

# Berea College

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## Fact Book 2011-2012



#### **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:

- Elizabeth Perry Miles Award for Community Service, pg. 30
- Mean SAT Scores: Critical Reading, Mathematics, and Writing with National and Kentucky Comparisons, pg. 39
- Added "Non Traditional" category to Enrollment Categories Highlights, pg. 48
- First-to-Second Year Retention by Cohort Type by Gender, pg. 67
- Graduation Rates for First-Year Students by Cohort Type by Gender, pgs. 74-76
- Added a "3-Year Graduation Rate" to Transfer Students' Charts, pgs. 77-78
- Added information regarding Minors Awarded, pg. 79
- Number of Minors Awarded to Graduates: Five-Year History, pg. 85
- Added "Transfer Students" to the Summary of Labor Contract Assignments, pg. 97

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

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Clara Labus Chapman, Assistant Director (Labor Team Supervisor)  
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## THE BERIA VISION

From its inception, Berea College has been a place where deep commitments have been translated into compassionate action in the service of young women and men, black and white, from many cultures, primarily from the Appalachian region but also far beyond. Berea's distinctive and multifaceted mission has always been and will remain firmly rooted in inclusive Christian values such as "the triumph of love over hate, human dignity and equality, and peace with justice."<sup>1</sup> Hence, Berea was the first interracial and coeducational college in the pre-Civil War South. Berea's primary mission is to serve students of "great promise and limited economic means" by providing them with liberal arts and professional educations of the highest quality. Thus, all students receive a substantial cost-of-education scholarship so that no money from student families is required for tuition. Our educational community is predicated on the notion that work of all kinds, mental and physical, provides opportunities for furthering a student's education and personal development. Therefore, all students work in a campus-based labor department. Just as one of our institutional goals is to serve others, so too we seek to prepare our students to be "service-oriented leaders for Appalachia and beyond" (*Being and Becoming: Berea College in the 21<sup>st</sup> Century*, 2011, p. 34). Truly, learning, labor, and service are the three pillars upon which Berea's educational edifice is built.

### Berea's Beginnings

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

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

In the early days, those who taught Berea students in the classroom were the same people who supervised their labor and encouraged them to engage in acts of service both locally and in the mountains. Thus learning, labor, and service were originally well integrated at the College. During this period, the image of educating "the head, the heart, and the hands" captured well what it meant to be an educator at Berea.<sup>3</sup> However, over the years learning, labor, and service slowly became segmented into different parts of an increasingly complex institution. Although Berea has always encouraged intellectual excellence, it has never narrowed its focus to developing intellectual excellence in liberal arts subjects alone. Therefore, Berea College has taught applied subjects (e.g., education, nursing, and agriculture) throughout all of its history. Berea has striven to educate "the whole person" by encouraging in each student the self-sufficiency found in working with his or her hands and the strong sense that his or her vocation ought to entail service to others. The authors of the 1993 preface to the Great Commitments 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" (preface to the Great Commitments, page 5). In this and many of her 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.

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<sup>1</sup> See preface to the Great Commitments, page 5.

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

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

## The Berea Vision, continued

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

William G. Frost, who became President of the College in 1892, brought craftsmen and women from the mountains to Berea and introduced a variety of new labor positions that provided apprenticeships in crafts. During Frost's presidency, the Labor Program began to take on a separate life of its own as Berea tried to employ all of its students in some kind of meaningful labor. Gradually, a distinct Labor Program developed with its own learning goals for different student jobs. In 1908, Professor Miles E. Marsh began to oversee Berea's ever more numerous labor positions, and in 1914, he was officially appointed Dean of the Labor Program. By this time, Berea's students were no longer necessarily mentored in their labor positions by the same people who mentored them in the classroom. Although Berea College has always tried to educate the whole person, as time passed, the academic program ("the head"), the labor program ("the hands"), and the service and spiritual development programs ("the heart") simultaneously burgeoned and became distinctly separate institutional entities. Today, most labor supervisors have little direct contact with the classroom (except for those members of the College Faculty who supervise students). The spiritual and service dimensions have also been segmented into the Campus Christian Center, the Center for Excellence in Learning Through Service (CELTs), and a variety of other programs. Thus, over the years, learning, labor, and service have become fairly compartmentalized and sometimes isolated aspects of Berea College and of "the Berea experience" for many students and employees. A primary aim of the College's strategic plan, *Being and Becoming: Berea College in the 21<sup>st</sup> Century* (1996, 2006, and 2011), 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 Council to develop, in consultation with the broader campus community, four pairs of Common 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 own 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. v; see pp. 56-60 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. The new campus-wide “Engaged and Transformative Learning” initiative incorporates a new academic divisional structure (replacing academic departments) and will include the creation of a new center that will support career development, internships, faculty development, and the scholarship of student learning.

### 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 Fall 2003, the Strategic Planning Council (SPC) 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. Another important result of this work is the creation of a Labor Transcript for all students that provides a tangible record of their work in the Labor Program, which was implemented in 2010. These new dimensions of the Labor Program 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. Likewise, Berea's commitment to ecological sustainability is another important aspect of its mission and service to the Appalachian region and is now an institutional initiative. 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 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 21<sup>st</sup>-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 2011

## 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 Black Cultural Centers (ABCC)
- Association for Higher Education and Disabilities (AHEAD)
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- Association for the Study of African Life and History (ASALH)
- 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
- Green Hotel 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)

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

Source: [Berea College Catalog and Student Handbook, 2011–2012](http://www.berea.edu/cataloghandbook/college/accreditation.asp)  
<<http://www.berea.edu/cataloghandbook/college/accreditation.asp>>  
Office of the President, October 2011



## Institutional Memberships, continued

- Kentucky Academy of Science (KAS)
- Kentucky Campus Compact
- Kentucky Chapter – American Academy of Family Physicians (KAFFP)
- Kentucky Crafted
- Kentucky Guild of Artists and Craftsmen
- Kentucky Hotel and Lodging Association
- Kentucky Institute for International Studies (KIIS)
- Kentucky Intercollegiate Athletic Conference (KIAC)
- Kentucky Restaurant Association
- Kentucky Society of Association Executives
- Kentucky Woodland Owners Association/National Woodland Owners Association
- Midwest Association of Student Employment Administrators (MASEA)
- 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)
- National Intramural Recreation Sports Administration (NIRSA)
- National Safety Council (NSC)
- National Student Employment Administrators (NSEA)
- Oak Ridge Associated Universities (ORAU)
- Rotary Club
- Second Nature
- 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)

Source: Office of the President, October 2011

# ACADEMIC INFORMATION

## Programs of Study

Berea College's curriculum offers the advantage of interdisciplinary general study coupled with intensive study within a major field (some of which have multiple concentrations). Berea operates on a two fifteen-week term academic calendar consisting of required Fall and Spring terms. To maintain satisfactory academic progress, students normally enroll in four course credits in each of these terms. There are also optional Summer opportunities to engage in study. Students may take between 1 and 2.25 credits during Summer. One Berea course credit is 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, with at least 20 courses taken outside the major discipline.

### Bachelor of Arts Degree Programs:

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

### 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 an established Berea College major program. Students are free to propose topics. Some examples of previously approved independent majors are: Appalachian Studies, Classical Studies or Classical Civilizations, Peace and Social Justice Studies, and Sustainable Community Development.

### Teacher Preparation:

Berea College offers certification programs in **Elementary Education** (primary – grade 5); **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 Art, Health, Instrumental Music, Vocal Music, and Physical Education; and a grades 5-12 program in Technology Education.

### Minor Programs Offered:

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

Source: [Berea College Catalog and Student Handbook, 2011 – 2012](http://www.berea.edu/cataloghandbook/academics/academicprogram/degrees.asp).

<<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 98 and 99.

Source: Berea College Catalog and Student Handbook, 2011 – 2012.  
<<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 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 seven 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 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 and Student Handbook, 2011 - 2012,  
<<http://www.berea.edu/cataloghandbook/academics/academicprogram/convocations.asp>>

## CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2011 – 2012

African Students 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)	People Who Care
Buddhist Student Association (BSA)	Physical Education Majors (PEM) Club
Campus Activities Board (CAB)	Physics Club
Center for Excellence in Learning through Service (CELTS)	Pre-Med/Dental Club
Adopt-a-Grandparent	Psychology Club/Psi Chi
Berea Buddies	Sigma Tau Delta
Bonner Scholars	Student Affiliates of the American Chemical Society (SAACS)
First Book-Madison County	Student Government Association (SGA)
Habitat for Humanity	Freshman Class
HEAL	Sophomore Class
Hispanic Outreach Program (HOP)	Junior Class
One-on-One Tutoring	Senior Class
People Who Care	Students for a Free Tibet
Service Learning	Students in Free Enterprise (S.I.F.E.)
Teen Mentoring	Swing Club
Chi Alpha	Technology Club
Cosmopolitan Club	Young Democrats
Country Dancers	Zachary Sieben Association of Primitive Arts and Technology
Danish Gymnastics Club	
Delta Tau Alpha	
English Club	

Source: Berea College Campus Life Website, as of January 2012  
< <http://www.berea.edu/campuslife/studentorgs/list.asp>>

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Jack Buchanan <i>Kentucky</i>	Elissa May-Plattner <i>Kentucky</i>	David O. Welch <i>Kentucky</i>
Martin A. Coyle <i>California</i>	Thomas H. Oliver <i>South Carolina</i>	R. Elton White <i>Florida</i>

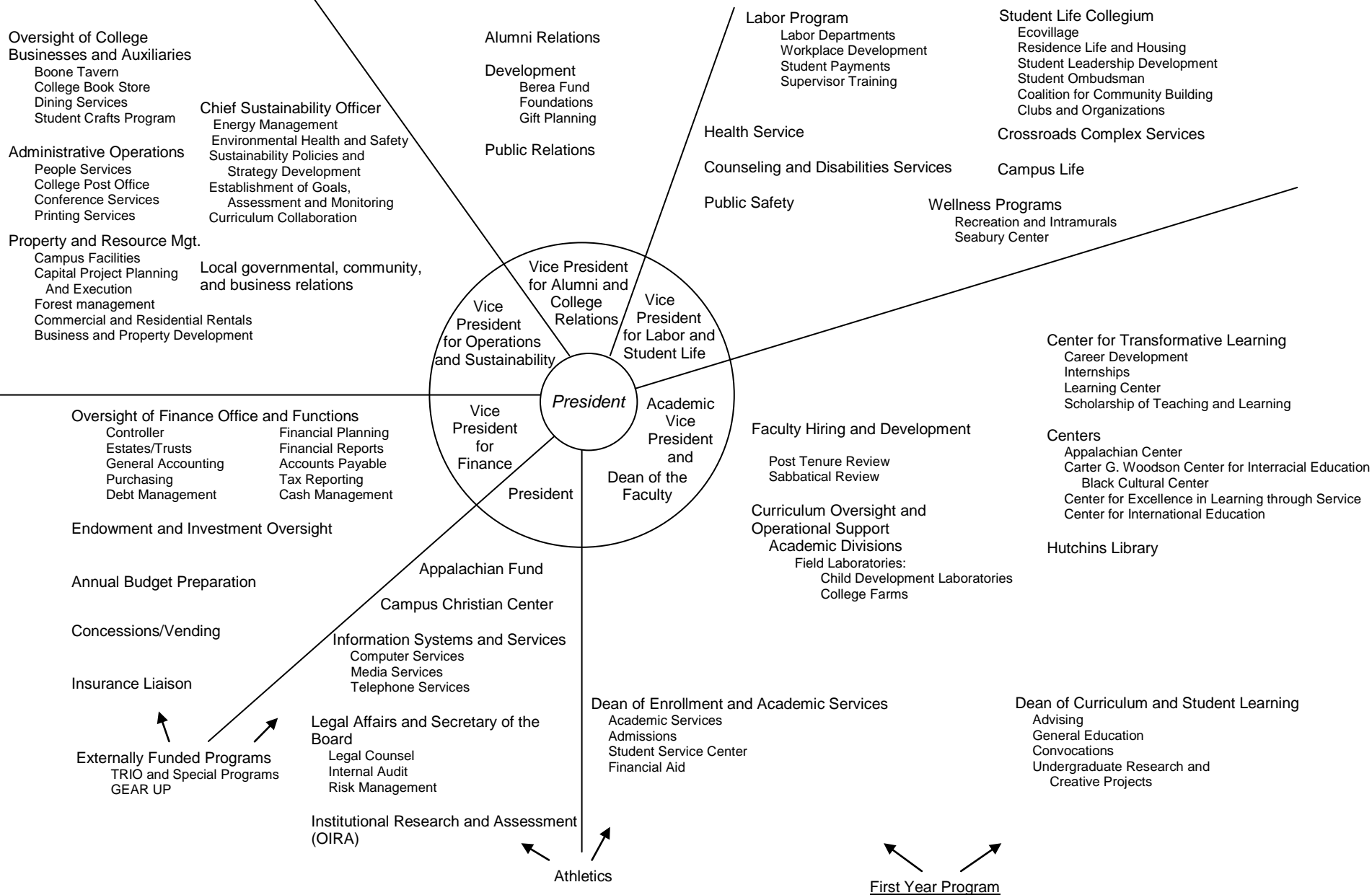
\*Current as of January 2012. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/factbooks.asp>>.

\*\*President of the College

Source: Office of the President.

# ADMINISTRATIVE ORGANIZATION

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Source: Office of the President (Approved by the Administrative Committee November 4, 2011)

## CENTRAL ADMINISTRATIVE OFFICERS

**Larry D. Shinn**

President

**Chad Berry**

Academic Vice President and Dean of the Faculty

**Jeff Amburgey**

Vice President for Finance

**Michelle Janssen**

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 DIVISION CHAIRPERSONS AND PROGRAM COORDINATORS  
ACADEMIC YEAR 2011 - 2012**

**Division I**

**Chairperson: Ron Rosen**

Program

Biology  
Chemistry  
Mathematics  
Nursing  
Physics

Coordinator

Dawn Anderson  
Matt Saderholm  
James Blackburn-Lynch  
Carol Kirby  
Tracy Hodge

**Division II**

**Chairperson: Jan Pearce**

Program

Agriculture and Natural Resources  
Business  
Computer Science  
Economics  
Sustainability and Environmental Studies  
Technology and Industrial Arts

Coordinator

Mike Panciera  
Ed McCormack  
Jan Pearce  
Ed McCormack  
Richard Olson  
Gary Mahoney

**Division III**

**Chairperson: Janice Blythe**

Program

Child and Family Studies  
Physical Education and Health  
Psychology  
Sociology

Coordinator

Katrina Rivers Thompson  
Stephanie Woodie  
Wayne Messer  
Jackie Burnside

**Division IV**

**Chairperson: Rick Meadows**

Program

English  
Communication  
Foreign Languages  
Music  
Theatre

Coordinator

Beth Crachiolo  
Billy Wooten  
Jeanne Hoch  
Kathy Bullock  
Shan Ayers

**Division V**

**Chairperson: Bob Hoag**

Program

Art and Art History  
Asian Studies  
History  
Philosophy  
Political Science  
Religion

Coordinator

Lisa Kriner  
Rebecca Bates  
Rebecca Bates  
Eric Pearson  
John Heyrman  
Eric Pearson (Jeff Pool, Spring Term 2012)

**Division VI**

**Chairperson: Linda Strong-Leek**

Program

African and African American Studies  
Appalachian Studies  
Education Studies  
Peace and Social Justice Studies  
Women's and Gender Studies

Coordinators

Linda Strong-Leek  
Silas House  
Bobby Starnes  
Michelle Tooley  
Peggy Rivage-Seul

## 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 2011-2012**

##### **Memberships**

General Faculty Assembly	251 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	127 members
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Source: *Berea College Faculty Manual*, November 2011 <<http://www.berea.edu/facultymanual/>>  
Executive Council, September 2011

## **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*, November 2011 <<http://www.berea.edu/facultymanual/>>

## **Faculty Council and Committee Structure, continued**

### **ACADEMIC PROGRAM COUNCIL (APC), 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*, November 2011 <<http://www.berea.edu/facultymanual/>>

## **Faculty Council and Committee Structure, continued**

### **ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES, 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.

#### **Division Council**

The Council assists the Academic Vice President and the Dean of Faculty with academic long-range vision and planning. It also serves as a venue for sharing ideas and best practices within and across divisions, including review of self-studies.

#### **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.

## NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2010 - 2011</u>	<u>Academic Year 2011 - 2012</u>
Tenure Appointments*	106	105
Unfilled Tenure Positions	<u>11</u>	<u>12</u>
Total Allocated Tenure Track Positions	117	117
Full-time Teaching Appointments**	119	124
Professor	( 33 )	( 35 )
Associate	( 48 )	( 46 )
Assistant	( 31 )	( 34 )
Instructor	( 7 )	( 9 )
Part-Time	39	35
Full-Time Employees Teaching Part-Time	15	14
Full-Time Equated	144	149

\*Includes all tenure-track and tenured faculty, including three individuals teaching less than full-time and five administrators in 2010-2011 and three individuals teaching less than full-time and four administrators in 2011-2012.

\*\*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 2011 - 2012

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	19	23	42
6 to 10 years	16	9	25
11 to 20 years	16	16	32
21 to 30 years	12	6	18
Over 30 years	<u>4</u>	<u>3</u>	<u>7</u>
<b>TOTAL</b>	67	57	124

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

## STUDENT/FACULTY RATIO

	<u>Academic Year 2010-2011</u>	<u>Academic Year 2011-2012</u>
<b>Student/Faculty Ratio* (FTE)</b>	<b>11/1</b>	<b>11/1</b>

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2011

**FULL-TIME TEACHING FACULTY\* BY AGE  
ACADEMIC YEARS 2002-2003 THROUGH 2011-2012**

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

<b>Age**</b>	<b>2007-2008</b>		<b>2008-2009</b>		<b>2009-2010</b>		<b>2010-2011</b>		<b>2011-2012</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	1	(1%)	4	(3%)	2	(2%)	4	(3%)
30-39 years old	21	(16%)	23	(18%)	17	(13%)	19	(16%)	16	(13%)
40-49 years old	35	(27%)	33	(25%)	36	(28%)	32	(27%)	33	(27%)
50-59 years old	51	(40%)	49	(37%)	48	(37%)	49	(41%)	42	(34%)
60-69 years old	18	(14%)	22	(17%)	22	(17%)	17	(14%)	29	(23%)
Greater than 69 years old	2	(2%)	3	(2%)	3	(2%)	0	(0%)	0	(0%)
<b>TOTAL</b>	<b>128</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>	<b>131</b>	<b>(100%)</b>	<b>119</b>	<b>(100%)</b>	<b>124</b>	<b>(100%)</b>
Average:	50		51		51		50		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.

Source: Office of the Academic Vice President and Dean of the Faculty, October 2011

**FULL-TIME FACULTY\* BASE SALARIES BY RANK AND GENDER**

**ACADEMIC YEAR 2011 - 2012**

<b>Rank</b>	<b>Male</b>			<b>Female</b>			<b>Total</b>		
	<b>Number</b>	<b>Mean</b>	<b>Median</b>	<b>Number</b>	<b>Mean</b>	<b>Median</b>	<b>Number</b>	<b>Mean</b>	<b>Median</b>
Professor	17	\$81,100	\$83,100	18	\$78,600	\$76,800	35	\$79,800	\$81,600
Associate Prof.	32	\$66,000	\$65,800	14	\$65,200	\$66,200	46	\$65,800	\$65,800
Assistant Prof.	16	\$52,200	\$52,000	18	\$54,200	\$53,500	34	\$53,300	\$52,800
Instructor**	<u>2</u>			<u>7</u>			<u>9</u>	\$45,200	\$45,000
ALL RANKS	67	\$65,800	\$65,600	57	\$63,700	\$60,000	124	\$64,800	\$64,100

\*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 2011



**CHARACTERISTICS OF FULL-TIME FACULTY\* BY DIVISION AND PROGRAM:  
GENDER, TERMINAL DEGREE, AND TENURE STATUS  
Academic Year 2011 - 2012**

<u>Division/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>
Biology	3	3	6	5	(83%)	4	(67%)
Chemistry	4	1	5	5	(100%)	3	(60%)
Mathematics	3	3	6	4	(67%)	4	(67%)
Nursing	1	4	5	5	(100%)	1	(20%)
Physics	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>1</u>	<u>(33%)</u>
DIVISION I TOTAL	13	12	25	22	(88%)	13	(52%)
Agriculture and Natural Resources	3	1	4	4	(100%)	4	(100%)
Business	2	1	3	1	(33%)	3	(100%)
Computer Science	1	1	2	2	(100%)	2	(100%)
Economics	1	2	3	3	(100%)	1	(33%)
Sustainability and Environmental Studies	2	0	2	2	(100%)	1	(50%)
Technology and Industrial Arts	4	0	4	3	(75%)	2	(50%)
Appointed to Division; no Program	<u>1</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION II TOTAL	14	5	19	16	(84%)	14	(74%)
Child and Family Studies	1	3	4	4	(100%)	2	(50%)
Physical Education and Health	3	4	7	5	(71%)	2	(29%)
Psychology	3	1	4	4	(100%)	3	(75%)
Sociology	0	3	3	3	(100%)	2	(67%)
Appointed to Division; no Program	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION III TOTAL	7	12	19	16	(84%)	9	(47%)
English	2	3	5	5	(100%)	3	(60%)
Communication	1	2	3	3	(100%)	2	(67%)
Foreign Languages	3	4	7	7	(100%)	6	(86%)
Music	5	3	8	5	(63%)	2	(25%)
Theatre	1	2	3	3	(100%)	2	(67%)
Appointed to Division; no Program	<u>2</u>	<u>0</u>	<u>2</u>	<u>1</u>	<u>(50%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION IV TOTAL	14	14	28	24	(86%)	15	(54%)
Art and Art History	2	4	6	6	(100%)	3	(50%)
Asian Studies**							
History	3	2	5	5	(100%)	4	(80%)
Philosophy	3	0	3	3	(100%)	3	(100%)
Political Science	2	0	2	2	(100%)	2	(100%)
Religion	2	1	3	3	(100%)	3	(100%)
Appointed to Division; no Program	<u>3</u>	<u>0</u>	<u>3</u>	<u>3</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION V TOTAL	15	7	22	22	(100%)	15	(68%)
African and African American Studies	2	0	2	1	(50%)	1	(50%)
Appalachian Studies**							
Education Studies	1	4	5	4	(80%)	2	(40%)
Peace and Social Justice Studies**							
Women's and Gender Studies	0	2	2	2	(100%)	2	(100%)
Appointed to Division; no Program	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>(100%)</u>	<u>1</u>	<u>(100%)</u>
DIVISION VI TOTAL	3	7	10	8	(80%)	6	(60%)
Unaffiliated with any program/division	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
<b>TOTAL</b>	67	57	124	108	(87%)	72	(58%)

\*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.

\*\*Faculty in these programs typically have a full-time faculty position in another program.

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 2011

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

	<u>Fiscal Year 2006-2007</u>	<u>Fiscal Year 2007-2008*</u>	<u>Fiscal Year 2008-2009</u>	<u>Fiscal Year 2009-2010</u>	<u>Fiscal Year 2010-2011</u>
<b>Professional Travel, Dues, Seminars and Courses</b>					
Total Dollars Spent on Faculty Development	\$342,139	\$424,374	\$247,935	\$160,263	\$404,862
Number of Faculty Receiving Funds	128	128	131	130	119
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars Per Full-Time Faculty	\$2,759	\$3,315	\$2,017	\$1,276	\$3,402
<b>Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)</b>					
Total Dollars Spent on Faculty Sabbaticals	\$932,464	\$528,076	\$543,730	\$641,737	\$452,455
Number of Faculty on Paid Sabbatical	16	9	9	13	9
Average Total Dollars Per Faculty on Sabbatical	\$58,279	\$58,675	\$60,414	\$49,364	\$50,273
Percent of Total Full-Time Faculty	12.5%	7.0%	6.9%	10.0%	7.6%
Number of Total Full-Time Faculty	128	128	131	130	119

\*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 2011

## 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	Philip Schmidt	1982
Gerrit Levey	1962	Larry K. Blair	1983
Marian Kingman	1963	Richard Barnes	1984
Robert Gordon Menefee	1963	Marlene Waller	1985
Charlotte P. Ludlum	1964	Smith T. Powell	1986
William E. Newbolt	1964	John Wallhausser	1987
Virginia Ruth Woods	1965	<i>Stephen C. Bolster</i>	1988
George Gilbert Roberts	1965	Robert J. Schneider	1989
Maureen Faulkner	1966	Ralph Stinebrickner	1990
Kristjan Sulev Kogerma	1966	<i>Jeanne M. Hoch</i>	1991
Herschel Lester Hull	1967	Dean Warren Lambert	1992
Frank Junior Wray	1967	Ralph L. Thompson	1993
Jerome William Hughes	1968	Eugene T. Chao	1994
Thomas Reed Beebe	1968	John E. Courter	1995
Louise Moore Scrivner	1969	Paul David Nelson	1996
John Douglas Chrisman	1969	L. Eugene Startzman	1997
Cornelius Gregory Di Teresa	1970	Donald Hudson	1998
Franklin Bryan Gailey	1970	Dorothy Hopkins Schnare	1999
Thomas McRoberts Kreider	1971	Thomas A. Boyd	2000
William John Schafer	1971	Richard D. Sears	2001
Robert Jerry Lewis	1972	Laura A. Crawford	2002
Stephen Scott Boyce	1972	Walter E. Hyleck	2003
Thomas David Strickler	1973	<i>Andrew Baskin</i>	2004
Martha Wylie Pride	1974	<i>Amer Lahamer</i>	2005
Glen H. Stassen	1975	<i>Dawn Anderson</i>	2006
John Fletcher White	1976	<i>Gary Mahoney</i>	2007
Mary Louise Pross	1977	<i>Ron Rosen</i>	2008
Robert Ward Pearson	1978	<i>Janice Blythe</i>	2009
John Seelye Bolin	1979	Barbara Wade	2010
Dennis Michael Rivage-Seul	1980	<i>Bob Suder</i>	2011
Jonas Patterson Shugars	1981		

Source: Office of the Academic Vice President and Dean of Faculty, October 2011

## 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
Patricia Isaacs	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
<i>Billy Wooten</i>	2011

Source: Office of the Academic Vice President and Dean of the Faculty, October 2011

## ELIZABETH PERRY MILES AWARD FOR COMMUNITY SERVICE

Curtis W. Miles of Chagrin Falls, Ohio, made a gift to establish the Elizabeth Perry Miles Award for Community Service to be given annually to a member of the Berea College General Faculty. The recipient is selected by the Executive Council from nominees submitted by members of the General Faculty or from community groups. Current members of the Executive Council are not eligible to receive this award.

The following are guidelines for the award:

- Recipients will be from the Berea College General Faculty
- The award will be given only for significant contributions.
- The award is for community service with the area that Berea serves, including service on boards, committees, volunteer groups, in community development, individual service to others, or any other work which enhances community life.
- The community service must be above and beyond the nominee's usual job.
- No one may receive the award more than once in three years.
- The award will consist of a suitable plaque and a monetary award.
- The identity of the winner will not be made known until the time of the presentation at Commencement in May.

### Recipients of the Miles Award

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

Tom Boyd	1991
Betty Olinger	1992
Carol Lamm	1993
William Stolte	1994
Joan Moore	1995
<i>Peter Hille</i>	1996
John Cook	1997
<i>Randy Osborne</i>	1998
Lee Morris	1999
<i>Virgil Burnside</i>	2000
Brenda Hosley	2001
<i>Andrew Baskin</i>	2002
Betty Hibler	2003
Barbara Power	2004
<i>Fred de Rosset</i>	2005
John Courter	2006
<i>Nancy Ryan</i>	2007
<i>Theresa Lowder</i>	2008
<i>Mary Ann Shupe</i>	2009
Melissa Osborne	2010
<i>Miriam David</i>	2011

Source: Office of the Academic Vice President and Dean of the Faculty, October 2011

## ADMISSIONS TERRITORY CATEGORIES

Berea College students are characterized at term of entry 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)

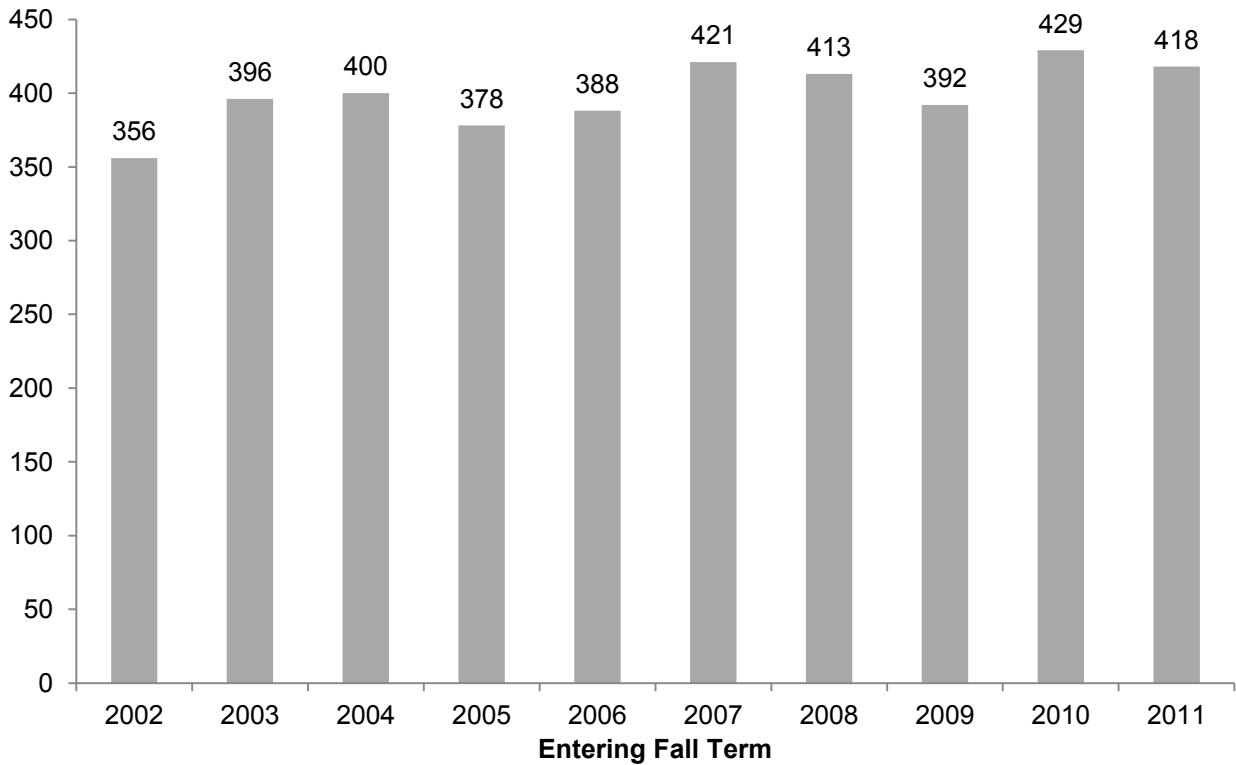
Source: Admissions Office



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

FALL TERM	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Applications	N	% of Accepted
2002	1,974	480	24%	356	74%
2003	2,119	530	25	396	75
2004	2,107	561	27	400	71
2005	1,908	511	27	378	74
2006	1,818	532	29	388	73
2007	2,083	597	29	421	71
2008	2,468	531	22	413	78
2009	2,745	516	19	392	76
2010	3,264	564	17	429	76
2011	4,707	586	12	418	71

**NUMBER OF FIRST-YEAR STUDENTS**



Source: Annual editions of the First-Year Students' Class Profile

**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>
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
2011	1,813	277	15	205	74

**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>
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	71
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
2011	2,894	309	11	213	69

Source: Annual editions of the First-Year Students' Class Profile

**FIRST-YEAR STUDENTS  
APPLIED, ACCEPTED, AND ENROLLED  
BY TERRITORY**

**IN-TERRITORY**

<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>
2002	1,022	362	35%	274	76%
2003	1,046	388	37	287	74
2004	1,060	422	40	298	71
2005	928	390	42	295	76
2006	994	410	41	294	72
2007	1,172	470	40	333	71
2008	1,339	382	29	303	79
2009	1,468	367	25	282	77
2010	1,661	413	25	315	76
2011	2,716	419	15	306	73

**OUT-OF-TERRITORY**

<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>
2002	271	86	32%	58	67%
2003	357	106	30	80	75
2004	425	110	26	75	68
2005	295	89	30	63	71
2006	282	87	31	63	72
2007	344	97	28	66	68
2008	490	110	22	84	76
2009	627	112	18	86	77
2010	749	121	16	91	75
2011	1,200	130	11	86	66

**F-1 INTERNATIONAL \***

<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>
2002	681	32	5%	24	75%
2003	716	36	5	29	81
2004	625	32	5	27	84
2005	685	32	5	20	63
2006	542	35	6	31	89
2007	567	30	5	22	73
2008	639	39	6	26	68
2009	650	37	6	24	65
2010	854	30	4	23	77
2011	791	37	5	26	70

\*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 2011, seven (7) first-year students were designated as a "permanent resident."

