

# Berea College

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## Fact Book 2007-2008



**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](http://www.berea.edu/ira).

Judith Weckman, Director

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

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## 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/about/mission.asp> >

Originally adopted by the Board of Trustees in 1969; this revised statement adopted by the Board of Trustees of Berea College, Berea, Kentucky, April 24, 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 the Nursing program has full approval status from the Kentucky Board of Nursing. The College is also accredited by the National Council for the Accreditation of Teacher Education (NCATE) for the preparation of elementary, middle, 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 for the Advancement of Sustainability in Higher Education (AASHE)
- 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)
- Consortium for Innovative Environments in Learning (CIEL)
- 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 Association of Student Personnel Administrators (NASPA)
- National Council for the Accreditation of Teacher Education (NCATE)
- National Society for Experiential Education (NSEE)
- National Student Employment Association (NSEA)
- 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, 2007–2008 <http://www.berea.edu/catalog/distinctivefeatures/default.asp> >  
Office of the Academic Vice President and Provost, October 2007  
Office of the President, October 2007

*Updated (3/08) since current print version*

# 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	Education Studies	Physics
Applied Science and Mathematics	English	Political Science
Art	French	Psychology
Asian Studies	German	Religion
Biology	History	Sociology
Chemistry	Mathematics	Spanish
Child and Family Studies	Music	Speech Communication
Classical Languages (not currently offered)	Philosophy	Theatre
Computer and Information Science	Physical Education	Women's Studies
Economics		

### Bachelor of Science Degree Programs:

Agriculture and Natural Resources	Nursing
Business Administration	Technology and Industrial Arts

Independent majors are also available. These majors are designed by students who wish to pursue an integrating idea or principle that cannot be met through a standard Berea College major program. Some examples of previously approved independent majors are: Appalachian Studies, Comparative Literature, Ecological Building Design, Film and Video Studies, and Peace and Social Justice Studies.

### 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 majors in History, Political Science, and Sociology); primary through grade 12 programs in Art, Health, Instrumental Music, Vocal Music, and Physical Education; and grades 5-12 programs in Family and Consumer Sciences and in Technology Education.

### Minor Programs Offered:

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

\*Interdisciplinary Minors

Source: [Berea College Catalog, 2007 – 2008](#).  
< <http://www.berea.edu/catalog/academicregulations/degrees.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 allows students to contribute to the College and the community by:

- teaching students the necessity of time management and instilling a strong work ethic,
- developing in students an appreciation for all types of work,
- teaching them how to work effectively with others,
- giving them the chance to explore possible career paths, and
- helping them apply their classroom learning.

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 amount, ranging from \$3.65 to \$5.95, 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 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 100 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 86 and 87.

Source: Berea College Catalog, 2007 – 2008.  
<<http://www.berea.edu/catalog/distinctivefeatures/stulaborprogram.asp>>  
Labor Program Office, September 2007  
<<http://www.berea.edu/laborprogramoffice/default.asp>>

## THE CONVOCATION SERIES

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

All students automatically will be enrolled in a one-quarter-credit Convocation course (CNV 100) during each of their regular terms of enrollment, with the exception of the final term of enrollment, for a maximum of eight (8) such terms. For each term of enrollment in CNV 100, the student may earn the grade of CA (which is calculated as an A in the GPA) for attending at least seven (7) Convocations. The grade of CF (which is calculated as an F in the GPA) will be awarded for attendance at fewer than seven (7) Convocations. Enrollment in this course is optional during the final term at Berea (or is prohibited if the student already has 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 2007-08 convocation calendar, <<http://www.berea.edu/convocations/#>>.

Source: Berea College Catalog, 2007 – 2008.  
< <http://www.berea.edu/catalog/academicregulations/genedprogram.asp#convo> >

## CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2007 – 2008

African Student Association (ASA)	Dance Club (Team)
Agriculture Union	Danish Gymnastics Club
Alpha Psi Omega	Delta Tau Alpha (DTA)
American Choral Directors Association (ACDA) Student Chapter	English Club
Association for the Study of African American Life and History (ASAALH)	Episcopal Canterbury Fellowship
Asian Student Union	EYCE (Pep Club)
Baha'i Campus Association	Fellowship of Christian Athletes (FCA)
Baptist Campus Ministry (BCM)	Gay-Strait Alliance
Berea College Billiards Club	Hispanic Student Association
Berea College Concert Choir	Intervarsity
Berea College Republicans	International Christian Fellowship
Berea College Saddle Club	Intramurals
Berea Middle Eastern Dance (BMED)	Martial Arts Club
Berea Ultimate Frisbee	Men Advocating Awareness of Rape and Sexual Assault (MARS)
Bereans for Life	Mortar Board Honor Society
Black Music Ensemble (BME)	Muslim Student Association
Black Student Union (BSU)	Newman Club
Buddhist Student Association (BSA)	Pagan Coalition
Campus Activities Board (CAB)	Phi Kappa Phi
CELTS	<i>Pinnacle</i> (student newspaper)
Adopt-a-Grandparent	Pre-Med/Dental Club
Berea Buddies	Psychology Club/Psi Chi
Habitat for Humanity	Sigma Tau Delta
HEAL	Student Government Association (SGA)
One-on-One Tutoring	Freshman Class
People Who Care	Sophomore Class
Teen Mentoring	Junior Class
First Book-Madison County	Senior Class
Chi Alpha	Students in Free Enterprise (S.I.F.E.)
<i>Chimes</i> (yearbook)	Swing Dance
Cosmopolitan Club	Student Affiliates of the American Chemical Society
Country Dancers	Technology Club (TEC)

Source: Berea College Student Handbook, as of January 2008  
<<http://www.berea.edu/campuslife/clubsorgs/>>



## BOARD OF TRUSTEES\*

Vicki E. Allums, Esq. <i>Virginia</i>	Jim Gray <i>Kentucky</i>	Douglas M. Orr <i>North Carolina</i>
Charlotte F. Beason <i>Kentucky</i>	William R. Gruver <i>Pennsylvania</i>	William B. Richardson <i>Kentucky</i>
Vance Blade <i>Kentucky</i>	Heather Sturt Haaga <i>California</i>	Charles Ward Seabury, II <i>California</i>
Nancy E. Blair, Esq. <i>Connecticut</i>	Donna S. Hall <i>Kentucky</i>	David E. Shelton <i>North Carolina</i>
Robert N. Compton <i>Tennessee</i>	Scott M. Jenkins <i>Pennsylvania</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>	Dawneda F. Williams <i>Virginia</i>
John E. Fleming <i>Ohio</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>
	James E. Nevels <i>Pennsylvania</i>	

### Honorary Trustees

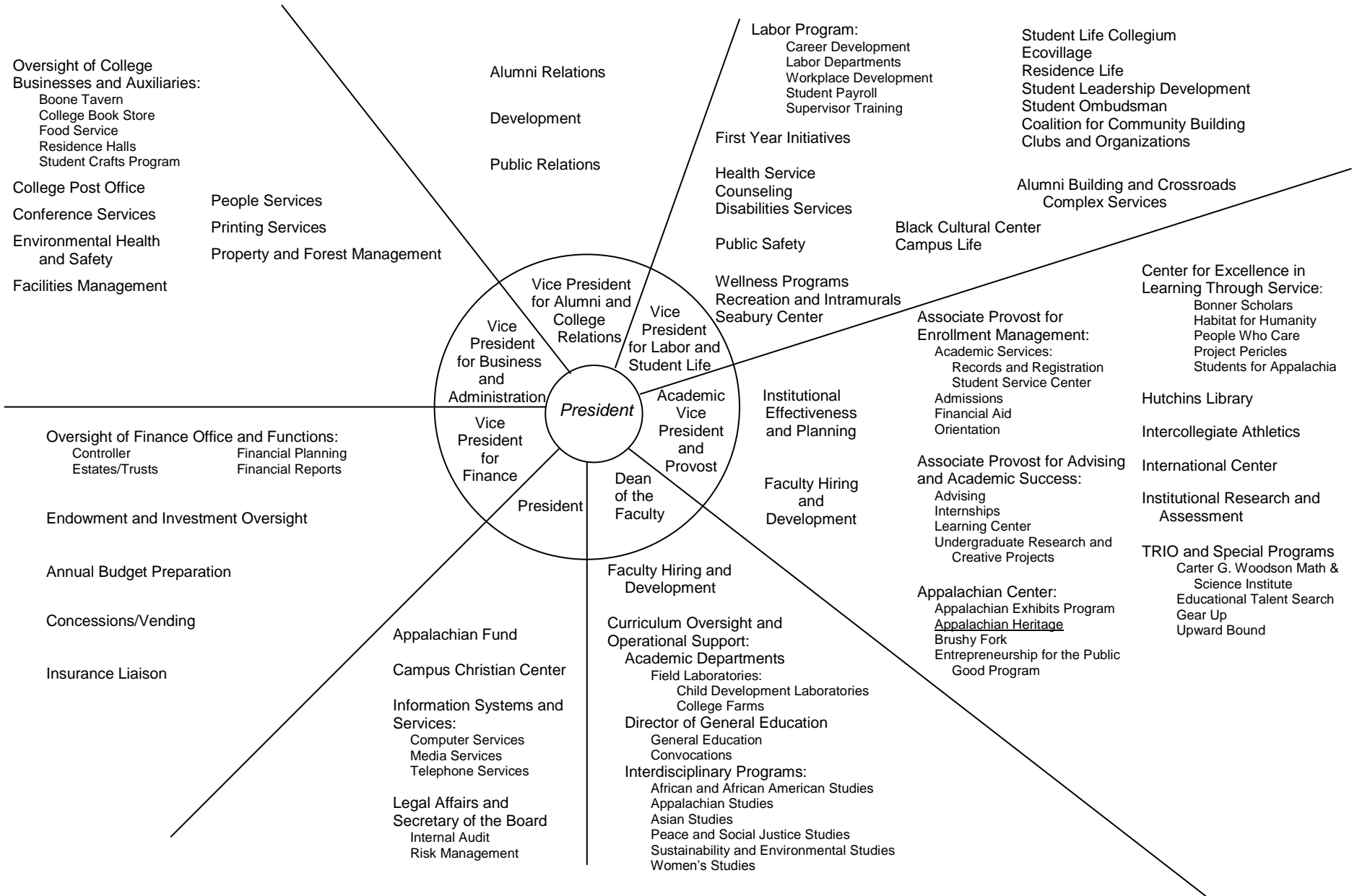
Alberta Wood Allen <i>Maryland</i>	Frederic L. Dupree, Jr. <i>Kentucky</i>	Thomas H. Oliver <i>South Carolina</i>
John Alden Auxier <i>Tennessee</i>	Kate Ireland <i>Florida</i>	Kroger Pettengill <i>Ohio</i>
James T. Bartlett <i>Ohio</i>	Juanita M. Kreps <i>North Carolina</i>	David S. Swanson <i>Maine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

\*Current as of January 2008. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/factbooks.asp>>.

\*\*President of the College

Source: Office of the President.

# ADMINISTRATIVE ORGANIZATION



## 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

**Steve Karcher**  
Vice President for Business and Administration

**Jeff Amburgey**  
Vice President for Finance

**Judge B. Wilson II**  
General Counsel and Secretary of the College

**Gail W. Wolford**  
Vice President for Labor and Student Life

**ACADEMIC DEPARTMENTAL CHAIRPERSONS  
ACADEMIC YEAR 2007- 2008**

<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	Katrina Rivers Thompson*
Economics and Business	Trish Isaacs
Education Studies	Bobby Starnes
English, Theatre and Speech Communication	Verlaine McDonald
Foreign Language	Jeanne Hoch
History	Gordon McKinney
Library Science	Anne Chase
Mathematics and Computer Science	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	John Heyrman
Psychology	Marilla Scudder-Davis
Sociology	Jackie Burnside
Technology and Industrial Arts	Gary Mahoney

\*Acting Chairperson, Academic Year

**ACADEMIC PROGRAM / CURRICULA CONTACT PERSONS**

<u>Program/Curricula</u>	<u>Contact Person</u>
African and African American Studies	Jose Pimienta-Bey, Director of 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 2007

## **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, the General Faculty Assembly, a smaller body of representatives, 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 2007-2008**

#### **Memberships**

General Faculty Assembly                      272 members

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

College Faculty                                      152 members

Source: *Berea College Faculty Manual*, August 2007  
<[www.berea.edu/df/facultymanual/campusgovernance/default.asp](http://www.berea.edu/df/facultymanual/campusgovernance/default.asp)>  
Executive Council, October 2007

## **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 (EC)**

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.

### **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 student activity clubs involved in athletic competition.

#### **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: *Berea College Faculty Manual*, August 2007

<[www.berea.edu/df/facultymanual/campusgovernance/fccstructure.asp](http://www.berea.edu/df/facultymanual/campusgovernance/fccstructure.asp)>

## **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.

### **Learning Commons Committee**

The Learning Commons Committee facilitates collaboration between various academic support services across campus to deliver effective and integrated service in support of student learning and student academic success.

### **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 Program Council 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 (SLC)**

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: *Berea College Faculty Manual*, August 2007

[www.berea.edu/df/facultymanual/campusgovernance/fccstructure.asp](http://www.berea.edu/df/facultymanual/campusgovernance/fccstructure.asp)

## **Faculty Council and Committee Structure (continued)**

### **Campus Conduct Hearing Board (CCHB)**

The Hearing Board 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 the 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: *Berea College Faculty Manual*, August 2007

[www.berea.edu/df/facultymanual/campusgovernance/fccstructure.asp](http://www.berea.edu/df/facultymanual/campusgovernance/fccstructure.asp)



## NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2006 - 2007</u>	<u>Academic Year 2007 - 2008</u>
Tenure Appointments*	120	123
Unfilled Tenure Positions	<u>9</u>	<u>3</u>
Total Allocated Tenure Track Positions	129	126
Full-time Teaching Appointments**	128	128
Professor	( 40 )	( 39 )
Associate	( 47 )	( 49 )
Assistant	( 32 )	( 34 )
Instructor	( 9 )	( 6 )
Part-Time	35	30
Full-Time Employees Teaching Part-Time	9	13
Full-Time Equated	149	151

\*Includes all tenure-track and tenured faculty, including five individuals teaching less than full-time and five administrators in 2006-2007 and five individuals teaching less than full-time and nine administrators in 2007-2008.

\*\*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 2007 - 2008

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	25	23	48
6 to 10 years	14	7	21
11 to 20 years	14	14	28
21 to 30 years	13	9	22
Over 30 years	<u>8</u>	<u>1</u>	<u>9</u>
TOTAL	74	54	128

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

## STUDENT/FACULTY RATIO

	<u>Academic Year 2006-2007</u>	<u>Academic Year 2007-2008</u>
<b>Student/Faculty Ratio* (FTE)</b>	<b>10/1</b>	<b>10/1</b>

\*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 2007

**FULL-TIME TEACHING FACULTY\* BY AGE  
ACADEMIC YEARS 1998-1999 THROUGH 2007-2008**

<b>Age**</b>	<b>1998-1999</b>		<b>1999-2000</b>		<b>2000-2001</b>		<b>2001-2002</b>		<b>2002-2003</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
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%)	1	(2%)	1	(1%)
30-39 years old	24	(20%)	24	(19%)	19	(15%)	21	(15%)	23	(17%)
40-49 years old	40	(34%)	42	(34%)	43	(34%)	38	(34%)	40	(30%)
50-59 years old	33	(28%)	36	(28%)	38	(30%)	45	(30%)	42	(31%)
60-69 years old	19	(16%)	19	(15%)	23	(18%)	26	(18%)	27	(20%)
Greater than 69 years old	1	(1%)	0	(0%)	0	(0%)	0	(0%)	1	(1%)
<b>TOTAL</b>	<b>118</b>	<b>(100%)</b>	<b>124</b>	<b>(100%)</b>	<b>125</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>	<b>134</b>	<b>(100%)</b>
<b>Average:</b>	<b>53</b>		<b>49</b>		<b>50</b>		<b>51</b>		<b>49</b>	

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<b>Age**</b>	<b>2003-2004</b>		<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	3	(2%)	2	(2%)	0	(0%)	1	(1%)	1	(1%)
30-39 years old	23	(18%)	22	(17%)	25	(19%)	21	(16%)	21	(16%)
40-49 years old	37	(28%)	38	(29%)	30	(23%)	30	(23%)	35	(27%)
50-59 years old	43	(33%)	42	(32%)	48	(37%)	52	(41%)	51	(40%)
60-69 years old	23	(18%)	25	(19%)	25	(19%)	22	(17%)	18	(14%)
Greater than 69 years old	1	(1%)	2	(2%)	2	(2%)	2	(2%)	2	(2%)
<b>TOTAL</b>	<b>130</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>	<b>130</b>	<b>(100%)</b>	<b>128</b>	<b>(100%)</b>	<b>128</b>	<b>(100%)</b>
<b>Average:</b>	<b>50</b>		<b>50</b>		<b>50</b>		<b>51</b>		<b>50</b>	

\*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 2007 - 2008**

Rank	Number	Male		Female			Total		
		Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	25	\$81,900	\$80,200	14	\$75,600	\$75,100	39	\$79,600	\$77,900
Associate Prof.	27	\$62,400	\$61,900	22	\$64,000	\$63,800	49	\$63,100	\$62,500
Assistant Prof.	19	\$53,200	\$51,700	15	\$51,400	\$52,000	34	\$52,400	\$51,900
Instructor**	<u>3</u>			<u>3</u>			<u>6</u>	\$44,300	\$43,300
ALL RANKS	74	\$65,900	\$63,000	54	\$62,400	\$62,300	128	\$64,400	\$62,600

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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 2007

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

**Academic Year 2007 - 2008**

<u>Department/Program</u>	<u>Gender</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>W</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African and African American Studies	2	0	2	1	(50%)	0	(0%)
Agriculture and Natural Resources	3	1	4	4	(100%)	2	(50%)
Art	3	3	6	6	(100%)	4	(67%)
Biology	4	1	5	5	(100%)	4	(80%)
Chemistry	5	0	5	5	(100%)	2	(40%)
Child and Family Studies	2	4	6	3	(50%)	2	(33%)
Economics and Business	5	4	9	6	(67%)	7	(78%)
Education Studies	2	3	5	5	(100%)	2	(40%)
English, Theatre and Speech Communication	5	6	11	11	(100%)	7	(64%)
Foreign Languages	3	4	7	6	(86%)	4	(57%)
General Studies	7	0	7	6	(86%)	2	(29%)
History	3	2	5	5	(100%)	3	(60%)
Mathematics and Computer Science	4	3	7	6	(86%)	4	(57%)
Music	3	3	6	4	(67%)	5	(83%)
Nursing	1	7	8	6	(75%)	2	(25%)
Philosophy and Religion	5	1	6	6	(100%)	5	(83%)
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	1	0	1	1	(100%)	1	(100%)
Technology and Industrial Arts	5	0	5	5	(100%)	3	(60%)
Women's Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	(100%)	<u>2</u>	(100%)
<b>TOTAL</b>	<b>74</b>	<b>54</b>	<b>128</b>	<b>112</b>	<b>(88%)</b>	<b>73</b>	<b>(57%)</b>

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

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

Source: Office of the Academic Vice President and Provost, October 2007

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

	<u>Fiscal Year 2002-2003</u>	<u>Fiscal Year 2003-2004</u>	<u>Fiscal Year 2004-2005</u>	<u>Fiscal Year 2005-2006</u>	<u>Fiscal Year 2006-2007</u>
<b>Professional Travel, Dues, Seminars and Courses</b>					
Total Dollars Spent on Faculty Development	\$262,647	\$233,319	\$223,942	\$329,627	\$342,139
Number of Faculty Receiving Funds	134	130	131	130	128
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$1,960	\$1,795	\$1,742	\$2,951	\$2,759
<b>Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)</b>					
Total Dollars Spent on Faculty Sabbaticals	\$561,204	\$658,977	\$438,130	\$963,586	\$932,464
Number of Faculty on Paid Sabbatical	12	13	9	15	16
Average Total \$ Per Faculty on Sabbatical	\$46,767	\$50,691	\$48,681	\$64,239	\$58,279
Percent of Total Full-Time Faculty	9.0%	10.0%	6.9%	11.5%	12.5%
Number of Total Full-Time Faculty	134	130	131	130	128

Source: Office of the Academic Vice President and Provost, November 2007

## 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.*

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	John E. Courter	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	Donald Hudson	1998
William John Schafer	1971	Dorothy Hopkins Schnare	1999
<i>Robert Jerry Lewis</i>	1972	Thomas A. Boyd	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
Robert Ward Pearson	1978	<i>Gary Mahoney</i>	2007
<i>John Seelye Bolin</i>	1979		

Source: Office of the Dean of Faculty, October 2007

## 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
Don Hudson	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
<i>David Porter</i>	2007

Source: Academic Services, October 2007

## ADMISSIONS TERRITORY CATEGORIES

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

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





## ADMISSIONS TERRITORY

### ALABAMA

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

### GEORGIA

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

### KENTUCKY

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

### KENTUCKY

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

### KENTUCKY

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

### KENTUCKY

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

### NORTH CAROLINA

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

## Admissions Territory (continued)

### OHIO

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

### SOUTH CAROLINA

Cherokee  
Greenville  
Oconee  
Pickens  
Spartanburg

### TENNESSEE

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

### TENNESSEE

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

### VIRGINIA

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

### VIRGINIA

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

### WEST VIRGINIA

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

### WEST VIRGINIA

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

TAKEN OUT  
OF TERRITORY  
IN 1976

### Alabama

Clay  
Cleburne  
Fayette  
Franklin  
Marion  
Walker  
Winston

### Virginia

Greene  
Madison  
Rappahannock

\*Counties added in 1976

\*\*Counties added in 1978

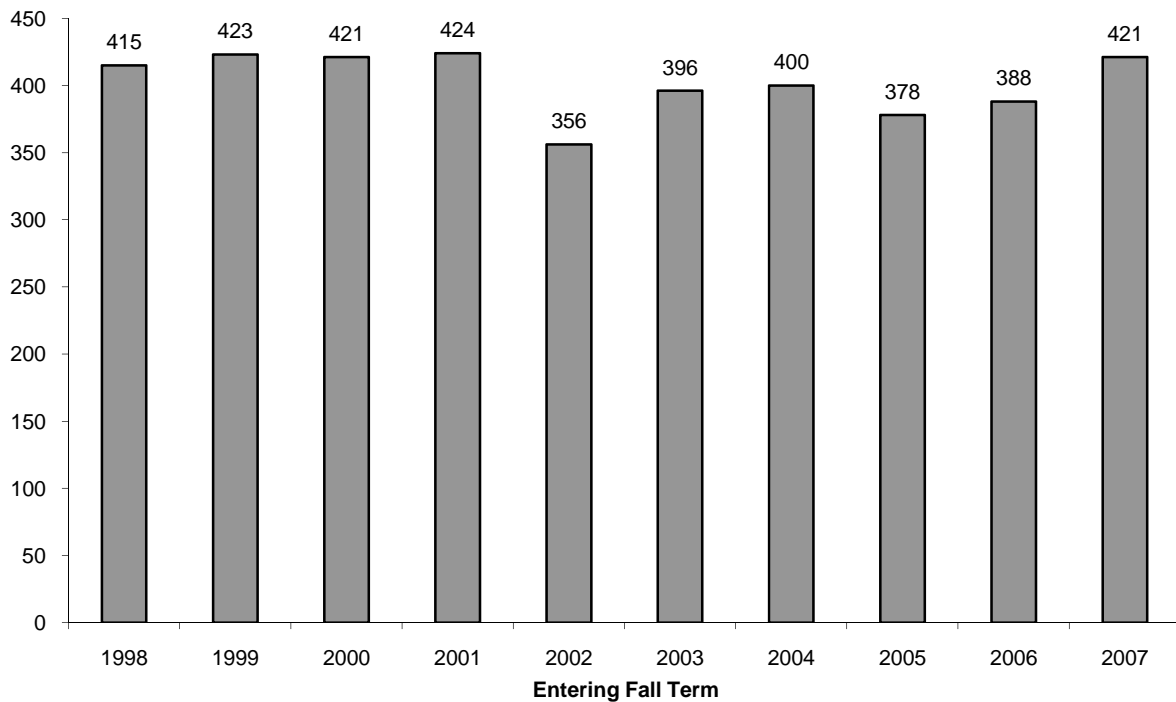
\*\*\*County added in 1996 (Hamilton County, Ohio)

Source: Admissions Office

## FIRST-YEAR STUDENTS: INQUIRIES, APPLIED, ACCEPTED AND ENROLLED

FALL TERM	INQUIRIES		APPLIED		ACCEPTED		ENROLLED	
	N		N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2007*	not available		2,083	not available	597	29	421	71

### NUMBER OF FIRST-YEAR STUDENTS



\*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

**FIRST-YEAR STUDENTS:  
APPLIED, ACCEPTED AND ENROLLED  
BY GENDER**

**Males**

<u>FALL TERM</u>	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2007	892	236	27	169	72

**Females**

<u>FALL TERM</u>	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2007	1,191	361	30	252	70

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

## FIRST-YEAR STUDENTS: INQUIRIES, APPLIED, ACCEPTED AND ENROLLED BY TERRITORY

### IN-TERRITORY

FALL TERM	INQUIRIES		APPLIED		ACCEPTED		ENROLLED	
	N		N	% of Inquiries	N	% of Applications	N	% of Accepted
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		1,022	11	362	35	274	76
2003	8467		1,046	12	388	37	287	74
2004	8098		1,060	13	422	40	298	71
2005	7937		928	12	390	42	295	76
2006*	not available		994	not available	410	41	294	72
2007*	not available		1,172	not available	470	40	333	71

### OUT-OF-TERRITORY

FALL TERM	INQUIRIES		APPLIED		ACCEPTED		ENROLLED	
	N		N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2007*	not available		344	not available	97	28	66	68

### F-1 INTERNATIONAL\*\*

FALL TERM	INQUIRIES		APPLIED		ACCEPTED		ENROLLED	
	N		N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2007**	not available		567	not available	30	5	22	73

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

\*\*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 2007, twelve (12) first-year students were designated as "permanent residents."

Source: Admissions Office, annual editions of [Freshman Application Report](#)

**FIRST-YEAR STUDENTS FROM KENTUCKY  
FALL TERMS 1998 - 2007**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
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
2007	421	196	46.6

**AFRICAN-AMERICAN FIRST-YEAR STUDENTS  
FALL TERMS 1998 – 2007**

<u>Year</u>	<u>Total First-Year Students</u>	<u>African-American First-Year Students</u>	<u>Percent African-American of Total First-Year Students</u>
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
2007	421	75	17.8

**NON-TRADITIONAL\* FIRST-YEAR STUDENTS  
FALL TERMS 2000 - 2007**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Non-traditional* First-Year Students</u>	<u>Percent Non-traditional First-Year Students 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
2007	421	19	4.5

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

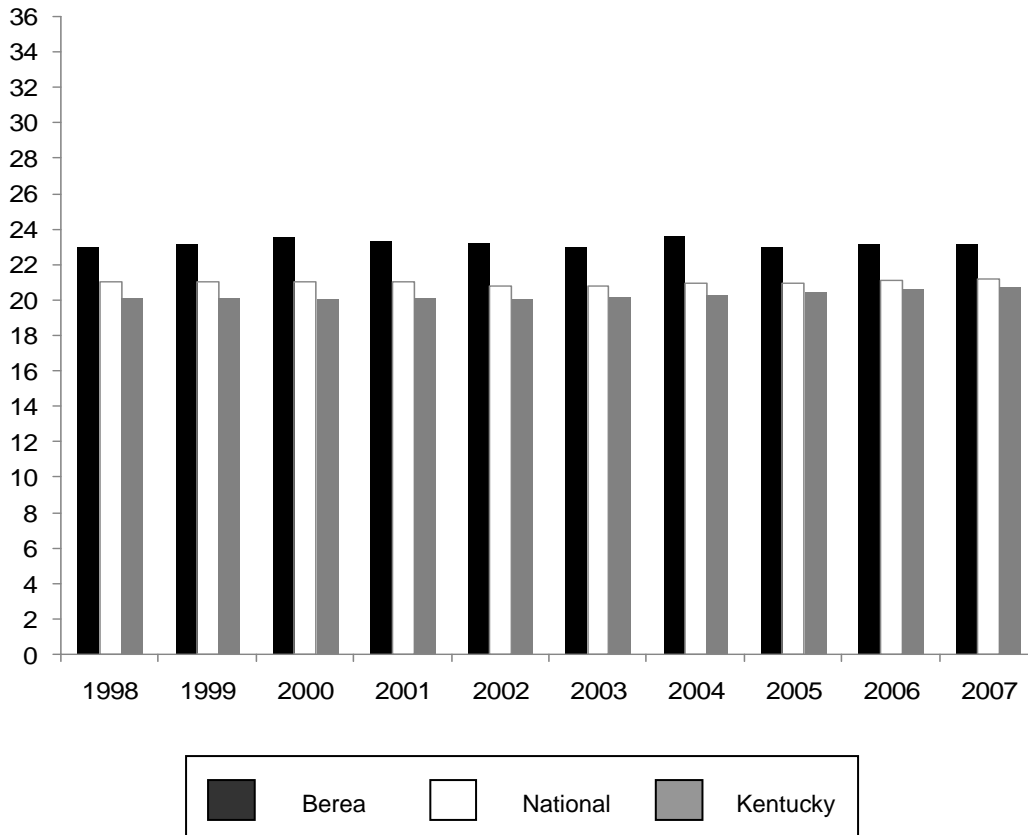
Source: Admissions Office, annual editions of Freshman Class Profile  
Student Life Collegium

## MEAN ACT COMPOSITE SCORES 1998 - 2007

<u>Year</u>	<u>Berea's First-Year Students*</u>	<u>Berea</u>		<u>National Mean</u>	<u>Kentucky Mean</u>
		<u>Men</u>	<u>Women</u>		
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
2007	23.1	22.7	23.3	21.2	20.7

\*Approximately 75 - 85% of Berea College first-year students submit ACT scores.

