

Berea College

Fact Book 2012-2013



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:

- Externally Sponsored Programs, pg. 8
- Federally-Funded Educational Outreach Programs, pgs. 9-10

In addition to these new pages, there is a "Word to the Faculty and Staff of Berea College" from our new president, Dr. Lyle D. Roelofs.

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

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

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

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

A WORD TO THE FACULTY AND STAFF OF BEREA COLLEGE

From the President

I am pleased to provide you with this collection of information that comprises a very detailed and fine-grained characterization of Berea College. I am most grateful to the Office of Institutional Research and Assessment for the good work of assembling it.

Berea College has always 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." Such a drive led Berea to be 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. Berea's educational community is predicated on the notion that work of all kinds, mental and physical, provides opportunities for furthering a student's education and personal development. Therefore, all students work in a campus-based labor department. Just as one of our institutional goals is to serve others, so too we seek to prepare our students to be "service-oriented leaders for Appalachia and beyond" (*Being and Becoming: Berea College in the 21st Century*, 2011, p. 34). Learning, labor, and service, then, are the three foundational pillars of Berea's educational edifice. Berea's motto, included in the original catalog from 1866 and still proclaimed today is reflective of the Christian values that inspired our founding and determined our mission and identity, "God has made of one blood all peoples of the earth" (Acts 17:26).

Today the Berea College educational experience combines formal instruction in the classroom, learning opportunities in the Labor Program, guidance for spiritual development, and opportunities for service and outreach. This integrated and multi-faceted understanding of our education program has been articulated in the form of 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.

A Word to the Faculty and Staff of Berea College, continued

Berea College offers an exceptional instructional program to its students. Beyond that, faculty, staff and students have the opportunity of intentional participation in a learning community. I urge you to see your work and yourself in that context. I hope and expect that you will support your colleagues, faculty and staff alike, as we partner in providing a transformative educational experience for all our students. I hope equally that you will enjoy in return everything you learn and gain from your colleagues. Our students, both when they are on campus and later when they are in the world as Berea graduates, are also members of our learning community and they and we will benefit to the extent that they come to understand this.

In this my first year as the 9th President of Berea, I am so very happy to join you, my devoted colleagues, in our work to advance this special place.

Lyle D. Roelofs
President
October 2012

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/>

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 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 Colleges of Nursing (AACN)
- American Association of University Women (AAUW)*
- American Automobile Association (AAA)
- American Chestnut Foundation
- American Council on Education (ACE)
- American Forest Foundation/American Tree Farm System
- American Institute of Chemical Engineers
- Amigos Library Services
- Annapolis Group
- Appalachian College Association (ACA)
- Asian Network
- Association for the Advancement of Sustainability in Higher Education (AASHE)
- Association for the Study of African American Life and History (ASAALH)
- Association of American Colleges and Universities (AAC&U)
- Association of College and University Auditors (ACUA)
- 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 Independent Liberal Arts Colleges for Teacher Education (AILACTE)
- 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)
- Commonwealth of Kentucky (KY Virtual Library)
- Council for Higher Education Accreditation (CHEA)
- Council for the Advancement and Support of Education (CASE)
- Council of Independent Colleges (CIC)
- Council on Library and Information Services
- Craft Organization Development Association
- CraftNet Association
- Green Hotel Association
- Higher Education Data Sharing (HEDS) Consortium

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

Source: [Berea College Catalog and Student Handbook, 2012–2013](#)
<<http://webapps.berea.edu/cataloghandbook/college/accreditation.asp>>
Office of the President, January 2013

Institutional Memberships, continued

- Historical Hotel Association
- International Association of Campus Law Enforcement Administration (IACLEA)
- International Society of Arboriculture
- Kentucky Academy of Science (KAS)
- Kentucky Association of Colleges for Teacher Education (KACTE)
- Kentucky Campus Compact
- Kentucky Chapter – American Academy of Family Physicians (KAFFP)
- Kentucky College Health Association
- Kentucky Council of Postsecondary Education
- 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 League for Nursing
- Kentucky Restaurant Association
- Kentucky Society of Association Executives
- Kentucky Woodland Owners Association/National Woodland Owners Association
- LOEX (Eastern Michigan University)
- Lyrasis (Online Computer Library Center – Solinet)
- Midwest Association of Student Employment Administrators (MASEA)
- National Association for College Activities (NACA)
- National Association for Intercollegiate Athletics (NAIA)
- National Association of College and University Attorneys (NACUA)
- 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 Student Employment Administrators (NSEA)
- Oak Ridge Associated Universities (ORAU)
- Project Pericles, Inc.
- Rotary Club
- Second Nature
- Smith Travel Research
- Society of American Foresters
- Society of College and University Planners (SCUP)
- 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)
- University Risk Management and Insurance Association (URMIA)
- Work Colleges Consortium (WCC)

Source: Office of the President, January 2013

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 Applied Design

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 majors. 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	Film	Political Science
Art History	French	Religion
Art: Studio	German	Sociology
Asian Studies	Health Studies	Spanish
Broadcast Journalism	Health Teaching	Sustainability and Environmental Studies
Business Administration	History	Theatre
Communication	Latin	Women's and Gender Studies
Computer Science	Music	
Dance	Peace and Social Justice Studies	

Source: Berea College Catalog and Student Handbook, 2012 – 2013
<<http://webapps.berea.edu/cataloghandbook/dpc/programs.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 97 and 98.

Source: Berea College Catalog and Student Handbook, 2012 – 2013
<<http://www.berea.edu/labor-program/goals-and-purposes/>>

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, 2012 - 2013
<<http://webapps.berea.edu/cataloghandbook/academics/academicprogram/convocations.asp>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2012 – 2013

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

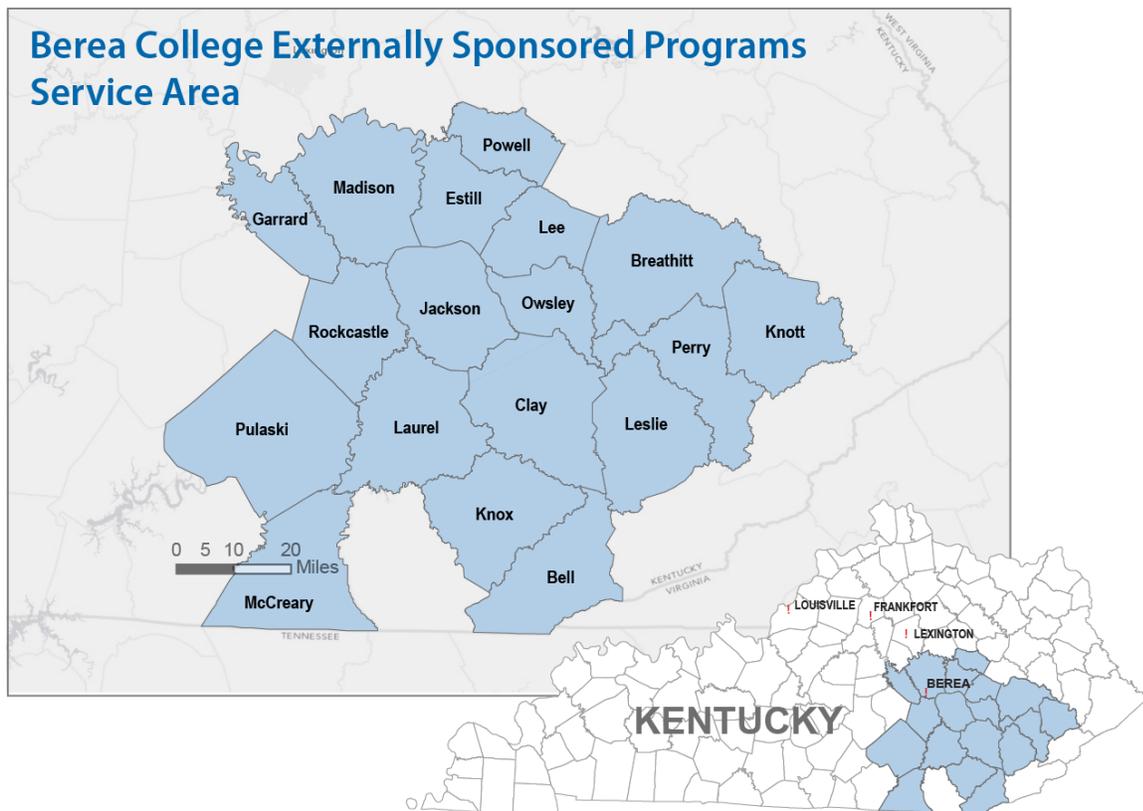
Source: Berea College Campus Life Website, as of September 2012
<http://www.berea.edu/campus-life/student-organizations-2/>

EXTERNALLY SPONSORED PROGRAMS

Since the 1870s, Berea College has served the Appalachian region by providing outreach services to mountain communities as well as a college education for its young people. We are able to address regional needs that fall within the College's Great Commitments by "providing educational opportunities for students from Appalachia, black and white, who have great promise and limited economic resources," and "by serving the Appalachian region primarily through education but also by other appropriate services." In the past 45 years the College has been able to expand our work in Appalachian Kentucky with the use of federal grants.

The Higher Education Act of 1965 provided the College with opportunities to provide new programs to serve the region. With funding from the new federal Office of Economic Opportunity (OEO), Berea College developed a pilot program called Project Torchlight, which served 200 students at risk of dropping out of high school. The following year OEO provided funding for an Upward Bound program, one of the TRIO programs currently administered by the U.S. Department of Education. Our Upward Bound program has served local area high school students continually since 1967. Between 1990 and 1999, the College increased its educational outreach with grants for two additional federal TRIO programs, Educational Talent Search and an Upward Bound Math and Science Center. In 1999, the College received its first Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) partnership grant to serve the Rockcastle County School System. In the past decade the College has identified federal resources to build on the work of TRIO and the first GEAR UP.

In 2011-2012, Berea's federal funding provided services primarily in the region of Appalachian Kentucky highlighted in the map below.



Source: Office of Externally Sponsored Programs, December 2012
<<http://www.berea.edu/esp/>>

FEDERALLY-FUNDED EDUCATIONAL OUTREACH PROGRAMS

Berea College administers many federally-funded educational outreach programs. The following is a list that includes the program, an overview of the program, services provided through that program, as well as the scope of the program.

Berea College Promise Neighborhood Initiative

This grant defines Clay, Jackson, and Owsley counties as a rural neighborhood and supports a continuum of services for youth from cradle-to-career. Services provided include: partnering with organizations to provide workshops; public health initiatives; community safety programs; educational support for early childhood, K-12, and college learners. This 5-year grant includes \$30 million in federal funds and \$15 million in non-federal matching funds.

Brushy Fork Institute (BFI) – Appalachian Regional Commission

Appalachian Rural Development Philanthropy Initiative

This grant funds a collaborative effort of BFI and four additional organization to support structures and sustainability of philanthropic development in distressed Kentucky communities. This 3 ½ year grant provides \$171,750 in federal funds and \$43,160 in non-federal matching funds.

Flex-E-Grants and Training for Distressed Kentucky Communities

This grant provides support planning for community-based economic development to build sustainable local economies. Three separate grants span 2-year periods between July 2010 and March 2014 and provide a total of \$1,629,350 in federal funds and \$455,025 in non-federal matching funds.

GEAR UP Appalachia!

This grant follows a cohort of students from 6th grade to their freshman year in college and emphasizes academic success, career preparation, and building a college-going culture in schools. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; and Families and Schools Together (FAST) programs. This 7-year grant provides \$34 million in federal funds and \$34 million in non-federal matching funds and serves 6,864 students.

Investing in Innovation/i3

Partnering with AdvanceKentucky, this program supports increased classroom rigor through teacher training and expansion of Advanced Placement (AP) enrollment. The program also works toward improved test scores. Services provided include: laying the foundation training for middle and high school AP and pre-AP teachers; AP test preparation; high school academic counseling; college preparatory counseling for families. This 5-year program provides \$3 million in federal funds and \$541,000 in non-federal matching funds.

Office of Juvenile Justice and Delinquency Prevention

Strategically enhancing the rural scholars mentoring program, this grant emphasizes parent partnerships and provides interventions for students and their families. Services provided include: student and parent leadership conferences; mentoring; parent partnership events; FAST program; and scholar meetings. This 3-year program provides \$499,947 and targets 75 students at risk of coming in contact with the juvenile justice system in select Kentucky counties.

Office of Violence against Women (OVW)/ STEP

Partnering with Promise Neighborhood, the grant works to prevent domestic violence, dating violence, sexual assault, and stalking in secondary schools. Services provided include: currently conducting needs assessment; proposed activities include student and family prevention classes, counseling and education. OVW/STEP works through the Clay, Jackson, and Owsley county school systems to address specific non-academic risk factors for students and to increase youth safety.

Source: Office of Externally Sponsored Programs, December 2012

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

Federally-Funded Educational Outreach Programs, continued

Promise Neighborhood GEAR UP

This grant follows a cohort of students from 6th grade to their freshman year in college and emphasizes college readiness through academic success and the building of a college-going culture and includes services for elementary students. Services provided include: in-school tutoring; summer programs; career exploration; test preparation; college visits; career site visits; mentoring; educator professional development; parent activities; Families and Schools Together (FAST) programs, and elementary-aged programming. This 7-year grant provides \$39 million in federal funds and \$39 million in non-federal matching funds. The program serves 7,793 students.

The Rural Scholars Program

Supporting the work of Promise Neighborhood, this grant provides “Middle School College Coaches” in schools to improve college readiness, academic support, and parent engagement. Services provided include: intensive mentoring; guidance developing individual graduation plans; participation in the Families and Schools Together (FAST) program. This program serves a target group of at-risk students in Clay, Jackson, and Owsley counties. Funding is \$500,000 for 2 years.

TRIO – Educational Talent Search

This program provides school-based academic counseling and career exploration activities and focuses on college preparatory support for qualifying students in grades 8-12. Services provided include: high-quality tutoring; academic, career, and financial aid counseling; college visits; cultural field trips; and career site visits. This 4-year grant provides \$1,405,867 for primarily school-based services for low-income and first-generation students in three counties and serves 800 students per year.

TRIO – Student Support Services – (Emerging Scholars Program)

This program’s mission is to provide a support system that assists Berea College students in achieving academic, personal, financial, social, and career planning goals. Each student will work one-on-one with a Student Engagement Specialist to develop an Educational Action Plan designed to specifically address academic, personal, financial, social, and career planning needs of that student. This 5-year grant provides \$1,100,000.

TRIO – Upward Bound

This program provides high quality college preparatory experiences for 9th-12th grade students who meet eligibility requirements. Services provided include: intensive academic summer programs at Berea College; college visits; cultural field trips; ACT preparation; financial aid and college application assistance. This 4-year grant provides \$2,360,220 for intensive services for low-income and first-generation students in select counties. It serves 92 students per year.

TRIO – Upward Bound Math and Science Carter G. Woodson Institute

This program provides high quality college preparatory experiences for students from 9th-12th grades with an aptitude for math and science. Services provided include: intensive academic summer programs at Berea College; college visits; cultural field trips; ACT preparation; financial aid and college application assistance. This 4-year grant provides \$1,242,250 and focuses on low-income and first-generation students in select counties with an aptitude for math and science and serves 50 students per year.

Women’s Equity in Education Act

This grant provides an academic support program for young women who excel in math and science, but are at risk of not meeting their potential. Services provided include: career exploration trips and activities; in-school mentoring and support; college preparation assistance; college visits; family engagement activities. This 3-year program provides \$438,276 and targets 75 at-risk Appalachian and African-American females with aptitude in math and science in select Kentucky counties.

NOTE: In addition to the grants listed, four faculty members have also secured three federal grants:

- National Endowment for the Humanities “Enduring Questions” (\$25,000 through May 2015) –2 faculty members.
- National Science Foundation
 - Grant duration of May 2010 – April 2014
 - 4-year grant from September 2011 – August 2014 (\$208,482)

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John E. Fleming <i>Ohio</i>	Thomas W. Phillips <i>Tennessee</i>	

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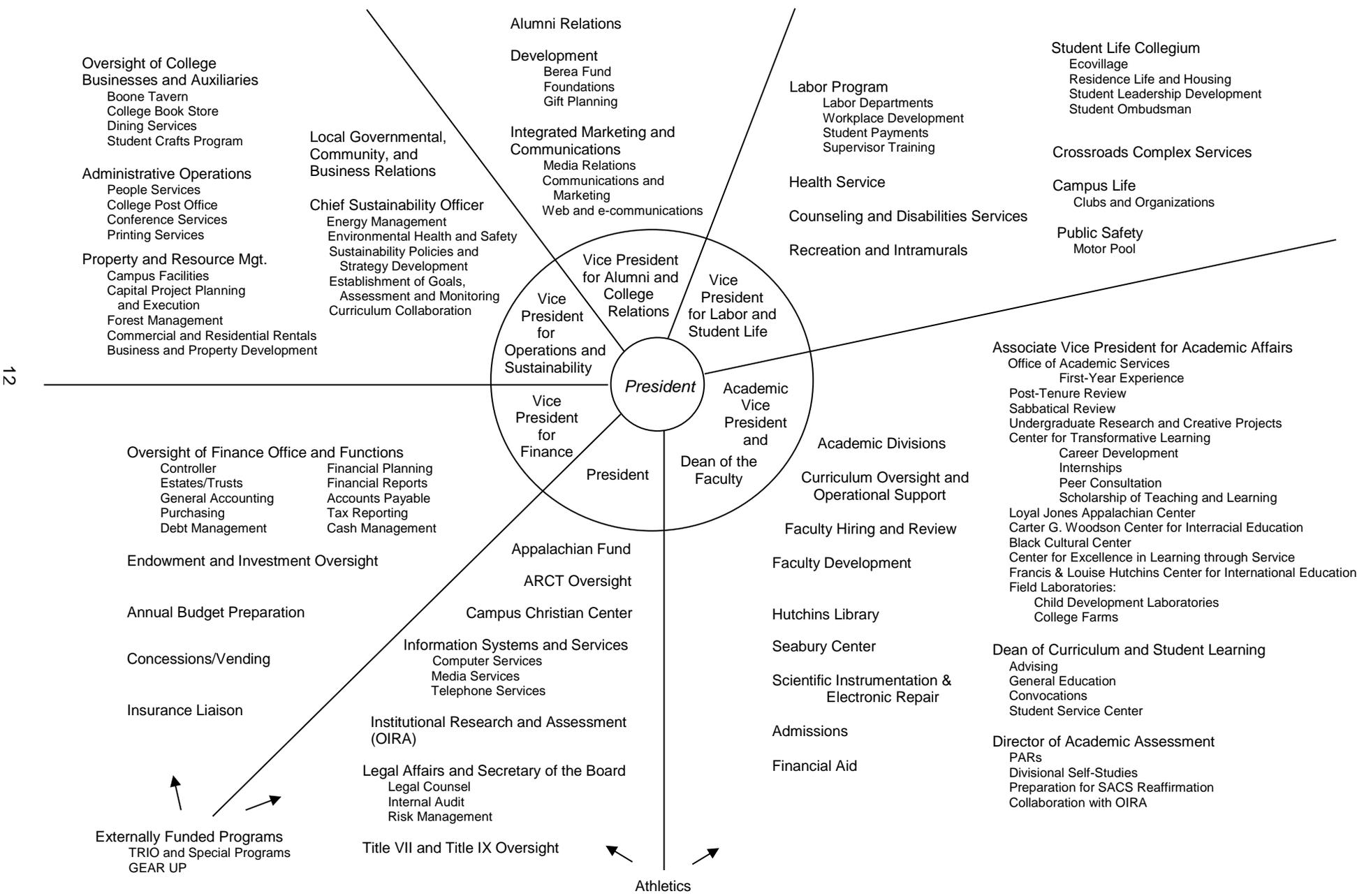
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*Current as of January 2013. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/fact-books/>>.

**President of the College

Source: Office of the President.

ADMINISTRATIVE ORGANIZATION



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Source: Office of the President (Revised February 5, 2013)

CENTRAL ADMINISTRATIVE OFFICERS

Lyle D. Roelofs

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 Wolford

Vice President for Labor and Student Life

Judge B. Wilson II

General Counsel and Secretary of the College

ACADEMIC DIVISION CHAIRPERSONS, PROGRAM COORDINATORS, AND DIRECTORS ACADEMIC YEAR 2012- 2013

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

Computer and Information Science
Economics and Business
Sustainability and Environmental Studies
Technology and Applied Design

Coordinator

Mike Panciera

Jan Pearce
Ed McCormack
Nancy Gift
Alan Mills

Director

Farm: Sean Clark (Fall)
Mike Panciera (Spring)

Division III

Chairperson: Janice Blythe

Program

Child and Family Studies

Physical Education and Health
Psychology
Sociology

Coordinator

Katrina Rivers Thompson

Stephanie Woodie
Dave Porter (Interim)
Jackie Burnside (Fall)
Jill Bouma (Spring)

Director

Child Development
Lab: Wilma Chambers

Division IV

Chairperson: Rick Meadows

Program

Communication
English

Foreign Languages
Music
Theatre

Coordinator

Billy Wooten
Beth Crachiolo (Fall)
Steve Pulsford (Spring)
Jeanne Hoch
Steve Bolster
Shan Ayers

Director

Music: Mark Calkins
Theatre: Shan Ayers

Division V

Chairperson: Bob Hoag

Program

Art and Art History
Asian Studies
History
Philosophy
Political Science
Religion

Coordinator

Eileen McKiernan Gonzalez
Jeff Richey
Rob Foster
Eric Pearson
John Heyrman
Jeff Pool

Director

Visual Arts: Lisa Kriner

Division VI

Chairperson: Meta Mendel-Reyes

Program

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

Coordinators

Andrew Baskin
Chris Green
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.

The *Student Government Association (SGA)*, represents the interests of all students and appoints student representatives to most College committees. Student Government representatives also serve on the General Faculty Assembly.

General Faculty Assembly and College Faculty Assembly Memberships

Academic Year 2012-2013

Memberships

General Faculty Assembly	264 members
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NOTE: The General Faculty Assembly includes all members of the College Faculty Assembly.

College Faculty Assembly	132 members
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Source: *Berea College Faculty Manual*, August 2012
< <http://www.berea.edu/faculty-manual/files/2012/09/20120913-FacultyManual.pdf> >
Executive Council, October 2012

FACULTY COUNCIL AND COMMITTEE STRUCTURE

The College and General Faculties are organized to conduct their affairs primarily through five program councils and their subordinate committees. Each of these councils is responsible to either the College Faculty Assembly or General Faculty Assembly, and any recommendations for substantive changes in policy are subject to approval by one or the other body. The councils are: Academic Program, Faculty Status, Labor Program, Strategic Planning, and Student Life. Coordinating and overseeing all elements of the structure is an Executive Council. The functions and composition of the Executive Council and the five program councils and their related committees are described below.

EXECUTIVE COUNCIL (EC)

The Executive Council coordinates the efforts of the various program councils and is generally responsible for the effective functioning of campus governance.

Faculty Secretary

The Faculty Secretary is the recorder of official proceedings of the College Faculty Assembly and the General Faculty Assembly meetings.

Awards Committee

The Awards Committee solicits nominations from the College community for honorary degree and Berea College Service Award candidates. After reviewing the nominations, it recommends candidates for approval by the appropriate bodies.

ACADEMIC PROGRAM COUNCIL (APC)

The Academic Program Council has comprehensive responsibility for the academic program, with specific responsibilities for curriculum planning, continual review of current programs, policy development, and general supervision of practices, requirements, and services affecting academic affairs.

Athletic Affairs Committee

The Athletic Affairs Committee has within its purview both intercollegiate and student activity clubs involved in athletic competition.

Committee on General Education (COGE)

The Committee on General Education, guided by the aims of the General Education curriculum, is charged with acting as the steering committee for the General Education curriculum.

Convocation Committee

The Convocation Committee is primarily concerned with annual program planning. It selects events and presentations that advance the College's educational purpose and enriches the life of the campus and community.

Source: *Berea College Faculty Manual*, August 2012
< <http://www.berea.edu/faculty-manual/> >

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 (TEC)

The Teacher Education Committee engages in curriculum development, selects students for the teacher education program, and provides liaison between that program and the rest of the campus.

FACULTY STATUS COUNCIL (FSC)

The Faculty Status Council deals with questions of faculty status. The Council is responsible for policy review and recommendation to the College Faculty Assembly on College Faculty personnel matters.

LABOR PROGRAM COUNCIL (LPC)

The Labor Program Council has as its principal concern interpreting and applying the vision for the Student Labor Program.

STRATEGIC PLANNING COUNCIL (SPC)

The Strategic Planning Council conducts continuous planning for institutional change based on the mission of the College, interpreted in light of opportunities and constraints created by changing internal and external circumstances.

STUDENT LIFE COUNCIL (SLC)

The Student Life Council develops policy with respect to rules for student conduct, and policy for nonacademic aspects of campus life affecting students.

ADDITIONAL STANDING COMMITTEES AND OTHER RESPONSIBILITIES

Administrative Committee

The Administrative Committee is responsible to the Board of Trustees and the President of the College for matters of finance, physical properties, and internal management of the College. All instructional and operating departments of the institution are organized under a member of this committee.

Budget Committee

The Budget Committee serves as an advisory body to the President in the preparation of the annual budget.

Source: *Berea College Faculty Manual*, August 2012
<<http://www.berea.edu/faculty-manual/>>

Faculty Council and Committee Structure (continued)

Campus Conduct Hearing Board (CCHB)

The Hearing Board serves as a pool of persons from which panels are selected to hold formal hearings on matters presented to it. For staff hearings, these matters may include individual complaints of discrimination, sexual harassment, or other employment-related grievances which apply to all employees of the College. For students, the Board hears all suspendable nonacademic cases of student misconduct, including violations of the Student Conduct Regulations and misconduct arising from the student labor program or financial aid programs.

Division Council

The Council assists the Academic Vice President and Dean of the 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.

Source: *Berea College Faculty Manual*, August 2012
<<http://www.berea.edu/faculty-manual/>>

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2011 - 2012</u>	<u>Academic Year 2012 - 2013</u>
Tenure Appointments*	105	111
Unfilled Tenure Positions	<u>12</u>	<u>7</u>
Total Allocated Tenure Track Positions	117	118
Full-time Teaching Appointments**	124	129
Professor	(35)	(36)
Associate	(46)	(45)
Assistant	(34)	(41)
Instructor	(9)	(7)
Part-Time	35	29
Full-Time Employees Teaching Part-Time	14	17
Full-Time Equated	149	150

*Includes all tenure-track and tenured faculty, including two individuals teaching less than full-time, one faculty on unpaid leave, and eight administrators in 2012-2013 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 2012 - 2013

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	18	26	44
6 to 10 years	13	11	24
11 to 20 years	20	14	34
21 to 30 years	10	8	18
Over 30 years	<u>6</u>	<u>3</u>	<u>9</u>
TOTAL	67	62	129

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

STUDENT/FACULTY RATIO

	<u>Academic Year 2011-2012</u>	<u>Academic Year 2012-2013</u>
Student/Faculty Ratio* (FTE)	11/1	11/1

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2012

**FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 2003-2004 THROUGH 2012-2013**

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

Age**	2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	1	(1%)	4	(3%)	2	(2%)	4	(3%)	0	(0%)
30-39 years old	23	(18%)	17	(13%)	19	(16%)	16	(13%)	23	(17%)
40-49 years old	33	(25%)	36	(28%)	32	(27%)	33	(27%)	32	(25%)
50-59 years old	49	(37%)	48	(37%)	49	(41%)	42	(34%)	46	(36%)
60-69 years old	22	(17%)	22	(17%)	17	(14%)	29	(23%)	28	(22%)
Greater than 69 years old	3	(2%)	3	(2%)	0	(0%)	0	(0%)	0	(0%)
TOTAL	131	(100%)	131	(100%)	119	(100%)	124	(100%)	129	(100%)
Average:	51		51		50		50		51	

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

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

Source: Office of the Academic Vice President and Dean of the Faculty, October 2012

FULL-TIME FACULTY* BASE SALARIES BY RANK AND GENDER

ACADEMIC YEAR 2012 - 2013

Rank	Male			Female			Total		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	18	\$82,900	\$84,800	18	\$80,400	\$78,400	36	\$81,700	\$80,900
Associate Prof.	30	\$67,200	\$67,300	15	\$66,500	\$66,000	45	\$67,000	\$67,000
Assistant Prof.	17	\$54,500	\$53,600	24	\$55,300	\$54,100	41	\$55,000	\$53,600
Instructor**	<u>2</u>			<u>5</u>			<u>7</u>	\$48,200	\$50,000
ALL RANKS	67	\$67,600	\$67,000	62	\$64,900	\$61,700	129	\$66,300	\$63,800

*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 2012

**CHARACTERISTICS OF FULL-TIME FACULTY* BY DIVISION AND PROGRAM:
GENDER, TERMINAL DEGREE, AND TENURE STATUS
Academic Year 2012 - 2013**

<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	5	2	7	7	(100%)	5	(71%)
Chemistry	4	1	5	5	(100%)	3	(60%)
Mathematics	3	3	6	4	(67%)	4	(67%)
Nursing	0	6	6	6	(100%)	0	(0%)
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	14	13	27	25	(93%)	13	(48%)
Agriculture and Natural Resources	2	1	3	3	(100%)	2	(67%)
Business	4	1	5	2	(40%)	3	(60%)
Computer and Information Science	2	1	3	3	(100%)	2	(67%)
Economics	1	1	2	2	(100%)	1	(50%)
Sustainability and Environmental Studies	1	1	2	2	(100%)	1	(50%)
Technology and Applied Design	4	0	4	4	(100%)	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	15	5	20	17	(85%)	12	(60%)
Child and Family Studies	1	3	4	4	(100%)	2	(50%)
Physical Education and Health	3	4	7	5	(71%)	2	(29%)
Psychology	2	2	4	4	(100%)	2	(50%)
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	6	13	19	16	(84%)	8	(42%)
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	4	4	8	7	(88%)	2	(25%)
Theatre	1	2	3	3	(100%)	2	(67%)
Appointed to Division; no Program	<u>2</u>	<u>1</u>	<u>3</u>	<u>2</u>	<u>(67%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION IV TOTAL	13	16	29	27	(93%)	15	(52%)
Art and Art History	2	4	6	6	(100%)	3	(50%)
Asian Studies**							
History	3	2	5	5	(100%)	5	(100%)
Philosophy	3	0	3	3	(100%)	3	(100%)
Political Science	2	0	2	2	(100%)	2	(100%)
Religion	3	1	4	4	(100%)	4	(100%)
Appointed to Division; no Program	<u>2</u>	<u>0</u>	<u>2</u>	<u>2</u>	<u>(100%)</u>	<u>0</u>	<u>(0%)</u>
DIVISION V TOTAL	15	7	22	22	(100%)	17	(77%)
African and African American Studies	2	0	2	1	(50%)	1	(50%)
Appalachian Studies**							
Education Studies	1	5	6	5	(83%)	2	(33%)
Peace and Social Justice Studies**							
Women's and Gender Studies	0	2	2	1	(50%)	1	(50%)
Appointed to Division; no Program	<u>1</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>(50%)</u>	<u>1</u>	<u>(50%)</u>
DIVISION VI TOTAL	4	8	12	8	(67%)	5	(42%)
TOTAL	67	62	129	115	(89%)	70	(54%)

*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 2012

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

	<u>Fiscal Year 2007-2008*</u>	<u>Fiscal Year 2008-2009</u>	<u>Fiscal Year 2009-2010</u>	<u>Fiscal Year 2010-2011</u>	<u>Fiscal Year 2011-2012</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$424,374	\$247,935	\$160,263	\$404,862	\$360,891
Number of Faculty Receiving Funds	128	131	130	119	124
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total Dollars Per Full-Time Faculty	\$3,315	\$2,017	\$1,276	\$3,402	\$2,910
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$528,076	\$543,730	\$641,737	\$452,455	\$749,897
Number of Faculty on Paid Sabbatical	9	9	13	9	11
Average Total Dollars Per Faculty on Sabbatical	\$58,675	\$60,414	\$49,364	\$50,273	\$71,255
Percent of Total Full-Time Faculty	7.0%	6.9%	10.0%	7.6%	8.9%
Number of Total Full-Time Faculty	128	131	130	119	124

*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 2012

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	<i>Ed McCormack</i>	2012

Source: Office of the Academic Vice President and Dean of Faculty, September 2012

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
<i>Wayne Tolliver</i>	2012

Source: Office of the Academic Vice President and Dean of the Faculty, September 2012

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 Elizabeth Perry Miles Award for Community Service

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
Peter Hille	1996
John Cook	1997
Randy Osborne	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
Joe Bagnoli	2012

Source: Office of the Academic Vice President and Dean of the Faculty, September 2012

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)

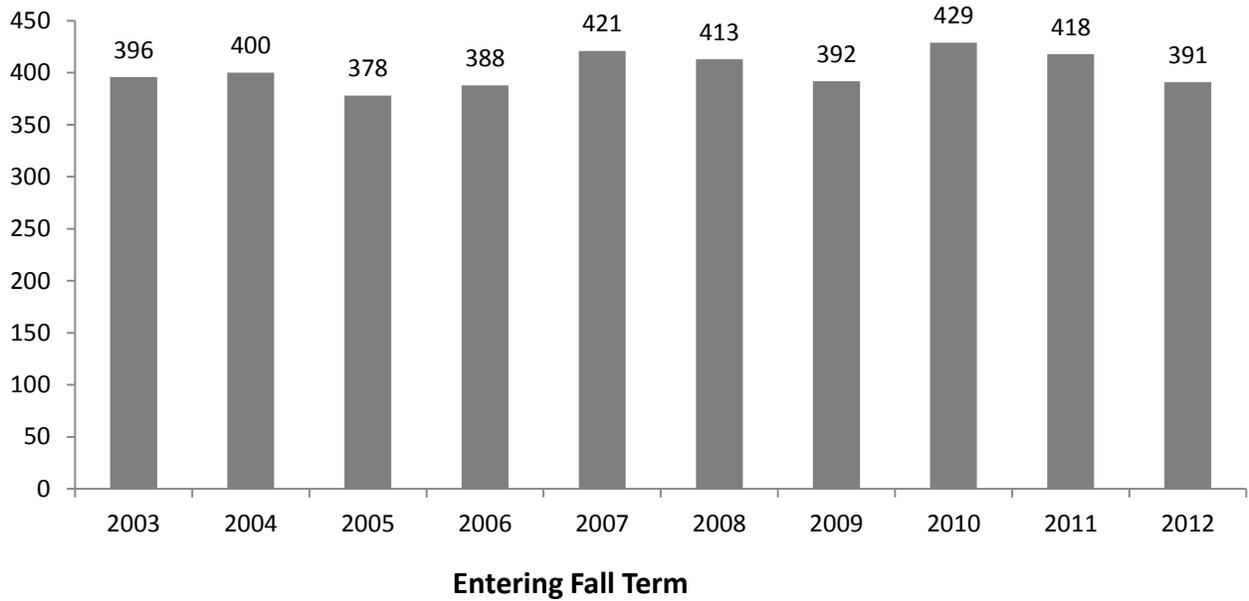
Source: Admissions Office

FIRST-YEAR STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

FALL TERM	<u>SUBMITTED</u> <u>APPLICATIONS</u>	<u>COMPLETED</u> <u>APPLICATIONS*</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	N	% of Completed Applications	N	% of Accepted
2003	2,119	n/a	530	n/a	396	75%
2004	2,107	n/a	561	n/a	400	71
2005	1,908	n/a	511	n/a	378	74
2006	1,818	n/a	532	n/a	388	73
2007	2,083	n/a	597	n/a	421	71
2008	2,468	n/a	531	n/a	413	78
2009	2,745	1,362	516	38%	392	76
2010	3,264	1,542	564	37	429	76
2011	4,707	1,603	586	37	418	71
2012	4,423	1,694	538	32	391	73

*The number of completed applications is not available prior to fall 2009.

