

Berea College

Fact Book 2004-2005



INTRODUCTION

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, please visit our website at www.berea.edu/ira/campusinfo.htm.

Judith Weckman, Director

Clara Labus Chapman, Research Associate (Labor Team Supervisor)
Michelle Stinnett, 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/bereastory.asp#greatcommitments>>

Source: Office of the President, April 1993

A BRIEF HISTORY OF BEREA COLLEGE

Berea owes its beginning to the abolitionist movements of the last century. The founders were men and women of uncommon faith and courage. The Rev. John G. Fee, ardently supporting the cause of freedom through his preaching against slavery, attracted the attention of Cassius M. Clay, a leader in the movement for gradual emancipation. Mr. Clay had noted that the people in the mountains were the natural supporters of freedom because they owned land but did not own slaves, and he invited Mr. Fee in 1853 to establish a settlement on the edge of the mountains where free speech could be maintained.

In the old Glade Church House Mr. Fee organized an anti-slavery church, "a union of all spirit-born followers of Jesus Christ," and out of this grew the village and college named by him Berea because the people "received the word with all readiness of mind." -Acts 17:11. The motto of the new school revealed the inclusive character of its mission - "God has made of one blood all peoples of the earth."

In 1855 the community built a one-room district school of which Mr. Fee was a trustee. Under his direction two pre-ministerial Oberlin College students taught this school, William E. Lincoln for two terms and Otis B. Waters for one term. In 1858, the Rev. J. A. R. Rogers was added to this preaching mission and because of his great skill as a teacher, his subscription school at once became very popular, while the district school continued to function as a part of the county system.

Mr. Fee urged the establishment of a higher school where young people might absorb anti-slavery ideas while preparing for teaching, preaching, and work in agriculture. While working with other leaders of the community to draw up a constitution for the new school, Fee and Rogers firmly insisted that the constitution should ensure its interracial character. It was also agreed that the college would furnish labor for as many students as possible, not only to help them pay their expenses, but also to dignify labor in a southern state where slavery tended to degrade manual labor. The first articles of incorporation of Berea College were adopted in July 1859, but because of interruptions resulting from the Civil War, they were not recorded at the county seat until April 5, 1866. The title page of the first catalog for 1866-67 uses the corporate name Berea College, while the cover bears the title Berea Literary Institution, "as more in consonance with the present character of the school." The divisions of the school for the year were Primary, Intermediate, and Academic, including college preparatory, shorter course, and teachers' course. In 1869-70 five freshmen were admitted to the College Department and in 1873 the first B.A. degrees were granted.

The institution was coeducational from the beginning, Christian but nonsectarian in its teaching, and true to the purpose of its founding it was open to all regardless of race until 1904, when the Kentucky Legislature prohibited the education of black students with white in private schools. The Kentucky Constitution of 1890 had imposed segregation in public schools. As a result of the 1904 decision, Berea College set aside funds to assist in the establishment of Lincoln Institute, a school for black youth, near Louisville, Kentucky. In 1950, however, the Kentucky Legislature amended the law, and in the fall of 1950 Berea College was able to return to its historic position and again admitted students without regard to race.

Although curricular offerings have varied to meet changing needs and the administrative or "school" units within the college have been reorganized many times, the general character of the institution remained, with elementary and secondary work continuing along with an expanding college curriculum. In 1968, the college discontinued all work on the secondary and elementary school level.

John G. Fee was the first President of the Board of Trustees, 1858-92; and John A. R. Rogers was the first principal of the college, 1858-69. Since then there have been the following presidents: Edward Henry Fairchild, 1869-89; William B. Stewart, 1890-92; William Goodell Frost, 1892-1920; William J. Hutchins, 1920-39; Francis S. Hutchins, 1939-67; Willis D. Weatherford, 1967-84; John B. Stephenson, 1984-94; and Larry D. Shinn, 1994 to the present.

Source: Berea College Catalog, 2004 – 2005. <<http://www.berea.edu/catalog/bereastory.asp>>

ACCREDITATION

Berea College is accredited in its awarding of baccalaureate degrees by the Commission on Colleges of the Southern Association of Colleges and Schools. The College is also accredited by the National League for Nursing, and by the National Council for the Accreditation of Teacher Education for the preparation of elementary and secondary school teachers with the bachelor's degree as the highest degree approved. 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
- American Association of Colleges and Universities
- American Association of Colleges for Teacher Education
- American Council on Education
- The Annapolis Group
- Appalachian College Association
- Association of Governing Boards of Universities and Colleges
- Association of Independent Kentucky Colleges and Universities
- Campus Compact
- Council of Independent Colleges
- Council on Undergraduate Research
- Greater Cincinnati Council on World Affairs
- Kentucky Institute of International Studies
- National Association of Independent Colleges and Universities
- National Council for the Accreditation of Teacher Education
- Project Periclese
- Southern Association of Colleges and Schools
- Southern University Conference

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

Source: Berea College Catalog, 2004 – 2005, <<http://www.berea.edu/catalog/distinctivefeatures.asp#accreditation>>
Office of the Academic Vice President and Provost, October 2004
Office of the President, October 2004

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 up to 2.25 courses in the Summer term. Berea courses are equivalent to four semester hours (6 quarter hours).

All degree programs require a minimum of 33 courses, some require more.

Students obtain either a Bachelor of Arts degree or a Bachelor of Science degree. The College offers the following majors for a Bachelor of Arts degree:

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

Teacher Education Programs Offered:

Interdisciplinary Early Childhood Education

Elementary

Middle Grades

Secondary Programs in:

Art	Family/Consumer Sciences	Industrial Technology	Physical Education
Biology	French	Mathematics	Social Studies
Chemistry	German	Music	Spanish
English	Health	Physics	

The following majors for a Bachelor of Science degree are offered:

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. Possible areas include Asian Studies, Biochemistry, Black Studies, Comparative Literature, and Environmental Conservation.

The following minors are offered:

- Agriculture and Natural Resources
- Appalachian Studies*
- Asian Studies*
- Black Studies*
- Business Administration
- Communication
- Computer Science
- Dance
- French
- German
- Health
- History
- Latin
- Music
- Philosophy
- Political Science
- Religion
- Sociology
- Spanish
- Sustainability and Environmental Studies*
- Women's Studies*

*Interdisciplinary Minors

Source: Berea College Catalog, 2003 – 2004.

<http://www.berea.edu/catalog/academicregulations.asp#degreesofstudy>

THE STUDENT LABOR PROGRAM

The Student Labor Program, a central component of the Berea experience, requires that all students work for at least 10 hours each week. The program is conceived as student and learning centered; as service to the College and broader community; and as providing necessary work (i.e., work that needs to be done) being done well. This program teaches students the necessity of time management and instills a strong work ethic. It develops in them an appreciation for all types of work and teaches them how to work effectively with others. It gives them an opportunity to explore possible career paths and helps them to apply what they have learned in the classroom. Through the Labor Program, students can absorb knowledge, gain valuable insights, and render service to others –thereby realizing 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 \$2,800 per year in exchange for their participation in the Student Labor Program. Additionally, students earn an hourly wage, ranging from \$3.25 to \$5.30, as a means of financial aid to help meet the costs of room, board, books, and personal expenses. Most students work ten to fifteen hours per week. Additional work hours may be contracted with the approval of the academic, labor, and financial aid offices. First year students are assigned to labor positions, while upper-class students seek positions in more than 130 Berea College offices, departments, and programs. In all positions, labor coaches provide training, direction, and guidance. Students are expected to seek positions of increasing skill and responsibility as they progress through their years at Berea.

The Labor Program provides students with a keen sense of workplace accountability, as it holds them responsible for scheduled work hours and creates performance standards as exacting as academic standards.

For a complete list of all labor departments in which students work, see [pages 97 and 98](#).

Source: Labor Program Office, October 2004

THE CONVOCATION SERIES

The Convocation Series is a vital component of Berea's General Education Program. Through the Convocation Series, notable speakers, scholars, performers, and authorities on a variety of subjects, both historic and contemporary, address and enrich the campus community. 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).

To see the Academic Year 2004-05 convocation calendar, please visit <<http://www.berea.edu/convo/>>.

Source: Berea College Catalog, 2004 – 2005,

<<http://www.berea.edu/catalog/academicregulations.asp#convocations>>

CLUBS AND ORGANIZATIONS ACADEMIC YEAR 2004 – 2005

African Student Association (ASA)	INSIGHT
Agriculture Union	Inter-Varsity Christian Fellowship
Alcohol Education Resource Organization (AERO) Club	Intramurals
Alpha Psi Omega	Kappa Omicron Nu
Alpha Rho Tau	Le Cercle Francais
American Chemical Society (ACS)	Math and Computer Science Club
Amnesty International	Modern Dance Troupe
Asian Student Union	Mortar Board
Association of Student Nurses	Muslim Student Association
Awareness, Communication, and Equality (ACE) League	Newman Club
Baha'i Club	Non-Traditional Student Group
Ballroom Dancing	Orientation Team (O Team)
Baptist Student Union (BSU)	People Who Care
Berea Cheerleaders	Pep Squad
Berea College Republicans	Phi Alpha Theta
Berea Entrepreneurs Club (BEC)	Phi Mu Epsilon
Berea Martial Arts Club	Physical Education Majors Club (PEM)
Bereans for Life	Physics Club
Biology Club	Pinnacle
Black Music Ensemble	Pre-Medical/Dental Club
Black Student Union	Psychology/Psi Chi
Board of Residents	Saddle Club
Buddhist Student Association (BSA)	Society for Advancement of Management (SAM)
Campus Activities Board (CAB)	Student Alumni Relations Council (SARC)
Campus Christian Council	Students for a Free Tibet
Chi Alpha	Student Government Association (SGA)
Child and Family Studies Club	Freshman Class
Chimes Yearbook	Sophomore Class
Collegiate Music Educators National Conference	Junior Class
Concert Choir, Concert Band, and Women's Chorus	Senior Class
Cosmopolitan Club	Students for Appalachia (SFA) Programs:
Country Dancers	Berea Buddies
Dance Club	Healing Earth and Learning (HEAL)
Danish Gymnastics	One-on-One Tutoring
Debate and Speech Team	Adopt-a-Grandparent
Delta Tau Alpha	Students in Free Enterprise (SIFE)
Fellowship of Christian Athletes (FCS)	Teen Mentoring
Geology Club	Tri Beta Honor Society
German Club	Ultimate Frisbee Club
Habitat for Humanity	Unlimited Athletics Track Club
Hispanic Student Association	Upward Bound
History and Political Science Club	Wellness Activities for Lifelong Choices (WALC)
Industrial Technology Club	Women Uniting for Peace

Note: For more information on each of the clubs and organizations, please visit:
www.berea.edu/laborandstudentlife/studenthandbook/clubsorganizations.asp

Source: Campus Life Office, November 2004
 Berea College Student Handbook, January 2005

BOARD OF TRUSTEES*

M. Elizabeth Culbreth, Chairperson

James T. Bartlett
Ohio

William R. Gruver
Pennsylvania

Thomas H. Oliver
South Carolina

Vance Blade
Kentucky

Heather Sturt Haaga
California

Charles Ward Seabury, II
California

Nancy E. Blair, Esq.
Connecticut

Donna S. Hall
Kentucky

David E. Shelton
North Carolina

Ann Bowling
Connecticut

Marian L. Heard
Massachusetts

Larry D. Shinn
Kentucky

Robert N. Compton
Tennessee

Geneva Bolton Johnson
Wisconsin

Mark Stitzer
Connecticut

Martin A. Coyle
South Carolina

Brenda T. Larsen
South Carolina

David S. Swanson
Maine

Jan Crase
Kentucky

Lucinda R. Laird
Kentucky

Tyler S. Thompson
Kentucky

M. Elizabeth Culbreth
North Carolina

Eugene Y. Lowe, Jr.
Illinois

David O. Welch
Kentucky

Frederic L. Dupree, Jr.
Kentucky

Elissa May-Plattner
Kentucky

R. Elton White
Florida

Eugene V. Fife
Virginia

Harold L. Moses
Tennessee

Dawneda F. Williams
Virginia

Glenn R. Fuhrman
New York

James E. Nevels
Pennsylvania

Robert T. Yahng
California

Jim Gray
Kentucky

Honorary Trustees

Alice Manicur
Maryland

Jack Buchanan
Kentucky

Juanita M. Kreps
North Carolina

Alberta Wood Allen
Maryland

Wilma Dykeman
North Carolina

Kroger Pettengill
Ohio

John Alden Auxier
Tennessee

Kate Ireland
Florida

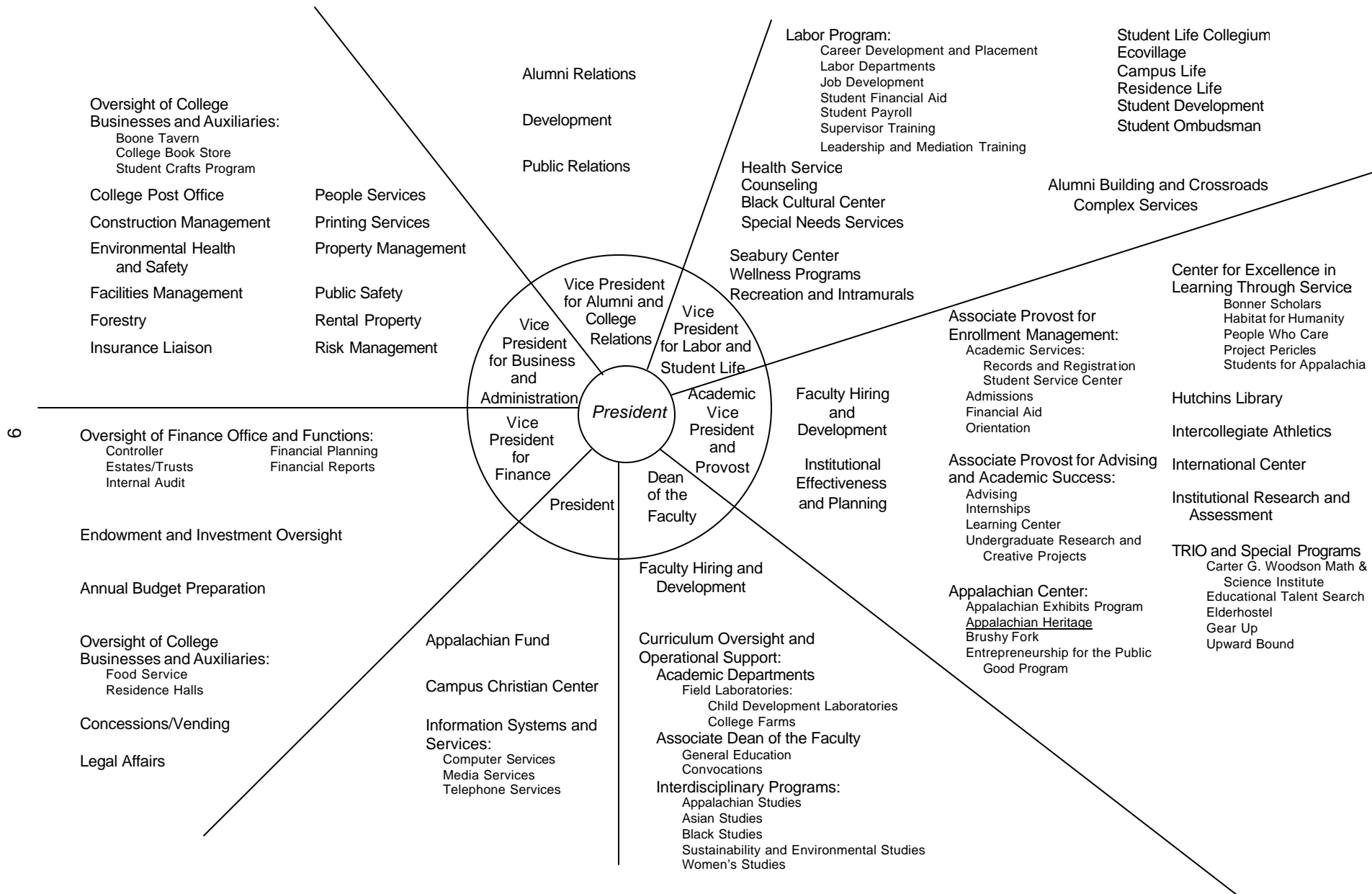
Alfred J. Stokely
Indiana

Barry Bingham, Jr.
Kentucky

*Current as of January 2005. Changes in Board composition will be recorded on the following web page, <<http://www.berea.edu/ira/campusinfo.htm>>.

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, January 2005

CENTRAL ADMINISTRATIVE OFFICERS

Larry D. Shinn
President

David B. Porter
Academic Vice President and Provost

Stephanie P. Browner
Dean of the Faculty

William A. Laramee
Vice President for Alumni and College Relations

E. Diane Kerby
Vice President for Business and Administration

Jeff Amburgey
Acting Vice President for Finance

Gail W. Wolford
Vice President for Labor and Student Life

ACADEMIC DEPARTMENTAL CHAIRPERSONS ACADEMIC YEAR 2004 - 2005

<u>Department</u>	<u>Chairperson</u>
Agriculture and Natural Resources	Mike Panciera
Art	Robert Boyce
Biology	Dawn Anderson
Chemistry	Lee Roecker
Child and Family Studies	Keila Thomas
Economics and Business	Trish Isaacs
Education Studies	Kathryn Akural
English, Theatre and Speech Communication	Verlaine McDonald
Foreign Language	Margarita Graetzer
History	Katherine Christensen* (Robert Foster)
Library Science	Anne Chase
Mathematics	James Blackburn-Lynch
Music	Anne Rhodes
Nursing	Pam Farley
Philosophy and Religion	Robert Hoag
Physical Education and Health	Susan Spalding
Physics	Smith T. Powell** (Amer Lahamer)
Political Science	John Heyrman** (Mike Berheide)
Psychology	Gene Chao
Sociology	Tom Boyd
Technology and Industrial Arts	Don Hudson** (Gary Mahoney)

*Acting Chairperson, Academic Year

**Acting Chairperson, Fall and Short Terms

ACADEMIC PROGRAM / CURRICULA CONTACT PERSONS

<u>Program/Curricula</u>	<u>Contact Person</u>
Appalachian Studies	Gordon McKinney, <i>Director of the Appalachian Center</i>
Asian Studies	Jeff Richey, <i>Acting Coordinator of Asian Studies Program</i> (Robert Foster)
Black Studies	Jose Pimienta-Bey, <i>Director of the Black Studies Program</i>
General Education	Jackie Burnside, <i>Associate Dean of the Faculty</i>
GSTR 475	Duane Smith, <i>Coordinator of GSTR 475</i>
Natural Science	Jay Baltisberger, <i>Coordinator of Natural Science Program</i>
Sustainability and Environmental Studies	Richard Olson, <i>Director of Sustainability & Environmental Studies</i>
Women's Studies	Linda Leek, <i>Acting Director of Women's Studies</i> (Peggy Rivage-Seul)

Source: Office of the Dean of the Faculty, October 2004

GENERAL AND COLLEGE FACULTY MEMBERSHIPS

ACADEMIC YEAR 2004 - 2005

The General Faculty is the central legislative body of the institution. It concerns itself with nonacademic affairs affecting the general welfare of the College and the fulfillment of its purposes. The College Faculty acts on both academic program matters and recommendations dealing with College Faculty personnel policies. The General Faculty and the College Faculty meet jointly. The Provost is the presiding officer.

Memberships

General Faculty	258 Members
College Faculty	193 Members
with voting privileges*	160 members
without voting privileges	33 members
Members of General Faculty <u>Only</u>	117
Members of College Faculty <u>Only</u>	52
Members of <u>Both</u> General and College Faculties	141
Total Number of Individuals Involved	310

*On matters to be voted on by the College Faculty only.

Source: Office of the Dean of the Faculty, November 2004
Office of the President, November 2004

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, and any recommendations for substantive changes in policy are subject to approval by one or the other body. The councils are: Academic Program, Faculty Affairs, General Affairs, Labor Forum, 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.

ACADEMIC PROGRAM COUNCIL

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.

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 Council and Committee Structure (continued)

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.

Professional Growth Committee

The Professional Growth Committee promotes and supports faculty development in teaching and research.

GENERAL AFFAIRS COUNCIL

The General Affairs Council deals with a variety of matters affecting the campus community, but which are not directly part of educational programming. Areas of concerns are: fair employment policies and practices (including some non-student labor grievances), salary and benefits, and the physical environment of the campus, relating to health, safety, comfort and aesthetics.

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 required to meet future needs-and recommends policies and actions which will promote progress toward ecological sustainability.

Employment and Compensation Policy Committee

The Employment and Compensation Policy Committee gathers and disseminates information, and reviews and recommends policy on salary and benefits for College workers who are not students or members of the College Faculty, and on recruitment, hiring and promotion practices for non-student workers.

LABOR FORUM

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

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.

Campus Life Committee

The Campus Life Committee reviews general policy regarding student-initiated campus activities and Student Life Program matters including: residence hall matters and rules, campus activities, clubs and organizations, student publications, event schedule development, and nontraditional and international student concerns.

Student Conduct Committee

The Student Conduct Committee hears nonacademic cases of student misconduct, including violations of the Student Conduct Code and misconduct arising in the student labor program or financial aid.

Faculty Council and Committee Structure (continued)

ADDITIONAL COMMITTEES

In addition to those listed above, there are committees and elected representatives that operate outside the purview of any council. The functions and composition of these groups are described below.

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.

Campus Committee on Hearings

The Committee serves as a pool of persons from which panels are selected to hold formal hearings on matters presented to it. These matters may include individual complaints of discrimination, sexual harassment, or other employment-related grievances which apply to all employees of the College. The Committee is also charged with ongoing review of procedures for reporting, investigating and acting on charges of sexual harassment, and with recommending to the President and the Executive Council any needed changes in those procedures.

Dean's Advisory Council

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

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 violations of academic freedom. In its functions, the Committee encourages and maintains good working relationships among members of the College community.

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 and General Faculties.

Faculty Council and Committee Structure (continued)

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.

Safety Committee

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

Strategic Planning Committee

The Strategic Planning Committee 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.

NUMBER OF TEACHING FACULTY BY RANK AND STATUS

	<u>Academic Year 2003 - 2004</u>	<u>Academic Year 2004 - 2005</u>
Tenure Appointments*	122	124
Full-time Teaching Appointments**	130	131
Professor	(43)	(45)
Associate	(46)	(43)
Assistant	(36)	(37)
Instructor	(5)	(6)
Part-Time	31	29
Full-Time Employees Teaching Part-Time	9	13
Full-Time Equated	146	149

*Includes all tenure-track and tenured faculty, including 5 teaching less than full-time in 2003-2004 and 4 teaching less than full-time in 2004-2005. Beginning in 2004-2005, this category includes all tenure appointments (not just those who are teaching), and so includes 4 administrators who are not included in the 2003-2004 data.

**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 2004 - 2005

	<u>Male</u>	<u>Female</u>
0 to 5 years	29	24
6 to 10 years	8	7
11 to 20 years	14	13
21 to 30 years	15	8
Over 30 years	<u>12</u>	<u>1</u>
TOTAL	78	53

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

STUDENT/FACULTY RATIO

	<u>Academic Year 2003-2004</u>	<u>Academic Year 2004-2005</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 2004

FULL-TIME TEACHING FACULTY* BY AGE
ACADEMIC YEARS 1995-1996 THROUGH 2004-2003

Age**	1995-1996		1996-1997		1997-1998		1998-1999		1999-2000	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	4	(4%)	5	(4%)	3	(3%)	1	(1%)	3	(2%)
30-39 years old	26	(23%)	22	(19%)	22	(19%)	24	(20%)	24	(19%)
40-49 years old	34	(30%)	37	(33%)	39	(33%)	40	(34%)	42	(34%)
50-59 years old	36	(32%)	35	(30%)	32	(27%)	33	(28%)	36	(29%)
60-69 years old	13	(11%)	15	(13%)	21	(18%)	19	(16%)	19	(15%)
Greater than 69 years old	0	(0%)	1	(1%)	1	(1%)	1	(1%)	0	(0%)
TOTAL	113	(100%)	116	(100%)	116	(100%)	118	(100%)	124	(100%)
Average:	Not Available		Not Available		48		53		49	

Age**	2000-2001		2001-2002		2002-2003		2003-2004		2004-2005	
	N	%	N	%	N	%	N	%	N	%
Less than 25 years old	0	(0%)	0	(0%)	0	(0%)	0	(0%)	0	(0%)
25-29 years old	2	(2%)	1	(2%)	1	(1%)	3	(2%)	2	(2%)
30-39 years old	19	(15%)	21	(15%)	23	(17%)	23	(18%)	22	(17%)
40-49 years old	43	(34%)	38	(34%)	40	(30%)	37	(28%)	38	(29%)
50-59 years old	38	(30%)	45	(30%)	42	(31%)	43	(33%)	42	(32%)
60-69 years old	23	(18%)	26	(18%)	27	(20%)	23	(18%)	25	(19%)
Greater than 69 years old	0	(0%)	0	(0%)	1	(1%)	1	(1%)	2	(2%)
TOTAL	125	(100%)	131	(100%)	134	(100%)	130	(100%)	131	(100%)
Average:	50		51		49		50		50	

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

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

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* SALARIES BY RANK AND GENDER
ACADEMIC YEAR 2004 - 2005

Rank	Male			Female			All		
	Number	Mean	Median	Number	Mean	Median	Number	Mean	Median
Professor	34	\$70,700	\$67,900	11	\$64,900	\$65,550	45	\$69,250	\$66,900
Associate Prof.	21	\$55,600	\$54,200	22	\$56,800	\$56,700	43	\$56,200	\$55,800
Assistant Prof.	21	\$50,300	\$50,050	16	\$51,000	\$50,200	37	\$50,600	\$50,050
Instructor**	<u>2</u>			<u>4</u>			<u>6</u>	\$40,800	\$40,500
ALL RANKS	78	\$60,400	\$57,000	53	\$55,400	\$56,200	131	\$58,400	\$56,400

19

*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 2004

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

Academic Year 2004 - 2005

<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>
Agriculture and Natural Resources	3	1	4	4	(100%)	2	(50%)
Art	4	2	6	5	(83%)	4	(67%)
Biology	3	3	6	6	(100%)	5	(83%)
Black Studies	2	0	2	1	(50%)	0	(0%)
Chemistry	5	0	5	5	(100%)	3	(60%)
Child and Family Studies	1	4	5	5	(100%)	4	(80%)
Economics and Business	5	4	9	9	(100%)	6	(67%)
Education Studies	2	3	5	4	(80%)	2	(40%)
English, Theatre and Speech Communication	6	4	10	10	(100%)	7	(70%)
Foreign Languages	4	4	8	7	(88%)	4	(50%)
General Studies	4	1	5	3	(60%)	1	(20%)
History	3	1	4	4	(100%)	3	(75%)
Mathematics	3	4	7	4	(57%)	4	(57%)
Music	4	2	6	6	(100%)	5	(83%)
Nursing	1	7	8	8	(100%)	4	(50%)
Philosophy and Religion	8	1	9	9	(100%)	5	(56%)
Physical Education and Health	2	7	9	6	(67%)	4	(44%)
Physics	3	0	3	3	(100%)	2	(67%)
Political Science	3	0	3	3	(100%)	3	(100%)
Psychology	3	1	4	4	(100%)	3	(75%)
Sociology	2	2	4	4	(100%)	2	(50%)
Sustainability and Environmental Studies	2	0	2	2	(100%)	0	(0%)
Technology and Industrial Arts	5	0	5	5	(100%)	4	(80%)
Women's Studies	<u>0</u>	<u>2</u>	<u>2</u>	<u>2</u>	(100%)	<u>1</u>	(50%)
TOTAL	78	53	131	119	(91%)	78	(60%)

*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, October 2004

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

	<u>Fiscal Year 1999-2000</u>	<u>Fiscal Year 2000-2001</u>	<u>Fiscal Year 2001-2002</u>	<u>Fiscal Year 2002-2003</u>	<u>Fiscal Year 2003-2004</u>
Professional Travel, Dues, Seminars and Courses					
Total Dollars Spent on Faculty Development	\$251,300	\$364,600	\$374,260	\$262,647	\$233,319
Number of Faculty Receiving Funds	124	125	131	134	130
Percent of Total Full-Time Faculty	100%	100%	100%	100%	100%
Average Total \$ Per Full-Time Faculty	\$2,027	\$2,917	\$2,857	\$1,960	\$1,795
Sabbatical Leave (Includes Full and Two-Thirds Year Leaves)					
Total Dollars Spent on Faculty Sabbaticals	\$321,900	\$388,200	\$551,900	\$561,204	\$658,977
Number of Faculty on Paid Sabbatical	5	11	11	12	13
Average Total \$ Per Sabbaticaled Faculty	\$64,380	\$35,200	\$50,180	\$46,767	\$50,691
Percent of Total Full-Time Faculty	4.0%	8.8%	8.4%	9.0%	10.0%
Number of Total Full-Time Faculty	124	125	131	134	130

Source: Office of the Academic Vice President and Provost, October 2004

AVERAGE FACULTY SALARIES¹ FOR BEREA COLLEGE AND ITS BENCHMARKS: FIVE-YEAR HISTORY

Academic Years 1999-2000 through 2003-2004

(Salary in thousands of dollars)

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
<u>PROFESSORS</u>					
Berea's mean	60.1	63.4	67.7	69.4	69.5
Benchmark group mean ²	66.6	68.6	71.5	73.4	74.8
Benchmark group median ³	62.9	65.5	68.0	70.0	71.9
Berea's rank among its benchmarks ⁴	23/27	18/27	15/27 (tie)	16/27	18/27
<u>ASSOCIATE PROFESSORS</u>					
Berea's mean	48.7	50.0	52.0	55.1	55.5
Benchmark group mean	51.2	52.7	54.6	56.2	57.4
Benchmark group median	49.6	52.3	54.5	56.1	56.1
Berea's rank among its benchmarks	18/27	19/27	16/27	15/27	16/27
<u>ASSISTANT PROFESSORS</u>					
Berea's mean	40.4	42.7	45.5	48.0	48.8
Benchmark group mean	41.9	42.9	44.6	45.9	47.0
Benchmark group median	41.1	42.7	43.9	45.2	46.0
Berea's rank among its benchmarks	18/27	14/27	11/27(tie)	9/27(tie)	10/27

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

2 Benchmark group mean - Represents the group mean *excluding* Berea College. See page 22 for a list of Berea's Benchmark institutions.

