

# Berea College

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## Fact Book 2008-2009



**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)  
Matthew Montgomery, 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. In addition the College is 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.

## INSTITUTIONAL MEMBERSHIPS

*Berea College is an institutional member of:*

- American Academy of Family Physicians (AAFP)
- American Association of Colleges for Teacher Education (AACTE)
- American Association of Medical Assistants (AAMA)
- American Business Association
- American Chestnut Foundation
- American College Health Association (ACHA)
- American Council on Education (ACE)
- Annapolis Group
- Appalachian College Association (ACA)
- Association for Black Culture Centers (ABCC)
- Association for Higher Education and Disabilities (AHEAD)
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- Association for the Study of African American Life and History (ASAALH)
- Association of American Colleges and Universities (AAC&U)
- Association of Collegiate Conference and Events Directors International (ACCED-I)
- Association of Energy Engineers
- Association of Governing Boards of Universities (AGB)
- Association of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Association of Physical Plant Administrators (APPA)
- Berea Chamber of Commerce
- College and University Mail Services Association (CUMSA)
- College and University Professional Association (CUPA)
- Consortium for Innovative Environments in Learning (CIEL)
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council of Independent Colleges (CIC)
- Council on Undergraduate Research (CUR)
- Craft Organization Development Association
- CraftNet Association
- Historical Hotel Association
- International Association of Campus Law Enforcement Administration (IACLEA)

Source: Berea College Catalog, 2008–2009 <<http://www.berea.edu/catalog/distinctivefeatures/default.asp>>  
Office of the Academic Vice President and Provost, October 2008  
Office of the President, October 2008

- Kentucky Academy of Science (KAS)

## Institutional Memberships, continued

- Kentucky Campus Compact
- Kentucky Chapter – American Academy of Family Physicians (KAFFP)
- Kentucky Institute for International Studies (KIIS)
- Kentucky Intercollegiate Athletic Conference (KIAC)
- Kentucky Woodland Owners Association/National Woodland Owners Association
- Mid-South Conference
- National Association for College Activities (NACA)
- National Association for College Employers (NACE)
- National Association for Intercollegiate Athletics (NAIA)
- National Association of College and University Business Officers (NACUBO)
- National Association of College Stores
- National Association of Independent Colleges and Universities (NAICU)
- National Council for Science and the Environment (NCSE)
- National Council for the Accreditation of Teacher Education (NCATE)
- National Fire Protection Association (NFPA)
- National Safety Council (NSC)
- Oak Ridge Associated Universities (ORAU)
- Rotary Club
- Smith Travel Research
- 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)
- US Green Building Council (USGBC)
- Work Colleges Consortium (WCC)

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

Source: Berea College Catalog, 2008–2009 <<http://www.berea.edu/catalog/distinctivefeatures/default.asp>>  
Office of the Academic Vice President and Provost, October 2008  
Office of the President, October 2008

# 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 typically 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, Classical Studies or Classical Civilization, 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\*
- Agriculture and Natural Resources
- Appalachian Studies\*
- Asian Studies\*
- Business Administration
- Computer Science
- Dance
- Economics
- French
- German
- Health and Health Teaching
- History
- Latin
- Music
- Peace and Social Justice Studies\*
- Philosophy
- Political Science
- Religion
- Sociology
- Spanish
- Speech Communication
- Sustainability and Environmental Studies\*
- Women's Studies\*

\*Interdisciplinary Minors

Source: Berea College Catalog, 2008 – 2009.  
<<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 wage, ranging from \$3.80 to \$6.25, 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 87 and 88.

Source: Berea College Catalog, 2008 – 2009.  
<<http://www.berea.edu/catalog/distinctivefeatures/stulaborprogram.asp>>  
Labor Program Office, September 2008  
<<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 2008-09 convocation calendar, <<http://www.berea.edu/convocations/#>>.

Source: Berea College Catalog, 2008 – 2009,  
< <http://www.berea.edu/catalog/academicregulations/genedprogram.asp#convo> >



## CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2008 – 2009

African Student Association (ASA)	Cosmopolitan Club
Agriculture Union (AU)	Country Dancers
Alpha Psi Omega	Dance Club
American Choral Directors Association (ACDA) Student Chapter	Danish Gymnastics Club
Americans for a Just Peace in the Middle East (AJPME)	Delta Tau Alpha
Asian Student Union (ASU)	English Club
Association for the Study of African American Life and History (ASAALH)	Episcopal Canterbury Fellowship
Baha'i Campus Association	EYCE (pep club)
Baptist Campus Ministry	Fellowship of Christian Athletes (FCA)
Berea College..	Gay-Straight Alliance (GSA)
Amnesty International	German Club
Association of Student Nurses (BCASN)	Hispanic Student Association (HSA)
Billiards Club	International Christian Fellowship (ICF)
Concert Choir	Intervarsity
Republicans	Intramurals
Saddle Club	Martial Arts Club
Berea Entrepreneurs Club	Men Advocating Awareness of Rape and Sexual Assault (MARS)
Berea Middle Eastern Dance (BMED)	Mortar Board Honor Society
Berea Ultimate Frisbee	Muslim Student Association (MSA)
Bereans for Appalachia (BFA)	Newman Club
Bereans for Life	Pagan Coalition
Black Cultural Center (BCC)	Phi Kappa Phi
Black Music Ensemble (BME)	Physics Club
Black Student Union (BSU)	<i>Pinnacle</i>
Buddhist Student Association (BSA)	Pre-Med/Dental Club
Campus Activities Board (CAB)	Pre-Pharmacy Club
Center for Excellence in Learning through Service (CELTS)	Psychology Club/Psi Chi
Adopt-a-Grandparent	Quaker Campus Fellowship
Berea Buddies	Sigma Tau Delta
Bonnor Scholars	Sociology Club
First Book-Madison County	Student Affiliates of the American Chemical Society
Habitat for Humanity	Student Government Association (SGA) Freshman Class
HEAL	Sophomore Class
Hispanic Outreach Project (HOP)	Junior Class
One-on-One Tutoring	Senior Class
People Who Care	Students for a Free Tibet
Teen Mentoring	Students in Free Enterprise (S.I.F.E.)
Chi Alpha	Swing Dance
<i>Chimes</i>	Technology Club
Colleges Against Cancer (CAC)	Women Uniting for P.E.A.C.E.

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

## BOARD OF TRUSTEES\*

Vicki E. Allums, Esq. <i>Virginia</i>	Donna S. Hall <i>Kentucky</i>	Charles Ward Seabury, II <i>California</i>
Charlotte F. Beason <i>Kentucky</i>	Scott M. Jenkins <i>Pennsylvania</i>	David E. Shelton <i>North Carolina</i>
Vance Blade <i>Kentucky</i>	Shawn C.D. Johnson <i>Massachusetts</i>	Larry D. Shinn** <i>Kentucky</i>
Nancy E. Blair, Esq. <i>Connecticut</i>	Lucinda Rawlings Laird <i>Kentucky</i>	Mark Stitzer <i>Connecticut</i>
Janice Hunley Crase <i>Kentucky</i>	Brenda Todd Larsen <i>South Carolina</i>	Tyler S. Thompson <i>Kentucky</i>
M. Elizabeth Culbreth <i>Virginia</i>	Jim Lewis <i>Maryland</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>	Eugene A. Woods <i>Kentucky</i>
Glenn R. Fuhrman <i>New York</i>	Harold L. Moses <i>Tennessee</i>	Drausin F. Wulsin <i>Ohio</i>
Jim Gray <i>Kentucky</i>	Douglas M. Orr <i>North Carolina</i>	Robert T. Yahng <i>California</i>
Heather Sturt Haaga <i>California</i>	William B. Richardson <i>Kentucky</i>	

### Honorary Trustees

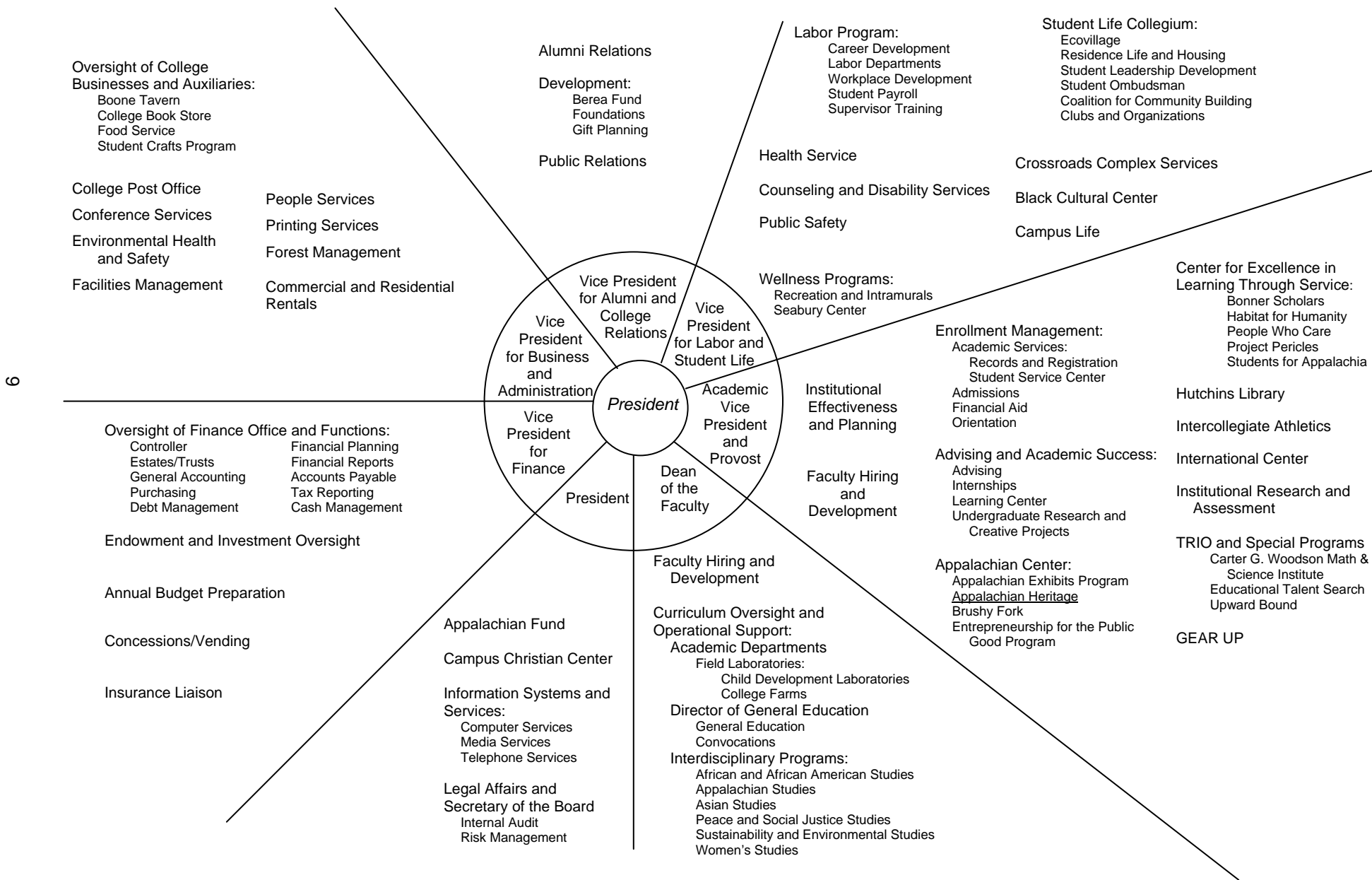
Alberta Wood Allen <i>Maryland</i>	Frederic L. Dupree, Jr. <i>Kentucky</i>	Thomas H. Oliver <i>South Carolina</i>
John Alden Auxier <i>Tennessee</i>	Kate Ireland <i>Florida</i>	Kroger Pettengill <i>Ohio</i>
James T. Bartlett <i>Massachusetts</i>	Juanita M. Kreps <i>North Carolina</i>	David S. Swanson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

\*Current as of January 2009. 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

**Jeff Amburgey**  
Vice President for Finance

**William A. Laramée**  
Vice President for Alumni and College Relations

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

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

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

**ACADEMIC DEPARTMENTAL CHAIRPERSONS  
ACADEMIC YEAR 2008 - 2009**

<u>Department</u>	<u>Chairperson</u>
Agriculture and Natural Resources	Sean Clark
Art	Lisa Kriner
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	Robert Foster
Library Science	Anne Chase
Mathematics and Computer Science	James Blackburn-Lynch
Music	Ann Rhodes
Nursing	Pam Farley
Philosophy and Religion	Eric Pearson
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

**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	Jeff Richey, Director of Asian Studies
General Education	Steve Gowler, Director of General Education
Peace and Social Justice Studies	Michael Rivage-Seul, Director 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 2008



## 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 Faculty Assembly 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 Assembly 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.

#### **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.

Source: *Berea College Faculty Manual*, September 2008

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

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

### **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 Assembly 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*, September 2008

[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 Assembly 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*, September 2008

<[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 2007 - 2008</u>	<u>Academic Year 2008 - 2009</u>
Tenure Appointments*	123	121
Unfilled Tenure Positions	<u>3</u>	<u>8</u>
Total Allocated Tenure Track Positions	126	129
Full-time Teaching Appointments**	128	131
Professor	( 39 )	( 40 )
Associate	( 49 )	( 54 )
Assistant	( 34 )	( 29 )
Instructor	( 6 )	( 8 )
Part-Time	30	36
Full-Time Employees Teaching Part-Time	13	15
Full-Time Equated	151	154

\*Includes all tenure-track and tenured faculty, including five individuals teaching less than full-time and nine administrators in 2007-2008 and three individuals teaching less than full-time and eight administrators in 2008-2009.

\*\*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 2008 - 2009

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	23	18	41
6 to 10 years	18	10	28
11 to 20 years	15	16	31
21 to 30 years	12	10	22
Over 30 years	<u>8</u>	<u>1</u>	<u>9</u>
TOTAL	76	55	131

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

## STUDENT/FACULTY RATIO

	<u>Academic Year 2007-2008</u>	<u>Academic Year 2008-2009</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 2008

**FULL-TIME TEACHING FACULTY\* BY AGE  
ACADEMIC YEARS 1999-2000 THROUGH 2008-2009**

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

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<u>Age**</u>	<b>2004-2005</b>		<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</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>
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	2	(2%)	0	(0%)	1	(1%)	1	(1%)	1	(1%)
30-39 years old	22	(17%)	25	(19%)	21	(16%)	21	(16%)	23	(18%)
40-49 years old	38	(29%)	30	(23%)	30	(23%)	35	(27%)	33	(25%)
50-59 years old	42	(32%)	48	(37%)	52	(41%)	51	(40%)	49	(37%)
60-69 years old	25	(19%)	25	(19%)	22	(17%)	18	(14%)	22	(17%)
Greater than 69 years old	2	(2%)	2	(2%)	2	(2%)	2	(2%)	3	(2%)
<b>TOTAL</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>131</b>	<b>(100%)</b>
Average:	50		50		51		50		51	

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

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

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

Source: Office of the Academic Vice President and Provost, October 2008

**FULL-TIME FACULTY\* BASE SALARIES BY RANK AND GENDER**  
**ACADEMIC YEAR 2008 - 2009**

Rank	Number	Male		Female			Total		
		Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	24	\$86,000	\$84,200	16	\$79,300	\$79,100	40	\$83,300	\$82,000
Associate Prof.	33	\$64,700	\$64,200	21	\$67,300	\$66,400	54	\$65,700	\$65,400
Assistant Prof.	15	\$51,800	\$51,100	14	\$51,600	\$51,000	29	\$51,700	\$51,100
Instructor**	<u>4</u>			<u>4</u>			<u>8</u>	\$43,600	\$43,300
ALL RANKS	76	\$67,800	\$65,500	55	\$65,100	\$65,700	131	\$66,600	\$65,700

\*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 2008

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

**Academic Year 2008 - 2009**

<u>Department/Program</u>	<u>Gender</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>W</u>	<u>I</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African and African American Studies	2	0	2	1	(50%)	0	(0%)
Agriculture and Natural Resources	3	1	4	4	(100%)	3	(75%)
Art	2	4	6	6	(100%)	3	(50%)
Biology	4	1	5	5	(100%)	4	(80%)
Chemistry	4	1	5	5	(100%)	3	(60%)
Child and Family Studies	2	4	6	5	(83%)	3	(50%)
Economics and Business	5	3	8	6	(75%)	7	(88%)
Education Studies	1	4	5	4	(80%)	1	(20%)
English, Theatre and Speech Communication	5	7	12	12	(100%)	7	(58%)
Foreign Languages	4	4	8	6	(75%)	6	(75%)
General Studies	8	0	8	7	(88%)	3	(38%)
History	3	2	5	5	(100%)	4	(80%)
Mathematics and Computer Science	5	3	8	7	(88%)	4	(50%)
Music	3	3	6	4	(67%)	5	(83%)
Nursing	1	5	6	6	(100%)	3	(50%)
Philosophy and Religion	5	1	6	6	(100%)	6	(100%)
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	1	2	3	3	(100%)	2	(67%)
Sustainability and Environmental Studies	2	0	2	1	(50%)	1	(50%)
Technology and Industrial Arts	5	0	5	4	(80%)	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>76</b>	<b>55</b>	<b>131</b>	<b>116</b>	<b>(89%)</b>	<b>80</b>	<b>(61%)</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. Joint appointments are listed in only one department.

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 2008

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

	<u>Fiscal Year 2003-2004</u>	<u>Fiscal Year 2004-2005</u>	<u>Fiscal Year 2005-2006</u>	<u>Fiscal Year 2006-2007</u>	<u>Fiscal Year 2007-2008</u>
<b>Professional Travel, Dues, Seminars and Courses</b>					
Total Dollars Spent on Faculty Development	\$233,319	\$223,942	\$329,627	\$342,139	\$424,374
Number of Faculty Receiving Funds	130	131	130	128	126
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$1,795	\$1,742	\$2,951	\$2,759	\$3,368
<b>Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)</b>					
Total Dollars Spent on Faculty Sabbaticals	\$658,977	\$438,130	\$963,586	\$932,464	\$528,076
Number of Faculty on Paid Sabbatical	13	9	15	16	9
Average Total \$ Per Faculty on Sabbatical	\$50,691	\$48,681	\$64,239	\$58,279	\$58,675
Percent of Total Full-Time Faculty	10.0%	6.9%	11.5%	12.5%	7.1%
Number of Total Full-Time Faculty	130	131	130	128	126

Source: Office of the Academic Vice President and Provost, November 2008

## 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	Ralph Stinebrickner	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
Cornelius Gregory Di Teresa	1970	Paul David Nelson	1996
Franklin Bryan Gailey	1970	L. Eugene Startzman	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	Walter E. Hyleck	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	<i>Ron Rosen</i>	2008

Source: Office of the Dean of Faculty, September 2008

## 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
<i>Ralph Thompson</i>	2008

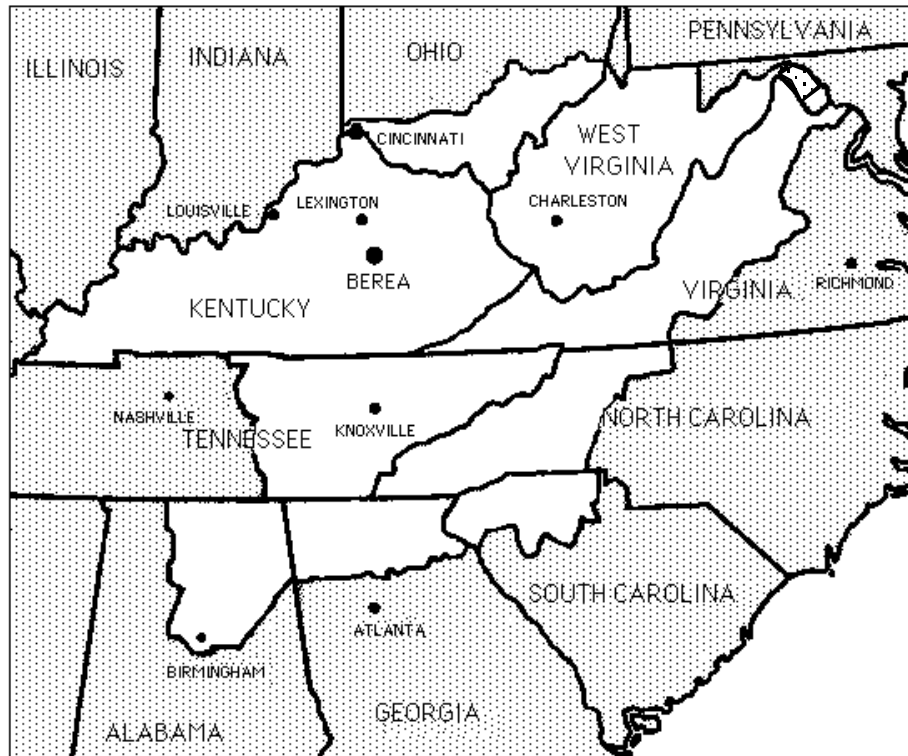
Source: Academic Services, September 2008



## 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. 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

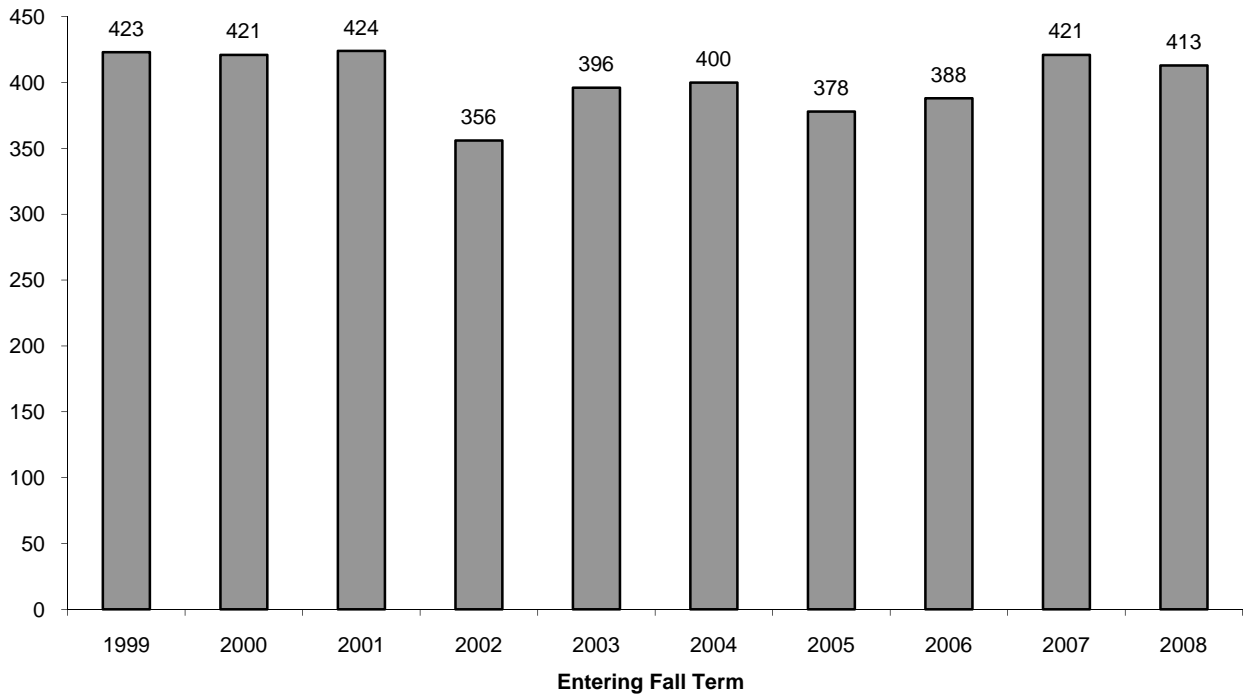
\*\*\*County added in 1996 (Hamilton County, Ohio)

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
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
2008	not available	2,468	not available	531	22	413	78

### 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 the First-Year Student's Application Report.

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

**Males**

FALL TERM	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2008	1,015	220	22	172	78

**Females**

FALL TERM	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2008	1,453	311	21	241	78

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 the First-Year Student's Application Report

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

### IN-TERRITORY

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	% of <u>Inquiries</u>	<u>N</u>	% of <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
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
2008	not available	1,339	not available	382	29	303	79

### OUT-OF-TERRITORY

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	% of <u>Inquiries</u>	<u>N</u>	% of <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
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
2008	not available	490	not available	110	22	84	76

### F-1 INTERNATIONAL\*\*

FALL TERM	<u>INQUIRIES**</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	% of <u>Inquiries</u>	<u>N</u>	% of <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
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
2008	not available	639	not available	39	6	26	68

\*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 2008, five (5) first-year students were designated as "permanent residents."

Source: Admissions Office, annual editions of the First-Year Student's Application Report

**FIRST-YEAR STUDENTS FROM KENTUCKY  
FALL TERMS 1999 - 2008**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
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
2008	413	169	40.9

**AFRICAN-AMERICAN FIRST-YEAR STUDENTS  
FALL TERMS 1999 – 2008**

<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>
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
2008	413	62	15.0

**NON-TRADITIONAL\* FIRST-YEAR STUDENTS  
FALL TERMS 2000 - 2008**

<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	148	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
2008	413	18	4.4

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

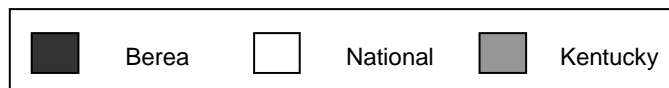
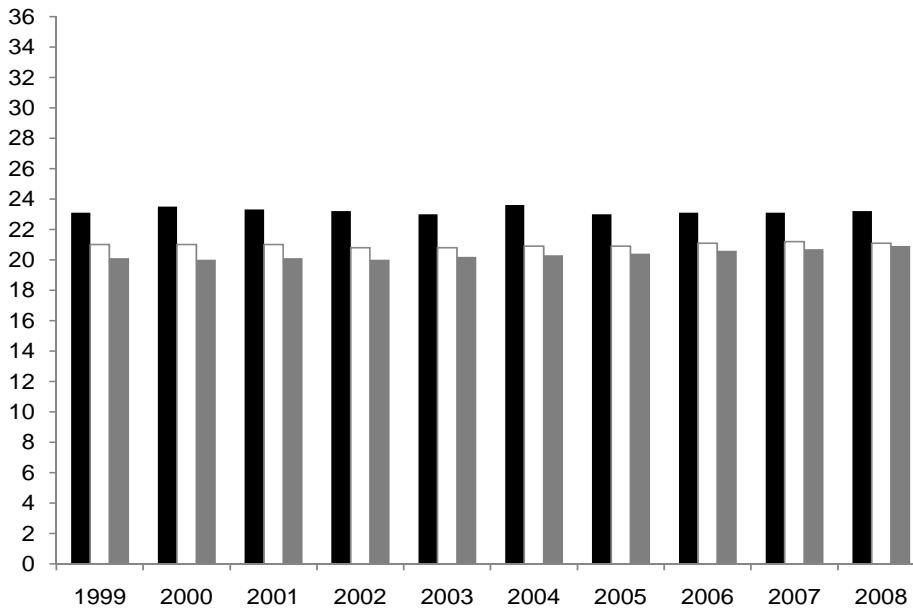
Source: Admissions Office, annual editions of the First-Year Student's Class Profile Student Life Collegium

## MEAN ACT COMPOSITE SCORES 1999 - 2008

<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>		
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
2008	23.2	22.6	23.6	21.1	20.9

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

### Mean ACT Composite Scores



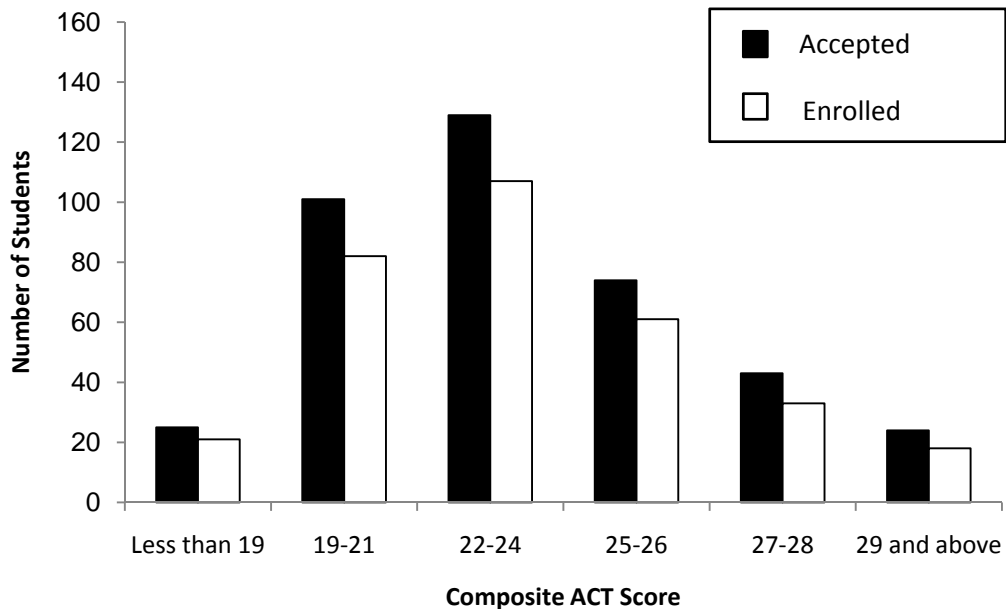
Source: Admissions Office, annual editions of the [First-Year Student's Class Profile](#)



**ACT COMPOSITE SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2008**

<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	25	6.3%	21	6.5%	84.0%
19 - 21	101	25.5%	82	25.5%	81.2%
22 - 24	129	32.6%	107	33.2%	82.9%
25 - 26	74	18.7%	61	18.9%	82.4%
27 - 28	43	10.9%	33	10.2%	76.7%
29 and above	<u>24</u>	<u>6.1%</u>	<u>18</u>	<u>5.6%</u>	75.0%
TOTAL	396	100.0%	322	100.0%	81.3%

**ACT COMPOSITE SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2008**



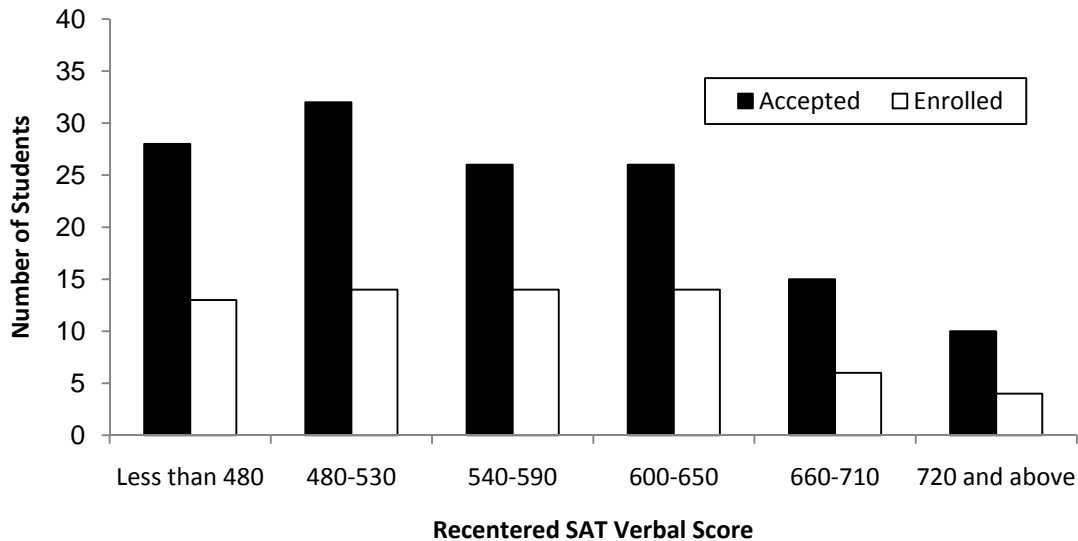
\*Total does not equal the number of first-year students because not all students submitted ACT scores. The total number accepted is 531 and the total number enrolled is 413.