NUMBER OF FIRST-YEAR STUDENTS



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

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

Males

<u>FALL TERM</u>	<u>SUBMITTED APPLICATIONS</u>	<u>COMPLETED APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2003	897	n/a	217	n/a	156	72%
2004	868	n/a	254	n/a	191	75
2005	861	n/a	218	n/a	159	73
2006	817	n/a	222	n/a	168	76
2007	892	n/a	236	n/a	169	72
2008	1,015	n/a	220	n/a	172	78
2009	1,107	588	216	37%	171	79
2010	1,284	690	261	38	199	76
2011	1,813	716	277	39	205	74
2012	1,695	711	229	32	173	76

Females

<u>FALL TERM</u>	<u>SUBMITTED APPLICATIONS</u>	<u>COMPLETED APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2003	1,222	n/a	313	n/a	240	77%
2004	1,242	n/a	310	n/a	209	67
2005	1,047	n/a	293	n/a	219	71
2006	1,001	n/a	310	n/a	220	71
2007	1,191	n/a	361	n/a	252	70
2008	1,453	n/a	311	n/a	241	78
2009	1,638	774	300	39%	221	74
2010	1,980	852	303	36	230	76
2011	2,894	887	309	35	213	69
2012	2,728	983	310	32	218	70

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

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

<u>FALL TERM</u>	IN-TERRITORY					
	<u>SUBMITTED APPLICATIONS</u>	<u>COMPLETED APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2003	1,046	n/a	388	n/a	287	74%
2004	1,060	n/a	422	n/a	298	71
2005	928	n/a	390	n/a	295	76
2006	994	n/a	410	n/a	294	72
2007	1,172	n/a	470	n/a	333	71
2008	1,339	n/a	382	n/a	303	79
2009	1,468	644	367	57%	282	77
2010	1,661	736	413	56	315	76
2011	2,716	843	419	50	306	73
2012	2,558	855	413	48	303	73

<u>FALL TERM</u>	OUT-OF-TERRITORY					
	<u>SUBMITTED APPLICATIONS</u>	<u>COMPLETED APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2003	357	n/a	106	n/a	80	75%
2004	425	n/a	110	n/a	75	68
2005	295	n/a	89	n/a	63	71
2006	282	n/a	87	n/a	63	72
2007	344	n/a	97	n/a	66	68
2008	490	n/a	110	n/a	84	76
2009	627	218	112	51%	86	77
2010	749	275	121	44	91	75
2011	1,200	301	130	43	86	66
2012	1,104	303	94	31	62	66

<u>FALL TERM</u>	F-1 INTERNATIONAL*					
	<u>SUBMITTED APPLICATIONS</u>	<u>COMPLETED APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	<u>% of Completed Applications</u>	<u>N</u>	<u>% of Accepted</u>
2003	716	n/a	36	n/a	29	81%
2004	625	n/a	32	n/a	27	84
2005	685	n/a	32	n/a	20	63
2006	542	n/a	35	n/a	31	89
2007	567	n/a	30	n/a	22	73
2008	639	n/a	39	n/a	26	68
2009	650	500	37	7%	24	65
2010	854	531	30	6	23	77
2011	791	459	37	8	26	70
2012	761	536	32	6	26	81

*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 2012, one (1) first-year student was designated as a "permanent resident."

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

**FIRST-YEAR STUDENTS FROM KENTUCKY
FALL TERMS 2003 – 2012**

<u>Year</u>	<u>Total First-Year Students</u>	<u>Kentucky First-Year Students</u>	<u>Percent Kentucky First-Year Students of Total</u>
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
2012	391	175	44.8

**AFRICAN-AMERICAN* FIRST-YEAR STUDENTS
FALL TERMS 2003 – 2012**

<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>
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
2012	391	78	19.9

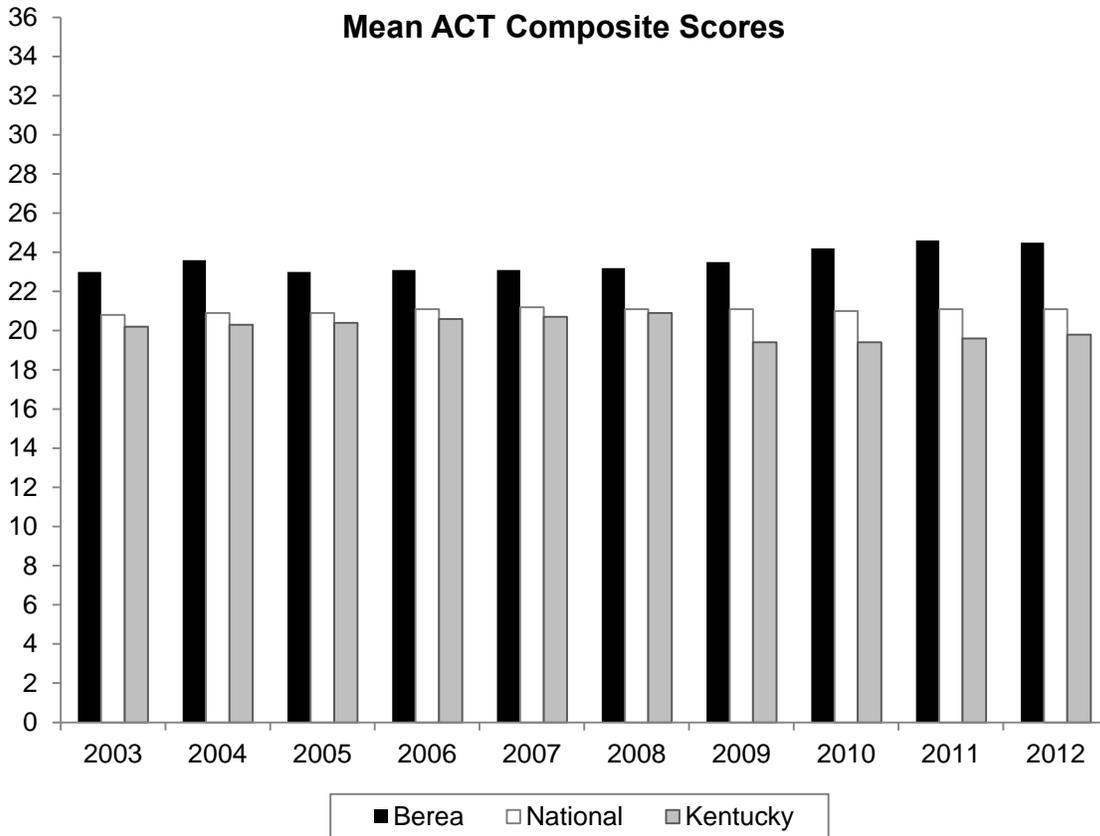
*Based on the number of students who identified themselves as “Black or African American” alone or in combination with another race.

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

MEAN ACT COMPOSITE SCORES 2003 - 2012

<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>		
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
2012	310	24.5	23.8	25.0	21.1	19.8

*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
2003-2012**

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
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
2012	67**	586	579	552	496	579	514	575	488	566

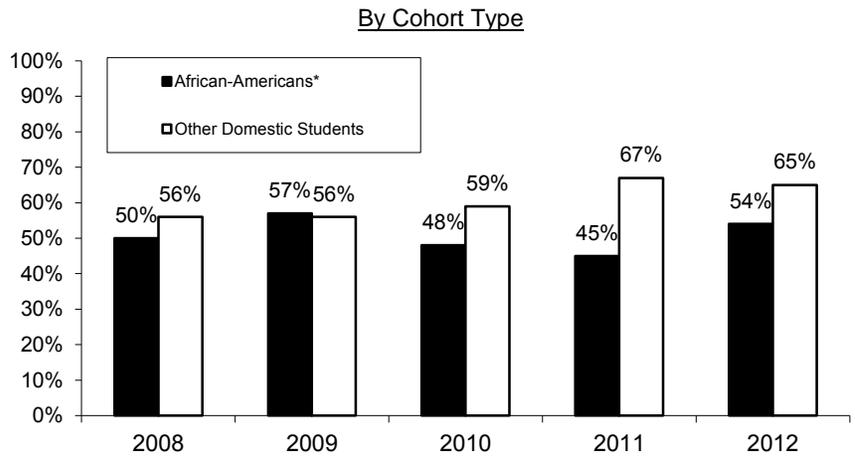
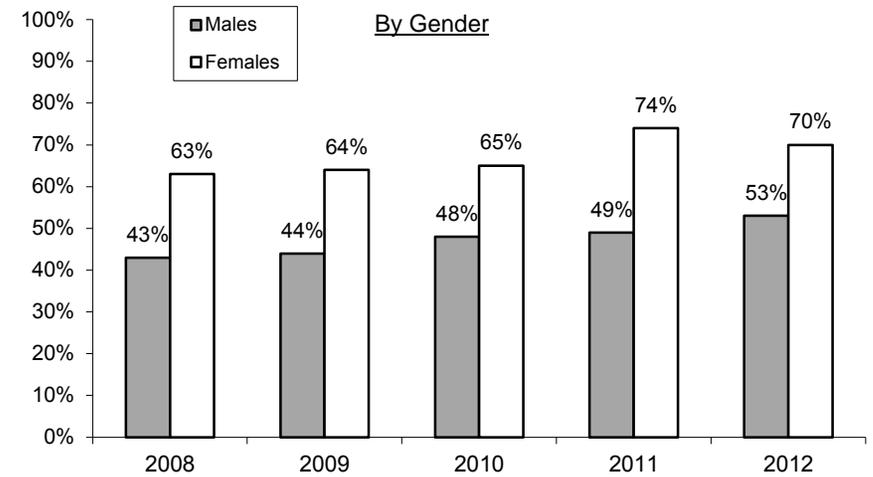
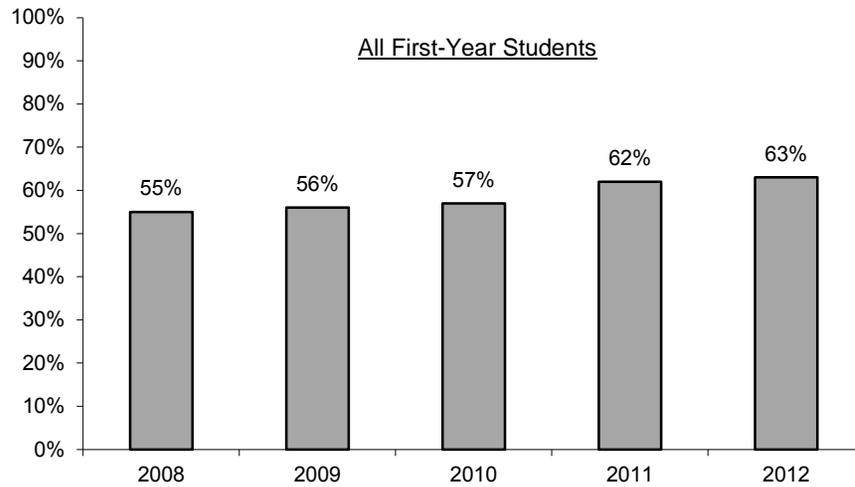
*SAT changed the exam to add a writing section and re-vamped the verbal section and re-named it "Critical Reading" (first administered in March 2005).

**Score reports include one who submitted SAT exam given prior to Writing component added.

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 2008 - 2012

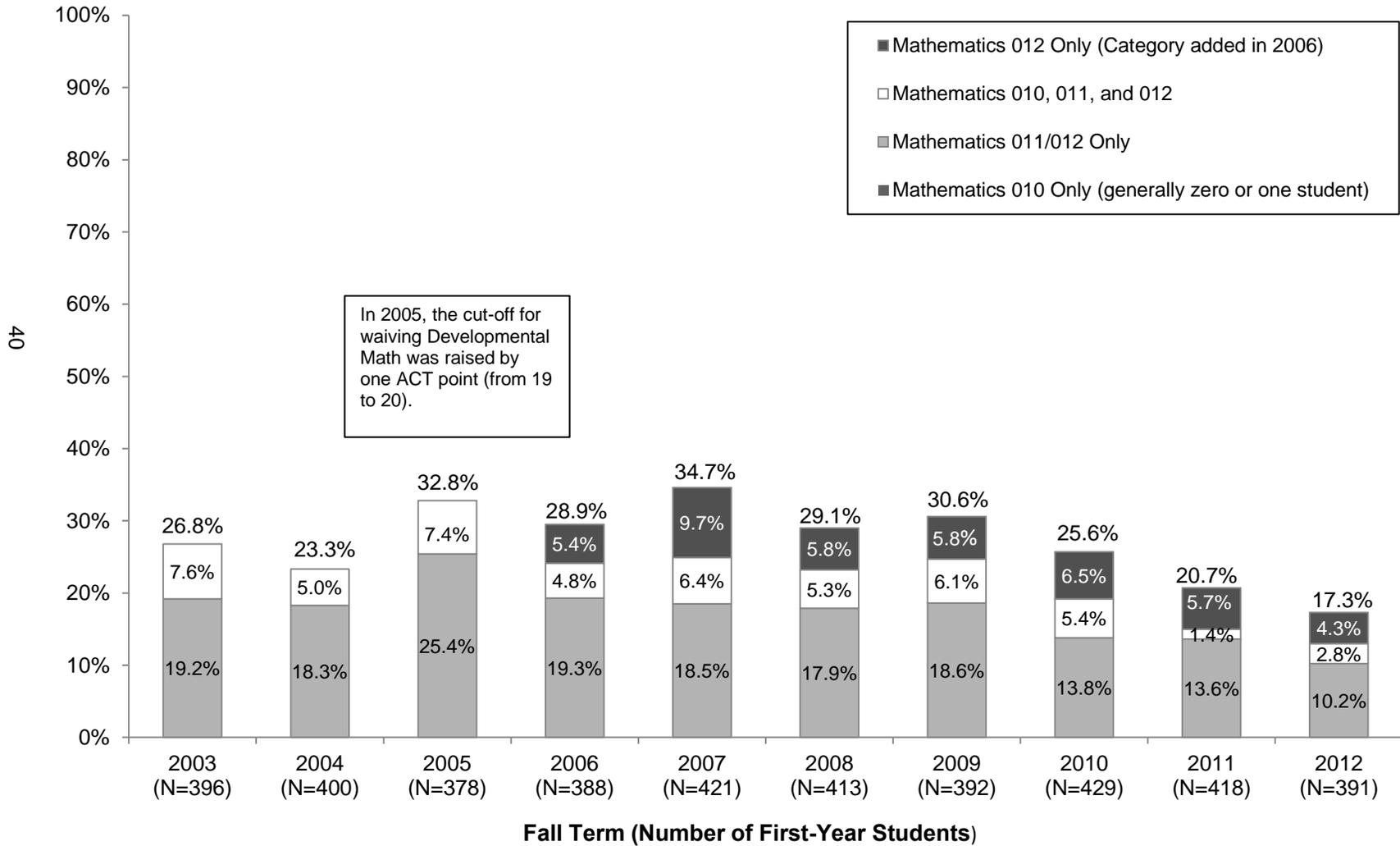


*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

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

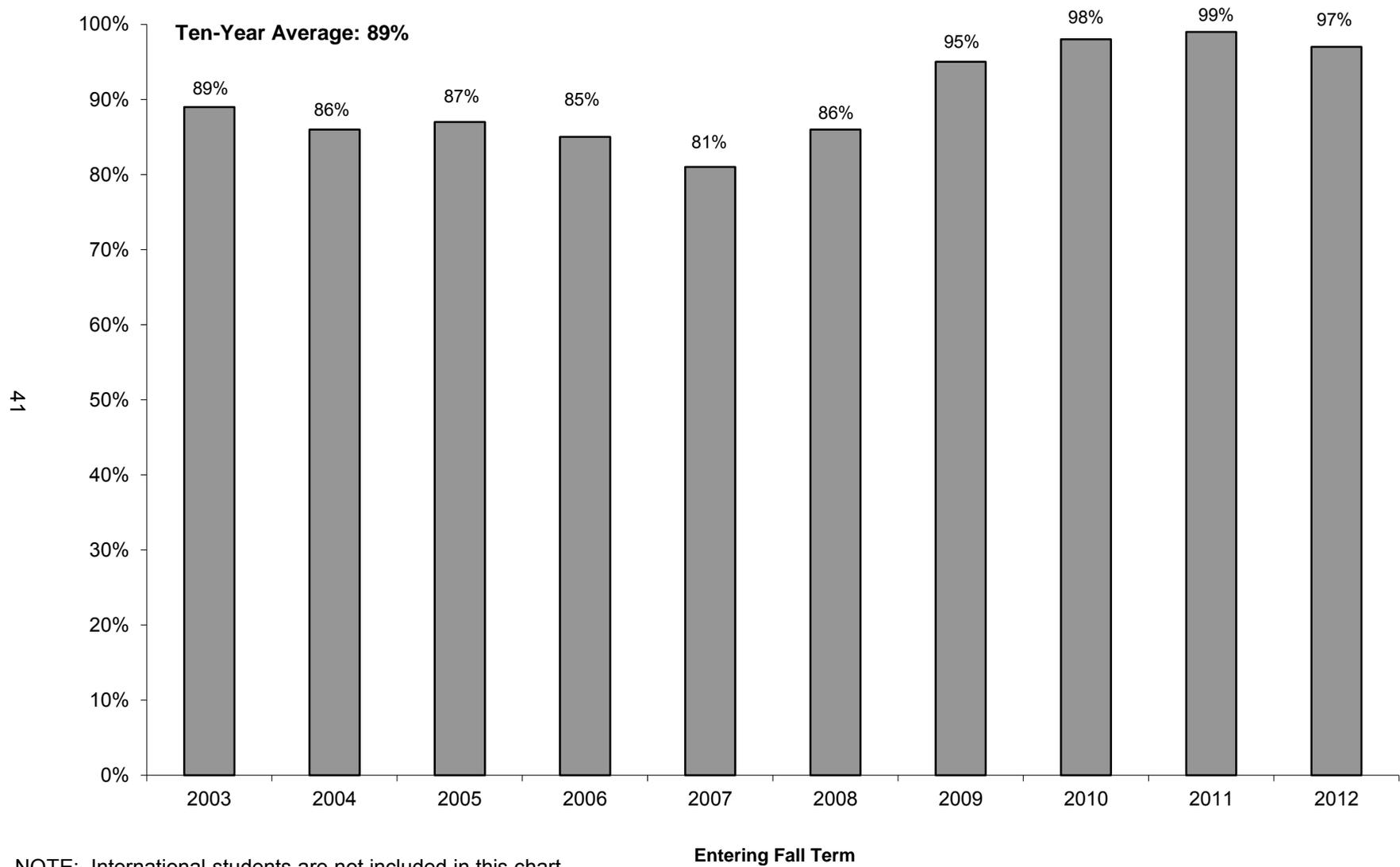
FIRST-YEAR STUDENTS ASSIGNED TO DEVELOPMENTAL MATHEMATICS COURSES FALL TERMS 2003 - 2012



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

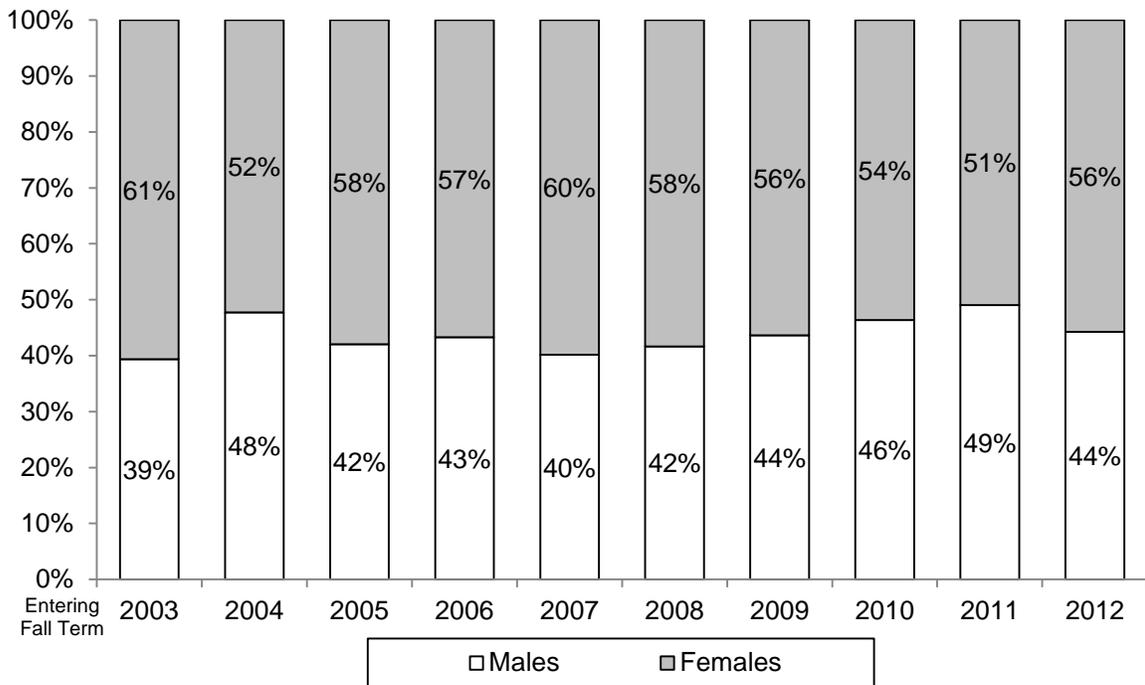
Source: Academic Services, October 2012

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

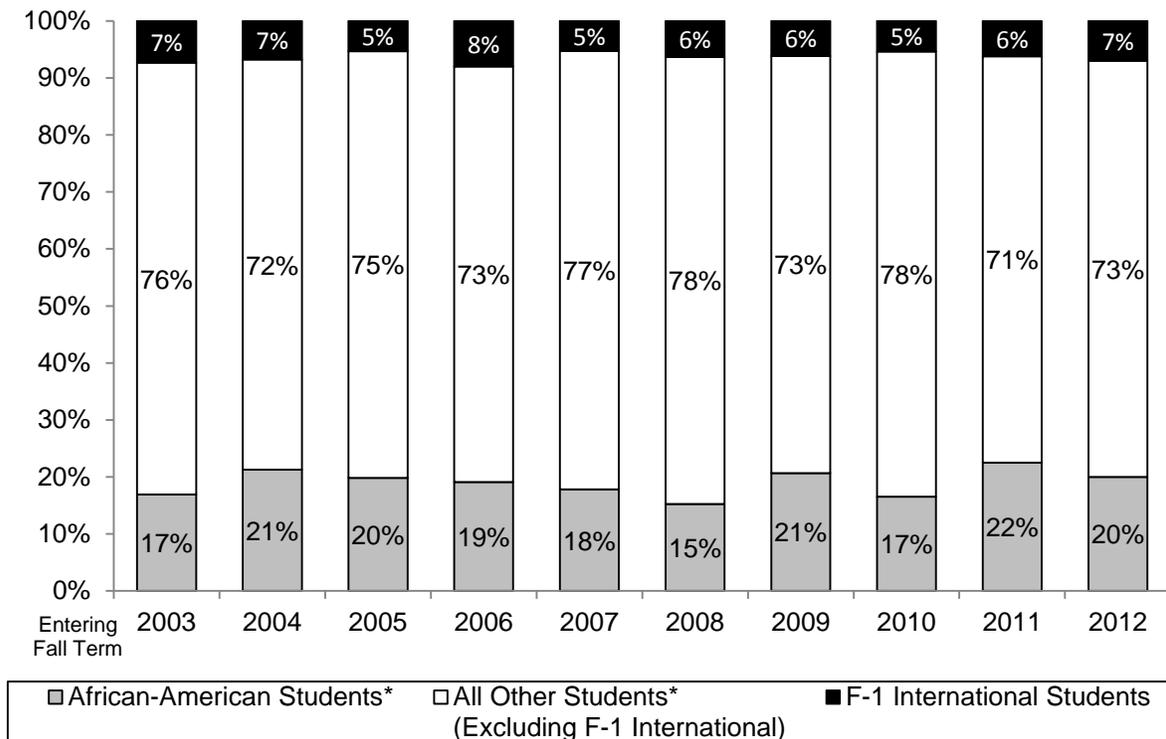


FIRST-YEAR STUDENT ENROLLMENT TRENDS

First-Year Enrollment by Gender



First-Year Enrollment by Cohort Type

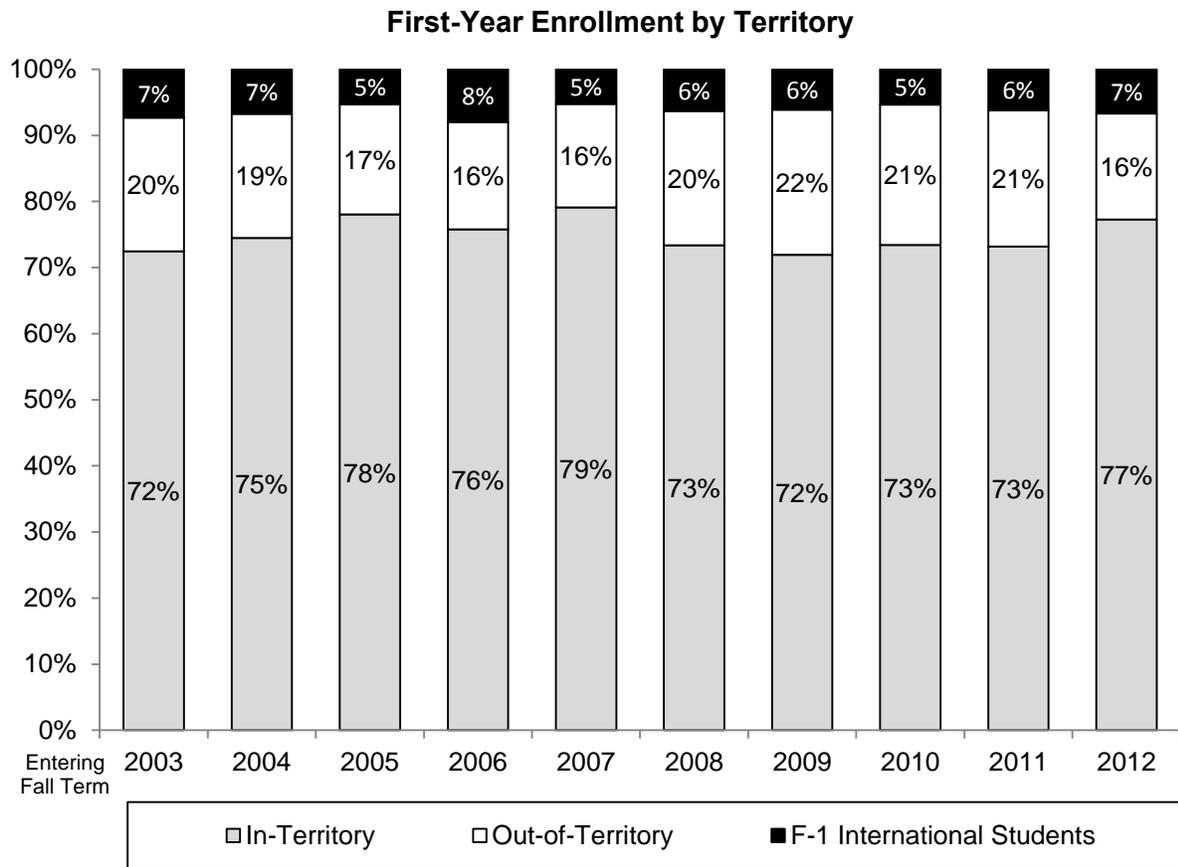


*Includes Permanent Residents (non-citizens, including refugees and asylees who have formally established residency in the U.S.) and U.S. citizens living in foreign countries

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 2012

First-Year Student Enrollment Trends, continued

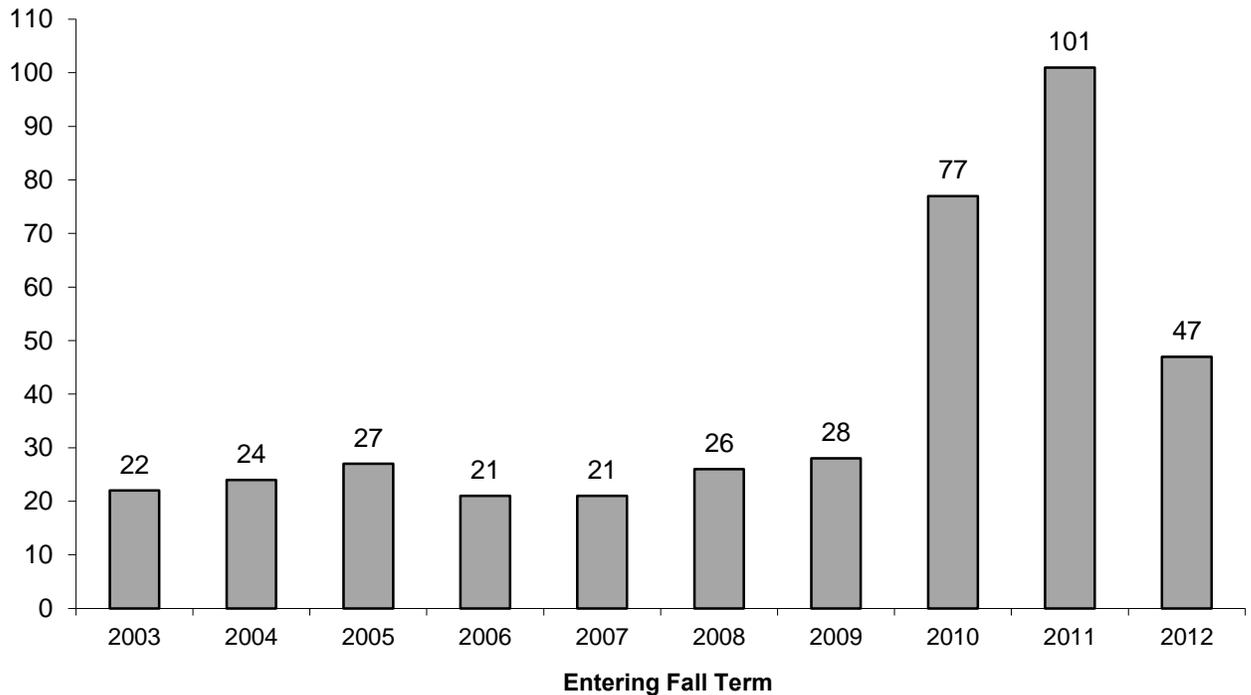


Source: Office of Institutional Research and Assessment, October 2012.

