

Berea College

Fact Book 2010-2011



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:

- New Transfer Students: Applied, Accepted, and Enrolled (All and by Gender)
- New Transfer Student Enrollment Trends (by Gender and Territory)
- Fall 2010 Enrollment of Degree-Seeking Students by Ethnic and Racial Breakdowns
- First-to-Second Year Retention, Six-Year Graduation Rate, and Academic Qualifications at Entry for Fall Term First-Year Students
- Teacher Preparation: Number of Students Certified in Education

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

Judith Weckman, Director of the Office of Institutional Research and Assessment

Clara Labus Chapman, Assistant Director (Labor Team Supervisor)
Cheyenne Shupe, Student Coordinator of the Fact Book

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

THE BEREA 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."¹ 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.²

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.³ 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 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.

¹ See preface to the Great Commitments.

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

³ 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 Chestnut Foundation
- American College Health Association (ACHA)
- American Council on Education (ACE)
- American Forest Foundation/American Tree Farm System
- 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 College and University Printers (ACUP)
- 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 for Human Resources (CUPA-HR)
- 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
- Higher Education Data Sharing (HEDS) Consortium
- Historical Hotel Association
- In Plant Printing and Mailing Association (IPMA)
- 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 Crafted
- Kentucky Guild of Artists and Craftsmen

Source: Berea College Catalog, 2010–2011 < <http://www.berea.edu/cataloghandbook/college/accreditation.asp> >
Office of the President, January 2011

Institutional Memberships, continued

- Kentucky Hotel and Lodging Association
- Kentucky Institute for International Studies (KIIS)
- Kentucky Intercollegiate Athletic Conference (KIAC)
- Kentucky Society of Association Executives
- 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 Educational Procurement (NAEP)
- National Association of Independent Colleges and Universities (NAICU)
- 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
- Society of Government Meeting Professionals
- Southern Association of Colleges and Schools (SACS)
- Southern Highland Craft Guild
- Southern University Conference (SUC)
- Tennessee Motor Coach Association
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- United States Green Building Council (USGBC)
- 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: Office of the President, January 2011

ACADEMIC INFORMATION

Programs of Study

Berea's curriculum offers the advantage of interdisciplinary general study combined with intensive study within a major field. Berea operates on a two fifteen-week term academic calendar consisting of required Fall and Spring terms. Students normally enroll in four course credits in each of these terms. There are also two optional Summer terms. Summer One Term courses are innovative, high-impact, intensive learning opportunities and may carry 1 or 1.5 course credits per course (limit one course per Summer One Term). Students may take between 1 and 2.25 credits in Summer Two. Berea courses are equivalent to four semester hours (6 quarter hours).

Most degree programs require a minimum of 32 earned course credits; the Nursing Program typically requires a minimum of 34 earned course credits.

Bachelor of Arts Degree Programs:

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

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, 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) – *not accepting new students until further notice*; **Middle Grades Education** programs in Science or Mathematics (grades 5-9); **Secondary Education** (grades 8-12) programs in Biology, Chemistry, English, Mathematics, Physics, and Social Studies (with majors in History, Political Science, and Sociology); primary through grade 12 programs in Health Studies, Health Teaching, Instrumental Music, Vocal Music, and Physical Education; and grades 5-12 programs in Family and Consumer Sciences (*not accepting new students until further notice*) and in Technology Education.

Minor Programs Offered:

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

Source: Berea College Catalog, 2010 – 2011.

< <http://www.berea.edu/cataloghandbook/academics/academicprogram/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 99 and 100.

Source: Berea College Catalog, 2010 – 2011.

< <http://www.berea.edu/cataloghandbook/college/laborprogram/introduction.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 1/4-credit Convocation course (CNV 100) during each of their regular terms of in-residence 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.

Source: Berea College Catalog, 2010 – 2011.
<<http://www.berea.edu/cataloghandbook/academics/academicprogram/convocations.asp>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2010 – 2011

African Student Association (ASA)	Episcopal Canterbury Fellowship
Agricultural Union (AU)	E.Y.C.E. (pep club)
Alpha Psi Omega	Fine, Young, and Hypnotic (FYAH) Dance Team
Appalachian Center	Fighting Rape Through Education and Encouragement (FREE)
Asian Student Union (ASU)	Gay-Straight Alliance (GSA)
Baptist Campus Ministry	German Club
Berea College..	Hispanic Student Association (HSA)
Anime and Manga Club	Intervarsity
Association of Student Nurses (BCASN)	Intramurals
Billiards League	Invisible Children
Concert Choir	Men Advocating Awareness of Rape and Sexual Assault (MARS)
Republicans	Modern Dance Troupe
Women's Chorus	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
Black Cultural Center (BCC)	Pagan Coalition
Black Music Ensemble (BME)	Phi Kappa Phi
Black Student Union (BSU)	Physical Education Majors (PEM) Club
Buddhist Student Association (BSA)	Physics Club
Campus Activities Board (CAB)	Pre-Med/Dental Club
Center for Excellence in Learning through Service (CELTS)	Psychology Club/Psi Chi
Adopt-a-Grandparent	Sigma Tau Delta
Berea Buddies	Student Affiliates of the American Chemical Society (SAACS)
Bonnor Scholars	Student Government Association (SGA)
First Book-Madison County	Freshman Class
Habitat for Humanity	Sophomore Class
HEAL	Junior Class
Hispanic Outreach Program (HOP)	Senior Class
One-on-One Tutoring	Students for a Free Tibet
People Who Care	Students in Free Enterprise (S.I.F.E.)
Service Learning	Swing Dance
Teen Mentoring	Technology Club
Chi Alpha	Young Democrats
Cosmopolitan Club	Zachary Sieben Association of Primitive Arts and Technology
Country Dancers	
Danish Gymnastics Club	
Delta Tau Alpha	
English Club	

BOARD OF TRUSTEES*

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Vance Blade** <i>Kentucky</i>	Shawn C.D. Johnson <i>Massachusetts</i>	David E. Shelton <i>North Carolina</i>
Nancy E. Blair <i>Connecticut</i>	Brenda Todd Larsen <i>South Carolina</i>	Larry D. Shinn*** <i>Kentucky</i>
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John E. Fleming <i>Ohio</i>	Douglas M. Orr <i>North Carolina</i>	Robert T. Yahng <i>California</i>
Glenn R. Fuhrman <i>New York</i>	Thomas W. Phillips <i>Tennessee</i>	Stephanie B. Zeigler <i>Connecticut</i>
Jerry B. Hale <i>Tennessee</i>	William B. Richardson <i>Kentucky</i>	

Honorary Trustees

Alberta Wood Allen <i>Maryland</i>	Martin A. Coyle <i>California</i>	Thomas H. Oliver <i>South Carolina</i>
John Alden Auxier <i>Tennessee</i>	Frederic L. Dupree, Jr. <i>Kentucky</i>	Kroger Pettengill <i>Ohio</i>
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Jack Buchanan <i>Kentucky</i>	Alice R. Manicur <i>Maryland</i>	R. Elton White <i>Florida</i>

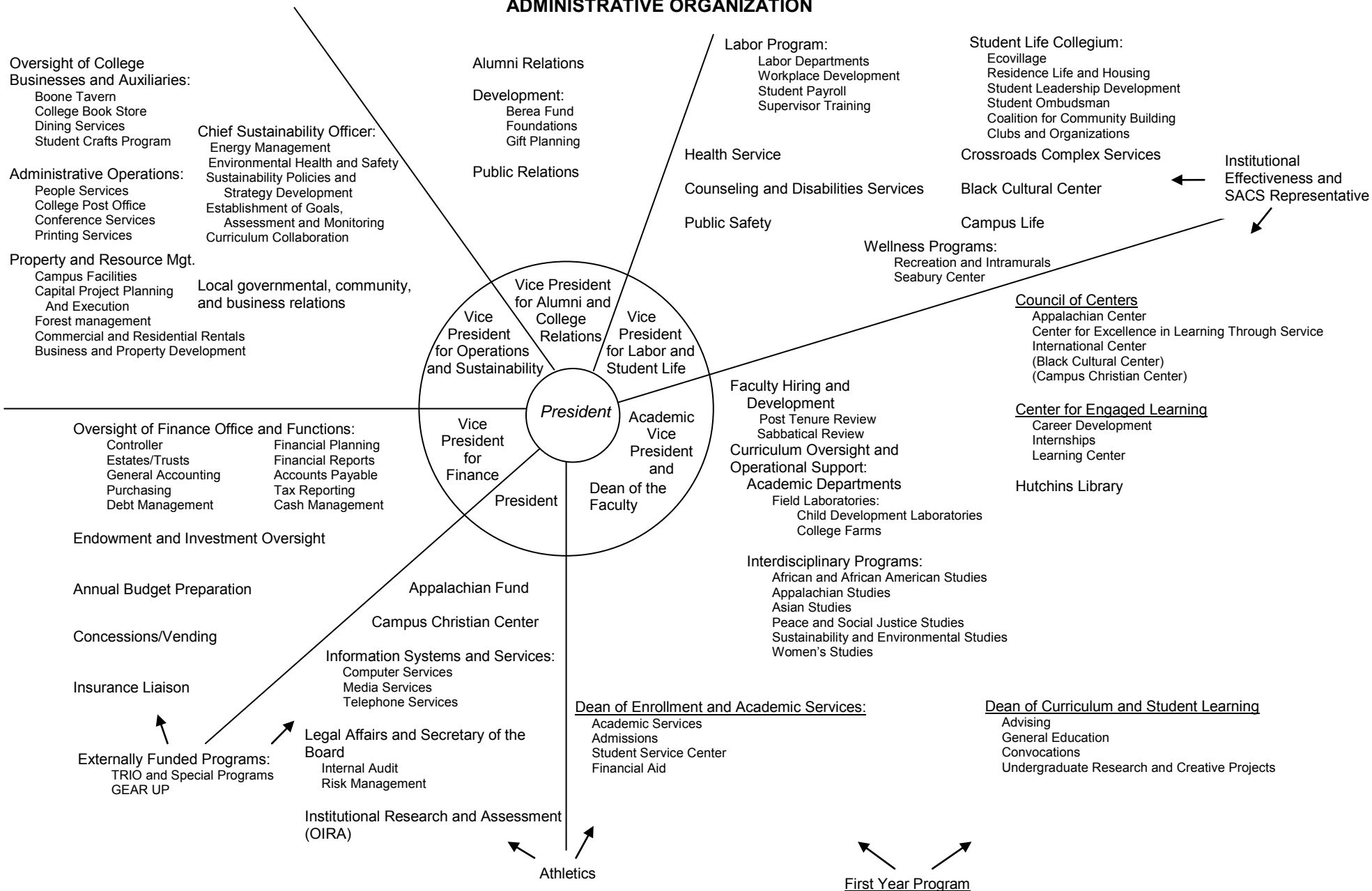
*Current as of February 2011. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/factbooks.asp>>.

**On one-year leave of absence

***President of the College

Source: Office of the President.

ADMINISTRATIVE ORGANIZATION



CENTRAL ADMINISTRATIVE OFFICERS

Larry D. Shinn

President

Stephanie P. Browner

Academic Vice President and Dean of the Faculty

Jeff Amburgey

Vice President for Finance

William A. Laramee

Vice President for Alumni and College Relations

Steve Karcher

Vice President for Operations and Sustainability

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 2010 - 2011**

<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; Janice Blythe**
Economics and Business	Trish Isaacs
Education Studies	Bobby Starnes
English, Theatre, and Communication	Beth Crachiolo
Foreign Language	Jeanne Hoch
History	Robert Foster
Library Science	Anne Chase
Mathematics and Computer Science	James Blackburn-Lynch
Music	Kathy Bullock
Nursing	Carol Kirby
Philosophy and Religion	Eric Pearson
Physical Education and Health	Stephanie Woodie
Physics	Amer Lahamer
Political Science	John Heyrman; Mike Berheide*
Psychology	Wayne Messer
Sociology	Jackie Burnside
Technology and Industrial Arts	Gary Mahoney

*Acting Chairperson for Fall Term 2010

**Acting Chairperson for Spring Term 2011

ACADEMIC PROGRAM / CURRICULA CONTACT PERSONS

<u>Program/Curricula</u>	<u>Contact Person</u>
African and African American Studies	Linda Strong-Leek, 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	Michelle Tooley, 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 Academic Vice President and Dean of the Faculty, October 2010

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 2010-2011

Memberships

General Faculty Assembly	243 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	124 members
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Source: *Berea College Faculty Manual*, August 2009
< <http://www.berea.edu/facultymanual/campusgovernance/default.asp> >
Executive Council, October 2010

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

< <http://www.berea.edu/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

< <http://www.berea.edu/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.

Enrollment Policies Committee (EPC)

The Enrollment Policies 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

< <http://www.berea.edu/facultymanual/campusgovernance/fccstructure/default.asp> >

Office of the Academic Vice President and Dean of the Faculty, October 2010.

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2009 - 2010</u>	<u>Academic Year 2010 - 2011</u>
Tenure Appointments*	121	106
Unfilled Tenure Positions	<u>6</u>	<u>11</u>
Total Allocated Tenure Track Positions	127	117
Full-time Teaching Appointments**	130	119
Professor	(39)	(33)
Associate	(55)	(48)
Assistant	(32)	(31)
Instructor	(4)	(7)
Part-Time	32	39
Full-Time Employees Teaching Part-Time	14	15
Full-Time Equated	152	144

*Includes all tenure-track and tenured faculty, including three individuals teaching less than full-time and seven administrators in 2009-2010 and three individuals teaching less than full-time and five administrators in 2010-2011.

**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 2010 - 2011

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	18	19	37
6 to 10 years	18	11	29
11 to 20 years	14	13	27
21 to 30 years	13	9	22
Over 30 years	<u>3</u>	<u>1</u>	<u>4</u>
TOTAL	66	53	119

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

STUDENT/FACULTY RATIO

	<u>Academic Year 2009-2010</u>	<u>Academic Year 2010-2011</u>
Student/Faculty Ratio* (FTE)	10/1	11/1

*Ratio is calculated by dividing the FTE Student Enrollment by the FTE full-time Faculty.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2010

FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 2001-2002 THROUGH 2010-2011

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

Age**	2006-2007		2007-2008		2008-2009		2009-2010		2010-2011	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	1	(1%)	1	(1%)	4	(3%)	2	(2%)
30-39 years old	21	(16%)	21	(16%)	23	(18%)	17	(13%)	19	(16%)
40-49 years old	30	(23%)	35	(27%)	33	(25%)	36	(28%)	32	(27%)
50-59 years old	52	(41%)	51	(40%)	49	(37%)	48	(37%)	49	(41%)
60-69 years old	22	(17%)	18	(14%)	22	(17%)	22	(17%)	17	(14%)
Greater than 69 years old	2	(2%)	2	(2%)	3	(2%)	3	(2%)	0	(0%)
TOTAL	128	(100%)	128	(100%)	131	(100%)	130	(100%)	119	(100%)
Average:	51		50		51		51		50	

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

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

FULL-TIME FACULTY* BASE SALARIES BY RANK AND GENDER
ACADEMIC YEAR 2010 - 2011

Rank	Number	Male		Female			Total		
		Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	16	\$79,200	\$81,200	17	\$75,400	\$74,700	33	\$77,300	\$78,200
Associate Prof.	34	\$63,800	\$63,300	14	\$65,100	\$65,500	48	\$64,200	\$64,200
Assistant Prof.	15	\$50,000	\$49,000	16	\$52,200	\$51,000	31	\$51,200	\$49,000
Instructor**	<u>1</u>			<u>6</u>			<u>7</u>		
ALL RANKS	66	\$64,100	\$62,800	53	\$62,200	\$64,800	119	\$63,300	\$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 Dean of the Faculty, October 2010

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

Academic Year 2010 - 2011

<u>Department/Program</u>	<u>Gender</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>F</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African and African American Studies	2	0	2	1	(50%)	1	(50%)
Agriculture and Natural Resources	3	0	3	3	(100%)	3	(100%)
Art	2	4	6	6	(100%)	3	(50%)
Biology	3	3	6	5	(83%)	4	(67%)
Chemistry	4	1	5	5	(100%)	3	(60%)
Child and Family Studies	1	3	4	4	(100%)	2	(50%)
Economics and Business	5	3	8	6	(75%)	6	(75%)
Education Studies	1	4	5	4	(80%)	2	(40%)
English, Theatre, and Communication	4	7	11	11	(100%)	7	(64%)
Foreign Languages	3	4	7	7	(100%)	6	(86%)
General Studies	6	2	8	5	(63%)	1	(13%)
History	3	2	5	5	(100%)	3	(60%)
Mathematics and Computer Science	4	4	8	6	(75%)	5	(63%)
Music	3	2	5	4	(80%)	3	(60%)
Nursing	1	4	5	5	(100%)	1	(20%)
Philosophy and Religion	5	1	6	6	(100%)	6	(100%)
Physical Education and Health	3	4	7	5	(71%)	2	(29%)
Physics	2	1	3	3	(100%)	1	(33%)
Political Science	2	0	2	2	(100%)	2	(100%)
Psychology	3	0	3	3	(100%)	3	(100%)
Sociology	0	2	2	2	(100%)	2	(100%)
Sustainability and Environmental Studies	2	0	2	2	(100%)	1	(50%)
Technology and Industrial Arts	4	0	4	4	(100%)	3	(75%)
Women's Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	(100%)	<u>2</u>	(100%)
TOTAL	66	53	119	106	(89%)	72	(61%)

*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 = Male, F = Female, and T = Total of Males and Females.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2010

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

	<u>Fiscal Year 2005-2006</u>	<u>Fiscal Year 2006-2007</u>	<u>Fiscal Year 2007-2008*</u>	<u>Fiscal Year 2008-2009</u>	<u>Fiscal Year 2009-2010</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$329,627	\$342,139	\$424,374	\$247,935	\$160,263
Number of Faculty Receiving Funds	130	128	128	131	130
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$2,951	\$2,759	\$3,315	\$2,017	\$1,276
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$963,586	\$932,464	\$528,076	\$543,730	\$641,737
Number of Faculty on Paid Sabbatical	15	16	9	9	13
Average Total \$ Per Faculty on Sabbatical	\$64,239	\$58,279	\$58,675	\$60,414	\$49,364
Percent of Total Full-Time Faculty	11.5%	12.5%	7.0%	6.9%	10.0%
Number of Total Full-Time Faculty	130	128	128	131	130

*2007-2008 data have been corrected from prior Fact Books. (The number of faculty has been corrected from 126 to 128)

Source: Office of the Academic Vice President and Dean of the Faculty, October 2010

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	Ralph L. Thompson	1993
Thomas Reed Beebe	1968	Eugene T. Chao	1994
Louise Moore Scrivner	1969	John E. Courter	1995
John Douglas Chrisman	1969	Paul David Nelson	1996
Cornelius Gregory Di Teresa	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
Robert Jerry Lewis	1972	Richard D. Sears	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
Dennis Michael Rivage-Seul	1980	Barbara Wade	2010

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
Oliver Keels	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
Barbara Wade	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
Ralph Thompson	2008
<i>Katrina Rivers Thompson</i>	2009
<i>Ed McCormack</i>	2009
<i>Fred de Rosset</i>	2010

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

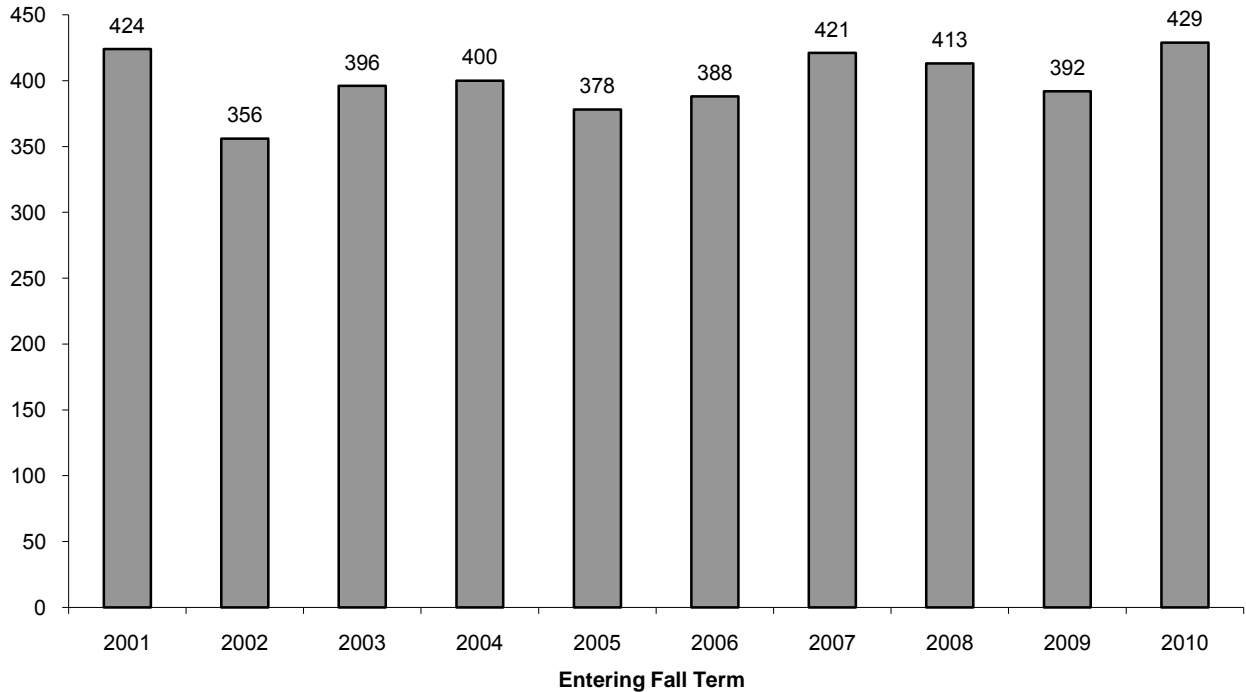
***County added in 1996 (Hamilton County, Ohio)

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>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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
2010	not available	3,264	not available	564	17	429	76

NUMBER OF FIRST-YEAR STUDENTS

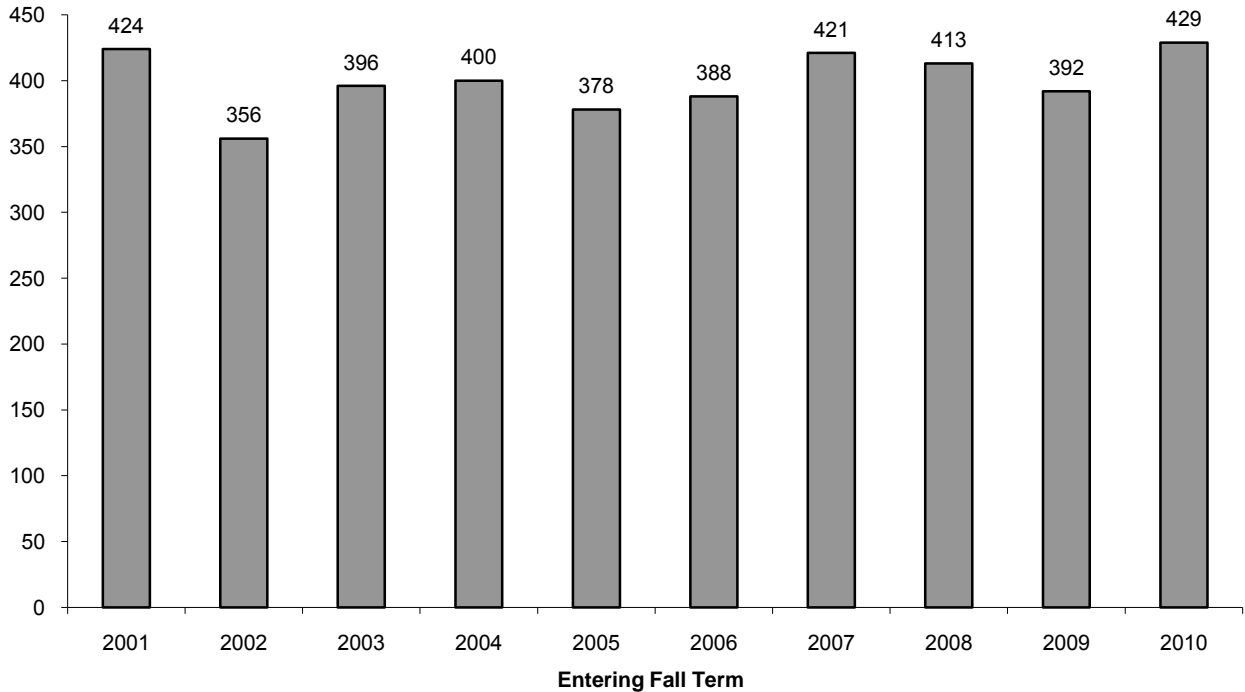


*It is difficult to maintain an accurate count of "inquiries" as many students gather information about Berea College via the web.

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

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
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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
2010	not available	3,264	not available	564	17	429	76

NUMBER OF FIRST-YEAR STUDENTS



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

Source: Admissions Office, September 2010

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

Males

<u>FALL TERM</u>	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2010	1,284	261	20	199	76

Females

<u>FALL TERM</u>	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
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
2010	1,980	303	15	230	76

NOTE: Inquiries cannot be accurately counted by gender since there is no way to determine gender through many types of inquiries.

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

IN-TERRITORY

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	% of <u>Inquiries</u>	<u>N</u>	% of <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2001	9,096	930	10%	466	50%	332	71%
2002	8,983	1,022	11	362	35	274	76
2003	8,467	1,046	12	388	37	287	74
2004	8,098	1,060	13	422	40	298	71
2005	7,937	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
2010	not available	1,661	not available	413	25	315	76

OUT-OF-TERRITORY

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	% of <u>Inquiries</u>	<u>N</u>	% of <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2001	3,635	250	7%	103	41%	70	68%
2002	3,266	271	8	86	32	58	67
2003	3,996	357	9	106	30	80	75
2004	3,382	425	13	110	26	75	68
2005	2,523	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
2010	not available	749	not available	121	16	91	75

F-1 INTERNATIONAL**

FALL TERM	<u>INQUIRIES*</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	% of <u>Inquiries</u>	<u>N</u>	% of <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2001	2,671	691	26%	34	5%	22	65%
2002	2,830	681	24	32	5	24	75
2003	2,877	716	25	36	5	29	81
2004	3,448	625	18	32	5	27	84
2005	3,438	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
2010	not available	854	not available	30	4	23	77

*It is 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 2010, five (5) first-year students were designated as a "permanent resident."

**FIRST-YEAR STUDENTS FROM KENTUCKY
FALL TERMS 2001 – 2010**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
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
2010	429	189	44.1

**AFRICAN-AMERICAN* FIRST-YEAR STUDENTS
FALL TERMS 2001 – 2010**

<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>
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
2010	429	71	16.6

*The number of African-American students who identified themselves as "Black or African American" alone or in combination with another race.

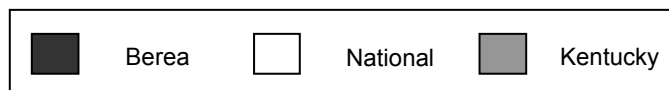
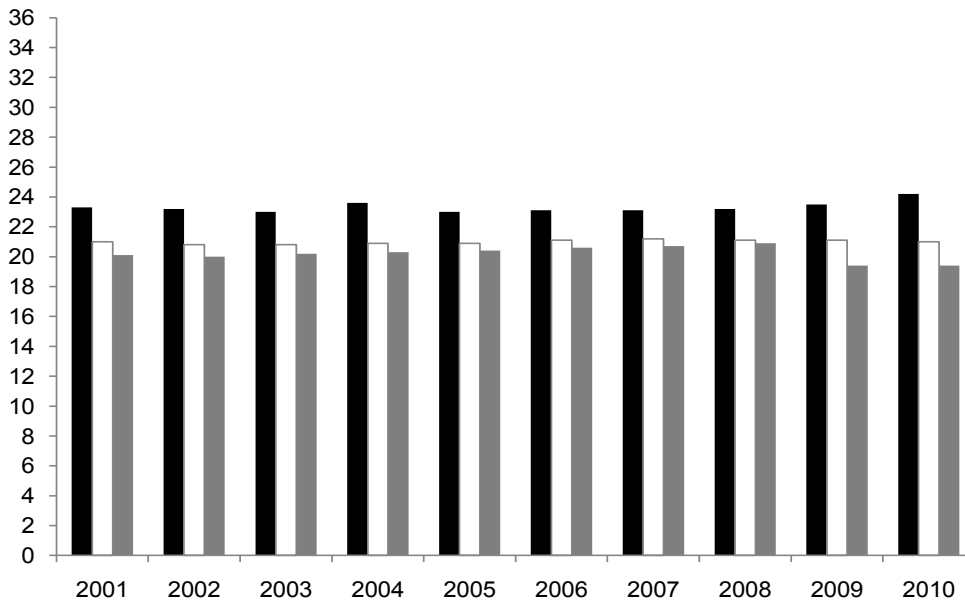
Source: Admissions Office, annual editions of the First-Year Student's Class Profile

MEAN ACT COMPOSITE SCORES 2001 - 2010

<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>		
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
2010	24.1	23.8	24.4	21.0	19.4

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

Mean ACT Composite Scores

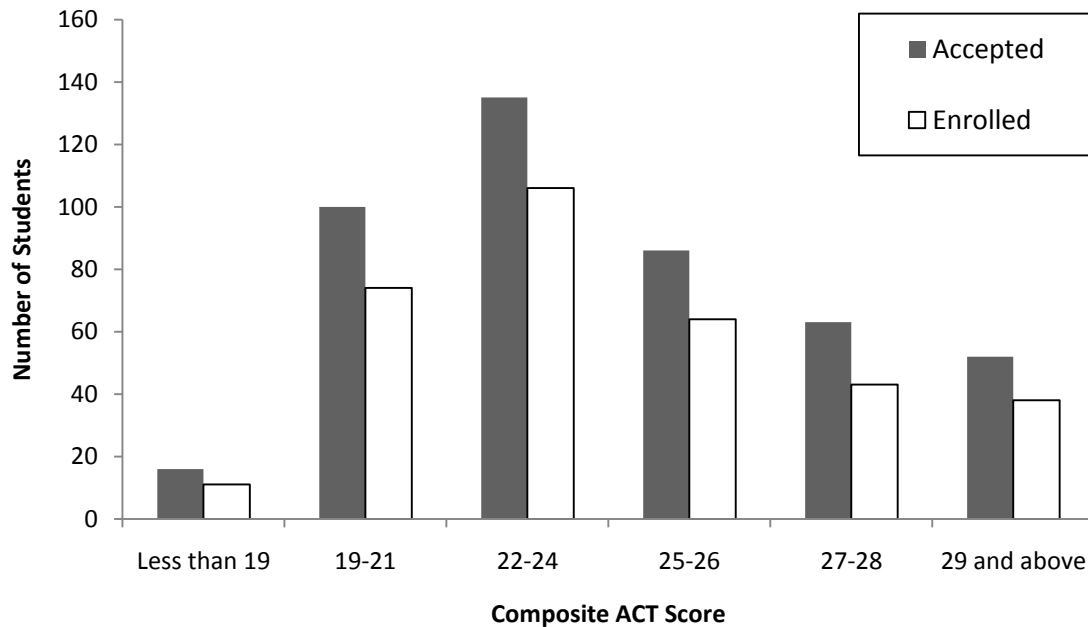


Source: Admissions Office, annual editions of the [First-Year Student's Class Profile](#)

**ACT COMPOSITE SCORES OF
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**

<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	16	3.5%	11	3.3%	68.8%
19 - 21	100	22.1%	74	22.0%	74.0%
22 - 24	135	29.9%	106	31.5%	78.5%
25 - 26	86	19.0%	64	19.0%	74.4%
27 - 28	63	13.9%	43	12.8%	68.3%
29 and above	<u>52</u>	<u>11.5%</u>	<u>38</u>	<u>11.3%</u>	73.1%
TOTAL	452	100.0%	336	100.0%	74.3%

**ACT COMPOSITE SCORES
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**



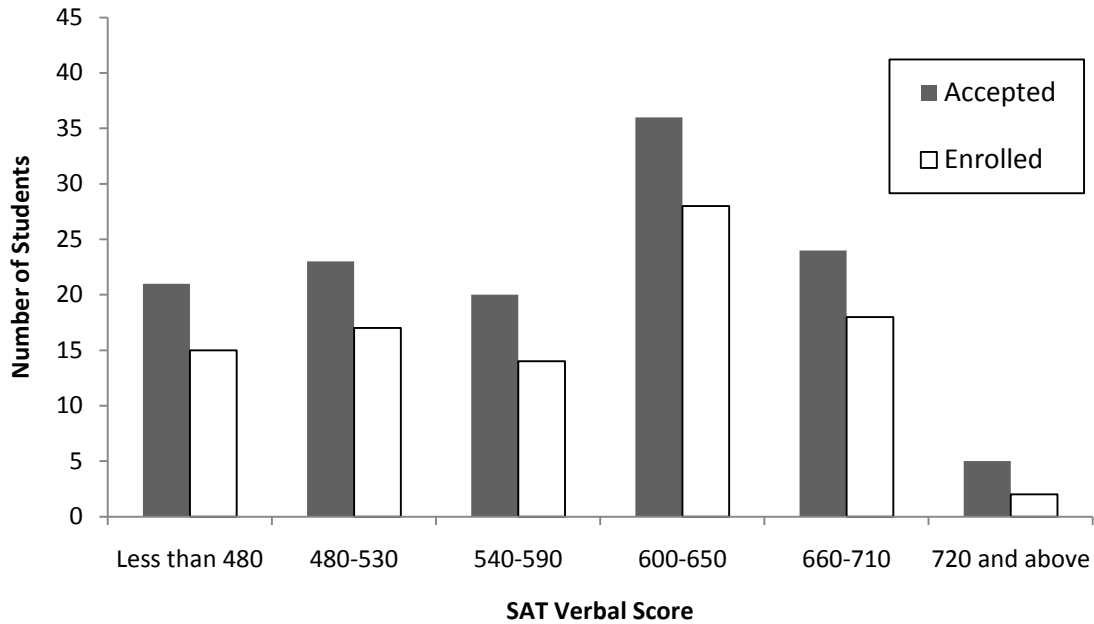
*Total does not equal the number of first-year students because not all students submitted ACT scores. The total number accepted is 564 and the total number enrolled is 429.

