

To Our Readers:

We are pleased to present this year's Berea College Fact Book. Its purpose is to provide current and accurate information pertaining to the College, its students, faculty, programs, facilities, and activities.

Most of the information included in the Fact Book is provided by various College offices. The assistance and cooperation we receive from individuals in these offices is very much appreciated.

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

Judith Weckman, Director

Clara Labus Chapman, Research Associate (Labor Team Supervisor)
Tiffany McIntosh, Student Coordinator of the Fact Book

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

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/catalog/bereasstory.asp#greatcommitments>>

Source: Office of the President, April 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 by the National Council for the Accreditation of Teacher Education (NCATE) for the preparation of elementary and secondary school teachers with the bachelor's degree as the highest degree approved. Through Spring 2008, the Didactic Program in Dietetics (DPD) is approved by the American Dietetics Association.

INSTITUTIONAL MEMBERSHIPS

Berea College is an institutional member of:

- American Association for Higher Education (AAHE)
- American Association of Colleges for Teacher Education (AACTE)
- American Council on Education (ACE)
- Annapolis Group
- Appalachian College Association (ACA)
- Association of American Colleges and Universities (AAC&U)
- Association of Governing Boards of Universities and Colleges (AGB)
- Association of Independent Kentucky Colleges and Universities (AIKCU)
- Council for Higher Education Accreditation (CHEA)
- Council of Independent Colleges (CIC)
- Council on Undergraduate Research
- Greater Cincinnati Council on World Affairs
- Kentucky Academy of Sciences
- Kentucky Campus Compact
- Kentucky Institute for International Studies (KIIS)
- National Association of Independent Colleges and Universities (NAICU)
- National Council for the Accreditation of Teacher Education (NCATE)
- Oak Ridge Associated Universities (ORAU)
- Southern Association of Colleges and Schools (SACS)
- Southern University Conference (SUC)
- The College Board
- The Tuition Exchange, Inc.
- Tuition Exchange Program, CIC
- University Leaders for a Sustainable Future (ULSF)
- Work Colleges Consortium

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

Source: Berea College Catalog, 2006– 2007 <<http://www.berea.edu/catalog/distinctivefeatures.asp>>
Office of the Academic Vice President and Provost, October 2006
Office of the President, October 2006

ACADEMIC INFORMATION

Programs of Study

Berea's curriculum offers the advantage of interdisciplinary general study combined with intensive study within a major field. The academic program is organized within the 4-1-4 calendar system. Students normally enroll in four courses for each of the Fall and Spring terms and one course in the January term. Students may enroll in no more than 2.25 courses in the Summer term. Berea courses are equivalent to four semester hours (6 quarter hours).

Most degree programs require a minimum of 33 earned course credits; the Nursing Program requires a minimum of 35 earned course credits.

Bachelor of Arts Degree Programs:

African and African American Studies	English	Political Science
Applied Science and Mathematics	French	Psychology
Art	German	Religion
Biology	History	Sociology
Chemistry	Mathematics	Spanish
Child and Family Studies	Music	Speech Communication
Classical Languages	Philosophy	Theatre
Economics	Physical Education	Women's Studies
Education Studies	Physics	

Bachelor of Science Degree Programs:

Agriculture and Natural Resources	Nursing
Business Administration	Technology and Industrial Arts

Opportunities also exist for the student who wishes to pursue an independent major. These majors, designed by students, must be approved by the Academic Program Council. Some examples of previously approved independent majors are: Asian Studies, Comparative Literature, Computer Science and Environmental Conservation.

Teacher Preparation:

Berea College offers certification programs in **Elementary Education** (primary – grade 5); **Interdisciplinary Early Childhood Education** (birth to kindergarten); **Secondary Education** (grades 8-12) programs in English, Mathematics, Social Studies (with major in History, Political Science, and Sociology); primary through grade 12 programs in Art, Health, Instrumental Music, Vocal Music, and Physical Education; grades 5-12 programs in Family and Consumer Sciences and in Technology Education.

Minor Programs Offered:

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

*Interdisciplinary Minors

Source: Berea College Catalog, 2006 – 2007.
<<http://www.berea.edu/catalog/academicregulations.asp>>

THE STUDENT LABOR PROGRAM

The Student Labor Program, a central component of the Berea experience, requires that all students hold a part-time job. This program:

- teaches students the necessity of time management and instills a strong work ethic
- develops in them an appreciation for all types of work
- teaches them how to work effectively with others
- gives them the chance to explore possible career paths
- helps them apply their classroom learning

all while allowing students to contribute to the College and the community that has given them the opportunity to garner an excellent undergraduate education. Through the Labor Program, students can absorb knowledge, gain valuable insights, and render service to others—thereby enacting the College's three fundamental principles of learning, labor and service to others.

Student work is essential to most aspects of the operation of Berea College, including its financial aid program. Students are credited with a labor grant of \$4,000 per term in exchange for their participation in the Student Labor Program. Additionally, students earn an hourly wage, ranging from \$3.50 to \$5.70, as a means of financial aid to help meet the costs of room, meals, books, and personal expenses. While carrying a normal full-time academic load, students can earn 20-60 percent of their term costs by working 10 to 15 hours at Labor Program jobs. Additional work hours may be contracted with the approval of the academic, labor, and financial aid offices. The Labor Program provides students with a keen sense of workplace accountability because it holds them responsible for scheduled work hours and creates performance standards that are as exacting as academic standards. Each student's work is evaluated every year. First-year students are assigned to labor positions, while sophomores, juniors, and seniors seek positions in more than 140 Berea College offices, departments and programs. In all positions, labor mentors provide training, direction, and guidance. Students are expected to seek positions of increasing skill and responsibility as they progress through their years at Berea.

For a complete list of all labor departments in which students work, see pages 85 and 86.

Source: Berea College Catalog, 2006 – 2007.
<<http://www.berea.edu/catalog/distinctivefeatures/stulaborprogram.asp>>
Labor Program Office, September 2006
<<http://www.berea.edu/laborprogramoffice/default.asp>>

THE CONVOCATION SERIES

The Convocation Series is a vital component of Berea's General Education Program. Notable speakers, scholars, performers, and authorities address and enrich the campus community on a variety of subjects, both historic and contemporary. Convocation topics are often related to substance that students are considering in their classes.

All students will automatically be enrolled in a one-quarter-credit convocation course during each of their regular terms of enrollment, with the exception of the final term of enrollment, for a maximum of eight such terms. For each term of enrollment, the student will earn the grade of CA (which is calculated as an A in the GPA) for attending at least seven convocations. The grade of CF (which is calculated as an F in the GPA) will be awarded for attendance at fewer than seven convocations. Enrollment in this course is optional during the final term at Berea (or is prohibited if the student has already enrolled in this course for eight terms). Convocation credits only count in the GPA and not in the total credits earned toward graduation.

To see the Academic Year 2006-07 convocation calendar, <<http://www.berea.edu/convocations/>>.

Source: Berea College Catalog, 2006 – 2007,
<<http://www.berea.edu/catalog/academicregulations.asp#convocations>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2006 – 2007

ACE League	Cosmopolitan Club
African Student Association (ASA)	Country Dancers
Agriculture Union	Dance Club (Team)
Alpha Psi Omega	Danish Gymnastics Club
American Choral Directors Association (ACDA) Student Chapter	Delta Tau Alpha (DTA)
Asian Student Union	Episcopal Canterbury Fellowship
Baha'I Campus Association	Fellowship of Christian Athletes (FCA)
Baptist Campus Ministry (BCM)	Hispanic Student Association
Berea College Concert Choir	Intervarsity
Berea College Republicans	International Christian Fellowship
Berea College Saddle Club	Intramurals
Berea Entrepreneur's Club	Martial Arts Club
Berea Middle Eastern Dance (BMED)	Mortar Board Honor Society
Bereans for Life	Muslim Student Association
Black Music Ensemble (BME)	Newman Club
Black Student Union (BSU)	Pagan Coalition
Buddhist Student Association (BSA)	Phi Kappa Phi
Berea Ultimate Frisbee	Physics Club
Campus Activities Board (CAB)	Pre-Med/Dental Club
CELTS	Psychology Club/Psi Chi
Adopt-a-Grandparent	Sigma Tau Delta
Berea Buddies	Student Government Association (SGA)
Habitat for Humanity	Freshman Class
HEAL	Sophomore Class
One-on-One Tutoring	Junior Class
People Who Care	Senior Class
Teen Mentoring	Sociology
First Book-Madison County	Students in Free Enterprise (S.I.F.E)
Chi Alpha	Swing Dance
Chimes Yearbook	Student Affiliates of the American Chemical Society
Collegiate Music Educators	TEC (Technology Club)
National Conference (CMENC)	

Source: Berea College Student Handbook, as of January 2007
<<http://www.berea.edu/campuslife/clubsorgs/>>

BOARD OF TRUSTEES*

M. Elizabeth Culbreth, Chairperson

Vicki E. Allums, Esq. <i>Virginia</i>	William R. Gruver <i>Pennsylvania</i>	Douglas M. Orr <i>North Carolina</i>
Charlotte F. Beason <i>Kentucky</i>	Heather Sturt Haaga <i>California</i>	William B. Richardson <i>Kentucky</i>
Nancy E. Blair, Esq. <i>Connecticut</i>	Donna S. Hall <i>Kentucky</i>	Charles Ward Seabury, II <i>California</i>
Ann Bowling <i>Connecticut</i>	Scott M. Jenkins <i>Pennsylvania</i>	David E. Shelton <i>North Carolina</i>
Robert N. Compton <i>Tennessee</i>	Geneva Bolton Johnson <i>Wisconsin</i>	Larry D. Shinn <i>Kentucky</i>
Martin A. Coyle <i>New York</i>	Shawn C.D. Johnson <i>Massachusetts</i>	Mark Stitzer <i>Connecticut</i>
Janice Hunley Crase <i>Kentucky</i>	Lucinda Rawlings Laird <i>Kentucky</i>	Tyler S. Thompson <i>Kentucky</i>
M. Elizabeth Culbreth <i>Virginia</i>	Brenda Todd Larsen <i>South Carolina</i>	David O. Welch <i>Kentucky</i>
Chella S. David <i>Minnesota</i>	Eugene Y. Lowe, Jr. <i>Illinois</i>	Dawned F. Williams <i>Virginia</i>
Philip D. DeFeo <i>Connecticut</i>	Elissa May-Plattner <i>Kentucky</i>	Drausin F. Wulsin <i>Ohio</i>
Glenn R. Fuhrman <i>New York</i>	Harold L. Moses <i>Tennessee</i>	Robert T. Yahng <i>California</i>
Jim Gray <i>Kentucky</i>	James E. Nevels <i>Pennsylvania</i>	

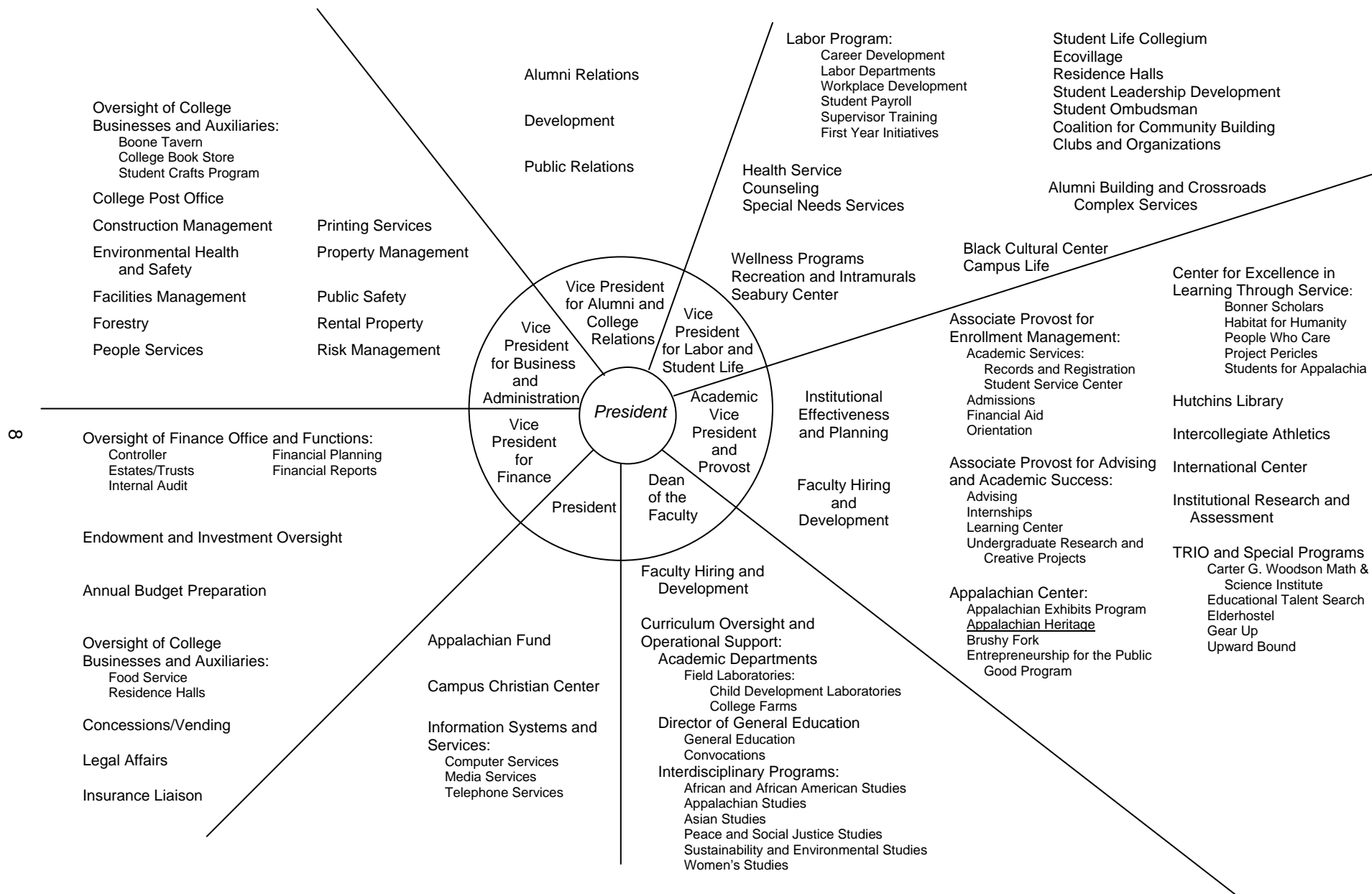
Honorary Trustees

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

*Current as of January 2007. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/factbooks.asp>>.

Source: Office of the President.

ADMINISTRATIVE ORGANIZATION



NOTE: The Secretary of the Corporation is a separate officer position of the Corporation and is currently held by the Berea College General Counsel.

Source: Office of the President, September 2006

CENTRAL ADMINISTRATIVE OFFICERS

Larry D. Shinn
President

Carolyn R. Newton
Academic Vice President and Provost

Stephanie P. Browner
Dean of the Faculty

William A. Laramée
Vice President for Alumni and College Relations

E. Diane Kerby
Vice President for Business and Administration

Jeff Amburgey
Vice President for Finance

Gail W. Wolford
Vice President for Labor and Student Life

**ACADEMIC DEPARTMENTAL CHAIRPERSONS
ACADEMIC YEAR 2006- 2007**

<u>Department</u>	<u>Chairperson</u>
Agriculture and Natural Resources	Sean Clark
Art	Robert Boyce
Biology	Dawn Anderson
Chemistry	Jay Baltisberger
Child and Family Studies	Keila Thomas
Economics and Business	Cliff Sowell* (Trish Isaacs)
Education Studies	Kathryn Akural
English, Theatre and Speech Communication	Verlaine McDonald
Foreign Language	Jeanne Hoch
History	Gordon McKinnney
Library Science	Anne Chase
Mathematics	James Blackburn-Lynch
Music	Ann Rhodes
Nursing	Pam Farley
Philosophy and Religion	Robert Hoag
Physical Education and Health	Susan Spalding
Physics	Amer Lahamer
Political Science	Mike Berheide
Psychology	Marilla Scudder-Davis
Sociology	Tom Boyd** (Jackie Burnside)
Technology and Industrial Arts	Gary Mahoney

*Acting Chairperson, Academic Year

**Acting Chairperson, Fall Term 2006 and Short Term 2007

ACADEMIC PROGRAM / CURRICULA CONTACT PERSONS

<u>Program/Curricula</u>	<u>Contact Person</u>
African and African American Studies	Jose Pimienta-Bey, Director of the African and African-American Studies
Appalachian Studies	Chad Berry, Director of Appalachian Studies
Asian Studies	Robert Foster, Coordinator of Asian Studies Program
General Education	Steve Gowler, Director of General Education
Peace and Social Justice Studies	Michael Rivage-Seul, Coordinator of Peace and Social Justice Studies
Sustainability and Environmental Studies	Richard Olson, Director of Sustainability and Environmental Studies
Women's Studies	Peggy Rivage-Seul, Director of Women's Studies

Source: Office of the Dean of the Faculty, October 2006

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, a subset called the General Faculty Assembly 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, 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 acts on both academic program matters and recommendations dealing with College Faculty personnel policies. The Staff Forum, consisting of all non-student employees except those who are members of the College Faculty, provides a formal structure of information-sharing and voice for staff members. It serves in an advisory capacity to administrators and faculty decision-making bodies.

General Faculty Assembly and College Faculty Memberships

Academic Year 2006-2007

Memberships

General Faculty Assembly 276 members

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

College Faculty 142 members

Source: *Berea College Faculty Manual*, October 2006
Executive Council, October 2006

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 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

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 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.

Campus Environment Policy Committee

The Campus Environment Policy Committee monitors the progress of Berea College toward ecological sustainability-the ability to meet current needs without degrading the natural systems and resources to meet future needs-and recommends policies and actions which promote progress toward ecological sustainability.

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 intramural competition.

Campus Information Resources Committee (CIRC)

The Campus Information Resources Committee is charged with creating and maintaining a supportive environment for information resources (including but not limited to library, audio visual, and computing resources).

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.

Source: Faculty Manual, November 2006

Faculty Council and Committee Structure (continued)

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.

Student Admissions and Academic Standing Committee (SAAS)

The Student Admissions and Academic Standing Committee monitors current policies and practices with regard to admission, scholarship, probation and suspension, and formulates policy recommendations.

Teacher Education Committee

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

FACULTY STATUS COUNCIL (FSC)

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

LABOR PROGRAM COUNCIL (LPC)

The Labor Forum 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

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: Faculty Manual, November 2006

Faculty Council and Committee Structure (continued)

Campus Conduct Hearing Board

The Committee 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 student labor program or financial aid programs.

Dean's Advisory Council

The council advises the Dean of Faculty on matters related to the future of the tenure-track faculty positions that are vacated.

Faculty Advisors to the Student Government Association

The Faculty Advisors to the Student Government Association provide guidance in the development of policies, practices, and other procedures that pertain to the student body.

Faculty Appeals Committee

The Committee hears appeals of tenure and promotion recommendations, cases involving termination for cause of tenured members of the faculty, and cases involving alleged violation of academic freedom.

Faculty Liaison to the Board of Trustees

The Faculty Liaison to the Board of Trustees attends the meetings of the full Board, participating with voice but not vote. The Faculty Liaison reports on the Board meetings to the College Faculty and General Faculty Assembly.

Provost's Committee

The Provost's Committee is primarily concerned with matters of enrollment management and related procedural matters. It sets goals each year for freshman, transfer, and returning student admissions, monitors retention and graduation rates, rules on student requests for leaves of absence, and coordinates planning among the offices represented on the Committee. This committee also ensures quality of education offered through consortial relationships.

Safety Committee

The Safety Committee is responsible for coordinating and directing safety efforts on campus.

Source: Faculty Manual, November 2006

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2005 - 2006</u>	<u>Academic Year 2006 - 2007</u>
Tenure Appointments*	125	119
Unfilled Tenure Positions	4	9
Total Allocated Tenure Track Positions	129	128
Full-time Teaching Appointments**	130	128
Professor	(44)	(40)
Associate	(43)	(47)
Assistant	(37)	(32)
Instructor	(6)	(9)
Part-Time	29	35
Full-Time Employees Teaching Part-Time	10	9
Full-Time Equated	146	149

*Includes all tenure-track and tenured faculty, including five individuals teaching less than full-time and four administrators in both 2005-2006 and 2006-2007.

**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 2006 - 2007

	<u>Male</u>	<u>Female</u>	<u>Total</u>
0 to 5 years	29	19	48
6 to 10 years	9	8	17
11 to 20 years	15	16	31
21 to 30 years	13	8	21
Over 30 years	10	1	11
TOTAL	76	52	128

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

STUDENT/FACULTY RATIO

	<u>Academic Year 2005-2006</u>	<u>Academic Year 2006-2007</u>
Student/Faculty Ratio* (FTE)	11/1	10/1

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

Source: Office of the Academic Vice President and Provost, October 2006

**FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 1997-1998 THROUGH 2006-2007**

<u>Age**</u>	1997-1998		1998-1999		1999-2000		2000-2001		2001-2002	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	3	(3%)	1	(1%)	3	(2%)	2	(2%)	1	(2%)
30-39 years old	22	(19%)	24	(20%)	24	(19%)	19	(15%)	21	(15%)
40-49 years old	39	(33%)	40	(34%)	42	(34%)	43	(34%)	38	(34%)
50-59 years old	32	(27%)	33	(28%)	36	(28%)	38	(30%)	45	(30%)
60-69 years old	21	(18%)	19	(16%)	19	(15%)	23	(18%)	26	(18%)
Greater than 69 years old	1	(1%)	1	(1%)	0	(0%)	0	(0%)	0	(0%)
TOTAL	116	(100%)	118	(100%)	124	(100%)	125	(100%)	131	(100%)
Average:	48		53		49		50		51	

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

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

FULL-TIME FACULTY* BASE SALARIES BY RANK AND GENDER
ACADEMIC YEAR 2006 - 2007

Rank	Number	Male		Female			Total		
		Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	27	\$78,500	\$77,800	13	\$71,700	\$71,800	40	\$76,300	\$73,300
Associate Prof.	24	\$59,300	\$58,400	23	\$60,800	\$60,800	47	\$60,000	\$59,600
Assistant Prof.	21	\$52,600	\$51,700	11	\$51,800	\$52,400	32	\$52,300	\$52,100
Instructor**	<u>4</u>			<u>5</u>			<u>9</u>	\$41,700	\$42,350
ALL RANKS	76	\$63,300	\$59,500	52	\$59,800	\$60,700	128	\$61,900	\$60,200

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

**Because of the small number of "Instructors," salary figures are not provided for this rank to ensure privacy; however, they are included in the "All Ranks" salary averages.

Source: Office of the Academic Vice President and Provost, October 2006

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

Academic Year 2006 - 2007

<u>Department</u>	<u>Gender</u>			<u>Terminal Degree</u>		<u>Tenured</u>	
	<u>M</u>	<u>W</u>	<u>T</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African and African American Studies	2	0	2	1	(50%)	0	(0%)
Agriculture and Natural Resources	3	1	4	4	(100%)	2	(50%)
Art	4	2	6	6	(100%)	5	(83%)
Biology	4	1	5	5	(100%)	4	(80%)
Chemistry	5	0	5	5	(100%)	2	(40%)
Child and Family Studies	2	4	6	4	(67%)	3	(50%)
Economics and Business	5	4	9	6	(67%)	7	(78%)
Education Studies	1	4	5	4	(80%)	2	(40%)
English, Theatre and Speech Communication	6	5	11	11	(100%)	8	(73%)
Foreign Languages	3	4	7	6	(86%)	4	(57%)
General Studies	4	1	5	4	(80%)	2	(40%)
History	4	2	6	6	(100%)	3	(50%)
Mathematics and Computer Science	4	3	7	6	(86%)	4	(57%)
Music	4	3	7	4	(57%)	5	(71%)
Nursing	1	5	6	6	(100%)	2	(33%)
Philosophy and Religion	7	1	8	8	(100%)	5	(63%)
Physical Education and Health	3	6	9	7	(78%)	3	(33%)
Physics	2	1	3	3	(100%)	1	(33%)
Political Science	2	0	2	2	(100%)	2	(100%)
Psychology	4	1	5	5	(100%)	4	(80%)
Sociology	0	2	2	2	(100%)	2	(100%)
Sustainability and Environmental Studies	2	0	2	2	(100%)	1	(50%)
Technology and Industrial Arts	4	0	4	4	(100%)	3	(75%)
Women's Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	(100%)	<u>2</u>	(100%)
TOTAL	76	52	128	113	(88%)	76	(59%)

*Includes only full-time faculty whose duties are primarily teaching. Does not include sabbatical replacements, but does include faculty in non-tenure track positions.

NOTE: Under the Gender column, the following abbreviations are used: M = Men, W = Women, and T = Total of Men and Women.

Source: Office of the Academic Vice President and Provost, December 2006

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

	<u>Fiscal Year 2001-2002</u>	<u>Fiscal Year 2002-2003</u>	<u>Fiscal Year 2003-2004</u>	<u>Fiscal Year 2004-2005</u>	<u>Fiscal Year 2005-2006</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$374,260	\$262,647	\$233,319	\$223,942	\$329,627
Number of Faculty Receiving Funds	131	134	130	131	130
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$2,857	\$1,960	\$1,795	\$1,742	\$2,951
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$551,900	\$561,204	\$658,977	\$438,130	\$963,586
Number of Faculty on Paid Sabbatical	11	12	13	9	15
Average Total \$ Per Faculty on Sabbatical	\$50,180	\$46,767	\$50,691	\$48,681	\$64,239
Percent of Total Full-Time Faculty	8.4%	9.0%	10.0%	6.9%	11.5%
Number of Total Full-Time Faculty	131	134	130	131	130

Source: Office of the Academic Vice President and Provost, October 2006

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.

Emily Ann Smith	1961	Robert Ward Pearson	1978
William Gordon Ross	1961	<i>John Seelye Bolin</i>	1979
Dorothy Weeden Tredennick	1962	<i>Dennis Michael Rivage-Seul</i>	1980
Gerrit Levey	1962	Jonas Patterson Shugars	1981
Marian Kingman	1963	Philip Schmidt	1982
Robert Gordon Menefee	1963	Larry K. Blair	1983
Charlotte P. Ludlum	1964	Richard Barnes	1984
William E. Newbolt	1964	Marlene Waller	1985
Virginia Ruth Woods	1965	Smith T. Powell	1986
George Gilbert Roberts	1965	John Wallhausser	1987
Maureen Faulkner	1966	<i>Stephen C. Bolster</i>	1988
Kristjan Sulev Kogerma	1966	Robert J. Schneider	1989
Herschel Lester Hull	1967	<i>Ralph Stinebrickner</i>	1990
Frank Junior Wray	1967	<i>Jeanne M. Hoch</i>	1991
Jerome William Hughes	1968	Dean Warren Lambert	1992
Thomas Reed Beebe	1968	<i>Ralph L. Thompson</i>	1993
Louise Moore Scrivner	1969	<i>Eugene T. Chao</i>	1994
John Douglas Chrisman	1969	<i>John E. Courter</i>	1995
<i>Cornelius Gregory Di Teresa</i>	1970	Paul David Nelson	1996
Franklin Bryan Gailey	1970	<i>L. Eugene Startzman</i>	1997
Thomas McRoberts Kreider	1971	<i>Donald Hudson</i>	1998
William John Schafer	1971	Dorothy Hopkins Schnare	1999
<i>Robert Jerry Lewis</i>	1972	<i>Thomas A. Boyd</i>	2000
Stephen Scott Boyce	1972	<i>Richard D. Sears</i>	2001
Thomas David Strickler	1973	Laura A. Crawford	2002
Martha Wylie Pride	1974	<i>Walter E. Hyleck</i>	2003
Glen H. Stassen	1975	<i>Andrew Baskin</i>	2004
John Fletcher White	1976	<i>Amer Lahamer</i>	2005
Mary Louise Pross	1977	<i>Dawn Anderson</i>	2006

Source: Office of the Dean of Faculty, October 2006

THE PAUL C. HAGER EXCELLENCE IN ADVISING AWARD

The Paul C. Hager Excellence in Advising Award is given annually at the May Commencement to a person who is an academic advisor and is also a member of the College or General Faculties. The award is named in honor of Paul C. Hager, emeritus administrator and professor (1962-1997), who supervised the advising process at Berea College during the last part of the twentieth century. The guidelines for the award are published annually in early spring, at which time students and faculty are asked to submit nominations for confidential consideration. The Award Selection Committee consists of the two most recent award winners, with assistance from the Associate Provost for Advising and Academic Success.

Recipients of the Paul C. Hager Excellence in Advising Award

Names of current Berea College faculty members are italicized.