TRANSFER STUDENTS: APPLICATIONS, ACCEPTED, AND ENROLLED

FALL TERM	<u>SUBMITTED</u> <u>APPLICATIONS</u>	<u>COMPLETED</u> <u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	N	% of completed Applications	N	% of Accepted
2003	297	n/a	30	n/a	22	73%
2004	289	n/a	32	n/a	24	75
2005	120	n/a	32	n/a	27	84
2006	154	n/a	27	n/a	21	78
2007	140	n/a	30	n/a	21	70
2008	266	n/a	29	n/a	26	90
2009	364	90	38	42%	28	74
2010	428	132	92	70	77	84
2011	625	188	115	61	101	88
2012	618	201	55	27	47	85

NUMBER OF TRANSFER STUDENTS



Source: Annual editions of the Transfer Students' Class Profile

**TRANSFER STUDENTS:
APPLICATIONS, ACCEPTED, AND ENROLLED
BY GENDER**

Males

FALL TERM	<u>SUBMITTED</u> <u>APPLICATIONS</u>	<u>COMPLETED</u> <u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2003	128	n/a	14	n/a	11	79%
2004	141	n/a	16	n/a	12	75
2005	56	n/a	17	n/a	15	88
2006	65	n/a	15	n/a	12	80
2007	65	n/a	12	n/a	8	67
2008	121	n/a	12	n/a	10	83
2009	146	45	21	47%	15	71
2010	165	56	37	66	33	89
2011	254	78	49	63	43	88
2012	223	82	24	29	20	83

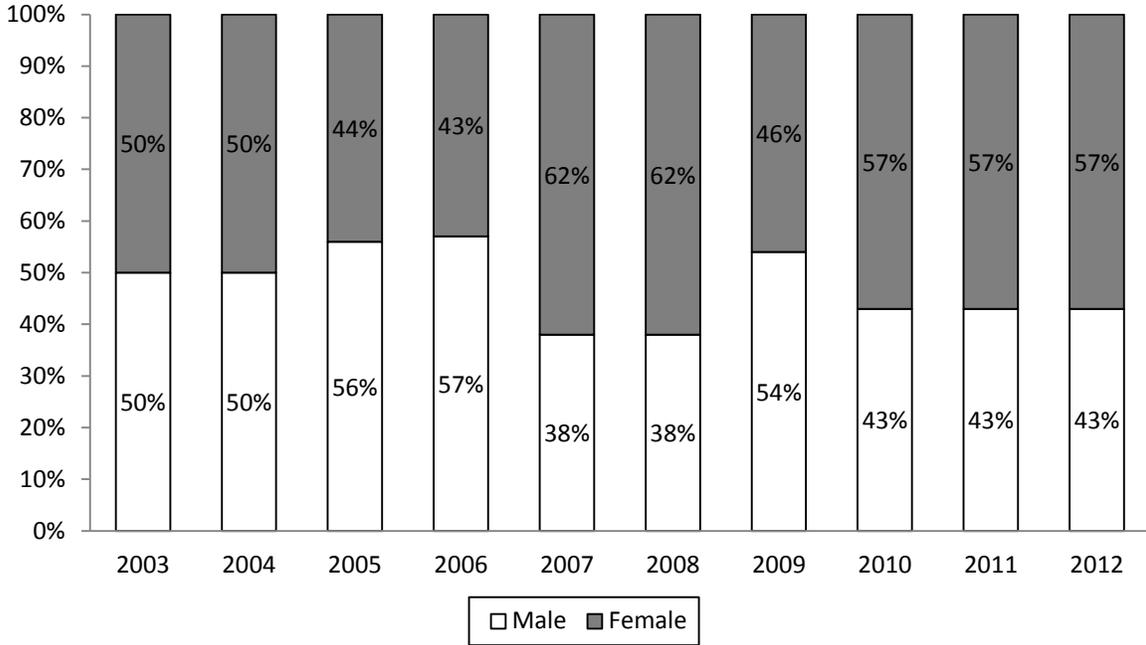
Females

FALL TERM	<u>SUBMITTED</u> <u>APPLICATIONS</u>	<u>COMPLETED</u> <u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>N</u>	% of completed <u>Applications</u>	<u>N</u>	% of <u>Accepted</u>
2003	169	n/a	16	n/a	11	69%
2004	148	n/a	16	n/a	12	75
2005	64	n/a	15	n/a	12	80
2006	89	n/a	12	n/a	9	75
2007	75	n/a	18	n/a	13	72
2008	145	n/a	17	n/a	16	94
2009	218	45	17	38%	13	76
2010	263	76	55	72	44	80
2011	371	110	66	60	58	88
2012	395	119	31	26	27	87

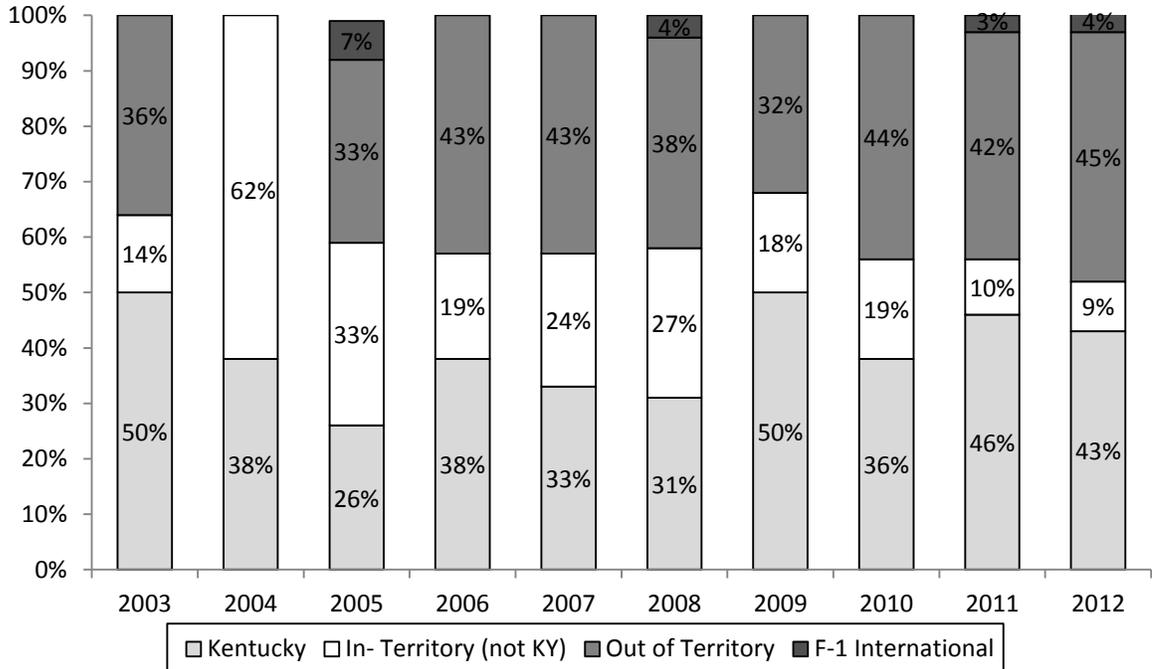
Source: Annual editions of the Transfer Students' Class Profile

FALL TERM TRANSFER STUDENT ENROLLMENT TRENDS

Transfer Student Enrollment by Gender



Transfer Student Enrollment by Territory



Source: Office of Institutional Research and Assessment, October 2012

FALL 2012 ENROLLMENT CATEGORY HIGHLIGHTS

	All Degree-Seeking N = 1,604	First-Year Students N = 391	Transfer Students N = 47
Gender			
Male	683 43%	173 44%	20 43%
Female	921 57%	218 56%	27 57%
Territory			
In-Territory	1,107 69%	304 78%	24 51%
Out-of-Territory	383 24%	61 16%	21 45%
F-1 International	114 7%	26 7%	2 4%
Students with International Experience	136 8%	27 7%	5 11%

NOTE: There were also three (3) F-1 International students enrolled as exchange students (non-degree-seeking) this Fall Term.

Ethnic and Racial Breakdowns*			
Hispanic or Latino or Spanish Origin	62 4%	19 5%	1 2%
Black or African American	289 18%	78 20%	11 23%
Other minorities	72 4%	16 4%	2 4%
White	1,062 66%	259 66%	30 64%
Unknown and International	183 11%	38 10%	4 9%
Non-Traditional	284 18%	36 9%	20 43%

*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.

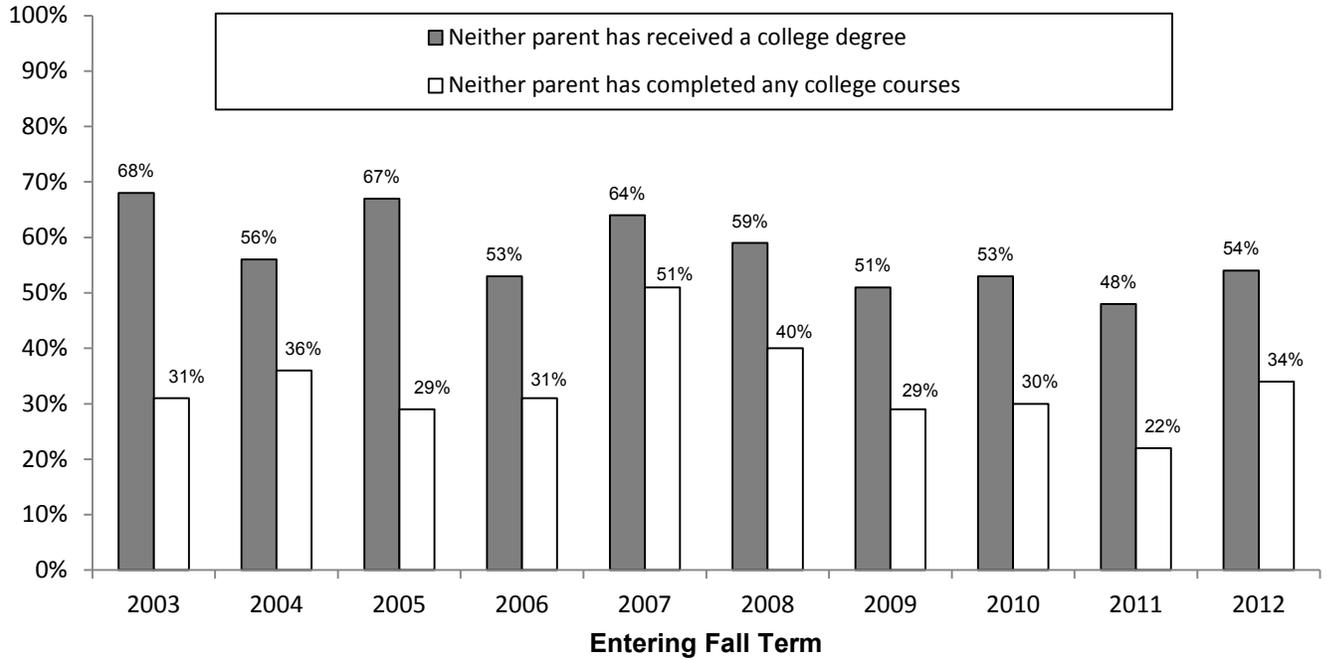
Other Minorities: Students (not F-1 International students) who identified themselves as "American Indian or Alaskan Native," "Asian," or "Native Hawaiian or Other Pacific Islander" alone or in combination with each other.

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.

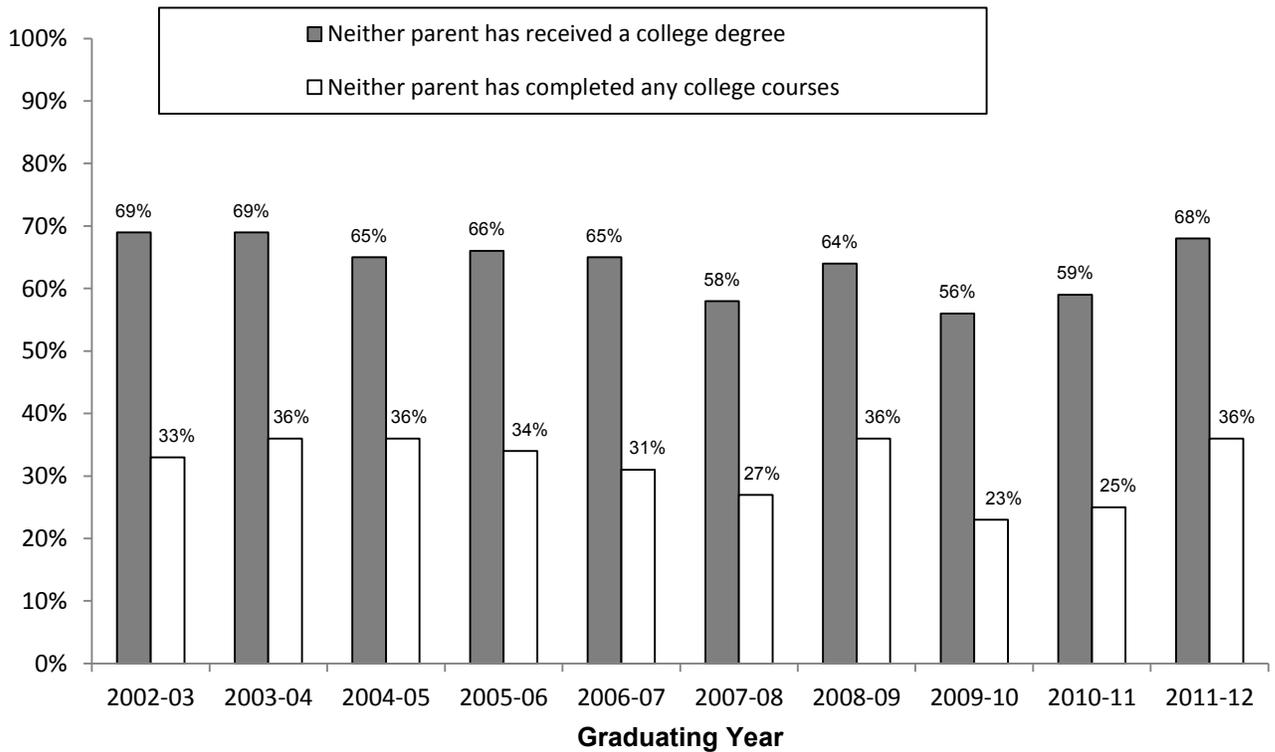
Non-Traditional: All students who are 24 years of age or older and/or married and/or have a child/children.

FIRST-GENERATION COLLEGE STUDENTS

Entering Student Data

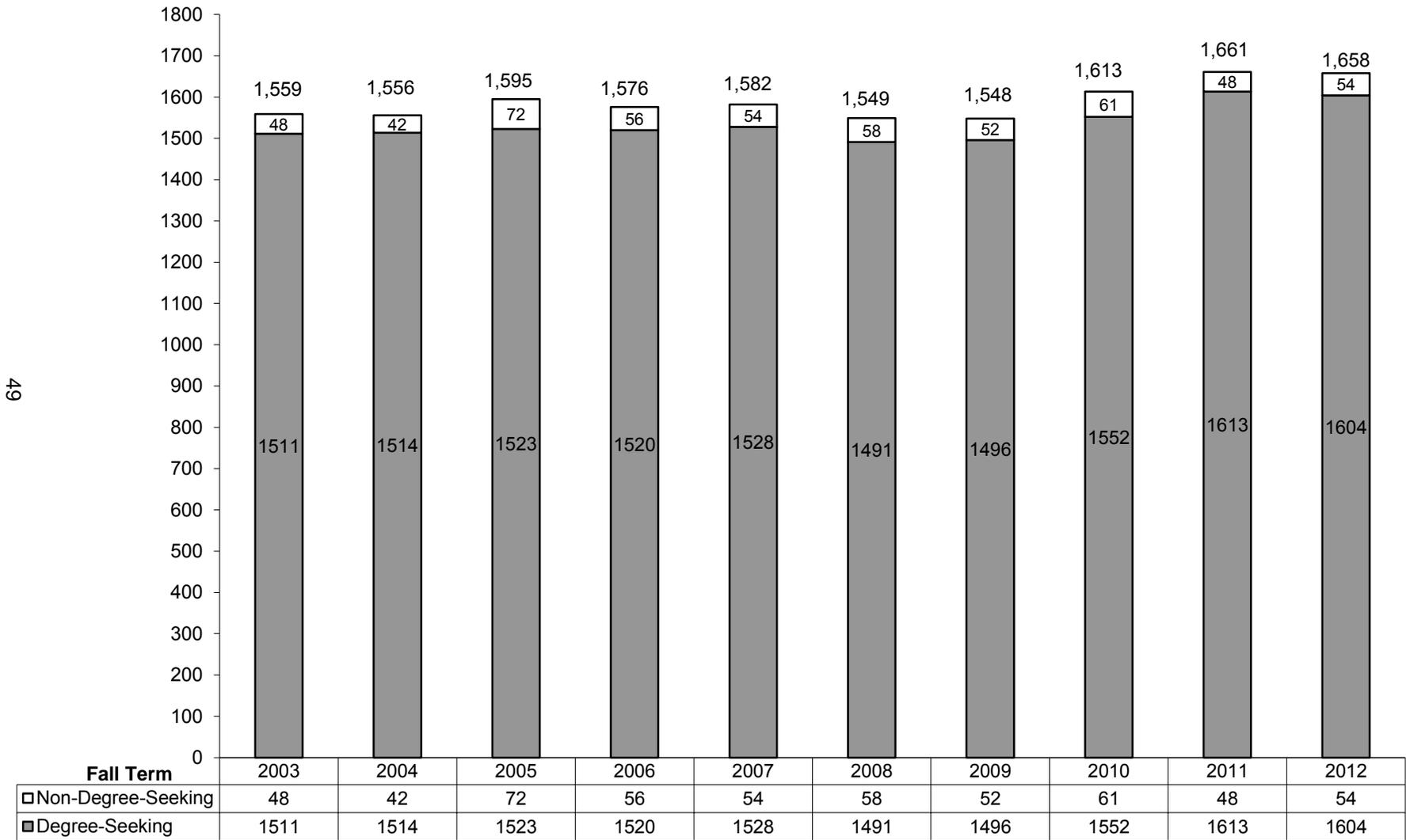


Graduating Student Data



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 2012

**FALL ENROLLMENTS BY CLASSIFICATION
2008 - 2012**

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	491	458	506	530	459
First-Year Students	(413)	(392)	(429)	(418)	(391)
Other Freshmen**	(78)	(66)	(77)	(112)	(68)
Sophomore	336	356	346	381	392
Junior	339	320	336	356	394
Senior	<u>325</u>	<u>362</u>	<u>364</u>	<u>346</u>	<u>359</u>
TOTAL DEGREE-SEEKING STUDENTS	1,491	1,496	1,552	1,613	1,604
Berea Community School	27	20	23	21	34
Madison Southern High School	4	11	9	1	0
College Employee	4	3	1	2	2
Community (Special)	12	8	16	18	15
Post Graduate	0	0	0	0	0
Transient/Exchange	11	10	11	6	3
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>1</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	58	52	61	48	54
TOTAL HEADCOUNT	1,549	1,548	1,613	1,661	1,658

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

NOTE: For Fall 2012, there were sixteen first-year students "officially" classified as sophomores. 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.

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>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
<u>Full-Time Students</u>					
Freshman	491	458	506	530	458
First-Year Students	(413)	(392)	(429)	(418)	(391)
Other Freshmen**	(78)	(66)	(77)	(112)	(67)
Sophomore	336	355	345	381	392
Junior***	338	320	336	356	394
Senior	<u>323</u>	<u>362</u>	<u>364</u>	<u>345</u>	<u>352</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,488	1,495	1,551	1,612	1,596
Berea Community School	1	0	2	0	1
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	0	0	0	1	1
Post Graduate	0	0	0	0	0
Transient/Exchange	7	6	11	6	3
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>0</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	8	6	13	7	5
TOTAL FULL-TIME STUDENTS	1,496	1,501	1,564	1,619	1,601
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	0	0	0	1
First-Year Students	(0)	(0)	(0)	(0)	(0)
Other Freshmen**	(0)	(0)	(0)	(0)	(1)
Sophomore	0	1	1	0	0
Junior***	1	0	0	0	0
Senior	<u>2</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>7</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	3	1	1	1	8
Berea Community School	26	20	21	21	33
Madison Southern High School	4	11	9	1	0
College Employee	4	3	1	2	2
Community (Special)	12	8	16	17	14
Post Graduate	0	0	0	0	0
Transient/Exchange	4	4	0	0	0
EKU Exchange	<u>n/a</u>	<u>n/a</u>	<u>1</u>	<u>0</u>	<u>0</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	50	46	48	41	49
TOTAL PART-TIME STUDENTS	53	47	49	42	57
FTE ENROLLMENT	1,518	1,517	1,585	1,639	1,623

**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 57 students has a FTE of 22.17.

Source: Annual editions of the Fall Term Student Enrollment Report

**DEGREE-SEEKING STUDENTS:
F-1 INTERNATIONAL AND THOSE WITH INTERNATIONAL EXPERIENCE*
FALL TERMS 2003 – 2012**

Year	Total Degree-Seeking Students	F-1 International Students		International Experience* Students (Includes F-1 International)	
		N	% of Total	N	% of Total
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
2012	1,604	114	7.1	136	8.5

*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 3 F-1 International Students enrolled as exchange students (non-degree-seeking) in Fall 2012.

AFRICAN-AMERICAN DEGREE-SEEKING STUDENTS
FALL TERMS 2003 – 2012**

Year	Total Degree-Seeking Students	African-American Students**	Percent African-American Students** of Total
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
2012	1,604	289	18.0

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

Source: Office of Institutional Research and Assessment, October 2012

FALL 2012 ENROLLMENT BY STATE AND U.S. TERRITORIES

Degree-Seeking Students:

Alabama	83	(5%)	Mississippi	5	(*)
Alaska	2	(*)	Missouri	7	(*)
Arizona	3	(*)	Nevada	4	(*)
Arkansas	4	(*)	New Hampshire	1	(*)
Armed Forces Pacific	1	(*)	New Jersey	3	(*)
California	12	(1%)	New Mexico	1	(*)
Colorado	5	(*)	New York	16	(1%)
Connecticut	3	(*)	North Carolina	65	(4%)
Delaware	2	(*)	North Dakota	1	(*)
Florida	20	(1%)	Ohio	153	(9%)
Georgia	65	(4%)	Oregon	5	(*)
Guam (U.S. Territory)	2	(*)	Pennsylvania	11	(1%)
Hawaii	1	(*)	Rhode Island	1	(*)
Idaho	1	(*)	South Carolina	15	(1%)
Illinois	16	(1%)	South Dakota	2	(*)
Indiana	21	(1%)	Tennessee	122	(7%)
Iowa	3	(*)	Texas	6	(*)
Kentucky	663	(40%)	Utah	1	(*)
Louisiana	3	(*)	Vermont	6	(*)
Maine	4	(*)	Virginia	58	(3%)
Maryland	7	(*)	Washington	2	(*)
Massachusetts	7	(*)	West Virginia	49	(3%)
Michigan	16	(1%)	Wisconsin	4	(*)
Minnesota	2	(*)	Wyoming	1	(*)

Sub-Total (46 states, 1 territory and the Armed Forces)	1,485	(90%)
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Students Enrolled from Outside the U.S. and/or Its Territories (For more detail, see the following page.)	119	(7%)
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Total Degree-Seeking Students	1,604	(97%)
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Non-Degree-Seeking Students:

Berea Community School	34
College Employee	2
Community (Special)	15
EKU Exchange	0
Madison Southern High School	0
Transient/Exchange	3
Sub-Total	54

Total Non-Degree-Seeking Students	54	(3%)
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TOTAL HEADCOUNT ENROLLMENT	1,658	(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 2012.
For more details visit <<http://www.berea.edu/ira/files/2012/11/2012GeographicalReport.pdf>>

FALL 2012 ENROLLMENT BY COUNTRY ORGANIZED BY CONTINENT

Degree-Seeking Students:

Africa (19 countries)

Botswana	1	(1%)
Burkina Faso	2	(2%)
Cameroon	4	(3%)
Dem. Rep. of the Congo	5	(4%)
Egypt	1	(1%)
Eritrea	2	(2%)
Ethiopia	3	(3%)
Ghana	2	(2%)
Kenya	4	(3%)
Liberia	1	(1%)
Malawi	2	(2%)
Morocco	2	(2%)
Nigeria	4	(3%)
Rwanda	3	(3%)
Sudan	1	(1%)
Tanzania	2	(2%)
Uganda	2	(2%)
Zambia	1	(1%)
Zimbabwe	4	(3%)
Africa Total	46	(39%)

Asia (20 countries)

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

Asia, continued

Taiwan	1	(1%)
Tibet, The Former	4	(3%)
Turkmenistan	1	(1%)
Uzbekistan	3	(3%)
Vietnam	3	(3%)
Yemen	3	(3%)
Asia Total	49	(41%)

Europe (6 countries)

Albania	1	(1%)
Georgia	1	(1%)
Kosovo	3	(3%)
Moldova	1	(1%)
Slovak Republic	1	(1%)
Ukraine	1	(1%)
Europe Total	8	(7%)

North America (4 countries)

Dominica	1	(1%)
Guatemala	1	(1%)
Haiti	4	(3%)
St. Lucia	1	(1%)
North America	7	(6%)

Total

South America (6 countries)

Bolivia	2	(2%)
Brazil	1	(1%)
Chile	1	(1%)
Columbia	3	(3%)
Ecuador	1	(1%)
Peru	1	(1%)
South America Total	9	(8%)

(55 Countries represented)

TOTAL OF ALL COUNTRIES 119 (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 and nineteen (119) 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 2012.
For more details visit <<http://www.berea.edu/ira/files/2012/11/2012GeographicalReport.pdf>> and <<http://www.worldatlas.com/cntycont.htm>>.

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS
BY TERRITORY
2008 - 2012**

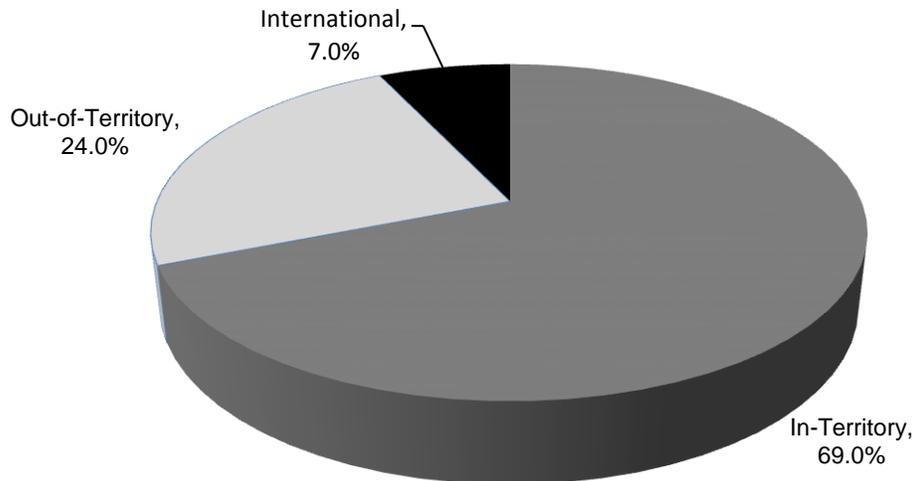
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Berea's Territory*	1,082	1,067	1,092	1,113	1,106
Prior to 1976 expansion	69%	69%	65%	65%	56%
Counties Added in 1976 & 1978	29%	29%	32%	32%	41%
Hamilton Co, Ohio added in 1996	2%	3%	3%	3%	3%
Out-of-Territory**	298	317	357	386	384
F-1 International***	<u>111</u>	<u>112</u>	<u>103</u>	<u>114</u>	<u>114</u>
TOTAL	1,491	1,496	1,552	1,613	1,604

*For a complete description of Berea's Territory and its changes, please see pages 30 - 32. Berea's Territory also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

**The "Out-of-Territory" classification includes students who come from outside Berea's Territory, including U.S. citizens living in foreign countries. "Out-of-Territory" also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside out of the territory.

***The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" depending on residence at the time of application. These students are eligible for federal financial aid that F-1 International students cannot legally receive. In Fall 2012, twenty-two (22) 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/files/2012/11/2012GeographicalReport.pdf>

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS
BY RACE/ETHNICITY*
2008 - 2012**

	<u>2008</u>		<u>2009</u>		<u>2010*</u>		<u>2011</u>		<u>2012</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 ** Pre-2010 Category: African-American (Non-Hispanic)	253	(17%)	273	(18%)	266	(17%)	293	(18%)	289	(18%)
American Indian or Alaskan Native	18	(1%)	11	(1%)	7	(0.5%)	6	(0.4%)	6	(0.4%)
Asian Pre-2010 Category: Asian or Pacific Islander	22	(1%)	21	(1%)	16	(1%)	20	(1%)	20	(1%)
Native Hawaiian or Pacific Islander	not available		not available		1	(0.06%)	1	(0.06%)	0	(0%)
Hispanic	33	(2%)	39	(3%)	(see note below)		(see note below)		(see note below)	
White Pre-2010 Category: White (Non-Hispanic)	1,016	(68%)	1,010	(68%)	1,038	(67%)	1,062	(66%)	1,062	(66%)
Students who chose not to respond/ Race unknown	38	(3%)	30	(2%)	73	(5%)	69	(4%)	67	(4%)
Two or more races indicated***	not available		not available		48	(3%)	48	(3%)	46	(3%)
F-1 International Students	<u>111</u>	<u>(7%)</u>	<u>112</u>	<u>(7%)</u>	<u>103</u>	<u>(7%)</u>	<u>114</u>	<u>(7%)</u>	<u>114</u>	<u>(7%)</u>
TOTAL	1,491	(100%)	1,496	(100%)	1,552	(100%)	1,613	(100%)	1,604	(100%)

NOTES: Students who indicated that they were "Hispanic or Latino or of Spanish origin;" in Fall 2010, 26 (2%); Fall 2011, 50 (3%); and Fall 2012, 62 (4%)

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 57 for more details.

**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, October 2012

ENROLLMENT OF DEGREE-SEEKING STUDENTS BY ETHNIC AND RACIAL BREAKDOWNS

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

Ethnicity Breakdown for All Students

	Fall 2010		Fall 2011		Fall 2012	
Hispanic or Latino or Spanish Origin	26	1.7%	50	3.1%	62	3.9%
Not Hispanic or Latino or Spanish Origin	1,224	80.2%	1,318	81.7%	1,323	82.5%
Choose not to respond	179	11.5%	131	8.1%	105	6.5%
International Students	103	6.6%	114	7.1%	114	7.1%

Racial Breakdown

F-1 International (racial breakdown not collected)	103	6.6%	114	7.1%	114	7.1%
Chose not to respond (Race unknown)	73	4.7%	69	4.3%	67	4.2%
American Indian or Alaska Native	7	0.5%	6	0.4%	6	0.4%
Asian	16	1.0%	20	1.2%	20	1.2%
Black or African American	228	14.7%	249	15.4%	238	14.8%
Native Hawaiian or Other Pacific Islander	1	0.1%	1	0.1%	0	0.0%
White	1,038	66.9%	1,062	65.8%	1,062	66.2%
Two or more races indicated	86	5.5%	92	5.7%	97	6.0%
American Indian/Alaska Native and Asian and Black/African American and Native Hawaiian/ Other Pacific Islander and White	(4)		(3)		(3)	
American Indian/Alaska Native and Asian	(0)		(0)		(1)	
American Indian/Alaska Native and Asian and White	(3)		(3)		(2)	
American Indian/Alaska Native and Black/African American	(1)		(0)		(0)	
American Indian/Alaska Native and Black/African and Native Hawaiian/Other Pacific Islander and White	(2)		(1)		(0)	
American Indian/Alaska Native and Black/African American and White	(9)		(13)		(12)	
American Indian/Alaska Native and White	(31)		(33)		(30)	
Asian and Black/African American	(2)		(1)		(1)	
Asian and Black/African American and White	(1)		(2)		(1)	
Asian and Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)	
Asian and Native Hawaiian/Other Pacific Islander	(1)		(0)		(0)	
Asian and White	(11)		(10)		(11)	
Black/African American and Native Hawaiian/Other Pacific Islander and White	(1)		(0)		(0)	
Black/African American and White	(18)		(24)		(34)	
Native Hawaiian/Other Pacific Islander and White	(1)		(1)		(1)	
	1,552	100.0%	1,613	100.0%	1,604	100.0%

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 ; 293 (18.2%) for Fall 2011 and 289 (18.0%) for Fall 2012.