Source: Admissions Office, October 2010

**SAT VERBAL SCORES OF
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**

SAT Verbal Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/ Number Accepted
Less than 480	21	16.3%	15	16.0%	71.4%
480 - 530	23	17.8%	17	18.1%	73.9%
540 - 590	20	15.5%	14	14.9%	70.0%
600 - 650	36	27.9%	28	29.8%	77.8%
660 - 710	24	18.6%	18	19.1%	75.0%
720 and above	5	3.9%	2	2.1%	40.0%
TOTAL	129	100.0%	94	100.0%	72.9%

**SAT VERBAL SCORES
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**



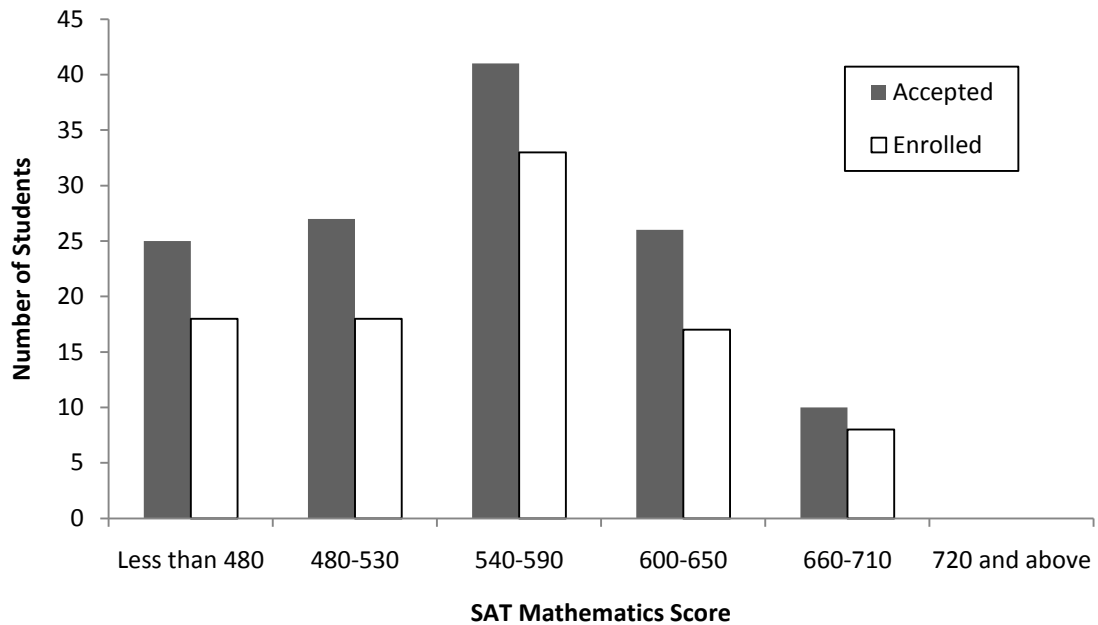
*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 564 and the total number enrolled is 429.

Source: Admissions Office, October 2010

**SAT MATHEMATICS SCORES OF
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**

<u>SAT Mathematics Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 480	25	19.4%	18	19.1%	72.0%
480 - 530	27	20.9%	18	19.1%	66.7%
540 - 590	41	31.8%	33	35.1%	80.5%
600 - 650	26	20.2%	17	18.1%	65.4%
660 - 710	10	7.8%	8	8.5%	80.0%
720 and above	<u>0</u>	<u>0.0%</u>	<u>0</u>	<u>0.0%</u>	n/a
TOTAL	129	100.0%	94	100.0%	72.9%

**SAT MATHEMATICS SCORES
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**



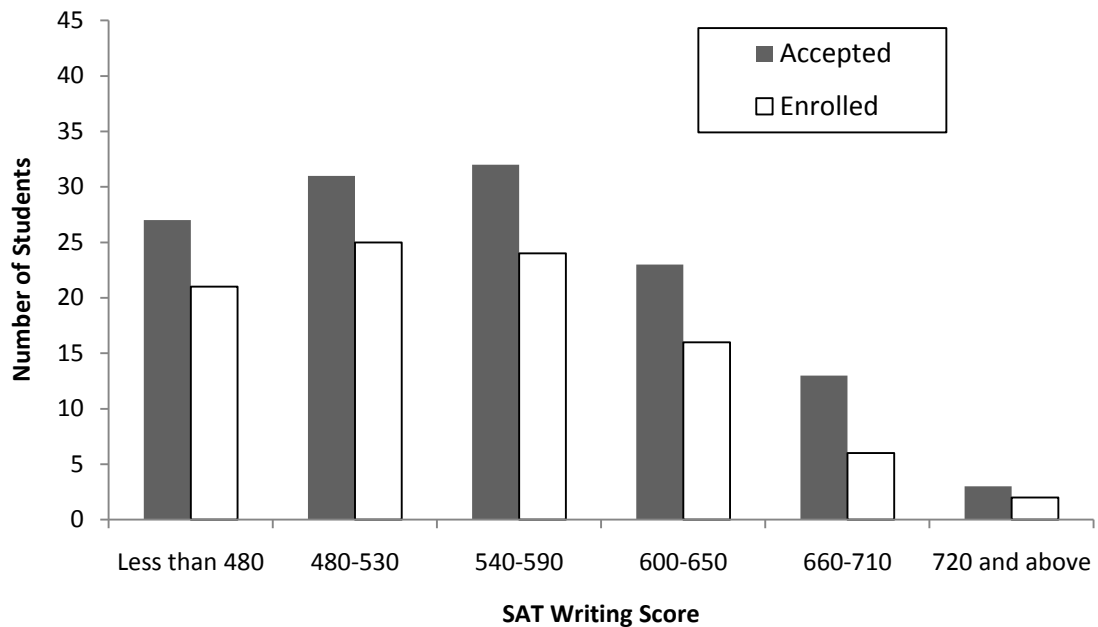
*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 564 and the total number enrolled is 429.

Source: Admissions Office, October 2010

**SAT WRITING SCORES OF
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**

<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	27	20.9%	21	22.3%	77.8%
480 - 530	31	24.0%	25	26.6%	80.6%
540 - 590	32	24.8%	24	25.5%	75.0%
600 - 650	23	17.8%	16	17.0%	69.6%
660 - 710	13	10.1%	6	6.4%	46.2%
720 and above	<u>3</u>	<u>2.3%</u>	<u>2</u>	<u>2.1%</u>	66.7%
TOTAL	129	100.0%	94	100.0%	72.9%

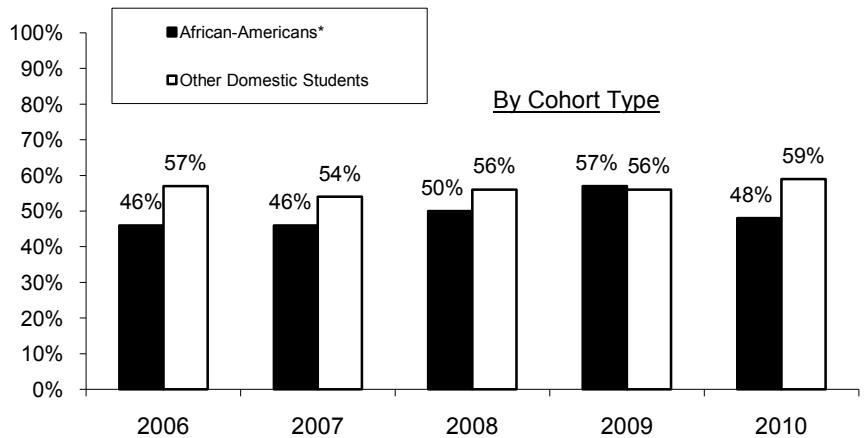
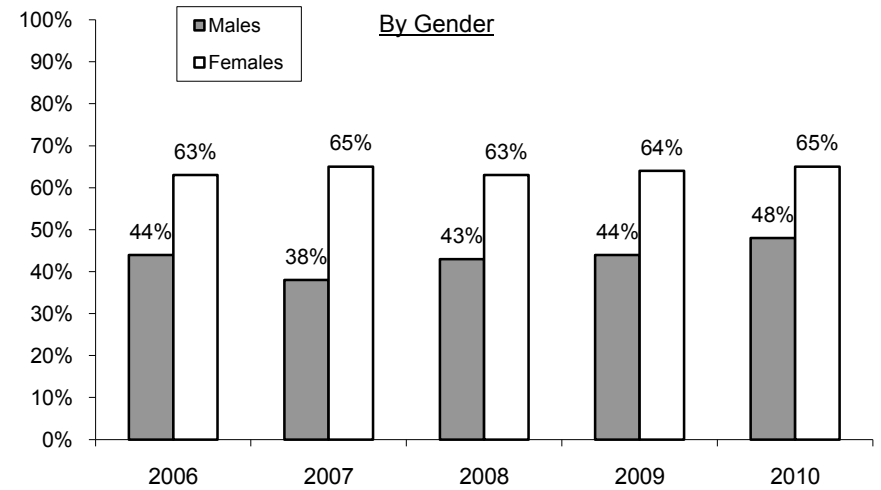
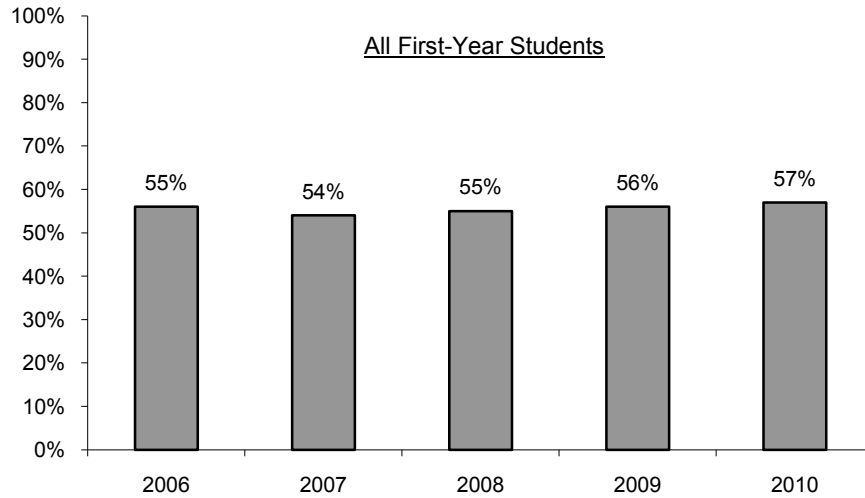
**SAT WRITING SCORES
ACCEPTED AND ENROLLED FIRST-YEAR STUDENTS
FALL 2010**



*Total does not equal the number of first-year students because not all students submitted SAT scores. The total number accepted is 564 and the total number enrolled is 429.

Source: Admissions Office, October 2010

FIRST-YEAR STUDENTS RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS BY GENDER AND COHORT TYPE 2006 - 2010

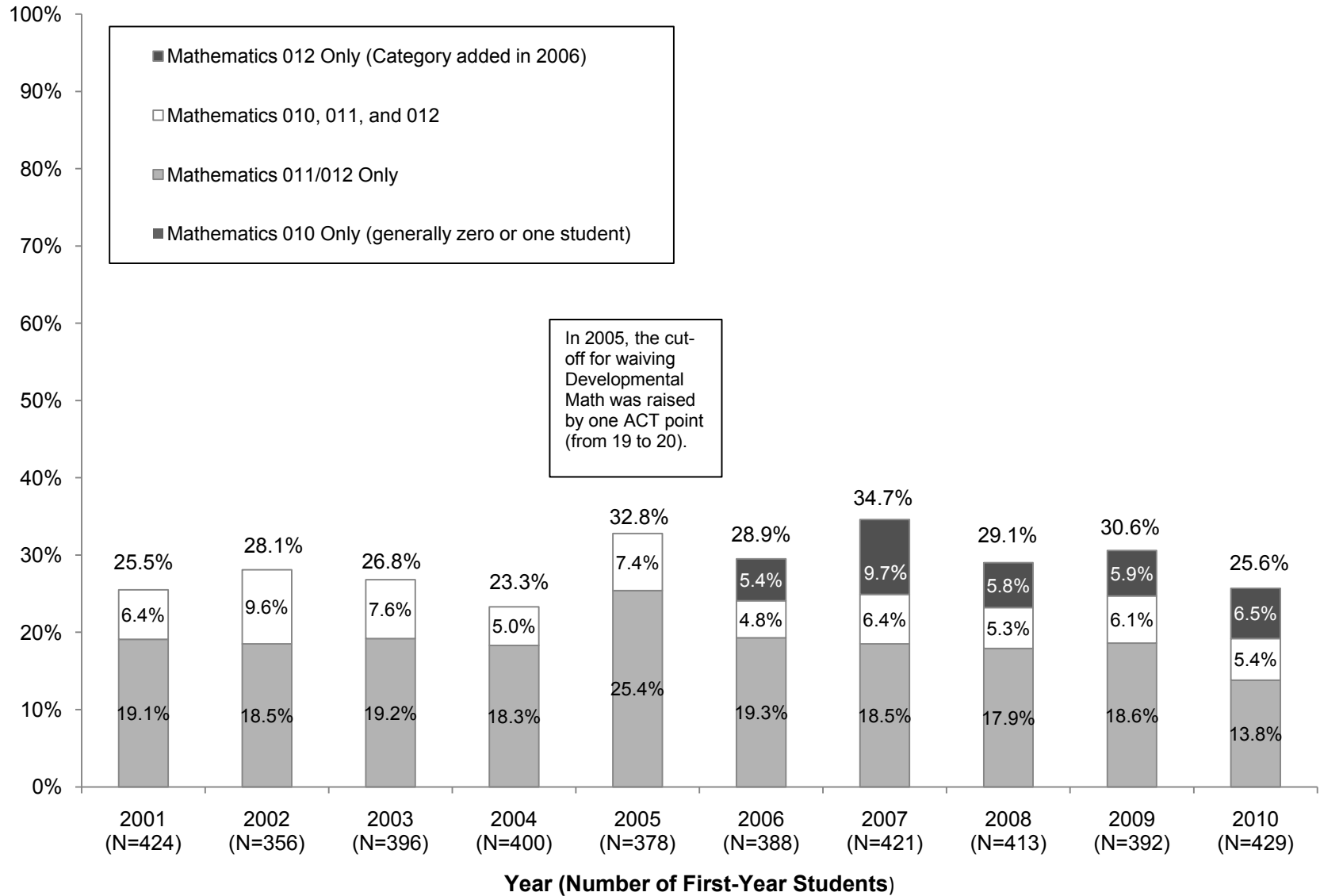


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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

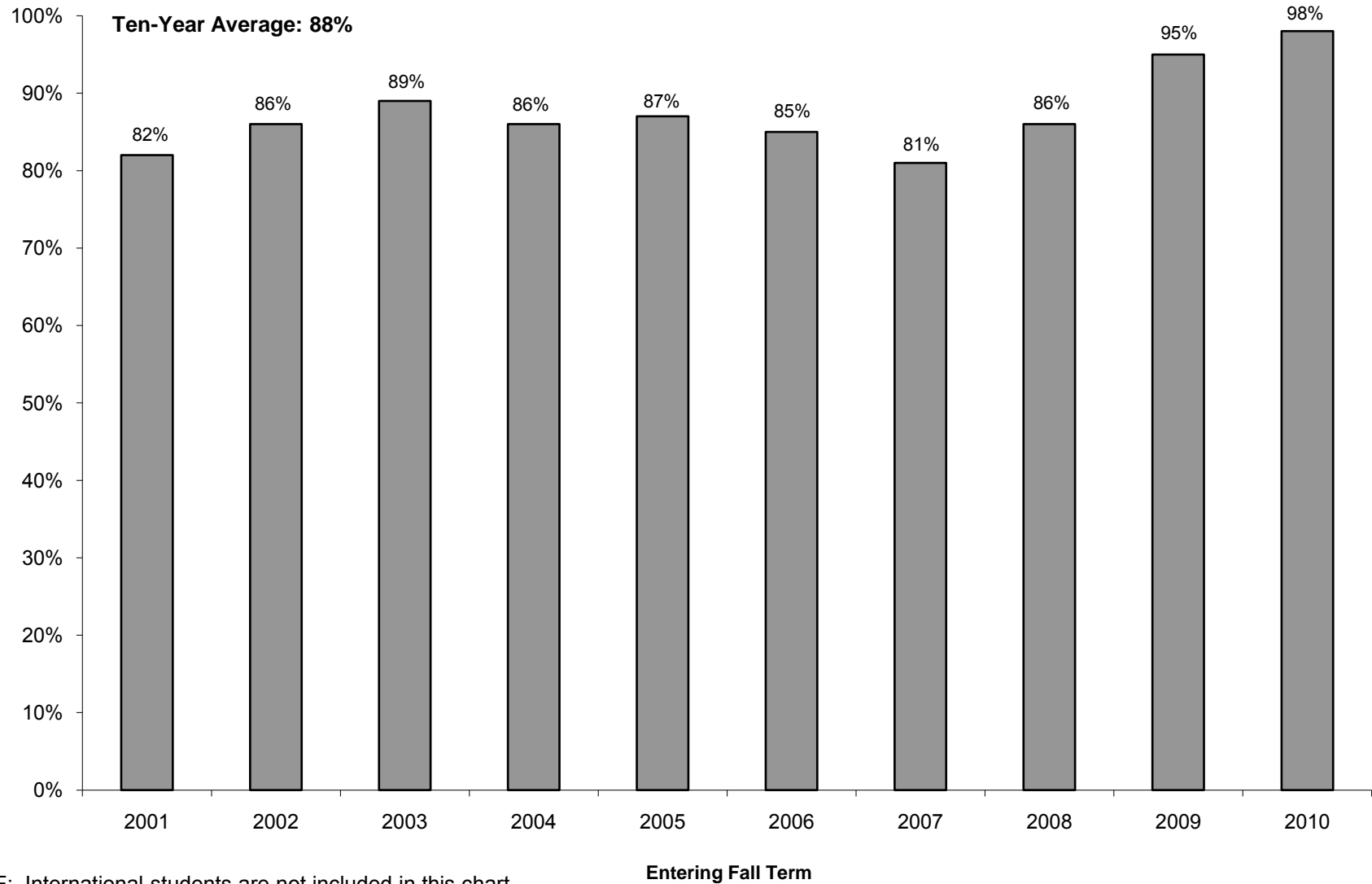
FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES FALL TERMS 2001 - 2010



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

Source: Academic Services, October 2010

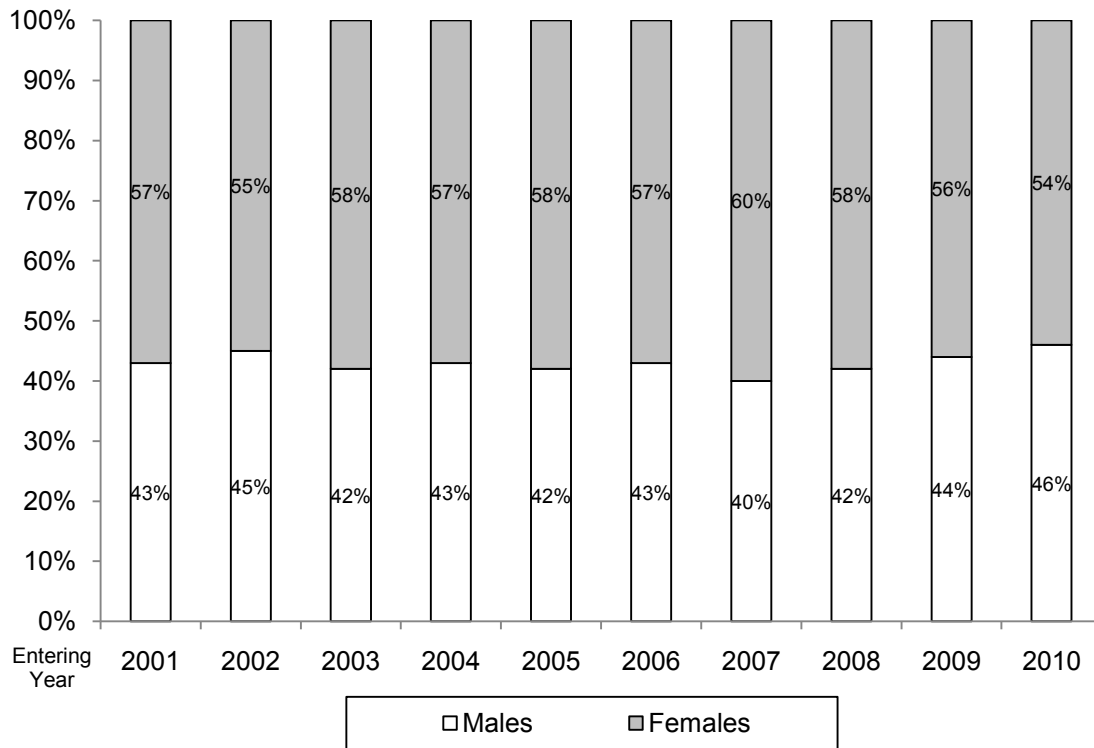
FINANCIAL NEED OF ENTERING FIRST-YEAR STUDENTS: Federal Pell Grant Recipients



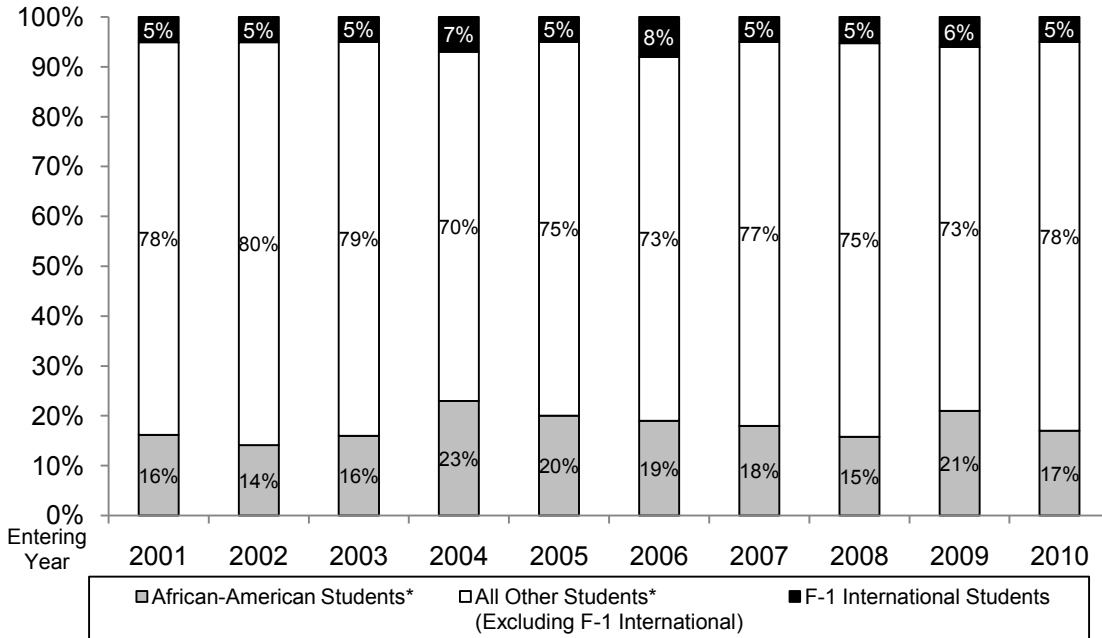
NOTE: International students are not included in this chart.

FIRST-YEAR STUDENT ENROLLMENT TRENDS

First-Year Enrollment by Gender



First-Year Enrollment by Cohort Type

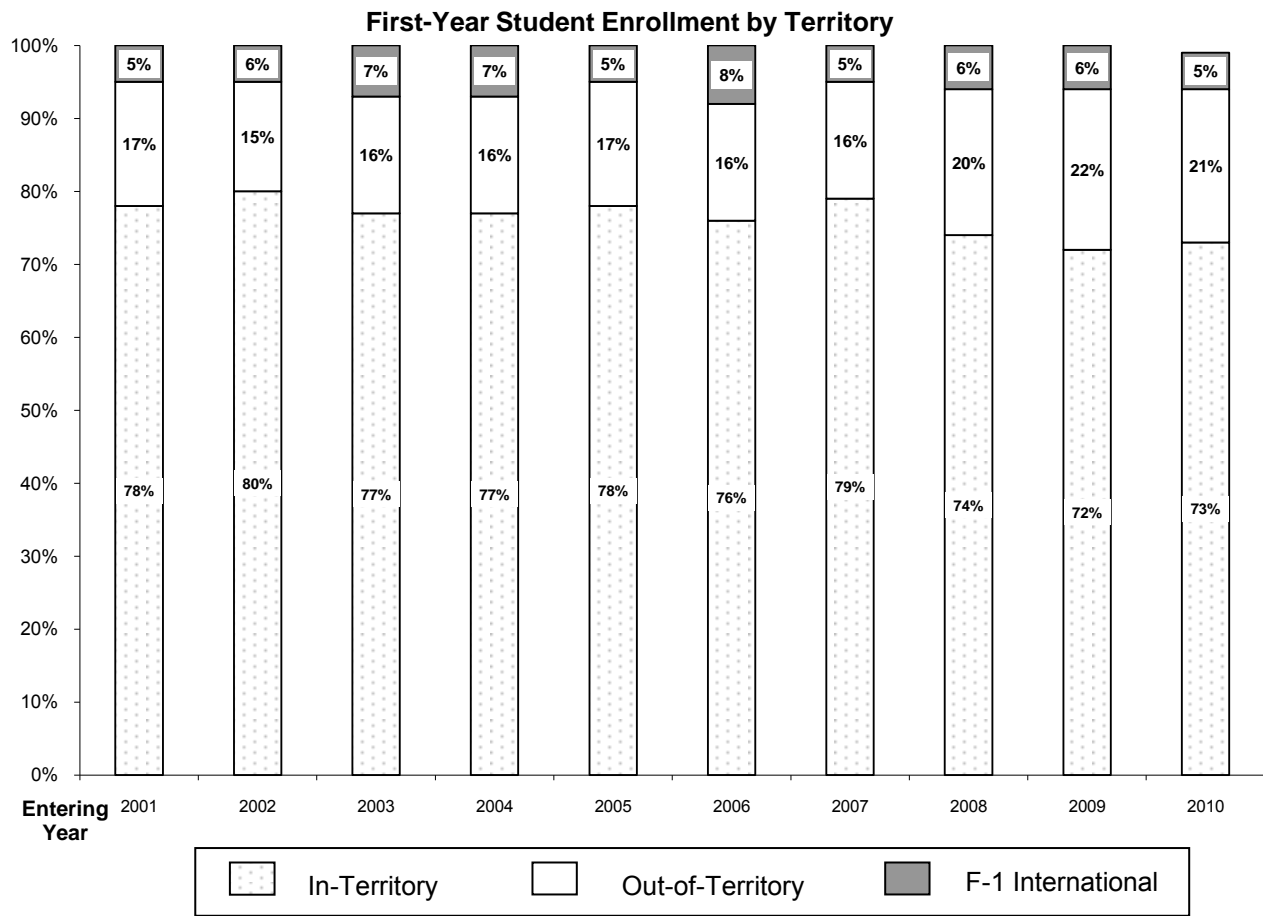


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

NOTE: African-American students are based on those students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Office of Institutional Research and Assessment, October 2010

First-Year Student Enrollment Trends, continued

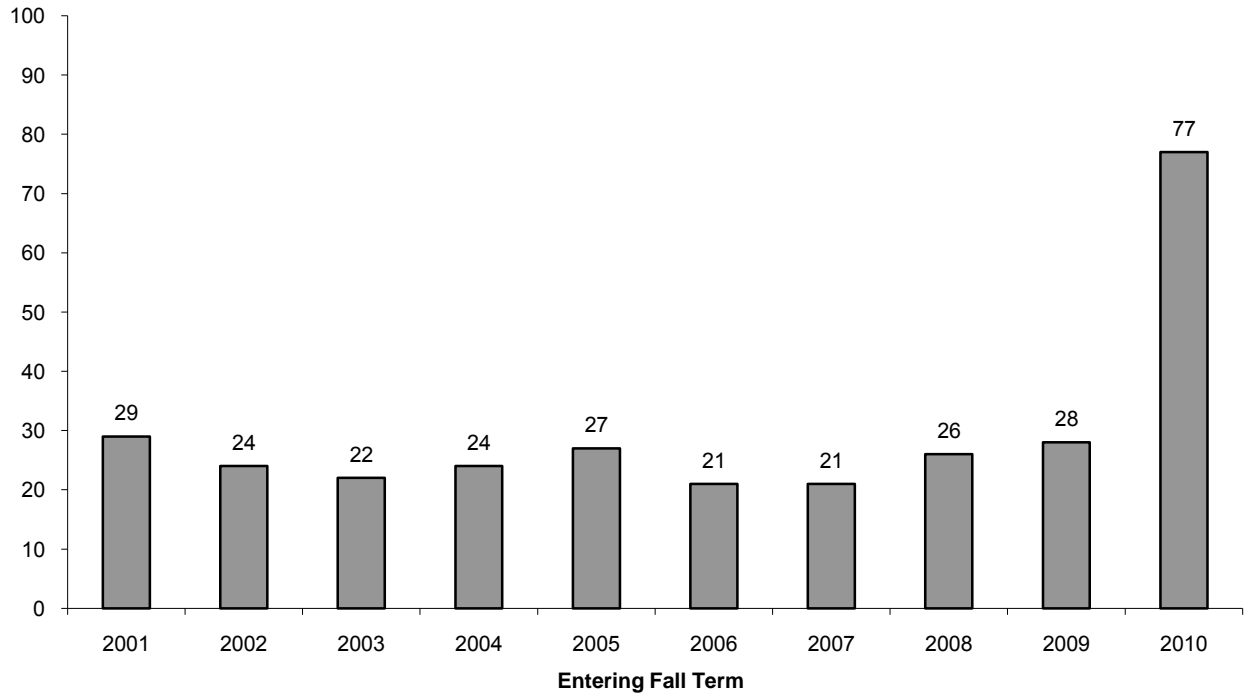


Source: Office of Institutional Research and Assessment, October 2010.