### Mean ACT Composite Scores

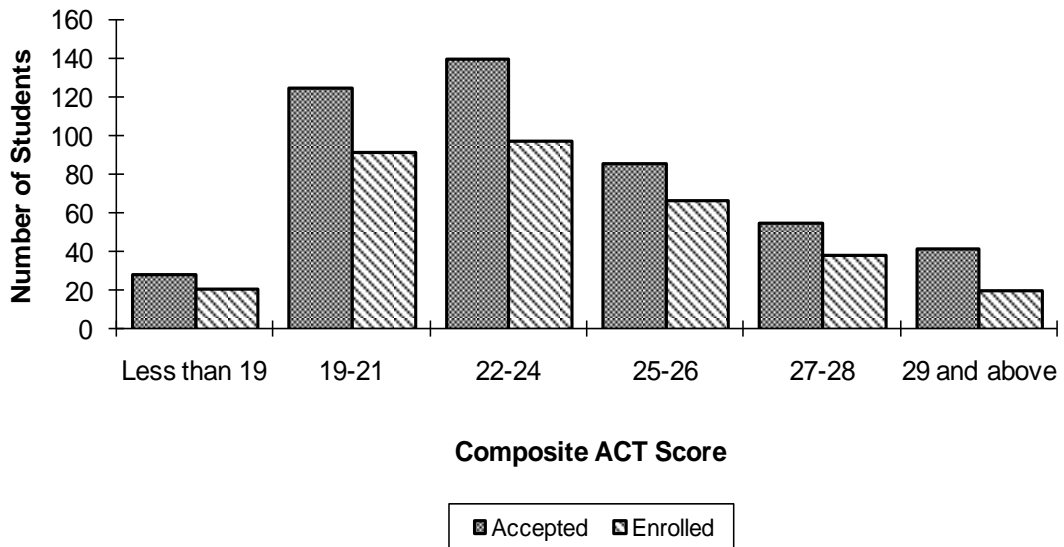


Source: Admissions Office, annual editions of the [Freshman Class Profile](#)

**ACT COMPOSITE SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2007**

<u>ACT Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 19	28	5.9%	20	6.0%	71.4%
19 - 21	124	26.3%	91	27.5%	73.4%
22 - 24	139	29.5%	97	29.3%	69.8%
25 - 26	85	18.0%	66	19.9%	77.6%
27 - 28	54	11.5%	38	11.5%	70.4%
29 and above	41	8.7%	19	5.7%	46.3%
<b>TOTAL</b>	<b>471</b>	<b>100.0%</b>	<b>331</b>	<b>100.0%</b>	<b>70.3%</b>

**ACT COMPOSITE SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2007**



\*Total does not equal the number of first-year students because not all students submitted ACT scores. The total number accepted is 597 and the total number enrolled is 421.

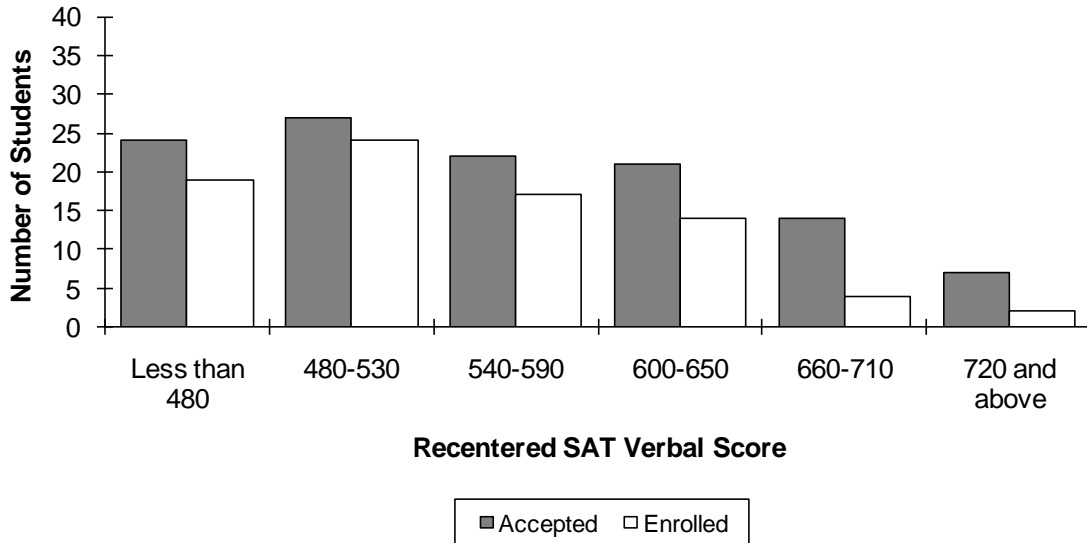
Source: Office of Admissions, October 2007



**SAT VERBAL SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2007**

SAT Verbal Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	24	20.9%	19	23.8%	79.2%
480 - 530	27	23.5%	24	30.0%	88.9%
540 - 590	22	19.1%	17	21.3%	77.3%
600 - 650	21	18.3%	14	17.5%	66.7%
660 - 710	14	12.2%	4	5.0%	28.6%
720 and above	<u>7</u>	<u>6.1%</u>	<u>2</u>	<u>2.5%</u>	28.6%
<b>TOTAL</b>	<b>115</b>	<b>100.0%</b>	<b>80</b>	<b>100.0%</b>	<b>69.6%</b>

**SAT VERBAL SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2007**



\*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 597 and the total number enrolled is 421.

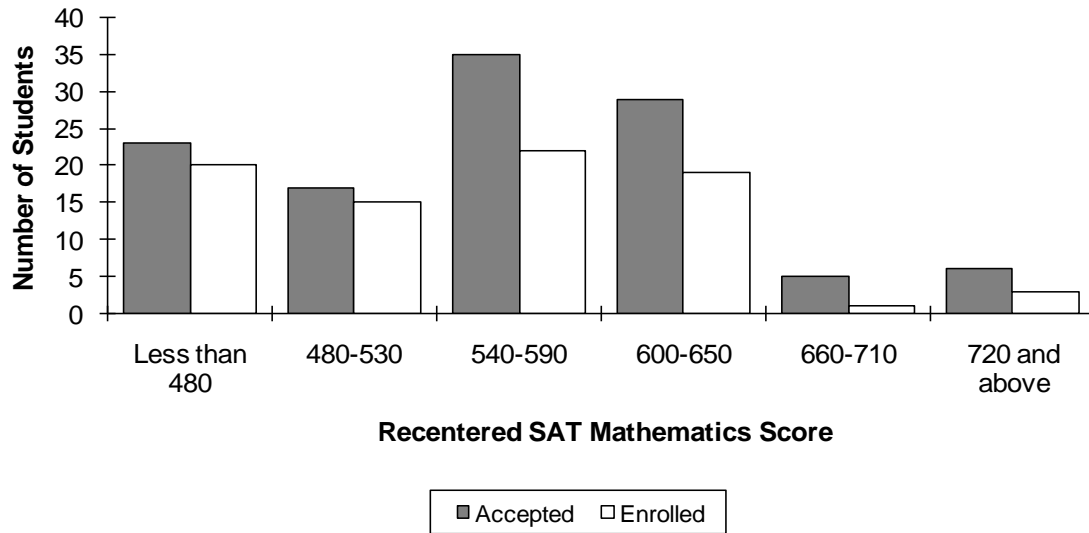
NOTE: The SAT scores above include scores from both the new SAT (1<sup>st</sup> Administration: March 2005) and the older exam.

Source: Office of Admissions, October 2007

**SAT MATHEMATICS SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2007**

SAT Mathematics Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/ Number Accepted
Less than 480	23	20.0%	20	25.0%	87.0%
480 - 530	17	14.8%	15	18.8%	88.2%
540 - 590	35	30.4%	22	27.5%	62.9%
600 - 650	29	25.2%	19	23.8%	65.5%
660 - 710	5	4.3%	1	1.3%	20.0%
720 and above	6	5.2%	3	3.8%	50.0%
<b>TOTAL</b>	<b>115</b>	<b>100.0%</b>	<b>80</b>	<b>100.0%</b>	<b>69.6%</b>

**SAT MATHEMATICS SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2007**

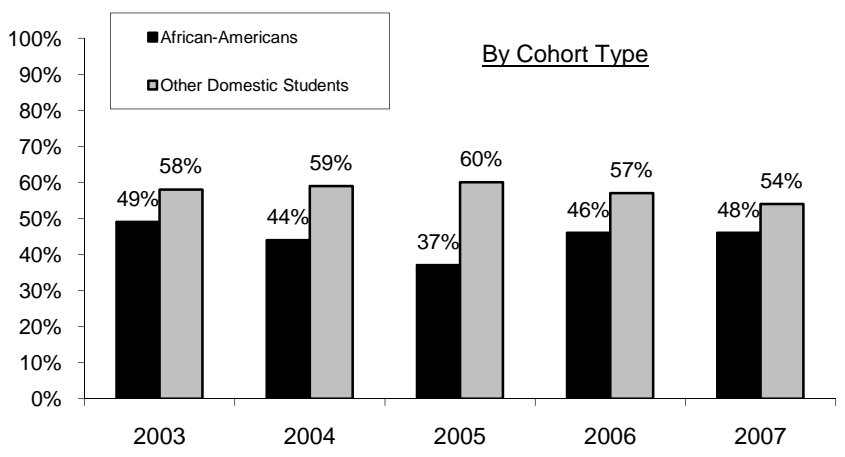
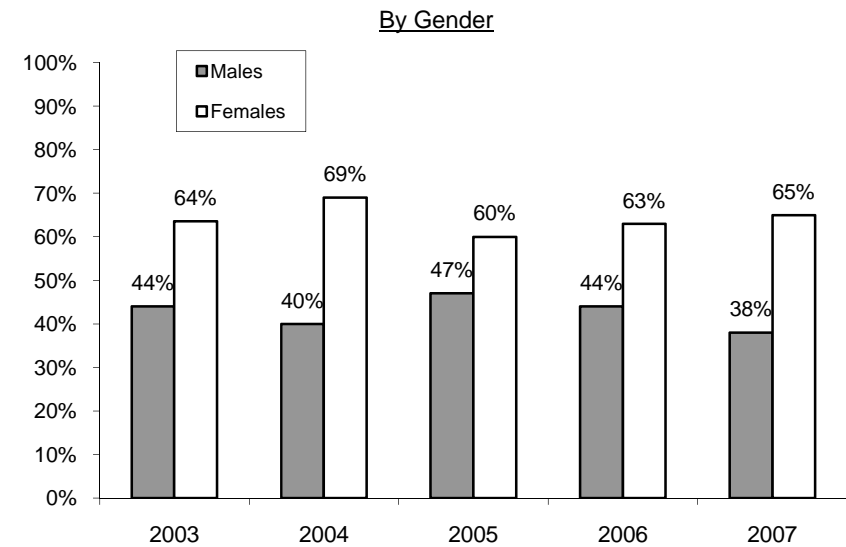
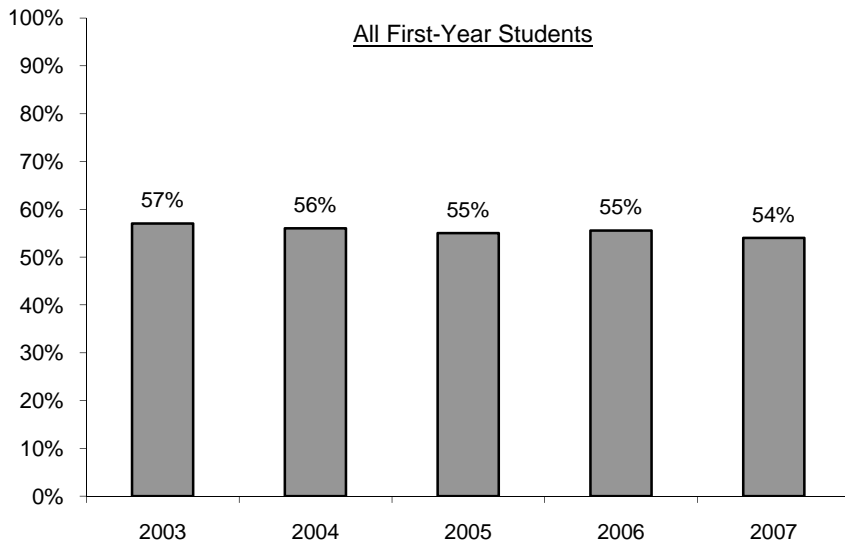


\*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 597 and the total number enrolled is 421.

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

Source: Office of Admissions, October 2007

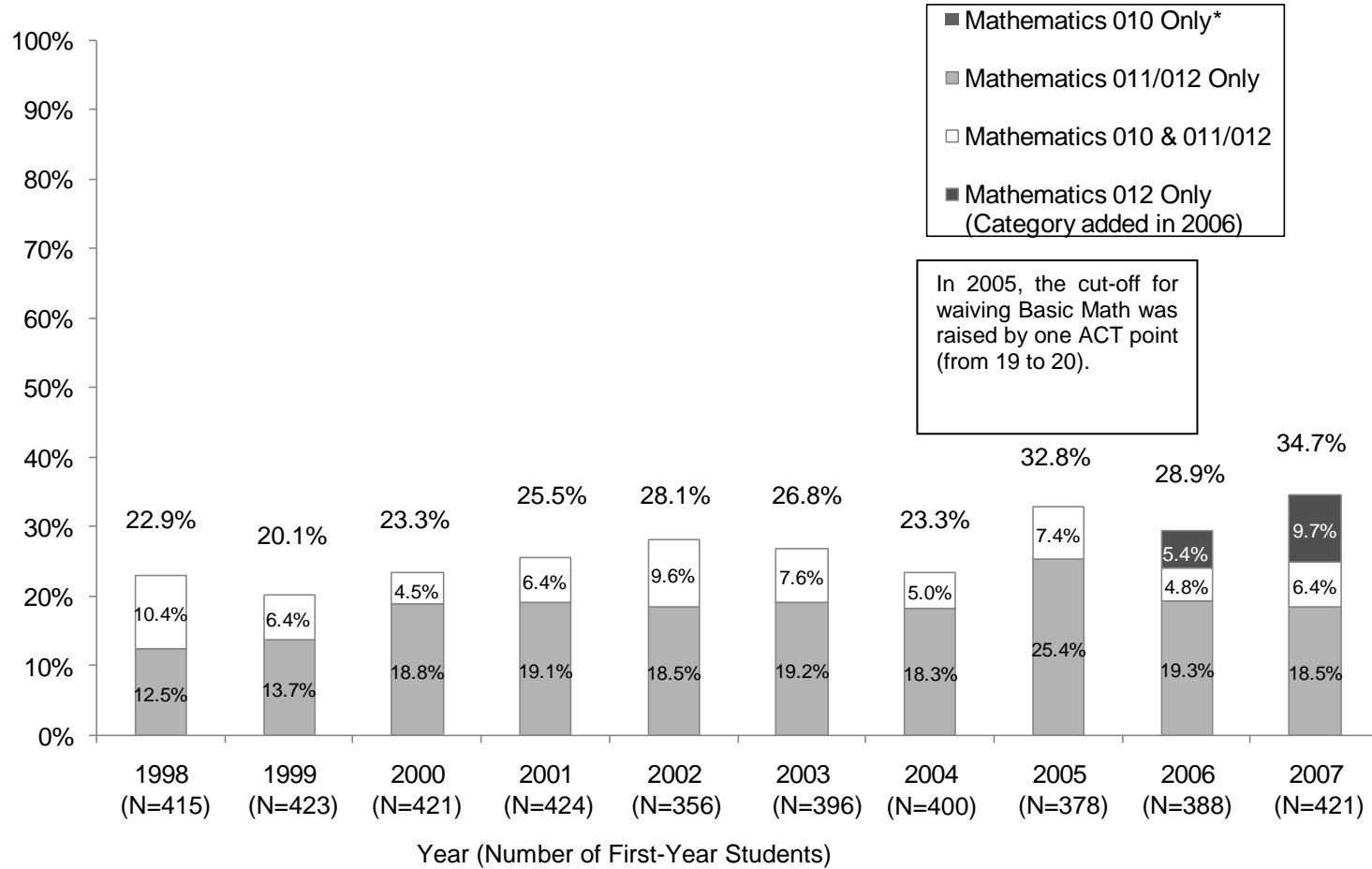
**FIRST-YEAR STUDENTS RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS  
BY GENDER AND COHORT TYPE  
2003 - 2007**



NOTE: Approximately 80 – 85% of first-year students 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.

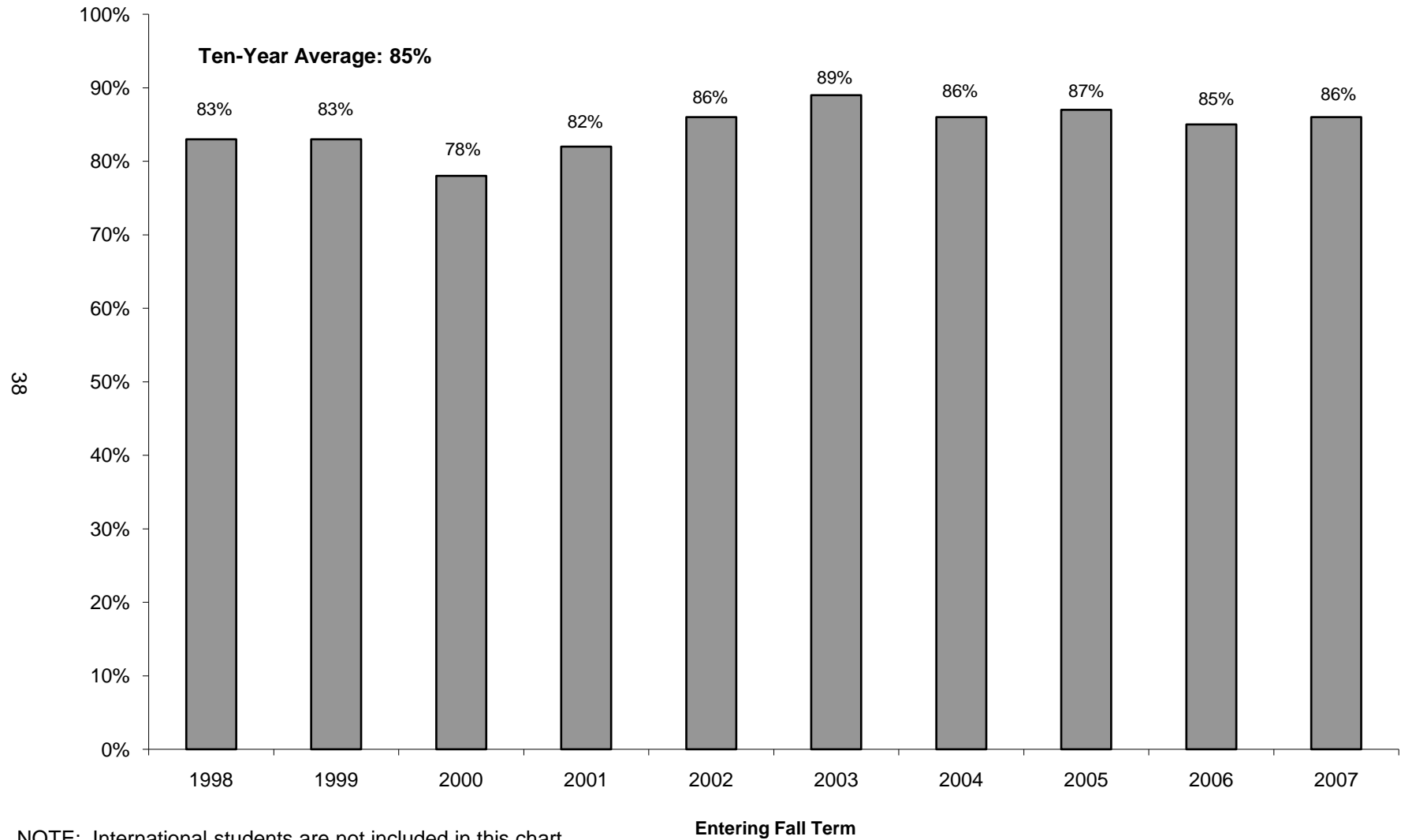
## FIRST-YEAR STUDENTS ASSIGNED TO BASIC MATHEMATICS COURSES FALL TERMS 1998-2007



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

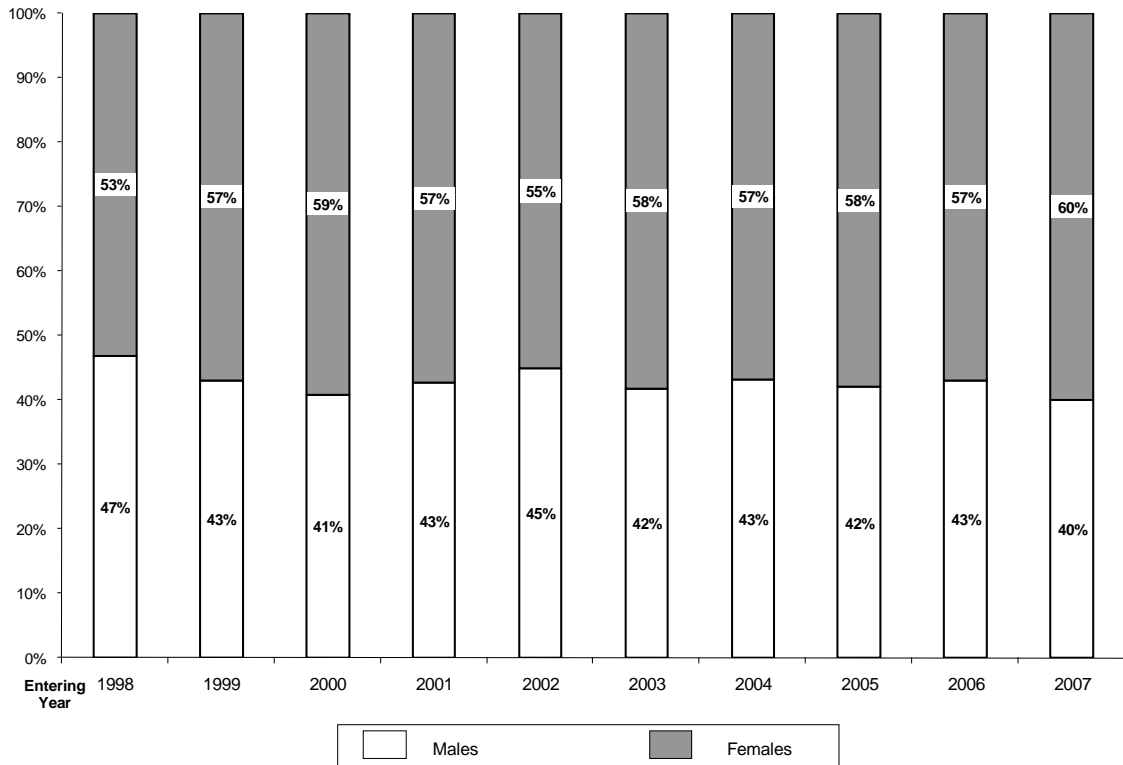
NOTE: The number on the top of the bar indicates the percentage of first-year students needing any basic mathematics.

### FINANCIAL NEED OF ENTERING FIRST-YEAR STUDENTS: Federal Pell Grant Recipients

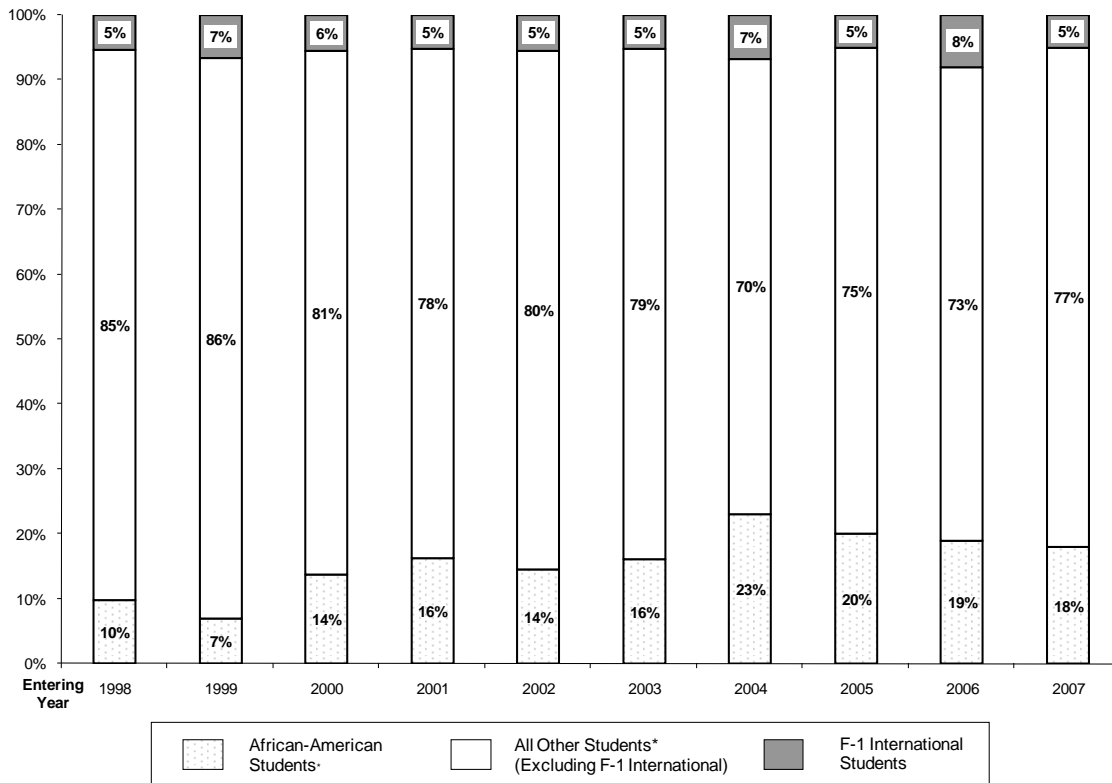


# FIRST-YEAR STUDENT ENROLLMENT TRENDS

## First-Year Student Enrollment by Gender



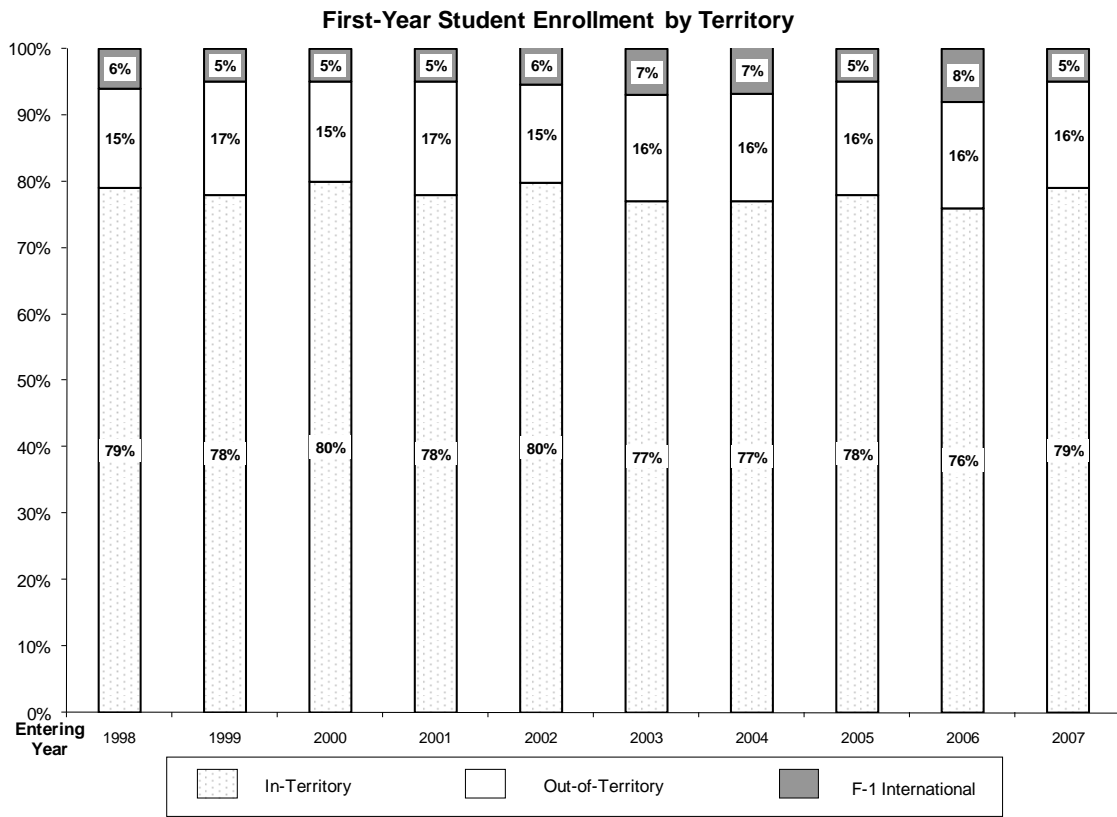
## First-Year Student Enrollment by Cohort Type



\*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 2007

# First-Year Student Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2007.

## ENROLLMENT CATEGORY HIGHLIGHTS

	Fall 2007 All Degree-Seeking Students <u>N = 1,528</u>		Fall 2007 First-Year Students <u>N = 421</u>	
<b>Gender</b>				
Male	615	40%	169	40%
Female	913	60%	252	60%
<b>Territory</b>				
In-Territory	1,118	73%	333	79%
Out-of-Territory	304	20%	66	16%
F-1 International	106	7%	22	5%
<b>Students With International Experience</b>				
	146	10%	34	8%
<b>Ethnicity</b>				
African-American	273	18%	75	18%
Other minorities	65	4%	18	4%
White	1,051	69%	300	71%
Unknown (includes F-1 International)	139	9%	28	7%
<b>Non-Traditional Students</b>				
	240	16%	19	5%

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.