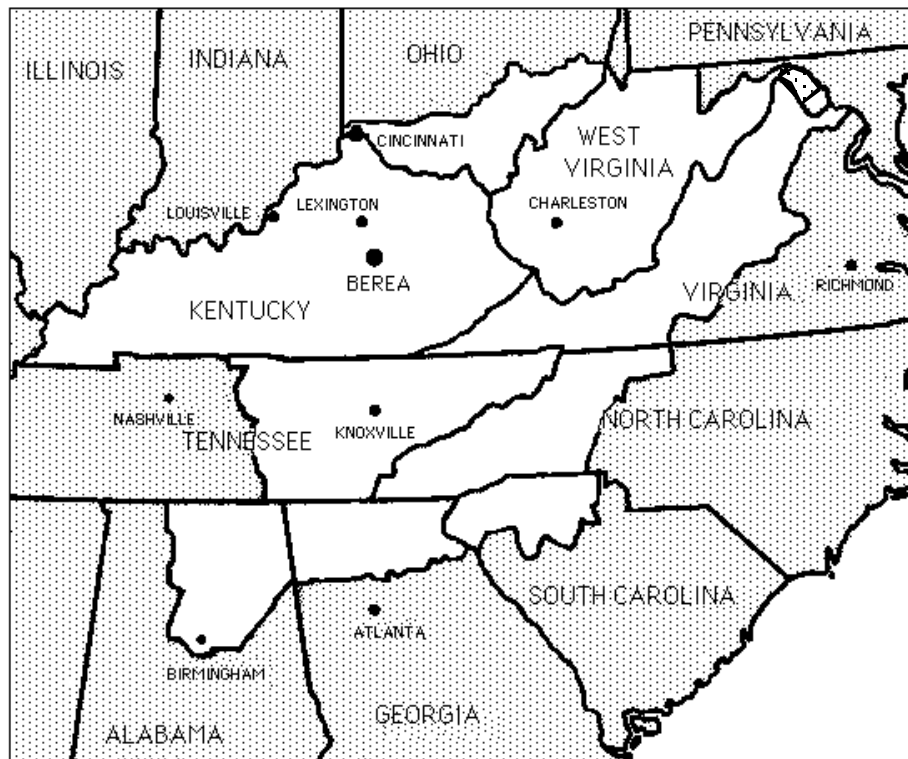
James Gage	1993
<i>Oliver Keels</i>	1994
Dorothy Schnare	1995
Carolyn Orr	1996
Paul C. Hager	1997
<i>Martie Kazura</i>	1998
<i>Megan Hoffman</i>	1999
Meighan Sharp	2000
<i>Don Hudson</i>	2001
<i>Barbara Wade</i>	2002
<i>Dawn Anderson</i>	2003
<i>Janice Blythe</i>	2004
<i>Patricia Isaacs</i>	2005
<i>Michael Panciera</i>	2006

Source: Academic Services, October 2006

ADMISSIONS TERRITORY CATEGORIES

Berea College students are characterized by one of three "geographical" categories. They are:

- *In-Territory*: Students who come from much of the Appalachian region and all of Kentucky within the white area in the map below. Beginning with the entering class of 2000, 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

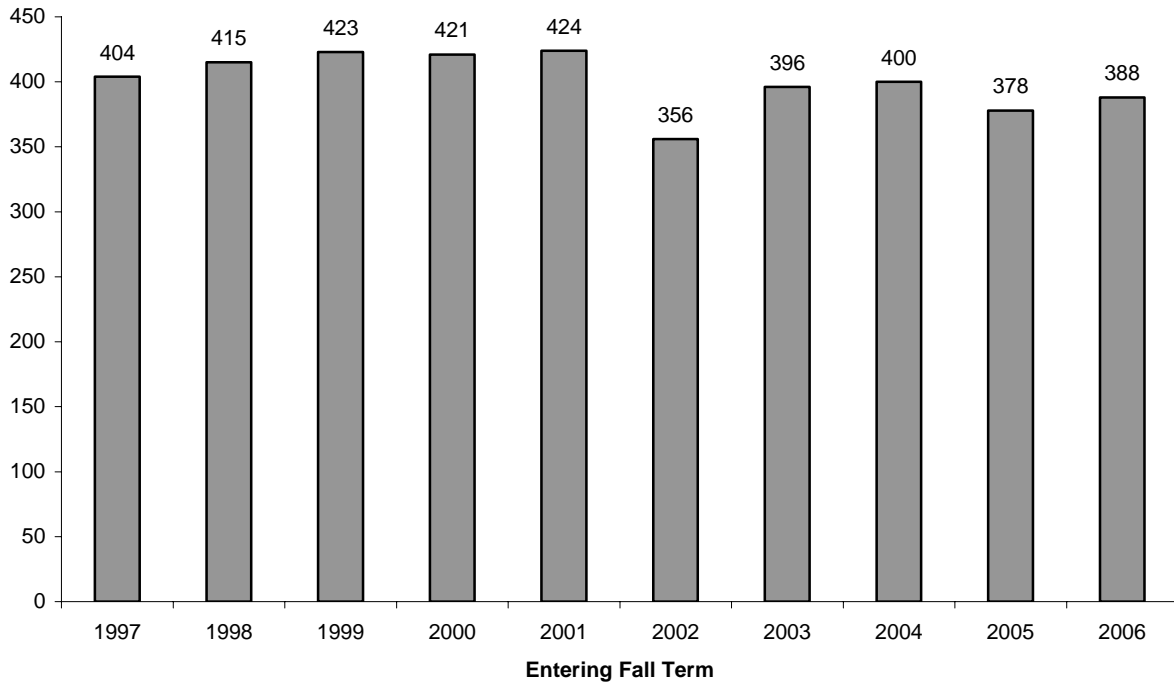
***County added in 1996 (Hamilton County, Ohio)

Source: Admissions Office

NEW FRESHMEN: INQUIRIES, APPLIED, ACCEPTED AND ENROLLED

FALL TERM	INQUIRIES		APPLIED		ACCEPTED		ENROLLED	
	N		N	% of Inquiries	N	% of Applications	N	% of Accepted
1997	14,015		1,699	12%	589	35%	404	69%
1998	15,227		1,608	11	563	35	415	74
1999	16,153		1,751	11	595	34	423	71
2000	14,054		1,807	13	607	34	421	69
2001	15,402		1,871	12	603	32	424	70
2002	15,079		1,974	13	480	24	356	74
2003	15,340		2,119	14	530	25	396	75
2004	15,038		2,107	14	561	27	400	71
2005	13,898		1,908	14	511	27	378	74
2006*	not available		1,818	not available	532	29	388	73

NUMBER OF NEW FRESHMEN



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

Source: Admissions Office, annual editions of Freshman Application Report

**NEW FRESHMEN:
APPLIED, ACCEPTED AND ENROLLED
BY GENDER**

Males

FALL TERM	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
1997	847	236	28%	165	70%
1998	717	236	33	177	75
1999	775	259	33	190	73
2000	816	246	30	176	72
2001	843	257	31	183	71
2002	879	189	22	150	79
2003	897	217	24	156	72
2004	868	254	29	191	75
2005	861	218	25	159	73
2006	817	222	27	168	76

Females

FALL TERM	<u>APPLIED</u>	<u>ACCEPTED</u>		<u>ENROLLED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
1997	852	353	41%	239	68%
1998	891	327	37	238	73
1999	976	336	34	233	69
2000	991	361	36	245	68
2001	1,028	346	34	241	70
2002	1,095	291	27	206	71
2003	1,222	313	26	240	77
2004	1,242	310	25	209	67
2005	1,047	293	28	219	75
2006	1,001	310	31	220	71

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

Source: Admissions Office, annual editions of Freshman Application Report

NEW FRESHMEN: INQUIRIES, APPLIED, ACCEPTED AND ENROLLED BY TERRITORY

IN-TERRITORY

FALL TERM	<u>INQUIRIES</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
1997	7932	803	10%	452	56%	303	67%
1998	8070	915	11	453	50	328	72
1999	9482	911	10	465	51	331	71
2000	8024	936	12	478	51	336	70
2001	9096	930	10	466	50	332	71
2002	8983	1022	11	362	35	274	76
2003	8467	1046	12	388	37	287	74
2004	8098	1060	13	422	40	298	71
2005	7937	928	12	390	42	295	76
2006**	not available	994	not available	410	41	294	72

OUT-OF-TERRITORY

FALL TERM	<u>INQUIRIES</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
1997	2902	211	7%	107	51%	74	69%
1998	2753	213	8	82	38	62	76
1999	2772	261	9	101	39	70	69
2000	2716	227	8	97	43	62	64
2001	3635	250	7	103	41	70	68
2002	3266	271	8	86	32	58	67
2003	3996	357	9	106	30	80	75
2004	3382	425	13	110	26	75	68
2005	2523	295	12	89	30	63	71
2006**	not available	282	not available	87	31	63	72

F-1 INTERNATIONAL*

FALL TERM	<u>INQUIRIES</u>	<u>APPLIED</u>		<u>ACCEPTED</u>		<u>ENROLLED</u>	
	N	N	% of Inquiries	N	% of Applications	N	% of Accepted
1997	3181	685	22%	30	4%	27	90%
1998	2736	480	18	28	6	23	82
1999	3899	579	15	29	5	22	76
2000	3314	644	19	32	5	23	72
2001	2671	691	26	34	5	22	65
2002	2830	681	24	32	5	24	75
2003	2877	716	25	36	5	29	81
2004	3448	625	18	32	5	27	84
2005	3438	685	20	32	5	20	63
2006**	not available	542	not available	35	6	31	89

*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 2006, seven (7) new freshmen were designated as "permanent residents."

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

Source: Admissions Office, annual editions of Freshman Application Report

**NEW FRESHMEN FROM KENTUCKY
FALL TERMS 1997 - 2006**

<u>Year</u>	<u>Total New Freshmen</u>	<u>Kentucky Freshmen</u>	<u>Percent Kentucky Freshmen of Total</u>
1997	404	182	45.0%
1998	415	174	41.9
1999	423	160	37.8
2000	421	166	39.4
2001	424	144	34.0
2002	356	124	34.8
2003	396	130	32.8
2004	400	159	39.8
2005	378	146	38.6
2006	388	163	42.0

**AFRICAN-AMERICAN NEW FRESHMEN
FALL TERMS 1997 – 2006**

<u>Year</u>	<u>Total New Freshmen</u>	<u>African-American Freshmen</u>	<u>Percent African-American of Total New Freshmen</u>
1997	404	28	6.9%
1998	415	57	13.7
1999	423	69	16.3
2000	421	60	14.3
2001	424	68	16.0
2002	356	81	22.8
2003	396	67	16.9
2004	400	85	21.3
2005	378	75	19.8
2006	388	74	19.1

**NON-TRADITIONAL * NEW FRESHMEN
FALL TERMS 2000 - 2006**

<u>Year</u>	<u>Total New Freshmen</u>	<u>Non-traditional* Freshmen</u>	<u>Percent Non-traditional Freshmen of Total</u>
2000	421	14	3.3%
2001	424	18	4.2
2002	356	29	8.1
2003	396	26	6.6
2004	400	16	4.0
2005	378	15	4.0
2006	388	12	3.1

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

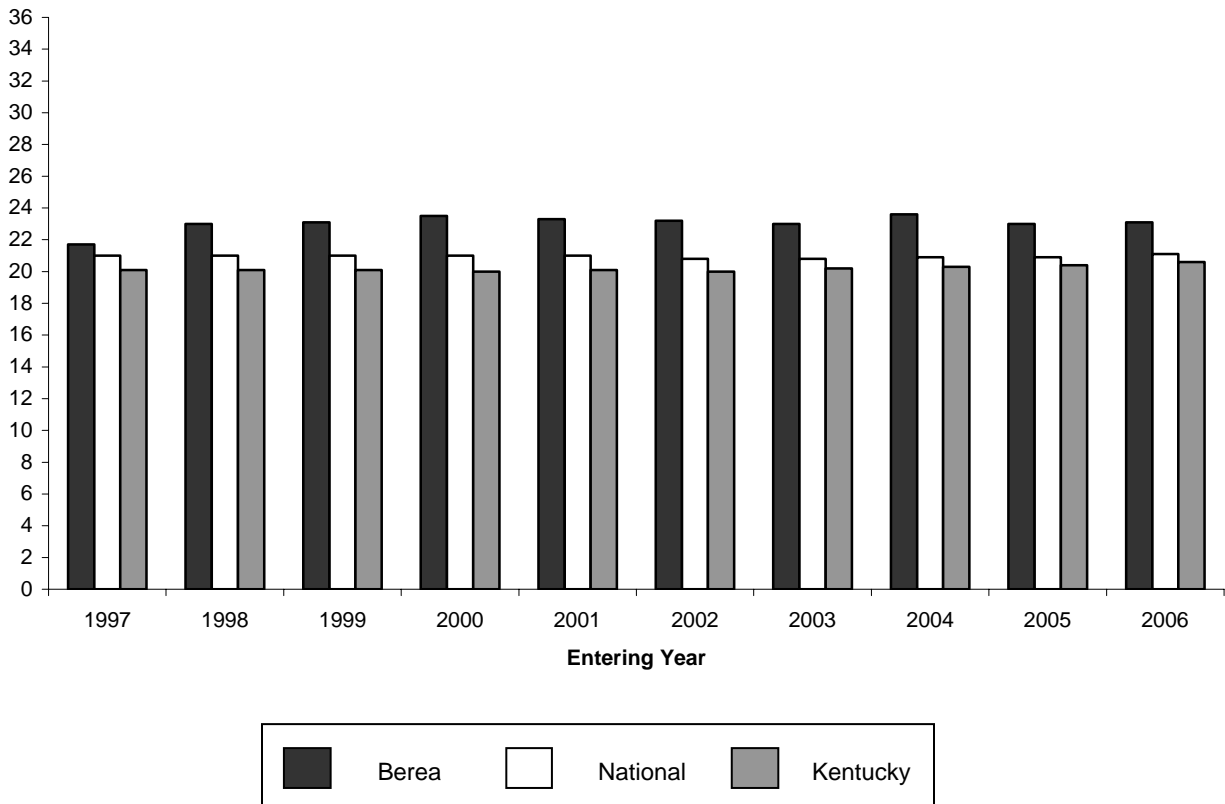
Source: Admissions Office, annual editions of Freshman Class Profile
Student Life Collegium

MEAN ACT COMPOSITE SCORES 1997 - 2006

<u>Year</u>	<u>Berea's New Freshmen*</u>	<u>Berea</u>		<u>National Mean</u>	<u>Kentucky Mean</u>
		<u>Men</u>	<u>Women</u>		
1997	21.7	21.3	21.9	21.0	20.1
1998	23.0	22.5	23.3	21.0	20.1
1999	23.1	22.6	23.5	21.0	20.1
2000	23.5	23.0	23.8	21.0	20.0
2001	23.3	22.7	23.8	21.0	20.1
2002	23.2	22.7	23.5	20.8	20.0
2003	23.0	22.8	23.1	20.8	20.2
2004	23.6	23.4	23.8	20.9	20.3
2005	23.0	22.6	23.3	20.9	20.4
2006	23.1	22.7	23.4	21.1	20.6

*Approximately 75 - 85% of the new Berea College freshmen submit ACT scores.

Mean ACT Composite Scores

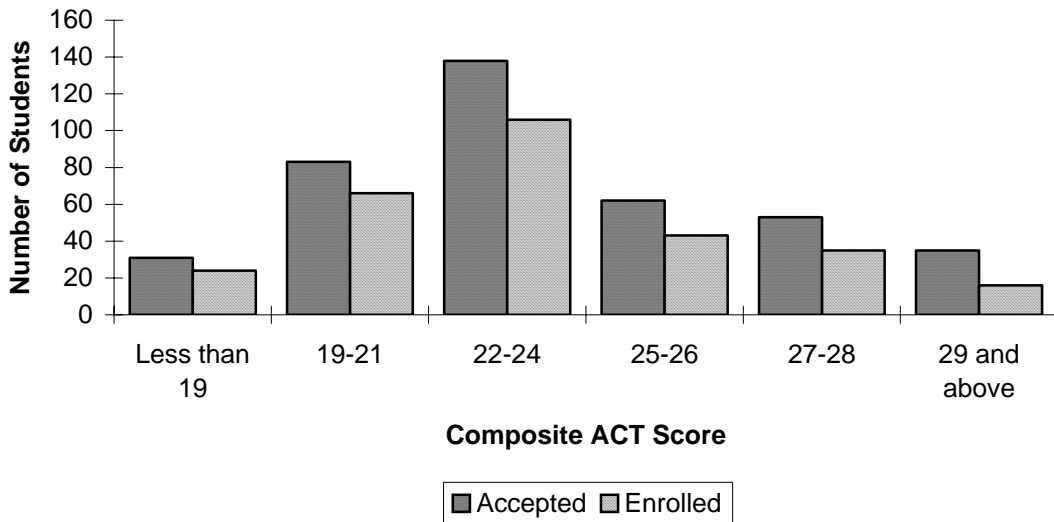


Source: Admissions Office, annual editions of the Freshman Class Profile

**ACT COMPOSITE SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

<u>ACT Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 19	31	7.7%	24	8.3%	77.4%
19 - 21	83	20.6%	66	22.8%	79.5%
22 - 24	138	34.3%	106	36.6%	76.8%
25 - 26	62	15.4%	43	14.8%	69.4%
27 - 28	53	13.2%	35	12.1%	66.0%
29 and above	<u>35</u>	<u>8.7%</u>	<u>16</u>	<u>5.5%</u>	45.7%
TOTAL	402	100.0%	290	100.0%	72.1%

**ACT COMPOSITE SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**



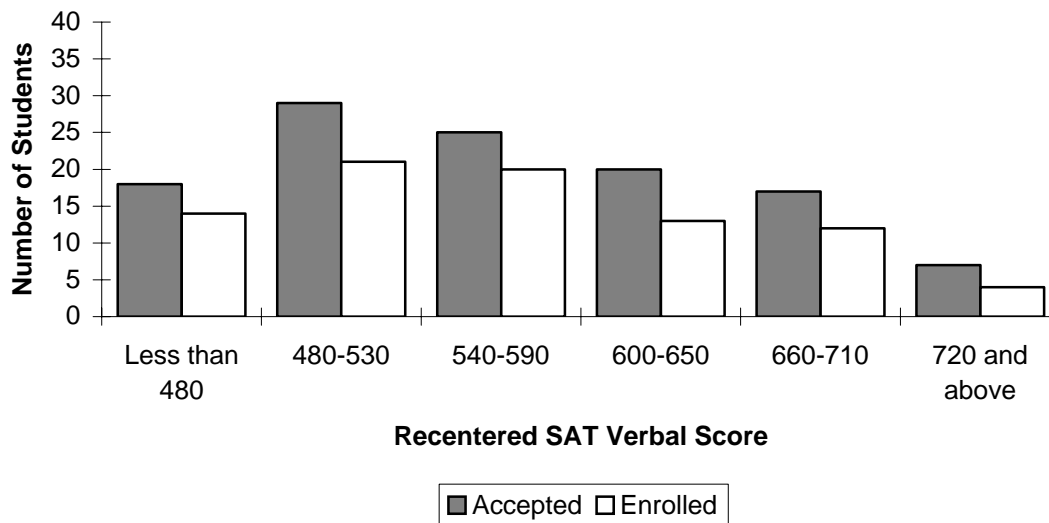
*Total does not equal the number of new freshmen because not all students submitted ACT scores. The total number accepted is 532 and the total number enrolled is 388.

Source: Office of Admissions, October 2006

**SAT VERBAL SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

SAT Verbal Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	18	15.5%	14	16.7%	77.8%
480 - 530	29	25.0%	21	25.0%	72.4%
540 - 590	25	21.6%	20	23.8%	80.0%
600 - 650	20	17.2%	13	15.5%	65.0%
660 - 710	17	14.7%	12	14.3%	70.6%
720 and above	7	6.0%	4	4.8%	57.1%
TOTAL	116	100.0%	84	100.0%	72.4%

**SAT VERBAL SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**



*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 532 and the total number enrolled is 388.

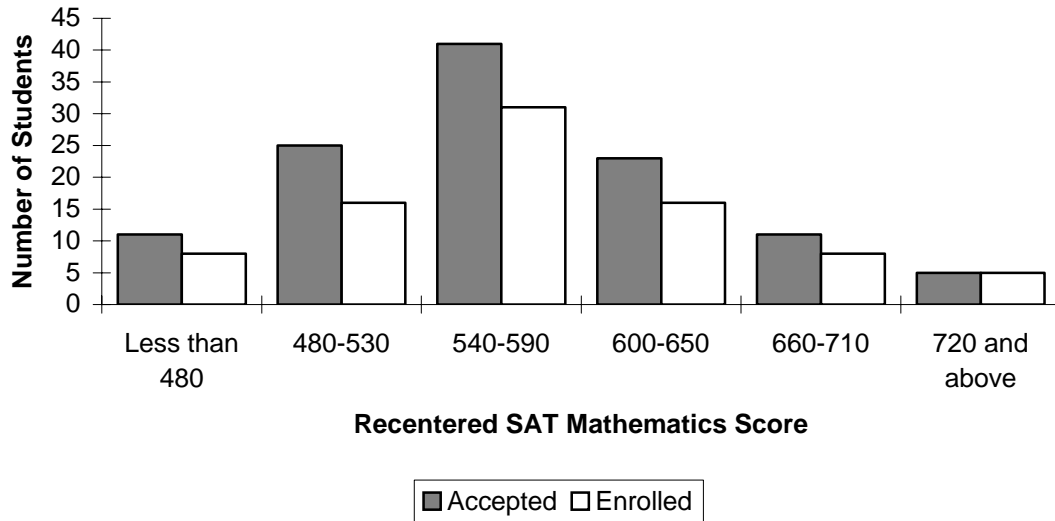
NOTE: The SAT scores above include scores from both the new SAT (1st Administration: March 2005) and the older exam.

Source: Office of Admissions, October 2006

**SAT MATHEMATICS SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

SAT Mathematics Interval	Number Accepted*	Percent of Total Accepted	Number Enrolled*	Percent of Total Enrolled	Number Enrolled/Number Accepted
Less than 480	11	9.5%	8	9.5%	72.7%
480 - 530	25	21.6%	16	19.0%	64.0%
540 - 590	41	35.3%	31	36.9%	77.2%
600 - 650	23	19.8%	16	19.0%	69.6%
660 - 710	11	9.5%	8	9.5%	72.7%
720 and above	5	4.3%	5	6.0%	100.0%
TOTAL	116	100.0%	84	100.0%	72.4%

**SAT MATHEMATICS SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2006**

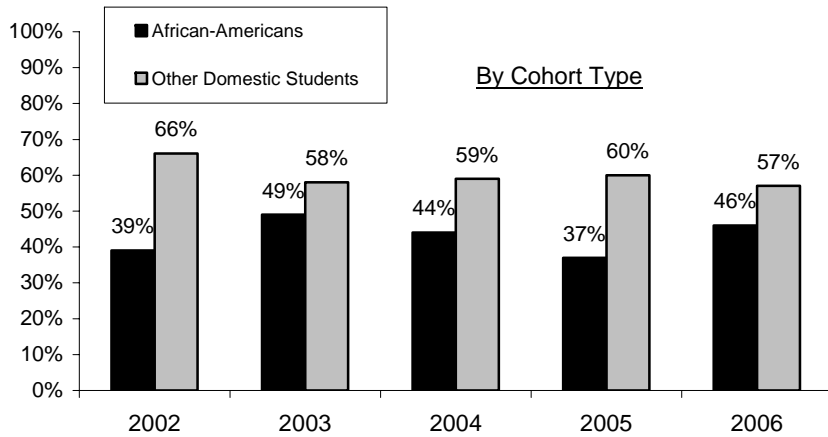
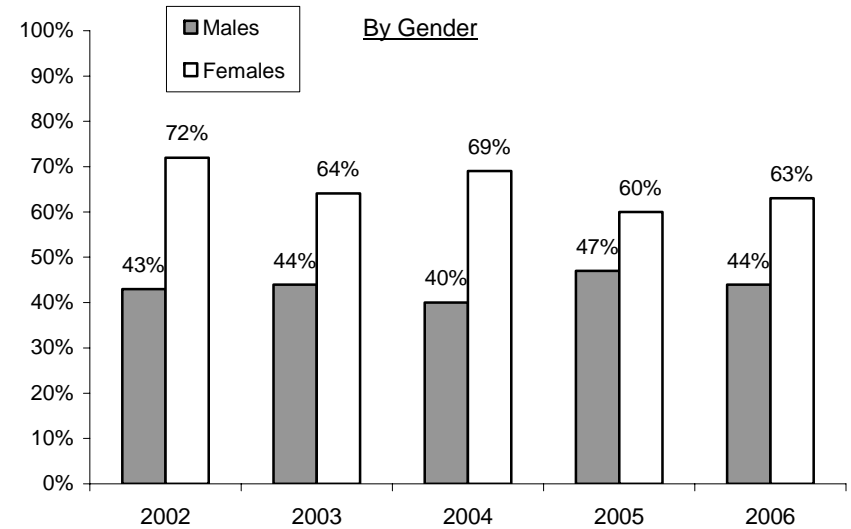
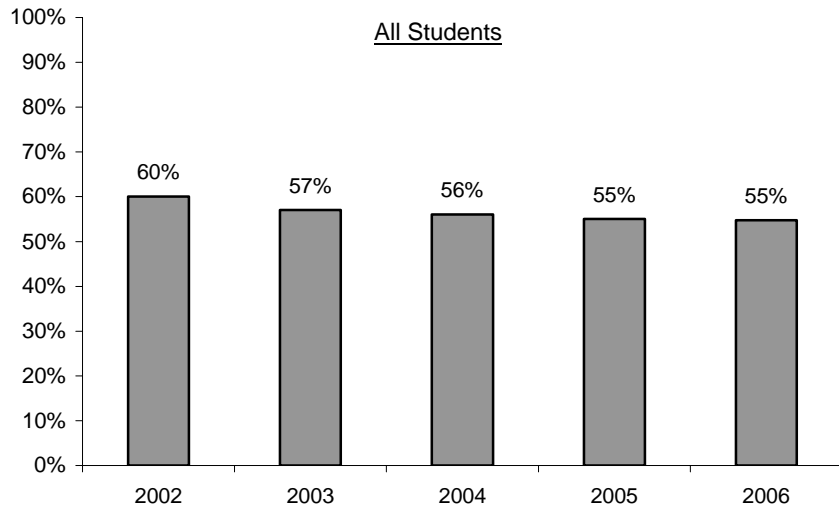


*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 532 and the total number enrolled is 388.

Note: The SAT scores above include scores from both the new SAT (1st administration: March 2005) and the older exam.

Source: Office of Admissions, October 2006

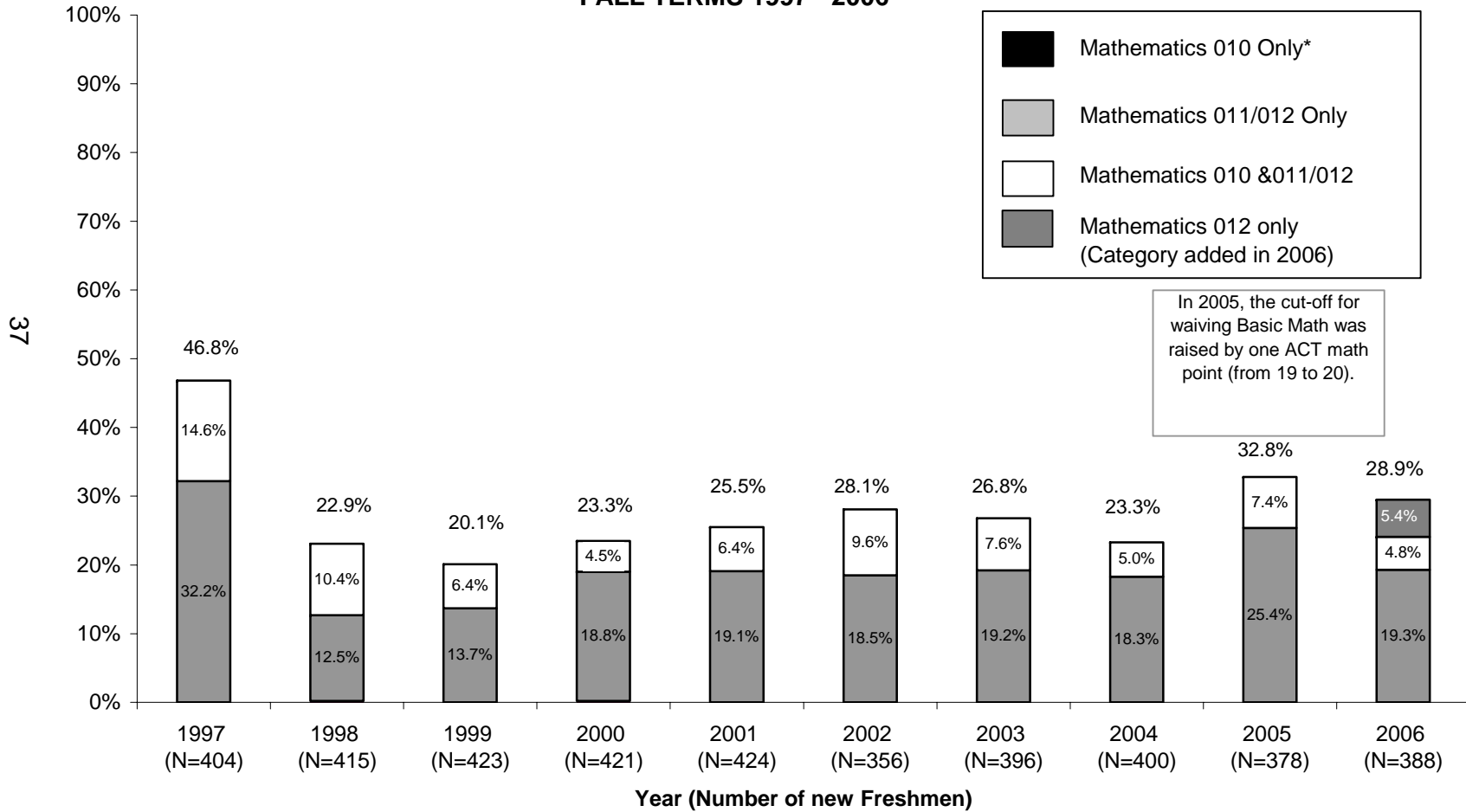
**NEW FRESHMEN RANKED IN THE TOP ONE-FIFTH OF THEIR HIGH SCHOOL CLASS
BY GENDER AND COHORT TYPE
2002 - 2006**



NOTE: Approximately 80 – 85% of the new freshmen come from high schools where rank in class is reported. International students are not included in the graphs above.

Source: Admissions Office, annual editions of the Freshman Class Profile,

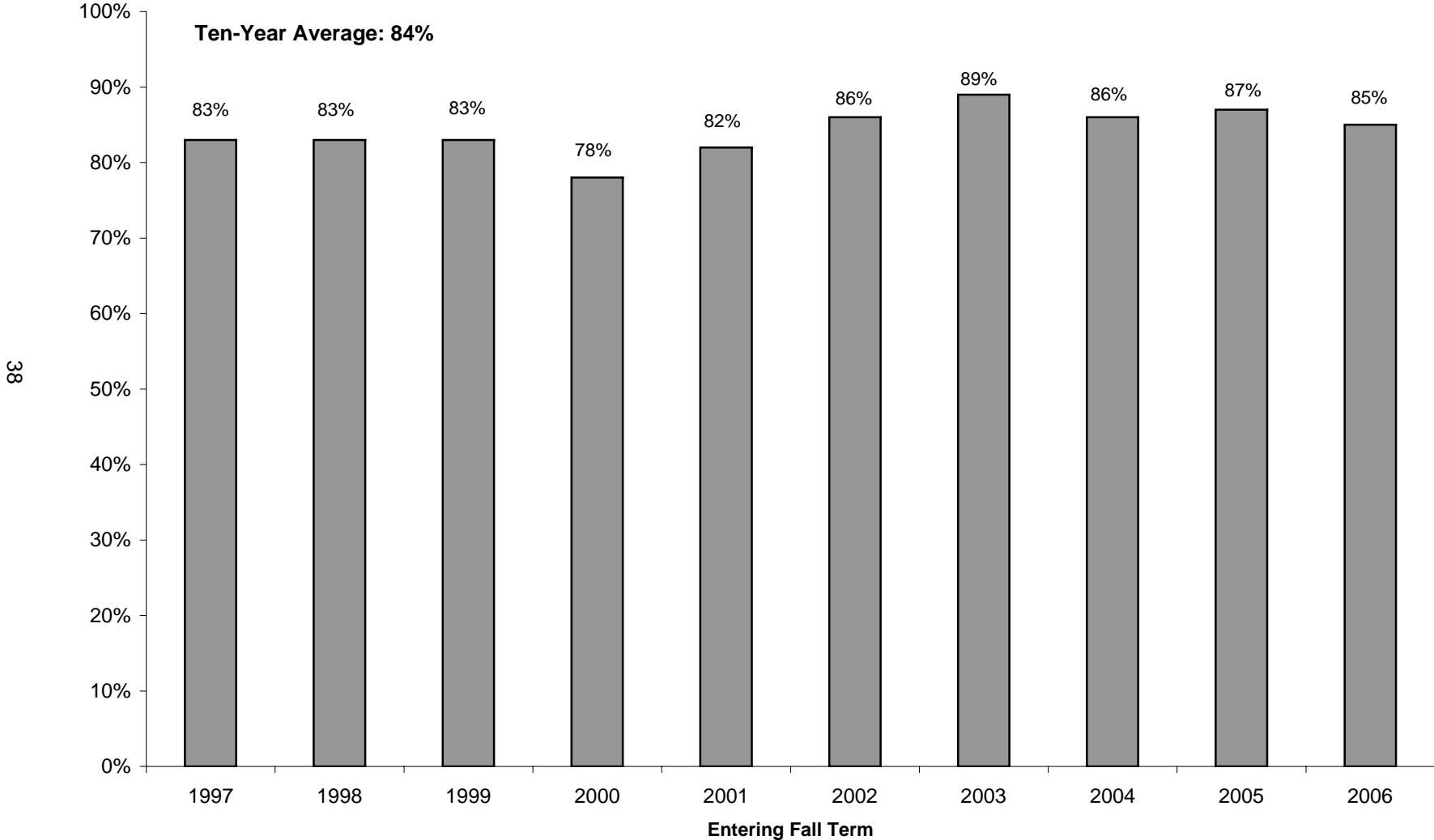
**NEW FRESHMEN ASSIGNED TO BASIC MATHEMATICS COURSES
FALL TERMS 1997 - 2006**



*Students assigned to Mathematics 010 only is generally zero or one student.