NEW TRANSFER STUDENTS: APPLIED, ACCEPTED, AND ENROLLED

FALL TERM	APPLIED	ACCEPTED		ENROLLED	
	N	N	% of Applications	N	% of Accepted
2001	267	40	15%	29	73%
2002	264	33	13	24	73
2003	297	30	10	22	73
2004	289	32	11	24	75
2005	120	32	27	27	84
2006	154	27	18	21	78
2007	140	30	21	21	70
2008	266	29	11	26	90
2009	364	38	10	28	74
2010	428	92	21	77	84

NUMBER OF NEW TRANSFER STUDENTS



Source: Admissions Office, annual editions of the Transfer Student's Class Profile

**NEW TRANSFER STUDENTS:
APPLIED, ACCEPTED, AND ENROLLED
BY GENDER**

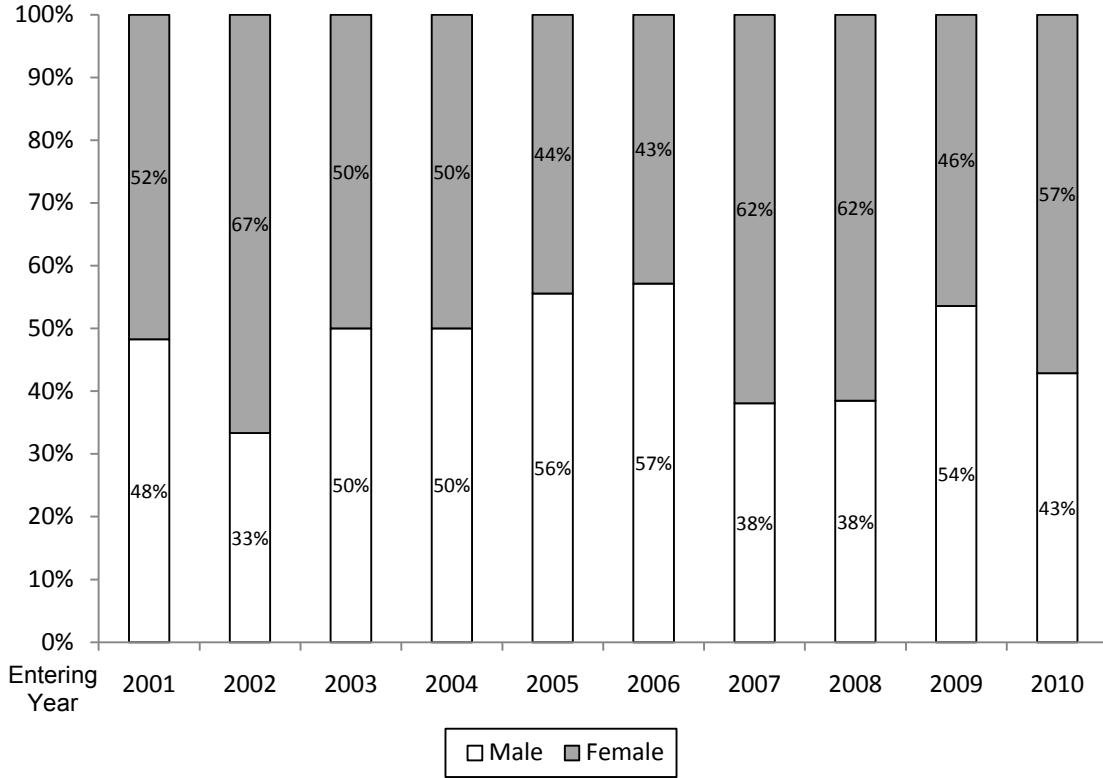
FALL TERM	Males				
	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
2001	130	19	15%	14	74%
2002	141	15	11	8	53
2003	128	14	11	11	79
2004	141	16	11	12	75
2005	56	17	30	15	88
2006	65	15	23	12	80
2007	65	12	18	8	67
2008	121	12	10	10	83
2009	146	21	14	15	71
2010	165	37	22	33	89

FALL TERM	Females				
	<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>
2001	137	21	15%	15	71%
2002	123	18	15	16	89
2003	169	16	9	11	69
2004	148	16	11	12	75
2005	64	15	23	12	80
2006	89	12	13	9	75
2007	75	18	24	13	72
2008	145	17	12	16	94
2009	218	17	8	13	76
2010	263	55	21	44	80

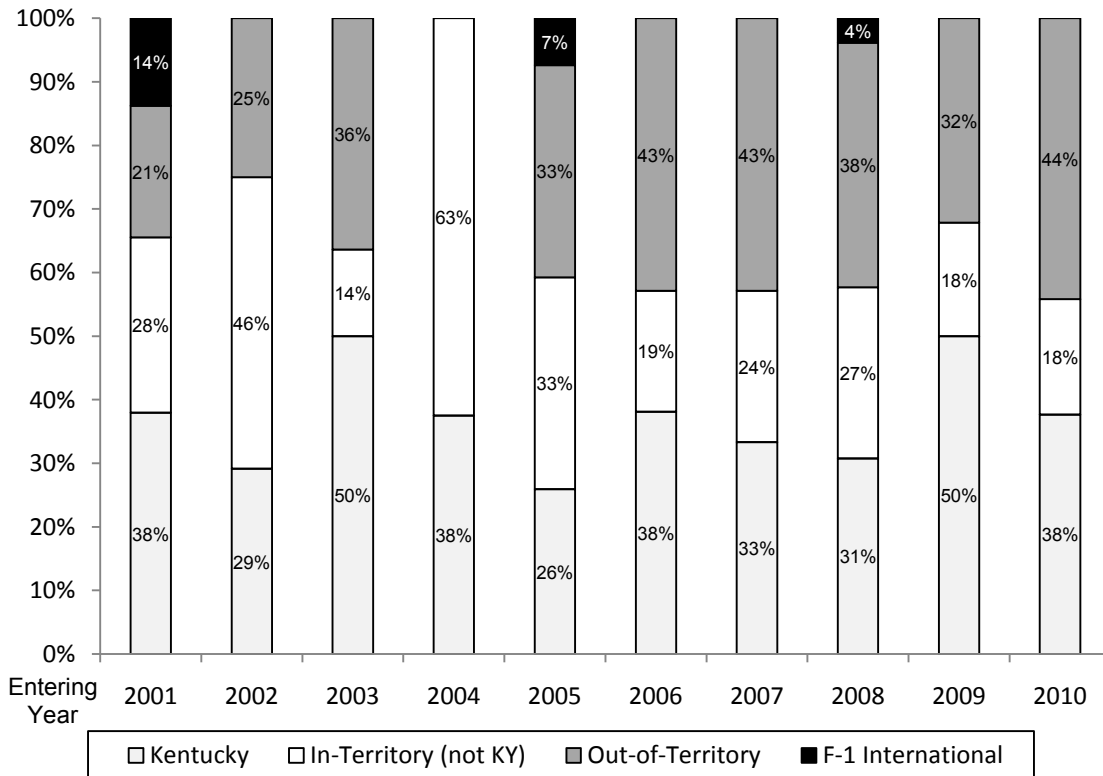
Source: Admissions Office, annual editions of the Transfer Student's Class Profile

FALL TERM NEW TRANSFER STUDENT ENROLLMENT TRENDS

New Transfer Student Enrollment by Gender



New Transfer Student Enrollment by Territory



Source: Office of Institutional Research and Assessment, October 2010

FALL 2010 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,552	First-Year Students N = 429	New Transfer Students N = 77
Gender			
Male	640 41%	199 46%	33 43%
Female	912 59%	230 54%	44 57%
Territory			
In-Territory	1,092 70%	315 74%	43 56%
Out-of-Territory	357 23%	91 21%	34 44%
F-1 International	103 7%	23 5%	0 0%
Students with International Experience	137 9%	28 7%	2 3%

NOTE: There were also eleven (11) F-1 International students enrolled as exchange students (non-degree-seeking) this Fall Term.

Ethnic and Racial Breakdowns*			
Hispanic or Latino or Spanish Origin	26 2%	12 3%	3 4%
Black or African American	266 17%	71 17%	3 4%
Other minorities	72 5%	21 5%	3 4%
White	1,038 67%	309 72%	59 77%
Unknown	176 11%	28 7%	12 16%

*As requested by and reported to the Federal Government – IPEDS.

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).

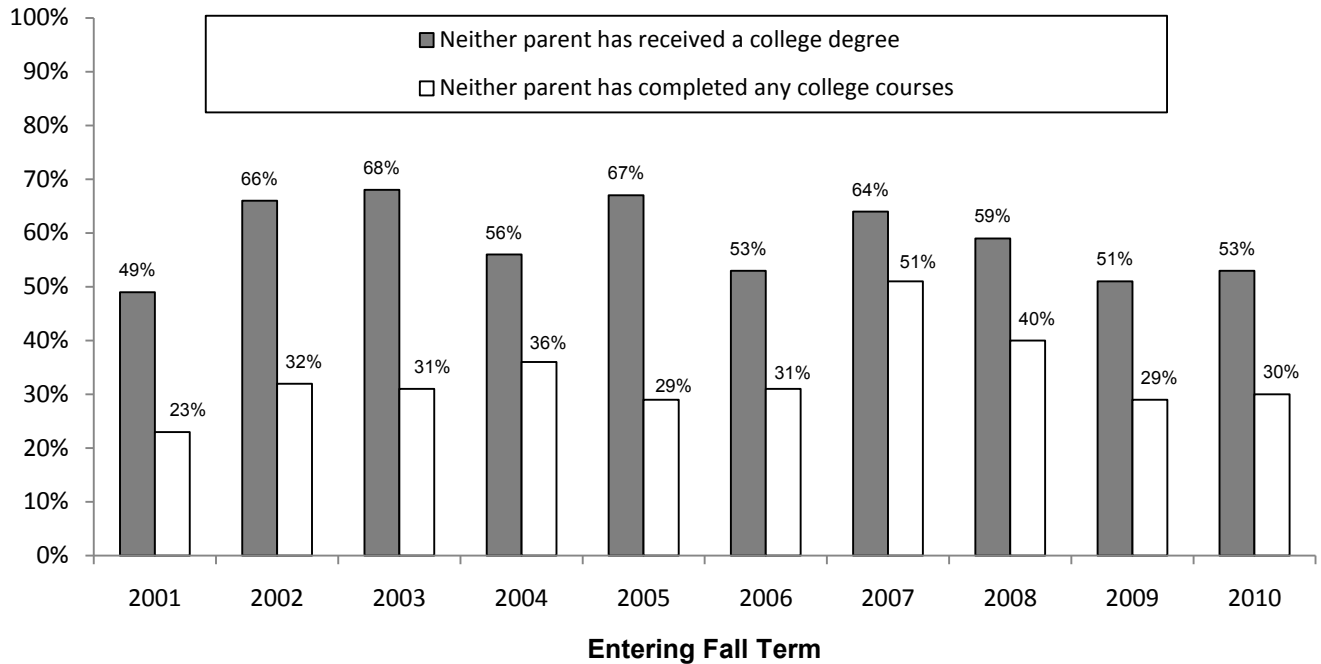
Black or African American: Students (not F-1 International students) who identified themselves as "Black or African American" alone or in combination with another race.

Other Minorities: Students (not F-1 International students) who identified themselves as "American Indian or Alaskan Native," "Asian," or "Native Hawaiian or Other Pacific Islander" alone or in combination with each other.

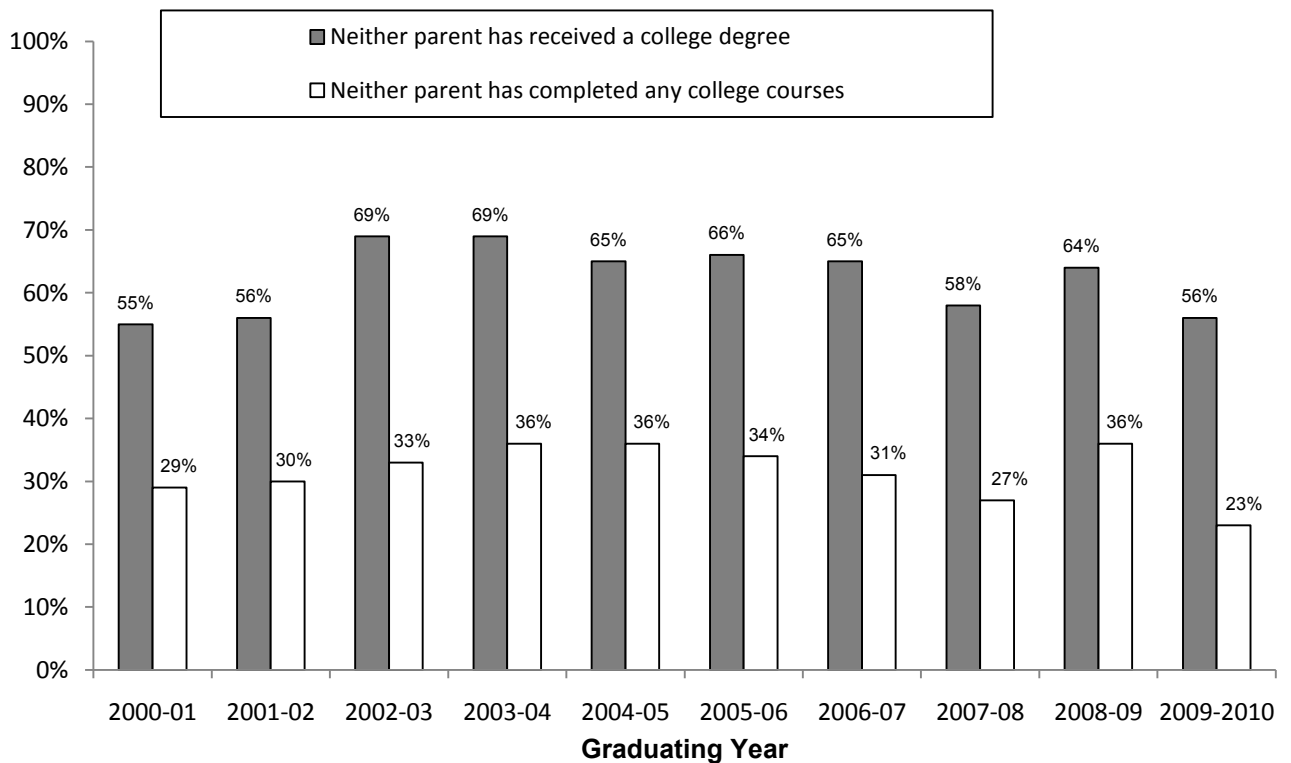
Unknown: Students who chose not to identify their race on their admissions application and all F-1 International students because they are not coded on the basis of race/ethnicity.

FIRST-GENERATION COLLEGE STUDENTS

Entering Student Data

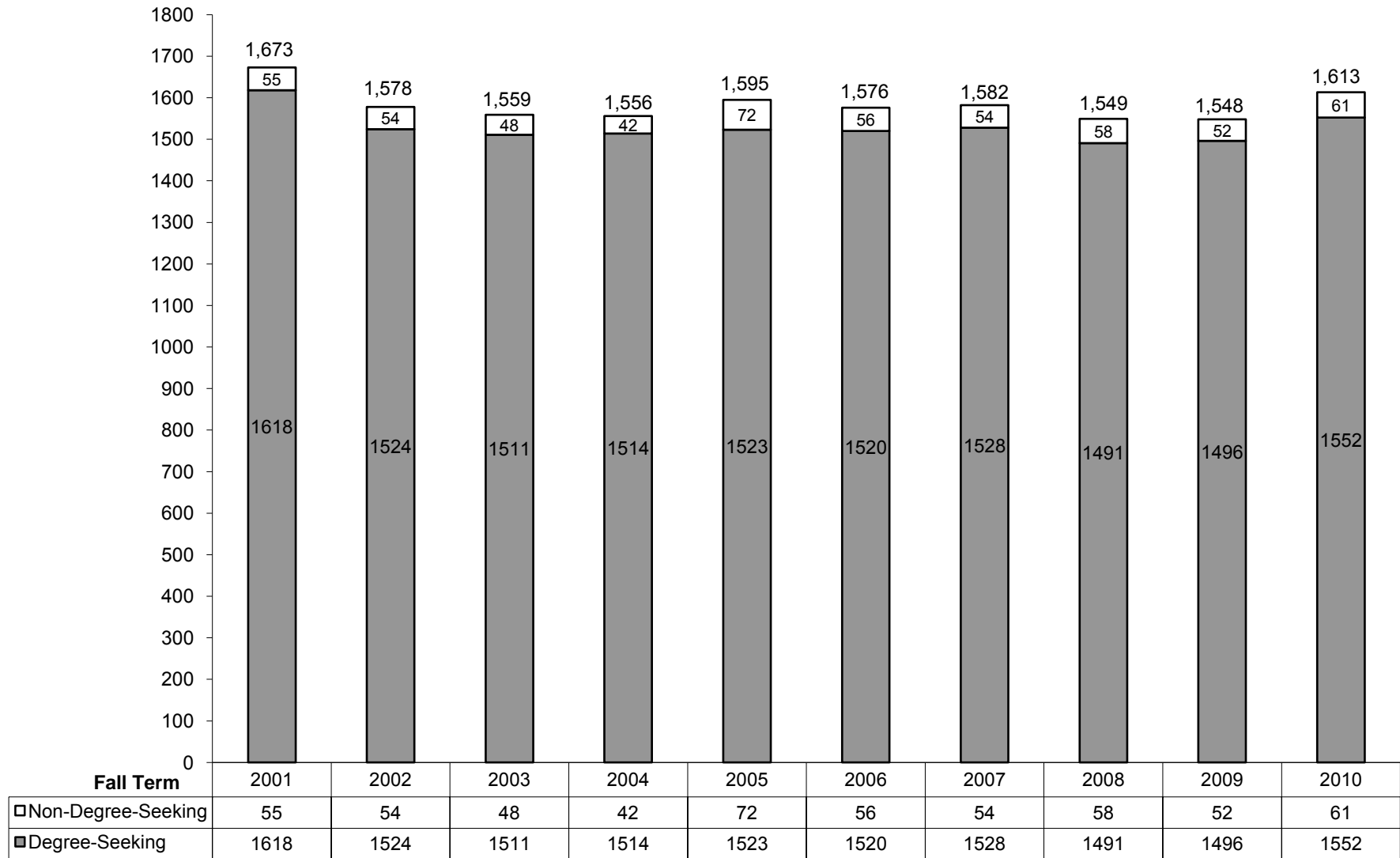


Graduating Student Data



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 *



*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2010

FALL ENROLLMENTS BY CLASSIFICATION 2006 - 2010

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	472	498	491	458	506
First-Year Students	(388)	(421)	(413)	(392)	(429)
Other** Freshmen	(84)	(77)	(78)	(66)	(77)
Sophomore	334	354	336	356	346
Junior	338	313	339	320	336
Senior	<u>376</u>	<u>363</u>	<u>325</u>	<u>362</u>	<u>364</u>
TOTAL DEGREE-SEEKING STUDENTS	1,520	1,528	1,491	1,496	1,552
Berea Community School	23	25	27	20	23
Madison Southern High School	7	8	4	11	9
College Employee	2	3	4	3	1
Community (Special)	14	13	12	8	16
Post Graduate	0	0	0	0	0
Transient/Exchange	10	5	11	10	11
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	56	54	58	52	61
TOTAL HEADCOUNT	1,576	1,582	1,549	1,548	1,613

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

NOTE: For Fall 2010, there were eleven first-year students "officially" classified as sophomores, and two first-year students "officially" classified as juniors. 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.

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.

EKU Exchange - Exchange students are enrolled at Berea part-time under an exchange agreement with Eastern Kentucky University (EKU) in Richmond, KY.

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

FALL ENROLLMENTS BY CLASSIFICATION (Continued)

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
<u>Full-Time Students</u>					
Freshman	472	498	491	458	506
First-Year Students	(388)	(421)	(413)	(392)	(429)
Other** Freshmen	(84)	(77)	(78)	(66)	(77)
Sophomore	334	354	336	355	345
Junior***	338	313	338	320	336
Senior	<u>372</u>	<u>362</u>	<u>323</u>	<u>362</u>	<u>364</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,516	1,527	1,488	1,495	1,551
Berea Community School	0	0	1	0	2
Madison Southern High School	1	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	1	1	0	0	0
Post Graduate	0	0	0	0	0
Transient/Exchange	9	4	7	6	11
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	11	5	8	6	13
TOTAL FULL-TIME STUDENTS	1,527	1,532	1,496	1,501	1,564

<u>Part-Time Students</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	1	1
Junior***	0	0	1	0	0
Senior	<u>4</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	4	1	3	1	1
Berea Community School	23	25	26	20	21
Madison Southern High School	6	8	4	11	9
College Employee	2	3	4	3	1
Community (Special)	13	12	12	8	16
Post Graduate	0	0	0	0	0
Transient/Exchange	1	1	4	4	0
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	45	49	50	46	48
TOTAL PART-TIME STUDENTS	49	50	53	47	49
FTE ENROLLMENT	1,546	1,553	1,518	1,517	1,585

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of courses taken by 3. Our current part-time enrollment of 49 students has a FTE of 20.66.

Source: Academic Services, October 2010

**DEGREE-SEEKING STUDENTS:
F-1 INTERNATIONAL AND THOSE WITH INTERNATIONAL EXPERIENCE*
FALL TERMS 2001 – 2010**

Year	Total Degree-Seeking Students	F-1 International Students		International Experience* Students (Includes F-1 International)	
		N	% of Total	N	% of Total
2001	1,619	102	6.3%	127	8.0%
2002	1,524	101	6.7	126	8.0
2003	1,511	113	7.5	145	10.0
2004	1,514	110	7.3	157	10.0
2005	1,523	109	7.2	149	10.0
2006	1,520	121	8.0	162	11.0
2007	1,528	106	6.9	146	10.0
2008	1,491	111	7.4	146	9.8
2009	1,496	112	7.5	141	9.4
2010	1,552	103	6.6	137	8.8

*Students who are classified as “F-1 international” and other students who are classified as “permanent residents” (students who may be asylees or refugees). In addition, there were 11 F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2010.

AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS
FALL TERMS 2000 – 2010**

Year	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
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
2010	1,552	266	17.1

**Students who identified themselves as “Black or African American” alone or in combination with another race.

FALL 2010 ENROLLMENT BY STATE AND U.S. TERRITORIES

Degree-Seeking Students:

Alabama	86	(5%)	Missouri	7	(*)
Alaska	3	(*)	Montana	1	(*)
Arizona	1	(*)	Nebraska	1	(*)
Arkansas	6	(*)	Nevada	5	(*)
California	7	(*)	New Jersey	5	(*)
Colorado	4	(*)	New Mexico	1	(*)
Connecticut	1	(*)	New York	10	(1%)
Delaware	2	(*)	North Carolina	72	(4%)
Florida	12	(1%)	North Dakota	1	(*)
Georgia	51	(3%)	Ohio	152	(9%)
Guam	1	(*)	Oregon	4	(*)
Hawaii	2	(*)	Pennsylvania	12	(1%)
Idaho	2	(*)	Rhode Island	1	(*)
Illinois	15	(1%)	South Carolina	21	(1%)
Indiana	19	(1%)	South Dakota	1	(*)
Iowa	1	(*)	Tennessee	133	(8%)
Kentucky	640	(40%)	Texas	9	(1%)
Louisiana	2	(*)	Vermont	6	(*)
Maine	3	(*)	Virginia	55	(3%)
Maryland	6	(*)	Washington	3	(*)
Massachusetts	6	(*)	West Virginia	42	(3%)
Michigan	20	(1%)	Wisconsin	5	(*)
Mississippi	3	(*)			

Sub-Total (44 states, 1 territory) 1,440 (89%)

Students Enrolled from Outside the U.S. and/or Its Territories
(For more detail, see the following page.) 112 (7%)

Total Degree-Seeking Students 1,552 (96%)

Non-Degree-Seeking Students:

Berea Community School	23
College Employee	1
Community (Special)	16
EKU Exchange	1
Madison Southern High School	9
Transient/Exchange	<u>11</u>
Sub-Total	61

Total Non-Degree-Seeking Students 61 (4%)

TOTAL HEADCOUNT ENROLLMENT 1,613 (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 2010.
For more details visit < <http://www.berea.edu/ira/georeports.asp> >.

FALL 2010 ENROLLMENT BY COUNTRY ORGANIZED BY CONTINENT

Degree-Seeking Students:

Africa (16 countries)

Botswana	1	(1%)
Burkina Faso	1	(1%)
Cameroon	4	(4%)
Dem. Rep. of the Congo	2	(2%)
Eritrea	2	(2%)
Ethiopia	1	(1%)
Ghana	1	(1%)
Kenya	4	(4%)
Liberia	1	(1%)
Malawi	2	(2%)
Morocco	1	(1%)
Nigeria	5	(4%)
Rwanda	2	(2%)
Sudan	1	(1%)
Uganda	1	(1%)
Zimbabwe	7	(6%)
Africa Total	36	(32%)

Asia (24 countries)

Afghanistan	2	(2%)
Bangladesh	2	(2%)
Burma	7	(6%)
China	2	(2%)
India	3	(3%)
Indonesia	1	(1%)
Iraq	2	(2%)
Japan	2	(2%)
Kyrgyzstan	1	(1%)
Lebanon	1	(1%)
Malaysia	1	(1%)
Nepal	1	(1%)
Pakistan	3	(3%)
Republic of Korea	1	(1%)
Russia	1	(1%)
Sri Lanka	1	(1%)
Taiwan	1	(1%)
Tibet, The Former	7	(6%)
Turkey	1	(1%)
Turkmenistan	3	(3%)
Uzbekistan	2	(2%)

Asia, continued

Vietnam	4	(4%)
West Bank	1	(1%)
Yemen	2	(2%)
Asia Total	52	(46%)

Europe (8 countries)

Albania	1	(1%)
Azerbaijan	1	(1%)
Georgia	2	(2%)
Kosovo	1	(1%)
Montenegro	1	(1%)
Romania	1	(1%)
Slovak Republic	1	(1%)
United Kingdom	1	(1%)
Europe Total	9	(8%)

North America (6 countries)

Dominica	1	(1%)
Guatemala	1	(1%)
Haiti	4	(4%)
Jamaica	1	(1%)
Mexico	1	(1%)
Trinidad and Tobago	1	(1%)
North America Total	9	(8%)

South America (4 countries)

Bolivia	1	(1%)
Brazil	2	(2%)
Columbia	2	(2%)
Ecuador	1	(1%)
South America Total	6	(5%)

(58 Countries represented)

TOTAL OF ALL COUNTRIES 112 (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-twelve (112) students above include more students than those classified as "F-1 International" and represent approximately 7% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2010.
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
2006 - 2010**

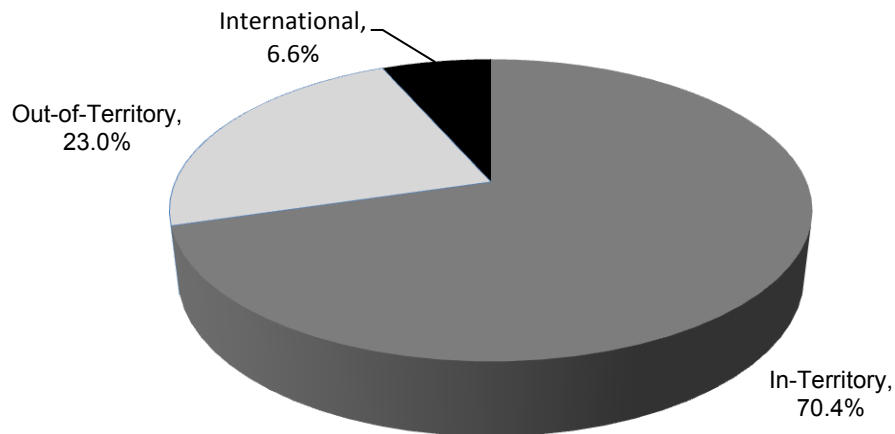
	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Berea's Territory*	1,198	1,118	1,082	1,067	1,092
Prior to 1976 expansion	69%	68%	69%	69%	65%
Counties Added in 1976 & 1978	29%	29%	29%	29%	32%
Hamilton Co, Ohio added in 1996	3%	3%	2%	3%	3%
Out-of-Territory*	301	304	298	317	357
F-1 International***	<u>121</u>	<u>106</u>	<u>111</u>	<u>112</u>	<u>103</u>
TOTAL	1,520	1,528	1,491	1,496	1,552

*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 2010, thirty-four (34) 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, EKV exchange students, 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 RACE/ETHNICITY*
2006 - 2010**

	2006		2007		2008		2009		2010*	
	<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>
Black or African American ** Pre-2010 Category: African-American (Non-Hispanic)	278	(18%)	273	(18%)	253	(17%)	273	(18%)	266	(17%)
American Indian or Alaskan Native	11	(1%)	12	(1%)	18	(1%)	11	(1%)	7	(0.5%)
Asian Pre-2010 Category: Asian or Pacific Islander	21	(1%)	24	(2%)	22	(1%)	21	(1%)	16	(1%)
Native Hawaiian or Pacific Islander	not available		not available		not available		not available		1	(0.06%)
Hispanic	24	(2%)	29	(2%)	33	(2%)	39	(3%)	(see note below)	
White Pre-2010 Category: White (Non-Hispanic)	1,037	(68%)	1,051	(69%)	1,016	(68%)	1,010	(68%)	1,038	(67%)
Students who chose not to respond/ Race unknown	28	(2%)	33	(2%)	38	(3%)	30	(2%)	73	(5%)
Two or more races indicated***	not available		not available		not available		not available		48	(3%)
F-1 International Students	<u>121</u>	<u>(8%)</u>	<u>106</u>	<u>(7%)</u>	<u>111</u>	<u>(7%)</u>	<u>112</u>	<u>(7%)</u>	<u>103</u>	<u>(7%)</u>
TOTAL	1,520	(100%)	1,528	(100%)	1,491	(100%)	1,496	(100%)	1,552	(100%)

NOTES: Twenty-six (26) or 2% of students indicated that they were "Hispanic or Latino or of Spanish origin."
Percentages may not equal 100% due to rounding.

*Categories changed as mandated by the Federal Government; students were asked to answer questions about ethnicity (Hispanic or not) and race (choose one or more). Please see page 60 for more details for Fall Term 2010.

**Based on the number of students who identified themselves as "Black or African American" alone or in combination with another race.