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
2008 – 2012**

<u>Age*</u>	2008		2009		2010		2011		2012	
	<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%)	16	(1%)	43	(3%)	39	(2%)	33	(2%)
18 – 19 years old	656	(44%)	622	(42%)	662	(43%)	689	(43%)	647	(40%)
20 – 21 years old	565	(38%)	575	(38%)	563	(36%)	566	(35%)	604	(38%)
22 – 24 years old	157	(11%)	201	(13%)	184	(12%)	191	(12%)	198	(12%)
25 – 29 years old	49	(3%)	50	(3%)	63	(4%)	75	(5%)	75	(5%)
30 – 34 years old	13	(1%)	15	(1%)	18	(1%)	23	(1%)	20	(1%)
35 – 39 years old	4	(**)	6	(**)	7	(**)	14	(1%)	14	(1%)
40 – 49 years old	7	(**)	7	(**)	11	(1%)	13	(1%)	12	(1%)
50 – 64 years old	3	(**)	4	(**)	1	(**)	3	(**)	1	(**)
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	1,491	(100%)	1,496	(100%)	1,552	(100%)	1,613	(100%)	1,604	(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, October 2012

**FALL 2012 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	(**)
Agriculture and Natural Resources	0	(0%)	43	(7%)	0	(0%)	43	(5%)
Applied Science and Mathematics	0	(0%)	1	(**)	1	(1%)	2	(**)
Art and Art History	1	(1%)	24	(4%)	2	(3%)	27	(3%)
Asian Studies	2	(2%)	3	(**)	0	(0%)	5	(1%)
Biology	14	(12%)	40	(7%)	3	(4%)	57	(7%)
Business Administration	4	(3%)	25	(4%)	10	(15%)	39	(5%)
Chemistry	7	(6%)	19	(3%)	6	(9%)	32	(4%)
Child and Family Studies	10	(8%)	36	(6%)	0	(0%)	46	(6%)
Communication	7	(6%)	18	(3%)	0	(0%)	25	(3%)
Computer and Information Science	1	(1%)	18	(3%)	4	(6%)	23	(3%)
Economics	2	(2%)	6	(1%)	7	(10%)	15	(2%)
Education Studies – Elementary Education	4	(3%)	21	(3%)	1	(1%)	26	(3%)
Education Studies – General	3	(2%)	29	(5%)	0	(0%)	32	(4%)
Education Studies – Middle Grades 5-9	0	(0%)	7	(1%)	0	(0%)	7	(1%)
Education Studies – Teaching and Curriculum with Certification	0	(0%)	1	(**)	0	(0%)	1	(**)
English	3	(2%)	38	(6%)	1	(1%)	42	(5%)
Foreign Languages								
French	0	(0%)	4	(1%)	1	(1%)	5	(1%)
German	0	(0%)	1	(**)	1	(1%)	2	(**)
Spanish	4	(3%)	15	(2%)	0	(0%)	19	(2%)
History	2	(2%)	21	(3%)	0	(0%)	23	(3%)
Independent	1	(1%)	11	(2%)	1	(1%)	13	(2%)
Mathematics	3	(2%)	18	(3%)	7	(10%)	28	(3%)
Music	4	(3%)	15	(2%)	0	(0%)	19	(2%)
Nursing	2	(2%)	38	(6%)	5	(7%)	45	(6%)
Philosophy	1	(1%)	5	(1%)	0	(0%)	6	(1%)
Physical Education	7	(6%)	22	(4%)	0	(0%)	29	(4%)
Physics	2	(2%)	6	(1%)	3	(4%)	11	(1%)
Political Science	2	(2%)	13	(2%)	4	(6%)	19	(2%)
Psychology	7	(6%)	29	(5%)	5	(7%)	41	(5%)
Religion	0	(0%)	6	(1%)	0	(0%)	6	(1%)
Sociology	4	(3%)	16	(3%)	2	(3%)	22	(3%)
Technology and Applied Design	9	(7%)	27	(4%)	2	(3%)	38	(5%)
Theatre	6	(5%)	17	(3%)	1	(1%)	24	(3%)
Women's and Gender Studies	2	(2%)	3	(**)	0	(0%)	5	(1%)
<i>Undecided</i>	3	(2%)	17	(3%)	1	(1%)	21	(3%)
TOTAL	121	(100%)	613	(100%)	68	(100%)	802	(100%)

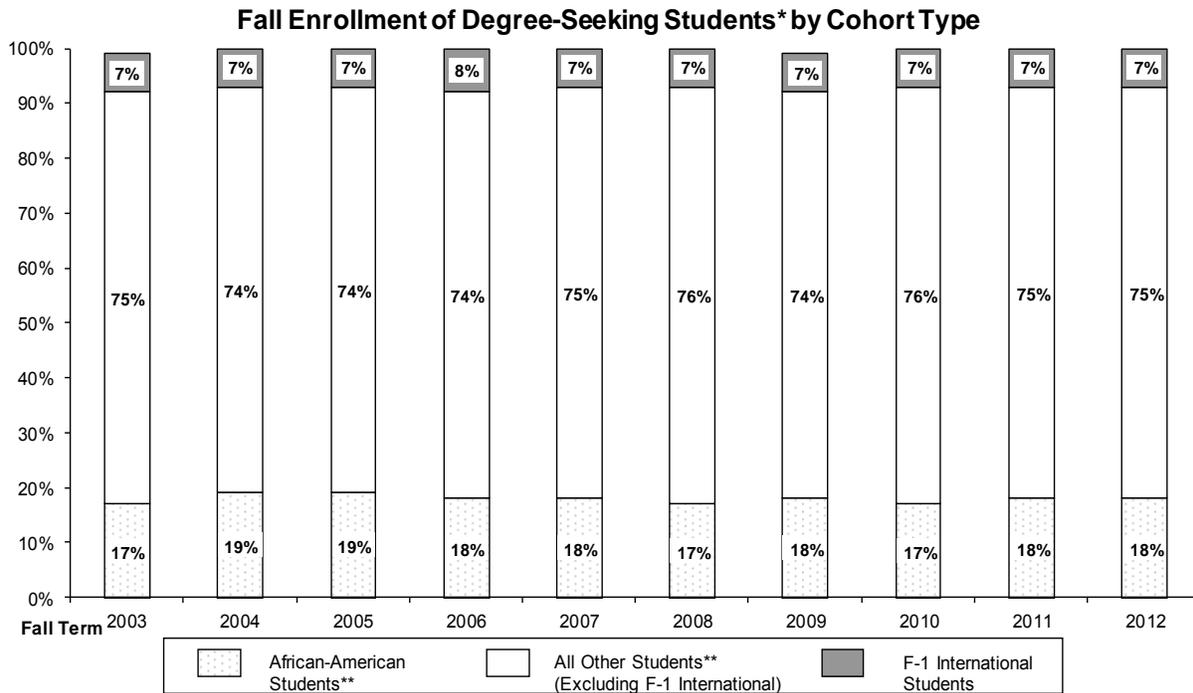
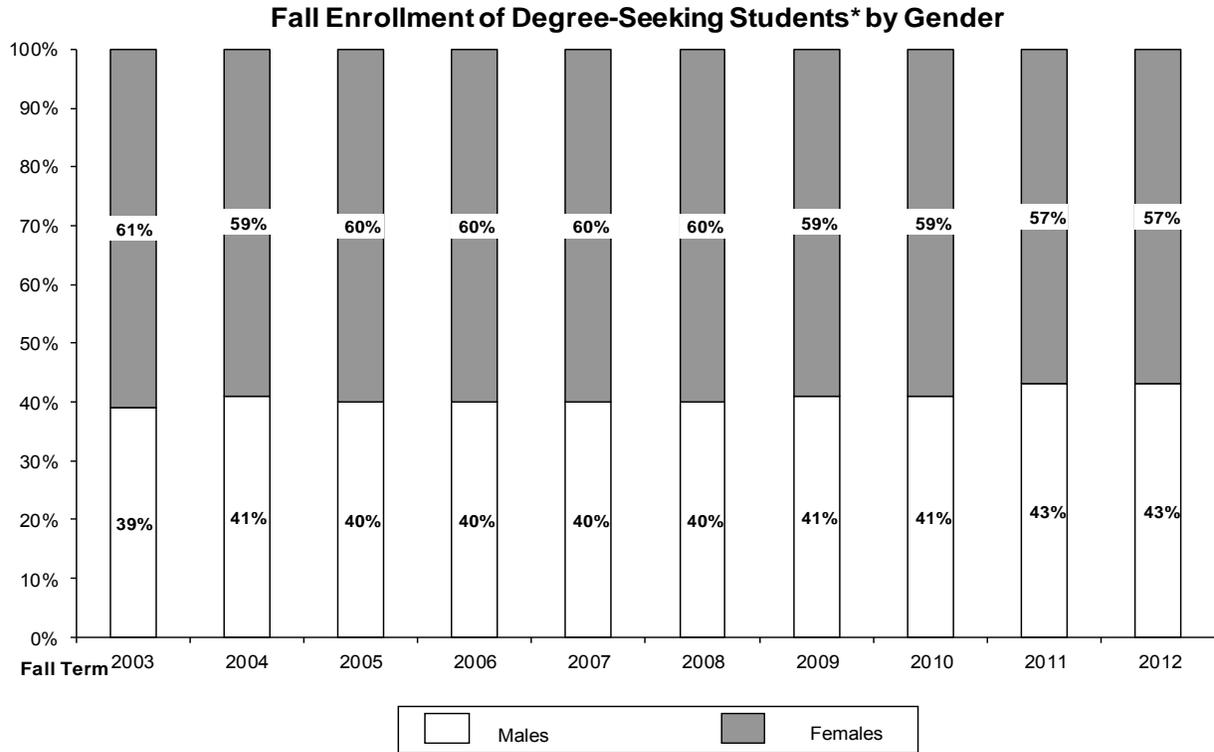
*Based on students who identified themselves as "Black or African American" alone or in combination with another race.

**Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 802 majors represent 753 junior and senior students enrolled in Fall 2012.

Compiled by: Office of Institutional Research and Assessment, September 2012.

FALL ENROLLMENT TRENDS

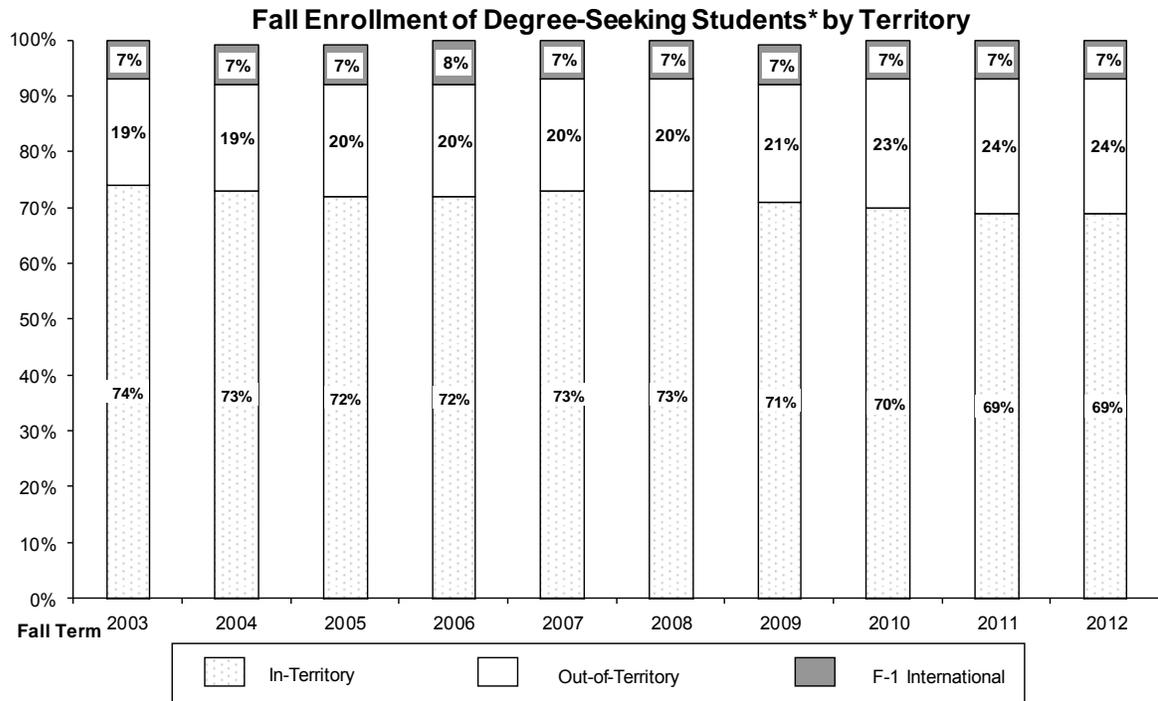


*Includes full and part-time students.

**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, October 2012

Fall Enrollment Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, October 2012

**SPRING ENROLLMENTS BY CLASSIFICATION
2008 - 2012**

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	363	338	319	350	334
First-Year Students	(9)	(3)	(1)	(4)	(1)
Other Freshmen**	(354)	(335)	(318)	(346)	(333)
Sophomore	312	324	287	342	380
Junior	308	291	322	318	361
Senior	<u>442</u>	<u>400</u>	<u>408</u>	<u>405</u>	<u>404</u>
TOTAL DEGREE-SEEKING STUDENTS	1,425	1,353	1,336	1,415	1,479
Berea Community School	17	27	24	17	25
Madison Southern High School	3	4	10	8	2
College Employee	4	4	3	3	0
Community (Special)	12	12	11	20	17
Transient/Exchange	<u>5</u>	<u>9</u>	<u>9</u>	<u>11</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	41	56	57	59	52
TOTAL HEADCOUNT	1,466	1,409	1,393	1,474	1,531

*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. Includes ECU exchange students.

Source: Academic Services, February 2012

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

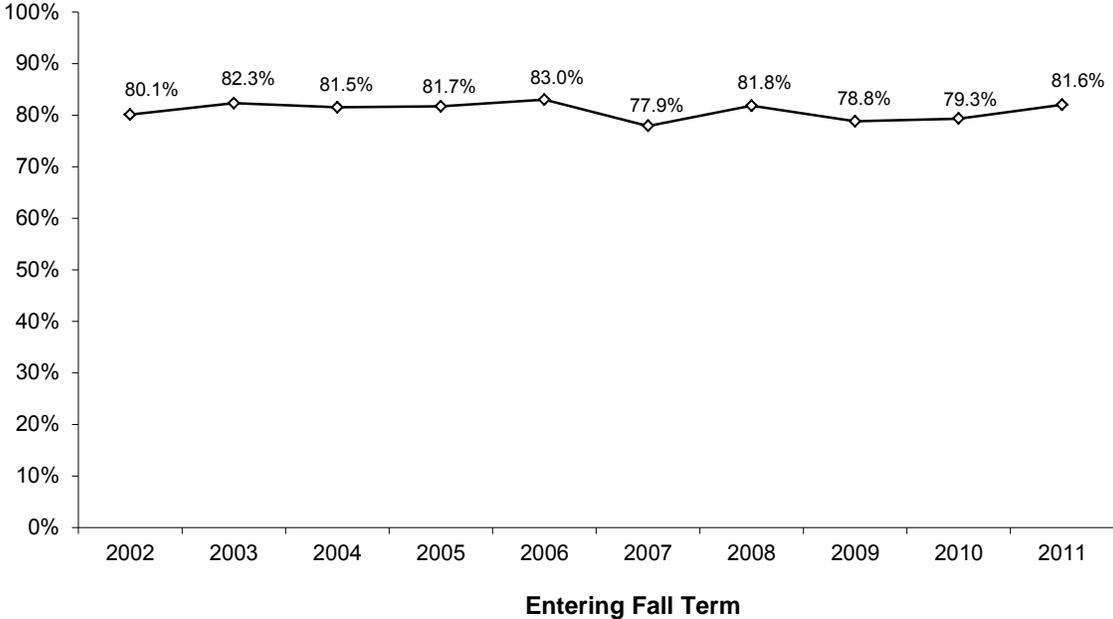
<u>Full-Time Students</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Freshman	363	338	319	350	334
First-Year Students	(9)	(3)	(1)	(4)	(1)
Other Freshmen**	(354)	(335)	(318)	(346)	(333)
Sophomore	312	324	287	342	379
Junior	307	290	322	318	359
Senior	<u>439</u>	<u>398</u>	<u>408</u>	<u>401</u>	<u>402</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,421	1,350	1,336	1,411	1,474
Berea Community School	0	0	0	0	0
Madison Southern High School	0	0	0	0	0
College Employee	0	0	0	0	0
Community (Special)	2	0	0	0	2
Transient/Exchange	<u>4</u>	<u>7</u>	<u>8</u>	<u>11</u>	<u>7</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	6	7	8	11	9
TOTAL FULL-TIME STUDENTS	1,427	1,357	1,344	1,422	1,483
<hr/>					
<u>Part-Time Students</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</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	1
Junior	1	1	0	0	2
Senior	<u>3</u>	<u>2</u>	<u>0</u>	<u>4</u>	<u>2</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENT	4	3	0	4	5
Berea Community School	17	27	24	17	25
Madison Southern High School	3	4	10	8	2
College Employee	4	4	3	3	0
Community (Special)	10	12	11	20	15
Transient/Exchange	<u>1</u>	<u>2</u>	<u>1</u>	<u>0</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	35	49	49	48	43
TOTAL PART-TIME STUDENTS	39	52	49	52	48
FTE Enrollment	1,444	1,379	1,362	1,443	1,504

**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.

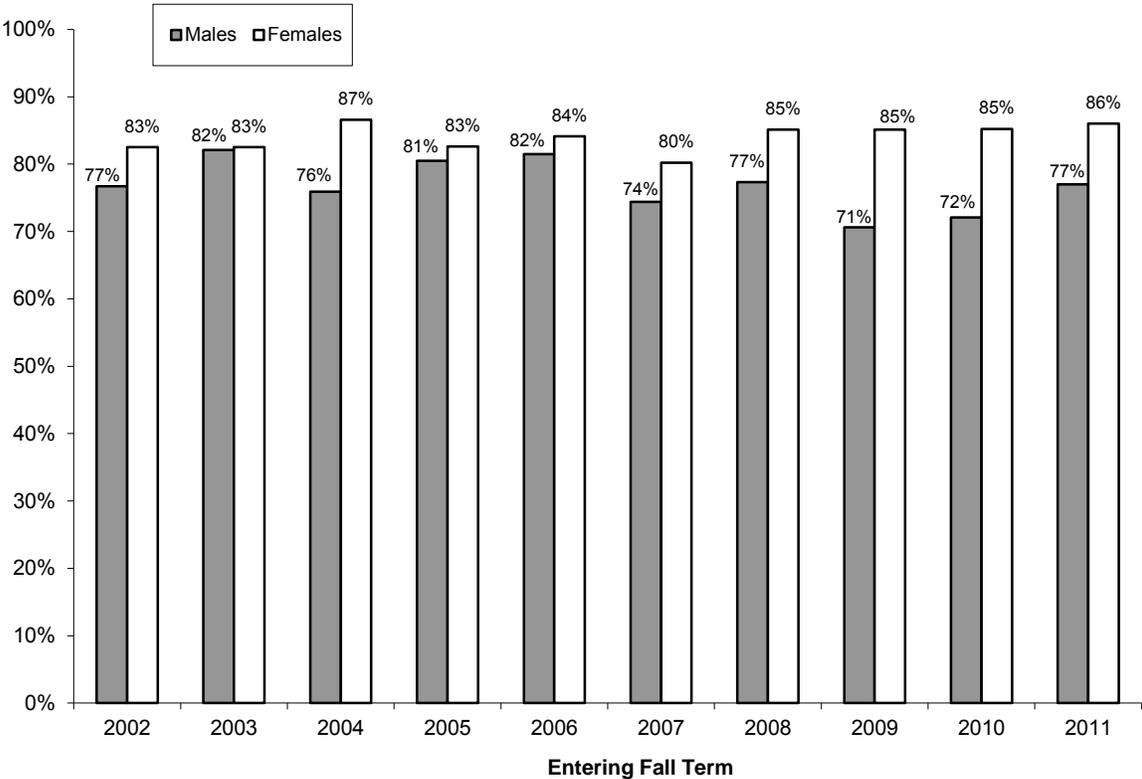
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 48 students has an FTE of 20.92.

FIRST-TO-SECOND YEAR RETENTION First-Year Students

All First-Year Students



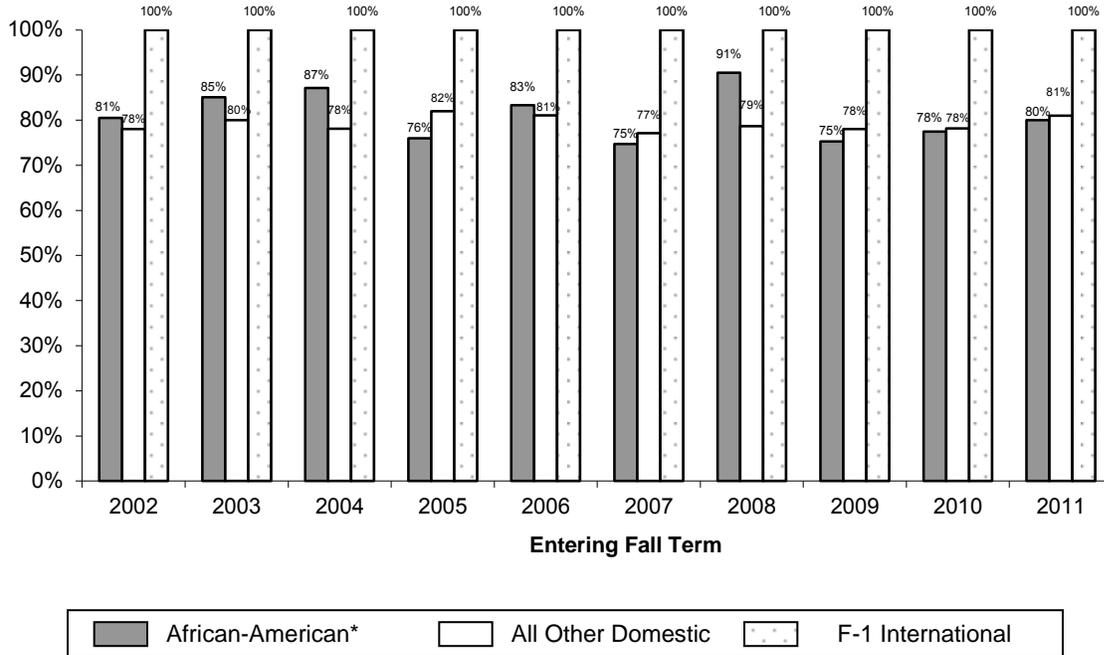
By Gender



Source: Office of Institutional Research and Assessment, October 2012

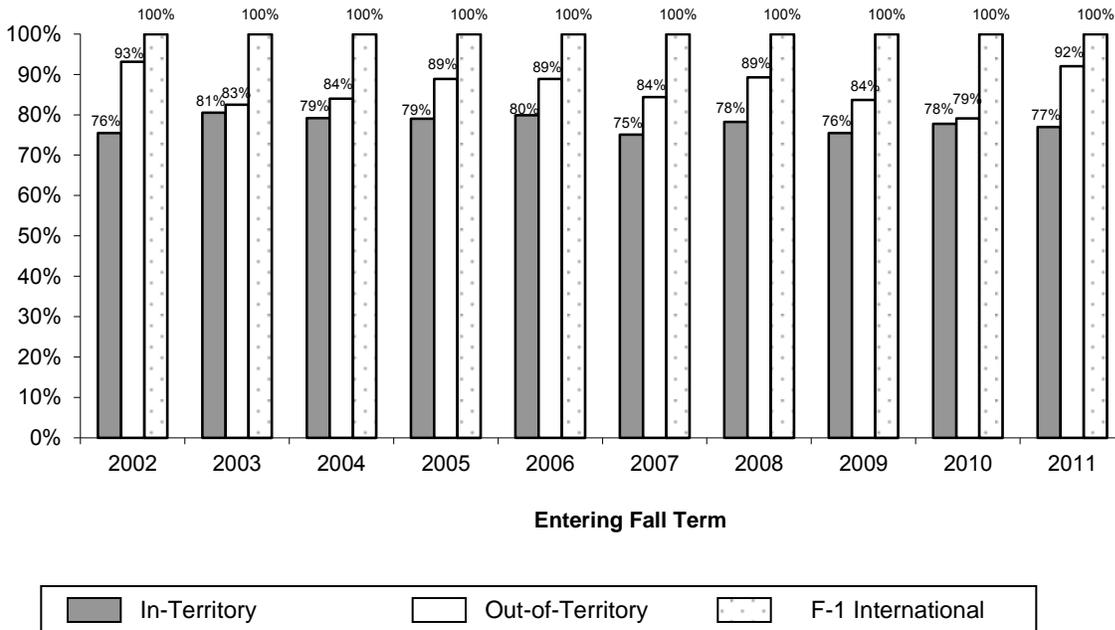
FIRST-TO-SECOND YEAR RETENTION, continued

By Cohort Type



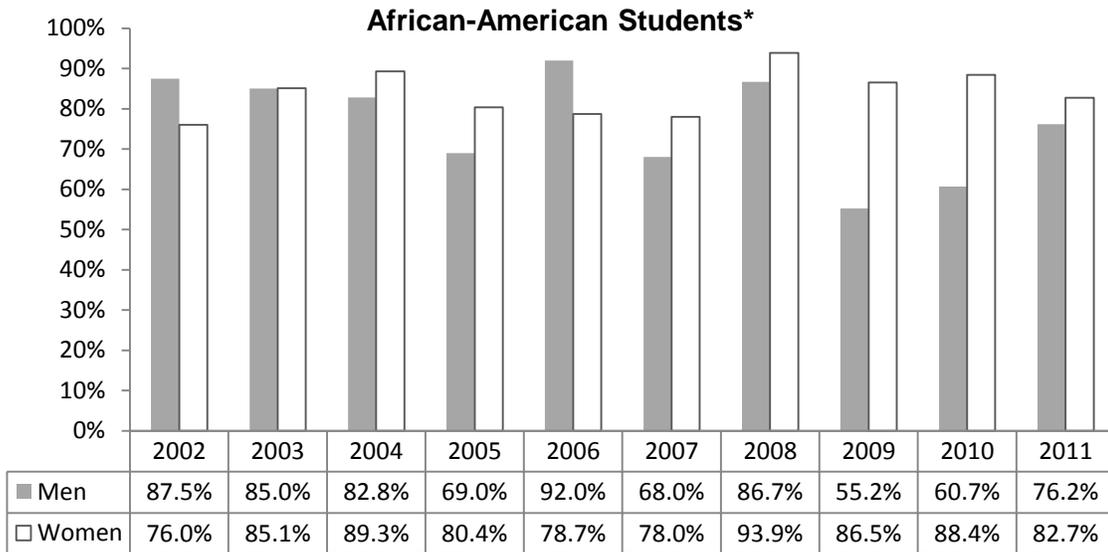
*Based on students who identified themselves as “Black or African American” alone or in combination with another race.

By Territory

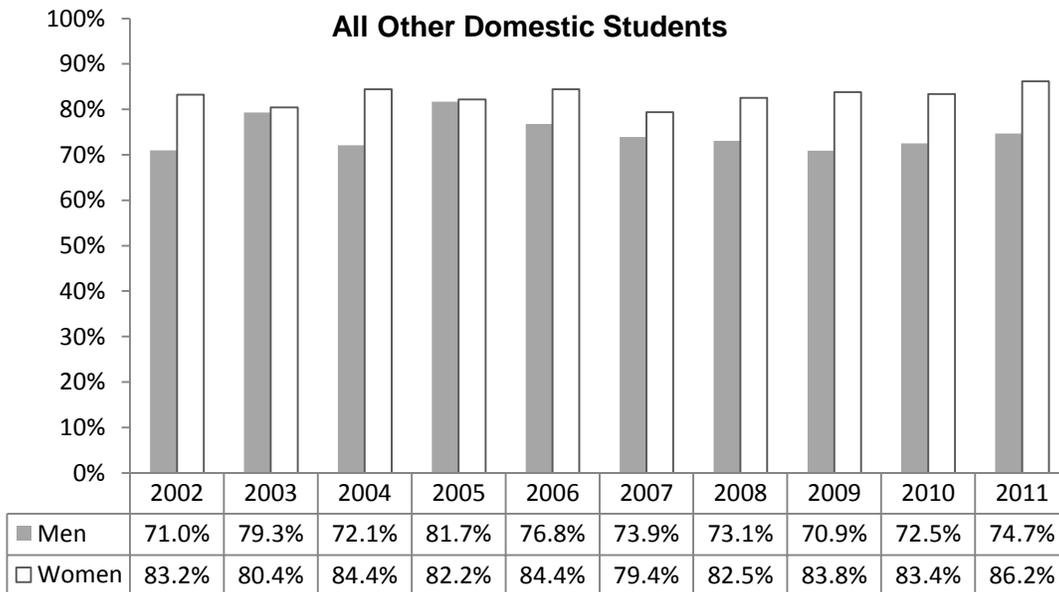


Source: Office of Institutional Research and Assessment, October 2012

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 2002 through 2011.

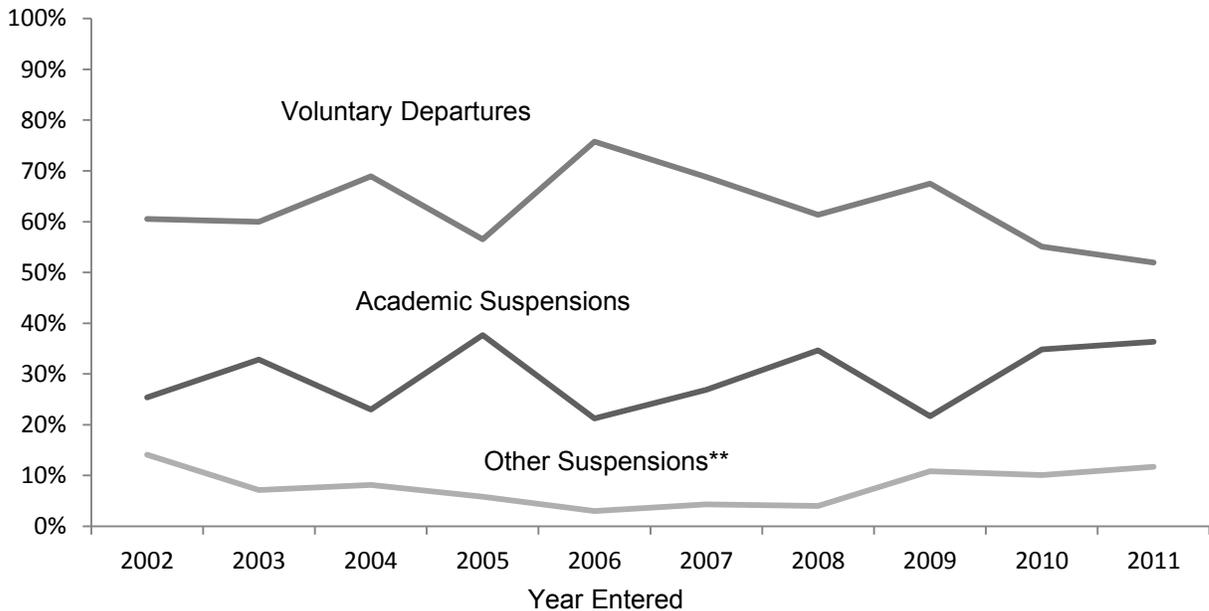
Source: Office of Institutional Research and Assessment, October 2012

FIRST-YEAR STUDENT RETENTION/ATTRITION FALL TERMS 2002 - 2011

<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>
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
2011	418	81.6	77	28	9	40

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



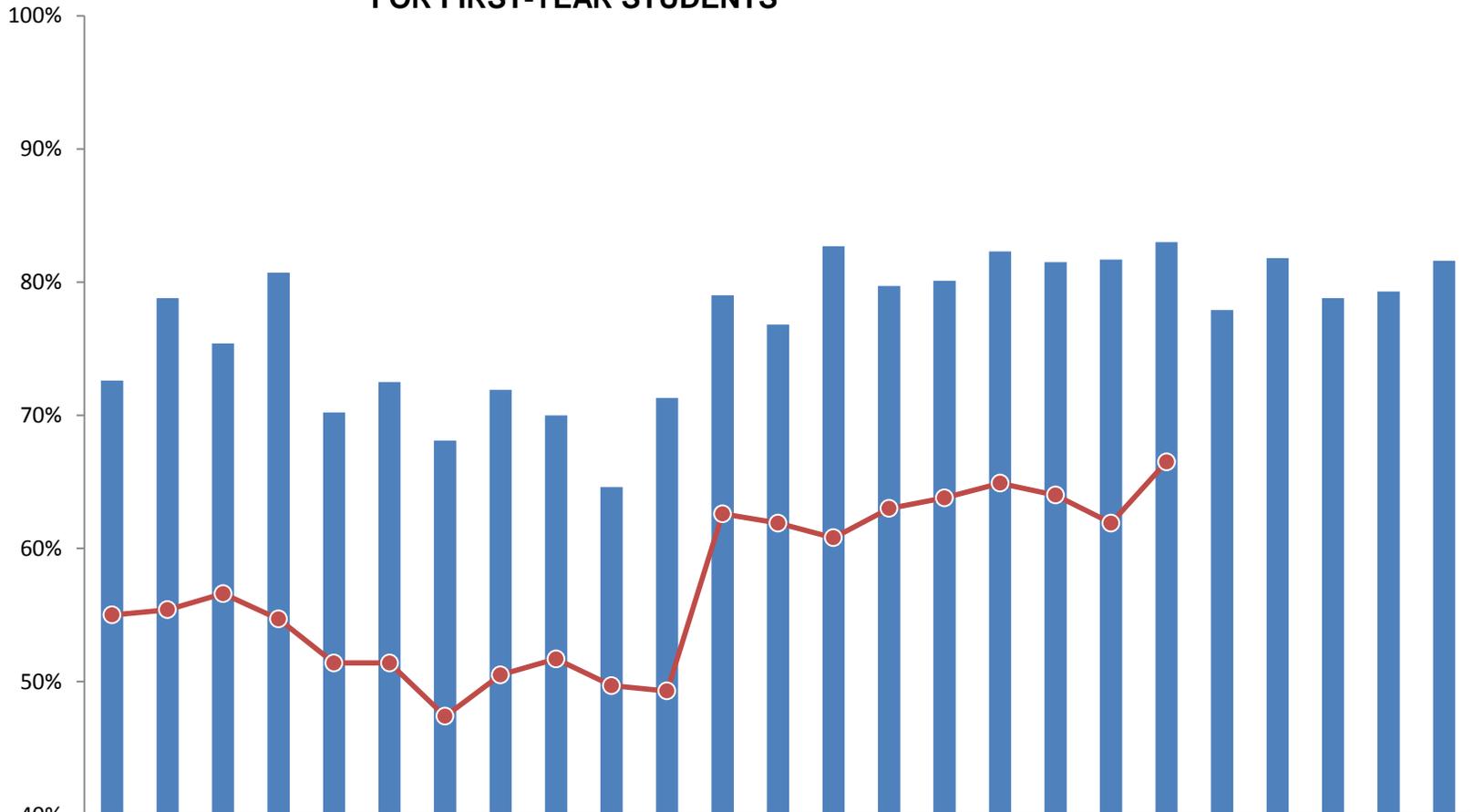
*Denotes cohort numbers that have been adjusted due to the death of a student. In each case, the number in the cohort has been reduced by one.