NOTE: The number on the top of the bars indicates the percentage of new freshmen needing any basic mathematics.

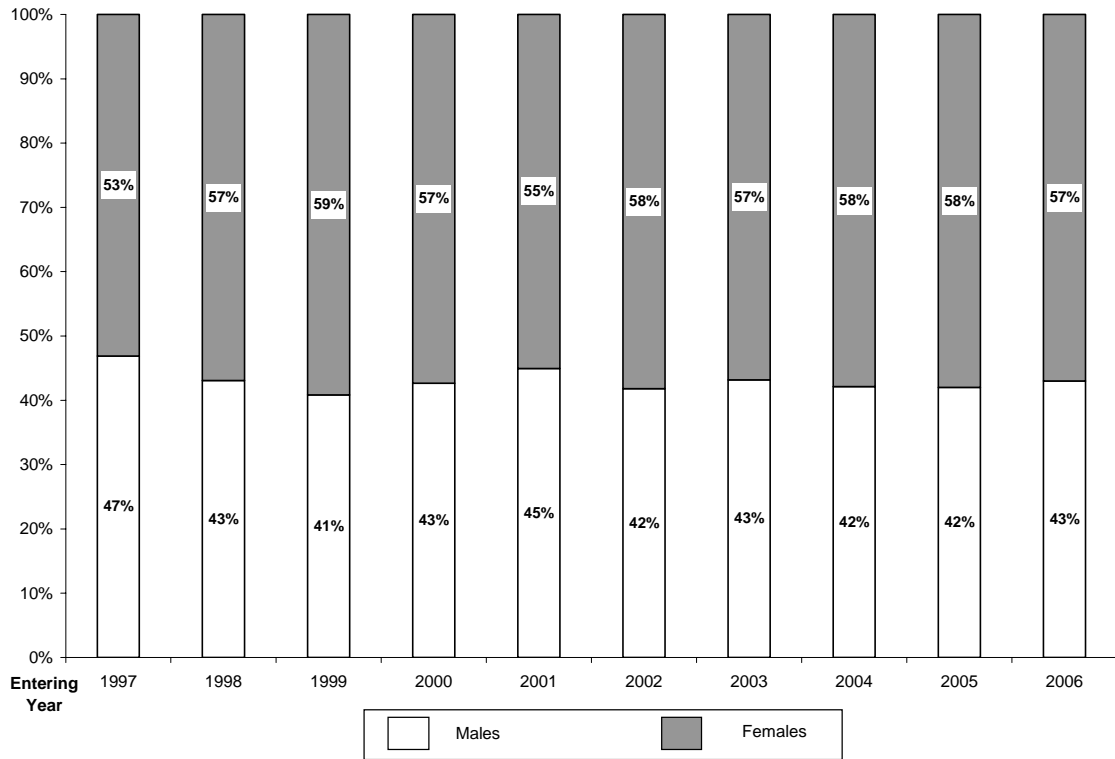
**FINANCIAL NEED OF ENTERING FRESHMEN:
Federal Pell Grant Recipients***



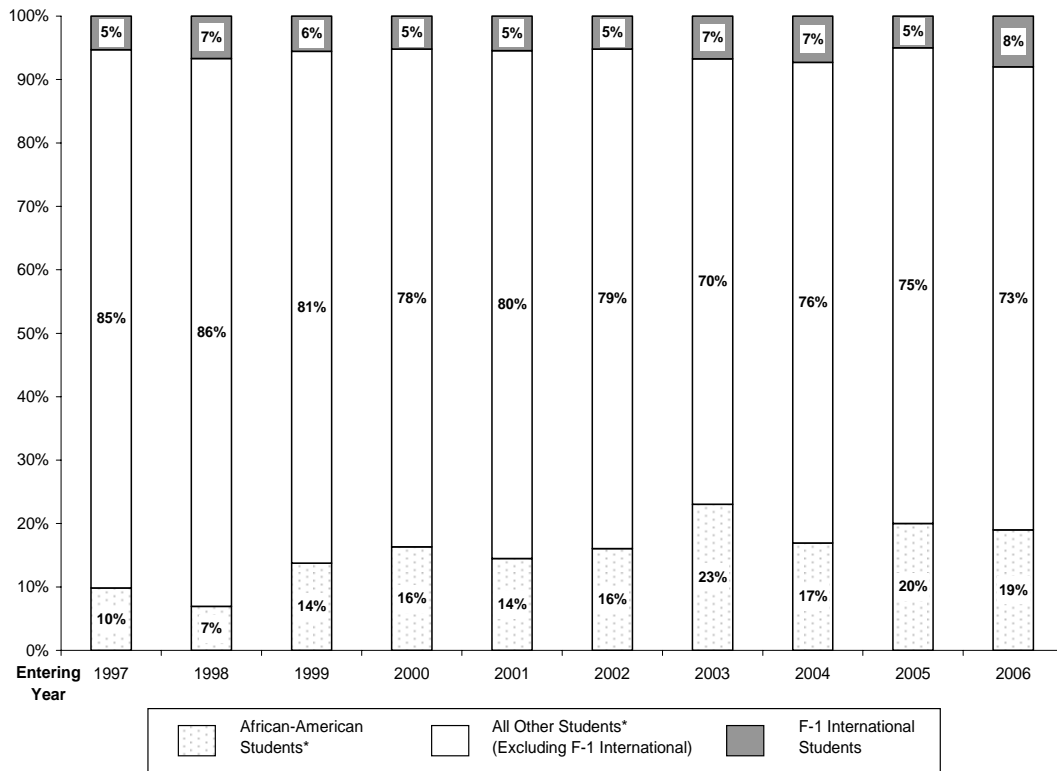
*To be Pell eligible, the Expected Family Contribution (EFC) must be \$3,850 (2005-06 ceiling) or lower.

NEW FRESHMAN ENROLLMENT TRENDS

New Freshman Enrollment by Gender



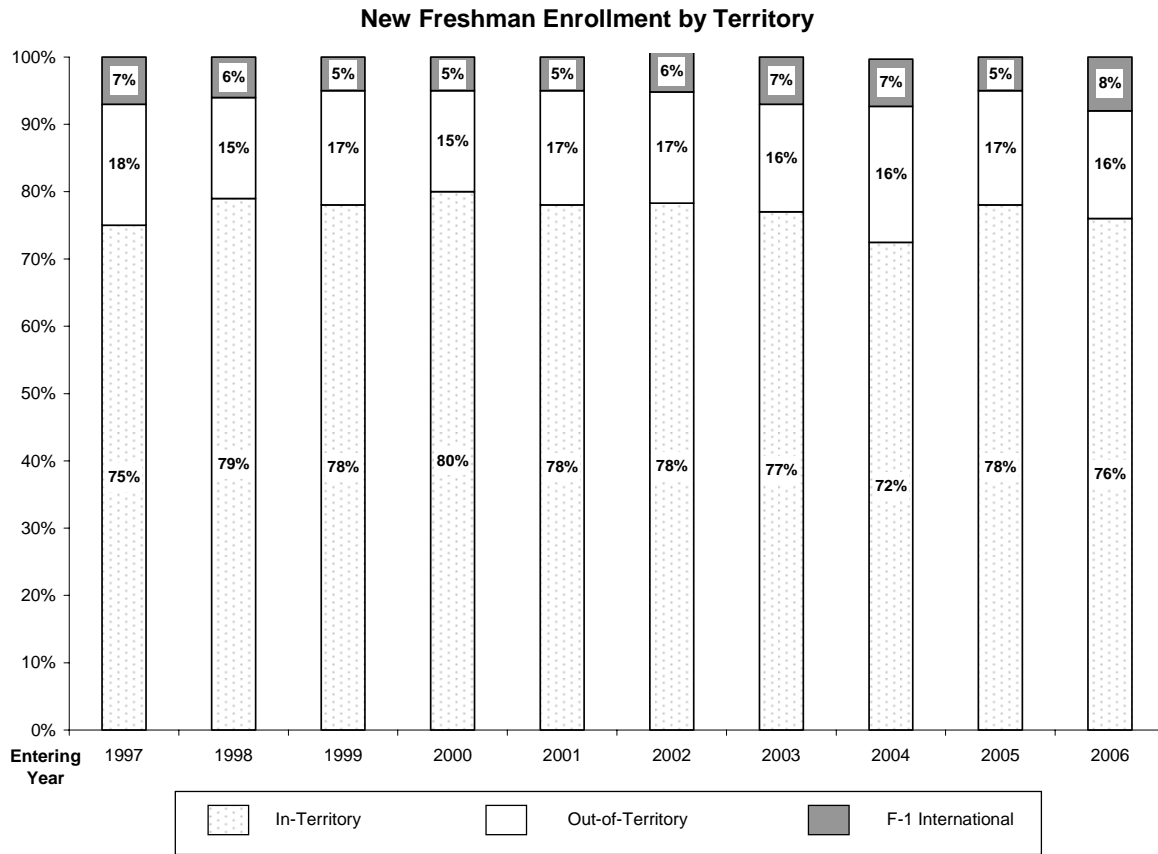
New Freshman Enrollment by Cohort Type



*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

Source: Office of Institutional Research and Assessment, October 2006

New Freshman Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2006.

ENROLLMENT CATEGORY HIGHLIGHTS

	Fall 2006 All Degree-Seeking Students N = 1,520		Fall 2006 New Freshmen N = 388	
Gender				
Male	614	40%	168	43%
Female	906	60%	220	57%
Territory				
In-Territory	1,098	72%	294	76%
Out-of-Territory	301	20%	63	16%
F-1 International	121	8%	31	8%
Students With International Experience				
	162	11%	38	10%
Ethnicity				
African-American	278	18%	72	19%
Other minorities	56	4%	11	3%
White	1,037	68%	269	69%
Unknown (includes F-1 International)	149	10%	36	9%
Non-Traditional Students				
	284	19%	12	3%

Definitions:

In-Territory: Students who come from much of the Appalachian region and all of Kentucky. Beginning with the entering class of 2000, In-Territory, rather than Out-of-Territory, also includes permanent residents (a non-citizen who has formally established residency in the United States) and refugees who reside in the territory.

Out-of-Territory: Students who come from outside the In-Territory area, including U.S. Citizens living in foreign countries. Out-of-Territory also includes permanent residents (a non-citizen who has formally established residency in the U.S.) and refugees who reside out of the territory.

F-1 International: Students who are not U.S. Citizens, permanent residents, or refugees.

Students With International Experience: All students who are classified as "F-1 International" and other students who are classified as "permanent residents" (students who may be asylees or refugees).

African-American: Students (not F-1 International students) who indicated "African-American, non-hispanic" on their admissions application.

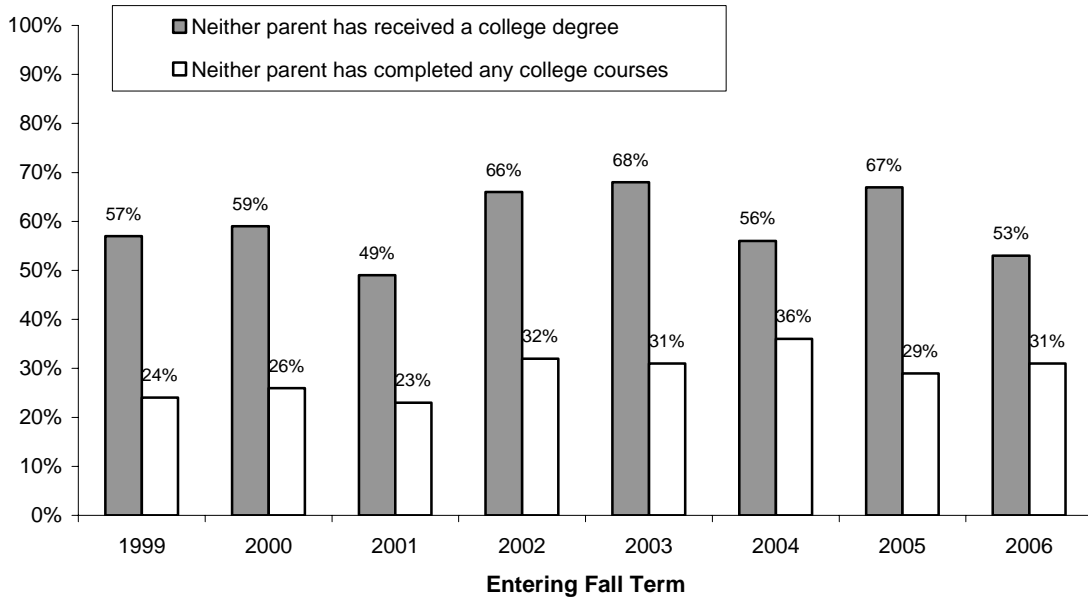
Other Minorities: Students (not F-1 International students) who indicated "American Indian or Alaskan Native," "Asian or Pacific Islander," or "Hispanic" on their admissions application.

Unknown: Students who indicated "Prefer not to respond" on their admissions application and all F-1 International students because they are not coded on the basis of ethnicity.

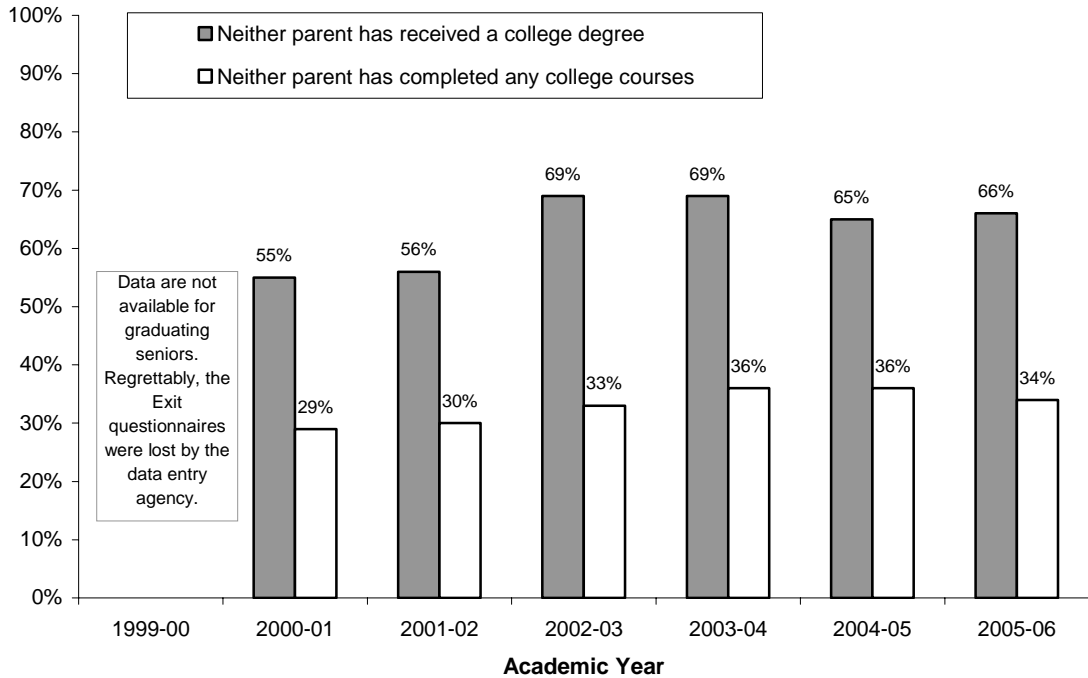
Non-Traditional Students: Students who are 23 or older, married, or have a child.

FIRST GENERATION COLLEGE STUDENTS

Entering Student Data

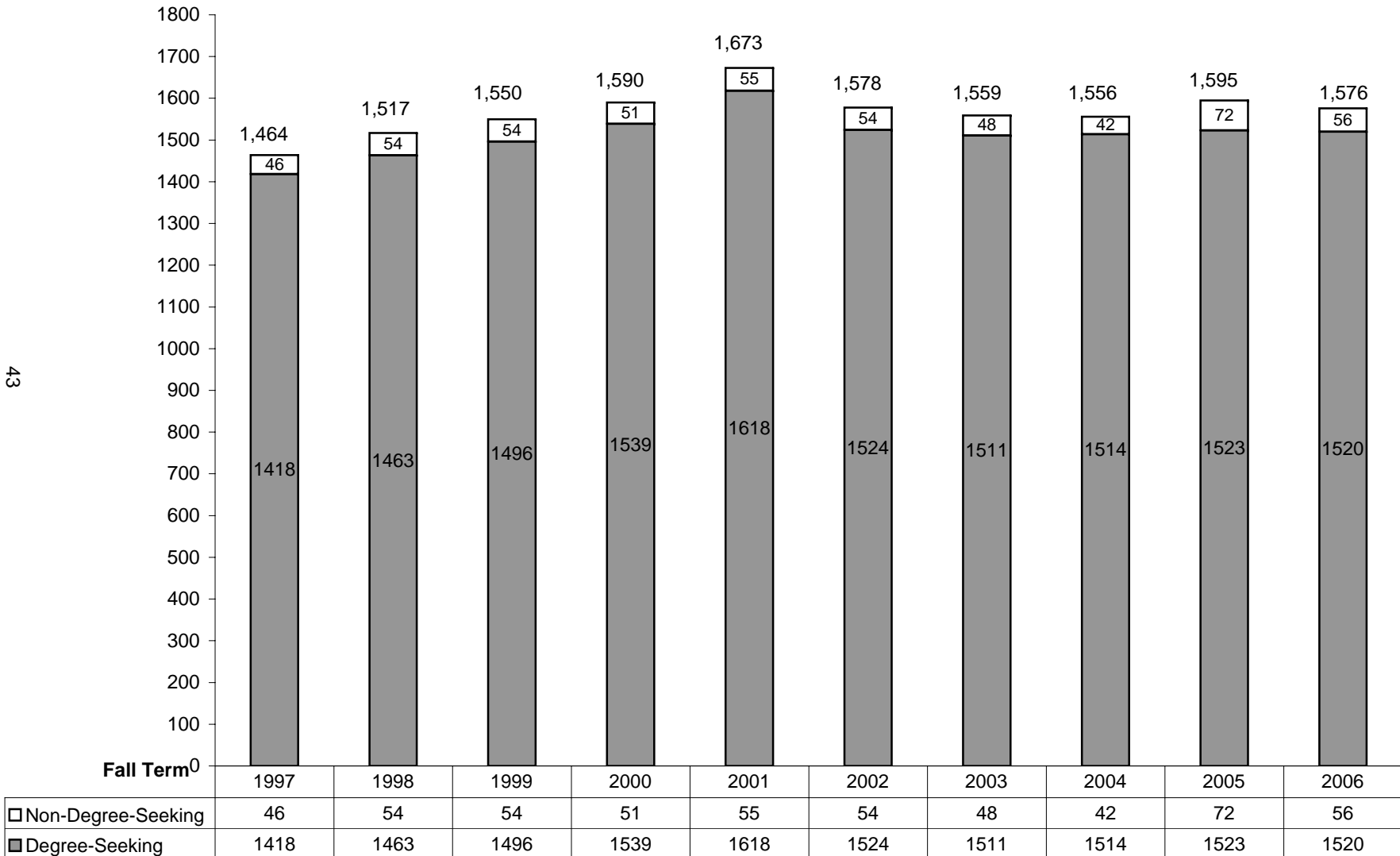


Graduating Student Data



Source: Office of Institutional Research and Assessment, 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



Source: Office of Institutional Research and Assessment, September 2006

**FALL ENROLLMENTS BY CLASSIFICATION
2002 - 2006**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	427	468	483	470	472
New Freshmen	(356)	(396)	(400)	(378)	(388)
Other** Freshmen	(71)	(72)	(83)	(92)	(84)
Sophomore	343	298	365	366	334
Junior	380	340	302	344	338
Senior	<u>374</u>	<u>405</u>	<u>364</u>	<u>343</u>	<u>376</u>
TOTAL DEGREE-SEEKING STUDENTS	1,524	1,511	1,514	1,523	1,520
Berea Community School	25	24	23	26	23
Madison Southern High School	6	4	0	8	7
College Employee	9	7	7	8	2
Community (Special)	8	7	5	21	14
Post Graduate	0	0	0	1	0
Transient/Exchange	<u>6</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>10</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	54	48	42	72	56
TOTAL HEADCOUNT	1,578	1,559	1,556	1,595	1,576

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

NOTE: For the year 2006, there were four new freshmen "officially" classified as sophomores and one as a junior. For the year 2005, there was one new freshmen "officially" classified as a junior. For year 2004, there were four new freshmen "officially" classified as sophomores and one as a junior. For year 2003, four of the new freshmen were "officially" classified as sophomores. For year 2002, three of the new freshmen were "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.

New Freshmen - Students who have enrolled at Berea College for the first time and not transferred from another institution.

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

Non-Degree-Seeking Classifications:

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

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

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

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

Source: Academic Services, September 2006

FALL ENROLLMENTS BY CLASSIFICATION (Continued)

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<u>Full-Time Students</u>					
Freshman	427	468	483	470	472
New Freshmen	(356)	(396)	(400)	(378)	(388)
Other** Freshmen	(71)	(72)	(83)	(92)	(84)
Sophomore	342	298	365	366	334
Junior***	380	340	302	344	338
Senior	<u>372</u>	<u>404</u>	<u>361</u>	<u>340</u>	<u>372</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,617	1,510	1,511	1,520	1,516
Berea Community School	0	0	0	0	0
Madison Southern High School	0	0	0	0	1
College Employee	0	0	0	0	0
Community (Special)	0	0	0	0	1
Post Graduate	0	0	0	1	0
Transient/Exchange	<u>3</u>	<u>5</u>	<u>5</u>	<u>8</u>	<u>9</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	3	5	5	9	11
TOTAL FULL-TIME STUDENTS	1,620	1,515	1,516	1,529	1,527
<hr/>					
<u>Part-Time Students</u>					
Freshman	0	0	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	1	1	0	0	0
Junior***	0	0	0	0	0
Senior	<u>2</u>	<u>1</u>	<u>3</u>	<u>3</u>	<u>4</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	3	1	3	3	4
Berea Community School	25	24	23	26	23
Madison Southern High School	6	4	0	8	6
College Employee	9	7	7	8	2
Community (Special)	8	7	5	21	13
Post Graduate	0	0	0	0	0
Transient/Exchange	<u>1</u>	<u>1</u>	<u>2</u>	<u>0</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49	43	37	63	45
TOTAL PART-TIME STUDENTS	52	44	40	66	49
FTE ENROLLMENT	1,549	1,532	1,530	1,555	1,546

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

NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full-time status (enrolled in at least a 3 credit course load). FTE for each part-time student is determined by dividing the total number of courses taken by 3. Our current part-time enrollment of 49 students has a FTE of 18.83.

Source: Academic Services, September 2006

FALL 2006 ENROLLMENT BY STATE AND U.S. TERRITORIES

Degree-Seeking Students:

Alabama	90	(6%)	Mississippi	7	(*)
Alaska	1	(*)	Missouri	8	(1%)
Arkansas	3	(*)	Montana	1	(*)
California	2	(*)	New Hampshire	4	(*)
Colorado	1	(*)	New Jersey	3	(*)
Delaware	1	(*)	New York	3	(*)
Florida	8	(1%)	North Carolina	78	(5%)
Georgia	50	(3%)	Ohio	145	(9%)
Hawaii	1	(*)	Oregon	5	(*)
Idaho	1	(*)	Pennsylvania	12	(1%)
Illinois	11	(1%)	South Carolina	24	(2%)
Indiana	14	(1%)	Tennessee	172	(11%)
Kansas	3	(*)	Texas	8	(1%)
Kentucky	568	(36%)	Utah	3	(*)
Louisiana	1	(*)	Vermont	1	(*)
Maryland	6	(*)	Virgin Islands	1	(*)
Massachusetts	3	(*)	Virginia	63	(4%)
Michigan	10	(1%)	Washington	3	(*)
Minnesota	1	(*)	West Virginia	69	(4%)
			Sub-Total	1,386	(88%)
Students Enrolled from Outside the U.S. and/or Its Territories (For more detail, see the following page.)				134	(8%)
Total Degree-Seeking Students				1,520	(96%)

Non-Degree-Seeking Students:

Berea Community School			23		
Madison Southern High School			7		
College Employee			2		
Community (Special)			14		
Post Graduate			0		
Transient/Exchange			10		
Sub-Total			56		
Total Non-Degree-Seeking Students				56	(4%)
TOTAL HEADCOUNT ENROLLMENT				1,576	(100%)

*Denotes percentages less than 1.

NOTE: For the degree-seeking students above, the states and U.S. territories are determined by the address given at the time of acceptance to the College. "Students enrolled from outside the U.S. and/or Its Territories," therefore include more students than those classified as "F-1 International."

Source: Office of Institutional Research and Assessment, Geographical Report, October 2006.
For more details visit < <http://www.berea.edu/ira/georeports.asp> > and
< <http://www.worldatlas.com/cntycont.htm> >.

FALL 2006 ENROLLMENT BY COUNTRY ORGANIZED BY CONTINENT

Degree-Seeking Students:

Africa

Botswana	2	(1%)
Cameroon	1	(1%)
Ethiopia	3	(2%)
Gabon	1	(1%)
Ghana	5	(4%)
Kenya	4	(3%)
Lesotho	1	(1%)
Liberia	4	(3%)
Mauritius	1	(1%)
Namibia	1	(1%)
Sierra Leone	2	(1%)
Sudan	1	(1%)
Swaziland	1	(1%)
Tanzania	1	(1%)
The Gambia	1	(1%)
Uganda	3	(2%)
Zambia	3	(2%)
Zimbabwe	6	(4%)
Africa Total	41	(31%)

Asia

Afghanistan	3	(2%)
Bangladesh	2	(1%)
India	1	(1%)
Indonesia	1	(1%)
Iran	1	(1%)
Israel	1	(1%)
Japan	1	(1%)
Kampuchea (Cambodia)	1	(1%)
Kazakhstan	1	(1%)
Kyrgyzstan	2	(1%)
Lebanon	1	(1%)
Malaysia	1	(1%)
Mongolia	2	(1%)
Myanmar (Burma)	3	(2%)
Nepal	5	(4%)
People's Republic of China	3	(2%)
Russia	1	(1%)
Sri Lanka	3	(2%)
Tibet, The Former	11	(8%)

Asia, continued

Turkey	1	(1%)
Turkmenistan	2	(1%)
Uzbekistan	4	(3%)
Vietnam	3	(2%)
Asia Total	55	(41%)

Europe

Armenia	1	(1%)
Azerbaijan	2	(1%)
Bulgaria	6	(4%)
Germany	2	(1%)
Kosovo (Serbia)	1	(1%)
Latvia	1	(1%)
Lithuania	1	(1%)
Macedonia	1	(1%)
Romania	1	(1%)
Serbia	1	(1%)
Slovak Republic	1	(1%)
Ukraine	5	(4%)
Europe Total	23	(21%)

North America

Guatemala	1	(1%)
Haiti	2	(1%)
Honduras	2	(1%)
Jamaica	1	(1%)
Mexico	2	(1%)
Trinidad and Tobago	2	(1%)
North America Total	10	(7%)

South America

Argentina	1	(1%)
Brazil	1	(1%)
Peru	1	(1%)
Uruguay	2	(1%)
South America Total	5	(4%)

TOTAL OF ALL COUNTRIES 134 (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 thirty-four (134) students above include more students than those classified as "F-1 International" and represent approximately 8% of the total degree-seeking enrollment.

Source: Office of Institutional Research and Assessment, Geographical Report, October 2006.
For more details visit <<http://www.berea.edu/ira/georeports>> and
<<http://www.worldatlas.com/cntycont.htm>>.

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS
BY TERRITORY
2002 - 2006**

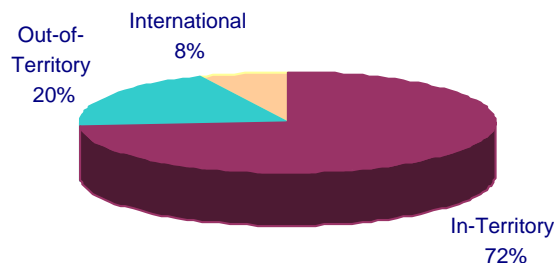
	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Berea's Territory*	1,148	1,114	1,112	1,103	1,098
Prior to 1976 expansion	71%	74%	70%	69%	68%
Counties Added in 1976 & 1978	27%	23%	26%	28%	29%
Hamilton Co, Ohio added in 1996	3%	3%	4%	3%	3%
Out-of-Territory*	275	284	292	311	301
F-1 International***	<u>101</u>	<u>113</u>	<u>110</u>	<u>109</u>	<u>121</u>
 TOTAL	 1,524	 1,511	 1,514	 1,523	 1,520

*For a complete description of Berea's Territory and its changes, please see pages 26 - 28. Beginning with the entering class of 2000, 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 2006, forty-one (41) Berea College students were designated as "permanent residents."

NOTE: This table does not include non-degree-seeking students: community (special) students, employees, transient/exchange, post-graduates, Berea Community School students, or Madison Southern High School students.



