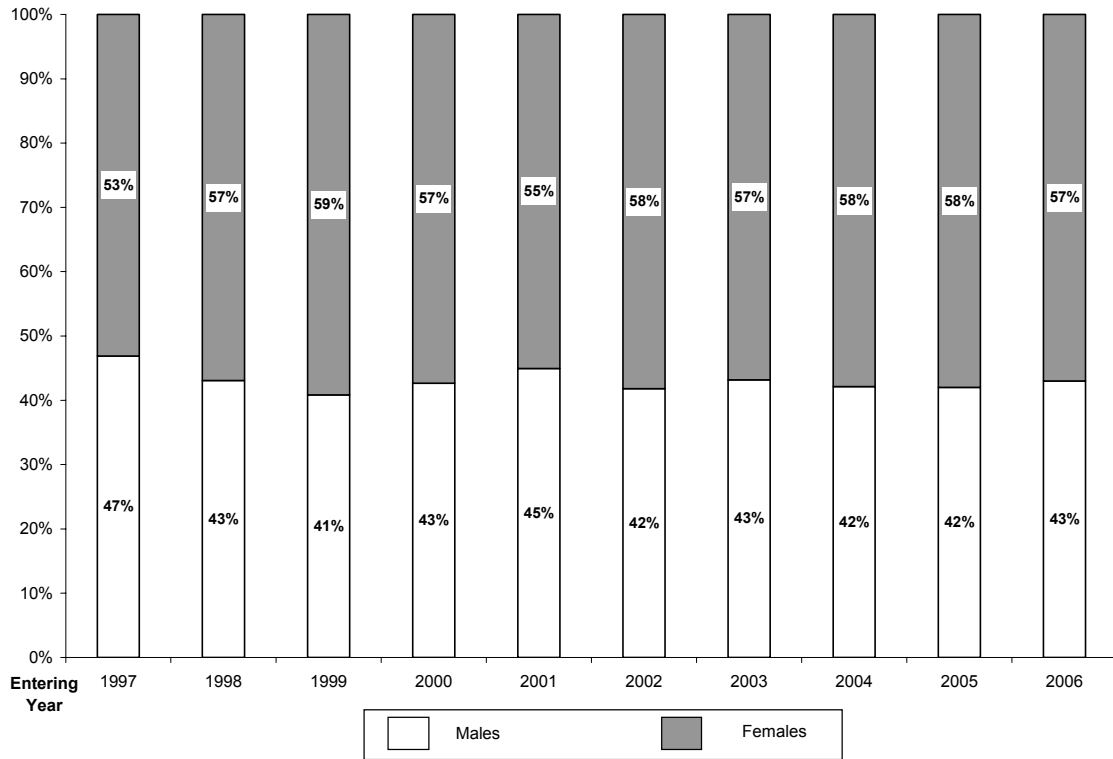
FINANCIAL NEED OF ENTERING FRESHMEN: Federal Pell Grant Recipients



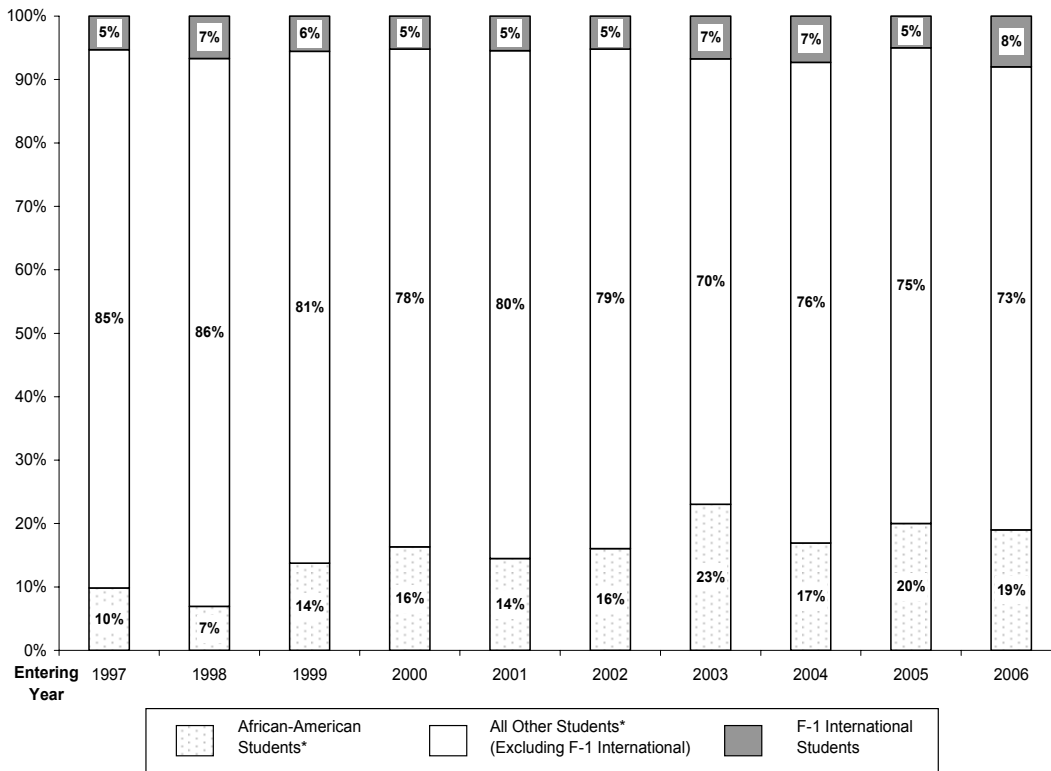
Source: Office of Institutional Research and Assessment, September 2006

NEW FRESHMAN ENROLLMENT TRENDS

New Freshman Enrollment by Gender



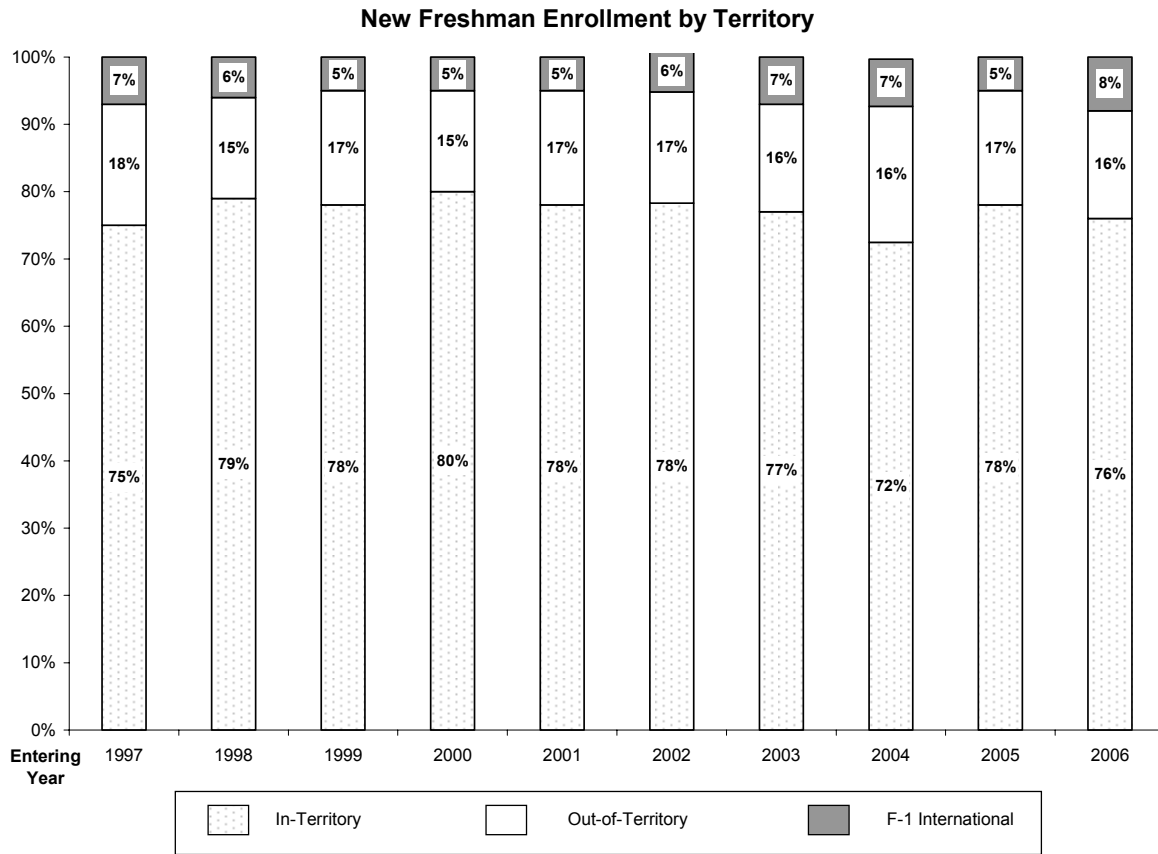
New Freshman Enrollment by Cohort Type



*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 2006

New Freshman Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2006.

ENROLLMENT CATEGORY HIGHLIGHTS

	Fall 2006 All Degree-Seeking Students <u>N = 1,520</u>	Fall 2006 New Freshmen <u>N = 388</u>
Gender		
Male	614 40%	168 43%
Female	906 60%	220 57%
Territory		
In-Territory	1,098 72%	294 76%
Out-of-Territory	301 20%	63 16%
F-1 International	121 8%	31 8%
Students With International Experience	162 11%	38 10%
Ethnicity		
African-American	278 18%	72 19%
Other minorities	56 4%	11 3%
White	1,037 68%	269 69%
Unknown (includes F-1 International)	149 10%	36 9%
Non-Traditional Students	284 19%	12 3%

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.

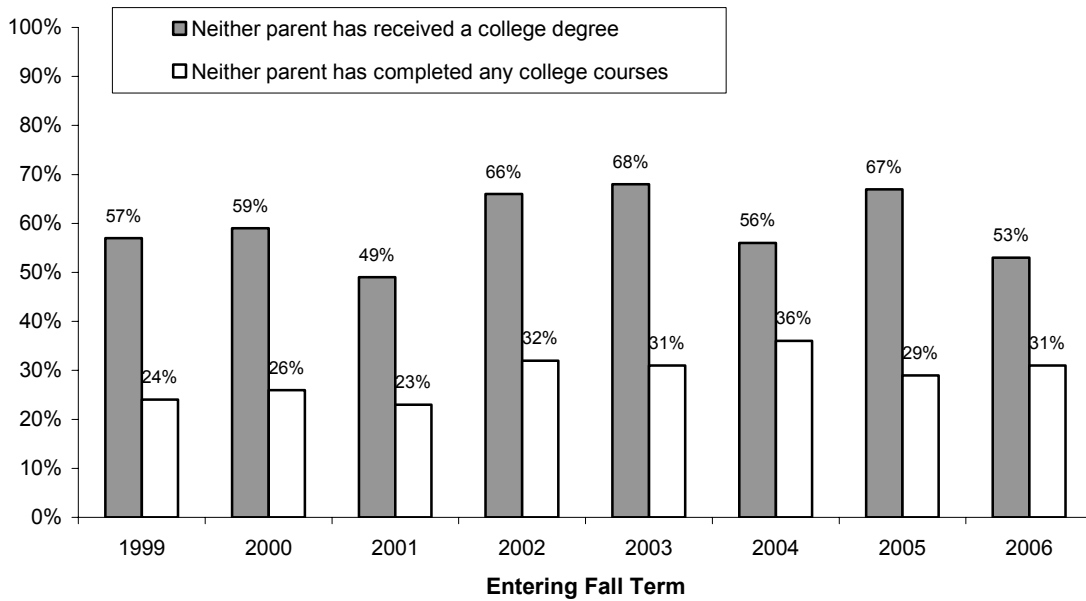
Other Minorities: Students (not F-1 International students) who indicated "American Indian or Alaskan Native," "Asian or Pacific Islander," or "Hispanic" on their admissions application.

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.

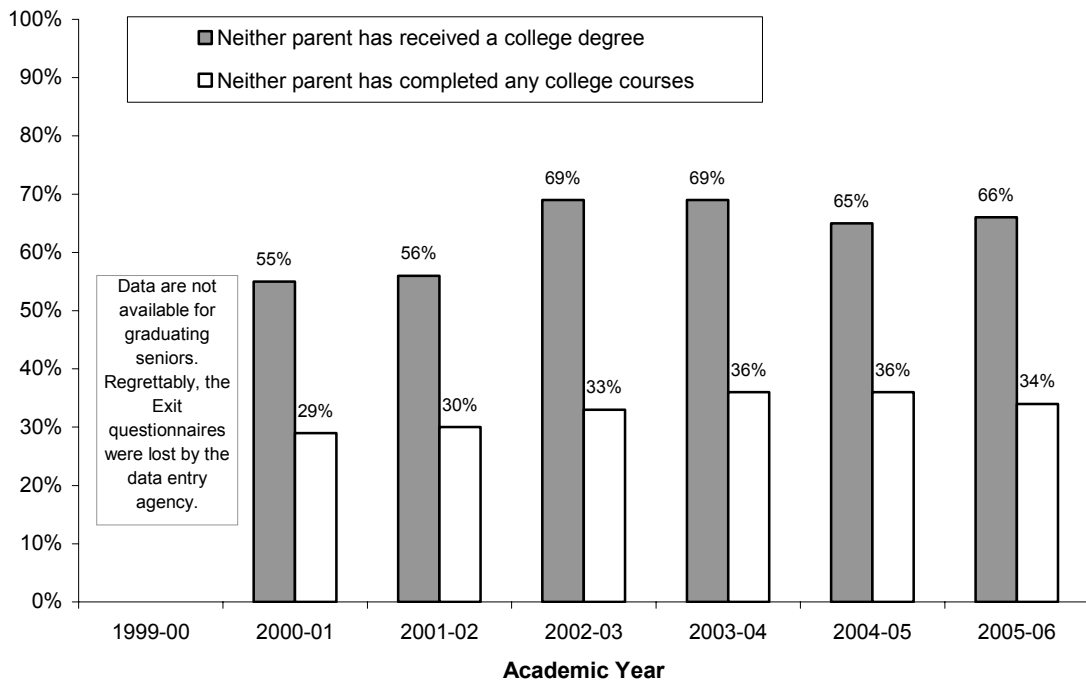
Non-Traditional Students: Students who are 23 or older, married, or have a child.

FIRST GENERATION COLLEGE STUDENTS

Entering Student Data



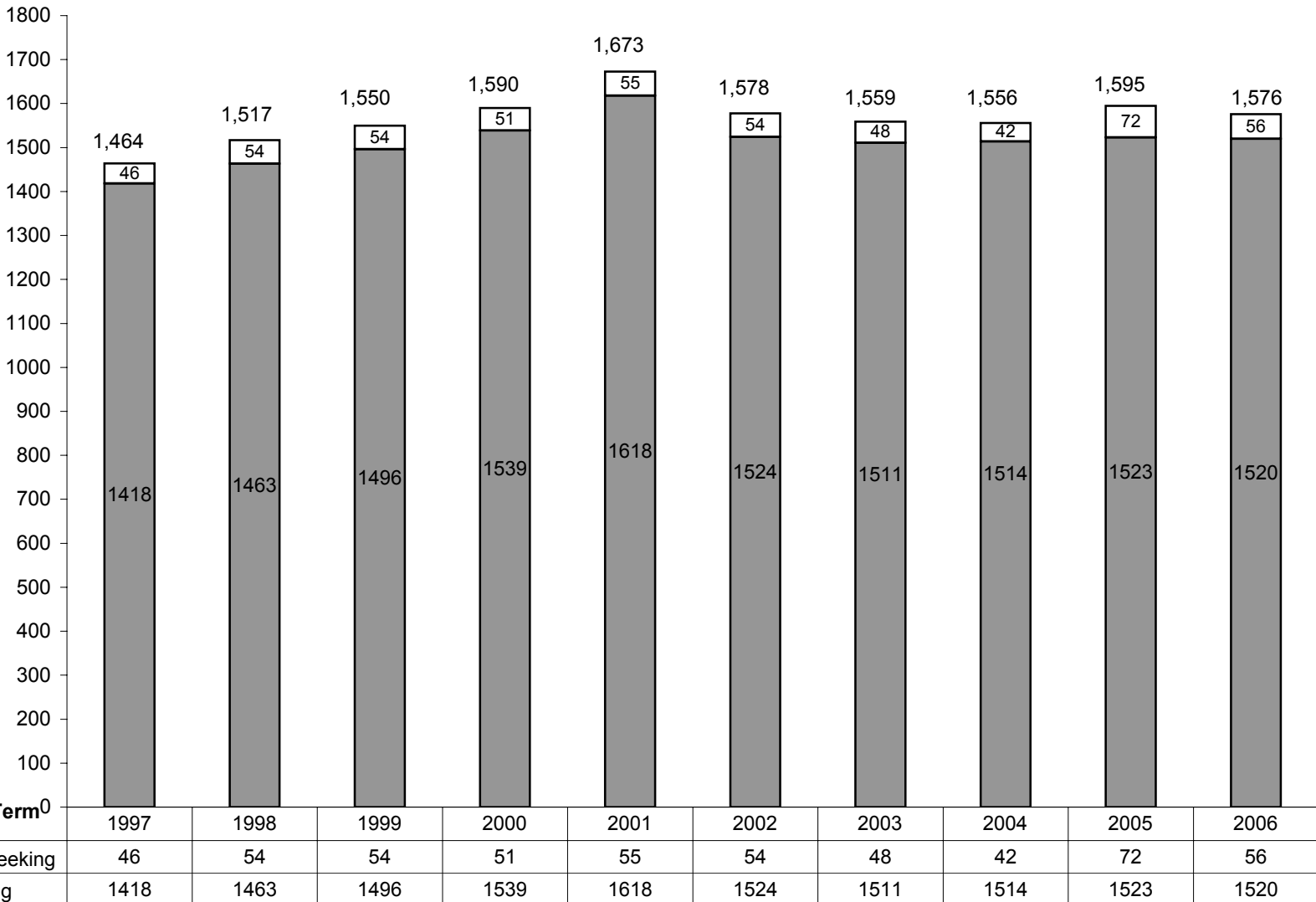
Graduating Student Data



Source: Office of Institutional Research and Assessment, annual Entering Student Surveys (Response rates range from 85% to 97%)
 Graduating Senior Exit Surveys (Response rates range from 68% to 86%).

FALL HEADCOUNT ENROLLMENT

43



Source: Office of Institutional Research and Assessment, September 2006

**FALL ENROLLMENTS BY CLASSIFICATION
2002 - 2006**

2002	_____ 2003	_____ 2004	_____ 2005	_____ 2006 _____
<u>Total (Full-Time and Part-Time)*</u>				
Freshman	427 468		483 470	472
New Freshmen	(356) (396)	(400) (378) (388)
Other** Freshmen	(71) (72)	(83) (92) (84)
Sophomore	343 298		365 366	334
Junior	380 340		302 344	338
Senior	<u>374</u>	<u>405</u>	<u>364</u>	<u>343</u>
TOTAL DEGREE-SEEKING STUDENTS	1,524 1,511		1,514 1,523	1,520
Berea Community School	25 24		23 26	23
Madison Southern High School	6	4	0	8
College Employee	9 7		7 8	2
Community (Special)	8	7	5	21
Post Graduate	0 0		0 1	0
Transient/Exchange	<u>6</u>	<u>6</u>	<u>7</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	54 48		42 72	56
TOTAL HEADCOUNT	1,578 1,559		1,556 1,595	1,576

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

NOTE: For the year 2006, there were four new freshmen "officially" classified as sophomores and one as a junior. For the year 2005, there was one new freshmen "officially" classified as a junior. For year 2004, there were four 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.

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 2006

FALL ENROLLMENTS BY CLASSIFICATION (Continued)

2002	2003	2004	2005	2006
Full-Time Students				
Freshman	427 468		483 470	472
New Freshmen	(356)	(396) (400)		(378) (388)
Other** Freshmen	(71)	(72) (83)		(92) (84)
Sophomore	342 298		365 366	334
Junior***	380 340		302 344	338
Senior	<u>372</u>	<u>404</u>	<u>361</u>	<u>340</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,617 1,510		1,511 1,520	1,516
Berea Community School	0	0	0	0
Madison Southern High School	0	0	0	0
College Employee	0 0		0 0	0
Community (Special)	0 0		0 0	1
Post Graduate	0 0		0 1	0
Transient/Exchange	<u>3</u>	<u>5</u>	<u>5</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	3 5		5 9	11
TOTAL FULL-TIME STUDENTS 1,620		1,515	1,516 1,529	1,527
Part-Time Students				
Freshman	0 0		0 0	0
New Freshmen	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)
Sophomore	1 1		0 0	0
Junior***	0 0		0 0	0
Senior	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	3 1		3 3	4
Berea Community School	25	24	23	26
Madison Southern High School	6	4	0	8
College Employee	9 7		7 8	2
Community (Special)	8	7	5	21
Post Graduate	0 0		0 0	0
Transient/Exchange	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49 43		37 63	45
TOTAL PART-TIME STUDENTS	52	44	40	66
FTE ENROLLMENT	1,549	1,532 1,530	1,555	1,546

**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 49 students has a FTE of 18.83.

Source: Academic Services, September 2006

FALL 2006 ENROLLMENT BY STATE AND U.S. TERRITORIES

Degree-Seeking Students:

Alabama	90	(6%)	Mississippi	7	(*)
Alaska	1	(*)	Missouri	8	(1%)
Arkansas	3	(*)	Montana	1	(*)
California	2	(*)	New Hampshire	4	(*)
Colorado	1	(*)	New Jersey	3	(*)
Delaware	1	(*)	New York	3	(*)
Florida	8	(1%)	North Carolina	78	(5%)
Georgia	50	(3%)	Ohio	145	(9%)
Hawaii	1	(*)	Oregon	5	(*)
Idaho	1	(*)	Pennsylvania	12	(1%)
Illinois	11	(1%)	South Carolina	24	(2%)
Indiana	14	(1%)	Tennessee	172	(11%)
Kansas	3	(*)	Texas	8	(1%)
Kentucky	568	(36%)	Utah	3	(*)
Louisiana	1	(*)	Vermont	1	(*)
Maryland	6	(*)	Virgin Islands	1	(*)
Massachusetts	3	(*)	Virginia	63	(4%)
Michigan	10	(1%)	Washington	3	(*)
Minnesota	1	(*)	West Virginia	69	(4%)

Sub-Total 1,386 (88%)

Students Enrolled from Outside the U.S. and/or Its Territories
(For more detail, see the following page.) 134 (8%)

Total Degree-Seeking Students 1,520 (96%)

Non-Degree-Seeking Students:

Berea Community School	23
Madison Southern High School	7
College Employee	2
Community (Special)	14
Post Graduate	0
Transient/Exchange	<u>10</u>
Sub-Total	56

Total Non-Degree-Seeking Students 56 (4%)

TOTAL HEADCOUNT ENROLLMENT 1,576 (100%)

*Denotes percentages less than 1.