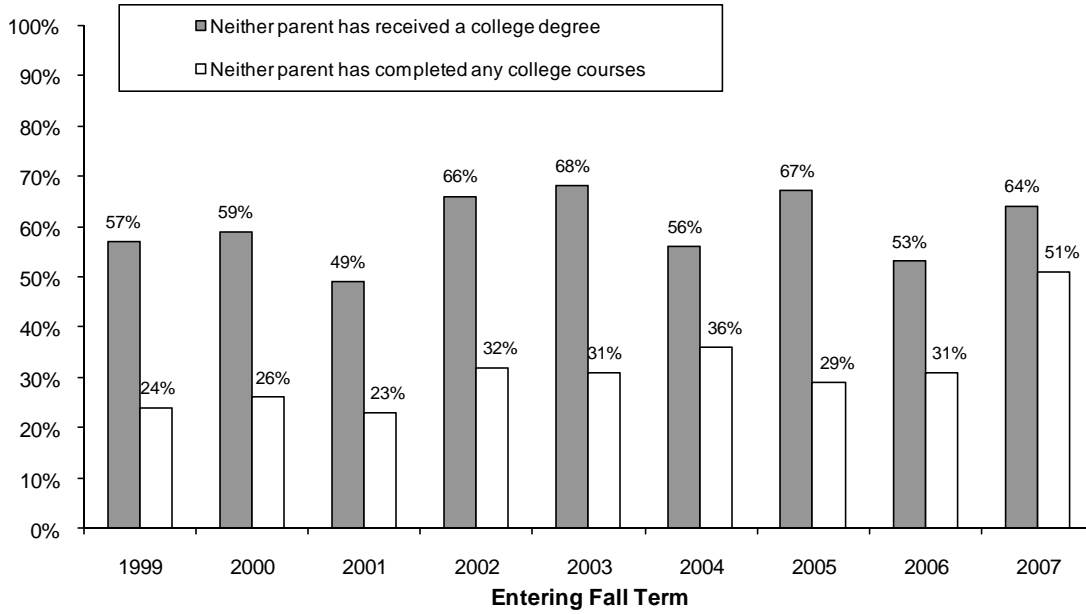
**Unknown:** Students who indicated "Prefer not to respond" on their admissions application and all F-1 International students because they are not coded on the basis of ethnicity.

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

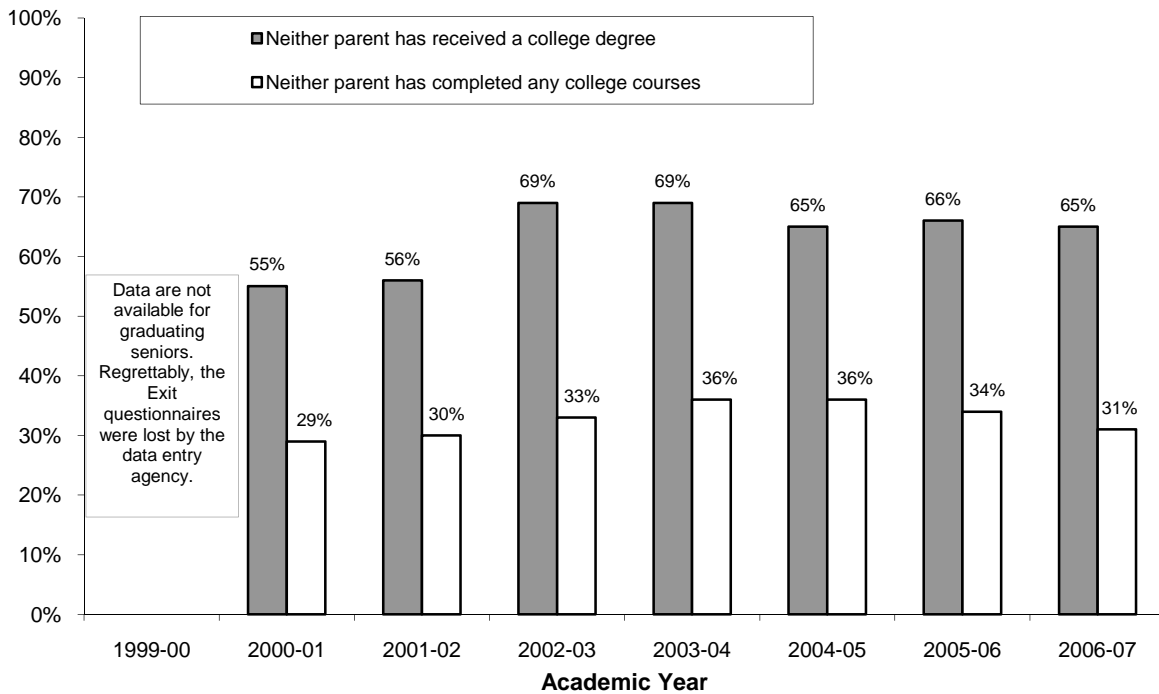


# FIRST GENERATION COLLEGE STUDENTS

## Entering Student Data

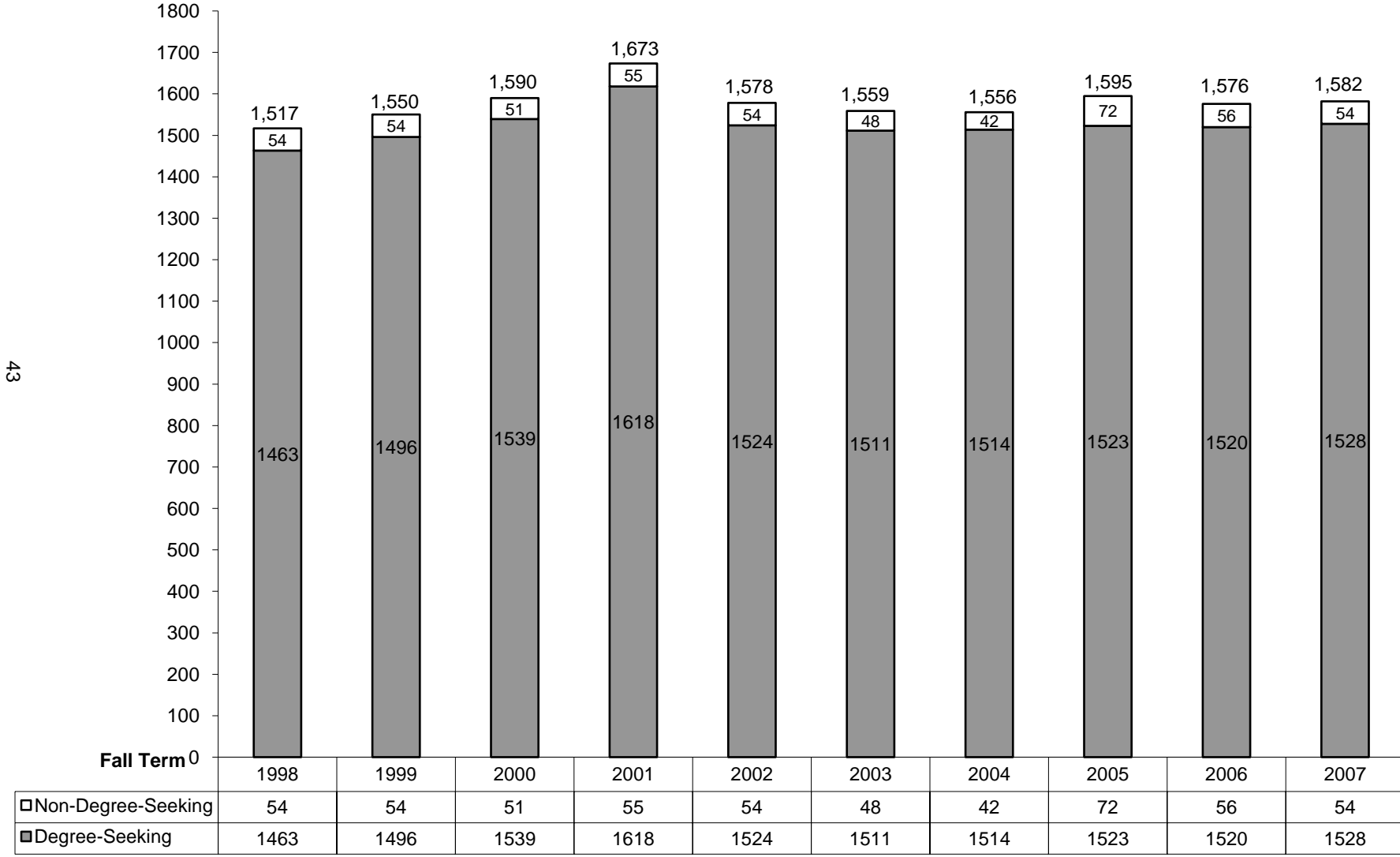


## Graduating Student Data



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

### FALL HEADCOUNT ENROLLMENT



Source: Office of Institutional Research and Assessment, October 2007

**FALL ENROLLMENTS BY CLASSIFICATION  
2003 - 2007**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	468	483	470	472	498
First-Year Students	(396)	(400)	(378)	(388)	(421)
Other** Freshmen	(72)	(83)	(92)	(84)	(77)
Sophomore	298	365	366	334	354
Junior	340	302	344	338	313
Senior	<u>405</u>	<u>364</u>	<u>343</u>	<u>376</u>	<u>363</u>
TOTAL DEGREE-SEEKING STUDENTS	1,511	1,514	1,523	1,520	1,528
Berea Community School	24	23	26	23	25
Madison Southern High School	4	0	8	7	8
College Employee	7	7	8	2	3
Community (Special)	7	5	21	14	13
Post Graduate	0	0	1	0	0
Transient/Exchange	<u>6</u>	<u>7</u>	<u>8</u>	<u>10</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	48	42	72	56	54
<b>TOTAL HEADCOUNT</b>	<b>1,559</b>	<b>1,556</b>	<b>1,595</b>	<b>1,576</b>	<b>1,582</b>

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

NOTE: For the year 2007, there were six first-year students "officially" classified as sophomores. For the year 2006, there were four first-year students "officially" classified as sophomores and one as a junior. For the year 2005, there was one first-year student "officially" classified as a junior. For year 2004, there were four first-year students "officially" classified as sophomores and one as a junior. For year 2003, four of the first-year students 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.

First-Year Students - Students who have enrolled at Berea College for the first time and did not transfer 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, October 2007

## FALL ENROLLMENTS BY CLASSIFICATION (Continued)

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
<b><u>Full-Time Students</u></b>					
Freshman	468	483	470	472	498
First-Year Students	(396)	(400)	(378)	(388)	(421)
Other** Freshmen	(72)	(83)	(92)	(84)	(77)
Sophomore	298	365	366	334	354
Junior***	340	302	344	338	313
Senior	<u>404</u>	<u>361</u>	<u>340</u>	<u>372</u>	<u>362</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,510	1,511	1,520	1,516	1,527
Berea Community School	0	0	0	0	0
Madison Southern High School	0	0	0	1	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	1	1
Post Graduate	0	0	1	0	0
Transient/Exchange	<u>5</u>	<u>5</u>	<u>8</u>	<u>9</u>	<u>4</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	5	9	11	5
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,515</b>	<b>1,516</b>	<b>1,529</b>	<b>1,527</b>	<b>1,532</b>
<hr/>					
<b><u>Part-Time Students</u></b>					
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	1	1	0	0	0
Junior***	0	0	0	0	0
Senior	<u>1</u>	<u>3</u>	<u>3</u>	<u>4</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	3	3	4	1
Berea Community School	24	23	26	23	25
Madison Southern High School	4	0	8	6	8
College Employee	7	7	8	2	3
Community (Special)	7	5	21	13	12
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	43	37	63	45	49
<b>TOTAL PART-TIME STUDENTS</b>	<b>44</b>	<b>40</b>	<b>66</b>	<b>49</b>	<b>50</b>
<b>FTE ENROLLMENT</b>	<b>1,532</b>	<b>1,530</b>	<b>1,555</b>	<b>1,546</b>	<b>1,553</b>

\*\*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 50 students has a FTE of 21.33.

Source: Academic Services, October 2007

**DEGREE-SEEKING STUDENTS WITH INTERNATIONAL EXPERIENCE\*  
FALL TERMS 1998 - 2007**

<u>Year</u>	<u>Total Degree-Seeking Students</u>	<u>International Experience* Students</u>	<u>Percent International Experience* Students of Total</u>
1998	1,418	113	8.0%
1999	1,463	117	8.0
2000	1,496	135	9.0
2001	1,619	127	8.0
2002	1,524	126	8.0
2003	1,511	145	10.0
2004	1,514	157	10.0
2005	1,523	149	10.0
2006	1,520	162	11.0
2007	1,528	146	10.0

\*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 DEGREE-SEEKING STUDENTS  
FALL TERMS 1998 – 2007**

<u>Year</u>	<u>Total Degree-Seeking Students</u>	<u>African-American Students</u>	<u>Percent African-American Students of Total</u>
1998	1,418	119	8.0%
1999	1,463	146	10.0
2000	1,496	178	12.0
2001	1,619	237	15.0
2002	1,524	257	17.0
2003	1,511	260	17.0
2004	1,514	283	19.0
2005	1,523	283	19.0
2006	1,520	278	18.0
2007	1,528	273	18.0

**NON-TRADITIONAL\*\* DEGREE-SEEKING STUDENTS  
FALL TERMS 2000 - 2007**

<u>Year</u>	<u>Total Degree-Seeking Students</u>	<u>Non-traditional** Students</u>	<u>Percent Non-traditional** Students of Total</u>
2000	1,496	259	10.0%
2001	1,619	367	23.0
2002	1,524	378	25.0
2003	1,511	362	24.0
2004	1,514	304	20.0
2005	1,523	274	18.0
2006	1,520	284	19.0
2007	1,528	240	15.7

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

Source: Office of Institutional Research and Assessment, October 2007

## FALL 2007 ENROLLMENT BY STATE AND U.S. TERRITORIES

### Degree-Seeking Students:

Alabama	90	(6%)	Nevada	1	(*)
Alaska	1	(*)	New Hampshire	3	(*)
Arkansas	3	(*)	New Jersey	4	(*)
California	3	(*)	New Mexico	1	(*)
Colorado	2	(*)	New York	8	(1%)
Delaware	1	(*)	North Carolina	75	(5%)
District of Columbia	1	(*)	Ohio	144	(9%)
Florida	9	(1%)	Oregon	7	(*)
Georgia	48	(3%)	Pennsylvania	12	(1%)
Idaho	2	(*)	South Carolina	23	(1%)
Illinois	13	(1%)	South Dakota	1	(*)
Indiana	13	(1%)	Tennessee	147	(9%)
Kansas	2	(*)	Texas	8	(1%)
Kentucky	614	(39%)	Utah	2	(*)
Maine	1	(*)	Vermont	1	(*)
Maryland	6	(*)	Virgin Islands	1	(*)
Massachusetts	2	(*)	Virginia	67	(4%)
Michigan	11	(1%)	Washington	3	(*)
Mississippi	6	(*)	West Virginia	66	(4%)
Missouri	8	(1%)	Wisconsin	2	(*)
Montana	1	(*)			

**Sub-Total** 1,411 (89%)

Students Enrolled from Outside the U.S. and/or Its Territories  
(For more detail, see the following page.) 117 (7%)

**Total Degree-Seeking Students** 1,528 (97%)

### Non-Degree-Seeking Students:

Berea Community School	25
Madison Southern High School	8
College Employee	3
Community (Special)	13
Post Graduate	0
Transient/Exchange	<u>5</u>
Sub-Total	54

**Total Non-Degree-Seeking Students** 54 (3%)

**TOTAL HEADCOUNT ENROLLMENT** 1,582 (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 2007.  
For more details visit < <http://www.berea.edu/ira/georeports.asp> > and  
< <http://www.worldatlas.com/cntycont.htm> >.

## FALL 2007 ENROLLMENT BY COUNTRY ORGANIZED BY CONTINENT

### Degree-Seeking Students:

#### Africa

Botswana	2	(2%)
Cameroon	1	(1%)
Ethiopia	2	(2%)
Gabon	1	(1%)
Ghana	6	(5%)
Kenya	4	(3%)
Lesotho	1	(1%)
Liberia	4	(3%)
Mauritius	1	(1%)
Nigeria	2	(2%)
Rwanda	1	(1%)
Sierra Leone	1	(1%)
Tanzania	1	(1%)
The Gambia	1	(1%)
Uganda	1	(1%)
Zambia	2	(2%)
Zimbabwe	7	(6%)
<b>Africa Total</b>	<b>38</b>	<b>(32%)</b>

#### Asia

Afghanistan	3	(3%)
Bangladesh	2	(2%)
Burma (Myanmar)	3	(3%)
Cambodia (Kampuchea)	1	(1%)
China	3	(3%)
India	1	(1%)
Kyrgyzstan	2	(2%)
Lebanon	1	(1%)
Malaysia	1	(1%)
Mongolia	1	(1%)
Nepal	5	(4%)
Sri Lanka	2	(2%)
Taiwan	1	(1%)
Tibet, The Former	11	(9%)

#### Asia, continued

Turkmenistan	4	(3%)
Uzbekistan	2	(2%)
Vietnam	4	(3%)
West Bank	1	(1%)
<b>Asia Total</b>	<b>49</b>	<b>(42%)</b>

#### Europe

Azerbaijan	2	(2%)
Bulgaria	3	(3%)
Germany	1	(1%)
Romania	1	(1%)
Serbia (Kosovo)	2	(2%)
Ukraine	5	(4%)
<b>Europe Total</b>	<b>14</b>	<b>(12%)</b>

#### North America

Guatemala	1	(1%)
Haiti	4	(3%)
Honduras	2	(2%)
Jamaica	1	(1%)
Mexico	2	(2%)
Trinidad and Tobago	2	(2%)
<b>North America Total</b>	<b>12</b>	<b>(10%)</b>

#### South America

Argentina	1	(1%)
Bolivia	1	(1%)
Uruguay	2	(2%)
<b>South America Total</b>	<b>4</b>	<b>(3%)</b>

**TOTAL OF ALL COUNTRIES 117 (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-seventeen (117) 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 2007. For more details visit < <http://www.berea.edu/ira/georeports.asp> > and < <http://www.worldatlas.com/cntycont.htm> >.

## FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY 2003 - 2007

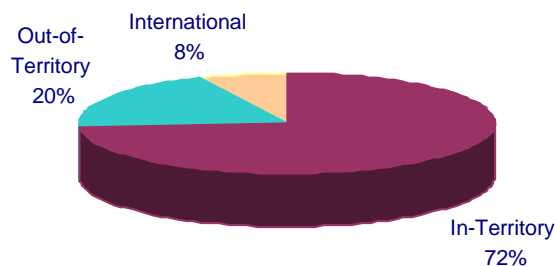
	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Berea's Territory*	1,114	1,112	1,103	1,098	1,118
Prior to 1976 expansion	74%	70%	69%	68%	67%
Counties Added in 1976 & 1978	23%	26%	28%	29%	29%
Hamilton Co, Ohio added in 1996	3%	4%	3%	3%	3%
Out-of-Territory*	284	292	311	301	304
F-1 International***	<u>113</u>	<u>110</u>	<u>109</u>	<u>121</u>	<u>106</u>
 TOTAL	 1,511	 1,514	 1,523	 1,520	 1,528

\*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 2007, forty (40) 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  
2003 - 2007**

	<b>2003</b>		<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African-American (Non-Hispanic)	260	(17%)	283	(17%)	283	(19%)	278	(18%)	273	(18%)
American Indian or Alaskan Native	10	(1%)	8	(1%)	14	(1%)	11	(1%)	12	(1%)
Asian or Pacific Islander	21	(1%)	22	(1%)	20	(1%)	21	(1%)	24	(2%)
Hispanic	17	(1%)	25	(1%)	25	(2%)	24	(2%)	29	(2%)
White (Non-Hispanic)	1,059	(70%)	1,038	(70%)	1,044	(69%)	1,037	(68%)	1,051	(69%)
Students who chose not to respond	31	(2%)	28	(2%)	28	(2%)	28	(2%)	33	(2%)
F-1 International Students	<u>113</u>	<u>(7%)</u>	<u>110</u>	<u>(7%)</u>	<u>109</u>	<u>(7%)</u>	<u>121</u>	<u>(8%)</u>	<u>106</u>	<u>(7%)</u>
<b>TOTAL</b>	<b>1,511</b>	<b>(100%)</b>	<b>1,514</b>	<b>(100%)</b>	<b>1,523</b>	<b>(100%)</b>	<b>1,520</b>	<b>(100%)</b>	<b>1,528</b>	<b>(100%)</b>

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

Source: Office of Institutional Research and Assessment, September 2007

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE\*  
2003 – 2007**

<u>Age*</u>	<u>2003</u>		<u>2004</u>		<u>2005</u>		<u>2006</u>		<u>2007</u>	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Less than 18 years old	32	(2%)	41	(2%)	26	(2%)	37	(2%)	37	(2%)
18 - 24 years old	1,405	(94%)	1,386	(92%)	1,404	(92%)	1,392	(92%)	1,416	(93%)
25 - 29 years old	51	(3%)	61	(3%)	58	(4%)	57	(4%)	43	(3%)
30 - 34 years old	9	(1%)	13	(1%)	17	(1%)	17	(1%)	13	(1%)
35 - 39 years old	6	(**)	3	(**)	4	(**)	2	(**)	4	(**)
40 - 44 years old	3	(**)	3	(**)	4	(**)	7	(**)	5	(**)
45 - 49 years old	4	(**)	6	(**)	4	(**)	3	(**)	4	(**)
50 - 54 years old	0	(**)	0	(**)	5	(**)	4	(**)	5	(**)
55 - 59 years old	1	(**)	1	(**)	1	(**)	0	(0%)	1	(**)
60 - 64 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Greater than 65 years old	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
TOTAL	1,511	(100%)	1,514	(100%)	1,523	(100%)	1,520	(100%)	1,528	(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 2007

## FALL 2007 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	4	(4%)	1	(*)	0	(0%)	5	(1%)
Agriculture and Natural Resources	2	(2%)	19	(4%)	0	(0%)	21	(3%)
Applied Science and Mathematics	0	(0%)	1	(*)	0	(0%)	1	(*)
Art	1	(1%)	27	(5%)	1	(2%)	29	(4%)
Biology	13	(11%)	37	(7%)	2	(3%)	52	(7%)
Business Administration	11	(10%)	40	(8%)	18	(30%)	69	(10%)
Chemistry	2	(2%)	9	(2%)	4	(7%)	15	(2%)
Child and Family Studies	7	(6%)	29	(5%)	1	(2%)	37	(5%)
Economics	0	(0%)	3	(1%)	6	(10%)	9	(1%)
Education Studies	5	(4%)	31	(6%)	0	(0%)	36	(5%)
Elementary Education	2	(2%)	4	(1%)	0	(0%)	6	(1%)
English	3	(3%)	28	(5%)	0	(0%)	31	(4%)
Foreign Languages	3	(3%)	15	(3%)	1	(2%)	19	(3%)
French	[0]	(0%)	[4]	(1%)	[1]	(2%)	[5]	(1%)
German	[1]	(1%)	[3]	(1%)	[0]	(0%)	[4]	(1%)
Spanish	[2]	(2%)	[8]	(2%)	[0]	(0%)	[10]	(1%)
History	4	(4%)	20	(4%)	0	(0%)	24	(3%)
Independent Major	3	(3%)	31	(6%)	1	(2%)	35	(5%)
Mathematics	0	(0%)	15	(3%)	7	(11%)	22	(3%)
Music	5	(4%)	15	(3%)	0	(0%)	20	(3%)
Nursing	9	(8%)	37	(7%)	9	(15%)	55	(8%)
Philosophy	2	(2%)	10	(2%)	0	(0%)	12	(2%)
Physical Education	4	(4%)	15	(3%)	0	(0%)	19	(3%)
Physics	0	(0%)	3	(1%)	3	(5%)	6	(1%)
Political Science	1	(1%)	11	(2%)	5	(8%)	17	(2%)
Psychology	3	(3%)	27	(5%)	0	(0%)	30	(4%)
Religion	1	(1%)	10	(2%)	0	(0%)	11	(2%)
Sociology	6	(5%)	13	(2%)	2	(3%)	21	(3%)
Speech Communication	6	(5%)	16	(3%)	0	(0%)	22	(3%)
Technology and Industrial Arts	10	(9%)	36	(7%)	1	(2%)	47	(7%)
Theatre	4	(4%)	8	(2%)	0	(0%)	12	(2%)
Women's Studies	1	(1%)	4	(1%)	0	(0%)	5	(1%)
<i>Undecided</i>	2	(2%)	15	(3%)	0	(0%)	17	(2%)
<b>TOTAL</b>	<b>114</b>	<b>(100%)</b>	<b>530</b>	<b>(100%)</b>	<b>61</b>	<b>(100%)</b>	<b>705</b>	<b>(100%)</b>

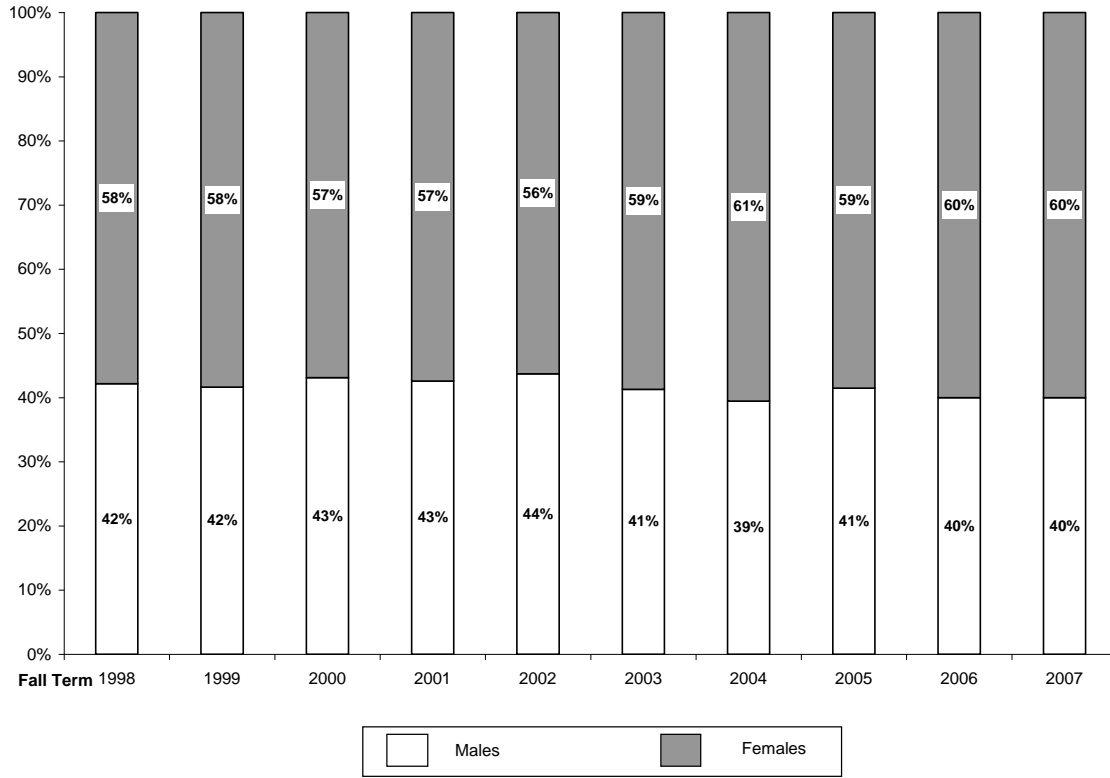
\*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 705 majors represent 676 junior and senior students enrolled in Fall 2007.

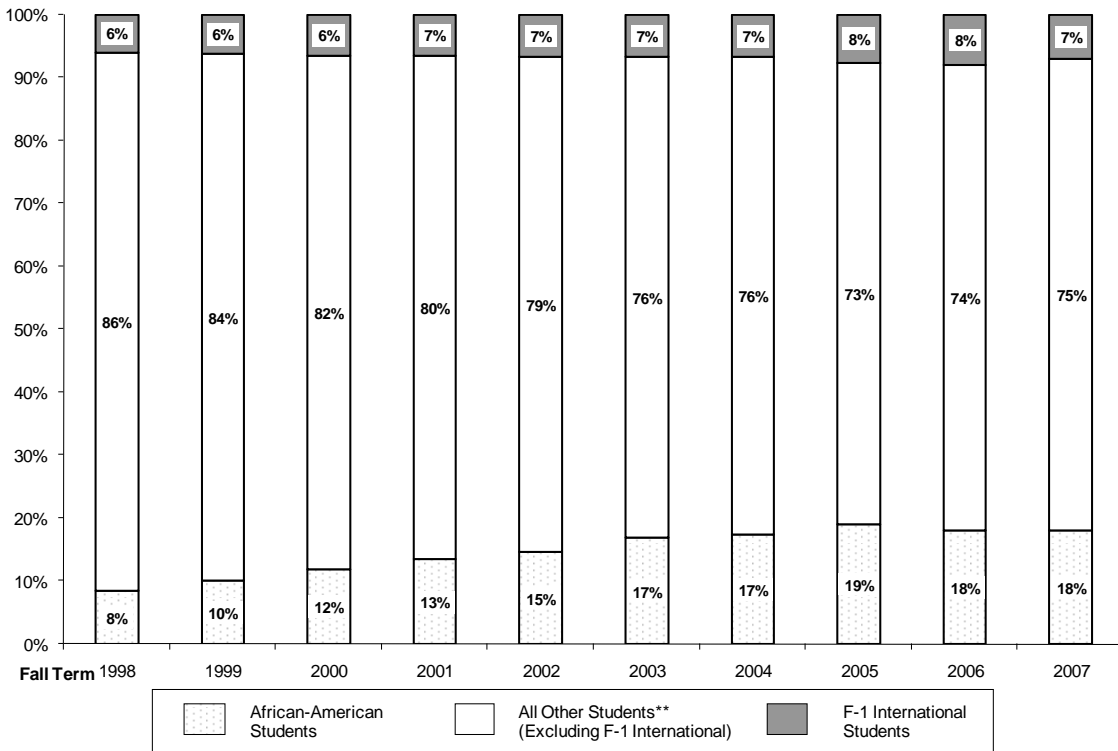
Compiled by: Office of Institutional Research and Assessment, November 2007

# FALL ENROLLMENT TRENDS

## Fall Enrollment of Degree-Seeking Students\* by Gender



## Fall Enrollment of Degree-Seeking Students\* by Cohort Type

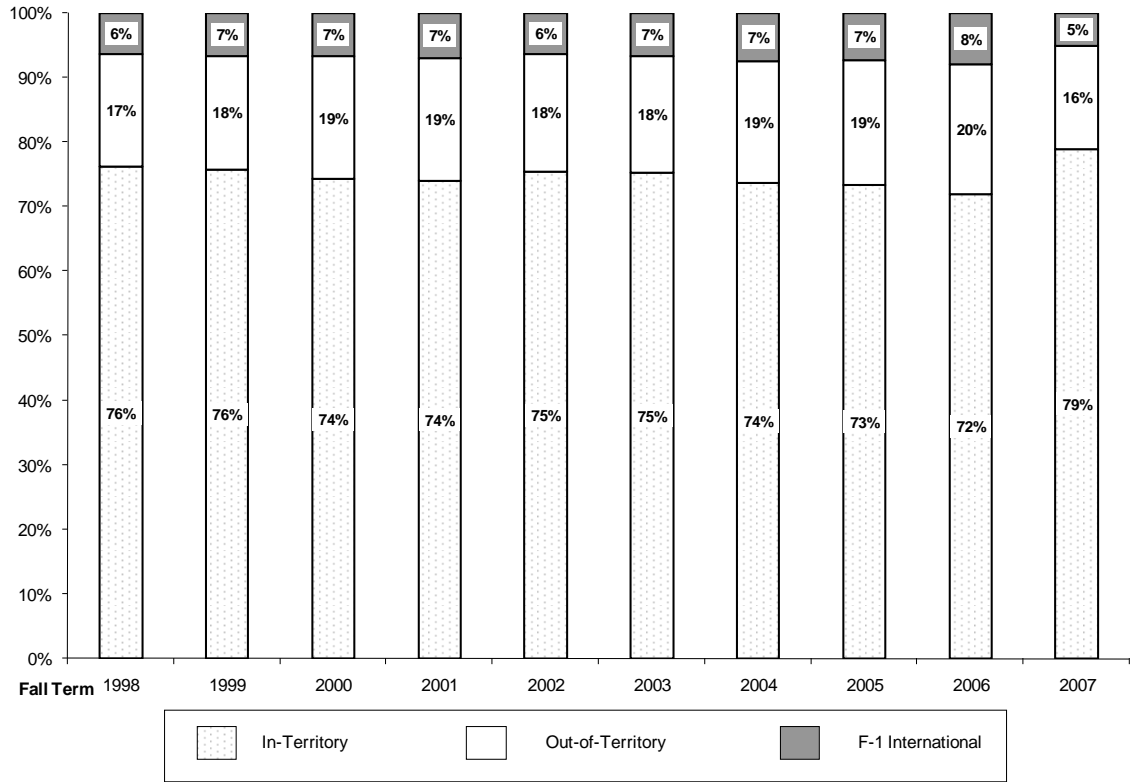


\*Includes full and part-time students.