Source: Office of Institutional Research and Assessment, annual editions of The Geographical Report,
<<http://www.berea.edu/ira/georeports.asp>>

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY ETHNICITY
2002 - 2006**

	2002		2003		2004		2005		2006	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
African-American (Non-Hispanic)	257	(17%)	260	(17%)	283	(17%)	283	(19%)	278	(18%)
American Indian or Alaskan Native	9	(1%)	10	(1%)	8	(1%)	14	(1%)	11	(1%)
Asian or Pacific Islander	19	(1%)	21	(1%)	22	(1%)	20	(1%)	21	(1%)
Hispanic	13	(1%)	17	(1%)	25	(1%)	25	(2%)	24	(2%)
White (Non-Hispanic)	1,083	(71%)	1,059	(70%)	1,038	(70%)	1,044	(69%)	1,037	(68%)
Students who chose not to respond	42	(3%)	31	(2%)	28	(2%)	28	(2%)	28	(2%)
F-1 International Students	<u>101</u>	<u>(7%)</u>	<u>113</u>	<u>(7%)</u>	<u>110</u>	<u>(7%)</u>	<u>109</u>	<u>(7%)</u>	<u>121</u>	<u>(8%)</u>
TOTAL	1,524	(100%)	1,511	(100%)	1,514	(100%)	1,523	(100%)	1,520	(100%)

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

Source: Office of Institutional Research and Assessment, October 2006

FALL 2006 JUNIOR AND SENIOR ENROLLMENT BY MAJOR AND COHORT TYPE

50

	African-American		All Other Domestic		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
African and African-American Studies	2	(2%)	0	(0%)	0	(0%)	2	(*)
Agriculture and Natural Resources	1	(1%)	19	(4%)	0	(0%)	20	(3%)
Art	3	(2%)	24	(4%)	0	(0%)	27	(4%)
Biology	8	(10%)	41	(8%)	3	(4%)	57	(8%)
Business Administration	18	(14%)	42	(8%)	17	(20%)	77	(10%)
Chemistry	3	(2%)	8	(1%)	5	(6%)	16	(2%)
Child and Family Studies	14	(11%)	38	(7%)	1	(1%)	53	(7%)
Economics	1	(1%)	3	(1%)	12	(14%)	16	(2%)
Education Studies	1	(1%)	13	(2%)	1	(1%)	15	(2%)
Elementary Education	0	(0%)	13	(2%)	0	(0%)	13	(2%)
English	6	(5%)	34	(6%)	1	(1%)	41	(5%)
Foreign Languages	1	(1%)	26	(5%)	6	(7%)	33	(4%)
Classical Languages	[0]	(0%)	[2]	(*)	[0]	(0%)	[2]	(*)
French	[0]	(0%)	[5]	(1%)	[2]	(2%)	[7]	(1%)
German	[1]	(1%)	[5]	(1%)	[2]	(2%)	[8]	(1%)
Spanish	[0]	(0%)	[14]	(3%)	[2]	(2%)	[16]	(2%)
History	4	(3%)	20	(4%)	0	(0%)	24	(3%)
Independent Major	0	(0%)	13	(2%)	1	(1%)	14	(2%)
Mathematics	0	(0%)	8	(1%)	12	(14%)	20	(3%)
Music	5	(4%)	15	(3%)	3	(4%)	23	(3%)
Nursing	12	(9%)	30	(6%)	8	(9%)	50	(7%)
Philosophy	1	(1%)	10	(2%)	0	(0%)	11	(1%)
Physical Education	4	(3%)	14	(3%)	1	(1%)	19	(3%)
Physics	0	(0%)	2	(*)	4	(5%)	6	(1%)
Political Science	3	(2%)	15	(3%)	4	(5%)	22	(3%)
Psychology	6	(5%)	26	(5%)	3	(4%)	35	(5%)
Religion	2	(2%)	16	(3%)	0	(0%)	18	(2%)
Sociology	4	(3%)	18	(3%)	1	(1%)	23	(3%)
Speech Communication	8	(6%)	25	(5%)	0	(0%)	33	(4%)
Technology and Industrial Arts	7	(5%)	42	(8%)	1	(1%)	50	(7%)
Theatre	6	(5%)	12	(2%)	0	(0%)	18	(2%)
Women's Studies	0	(0%)	4	(1%)	1	(1%)	5	(1%)
<i>Undecided</i>	4	(3%)	9	(2%)	0	(0%)	13	(2%)
TOTAL	129	(100%)	540	(100%)	85	(100%)	754	(100%)

*Denotes percentages less than 1.

Note: These are duplicate headcounts that include double degrees and double majors. The 754 majors represent 714 junior and senior students enrolled in Fall 2006.

Compiled by: Office of Institutional Research and Assessment, October 2006

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
2002 – 2006**

<u>Age*</u>	<u>2002</u>		<u>2003</u>		<u>2004</u>		<u>2005</u>		<u>2006</u>	
	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>	<u>N</u>	<u>(%)</u>
Less than 18 years old	33	(3%)	32	(2%)	41	(2%)	26	2%	37	(2%)
18 - 24 years old	1,428	(93%)	1,405	(94%)	1,386	(92%)	1,404	(92%)	1,392	(92%)
25 - 29 years old	45	(3%)	51	(3%)	61	(3%)	58	(4%)	57	(4%)
30 - 34 years old	9	(1%)	9	(1%)	13	(1%)	17	(1%)	17	(1%)
35 - 39 years old	3	(**)	6	(**)	3	(**)	4	(**)	2	(**)
40 - 44 years old	2	(**)	3	(**)	3	(**)	4	(**)	7	(**)
45 - 49 years old	3	(**)	4	(**)	6	(**)	4	(**)	3	(**)
50 - 54 years old	0	(**)	0	(**)	0	(0%)	5	(**)	4	(**)
55 - 59 years old	0	(0%)	1	(**)	1	(**)	1	(**)	0	(0%)
60 - 64 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
Greater than 65 years old	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>	<u>0</u>	<u>(0%)</u>
TOTAL	1,524	(100%)	1,511	(100%)	1,514	(100%)	1,523	(100%)	1,520	(100%)

*Age is as of the first day of classes in September.

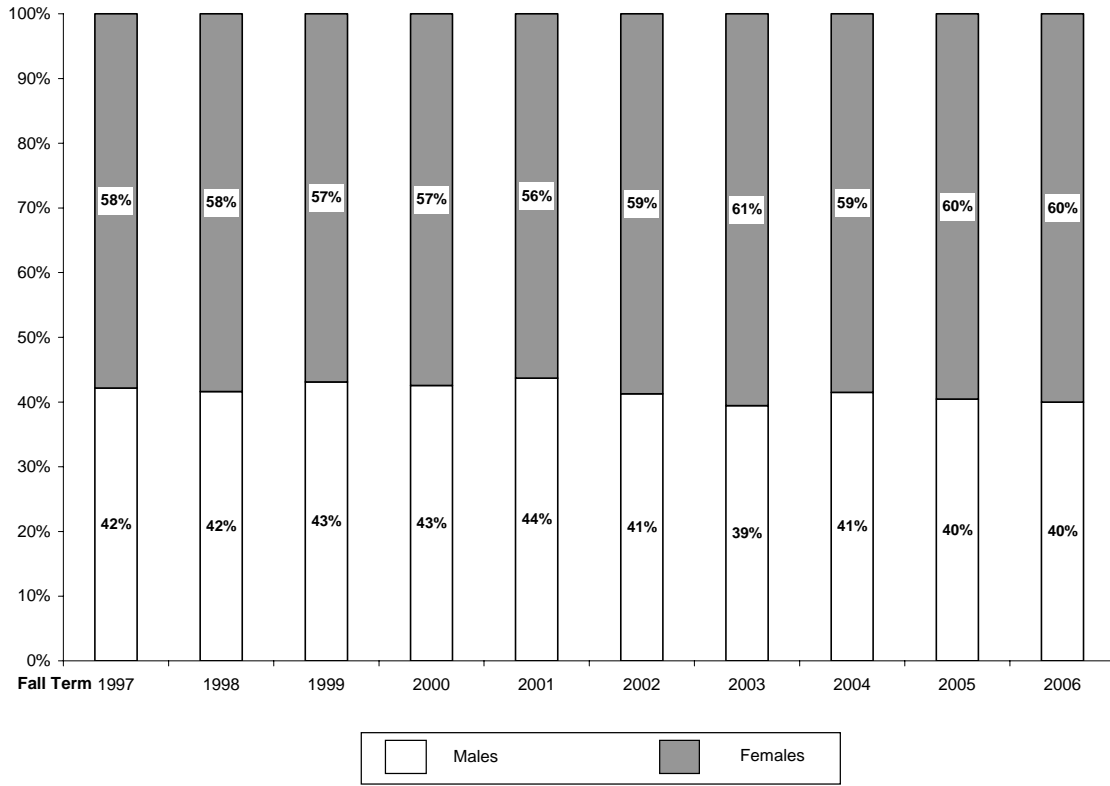
**Denotes percentages less than 1.

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

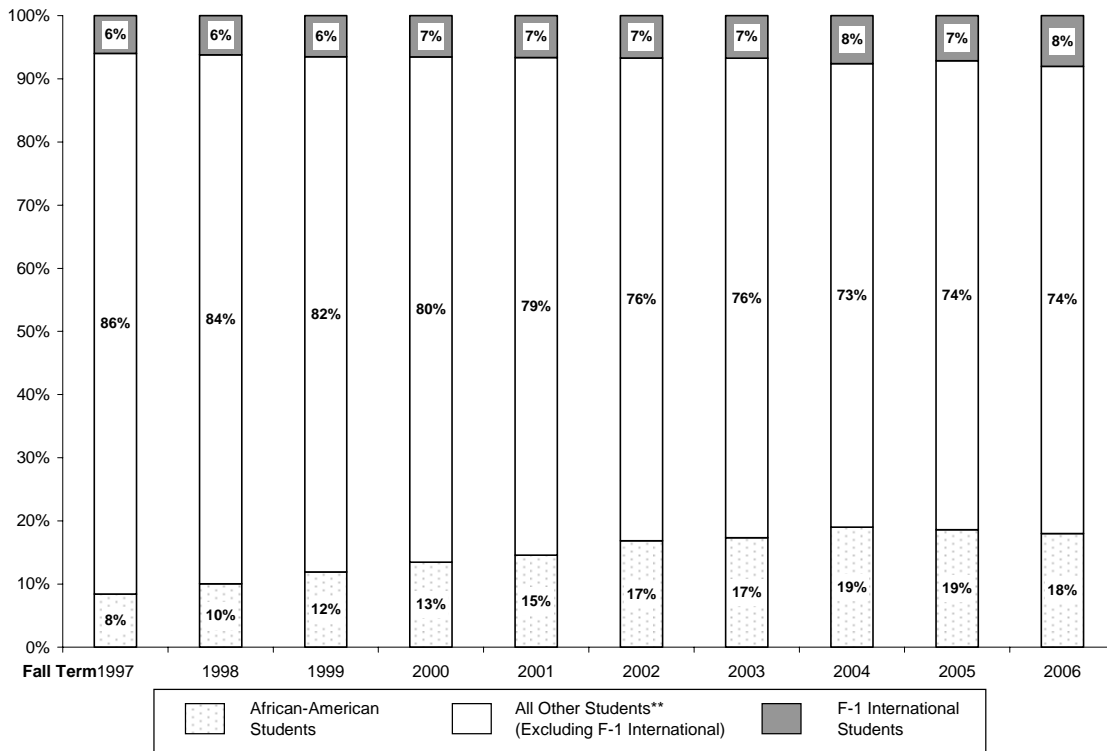
Source: Office of Institutional Research and Assessment, September 2006

FALL ENROLLMENT TRENDS

Fall Enrollment of Degree-Seeking Students* by Gender



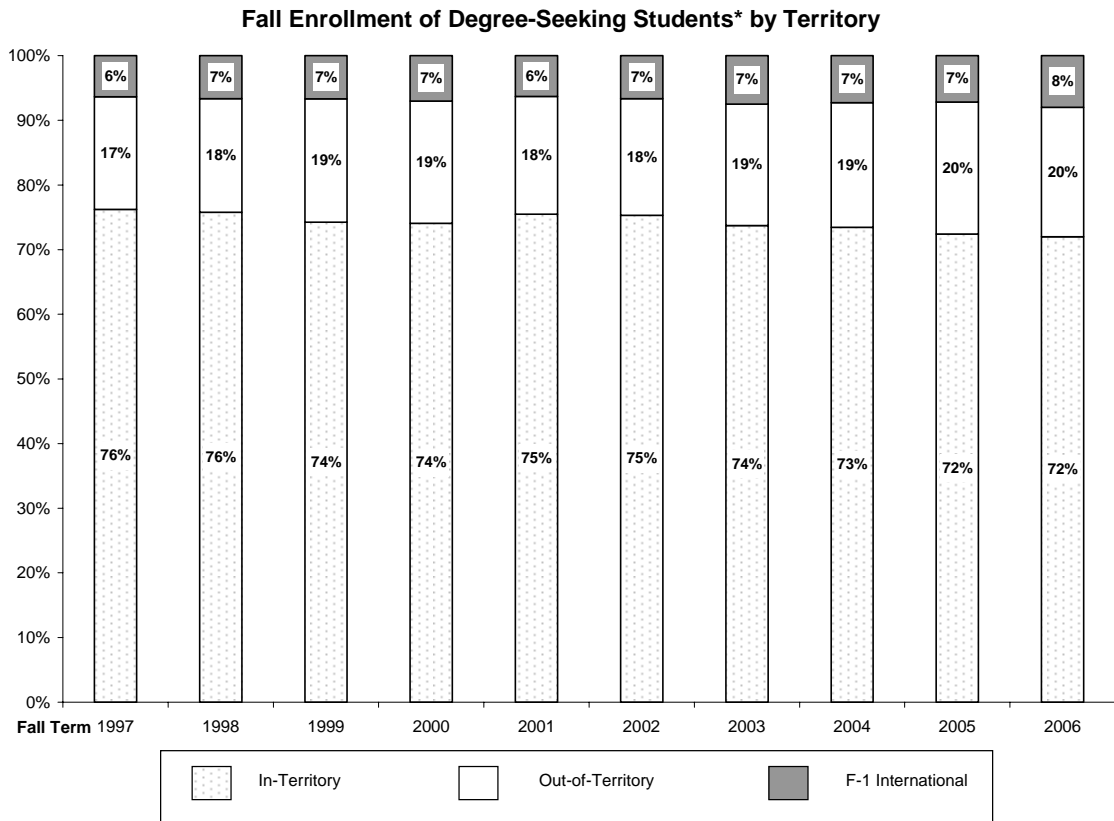
Fall Enrollment of Degree-Seeking Students* by Cohort Type



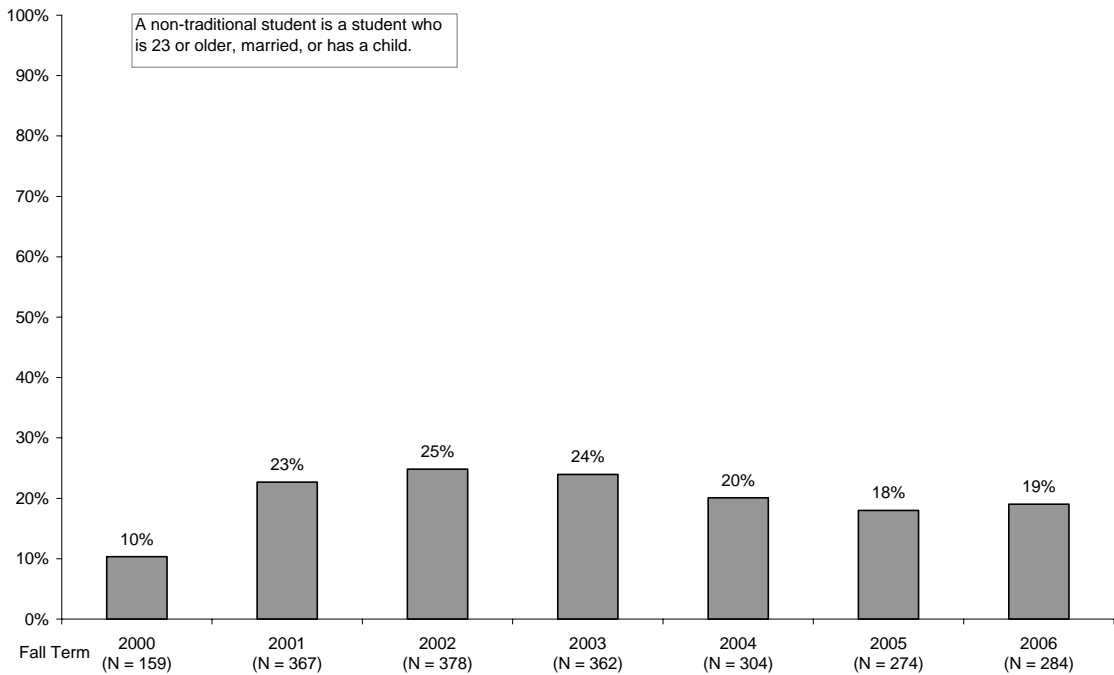
*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2005

Fall Enrollment Trends, continued



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



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, October 2006

**SPRING ENROLLMENTS BY CLASSIFICATION
2002 - 2006**

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	366	320	377	387	328
New Freshmen	(0)	(8)	(19)	(18)	(7)
Other** Freshmen	(366)	(312)	(358)	(369)	(321)
Sophomore	334	323	392	318	329
Junior	3340	324	306	323	326
Senior	<u>331</u>	<u>458</u>	<u>448</u>	<u>419</u>	<u>431</u>
TOTAL DEGREE-SEEKING STUDENTS	1,471	1,425	1,423	1,447	1,414
Berea Community School	23	28	18	11	19
Madison Southern High School	3	5	8	3	8
College Employee	4	12	12	11	5
Community (Special)	18	8	10	13	12
Transient/Exchange	<u>6</u>	<u>5</u>	<u>5</u>	<u>8</u>	<u>10</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	35	58	49	46	54
TOTAL HEADCOUNT	1,453	1,425	1,472	1,493	1,468

*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.

New Freshmen - Students who have enrolled at Berea College for the first time and not transferred from another institution.

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

Non-Degree-Seeking Classifications:

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

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

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

Source: Academic Services, February 2006

SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

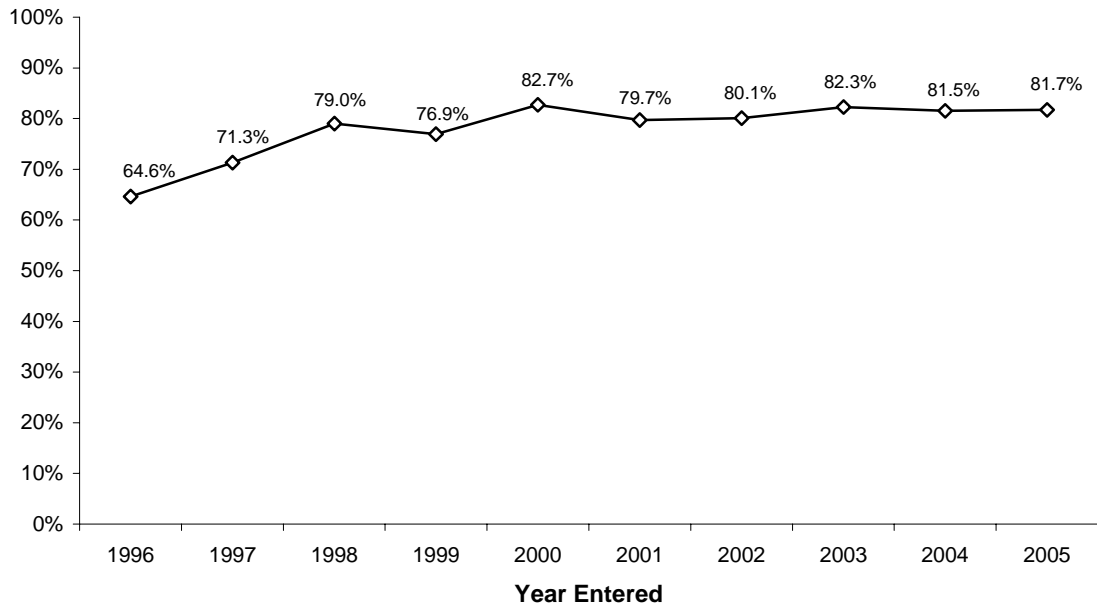
Full-Time Students	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Freshman	366	366	320	387	328
New Freshmen	(0)	(8)	(19)	(18)	(7)
Other** Freshmen	(366)	(312)	(358)	(369)	(321)
Sophomore	334	323	292	318	329
Junior	340	324	306	322	326
Senior	<u>329</u>	<u>458</u>	<u>447</u>	<u>419</u>	<u>425</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,469	1,425	1,422	1,446	1,408
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)	0	0	0	0	0
Transient/Exchange	<u>5</u>	<u>5</u>	<u>4</u>	<u>5</u>	<u>8</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	5	4	5	8
TOTAL FULL-TIME STUDENTS	1,474	1,474	1,430	1,451	1,416
<hr/>					
Part-Time Students	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Freshman	0	0	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(0)	(0)	(0)	(0)	(0)
Sophomore	0	0	0	0	0
Junior	0	0	0	1	0
Senior	<u>2</u>	<u>1</u>	<u>1</u>	<u>0</u>	<u>6</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	2	1	1	1	6
Berea Community School	23	28	18	11	19
Madison Southern High School	3	5	8	3	8
College Employee	4	12	10	11	5
Community (Special)	18	8	8	13	12
Transient/Exchange	<u>1</u>	<u>0</u>	<u>1</u>	<u>3</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	49	53	45	41	46
TOTAL PART-TIME STUDENTS	51	54	46	42	52
FTE Enrollment	1,431	1,495	1,451	1,445	1,447

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

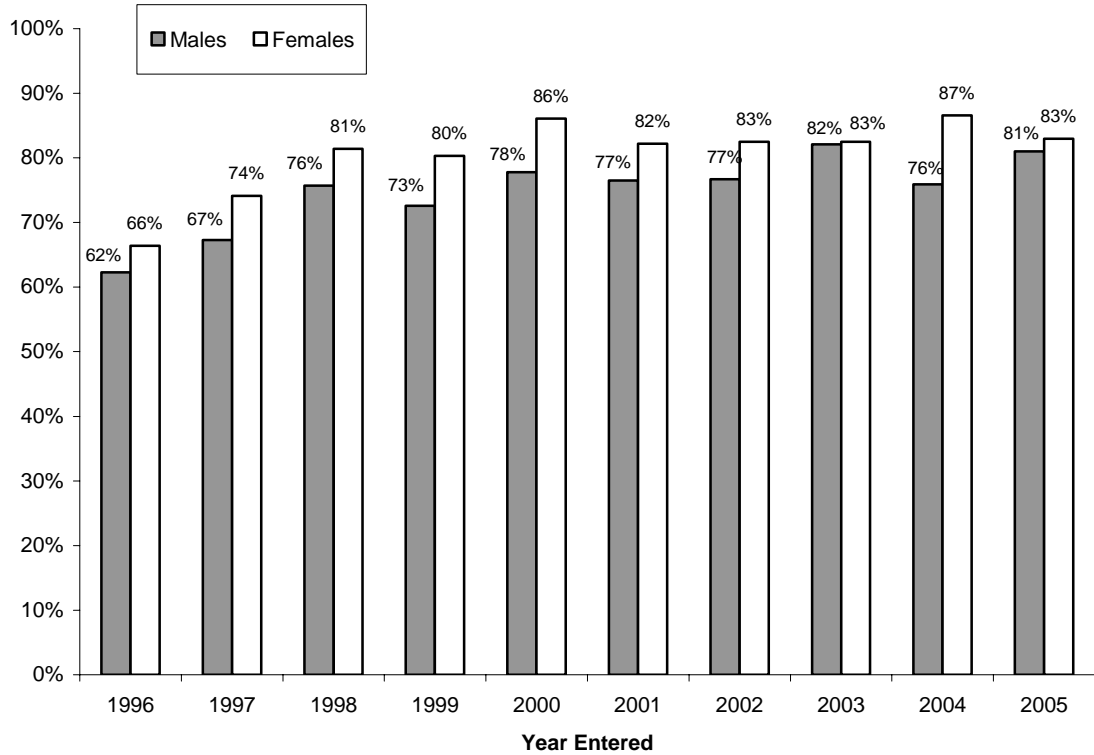
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 52 students has an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

FRESHMAN-TO-SOPHOMORE RETENTION

All New Freshmen



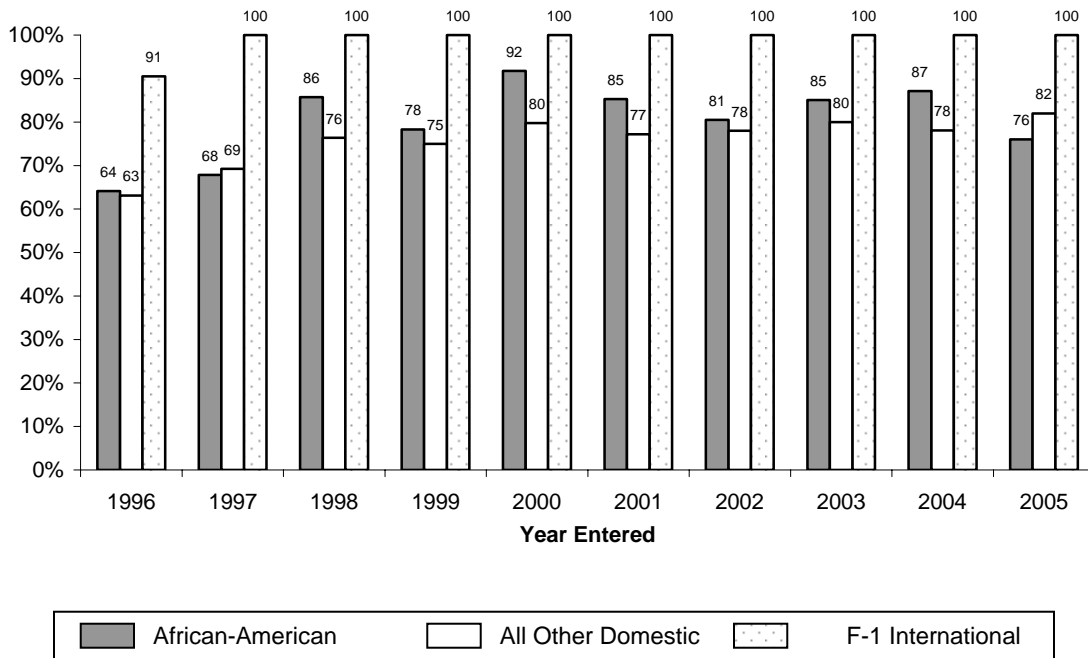
By Gender



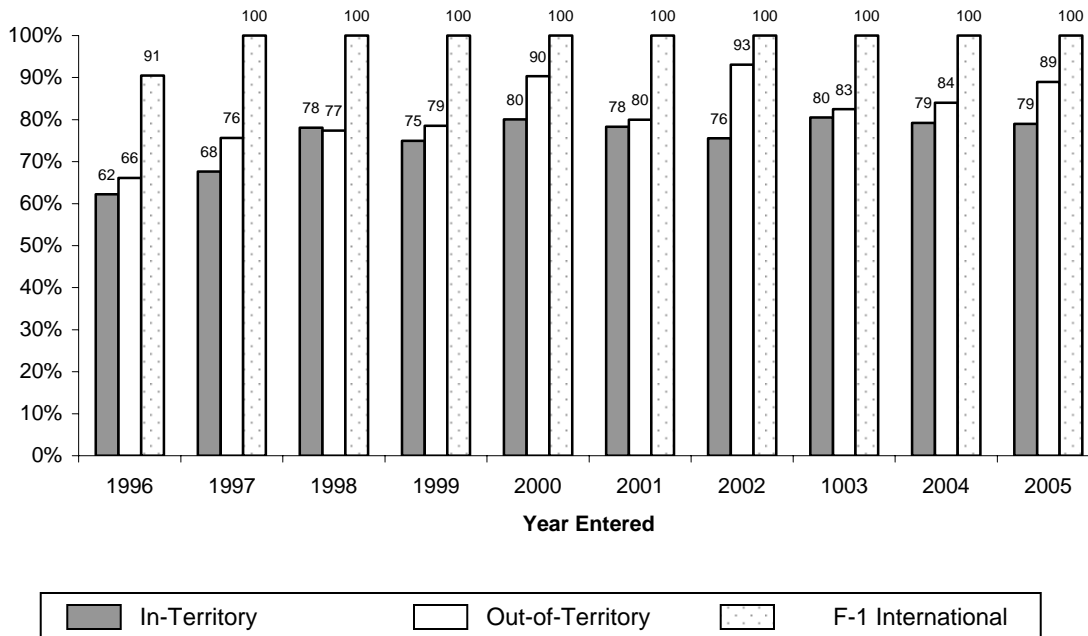
Source: Office of Institutional Research and Assessment, September 2006

FRESHMAN-TO-SOPHOMORE RETENTION, continued

By Cohort Type



By Territory



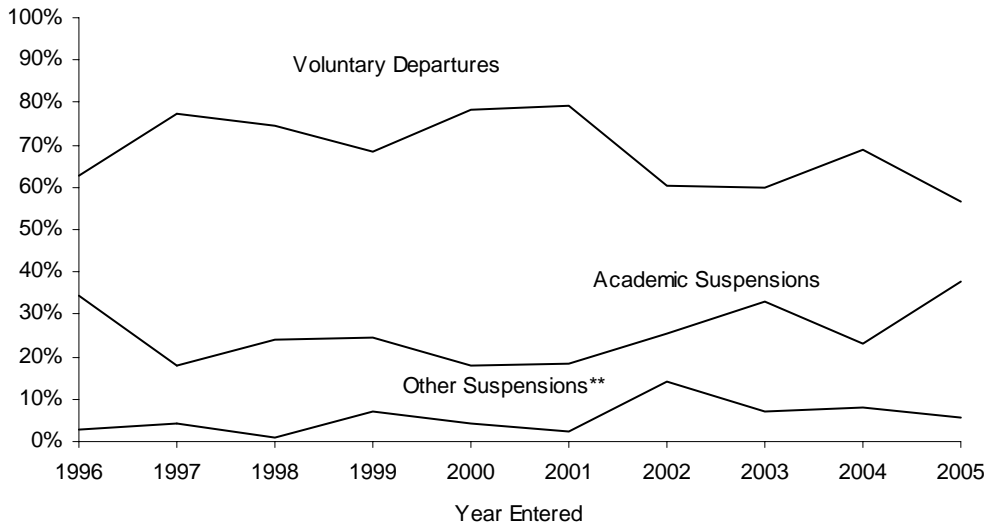
Source: Office of Institutional Research and Assessment, September 2006

**NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1996 - 2005**

<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>
1996	396 *	64.6%	140	48	4	88
1997	404	71.3	116	21	5	90
1998	414 *	79.0	87	21	1	65
1999	423	76.8	98	24	7	67
2000	421	82.7	73	13	3	57
2001	424	79.7	86	16	2	68
2002	356	80.1	71	18	10	43
2003	396	82.3	70	23	5	42
2004	400	81.5	74	17	6	51
2005	378	81.7	69	26	4	39

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

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



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

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

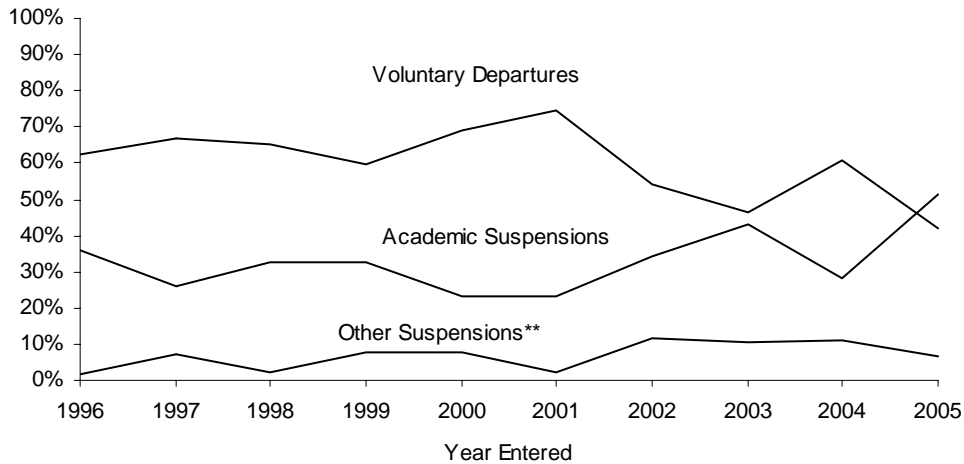
Source: Office of Institutional Research and Assessment, September 2006

**MALE NEW FRESHMEN RETENTION/ATTRITION
FALL TERMS 1996 - 2005**

<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>
1996	170 *	62 %	64	23	1	40
1997	165	67	54	14	4	36
1998	177	76	43	14	1	28
1999	190	73	52	17	4	31
2000	176	78	39	9	3	27
2001	183	77	43	10	1	32
2002	150	77	35	12	4	19
2003	156	82	28	12	3	13
2004	191	76	46	13	5	28
2005	159	81	31	16	2	13