***Based on students who selected more than one race, but not "Black or African American."

Source: Office of Institutional Research and Assessment, September 2010

Fall 2010 Enrollment of Degree-Seeking Students by Ethnic and Racial Breakdowns

Ethnic and Racial Breakdown (as requested by and reported to the federal government – IPEDS)

Ethnicity Breakdown for All Students (N = 1,552)

Hispanic or Latino or Spanish Origin	26	1.7%
Not Hispanic or Latino or Spanish Origin	1,224	80.2%
Chose not to respond (N = 179) and International Students (N = 103)	282	18.2%

Racial Breakdown

F-1 International (racial breakdown not collected)	103	6.6%
Chose not to respond (Race unknown)	73	4.7%
American Indian or Alaska Native	7	0.5%
Asian	16	1.0%
Black or African American	228	14.7%
Native Hawaiian or Other Pacific Islander	1	0.1%
White	1,038	66.9%
Two or more races indicated	86	5.5%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/Other Pacific Islander and White	(4)	
American Indian/Alaska Native and Asian and White	(3)	
American Indian/Alaska Native and Black/African American	(1)	
American Indian/Alaska Native and Black/African and Native Hawaiian/Other Pacific Islander and White	(2)	
American Indian/Alaska Native and Black/African American and White	(9)	
American Indian/Alaska Native and White	(31)	
Asian and Black/African American	(2)	
Asian and Black/African American and White	(1)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)	
Asian and Native Hawaiian/Other Pacific Islander	(1)	
Asian and White	(11)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)	
Black/African American and White	(18)	
Native Hawaiian/Other Pacific Islander and White	(1)	

TOTAL	1,552	100.0%
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NOTE: The total number of students who identified themselves as “Black or African American” alone or in combination with another race is 266 (17.1%).

Compiled by the Office of Institutional Research and Assessment, October 2010

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
2006 – 2010**

<u>Age*</u>	2006		2007		2008		2009		2010	
	<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	37	(2%)	37	(2%)	37	(2%)	16	(1%)	43	(3%)
18 – 19 years old	642	(42%)	662	(43%)	656	(44%)	622	(42%)	662	(43%)
20 – 21 years old	578	(38%)	605	(40%)	565	(38%)	575	(38%)	563	(36%)
22 – 24 years old	172	(11%)	149	(10%)	157	(11%)	201	(13%)	184	(12%)
25 – 29 years old	57	(4%)	43	(3%)	49	(3%)	50	(3%)	63	(4%)
30 – 34 years old	17	(1%)	13	(1%)	13	(1%)	15	(1%)	18	(1%)
35 – 39 years old	2	(**)	4	(**)	4	(**)	6	(**)	7	(**)
40 – 49 years old	10	(1%)	9	(1%)	7	(**)	7	(**)	11	(1%)
50 – 64 years old	5	(**)	6	(**)	3	(**)	4	(**)	1	(**)
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	1,520	(100%)	1,528	(100%)	1,491	(100%)	1,496	(100%)	1,552	(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 2010

FALL 2010 JUNIOR AND SENIOR ENROLLMENT BY MAJOR AND COHORT TYPE

	African-American*		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	4	(3%)	1	(**)	0	(0%)	5	(1%)
Agriculture and Natural Resources	0	(0%)	22	(4%)	0	(0%)	22	(3%)
Applied Science and Mathematics	2	(2%)	2	(**)	0	(0%)	4	(1%)
Art and Art History	2	(2%)	26	(5%)	1	(1%)	29	(4%)
Asian Studies	0	(0%)	9	(2%)	0	(0%)	9	(1%)
Biology	7	(6%)	33	(6%)	2	(3%)	42	(6%)
Business Administration	6	(5%)	36	(6%)	14	(21%)	56	(7%)
Chemistry	3	(2%)	13	(2%)	7	(10%)	23	(3%)
Child and Family Studies	5	(4%)	33	(6%)	0	(0%)	38	(5%)
Communication	8	(6%)	12	(2%)	2	(3%)	22	(3%)
Computer and Information Science	3	(2%)	10	(2%)	4	(6%)	17	(2%)
Economics	1	(1%)	0	(0%)	5	(7%)	6	(1%)
Education Studies – General	2	(2%)	9	(2%)	2	(3%)	13	(2%)
Education Studies – Middle Grades 5-9	0	(0%)	3	(1%)	0	(0%)	3	(**)
Education Studies – Elementary Education	3	(2%)	31	(6%)	1	(1%)	35	(5%)
3-2 Engineering	0	(0%)	2	(**)	0	(0%)	2	(**)
English	5	(4%)	40	(7%)	0	(0%)	45	(6%)
Foreign Languages								
French	1	(1%)	1	(**)	0	(0%)	2	(*)
German	0	(0%)	5	(1%)	1	(1%)	6	(1%)
Spanish	1	(1%)	11	(2%)	0	(0%)	12	(2%)
History	4	(3%)	19	(3%)	0	(0%)	23	(3%)
Independent	4	(3%)	15	(3%)	0	(0%)	19	(3%)
Mathematics	3	(2%)	14	(3%)	10	(15%)	27	(4%)
Music	5	(4%)	14	(3%)	0	(0%)	19	(3%)
Nursing	7	(6%)	32	(6%)	5	(7%)	44	(6%)
Philosophy	3	(2%)	4	(1%)	0	(0%)	7	(1%)
Physical Education	9	(7%)	22	(4%)	1	(1%)	32	(4%)
Physics	1	(1%)	2	(**)	4	(6%)	7	(1%)
Political Science	3	(2%)	14	(3%)	4	(6%)	21	(3%)
Psychology	5	(4%)	25	(4%)	2	(3%)	32	(4%)
Religion	2	(2%)	7	(1%)	0	(0%)	9	(1%)
Sociology	5	(4%)	12	(2%)	1	(1%)	18	(2%)
Technology and Industrial Arts	9	(7%)	31	(6%)	0	(0%)	40	(5%)
Theatre	4	(3%)	15	(3%)	1	(1%)	20	(3%)
Women's Studies	2	(2%)	6	(1%)	0	(0%)	8	(1%)
<i>Undecided</i>	7	(6%)	26	(5%)	0	(0%)	33	(4%)
TOTAL	126	(100%)	557	(100%)	67	(100%)	750	(100%)

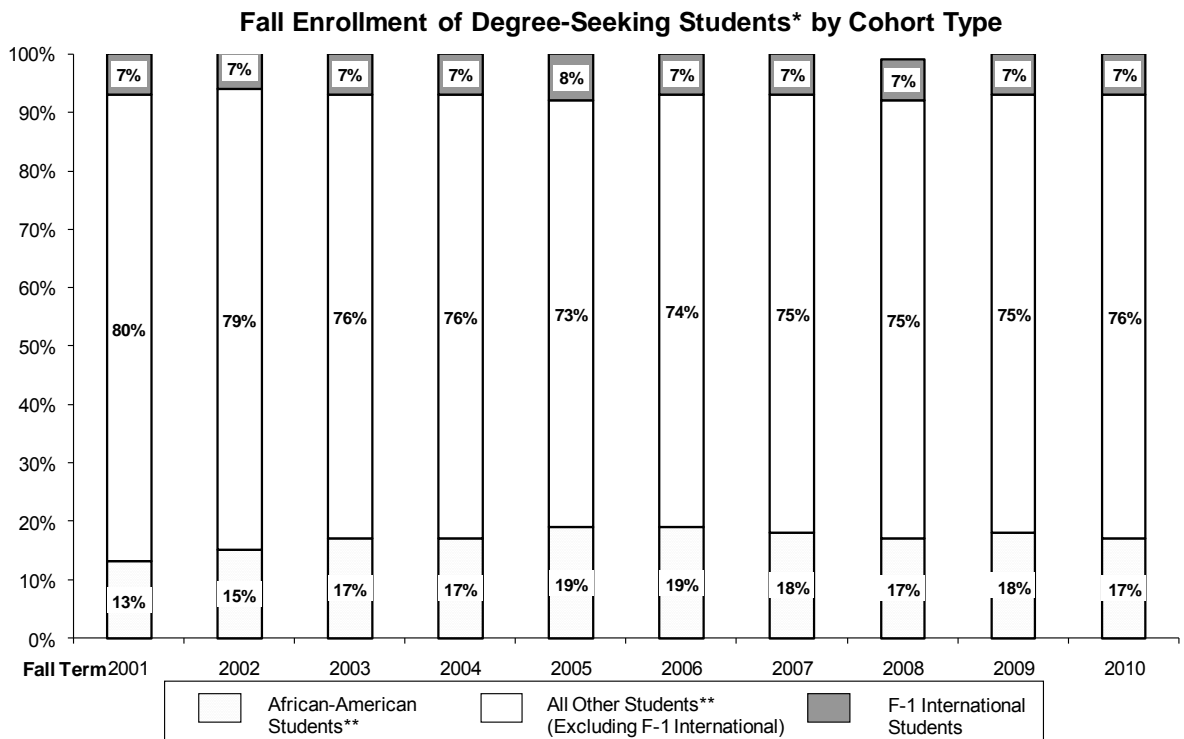
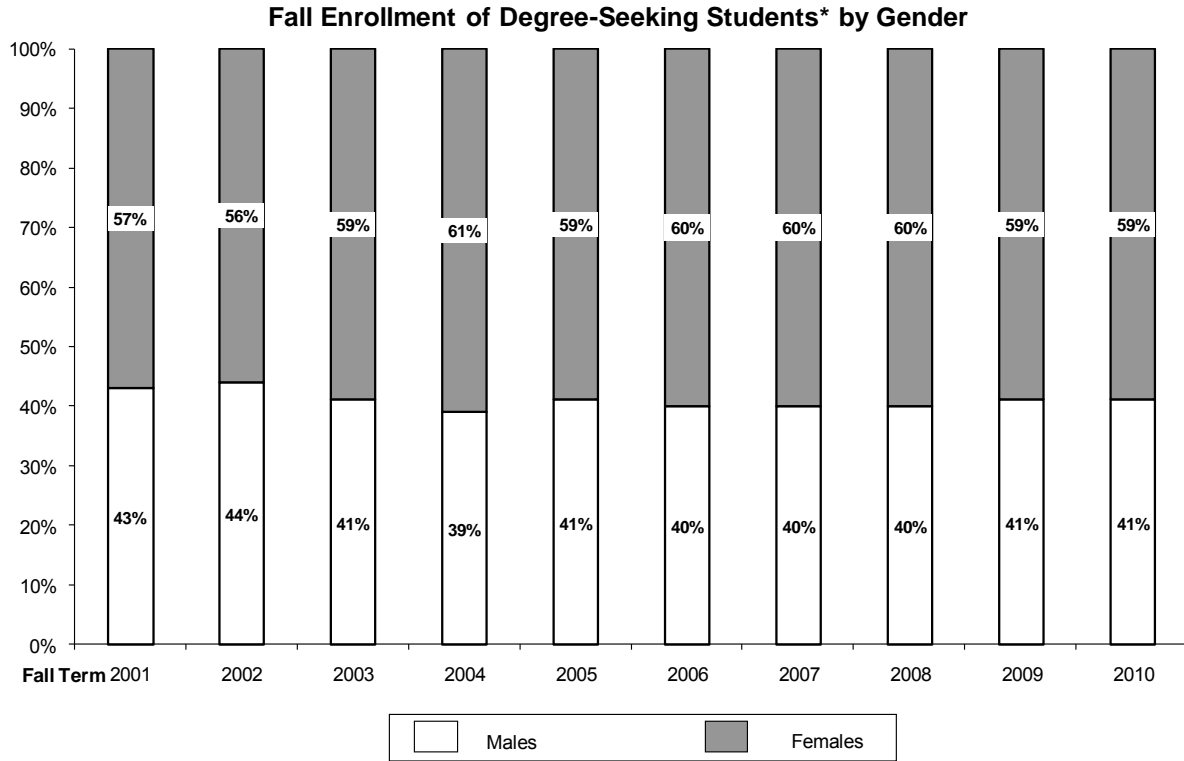
*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

**Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 750 majors represent 702 junior and senior students enrolled in Fall 2010.

Compiled by: Office of Institutional Research and Assessment, November 2010.

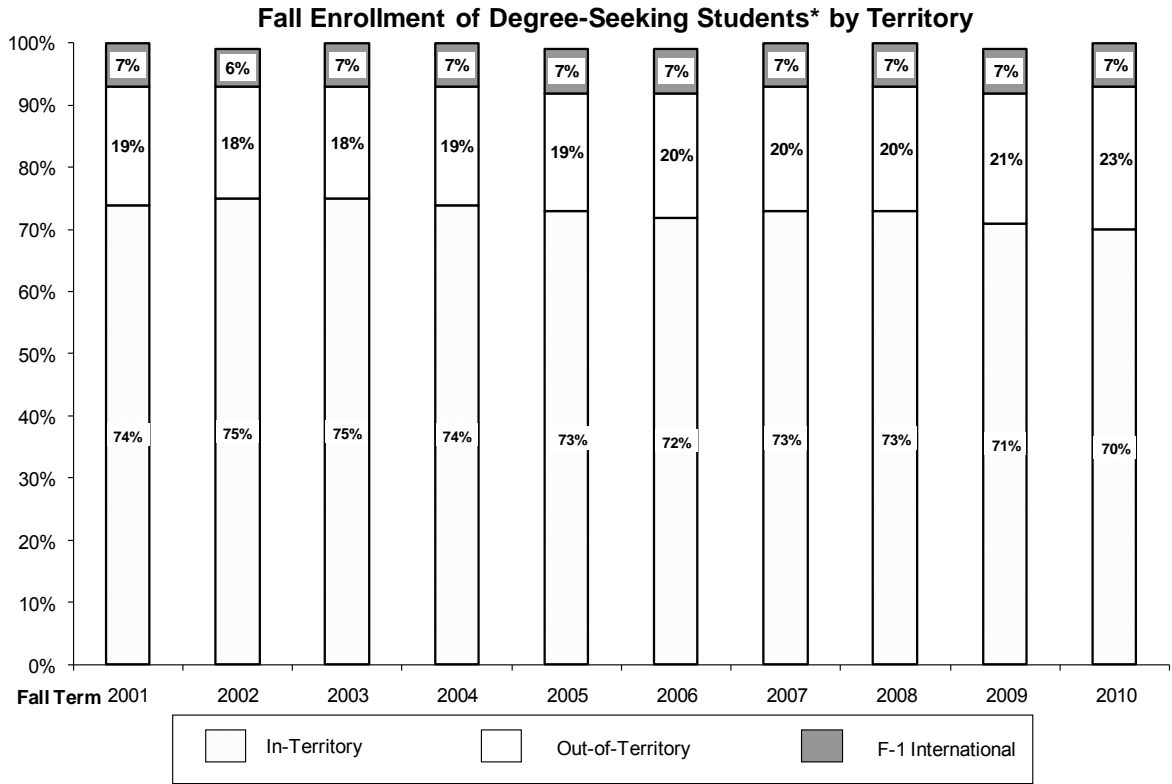
FALL ENROLLMENT TRENDS



*Includes full and part-time students.

**Based on students who identified themselves as "Black or African American" alone or in combination with another race.

Fall Enrollment Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2010

**SPRING ENROLLMENTS BY CLASSIFICATION
2006 - 2010**

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	328	346	363	338	319
First-Year Students	(7)	(16)	(9)	(3)	(1)
Other** Freshmen	(321)	(330)	(354)	(335)	(318)
Sophomore	329	298	312	324	287
Junior	326	332	308	291	322
Senior	<u>431</u>	<u>447</u>	<u>442</u>	<u>400</u>	<u>408</u>
TOTAL DEGREE-SEEKING STUDENTS	1,414	1,423	1,425	1,353	1,336
Berea Community School	19	13	17	27	24
Madison Southern High School	8	6	3	4	10
College Employee	5	3	4	4	3
Community (Special)	12	11	12	12	11
Transient/Exchange	<u>10</u>	<u>9</u>	<u>5</u>	<u>9</u>	<u>9</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	54	42	41	56	57
TOTAL HEADCOUNT	1,468	1,465	1,466	1,409	1,393

*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.

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Freshman	328	346	363	338	319
First-Year Students	(7)	(16)	(9)	(3)	(1)
Other** Freshmen	(321)	(330)	(354)	(335)	(318)
Sophomore	329	298	312	324	287
Junior	326	332	307	290	322
Senior	<u>425</u>	<u>438</u>	<u>439</u>	<u>398</u>	<u>408</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,408	1,414	1,421	1,350	1,336
Berea Community School	0	1	0	0	0
Madison Southern High School	0	1	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	2	0	0
Transient/Exchange	<u>8</u>	<u>7</u>	<u>4</u>	<u>7</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	8	9	6	7	8
TOTAL FULL-TIME STUDENTS	1,416	1,423	1,427	1,357	1,344

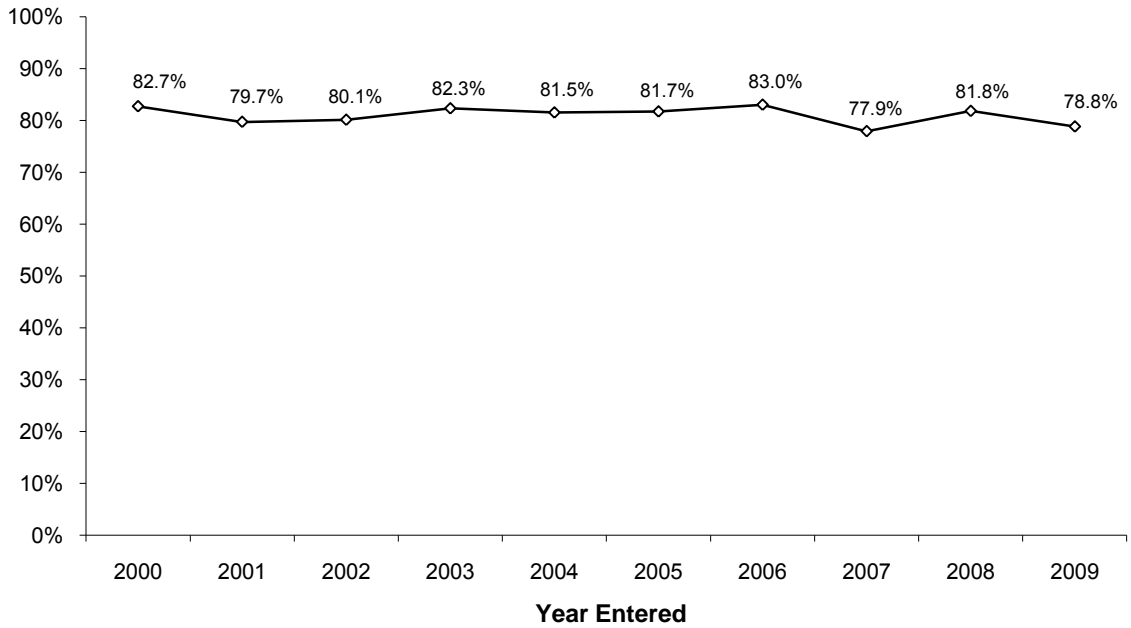
<u>Part-Time Students</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	0
Junior	1	0	1	1	0
Senior	<u>6</u>	<u>9</u>	<u>3</u>	<u>2</u>	<u>0</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	7	9	4	3	0
Berea Community School	19	12	17	27	24
Madison Southern High School	8	6	3	4	10
College Employee	5	3	4	4	3
Community (Special)	12	11	10	12	11
Transient/Exchange	<u>2</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	46	33	35	49	49
TOTAL PART-TIME STUDENTS	52	42	39	52	49
FTE Enrollment	1,447	1,438	1,444	1,379	1,362

**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.

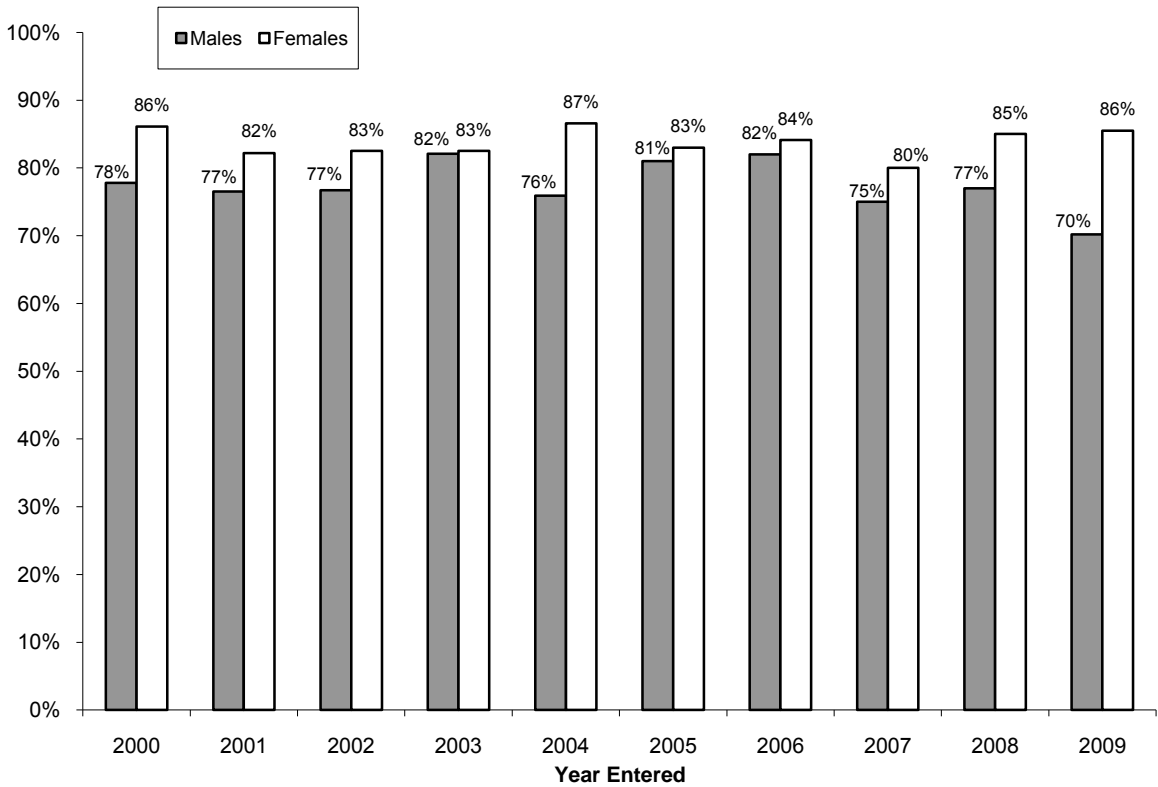
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 49 students has an FTE of 17.58.

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



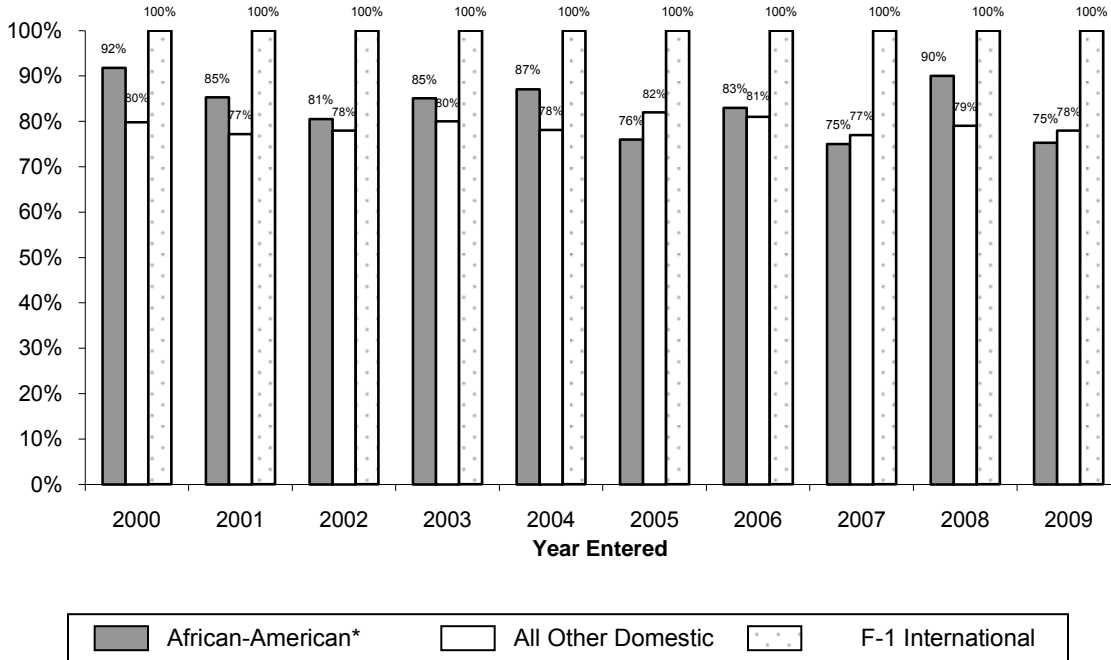
By Gender



Source: Office of Institutional Research and Assessment, September 2010

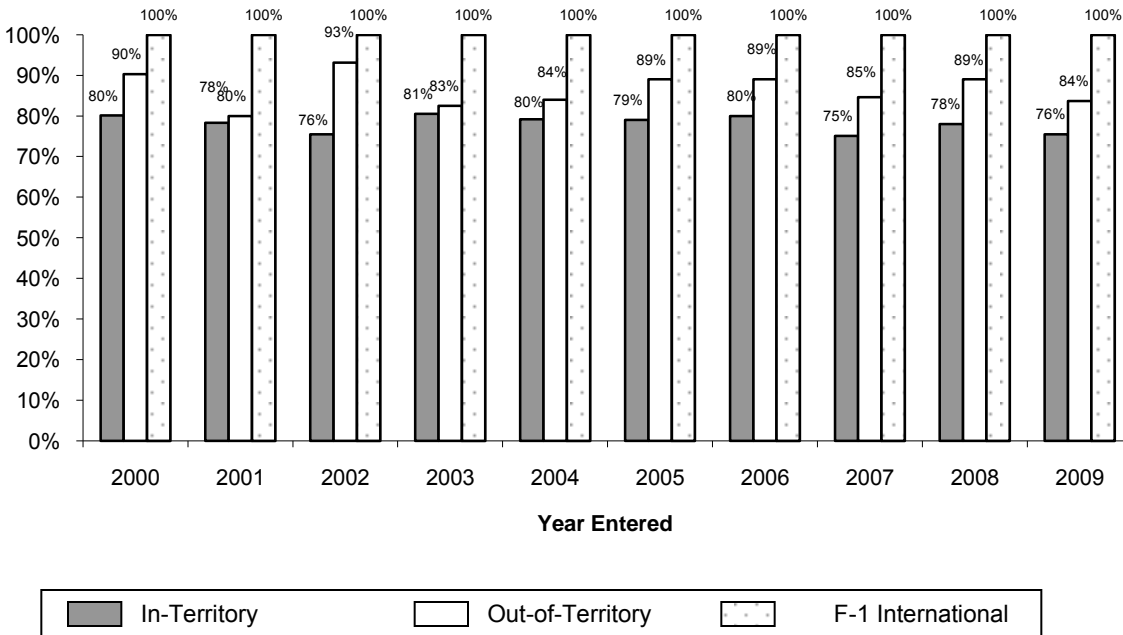
FIRST-TO-SECOND YEAR RETENTION, continued

By Cohort Type



*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

By Territory



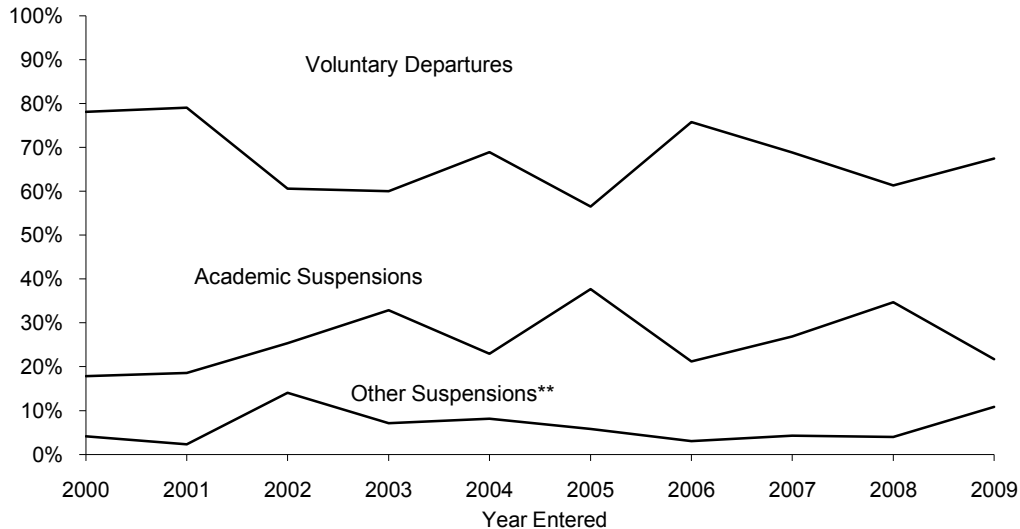
Source: Office of Institutional Research and Assessment, September 2010

FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2000 - 2009

<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>
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
2009	392	78.8	83	18	9	56

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.

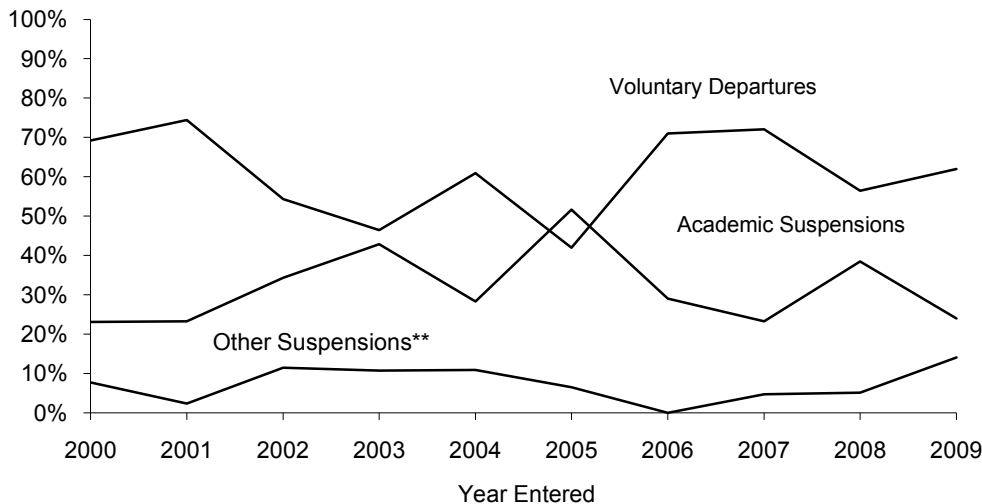
Source: Office of Institutional Research and Assessment, September 2010

MALE FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2000 - 2009

<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>
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
2009	170	71	50	12	7	31

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

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



*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.