Source: Annual editions of the First-Year Students' Class Profile

**FIRST-YEAR STUDENTS FROM KENTUCKY  
FALL TERMS 2002 – 2011**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
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
2011	418	185	44.3

**AFRICAN-AMERICAN\* FIRST-YEAR STUDENTS  
FALL TERMS 2002 – 2011**

<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>
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
2011	418	94	22.5

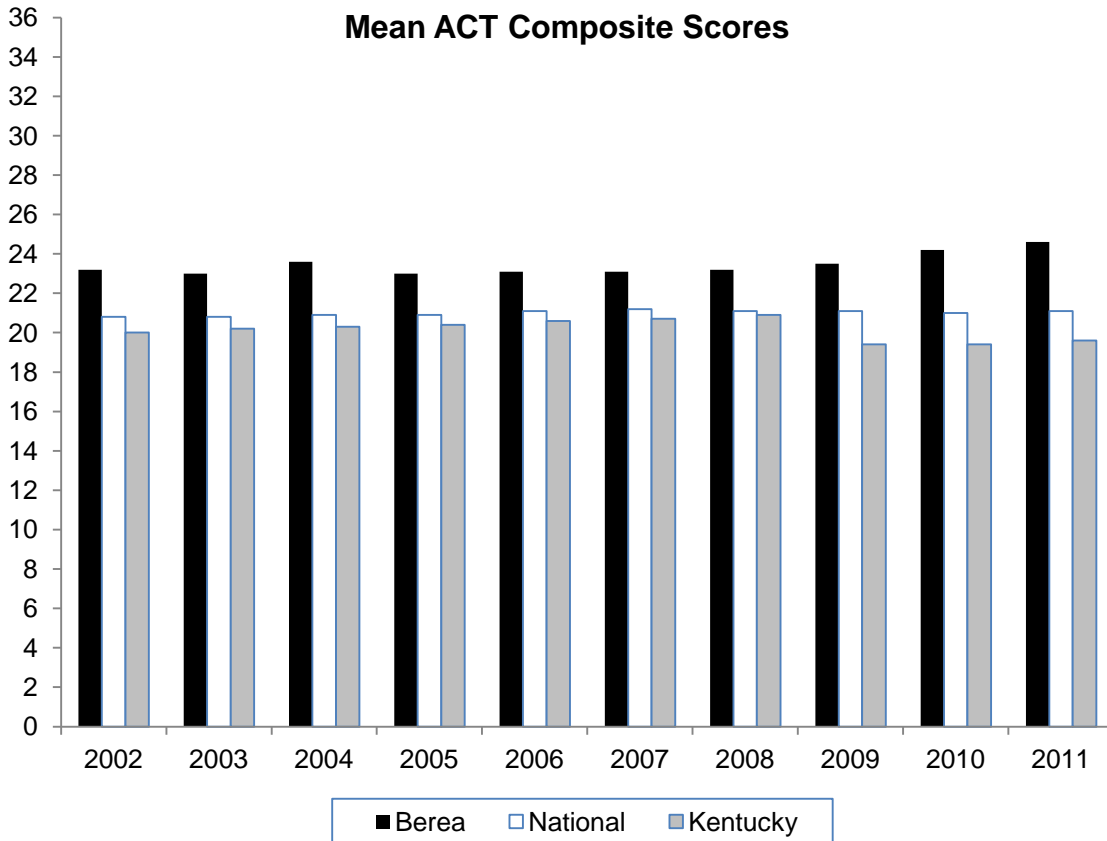
\*Based on the number of students who identified themselves as “Black or African American” alone or in combination with another race.

Source: Annual editions of the First-Year Students' Class Profile

## MEAN ACT COMPOSITE SCORES 2002 - 2011

<u>Fall Term</u>	<u>Number of Students who Submitted ACT</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>		
2002	265	23.2	22.7	23.5	20.8	20.0
2003	292	23.0	22.8	23.1	20.8	20.2
2004	297	23.6	23.4	23.8	20.9	20.3
2005	276	23.0	22.6	23.3	20.9	20.4
2006	290	23.1	22.7	23.4	21.1	20.6
2007	331	23.1	22.7	23.3	21.2	20.7
2008	322	23.2	22.6	23.6	21.1	20.9
2009	305	23.5	23.0	23.9	21.1	19.4
2010	336	24.1	23.8	24.4	21.0	19.4
2011	331	24.6	24.4	24.9	21.1	19.6

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



Source: Annual editions of the First-Year Students' Class Profile

**MEAN SAT SCORES  
CRITICAL READING, MATHEMATICS, AND WRITING  
2002-2011**

Fall Term	Number of Students who Submitted SAT	Berea's First-Year Students			National and Kentucky Comparisons					
		Critical Reading (Verbal)	Mathematics	Writing	Critical Reading (Verbal)		Mathematics		Writing	
					National	KY	National	KY	National	KY
2002	80	544	545	not applicable	504	550	516	552	not applicable	
2003	88	545	546	not applicable	507	554	519	552	not applicable	
2004	120	551	554	not applicable	508	559	518	557	not applicable	
2005	94	576	562	not applicable	508	561	520	559	not applicable	
2006	84*	563	576	not available	503	562	518	562	497	555
2007	80**	539	542	528	502	567	515	565	494	553
2008	65**	562	538	531	502	568	515	570	494	554
2009	63	564	534	546	501	573	515	573	493	561
2010	71	583	556	546	501	575	516	575	492	563
2011	74	573	545	563	497	576	514	572	489	563

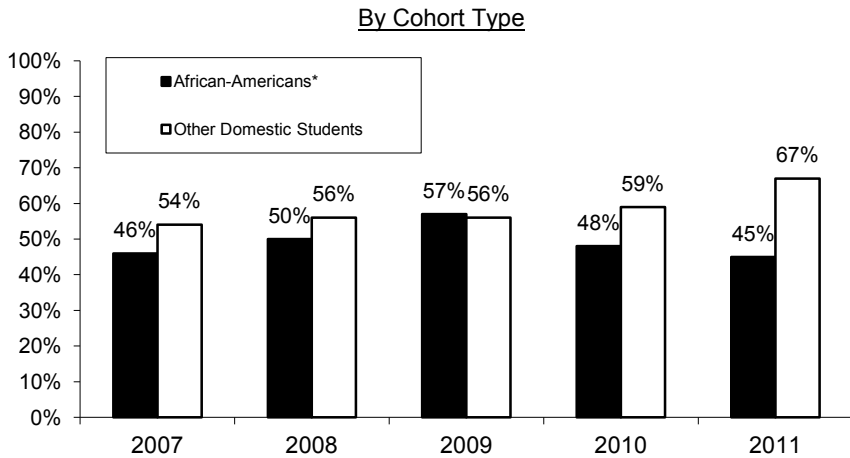
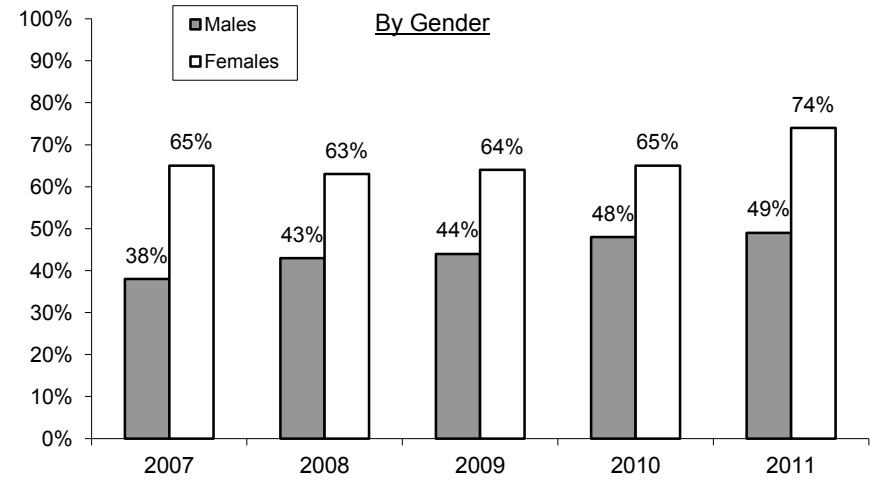
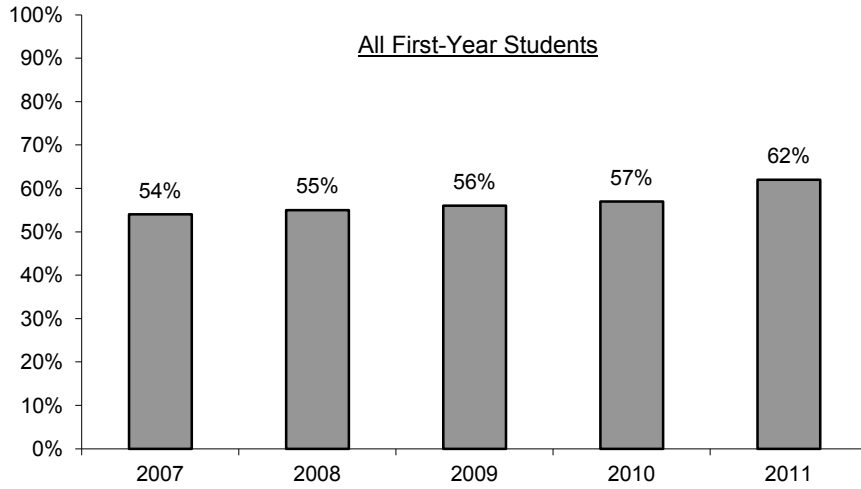
\*SAT changed the exam to add a writing section and re-vamped the verbal section and re-named it "Critical Reading" (first administered in March 2005).

\*\*Score reports include a small number (1 to 4) of students who submitted SAT results which did not include the writing component.

NOTE: SAT section means are on a scale from 200 to 800.

Source: Annual editions of the First-Year Students' Class Profile

**FIRST-YEAR STUDENTS RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS  
BY GENDER AND COHORT TYPE  
2007 - 2011**

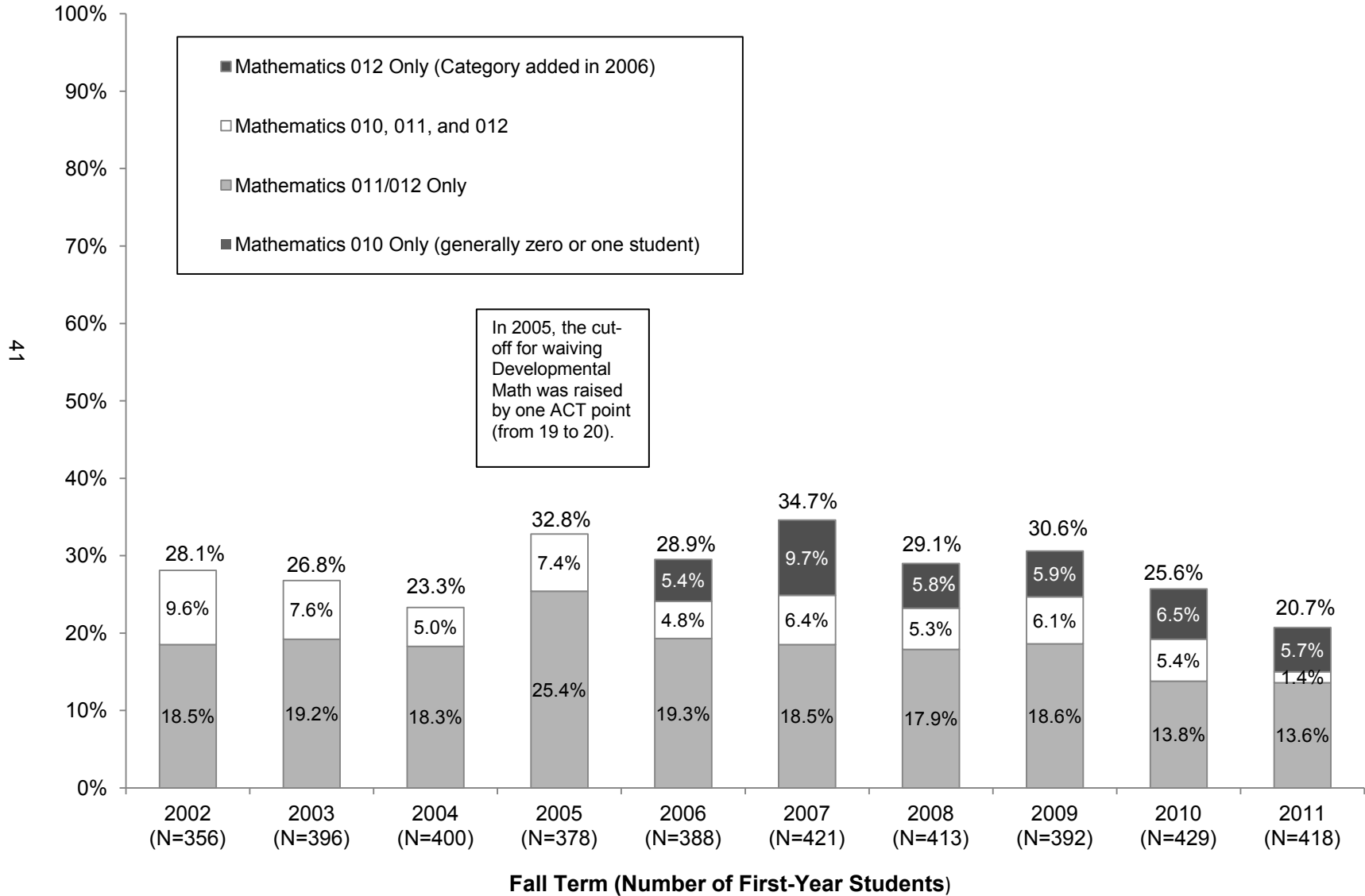


\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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: Annual editions of First-Year Students' Class Profile

## FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES FALL TERMS 2002 - 2011

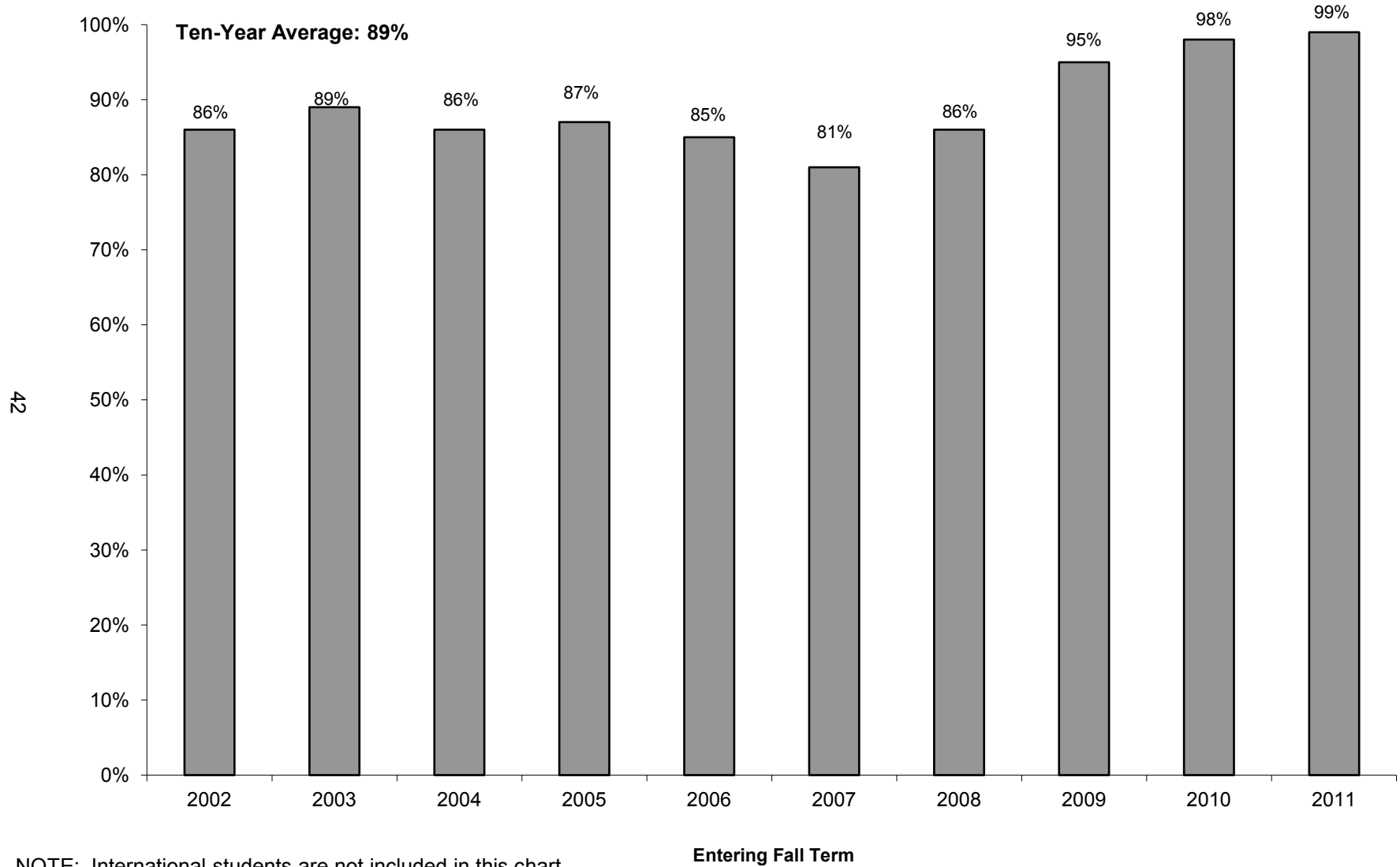


NOTE: The number on the top of the bars indicates the percentage of first-year students who need any developmental mathematics.

Source: Academic Services, October 2011



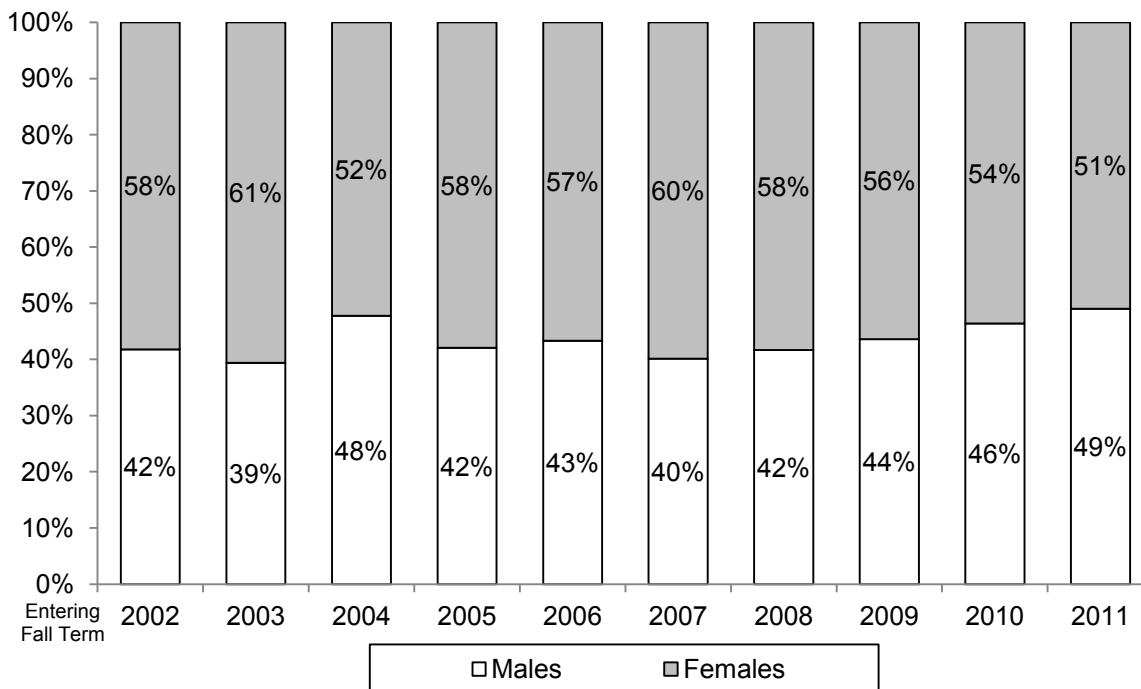
### FINANCIAL NEED OF ENTERING FIRST-YEAR STUDENTS: Federal Pell Grant Recipients



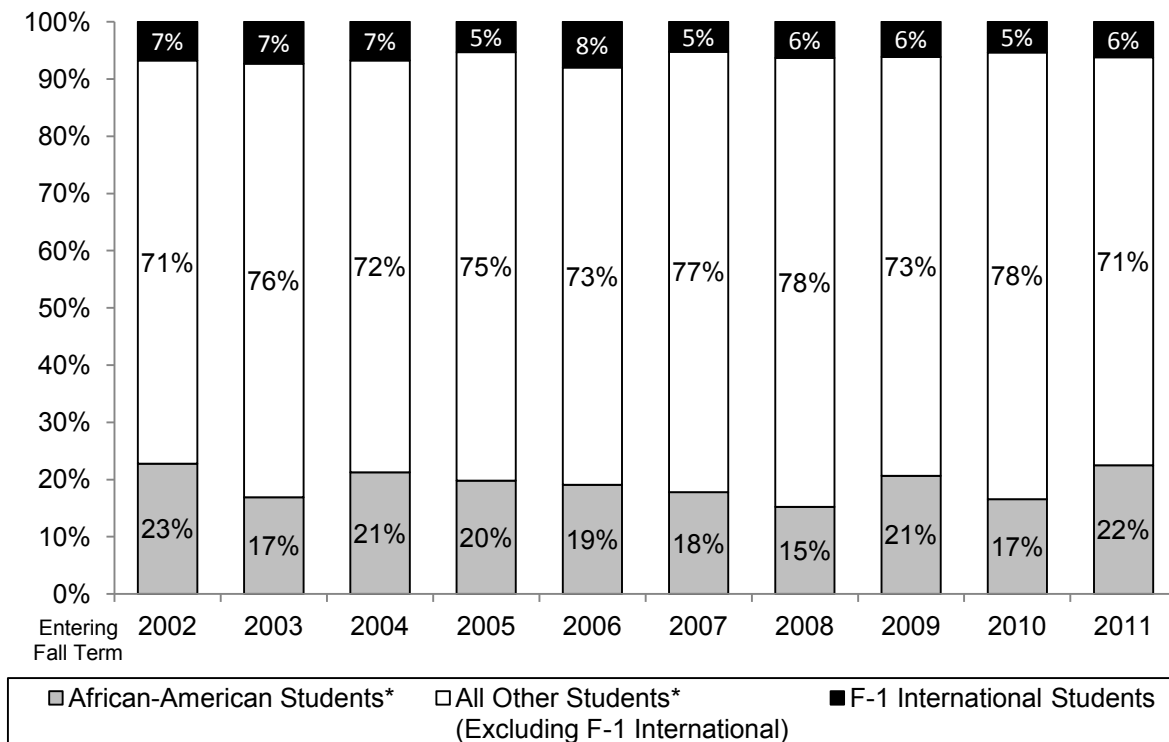
NOTE: International students are not included in this chart.

# FIRST-YEAR STUDENT ENROLLMENT TRENDS

## First-Year Enrollment by Gender



## First-Year Enrollment by Cohort Type

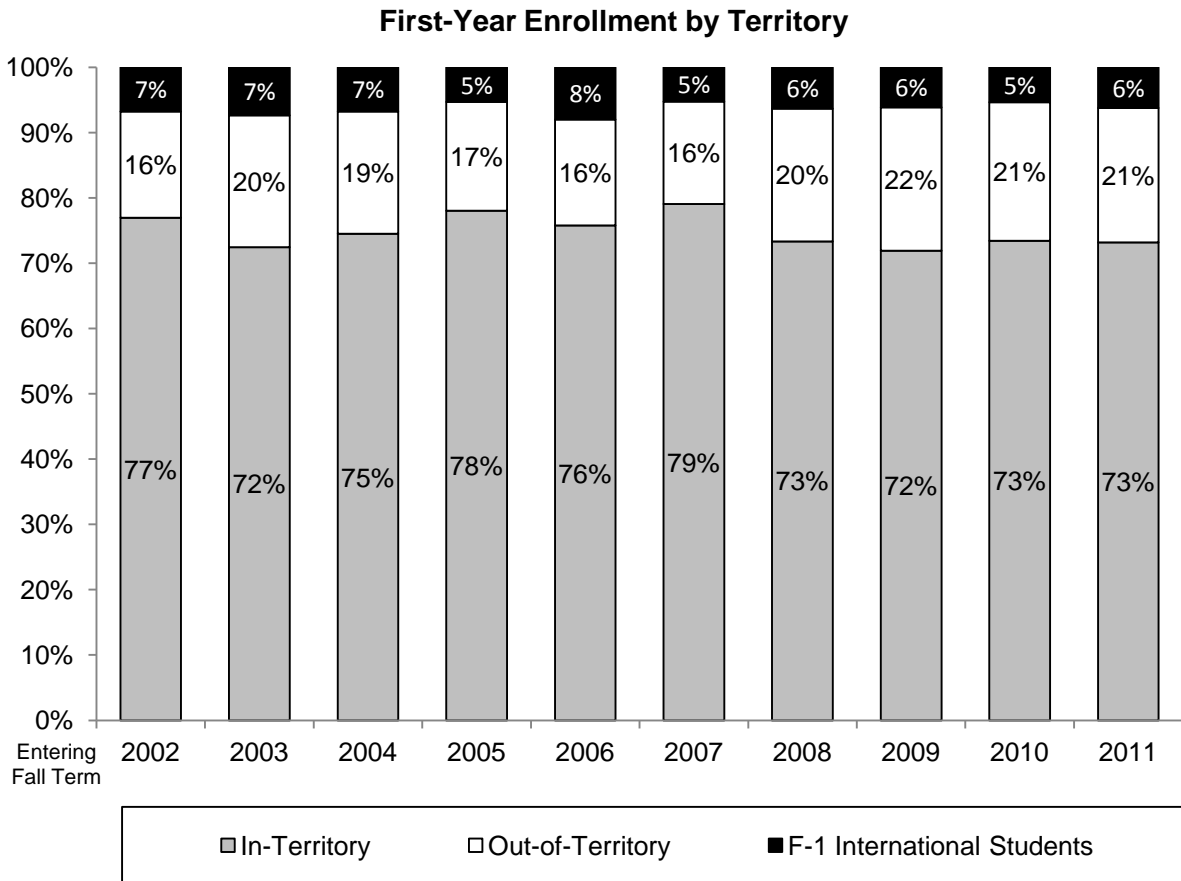


\*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2011

## First-Year Student Enrollment Trends, continued

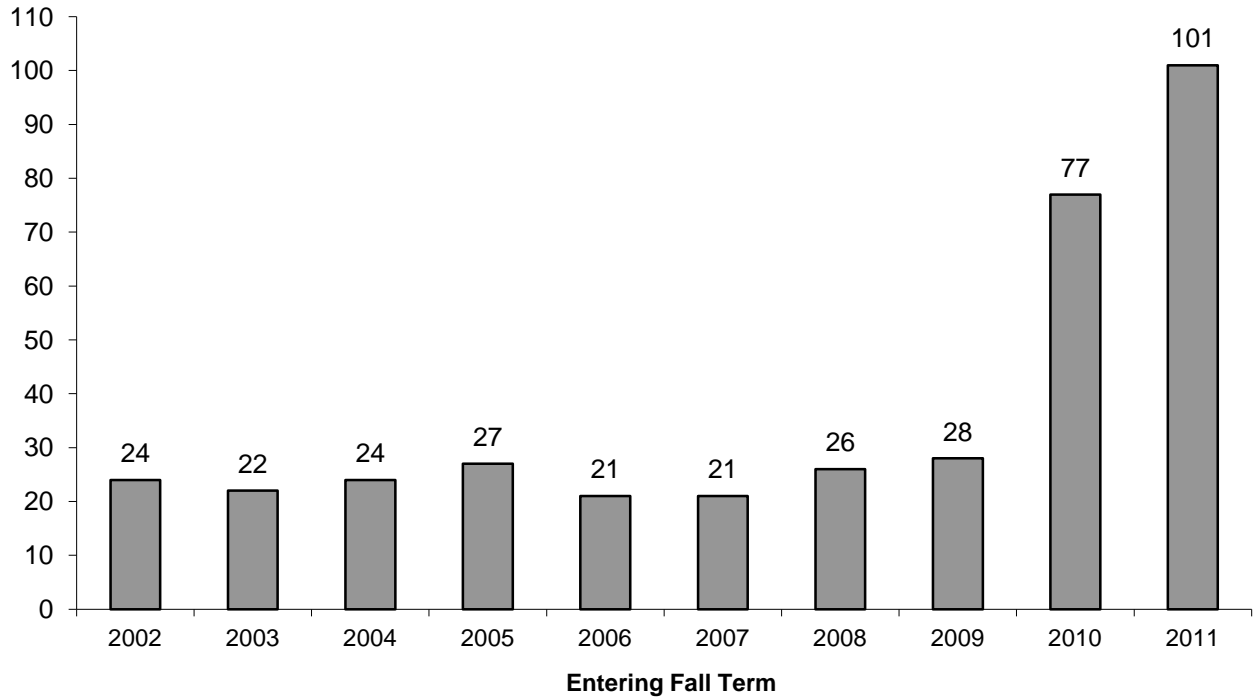


Source: Office of Institutional Research and Assessment, October 2011.

## TRANSFER STUDENTS: APPLIED, ACCEPTED, AND ENROLLED

FALL TERM	APPLIED	ACCEPTED		ENROLLED	
	N	N	% of Applications	N	% of Accepted
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
2011	625	115	18	101	88

### NUMBER OF TRANSFER STUDENTS



Source: Annual editions of the Transfer Students' Class Profile

**TRANSFER 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>
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
2011	254	49	19	43	88

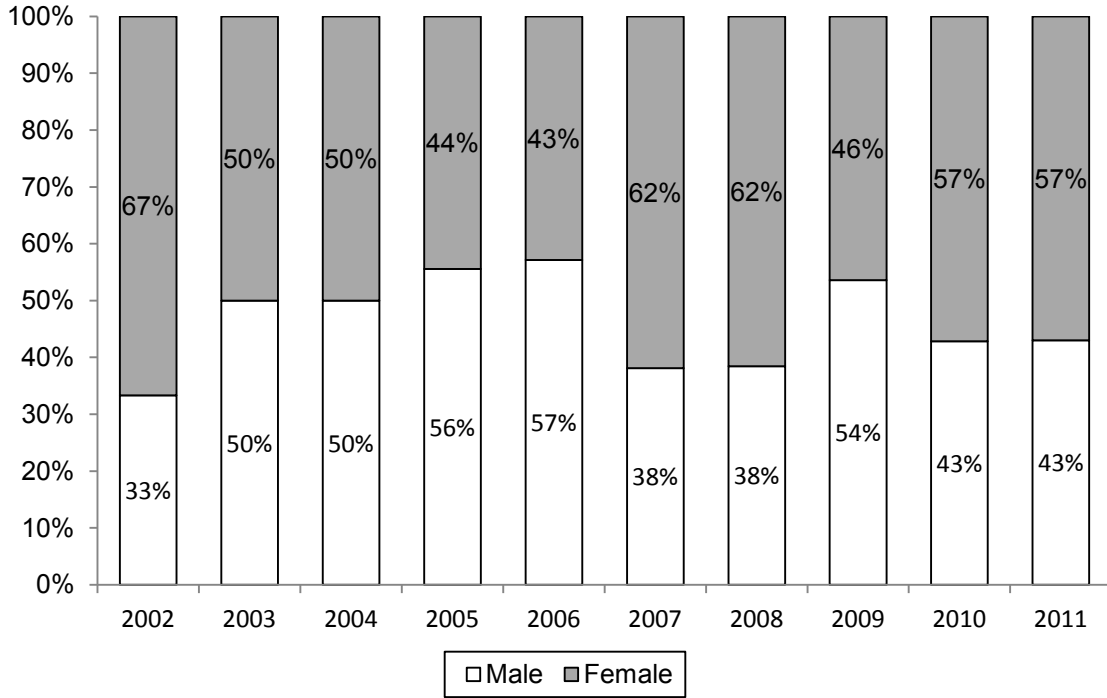
**Females**

<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>
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
2011	371	66	18	58	88

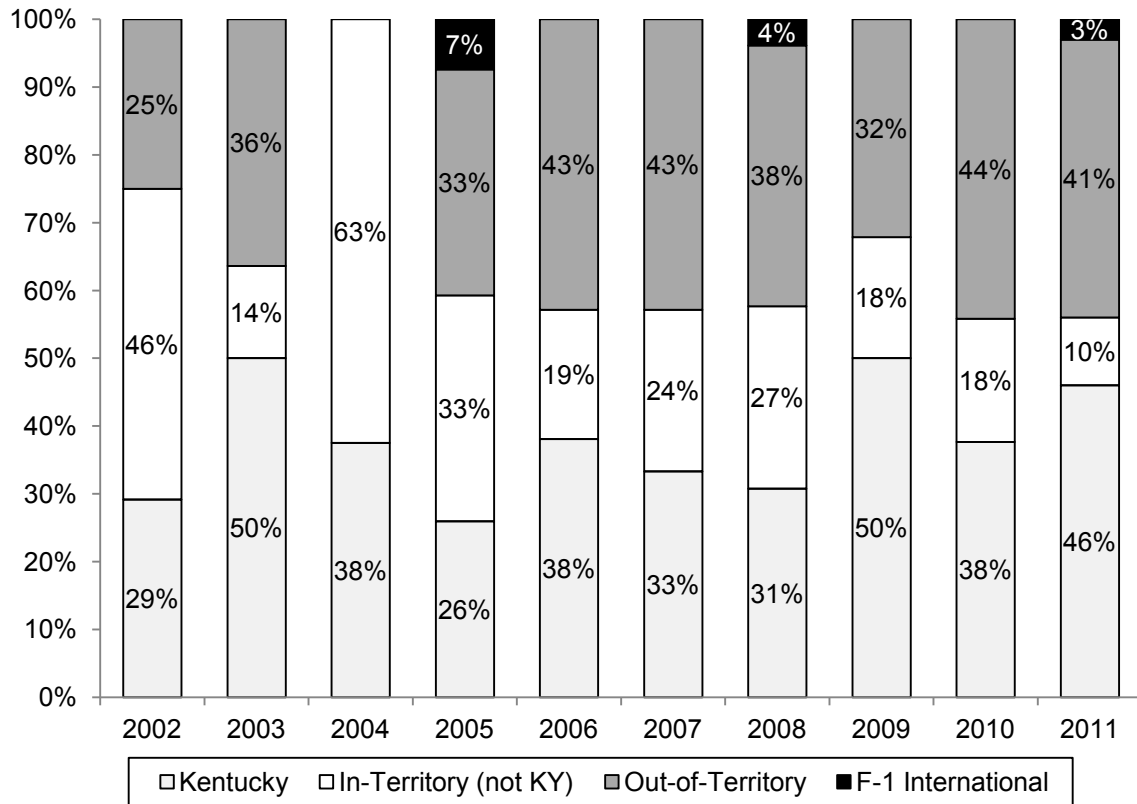
Source: Annual editions of the Transfer Students' Class Profile

# FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

## Transfer Student Enrollment by Gender



## Transfer Student Enrollment by Territory



Source: Office of Institutional Research and Assessment, October 2011

## FALL 2011 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,613	First-Year Students N = 418	Transfer Students N = 101
<b>Gender</b>			
Male	692 43%	205 49%	43 43%
Female	921 57%	213 51%	58 57%
<b>Territory</b>			
In-Territory	1,113 69%	306 73%	56 55%
Out-of-Territory	386 24%	86 21%	42 42%
F-1 International	114 7%	26 6%	3 3%
<b>Students with International Experience</b>	144 9%	33 8%	7 7%

NOTE: There were also six (6) F-1 International students enrolled as exchange students (non-degree-seeking) this Fall Term.