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



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

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

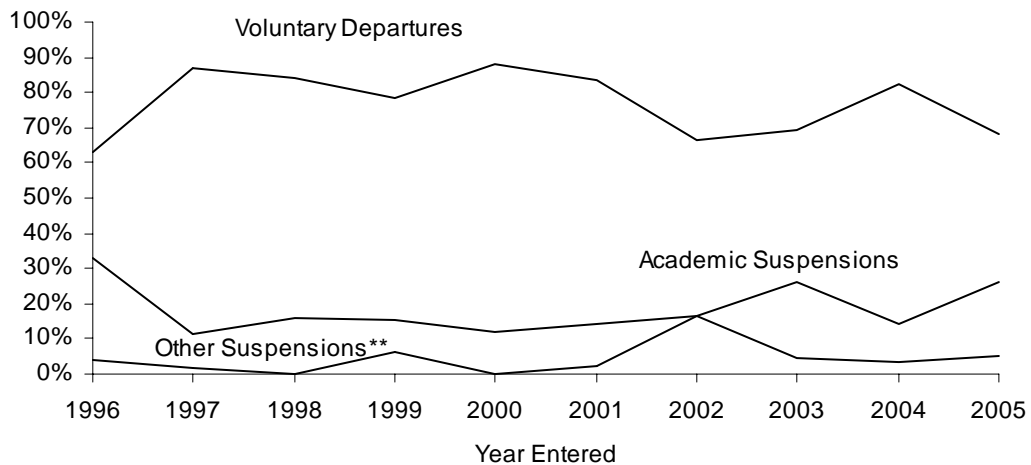
Source: Office of Institutional Research and Assessment, September 2006

**FEMALE NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1996 - 2005**

<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>
1996	226	66%	76	25	3	48
1997	239	74	62	7	1	54
1998	237 *	81	44	7	0	37
1999	233	80	46	7	3	36
2000	245	86	34	4	0	30
2001	241	82	43	6	1	36
2002	206	83	36	6	6	24
2003	240	83	42	11	2	29
2004	209	87	28	4	1	23
2005	219	83	38	10	2	26

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

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



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

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

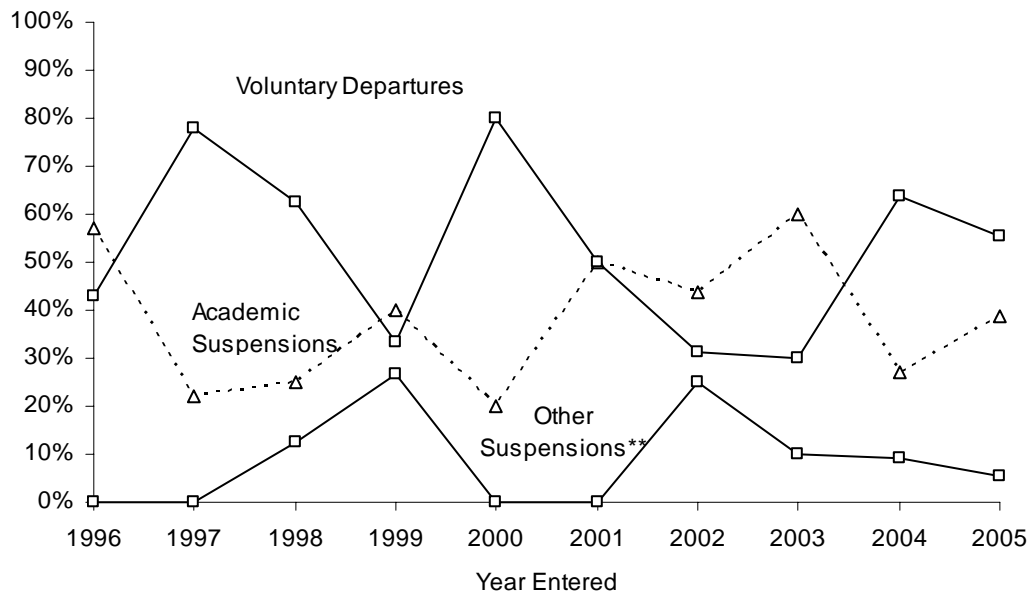
Source: Office of Institutional Research and Assessment, October 2005

AFRICAN-AMERICAN NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1996 - 2005

<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>
1996	39	64%	14	8	0	6
1997	28	68	9	2	0	7
1998	56 *	86	8	2	1	5
1999	69	78	15	6	4	5
2000	61	92	5	1	0	4
2001	68	85	10	5	0	5
2002	82	80	16	7	4	5
2003	67	85	10	6	1	3
2004	85	87	11	3	1	7
2005	75	76	18	7	1	10

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

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



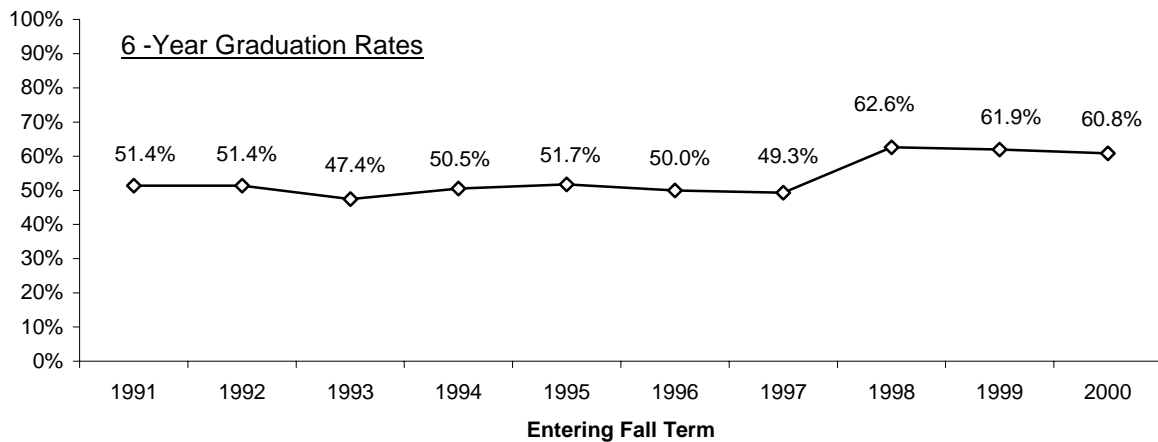
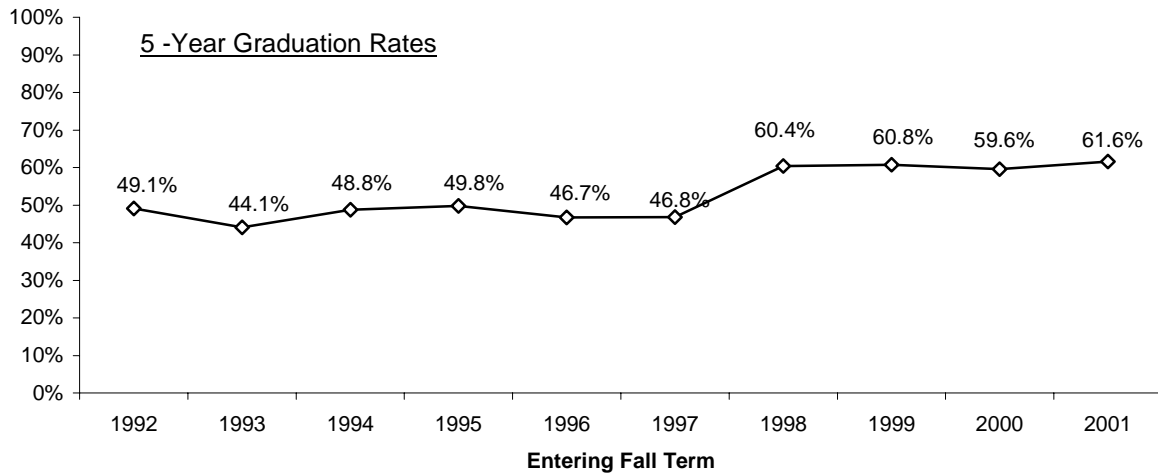
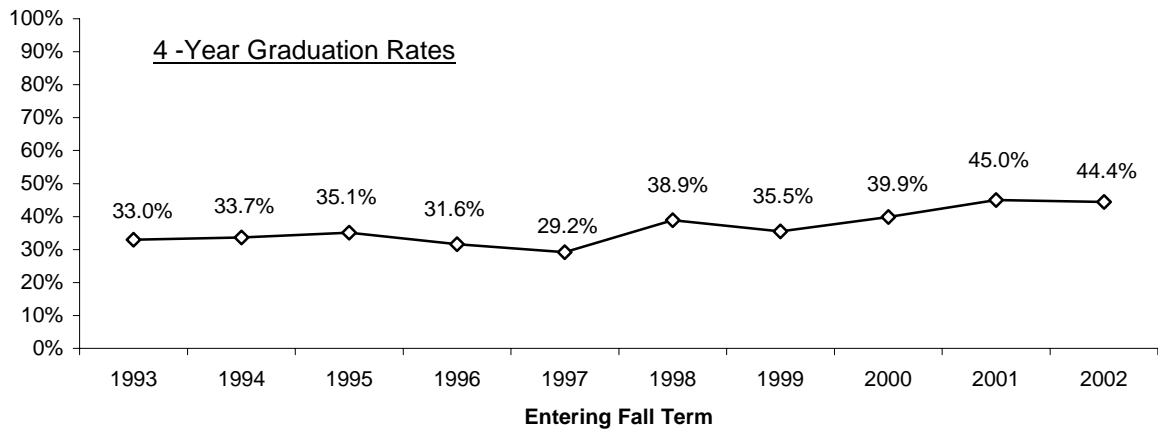
NOTE: These numbers DO NOT include F-1 International students.

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

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

Source: Office of Institutional Research and Assessment, October 2006

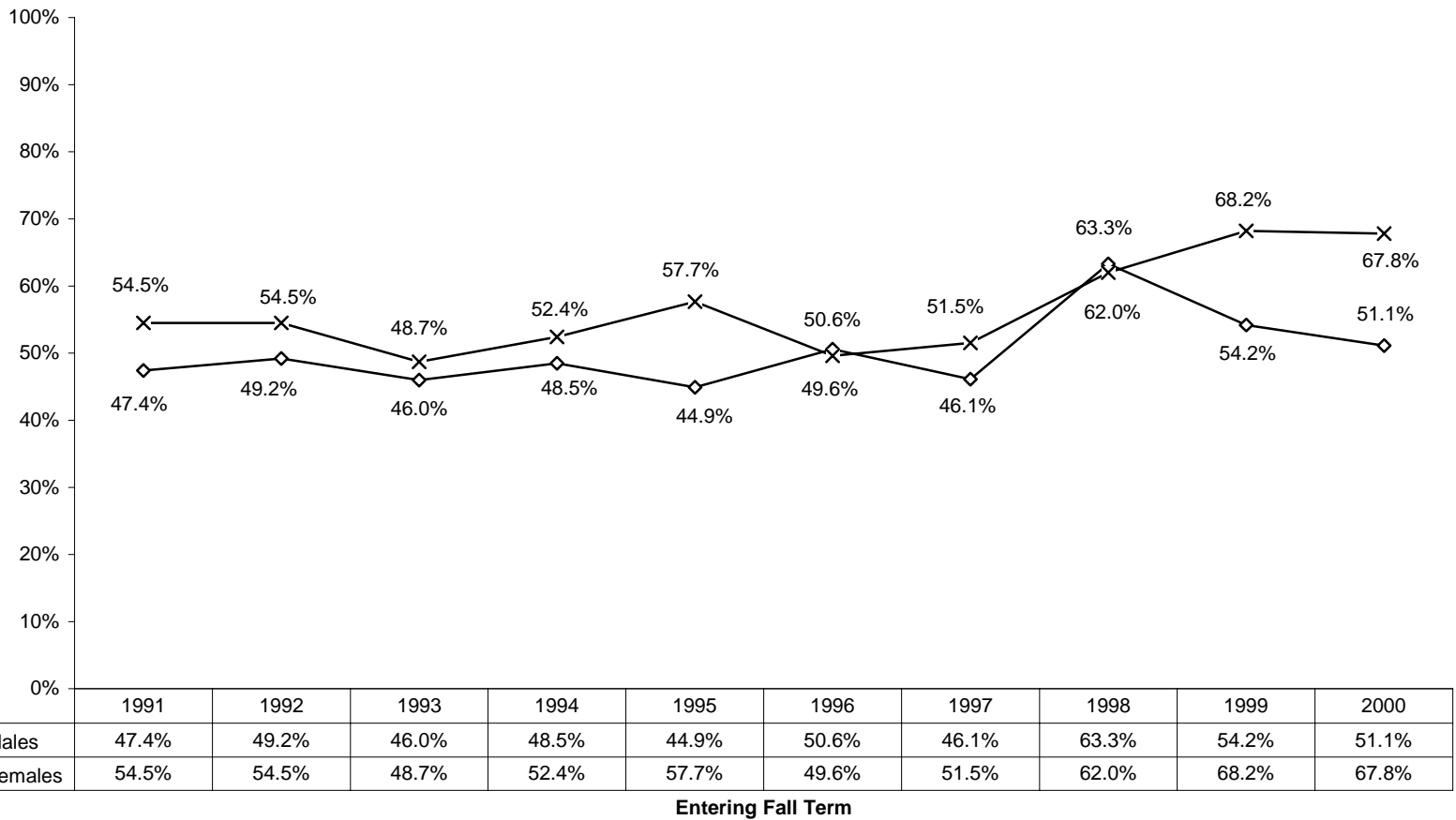
GRADUATION RATES* FOR NEW FRESHMEN



*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.

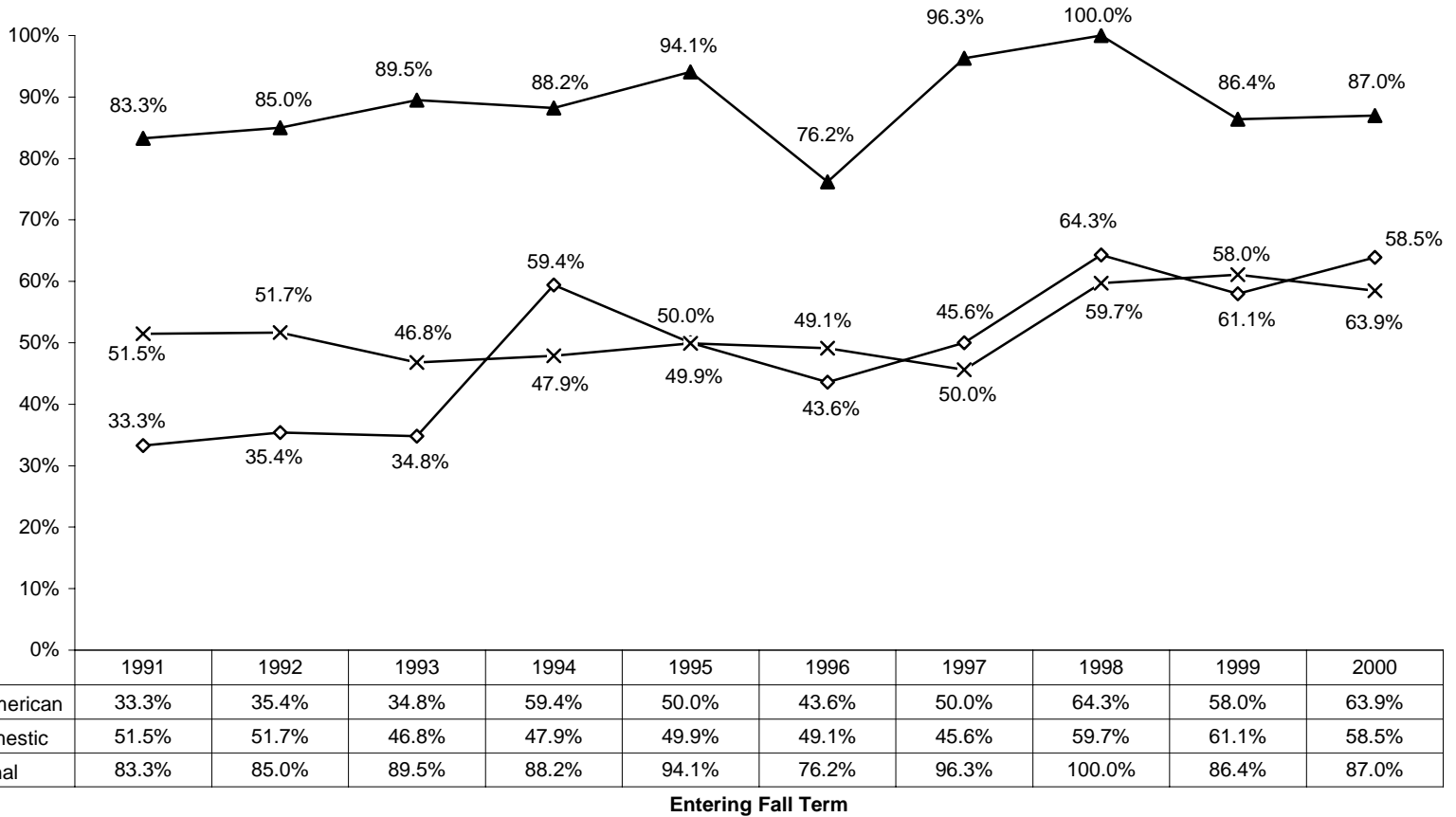
Source: Office of Institutional Research and Assessment, September 2006.

SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY GENDER FALL TERMS 1991 – 2000



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SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY COHORT TYPE FALL TERMS 1991 – 2000

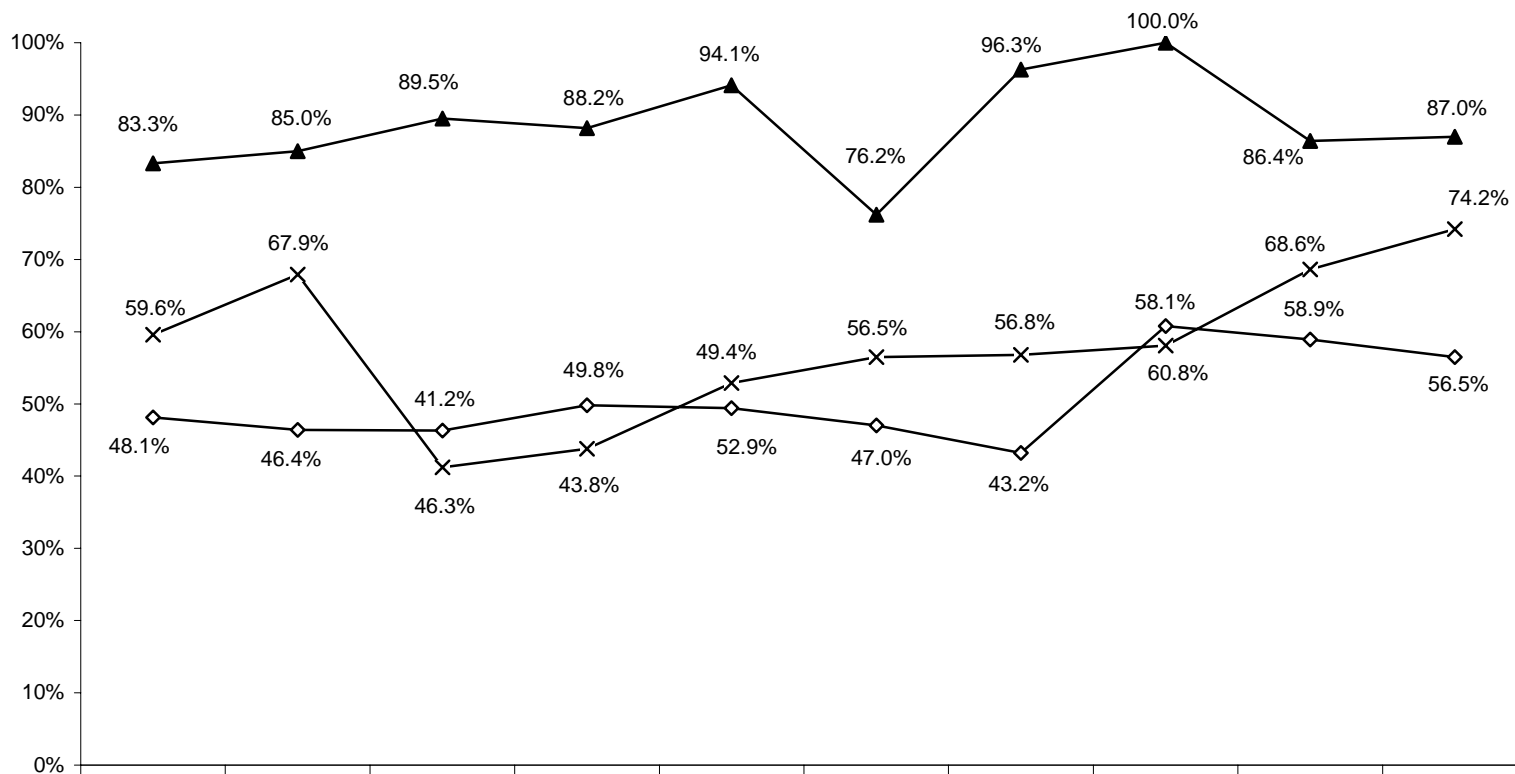


64

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

Source: Office of Institutional Research and Assessment, October 2006

SIX YEAR GRADUATION RATES FOR NEW FRESHMEN BY TERRITORY FALL TERMS 1991 – 2000

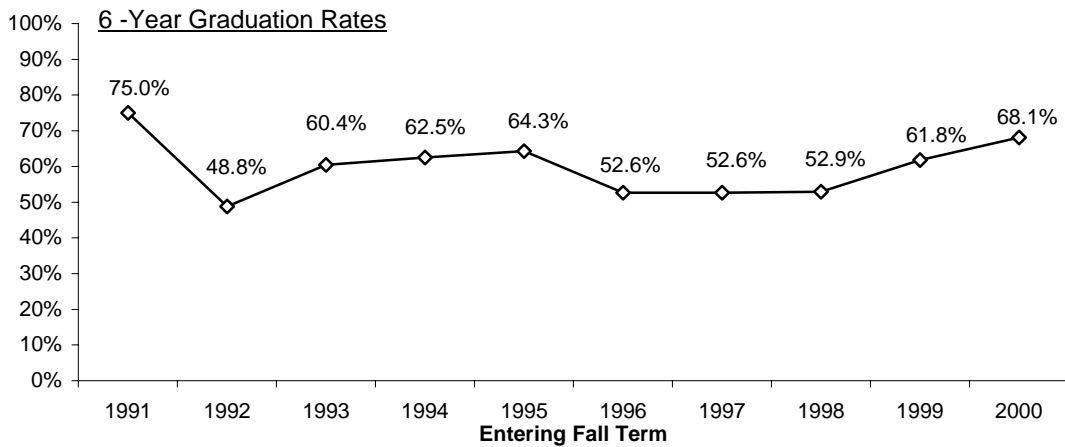
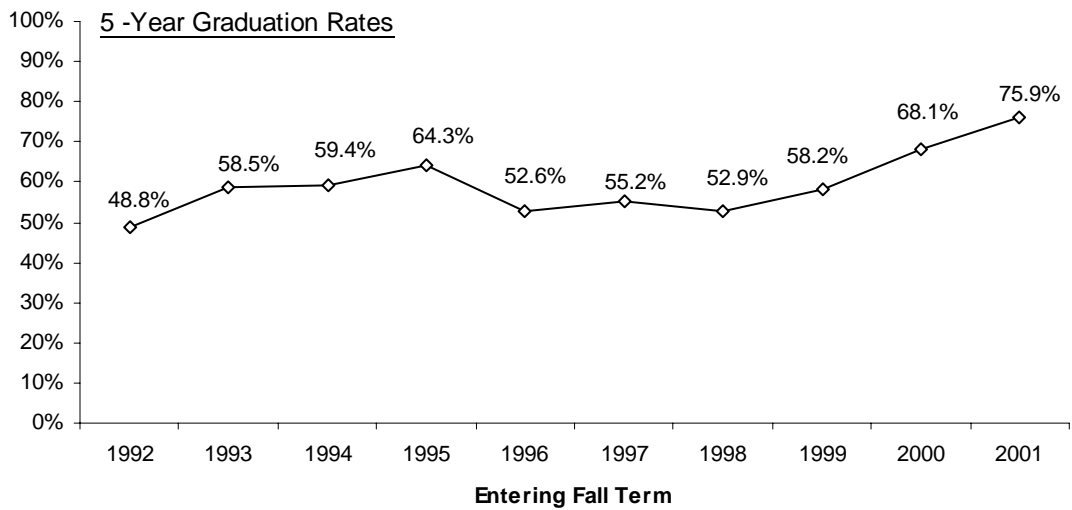
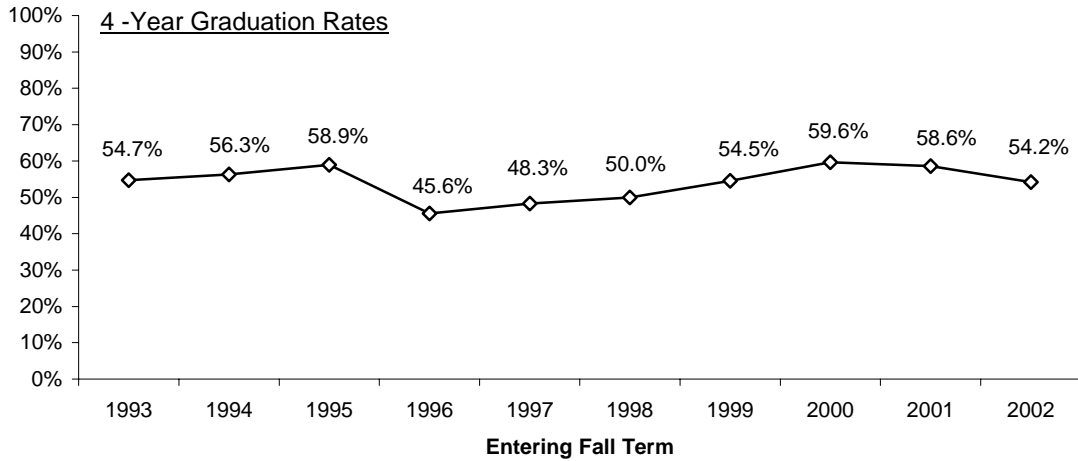


	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
—◇— In-Territory	48.1%	46.4%	46.3%	49.8%	49.4%	47.0%	43.2%	60.8%	58.9%	56.5%
—X— Out-of-Territory	59.6%	67.9%	41.2%	43.8%	52.9%	56.5%	56.8%	58.1%	68.6%	74.2%
—▲— International	83.3%	85.0%	89.5%	88.2%	94.1%	76.2%	96.3%	100.0%	86.4%	87.0%

Entering Fall Term

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

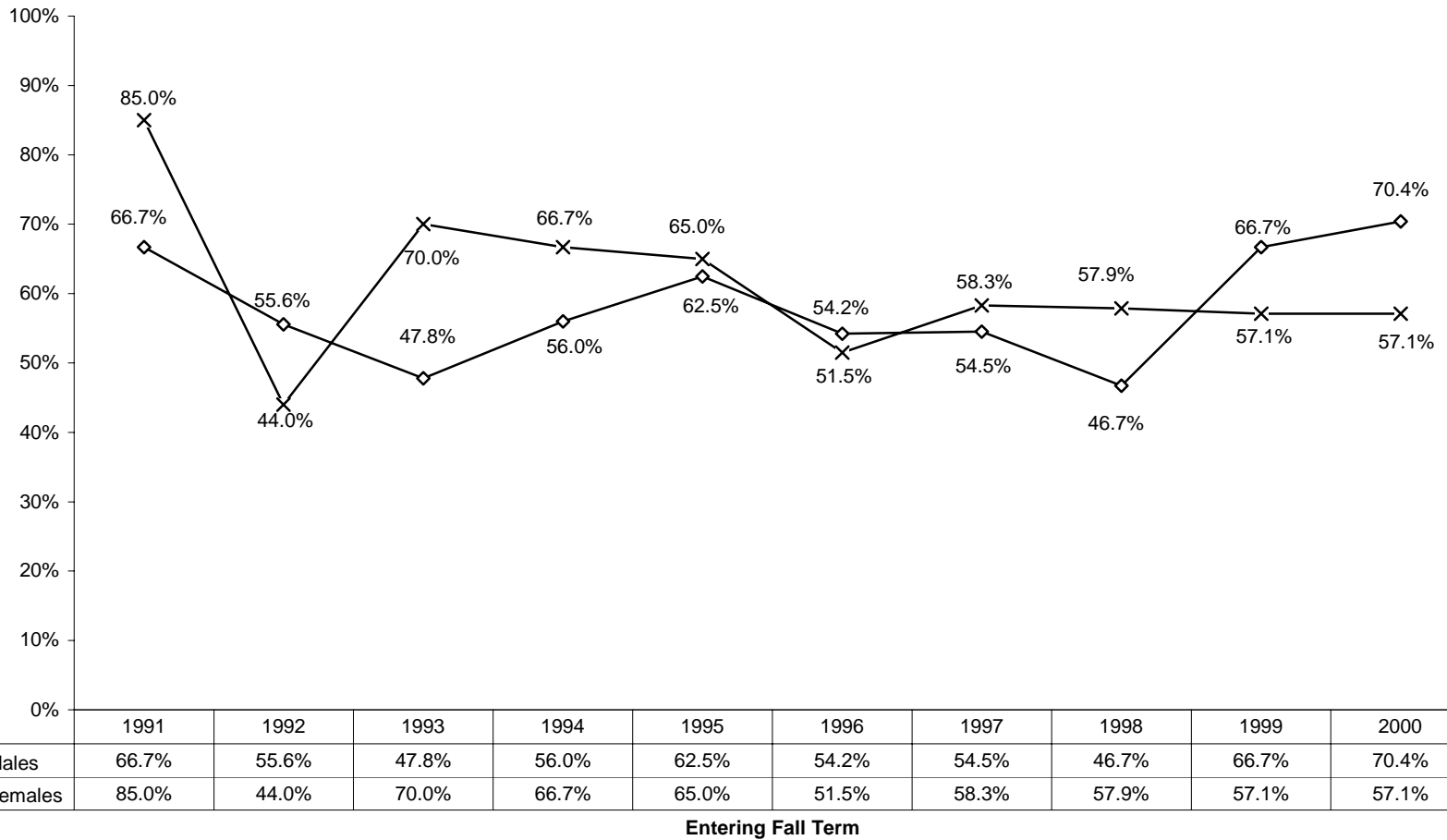
GRADUATION RATES* FOR NEW TRANSFER STUDENTS



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

Source: Office of Institutional Research and Assessment, October 2006.

SIX YEAR GRADUATION RATES FOR NEW TRANSFER STUDENTS BY GENDER FALL TERMS 1991 – 2000



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Source: Office of Institutional Research and Assessment, October 2006

NUMBER OF GRADUATES, DEGREES, AND MAJORS

Academic Years

	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>	<u>Total</u>
Graduates (unduplicated headcount)	284	300	333	308	271	1,496
Degrees Conferred						
B.A.	193	213	239	221	227	1,093
B.S.	94	90	99	93	46	422
TOTAL	287	303	338	314	273	1,515
Majors* (includes double degrees and double majors)						
	297	314	358	334	292	1,595

*See the following pages (69 – 75) for more detail regarding majors.