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

Source: Office of Institutional Research and Assessment, Geographical Report, October 2006.
For more details visit < <http://www.berea.edu/ira/georeports.asp> > and
< <http://www.worldatlas.com/cntycont.htm> >.

FALL 2006 ENROLLMENT BY COUNTRY ORGANIZED BY CONTINENT

Degree-Seeking Students:

Africa

Botswana	2	(1%)
Cameroon	1	(1%)
Ethiopia	3	(2%)
Gabon	1	(1%)
Ghana	5	(4%)
Kenya	4	(3%)
Lesotho	1	(1%)
Liberia	4	(3%)
Mauritius	1	(1%)
Namibia	1	(1%)
Sierra Leone	2	(1%)
Sudan	1	(1%)
Swaziland	1	(1%)
Tanzania	1	(1%)
The Gambia	1	(1%)
Uganda	3	(2%)
Zambia	3	(2%)
Zimbabwe	6	(4%)
Africa Total	41	(31%)

Asia

Afghanistan	3	(2%)
Bangladesh	2	(1%)
India	1	(1%)
Indonesia	1	(1%)
Iran	1	(1%)
Israel	1	(1%)
Japan	1	(1%)
Kampuchea (Cambodia)	1	(1%)
Kazakhstan	1	(1%)
Kyrgyzstan	2	(1%)
Lebanon	1	(1%)
Malaysia	1	(1%)
Mongolia	2	(1%)
Myanmar (Burma)	3	(2%)
Nepal	5	(4%)
People's Republic of China	3	(2%)
Russia	1	(1%)
Sri Lanka	3	(2%)
Tibet, The Former	11	(8%)

Asia, continued

Turkey	1	(1%)
Turkmenistan	2	(1%)
Uzbekistan	4	(3%)
Vietnam	3	(2%)
Asia Total	55	(41%)

Europe

Armenia	1	(1%)
Azerbaijan	2	(1%)
Bulgaria	6	(4%)
Germany	2	(1%)
Kosovo (Serbia)	1	(1%)
Latvia	1	(1%)
Lithuania	1	(1%)
Macedonia	1	(1%)
Romania	1	(1%)
Serbia	1	(1%)
Slovak Republic	1	(1%)
Ukraine	5	(4%)
Europe Total	23	(21%)

North America

Guatemala	1	(1%)
Haiti	2	(1%)
Honduras	2	(1%)
Jamaica	1	(1%)
Mexico	2	(1%)
Trinidad and Tobago	2	(1%)
North America Total	10	(7%)

South America

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

TOTAL OF ALL COUNTRIES 134 (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 thirty-four (134) 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, October 2006.
For more details visit <<http://www.berea.edu/ira/georeports>> and
<<http://www.worldatlas.com/cntycont.htm>>.

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS
BY TERRITORY
2002 - 2006**

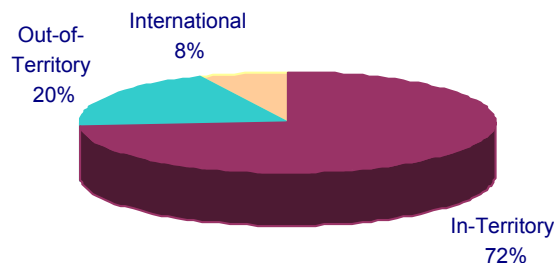
2002	2003	2004	2005	2006	
Berea's Territory*	1,148	1,114	1,112	1,103	1,098
Prior to 1976 expansion	71%	74%	70%	69%	68%
Counties Added in 1976 & 1978	27%	23%	26%	28%	29%
Hamilton Co, Ohio added in 1996	3%	3%	4%	3%	3%
Out-of-Territory*	275	284	292	311	301
F-1 International***	101	113	110	109	121
TOTAL	1,524	1,511	1,514	1,523	1,520

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

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

***The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2006, 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
2002 - 2006**

	2002		2003 2004		2005 2006			
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African-American (Non-Hispanic)	257	(17%)	260	(17%)	283	(17%)	283	(18%)
American Indian or Alaskan Native	9	(1%)	10	(1%)	8	(1%)	14	(1%)
Asian or Pacific Islander	19	(1%)	21	(1%)	22	(1%)	20	(1%)
Hispanic	13	(1%)	17	(1%)	25	(1%)	25	(2%)
White (Non-Hispanic)	1,083	(71%)	1,059	(70%)	1,038	(70%)	1,044	(68%)
Students who chose not to respond	42	(3%)	31	(2%)	28	(2%)	28	(2%)
F-1 International Students	<u>101</u>	<u>(7%)</u>	<u>113</u>	<u>(7%)</u>	<u>110</u>	<u>(7%)</u>	<u>109</u>	<u>(8%)</u>
TOTAL	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.

Source: Office of Institutional Research and Assessment, October 2006

FALL 2006 JUNIOR AND SENIOR ENROLLMENT BY MAJOR AND COHORT TYPE

	African-American		All Other Domestic F-1		International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African-American Studies	2	(2%)	0	(0%)	0	(0%)	2	(*)
Agriculture and Natural Resources	1	(1%)	19	(4%)	0	(0%)	20	(3%)
Art	3	(2%)	24	(4%)	0	(0%)	27	(4%)
Biology	8	(10%)	41	(8%)	3	(4%)	57	(8%)
Business Administration	18	(14%)	42	(8%)	17	(20%)	77	(10%)
Chemistry	3	(2%)	8	(1%)	5	(6%)	16	(2%)
Child and Family Studies	14	(11%)	38	(7%)	1	(1%)	53	(7%)
Economics	1	(1%)	3	(1%)	12	(14%)	16	(2%)
Education Studies	1	(1%)	13	(2%)	1	(1%)	15	(2%)
Elementary Education	0	(0%)	13	(2%)	0	(0%)	13	(2%)
English	6	(5%)	34	(6%)	1	(1%)	41	(5%)
Foreign Languages	1	(1%)	26	(5%)	6	(7%)	33	(4%)
Classical Languages	[0]	(0%)	[2]	(*)	[0]	(0%)	[2]	(*)
French	[0]	(0%)	[5]	(1%)	[2]	(2%)	[7]	(1%)
German	[1]	(1%)	[5]	(1%)	[2]	(2%)	[8]	(1%)
Spanish	[0]	(0%)	[14]	(3%)	[2]	(2%)	[16]	(2%)
History	4	(3%)	20	(4%)	0	(0%)	24	(3%)
Independent Major	0	(0%)	13	(2%)	1	(1%)	14	(2%)
Mathematics	0	(0%)	8	(1%)	12	(14%)	20	(3%)
Music	5	(4%)	15	(3%)	3	(4%)	23	(3%)
Nursing	12	(9%)	30	(6%)	8	(9%)	50	(7%)
Philosophy	1	(1%)	10	(2%)	0	(0%)	11	(1%)
Physical Education	4	(3%)	14	(3%)	1	(1%)	19	(3%)
Physics	0	(0%)	2	(*)	4	(5%)	6	(1%)
Political Science	3	(2%)	15	(3%)	4	(5%)	22	(3%)
Psychology	6	(5%)	26	(5%)	3	(4%)	35	(5%)
Religion	2	(2%)	16	(3%)	0	(0%)	18	(2%)
Sociology	4	(3%)	18	(3%)	1	(1%)	23	(3%)
Speech Communication	8	(6%)	25	(5%)	0	(0%)	33	(4%)
Technology and Industrial Arts	7	(5%)	42	(8%)	1	(1%)	50	(7%)
Theatre	6	(5%)	12	(2%)	0	(0%)	18	(2%)
Women's Studies	0	(0%)	4	(1%)	1	(1%)	5	(1%)
<i>Undecided</i>	4	(3%)	9	(2%)	0	(0%)	13	(2%)
TOTAL	129	(100%)	540	(100%)	85	(100%)	754	(100%)

*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 754 majors represent 714 junior and senior students enrolled in Fall 2006.

Compiled by: Office of Institutional Research and Assessment, October 2006

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
2002 – 2006**

<u>Age* N</u>	<u>2002</u> <u>(%) N</u>	<u>2003 2004</u> <u>(%) N</u>	<u>2005</u> <u>(%) N</u>	<u>(%) N</u>	<u>2006</u> <u>(%)</u>
Less than 18 years old	33 (3%)	32 (2%)	41 (2%)	26 2%	37 (2%)
18 - 24 years old	1,428 (93%)	1,405 (94%)	1,386 (92%)	1,404 (92%)	1,392 (92%)
25 - 29 years old	45 (3%)	51 (3%)	61 (3%)	58 (4%)	57 (4%)
30 - 34 years old	9 (1%)	9 (1%)	13 (1%)	17 (1%)	17 (1%)
35 - 39 years old	3 (**)	6 (**)	3 (**)	4 (**)	2 (**)
40 - 44 years old	2 (**)	3 (**)	3 (**)	4 (**)	7 (**)
45 - 49 years old	3 (**)	4 (**)	6 (**)	4 (**)	3 (**)
50 - 54 years old	0 (**)	0 (**)	0 (0%)	5 (**)	4 (**)
55 - 59 years old	0 (0%)	1 (**)	1 (**)	1 (**)	0 (0%)
60 - 64 years old	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Greater than 65 years old	<u>0 (0%)</u>	<u>0 (0%)</u>	<u>0 (0%)</u>	<u>0 (0%)</u>	<u>0 (0%)</u>
TOTAL	1,524 (100%)	1,511 (100%)	1,514 (10 0%)	1,523 (100%)	1,520 (100%)

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

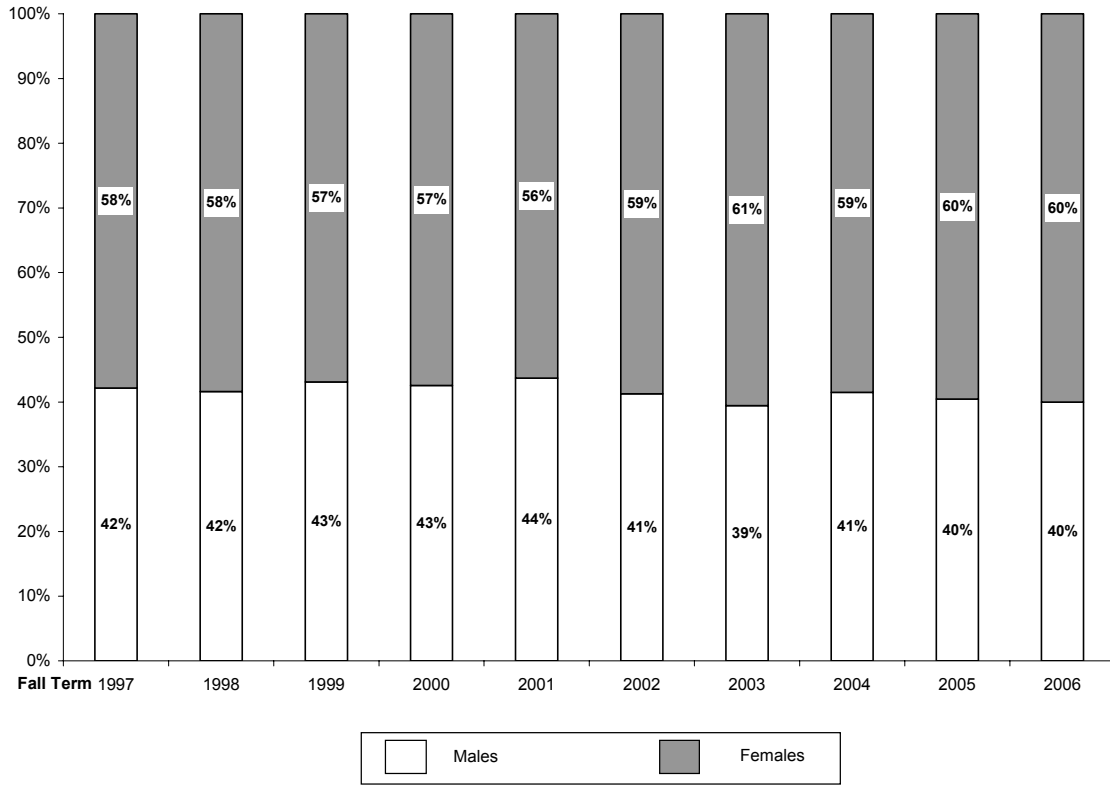
**Denotes percentages less than 1.

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

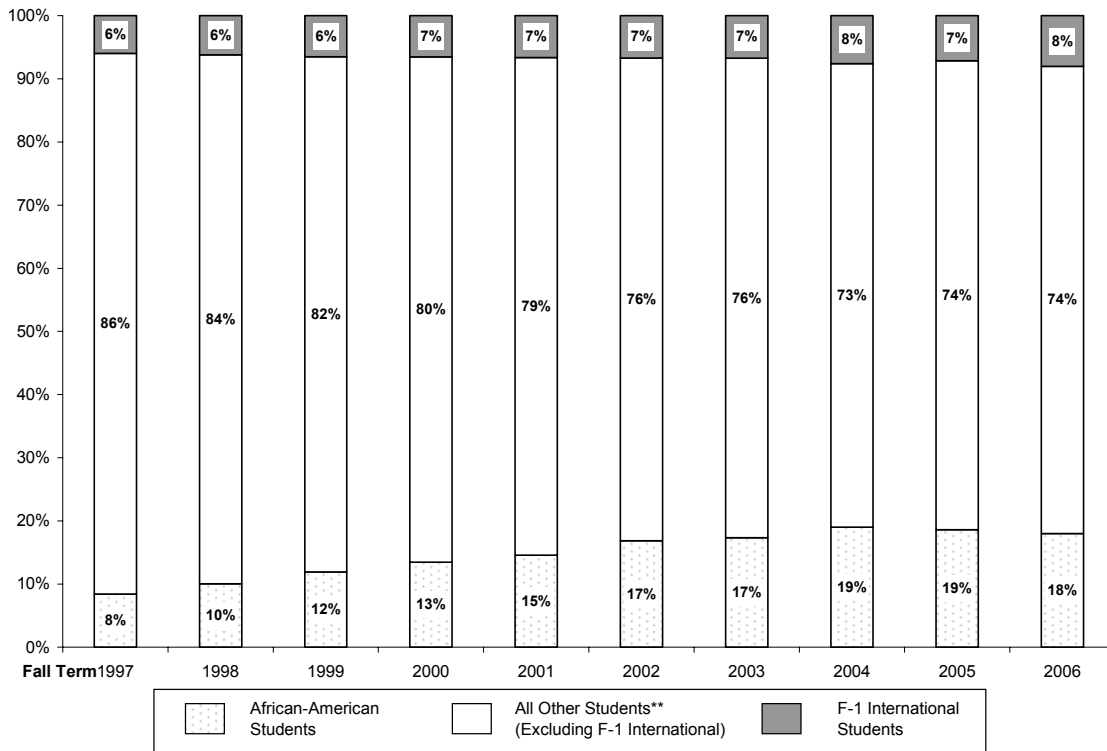
Source: Office of Institutional Research and Assessment, September 2006

FALL ENROLLMENT TRENDS

Fall Enrollment of Degree-Seeking Students* by Gender



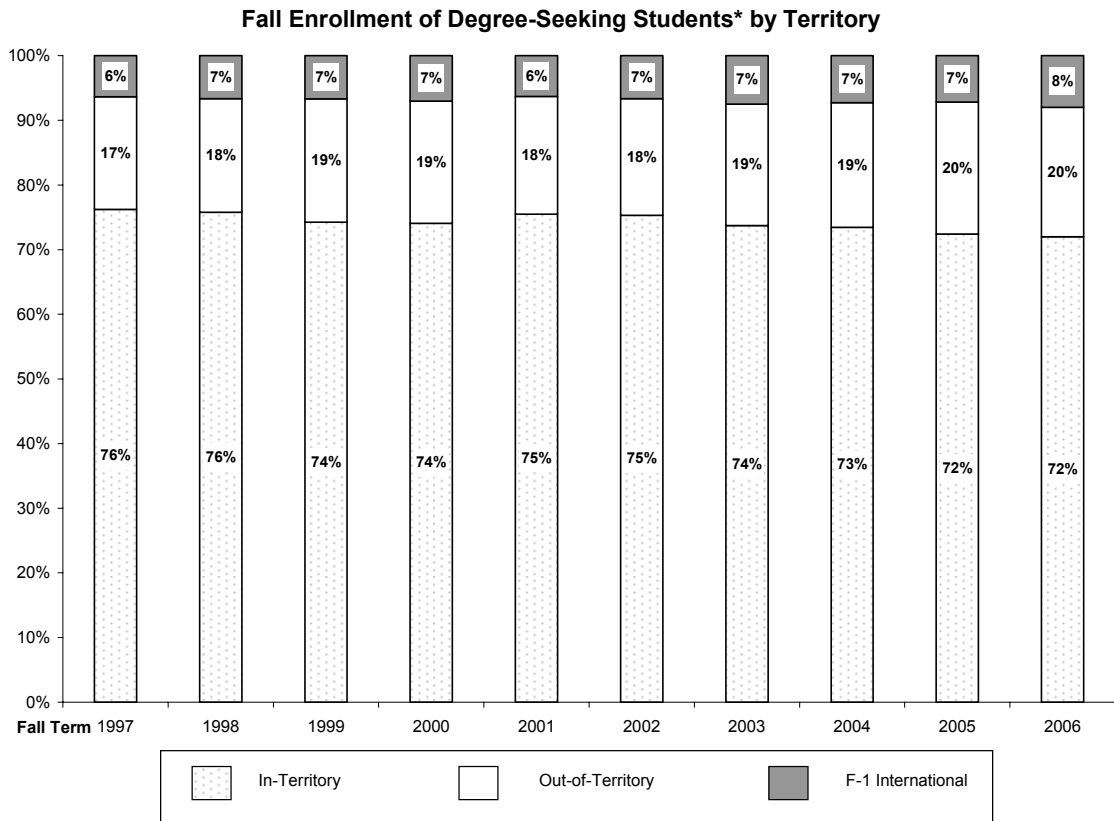
Fall Enrollment of Degree-Seeking Students* by Cohort Type



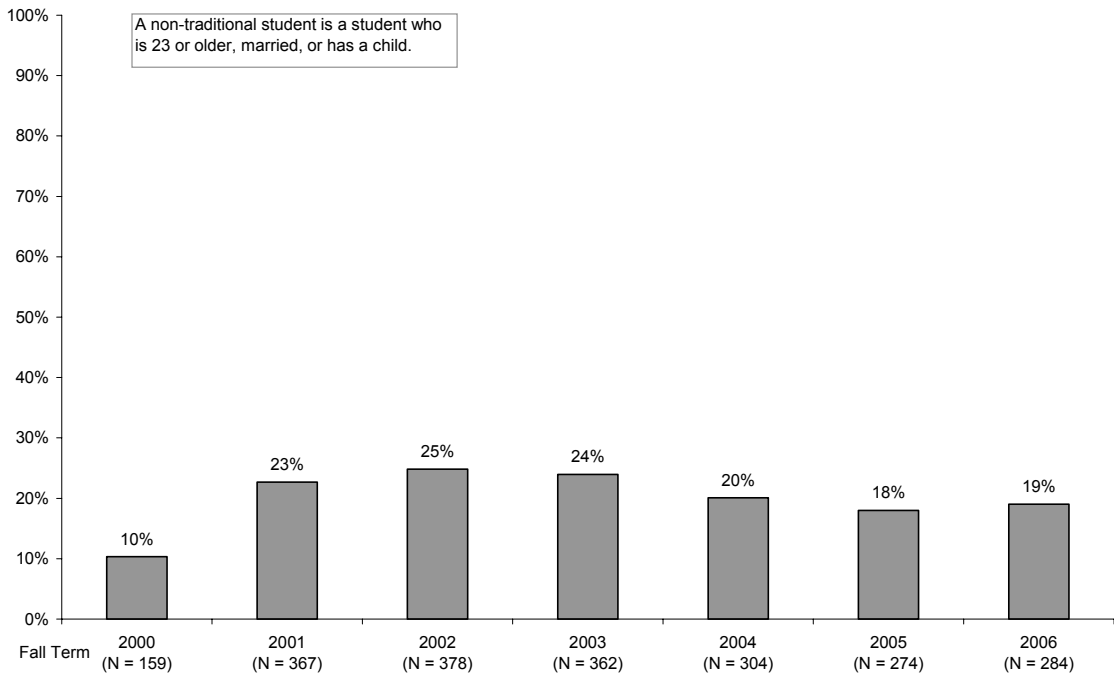
*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2005

Fall Enrollment Trends, continued



Fall Enrollment of Degree-Seeking Students* by Non-Traditional Status



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, October 2006

**SPRING ENROLLMENTS BY CLASSIFICATION
2002 - 2006**

2002	_____ 2003 _____	_____ 2004 _____	_____ 2005 _____	_____ 2006 _____	
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	366	320	377	387	328
New Freshmen	(0)	(8)	(19)	(18)	(7)
Other** Freshmen	(366)	(312)	(358)	(369)	(321)
Sophomore	334	323	392	318	329
Junior	334	324	306	323	326
Senior	<u>331</u>	<u>458</u>	<u>448</u>	<u>419</u>	<u>431</u>
TOTAL DEGREE-SEEKING STUDENTS	1,471	1,425	1,423	1,447	1,414
Berea Community School	23	28	18	11	19
Madison Southern High School	3	5	8	3	8
College Employee	4	12	12	11	5
Community (Special)	18	8	10	13	12
Transient/Exchange	<u>6</u>	<u>5</u>	<u>5</u>	<u>8</u>	<u>10</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	35	58	49	46	54
TOTAL HEADCOUNT	1,453	1,425	1,472	1,493	1,468