<b>Ethnic and Racial Breakdowns*</b>			
Hispanic or Latino or Spanish Origin	50 3%	13 3%	4 4%
Black or African American	293 18%	94 22%	11 11%
Other minorities	75 5%	18 4%	4 4%
White	1,062 66%	270 65%	77 76%
Unknown and International	183 11%	36 9%	9 9%
<b>Non-Traditional</b>	185 11%	13 3%	34 34%

\*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.

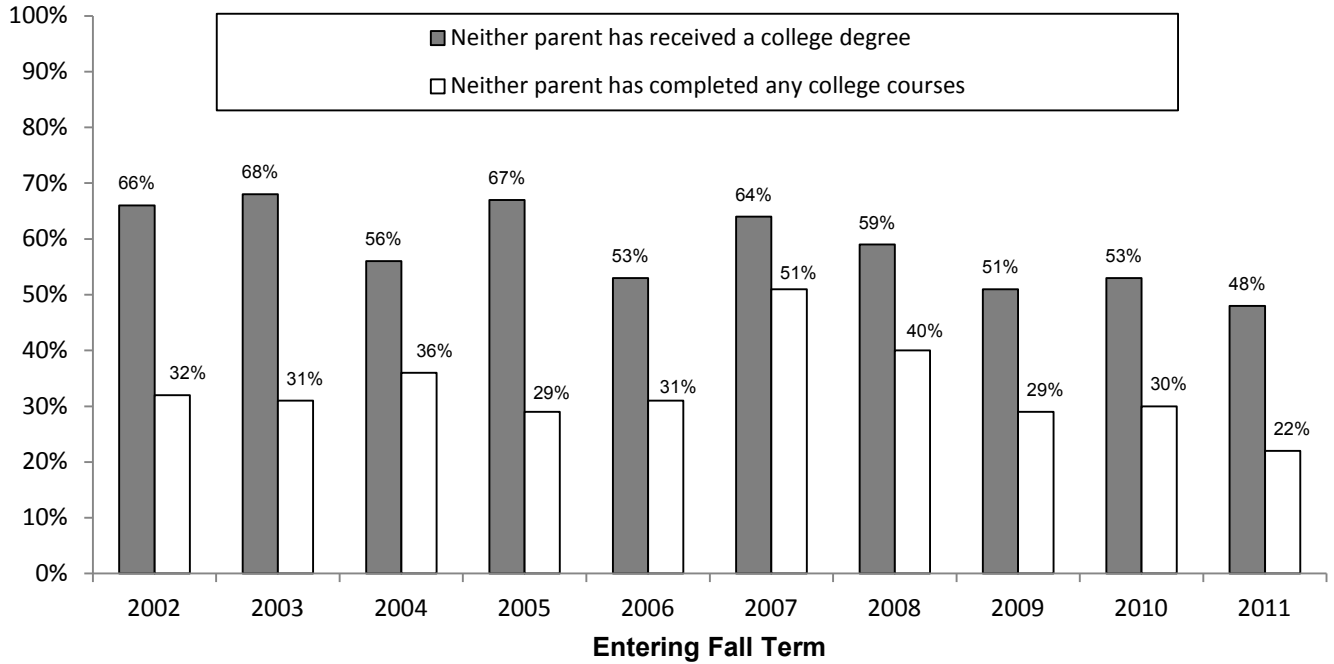
**Other Minorities:** Students (not F-1 International students) who identified themselves as "American Indian or Alaskan Native," "Asian," or "Native Hawaiian or Other Pacific Islander" alone or in combination with each other.

**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.

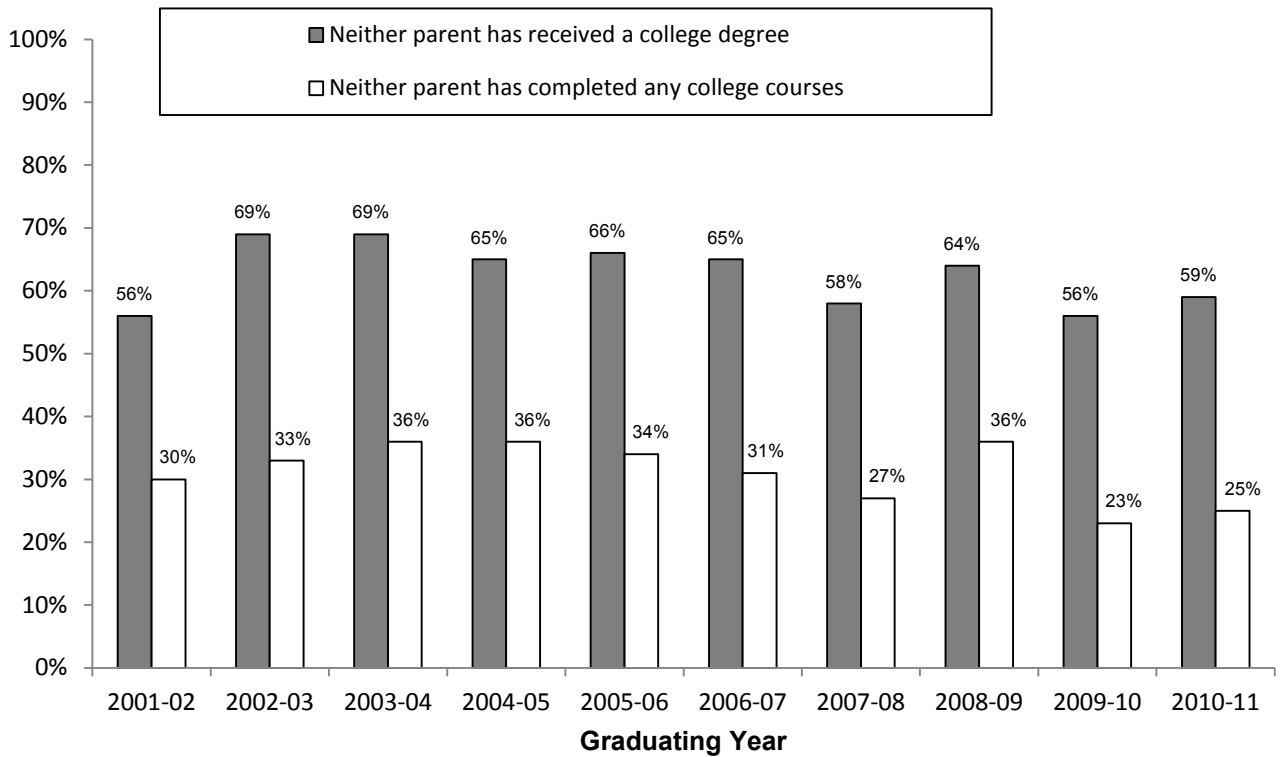
**Non-Traditional:** All students who are 24 years of age or older and/or married and/or have a child/children.

# FIRST-GENERATION COLLEGE STUDENTS

## Entering Student Data



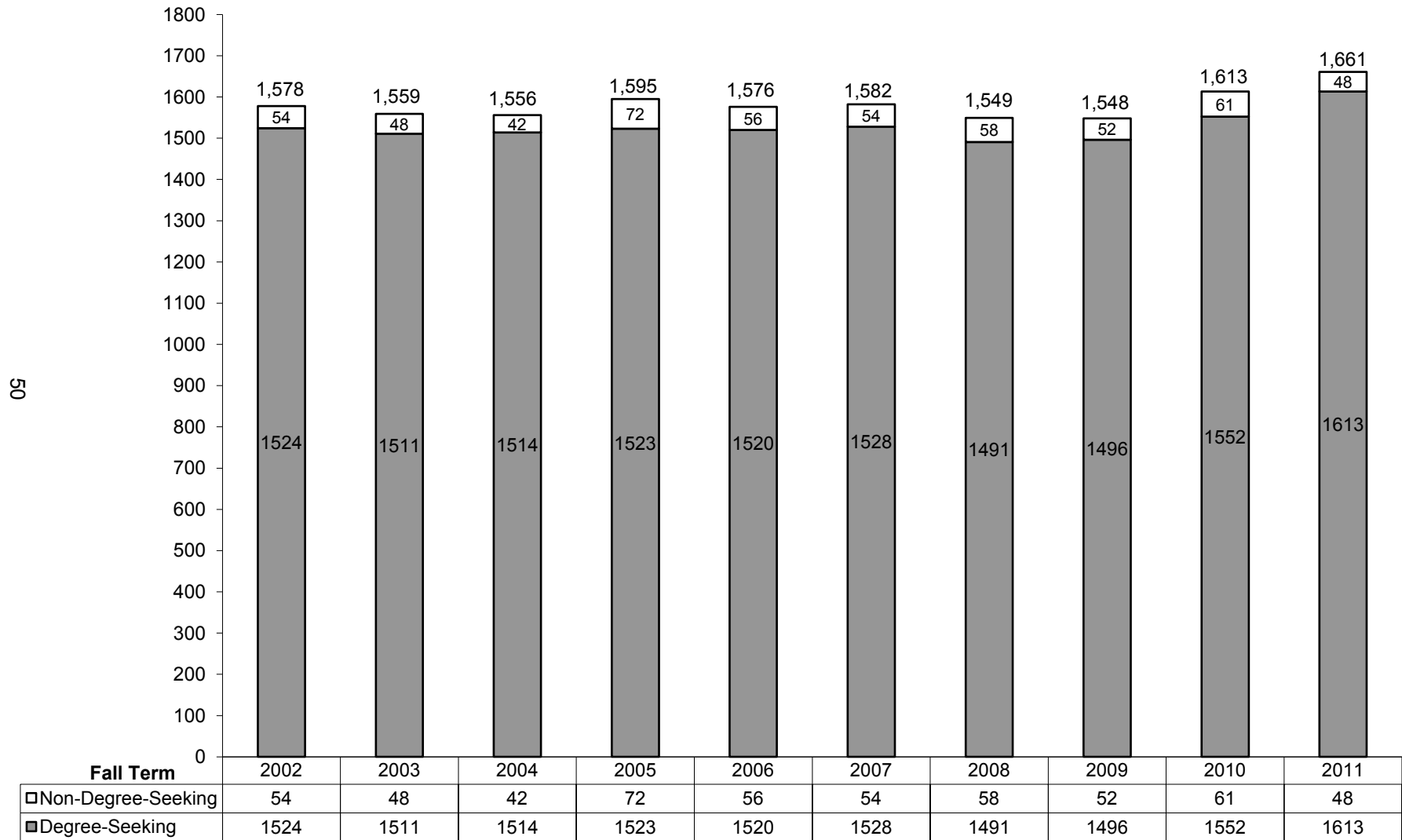
## Graduating Student Data



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



## FALL HEADCOUNT ENROLLMENT\*



\*Includes Full and Part-Time Students.

Source: Office of Institutional Research and Assessment, October 2011

**FALL ENROLLMENTS BY CLASSIFICATION  
2007 - 2011**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	498	491	458	506	530
First-Year Students	(421)	(413)	(392)	(429)	(418)
Other Freshmen**	(77)	(78)	(66)	(77)	(112)
Sophomore	354	336	356	346	381
Junior	313	339	320	336	356
Senior	<u>363</u>	<u>325</u>	<u>362</u>	<u>364</u>	<u>346</u>
TOTAL DEGREE-SEEKING STUDENTS	1,528	1,491	1,496	1,552	1,613
Berea Community School	25	27	20	23	21
Madison Southern High School	8	4	11	9	1
College Employee	3	4	3	1	2
Community (Special)	13	12	8	16	18
Post Graduate	0	0	0	0	0
Transient/Exchange	5	11	10	11	6
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>1</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	54	58	52	61	48
<b>TOTAL HEADCOUNT</b>	<b>1,582</b>	<b>1,549</b>	<b>1,548</b>	<b>1,613</b>	<b>1,661</b>

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

NOTE: For Fall 2011, there were twelve first-year students "officially" classified as sophomores, and three first-year students "officially" classified as juniors. For fall 2010, there were eleven first-year students "officially" classified as sophomores. 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.

**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.

Source: Annual editions of the Fall Term Student Enrollment Report

## Fall Enrollments by Classification, continued

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b><u>Full-Time Students</u></b>					
Freshman	498	491	458	506	530
First-Year Students	(421)	(413)	(392)	(429)	(418)
Other Freshmen**	(77)	(78)	(66)	(77)	(112)
Sophomore	354	336	355	345	381
Junior***	313	338	320	336	356
Senior	<u>362</u>	<u>323</u>	<u>362</u>	<u>364</u>	<u>345</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,527	1,488	1,495	1,551	1,612
Berea Community School	0	1	0	2	0
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	1	0	0	0	1
Post Graduate	0	0	0	0	0
Transient/Exchange	4	7	6	11	6
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	8	6	13	7
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,532</b>	<b>1,496</b>	<b>1,501</b>	<b>1,564</b>	<b>1,619</b>
<hr/>					
<b><u>Part-Time Students</u></b>					
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	1	1	0
Junior***	0	1	0	0	0
Senior	<u>1</u>	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	1	3	1	1	1
Berea Community School	25	26	20	21	21
Madison Southern High School	8	4	11	9	1
College Employee	3	4	3	1	2
Community (Special)	12	12	8	16	17
Post Graduate	0	0	0	0	0
Transient/Exchange	1	4	4	0	0
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>n/a</u>	<u>1</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49	50	46	48	41
<b>TOTAL PART-TIME STUDENTS</b>	<b>50</b>	<b>53</b>	<b>47</b>	<b>49</b>	<b>42</b>
<b>FTE ENROLLMENT</b>	<b>1,553</b>	<b>1,518</b>	<b>1,517</b>	<b>1,585</b>	<b>1,639</b>

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of courses taken by 3. Our current part-time enrollment of 42 students has a FTE of 20.33.

Source: Annual editions of the Fall Term Student Enrollment Report

**DEGREE-SEEKING STUDENTS:  
F-1 INTERNATIONAL AND THOSE WITH INTERNATIONAL EXPERIENCE\*  
FALL TERMS 2002 – 2011**

Year	Total Degree-Seeking Students	F-1 International Students		International Experience* Students (Includes F-1 International)	
		N	% of Total	N	% of Total
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
2011	1,613	114	7.1	144	8.9

\*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 6 F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2011.

**AFRICAN-AMERICAN\*\* DEGREE-SEEKING STUDENTS  
FALL TERMS 2002 – 2011**

Year	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
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
2011	1,613	293	18.2

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

Source: Office of Institutional Research and Assessment, October 2011

## FALL 2011 ENROLLMENT BY STATE AND U.S. TERRITORIES

### Degree-Seeking Students:

Alabama	94	(6%)	Mississippi	6	(*)
Alaska	2	(*)	Missouri	9	(1%)
Arizona	2	(*)	Nebraska	1	(*)
Arkansas	7	(*)	Nevada	4	(*)
Armed Forces Pacific	1	(*)	New Jersey	4	(*)
California	12	(1%)	New Mexico	1	(*)
Colorado	5	(*)	New York	12	(1%)
Connecticut	2	(*)	North Carolina	63	(4%)
Delaware	2	(*)	North Dakota	1	(*)
Florida	19	(1%)	Ohio	155	(9%)
Georgia	59	(4%)	Oregon	5	(*)
Guam (U.S. Territory)	2	(*)	Pennsylvania	15	(1%)
Hawaii	2	(*)	Rhode Island	1	(*)
Idaho	1	(*)	South Carolina	20	(1%)
Illinois	16	(1%)	South Dakota	2	(*)
Indiana	21	(1%)	Tennessee	122	(7%)
Iowa	4	(*)	Texas	10	(1%)
Kentucky	658	(40%)	Vermont	7	(*)
Louisiana	2	(*)	Virginia	53	(3%)
Maine	3	(*)	Washington	3	(*)
Maryland	8	(*)	West Virginia	47	(3%)
Massachusetts	6	(*)	Wisconsin	3	(*)
Michigan	18	(1%)	Wyoming	1	(*)
Minnesota	1	(*)			

<b>Sub-Total (45 states, 1 territory)</b>	1,492	(90%)
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Students Enrolled from Outside the U.S. and/or Its Territories (For more detail, see the following page.)	121	(7%)
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<b>Total Degree-Seeking Students</b>	1,613	(97%)
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### Non-Degree-Seeking Students:

Berea Community School	21
College Employee	2
Community (Special)	18
EKU Exchange	0
Madison Southern High School	1
Transient/Exchange	6
Sub-Total	48

<b>Total Non-Degree-Seeking Students</b>	48	(3%)
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<b>TOTAL HEADCOUNT ENROLLMENT</b>	1,661	(100%)
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\*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 2011.  
For more details visit <<http://www.berea.edu/ira/georeports.asp>>.

## FALL 2011 ENROLLMENT BY COUNTRY ORGANIZED BY CONTINENT

### Degree-Seeking Students:

#### **Africa (18 countries)**

Botswana	1	(1%)
Burkina Faso	2	(2%)
Cameroon	4	(3%)
Dem. Rep. of the Congo	3	(2%)
Eritrea	2	(2%)
Ethiopia	2	(2%)
Ghana	2	(2%)
Kenya	5	(4%)
Liberia	1	(1%)
Malawi	2	(2%)
Morocco	2	(2%)
Nigeria	6	(5%)
Rwanda	3	(2%)
Sudan	1	(1%)
Tanzania	1	(1%)
Uganda	1	(1%)
Zambia	1	(1%)
Zimbabwe	5	(4%)
<b>Africa Total</b>	<b>44</b>	<b>(36%)</b>

#### **Asia (22 countries)**

Afghanistan	3	(2%)
Bangladesh	2	(2%)
Burma	6	(5%)
China	2	(2%)
India	3	(2%)
Indonesia	1	(1%)
Iran	1	(1%)
Iraq	4	(3%)
Japan	2	(2%)
Korea	2	(2%)
Kyrgyzstan	1	(1%)
Malaysia	1	(1%)
Mongolia	1	(1%)
Pakistan	3	(2%)
Russia	1	(1%)
Sri Lanka	1	(1%)

#### **Asia, continued**

Taiwan	1	(1%)
Tibet, The Former	5	(4%)
Turkmenistan	3	(2%)
Uzbekistan	3	(2%)
Vietnam	3	(2%)
Yemen	3	(2%)
<b>Asia Total</b>	<b>52</b>	<b>(43%)</b>

#### **Europe (8 countries)**

Albania	1	(1%)
Azerbaijan	3	(2%)
Georgia	1	(1%)
Kosovo	1	(1%)
Montenegro	1	(1%)
Romania	1	(1%)
Slovak Republic	1	(1%)
United Kingdom	1	(1%)
<b>Europe Total</b>	<b>10</b>	<b>(8%)</b>

#### **North America (5 countries)**

Dominica	1	(1%)
Guatemala	1	(1%)
Haiti	2	(2%)
Jamaica	1	(1%)
Mexico	1	(1%)
<b>North America Total</b>	<b>6</b>	<b>(5%)</b>

#### **South America (5 countries)**

Bolivia	1	(1%)
Brazil	3	(2%)
Columbia	3	(2%)
Ecuador	1	(1%)
Peru	1	(1%)
<b>South America Total</b>	<b>9</b>	<b>(7%)</b>

### **(58 Countries represented)**

**TOTAL OF ALL COUNTRIES 121 (100%)**

NOTE: For the degree-seeking students above, the countries are determined by the address given at the time of acceptance to the College. The one-hundred-twenty-one (121) students above include more students than those classified as "F-1 International" and represent approximately 7% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2011.  
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  
2007 - 2011**

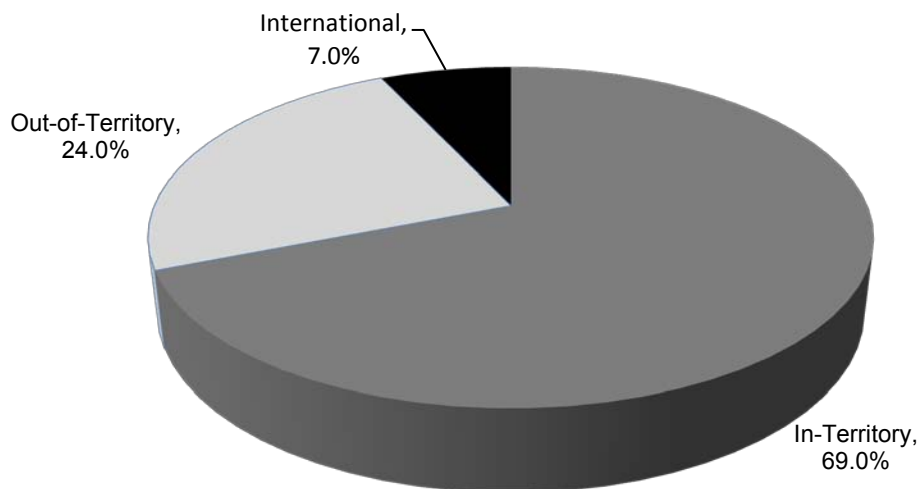
	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Berea's Territory*	1,118	1,082	1,067	1,092	1,113
Prior to 1976 expansion	68%	69%	69%	65%	65%
Counties Added in 1976 & 1978	29%	29%	29%	32%	32%
Hamilton Co, Ohio added in 1996	3%	2%	3%	3%	3%
Out-of-Territory**	304	298	317	357	386
F-1 International***	<u>106</u>	<u>111</u>	<u>112</u>	<u>103</u>	<u>114</u>
TOTAL	1,528	1,491	1,496	1,552	1,613

\*For a complete description of Berea's Territory and its changes, please see pages 31 - 33. 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 2011, thirty (30) 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, ECU 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\*  
2007 - 2011**

	<u>2007</u>		<u>2008</u>		<u>2009</u>		<u>2010*</u>		<u>2011</u>	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Black or African American **	273	(18%)	253	(17%)	273	(18%)	266	(17%)	293	(18%)
Pre-2010 Category: African-American (Non-Hispanic)										
American Indian or Alaskan Native	12	(1%)	18	(1%)	11	(1%)	7	(0.5%)	6	(0.4%)
Asian	24	(2%)	22	(1%)	21	(1%)	16	(1%)	20	(1%)
Pre-2010 Category: Asian or Pacific Islander										
Native Hawaiian or Pacific Islander	not available		not available		not available		1	(0.06%)	1	(0.06%)
Hispanic	29	(2%)	33	(2%)	39	(3%)	(see note below)		(see note below)	
White	1,051	(69%)	1,016	(68%)	1,010	(68%)	1,038	(67%)	1,062	(66%)
Pre-2010 Category: White (Non-Hispanic)										
Students who chose not to respond/ Race unknown	33	(2%)	38	(3%)	30	(2%)	73	(5%)	69	(4%)
Two or more races indicated***	not available		not available		not available		48	(3%)	48	(3%)
F-1 International Students	<u>106</u>	<u>(7%)</u>	<u>111</u>	<u>(7%)</u>	<u>112</u>	<u>(7%)</u>	<u>103</u>	<u>(7%)</u>	<u>114</u>	<u>(7%)</u>
TOTAL	1,528	(100%)	1,491	(100%)	1,496	(100%)	1,552	(100%)	1,613	(100%)

NOTES: In Fall 2010, twenty-six (26) or 2% of students indicated that they were "Hispanic or Latino or of Spanish origin." In Fall 2011, fifty (50) or 3% 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 58 for more details for Fall Term 2010 and Fall Term 2011

\*\*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 2011



## FALL 2010 AND FALL 2011 ENROLLMENT OF DEGREE-SEEKING STUDENTS BY ETHNIC AND RACIAL BREAKDOWNS

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

<u>Ethnicity Breakdown for All Students</u>	<u>Fall 2010</u>		<u>Fall 2011</u>	
Hispanic or Latino or Spanish Origin	26	1.7%	50	3.1%
Not Hispanic or Latino or Spanish Origin	1,224	80.2%	1,318	81.7%
Choose not to respond	179	11.5%	131	8.1%
International Students	103	6.6%	114	7.1%
<u>Racial Breakdown</u>				
F-1 International (racial breakdown not collected)	103	6.6%	114	7.1%
Chose not to respond (Race unknown)	73	4.7%	69	4.3%
American Indian or Alaska Native	7	0.5%	6	0.4%
Asian	16	1.0%	20	1.2%
Black or African American	228	14.7%	249	15.4%
Native Hawaiian or Other Pacific Islander	1	0.1%	1	0.1%
White	1,038	66.9%	1,062	65.8%
Two or more races indicated	86	5.5%	92	5.7%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/ Other Pacific Islander and White	(4)		(3)	
American Indian/Alaska Native and Asian and White	(3)		(3)	
American Indian/Alaska Native and Black/African American	(1)		(0)	
American Indian/Alaska Native and Black/African and Native Hawaiian/Other Pacific Islander and White	(2)		(1)	
American Indian/Alaska Native and Black/African American and White	(9)		(13)	
American Indian/Alaska Native and White	(31)		(33)	
Asian and Black/African American	(2)		(1)	
Asian and Black/African American and White	(1)		(2)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(0)	
Asian and White	(11)		(10)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(0)	
Black/African American and White	(18)		(24)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)	
	<b>1,552</b>	<b>100.0%</b>	<b>1,613</b>	<b>100.0%</b>

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%) for Fall 2010 and 293 (18.2%) for Fall 2011.

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE\*  
2007 – 2011**

<u>Age*</u>	<u>2007</u>		<u>2008</u>		<u>2009</u>		<u>2010</u>		<u>2011</u>	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Less than 18 years old	37	(2%)	37	(2%)	16	(1%)	43	(3%)	39	(2%)
18 – 19 years old	662	(43%)	656	(44%)	622	(42%)	662	(43%)	689	(43%)
20 – 21 years old	605	(40%)	565	(38%)	575	(38%)	563	(36%)	566	(35%)
22 – 24 years old	149	(10%)	157	(11%)	201	(13%)	184	(12%)	191	(12%)
25 – 29 years old	43	(3%)	49	(3%)	50	(3%)	63	(4%)	75	(5%)
30 – 34 years old	13	(1%)	13	(1%)	15	(1%)	18	(1%)	23	(1%)
35 – 39 years old	4	(**)	4	(**)	6	(**)	7	(**)	14	(1%)
40 – 49 years old	9	(1%)	7	(**)	7	(**)	11	(1%)	13	(1%)
50 – 64 years old	6	(**)	3	(**)	4	(**)	1	(**)	3	(**)
Greater than 64 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	1,528	(100%)	1,491	(100%)	1,496	(100%)	1,552	(100%)	1,613	(100%)

\*Age is as of the first day of classes in the fall.

\*\*Denotes percentages less than 1.

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

Source: Office of Institutional Research and Assessment, September 2011

**FALL 2011 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%)	0	(0%)	0	(0%)	4	(1%)
Agriculture and Natural Resources	1	(1%)	36	(6%)	0	(0%)	37	(5%)
Applied Science and Mathematics	1	(1%)	1	(**)	1	(1%)	3	(**)
Art and Art History	2	(2%)	37	(7%)	1	(1%)	40	(5%)
Asian Studies	1	(1%)	6	(1%)	0	(0%)	7	(1%)
Biology	9	(7%)	36	(6%)	0	(0%)	45	(6%)
Business Administration	4	(3%)	29	(5%)	16	(22%)	49	(6%)
Chemistry	5	(4%)	16	(3%)	6	(8%)	27	(4%)
Child and Family Studies	9	(7%)	31	(5%)	0	(0%)	40	(5%)
Communication	9	(7%)	11	(2%)	2	(3%)	22	(3%)
Computer and Information Science	3	(2%)	12	(2%)	3	(4%)	18	(2%)
Economics	1	(1%)	2	(**)	11	(15%)	14	(2%)
Education Studies – Elementary Education	4	(3%)	18	(3%)	1	(1%)	23	(3%)
Education Studies – General	4	(3%)	13	(2%)	0	(0%)	17	(2%)
Education Studies – Middle Grades 5-9	0	(0%)	8	(1%)	0	(0%)	8	(1%)
English	5	(4%)	41	(7%)	1	(1%)	47	(6%)
Foreign Languages								
French	1	(1%)	4	(1%)	0	(0%)	5	(1%)
German	0	(0%)	3	(1%)	2	(3%)	5	(1%)
Spanish	3	(2%)	15	(3%)	0	(0%)	18	(2%)
History	2	(2%)	20	(4%)	0	(0%)	22	(3%)
Independent	0	(0%)	6	(1%)	0	(0%)	6	(1%)
Mathematics	1	(1%)	15	(3%)	8	(11%)	24	(3%)
Music	4	(3%)	8	(1%)	0	(0%)	12	(2%)
Nursing	3	(2%)	40	(7%)	5	(7%)	48	(6%)
Philosophy	2	(2%)	8	(1%)	0	(0%)	10	(1%)
Physical Education	6	(5%)	19	(3%)	1	(1%)	26	(3%)
Physics	2	(2%)	2	(**)	4	(6%)	8	(1%)
Political Science	4	(3%)	18	(3%)	0	(0%)	22	(3%)
Psychology	3	(2%)	27	(5%)	5	(7%)	35	(5%)
Religion	1	(1%)	4	(1%)	0	(0%)	5	(1%)
Sociology	5	(4%)	21	(4%)	2	(3%)	28	(4%)
Technology and Industrial Arts	7	(6%)	22	(4%)	1	(1%)	30	(4%)
Theatre	4	(3%)	12	(2%)	1	(1%)	17	(2%)
Women's Studies	3	(2%)	4	(1%)	0	(0%)	7	(1%)
<i>Undecided</i>	8	(7%)	24	(4%)	1	(1%)	33	(4%)
<b>TOTAL</b>	<b>121</b>	<b>(100%)</b>	<b>569</b>	<b>(100%)</b>	<b>72</b>	<b>(100%)</b>	<b>762</b>	<b>(100%)</b>

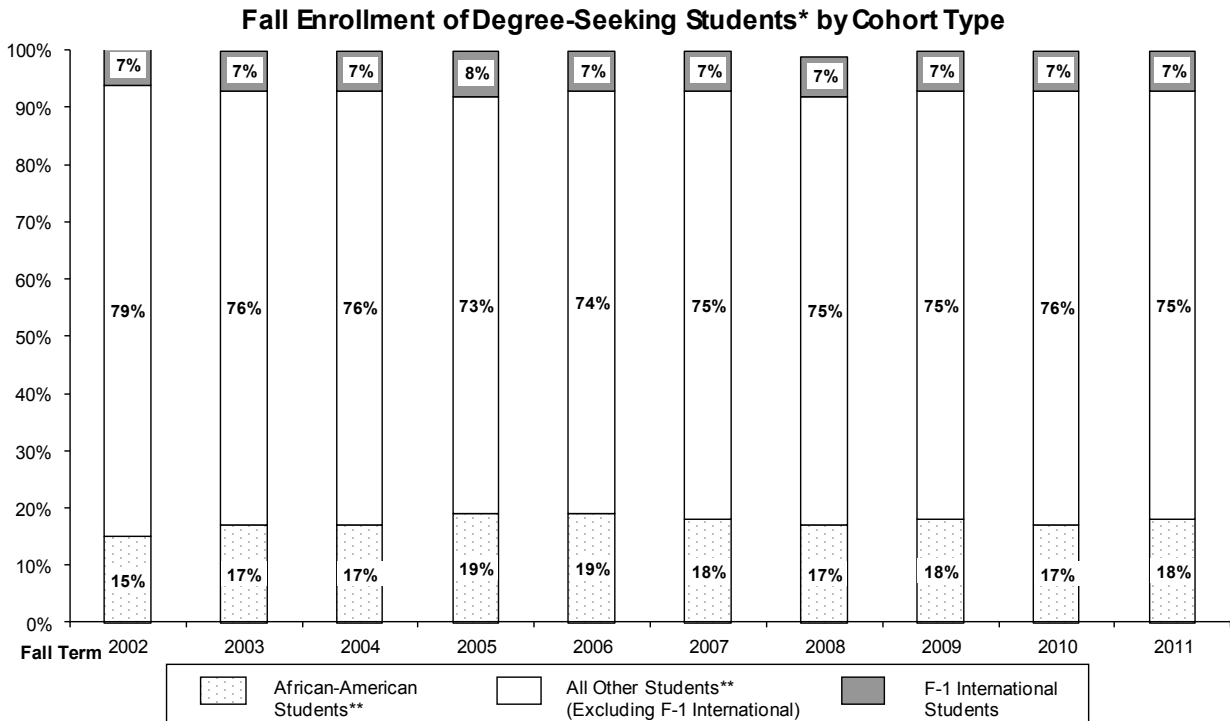
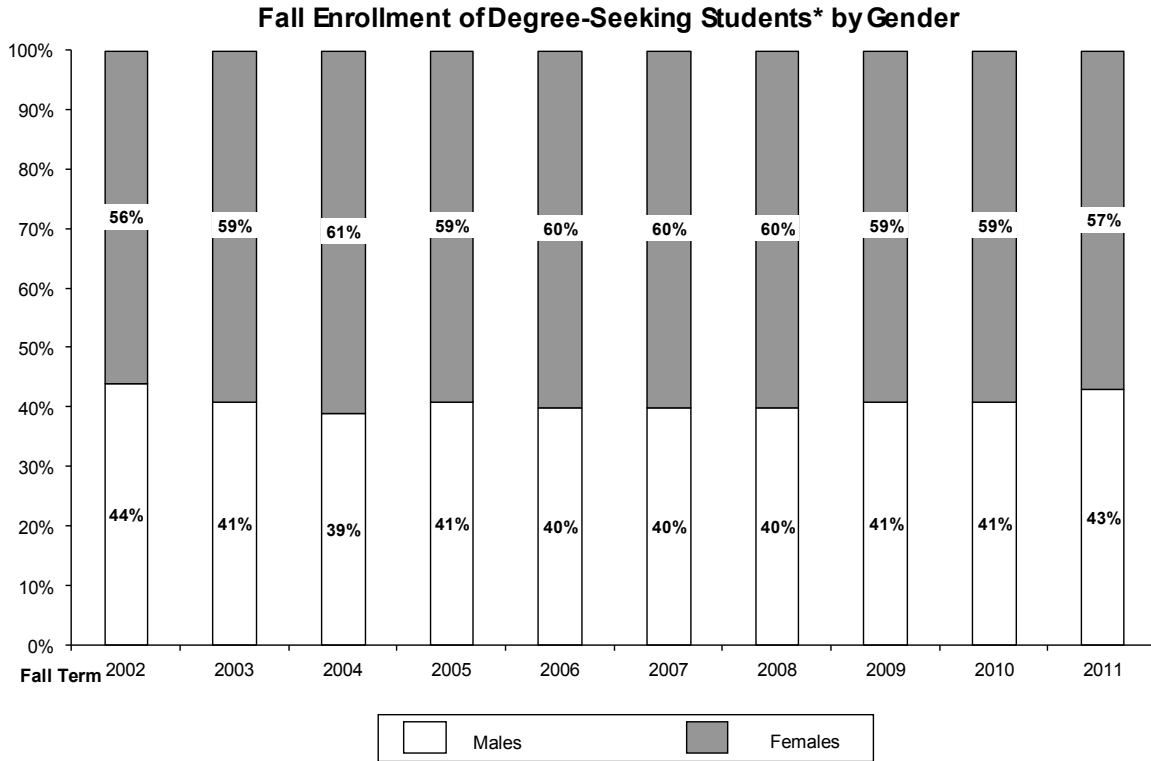
\*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

\*\*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 762 majors represent 705 junior and senior students enrolled in Fall 2011.