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

Compiled by the Office of Institutional Research and Assessment, October 2006

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

Major Programs	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Agriculture and Natural Resources	11	15	12	18	7
Art	22	11	10	13	7
Biology	14	27	24	21	23
Business Administration	41	36	48	35	24
Chemistry	5	6	15	8	13
Child and Family Studies	26	33	22	27	24
Economics	4	3	3	5	6
Education Studies	10	9	17	16	7
Elementary Education	6	8	7	8	11
English	17	19	20	11	12
Foreign Languages	6	13	9	14	11
Classical Languages	(0)	(0)	(1)	(1)	(0)
French	(2)	(3)	(1)	(3)	(1)
German	(3)	(5)	(1)	(6)	(2)
Spanish	(1)	(5)	(6)	(4)	(8)
History	7	8	8	3	10
Independent Major*	18	11	21	14	16
Mathematics	13	14	10	17	6
Music	4	5	5	8	6
Nursing	16	9	14	11	11
Philosophy	2	2	6	4	3
Physical Education	5	11	11	9	9
Physics	3	7	1	2	1
Political Science	10	4	8	2	10
Psychology	12	13	23	22	18
Religion	6	2	4	6	2
Sociology	5	13	16	2	13
Speech Communication			9	17	17
Technology and Industrial Arts	26	29	25	29	14
Theatre	8	2	5	8	7
Women's Studies	<u>0</u>	<u>0</u>	<u>5</u>	<u>5</u>	<u>4</u>
TOTALS**	297	314	358	334	292

*See page 70 for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 68 for an unduplicated headcount of graduates.

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

Compiled by the Office of Institutional Research and Assessment, October 2006

INDEPENDENT MAJORS* AWARDED TO GRADUATES Academic Years 2001 - 2002 through 2005 - 2006

Independent majors are designed for students who wish to pursue an integrating idea or principle that cannot be met through a standard Berea College major program. Students are free to propose topics. The student will secure an independent major adviser. The adviser must be above the rank of instructor and from one of the departments incorporated in the major. After consultation with the independent major adviser and a College librarian regarding available resources, a tentative curriculum plan is developed. Approval of the curriculum plan must be obtained from the chairperson of all departments/programs in which two or more courses in the major are taken. Completed proposals are submitted to the Office of Academic Services for review by the Academic Program Council (APC). The Council can accept, reject, or modify the proposal. If approved by the Council, a copy is filed with the Office of Academic Services. You can find more information about independent majors at the following website: <<http://www.berea.edu/catalog/academicregulations.asp#independentmajors>>

2001 - 2002: 18 majors

American Studies
Classical Hebrew Language and Civilization
Communication (6)
Geology
International Relations
Neuroscience (2)
Women's Studies (4)

2004 - 2005: 14 majors

American Studies
Asian Studies (6)
Black Studies
Computer Science (3)
Ecological Design
International Political Economy
Outdoor Recreation and Education

2002 - 2003: 11 majors

Asian Studies (3)
Communication (4)
Geology
International Studies
Neuroscience (2)

2005 - 2006: 16 majors

Appalachian Studies
Asian Studies (5)
Black Studies (2)
Computer Science (2)
Computer/Information Science (2)
General Studies
Japanese Studies
Performing Arts Administration
Sustainable Development

2003 - 2004: 21 majors

Asian Studies (7)
Black Studies
Classical Studies
East Asian Studies
Geoscience (5)
Graphic Communication
Humanities
Media Administration
Sustainable Environmental Studies
Sustainable Environments

*Includes double degrees and double majors.

Notes: These totals reflect majors from September 1 through July 1 of each academic year.
The following two majors became regular majors and are no longer independent majors:
Women's Studies (entering class of 2001) and Communication (entering class of 2000).

Compiled by the Office of Institutional Research and Assessment, October 2006

**SUMMARY OF GRADUATES' MAJORS*
WITH CONCENTRATIONS
5 Year Summary: Academic Years 2001–02 through 2005–06**

Agriculture and Natural Resources	63	History	36
Agribusiness	2	Education	6
General	44	General	30
SENS	16	Independent**	80
Sustainable Systems	1	Mathematics	60
Art	64	Education	3
Education	6	General	57
General	7	Music	31
History	3	Education	3
Studio	48	General	21
Biology	109	Instrumental	3
Biomolecular, Cellular, and Systems	27	Vocal	2
Field and Organismal	5	Voice Performance	2
General	77	Nursing	61
Business Administration	190	Philosophy	17
Accounting	42	Physical Education	45
Economics	1	Education	10
Finance	40	Exercise Science/ Sports Medicine	11
General	6	Wellness/Health Promotion	1
Management	56	General	23
Marketing	45	Physics	14
Chemistry.....	47	Political Science	34
Child and Family Studies.....	162	Psychology	88
Child Development	68	Religion	20
Early Childhood Educ.	5	Biblical Studies	7
Family Consumer Science Education	2	General	12
Family Studies	69	Religious Thought and Ethics	1
General	3	Sociology	49
Nutrition	15	Education	2
Economics	21	General	47
Education Studies.....	58	Speech Communication	47
Elementary Education	41	Technology and Industrial Arts.....	123
Elementary P-5	32	Education	10
Middle Grades 5-8	9	Management	113
English	80	Theatre	30
Education	9	Women's Studies	14
General	26		
Literature	18		
Writing	25		
Foreign Languages.....	52	GRAND TOTAL	1,636
Classical Languages	2		
French	9		
German	16		
German Education	1		
Spanish	20		
Spanish Education	4		

*This is a duplicative headcount that includes double concentrations, double degrees, and double majors. The 1,636 concentrations represent 1,595 majors awarded to 1,496 graduates during this five-year time period.

**Please see page 70 for a more complete description of independent majors.

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

SUMMARY OF MINORS* AWARDED TO GRADUATES
5 Year Summary: Academic Years 2001–02 through 2005–06

African and African-American Studies/Black Studies	14	(4.8%)
Appalachian Studies	1	(0.3%)
Asian Studies	6	(2.1%)
Business Administration	59	(20.3%)
Computer Science	30	(10.3%)
Dance	6	(2.1%)
Economics	8	(2.8%)
Environmental Studies/SENS	18	(6.2%)
French	9	(3.1%)
German	12	(4.1%)
Health	30	(10.3%)
Health Teaching Minor	6	(2.1%)
History	10	(3.4%)
Independent	1	(0.3%)
Latin	4	(1.4%)
Music	9	(3.1%)
Philosophy	3	(1.0%)
Political Science	6	(2.1%)
Religion	6	(2.1%)
Sociology	10	(3.4%)
Speech Communication	6	(2.1%)
Spanish	23	(7.9%)
Women's Studies	<u>13</u>	<u>(4.5%)</u>
TOTAL	290	(100.0%)

*This is a duplicative headcount that includes double minors. The 290 minors were awarded to 279 graduates. The 279 graduates who received a minor represent 19% of the 1,496 graduates during this five-year time period.

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

MAJORS AWARDED TO GRADUATES BY GENDER
5 Year Summary: Academic Years 2001 – 2002 through 2005 - 2006

	Academic Years 2001 - 2002 through 2005 - 2006					
	<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>
Agriculture & Natural Resources	29	46%	34	54%	63	3.9%
Art	25	40%	38	60%	63	3.9%
Biology	35	32%	74	68%	109	6.8%
Business Administration	98	53%	86	47%	184	11.5%
Chemistry	25	53%	22	47%	47	2.9%
Child & Family Studies	16	12%	116	88%	132	8.3%
Economics	12	57%	9	43%	21	1.3%
Education Studies	24	41%	34	59%	58	3.6%
Elementary Education	5	12%	36	88%	41	2.6%
English	22	28%	57	72%	79	4.9%
Foreign Languages	13	25%	39	75%	52	3.3%
History	24	67%	12	33%	36	2.3%
Independent Major*	41	51%	39	49%	80	5.0%
Mathematics	41	68%	19	32%	60	3.8%
Music	10	36%	18	64%	28	1.8%
Nursing	5	8%	56	92%	61	3.8%
Philosophy	14	82%	3	18%	17	1.1%
Physical Education	17	38%	28	62%	45	2.8%
Physics	11	79%	3	21%	14	0.9%
Political Science	19	56%	15	44%	34	2.1%
Psychology	21	24%	67	76%	88	5.5%
Religion	9	45%	11	55%	20	1.3%
Sociology	10	20%	39	80%	49	3.1%
Speech Communication	19	40%	28	60%	47	2.9%
Technology & Industrial Arts	88	72%	35	28%	123	7.7%
Theatre	11	37%	19	63%	30	1.9%
Women's Studies	0	0%	14	100%	14	0.9%
GRAND TOTAL**	644	40%	951	60%	1,595**	100%

*Please see page 70 for a more complete description of independent majors.

**This is a duplicative headcount that includes double degrees and double majors. The 1,595 majors represent 1,496 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 2006

MAJORS AWARDED TO GRADUATES BY COHORT TYPE
5 Year Summary: Academic Years 2001 – 2002 through 2005 – 2006

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture and Natural Resources	2	(3%)	61	(97%)	0	(0%)	63	(3.9%)
Art	1	(2%)	61	(97%)	1	(2%)	63	(3.9%)
Biology	8	(7%)	82	(75%)	19	(17%)	109	(6.8%)
Business Administration	41	(22%)	114	(62%)	29	(16%)	184	(11.5%)
Chemistry	5	(11%)	30	(64%)	12	(26%)	47	(2.9%)
Child and Family Studies	30	(23%)	100	(76%)	2	(2%)	132	(8.3%)
Economics	0	(0%)	5	(24%)	16	(76%)	21	(1.3%)
Education Studies	13	(22%)	44	(76%)	1	(2%)	58	(3.6%)
Elementary Education	4	(10%)	37	(90%)	0	(0%)	41	(2.6%)
English	8	(10%)	70	(89%)	1	(1%)	79	(4.9%)
Foreign Languages	2	(4%)	43	(83%)	7	(13%)	52	(3.3%)
History	4	(11%)	32	(89%)	0	(0%)	36	(2.3%)
Independent Major*	9	(11%)	69	(86%)	2	(3%)	80	(5.0%)
Mathematics	2	(3%)	43	(72%)	15	(25%)	60	(3.8%)
Music	1	(4%)	26	(93%)	1	(4%)	28	(1.8%)
Nursing	12	(20%)	49	(80%)	0	(0%)	61	(3.8%)
Philosophy	0	(0%)	16	(94%)	1	(6%)	17	(1.1%)
Physical Education	8	(18%)	37	(82%)	0	(0%)	45	(2.8%)
Physics	1	(7%)	9	(64%)	4	(29%)	14	(0.9%)
Political Science	6	(18%)	20	(59%)	8	(24%)	34	(2.1%)
Psychology	17	(19%)	68	(77%)	3	(3%)	88	(5.5%)
Religion	3	(15%)	17	(85%)	0	(0%)	20	(1.3%)
Sociology	12	(24%)	34	(69%)	3	(6%)	49	(3.1%)
Speech Communication	12	(26%)	34	(72%)	1	(2%)	47	(2.9%)
Technology and Industrial Arts	20	(16%)	100	(81%)	3	(2%)	123	(7.7%)
Theatre	6	(20%)	24	(80%)	0	(0%)	30	(1.9%)
Women's Studies	1	(7%)	13	(93%)	0	(0%)	14	(0.9%)
TOTAL**	228	(14%)	1,238	(78%)	129	(8%)	1,595	(100%)

*Please see page 70 for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 68 for an unduplicated headcount.

Note: These totals reflect graduates from September 1 through July 1 of each year. Percentages may not total 100% due to rounding.

Compiled by: Office of Institutional Research and Assessment, October 2006.

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

Major Programs	2001 – 2002			2002 – 2003			2003 – 2004			2004 – 2005			2005 – 2006		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture and Natural Resources	5	6	11	5	10	15	6	6	12	8	10	18	5	2	7
Art	10	12	22	6	5	11	2	8	10	4	9	13	3	4	7
Biology	4	10	14	6	21	27	9	15	24	10	11	21	6	17	23
Business Admin.	27	14	41	20	16	36	24	24	48	14	21	35	13	11	24
Chemistry	4	1	5	3	3	6	11	4	15	3	5	8	4	9	13
Child & Family Studies	4	22	26	4	29	33	3	19	22	3	24	27	2	22	24
Economics	3	1	4	2	1	3	2	1	3	2	3	5	3	3	6
Education Studies	7	3	10	3	6	9	7	10	17	7	10	17	1	5	6
Elementary Education	1	5	6	2	6	8	1	6	7	0	7	7	0	12	12
English	6	11	17	7	12	19	6	14	20	2	9	11	1	11	12
Foreign Languages	3	3	6	2	11	13	2	7	9	5	8	13	1	10	11
History	6	1	7	6	2	8	3	5	8	2	1	3	7	3	10
Independent Major*	8	10	18	5	6	11	9	12	21	6	8	14	13	3	16
Mathematics	10	3	13	11	3	14	6	4	10	10	7	17	4	2	6
Music	2	2	4	2	3	5	1	4	5	3	5	8	2	4	6
Nursing	2	14	16	0	9	9	1	13	14	0	11	11	2	9	11
Philosophy	1	1	2	2	0	2	6	0	6	2	2	4	3	0	3
Physical Education	1	4	5	5	6	11	4	7	11	3	6	9	4	5	9
Physics	3	0	3	6	1	7	0	1	1	2	0	2	1	0	1
Political Science	6	4	10	2	2	4	4	4	8	1	1	2	6	4	10
Psychology	3	9	12	2	11	13	5	18	23	7	15	22	4	14	18
Religion	3	3	6	1	1	2	3	1	4	2	4	6	0	2	2
Sociology	1	4	5	2	11	13	3	13	16	1	1	2	3	10	13
Speech Communication				1	3	4	5	4	9	7	10	17	6	11	17
Technology and Industrial Arts	18	8	26	23	6	29	18	7	25	20	9	29	9	5	14
Theatre	2	6	8	0	2	2	3	2	5	4	4	8	2	5	7
Women's Studies							0	5	5	0	5	5	0	4	4
TOTAL**			297			314			358			334			292

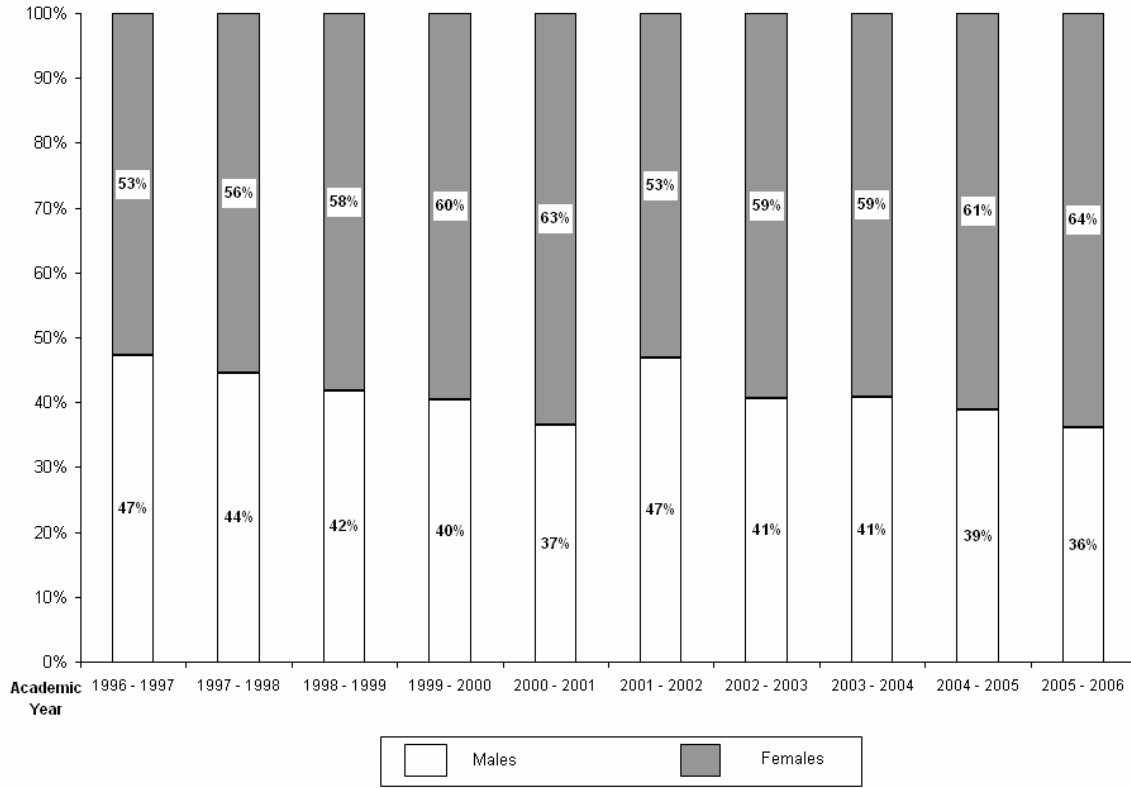
*Please see page 70 for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 68 for an unduplicated headcount.

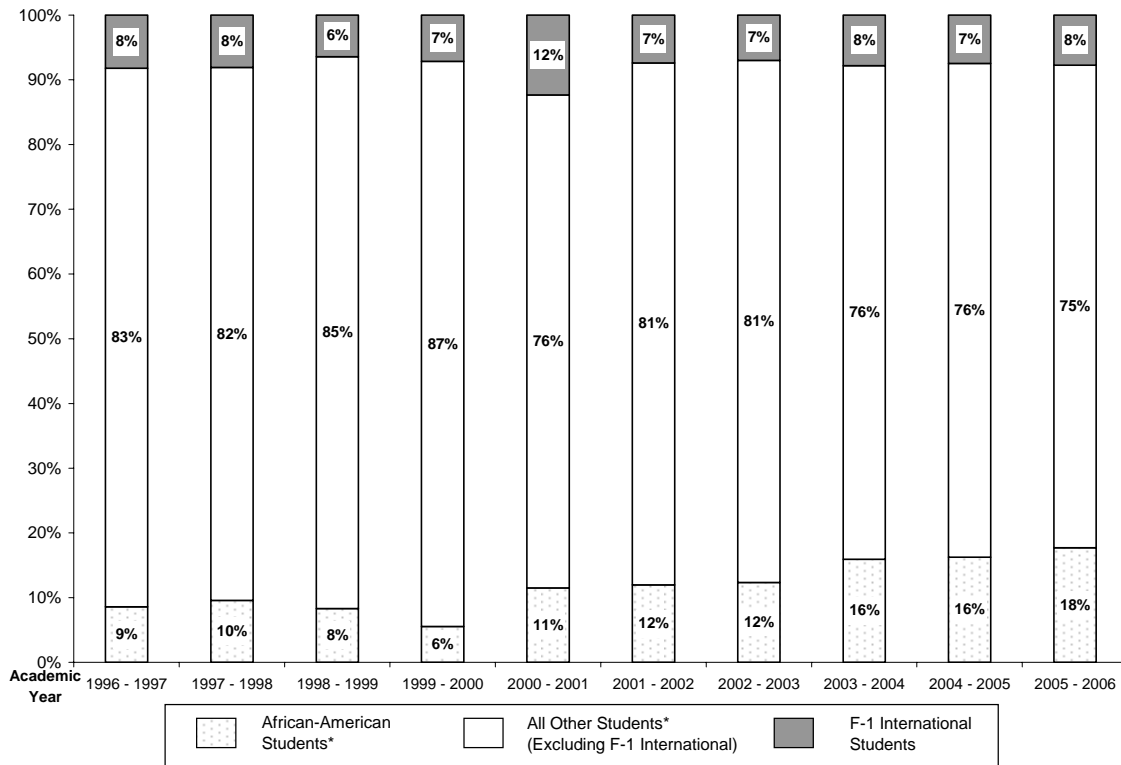
Note: These totals reflect majors from September 1 through July 1 of each year.

GRADUATE TRENDS

Graduates by Gender



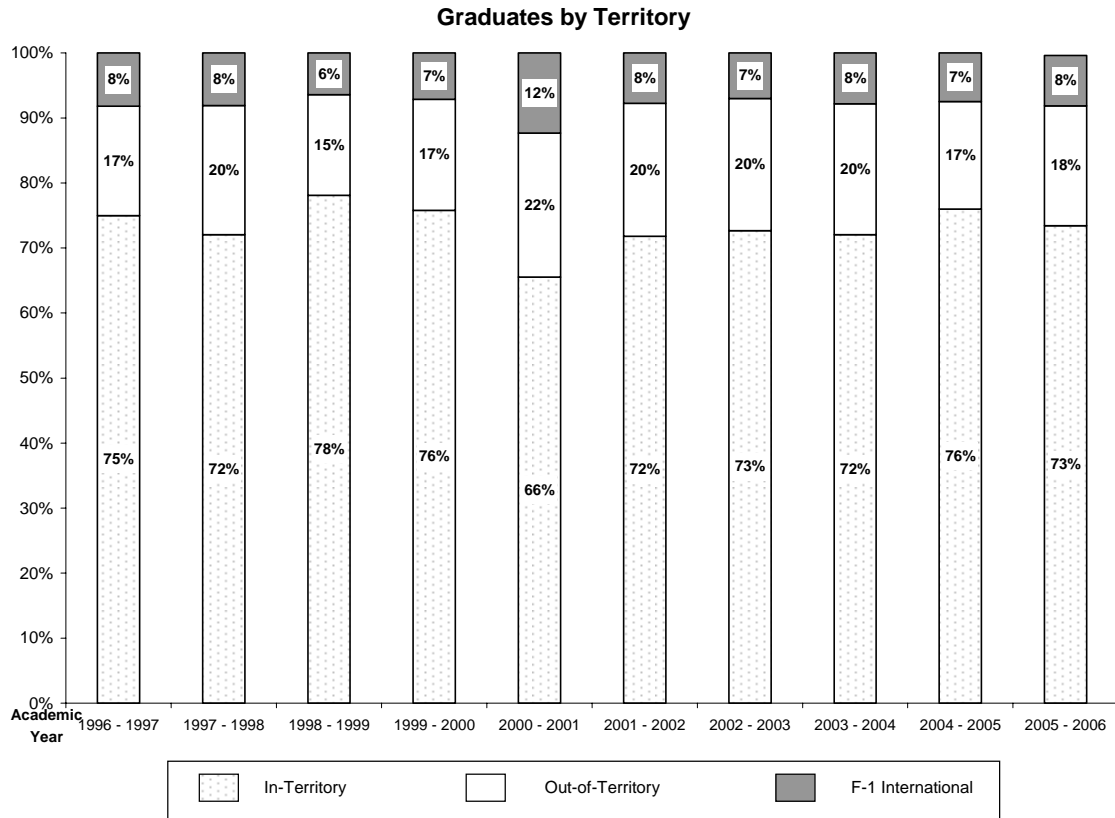
Graduates by Cohort Type



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

Source: Office of Institutional Research and Assessment, October 2006

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2006

STUDY ABROAD

From the Berea College Catalog, 2006-2007:

The International Center at Berea College encourages all students, staff and faculty to learn from and about "all peoples of the earth." Many of the Eight Great Commitments of Berea College are achieved through International Education- an integral part of a strong liberal arts curriculum. The College prepares students to take an active role in an increasingly interdependent world and global society. International Education for Berea students takes place both on campus and abroad and is brought about in many ways, including: encouraging international elements in course work across the disciplines; hosting students from around the world in our student body; 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, study abroad programs. The Berea College International Center (IC) is the campus focal point for International Education.

BEREA COLLEGE STUDY ABROAD PARTICIPANTS ACADEMIC YEARS 2001 - 2002 THROUGH 2005 - 2006

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>2001 - 2002</u>	<u>2002 - 2003</u>	<u>2003 - 2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Full Year	10	4	2	1	1
Semester	39	35	23	36	31
Short Term	77	86	133	123	141
Summer	<u>137</u>	<u>77</u>	<u>65</u>	<u>61</u>	<u>87</u>
TOTAL	263	202	223	221	260
Percent of Students who Participated*:	17%	14%	15%	15%	18%

*The percentages above are based on the number of participants divided by the average of the Fall and Spring full-time degree-seeking student enrollment.

Source: Berea College Catalog, 2006 – 2007
<http://www.berea.edu/catalog/distinctivefeatures.asp#internationaleducation>
 International Center, August 2006 <http://www.berea.edu/internationalcenter/>

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

Academic Year 2005– 2006

	<u>Number of Participants</u>		<u>Number of Participants</u>
<u>Academic Year (1)</u>		<u>Short-Term (141), continued</u>	
Berea Term Abroad/ Independent Study		Team-Initiated Studies, continued	
China	1	Guatemala	3
<u>Semester (31)</u>		Ireland	5
Berea Term Abroad		Japan	1
Argentina	1	New Zealand	2
Australia	3	Tanzania	2
Brazil	1	<u>Summer (87)</u>	
China	3	Berea Course	
Costa Rica	2	Denmark	13
England	2	Independent Studies	
Germany	1	Denmark	1
Japan	3	Japan	1
New Zealand	4	Mexico	2
Scotland	1	Internships	
Spain	1	Costa Rica	1
Switzerland	1	Italy	1
Thailand	1	Mexico	1
Foreign Language Department		KIIS	
Austria	1	Austria	11
Ecuador	1	Chile	1
France	3	China	1
Mexico	1	Costa Rica	8
Spain	1	Denmark	4
<u>Short Term (141)</u>		Ecuador	1
Berea Course Credit		Greece	2
Denmark	4	Italy	4
Ghana	1	Japan	1
Mexico	3	Mexico	3
Faculty-Led Berea Courses		Spain	8
Brazil/Argentina	21	Non Credit	
Ghana	25	China	3
Jamaica	20	Czech Republic	1
Mexico	14	Switzerland	2
Rome	21	Service Learning (Non Credit)	
Independent Studies		Germany	1
Bahamas	1	Ireland/England	1
Chile	1	Macedonia	2
Japan	1	Mexico	7
Mexico	1	Peru	1
Thailand	1	Poland	2
Intensive Language		Slovenia	1
Germany	1	South Africa	1
Team-Initiated Studies		Vietnam	2
China	3		
Costa Rica	7		
England/Ireland	3	TOTAL	260

ACADEMIC CREDIT INTERNSHIPS

The Internship Program is an experiential education program individually designed for those with a special academic interest requiring integration of classroom learning with practical experience. The program, which will include on-campus seminars with academic sponsors as well as non-classroom experience, is open to students with sophomore, junior, and senior status, contingent upon departmental approval. One to three course credits in one 14-week term or one credit in Short Term may be taken in Internships. An Internship may be either a departmental or a General Studies offering. Every departmental Internship proposal requires the approval of two Faculty sponsors and the Department assumes the responsibility for determining credit allowance. General Studies Internship proposals require the approval of two Faculty sponsors, and the Coordinator of Internships assumes responsibility for determining credit allowance. The Coordinator of Internships gives final approval for Internship proposals. Applications for Internships can be obtained from the Coordinator of Internships or found in the #Internship public folder in the College's MS Outlook system. The course is numbered 395 or 495.

Internship placements are located in various states and abroad and are available in any area of study.

Specific internship titles over the last few years have included examples such as:

- USDA Biological Control Lab, Australia
- Hope Community Resources, Alaska
- KET Educational Television, Kentucky
- Atlanta Union Mission, Georgia
- Berea College, Upward Bound, Berea Kentucky
- Jeunesse Quart Monde (Fourth World), France
- Making Nature Visible: Planning an Italian Ecovillage, Italy

Number of Internships Academic Years 2001 - 2002 through 2005 - 2006

<u>Term</u>	<u>2001 - 2002</u>	<u>2002 - 2003</u>	<u>2003 - 2004</u>	<u>2004 - 2005</u>	<u>2005 - 2006</u>
Fall	3	5	2	7	0
Short	31	38	32	29	30
Spring	3	19	0	11	1
Summer	<u>64</u>	<u>78</u>	<u>67</u>	<u>79</u>	<u>67</u>
TOTAL	101	140	101	126	98

Percent of Students
who Participated*: 7% 9% 7% 9% 7%

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 degree-seeking student enrollment.

Source: [Berea College Catalog, 2006 - 2007](http://www.berea.edu/catalog/dpc/opportunities.asp), <<http://www.berea.edu/catalog/dpc/opportunities.asp> >
Office of Internships, November 2006

SERVICE LEARNING

From the Berea College Catalog, 2006-2007:

Based upon its commitment to promote the Christian ethic of service and to serve the Appalachian region, Berea College undertook a new initiative to educate students for active citizenship and service-oriented leadership by creating the Center for Excellence in Learning Through Service (CELTS), which coordinates the campus's student-led, community-service programs and supports service learning in the academic curriculum. Established in 2000, CELTS educates students for leadership in service and social justice through promotion and coordination of service-learning, community service, and outreach. CELTS builds upon Berea's commitment to serving the Appalachian region through student-led volunteer programs, including Students For Appalachia, Bonner Scholars, Habitat for Humanity, and People Who Care. Through their labor positions, students lead these service programs and coordinate activities including tutoring young children, mentoring at-risk teens, visiting elderly hospital patients, helping to build houses for low-income families, organizing the annual community-wide Hunger Hurts food drive, and taking on environmental and social-justice issues. CELTS also coordinates and supports service-learning in the academic curriculum. In service-learning courses, students apply academic knowledge to address community needs, while developing their academic skills, sense of civic responsibility, and commitment to the community through critical, reflective thinking. Service-learning courses are taught each term in a variety of departments at Berea College.

Definition of Service-Learning

Service-learning is an educational experience based upon a collaborative partnership between college and community. Learning through service enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Through reflection and assessment, students gain deeper understanding of course content and the importance of civic engagement.

NUMBER OF SERVICE LEARNING COURSES, PROJECTS, AND EDUCATIONAL ACTIVITIES

	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Courses and Projects	20	32	32
Departments and Programs	16	20	18
Faculty Fellows in Service-Learning	6	11	13
Campus Workshops	2	4	3

Community Partners, 2005-06:

Berea Community Food Bank	Jackson County Intergenerational Center
Berea Community School	League of Women Voters of Madison County
Berea Health Care Center	Madison County Health Department
Berea Folk Gymnastics Club	MCAT/MERJ
Christian Appalachian Project	New Opportunity School for Women
Foley Middle School	Paint Lick Elementary School
Foley Middle School 21 st Century Program	Project Read
Foothills Community Action Partnership	Shannon Johnson Elementary School
Jackson County Cabinet for Protection and Permanency	Silver Creek Elementary School

Source: Berea College Catalog, 2006 – 2007 <<http://www.berea.edu/catalog/bereasstory.asp#integrateservicelearning>>
 Center for Excellence in Learning Through Service (CELTS), November 2006 <<http://www.berea.edu/celts/>>

DOMESTIC SHORT TERM EXCHANGE PROGRAM

There are many opportunities to take classes at other institutions during Short Term, and there are two types of such exchanges:

1. **Tuition Waiver Exchange**—Students pay room and meals at the host institution, but tuition costs are waived. Students should register for EXC 101 if the exchange has been confirmed before Web Registration ends. If the Exchange has not yet been confirmed, the student may register for an on-campus course through midnight Nov. 15, then change the Registration later. Some Colleges with which we have exchange agreements specify that exchanges must be **one-for-one exchanges**, i.e., for any Berea College student to do an exchange at the institution, there must be a student from that institution who will do an exchange at Berea.
2. **Transient Exchange**—Berea College is not able to arrange special Exchanges for students to schools having no Exchange agreement with us. Arrangements to attend such schools must be initiated by the student. Students should register for EXC 102 if the Exchange has been confirmed before Web Registration ends. If the Exchange has not yet been confirmed, the student may register for an on-campus course through midnight Nov. 15, then change the Registration later.