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

Source: Office of Institutional Research and Assessment, October 2012

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

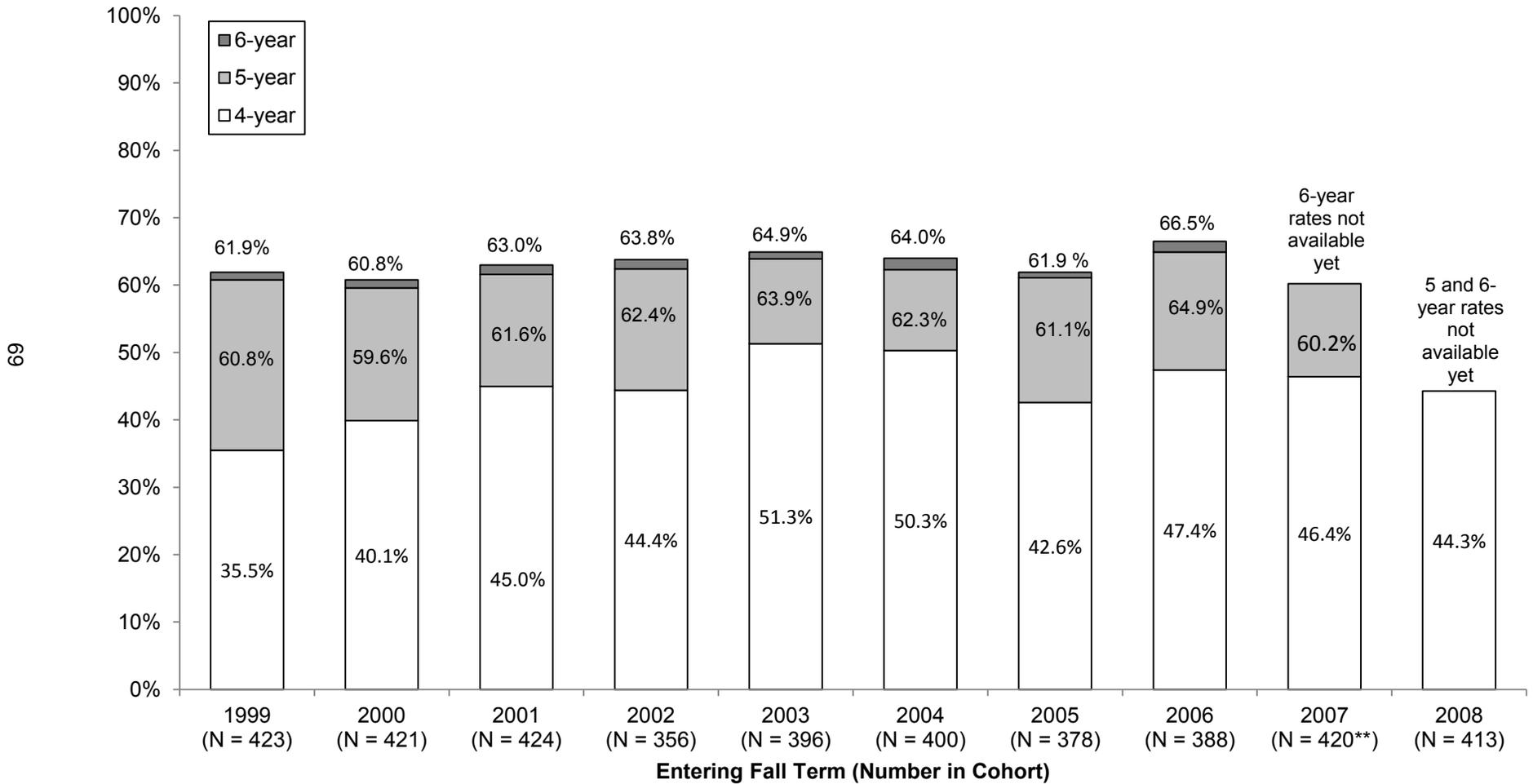
69



	1987 (413)	1988 (362)	1989 (378)	1990 (384)	1991 (436)	1992 (397)	1993 (455)	1994 (406)	1995 (418)	1996 (397)	1997 (404)	1998 (414)	1999 (423)	2000 (421)	2001 (424)	2002 (356)	2003 (396)	2004 (400)	2005 (378)	2006 (388)	2007 (420)	2008 (413)	2009 (392)	2010 (429)	2011 (418)
F-S Retention	72.6%	78.8%	75.4%	80.7%	70.2%	72.5%	68.1%	71.9%	70.0%	64.6%	71.3%	79.0%	76.8%	82.7%	79.7%	80.1%	82.3%	81.5%	81.7%	83.0%					
Six-Year Graduation Rates	55.0%	55.4%	56.6%	54.7%	51.4%	51.4%	47.4%	50.5%	51.7%	49.7%	49.3%	62.6%	61.9%	60.8%	63.0%	63.8%	64.9%	64.0%	61.9%	66.5%					
Percent in top 1/5 high school class	58.0%	61.0%	60.0%	56.0%	52.0%	54.0%	53.0%	51.0%	47.0%	39.0%	43.0%	60.0%	58.0%	64.0%	53.0%	60.0%	57.0%	56.0%	55.0%	55.0%	54.0%	55.0%	56.0%	57.3%	62.0%
Percent Needing any Developmental Math	52.5%	46.8%	40.2%	45.2%	47.0%	37.9%	34.9%	32.0%	40.6%	42.5%	46.8%	22.9%	20.1%	23.3%	25.5%	28.1%	26.8%	23.3%	32.8%	28.9%	34.7%	29.1%	30.6%	25.6%	20.7%
ACT Composite Mean	20.2	21.0	21.3	21.6	21.7	21.7	22.3	22.2	21.7	21.7	21.7	23.0	23.1	23.5	23.3	23.2	23.0	23.6	23.0	23.1	23.1	23.2	23.5	24.1	24.6

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

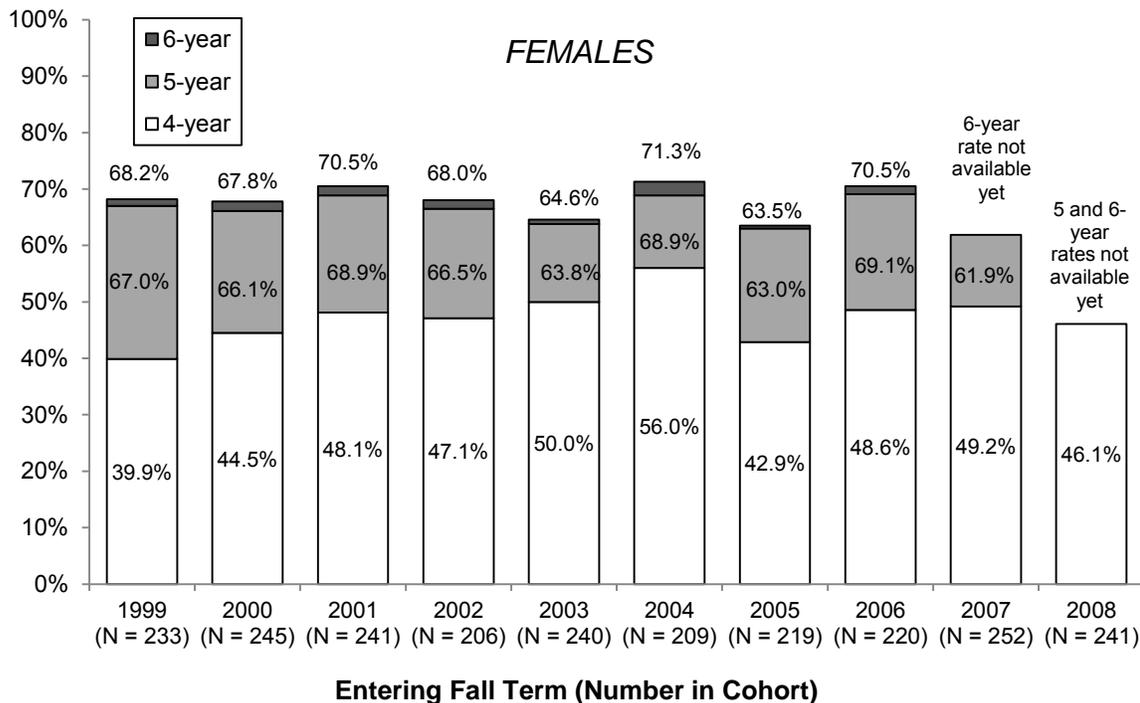
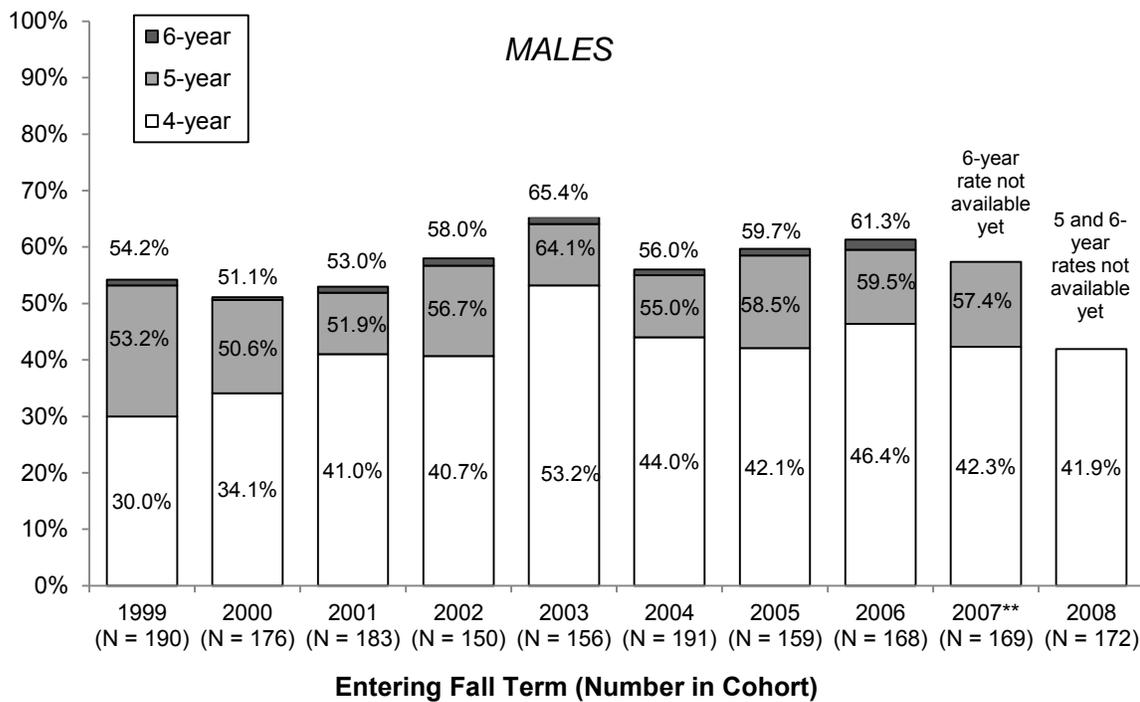


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2012.

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY GENDER

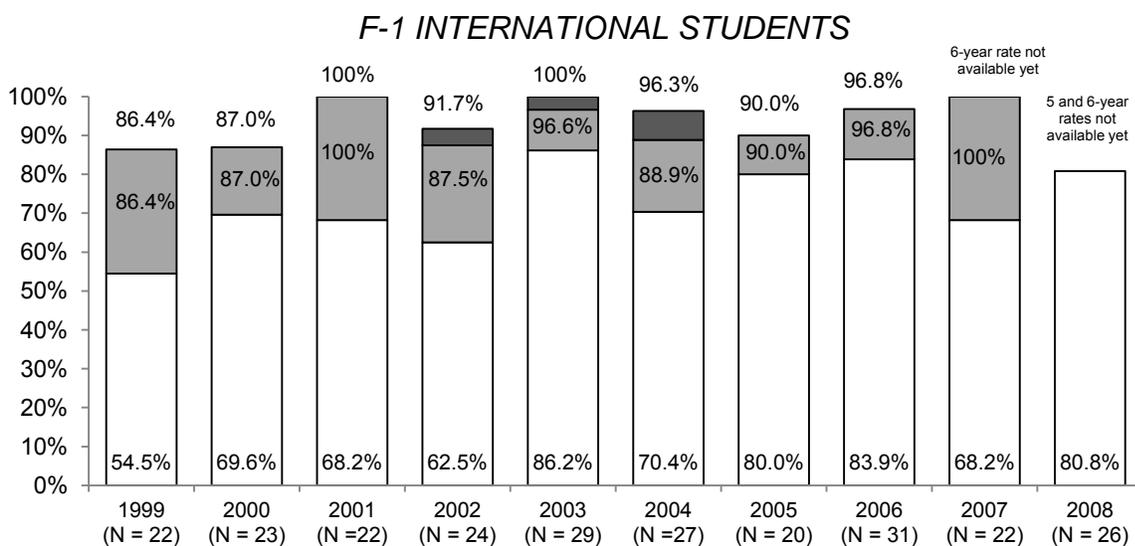
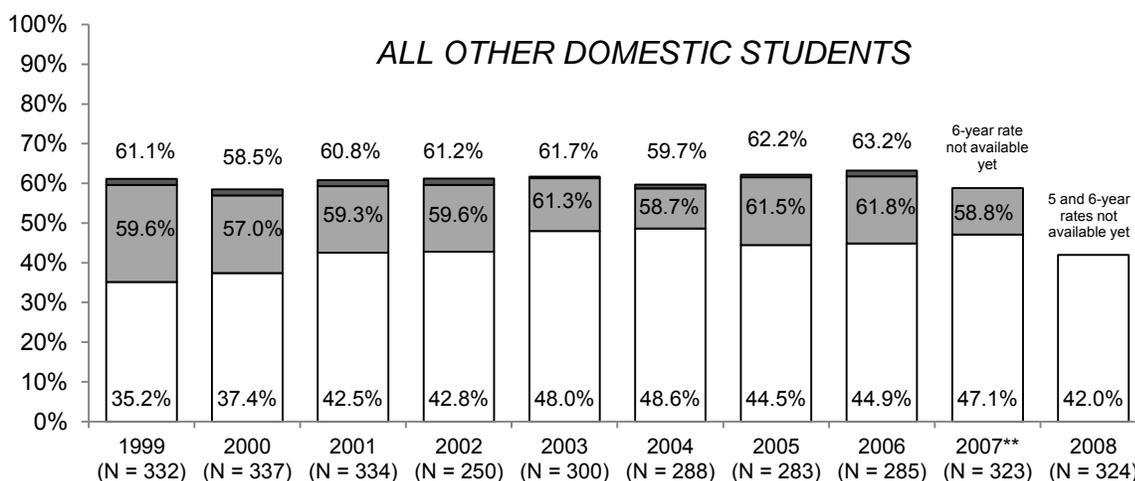
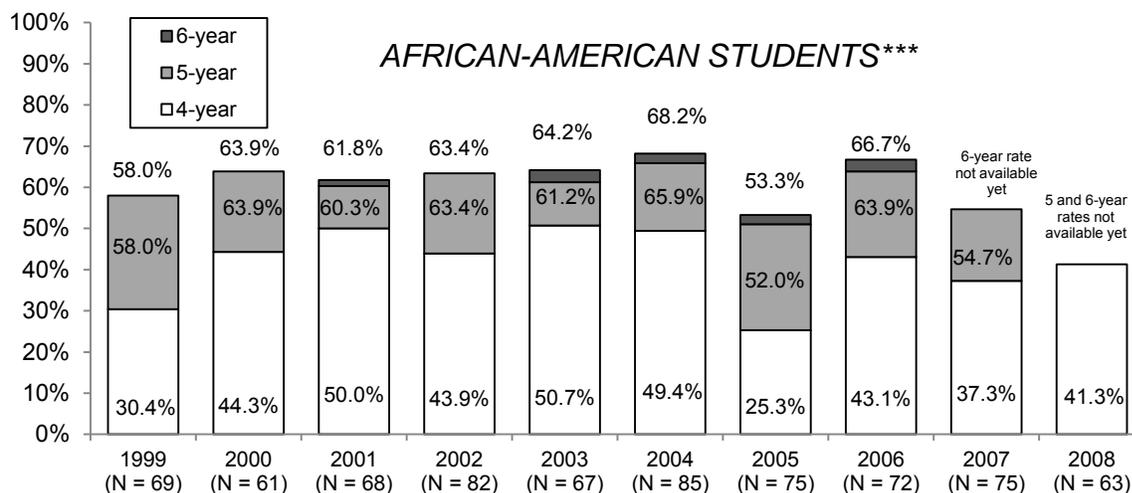


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2012

GRADUATION RATES* FOR FIRST-YEAR STUDENTS BY COHORT TYPE

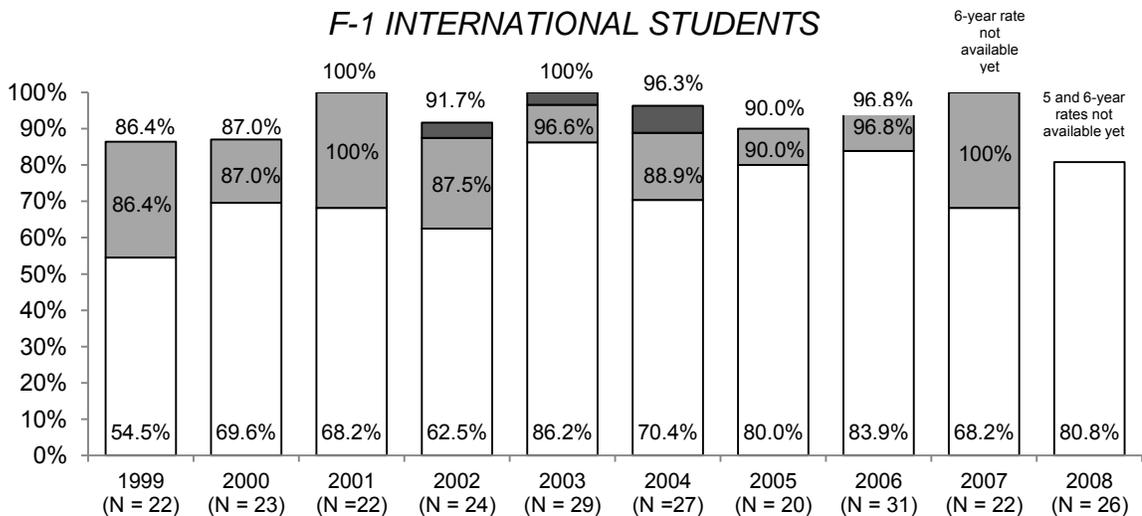
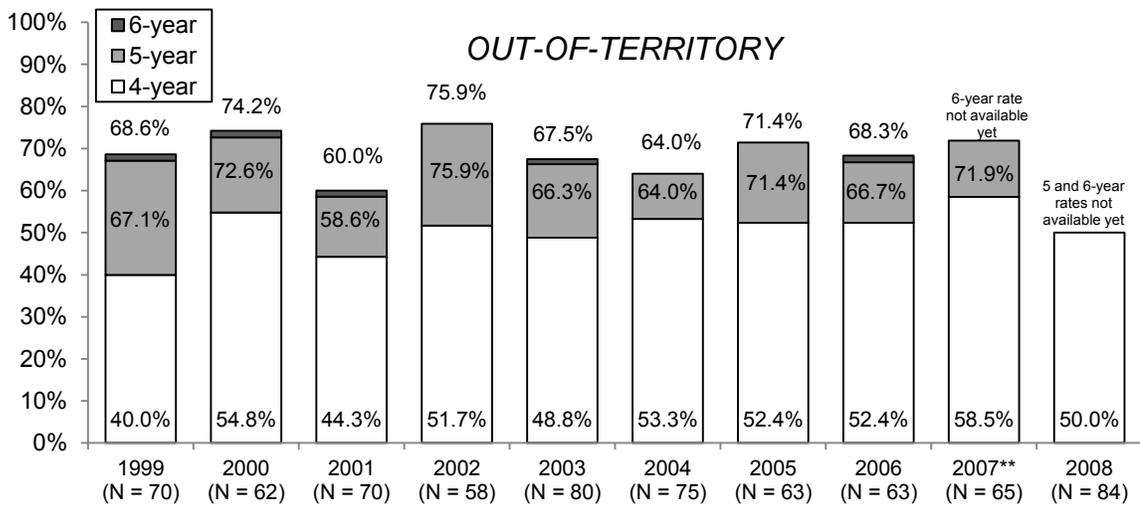
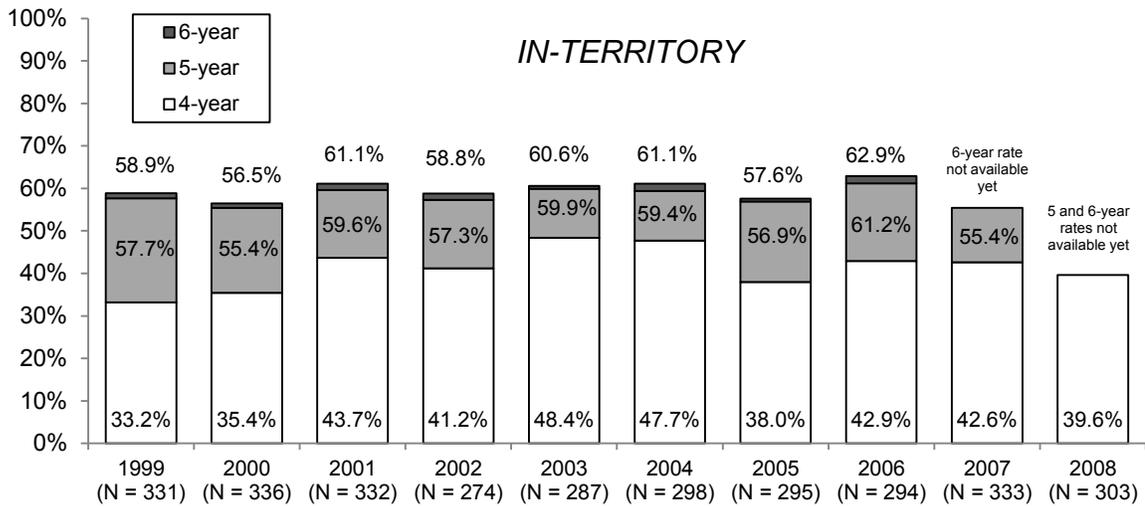


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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

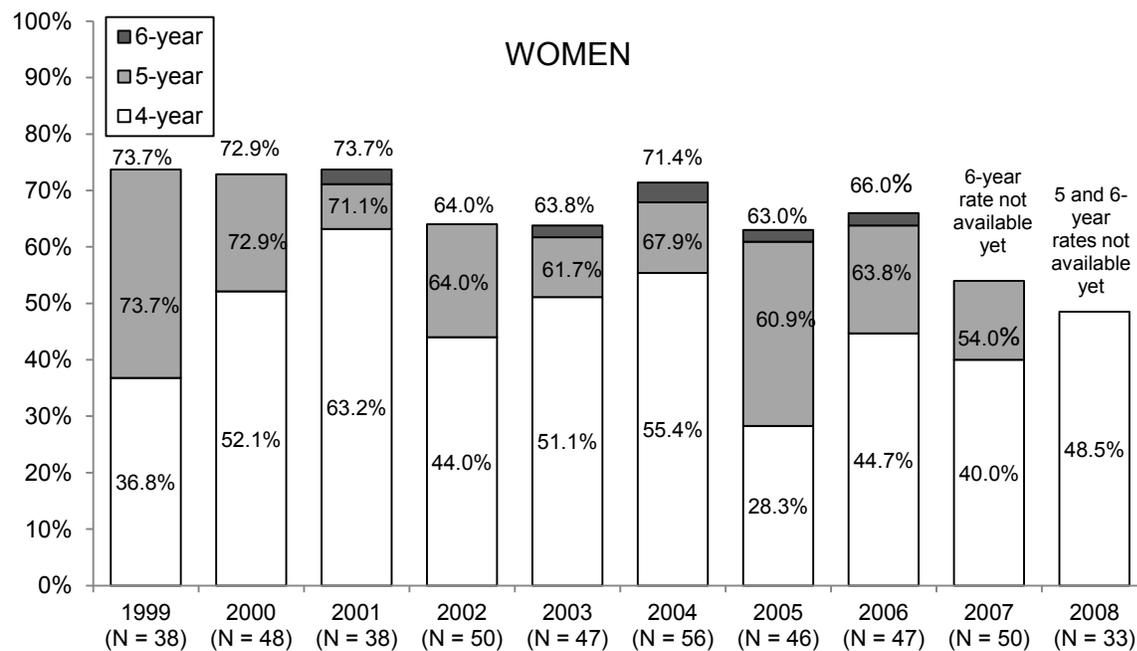
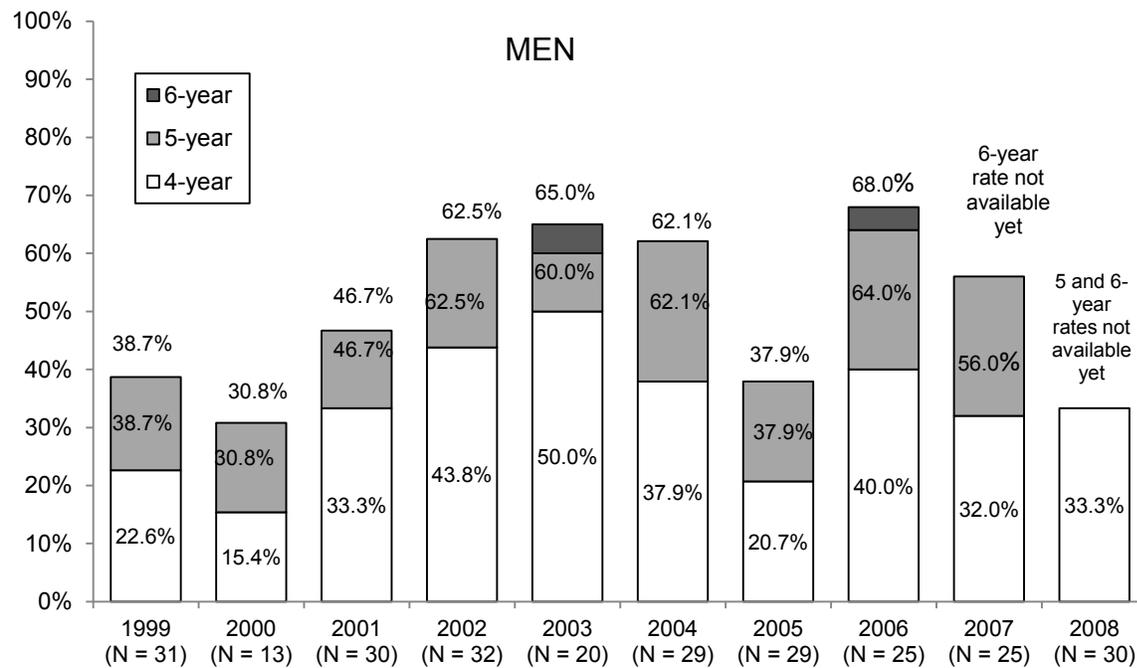


*Students who withdraw and return and included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2012

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



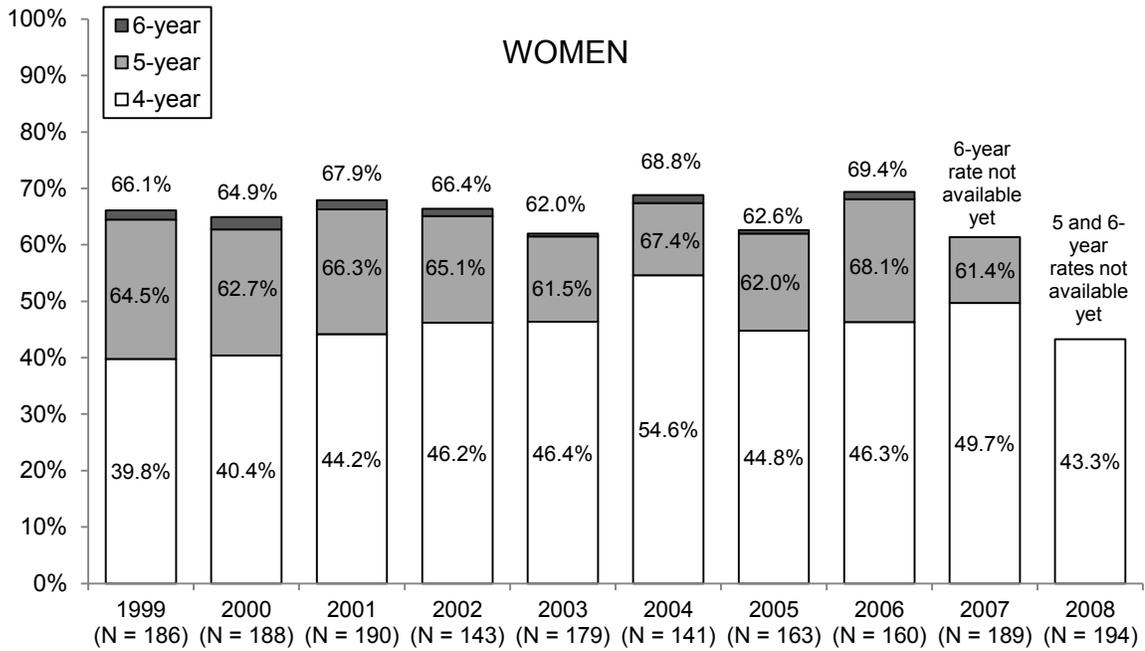
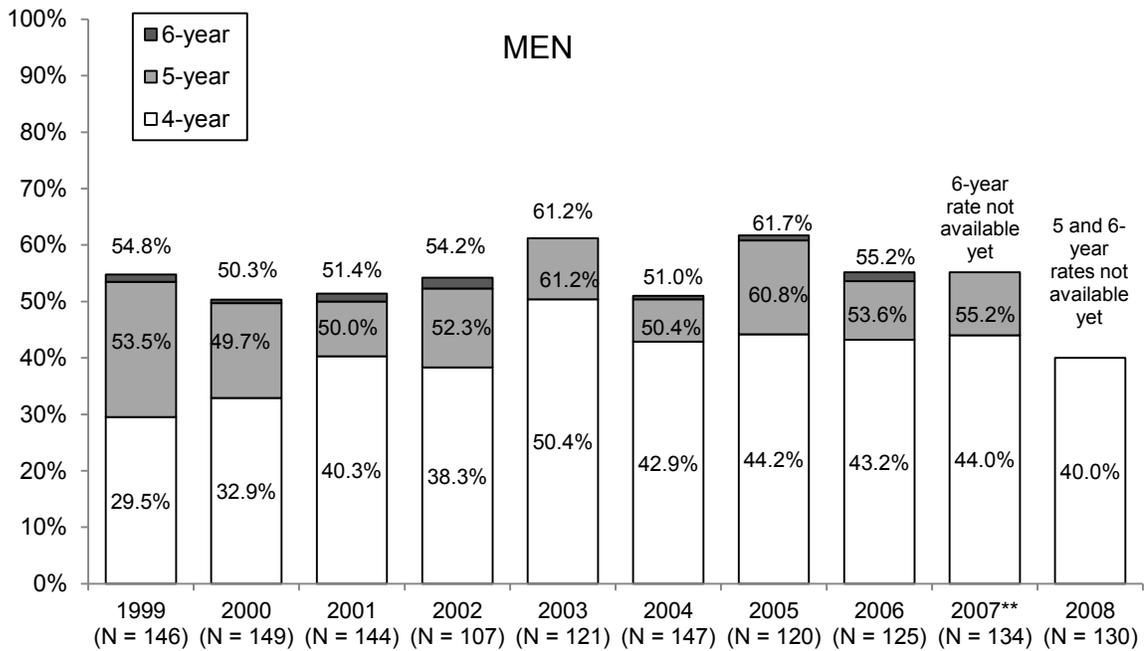
*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

**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 2012

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

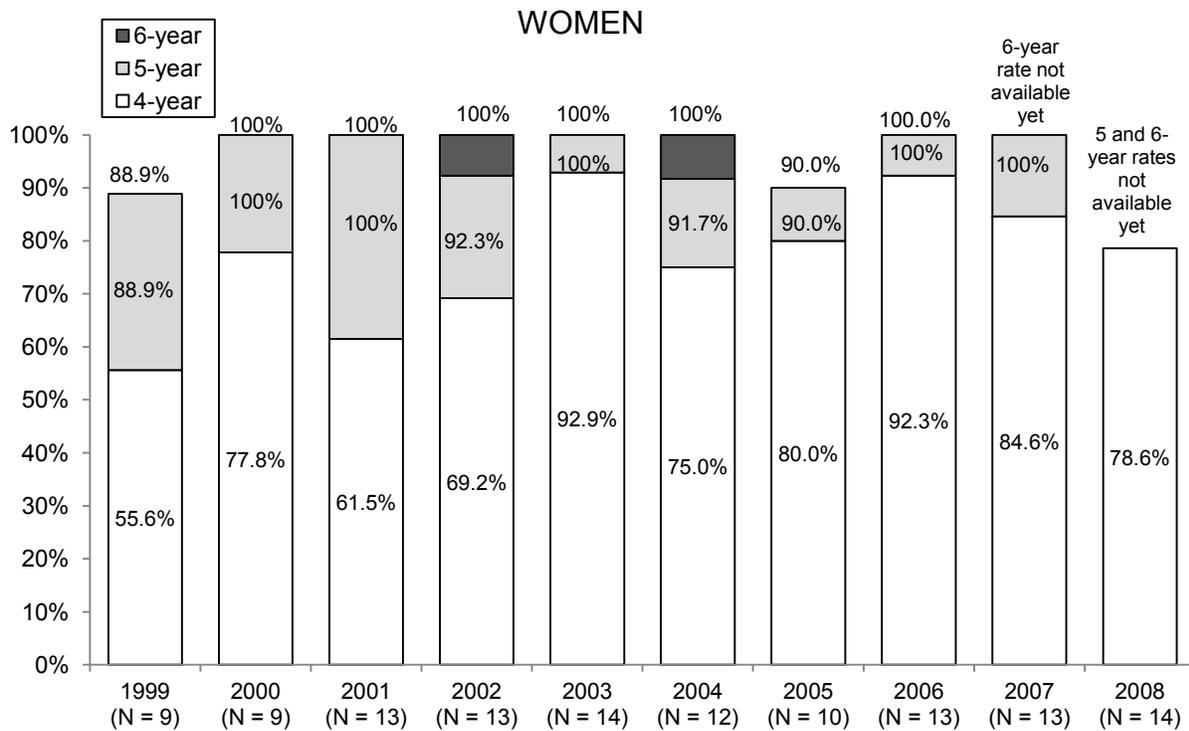
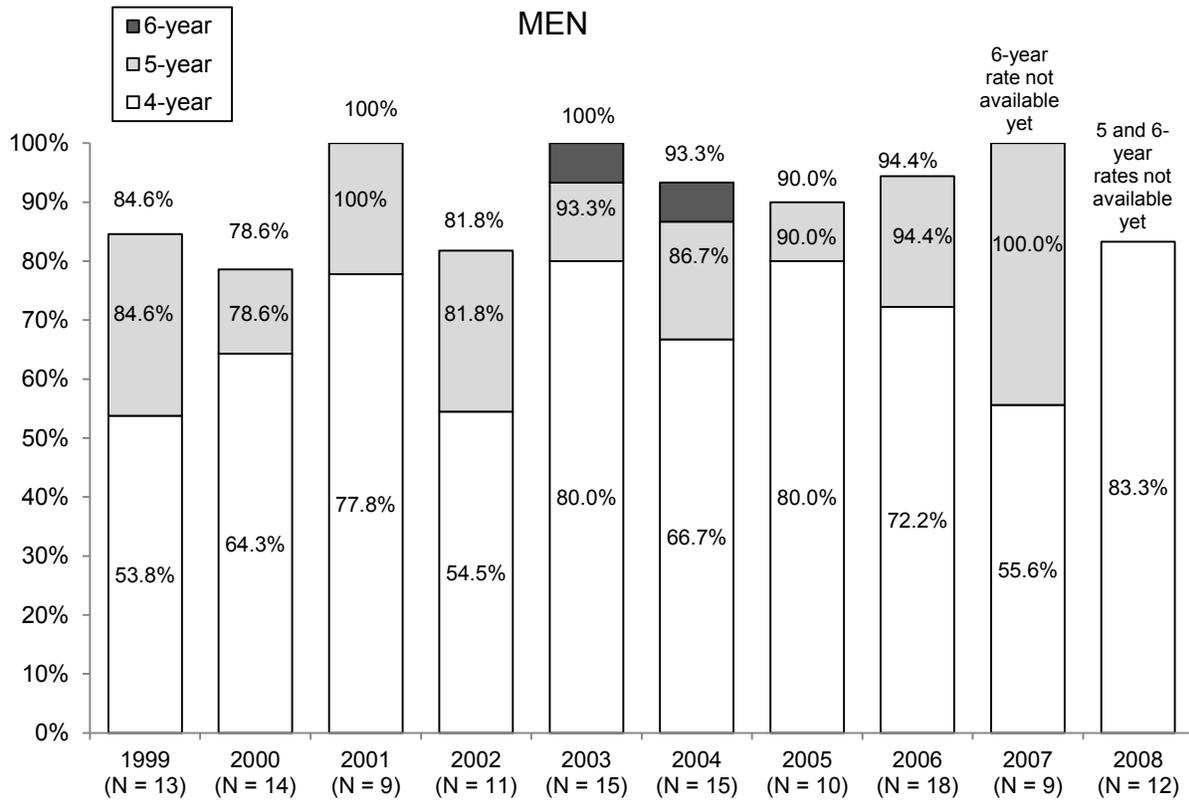


*Students who withdraw and return are included in their original class. If a student graduates mid-year, the additional fall term is counted as another year.