3 Benchmark group median – Represents the group median *including* Berea College. See page 22 for a list of Berea's Benchmark institutions.

4 Berea's rank among its benchmarks - Berea College seeks to have its mean salaries by rank achieve approximately the mid-point in the Benchmark list. This translates roughly to a rank of 14 out of 27 schools.

Source: Academe, March-April issues
Office of the Dean of the Faculty, October 2004

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

Source: Office of the Dean of Faculty, October 2004

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
Towns
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
Davies**
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*
Metcalfe*
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

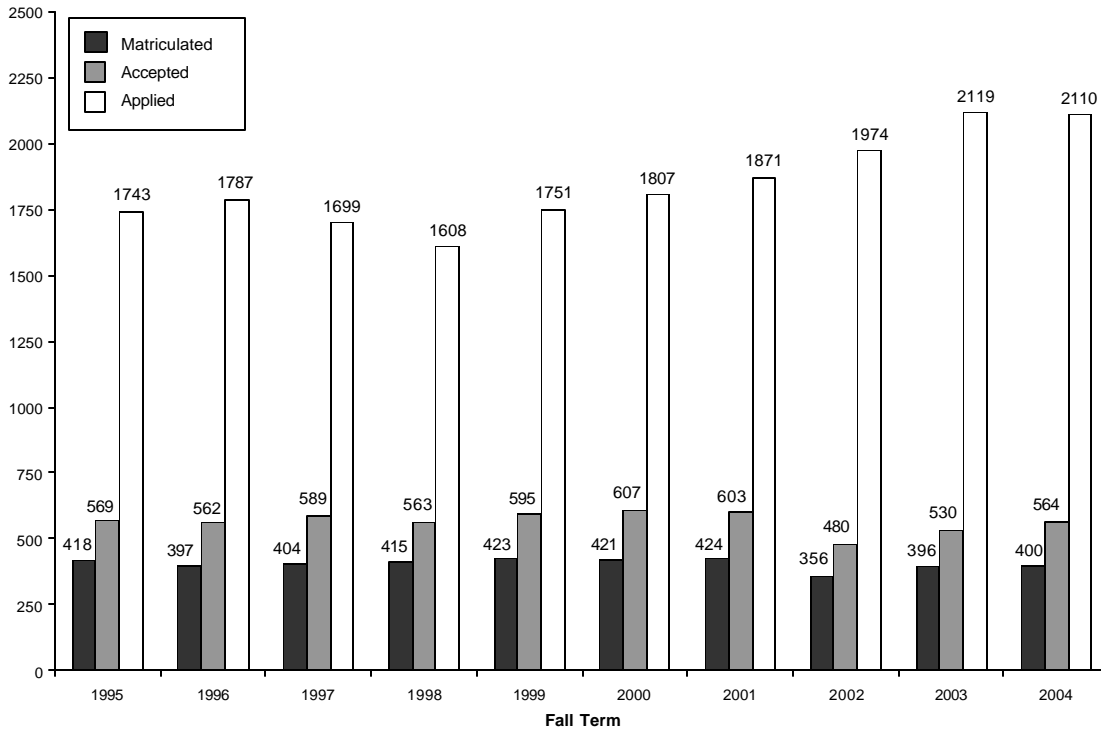
***County added in 1996 (Hamilton County, Ohio)

Source: Admissions Office

ADMISSIONS: NEW FRESHMAN INQUIRIES, APPLICANTS, ACCEPTANCES AND MATRICULANTS

YEAR	INQUIRIES		APPLICATIONS		ACCEPTED		MATRICULATED	
	N		N	% of Inquiries	N	% of Applications	N	% of Accepted
1995	13,479		1,743	13%	569	33%	418	73%
1996	10,472		1,787	17	562	31	397	71
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

ADMISSIONS: APPLICANTS, ACCEPTANCES AND MATRICULANTS



Source: Admissions Office, annual editions of Freshman Application Report

**ADMISSIONS: NEW FRESHMAN APPLICANTS,
ACCEPTANCES AND MATRICULANTS
BY GENDER**

Males

<u>YEAR</u>	<u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
1995	888	256	29%	196	77%
1996	965	232	24	171	74
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

Females

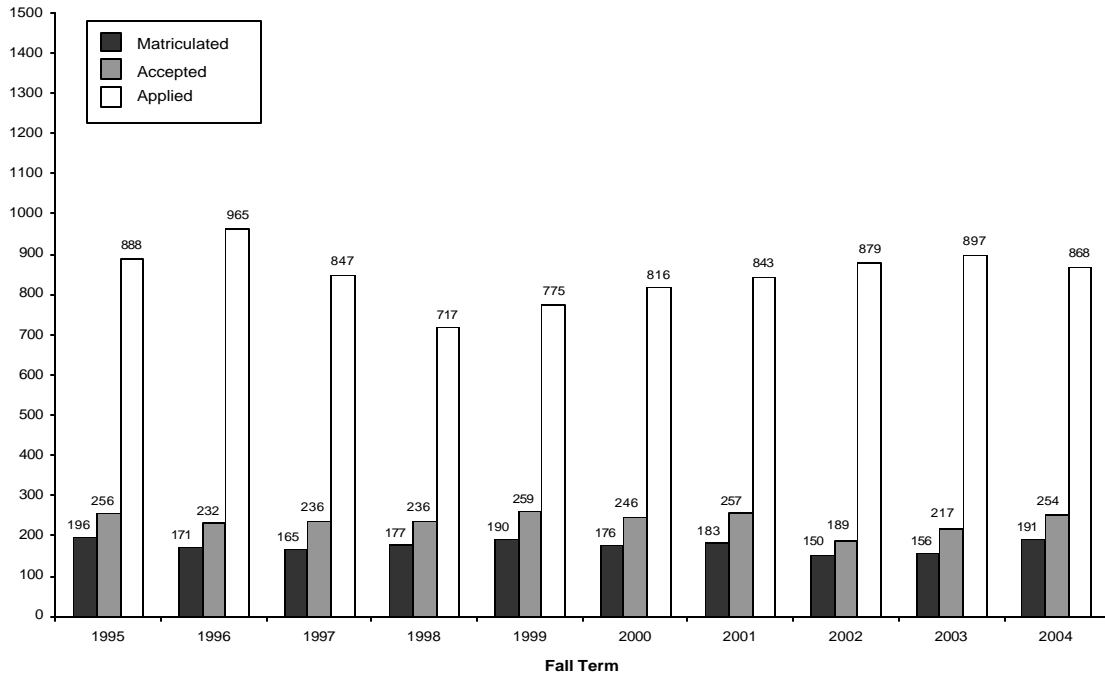
<u>YEAR</u>	<u>APPLICATIONS</u>	<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	<u>N</u>	<u>N</u>	<u>% of Applications</u>	<u>N</u>	<u>% of Accepted</u>
1995	855	313	37%	222	71%
1996	822	330	40	226	69
1997	852	353	41	239	68
1998	891	327	37	238	73
1999	976	336	34	233	69
2000	991	361	36	245	68
2001	1,028	346	34	241	70
2002	1,095	291	27	206	71
2003	1,222	313	26	240	77
2004	1,242	310	25	209	67

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

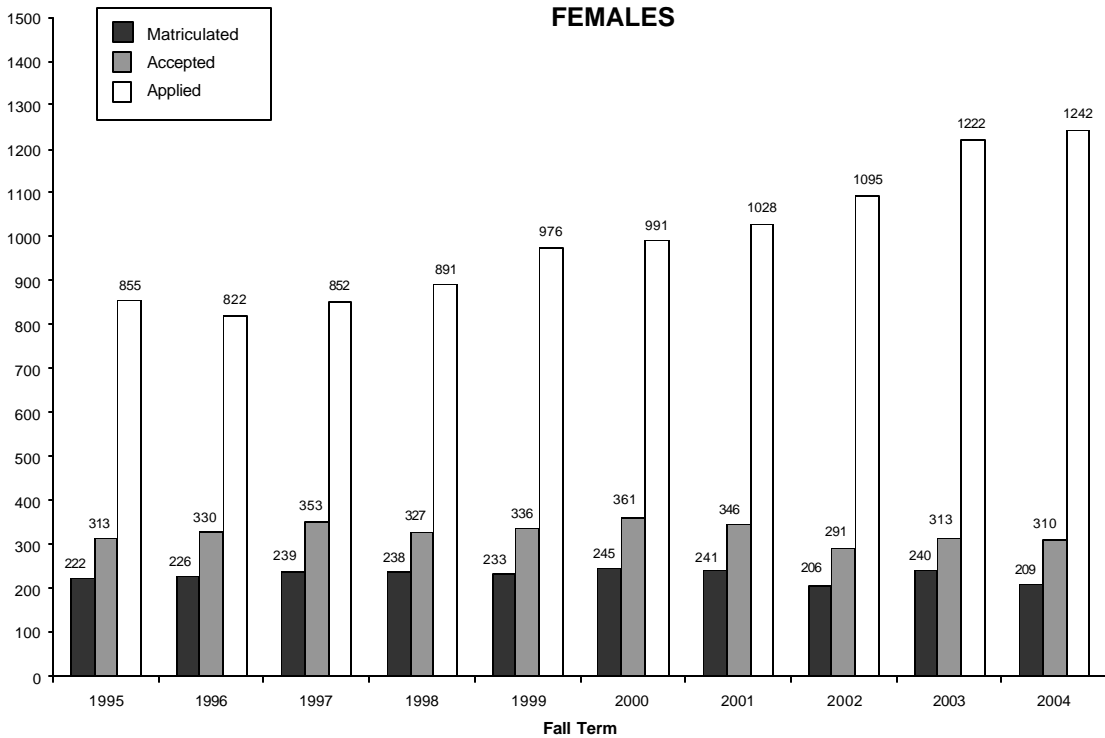
Source: Admissions Office, annual editions of Freshman Application Report

ADMISSIONS: APPLICANTS, ACCEPTANCES AND MATRICULANTS BY GENDER

MALES



FEMALES



ADMISSIONS: NEW FRESHMAN INQUIRIES, APPLICANTS, ACCEPTANCES AND MATRICULANTS BY TERRITORY

IN-TERRITORY

YEAR	<u>INQUIRIES</u>		<u>APPLICATIONS</u>		<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	<u>N</u>	<u>N</u>	<u>% of</u> <u>Inquiries</u>	<u>N</u>	<u>% of</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>	
1995	7477	888	12%	463	52%	350	76%	
1996	5363	734	14	444	60	315	71	
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	

OUT-OF-TERRITORY

YEAR	<u>INQUIRIES</u>		<u>APPLICATIONS</u>		<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	<u>N</u>	<u>N</u>	<u>% of</u> <u>Inquiries</u>	<u>N</u>	<u>% of</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>	
1995	3155	217	7%	71	33%	51	72%	
1996	2623	174	7	89	51	62	70	
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	

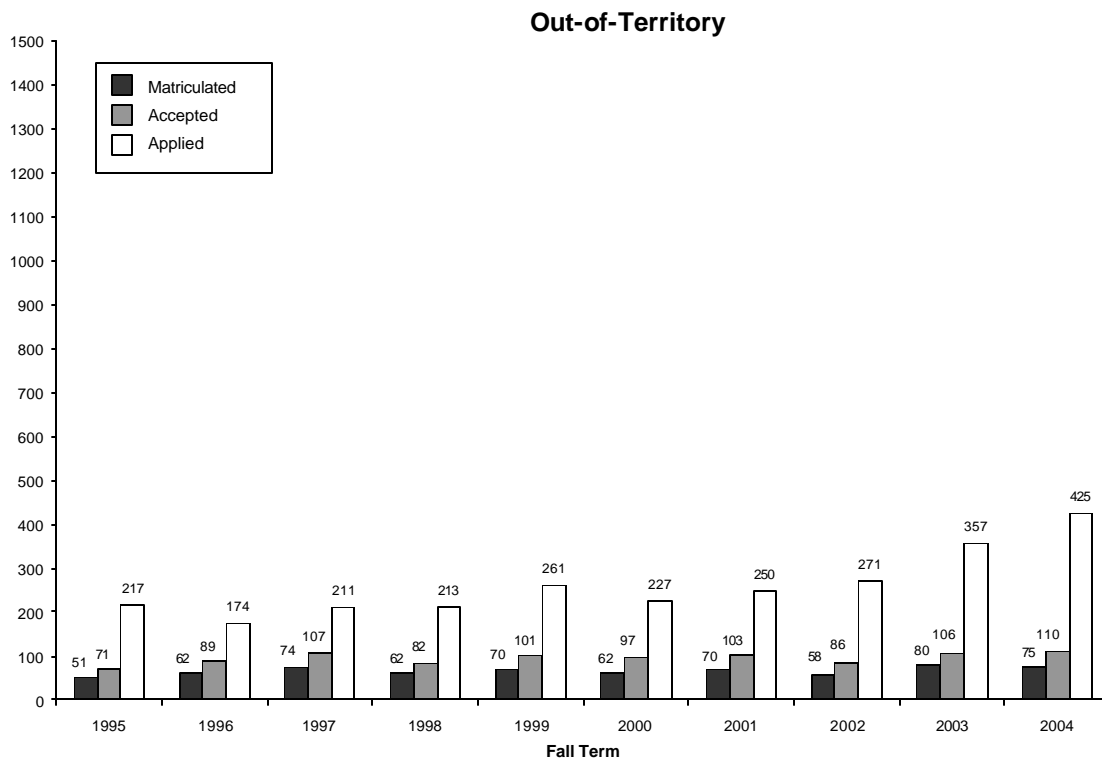
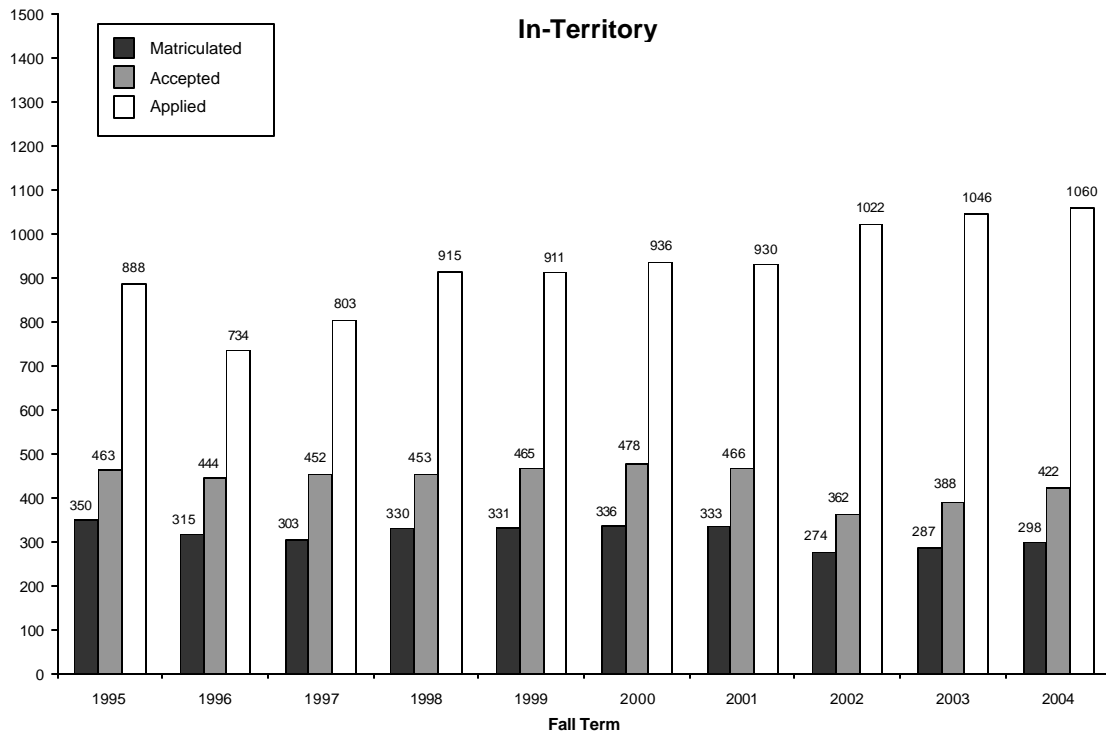
F-1 INTERNATIONAL*

YEAR	<u>INQUIRIES</u>		<u>APPLICATIONS</u>		<u>ACCEPTED</u>		<u>MATRICULATED</u>	
	<u>N</u>	<u>N</u>	<u>% of</u> <u>Inquiries</u>	<u>N</u>	<u>% of</u> <u>Applications</u>	<u>N</u>	<u>% of</u> <u>Accepted</u>	
1995	2847	621	22%	29	5%	17	59%	
1996	2486	879	35	29	3	21	72	
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	

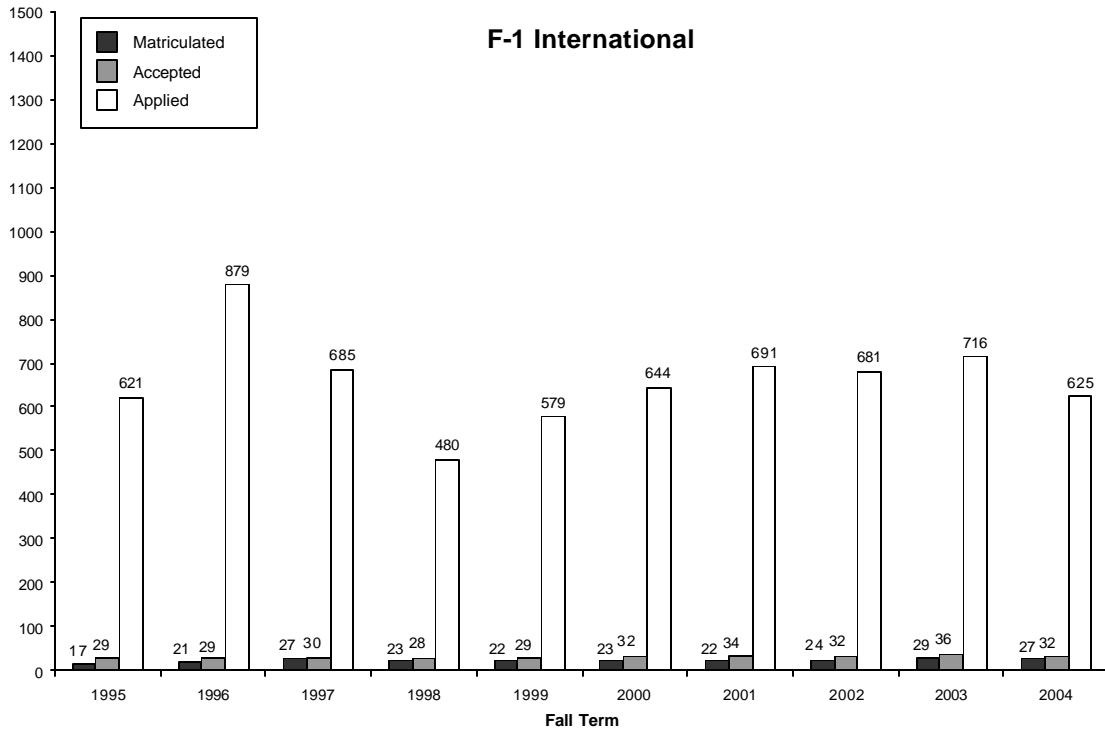
*The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" 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 2004 thirteen (13) new freshmen were designated as "permanent residents."

Source: Admissions Office, annual editions of Freshman Application Report

ADMISSIONS: APPLICANTS, ACCEPTANCES AND MATRICULANTS BY TERRITORY



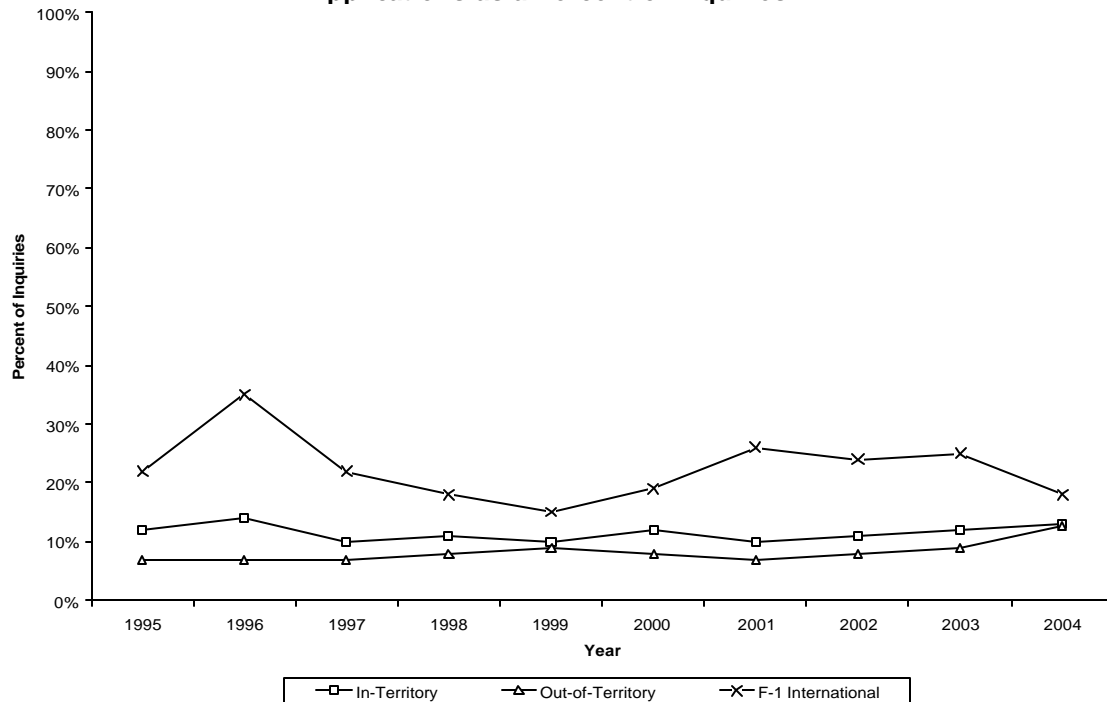
Admissions by Territory (Continued)