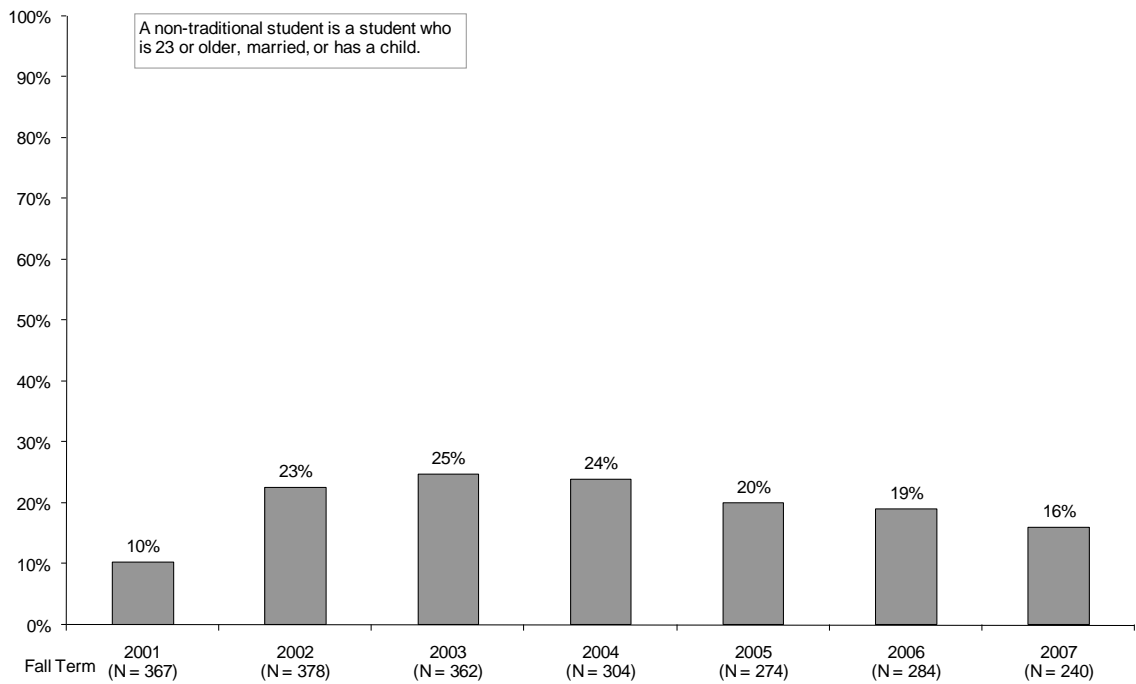
Source: Office of Institutional Research and Assessment, September 2007

## Fall Enrollment Trends, continued

### Fall Enrollment of Degree-Seeking Students\* by Territory



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



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, November 2007

**SPRING ENROLLMENTS BY CLASSIFICATION  
2003 - 2007**

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	320	377	387	328	346
First-Year Students	(8)	(19)	(18)	(7)	(16)
Other** Freshmen	(312)	(358)	(369)	(321)	(330)
Sophomore	323	392	318	329	298
Junior	324	306	323	326	332
Senior	<u>458</u>	<u>448</u>	<u>419</u>	<u>431</u>	<u>447</u>
TOTAL DEGREE-SEEKING STUDENTS	1,425	1,423	1,447	1,414	1,423
Berea Community School	28	18	11	19	13
Madison Southern High School	5	8	3	8	6
College Employee	12	12	11	5	3
Community (Special)	8	10	13	12	11
Transient/Exchange	<u>5</u>	<u>5</u>	<u>8</u>	<u>10</u>	<u>9</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	58	49	46	54	42
<b>TOTAL HEADCOUNT</b>	<b>1,425</b>	<b>1,472</b>	<b>1,493</b>	<b>1,468</b>	<b>1,465</b>

\*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.

First-Year Students - Students who have enrolled at Berea College for the first time and did not transfer 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 2007

## SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<b>Full-Time Students</b>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Freshman	366	320	387	328	346
First-Year Students	(8)	(19)	(18)	(7)	(16)
Other** Freshmen	(312)	(358)	(369)	(321)	(330)
Sophomore	323	292	318	329	298
Junior	324	306	322	326	332
Senior	<u>458</u>	<u>447</u>	<u>419</u>	<u>425</u>	<u>438</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,425	1,422	1,446	1,408	1,414
Berea Community School	0	0	0	0	1
Madison Southern High School	0	0	0	0	1
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>4</u>	<u>5</u>	<u>8</u>	<u>7</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	4	5	8	9
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,474</b>	<b>1,430</b>	<b>1,451</b>	<b>1,416</b>	<b>1,423</b>

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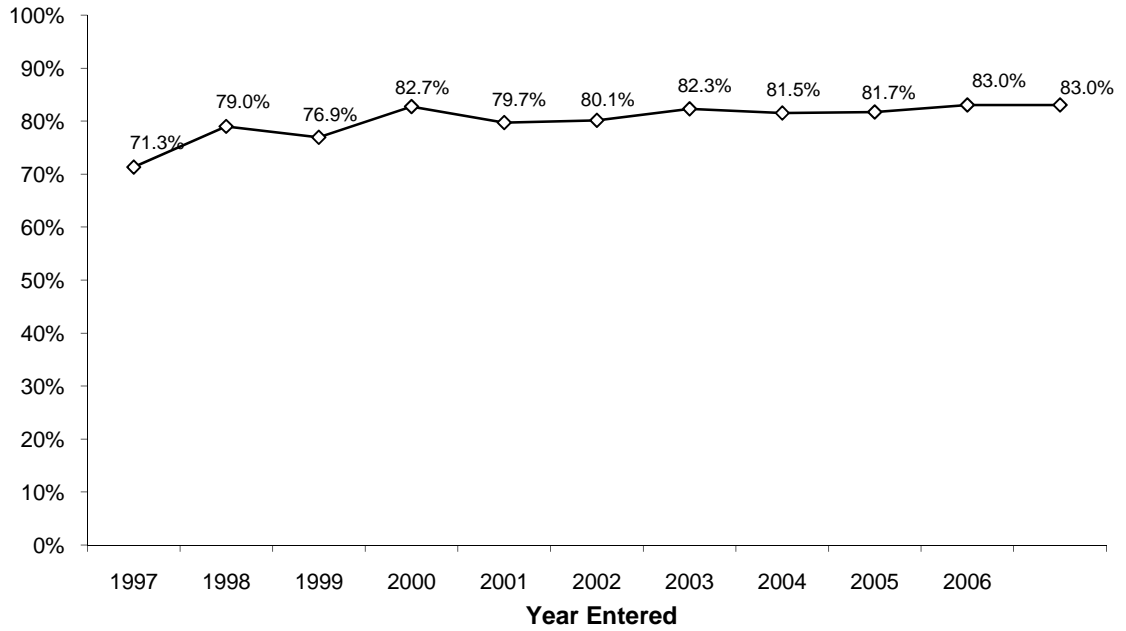
<b>Part-Time Students</b>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	0
Junior	0	0	1	1	0
Senior	<u>1</u>	<u>1</u>	<u>0</u>	<u>6</u>	<u>9</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	1	1	6	9
Berea Community School	28	18	11	19	12
Madison Southern High School	5	8	3	8	6
College Employee	12	10	11	5	3
Community (Special)	8	8	13	12	11
Transient/Exchange	<u>0</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	53	45	41	46	33
<b>TOTAL PART-TIME STUDENTS</b>	<b>54</b>	<b>46</b>	<b>42</b>	<b>52</b>	<b>42</b>
<b>FTE Enrollment</b>	<b>1,495</b>	<b>1,451</b>	<b>1,454</b>	<b>1,447</b>	<b>1,438</b>

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

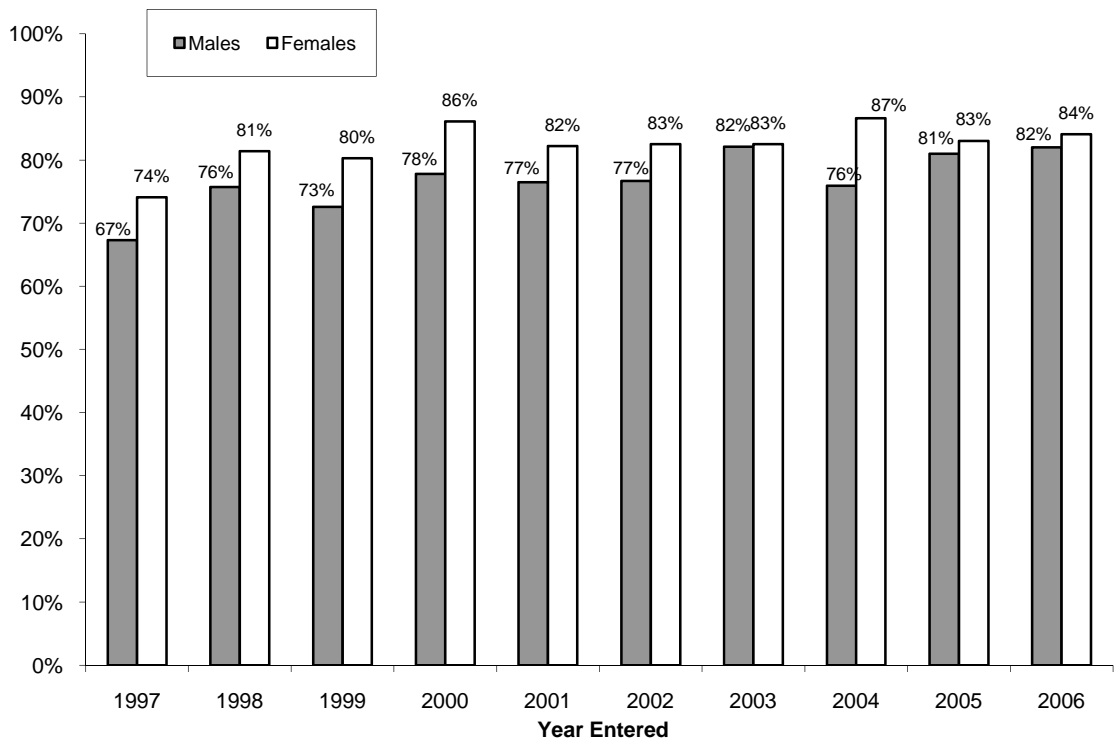
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 42 students has an FTE of 14.99.

# FRESHMAN-TO-SOPHOMORE RETENTION

## All First-Year Students



## By Gender

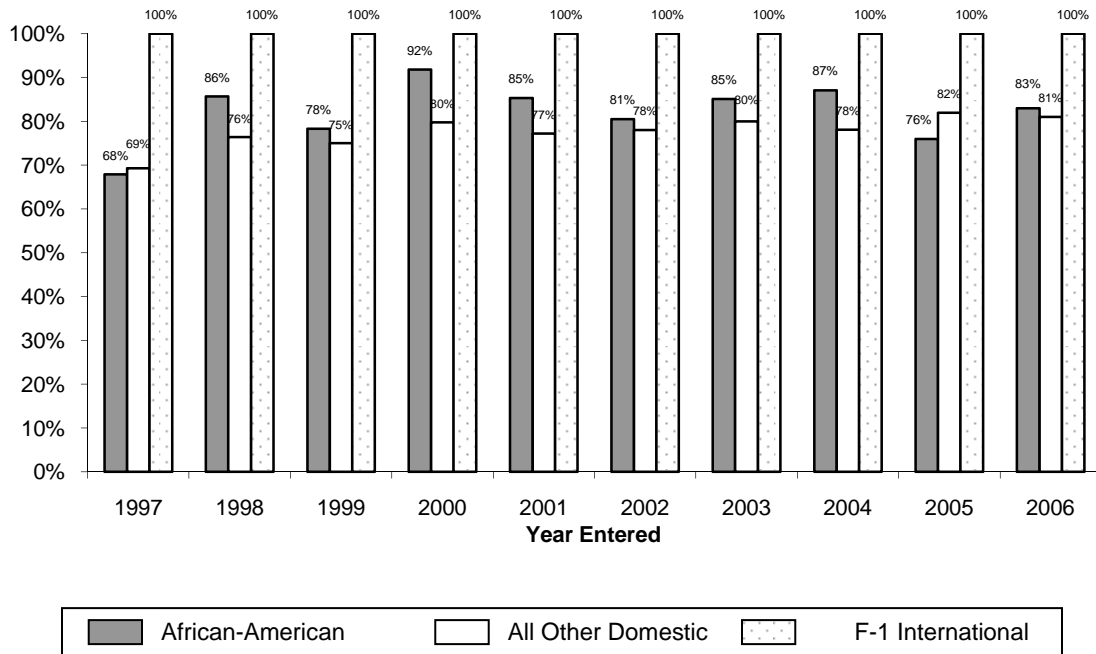


Source: Office of Institutional Research and Assessment, October 2007

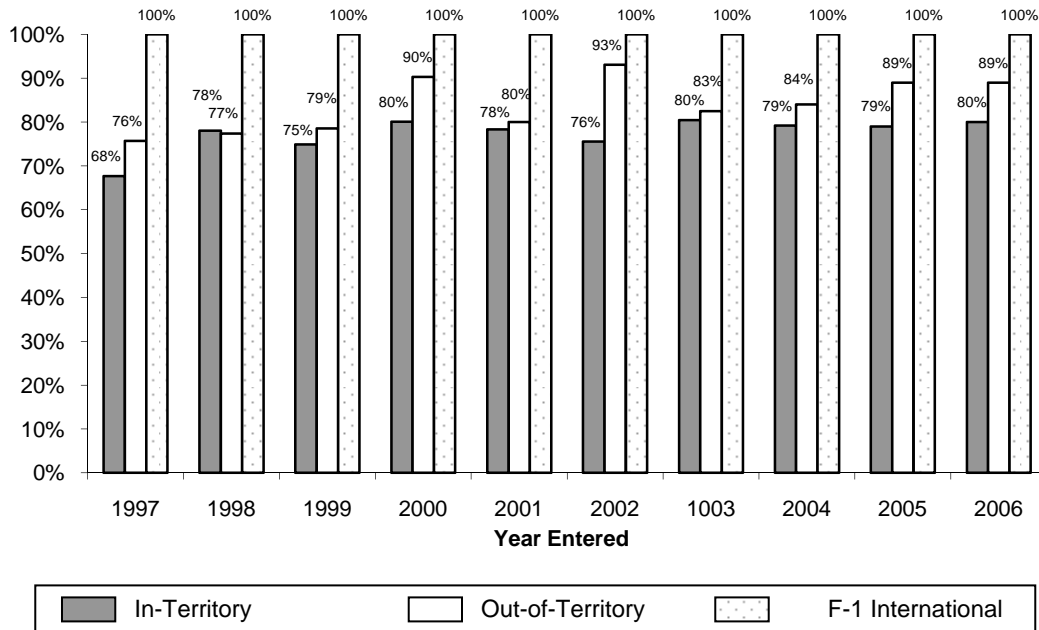


# FRESHMAN-TO-SOPHOMORE RETENTION, continued

## By Cohort Type



## By Territory



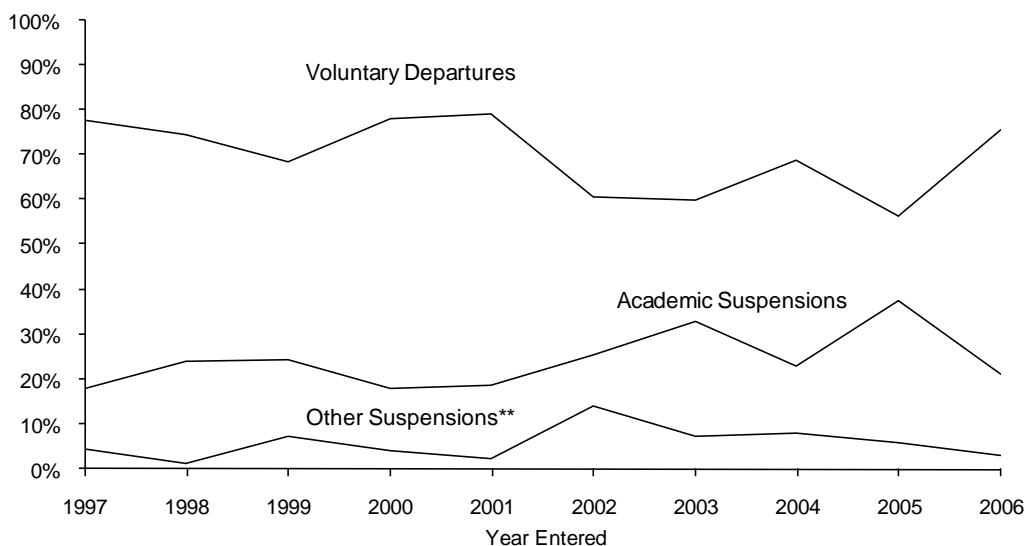
Source: Office of Institutional Research and Assessment, October 2007

## FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 1997 - 2006

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
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
2006	388	83.0	66	14	2	50

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.

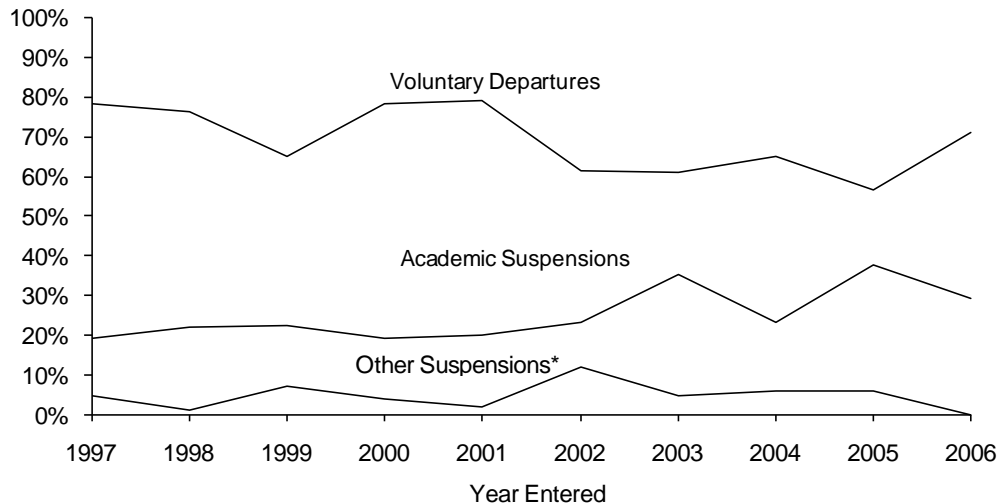
Source: Office of Institutional Research and Assessment, September 2007

**MALE FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 1997 - 2006**

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions*</u>	<u>Voluntary Departures</u>
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
2006	168	82	31	9	0	22

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 SUSEPENSIONS\*,  
AND VOLUNTARY DEPARTURES**



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

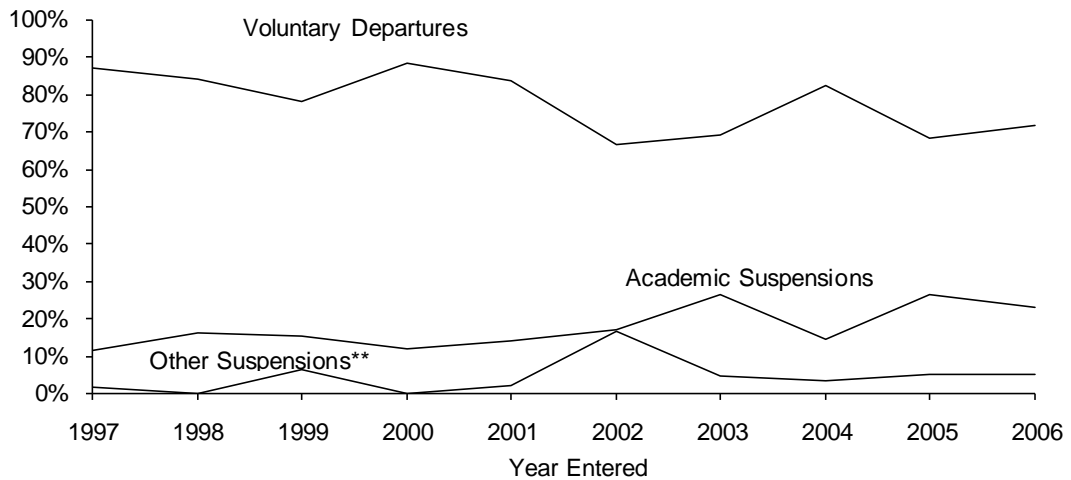
Source: Office of Institutional Research and Assessment, October 2007

**FEMALE FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 1997 - 2006**

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
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
2006	220	84	35	9	2	28

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

**PERCENTAGE OF TOTAL 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.

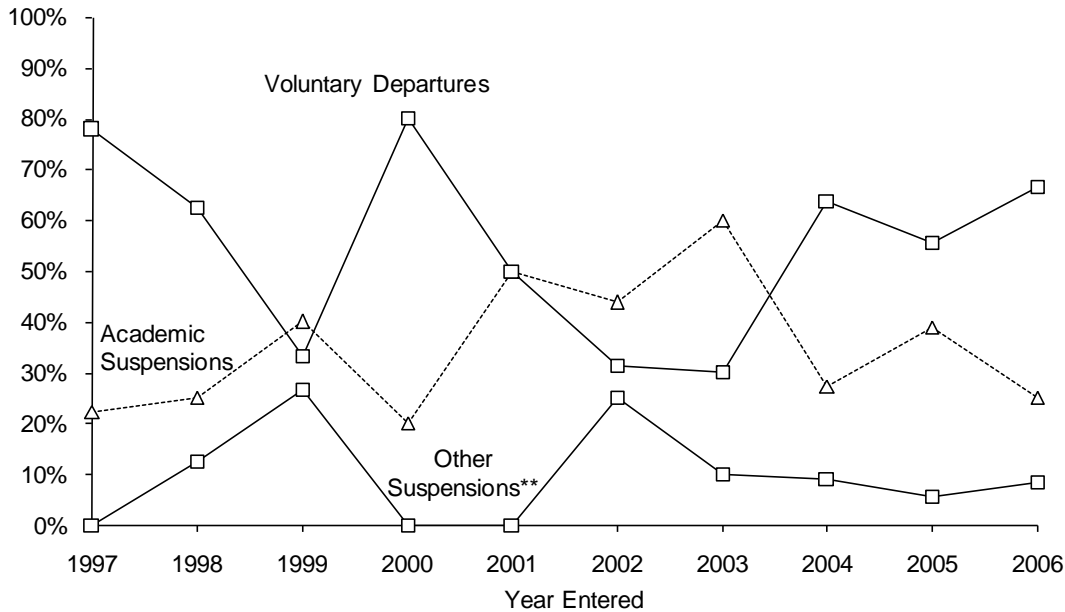
Source: Office of Institutional Research and Assessment, October 2007

## AFRICAN-AMERICAN FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 1997 - 2006

<u>Year</u>	<u>Number Enrolled</u>	<u>Percent Returned for Second Year</u>	<u>Total Number Withdrawn</u>	<u>Breakdown of Withdrawals</u>		
				<u>Academic Suspensions</u>	<u>Other Suspensions**</u>	<u>Voluntary Departures</u>
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
2006	72	83	12	3	1	8

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



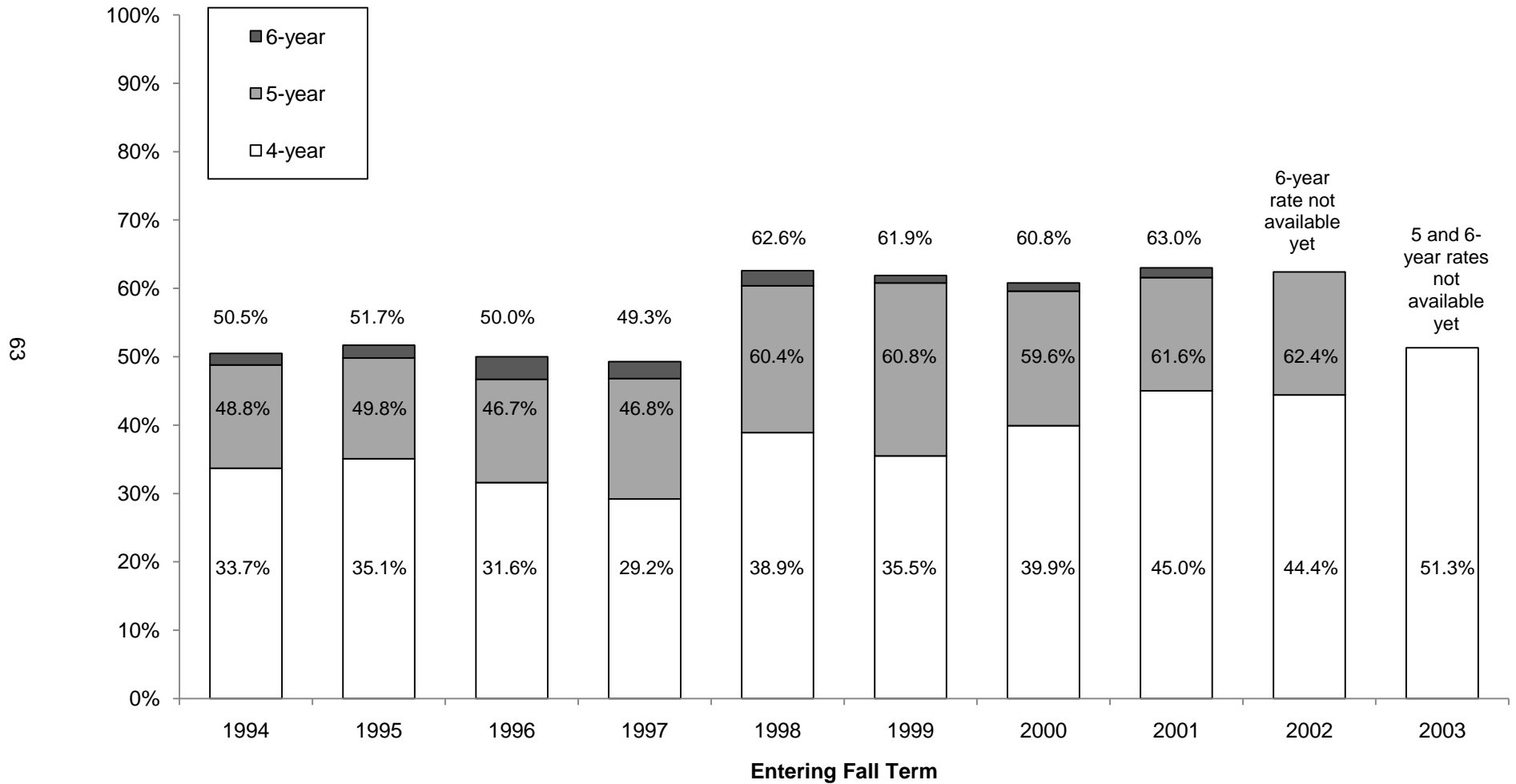
NOTE: These numbers DO NOT include F-1 International students.

