

# Berea College

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## Fact Book 2009-2010



**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 have included the following new information this year:

- The Berea Vision, pgs. 1-4
- SAT Writing Scores of Accepted and Enrolled First-Year Students, pg. 41
- The Labor Supervisor of the Year Award, pg. 91

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, Assistant Director (Labor Team Supervisor)  
Morgan Burch, Student Coordinator of the Fact Book

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

# THE BERE A VISION

From its inception, Berea College has been a place where deep commitments have been translated into compassionate action in the service of young women and men, black and white, from many cultures, primarily from the Appalachian region but also far beyond. Berea's distinctive and multifaceted mission has always been and will remain firmly rooted in inclusive Christian values such as "the triumph of love over hate, human dignity and equality, and peace with justice."<sup>1</sup> Hence, Berea was the first interracial and coeducational college in the pre-Civil War South. Berea's primary mission is to serve students of "great promise and limited economic means" by providing them with liberal arts and professional educations of the highest quality. Thus, all students receive a substantial cost-of-education scholarship so that no money from student families is required for tuition. Our educational community is predicated on the notion that work of all kinds, mental and physical, provides opportunities for furthering a student's education and personal development. Therefore, all students work in a campus-based labor department. Just as one of our institutional goals is to serve others, so too we seek to prepare our students to be "service-oriented leaders for Appalachia and beyond" (*Being and Becoming: Berea College in the 21st Century*, 2006, p. 62). Truly, learning, labor, and service are the three pillars upon which Berea's educational edifice is built.

## Berea's Beginnings

In 1855, John G. Fee, the founder of Berea College, and those who assisted him—including Matilda Fee, John A. R. Rogers, Elizabeth Rogers, and others—boldly began to translate their abolitionist principles into a church and then a school perched on a ridge between the Bluegrass farms and the Cumberland Mountains. Cassius M. Clay gave Fee ten acres of land on which Fee began the Berea settlement. Fee named the site "Berea" after the Greek town that Paul described as a place where people "received the Word with all eagerness" (Acts 17:11). Berea's one-room district school founded in 1855 has evolved into the Berea College we know today, their small congregation's worship center into the stately Union Church, and their settlement village into the town of Berea, Kentucky, which is still vital and growing.

The foundational motto of Berea's 1866 catalog and today's Berea College is that "God has made of one blood all peoples of the earth" (Acts 17:26). Fee believed deeply that all people are equally worthy of education, of personal esteem, of mutual respect, and of diverse collaborations. He held that, whether black or white, male or female, Southern or Northern, rich or poor, all of us are God's children and, as such, are deserving of an education that will make our lives more suitable for service. From the beginning, learning, labor, and service have been the underpinning of a Berea education, whether it be on the elementary, the secondary, or the college level.<sup>2</sup>

In the early days, those who taught Berea students in the classroom were the same people who supervised their labor and encouraged them to engage in acts of service both locally and in the mountains. Thus learning, labor, and service were originally well integrated at the College. During this period, the image of educating "the head, the heart, and the hands" captured well what it meant to be an educator at Berea.<sup>3</sup> However, over the years learning, labor, and service slowly became segmented into different parts of an increasingly complex institution. Although Berea has always encouraged intellectual excellence, it has never narrowed its focus to developing intellectual excellence in liberal arts subjects alone. Therefore, Berea College has taught applied subjects (e.g., education, nursing, and agriculture) throughout all of its history. Berea has striven to educate "the whole person" by encouraging in each student the self-sufficiency found in working with his or her hands and the strong sense that his or her vocation ought to entail service to others. The authors of the 1993 preface to the Great Commitments (see pg. 2) effectively captured this sense that the realms of thought and action should converge here in Berea when it says, "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." In this and many other respects, Berea College and we Bereans have often fallen short of achieving our ideals—but we have never lost our collective determination to pursue them to the very best of our abilities.

<sup>1</sup> See preface to the Great Commitments on page 4.

<sup>2</sup> Berea was a sixteen-year school until 1968, when it discontinued its elementary and secondary education programs.

<sup>3</sup> British writer and art critic John Ruskin apparently originated this image and phrase; Berea's third president, William G. Frost (1892-1920), was the first to apply it when describing Berea's mission.

## The Berea Vision, continued

### Learning, Labor, and Service at Berea College

William G. Frost, who became President of the College in 1892, brought craftsmen and women from the mountains to Berea and introduced a variety of new labor positions that provided apprenticeships in crafts. During Frost's presidency, the labor program began to take on a separate life of its own as Berea tried to employ all of its students in some kind of meaningful labor. Gradually, a distinct labor program developed with its own learning goals for different student jobs. In 1908, Professor Miles E. Marsh began to oversee Berea's ever more numerous labor positions, and in 1914, he was officially appointed Dean of the Labor Program. By this time, Berea's students were no longer necessarily mentored in their labor positions by the same people who mentored them in the classroom. Although Berea College has always tried to educate the whole person, as time passed, the academic program ("the head"), the labor program ("the hands"), and the service and spiritual development programs ("the heart") simultaneously burgeoned and became distinctly separate institutional entities. Today, most labor supervisors have little direct contact with the classroom (except for those members of the College Faculty who supervise students). The spiritual and service dimensions have also been segmented into the Campus Christian Center, the Center for Excellence in Learning Through Service (CELTS), and a variety of other programs. Thus, over the years, learning, labor, and service have become fairly compartmentalized and sometimes isolated aspects of Berea College and of "the Berea experience" for many students and employees. A primary aim of the College's strategic plan, *Being and Becoming: Berea College in the 21st Century* (1996), has been to reintegrate these fundamental aspects of our institution and our experience.

Today Berea College depends on College Faculty to provide most of the formal instruction in the classroom, on other employees throughout the institution to provide learning opportunities for students in the labor program, and on yet other employees to guide the spiritual development of students and oversee the service and outreach components of the institution. This realization led the students, faculty, and staff on the Strategic Planning Committee to develop, in consultation with the broader campus community, four pairs of learning goals for *all* students and workers at the College. These are set forth in *Being and Becoming* as follows:

1. develop the critical intellectual ability to address complex problems from multiple perspectives *and* nurture moral growth with a commitment to service;
2. understand the relationship between humans and the natural world *and* consider both the benefits and limitations of science and technology;
3. explore our individual roots and our shared American culture *and* know and respect cultures from around the world;
4. educate students, faculty, and staff to be creative, independent thinkers *and* encourage collaboration and teamwork in learning and working (*Being and Becoming*, p. ii; see pp. 30-34 for a detailed discussion of each learning goal).

These four sets of learning goals represent an application of the Great commitments within the context of our contemporary world. They are intended to guide the learning and work of all members of the campus community as well as to guide and unify all of the activities of the College, whether academic, extra-curricular, residential, labor, or athletic. The learning goals, then, should be understood as that toward which we *all* may teach, and work, and learn, whether we are faculty members, groundskeepers, or student members of the residence hall staff.

## **The Berea Vision, continued**

However, the reintegration of the learning, labor, and service dimensions of the College has required more than simply sharing four pairs of learning goals. For several years, all Berea faculty, staff, and students engaged in conversations about how we could more closely link our learning, labor, and service efforts so that students will be treated everywhere as whole persons—not as heads in the classroom, hands in the labor program, and hearts in the service and worship programs of the College. If we are to reintegrate fully the learning, labor, and service components of “the Berea experience,” each one of us at the College must reconceive and reintegrate our own work. Many Bereans from all constituencies of the College are now doing so.

### 1) Integrating Learning

Increasingly, learning at Berea College involves not only the head, but also the heart and often the hands, even in the formal academic setting of the classroom. By providing students with both theoretical knowledge and opportunities to apply the knowledge they gain, by encouraging students to work on applied projects outside the classroom, and by relating classroom activities to the service and labor activities in which students are engaged, more and more Berea faculty members are bringing those other aspects of students’ lives into the reflective environment of the classroom. As a colleague recently observed, “Learning in this context means that the faculty is sensitive to students’ labor and other activities and encourages their integration in the minds of the students themselves.” While the classroom does and must remain the primary domain of instruction in the traditional disciplines, ideally it is also open to students’ struggles with their faith, their personal development, and their searches for new ways of viewing their vocation or work in the future. Such a learning environment treats students as whole persons, not just as heads.

### 2) Integrating Labor

Many labor program supervisors are striving to fulfill the four pairs of learning goals listed above with the students whom they supervise. These supervisors are thereby allied in purpose and practice with faculty members who pursue the College-wide learning goals, in addition to their discipline- and course-specific goals, in the classroom. For example, the concept of “guided learning,” which informs the work of employees and students in the residential life area, is based on several of our learning goals and Great Commitments. Also, while the labor program has traditionally challenged students’ hands through various forms of physical labor, the labor program is working to challenge and develop students’ heads and hearts as well by providing ever more intellectually and spiritually rich learning and service opportunities. This is quite different from the primarily physical labor model of Berea’s original labor program. In the spring of 2001, the Labor Review Team (LRT) provided a report that called for the “Re-visioning,” “Re-vitalizing,” and “Re-structuring” of Berea College’s Labor Program. In the fall of 2003, the Strategic Planning Committee sent its proposal to the General Faculty for strengthening the Labor Program that confirms and extends the recommendations of the LRT. The General Faculty passed this SPC revision of the Labor Program on December 11, 2003. These recommendations stress that the Labor Program should enhance opportunities for students to learn, to engage meaningful work tasks, and, thereby, to serve the community.

## The Berea Vision, continued

### 3) Integrating Service

When students engage in service to others, they learn a new way of applying the core values that our Great Commitments and learning goals make central to our community. Berea's faith that "God has created of one blood all peoples of the earth" fosters deep and active appreciation for the value of loving and serving others, and of the dignity of all people—whatever their origins or cultural traditions. By engaging in and reflecting on service to others, our students and we ourselves learn that the more one places one's time and talent at the service of others, the more fulfilling one's own life becomes. This might, at first glance, seem a mere truism. Yet given the communities from which most Berea students come, our students really do come to learn that there are no magic potions to end the grinding poverty they have experienced personally or have seen in their communities. Instead, they learn that to improve such circumstances they must put their heads and their hands at the service of their communities.

Directing one's life and one's vocation toward the betterment of one's community—that is, toward the betterment of the common good—is a deeply rooted Berea College value. Through CELTS, the College is attempting to provide increasing service-learning opportunities for students so that they can absorb this lesson experientially in the midst of an entire community that is dedicated to serving others well. Service programs then can foster students' learning and labor just as the academic and labor programs can engage students in service to others.

*Being and Becoming* offers a vision of a place where learning, labor, and service increasingly converge, a place where any given dimension of a student's (or a worker's) experience educates the head *and* hands *and* heart. An idealistic vision? Yes, certainly—but then, from John Fee's day to the present, Bereans have always been idealistic. Our 21st-Century challenge and goal is to educate Berea College students for an information-rich, technology-driven global society in which they may bring their "whole selves"—their integrity, their sense of purpose, and the real and varied knowledge and capabilities they acquire here—to bear on the problems facing their communities and the larger world. Helping to develop and strengthen the capacities of the "gifted heads, gifted hands, and gifted hearts" of all Berea students and employees has always been and will remain the core enterprise of the College. Each member of Berea's College and General Faculties has the great responsibility and the great opportunity to carry forward this historic enterprise. Thank you for joining other employees at Berea College in undertaking this vitally important mission.

Larry D. Shinn  
President  
August 2008

## 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 University Women (AAUW)
- American Bus Association
- American Chestnut Foundation
- American College Health Association (ACHA)
- American Council on Education (ACE)
- Annapolis Group
- Appalachian College Association (ACA)
- Association for Higher Education and Disabilities (AHEAD)
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- 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)
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council of Independent Colleges (CIC)
- Craft Organization Development Association
- CraftNet Association
- Historical Hotel Association
- International Association of Campus Law Enforcement Administration (IACLEA)
- Kentucky Academy of Science (KAS)
- Kentucky Campus Compact
- Kentucky Chapter – American Academy of Family Physicians (KAFFP)
- Kentucky Institute for International Studies (KIIS)
- Kentucky Intercollegiate Athletic Conference (KIAC)

Source: Berea College Catalog, 2009–2010 <<http://www.berea.edu/catalog/distinctivefeatures/default.asp>>  
Office of the President, January 2010



## Institutional Memberships, continued

- 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)
- Natural Intramural Recreation and Sports Administration
- 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)
- Work Colleges Consortium (WCC)

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

Source: [Berea College Catalog, 2009–2010](http://www.berea.edu/catalog/distinctivefeatures/default.asp) <<http://www.berea.edu/catalog/distinctivefeatures/default.asp>>  
Office of the President, January 2010

# 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 a field of study that cannot be met through a standard Berea College major program. Students are free to propose topics. Some examples of previously approved independent majors are: Appalachian Studies, Classical Studies or Classical Civilizations, Peace and Social Justice Studies, and Sustainable Community Development.

### 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
- Physics
- Political Science
- Religion
- Sociology
- Spanish
- Speech Communication
- Sustainability and Environmental Studies\*
- Women's Studies\*

\*Interdisciplinary Minors

Source: [Berea College Catalog, 2009 – 2010](http://www.berea.edu/catalog/academicregulations/degrees.asp).  
<<http://www.berea.edu/catalog/academicregulations/degrees.asp>>

## THE STUDENT LABOR PROGRAM

The Student Labor Program originated in its earliest form at Berea College in 1859 and expanded to become one of the College's Great Commitments providing economic, educational, social, personal, and spiritual benefits to students and those served by their work.

The Labor Program is designed to:

- Support the total educational program at Berea College through experiences providing the learning of skills, responsibility, habits, attitudes, and processes associated with work;
- Provide and encourage opportunities for students to pay costs of board, room, and related educational expenses;
- Provide staff for College operations;
- Provide opportunities for service to the community and others through labor;
- Establish a life-style of doing and thinking, action and reflection, service and learning that carries on beyond the college years.

The Student Labor Program's unifying vision is based on an understanding and expectation of labor as student and learning centered; as service to the College and broader community, and as providing necessary work (i.e., work that needs to be done) being done well. The Student Labor Program systematically and consistently employs this vision to address tensions that may occasionally emerge between student labor as work that needs to be done, as service to the community and College, as student's experiential learning, and as contribution to educational costs, etc. The administration of the program is the responsibility of the Dean of Labor.

Labor assignments function very much like classes. Beginning at basic levels of work, students are expected to progress to more skilled and responsible levels. Through these experiences, it is expected that student workers will 1) develop good work habits and attitudes, 2) gain an understanding of personal interests, skills, and limitations, and 3) exercise creativity, problem-solving, and responsibility. Students may also learn the qualities of leadership, standard setting, and effective supervision.

The Labor Program makes it possible for students to know each other as co-workers as well as classmates. More importantly, linking the Academic and Labor Programs establishes a pattern of learning through work that continues long after college.

For a complete list of all labor departments in which students work, see pages 93 and 94.

Source: Berea College Catalog, 2009 – 2010.  
<<http://www.berea.edu/catalog/distinctivefeatures/stulaborprogram.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 programs present on a variety of subjects to enlarge the intellectual, aesthetic, and religious dimensions of campus life. In addition, Berea's student performing ensembles provide convocations addressing similar issues through music, dance, and theatre. Providing rich experiences for students, faculty, and staff alike, convocations help build and sustain a sense of curiosity and intellectual challenge so basic in an academic community. They make available information and insights on important topics likely to be considered in academic courses.

All students will be enrolled automatically 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 will earn a grade of CA (which is calculated as an A in the GPA) for receiving at least seven (7) convocation credits. The grade of CF (which is calculated as an F in the GPA) will be awarded given if one receives fewer than seven (7) convocation credits. 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 minimum earned credits required for graduation.

To see the Academic Year 2009-10 convocation calendar, <<http://www.berea.edu/convocations/#>>.

Source: Berea College Catalog, 2009 – 2010.  
<<http://www.berea.edu/cataloghandbook/academics/academicprogram/convocations.asp>>

## CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2009 – 2010

African Student Association (ASA)	Diversity Peer Education Team
Agriculture Union (AU)	Ecological Sustainability Education Program
Alpha Psi Omega	English Club
Americans for a Just Peace in the Middle East (AJPME)	Episcopal Canterbury Fellowship
Appalachian Center	EYCE (pep club)
Asian Student Union (ASU)	Fellowship of Christian Athletes (FCA)
Baptist Campus Ministry	Fighting Rape Through Education and Encouragement (FREE)
Berea College..	Gay-Straight Alliance (GSA)
Anime and Manga Club	German Club
Amnesty International	Hispanic Student Association (HSA)
Association of Student Nurses (BCASN)	History and Political Science Club
Billiards Club	International Christian Fellowship (ICF)
Concert Choir	Intervarsity
Republicans	Intramurals
Saddle Club	Invisible Children
Women's Chorus	Martial Arts Club
Berea Bikes	Men Advocating Awareness of Rape and Sexual Assault (MARS)
Berea Entrepreneurs Club	Mortar Board Honor Society
Berea Middle Eastern Dance (BMED)	Muslim Student Association (MSA)
Berea Ultimate Frisbee	Newman Club
Bereans for Appalachia (BFA)	Oxfam America at Berea College
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	Running/Track Club
Bonnor Scholars	Sigma Tau Delta
First Book-Madison County	Sociology Club
Habitat for Humanity	Student Affiliates of the American Chemical Society
HEAL	Student Artisan League
Hispanic Outreach Project (HOP)	Student Government Association (SGA)
One-on-One Tutoring	Freshman Class
People Who Care	Sophomore Class
Service Learning	Junior Class
Teen Mentoring	Senior Class
Chi Alpha	Students for a Free Tibet
<i>Chimes</i>	Students in Free Enterprise (S.I.F.E.)
Colleges Against Cancer (CAC)	Swing Dance
Comites Antiquitatis	Technology Club
Cosmopolitan Club	Women Uniting for P.E.A.C.E.
Country Dancers	Young Democrats
Dance Club (Team)	
Danish Gymnastics Club	
Delta Tau Alpha	

Source: Berea College Student Handbook, as of January 2010  
< <http://www.berea.edu/campuslife/clubsorgs.asp> >

## BOARD OF TRUSTEES\*

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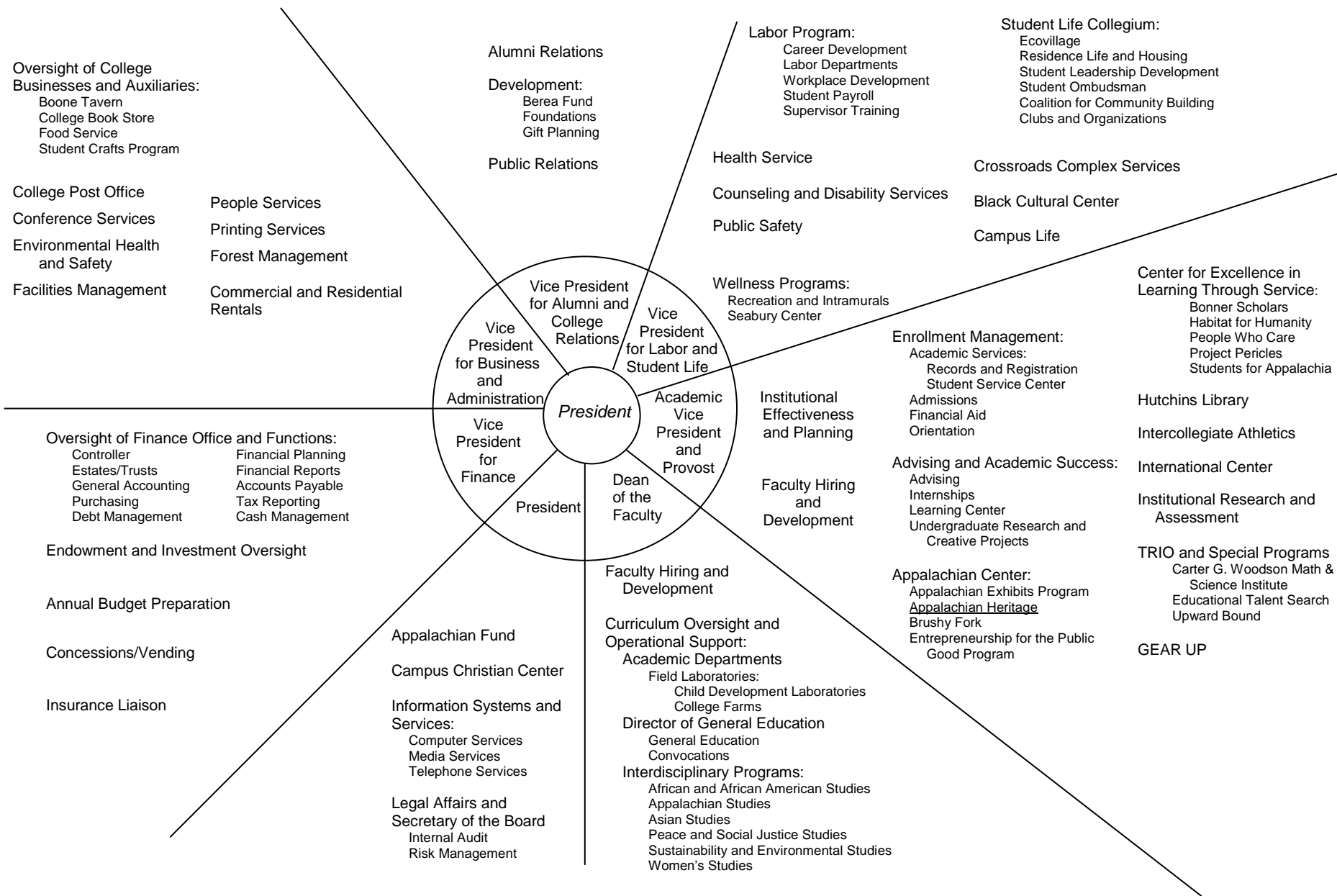
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\*Current as of January 2010. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/factbooks.asp>>.

\*\*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. Laramie**

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 2009 - 2010**

<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	Kathy Bullock (Interim Chairperson)
Nursing	Pam Farley
Philosophy and Religion	Eric Pearson
Physical Education and Health	Susan Spalding
Physics	Amer Lahamer
Political Science	John Heyrman
Psychology	Wayne Messer
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, September 2009

## CAMPUS GOVERNANCE

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

All non-student employees are members of the *General Faculty* and are eligible for committee service. Due to the size of the General Faculty, the General Faculty Assembly, a smaller body of representatives, serves as the voting body. The *General Faculty Assembly* concerns itself with nonacademic affairs affecting the general welfare of the College and the fulfillment of its purposes. Within its purview are those matters not restricted to the College Faculty Assembly, including the labor program, financial aid, extracurricular activities, student conduct, residence hall life, College calendar, campus environment, some strategic planning initiatives, and the general working circumstances for staff.

The *College Faculty Assembly* acts on both academic program matters and recommendations dealing with College Faculty personnel policies.

The *Staff Forum*, consisting of all non-student employees except those who are members of the College Faculty, provides a formal structure of information-sharing and voice for staff members. It serves in an advisory capacity to administrators and faculty decision-making bodies.

### **General Faculty Assembly and College Faculty Assembly Memberships**

Academic Year 2009-2010

#### **Memberships**

General Faculty Assembly                                  266 members

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

College Faculty Assembly                                    141 members

Source: *Berea College Faculty Manual*, August 2009  
<[www.berea.edu/df/facultymanual/campusgovernance/default.asp](http://www.berea.edu/df/facultymanual/campusgovernance/default.asp)>  
Executive Council, September 2009

## 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*, August 2009

[www.berea.edu/df/facultymanual/campusgovernance/fccstructure/default.asp](http://www.berea.edu/df/facultymanual/campusgovernance/fccstructure/default.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*, August 2009

<[www.berea.edu/df/facultymanual/campusgovernance/fccstructure/default.asp](http://www.berea.edu/df/facultymanual/campusgovernance/fccstructure/default.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*, August 2009

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

## NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2008 - 2009</u>	<u>Academic Year 2009 - 2010</u>
Tenure Appointments*	121	121
Unfilled Tenure Positions	<u>8</u>	<u>6</u>
Total Allocated Tenure Track Positions	129	127
Full-time Teaching Appointments**	131	130
Professor	( 40 )	( 39 )
Associate	( 54 )	( 55 )
Assistant	( 29 )	( 32 )
Instructor	( 8 )	( 4 )
Part-Time	36	32
Full-Time Employees Teaching Part-Time	15	14
Full-Time Equated	154	152

\*Includes all tenure-track and tenured faculty, including three individuals teaching less than full-time and eight administrators in 2008-2009 and three individuals teaching less than full-time and seven administrators in 2009-2010.

\*\*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 2009 - 2010

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	21	17	38
6 to 10 years	17	12	29
11 to 20 years	16	15	31
21 to 30 years	13	10	23
Over 30 years	<u>7</u>	<u>2</u>	<u>9</u>
TOTAL	74	56	130

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

## STUDENT/FACULTY RATIO

	<u>Academic Year 2008-2009</u>	<u>Academic Year 2009-2010</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 2009

**FULL-TIME TEACHING FACULTY\* BY AGE  
ACADEMIC YEARS 2000-2001 THROUGH 2009-2010**

<b>Age**</b>	<b>2000-2001</b>		<b>2001-2002</b>		<b>2002-2003</b>		<b>2003-2004</b>		<b>2004-2005</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	2	(2%)	1	(2%)	1	(1%)	3	(2%)	2	(2%)
30-39 years old	19	(15%)	21	(15%)	23	(17%)	23	(18%)	22	(17%)
40-49 years old	43	(34%)	38	(34%)	40	(30%)	37	(28%)	38	(29%)
50-59 years old	38	(30%)	45	(30%)	42	(31%)	43	(33%)	42	(32%)
60-69 years old	23	(18%)	26	(18%)	27	(20%)	23	(18%)	25	(19%)
Greater than 69 years old	0	(0%)	0	(0%)	1	(1%)	1	(1%)	2	(2%)
<b>TOTAL</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>	<b>131</b>	<b>(100%)</b>
Average:	50		51		49		50		50	
-----										
<b>Age**</b>	<b>2005-2006</b>		<b>2006-2007</b>		<b>2007-2008</b>		<b>2008-2009</b>		<b>2009-2010</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	0	(0%)	1	(1%)	1	(1%)	1	(1%)	4	(3%)
30-39 years old	25	(19%)	21	(16%)	21	(16%)	23	(18%)	17	(13%)
40-49 years old	30	(23%)	30	(23%)	35	(27%)	33	(25%)	36	(28%)
50-59 years old	48	(37%)	52	(41%)	51	(40%)	49	(37%)	48	(37%)
60-69 years old	25	(19%)	22	(17%)	18	(14%)	22	(17%)	22	(17%)
Greater than 69 years old	2	(2%)	2	(2%)	2	(2%)	3	(2%)	3	(2%)
<b>TOTAL</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>	<b>130</b>	<b>(100%)</b>
Average:	50		51		50		51		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.

Source: Office of the Academic Vice President and Provost, October 2009

**FULL-TIME FACULTY\* BASE SALARIES BY RANK AND GENDER**  
**ACADEMIC YEAR 2009 - 2010**

Rank	Number	Male		Female			Total		
		Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	23	\$84,000	\$82,300	16	\$79,300	\$79,100	39	\$82,100	\$81,900
Associate Prof.	34	\$64,100	\$63,300	21	\$66,500	\$65,600	55	\$65,000	\$64,200
Assistant Prof.	17	\$50,800	\$49,000	15	\$52,400	\$51,500	32	\$51,500	\$50,000
Instructor**	<u>0</u>			<u>4</u>			<u>4</u>		
ALL RANKS	74	\$67,200	\$65,500	56	\$64,800	\$64,800	130	\$66,200	\$65,200

\*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 2009



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

**Academic Year 2009 - 2010**

<u>Department/Program</u>	<u>Gender</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>W</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African and African American Studies	2	0	2	1	(50%)	0	(0%)
Agriculture and Natural Resources	4	0	4	4	(100%)	3	(75%)
Art	2	4	6	6	(100%)	3	(50%)
Biology	4	2	6	6	(100%)	5	(83%)
Chemistry	4	1	5	5	(100%)	3	(60%)
Child and Family Studies	1	5	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	4	7	11	11	(100%)	7	(64%)
Foreign Languages	3	4	7	7	(100%)	6	(86%)
General Studies	8	0	8	7	(88%)	3	(38%)
History	3	2	5	5	(100%)	3	(60%)
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%)	5	(100%)
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	5	(100%)	3	(60%)
Women's Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	(100%)	<u>2</u>	(100%)
<b>TOTAL</b>	<b>74</b>	<b>56</b>	<b>130</b>	<b>118</b>	<b>(91%)</b>	<b>81</b>	<b>(62%)</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 2009

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

	<u>Fiscal Year 2004-2005</u>	<u>Fiscal Year 2005-2006</u>	<u>Fiscal Year 2006-2007</u>	<u>Fiscal Year 2007-2008*</u>	<u>Fiscal Year 2008-2009</u>
<b>Professional Travel, Dues, Seminars and Courses</b>					
Total Dollars Spent on Faculty Development	\$223,942	\$329,627	\$342,139	\$424,374	\$247,935
Number of Faculty Receiving Funds	131	130	128	128	131
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$1,742	\$2,951	\$2,759	\$3,315	\$2,017
<b>Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)</b>					
Total Dollars Spent on Faculty Sabbaticals	\$438,130	\$963,586	\$932,464	\$528,076	\$543,730
Number of Faculty on Paid Sabbatical	9	15	16	9	9
Average Total \$ Per Faculty on Sabbatical	\$48,681	\$64,239	\$58,279	\$58,675	\$60,414
Percent of Total Full-Time Faculty	6.9%	11.5%	12.5%	7.0%	6.9%
Number of Total Full-Time Faculty	131	130	128	128	131

\* 2007-2008 data have been corrected from last year's Fact Book. (The number of faculty has been corrected from 126 to 128)

Source: Office of the Academic Vice President and Provost, November 2009

## 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	Jonas Patterson Shugars	1981
Gerrit Levey	1962	Philip Schmidt	1982
Marian Kingman	1963	Larry K. Blair	1983
Robert Gordon Menefee	1963	Richard Barnes	1984
Charlotte P. Ludlum	1964	Marlene Waller	1985
William E. Newbolt	1964	Smith T. Powell	1986
Virginia Ruth Woods	1965	John Wallhausser	1987
George Gilbert Roberts	1965	<i>Stephen C. Bolster</i>	1988
Maureen Faulkner	1966	Robert J. Schneider	1989
Kristjan Sulev Kogerma	1966	Ralph Stinebrickner	1990
Herschel Lester Hull	1967	<i>Jeanne M. Hoch</i>	1991
Frank Junior Wray	1967	Dean Warren Lambert	1992
Jerome William Hughes	1968	<i>Ralph L. Thompson</i>	1993
Thomas Reed Beebe	1968	<i>Eugene T. Chao</i>	1994
Louise Moore Scrivner	1969	John E. Courter	1995
John Douglas Chrisman	1969	Paul David Nelson	1996
<i>Cornelius Gregory Di Teresa</i>	1970	L. Eugene Startzman	1997
Franklin Bryan Gailey	1970	Donald Hudson	1998
Thomas McRoberts Kreider	1971	Dorothy Hopkins Schnare	1999
William John Schafer	1971	Thomas A. Boyd	2000
<i>Robert Jerry Lewis</i>	1972	<i>Richard D. Sears</i>	2001
Stephen Scott Boyce	1972	Laura A. Crawford	2002
Thomas David Strickler	1973	Walter E. Hyleck	2003
Martha Wylie Pride	1974	<i>Andrew Baskin</i>	2004
Glen H. Stassen	1975	<i>Amer Lahamer</i>	2005
John Fletcher White	1976	<i>Dawn Anderson</i>	2006
Mary Louise Pross	1977	<i>Gary Mahoney</i>	2007
Robert Ward Pearson	1978	<i>Ron Rosen</i>	2008
John Seelye Bolin	1979	<i>Janice Blythe</i>	2009
<i>Dennis Michael Rivage-Seul</i>	1980		

Source: Office of the Dean of Faculty, September 2009

## 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
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009

Source: Academic Services, September 2009

## 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

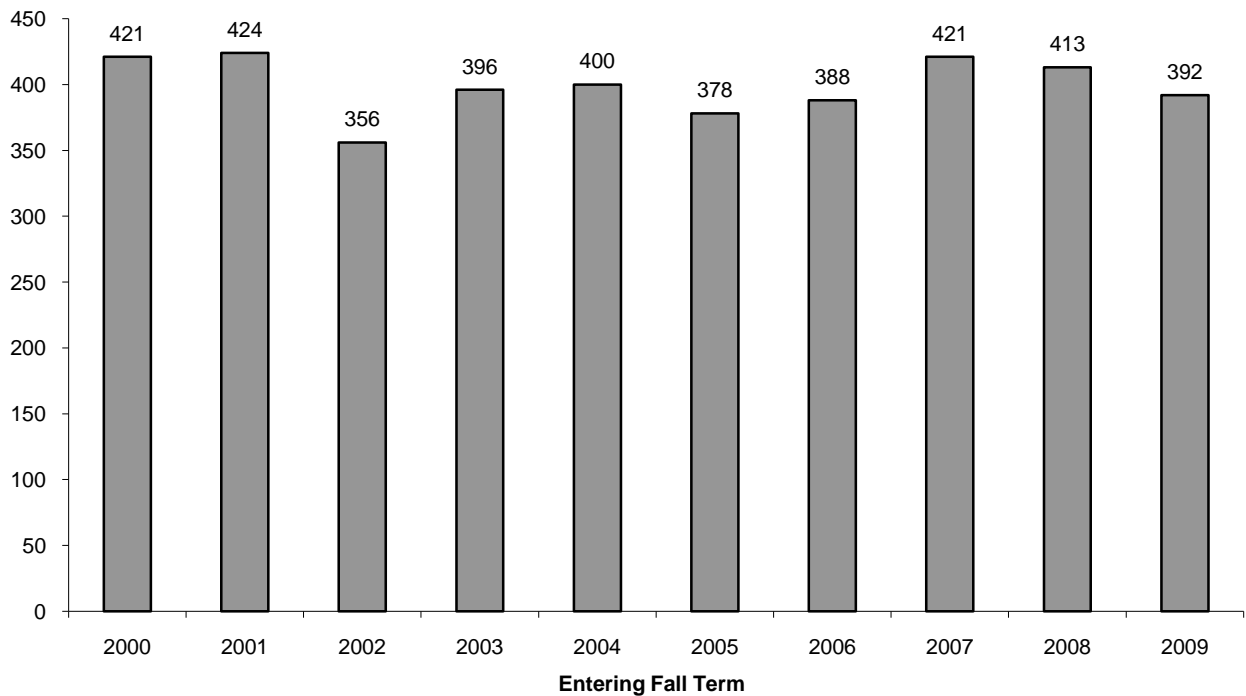
\*\*\*County added in 1996 (Hamilton County, Ohio)

Source: Admissions Office

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

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Inquiries</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2009	not available	2,745	not available	516	19	392	76

### 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>
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
2009	1,107	216	20	171	79

**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>
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
2009	1,638	300	18	221	74

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>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2009	not available	1,468	not available	367	25	282	77

### OUT-OF-TERRITORY

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2009	not available	627	not available	112	18	86	77

### F-1 INTERNATIONAL\*\*

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2009	not available	650	not available	37	6	24	65

\*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 2009, two (2) first-year students were designated as a "permanent resident."