Compiled by: Office of Institutional Research and Assessment, November 2011.

# FALL ENROLLMENT TRENDS

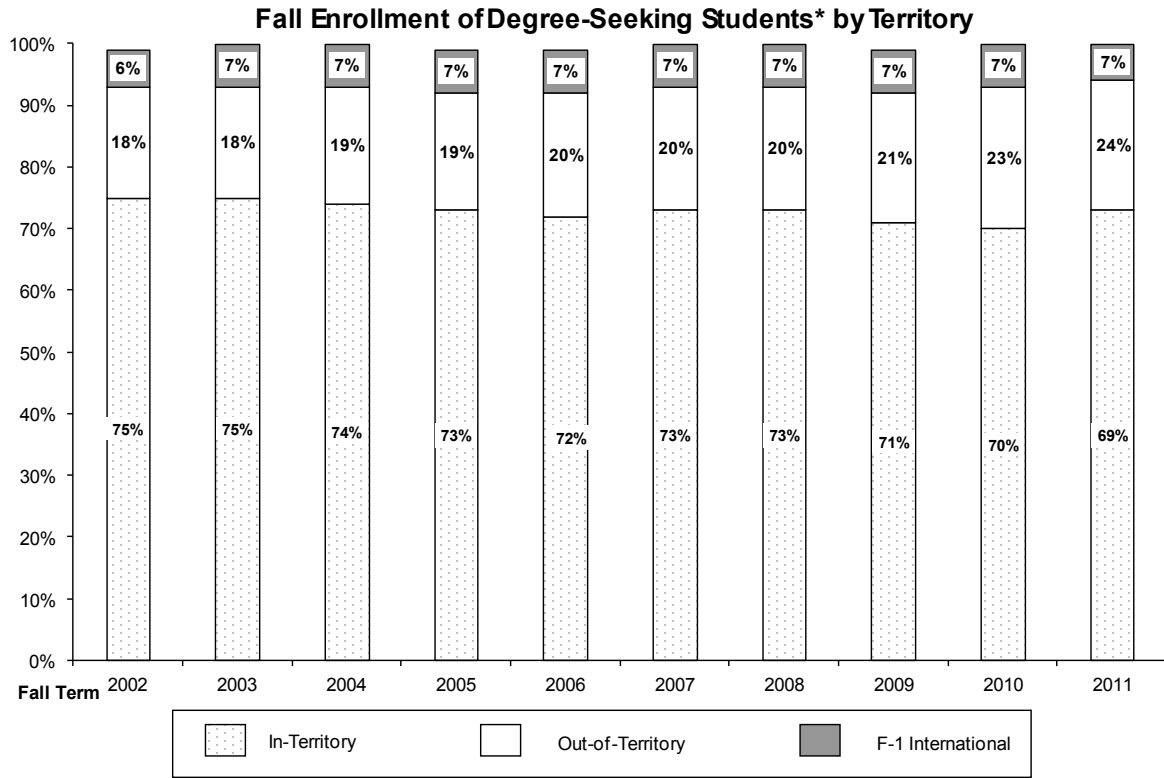


\*Includes full and part-time students.

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

Source: Office of Institutional Research and Assessment, September 2011

## Fall Enrollment Trends, continued



\*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2011

**SPRING ENROLLMENTS BY CLASSIFICATION  
2007 - 2011**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b><u>Total (Full-Time and Part-Time)*</u></b>					
Freshman	346	363	338	319	350
First-Year Students	(16)	(9)	(3)	(1)	(4)
Other Freshmen**	(330)	(354)	(335)	(318)	(346)
Sophomore	298	312	324	287	342
Junior	332	308	291	322	318
Senior	<u>447</u>	<u>442</u>	<u>400</u>	<u>408</u>	<u>405</u>
TOTAL DEGREE-SEEKING STUDENTS	1,423	1,425	1,353	1,336	1,415
Berea Community School	13	17	27	24	17
Madison Southern High School	6	3	4	10	8
College Employee	3	4	4	3	3
Community (Special)	11	12	12	11	20
Transient/Exchange	<u>9</u>	<u>5</u>	<u>9</u>	<u>9</u>	<u>11</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	42	41	56	57	59
<b>TOTAL HEADCOUNT</b>	<b>1,465</b>	<b>1,466</b>	<b>1,409</b>	<b>1,393</b>	<b>1,474</b>

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

*Definitions:*

Full-time Student - A student who has a 3 to 4 1/2 credits course load.

Part-time Student - A student who is registered for less than a 3 credits course load.

First-Year Students - Students who have enrolled at Berea College for the first time and did not transfer from another institution.

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

*Non-Degree-Seeking Classifications:*

Berea Community School or Madison Southern High School- Junior and senior high school students who take no more than two courses per term at Berea College upon the recommendation of their Guidance Counselor and concurrence of the Associate Provost.

Community (Special) - Non-degree-seeking students who wish to take courses for personal enrichment or for limited educational gain.

Transient/Exchange - Transient students are students who take courses at Berea College to transfer back to their home institution. Exchange students are enrolled at Berea full-time under an exchange agreement with another institution.

Source: Academic Services, February 2011

**SPRING ENROLLMENTS BY CLASSIFICATION (Continued)**

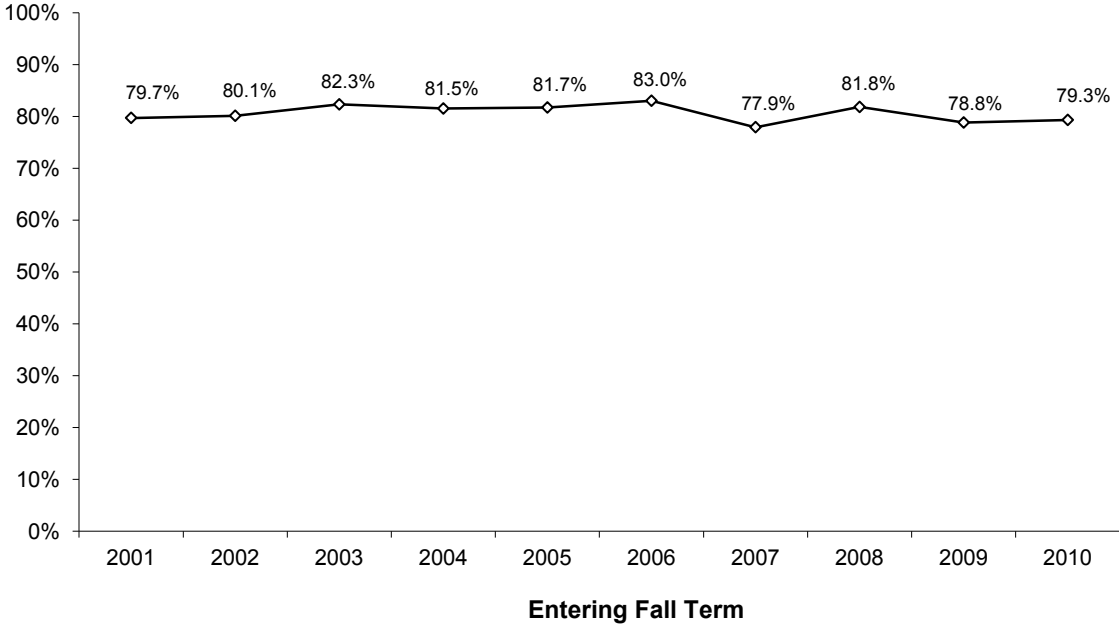
<b><u>Full-Time Students</u></b>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Freshman	346	363	338	319	350
First-Year Students	(16)	(9)	(3)	(1)	(4)
Other Freshmen**	(330)	(354)	(335)	(318)	(346)
Sophomore	298	312	324	287	342
Junior	332	307	290	322	318
Senior	<u>438</u>	<u>439</u>	<u>398</u>	<u>408</u>	<u>401</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,414	1,421	1,350	1,336	1,411
Berea Community School	1	0	0	0	0
Madison Southern High School	1	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	2	0	0	0
Transient/Exchange	<u>7</u>	<u>4</u>	<u>7</u>	<u>8</u>	<u>11</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	9	6	7	8	11
<b>TOTAL FULL-TIME STUDENTS</b>	<b>1,423</b>	<b>1,427</b>	<b>1,357</b>	<b>1,344</b>	<b>1,422</b>
<hr/>					
<b><u>Part-Time Students</u></b>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Freshman	0	0	0	0	0
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	0
Junior	0	1	1	0	0
Senior	<u>9</u>	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	9	4	3	0	4
Berea Community School	12	17	27	24	17
Madison Southern High School	6	3	4	10	8
College Employee	3	4	4	3	3
Community (Special)	11	10	12	11	20
Transient/Exchange	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	33	35	49	49	48
<b>TOTAL PART-TIME STUDENTS</b>	<b>42</b>	<b>39</b>	<b>52</b>	<b>49</b>	<b>52</b>
<b>FTE Enrollment</b>	<b>1,438</b>	<b>1,444</b>	<b>1,379</b>	<b>1,362</b>	<b>1,443</b>

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

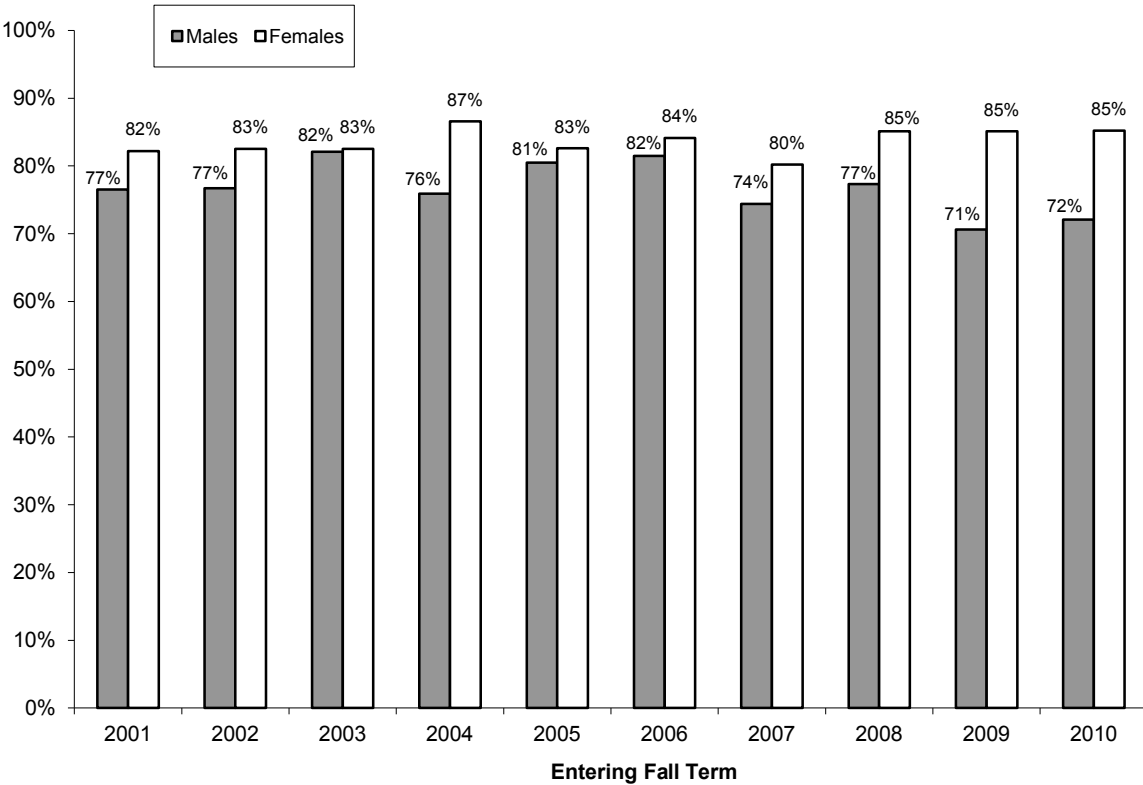
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 52 students has an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

# FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



By Gender

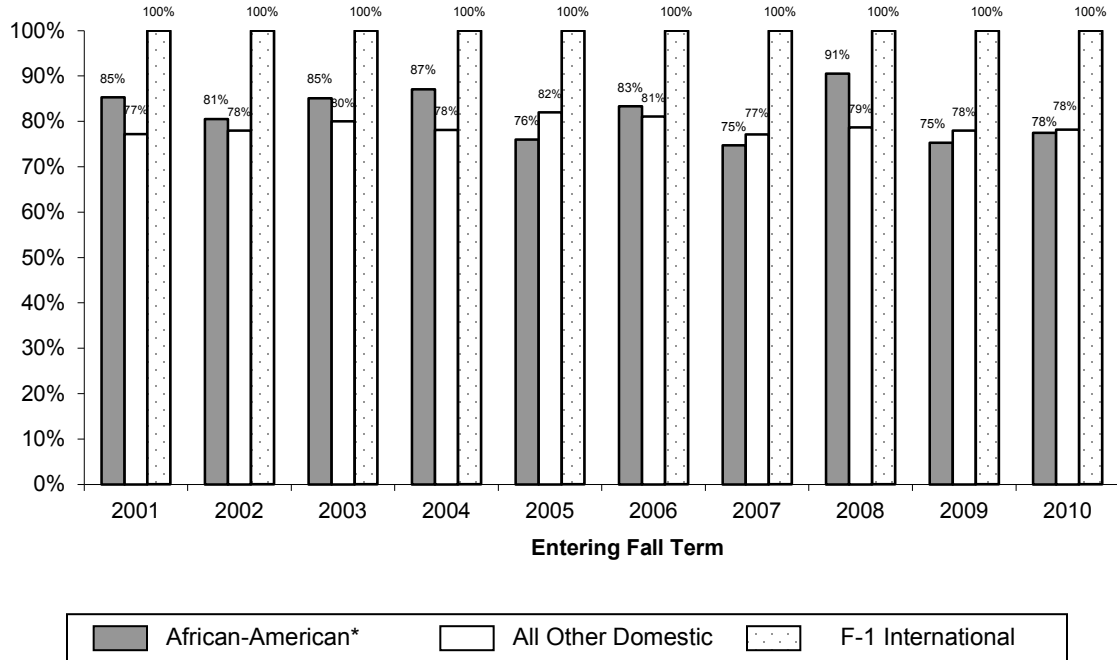


Source: Office of Institutional Research and Assessment, September 2011



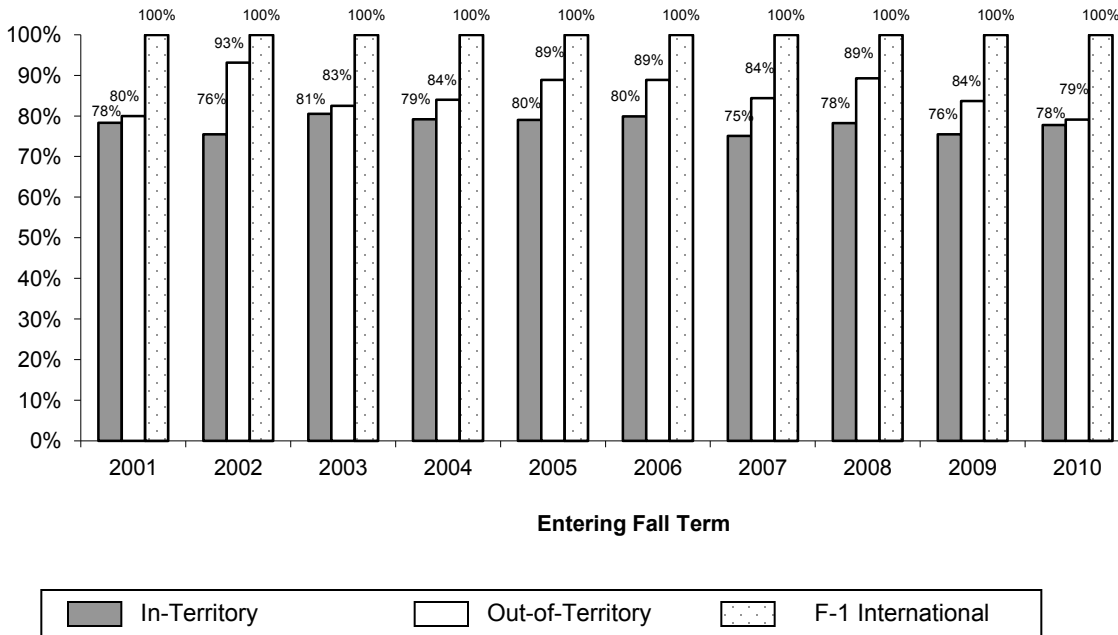
# FIRST-TO-SECOND YEAR RETENTION, continued

## By Cohort Type



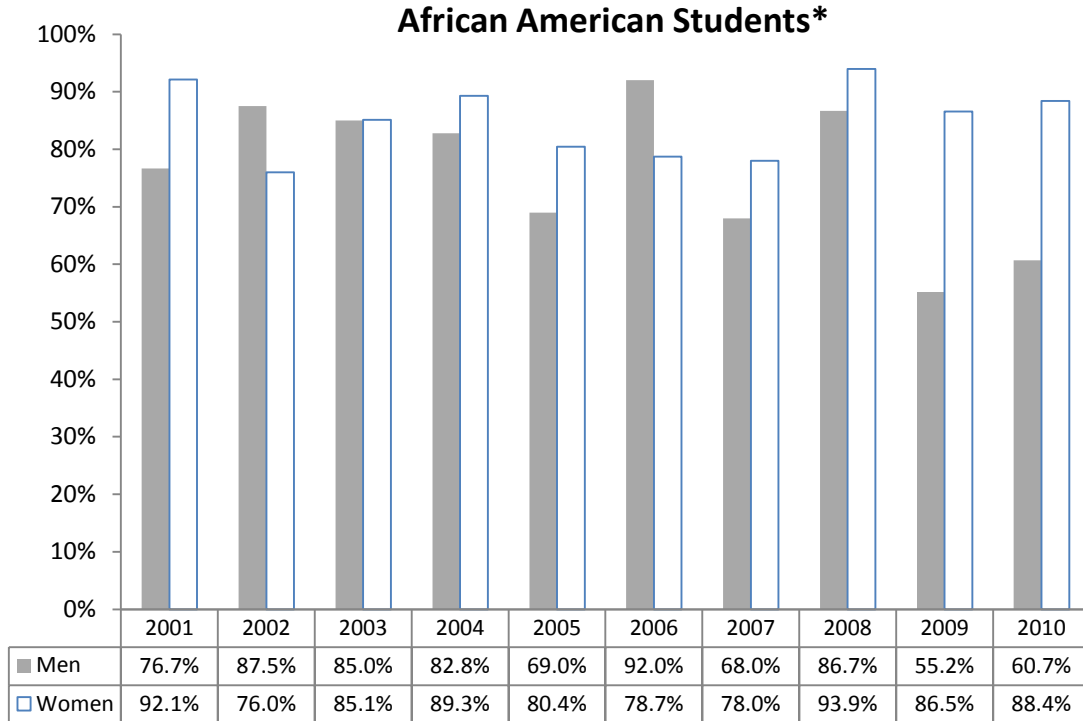
\*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

## By Territory

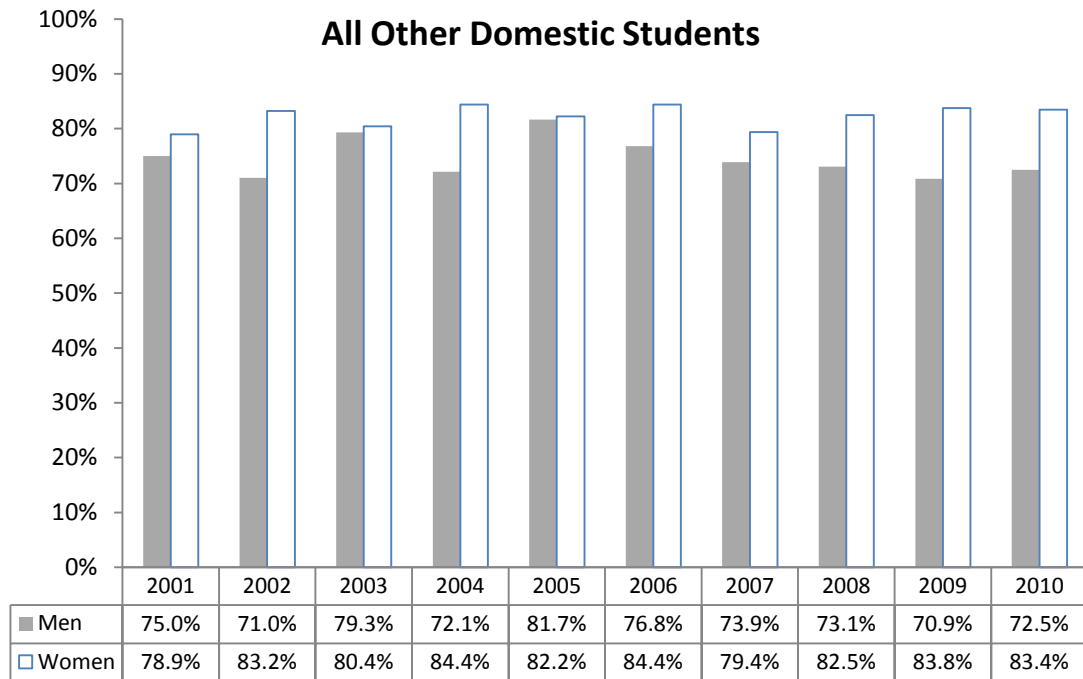


Source: Office of Institutional Research and Assessment, September 2011

**FIRST-TO-SECOND YEAR RETENTION  
BY COHORT TYPE BY GENDER**



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



NOTE: All International Students retained to the second year for Years 2001 through 2010.

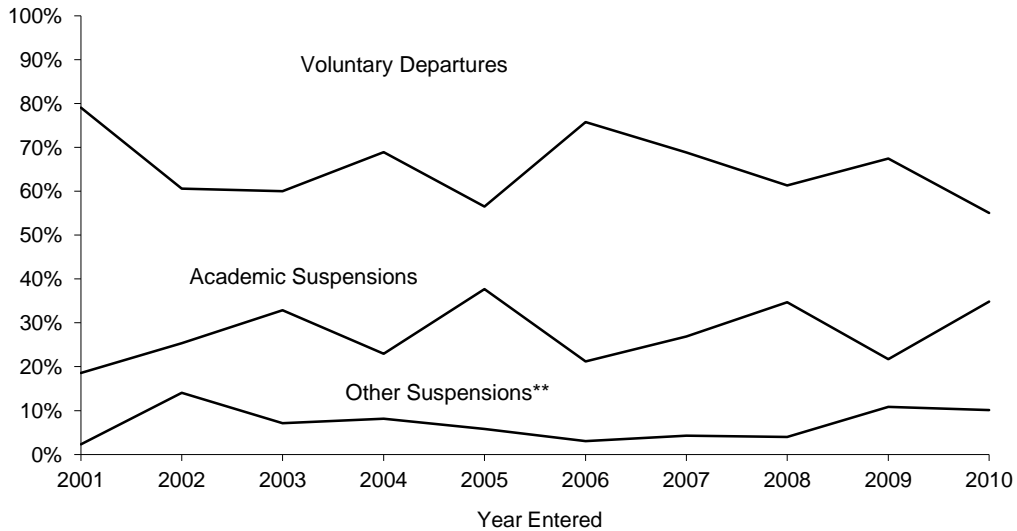
Source: Office of Institutional Research and Assessment, September 2011

**FIRST-YEAR STUDENT RETENTION/ATTRITION  
FALL TERMS 2001 - 2010**

<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>
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
2010	429	79.3	89	31	9	49

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 SUSPENSIONS, OTHER SUSPENSIONS\*\*,  
AND VOLUNTARY DEPARTURES**

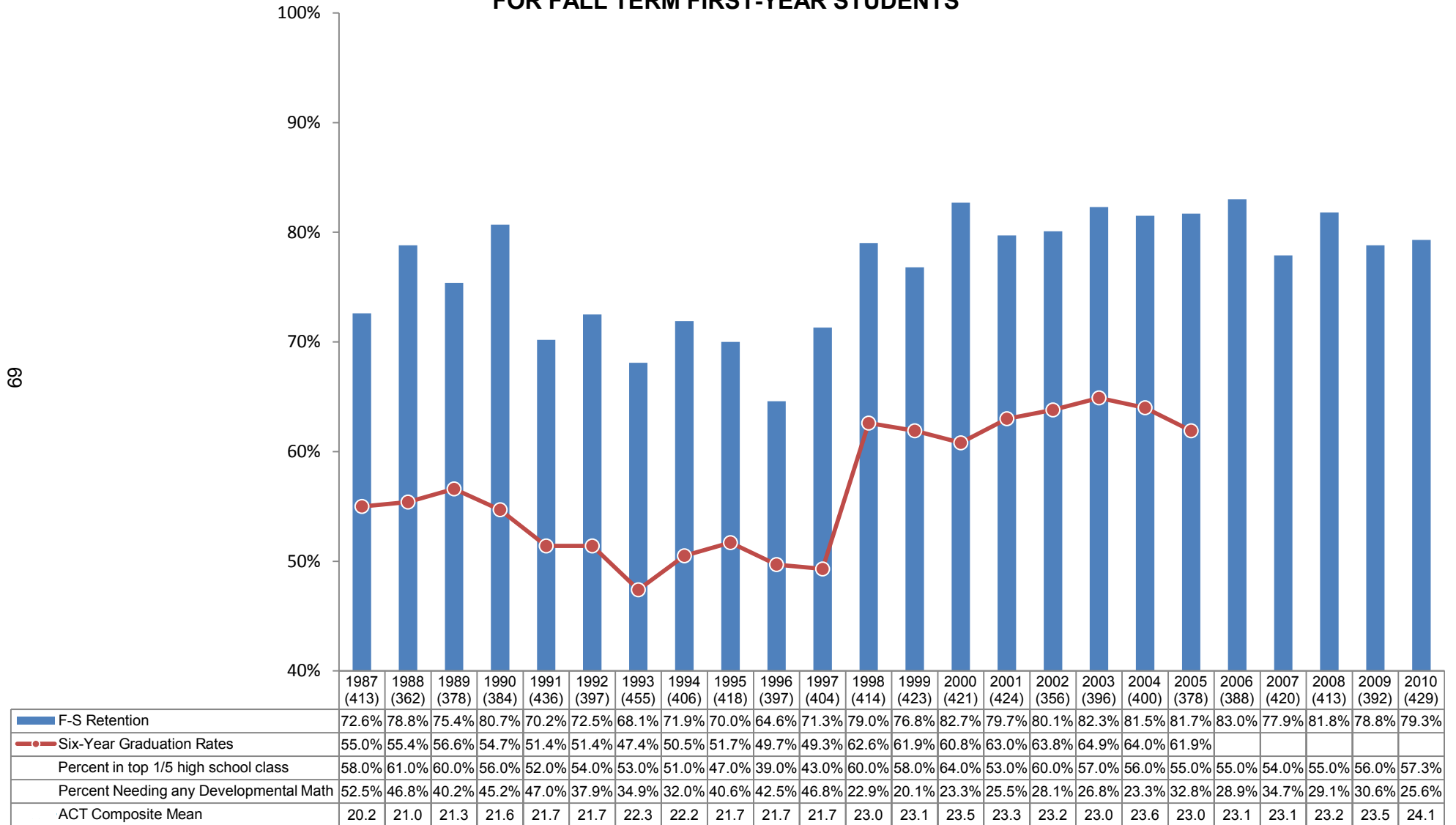


\*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

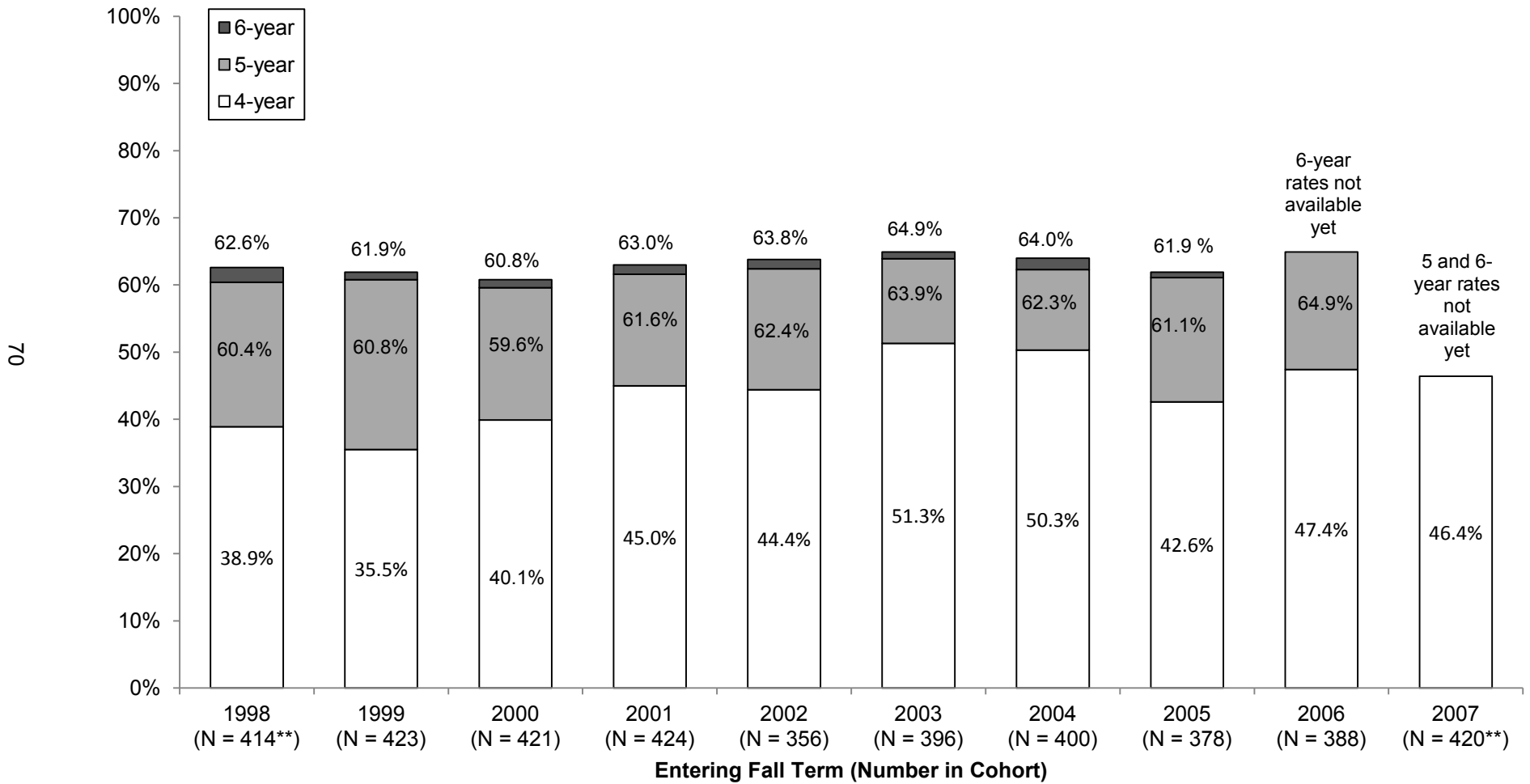
Source: Office of Institutional Research and Assessment, September 2011

## FIRST-TO-SECOND YEAR RETENTION, SIX-YEAR GRADUATION RATES, AND ACADEMIC QUALIFICATIONS AT ENTRY FOR FALL TERM FIRST-YEAR STUDENTS



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

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS

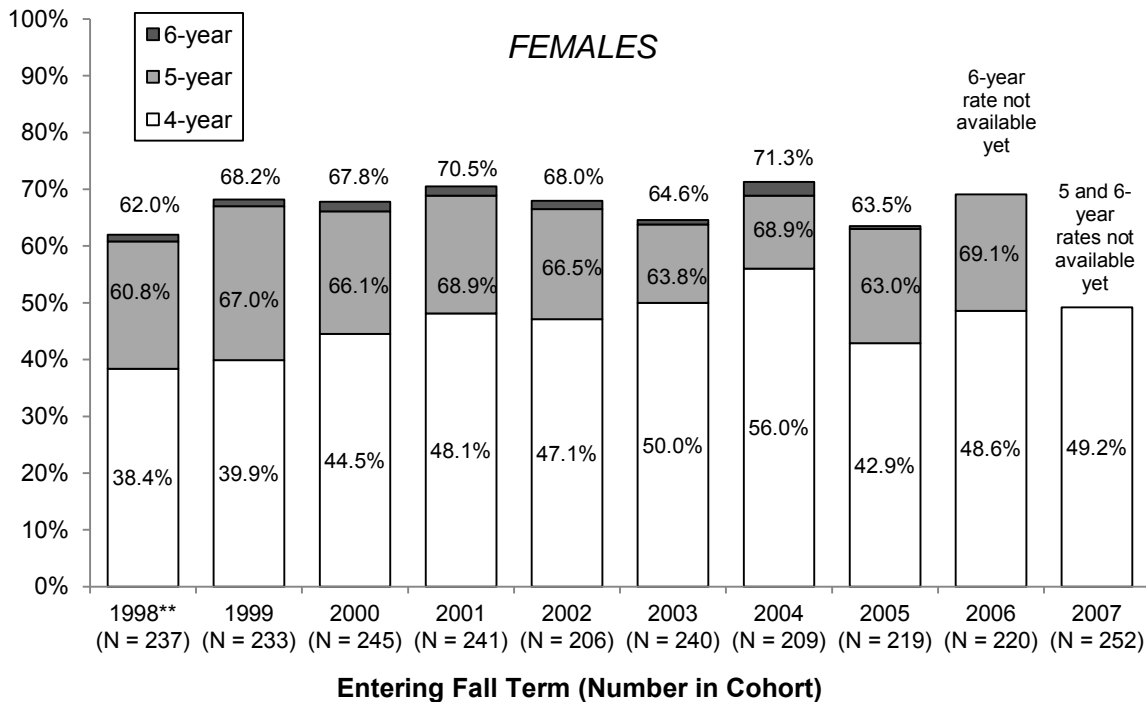
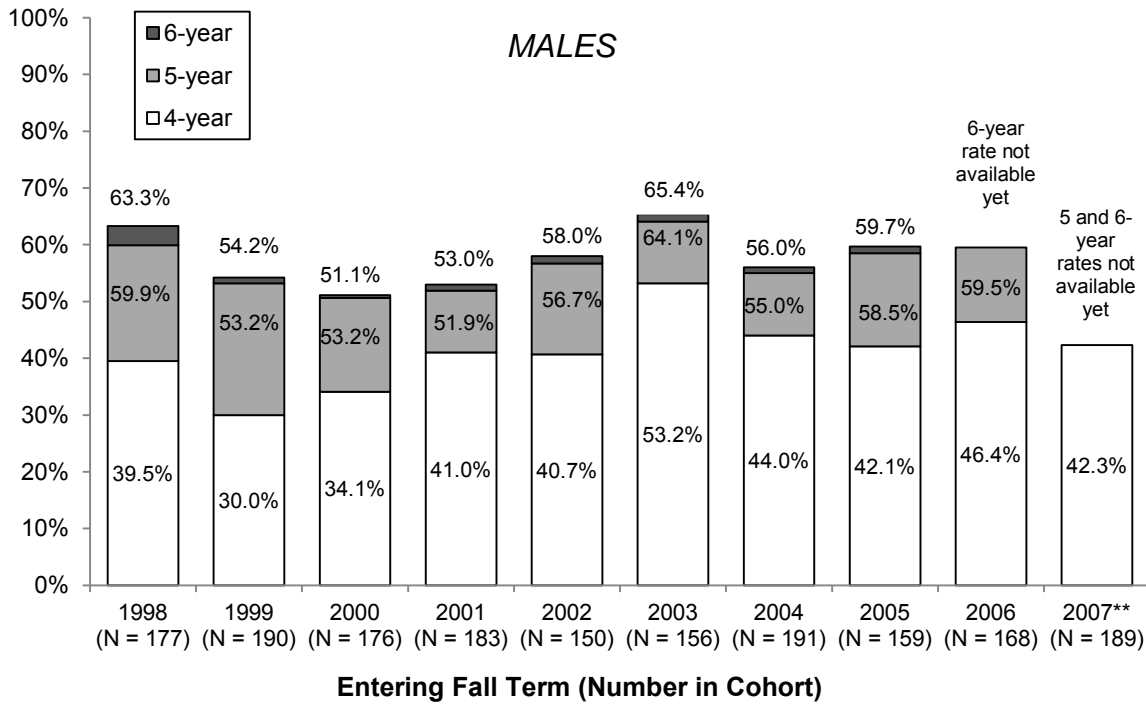


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2011.