*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 2006

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

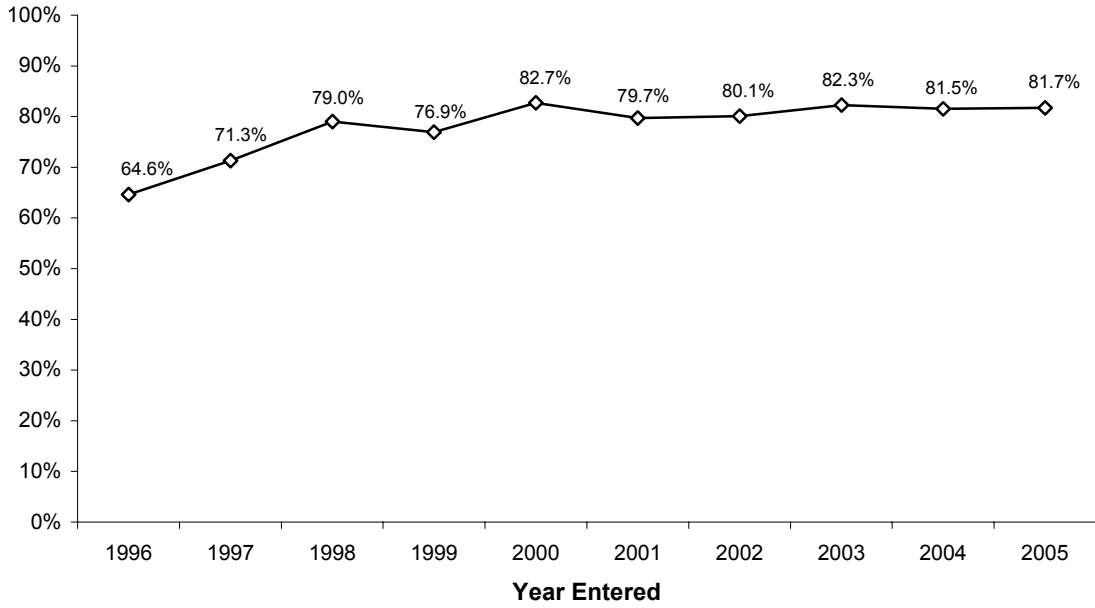
Full-Time Students 2002	2003	2004	2005	2006	
Freshman	366	366	320	387	328
New Freshmen	(0)	(8)	(19)	(18)	(7)
Other** Freshmen	(366)	(312)	(358)	(369)	(321)
Sophomore	334	323	292	318	329
Junior	340	324	306	322	326
Senior	329	458	447	419	425
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,469	1,425	1,422	1,446	1,408
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	5	5	4	5	8
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	5	4	5	8
TOTAL FULL-TIME STUDENTS	1,474	1,474	1,430	1,451	1,416
<hr/>					
Part-Time Students 2002	2003	2004	2005	2006	
Freshman	0	0	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	0
Junior	0	0	0	1	0
Senior	2	1	1	0	6
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	2	1	1	1	6
Berea Community School	23	28	18	11	19
Madison Southern High School	3	5	8	3	8
College Employee	4	12	10	11	5
Community (Special)	18	8	8	13	12
Transient/Exchange	1	0	1	3	2
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49	53	45	41	46
TOTAL PART-TIME STUDENTS	51	54	46	42	52
FTE Enrollment	1,431	1,495	1,451	1,445	1,447

**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.

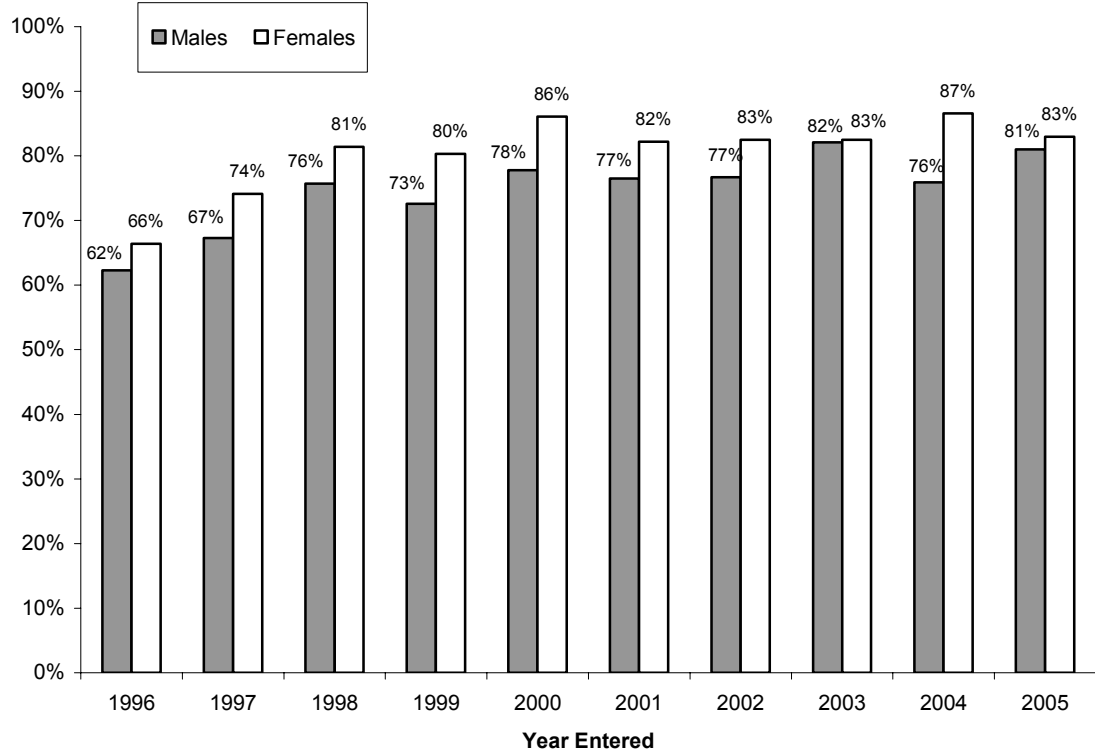
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 52 students has an FTE of 21.00.

FRESHMAN-TO-SOPHOMORE RETENTION

All New Freshmen



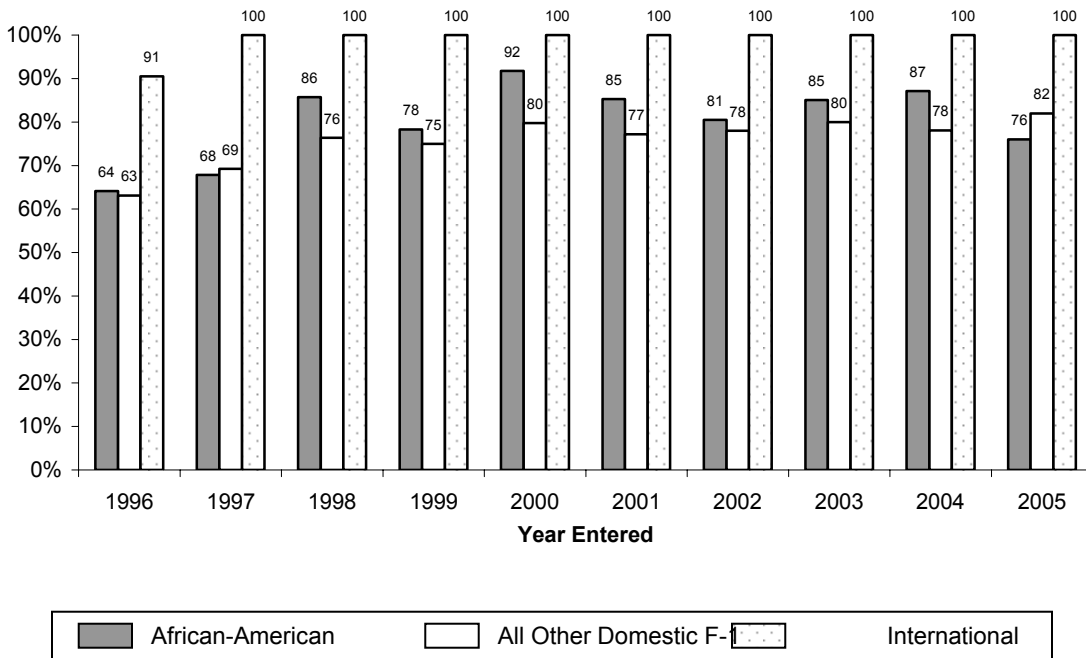
By Gender



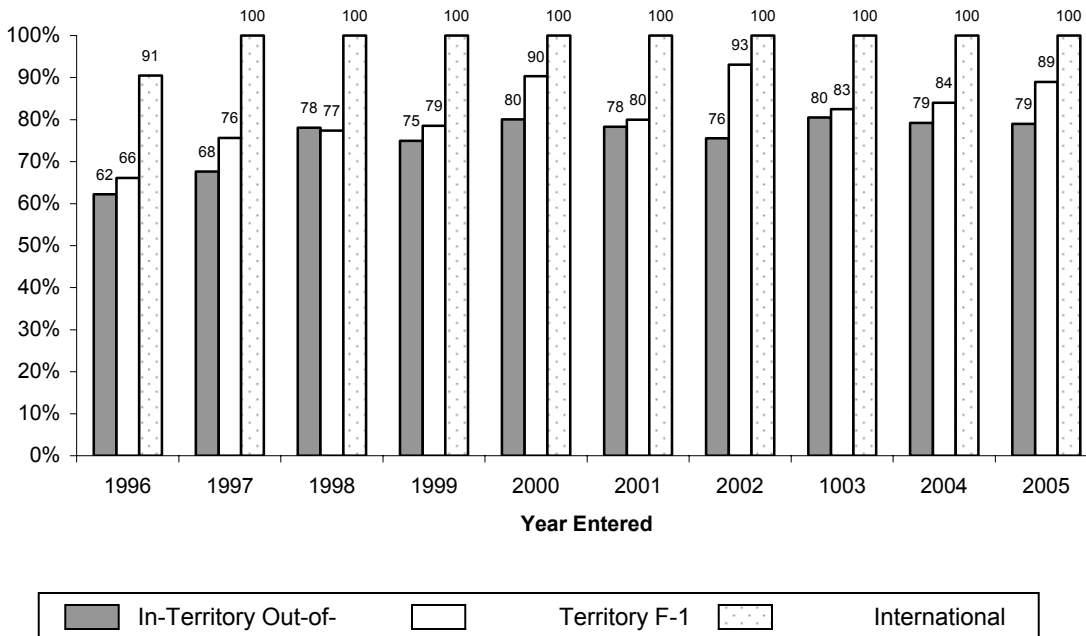
Source: Office of Institutional Research and Assessment, September 2006

FRESHMAN-TO-SOPHOMORE RETENTION, continued

By Cohort Type



By Territory



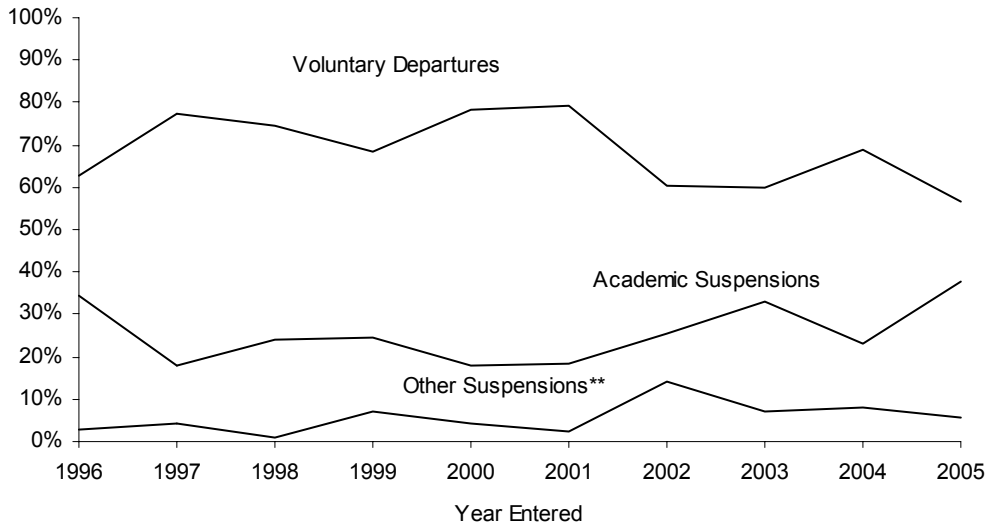
Source: Office of Institutional Research and Assessment, September 2006

**NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1996 - 2005**

<u>Year</u>	<u>Enrolled</u>	<u>Se</u>	<u>Percent Returned for cond Year With</u>	<u>Total Number drawn Su</u>	<u>Breakdown of Withdrawals</u>		
					<u>Academic suspensions Su</u>	<u>Other suspensions** De</u>	<u>Voluntary partures</u>
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
2005	378		81.7	69	26	4	39

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 SUSEPENSIONS, 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.

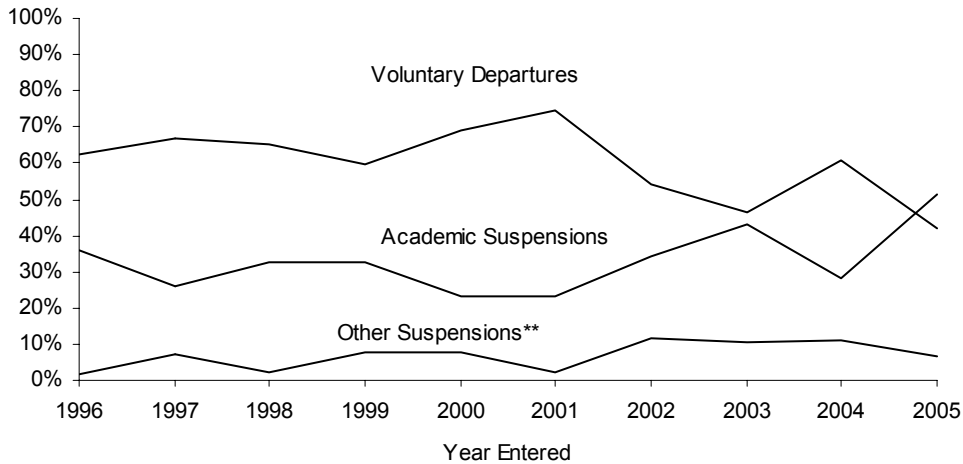
Source: Office of Institutional Research and Assessment, September 2006

**MALE NEW FRESHMEN RETENTION/ATTRITION
FALL TERMS 1996 - 2005**

<u>Year</u>	<u>Enrolled</u>	<u>Se</u>	<u>Percent Returned for cond Year With</u>	<u>Total Number drawn Su</u>	<u>Breakdown of Withdrawals</u>		
					<u>Academic suspensions Su</u>	<u>Other suspensions** De</u>	<u>Voluntary partures</u>
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
2005	159		81	31	16	2	13

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 SUSEPENSIONS, 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.

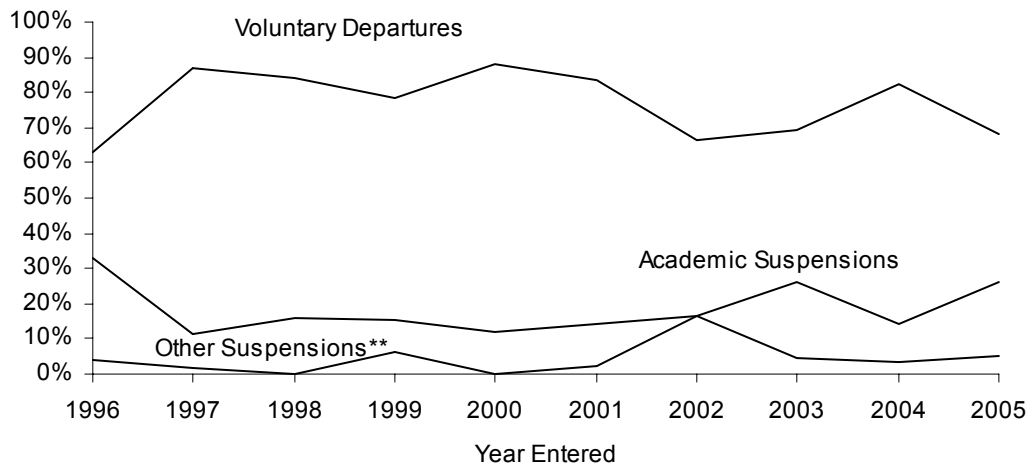
Source: Office of Institutional Research and Assessment, September 2006

**FEMALE NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1996 - 2005**

<u>Year</u>	<u>Enrolled</u>	<u>Se</u>	<u>Percent Returned for cond Year</u>	<u>Withdra</u>	<u>wn Su</u>	<u>Breakdown of Withdrawals</u>		
						<u>Academic sptions Su</u>	<u>Other sptions** De</u>	<u>Voluntary partures</u>
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
2005	219		83		38	10	2	26

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.

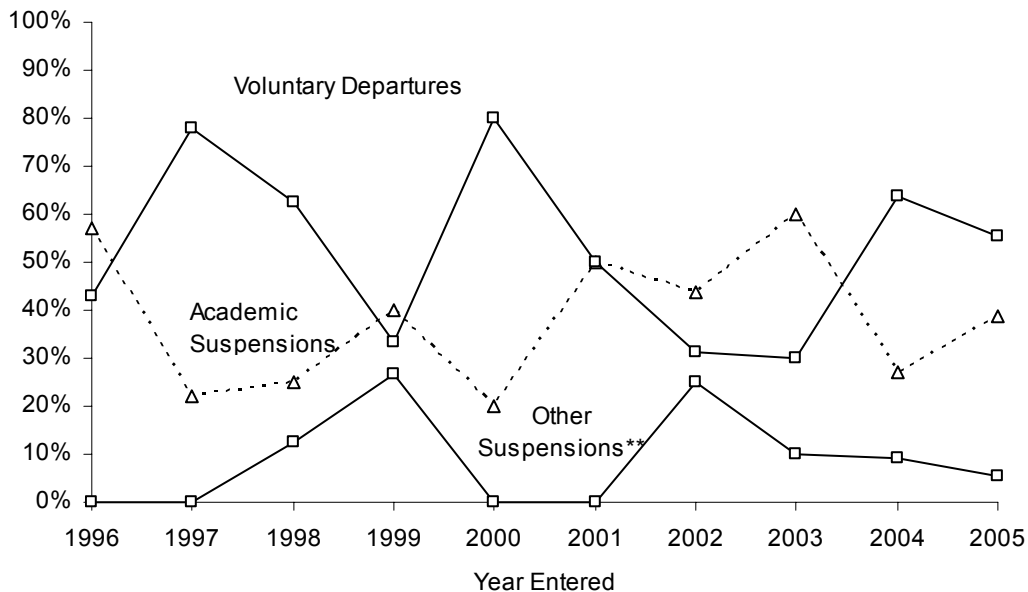
Source: Office of Institutional Research and Assessment, October 2005

AFRICAN-AMERICAN NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1996 - 2005

Year	Number Enrolled	Se	Percent Returned for cond Year	Total Number Withdra wn Su	Breakdown of Withdrawals		
					Academic suspensions Su	Other suspensions** De	Voluntary partures
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
2005	75		76	18	7	1	10

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



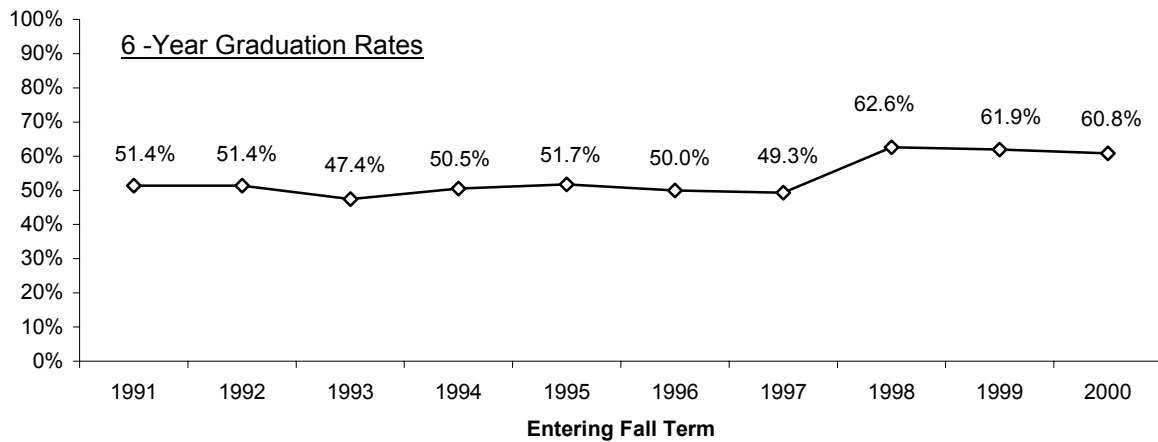
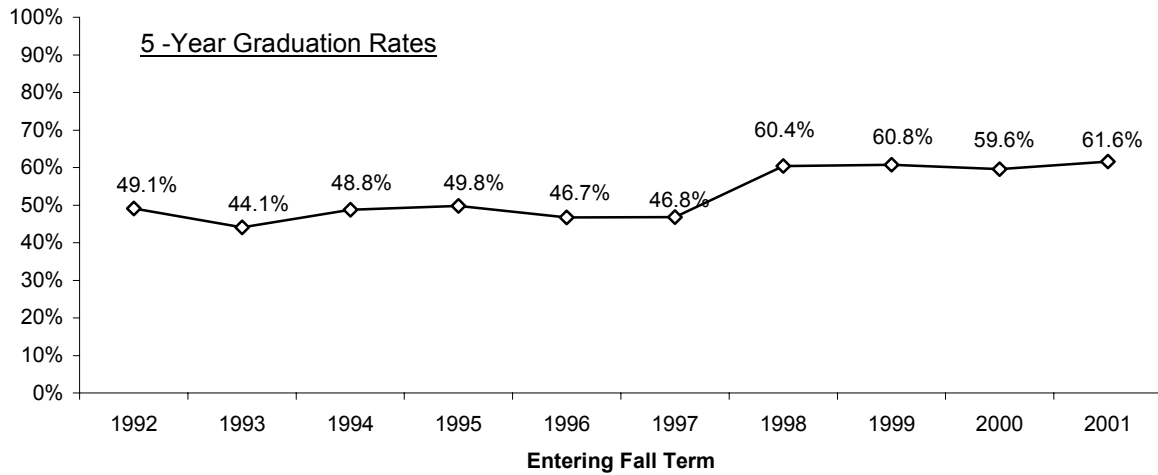
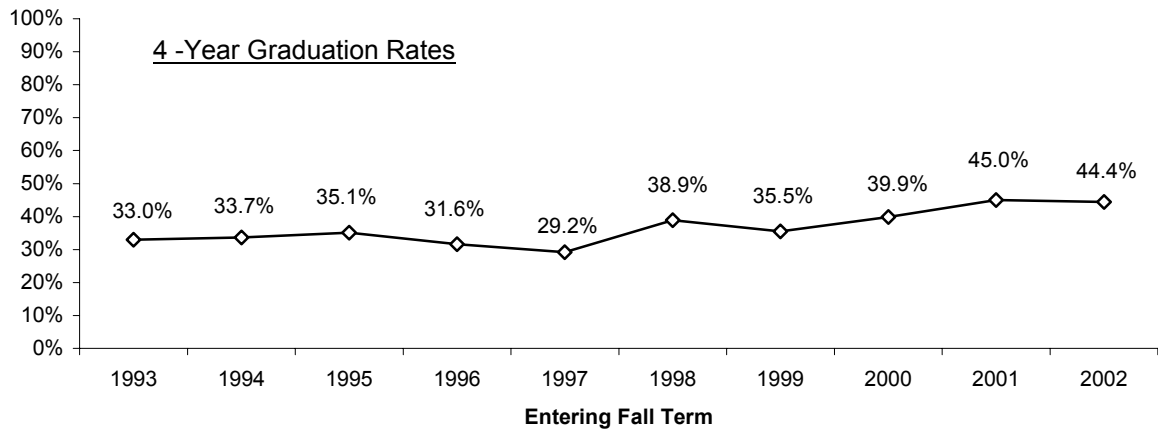
NOTE: These numbers DO NOT include F-1 International students.