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

**FIRST-YEAR STUDENTS FROM KENTUCKY  
FALL TERMS 2000 - 2009**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
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
2009	392	169	43.1

**AFRICAN-AMERICAN FIRST-YEAR STUDENTS  
FALL TERMS 2000 – 2009**

<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>
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	63	15.0
2009	392	81	20.7

**NON-TRADITIONAL\* FIRST-YEAR STUDENTS  
FALL TERMS 2000 - 2009**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Non-traditional* First-Year Students</u>	<u>Percent Non-traditional First-Year Students of Total</u>
2000	421	14	3.3%
2001	424	18	4.2
2002	356	29	8.1
2003	396	26	6.6
2004	400	16	4.0
2005	378	15	4.0
2006	388	12	3.1
2007	421	19	4.5
2008	413	18	4.4
2009	392	18	4.6

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

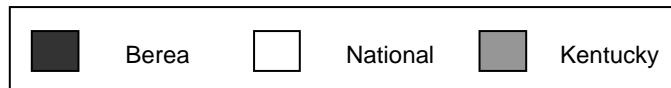
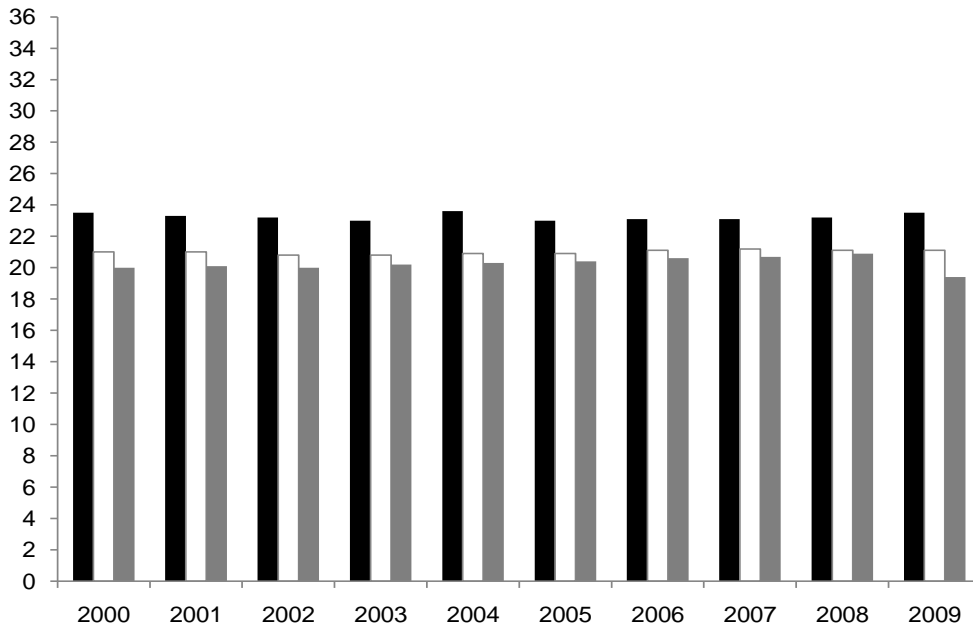
Source: Admissions Office, annual editions of the First-Year Student's Class Profile  
Student Life Collegium

## MEAN ACT COMPOSITE SCORES 2000 - 2009

<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>		
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
2009	23.5	23.0	23.9	21.1	19.4

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

### Mean ACT Composite Scores

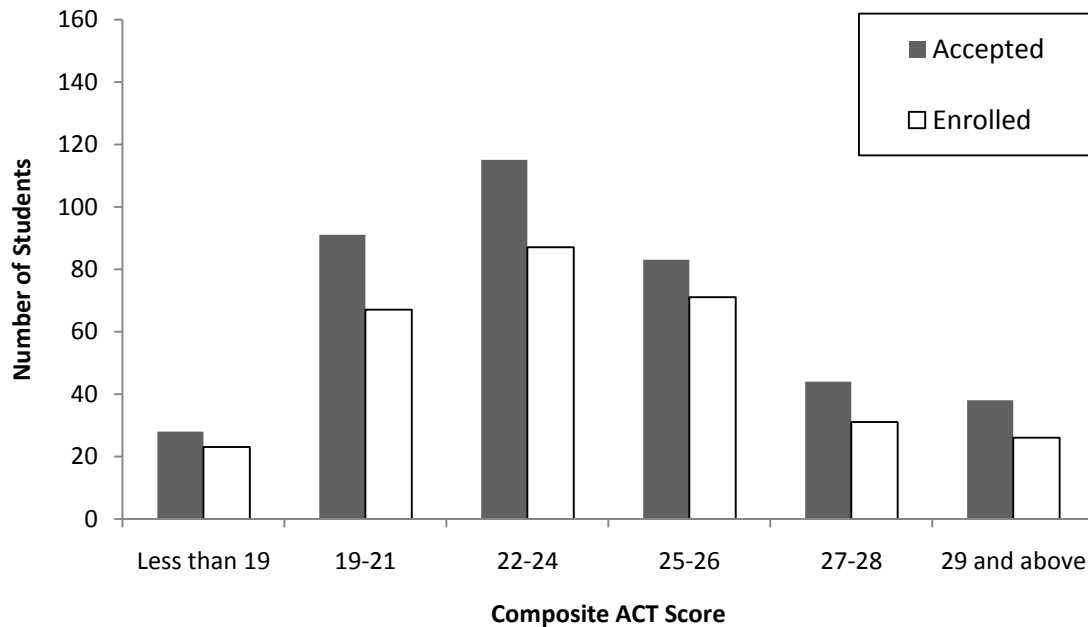


Source: Admissions Office, annual editions of the First-Year Student's Class Profile

**ACT COMPOSITE SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**

<u>ACT Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 19	28	7.0%	23	7.5%	82.1%
19 - 21	91	22.8%	67	22.0%	73.6%
22 - 24	115	28.8%	87	28.5%	75.7%
25 - 26	83	20.8%	71	23.3%	85.5%
27 - 28	44	11.0%	31	10.2%	70.5%
29 and above	<u>38</u>	<u>9.5%</u>	<u>26</u>	<u>8.5%</u>	68.4%
<b>TOTAL</b>	<b>399</b>	<b>100.0%</b>	<b>305</b>	<b>100.0%</b>	<b>76.4%</b>

**ACT COMPOSITE SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**



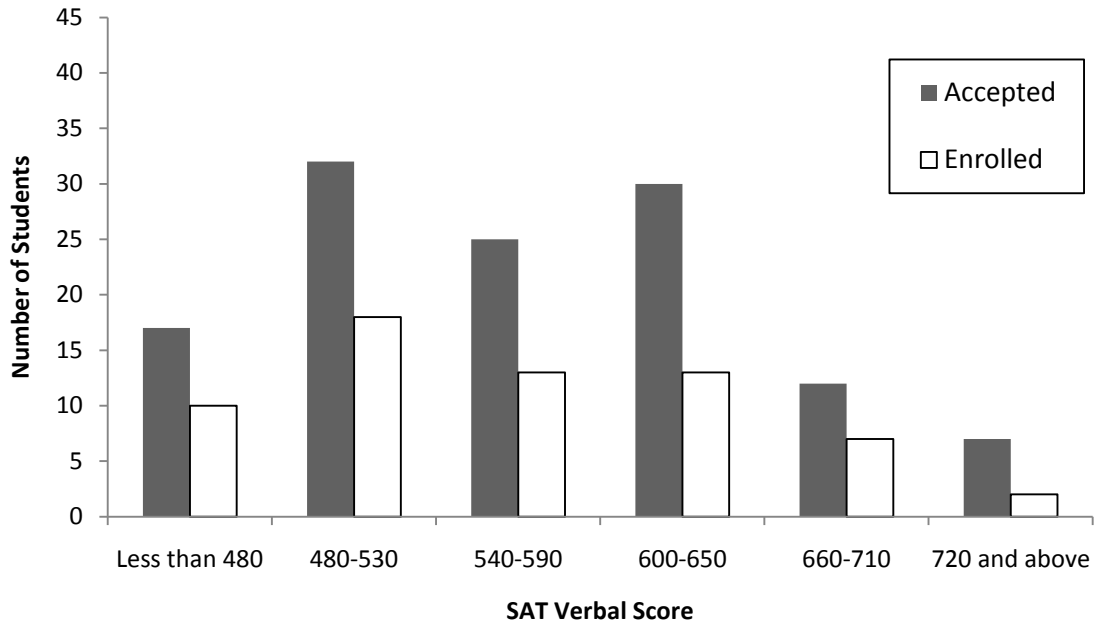
\*Total does not equal the number of first-year students because not all students submitted ACT scores. The total number accepted is 516 and the total number enrolled is 392.

Source: Office of Admissions, October 2009

**SAT VERBAL SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**

SAT Verbal Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	17	13.8%	10	15.9%	58.8%
480 - 530	32	26.0%	18	28.6%	56.3%
540 - 590	25	20.3%	13	20.6%	52.0%
600 - 650	30	24.4%	13	20.6%	43.3%
660 - 710	12	9.8%	7	11.1%	58.3%
720 and above	7	5.7%	2	3.2%	28.6%
<b>TOTAL</b>	<b>123</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>51.2%</b>

**SAT VERBAL SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**



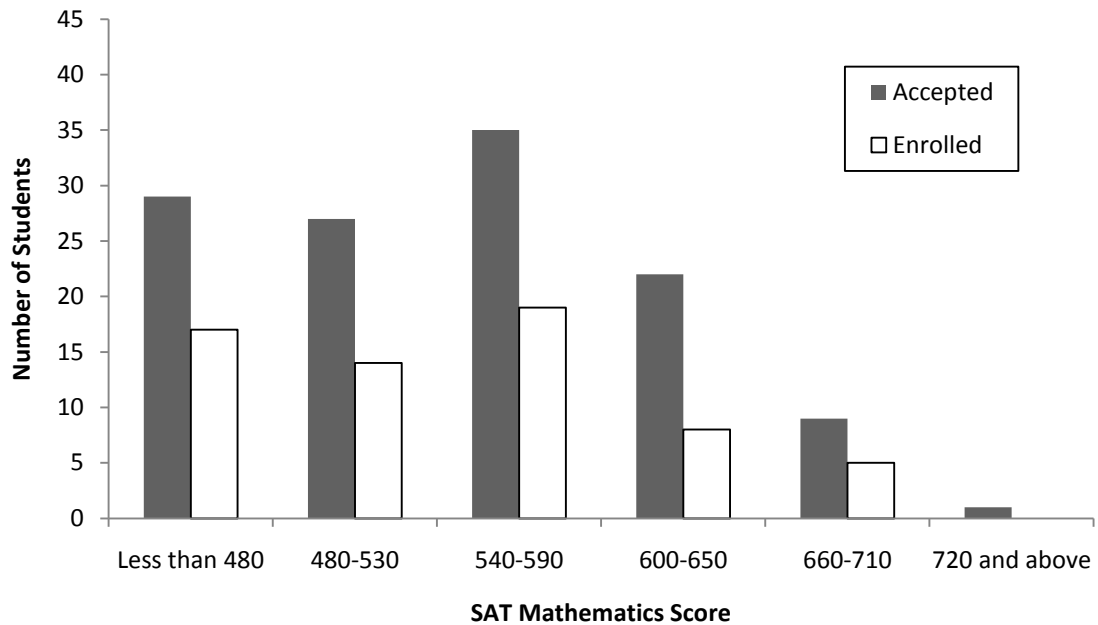
\*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 516 and the total number enrolled is 392.

Source: Office of Admissions, October 2009

**SAT MATHEMATICS SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**

SAT Mathematics Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/ Number Accepted
Less than 480	29	23.6%	17	27.0%	58.6%
480 - 530	27	22.0%	14	22.2%	51.9%
540 - 590	35	28.5%	19	30.2%	54.3%
600 - 650	22	17.9%	8	12.7%	36.4%
660 - 710	9	7.3%	5	7.9%	55.6%
720 and above	1	0.8%	0	0.0%	0.0%
<b>TOTAL</b>	<b>123</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>51.2%</b>

**SAT MATHEMATICS SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**



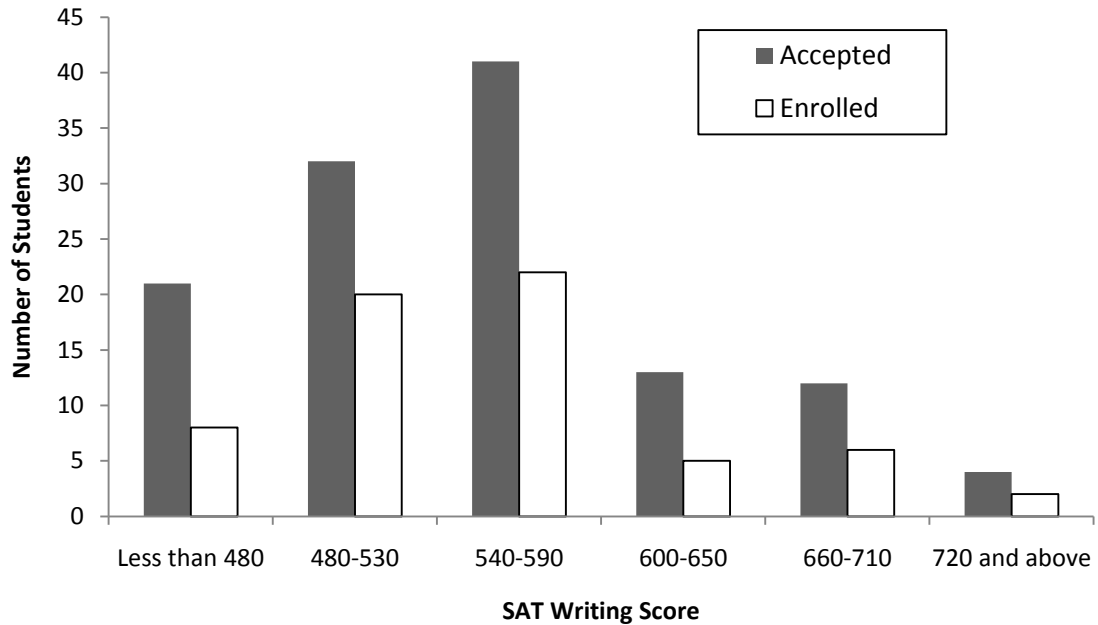
\*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 516 and the total number enrolled is 392.

Source: Office of Admissions, October 2009

**SAT WRITING SCORES OF  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**

<u>SAT Writing Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 480	21	17.1%	8	12.7%	38.1%
480 - 530	32	26.0%	20	31.7%	62.5%
540 - 590	41	33.3%	22	34.9%	53.7%
600 - 650	13	10.6%	5	7.9%	38.5%
660 - 710	12	9.8%	6	9.5%	50.0%
720 and above	4	3.3%	2	3.2%	50.0%
<b>TOTAL</b>	<b>123</b>	<b>100.0%</b>	<b>63</b>	<b>100.0%</b>	<b>51.2%</b>

**SAT WRITING SCORES  
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS  
FALL 2009**

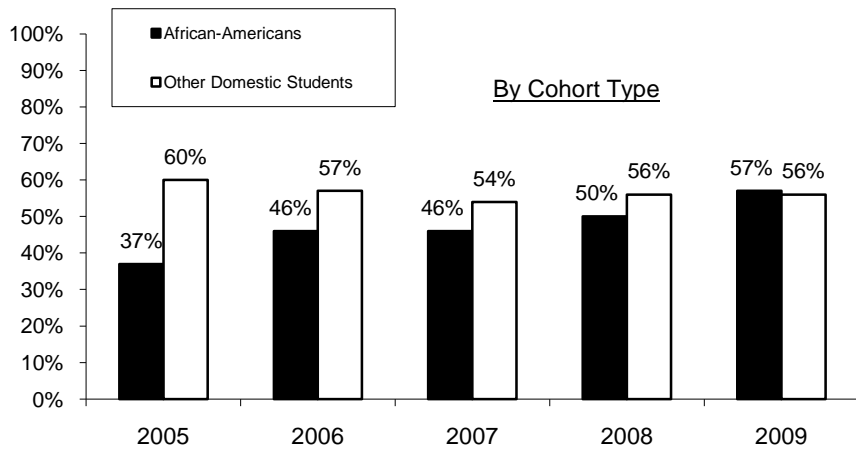
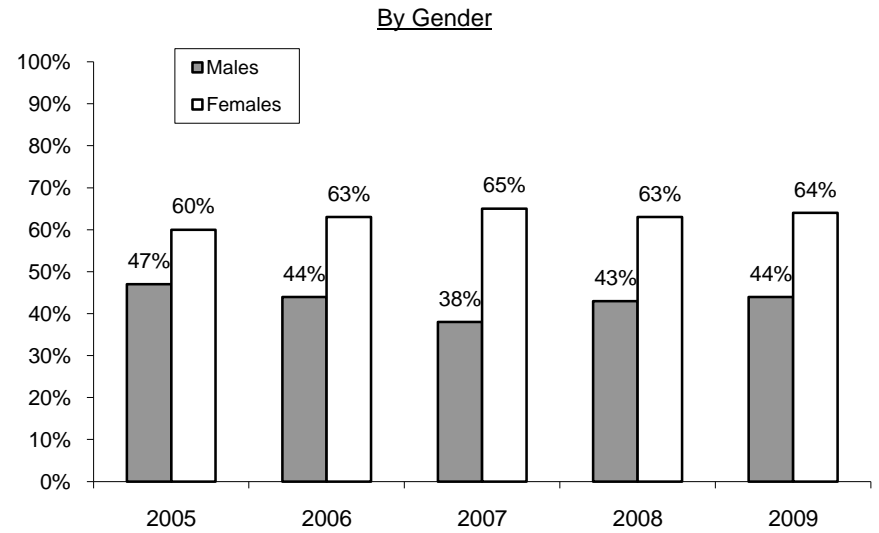
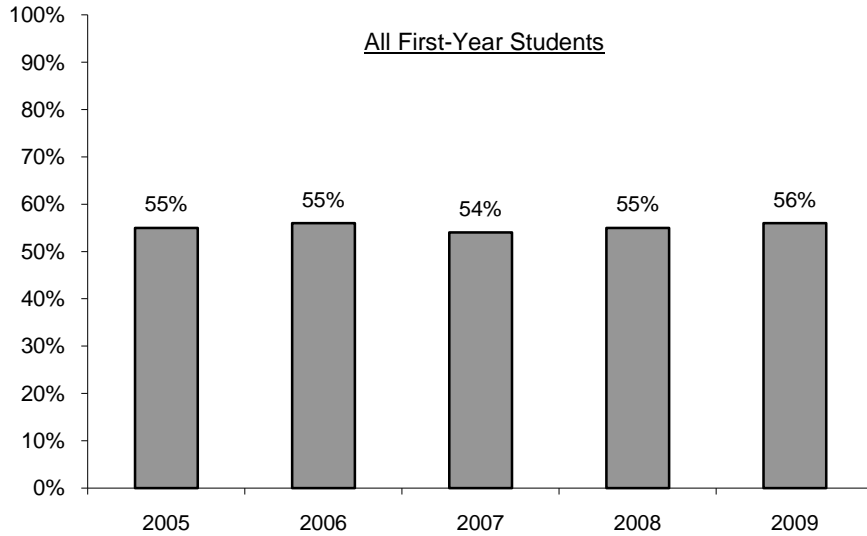


\*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 516 and the total number enrolled is 392.

Source: Office of Admissions, October 2009



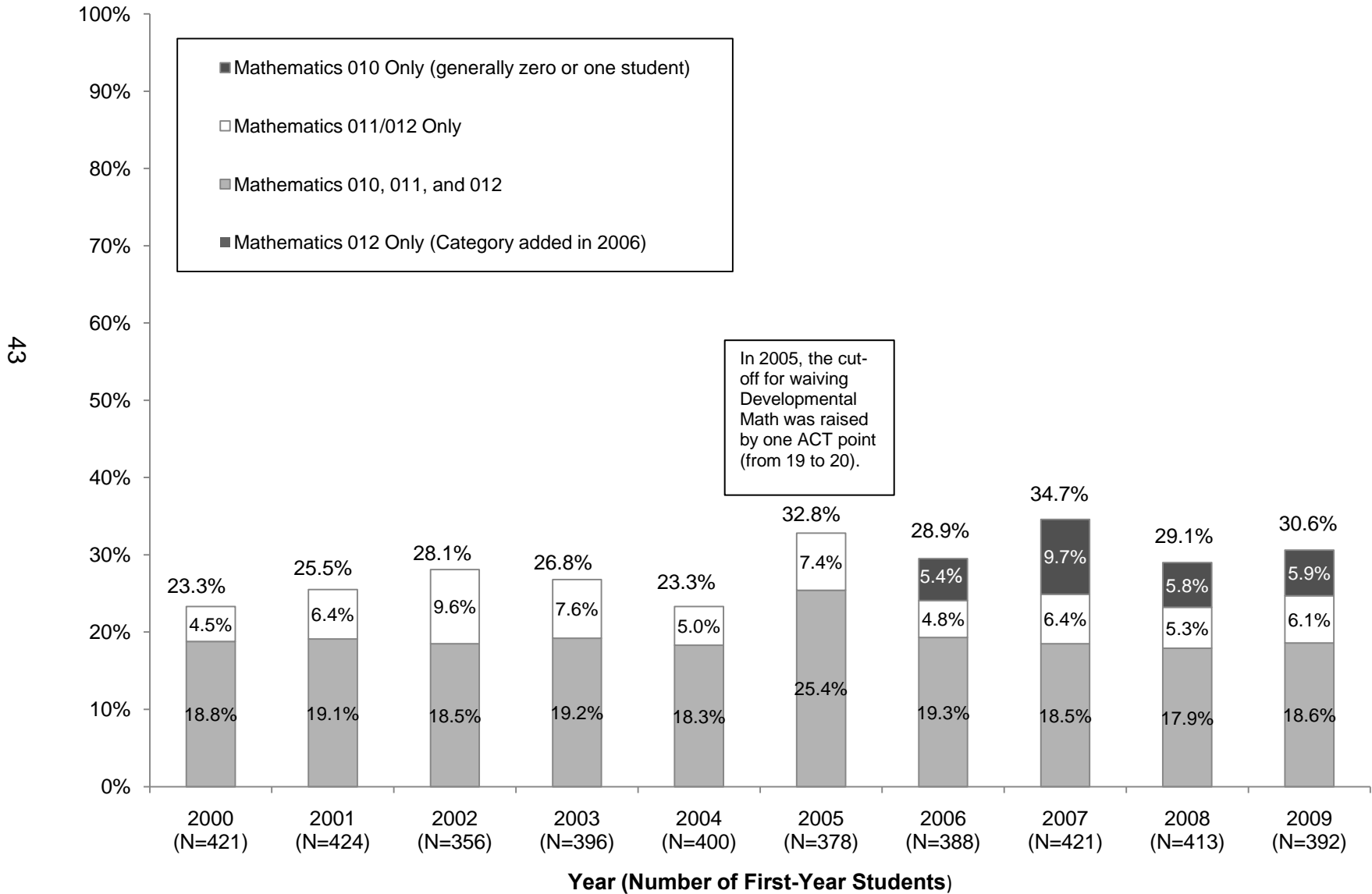
**FIRST-YEAR STUDENTS RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS  
BY GENDER AND COHORT TYPE  
2005 - 2009**



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

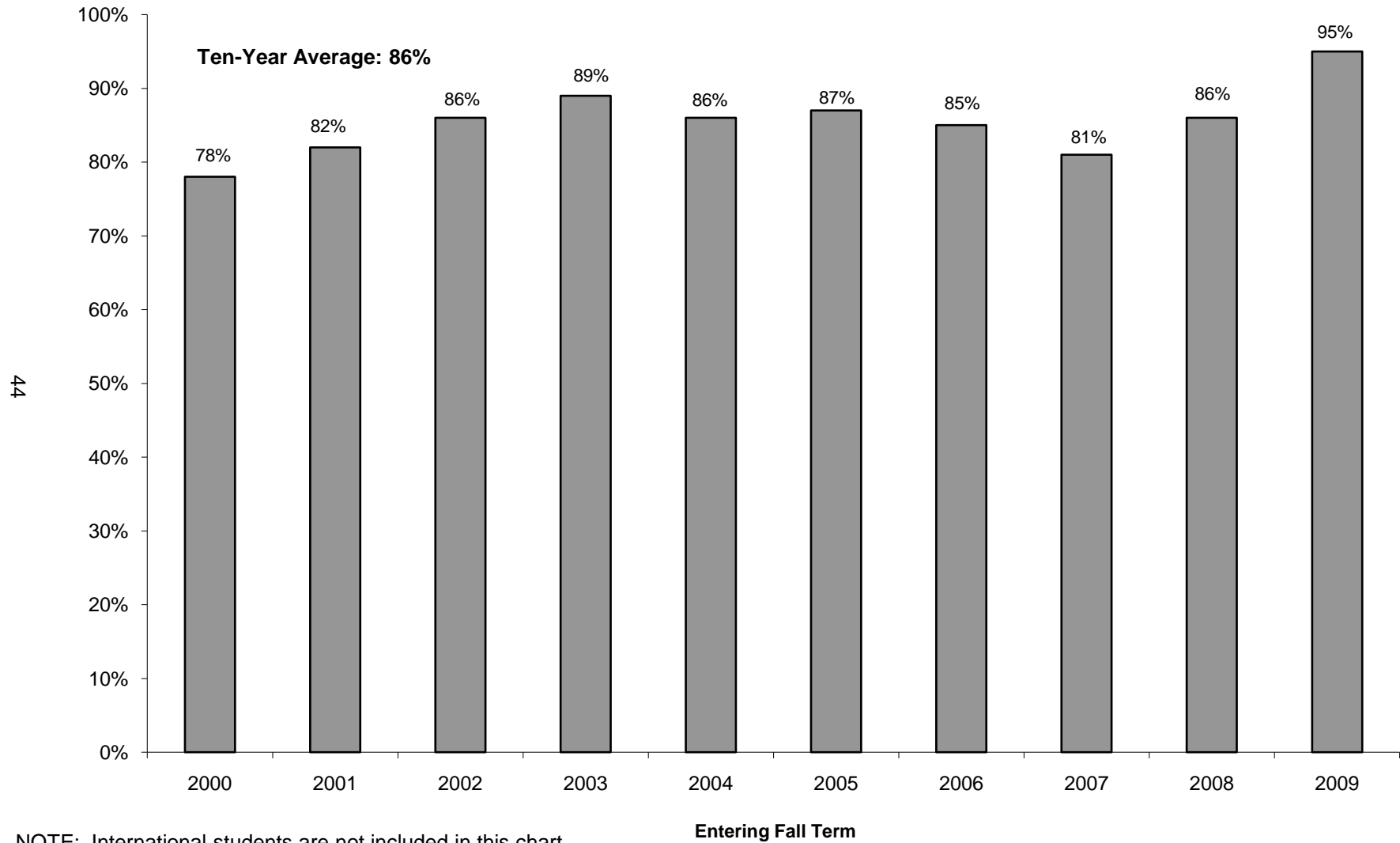
## FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES FALL TERMS 2000 - 2009