Source: Office of Admissions, October 2008

**SAT VERBAL SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2008**

SAT Verbal Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	28	20.4%	13	20.0%	46.4%
480 - 530	32	23.4%	14	21.5%	43.8%
540 - 590	26	19.0%	14	21.5%	53.8%
600 - 650	26	19.0%	14	21.5%	53.8%
660 - 710	15	10.9%	6	9.2%	40.0%
720 and above	10	7.3%	4	6.2%	40.0%
<b>TOTAL</b>	<b>137</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>47.4%</b>

**SAT VERBAL SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2008**



\*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 531 and the total number enrolled is 413.

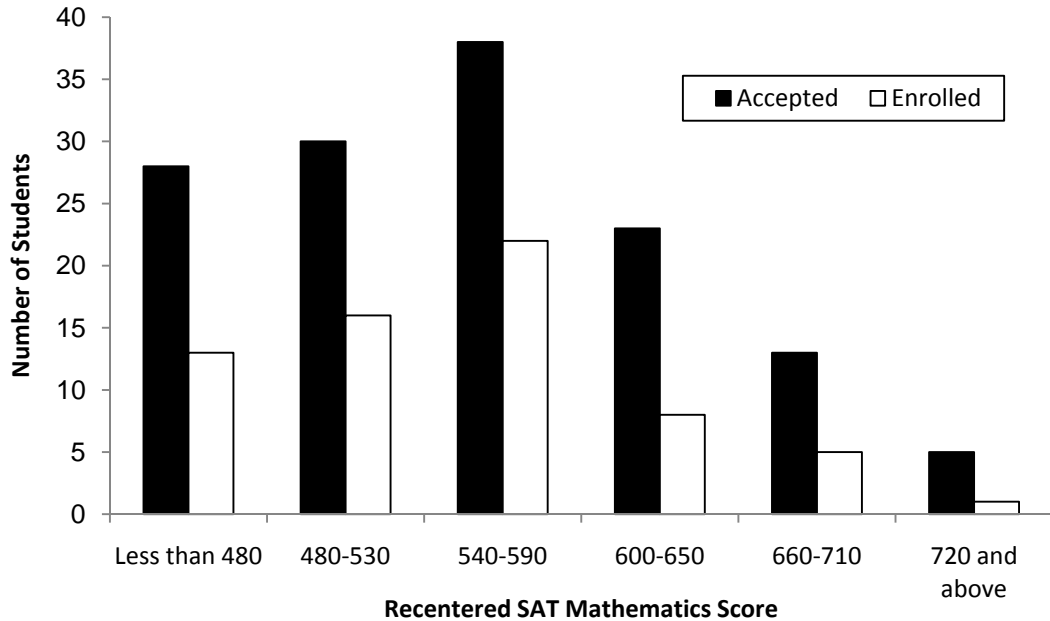
NOTE: The SAT scores above include scores from both the new SAT (1<sup>st</sup> Administration: March 2005) and the older exam.

Source: Office of Admissions, October 2008

**SAT MATHEMATICS SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2008**

<u>SAT Mathematics Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 480	28	20.4%	13	20.0%	46.4%
480 - 530	30	21.9%	16	24.6%	53.3%
540 - 590	38	27.7%	22	33.8%	57.9%
600 - 650	23	16.8%	8	12.3%	34.8%
660 - 710	13	9.5%	5	7.7%	38.5%
720 and above	<u>5</u>	<u>3.6%</u>	<u>1</u>	<u>1.5%</u>	20.0%
<b>TOTAL</b>	<b>137</b>	<b>100.0%</b>	<b>65</b>	<b>100.0%</b>	<b>47.4%</b>

**SAT MATHEMATICS SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2008**

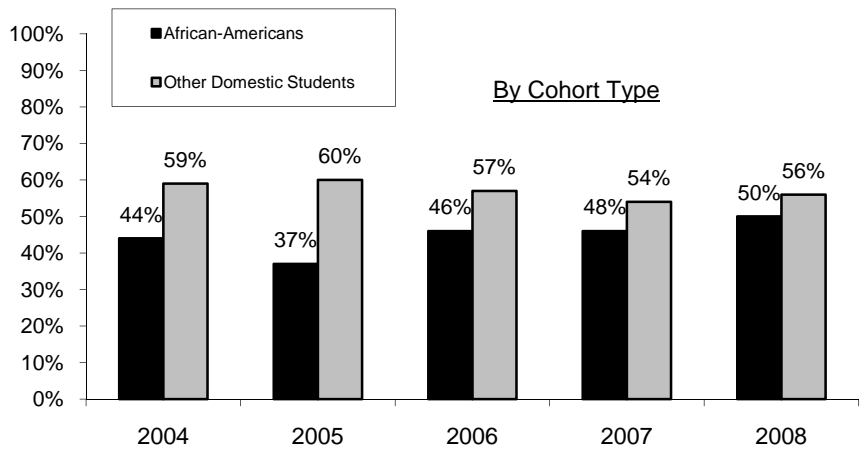
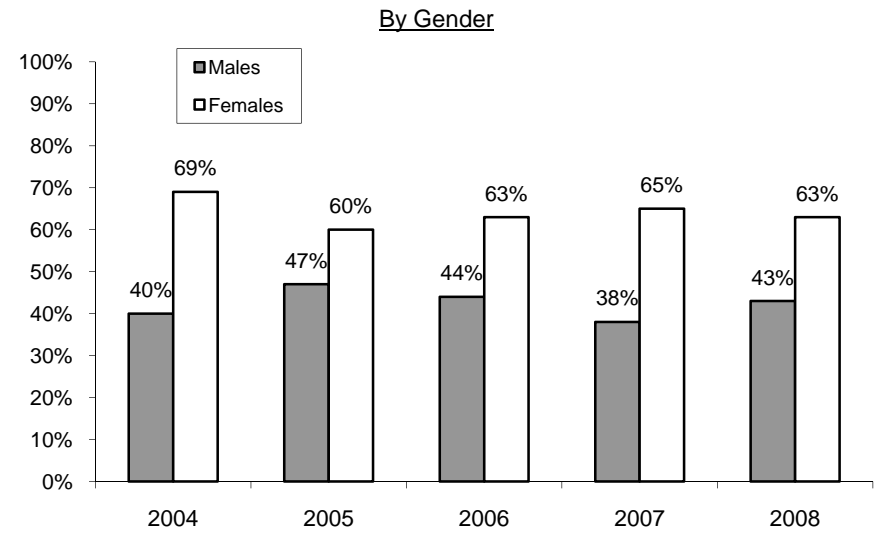
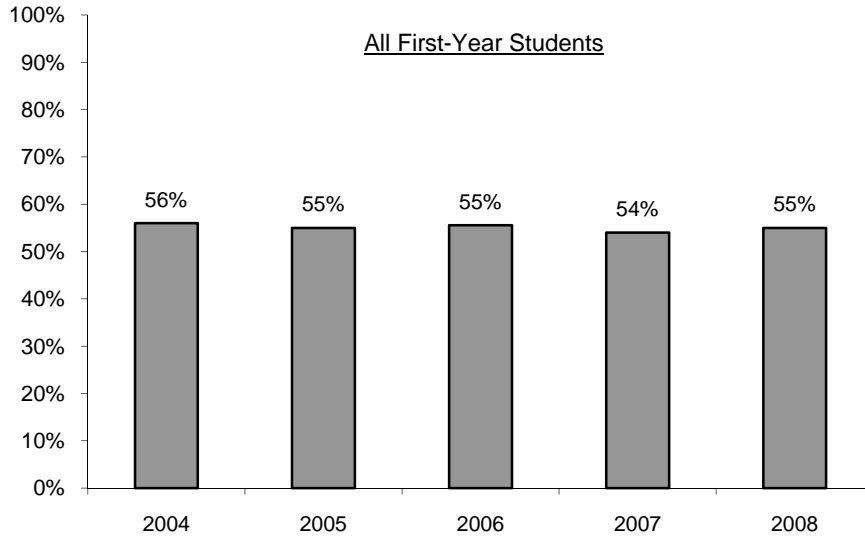


\*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 531 and the total number enrolled is 413.

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 2008

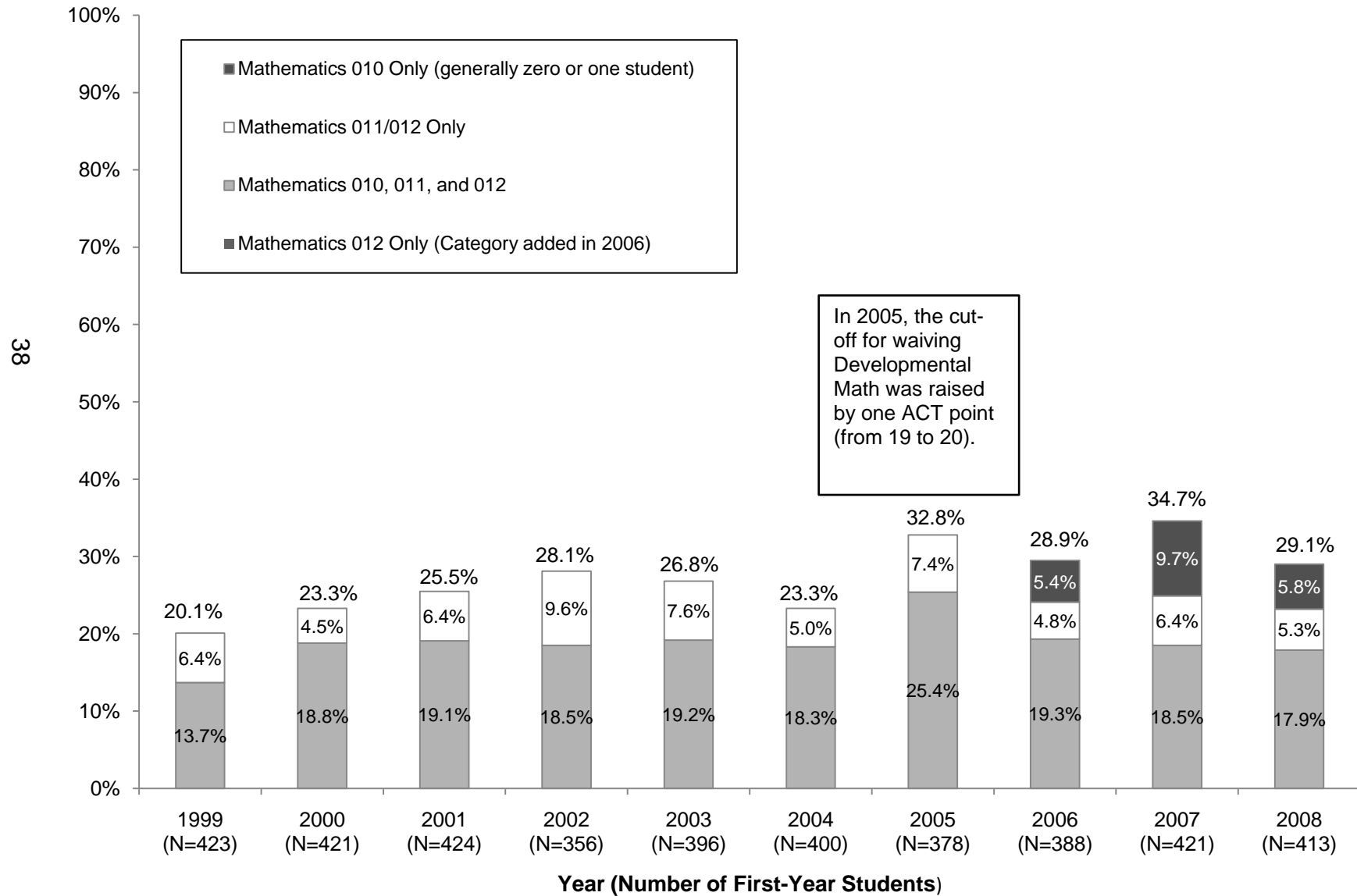
**FIRST-YEAR STUDENTS RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS  
BY GENDER AND COHORT TYPE  
2004 - 2008**



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 First-Year Student's Class Profile

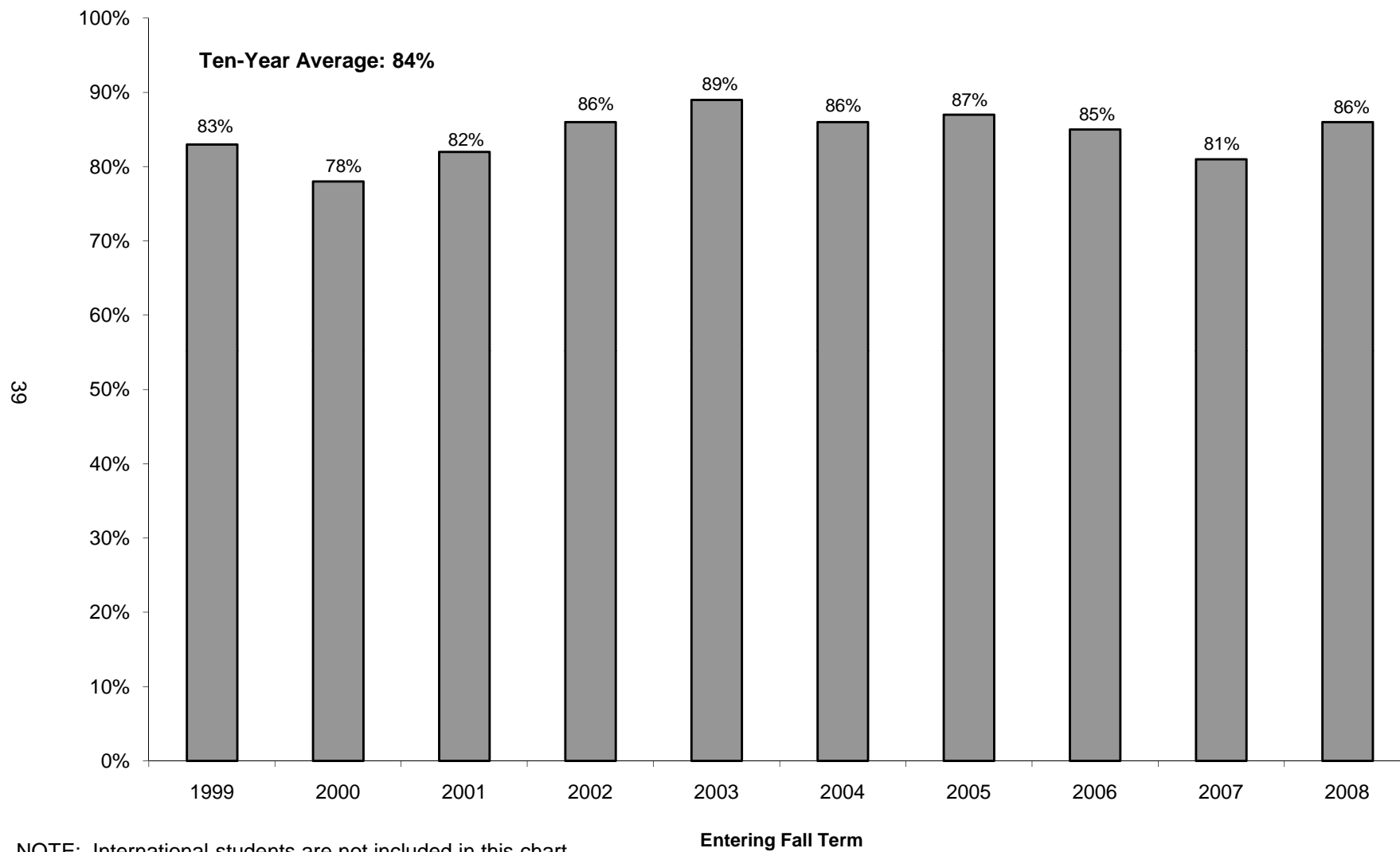
## FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES FALL TERMS 1999 - 2008



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

Source: Academic Services, October 2008

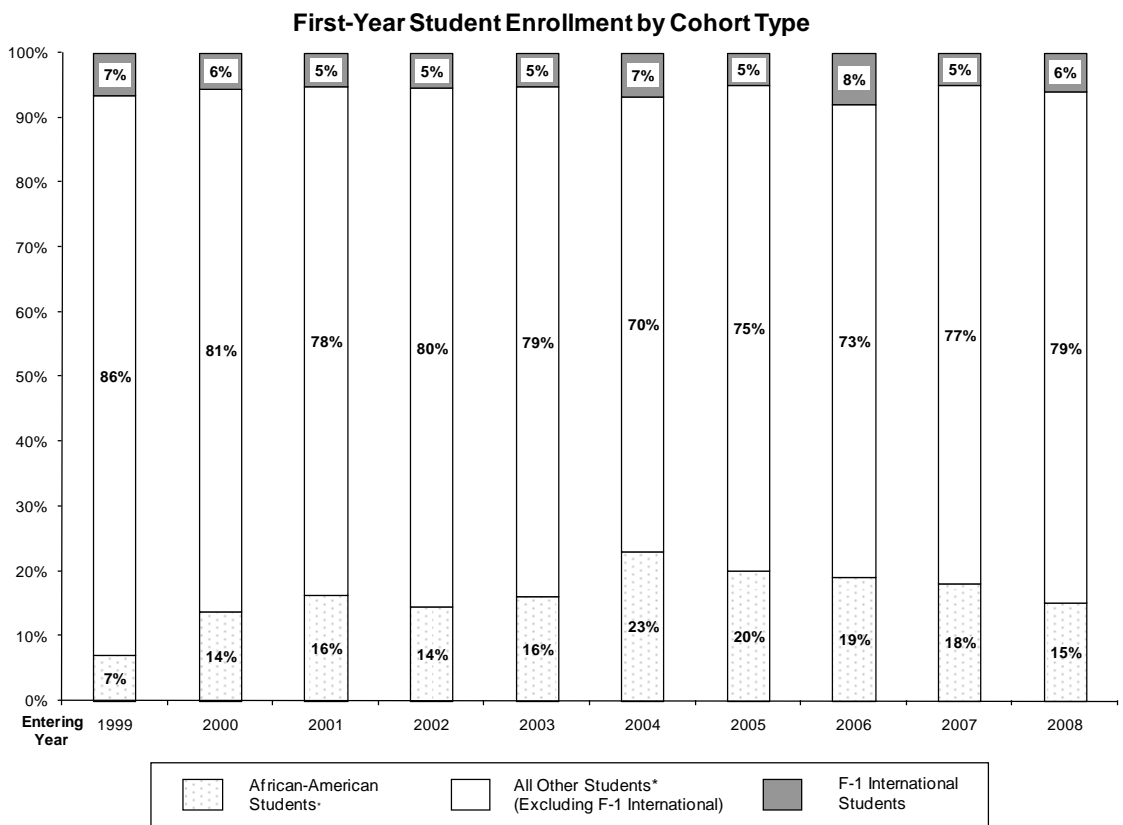
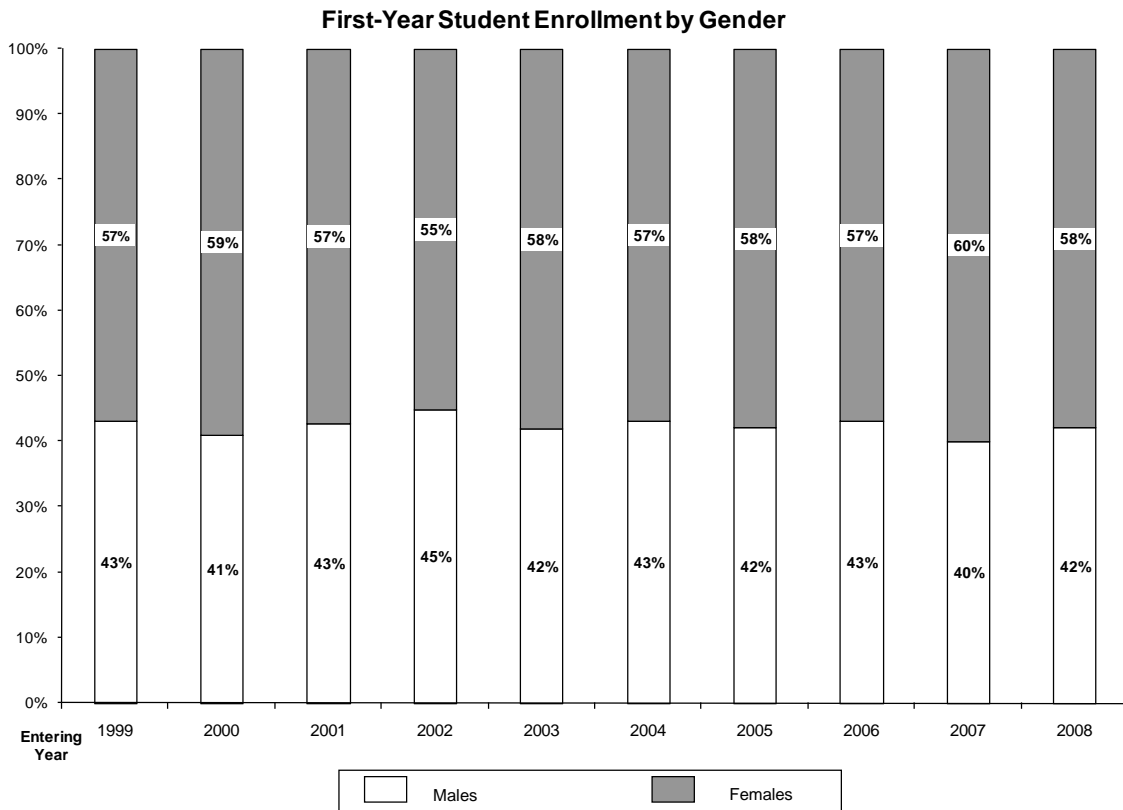
## FINANCIAL NEED OF ENTERING FIRST-YEAR STUDENTS: Federal Pell Grant Recipients



\*

Source: Office of Institutional Research and Assessment, October 2008

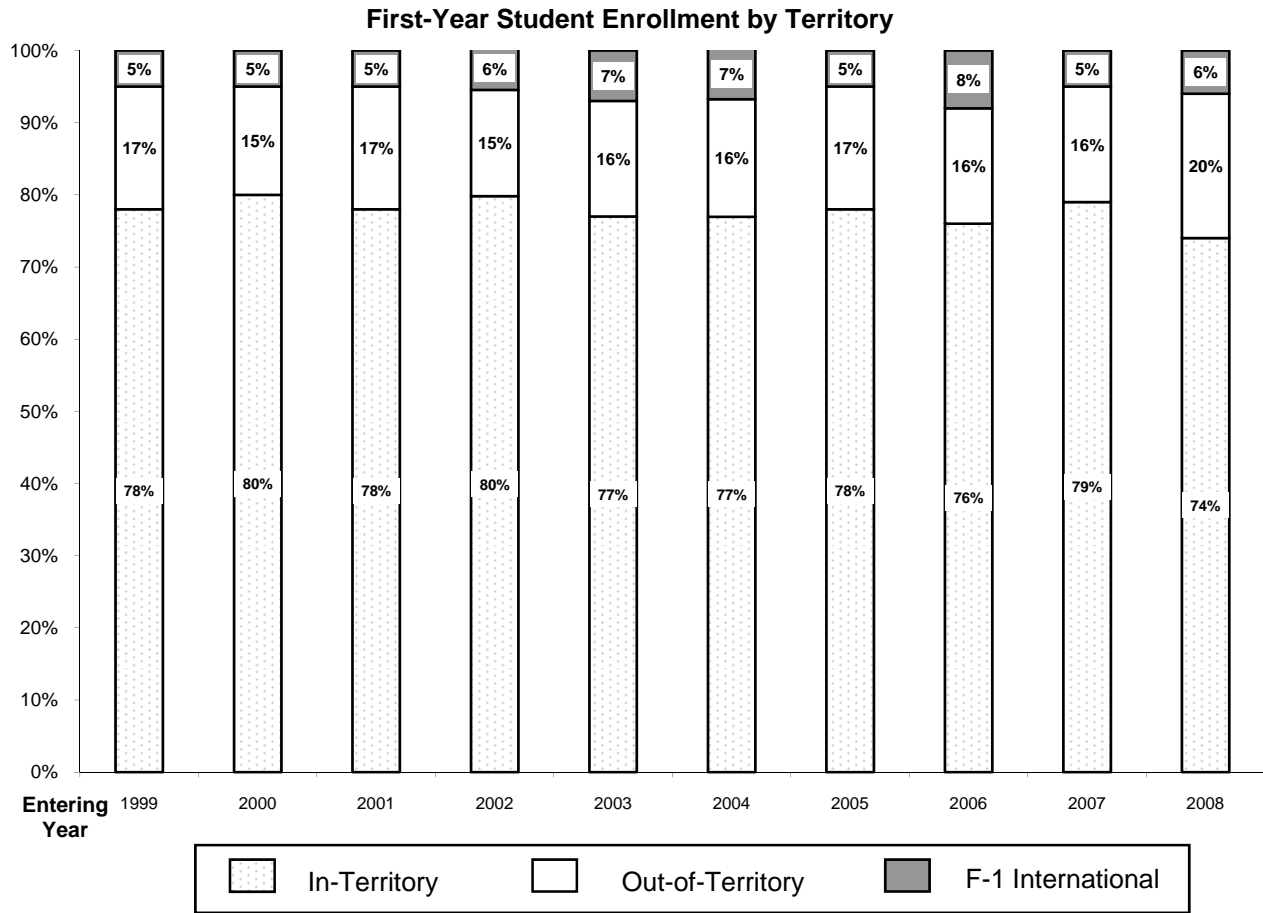
# FIRST-YEAR STUDENT ENROLLMENT TRENDS



\*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 2008

# First-Year Student Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2008.



## ENROLLMENT CATEGORY HIGHLIGHTS

	Fall 2008 All Degree-Seeking Students N = 1,491		Fall 2008 First-Year Students N = 413	
<b>Gender</b>				
Male	599	40%	172	42%
Female	892	60%	241	58%
<b>Territory</b>				
In-Territory	1,082	73%	303	74%
Out-of-Territory	298	20%	84	20%
F-1 International	111	7%	26	6%
<b>Students With International Experience</b>				
	146	10%	31	8%
<b>Ethnicity</b>				
African-American	253	17%	63	15%
Other minorities	73	5%	20	5%
White	1,016	68%	289	70%
Unknown (includes F-1 International)	149	10%	41	10%
<b>Non-Traditional Students</b>				
	253	17%	18	4%

Definitions:

**In-Territory:** Students who come from much of the Appalachian region and all of Kentucky. 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.