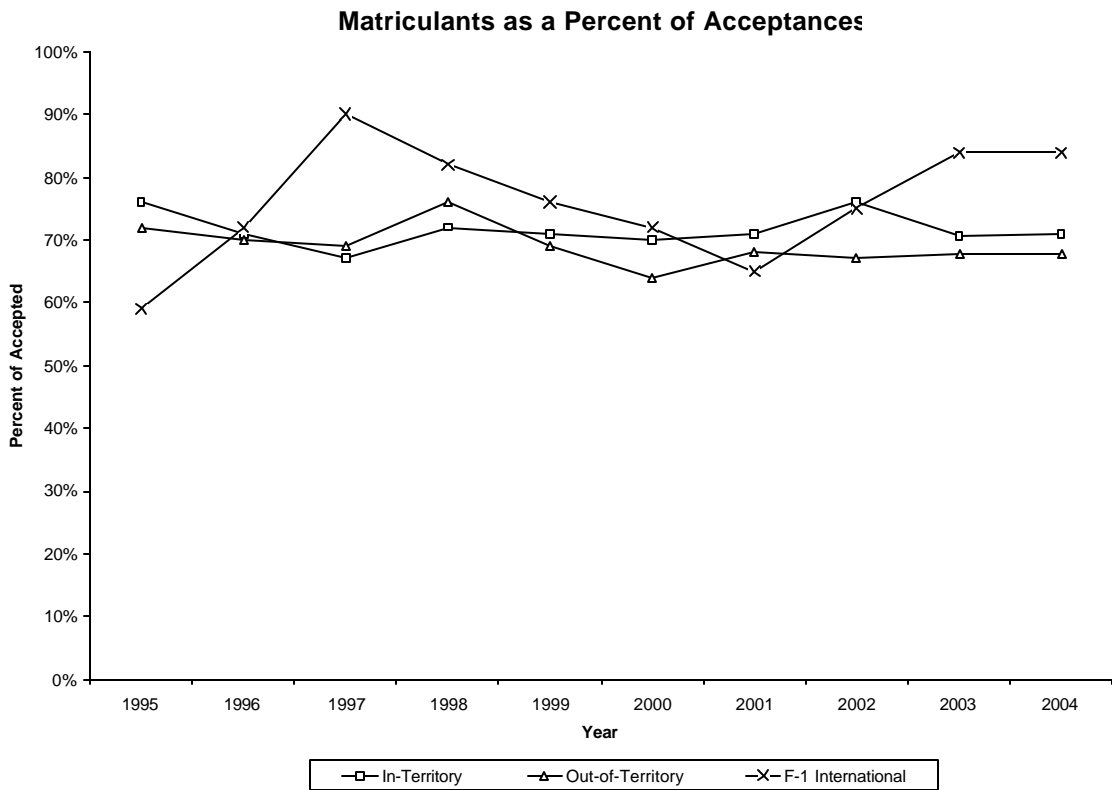
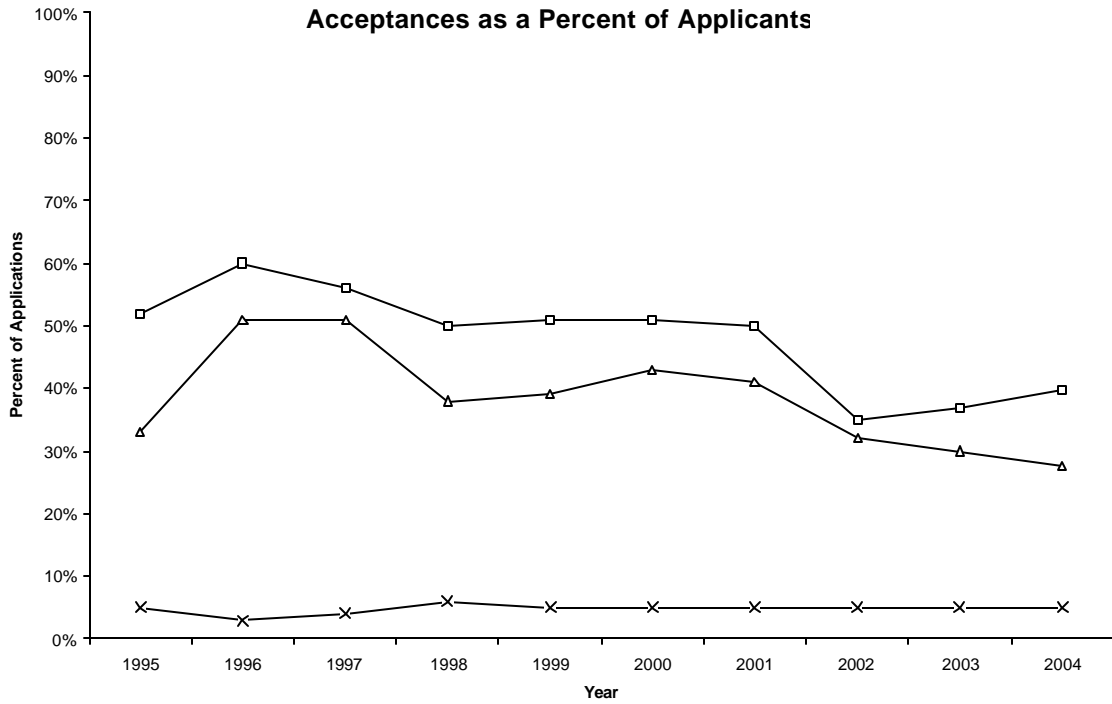
*The category "F-1 International" does not include all students who come to the College from other countries or with substantial international experience. For example, "permanent residents" who may be asylees or refugees are counted as "In-Territory" or "Out-of-Territory" rather than "F-1 International" 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 2004, thirteen (13) new freshmen were designated as "permanent residents."

ADMISSIONS YIELD

Applications as a Percent of Inquiries



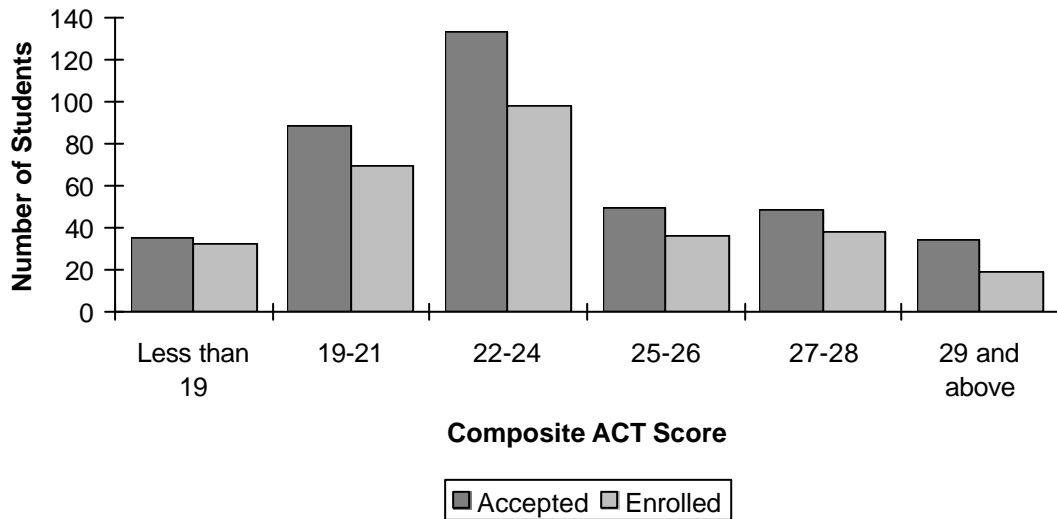
Admissions Yield (Continued)



**ACT COMPOSITE SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2004**

<u>ACT Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 19	28	6.9%	21	7.1%	75.0%
19 - 21	84	20.6%	61	20.5%	72.6%
22 - 24	127	31.1%	99	33.3%	78.0%
25 - 26	76	18.6%	52	17.5%	68.4%
27 - 28	49	12.0%	36	12.1%	73.5%
29 and above	<u>44</u>	<u>10.8%</u>	<u>28</u>	<u>9.4%</u>	63.6%
TOTAL	408	100.0%	297	100.0%	72.8%

**ACT COMPOSITE SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2004**



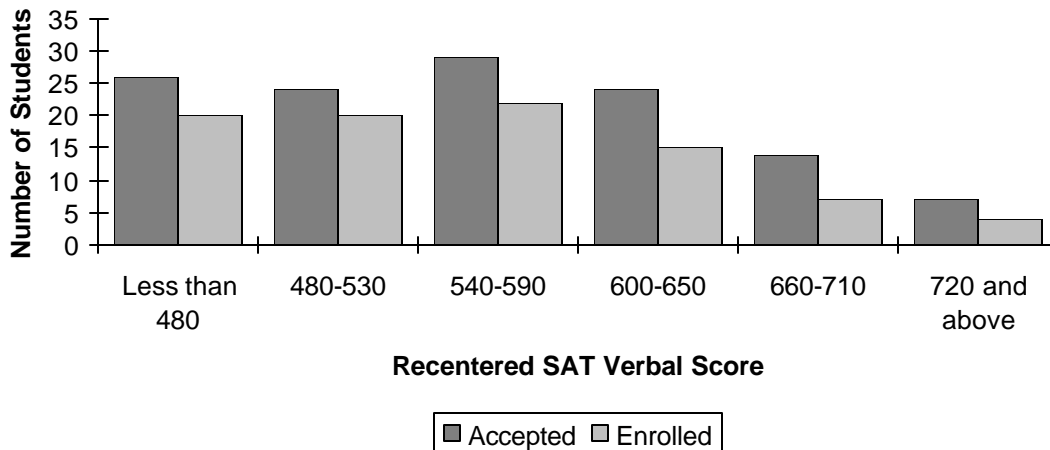
*Total does not equal the number of new freshmen because not all students submitted ACT scores. The total number accepted is 561 and the total number enrolled is 400.

Source: Office of Admissions, October 2004

**SAT VERBAL SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2004**

SAT Verbal <u>Interval</u>	<u>Number Accepted*</u>	<u>Percent of Total Accepted</u>	<u>Number Enrolled*</u>	<u>Percent of Total Enrolled</u>	<u>Number Enrolled/ Number Accepted</u>
Less than 480	21	15.4%	17	18.7%	81.0%
480 - 530	28	20.6%	23	25.3%	82.1%
540 - 590	33	24.3%	21	23.1%	63.6%
600 - 650	26	19.1%	17	18.7%	65.4%
660 - 710	19	14.0%	7	7.7%	36.8%
720 and above	<u>9</u>	<u>6.6%</u>	<u>6</u>	<u>6.6%</u>	<u>66.7%</u>
TOTAL	136	100.0%	91	100.0%	66.9%

**SAT VERBAL SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2003**



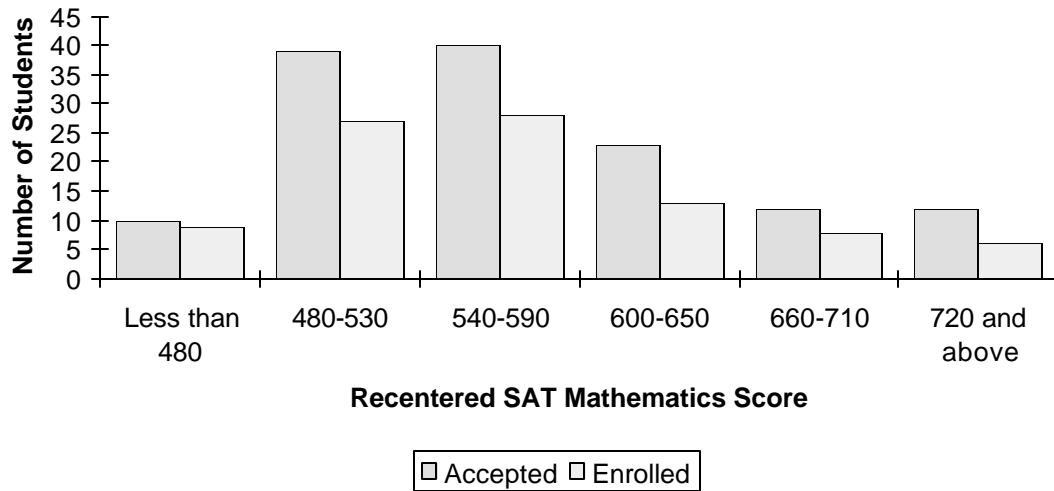
*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 561 and the total number enrolled is 400.

Source: Office of Admissions, October 2004

**SAT MATHEMATICS SCORES OF
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2004**

SAT Mathematics <u>Interval</u>	Number <u>Accepted*</u>	Percent of Total <u>Accepted</u>	Number <u>Enrolled*</u>	Percent of Total <u>Enrolled</u>	Number Enrolled/ Number <u>Accepted</u>
Less than 480	10	7.4%	9	9.9%	90.0%
480 - 530	39	28.7%	27	29.7%	69.2%
540 - 590	40	29.4%	28	30.8%	70.0%
600 - 650	23	16.9%	13	14.3%	56.5%
660 - 710	12	8.8%	8	8.8%	66.7%
720 and above	<u>12</u>	<u>8.8%</u>	<u>6</u>	<u>6.6%</u>	50.0%
TOTAL	136	100.0%	91	100.0%	66.9%

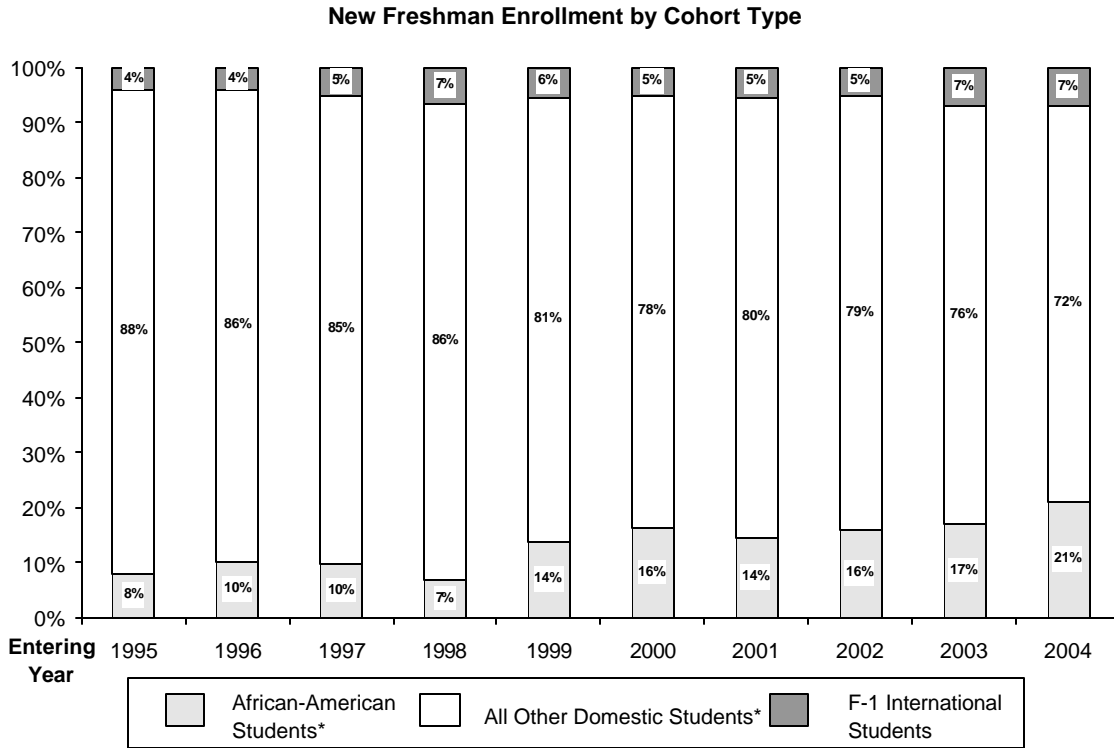
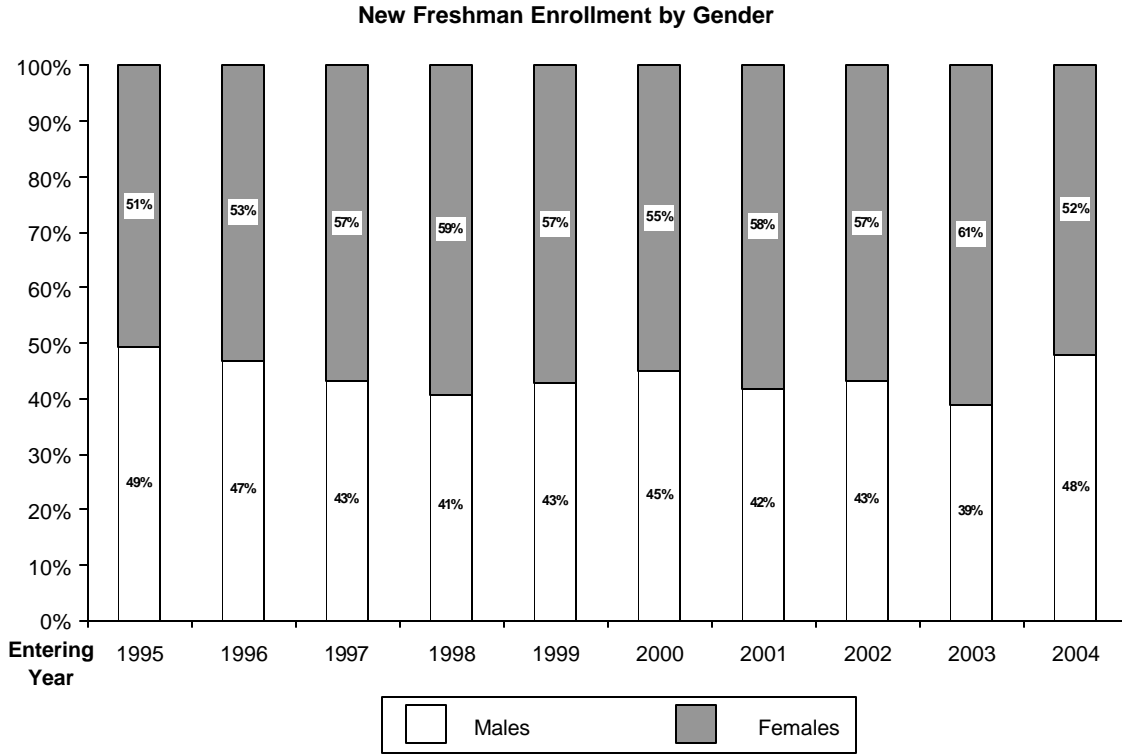
**SAT MATHEMATICS SCORES
ACCEPTED AND ENROLLED NEW FRESHMEN
FALL 2004**



*Total does not equal the number of new freshmen because not all students submitted SAT scores. The total number accepted is 561 and the total number enrolled is 400.

Source: Office of Admissions, October 2004

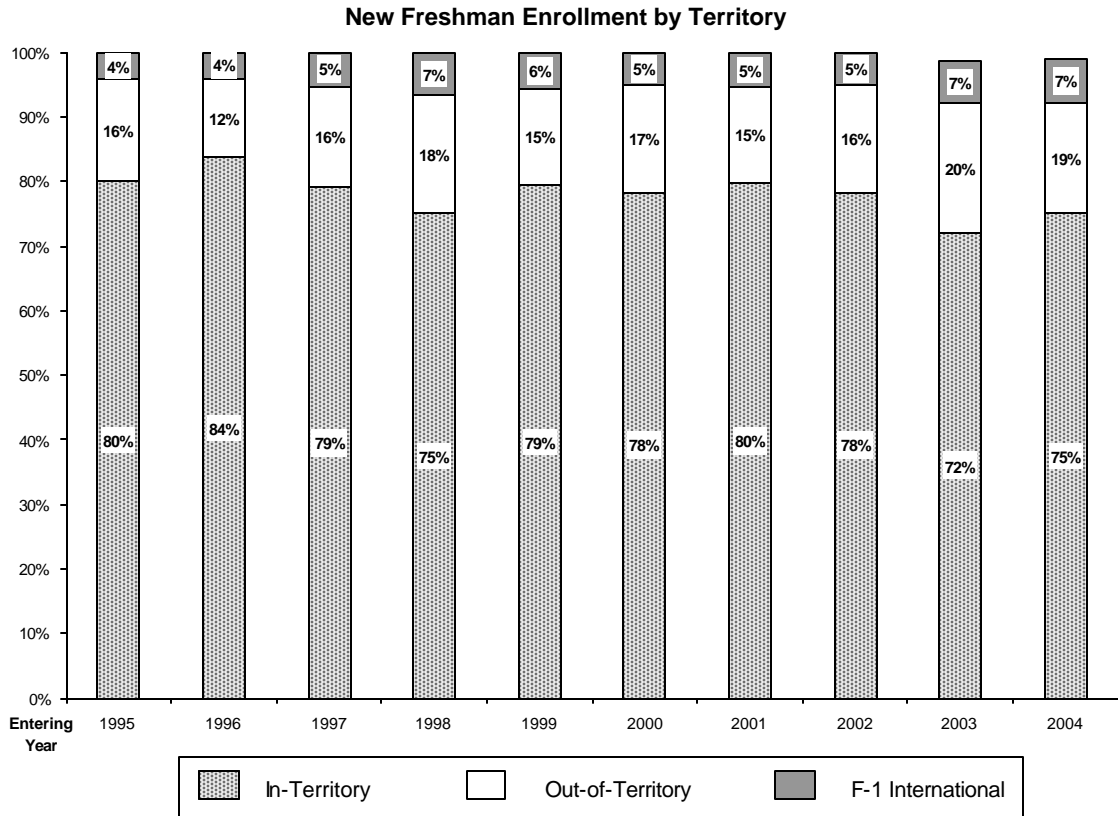
NEW FRESHMAN ENROLLMENT TRENDS



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

Source: Office of Institutional Research and Assessment, October 2004

New Freshman Enrollment Trends, continued



Source: Office of Institutional Research and Assessment, October 2004.

Enrollment Category Highlights

	Fall 2004 All Degree-Seeking Students <u>N = 1,514</u>		Fall 2004 New Freshmen <u>N = 400</u>	
Gender				
Male	628	41%	191	48%
Female	886	59%	209	52%
Territory				
In-Territory	1,112	73%	298	75%
Out-of-Territory	292	19%	75	19%
F-1 International	110	7%	27	7%
In-Territory Appalachian Counties Only	821	54%	210	53%
Students With International Experience				
	157	10%	40	10%
Ethnicity				
African-American	283	19%	85	21%
Other minorities	55	4%	14	4%
White	1,038	69%	265	66%
Unknown (includes F-1 International)	138	9%	36	9%
Non-Traditional Students				
	304	20%	16	4%

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.

In-Territory Appalachian Counties Only: Students who come from all of the In-Territory counties except those in central and western Kentucky that were added to the In-Territory category in 1976 and 1978.

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

Parents' Educational Background:

Entering Student Data:

In Fall 2003, there were 396 new freshmen and 22 transfer students for a total of 418 new students. The following data were collected on the Entering Student Survey, which 90% (378) of the new students completed.

Of the 378,

256 (68%) – indicated neither parent had received a college degree.

116 (31%) – indicated neither parent had completed any college courses.

Therefore, 32% of the Fall 2003 freshman respondents came from families in which at least one parent held a college degree and 69% had at least one parent who had taken college courses.

Graduating Student Data:

The following data were collected on the Graduating Student (Exit) Survey, which 73% (239) of the 328 December 2003, May and September 2004 graduates completed.

Of the 239,

164 (69%) – indicated neither parent had received a college degree.

86 (36%) – indicated neither parent had completed any college courses.

Therefore, 31% of the December 2003, May and September 2004 graduate respondents came from families in which at least one parent held a college degree and 64% had at least one parent who had taken college courses.

Source: Office of Institutional Research and Assessment, October 2004

**FALL ENROLLMENTS BY CLASSIFICATION
2000 - 2004**

	<u>2000</u>	<u>2001</u>	<u>2001</u>	<u>2003</u>	<u>2004</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	503	492	427	468	483
New Freshmen	(421)	(424)	(356)	(396)	(400)
Other** Freshmen	(82)	(68)	(71)	(72)	(83)
Sophomore	370	393	343	298	365
Junior	355	349	380	340	302
Senior	<u>311</u>	<u>384</u>	<u>374</u>	<u>405</u>	<u>364</u>
TOTAL DEGREE-SEEKING STUDENTS	1,539	1,618	1,524	1,511	1,514
Berea Community School	17	25	25	24	23
Madison Southern High School	5	4	6	4	0
College Employee	5	9	9	7	7
Community (Special)	18	14	8	7	5
Transient/Exchange	<u>6</u>	<u>3</u>	<u>6</u>	<u>6</u>	<u>7</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	51	55	54	48	42
TOTAL HEADCOUNT	1,590	1,673	1,673	1,559	1,556

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

NOTE: For year 2004, there were five 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. For year 2001, four of the new freshmen were "officially" classified as sophomores. For year 2000, two 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.

Source: Academic Services, September 2004

FALL ENROLLMENTS BY CLASSIFICATION (Continued)

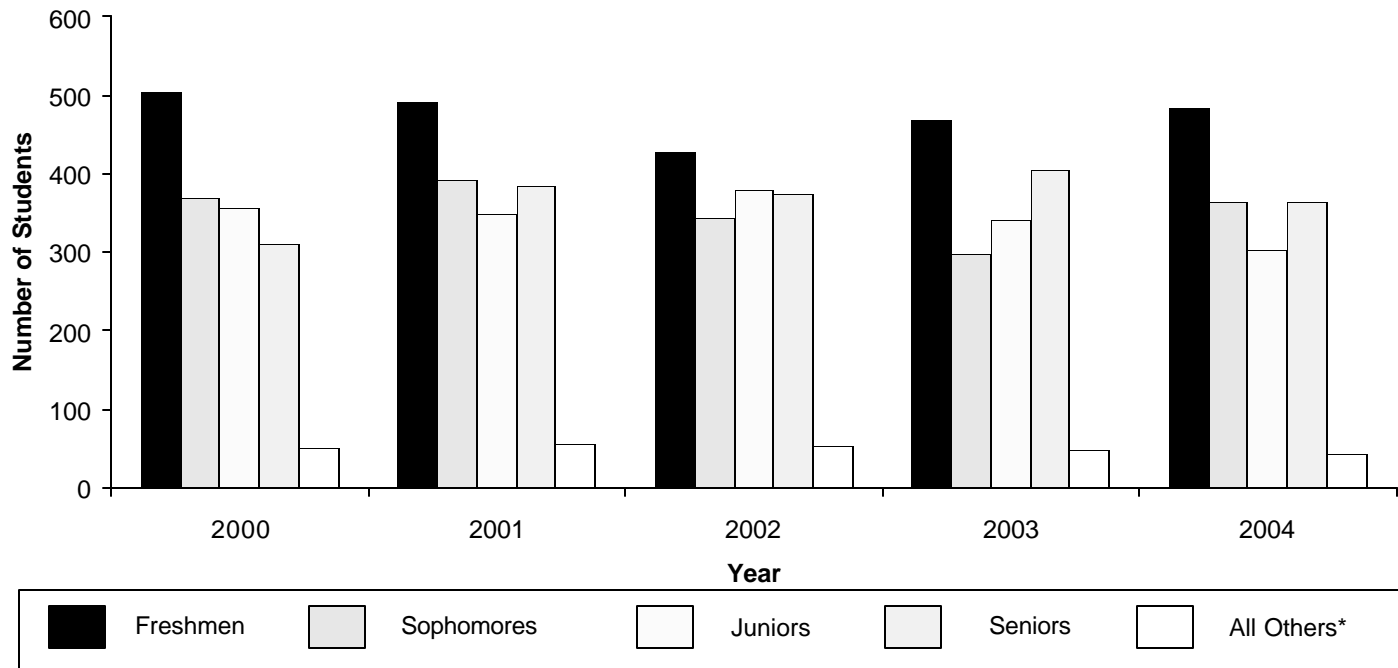
	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
<u>Full-Time Students</u>					
Freshman	502	492	427	468	483
New Freshmen	(421)	(424)	(356)	(396)	(400)
Other** Freshmen	(81)	(68)	(71)	(72)	(83)
Sophomore	370	393	342	298	365
Junior***	354	349	380	340	302
Senior	<u>308</u>	<u>383</u>	<u>372</u>	<u>404</u>	<u>361</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,534	1,617	1,521	1,510	1,511
Berea Community School	1	0	0	0	0
Madison Southern High School	0	0	0	0	0
College Employee	1	0	0	0	0
Community (Special)	1	0	0	0	0
Transient/Exchange	<u>2</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	5	3	5	5	5
TOTAL FULL-TIME STUDENTS	1,539	1,620	1,526	1,515	1,516
<hr/>					
<u>Part-Time Students</u>					
Freshman	1	0	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(1)	(0)	(0)	(0)	(0)
Sophomore	0	0	1	0	0
Junior***	1	0	0	0	0
Senior	<u>3</u>	<u>1</u>	<u>2</u>	<u>1</u>	<u>3</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	5	1	3	1	3
Berea Community School	16	25	25	24	23
Madison Southern High School	5	4	6	4	0
College Employee	4	9	9	7	7
Community (Special)	17	14	8	7	5
Transient/Exchange	<u>4</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>2</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	46	52	49	43	37
TOTAL PART-TIME STUDENTS	51	53	52	44	40
FTE ENROLLMENT	1,559	1,643	1,549	1,532	1,530

**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 40 students has a FTE of 14.25.

Source: Academic Services, September 2004

FALL ENROLLMENTS



*All others include community (special), post-graduate, transient/exchange, Berea Community School and Madison Southern high school students, and college employees.