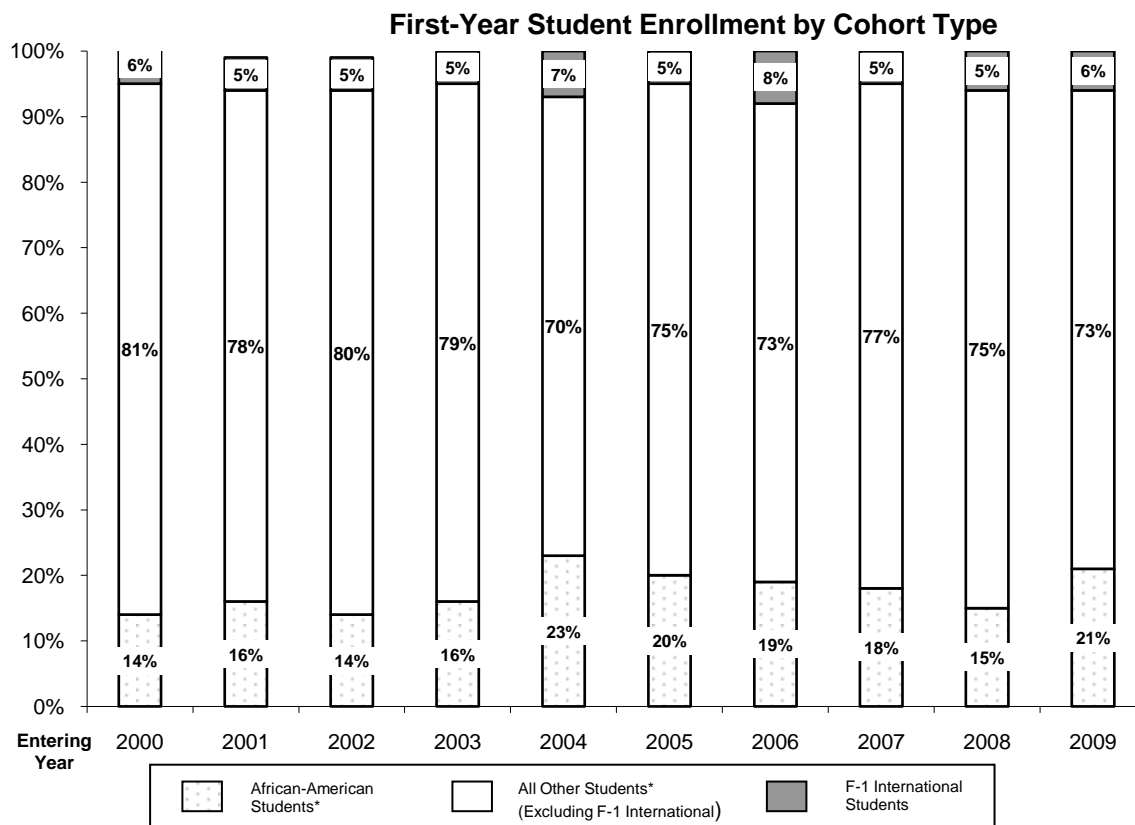
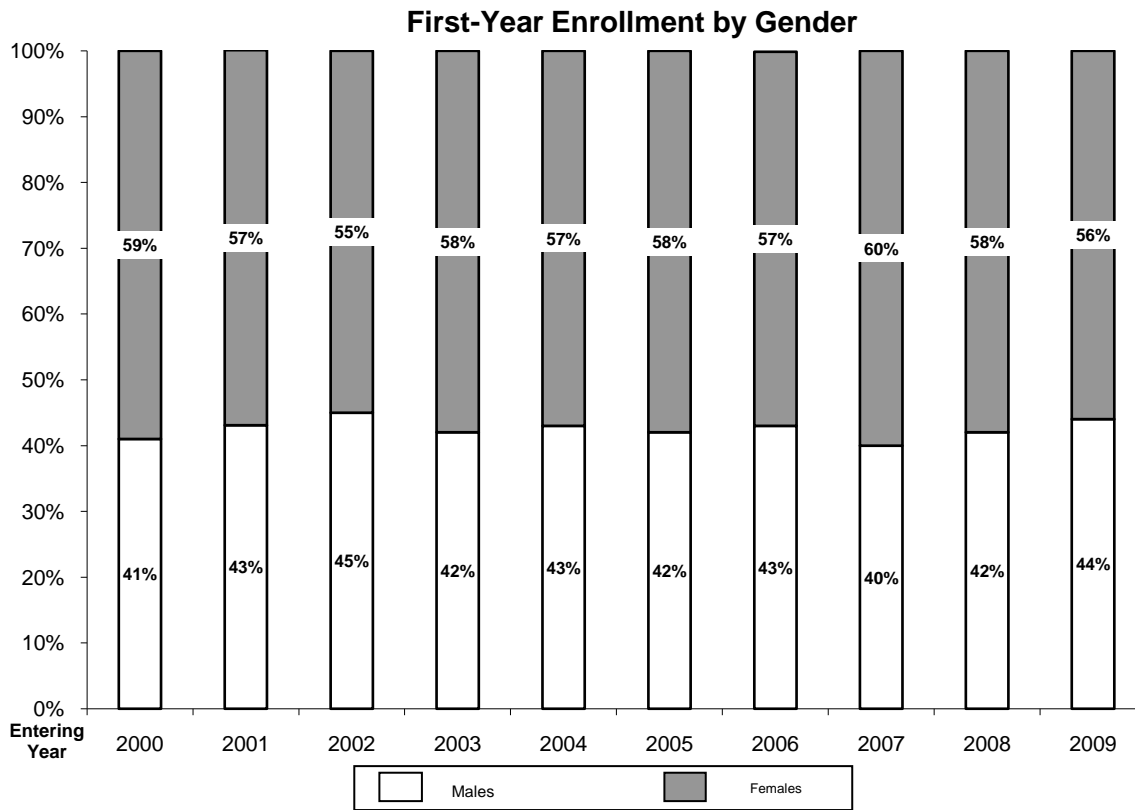
NOTE: The number on the top of the bar indicates the percentage of first-year students needing any developmental mathematics.

Source: Academic Services, October 2009

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



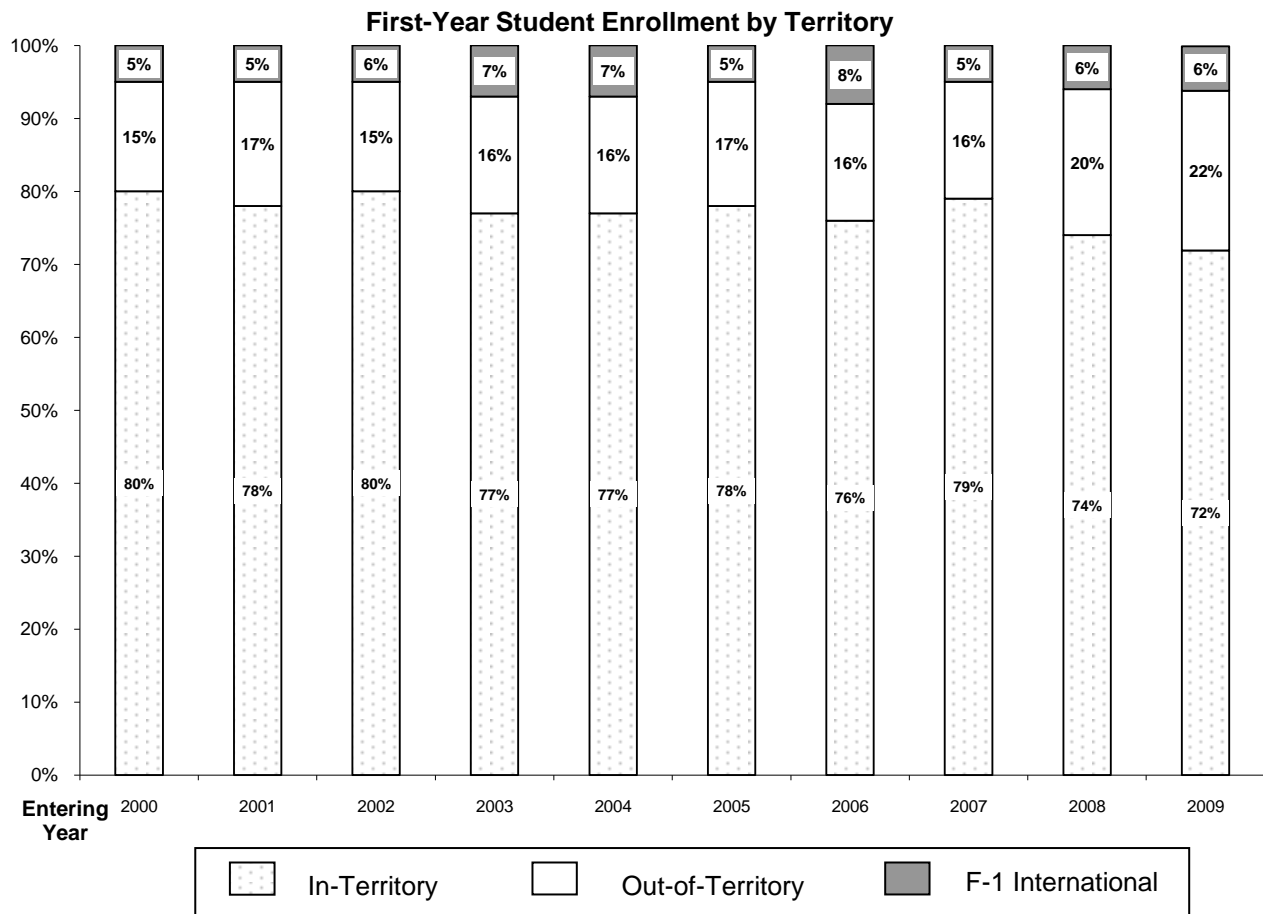
# FIRST-YEAR STUDENT ENROLLMENT TRENDS



\*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 2009

## First-Year Student Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2009.

## ENROLLMENT CATEGORY HIGHLIGHTS

	Fall 2009 All Degree-Seeking Students <u>N = 1,496</u>	Fall 2009 First-Year Students <u>N = 392</u>
<b>Gender</b>		
Male	613    41%	171    44%
Female	883    59%	221    56%
<b>Territory</b>		
In-Territory	1,067    71%	282    72%
Out-of-Territory	317    21%	86    22%
F-1 International	112    7%	24    6%
<b>Students With International Experience</b>		
	141    9%	26    7%
<b>Ethnicity</b>		
African-American	273    18%	81    21%
Other minorities	71    5%	18    5%
White	1,010    68%	263    67%
Unknown (includes F-1 International)	142    9%	30    8%
<b>Non-Traditional Students</b>		
	198    13%	18    5%

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.

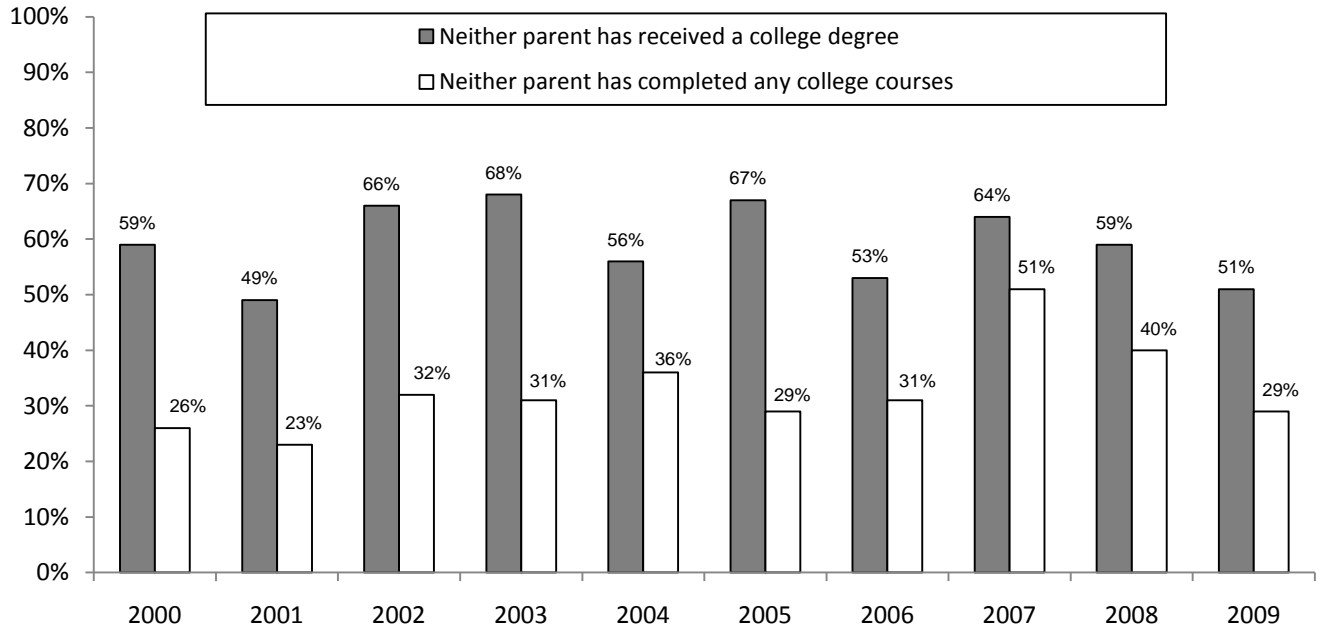
**Other Minorities:** Students (not F-1 International students) who indicated "American Indian or Alaskan Native," "Asian or Pacific Islander," or "Hispanic" on their admissions application.

**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.

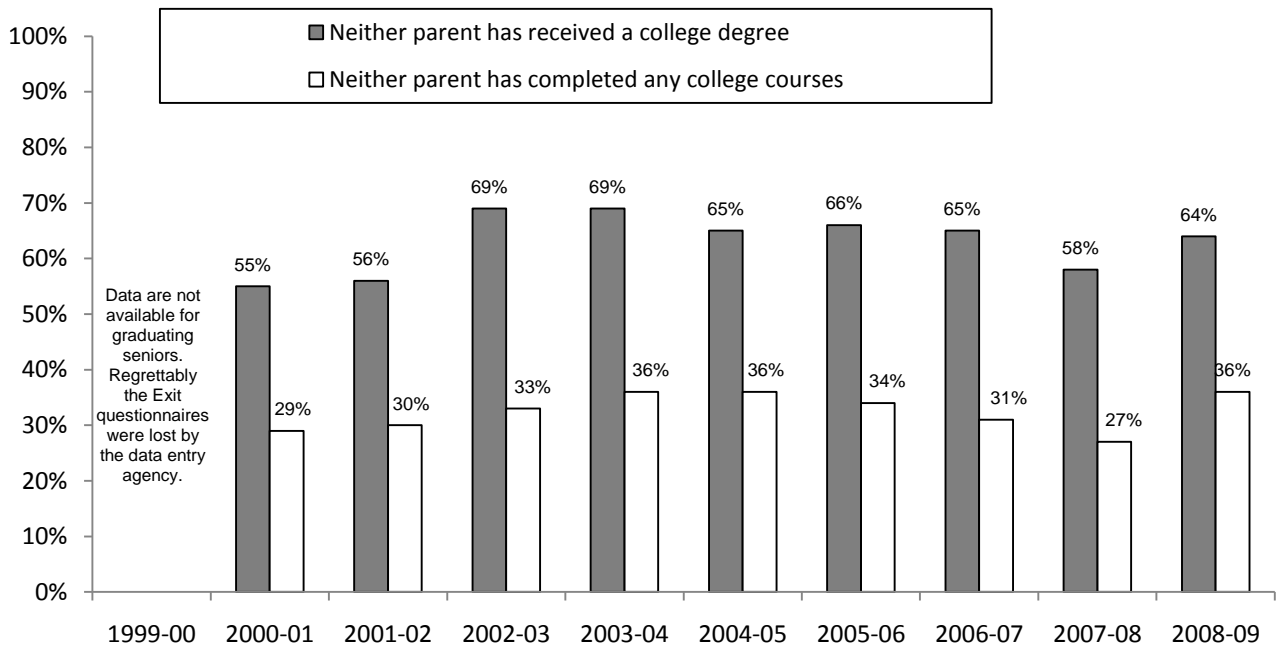
**Non-Traditional Students:** Students who are 23 or older, married, or have a child.

# FIRST-GENERATION COLLEGE STUDENTS

## Entering Student Data

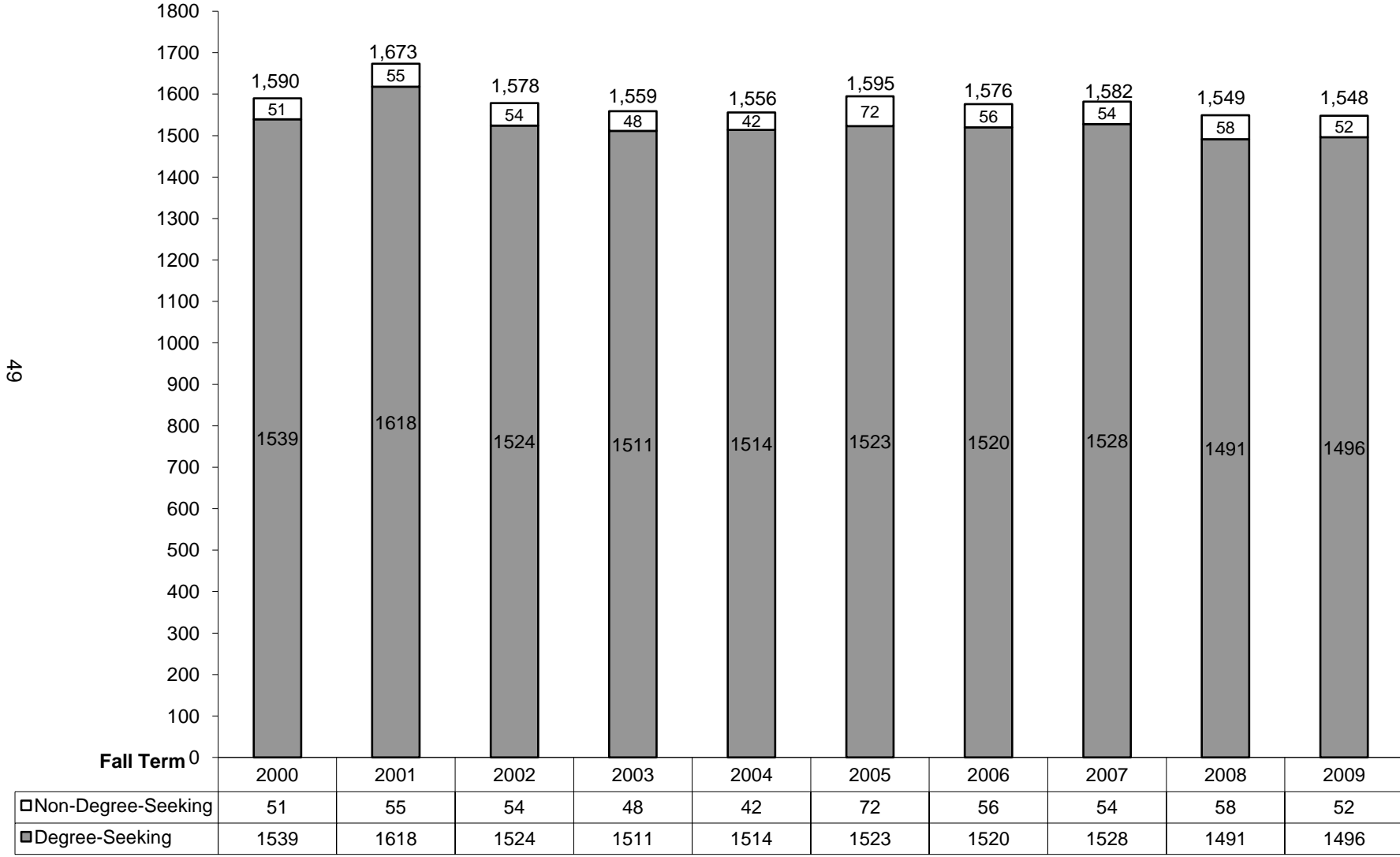


## Graduating Student Data



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 2009



**FALL ENROLLMENTS BY CLASSIFICATION  
2005 - 2009**

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	470	472	498	491	458
First-Year Students	(378)	(388)	(421)	(413)	(392)
Other** Freshmen	(92)	(84)	(77)	(78)	(66)
Sophomore	366	334	354	336	356
Junior	344	338	313	339	320
Senior	<u>343</u>	<u>376</u>	<u>363</u>	<u>325</u>	<u>362</u>
<b>TOTAL DEGREE-SEEKING STUDENTS</b>	1,523	1,520	1,528	1,491	1,496
Berea Community School	26	23	25	27	20
Madison Southern High School	8	7	8	4	11
College Employee	8	2	3	4	3
Community (Special)	21	14	13	12	8
Post Graduate	1	0	0	0	0
Transient/Exchange	<u>8</u>	<u>10</u>	<u>5</u>	<u>11</u>	<u>10</u>
<b>TOTAL NON-DEGREE-SEEKING STUDENTS</b>	72	56	54	58	52
<b>TOTAL HEADCOUNT</b>	<b>1,595</b>	<b>1,576</b>	<b>1,582</b>	<b>1,549</b>	<b>1,548</b>

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

NOTE: For Fall 2009, there were four first-year students "officially" classified as sophomores. 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.

*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 2009

## FALL ENROLLMENTS BY CLASSIFICATION (Continued)

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
<b><u>Full-Time Students</u></b>					
Freshman	470	472	498	491	458
First-Year Students	(378)	(388)	(421)	(413)	(392)
Other** Freshmen	(92)	(84)	(77)	(78)	(66)
Sophomore	366	334	354	336	355
Junior***	344	338	313	338	320
Senior	<u>340</u>	<u>372</u>	<u>362</u>	<u>323</u>	<u>362</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,520	1,516	1,527	1,488	1,495
Berea Community School	0	0	0	1	0
Madison Southern High School	0	1	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	1	1	0	0
Post Graduate	1	0	0	0	0
Transient/Exchange	<u>8</u>	<u>9</u>	<u>4</u>	<u>7</u>	<u>6</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	9	11	5	8	6
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,529</b>	<b>1,527</b>	<b>1,532</b>	<b>1,496</b>	<b>1,501</b>
<hr/>					
<b><u>Part-Time Students</u></b>					
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	1	0	0	0	1
Junior***	0	0	0	1	0
Senior	<u>3</u>	<u>4</u>	<u>1</u>	<u>2</u>	<u>0</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	3	4	1	3	1
Berea Community School	26	23	25	26	20
Madison Southern High School	8	6	8	4	11
College Employee	8	2	3	4	3
Community (Special)	21	13	12	12	8
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>0</u>	<u>1</u>	<u>1</u>	<u>4</u>	<u>4</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	63	45	49	50	46
<b>TOTAL PART-TIME STUDENTS</b>	<b>66</b>	<b>49</b>	<b>50</b>	<b>53</b>	<b>47</b>
<b>FTE ENROLLMENT</b>	<b>1,555</b>	<b>1,546</b>	<b>1,553</b>	<b>1,518</b>	<b>1,517</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 47 students has a FTE of 16.01.

Source: Academic Services, October 2009

**DEGREE-SEEKING STUDENTS WITH INTERNATIONAL EXPERIENCE\*  
FALL TERMS 2000 - 2009**

<u>Year</u>	<u>Total Degree-Seeking Students</u>	<u>International Experience* Students</u>	<u>Percent International Experience* Students of Total</u>
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
2009	1,496	141	9.4

\*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 2000 – 2009**

<u>Year</u>	<u>Total Degree-Seeking Students</u>	<u>African-American Students</u>	<u>Percent African-American Students of Total</u>
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
2009	1,496	273	18.2

**NON-TRADITIONAL\*\* DEGREE-SEEKING STUDENTS  
FALL TERMS 2000 - 2009**

<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
2009	1,496	198	13.2

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

Source: Office of Institutional Research and Assessment, October 2009

## FALL 2009 ENROLLMENT BY STATE AND U.S. TERRITORIES

### Degree-Seeking Students:

Alabama	89	(6%)	Nebraska	1	(*)
Alaska	5	(*)	Nevada	3	(*)
Arkansas	6	(*)	New Hampshire	1	(*)
California	2	(*)	New Jersey	4	(*)
Colorado	3	(*)	New Mexico	2	(*)
Delaware	2	(*)	New York	10	(1%)
Florida	8	(1%)	North Carolina	67	(4%)
Georgia	47	(3%)	North Dakota	1	(*)
Hawaii	1	(*)	Ohio	158	(10%)
Idaho	2	(*)	Oregon	5	(*)
Illinois	11	(1%)	Pennsylvania	13	(1%)
Indiana	17	(1%)	Rhode Island	1	(*)
Iowa	1	(*)	South Carolina	20	(1%)
Kentucky	601	(39%)	Tennessee	138	(9%)
Louisiana	2	(*)	Texas	8	(1%)
Maine	2	(*)	Utah	1	(*)
Maryland	7	(*)	Vermont	4	(*)
Massachusetts	4	(*)	Virgin Islands	1	(*)
Michigan	15	(1%)	Virginia	46	(3%)
Mississippi	4	(*)	Washington	1	(*)
Missouri	8	(1%)	West Virginia	48	(3%)
Montana	3	(*)	Wisconsin	2	(*)
			<b>Sub-Total</b>	1,375	(89%)

Students Enrolled from Outside the U.S. and/or Its Territories (For more detail, see the following page.)	121	(8%)
<b>Total Degree-Seeking Students</b>	1,496	(97%)

### Non-Degree-Seeking Students:

Berea Community School	20	
Madison Southern High School	3	
College Employee	11	
Community (Special)	8	
Post Graduate	0	
Transient/Exchange	10	
Sub-Total	52	
<b>Total Non-Degree-Seeking Students</b>	52	(3%)
<b>TOTAL HEADCOUNT ENROLLMENT</b>	1,548	(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 2009.  
For more details visit < <http://www.berea.edu/ira/georeports.asp> > and  
< <http://www.worldatlas.com/cntycont.htm> >.

**FALL 2009 ENROLLMENT BY COUNTRY  
ORGANIZED BY CONTINENT**

Degree-Seeking Students:

**Africa**

Botswana	3	(2%)
Burkina Faso	1	(1%)
Cameroon	3	(2%)
Eritrea	1	(1%)
Ethiopia	2	(2%)
Gambia	1	(1%)
Ghana	3	(2%)
Kenya	5	(4%)
Liberia	2	(2%)
Malawi	2	(2%)
Nigeria	5	(4%)
Rwanda	1	(1%)
Tanzania	1	(1%)
Zimbabwe	7	(6%)
<b>Africa Total</b>	<b>37</b>	<b>(31%)</b>

**Asia**

Afghanistan	3	(2%)
Bangladesh	3	(2%)
Burma (Myanmar)	6	(5%)
China	4	(3%)
India	2	(2%)
Indonesia	1	(1%)
Iraq	1	(1%)
Japan	1	(1%)
Kyrgyzstan	1	(1%)
Lebanon	3	(2%)
Malaysia	1	(1%)
Mongolia	1	(1%)
Nepal	3	(2%)
Pakistan	2	(2%)
Russia	1	(1%)
Sri Lanka	3	(2%)
Taiwan	1	(1%)
Tibet, The Former	5	(4%)
Turkmenistan	4	(3%)
Uzbekistan	3	(2%)

**Asia, continued**

Vietnam	4	(3%)
West Bank	1	(1%)
Yemen	1	(1%)
<b>Asia Total</b>	<b>56</b>	<b>(46%)</b>

**Europe**

Azerbaijan	1	(1%)
Bulgaria	1	(1%)
Georgia	1	(1%)
Germany	1	(1%)
Kosovo	1	(1%)
Montenegro	1	(1%)
Romania	2	(2%)
Ukraine	1	(1%)
United Kingdom	2	(2%)
<b>Europe Total</b>	<b>11</b>	<b>(9%)</b>

**North America**

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

**South America**

Argentina	1	(1%)
Bolivia	1	(1%)
Brazil	2	(2%)
Columbia	1	(1%)
Ecuador	1	(1%)
<b>South America Total</b>	<b>6</b>	<b>(5%)</b>

**TOTAL OF ALL COUNTRIES 121 (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-one (121) 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 2009. 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 2005 - 2009

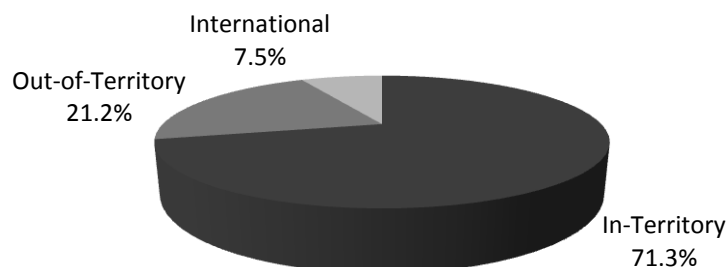
	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Berea's Territory*	1,103	1,198	1,118	1,082	1,067
Prior to 1976 expansion	70%	69%	68%	69%	69%
Counties Added in 1976 & 1978	28%	29%	29%	29%	29%
Hamilton Co, Ohio added in 1996	3%	3%	3%	2%	3%
Out-of-Territory*	311	301	304	298	317
F-1 International***	<u>109</u>	<u>121</u>	<u>106</u>	<u>111</u>	<u>112</u>
 TOTAL	 1,523	 1,520	 1,528	 1,491	 1,496

\*For a complete description of Berea's Territory and its changes, please see pages 30 - 32. 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 2009, twenty-nine (29) 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  
2005 - 2009**

	<b>2005</b>		<b>2006</b>		<b>2007</b>		<b>2008</b>		<b>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>
African-American (Non-Hispanic)	283	(19%)	278	(18%)	273	(18%)	253	(17%)	273	(18%)
American Indian or Alaskan Native	14	(1%)	11	(1%)	12	(1%)	18	(1%)	11	(1%)
Asian or Pacific Islander	20	(1%)	21	(1%)	24	(2%)	22	(1%)	21	(1%)
Hispanic	25	(2%)	24	(2%)	29	(2%)	33	(2%)	39	(3%)
White (Non-Hispanic)	1,044	(69%)	1,037	(68%)	1,051	(69%)	1,016	(68%)	1,010	(68%)
Students who chose not to respond	28	(2%)	28	(2%)	33	(2%)	38	(3%)	30	(2%)
F-1 International Students	<u>109</u>	<u>(7%)</u>	<u>121</u>	<u>(8%)</u>	<u>106</u>	<u>(7%)</u>	<u>111</u>	<u>(7%)</u>	<u>112</u>	<u>(7%)</u>
TOTAL	1,523	(100%)	1,520	(100%)	1,528	(100%)	1,491	(100%)	1,496	(100%)

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

Source: Office of Institutional Research and Assessment, September 2009

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE\*  
2005 – 2009**

<u>Age*</u>	<u>2005</u>		<u>2006</u>		<u>2007</u>		<u>2008</u>		<u>2009</u>	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Less than 18 years old	26	(2%)	37	(2%)	37	(2%)	37	(2%)	16	(1%)
18 - 24 years old	1,404	(92%)	1,392	(92%)	1,416	(93%)	1,377	(92%)	1,398	(93%)
25 - 29 years old	58	(4%)	57	(4%)	43	(3%)	49	(3%)	50	(3%)
30 - 34 years old	17	(1%)	17	(1%)	13	(1%)	13	(1%)	15	(1%)
35 - 39 years old	4	(**)	2	(**)	4	(**)	4	(**)	6	(**)
40 - 44 years old	4	(**)	7	(**)	5	(**)	4	(**)	4	(**)
45 - 49 years old	4	(**)	3	(**)	4	(**)	3	(**)	3	(**)
50 - 54 years old	5	(**)	4	(**)	5	(**)	1	(**)	0	(0%)
55 - 59 years old	1	(**)	0	(0%)	1	(**)	2	(**)	4	(**)
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	1,514	(100%)	1,523	(100%)	1,520	(100%)	1,491	(100%)	1,496	(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 2009