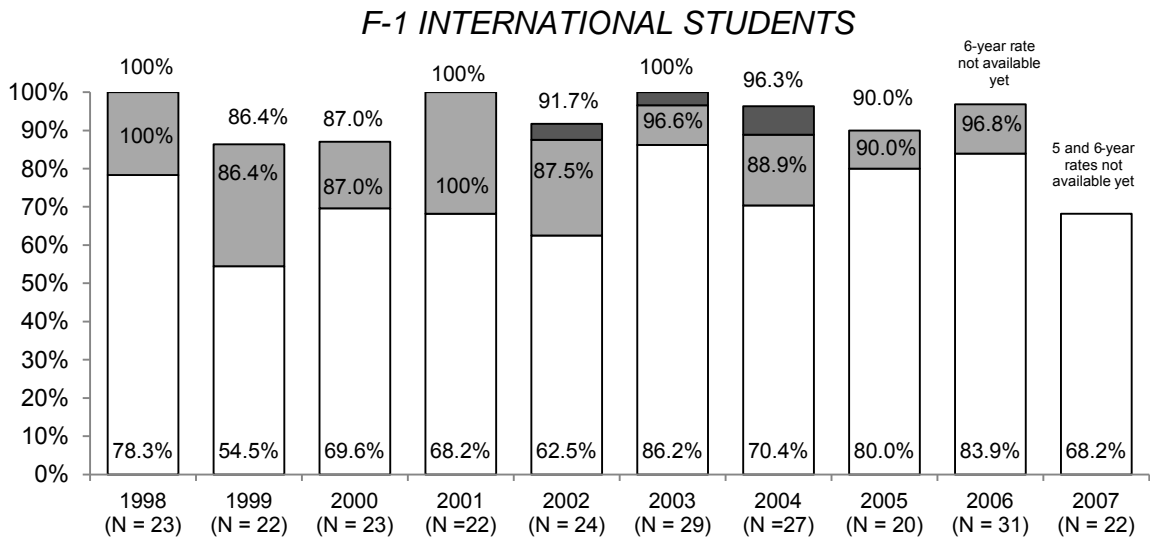
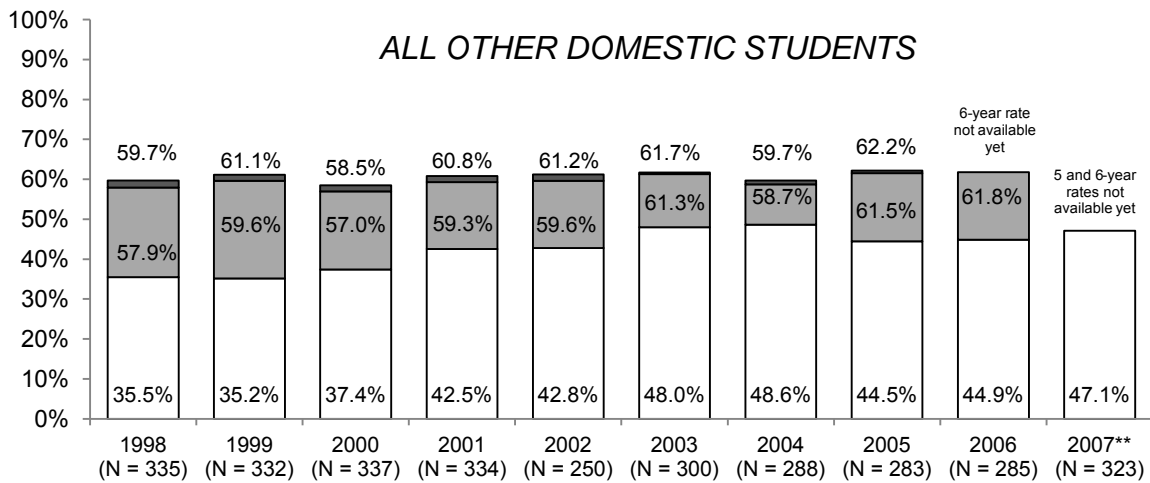
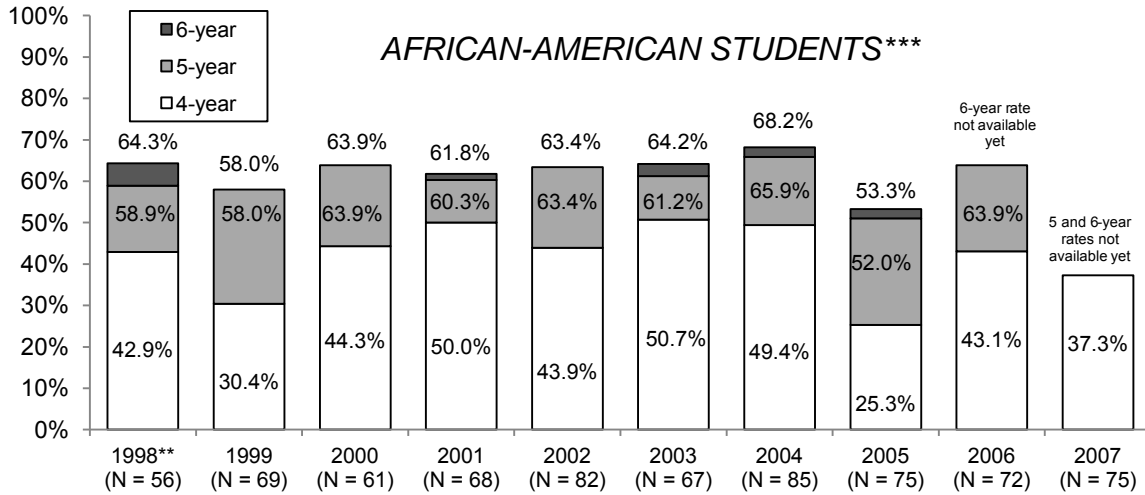
## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY GENDER



\*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.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

## GRADUATION RATES\* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

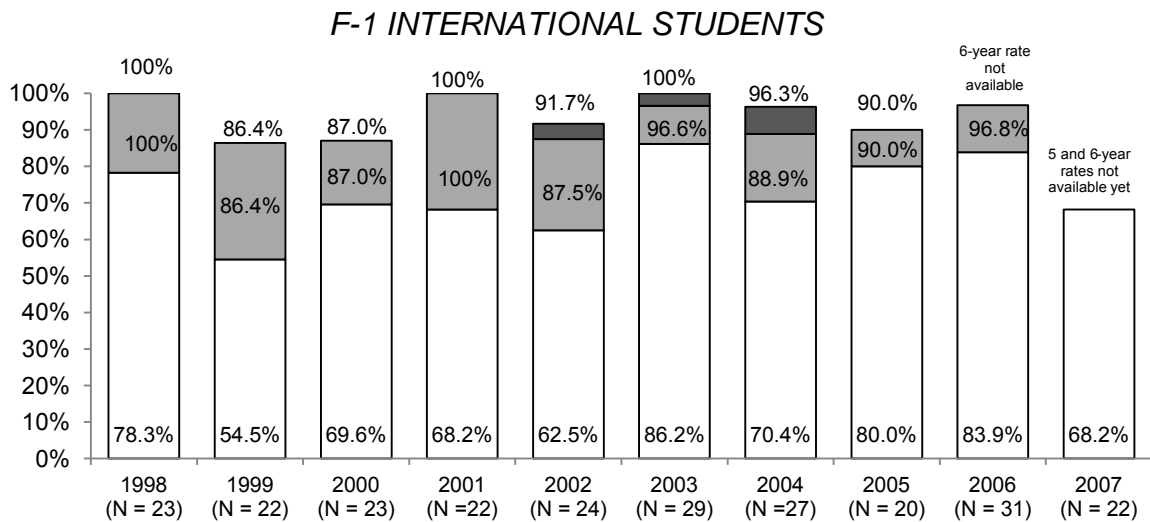
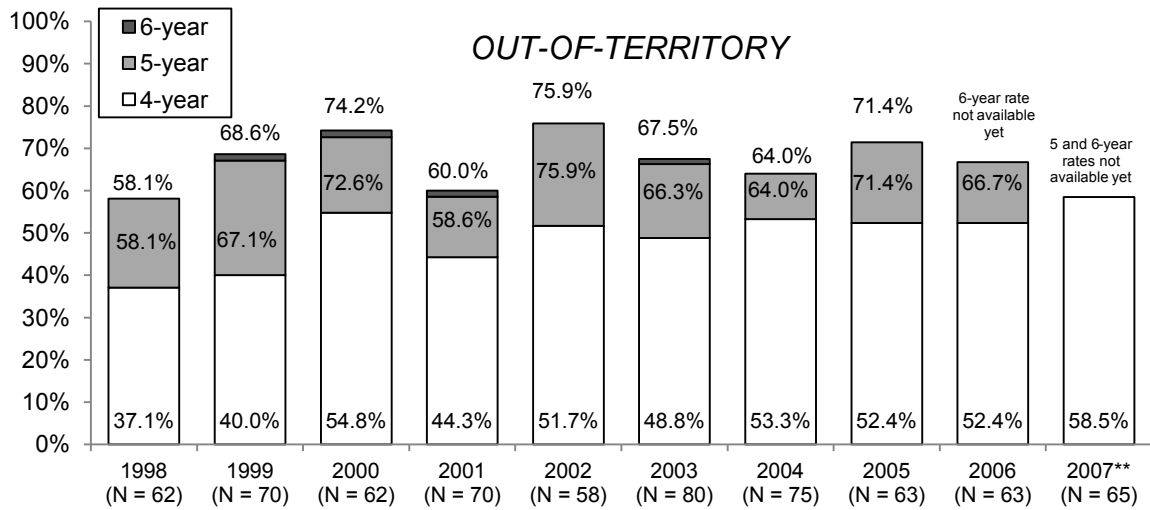
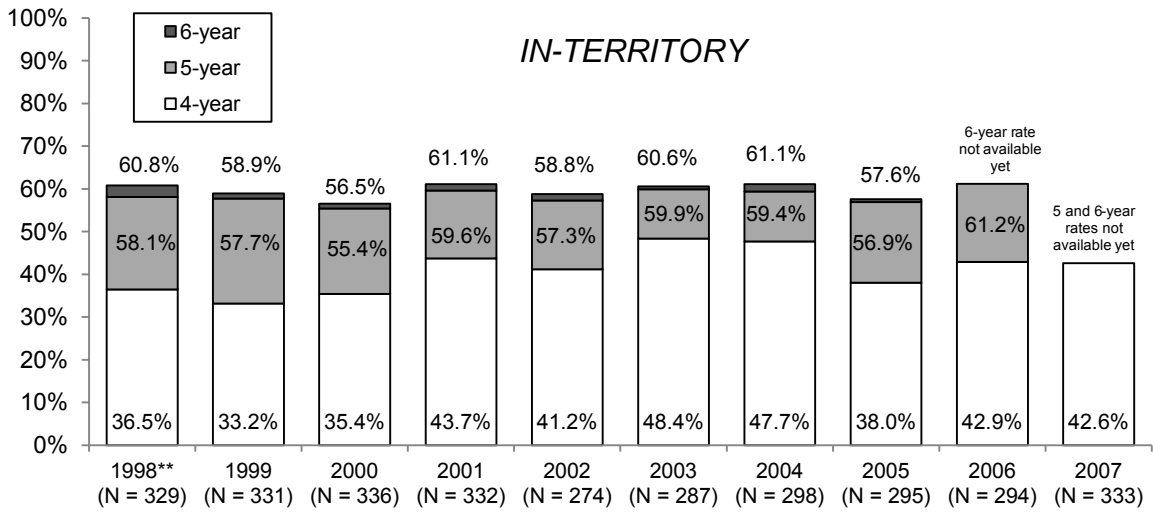


\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

\*\*\*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



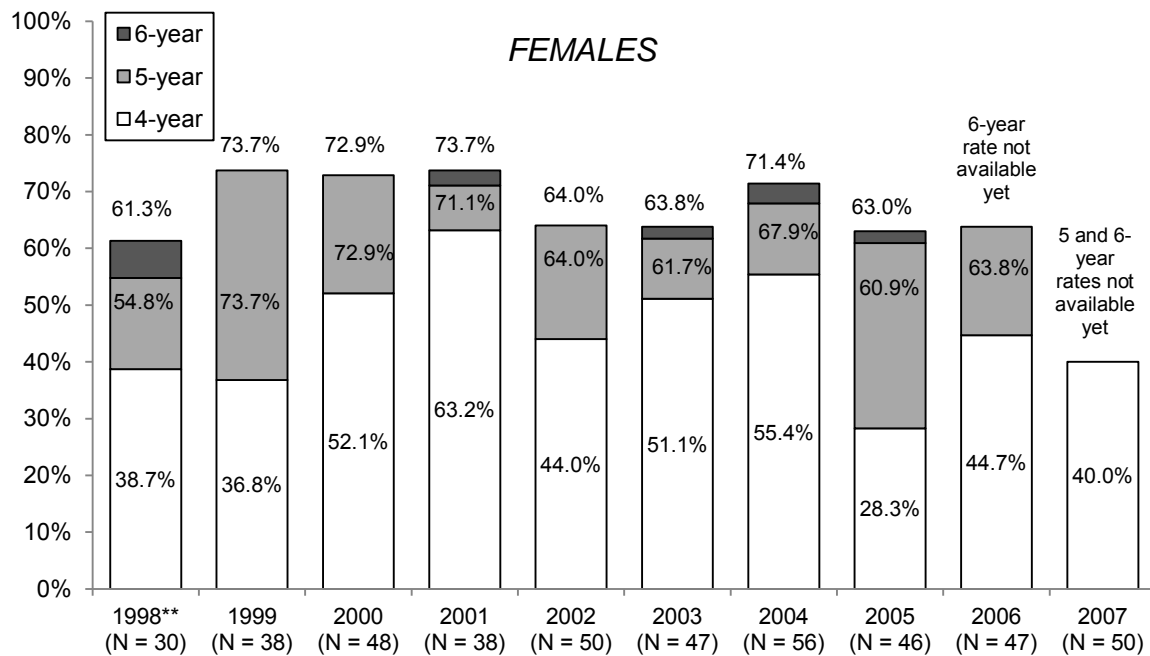
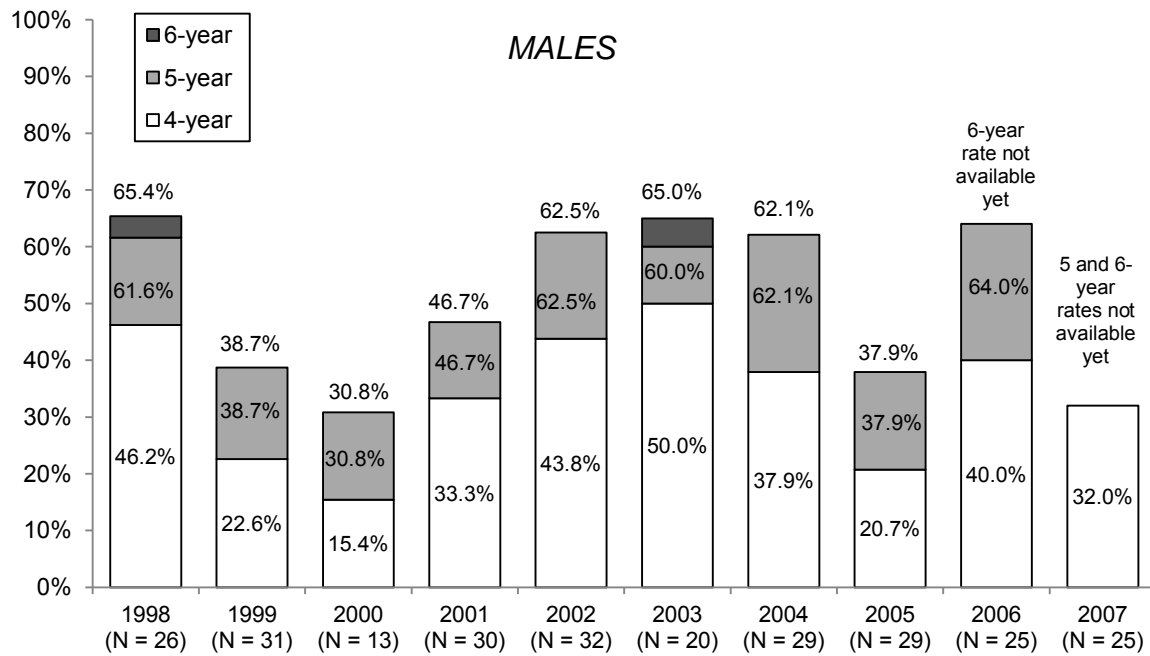
\*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2011



## GRADUATION RATES\* FOR FIRST-YEAR AFRICAN AMERICAN\*\*\* STUDENTS BY GENDER



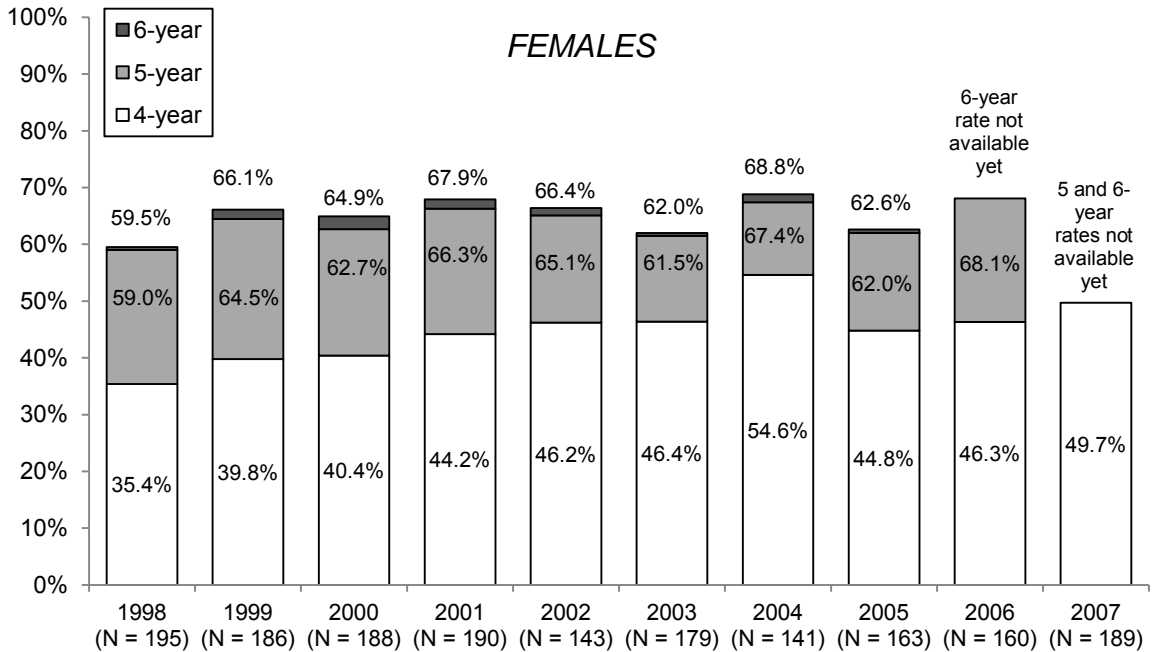
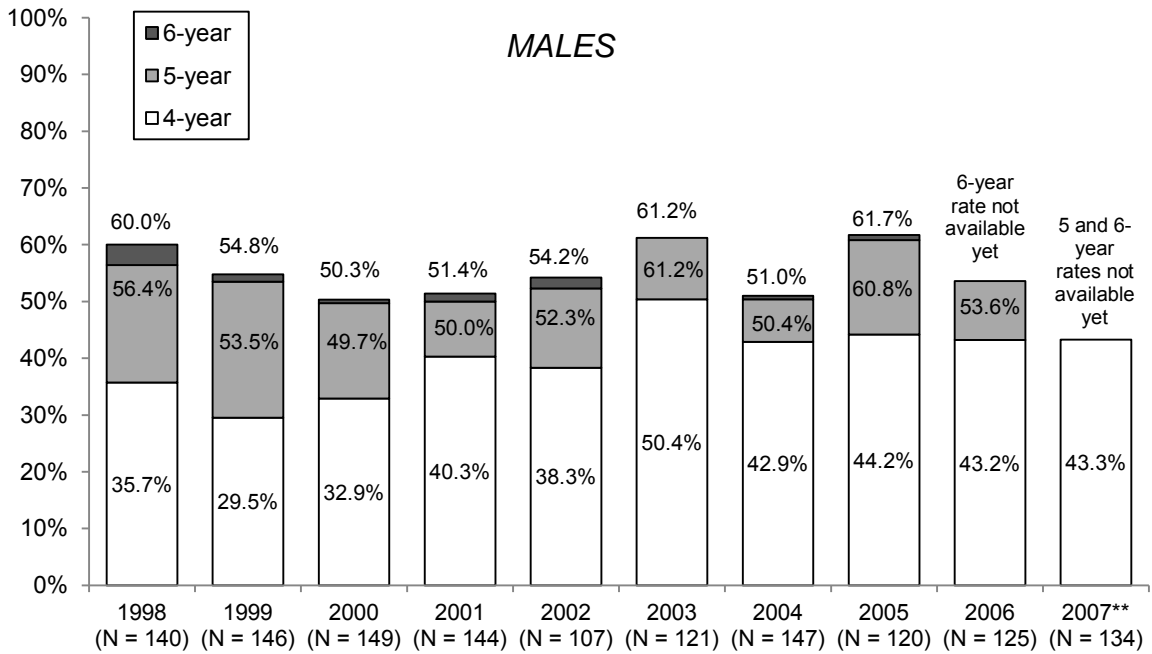
\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

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

Source: Office of Institutional Research and Assessment, September 2011

## GRADUATION RATES\* FOR FIRST-YEAR *OTHER DOMESTIC* STUDENTS BY GENDER

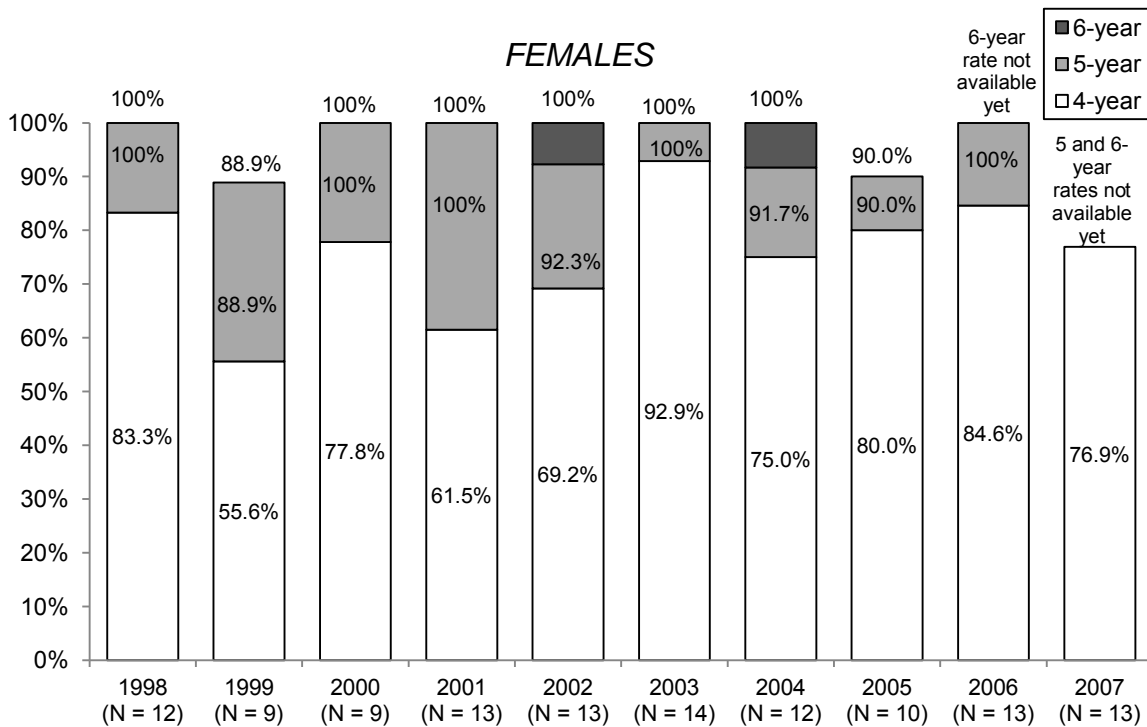
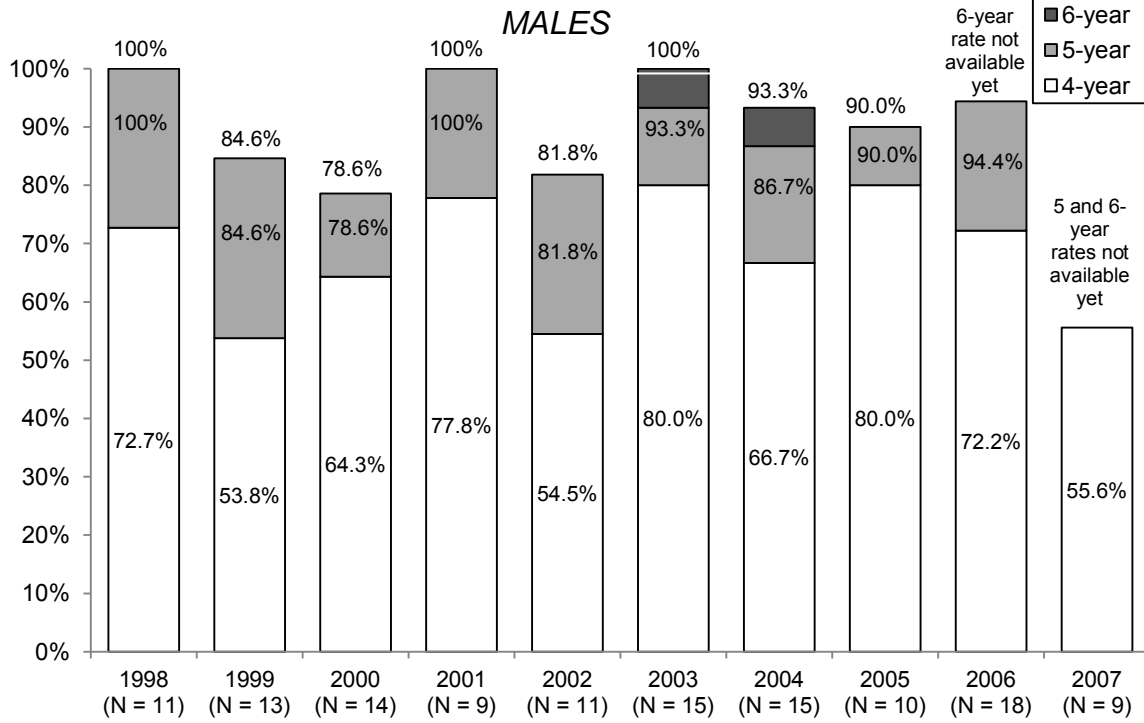


\*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

\*\*Denotes cohort numbers that have been reduced by one due to the death of a student.