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

Source: Office of Institutional Research and Assessment, September 2012

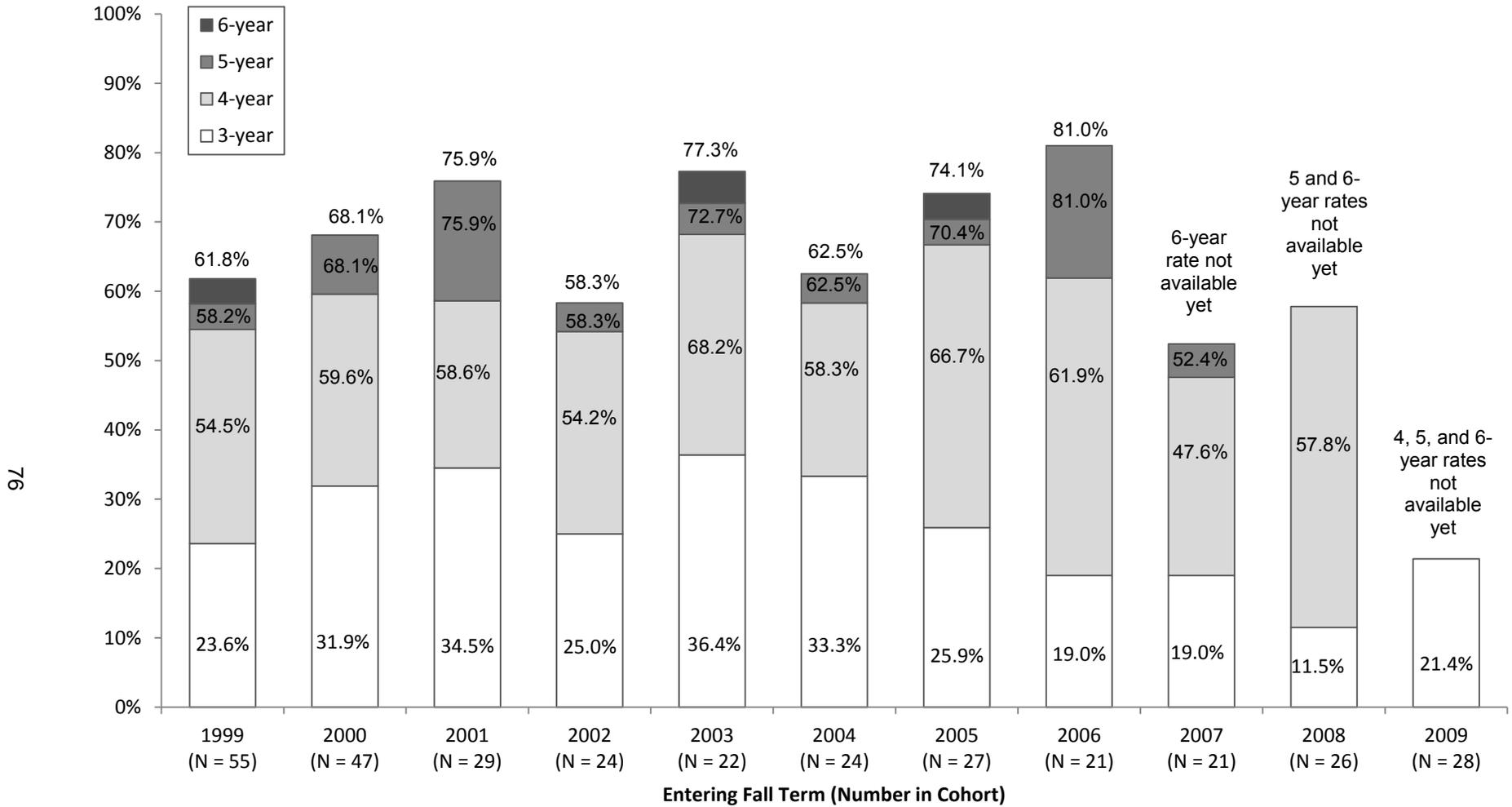
GRADUATION RATES* FOR FIRST-YEAR *F-1* INTERNATIONAL STUDENTS BY GENDER



*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 2012

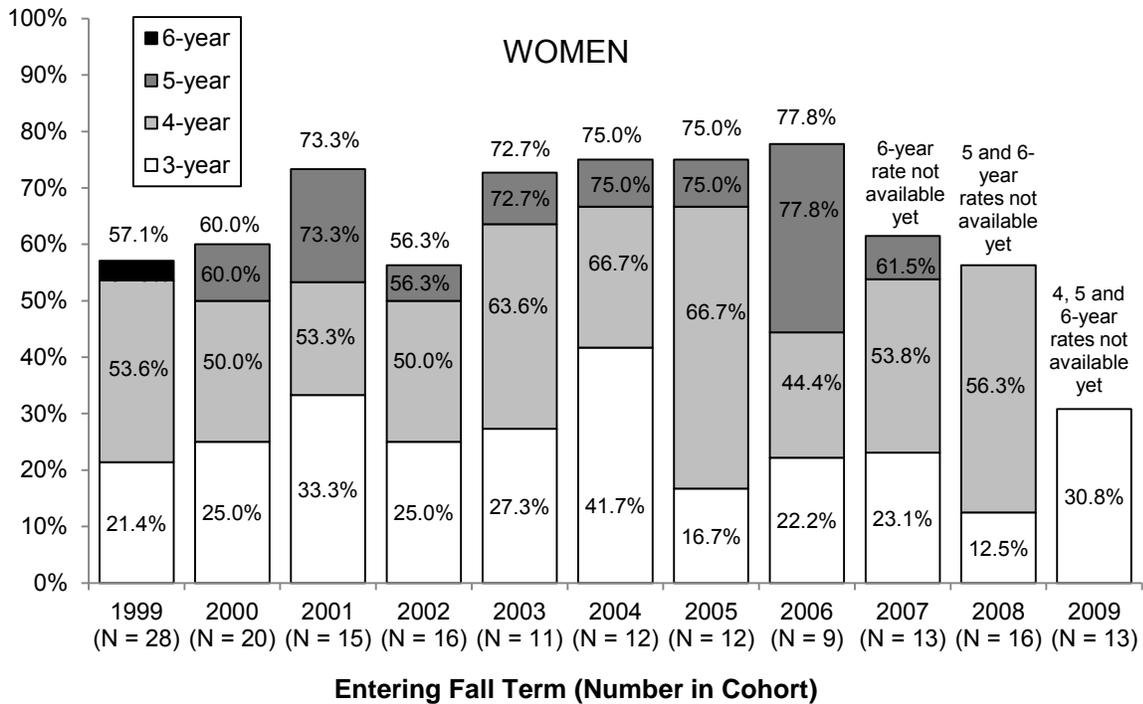
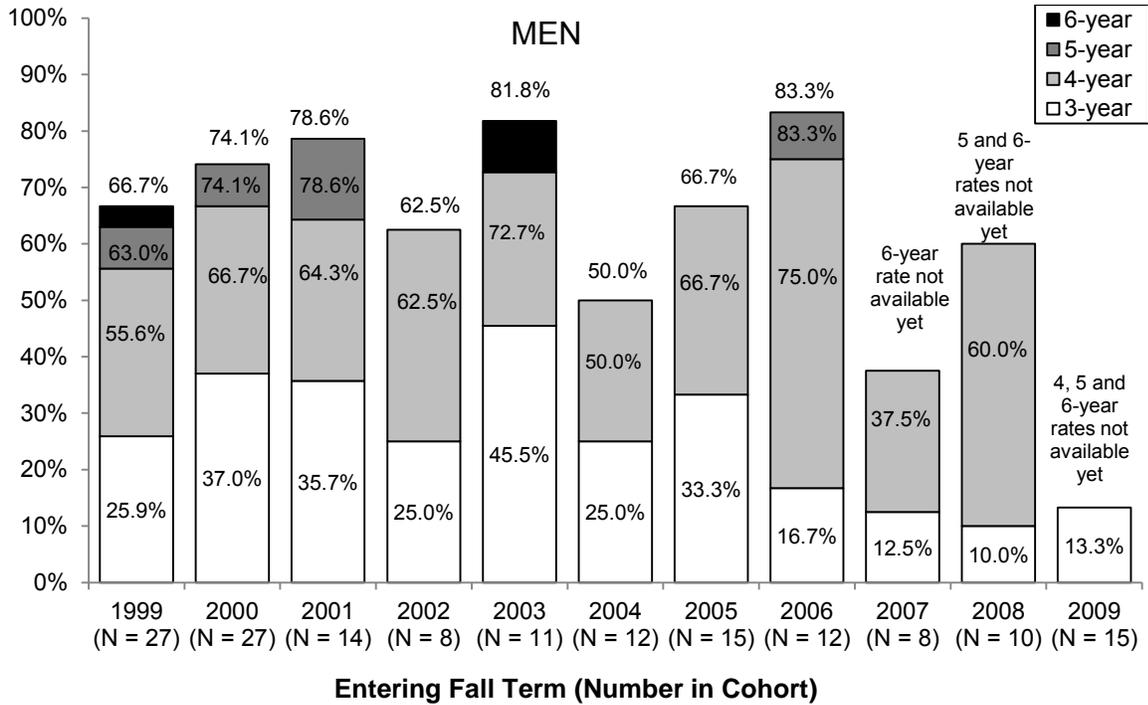
GRADUATION RATES* FOR TRANSFER STUDENTS



*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 2012.

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 2012

NUMBER OF GRADUATES, DEGREES, MAJORS, AND MINORS

Academic Years

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>	<u>Total</u>
Graduates (unduplicated headcount)	309	267	289	270	309	1,444
Degrees Conferred						
B.A.	232	197	225	213	231	1,098
B.S.	<u>80</u>	<u>70</u>	<u>69</u>	<u>60</u>	<u>82</u>	<u>361</u>
TOTAL	312	267	294	273	313	1,459
Majors (includes double degrees and double majors)	334	279	327	288	338	1,566
Minors (includes double minors)	79	73	64	73	85	374

Notes: Totals reflect graduates/degrees conferred/majors from September 1 through July 1 of each year. The 2011-2012 graduates can be broken down by:

September 2011 (53),
February 2012 (53), and
May 2012 (203).

NUMBER OF MAJORS* AWARDED TO GRADUATES Five-Year History

<u>Major Programs</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
African and African American Studies	4	3	2	3	3
Agriculture and Natural Resources	8	9	11	9	8
Applied Science and Mathematics	Available only as an independent major.			1	1
Art	10	18	9	10	18
Asian Studies	1	4	4	3	6
Biology	23	20	21	25	18
Business Administration	41	26	23	18	41
Chemistry	6	4	9	6	8
Child and Family Studies	25	18	19	20	22
Communication (formerly Speech Communication)	13	6	15	19	7
Computer and Information Science	3	3	9	6	7
Economics	7	4	7	0	3
Education Studies - General	2	6	5	7	9
Education – Middle Grades	2	0	2	1	5
Elementary Education	11	7	12	11	7
English	17	11	14	14	16
Foreign Languages	4	12	10	5	11
French	(1)	(2)	(1)	(0)	(1)
German	(0)	(4)	(2)	(3)	(3)
Spanish	(3)	(6)	(7)	(2)	(7)
History	12	12	9	7	11
Independent Major**	18	17	25	7	11
Mathematics	10	7	11	8	9
Music	9	4	11	10	7
Nursing	19	13	8	15	12
Philosophy	8	3	5	2	6
Physical Education	11	10	9	12	15
Physics	4	2	4	4	2
Political Science	5	8	5	7	11
Psychology	16	11	13	17	19
Religion	4	4	3	3	3
Sociology	15	5	7	5	11
Technology and Industrial Arts	17	22	27	18	21
Theatre	7	8	11	10	7
Women's and Gender Studies (formerly Women's Studies)	<u>2</u>	<u>2</u>	<u>7</u>	<u>5</u>	<u>3</u>
TOTALS*	334	279	327	288	338

*These are duplicative headcounts that include double degrees and double majors. Please see page 78 for an unduplicated headcount of graduates.

**See page 80 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 2012

INDEPENDENT MAJORS* AWARDED TO GRADUATES

Academic Years 2007 - 2008 through 2011 - 2012

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 programs with significant course work included in the proposed major curriculum. After consultation with the independent major advisers regarding available resources, a tentative curriculum is developed. Approval of the proposal 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.

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 Civilization (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 Studies (3)
SENS and Building Design

2011- 2012: 11 majors

Appalachian Studies
Ecological Design
Environmental Studies
Health Studies (2)
Neuroscience
Peace and Social Justice Studies (3)
SENS and Building Design
Sustainable Community Development

*Includes double degrees and double majors

Notes: These totals reflect majors from September 1 through July 1 of each academic year. The following major became a regular major and is no longer an independent major: Computer and Information Science.

Source: Office of Institutional Research and Assessment, September 2012

<http://webapps.berea.edu/cataloghandbook/academics/academicprogram/majorsminors/independentmajor.asp>

SUMMARY OF GRADUATES' MAJORS* WITH CONCENTRATIONS

5 Year Summary: Academic Years 2007–08 through 2011–12

African and African American Studies..... 15	Foreign Languages, continued
Agriculture and Natural Resources..... 45	German Education 1
<i>General</i> 27	Spanish 24
SENS 1	Spanish Education 1
Sustainable Systems 17	History51
Applied Science and Mathematics2	<i>General</i> 48
Art65	Education 3
<i>General</i> 3	Independent**78
Education 3	Mathematics45
History 9	<i>General</i> 43
Studio 51	Education 2
Asian Studies..... 18	Music41
Biology..... 107	<i>General</i> 30
<i>General</i> 69	Education 1
Biomolecular, Cellular, and Systems 26	Edu - Instrumental 3
Education 1	Edu - Vocal 3
Field and Organismal 11	Instrumental 3
Business Administration 149	Keyboard Performance 1
Accounting 68	Voice Performance 1
Finance 50	Nursing67
Management 50	Philosophy24
Marketing 27	Physical Education57
Chemistry..... 33	<i>General</i> 34
Child and Family Studies 104	Education 6
Child Development 39	Exercise Science/ Sports Medicine 14
Early Childhood Educ. 7	Wellness/Health Promotion 3
Family Studies 60	Physics 16
Food, Nutrition, and Culinary Science 3	Political Science36
Nutrition/Food Studies 7	Psychology76
Communication (formerly Speech Communication)60	Religion.....17
Computer and Information Science28	Biblical Studies 10
<i>General</i> 23	Religious Thought and Ethics 4
Computer Science 5	World Religions 3
Economics21	Sociology43
<i>General</i> 20	<i>General</i> 41
Methods and Models 1	Education 2
Education Studies.....87	Technology and Industrial Arts..... 105
<i>General</i> 29	Education 5
Elementary P-5 48	Management 100
Middle Grades 5-9 10	Theatre43
English 72	Women's and Gender Studies (formerly Women's Studies) 19
Education 5	GRAND TOTAL MAJORS 1,566
Literature 26	(awarded to 1,444 graduates)
Writing 42	
Foreign Languages..... 42	
French 5	
German 11	

Included in concentration list is 1 additional concentration for a total of 66

Included in concentration list is 1 additional concentration for a total of 42

Included in concentration list are 46 additional concentrations for a total of 195

Included in concentration list are 12 additional concentrations for a total of 116

Included in concentration list is 1 additional concentration for a total of 73

NOTE: In five of the majors with concentrations, there were 61 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 80 for a more complete description of independent majors.

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

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 a 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>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Education Studies - General <i>(no certification)</i>	2	6	5	7	9
Education – Middle Grades	2	0	2	1	5
Elementary Education	11	7	12	11	7
<u>Teaching Certifications</u>					
Art	0	2	0	0	1
Biology	0	0	0	1	0
Child and Family Studies					
Early Childhood	3	2	1	0	1
Family Consumer Science	0	0	0	0	0
English	1	2	0	1	1
German	0	1	0	0	0
Spanish	0	1	0	0	0
History	0	1	0	0	1
Mathematics	0	1	0	0	1
Music	1	1	1	0	3
Physical Education	2	0	1	3	0
Sociology	1	0	1	0	0
Technology and Industrial Arts	<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>1</u>
TOTAL	24	25	23	26	30

Source: Berea College Catalog and Student Handbook, 2012-2013

<<http://webapps.berea.edu/cataloghandbook/academics/academicprogram/ppp/teacherprep.asp>>

Office of Institutional Research and Assessment, October 2012

SUMMARY OF MINORS* AWARDED TO GRADUATES
5 Year Summary: Academic Years 2007–08 through 2011–12

African and African American Studies/Black Studies	13	(3.5%)
Agriculture and Natural Resources	10	(2.7%)
Appalachian Studies	7	(1.9%)
Art History	8	(2.1%)
Asian Studies	12	(3.2%)
Business Administration	76	(20.3%)
Communication/Speech Communication	7	(1.9%)
Computer Science	8	(2.1%)
Dance	14	(3.7%)
Economics	51	(13.6%)
French	19	(5.1%)
German	10	(2.7%)
Health	20	(5.3%)
Health Teaching Minor	2	(0.5%)
History	18	(4.8%)
Latin	7	(1.9%)
Music	5	(1.3%)
Peace and Social Justice Studies	13	(3.5%)
Philosophy	10	(2.7%)
Physics	1	(0.3%)
Political Science	5	(1.3%)
Religion	5	(1.3%)
Sociology	7	(1.9%)
Spanish	22	(5.9%)
Sustainability and Environmental Studies	11	(2.9%)
Women's and Gender Studies/ Women's Studies	<u>13</u>	<u>(3.5%)</u>
TOTAL	374	(100.0%)

*This is a duplicative headcount that includes double minors. The 374 minors were awarded to 351 graduates. The 351 graduates who received a minor represent 24% of the 1,444 graduates during this five-year time period.

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

Compiled by: Office of Institutional Research and Assessment, October 2012

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

<u>Minors</u>	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
African and African American Studies/Black Studies	6	1	1	5	0
Agriculture and Natural Resources	1	0	1	3	5
Appalachian Studies	2	3	0	0	2
Art History	n/a	n/a	n/a	1	7
Asian Studies	3	3	2	4	0
Business Administration	14	17	17	14	14
Communication/Speech Communication	0	0	2	2	2
Computer Science	1	1	3	3	1
Dance	4	3	3	2	2
Economics	8	11	9	9	14
French	7	2	3	4	3
German	3	6	0	1	0
Health	4	5	5	5	1
Health Teaching	1	0	0	1	0
History	3	6	1	3	5
Latin	2	0	1	1	3
Music	1	0	1	1	2
Peace and Social Justice Studies	2	1	2	4	4
Philosophy	0	5	0	3	2
Physics	0	0	0	0	1
Political Science	0	0	2	1	2
Religion	2	1	1	1	0
Sociology	5	0	2	0	0
Spanish	7	1	4	2	8
Sustainability and Environmental Studies	1	5	1	0	4
Women's Studies	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>3</u>
TOTAL	79	73	64	73	85

*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 2012

MAJORS* AWARDED TO GRADUATES BY GENDER 5 Year Summary

Academic Years
2007 - 2008 through 2011 - 2012

	<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	6	40%	9	60%	15	1.0%
Agriculture and Natural Resources	20	44%	25	56%	45	2.9%
Applied Science and Mathematics (first grad: 2010-11)	2	100%	0	0%	2	0.1%
Art	17	26%	48	74%	65	4.2%
Asian Studies	10	56%	8	44%	18	1.1%
Biology	27	25%	80	75%	107	6.8%
Business Administration	74	50%	75	50%	149	9.5%
Chemistry	15	45%	18	55%	33	2.1%
Child and Family Studies	12	12%	92	88%	104	6.6%
Communication (2011-12)/ Speech Communication	24	40%	36	60%	60	3.8%
Computer and Information Science	27	96%	1	4%	28	1.8%
Economics	14	67%	7	33%	21	1.3%
Education Studies						
General	8	28%	21	72%	29	1.9%
Elementary Education	4	8%	44	92%	48	3.1%
Middle Grades Education	4	40%	6	60%	10	0.6%
English	20	28%	52	72%	72	4.6%
Foreign Languages						
French	1	20%	4	80%	5	0.3%
German	5	42%	7	58%	12	0.8%
Spanish	4	16%	21	84%	25	1.6%
History	24	47%	27	53%	51	3.3%
Independent**	26	33%	52	67%	78	5.0%
Mathematics	32	71%	13	29%	45	2.9%
Music	20	49%	21	51%	41	2.6%
Nursing	8	12%	59	88%	67	4.3%
Philosophy	17	71%	7	29%	24	1.5%
Physical Education	31	54%	26	46%	57	3.6%
Physics	13	81%	3	19%	16	1.0%
Political Science	21	58%	15	42%	36	2.3%
Psychology	19	25%	57	75%	76	4.9%
Religion	12	71%	5	29%	17	1.1%
Sociology	6	14%	37	86%	43	2.7%
Technology and Industrial Arts	83	79%	22	21%	105	6.7%
Theatre	16	37%	27	63%	43	2.7%
Women's and Gender Studies (2011-12)/ Women's studies	<u>0</u>	0%	<u>19</u>	100%	<u>19</u>	<u>1.2%</u>
GRAND TOTAL*	622	40%	944	60%	1,566	100.0%

* These are duplicative headcounts that include double degrees and double majors. The 1,566 majors represent 1,444 graduates during this five-year time period.

**Please see page 80 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 2012

MAJORS* AWARDED TO GRADUATES BY COHORT TYPE
5 Year Summary: Academic Years 2007– 2008 through 2011 – 2012

	African American**		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African American Studies	13	(87%)	2	(13%)	0	(0%)	15	(1.0%)
Agriculture and Natural Resources	1	(2%)	44	(98%)	0	(0%)	45	(2.9%)
Applied Science and Mathematics (first grad: 10-11)	0	(0%)	1	(50%)	1	(50%)	2	(0.1%)
Art	3	(5%)	60	(92%)	2	(3%)	65	(4.2%)
Asian Studies	2	(11%)	16	(89%)	0	(0%)	18	(1.1%)
Biology	24	(22%)	74	(69%)	9	(8%)	107	(6.8%)
Business Administration	19	(13%)	91	(61%)	39	(26%)	149	(9.5%)
Chemistry	4	(12%)	17	(52%)	12	(36%)	33	(2.1%)
Child and Family Studies	21	(20%)	81	(78%)	2	(2%)	104	(6.6%)
Communication (11-12)/Speech Communication	16	(27%)	42	(70%)	2	(3%)	60	(3.8%)
Computer and Information Science	0	(0%)	23	(82%)	5	(18%)	28	(1.8%)
Economics	1	(5%)	6	(29%)	14	(67%)	21	(1.3%)
Education Studies								
General	8	(28%)	19	(66%)	2	(7%)	29	(1.9%)
Elementary Education Certification	6	(13%)	42	(88%)	0	(0%)	48	(3.1%)
Middle Grades Education Certification	1	(10%)	9	(90%)	0	(0%)	10	(0.6%)
English	9	(13%)	63	(88%)	0	(0%)	72	(4.6%)
Foreign Languages								
French	0	(0%)	4	(80%)	1	(20%)	5	(0.3%)
German	1	(8%)	9	(75%)	2	(17%)	12	(0.8%)
Spanish	3	(12%)	22	(88%)	0	(0%)	25	(1.6%)
History	7	(14%)	44	(86%)	0	(0%)	51	(3.3%)
Independent***	7	(9%)	66	(85%)	5	(6%)	78	(5.0%)
Mathematics	2	(4%)	17	(38%)	26	(58%)	45	(2.9%)
Music	10	(24%)	29	(71%)	2	(5%)	41	(2.6%)
Nursing	12	(18%)	42	(63%)	13	(19%)	67	(4.3%)
Philosophy	5	(21%)	19	(79%)	0	(0%)	24	(1.5%)
Physical Education	15	(26%)	41	(72%)	1	(2%)	57	(3.6%)
Physics	1	(6%)	6	(38%)	9	(56%)	16	(1.0%)
Political Science	6	(17%)	22	(61%)	8	(22%)	36	(2.3%)
Psychology	9	(12%)	62	(82%)	5	(7%)	76	(4.9%)
Religion	1	(6%)	16	(94%)	0	(0%)	17	(1.1%)
Sociology	10	(23%)	31	(72%)	2	(5%)	43	(2.7%)
Technology and Industrial Arts	21	(20%)	82	(78%)	2	(2%)	105	(6.7%)
Theatre	17	(40%)	26	(60%)	0	(0%)	43	(2.7%)
Women's and General Studies(11-12)/Women's Std.	5	(26%)	14	(74%)	0	(0%)	19	(1.2%)
TOTAL*	260	(17%)	1,142	(73%)	164	(10%)	1,566	(100%)

* These are duplicative headcounts that include double degrees and double majors. The 1,566 majors represent 1,444 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 80 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 2012.

MAJORS* AWARDED TO GRADUATES BY GENDER 5 Year History

Major Programs	2007 – 2008			2008 – 2009			2009-2010			2010-2011			2011-2012		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
African and African American Studies	2	2	4	0	3	3	1	1	2	2	1	3	1	2	3
Agriculture and Natural Resources	4	4	8	4	5	9	5	6	11	4	5	9	3	5	8
Applied Science/Mathematics										1	0	1	1	0	1
Art	4	6	10	3	15	18	1	8	9	2	8	10	7	11	18
Asian Studies	1	0	1	4	0	4	1	3	4	1	2	3	3	3	6
Biology	7	16	23	5	15	20	2	19	21	7	18	25	6	12	18
Business Administration	21	20	41	13	13	26	11	12	23	8	10	18	21	20	41
Chemistry	3	3	6	2	2	4	5	4	9	4	2	6	1	7	8
Child and Family Studies	1	24	25	2	16	18	2	17	19	5	15	20	2	20	22
Communication**	3	10	13	2	4	6	7	8	15	9	10	19	3	4	7
Computer and Information Science	3	0	3	3	0	3	9	0	9	5	1	6	7	0	7
Economics	7	0	7	1	3	4	4	3	7	0	0	0	2	1	3
Education Studies															
General	0	2	2	3	3	6	2	3	5	0	7	7	3	6	9
Elementary	1	10	11	0	7	7	2	10	12	1	10	11	0	7	7
Middle	1	1	2	0	0	0	1	1	2	0	1	1	2	3	5
English	2	15	17	5	6	11	4	10	14	4	10	14	5	11	16
Foreign Languages	1	3	4	4	8	12	2	8	10	2	3	5	1	10	11
History	7	5	12	8	4	12	3	6	9	3	4	7	3	8	11
Independent***	5	13	18	6	11	17	11	14	25	1	6	7	3	8	11
Mathematics	10	0	10	4	3	7	7	4	11	4	4	8	7	2	9
Music	4	5	9	2	2	4	5	6	11	5	5	10	4	3	7
Nursing	2	17	19	3	10	13	2	6	8	1	14	15	0	12	12
Philosophy	6	2	8	1	2	3	4	1	5	2	0	2	4	2	6
Physical Education	7	4	11	3	7	10	3	6	9	5	7	12	13	2	15
Physics	3	1	4	2	0	2	4	0	4	2	2	4	2	0	2
Political Science	2	3	5	6	2	8	2	3	5	4	3	7	7	4	11
Psychology	3	13	16	3	8	11	5	8	13	2	15	17	6	13	19
Religion	3	1	4	2	2	4	3	0	3	1	2	3	3	0	3
Sociology	2	13	15	0	5	5	2	5	7	1	4	5	1	10	11
Technology and Industrial Arts	16	1	17	16	6	22	22	5	27	14	4	18	15	6	21
Theatre	6	1	7	1	7	8	4	7	11	3	7	10	2	5	7
Women's and Gender Studies**	0	2	<u>2</u>	0	2	<u>2</u>	0	7	<u>7</u>	0	5	<u>5</u>	0	3	<u>3</u>
TOTAL*			334			279			327			288			338

*These are duplicative headcounts that include double degrees and double majors. Please see page 78 for an unduplicated headcount.

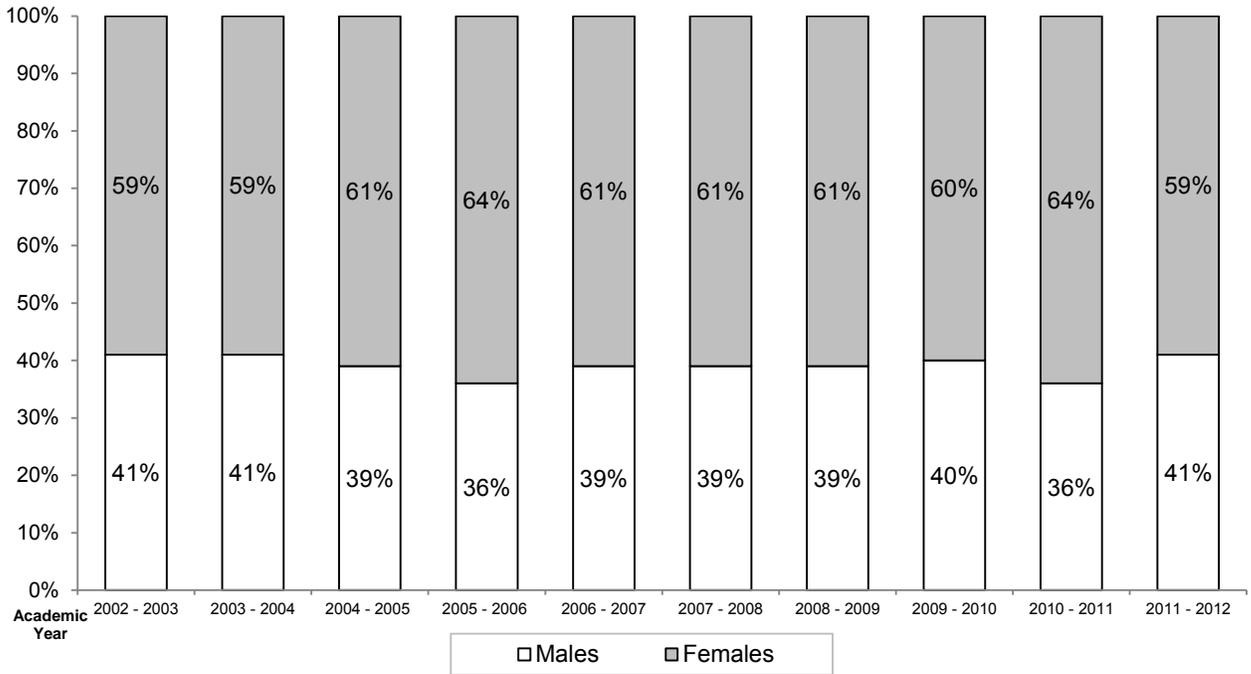
** Change in major name: Speech Communication to Communications and Women's Studies to Women's and Gender Studies.

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

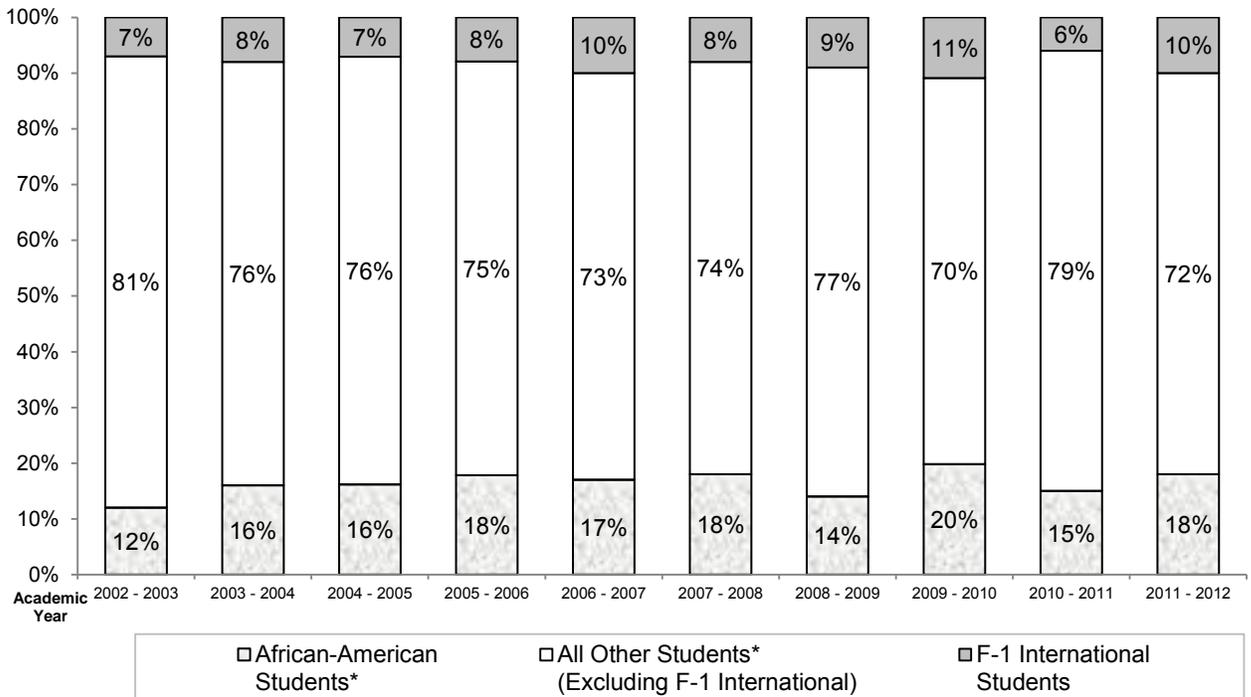
Note: These totals reflect majors from September 1 through July 1 of each year.

GRADUATE TRENDS

Graduates by Gender



Graduates by Cohort Type

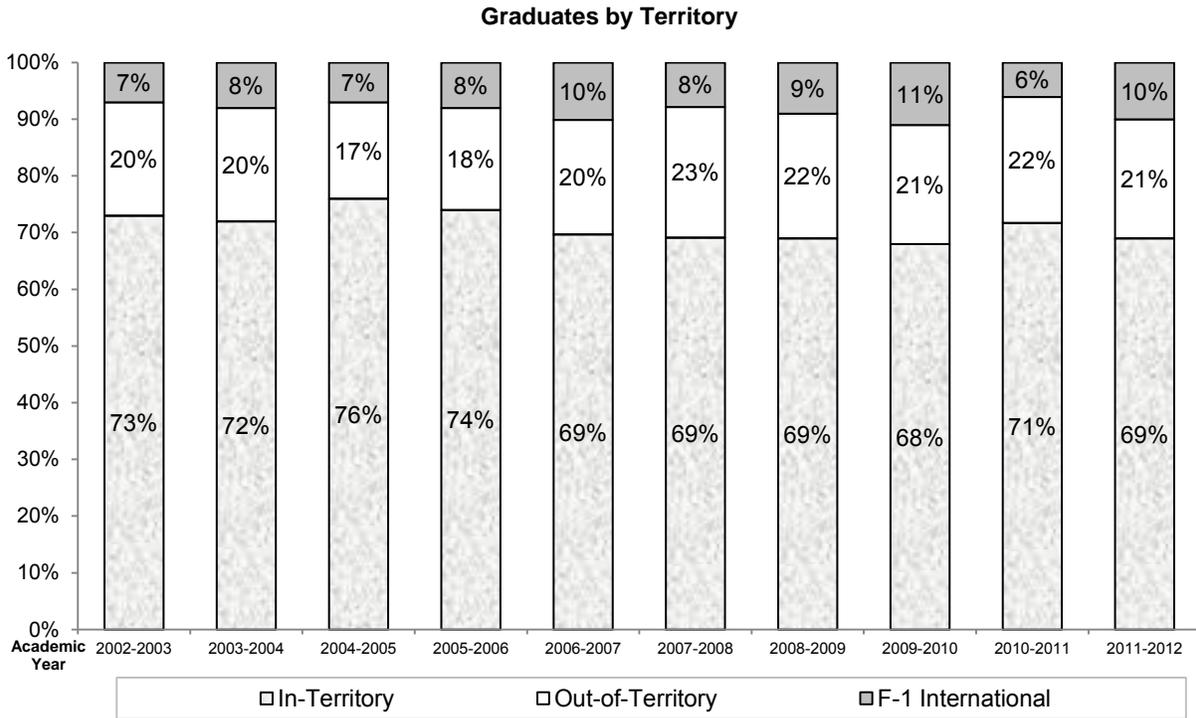


NOTE: African-American students include students who identified themselves as "Black or African American" alone or in combination with another race.