## FALL 2009 JUNIOR AND SENIOR ENROLLMENT BY MAJOR AND COHORT TYPE

	African-American		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	2	(2%)	1	(*)	0	(0%)	3	(*)
Agriculture and Natural Resources	0	(0%)	17	(3%)	2	(3%)	19	(3%)
Applied Science and Mathematics	1	(1%)	1	(*)	1	(1%)	3	(*)
Art	1	(1%)	18	(3%)	1	(1%)	20	(3%)
Asian Studies	0	(0%)	8	(1%)	0	(0%)	8	(1%)
Biology	9	(8%)	34	(6%)	7	(9%)	50	(7%)
Business Administration	8	(7%)	32	(6%)	8	(11%)	48	(7%)
Chemistry	3	(3%)	15	(3%)	4	(5%)	22	(3%)
Child and Family Studies	3	(3%)	34	(6%)	1	(1%)	38	(5%)
Computer and Information Science	1	(1%)	10	(2%)	5	(7%)	16	(2%)
Economics	0	(0%)	4	(1%)	8	(11%)	12	(2%)
Education Studies	7	(6%)	35	(6%)	1	(1%)	43	(6%)
Elementary Education	0	(0%)	1	(*)	0	(0%)	1	(*)
English	6	(5%)	23	(4%)	0	(0%)	29	(4%)
Foreign Languages								
French	0	(0%)	2	(*)	0	(0%)	2	(*)
German	0	(0%)	4	(1%)	1	(1%)	5	(1%)
Spanish	3	(3%)	9	(2%)	0	(0%)	12	(2%)
History	3	(3%)	19	(3%)	0	(0%)	22	(3%)
Independent	4	(3%)	30	(6%)	3	(4%)	37	(5%)
Mathematics	0	(0%)	14	(3%)	10	(13%)	24	(3%)
Music	3	(3%)	20	(4%)	1	(1%)	24	(3%)
Nursing	10	(8%)	22	(4%)	7	(9%)	39	(5%)
Philosophy	1	(1%)	4	(1%)	0	(0%)	5	(1%)
Physical Education	7	(6%)	15	(3%)	0	(0%)	22	(3%)
Physics	0	(0%)	5	(1%)	4	(5%)	9	(1%)
Political Science	3	(3%)	11	(2%)	4	(5%)	18	(2%)
Psychology	3	(3%)	16	(3%)	4	(5%)	23	(3%)
Religion	1	(1%)	11	(2%)	0	(0%)	12	(2%)
Sociology	1	(1%)	10	(2%)	0	(0%)	11	(1%)
Speech Communication	11	(9%)	18	(3%)	1	(1%)	30	(4%)
Technology and Industrial Arts	9	(8%)	39	(7%)	2	(3%)	50	(7%)
Theatre	6	(5%)	11	(2%)	0	(0%)	17	(2%)
Women's Studies	4	(3%)	9	(2%)	0	(0%)	13	(2%)
<i>Undecided</i>	9	(8%)	41	(8%)	0	(0%)	50	(7%)
<b>TOTAL</b>	<b>119</b>	<b>(100%)</b>	<b>543</b>	<b>(100%)</b>	<b>75</b>	<b>(100%)</b>	<b>737</b>	<b>(100%)</b>

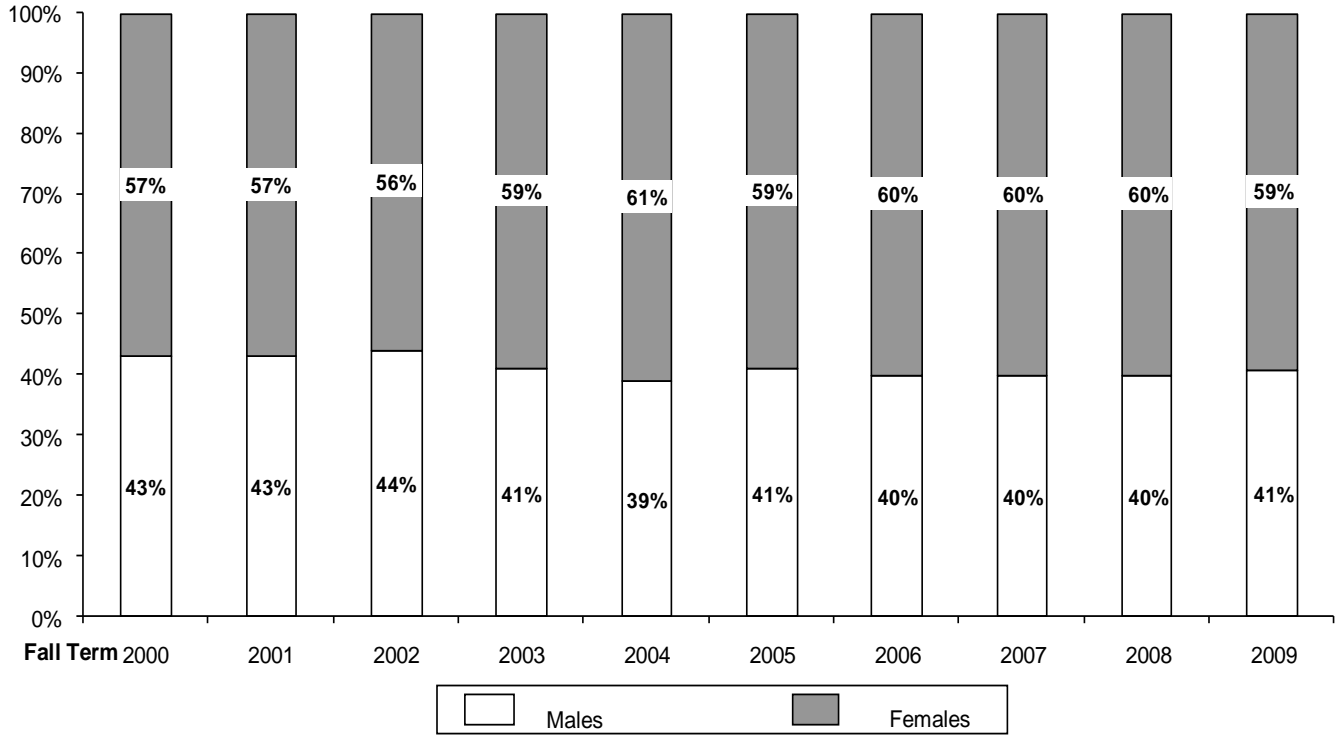
\*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 737 majors represent 682 junior and senior students enrolled in Fall 2009.

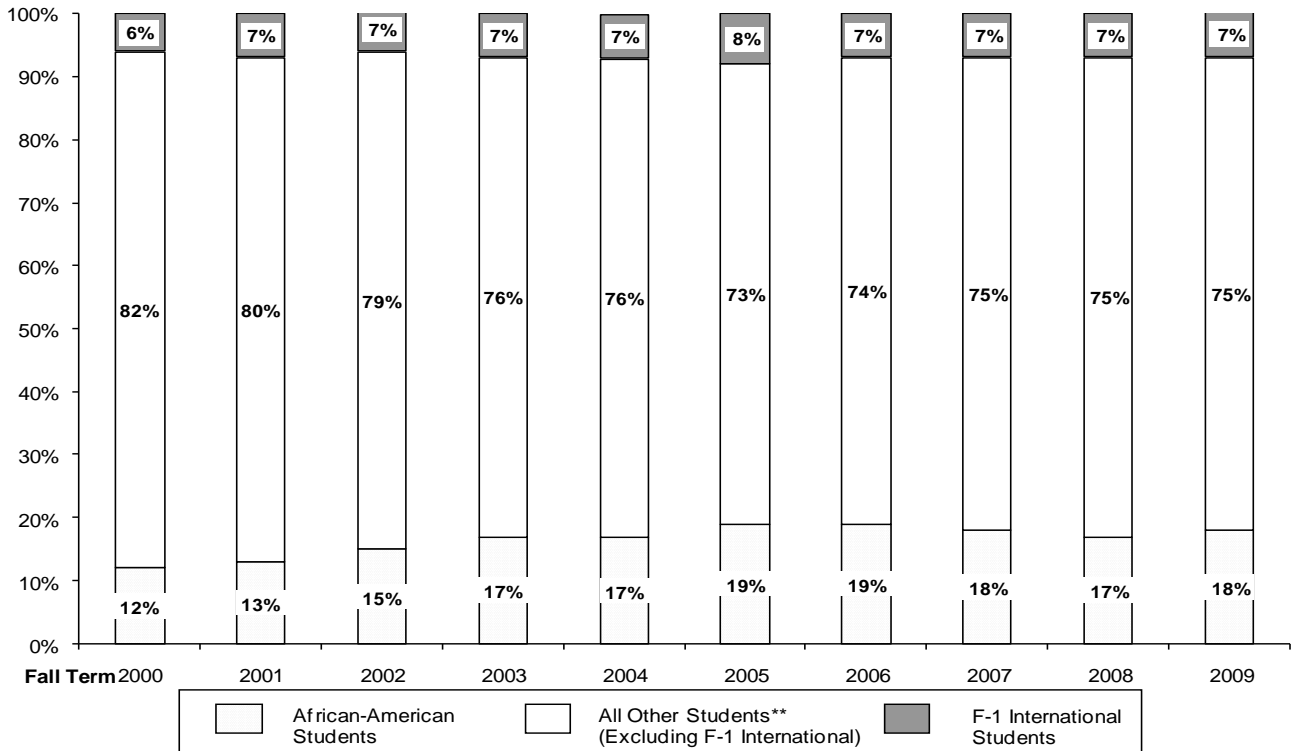
Compiled by: Office of Institutional Research and Assessment, November 2009

# FALL ENROLLMENT TRENDS

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



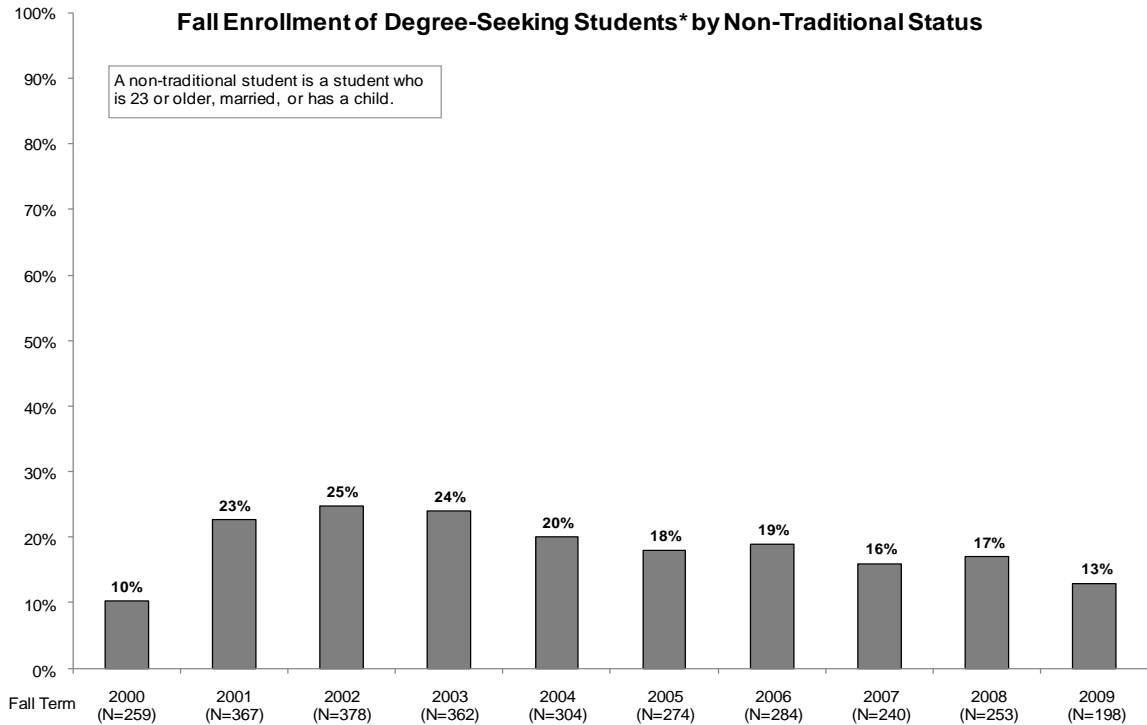
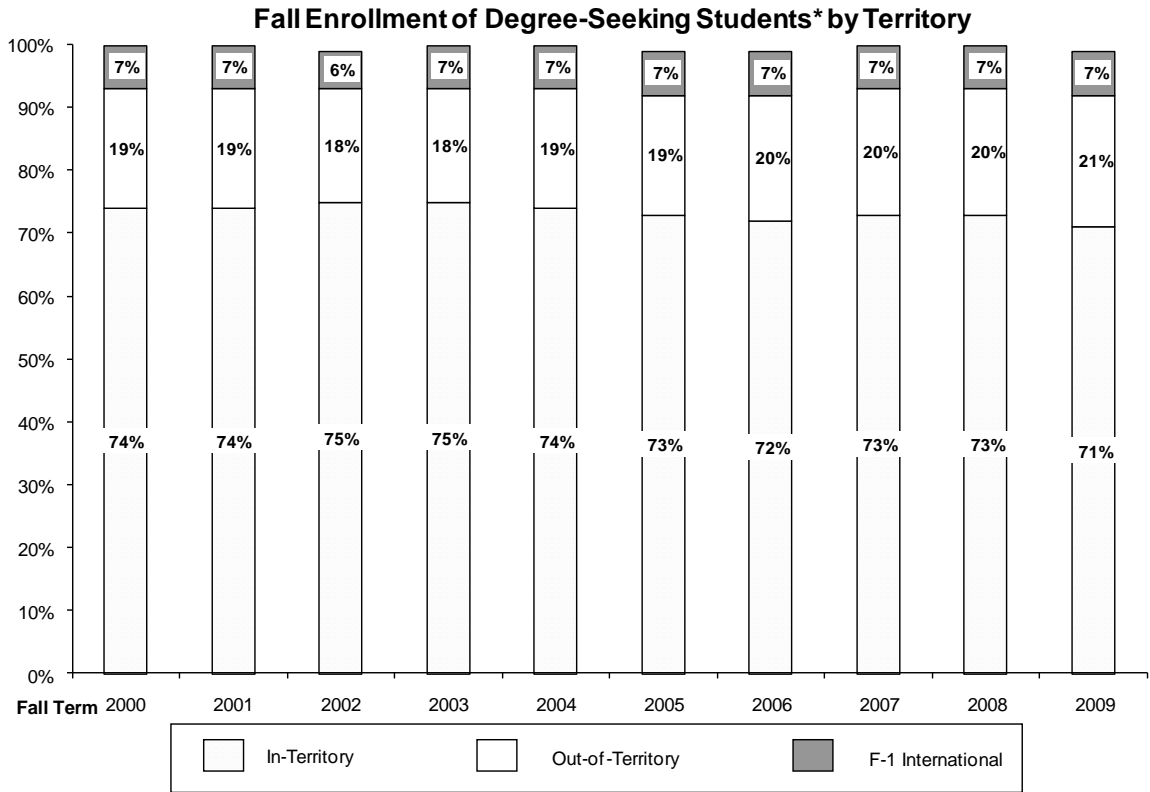
## Fall Enrollment of Degree-Seeking Students\* by Cohort Type



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2009

## Fall Enrollment Trends, continued



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2009

**SPRING ENROLLMENTS BY CLASSIFICATION  
2005 - 2009**

	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	387	328	346	363	338
First-Year Students	(18)	(7)	(16)	(9)	(3)
Other** Freshmen	(369)	(321)	(330)	(354)	(335)
Sophomore	318	329	298	312	324
Junior	323	326	332	308	291
Senior	<u>419</u>	<u>431</u>	<u>447</u>	<u>442</u>	<u>400</u>
TOTAL DEGREE-SEEKING STUDENTS	1,447	1,414	1,423	1,425	1,353
Berea Community School	11	19	13	17	27
Madison Southern High School	3	8	6	3	4
College Employee	11	5	3	4	4
Community (Special)	13	12	11	12	12
Transient/Exchange	<u>8</u>	<u>10</u>	<u>9</u>	<u>5</u>	<u>9</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	46	54	42	41	56
<b>TOTAL HEADCOUNT</b>	<b>1,493</b>	<b>1,468</b>	<b>1,465</b>	<b>1,466</b>	<b>1,409</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 2009

## SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<b>Full-Time Students</b>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Freshman	387	328	346	363	338
First-Year Students	(18)	(7)	(16)	(9)	(3)
Other** Freshmen	(369)	(321)	(330)	(354)	(335)
Sophomore	318	329	298	312	324
Junior	322	326	332	307	290
Senior	<u>419</u>	<u>425</u>	<u>438</u>	<u>439</u>	<u>398</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,446	1,408	1,414	1,421	1,350
Berea Community School	0	0	1	0	0
Madison Southern High School	0	0	1	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	2	0
Transient/Exchange	<u>5</u>	<u>8</u>	<u>7</u>	<u>4</u>	<u>7</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	8	9	6	7
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,451</b>	<b>1,416</b>	<b>1,423</b>	<b>1,427</b>	<b>1,357</b>

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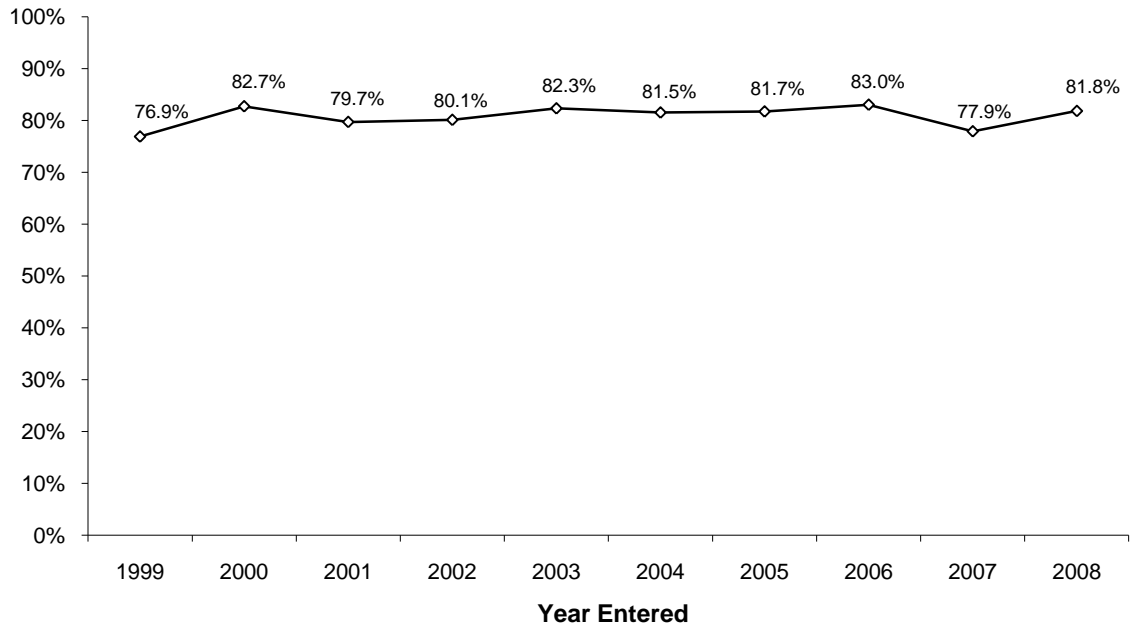
<b>Part-Time Students</b>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	0
Junior	1	1	0	1	1
Senior	<u>0</u>	<u>6</u>	<u>9</u>	<u>3</u>	<u>2</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	1	7	9	4	3
Berea Community School	11	19	12	17	27
Madison Southern High School	3	8	6	3	4
College Employee	11	5	3	4	4
Community (Special)	13	12	11	10	12
Transient/Exchange	<u>3</u>	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	41	46	33	35	49
<b>TOTAL PART-TIME STUDENTS</b>	<b>42</b>	<b>52</b>	<b>42</b>	<b>39</b>	<b>52</b>
<b>FTE Enrollment</b>	<b>1,454</b>	<b>1,447</b>	<b>1,438</b>	<b>1,444</b>	<b>1,379</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.

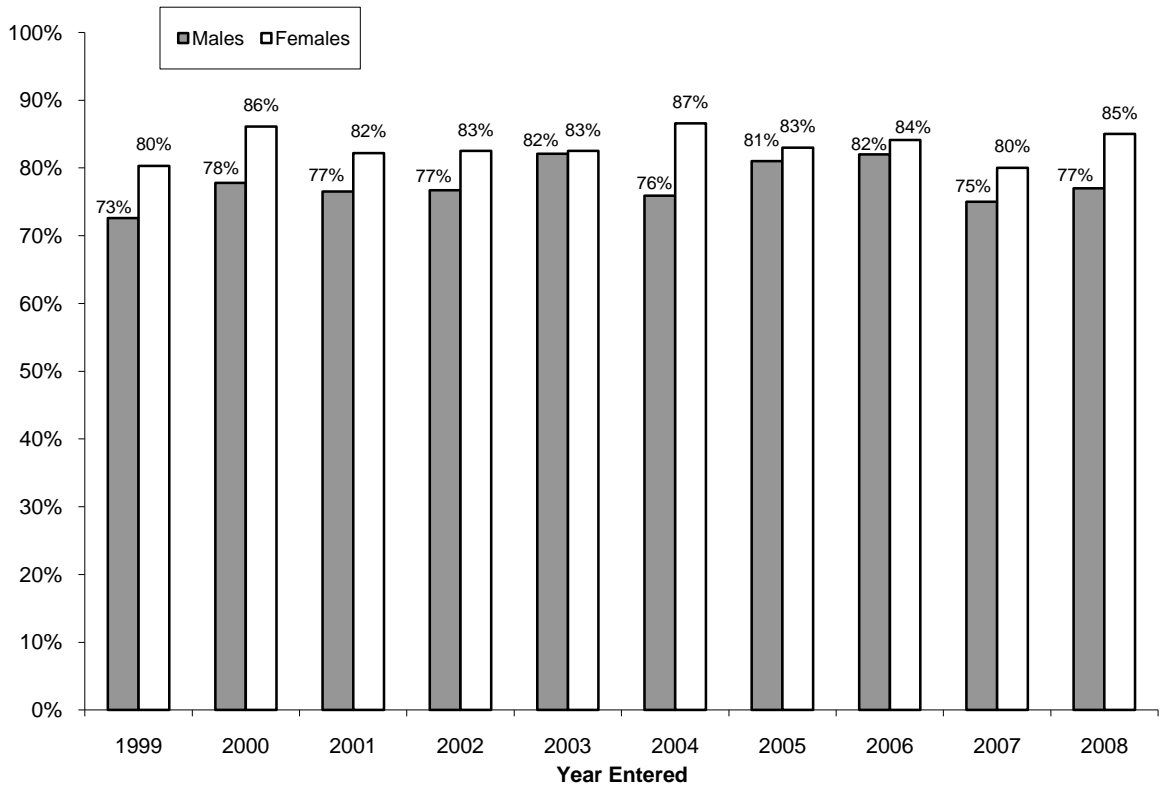
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 52 students has an FTE of 21.75.

# FRESHMAN-TO-SOPHOMORE RETENTION

## All First-Year Students



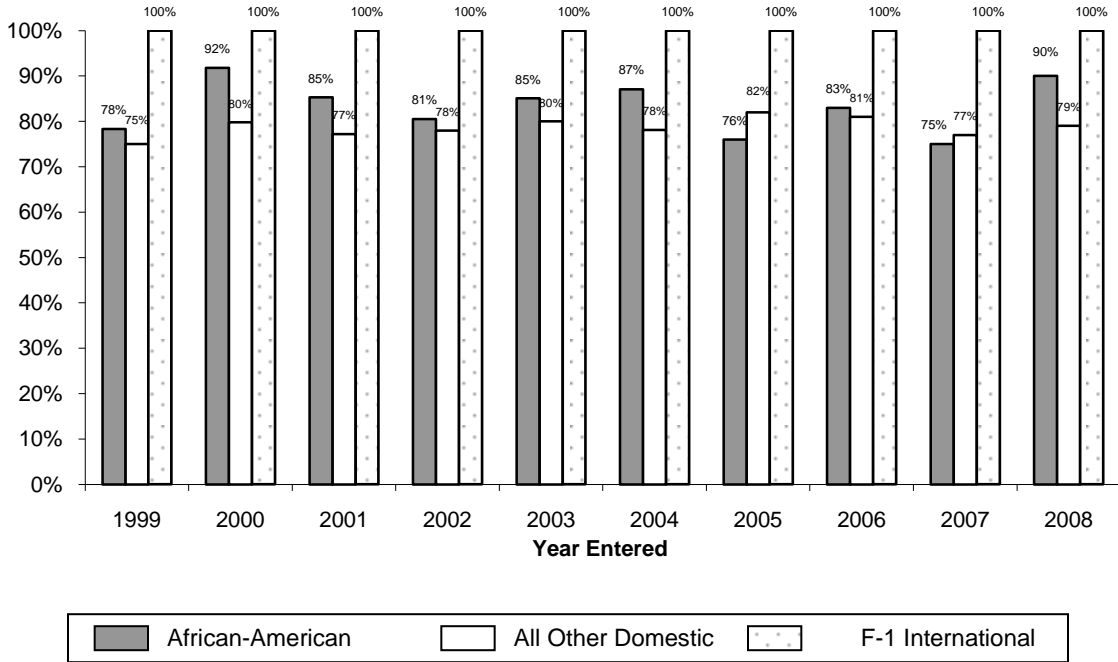
## By Gender



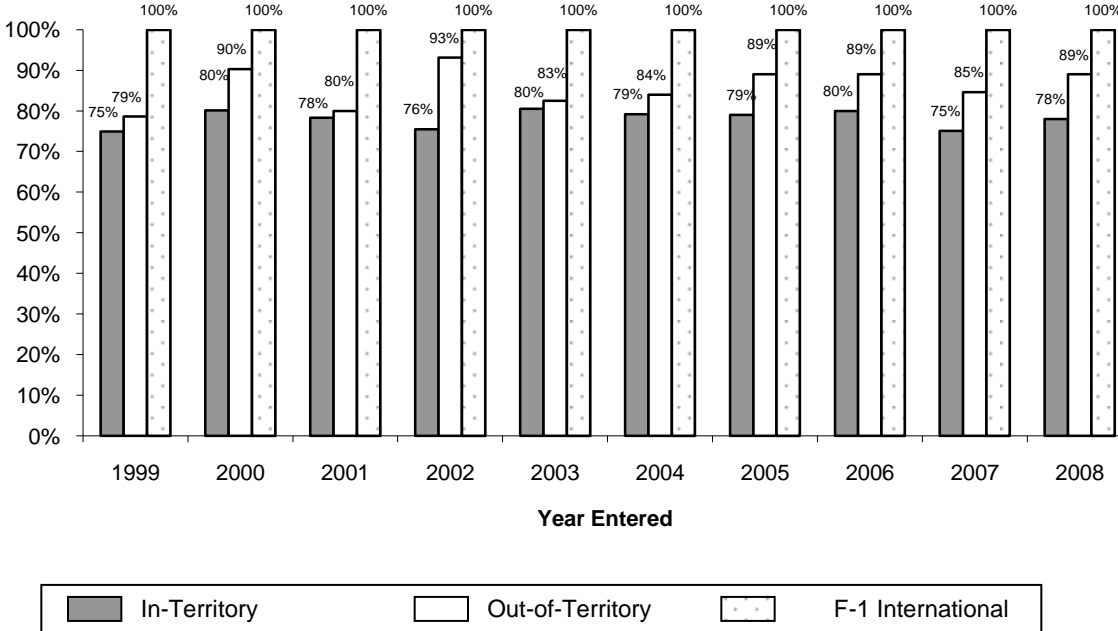
Source: Office of Institutional Research and Assessment, September 2009

# FRESHMAN-TO-SOPHOMORE RETENTION, continued

## By Cohort Type



## By Territory



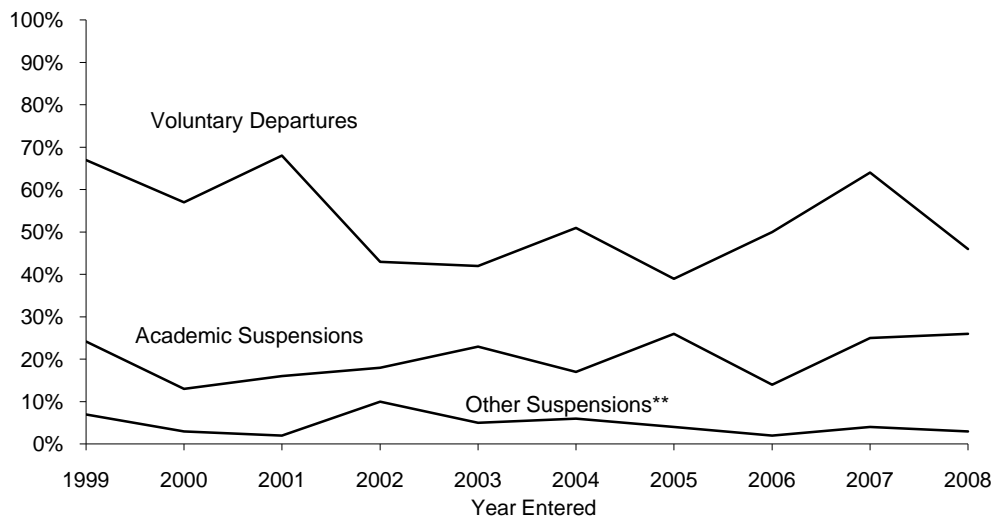
Source: Office of Institutional Research and Assessment, September 2009

## FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 1999 - 2008

<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>
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	420*	77.9	93	25	4	64
2008	413	81.8	75	26	3	46

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 2009

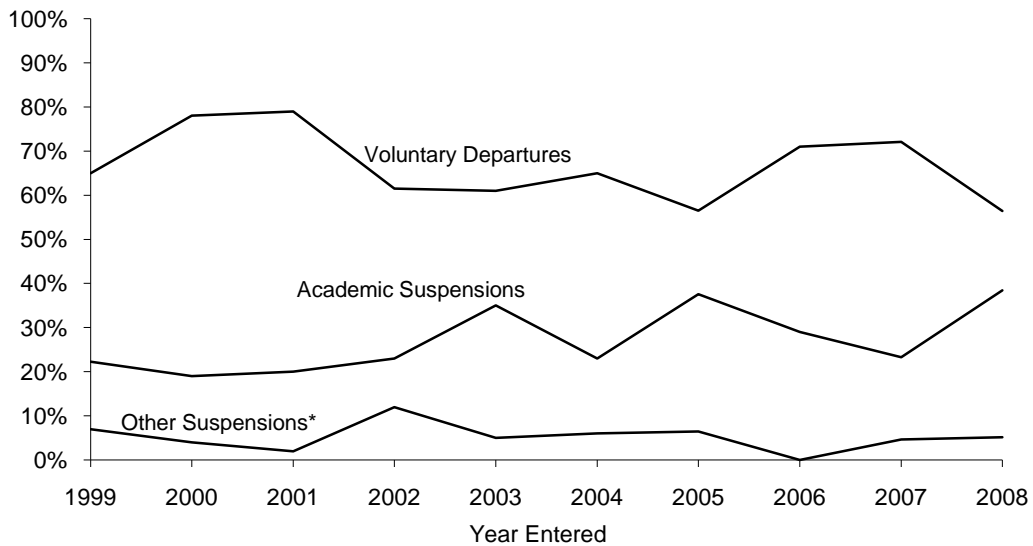


**MALE FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 1999 - 2008**

<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>
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	168*	74	43	10	2	31
2008	172	77	39	15	2	22