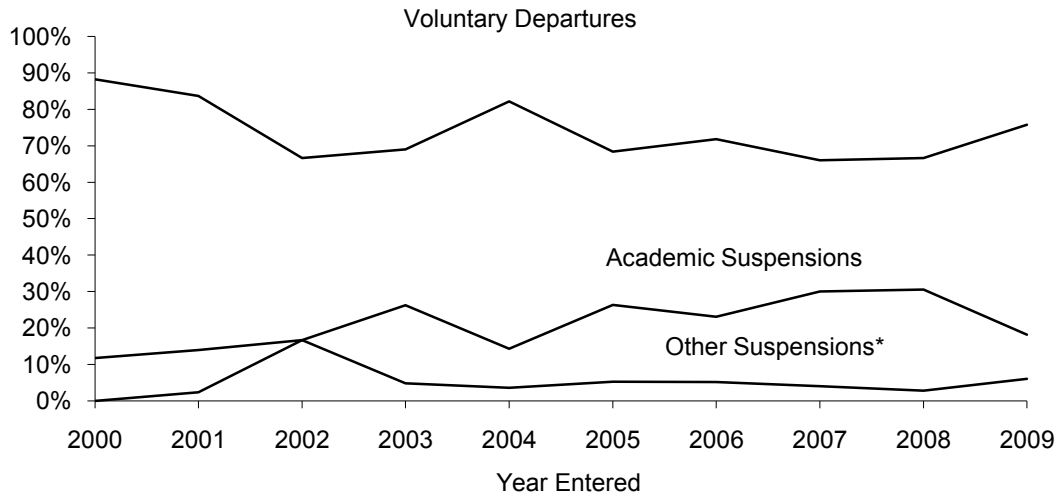
Source: Office of Institutional Research and Assessment, September 2010

**FEMALE FIRST-YEAR STUDENT RETENTION/ATTRITION
FALL TERMS 2000 - 2009**

<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>
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
2009	222	85	33	6	2	25

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**



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

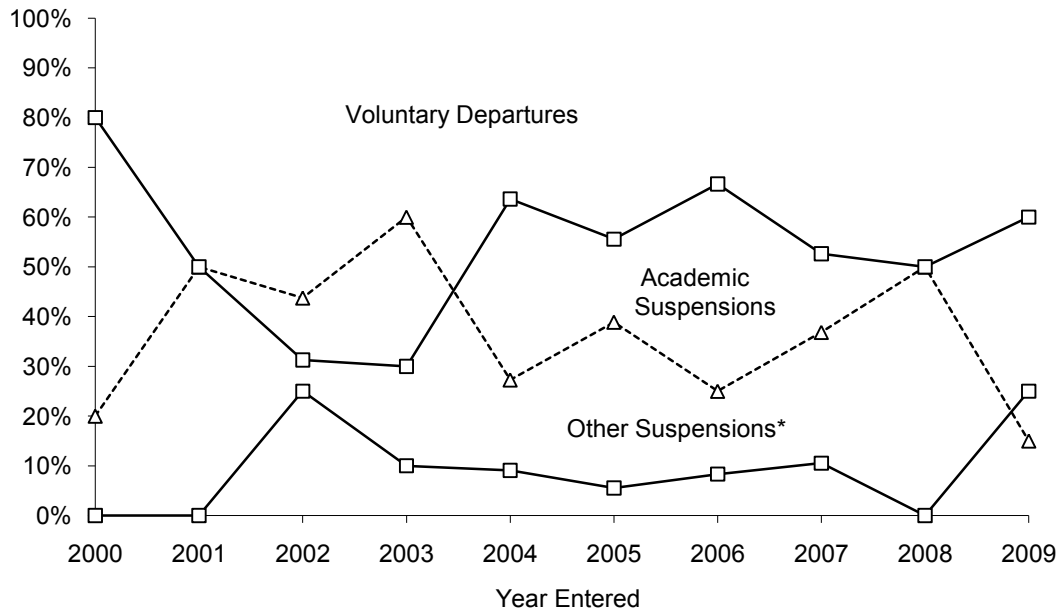
Source: Office of Institutional Research and Assessment, September 2010

AFRICAN-AMERICAN FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2000 - 2009

<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>
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
2009	81	75	20	3	5	12

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

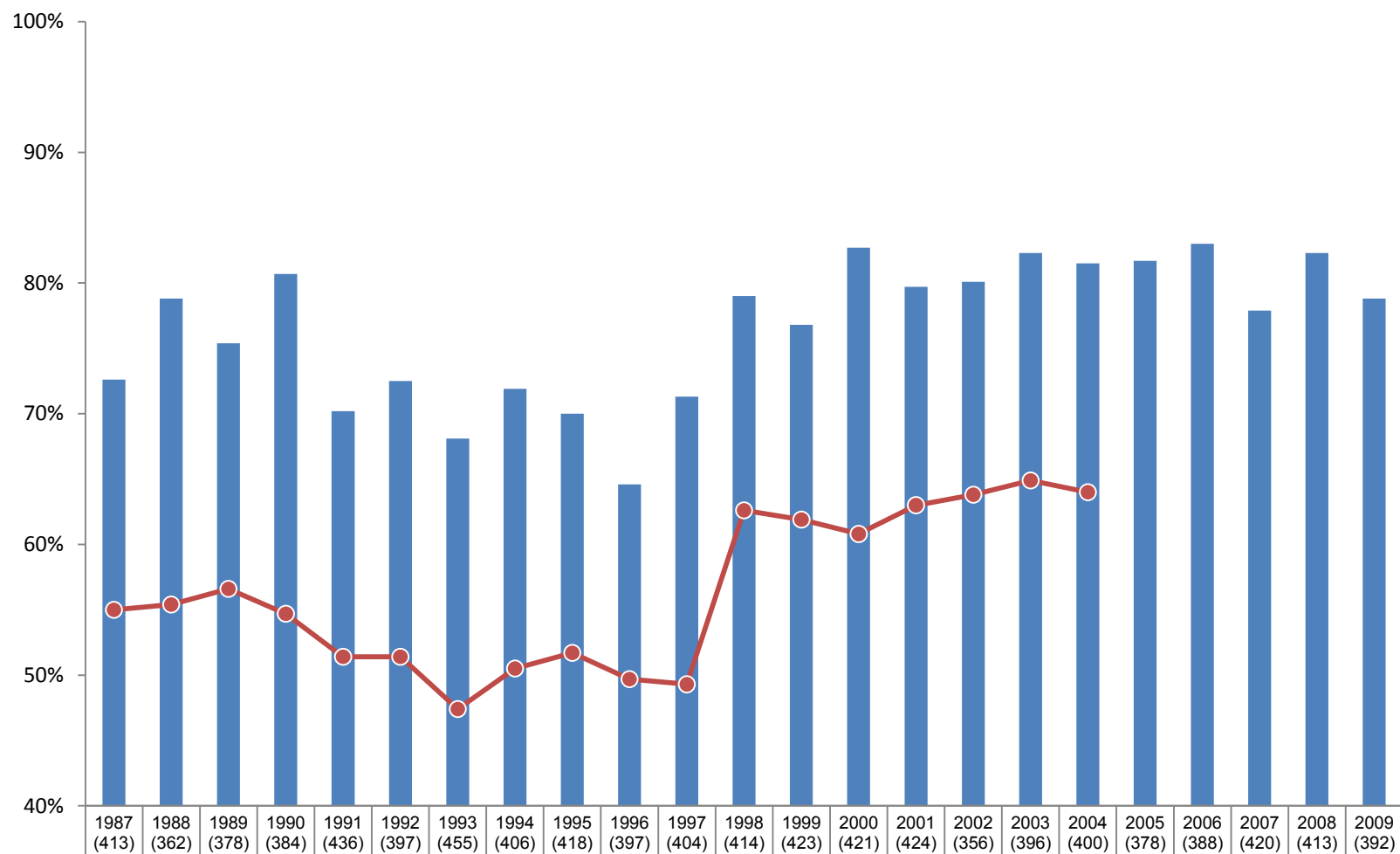


NOTE: Based on students who identified themselves as "Black or African American" alone or in combination with another race. These numbers DO NOT include F-1 International students.

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

Source: Office of Institutional Research and Assessment, September 2010

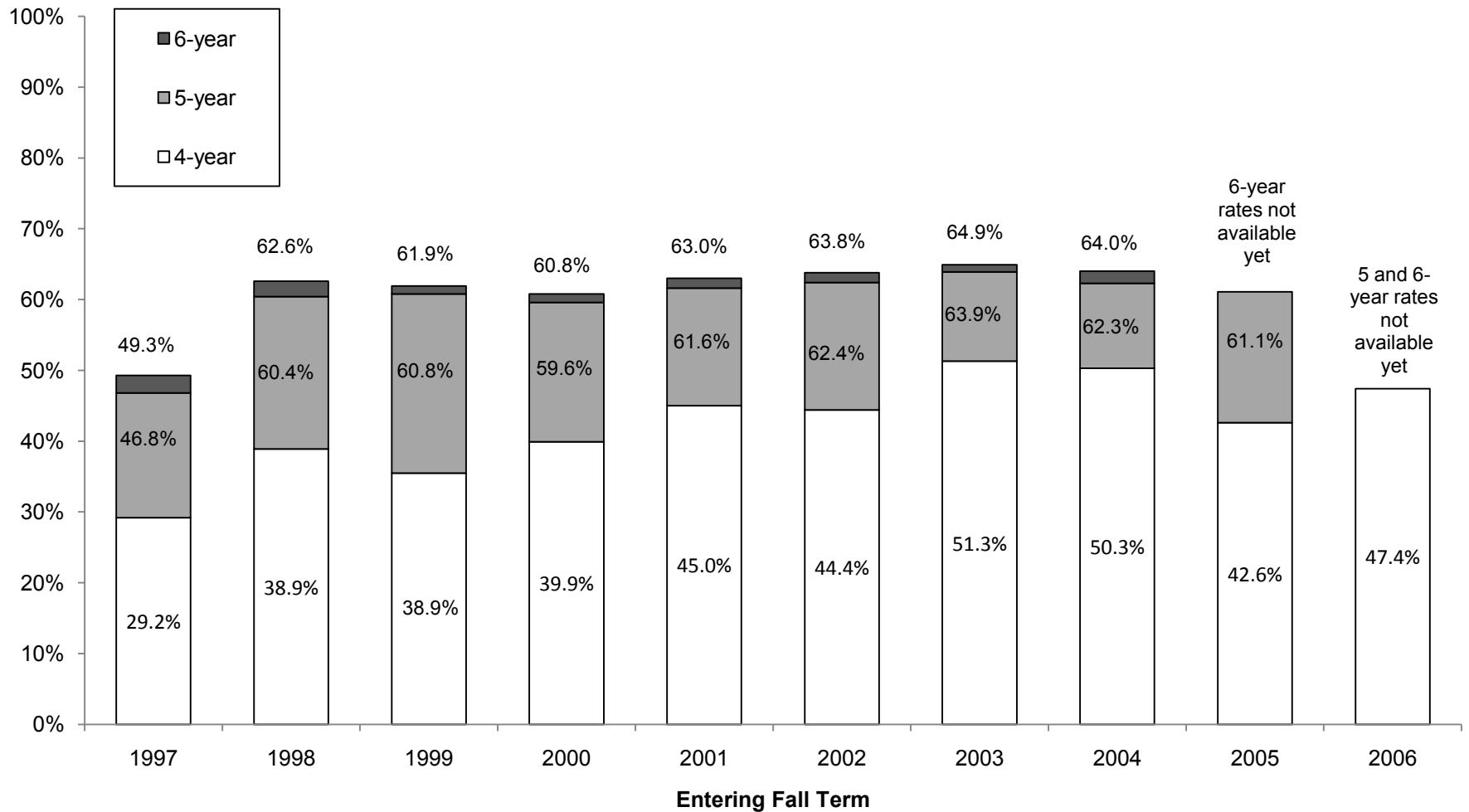
First to Second Year Retention, Six-Year Graduation Rates, and Academic Qualifications at Entry for Fall Term First-Year Students



	1987 (413)	1988 (362)	1989 (378)	1990 (384)	1991 (436)	1992 (397)	1993 (455)	1994 (406)	1995 (418)	1996 (397)	1997 (404)	1998 (414)	1999 (423)	2000 (421)	2001 (424)	2002 (356)	2003 (396)	2004 (400)	2005 (378)	2006 (388)	2007 (420)	2008 (413)	2009 (392)
F-S Retention	72.6%	78.8%	75.4%	80.7%	70.2%	72.5%	68.1%	71.9%	70.0%	64.6%	71.3%	79.0%	76.8%	82.7%	79.7%	80.1%	82.3%	81.5%	81.7%	83.0%	77.9%	82.3%	78.8%
Six-Year Graduation Rates	55.0%	55.4%	56.6%	54.7%	51.4%	51.4%	47.4%	50.5%	51.7%	49.7%	49.3%	62.6%	61.9%	60.8%	63.0%	63.8%	64.9%	64.0%					
Percent in top 1/5 high school class	58.0%	61.0%	60.0%	56.0%	52.0%	54.0%	53.0%	51.0%	47.0%	39.0%	43.0%	60.0%	58.0%	64.0%	53.0%	60.0%	57.0%	56.0%	55.0%	55.0%	54.0%	55.0%	56.0%
Percent Needing any Developmental Math	52.5%	46.8%	40.2%	45.2%	47.0%	37.9%	34.9%	32.0%	40.6%	42.5%	46.8%	22.9%	20.1%	23.3%	25.5%	28.1%	26.8%	23.3%	32.8%	28.9%	34.7%	29.1%	30.6%
ACT Composite Mean	20.2	21.0	21.3	21.6	21.7	21.7	22.3	22.2	21.7	21.7	21.7	23.0	23.1	23.5	23.3	23.2	23.0	23.6	23.0	23.1	23.1	23.2	23.5

NOTE: In 2005, the cut-off for waiving Developmental Math was raised by on ACT point (from 19 to 20).

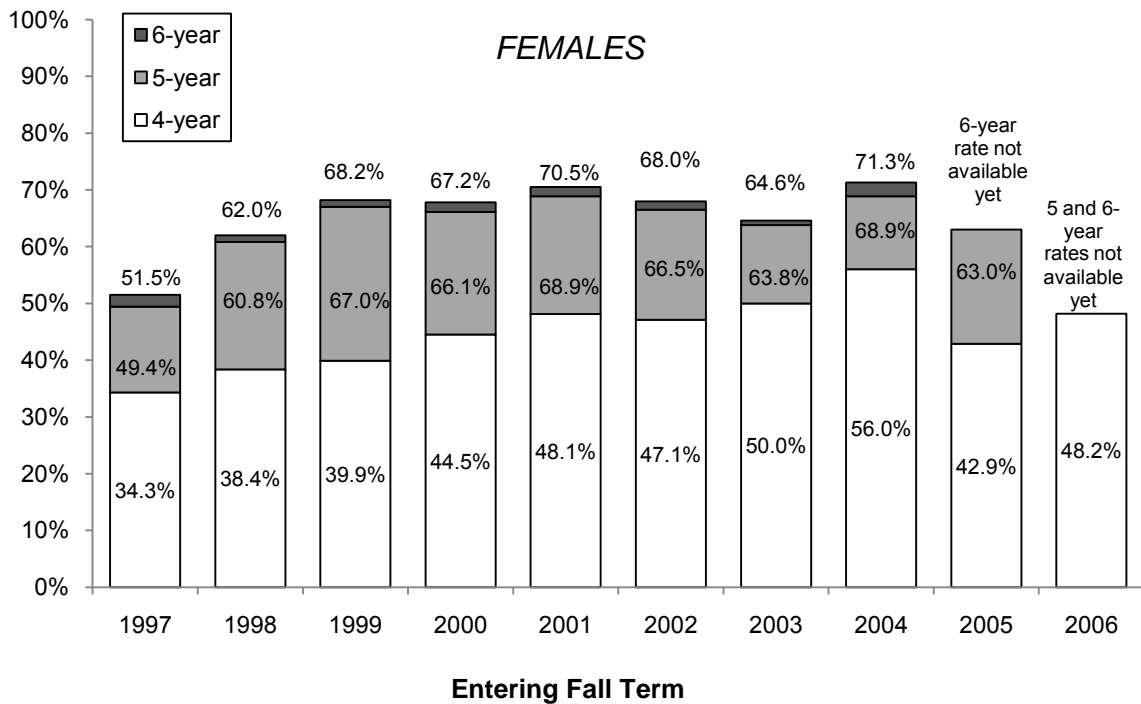
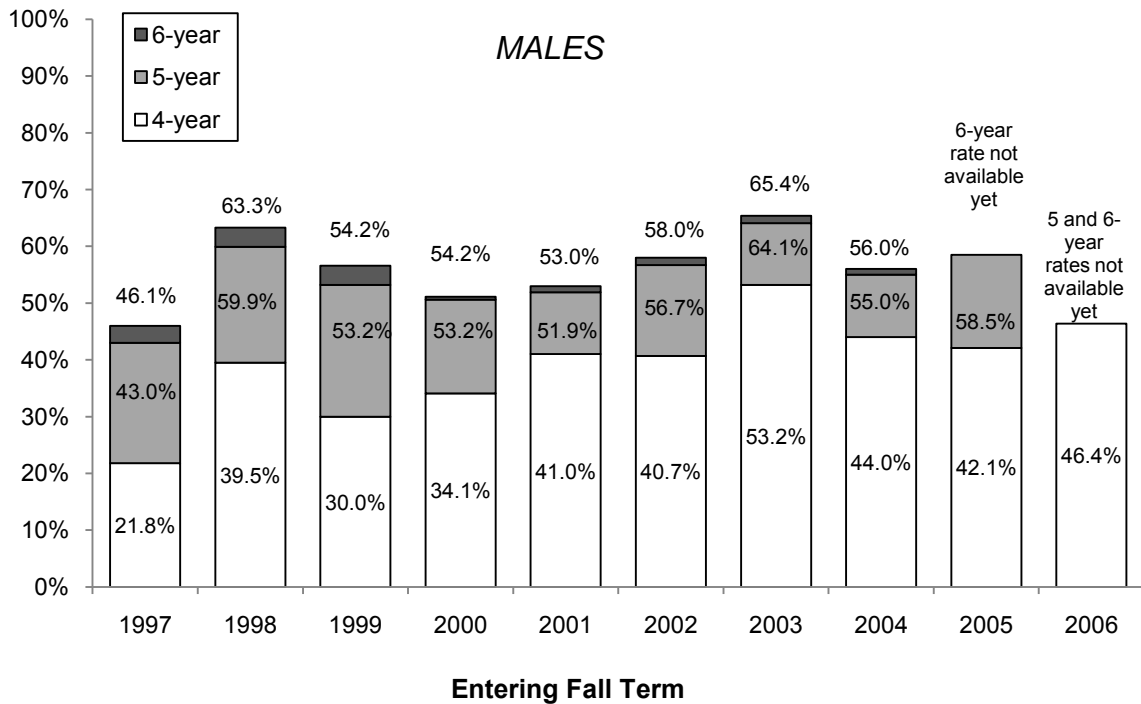
GRADUATION RATES* FOR FIRST-YEAR STUDENTS



*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 2010.

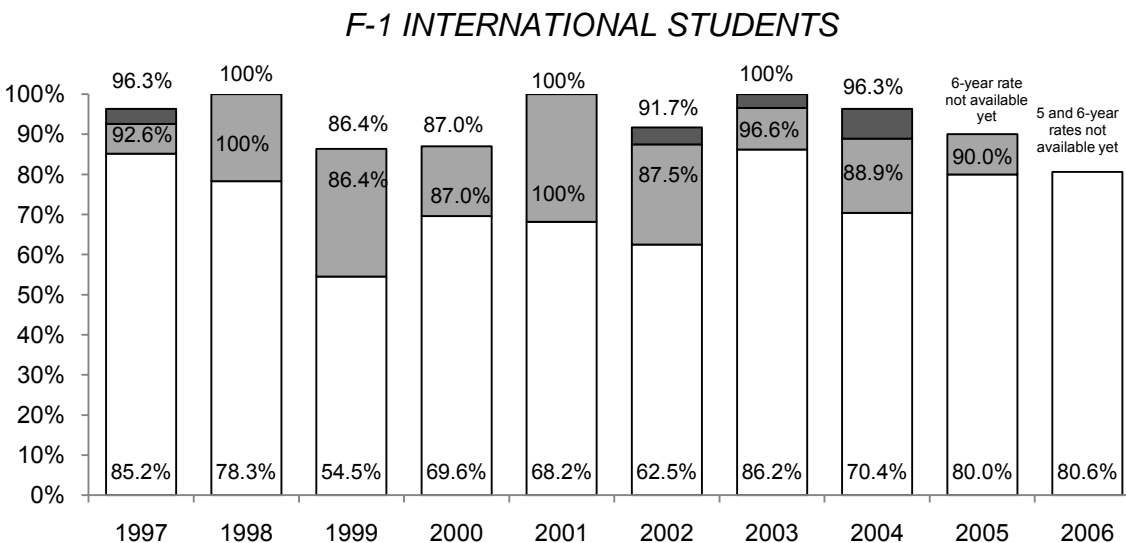
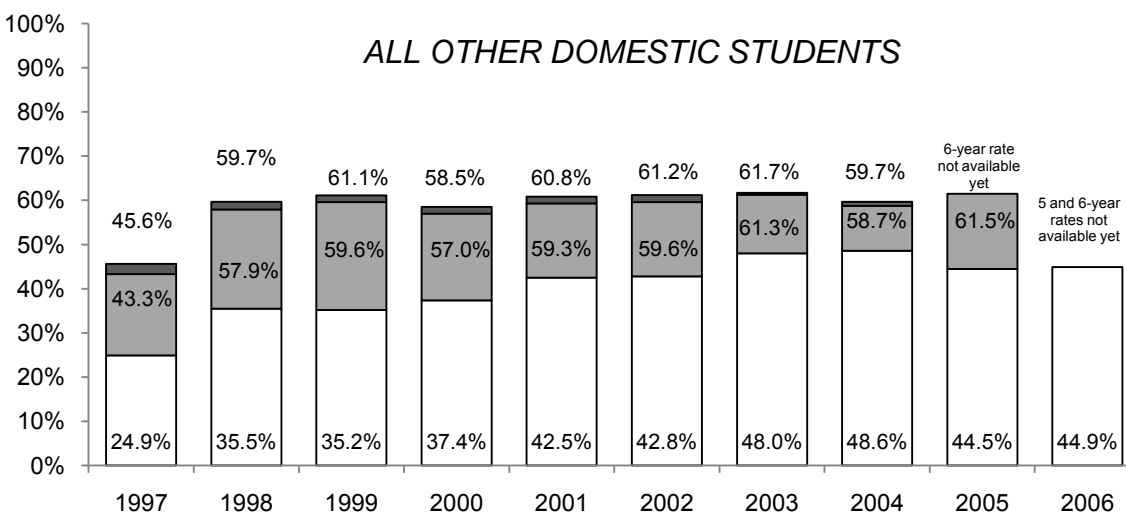
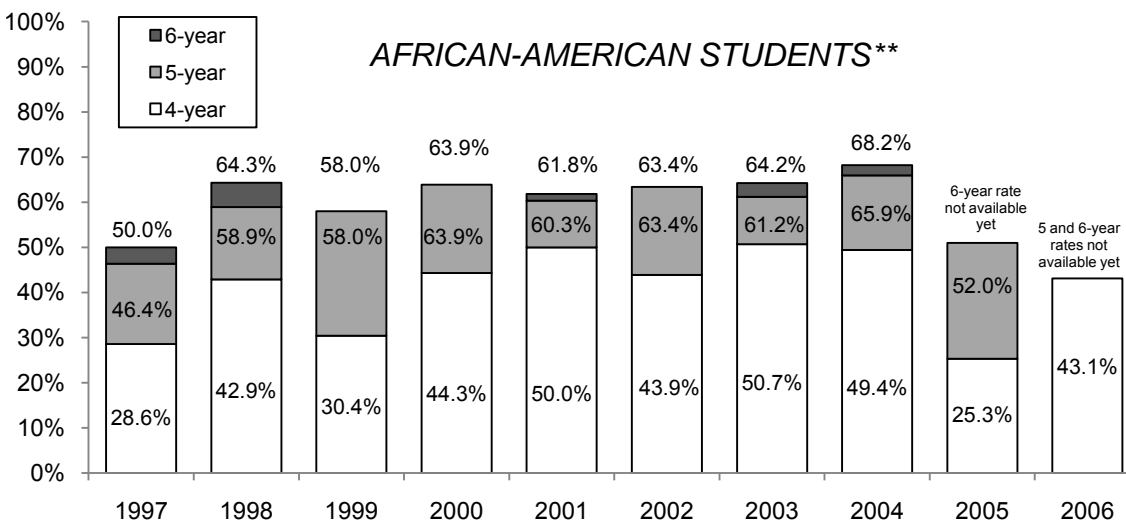
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY GENDER FALL TERMS 1997-2006



*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 2010

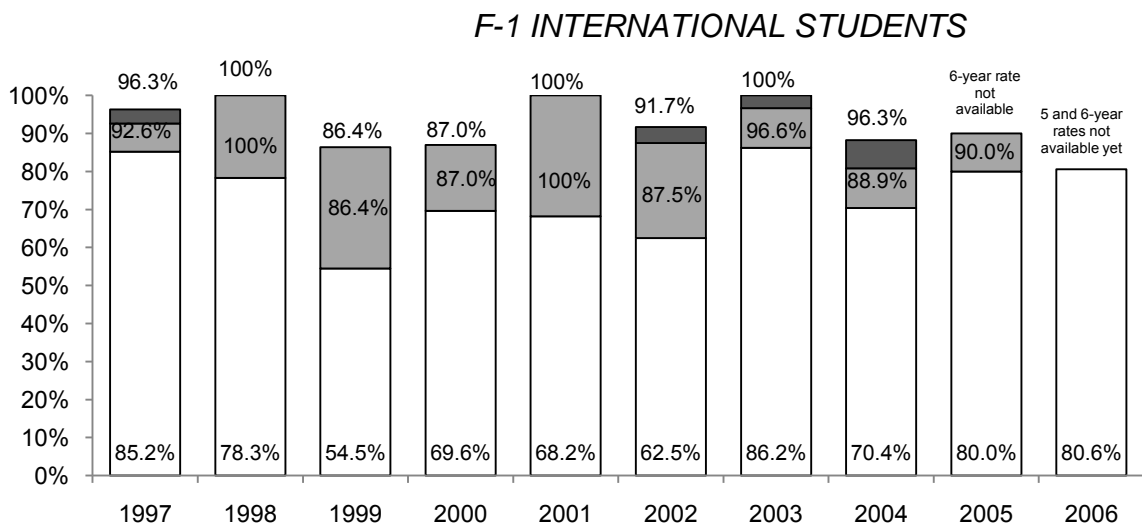
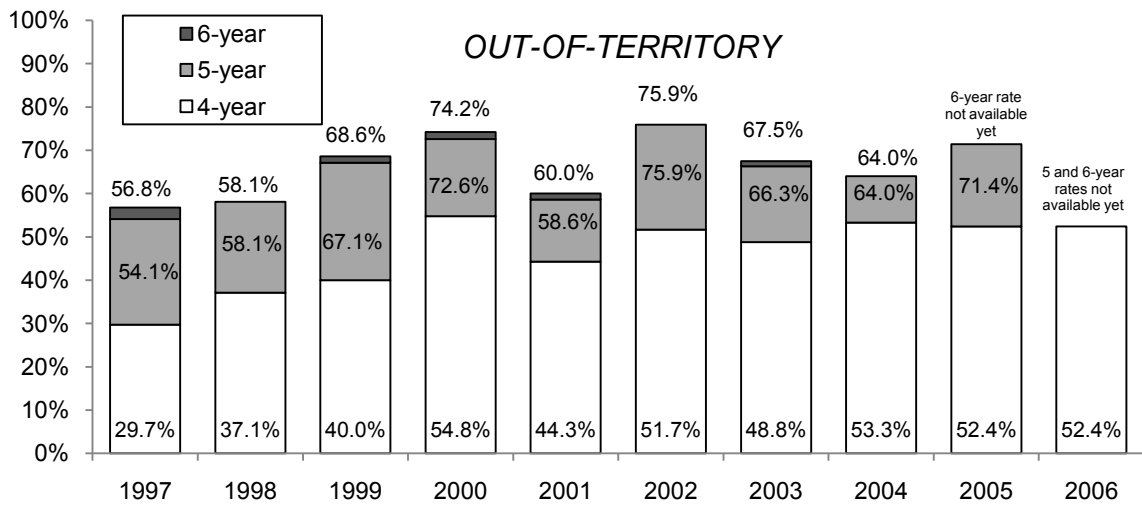
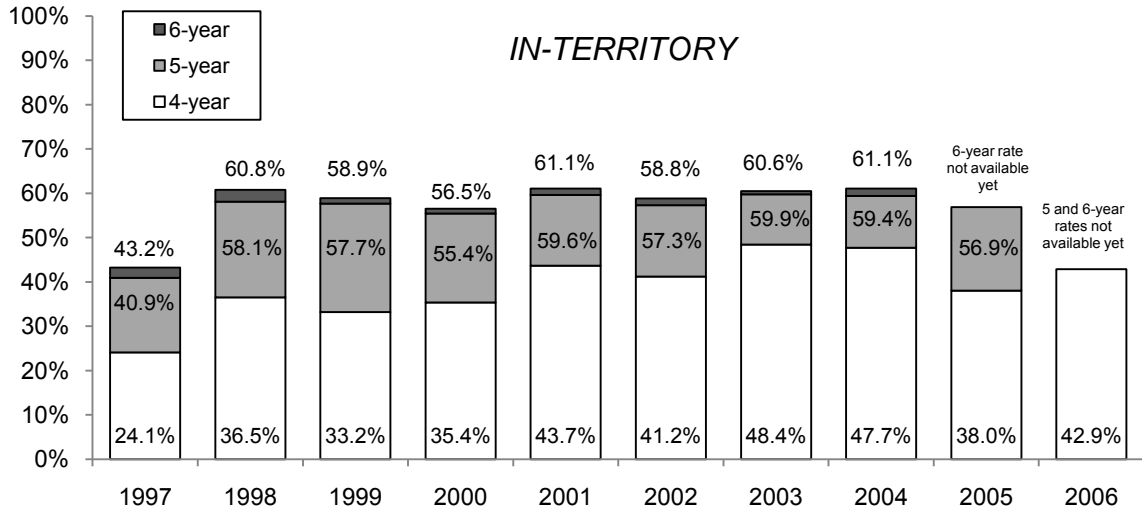
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE ENTERING FALL TERMS 1997 – 2006



*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.

**Based on those students who identified themselves as "Black or African American alone or in combination with another race."