It is the belief of the faculty at Berea College and at the schools with which we currently have established exchange contracts that this program is of tremendous benefit to many students. Not only do students have available to them courses at a number of schools, but they are able to experience college life in different parts of the United States. Berea College has been ranked as the number one regional liberal arts college in the South by U.S. News and World Report for three consecutive years and it has considerable academic strength in a variety of curriculum areas. With the availability of twenty-four majors in the B. A. degree program and a variety of B. S. degree programs and minors, the Short Term is exciting at Berea. Our experience is that Berea College students find Short Term at our exchange schools to complement well the work that they have accomplished here.

SHORT TERM EXCHANGE PROGRAM PARTICIPANTS

<u>Short Term</u>	<u>Tuition-Only Exchange</u>	<u>Transient Student Exchange</u>	<u>TOTAL</u>
2002	6	0	6
2003	2	0	2
2004	6	0	6
2005	7	0	7
2006	0	0	0

Source: Berea College Short Term Catalog, 2006
<<http://www.berea.edu/academic-services/>>
Office of Academic Services, October 2006
<<http://www.berea.edu/academic-services/shorttermcatalog/stspecialopportunities.asp#exchangeprograms>>

UNDERGRADUATE RESEARCH AND CREATIVE PROJECTS PROGRAM

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

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

The goals of the program include:

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

Number of Undergraduate Research and Creative Projects and Participants*

<u>Summer</u>	<u>Number of Projects</u>	<u>Number of Faculty</u>	<u>Number of Students</u>
2002	9	9	21
2003	8	10	16
2004	13	13	25
2005	11	13	26
2006	8	12	16

*Other students may have participated in the program but were funded by sources other than the URCP budget.

Source: Academic Services, November 2006

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

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2006**

(As of September 2006)

<u>Departmental Categories</u>	<u>New Freshmen Primary Only</u>	<u>All Students*</u>		<u>Total Hours Contracted Per Week</u>	<u>Mean Hours Contracted Per Week</u>
		<u>Primary</u>	<u>Secondary</u>		
Academic Support	20	121	15	1,277	9.39
Alumni and College Relations	7	43	2	447	9.93
Auxiliary Enterprises: Residence Halls (janitors and monitors), Food Service	81	166	0	1,860	11.20
College Community Service	25	79	1	845	10.56
College Related	0	2	0	20	10.00
Community Service Projects	1	23	0	255	11.09
Farms	8	27	0	296	10.96
General and Administrative	41	148	0	1,553	10.49
Instruction	37	316	20	3,440	10.24
Plant Operations	29	86	2	910	10.34
Student Industries: Crafts	48	106	1	1,117	10.44
Student Industries: Services	30	72	0	745	10.35
Student Services	60	291	5	3,574	12.07
No Labor**	<u>0</u>	<u>37</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	387	1,517	46	-	-
No Status Form***	<u>1</u>	<u>3</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	388	1,520	46	16,339	10.43

362 - Extended *primary* position for more than ten hours per week.
46 - Contracted in both a primary and at least one secondary position.
408 - Contracted for more than ten hours a week.

*Includes new freshmen.

**Includes degree-seeking students who are excused from labor for various reasons such as off-campus opportunities and student teaching.

***Includes students who have withdrawn from school during the month of September 2006.

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, 140 hours during Fall and Spring Terms, and 40 hours during Short Term,

3. Pay Ranges, 2006 – 2007: \$ 3.50 - \$ 5.55; Unclassified \$ 5.70

Compiled by: Office of Institutional Research and Assessment, October 2006.

LABOR DEPARTMENTS

Academic Support

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

International Center
Internships
Learning Center
Library
Office of the Dean of Faculty
Science Library

Alumni and College Relations

Alumni Relations
College Relations

Public Relations

Auxiliary Enterprises: Residence Halls (Only includes Janitors and Monitors), Food Service

Anna Smith
Bingham
Blue Ridge
Dana
Danforth
Edwards
Elizabeth Rogers
Fairchild
Family Housing

James
Kentucky
Kettering
Pearsons
Seabury Residence Hall
Talcott

Food Service

College Community Service

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

Gear up
Special Programs
TRIO Programs
Carter G. Woodson Institute
Upward Bound
Educational Talent Search

College Related

Brushy Fork Institute

Work Colleges Program

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

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

Berea Hospital
Boys and Girls Club
MACED
Peacecraft

Farms

College Farm

General and Administrative

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

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

Labor Departments (Continued)

Instruction

African and African-American Studies
Agriculture and Natural Resources
Art
Biology
Chemistry
Child and Family Studies
Economics and Business
Ecovillage Ecological Education Program
Education Studies
English, Theatre, and Speech Communication
Entrepreneurship for Public Good Program
Foreign Language
General Education
History

Library Science
Mathematics
Music
Nursing
Philosophy and Religion
Physical Education
Physics
Political Science
Psychology
SENS Program
Sociology
Technology and Industrial Arts
Theatre Lab
Women's Study Center

Plant Operations

Campus Gardeners
Facilities Management Office
Forest Property Management

Maintenance
Public Buildings
Solid Waste and Recycling

Student Industries: Crafts

Boone Tavern Gift Shop
Broomcraft
Ceramics
Log House Craft Gallery

Student Crafts Distribution Center
Weaving
Woodcraft

Student Industries: Services

Boone Tavern Dining Room
Boone Tavern Hotel
College Bookstore

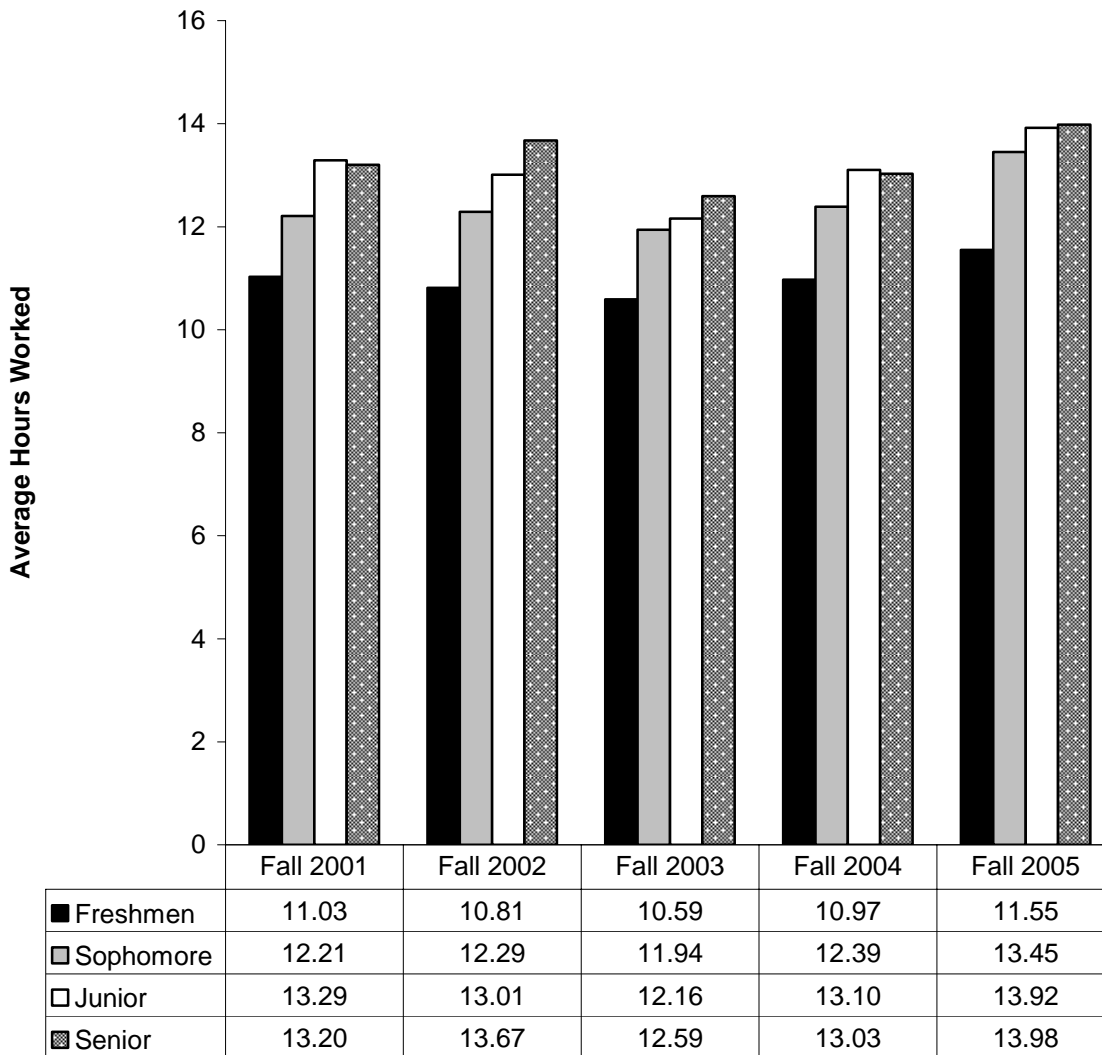
Electric Utilities
Rentals
Water Utilities

Student Services

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

College Health Service
Financial Aid
Labor Program Office
Public Safety
Seabury Center
Student Life – Residence Halls
Student Service Center
Vice President for Labor and Student Life

**AVERAGE HOURS WORKED PER WEEK
BY STUDENT CLASSIFICATION**



AVERAGE PAY PER STUDENT PER HOUR	\$3.38	\$3.58	\$3.92	\$4.03	\$4.19
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Source: Office of Student Financial Aid Services, October 2006

COST OF EDUCATION AND OTHER STUDENT COSTS

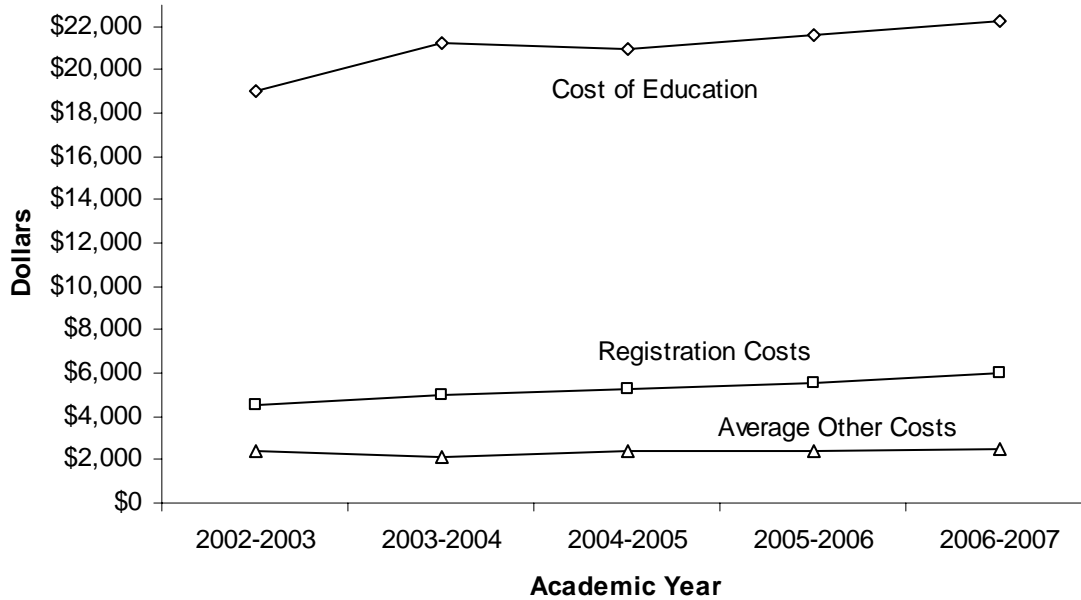
	Academic Year <u>2002-2003</u>	Academic Year <u>2003-2004</u>	Academic Year <u>2004-2005</u>	Academic Year <u>2005-2006</u>	Academic Year <u>2006-2007</u>
Cost Of Education (COE)*	\$19,900	\$ 21,200	\$ 21,000	\$ 21,600	\$ 22,300
Registration Costs:					
Room	2,303	2,415	2,536	2,660	2,794
Board	2,000	2,108	2,212	2,320	2,436
Accident Fund	20	20	20	20	20
Campus Activities Fee	44	44	46	46	50
Chimes (School Yearbook)	25	25	28	28	28
Health Fee	100	100	100	100	100
Pinnacle (School Paper)	10	10	12	12	12
Student Government	8	8	10	10	10
Technology Fee**	0	300	300	300	300
Health Insurance	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>255</u>
SUBTOTAL	\$ 4,810	\$ 5,030	\$ 5,264	\$ 5,496	\$ 6,005
 Average other Costs:					
Books and Supplies	675	675	700	700	750
Personal	1,125	1,125	1,300	1,300	1,350
Transportation	<u>290</u>	<u>290</u>	<u>376</u>	<u>384</u>	<u>400</u>
SUBTOTAL	\$ 2,090	\$ 2,090	\$ 2,376	\$ 2,384	\$ 2,500
 TOTAL STUDENT COST	 \$ 6,900	 \$ 7,120	 \$ 7,640	 \$ 7,880	 \$ 8,505

*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.

**Beginning with the Fall Term 2002, every student was equipped with a laptop computer provided by the College as part of the Universal Access Project. Students are expected to pay \$300 to offset the cost of networking all residence hall rooms, making classrooms usable for laptops, supplying and supporting software, and providing additional training to students. The laptop computer will become the property of the student at graduation.

Source: Office of Student Financial Aid Services, October 2006. <<http://www.berea.edu/catalog/admissionsfinancialaid.asp#expenses>>

TOTAL STUDENT COST



Legend

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

Registration Costs include room, board, accident fund, campus activities fee, Chimes (school yearbook), health fee, Pinnacle (school paper), technology fee, health insurance and student government fees. For more details, please see page 88.

Average Other Costs include books and supplies, personal expenses, and transportation costs. For more details, please see page 88.

Source: Office of Student Financial Aid Services, October 2006
 <<http://www.berea.edu/catalog/admissionsfinancialaid.asp#expenses>>

**ALUMNI ASSOCIATION EXECUTIVE COUNCIL
ACADEMIC YEAR 2006-2007**

President

Iverson Louis Warinner, '66
Kentucky

President Elect

Rachel Berry Henkle, '64
Kentucky

Past President

Dr. J. Mark Estep, '77
Tennessee

President of Berea College

Larry D. Shinn
Kentucky

Director of Alumni Relations

Mae Suramek, '95
Kentucky

VP for Alumni and College Relations

William A. Laramie
Kentucky

Alumni Trustees, including year his/her term ends

2008: Dr. Robert N. Compton, '60
Tennessee

2010: Janice Hunley Crase, '60
Kentucky

2009: Tyler Smyth Thompson, '83
Kentucky

2011: Vicki Allums, '79
Virginia

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

2007: Virginia Hubbard Underwood, '73
Kentucky

Rob Stafford, '89
Kentucky

2008: Dr. Charlotte F. Beason, '70
Kentucky

Eunice Hall, '78
Georgia

Marisa FitzGerald, '99
Kentucky

2009: Betty Maskewitz, '39
Tennessee

Thomas Smith, '79
Kentucky

Celeste Patton Armstrong, '90
Alabama

2010: Larry Woods, '75
Kentucky

Jennifer Jones Allen, '01
Kentucky

James Cecil Owens, '66
South Carolina

2011: John Fleming, '66
Ohio

Larry Owen, '61
North Carolina

Peggy Mannering, '71
Florida

Jason Miller, '98
Kentucky

Source: Alumni Office, October 2006

**YOUNG ALUMNI ADVISORY COUNCIL
ACADEMIC YEAR 2006-2007**

John T. Webb, '97
North Carolina

Dwayne Compton, '01
Kentucky

Mahjabeen Rafiuddin, '97
Kentucky

Shawn Adkins, '01
Ohio

Steven Evans, '97
South Carolina

David Harrison, '01
Kentucky

Christina Perkins, '98
Tennessee

Melissa McDonald, '02
Ohio

Douglas Allen, '99
Kentucky

Micah Cargin, '02
Kentucky

Eric Morton, '99
Kentucky

Steve Goodpaster, '03
Tennessee

Brandy Sloan Brabham, '00
West Virginia

Jennifer Goodpaster, '03
Tennessee

Renee Waller, '00
Florida

Amanda Grey Roberts, '03
Virginia

Source: Alumni Office, October 2006

**ALUMNI* BY STATE AND U.S. TERRITORIES
As of October 2006**

Alabama	435	Montana	28
Alaska	22	Nebraska	23
Arizona	118	Nevada	21
Arkansas	45	New Hampshire	21
California	361	New Jersey	75
Colorado	100	New Mexico	54
Connecticut	48	New York	175
Delaware	26	North Carolina	1,377
District of Columbia	26	North Dakota	4
Federated States of Micronesia	2	Ohio	1,204
Florida	616	Oklahoma	33
Georgia	519	Oregon	70
Guam	1	Palau	1
Hawaii	27	Pennsylvania	159
Idaho	19	Rhode Island	8
Illinois	223	South Carolina	349
Indiana	380	South Dakota	7
Iowa	44	Tennessee	1,366
Kansas	27	Texas	321
Kentucky	6,372	Utah	13
Louisiana	30	Vermont	23
Maine	24	Virgin Islands	2
Maryland	261	Virginia	1,121
Massachusetts	77	Washington	98
Michigan	195	West Virginia	572
Minnesota	57	Wisconsin	48
Mississippi	38	Wyoming	6
Missouri	109		
		Countries other than the U.S.**	194
		Armed Forces - Europe	9
		Armed Forces - Pacific	<u>3</u>
		TOTAL	17,587

*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 93.

Source: Alumni Office, October 2006

**ALUMNI* BY COUNTRIES
ORGANIZED BY CONTINENT
As of October 2006**

Africa

Egypt	1
Ethiopia	1
Gambia, The	1
Ghana	6
Kenya	8
Mali	1
Morocco	1
Nigeria	7
Senegal	1
South Africa	4
Tanzania	2
Zimbabwe	2
TOTAL	35

Asia

Bangladesh	2
Bhutan	1
Burma (Myanmar)	2
Hong Kong	4
India	7
Iran	1
Israel	3
Japan	10
Kampuchea (Cambodia)	1
Kazakhstan	2
Macau	1
Malaysia	6
Nepal	2
People's Republic of China	5
Republic of Korea	2
Russia	1
Singapore	1
Sri Lanka	5
Taiwan	1
Thailand	5
Turkey	2
TOTAL	64

Australia/Oceania

Australia	1
New Zealand	1
TOTAL	2

Europe

Austria	1
Belgium	1
Czech Republic	1
Denmark	4
France	2
Georgia	2
Germany	6
Greece	10
Ireland	3
Italy	2
Latvia	1
Lithuania	1
Macedonia	1
Montenegro	1
Netherlands	4
Slovak Republic	2
Spain	2
Sweden	2
Switzerland	2
Ukraine	1
United Kingdom	12
TOTAL	61

North America (not including U.S.)

Canada	18
Cayman Islands	2
Costa Rica	1
Dominica	1
Mexico	2
Nicaragua	1
TOTAL	25

South America

Bolivia	2
Ecuador	5
TOTAL	7

United States**	17,381
Armed Forces - Europe	9
Armed Forces - Pacific	3

TOTAL 17,587

*Alumni include graduates as well as anyone who received academic credit from Berea College, for whom the Alumni Association has a current address.

**For more detail about the United States, please see page 92.

Source: Alumni Office, October 2006

ALUMNI* BY OCCUPATION

Accounting	170	Interior Decorating/Design	9
Administrative/Clerical/Secretarial	176	Journalism	10
Advertising	21	Judiciary	10
Agriculture/Ranching	94	Labor/Human Resources	16
Animal Science/Veterinary Medicine	17	Landscaping	11
Architecture/Urban Planning	14	Law/Legal Services	172
Art	45	Library Science	118
Arts - Fine	36	Management	368
Arts - Performing/Creative	46	Manufacturing	135
Aviation/Aerospace	10	Marketing	45
Banking	75	Mathematics/Statistics	6
Biology Sciences	1	Mechanical	7
Brokerage/Securities/Investments	19	Media	11
Business - Administration	72	Medical/Health (not M.D., RN, Dentist, Pharmacy)	207
Business - Entrepreneur/Owner	187	Merchandising/Sales/Marketing	29
Business - Management	87	Military	39
Business - Owner	48	Ministry	137
Childcare	23	Missionary	4
City Service Officer	3	Musician	2
Civil Service	15	Nonprofit	6
Clergy	14	Nursing	488
Communications	30	Nutrition	29
Computing/High Technology	229	Personal Services	6
Construction/Contracting	52	Personnel/Human Resources	43
Consulting	56	Pharmacology	5
Counseling	107	Pharmacy	15
Crafts	6	Physical Sciences/Math	13
Dentistry	23	Physician	106
Economics	2	Public Relations	7
Education - Administrative	336	Public Service (Firefighter, Police, Sanitation)	35
Education - Student Affairs	48	Publishing	40
Education - Teaching	1,528	Radio/TV/Film	2
Energy Resources (Oil, etc.)	21	Real Estate	44
Engineering	140	Recreation/Leisure Services	15
Entertainment	13	Research/Development	85
Environmental Science	34	Restaurant	9
Estate Planning/Trusts/Taxation	1	Retired	2,726
Extension Work	13	Sales	133
Fashion/Beauty	3	Science	76
Financial Services	72	Self-Employed	11
Foreign Service	2	Social Science	16
Foundations	1	Social Work	211
Fund Raising	25	Sports/Recreation	12
Funeral Services	4	Student	55
Government - Elected	44	Support Staff/Secretarial/Clerical	25
Government - Non-elected	166	Trade/Craft	37
Graphic Design	12	Transportation	33
Health	61	Travel Industry	10
Homemaking	276	Utilities	21
Hotel/Restaurant/Catering	37	Veterinarian	6
Import/Export	3	Volunteerism	34
Insurance	80	Writing	31
		<i>Unknown (Includes "Other")</i>	<u>7,209</u>
		TOTAL	17,587

* 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 17,587 alumni on record, information on occupations is known for 59%.

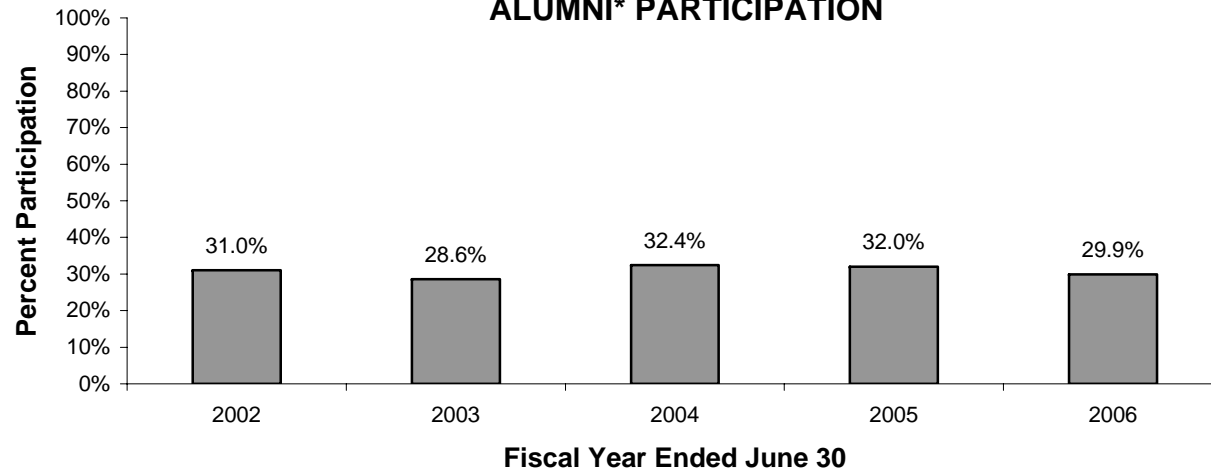
Source: Alumni Office, October 2006

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
Alumni Berea Fund - Goal	\$ 750,000	\$ 700,000	\$ 700,000	\$ 775,000	\$ 790,000
Alumni Berea Fund - Received	\$ 737,868	\$ 750,374	\$ 1,042,572	\$ 855,754	\$ 852,796
Other Gifts (includes gift-in-kind)	<u>4,499,959</u>	<u>3,275,067</u>	<u>1,836,908</u>	<u>2,187,336</u>	<u>3,551,288</u>
TOTAL	\$ 5,237,827	\$ 4,025,441	\$ 2,879,480	\$ 3,043,090	\$ 4,404,084
Percent Participation - All Alumni**	31.0%	28.6%	32.4%	32.0%	29.9%
Percent Participation - All Graduates**	34.7%	31.4%	35.5%	34.4%	32.4%

ALUMNI* PARTICIPATION



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

**Effective January 2002, the percentage of alumni donor participation is based on the number of alumni solicited who are celebrating a reunion year, gift club members, the ten most recent classes, and those whose last gift was made sometime during the last ten years.

Source: College Relations, October 2006

**BEREA COLLEGE
DESIGNATION OF FUNDS
For Fiscal Year Ended June 30, 2006**

Current Operations

Berea Fund - Unrestricted	\$ 4,128,644	
Student Aid - Restricted	237,064	
Other - Restricted	<u>1,080,230</u>	

TOTAL CURRENT OPERATIONS		\$ 5,445,938
--------------------------	--	--------------

Capital Purposes

TOTAL CAPITAL PURPOSES		\$ 599,953
------------------------	--	------------

Student Loan Fund

		\$ 19,118
--	--	-----------

Endowment from Gifts and Bequests

Restricted	\$ 5,348,200	
Unrestricted	<u>10,104,353</u>	

TOTAL ENDOWMENT		\$ 15,452,553
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Gift Value of Annuities and Life Income Agreements

		<u>738,757</u>
--	--	----------------

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS		\$ 22,256,319
--	--	---------------

Gifts-In-Kind

		<u>97,674</u>
--	--	---------------

GRAND TOTAL		<u>\$ 22,353,993</u>
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Source: College Relations, November 2006

**SOURCE OF CONTRIBUTIONS
TO BEREA COLLEGE**
For Fiscal Year Ended June 30, 2006

Source of Support	<u>Number of Gifts</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount</u>	<u>Percent of Total Dollars</u>
General welfare foundations	220	1.37%	\$ 4,835,545	21.63%
Corporations and corporate foundations	242	1.51%	313,346	1.40%
Organizations, associations, and clubs	71	0.44%	622,778	2.79%
Religious groups	16	0.10%	1,640	0.01%
Fund-raising consortia	10	0.06%	18,088	0.08%
Individuals (other than alumni)	10,931	68.22%	3,802,182	17.01%
Alumni	4,168	26.01%	2,220,527	9.93%
Bequests - Alumni	26	0.16%	959,207	4.29%
Bequests - Non-Alumni	<u>237</u>	<u>1.48%</u>	<u>8,744,249</u>	<u>39.12%</u>
TOTAL GIFTS AND BEQUESTS	15,921	99.36%	\$ 21,517,562	96.26%
Gift Value of Annuities and Life Income Agreements				
Alumni	18	0.11%	288,378	1.29%
Non-Alumni	<u>41</u>	<u>0.26%</u>	<u>450,379</u>	<u>2.01%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	15,980	99.73%	\$ 22,256,319	99.56%
Gifts-In-Kind				
Alumni	13	0.08%	30,161	0.13%
Non-Alumni	<u>30</u>	<u>0.19%</u>	<u>67,513</u>	<u>0.30%</u>
GRAND TOTAL	<u>16,023</u>	100.00%	<u>\$ 22,353,993</u>	100.00%

Source: College Relations, November, 2006

BEREA COLLEGE ALUMNI AND FRIENDS GIVING*
BY STATE, U.S. TERRITORIES AND OTHER COUNTRIES
For Fiscal Year Ended June 30, 2006

	<u>Number of Gifts</u>	<u>Dollar Amount</u>		<u>Number of Gifts</u>	<u>Dollar Amount</u>
Alabama	170	\$ 455,777	Montana	34	\$ 6,338
Alaska	36	6,415	Nebraska	27	3,906
Arizona	207	65,235	Nevada	40	10,607
Arkansas	48	1,991	New Hampshire	74	25,590
Armed Forces	17	3,986	New Jersey	562	3,246,957
California	1,319	1,439,996	New Mexico	79	99,225
Colorado	157	585,451	New York	933	1,140,885
Connecticut	259	151,917	North Carolina	888	634,859
Delaware	48	15,985	North Dakota	21	5,340
D.C.	121	25,019	Ohio	1,087	1,660,278
Florida	798	4,513,259	Oklahoma	48	32,036
Georgia	336	108,466	Oregon	105	13,540
Hawaii	38	2,786	Pennsylvania	650	476,581
Idaho	35	4,235	Puerto Rico	16	441
Illinois	611	721,371	Rhode Island	35	5,622
Indiana	360	149,542	South Carolina	226	86,593
Iowa	106	7,360	South Dakota	13	161
Kansas	76	27,622	Tennessee	575	757,065
Kentucky	1,807	2,069,927	Texas	454	157,825
Louisiana	54	24,615	Utah	39	2,703
Maine	102	64,644	Vermont	64	27,210
Maryland	423	119,376	Virginia	823	1,651,697
Massachusetts	377	295,169	Virgin Islands	2	550
Michigan	548	450,304	Washington	220	79,939
Minnesota	229	160,501	West Virginia	173	39,304
Mississippi	46	67,741	Wisconsin	243	174,599
Missouri	163	118,476	Wyoming	<u>20</u>	<u>52,125</u>
STATE AND U.S. TERRITORIES TOTALS				15,942	\$ 22,049,142
Other Countries:					
Canada	4	\$ 6,338	Greece	1	25
Federated States of Micronesia	1	10	Montenegro	1	2
France	1	16,380	Spain	1	25
Germany	15	602	Sweden	1	50
OTHER COUNTRY TOTALS				25	\$ 23,432
				<u>56</u>	<u>281,418</u>
TOTALS*				<u>16,023</u>	<u>\$22,353,993</u>

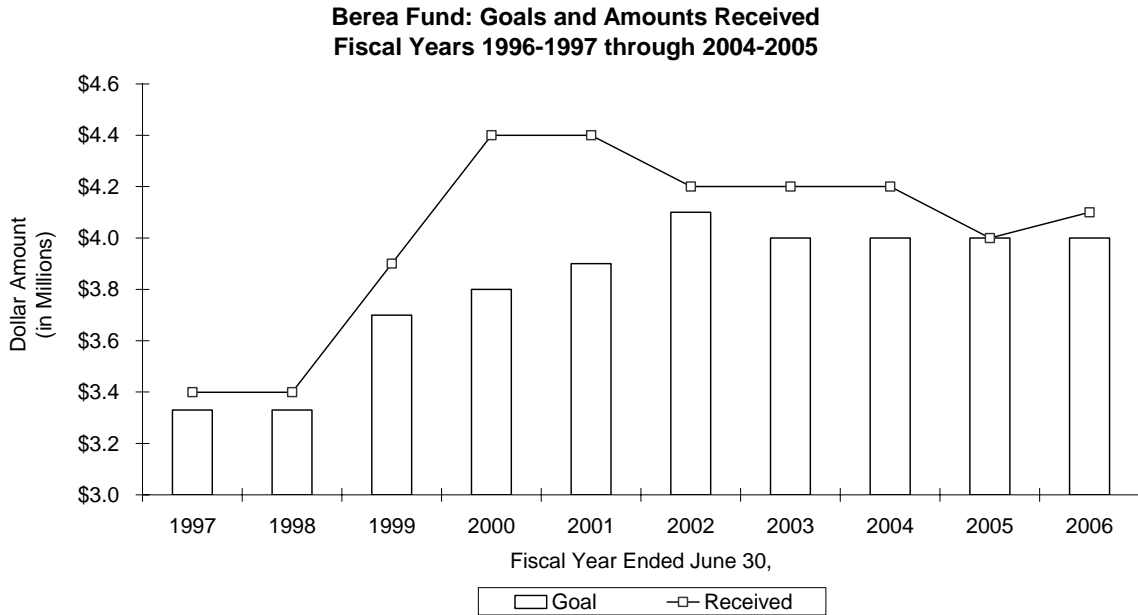
*Includes gifts-in-kind and bequests.