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

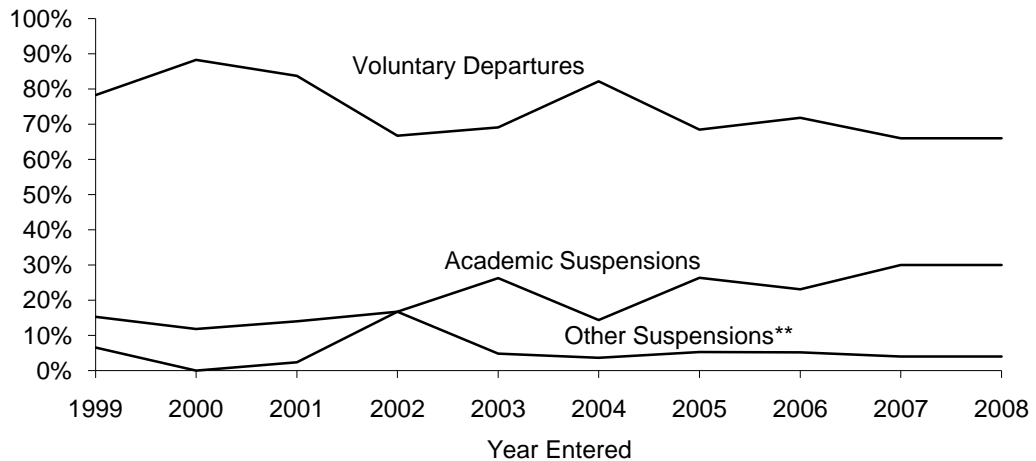
Source: Office of Institutional Research and Assessment, September 2009

**FEMALE FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 1999 - 2008**

<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>
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
2008	241	85	36	11	1	24

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

**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.

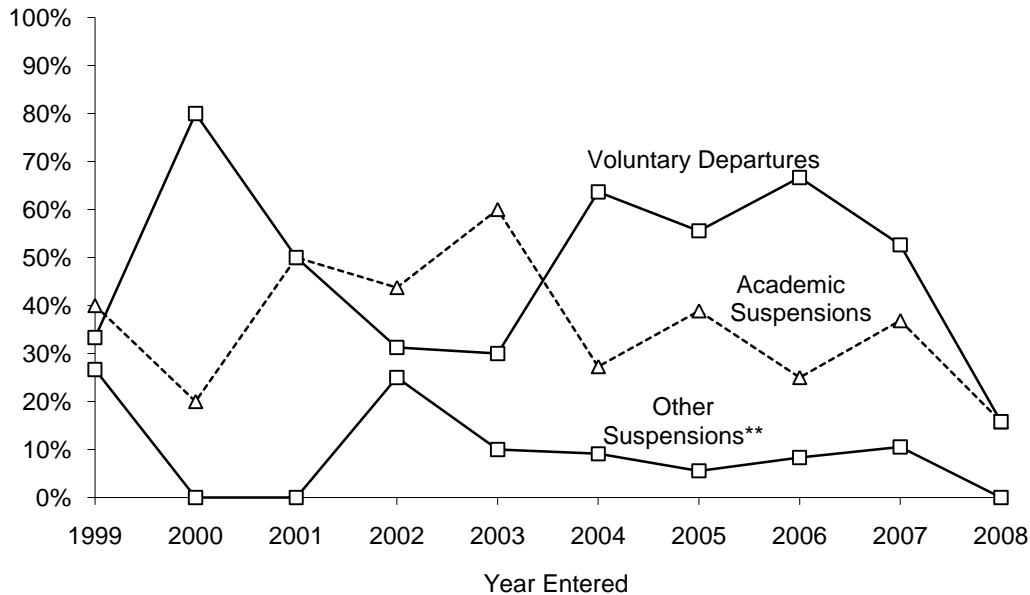
Source: Office of Institutional Research and Assessment, September 2009

## AFRICAN-AMERICAN FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 1999 - 2008

<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>
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
2008	63	90	6	3	0	3

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



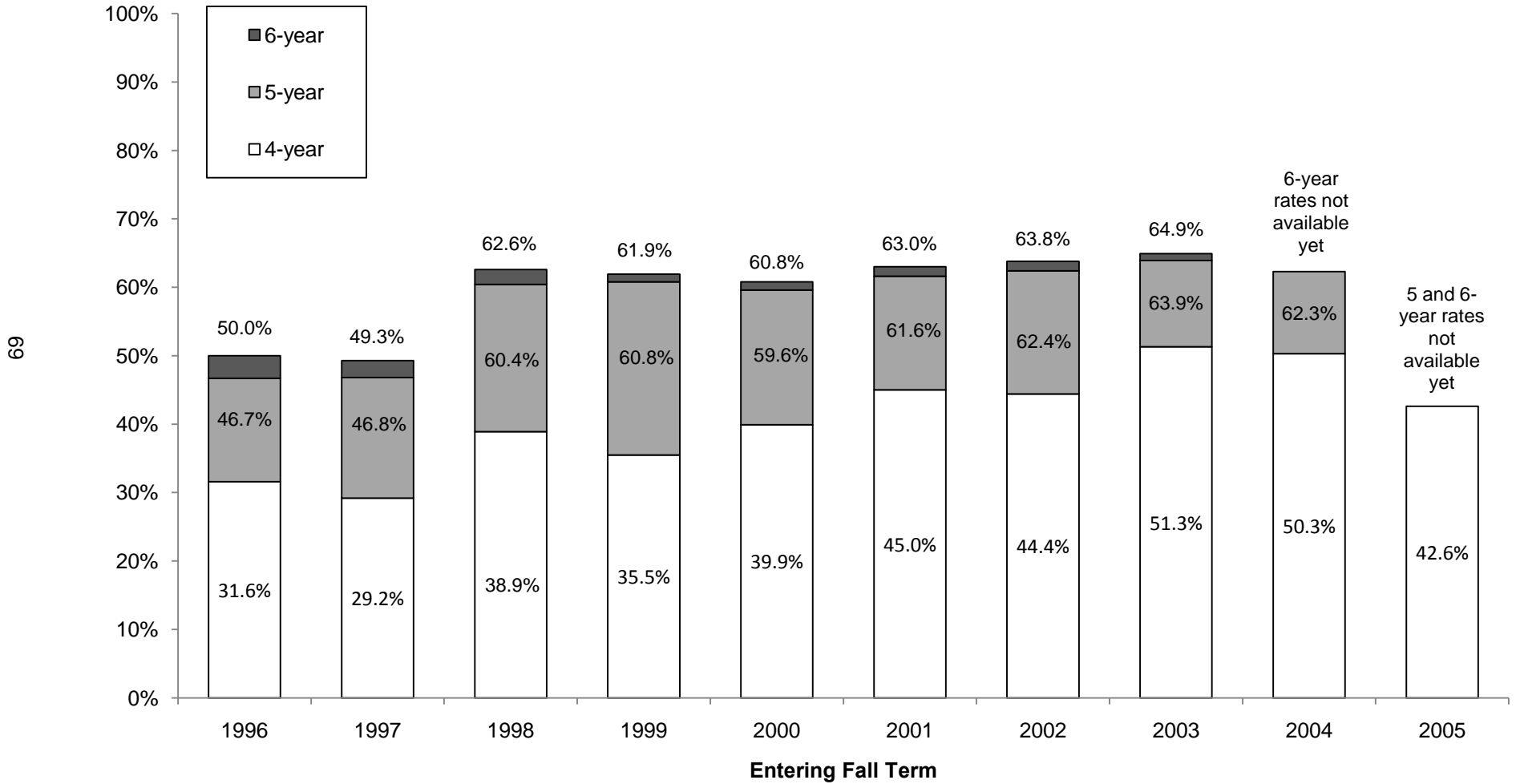
NOTE: These numbers DO NOT include F-1 International students.

\*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 2009

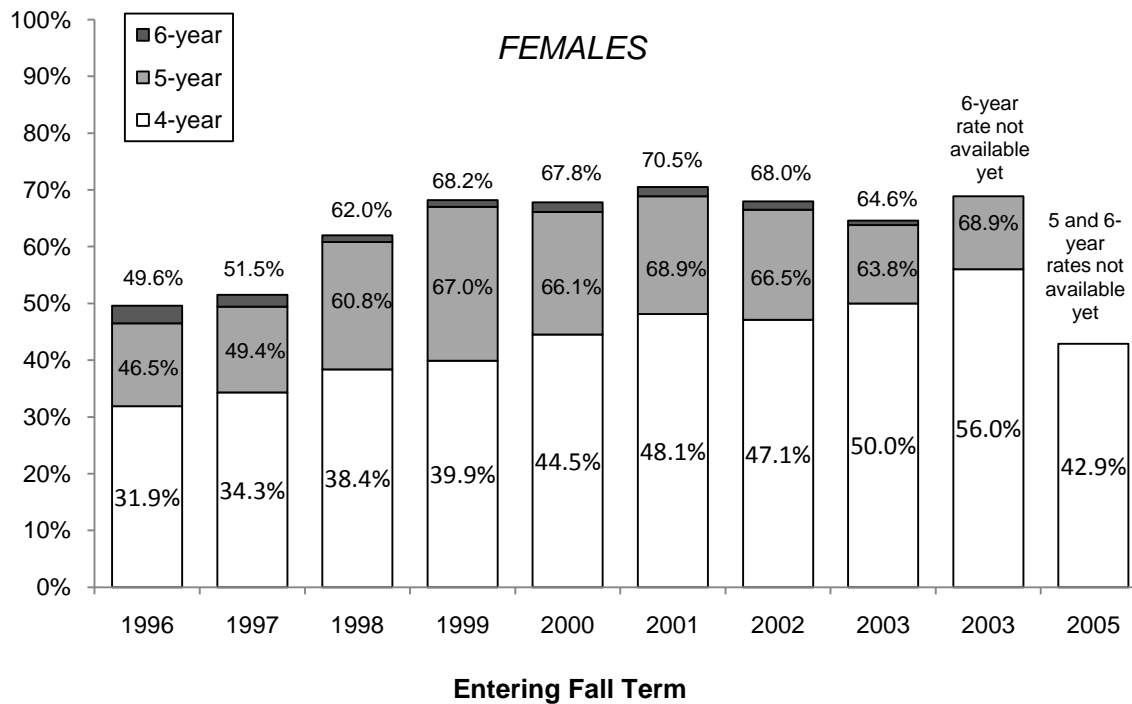
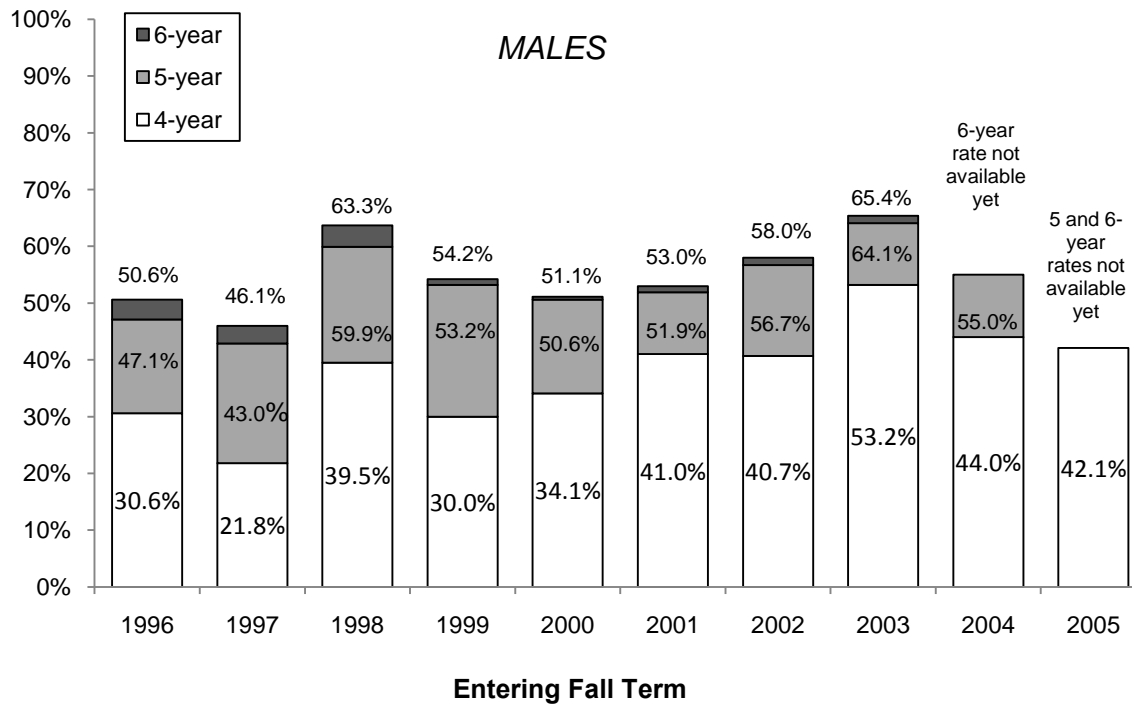
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS



\*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 2009.

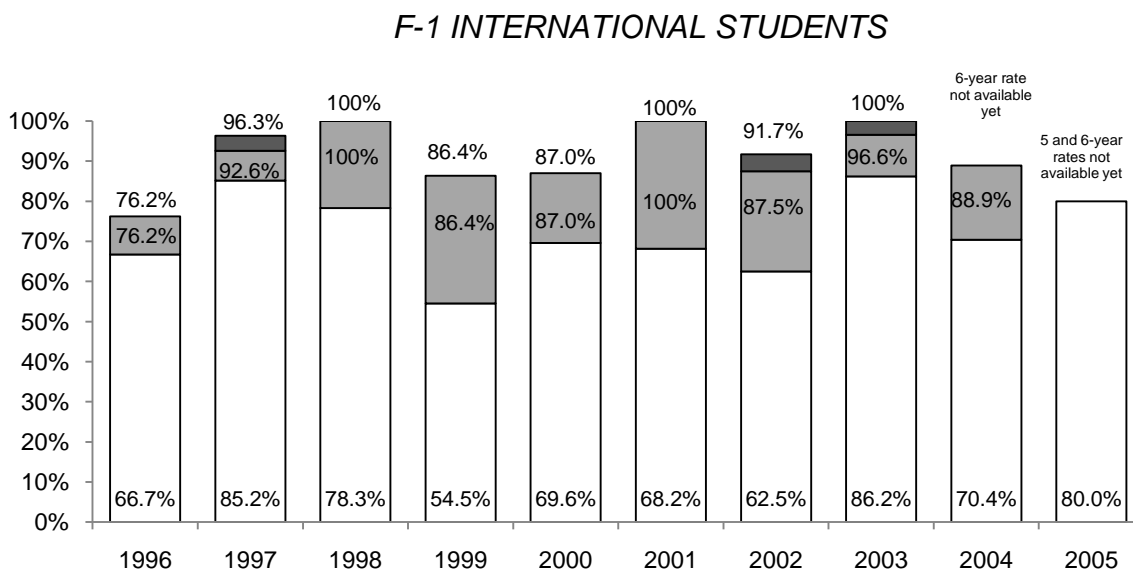
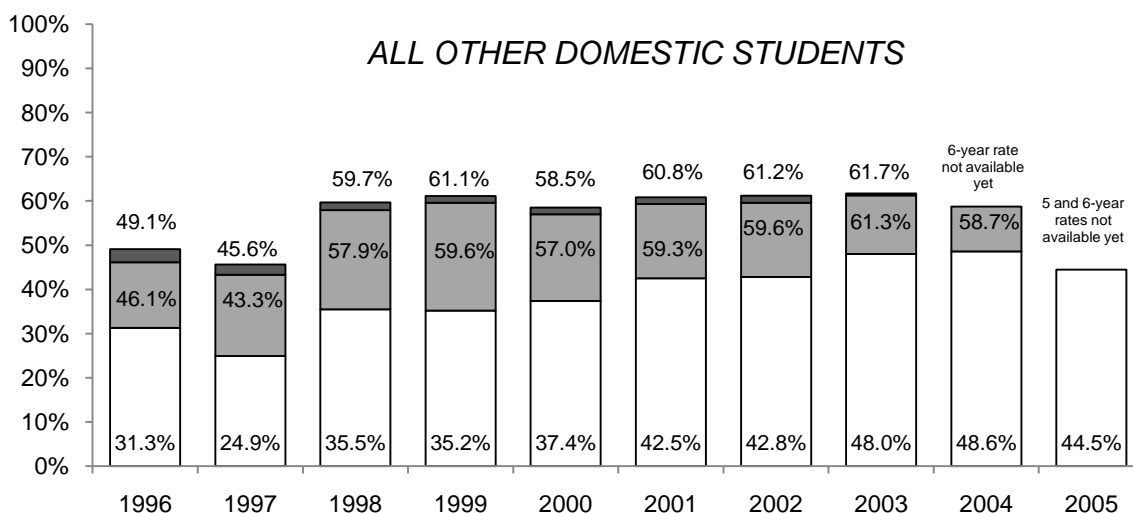
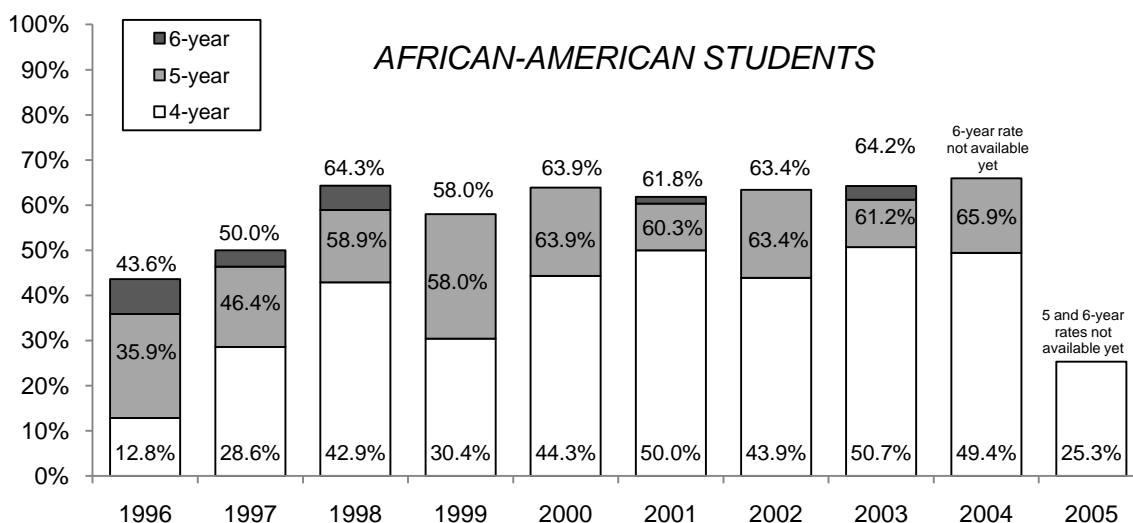
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY GENDER FALL TERMS 1996-2005



\*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 2009

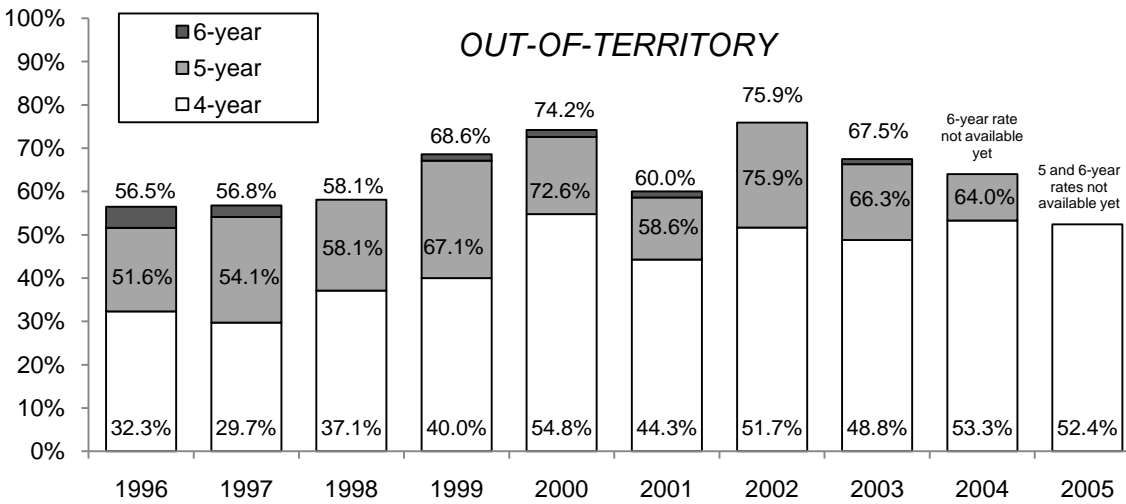
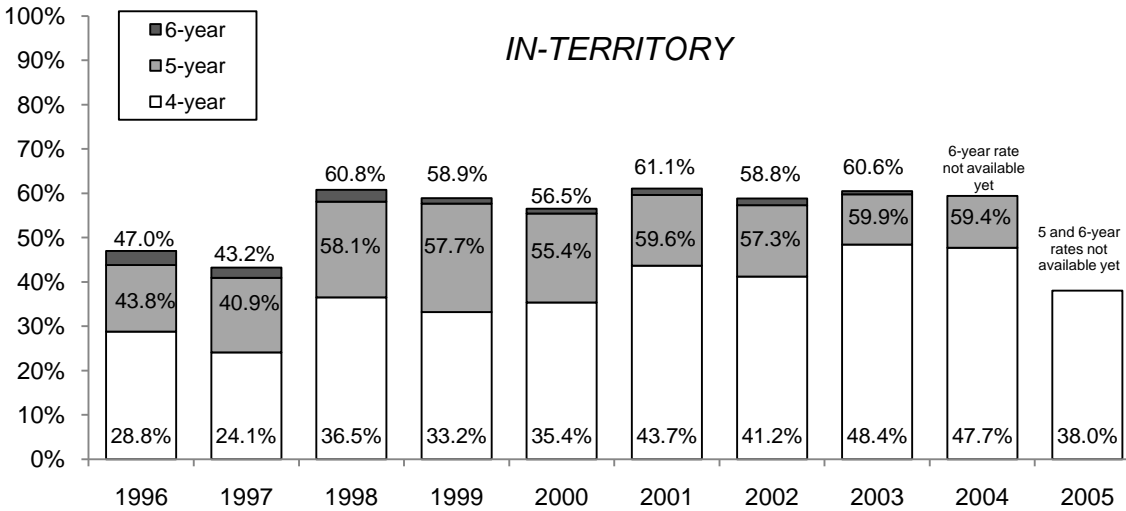
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY COHORT TYPE ENTERING FALL TERMS 1995 – 2004



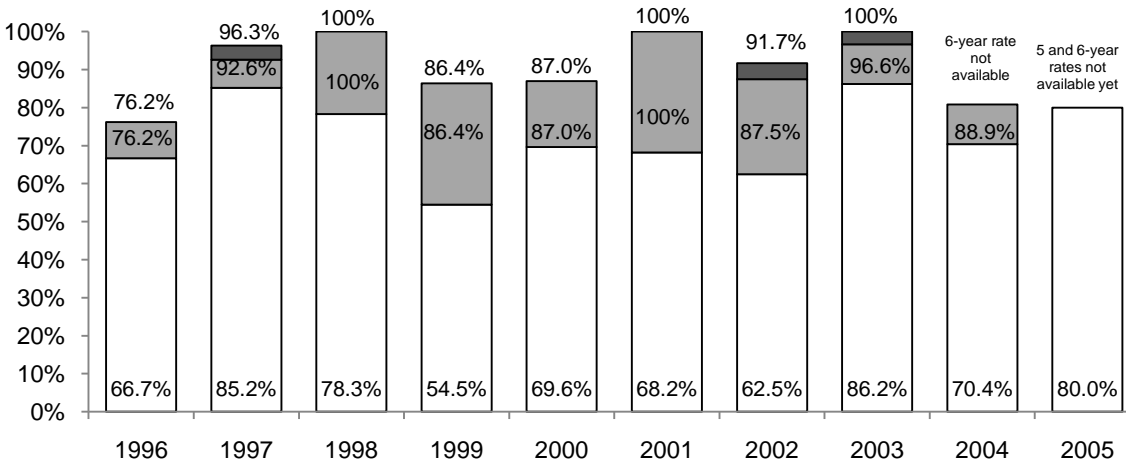
\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2009

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY TERRITORY ENTERING FALL TERMS 1996 – 2005



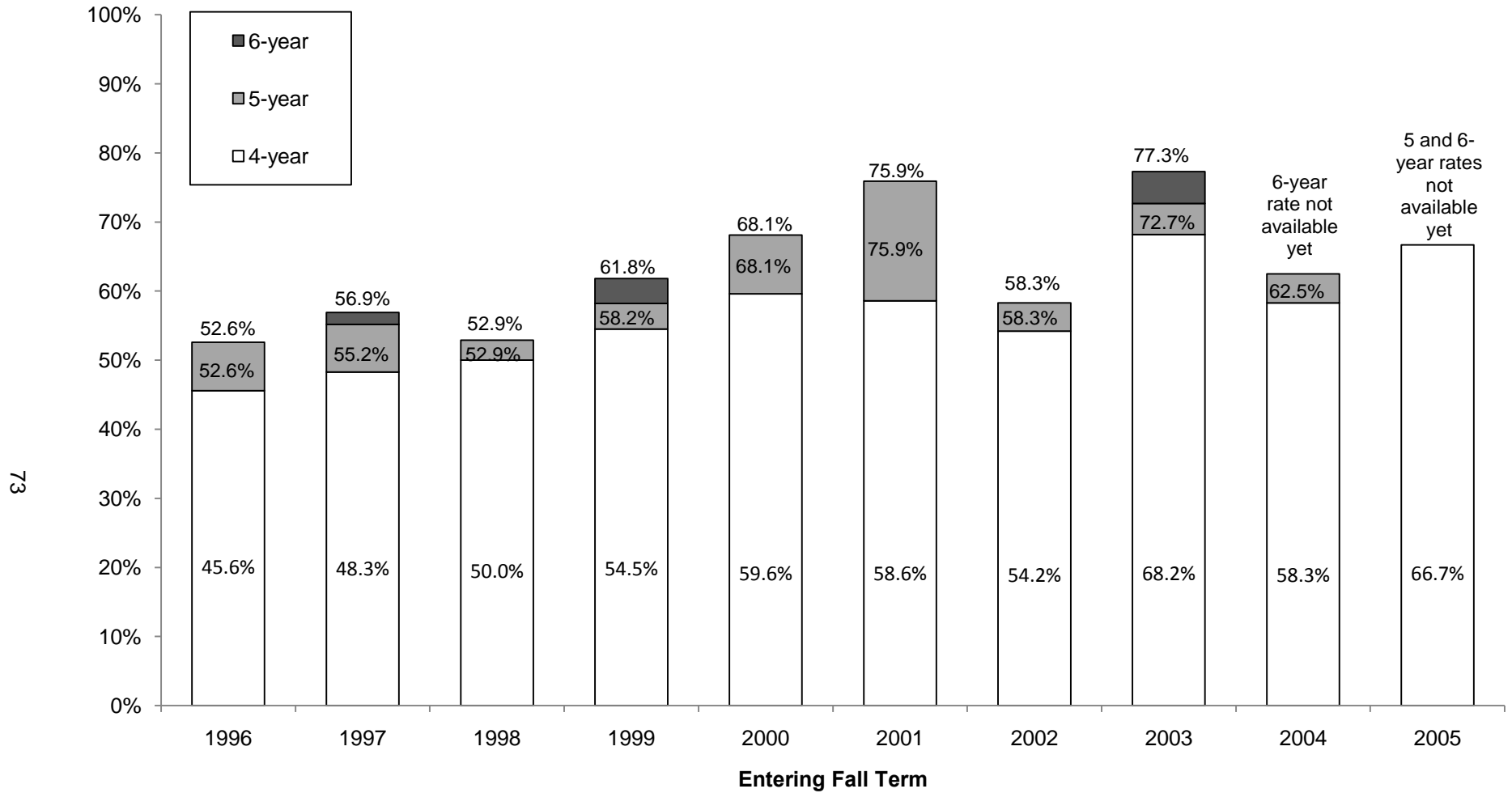
### *F-1 INTERNATIONAL STUDENTS*



\*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 2009

## GRADUATION RATES\* FOR NEW TRANSFER STUDENTS

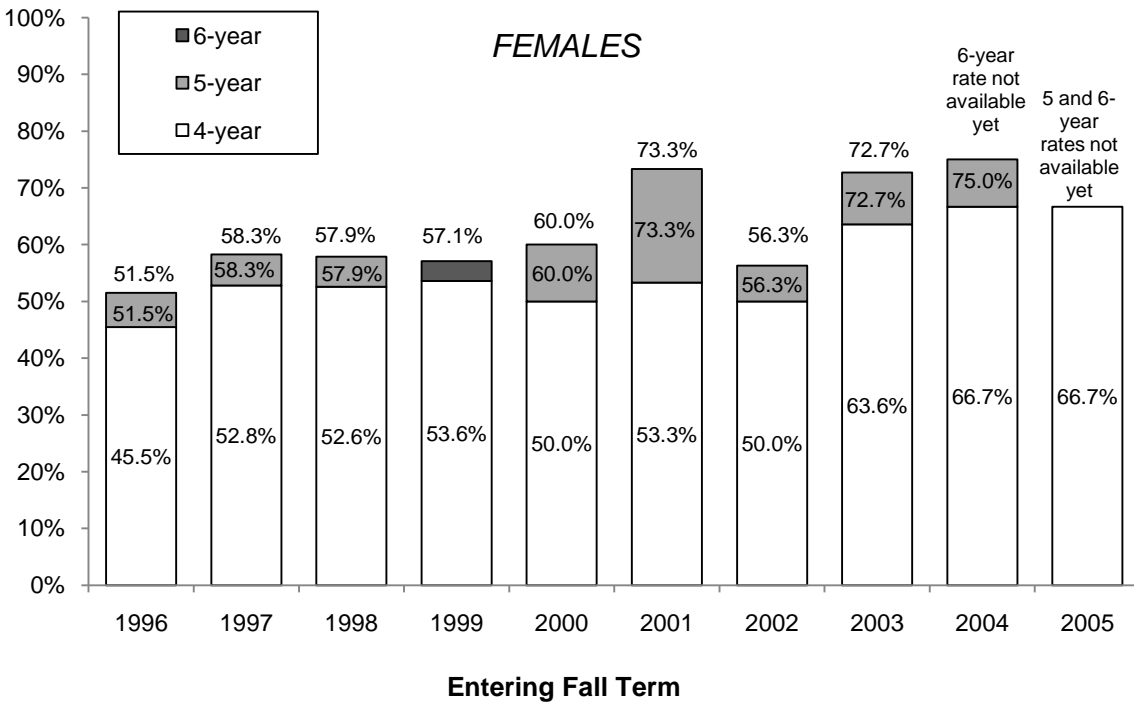
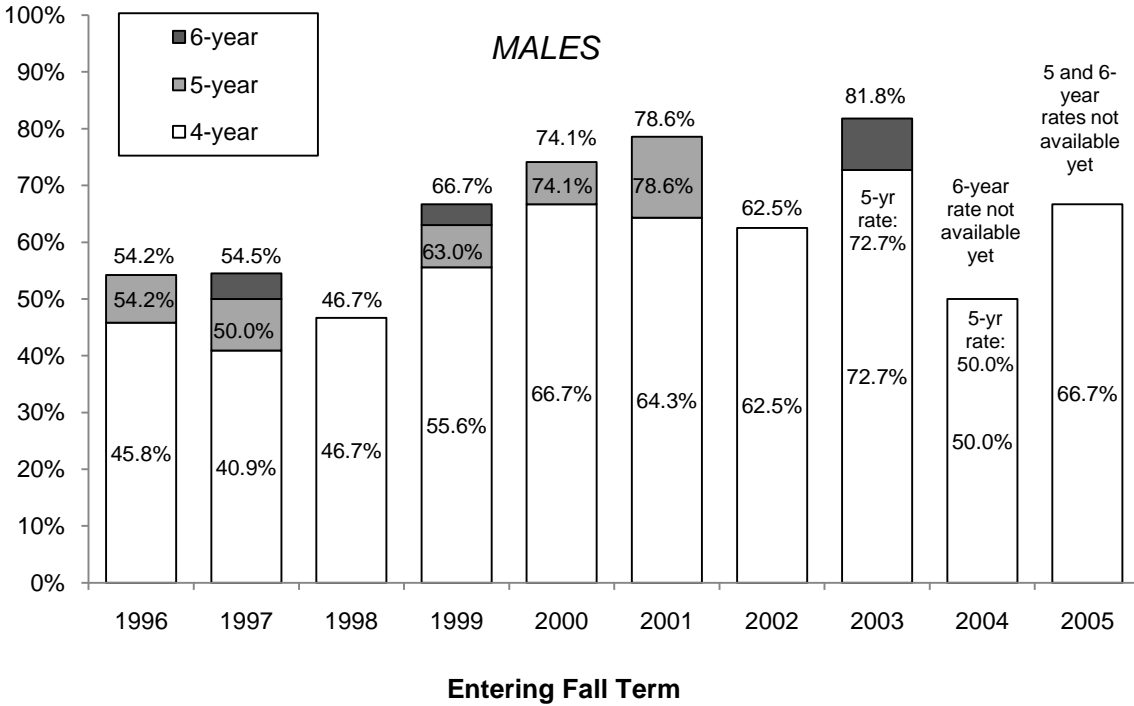


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2009.