**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.

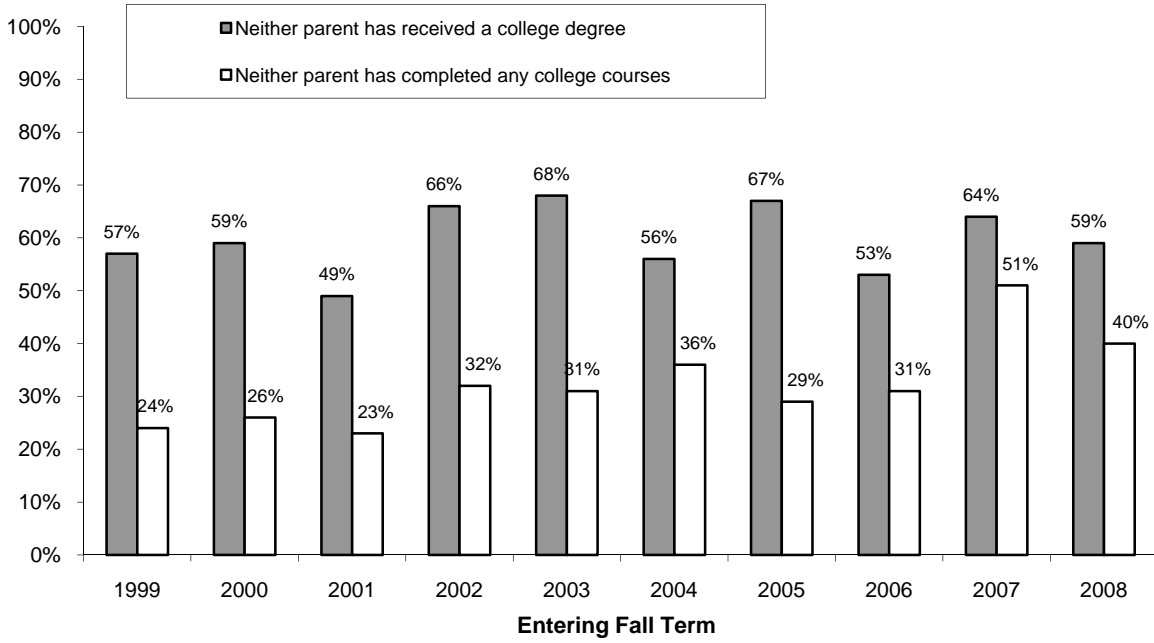
**Other Minorities:** Students (not F-1 International students) who indicated "American Indian or Alaskan Native," "Asian or Pacific Islander," or "Hispanic" on their admissions application.

**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.

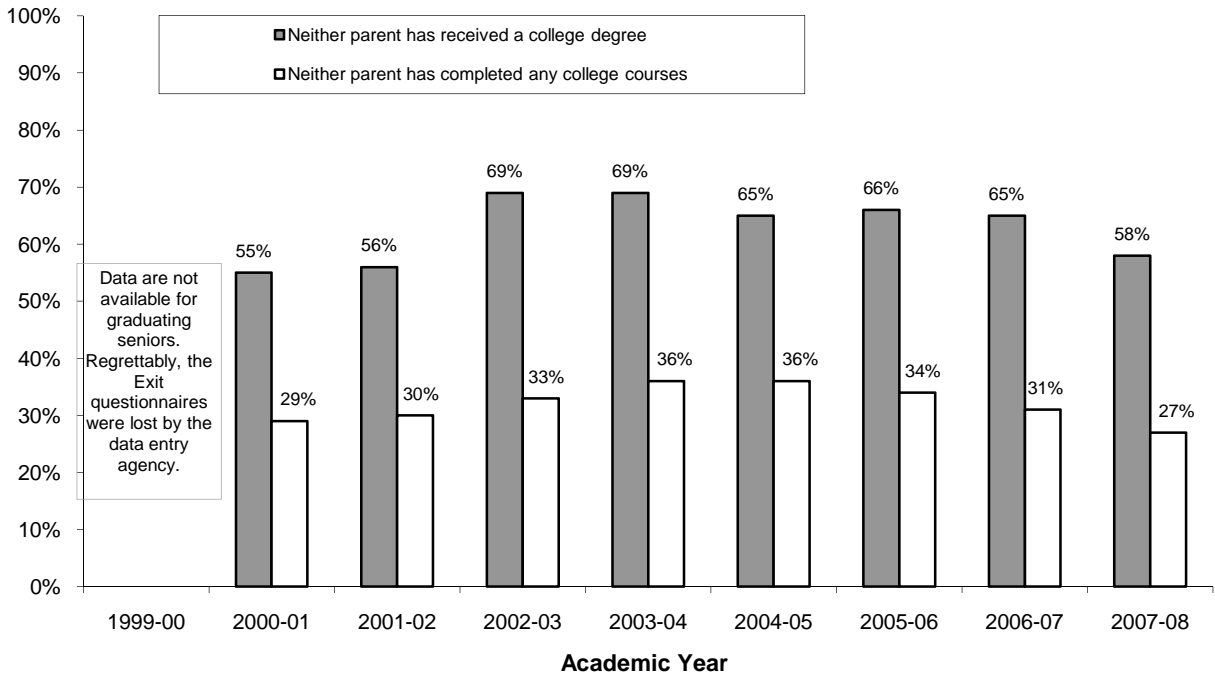
**Non-Traditional Students:** Students who are 23 or older, married, or have a child.

# FIRST-GENERATION COLLEGE STUDENTS

## Entering Student Data

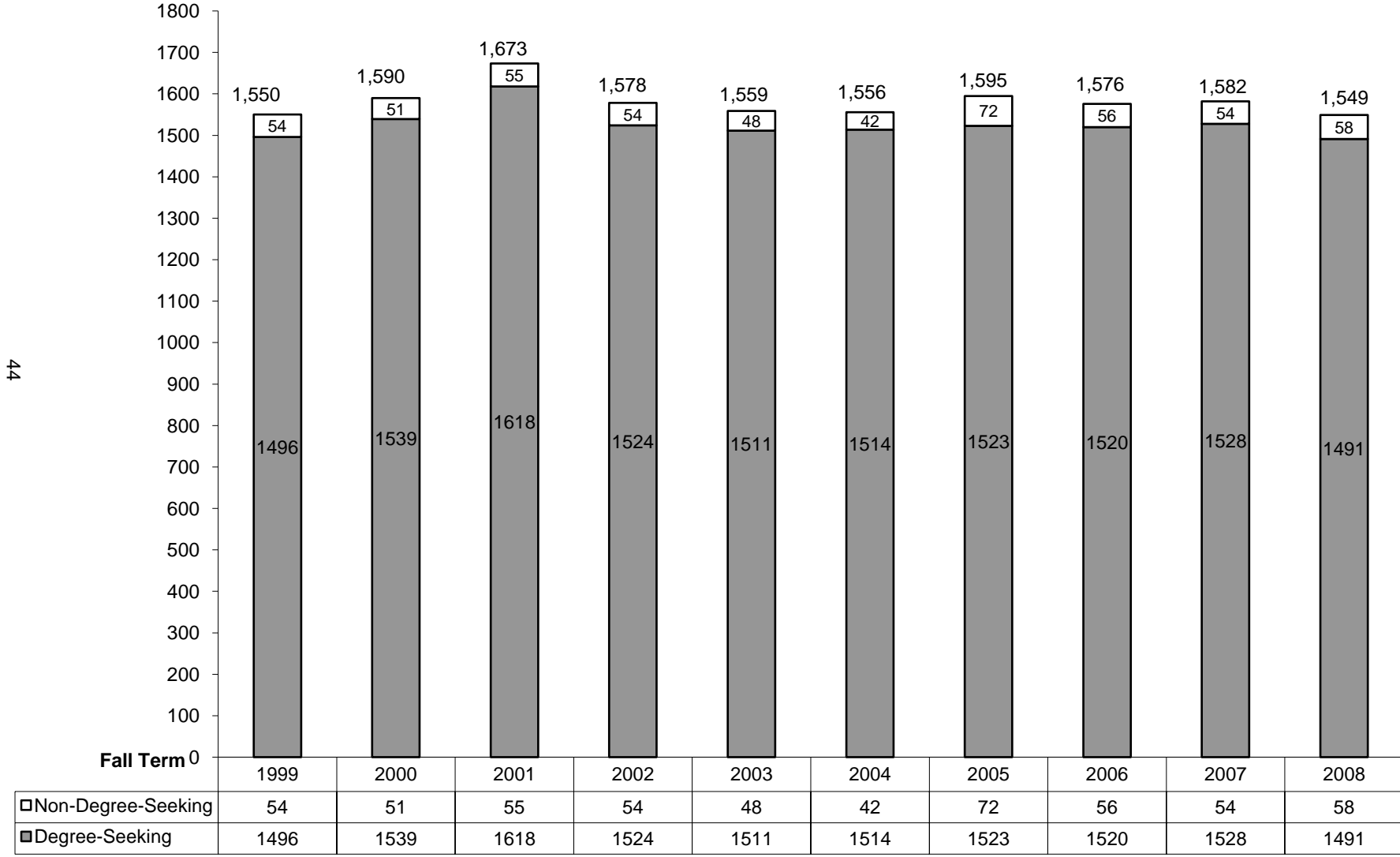


## Graduating Student Data



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 2008

**FALL ENROLLMENTS BY CLASSIFICATION  
2004 - 2008**

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	483	470	472	498	491
First-Year Students	(400)	(378)	(388)	(421)	(413)
Other** Freshmen	(83)	(92)	(84)	(77)	(78)
Sophomore	365	366	334	354	336
Junior	302	344	338	313	339
Senior	<u>364</u>	<u>343</u>	<u>376</u>	<u>363</u>	<u>325</u>
<b>TOTAL DEGREE-SEEKING STUDENTS</b>	1,514	1,523	1,520	1,528	1,491
Berea Community School	23	26	23	25	27
Madison Southern High School	0	8	7	8	4
College Employee	7	8	2	3	4
Community (Special)	5	21	14	13	12
Post Graduate	0	1	0	0	0
Transient/Exchange	<u>7</u>	<u>8</u>	<u>10</u>	<u>5</u>	<u>11</u>
<b>TOTAL NON-DEGREE-SEEKING STUDENTS</b>	42	72	56	54	58
<b>TOTAL HEADCOUNT</b>	<b>1,556</b>	<b>1,595</b>	<b>1,576</b>	<b>1,582</b>	<b>1,549</b>

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

NOTE: For Fall 2008, there were two first-year students "officially" classified as sophomores. For Fall 2007, there were six first-year students "officially" classified as sophomores and one as a junior. For Fall 2006, there were four first-year students "officially" classified as sophomores and one as a junior. For Fall 2005, there was one first-year student "officially" classified as a junior. For Fall 2004, there were four first-year students "officially" classified as sophomores and one as a junior.

*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 2008

## FALL ENROLLMENTS BY CLASSIFICATION (Continued)

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<b>Full-Time Students</b>					
Freshman	483	470	472	498	491
First-Year Students	(400)	(378)	(388)	(421)	(413)
Other** Freshmen	(83)	(92)	(84)	(77)	(78)
Sophomore	365	366	334	354	336
Junior***	302	344	338	313	338
Senior	<u>361</u>	<u>340</u>	<u>372</u>	<u>362</u>	<u>323</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,511	1,520	1,516	1,527	1,488
Berea Community School	0	0	0	0	1
Madison Southern High School	0	0	1	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	1	1	0
Post Graduate	0	1	0	0	0
Transient/Exchange	<u>5</u>	<u>8</u>	<u>9</u>	<u>4</u>	<u>7</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	9	11	5	8
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,516</b>	<b>1,529</b>	<b>1,527</b>	<b>1,532</b>	<b>1,496</b>
<hr/>					
<b>Part-Time Students</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	1
Senior	<u>3</u>	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	3	3	4	1	3
Berea Community School	23	26	23	25	26
Madison Southern High School	0	8	6	8	4
College Employee	7	8	2	3	4
Community (Special)	5	21	13	12	12
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>4</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	37	63	45	49	50
<b>TOTAL PART-TIME STUDENTS</b>	<b>40</b>	<b>66</b>	<b>49</b>	<b>50</b>	<b>53</b>
<b>FTE ENROLLMENT</b>	<b>1,530</b>	<b>1,555</b>	<b>1,546</b>	<b>1,553</b>	<b>1,518</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 53 students has a FTE of 22.18.

Source: Academic Services, October 2008

**DEGREE-SEEKING STUDENTS WITH INTERNATIONAL EXPERIENCE\*  
FALL TERMS 1999 - 2008**

<u>Year</u>	<u>Total Degree-Seeking Students</u>	<u>International Experience* Students</u>	<u>Percent International Experience* Students of Total</u>
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
2008	1,491	146	9.8

\*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 1999 – 2008**

<u>Year</u>	<u>Total Degree-Seeking Students</u>	<u>African-American Students</u>	<u>Percent African-American Students of Total</u>
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
2008	1,491	253	17.0

**NON-TRADITIONAL\*\* DEGREE-SEEKING STUDENTS  
FALL TERMS 2000 - 2008**

<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
2008	1,491	253	17.0

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

Source: Office of Institutional Research and Assessment, October 2008

## FALL 2008 ENROLLMENT BY STATE AND U.S. TERRITORIES

### Degree-Seeking Students:

Alabama	87	(6%)	Montana	4	(*)
Alaska	2	(*)	Nebraska	1	(*)
Arkansas	5	(*)	Nevada	2	(*)
California	2	(*)	New Hampshire	2	(*)
Colorado	2	(*)	New Jersey	5	(*)
Delaware	2	(*)	New Mexico	2	(*)
Florida	8	(1%)	New York	6	(*)
Georgia	42	(3%)	North Carolina	78	(5%)
Hawaii	1	(*)	Ohio	142	(9%)
Idaho	1	(*)	Oregon	5	(*)
Illinois	9	(1%)	Pennsylvania	13	(1%)
Indiana	13	(1%)	South Carolina	19	(1%)
Kentucky	601	(39%)	Tennessee	142	(9%)
Louisiana	1	(*)	Texas	13	(1%)
Maine	3	(*)	Utah	1	(*)
Maryland	6	(*)	Virgin Islands	1	(*)
Massachusetts	3	(*)	Virginia	51	(3%)
Michigan	16	(1%)	Washington	1	(*)
Mississippi	5	(*)	West Virginia	61	(4%)
Missouri	9	(1%)	Wisconsin	2	(*)

**Sub-Total** 1,369 (88%)

Students Enrolled from Outside the U.S. and/or Its Territories  
(For more detail, see the following page.) 122 (8%)

**Total Degree-Seeking Students** 1,491 (96%)

### Non-Degree-Seeking Students:

Berea Community School	27
Madison Southern High School	4
College Employee	4
Community (Special)	12
Post Graduate	0
Transient/Exchange	11
Sub-Total	58

**Total Non-Degree-Seeking Students** 58 (4%)

**TOTAL HEADCOUNT ENROLLMENT** 1,549 (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 2008.  
For more details visit < <http://www.berea.edu/ira/georeports.asp> > and  
< <http://www.worldatlas.com/cntycont.htm> >.

**FALL 2008 ENROLLMENT BY COUNTRY  
ORGANIZED BY CONTINENT**

Degree-Seeking Students:

**Africa**

Botswana	2	(2%)
Burkina Faso	1	(1%)
Cameroon	2	(2%)
Ethiopia	3	(2%)
Gabon	1	(1%)
Ghana	4	(3%)
Kenya	6	(5%)
Liberia	4	(3%)
Nigeria	3	(2%)
Rwanda	1	(1%)
Tanzania	1	(1%)
The Gambia	1	(1%)
Uganda	1	(1%)
Zambia	1	(1%)
Zimbabwe	9	(7%)
Africa Total	40	(33%)

**Asia, continued**

Turkmenistan	5	(4%)
Uzbekistan	3	(2%)
Vietnam	5	(4%)
West Bank	1	(1%)
Asia Total	53	(43%)

**Europe**

Azerbaijan	2	(2%)
Bulgaria	2	(2%)
Georgia	1	(1%)
Germany	1	(1%)
Montenegro	1	(1%)
Romania	2	(1%)
Serbia (Kosovo)	2	(2%)
Ukraine	2	(2%)
United Kingdom	1	(1%)
Europe Total	14	(11%)

**Asia**

Afghanistan	3	(2%)
Bangladesh	2	(2%)
Burma (Myanmar)	5	(4%)
China	4	(3%)
India	2	(2%)
Kyrgyzstan	2	(2%)
Lebanon	3	(2%)
Malaysia	1	(1%)
Mongolia	1	(1%)
Nepal	3	(2%)
Pakistan	1	(1%)
Sri Lanka	2	(2%)
Taiwan	1	(1%)
Tibet, The Former	7	(6%)
Turkey	1	(1%)

**North America**

Dominica	1	(1%)
Guatemala	1	(1%)
Haiti	2	(2%)
Honduras	2	(2%)
Jamaica	1	(1%)
Mexico	3	(2%)
Trinidad and Tobago	1	(1%)
North America Total	11	(9%)

**South America**

Argentina	1	(1%)
Bolivia	1	(1%)
Brazil	1	(1%)
Uruguay	1	(1%)
South America Total	4	(3%)

**TOTAL OF ALL COUNTRIES 122 (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-twenty-two (122) 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 2008.  
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  
2004 - 2008**

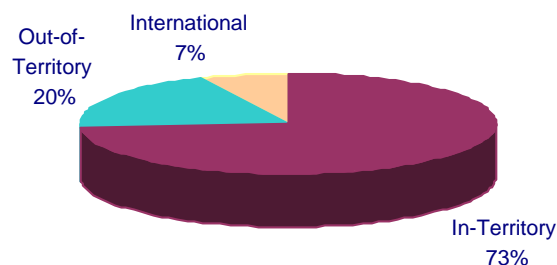
	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Berea's Territory*	1,112	1,103	1,198	1,118	1,082
Prior to 1976 expansion	70%	70%	69%	68%	69%
Counties Added in 1976 & 1978	26%	28%	29%	29%	29%
Hamilton Co, Ohio added in 1996	4%	3%	3%	3%	2%
Out-of-Territory*	292	311	301	304	298
F-1 International***	<u>110</u>	<u>109</u>	<u>121</u>	<u>106</u>	<u>111</u>
 TOTAL	 1,514	 1,523	 1,520	 1,528	 1,491

\*For a complete description of Berea's Territory and its changes, please see pages 26 - 28. 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 2008, thirty-five (35) 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  
2004 - 2008**

	<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>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>
African-American (Non-Hispanic)	283	(17%)	283	(19%)	278	(18%)	273	(18%)	253	(17%)
American Indian or Alaskan Native	8	(1%)	14	(1%)	11	(1%)	12	(1%)	18	(1%)
Asian or Pacific Islander	22	(1%)	20	(1%)	21	(1%)	24	(2%)	22	(1%)
Hispanic	25	(1%)	25	(2%)	24	(2%)	29	(2%)	33	(2%)
White (Non-Hispanic)	1,038	(70%)	1,044	(69%)	1,037	(68%)	1,051	(69%)	1,016	(68%)
Students who chose not to respond	28	(2%)	28	(2%)	28	(2%)	33	(2%)	38	(3%)
F-1 International Students	<u>110</u>	<u>(7%)</u>	<u>109</u>	<u>(7%)</u>	<u>121</u>	<u>(8%)</u>	<u>106</u>	<u>(7%)</u>	<u>111</u>	<u>(7%)</u>
<b>TOTAL</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>	<b>1,491</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 2008

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE\*  
2004 – 2008**

<u>Age*</u>	<b>2004</b>		<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</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>
Less than 18 years old	41	(2%)	26	(2%)	37	(2%)	37	(2%)	37	(2%)
18 - 24 years old	1,386	(92%)	1,404	(92%)	1,392	(92%)	1,416	(93%)	1,377	(92%)
25 - 29 years old	61	(3%)	58	(4%)	57	(4%)	43	(3%)	49	(3%)
30 - 34 years old	13	(1%)	17	(1%)	17	(1%)	13	(1%)	13	(1%)
35 - 39 years old	3	(**)	4	(**)	2	(**)	4	(**)	4	(**)
40 - 44 years old	3	(**)	4	(**)	7	(**)	5	(**)	4	(**)
45 - 49 years old	6	(**)	4	(**)	3	(**)	4	(**)	3	(**)
50 - 54 years old	0	(**)	5	(**)	4	(**)	5	(**)	1	(**)
55 - 59 years old	1	(**)	1	(**)	0	(0%)	1	(**)	2	(**)
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%)	1,491	(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 2008

## FALL 2008 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	3	(3%)	0	(0%)	0	(0%)	3	(*)
Agriculture and Natural Resources	0	(0%)	22	(4%)	0	(0%)	22	(3%)
Applied Science and Mathematics	0	(0%)	2	(*)	0	(0%)	2	(*)
Art	0	(0%)	27	(5%)	1	(1%)	28	(4%)
Asian Studies	1	(1%)	3	(1%)	0	(0%)	4	(1%)
Biology	10	(9%)	29	(6%)	6	(9%)	45	(6%)
Business Administration	11	(10%)	25	(5%)	18	(26%)	54	(8%)
Chemistry	2	(2%)	13	(2%)	3	(4%)	18	(3%)
Child and Family Studies	8	(7%)	25	(5%)	1	(1%)	34	(5%)
Computer and Information Science	0	(0%)	7	(1%)	1	(1%)	8	(1%)
Economics	0	(0%)	3	(1%)	7	(10%)	10	(1%)
Education Studies	10	(9%)	29	(6%)	0	(0%)	39	(6%)
Elementary Education	1	(1%)	9	(2%)	0	(0%)	10	(1%)
English	2	(2%)	20	(4%)	0	(0%)	22	(3%)
Foreign Languages								
French	0	(0%)	1	(*)	1	(1%)	2	(*)
German	1	(1%)	3	(1%)	1	(1%)	5	(1%)
Spanish	3	(3%)	9	(2%)	0	(0%)	12	(2%)
History	4	(4%)	18	(3%)	0	(0%)	22	(3%)
Independent	2	(2%)	29	(6%)	0	(0%)	31	(4%)
Mathematics	0	(0%)	6	(1%)	7	(10%)	13	(2%)
Music	2	(2%)	17	(3%)	1	(1%)	20	(3%)
Nursing	9	(8%)	31	(6%)	8	(12%)	48	(7%)
Philosophy	0	(0%)	8	(2%)	0	(0%)	8	(1%)
Physical Education	3	(3%)	16	(3%)	0	(0%)	19	(3%)
Physics	0	(0%)	4	(1%)	2	(3%)	6	(1%)
Political Science	1	(1%)	8	(2%)	5	(7%)	14	(2%)
Psychology	2	(2%)	18	(3%)	2	(3%)	22	(3%)
Religion	1	(1%)	11	(2%)	0	(0%)	12	(2%)
Sociology	4	(4%)	10	(2%)	1	(1%)	15	(2%)
Speech Communication	8	(7%)	16	(3%)	1	(1%)	25	(4%)
Technology and Industrial Arts	8	(7%)	41	(8%)	1	(1%)	50	(7%)
Theatre	6	(5%)	12	(2%)	0	(0%)	18	(3%)
Women's Studies	3	(3%)	6	(1%)	0	(0%)	9	(1%)
<i>Undecided</i>	6	(5%)	45	(9%)	2	(3%)	53	(8%)
<b>TOTAL</b>	<b>111</b>	<b>(100%)</b>	<b>523</b>	<b>(100%)</b>	<b>69</b>	<b>(100%)</b>	<b>703</b>	<b>(100%)</b>

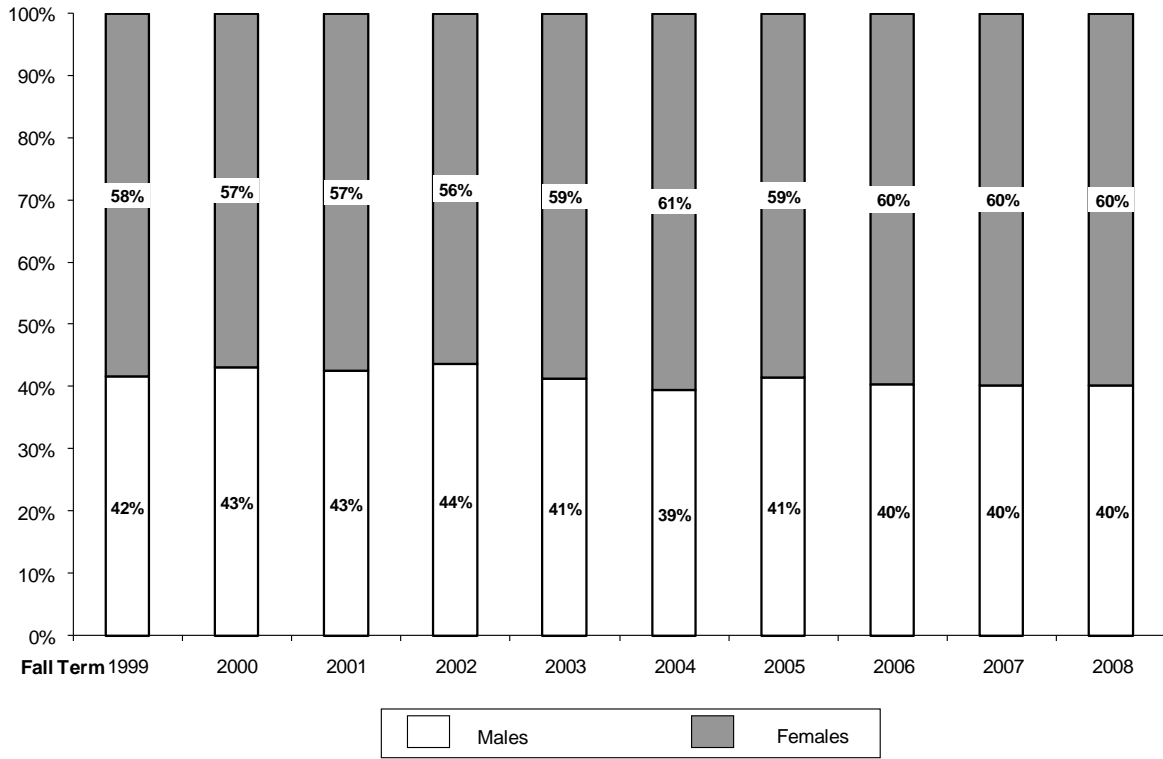
\*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 703 majors represent 664 junior and senior students enrolled in Fall 2008.