Source: Office of Institutional Research and Assessment, September 2011

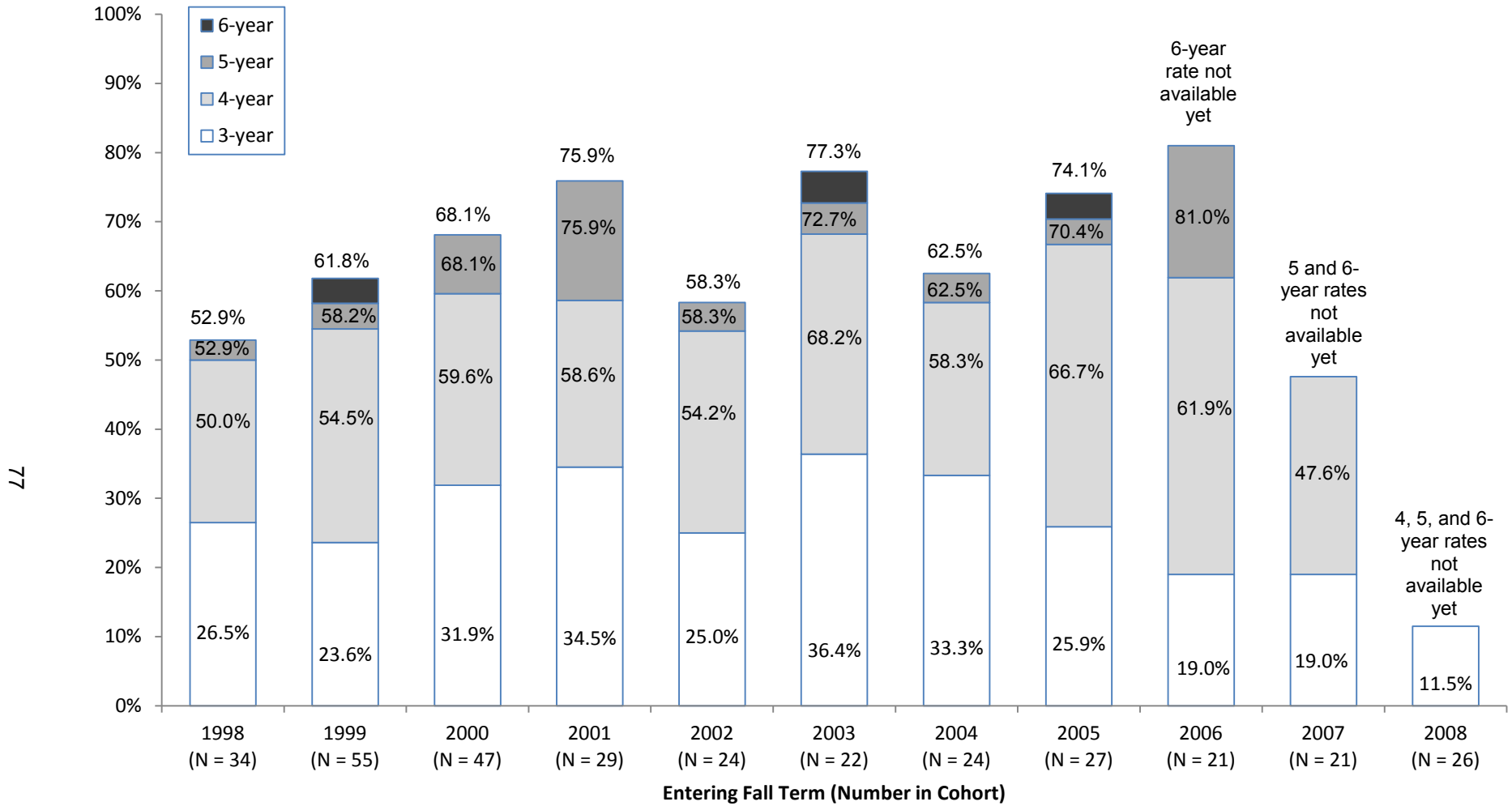
## GRADUATION RATES\* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY GENDER



\*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 2011

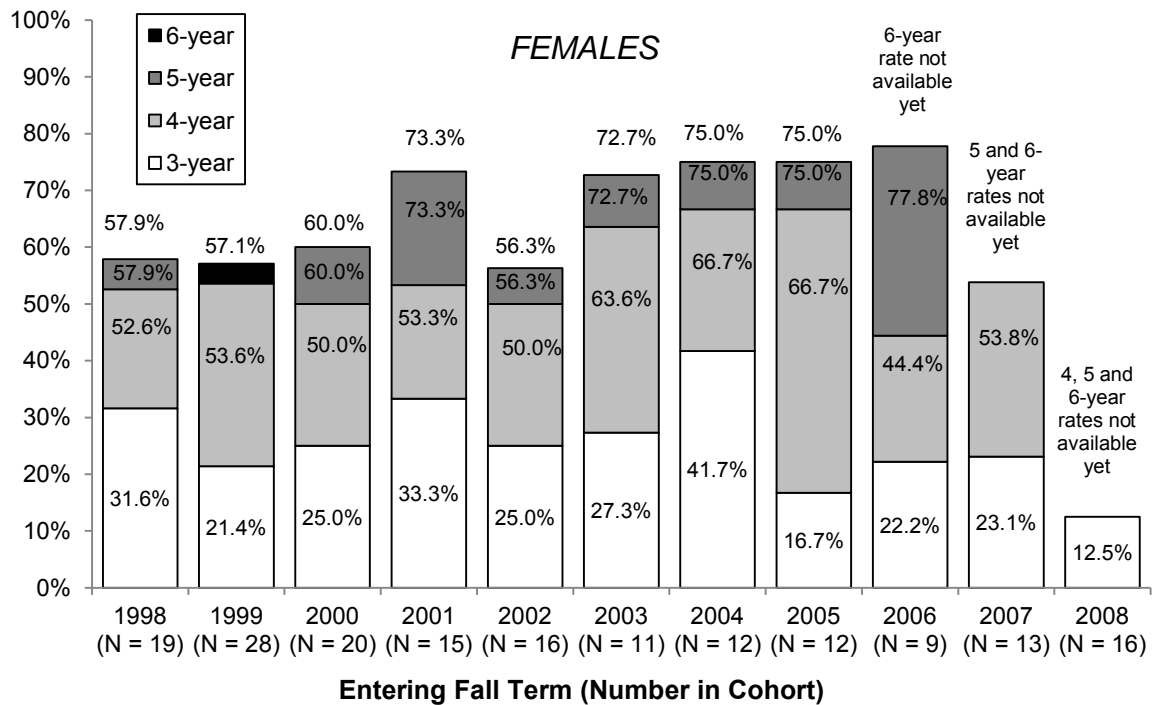
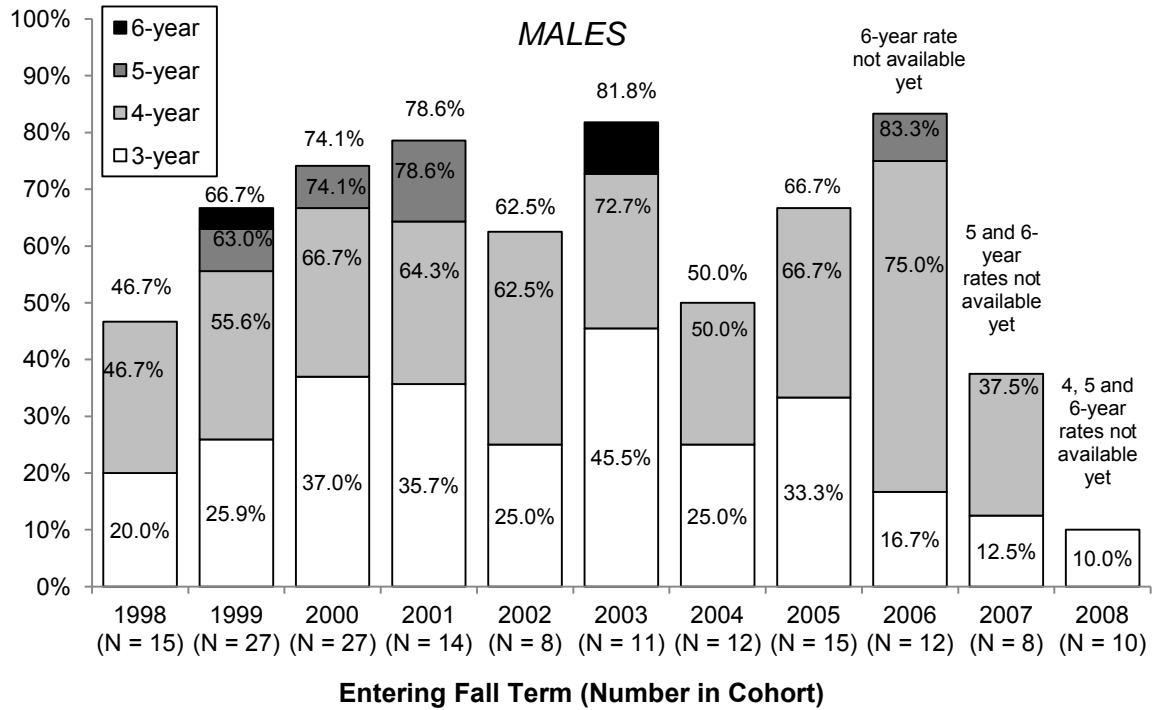
## GRADUATION RATES\* FOR TRANSFER STUDENTS



\*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 2011.

## GRADUATION RATES\* FOR TRANSFER STUDENTS BY GENDER



\*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 2011

## NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

### Academic Years

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>Total</u>
<b>Graduates</b> (unduplicated headcount)	327	309	267	289	270	<b>1,462</b>
<b>Degrees Conferred</b>						
B.A.	239	232	197	225	213	1,106
B.S.	<u>92</u>	<u>80</u>	<u>70</u>	<u>69</u>	<u>60</u>	<u>371</u>
TOTAL	331	312	267	294	273	<b>1,477</b>
<b>Majors</b> (includes double degrees and double majors)	350	334	279	327	288	<b>1,578</b>
<b>Minors</b> (includes double minors)	78	81	73	69	76	<b>377</b>

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through July 1 of each year. The 2010-2011 graduates can be broken down by:

September 2010 (27),  
February 2011 (66), and  
May 2011 (177).

Compiled by the Office of Institutional Research and Assessment, September 2011

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

<u>Major Programs</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
African and African American Studies	1	4	3	2	3
Agriculture and Natural Resources	12	8	9	11	9
Applied Science and Mathematics	Available only as an independent major.				1
Art	10	10	18	9	10
Asian Studies	Available only as an independent major.	1	4	4	3
Biology	21	23	20	21	25
Business Administration	36	41	26	23	18
Chemistry	9	6	4	9	6
Child and Family Studies	26	25	18	19	20
Computer and Information Science	Available only as an independent major.	3	3	9	6
Economics	4	7	4	7	0
Education Studies - General	4	2	6	5	7
Education – Middle Grades	0	2	0	2	1
Elementary Education	7	11	7	12	11
English	19	17	11	14	14
Foreign Languages	21	4	12	10	5
Classical Languages	(2)	(0)	(0)	(0)	(0)
French	(4)	(1)	(2)	(1)	(0)
German	(5)	(0)	(4)	(2)	(3)
Spanish	(10)	(3)	(6)	(7)	(2)
History	10	12	12	9	7
Independent Major**	14	18	17	25	7
Mathematics	9	10	7	11	8
Music	9	9	4	11	10
Nursing	11	19	13	8	15
Philosophy	5	8	3	5	2
Physical Education	6	11	10	9	12
Physics	1	4	2	4	4
Political Science	14	5	8	5	7
Psychology	18	16	11	13	17
Religion	12	4	4	3	3
Sociology	11	15	5	7	5
Speech Communication	15	13	6	15	19
Technology and Industrial Arts	33	17	22	27	18
Theatre	10	7	8	11	10
Women's Studies	<u>2</u>	<u>2</u>	<u>2</u>	<u>7</u>	<u>5</u>
<b>TOTALS*</b>	<b>350</b>	<b>334</b>	<b>279</b>	<b>327</b>	<b>288</b>

\*These are duplicative headcounts that include double degrees and double majors. Please see page 79 for an unduplicated headcount of graduates.

\*\*See page 81 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 2011

## INDEPENDENT MAJORS\* AWARDED TO GRADUATES

### Academic Years 2006 - 2007 through 2010 - 2011

Independent majors are an option available to students who wish to pursue a field of study that cannot be met through an established 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 Dean of Curriculum and Student Learning, 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.

#### 2006 – 2007: 14 majors

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

#### 2007 – 2008: 18 majors

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

#### 2008 – 2009: 17 majors

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

#### 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

#### 2010 – 2011: 7 majors

Appalachian Studies  
 Graphic Design  
 Health Studies  
 Peace and Social Justice (3)  
 SENS and Building Design

\*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: Office of Institutional Research and Assessment, September 2011  
 < <http://www.berea.edu/cataloghandbook/academics/academicprogram/majorsminors/independentmajor.asp> >



## SUMMARY OF GRADUATES' MAJORS\* WITH CONCENTRATIONS

### 5 Year Summary: Academic Years 2006–07 through 2010–11

African and African American Studies..... 13	Foreign Languages, continued
Agriculture and Natural Resources..... 48	German Education     1
<i>General</i> 30	Spanish                 26
SENS                     1	Spanish Education    1
Sustainable Systems   17	History ..... 50
Applied Science and Mathematics ..... 1	<i>General</i> 47
Art ..... 57	Education             3
<i>General</i> 2	Independent** ..... 81
Education             3	Mathematics ..... 45
History                 6	<i>General</i> 44
Studio ..... 46	Education             1
Asian Studies ..... 12	Music ..... 43
Biology ..... 110	<i>General</i> 34
<i>General</i> 67	Education***         4
Biomolecular, Cellular, and Systems           30	Instrumental         3
Education             1	Keyboard Perform.    2
Field and Organismal   12	Voice Perform.       1
Business Administration ..... 143	Nursing ..... 67
<i>General</i> 2	Philosophy ..... 23
Accounting            65	Physical Education ..... 48
Economics             2	<i>General</i> 20
Finance                44	Education             6
Management           39	Exercise Science/ Sports Medicine     19
Marketing             31	Wellness/Health Promotion            3
Chemistry ..... 34	Physics ..... 15
Child and Family Studies ..... 108	Political Science ..... 39
Child Development     44	Psychology ..... 76
Early Childhood Educ.  8	Religion ..... 26
Family Cons. Sci. Educ. 1	<i>General</i> 2
Family Studies        63	Biblical Studies     13
Food, Nutrition, and Culinary Science     3	Religious Thought and Ethics            7
Nutrition             1	World Religions     4
Nutrition/Food Studies  2	Sociology ..... 43
Computer and Information Science ..... 21	<i>General</i> 40
<i>General</i> 17	Education             3
Computer Science     4	Speech Communication ..... 68
Economics ..... 23	Technology and Industrial Arts ..... 118
Education Studies ..... 77	Education             4
<i>General</i> 24	Management         114
Elementary P-5        48	Theatre ..... 46
Middle Grades 5-9     5	Women's Studies ..... 18
English ..... 75	
Education             7	
Literature            28	
Writing                40	
Foreign Languages ..... 50	
Classical Languages    2	
French                 8	
German                12	

Included in concentration list is 1 additional concentration for a total of 44

Included in concentration list are 40 additional concentrations for a total of 183

Included in concentration list are 14 additional concentrations for a total of 122

**GRAND TOTAL MAJORS ..... 1,578**  
(awarded to 1,462 graduates)

NOTE: In three of the majors with concentrations, there were 55 students who completed more than one concentration within that major. See details above in boxes.

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

\*\*Please see page 81 for a more complete description of independent majors.

\*\*\*Two are Education – Instrumental Emphasis and one is Education – Vocal Emphasis.

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

Compiled by: Office of Institutional Research and Assessment, October 2011

## TEACHER PREPARATION

Berea College considers the preparation of teachers one of its major areas of focus. Many programs 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);
- 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 Art, Health, Instrumental Music, Vocal Music, and Physical Education; and grades 5-12 program in Technology Education.

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.

### NUMBER OF STUDENTS CERTIFIED IN EDUCATION

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Education Studies - General (no certification)	4	2	6	5	7
Education – Middle Grades	0	2	0	2	1
Elementary Education	7	11	7	12	11
<b><u>Teaching Certifications</u></b>					
Art	1	0	2	0	0
Biology	0	0	0	0	1
Child and Family Studies					
Early Childhood	2	3	2	1	0
Family Consumer Science	1	0	0	0	0
English	3	1	2	0	1
German	0	0	1	0	0
Spanish	0	0	1	0	0
History	2	0	1	0	0
Mathematics	0	0	1	0	0
Music	0	1	1	1	0
Physical Education	0	2	0	1	3
Sociology	1	1	0	1	0
Technology and Industrial Arts	<u>0</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>
TOTAL	21	24	25	23	26

Source: [Berea College Catalog and Student Handbook, 2011-2012](http://www.berea.edu/cataloghandbook/dpc/eds-reqstucert.asp)  
 < <http://www.berea.edu/cataloghandbook/dpc/eds-reqstucert.asp> >  
 Office of Institutional Research and Assessment, October 2011

**SUMMARY OF MINORS\* AWARDED TO GRADUATES**  
**5 Year Summary: Academic Years 2006–07 through 2010–11**

African and African American Studies/Black Studies	15	(4.0%)
Agriculture and Natural Resources	7	(1.9%)
Appalachian Studies	6	(1.6%)
Art History	2	(0.5%)
Asian Studies	13	(3.4%)
Business Administration	79	(21.0%)
Computer Science	9	(2.4%)
Dance	15	(4.0%)
Economics	50	(13.3%)
French	20	(5.3%)
German	16	(4.2%)
Health	23	(6.1%)
Health Teaching Minor	2	(0.5%)
History	16	(4.2%)
Latin	5	(1.3%)
Music	4	(1.1%)
Peace and Social Justice Studies	9	(2.4%)
Philosophy	13	(3.4%)
Political Science	6	(1.6%)
Religion	7	(1.9%)
Sociology	11	(2.9%)
Spanish	21	(5.6%)
Speech Communication	6	(1.6%)
Sustainability and Environmental Studies	7	(1.9%)
Women's Studies	<u>15</u>	<u>(4.0%)</u>
TOTAL	377	(100.0%)

\*This is a duplicative headcount that includes double minors. The 377 minors were awarded to 358 graduates. The 358 graduates who received a minor represent 24% of the 1,462 graduates during this five-year time period.

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

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

<u>Minors</u>	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
African and African American Studies/Black Studies	2	6	1	1	5
Agriculture and Natural Resources	2	1	0	1	3
Appalachian Studies	1	2	3	0	0
Art History	n/a	n/a	n/a	n/a	2
Asian Studies	1	3	3	2	4
Business Administration	16	14	17	18	14
Computer Science	1	1	1	3	3
Dance	3	4	3	3	2
Economics	11	8	11	11	9
French	3	7	2	3	5
German	5	4	6	0	1
Health	4	4	5	5	5
Health Teaching	0	1	0	0	1
History	3	3	6	1	3
Latin	1	2	0	1	1
Music	1	1	0	1	1
Peace and Social Justice Studies	n/a	2	1	2	4
Philosophy	4	0	5	0	4
Political Science	3	0	0	2	1
Religion	2	2	1	1	1
Sociology	4	5	0	2	0
Spanish	6	8	1	4	2
Speech Communication	1	0	0	3	2
Sustainability and Environmental Studies	0	1	5	1	0
Women's Studies	<u>4</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>3</u>
TOTAL	78	81	73	69	76

\*These are duplicative headcounts that include double minors.

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

Compiled by the Office of Institutional Research and Assessment, October 2011

## MAJORS\* AWARDED TO GRADUATES BY GENDER 5 Year Summary

Academic Years  
2006 - 2007 through 2010 - 2011

	<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	5	38%	8	62%	13	0.8%
Agriculture and Natural Resources	21	44%	27	56%	48	3.0%
Applied Science and Mathematics (first grad: 2010-11)	1	100%	0	0%	1	0.1%
Art	12	21%	45	79%	57	3.6%
Asian Studies (first grad: 2007-08)	7	58%	5	42%	12	0.8%
Biology	30	27%	80	73%	110	7.0%
Business Administration	70	49%	73	51%	143	9.1%
Chemistry	19	56%	15	44%	34	2.2%
Child and Family Studies	13	12%	95	88%	108	6.8%
Computer and Information Science (first grad: 2007-08)	20	95%	1	5%	21	1.3%
Economics	15	65%	8	35%	23	1.5%
Education Studies						
General	6	25%	18	75%	24	1.5%
Elementary Education	4	8%	44	92%	48	3.0%
Middle Grades Education	2	40%	3	60%	5	0.3%
English	24	32%	51	68%	75	4.8%
Foreign Languages						
Classical Languages	1	50%	1	50%	2	0.1%
French	2	25%	6	75%	8	0.5%
German	6	46%	7	54%	13	0.8%
Spanish	5	19%	22	81%	27	1.7%
History	23	46%	27	54%	50	3.2%
Independent**	29	36%	52	64%	81	5.1%
Mathematics	30	67%	15	33%	45	2.9%
Music	21	49%	22	51%	43	2.7%
Nursing	10	15%	57	85%	67	4.2%
Philosophy	15	65%	8	35%	23	1.5%
Physical Education	21	44%	27	56%	48	3.0%
Physics	11	73%	4	27%	15	1.0%
Political Science	18	46%	21	54%	39	2.5%
Psychology	21	28%	55	72%	76	4.8%
Religion	14	54%	12	46%	26	1.6%
Sociology	6	14%	37	86%	43	2.7%
Speech Communication	26	38%	42	62%	68	4.3%
Technology and Industrial Arts	96	81%	22	19%	118	7.5%
Theatre	16	35%	30	65%	46	2.9%
Women's Studies	<u>0</u>	<u>0%</u>	<u>18</u>	<u>100%</u>	<u>18</u>	<u>1.1%</u>
<b>GRAND TOTAL*</b>	620	39%	958	61%	1,578	100.0%

\* These are duplicative headcounts that include double degrees and double majors. The 1,578 majors represent 1,462 graduates during this five-year time period.

\*\*Please see page 81 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 2011

**MAJORS\* AWARDED TO GRADUATES BY COHORT TYPE**  
**5 Year Summary: Academic Years 2006– 2007 through 2010 – 2011**

	African-American**		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	11	(85%)	2	(15%)	0	(0%)	13	(0.8%)
Agriculture and Natural Resources	1	(2%)	47	(98%)	0	(0%)	48	(3.0%)
Applied Science and Mathematics (first grad: 10-11)	0	(0%)	0	(0%)	1	(100%)	1	(0.1%)
Art	3	(5%)	52	(91%)	2	(4%)	57	(3.6%)
Asian Studies (first grad: 07-08)	2	(17%)	10	(83%)	0	(0%)	12	(0.8%)
Biology	23	(21%)	78	(71%)	9	(8%)	110	(7.0%)
Business Administration	27	(19%)	80	(56%)	36	(25%)	143	(9.1%)
Chemistry	3	(9%)	21	(62%)	10	(29%)	34	(2.2%)
Child and Family Studies	27	(25%)	78	(72%)	3	(3%)	108	(6.8%)
Computer and Information Science (first grad: 07-08)	0	(0%)	18	(86%)	3	(14%)	21	(1.3%)
Economics	1	(4%)	6	(26%)	16	(70%)	23	(1.5%)
Education Studies								
General	5	(21%)	16	(67%)	3	(13%)	24	(1.5%)
Elementary Education Certification	7	(15%)	41	(85%)	0	(0%)	48	(3.0%)
Middle Grades Education Certification	0	(0%)	5	(100%)	0	(0%)	5	(0.3%)
English	10	(13%)	64	(85%)	1	(1%)	75	(4.8%)
Foreign Languages								
Classical Languages	0	(0%)	2	(100%)	0	(0%)	2	(0.1%)
French	0	(0%)	6	(75%)	2	(25%)	8	(0.5%)
German	1	(8%)	9	(69%)	3	(23%)	13	(0.8%)
Spanish	3	(11%)	22	(81%)	2	(7%)	27	(1.7%)
History	8	(16%)	42	(84%)	0	(0%)	50	(3.2%)
Independent***	4	(5%)	71	(88%)	6	(7%)	81	(5.1%)
Mathematics	1	(2%)	16	(36%)	28	(62%)	45	(2.9%)
Music	8	(19%)	31	(72%)	4	(9%)	43	(2.7%)
Nursing	12	(18%)	43	(64%)	12	(18%)	67	(4.2%)
Philosophy	3	(13%)	20	(87%)	0	(0%)	23	(1.5%)
Physical Education	10	(21%)	37	(77%)	1	(2%)	48	(3.0%)
Physics	1	(7%)	6	(40%)	8	(53%)	15	(1.0%)
Political Science	6	(15%)	24	(62%)	9	(23%)	39	(2.5%)
Psychology	7	(9%)	63	(83%)	6	(8%)	76	(4.8%)
Religion	3	(12%)	23	(88%)	0	(0%)	26	(1.6%)
Sociology	9	(21%)	33	(77%)	1	(2%)	43	(2.7%)
Speech Communication	18	(27%)	49	(72%)	1	(1%)	68	(4.3%)
Technology and Industrial Arts	21	(18%)	95	(81%)	2	(2%)	118	(7.5%)
Theatre	16	(35%)	29	(63%)	1	(2%)	46	(2.9%)
Women's Studies	4	(22%)	14	(78%)	0	(0%)	18	(1.1%)
<b>TOTAL*</b>	<b>255</b>	<b>(16%)</b>	<b>1,153</b>	<b>(73%)</b>	<b>170</b>	<b>(11%)</b>	<b>1,578</b>	<b>(100%)</b>

\* These are duplicative headcounts that include double degrees and double majors. The 1,578 majors represent 1,462 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 81 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 2011.

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

Major Programs	2006 – 2007			2007 – 2008			2008 – 2009			2009-2010			2010-2011		
	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	2	1	3
Agriculture and Natural Resources	4	7	11	4	4	8	4	5	9	5	6	11	4	5	9
Applied Science/Mathematics															
Art	2	8	10	4	6	10	3	15	18	1	8	9	2	8	10
Asian Studies**				1	0	1	4	0	4	1	3	4	1	2	3
Biology	9	12	21	7	16	23	5	15	20	2	19	21	7	18	25
Business Administration	17	18	35	21	20	41	13	13	26	11	12	23	8	10	18
Chemistry	5	4	9	3	3	6	2	2	4	5	4	9	4	2	6
Child and Family Studies	3	23	26	1	24	25	2	16	18	2	17	19	5	15	20
Computer and Information Science**				3	0	3	3	0	3	9	0	9	5	1	6
Economics	3	2	5	7	0	7	1	3	4	4	3	7	0	0	0
Education Studies															
General	11	3	4	0	2	2	3	3	6	2	3	5	0	7	7
Elementary	0	7	7	1	10	11	0	7	7	2	10	12	1	10	11
Middle	0	0	0	1	1	2	0	0	0	1	1	2	0	1	1
English	9	10	19	2	15	17	5	6	11	4	10	14	4	10	14
Foreign Languages	5	14	19	1	3	4	4	8	12	2	8	10	2	3	5
History	2	8	10	7	5	12	8	4	12	3	6	9	3	4	7
Independent***	6	8	14	5	13	18	6	11	17	11	14	25	1	6	7
Mathematics	5	4	9	10	0	10	4	3	7	7	4	11	4	4	8
Music	5	4	9	4	5	9	2	2	4	5	6	11	5	5	10
Nursing	2	10	12	2	17	19	3	10	13	2	6	8	1	14	15
Philosophy	2	3	5	6	2	8	1	2	3	4	1	5	2	0	2
Physical Education	3	3	6	7	4	11	3	7	10	3	6	9	5	7	12
Physics	0	1	1	3	1	4	2	0	2	4	0	4	2	2	4
Political Science	4	10	14	2	3	5	6	2	8	2	3	5	4	3	7
Psychology	8	11	19	3	13	16	3	8	11	5	8	13	2	15	17
Religion	5	7	12	3	1	4	2	2	4	3	0	3	1	2	3
Sociology	1	10	11	2	13	15	0	5	5	2	5	7	1	4	5
Speech Communication	5	10	15	3	10	13	2	4	6	7	8	15	9	10	19
Technology and Industrial Arts	28	6	34	16	1	17	16	6	22	22	5	27	14	4	18
Theatre	2	8	10	6	1	7	1	7	8	4	7	11	3	7	10
Women's Studies	0	2	<u>2</u>	0	2	<u>2</u>	0	2	<u>2</u>	0	7	<u>7</u>	0	5	<u>5</u>
<b>TOTAL*</b>			<b>350</b>			<b>334</b>			<b>279</b>			<b>327</b>			<b>288</b>

\*These are duplicative headcounts that include double degrees and double majors. Please see page 79 for an unduplicated headcount.

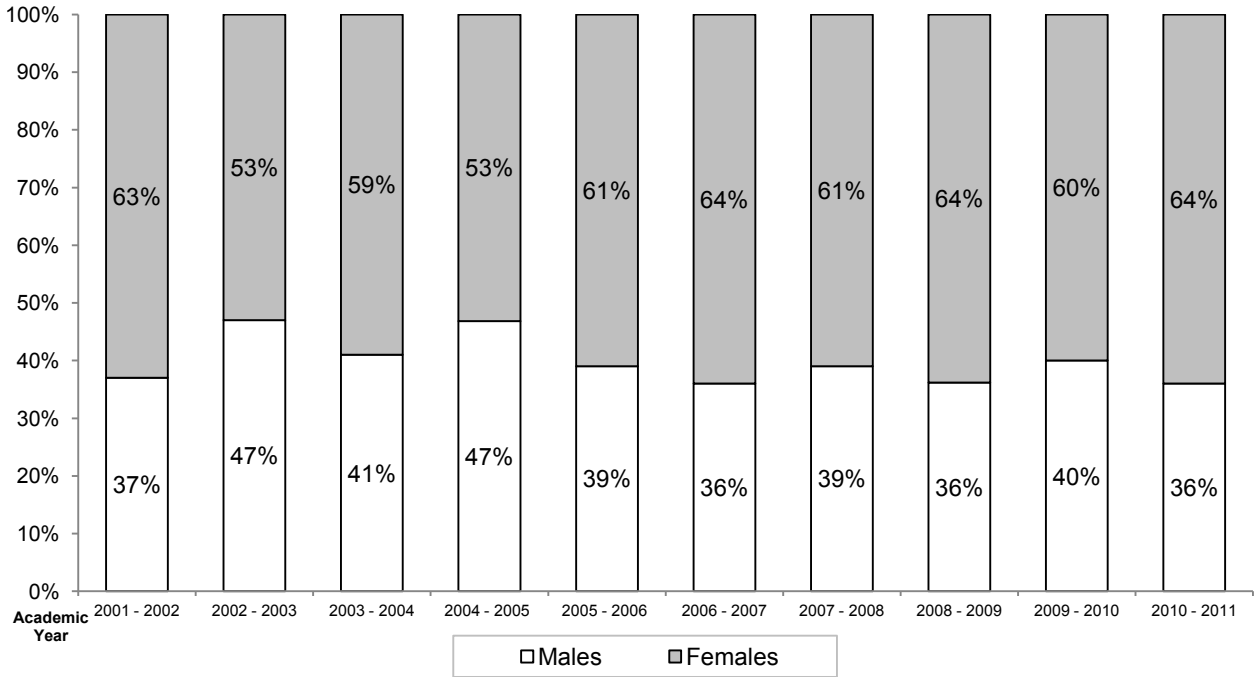
\*\* Some students graduated with these majors as in "Independent" major prior to this year.

\*\*\*Please see page 81 for a more complete description of independent majors.

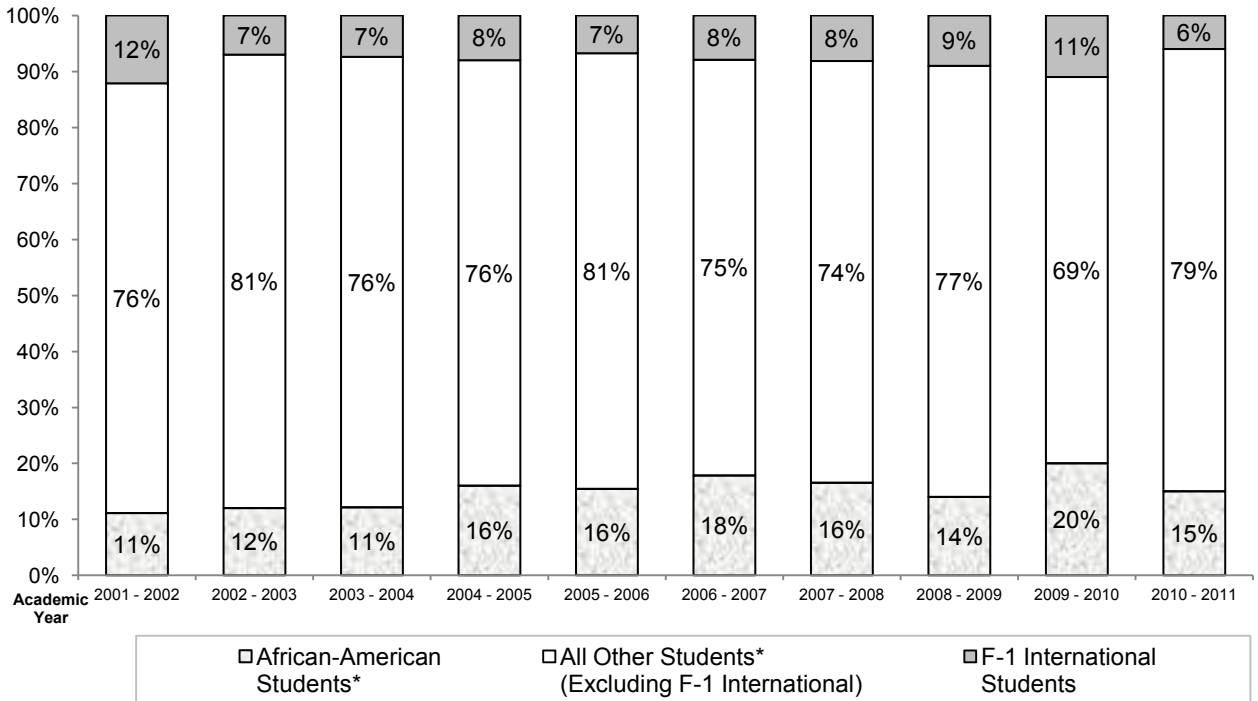
Note: These totals reflect majors from September 1 through July 1 of each year.

# GRADUATE TRENDS

## Graduates by Gender



## Graduates by Cohort Type



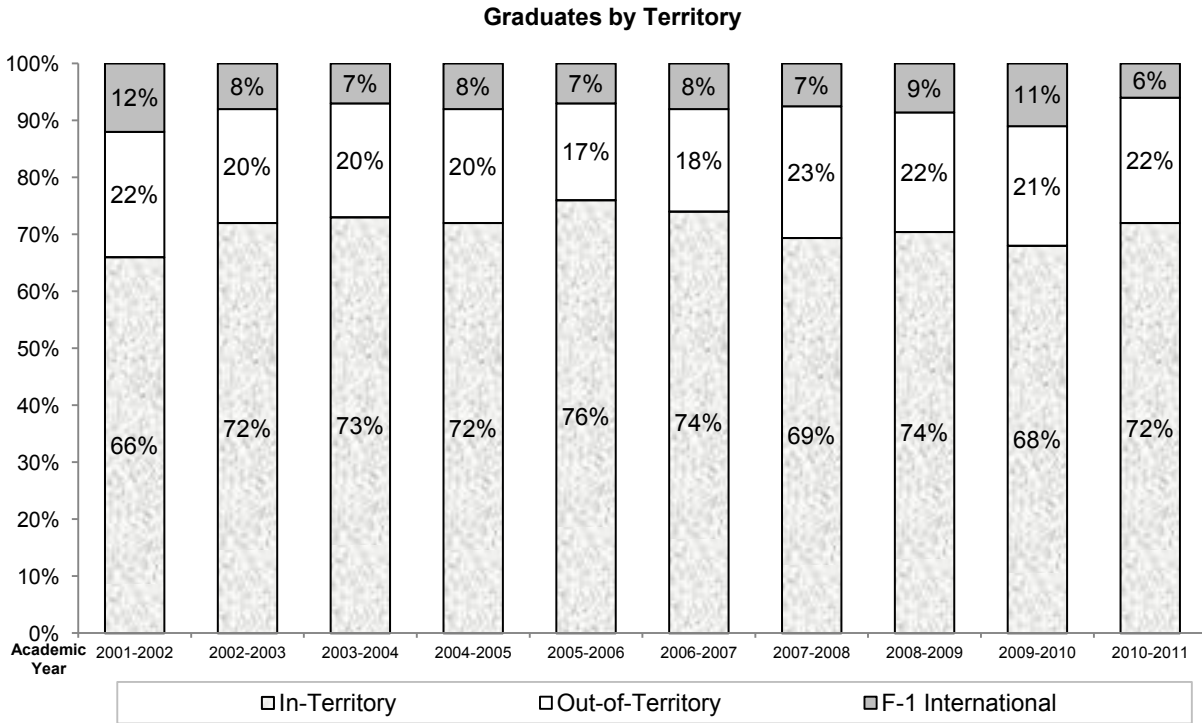
NOTE: African-American students include students who identified themselves as "Black or African American" alone or in combination with another race.