## GRADUATION RATES\* FOR NEW TRANSFER STUDENTS BY GENDER FALL TERMS 1996-2005



\*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 2009

## NUMBER OF GRADUATES, DEGREES, AND MAJORS

### Academic Years

	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>Total</u>
<b>Graduates</b> (unduplicated headcount)	308	271	327	309	267	<b>1,482</b>
<b>Degrees Conferred</b>						
B.A.	221	227	239	232	197	1,116
B.S.	<u>93</u>	<u>46</u>	<u>92</u>	<u>80</u>	<u>70</u>	<u>381</u>
TOTAL	314	273	332	312	267	<b>1,497</b>
<b>Majors*</b> (includes double degrees and double majors)	334	292	350	334	279	<b>1,589</b>

\*See the following pages (76 – 82) for more detail regarding majors.

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

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

<b>Major Programs</b>	<b>2004-2005</b>	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>
African and African American Studies	Major available only as an independent major.		1	4	3
Agriculture and Natural Resources	18	7	12	8	9
Art	13	7	10	10	18
Asian Studies	Major available only as an independent major.			1	4
Biology	21	23	21	23	20
Business Administration	35	24	36	41	26
Chemistry	8	13	9	6	4
Child and Family Studies	27	24	26	25	18
Computer and Information Science	Major available only as an independent major.			3	3
Economics	5	6	4	7	4
Education Studies	16	7	4	4	6
Elementary Education	8	11	7	11	7
English	11	12	19	17	11
Foreign Languages	14	11	21	4	12
Classical Languages	(1)	(0)	(2)	(0)	(0)
French	(3)	(1)	(4)	(1)	(2)
German	(6)	(2)	(5)	(0)	(4)
Spanish	(4)	(8)	(10)	(3)	(6)
History	3	10	10	12	12
Independent Major**	14	16	14	18	17
Mathematics	17	6	9	10	7
Music	8	6	9	9	4
Nursing	11	11	11	19	13
Philosophy	4	3	5	8	3
Physical Education	9	9	6	11	10
Physics	2	1	1	4	2
Political Science	2	10	14	5	8
Psychology	22	18	18	16	11
Religion	6	2	12	4	4
Sociology	2	13	11	15	5
Speech Communication	17	17	15	13	6
Technology and Industrial Arts	29	14	33	17	22
Theatre	8	7	10	7	8
Women's Studies	<u>5</u>	<u>4</u>	<u>2</u>	<u>2</u>	<u>2</u>
<b>TOTALS*</b>	<b>334</b>	<b>292</b>	<b>350</b>	<b>334</b>	<b>279</b>

\*These are duplicative headcounts that include double degrees and double majors. Please see page 74 for an unduplicated headcount of graduates.

\*\*See page 77 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 2009

## **INDEPENDENT MAJORS\* AWARDED TO GRADUATES**

**Academic Years 2004 - 2005 through 2008 - 2009**

Independent majors are designed for students who wish to pursue a field of study that cannot be met through a standard Berea College major program. Students are free to propose majors. 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 curriculum. 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 of all departments and interdisciplinary 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 Coordinator of Advising, liaison to the Academic Program Council. The Council and/or its liaison may accept, reject, or request that the student modify and resubmit the proposal.

### 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

### 2008 - 2009: 17 majors

Appalachian Studies (2)  
Child Care Management  
Classical Civilization  
Computer and Information Science  
Creative Expressions in Health Studies  
Ecological Building Design  
Gerontology Studies  
Graphic Design  
Health Promotion  
International Studies  
Middle Grades Ed. with Certification in Science  
Peace and Social Justice Studies (4)  
Wilderness Leadership and Emergency Care

\*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, September 2009.

**SUMMARY OF GRADUATES' MAJORS\*  
WITH CONCENTRATIONS  
5 Year Summary: Academic Years 2004–05 through 2008–09**

African and African American Studies.....	8		Foreign Languages, continued	
Agriculture and Natural Resources.....	53		German Education	2
<i>General</i>	37		Spanish	27
Agribusiness	1		Spanish Education	3
SENS	7		History .....	47
Sustainable Systems	8		<i>General</i>	41
Art .....	58		Education	6
<i>General</i>	1		Independent** .....	79
Education	6		Mathematics .....	49
History	4		<i>General</i>	47
Studio	47		Education	2
Asian Studies.....	5		Music .....	36
Biology.....	108		<i>General</i>	26
<i>General</i>	60		Education	4
Biomolecular, Cellular, and Systems	35		Instrumental	6
Field and Organismal	13		Keyboard Perform.	2
Business Administration .....	161		Vocal	2
<i>General</i>	2		Nursing .....	66
Accounting	61	Included in concentration list are 37 additional concentrations for a total of 198	Philosophy.....	23
Economics	2		Physical Education .....	45
Finance	52		<i>General</i>	10
Management	44		Education	5
Marketing	37		Exercise Science/ Sports Medicine	27
Chemistry.....	40		Wellness/Health Promotion	3
Child and Family Studies.....	120		Physics.....	10
Child Development	50		Political Science .....	39
Early Childhood Educ.	11	Included in concentration list are 21 additional concentrations for a total of 141	Psychology .....	86
Family Cons. Sci. Educ.	2		Religion.....	28
Family Studies	69		<i>General</i>	4
Food, Nutrition, and Culinary Science	1		Biblical Studies	16
Nutrition	8		Religious Thought and Ethics	6
Computer and Information Science.....	6		World Religions	2
<i>General</i>	4	Sociology.....	46	
Computer Science	2	<i>General</i>	43	
Economics .....	27	Education	3	
Education Studies.....	34	Speech Communication.....	68	
Education.....	47	Technology and Industrial Arts.....	116	
Elementary P-5	44	Education	6	
Middle Grades 5-8	3	Management	110	
English .....	70	Theatre.....	40	
Education	8	Women's Studies.....	15	
Literature	31			
Writing	32	Included in concentration list is 1 additional concentration for a total of 71	<b>GRAND TOTAL MAJORS.....</b>	<b>1,589</b>
Foreign Languages.....	59			(awarded to 1,482 graduates)
Classical Languages	3			
French	10			
German	14			

Included in  
concentration list  
are 4 additional  
concentrations  
for a total of 40

NOTE: In four of the majors with concentrations, there were 63 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 77 for a more complete description of independent majors.  
Note: These totals reflect majors from September 1 through July 1 of each academic year.

**SUMMARY OF MINORS\* AWARDED TO GRADUATES**  
**5 Year Summary: Academic Years 2004–05 through 2008–09**

African and African American Studies/Black Studies	20	(5.8%)
Agriculture and Natural Resources	3	(0.9%)
Appalachian Studies	7	(2.0%)
Asian Studies	9	(2.6%)
Business Administration	71	(20.5%)
Computer Science	9	(2.6%)
Dance	16	(4.6%)
Economics	38	(11.0%)
French	16	(4.6%)
German	16	(4.6%)
Health	22	(6.4%)
Health Teaching Minor	3	(0.9%)
History	18	(5.2%)
Latin	5	(1.4%)
Music	5	(1.4%)
Peace and Social Justice Studies	3	(0.9%)
Philosophy	10	(2.9%)
Political Science	6	(1.7%)
Religion	11	(3.2%)
Sociology	15	(4.3%)
Spanish	17	(4.9%)
Speech Communication	2	(0.6%)
Sustainability and Environmental Studies	11	(3.2%)
Women's Studies	<u>13</u>	<u>(3.8%)</u>
TOTAL	346	(100.0%)

\*This is a duplicative headcount that includes double minors. The 346 minors were awarded to 329 graduates. The 329 graduates who received a minor represent 22% of the 1,482 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 2004 – 2005 through 2008 - 2009**

Academic Years  
2004 - 2005 through 2008 - 2009

	<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	25%	6	75%	8	0.5%
Agriculture and Natural Resources	25	47%	28	53%	53	3.3%
Art	16	28%	42	72%	58	3.7%
Asian Studies (first grad: 2007-08)	5	100%	0	0%	5	0.3%
Biology	37	34%	71	66%	108	6.8%
Business Administration	78	48%	83	52%	161	10.1%
Chemistry	17	43%	23	58%	40	2.5%
Child and Family Studies	11	9%	109	91%	120	7.6%
Computer and Information Science (first grad: 2007-08)	6	100%	0	0%	6	0.4%
Economics	16	59%	11	41%	27	1.7%
Education						
Education Studies	11	32%	23	68%	34	2.1%
Elementary Education	2	4%	43	96%	45	2.8%
Middle Grades Education	1	50%	1	50%	2	0.1%
English	19	27%	51	73%	70	4.4%
Foreign Languages	16	27%	43	73%	59	3.7%
History	26	55%	21	45%	47	3.0%
Independent**	36	46%	43	54%	79	5.0%
Mathematics	33	67%	16	33%	49	3.1%
Music	16	44%	20	56%	36	2.3%
Nursing	9	14%	57	86%	66	4.2%
Philosophy	14	61%	9	39%	23	1.4%
Physical Education	20	44%	25	56%	45	2.8%
Physics	8	80%	2	20%	10	0.6%
Political Science	19	49%	20	51%	39	2.5%
Psychology	25	29%	61	71%	86	5.4%
Religion	12	43%	16	57%	28	1.8%
Sociology	7	15%	39	85%	46	2.9%
Speech Communication	23	34%	45	66%	68	4.3%
Technology and Industrial Arts	89	77%	27	23%	116	7.3%
Theatre	15	38%	25	63%	40	2.5%
Women's Studies	0	0%	15	100%	15	0.9%
<b>GRAND TOTAL*</b>	<b>614</b>	<b>39%</b>	<b>975</b>	<b>61%</b>	<b>1,589</b>	<b>100.0%</b>

\* These are duplicative headcounts that include double degrees and double majors. The 1,589 majors represent 1,482 graduates during this five-year time period.

\*\*Please see page 77 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, September 2009

**MAJORS\* AWARDED TO GRADUATES BY COHORT TYPE**  
**5 Year Summary: Academic Years 2004 – 2005 through 2008 – 2009**

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African & African American Studies (first grad: 06-07)	7	(88%)	1	(13%)	0	(0%)	8	(0.5%)
Agriculture and Natural Resources	1	(2%)	52	(98%)	0	(0%)	53	(3.3%)
Art	1	(2%)	56	(97%)	1	(2%)	58	(3.7%)
Asian Studies (first grad: 07-08)	2	(40%)	3	(60%)	0	(0%)	5	(0.3%)
Biology	17	(16%)	79	(73%)	12	(11%)	108	(6.8%)
Business Administration	39	(24%)	85	(53%)	37	(23%)	161	(10.1%)
Chemistry	4	(10%)	25	(63%)	11	(28%)	40	(2.5%)
Child and Family Studies	34	(28%)	84	(70%)	2	(2%)	120	(7.6%)
Computer and Information Science (first grad: 07-08)	0	(0%)	6	(100%)	0	(0%)	6	(0.4%)
Economics	1	(4%)	6	(22%)	20	(74%)	27	(1.7%)
Education								
Education Studies	9	(26%)	24	(71%)	1	(3%)	34	(2.1%)
Elementary Education	3	(7%)	42	(93%)	0	(0%)	45	(2.8%)
Middle Grades Education	0	(0%)	2	(100%)	0	(0%)	2	(0.1%)
English	6	(9%)	63	(90%)	1	(1%)	70	(4.4%)
Foreign Languages	2	(3%)	47	(80%)	10	(17%)	59	(3.7%)
History	8	(17%)	39	(83%)	0	(0%)	47	(3.0%)
Independent**	8	(10%)	68	(86%)	3	(4%)	79	(5.0%)
Mathematics	1	(2%)	25	(51%)	23	(47%)	49	(3.1%)
Music	6	(17%)	27	(75%)	3	(8%)	36	(2.3%)
Nursing	13	(20%)	46	(70%)	7	(11%)	66	(4.2%)
Philosophy	2	(9%)	21	(91%)	0	(0%)	23	(1.4%)
Physical Education	8	(18%)	36	(80%)	1	(2%)	45	(2.8%)
Physics	0	(0%)	5	(50%)	5	(50%)	10	(0.6%)
Political Science	6	(15%)	23	(59%)	10	(26%)	39	(2.5%)
Psychology	13	(15%)	68	(79%)	5	(6%)	86	(5.4%)
Religion	3	(11%)	25	(89%)	0	(0%)	28	(1.8%)
Sociology	14	(30%)	30	(65%)	2	(4%)	46	(2.9%)
Speech Communication	16	(24%)	52	(76%)	0	(0%)	68	(4.3%)
Technology and Industrial Arts	18	(16%)	96	(83%)	2	(2%)	116	(7.3%)
Theatre	11	(28%)	28	(70%)	1	(3%)	40	(2.5%)
Women's Studies	2	(13%)	13	(87%)	0	(0%)	15	(0.9%)
<b>TOTAL*</b>	<b>255</b>	<b>(16%)</b>	<b>1,177</b>	<b>(74%)</b>	<b>157</b>	<b>(10%)</b>	<b>1,589</b>	<b>(100%)</b>

\* These are duplicative headcounts that include double degrees and double majors. The 1,589 majors represent 1,482 graduates during this five-year time period.

\*\*\*Please see page 77 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, September 2009.



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

Academic Years

Major Programs	2004 – 2005			2005 – 2006			2006 – 2007			2007 – 2008			2008 – 2009		
	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	0	3	3
Agriculture and Natural Resources	8	10	18	5	2	7	4	7	11	4	4	8	4	5	9
Art	4	9	13	3	4	7	2	8	10	4	6	10	3	15	18
Asian Studies**										1	0	1	4	0	4
Biology	10	11	21	6	17	23	9	12	21	7	16	23	5	15	20
Business Admin.	14	21	35	13	11	24	17	18	35	21	20	41	13	13	26
Chemistry	3	5	8	4	9	13	5	4	9	3	3	6	2	2	4
Child & Family Studies	3	24	27	2	22	24	3	23	26	1	24	25	2	16	18
Computer and Information Science**										3	0	3	3	0	3
Economics	2	3	5	3	3	6	3	2	5	7	0	7	1	3	4
Education Studies	7	10	17	1	5	6	1	3	4	1	3	4	3	3	6
Elementary Education	0	7	7	0	12	12	0	7	7	1	10	11	0	7	7
English	2	9	11	1	11	12	9	10	19	2	15	17	5	6	11
Foreign Languages	5	8	13	1	10	11	5	14	19	1	3	4	4	8	12
History	2	1	3	7	3	10	2	8	10	7	5	12	8	4	12
Independent***	6	8	14	13	3	16	6	8	14	5	13	18	6	11	17
Mathematics	10	7	17	4	2	6	5	4	9	10	0	10	4	3	7
Music	3	5	8	2	4	6	5	4	9	4	5	9	2	2	4
Nursing	0	11	11	2	9	11	2	10	12	2	17	19	3	10	13
Philosophy	2	2	4	3	0	3	2	3	5	6	2	8	1	2	3
Physical Education	3	6	9	4	5	9	3	3	6	7	4	11	3	7	10
Physics	2	0	2	1	0	1	0	1	1	3	1	4	2	0	2
Political Science	1	1	2	6	4	10	4	10	14	2	3	5	6	2	8
Psychology	7	15	22	4	14	18	8	11	19	3	13	16	3	8	11
Religion	2	4	6	0	2	2	5	7	12	3	1	4	2	2	4
Sociology	1	1	2	3	10	13	1	10	11	2	13	15	0	5	5
Speech Communication	7	10	17	6	11	17	5	10	15	3	10	13	2	4	6
Technology and Industrial Arts	20	9	29	9	5	14	28	6	34	16	1	17	16	6	22
Theatre	4	4	8	2	5	7	2	8	10	6	1	7	1	7	8
Women's Studies	0	5	5	0	4	4	0	2	2	0	2	2	0	2	2
<b>TOTAL *</b>			334			292			350			334			279

\*These are duplicative headcounts that include double degrees and double majors. Please see page 71 for an unduplicated headcount.

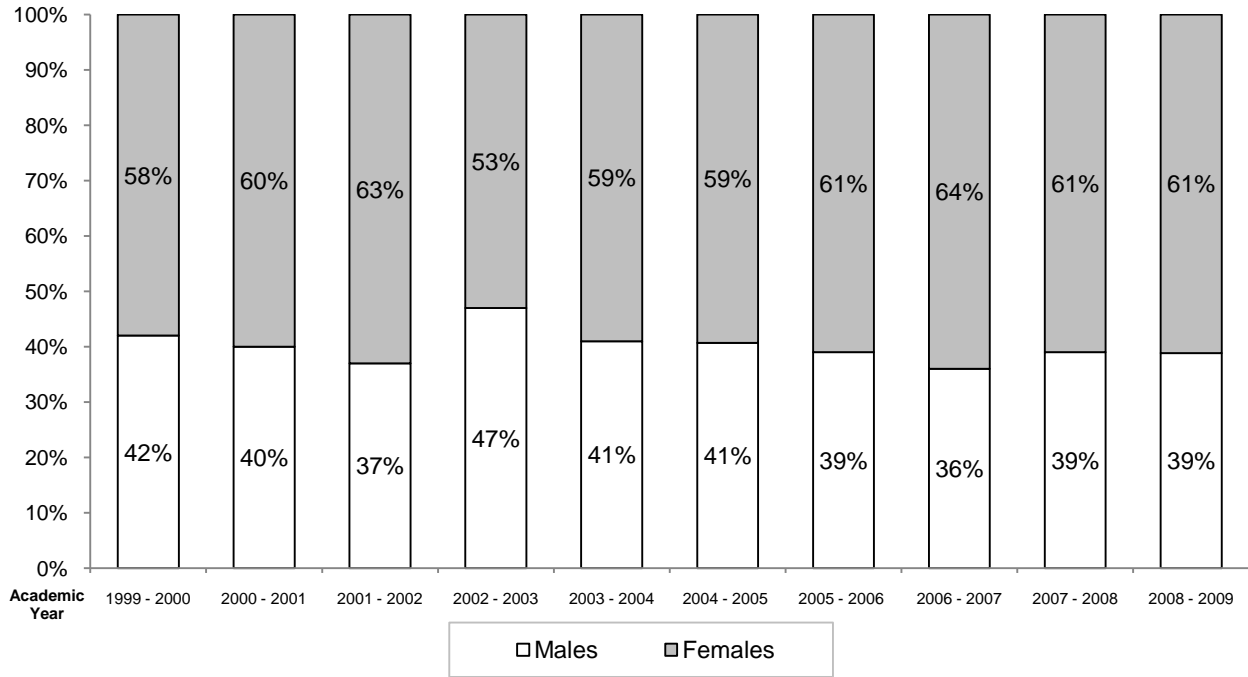
\*\* Some students graduated with these majors as in "Independent" major prior to this year.

\*\*\*Please see page 77 for a more complete description of independent majors

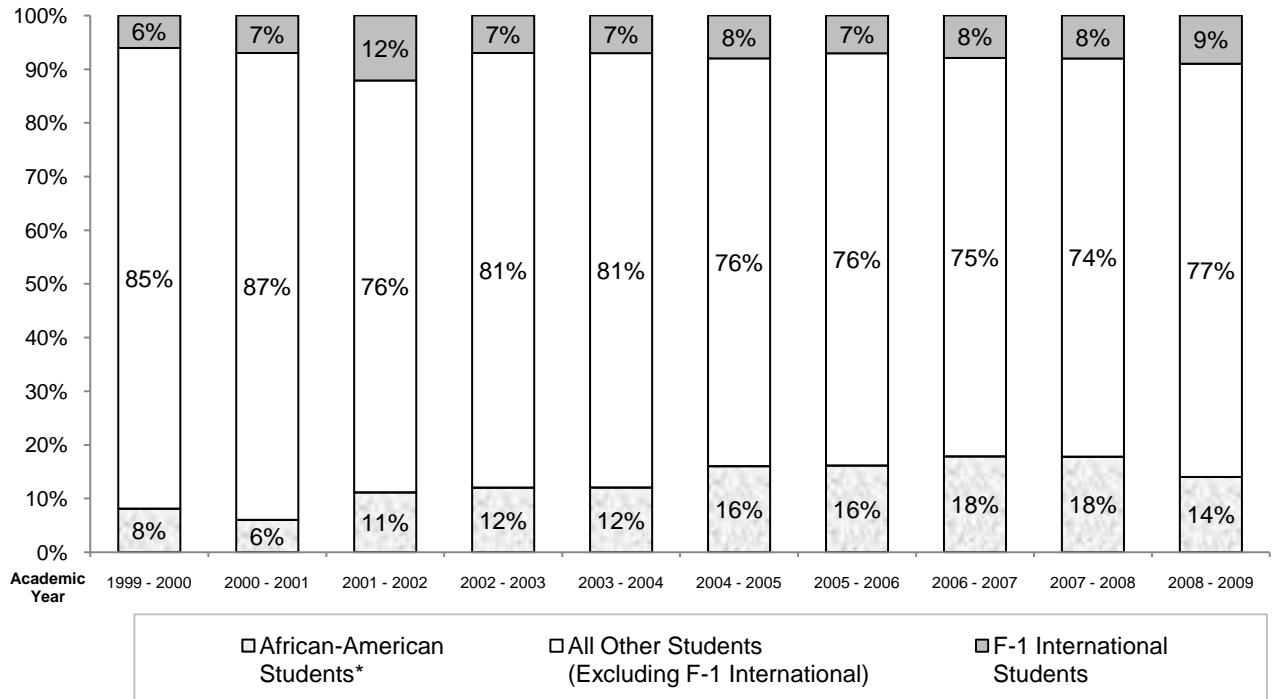
Note: These totals reflect majors from September 1 through July 1 of each year.

# GRADUATE TRENDS

## Graduates by Gender



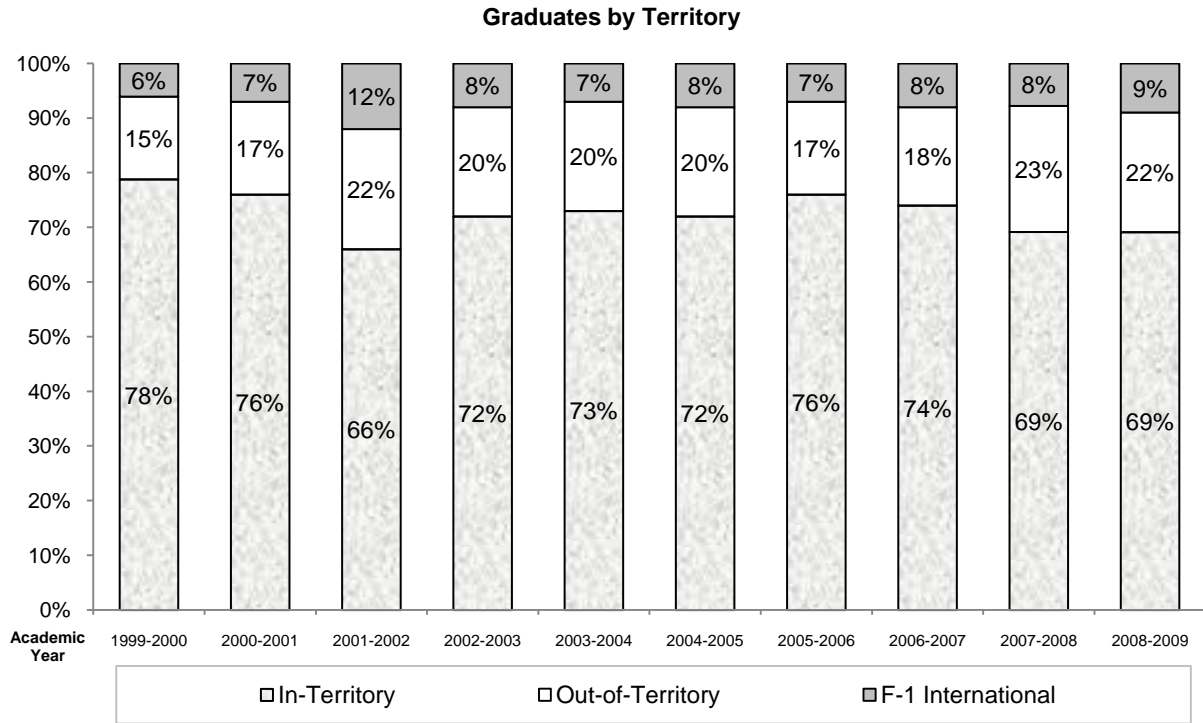
## Graduates by Cohort Type



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

Source: Office of Institutional Research and Assessment, October 2009

# Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2009

## EDUCATION ABROAD

From the Berea College Catalog, 2009-2010:

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 global society by undertaking a variety of initiatives to help its students - tomorrow's leaders - strengthen their international awareness. International education for Berea students takes place both on campus and abroad in many ways, including: encouraging international perspectives in course work and curriculum across the disciplines; hosting students, faculty, and guest lecturers 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 2004 - 2005 THROUGH 2008 - 2009

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>2004 – 2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
Full Year	1	1	1	2	0
Semester	36	31	31	26	23
Short Term	123	141	95	171	132
Summer	<u>61</u>	<u>87</u>	<u>105</u>	<u>58</u>	<u>63</u>
TOTAL	221	260	232	257	218
Percent of Students who Participated*:	21%	24%	22%	25%	22%

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

Source: Berea College Catalog, 2009 – 2010  
 < <http://www.berea.edu/catalog/distinctivefeatures/internationaleducation.asp>>  
 Center for International Education, November 2009 < <http://www.berea.edu/cie/>>

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

**Academic Year 2008– 2009**

<u>Academic Year (0)</u>	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Semester (23)</u>		Internships	
Berea Term Abroad		Nepal	1
Australia	1	New Zealand	2
England	2	Sri Lanka	1
India	3	Non Credit	
Ireland	2	Kenya	1
Japan	1	Team-Initiated Studies	
Morocco	1	England	2
New Zealand	1	Ghana	2
Vietnam	1	<u>Summer (63)</u>	
Wales	1	Independent Studies	
Department of Foreign Languages		France	1
France	1	Internships	
Germany	1	Israel	1
Mexico	3	Guatemala	1
Spain	2	Mexico	2
BMW		Romania	1
Hungary	1	Kentucky Institute for International Studies (KIIS)	
Independent Studies		Austria	1
Japan	1	Costa Rica	3
Mexico	1	Czech Republic	3
<u>Short Term (132)</u>		Denmark	4
Berea Course Credit		Greece	10
Bahamas	6	Japan	8
Denmark	5	Mexico	7
Egypt	2	Spain	1
Ghana	3	Turkey	3
India	2	Ukraine	6
Faculty-Led Berea Courses		Non Berea	
Europe	39	China	1
France	22	Non Credit	
Honduras	20	Germany	3
Mexico	21	Greece	2
Independent Studies		Guatemala	2
Cameroon	1	Kazakstan	1
England	1	Nicaragua	1
Scotland	1	Senegal	1
		<b>TOTAL</b>	<b>218</b>

Source: Center for International Education, November 2009

## 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
- University of Kentucky Cooperative Extension Service, Kentucky
- Amazon conservation Association, Madre de Dios, Peru
- Shepherd Poverty Alliance, Various Locations
- Refugee and Immigration Services, Richmond, Virginia
- Making Nature Visible: Planning an Italian Ecovillage, Italy

### Number of Internships Academic Years 2004 - 2005 through 2008 - 2009

Term	<u>2004 - 2005</u>	<u>2005 - 2006</u>	<u>2006 - 2007</u>	<u>2007 - 2008</u>	<u>2008 - 2009</u>
Fall	7	0	3	9	2
Short	29	30	33	29	26
Spring	11	1	3	2	4
Summer	<u>79</u>	<u>67</u>	<u>94</u>	<u>82</u>	<u>100</u>
TOTAL	126	98	133	122	132

Percent of Students who Participated*:	12%	9%	9%	12%	13%
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NOTE: Many other students participate in internships that do not involve academic credit.

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

Source: Berea College Catalog, 2009 – 2010, <<http://www.berea.edu/catalog/dpc/opportunities.asp#internship>>  
Office of Internships, November 2009

## 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, 2009-2010](#):

Based upon its commitment to promote the Christian ethic of service and to serve the Appalachian region, Berea College created the Center for Excellence in Learning through Service (CELTS) to educate students for leadership in service and social justice. Established in 2000, CELTS coordinates the campus' student-led, community-service programs and supports service-learning in the academic curriculum. 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>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
Courses and Projects	32	32	31	29	19
Departments and Programs	20	18	24	16	13
Faculty Fellows in Service-Learning	11	13	*	not applicable	not applicable
Campus and Community Workshops and Seminars	4	3	4	not applicable	4
Faculty Teaching with Service Learning				21	17
CELTS Support Grants for Service-Learning and Community-Based Research Projects				10	11

Community Partners, 2007-08:

Berea Community Food Bank	Madison County Health Department
Berea Community School	Madison Southern High School
Berea Health Ministry Rural Health Clinic	MACED (Mountain Association for Community and Economic Development)
BRANCH (Berea Richmond Area Network of Homeschoolers)	PeaceCrafts
Berea Tourism Center	Project Read
Center for Rural Development	Shannon Johnson Elementary School
HomeGrown HideAways	Silver Creek Elementary School
Kentuckians for the Commonwealth	South Madison Family Resource Center
League of Women Voters of Berea and Madison County	Terrace Nursing and Rehabilitation Center
Madison County Cooperative Extension Agency 4-H Program	Wallins Creek Elementary School
	WaysMeet Healing Arts Center

\*The faculty fellows program was restructured into an intensive week-long seminar.