Source: College Relations, November, 2006

BEREA FUND GOALS AND AMOUNTS RECEIVED
FISCAL YEARS 1996-1997 THROUGH 2005-2006

	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Goal	\$3,330,000	\$3,330,000	\$3,670,000	\$3,790,000	\$3,900,000
Received	\$3,442,899	\$3,391,866	\$3,917,108	\$4,410,050	\$4,391,390

	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Goal	\$4,050,000	\$4,150,000	\$4,000,000	\$4,000,000	\$4,060,000
Received	\$4,226,765	\$4,091,714	\$4,228,691	\$4,000,022	\$4,128,644



Source: College Relations, November 2006

DONATIONS
Fiscal Years 1996 - 1997 through 2005 - 2006

	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>
Number of Gifts*	16,219	17,639	16,373	17,882	16,497
Current Operations	\$3,943,874	\$4,207,815	\$4,580,987	\$4,928,616	\$5,095,546
Endowment	\$15,210,717	\$10,501,227	\$12,387,605	\$19,999,055	\$13,929,336
Other*	<u>\$529,383</u>	<u>\$1,867,586</u>	<u>\$1,294,895</u>	<u>\$438,275</u>	<u>\$1,022,514</u>
TOTAL	\$19,683,974	\$16,576,628	\$18,263,487	\$25,365,946	\$20,047,396

	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>	<u>2005-2006</u>
Number of Gifts*	17,010	15,894	16,232	16,294	15,980
Current Operations	\$4,946,234	\$4,740,356	\$5,037,190	\$5,214,232	\$5,445,938
Endowment	\$17,442,009	\$16,836,573	\$20,087,707	\$18,208,656	\$15,452,553
Other*	<u>\$988,607</u>	<u>\$2,243,735</u>	<u>\$1,652,398</u>	<u>\$1,881,797</u>	<u>\$1,357,828</u>
TOTAL	\$23,376,850	\$23,820,664	\$26,777,295	\$25,304,685	\$22,256,319

*Does not include gifts-in-kind.

Source: College Relations, November 2006

GIFTS FROM ALUMNI AND FRIENDS
For Fiscal Year Ended June 30, 2005

<u>Dollar Range</u>	<u>Number of Donors*</u>	<u>Percent of Total Donors</u>	<u>Number of Gifts*</u>	<u>Percent of Total Gifts</u>	<u>Dollar Amount*</u>	<u>Percent of Total Amount</u>
0.01 - 9.99	687	5.18%	1,110	6.93%	\$ 4,122	0.02%
10 - 24.99	1,859	14.01%	2,634	16.44%	38,139	0.17%
25 - 49.99	3,111	23.44%	3,878	24.20%	103,609	0.46%
50 - 99.99	2,361	17.79%	2,689	16.78%	140,765	0.63%
100 - 199.99	2,227	16.78%	2,527	15.77%	267,126	1.19%
200 - 499.99	1,463	11.02%	1,499	9.36%	377,566	1.69%
500 - 749.99	452	3.41%	481	3.00%	246,869	1.10%
750 - 999.99	44	0.33%	46	0.29%	37,085	0.17%
1,000 - 2,499.99	544	4.10%	583	3.64%	747,213	3.34%
2,500 - 4,999.99	134	1.01%	148	0.92%	492,137	2.20%
5,000 - 7,499.99	122	0.92%	135	0.84%	736,783	3.30%
7,500 - 9,999.99	27	0.20%	32	0.20%	276,378	1.24%
10,000 - 19,999.99	110	0.83%	124	0.77%	1,551,702	6.94%
20,000 - 29,999.99	43	0.32%	45	0.28%	1,070,174	4.79%
30,000 - 49,999.99	24	0.18%	25	0.16%	919,002	4.11%
50,000 - 69,999.99	21	0.16%	23	0.14%	1,256,596	5.62%
70,000 - 99,999.99	11	0.08%	11	0.07%	873,394	3.91%
100,000 - 149,999.99	12	0.09%	12	0.07%	1,319,664	5.90%
150,000 - 249,999.99	8	0.06%	8	0.05%	1,685,862	7.54%
250,000 - 499,999.99	7	0.05%	8	0.05%	3,126,293	13.99%
500,000 - 999,999.99	2	0.02%	2	0.01%	1,233,515	5.52%
1,000,000 - 2,499,999.99	2	0.02%	2	0.01%	3,300,000	14.76%
2,500,000 - 4,499,999.99	1	0.01%	1	0.01%	2,550,000	11.41%
TOTALS	<u>13,272</u>	100%	<u>16,023</u>	100%	<u>\$ 22,353,993</u>	100%
AVERAGE: \$1,395			MEDIAN: \$50		MODE: \$25	

*Includes gifts-in-kind. Also, some donors gave multiple gifts that fall within more than one amount range and those donors are duplicated in this report.

Source: College Relations, November 2006

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2006 AND 2005**

	<u>2006</u>	<u>2005</u>
OPERATING REVENUE	\$ 65,242,491	\$ 59,511,470
OPERATING EXPENSES	\$ 63,888,149	\$ 61,876,447
OPERATING REVENUE IN EXCESS OF (LESS THAN) EXPENSES FROM CONTINUING OPERATIONS	\$ 1,354,342	\$ (2,364,977)
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 18,103,843	\$ 7,592,032
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 328,194,014	\$ 310,184,731
Investments at market	\$ 948,737,700	\$ 861,678,500
Interest and dividends, net	\$ 24,286,500	\$ 19,194,300
Return	2.9%	2.4%
Market price increase	\$ 82,572,413	\$ 64,563,137
Return	9.7%	8.4%
Total return	\$ 106,858,913	\$ 83,757,437
Percent	12.6%	10.8%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 12,552,863	\$ 10,087,615
Bequests	<u>9,703,456</u>	<u>15,217,070</u>
Total cash gifts	22,256,319	25,304,685
Gifts-in-kind	<u>97,674</u>	<u>96,889</u>
Total	<u>\$ 22,353,993</u>	<u>\$ 25,401,574</u>

Source: Office of Financial Affairs, October 2006

STATEMENTS OF FINANCIAL POSITION
June 30, 2006 and 2005

ASSETS	2006	2005
CURRENT ASSETS		
Cash and cash equivalents	\$ 12,052,359	\$ 19,575,461
Other investments - absolute return fund	10,514,475	6,742,765
Accrued interest on investments	2,921,337	3,682,781
Accounts and notes receivable	3,103,189	1,382,791
Inventories	1,973,703	1,857,042
Prepaid expenses and other assets	1,468,950	18,905
Total current assets	32,034,013	33,259,745
NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS	1,164,342	965,461
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	9,791,894	10,946,675
LONG-TERM RECEIVABLES	1,438,150	2,020,883
LONG-TERM INVESTMENTS		
Donor-restricted endowment	531,420,200	477,633,600
Tuition replacement	417,317,500	384,044,900
Annuity and life income	27,609,900	28,041,500
Funds held in trust by others	22,585,100	22,203,300
Total long-term investments	998,932,700	911,923,300
BOND DEFEASANCE ESCROW	7,805,412	8,409,474
PROPERTY, PLANT AND EQUIPMENT (net)	134,169,600	121,595,925
Total assets	\$ 1,185,336,111	\$ 1,089,121,463
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 4,666,976	\$ 4,859,890
Accrued salaries and wages	2,517,779	2,483,009
Deposits and agency funds	349,959	312,904
Deferred income	98,538	83,931
Current maturities of long-term debt	2,198,570	1,840,239
Total current liabilities	9,831,822	9,579,973
LONG-TERM LIABILITIES		
Annuity payment and deferred giving liability	13,784,869	15,086,100
Long-term debt	72,870,275	66,268,846
Total long-term liabilities	86,655,144	81,354,946
Total liabilities	96,486,966	90,934,919
NET ASSETS		
Unrestricted	754,043,028	690,321,760
Temporarily restricted	123,293,720	111,313,120
Permanently restricted	211,512,397	196,551,664
Total net assets	1,088,849,145	998,186,544
Total liabilities and net assets	\$ 1,185,336,111	\$ 1,089,121,463

Source: Office of Financial Affairs, October 2006

**STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2006 AND 2005**

	2006	2005
OPERATING REVENUE		
Spendable return from long-term investments	\$ 32,879,062	\$ 32,312,908
Gifts and donations	4,925,708	5,549,914
Federal and state grants	7,892,749	4,730,909
Cost of education fees paid by federal and state scholarships	2,538,000	2,260,638
Fees paid by students	1,119,222	1,071,613
Other income	4,737,541	3,077,817
Residence halls and food service	6,558,263	6,111,063
Student industries and rentals	2,895,208	2,943,911
Net assets released from restrictions	5,025,297	4,197,239
Gross operating revenue	68,571,050	62,256,012
Less: Student aid	(3,328,559)	(2,744,542)
Net operating revenue	65,242,491	59,511,470
OPERATING EXPENSES		
Program Services --		
Educational and general	42,358,005	35,825,356
Residence halls and food service	6,705,055	5,805,420
Student industries and rentals	3,760,311	4,228,100
Total program services	52,823,371	45,858,876
Support services	11,064,778	10,850,210
Interest expense	—	5,167,361
Total operating expenses	63,888,149	61,876,447
Operating revenue in excess of operating expenses from continuing operations	1,354,342	(2,364,977)
Gain on disposal of property, plant and equipment	323,069	126,539
Gain on valuation of interest rate swaps	\$ 2,956,300	—
Income from discontinued operations	—	1,297,418
Cumulative effect of change in accounting principle	\$ (871,420)	—
Total other unrestricted activity	2,407,949	1,423,957
OTHER CHANGES IN NET ASSETS		
Investment return in excess of amounts designated for current operations	69,431,717	52,068,807
Gifts and bequests restricted or designated for long- term investments	14,641,759	20,605,731
Restricted gifts for property, plant and equipment and other specific purposes	1,631,755	2,233,516
Restricted spendable return on endowment investments	4,929,934	3,735,022
Reclassification of net assets released from restrictions	(5,025,297)	(4,197,239)
Net adjustment of annuity payment and deferred giving liability	1,290,452	1,107,141
Total change in net assets	\$ 90,662,601	\$ 74,611,958

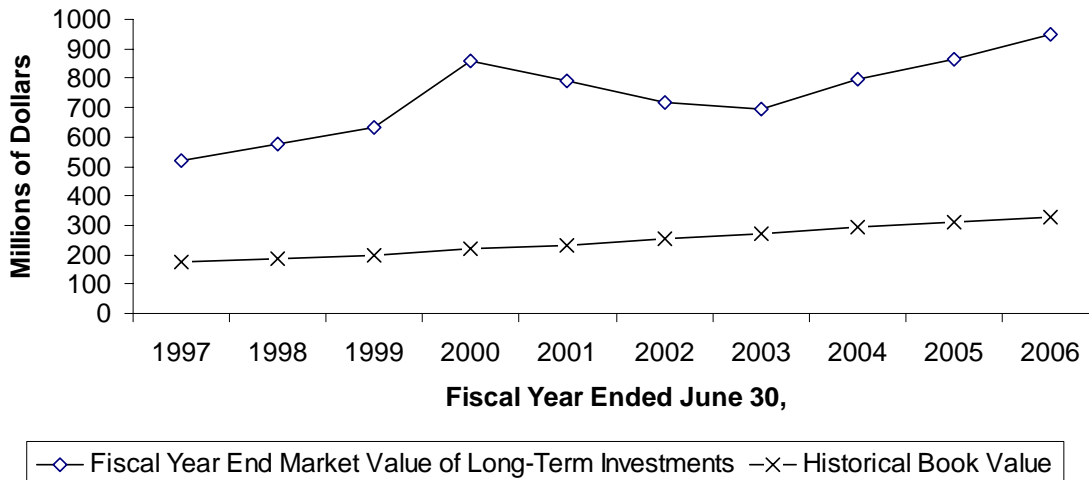
Source: Office of Financial Affairs, October 2006

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>
1997	521,842,900	176,734,795
1998	578,566,500	186,466,291
1999	629,980,900	198,443,991
2000	861,302,700	217,908,897
2001	788,263,200	231,656,539
2002	716,522,800	253,657,334
2003	695,812,000	270,794,617
2004	794,962,600	291,178,337
2005	861,678,500	310,184,731
2006	948,737,700	328,194,014

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

GROWTH IN LONG-TERM INVESTMENT VALUES



Source: Office of Financial Affairs, October 2006

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
YEARS ENDED JUNE 30, 2006 AND 2005**

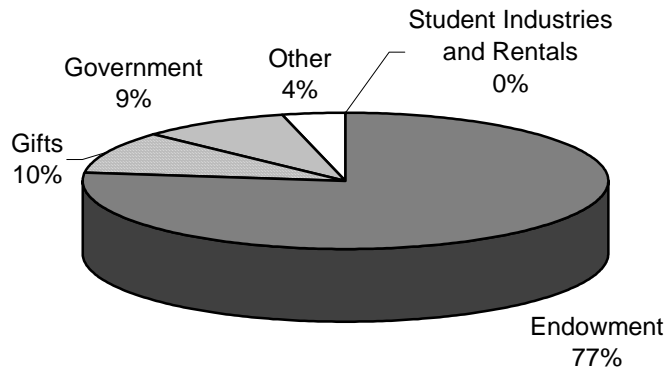
	2006	2005
Endowment and Tuition Replacement:		
Pooled Investments -		
Domestic common stocks	\$ 364,794,100	\$ 348,023,900
International common stocks	214,939,000	175,090,800
Corporate notes and bonds	89,189,600	81,907,000
U.S. Government securities	37,693,400	48,550,000
Foreign bonds	622,400	1,772,400
Structured notes	65,344,900	59,841,400
Private equity, venture capital and other	66,249,000	58,758,200
Hedge funds	65,826,500	41,150,500
Real estate	2,113,700	10,446,400
Short-term investments and cash	38,032,100	32,172,600
Total	944,804,700	857,713,200
Non Pooled Investments -		
Domestic common stocks	200,600	304,800
Corporate notes and bonds	18,900	-
U.S Government Securities	103,500	-
Real estate	2,772,900	2,772,900
Short-term investments and cash	837,100	887,600
Total	3,933,000	3,965,300
Total endowment and tuition replacement	948,737,700	861,678,500
 Annuity and Life Income:		
Pooled Annuity Investments -		
Domestic common stocks	8,729,900	8,802,600
International common stocks	1,961,700	1,825,900
Corporate notes and bonds	3,605,800	3,792,700
Short-term investments and cash	420,000	190,300
Total	14,717,400	14,611,500
Separately Invested Trusts -		
Common stocks	6,160,100	6,187,700
International common stocks	1,224,900	1,100,200
Corporate notes and bonds	4,185,000	4,545,900
U.S. Government securities	406,100	450,600
Real estate	330,000	525,000
Short-term investments and cash	586,400	620,600
Total	12,892,500	13,430,000
Total annuity and life income	27,609,900	28,041,500
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	22,585,100	22,203,300
Total long-term investments	\$ 998,932,700	\$ 911,923,300

Source: Office of Financial Affairs, November 2006

**FISCAL YEAR 2006-2007
OPERATING BUDGET HIGHLIGHTS**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 30,438,400 77.5%
Gifts for Current Operations	\$ 4,120,900 10.5%
Federal and State Sources	\$ 3,459,500 8.8%
Other Miscellaneous Income	\$ 1,396,000 3.6%
Net Loss from Student Industries and Rentals	\$ (147,400) <u>(0.4%)</u>
	<u>\$ 39,267,400</u>



Source: Office of Financial Affairs, November 2006

CURRENT OPERATING BUDGET

	2006-07 Budget	2005-06 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 36,275,700	\$ 32,546,100	\$ 3,729,600	11.46%
Less: Capital and Plant Fund	(4,643,400)	(3,601,600)	(1,041,800)	28.93%
TCERF	(1,193,900)	(152,800)	(1,041,100)	681.35%
Net Endowment Income	<u>30,438,400</u>	<u>28,791,700</u>	<u>1,646,700</u>	<u>5.72%</u>
Gifts for Current Operations	4,120,900	4,060,000	60,900	1.50%
Cost of Education Fees	2,576,000	2,538,000	38,000	1.50%
Federal Work Study Grant	883,500	930,000	(46,500)	(5.00%)
Fees Paid by Students	626,000	623,100	2,900	0.47%
Other Income	770,000	754,500	15,500	2.05%
TOTAL	<u>39,414,800</u>	<u>37,697,300</u>	<u>1,717,500</u>	<u>4.56%</u>
Student Industries and Rentals	3,174,200	3,201,700	(27,500)	(0.86%)
Residence Halls and Food Service	<u>6,352,800</u>	<u>6,052,800</u>	<u>300,000</u>	<u>4.96%</u>
TOTAL REVENUES	<u>48,941,800</u>	<u>46,951,800</u>	<u>1,990,000</u>	<u>4.24%</u>
EXPENDITURES				
Educational and General	39,267,400	37,576,500	1,690,900	4.50%
Student Industries and Rentals	3,321,600	3,322,500	(900)	(0.03%)
Residence Halls and Food Service	<u>6,352,800</u>	<u>6,052,800</u>	<u>300,000</u>	<u>4.96%</u>
TOTAL EXPENDITURES	<u>48,941,800</u>	<u>46,951,800</u>	<u>1,990,000</u>	<u>4.24%</u>
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, October 2006

EDUCATIONAL AND GENERAL BUDGET SUMMARY

	2006-2007 Budget	2005-06 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 36,275,700	\$ 32,546,100	\$ 3,729,600	11.46%
Less: Capital and Plant Fund	(4,643,400)	(3,601,600)	(1,041,800)	28.93%
TCERF	(1,193,900)	(152,800)	(1,041,100)	681.35%
Net Endowment Income	30,438,400	28,791,700	1,646,700	5.72%
Gifts for Current Operations	4,120,900	4,060,000	60,900	1.50%
Cost of Education Fees	2,576,000	2,538,000	38,000	1.50%
Federal Work Study Grant	883,500	930,000	(46,500)	-5.00%
Fees Paid by Students	626,000	623,100	2,900	0.47%
Other Income	770,000	754,500	15,500	2.05%
Student Industries and Rentals	(147,400)	(120,800)	(26,600)	22.02%
Residence Halls and Food Service	-	-	-	-
TOTAL REVENUE	39,267,400	37,576,500	1,690,900	4.50%
EXPENDITURES				
Salaries and Wages	21,568,200	20,512,800	1,055,400	5.15%
Salary Chum	(100,000)	-	(100,000)	N/A
Net Salaries and Wages	21,468,200	20,512,800	955,400	4.66%
Fringe Benefits	5,295,900	5,045,810	250,090	4.96%
Student Payroll	2,602,900	2,478,950	123,950	5.00%
Net Controllable Expense	9,258,900	8,894,240	364,660	4.10%
Computer Capital Fund	422,300	410,000	12,300	3.00%
Equipment Reserve	190,200	184,700	5,500	2.98%
Strategic Planning Initiatives	29,000	50,000	(21,000)	-42.00%
TOTAL EXPENDITURES	39,267,400	37,576,500	1,690,900	4.50%
Excess of Revenues over Expenditures	\$ -	\$ -	\$ -	

Source: Office of Financial Affairs, October 2006

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	2001-2002	% of	2002-2003	% of	2003-2004	% of	2004-05	% of	2005-2006	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 11,703,788	33.8%	\$ 12,531,148	33.4%	\$ 12,147,180	33.8%	\$ 12,340,735	33.1%	\$ 13,431,338	34.6%
Public Service	547,090	1.6%	557,312	1.5%	527,391	1.5%	519,614	1.4%	500,696	1.3%
Academic Support	3,201,503	9.3%	5,608,064	15.1%	3,872,106	10.8%	3,755,045	10.1%	3,915,217	10.1%
Student Services and Activities	4,078,882	11.8%	4,049,597	10.8%	4,226,922	11.7%	4,145,184	11.1%	4,487,701	11.6%
General and Administrative	6,277,349	18.1%	6,016,511	16.1%	6,161,059	17.1%	6,619,883	17.8%	5,752,119	14.8%
Development and Alumni	2,965,160	8.6%	3,049,184	8.1%	3,110,314	8.6%	3,171,950	8.5%	3,209,703	8.3%
Plant Operations	4,557,958	13.2%	4,564,308	12.2%	4,836,461	13.4%	5,701,900	15.3%	6,901,271	17.8%
Capital and Special Projects	1,290,000	3.7%	1,107,700	3.0%	1,107,700	3.1%	1,040,300	2.8%	644,700	1.7%
TOTAL	\$ 34,621,730	100.0%	\$ 37,483,824	100.0%	\$ 35,989,133	100.0%	\$ 37,294,611	100.0%	\$ 38,842,745	100.0%

RESIDENCE LIVING Academic Year 2006-2007

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 upper-class students live in the traditional residence halls.

In addition to the fourteen traditional residence halls, upper-class students are also provided with the opportunity (via application) to live in one of the thirteen Specialty Houses. These houses offer a very different residential experience, as a much smaller number of residents work to live together. The same sense of community building that takes place in the residence halls exists here, only in a more intimate setting.

<u>Traditional Residence Halls*</u>	<u>Capacity</u>
Anna Smith	75
Bingham	61
Blue Ridge	93
Dana	124
Danforth	144
Edwards	33
Elizabeth Rogers	75
Fairchild	72
James	100
Kentucky	85
Kettering	144
Seabury	36
Talcott	83
Subtotal	1,125
<u>Specialty Housing</u>	
ARC House	13
Capps House	7
Doctors House	5
Ecovillage (family housing)	60
Estill St. Res. Complex	42
Frost Cottage	11
Home Management House	11
Kettering Apartments	8
Knight House	10
Lindsley House	5
Prospect House	13
Sloan House	8
Smith House	6
Subtotal	199
<u>Farm Houses/College Buildings</u>	
Hunt Acres	3
Head House	1
Phelps-Stokes	1
Subtotal	5
TOTAL	1,329
Capacity for Men	(549)
Capacity for Women	(780)

At the completion of registration for Fall Term 2006, approximately 87% of the students lived in college housing.

*There are fourteen traditional residence halls counting Pearsons, which is currently under renovation and not housing students.

Source: Residential Life Services and Collegium, October, 2006 <<http://www.berea.edu/residentiallifecollegium/>>

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2006

New Construction

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

Renovations

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

Source: Facilities Management, October 2006

HUTCHINS LIBRARY
(Fiscal Year 2006)

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)	3,360	366,926
Media Collection (phono records, videos, CDs, DVDs and audio tapes) Volumes (item count)	353	11,299
Electronic Collection (e-books, and cataloged web-sites) Titles	55	49,935
Microforms (books, journals and newspapers) Physical units	3,137	139,160
Serials (journals and serials)		
Print and microform subscriptions: journals and serials	69	1,067
Electronic titles: journals and serials	61	994
Full-text journals available through databases	1,252	19,872
Manuscripts and Archives (in linear feet)	124	4,503
Cartographic Material (in units)	NA	[50]
 Library Expenditures	 <u>Dollar Amount</u>	
Books – paper and microforms	\$ 113,457	
Periodicals– paper and microforms	148,194	
Serials – paper and microforms	33,012	
Electronic Resources	117,732	
Media	12,805	
Microform	23,147	
Preservation	<u>9,448</u>	
 TOTAL ACQUISITIONS EXPENDITURES	 \$ 457,795	
 Acquisitions Expenditures Per Student	 \$ 301	

Source: Hutchins Library, October 2006 <<http://www.berea.edu/hutchinslibrary/>>

HUTCHINS LIBRARY, continued
(Fiscal Year 2006)

Library Services

<u>Library Instruction</u>	<u>Sessions</u>	<u>Students</u>
Stories (Freshmen)	20	213
U.S. Traditions (Freshmen)	10	148
Western Traditions I and II (Sophomores)	2	74
Other General Studies Courses	34	307
Subject Area Courses	45	473
Outside Groups	0	0
TOTAL	111	1,215

Percentage of sections with at least one library session

Stories (Freshmen)	56.0%	58.5%
U.S. Traditions (Freshmen)	39.1%	40.4%
Western Traditions I and II (Sophomores)	26.6%	23.7%

Reference and Research Assistance

Library Reference Desk Transactions Total	4,982
Special Collections Reading Room Visits Total	916
Special Collections Reference Requests (non-visits)	432

Computer Access

Public Access Workstations	24
Wireless Network Connections	NA
Public Network Connections	102

Circulation Transactions

	<u>Number</u>	<u>Average per Student FTE</u>
Print and media collections – faculty and staff	6,918	
Print and media collections – students	38,677	25.4
Print collections – town	1,831	

TOTAL 47,426

Reserve materials	829
Equipment (computers and media) uses	1,348
Classrooms and study rooms uses	NA
Special Collections uses	1,981
Electronic collection searches	242,879

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	3,087
Received from other libraries	1,631

Other

Main Library hours open per week	95
Special Collections hours open per week	44

Source: Hutchins Library, October 2006 <<http://www.berea.edu/hutchinslibrary/>>

COMPUTER RESOURCES

Administrative Computing: The College uses the Sungard/SCT Banner software, an integrated administrative system, for financial, student records, financial aid, human resources/payroll, and alumni/development functions. 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. BANNER records can be linked to an associated source or reference documents using NOLIJ.

Several components of Banner are accessible via the Internet. The Student, Faculty, and Development Officers self-service modules of Banner are in place. Student self-service allows students to register for classes to and view their class schedules, transcripts, grades, and financial aid information. Similarly, faculty advisers can view their class schedules, class lists, advisees, transcripts and grades and manage their advisees' registration process using self-service functions. Development Officers self-service allows traveling fund raisers access to key information via an Internet connection while they are traveling.

Instructional Computing: The instructional computing environment continues to be focused on the Universal Access laptop computer program, EDGE (Empowering a Dynamic Generation in Education). All students are issued laptop computers which are able to run most of the software required for their classes, eliminating the need for traditional computer labs and greatly expanding the opportunity for depth of exploration of software capabilities.

Berea College's Universal Access program continues to focus on improvement of teaching and learning by providing access to information technology at almost any time in any place on campus. The EDGE laptops are only the most visible aspect of this program. Other elements include a robust college network, training and support for students, classroom equipment which complements the laptop computers, and developing the faculty's ability to include technology in their pedagogy.

Fully-networked classrooms provide one network connection for every student, most often directly at the desktop. A total of 37 such classrooms are distributed such that every academic building now has at least one. All other classrooms have network wiring, with a typical ratio of one network connection per four students with the connections most often found in the wall. The Media Services team supports our 64 classrooms with installed data projection equipment ready to be used in conjunction with laptop computers. Of those, 23 have full multi-media capability including DVD, CD, and VCR equipment. Wireless network access is available in the Hutchins Library, Knapp Hall, and the Technology and Industrial Arts building.

The 2005-2006 academic year saw conversion of the college's course management system to *Blackboard*. This software provides professors with class management utilities, and gives them capabilities for threaded discussions (both in and out of class), on-line resource materials, paperless homework and assignments, and even on-line quizzes and tests, all accessible via the campus network and the Internet. During the year, 19 faculty used *Blackboard* to manage 65 courses.

In support of faculty using technology, an Instructional Technology (IT) Resource Center has been opened in cooperation with Hutchins Library and the Learning Center as a part of the Learning Commons initiative. The IT Resource Center provides a consultation center where faculty can gain experience or develop new resources using computer and digital media technology and a high-tech classroom in which faculty can try out new capabilities for live instruction.

Source: Information Systems and Services, October 2006

COMPUTER RESOURCES, continued

Campus Network: The campus is connected electronically by a fiber optic backbone, operating at gigabit speed, which provides network access from every residence hall, administrative and academic building on campus. There are currently 6,500 active network connections on campus. Wireless network connectivity is provided in the Hutchins Library, Boone Tavern Hotel, Knapp Hall, and the Technology and Industrial Arts building. The campus is connected to the Internet via a partial DS3 line providing 13.5 megabits of bandwidth connectivity.

Electronic Mail: All faculty, staff members, and students have e-mail accounts using Microsoft Exchange Server and Microsoft Outlook, available both on campus and off via the Internet. E-mail accounts are also offered to College retirees. Each user has at least 200 megabytes of personal, secure storage on the network; professors and departments have additional storage including folders into which course resources, assignments and homework can be placed. The e-mail system and related network support are a vital means of communication for the entire campus. Electronic bulletin boards are often used for announcements, technical support, and discussions.

Internet: The Internet is an important academic resource as faculty members and students incorporate on-line resources into their research and as staff members base more and more work on Internet-enabled processes. The College provides 13.5 megabytes of bandwidth for Internet access; capacity for transmission of different types of data is managed to maximize throughput for academic and administrative processing. The Berea College Homepage is available at <http://www.berea.edu>. Overall, Berea College web pages received an average of 129,606 hits per day during the fiscal year 2005-2006, (July 1, 2005 through June 30, 2006) and an average of 7,735 individual visitor sessions per day.

Media Services: The Media Services team is a part of Information Systems and Services (IS&S). All services offered can be ordered at the IS&S Media Services Desk which is open 8:00 to 5:00 during the week. In addition to managing the 64 classrooms with built-in multimedia equipment, 25 student employees deliver equipment to the campus community and are involved in classroom support, convocations, campus events and other audio-visual set-ups on campus. Media Services also offers a variety of production possibilities including color printing, poster printing, lamination, banner prints, CD/video/audio duplication, CD burning and video/audio production and editing. Other services include consultation, troubleshooting, training and technological expertise on a variety of equipment and production techniques. During the academic year 2005-2006, IS&S Media Services handled over 2,100 work orders for equipment delivery, media production, and event support.

Technology Support: The College provides many methods of support for technology. The Information Systems and Services department operates a Service Center to provide one-step phone and walk-in support. The Service Center is open 8:00 to 5:00 during the week. The Service Center also provides teams that can be deployed to offices or classrooms for troubleshooting and for computer hardware repair, network access, software training, media services, and application of technology. During the academic year 2005-2006, the Service Center processed 3,900 work orders for equipment installation, repair or troubleshooting.

Source: Information Systems and Services, October 2006