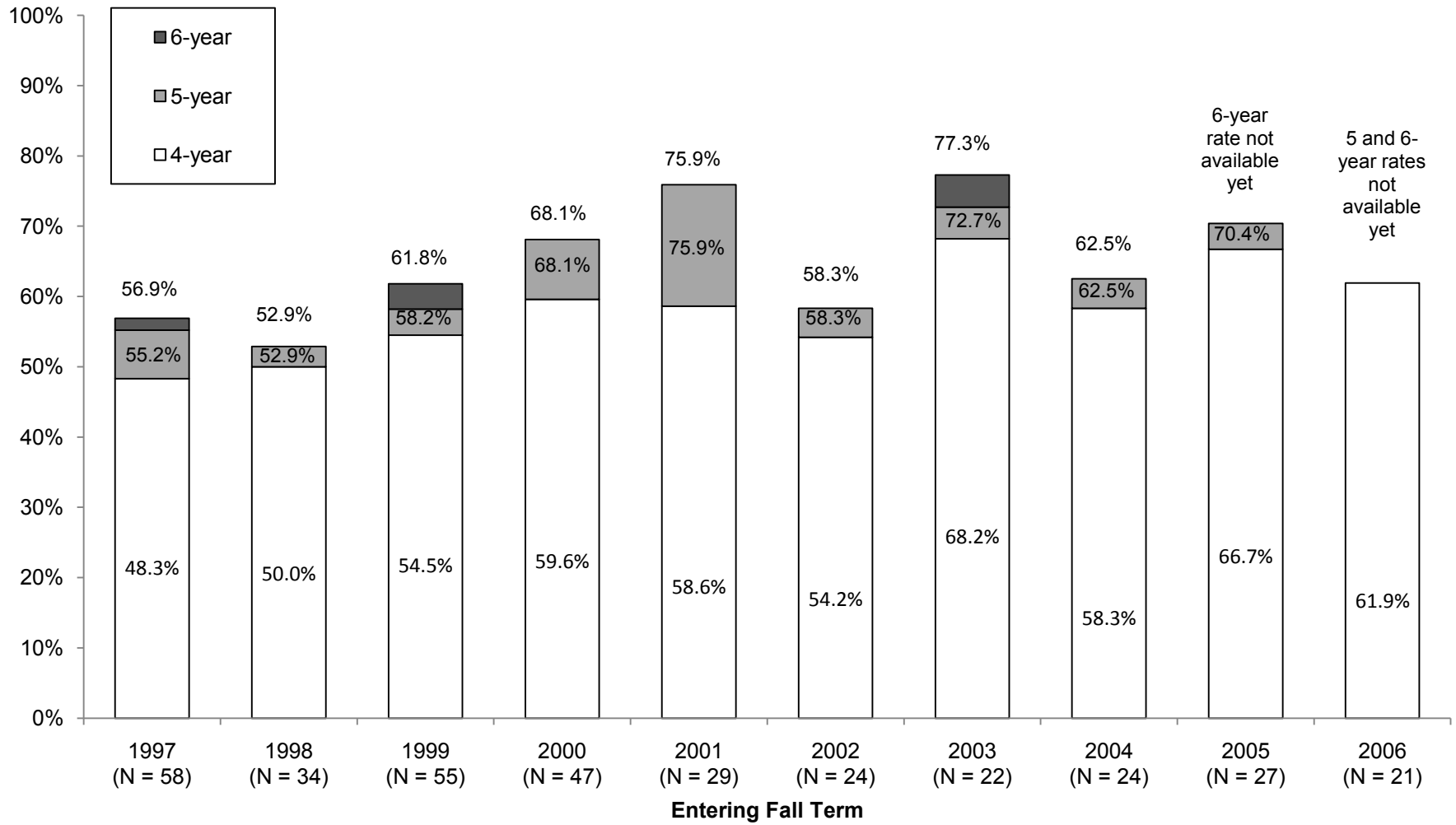
GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY TERRITORY ENTERING FALL TERMS 1997 – 2006



*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 2010

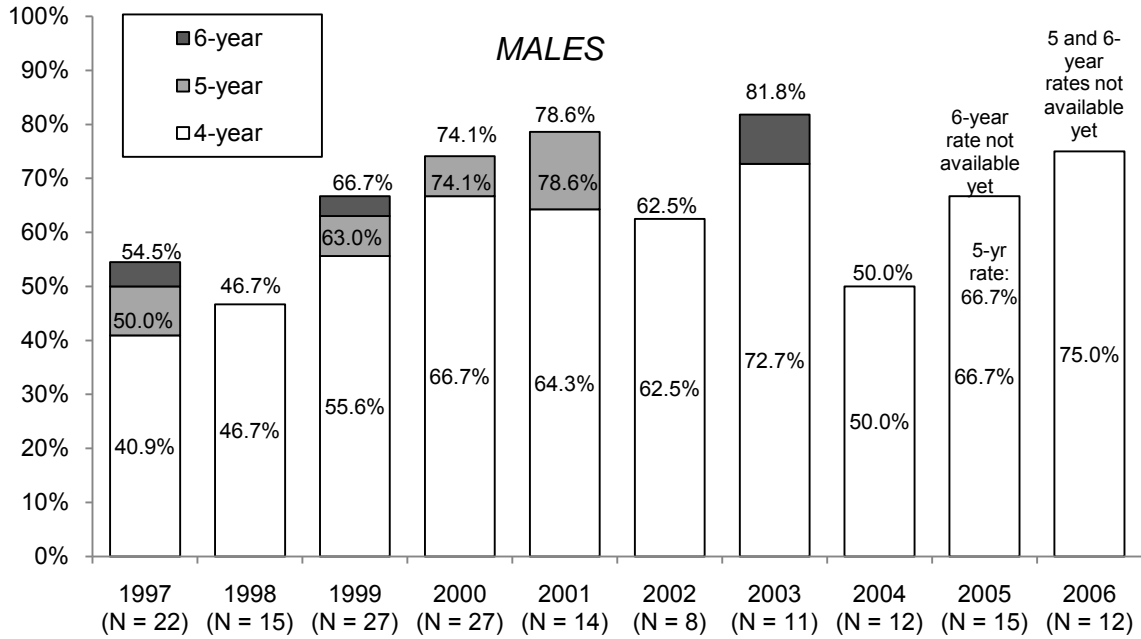
GRADUATION RATES* FOR NEW TRANSFER STUDENTS



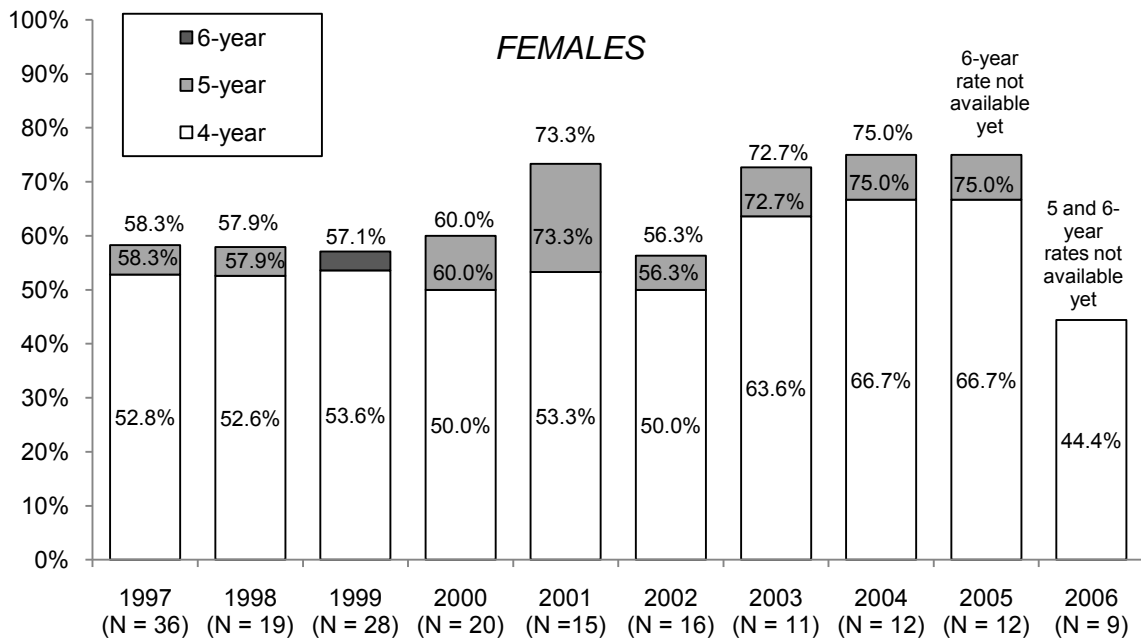
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

Source: Office of Institutional Research and Assessment, September 2010.

**GRADUATION RATES* FOR NEW TRANSFER STUDENTS BY GENDER
FALL TERMS 1997 – 2006**



Entering Fall Term



Entering Fall Term

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

NUMBER OF GRADUATES, DEGREES, AND MAJORS

Academic Years

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>Total</u>
Graduates (unduplicated headcount)	271	327	309	267	289	1,463
Degrees Conferred						
B.A.	227	239	232	197	225	1,120
B.S.	<u>46</u>	<u>92</u>	<u>80</u>	<u>70</u>	<u>69</u>	<u>357</u>
TOTAL	273	332	312	267	294	1,477
Majors* (includes double degrees and double majors)	292	350	334	279	327	1,582

*See the following pages (81 – 88) for more detail regarding majors.

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through July 1 of each year. The 2009-2010 graduates can be broken down by:
 September 2009 (25),
 February 2010 (73), and
 May 2010 (191).

NUMBER OF MAJORS* AWARDED TO GRADUATES
Five-Year History

<u>Major Programs</u>	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
African and African American Studies	Major available only as an independent major.	1	4	3	2
Agriculture and Natural Resources	7	12	8	9	11
Art	7	10	10	18	9
Asian Studies	Major available only as an independent major.		1	4	4
Biology	23	21	23	20	21
Business Administration	24	36	41	26	23
Chemistry	13	9	6	4	9
Child and Family Studies	24	26	25	18	19
Computer and Information Science	Major available only as an independent major.		3	3	9
Economics	6	4	7	4	7
Education Studies - General	7	4	2	6	5
Education – Middle Grades	0	0	2	0	2
Elementary Education	11	7	11	7	12
English	12	19	17	11	14
Foreign Languages	11	21	4	12	10
Classical Languages	(0)	(2)	(0)	(0)	(0)
French	(1)	(4)	(1)	(2)	(1)
German	(2)	(5)	(0)	(4)	(2)
Spanish	(8)	(10)	(3)	(6)	(7)
History	10	10	12	12	9
Independent Major**	16	14	18	17	25
Mathematics	6	9	10	7	11
Music	6	9	9	4	11
Nursing	11	11	19	13	8
Philosophy	3	5	8	3	5
Physical Education	9	6	11	10	9
Physics	1	1	4	2	4
Political Science	10	14	5	8	5
Psychology	18	18	16	11	13
Religion	2	12	4	4	3
Sociology	13	11	15	5	7
Speech Communication	17	15	13	6	15
Technology and Industrial Arts	14	33	17	22	27
Theatre	7	10	7	8	11
Women's Studies	4	2	2	2	7
TOTALS*	292	350	334	279	327

*These are duplicative headcounts that include double degrees and double majors. Please see page 80 for an unduplicated headcount of graduates.

**See page 82 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 2010

INDEPENDENT MAJORS* AWARDED TO GRADUATES

Academic Years 2005 - 2006 through 2009 - 2010

Independent majors are an option available to 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 Academic 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.

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

2007 – 2008, continued

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

2009 – 2010: 25 majors

Classical Civilizations (5)
Classical Studies (2)
Community and Human Services
Dance Education
Film and Theatre Studies
Health Studies (2)
Instructional Technology
International Relations
International Studies (3)
Outdoor Recreation
Peace and Social Justice Studies (5)
Pre-Dietetics and Nutrition
Sustainable Agricultural and Industrial
Management

* 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/cataloghandbook/academics/academicprogram/majorsminors/independentmajor.asp> >

Compiled by the Office of Institutional Research and Assessment, September 2010

**SUMMARY OF GRADUATES' MAJORS*
WITH CONCENTRATIONS
5 Year Summary: Academic Years 2005–06 through 2009–10**

African and African American Studies.....	10		Foreign Languages, continued	
Agriculture and Natural Resources	46		German Education	1
<i>General</i>	31		Spanish	30
SENS	2		Spanish Education	3
Sustainable Systems	13		History	53
Art	54		<i>General</i>	47
<i>General</i>	1		Education	6
Education	3		Independent**	90
History	5		Mathematics	43
Studio	45		<i>General</i>	42
Asian Studies.....	9		Education	1
Biology	108		Music	39
<i>General</i>	68		<i>General</i>	27
Biomolecular, Cellular, and Systems	26		Education	6
Field and Organismal	14		Instrumental	6
Business Administration	149		Keyboard Perform.	2
<i>General</i>	2	Included in concentration list are 40 additional concentrations for a total of 189	Vocal	2
Accounting	61		Nursing	63
Economics	2		Philosophy	24
Finance	50		Physical Education	45
Management	39		<i>General</i>	11
Marketing	35		Education	5
Chemistry.....	41		Exercise Science/ Sports Medicine	26
Child and Family Studies	112		Wellness/Health Promotion	3
Child Development	43		Physics	12
Early Childhood Educ.	10		Political Science	42
Family Cons. Sci. Educ.	2		Psychology	77
Family Studies	63	Included in concentration list are 14 additional concentrations for a total of 126	Religion	25
Food, Nutrition, and Culinary Science	1		<i>General</i>	3
Nutrition	6		Biblical Studies	12
Nutrition/Food Studies	1		Religious Thought and Ethics	7
Computer and Information Science.....	15		World Religions	3
<i>General</i>	12		Sociology.....	51
Computer Science	3		<i>General</i>	47
Economics	29		Education	4
Education Studies.....	76		Speech Communication.....	66
<i>General</i>	23		Technology and Industrial Arts.....	114
Elementary P-5	49		Education	4
Middle Grades 5-9	4		Management	110
English	73		Theatre	43
Education	7		Women's Studies	17
Literature	31			
Writing	35		GRAND TOTAL MAJORS.....	1,582
Foreign Languages.....	56			(awarded to 1,463 graduates)
Classical Languages	2			
French	9			
German	11			

Included in
concentration list
are 4 additional
concentrations
for a total of 43

Included in
concentration list
are 40 additional
concentrations
for a total of 189

Included in
concentration list
are 14 additional
concentrations
for a total of 126

NOTE: In three of the majors with concentrations, there were 58 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 82 for a more complete description of independent majors.

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

Compiled by: Office of Institutional Research and Assessment, October 2010

TEACHER PREPARATION

Berea College considers the preparation of teachers one of its major areas of focus. Many departments at Berea College contribute to the education of teachers. Grounded in seven program goals that are closely tied to the College's Great Commitments, candidates in Berea's Teacher Education Program are asked to think deeply about the nature of teaching, learning, and schooling.

Berea College offers certification programs in:

- Elementary Education (primary-grade 5);
- Interdisciplinary Early Childhood Education (birth to kindergarten);
- Middle Grades Education with Teacher Certification in Science or Mathematics (grades 5-9);
- Secondary Education (grades 8-12) programs in Biology, Chemistry, English, Mathematics, Physics, and Social Studies (with majors in History, Political Science, and Sociology);
- Primary through grade 12 programs in Health Studies, Health Teaching, Instrumental Music, Vocal Music, and Physical Education; and a grades 5-12 program in Family and Consumer Sciences and in Technology Education.

The Child and Family Studies Department's teacher certification programs in Interdisciplinary Early Childhood Education and in Family and Consumer Sciences are not accepting new students until further notice.

The teacher certification programs at Berea College are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and by the Kentucky Education Professional Standards Board. In its most recent filing with the United States Department of Education, as required under Title II of the Higher Education Act of 1998, Berea College reported that 100 percent of its graduates for 2007-2008 obtained satisfactory scores on the Praxis II examinations required for the teaching license. Candidates who successfully complete Berea College's Teacher Education Program are eligible for certification in Kentucky and in other states.

NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
<i>Education Studies - General (no certification)</i>	7	4	2	6	5
Education – Middle Grades	0	0	2	0	2
Elementary Education	11	7	11	7	12
<u>Teaching Certifications</u>					
Art	0	1	0	2	0
Child and Family Studies					
Early Childhood	2	2	3	2	1
Family Consumer Science	1	1	0	0	0
English	1	3	1	2	0
German	0	0	0	1	0
Spanish	2	0	0	1	0
History	3	2	0	1	0
Mathematics	0	0	0	1	0
Music	3	0	1	1	1
Physical Education	2	0	2	0	1
Sociology	1	1	1	0	1
Technology and Industrial Arts	<u>2</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>
TOTAL	35	21	24	25	23

SUMMARY OF MINORS* AWARDED TO GRADUATES
5 Year Summary: Academic Years 2005–06 through 2009–10

African and African American Studies/Black Studies	17	(4.8%)
Agriculture and Natural Resources	4	(1.1%)
Appalachian Studies	7	(2.0%)
Asian Studies	10	(2.8%)
Business Administration	73	(20.7%)
Computer Science	7	(2.0%)
Dance	15	(4.2%)
Economics	45	(12.7%)
French	16	(4.5%)
German	14	(4.0%)
Health	21	(5.9%)
Health Teaching Minor	2	(0.6%)
History	17	(4.8%)
Latin	6	(1.7%)
Music	6	(1.7%)
Peace and Social Justice Studies	5	(1.4%)
Philosophy	10	(2.8%)
Political Science	7	(2.0%)
Religion	10	(2.8%)
Sociology	12	(3.4%)
Spanish	20	(5.7%)
Speech Communication	4	(1.1%)
Sustainability and Environmental Studies	9	(2.5%)
Women's Studies	<u>16</u>	<u>(4.5%)</u>
TOTAL	353	(100.0%)

*This is a duplicative headcount that includes double minors. The 353 minors were awarded to 338 graduates. The 338 graduates who received a minor represent 23% of the 1,463 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 2005 – 2006 through 2009 - 2010

Academic Years
2005 - 2006 through 2009 - 2010

	<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)	3	30%	7	70%	10	0.6%
Agriculture and Natural Resources	22	48%	24	52%	46	2.9%
Art	13	24%	41	76%	54	3.4%
Asian Studies (first grad: 2007-08)	6	67%	3	33%	9	0.6%
Biology	29	27%	79	73%	108	6.8%
Business Administration	75	50%	74	50%	149	9.4%
Chemistry	19	46%	22	54%	41	2.6%
Child and Family Studies	10	9%	102	91%	112	7.1%
Computer and Information Science (first grad: 2007-08)	15	100%	0	0%	15	0.9%
Economics	18	62%	11	38%	29	1.8%
Education Studies						
Education Studies: General	7	30%	16	70%	23	1.5%
Elementary Education	3	6%	46	94%	49	3.1%
Middle Grades Education	2	50%	2	50%	4	0.3%
English	21	29%	52	71%	73	4.6%
Foreign Languages	13	23%	43	77%	56	3.5%
History	27	51%	26	49%	53	3.4%
Independent**	41	46%	49	54%	90	5.7%
Mathematics	30	70%	13	30%	43	2.7%
Music	18	46%	21	54%	39	2.5%
Nursing	11	17%	52	83%	63	4.0%
Philosophy	16	67%	8	33%	24	1.5%
Physical Education	20	44%	25	56%	45	2.8%
Physics	10	83%	2	17%	12	0.8%
Political Science	20	48%	22	52%	42	2.6%
Psychology	23	30%	54	70%	77	4.9%
Religion	13	52%	12	48%	25	1.6%
Sociology	8	16%	43	84%	51	3.2%
Speech Communication	23	35%	43	65%	66	4.2%
Technology and Industrial Arts	91	80%	23	20%	114	7.2%
Theatre	15	35%	28	65%	43	2.7%
Women's Studies	0	0%	17	100%	17	1.1%
GRAND TOTAL*	622	39%	960	61%	1,582	100.0%

* These are duplicative headcounts that include double degrees and double majors. The 1,582 majors represent 1,463 graduates during this five-year time period.

**Please see page 82 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 2010

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE

5 Year Summary: Academic Years 2005 – 2006 through 2009 – 2010

	African-American**		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African & African American Studies (first grad: 06-07)	8	(80%)	2	(20%)	0	(0%)	10	(0.6%)
Agriculture and Natural Resources	1	(2%)	45	(98%)	0	(0%)	46	(2.9%)
Art	2	(4%)	51	(94%)	1	(2%)	54	(3.4%)
Asian Studies (first grad: 07-08)	2	(22%)	7	(78%)	0	(0%)	9	(0.6%)
Biology	23	(21%)	72	(67%)	13	(12%)	108	(6.8%)
Business Administration	29	(19%)	80	(54%)	40	(27%)	149	(9.4%)
Chemistry	3	(7%)	29	(71%)	9	(22%)	41	(2.6%)
Child and Family Studies	34	(30%)	75	(67%)	3	(3%)	112	(7.1%)
Computer and Information Science (first grad: 07-08)	0	(0%)	12	(80%)	3	(20%)	15	(0.9%)
Economics	1	(3%)	7	(24%)	21	(72%)	29	(1.8%)
Education Studies								
General	5	(22%)	17	(74%)	1	(4%)	23	(1.5%)
Elementary Education Certification	7	(14%)	42	(86%)	0	(0%)	49	(3.1%)
Middle Grades Education Certification	0	(0%)	4	(100%)	0	(0%)	4	(0.3%)
English	8	(11%)	64	(88%)	1	(1%)	73	(4.6%)
Foreign Languages	4	(7%)	43	(77%)	9	(16%)	56	(3.5%)
History	8	(15%)	45	(85%)	0	(0%)	53	(3.4%)
Independent***	8	(9%)	75	(83%)	7	(8%)	90	(5.7%)
Mathematics	0	(0%)	18	(42%)	25	(58%)	43	(2.7%)
Music	6	(15%)	29	(74%)	4	(10%)	39	(2.5%)
Nursing	10	(16%)	44	(70%)	9	(14%)	63	(4.0%)
Philosophy	2	(8%)	22	(92%)	0	(0%)	24	(1.5%)
Physical Education	9	(20%)	35	(78%)	1	(2%)	45	(2.8%)
Physics	0	(0%)	7	(58%)	5	(42%)	12	(0.8%)
Political Science	8	(19%)	23	(55%)	11	(26%)	42	(2.7%)
Psychology	11	(14%)	60	(78%)	6	(8%)	77	(4.9%)
Religion	3	(12%)	22	(88%)	0	(0%)	25	(1.6%)
Sociology	14	(27%)	36	(71%)	1	(2%)	51	(3.2%)
Speech Communication	19	(29%)	46	(70%)	1	(2%)	66	(4.2%)
Technology and Industrial Arts	19	(17%)	93	(82%)	2	(2%)	114	(7.2%)
Theatre	14	(33%)	28	(65%)	1	(2%)	43	(2.7%)
Women's Studies	4	(24%)	13	(76%)	0	(0%)	17	(1.1%)
TOTAL*	262	(17%)	1,146	(72%)	174	(11%)	1,582	(100%)

* These are duplicative headcounts that include double degrees and double majors. The 1,582 majors represent 1,463 graduates during this five-year time period.

**Includes students who identified themselves as "Black or African American" alone or in combination with another race.

***Please see page 82 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 2010.

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

Academic Years

Major Programs	2005 – 2006			2006 – 2007			2007 – 2008			2008 – 2009			2009-2010		
	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	1	1	2
Agriculture and Natural Resources	5	2	7	4	7	11	4	4	8	4	5	9	5	6	11
Art	3	4	7	2	8	10	4	6	10	3	15	18	1	8	9
Asian Studies**							1	0	1	4	0	4	1	3	4
Biology	6	17	23	9	12	21	7	16	23	5	15	20	2	19	21
Business Admin.	13	11	24	17	18	35	21	20	41	13	13	26	11	12	23
Chemistry	4	9	13	5	4	9	3	3	6	2	2	4	5	4	9
Child & Family Studies	2	22	24	3	23	26	1	24	25	2	16	18	2	17	19
Computer and Information Science**							3	0	3	3	0	3	9	0	9
Economics	3	3	6	3	2	5	7	0	7	1	3	4	4	3	7
Education Studies															
General	1	5	6	1	3	4	0	2	2	3	3	6	2	3	5
Elementary	0	12	12	0	7	7	1	10	11	0	7	7	2	10	12
Middle	0	0	0	0	0	0	1	1	2	0	0	0	1	1	2
English	1	11	12	9	10	19	2	15	17	5	6	11	4	10	14
Foreign Languages	1	10	11	5	14	19	1	3	4	4	8	12	2	8	10
History	7	3	10	2	8	10	7	5	12	8	4	12	3	6	9
Independent***	13	3	16	6	8	14	5	13	18	6	11	17	11	14	25
Mathematics	4	2	6	5	4	9	10	0	10	4	3	7	7	4	11
Music	2	4	6	5	4	9	4	5	9	2	2	4	5	6	11
Nursing	2	9	11	2	10	12	2	17	19	3	10	13	2	6	8
Philosophy	3	0	3	2	3	5	6	2	8	1	2	3	4	1	5
Physical Education	4	5	9	3	3	6	7	4	11	3	7	10	3	6	9
Physics	1	0	1	0	1	1	3	1	4	2	0	2	4	0	4
Political Science	6	4	10	4	10	14	2	3	5	6	2	8	2	3	5
Psychology	4	14	18	8	11	19	3	13	16	3	8	11	5	8	13
Religion	0	2	2	5	7	12	3	1	4	2	2	4	3	0	3
Sociology	3	10	13	1	10	11	2	13	15	0	5	5	2	5	7
Speech Communication	6	11	17	5	10	15	3	10	13	2	4	6	7	8	15
Technology and Industrial Arts	9	5	14	28	6	34	16	1	17	16	6	22	22	5	27
Theatre	2	5	7	2	8	10	6	1	7	1	7	8	4	7	11
Women's Studies	0	4	4	0	2	2	0	2	2	0	2	2	0	7	7
TOTAL*			<u>292</u>			<u>350</u>			<u>334</u>			<u>279</u>			<u>327</u>

*These are duplicative headcounts that include double degrees and double majors. Please see page 80 for an unduplicated headcount.

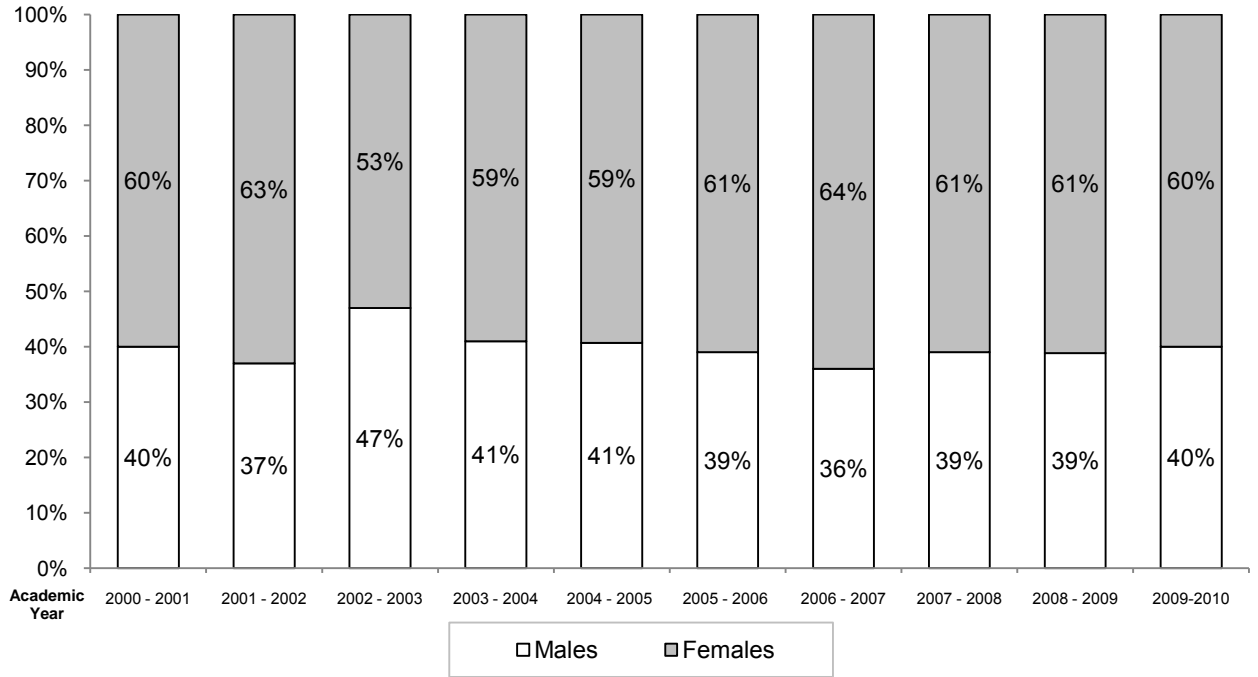
** Some students graduated with these majors as in "Independent" major prior to this year.

***Please see page 82 for a more complete description of independent majors.

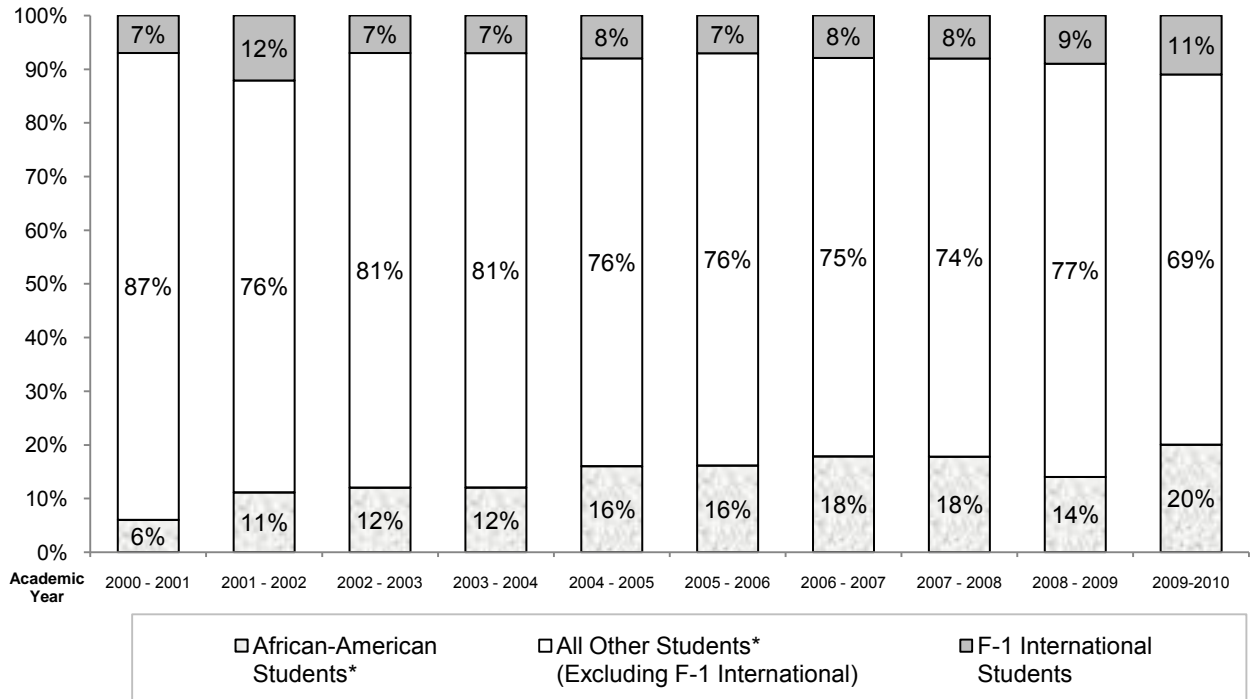
Note: These totals reflect majors from September 1 through July 1 of each year.

GRADUATE TRENDS

Graduates by Gender



Graduates by Cohort Type

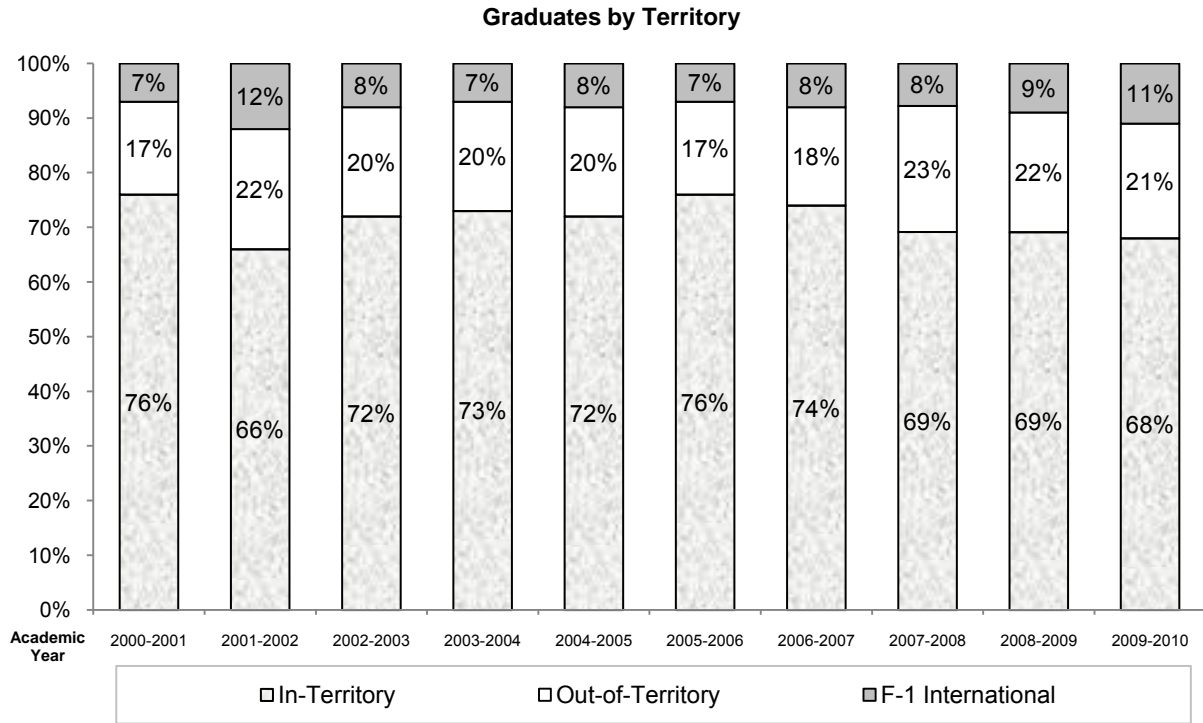


NOTE: African-American students include students who identified themselves as "Black or African American" alone or in combination with another race.