Source: [Berea College Catalog, 2009 – 2010](#) <<http://www.berea.edu/catalog/bereastory/intservlearning.asp>>  
Center for Excellence in Learning through Service (CELTS), October 2009 <<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
2009	3	0	3

Source: Office of Academic Services, September 2009  
 <<http://www.berea.edu/cataloghandbook/enrollmentreg/er/exchangeprograms.asp>>



## 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>
2005	11	13	26
2006	8	12	16
2007	17	20	39
2008	19	22	39
2009	8	8	19**

\*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.

\*\* One project with one faculty member and one student was discontinued mid-summer when the student transferred.

Source: Academic Services, December 2009

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

## THE LABOR SUPERVISOR OF THE YEAR AWARD

Members of the student body are asked to submit recommendations for the Outstanding Labor Supervisor on campus. Because departments vary in the number of students an individual (faculty/staff) may be asked to supervise, more than one award may be appropriate. Therefore, the Labor Program Office has categorized eligibility based on the number of students supervised. Provided there are enough nominations submitted per category, there may be up to three labor supervisors of the year selected. The Award Selection Committee consists of five to seven individuals (faculty/staff) from within the campus community. The award and/or awards will be presented in the form of gift certificates and plaques.

### Recipients of the Labor Supervisor of the Year Award

*Names of current Berea College faculty and/or staff members are italicized.*

Janet Tronc	2005
<i>Deloris Coleman</i>	2006
<i>Linda Reynolds</i>	2006
<i>Loretta Reynolds</i>	2007
<i>Dave Porter</i>	2008
<i>Larky Kim Crawford</i>	2008
<i>Sandy Wells</i>	2009
<i>Leslie Kaylor</i>	2009

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS  
BY DEPARTMENTAL CATEGORIES  
FALL 2009**

(As of September 2009)

<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	16	125	38	1,795	11.01
Alumni and College Relations	8	44	7	547	10.73
Auxiliary Enterprises: Residence Halls (maintenance crews), Food Service	97	170	7	1,967	11.11
College Community Service	16	75	7	912	11.12
College Related	0	2	0	20	10.00
Community Partnerships	1	11	1	122	10.17
Farms	0	4	0	49	12.25
General and Administrative	45	150	4	1,655	10.75
Instruction	38	358	61	4,672	11.15
Plant Operations	45	92	6	1,039	10.60
Student Industries: Crafts	42	104	1	1,087	10.35
Student Industries: Services	25	39	1	423	10.58
Student Services	54	273	16	3,315	11.47
No Labor**	0	24	0	-	-
SUB-TOTAL	387	1,471	149	-	-
No Status Form***	5	25	n/a	-	-
TOTAL	392	1,496	149	17,603	11.03

352 - Extended *primary* position for more than ten hours per week.  
112 - Contracted in both a primary and at least one secondary position.  
464 - 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 2009.

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, 2009 – 2010: \$ 3.80 - \$ 6.05; Unclassified \$ 6.25

Compiled by: Office of Institutional Research and Assessment, September 2009.

## LABOR DEPARTMENTS

### Academic Support

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

Hutchins Library  
Internships  
Learning Center  
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 Dorm Maintenance Crews), Food Service

Anna Smith  
Bingham  
Blue Ridge  
Dana  
Danforth  
Ecovillage  
Edwards  
Elizabeth Rogers  
Estill Street Residential Complex

Fairchild  
James  
Kentucky  
Kettering  
Pearsons  
Seabury Residence Hall  
Talcott

Food Service

### College Community Service

#### CE LTS (Center for Excellence in Learning through Service)

Adopt-a-Grandparent  
Berea Buddies  
Berea Teen Mentoring  
Bonners Scholars Program  
First Book-Madison County  
Habitat for Humanity  
HEAL

Hispanic Outreach Project (H.O.P)  
Micah 6 Transportation Project  
One-on-One Tutoring  
People Who Care  
Students for Appalachia (SFA)  
Summer Tutoring Programs

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

Gear Up  
Special Programs

### College Related

Brushy Fork Institute

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

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

MACED  
Peacecraft  
Save the Children

### Farms

College Farm

### General and Administrative

Child Development Lab  
College Post Office  
Conference Services  
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

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

### Plant Operations

Campus Gardeners  
Facilities Management Office  
Forest Property Management

Maintenance  
Public Buildings  
Solid Waste and Recycling

### Student Industries: Crafts

Boone Tavern Gift Shop  
Broomcraft  
Ceramics  
Log House Craft Gallery

Student Crafts Distribution Center  
Weaving  
Woodcraft

### Student Industries: Services

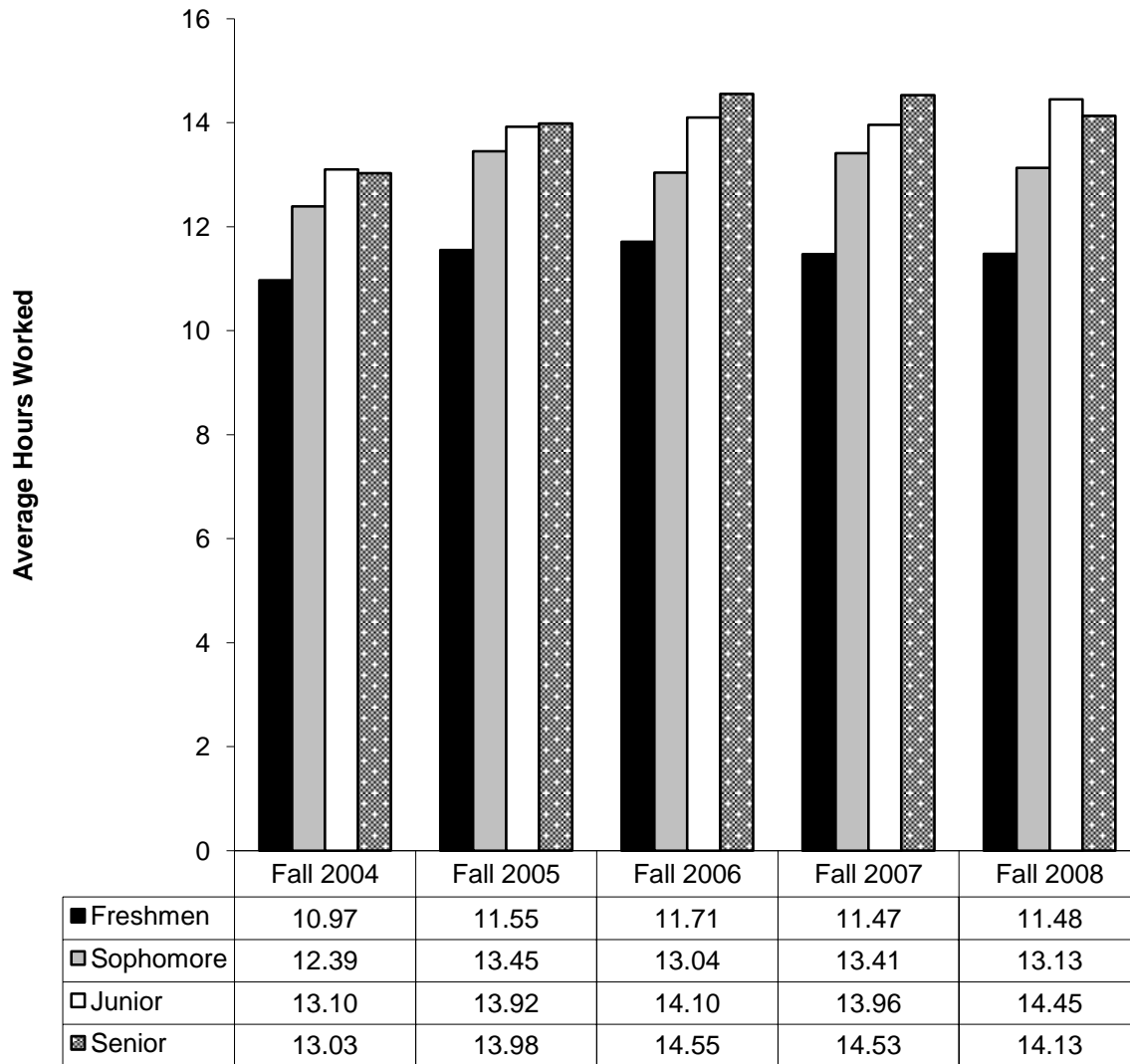
Boone Tavern Hotel  
College Bookstore

### 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  
Labor Program Office (includes Career  
    Development)  
Public Safety  
Seabury Center  
Student Financial Aid Services  
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 2009

## COST OF EDUCATION AND OTHER STUDENT COSTS

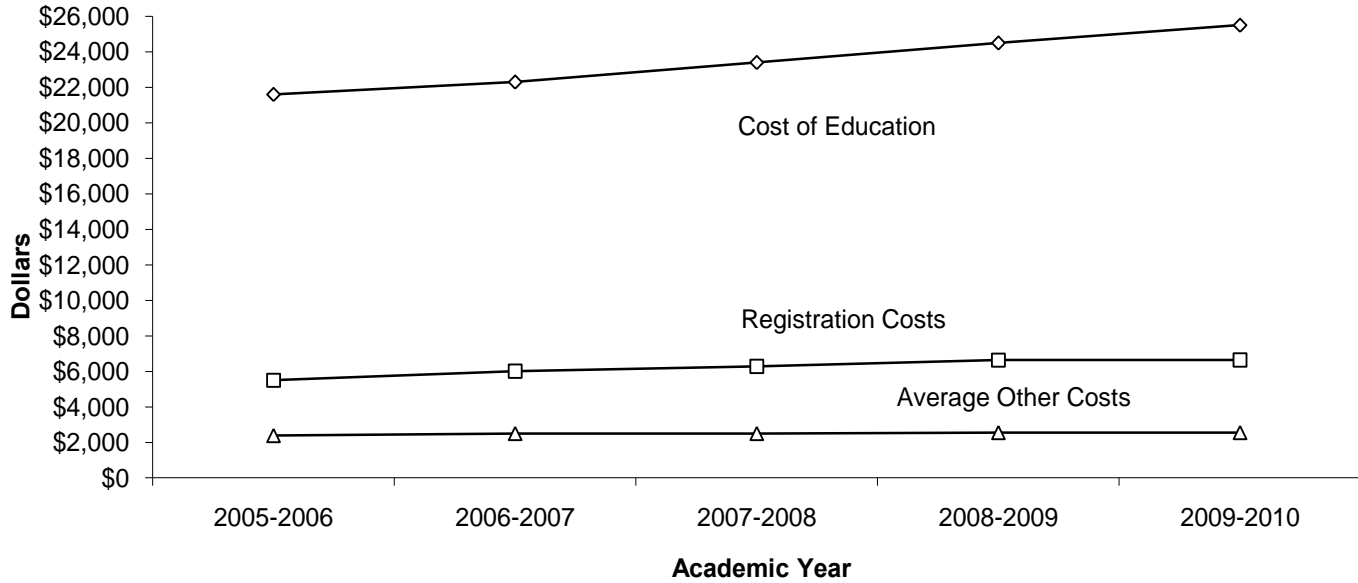
	Academic Year <u>2005-2006</u>	Academic Year <u>2006-2007</u>	Academic Year <u>2007-2008</u>	Academic Year <u>2008-2009</u>	Academic Year <u>2009-2010</u>
Cost Of Education (COE)*	\$ 21,600	\$ 22,300	\$ 23,400	\$ 24,500	\$ 25,500
Registration Costs:					
Room	2,660	2,794	2,934	3,082	3,082
Board	2,320	2,436	2,558	2,686	2,686
Accident Fund	20	20	20	20	20
Campus Activities Fee	46	46	50	50	50
Chimes (School Yearbook)	28	28	28	34	34
Health Fee	100	100	100	100	100
Health Insurance	0	255	270	340	350
Pinnacle (School Paper)	12	12	12	12	12
Student Government	10	10	10	10	10
Technology Fee**	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
SUBTOTAL	\$ 5,496	\$ 6,005	\$ 6,282	\$ 6,634	\$ 6,644
 Average other Costs:					
Books and Supplies	700	750	750	750	750
Personal	1,300	1,350	1,350	1,376	1,376
Transportation	<u>384</u>	<u>400</u>	<u>400</u>	<u>426</u>	<u>426</u>
SUBTOTAL	\$ 2,384	\$ 2,500	\$ 2,500	\$ 2,552	\$ 2,552
 TOTAL STUDENT COST	 \$ 7,880	 \$ 8,505	 \$ 8,782	 \$ 9,186	 \$ 9,196

\*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, January 2009. < <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 96.

*Average Other Costs* include books and supplies, personal expenses, and transportation costs. For more details, please see page 96.

Source: Office of Student Financial Aid Services, January 2009  
 < <http://www.berea.edu/catalog/admfinaid/financialplan.asp> >



**ALUMNI ASSOCIATION EXECUTIVE COUNCIL  
ACADEMIC YEAR 2009-2010**

**President**

James Cecil Owens, '66  
Kentucky

**President Elect**

Celeste Patton Armstrong, '90  
Alabama

**Past President**

Rob Stafford, '89  
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. Laramée, Honorary '10  
Kentucky

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

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

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

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

**2013:** Lynne Blankenship Caldwell, '79  
Virginia

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

**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

Bob 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

**2013:** Jason Von Cody, '94  
Tennessee

David Cook, '85  
Kentucky

William Churchill, '70  
Texas

Cara Stewart, '03  
Kentucky

Source: Alumni Office, January 2010  
<[www.berea.edu/alumni/volunteer/executivecouncil.asp](http://www.berea.edu/alumni/volunteer/executivecouncil.asp)>

**YOUNG ALUMNI ADVISORY COUNCIL  
ACADEMIC YEAR 2009-2010**

Shawn Adkins, '01  
Ohio

David Harrison, '01  
Kentucky

Brandy Sloan Brabham, '00  
West Virginia

Jonathan Johnson, '99  
Kentucky

Jarrold Brown, '04  
Kentucky

Markesha Flagg McCants, '04  
Kentucky

Dwayne Compton, '01  
Kentucky

Christina Perkins, '98  
Tennessee

Jennifer Goodpaster, '03  
Tennessee

Jeremy Rotty, '05  
Maryland

Steve Goodpaster, '03  
Tennessee

Renee Waller, '00  
Florida

Destiny Harper, '06  
Kentucky

Source: Alumni Office, October 2009  
<[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 2009**

Alabama	444	Nebraska	21
Alaska	18	Nevada	26
Arizona	113	New Hampshire	17
Arkansas	45	New Jersey	74
California	371	New Mexico	50
Colorado	101	New York	168
Connecticut	48	North Carolina	1,357
Delaware	23	North Dakota	3
District of Columbia	33	Ohio	1,174
Florida	590	Oklahoma	33
Georgia	535	Oregon	80
Hawaii	22	Pennsylvania	169
Idaho	20	Puerto Rico	1
Illinois	238	Rhode Island	8
Indiana	391	South Carolina	351
Iowa	48	South Dakota	6
Kansas	30	Tennessee	1,396
Kentucky	6,443	Texas	319
Louisiana	44	Utah	16
Maine	27	Vermont	21
Maryland	244	Virgin Islands	3
Massachusetts	86	Virginia	1,121
Michigan	195	Washington	98
Minnesota	65	West Virginia	550
Mississippi	39	Wisconsin	48
Missouri	105	Wyoming	4
Montana	23		
		Countries other than the U.S.**	192
		Armed Forces - Europe	7
		Armed Forces - Pacific	<u>3</u>
		<b>TOTAL</b>	<b>17,657</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 101.

Source: Alumni Office, October 2009

**ALUMNI\* BY COUNTRIES  
ORGANIZED BY CONTINENT  
As of October 2009**

**Africa**

Cameroon	1
Egypt	1
Gambia	1
Ghana	4
Kenya	5
Madagascar	1
Mali	2
Nigeria	7
Senegal	1
South Africa	3
Tanzania	2
Zimbabwe	2
Africa TOTAL	<u>30</u>

**Asia**

Burma	2
Cambodia	1
China	6
Hong Kong	6
India	8
Indonesia	1
Iran	1
Israel	3
Japan	7
Kyrgyzstan	1
Macau	1
Malaysia	5
Nepal	1
Republic of Korea	5
Russia	1
Singapore	1
Sri Lanka	3
Thailand	7
Turkey	3
Asia TOTAL	<u>63</u>

**Oceania**

Australia	1
Palau	1
Micronesia	1
Oceania TOTAL	<u>3</u>

**Europe**

Austria	2
Belgium	2
Bulgaria	2
Czech Republic	1
Denmark	3
France	1
Georgia	2
Germany	5
Greece	8
Ireland	2
Latvia	1
Lithuania	1
Macedonia	1
Montenegro	1
Netherlands	4
Romania	1
Slovak Republic	2
Spain	4
Sweden	2
Switzerland	1
Ukraine	1
United Kingdom	10
Europe TOTAL	<u>57</u>

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

Canada	24
Cayman Islands	2
Costa Rica	1
Dominica	1
Mexico	2
Nicaragua	1
Trinidad and Tobago	2
North America TOTAL	<u>33</u>

**South America**

Bolivia	1
Ecuador	4
Uruguay	1
South America TOTAL	<u>6</u>

United States**	17,455
Armed Forces - Europe	7
Armed Forces - Pacific	3
<b>TOTAL</b>	<b><u>17,657</u></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 100.

Source: Alumni Office, October 2009

## ALUMNI\* BY OCCUPATION

Accounting	164	Interior Decorating/Design	9
Administrative/Clerical/Secretarial	166	Journalism	11
Advertising	22	Judiciary	10
Agriculture/Ranching	96	Labor/Human Resources	14
Animal Science/Veterinary Medicine	17	Landscaping	9
Architecture/Urban Planning	14	Law/Legal Services	156
Art	43	Library Science	117
Arts - Fine	30	Management	346
Arts - Performing/Creative	47	Manufacturing	129
Aviation/Aerospace	10	Marketing	45
Banking	71	Mathematics/Statistics	6
Biological Sciences	1	Mechanical	7
Brokerage/Securities/Investments	22	Media	12
Business - Administration	79	Medical/Health (not M.D., RN, Dentist, Pharmacy)	199
Business - Entrepreneur/Owner	185	Merchandising/Sales/Marketing	26
Business - Management	95	Military	31
Business - Owner	47	Ministry	135
Childcare	24	Missionary	6
City Service Officer	3	Musician	1
Civil Service	16	Nonprofit	9
Clergy	12	Nursing	473
Communications	27	Nutrition	29
Computing/High Technology	227	Personal Services	6
Construction/Contracting	52	Personnel/Human Resources	41
Consulting	49	Pharmacology	5
Counseling	108	Pharmacy	14
Crafts	6	Physical Sciences/Math	12
Dentistry	22	Physician	104
Economics	2	Public Relations	8
Education - Administrative	361	Public Service (Firefighter, Police, Sanitation)	36
Education - Student Affairs	44	Publishing	39
Education - Teaching	1,494	Radio/TV/Film	4
Energy Resources (Oil, etc.)	20	Real Estate	43
Engineering	133	Recreation/Leisure Services	14
Entertainment	11	Research/Development	76
Environmental Science	33	Restaurant	9
Estate Planning/Trusts/Taxation	1	Retired	2,489
Extension Work	20	Sales	130
Fashion/Beauty	2	Science	75
Financial Services	69	Self-Employed	11
Foreign Service	3	Social Science	15
Foundations	1	Social Work	207
Fund Raising	25	Sports/Recreation	14
Funeral Services	4	Student	3
Government - Elected	45	Support Staff/Secretarial/Clerical	25
Government - Non-elected	169	Trade/Craft	36
Graphic Design	14	Transportation	32
Health	62	Travel Industry	9
Homemaking	258	Utilities	19
Hotel/Restaurant/Catering	40	Veterinarian	6
Import/Export	3	Volunteerism	32
Insurance	76	Writing	31
		<i>Unknown (Includes "Other")</i>	<u>7,787</u>
		<b>TOTAL</b>	<b>17,657</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 17,657 alumni on record, information on occupations is known for 56%.

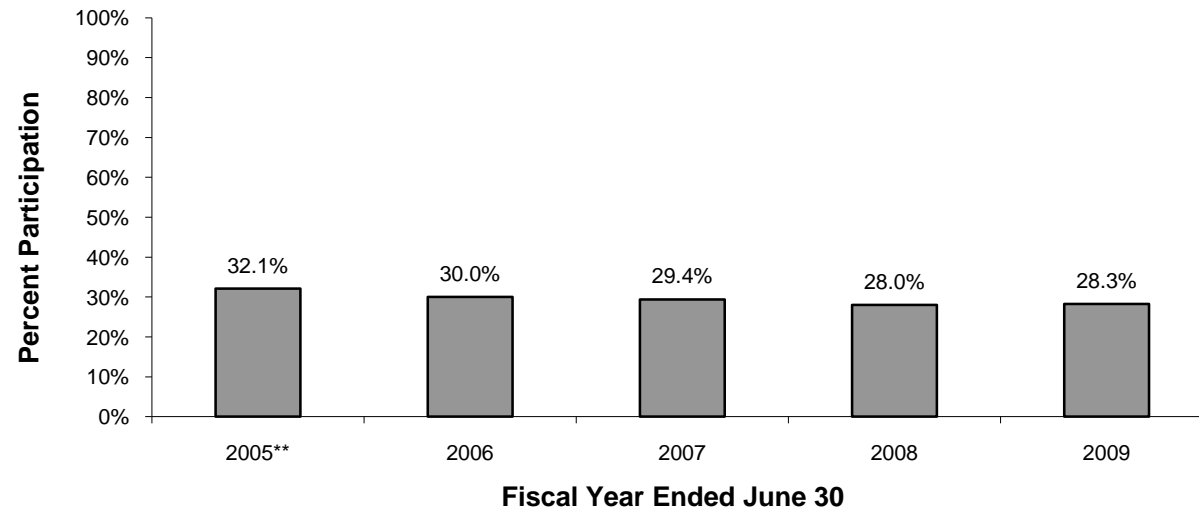
Source: Alumni Office, October 2009

## ALUMNI\* GIVING SUMMARY

**Fiscal Year Ended June 30**

	<u>2005**</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Alumni Berea Fund - Goal	\$ 775,000	\$ 790,000	\$ 801,850	\$ 815,000	\$ 835,000
Alumni Berea Fund - Received	\$ 855,754	\$ 852,796	\$ 969,111	\$ 985,192	\$ 1,049,887
Other Gifts (includes gift-in-kind)	<u>2,187,336</u>	<u>3,551,288</u>	<u>4,778,929</u>	<u>2,593,792</u>	<u>15,669,649</u>
<b>TOTAL</b>	<b>\$ 3,043,090</b>	<b>\$ 4,404,084</b>	<b>\$ 5,748,040</b>	<b>\$ 3,578,984</b>	<b>\$ 16,719,536</b>
Percent Participation - All Alumni**	32.1%	30.0%	29.4%	28.0%	28.3%
Percent Participation - All Graduates**	34.5%	32.6%	31.2%	30.1%	29.6%

## 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 2009

**BEREA COLLEGE  
DESIGNATION OF FUNDS  
For Fiscal Year Ended June 30, 2009**

**Current Operations**

Berea Fund - Unrestricted	\$ 4,540,941
Student Aid - Restricted	110,367
Other - Restricted	<u>916,298</u>

TOTAL CURRENT OPERATIONS \$ 5,567,606

**Capital Purposes** \$ 536,813

**Student Loan Fund** \$ 18,900

**Endowment from Gifts and Bequests**

Restricted	\$ 1,186,731
Unrestricted	<u>27,735,165</u>

TOTAL ENDOWMENT \$ 28,921,896

**Gift Value of Annuities and Life Income Agreements** 738,400

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE  
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 35,783,615

**Gifts-In-Kind** 57,410

**GRAND TOTAL** \$ 35,841,025

Source: College Relations, October 2009

**SOURCE OF CONTRIBUTIONS  
TO BEREA COLLEGE  
For Fiscal Year Ended June 30, 2009**

	<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	276	1.71%	\$ 2,031,723	5.67%
Corporations and corporate foundations	492	3.05%	1,229,634	3.43%
Organizations, associations, and clubs	64	0.40%	194,921	0.54%
Religious groups	18	0.11%	7,992	0.02%
Fund-raising consortia	4	0.03%	17,301	0.05%
Individuals (other than alumni)	10,210	63.36%	2,113,646	5.90%
Alumni	4,681	29.05%	1,168,050	3.26%
Bequests - Alumni	42	0.26%	14,693,116	41.00%
Bequests - Non-Alumni	<u>241</u>	<u>1.50%</u>	<u>13,588,832</u>	<u>37.91%</u>
TOTAL GIFTS AND BEQUESTS	16,028	99.47%	\$ 35,045,215	97.78%
<b>Gift Value of Annuities and Life Income Agreements</b>				
Alumni	11	0.07%	176,854	0.49%
Non-Alumni	<u>19</u>	<u>0.12%</u>	<u>561,546</u>	<u>1.57%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	16,058	99.66%	\$ 35,783,615	99.84%
<b>Gifts-In-Kind</b>				
Alumni	11	0.07%	127	0.00%
Non-Alumni	<u>44</u>	<u>0.27%</u>	<u>57,283</u>	<u>0.16%</u>
<b>GRAND TOTAL</b>	<u>16,113</u>	100.00%	<u>\$ 35,841,025</u>	100.00%

Source: College Relations, October, 2009



**BEREA COLLEGE ALUMNI AND FRIENDS GIVING\***  
**BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES**  
For Fiscal Year Ended June 30, 2009

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	170	\$ 1,020,150	Montana	32	\$ 6,656
Alaska	12	6,085	Nebraska	17	4,521
Arizona	250	454,503	Nevada	22	1,001,438
Arkansas	54	9,906	New Hampshire	64	28,581
Armed Forces	5	405	New Jersey	496	431,928
California	1,303	1,964,728	New Mexico	112	66,103
Colorado	168	153,840	New York	859	756,768
Connecticut	262	497,539	North Carolina	895	558,241
Delaware	65	78,955	North Dakota	17	458
D.C.	101	37,344	Ohio	965	1,260,107
Florida	757	667,329	Oklahoma	44	19,117
Georgia	314	169,282	Oregon	121	14,801
Hawaii	38	12,958	Pennsylvania	610	285,493
Idaho	31	4,460	Puerto Rico	11	147
Illinois	555	994,494	Rhode Island	43	3,485
Indiana	338	4,390,249	South Carolina	246	44,242
Iowa	93	8,253	South Dakota	6	2,010
Kansas	65	44,502	Tennessee	588	621,869
Kentucky	2,457	3,391,702	Texas	418	11,081,819
Louisiana	50	30,910	Utah	35	6,714
Maine	72	42,110	Vermont	65	5,345
Maryland	411	101,199	Virginia	15	1,400
Massachusetts	353	754,257	Virgin Islands	831	251,602
Michigan	515	1,158,808	Washington	215	210,885
Minnesota	245	1,184,682	West Virginia	205	1,760,679
Mississippi	39	25,865	Wisconsin	246	72,693
Missouri	140	77,424	Wyoming	7	50,422
<b>STATE AND U.S. TERRITORIES TOTALS</b>				<b>16,048</b>	<b>\$ 35,829,464</b>
<b>Other Countries:</b>					
Belgium	2	\$ 1,350	Hong Kong	2	\$ 1,500
Cameroon	5	30	Japan	3	1,801
Canada	6	1,652	Kyrgyzstan	3	11
Egypt	1	500	Lithuania	1	1,000
Federated States of Micronesia	1	10	Republic of Korea	1	1,000
Germany	13	452	Singapore	1	200
			United Kingdom	2	850
<b>OTHER COUNTRY TOTALS</b>				<b>41</b>	<b>\$ 10,356</b>
Anonymous				<u>24</u>	<u>1,205</u>
<b>TOTALS*</b>				<u><b>16,113</b></u>	<u><b>\$35,841,025</b></u>

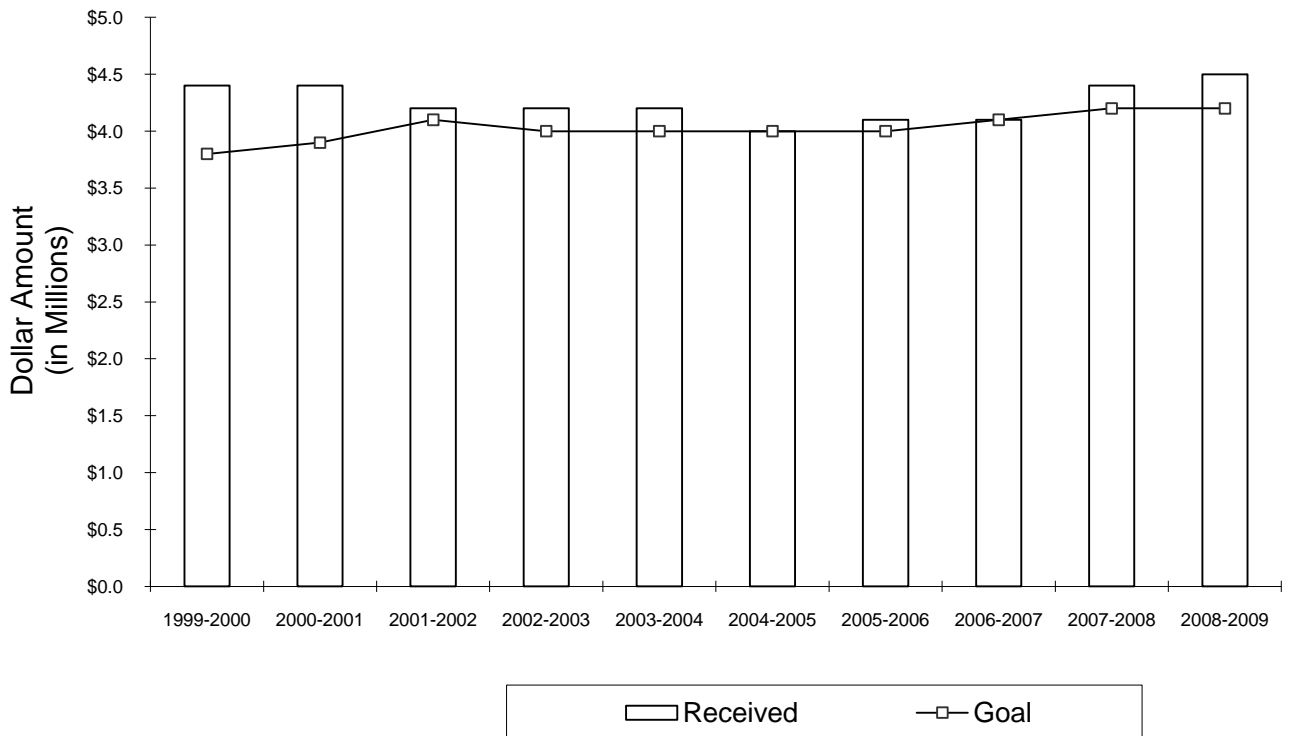
\*Includes gifts-in-kind and bequests.