*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 2012

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2012

EDUCATION ABROAD

From the Berea College Catalog and Student Handbook, 2012-2013:

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 2007 - 2008 THROUGH 2011 - 2012

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Full Year	2	0	0	0	0
Semester	26	23	18	26	18
Short Term	171	132	72	**	**
Summer	<u>58</u>	<u>63</u>	<u>32</u>	<u>111</u>	<u>115</u>
TOTAL	257	218	122	137	133
Percent of Students who Participated*:	25%	22%	12%	13%	12%

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

** The 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, 2012 – 2013
Center for International Education, November 2012
<<http://community.berea.edu/cie/about/default.php>>

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

Academic Year 2011 – 2012

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Academic Year (0)</u>	0	<u>Summer, continued:</u>	
<u>Semester (18)</u>		Kentucky Institute for International Studies (KIIS)	
BMW Math Grant		Argentina	1
Scotland	1	Austria	13
Department of Foreign Languages		Czech Republic	1
Germany	2	Ecuador	1
Mexico	3	Greece	2
Spain	2	Japan	1
Exchanges		Mexico	2
Japan	1	Spain	1
GEO Scholarship		Non Berea/Non KIIS	
Australia	1	Costa Rica	2
Jamaica	1	Greece	1
North Ireland	2	Italy	2
Peru	1	Scotland	1
Spain	2	Non-Credit Service: Campus Christian Center	
Uganda	1	China	1
Independent		Nigeria, Burkina Faso	1
Mexico	1	Non-Credit Service: Bonner Scholars	
<u>Summer (115)</u>		Ghana	1
CAUX Scholars		Italy	1
Switzerland	2	Mexico	1
Faculty-Led Berea Courses		Turkey	1
France	20	Internships for Credit	
Ghana	22	Ghana	1
Greece	10	Honduras	1
Turkey	18	Italy	2
Faculty-Led Research		Mexico	1
Honduras	4	TOTAL	133

Source: Center for International Education, October 2012

ACADEMIC CREDIT INTERNSHIPS

Internships, housed in the Center for Transformative Learning, is an experiential education program designed to allow students to learn and earn academic credit while gaining practical, professional experience in the workplace. Rising sophomores, juniors, and seniors in good standing are eligible, although typically it is rising juniors and seniors who participate. Students identify and apply for internship positions in fields related to their career interest with support and assistance from the Office of Internships.

Although employers are encouraged to offer paid positions, most internships are unpaid by the organization. As a result, the College provides financial support to help make it possible for eligible students to participate in unpaid internships. Most students participate in summer internships because of time constraints during the fall and spring semesters, given the location of the campus and class and labor schedules.

Internships help students define/clarify their career paths, gain career-related experience, make valuable networking contacts, and may lead to a job upon graduation. Students are encouraged to make an internship part of their Berea College experience.

Fast Facts

(from Summer 2012 survey; 77-80% response rate)

Of Berea Students,

- 33% who did an internship in the summer of 2012 reported that they received a full-time job offer from the organization
- 29% were in internships fully or partially paid by the organization
- 84% received full or partial funding from Berea
- 8% participated in internships in international settings
- 86% report that they are better prepared to enter the professional world as a result of their internship experience
- 83% reported that the internship experience provided a realistic view of their career field
- 87% reported that they achieved the learning goals specified in their internship proposals
- 100% rated their overall internship experience as excellent, very good, or good (61%, 29%, and 10% respectively)

NUMBER OF INTERNSHIPS

Academic Years 2007 - 2008 through 2011 – 2012

<u>Term</u>	<u>2007 - 2008</u>	<u>2008 - 2009</u>	<u>2009 – 2010</u>	<u>2010-2011</u>	<u>2011-2012***</u>
Fall	9	2	0	4	3
Short	29	26	37	**	**
Spring	2	4	1	6	3
Summer	<u>82</u>	<u>100</u>	<u>95</u>	<u>99</u>	<u>125</u>
TOTAL	122	132	133	109	131
Percent of Students who Participated*:	12%	13%	13%	10%	12%

NOTE: Many other students participate in internships that do not involve academic credit.

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

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

*** 2011-2012 includes 12 off-campus Undergraduate Research Internships.

SERVICE-LEARNING

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

The Center for Excellence in Learning through Service (CELTS) coordinates the College's academic service-learning and community service programs, including a Bonner Scholars Program. The work of CELTS builds upon Berea's commitment to promote the Christian ethic of service and to serve the Appalachian region. In 2011-12, 34% of Berea College students participated in at least one service-learning or service activity.

Co-curricular Community Service

Through their labor positions, students work in teams to lead service programs and coordinate co-curricular service activities for student volunteers, 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.

Academic 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. (Berea College definition of Service-Learning)

Service-learning is a pedagogy through which students complete projects in cooperation with community-based organizations, as part of assigned coursework. These projects allow them to achieve academic learning goals by working with local leaders to address community issues. Critical 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 also facilitates the exchange of ideas, knowledge, and resources between Berea College and the community.

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>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>
Courses and Projects	29	19	23	19	15
Academic Programs Represented	16	13	16	17	15
Community Partner Organizations	35	25	31	19	16

Recent Community Partner Organizations, 2007 - 2012:

Berea Community Food Bank	Kentuckians for the Commonwealth
Berea Community School	Kentucky Association of Food Banks
Berea Faith Community Outreach	Kentucky Environmental Foundation
Berea Tourism Commission	League of Women Voters of Berea and Madison County
Clearfork Community Institute	Madison County Cooperative Extension Agency
Eastern Kentucky Child Care Coalition	Madison County Health Department
Farristown Middle School Youth Service Center	Madison Southern High School
Foley Middle School Youth Service Center	MACED (Mountain Association for
Habitat for Humanity of Madison and Clark Counties	Community and Economic Development)
Head Start of Madison County	New Opportunity School for Women
Highlander Research and Education Center	Peacecraft
Home Energy Partners	Project Read
Hope's Wings for Domestic Violence Shelter	South Madison County Family Resource Center
Hospice Care Plus	Sustainable Berea

Source: Center for Excellence in Learning through Service (CELTS), November 2012
<http://www.berea.edu/celts/service-learning/>

UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

The Undergraduate Research and Creative Projects Program (URCPP) was developed to provide students in all majors learning opportunities not ordinarily found in courses or other forms of experiential learning. Typically, two or three students and a faculty mentor would engage a project for eight to ten weeks during the summer. The central purpose should be to provide opportunities for students to experience research and creative activity through the structure of an apprentice-mentor relationship. This purpose requires that faculty mentors go beyond supervising student learning to working alongside students in providing active models of how research and creative processes are engaged. The purpose also implies that projects will be chosen very carefully and structured to satisfy two conditions:

1. Projects must be accessible to genuine student involvement. That is, students must be capable of understanding the project's meaning and significance, and they must be capable of making creative contributions to project work. Absent these conditions, students have no opportunity to actually experience the nature of research and creative activity.
2. Projects must also be at a level that elicits faculty involvement in research and creative processes. That is, the project itself should be at a level expected of faculty professionals. This allows the faculty mentor to provide a model for engaging research and creative activity. In this regard, proposals should contain adequate background information establishing possible contributions of the faculty/student research to the current body of knowledge in the area of interest.

The goals of the program include:

- to enhance student learning by providing opportunities to engage challenging, collaborative and directed projects in an apprentice-mentor relationship with faculty;
- to foster student-faculty interaction in creative work;
- to help students understand the interplay between collaboration and independent thought and action in a complex, open-ended project;
- to enhance students' communication skills;
- to provide experience that would be helpful to students who wish to pursue subsequent research and learning opportunities (e.g., off-campus, summer research programs or international learning opportunities);
- to allow students to build their self-confidence to pursue careers and further study beyond Berea; and
- to supply experience that will help students make informed career and graduate school decisions.

Number of Undergraduate Research and Creative Projects and Participants*

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students*</u>
2008	19	22	39
2009	8	8	19**
2010	14	14	35
2011	15	15	33
2012	15	19	38

*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, September 2012

<http://www.berea.edu/academic-services/study-opportunities/>

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
<i>David Slinker</i>	2012

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2012**

(As of August 2012)

<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	20	3	129	54	1,678	9.17
Alumni and College Relations	16	0	62	11	717	9.82
Auxiliary Enterprises: Residence Halls (maintenance crews) Food Service	109	8	204	10	2,319	10.84
College Community Service	22	2	94	8	1,065	10.44
College Related	0	0	4	0	40	10.00
Community Partnerships	3	0	12	0	142	11.83
General and Administrative	28	5	132	5	1,497	10.93
Instruction	52	7	392	109	4,914	9.81
Plant Operations	50	6	113	3	1,217	10.49
Student Industries: Crafts	30	10	103	4	1,095	10.23
Student Industries: Services	6	2	40	5	458	10.18
Student Services	55	4	295	38	3,788	11.38
No Labor**	<u>0</u>	<u>0</u>	<u>18</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	391	47	1,598	247	-	-
No Status Form***	<u>0</u>	<u>0</u>	<u>6</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	391	47	1,604	247	18,930	10.36

- 369 - Extended *primary* position for more than ten hours per week.
- 59 - Extended *primary* position for more than ten hours per week with a secondary position.
- 183 - Contracted in both a primary and at least one secondary position.
- 608 - 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, 2012– 2013: \$ 4.00 - \$ 6.40; Unclassified \$ 6.60

Compiled by: Office of Institutional Research and Assessment, November 2012

LABOR DEPARTMENTS

Academic Support

Academic Services
Appalachian Center
Black Culture Center
Career Development
Center for International Education
Convocations
Draper Building Office Services

Environmental Health and Safety
Hutchins Library
Internship Office
Learning Center
Science Library
Student Support Services

Alumni and College Relations

Alumni Relations
College Relations

Integrated Marketing and Communication

Auxiliary Enterprises: Residence Halls (Only includes Dorm Maintenance Crews), Food Service

Anna Smith
Bingham
Blue Ridge
Dana
Danforth
Ecovillage
Edwards
Elizabeth Rogers

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

External Sponsored Programs

Gear Up Appalachia

College Related

Brushy Fork Institute

Conference Services

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

Consultwebs
MACED
Peacecraft

Save the Children
Sustainable Berea

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
Communication
Computer and Information Science
Economics
Education Studies
English
Entrepreneurship for Public Good (EPG) Program
Foreign Languages
General Education
History

Mathematics
Music
Nursing
Philosophy
Physical Education and Health
Physics
Political Science
Psychology
Religion
SENS Program
Sociology
Technology and Applied Design
Theatre
Theatre Lab
Women's and Gender Studies

Plant Operations

Campus Gardeners
Facilities Management Office
Forest Property Management

Maintenance
Public Buildings
Solid Waste and Recycling

Student Industries: Crafts

Boone Tavern Gift Shop
Broomcraft
Ceramics
Log House Craft Gallery

Student Crafts Distribution Center
Student Crafts on the Square
Weaving
Woodcraft

Student Industries: Services

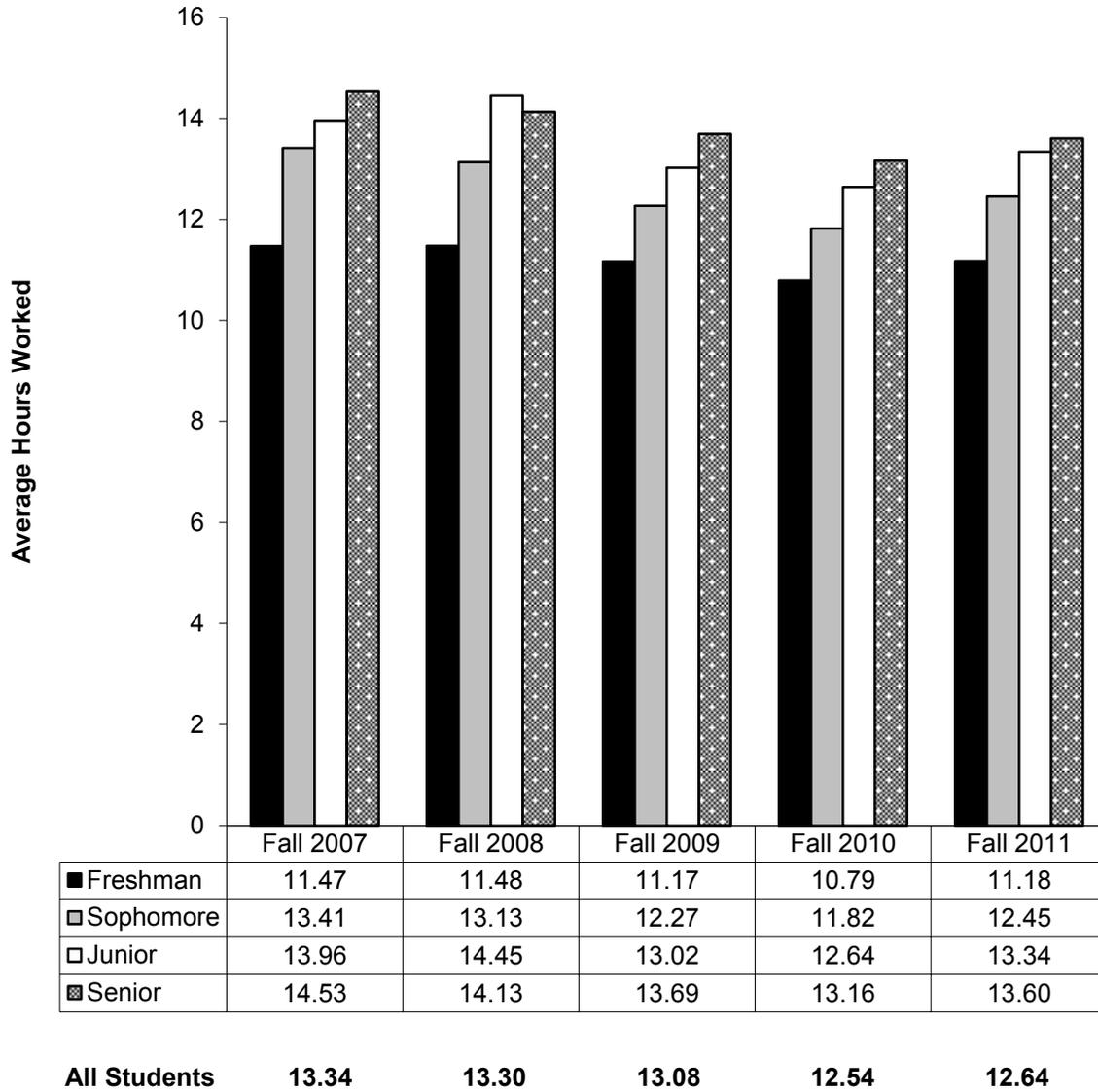
Boone Tavern Hotel
College Bookstore

Student Services

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

College Health Service
Counseling and Disability Services
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

AVERAGE HOURS WORKED PER WEEK BY STUDENT CLASSIFICATION



Source: Office of Student Financial Aid Services, October 2012

COST OF EDUCATION AND OTHER STUDENT COSTS

	Academic Year <u>2008-2009</u>	Academic Year <u>2009-2010</u>	Academic Year <u>2010-2011</u>	Academic Year <u>2011-2012</u>	Academic Year <u>2012-2013</u>
Cost Of Education (COE)*	\$ 24,500	\$ 25,500	\$ 24,100	\$ 21,300	\$ 20,900
Registration Costs:					
Room	3,082	3,082	2,910	3,012	3,102
Board	2,686	2,686	2,664	2,780	2,864
Accident Fund	20	20	20	20	20
Campus Activities Fee	50	50	50	50	50
Chimes (School Yearbook)	34	34	34	34	34
Health Fee	100	100	100	100	100
Health Insurance	340	350	384	384	414
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>340</u>
SUBTOTAL	\$ 6,634	\$ 6,644	\$ 6,484	\$ 6,702	\$ 6,946
 Average other Costs:					
Books and Supplies	750	750	750	700	700
Personal	1,376	1,376	1,376	1,376	1,400
Transportation	<u>400</u>	<u>426</u>	<u>426</u>	<u>426</u>	<u>450</u>
SUBTOTAL	\$ 2,552	\$ 2,552	\$ 2,502	\$ 2,502	\$ 2,550
 TOTAL STUDENT COST	 \$ 9,186	 \$ 9,196	 \$ 8,986	 \$ 9,204	 \$ 9,496

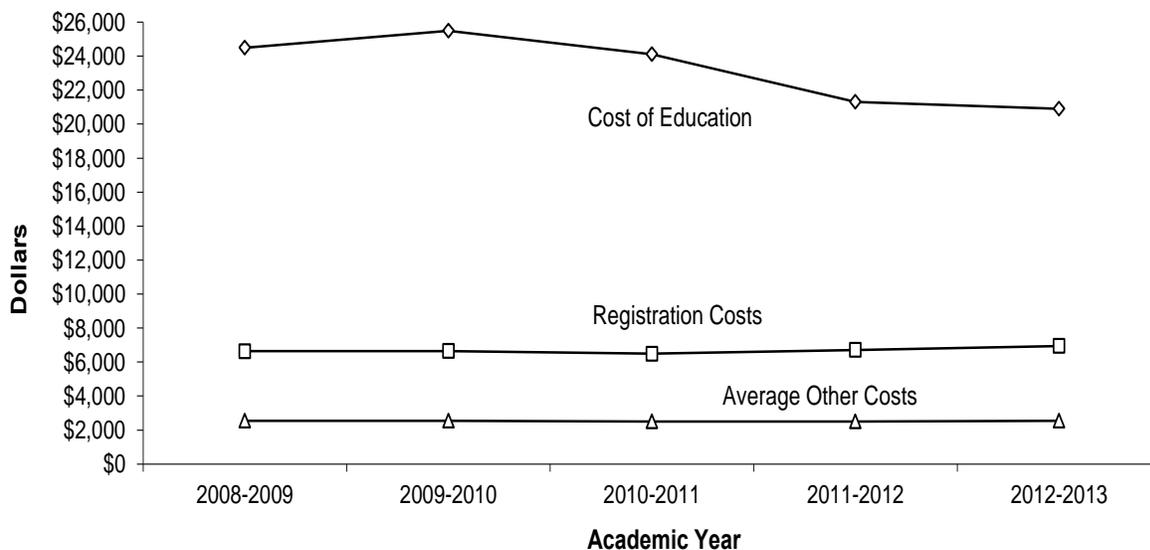
*Cost of Education (COE) is provided by the College (not the student) from the endowment, gifts, scholarships, and grants brought by students. COE covers expenses related to the faculty and staff, library, support services, etc.; it does not include costs of development and alumni programs.

**Every student is equipped with a laptop computer provided by the College as part of the Universal Access Project. Students are expected to pay 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 2012.

<<http://webapps.berea.edu/cataloghandbook/admissionsfinancial/asa/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 100.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 100.

Source: Office of Student Financial Aid Services, October, 2012
<http://www.berea.edu/student-financial-aid/cost-of-attendance/>

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL
ACADEMIC YEAR 2012-2013**

Executive Committee

President

Lowell Hamilton, '61
Alabama

President of Berea College

Dr. Lyle D. Roelofs
Kentucky

President Elect

Timothy B. Jones, '94
Kentucky

Director of Alumni Relations

(position currently vacant)

Past President

Larry Woods, '75
Kentucky

VP for Alumni and College Relations

Michelle Janssen
Kentucky

Trustees, including year his/her term ends

2014: Vicki Allums, '79
Virginia

2015: Lynne Blankenship Caldwell, '78
Virginia

2016: Jerry Hale, '73
Tennessee

2017: Robert F. Hawks, '77
Georgia

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

2013: Jason Cody, '94
Tennessee

David Cook, '85
Kentucky

Cara Stewart Green, '03
Kentucky

2014: Cheryl Ferguson, '97
Ohio

Crystal Baldwin Grewe, '94
Vermont

Michael Murphy, '84
California

Ronnie Nolan, '95
Kentucky

2015: Wally Campbell, '66
Kentucky

Paul Clawson, '03
Colorado

Betina Conley Gardner, '94
Kentucky

Andrew Hamilton, '96
Texas

2016: Eric Crowden, '84
Kentucky

Patricia Campbell Estep, '77
Virginia

Jack S. Marinelli, '85
Illinois

Jennifer Hale Stafford, '92
Kentucky

Source: Alumni Office, October 2012

<http://www.bereacollegealumni.com/s/925/index.aspx?sid=925&gid=1&pgid=812>

**YOUNG ALUMNI ADVISORY COUNCIL
ACADEMIC YEAR 2012-2013**

Rashaad Abdur-Rahman, '03
Kentucky

Markesha Flagg McCants,' 03 (President)
Tennessee

April Aldeen, '07
Kentucky

Christian Motley, '09
Alabama

Charles Badger, '11 (President-Elect)
Kentucky

Missy Naseman, '05
Ohio

Wayne Centers, '05
Kentucky

Elizabeth Novak, '06
North Carolina

Dwayne Compton, '01
Kentucky

Nolan Oberg, '05 (Coordinator)
Kentucky

Marc Crenshaw, '02
Kentucky

Jeremy Rotty, '05
North Carolina

Amber Davis, '06
Louisiana

Jared Rowley, '09
Massachusetts

Mary Galloway, '07
Kentucky

Julie Stewart, '04
Kentucky

Destiny Harper, '06 (Past President)
Washington

Lederrick Wesley, '07
Kentucky

Jonathan Johnson, '99
Kentucky

Hussene Youssouf,'05 (Executive Vice President)
Georgia

Source: Alumni Office, October 2012

< <http://www.bereacollegealumni.com/s/925/index.aspx?sid=925&gid=1&pgid=814>>

ALUMNI* BY STATE AND U.S. TERRITORIES
As of October 2012

Alabama	441	Nebraska	20
Alaska	20	Nevada	28
Arizona	110	New Hampshire	17
Arkansas	42	New Jersey	81
California	344	New Mexico	47
Colorado	113	New York	187
Connecticut	48	North Carolina	1,350
Delaware	23	North Dakota	3
District of Columbia	32	Ohio	1,184
Florida	619	Oklahoma	30
Georgia	542	Oregon	77
Hawaii	21	Pennsylvania	172
Idaho	25	Puerto Rico	2
Illinois	212	Rhode Island	9
Indiana	395	South Carolina	356
Iowa	52	South Dakota	7
Kansas	22	Tennessee	1,411
Kentucky	6,481	Texas	330
Louisiana	43	Utah	19
Maine	33	Vermont	23
Maryland	244	Virgin Islands	4
Massachusetts	89	Virginia	1,103
Michigan	185	Washington	96
Minnesota	58	West Virginia	563
Mississippi	40	Wisconsin	54
Missouri	107	Wyoming	9
Montana	22		
		Countries other than the U.S.**	214
		Armed Forces—Europe	6
		Armed Forces—Pacific	<u>3</u>
			17,768

*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 105.

Source: Alumni Office, October 2012

**ALUMNI* BY COUNTRIES ORGANIZED BY CONTINENT
As Of October 2012**

Africa (15 countries)

Cameroon	1
Ethiopia	1
Gambia	1
Ghana	5
Kenya	4
Liberia	1
Madagascar	1
Mali	1
Nigeria	6
Senegal	1
Seychelles	1
South Africa	2
Tanzania	2
Uganda	1
Zimbabwe	5
Africa TOTAL	33

Asia (23 countries)

Azerbaijan	1
Burma	3
Cambodia	1
China	7
Hong Kong	6
India	6
Indonesia	1
Iran	1
Israel	3
Japan	8
Kazakhstan	1
Korea	6
Kyrgyzstan	1
Lebanon	1
Macau	1
Malaysia	7
Mongolia	1
Nepal	1
Russia	1
Singapore	1
Sri Lanka	2
Thailand	6
Turkey	4
Asia TOTAL	70

Oceania (3 countries)

Australia	2
Micronesia	1
Palau	1
Oceania TOTAL	4

Europe (22 countries)

Austria	2
Belgium	3
Bulgaria	1
Czech Republic	1
Denmark	3
France	2
Georgia	2
Germany	5
Greece	8
Hungary	1
Ireland	2
Italy	2
Latvia	1
Lithuania	1
Macedonia	1
Netherlands	3
Romania	1
Slovak Republic	2
Spain	5
Sweden	2
Switzerland	1
United Kingdom	15
Europe TOTAL	64

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

Canada	25
Cayman Islands	2
Costa Rica	1
Dominica	1
Haiti	1
Mexico	3
Nicaragua	1
Trinidad and Tobago	2
North America TOTAL	36

South America (3 countries)

Bolivia	1
Brazil	1
Ecuador	5
South America TOTAL	7

United States**	17,545
Armed Forces-Europe	6
Armed Forces-Pacific	3
TOTAL	17,768

*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 104.

Source: Alumni Office, October 2012.

ALUMNI* BY OCCUPATION

Accounting	160	Journalism	10
Administrative/Clerical/Secretarial	164	Judiciary	9
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	106
Art	44	Management	333
Arts-Fine	29	Manufacturing	130
Arts-Performing/Creative	48	Marketing	42
Aviation/Aerospace	10	Mathematics/Statistics	6
Banking	71	Mechanical	6
Biological Sciences	1	Media	8
Brokerage/Securities/Investments	19	Medical/Health (not M.D., RN, Dentist, Pharmacy)	198
Business-Administration	80	Merchandising/Sales/Marketing	25
Business-Entrepreneur/Owner	181	Military	34
Business-Management	105	Ministry	137
Business-Owner	47	Missionary	5
Childcare	25	Musician	1
City Service Officer	2	Nonprofit	16
Civil Service	15	Nursing	465
Clergy	10	Nutrition	28
Communications	24	Personal Services	5
Computing/High Technology	227	Personnel/Human Resources	42
Construction/Contracting	52	Pharmacology	5
Consulting	49	Pharmacy	15
Cosmetology	1	Physical Sciences/Mathematics	11
Counseling	107	Physician	104
Crafts	8	Public Relations	8
Dentistry	21	Public Service (Firefighter, Police, Sanitation)	33
Economics	1	Publishing	35
Education – Administrative	354	Radio/TV/Film	4
Education – Student Affairs	43	Real Estate	45
Education – Teaching	1,470	Recreation/Leisure Services	15
Energy Resources (Oil, etc.)	20	Research/Development	71
Engineering	128	Restaurant	9
Entertainment	9	Retired	2,195
Environmental Science	32	Sales	129
Estate Planning/Trusts/Taxation	1	Science	71
Extension Work	21	Self-Employed	10
Fashion/Beauty	2	Social Science	15
Financial Services	71	Social Work	210
Foreign Service	3	Sports/Recreation	16
Foundations	1	Student	8
Fund Raising	23	Support Staff/Secretarial/ Clerical	27
Funeral Services	4	Trade/Craft	34
Government – Elected	41	Transportation	33
Government – Non-elected	171	Travel Industry	8
Graphic Design	14	Utilities	19
Health	64	Veterinarian	6
Homemaking	243	Volunteerism	31
Hotel/Restaurant/Catering	37	Writing	30
Import/Export	3		
Insurance	75	<i>Unknown (includes other)</i>	<u>8,301</u>
Interior Decorating/Design	9	TOTAL	17,768

*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 17,768 alumni on record, information on occupations is known for 53%.

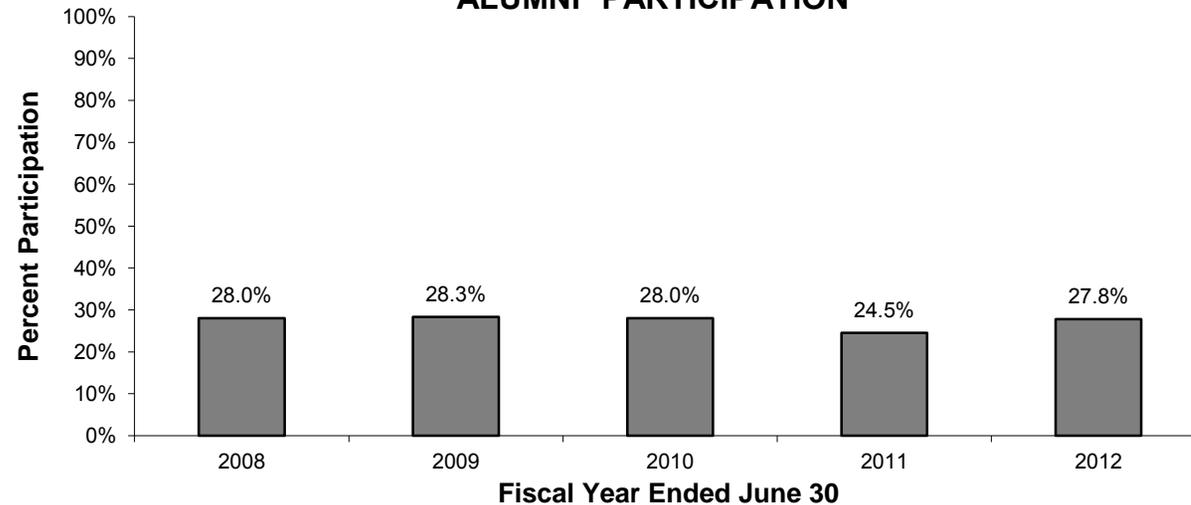
Source: Alumni Office, October 2012

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
Alumni Berea Fund - Goal	\$ 815,000.00	\$ 835,000.00	\$ 1,000,000.00	\$1,000,000.00	\$ 1,000,000.00
Alumni Berea Fund - Received	\$ 985,191.81	\$ 1,049,886.88	\$ 970,431.89	\$ 971,660.19	\$ 1,076,007.99
Other Gifts (includes gift-in-kind)	<u>\$ 2,593,792.44</u>	<u>\$ 15,669,649.10</u>	<u>\$ 4,042,331.73</u>	<u>\$ 3,545,222.18</u>	<u>\$ 1,901,151.61</u>
TOTAL	\$ 3,578,984.25	\$ 16,719,535.98	\$ 5,012,763.62	\$ 4,516,882.37	\$ 2,977,159.60
Percent Participation - All Alumni**	28.0%	28.3%	28.0%	24.5%	27.8%
Percent Participation - All Graduates**	30.1%	29.6%	28.9%	25.4%	28.6%

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 2012

BEREA COLLEGE
DESIGNATION OF FUNDS
For Fiscal Year Ended June 30, 2012

Current Operations

Berea Fund - Unrestricted	\$ 4,508,375.86
Student Aid - Restricted	72,509.66
Other - Restricted	<u>1,615,644.63</u>

TOTAL CURRENT OPERATIONS \$ 6,196,530.15

Capital Purposes \$ 1,437,309.05

Student Loan Fund \$ 2,100.00

Endowment from Gifts and Bequests

Restricted	\$ 934,678.46
Unrestricted	<u>\$ 6,312,575.62</u>

TOTAL ENDOWMENT \$ 7,247,254.05

Gift Value of Annuities and Life Income Agreements 485,700.35

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 15,368,893.60

Gifts-In-Kind 35,804.29

GRAND TOTAL \$ 15,404,697.89

Source: College Relations, October 2012

**SOURCE OF CONTRIBUTIONS
TO BEREA COLLEGE
For Fiscal Year Ended June 30, 2012**

	<u>Number of Gifts</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Dollars</u>
Source of Support				
General welfare foundations	239	1.38%	\$ 2,629,864.77	17.07%
Corporations and corporate foundations	475	2.74%	\$ 1,634,154.82	10.61%
Organizations, associations, and clubs	71	0.41%	\$ 396,101.75	2.57%
Religious groups	13	0.08%	\$ 25,035.00	0.16%
Fund-raising consortia	6	0.03%	\$ 12,765.00	0.08%
Individuals (other than alumni)	10,271	59.26%	\$ 2,551,101.19	16.56%
Alumni	5,862	33.82%	\$ 1,173,775.55	7.62%
Bequests – Alumni	43	0.25%	\$ 936,264.11	6.08%
Bequests – Non-Alumni	<u>226</u>	<u>1.30%</u>	<u>\$ 5,524,131.06</u>	<u>35.86%</u>
TOTAL GIFTS AND BEQUEST	17,206	99.28%	\$14,883,193.25	96.61%
Gift Value of Annuities and Life Income Agreements				
Alumni	9	0.05%	\$ 85,907.13	0.56%
Non-Alumni	<u>32</u>	<u>0.18%</u>	<u>\$ 399,793.22</u>	<u>2.60%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	17,247	99.52%	\$15,368,893.60	99.77%
Gifts-In-Kind				
Alumni	25	0.14%	\$ 1,736.65	0.01%
Non-Alumni	<u>59</u>	<u>0.34%</u>	<u>\$ 34,067.64</u>	<u>0.22%</u>
GRAND TOTAL	<u>17,331</u>	100.00%	<u>\$15,404,697.89</u>	100.00%

Source: College Relations, October, 2012

BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2012

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	195	\$ 113,080.07	Montana	24	\$ 4,110.00
Alaska	24	22,796.00	Nebraska	23	1,191.00
Arizona	217	139,436.50	Nevada	40	2,683.00
Arkansas	50	103,725.08	New Hampshire	64	360,307.31
Armed Forces	1	50.00	New Jersey	429	323,092.03
California	1,213	563,260.57	New Mexico	86	97,613.87
Colorado	167	383,999.05	New York	859	875,840.34
Connecticut	277	172,328.48	North Carolina	973	675,829.85
D.C.	119	91,120.00	North Dakota	4	163.33
Delaware	49	64,639.25	Ohio	1,046	1,211,503.56
Florida	757	1,354,915.75	Oklahoma	47	3,322.60
Georgia	329	93,769.48	Oregon	125	19,522.00
Hawaii	24	1,674.00	Pennsylvania	536	342,568.72
Idaho	29	4,591.20	Puerto Rico	7	130.00
Illinois	627	576,496.68	Rhode Island	61	7,284.20
Indiana	350	376,684.41	South Carolina	260	105,972.16
Iowa	86	152,014.64	South Dakota	16	2,072.14
Kansas	61	124,600.00	Tennessee	499	430,188.74
Kentucky	3,536	1,665,628.73	Texas	428	780,691.41
Louisiana	59	90,779.25	Utah	43	15,679.01
Maine	91	72,036.13	Vermont	69	8,536.00
Maryland	415	71,366.29	Virgin Islands	14	900.00
Massachusetts	439	180,405.20	Virginia	797	508,487.48
Michigan	547	351,114.12	Washington	226	97,678.47
Minnesota	234	1,815,146.69	West Virginia	195	114,605.32
Mississippi	28	15,040.00	Wisconsin	244	108,521.30
Missouri	174	676,405.13	Wyoming	20	7,367.34
			STATE AND U.S. TERRITORIES TOTAL	17,233	\$15,382,963.88
Other Countries:					
Belgium	1	\$ 500.00	Japan	1	\$ 1,000.00
Canada	4	8,425.00	Nigeria	1	50.00
Ethiopia	16	32.00	Sri Lanka	12	120.00
Federal States of Micronesia	1	12.00	Thailand	1	1,000.00
Germany	12	252.00	Turkey	1	200.00
Hong Kong	2	5,500.00	United Kingdom	3	2,400.00
			Zimbabwe	6	24.00
			OTHER COUNTRIES TOTAL	61	\$ 19,515.00
			Anonymous	<u>37</u>	<u>2,219.01</u>
			TOTAL*	<u>17,331</u>	<u>\$15,404,697.89</u>

*Includes gifts-in-kind and bequests.