*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 2006

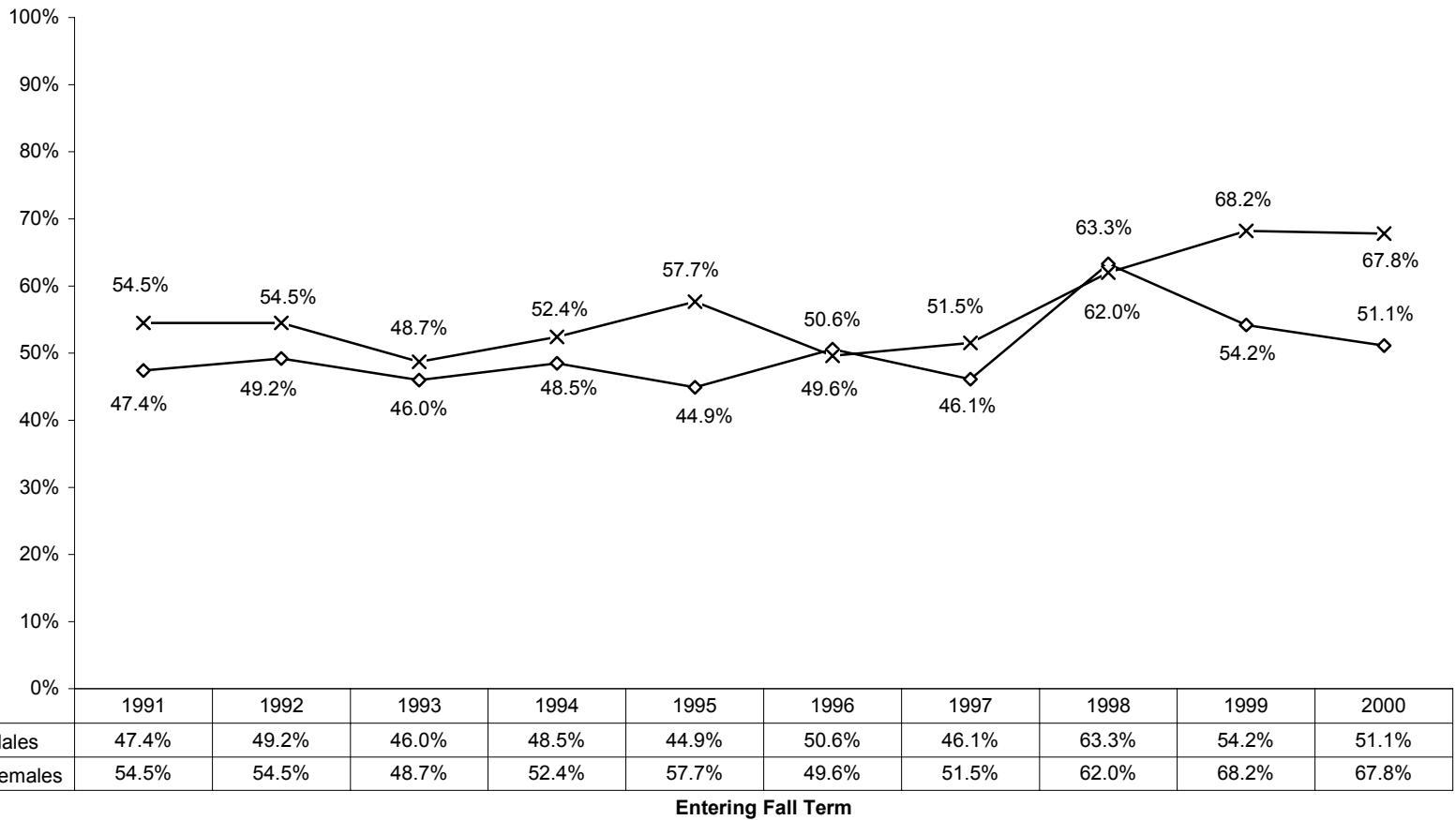
GRADUATION RATES* FOR NEW FRESHMEN



*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.

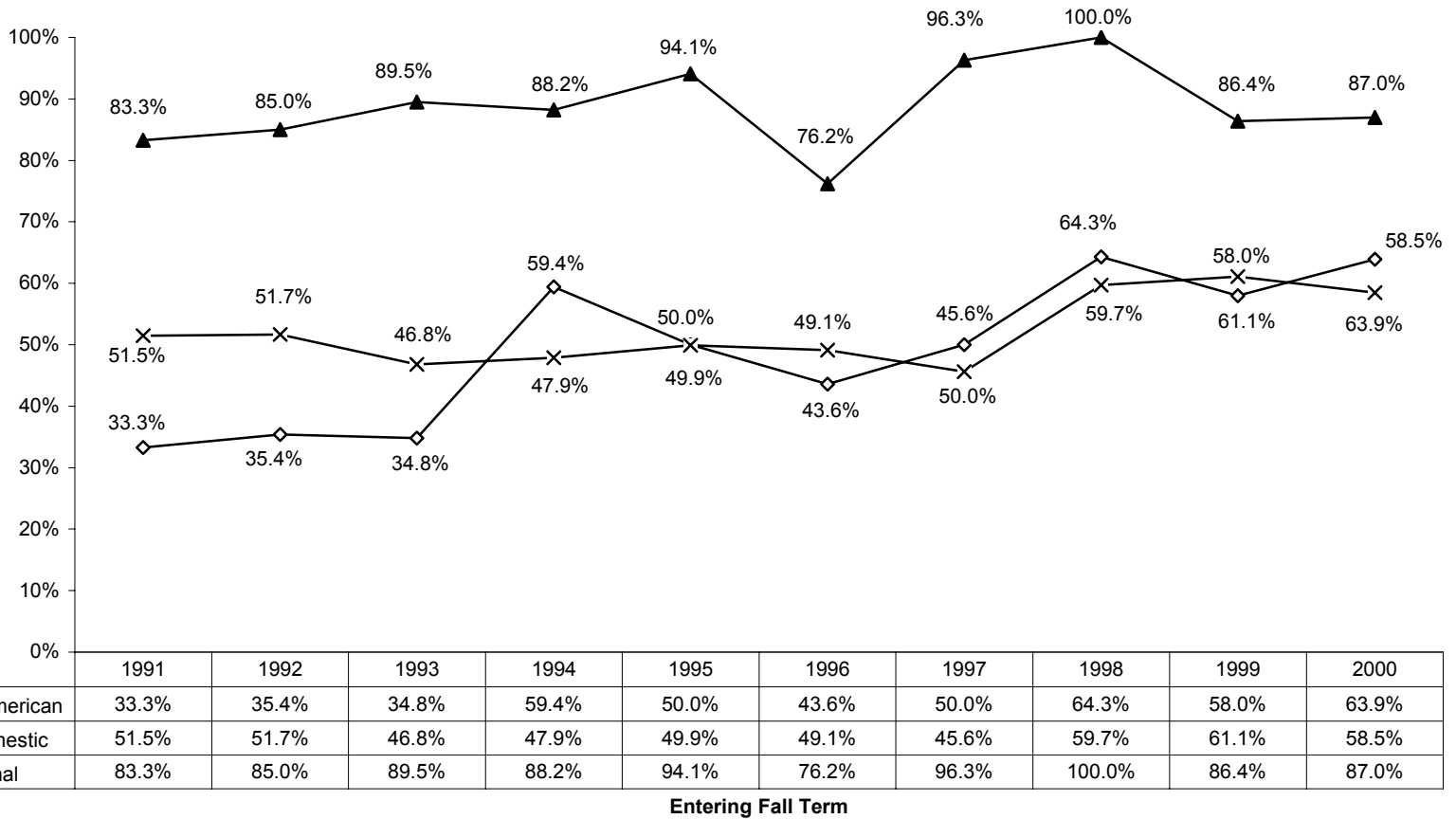
Source: Office of Institutional Research and Assessment, September 2006.

SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY GENDER FALL TERMS 1991 – 2000



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SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY COHORT TYPE FALL TERMS 1991 – 2000

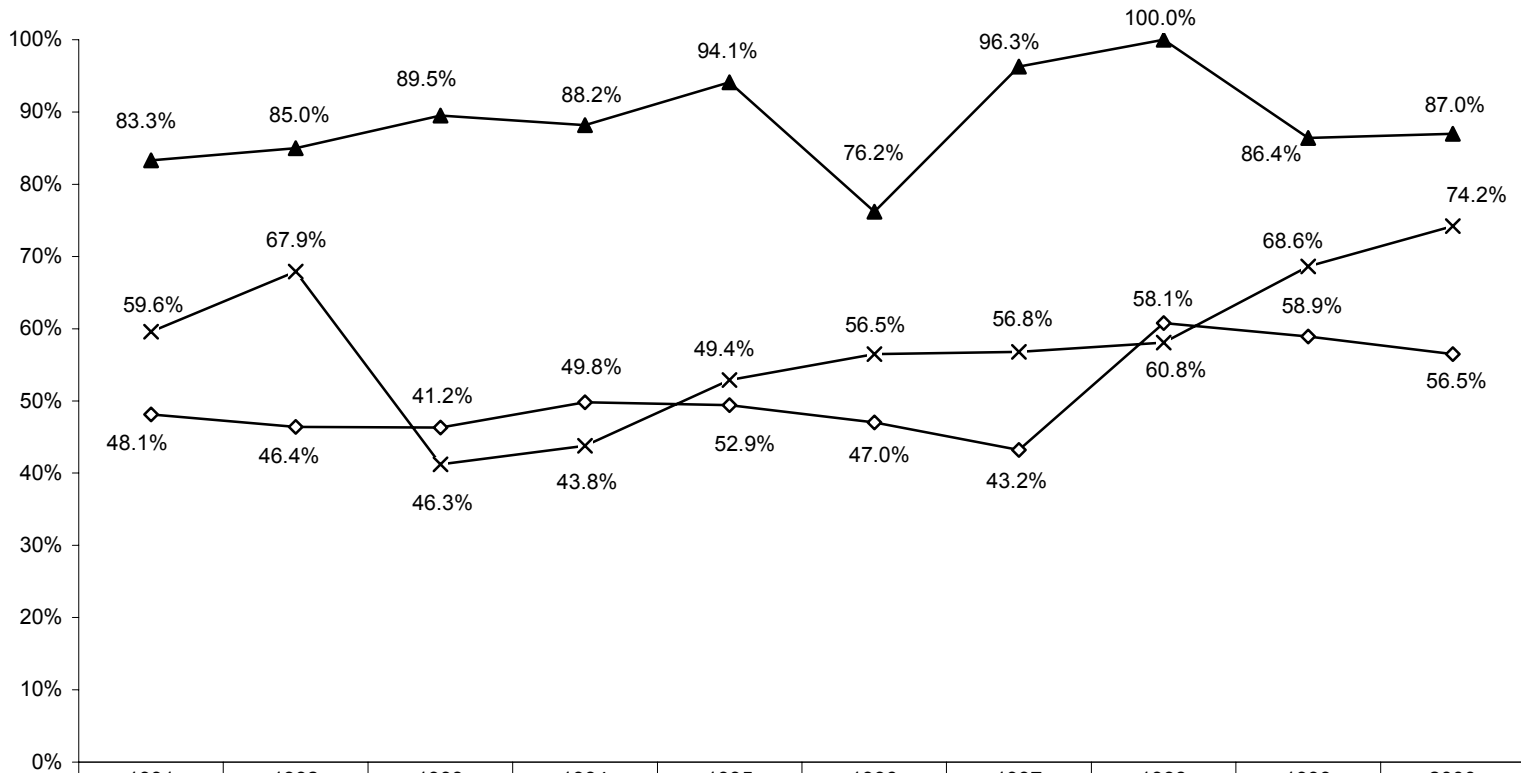


64

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

Source: Office of Institutional Research and Assessment, October 2006

SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY TERRITORY FALL TERMS 1991 – 2000

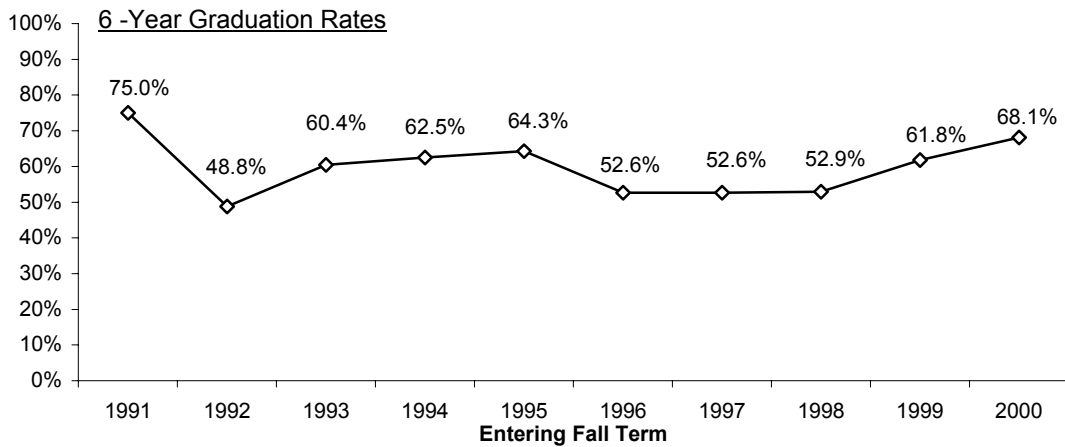
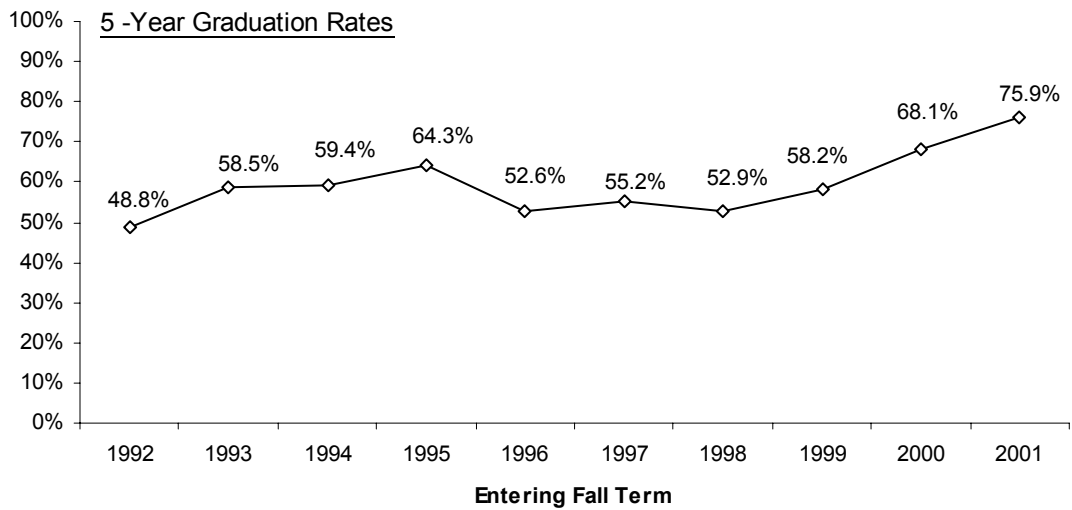
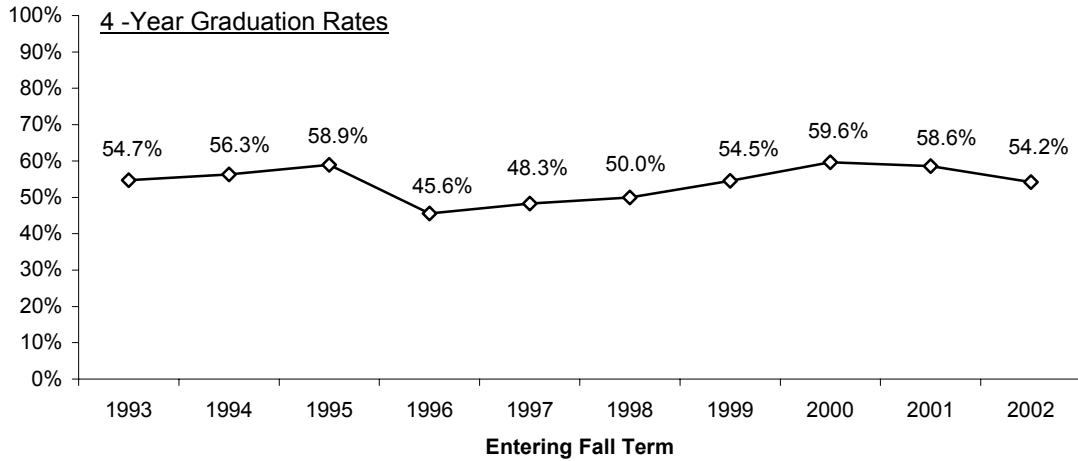


	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
—◇— In-Territory	48.1%	46.4%	46.3%	49.8%	49.4%	47.0%	43.2%	60.8%	58.9%	56.5%
—X— Out-of-Territory	59.6%	67.9%	41.2%	43.8%	52.9%	56.5%	56.8%	58.1%	68.6%	74.2%
—▲— International	83.3%	85.0%	89.5%	88.2%	94.1%	76.2%	96.3%	100.0%	86.4%	87.0%

Entering Fall Term

*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.

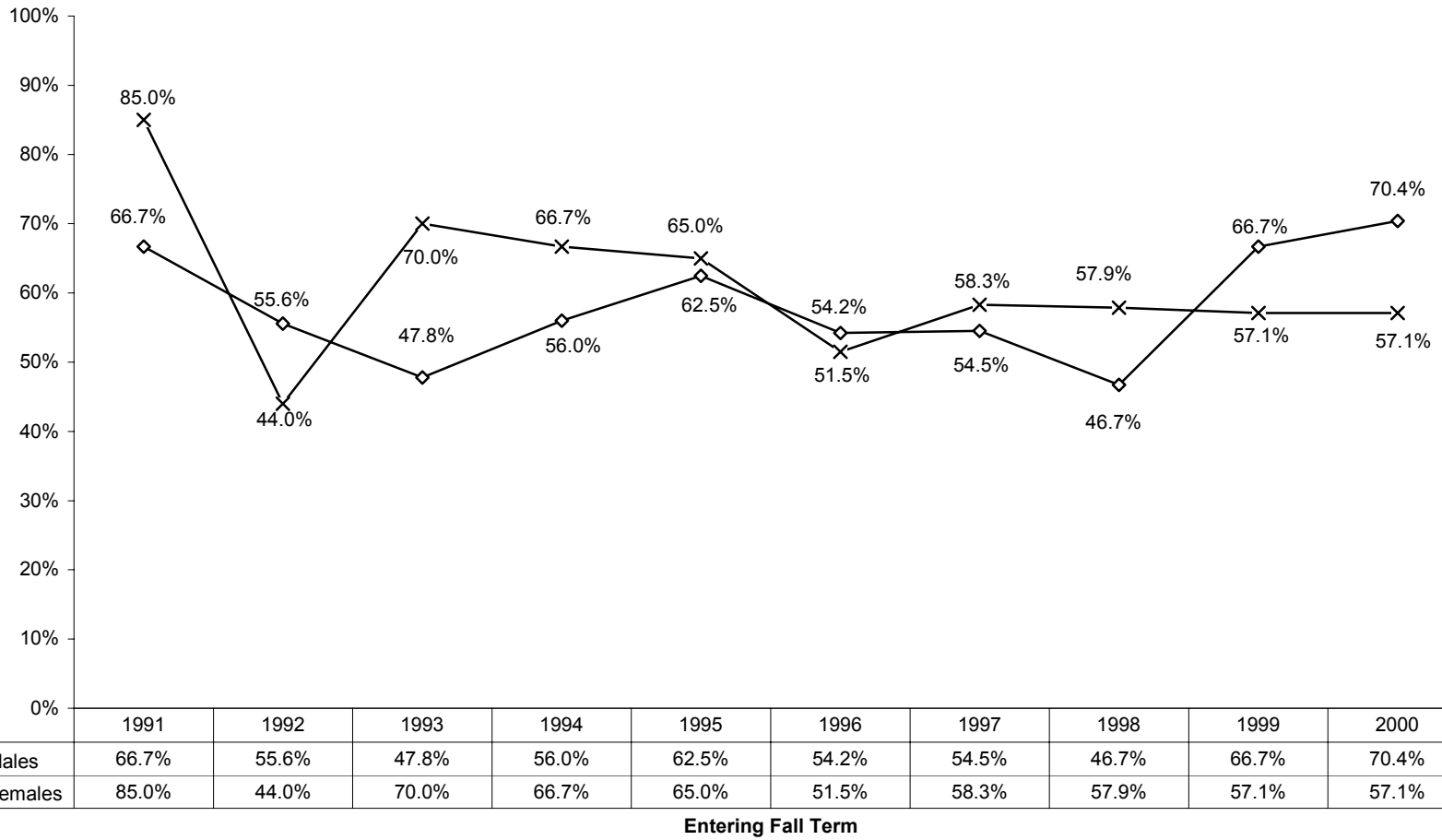
GRADUATION RATES* FOR NEW TRANSFER STUDENTS



*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.