Source: College Relations, October, 2009

**BEREA FUND GOALS AND AMOUNTS RECEIVED**  
**FISCAL YEARS 1999-2000 THROUGH 2008-2009**

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Goal	\$3,790,000	\$3,900,000	\$4,050,000	\$4,150,000	\$4,000,000
Received	\$4,410,050	\$4,391,390	\$4,226,765	\$4,091,714	\$4,228,691
	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
Goal	\$4,000,000	\$4,060,000	\$4,120,000	\$4,200,000	\$4,245,000
Received	\$4,000,022	\$4,128,644	\$4,117,085	\$4,377,103	\$4,540,941

**Berea Fund: Goals and Amounts Received**  
**Fiscal Years 1999-2000 through 2008-2009**



Source: College Relations, October 2009

**DONATIONS**  
**Fiscal Years 1999 - 2000 through 2008 - 2009**

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Number of Gifts*	17,882	16,497	17,010	15,894	16,232
Current Operations	\$4,928,616	\$5,095,546	\$4,946,234	\$4,740,356	\$5,037,190
Endowment	\$19,999,055	\$13,929,336	\$17,442,009	\$16,836,573	\$20,087,707
Other*	<u>\$438,275</u>	<u>\$1,022,514</u>	<u>\$988,607</u>	<u>\$2,243,735</u>	<u>\$1,652,398</u>
TOTAL	\$25,365,946	\$20,047,396	\$23,376,850	\$23,820,664	\$26,777,295

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	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>
Number of Gifts*	16,294	15,980	14,725	15,699	16,058
Current Operations	\$5,214,232	\$5,445,938	\$4,930,860	\$5,084,391	\$5,567,606
Endowment	\$18,208,656	\$15,452,553	\$19,038,879	\$18,716,915	\$28,921,896
Other*	<u>\$1,881,797</u>	<u>\$1,357,828</u>	<u>\$1,476,928</u>	<u>\$2,469,575</u>	<u>\$1,294,113</u>
TOTAL	\$25,304,685	\$22,256,319	\$25,446,667	\$26,270,881	\$35,783,615

\*Does not include gifts-in-kind.

Source: College Relations, October 2009

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS**  
**For Fiscal Year Ended June 30, 2009**

<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	374	3.65%	1,405	0.00%
10 – 24	1,069	10.44%	16,036	0.04%
25 – 49	1,969	19.22%	54,246	0.15%
50 – 99	2,025	19.77%	109,502	0.31%
100 – 199	1,971	19.24%	214,038	0.60%
200 – 499	1,354	13.22%	349,421	0.97%
500 – 749	485	4.73%	257,317	0.72%
750 – 999	63	0.61%	51,128	0.14%
1,000 – 2,499	494	4.82%	630,599	1.76%
2,500 – 4,999	125	1.22%	395,635	1.10%
5,000 – 7,499	81	0.79%	430,588	1.20%
7,500 – 9,999	24	0.23%	203,410	0.57%
10,000 – 19,999	88	0.86%	1,155,092	3.22%
20,000 – 29,999	32	0.31%	767,405	2.14%
30,000 – 49,999	21	0.20%	758,920	2.12%
50,000 – 69,999	18	0.18%	1,004,460	2.80%
70,000 – 99,999	10	0.10%	805,626	2.25%
100,000 – 149,999	16	0.16%	1,803,757	5.03%
150,000 – 249,999	6	0.06%	1,154,784	3.22%
250,000 – 499,999	10	0.10%	3,039,143	8.48%
500,000 – 999,999	4	0.04%	2,520,193	7.03%
1,000,000 – 2,499,999	2	0.02%	2,711,524	7.57%
2,500,000 and up	3	0.03%	17,406,797	48.57%
<b>TOTALS</b>	<b><u>10,244</u></b>	<b>100%</b>	<b><u>\$35,841,025</u></b>	<b>100%</b>

The 10,244 donors gave 16,113 gifts in FY 2009 for a total of \$35,841,025.

Average (Mean)	\$3,499
Median	\$60
Mode	\$50

NOTE: Please see page 110 for a breakdown of gifts by the Number of Gifts.

\*Donor category is based on total giving for the fiscal year. Only one donor is counted per gift even if two donors received credit.

\*\*Includes gifts-in-kind.

Source: College Relations, October 2009

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS**  
**For Fiscal Year Ended June 30, 2009**

<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	1,226	7.61%	\$4,055	0.01%
10 – 24	2,628	16.31%	37,982	0.11%
25 – 49	3,735	23.18%	99,597	0.28%
50 – 99	2,748	17.05%	145,483	0.41%
100 – 199	2,732	16.96%	286,159	0.80%
200 – 499	1,374	8.53%	344,342	0.96%
500 – 749	560	3.48%	289,070	0.81%
750 – 999	40	0.25%	32,632	0.09%
1,000 – 2,499	549	3.41%	693,724	1.94%
2,500 – 4,999	141	0.88%	461,206	1.29%
5,000 – 7,499	123	0.76%	671,977	1.87%
7,500 – 9,999	32	0.20%	277,628	0.77%
10,000 – 19,999	104	0.65%	1,391,351	3.88%
20,000 – 29,999	33	0.20%	794,686	2.22%
30,000 – 49,999	23	0.14%	845,679	2.36%
50,000 – 69,999	13	0.08%	702,384	1.96%
70,000 – 99,999	6	0.04%	488,549	1.36%
100,000 – 149,999	22	0.14%	2,439,548	6.81%
150,000 – 249,999	10	0.06%	1,987,294	5.54%
250,000 – 499,999	6	0.04%	2,006,963	5.60%
500,000 – 999,999	3	0.02%	1,961,914	5.47%
1,000,000 – 2,499,999	2	0.01%	2,500,000	6.98%
2,500,000 and up	3	0.02%	17,378,802	48.49%
<b>TOTALS</b>	<b><u>16,113</u></b>	<b>100%</b>	<b><u>\$ 35,841,025</u></b>	<b>100%</b>

The 10,244 donors gave 16,113 gifts in FY 2009 for a total of \$35,841,025.

Average (Mean)	\$2,224
Median	\$50
Mode	\$25

NOTE: Please see page 109 for a breakdown of gifts by the Number of Donors.

\*Includes gifts-in-kind.

Source: College Relations, October 2009

**FINANCIAL HIGHLIGHTS  
YEARS ENDED JUNE 30, 2009 AND 2008**

	<u>2009</u>	<u>2008</u>
<b>OPERATING REVENUE</b>	\$ 77,972,937	\$ 75,224,258
<b>OPERATING EXPENSES</b>	\$ 69,161,495	\$ 67,964,732
<b>OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS</b>	\$ 8,811,442	\$ 7,259,526
<b>ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT</b>	\$ 13,796,859	\$ 9,158,367
<b>LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS</b>		
Original gift value	\$ 399,186,430	\$ 368,689,457
Investments at market	\$ 791,209,800	\$ 1,023,254,700
Interest and dividends, net	\$ 16,126,355	\$ 21,175,329
Return	1.6%	1.9%
Market price decrease	\$(228,120,519)	\$(72,956,786)
Return	-22.4%	-6.6%
Total return	\$(211,994,164)	\$ (51,781,457)
Percent – time weighted	-20.8%	-4.7%
<b>CASH AND IN-KIND CONTRIBUTIONS</b>		
Cash Gifts	\$ 7,501,667	\$ 9,871,990
Bequests	<u>28,281,948</u>	<u>16,398,891</u>
Total cash gifts	35,783,615	26,270,881
Gifts-in-kind	<u>57,410</u>	<u>125,907</u>
Total	<u>\$ 35,841,025</u>	<u>\$ 26,396,788</u>

Source: Office of Financial Affairs, October 2009

**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2009 and 2008**

<b>ASSETS</b>	<b>2009</b>	<b>2008</b>
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 25,541,383	\$ 23,165,985
Other investments - absolute return fund	-	5,448,357
Accrued interest on investments	1,580,307	2,337,135
Accounts and notes receivable	3,564,530	1,981,139
Inventories	1,434,029	1,624,956
Prepaid expenses and other assets	114,815	51,925
Contributions receivable and bequests in probate	7,678,037	16,447,195
Total current assets	39,913,101	51,056,692
<b>NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS</b>	2,727,392	1,219,279
<b>CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE</b>	2,655,285	3,377,313
<b>LONG-TERM RECEIVABLES</b>	1,312,799	1,335,234
<b>LONG-TERM INVESTMENTS</b>		
Donor-restricted endowment	445,508,900	573,607,800
Tuition replacement	345,700,900	449,646,900
Annuity and life income	22,790,400	28,767,600
Funds held in trust by others	18,860,900	23,684,800
Total long-term investments	832,861,100	1,075,707,100
<b>BOND PROCEEDS FOR CAPITAL ADDITIONS</b>	3,265,911	-
<b>BOND DEFEASANCE ESCROW</b>	-	503,443
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	149,801,990	142,149,654
Total assets	\$ 1,032,537,578	\$ 1,275,348,715
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 4,991,787	\$ 6,235,943
Accrued salaries and wages	2,792,342	2,631,745
Deposits and agency funds	475,517	418,251
Deferred income	144,722	111,707
Current maturities of long-term debt	1,914,982	2,195,000
Total current liabilities	10,319,350	11,592,646
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	15,530,163	14,989,580
Long-term debt	62,060,567	60,105,000
Total long-term liabilities	77,590,730	75,094,580
Total liabilities	87,910,080	86,687,226
<b>NET ASSETS</b>		
Unrestricted	615,759,311	816,355,437
Temporarily restricted	81,449,675	126,983,479
Permanently restricted	247,418,512	245,322,573
Total net assets	944,627,498	1,188,661,489
Total liabilities and net assets	\$ 1,032,537,578	\$ 1,275,348,715

Source: Office of Financial Affairs, October 2009

**STATEMENT OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2009 AND 2008**

	<b>2009</b>	<b>2008</b>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 44,950,728	\$ 41,511,289
Gifts and donations	5,351,568	5,260,535
Federal grants	7,421,522	7,346,497
Cost of education fees paid by federal and state scholarships	2,755,000	2,615,000
Fees paid by students	1,508,813	1,430,102
Other income	2,462,116	3,854,924
Residence halls and food service	7,516,824	7,280,522
Student industries and rentals	3,263,481	3,748,822
Net assets released from restrictions	5,765,578	5,202,704
Gross operating revenue	80,995,630	78,250,395
Less: Student aid	(3,022,693)	(3,026,137)
Net operating revenue	77,972,937	75,224,258
<b>OPERATING EXPENSES</b>		
Program Services --		
Educational and general	44,285,917	43,800,318
Residence halls and food service	7,107,081	7,421,851
Student industries and rentals	5,309,036	4,703,052
Total program services	56,702,034	55,925,221
Support services	12,459,461	12,039,511
Total operating expenses	69,161,495	67,964,732
Operating revenue in excess of operating expenses from continuing operations	8,811,442	7,259,526
<b>OTHER CHANGES IN NET ASSETS</b>		
Gain on sale of property, plant, and equipment	91,849	24,540
Loss on valuation of interest rate swaps	(2,085,100)	(2,013,900)
Investment return less than amounts designated for current operations	(267,365,773)	(100,289,606)
Gifts and bequests restricted or designated for long- term investments	19,817,309	14,651,072
Restricted gifts for property, plant and equipment and other specific purposes	1,180,962	998,809
Restricted spendable return on endowment investments	5,596,981	5,178,360
Reclassification of net assets released from restrictions	(5,765,578)	(5,202,704)
Net adjustment of annuity payment and deferred giving liability	(4,316,083)	(2,157,874)
<b>Total change in net assets</b>	<b>\$ (244,033,991)</b>	<b>\$ (81,551,777)</b>

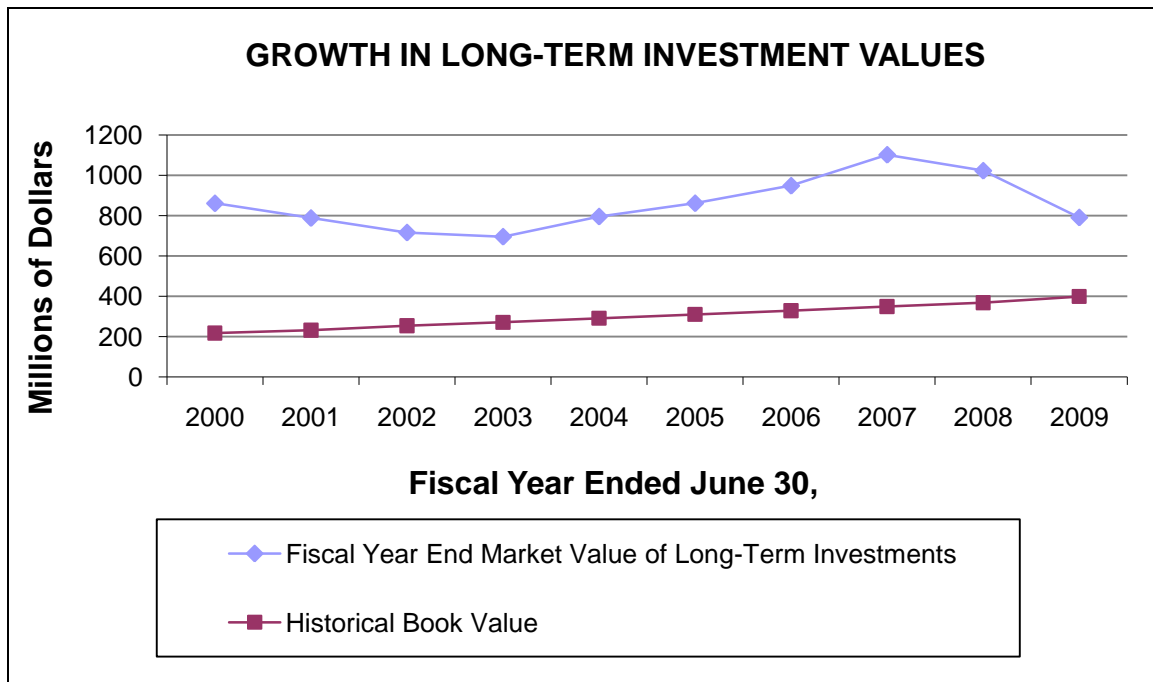
Source: Office of Financial Affairs, October 2009



## 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>
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
2009	791,209,800	399,186,430

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



Source: Office of Financial Affairs, October 2009

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS  
YEARS ENDED JUNE 30, 2009 AND 2008**

	2009	2008
<b>Endowment and Tuition Replacement:</b>		
Pooled Investments -		
U.S. equities	\$ 225,920,800	\$ 314,991,100
International equities	164,560,000	222,820,000
Corporate notes and bonds	76,710,900	91,079,100
U.S. Government securities	37,327,300	38,404,300
Foreign bonds	735,400	454,800
Structured notes	30,085,700	69,621,600
Private equity – venture capital	8,709,600	11,905,900
Private equity – buy out	20,537,900	17,709,800
Private equity – debt funds	7,318,200	5,229,400
Private equity – fund of funds	41,234,700	51,953,100
Hedge funds	110,087,200	133,908,800
Real estate	895,800	1,247,900
Short-term investments and cash	64,068,900	60,542,600
Total	788,192,400	1,019,868,400
Non Pooled Investments -		
U.S. equities	11,500	248,600
Corporate notes and bonds	-	101,400
U.S. Government securities	-	20,700
Real estate	2,978,500	2,978,500
Short-term investments and cash	27,400	37,100
Total	3,017,400	3,386,300
Total endowment and tuition replacement	791,209,800	1,023,254,700
<b>Annuity and Life Income:</b>		
Pooled Annuity Investments -		
U.S. equities	5,572,900	9,045,200
International equities	2,918,100	1,952,900
Corporate notes and bonds	1,237,100	4,338,000
Short-term investments and cash	1,770,700	-
Short-term investments and cash	191,600	237,700
Total	11,690,400	15,573,800
Separately Invested Trusts -		
U.S. equities	4,383,200	6,112,300
International equities	2,341,200	1,394,100
Corporate notes and bonds	2,313,000	4,726,500
U.S. Government securities	1,455,700	330,200
Real estate	330,000	330,000
Short-term investments and cash	276,900	300,700
Total	11,100,000	13,193,800
Total annuity and life income	22,790,400	28,767,600
<b>Funds Held in Trust by Others:</b>		
Where Berea College receives all or a stipulated percent of income	18,860,900	23,684,800
Total long-term investments	\$ 832,861,100	\$ 1,075,707,100

Source: Office of Financial Affairs, October 2009

**FISCAL YEAR 2009-2010  
OPERATING BUDGET HIGHLIGHTS**

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

Endowment Spendable Return	\$ 31,750,300 78.4%
Gifts for Current Operations	\$ 3,800,000 9.4%
Federal and State Sources	\$ 3,988,000 9.9%
Other Miscellaneous Income	\$ 1,123,000 2.8%
Net Loss from Student Industries and Rentals	\$ (172,200) <u>(0.5%)</u>
	<u>\$ 40,489,100</u>

Source: Office of Financial Affairs, October 2009

## CURRENT OPERATING BUDGET

	2009-10 Budget	2008-09 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 40,715,000	\$ 43,028,000	\$ (2,313,000)	-5.38%
Less: Capital and Plant Fund TCERF	(5,174,400) (3,790,300)	(5,651,200) (3,048,800)	476,800 (741,500)	-8.44% 24.32%
Net Endowment Income	<u>31,750,300</u>	<u>34,328,000</u>	<u>(2,577,700)</u>	-7.51%
Gifts for Current Operations	3,800,000	4,245,000	(445,000)	-10.48%
Cost of Education Fees	3,050,000	2,655,000	395,000	14.88%
Federal Work Study Grant	938,000	938,000	-	0.00%
Fees Paid by Students	633,000	633,000	-	0.00%
Other Income	490,000	690,000	(200,000)	-28.99%
TOTAL	<u>40,661,300</u>	<u>43,489,000</u>	<u>(2,827,700)</u>	-6.50%
Student Industries and Rentals	5,039,800	4,286,000	753,800	17.59%
Residence Halls and Food Service	<u>7,402,000</u>	<u>7,434,300</u>	<u>(32,300)</u>	-0.43%
TOTAL REVENUES	<u>53,103,100</u>	<u>55,209,300</u>	<u>(2,106,200)</u>	-3.81%
<b>EXPENDITURES</b>				
Educational and General	40,489,100	42,988,000	(2,498,900)	-5.81%
Student Industries and Rentals	5,212,000	4,787,000	425,000	8.88%
Residence Halls and Food Service	<u>7,402,000</u>	<u>7,434,300</u>	<u>(32,300)</u>	-0.43%
TOTAL EXPENDITURES	<u>53,103,100</u>	<u>55,209,300</u>	<u>(2,106,200)</u>	-3.81%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2009

## EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2009-10 Budget	2008-09 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 40,715,000	\$ 43,028,000	\$ (2,313,000)	-5.38%
Less: Capital and Plant Fund	(5,174,400)	(5,651,200)	476,800	-8.44%
TCERF	<u>(3,790,300)</u>	<u>(3,048,800)</u>	<u>(741,500)</u>	24.32%
Net Endowment Income	31,750,300	34,328,000	(2,577,700)	-7.51%
Gifts for Current Operations	3,800,000	4,245,000	(445,000)	-10.48%
Cost of Education Fees	3,050,000	2,655,000	395,000	14.88%
Federal Work Study Grant	938,000	938,000	-	-
Fees Paid by Students	633,000	633,000	-	-
Other Income	490,000	690,000	(200,000)	-28.99%
Student Industries and Rentals	(172,200)	(501,000)	328,800	-65.63%
Residence Halls and Food Service	-	-	-	-
<b>TOTAL REVENUE</b>	<u>40,489,100</u>	<u>42,988,000</u>	<u>(2,498,900)</u>	-5.81%
<b>EXPENDITURES</b>				
Salaries and Wages	22,437,600	23,797,350	(1,359,750)	-5.71%
Salary Churn	<u>(350,000)</u>	<u>(350,000)</u>	-	-
Net Salaries and Wages	22,087,600	23,447,350	(1,359,750)	-5.80%
Fringe Benefits	5,759,300	6,101,000	(341,700)	-5.60%
Student Payroll	2,905,000	2,905,000	-	-
Net Controllable Expense	8,984,200	9,781,650	(797,450)	-8.15%
Computer Capital Fund	448,000	448,000	-	-
Equipment Reserve	202,000	202,000	-	-
Strategic Planning Initiatives	<u>103,000</u>	<u>103,000</u>	-	-
<b>TOTAL EXPENDITURES</b>	<u>40,489,100</u>	<u>42,988,000</u>	<u>(2,498,900)</u>	-5.81%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2009

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

<b>Classification by Function</b>	2004-05	% of	2005-06	% of	2006-07	% of	2007-08	% of	2008-09	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 12,340,735	33.1%	\$ 13,431,338	34.6%	\$ 13,376,736	35.3%	\$ 14,419,651	36.0%	\$14,573,495	36.1%
Public Service	519,614	1.4%	500,696	1.3%	473,648	1.2%	665,021	1.7%	672,540	1.7%
Academic Support	3,755,045	10.1%	3,915,217	10.1%	3,949,316	10.4%	4,376,280	10.9%	4,327,149	10.7%
Student Services and Activities	4,145,184	11.1%	4,487,701	11.6%	4,589,786	12.1%	5,010,511	12.5%	5,011,224	12.4%
General and Administrative	6,619,883	17.8%	5,752,119	14.8%	6,264,070	16.5%	6,450,592	16.1%	6,900,806	17.1%
Development and Alumni	3,171,950	8.5%	3,209,703	8.3%	3,342,764	8.8%	3,640,952	9.1%	3,500,017	8.7%
Plant Operations	5,701,900	15.3%	6,901,271	17.8%	5,301,984	14.0%	4,745,671	11.9%	4,594,491	11.4%
Capital and Special Projects	1,040,300	2.8%	644,700	1.7%	641,500	1.7%	731,000	1.8%	753,000	1.9%
<b>TOTAL</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>	<b>\$ 40,332,722</b>	<b>100.0%</b>

**RESIDENCE LIVING**  
**Academic Year 2009-2010**

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.

The Ecovillage is an ecologically-sustainable residential and learning complex designed to meet housing needs for student families, childcare for campus children, and provide a living/labor opportunity for students interested in sustainability. The Harrison-McLain Home Management House is utilized for the family resource management practicum and serves as an upper level female residence hall for selected departmental majors.

<u>Traditional Residence Halls*</u>	<u>Capacity</u>
Anna Smith	80
Bingham	67
Blue Ridge	100
Dana	132
Danforth	146
Edwards	33
Elizabeth Rogers	89
Estill St. Res. Complex	46
Fairchild	75
James	104
Kentucky	94
Kettering	146
Pearsons	118
Seabury	38
Talcott	<u>88</u>
Subtotal	1,356
<u>Houses</u>	
Home Management House	11
<u>Family Housing</u>	
Ecovillage	65
<u>Farm Houses/College Buildings</u>	
Head House	2
Hunt Acres	<u>3</u>
Subtotal	5
<b>TOTAL</b>	<b>1,437</b>
Capacity for Women	(848)
Capacity for Men	(589)

As of October 8, 2009, approximately 90% of students lived in college housing.

Source: Residential Life Services and Collegium, October 2009  
<<http://www.berea.edu/residentiallifecollegium/>>

## CAPITAL CONSTRUCTION PROJECTS, 1980 - 2009

### New Construction

<u>Date</u>	<u>Project</u>		
1980	Racquetball Courts	1993	Campus Child Care Program
1980	Ross Jelkyl Drama Building	1994	Seabury Center
1982	Farm Mix Mill and Hog Feeding Floor	1995	Farrowing House – College Farms
1982	Athletic Track	1995	Tennis Courts
1983	Mueller Woodcraft Building Track	1996	Tennis Pavilion
1988	Married Student Housing	2004	Child Development Laboratory at EcoVillage
1990	Hutchins Library Addition	2006	Central Plant Building/Distribution
1990	Computer Center Addition	2009	Fee Glade
1993	Married Student Housing		

### Renovations

<u>Date</u>	<u>Project</u>		
1980	Elizabeth Rogers Residence Hall	1999	Log House Remodel
1981	Pearsons Hall Fire Escape	1999	Phelps-Stokes Air Conditioning
1981	Kentucky Residence Hall	1999	Alumni Building Remodel
1981	James Residence Hall	1999	Appalachian Center/Bruce Building
1983	Goldthwaite Agriculture Building and Addition	1999	Student House/Jackson Street (Knight House)
1983	Science Hall Renovation and Addition	1999	Danforth Residence Hall
1985	President's Home	2000	Kettering Residence Hall
1986	Talcott Residence Hall	2000	Bruce/Trades (phase one)
1987	Frost Basement - Computer Lab	2000	Draper Carillon
1987	ARC House Renovation	2001	Bruce/Trades (phase two)/Connector
1987	Pearson Residence Hall	2001	Blue Ridge Residence Hall
1988	Boone Tavern	2001	Student Parking Lot Improvements
1988	Blue Ridge Residence Hall	2002	Draper Building
1989	Kentucky Annex	2002	Kentucky Residence Hall
1990	Hutchins Library Renovation	2002	Art Gallery Addition
1990	Berea College Health Service	2002	Soccer Field Complex
1991	Draper Building - Center for Effective Communication	2002	College Bookstore Renovation
1991	Lincoln Hall Basement - Duplicating Services Center	2002	Computer Center Renovation
1992	Utilities/Laundry	2003	Talcott/Annex Residence Hall Renovation
1992	Students for Appalachia – Trades Building	2003	Presser Hall Renovation
1993	Alumni Building	2003	Lincoln Hall Renovation
1993	Draper Classrooms	2003	EcoVillage Apartments
1994	President's Home	2003	EcoVillage SENS House
1994	Alumni Building	2003	Baseball/Softball Fields
1994	Boone Tavern	2004	James Hall Renovation
1996	Edwards 1 <sup>st</sup> & 2 <sup>nd</sup> floors (Administrative Offices)	2004	Boone Tavern Garage Renovation for: Public Relations Department Visitors Center at College Square
1997	Resurfacing of Track	2005	Central Plant
1997	Systems upgraded in Dana Residence Hall	2006	Campus Building Retro Fits
1997	Phelps Stokes – Seating and Refinishing	2006	Resurfacing of the Track
1998	Married Student Laundry	2006	Sturt Cottage
1998	Frost Renovation	2007	Haaga House
1998	Food Service Renovation	2007	Pearsons Residence Hall
1998	Science Laboratories	2007	Middletown School
1998	Computer Center	2008	Appalachian Center Gallery Renovation
1999	Craft Center	2008	Elizabeth Rogers Renovation
1999	Crossroads Complex	2008	Edwards 3 <sup>rd</sup> Floor (Residence Hall) Renovation
1999	Fairchild Residence Hall	2008	Seabury Center Gym Floor Replacement
		2009	Emery Building
		2009	Boone Tavern
		2009	Edwards 3 <sup>rd</sup> Floor (Residence Hall) (phase two)

Source: Facilities Management, October 2009



**HUTCHINS LIBRARY**  
(Fiscal Year 2009)

<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)	0	381,418
Media Collection (phono records, videos, CDs, DVDs and audio tapes) Volumes (item count)	858	13,273
Electronic Collection		
E-books and cataloged websites	4,476	71,889
Digitized audio (hours)	[350]	[1.350]
Berea Digital (pages/images)	1,689	1,689
Microforms (books, journals and newspapers) Physical units	2,709	147,680
Serials (journals and serials)		
Print & microform subscriptions: journals and serials	(10)	840
Electronic titles: journals and serials	0	1,039
Full-text journals available through databases	4,613	37,154
Manuscripts and Archives (in linear feet)	208	4,940
Cartographic Material (in units)	0	[2,500]
<b>Library Expenditures</b>	<b><u>Dollar Amount</u></b>	
Books – paper and microforms	\$ 96,786	
Periodicals– paper and microforms	168,214	
Serials – paper and microforms	30,882	
Electronic resources	178,392	
Media	15,518	
Microform	25,791	
Preservation	<u>10,972</u>	
TOTAL ACQUISITIONS EXPENDITURES	\$ 526,555	
Acquisitions Expenditures per Student	\$ 353.63	

Source: Hutchins Library, October 2009  
<<http://www.berea.edu/hutchinslibrary/>>

**HUTCHINS LIBRARY, continued**  
(Fiscal Year 2009)

**Library Services**

Main Library hours open per week	94.25	
Special Collections hours open per week	39.00	
<u>Library Instruction – General Studies Program</u>	<u>Sessions</u>	
GSTR 110 (first year)	59	
GSTR 210 (first year)	29	
Other General Studies Courses	6	
Other Courses	32	
Special Collections	16	
Outside Groups	<u>3</u>	
TOTAL	142	
Percentage of GSTR First-Year courses with library sessions		
GSTR 110 (2 Sessions)	100%	
GSTR 210 (1 Session)	100%	
<u>Reference and Research Assistance</u>		
Library Reference Desk Transactions Total	3,911	
Research Consultations	50	
Special Collections Reading Room Visits Total	984	
Special Collections Reference Requests (non-visits)	1,046	
<u>Computer Access</u>		
Public Access Workstations	12	
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	6,193	
Print and media collections – students	36,029	24.2
Print collections – town	<u>1,369</u>	
TOTAL	43,585	
Reserve materials	431	
Equipment (computers and media) uses	1,542	
Classrooms and study rooms uses	7,660	
Special Collections uses	1,909	
Electronic collection searches	228,830	
Berea Digital searches	1,107	
<u>Interlibrary Loan</u>	<u>Number</u>	
Provided to other libraries	3,381	
Received from other libraries	1,776	

Source: Hutchins Library, October 2009  
<<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, Draper, Science, Frost, Woods-Penn, Knapp Hall and the Technology and Industrial Arts buildings 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 65 Megabits/second bandwidth into and out of the campus. Campus systems are protected from hackers, viruses, and other threats by industry standard firewall, enterprise wide virus protection and web filtering devices. Bandwidth is managed by a packet shaping device to give priority to teaching and learning over recreational use.

**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 Equitrac Express print management system operated by the Printing Services department manages all network connected laser printers and copiers. All campus copiers are multi-function devices that can also be used as scanners or printers.

**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 2009

## 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. Conversation from Blackboard to Moodle, an open source LMS, will begin during the 2009-2010 academic year.

**EDGE Laptop Program:** The EDGE (Empowering a Dynamic Generation in Education) program provides a laptop computer for each student. The program is primarily funded through a special endowment. 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 that can be run more efficiently or at a lower cost in a lab environment.

**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 engage in. 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 in the Hutchins Library is available to assist faculty with technology usage and to support students whose assignments require specialized software or equipment. 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 many information resources and self-service features 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.

## 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, Finance 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. Blackboard and Banner can be accessed via the portal when applicable.

**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 computing equipment. IS&S will also establish and refine appropriate operational and support structures as appropriate to support new and emerging technologies. Functional support for specialized software is typically obtained directly from software providers.

### Statistics:

	<u>2008-09</u>	<u>2009-10</u>
<b>Technology Infrastructure:</b>		
Internet Connection Speed (megabits/second)	45	65
Network Backbone Speed (megabits/second)	6,000	20,000
Network Ports	7,000	7,000
Campus phone extensions	2,180	2,180
Personal computers	2,777	2,664
Networked printers	141	126
Networked MFD/copiers	n/a	52
<b>Supporting Student Success:</b>		
Student laptop computers	1522	1543
Computers in departmental labs	85	105
Classrooms with 1 port per seat	37	37
Classrooms with Wireless Network	8	8
Classrooms with Digital Projectors	52	52
Other meeting rooms with projectors	10	10
Classrooms with Multi-Media	21	21
Other meeting rooms with Multi-Media	10	10
Courses utilizing Blackboard LMS	318	371
<b>Supporting Institutional Effectiveness:</b>		
Staff and Faculty		
Computers	634	658
Phones	705	705
Cell Phones	63	60

Source: Information Systems and Services, October 2009