*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 2010

Graduate Trends, continued



EDUCATION ABROAD

From the Berea College Catalog, 2010-2011:

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 2005 - 2006 THROUGH 2009 - 2010

<u>Length of Time Spent Abroad</u>	Number of Participants for Academic Year				
	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Full Year	1	1	2	0	0
Semester	31	31	26	23	18
Short Term	141	95	171	132	72
Summer	<u>87</u>	<u>105</u>	<u>58</u>	<u>63</u>	<u>32</u>
TOTAL	260	232	257	218	122
Percent of Students who Participated*:	24%	22%	25%	22%	12%

* 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, 2010 – 2011

< <http://www.berea.edu/cataloghandbook/college/community/ieht.asp> >
Center for International Education, November 2010 < <http://www.berea.edu/cie/> >

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

Academic Year 2009 – 2010

<u>Academic Year (0)</u>	<u>Number of Participants</u>	<u>Summer (32)</u>	<u>Number of Participants</u>
	0	<u>Internships</u>	
<u>Semester (18)</u>		Brazil	1
Berea Term Abroad		Haití	1
Australia	3	Japan	1
Ecuador	1	Myanmar	2
France	1	Senegal	1
Greece	2	Tunisia	1
Japan	2	Kentucky Institute for International Studies (KIIS)	
Jordan	1	Austria	1
Malaysia	1	Costa Rica	3
South Africa	1	Czech Republic	1
United Kingdom	3	France	2
Department of Foreign Languages		Germany	1
France	1	Greece	1
Germany	1	Italy	1
BMW		Japan	4
Hungary	1	Morocco	3
		Spain	1
		Ukraine	4
<u>Short Term (72)</u>		<u>Non Berea</u>	
Berea Course Credit		Australia	1
Denmark	3	Germany	1
Faculty-Led Berea Courses		<u>Non Credit</u>	
Argentina	18	Georgia	1
Egypt	17	Senegal	1
France	19		
Independent Study		TOTAL	122
Spain	1		
Internships			
Kyrgyzstan	1		
New Zealand	4		
Zimbabwe	1		
Team-Initiated Studies			
Costa Rica	8		

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, one credit in Summer One or Summer Two 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 Nutrition Research, Arkansas
- Hope Community Resources, Alaska
- University of Kentucky Cooperative Extension Service, Kentucky
- EPG Economic Development, Myanmar
- Educational Reform, Haiti
- Shepherd Alliance, Various Locations
- Community Health Education, Kentucky
- Refugee and Immigration Services, Virginia

Number of Internships Academic Years 2005 - 2006 through 2009 – 2010

<u>Term</u>	<u>2005 - 2006</u>	<u>2006 - 2007</u>	<u>2007 - 2008</u>	<u>2008 – 2009</u>	<u>2009-2010</u>
Fall	0	3	9	2	0
Short	30	33	29	26	37
Spring	1	3	2	4	1
Summer	<u>67</u>	<u>94</u>	<u>82</u>	<u>100</u>	<u>95</u>
TOTAL	98	133	122	132	133

Percent of Students who Participated*:	9%	9%	12%	13%	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.

SERVICE-LEARNING

Service-learning at Berea College 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.

Center for Excellence in Learning through Service (CELTS) and the Service-Learning Program

Established in 2000, the Center for Excellence in Learning through Service (CELTS) coordinates the College's student-led, community-service programs and supports service-learning in the academic curriculum. The work of CELTS builds upon Berea's commitment to promote the Christian ethic of service and to serve the Appalachian region.

Student-Led Service Programs

Through their labor positions, students work in teams to lead service programs and coordinate service activities, including tutoring young children, mentoring at-risk teens, visiting elders at long-term care facilities, 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.

Service-Learning

CELTS also coordinates and supports service-learning in the academic curriculum. Service-learning is a teaching pedagogy through which 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.

The three essential components of a service-learning experience are: a collaborative partnership between the College and Community, an opportunity for students to apply academic knowledge and critical thinking skills in a community setting, and structured reflection and assessment. Reflection is often called "the hyphen" in service-learning, as it facilitates deeper learning by helping students to draw connections between the service and learning experiences.

Service-learning courses are taught each term in a variety of disciplines at Berea College. Designated service-learning courses meet the Active Learning Experience (ALE) requirement in the General Education Program.

NUMBER OF SERVICE-LEARNING COURSES AND PROJECTS, ACADEMIC PROGRAMS, AND COMMUNITY PARTNER ORGANIZATIONS

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>
Courses and Projects	32	31	29	19	23
Academic Programs Represented	18	24	16	13	16
Community Partner Organizations	49	45	35	25	31

Recent Community Partner Organizations, 2005 - 2010:

Berea Community Food Bank	Kentucky Environmental Foundation
Berea Community School	League of Women Voters of Berea and Madison County
Berea Health Care Center	Madison County Cooperative Extension Agency
Berea Health Ministry Rural Health Clinic	Madison County Health Department
Berea Senior Citizen Center	MACHED (Mountain Association for Community and Economic Development)
Berea Tourism Commission	New Opportunity School for Women
Big Creek People in Action	PeaceCraft
Clearfork Community Institute	Project Read
Eastern Kentucky Child Care Coalition	South Madison County Family Resource Center
Foley Middle School Youth Service Center	Sustainable Berea
Habitat for Humanity of Madison and Clark Counties	Terrace Nursing and Rehabilitation Center
Home Energy Partners	Wallins Creek Elementary School
Hope's Wings Domestic Violence Shelter	
Kentuckians for the Commonwealth	

Source: Center for Excellence in Learning through Service (CELTS), October 2010

< <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
2010	0	0	0

NOTE: Beginning with the 2010-11 Academic Year, Berea is no longer offering a Short Term.

Source: Office of Academic Services, September 2010

<<http://www.berea.edu/cataloghandbook/enrollmentreg/er/exchangeprograms.asp>>

UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

The Undergraduate Research and Creative Projects Program (URCPP) 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>
2006	8	12	16
2007	17	20	39
2008	19	22	39
2009	8	8	19**
2010	14	14	35

*Other students may have participated in the program but were funded by sources other than the URCPP 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 2010

<<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
Linda Reynolds	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
<i>Anthony Basham</i>	2010 (Supervising 1-15 students)
<i>Larky Kim Crawford</i>	2010 (Supervising 16-30 students)
<i>Jeanette Davidson</i>	2010 (Supervising 31+ students)

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2010**

(As of September 2010)

<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	29	134	39	1,643	9.50
Alumni and College Relations	18	56	5	619	10.15
Auxiliary Enterprises: Residence Halls (maintenance crews) Food Service	104	188	4	2,069	10.78
College Community Service	21	75	4	860	10.89
College Related	0	2	0	25	12.50
Community Partnerships	4	17	0	177	10.41
Farms	0	5	0	62	12.40
General and Administrative	53	148	5	1,644	10.75
Instruction	40	348	64	4,185	10.16
Plant Operations	39	96	7	1,047	10.17
Student Industries: Crafts	25	77	1	810	10.38
Student Industries: Services	28	53	1	566	10.48
Student Services	64	302	13	3,711	11.78
No Labor**	<u>0</u>	<u>33</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	425	1,534	143	-	-
No Status Form***	<u>4</u>	<u>18</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	429	1,552	143	17,743	10.79

383 - Extended *primary* position for more than ten hours per week.
142 - Contracted in both a primary and at least one secondary position.
525 - 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 2010.

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, 2010 – 2011: \$ 3.80 - \$ 6.05; Unclassified \$ 6.25

Compiled by: Office of Institutional Research and Assessment, September 2010.

LABOR DEPARTMENTS

Academic Support

Academic Services
Enhancement to Mentoring Grant
Appalachian Center
Black Culture Center
Center for International Education
Convocations
Draper Building Office Services

Environmental Health and Safety
Internship Office
Hutchins Library
Internship Office
Learning Center
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

CELTS (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)
Baptist Campus Ministry
Berea Community School
Berea Credit Union
Consultwebs

MACED
New Opportunity School
Peacecraft
Save the Children
Sustainable Berea

Farms

College Farm

General and Administrative

Child Development Lab
College Post Office
Financial Affairs
Information Systems and Services
Institutional Research and Assessment

People Services
President's Office
Printing Services
Vice President for Operations and Sustainability
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 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
Student Crafts on the Square
Weaving
Woodcraft

Student Industries: Services

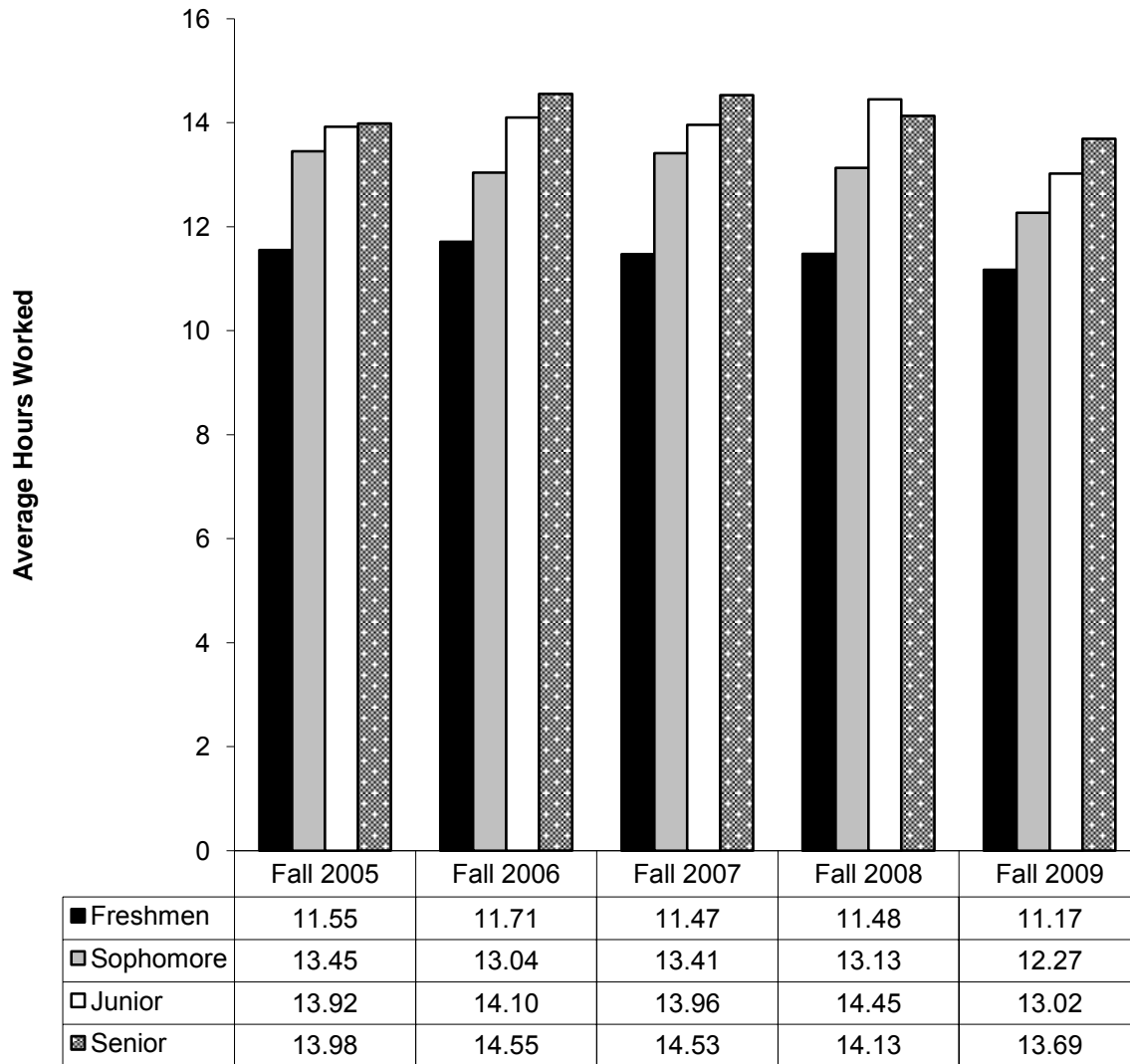
Boone Tavern Hotel
College Bookstore

Student Services

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

College Health Service
Labor Program Office (includes Career
 Development)
Public Safety
Seabury Center
Student Financial Aid Services
Student Life – Residence Halls/Family Housing
Student Payroll
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 2010

COST OF EDUCATION AND OTHER STUDENT COSTS

	<u>Academic Year 2006-2007</u>	<u>Academic Year 2007-2008</u>	<u>Academic Year 2008-2009</u>	<u>Academic Year 2009-2010</u>	<u>Academic Year 2010-2011</u>
Cost Of Education (COE)*	\$ 22,300	\$ 23,400	\$ 24,500	\$ 25,500	\$ 24,100
Registration Costs:					
Room	2,794	2,934	3,082	3,082	2,910
Board	2,436	2,558	2,686	2,686	2,664
Accident Fund	20	20	20	20	20
Campus Activities Fee	46	50	50	50	50
Chimes (School Yearbook)	28	28	34	34	34
Health Fee	100	100	100	100	100
Health Insurance	255	270	340	350	384
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	\$ 6,005	\$ 6,282	\$ 6,634	\$ 6,644	\$ 6,484
 Average other Costs:					
Books and Supplies	750	750	750	750	700
Personal	1,350	1,350	1,376	1,376	1,376
Transportation	<u>400</u>	<u>400</u>	<u>426</u>	<u>426</u>	<u>426</u>
SUBTOTAL	\$ 2,500	\$ 2,500	\$ 2,552	\$ 2,552	\$ 2,502
 TOTAL STUDENT COST	 \$ 8,505	 \$ 8,782	 \$ 9,186	 \$ 9,196	 \$ 8,986

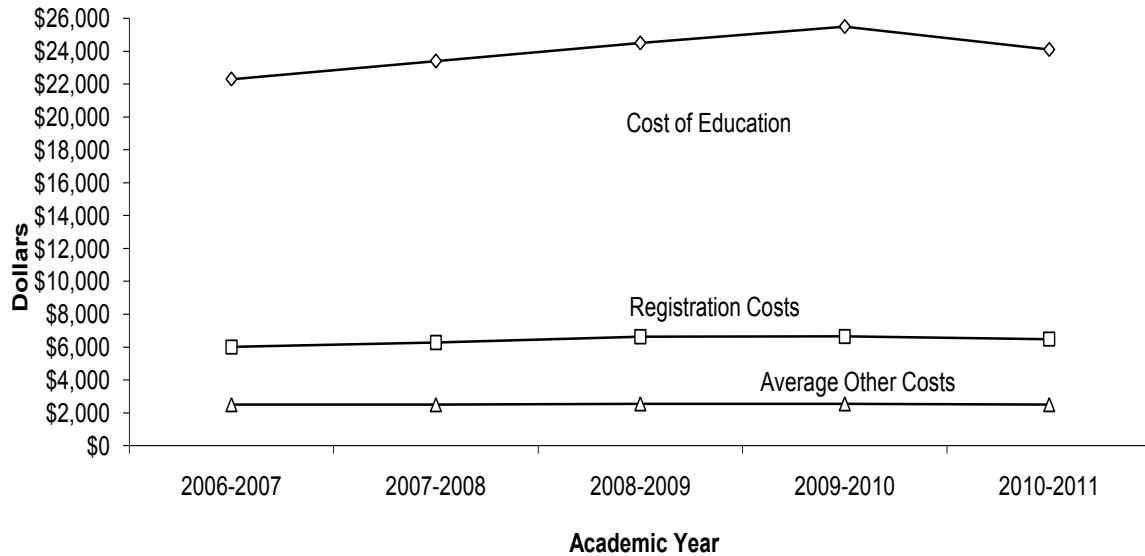
*Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships, and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

**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, February 2010.

< <http://www.berea.edu/cataloghandbook/admissionsfinancial/fasa/studentexpenses.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 102.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 102.

Source: Office of Student Financial Aid Services, February 2010

< <http://www.berea.edu/cataloghandbook/admissionsfinaid/fasa/studentexpenses.asp> >

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL
ACADEMIC YEAR 2010-2011**

Executive Committee

President

Celeste Patton Armstrong „90
Alabama

President of Berea College

Larry D. Shinn, Honorary „09
Kentucky

President Elect

Larry Woods, „75
Kentucky

Director of Alumni Relations

Mae Suramek, „95
Kentucky

Past President

James “Bones” Owens, „66
Kentucky

VP for Alumni and College Relations

William A. Laramée, Honorary „10
Kentucky

Alumni Trustees, including year his/her term ends

2012: Vicki Allums, „79
Virginia

2015: Lynne Blankenship Caldwell „78
Virginia

2014: Jim Lewis, „70
Maryland

2016: Jerry Hale „73
Tennessee

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

2011: Ronald Dockery „70
Kentucky

Lowell Hamilton „61
Alabama

Bob Miller „58
Kentucky

D. Wesley Poythress „89
Indiana

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

2014: Smitha Dharmaraj Day, „91
Virginia

Cheryl Ferguson, „97
Ohio

Michael Murphy, „84
Alabama

Ronnie Nolan, „95
Kentucky

**YOUNG ALUMNI ADVISORY COUNCIL
ACADEMIC YEAR 2010-2011**

Amanda Bryant '03
Kentucky

Treshani Perera, '10
Kentucky

Dwayne Compton, '01
Kentucky

Christina Perkins, '98
Tennessee

Amber Davis '06
Kentucky

Jeremy Rotty, '05
Maryland

Steve Goodpaster, '03
Tennessee

Genesis Song, '09
Kentucky

Destiny Harper, '06
Kentucky

Julie Stewart, '04
Kentucky

David Harrison, '01
Kentucky

Rebecca Tucker, '09
Kentucky

Jonathan Johnson, '99
Kentucky

Lederrick Wesley, '07
Kentucky

Markesha Flagg McCants, '04
Tennessee

**ALUMNI* BY STATE AND U.S. TERRITORIES
As of October 2010**

Alabama	456	Nebraska	20
Alaska	19	Nevada	26
Arizona	120	New Hampshire	19
Arkansas	43	New Jersey	71
California	361	New Mexico	53
Colorado	101	New York	174
Connecticut	47	North Carolina	1,365
Delaware	22	North Dakota	3
District of Columbia	30	Ohio	1,181
Florida	603	Oklahoma	33
Georgia	547	Oregon	80
Hawaii	23	Pennsylvania	169
Idaho	19	Puerto Rico	2
Illinois	229	Rhode Island	10
Indiana	393	South Carolina	363
Iowa	48	South Dakota	7
Kansas	25	Tennessee	1,404
Kentucky	6,495	Texas	344
Louisiana	44	Utah	19
Maine	28	Vermont	22
Maryland	242	Virgin Islands	4
Massachusetts	86	Virginia	1,114
Michigan	185	Washington	97
Minnesota	65	West Virginia	557
Mississippi	39	Wisconsin	49
Missouri	113	Wyoming	5
Montana	23		
		Countries other than the U.S.**	188
		Armed Forces—Europe	6
		Armed Forces—Pacific	<u>4</u>
		TOTAL	17,795

*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 107.

Source: Alumni Office, October 2010

**ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As Of October 2010**

Africa (11 countries)

Egypt	1
Gambia	1
Ghana	4
Kenya	4
Madagascar	1
Mali	2
Nigeria	6
Senegal	1
South Africa	2
Tanzania	2
Zimbabwe	<u>2</u>
Africa TOTAL	26

Asia (21 countries)

Burma	2
Cambodia	1
China	6
Hong Kong	6
India	7
Indonesia	1
Iran	1
Israel	3
Japan	7
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	5
Mongolia	1
Nepal	1
Republic of Korea	5
Russia	1
Singapore	1
Sri Lanka	3
Thailand	5
Turkey	<u>3</u>
Asia TOTAL	62

Oceania (3 countries)

Australia	2
Micronesia	1
Palau	<u>1</u>
Oceania TOTAL	4

Europe (20 countries)

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

North America (not including U.S.) (7 countries)

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

South America (2 countries)

Bolivia	1
Ecuador	<u>5</u>
South America TOTAL	6

United States**	17,597
Armed Forces-Europe	6
Armed Forces- Pacific	<u>4</u>
TOTAL	17,795

*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 information about the United States, please see page 106.

ALUMNI* BY OCCUPATION

Accounting	161	Journalism	10
Administrative/Clerical/Secretarial	167	Judiciary	10
Advertising	21	Labor/Human Resources	14
Agriculture/Ranching	93	Landscaping	10
Animal Science/Veterinary Medicine	17	Law/Legal Services	158
Architecture/Urban Planning	14	Library Science	116
Art	44	Management	343
Arts-Fine	29	Manufacturing	129
Arts-Performing/Creative	48	Marketing	43
Aviation/Aerospace	10	Mathematical/Statistics	6
Banking	72	Mechanical	7
Biological Sciences	1	Media	10
Brokerage/Securities/Investments	21	Medical/Health (not M.D., RN, Dentist, Pharmacy)	199
Business-Administration	78	Merchandising/Sales/Marketing	26
Business-Entrepreneur/Owner	184	Military	31
Business-Management	100	Ministry	137
Business-Owner	48	Missionary	5
Childcare	24	Musician	1
City Service Officer	3	Nonprofit	13
Civil Service	15	Nursing	467
Clergy	10	Nutrition	28
Communications	27	Personal Services	6
Computing/High Technology	226	Personnel/Human Resources	42
Construction/Contracting	52	Pharmacology	6
Consulting	49	Pharmacy	14
Cosmetology	1	Physical Sciences/Mathematics	12
Counseling	108	Physician	105
Crafts	7	Public Relations	8
Dentistry	22	Public Service (Firefighter, Police, Sanitation)	34
Economics	2	Publishing	39
Education – Administrative	355	Radio/TV/Film	4
Education – Student Affairs	44	Real Estate	42
Education – Teaching	1,475	Recreation/Leisure Services	13
Energy Resources (Oil, etc.)	20	Research/Development	75
Engineering	132	Restaurant	9
Entertainment	10	Retired	2,419
Environmental Science	33	Sales	132
Estate Planning/Trusts/Taxation	1	Science	75
Extension Work	20	Self-Employed	10
Fashion/Beauty	2	Social Science	15
Financial Services	68	Social Work	209
Foreign Service	3	Sports/Recreation	16
Foundations	1	Student	4
Fund Raising	23	Support Staff/Secretarial/ Clerical	25
Funeral Services	4	Trade/Craft	36
Government – Elected	45	Transportation	33
Government – Non-elected	169	Travel Industry	9
Graphic Design	14	Utilities	19
Health	63	Veterinarian	6
Homemaking	250	Volunteerism	31
Hotel/Restaurant/Catering	38	Writing	31
Import/Export	3		
Insurance	74	<i>Unknown (includes other)</i>	<u>8,043</u>
Interior Decorating/Design	9	TOTAL	17,795

*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 17,795 alumni on record, information on occupations is known for 55%.

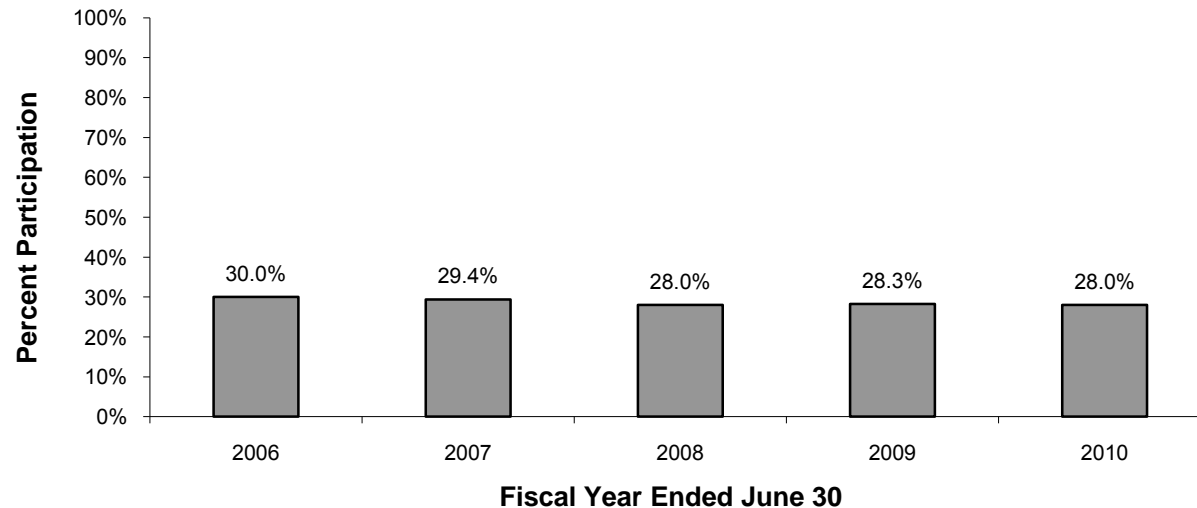
Source: Alumni Office, October 2010

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Alumni Berea Fund - Goal	\$ 790,000	\$ 801,850	\$ 815,000	\$ 835,000	\$ 1,000,000
Alumni Berea Fund - Received	\$ 852,796	\$ 969,111	\$ 985,192	\$ 1,049,887	\$ 970,432
Other Gifts (includes gift-in-kind)	<u>3,551,288</u>	<u>4,778,929</u>	<u>2,593,792</u>	<u>15,669,649</u>	<u>\$ 4,042,331</u>
TOTAL	\$ 4,404,084	\$ 5,748,040	\$ 3,578,984	\$ 16,719,536	\$ 5,012,763
Percent Participation - All Alumni**	30.0%	29.4%	28.0%	28.3%	28.0%
Percent Participation - All Graduates**	32.6%	31.2%	30.1%	29.6%	28.9%

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 2010

BEREA COLLEGE
DESIGNATION OF FUNDS
For Fiscal Year Ended June 30, 2010

Current Operations

Berea Fund - Unrestricted	\$ 4,635,080
Student Aid - Restricted	79,407
Other - Restricted	<u>1,466,968</u>

TOTAL CURRENT OPERATIONS \$ 6,181,456

Capital Purposes \$ 827,946

Student Loan Fund \$ 12,150

Endowment from Gifts and Bequests

Restricted	\$ 1,728,014
Unrestricted	<u>13,845,090</u>

TOTAL ENDOWMENT \$ 15,573,104

Gift Value of Annuities and Life Income Agreements 402,285

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 22,996,941

Gifts-In-Kind 71,927

GRAND TOTAL \$ 23,068,868

**SOURCE OF CONTRIBUTIONS
TO BEREA COLLEGE**
For Fiscal Year Ended June 30, 2010

	<u>Number of Gifts</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Dollars</u>
Source of Support				
General welfare foundations	246	1.44%	\$ 2,847,795	12.34%
Corporations and corporate foundations	451	2.64%	1,276,884	5.54%
Organizations, associations, and clubs	80	0.47%	61,805	0.27%
Religious groups	16	0.09%	6,100	0.03%
Fund-raising consortia	7	0.04%	13,826	0.06%
Individuals (other than alumni)	10,287	60.15%	2,407,158	10.43%
Alumni	5,609	32.80%	1,148,870	4.98%
Bequests - Alumni	53	0.31%	3,006,758	13.03%
Bequests - Non-Alumni	<u>262</u>	<u>1.53%</u>	<u>11,825,459</u>	<u>51.26%</u>
TOTAL GIFTS AND BEQUESTS	17,011	99.46%	\$ 22,594,656	97.94%
Gift Value of Annuities and Life Income Agreements				
Alumni	14	0.08%	200,637	0.87%
Non-Alumni	<u>18</u>	<u>0.11%</u>	<u>201,648</u>	<u>0.87%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	17,043	99.65%	\$ 22,996,941	99.69%
Gifts-In-Kind				
Alumni	19	0.11%	18,268	0.08%
Non-Alumni	<u>41</u>	<u>0.24%</u>	<u>53,659</u>	<u>0.23%</u>
GRAND TOTAL	<u>17,103</u>	100.00%	<u>\$ 23,068,868</u>	100.00%

Source: College Relations, October, 2010

BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2010

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	150	\$ 139,945	Montana	28	\$ 6,741
Alaska	19	6,422	Nebraska	30	1,062
Arizona	256	180,638	Nevada	30	151,873
Arkansas	73	5,682	New Hampshire	69	89,477
Armed Forces	3	300	New Jersey	483	387,294
California	1,275	2,915,613	New Mexico	98	113,563
Colorado	160	591,393	New York	851	1,140,415
Connecticut	270	239,796	North Carolina	891	301,611
D.C.	109	25,918	North Dakota	15	336
Delaware	56	77,353	Ohio	929	714,493
Florida	767	1,112,992	Oklahoma	39	16,213
Georgia	335	225,212	Oregon	122	16,536
Hawaii	42	2,292	Pennsylvania	567	771,207
Idaho	20	4,039	Puerto Rico	3	60
Illinois	561	2,667,095	Rhode Island	40	8,284
Indiana	307	763,560	South Carolina	276	113,053
Iowa	90	8,395	South Dakota	7	9,869
Kansas	62	45,396	Tennessee	542	974,411
Kentucky	3,566	1,688,512	Texas	429	1,005,031
Louisiana	58	26,435	Utah	37	13,236
Maine	73	61,013	Vermont	67	8,632
Maryland	455	77,785	Virgin Islands	12	600
Massachusetts	358	161,264	Virginia	784	326,057
Michigan	516	3,191,813	Washington	210	112,403
Minnesota	223	1,084,256	West Virginia	231	911,495
Mississippi	33	48,065	Wisconsin	235	68,567
Missouri	162	67,943	Wyoming	15	370,101
STATE AND U.S. TERRITORIES TOTALS				17,039	\$23,051,746
Other Countries:					
Belgium	1	\$ 500	Hong Kong	1	\$ 500
Canada	2	700	Mongolia	4	12
Federated States of Micronesia	1	10	Sri Lanka	6	60
France	1	8,306	Switzerland	1	250
Germany	13	2,209	United Kingdom	2	4,000
OTHER COUNTRY TOTALS				32	\$ 16,547
Anonymous				<u>32</u>	<u>576</u>
TOTALS*				<u>17,103</u>	<u>\$23,068,868</u>

*Includes gifts-in-kind and bequests.