\*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 2007

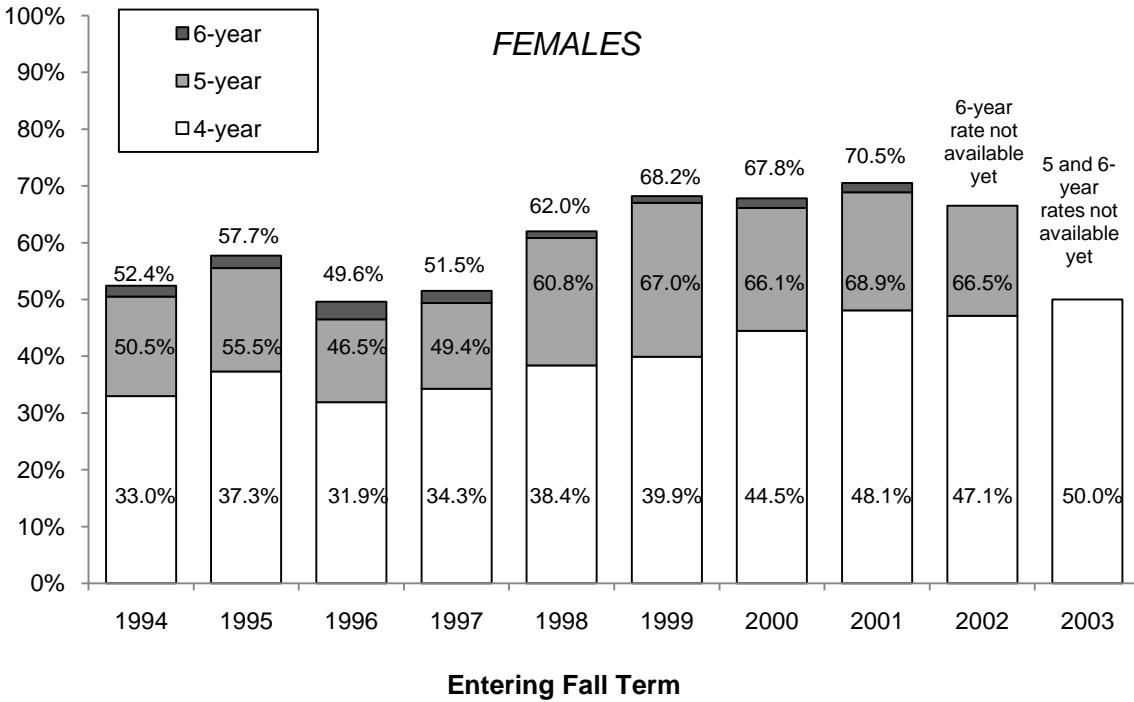
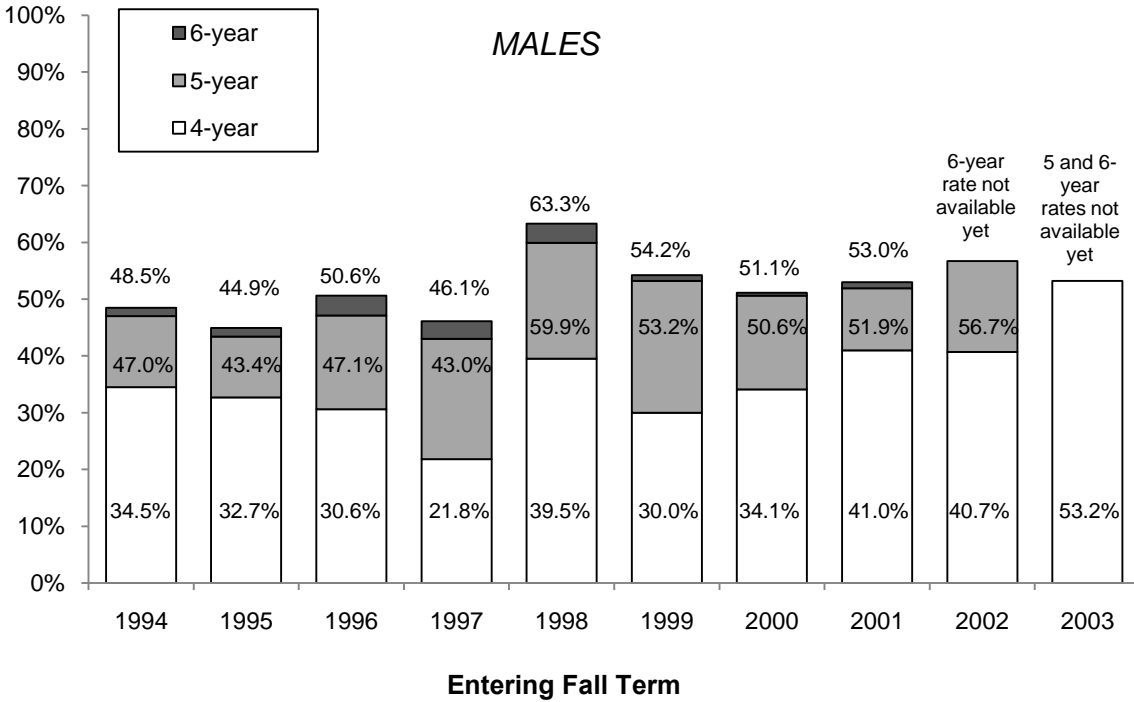
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS



\*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, September 2007.

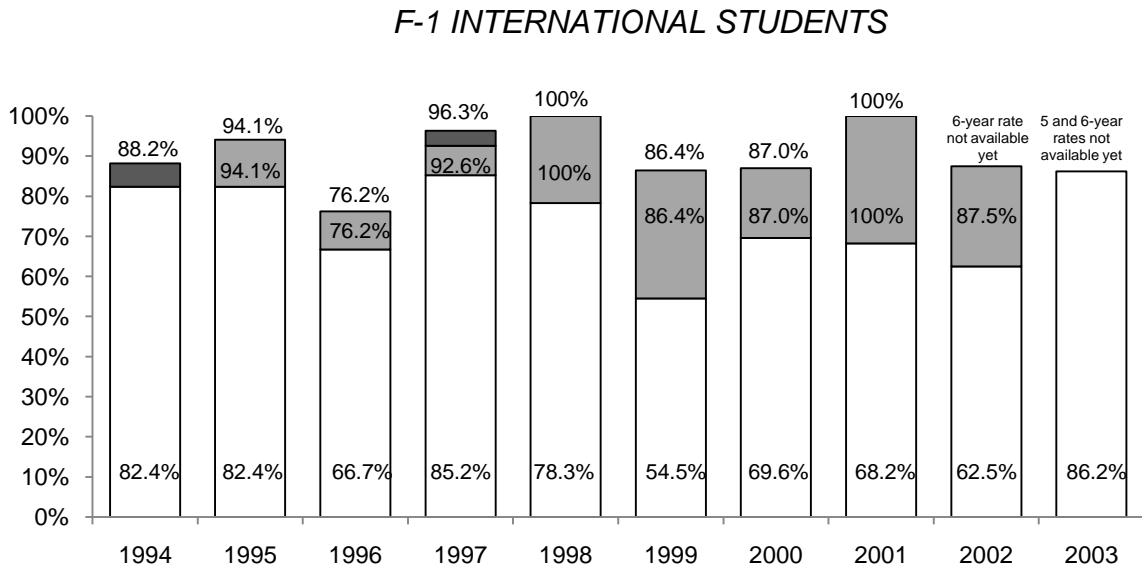
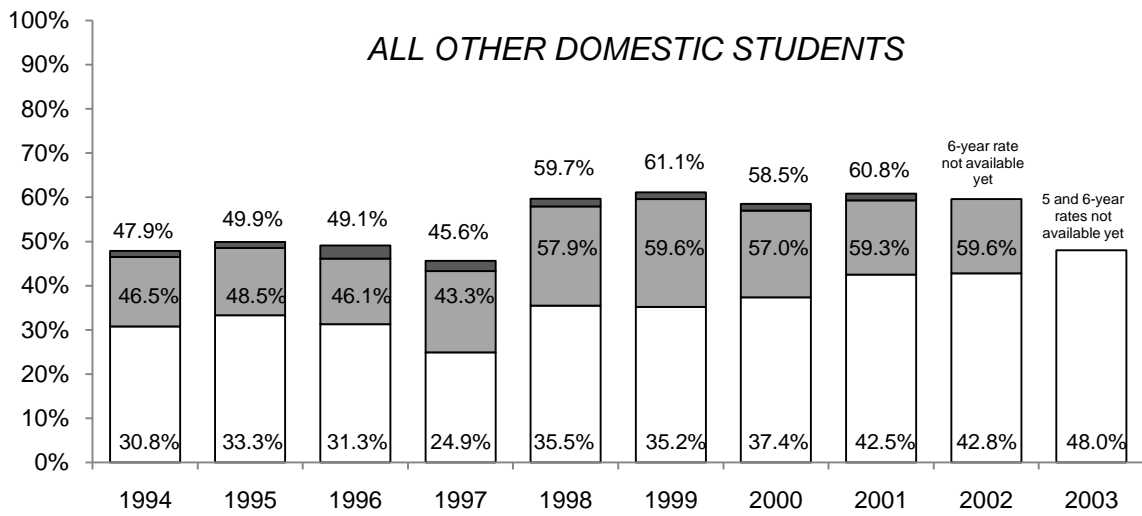
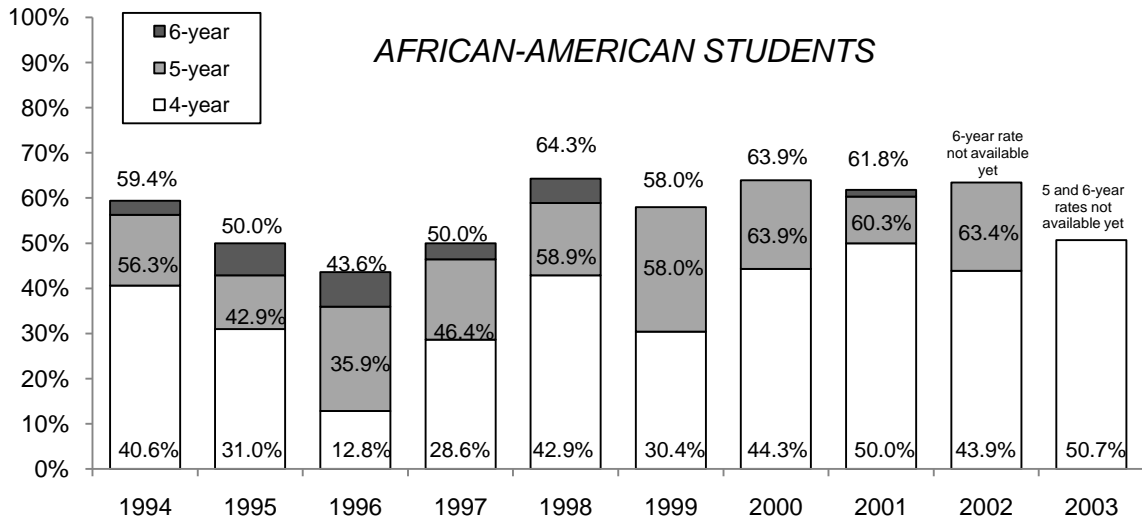
**GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY GENDER  
FALL TERMS 1994-2003**



\*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 2007

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY COHORT TYPE ENTERING FALL TERMS 1994 – 2003

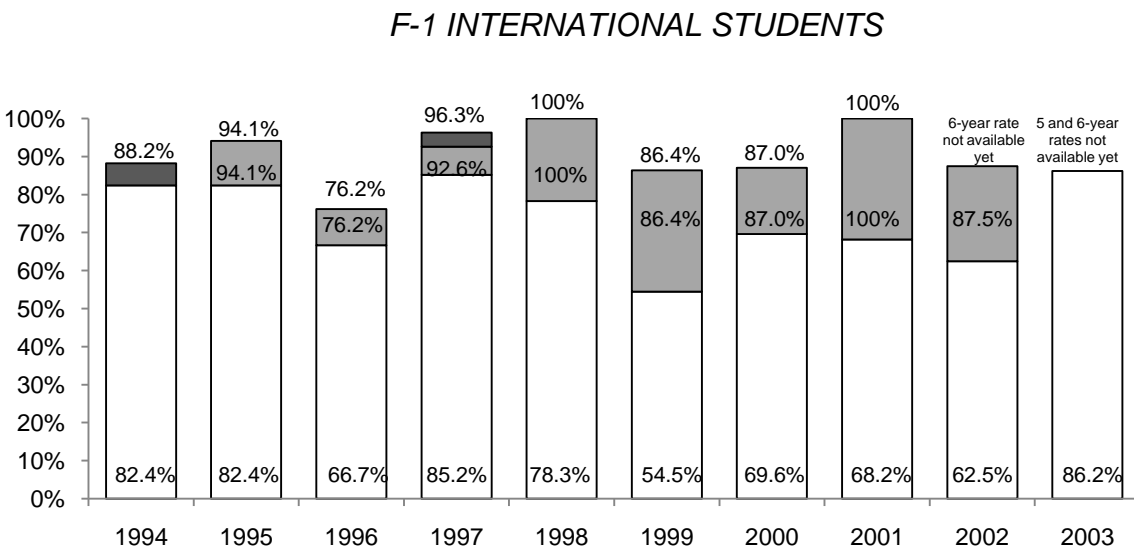
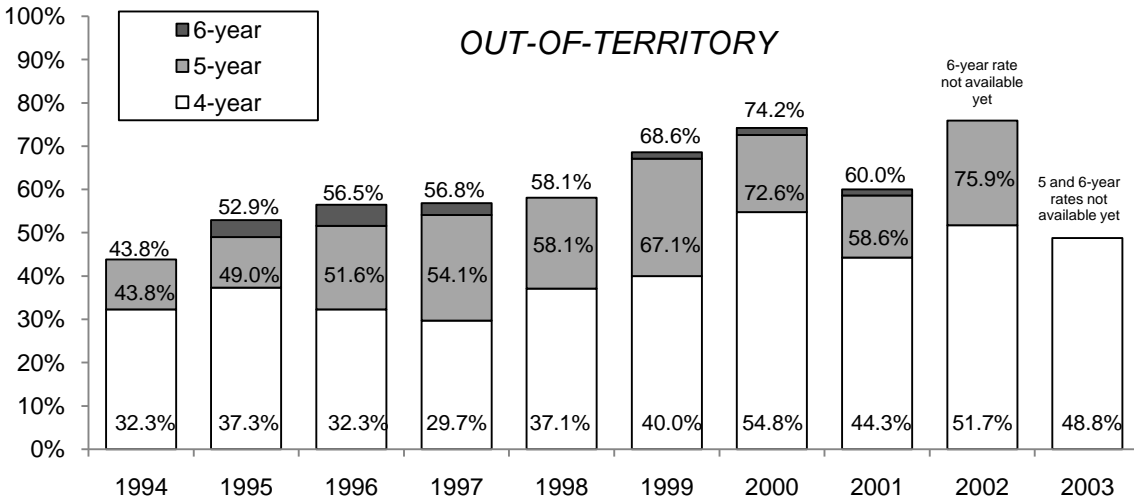
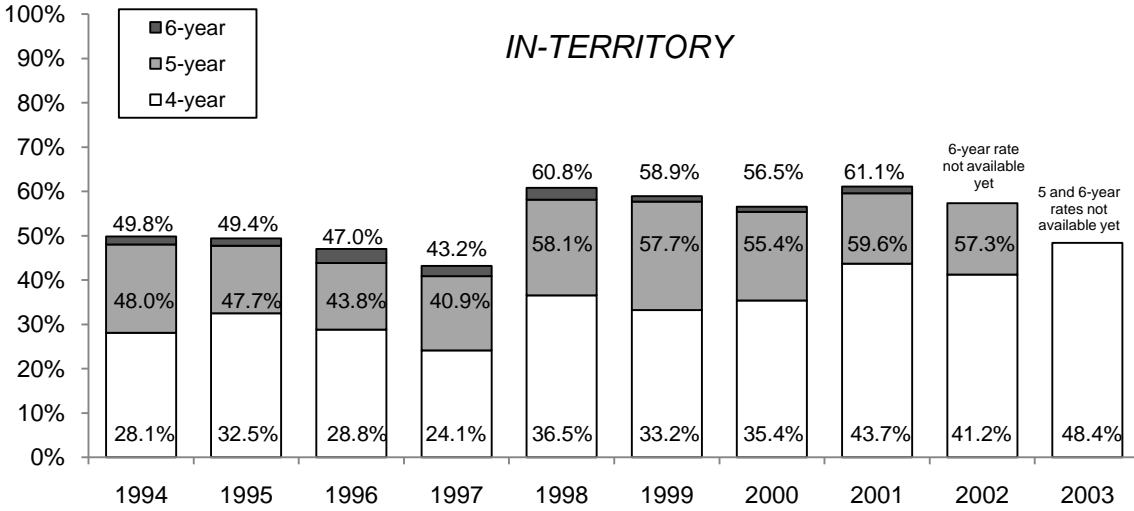


\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, October 2007



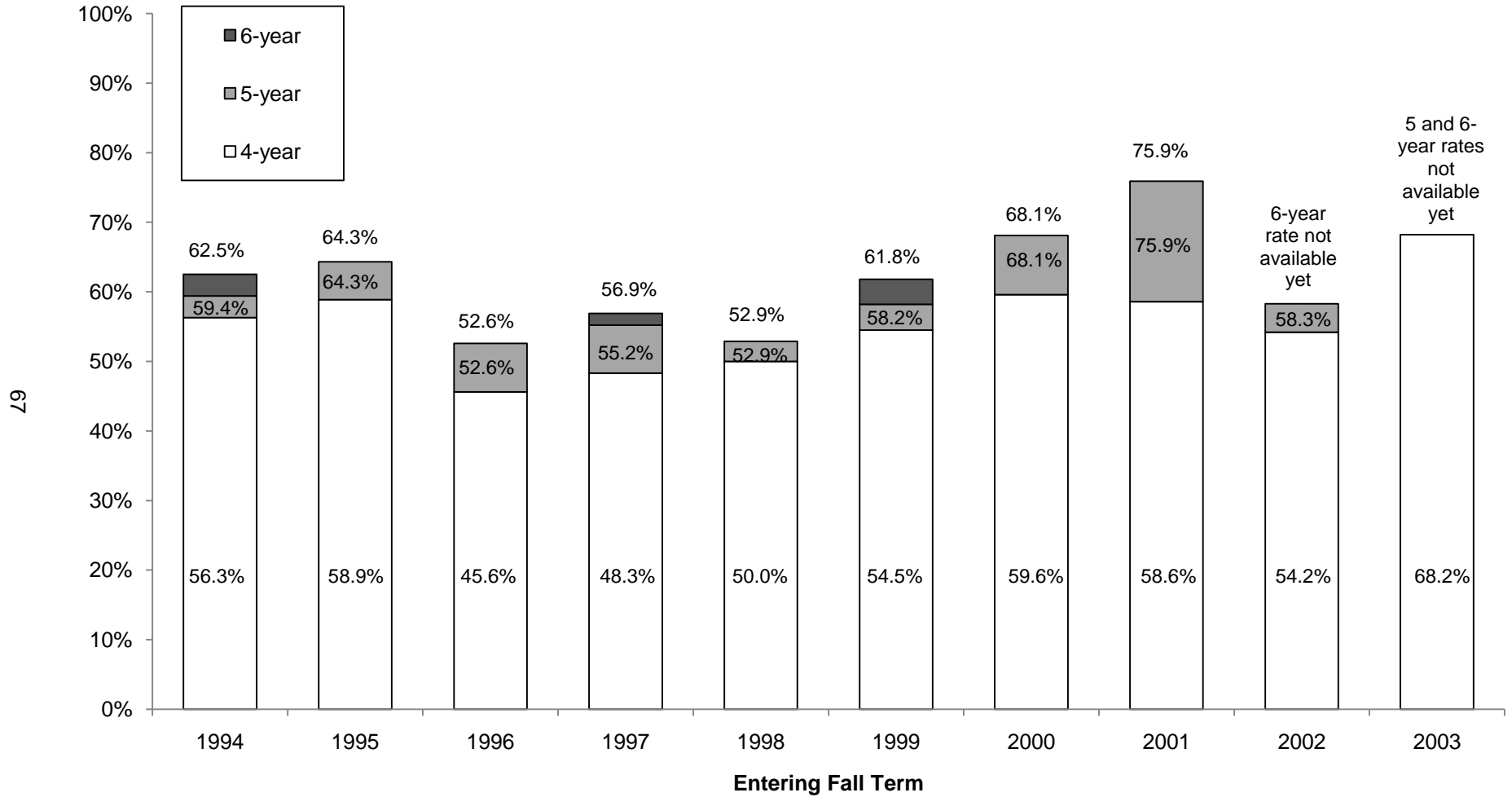
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY TERRITORY ENTERING FALL TERMS 1994 – 2003



\*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 2007

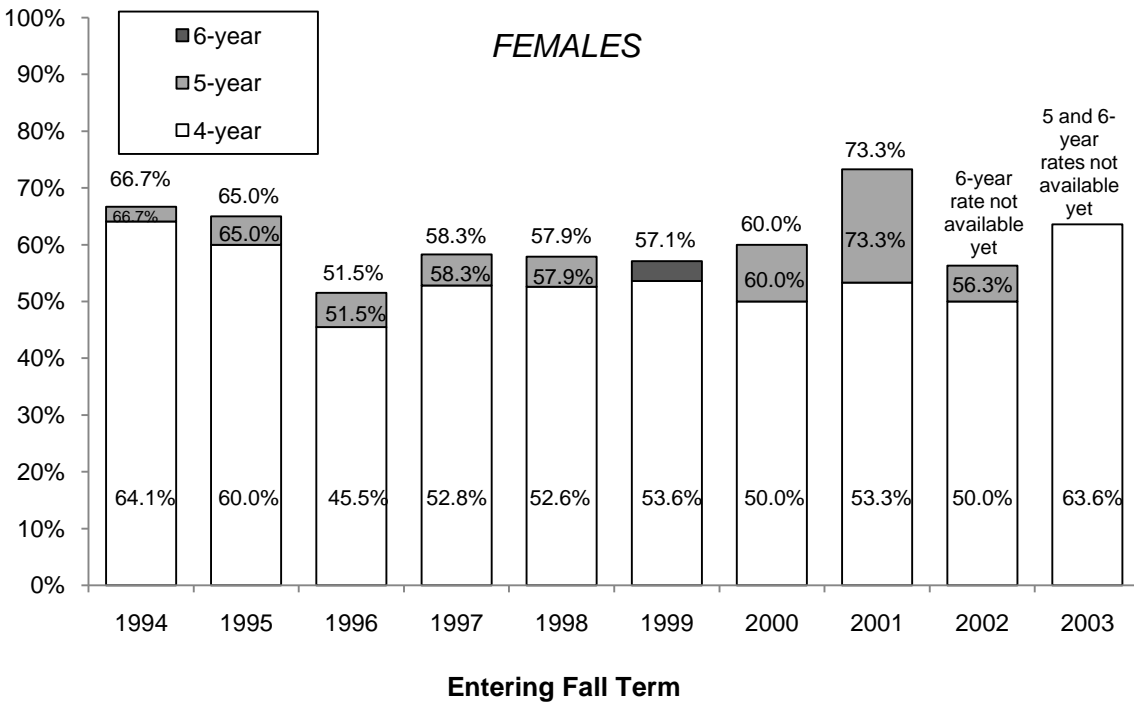
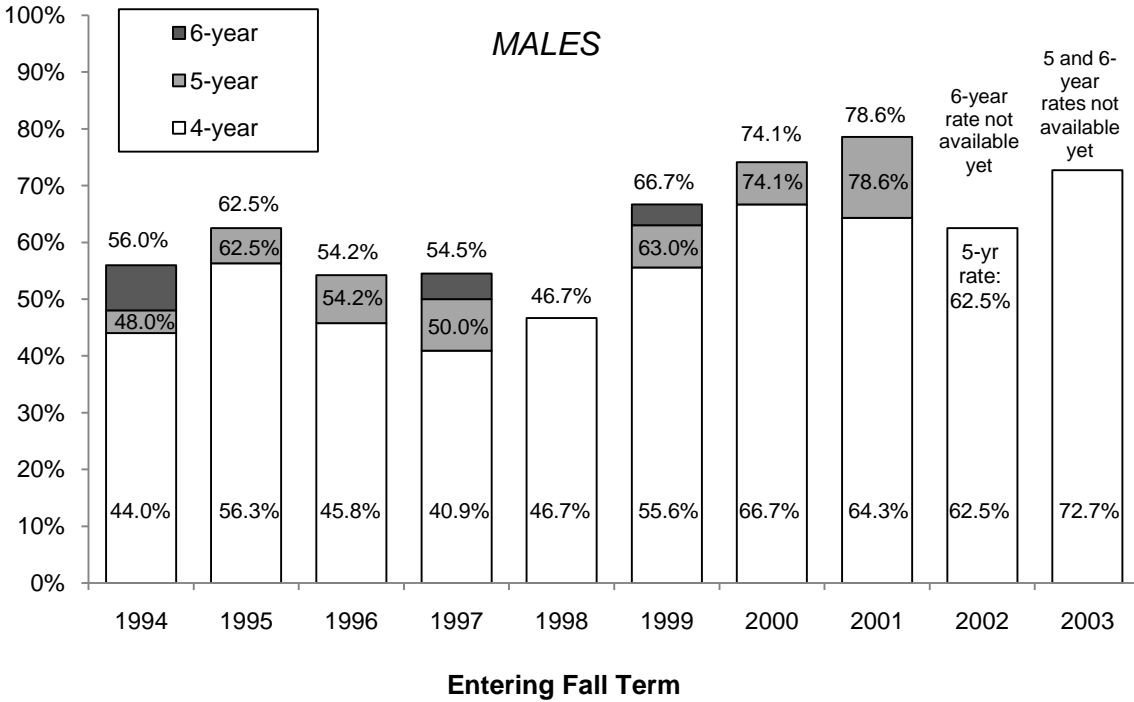
## GRADUATION RATES\* FOR NEW TRANSFER STUDENTS



\*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, September 2007.

## GRADUATION RATES\* FOR NEW TRANSFER STUDENTS BY GENDER FALL TERMS 1994-2003



\*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 2007

## NUMBER OF GRADUATES, DEGREES, AND MAJORS

### Academic Years

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>Total</u>
<b>Graduates</b> (unduplicated headcount)	300	333	308	271	327	<b>1,539</b>
<b>Degrees Conferred</b>						
B.A.	213	239	221	227	239	1,139
B.S.	<u>90</u>	<u>99</u>	<u>93</u>	<u>46</u>	<u>92</u>	<u>420</u>
TOTAL	303	338	314	273	332	<b>1,560</b>
<b>Majors*</b> (includes double degrees and double majors)						
	314	358	334	292	350	<b>1,648</b>

\*See the following pages (70 – 76) for more detail regarding majors.

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

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

<b><u>Major Programs</u></b>	<b><u>2002-2003</u></b>	<b><u>2003-2004</u></b>	<b><u>2004-2005</u></b>	<b><u>2005-2006</u></b>	<b><u>2006-2007</u></b>
African and African American Studies					1
Agriculture and Natural Resources	15	12	18	7	12
Art	11	10	13	7	10
Biology	27	24	21	23	21
Business Administration	36	48	35	24	36
Chemistry	6	15	8	13	9
Child and Family Studies	33	22	27	24	26
Economics	3	3	5	6	4
Education Studies	9	17	16	7	4
Elementary Education	8	7	8	11	7
English	19	20	11	12	19
Foreign Languages	13	9	14	11	21
Classical Languages	(0)	(1)	(1)	(0)	(2)
French	(3)	(1)	(3)	(1)	(4)
German	(5)	(1)	(6)	(2)	(5)
Spanish	(5)	(6)	(4)	(8)	(10)
History	8	8	3	10	10
Independent Major**	11	21	14	16	14
Mathematics	14	10	17	6	9
Music	5	5	8	6	9
Nursing	9	14	11	11	11
Philosophy	2	6	4	3	5
Physical Education	11	11	9	9	6
Physics	7	1	2	1	1
Political Science	14	8	2	10	14
Psychology	13	23	22	18	18
Religion	2	4	6	2	12
Sociology	13	16	2	13	11
Speech Communication		9	17	17	15
Technology and Industrial Arts	29	25	29	14	33
Theatre	2	5	8	7	10
Women's Studies	<u>0</u>	<u>5</u>	<u>5</u>	<u>4</u>	<u>2</u>
<b>TOTALS*</b>	<b>314</b>	<b>358</b>	<b>334</b>	<b>292</b>	<b>350</b>

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

\*\*See page 71 for a more complete description of independent majors.

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

Compiled by the Office of Institutional Research and Assessment, October 2007

## INDEPENDENT MAJORS\* AWARDED TO GRADUATES

### Academic Years 2002 - 2003 through 2006 - 2007

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 must secure an independent major adviser. The adviser must be above the rank of instructor and a member of the Teaching Faculty from one of the departments with course work included in the proposed major. After consultation with the independent major adviser and a College reference librarian regarding available resources, a tentative curriculum plan is developed. Approval of the curriculum plan must be obtained from the chairperson/director/coordinator of all departments/programs in which two or more courses in the major are required. Completed proposals are submitted to the Office of Academic Services for review by the Academic Program Council (APC) or its liaison. The Council and/or its liaison may accept, reject, or request that the student modify and resubmit the proposal. If approved by the Council, a copy is filed with the Office of Academic Services.

#### 2002 - 2003: 11 majors

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

#### 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)  
 General Studies  
 Japanese Studies  
 Performing Arts Administration  
 Sustainable Development

#### 2006 - 2007: 14 majors

Animal Behavior  
 Appalachian Studies  
 Asian Studies (3)  
 Computer and Information Science  
 Computer Science  
 Geoscience  
 Global Health  
 Health Studies  
 Human Development Studies  
 Outdoor Education  
 Sustainable Building Design  
 Theatre Management

\*Includes double degrees and double majors.

Notes: These totals reflect majors from September 1 through July 1 of each academic year.  
 The following major became a regular major and is no longer an independent major:  
 Communication (entering class of 2000).