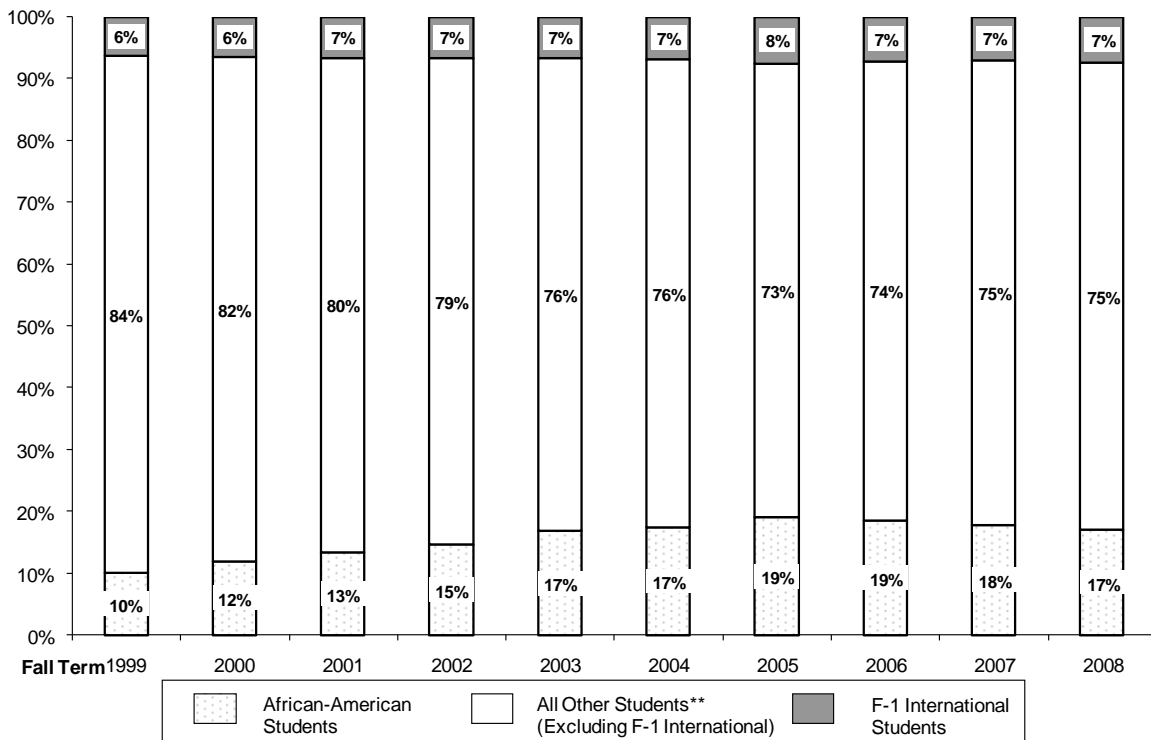
Compiled by: Office of Institutional Research and Assessment, November 2008

# FALL ENROLLMENT TRENDS

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



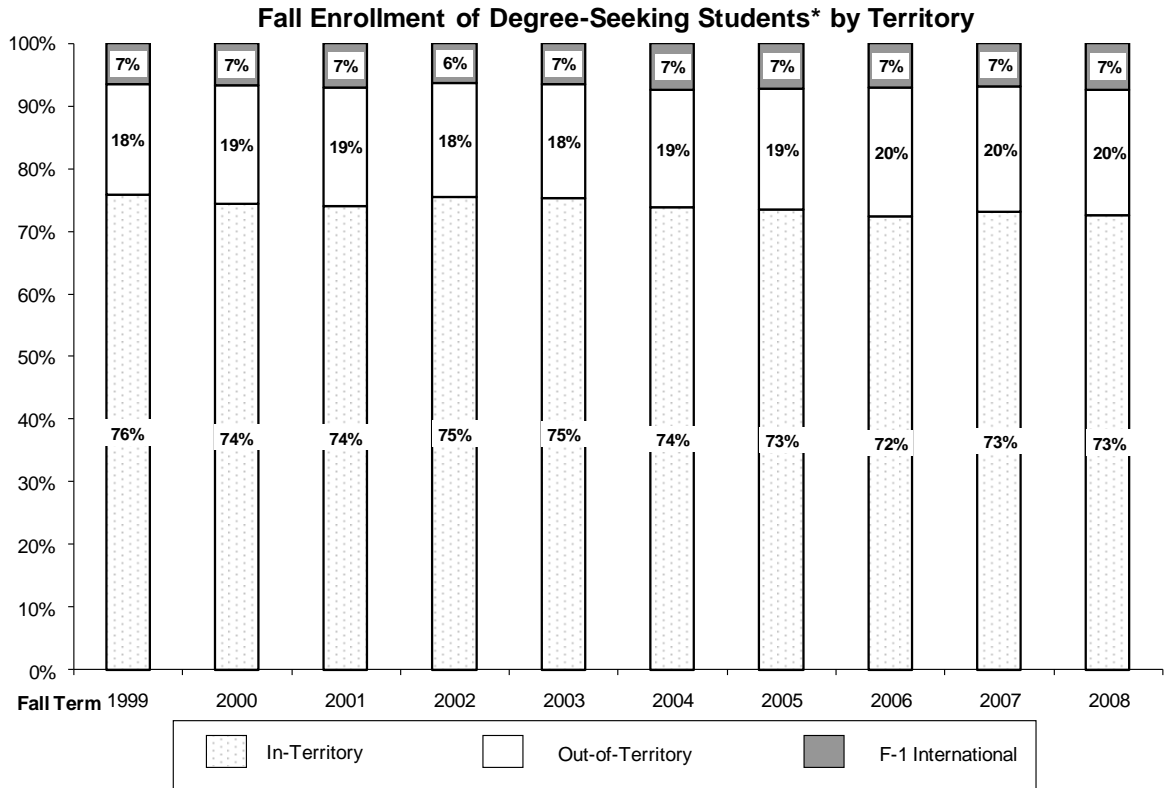
## Fall Enrollment of Degree-Seeking Students\* by Cohort Type



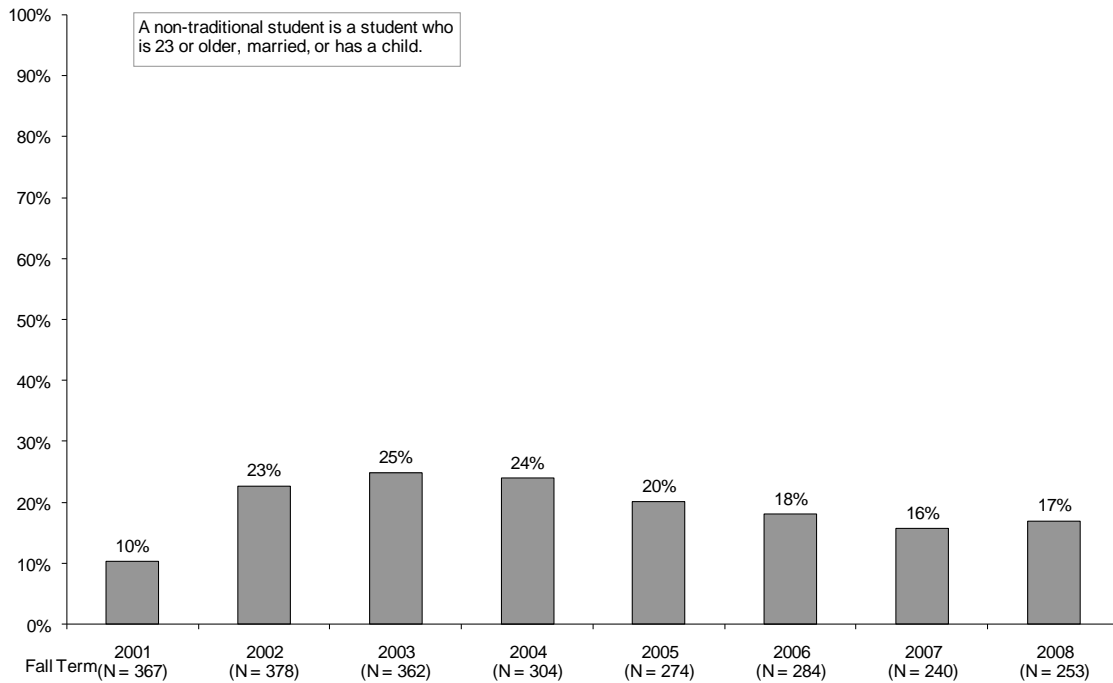
\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2008

## Fall Enrollment Trends, continued



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



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2008

**SPRING ENROLLMENTS BY CLASSIFICATION  
2004 - 2008**

	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	377	387	328	346	363
First-Year Students	(19)	(18)	(7)	(16)	(9)
Other** Freshmen	(358)	(369)	(321)	(330)	(354)
Sophomore	392	318	329	298	312
Junior	306	323	326	332	308
Senior	<u>448</u>	<u>419</u>	<u>431</u>	<u>447</u>	<u>442</u>
TOTAL DEGREE-SEEKING STUDENTS	1,423	1,447	1,414	1,423	1,425
Berea Community School	18	11	19	13	17
Madison Southern High School	8	3	8	6	3
College Employee	12	11	5	3	4
Community (Special)	10	13	12	11	12
Transient/Exchange	<u>5</u>	<u>8</u>	<u>10</u>	<u>9</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	49	46	54	42	41
<b>TOTAL HEADCOUNT</b>	<b>1,472</b>	<b>1,493</b>	<b>1,468</b>	<b>1,465</b>	<b>1,466</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 2008

## SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<b>Full-Time Students</b>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Freshman	320	387	328	346	363
First-Year Students	(19)	(18)	(7)	(16)	(9)
Other** Freshmen	(358)	(369)	(321)	(330)	(354)
Sophomore	292	318	329	298	312
Junior	306	322	326	332	307
Senior	<u>447</u>	<u>419</u>	<u>425</u>	<u>438</u>	<u>439</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,422	1,446	1,408	1,414	1,421
Berea Community School	0	0	0	1	0
Madison Southern High School	0	0	0	1	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	2
Transient/Exchange	<u>4</u>	<u>5</u>	<u>8</u>	<u>7</u>	<u>4</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	4	5	8	9	6
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,430</b>	<b>1,451</b>	<b>1,416</b>	<b>1,423</b>	<b>1,427</b>
<hr/>					
<b>Part-Time Students</b>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</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	1	1	0	1
Senior	<u>1</u>	<u>0</u>	<u>6</u>	<u>9</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	1	1	6	9	4
Berea Community School	18	11	19	12	17
Madison Southern High School	8	3	8	6	3
College Employee	10	11	5	3	4
Community (Special)	8	13	12	11	10
Transient/Exchange	<u>1</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	45	41	46	33	35
<b>TOTAL PART-TIME STUDENTS</b>	<b>46</b>	<b>42</b>	<b>52</b>	<b>42</b>	<b>39</b>
<b>FTE Enrollment</b>	<b>1,451</b>	<b>1,454</b>	<b>1,447</b>	<b>1,438</b>	<b>1,444</b>

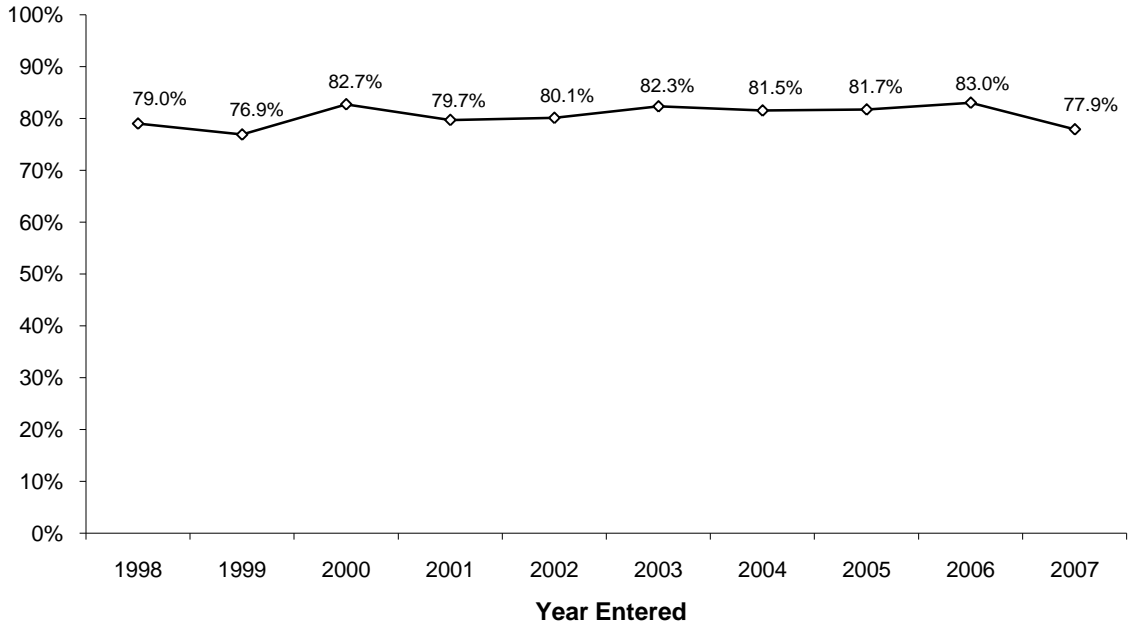
\*\*Other Freshmen - Includes continuing (students who were enrolled at Berea during the previous term), returning (students previously enrolled, withdrew, and subsequently accepted for readmission), and transfer students (students who have been enrolled at another post secondary institution) who are 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 39 students has an FTE of 17.23.

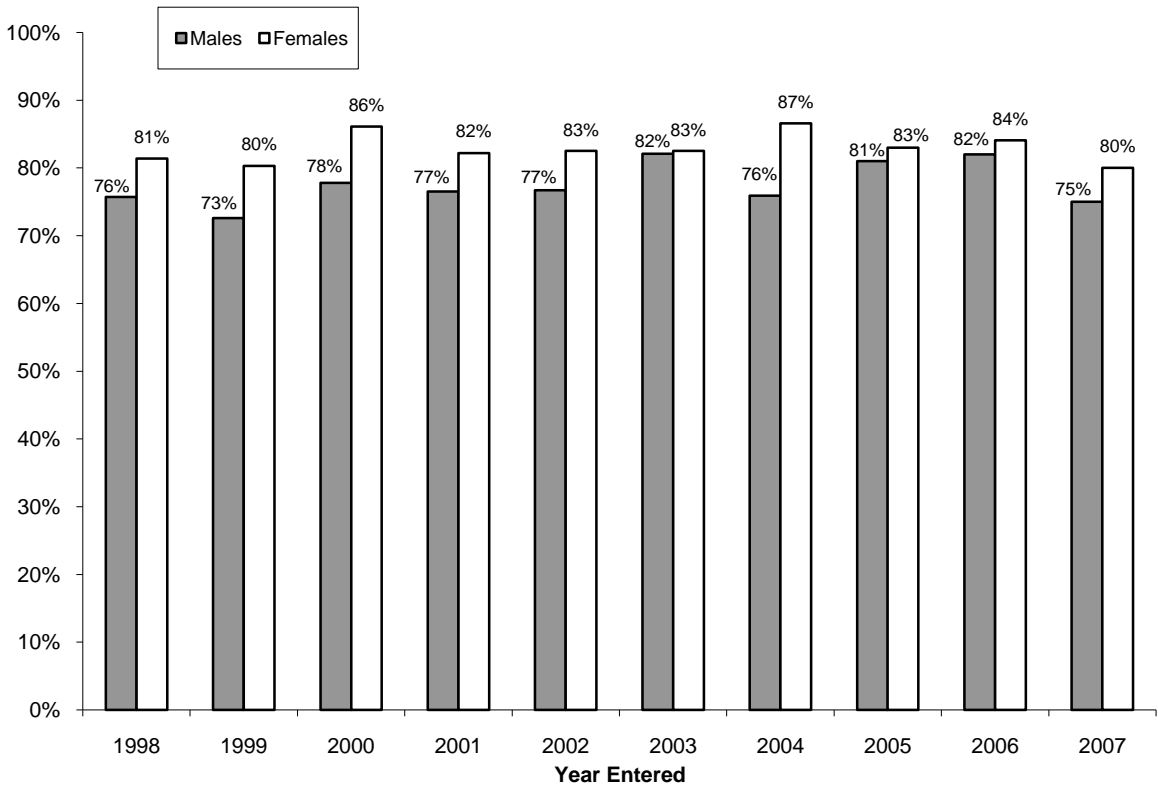


# FRESHMAN-TO-SOPHOMORE RETENTION

## All First-Year Students



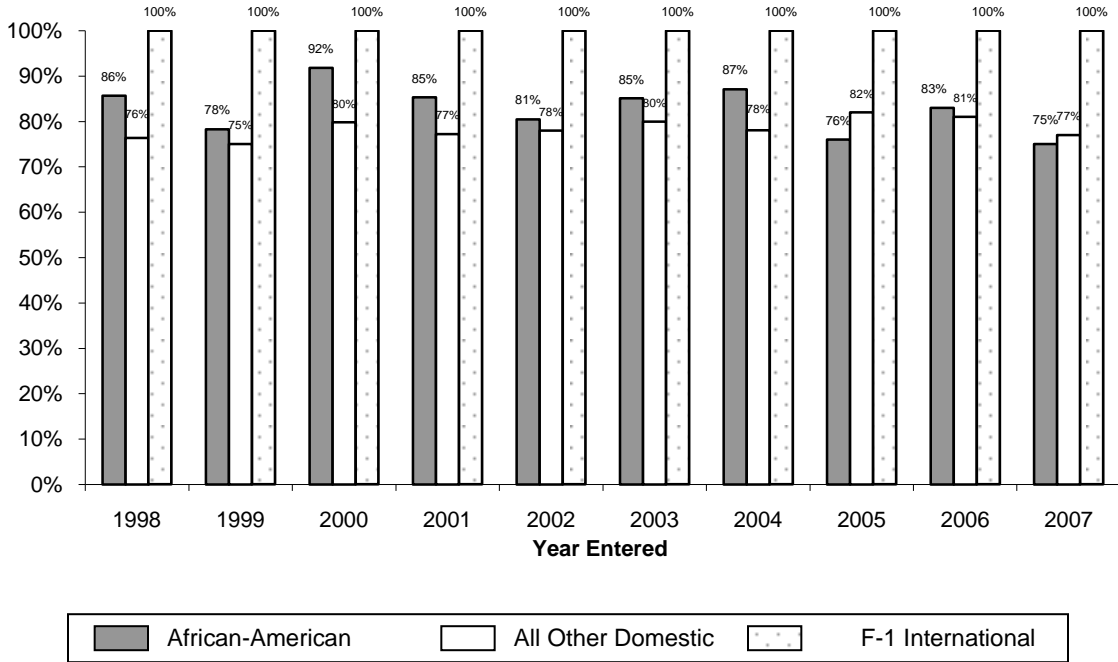
## By Gender



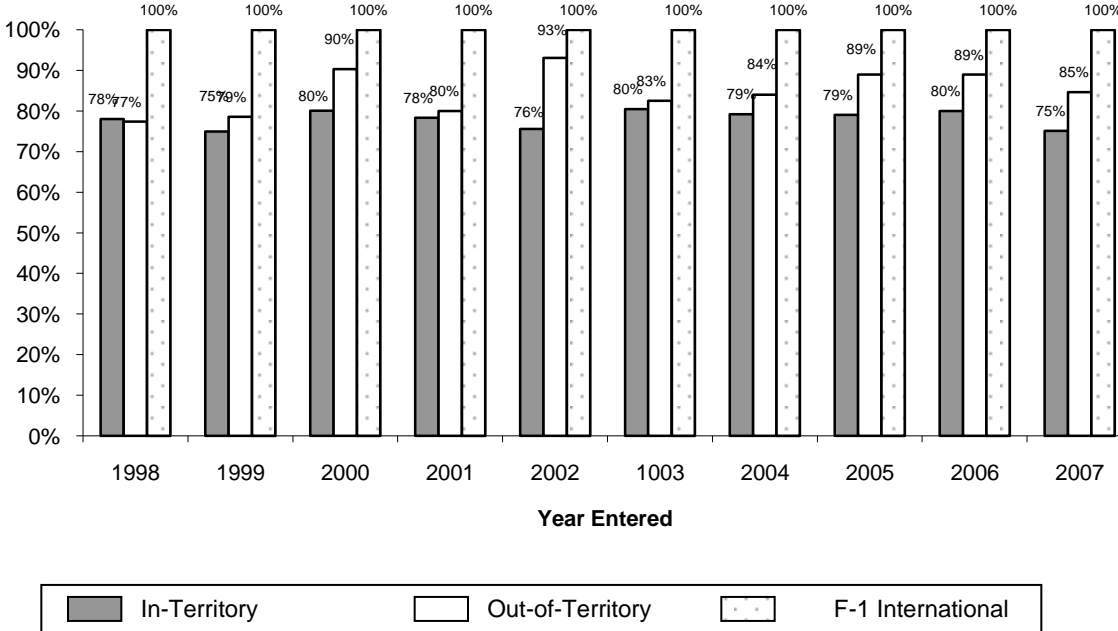
Source: Office of Institutional Research and Assessment, September 2008

# FRESHMAN-TO-SOPHOMORE RETENTION, continued

## By Cohort Type



## By Territory



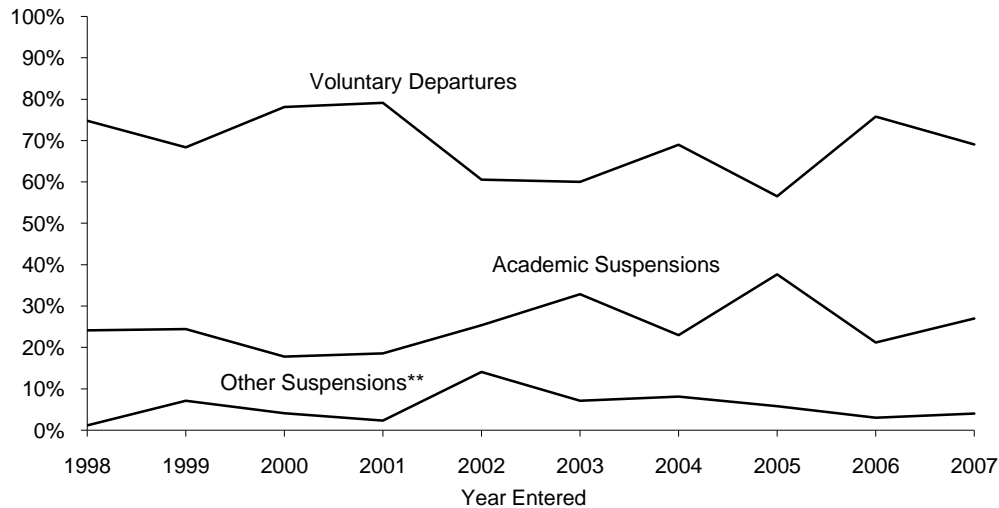
Source: Office of Institutional Research and Assessment, September 2008

**FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 1998 - 2007**

<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>
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
2007	421	77.9	93	25	4	64

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.

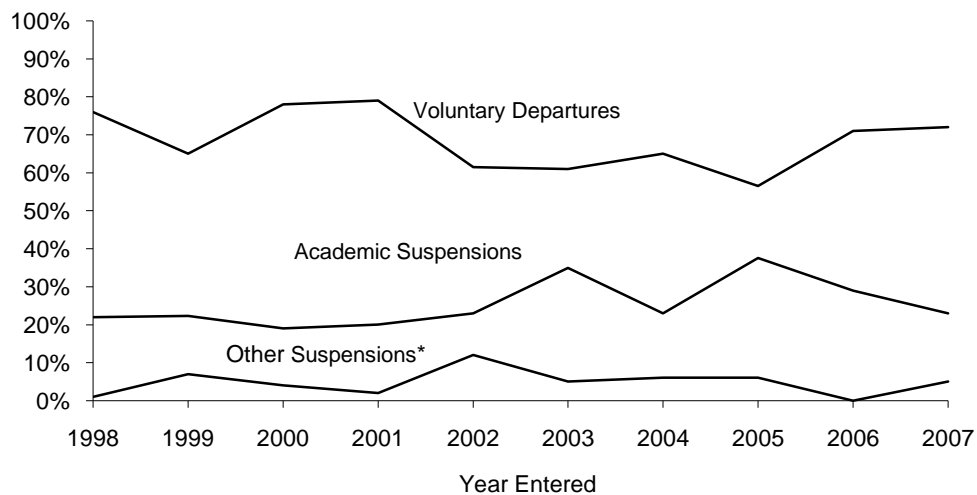
Source: Office of Institutional Research and Assessment, September 2008

**MALE FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 1998 - 2007**

<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>
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
2007	169	75	43	10	2	31

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 fall to re-enroll after their leaves.

**PERCENTAGE OF TOTAL MALE WITHDRAWALS ATTRIBUTED TO:  
ACADEMIC SUSEPENSIONS, OTHER SUSPENSIONS\*,  
AND VOLUNTARY DEPARTURES**



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

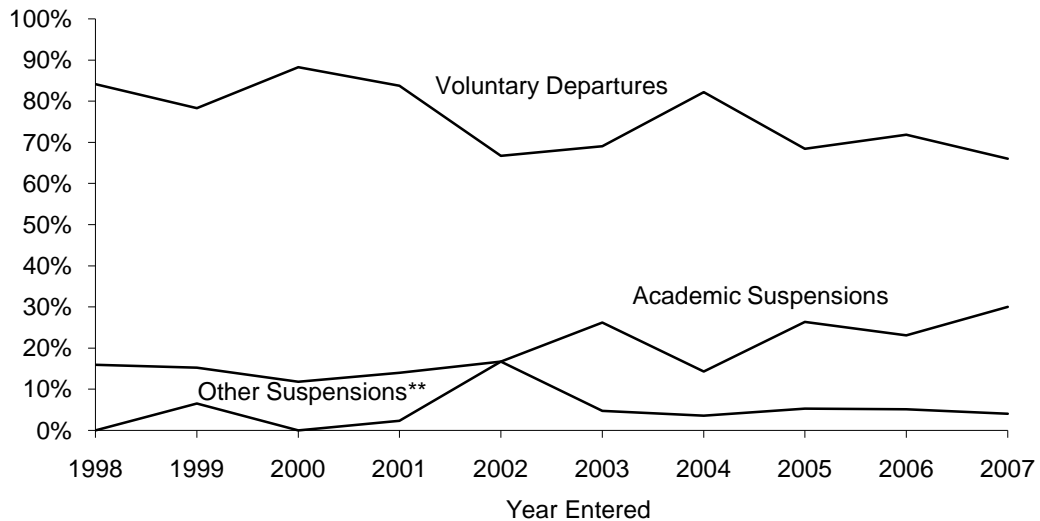
Source: Office of Institutional Research and Assessment, September 2008

**FEMALE FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 1998 - 2007**

<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>
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
2007	252	80	50	15	2	33

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.

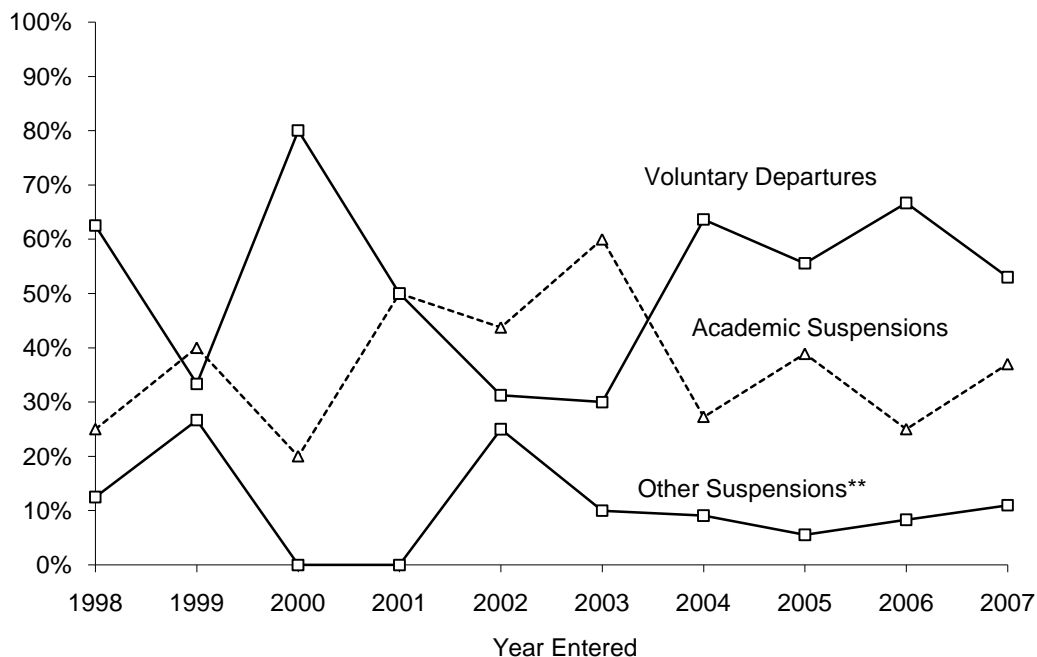
Source: Office of Institutional Research and Assessment, September 2008

## AFRICAN-AMERICAN FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 1998 - 2007

Year	Number Enrolled	Percent Returned for Second Year	Total Number Withdrawn	Breakdown of Withdrawals		
				Academic Suspensions	Other Suspensions**	Voluntary Departures
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
2007	75	75	19	7	2	10

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

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



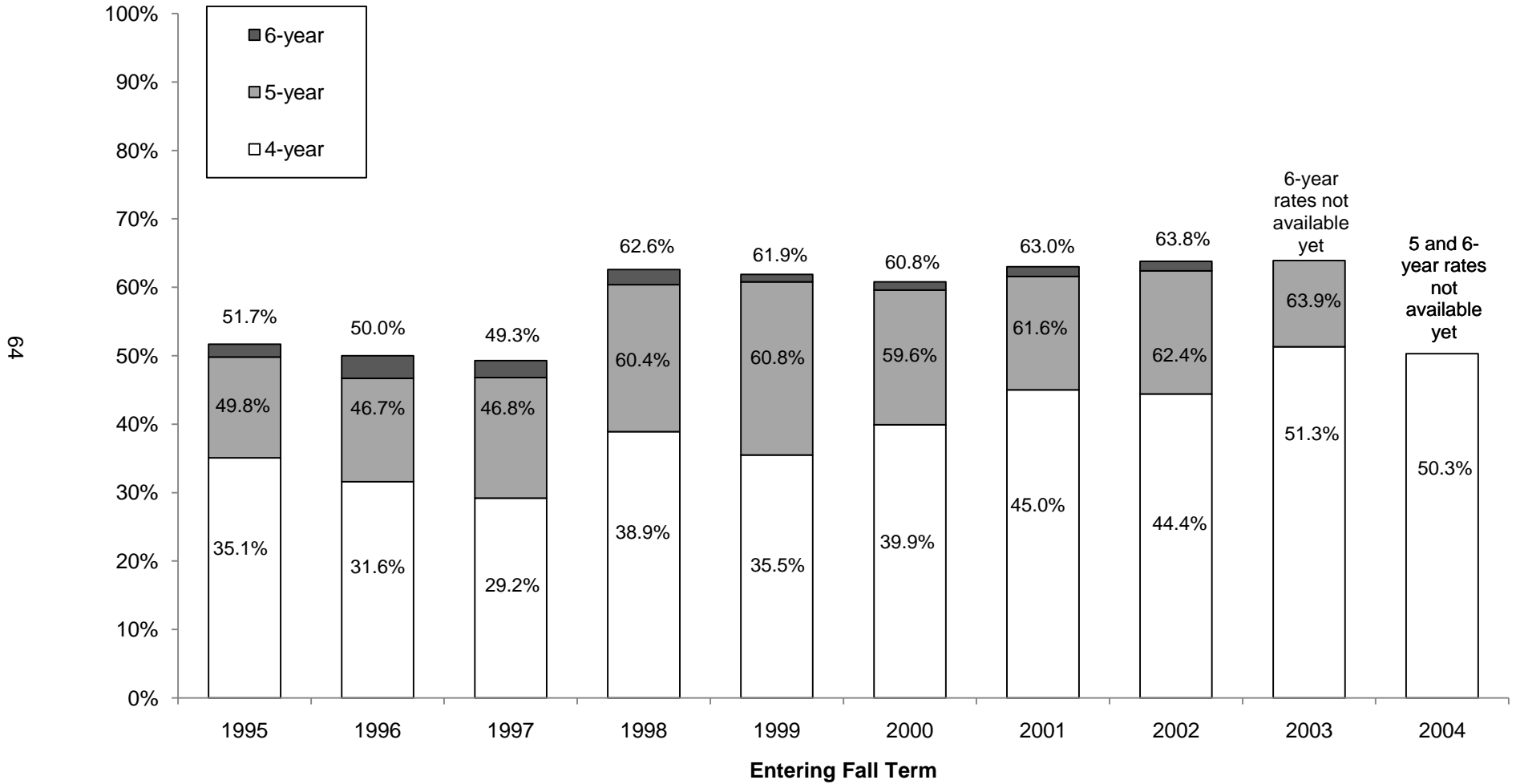
NOTE: These numbers DO NOT include F-1 International students.