\*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 2011



## Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2011

## EDUCATION ABROAD

From the Berea College Catalog and Student Handbook, 2011-2012:

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 2006 - 2007 THROUGH 2010 - 2011

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Full Year	1	2	0	0	0
Semester	31	26	23	18	26
Short Term	95	171	132	72	**
Summer	<u>105</u>	<u>58</u>	<u>63</u>	<u>32</u>	<u>115</u>
TOTAL	232	257	218	122	141
Percent of Students who Participated*:	22%	25%	22%	12%	13%

\*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 College changed their academic calendar from a 4-1-4 system to a semester system. This change eliminated the "Short Term."

Source: Berea College Catalog and Student Handbook, 2011 – 2012

<http://www.berea.edu/cataloghandbook/college/community/ieht.asp>

Center for International Education, November 2011 <<http://www.berea.edu/cie/>>

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

**Academic Year 2010 – 2011**

<u>Academic Year (0)</u>	<u>Number of Participants</u>	<u>Summer, continued:</u>	<u>Number of Participants</u>
	0	Kentucky Institute for International Studies (KIIS)	
<u>Semester (28)</u>			
Berea Term Abroad		Austria	6
Australia	1	Costa Rica	1
Chile	1	Czech Republic	1
Egypt	1	Germany	1
France	1	Italy	8
Germany	1	Japan	1
Ireland	1	Mexico	1
Morocco	1	Morocco	1
Multi-Countries (South Africa, Chile)	1	Spain	5
New Zealand	2	Non Berea	
Peru	1	China	1
Spain	2	France	1
Turkey	1	Georgia	1
United Kingdom	1	Germany	1
BMW		Iceland	1
Hungary	1	Ireland	1
Department of Foreign Languages		Italy	3
Chile	1	Mexico	1
France	1	Morocco	1
Mexico	4	Peru	2
Spain	1	Scotland	1
Exchanges		South Africa	1
Japan	1	Spain	4
South Korea	2	Turkey	1
		United Kingdom	2
<u>Summer (115)</u>		Non-Credit Service Bonner Scholars	
CAUX Scholars		Senegal	1
Switzerland	1	Vietnam	1
Faculty-Led Berea Courses		Tennessee Consortium for International Studies (TnCIS)	
Honduras	20	Peru	7
Malaysia	18	<b>TOTAL</b>	<b>141</b>
Uganda	20		

Source: Center for International Education, November 2011

## ACADEMIC CREDIT INTERNSHIPS

The Internship Program is an experiential education program designed to allow students to learn while gaining practical, professional experience in the workplace. Rising sophomores, juniors, and seniors in good standing may participate. Students identify and apply for internship positions in fields related to their career interest with support from the Office of Internships. Once a student has received an offer for an internship position from an organization, he/she completes an *Internship Proposal* form, with guidance and final approval from faculty sponsors and the Office of Internships. The proposal outlines the work that will be done, learning objectives and assignments. Student interns typically work 30-40 hours per week, for eight to ten weeks during the summer and earn one credit, although internships are an option for the fall or spring semesters as well. Most internships are unpaid by the organization, however, Berea College does provide limited financial support for internships in the United States.

Internships help students define/clarify their career paths, gain career-related experience, make valuable networking contacts, and may lead to a job upon graduation. According to the national *NACE 2010 Student Survey* of more than 31,000 students, 42.3% of seniors who had internships and applied for a received at least one job offer as opposed to only 30.7% without internship experience. Employers taking part in the *2010 NACE Internship and Coop Survey* reported that 44.6% of their hires from the Class 2009 came from their own internship pool.

Students are encouraged to make an internship part of their Berea College experience.

### NUMBER OF INTERNSHIPS Academic Years 2006 - 2007 through 2010 – 2011

<u>Term</u>	<u>2006 - 2007</u>	<u>2007 - 2008</u>	<u>2008 - 2009</u>	<u>2009 – 2010</u>	<u>2010-2011</u>
Fall	3	9	2	0	4
Short	33	29	26	37	**
Spring	3	2	4	1	6
Summer	<u>94</u>	<u>82</u>	<u>100</u>	<u>95</u>	<u>99</u>
TOTAL	133	122	132	133	109
Percent of Students who Participated*:	9%	12%	13%	13%	10%

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 college changed their academic calendar from a 4-1-4 system to a semester system. This change eliminated the "Short Term."

Source: Office of Internships, November 2011

## 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>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>
Courses and Projects	31	29	19	23	19
Academic Programs Represented	24	16	13	16	17
Community Partner Organizations	45	35	25	31	19

#### Recent Community Partner Organizations, 2006 - 2011:

Berea Community Food Bank	Kentuckians for the Commonwealth
Berea Community School	Kentucky Environmental Foundation
Berea Faith Community Outreach	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	MACED (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	Red Bird Mission
Foley Middle School Youth Service Center	South Madison County Family Resource Center
Habitat for Humanity of Madison and Clark Counties	Sustainable Berea
Henderson Settlement	Terrace Nursing and Rehabilitation Center
Highlander Research and Education Center	Wallins Creek Elementary School
Home Energy Partners	
Hope's Wings for Domestic Violence Shelter	

Source: Center for Excellence in Learning through Service (CELTS), October 2011  
<http://www.berea.edu/celts/>

## 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 purposes 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 of 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>
2007	17	20	39
2008	19	22	39
2009	8	8	19**
2010	14	14	35
2011	15	15	33

\*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: Office of the Academic Vice President and Dean of the Faculty, November 2011  
<<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)
Jeanette Davidson	2010 (Supervising 31+ students)
<i>Bob Harned</i>	2011

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS  
BY DEPARTMENTAL CATEGORIES  
FALL 2011**

(As of August 2011)

<u>Departmental Categories</u>	<u>Primary Positions Only</u>		<u>All Degree-Seeking Students*</u>		<u>Total Hours Contracted Per Week</u>	<u>Mean Hours Contracted Per Week</u>
	<u>First-Year Students</u>	<u>Transfer Students</u>	<u>Primary</u>	<u>Secondary</u>		
Academic Support	18	12	126	49	1,653	9.45
Alumni and College Relations	13	9	62	14	726	9.55
Auxiliary Enterprises: Residence Halls (maintenance crews) Food Service	131	12	227	6	2,505	10.75
College Community Service	16	2	78	14	935	10.16
College Related	0	1	3	1	45	11.25
Community Partnerships	1	1	12	2	142	10.14
Farms	0	1	3	0	39	13.00
General and Administrative	40	8	144	13	1,650	10.51
Instruction	41	18	364	121	4,736	9.76
Plant Operations	46	7	110	1	1,180	10.63
Student Industries: Crafts	23	5	78	0	814	10.44
Student Industries: Services	22	6	56	7	642	10.19
Student Services	67	19	312	40	4,026	11.44
No Labor**	<u>0</u>	<u>0</u>	<u>27</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	418	101	1,602	268	-	-
No Status Form***	<u>0</u>	<u>0</u>	<u>11</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
<b>TOTAL</b>	<b>418</b>	<b>101</b>	<b>1,613</b>	<b>268</b>	<b>19,093</b>	<b>10.56</b>

- 369 - Extended *primary* position for more than ten hours per week.
- 59 - With a secondary
- 209 - Contracted in both a primary and at least one secondary position.
- 637 - Contracted for more than ten hours a week.

\*Includes first-year and transfer 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 first week of class.

- 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, 2011– 2012: \$ 3.90 - \$ 6.20; Unclassified \$ 6.40

Compiled by: Office of Institutional Research and Assessment, September 2011



# 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  
Hutchins Library  
Internship Office  
Learning Center  
Student Support Services

## 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  
Upward Bound  
Math and Science  
Woodson Institute

Gear Up

## College Related

Brushy Fork Institute

Conference Services

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

Appalachian College Association (ACA)  
Consultwebs  
MACED

Peacecraft  
Save the Children

## Farms

College Farm

## General and Administrative

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

Office of the Academic Vice President  
Office of the President  
Office of the Vice President for Operations and  
Sustainability  
Printing Services

## Labor Departments, continued

### Instruction

African and African-American Studies  
Agriculture and Natural Resources  
Art  
Biology  
Business  
Chemistry  
Child and Family Studies  
Computer Science  
Economics  
Education Studies  
English, Theatre, and Communication  
Entrepreneurship for Public Good (EPG) Program  
Foreign Languages  
General Education  
Gender and Women's Studies

History  
Mathematics  
Music  
Nursing  
Philosophy  
Physical Education and Health  
Physics  
Political Science  
Psychology  
Religion  
SENS Program  
Sociology  
Technology and Industrial Arts  
Theatre Lab

### 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

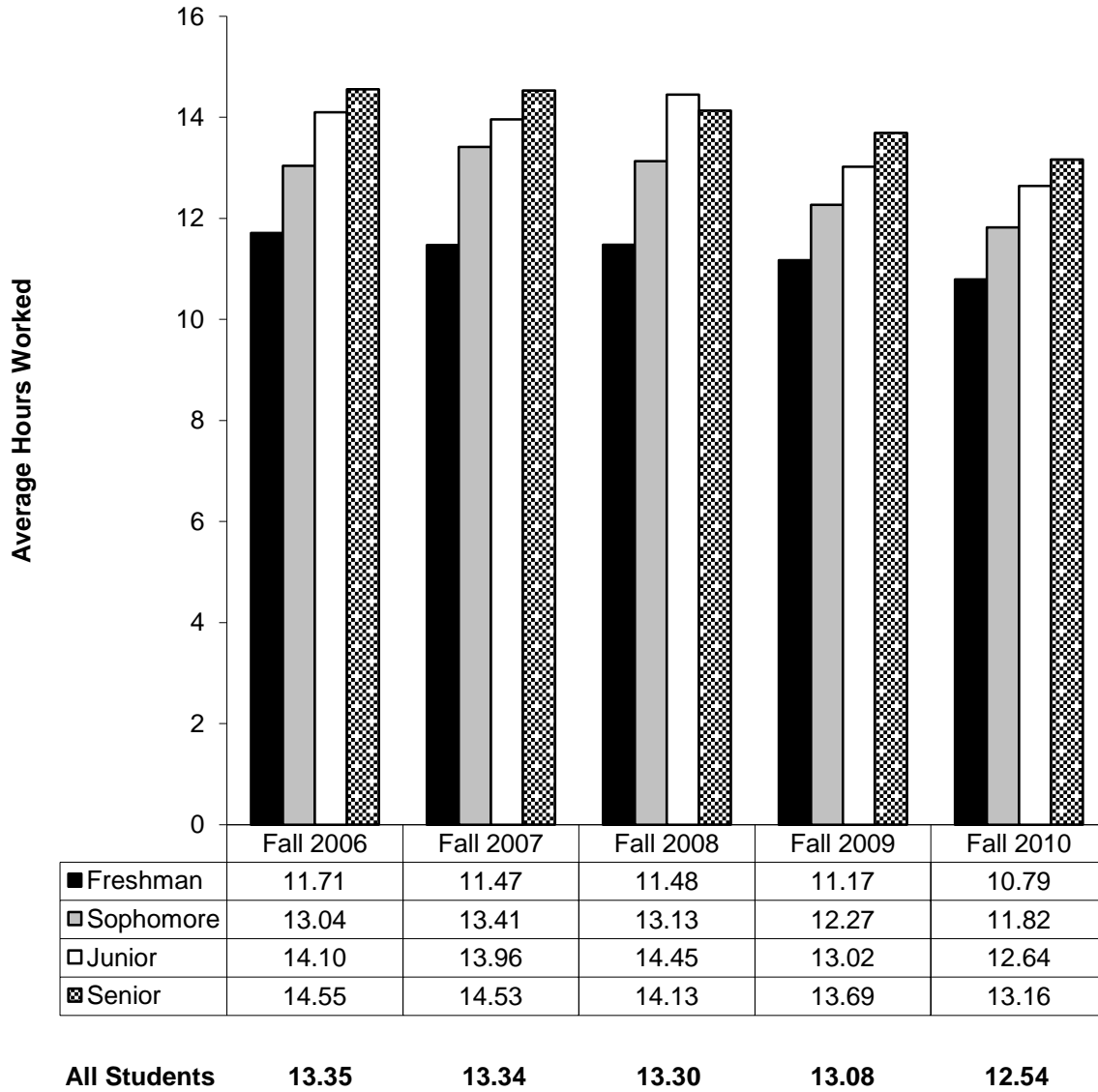
### Student Services

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)  
Career Development

College Health Service  
Labor Program Office  
Office of the Vice President for Labor and  
    Student Life  
Public Safety  
Seabury Center  
Student Financial Aid Services  
Student Life – Residence Halls/Family Housing  
Student Payroll  
Student Service Center

Complied by the Office of Institutional Research and Assessment, September 2011

## AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2011

## COST OF EDUCATION AND OTHER STUDENT COSTS

	Academic Year <u>2007-2008</u>	Academic Year <u>2008-2009</u>	Academic Year <u>2009-2010</u>	Academic Year <u>2010-2011</u>	Academic Year <u>2011-2012</u>
Cost Of Education (COE)*	\$ 23,400	\$ 24,500	\$ 25,500	\$ 24,100	\$ 21,300
Registration Costs:					
Room	2,934	3,082	3,082	2,910	3,012
Board	2,558	2,686	2,686	2,664	2,780
Accident Fund	20	20	20	20	20
Campus Activities Fee	50	50	50	50	50
Chimes (School Yearbook)	28	34	34	34	34
Health Fee	100	100	100	100	100
Health Insurance	270	340	350	384	384
Pinnacle (School Paper)	12	12	12	12	12
Student Government Association	10	10	10	10	10
Technology Fee**	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>	<u>300</u>
SUBTOTAL	\$ 6,282	\$ 6,634	\$ 6,644	\$ 6,484	\$ 6,702
 Average other Costs:					
Books and Supplies	750	750	750	750	700
Personal	1,350	1,376	1,376	1,376	1,376
Transportation	<u>400</u>	<u>426</u>	<u>426</u>	<u>426</u>	<u>426</u>
SUBTOTAL	\$ 2,500	\$ 2,552	\$ 2,552	\$ 2,502	\$ 2,502
 TOTAL STUDENT COST	 \$ 8,782	 \$ 9,186	 \$ 9,196	 \$ 8,986	 \$ 9,204

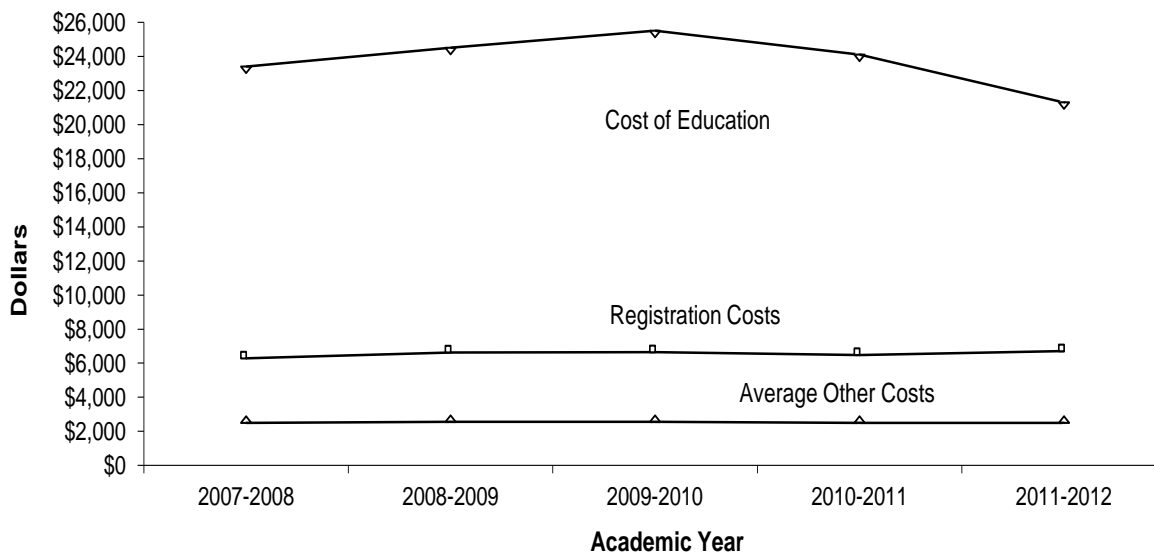
\*Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships, and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

\*\*Every student was equipped with a laptop computer provided by the College as part of the Universal Access Project. Students are expected to pay \$300 to offset the cost of networking all residence hall rooms, making classrooms usable for laptops, supplying and supporting software, and providing additional training to students. The laptop computer will become the property of the student at graduation.

Source: Office of Student Financial Aid Services, October 2011.

<<http://www.berea.edu/cataloghandbook/admissionsfinaid/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 association fees. For more details, please see page 101.

*Average Other Costs* include books and supplies, personal expenses, and transportation costs. For more details, please see page 101.

Source: Office of Student Financial Aid Services, October, 2011

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

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL  
ACADEMIC YEAR 2011-2012**

**Executive Committee**

**President**

Larry Woods, '75  
Kentucky

**President of Berea College**

Larry D. Shinn, Honorary '08  
Kentucky

**President Elect**

Lowell Hamilton, '61  
Alabama

**Director of Alumni Relations**

Mae Suramek, '95  
Kentucky

**Past President**

Celeste Patton Armstrong, '90  
Alabama

**VP for Alumni and College Relations**

Michelle Janssen  
Kentucky

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

**2012:** Vicki Allums, '79  
Virginia

**2015:** Lynne Blankenship Caldwell, '78  
Virginia

**2016:** Jerry Hale, '73  
Tennessee

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

**2012:** Joe Brandenburg, '71  
North Carolina

Timothy Jones, '94  
Kentucky

Willie Sanders, '69  
Florida

Edward Seay, '95  
Georgia

**2013:** William Churchill, '70  
Texas

Jason Cody, '94  
Tennessee

David Cook, '70  
Kentucky

Cara Stewart Green, '03  
Kentucky

**2014:** Cheryl Ferguson, '97  
Ohio

Michael Murphy, '84  
California

Ronnie Nolan, '95  
Kentucky

**2015:** Wally Campbell, '66  
Kentucky

Paul Clawson, '03  
Arizona

Betina Conley Gardner '94  
Kentucky

Andrew Hamilton, '96  
Arizona

Source: Alumni Office, February 2012  
<[www.berea.edu/alumni/volunteer/executivecouncil.asp](http://www.berea.edu/alumni/volunteer/executivecouncil.asp)>

**YOUNG ALUMNI ADVISORY COUNCIL  
ACADEMIC YEAR 2011-2012**

Charles Badger, '11  
Washington, D.C.

Markesha McCants, '03 (President Elect)  
Tennessee

Abbie Buttle, '10  
Kentucky

Christian Motley, '09  
Kentucky

Wayne Centers, '05  
Kentucky

Elizabeth Novak, '06  
Kentucky

Dwayne Compton, '01  
Kentucky

Brian Reed, '99  
New Hampshire

Marc Crenshaw, '02  
Kentucky

Jeremy Rotty, '05  
Maryland

Amber Davis, '06  
Kentucky

Jared Rowley, '09  
Massachusetts

Mary Galloway, '07  
Kentucky

Genesis Song, '09  
Kentucky

Steven Goodpaster, '03 (Past President)  
Tennessee

Julie Stewart, '04  
Kentucky

Destiny Harper, '06 (President)  
Washington

Lederrick Wesley, '07 (Executive Vice President)  
Kentucky

Jonathan Johnson, '99  
Kentucky

Hussene Youssouf, '05  
Georgia

Source: Alumni Office, February 2012  
<[www.berea.edu/alumni/youngalumprogram/youngalumniadvisorycouncil.asp](http://www.berea.edu/alumni/youngalumprogram/youngalumniadvisorycouncil.asp)>

**ALUMNI\* BY STATE AND U.S. TERRITORIES**  
**As of October 2011**

Alabama	446	Nebraska	21
Alaska	18	Nevada	27
Arizona	114	New Hampshire	20
Arkansas	45	New Jersey	78
California	350	New Mexico	51
Colorado	110	New York	181
Connecticut	47	North Carolina	1,372
Delaware	22	North Dakota	3
District of Columbia	30	Ohio	1,187
Florida	606	Oklahoma	32
Georgia	550	Oregon	77
Hawaii	19	Pennsylvania	171
Idaho	20	Puerto Rico	2
Illinois	225	Rhode Island	11
Indiana	389	South Carolina	363
Iowa	51	South Dakota	5
Kansas	24	Tennessee	1,398
Kentucky	6,525	Texas	327
Louisiana	42	Utah	18
Maine	30	Vermont	22
Maryland	248	Virgin Islands	4
Massachusetts	90	Virginia	1,112
Michigan	186	Washington	97
Minnesota	61	West Virginia	561
Mississippi	38	Wisconsin	50
Missouri	114	Wyoming	7
Montana	22		
		Countries other than the U.S.**	205
		Armed Forces—Europe	6
		Armed Forces—Pacific	<u>2</u>
			17,832

\*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 106.

Source: Alumni Office, October 2011



**ALUMNI\* BY COUNTRIES ORGANIZED BY CONTINENT  
As Of October 2011**

**Africa (14 countries)**

Cameroon	1
Egypt	1
Gambia	1
Ghana	4
Kenya	4
Liberia	1
Madagascar	1
Mali	1
Nigeria	6
Senegal	2
South Africa	4
Tanzania	2
Uganda	1
Zimbabwe	3
<b>Africa TOTAL</b>	<b>32</b>

**Asia (24 countries)**

Cambodia	1
China	6
Hong Kong	6
India	6
Indonesia	1
Iran	1
Israel	3
Japan	7
Kazakhstan	1
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	6
Mongolia	1
Myanmar (Burma)	2
Nepal	2
Republic of Korea	5
Russia	1
Singapore	1
Sri Lanka	2
Thailand	5
Turkey	4
Vietnam	1
West Bank	1
<b>Asia TOTAL</b>	<b>66</b>

**Oceania (3 countries)**

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

**Europe (21 countries)**

Austria	2
Belgium	3
Bulgaria	2
Czech Republic	1
Denmark	4
France	3
Georgia	2
Germany	5
Greece	8
Ireland	2
Latvia	1
Lithuania	1
Macedonia	1
Netherlands	3
Romania	1
Slovak Republic	2
Spain	4
Sweden	2
Switzerland	1
Ukraine	1
United Kingdom	12
<b>Europe TOTAL</b>	<b>61</b>

**North America (not including U.S.) (8 countries)**

Canada	25
Cayman Islands	2
Costa Rica	1
Dominica	1
Haiti	2
Mexico	2
Nicaragua	1
Trinidad and Tobago	2
<b>North America TOTAL</b>	<b>36</b>

**South America (2 countries)**

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

United States**	17,619
Armed Forces-Europe	6
Armed Forces-Pacific	2

**TOTAL 17,832**

\*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 105.

Source: Alumni Office, October 2011.

## ALUMNI\* BY OCCUPATION

Accounting	160	Journalism	10
Administrative/Clerical/Secretarial	165	Judiciary	10
Advertising	21	Labor/Human Resources	14
Agriculture/Ranching	92	Landscaping	10
Animal Science/Veterinary Medicine	17	Law/Legal Services	157
Architecture/Urban Planning	13	Library Science	111
Art	45	Management	336
Arts-Fine	29	Manufacturing	128
Arts-Performing/Creative	48	Marketing	42
Aviation/Aerospace	10	Mathematical/Statistics	6
Banking	73	Mechanical	6
Biological Sciences	1	Media	9
Brokerage/Securities/Investments	19	Medical/Health (not M.D., RN, Dentist, Pharmacy)	197
Business-Administration	80	Merchandising/Sales/Marketing	25
Business-Entrepreneur/Owner	195	Military	33
Business-Management	105	Ministry	141
Business-Owner	48	Missionary	5
Childcare	24	Musician	1
City Service Officer	2	Nonprofit	13
Civil Service	15	Nursing	476
Clergy	10	Nutrition	28
Communications	25	Personal Services	6
Computing/High Technology	224	Personnel/Human Resources	41
Construction/Contracting	53	Pharmacology	6
Consulting	50	Pharmacy	14
Cosmetology	1	Physical Sciences/Mathematics	11
Counseling	108	Physician	106
Crafts	7	Public Relations	8
Dentistry	23	Public Service (Firefighter, Police, Sanitation)	33
Economics	1	Publishing	38
Education – Administrative	361	Radio/TV/Film	4
Education – Student Affairs	44	Real Estate	43
Education – Teaching	1,513	Recreation/Leisure Services	14
Energy Resources (Oil, etc.)	20	Research/Development	73
Engineering	129	Restaurant	9
Entertainment	10	Retired	2,650
Environmental Science	32	Sales	132
Estate Planning/Trusts/Taxation	1	Science	73
Extension Work	20	Self-Employed	10
Fashion/Beauty	2	Social Science	15
Financial Services	67	Social Work	210
Foreign Service	3	Sports/Recreation	16
Foundations	1	Student	35
Fund Raising	21	Support Staff/Secretarial/ Clerical	27
Funeral Services	4	Trade/Craft	35
Government – Elected	43	Transportation	33
Government – Non-elected	172	Travel Industry	9
Graphic Design	14	Utilities	19
Health	63	Veterinarian	6
Homemaking	280	Volunteerism	30
Hotel/Restaurant/Catering	38	Writing	29
Import/Export	3		
Insurance	74	<i>Unknown (includes other)</i>	<u>7,751</u>
Interior Decorating/Design	9	<b>TOTAL</b>	<b>17,832</b>
<b>TOTAL</b>	<b>17,795</b>		

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

NOTE: Updates from news items sent by alumni are used. Of the 17,832 alumni on record, information on occupations is known for 57%.

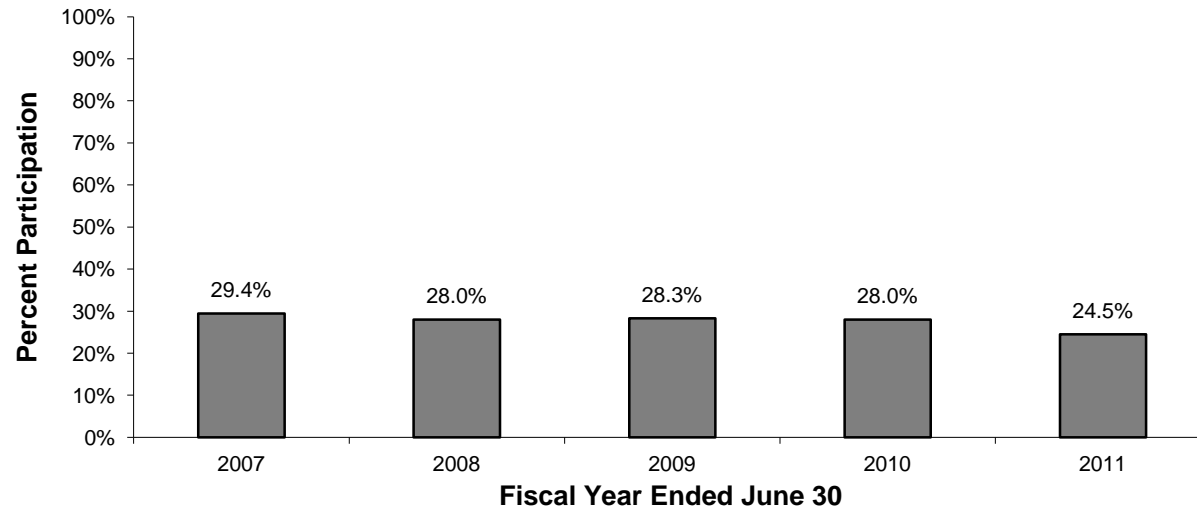
Source: Alumni Office, October 2011

## ALUMNI\* GIVING SUMMARY

**Fiscal Year Ended June 30**

	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
Alumni Berea Fund - Goal	\$ 801,850.00	\$ 815,000.00	\$ 835,000.00	\$1,000,000.00	\$ 1,000,000.00
Alumni Berea Fund - Received	\$ 969,111.36	\$ 985,191.81	\$ 1,049,886.88	\$ 970,431.89	\$ 971,660.19
Other Gifts (includes gift-in-kind)	<u>\$ 4,777,788.92</u>	<u>\$ 2,593,792.44</u>	<u>\$15,669,649.10</u>	<u>\$ 4,042,331.73</u>	<u>\$ 3,545,222.18</u>
<b>TOTAL</b>	<b>\$ 5,746,900.28</b>	<b>\$ 3,578,984.25</b>	<b>\$16,719,535.98</b>	<b>\$ 5,012,763.62</b>	<b>\$ 4,516,882.37</b>
Percent Participation - All Alumni**	29.4%	28.0%	28.3%	28.0%	24.5%
Percent Participation - All Graduates**	31.2%	30.1%	29.6%	28.9%	25.4%

## ALUMNI\* PARTICIPATION



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

\*\*The percentage of alumni/graduates donor participation is based on the number of alumni/graduates 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. The participation rates include alumni/graduates whose only gifts are through donor-advised funds and family foundations.

Source: College Relations, October 2011

**BEREA COLLEGE**  
**DESIGNATION OF FUNDS**  
For Fiscal Year Ended June 30, 2011

**Current Operations**

Berea Fund - Unrestricted	\$ 4,516,252.45
Student Aid - Restricted	66,477.53
Other - Restricted	<u>765,523.22</u>

TOTAL CURRENT OPERATIONS \$ 5,348,253.20

**Capital Purposes** \$ 2,198,406.59

**Student Loan Fund** \$ 2,600.00

**Endowment from Gifts and Bequests**

Restricted	\$ 2,999,293.94
Unrestricted	<u>\$ 10,073,179.62</u>

TOTAL ENDOWMENT \$ 13,072,473.56

**Gift Value of Annuities and Life Income Agreements** 425,220.49

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE  
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 21,046,953.84

**Gifts-In-Kind** 89,008.00

**GRAND TOTAL** \$ 21,135,961.84

Source: College Relations, September 2011

**SOURCE OF CONTRIBUTIONS  
TO BEREA COLLEGE  
For Fiscal Year Ended June 30, 2011**

	<u>Number of Gifts</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Dollars</u>
<b>Source of Support</b>				
General welfare foundations	239	1.49%	\$ 1,480,536.16	7.00%
Corporations and corporate foundations	403	2.51%	\$ 1,469,969.74	6.95%
Organizations, associations, and clubs	88	0.55%	\$ 193,154.85	0.91%
Religious groups	25	0.16%	\$ 8,880.39	0.04%
Fund-raising consortia	5	0.03%	\$ 13,525.00	0.06%
Individuals (other than alumni)	9,329	58.02%	\$ 2,462,374.74	11.65%
Alumni	5,585	34.73%	\$ 969,383.19	4.59%
Bequests – Alumni	50	0.31%	\$ 2,480,743.71	11.74%
Bequests – Non-Alumni	<u>249</u>	<u>1.55%</u>	<u>\$11,543,165.57</u>	<u>54.61%</u>
TOTAL GIFTS AND BEQUEST	15,973	99.33%	\$20,621,733.35	97.57%
<b>Gift Value of Annuities and Life Income Agreements</b>				
Alumni	17	0.11%	\$ 271,068.91	1.28%
Non-Alumni	<u>26</u>	<u>0.16%</u>	<u>\$ 154,151.58</u>	<u>0.73%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	16,016	99.60%	\$21,046,953.84	99.58%
<b>Gifts-In-Kind</b>				
Alumni	14	0.09%	\$ 14,705.00	0.07%
Non-Alumni	<u>50</u>	<u>0.31%</u>	<u>\$ 74,303.00</u>	<u>0.35%</u>
<b>GRAND TOTAL</b>	<u>16,080</u>	100.00%	<u>\$21,135,961.84</u>	100.00%

Source: College Relations, October, 2011

**BEREA COLLEGE ALUMNI AND FRIENDS GIVING\***  
**BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES**  
**For Fiscal Year Ended June 30, 2011**

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	130	\$ 157,118.94	Montana	22	\$ 4,338.05
Alaska	18	3,585.84	Nebraska	24	1,080.00
Arizona	183	28,353.46	Nevada	18	1,585.00
Arkansas	54	4,090.00	New Hampshire	61	4,558,348.00
Armed Forces	2	150.00	New Jersey	361	401,769.32
California	1,093	506,088.63	New Mexico	89	155,196.82
Colorado	164	1,697,807.26	New York	776	482,573.33
Connecticut	262	269,475.68	North Carolina	835	978,896.80
D.C.	103	74,920.00	North Dakota	9	216.08
Delaware	50	62,548.64	Ohio	915	2,648,333.48
Florida	657	933,153.31	Oklahoma	39	3,365.02
Georgia	288	58,898.46	Oregon	89	11,932.50
Hawaii	32	20,886.02	Pennsylvania	497	454,953.97
Idaho	18	980.00	Puerto Rico	5	110.00
Illinois	549	611,140.25	Rhode Island	36	5,759.00
Indiana	308	246,566.91	South Carolina	231	96,930.28
Iowa	83	395,389.98	South Dakota	4	10,920.69
Kansas	67	74,233.00	Tennessee	465	553,598.96
Kentucky	3,747	1,585,032.54	Texas	406	351,643.29
Louisiana	46	26,729.37	Utah	43	21,972.38
Maine	76	113,124.56	Vermont	59	10,356.66
Maryland	415	104,631.67	Virgin Islands	13	800.00
Massachusetts	356	178,144.76	Virginia	733	1,069,453.82
Michigan	497	383,967.85	Washington	177	68,327.10
Minnesota	244	1,315,833.71	West Virginia	207	61,359.79
Mississippi	27	30,455.00	Wisconsin	256	72,047.25
Missouri	156	77,403.99	Wyoming	24	141,635.53
			<b>STATE AND U.S. TERRITORIES TOTAL</b>	<b>16,019</b>	<b>\$21,128,212.11</b>
<b>Other Countries:</b>					
Belgium	1	\$ 500.00	Hong Kong	1	\$ 500.00
Canada	3	4,189.00	Republic of Korea	1	1,000.00
Germany	13	452.00	Sri Lanka	12	120.00
Haiti	2	10.00	Switzerland	1	300.00
Japan	1	500.00	United Kingdom	1	25.00
Nepal	3	50.00			
			<b>OTHER COUNTRY TOTAL</b>	39	\$ 7,646.50
			Anonymous	<u>22</u>	<u>103.23</u>
			<b>TOTAL*</b>	<u>16,080</u>	<u>\$21,135,961.84</u>

\*Includes gifts-in-kind and bequests.