FALL 2004 ENROLLMENT BY STATE AND U.S. TERRITORIES

Degree-Seeking Students:

Alabama	96	(6%)	Missouri	9	(1%)
Arizona	3	(*)	Montana	1	(*)
California	2	(*)	Nebraska	1	(*)
Colorado	1	(*)	New Hampshire	4	(*)
Connecticut	1	(*)	New Jersey	2	(*)
District of Columbia	1	(*)	New York	5	(*)
Florida	5	(*)	North Carolina	76	(5%)
Georgia	47	(3%)	Ohio	152	(10%)
Hawaii	1	(*)	Oklahoma	1	(*)
Idaho	1	(*)	Oregon	3	(*)
Illinois	11	(1%)	Pennsylvania	11	(1%)
Indiana	16	(1%)	Puerto Rico	1	(*)
Iowa	1	(*)	South Carolina	52	(3%)
Kansas	5	(*)	South Dakota	1	(*)
Kentucky	547	(35%)	Tennessee	181	(12%)
Louisiana	1	(*)	Texas	7	(*)
Maine	3	(*)	Utah	4	(*)
Maryland	4	(*)	Vermont	2	(*)
Massachusetts	3	(*)	Virginia	56	(4%)
Michigan	10	(1%)	Washington	1	(*)
Mississippi	4	(*)	West Virginia	62	(4%)
			Sub-Total	1,395	(89%)

Students Enrolled from Outside the U.S. and/or Its Territories
(For more detail, see the [following page](#).)

119 (8%)

Total Degree-Seeking Students 1,514 (98%)

Non-Degree-Seeking Students:

Berea Community School	23
Madison Southern High School	0
College Employee	7
Community (Special)	5
Transient/Exchange	<u>7</u>
Sub-Total	42

Total Non-Degree-Seeking Students 42 (3%)

TOTAL HEADCOUNT ENROLLMENT 1,556 (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 2004.
<<http://www.berea.edu/ira/ci.geo2004.htm>>

FALL 2004 ENROLLMENT BY COUNTRY

Degree-Seeking Students:

Afghanistan	1	(1%)	Macedonia	2	(2%)
Albania	1	(1%)	Malaysia	2	(2%)
Antigua & Barbuda	1	(1%)	Mauritius	1	(1%)
Armed Forces - Europe	1	(1%)	Moldova	1	(1%)
Armenia	1	(1%)	Mongolia	1	(1%)
Azerbaijan	1	(1%)	Myanmar	5	(4%)
Bangladesh	1	(1%)	Namibia	1	(1%)
Bhutan	1	(1%)	Nepal	5	(4%)
Bosnia & Herzegovina	1	(1%)	Nigeria	2	(2%)
Brazil	2	(2%)	Peoples Republic of China	3	(3%)
Bulgaria	5	(4%)	Peru	1	(1%)
Cameroon	1	(1%)	Poland	1	(1%)
Ecuador	2	(2%)	Romania	1	(1%)
Ethiopia	1	(1%)	Russia	3	(3%)
Gabon	1	(1%)	Senegal	1	(1%)
Georgia	1	(1%)	Sierra	1	(1%)
Germany	1	(1%)	Sierra Leone	1	(1%)
Ghana	3	(3%)	Slovak Republic	1	(1%)
Guinea	1	(1%)	Sri Lanka	1	(1%)
Haiti	1	(1%)	Sudan	2	(2%)
Honduras	1	(1%)	Swaziland	1	(1%)
India	2	(2%)	Sweden	1	(1%)
Indonesia	1	(1%)	Taiwan	1	(1%)
Iran	1	(1%)	Tajikistan	1	(1%)
Israel	2	(2%)	The Gambia	1	(1%)
Jamaica	1	(1%)	Tibet, The Former	9	(8%)
Japan	1	(1%)	Trinidad and Tobago	2	(2%)
Kampuchea (Cambodia)	1	(1%)	Turkey	1	(1%)
Kazakhstan	1	(1%)	Uganda	2	(2%)
Kenya	3	(3%)	Ukraine	3	(3%)
Kyrgyzstan	2	(2%)	Uruguay	1	(1%)
Latvia	1	(1%)	Uzbekistan	3	(3%)
Lesotho	1	(1%)	Yugoslavia	2	(2%)
Liberia	4	(3%)	Zambia	1	(1%)
Lithuania	1	(1%)	Zimbabwe	3	(3%)

**TOTAL DEGREE-SEEKING STUDENTS ENROLLED FROM
OUTSIDE THE UNITED STATES AND/OR ITS TERRITORIES** **119 (100%)**
(The 119 students represent approximately 8% of the total degree-seeking enrollment.)

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 nineteen (119) students above include more students than those classified as "F-1 International."

Source: Office of Institutional Research and Assessment, Geographical Report, October 2004. For more details visit <<http://www.berea.edu/ira/ci.geo2004.htm>>

FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY TERRITORY 2000 - 2004

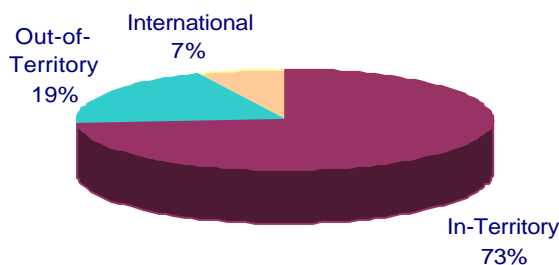
	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Berea's Territory*	1,140	1,221	1,148	1,114	1,112
Prior to 1976 expansion	64%	65%	71%	74%	70%
Counties Added in 1976 & 1978	34%	33%	27%	23%	26%
Hamilton Co, Ohio added in 1996	2%	2%	3%	3%	4%
Out-of-Territory*	291	295	275	284	292
F-1 International***	<u>108</u>	<u>102</u>	<u>101</u>	<u>113</u>	<u>110</u>
TOTAL	1,539	1,618	1,524	1,511	1,514

*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 2004, forty-seven (47) Berea College students were designated as "permanent residents."

NOTE: This table does not include 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/ci.geo2004.htm>>

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY ETHNICITY
2000 - 2004**

	2000		2001		2002		2003		2004	
	<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)	206	(13%)	237	(15%)	257	(17%)	260	(17%)	283	(19%)
American Indian or Alaskan Native	9	(1%)	11	(1%)	9	(1%)	10	(1%)	8	(1%)
Asian or Pacific Islander	20	(1%)	21	(1%)	19	(1%)	21	(1%)	22	(1%)
Hispanic	9	(1%)	9	(1%)	13	(1%)	17	(1%)	25	(2%)
White (Non-Hispanic)	1,134	(74%)	1,187	(73%)	1,083	(71%)	1,059	(70%)	1,038	(69%)
Unknown**	<u>161</u>	<u>(9%)</u>	<u>153</u>	<u>(9%)</u>	<u>143</u>	<u>(9%)</u>	<u>144</u>	<u>(10%)</u>	<u>138</u>	<u>(9%)</u>
TOTAL	1,539	(100%)	1,618	(100%)	1,524	(100%)	1,511	(100%)	1,514	(100%)

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

*Denotes percentages less than 1.

**Includes all F-1 International students.

Source: Academic Services, September 2004
Office of Institutional Research and Assessment, September 2004

FALL 2004 JUNIOR AND SENIOR ENROLLMENT BY MAJOR AND COHORT TYPE

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture	0	(0%)	25	(5%)	1	(2%)	26	(4%)
Art	0	(0%)	24	(5%)	0	(0%)	24	(4%)
Biology	5	(5%)	34	(7%)	7	(14%)	46	(7%)
Business Administration	19	(17%)	36	(7%)	9	(18%)	64	(10%)
Chemistry	2	(2%)	16	(3%)	5	(10%)	23	(3%)
Child and Family Studies	10	(9%)	41	(8%)	0	(0%)	51	(8%)
Economics	0	(0%)	2	(*)	6	(12%)	8	(1%)
Education Studies	7	(6%)	26	(5%)	1	(2%)	34	(5%)
Elementary Education	1	(1%)	6	(1%)	0	(0%)	7	(1%)
English	1	(1%)	27	(5%)	0	(0%)	28	(4%)
Foreign Languages	0	(0%)	16	(3%)	2	(4%)	18	(3%)
History	2	(2%)	18	(4%)	0	(0%)	20	(3%)
Independent Major	2	(2%)	12	(2%)	0	(0%)	14	(2%)
Mathematics	1	(1%)	17	(3%)	6	(12%)	24	(4%)
Music	0	(0%)	16	(3%)	1	(2%)	17	(3%)
Nursing	10	(9%)	26	(5%)	1	(2%)	37	(6%)
Philosophy	0	(0%)	8	(2%)	0	(0%)	8	(1%)
Physical Education	5	(5%)	16	(3%)	0	(0%)	21	(3%)
Physics	0	(0%)	3	(1%)	1	(2%)	4	(1%)
Political Science	0	(0%)	7	(1%)	6	(12%)	13	(2%)
Psychology	11	(10%)	31	(6%)	2	(4%)	44	(7%)
Religion	0	(0%)	7	(1%)	0	(0%)	7	(1%)
Sociology	6	(6%)	5	(1%)	1	(2%)	12	(2%)
Speech Communication	8	(7%)	19	(4%)	0	(0%)	27	(4%)
Technology and Industrial Arts	6	(6%)	27	(5%)	1	(2%)	34	(5%)
Theatre	3	(3%)	11	(2%)	0	(0%)	14	(2%)
Women's Studies	1	(1%)	6	(1%)	0	(0%)	7	(1%)
Undecided	9	(8%)	26	(5%)	0	(0%)	35	(5%)
TOTAL	109	(100%)	508	(100%)	50	(100%)	667	(100%)

*Denotes percentages less than 1.

Note: Students with double majors and double degrees are counted only in their primary major.

Compiled by: Office of Institutional Research and Assessment, October 2004

**FALL ENROLLMENTS OF DEGREE-SEEKING STUDENTS BY AGE*
2000 – 2004**

<u>Age*</u>	2000		2001		2002		2003		2004	
	<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	35	(2%)	42	(3%)	33	(2%)	32	(2%)	41	(3%)
18 - 24 years old	1,422	(92%)	1,500	(93%)	1,428	(94%)	1,405	(93%)	1,386	(92%)
25 - 29 years old	59	(4%)	54	(3%)	45	(3%)	51	(3%)	61	(4%)
30 - 34 years old	12	(1%)	13	(1%)	9	(1%)	9	(1%)	13	(1%)
35 - 39 years old	2	(**)	1	(**)	3	(**)	6	(**)	3	(**)
40 - 44 years old	6	(**)	5	(**)	2	(**)	3	(**)	3	(**)
45 - 49 years old	2	(**)	2	(**)	3	(**)	4	(**)	6	(**)
50 - 54 years old	1	(**)	1	(**)	0	(0%)	0	(0%)	0	(0%)
55 - 59 years old	0	(0%)	0	(0%)	0	(0%)	1	(**)	1	(**)
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	1,539	(100%)	1,618	(100%)	1,524	(100%)	1,511	(100%)	1,514	(100%)

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

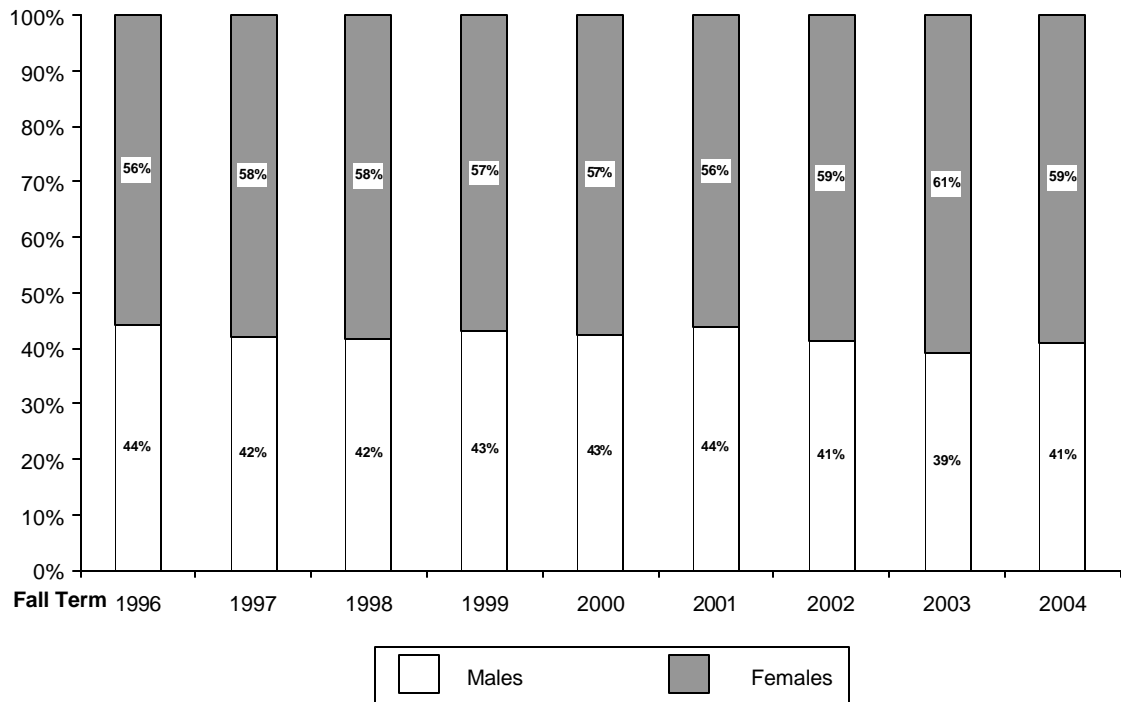
**Denotes percentages less than 1.

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

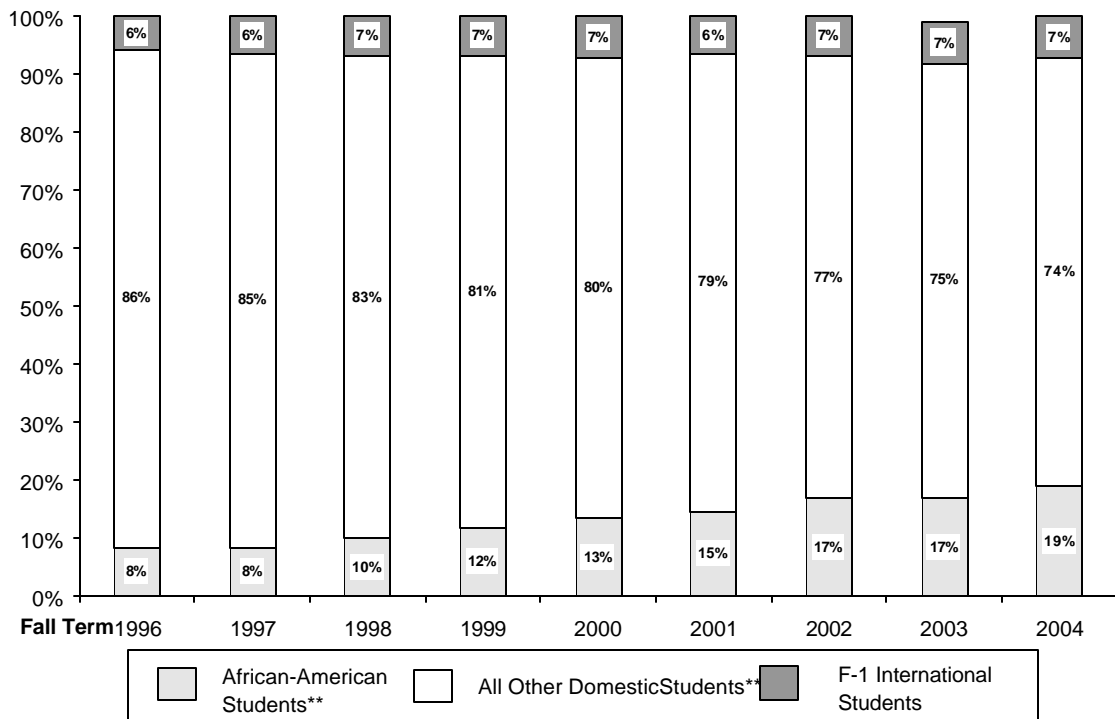
Source: Office of Institutional Research and Assessment, September 2004

FALL ENROLLMENT TRENDS

Fall Enrollment of Degree-Seeking Students* by Gender



Fall Enrollment of Degree-Seeking Students* by Cohort Type

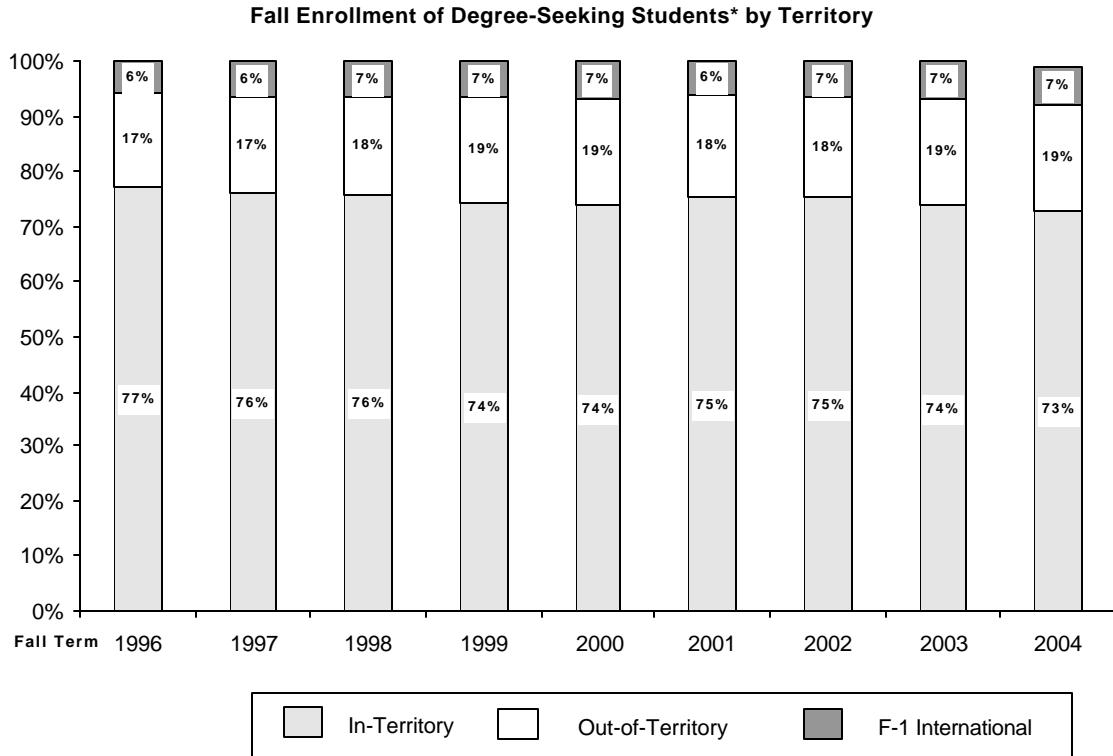


*Includes full and part-time students.

**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, September 2004

Fall Enrollment Trends, continued



*Includes full and part-time students.

Source: Office of Institutional Research and Assessment, September 2004

**NEW FRESHMEN FROM KENTUCKY
FALL TERMS 1995 - 2004**

<u>Year</u>	<u>Total New Freshmen</u>	<u>Kentucky Freshmen</u>	<u>Percent Kentucky Freshmen of Total</u>
1995	418	197	47.1%
1996	397	189	47.6
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

**AFRICAN-AMERICAN NEW FRESHMEN
FALL TERMS 1995 - 2004**

<u>Year</u>	<u>Total New Freshmen</u>	<u>African-American Freshmen</u>	<u>Percent African-American of Total New Freshmen</u>
1995	418	42	10.0%
1996	397	39	9.8
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

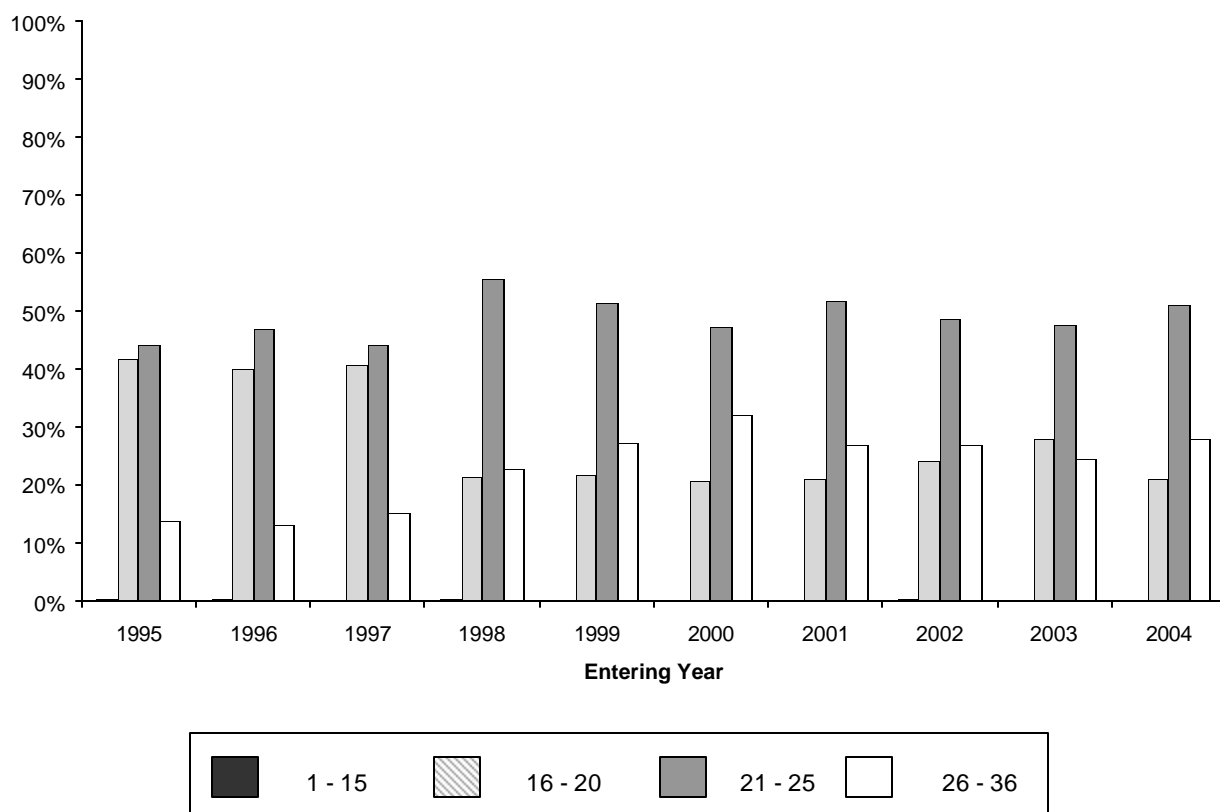
Source: Admissions Office, annual editions of Freshman Class Profile

MEAN ACT COMPOSITE SCORES 1995 - 2004

<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>		
1995	21.7	21.2	22.2	20.8	20.1
1996	21.7	21.5	21.8	20.9	20.1
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

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

ACT Composite Scores



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

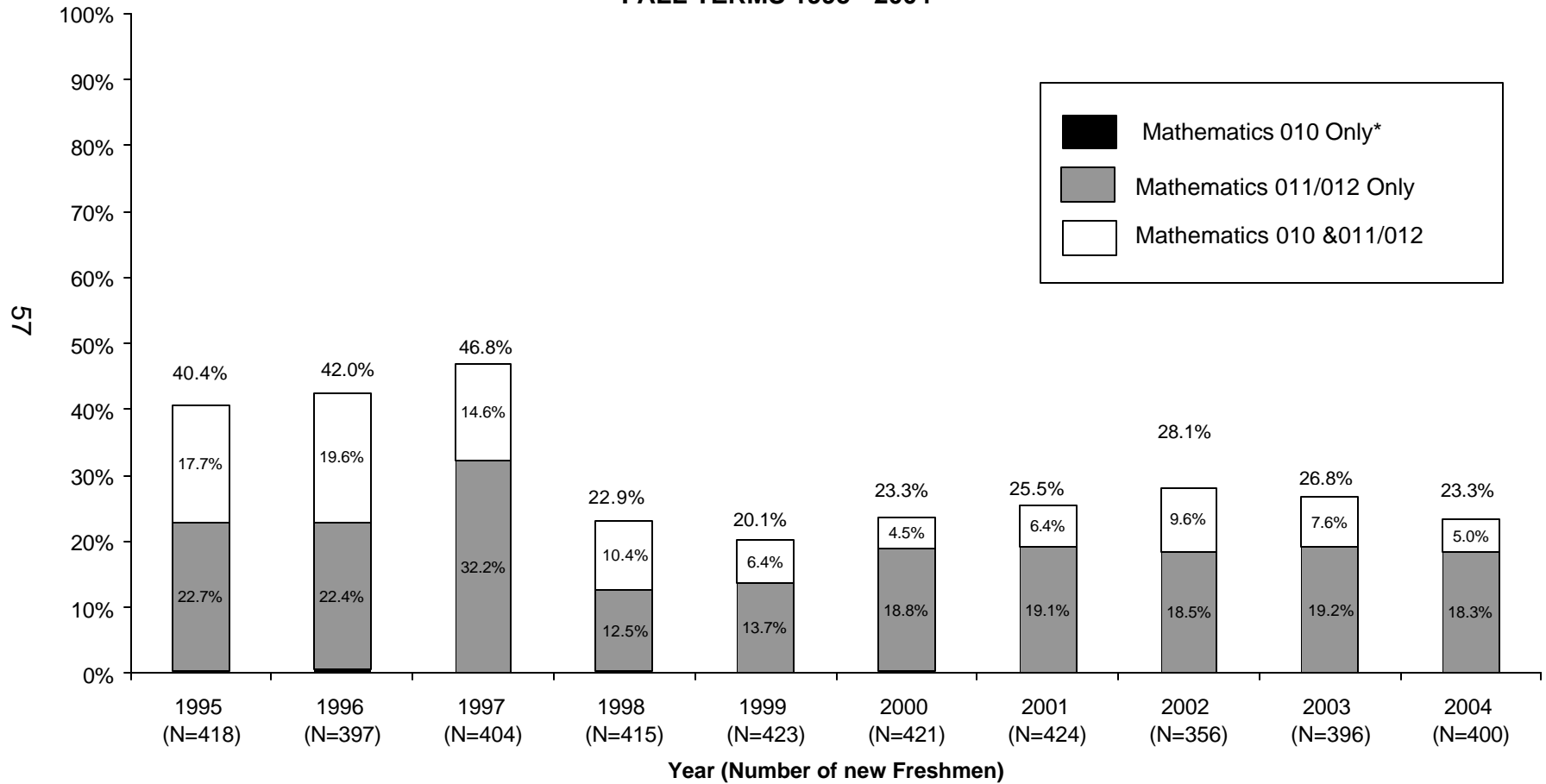
**HIGH SCHOOL RANK IN CLASS OF NEW FRESHMEN
BY GENDER
2000 - 2004**

<u>Year</u>	<u>Number of Freshmen</u>	<u>Number Ranked</u>	<u>Top One-Fifth N (%)</u>	<u>Second One-Fifth N (%)</u>	<u>Third One-Fifth N (%)</u>	<u>Fourth One-Fifth N (%)</u>	<u>Bottom One-Fifth N (%)</u>
2000							
Males	176	131	62 (47%)	41 (31%)	24 (18%)	4 (3%)	0 (0%)
Females	245	199	150 (75%)	39 (20%)	10 (5%)	0 (0%)	0 (0%)
TOTAL	421	330	212 (64%)	80 (24%)	34 (10%)	4 (1%)	0 (0%)
2001							
Males	182	141	53 (38%)	49 (35%)	30 (21%)	9 (6%)	0 (0%)
Females	242	195	124 (64%)	53 (27%)	16 (8%)	2 (1%)	0 (0%)
TOTAL	424	336	177 (53%)	102 (30%)	46 (14%)	11 (3%)	0 (0%)
2002							
Males	150	121	52 (43%)	46 (38%)	21 (17%)	2 (2%)	0 (0%)
Females	206	174	125 (72%)	31 (18%)	14 (8%)	4 (2%)	0 (0%)
TOTAL	356	295	177 (60%)	77 (26%)	35 (12%)	6 (2%)	0 (0%)
2003							
Males	156	124	55 (44%)	41 (33%)	23 (19%)	5 (4%)	0 (0%)
Females	240	216	138 (64%)	57 (26%)	16 (7%)	5 (2%)	0 (0%)
TOTAL	396	340	193 (57%)	98 (29%)	39 (11%)	10 (3%)	0 (0%)
2004							
Males	191	152	61 (40%)	53 (35%)	33 (22%)	5 (3%)	0 (0%)
Females	209	181	124 (69%)	46 (25%)	8 (4%)	3 (2%)	0 (0%)
TOTAL	400	333	185 (56%)	99 (30%)	41 (12%)	8 (2%)	0 (0%)

NOTE: For Fall Term 2004, 67 out of 400 (17%) students came from high schools where rank in class is not reported (includes 27 F-1 International students).