Source: <<http://www.berea.edu/catalog/academicregulations/degrees.asp#indmajors>>

Compiled by the Office of Institutional Research and Assessment, October 2007

**SUMMARY OF GRADUATES' MAJORS\*  
WITH CONCENTRATIONS  
5 Year Summary: Academic Years 2002–03 through 2006–07**

African and African American Studies.....	1		History .....	39	
Agriculture and Natural Resources.....	63		<i>General</i>	32	
<i>General</i>	49		Education	7	
Agribusiness	1		Independent** .....	76	
SENS	12		Mathematics .....	56	
Sustainable Systems	1		<i>General</i>	54	
Art .....	51		Education	2	
<i>General</i>	3		Music .....	33	
Education	7		<i>General</i>	25	
History	1		Education	3	
Studio	40		Instrumental	3	Included in concentration list are 3 additional concentrations for a total of 36
Biology .....	116		Keyboard Perform.	1	
<i>General</i>	75		Vocal	2	
Biomolecular, Cellular, and Systems	34		Voice Performance	2	
Field and Organismal	7		Nursing .....	57	
Business Administration .....	178		Philosophy .....	20	
<i>General</i>	8	Included in concentration list are 14 additional concentrations for a total of 192	Physical Education .....	46	
Accounting	49			<i>General</i>	21
Economics	2			Education	8
Finance	40			Exercise Science/ Sports Medicine	16
Management	46			Wellness/Health Promotion	1
Marketing	47			Physics .....	12
Chemistry.....	51		Political Science .....	38	
Child and Family Studies .....	132		Psychology .....	95	
<i>General</i>	3	Included in concentration list are 26 additional concentrations for a total of 158	Religion.....	26	
Child Development	65			<i>General</i>	8
Early Childhood Educ.	7			Biblical Studies	12
Family Cons. Sci. Educ.	3			Religious Thought and Ethics	4
Family Studies	67			World Religions	2
Nutrition	13		Sociology .....	55	
Economics .....	22		<i>General</i>	52	
Education Studies.....	52		Education	3	
Elementary Education .....	42		Speech Communication .....	62	
Elementary P-5	36		Technology and Industrial Arts.....	131	
Middle Grades 5-8	6		Education	8	
English .....	81		Management	123	
<i>General</i>	13	Included in concentration list is 1 additional concentration for a total of 82	Theatre .....	32	
Education	11			Women's Studies .....	16
Literature	26				
Writing	32				
Foreign Languages.....	65		<b>GRAND TOTAL MAJORS.....</b>	<b>1,648</b>	
Classical Languages	4			(awarded to 1,539 graduates)	
French	11				
German	17				
German Education	1				
Spanish	28				
Spanish Education	4				

NOTE: In four of the majors with concentrations, there were 44 students who completed more than one concentration within that major. See details above in boxes.

\*This is a duplicative headcount that includes double degrees and double majors.

\*\*Please see page 71 for a more complete description of independent majors.

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

Compiled by: Office of Institutional Research and Assessment, October 2007

**SUMMARY OF MINORS\* AWARDED TO GRADUATES**  
**5 Year Summary: Academic Years 2002–03 through 2006–07**

African and African American Studies/Black Studies	16	(5.0%)
Agriculture and Natural Resources	2	(0.6%)
Appalachian Studies	2	(0.6%)
Asian Studies	6	(1.9%)
Business Administration	63	(19.6%)
Computer Science	21	(6.5%)
Dance	9	(2.8%)
Economics	19	(5.9%)
French	11	(3.4%)
German	13	(4.0%)
Health	30	(9.3%)
Health Teaching Minor	6	(1.9%)
History	12	(3.7%)
Independent	1	(0.3%)
Latin	5	(1.6%)
Music	9	(2.8%)
Philosophy	7	(2.2%)
Political Science	7	(2.2%)
Religion	8	(2.5%)
Sociology	13	(4.0%)
Speech Communication	5	(1.6%)
Spanish	24	(7.5%)
Sustainability and Environmental Studies	17	(5.3%)
Women's Studies	<u>16</u>	<u>(5.0%)</u>
TOTAL	322	(100.0%)

\*This is a duplicative headcount that includes double minors. The 322 minors were awarded to 308 graduates. The 308 graduates who received a minor represent 20% of the 1,539 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 2002 – 2003 through 2006 - 2007**

Academic Years  
2002 - 2003 through 2006 - 2007

	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>% of Grand Total</u>
African and African American Studies	0	0%	1	100%	1	0.1%
Agriculture and Natural Resources	28	44%	35	56%	63	3.8%
Art	17	33%	34	67%	51	3.1%
Biology	40	34%	76	66%	116	7.0%
Business Administration	88	49%	90	51%	178	10.8%
Chemistry	26	51%	25	49%	51	3.1%
Child and Family Studies	15	11%	117	89%	132	8.0%
Economics	12	55%	10	45%	22	1.3%
Education Studies	18	35%	34	65%	52	3.2%
Elementary Education	4	10%	38	90%	42	2.5%
English	25	31%	56	69%	81	4.9%
Foreign Languages	15	23%	50	77%	65	3.9%
History	20	51%	19	49%	39	2.4%
Independent Major**	39	51%	37	49%	76	4.6%
Mathematics	36	64%	20	36%	56	3.4%
Music	13	39%	20	61%	33	2.0%
Nursing	5	9%	52	91%	57	3.5%
Philosophy	15	75%	5	25%	20	1.2%
Physical Education	19	41%	27	59%	46	2.8%
Physics	8	67%	4	33%	12	0.7%
Political Science	17	45%	21	55%	38	2.3%
Psychology	26	27%	69	73%	95	5.8%
Religion	11	42%	15	58%	26	1.6%
Sociology	10	18%	45	82%	55	3.3%
Speech Communication	24	39%	38	61%	62	3.8%
Technology and Industrial Arts	98	75%	33	25%	131	7.9%
Theatre	11	34%	21	66%	32	1.9%
Women's Studies	<u>0</u>	0%	<u>16</u>	100%	<u>16</u>	<u>1.0%</u>
<b>GRAND TOTAL*</b>	640	39%	1,008	61%	1,648*	100%

\*This is a duplicative headcount that includes double degrees and double majors. The 1,648 majors represent 1,539 graduates during this five-year time period.

\*\*Please see page 71 for a more complete description of independent majors.

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

Compiled by: Office of Institutional Research and Assessment, October 2007

**MAJORS\* AWARDED TO GRADUATES BY COHORT TYPE**  
**5 Year Summary: Academic Years 2002 – 2003 through 2006 – 2007**

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	1	(100%)	0	(0%)	0	(0%)	1	(0.1%)
Agriculture and Natural Resources	1	(2%)	62	(98%)	0	(0%)	63	(3.8%)
Art	1	(2%)	49	(96%)	1	(2%)	51	(3.1%)
Biology	10	(9%)	88	(76%)	18	(16%)	116	(7.0%)
Business Administration	43	(24%)	103	(58%)	32	(18%)	178	(10.8%)
Chemistry	5	(10%)	33	(65%)	13	(25%)	51	(3.1%)
Child and Family Studies	38	(29%)	92	(70%)	2	(2%)	132	(8.0%)
Economics	1	(5%)	2	(9%)	19	(86%)	22	(1.3%)
Education Studies	11	(21%)	39	(75%)	2	(4%)	52	(3.2%)
Elementary Education	5	(12%)	37	(88%)	0	(0%)	42	(2.5%)
English	10	(12%)	69	(85%)	2	(2%)	81	(4.9%)
Foreign Languages	2	(3%)	51	(78%)	12	(18%)	65	(3.9%)
History	5	(13%)	34	(87%)	0	(0%)	39	(2.4%)
Independent Major**	7	(9%)	66	(87%)	3	(4%)	76	(4.6%)
Mathematics	2	(4%)	37	(66%)	17	(30%)	56	(3.4%)
Music	1	(3%)	29	(88%)	3	(9%)	33	(2.0%)
Nursing	13	(23%)	43	(75%)	1	(2%)	57	(3.5%)
Philosophy	0	(0%)	19	(95%)	1	(5%)	20	(1.2%)
Physical Education	8	(17%)	37	(80%)	1	(2%)	46	(2.8%)
Physics	1	(8%)	9	(75%)	2	(17%)	12	(0.7%)
Political Science	7	(18%)	24	(63%)	7	(18%)	38	(2.3%)
Psychology	18	(19%)	72	(76%)	5	(5%)	95	(5.8%)
Religion	3	(12%)	23	(88%)	0	(0%)	26	(1.6%)
Sociology	12	(22%)	40	(73%)	3	(5%)	55	(3.3%)
Speech Communication	16	(26%)	45	(73%)	1	(2%)	62	(3.8%)
Technology and Industrial Arts	22	(17%)	108	(82%)	1	(1%)	131	(7.9%)
Theatre	7	(22%)	24	(75%)	1	(3%)	32	(1.9%)
Women's Studies	1	(6%)	15	(94%)	0	(0%)	16	(1.0%)
<b>TOTAL*</b>	<b>251</b>	<b>(15%)</b>	<b>1,250</b>	<b>(76%)</b>	<b>147</b>	<b>(9%)</b>	<b>1,648</b>	<b>(100%)</b>

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

\*\*Please see page 71 for a more complete description of independent majors.

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 2007.

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

Academic Years

Major Programs	2002 – 2003			2003 – 2004			2004 – 2005			2005 – 2006			2006 – 2007		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies													0	1	1
Agriculture and Natural Resources	5	10	15	6	6	12	8	10	18	5	2	7	4	7	11
Art	6	5	11	2	8	10	4	9	13	3	4	7	2	8	10
Biology	6	21	27	9	15	24	10	11	21	6	17	23	9	12	21
Business Admin.	20	16	36	24	24	48	14	21	35	13	11	24	17	18	35
Chemistry	3	3	6	11	4	15	3	5	8	4	9	13	5	4	9
Child & Family Studies	4	29	33	3	19	22	3	24	27	2	22	24	3	23	26
Economics	2	1	3	2	1	3	2	3	5	3	3	6	3	2	5
Education Studies	3	6	9	7	10	17	7	10	17	1	5	6	1	3	4
Elementary Education	2	6	8	1	6	7	0	7	7	0	12	12	0	7	7
English	7	12	19	6	14	20	2	9	11	1	11	12	9	10	19
Foreign Languages	2	11	13	2	7	9	5	8	13	1	10	11	5	14	19
History	6	2	8	3	5	8	2	1	3	7	3	10	2	8	10
Independent Major**	5	6	11	9	12	21	6	8	14	13	3	16	6	8	14
Mathematics	11	3	14	6	4	10	10	7	17	4	2	6	5	4	9
Music	2	3	5	1	4	5	3	5	8	2	4	6	5	4	9
Nursing	0	9	9	1	13	14	0	11	11	2	9	11	2	10	12
Philosophy	2	0	2	6	0	6	2	2	4	3	0	3	2	3	5
Physical Education	5	6	11	4	7	11	3	6	9	4	5	9	3	3	6
Physics	6	1	7	0	1	1	2	0	2	1	0	1	0	1	1
Political Science	2	2	4	4	4	8	1	1	2	6	4	10	4	10	14
Psychology	2	11	13	5	18	23	7	15	22	4	14	18	8	11	19
Religion	1	1	2	3	1	4	2	4	6	0	2	2	5	7	12
Sociology	2	11	13	3	13	16	1	1	2	3	10	13	1	10	11
Speech Communication	1	3	4	5	4	9	7	10	17	6	11	17	5	10	15
Technology and Industrial Arts	23	6	29	18	7	25	20	9	29	9	5	14	28	6	34
Theatre	0	2	2	3	2	5	4	4	8	2	5	7	2	8	10
Women's Studies				0	5	5	0	5	5	0	4	4	0	2	2
<b>TOTAL*</b>			314			358			334			292			350

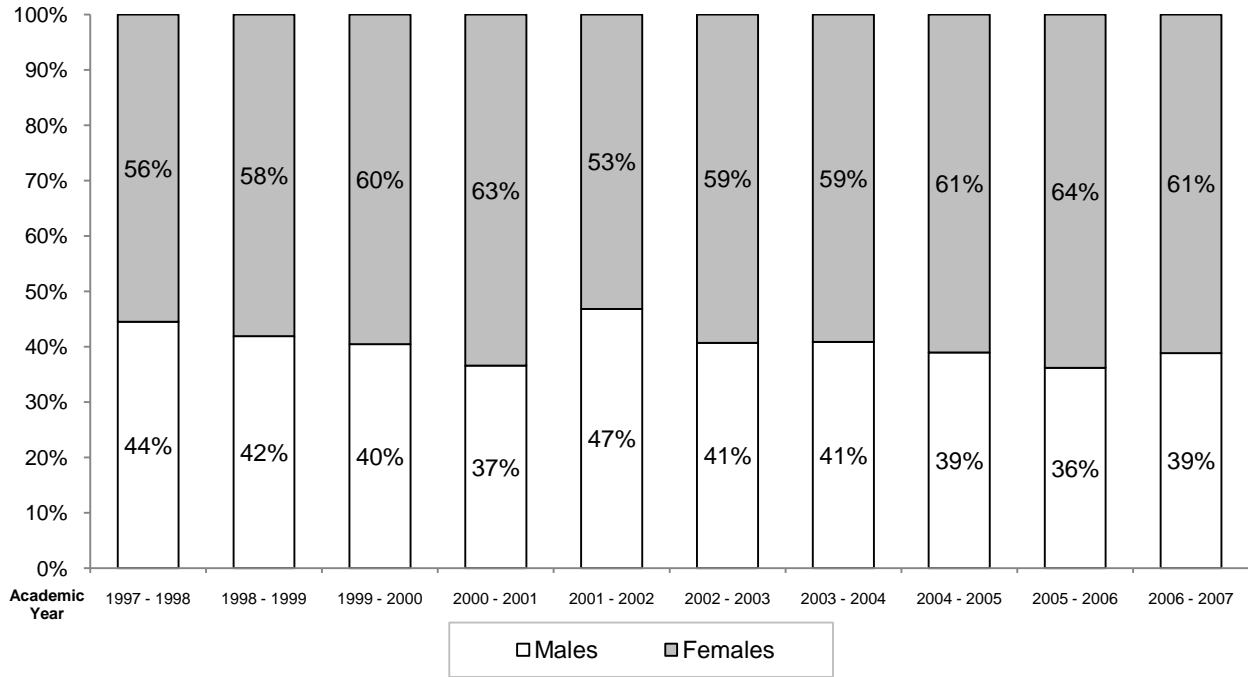
\*\*These are duplicative headcounts that include double degrees and double majors. Please see page 69 for an unduplicated headcount.

\*\*Please see page 71 for a more complete description of independent majors.

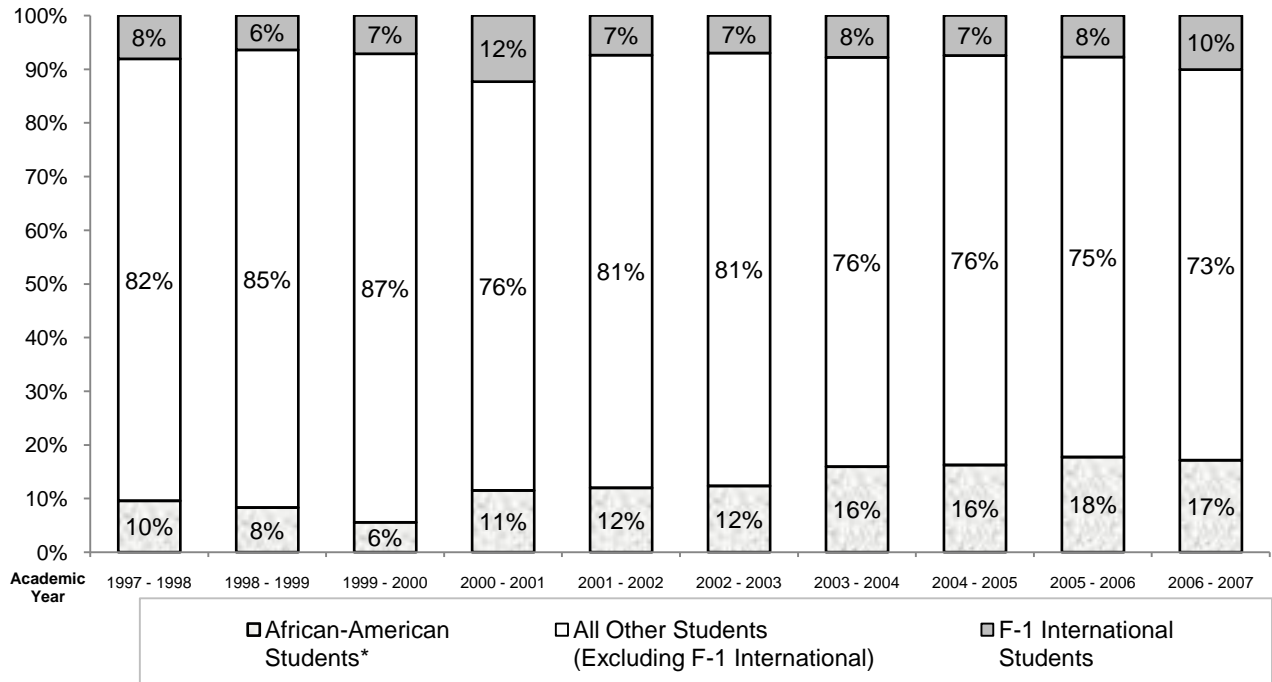
Note: These totals reflect majors from September 1 through July 1 of each year.

# GRADUATE TRENDS

## Graduates by Gender



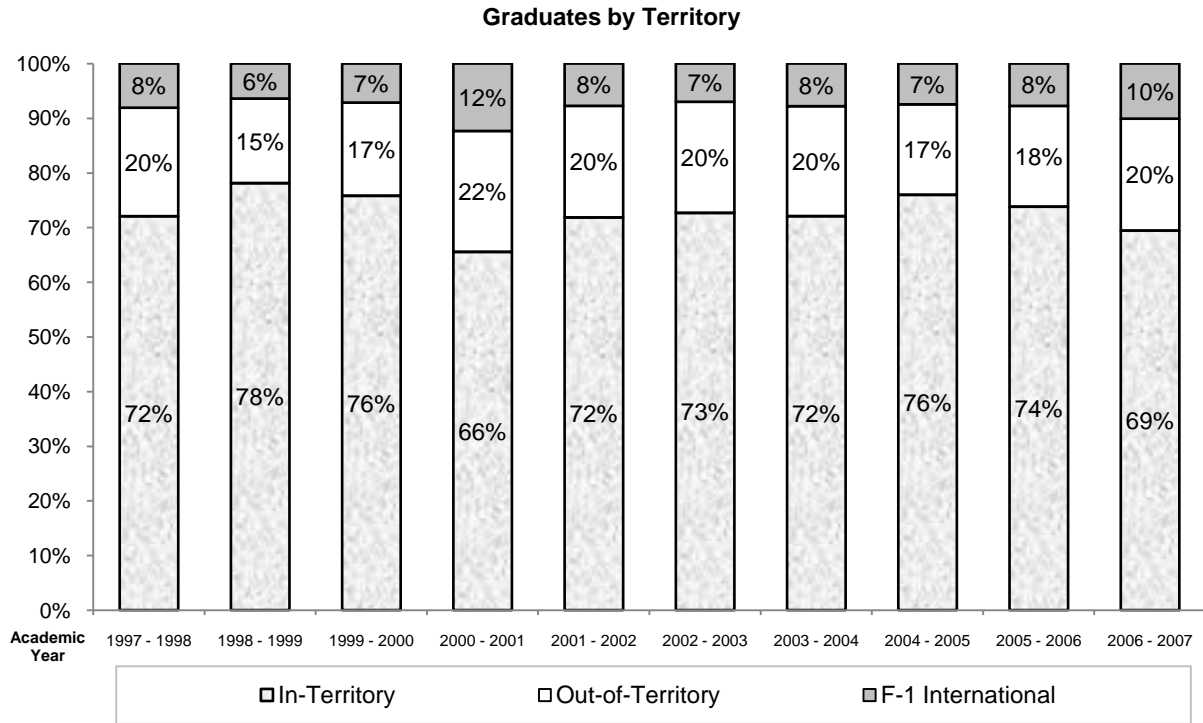
## Graduates by Cohort Type



\*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 2007

# Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2007

## EDUCATION ABROAD

From the Berea College Catalog, 2007-2008:

The Francis and Louise Hutchins Center for International Education (CIE) at Berea College fosters understanding of, and respect for, 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 in many ways, including: encouraging international perspectives in course work across the disciplines; hosting students from around the world; 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, education abroad programs. The Berea College CIE is the campus focal point for international education.

### BEREA COLLEGE EDUCATION ABROAD PARTICIPANTS ACADEMIC YEARS 2002 - 2003 THROUGH 2006 - 2007

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>2002 - 2003</u>	<u>2003 - 2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Full Year	4	2	1	1	1
Semester	35	23	36	31	31
Short Term	86	133	123	141	95
Summer	<u>77</u>	<u>65</u>	<u>61</u>	<u>87</u>	<u>105</u>
TOTAL	202	223	221	260	232
Percent of Students who Participated*:	18%	21%	21%	24%	22%

\* The percentages above are based on the number of participants divided by the average of the Fall and Spring full-time upperclassmen (sophomores, juniors, and seniors) degree-seeking student enrollment. The percentages above differ from the printed 2006-07 Fact Book and prior Fact Books.

Source: Berea College Catalog, 2007 - 2008

< <http://www.berea.edu/catalog/distinctivefeatures/internationaleducation.asp>>  
Center for International Education, October 2007 < <http://www.berea.edu/cie/>>

*Updated (3/08) since current print version*

## EDUCATION ABROAD PARTICIPANTS BY PROGRAM/SPONSOR AND COUNTRY

### Academic Year 2006– 2007

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Academic Year (1)</u>			
Berea Term Abroad/		Internships	
Independent Study		Burma	1
Italy	1	Denmark	1
<u>Semester (31)</u>			
Berea Term Abroad		Ethiopia	1
Australia	2	New Zealand	7
Costa Rica	2	Peru	1
Czech Republic	1	Team-Initiated Studies	
Denmark	2	Costa Rica	2
Ecuador	1	Ecuador	3
England	6	Italy	2
Ireland	2	Japan	2
Italy	1	Thailand	6
Japan	2	<u>Summer (105)</u>	
Malaysia	1	Berea Course Credit	
Mexico	1	China	56
New Zealand	1	Independent Studies	
Thailand	2	Italy	1
Vietnam	1	Internships	
Department of Foreign Languages		Bulgaria	1
Costa Rica	1	Mexico	1
France	1	South Africa	1
Mexico	3	Kentucky Institute for International Studies (KIIS)	
Independent Studies		Austria	4
Spain	1	Brazil	1
<u>Short Term (95)</u>			
Berea Course Credit		Costa Rica	2
Brazil	2	Denmark	8
Denmark	4	Ecuador	2
Dominican Republic	1	France	2
Ghana	1	Greece	2
Greece	3	Italy	2
Faculty-Led Berea Courses		Japan	5
Egypt	20	Mexico	3
France	18	Spain	2
Scotland	17	Non Credit	
Independent Studies		Ireland	4
Australia	1	Service Learning (Non Credit)	
Japan	1	Italy	1
Paraguay	1	Kenya/Uganda	1
		Mexico	6
		<b>TOTAL</b>	<b>232</b>

Source: Center for International Education, October 2007

## 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 sophomores, juniors, and seniors. 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-rubric Internship proposal requires the approval of two faculty sponsors and the department assumes the responsibility for determining credit allowance. General Studies Internship proposals require the approval of two faculty sponsors, and the Coordinator of Internships assumes responsibility for determining credit allowance. Final approval for Internship proposals is given by the Coordinator of Internships. Applications for Internships can be obtained from the Coordinator of Internships or found in the #Internships public folder on MS Outlook.

Internship placements are located in various states and abroad and are available in many areas of study.

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

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

### Number of Internships Academic Years 2002 - 2003 through 2006 – 2007

<u>Term</u>	<u>2002 - 2003</u>	<u>2003 - 2004</u>	<u>2004 - 2005</u>	<u>2005 - 2006</u>	<u>2006 - 2007</u>
Fall	5	2	7	0	3
Short	38	32	29	30	33
Spring	19	0	11	1	3
Summer	<u>78</u>	<u>67</u>	<u>79</u>	<u>67</u>	<u>94</u>
TOTAL	140	101	126	98	133

Percent of Students

who Participated*:	9%	7%	9%	7%	9%
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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, 2007 – 2008](http://www.berea.edu/catalog/dpc/opportunities.asp#internship), <http://www.berea.edu/catalog/dpc/opportunities.asp#internship> Office of Internships, November 2007



## 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.*

From the [Berea College Catalog, 2007-2008](#):

Based upon its commitment to promote the Christian ethic of service and to serve the Appalachian region, Berea College undertook a new initiative to educate students for active citizenship and service-oriented leadership by creating the Center for Excellence in Learning Through Service (CELTS), which coordinates the campus' 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. Designated service-learning courses meet the Active Learning Experience (ALE) requirement in the General Education Program.

### NUMBER OF SERVICE LEARNING COURSES, PROJECTS, AND EDUCATIONAL ACTIVITIES

	2003-2004	2004-2005	2005-2006	2006-2007
Courses and Projects	20	32	32	31
Departments and Programs	16	20	18	24
Faculty Fellows in Service-Learning	6	11	13	*
Campus and Community Workshops and Seminars	2	4	3	4

#### Community Partners, 2006-07:

<ul style="list-style-type: none"> <li>Action for Southern Africa</li> <li>Appalachia – Science in the Public Interest (A-SPI)</li> <li>Barrhead URC Café</li> <li>Berea Community Food Bank</li> <li>Berea Community School</li> <li>Berea International Festival</li> <li>BRANCH (Berea Richmond Area Network of Homeschoolers)</li> <li>Coach House Trust</li> <li>Eastern Kentucky Childcare Coalition (EKCCC)</li> <li>Farristown Baptist Church</li> <li>First Baptist Berea, Middletown</li> <li>Foley Middle School</li> <li>Foley Middle School 21<sup>st</sup> Century Program</li> <li>GalGael</li> </ul>	<ul style="list-style-type: none"> <li>Iona Community</li> <li>Kentuckians for the Commonwealth (KFTC)</li> <li>Madison County Cooperative Extension Office</li> <li>Madison County Health Department</li> <li>Madison Southern High School</li> <li>Model Laboratory School</li> <li>New Liberty Baptist Church</li> <li>New Opportunity School for Women</li> <li>Project Read</li> <li>Shannon Johnson Elementary School</li> <li>Silver Creek Elementary School</li> <li>Southern Madison County Family Resource Center</li> <li>WaysMeet</li> <li>West Irvine Elementary School</li> <li>Witness for Peace</li> </ul>
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\*The faculty fellows program was restructured into an intensive week-long seminar.

Source: [Berea College Catalog, 2007 – 2008](#) <<http://www.berea.edu/catalog/bereastory/intservlearning.asp>>  
 Center for Excellence in Learning Through Service (CELTS), October 2007 <<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

<u>Short Term</u>	<u>Tuition-Only Exchange</u>	<u>Transient Student Exchange</u>	<u>TOTAL</u>
2003	2	0	2
2004	6	0	6
2005	7	0	7
2006	0	0	0
2007	6	0	6

Source: Berea College Short Term Catalog, 2007  
 <<http://www.berea.edu/academic-services/shorttermcatalog/sost/dep/asp>>  
 Office of Academic Services, October 2007  
 <<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\*

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students</u>
2003	8	10	16
2004	13	13	25
2005	11	13	26
2006	8	12	16
2007	17	20	39

\*Other students may have participated in the program but were funded by sources other than the URCPD budget. Additional departmental-approved undergraduate research experiences take place on and off campus, as well.

Source: Academic Services, November 2007  
<<http://www.berea.edu/academicservices/studyopportunities.asp>>

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS  
BY DEPARTMENTAL CATEGORIES  
FALL 2007**

(As of September 2007)

<u>Departmental Categories</u>	<u>First-Year Students</u>	<u>All Students*</u>		<u>Total Hours Contracted Per Week</u>	<u>Mean Hours Contracted Per Week</u>
	<u>Primary Only</u>	<u>Primary</u>	<u>Secondary</u>		
Academic Support	21	123	27	1,457	9.71
Alumni and College Relations	13	49	2	535	10.49
Auxiliary Enterprises: Residence Halls (janitors and monitors), Food Service	88	160	2	1,752	10.81
College Community Service	22	81	2	895	10.78
College Related	0	4	0	45	11.25
Community Service Projects	2	16	0	172	10.75
Farms	8	28	2	320	10.67
General and Administrative	51	143	5	1,559	10.61
Instruction	52	339	54	3,939	10.02
Plant Operations	22	81	2	880	10.60
Student Industries: Crafts	68	126	3	1,319	10.22
Student Industries: Services	10	46	3	517	10.55
Student Services	61	291	12	3,416	11.27
No Labor**	0	37	0	-	-
SUB-TOTAL	418	1,524	114	-	-
No Status Form***	3	4	n/a	-	-
<b>TOTAL</b>	<b>421</b>	<b>1,528</b>	<b>114</b>	<b>16,806</b>	<b>10.50</b>

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

\*Includes first-year students.

\*\*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 2007.

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, 2007 – 2008: \$ 3.65 - \$ 5.80; Unclassified \$ 5.95

Compiled by: Office of Institutional Research and Assessment, October 2007.