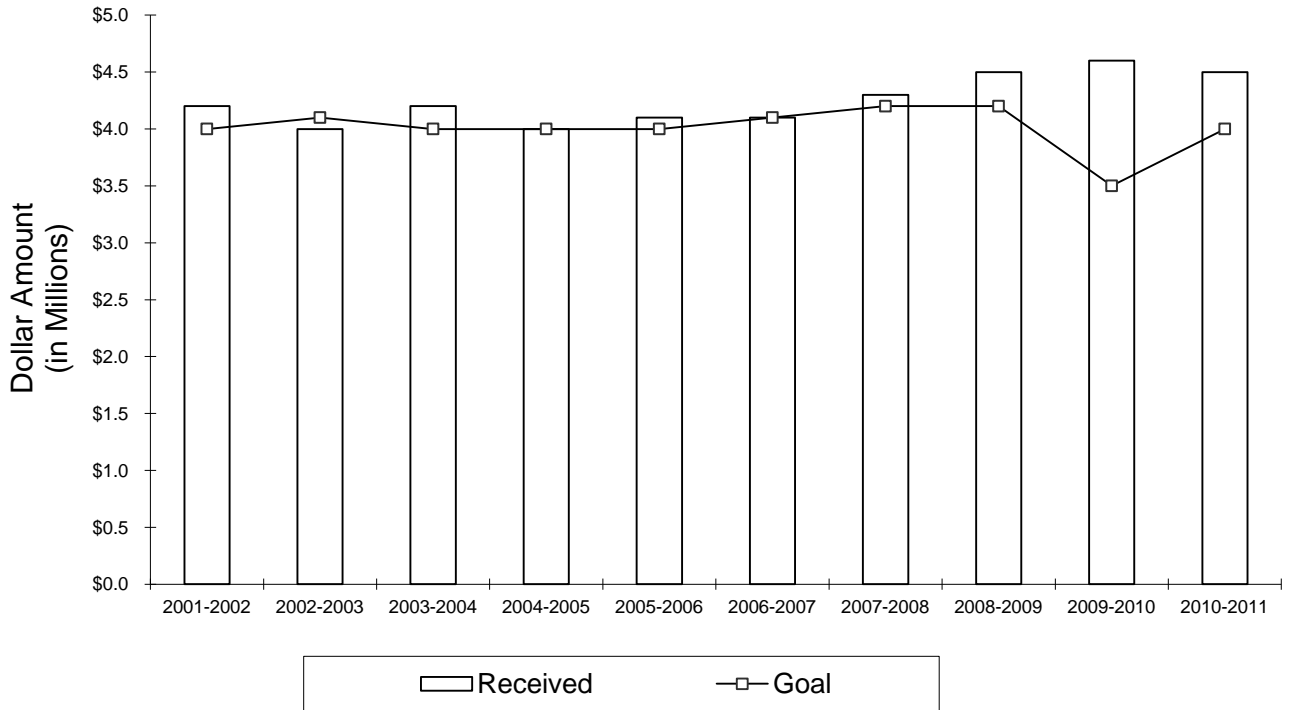
Source: College Relations, October, 2011

**BEREA FUND GOALS AND AMOUNTS RECEIVED  
FISCAL YEARS 2001-2002 THROUGH 2010-2011**

	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Goal	\$4,050,000.00	\$4,150,000.00	\$4,000,000.00	\$4,000,000.00	\$4,060,000.00
Received	\$4,226,765.43	\$4,091,713.70	\$4,228,690.77	\$4,000,022.32	\$4,128,644.11

	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Goal	\$4,120,000.00	\$4,200,000.00	\$4,245,000.00	\$3,500,000.00	\$4,000,000.00
Received	\$4,117,084.91	\$4,377,103.03	\$4,540,940.92	\$4,635,080.13	\$4,516,252.45

**Berea Fund: Goals and Amounts Received  
Fiscal Years 2001-2002 through 2010-2011**



Source: College Relations, October 2011

**DONATIONS**  
**Fiscal Years 2001 - 2002 through 2010 - 2011**

	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Number of Gifts*	17,010	15,894	16,232	16,294	15,980
Current Operations	\$ 4,946,234.27	\$ 4,740,355.97	\$ 5,037,190.16	\$ 5,214,231.69	\$ 5,445,938.35
Endowment	\$ 16,329,076.53	\$ 15,795,603.73	\$ 18,996,063.02	\$ 16,745,745.23	\$ 15,452,553.15
Other*	<u>\$ 2,101,539.36</u>	<u>\$ 3,284,704.49</u>	<u>\$ 2,744,041.93</u>	<u>\$ 3,344,708.10</u>	<u>\$ 1,357,828.10</u>
TOTAL	\$ 23,376,850.16	\$ 23,820,664.19	\$ 26,777,295.11	\$ 25,304,685.02	\$ 22,256,319.60

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	<u>2006-2007</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>
Number of Gifts*	14,725	15,699	16,058	17,043	16,016
Current Operations	\$ 4,930,859.98	\$ 5,084,390.90	\$ 5,567,605.97	\$ 6,181,455.73	\$ 5,348,253.20
Endowment	\$ 19,038,878.79	\$ 18,716,914.82	\$ 28,921,895.98	\$ 15,573,104.23	\$ 13,072,473.56
Other*	<u>\$ 1,476,927.30</u>	<u>\$ 2,469,575.52</u>	<u>\$ 1,294,113.81</u>	<u>\$ 1,242,381.42</u>	<u>\$ 2,626,227.08</u>
TOTAL	\$ 25,446,666.07	\$ 26,270,881.24	\$ 35,783,615.76	\$ 22,996,941.38	\$ 21,046,953.84

\*Does not include gifts-in-kind.

Source: College Relations, October 2011



**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS**  
**For Fiscal Year Ended June 30, 2011**

<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	265	2.87%	1,008.68	0.00%
10 – 24	901	9.74%	13,752.26	0.07%
25 – 49	1,801	19.48%	49,555.93	0.23%
50 – 99	1,808	19.55%	99,299.33	0.47%
100 – 199	1,831	19.80%	198,100.66	0.94%
200 – 499	1,223	13.23%	315,850.24	1.49%
500 – 749	442	4.78%	232,896.03	1.10%
750 – 999	41	0.44%	33,659.13	0.16%
1,000 – 2,499	456	4.93%	577,631.37	2.73%
2,500 – 4,999	153	1.65%	467,051.87	2.21%
5,000 – 7,499	91	0.98%	486,069.79	2.30%
7,500 – 9,999	24	0.26%	208,325.62	0.99%
10,000 – 19,999	85	0.92%	1,081,802.44	5.12%
20,000 – 29,999	36	0.39%	862,366.00	4.08%
30,000 – 49,999	23	0.25%	854,250.47	4.04%
50,000 – 69,999	23	0.25%	1,312,799.40	6.21%
70,000 – 99,999	11	0.12%	946,929.38	4.48%
100,000 – 149,999	18	0.19%	2,133,753.43	10.10%
150,000 – 249,999	5	0.05%	882,383.12	4.17%
250,000 – 499,999	3	0.03%	1,036,735.92	4.91%
500,000 – 999,999	3	0.03%	2,244,684.00	10.62%
1,000,000 – 2,499,999	2	0.02%	2,597,056.77	12.29%
2,500,000 and up	1	0.01%	4,500,000.00	21.29%
<b>TOTALS</b>	<b><u>9,246</u></b>	<b>100.00%</b>	<b><u>\$21,135,961.84</u></b>	<b>100.00%</b>

The 9,246 donors gave 16,080 gifts in FY 2011 for a total of \$21,135,961.84

Average (Mean)	\$2,285.96
Median	\$75.00
Mode	\$100.00

NOTE: Please see page 115 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 2011

**GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS**  
**For Fiscal Year Ended June 30, 2011**

<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	2,198	13.67%	6,087.08	0.03%
10 – 24	2,617	16.27%	37,741.03	0.18%
25 – 49	3,475	21.61%	93,010.02	0.44%
50 – 99	2,530	15.73%	138,460.88	0.65%
100 – 199	2,494	15.51%	262,212.09	1.24%
200 – 499	1,204	7.49%	304,901.36	1.44%
500 – 749	471	2.93%	243,464.90	1.15%
750 – 999	34	0.21%	27,927.04	0.13%
1,000 – 2,499	500	3.11%	624,018.93	2.95%
2,500 – 4,999	187	1.16%	601,218.93	2.84%
5,000 – 7,499	125	0.78%	684,543.83	3.24%
7,500 – 9,999	27	0.17%	236,068.89	1.12%
10,000 – 19,999	101	0.63%	1,294,572.55	6.12%
20,000 – 29,999	31	0.19%	741,418.51	3.51%
30,000 – 49,999	26	0.16%	971,516.47	4.60%
50,000 – 69,999	20	0.12%	1,104,997.35	5.23%
70,000 – 99,999	8	0.05%	656,833.65	3.11%
100,000 – 149,999	16	0.10%	1,891,609.00	8.95%
150,000 – 249,999	5	0.03%	882,383.12	4.17%
250,000 – 499,999	3	0.02%	996,380.09	4.71%
500,000 – 999,999	5	0.03%	3,645,203.56	17.25%
1,000,000 – 2,499,999	2	0.01%	2,693,392.56	12.74%
2,500,000 and up	1	0.01%	3,000,000.00	14.19%
<b>TOTALS</b>	<u>16,080</u>	100.00%	<u>\$ 21,135,961.84</u>	100.00%

The 9,246 donors gave 16,080 gifts in FY 2011 for a total of \$21,135,961.84

Average (Mean)	\$1,299.79
Median	\$35.00
Mode	\$25.00

NOTE: Please see page 114 for a breakdown of gifts by the Number of Donors.

\*Includes gifts-in-kind.

Source: College Relations, October 2011

**FINANCIAL HIGHLIGHTS  
YEARS ENDED JUNE 30, 2011 AND 2010**

	<u>2011</u>	<u>2010</u>
<b>OPERATING REVENUE</b>	\$ 79,088,086	\$ 77,512,252
<b>OPERATING EXPENSES</b>	\$ 67,658,991	\$ 70,533,608
<b>OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS</b>	\$ 11,429,095	\$ 6,978,644
<b>ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT</b>	\$ 2,726,770	\$ 3,798,358
<b>LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS</b>		
Original gift value	\$ 434,472,604	\$ 420,641,907
Investments at market	\$ 978,734,900	\$ 846,776,300
Interest and dividends, net	\$ 17,036,405	\$ 15,037,490
Return	2.0%	1.9%
Market price increase	\$ 146,976,983	\$ 72,163,789
Return	17.4%	8.5%
Total return	\$ 164,013,388	\$ 87,201,279
Percent – time weighted	19.4%	10.3%
<b>CASH AND IN-KIND CONTRIBUTIONS</b>		
Cash gifts	\$ 7,005,168	\$ 8,164,724
Bequests	<u>14,041,786</u>	<u>14,832,217</u>
Total cash gifts	21,046,954	22,996,941
Gifts-in-kind	<u>89,008</u>	<u>71,927</u>
Total	<u>\$ 21,135,962</u>	<u>\$ 23,068,868</u>

Source: Office of Financial Affairs, September 2011

**STATEMENTS OF FINANCIAL POSITION**  
**June 30, 2011 and 2010**

	<b>2011</b>	<b>2010</b>
<b>ASSETS</b>		
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 49,615,614	\$ 40,837,127
Accrued interest on investments	2,409,919	1,762,341
Accounts and notes receivable	3,095,123	1,857,552
Inventories	1,199,901	1,297,289
Prepaid expenses and other assets	143,946	218,910
Contributions receivable and bequests in probate	4,604,112	5,962,871
Total current assets	61,068,615	51,936,090
<b>PREPAID EXPENSES AND OTHER ASSETS</b>	1,024,817	1,479,988
<b>CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE</b>	3,164,942	3,937,319
<b>LONG-TERM RECEIVABLES</b>	1,739,638	2,275,039
<b>LONG-TERM INVESTMENTS</b>		
Donor-restricted endowment	548,244,000	474,089,600
Tuition replacement	430,490,900	372,686,700
Annuity and life income	27,643,400	24,440,500
Funds held in trust by others	24,424,000	21,010,200
Total long-term investments	1,030,802,300	892,227,000
<b>BOND PROCEEDS FOR CAPITAL ADDITIONS</b>	-	499,756
<b>PROPERTY, PLANT AND EQUIPMENT (net)</b>	143,076,757	147,068,227
Total assets	<b>\$ 1,240,877,069</b>	<b>\$ 1,099,423,419</b>
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts payable and accrued expenses	\$ 4,228,157	\$ 6,197,690
Accrued salaries and wages	2,585,871	3,620,383
Deposits and agency funds	546,228	467,373
Deferred income	182,428	141,973
Current maturities of long-term debt	2,108,923	1,995,177
Total current liabilities	9,651,607	12,422,596
<b>LONG-TERM LIABILITIES</b>		
Actuarial liability for annuities payable and other liabilities	16,385,423	17,079,963
Long-term debt	55,811,711	59,565,390
Total long-term liabilities	72,197,134	76,645,353
Total liabilities	81,848,741	89,067,949
<b>NET ASSETS</b>		
Unrestricted	522,911,190	661,168,384
Temporarily restricted	366,689,029	91,832,128
Permanently restricted	269,428,109	257,354,958
Total net assets	1,159,028,328	1,010,355,470
Total liabilities and net assets	<b>\$ 1,240,877,069</b>	<b>\$ 1,099,423,419</b>

NOTE: Fiscal Year 2011 balances reflect \$254.9 million reclassification from unrestricted net assets to temporarily restricted net assets based on a change in law (Uniform Prudent Management of Institutional Funds Act).

Source: Office of Financial Affairs, September 2011

**STATEMENT OF ACTIVITIES**  
**YEARS ENDED JUNE 30, 2011 AND 2010**

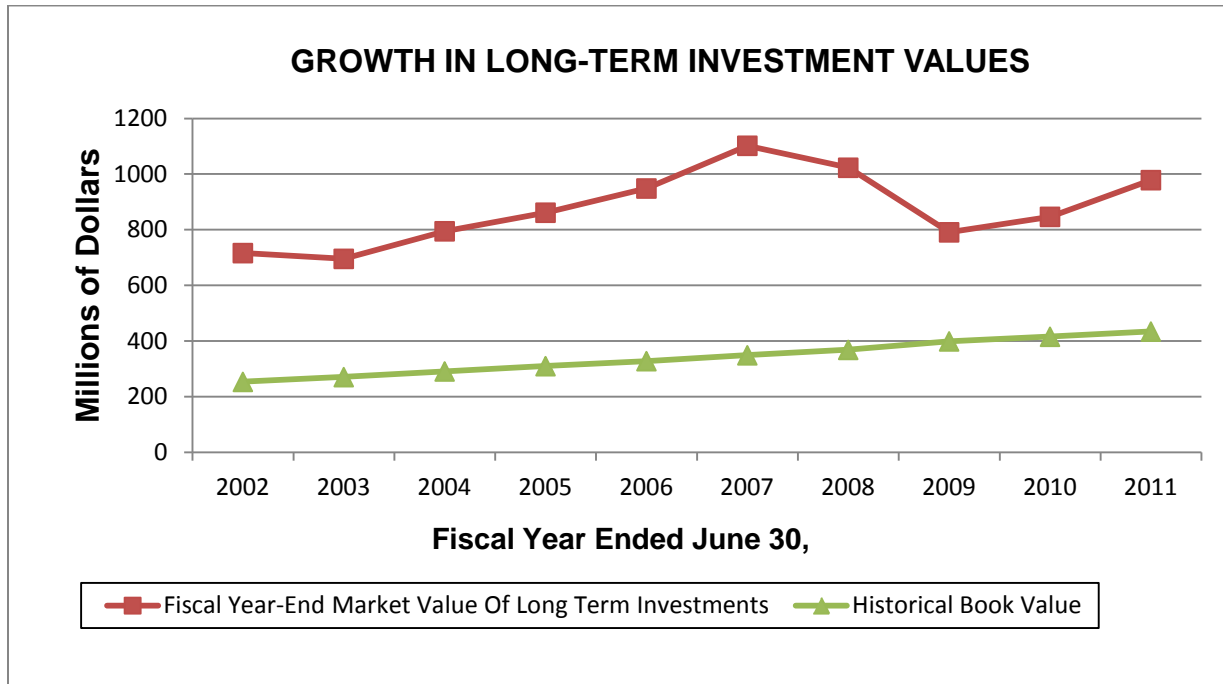
	<b>2011</b>	<b>2010</b>
<b>OPERATING REVENUE</b>		
Spendable return from long-term investments	\$ 41,173,362	\$ 43,414,336
Gifts and donations	6,455,952	5,155,856
Federal grants	8,067,225	7,325,378
Cost of education fees paid by federal and state scholarships	3,650,000	3,200,708
Fees paid by students	1,491,227	1,374,208
Other income	3,434,001	3,079,816
Residence halls and food service	7,413,041	7,572,472
Student industries and rentals	4,173,354	3,948,026
Net assets released from restrictions	5,708,358	5,282,545
Gross operating revenue	81,566,520	80,353,345
Less: Student aid	(2,478,434)	(2,841,093)
Net operating revenue	79,088,086	77,512,252
<b>OPERATING EXPENSES</b>		
Program Services --		
Educational and general	42,990,211	46,115,392
Residence halls and food service	7,161,121	6,797,457
Student industries and rentals	4,872,553	5,253,934
Total program services	55,023,885	58,166,783
Support services	12,635,106	12,366,825
Total operating expenses	67,658,991	70,533,608
Operating revenue in excess of operating expenses from continuing operations	11,429,095	6,978,644
<b>OTHER CHANGES IN NET ASSETS</b>		
Gain on sale of property, plant, and equipment	75,108	54,333
Gain (loss) on valuation of interest rate swaps	999,300	(1,418,500)
Investment return more than amounts designated for current operations	121,541,704	41,057,202
Gifts and bequests restricted or designated for long- term investments	11,328,689	15,545,872
Restricted gifts for property, plant and equipment and other specific purposes	1,220,185	1,934,008
Restricted spendable return on endowment investments	4,712,122	4,879,041
Reclassification of net assets released from restrictions	(5,708,358)	(5,282,545)
Net adjustment of annuity payment and deferred giving liability	3,075,013	1,979,917
<b>Total change in net assets</b>	<b>\$ 148,672,858</b>	<b>\$ 65,727,972</b>

Source: Office of Financial Affairs, September 2011

## 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>
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	420,641,907
2011	978,734,900	434,472,604

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



Source: Office of Financial Affairs, September 2011

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS  
JUNE 30, 2011 AND 2010**

	2011	2010
<b>Endowment and Tuition Replacement:</b>		
Pooled Investments -		
U.S. equities	\$ 222,751,500	\$ 205,822,200
International equities	230,037,500	179,622,600
Corporate notes and bonds	58,650,300	85,026,300
U.S. Government securities	70,210,400	42,751,900
Foreign bonds	-	692,100
Structured notes	43,933,900	34,074,000
Private equity – venture capital	4,834,900	5,302,600
Private equity – buy out	37,613,600	26,876,700
Private equity – debt funds	9,661,700	10,623,700
Private equity – fund of funds	37,273,900	39,779,400
Hedge funds	152,006,200	125,520,700
Commodities	18,869,400	--
Real estate	25,256,500	19,112,000
Short-term investments and cash	63,221,700	68,532,500
Total	974,321,500	843,736,700
Non Pooled Investments -		
U.S. equities	29,600	31,200
Corporate notes and bonds	2,400	-
Real estate	2,536,900	2,978,500
Short-term investments and cash	1,844,500	29,900
Total	4,413,400	3,039,600
Total endowment and tuition replacement	978,734,900	846,776,300
<b>Annuity and Life Income:</b>		
Pooled Annuity Investments –		
U.S. equities	6,528,400	5,497,300
International equities	3,469,900	2,898,200
Corporate notes and bonds	1,774,300	1,633,400
U.S. Government securities	1,750,900	1,642,600
Short-term investments and cash	457,400	399,100
Total	13,980,900	12,070,600
Separately Invested Trusts -		
U.S. equities	5,758,200	4,727,300
International equities	3,035,400	2,532,100
Corporate notes and bonds	2,693,800	2,937,200
U.S. Government securities	1,504,500	1,561,100
Real estate	330,000	330,000
Insurance policies	75,600	67,500
Short-term investments and cash	265,000	214,700
Total	13,662,500	12,369,900
Total annuity and life income	27,643,400	24,440,500
<b>Funds Held in Trust by Others:</b>		
Where Berea College receives all or a stipulated percent of income	24,424,000	21,010,200
Total long-term investments	\$ 1,030,802,300	\$ 892,227,000

Source: Office of Financial Affairs, September 2011

**FISCAL YEAR 2011-2012  
OPERATING BUDGET HIGHLIGHTS**

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

Endowment Spendable Return	\$ 27,861,700 73.6%
Gifts for Current Operations	\$ 4,200,000 11.1%
Federal and State Sources	\$ 4,780,000 12.6%
Other Miscellaneous Income	\$ 1,123,000 3.0%
Net Loss from Student Industries and Rentals	\$ (92,100) <u>(0.3%)</u>
	<u>\$ 37,872,600</u>

Source: Office of Financial Affairs, September 2011



## CURRENT OPERATING BUDGET

	2011-12 Budget	2010-11 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 36,848,600	\$ 39,291,400	\$ (2,442,800)	-6.22%
Less: Capital and Plant Fund	(4,454,300)	(4,856,500)	402,200	-8.28%
TCERF	(4,532,600)	(6,785,700)	2,253,100	-33.20%
Net Endowment Income	<u>27,861,700</u>	<u>27,649,200</u>	212,500	0.77%
Gifts for Current Operations	4,200,000	4,000,000	200,000	5.00%
Cost of Education Fees	3,850,000	3,450,000	400,000	11.59%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	633,000	633,000	-	-
Other Income	490,000	490,000	-	-
TOTAL	<u>37,964,700</u>	<u>37,152,200</u>	812,500	2.19%
Student Industries and Rentals	4,778,500	4,750,100	28,400	0.60%
Residence Halls and Food Service	<u>7,782,500</u>	<u>7,494,000</u>	288,500	3.85%
TOTAL REVENUES	<u>50,525,700</u>	<u>49,396,300</u>	1,129,400	2.29%
<b>EXPENDITURES</b>				
Educational and General	37,862,600	37,130,000	742,600	2.00%
Student Industries and Rentals	4,870,600	4,772,300	98,300	2.06%
Residence Halls and Food Service	<u>7,782,500</u>	<u>7,494,000</u>	288,500	3.85%
TOTAL EXPENDITURES	<u>50,525,700</u>	<u>49,396,300</u>	1,129,400	2.29%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2011

## EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2011-12 Budget	2010-11 Budget	Dollar Change	Percentage Change
<b>REVENUES</b>				
Gross Endowment Income	\$ 36,848,600	\$ 39,291,400	\$ (2,442,800)	-6.22%
Less: Capital and Plant Fund	(4,454,300)	(4,856,500)	402,200	-8.28%
TCERF	(4,532,600)	(6,785,700)	2,253,100	-33.20%
Net Endowment Income	<u>27,861,700</u>	<u>27,649,200</u>	212,500	0.77%
Gifts for Current Operations	4,200,000	4,000,000	200,000	5.00%
Cost of Education Fees	3,850,000	3,450,000	400,000	11.59%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	633,000	633,000	-	-
Other Income	490,000	490,000	-	-
Student Industries and Rentals	(92,100)	(22,200)	(69,900)	314.86%
Residence Halls and Food Service	-	-	-	-
<b>TOTAL REVENUE</b>	<u><b>37,872,600</b></u>	<u><b>37,130,000</b></u>	<u><b>742,600</b></u>	<b>2.00%</b>
<b>EXPENDITURES</b>				
Salaries and Wages	20,990,000	20,566,570	423,430	2.06%
Salary Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	<u>20,690,000</u>	<u>20,266,570</u>	<u>423,430</u>	2.09%
Fringe Benefits	5,296,600	5,236,180	60,420	1.15%
Student Payroll	3,006,000	2,905,000	101,000	3.48%
Net Controllable Expense	8,308,000	8,069,250	238,750	2.96%
Computer Capital Fund	440,000	448,000	(8,000)	-1.79%
Equipment Reserve	102,000	102,000	-	-
Strategic Planning Initiatives	30,000	103,000	(73,000)	-70.87%
<b>TOTAL EXPENDITURES</b>	<u><b>37,872,600</b></u>	<u><b>37,130,000</b></u>	<u><b>742,600</b></u>	<b>2.00%</b>
Excess of Revenues over Expenditures	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	

Source: Office of Financial Affairs, September 2011

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

<b>Classification by Function</b>	2006-07 Actual	% of Total	2007-08 Actual	% of Total	2008-09 Actual	% of Total	2009-10 Actual	% of Total	2010-11 Actual	% of Total
Instruction	\$ 13,376,736	35.3%	\$ 14,419,651	36.0%	\$ 14,573,495	36.1%	\$ 13,595,840	35.3%	\$12,401,997	33.6%
Public Service	473,648	1.2%	665,021	1.7%	672,540	1.7%	655,061	1.7%	494,790	1.3%
Academic Support	3,949,316	10.4%	4,376,280	10.9%	4,327,149	10.7%	4,327,826	11.2%	3,946,424	10.7%
Student Services and Activities	4,589,786	12.1%	5,010,511	12.5%	5,011,224	12.4%	5,013,100	13.0%	4,947,199	13.4%
General and Administrative	6,264,070	16.5%	6,450,592	16.1%	6,900,806	17.1%	6,644,302	17.2%	6,825,037	18.5%
Development and Alumni	3,342,764	8.8%	3,640,952	9.1%	3,500,017	8.7%	3,102,891	8.0%	3,170,958	8.6%
Plant Operations	5,301,984	14.0%	4,745,671	11.9%	4,594,491	11.4%	4,459,959	11.6%	4,452,636	12.1%
Capital and Special Projects	641,500	1.7%	731,000	1.8%	753,000	1.9%	753,000	2.0%	653,000	1.8%
<b>TOTAL</b>	<b>\$ 37,939,804</b>	<b>100.0%</b>	<b>\$ 40,039,678</b>	<b>100.0%</b>	<b>\$ 40,332,722</b>	<b>100.0%</b>	<b>\$ 38,551,979</b>	<b>100.0%</b>	<b>\$ 36,892,041</b>	<b>100.0%</b>

## RESIDENCE LIVING Academic Year 2011-2012

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	88
Subtotal	1,363
<u>Houses</u>	
Home Management House	11
Prospect House	16
Subtotal	27
<u>Farm Houses/College Buildings</u>	
Hunt Acres Farm House	3
SUBTOTAL	1,393
Capacity for Women	(798)
Capacity for Men	(595)
<u>Family Housing</u>	
Ecovillage	55
<b>TOTAL</b>	<b>1,448</b>

Note: Capacity by gender does not include Ecovillage

Source: Residential Life Services and Collegium, October 2011  
<<http://www.berea.edu/residentiallifecollegium/>>

# CAPITAL CONSTRUCTION PROJECTS, 1980 - 2011

## New Construction

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

## Renovations

<u>Date</u>	<u>Project</u>	<u>Date</u>	<u>Project</u>
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	2003	James Hall Renovation
1994	Boone Tavern	2004	Boone Tavern Garage Renovation for: Public Relations Department Visitors Center at College Square
1996	Edwards 1 <sup>st</sup> & 2 <sup>nd</sup> floors (Administrative Offices)	2004	
1997	Resurfacing of Track	2005	Central Plant
1997	Systems upgraded in Dana Residence Hall	2006	Campus Building Retro Fits
1997	Phelps Stokes – Seating and Refinishing	2006	Resurfacing of the Track
1998	Married Student Laundry	2006	Sturt Cottage
1998	Frost Renovation	2006	Haaga House
1998	Food Service Renovation	2007	Pearsons Residence Hall
1998	Science Laboratories	2007	Middletown School
1998	Computer Center	2007	Appalachian Center Gallery Renovation
1999	Craft Center	2008	Elizabeth Rogers Renovation
1999	Crossroads Complex	2008	Edwards 3 <sup>rd</sup> Floor (Residence Hall) Renovation
1999	Fairchild Residence Hall	2008	Seabury Center Gym Floor Replacement
1999	Log House Remodel	2008	Emery Building
		2009	Boone Tavern
		2009	Edwards 3 <sup>rd</sup> Floor (Residence Hall) (phase two)
		2010	Berea Dining (Renovation)

Source: Facilities Management, October 2011

**HUTCHINS LIBRARY**  
(Fiscal Year 2011)

<b>Library Collections</b>	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	5,955	392,752
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	273	13,699
Electronic Collection		
E-books and cataloged websites	(919)	74,388
Digitized audio (hours)	426	2,681
Berea Digital (pages/images)	3,572	10,234
Microforms (books, journals and newspapers) Physical units	[307]	148,294
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	6	455
Electronic titles: journals and serials	0	983
Full-text journals available through databases	17,054	60,331
Manuscripts and Archives (in linear feet)	82.25	5,126
<b>Library Expenditures</b>	<b><u>Dollar Amount</u></b>	
Books – paper and microforms	\$ 84,634	
Periodicals– paper and microforms	101,042	
Serials – paper and microforms	10,016	
Electronic resources	155,562	
Media	10,479	
Microform	9,784	
Preservation	<u>5,088</u>	
<b>TOTAL ACQUISITIONS EXPENDITURES</b>	<b>\$ 376,605</b>	
Acquisitions Expenditures per Student	\$ 241	

Source: Hutchins Library, October 2011 <<http://www.berea.edu/hutchinslibrary>>

**Hutchins Library, continued**  
**(Fiscal Year 2011)**

**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 and 210 (first year)	54
Other General Studies Courses	7
Other Courses	22
Special Collections	37
Outside Groups	3
TOTAL	123

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	2,140
Research Consultations	34
Special Collections Reading Room Visits Total	786
Special Collections Reference Requests (non-visits)	785

<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	5,785	
Print and media collections – students	31,651	20.2
Print collections – town	1,411	
TOTAL	38,847	
Reserve materials	[11,037]	
Equipment (computers and media) uses	1,038	
Classrooms and study rooms uses	8,906	
Special Collections uses	3,172	
Berea Digital searches	39,592	

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	3,084
Received from other libraries	1,387

Source: Hutchins Library, October 2011 <<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, administrative and residence hall buildings 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 Microsoft Forefront 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 a local ISP which provides 200 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, phone or media equipment problems or who need instruction in using computers, phones, media equipment or core software. Laptop computer users can also bring their computer to the IS&S Technology Resource Center for assistance or for repair service. IS&S Technology Resource Center student and staff technicians are available to come to offices or classrooms to troubleshoot and repair computers or to provide support for projectors and other audio-visual equipment. The Computer Center services are open 8-5 on weekdays.

Source: Information Systems and Services, September 2011



## 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 processes 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 mobile 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 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>2010-11</u>	<u>2011-12</u>
<b>Technology Infrastructure:</b>		
Internet Connection Speed (megabits/second)	100	200
Network Backbone Speed (megabits/second)	20,000	20,000
Network Ports	7,000	7,000
Campus phone extensions	2,180	2,180
Personal computers	2,850	2,982
Networked printers	124	117
Networked MFD/copiers	61	62
<b>Supporting Student Success:</b>		
Student laptop computers	1,700	1,700
Computers in Campus labs	74	74
Computers in departmental labs	105	115
Classrooms with 1 port per seat	37	37
Classrooms with Wireless Network	117	117
Classrooms with projectors	73	73
Classrooms with multimedia input	53	53
Other meeting rooms with projectors and multimedia input	20	20
Course sections utilizing Learning Management System	443	557
<b>Supporting Institutional Effectiveness:</b>		
Staff and Faculty		
Computers	722	844
Campus Phones	705	705
Mobile Phones	72	90

Source: Information Systems and Services, September 2011

## Information Systems and Services, continued

### Supporting Student Success:

**Academic Software:** Students have access to a wide range of software applicable to various academic disciplines. 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. Most software will run on the EDGE laptop computers, though some are available only in specialized computer labs.

**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 IS&S Technology Resource 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 Studio to assist faculty with projects. Students and faculty can also check out equipment from the IS&S Technology Resource Center located in the Computer Center and use the equipment for projects. Examples of available equipment include portable PA systems, cameras, audio recorders and projectors.