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

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

Source: Office of Institutional Research and Assessment, September 2008

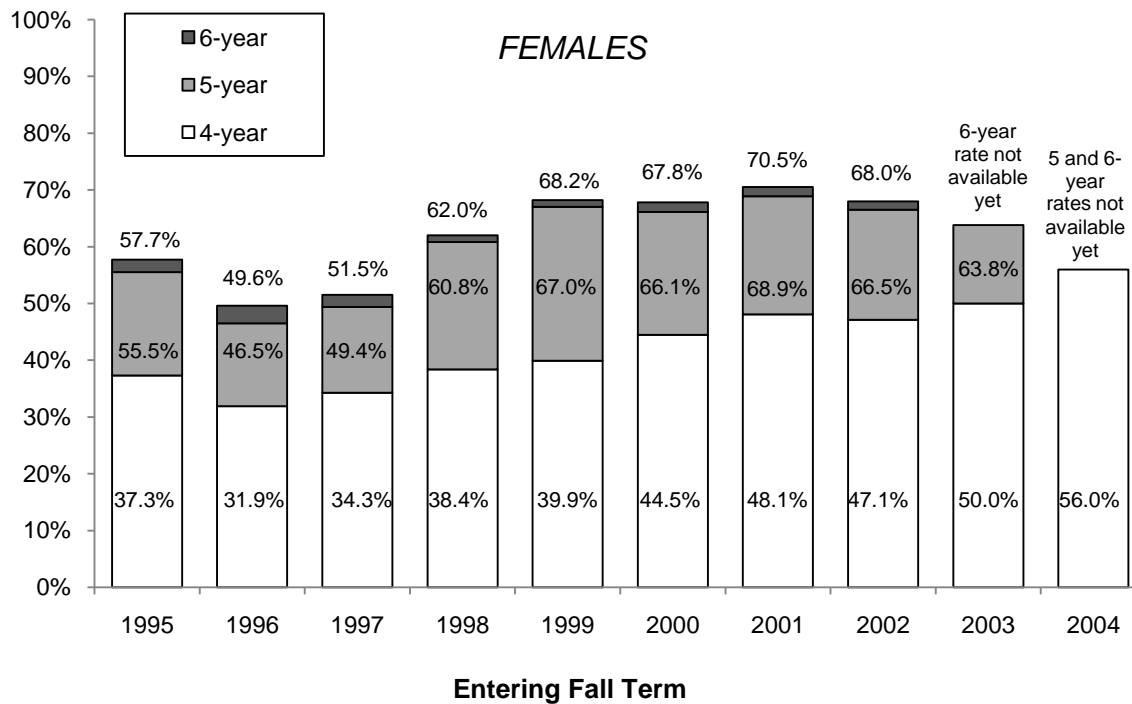
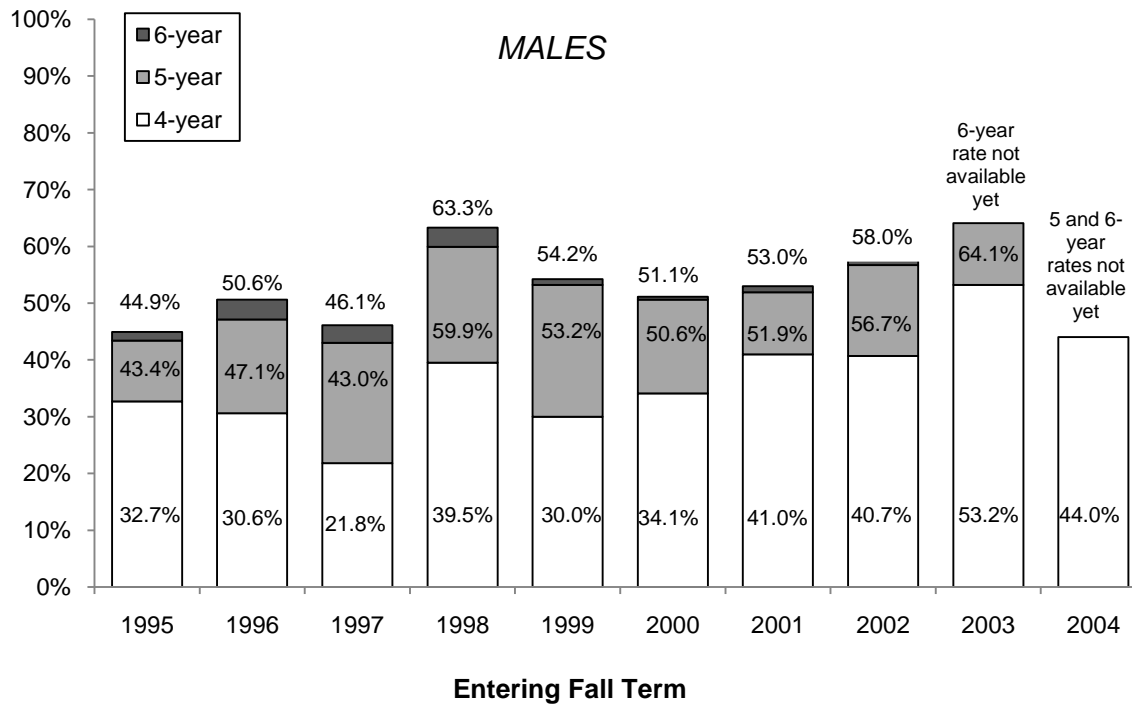
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS



\*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 2008.

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY GENDER FALL TERMS 1995-2004

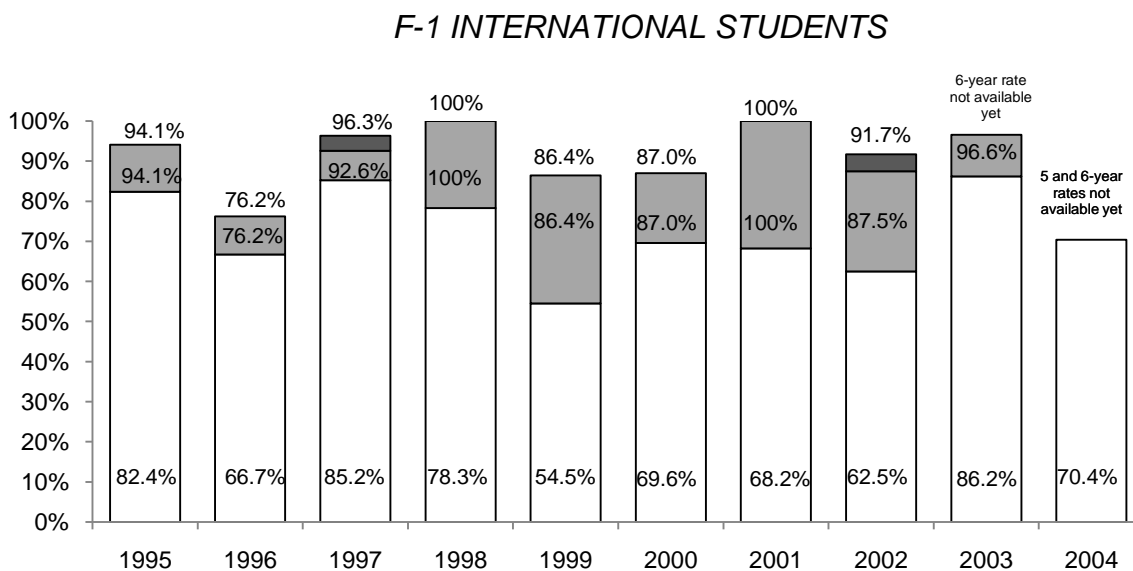
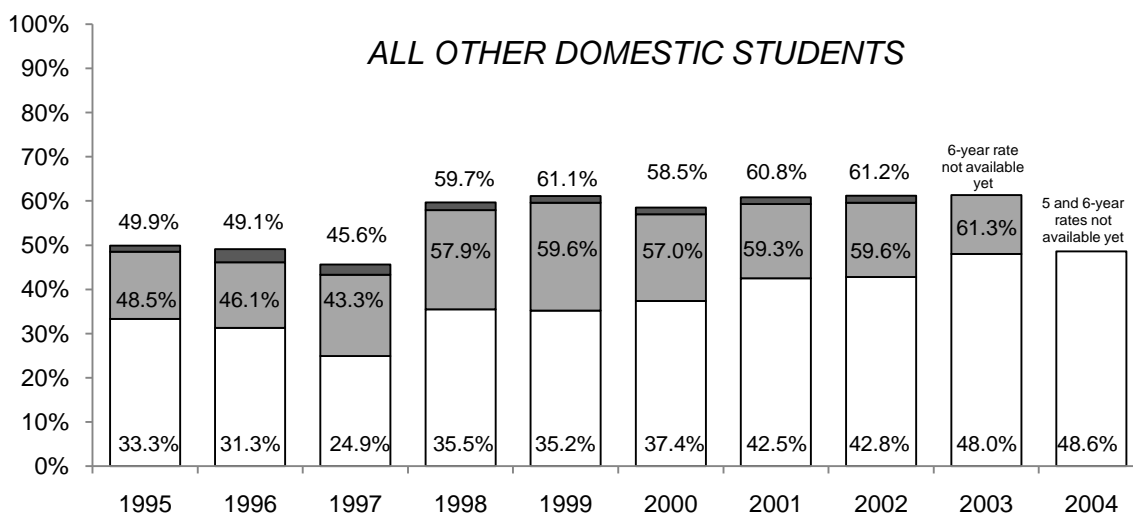
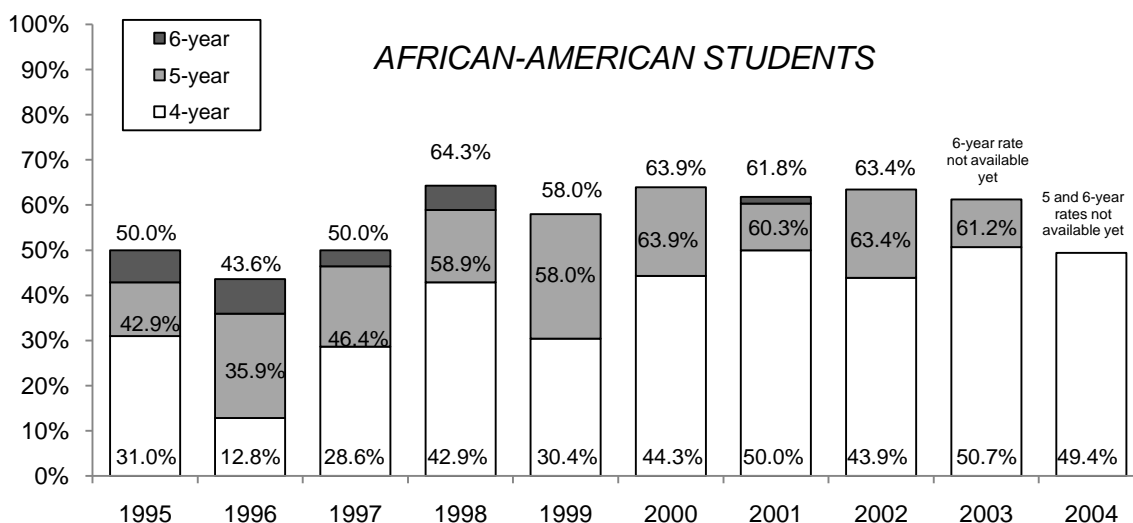


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2008



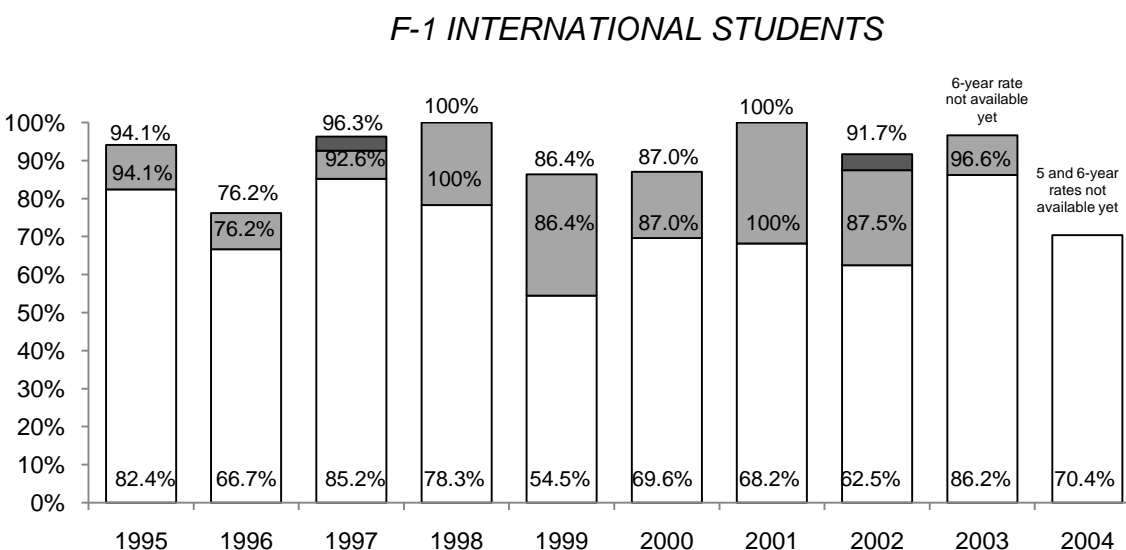
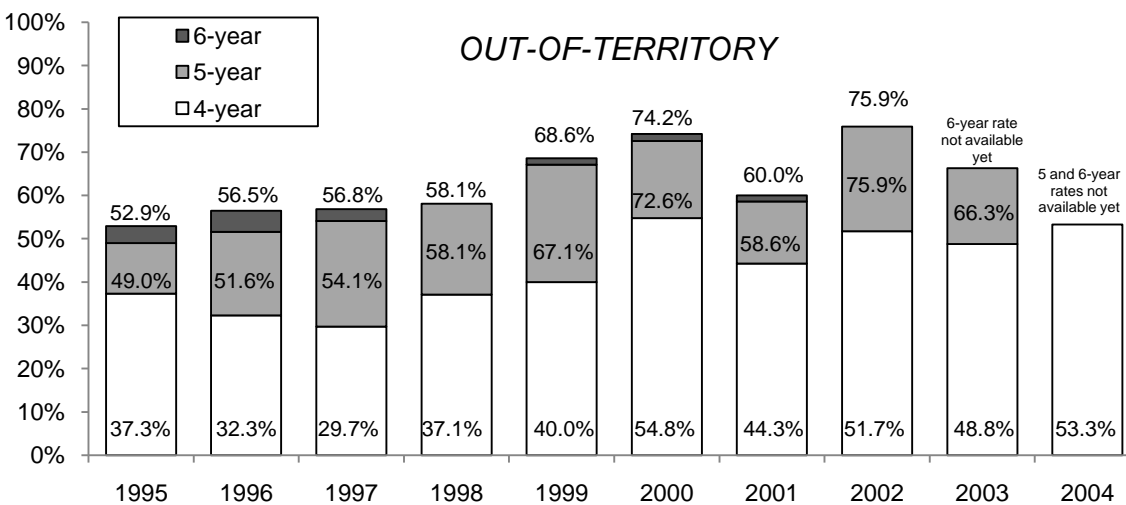
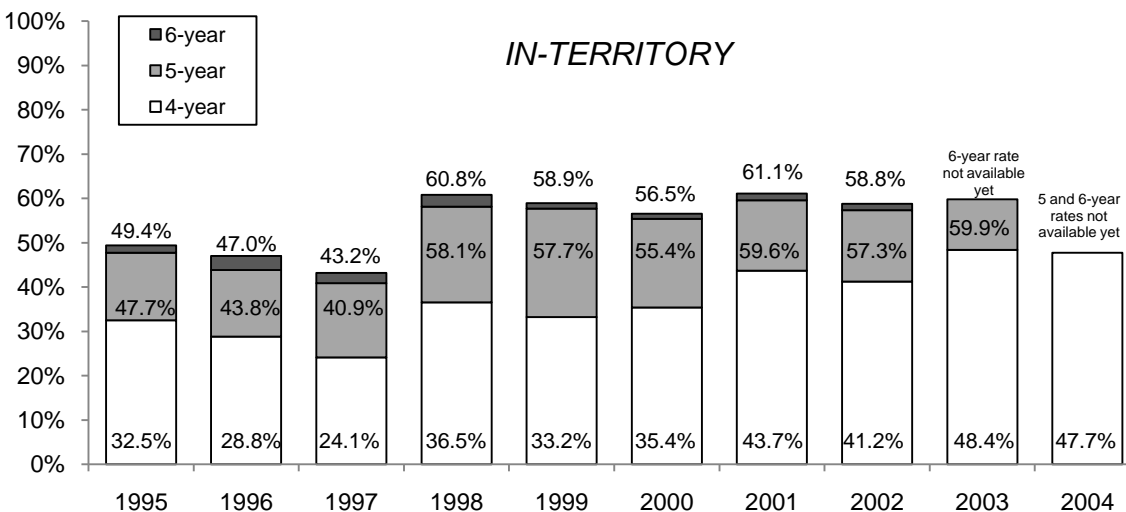
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY COHORT TYPE ENTERING FALL TERMS 1995 – 2004



\*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, September 2008

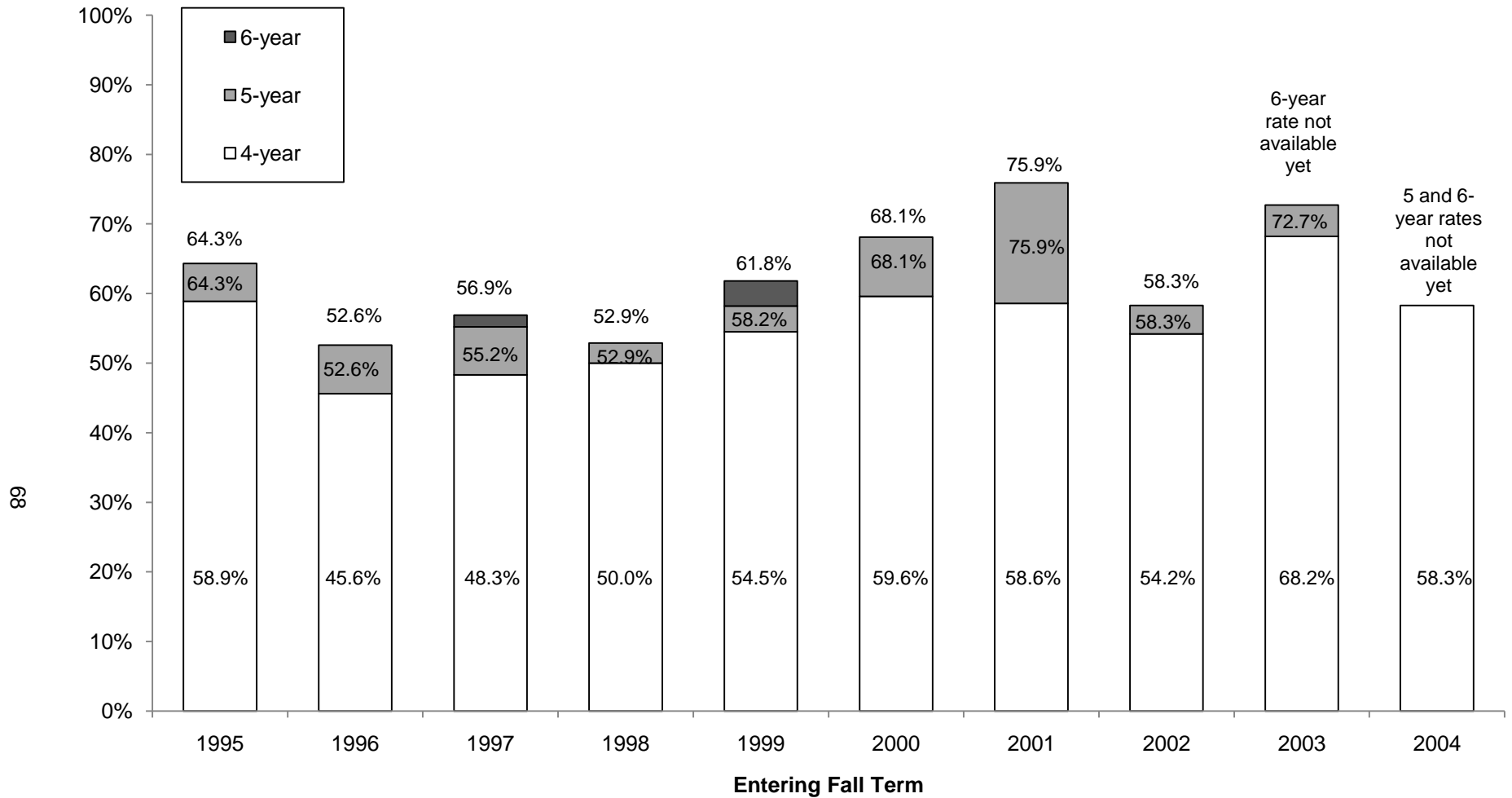
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY TERRITORY ENTERING FALL TERMS 1995 – 2004



\*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, September 2008

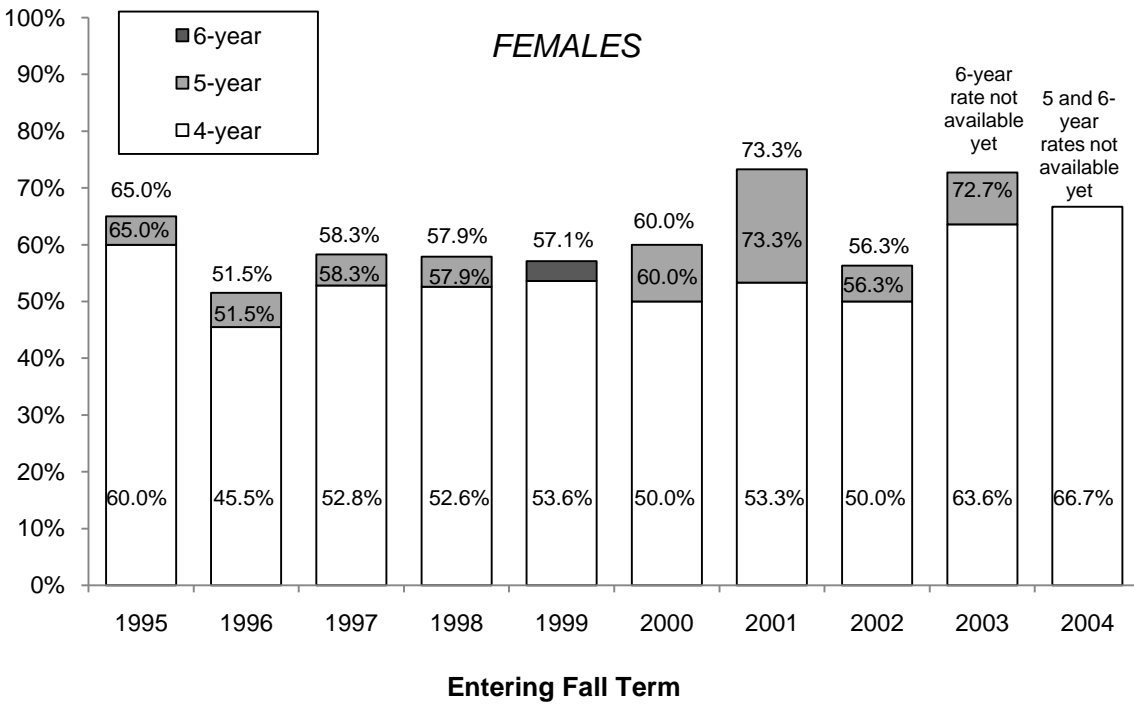
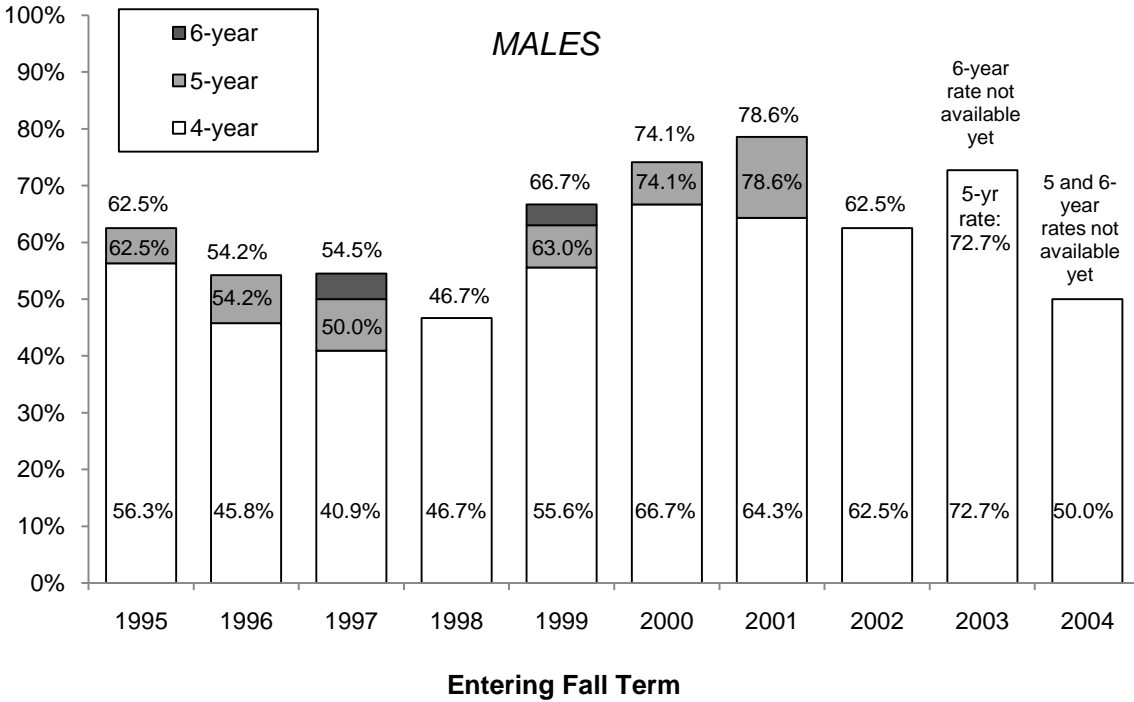
## GRADUATION RATES\* FOR NEW TRANSFER STUDENTS



\*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 2008.

## GRADUATION RATES\* FOR NEW TRANSFER STUDENTS BY GENDER FALL TERMS 1995-2004



\*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 2008

## NUMBER OF GRADUATES, DEGREES, AND MAJORS

### Academic Years

	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>Total</u>
<b>Graduates</b> (unduplicated headcount)	333	308	271	327	309	<b>1,548</b>
<b>Degrees Conferred</b>						
B.A.	239	221	227	239	232	1,158
B.S.	<u>99</u>	<u>93</u>	<u>46</u>	<u>92</u>	<u>80</u>	<u>410</u>
TOTAL	338	314	273	332	312	<b>1,568</b>
<b>Majors*</b> (includes double degrees and double majors)	358	334	292	350	334	<b>1,668</b>

\*See the following pages (71 – 77) 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**

<u>Major Programs</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
African and African American Studies	Major available only as an independent major.			1	4
Agriculture and Natural Resources	12	18	7	12	8
Art	10	13	7	10	10
Asian Studies	Major available only as an independent major.				1
Biology	24	21	23	21	23
Business Administration	48	35	24	36	41
Chemistry	15	8	13	9	6
Child and Family Studies	22	27	24	26	25
Computer and Information Science	Major available only as an independent major.				3
Economics	3	5	6	4	7
Education Studies	17	16	7	4	4
Elementary Education	7	8	11	7	11
English	20	11	12	19	17
Foreign Languages	9	14	11	21	4
Classical Languages	(1)	(1)	(0)	(2)	(0)
French	(1)	(3)	(1)	(4)	(1)
German	(1)	(6)	(2)	(5)	(0)
Spanish	(6)	(4)	(8)	(10)	(3)
History	8	3	10	10	12
Independent Major**	21	14	16	14	18
Mathematics	10	17	6	9	10
Music	5	8	6	9	9
Nursing	14	11	11	11	19
Philosophy	6	4	3	5	8
Physical Education	11	9	9	6	11
Physics	1	2	1	1	4
Political Science	8	2	10	14	5
Psychology	23	22	18	18	16
Religion	4	6	2	12	4
Sociology	16	2	13	11	15
Speech Communication	9	17	17	15	13
Technology and Industrial Arts	25	29	14	33	17
Theatre	5	8	7	10	7
Women's Studies	<u>5</u>	<u>5</u>	<u>4</u>	<u>2</u>	<u>2</u>
<b>TOTALS*</b>	<b>358</b>	<b>334</b>	<b>292</b>	<b>350</b>	<b>334</b>

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

\*\*See page 72 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 2008

## INDEPENDENT MAJORS\* AWARDED TO GRADUATES Academic Years 2003 - 2004 through 2007 - 2008

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.

### 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

### 2007-2008: 18 majors

Appalachian Studies (2)  
Arts Administration  
Child Education and Promotion  
Child Health Studies  
Classical Civilization (2)  
Classical Studies  
Community Health  
Computer and Information Technology  
Design for Sustainable Development  
Ecological Design  
International Studies  
Maternal and Child Health  
Nutrition and Consumer Sciences  
Peace and Social Justice Studies (2)  
Sustainability and Environmental Studies

\*Includes double degrees and double majors.

Notes: These totals reflect majors from September 1 through July 1 of each academic year.  
The following majors became regular majors and are no longer independent majors:  
Computer and Information Science; and Asian Studies.