## LABOR DEPARTMENTS

### Academic Support

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

International Center  
Internships  
Learning Center  
Library  
Office of the Dean of Faculty  
Science Library

### Alumni and College Relations

Alumni Relations  
College Relations

Public Relations

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

Anna Smith  
Bingham  
Blue Ridge  
Dana  
Danforth  
Edwards  
Elizabeth Rogers  
Fairchild  
Family Housing

James  
Kentucky  
Kettering  
Pearsons  
Seabury Residence Hall  
Talcott

Food 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)

Baptist Student Union  
Berea Arts Council  
Berea Community School  
Berea Credit Union

Berea Hospital  
MACED  
Peacecraft

### Farms

College Farm

### General and Administrative

Child Development Lab  
College Post Office  
Continuing Education and Conferences  
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  
Biology  
Chemistry  
Child and Family Studies  
Economics and Business  
Ecovillage Ecological Education Program  
Education Studies  
English, Theatre, and Speech Communication  
Entrepreneurship for Public Good (EPG) Program  
Foreign Languages  
General Education  
History

Library Science  
Mathematics  
Music  
Nursing  
Philosophy and Religion  
Physical Education  
Physics  
Political Science  
Psychology  
SENS Program  
Sociology  
Technology and Industrial Arts  
Theatre 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  
Ceramics  
Log House Craft Gallery

Student Crafts Distribution Center  
Weaving  
Woodcraft

### Student Industries: Services

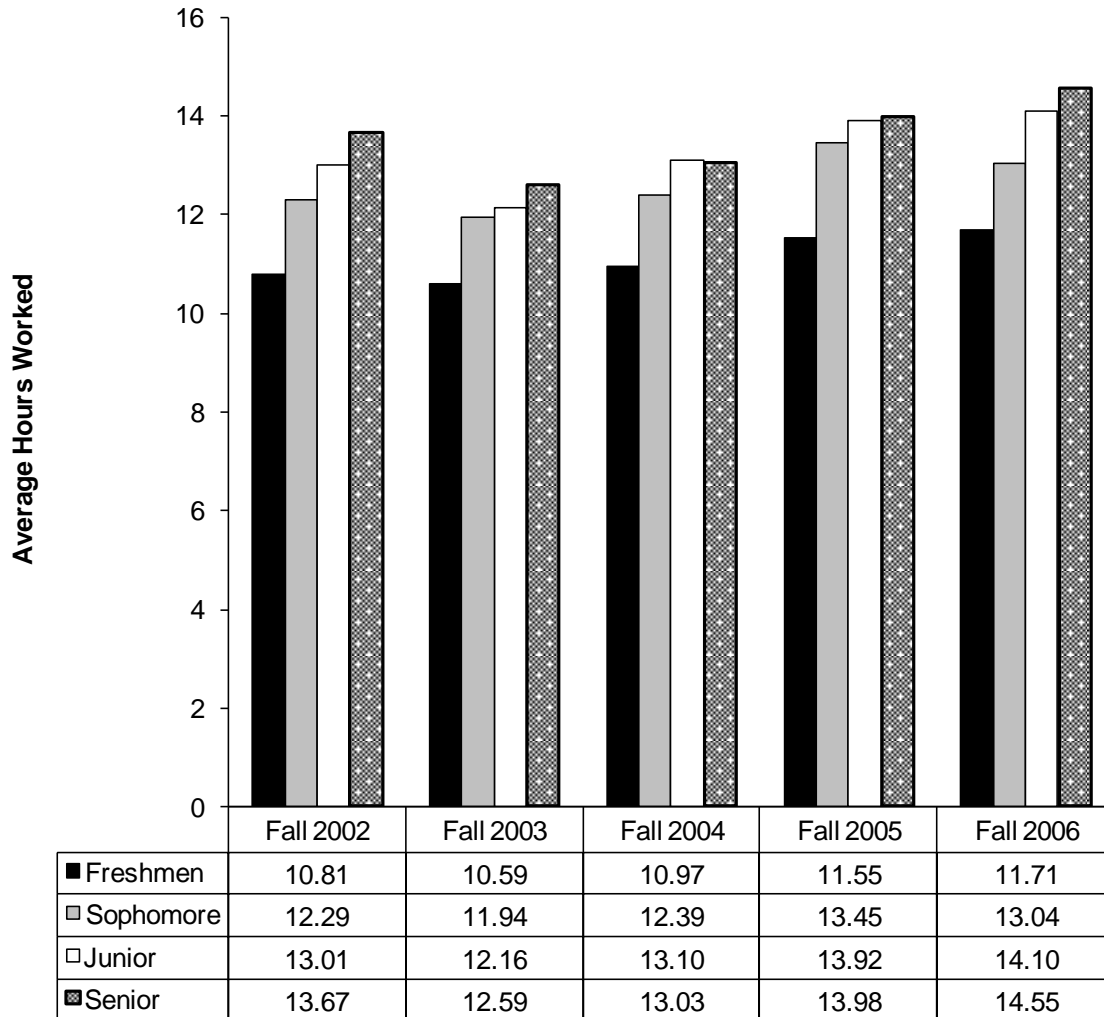
Boone Tavern Dining Room  
Boone Tavern Hotel  
College Bookstore

### 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/Family Housing  
Student Service Center  
Vice President for Labor and Student Life

## AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2007

## COST OF EDUCATION AND OTHER STUDENT COSTS

	<u>Academic Year 2003-2004</u>	<u>Academic Year 2004-2005</u>	<u>Academic Year 2005-2006</u>	<u>Academic Year 2006-2007</u>	<u>Academic Year 2007-2008</u>
Cost Of Education (COE)*	\$ 21,200	\$ 21,200	\$ 21,600	\$ 22,300	\$ 23,400
Registration Costs:					
Room	2,415	2,536	2,660	2,794	2,934
Board	2,108	2,212	2,320	2,436	2,558
Accident Fund	20	20	20	20	20
Campus Activities Fee	44	46	46	46	50
Chimes (School Yearbook)	25	28	28	28	28
Health Fee	100	100	100	100	100
Pinnacle (School Paper)	10	12	12	12	12
Student Government	8	10	10	10	10
Technology Fee**	300	300	300	300	300
Health Insurance	<u>0</u>	<u>0</u>	<u>0</u>	<u>255</u>	<u>270</u>
SUBTOTAL	\$ 5,030	\$ 5,264	\$ 5,496	\$ 6,005	\$ 6,282
 Average other Costs:					
Books and Supplies	675	700	700	750	750
Personal	1,125	1,300	1,300	1,350	1,350
Transportation	<u>290</u>	<u>376</u>	<u>384</u>	<u>400</u>	<u>400</u>
SUBTOTAL	\$ 2,090	\$ 2,376	\$ 2,384	\$ 2,500	\$ 2,500
 TOTAL STUDENT COST	 \$ 7,120	 \$ 7,640	 \$ 7,880	 \$ 8,505	 \$ 8,782

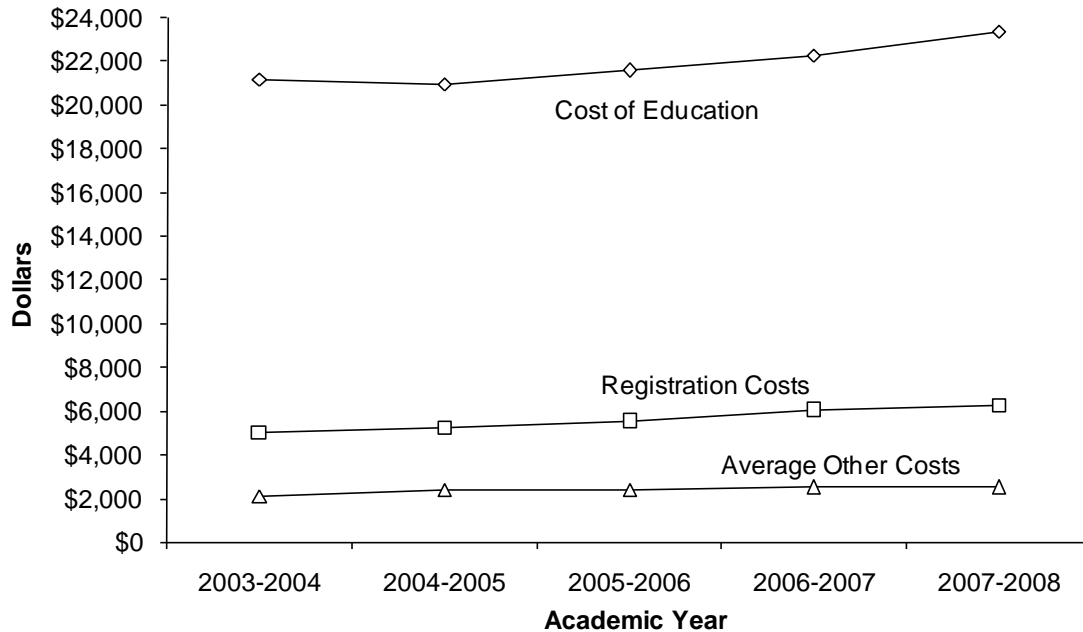
\*Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships, and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

\*\*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 2007. < <http://www.berea.edu/catalog/admfinaid/financialplan.asp> >



## 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 89.

*Average Other Costs* include books and supplies, personal expenses, and transportation costs. For more details, please see page 89.

Source: Office of Student Financial Aid Services, November 2007  
< <http://www.berea.edu/catalog/admfinaid/financialplan.asp> >

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL  
ACADEMIC YEAR 2007-2008**

**President**

Rachel Berry Henkle, '64  
Kentucky

**President Elect**

Rob Stafford, '89  
Kentucky

**Past President**

Iverson Louis Warinner, '66  
Kentucky

**President of Berea College**

Larry D. Shinn  
Kentucky

**Director of Alumni Relations**

Mae Suramek, '95  
Kentucky

**VP for Alumni and College Relations**

William A. Laramie  
Kentucky

**Alumni Trustees, including year his/her term ends**

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

**2010:** Janice Hunley Crase, '60  
Kentucky

**2009:** Tyler Smyth Thompson, '83  
Kentucky

**2011:** Vicki Allums, '79  
Virginia

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

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

Eunice Hall, '78  
Georgia

Marisa FitzGerald Aull, '99  
Kentucky

**2009:** Betty Maskewitz, '39  
Tennessee

Thomas Smith, '79  
Kentucky

Celeste Patton Armstrong, '90  
Alabama

**2010:** Larry Woods, '75  
Kentucky

Jennifer Jones Allen, '01  
Kentucky

James Cecil Owens, '66  
South Carolina

Karen Thomas Troxler, '80  
Ohio

Larry Owen, '61  
North Carolina

Peggy Mitchell Mannering, '71  
Florida

Jason Miller, '98  
Kentucky

**2011:** Lowell Hamilton, '61  
Alabama

Robert Miller, '58  
Kentucky

D. Wesley Poythress, '89  
Indiana

Ronald Dockery, '70  
Kentucky

Source: Alumni Office, October 2007  
<[www.berea.edu/alumni/volunteer/executivecouncil.asp](http://www.berea.edu/alumni/volunteer/executivecouncil.asp)>

**YOUNG ALUMNI ADVISORY COUNCIL  
ACADEMIC YEAR 2007-2008**

Shawn Adkins, '01  
Ohio

David Harrison, '01  
Kentucky

Jarrold Brown, '04  
Kentucky

Jonathan Johnson, '99  
Kentucky

Brandy Sloan Brabham, '00  
West Virginia

Markesha Flagg McCants, '04  
Kentucky

Dwayne Compton, '01  
Kentucky

Christina Perkins, '98  
Tennessee

Steven Evans, '97  
South Carolina

Mahjabeen Rafiuddin, '97  
Kentucky

Jennifer Goodpaster, '03  
Tennessee

Jeremy Rotty, '05  
Maryland

Steve Goodpaster, '03  
Tennessee

Renee Waller, '00  
Florida

Destiny Harper, '06  
Kentucky

John T. Webb, '97  
North Carolina

Source: Alumni Office, October 2007  
<[www.berea.edu/alumni/youngalumniprogram/youngalumniadvisorycouncil.asp](http://www.berea.edu/alumni/youngalumniprogram/youngalumniadvisorycouncil.asp)>

**ALUMNI\* BY STATE AND U.S. TERRITORIES**  
**As of October 2007**

Alabama	460	Montana	27
Alaska	24	Nebraska	22
Arizona	117	Nevada	19
Arkansas	44	New Hampshire	16
California	363	New Jersey	79
Colorado	101	New Mexico	55
Connecticut	48	New York	168
Delaware	22	North Carolina	1,357
District of Columbia	29	North Dakota	3
Federated States of Micronesia	3	Ohio	1,179
Florida	607	Oklahoma	31
Georgia	527	Oregon	73
Guam	1	Palau	1
Hawaii	28	Pennsylvania	159
Idaho	20	Rhode Island	9
Illinois	226	South Carolina	347
Indiana	382	South Dakota	6
Iowa	44	Tennessee	1,373
Kansas	28	Texas	316
Kentucky	6,359	Utah	13
Louisiana	35	Vermont	21
Maine	26	Virgin Islands	2
Maryland	261	Virginia	1,118
Massachusetts	80	Washington	97
Michigan	190	West Virginia	565
Minnesota	59	Wisconsin	48
Mississippi	39	Wyoming	8
Missouri	112		
		Countries other than the U.S.**	202
		Armed Forces - Europe	11
		Armed Forces - Pacific	<u>2</u>
		<b>TOTAL</b>	<b>17,562</b>

\*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 94.

Source: Alumni Office, October 2007

**ALUMNI\* BY COUNTRIES  
ORGANIZED BY CONTINENT  
As of October 2007**

**Africa**

Ethiopia	1
Gambia, The	1
Ghana	6
Kenya	6
Mali	2
Morocco	1
Nigeria	7
Senegal	1
Sierra Leone	1
South Africa	4
Tanzania	2
Uganda	1
Zambia	2
Zimbabwe	3
<b>TOTAL</b>	<b>38</b>

**Asia**

Bangladesh	2
Burma (Myanmar)	3
Cambodia (Kampuchea)	1
China	6
Hong Kong	6
India	7
Iran	1
Israel	3
Japan	9
Kyrgyzstan	1
Macau	1
Malaysia	6
Nepal	2
Pakistan	1
Republic of Korea	4
Russia	1
Singapore	1
Sri Lanka	6
Thailand	5
Turkey	2
Uzbekistan	1
<b>TOTAL</b>	<b>69</b>

**Australia/Oceania**

Australia	1
<b>TOTAL</b>	<b>1</b>

**Europe**

Armenia	1
Austria	1
Belgium	1
Bulgaria	1
Czech Republic	1
Denmark	4
France	2
Georgia	2
Germany	6
Greece	8
Ireland	2
Latvia	1
Lithuania	1
Macedonia	1
Montenegro	1
Netherlands	4
Romania	1
Slovak Republic	2
Spain	4
Sweden	2
Switzerland	1
Ukraine	1
United Kingdom	9
<b>TOTAL</b>	<b>57</b>

**North America (not including U.S.)**

Canada	21
Cayman Islands	2
Costa Rica	1
Dominica	1
Mexico	2
Nicaragua	1
Trinidad and Tobago	1
<b>TOTAL</b>	<b>29</b>

**South America**

Bolivia	2
Ecuador	5
Peru	1
<b>TOTAL</b>	<b>8</b>

United States**	17,360
Armed Forces - Europe	11
Armed Forces - Pacific	2
<b>TOTAL</b>	<b>17,562</b>

\*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 93.

Source: Alumni Office, October 2007

## ALUMNI\* BY OCCUPATION

Accounting	168	Interior Decorating/Design	10
Administrative/Clerical/Secretarial	173	Journalism	11
Advertising	22	Judiciary	10
Agriculture/Ranching	101	Labor/Human Resources	15
Animal Science/Veterinary Medicine	17	Landscaping	10
Architecture/Urban Planning	15	Law/Legal Services	164
Art	46	Library Science	116
Arts - Fine	34	Management	359
Arts - Performing/Creative	47	Manufacturing	132
Aviation/Aerospace	10	Marketing	45
Banking	76	Mathematics/Statistics	6
Biological Sciences	1	Mechanical	8
Brokerage/Securities/Investments	20	Media	12
Business - Administration	76	Medical/Health (not M.D., RN, Dentist, Pharmacy)	209
Business - Entrepreneur/Owner	189	Merchandising/Sales/Marketing	29
Business - Management	89	Military	37
Business - Owner	47	Ministry	137
Childcare	24	Missionary	4
City Service Officer	3	Musician	2
Civil Service	15	Nonprofit	7
Clergy	13	Nursing	494
Communications	28	Nutrition	28
Computing/High Technology	230	Personal Services	6
Construction/Contracting	54	Personnel/Human Resources	42
Consulting	51	Pharmacology	5
Counseling	108	Pharmacy	15
Crafts	6	Physical Sciences/Math	13
Dentistry	24	Physician	107
Economics	2	Public Relations	7
Education - Administrative	351	Public Service (Firefighter, Police, Sanitation)	34
Education - Student Affairs	46	Publishing	40
Education - Teaching	1,512	Radio/TV/Film	3
Energy Resources (Oil, etc.)	21	Real Estate	43
Engineering	139	Recreation/Leisure Services	15
Entertainment	13	Research/Development	80
Environmental Science	34	Restaurant	9
Estate Planning/Trusts/Taxation	1	Retired	3,021
Extension Work	16	Sales	132
Fashion/Beauty	3	Science	76
Financial Services	73	Self-Employed	11
Foreign Service	3	Social Science	16
Foundations	1	Social Work	210
Fund Raising	25	Sports/Recreation	12
Funeral Services	4	Student	52
Government - Elected	46	Support Staff/Secretarial/Clerical	26
Government - Non-elected	164	Trade/Craft	38
Graphic Design	13	Transportation	34
Health	61	Travel Industry	9
Homemaking	268	Utilities	19
Hotel/Restaurant/Catering	39	Veterinarian	6
Import/Export	3	Volunteerism	35
Insurance	79	Writing	30
		<i>Unknown (Includes "Other")</i>	<u>6,967</u>
		<b>TOTAL</b>	<b>17,562</b>

\* 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 17,562 alumni on record, information on occupations is known for 60%.

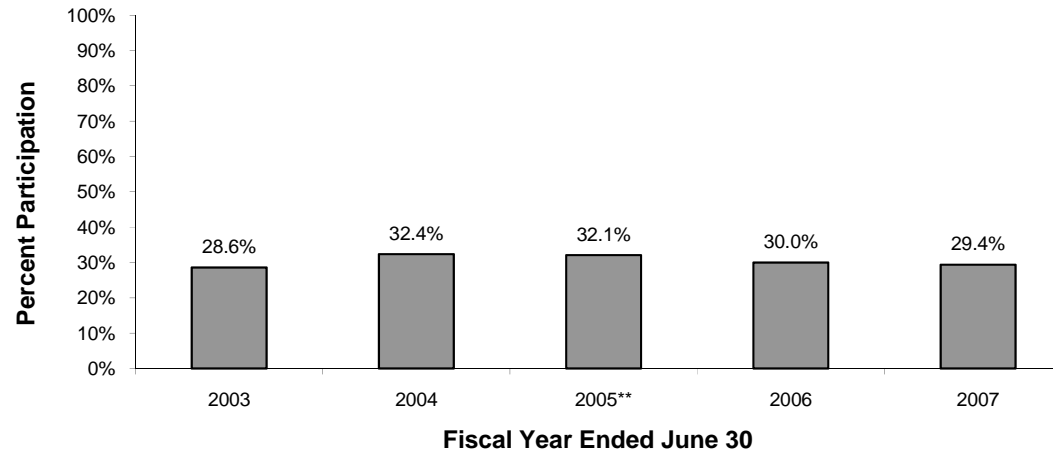
Source: Alumni Office, October 2007

## ALUMNI\* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2003</u>	<u>2004</u>	<u>2005**</u>	<u>2006</u>	<u>2007</u>
Alumni Berea Fund - Goal	\$ 700,000	\$ 700,000	\$ 775,000	\$ 790,000	\$ 801,050
Alumni Berea Fund - Received	\$ 750,374	\$ 1,042,572	\$ 855,754	\$ 852,796	\$ 969,111
Other Gifts (includes gift-in-kind)	<u>3,275,067</u>	<u>1,836,908</u>	<u>2,187,336</u>	<u>3,551,288</u>	<u>4,778,929</u>
<b>TOTAL</b>	<b>\$ 4,025,441</b>	<b>\$ 2,879,480</b>	<b>\$ 3,043,090</b>	<b>\$ 4,404,084</b>	<b>\$ 5,748,040</b>
Percent Participation - All Alumni**	28.6%	32.4%	32.1%	30.0%	29.4%
Percent Participation - All Graduates**	31.4%	35.5%	34.5%	32.6%	31.2%

## ALUMNI\* PARTICIPATION



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

\*\*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. Beginning in fiscal year ended June 30, 2005, the participation rates include alumni/graduates whose only gifts are through donor-advised funds and family foundations.

Source: College Relations, October 2007

**BEREA COLLEGE**  
**DESIGNATION OF FUNDS**  
For Fiscal Year Ended June 30, 2007

**Current Operations**

Berea Fund - Unrestricted	\$ 4,117,085
Student Aid - Restricted	46,031
Other - Restricted	<u>767,744</u>

TOTAL CURRENT OPERATIONS \$ 4,930,860

**Capital Purposes** \$ 432,227

**Student Loan Fund** \$ 4,225

**Endowment from Gifts and Bequests**

Restricted	\$ 9,588,243
Unrestricted	<u>9,450,636</u>

TOTAL ENDOWMENT \$ 19,038,879

**Gift Value of Annuities and Life Income Agreements** 1,040,476

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE  
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 25,446,667

**Gifts-In-Kind** 1,049,387

**GRAND TOTAL** \$ 26,496,054

Source: College Relations, October 2007



**SOURCE OF CONTRIBUTIONS  
TO BEREA COLLEGE**  
For Fiscal Year Ended June 30, 2007

<b>Source of Support</b>	<u>Number of Gifts</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Dollars</u>
General welfare foundations	278	1.88%	\$ 2,142,230	8.09%
Corporations and corporate foundations	468	3.17%	834,948	3.15%
Organizations, associations, and clubs	75	0.51%	38,765	0.15%
Religious groups	20	0.14%	7,944	0.03%
Fund-raising consortia	2	0.01%	14,087	0.05%
Individuals (other than alumni)	9,323	63.12%	2,260,475	8.53%
Alumni	4,232	28.65%	1,259,207	4.75%
Bequests - Alumni	27	0.18%	3,204,581	12.09%
Bequests - Non-Alumni	<u>243</u>	<u>1.65%</u>	<u>14,643,953</u>	<u>55.27%</u>
<b>TOTAL GIFTS AND BEQUESTS</b>	14,668	99.30%	\$ 24,406,190	92.11%
<b>Gift Value of Annuities and Life Income Agreements</b>				
Alumni	27	0.18%	438,233	1.65%
Non-Alumni	<u>30</u>	<u>0.20%</u>	<u>602,243</u>	<u>2.27%</u>
<b>TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS</b>	14,725	99.69%	\$ 24,446,666	96.04%
<b>Gifts-In-Kind</b>				
Alumni	18	0.12%	153,854	0.58%
Non-Alumni	<u>28</u>	<u>0.19%</u>	<u>895,534</u>	<u>3.38%</u>
<b>GRAND TOTAL</b>	<u>14,771</u>	100.00%	<u>\$ 26,496,054</u>	100.00%

Source: College Relations, November, 2007

**BEREA COLLEGE ALUMNI AND FRIENDS GIVING\***  
**BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES**  
For Fiscal Year Ended June 30, 2007

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	154	\$ 1,806,225	Montana	41	\$ 6,562
Alaska	16	2,955	Nebraska	37	4,196
Arizona	216	6,149,817	Nevada	45	11,283
Arkansas	51	7,679	New Hampshire	61	341,751
Armed Forces	14	1,480	New Jersey	476	220,049
California	1,108	1,167,425	New Mexico	77	48,119
Colorado	142	97,241	New York	769	762,666
Connecticut	256	547,590	North Carolina	827	795,012
Delaware	37	11,568	North Dakota	19	426
D.C.	97	24,906	Ohio	937	1,075,314
Florida	672	2,598,866	Oklahoma	45	6,804
Georgia	278	103,534	Oregon	106	657,310
Hawaii	33	2,677	Pennsylvania	595	827,464
Idaho	14	975	Puerto Rico	6	170
Illinois	561	611,155	Rhode Island	31	1,137
Indiana	342	134,135	South Carolina	227	63,398
Iowa	102	245,869	South Dakota	3	60
Kansas	75	12,499	Tennessee	533	654,633
Kentucky	2,043	2,164,509	Texas	430	1,227,184
Louisiana	46	28,925	Utah	37	29,368
Maine	78	25,021	Vermont	59	56,286
Maryland	422	1,053,884	Virginia	726	627,875
Massachusetts	323	151,854	Virgin Islands	7	1,550
Michigan	491	382,127	Washington	192	72,372
Minnesota	218	656,188	West Virginia	184	64,112
Mississippi	39	52,339	Wisconsin	241	70,469
Missouri	139	63,781	Wyoming	<u>18</u>	<u>51,001</u>
<b>STATE AND U.S. TERRITORIES TOTALS</b>				14,696	\$ 25,781,791
<b>Other Countries:</b>					
Belgium	1	\$ 250	Germany	17	\$ 679,452
Bulgaria	1	1	People's Republic of China	1	1,500
Canada	2	2,024	Sierra Leone	1	1
Ethiopia	1	2	Turkey	1	1
Federated States of Micronesia	1	10	Uganda	1	20
			Zambia	1	2
<b>OTHER COUNTRY TOTALS</b>				28	\$ 683,263
Anonymous				<u>47</u>	<u>31,000</u>
<b>TOTALS*</b>				<u>14,771</u>	<u>\$26,496,054</u>

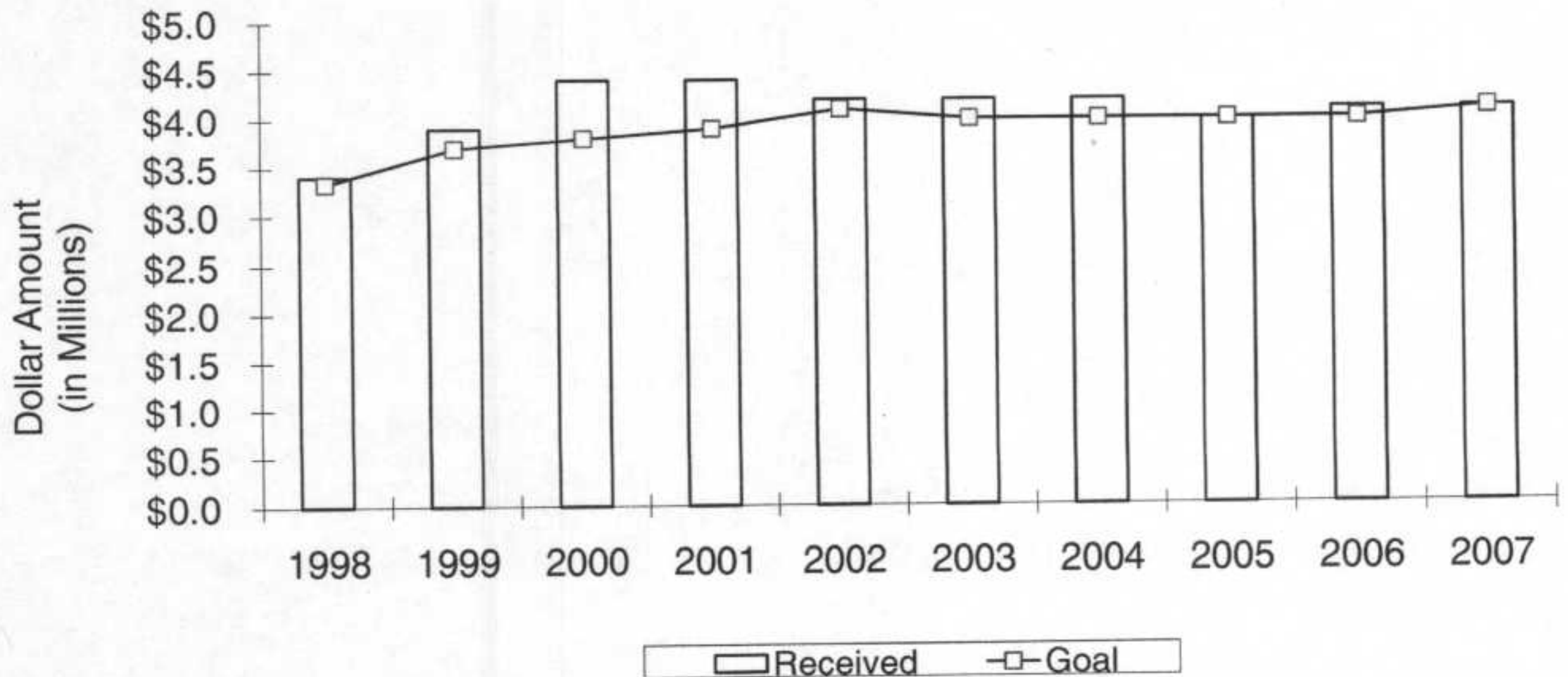
\*Includes gifts-in-kind and bequests.

Source: College Relations, November, 2007

**BEREA FUND GOALS AND AMOUNTS RECEIVED**  
**FISCAL YEARS 1997-1998 THROUGH 2006-2007**

	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
Goal	\$3,330,000	\$3,670,000	\$3,790,000	\$3,900,000	\$4,050,000
Received	\$3,391,866	\$3,917,108	\$4,410,050	\$4,391,390	\$4,226,765
	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Goal	\$4,150,000	\$4,000,000	\$4,000,000	\$4,060,000	\$4,120,000
Received	\$4,091,714	\$4,228,691	\$4,000,022	\$4,128,644	\$4,117,085

**Berea Fund: Goals and Amounts Received**  
**Fiscal Years 1997-1998 through 2006-2007**



Source: College Relations, October 2007

**DONATIONS**  
**Fiscal Years 1997 - 1998 through 2006 - 2007**

	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>
Number of Gifts*	17,639	16,373	17,882	16,497	17,010
Current Operations	\$4,207,815	\$4,580,987	\$4,928,616	\$5,095,546	\$4,946,234
Endowment	\$10,501,227	\$12,387,605	\$19,999,055	\$13,929,336	\$17,442,009
Other*	<u>\$1,867,586</u>	<u>\$1,294,895</u>	<u>\$438,275</u>	<u>\$1,022,514</u>	<u>\$988,607</u>
TOTAL	\$16,576,628	\$18,263,487	\$25,365,946	\$20,047,396	\$23,376,850

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	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Number of Gifts*	15,894	16,232	16,294	15,980	14,725
Current Operations	\$4,740,356	\$5,037,190	\$5,214,232	\$5,445,938	\$4,930,860
Endowment	\$16,836,573	\$20,087,707	\$18,208,656	\$15,452,553	\$19,038,879
Other*	<u>\$2,243,735</u>	<u>\$1,652,398</u>	<u>\$1,881,797</u>	<u>\$1,357,828</u>	<u>\$1,476,928</u>
TOTAL	\$23,820,664	\$26,777,295	\$25,304,685	\$22,256,319	\$25,446,667

\*Does not include gifts-in-kind.