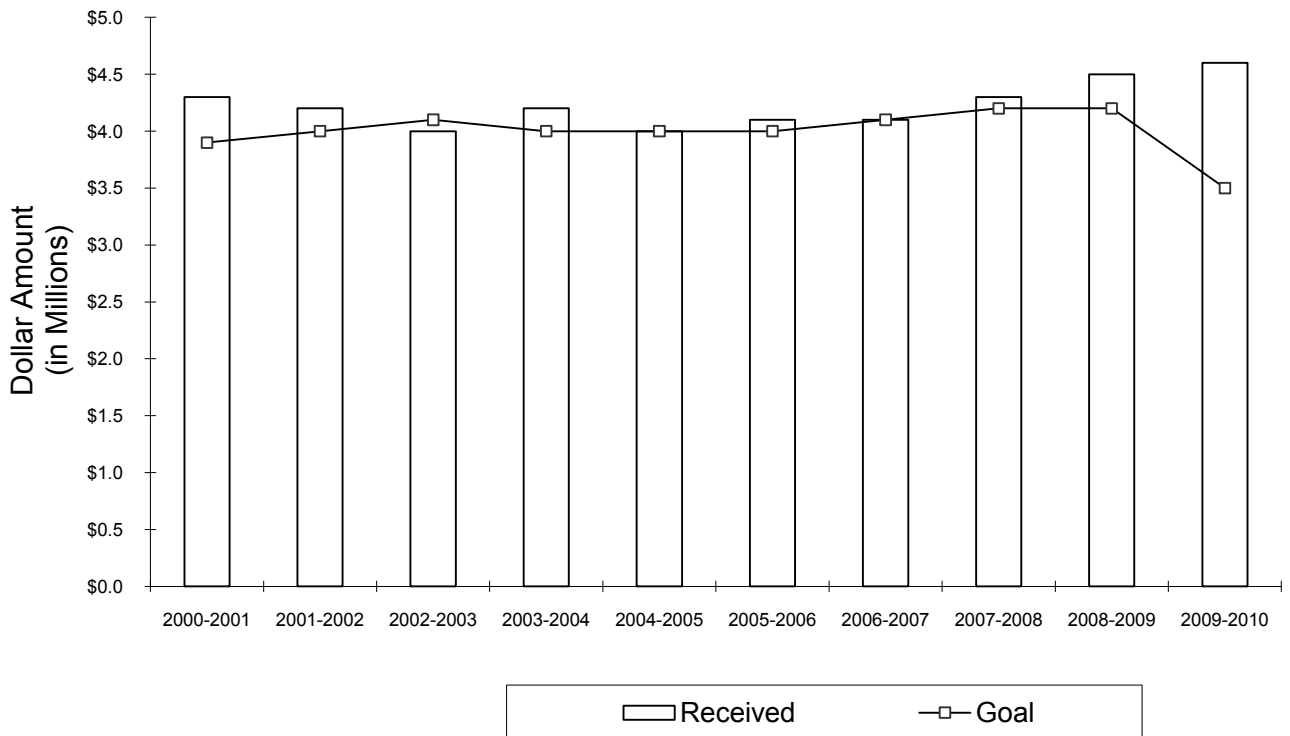
Source: College Relations, October, 2010

BEREA FUND GOALS AND AMOUNTS RECEIVED
FISCAL YEARS 2000-2001 THROUGH 2009-2010

	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Goal	\$3,900,000	\$4,050,000	\$4,150,000	\$4,000,000	\$4,000,000
Received	\$4,391,390	\$4,226,765	\$4,091,714	\$4,228,691	\$4,000,022

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Goal	\$4,060,000	\$4,120,000	\$4,200,000	\$4,245,000	\$3,500,000
Received	\$4,128,644	\$4,117,085	\$4,377,103	\$4,540,941	\$4,635,080

Berea Fund: Goals and Amounts Received
Fiscal Years 2000-2001 through 2009-2010



Source: College Relations, October 2010

DONATIONS
Fiscal Years 2000 - 2001 through 2009 - 2010

	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Number of Gifts*	16,497	17,010	15,894	16,232	16,294
Current Operations	\$5,095,546	\$4,946,234	\$4,740,356	\$5,037,190	\$5,214,232
Endowment	\$13,929,336	\$17,442,009	\$16,836,573	\$20,087,707	\$18,208,656
Other*	<u>\$1,022,514</u>	<u>\$988,607</u>	<u>\$2,243,735</u>	<u>\$1,652,398</u>	<u>\$1,881,797</u>
TOTAL	\$20,047,396	\$23,376,850	\$23,820,664	\$26,777,295	\$25,304,685

	<u>2005-2006</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Number of Gifts*	15,980	14,725	15,699	16,058	17,043
Current Operations	\$5,445,938	\$4,930,860	\$5,084,391	\$5,567,606	\$6,181,456
Endowment	\$15,452,553	\$19,038,879	\$18,716,915	\$28,921,896	\$15,573,104
Other*	<u>\$1,357,828</u>	<u>\$1,476,928</u>	<u>\$2,469,575</u>	<u>\$1,294,113</u>	<u>\$1,242,381</u>
TOTAL	\$22,256,319	\$25,446,667	\$26,270,881	\$35,783,615	\$22,996,941

*Does not include gifts-in-kind.

Source: College Relations, October 2010

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS
For Fiscal Year Ended June 30, 2010

<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	433	4.16%	1,742	0.01%
10 – 24	1,078	10.37%	16,268	0.07%
25 – 49	2,167	20.84%	58,969	0.26%
50 – 99	2,042	19.64%	109,260	0.47%
100 – 199	1,960	18.85%	210,142	0.91%
200 – 499	1,302	12.52%	339,821	1.47%
500 – 749	458	4.40%	242,592	1.05%
750 – 999	41	0.39%	33,928	0.15%
1,000 – 2,499	471	4.53%	606,946	2.63%
2,500 – 4,999	133	1.28%	426,957	1.85%
5,000 – 7,499	87	0.84%	459,362	1.99%
7,500 – 9,999	27	0.26%	221,360	0.96%
10,000 – 19,999	68	0.65%	922,711	4.00%
20,000 – 29,999	31	0.30%	746,421	3.24%
30,000 – 49,999	29	0.28%	1,076,849	4.67%
50,000 – 69,999	19	0.18%	1,057,261	4.58%
70,000 – 99,999	11	0.11%	889,632	3.86%
100,000 – 149,999	17	0.16%	1,978,118	8.57%
150,000 – 249,999	6	0.06%	1,013,756	4.39%
250,000 – 499,999	9	0.09%	3,193,723	13.84%
500,000 – 999,999	7	0.07%	4,573,179	19.82%
1,000,000 – 2,499,999	3	0.03%	4,889,872	21.20%
2,500,000 and up	0	0.00%	0	0.00%
TOTALS	<u>10,399</u>	100%	<u>\$23,068,868</u>	100%

The 10,399 donors gave 17,103 gifts in FY 2010 for a total of \$23,068,868.

Average (Mean)	\$2,218
Median	\$60
Mode	\$50

NOTE: Please see page 116 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 2010

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS
For Fiscal Year Ended June 30, 2010

<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	2,038	11.92%	5,933	0.03%
10 – 24	2,819	16.48%	41,179	0.18%
25 – 49	3,913	22.88%	104,953	0.45%
50 – 99	2,769	16.19%	146,167	0.63%
100 – 199	2,639	15.43%	275,678	1.20%
200 – 499	1,321	7.72%	330,977	1.43%
500 – 749	507	2.96%	260,818	1.13%
750 – 999	26	0.15%	21,294	0.09%
1,000 – 2,499	546	3.19%	698,035	3.03%
2,500 – 4,999	159	0.93%	533,397	2.31%
5,000 – 7,499	115	0.67%	630,695	2.73%
7,500 – 9,999	33	0.19%	279,029	1.21%
10,000 – 19,999	85	0.50%	1,135,453	4.92%
20,000 – 29,999	39	0.23%	921,819	4.00%
30,000 – 49,999	23	0.13%	817,321	3.54%
50,000 – 69,999	14	0.08%	737,360	3.20%
70,000 – 99,999	9	0.05%	750,105	3.25%
100,000 – 149,999	21	0.12%	2,367,111	10.26%
150,000 – 249,999	8	0.05%	1,393,990	6.04%
250,000 – 499,999	10	0.06%	3,358,009	14.56%
500,000 – 999,999	6	0.04%	4,375,467	18.97%
1,000,000 – 2,499,999	3	0.02%	3,884,079	16.84%
2,500,000 and up	0	0.00%	0	0.00%
TOTALS	<u>17,103</u>	100%	<u>\$ 23,068,868</u>	100%

The 10,399 donors gave 17,103 gifts in FY 2010 for a total of \$23,068,868.

Average (Mean)	\$1,349
Median	\$40
Mode	\$25

NOTE: Please see page 115 for a breakdown of gifts by the Number of Donors.

*Includes gifts-in-kind.

Source: College Relations, October 2010

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2010 AND 2009**

	<u>2010</u>	<u>2009</u>
OPERATING REVENUE	\$ 77,512,252	\$ 77,972,937
OPERATING EXPENSES	\$ 70,533,608	\$ 69,161,495
OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS	\$ 6,978,644	\$ 8,811,442
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 3,798,358	\$ 13,796,859
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 415,845,028	\$ 399,186,430
Investments at market	\$ 846,776,300	\$ 791,209,800
Interest and dividends, net	\$ 15,037,490	\$ 16,126,355
Return	1.9%	1.6%
Market price increase (decrease)	\$ 72,163,789	\$ (228,120,519)
Return	9.1%	-22.4%
Total return	\$ 87,201,279	\$ (211,994,164)
Percent – time weighted	11.0%	-20.8%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 8,164,724	\$ 7,501,667
Bequests	<u>14,832,217</u>	<u>28,281,948</u>
Total cash gifts	22,996,941	35,783,615
Gifts-in-kind	<u>71,927</u>	<u>57,410</u>
Total	<u>\$ 23,068,868</u>	<u>\$ 35,841,025</u>

Source: Office of Financial Affairs, September 2010

STATEMENTS OF FINANCIAL POSITION
June 30, 2010 and 2009

ASSETS	2010	2009
CURRENT ASSETS		
Cash and cash equivalents	\$ 40,837,127	\$ 25,541,383
Accrued interest on investments	1,762,341	1,580,307
Accounts and notes receivable	1,857,552	3,564,530
Inventories	1,297,289	1,434,029
Prepaid expenses and other assets	218,910	114,815
Contributions receivable and bequests in probate	5,962,871	7,678,037
Total current assets	51,936,090	39,913,101
PREPAID EXPENSES AND OTHER ASSETS	1,479,988	2,727,392
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	3,937,319	2,655,285
LONG-TERM RECEIVABLES	2,275,039	1,312,799
LONG-TERM INVESTMENTS		
Donor-restricted endowment	474,089,600	445,508,900
Tuition replacement	372,686,700	345,700,900
Annuity and life income	24,440,500	22,790,400
Funds held in trust by others	21,010,200	18,860,900
Total long-term investments	892,227,000	832,861,100
BOND PROCEEDS FOR CAPITAL ADDITIONS	499,756	3,265,911
PROPERTY, PLANT AND EQUIPMENT (net)	147,068,227	149,801,990
Total assets	\$ 1,099,423,419	\$ 1,032,537,578
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 6,197,690	\$ 4,991,781
Accrued salaries and wages	3,620,383	2,792,342
Deposits and agency funds	467,373	475,517
Deferred income	141,973	144,722
Current maturities of long-term debt	1,995,177	1,914,982
Total current liabilities	12,422,596	10,319,350
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	17,079,963	15,530,163
Long-term debt	59,565,390	62,060,567
Total long-term liabilities	76,645,353	77,590,730
Total liabilities	89,067,949	87,910,080
NET ASSETS		
Unrestricted	661,168,384	615,759,311
Temporarily restricted	91,832,128	81,449,675
Permanently restricted	257,354,958	247,418,512
Total net assets	1,010,355,470	944,627,498
Total liabilities and net assets	\$ 1,099,423,419	\$ 1,032,537,578

Source: Office of Financial Affairs, September 2010

STATEMENT OF ACTIVITIES
YEARS ENDED JUNE 30, 2010 AND 2009

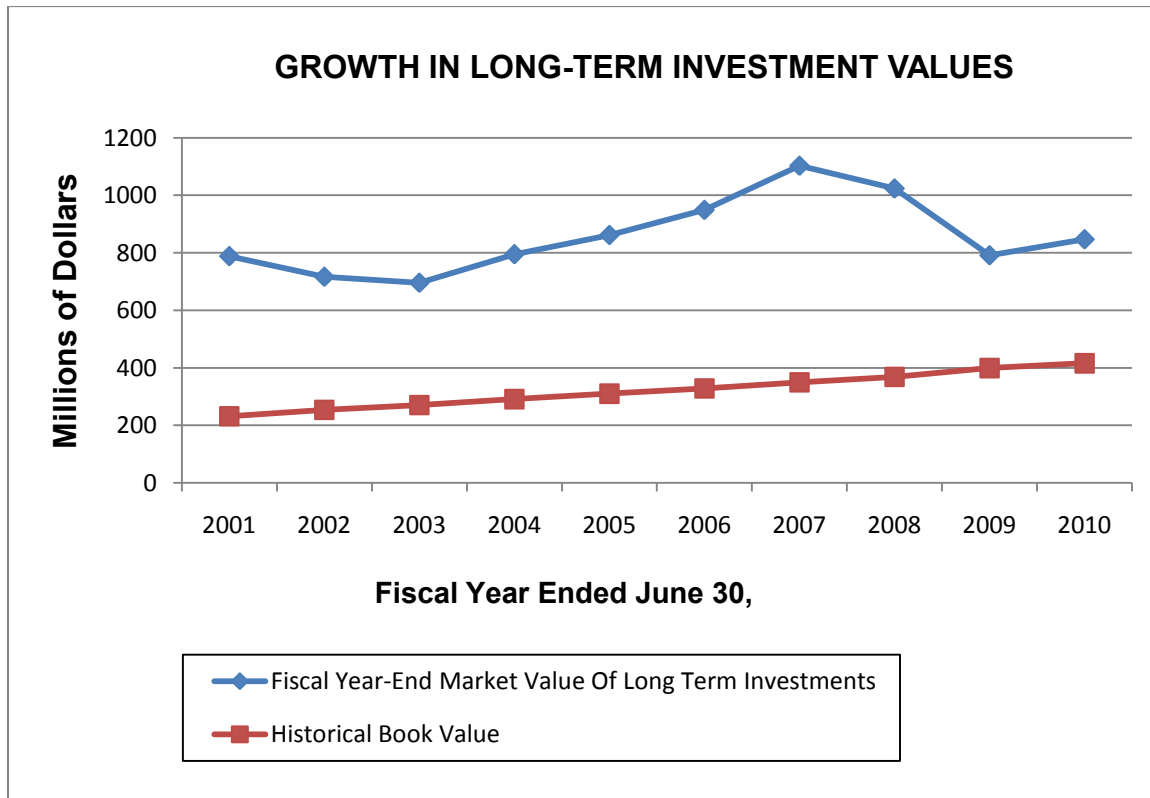
	2010	2009
OPERATING REVENUE		
Spendable return from long-term investments	\$ 43,414,336	\$ 44,950,728
Gifts and donations	5,155,856	5,351,568
Federal grants	7,325,378	7,421,522
Cost of education fees paid by federal and state scholarships	3,200,708	2,755,000
Fees paid by students	1,374,208	1,508,813
Other income	3,079,816	2,462,116
Residence halls and food service	7,572,472	7,516,824
Student industries and rentals	3,948,026	3,263,481
Net assets released from restrictions	5,282,545	5,765,578
Gross operating revenue	80,353,345	80,995,630
Less: Student aid	(2,841,093)	(3,022,693)
Net operating revenue	77,512,252	77,972,937
OPERATING EXPENSES		
Program Services --		
Educational and general	46,115,392	44,285,917
Residence halls and food service	6,797,457	7,107,081
Student industries and rentals	5,253,934	5,309,036
Total program services	58,166,783	56,702,034
Support services	12,366,825	12,459,461
Total operating expenses	70,533,608	69,161,495
Operating revenue in excess of operating expenses from continuing operations	6,978,644	8,811,442
OTHER CHANGES IN NET ASSETS		
Gain on sale of property, plant, and equipment	54,333	91,849
Loss on valuation of interest rate swaps	(1,418,500)	(2,085,100)
Investment return more (less) than amounts designated for current operations	41,057,202	(267,365,773)
Gifts and bequests restricted or designated for long- term investments	15,545,872	19,817,309
Restricted gifts for property, plant and equipment and other specific purposes	1,934,008	1,180,962
Restricted spendable return on endowment investments	4,879,041	5,596,981
Reclassification of net assets released from restrictions	(5,282,545)	(5,765,578)
Net adjustment of annuity payment and deferred giving liability	1,979,917	(4,316,083)
Total change in net assets	\$ 65,727,972	\$ (244,033,991)

Source: Office of Financial Affairs, September 2010

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>
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
2010	846,776,300	415,845,028

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



**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
YEARS ENDED JUNE 30, 2010 AND 2009**

	2010	2009
Endowment and Tuition Replacement:		
Pooled Investments -		
U.S. equities	\$ 205,822,200	\$ 225,920,800
International equities	179,622,600	164,560,000
Corporate notes and bonds	85,026,300	76,710,900
U.S. Government securities	42,751,900	37,327,300
Foreign bonds	692,100	735,400
Structured notes	34,074,000	30,085,700
Private equity – venture capital	5,302,600	8,709,600
Private equity – buy out	26,876,700	20,537,900
Private equity – debt funds	10,623,700	7,318,200
Private equity – fund of funds	39,779,400	41,234,700
Hedge funds	125,520,700	110,087,200
Real estate	19,112,000	895,800
Short-term investments and cash	68,532,500	64,068,900
Total	<u>843,736,700</u>	<u>788,192,400</u>
Non Pooled Investments -		
U.S. equities	31,200	11,500
Real estate	2,978,500	2,978,500
Short-term investments and cash	29,900	27,400
Total	<u>3,039,600</u>	<u>3,017,400</u>
Total endowment and tuition replacement	<u>846,776,300</u>	<u>791,209,800</u>
Annuity and Life Income:		
Pooled Annuity Investments –		
U.S. equities	5,497,300	5,572,900
International equities	2,898,200	2,918,100
Corporate notes and bonds	1,633,400	1,237,100
U.S. Government securities	1,642,600	1,770,700
Short-term investments and cash	399,100	191,600
Total	<u>12,070,600</u>	<u>11,690,400</u>
Separately Invested Trusts -		
U.S. equities	4,727,300	4,383,200
International equities	2,532,100	2,341,200
Corporate notes and bonds	2,937,200	2,313,000
U.S. Government securities	1,561,100	1,455,700
Real estate	330,000	330,000
Insurance policies	67,500	-
Short-term investments and cash	214,700	276,900
Total	<u>12,369,900</u>	<u>11,100,000</u>
Total annuity and life income	<u>24,440,500</u>	<u>22,790,400</u>
Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	<u>21,010,200</u>	<u>18,860,900</u>
Total long-term investments	<u>\$ 892,227,000</u>	<u>\$ 832,861,100</u>

Source: Office of Financial Affairs, September 2010

**FISCAL YEAR 2010-2011
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 27,649,200 74.4%
Gifts for Current Operations	\$ 4,000,000 10.8%
Federal and State Sources	\$ 4,380,000 11.8%
Other Miscellaneous Income	\$ 1,123,000 3.0%
Net Loss from Student Industries and Rentals	\$ (22,200) 0.0%
	<u>\$ 37,130,000</u>

CURRENT OPERATING BUDGET

	2010-11 Budget	2009-2010 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 39,291,400	\$ 40,715,000	\$ (1,423,600)	-3.50%
Less: Capital and Plant Fund	(4,856,500)	(5,174,400)	317,900	-6.14%
TCERF	<u>(6,785,700)</u>	<u>(3,790,300)</u>	<u>(2,995,400)</u>	79.03%
Net Endowment Income	27,649,200	31,750,300	(4,101,100)	-12.92%
Gifts for Current Operations	4,000,000	3,800,000	200,000	5.26%
Cost of Education Fees	3,450,000	3,050,000	400,000	13.11%
Federal Work Study Grant	930,000	938,000	(8,000)	-0.85%
Fees Paid by Students	633,000	633,000	-	-
Other Income	490,000	490,000	-	-
TOTAL	<u>37,152,200</u>	<u>40,661,300</u>	<u>(3,509,100)</u>	-8.63%
Student Industries and Rentals	4,750,100	5,039,800	(289,700)	-5.75%
Residence Halls and Food Service	<u>7,494,000</u>	<u>7,402,000</u>	<u>92,000</u>	1.24%
TOTAL REVENUES	<u>49,396,300</u>	<u>53,103,100</u>	<u>(3,706,800)</u>	-6.98%
EXPENDITURES				
Educational and General	37,130,000	40,489,100	(3,359,100)	-8.30%
Student Industries and Rentals	4,772,300	5,212,000	(439,700)	-8.44%
Residence Halls and Food Service	<u>7,494,000</u>	<u>7,402,000</u>	<u>92,000</u>	1.24%
TOTAL EXPENDITURES	<u>49,396,300</u>	<u>53,103,100</u>	<u>(3,706,800)</u>	-6.98%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, September 2010

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2010-11 Budget	2009-10 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 39,291,400	\$ 40,715,000	\$ (1,423,600)	-3.50%
Less: Capital and Plant Fund	(4,856,500)	(5,174,400)	317,900	-6.14%
TCERF	<u>(6,785,700)</u>	<u>(3,790,300)</u>	<u>(2,995,400)</u>	79.03%
Net Endowment Income	27,649,200	31,750,300	(4,101,100)	-12.92%
Gifts for Current Operations	4,000,000	3,800,000	200,000	5.26%
Cost of Education Fees	3,450,000	3,050,000	400,000	13.11%
Federal Work Study Grant	930,000	938,000	(8,000)	-0.85%
Fees Paid by Students	633,000	633,000	-	-
Other Income	490,000	490,000	-	-
Student Industries and Rentals	(22,200)	(172,200)	150,000	-87.11%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	<u>37,130,000</u>	<u>40,489,100</u>	<u>(3,359,100)</u>	-8.30%
EXPENDITURES				
Salaries and Wages	20,504,700	22,438,750	(1,934,050)	-8.62%
Salary Churn	<u>(300,000)</u>	<u>(350,000)</u>	50,000	-14.29%
Net Salaries and Wages	20,204,700	22,088,750	(1,884,050)	-5.80%
Fringe Benefits	5,229,300	5,759,300	(530,000)	-9.20%
Student Payroll	2,905,000	2,905,000	-	-
Net Controllable Expense	8,138,000	8,983,050	(845,050)	-9.41%
Computer Capital Fund	448,000	448,000	-	-
Equipment Reserve	102,000	202,000	(100,000)	-49.50%
Strategic Planning Initiatives	<u>103,000</u>	<u>103,000</u>	-	-
TOTAL EXPENDITURES	<u>37,130,000</u>	<u>40,489,100</u>	<u>(3,359,100)</u>	-8.30%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, September 2010

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	2005-06	% of	2006-07	% of	2007-08	% of	2008-09	% of	2009-10	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 13,431,338	34.6%	\$ 13,376,736	35.3%	\$ 14,419,651	36.0%	\$ 14,573,495	36.1%	\$13,595,840	35.3%
Public Service	500,696	1.3%	473,648	1.2%	665,021	1.7%	672,540	1.7%	655,061	1.7%
Academic Support	3,915,217	10.1%	3,949,316	10.4%	4,376,280	10.9%	4,327,149	10.7%	4,327,826	11.2%
Student Services and Activities	4,487,701	11.6%	4,589,786	12.1%	5,010,511	12.5%	5,011,224	12.4%	5,013,100	13.0%
General and Administrative	5,752,119	14.8%	6,264,070	16.5%	6,450,592	16.1%	6,900,806	17.1%	6,644,302	17.2%
Development and Alumni	3,209,703	8.3%	3,342,764	8.8%	3,640,952	9.1%	3,500,017	8.7%	3,102,891	8.0%
Plant Operations	6,901,271	17.8%	5,301,984	14.0%	4,745,671	11.9%	4,594,491	11.4%	4,459,959	11.6%
Capital and Special Projects	644,700	1.7%	641,500	1.7%	731,000	1.8%	753,000	1.9%	753,000	2.0%
TOTAL	\$ 38,842,745	100.0%	\$ 37,939,804	100.0%	\$ 40,039,678	100.0%	\$ 40,332,722	100.0%	\$ 38,551,979	100.0%

Source: Office of Financial Affairs, September 2010

RESIDENCE LIVING Academic Year 2010-2011

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	71
Blue Ridge	100
Dana	132
Danforth	146
Edwards	33
Elizabeth Rogers (ER)	89
Estill St. Res. Complex	46
Fairchild	74
James	108
Kentucky	94
Kettering	146
Pearsons	118
Seabury	38
Talcott	<u>88</u>
Subtotal	1,363
<u>Houses</u>	
Home Management House	11
<u>Family Housing</u>	
Ecovillage	65
<u>Farm Houses/College Buildings</u>	
Head House	1
Hunt Acres Farm House	<u>3</u>
Subtotal	4
TOTAL	1,443
Capacity for Women	(845)
Capacity for Men	(589)

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2010

New Construction

Date Project

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 EcoVillag
1990	Hutchins Library Addition	2006	Central Plant Building/Distribution
1990	Computer Center Addition	2009	Fee Glade
1993	Married Student Housing		

Renovations

Date Project

1980	Elizabeth Rogers Residence Hall	1999	Phelps-Stokes Air Conditioning
1981	Pearsons Hall Fire Escape	1999	Alumni Building Remodel
1981	Kentucky Residence Hall	1999	Appalachian Center/Bruce Building
1981	James Residence Hall	1999	Student House/Jackson Street (Knight House)
1983	Goldthwaite Agriculture Building and Addition	1999	Danforth Residence Hall
1983	Science Hall Renovation and Addition	2000	Kettering Residence Hall
1985	President's Home	2000	Bruce/Trades (phase one)
1986	Talcott Residence Hall	2000	Draper Carillon
1987	Frost Basement - Computer Lab	2001	Bruce/Trades (phase two)/Connector
1987	ARC House Renovation	2001	Blue Ridge Residence Hall
1987	Pearson Residence Hall	2001	Student Parking Lot Improvements
1988	Boone Tavern	2002	Draper Building
1988	Blue Ridge Residence Hall	2002	Kentucky Residence Hall
1989	Kentucky Annex	2002	Art Gallery Addition
1990	Hutchins Library Renovation	2002	Soccer Field Complex
1990	Berea College Health Service	2002	College Bookstore Renovation
1991	Draper Building - Center for Effective Communication	2002	Computer Center Renovation
1991	Lincoln Hall Basement - Duplicating Services Center	2003	Talcott/Annex Residence Hall Renovation
1992	Utilities/Laundry	2003	Presser Hall Renovation
1992	Students for Appalachia – Trades Building	2003	Lincoln Hall Renovation
1993	Alumni Building	2003	EcoVillage Apartments
1993	Draper Classrooms	2003	EcoVillage SENS House
1994	President's Home	2003	Baseball/Softball Fields
1994	Alumni Building	2004	James Hall Renovation
1994	Boone Tavern	2004	Boone Tavern Garage Renovation for: Public Relations Department Visitors Center at College Square
1996	Edwards 1 st & 2 nd floors (Administrative Offices)	2005	Central Plant
1997	Resurfacing of Track	2006	Campus Building Retro Fits
1997	Systems upgraded in Dana Residence Hall	2006	Resurfacing of the Track
1997	Phelps Stokes – Seating and Refinishing	2006	Sturt Cottage
1998	Married Student Laundry	2006	Haaga House
1998	Frost Renovation	2007	Pearsons Residence Hall
1998	Food Service Renovation	2007	Middletown School
1998	Science Laboratories	2008	Appalachian Center Gallery Renovation
1998	Computer Center	2008	Elizabeth Rogers Renovation
1999	Craft Center	2008	Edwards 3 rd Floor (Residence Hall) Renovation
1999	Crossroads Complex	2008	Seabury Center Gym Floor Replacement
1999	Fairchild Residence Hall	2009	Emery Building
1999	Log House Remodel	2009	Boone Tavern
		2009	Edwards 3 rd Floor (Residence Hall) (phase two)
		2010	Berea Dining (Renovation)

HUTCHINS LIBRARY
(Fiscal Year 2010)

Library Collections	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	5,379	386,797
Media Collection (phono records, videos, CDs, DVDs and audio tapes) Volumes (item count)	153	13,426
Electronic Collection		
E-books and cataloged websites	3,418	75,307
Digitized audio (hours)	488	2,225
Berea Digital (pages/images)	5,637	7,326
Microforms (books, journals and newspapers) Physical units	307	147,987
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	(391)	449
Electronic titles: journals and serials	(56)	983
Full-text journals available through databases	6,123	43,277
Manuscripts and Archives (in linear feet)	104	5,044

Library Expenditures	<u>Dollar Amount</u>
Books – paper and microforms	\$ 78,106
Periodicals– paper and microforms	60,089
Serials – paper and microforms	18,476
Electronic resources	171,094
Media	10,776
Microform	30,816
Preservation	<u>8,888</u>
TOTAL ACQUISITIONS EXPENDITURES	\$ 378,245
Acquisitions Expenditures per Student	\$ 253

Source: Hutchins Library, October 2010
< <http://www.berea.edu/hutchinslibrary/>>

HUTCHINS LIBRARY, continued
(Fiscal Year 2010)

Library Services

Main Library hours open per week	94.25
Special Collections hours open per week	26.00

<u>Library Instruction – General Studies Program</u>	<u>Sessions</u>
GSTR 110 (first year)	27
GSTR 210 (first year)	28
Other General Studies Courses	8
Other Courses	25
Special Collections	13
Outside Groups	4
TOTAL	105

Percentage of GSTR First-Year courses with library sessions	
GSTR 110	100%
GSTR 210	100%

<u>Reference and Research Assistance</u>	
Library Reference Desk Transactions Total	4,385
Research Consultations	24
Special Collections Reading Room Visits Total	727
Special Collections Reference Requests (non-visits)	488

<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	8,876	
Print and media collections – students	33,961	20.9
Print collections – town	1,258	
TOTAL	44,095	
Reserve materials	12,264	
Equipment (computers and media) uses	831	
Classrooms and study rooms uses	7,466	
Special Collections uses	1,411	
Electronic collection searches	216,887	
Berea Digital searches	26,178	

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	3,345
Received from other libraries	2,448

Source: Hutchins Library, October 2010
 <<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 all academic and administrative buildings and residence hall lounges as well as the Quad, Crossroads, and Fee Glade 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 CS5 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 100 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 Moodle 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 website. The 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. The Computer Center services are open 8-5 on weekdays.

Source: Information Systems and Services, October 2010

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. Moodle learning management system and Banner administrative system 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 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>2009-10</u>	<u>2010-11</u>
Technology Infrastructure:		
Internet Connection Speed (megabits/second)	65	100
Network Backbone Speed (megabits/second)	20,000	20,000
Network Ports	7,000	7,000
Campus phone extensions	2,180	2,180
Personal computers	2,664	2,850
Networked printers	126	124
Networked MFD/copiers	52	61
Supporting Student Success:		
Student laptop computers	1,543	1,700
Computers in Campus labs	0	50
Computers in departmental labs	105	105
Classrooms with 1 port per seat	37	37
Classrooms with Wireless Network	8	117
Classrooms with projectors	72	73
Classrooms with multimedia input	52	53
Other meeting rooms with projectors and multimedia input	20	20
Courses utilizing Learning Management System	371	443
Supporting Institutional Effectiveness:		
Staff and Faculty		
Computers	658	722
Campus Phones	705	705
Mobile Phones	60	62

Source: Information Systems and Services, October 2010

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 mathematics 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 Moodle 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 Moodle account from the MyBerea portal via the campus network or over the Internet.

EDGE Laptop Program: The EDGE (Empowering a Dynamic Generation in Education) program provides a laptop computer for each student. The program is 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 Applied Technology Faculty Studio 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 Applied Technology Faculty Studio, faculty can utilize technology that is not yet widely available in classrooms or labs. Examples might include high end digital audio and video editing software, smartboards, ipads, and classroom feedback clicker devices. IS&S staff and student technicians are available at the center to assist faculty 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.