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

Compiled by the Office of Institutional Research and Assessment, October 2008

**SUMMARY OF GRADUATES' MAJORS\*  
WITH CONCENTRATIONS  
5 Year Summary: Academic Years 2003–04 through 2007–08**

African and African American Studies.....	5		History .....	43	
Agriculture and Natural Resources.....	56		<i>General</i>	38	
<i>General</i>	43		Education	5	
Agribusiness	1		Independent** .....	83	
SENS	9		Mathematics .....	52	
Sustainable Systems	3		<i>General</i>	51	
Art .....	50		Education	1	
<i>General</i>	4		Music .....	37	
Education	3		<i>General</i>	29	
History	2		Education	4	
Studio	41		Instrumental	3	Included in concentration list are 3 additional concentrations for a total of 40
Asian Studies.....	1		Keyboard Perform.	2	
Biology .....	112		Vocal	1	
<i>General</i>	65		Voice Performance	1	
Biomolecular, Cellular, and Systems	37		Nursing .....	67	
Field and Organismal	10		Philosophy .....	26	
Business Administration .....	183		Physical Education .....	46	
<i>General</i>	8	Included in concentration list are 26 additional concentrations for a total of 209	<i>General</i>	15	
Accounting	61		Education	9	
Economics	2		Exercise Science/ Sports Medicine	21	
Finance	44		Wellness/Health Promotion	1	
Management	50		Physics.....	9	
Marketing	44		Political Science .....	39	
Chemistry.....	51	Psychology .....	98		
Child and Family Studies .....	124	Religion.....	28		
<i>General</i>	3	<i>General</i>	5		
Child Development	54	Biblical Studies	14		
Early Childhood Educ.	10	Religious Thought and Ethics	6		
Family Cons. Sci. Educ.	4	World Religions	2		
Family Studies	69	Sociology.....	57		
Nutrition	9	<i>General</i>	53		
Computer and Information Science.....	3	Education	4		
Economics .....	26	Speech Communication.....	71		
Education Studies.....	45	Technology and Industrial Arts.....	119		
Education.....	47	Education	6		
Elementary P-5	43	Management	113		
Middle Grades 5-8	4	Theatre.....	37		
English .....	79	Women's Studies.....	18		
<i>General</i>	3	<b>GRAND TOTAL MAJORS.....</b>	<b>1,668</b>		
Education	8	(awarded to 1,548 graduates)			
Literature	28				
Writing	41				
Foreign Languages.....	56				
Classical Languages	4				
French	9				
German	12				
German Education	1				
Spanish	28				
Spanish Education	2				

NOTE: In four of the majors with concentrations, there were 55 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 72 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 2008



**SUMMARY OF MINORS\* AWARDED TO GRADUATES**  
**5 Year Summary: Academic Years 2003–04 through 2007–08**

African and African American Studies/Black Studies	21	(6.2%)
Agriculture and Natural Resources	3	(0.9%)
Appalachian Studies	4	(1.2%)
Asian Studies	7	(2.1%)
Business Administration	66	(19.5%)
Computer Science	15	(4.4%)
Dance	13	(3.8%)
Economics	27	(8.0%)
French	18	(5.3%)
German	13	(3.8%)
Health	20	(5.9%)
Health Teaching Minor	7	(2.1%)
History	15	(4.4%)
Latin	6	(1.8%)
Music	10	(3.0%)
Peace and Social Justice Studies	2	(0.6%)
Philosophy	7	(2.1%)
Political Science	7	(2.1%)
Religion	10	(3.0%)
Sociology	15	(4.4%)
Spanish	25	(7.4%)
Speech Communication	3	(0.9%)
Sustainability and Environmental Studies	9	(2.7%)
Women's Studies	<u>15</u>	<u>(4.4%)</u>
TOTAL	338	(100.0%)

\*This is a duplicative headcount that includes double minors. The 338 minors were awarded to 323 graduates. The 323 graduates who received a minor represent 21% of the 1,548 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 2003 – 2004 through 2007 - 2008**

Academic Years  
2003 - 2004 through 2007 - 2008

	<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 (first grad: 2006-07)	2	40%	3	60%	5	0.3%
Agriculture and Natural Resources	27	48%	29	52%	56	3.4%
Art	15	30%	35	70%	50	3.0%
Asian Studies (first grad: 2007-08)	1	100%	0	0%	1	0.1%
Biology	41	37%	71	63%	112	6.7%
Business Administration	89	49%	94	51%	183	11.0%
Chemistry	26	51%	25	49%	51	3.1%
Child and Family Studies	12	10%	112	90%	124	7.4%
Computer and Information Science (first grad: 2007-08)	3	100%	0	0%	3	0.2%
Economics	17	65%	9	35%	26	1.6%
Education Studies	15	33%	30	67%	45	2.7%
Elementary Education	2	5%	41	95%	43	2.6%
Middle Grades Education	2	50%	2	50%	4	0.2%
English	20	25%	59	75%	79	4.7%
Foreign Languages	14	25%	42	75%	56	3.4%
History	21	49%	22	51%	43	2.6%
Independent**	39	47%	44	53%	83	5.0%
Mathematics	35	67%	17	33%	52	3.1%
Music	15	41%	22	59%	37	2.2%
Nursing	7	10%	60	90%	67	4.0%
Philosophy	19	73%	7	27%	26	1.6%
Physical Education	21	46%	25	54%	46	2.8%
Physics	6	67%	3	33%	9	0.5%
Political Science	17	44%	22	56%	39	2.3%
Psychology	27	28%	71	72%	98	5.9%
Religion	13	46%	15	54%	28	1.7%
Sociology	10	18%	47	82%	57	3.4%
Speech Communication	26	37%	45	63%	71	4.3%
Technology and Industrial Arts	91	76%	28	24%	119	7.1%
Theatre	17	46%	20	54%	37	2.2%
Women's Studies	0	0%	18	100%	18	1.1%
<b>GRAND TOTAL*</b>	<b>650</b>	<b>39%</b>	<b>1,018</b>	<b>61%</b>	<b>1,668</b>	<b>100.0%</b>

\* These are duplicative headcounts that include double degrees and double majors. The 1,668 majors represent 1,568 graduates during this five-year time period.

\*\*Please see page 72 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 2008

**MAJORS\* AWARDED TO GRADUATES BY COHORT TYPE**  
**5 Year Summary: Academic Years 2003 – 2004 through 2007 – 2008**

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African & African American Studies (first grad: 06-07)	4	(80%)	1	(20%)	0	(0%)	5	(0.3%)
Agriculture and Natural Resources	2	(4%)	54	(96%)	0	(0%)	56	(3.4%)
Art	1	(2%)	49	(98%)	0	(0%)	50	(3.0%)
Asian Studies (first grad: 07-08)	1	(100%)	0	(0%)	0	(0%)	1	(0.1%)
Biology	15	(13%)	81	(72%)	16	(14%)	112	(6.7%)
Business Administration	42	(23%)	106	(58%)	35	(19%)	183	(11.0%)
Chemistry	5	(10%)	32	(63%)	14	(27%)	51	(3.1%)
Child and Family Studies	39	(31%)	84	(68%)	1	(1%)	124	(7.4%)
Computer and Information Science (first grad: 07-08)	0	(0%)	3	(100%)	0	(0%)	3	(0.2%)
Economics	1	(4%)	5	(19%)	20	(77%)	26	(1.6%)
Education Studies	10	(22%)	33	(73%)	2	(4%)	45	(2.7%)
Elementary Education	4	(9%)	39	(91%)	0	(0%)	43	(2.6%)
Middle Grades Education	4	(100%)	0	(0%)	0	(0%)	4	(0.2%)
English	10	(13%)	68	(86%)	1	(1%)	79	(4.7%)
Foreign Languages	1	(2%)	45	(80%)	10	(18%)	56	(3.4%)
History	6	(14%)	37	(86%)	0	(0%)	43	(2.6%)
Independent**	8	(10%)	72	(87%)	3	(4%)	83	(5.0%)
Mathematics	1	(2%)	28	(54%)	23	(44%)	52	(3.1%)
Music	7	(19%)	26	(70%)	4	(11%)	37	(2.2%)
Nursing	14	(21%)	49	(73%)	4	(6%)	67	(4.0%)
Philosophy	2	(8%)	23	(88%)	1	(4%)	26	(1.6%)
Physical Education	9	(20%)	36	(78%)	1	(2%)	46	(2.8%)
Physics	0	(0%)	4	(44%)	5	(56%)	9	(0.5%)
Political Science	7	(18%)	24	(62%)	8	(21%)	39	(2.3%)
Psychology	20	(20%)	73	(74%)	5	(5%)	98	(5.9%)
Religion	3	(11%)	25	(89%)	0	(0%)	28	(1.7%)
Sociology	15	(26%)	40	(70%)	2	(4%)	57	(3.4%)
Speech Communication	17	(24%)	53	(75%)	1	(1%)	71	(4.3%)
Technology and Industrial Arts	16	(13%)	101	(85%)	2	(2%)	119	(7.1%)
Theatre	8	(22%)	28	(76%)	1	(3%)	37	(2.2%)
Women's Studies	1	(6%)	17	(94%)	0	(0%)	18	(1.1%)
<b>TOTAL*</b>	<b>269</b>	<b>(16%)</b>	<b>1,240</b>	<b>(74%)</b>	<b>159</b>	<b>(10%)</b>	<b>1,668</b>	<b>(100%)</b>

\* These are duplicative headcounts that include double degrees and double majors. The 1,668 majors represent 1,568 graduates during this five-year time period.

\*\*\*Please see page 72 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 2008.

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

Academic Years

Major Programs	2003 – 2004			2004 – 2005			2005 – 2006			2006 – 2007			2007 – 2008		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies**										0	1	1	2	2	4
Agriculture and Natural Resources	6	6	12	8	10	18	5	2	7	4	7	11	4	4	8
Art	2	8	10	4	9	13	3	4	7	2	8	10	4	6	10
Asian Studies**													1	0	1
Biology	9	15	24	10	11	21	6	17	23	9	12	21	7	16	23
Business Admin.	24	24	48	14	21	35	13	11	24	17	18	35	21	20	41
Chemistry	11	4	15	3	5	8	4	9	13	5	4	9	3	3	6
Child & Family Studies	3	19	22	3	24	27	2	22	24	3	23	26	1	24	25
Computer and Information Science**													3	0	3
Economics	2	1	3	2	3	5	3	3	6	3	2	5	7	0	7
Education Studies	7	10	17	7	10	17	1	5	6	1	3	4	1	3	4
Elementary Education	1	6	7	0	7	7	0	12	12	0	7	7	1	10	11
English	6	14	20	2	9	11	1	11	12	9	10	19	2	15	17
Foreign Languages	2	7	9	5	8	13	1	10	11	5	14	19	1	3	4
History	3	5	8	2	1	3	7	3	10	2	8	10	7	5	12
Independent***	9	12	21	6	8	14	13	3	16	6	8	14	5	13	18
Mathematics	6	4	10	10	7	17	4	2	6	5	4	9	10	0	10
Music	2	3	5	3	5	8	2	4	6	5	4	9	4	5	9
Nursing	1	13	14	0	11	11	2	9	11	2	10	12	2	17	19
Philosophy	6	0	6	2	2	4	3	0	3	2	3	5	6	2	8
Physical Education	4	7	11	3	6	9	4	5	9	3	3	6	7	4	11
Physics	0	1	1	2	0	2	1	0	1	0	1	1	3	1	4
Political Science	4	4	8	1	1	2	6	4	10	4	10	14	2	3	5
Psychology	5	18	23	7	15	22	4	14	18	8	11	19	3	13	16
Religion	3	1	4	2	4	6	0	2	2	5	7	12	3	1	4
Sociology	3	13	16	1	1	2	3	10	13	1	10	11	2	13	15
Speech Communication	5	4	9	7	10	17	6	11	17	5	10	15	3	10	13
Technology and Industrial Arts	18	7	25	20	9	29	9	5	14	28	6	34	16	1	17
Theatre	3	2	5	4	4	8	2	5	7	2	8	10	6	1	7
Women's Studies	0	5	5	0	5	5	0	4	4	0	2	2	0	2	2
<b>TOTAL*</b>			358			334			292			350			334

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

\*\* Some students graduated with these majors as in "Independent" major prior to this year.

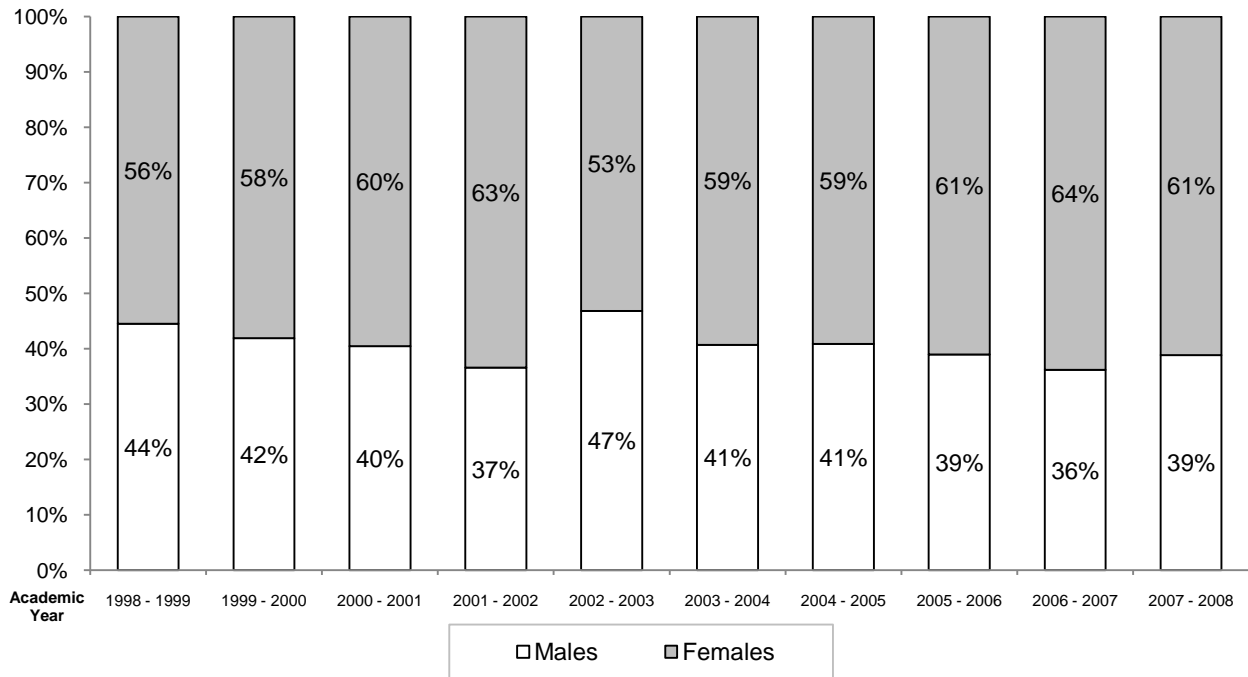
\*\*\*Please see page 72 for a more complete description of independent majors

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

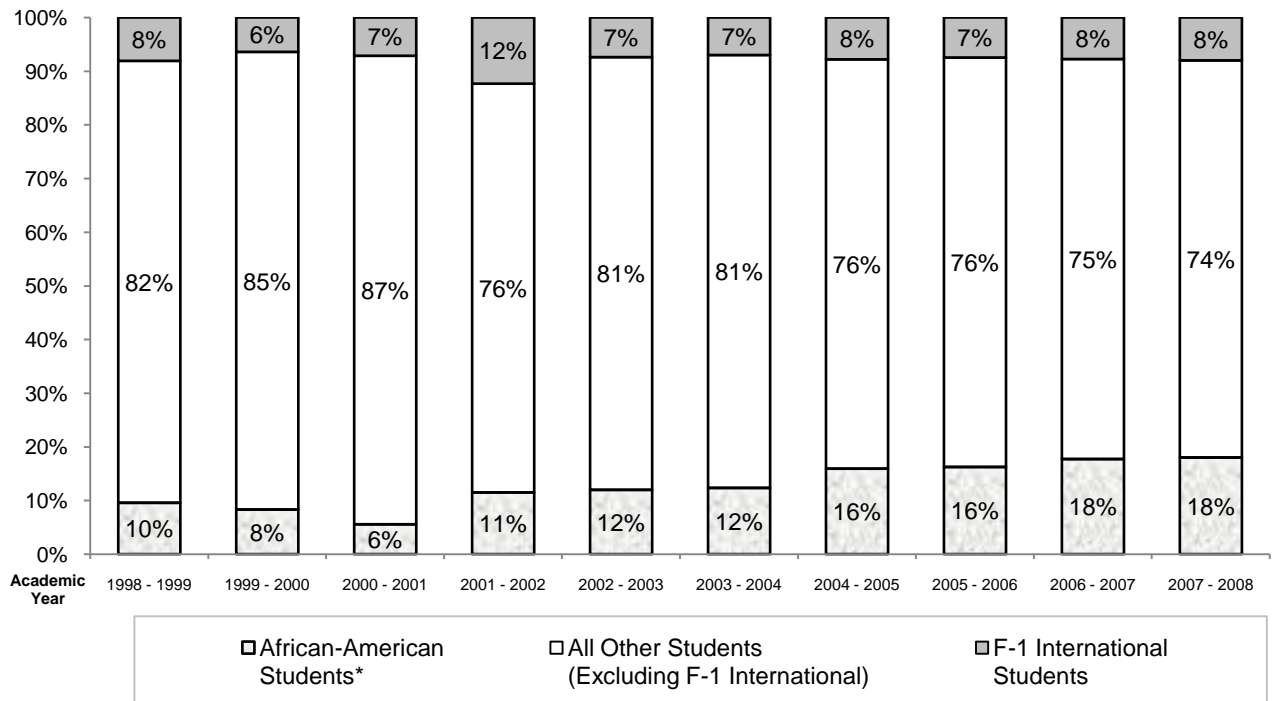
Compiled by: Office of Institutional Research and Assessment, October 2008.

# GRADUATE TRENDS

## Graduates by Gender



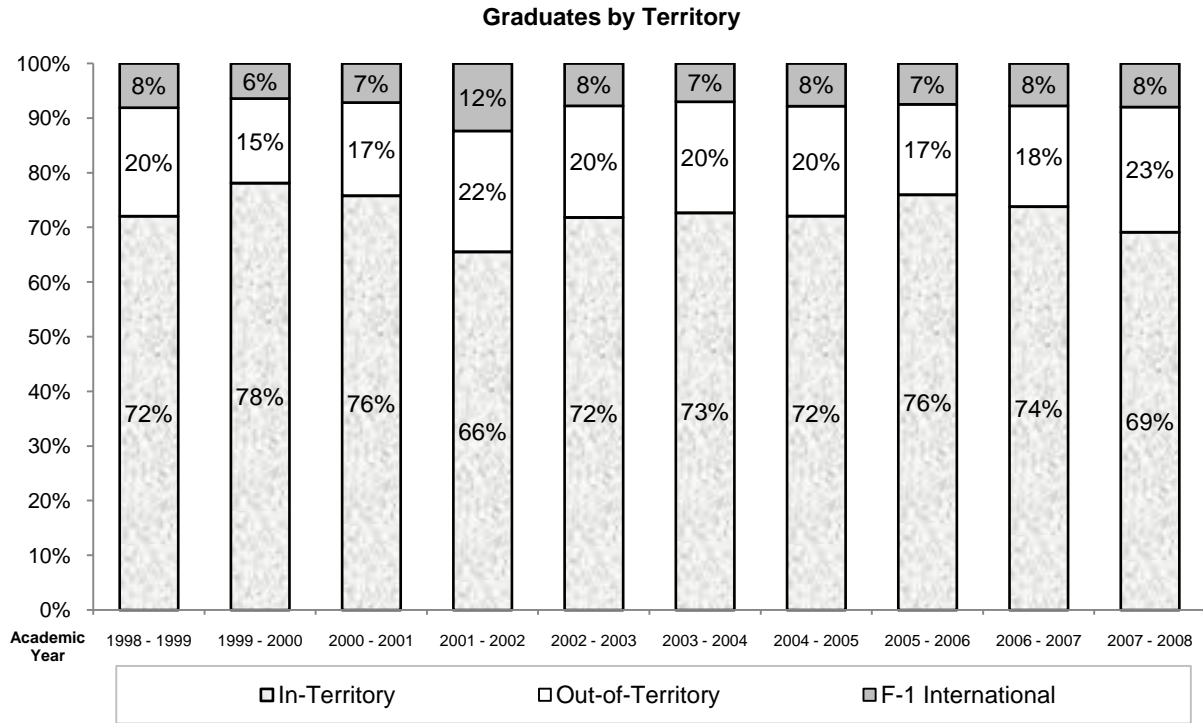
## Graduates by Cohort Type



\*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 2008

# Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2008

## EDUCATION ABROAD

From the Berea College Catalog, 2008-2009:

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 2003 - 2004 THROUGH 2007 - 2008

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>2003 – 2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Full Year	2	1	1	1	2
Semester	23	36	31	31	26
Short Term	133	123	141	95	171
Summer	<u>65</u>	<u>61</u>	<u>87</u>	<u>105</u>	<u>58</u>
TOTAL	223	221	260	232	257
Percent of Students who Participated*:	21%	21%	24%	22%	25%

\* 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 prior Fact Books.

Source: Berea College Catalog, 2008 – 2009  
 < <http://www.berea.edu/catalog/distinctivefeatures/internationaleducation.asp>>  
 Center for International Education, November 2008 < <http://www.berea.edu/cie/>>

## EDUCATION ABROAD PARTICIPANTS BY PROGRAM/SPONSOR AND COUNTRY

### Academic Year 2007– 2008

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Academic Year (2)</u>		Internships	
Berea Term Abroad/		Argentina	1
Independent Study		Grenada	1
Japan	1	New Zealand	4
Dept of Foreign Languages/		South Africa	1
Independent Study		Thailand	1
Germany	1	Zambia	1
<u>Semester (26)</u>		Non Credit	
Berea Term Abroad		India	1
Costa Rica	2	Team-Initiated Studies	
England	5	Argentina	2
France	2	Belize	3
Ghana	1	China/Japan	4
Greece	1	Costa Rica	9
India	1	Europe	2
Ireland	1	Guatemala	4
Japan	1	Italy	3
Morocco	1	South Africa	2
Netherlands	2	<u>Summer (58)</u>	
New Zealand	2	Berea Course Credit	
Senegal	1	Ghana	1
South Korea	1	Independent Studies	
Spain	2	France	1
Vietnam	1	Tanzania	1
Department of Foreign Languages		Internships	
France	1	Mongolia	1
Mexico	1	Peru	1
<u>Short Term (171)</u>		Uganda	1
Berea Course Credit		Ukraine	1
Denmark	3	Kentucky Institute for International Studies (KIIS)	
El Salvador	3	Austria	31
Germany	3	Denmark	6
India	1	France	1
Micronesia	1	Greece	1
Faculty-Led Berea Courses		Japan	3
Argentina/Uruguay	20	Mexico	1
Burkina Faso	22	Turkey	7
France	20	Non Berea	
Ghana	22	Spain	1
Mexico	32		
Independent Studies		<b>TOTAL</b>	<b>257</b>
Georgia	1		
Greece	1		
India	1		
Israel	1		
Italy	1		

Source: Center for International Education, November 2008



## 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.

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
- Amazon conservation Association, Madre de Dios, Peru
- Upward Bound, Berea College, Kentucky
- Refugee and Immigration Services, Richmond, Virginia
- Making Nature Visible: Planning an Italian Ecovillage, Italy

### Number of Internships Academic Years 2003 - 2004 through 2007 - 2008

Term	<u>2003 - 2004</u>	<u>2004 - 2005</u>	<u>2005 - 2006</u>	<u>2006 - 2007</u>	<u>2007 - 2008</u>
Fall	2	7	0	3	9
Short	32	29	30	33	29
Spring	0	11	1	3	2
Summer	<u>67</u>	<u>79</u>	<u>67</u>	<u>94</u>	<u>82</u>
TOTAL	101	126	98	133	122
Percent of Students					
who Participated*:	9%	12%	9%	9%	12%

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 upperclassmen (sophomores, juniors, and seniors) degree-seeking student enrollment. The percentages above differ from prior Fact Books.

Source: Berea College Catalog, 2008 – 2009, <<http://www.berea.edu/catalog/dpc/opportunities.asp#internship>>  
Office of Internships, November 2008

## 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, 2008-2009:

Based upon its commitment to promote the Christian ethic of service and to serve the Appalachian region, Berea College undertook a new initiative to educate students for active citizenship and service-oriented leadership by creating the Center for Excellence in Learning through Service (CELTS). Established in 2000, CELTS educates students for leadership in service and social justice through promotion and coordination of academic service-learning and student-led community service. 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

	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Courses and Projects	20	32	32	31	29
Departments and Programs	16	20	18	24	16
Faculty Fellows in Service-Learning	6	11	13	*	not applicable
Campus and Community Workshops and Seminars	2	4	3	4	not applicable
Faculty Teaching with Service Learning					21
CELTS Support Grants for Service-Learning and Community-Based Research Projects					10

Community Partners, 2007-08:

<ul style="list-style-type: none"> <li>Berea Community Food Bank</li> <li>Berea Community School</li> <li>Berea Health Ministry Rural Health Clinic</li> <li>BRANCH (Berea Richmond Area Network of Homeschoolers)</li> <li>Berea Tourism Center</li> <li>Center for Rural Development</li> <li>HomeGrown HideAways</li> <li>Kentuckians for the Commonwealth</li> <li>League of Women Voters of Berea and Madison County</li> <li>Madison County Cooperative Extension Agency 4-H Program</li> </ul>	<ul style="list-style-type: none"> <li>Madison County Health Department</li> <li>Madison Southern High School</li> <li>MACED (Mountain Association for Community and Economic Development)</li> <li>PeaceCrafts</li> <li>Project Read</li> <li>Shannon Johnson Elementary School</li> <li>Silver Creek Elementary School</li> <li>South Madison Family Resource Center</li> <li>Terrace Nursing and Rehabilitation Center</li> <li>Wallins Creek Elementary School</li> <li>WaysMeet Healing Arts Center</li> </ul>
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\*The faculty fellows program was restructured into an intensive week-long seminar.

Source: Berea College Catalog, 2008 – 2009 <<http://www.berea.edu/catalog/bereastory/intservlearning.asp>>  
 Center for Excellence in Learning through Service (CELTS), October 2008 <<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, 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, 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 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
2008	2	0	2

Source: Office of Academic Services, September 2008  
<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>
2004	13	13	25
2005	11	13	26
2006	8	12	16
2007	17	20	39
2008	19	22	39

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

Source: Academic Services, November 2008  
<<http://www.berea.edu/academicservices/studyopportunities.asp>>

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS  
BY DEPARTMENTAL CATEGORIES  
FALL 2008**

(As of September 2008)

<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	26	125	51	1,636	9.19
Alumni and College Relations	14	54	6	595	9.92
Auxiliary Enterprises: Residence Halls (janitors and monitors), Food Service	90	165	6	1,812	10.60
College Community Service	15	70	8	840	10.77
College Related	0	2	0	20	10.00
Community Service Projects	3	20	2	240	10.91
Farms	0	2	1	25	8.33
General and Administrative	55	150	8	1,656	10.42
Instruction	38	353	71	4,246	9.97
Plant Operations	35	74	2	780	10.26
Student Industries: Crafts	51	101	3	1,057	10.16
Student Industries: Services	19	40	0	433	10.83
Student Services	61	283	24	3,332	10.85
No Labor**	<u>0</u>	<u>30</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	407	1,469	184	-	-
No Status Form***	<u>6</u>	<u>22</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	413	1,491	184	17,052	10.25

297 - Extended *primary* position for more than ten hours per week.  
179 - Contracted in both a primary and at least one secondary position.  
476 - 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 2008.

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 for the full term

3. Pay Ranges, 2008 – 2009: \$ 3.80 - \$ 6.05; Unclassified \$ 6.25

Compiled by: Office of Institutional Research and Assessment, September 2008.