Source: College Relations, October 2007

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS**  
**For Fiscal Year Ended June 30, 2007**

<u>Dollar Range</u>	<u>Number of Donors*</u>	<u>Percent of Total Donors</u>	<u>Dollar Amount**</u>	<u>Percent of Total \$ Amount</u>
Less than 10	437	4.14%	\$ 1,506	0.01%
10 – 19.99	1,159	10.97%	17,094	0.06%
25 – 49.99	2,214	20.96%	60,410	0.23%
50 – 99.99	2,029	19.21%	108,200	0.41%
100 – 199.99	1,892	17.91%	203,700	0.77%
200 – 499.99	1,358	12.86%	347,804	1.31%
500 – 749.99	462	4.37%	242,966	0.92%
750 – 999.99	43	0.41%	34,687	0.13%
1,000 – 2499.99	485	4.59%	641,868	2.42%
2,500 – 4999.99	110	1.04%	352,567	1.33%
5,000 – 7499.99	105	0.99%	565,762	2.14%
7,500 – 9999.99	20	0.19%	166,862	0.63%
10,000 – 19,999.99	100	0.95%	1,263,964	4.77%
20,000 – 29,999.99	50	0.47%	1,160,528	4.38%
30,000 – 49,999.99	32	0.30%	1,202,322	4.54%
50,000 – 69,999.99	20	0.19%	1,158,183	4.37%
70,000 – 99,999.99	15	0.14%	1,286,627	4.86%
100,000 – 149,999.99	9	0.09%	1,106,904	4.18%
150,000 – 249,999.99	8	0.08%	1,479,554	5.58%
250,000 – 499,999.99	4	0.04%	1,275,727	4.81%
500,000 – 999,999.99	5	0.05%	3,444,805	13.00%
1,000,000 – 2,499,999.99	3	0.03%	4,473,949	16.89%
2,500,000 and up	1	0.01%	5,900,064	22.27%
<b>TOTALS</b>	<b><u>10,561</u></b>	<b>100%</b>	<b><u>\$26,496,054</u></b>	<b>100%</b>

The 10,561 donors gave 14,771 gifts in FY 2007 for a total of \$26,496,054.

Average (Mean)	\$2,509
Median	\$50
Mode	\$50

NOTE: Please see page 103 for a breakdown of gifts by the Number of Gifts.

\*Donor category is based on total giving for the fiscal year.

\*\*Includes gifts-in-kind.

Source: College Relations, November 2007

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS**  
**For Fiscal Year Ended June 30, 2007**

<u>Dollar Range</u>	<u>Number of Gifts</u>	<u>Percent of Total # of Gifts</u>	<u>Dollar Amount*</u>	<u>Percent of Total \$ Amount</u>
Less than 10	988	6.69%	3,503	0.01%
10 – 19.99	2,276	15.41%	33,171	0.13%
25 – 49.99	3,524	23.86%	94,268	0.36%
50 – 99.99	2,465	16.69%	128,490	0.48%
100 – 199.99	2,444	16.55%	256,295	0.97%
200 – 499.99	1,410	9.55%	351,221	1.33%
500 – 749.99	511	3.46%	264,815	1.00%
750 – 999.99	32	0.22%	25,915	0.10%
1,000 – 2499.99	555	3.76%	716,002	2.70%
2,500 – 4999.99	129	0.87%	421,173	1.59%
5,000 – 7499.99	145	0.98%	788,616	2.98%
7,500 – 9999.99	34	0.23%	289,509	1.09%
10,000 – 19,999.99	118	0.80%	1,481,357	5.59%
20,000 – 29,999.99	43	0.29%	993,068	3.75%
30,000 – 49,999.99	34	0.23%	1,243,478	4.69%
50,000 – 69,999.99	20	0.14%	1,131,454	4.27%
70,000 – 99,999.99	13	0.09%	1,091,884	4.12%
100,000 – 149,999.99	8	0.05%	951,062	3.59%
150,000 – 249,999.99	9	0.06%	1,723,011	6.50%
250,000 – 499,999.99	5	0.03%	1,698,400	6.41%
500,000 – 999,999.99	5	0.03%	3,820,761	14.42%
1,000,000 – 2,499,999.99	2	0.01%	3,088,537	11.66%
2,500,000 and up	1	0.01%	5,900,064	22.27%
<b>TOTALS</b>	<u>14,771</u>	100%	<u>\$ 26,496,054</u>	100%

The 10,561 donors gave 14,771 gifts in FY 2007 for a total of \$26,496,054.

Average (Mean)	\$1,794
Median	\$50
Mode	\$25

NOTE: Please see page 102 for a breakdown of gifts by the Number of Donors.

\*Includes gifts-in-kind.

Source: College Relations, November 2007

**FINANCIAL HIGHLIGHTS  
YEARS ENDED JUNE 30, 2007 AND 2006**

	<u>2007</u>	<u>2006</u>
<b>OPERATING REVENUE</b>	\$ 72,636,125	\$ 65,242,491
<b>OPERATING EXPENSES</b>	\$ 66,081,142	\$ 63,888,149
<b>OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS</b>	\$ 6,554,983	\$ 1,354,342
<b>ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT</b>	\$ 10,345,297	\$ 18,103,843
<b>LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS</b>		
Original gift value	\$ 349,235,652	\$ 328,194,014
Investments at market	\$ 1,102,272,000	\$ 948,737,700
Interest and dividends, net Return	\$ 21,860,036 2.3%	\$ 24,286,500 2.9%
Market price increase Return	\$ 153,003,328 16.1%	\$ 82,572,413 9.7%
Total return Percent	\$ 174,863,364 18.4%	\$ 106,858,913 12.6%
<b>CASH AND IN-KIND CONTRIBUTIONS</b>		
Cash Gifts	\$ 8,712,036	\$ 12,552,863
Bequests	<u>16,734,630</u>	<u>9,703,456</u>
Total cash gifts	25,446,666	22,256,319
Gifts-in-kind	<u>1,049,387</u>	<u>97,674</u>
Total	<u>\$ 26,496,053</u>	<u>\$ 22,353,993</u>

Source: Office of Financial Affairs, October 2007

**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2007 and 2006**

<b>ASSETS</b>	<b>2007</b>	<b>2006</b>
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 16,522,405	\$ 12,052,359
Other investments - absolute return fund	8,632,942	10,514,475
Accrued interest on investments	1,998,983	2,921,337
Accounts and notes receivable	3,598,399	3,103,189
Inventories	1,882,716	1,973,703
Prepaid expenses and other assets	21,632	29,550
Total current assets	32,657,077	30,594,613
<b>NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS</b>	2,535,082	2,603,742
<b>CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE</b>	25,873,681	9,791,894
<b>LONG-TERM RECEIVABLES</b>	1,434,742	1,438,150
<b>LONG-TERM INVESTMENTS</b>		
Donor-restricted endowment	621,276,200	531,420,200
Tuition replacement	480,995,800	417,317,500
Annuity and life income	30,739,700	27,609,900
Funds held in trust by others	24,940,500	22,585,100
Total long-term investments	1,157,952,200	998,932,700
<b>BOND DEFEASANCE ESCROW</b>	1,014,022	7,805,412
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	138,870,536	134,169,600
Total assets	\$ 1,360,337,340	\$ 1,185,336,111
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable	\$ 5,704,693	\$ 4,666,976
Accrued salaries and wages	2,551,384	2,517,779
Deposits and agency funds	396,190	349,959
Deferred income	96,871	98,538
Current maturities of long-term debt	2,267,503	2,198,570
Total current liabilities	11,016,641	9,831,822
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	14,504,661	13,784,869
Long-term debt	64,602,772	72,870,275
Total long-term liabilities	79,107,433	86,655,144
Total liabilities	90,124,074	96,486,966
<b>NET ASSETS</b>		
Unrestricted	887,202,428	754,043,028
Temporarily restricted	144,895,787	123,293,720
Permanently restricted	238,115,051	211,512,397
Total net assets	1,270,213,266	1,088,849,145
Total liabilities and net assets	\$ 1,360,337,340	\$ 1,185,336,111

Source: Office of Financial Affairs, October 2007



**STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2007 AND 2006**

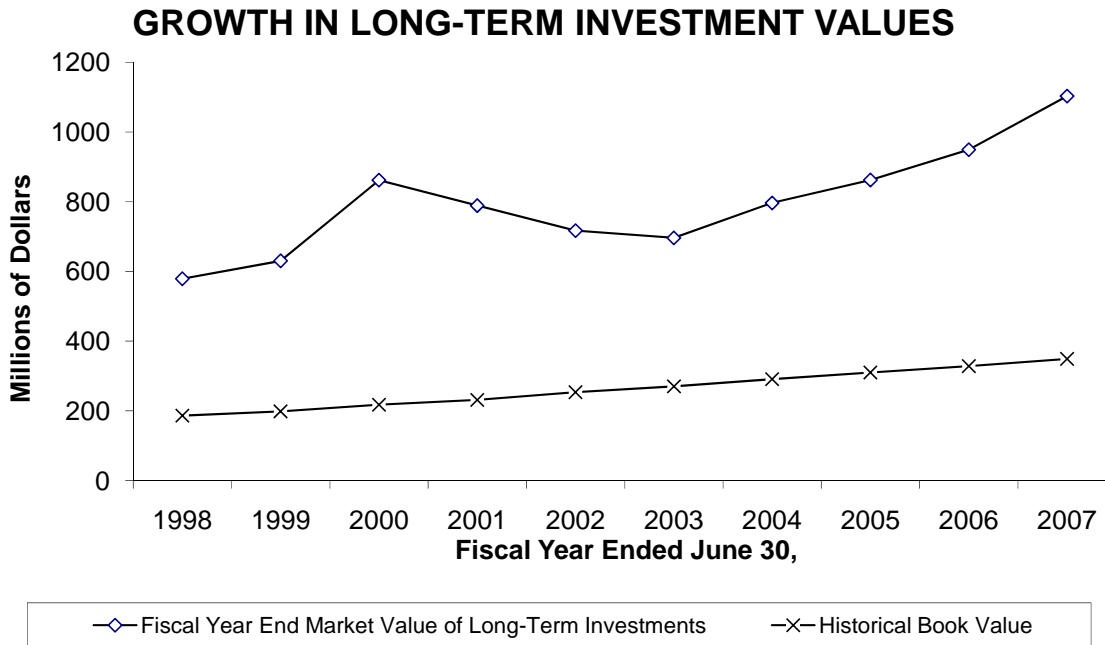
	<b>2007</b>	<b>2006</b>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 37,605,617	\$ 32,879,062
Gifts and donations	5,623,130	4,925,708
Federal and state grants	7,502,927	7,892,749
Cost of education fees paid by federal and state scholarships	2,576,000	2,538,000
Fees paid by students	1,285,134	1,119,222
Other income	4,658,711	4,737,541
Residence halls and food service	6,951,895	6,558,263
Student industries and rentals	4,592,096	2,895,208
Net assets released from restrictions	4,624,346	5,025,297
	<b>75,419,856</b>	<b>68,571,050</b>
Gross operating revenue		
Less: Student aid	(2,783,731)	(3,328,559)
	<b>72,636,125</b>	<b>65,242,491</b>
<b>OPERATING EXPENSES</b>		
Program Services --		
Educational and general	42,383,429	42,358,005
Residence halls and food service	6,861,089	6,705,055
Student industries and rentals	5,608,842	3,760,311
	<b>54,853,360</b>	<b>52,823,371</b>
Total program services		
Support services	11,227,782	11,064,778
	<b>66,081,142</b>	<b>63,888,149</b>
Total operating expenses		
Operating revenue in excess of operating expenses from continuing operations	<b>6,554,983</b>	<b>1,354,342</b>
Gain on disposal of property, plant and equipment	7,885	323,069
(Loss) gain on valuation of interest rate swaps	(44,100)	2,956,300
Cumulative effect of change in accounting principle	—	(871,420)
	<b>(36,215)</b>	<b>2,407,949</b>
Total other unrestricted activity		
<b>OTHER CHANGES IN NET ASSETS</b>		
Investment return in excess of amounts designated for current operations	134,848,062	69,431,717
Gifts and bequests restricted or designated for long- term investments	35,949,938	14,641,759
Restricted gifts for property, plant and equipment and other specific purposes	1,004,773	1,631,755
Restricted spendable return on endowment investments	4,765,085	4,929,934
Reclassification of net assets released from restrictions	(4,624,346)	(5,025,297)
Net adjustment of annuity payment and deferred giving liability	2,901,841	1,290,452
	<b>2,901,841</b>	<b>1,290,452</b>
<b>Total change in net assets</b>	<b>\$ 181,364,121</b>	<b>\$ 90,662,601</b>

Source: Office of Financial Affairs, October 2007

## TEN-YEAR SUMMARY OF MARKET VALUES AND HISTORICAL BOOK VALUES

<u>June 30,</u>	<u>Fiscal Year-End Market Value Of Long-Term Investments</u>	<u>Historical Book Value*</u>
1998	578,566,500	186,466,291
1999	629,980,900	198,443,991
2000	861,302,700	217,908,897
2001	788,263,200	231,656,539
2002	716,522,800	253,657,334
2003	695,812,000	270,794,617
2004	794,962,600	291,178,337
2005	861,678,500	310,184,731
2006	948,737,700	328,194,014
2007	1,102,272,000	349,235,652

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



Source: Office of Financial Affairs, October 2007

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS  
YEARS ENDED JUNE 30, 2007 AND 2006**

	2007	2006
<b>Endowment and Tuition Replacement:</b>		
Pooled Investments -		
U.S. equities	\$ 369,533,500	\$ 364,794,100
International equities	268,885,600	214,939,000
Corporate notes and bonds	90,434,100	89,189,600
U.S. Government securities	43,007,400	37,693,400
Foreign bonds	148,600	622,400
Structured notes	75,479,700	65,344,900
Private equity – venture capital	11,524,200	11,977,600
Private equity – buy out	9,653,100	7,900,500
Private equity – debt funds	5,867,000	8,609,000
Private equity – fund of funds	47,778,500	37,761,900
Hedge funds	120,192,900	65,826,500
Real estate	1,484,300	2,113,700
Short-term investments and cash	53,388,700	38,032,100
Total	1,097,377,600	944,804,700
Non Pooled Investments -		
U.S. equities	242,800	200,600
Corporate notes and bonds	104,600	18,900
U.S. Government securities	19,000	103,500
Real estate	2,978,500	2,772,900
Short-term investments and cash	1,549,500	837,100
Total	4,894,400	3,933,000
Total endowment and tuition replacement	1,102,272,000	948,737,700
<b>Annuity and Life Income:</b>		
Pooled Annuity Investments -		
U.S. equities	10,307,400	8,729,900
International equities	2,370,300	1,961,700
Corporate notes and bonds	4,119,200	3,605,800
Short-term investments and cash	134,200	420,000
Total	16,931,100	14,717,400
Separately Invested Trusts -		
U.S. equities	6,741,000	6,160,100
International equities	1,462,500	1,224,900
Corporate notes and bonds	4,438,400	4,185,000
U.S. Government securities	528,600	406,100
Real estate	330,000	330,000
Short-term investments and cash	308,100	586,400
Total	13,808,600	12,892,500
Total annuity and life income	30,739,700	27,609,900
<b>Funds Held in Trust by Others:</b>		
Where Berea College receives all or a stipulated percent of income	24,940,500	22,585,100
Total long-term investments	\$ 1,157,952,200	\$ 998,932,700

Source: Office of Financial Affairs, October 2007

**FISCAL YEAR 2007-2008  
OPERATING BUDGET HIGHLIGHTS**

**SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES**

Endowment Spendable Return	\$ 32,429,000 78.8%
Gifts for Current Operations	\$ 4,183,000 10.2%
Federal and State Sources	\$ 3,545,000 8.6%
Other Miscellaneous Income	\$ 1,414,000 3.4%
Net Loss from Student Industries and Rentals	\$ (428,000) <u>(1.0%)</u>
	<u>\$ 41,143,000</u>

Source: Office of Financial Affairs, November 2007

## CURRENT OPERATING BUDGET

	2007-08 Budget	2006-07 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 39,651,700	\$ 36,275,700	\$ 3,376,000	9.31%
Less: Capital and Plant Fund TCERF	(5,299,300)	(4,643,400)	(655,900)	14.13%
Net Endowment Income	<u>32,429,000</u>	<u>30,438,400</u>	<u>1,990,600</u>	<u>6.54%</u>
Gifts for Current Operations	4,183,000	4,120,900	62,100	1.51%
Cost of Education Fees	2,615,000	2,576,000	39,000	1.51%
Federal Work Study Grant	930,000	883,500	46,500	5.26%
Fees Paid by Students	629,000	626,000	3,000	0.48%
Other Income	785,000	770,000	15,000	1.95%
TOTAL	<u>41,571,000</u>	<u>39,414,800</u>	<u>2,156,200</u>	<u>5.47%</u>
Student Industries and Rentals	4,196,600	3,174,200	1,022,400	32.21%
Residence Halls and Food Service	<u>7,081,600</u>	<u>6,352,800</u>	<u>728,800</u>	<u>11.47%</u>
TOTAL REVENUES	<u>52,849,200</u>	<u>48,941,800</u>	<u>3,907,400</u>	<u>4.24%</u>
<b>EXPENDITURES</b>				
Educational and General	41,143,000	39,267,400	1,875,600	4.78%
Student Industries and Rentals	4,624,600	3,321,600	1,303,000	39.23%
Residence Halls and Food Service	<u>7,081,600</u>	<u>6,352,800</u>	<u>728,800</u>	<u>11.47%</u>
TOTAL EXPENDITURES	<u>52,849,200</u>	<u>48,941,800</u>	<u>3,907,400</u>	<u>4.24%</u>
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2007

## EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2007-2008 Budget	2006-07 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 39,651,700	\$ 36,275,700	\$ 3,376,000	9.31%
Less: Capital and Plant Fund	(5,299,300)	(4,643,400)	(655,900)	14.13%
TCERF	(1,923,400)	(1,193,900)	(729,500)	61.10%
Net Endowment Income	<u>32,429,000</u>	<u>30,438,400</u>	1,990,600	6.54%
Gifts for Current Operations	4,183,000	4,120,900	62,100	1.51%
Cost of Education Fees	2,615,000	2,576,000	39,000	1.51%
Federal Work Study Grant	930,000	883,500	46,500	5.26%
Fees Paid by Students	629,000	626,000	3,000	0.48%
Other Income	785,000	770,000	15,000	1.95%
Student Industries and Rentals	(428,000)	(147,400)	(280,600)	190.37%
Residence Halls and Food Service	-	-	-	-
<b>TOTAL REVENUE</b>	<u>41,143,000</u>	<u>39,267,400</u>	<u>1,875,600</u>	4.78%
<b>EXPENDITURES</b>				
Salaries and Wages	22,709,100	21,568,200	1,140,900	5.29%
Salary Churn	(300,000)	(100,000)	(200,000)	200.00%
Net Salaries and Wages	<u>22,409,100</u>	<u>21,468,200</u>	<u>806,800</u>	3.76%
Fringe Benefits	5,786,000	5,295,900	490,100	9.25%
Student Payroll	2,767,000	2,602,900	164,100	6.30%
Net Controllable Expense	9,449,900	9,258,900	191,000	2.06%
Computer Capital Fund	435,000	422,300	12,700	3.01%
Equipment Reserve	196,000	190,200	5,800	3.05%
Strategic Planning Initiatives	100,000	29,000	71,000	244.83%
<b>TOTAL EXPENDITURES</b>	<u>41,143,000</u>	<u>39,267,400</u>	<u>1,875,600</u>	4.78%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2007

**CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES**  
5-Year History

<b>Classification by Function</b>	2002-2003	% of	2003-2004	% of	2004-05	% of	2005-2006	% of	2006-2007	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 12,531,148	33.4%	\$ 12,147,180	33.8%	\$ 12,340,735	33.1%	\$ 13,431,338	34.6%	\$ 13,376,736	35.3%
Public Service	557,312	1.5%	527,391	1.5%	519,614	1.4%	500,696	1.3%	473,648	1.2%
Academic Support	5,608,064	15.1%	3,872,106	10.8%	3,755,045	10.1%	3,915,217	10.1%	3,949,316	10.4%
Student Services and Activities	4,049,597	10.8%	4,226,922	11.7%	4,145,184	11.1%	4,487,701	11.6%	4,589,786	12.1%
General and Administrative	6,016,511	16.1%	6,161,059	17.1%	6,619,883	17.8%	5,752,119	14.8%	6,264,070	16.5%
Development and Alumni	3,049,184	8.1%	3,110,314	8.6%	3,171,950	8.5%	3,209,703	8.3%	3,342,764	8.8%
Plant Operations	4,564,308	12.2%	4,836,461	13.4%	5,701,900	15.3%	6,901,271	17.8%	5,301,984	14.0%
Capital and Special Projects	1,107,700	3.0%	1,107,700	3.1%	1,040,300	2.8%	644,700	1.7%	641,500	1.7%
<b>TOTAL</b>	<b>\$ 37,483,824</b>	<b>100.0%</b>	<b>\$ 35,989,133</b>	<b>100.0%</b>	<b>\$ 37,294,611</b>	<b>100.0%</b>	<b>\$ 38,842,745</b>	<b>100.0%</b>	<b>\$ 37,939,804</b>	<b>100.0%</b>

## RESIDENCE LIVING Academic Year 2007-2008

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

<u>Traditional Residence Halls*</u>	<u>Capacity</u>	<u>Family Housing</u>	<u>Capacity</u>
Anna Smith	79	Ecovillage	<u>57</u>
Bingham	63		
Blue Ridge	95	Subtotal	57
Dana	124		
Danforth	145	<u>Farm Houses/College Buildings</u>	
Edwards	34	Hunt Acres	3
Estill St. Res. Complex	42	Head House	1
Fairchild	72	Phelps-Stokes	<u>1</u>
James	99	Subtotal	5
Kentucky	87		
Kettering	146		
Peasons	104		
Seabury	36		
Talcott	<u>84</u>		
Subtotal	1,210		
 <u>Specialty Housing</u>			
ARC House	13		
Capps House	7		
Doctors House	5		
Frost Cottage	10		
Home Management House	11		
Knight House	10		
Lindsley House	5		
Prospect House	13		
Sloan House	8		
Smith House	<u>6</u>		
Subtotal	88		
		<b>TOTAL</b>	<b>1,360</b>
		Capacity for Men	(559)
		Capacity for Women	(801)

As of September 27, 2007, approximately 86% of students lived in college housing.

\*There are fifteen traditional residence halls counting Elizabeth Rogers, which is currently under renovation and not housing students.

Source: Residential Life Services and Collegium, September, 2007  
<<http://www.berea.edu/residentiaillifecollegium/>>



## CAPITAL CONSTRUCTION PROJECTS, 1980 - 2007

### 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	1999	Craft Center
1981	Pearsons Hall Fire Escape	1999	Crossroads Complex
1981	Kentucky Residence Hall	1999	Fairchild Residence Hall
1981	James Residence Hall	1999	Log House Remodel
1983	Goldthwaite Agriculture Building and Addition	1999	Phelps-Stokes Air Conditioning
1983	Science Hall Renovation and Addition	1999	Alumni Building Remodel
1985	President's Home	1999	Appalachian Center/Bruce Building
1986	Talcott Residence Hall	1999	Student House/Jackson Street (Knight House)
1987	Frost Basement - Computer Lab	1999	Danforth Residence Hall
1987	ARC House Renovation	2000	Kettering Residence Hall
1987	Pearson Residence Hall	2000	Bruce/Trades (phase one)
1988	Boone Tavern	2000	Draper Carillon
1988	Blue Ridge Residence Hall	2001	Bruce/Trades (phase two)/Connector
1989	Kentucky Annex	2001	Blue Ridge Residence Hall
1990	Hutchins Library Renovation	2001	Student Parking Lot Improvements
1990	Berea College Health Service	2002	Draper Building
1991	Draper Building - Center for Effective Communication	2002	Kentucky Residence Hall
1991	Lincoln Hall Basement - Duplicating Services Center	2002	Art Gallery Addition
1992	Utilities/Laundry	2002	Soccer Field Complex
1992	Students for Appalachia – Trades Building	2002	College Bookstore Renovation
1993	Alumni Building	2002	Computer Center Renovation
1993	Draper Classrooms	2002	Talcott/Annex Residence Hall Renovation
1994	President's Home	2003	Presser Hall Renovation
1994	Alumni Building	2003	Lincoln Hall Renovation
1994	Boone Tavern	2003	EcoVillage Apartments
1996	Edwards 1 <sup>st</sup> & 2 <sup>nd</sup> floors	2003	EcoVillage SENS House
1997	Resurfacing of Track	2003	Baseball/Softball Fields
1997	Systems upgraded in Dana Residence Hall	2004	James Hall Renovation
1997	Phelps Stokes – Seating and Refinishing	2004	Boone Tavern Garage Renovation for: Public Relations Department Visitors Center at College Square
1998	Married Student Laundry	2005	Central Plant
1998	Frost Renovation	2006	Campus Building Retro Fits
1998	Food Service Renovation	2006	Resurfacing of the Track
1998	Science Laboratories	2006	Sturt Cottage
1998	Computer Center	2007	Haaga House
		2007	Pearsons Residence Hall
		2007	Middletown School

Source: Facilities Management, October 2007

**HUTCHINS LIBRARY**  
(Fiscal Year 2007)

Hutchins Library supports the educational mission of the college by maintaining a rich collection of materials in a variety of formats (books, journals, newspapers, Internet resources, CDs, audio tapes, videos, laser discs, LPs, etc.), by providing Interlibrary Loan service, and by helping students develop their skills in locating and evaluating information.

Hutchins Library has long been a “teaching library.” The librarians work closely with the faculty in both General Studies and departmental courses to help students become more effective researchers. Library liaisons are available to work with instructors in a variety of ways—from conducting research sessions in the library or the classroom to preparing bibliographies of reference works on particular topics. The main library is open 94 hours a week and the Special Collections department is open 39 hours a week.

<b>Library Collections</b>	<b>Total Net Added During <u>Fiscal Year</u></b>	<b>Total Number Held at End of <u>Fiscal Year</u></b>
Print Collection (books, bound serials and government documents) Volumes (item count)	(815)	366,111
Media Collection (phono records, videos, CDs, DVDs and audio tapes) Volumes (item count)	665	11,964
Electronic Collection (e-books, and cataloged web-sites) Titles	8,294	59,679
Microforms (books, journals and newspapers) Physical units	2,959	142,119
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	(152)	915
Electronic titles: journals and serials	456	1,450
Full-text journals available through databases	0	22,348
Manuscripts and Archives (in linear feet)	99	4,602
Cartographic Material (in units)	0	[2,500]
<b>Library Expenditures</b>	<b><u>Dollar Amount</u></b>	
Books – paper and microforms	\$ 93,317	
Periodicals– paper and microforms	163,139	
Serials – paper and microforms	40,791	
Electronic Resources	133,460	
Media	18,479	
Microform	19,814	
Preservation	<u>9,564</u>	
TOTAL ACQUISITIONS EXPENDITURES	\$ 478,564	
Acquisitions Expenditures Per Student	\$ 315	

Source: Hutchins Library, October 2007 <<http://www.berea.edu/hutchinslibrary/>>

**HUTCHINS LIBRARY, continued**  
(Fiscal Year 2007)

**Library Services, continued**

<u>Library Instruction – General Studies Program</u>	<u>Sessions</u>	<u>Students</u>
GSTR 110 (first-year)	28	308
GSTR 210 (first-year)	27	256
Special Collections for GSTR 210	7	
Other General Studies Courses	4	
Gateway Courses (first required course for major/minor)	7	
Capstone Courses (research course for major/minor)	5	
Other Courses	23	
Special Collections	9	
Outside Groups	<u>2</u>	
TOTAL	112	
Percentage of GSTR sections with at least one library session		
GSTR 110	65.5%	67.5%
GSTR 210	92.6%	92.0%
Percentage of Academic Programs courses with at least one library session		
Gateway (first required course for major/minor)	10.3%	
Capstone (research course for major/minor)	7.7%	
<u>Reference and Research Assistance</u>		
Library Reference Desk Transactions Total	6,364	
Individual Consultations	80	
Special Collections Reading Room Visits Total	1,024	
Special Collections Reference Requests (non-visits)	275	
<u>Computer Access</u>		
Public Access Workstations	24	
Public Network Connections	102	
Wireless Network Connections	Yes	
<u>Circulation Transactions</u>		
Print and media collections – faculty and staff	<u>6,949</u>	
Print and media collections – students	46,211	30.4
Print collections – town	<u>1,861</u>	
TOTAL	55,021	
Reserve materials	2,380	
Equipment (computers and media) uses	1,755	
Classrooms and study rooms uses	7,915	
Special Collections uses	2,855	
Electronic collection searches	278,775	
<u>Interlibrary Loan</u>		
Provided to other libraries	<u>2,904</u>	
Received from other libraries	1,858	

Source: Hutchins Library, October 2007 <<http://www.berea.edu/hutchinslibrary/>>

## COMPUTER RESOURCES

**Administrative Computing:** The College uses the Banner software from Sunguard Higher Education, 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 to 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.

**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 Universal Access. Other elements include a robust college network, training and support for students, classroom equipment which complements the laptop computers, and developing the faculty's ability to include technology in their pedagogy.

Fully-networked classrooms provide one network connection for every student, most often directly 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 2006-2007 academic year saw continued growth of *Blackboard*, the college's course management system. 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, 88 faculty used *Blackboard* to manage 235 courses.

In support of faculty using technology, an Instructional Technology Resource Center is available 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 2007

## COMPUTER RESOURCES, continued

**Campus Network:** The campus is connected electronically by a fiber optic network backbone, operating at gigabit speed, which provides access from every residence hall, administrative and academic building. There are currently 6,500 active network connections on campus. Wireless network connectivity is provided in the Hutchins Library, Knapp Hall, and the Technology and Industrial Arts building. The campus is connected to the Internet via a partial DS3 line providing 43.5 megabits of bandwidth connectivity.

**Electronic Mail:** All faculty, staff members, and students have e-mail accounts using Microsoft Exchange 2007 Server and Microsoft Outlook, available both on campus and via the Internet. E-mail accounts are also offered to College retirees. Each user is allowed 20 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 base more and more work on Internet-enabled processes. The College provides 43.5 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>. Berea College web pages received an average of 155,497 hits per day during the fiscal year 2006-2007 (July 1, 2006- June 30, 2007), and an average of 9,840 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 2006-2007, IS&S Media Services handled 1,539 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-stop 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 2006-2007, the Service Center processed 3,900 work orders for equipment installation, repair or troubleshooting.

Source: Information Systems and Services, October 2007