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

**NEW FRESHMEN ASSIGNED TO BASIC MATHEMATICS COURSES
FALL TERMS 1995 - 2004**



*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.

**SPRING ENROLLMENTS BY CLASSIFICATION
2000 - 2004**

	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
<u>Total (Full-Time and Part-Time)*</u>					
Freshman	419	381	366	320	377
New Freshmen	(17)	(1)	(0)	(8)	(19)
Other** Freshmen	(402)	(380)	(366)	(312)	(358)
Sophomore	330	346	334	323	292
Junior	293	331	340	324	306
Senior	<u>331</u>	<u>360</u>	<u>431</u>	<u>458</u>	<u>448</u>
TOTAL DEGREE-SEEKING STUDENTS	1,373	1,418	1,471	1,425	1,423
Berea Community School	19	16	23	28	18
Madison Southern High School	10	2	3	5	8
College Employee	10	3	4	12	10
Community (Special)	14	11	18	8	8
Transient/Exchange	<u>0</u>	<u>3</u>	<u>6</u>	<u>5</u>	<u>5</u>
TOTAL NON-DEGREE-SEEKING STUDENTS	53	35	54	58	49
TOTAL HEADCOUNT	1,426	1,453	1,525	1,483	1,472

*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 2004

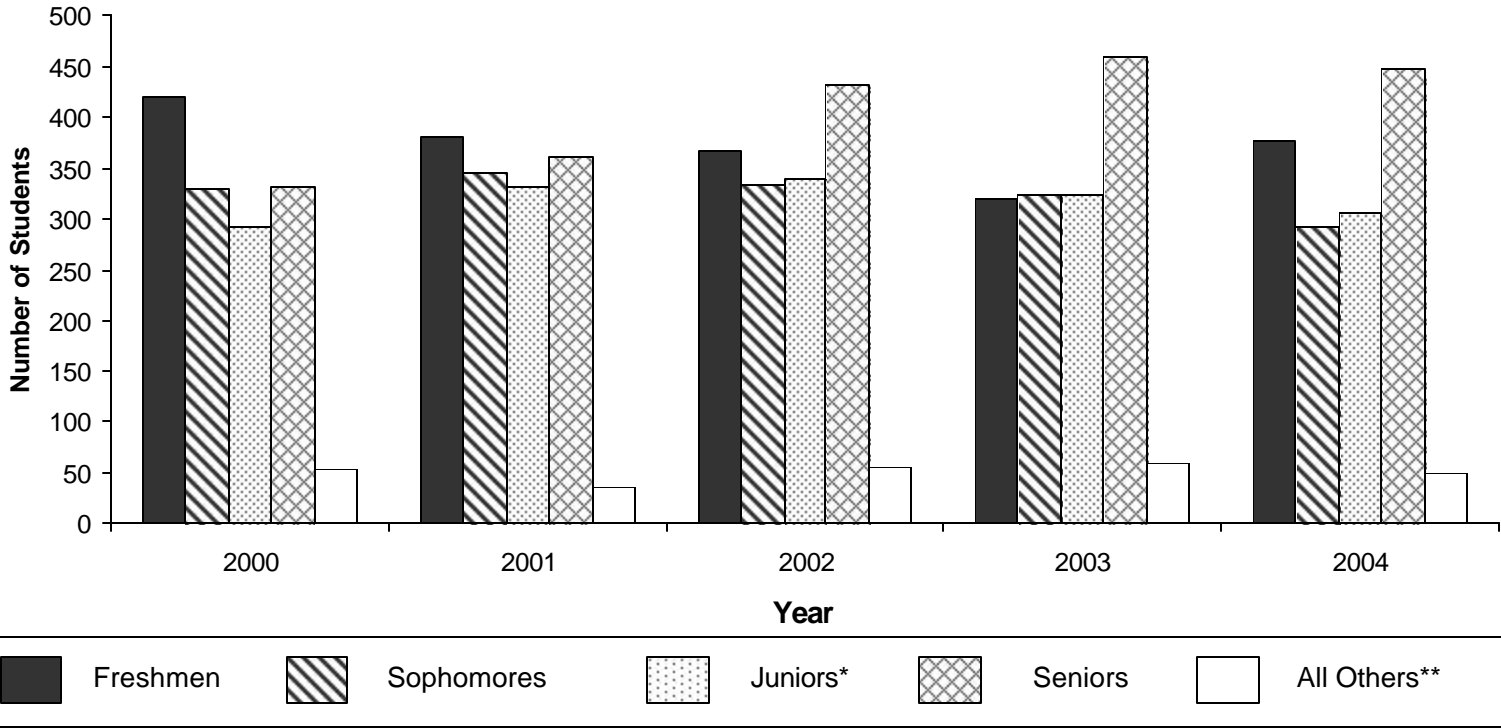
SPRING ENROLLMENTS BY CLASSIFICATION (Continued)

<u>Full-Time Students</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Freshman	418	381	366	320	377
New Freshmen	(17)	(1)	(0)	(8)	(19)
Other** Freshmen	(401)	(380)	(366)	(312)	(358)
Sophomore	329	343	334	323	292
Junior	290	327	340	324	306
Senior	<u>325</u>	<u>358</u>	<u>429</u>	<u>458</u>	<u>447</u>
TOTAL DEGREE-SEEKING FULL-TIME STUDENTS	1,362	1,409	1,469	1,425	1,422
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>0</u>	<u>3</u>	<u>5</u>	<u>5</u>	<u>4</u>
TOTAL NON-DEGREE-SEEKING FULL-TIME STUDENTS	0	3	5	5	4
TOTAL FULL-TIME STUDENTS	1,362	1,412	1,474	1,430	1,426
<hr/>					
<u>Part-Time Students</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Freshman	1	0	0	0	0
New Freshmen	(0)	(0)	(0)	(0)	(0)
Other** Freshmen	(1)	(0)	(0)	(0)	(0)
Sophomore	1	3	0	0	0
Junior	3	4	0	0	0
Senior	<u>6</u>	<u>2</u>	<u>2</u>	<u>1</u>	<u>1</u>
TOTAL DEGREE-SEEKING PART-TIME STUDENTS	11	9	2	1	1
Berea Community School	19	16	23	28	18
Madison Southern High School	10	2	3	5	8
College Employee	10	3	4	12	10
Community (Special)	14	11	18	8	8
Transient/Exchange	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>
TOTAL NON-DEGREE-SEEKING PART-TIME STUDENTS	53	32	49	53	45
TOTAL PART-TIME STUDENTS	64	41	51	54	46
FTE Enrollment	1,388	1,431	1,495	1,451	1,445

**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.

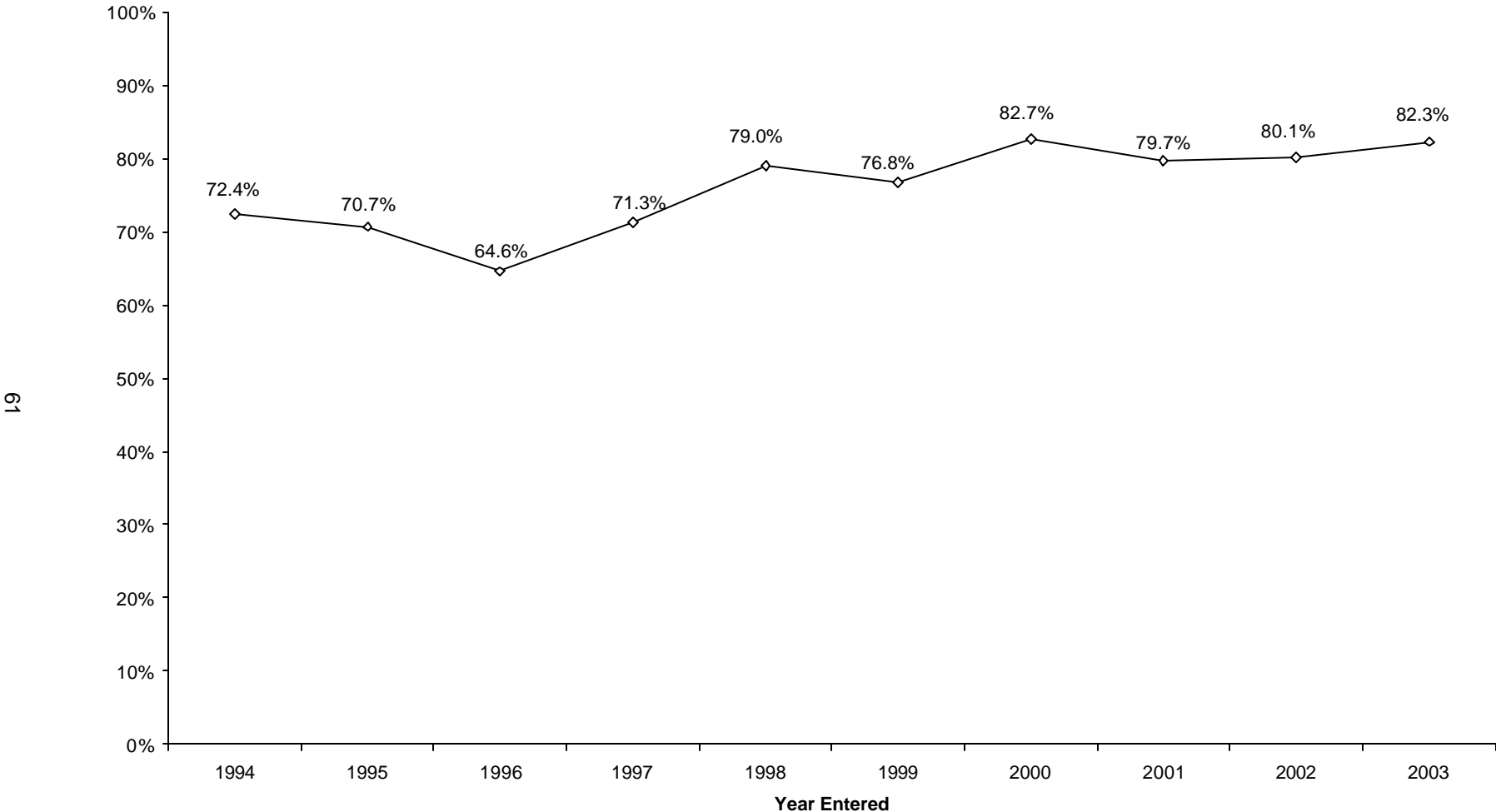
NOTE: FTE (Full-Time Equivalent) Enrollment is calculated by equating part-time students to full time status (enrolled in at least a 3 credits course load). FTE For each part-time student is determined by dividing the total number of courses taken by 3. Our part-time enrollment of 46 students has an FTE of 18.92.

SPRING ENROLLMENT



*All others include community (special), post-graduate, transient/exchange, Berea Community School and Madison Southern high school students, and college employees.

FRESHMAN-TO-SOPHOMORE RETENTION



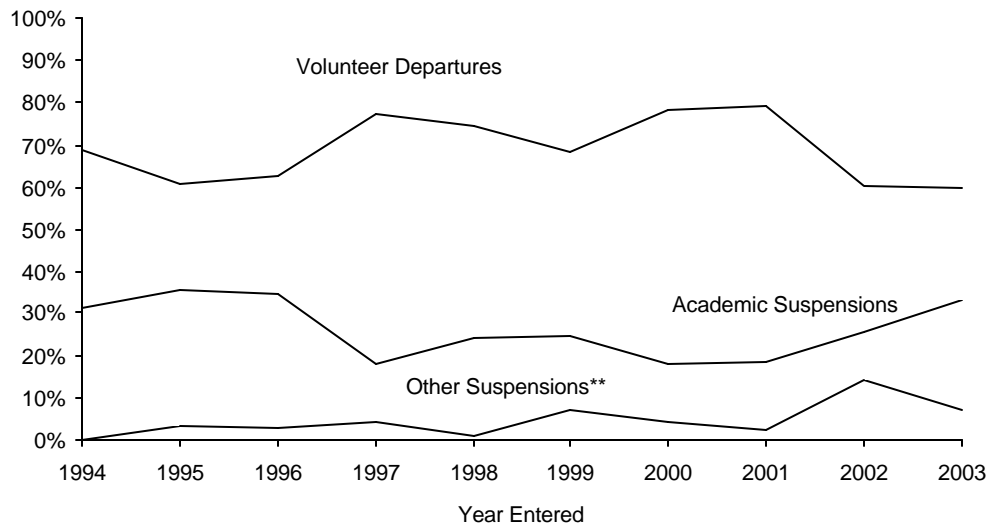
Source: Office of Institutional Research and Assessment, October 2004

NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1994 - 2003

<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>
1994	406	72.4%	112	35	0	77
1995	417 *	70.7	122	44	4	74
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

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

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



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

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

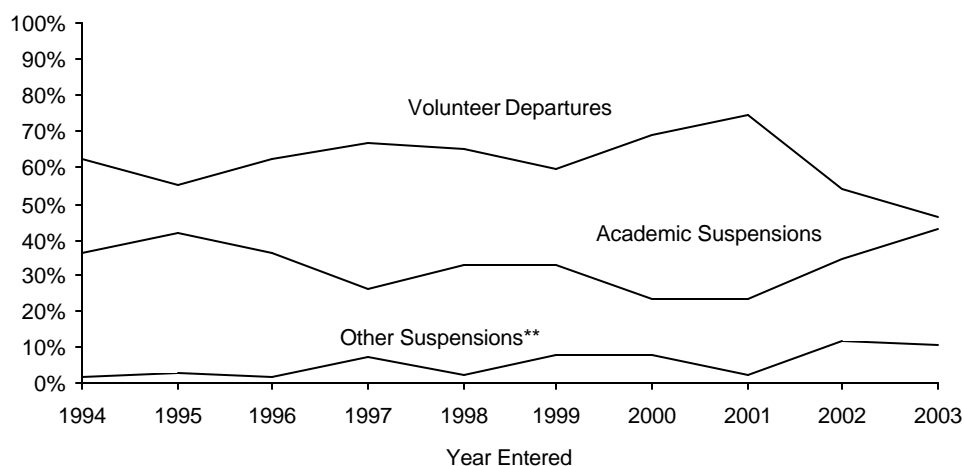
Source: Office of Institutional Research and Assessment, October 2004

MALE NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1994 - 2003

Year	Number Enrolled	Percent Returned for Second Year	Total Number Withdrawn	Breakdown of Withdrawals		
				Academic Suspensions	Other Suspensions**	Voluntary Departures
1994	200	68%	64	23	1	40
1995	196	66	67	28	2	37
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

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 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.

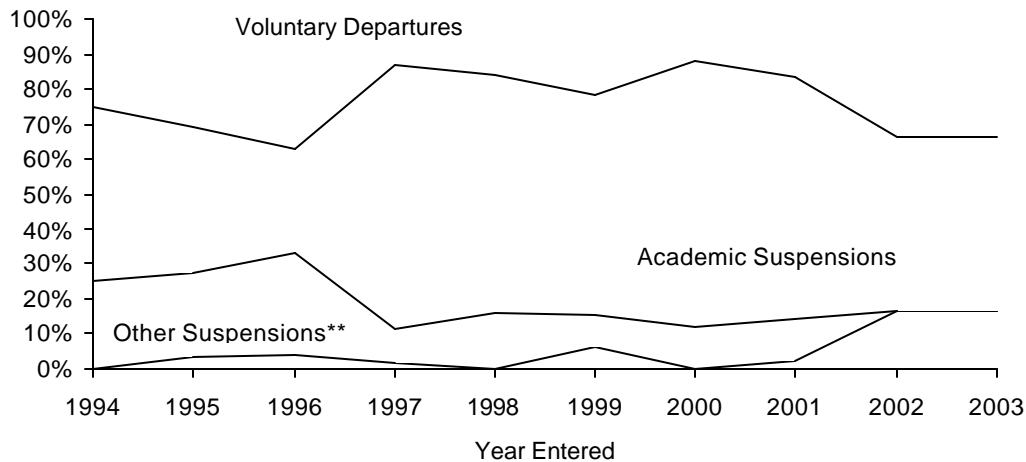
Source: Office of Institutional Research and Assessment, October 2004

**FEMALE NEW FRESHMAN RETENTION/ATTRITION
FALL TERMS 1994 - 2003**

<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>
1994	206	77%	48	12	0	36
1995	221 *	75	55	15	2	38
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

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.

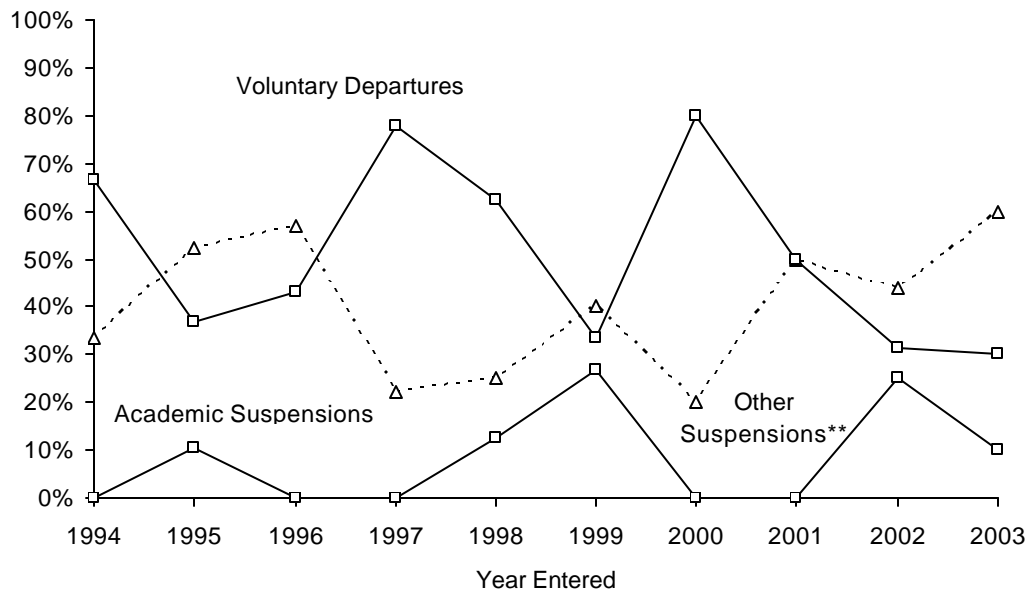
Source: Office of Institutional Research and Assessment, October 2004

AFRICAN-AMERICAN NEW FRESHMAN RETENTION/ATTRITION FALL TERMS 1994 - 2003

<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>
1994	32	91%	3	1	0	2
1995	42	55	19	10	2	7
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

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 2004

Nine-Year History of Fall Term Entrants

Enrollment History (Retention) of New Freshman Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year															
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%														
*1995	417	295	70.7%	0	0.0%	243	58.3%	1	0.2%	229	54.9%	146	35.0%	75	18.0%	206	49.4%	10	2.4%	214	51.3%	3	0.7%	216	51.8%	1	0.2%	218	52.3%	0	0.0%	218	52.3%
*1996	396	256	64.6%	0	0.0%	241	60.9%	0	0.0%	220	55.6%	124	31.3%	82	20.7%	185	46.7%	17	4.3%	197	49.7%	5	1.3%	203	51.3%	2	0.5%	204	51.5%	3	0.8%		
1997	404	288	71.3%	0	0.0%	232	57.4%	1	0.2%	209	51.7%	118	29.2%	86	21.3%	189	46.8%	11	2.7%	199	49.3%	2	0.5%	202	50.0%	3	0.7%						
*1998	414	327	79.0%	0	0.0%	290	70.0%	3	0.7%	269	65.0%	161	38.9%	99	23.9%	250	60.4%	8	1.9%	259	62.5%	1	0.2%										
1999	423	325	76.8%	0	0.0%	295	69.7%	1	0.2%	273	64.5%	150	35.5%	115	27.2%	257	60.7%	6	1.4%														
2000	421	348	82.7%	0	0.0%	303	72.0%	2	0.5%	279	66.3%	168	39.9%	94	22.3%																		
2001	424	338	79.7%	0	0.0%	298	70.3%	1	0.2%	275	64.9%																						
2002	356	285	80.1%	0	0.0%	251	72.1%																										
2003	396	326	82.3%																														
TOTAL	3651	2788	76.4%	0	0.0%	2153	66.1%	9	0.3%	1754	60.5%	867	35.0%	551	22.3%	1087	52.9%	52	2.5%	869	53.3%	11	0.7%										

88

Enrollment History (Retention) of New Transfer Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year															
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%														
*1995	56	41	73.2%	4	7.1%	34	60.7%	20	35.7%	16	28.6%	33	58.9%	3	5.4%	36	64.3%	0	0.0%	36	64.3%	0	0.0%	36	64.3%	0	0.0%	36	64.3%	0	0.0%	36	56.3%
1996	57	38	66.7%	3	5.3%	34	59.6%	18	31.6%	15	26.3%	26	45.6%	5	8.8%	30	52.6%	0	0.0%	30	52.6%	1	1.8%	30	52.6%	1	1.8%	31	55.4%	0	0.0%		
1997	58	37	63.8%	3	5.2%	33	56.9%	20	34.5%	12	20.7%	28	48.3%	5	8.6%	32	55.2%	1	1.7%	33	56.9%	2	3.4%	33	56.9%	2	3.4%						
1998	34	25	73.5%	2	5.9%	21	61.8%	9	26.5%	11	32.4%	17	50.0%	1	2.9%	18	52.9%	0	0.0%	18	52.9%	0	0.0%										
1999	55	44	80.0%	3	5.5%	35	63.6%	13	23.6%	24	43.6%	30	54.5%	6	10.9%	32	58.2%	2	3.6%														
2000	47	35	74.5%	4	8.5%	30	63.8%	15	31.9%	17	36.2%	28	59.6%	4	8.5%																		
2001	29	27	93.1%	2	6.9%	23	79.3%	10	34.5%	13	44.8%																						
2002	24	18	75.0%	1	4.2%	16	66.7%																										
2003	22	19	86.4%																														
TOTAL	382	284	74.3%	22	6.1%	226	62.8%	105	31.3%	108	32.1%	162	52.8%	24	7.8%	148	56.9%	3	1.2%	117	57.1%	3	1.5%										

*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.

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each 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.