## 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 Academic Vice President/Provost  
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  
DanaPearsons  
Danforth  
Edwards  
Elizabeth Rogers  
Fairchild  
Family Housing

James  
Kentucky  
Kettering  
  
Seabury Residence Hall  
Talcott  
  
Food Service

### College Community Service

CELTS (Center for Excellence in Learning through Service)  
Bonners Scholars Program  
First Book-Madison County  
Habitat for Humanity  
Hispanic Outreach Project (H.O.P)  
Micah 6  
People Who Care  
Students for Appalachia (SFA)

Gear Up  
Special Programs  
TRIO Programs  
Carter G. Woodson Math and  
Science Institute  
Upward Bound  
Educational Talent Search

### College Related

Brushy Fork Institute

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

Appalachian College Association (ACA)  
Berea Acupuncture  
Berea Arts Council  
Berea Baptist Ministry  
Berea Community School  
Berea Credit Union

Kentucky Childcare Coalition  
MACED  
Peacecraft  
Save the Children  
St. Joseph Berea Hospital

### Farms

College Farm

### General and Administrative

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

People Services  
President's Office  
Printing Services  
Vice President for Business and Administration  
Office

## **Labor Departments (Continued)**

### Instruction

African and African-American Studies  
Agriculture and Natural Resources  
Art  
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

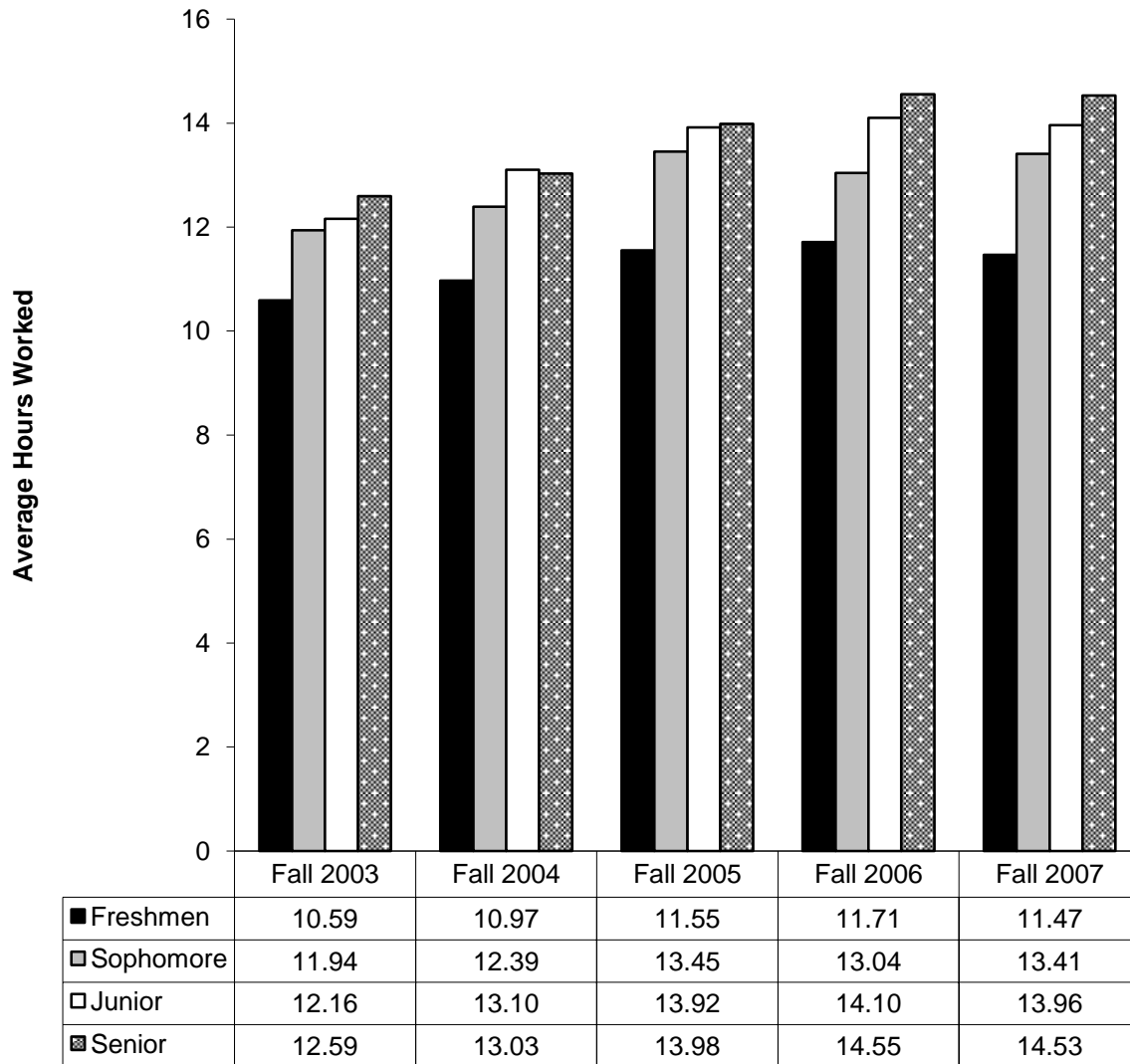
Boone Tavern Dining Room  
Boone Tavern Hotel  
College Bookstore

### Student Services

Admissions Office  
Athletic Department  
Campus Life/Recreation and Wellness  
    Berea Bikes  
    Campus Activities Board (CAB)  
    *Chimes*  
    Intramurals  
    Office Staff  
    *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 2008



## COST OF EDUCATION AND OTHER STUDENT COSTS

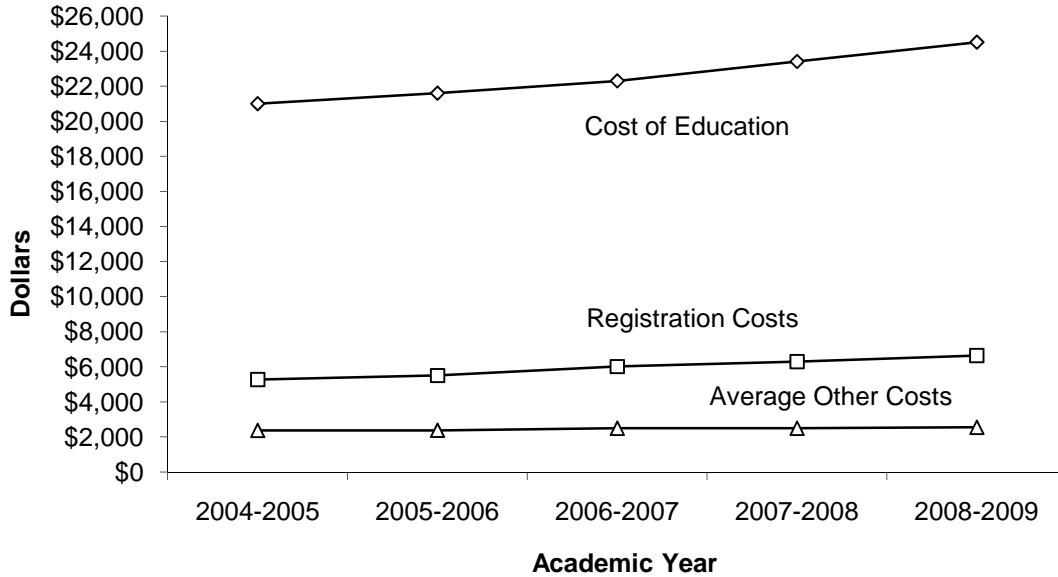
	Academic Year <u>2004-2005</u>	Academic Year <u>2005-2006</u>	Academic Year <u>2006-2007</u>	Academic Year <u>2007-2008</u>	Academic Year <u>2008-2009</u>
Cost Of Education (COE)*	\$ 21,200	\$ 21,600	\$ 22,300	\$ 23,400	\$ 24,500
Registration Costs:					
Room	2,536	2,660	2,794	2,934	3,082
Board	2,212	2,320	2,436	2,558	2,686
Accident Fund	20	20	20	20	20
Campus Activities Fee	46	46	46	50	50
Chimes (School Yearbook)	28	28	28	28	34
Health Fee	100	100	100	100	100
Pinnacle (School Paper)	12	12	12	12	12
Student Government	10	10	10	10	10
Technology Fee**	300	300	300	300	300
Health Insurance	<u>0</u>	<u>0</u>	<u>255</u>	<u>270</u>	<u>340</u>
SUBTOTAL	\$ 5,264	\$ 5,496	\$ 6,005	\$ 6,282	\$ 6,634
 Average other Costs:					
Books and Supplies	700	700	750	750	750
Personal	1,300	1,300	1,350	1,350	1,376
Transportation	<u>376</u>	<u>384</u>	<u>400</u>	<u>400</u>	<u>426</u>
SUBTOTAL	\$ 2,376	\$ 2,384	\$ 2,500	\$ 2,500	\$ 2,552
 TOTAL STUDENT COST	 \$ 7,640	 \$ 7,880	 \$ 8,505	 \$ 8,782	 \$ 9,186

\*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.

\*\*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 2008. < <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 90.

*Average Other Costs* include books and supplies, personal expenses, and transportation costs. For more details, please see page 90.

Source: Office of Student Financial Aid Services, November 2008  
 < <http://www.berea.edu/catalog/admfinaid/financialplan.asp> >

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL  
ACADEMIC YEAR 2008-2009**

**President**

Rob Stafford, '89  
Kentucky

**President Elect**

James Cecil Owens, '66  
Kentucky

**Past President**

Rachel Berry Henkle, '64  
Kentucky

**President of Berea College**

Larry D. Shinn, Honorary '09  
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**

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

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

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

**2012:** Jim Lewis, '70  
Illinois

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

**2009:** Celeste Patton Armstrong, '90  
Alabama

Thomas Smith, '79  
Kentucky

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

Jennifer Jones Allen, '01  
Kentucky

Larry Owen, '61  
North Carolina

Karen Thomas Troxler, '80  
Ohio

Jason Miller, '98  
Kentucky

Peggy Mitchell Mannering, '71  
Florida

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

Robert Miller, '58  
Kentucky

D. Wesley Poythress, '89  
Indiana

Ronald Dockery, '70  
Kentucky

**2012:** Edward Seay, '95  
Georgia

Timothy Jones, '94  
Kentucky

Joe Brandenburg, '71  
Georgia

Willie Sanders, '69  
Florida

Source: Alumni Office, October 2008  
<[www.berea.edu/alumni/volunteer/executivecouncil.asp](http://www.berea.edu/alumni/volunteer/executivecouncil.asp)>

**YOUNG ALUMNI ADVISORY COUNCIL  
ACADEMIC YEAR 2008-2009**

Shawn Adkins, '01  
Ohio

David Harrison, '00  
Kentucky

Brandy Sloan Brabham, '00  
West Virginia

Jonathan Johnson, '99  
Kentucky

Jarrold Brown, '04  
Kentucky

Markesha Flagg McCants, '03  
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 2008  
<[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 2008**

Alabama	462	Montana	27
Alaska	21	Nebraska	22
Arizona	110	Nevada	22
Arkansas	43	New Hampshire	15
California	365	New Jersey	75
Colorado	104	New Mexico	55
Connecticut	50	New York	165
Delaware	21	North Carolina	1,345
District of Columbia	30	North Dakota	3
Federated States of Micronesia	2	Ohio	1,188
Florida	599	Oklahoma	33
Georgia	526	Oregon	79
Guam	1	Palau	1
Hawaii	24	Pennsylvania	163
Idaho	20	Rhode Island	7
Illinois	233	South Carolina	352
Indiana	387	South Dakota	7
Iowa	46	Tennessee	1,391
Kansas	27	Texas	322
Kentucky	6,487	Utah	15
Louisiana	39	Vermont	19
Maine	24	Virgin Islands	3
Maryland	253	Virginia	1,127
Massachusetts	88	Washington	100
Michigan	190	West Virginia	564
Minnesota	62	Wisconsin	46
Mississippi	37	Wyoming	6
Missouri	103		
		Countries other than the U.S.**	194
		Armed Forces - Europe	10
		Armed Forces - Pacific	<u>3</u>
		<b>TOTAL</b>	<b>17,713</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 95.

Source: Alumni Office, October 2008

**ALUMNI\* BY COUNTRIES  
ORGANIZED BY CONTINENT  
As of October 2008**

**Africa**

Gambia, The	1
Ghana	4
Kenya	5
Mali	2
Morocco	1
Nigeria	7
Senegal	1
Sierra Leone	1
South Africa	3
Tanzania	2
Zambia	1
Zimbabwe	2
Africa TOTAL	30

**Asia**

Burma (Myanmar)	1
Cambodia (Kampuchea)	1
China	6
Hong Kong	6
India	7
Indonesia	1
Iran	1
Israel	3
Japan	7
Macau	1
Malaysia	5
Nepal	1
Republic of Korea	4
Russia	1
Singapore	1
Sri Lanka	5
Thailand	8
Turkey	3
Asia TOTAL	62

**Australia/Oceania**

Australia	1
Australia TOTAL	1

**Europe**

Austria	2
Belgium	1
Bulgaria	1
Czech Republic	1
Denmark	4
France	1
Georgia	2
Germany	5
Greece	8
Ireland	2
Latvia	1
Lithuania	1
Macedonia	1
Montenegro	1
Netherlands	4
Norway	1
Romania	1
Slovak Republic	2
Spain	4
Sweden	2
Switzerland	1
Ukraine	2
United Kingdom	13
Europe TOTAL	61

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

Canada	25
Cayman Islands	2
Costa Rica	1
Dominica	1
Mexico	2
Nicaragua	1
Trinidad and Tobago	2
North America TOTAL	34

**South America**

Bolivia	1
Ecuador	5
South America TOTAL	6

United States**	17,506
Armed Forces - Europe	10
Armed Forces - Pacific	3
<b>TOTAL</b>	<b>17,713</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 94.

Source: Alumni Office, October 2008

## ALUMNI\* BY OCCUPATION

Accounting	165	Interior Decorating/Design	9
Administrative/Clerical/Secretarial	173	Journalism	10
Advertising	22	Judiciary	10
Agriculture/Ranching	100	Labor/Human Resources	15
Animal Science/Veterinary Medicine	17	Landscaping	9
Architecture/Urban Planning	14	Law/Legal Services	164
Art	47	Library Science	115
Arts - Fine	33	Management	351
Arts - Performing/Creative	47	Manufacturing	130
Aviation/Aerospace	10	Marketing	44
Banking	74	Mathematics/Statistics	6
Biological Sciences	1	Mechanical	7
Brokerage/Securities/Investments	21	Media	12
Business - Administration	77	Medical/Health (not M.D., RN, Dentist, Pharmacy)	206
Business - Entrepreneur/Owner	184	Merchandising/Sales/Marketing	26
Business - Management	89	Military	35
Business - Owner	49	Ministry	137
Childcare	23	Missionary	5
City Service Officer	3	Musician	1
Civil Service	15	Nonprofit	10
Clergy	13	Nursing	483
Communications	27	Nutrition	28
Computing/High Technology	231	Personal Services	6
Construction/Contracting	52	Personnel/Human Resources	42
Consulting	52	Pharmacology	5
Counseling	110	Pharmacy	14
Crafts	6	Physical Sciences/Math	13
Dentistry	23	Physician	104
Economics	2	Public Relations	7
Education - Administrative	357	Public Service (Firefighter, Police, Sanitation)	34
Education - Student Affairs	45	Publishing	39
Education - Teaching	1,511	Radio/TV/Film	3
Energy Resources (Oil, etc.)	21	Real Estate	43
Engineering	136	Recreation/Leisure Services	13
Entertainment	11	Research/Development	80
Environmental Science	33	Restaurant	9
Estate Planning/Trusts/Taxation	1	Retired	2,923
Extension Work	18	Sales	132
Fashion/Beauty	3	Science	78
Financial Services	72	Self-Employed	11
Foreign Service	3	Social Science	15
Foundations	1	Social Work	211
Fund Raising	25	Sports/Recreation	12
Funeral Services	4	Student	51
Government - Elected	45	Support Staff/Secretarial/Clerical	26
Government - Non-elected	165	Trade/Craft	36
Graphic Design	13	Transportation	33
Health	61	Travel Industry	9
Homemaking	259	Utilities	20
Hotel/Restaurant/Catering	39	Veterinarian	6
Import/Export	3	Volunteerism	33
Insurance	78	Writing	32
		<i>Unknown (Includes "Other")</i>	<u>7,276</u>
		<b>TOTAL</b>	<b>17,713</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 17,713 alumni on record, information on occupations is known for 60%.

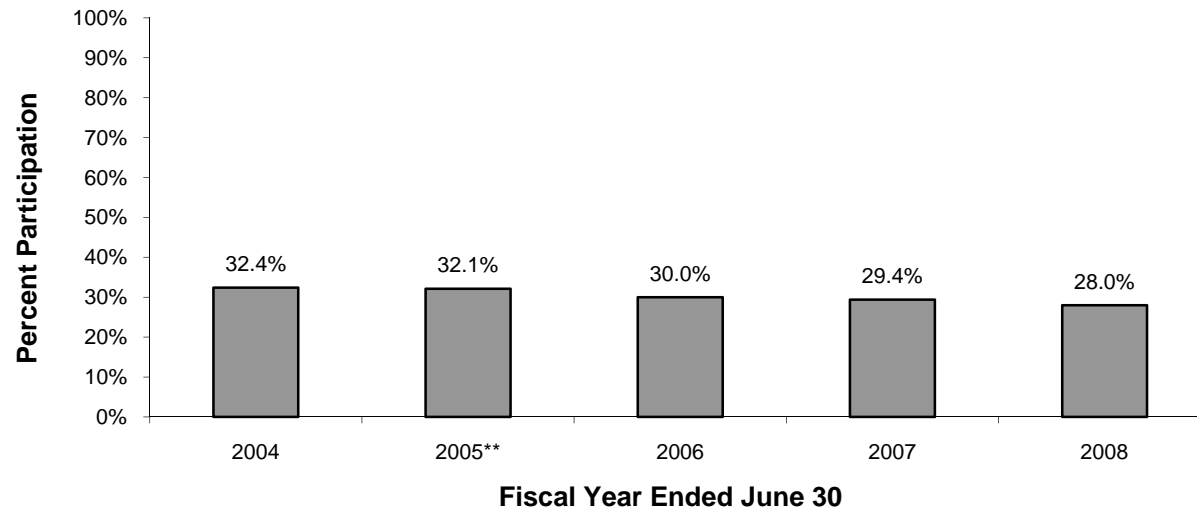
Source: Alumni Office, October 2008

## ALUMNI\* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2004</u>	<u>2005**</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Alumni Berea Fund - Goal	\$ 700,000	\$ 775,000	\$ 790,000	\$ 801,850	\$ 815,000
Alumni Berea Fund - Received	\$ 1,042,572	\$ 855,754	\$ 852,796	\$ 969,111	\$ 985,192
Other Gifts (includes gift-in-kind)	<u>1,836,908</u>	<u>2,187,336</u>	<u>3,551,288</u>	<u>4,778,929</u>	<u>2,593,792</u>
<b>TOTAL</b>	<b>\$ 2,879,480</b>	<b>\$ 3,043,090</b>	<b>\$ 4,404,084</b>	<b>\$ 5,748,040</b>	<b>\$ 3,578,984</b>
Percent Participation - All Alumni**	32.4%	32.1%	30.0%	29.4%	28.0%
Percent Participation - All Graduates**	35.5%	34.5%	32.6%	31.2%	30.1%

## 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 2008



**BEREA COLLEGE  
DESIGNATION OF FUNDS  
For Fiscal Year Ended June 30, 2008**

**Current Operations**

Berea Fund - Unrestricted	\$ 4,377,103
Student Aid - Restricted	92,704
Other - Restricted	<u>614,584</u>

TOTAL CURRENT OPERATIONS \$ 5,084,391

**Capital Purposes** \$ 1,027,104

**Student Loan Fund** \$ 51,507

**Endowment from Gifts and Bequests**

Restricted	\$ 3,142,234
Unrestricted	<u>15,574,681</u>

TOTAL ENDOWMENT \$ 18,716,915

**Gift Value of Annuities and Life Income Agreements** 1,390,694

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE  
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 26,270,881

**Gifts-In-Kind** 125,907

**GRAND TOTAL** \$ 26,396,788

Source: College Relations, October 2008

**SOURCE OF CONTRIBUTIONS  
TO BEREA COLLEGE  
For Fiscal Year Ended June 30, 2008**

	<u>Number of Gifts</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Dollars</u>
<b>Source of Support</b>				
General welfare foundations	309	1.96%	\$ 2,614,623	9.91%
Corporations and corporate foundations	485	3.08%	1,087,035	4.12%
Organizations, associations, and clubs	82	0.52%	441,680	1.67%
Religious groups	22	0.14%	11,720	0.04%
Fund-raising consortia	4	0.03%	17,264	0.07%
Individuals (other than alumni)	10,074	64.01%	2,713,815	10.28%
Alumni	4,410	28.02%	1,594,888	6.04%
Bequests - Alumni	27	0.17%	563,124	2.13%
Bequests - Non-Alumni	<u>211</u>	<u>1.34%</u>	<u>15,835,767</u>	<u>59.99%</u>
TOTAL GIFTS AND BEQUESTS	15,624	99.28%	\$ 24,879,917	94.25%
<b>Gift Value of Annuities and Life Income Agreements</b>				
Alumni	27	0.17%	434,171	1.64%
Non-Alumni	<u>48</u>	<u>0.30%</u>	<u>956,793</u>	<u>3.63%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	15,699	99.75%	\$ 26,270,881	99.52%
<b>Gifts-In-Kind</b>				
Alumni	11	0.07%	1,111	0.00%
Non-Alumni	<u>28</u>	<u>0.18%</u>	<u>124,793</u>	<u>0.47%</u>
<b>GRAND TOTAL</b>	<u>15,738</u>	100.00%	<u>\$ 26,396,788</u>	100.00%

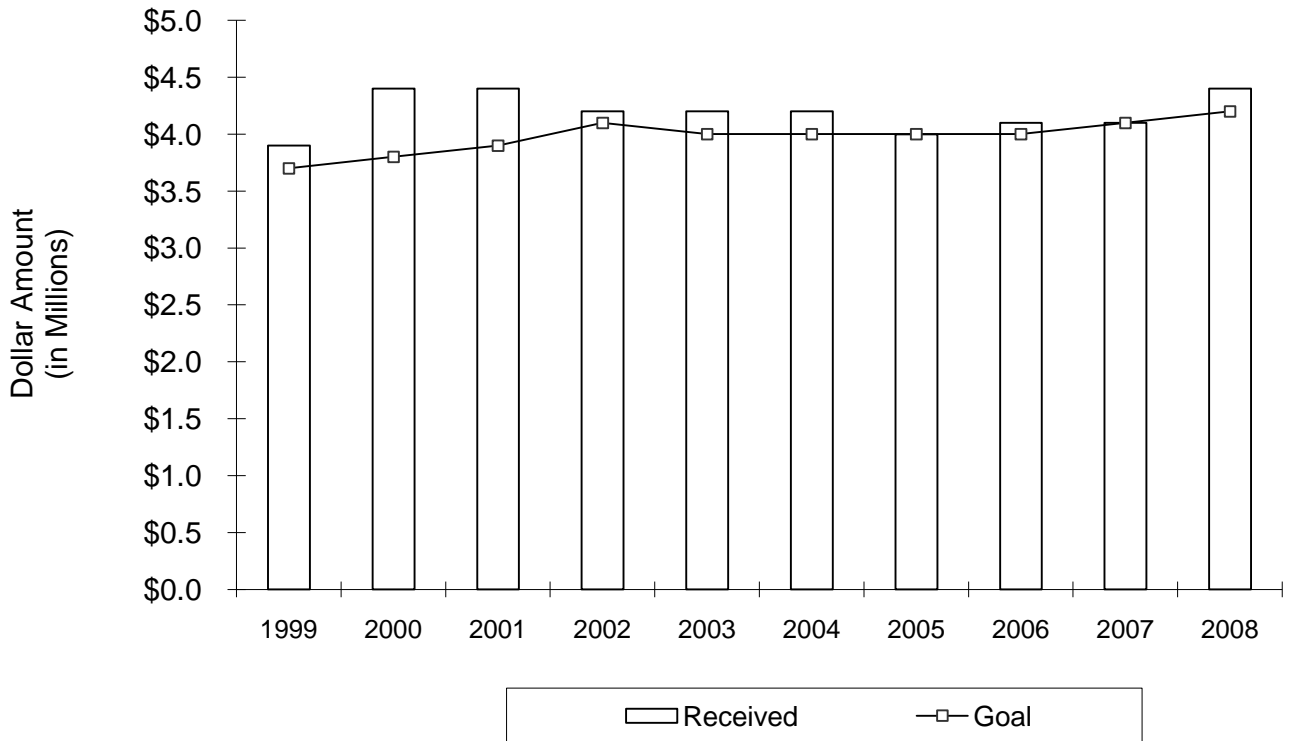
Source: College Relations, October, 2008



**BEREA FUND GOALS AND AMOUNTS RECEIVED**  
**FISCAL YEARS 1998-1999 THROUGH 2007-2008**

	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
Goal	\$3,670,000	\$3,790,000	\$3,900,000	\$4,050,000	\$4,150,000
Received	\$3,917,108	\$4,410,050	\$4,391,390	\$4,226,765	\$4,091,714
	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Goal	\$4,000,000	\$4,000,000	\$4,060,000	\$4,120,000	\$4,200,000
Received	\$4,228,691	\$4,000,022	\$4,128,644	\$4,117,085	\$4,377,103

**Berea Fund: Goals and Amounts Received**  
**Fiscal Years 1998-1999 through 2007-2008**



Source: College Relations, October 2008

**DONATIONS**  
**Fiscal Years 1998 - 1999 through 2007 - 2008**

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

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	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>
Number of Gifts*	16,232	16,294	15,980	14,725	15,699
Current Operations	\$5,037,190	\$5,214,232	\$5,445,938	\$4,930,860	\$5,084,391
Endowment	\$20,087,707	\$18,208,656	\$15,452,553	\$19,038,879	\$18,716,915
Other*	<u>\$1,652,398</u>	<u>\$1,881,797</u>	<u>\$1,357,828</u>	<u>\$1,476,928</u>	<u>\$2,469,575</u>
TOTAL	\$26,777,295	\$25,304,685	\$22,256,319	\$25,446,667	\$26,270,881

\*Does not include gifts-in-kind.

Source: College Relations, October 2008

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS**  
**For Fiscal Year Ended June 30, 2008**

<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	338	3.18%	1,258	0.00%
10 – 24	1,111	10.46%	16,487	0.06%
25 – 49	2,189	20.62%	59,576	0.23%
50 – 99	2,133	20.09%	114,963	0.44%
100 – 199	1,962	18.48%	213,006	0.81%
200 – 499	1,387	13.06%	360,598	1.37%
500 – 749	474	4.46%	250,635	0.95%
750 – 999	58	0.55%	47,419	0.18%
1,000 – 2,499	464	4.37%	595,860	2.26%
2,500 – 4,999	126	1.19%	413,072	1.56%
5,000 – 7,499	104	0.98%	565,343	2.14%
7,500 – 9,999	29	0.27%	252,546	0.96%
10,000 – 19,999	96	0.90%	1,223,496	4.64%
20,000 – 29,999	46	0.43%	1,085,167	4.11%
30,000 – 49,999	33	0.31%	1,203,844	4.56%
50,000 – 69,999	21	0.20%	1,161,498	4.40%
70,000 – 99,999	12	0.11%	952,723	3.61%
100,000 – 149,999	11	0.10%	1,291,430	4.89%
150,000 – 249,999	7	0.07%	1,253,597	4.75%
250,000 – 499,999	11	0.10%	4,171,558	15.80%
500,000 – 999,999	1	0.01%	600,000	2.27%
1,000,000 – 2,499,999	4	0.04%	5,062,712	19.18%
2,500,000 and up	1	0.01%	5,500,000	20.84%
<b>TOTALS</b>	<b><u>10,618</u></b>	<b>100%</b>	<b><u>\$26,396,788</u></b>	<b>100%</b>

The 10,618 donors gave 15,738 gifts in FY 2008 for a total of \$26,396,788.

Average (Mean)	\$2,486
Median	\$50
Mode	\$50

NOTE: Please see page 104 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, October 2008

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS**  
**For Fiscal Year Ended June 30, 2008**

<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	931	5.92%	3,346	0.01%
10 – 24	2,494	15.85%	36,210	0.14%
25 – 49	3,797	24.13%	100,707	0.38%
50 – 99	2,741	17.42%	143,493	0.54%
100 – 199	2,694	17.12%	281,924	1.07%
200 – 499	1,384	8.79%	346,857	1.31%
500 – 749	549	3.49%	284,122	1.08%
750 – 999	39	0.25%	31,512	0.12%
1,000 – 2,499	529	3.36%	683,669	2.59%
2,500 – 4,999	131	0.83%	423,105	1.60%
5,000 – 7,499	155	0.98%	844,541	3.20%
7,500 – 9,999	32	0.20%	274,532	1.04%
10,000 – 19,999	115	0.73%	1,480,602	5.61%
20,000 – 29,999	49	0.31%	1,168,813	4.43%
30,000 – 49,999	29	0.18%	1,082,169	4.10%
50,000 – 69,999	23	0.15%	1,211,531	4.59%
70,000 – 99,999	11	0.07%	892,538	3.38%
100,000 – 149,999	10	0.06%	1,030,280	3.90%
150,000 – 249,999	6	0.04%	1,068,423	4.05%
250,000 – 499,999	13	0.08%	4,601,461	17.43%
500,000 – 999,999	2	0.01%	1,461,919	5.54%
1,000,000 – 2,499,999	3	0.02%	3,445,034	13.05%
2,500,000 and up	1	0.01%	5,500,000	20.84%
<b>TOTALS</b>	<b><u>15,738</u></b>	<b>100%</b>	<b><u>\$ 26,396,788</u></b>	<b>100%</b>

The 10,618 donors gave 15,738 gifts in FY 2008 for a total of \$26,396,788.

Average (Mean)	\$1,677
Median	\$50
Mode	\$25

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

\*Includes gifts-in-kind.