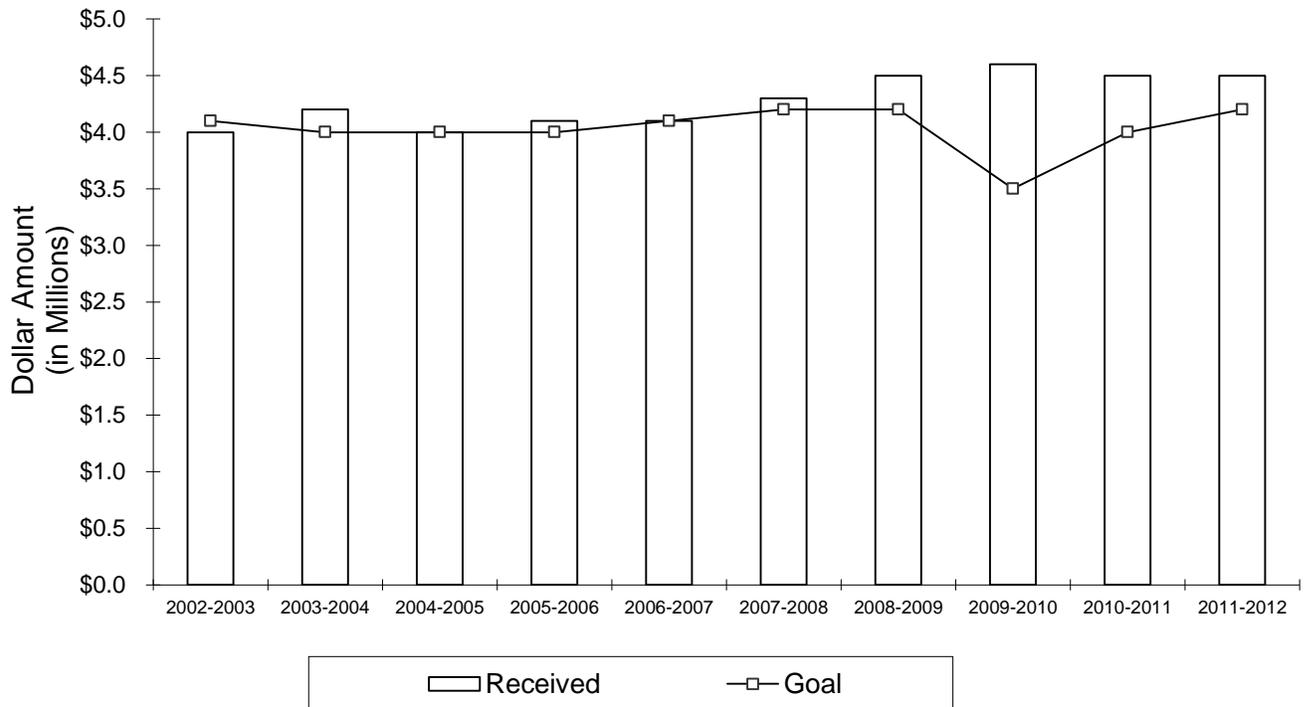
Source: College Relations, October, 2012

**BEREA FUND GOALS AND AMOUNTS RECEIVED
FISCAL YEARS 2002-2003 THROUGH 2011-2012**

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Goal	\$4,150,000.00	\$4,000,000.00	\$4,000,000.00	\$4,060,000.00	\$4,120,000.00
Received	\$4,091,713.70	\$4,228,690.77	\$4,000,022.32	\$4,128,644.11	\$4,117,084.91

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Goal	\$4,200,000.00	\$4,245,000.00	\$3,500,000.00	\$4,000,000.00	\$4,200,000.00
Received	\$4,377,103.03	\$4,540,940.92	\$4,635,080.13	\$4,516,252.45	\$4,508,375.86

**Berea Fund: Goals and Amounts Received
Fiscal Years 2002-2003 through 2011-2012**



Source: College Relations, October 2012

DONATIONS
Fiscal Years 2002 - 2003 through 2011 - 2012

	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>2006-2007</u>
Number of Gifts*	15,894	16,232	16,294	15,980	14,725
Current Operations	\$ 4,740,355.97	\$ 5,037,190.16	\$ 5,214,231.69	\$ 5,445,938.35	\$ 4,930,859.98
Endowment	\$ 15,795,603.73	\$ 18,996,063.02	\$ 16,745,745.23	\$ 15,452,553.15	\$ 19,038,878.79
Other*	<u>\$ 3,284,704.49</u>	<u>\$ 2,744,041.93</u>	<u>\$ 3,344,708.10</u>	<u>\$ 1,357,828.10</u>	<u>\$ 1,476,927.30</u>
TOTAL	\$ 23,820,664.19	\$ 26,777,295.11	\$ 25,304,685.02	\$ 22,256,319.60	\$ 25,446,666.07

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
Number of Gifts*	15,699	16,058	17,043	16,016	17,206
Current Operations	\$ 5,084,390.90	\$ 5,567,605.97	\$ 6,181,455.73	\$ 5,348,253.20	\$ 6,196,530.15
Endowment	\$ 18,716,914.82	\$ 28,921,895.98	\$ 15,573,104.23	\$ 13,072,473.56	\$ 7,247,254.05
Other*	<u>\$ 2,469,575.52</u>	<u>\$ 1,294,113.81</u>	<u>\$ 1,242,381.42</u>	<u>\$ 2,626,227.08</u>	<u>\$ 1,925,109.40</u>
TOTAL	\$ 26,270,881.24	\$ 35,783,615.76	\$ 22,996,941.38	\$ 21,046,953.84	\$ 15,368,893.60

*Does not include gifts-in-kind.

Source: College Relations, October 2012

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS
For Fiscal Year Ended June 30, 2012

<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	277	2.85%	1,034.33	0.01%
10 – 24	874	8.99%	13,338.50	0.09%
25 – 49	1,825	18.76%	50,950.07	0.33%
50 – 99	1,929	19.83%	106,059.19	0.69%
100 – 199	2,036	20.93%	221,393.83	1.44%
200 – 499	1,314	13.51%	340,112.12	2.21%
500 – 749	457	4.70%	241,749.02	1.57%
750 – 999	59	0.61%	48,418.37	0.31%
1,000 – 2,499	482	4.96%	616,513.78	4.00%
2,500 – 4,999	143	1.47%	451,131.65	2.93%
5,000 – 7,499	100	1.03%	535,043.63	3.47%
7,500 – 9,999	20	0.21%	166,980.20	1.08%
10,000 – 19,999	86	0.88%	1,079,266.12	7.01%
20,000 – 29,999	38	0.39%	901,500.39	5.85%
30,000 – 49,999	18	0.19%	655,558.96	4.26%
50,000 – 69,999	32	0.33%	1,746,733.06	11.34%
70,000 – 99,999	10	0.10%	843,034.56	5.47%
100,000 – 149,999	13	0.13%	1,411,555.11	9.16%
150,000 – 249,999	3	0.03%	552,972.08	3.59%
250,000 – 499,999	6	0.06%	1,714,876.79	11.13%
500,000 – 999,999	4	0.04%	2,576,476.13	16.73%
1,000,000 – 2,499,999	1	0.01%	1,130,000.00	7.34%
2,500,000 and up	0	0.00%	0.00	0.00%
TOTALS	<u>9,727</u>	100.00%	<u>\$15,404,697.89</u>	100.00%

The 9,727 donors gave 17,331 gifts in FY 2012 for a total of \$15,404,697.89

Average (Mean)	\$1,583.70
Median	\$80.00
Mode	\$100.00

NOTE: Please see page 114 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 2012

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF DONORS
For Fiscal Year Ended June 30, 2012

GIFTS FROM ALUMNI AND FRIENDS ORGANIZED BY NUMBER OF GIFTS
For Fiscal Year Ended June 30, 2012

<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	2,197	12.68%	5,965.44	0.04%
10 – 24	2,863	16.52%	40,961.70	0.27%
25 – 49	3,663	21.14%	98,393.79	0.64%
50 – 99	2,826	16.31%	151,264.38	0.98%
100 – 199	2,864	16.53%	300,404.49	1.95%
200 – 499	1,309	7.55%	331,279.65	2.15%
500 – 749	488	2.82%	249,401.22	1.62%
750 – 999	47	0.27%	38,905.53	0.25%
1,000 – 2,499	508	2.93%	633,147.25	4.11%
2,500 – 4,999	187	1.08%	607,482.74	3.94%
5,000 – 7,499	127	0.73%	703,149.27	4.56%
7,500 – 9,999	30	0.17%	258,234.59	1.68%
10,000 – 19,999	93	0.54%	1,166,893.14	7.57%
20,000 – 29,999	41	0.24%	981,877.12	6.37%
30,000 – 49,999	18	0.10%	632,642.31	4.11%
50,000 – 69,999	35	0.20%	1,888,726.35	12.26%
70,000 – 99,999	9	0.05%	785,610.11	5.10%
100,000 – 149,999	13	0.08%	1,362,492.88	8.84%
150,000 – 249,999	4	0.02%	766,362.00	4.97%
250,000 – 499,999	5	0.03%	1,622,205.93	10.53%
500,000 – 999,999	3	0.02%	1,699,298.00	11.03%
1,000,000 – 2,499,999	1	0.01%	1,080,000.00	7.01%
2,500,000 and up	0	0.00%	0.00	0.00%
TOTALS	<u>17,331</u>	100.00%	<u>\$ 15,404,697.89</u>	100.00%

The 9,727 donors gave 17,331 gifts in FY 2012 for a total of \$15,404,697.89

Average (Mean)	\$888.85
Median	\$40.00
Mode	\$25.00

NOTE: Please see page 113 for a breakdown of gifts by the Number of Donors.

*Includes gifts-in-kind.

Source: College Relations, October 2012

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2012 AND 2011**

	<u>2012</u>	<u>2011</u>
OPERATING REVENUE	\$ 81,828,210	\$ 79,088,086
OPERATING EXPENSES	\$ 79,501,192	\$ 67,658,991
OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS	\$ 2,327,018	\$ 11,429,095
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 4,573,022	\$ 2,726,770
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 444,416,884	\$ 434,472,604
Investments at market	\$ 942,618,000	\$ 978,734,900
Interest and dividends, net	\$ 15,986,973	\$ 17,036,405
Return	1.6%	2.0%
Market price (decrease) increase	\$ (19,034,205)	\$ 146,976,983
Return	-1.9%	17.4%
Total return	\$ (3,047,232)	\$ 164,013,388
Percent – time weighted	-0.3%	19.4%
CASH AND IN-KIND CONTRIBUTIONS		
Cash gifts	\$ 8,908,499	\$ 7,005,168
Bequests	<u>6,460,395</u>	<u>14,041,786</u>
Total cash gifts	15,368,894	21,046,954
Gifts-in-kind	<u>35,804</u>	<u>89,008</u>
Total	<u>\$ 15,404,698</u>	<u>\$ 21,135,962</u>

Source: Office of Financial Affairs, September 2012

STATEMENTS OF FINANCIAL POSITION
June 30, 2012 and 2011

	2012	2011
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 50,417,011	\$ 49,615,614
Accrued interest on investments	785,315	2,409,919
Accounts and notes receivable	5,565,477	3,095,123
Inventories	1,283,401	1,199,901
Prepaid expenses and other assets	144,388	143,946
Contributions receivable and bequests in probate	12,850,478	4,604,112
Total current assets	71,046,070	61,068,615
PREPAID EXPENSES AND OTHER ASSETS	964,656	1,024,817
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	5,935,874	3,164,942
LONG-TERM RECEIVABLES	5,731,712	1,739,638
LONG-TERM INVESTMENTS		
Donor-restricted endowment	526,468,200	548,244,000
Tuition replacement	416,149,800	430,490,900
Annuity and life income	25,613,200	27,643,400
Funds held in trust by others	23,708,800	24,424,000
Total long-term investments	991,940,000	1,030,802,300
PROPERTY, PLANT AND EQUIPMENT (net)	140,965,563	143,076,757
Total assets	\$ 1,216,583,875	\$ 1,240,877,069
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	\$ 8,840,491	\$ 4,228,157
Accrued salaries and wages	2,728,112	2,585,871
Deposits and agency funds	502,421	546,228
Deferred income	198,518	182,428
Current maturities of long-term debt	2,187,069	2,108,923
Total current liabilities	14,456,611	9,651,607
LONG-TERM LIABILITIES		
Actuarial liability for annuities payable and other liabilities	20,179,991	16,385,423
Long-term debt	53,099,642	55,811,711
Total long-term liabilities	73,279,633	72,197,134
Total liabilities	87,736,244	81,848,741
NET ASSETS		
Unrestricted	501,766,649	522,911,190
Temporarily restricted	356,849,577	366,689,029
Permanently restricted	270,231,405	269,428,109
Total net assets	1,128,847,631	1,159,028,328
Total liabilities and net assets	\$ 1,216,583,875	\$ 1,240,877,069

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 2012

STATEMENT OF ACTIVITIES
YEARS ENDED JUNE 30, 2012 AND 2011

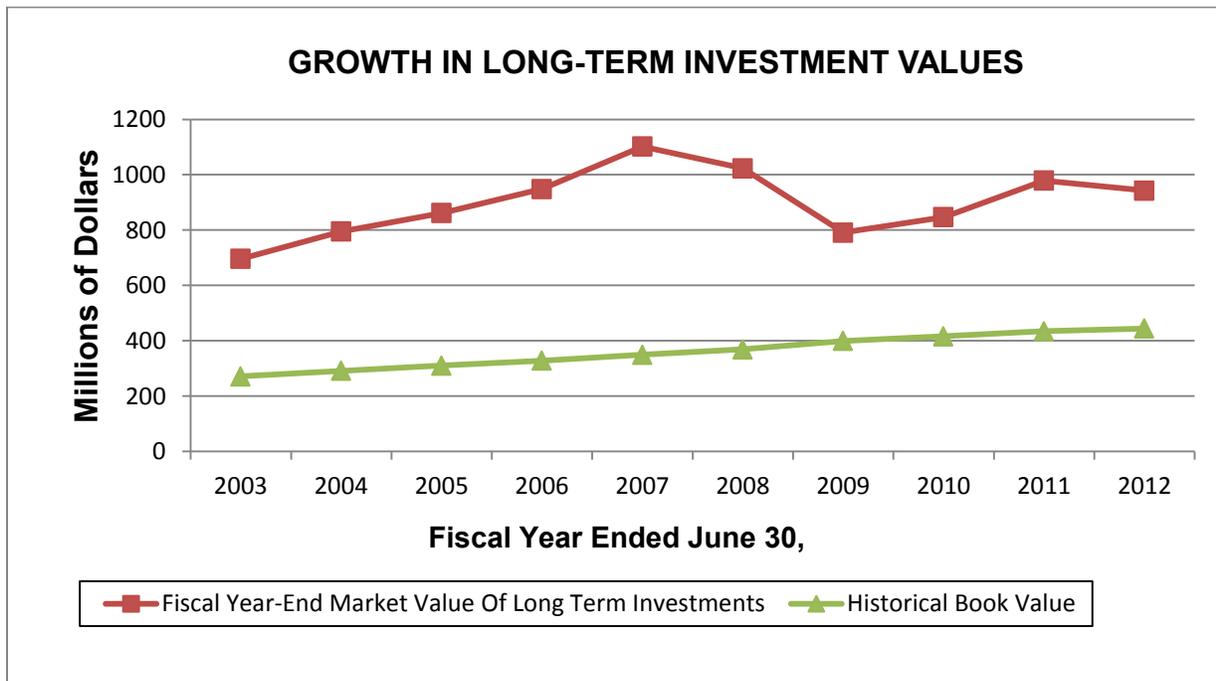
	2012	2011
OPERATING REVENUE		
Spendable return from long-term investments	\$ 37,401,970	\$ 41,173,362
Gifts and donations	5,197,022	6,455,952
Federal grants	14,015,203	8,067,225
Cost of education fees paid by federal and state scholarships	3,850,000	3,650,000
Fees paid by students	1,599,296	1,491,227
Other income	3,325,633	3,434,001
Residence halls and food service	7,998,618	7,413,041
Student industries and rentals	4,427,429	4,173,354
Net assets released from restrictions	7,775,772	5,708,358
Gross operating revenue	85,590,943	81,566,520
Less: Student aid	(3,762,733)	(2,478,434)
Net operating revenue	81,828,210	79,088,086
OPERATING EXPENSES		
Program Services --		
Educational and general	52,669,579	42,990,211
Residence halls and food service	7,926,822	7,161,121
Student industries and rentals	5,156,052	4,872,553
Total program services	65,752,453	55,023,885
Support services	13,748,739	12,635,106
Total operating expenses	79,501,192	67,658,991
Operating revenue in excess of operating expenses from continuing operations	2,327,018	11,429,095
OTHER CHANGES IN NET ASSETS		
Gain on sale of property, plant, and equipment	64,939	75,108
(Loss) gain on valuation of interest rate swaps	(4,403,500)	999,300
Investment return(less) more than amounts designated for current operations	(46,776,380)	121,541,704
Gifts and bequests restricted or designated for long- term investments	5,030,842	11,328,689
Restricted gifts for property, plant and equipment and other specific purposes	16,194,131	1,220,185
Restricted spendable return on endowment investments	5,611,978	4,712,122
Reclassification of net assets released from restrictions	(7,775,772)	(5,708,358)
Net adjustment of annuity payment and deferred giving liability	(453,953)	3,075,013
Total change in net assets	\$ (30,180,697)	\$ 148,672,858

Source: Office of Financial Affairs, September 2012

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>
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
2012	942,618,000	444,416,884

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



Source: Office of Financial Affairs, September 2012

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
JUNE 30, 2012 AND 2011**

	2012	2011
Endowment and Tuition Replacement:		
Pooled Investments -		
U.S. equities	\$ 225,550,600	\$ 222,751,500
International equities	253,397,000	230,037,500
Corporate notes and bonds	60,445,700	58,650,300
U.S. Government securities	63,819,100	70,210,400
Structured notes	-	43,933,900
Private equity – venture capital	4,660,500	4,834,900
Private equity – buy out	40,547,300	37,613,600
Private equity – debt funds	9,061,300	9,661,700
Private equity – fund of funds	24,467,000	37,273,900
Hedge funds	149,575,300	152,006,200
Commodities	49,878,900	18,869,400
Real estate	12,026,900	25,256,500
Short-term investments and cash	44,399,000	63,221,700
Total	937,828,600	974,321,500
Non Pooled Investments -		
U.S. equities	38,000	29,600
Corporate notes and bonds	5,100	2,400
Real estate	2,876,900	2,536,900
Short-term investments and cash	1,869,400	1,844,500
Total	4,789,400	4,413,400
Total endowment and tuition replacement	942,618,000	978,734,900
Annuity and Life Income:		
U.S. equities	8,724,900	12,286,600
International equities	4,961,500	6,505,300
Corporate notes and bonds	3,487,100	4,468,100
U.S. Government securities	3,336,100	3,255,400
International bonds	1,280,400	-
Real estate	3,329,000	330,000
Insurance policies	79,600	75,600
Short-term investments and cash	414,600	722,400
Total annuity and life income	25,613,200	27,643,400
Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	23,708,000	24,424,000
Total long-term investments	\$ 991,940,000	\$ 1,030,802,300

Source: Office of Financial Affairs, September 2012

**FISCAL YEAR 2012-2013
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 28,843,800 73.1%
Gifts for Current Operations	\$ 4,550,000 11.6%
Federal and State Sources	\$ 4,830,000 12.3%
Other Miscellaneous Income	\$ 1,143,000 2.9%
Net Loss from Student Industries and Rentals	\$ 102,200 0.1%
	<u>\$ 39,469,000</u>

Source: Office of Financial Affairs, September 2011

CURRENT OPERATING BUDGET

	2012-13 Budget	2011-12 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 38,645,714	\$ 36,821,482	\$ 1,824,232	4.95%
Less: Capital and Plant Fund	(4,627,220)	(4,459,917)	(167,303)	3.75%
TCERF	(5,174,694)	(4,499,865)	(674,829)	15.00%
Net Endowment Income	<u>28,843,800</u>	<u>27,861,700</u>	982,100	3.52%
Gifts for Current Operations	4,550,000	4,200,000	350,000	8.33%
Cost of Education Fees	3,900,000	3,850,000	50,000	1.30%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	718,000	633,000	85,000	13.43%
Other Income	425,000	490,000	(65,000)	(13.27%)
TOTAL	<u>39,366,800</u>	<u>37,964,700</u>	1,402,100	3.69%
Student Industries and Rentals	5,062,400	4,778,500	283,900	5.94%
Residence Halls and Food Service	<u>8,020,300</u>	<u>7,782,500</u>	237,800	3.06%
TOTAL REVENUES	<u>52,449,500</u>	<u>50,525,700</u>	1,923,800	3.81%
EXPENDITURES				
Educational and General	39,469,000	38,047,600	1,421,400	3.74%
Student Industries and Rentals	4,960,200	4,695,600	264,600	5.64%
Residence Halls and Food Service	<u>8,020,300</u>	<u>7,782,500</u>	237,800	3.06%
TOTAL EXPENDITURES	<u>52,449,500</u>	<u>50,525,700</u>	1,923,800	3.81%
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	-

Source: Office of Financial Affairs, September 2012

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2012-13 Budget	2011-12 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 38,645,714	\$ 36,821,482	\$ 1,824,232	4.95%
Less: Capital and Plant Fund	(4,627,220)	(4,459,917)	(167,303)	3.75%
TCERF	(5,174,694)	(4,499,865)	(674,829)	15.00%
Net Endowment Income	28,843,800	27,861,700	982,100	3.52%
Gifts for Current Operations	4,550,000	4,200,000	350,000	8.33%
Cost of Education Fees	3,900,000	3,850,000	50,000	1.30%
Federal Work Study Grant	930,000	930,000	-	-
Fees Paid by Students	718,000	633,000	85,000	13.43%
Other Income	425,000	490,000	(65,000)	-13.27%
Student Industries and Rentals	102,200	82,900	19,300	23.28%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	39,469,000	38,047,600	1,421,400	3.74%
EXPENDITURES				
Salaries and Wages	22,462,800	21,078,150	1,384,650	6.57%
Salary Churn	(300,000)	(300,000)	-	-
Net Salaries and Wages	22,162,800	20,778,150	1,384,650	6.66%
Fringe Benefits	5,655,300	5,296,600	358,700	6.77%
Student Payroll	3,375,000	3,181,000	194,000	6.10%
Net Controllable Expense	7,778,900	8,219,850	(440,950)	-5.36%
Computer Capital Fund	395,000	440,000	(45,000)	-10.23%
Equipment Reserve	102,000	102,000	-	-
Strategic Planning Initiatives	-	30,000	(30,000)	100.00%
TOTAL EXPENDITURES	39,469,000	38,047,600	1,421,400	3.74%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	

Source: Office of Financial Affairs, September 2012

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	2007-08	% of	2008-09	% of	2009-10	% of	20010-11	% of	2011-12	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 14,419,651	36.0%	\$ 14,573,495	36.1%	\$ 13,595,840	35.3%	\$12,401,997	33.6%	\$13,413,747	34.1%
Public Service	665,021	1.7%	672,540	1.7%	655,061	1.7%	494,790	1.3%	486,516	1.2%
Academic Support	4,376,280	10.9%	4,327,149	10.7%	4,327,826	11.2%	3,946,424	10.7%	4,165,640	10.6%
Student Services and Activities	5,010,511	12.5%	5,011,224	12.4%	5,013,100	13.0%	4,947,199	13.4%	4,970,564	12.6%
General and Administrative	6,450,592	16.1%	6,900,806	17.1%	6,644,302	17.2%	6,825,037	18.5%	7,334,472	18.6%
Development and Alumni	3,640,952	9.1%	3,500,017	8.7%	3,102,891	8.0%	3,170,958	8.6%	3,655,037	9.3%
Plant Operations	4,745,671	11.9%	4,594,491	11.4%	4,459,959	11.6%	4,452,636	12.1%	4,788,669	12.2%
Capital and Special Projects	731,000	1.8%	753,000	1.9%	753,000	2.0%	653,000	1.8%	572,000	1.4%
TOTAL	\$ 40,039,678	100.0%	\$ 40,332,722	100.0%	\$ 38,551,979	100.0%	\$ 36,892,041	100.0%	\$ 39,386,645	100.0%

RESIDENCE LIVING Academic Year 2012-2013

The fourteen 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 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
Fairchild	73
James	108
Kentucky	94
Kettering	146
Pearsons	118
Seabury	38
Talcott	<u>88</u>
Subtotal	1,316
<u>Houses</u>	
Home Management House	11
Hunt Acres Farm House	<u>3</u>
SUBTOTAL	1,330
Capacity for Women	(751)
Capacity for Men	(579)
<u>Family Housing</u>	
Ecovillage	59
TOTAL	1,389

Note: Capacity by gender does not include Ecovillage

Source: Residential Life Services and Collegium, October 2012
<<http://www.berea.edu/residential-life-collegium/>>

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2012

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	Appalachian Center/Bruce Building
1981	Pearsons Hall Fire Escape	1999	Student House/Jackson Street (Knight House)
1981	Kentucky Residence Hall	1999	Danforth Residence Hall
1981	James Residence Hall	2000	Kettering Residence Hall
1983	Goldthwaite Agriculture Building and Addition	2000	Bruce/Trades (phase one)
1983	Science Hall Renovation and Addition	2000	Drapper Carillon
1985	President's Home	2001	Bruce/Trades (phase two)/Connector
1986	Talcott Residence Hall	2001	Blue Ridge Residence Hall
1987	Frost Basement - Computer Lab	2001	Student Parking Lot Improvements
1987	ARC House Renovation	2002	Draper Building
1987	Pearson Residence Hall	2002	Kentucky Residence Hall
1988	Boone Tavern	2002	Art Gallery Addition
1988	Blue Ridge Residence Hall	2002	Soccer Field Complex
1989	Kentucky Annex	2002	College Bookstore Renovation
1990	Hutchins Library Renovation	2002	Computer Center Renovation
1990	Berea College Health Service	2003	Talcott/Annex Residence Hall Renovation
1991	Draper Building - Center for Effective Communication	2003	Presser Hall Renovation
1991	Lincoln Hall Basement - Duplicating Services Center	2003	Lincoln Hall Renovation
1992	Utilities/Laundry	2003	EcoVillage Apartments
1992	Students for Appalachia – Trades Building	2003	EcoVillage SENS House
1993	Alumni Building	2003	Baseball/Softball Fields
1993	Draper Classrooms	2004	James Hall Renovation
1994	President's Home	2004	Boone Tavern Garage Renovation for: Public Relations Department Visitors Center at College Square
1994	Alumni Building	2005	Central Plant
1994	Boone Tavern	2006	Campus Building Retro Fits
1996	Edwards 1 st & 2 nd floors (Administrative Offices)	2006	Resurfacing of the Track
1997	Resurfacing of Track	2006	Sturt Cottage
1997	Systems upgraded in Dana Residence Hall	2006	Haaga House
1997	Phelps Stokes – Seating and Refinishing	2007	Pearsons Residence Hall
1998	Married Student Laundry	2007	Middletown School
1998	Frost Renovation	2007	Appalachian Center Gallery Renovation
1998	Food Service Renovation	2008	Elizabeth Rogers Renovation
1998	Science Laboratories	2008	Edwards 3 rd Floor(Residence Hall)Renovation
1998	Computer Center	2008	Seabury Center Gym Floor Replacement
1999	Craft Center	2009	Emery Building
1999	Crossroads Complex	2009	Boone Tavern
1999	Fairchild Residence Hall	2009	Edwards 3 rd Floor(Residence Hall) (phasetwo)
1999	Log House Remodel	2010	Berea Dining (Renovation)
1999	Phelps-Stokes Air Conditioning	2012	Alumni (Baird Lounge Renovation)
1999	Alumni Building Remodel	2012	Alumni (Hutchins Dining Room)
		2012	Alumni (New Woodson Center)
		2012	Papaleno's (Dining Room Addition)

Source: Facilities Management, November 2012

HUTCHINS LIBRARY
(Fiscal Year 2012)

Library Collections	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents) Volumes (item count)	(1,377)	391,374
Media Collection (LPs, videos, CDs, DVDs and audio tapes) Volumes (item count)	305	14,004
Electronic Collection		
E-books and cataloged websites	256	72,974
Digitized audio (hours)	1,218	3,899
Berea Digital (pages/images)	3,507	13,741
Microforms (books, journals and newspapers) Physical units	[307]	148,601
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	(8)	447
Electronic titles: journals and serials	0	983
Full-text journals available through databases	3,106	63,437
Manuscripts and Archives (in linear feet)	202	5,328

Library Expenditures	<u>Dollar Amount</u>
Books – paper and microforms	\$ 82,765
Periodicals– paper and microforms	98,820
Serials – paper and microforms	10,197
Electronic resources	191,558
Media	7,959
Microform	11,354
Preservation	<u>3,640</u>
TOTAL ACQUISITIONS EXPENDITURES	\$ 406,293
Acquisitions Expenditures per Student	\$ 248.04

Source: Hutchins Library, October 2012
<<http://community.berea.edu/hutchinslibrary/>>

Hutchins Library, continued
(Fiscal Year 2012)

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)	81
Other General Studies Courses	13
Other Courses	31
Special Collections	50
Outside Groups	<u>2</u>
TOTAL	177

Percentage of GSTR First-Year courses with library sessions	
GSTR 110 and 210	96%

<u>Reference and Research Assistance</u>	
Library Reference Desk Transactions Total	1,637
Research Consultations	135
Special Collections Reading Room Visits Total	848
Special Collections Reference Requests (non-visits)	692

<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	4,636	
Print and media collections – students	18,471	11.3
Print collections – town	<u>1,416</u>	
TOTAL	24,523	
Reserve materials	615	
Equipment (computers and media) uses	1,422	
Classrooms and study rooms uses	9,016	
Special Collections uses	3,524	
Berea Digital searches	n/a	

<u>Interlibrary Loan</u>	<u>Number</u>
Provided to other libraries	3,064
Received from other libraries	1,771

Source: Hutchins Library, October 2012
<http://community.berea.edu/hutchinslibrary/>

INFORMATION SYSTEMS AND SERVICES

Information Systems and Services (IS&S) manages 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 Cloudpath Express Connect wireless access control. The network is subdivided into VLAN's to allow appropriate restrictions on 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. 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 mobile devices 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 2010, 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 and e-mail 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 IS&S Technology Resource Center is open 8-5 on weekdays.

Source: Information Systems and Services, October 2012

Information Systems and Services, continued

Supporting Institutional Effectiveness:

Enterprise Data Systems: The College uses the Banner software from Ellucian, an integrated administrative system for financial, student records, financial aid, human resources/payroll, and alumni/development functions. The Student, Finance, and Employee self-service modules of Banner allow for access to Banner information and functions through the MyBerea portal. BANNER is supplemented by NOLIJ, a document image management system which stores electronic copies of applications for admission, financial aid statements, purchase orders, invoices, and other documents.

MyBerea Portal: The MyBerea portal brings together a wide range of information, functions, and links to make faculty and staff work life easier and more efficient. Faculty can view their class schedules, class lists, advisees' transcripts and grades, and manage their advisees' registration process using self-service functions. Faculty and staff can view e-mail as well as personal employment and payroll information. Moodle learning management system and Banner administrative system can be accessed via the portal when applicable.

Personal Computers and Phones: All faculty and most staff are provided with a personal laptop or desktop computer for personal productivity and for access to e-mail and other campus network resources and the Internet. Faculty and staff offices are equipped with telephones for communication on and off campus, and 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>	<u>2012-13</u>
Technology Infrastructure:			
Internet Connection Speed (megabits/second)	100	200	200
Network Backbone Speed (megabits/second)	20,000	20,000	20,000
Network Ports	7,000	7,000	7,000
Campus phone extensions	2,180	2,180	2,200
Personal computers	2,850	2,982	2,512
Networked printers	124	117	114
Networked MFD/copiers	61	62	63
Supporting Student Success:			
Student laptop computers	1,700	1,700	1,627
Computers in Campus labs	74	74	68
Computers in departmental labs	105	115	152
Classrooms with 1 port per seat	37	37	34
Classrooms with Wireless Network	117	117	117
Classrooms with projectors	73	73	n/a
Classrooms with multimedia input	53	53	65
Other meeting rooms with projectors and multimedia input	20	20	21
Course sections utilizing Learning Management System	443	557	694
Supporting Institutional Effectiveness:			
Staff and Faculty			
Computers	722	844	886
Campus Phones	705	705	705
Mobile Phones	72	90	92

Source: Information Systems and Services, October 2012

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 have included 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.