Nine-Year History of Fall Term New Freshman Entrants by Cohort Type

Enrollment History (Retention) of New Freshman *African-American* Cohorts

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year															
		#	%	#	%	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #														
1995	42	23	54.8%	21	50.0%	0	0.0%	22	52.4%	13	31.0%	9	21.4%	18	42.9%	2	4.8%	21	50.0%	0	0.0%	21	50.0%	0	0.0%	21	50.0%	0	0.0%	21	50.0%	0	0.0%
1996	39	25	64.1%	26	66.7%	0	0.0%	22	56.4%	5	12.8%	15	38.5%	14	35.9%	4	10.3%	17	43.6%	1	2.6%	17	43.6%	1	2.6%	17	43.6%	1	2.6%	17	43.6%	1	2.6%
1997	28	19	67.9%	15	53.6%	0	0.0%	14	50.0%	8	28.6%	6	21.4%	13	46.4%	1	3.6%	14	50.0%	0	0.0%	14	50.0%	0	0.0%	14	50.0%	0	0.0%	14	50.0%	0	0.0%
*1998	56	48	85.7%	41	73.2%	1	1.8%	36	64.3%	24	42.9%	14	25.0%	33	58.9%	3	5.4%	36	64.3%	0	0.0%												
1999	69	54	78.3%	50	72.5%	0	0.0%	45	65.2%	21	30.4%	19	27.5%	40	58.0%	0	0.0%																
2000	61	56	91.8%	44	72.1%	0	0.0%	41	67.2%	27	44.3%	12	19.7%																				
2001	68	58	85.3%	46	67.6%	0	0.0%	43	63.2%																								
2002	82	66	80.5%	58	70.7%																												
2003	67	57	85.1%																														
TOTAL	512	406	79.3%	301	67.6%	1	0.3%	223	61.4%	98	33.2%	75	25.4%	118	50.4%	10	4.3%	88	53.3%	1	0.6%												

67

Enrollment History (Retention) of New Freshman *All Others* Cohorts (Excluding International Students)

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year														
		#	%	#	%	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #	Grad. #	Cont. #													
*1995	358	256	71.5%	206	57.5%	1	0.3%	191	53.4%	119	33.2%	64	17.9%	173	48.3%	8	2.2%	178	49.7%	3	0.8%	180	50.3%	1	0.3%	181	50.6%	0	0.0%	181	50.6%	
*1996	336	212	63.1%	195	58.0%	0	0.0%	181	53.9%	105	31.3%	65	19.3%	155	46.1%	13	3.9%	165	49.1%	4	1.2%	170	50.6%	1	0.3%	171	50.9%	2	0.6%			
1997	349	242	69.3%	190	54.4%	0	0.0%	170	48.7%	87	24.9%	76	21.8%	151	43.3%	9	2.6%	159	45.6%	2	0.6%	162	46.4%	3	0.9%							
1998	335	256	76.4%	226	67.5%	1	0.3%	211	63.0%	119	35.5%	80	23.9%	194	57.9%	5	1.5%	200	59.7%	1	0.3%											
1999	332	249	75.0%	226	68.1%	0	0.0%	209	63.0%	117	35.2%	88	26.5%	198	59.6%	6	1.8%															
2000	337	269	79.8%	238	70.6%	2	0.6%	217	64.4%	125	37.1%	77	23.0%																			
2001	334	258	77.2%	230	68.9%	1	0.3%	210	62.9%																							
2002	250	195	78.0%	170	68.0%																											
2003	300	240	80.0%																													
TOTAL	2931	2177	74.3%	1681	63.9%	5	0.2%	1389	58.3%	672	32.8%	450	22.0%	871	50.9%	41	2.4%	702	50.9%	10	0.7%											

*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.

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each 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.

Nine-Year History of Fall Term New Freshman Entrants by Cohort Type

Enrollment History (Retention) of New Freshman F-1 International Cohorts**

Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year				Beginning of 5th Year				Beginning of 6th Year				Beginning of 7th Year				Beginning of 8th Year				Beginning of 9th Year				Beginning of 10th Year Grad.						
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%					
1995	17	16	94.1%	16	94.1%	0	0.0%	16	94.1%	14	82.4%	2	11.8%	15	88.2%	0	0.0%	15	88.2%	0	0.0%	15	88.2%	0	0.0%	15	88.2%	0	0.0%	15	88.2%	0	0.0%	16	94.1%	
1996	21	19	90.5%	20	95.2%	0	0.0%	17	81.0%	14	66.7%	2	9.5%	16	76.2%	0	0.0%	16	76.2%	0	0.0%	16	76.2%	0	0.0%	16	76.2%	0	0.0%	16	76.2%	0	0.0%			
1997	27	27	100.0%	27	100.0%	1	3.7%	26	96.3%	23	85.2%	4	14.8%	25	92.6%	1	3.7%	26	96.3%	0	0.0%	26	96.3%	0	0.0%											
1998	23	23	100.0%	23	100.0%	1	4.3%	22	95.7%	18	78.3%	5	21.7%	23	100.0%	0	0.0%	23	100.0%	0	0.0%															
1999	22	22	100.0%	19	86.4%	1	4.5%	19	86.4%	12	54.5%	8	36.4%	19	86.4%	0	0.0%																			
2000	23	23	100.0%	21	91.3%	0	0.0%	21	91.3%	16	69.7%	5	21.7%																							
2001	22	22	100.0%	22	100.0%	0	0.0%	22	100.0%																											
2002	24	24	100.0%	23	95.8%																															
2003	29	29	100.0%																																	
TOTAL	208	205	98.6%	171	95.5%	3	1.9%	143	92.3%	97	72.9%	26	19.5%	98	89.1%	1	0.9%	80	90.9%	0	0.0%															

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each 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.

68

**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.

Ten-Year History of Fall Term Transfer Entrants by Cohort Type

Enrollment History (Retention) of New Transfer F-1 *International* Cohorts**

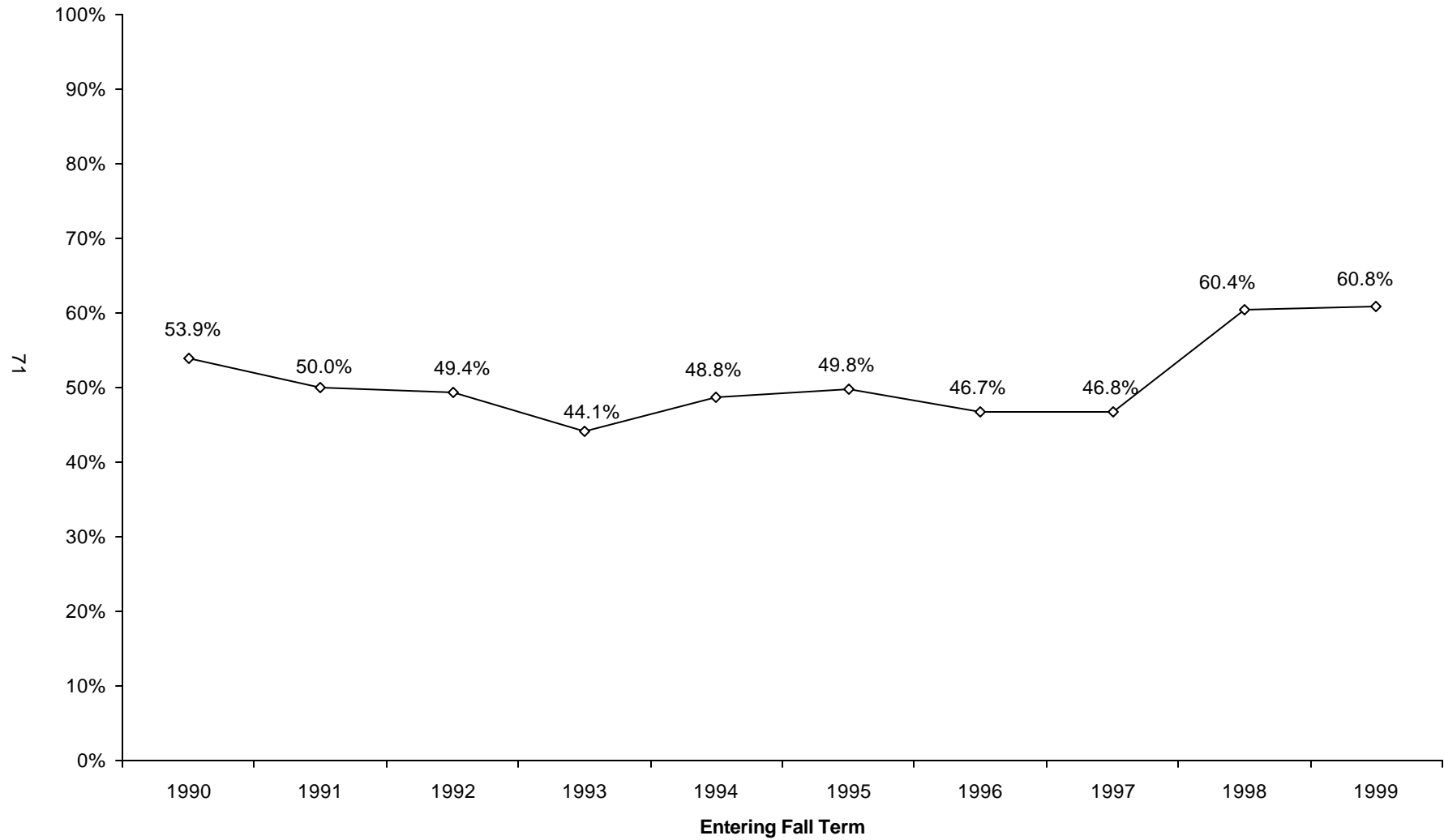
Year	Beginning Cohort	Beginning of 2nd Year		Beginning of 3rd Year		Beginning of 4th Year		Beginning of 5th Year		Beginning of 6th Year		Beginning of 7th Year		Beginning of 8th Year		Beginning of 9th Year		Beginning of 10th Year			
		#	%	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %	Grad. #	Cont. %		
1995	2	2	100.0%	0	0.0%	2	100.0%	1	50.0%	1	50.0%	2	100.0%	0	0.0%	2	100.0%	0	0.0%	2	100.0%
1996	2	1	50.0%	0	0.0%	1	50.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%
1997	2	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%	1	50.0%	0	0.0%
1998	4	4	100.0%	1	25.0%	2	50.0%	1	25.0%	2	50.0%	2	50.0%	0	0.0%	2	50.0%	0	0.0%	2	50.0%
1999	3	3	100.0%	0	0.0%	2	66.7%	1	33.3%	1	33.3%	2	66.7%	0	0.0%	2	66.7%	0	0.0%	2	66.7%
2000	4	4	100.0%	0	0.0%	4	100.0%	1	25.0%	3	75.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	4	100.0%
2001	4	4	100.0%	0	0.0%	4	100.0%	2	50.0%	2	50.0%	4	100.0%	0	0.0%	4	100.0%	0	0.0%	4	100.0%
2002	0	n/a		n/a		n/a															
2003	0	n/a																			
TOTAL	21	19	90.5%	1	4.8%	16	76.2%	7	33.3%	10	47.6%	12	70.6%	0	0.0%	8	61.5%	0	0.0%	6	60.0%

70

NOTE: For all years reported above, the percent retained represents both students who re-enrolled at the beginning of each 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.

**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.

FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS FALL TERMS 1990 - 1999



NOTE: For more details about graduation rates, please [see page 72](#).

GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS

ENTERING FALL TERMS 1994 - 2001

Percent of Original Class* Graduated on or before September 1, 2004
Lapsed Time in Years** (Fall Term to Fall Term)

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.2	33.7	48.8	50.5	51.0	51.2	51.5	51.5
1995	0	0	0.2	35.1	49.8	51.7	52.2	52.4	52.4	
1996	0	0	0.0	31.6	46.7	49.7	51.3	51.5		
1997	0	0	0.2	29.2	46.8	49.3	50.0			
1998	0	0	0.7	38.9	60.4	62.6				
1999	0	0	0.2	35.5	60.8					
2000	0	0	0.5	39.9						
2001	0	0	0.1							

*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.

***Summary of Degree Requirement Policies:

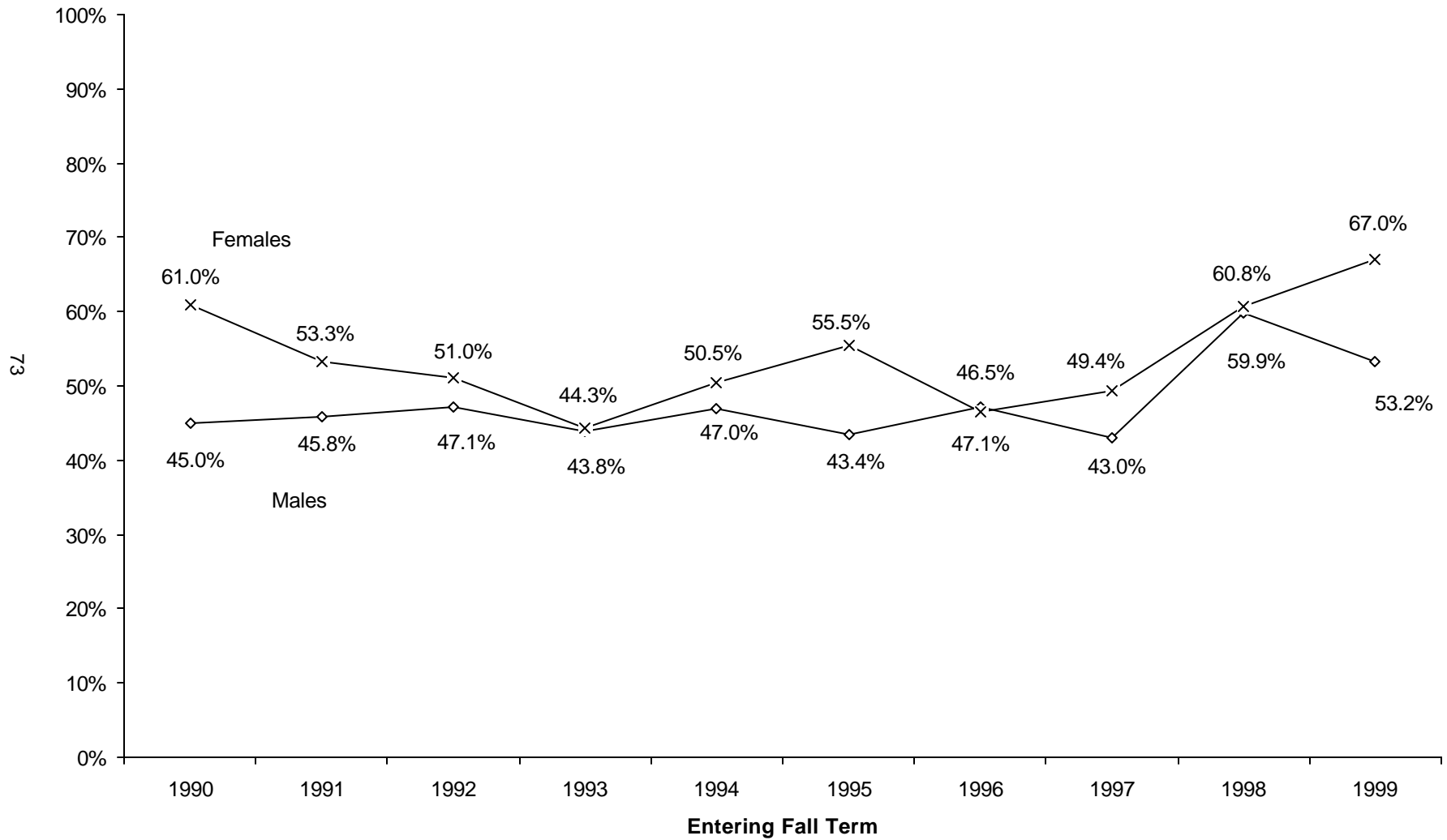
1989 New Students: Students are required to complete their degree requirements after eight regular terms of residence. Exceptions to the eight term limit are determined on a case by case basis. This policy was abandoned in 1999.

1999 New Students: Students are strictly limited to completion of all degree requirements within 10 regular and five short terms comprising five academic years (including transfer terms, terms abroad, off-campus field studies and internships). Requests for an eleventh term must be submitted to the Student Admissions and Academic Standing (SAAS) Committee.

2003 New Students: Students are expected to complete all degree requirements—including transfer terms, terms abroad, off-campus field studies, internships, and the addition of minors or second majors—within four academic years. Students who, for good reason, are unable to complete degree requirements within eight regular terms, may fill out a Request for an Extension of Terms form (which must include a Term Curriculum Plan, along with a letter explaining the reason(s) the extension is needed) and submit it to the Associate Provost for Advising and Academic Success. Plans not approved by the Associate Provost may be appealed to the Student Admissions and Academic Standing Committee.

Source: Office of Institutional Research and Assessment, October 2004

FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY GENDER FALL TERMS 1990 - 1999



NOTE: For more details about graduation rates, please [see page 74](#).

**GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS
BY GENDER**

ENTERING FALL TERMS 1994 - 2001

Percent of Original Class* Graduated on or before September 1, 2004
Lapsed Time in Years** (Fall Term to Fall Term)

Females

Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.0	33.0	50.5	52.4	52.9	52.9	52.9	52.9
1995	0	0	0.5	37.3	55.5	57.7	58.2	58.2	58.2	
1996	0	0	0.0	31.9	46.5	49.6	50.4	50.9		
1997	0	0	0.0	34.3	49.4	51.5	51.9			
1998	0	0	1.3	38.4	60.8	62.0				
1999	0	0	0.0	39.9	67.0					
2000	0	0	0.4	44.1						
2001	0	0	0.4							

Males

Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.5	34.5	47.0	48.5	49.0	49.5	50.0	50.0
1995	0	0	0.0	32.7	43.4	44.9	45.4	45.9	45.9	
1996	0	0	0.0	31.2	47.1	50.0	52.4	52.4		
1997	0	0	0.6	21.8	43.0	46.1	47.3			
1998	0	0	0.0	39.5	59.9	63.3				
1999	0	0	0.5	30.0	53.2					
2000	0	0	0.6	34.1						
2001	0	0	0.0							

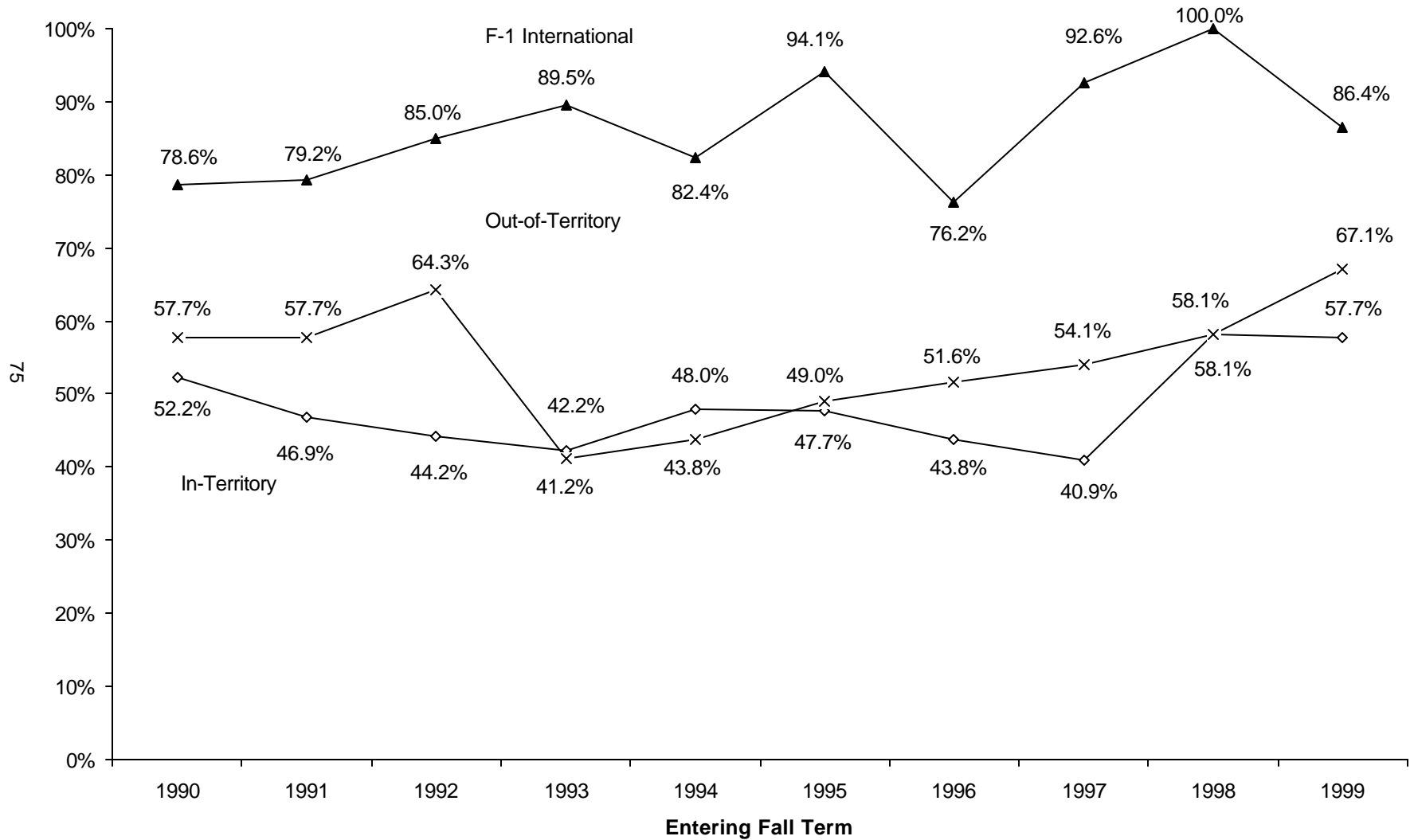
*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

***[See page 72](#) for a description of term limit policies.

Source: Office of Institutional Research and Assessment, October 2004

FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY TERRITORY FALL TERMS 1990 - 1999



NOTE: For more details about graduation rates, please [see page 76](#).

**GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS
BY TERRITORY**

ENTERING FALL TERMS 1994 - 2001

Percent of Original Class* Graduated on or before September 1, 2004
Lapsed Time in Years** (Fall Term to Fall Term)

In-Territory

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.3	32.3	48.0	49.8	50.5	50.8	51.1	51.1
1995	0	0	0.3	32.5	47.7	49.4	49.7	50.0	50.0	
1996	0	0	0.0	29.1	43.8	46.6	47.9	48.2		
1997	0	0	0.0	24.1	40.9	43.2	44.2			
1998	0	0	0.6	36.5	58.1	60.8				
1999	0	0	0.0	33.2	57.7					
2000	0	0	0.3	35.4						
2001	0	0	0.3							

Out-of-Territory

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.0	28.1	43.8	43.8	43.8	43.8	43.8	43.8
1995	0	0	0.0	37.3	49.0	52.9	54.9	54.9	54.9	
1996	0	0	0.0	32.3	51.6	56.5	59.7	59.7		
1997	0	0	0.0	29.7	54.1	56.8	56.8			
1998	0	0	0.0	37.1	58.1	58.1				
1999	0	0	0.0	40.0	67.1					
2000	0	0	1.6	53.2						
2001	0	0	0.0							

F-1 International

Year <u>Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.0	82.4	82.4	88.2	88.2	88.2	88.2	88.2
1995	0	0	0.0	82.4	94.1	94.1	94.1	94.1	94.1	
1996	0	0	0.0	66.7	76.2	76.2	76.2	76.2		
1997	0	0	3.7	85.2	92.6	96.3	96.3			
1998	0	0	4.3	78.3	100.0	100.0				
1999	0	0	4.5	54.5	86.4					
2000	0	0	0.0	69.6						
2001	0	0	0.1							

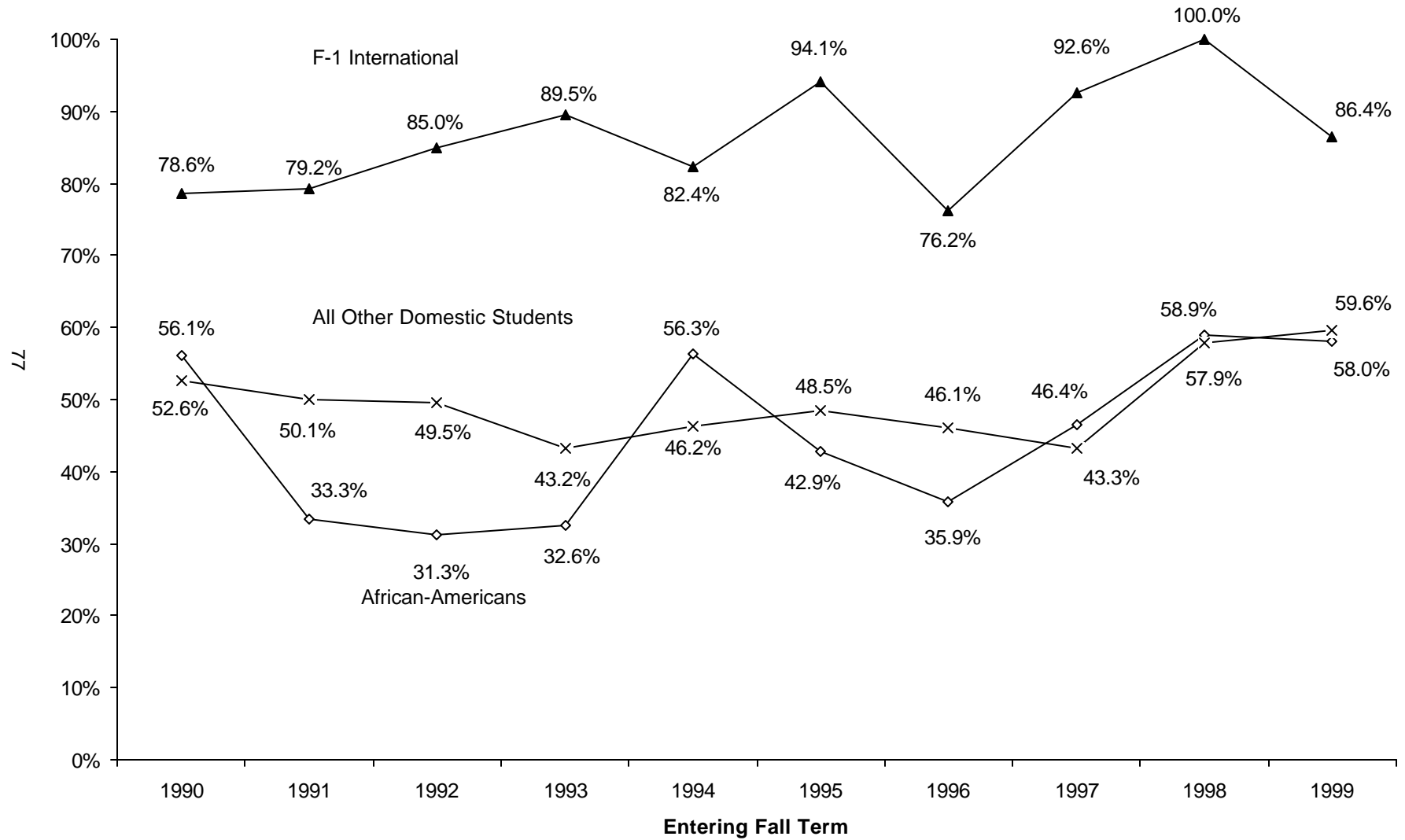
*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

*** [See page 72](#) for a description of term limit policies.

Note: 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.

FIVE YEAR GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY COHORT TYPE FALL TERMS 1990 - 1999



NOTE: For more details about graduation rates, please [see page 78](#).