Source: Office of Institutional Research and Assessment, October 2006.

SIX YEAR GRADUATION RATES FOR NEW TRANSFER STUDENTS BY GENDER FALL TERMS 1991 – 2000



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Source: Office of Institutional Research and Assessment, October 2006

NUMBER OF GRADUATES, DEGREES, AND MAJORS

Academic Years

2001-2002	<u> </u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>Total</u>	
Graduates (unduplicated headcount)	284	300	333	308		271	1,496
Degrees Conferred							
B.A.	193	213	239	221		227	1,093
B.S.	<u>94</u>	<u>90</u>		<u>99</u>	<u>93</u>	<u>46</u>	<u>422</u>
TOTAL	<u>287</u>	<u>303</u>	<u>338</u>	<u>314</u>		<u>273</u>	1,515
Majors* (includes double degrees and double majors)	297	314	358	334		292	1,595

*See the following pages (69 – 75) 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 2006

**NUMBER OF MAJORS AWARDED TO GRADUATES
Five-Year History**

<u>Major Programs 2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	
Agriculture and Natural Resources	11	15	12	18	7
Art	22	11	10	13	7
Biology	14	27	24	21	23
Business Administration	41	36	48	35	24
Chemistry	5	6	15	8	13
Child and Family Studies	26	33	22	27	24
Economics	4	3	3	5	6
Education Studies	10	9	17	16	7
Elementary Education	6	8	7	8	11
English	17	19	20	11	12
Foreign Languages	6	13	9	14	11
Classical Languages	(0)	(0)	(1)	(1)	(0)
French	(2)	(3)	(1)	(3)	(1)
German	(3)	(5)	(1)	(6)	(2)
Spanish	(1)	(5)	(6)	(4)	(8)
History	7	8	8	3	10
Independent Major*	18	11	21	14	16
Mathematics	13	14	10	17	6
Music	4	5	5	8	6
Nursing	16	9	14	11	11
Philosophy	2	2	6	4	3
Physical Education	5	11	11	9	9
Physics	3	7	1	2	1
Political Science	10	4	8	2	10
Psychology	12	13	23	22	18
Religion	6	2	4	6	2
Sociology	5	13	16	2	13
Speech Communication			9	17	17
Technology and Industrial Arts	26	29	25	29	14
Theatre	8	2	5	8	7
Women's Studies	<u>0</u>	<u>0</u>	<u>5</u>	<u>5</u>	<u>4</u>
TOTALS**	297	314	358	334	292

*See page 70 for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 68 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 2006

INDEPENDENT MAJORS* AWARDED TO GRADUATES Academic Years 2001 - 2002 through 2005 - 2006

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

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
Neuroscience (2)
Gene

2003 - 2004: 21 majors

Asian Studies (7)
Black Studies
Classical Studies
East Asian Studies
Geoscience (5)
Graphic Communication
Humanities
Media Administration
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

2005 - 2006: 16 majors

Appalachian Studies
Asian Studies (5)
Black Studies (2)
Computer Science (2)
Computer/Information Science (2)
Global Studies
Japanese Studies
Performing Arts Administration
Sustainable Development

*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 2006

**SUMMARY OF GRADUATES' MAJORS*
WITH CONCENTRATIONS
5 Year Summary: Academic Years 2001–02 through 2005–06**

Agriculture and Natural Resources	63	History	36
Agribusiness	2	Education	6
General	44	General	30
SENS	16	Independent**	80
Sustainable Systems 1		Mathematics	60
Art	64	Education 3	
Education	6	General	57
General	7	Music	31
History	3	Education	3
Studio	48	General	21
Biology	109	Instrumental	3
Biomolecular, Cellular, and Systems	27	Vocal	2
Field and Organismal	5	Voice Performance	2
General	77	Nursing	61
Business Administration	190	Philosophy	17
Accounting	42	Physical Education	45
Economics	1	Education	10
Finance	40	Exercise Science/ Sports Medicine	11
General	6	Wellness/Health Promotion	1
Management	56	General	23
Marketing	45	Physics	14
Chemistry	47	Political Science	34
Child and Family Studies	162	Psychology	88
Child Development	68	Religion	20
Early Childhood Educ. 5		Biblical Studies	7
Family Consumer Science Education	2	General	12
Family Studies	69	Religious Thought and Ethics	1
General	3	Sociology	49
Nutrition	15	Education 2	
Economics	21	General 47	
Education Studies	58	Speech Communication	47
Elementary Education	41	Technology and Industrial Arts	123
Elementary P-5	32	Education	10
Middle Grades 5-8	9	Management	113
English	80	Recreation	30
Education	9	Women's Studies	14
General	26		
Literature	18		
Writing	25		
Foreign Languages	52	GRAND TOTAL	1,636
Classical Languages	2		
French	9		
German	16		
German Education	1		
Spanish	20		
Spanish Education	4		

*This is a duplicative headcount that includes double concentrations, double degrees, and double majors. The 1,636 concentrations represent 1,595 majors awarded to 1,496 graduates during this five-year time period.

**Please see page 70 for a more complete description of independent majors.

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

SUMMARY OF MINORS* AWARDED TO GRADUATES
5 Year Summary: Academic Years 2001–02 through 2005–06

	African and African-American Studies/Black Studies	14	(4.8%)
Appalachian	Studies	1	(0.3%)
Asian	Studies	6	(2.1%)
Business	Administration	59	(20.3%)
Computer	Science	30	(10.3%)
Dance		6	(2.1%)
Economics		8	(2.8%)
Environmental	Studies/SENS	18	(6.2%)
French		9	(3.1%)
German		12	(4.1%)
Health		30	(10.3%)
	Health Teaching Minor	6	(2.1%)
History		10	(3.4%)
Independent		1	(0.3%)
Latin		4	(1.4%)
Music		9	(3.1%)
Philosophy		3	(1.0%)
Political	Science	6	(2.1%)
Religion		6	(2.1%)
Sociology		10	(3.4%)
Speech	Communication	6	(2.1%)
Spanish		23	(7.9%)
	Women's Studies	<u>13</u>	<u>(4.5%)</u>
	TOTAL	290	(100.0%)

*This is a duplicative headcount that includes double minors. The 290 minors were awarded to 279 graduates. The 279 graduates who received a minor represent 19% of the 1,496 graduates during this five-year time period.

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

MAJORS AWARDED TO GRADUATES BY GENDER
5 Year Summary: Academic Years 2001 – 2002 through 2005 - 2006

Males	Academic Years 2001 - 2002 through 2005 - 2006					
	Females		Total		N % of Grand Total	
	N	%	N	%		
Agriculture & Natural Resources	29	46%	34	54%	63	3.9%
Art	25	40%	38	60%	63	3.9%
Biology	35	32%	74	68%	109	6.8%
Business Administration	98	53%	86	47%	184	11.5%
Chemistry	25	53%	22	47%	47	2.9%
Child & Family Studies	16	12%	116	88%	132	8.3%
Economics	12	57%	9	43%	21	1.3%
Education Studies	24	41%	34	59%	58	3.6%
Elementary Education	5	12%	36	88%	41	2.6%
English	22	28%	57	72%	79	4.9%
Foreign Languages	13	25%	39	75%	52	3.3%
History	24	67%	12	33%	36	2.3%
Independent Major*	41	51%	39	49%	80	5.0%
Mathematics	41	68%	19	32%	60	3.8%
Music	10	36%	18	64%	28	1.8%
Nursing	5	8%	56	92%	61	3.8%
Philosophy	14	82%	3	18%	17	1.1%
Physical Education	17	38%	28	62%	45	2.8%
Physics	11	79%	3	21%	14	0.9%
Political Science	19	56%	15	44%	34	2.1%
Psychology	21	24%	67	76%	88	5.5%
Religion	9	45%	11	55%	20	1.3%
Sociology	10	20%	39	80%	49	3.1%
Speech Communication	19	40%	28	60%	47	2.9%
Technology & Industrial Arts	88	72%	35	28%	123	7.7%
Theatre	11	37%	19	63%	30	1.9%
Women's Studies	0	0%	14	100%	14	0.9%
GRAND TOTAL** 644		40%	951	60%	1,595**	100%

*Please see page 70 for a more complete description of independent majors.

**This is a duplicative headcount that includes double degrees and double majors. The 1,595 majors represent 1,496 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 2006

MAJORS AWARDED TO GRADUATES BY COHORT TYPE
5 Year Summary: Academic Years 2001 – 2002 through 2005 – 2006

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture and Natural Resources	2	(3%)	61	(97%)	0	(0%)	63	(3.9%)
Art	1	(2%)	61	(97%)	1	(2%)	63	(3.9%)
Biology 8		(7%)	82	(75%)	19	(17%)	109	(6.8%)
Business Administration	41	(22%)	114	(62%)	29	(16%)	184	(11.5%)
Chemistry 5		(11%)	30	(64%)	12	(26%)	47	(2.9%)
Child and Family Studies	30	(23%)	100	(76%)	2	(2%)	132	(8.3%)
Economics 0		(0%)	5	(24%)	16	(76%)	21	(1.3%)
Education Studies	13	(22%)	44	(76%)	1	(2%)	58	(3.6%)
Elementary Education	4	(10%)	37	(90%)	0	(0%)	41	(2.6%)
English 8		(10%)	70	(89%)	1	(1%)	79	(4.9%)
Foreign Languages	2	(4%)	43	(83%)	7	(13%)	52	(3.3%)
History 4		(11%)	32	(89%)	0	(0%)	36	(2.3%)
Independent Major*	9	(11%)	69	(86%)	2	(3%)	80	(5.0%)
Mathematics 2		(3%)	43	(72%)	15	(25%)	60	(3.8%)
Music	1	(4%)	26	(93%)	1	(4%)	28	(1.8%)
Nursing 12		(20%)	49	(80%)	0	(0%)	61	(3.8%)
Philosophy	0	(0%)	16	(94%)	1	(6%)	17	(1.1%)
Physical Education	8	(18%)	37	(82%)	0	(0%)	45	(2.8%)
Physics 1		(7%)	9	(64%)	4	(29%)	14	(0.9%)
Political Science	6	(18%)	20	(59%)	8	(24%)	34	(2.1%)
Psychology 17		(19%)	68	(77%)	3	(3%)	88	(5.5%)
Religion 3		(15%)	17	(85%)	0	(0%)	20	(1.3%)
Sociology 12		(24%)	34	(69%)	3	(6%)	49	(3.1%)
Speech Communication	12	(26%)	34	(72%)	1	(2%)	47	(2.9%)
Technology and Industrial Arts	20	(16%)	100	(81%)	3	(2%)	123	(7.7%)
Theatre 6		(20%)	24	(80%)	0	(0%)	30	(1.9%)
Women's Studies	1	(7%)	13	(93%)	0	(0%)	14	(0.9%)
TOTAL** 228		(14%)	1,238	(78%)	129	(8%)	1,595	(100%)

*Please see page 70 for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 68 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 2006.

**MAJORS AWARDED TO GRADUATES BY GENDER
5 Year History**

Major Programs Male	Academic Years														
	2001 – 2002			2002 – 2003			2003 – 2004			2004 – 2005			2005 – 2006		
	Fe	male	To tal	Fe	male	To tal	Fe	male	To tal	Fe	male	To tal	Fe	male	To tal
Agriculture and Natural Resources	5	6	11	5	10	15	6	6	12	8	10	18	5	2	7
Art	10	12	22	6	5	11	2	8	10	4	9	13	3	4	7
Biology	4	10	14	6	21	27	9	15	24	10	11	21	6	17	23
Business Admin.	27	14	41	20	16	36	24	24	48	14	21	35	13	11	24
Chemistry	4	1	5	3	3	6	11	4	15	3	5	8	4	9	13
Child & Family Studies	4	22	26	4	29	33	3	19	22	3	24	27	2	22	24
Economics	3	1	4	2	1	3	2	1	3	2	3	5	3	3	6
Education Studies	7	3	10	3	6	9	7	10	17	7	10	17	1	5	6
Elementary Education	1	5	6	2	6	8	1	6	7	0	7	7	0	12	12
English	6	11	17	7	12	19	6	14	20	2	9	11	1	11	12
Foreign Languages	3	3	6	2	11	13	2	7	9	5	8	13	1	10	11
History	6	1	7	6	2	8	3	5	8	2	1	3	7	3	10
Independent Major*	8	10	18	5	6	11	9	12	21	6	8	14	13	3	16
Mathematics	10	3	13	11	3	14	6	4	10	10	7	17	4	2	6
Music	2	2	4	2	3	5	1	4	5	3	5	8	2	4	6
Nursing	2	14	16	0	9	9	1	13	14	0	11	11	2	9	11
Philosophy	1	1	2	2	0	2	6	0	6	2	2	4	3	0	3
Physical Education	1	4	5	5	6	11	4	7	11	3	6	9	4	5	9
Physics	3	0	3	6	1	7	0	1	1	2	0	2	1	0	1
Political Science	6	4	10	2	2	4	4	4	8	1	1	2	6	4	10
Psychology	3	9	12	2	11	13	5	18	23	7	15	22	4	14	18
Religion	3	3	6	1	1	2	3	1	4	2	4	6	0	2	2
Sociology	1	4	5	2	11	13	3	13	16	1	1	2	3	10	13
Speech Communication				1	3	4	5	4	9	7	10	17	6	11	17
Technology and Industrial Arts	18	8	26	23	6	29	18	7	25	20	9	29	9	5	14
Theatre	2	6	8	0	2	2	3	2	5	4	4	8	2	5	7
Women's Studies							0	5	5	0	5	5	0	4	4
TOTAL**			297			314			358			334			292

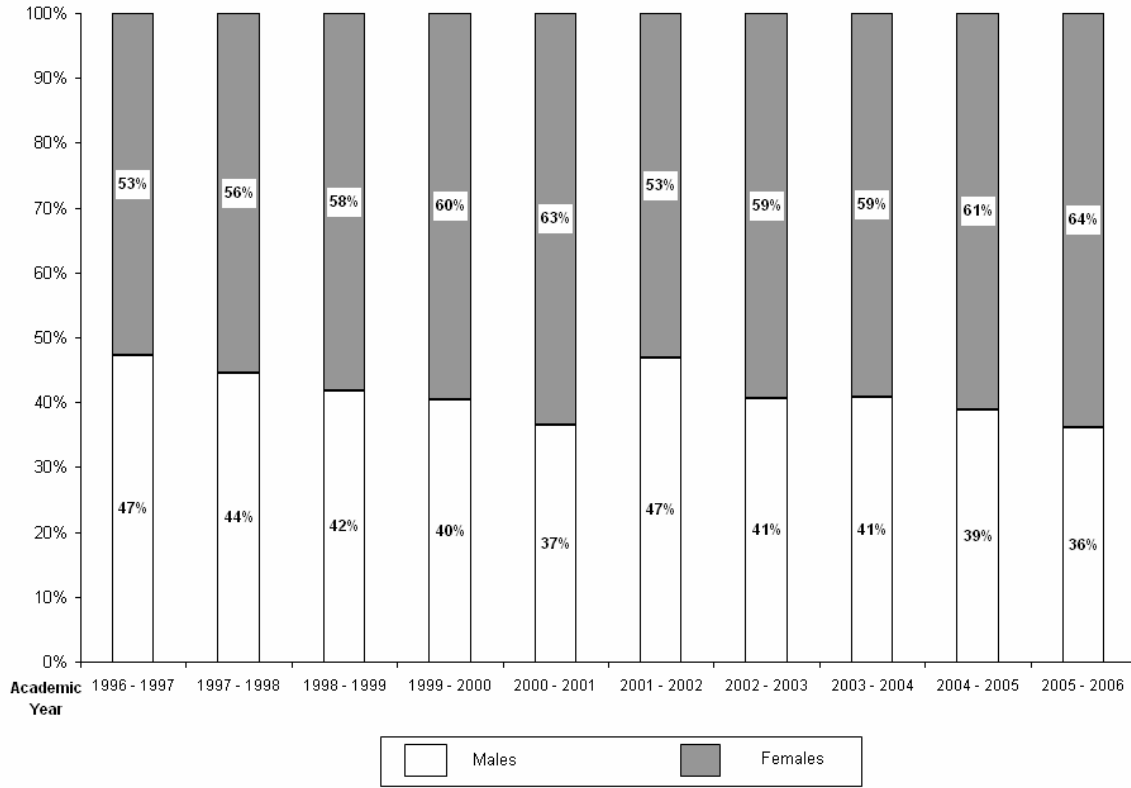
*Please see page 70 for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 68 for an unduplicated headcount.

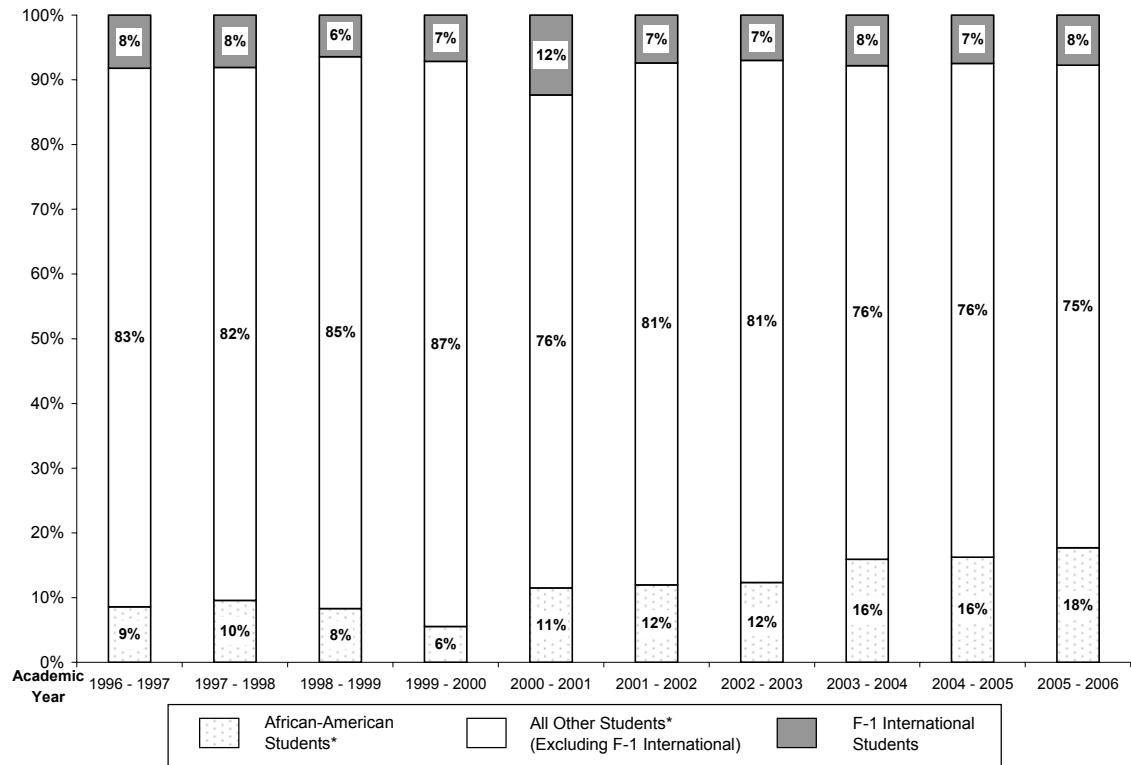
Note: These totals reflect majors from September 1 through July 1 of each year.