Source: College Relations, October 2008

**FINANCIAL HIGHLIGHTS  
YEARS ENDED JUNE 30, 2008 AND 2007**

	<u>2008</u>	<u>2007</u>
<b>OPERATING REVENUE</b>	\$ 75,224,258	\$ 72,636,125
<b>OPERATING EXPENSES</b>	\$ 67,964,732	\$ 66,081,142
<b>OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS</b>	\$ 7,259,526	\$ 6,554,983
<b>ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT</b>	\$ 9,158,367	\$ 10,345,297
<b>LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS</b>		
Original gift value	\$ 368,689,457	\$ 349,235,652
Investments at market	\$ 1,023,254,700	\$ 1,102,272,000
Interest and dividends, net	\$ 21,175,329	\$ 21,860,036
Return	1.9%	2.3%
Market price increase	\$ (72,956,786)	\$ 153,003,328
Return	-6.6%	16.1%
Total return	\$ (51,781,457)	\$ 174,863,364
Percent	-4.7%	18.4%
<b>CASH AND IN-KIND CONTRIBUTIONS</b>		
Cash Gifts	\$ 9,871,990	\$ 8,712,036
Bequests	<u>16,398,891</u>	<u>16,734,630</u>
Total cash gifts	26,270,881	25,446,666
Gifts-in-kind	<u>125,907</u>	<u>1,049,387</u>
Total	<u>\$ 26,396,788</u>	<u>\$ 26,496,053</u>

Source: Office of Financial Affairs, October 2008



**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2008 and 2007**

<b>ASSETS</b>	<b>2008</b>	<b>2007</b>
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 23,165,985	\$ 16,522,405
Other investments - absolute return fund	5,448,357	8,632,942
Accrued interest on investments	2,337,135	1,998,983
Accounts and notes receivable	1,981,139	3,598,399
Inventories	1,624,956	1,882,716
Prepaid expenses and other assets	51,925	21,632
Total current assets	34,609,497	32,657,077
<b>NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS</b>	1,219,279	2,535,082
<b>CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE</b>	19,824,508	25,873,681
<b>LONG-TERM RECEIVABLES</b>	1,335,234	1,434,742
<b>LONG-TERM INVESTMENTS</b>		
Donor-restricted endowment	573,607,800	621,276,200
Tuition replacement	449,646,900	480,995,800
Annuity and life income	28,767,600	30,739,700
Funds held in trust by others	23,684,800	24,940,500
Total long-term investments	1,075,707,100	1,157,952,200
<b>BOND DEFEASANCE ESCROW</b>	503,443	1,014,022
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	142,149,654	138,870,536
Total assets	\$ 1,275,348,715	\$ 1,360,337,340
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable	\$ 6,235,943	\$ 5,704,693
Accrued salaries and wages	2,631,745	2,551,384
Deposits and agency funds	418,251	396,190
Deferred income	111,707	96,871
Current maturities of long-term debt	2,195,000	2,267,503
Total current liabilities	11,592,646	11,016,641
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	14,989,580	14,504,661
Long-term debt	60,105,000	64,602,772
Total long-term liabilities	75,094,580	79,107,433
Total liabilities	86,687,226	90,124,074
<b>NET ASSETS</b>		
Unrestricted	816,355,437	887,202,428
Temporarily restricted	126,983,479	144,895,787
Permanently restricted	245,322,573	238,115,051
Total net assets	1,188,661,489	1,270,213,266
Total liabilities and net assets	\$ 1,275,348,715	\$ 1,360,337,340

Source: Office of Financial Affairs, October 2008

**STATEMENTS OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2008 AND 2007**

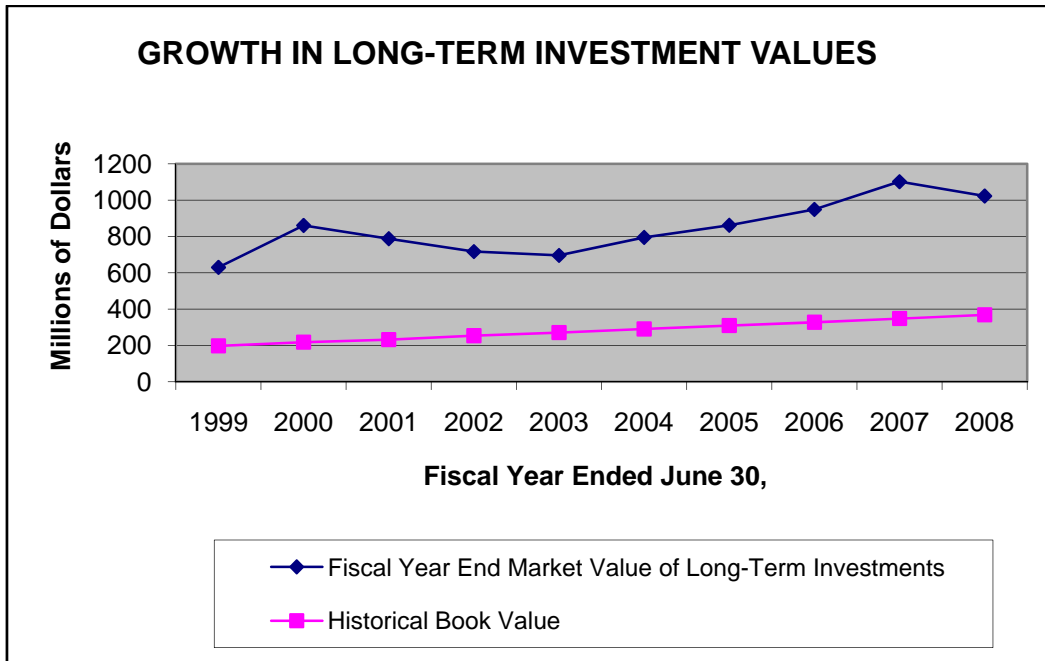
	<b>2008</b>	<b>2007</b>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 41,511,289	\$ 37,605,617
Gifts and donations	5,260,535	5,623,130
Federal and state grants	7,346,497	7,502,927
Cost of education fees paid by federal and state scholarships	2,615,000	2,576,000
Fees paid by students	1,430,102	1,285,134
Other income	3,854,924	4,658,711
Residence halls and food service	7,280,522	6,951,895
Student industries and rentals	3,748,822	4,592,096
Net assets released from restrictions	5,202,704	4,624,346
Gross operating revenue	78,250,395	75,419,856
Less: Student aid	(3,026,137)	(2,783,731)
Net operating revenue	75,224,258	72,636,125
<b>OPERATING EXPENSES</b>		
Program Services --		
Educational and general	43,800,318	42,383,429
Residence halls and food service	7,421,851	6,861,089
Student industries and rentals	4,703,052	5,608,842
Total program services	55,925,221	54,853,360
Support services	12,039,511	11,227,782
Total operating expenses	67,964,732	66,081,142
Operating revenue in excess of operating expenses from continuing operations	7,259,526	6,554,983
Gain on disposal of property, plant and equipment	24,540	7,885
Loss on valuation of interest rate swaps	(2,013,900)	(44,100)
Total other unrestricted activity	(1,989,360)	(36,215)
<b>OTHER CHANGES IN NET ASSETS</b>		
Investment return (less than) in excess of amounts designated for current operations	(95,019,440)	141,366,830
Gifts and bequests restricted or designated for long- term investments	14,651,072	35,949,938
Restricted gifts for property, plant and equipment and other specific purposes	998,809	1,004,773
Restricted spendable return on endowment investments	5,178,360	4,765,085
Reclassification of net assets released from restrictions	(5,202,704)	(4,624,346)
Net adjustment of annuity payment and deferred giving liability	(2,157,874)	2,901,841
Total change in net assets	\$ (81,551,777)	\$ 181,364,121

Source: Office of Financial Affairs, October 2008

## 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>
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
2008	1,023,254,700	368,689,457

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



Source: Office of Financial Affairs, October 2008

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS  
YEARS ENDED JUNE 30, 2008 AND 2007**

	2008	2007
<b>Endowment and Tuition Replacement:</b>		
Pooled Investments -		
U.S. equities	\$ 314,991,100	\$ 369,533,500
International equities	222,820,000	268,885,600
Corporate notes and bonds	91,079,100	90,434,100
U.S. Government securities	38,404,300	43,007,400
Foreign bonds	454,800	148,600
Structured notes	69,621,600	75,479,700
Private equity – venture capital	11,905,900	11,524,200
Private equity – buy out	17,709,800	9,653,100
Private equity – debt funds	5,229,400	5,867,000
Private equity – fund of funds	51,953,100	47,778,500
Hedge funds	133,908,800	120,192,900
Real estate	1,247,900	1,484,300
Short-term investments and cash	60,542,600	53,388,700
Total	1,019,868,400	1,097,377,600
Non Pooled Investments -		
U.S. equities	248,600	242,800
Corporate notes and bonds	101,400	104,600
U.S. Government securities	20,700	19,000
Real estate	2,978,500	2,978,500
Short-term investments and cash	37,100	1,549,500
Total	3,386,300	4,894,400
Total endowment and tuition replacement	1,023,254,700	1,102,272,000
<b>Annuity and Life Income:</b>		
Pooled Annuity Investments -		
U.S. equities	9,045,200	10,307,400
International equities	1,952,900	2,370,300
Corporate notes and bonds	4,338,000	4,119,200
Short-term investments and cash	237,700	134,200
Total	15,573,800	16,931,100
Separately Invested Trusts -		
U.S. equities	6,112,300	6,741,000
International equities	1,394,100	1,462,500
Corporate notes and bonds	4,726,500	4,438,400
U.S. Government securities	330,200	528,600
Real estate	330,000	330,000
Short-term investments and cash	300,700	308,100
Total	13,193,800	13,808,600
Total annuity and life income	28,767,600	30,739,700
<b>Funds Held in Trust by Others:</b>		
Where Berea College receives all or a stipulated percent of income	23,684,800	24,940,500
Total long-term investments	\$ 1,075,707,100	\$ 1,157,952,200

Source: Office of Financial Affairs, October 2008

**FISCAL YEAR 2008-2009  
OPERATING BUDGET HIGHLIGHTS**

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

Endowment Spendable Return	\$ 34,328,000 79.9%
Gifts for Current Operations	\$ 4,245,000 9.9%
Federal and State Sources	\$ 3,593,000 8.3%
Other Miscellaneous Income	\$ 1,323,000 3.1%
Net Loss from Student Industries and Rentals	\$ (501,000) <u>(1.2%)</u>
	<u>\$ 42,988,000</u>

Source: Office of Financial Affairs, October 2008

## CURRENT OPERATING BUDGET

	2008-09 Budget	2007-08 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 43,159,700	\$ 39,651,700	\$ 3,508,000	8.85%
Less: Capital and Plant Fund	(5,651,200)	(5,299,300)	(351,900)	6.64%
TCERF	(3,180,500)	(1,923,400)	(1,257,100)	65.36%
Net Endowment Income	<u>34,328,000</u>	<u>32,429,000</u>	1,899,000	5.86%
Gifts for Current Operations	4,245,000	4,183,000	62,000	1.48%
Cost of Education Fees	2,655,000	2,615,000	40,000	1.53%
Federal Work Study Grant	938,000	930,000	8,000	0.86%
Fees Paid by Students	633,000	629,000	4,000	0.64%
Other Income	690,000	785,000	(95,000)	-12.10%
TOTAL	<u>43,489,000</u>	<u>41,571,000</u>	1,918,000	4.61%
Student Industries and Rentals	4,286,000	4,196,600	89,400	2.13%
Residence Halls and Food Service	<u>7,434,300</u>	<u>7,081,600</u>	352,700	4.98%
TOTAL REVENUES	<u>55,209,300</u>	<u>52,849,200</u>	2,360,100	4.47%
<b>EXPENDITURES</b>				
Educational and General	42,988,000	41,143,000	1,845,000	4.48%
Student Industries and Rentals	4,787,000	4,624,600	162,400	3.51%
Residence Halls and Food Service	<u>7,434,300</u>	<u>7,081,600</u>	352,700	4.98%
TOTAL EXPENDITURES	<u>55,209,300</u>	<u>52,849,200</u>	2,360,100	4.47%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2008

## EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2008-09 Budget	2007-08 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 43,159,700	\$ 39,651,700	\$ 3,508,000	8.85%
Less: Capital and Plant Fund	(5,651,200)	(5,299,300)	(351,900)	6.64%
TCERF	(3,180,500)	(1,923,400)	(1,257,100)	65.36%
Net Endowment Income	<u>34,328,000</u>	<u>32,429,000</u>	1,899,000	5.86%
Gifts for Current Operations	4,245,000	4,183,000	62,000	1.48%
Cost of Education Fees	2,655,000	2,615,000	40,000	1.53%
Federal Work Study Grant	938,000	930,000	8,000	0.86%
Fees Paid by Students	633,000	629,000	4,000	0.64%
Other Income	690,000	785,000	(95,000)	-12.10%
Student Industries and Rentals	(501,000)	(428,000)	(73,000)	17.06%
Residence Halls and Food Service	-	-	-	-
<b>TOTAL REVENUE</b>	<u>42,988,000</u>	<u>41,143,000</u>	1,845,000	4.48%
<b>EXPENDITURES</b>				
Salaries and Wages	23,754,400	22,709,100	1,045,300	4.60%
Salary Churn	(350,000)	(300,000)	(50,000)	16.67%
Net Salaries and Wages	<u>23,404,400</u>	<u>22,409,100</u>	995,300	4.44%
Fringe Benefits	6,101,000	5,786,000	315,000	5.44%
Student Payroll	2,905,000	2,767,000	138,000	4.99%
Net Controllable Expense	9,824,600	9,449,900	374,700	3.97%
Computer Capital Fund	448,000	435,000	13,000	2.99%
Equipment Reserve	202,000	196,000	6,000	3.06%
Strategic Planning Initiatives	103,000	100,000	3,000	3.00%
<b>TOTAL EXPENDITURES</b>	<u>42,988,000</u>	<u>41,143,000</u>	1,845,000	4.48%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2008

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

<b>Classification by Function</b>	2003-04 Actual	% of Total	2004-05 Actual	% of Total	2005-06 Actual	% of Total	2006-07 Actual	% of Total	2007-08 Actual	% of Total
Instruction	\$ 12,147,180	33.8%	\$ 12,340,735	33.1%	\$ 13,431,338	34.6%	\$ 13,376,736	35.3%	\$ 14,419,651	36.0%
Public Service	527,391	1.5%	519,614	1.4%	500,696	1.3%	473,648	1.2%	665,021	1.7%
Academic Support	3,872,106	10.8%	3,755,045	10.1%	3,915,217	10.1%	3,949,316	10.4%	4,376,280	10.9%
Student Services and Activities	4,226,922	11.7%	4,145,184	11.1%	4,487,701	11.6%	4,589,786	12.1%	5,010,511	12.5%
General and Administrative	6,161,059	17.1%	6,619,883	17.8%	5,752,119	14.8%	6,264,070	16.5%	6,450,592	16.1%
Development and Alumni	3,110,314	8.6%	3,171,950	8.5%	3,209,703	8.3%	3,342,764	8.8%	3,640,952	9.1%
Plant Operations	4,836,461	13.4%	5,701,900	15.3%	6,901,271	17.8%	5,301,984	14.0%	4,745,671	11.9%
Capital and Special Projects	1,107,700	3.1%	1,040,300	2.8%	644,700	1.7%	641,500	1.7%	731,000	1.8%
<b>TOTAL</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>	<b>\$ 40,039,678</b>	<b>100.0%</b>



## RESIDENCE LIVING Academic Year 2008-2009

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 upperclassmen students live in the traditional residence halls.

<u>Traditional Residence Halls*</u>	<u>Capacity</u>
Anna Smith	79
Bingham	61
Blue Ridge	95
Dana	126
Danforth	144
Edwards	33
Elizabeth Rogers	83
Estill St. Res. Complex	43
Fairchild	74
James	102
Kentucky	89
Kettering	146
Pearsons	106
Seabury	35
Talcott	<u>83</u>
Subtotal	1,299
<u>Houses</u>	
Home Management House	11
<u>Family Housing</u>	
Ecovillage	62
<u>Farm Houses/College Buildings</u>	
Head House	2
Hunt Acres	3
Phelps-Stokes	<u>1</u>
Subtotal	6
<b>TOTAL</b>	<b>1,378</b>
Capacity for Women	(808)
Capacity for Men	(570)

As of October 9, 2008, approximately 90% of students lived in college housing.

Source: Residential Life Services and Collegium, October, 2008  
<<http://www.berea.edu/residentiallifecollegium/>>

## CAPITAL CONSTRUCTION PROJECTS, 1980 - 2008

### 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	Fairchild Residence Hall
1981	Pearsons Hall Fire Escape	1999	Log House Remodel
1981	Kentucky Residence Hall	1999	Phelps-Stokes Air Conditioning
1981	James Residence Hall	1999	Alumni Building Remodel
1983	Goldthwaite Agriculture Building and Addition	1999	Appalachian Center/Bruce Building
1983	Science Hall Renovation and Addition	1999	Student House/Jackson Street (Knight House)
1985	President's Home	1999	Danforth Residence Hall
1986	Talcott Residence Hall	2000	Kettering Residence Hall
1987	Frost Basement - Computer Lab	2000	Bruce/Trades (phase one)
1987	ARC House Renovation	2000	Draper Carillon
1987	Pearson Residence Hall	2001	Bruce/Trades (phase two)/Connector
1988	Boone Tavern	2001	Blue Ridge Residence Hall
1988	Blue Ridge Residence Hall	2001	Student Parking Lot Improvements
1989	Kentucky Annex	2002	Draper Building
1990	Hutchins Library Renovation	2002	Kentucky Residence Hall
1990	Berea College Health Service	2002	Art Gallery Addition
1991	Draper Building - Center for Effective Communication	2002	Soccer Field Complex
1991	Lincoln Hall Basement - Duplicating Services Center	2002	College Bookstore Renovation
1992	Utilities/Laundry	2002	Computer Center Renovation
1992	Students for Appalachia – Trades Building	2003	Talcott/Annex Residence Hall Renovation
1993	Alumni Building	2003	Presser Hall Renovation
1993	Draper Classrooms	2003	Lincoln Hall Renovation
1994	President's Home	2003	EcoVillage Apartments
1994	Alumni Building	2003	EcoVillage SENS House
1994	Boone Tavern	2003	Baseball/Softball Fields
1996	Edwards 1 <sup>st</sup> & 2 <sup>nd</sup> floors	2004	James Hall Renovation
1997	Resurfacing of Track	2004	Boone Tavern Garage Renovation for: Public Relations Department Visitors Center at College Square
1997	Systems upgraded in Dana Residence Hall	2005	Central Plant
1997	Phelps Stokes – Seating and Refinishing	2006	Campus Building Retro Fits
1998	Married Student Laundry	2006	Resurfacing of the Track
1998	Frost Renovation	2006	Sturt Cottage
1998	Food Service Renovation	2007	Haaga House
1998	Science Laboratories	2007	Pearsons Residence Hall
1998	Computer Center	2007	Middletown School
1999	Craft Center	2008	Appalachian Center Gallery Renovation
1999	Crossroads Complex	2008	Elizabeth Rogers Renovation
		2008	Edwards 3 <sup>rd</sup> Floor Renovation
		2008	Seabury Center Gym Floor Replacement

Source: Facilities Management, October 2008

**HUTCHINS LIBRARY**  
(Fiscal Year 2008)

<b>Library Collections</b>	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	20,141	386,252
Media Collection (phono records, videos, CDs, DVDs and audio tapes) Volumes (item count)	451	12,415
Electronic Collection E-books and cataloged web-sites	7,734	67,413
Digitized audio (hours)	[350]	[1,000]
Microforms (books, journals and newspapers) Physical units	2,852	144,971
Serials (journals and serials) Print & microform subscriptions: journals & serials	(65)	850
Electronic titles: journals & serials	570	2,020
Full-text journals available through databases	10,193	32,541
Manuscripts and Archives (in linear feet)	130	4,732
Cartographic Material (in units)	0	[2,500]
<b>Library Expenditures</b>	<b><u>Dollar Amount</u></b>	
Books – paper and microforms	\$126,754	
Periodicals– paper and microforms	173,836	
Serials – paper and microforms	27,140	
Electronic resources	124,605	
Media	17,883	
Microform	30,400	
Preservation	12,809	
TOTAL ACQUISITIONS EXPENDITURES	\$513,427	
Acquisitions Expenditures per Student	\$336	

Source: Hutchins Library, October 2008 <<http://www.berea.edu/hutchinslibrary/>>

**HUTCHINS LIBRARY, continued**  
(Fiscal Year 2008)

**Library Services**

Main Library hours open per week	94
Special Collections hours open per week	39

<u>Library Instruction – General Studies Program</u>	<u>Sessions</u>	<u>Students</u>
GSTR 110 (first year)	58	441
GSTR 210 (first year)	29	430
Special Collections for GSTR 210	10	
Other General Studies Courses	6	
Other Courses	44	
Special Collections	6	
TOTAL	153	

Percentage of General Studies Program sections with at least one library session		
GSTR 110	90.6%	92.8%
GSTR 210	100.0%	100.0%

<u>Reference and Research Assistance</u>		
Library Reference Desk Transactions Total	5,639	
Special Collections Reading Room Visits Total	949	
Special Collections Reference Requests (non-visits)	440	

<u>Computer Access</u>		
Public Access Workstations	16	
Public Network Connections	102	
Wireless Network Connections	Yes	

<u>Circulation Transactions</u>	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	7,583	
Print and media collections – students	50,911	32.2
Print collections – town	1,964	
TOTAL	60,458	

Reserve materials	2,167
Equipment (computers and media) uses	2,116
Classrooms and study rooms uses	8,484
Special Collections uses	2,777
Electronic collection searches	235,563

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	2,837
Received from other libraries	2,083

Source: Hutchins Library, October 2008 <<http://www.berea.edu/hutchinslibrary/>>

## INFORMATION SYSTEMS AND SERVICES

Information Systems and Services (IS&S) supports the campus information and communications infrastructure in support of student success and institutional effectiveness. This includes instructional and media technologies, administrative systems, analytical tools, web/portal applications, wireless, VOIP and much more. IS&S serves the College's mission by maintaining a robust technology infrastructure designed to address current needs and future growth.

### Technology Infrastructure:

**Campus Network:** The campus is connected electronically by a fiber optic network backbone which provides access to resources from every residence hall, administrative, and academic building. Wireless network connectivity is provided in the Hutchins Library, Knapp Hall and the Technology and Industrial Arts buildings. A major upgrade and expansion to the wireless network access is in progress and will be completed in 2008-2009. Once the expansion is complete, Draper, Science, Frost, Woods-Penn and Alumni buildings will be active as well as the Quad and Crossroads outdoor spaces. The campus network is secured by Microsoft Active Directory account management and by Cisco Clean Access network access control. The network is subdivided into VLAN's to allow appropriate restrictions to traffic between different areas of the campus.

**Communications Capabilities:** All faculty, staff, 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 retirees. The e-mail system includes public folders in which announcements or discussion interactions can be posted for all to see. All faculty and staff offices and each residence hall room have telephone extensions set up on the campus PBX system. Network based VoIP phones are in use in several departments and over time the Cisco VoIP Call Manager will replace the Nortel Meridian PBX system. AT&T cell phones or PDA phones are provided to staff who need mobile communication for their jobs.

**Desktop Computers and Software:** IS&S supports a large inventory of desktop and laptop computers for use by students, faculty and staff. Dell computers are the standard system, though some faculty and staff use Apple computers due to the requirements of their discipline. IS&S is qualified as a self maintainer for both Dell and Apple computers so all computer repairs can be accomplished quickly on site. Software site licenses are provided for Microsoft Office 2007, Filemaker Pro, EndNote, and McAfee Antivirus, making these functions available to all faculty, staff and students. Concurrent user licenses are available for many software packages used in teaching and for Adobe Creative Suite CS2 graphics and publishing programs and SPSS basic statistics used for both academic and administrative functions.

**Internet Access:** The campus is connected to the Internet via Kentucky's KPEN statewide contract. The current setup provides 45 Megabits/second bandwidth into and out of the campus. Campus systems are protected from hackers, viruses, and other threats by industry standard firewall web filtering devices. Bandwidth is managed by a filtering device to insure as much as possible that utilization for teaching and learning is given priority over recreational or other uses.

**Network Resources:** In addition to e-mail, the network connects users to various servers which provide file storage space or specific applications. Applications include the Blackboard course management system, the ID card and access control system, FileMaker database servers, the BANNER administrative database system, the MyBerea web portal, and the Berea.edu web site. A print server manages printing from desktop and laptop computers to network connected laser printers in office locations across the campus. Student and public printing resources along with photocopiers are connected to the campus network and are managed by the Printing Services department.

**Technical Support:** IS&S operates a Help Desk providing phone support for faculty, staff and students who have computer or phone problems or who need instruction in using computers, phones, or core software. Laptop computer users can also bring their computer to the Computer Center for assistance or for repair service. IS&S student and staff technicians are available to come to faculty and staff offices to troubleshoot and repair computers. Media Services, also located in the Computer Center, provides support for projectors and other audio-visual equipment used in classrooms or for meetings and projects. Media Services is also responsible for support of mobile phones. The Computer Center services are open 8-5 on weekdays.

Source: Information Systems and Services, October 2008

## INFORMATION SYSTEMS AND SERVICES, continued

### Supporting Student Success:

**Academic Software:** Students have access to a wide range of software applicable to various academic disciplines. Most software will run on the EDGE laptop computers, though some are available only in specialized computer labs. Examples include Maple for math and physics students, Autodesk products for CAD, ChemDraw for chemistry classes, Sibelius for music scoring and Final Cut Express for video editing.

**Course Management System:** The Blackboard Learning Management System (LMS) allows faculty to manage courses online, to post course information and syllabus documents, to communicate with students, to facilitate student discussion and collaboration, to receive paperless assignment documents, and to access some electronic testing features. Students and faculty are able to access their Blackboard account from the MyBerea portal via the campus network or over the Internet.

**EDGE Laptop Program:** The EDGE (Empowering a Dynamic Generation in Education) program provides a laptop computer for each student. The program is funded by a special endowment, a student technology fee, and the IS&S budget. The laptop computers are able to run almost all of the software used in teaching, allowing students to gain much more experience with the software than was available in traditional computer labs. Computer labs remain for specialized software that require an Apple computer or for other reasons cannot be run on the laptop computers.

**Faculty Support:** Faculty are provided with technology tools for their teaching based on their particular discipline's best practices and their personal style. Each professor has a laptop computer comparable to those in use by students, allowing him or her to develop electronic activities for students to work with. Most classrooms are equipped with digital projectors and many also include multi-media systems providing a range of media input options. The Instructional Technology Resource Center is available to assist faculty with technology usage and to provide access to tools such as response clickers and smartboards not yet widely available on the campus. The Media Services center is also available to faculty for checkout of audio-visual equipment and for media production services such as audio and video editing, poster and banner printing, media conversions and copying, and lamination.

**MyBerea Portal:** MyBerea, launched in Spring 2008, brings together into one interface many information resources and self-service transactions utilized by students. It provides web-browser-based access to e-mail, the course management system, and many units of information that will be helpful to students navigating college life without requiring them to have special knowledge to find or access the resources. The portal interface to our Banner administrative system allows easy viewing of course schedules, grades, student financial accounts, and payroll information, and provides for self-service course registration and emergency contact updates. MyBerea also offers features to faculty and advisors that allow them to communicate with students and monitor their status.

**Specialized Equipment Access:** Through the Instructional Technology Resource Center, students and faculty can utilize technology that is not yet widely available in classrooms or labs. Examples include digital audio and video editing, smartboards and classroom feedback clicker devices. IS&S staff and student technicians are available at the center to assist faculty or students with projects. Students and faculty can also check out equipment from the Media Services desk located in the Computer Center and use the equipment for projects. Examples of available equipment include portable PA systems, cameras, audio recorders and projectors.

**Universal Access:** IS&S continues to develop the Universal Access program begun in 1998 whose goal is to expand student access to electronic information resources toward an "anytime anywhere" model. Expanding the campus network into residence halls, classrooms and public spaces and providing a laptop computer for each student were the foundational investments of the initiative. Implementation of wireless network connectivity will continue to advance the level of student access to electronic resources.

## INFORMATION SYSTEMS AND SERVICES, continued

### Supporting Institutional Effectiveness:

**Enterprise Data Systems:** The College uses the Banner software from Sungard Higher Education, an integrated administrative system for financial, student records, financial aid, human resources/payroll, and alumni/development functions. The Student and Employee self-service modules of Banner allow for access to Banner information and functions through the MyBerea portal. 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.

**MyBerea Portal:** The MyBerea portal brings together a wide range of information, functions and links to make faculty and staff work life easier and more efficient. Faculty can view their class schedules, class lists, advisees' transcripts and grades, and manage their advisees' registration process using self-service functions. Faculty and staff can view e-mail as well as personal employment and payroll information. Staff who use Banner and Faculty who use Blackboard course management can access those functions via the portal.

**Personal Computers and Phones:** All faculty and most staff are provided with a personal laptop or desktop computer for personal productivity and for access to e-mail and other campus network resources and the Internet. Faculty and staff offices are equipped with telephones for communication on and off campus, and cell phones or PDA phones are provided to staff who need mobile communication for their job function.

**Specialized Applications:** Specialized applications support various administrative functions across campus including Chemical Inventory, Electronic Lock Access Management, ID Card production, Printer/Copier control/payment, Health Clinic appointment scheduling and others. IS&S assists departments with selecting software to be sure it will function well on the network and standard equipment, and with establishing appropriate operational and support structures. Functional support for specialized software is expected to come from software providers.

### Statistics:

#### **Technology Infrastructure:**

Internet Connection Speed:	45 megabits/second
Network Backbone Speed:	6,000 megabits/second
Network Ports:	7,000
Campus phone extensions:	2,180
Personal computers:	2,777
Networked printers:	141

#### **Supporting Student Success:**

Student laptop computers:	1522
Computers in departmental labs:	85
Classrooms with 1 port per seat:	37
Classrooms with Wireless Network:	8
Classrooms with Digital Projectors:	52
Other meeting rooms with projectors:	10
Classrooms with Multi-Media:	21
Other meeting rooms with Multi-Media:	10
Courses utilizing Blackboard LMS:	318

#### **Supporting Institutional Effectiveness:**

Staff and Faculty	
Computers	634
Phones	705
Cell Phones	63

Source: Information Systems and Services, October 2008