GRADUATION RATES FOR NEW FRESHMAN MATRICULANTS BY COHORT TYPE

ENTERING FALL TERMS 1994 - 2001

Percent of Original Class* Graduated on or before September 1, 2004
Lapsed Time in Years** (Fall Term to Fall Term)

African-American										
Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.0	40.6	56.3	59.4	59.4	59.4	59.4	59.4
1995	0	0	0.0	31.0	42.9	50.0	50.0	50.0	50.0	
1996	0	0	0.0	12.8	35.9	41.0	43.6	43.6		
1997	0	0	0.0	28.6	46.4	50.0	50.0			
1998	0	0	1.8	42.9	58.9	64.3				
1999	0	0	0.0	30.4	58.0					
2000	0	0	0.0	44.3						
2001	0	0	0.0							

All Others (Excluding F-1 International and African-American Students)										
Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.3	30.8	46.2	47.9	48.5	48.7	49.0	49.0
1995	0	0	0.3	33.3	48.5	49.9	50.4	50.7	50.7	
1996	0	0	0.0	31.3	46.1	49.1	50.6	50.9		
1997	0	0	0.0	24.9	43.3	45.6	46.4			
1998	0	0	0.3	35.5	57.9	59.7				
1999	0	0	0.0	35.2	59.6					
2000	0	0	0.6	37.4						
2001	0	0	0.3							

F-1 International Students										
Year Entered	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0	0.0	82.4	82.4	88.2	88.2	88.2	88.2	88.2
1995	0	0	0.0	82.4	94.1	94.1	94.1	94.1	94.1	
1996	0	0	0.0	66.7	76.2	76.2	76.2	76.2		
1997	0	0	3.7	85.2	92.6	96.3	96.3			
1998	0	0	4.3	78.3	100.0	100.0				
1999	0	0	4.5	54.5	86.4					
2000	0	0	0.0	65.2						
2001	0	0	0.0							

*Students who withdraw and return are included in their original class.

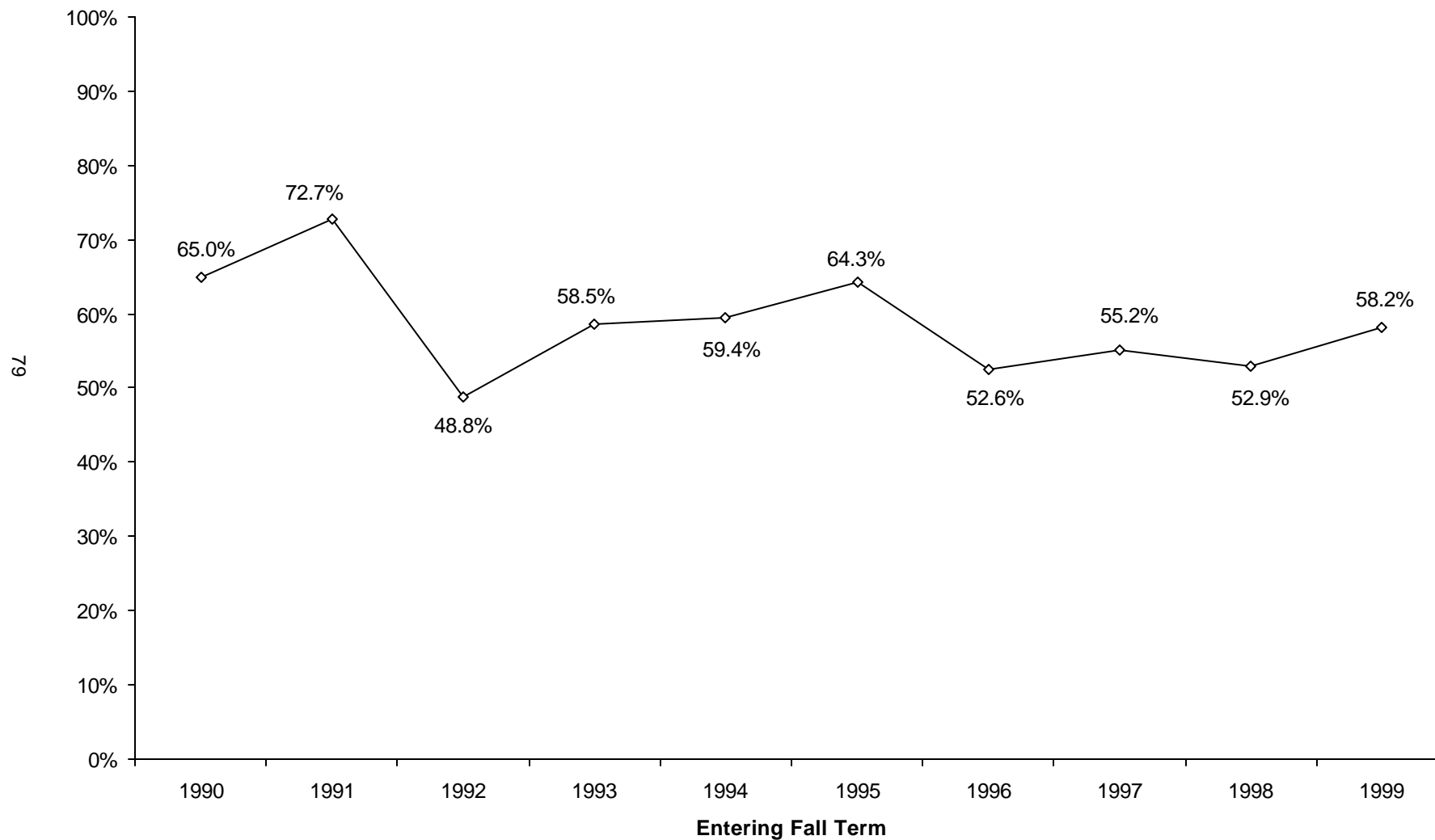
**If a student graduates mid-year, the additional fall term is counted as another year.

*** [See page 72](#) for a description of term limit policies.

NOTE: 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.

Source: Office of Institutional Research and Assessment, October 2004

FIVE YEAR GRADUATION RATES FOR NEW TRANSFER MATRICULANTS FALL TERMS 1990 - 1999



NOTE: For more details about graduation rates, please [see page 80](#).

GRADUATION RATES FOR NEW TRANSFER MATRICULANTS

ENTERING FALL TERMS 1994- 2002

Percent of Original Class* Graduated on or before September 1, 2004
Lapsed Time in Years** (Fall Term to Fall Term)

<u>Year Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	4.7	26.6	56.3	59.4	62.5	62.5	64.1	64.1	64.1
1995	0	7.1	35.7	58.9	64.3	64.3	64.3	64.3	64.3	
1996	0	5.3	31.6	45.6	52.6	52.6	52.6	54.4		
1997	0	5.2	34.5	48.3	55.2	56.9	56.9			
1998	0	5.9	26.5	50.0	52.9	52.9				
1999	0	5.5	23.6	54.5	58.2					
2000	0	8.5	31.9	59.6						
2001	0	6.9	34.5							
2002	0	4.2								

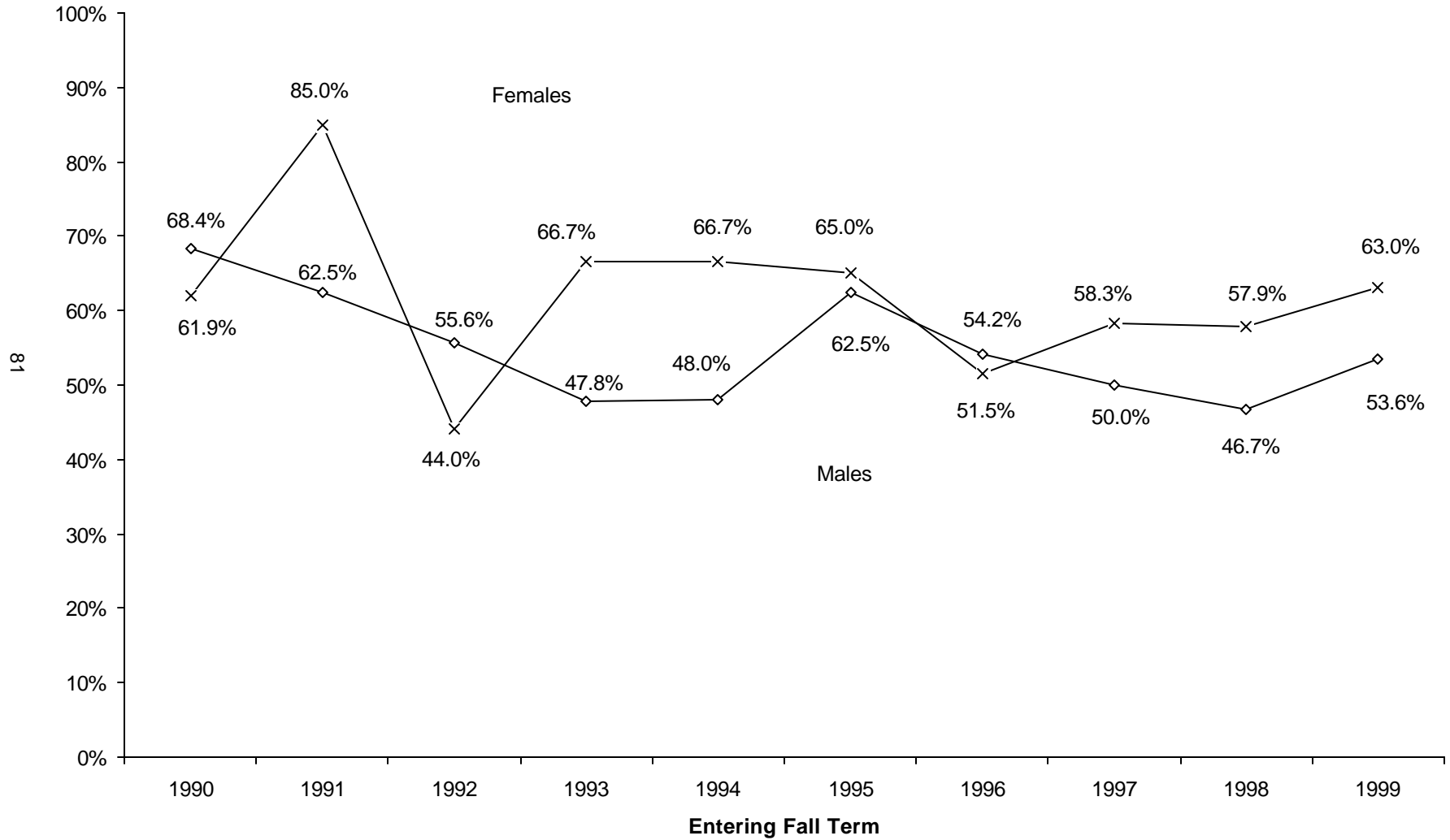
*Students who withdraw and return are included in their original class.

**If a student graduates mid-year, the additional fall term is counted as another year.

*** [See page 72](#) for a description of term limit policies.

Source: Office of Institutional Research and Assessment, October 2004

**FIVE YEAR GRADUATION RATES FOR NEW TRANSFER MATRICULANTS BY GENDER
FALL TERMS 1990 - 1999**



NOTE: For more details about graduation rates, please [see page 82](#).

**GRADUATION RATES FOR NEW TRANSFER MATRICULANTS
BY GENDER**

ENTERING FALL TERMS 1994 - 2002

Percent of Original Class* Graduated on or before September 1, 2004
Lapsed Time in Years** (Fall Term to Fall Term)

Females

<u>Year Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	7.7	35.9	64.1	66.7	66.7	66.7	66.7	66.7	66.7
1995	0	10.0	42.5	60.0	65.0	65.0	65.0	65.0	65.0	
1996	0	0.0	33.3	45.5	51.5	51.5	51.5	54.5		
1997	0	2.8	30.6	52.8	58.3	58.3	58.3			
1998	0	10.5	31.6	52.6	57.9	57.9				
1999	0	7.1	21.4	53.6	53.6					
2000	0	0.0	25.0	50.0						
2001	0	6.7	33.3							
2002	0	0.0								

Males

<u>Year Entered</u>	<u>1 Yr.</u>	<u>2 Yrs.</u>	<u>3 Yrs.</u>	<u>4 Yrs.</u>	<u>5 Yrs.</u>	<u>6 Yrs.</u>	<u>7 Yrs.</u>	<u>8 Yrs.</u>	<u>9 Yrs.</u>	<u>10 Yrs.</u>
1994***	0	0.0	12.0	44.0	48.0	56.0	56.0	60.0	60.0	60.0
1995	0	0.0	18.8	56.3	62.5	62.5	62.5	62.5	62.5	
1996	0	12.5	29.2	45.8	54.2	54.2	54.2	54.2		
1997	0	9.1	40.9	40.9	50.0	54.5	54.5			
1998	0	0.0	20.0	46.7	46.7	46.7				
1999	0	3.7	25.9	55.6	63.0					
2000	0	14.8	37.0	66.7						
2001	0	7.1	35.7							
2002	0	12.5								

*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.

*** [See page 72](#) for a description of term limit policies.

Source: Office of Institutional Research and Assessment, October 2004

NUMBER OF GRADUATES, DEGREES, AND MAJORS

Academic Years

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>Total</u>
Graduates (unduplicated headcount)	252	236	284	300	333	1,404
Degrees Conferred						
B.A.	174	152	193	214	239	972
B.S.	<u>79</u>	<u>86</u>	<u>94</u>	<u>90</u>	<u>99</u>	<u>448</u>
TOTAL	<u>253</u>	<u>238</u>	<u>287</u>	<u>304</u>	<u>338</u>	1,420
Majors* (includes double degrees and double majors)	261	245	297	313	358	1,474

*See the following pages (83b-87) for more detail regarding majors.

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

**NUMBER OF MAJORS
Five-Year History**

Major Programs	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Agriculture and Natural Resources	9	11	11	15	12
Art	13	7	22	11	10
Biology	9	11	14	27	24
Business Administration	32	36	41	37	48
Chemistry	7	7	5	6	15
Child and Family Studies	24	28	26	34	22
Economics	5	9	4	3	3
Education Studies	8	8	10	9	17
Elementary Education	16	6	6	8	7
English	15	11	17	19	20
Foreign Language	11	5	6	10	9
Classical Languages	(1)	(1)	(0)	(0)	(1)
French	(2)	(0)	(2)	(2)	(1)
German	(2)	(0)	(3)	(4)	(1)
Spanish	(6)	(4)	(1)	(4)	(6)
History	10	5	7	8	8
Independent Major*	9	10	18	11	21
Mathematics	6	9	13	14	10
Music	7	4	4	5	5
Nursing	16	14	16	9	14
Philosophy	5	2	2	2	6
Physical Education	10	5	5	11	11
Physics	0	1	3	7	1
Political Science	2	4	10	4	8
Psychology	8	15	12	13	23
Religion	2	2	6	2	4
Sociology	11	7	5	13	16
Speech Communication				4	9
Technology and Industrial Arts	23	25	26	29	25
Theatre	3	3	8	2	5
Women's Studies	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5</u>
TOTALS**	261	245	297	313	358

*See the following page (page 84) for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 83 for an unduplicated headcount of graduates.

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

Source: Academic Services, March 2005.

INDEPENDENT MAJORS*
Academic Years 1999 - 2000 through 2003 - 2004

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. The plan must include a term-by-term plan for all future terms showing when each course will be 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 Records and Registration.

1999 – 2000: 9 majors

Appalachian Housing
 Communication (3)
 Education and the Appalachian Child
 Food Science
 Women's Studies (3)

2000 – 2001: 10 majors

Asian Studies
 Black Studies
 Communication
 Environmental Science
 Fashion Design
 Neuroscience
 Women's Studies (4)

2001 – 2002: 18 majors

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

2002 - 2003: 11 majors

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

2003-2004 – 21 majors

Asian Studies (7)
 Black Studies
 Classical Studies
 East Asian Studies
 Geoscience (5)
 Graphic Communication
 Humanities
 Media Administration
 Neuroscience
 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.
 Starting with the entering class of 2001, Women's Studies became a regular major and no longer an independent major.
 Starting with the entering class of 2000, Communication became a regular major and no longer an independent major.

Source: Berea College Catalog, 2004-2005. <http://www.berea.edu/catalog/degrees_of_study.html>
 Office of Academic Services, March 2005.

MAJORS BY GENDER
5 Year Summary: Academic Years 1999 – 2000 through 2003 - 2004

	Academic Years 1999 - 2000 through 2003 - 2004					
	<u>Males</u>		<u>Females</u>		<u>Total</u>	
	N	%	N	%	N	% of Grand Total
Agriculture & Natural Resources	24	41%	34	59%	58	3.9%
Art	24	38%	39	62%	63	4.3%
Biology	26	31%	59	69%	85	5.8%
Business Administration	112	58%	81	42%	193	13.1%
Chemistry	25	63%	15	38%	40	2.7%
Child & Family Studies	19	14%	115	86%	134	9.1%
Economics	13	54%	11	46%	24	1.6%
Education Studies	22	42%	30	58%	52	3.5%
Elementary Education	7	16%	36	84%	43	2.9%
English	26	32%	56	68%	82	5.6%
Foreign Languages	12	29%	29	71%	41	2.8%
History	23	61%	15	39%	38	2.6%
Independent Major*	25	36%	45	64%	70	4.7%
Mathematics	36	69%	16	31%	52	3.5%
Music	11	44%	14	56%	25	1.7%
Nursing	6	9%	63	91%	69	4.7%
Philosophy	10	59%	7	41%	17	1.2%
Physical Education	17	40%	26	60%	42	2.9%
Physics	9	82%	2	18%	12	0.7%
Political Science	17	61%	11	39%	28	1.9%
Psychology	14	20%	57	80%	71	4.8%
Religion	10	63%	6	38%	16	1.1%
Sociology	12	23%	40	77%	52	3.5%
Speech Communication	6	46%	7	54%	13	0.9%
Technology and Industrial Arts	93	73%	35	27%	128	8.7%
Theatre	7	33%	14	67%	21	1.4%
Women's Studies	0	0%	5	100%	5	0.3%
GRAND TOTAL	606	41%	868	59%	1,474 **	100%

*Please see page 84 for a more complete description of independent majors.

**This is a duplicative headcount that includes double degrees and double majors. The 1,474 majors represent 1,404 graduates during this five-year time period.

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

Updated by: Office of Institutional Research and Assessment, March 2005

MAJORS BY GENDER 5 Year History

Major Programs	Academic Years														
	1999 - 2000			2000 - 2001			2001 - 2002			2002 - 2003			2003-2004		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agriculture and Natural Resources	3	6	9	5	6	11	5	6	11	5	10	15	6	6	12
Art	6	7	13	0	7	7	10	12	22	6	5	11	2	8	10
Biology	4	5	9	3	8	11	4	10	14	6	21	27	9	15	24
Business Admin.	22	10	32	19	17	36	27	14	41	21	16	37	24	24	48
Chemistry	3	4	7	4	3	7	4	1	5	3	3	6	11	4	15
Child & Family Studies	5	19	24	2	26	28	4	22	26	5	29	34	3	19	22
Economics	2	3	5	4	5	9	3	1	4	2	1	3	2	1	3
Education Studies	2	6	8	3	5	8	7	3	10	3	6	9	7	10	17
Elementary Education	1	15	16	2	4	6	1	5	6	2	6	8	1	6	7
English	3	12	15	4	7	11	6	11	17	7	12	19	6	14	20
Foreign Languages	4	7	11	2	3	5	3	3	6	1	9	10	2	7	9
History	6	4	10	2	3	5	6	1	7	6	2	8	3	5	8
Independent Major*	1	8	9	1	9	10	8	10	18	5	6	11	9	12	21
Mathematics	4	2	6	5	4	9	10	3	13	11	3	14	6	4	10
Music	4	3	7	2	2	4	2	2	4	2	3	5	1	4	5
Nursing	1	15	16	2	12	14	2	14	16	0	9	9	1	13	14
Philosophy	1	4	5	0	2	2	1	1	2	2	0	2	6	0	6
Physical Education	7	3	10	0	5	5	1	4	5	5	6	11	4	7	11
Physics	0	0	0	1	0	1	3	0	3	6	1	7	0	1	1
Political Science	2	0	2	3	1	4	6	4	10	2	2	4	4	4	8
Psychology	3	5	8	1	14	15	3	9	12	2	11	13	5	18	23
Religion	1	1	2	2	0	2	3	3	6	1	1	2	3	1	4
Sociology	3	8	11	3	4	7	1	4	5	2	11	13	3	13	16
Speech Communication										1	3	4	5	4	9
Technology and Industrial Arts	17	6	23	17	8	25	18	8	26	23	6	29	18	7	25
Theatre	1	2	<u>3</u>	1	2	<u>3</u>	2	6	<u>8</u>	0	2	<u>2</u>	3	2	5
Women's Studies													0	5	<u>5</u>
TOTAL**			261			245			297			313			358

*Please see page 84 for a more complete description of independent majors.

**These are duplicative headcounts that include double degrees and double majors. Please see page 83a for an unduplicated headcount.

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

Compiled by: Office of Institutional Research and Assessment, March 2005.

MAJORS BY COHORT TYPE
5 Year Summary: Academic Years 1999 – 2000 through 2003 – 2004

	African-American		All Others		F-1 International		Total	
	N	(%)	N	(%)	N	(%)	N	(%)
Agriculture and Natural Resources	3	(5%)	55	(95%)	0	(0%)	58	(3.9%)
Art	1	(2%)	61	(97%)	1	(2%)	63	(4.3%)
Biology	5	(6%)	65	(76%)	15	(18%)	85	(5.8%)
Business Administration	30	(16%)	125	(65%)	38	(20%)	193	(13.1%)
Chemistry	5	(13%)	22	(55%)	13	(33%)	40	(2.7%)
Child and Family Studies	20	(15%)	112	(84%)	2	(1%)	134	(9.1%)
Economics	0	(0%)	6	(25%)	18	(75%)	24	(1.6%)
Education Studies	9	(17%)	42	(81%)	1	(2%)	52	(3.5%)
Elementary Education	4	(9%)	39	(91%)	0	(0%)	43	(2.9%)
English	12	(15%)	69	(84%)	1	(1%)	82	(5.6%)
Foreign Languages	3	(7%)	33	(80%)	5	(12%)	41	(2.8%)
History	4	(11%)	34	(89%)	0	(0%)	38	(2.6%)
Independent Major*	6	(9%)	63	(90%)	1	(1%)	70	(4.7%)
Mathematics	2	(4%)	35	(67%)	15	(29%)	52	(3.5%)
Music	2	(8%)	22	(88%)	1	(4%)	25	(1.7%)
Nursing	9	(13%)	55	(80%)	5	(7%)	69	(4.7%)
Philosophy	0	(0%)	16	(97%)	1	(6%)	17	(1.2%)
Physical Education	3	(7%)	38	(90%)	1	(2%)	42	(2.8%)
Physics	0	(0%)	9	(75%)	3	(25%)	12	(0.8%)
Political Science	5	(18%)	19	(68%)	4	(14%)	28	(1.9%)
Psychology	12	(17%)	58	(82%)	1	(1%)	71	(4.8%)
Religion	3	(19%)	13	(81%)	0	(0%)	16	(1.1%)
Sociology	7	(13%)	40	(77%)	5	(10%)	52	(3.5%)
Speech Communication	2	(15%)	10	(77%)	1	(8%)	13	(0.9%)
Technology and Industrial Arts	17	(13%)	109	(85%)	2	(2%)	128	(8.7%)
Theatre	3	(14%)	18	(86%)	0	(0%)	21	(1.4%)
Women's Studies	0	(0%)	5	(100%)	0	(0%)	5	(0.3%)
TOTAL**	167	(11%)	1,173	(80%)	116	(9%)	1,474	(100%)

*Please see page 84 for a more complete description of independent majors.

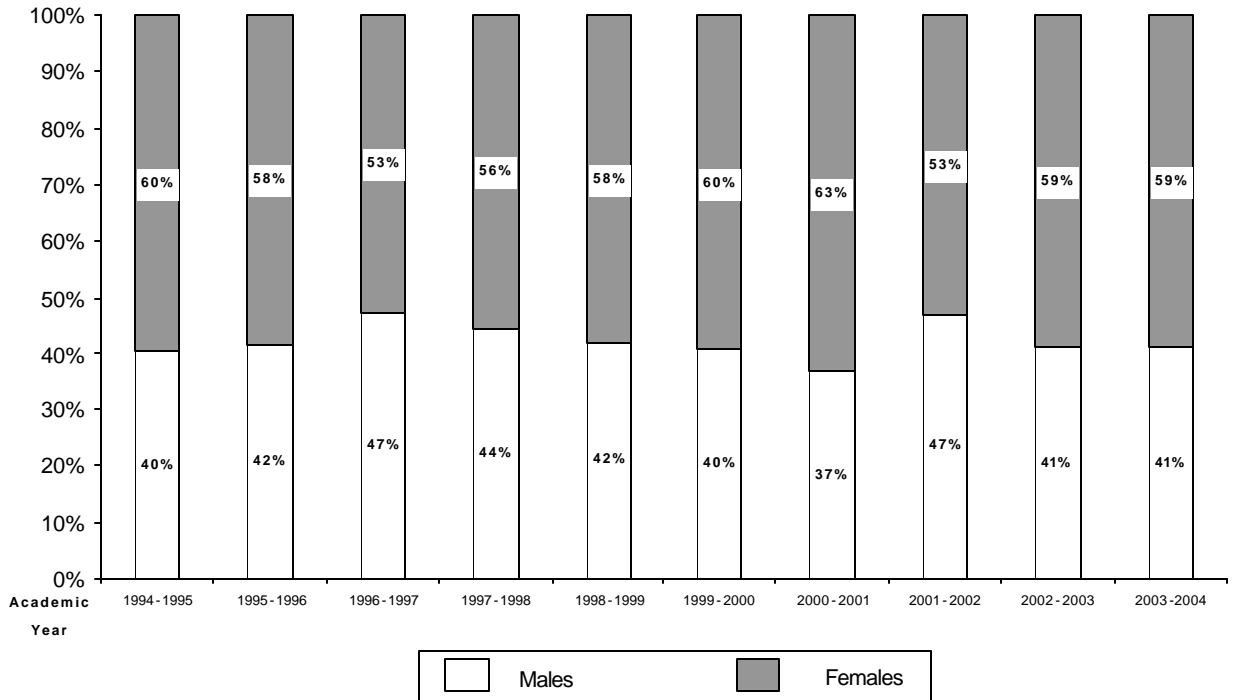
**These are duplicative headcounts that include double degrees and double majors. Please see page 83a for an unduplicated headcount.