GRADUATE TRENDS

Graduates by Gender



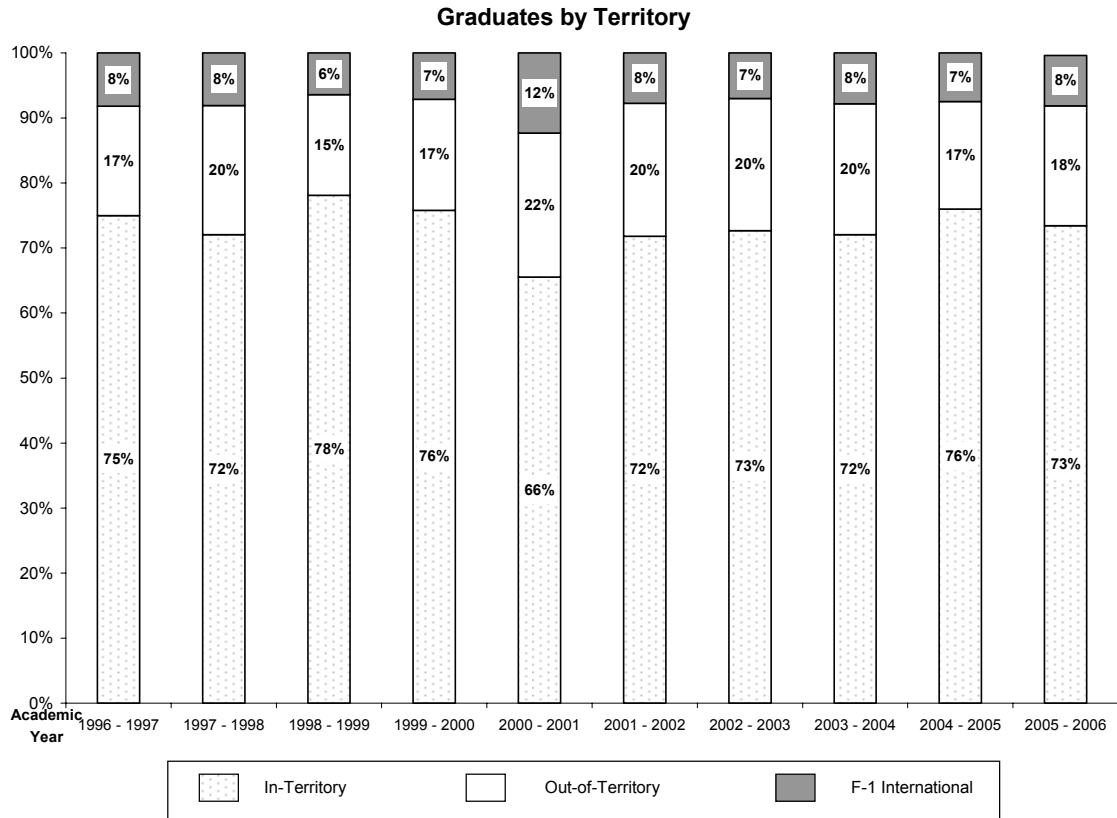
Graduates by Cohort Type



*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 2006

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2006

STUDY ABROAD

From the Berea College Catalog, 2006-2007:

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 2001 - 2002 THROUGH 2005 - 2006

Length of Time Spent Abroad	Number of Participants for Academic Year						
	<u>2001 - 2002</u>	<u>2002 - 2003</u>	<u>2003 - 2004</u>	2004	<u>-2005</u>	<u>2005</u>	<u>-2006</u>
Full Year	10 4 2 1 1						
Semester	39 35	23	36				31
Short Term	77	86 133	123				141
Summer	<u>137</u>	<u>77</u>	<u>65</u>		<u>61</u>		<u>87</u>
TOTAL	263 202	223	221				260
Percent of Students who Participated*:	17% 14%		15%		15% 18%		

*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, 2006 - 2007
<http://www.berea.edu/catalog/distinctivefeatures.asp#internationaleducation>
 International Center, August 2006 <http://www.berea.edu/internationalcenter/>

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

Academic Year 2005– 2006

<u>Academic Year (1)</u>	<u>Number of Participants</u>	<u>Particip</u>	<u>Number of ants</u>
<u>Academic Year (1)</u>			
Berea Term Abroad/ Independent Study			
China	1		
Se <u>mester (31)</u>			
Berea Term Abroad			
Argentina	1		
Australia	3		
Brazil	1		
China	3		
Costa Rica	2		
England	2		
Germ any	1		
Japan	3		
Ne w Zealand	4		
Scotland	1		
Spain	1		
Switzerland	1		
Thailand	1		
Forei gn Language Department			
Austria	1		
Ecuador	1		
Fran ce	3		
Mexico	1		
Spain	1		
<u>Short Term (141)</u>			
Berea Course Credit			
Denmark	4		
Ghana	1		
Mexico	3		
Faculty-Led Berea Courses			
Brazil/Argentina	21		
Ghana	25		
Jamaica	20		
Mexico	14		
Rome	21		
Indepe ndent Studies			
Bahamas	1		
Chile	1		
J apan	1		
Mexico	1		
Thailan d	1		
Intensive Language			
Germany	1		
Team-I nitiated Studies			
China	3		
Costa Rica	7		
England/Ireland	3		
		TOTAL 260	

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 2001 - 2002 through 2005 - 2006

<u>Term</u>	<u>2001 - 2002</u>	<u>2002 - 2003</u>	<u>2003 - 2004</u>	<u>2004 - 2005</u>	<u>2005 - 2006</u>
Fall	35270				
Short	3138	32	29		30
Spring	319		011		1
Summer	<u>64</u>	<u>78</u>	<u>67</u>	<u>79</u>	<u>67</u>
TOTAL	101140	101	126		98

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

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, 2006 – 2007](http://www.berea.edu/catalog/dpc/opportunities.asp), <<http://www.berea.edu/catalog/dpc/opportunities.asp>>
Office of Internships, November 2006

SERVICE LEARNING

From the Berea College Catalog, 2006-2007:

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 a civic citizenship and service-oriented leadership by creating the Center for Excellence in Learning Through Service (CELTS), which coordinates the campus's student-led, community-service programs and supports service learning in the academic curriculum. Established in 2000, CELTS educates students for leadership in service and social justice through promotion and coordination of service-learning, community service, and outreach. CELTS builds upon Berea's commitment to serving the Appalachian region through student-led volunteer programs, including Students For Appalachia, Bonner Scholars, Habitat for Humanity, and People Who Care. Through their labor positions, students lead these service programs and coordinate activities including tutoring young children, mentoring at-risk teens, visiting elderly hospital patients, helping to build houses for low-income families, organizing the annual community-wide Hunger Hurts food drive, and taking on environmental and social-justice issues. 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

2003	-2004 2004	-2005 2005	-2006
Courses and Projects	20	32	32
Departments and Programs	16	20	18
Faculty Fellows in Service-Learning	6	11	13
Campus Workshops	2	4	3

Community Partners, 2005-06:

Berea Community Food Bank	Jackson County Intergenerational Center
Berea Community School	League of Women Voters of Madison County
Berea Health Care Center	Madison County Health Department
Berea Folk Gymnastics Club	MCAT/MERJ
Christian Appalachian Project	New Opportunity School for Women
Foley Middle School	Paint Lick Elementary School
Foley Middle School 21 st Century Program	Project Read
Foothills Community Action Partnership	Shannon Johnson Elementary School
Jackson County Cabinet for Protection and Permanency	Silver Creek Elementary School

Source: Berea College Catalog, 2006 – 2007 <<http://www.berea.edu/catalog/bereastory.asp#integrateservicelearning>>
 Center for Excellence in Learning Through Service (CELTS), November 2006 <<http://www.berea.edu/celts/>>

DOMESTIC SHORT TERM EXCHANGE PROGRAM

There are many opportunities to take classes at other institutions during Short Term, and there are two types of such exchanges:

1. **Tuition Waiver Exchange**—Students pay room and meals at the host institution, but tuition costs are waived. Students should register for EXC 101 if the exchange has been confirmed before Web Registration ends. If the Exchange has not yet been confirmed, the student may register for an on-campus course through midnight Nov. 15, then change the Registration later. Some Colleges with which we have exchange agreements specify that exchanges must 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.

2. **Transient Exchange**—Berea College is not able to arrange special Exchanges for students to schools having no Exchange agreement with us. Arrangements to attend such schools must be initiated by the student. Students should register for EXC 102 if the Exchange has been confirmed before Web Registration ends. If the Exchange has not yet been confirmed, the student may register for an on-campus course through midnight Nov. 15, then change the Registration later.

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

SHORT TERM EXCHANGE PROGRAM PARTICIPANTS

Tuition-Only Short Term Exchange	Exchange	Transient Student TOTAL	Exchange
2002	6	0	6
2003	2	0	2
2004	6	0	6
2005	7	0	7
2006	0	0	0

Source: Berea College Short Term Catalog, 2006
 < <http://www.berea.edu/academic/services/>>
 Office of Academic Services, October 2006
 < <http://www.berea.edu/academic/services/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*

Summer_____ Projec	Number of ____ts Faculty	Number of _____ Students	Number of _____
2002	9	9	21
2003	8	10	16
2004	13	13	25
2005	11	13	26
2006	8	12	16

*Other students may have participated in the program but were funded by sources other than the URCPB budget.

Source: Academic Services, November 2006

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

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2006**

(As of September 2006)

<u>Departmental Categories</u>	<u>New Freshmen</u>		<u>All Students*</u>		<u>Total Hours Contracted</u>	<u>Mean Hours Contracted</u>
	<u>Primary</u>	<u>Only</u>	<u>Primary</u>	<u>Secondary</u>	<u>Per Week</u>	<u>Per Week</u>
Academic Support	20		121	15	1,277	9.39
Alumni and College Relations	7		43	2	447	9.93
Auxiliary Enterprises: Residence Halls (janitors and monitors), Food Service	81	166		0	1,860	11.20
College Community Service	25		79	1	845	10.56
College Related	0		2	0	20	10.00
Community Service Projects	1		23	0	255	11.09
Farms 8			27	0	296	10.96
General and Administrative	41		148	0	1,553	10.49
Instruction 37			316	20	3,440	10.24
Plant Operations	29		86	2	910	10.34
Student Industries: Crafts	48		106	1	1,117	10.44
Student Industries: Services	30		72	0	745	10.35
Student Services	60		291	5	3,574	12.07
No Labor**	0		37	0	-	-
SUB-TOTAL	387		1,517	46	-	-
No Status Form***	1		3	n/a	-	-
TOTAL	388		1,520	46	16,339	10.43

362 - Extended *primary* position for more than ten hours per week.
 46 - Contracted in both a primary and at least one secondary position.
 408 - 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 2006.

NOTES: 1. For a breakdown of departments within the various categories, please see the next two pages.

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

3. Pay Ranges, 2006 – 2007: \$ 3.50 - \$ 5.55; Unclassified \$ 5.70

Compiled by: Office of Institutional Research and Assessment, October 2006.

LABOR DEPARTMENTS

Academic Support

Academic Services
Appalachian Center
Black Cultural Center Learning
Convocations Library
Draper Building Office Services
Environmental Health and Safety

International Center
Internships
Center
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

Anna Smith
Bingham Kentucky
Blue Ridge
Dana Pearson
Danforth
Edwards Tal
Elizabeth Rogers
Fairchild Food
Family Housing

James
Kettering
s
Seabury Residence Hall
cott
Service

College Community Service

CELTS (Center for Excellence in Learning through Service)
Bonners Scholars Program
Habitat for Humanity
Hispanic Outreach Project (H.O.P)
People Who Care
Students for Appalachia (SFA)

Gear up
Special Programs
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
MACED
Peacecraft

Farms

College Farm

General and Administrative

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
Vice President for Business and Administration
Office

Labor Departments (Continued)

Instruction

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

Library Science
Mathematics

ing
ophy and Religion
Physical Education
Physics
Political Science
Psychology
SENS Program
Sociology
Technology and Industrial Arts
Theatre Lab
Women's Study Center

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 Weaving
Ceramics Woodcraft
Log House Craft Gallery

Student Crafts Distribution Center

Student Industries: Services

Boone Tavern Dining Room
Boone Tavern Hotel
College Bookstore

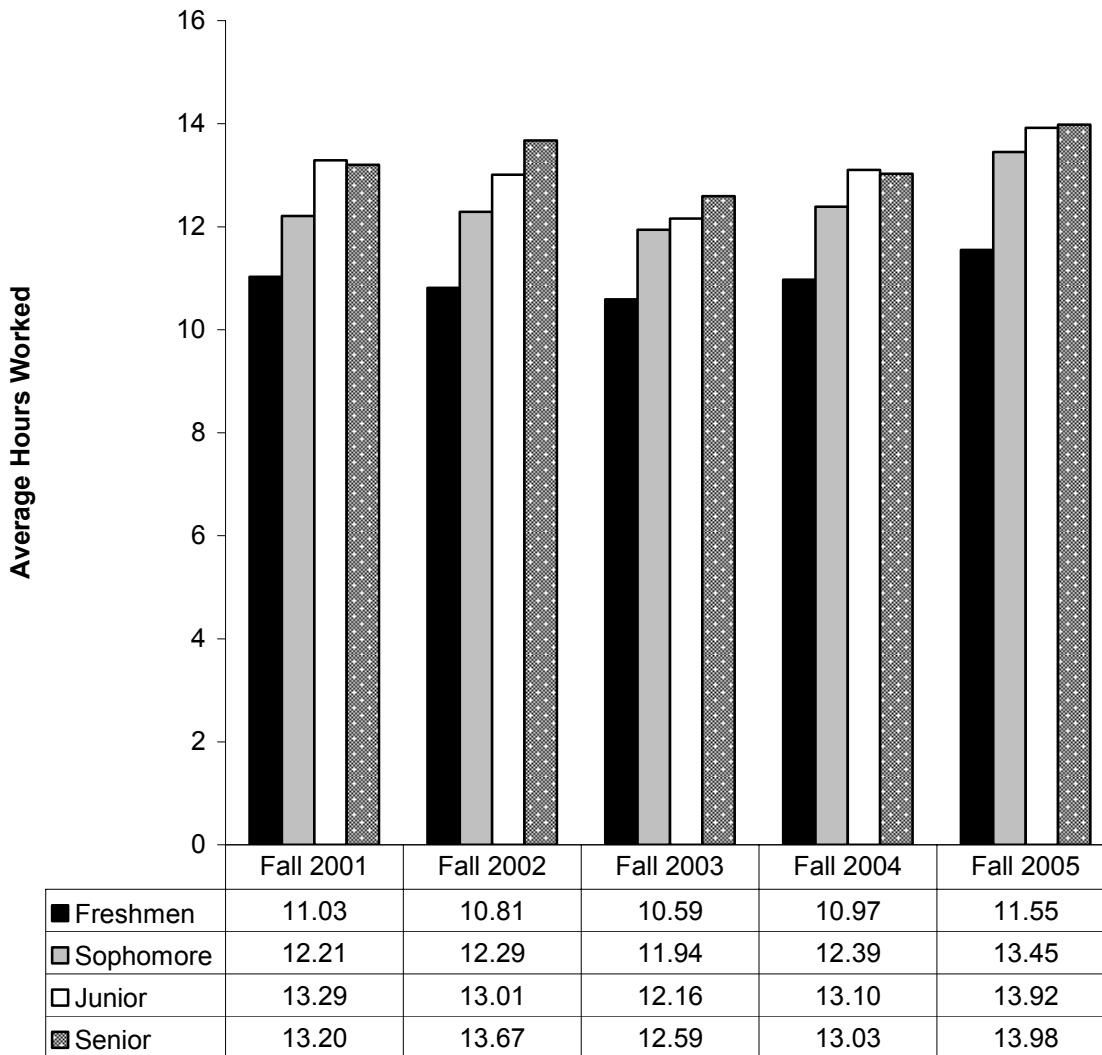
Electric Utilities
Rentals
Water Utilities

Student Services

Admissions Office
Athletic Department
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	\$3.38	\$3.58	\$3.92	\$4.03	\$4.19
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Source: Office of Student Financial Aid Services, October 2006

COST OF EDUCATION AND OTHER STUDENT COSTS

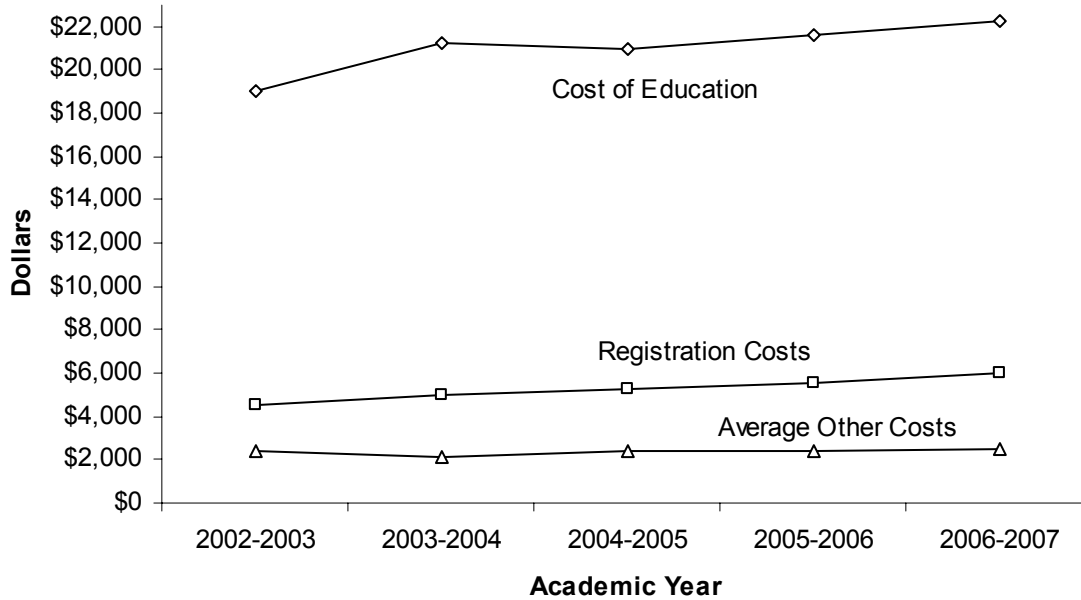
2002-2003	Academic Year _____ 2003-2004	Academic Year _____ 2004-2005	Academic Year _____ 2005-2006	Academic Year _____ 2006-2007	Academic Year _____
Cost Of Education (COE)*	\$19,900	\$ 21,200	\$ 21,000	\$ 21,600	\$ 22,300
Registration Costs:					
Room	2,303	2,415	2,536	2,660	2,794
Board	2,000	2,108	2,212	2,320	2,436
Accident Fund	20	20	20	20	20
Campus Activities Fee	44	44	46	46	50
Chimes (School Yearbook)	25	25	28	28	28
Health Fee	100	100	100	100	100
Pinnacle (School Paper)	10	10	12	12	12
Student Government	8	8	10	10	10
Technology Fee**	0	300	300	300	300
Health Insurance	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>255</u>
SUBTOTAL	\$ 4,810	\$ 5,030	\$ 5,264	\$ 5,496	\$ 6,005
 Average other Costs:					
Books and Supplies	675	675	700	700	750
Personal	1,125	1,125	1,300	1,300	1,350
Transportation	<u>290</u>	<u>290</u>	<u>376</u>	<u>384</u>	<u>400</u>
SUBTOTAL	\$ 2,090	\$ 2,090	\$ 2,376	\$ 2,384	\$ 2,500
 TOTAL STUDENT COST	 \$ 6,900	 \$ 7,120	 \$ 7,640	 \$ 7,880	 \$ 8,505

*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 2006. <<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, health insurance and student government fees. For more details, please see page 88.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 88.

Source: Office of Student Financial Aid Services, October 2006
 <<http://www.berea.edu/catalog/admissionsfinancialaid.asp#expenses>>

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL
ACADEMIC YEAR 2006-2007**

President

Iverson Louis Warinner, '66 Larry
Kentucky Kentucky

President of Berea College

D. Shinn

President Elect Dir

Rachel Berry Henkle, '64 Mae
Kentucky Kentucky

Director of Alumni Relations

Suramek, '95

Past President

Dr. J. Mark Estep, '77 William
Tennessee Kentucky

VP for Alumni and College Relations

A. Laramée

Alumni Trustees, including year his/her term ends

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

2010: Janice Hunley Crase, '60

2009: Tyler Smyth Thompson, '83
Kentucky Virginia

2011: Vicki Allums, '79

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

2007: Virginia Hubbard Underwood, '73
Kentucky Kentucky

Rob Stafford, '89

2008: Dr. Charlotte F. Beason, '70
Kentucky Georgia

Eunice Hall, '78

Marisa FitzGerald, '99
Kentucky

2009: Betty Maskewitz, '39 Thomas
Tennessee Kentucky

Smith, '79

Celeste Patton Armstrong, '90
Alabama

2010: Larry Woods, '75 Jennifer
Kentucky Kentucky

Jones Allen, '01

James Cecil Owens, '66
South Carolina

2011: John Fleming, '66 Larry
Ohio North

Owen, '61
Carolina

Peggy Mannering, '71 Jason
Florida Kentucky

Miller, '98

Source: Alumni Office, October 2006

**YOUNG ALUMNI ADVISORY COUNCIL
ACADEMIC YEAR 2006-2007**

John T. Webb, '97
North Carolina

Dwayne Compton, '01
Kentucky

Mahjabeen Rafiuddin, '97
Kentucky Ohio

Shawn Adkins, '01

Steven Evans, '97
South Carolina

David Harrison, '01
Kentucky

Christina Perkins, '98
Tennessee Ohio

Melissa McDonald, '02

Douglas Allen, '99
Kentucky

Micah Cargin, '02
Kentucky

Eric Morton, '99
Kentucky

Steve Goodpaster, '03
Tennessee

Brandy Sloan Brabham, '00
West Virginia

Jennifer Goodpaster, '03
Tennessee

Renee Waller, '00
Florida

Amanda Grey Roberts, '03
Virginia

Source: Alumni Office, October 2006

**ALUMNI* BY STATE AND U.S. TERRITORIES
As of October 2006**

Alabama	435	Montana	28
Alaska	22	Nebraska	23
Arizona	118	Nevada	21
Arkansas	45	New Hampshire	21
California	361	New Jersey	75
Colorado	100	New Mexico	54
Connecticut	48	New York	175
Delaware	26	North Carolina	1,377
District of Columbia	26	North Dakota	4
Federated States of Micronesia	2	Ohio	1,204
Florida	616	Oklahoma	33
Georgia	519	Oregon	70
Guam	1	Palau	1
Hawaii	27	Pennsylvania	159
Idaho	19	Rhode Island	8
Illinois	223	South Carolina	349
Indiana	380	South Dakota	7
Iowa	44	Tennessee	1,366
Kansas	27	Texas	321
Kentucky	6,372	Utah	13
Louisiana	30	Vermont	23
Maine	24	Virgin Islands	2
Maryland	261	Virginia	1,121
Massachusetts	77	Washington	98
Michigan	195	West Virginia	572
Minnesota	57	Wisconsin	48
Mississippi	38	Wyoming	6
Missouri	109		
		Countries other than the U.S.**	194
		Armed Forces - Europe	9
		Armed Forces - Pacific	<u>3</u>
		TOTAL	17,587

*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 see page 93.

Source: Alumni Office, October 2006

**ALUMNI* BY COUNTRIES
ORGANIZED BY CONTINENT
As of October 2006**

Africa

Egypt	1
Ethiopia	1
Gambia, The	1
Ghana	6
Kenya	8
Mali	1
Morocco	1
Nigeria	7
Senegal	1
South Africa	4
Tanzania	2
Zimbabwe	2
TOTAL	35

Asia

Bangladesh	2
Bhutan	1
Burma (Myanmar)	2
Hong Kong	4
India	7
Iran	1
Israel	3
Japan	10
Kampuchea (Cambodia)	1
Kazakhstan	2
Macau	1
Malaysia	6
Nepal	2
People's Republic of China	5
Republic of Korea	2
Russia	1
Singapore	1
Sri Lanka	5
Taiwan	1
Thailand	5
Turkey	2
TOTAL	64

Australia/Oceania

Australia	1
New Zealand	1
TOTAL	2

Europe

Austria	1
Belgium	1
Czech Republic	1
Denmark	4
France	2
Georgia	2
Germany	6
Greece	10
Ireland	3
Italy	2
Latvia	1
Lithuania	1
Macedonia	1
Montenegro	1
Netherlands	4
Slovak Republic	2
Spain	2
Sweden	2
Switzerland	2
Ukraine	1
United Kingdom	12
TOTAL	61

North America (not including U.S.)

Canada	18
Cayman Islands	2
Costa Rica	1
Dominica	1
Mexico	2
Nicaragua	1
TOTAL	25

South America

Bolivia	2
Ecuador	5
TOTAL	7

United States**	17,381
Armed Forces - Europe	9
Armed Forces - Pacific	3

TOTAL 17,587

*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 see page 92.

Source: Alumni Office, October 2006

ALUMNI* BY OCCUPATION

Accounting 170		Interior Decorating/Design	9
Administrative/Clerical/Secretarial 176		Journalism	10
Advertising 21		Judiciary	10
Agriculture/Ranching 94		Labor/Human Resources	16
Animal Science/Veterinary Medicine 17	17	Landscaping	11
Architecture/Urban Planning 14	14	Law/Legal Services	172
Art 45		Library Science	118
Arts - Fine 36	36	Management	368
Arts - Performing/Creative 46	46	Manufacturing	135
Aviation/Aerospace 10		Marketing	45
Banking 75		Mathematics/Statistics	6
Biology Sciences 1	1	Mechanical	7
Brokerage/Securities/Investments 19		Media	11
Business - Administration 72	72	Medical/Health (not M.D., RN, Dentist, Pharmacy)	207
Business - Entrepreneur/Owner 187	187	Merchandising/Sales/Marketing	29
Business - Management 87	87	Military	39
Business - Owner 48	48	Ministry	137
Childcare 23		Missionary	4
City Service Officer 3	3	Musician	2
Civil Service 15	15	Nonprofit	6
Clergy 14		Nursing	488
Communications 30		Nutrition	29
Computing/High Technology 229	229	Personal Services	6
Construction/Contracting 52		Personnel/Human Resources	43
Consulting 56		Pharmacology	5
Counseling 107		Pharmacy	15
Crafts 6		Physical Sciences/Math	13
Dentistry 23		Physician	106
Economics 2		Public Relations	7
Education - Administrative 336	336	Public Service (Firefighter, Police, Sanitation)	35
Education - Student Affairs 48	48	Publishing	40
Education - Teaching 1,528	1,528	Radio/TV/Film	2
Energy Resources (Oil, etc.) 21	21	Real Estate	44
Engineering 140		Recreation/Leisure Services	15
Entertainment 13		Research/Development	85
Environmental Science 34	34	Restaurant	9
Estate Planning/Trusts/Taxation 1	1	Retired	2,726
Extension Work 13	13	Sales	133
Fashion/Beauty 3		Science	76
Financial Services 72	72	Self-Employed	11
Foreign Service 2	2	Social Science	16
Foundations 1		Social Work	211
Fund Raising 25	25	Sports/Recreation	12
Funeral Services 4	4	Student	55
Government - Elected 44	44	Support Staff/Secretarial/Clerical	25
Government - Non-elected 166	166	Trade/Craft	37
Graphic Design 12	12	Transportation	33
Health 61		Travel Industry	10
Homemaking 276		Utilities	21
Hotel/Restaurant/Catering 37		Veterinarian	6
Import/Export 3		Volunteerism	34
Insurance 80		Writing	31
		<i>Unknown (Includes "Other")</i>	<u>7,209</u>

TOTAL 17,587

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

NOTE: Updates from news items sent by alumni are used. Of the 17,587 alumni on record, information on occupations is known for 59%.

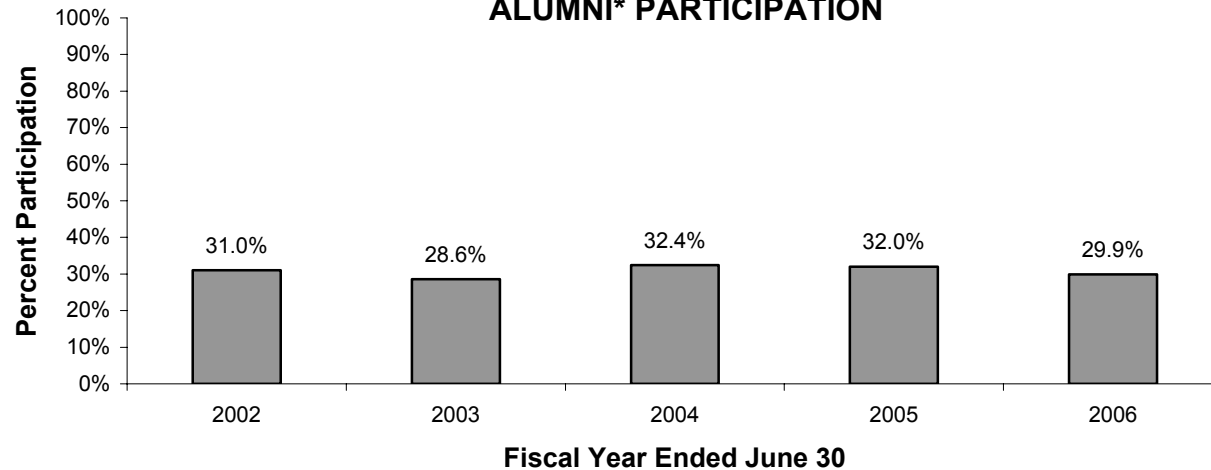
Source: Alumni Office, October 2006

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2002</u> <u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	
Alumni Berea Fund - Goal	\$ 750,000	\$ 700,000	\$ 700,000	\$ 775,000	\$ 790,000
Alumni Berea Fund - Received	\$ 737,868	\$ 750,374	\$ 1,042,572	\$ 855,754	\$ 852,796
Other Gifts (includes gift-in-kind)	<u>4,499,959</u>	<u>3,275,067</u>	<u>1,836,908</u>	<u>2,187,336</u>	<u>3,551,288</u>
TOTAL	\$ 5,237,827	\$ 4,025,441	\$ 2,879,480	\$ 3,043,090	\$ 4,404,084
Percent Participation - All Alumni**	31.0%	28.6%	32.4%	32.0%	29.9%
Percent Participation - All Graduates**	34.7%	31.4%	35.5%	34.4%	32.4%

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.

**BEREA COLLEGE
DESIGNATION OF FUNDS
For Fiscal Year Ended June 30, 2006**

Current Operations

Berea Fund - Unrestricted	\$ 4,128,644
Student Aid - Restricted	237,064
Other - Restricted	<u>1,080,230</u>

TOTAL CURRENT OPERATIONS \$ 5,445,938

Capital Purposes

TOTAL CAPITAL PURPOSES \$ 599,953

Student Loan Fund

\$ 19,118

Endowment from Gifts and Bequests

Restricted	\$ 5,348,200
Unrestricted	<u>10,104,353</u>

TOTAL ENDOWMENT \$ 15,452,553

Gift Value of Annuities and Life Income Agreements

738,757

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 22,256,319

Gifts-In-Kind

97,674

GRAND TOTAL \$ 22,353,993

Source: College Relations, November 2006

**SOURCE OF CONTRIBUTIONS
TO BEREA COLLEGE
For Fiscal Year Ended June 30, 2006**

of	Number <u>Gifts</u> Total	Percent of <u>Gifts</u> Amount	Dollar <u>Amount</u> Total	Percent of <u>Dollars</u>
Source of Support				
General welfare foundations	220	1.37%	\$ 4,835,545	21.63%
Corporations and corporate foundations	242	1.51%	313,346	1.40%
Organizations, associations, and clubs	71	0.44%	622,778	2.79%
Religious groups	16	0.10%	1,640	0.01%
Fund-raising consortia	10	0.06%	18,088	0.08%
Individuals (other than alumni)	10,931	68.22%	3,802,182	17.01%
Alumni	4,168	26.01%	2,220,527	9.93%
Bequests - Alumni	26	0.16%	959,207	4.29%
Bequests - Non-Alumni	<u>237</u>	<u>1.48%</u>	<u>8,744,249</u>	<u>39.12%</u>
TOTAL GIFTS AND BEQUESTS	15,921	99.36%	\$ 21,517,562	96.26%
Gift Value of Annuities and Life Income Agreements				
Alumni	18	0.11%	288,378	1.29%
Non-Alumni	<u>41</u>	<u>0.26%</u>	<u>450,379</u>	<u>2.01%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	15,980	99.73%	\$ 22,256,319	99.56%
Gifts-In-Kind				
Alumni	13	0.08%	30,161	0.13%
Non-Alumni	<u>30</u>	<u>0.19%</u>	<u>67,513</u>	<u>0.30%</u>
GRAND TOTAL	<u>16,023</u>	100.00%	<u>\$ 22,353,993</u>	100.00%

Source: College Relations, November, 2006

BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2006

of	Number Gifts	Dollar Amount		Number of Gifts	Dollar Amount
Alabama	170	\$ 455,777	Montana	34	\$ 6,338
Alaska	36	6,415	Nebraska	27	3,906
Arizona	207	65,235	Nevada	40	10,607
Arkansas	48	1,991	New Hampshire	74	25,590
Armed Forces	17	3,986	New Jersey	562	3,246,957
California 1,319		1,439,996	New Mexico	79	99,225
Colorado	157	585,451	New York	933	1,140,885
Connecticut	259	151,917	North Carolina	888	634,859
Delaware	48	15,985	North Dakota	21	5,340
D.C. 121		25,019	Ohio	1,087	1,660,278
Florida	798	4,513,259	Oklahoma	48	32,036
Georgia	336	108,466	Oregon	105	13,540
Hawaii	38	2,786	Pennsylvania	650	476,581
Idaho	35	4,235	Puerto Rico	16	441
Illinois	611	721,371	Rhode Island	35	5,622
Indiana	360	149,542	South Carolina	226	86,593
Iowa 106		7,360	South Dakota	13	161
Kansas	76	27,622	Tennessee	575	757,065
Kentucky	1,807	2,069,927	Texas	454	157,825
Louisiana	54	24,615	Utah	39	2,703
Maine	102	64,644	Vermont	64	27,210
Maryland	423	119,376	Virginia	823	1,651,697
Massachusetts	377	295,169	Virgin Islands	2	550
Michigan	548	450,304	Washington	220	79,939
Minnesota	229	160,501	West Virginia	173	39,304
Mississippi	46	67,741	Wisconsin	243	174,599
Missouri	163	118,476	Wyoming	<u>20</u>	<u>52,125</u>
STATE AND U.S. TERRITORIES TOTALS				15,942 \$	22,049,142
Other Countries:					
Canada	4	\$ 6,338	Greece 1		25
Federated States of Micronesia	1	10	Montenegro 1		2
France 1		16,380	Spain 1		25
Germany 15		602	Sweden 1		50
			OTHER COUNTRY TOTALS	25 \$	23,432
			Anonymous	<u>56</u>	<u>281,418</u>
			TOTALS*	<u>16,023</u>	<u>\$22,353,993</u>

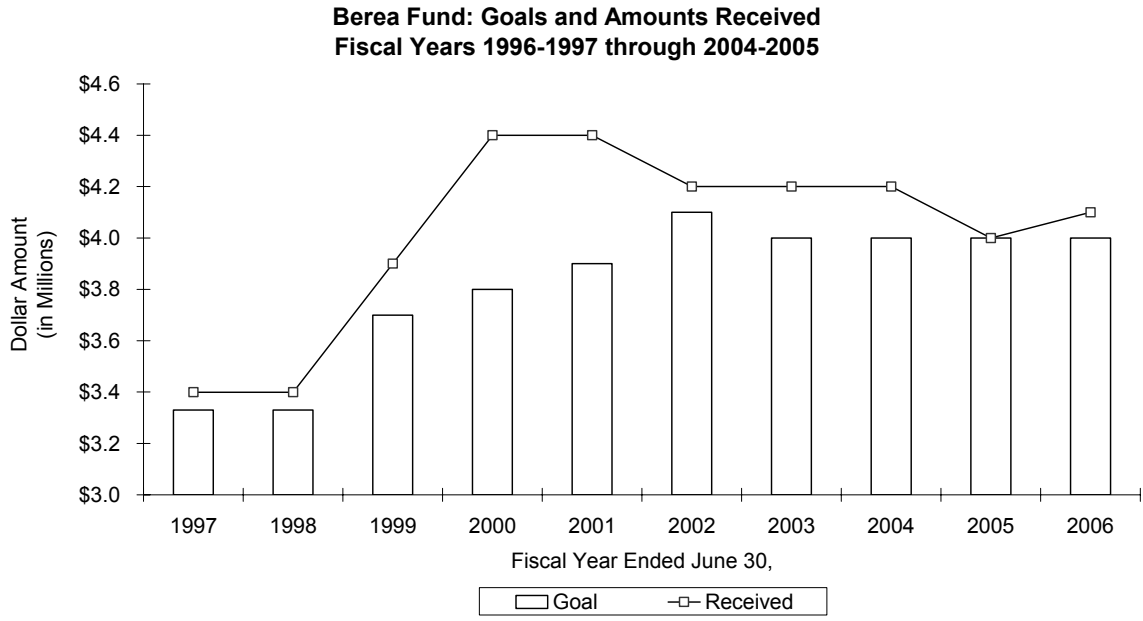
*Includes gifts-in-kind and bequests.

Source: College Relations, November, 2006

**BEREA FUND GOALS AND AMOUNTS RECEIVED
FISCAL YEARS 1996-1997 THROUGH 2005-2006**

1996-1997	_____	1997-1998	_____	1998-1999	_____	1999-2000	_____	2000-2001	_____
Goal	\$3,330,000	\$3,330,000	\$3,670,000	\$3,790,000	\$3,900,000				
Received	\$3,442,899	\$3,391,866	\$3,917,108	\$4,410,050	\$4,391,390				

2001-2002	_____	2002-2003	_____	2003-2004	_____	2004-2005	_____	2005-2006	_____
Goal	\$4,050,000	\$4,150,000	\$4,000,000	\$4,000,000	\$4,060,000				
Received	\$4,226,765	\$4,091,714	\$4,228,691	\$4,000,022	\$4,128,644				



Source: College Relations, November 2006

DONATIONS
Fiscal Years 1996 - 1997 through 2005 - 2006

	<u>1996-1997</u>	1997-1998	_____	1998-1999	_____	1999-2000	_____	2000-2001	_____
Number of Gifts*	16,219		17,639	16,373	17,882	16,497			
Current Operations	\$3,943,874		\$4,207,815	\$4,580,987	\$4,928,616	\$5,095,546			
Endowment \$15,210,717			\$10,501,227	\$12,387,605	\$19,999,055	\$13,929,336			
Other* \$529,383	_____	\$1,867,586	_____	\$1,294,895	_____	\$438,275	_____	\$1,022,514	_____
TOTAL	\$19,683,974		\$16,576,628		\$18,263,487	\$25,365,946		\$20,047,396	

	<u>2001-2002</u>	2002-2003	_____	2003-2004	_____	2004-2005	_____	2005-2006	_____
Number of Gifts*	17,010		15,894	16,232	16,294	15,980			
Current Operations	\$4,946,234		\$4,740,356	\$5,037,190	\$5,214,232	\$5,445,938			
Endowment \$17,442,009			\$16,836,573	\$20,087,707	\$18,208,656	\$15,452,553			
Other* \$988,607	_____	\$2,243,735	_____	\$1,652,398	_____	\$1,881,797	_____	\$1,357,828	_____
TOTAL	\$23,376,850		\$23,820,664		\$26,777,295	\$25,304,685		\$22,256,319	

*Does not include gifts-in-kind.

Source: College Relations, November 2006

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

Number Dollar Range of	Donors* T	Percent of otal Donors of	Number Gifts* T	Percent of otal Gifts Amount*	Dollar Amount* T	Percent of otal Amount
0.01 - 9.99	687	5.18%	1,110	6.93%	\$ 4,122	0.02%
10 - 24.99	1,859	14.01%	2,634	16.44%	38,139	0.17%
25 - 49.99	3,111	23.44%	3,878	24.20%	103,609	0.46%
50 - 99.99	2,361	17.79%	2,689	16.78%	140,765	0.63%
100 - 199.99	2,227	16.78%	2,527	15.77%	267,126	1.19%
200 - 499.99	1,463	11.02%	1,499	9.36%	377,566	1.69%
500 - 749.99	452	3.41%	481	3.00%	246,869	1.10%
750 - 999.99	44	0.33%	46	0.29%	37,085	0.17%
1,000 - 2,499.99	544	4.10%	583	3.64%	747,213	3.34%
2,500 - 4,999.99	134	1.01%	148	0.92%	492,137	2.20%
5,000 - 7,499.99	122	0.92%	135	0.84%	736,783	3.30%
7,500 - 9,999.99	27	0.20%	32	0.20%	276,378	1.24%
10,000 - 19,999.99	110	0.83%	124	0.77%	1,551,702	6.94%
20,000 - 29,999.99	43	0.32%	45	0.28%	1,070,174	4.79%
30,000 - 49,999.99	24	0.18%	25	0.16%	919,002	4.11%
50,000 - 69,999.99	21	0.16%	23	0.14%	1,256,596	5.62%
70,000 - 99,999.99	11	0.08%	11	0.07%	873,394	3.91%
100,000 - 149,999.99	12	0.09%	12	0.07%	1,319,664	5.90%
150,000 - 249,999.99	8	0.06%	8	0.05%	1,685,862	7.54%
250,000 - 499,999.99	7	0.05%	8	0.05%	3,126,293	13.99%
500,000 - 999,999.99	2	0.02%	2	0.01%	1,233,515	5.52%
1,000,000 - 2,499,999.99	2	0.02%	2	0.01%	3,300,000	14.76%
2,500,000 - 4,499,999.99	1	0.01%	1	0.01%	2,550,000	11.41%
T OTALS	<u>13,272</u>	100%	<u>16,023</u>	100%	<u>\$ 22,353,993</u>	100%

AVERAGE: \$1,395

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, November 2006

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2006 AND 2005**

	2006	2005
OPERATING REVENUE	\$ 65,242,4 91	\$ 59,511,470
OPERATING EXPENSES	\$ 63,888,1 49	\$ 61,876,447
OPERATING REVENUE IN EXCESS OF (LESS THAN) EXPENSES FROM CONTINUING OPERATIONS \$	1,354,342	\$ (2,364,977)
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 18,103,8 43	\$ 7,592,032
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 328,194,014	\$ 310,184,731
Investments at market	\$ 948,737,700	\$ 861,678,500
Interest and dividends, net Return	\$ 24,286,500 2.9%	\$ 19,194,300 2.4%
Market price increase Return	\$ 82,572,413 9.7%	\$ 64,563,137 8.4%
Total return Percent	\$ 106,858,913 12.6%	\$ 83,757,437 10.8%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 12,552,863	\$ 10,087,615
Bequests	<u>9,703,456</u>	<u>15,217,070</u>
Total cash gifts	22,256,319	25,304,685
Gifts-in-kind	<u>97,674</u>	<u>96,889</u>
Total	<u>\$ 22,353,993</u> \$	<u>25,401,574</u>

Source: Office of Financial Affairs, October 2006

STATEMENTS OF FINANCIAL POSITION
June 30, 2006 and 2005

ASSETS	2006	2005
CURRENT ASSETS		
Cash and cash equivalents	\$ 12,052,359	\$ 19,575,461
Other investments - absolute return fund	10,514,475	6,742,765
Accrued interest on investments	2,921,337	3,682,781
Accounts and notes receivable	3,103,189	1,382,791
Inventories	1,973,703	1,857,042
Prepaid expenses and other assets	1,468,950	18,905
Total current assets	32,034,013	33,259,745
NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS	1,164,342	965,461
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	9,791,894	10,946,675
LONG-TERM RECEIVABLES	1,438,150	2,020,883
LONG-TERM INVESTMENTS		
Donor-restricted endowment	531,420,200	477,633,600
Tuition replacement	417,317,500	384,044,900
Annuity and life income	27,609,900	28,041,500
Funds held in trust by others	22,585,100	22,203,300
Total long-term investments	998,932,700	911,923,300
BOND DEFEASANCE ESCROW	7,805,412	8,409,474
PROPERTY, PLANT AND EQUIPMENT (net)	134,169,600	121,595,925
Total assets	\$ 1,185,336,111	\$ 1,089,121,463
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 4,666,976	\$ 4,859,890
Accrued salaries and wages	2,517,779	2,483,009
Deposits and agency funds	349,959	312,904
Deferred income	98,538	83,931
Current maturities of long-term debt	2,198,570	1,840,239
Total current liabilities	9,831,822	9,579,973
LONG-TERM LIABILITIES		
Annuity payment and deferred giving liability	13,784,869	15,086,100
Long-term debt	72,870,275	66,268,846
Total long-term liabilities	86,655,144	81,354,946
Total liabilities	96,486,966	90,934,919
NET ASSETS		
Unrestricted	754,043,028	690,321,760
Temporarily restricted	123,293,720	111,313,120
Permanently restricted	211,512,397	196,551,664
Total net assets	1,088,849,145	998,186,544
Total liabilities and net assets	\$ 1,185,336,111	\$ 1,089,121,463

Source: Office of Financial Affairs, October 2006

**STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2006 AND 2005**

	2006	2005
OPERATING REVENUE		
Spendable return from long-term investments	\$ 32,879,062	\$ 32,312,908
Gifts and donations	4,925,708	5,549,914
Federal and state grants	7,892,749	4,730,909
Cost of education fees paid by federal and state scholarships	2,538,000	2,260,638
Fees paid by students	1,119,222	1,071,613
Other income	4,737,541	3,077,817
Residence halls and food service	6,558,263	6,111,063
Student industries and rentals	2,895,208	2,943,911
Net assets released from restrictions	5,025,297	4,197,239
Gross operating revenue	68,571,050	62,256,012
Less: Student aid	(3,328,559)	(2,744,542)
Net operating revenue	65,242,491	59,511,470
OPERATING EXPENSES		
Program Services --		
Educational and general	42,358,005	35,825,356
Residence halls and food service	6,705,055	5,805,420
Student industries and rentals	3,760,311	4,228,100
Total program services	52,823,371	45,858,876
Support services	11,064,778	10,850,210
Interest expense	—	5,167,361
Total operating expenses	63,888,149	61,876,447
Operating revenue in excess of operating expenses from continuing operations	1,354,342	(2,364,977)
Gain on disposal of property, plant and equipment	323,069	126,539
Gain on valuation of interest rate swaps	\$ 2,956,300	—
Income from discontinued operations	—	1,297,418
Cumulative effect of change in accounting principle	\$ (871,420)	—
Total other unrestricted activity	2,407,949	1,423,957
OTHER CHANGES IN NET ASSETS		
Investment return in excess of amounts designated for current operations	69,431,717	52,068,807
Gifts and bequests restricted or designated for long- term investments	14,641,759	20,605,731
Restricted gifts for property, plant and equipment and other specific purposes	1,631,755	2,233,516
Restricted spendable return on endowment investments	4,929,934	3,735,022
Reclassification of net assets released from restrictions	(5,025,297)	(4,197,239)
Net adjustment of annuity payment and deferred giving liability	1,290,452	1,107,141
Total change in net assets	\$ 90,662,601	\$ 74,611,958

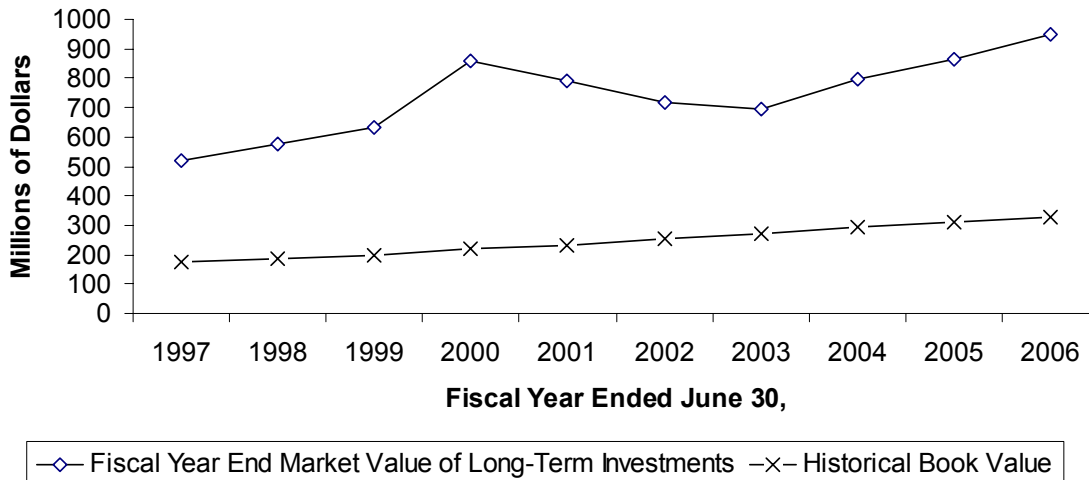
Source: Office of Financial Affairs, October 2006

TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

Jun	Fiscal Year End Market Value Of Long-Term Investments Value*	Historical Book
	e 30, Investment	s Value*
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	270,794,617
	2004	291,178,337
	2005	310,184,731
	2006	328,194,014

*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 2006

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
YEARS ENDED JUNE 30, 2006 AND 2005**

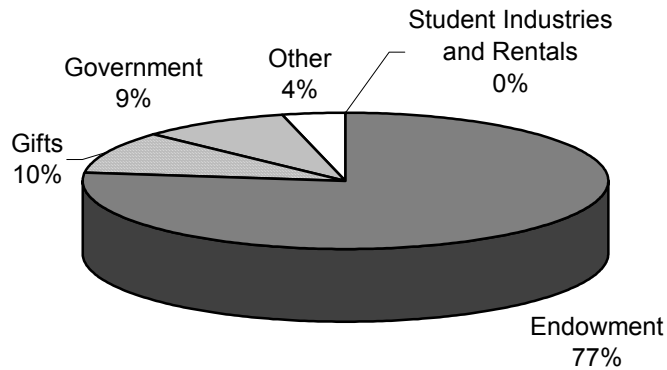
	2006	2005
Endowment and Tuition Replacement:		
Pooled Investments -		
Domestic common stocks	\$ 364,794,100	\$ 348,023,900
International common stocks	214,939,000	175,090,800
Corporate notes and bonds	89,189,600	81,907,000
U.S. Government securities	37,693,400	48,550,000
Foreign bonds	622,400	1,772,400
Structured notes	65,344,900	59,841,400
Private equity, venture capital and other	66,249,000	58,758,200
Hedge funds	65,826,500	41,150,500
Real estate	2,113,700	10,446,400
Short-term investments and cash	38,032,100	32,172,600
Total	944,804,700	857,713,200
Non Pooled Investments -		
Domestic common stocks	200,600	304,800
Corporate notes and bonds	18,900	-
U.S Government Securities	103,500	-
Real estate	2,772,900	2,772,900
Short-term investments and cash	837,100	887,600
Total	3,933,000	3,965,300
Total endowment and tuition replacement	948,737,700	861,678,500
Annuity and Life Income:		
Pooled Annuity Investments -		
Domestic common stocks	8,729,900	8,802,600
International common stocks	1,961,700	1,825,900
Corporate notes and bonds	3,605,800	3,792,700
Short-term investments and cash	420,000	190,300
Total	14,717,400	14,611,500
Separately Invested Trusts -		
Common stocks	6,160,100	6,187,700
International common stocks	1,224,900	1,100,200
Corporate notes and bonds	4,185,000	4,545,900
U.S. Government securities	406,100	450,600
Real estate	330,000	525,000
Short-term investments and cash	586,400	620,600
Total	12,892,500	13,430,000
Total annuity and life income	27,609,900	28,041,500
Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	22,585,100	22,203,300
Total long-term investments	\$ 998,932,700	\$ 911,923,300

Source: Office of Financial Affairs, November 2006

**FISCAL YEAR 2006-2007
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 30,438,400 77.5%
Gifts for Current Operations	\$ 4,120,900 10.5%
Federal and State Sources	\$ 3,459,500 8.8%
Other Miscellaneous Income	\$ 1,396,000 3.6%
Net Loss from Student Industries and Rentals	\$ (147,400) <u>(0.4%)</u>
	<u>\$ 39,267,400</u>



Source: Office of Financial Affairs, November 2006

CURRENT OPERATING BUDGET

	2006-07 Budget	2005-06 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 36,275,700	\$ 32,546,100	\$ 3,729,600	11.46%
Less: Capital and Plant Fund	(4,643,400)	(3,601,600)	(1,041,800)	28.93%
TCERF	(1,193,900)	(152,800)	(1,041,100)	681.35%
Net Endowment Income	<u>30,438,400</u>	<u>28,791,700</u>	<u>1,646,700</u>	<u>5.72%</u>
Gifts for Current Operations	4,120,900	4,060,000	60,900	1.50%
Cost of Education Fees	2,576,000	2,538,000	38,000	1.50%
Federal Work Study Grant	883,500	930,000	(46,500)	(5.00%)
Fees Paid by Students	626,000	623,100	2,900	0.47%
Other Income	770,000	754,500	15,500	2.05%
TOTAL	<u>39,414,800</u>	<u>37,697,300</u>	<u>1,717,500</u>	<u>4.56%</u>
Student Industries and Rentals	3,174,200	3,201,700	(27,500)	(0.86%)
Residence Halls and Food Service	<u>6,352,800</u>	<u>6,052,800</u>	<u>300,000</u>	<u>4.96%</u>
TOTAL REVENUES	<u>48,941,800</u>	<u>46,951,800</u>	<u>1,990,000</u>	<u>4.24%</u>
EXPENDITURES				
Educational and General	39,267,400	37,576,500	1,690,900	4.50%
Student Industries and Rentals	3,321,600	3,322,500	(900)	(0.03%)
Residence Halls and Food Service	<u>6,352,800</u>	<u>6,052,800</u>	<u>300,000</u>	<u>4.96%</u>
TOTAL EXPENDITURES	<u>48,941,800</u>	<u>46,951,800</u>	<u>1,990,000</u>	<u>4.24%</u>
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2006

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2006-2007 Budget	2005-06 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 36,275,700	\$ 32,546,100	\$ 3,729,600	11.46%
Less: Capital and Plant Fund	(4,643,400)	(3,601,600)	(1,041,800)	28.93%
TCERF	(1,193,900)	(152,800)	(1,041,100)	681.35%
Net Endowment Income	30,438,400	28,791,700	1,646,700	5.72%
Gifts for Current Operations	4,120,900	4,060,000	60,900	1.50%
Cost of Education Fees	2,576,000	2,538,000	38,000	1.50%
Federal Work Study Grant	883,500	930,000	(46,500)	-5.00%
Fees Paid by Students	626,000	623,100	2,900	0.47%
Other Income	770,000	754,500	15,500	2.05%
Student Industries and Rentals	(147,400)	(120,800)	(26,600)	22.02%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	39,267,400	37,576,500	1,690,900	4.50%
EXPENDITURES				
Salaries and Wages	21,568,200	20,512,800	1,055,400	5.15%
Salary Chum	(100,000)	-	(100,000)	N/A
Net Salaries and Wages	21,468,200	20,512,800	955,400	4.66%
Fringe Benefits	5,295,900	5,045,810	250,090	4.96%
Student Payroll	2,602,900	2,478,950	123,950	5.00%
Net Controllable Expense	9,258,900	8,894,240	364,660	4.10%
Computer Capital Fund	422,300	410,000	12,300	3.00%
Equipment Reserve	190,200	184,700	5,500	2.98%
Strategic Planning Initiatives	29,000	50,000	(21,000)	-42.00%
TOTAL EXPENDITURES	39,267,400	37,576,500	1,690,900	4.50%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	

Source: Office of Financial Affairs, October 2006

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	2001-2002	% of	2002-2003	% of	2003-2004	% of	2004-05	% of	2005-2006	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 11,703,788	33.8%	\$ 12,531,148	33.4%	\$ 12,147,180	33.8%	\$ 12,340,735	33.1%	\$ 13,431,338	34.6%
Public Service	547,090	1.6%	557,312	1.5%	527,391	1.5%	519,614	1.4%	500,696	1.3%
Academic Support	3,201,503	9.3%	5,608,064	15.1%	3,872,106	10.8%	3,755,045	10.1%	3,915,217	10.1%
Student Services and Activities	4,078,882	11.8%	4,049,597	10.8%	4,226,922	11.7%	4,145,184	11.1%	4,487,701	11.6%
General and Administrative	6,277,349	18.1%	6,016,511	16.1%	6,161,059	17.1%	6,619,883	17.8%	5,752,119	14.8%
Development and Alumni	2,965,160	8.6%	3,049,184	8.1%	3,110,314	8.6%	3,171,950	8.5%	3,209,703	8.3%
Plant Operations	4,557,958	13.2%	4,564,308	12.2%	4,836,461	13.4%	5,701,900	15.3%	6,901,271	17.8%
Capital and Special Projects	1,290,000	3.7%	1,107,700	3.0%	1,107,700	3.1%	1,040,300	2.8%	644,700	1.7%
TOTAL	\$ 34,621,730	100.0%	\$ 37,483,824	100.0%	\$ 35,989,133	100.0%	\$ 37,294,611		\$ 38,802,745	

RESIDENCE LIVING Academic Year 2006-2007

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 thirteen 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.

Traditional Residence Halls	<u>Capacity</u>	Capacity
Anna	Smith	75
Bingham		61
Blue	Ridge	93
Dana		124
Danforth		144
Edwards	Edwards	33
Elizabeth	Rogers	75
Fairchild		72
James		100
Kentucky		85
Kettering		144
Seabury		36
Total	alcott	83
	Subtotal	1,125
Specialty Housing	<u>Capacity</u>	Capacity
ARC House		13
Capps House		7
Doctors House		5
Ecovillage (family housing)		60
Estill St. Res. Complex		42
Frost Cottage		11
Home Management House		11
Kettering Apartments		8
Knight House		10
Lindsley House		5
Prospect House		13
Sloan House		8
Smith House		6
	Subtotal	199
<u>Farm Houses/College Buildings</u>		
Hunt Acres		3
Head House		1
Phelps-Stokes		1
	Subtotal	5
TOTAL		1,329
Capacity for Men		(549)
Capacity for Women		(780)

At the completion of registration for Fall Term 2006, approximately 87% of the students lived in college housing.

*There are fourteen traditional residence halls counting Pearsons, which is currently under renovation and not housing students.

Source: Residential Life Services and Collegium, October, 2006 <<http://www.berea.edu/residentiallifecollegium/>>

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2006

New Construction

<u>Date</u>	<u>Project</u>		
1980	Racquetball Courts	1993	Married Student Housing
1980	Ross Jelkyl Drama Building	1993	Campus Child Care Program
1982	Farm Mix Mill and Hog Feeding Floor	1994	Seabury Center
1982	Athletic Track	1995	Farrowing House – College Farms
1983	Mueller Woodcraft Building Track	1995	Tennis Courts
1988	Married Student Housing	1996	Tennis Pavilion
1990	Hutchins Library Addition	2004	Child Development Laboratory at EcoVillage
1990	Computer Center Addition	2006	Central Plant Building/Distribution

Renovations

<u>Date</u>	<u>Project</u>		
1980	Elizabeth Rogers Residence Hall	1998	Computer Center
1981	Pearsons Hall Fire Escape	1999	Craft Center
1981	Kentucky Residence Hall	1999	Crossroads Complex
1981	James Residence Hall	1999	Fairchild Residence Hall
1983	Goldthwaite Agriculture Building and Addition	1999	Log House Remodel
1983	Science Hall Renovation and Addition	1999	Phelps-Stokes Air Conditioning
1985	President's Home	1999	Alumni Building Remodel
1986	Talcott Residence Hall	1999	Appalachian Center/Bruce Building
1987	Frost Basement - Computer Lab	1999	Student House/Jackson Street (Knight House)
1987	ARC House Renovation	1999	Danforth Residence Hall
1987	Pearson Residence Hall	2000	Kettering Residence Hall
1988	Boone Tavern	2000	Bruce/Trades (phase one)
1988	Blue Ridge Residence Hall	2000	Draper Carillon
1989	Kentucky Annex	2001	Bruce/Trades (phase two)/Connector
1990	Hutchins Library Renovation	2001	Blue Ridge Residence Hall
1990	Berea College Health Service	2001	Student Parking Lot Improvements
1991	Draper Building - Center for Effective Communication	2002	Draper Building
1991	Lincoln Hall Basement - Duplicating Services Center	2002	Kentucky Residence Hall
1992	Utilities/Laundry	2002	Art Gallery Addition
1992	Students for Appalachia – Trades Building	2002	Soccer Field Complex
1993	Alumni Building	2002	College Bookstore Renovation
1993	Draper Classrooms	2002	Computer Center Renovation
1994	President's Home	2003	Talcott/Annex Residence Hall Renovation
1994	Alumni Building	2003	Presser Hall Renovation
1994	Boone Tavern	2003	Lincoln Hall Renovation
1996	Edwards 1 st & 2 nd floors	2003	EcoVillage Apartments
1997	Resurfacing of Track	2003	EcoVillage SENS House
1997	Systems upgraded in Dana Residence Hall	2003	Baseball/Softball Fields
1997	Phelps Stokes – Seating and Refinishing	2004	James Hall Renovation
1998	Married Student Laundry	2004	Boone Tavern Garage Renovation for: Public Relations Department
1998	Frost Renovation	2006	Visitors Center at College Square
1998	Food Service Renovation	2006	Campus Building Retro Fits
1998	Science Laboratories	2006	Resurfacing of the Track
			Sturt Cottage

Source: Facilities Management, October 2006

HUTCHINS LIBRARY
(Fiscal Year 2006)

Library Collections Fiscal	<u>Total Net Added During Year Fiscal</u>	<u>Total Number Held at End of Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	3,360	366,926
Media Collection (phono records, videos, CDs, DVDs and audio tapes) Volumes (item count)	353	11,299
Electronic Collection (e-books, and cataloged web-sites) Titles	55	49,935
Microforms (books, journals and newspapers) Physical units	3,137	139,160
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	69	1,067
Electronic titles: journals and serials	61	994
Full-text journals available through databases	1,252	19,872
Manuscripts and Archives (in linear feet)	124	4,503
Cartographic Material (in units)	NA	[50]
Library Expenditures	<u>Dollar Amount</u>	
Books – paper and microforms	\$ 113,457	
Periodicals– paper and microforms	148,194	
Serials – paper and microforms	33,012	
Electronic Resources	117,732	
Media	12,805	
Microform	23,147	
Preservation	<u>9,448</u>	
TOTAL ACQUISITIONS EXPENDITURES	\$ 457,795	
Acquisitions Expenditures Per Student	\$ 301	

Source: Hutchins Library, October 2006 <<http://www.berea.edu/hutchinslibrary/>>

HUTCHINS LIBRARY, continued
(Fiscal Year 2006)

Library Services

<u>Library Instruction Sessions</u>	<u>Students</u>	<u>Students</u>
Stories (Freshmen)	20	213
U.S. Traditions (Freshmen)	10	148
Western Traditions I and II (Sophomores)	2	74
Other General Studies Courses	34	307
Subject Area Courses	45	473
Outside Groups	<u>0</u>	<u>0</u>
TOTAL	111	1,215
Percentage of sections with at least one library session		
Stories (Freshmen)	56.0%	58.5%
U.S. Traditions (Freshmen) 39.1%		40.4%
Western Traditions I and II (Sophomores)	26.6%	23.7%
<u>Reference and Research Assistance</u>		
Library Reference Desk Transactions Total	4,982	
Special Collections Reading Room Visits Total	916	
Special Collections Reference Requests (non-visits)	432	
<u>Computer Access</u>		
Public Access Workstations	24	
Wireless Network Connections	NA	
Public Network Connections	102	
<u>Circulation Transactions</u>	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	6,918	
Print and media collections – students	38,677	25.4
Print collections – town	<u>1,831</u>	
TOTAL	47,426	
Reserve materials	829	
Equipment (computers and media) uses	1,348	
Classrooms and study rooms uses	NA	
Special Collections uses	1,981	
Electronic collection searches	242,879	
<u>Interlibrary Loan</u>	<u>Number</u>	
Provided to other libraries	3,087	
Received from other libraries	1,631	
<u>Other</u>		
Main Library hours open per week	95	
Special Collections hours open per week	44	

Source: Hutchins Library, October 2006 <<http://www.berea.edu/hutchinslibrary/>>

COMPUTER RESOURCES

Administrative Computing: The College uses the Sungard/SCT Banner software, an integrated administrative system, for financial, student records, 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 an 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 to 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 while they are traveling.

Instructional Computing: The instructional 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 this program. 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 at 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 64 classrooms with installed data projection equipment ready to be used in conjunction with laptop computers. Of those, 23 have full multi-media capability including DVD, CD, and VCR equipment. Wireless network access is available in the Hutchins Library, Knapp Hall, and the Technology and Industrial Arts building.

The 2005-2006 academic year saw conversion of the college's course management system to *Blackboard*. 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, 19 faculty used *Blackboard* to manage 65 courses.

In support of faculty using technology, an Instructional Technology (IT) Resource Center has been opened in cooperation with Hutchins Library and the Learning Center as a part of the Learning Commons initiative. The IT Resource Center provides a consultation center where faculty can gain experience or develop new resources using computer and digital media technology and a high-tech classroom in which faculty can try out new capabilities for live instruction.

Source: Information Systems and Services, October 2006

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 6,500 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 13.5 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 are 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 members base more and more work on Internet-enabled processes. The College provides 13.5 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 129,606 hits per day during the fiscal year 2005-2006, (July 1, 2005 through June 30, 2006) and an average of 7,735 individual visitor sessions 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 which is open 8:00 to 5:00 during the week. In addition to managing the 64 classrooms with built-in multimedia equipment, 25 student employees deliver equipment to the campus community and are involved in classroom support, convocations, campus events and other audio-visual set-ups on campus. Media Services also offers a variety of production possibilities including color printing, poster printing, lamination, banner prints, CD/video/audio duplication, CD burning and video/audio production and editing. Other services include consultation, troubleshooting, training and technological expertise on a variety of equipment and production techniques. During the academic year 2005-2006, IS&S Media Services handled over 2,100 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 2005-2006, the Service Center processed 3,900 work orders for equipment installation, repair or troubleshooting.

Source: Information Systems and Services, October 2006