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

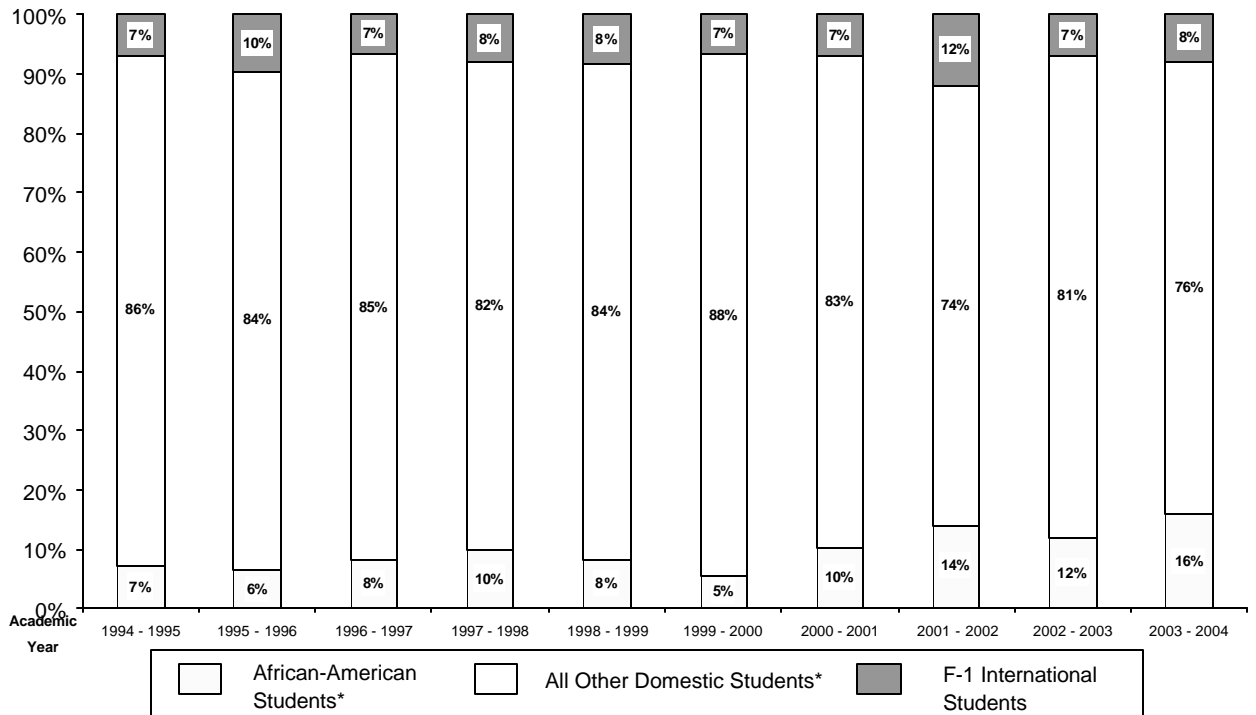
Compiled by: Office of Institutional Research and Assessment, March 2005

GRADUATE TRENDS

Graduates by Gender



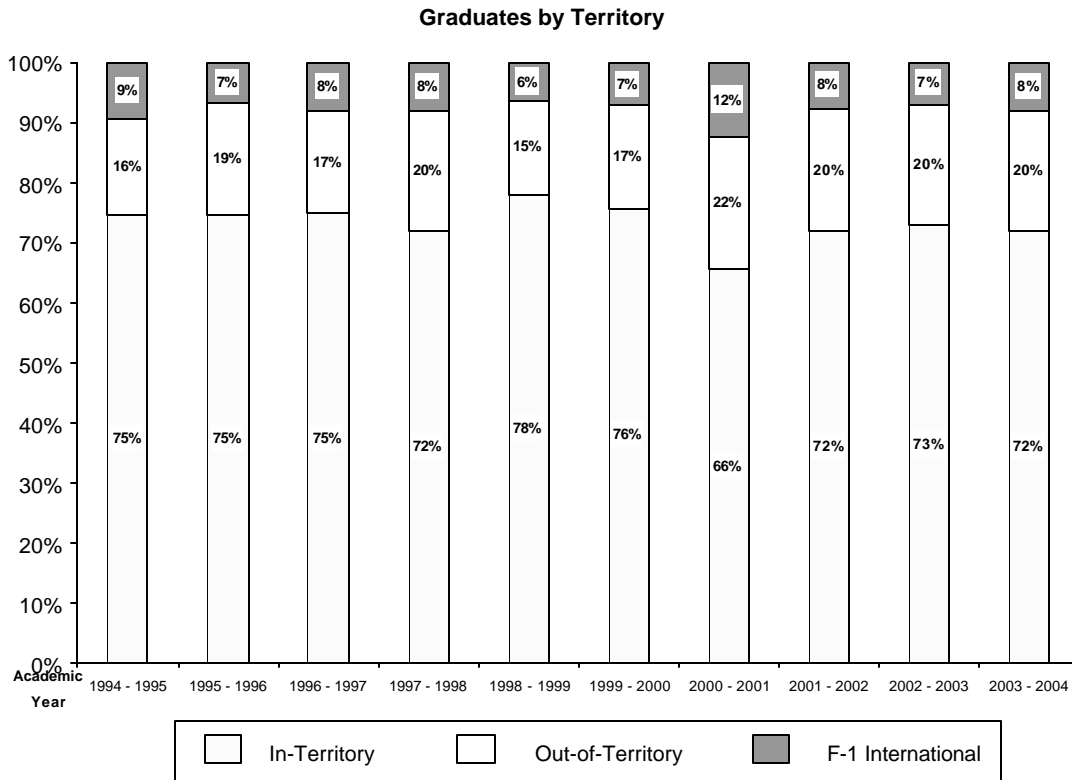
Graduates by Cohort Type



*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 2004

Graduate Trends, continued



Source: Office of Institutional Research and Assessment, October 2004

STUDY ABROAD

From the Berea College Catalog, 2004-2005:

The world has become a highly complex and interdependent global village. In response, Berea College has undertaken a variety of initiatives to help its students – tomorrow’s leaders – increase their international awareness. College resources support an International Education Center (IEC) and are devoted to creating opportunities for international education, both on campus and abroad. Through international elements in the curriculum, by the presence of outstanding students from around the world in the student body, through international cultural programs, and by supporting a variety of options for study abroad, the College provides many different ways for students to enhance their understanding of the College’s scriptural foundation, “God has made of one blood all peoples of earth.”

BEREA COLLEGE STUDY ABROAD PARTICIPANTS ACADEMIC YEARS 1999 - 2000 THROUGH 2003 - 2004

Length of Time Spent Abroad	Number of Participants for Academic Year				
	<u>1999 - 2000</u>	<u>2000 - 2001</u>	<u>2001 - 2002</u>	<u>2002 - 2003</u>	<u>2003-2004</u>
Full Year	2	2	10	4	2
Semester	15	36	39	35	22
Short Term	116	109	77	86	133
Summer	<u>49</u>	<u>52</u>	<u>137</u>	<u>77</u>	<u>65</u>
TOTAL	182	199	263	202	222
Percent of Students who Participated*:	13%	14%	17%	14%	15%

*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, 2004 – 2005. < http://www.berea.edu/catalog/international_education.html>
International Center, August 2004

**Berea College Study Abroad Participants
by Program/Sponsor and Country
Academic Year 2003 – 2004**

<u>Academic Year (2)</u>		<u>Number of Participants</u>
Berea Term Abroad	Japan	1
Foreign Language Dept.	Germany	1
<u>Semester (22)</u>		
Berea Term Abroad	Ecuador	2
	England	3
	France	1
	Italy	1
	Japan	2
	Mexico	1
	New Zealand	4
Foreign Language Department	Northern Ireland	2
	Italy	1
Independent Study	Mexico	1
	Japan	1
BMW Scholarship	Spain	1
	Taiwan	1
	Australia	1
<u>Short Term (133)</u>		
Alternative Teaching Setting	Czech Republic	1
	Denmark	3
	Greece	3
Berea College Course	Ghana	19
	Italy	19
	Mexico	33
Independent Study	Bolivia	1
	China	2
	El Salvador	2
	Germany	1
	Haiti	3
	Italy	2
	Japan	2
	Thailand	1
Intensive Language	Germany	1
Internships	New Zealand	5
	Spain	2

**Berea College Study Abroad Participants
by Program/Sponsor and Country
Academic Year 2003 – 2004, continued**

		<u>Number of Participants</u>
<u>Short Term (133), continued</u>		
Team Initiated Studies	Bolivia	10
	Costa Rica	3
	Dominican Republic	4
	England	2
	France	4
<u>Summer (65)</u>		
Independent Study	Peru	4
Intensive Language	Germany	3
Study	Guatemala	1
Internships	El Salvador	1
KIIS	Austria	19
	Denmark	7
	Ecuador	1
	France	1
	Germany	1
	Greece	3
	Japan	2
	Mexico	1
	Spain	1
	Turkey	1
Non Credit	China	1
	Costa Rica	5
	Ethiopia	1
	Ireland	5
	Peru	1
	Switzerland (Caux Seminar)	1
	Thailand	1
TOTAL		222

Source: International Center, August 2004

ACADEMIC CREDIT INTERNSHIPS

The Internship Program is an experiential education program individually designed for those with a special academic interest served by the integration of classroom learning with practical experience. The programs, which include seminars with academic sponsors as well as non-classroom experience, are open to juniors and seniors. One to three course credits in one 14-week term may be taken in Internships, but no more than two Internship experiences may receive course credits during a college career. 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 course credit. General Studies Internship proposals require the approval of two faculty sponsors, and the Coordinator of Internships assumes responsibility for determining course credit. Final approval for Internship proposals is given by the Coordinator of Internships. Applications for Internships can be obtained from the Internship Office's Public Folder on Outlook.

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 :

- WLEX-TV, Lexington, Kentucky
- IBM Turk LTD., Levent, Turkey
- Merrill Lynch, Lexington, Kentucky
- Civil Justice, Inc., Baltimore, Maryland
- Equine Reproduction, Canterbury, New Zealand
- Berea College, Upward Bound, Berea Kentucky
- Making Nature Visible: Planning an Italian Ecovillage, Italy

Number of Internships Academic Years 1999 - 2000 through 2003 - 2004

<u>Term</u>	<u>1999 - 2000</u>	<u>2000 - 2001</u>	<u>2001 -2002</u>	<u>2002 - 2003</u>	<u>2003-2004</u>
Fall	5	4	3	5	2
Short	26	26	31	38	32
Spring	1	5	3	19	0
Summer	<u>49</u>	<u>55</u>	<u>64</u>	<u>78</u>	<u>67</u>
TOTAL	81	90	101	140	101

Percent of Students
who Participated*: 6% 6% 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, 2004 - 2005, <<http://www.berea.edu/catalog/coursesinstruction.asp#internship>>
Office of Internships, November 2004

SHORT TERM EXCHANGE PROGRAM DESCRIPTION

Berea College engages in several kinds of Short Term (or January term) exchanges with a number of 4-1-4 colleges. Basically, there are three kinds of such exchanges:

(1) The most common kind of program is a *tuition-only exchange*. That is, students from Berea pay only room, board and general fees at the importing college, and conversely, students from reciprocating schools pay only room, board and general fees at Berea.

(2) Berea also engages in *full exchanges* with colleges. In this program, students from Berea pay only general fees to the importing college, and students exported to Berea pay only general fees here. This program requires that there be a tally kept of students enrolled so that over time, both colleges benefit equally. In this program, when a college has exported to Berea more students than we have exported (or conversely), the full exchange is temporarily suspended. Some colleges with which we have agreements specify that exchanges 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.

(3) Finally, it is possible for a student from a college with which we have no established exchange contract to attend Berea by engaging in a *transient student exchange*. Conversely, it is possible for a Berea student to attend colleges with which we do not have established exchange contracts by requesting transient student status. In this program, Berea and the other institution agree to the terms for the exchange for each (individual) student.

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 great 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 that Short Term at our exchange schools complements their work here.

SHORT TERM EXCHANGE PROGRAM PARTICIPANTS

<u>Short Term</u>	<u>Tuition-Only Exchange</u>	<u>Full Exchange</u>	<u>Transient Student Exchange</u>	<u>TOTAL</u>
2000	17	0	6	23
2001	11	0	0	11
2002	6	0	0	6
2003	2	0	0	2
2004	6	0	0	6

Source: Office of Academic Services, October 2004

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>
2000	10	12	23
2001	12	14	25
2002	9	9	21
2003	8	10	16
2004	13	13	25

Source: Academic Services, October 2004

**SUMMARY OF LABOR CONTRACT ASSIGNMENTS
BY DEPARTMENTAL CATEGORIES
FALL 2004**

(As of September 2004)

<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	29	118	51	1,490	8.82
Alumni and College Relations	11	50	2	529	10.17
Auxiliary Enterprises: Residence Halls (janitors and monitors), Food Service, Seabury Concessions	92	177	3	1,935	10.75
College Community Service	19	74	19	885	9.52
College Related	1	3	1	40	10.00
Community Service Projects	4	29	2	322	10.39
Farms	7	32	2	369	10.85
General and Administrative	49	156	8	1,699	10.36
Instruction	27	316	105	3,947	9.38
Plant Operations	34	81	4	875	10.29
Student Industries: Crafts	48	110	3	1,160	10.27
Student Industries: Services	29	62	8	707	10.10
Student Services	46	263	34	3,433	11.56
No Labor**	<u>0</u>	<u>39</u>	<u>0</u>	<u>-</u>	<u>-</u>
SUB-TOTAL	396	1,510	242	-	-
No Status Form***	<u>4</u>	<u>4</u>	<u>n/a</u>	<u>-</u>	<u>-</u>
TOTAL	400	1,514	242	17,391	10.15

342 - Extended *primary* position for more than ten hours per week.
224 - Contracted in both a primary and at least one secondary position.
566 - 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 2004.

NOTE: For a breakdown of departments within the various categories, [please see the next two pages](#).

Compiled by : Office of Institutional Research and Assessment, October 2004.

LABOR DEPARTMENTS

Academic Support

Academic Services
Academic Vice President and Provost Office
Appalachian Center
Black Cultural Center
Convocations
Draper Building Office Services

Environmental Health and Safety
International Center
Internships
Learning Center
Library
Science Library

Alumni and College Relations

Alumni Relations
College Relations

Public Relations

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

Anna Smith
ARC
Bingham
Blue Ridge
Dana
Danforth
Edwards
Elizabeth Rogers
Fairchild
Frost Cottage
James

Kentucky
Kettering
Married Student Laundry
Pearson
Residence Hall Maintenance
Seabury Residence Hall
Talcott

Food Service
Seabury Concessions

College Community Service

CELTS (Center for Excellence in Learning through Service)
Gear Up
Habitat for Humanity
Learning through Service (Bonner Scholars)
Special Programs
Students for Appalachia

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)
Berea Arts Council
Berea Community School
Berea Credit Union
Berea Hospital
Berea National Bank
Boys and Girls Club

Commonwealth Physical Therapy
Family Resource Youth Service Center
Federation of Appalachian Housing
Forward in the Fifth
Peacecraft
Save the Children
Sustainable Mountain Agriculture

Farms

College Farm

General and Administrative

Business and Administration
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

Labor Departments (Continued)

Instruction

Agriculture and Natural Resources	Geology and Geography
Art	History
Biology	Mathematics
Black Studies	Music
Chemistry	Nursing
Child and Family Studies	Philosophy and Religion
Communications Center	Physical Education
Dramatics	Political Science
Economics and Business	Psychology
Education Studies	SENS Program
English, Theatre, and Speech Communication	Sociology
Entrepreneurship for Public Good Program	Technology and Industrial Arts
Foreign Language	Theatre Lab
General Education	Women's Studies

Plant Operations

Campus Gardeners	Public Buildings
Forest Property Management	Solid Waste and Recycling
Maintenance	

Student Industries: Crafts

Boone Tavern Gift Shop	Student Crafts Distribution Center
Broomcraft	Weaving
Ceramics	Woodcraft
Log House Craft Gallery	Wrought Iron

Student Industries: Services

Boone Tavern Dining Room	Electric Utilities
Boone Tavern Hotel	Rentals
College Bookstore	Water Utilities

Student Services

Admissions Office	College Health Service
Campus Life/Crossroads Complex	Financial Aid
Campus Activities Board (CAB)	Labor Program Office
Chimes	Seabury Center
Pinnacle	Student Life – Residence Halls
Recreation and Wellness (includes intramurals)	Student Service Center
Student Government Association (SGA)	Vice President for Labor and Student Life
Campus Christian Center	

LABOR HOURS AND PAY GRADES

Minimum Labor Requirement

10 hours per week
140 hours during Fall Term
40 hours during Short Term
140 hours during Spring Term

Average Hours Worked by Class, 2003 - 2004

Freshman	10.59	hours per week
Sophomore	11.94	hours per week
Junior	12.16	hours per week
Senior	12.59	hours per week

Pay Ranges by Grades, 2004 – 2005

1	\$ 3.25
2	\$ 3.65
3	\$ 4.15
4	\$ 4.55
5	\$ 4.85
6	\$ 5.15
Unclassified	\$ 5.30

Average Pay Per Student in Academic Year 2003 - 2004

\$3.92 per hour

2004 Summer Rates
(Depending on responsibility)

\$5.15 - \$7.00 per hour

Source: Office of Student Financial Aid Services, November 2004

COST OF EDUCATION AND OTHER STUDENT COSTS

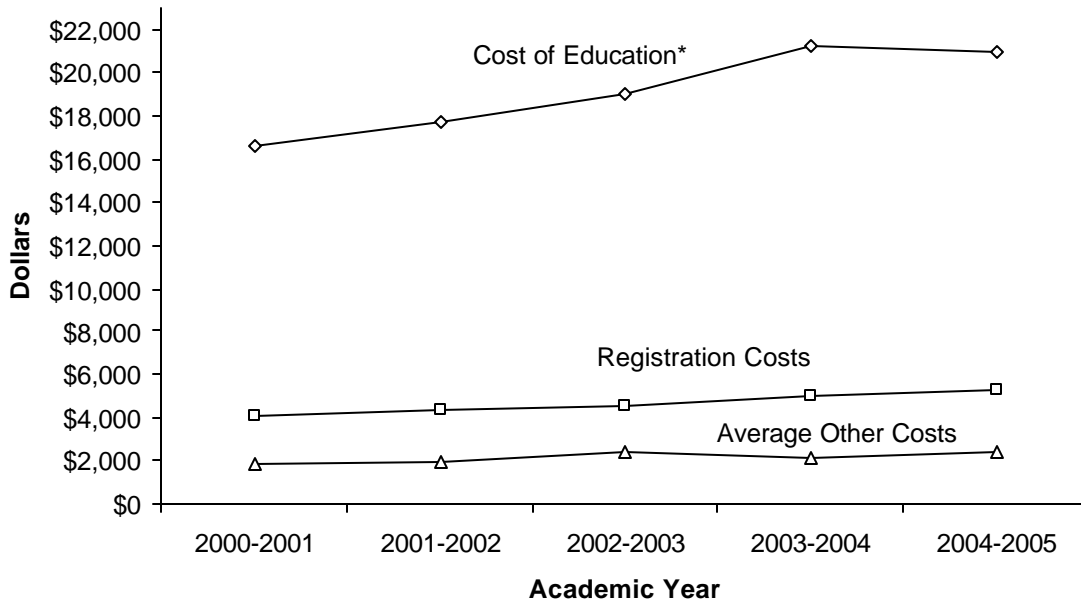
	<u>Academic Year 2000-2001</u>	<u>Academic Year 2001-2002</u>	<u>Academic Year 2002-2003</u>	<u>Academic Year 2003-2004</u>	<u>Academic Year 2004-2005</u>
Cost Of Education (COE)*	\$ 16,600	\$ 17,700	\$ 19,900	\$ 21,200	\$ 21,000
Registration Costs:					
Room	2,075	2,195	2,303	2,415	2,536
Board	1,796	1,904	2,000	2,108	2,212
Accident Fund	20	20	20	20	20
Campus Activities Fee	44	44	44	44	46
Chimes (School Yearbook)	25	25	25	25	28
Health Fee	96	100	100	100	100
Pinnacle (School Paper)	8	10	10	10	12
Student Government	6	6	8	8	10
Technology Fee**	<u>0</u>	<u>0</u>	<u>300</u>	<u>300</u>	<u>300</u>
SUBTOTAL	\$ 4,070	\$ 4,304	\$ 4,810	\$ 5,030	\$ 5,264
Average other Costs:					
Books and Supplies	600	675	675	675	700
Personal	980	996	1,125	1,125	1,300
Transportation	<u>250</u>	<u>275</u>	<u>290</u>	<u>290</u>	<u>376</u>
SUBTOTAL	\$ 1,830	\$ 1,946	\$ 2,090	\$ 2,090	\$ 2,376
TOTAL COST OF ATTENDANCE	\$ 5,900	\$ 6,250	\$ 6,900	\$ 7,120	\$ 7640

*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, September 2004. < <http://www.berea.edu/catalog/admissionsfinancialaid.asp#expenses> >

TOTAL PER 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, and student government fees. For more details, please [see page 100](#).

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

Source: Office of Student Financial Aid Services, September 2004
<<http://www.berea.edu/catalog/admissionsfinancialaid.asp#expenses>>

Alumni Association Executive Council Academic Year 2004-2005

President

Dr. Steele Mattingly, '50
Kentucky

President Elect

Dr. J. Mark Estep, '77
Tennessee

Past President

Vicki E. Allums, '79
Virginia

President of Berea College

Larry D. Shinn
Kentucky

Director

Mae Suramek, '95
Kentucky

Coordinator of Alumni Programs

Jennifer Mills, '00
Kentucky

Coordinator of Alumni Information Services

Mary Labus, '78
Kentucky

VP for Alumni Relations & College Relations

William A. Laramée
Kentucky

Alumni Trustees, including year his/her term ends

2006: Vance Edward Blade, '82
Kentucky

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

2009: Tyler Smyth Thompson, '83
Kentucky

2010: Janice Hunley Crase, '60
Kentucky

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

2005: Juanita Noland Coldiron, '47
North Carolina

James Cecil Owens, '66
South Carolina

Judy Garner White, '67
Kentucky

2006: Kristin Conley Clark, '92
Kentucky

Pansy Waycaster Blackburn, '58
North Carolina

Iverson Louis Warinner, '66
Kentucky

2007: Rachel Berry Henkle, '64
Kentucky

Rob Stafford, '89
Kentucky

Virginia Hubbard Underwood, '73
Kentucky

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

Eunice Hall, '78
Georgia

Marisa Fitzgerald, '99
Kentucky

2009: Betty Maskewitz, '39
Tennessee

Celeste Patton Armstrong, '90
Alabama

Source: Alumni Office, January 2005

**ALUMNI* BY STATE AND U.S. TERRITORIES
As of October 2004**

Alabama	422	Montana	25
Alaska	18	Nebraska	22
Arizona	116	Nevada	24
Arkansas	50	New Hampshire	22
California	355	New Jersey	81
Colorado	99	New Mexico	48
Connecticut	51	New York	164
Delaware	25	North Carolina	1,371
District of Columbia	25	North Dakota	4
Federated States of Micronesia	1	Ohio	1,186
Florida	614	Oklahoma	34
Georgia	500	Oregon	68
Guam	2	Palau	1
Hawaii	24	Pennsylvania	159
Idaho	18	Rhode Island	11
Illinois	230	South Carolina	316
Indiana	377	South Dakota	8
Iowa	42	Tennessee	1,329
Kansas	22	Texas	317
Kentucky	6,223	Utah	14
Louisiana	38	Vermont	23
Maine	23	Virgin Islands	1
Maryland	254	Virginia	1,115
Massachusetts	76	Washington	94
Michigan	202	West Virginia	575
Minnesota	61	Wisconsin	49
Mississippi	43	Wyoming	6
Missouri	119		
		Various Foreign Countries**	182
		Armed Forces - Europe**	9
		Armed Forces - Pacific**	<u>8</u>
		TOTAL	17,296

*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 foreign countries, please [see the following page \(page 104\)](#).

Source: Alumni Office, October 2004

ALUMNI* BY FOREIGN COUNTRIES
As of October 2004

Australia	1	Macau	1
Austria	1	Malaysia	5
Belgium	1	Mexico	3
Bolivia	1	Morocco	1
Bosnia & Herzegovina	1	Myanmar	1
Canada	22	Nepal	2
Cayman Islands	2	Netherlands	2
Costa Rica	2	New Zealand	1
Denmark	3	Nicaragua	1
Dominica	1	Nigeria	7
Ecuador	5	People's Republic of China	4
Ethiopia	1	Republic of Korea	3
France	2	Russia	1
Georgia	1	Senegal	1
Germany	6	Singapore	2
Ghana	4	Slovak Republic	2
Greece	10	South Africa	4
Hong Kong	5	Spain	4
India	6	Sri Lanka	4
Iran	1	Sweden	2
Ireland	1	Syria	1
Israel	2	Taiwan	1
Italy	2	Tanzania	2
Japan	11	Thailand	4
Kampuchea (Cambodia)	1	The Gambia	1
Kazakhstan	2	Turkey	3
Kenya	8	Ukraine	1
Latvia	1	United Kingdom	11
Lithuania	1	Zimbabwe	2
		United States**	17,097
		Armed Forces - Europe**	9
		Armed Forces - Pacific**	8
		TOTAL	17,296

*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 states, please [see page 103](#).

Source: Alumni Office, October 2004

ALUMNI* BY OCCUPATION

Accounting	229	Interior Decorating/Design	11
Administrative/Clerical/Secretarial	255	Journalism	17
Advertising	22	Judiciary	14
Agriculture/Ranching	144	Labor/Human Resources	17
Animal Science/Veterinary Medicine	22	Landscaping	13
Architecture/Urban Planning	17	Law/Legal Services	188
Art	49	Library Science	172
Arts - Fine	40	Management	485
Arts - Performing/Creative	61	Manufacturing	152
Aviation/Aerospace	17	Marketing	52
Banking	92	Mathematics/Statistics	9
Biology Sciences	1	Mechanical	7
Brokerage/Securities/Investments	24	Media	15
Business - Administration	83	Medical/Health (not M.D., RN, Dentist, Pharmacy)	263
Business - Entrepreneur/Owner	235	Merchandising/Sales/Marketing	30
Business - Management	86	Military	75
Business - Owner	48	Ministry	170
Childcare	22	Missionary	3
City Service Officer	4	Musician	3
Civil Service	20	Nonprofit	2
Clergy	18	Nursing	664
Communications	38	Nutrition	49
Computing/High Technology	267	Personal Services	7
Construction/Contracting	62	Personnel/Human Resources	60
Consulting	71	Pharmacology	7
Cosmetology	1	Pharmacy	20
Counseling	136	Physical Sciences/Math	13
Crafts	5	Physician	159
Dentistry	36	Public Relations	15
Economics	4	Public Service (Firefighter, Police, Sanitation)	40
Education - Administrative	507	Publishing	48
Education - Student Affairs	72	Radio/TV/Film	3
Education - Teaching	2,527	Real Estate	60
Energy Resources (Oil, etc.)	30	Recreation/Leisure Services	16
Engineering	218	Research/Development	121
Entertainment	13	Restaurant	8
Environmental Science	44	Retired	71
Estate Planning/Trusts/Taxation	1	Sales	174
Extension Work	7	Science	116
Fashion/Beauty	4	Self-Employed	11
Financial Services	84	Social Science	15
Foreign Service	8	Social Work	281
Foundations	2	Sports/Recreation	16
Fund Raising	27	Student	61
Funeral Services	4	Support Staff/Secretarial/Clerical	30
Government - Elected	57	Trade/Craft	47
Government - Non-elected	262	Transportation	43
Graphic Design	16	Travel Industry	12
Health	60	Utilities	30
Homemaking	340	Veterinarian	5
Hotel/Restaurant/Catering	45	Volunteerism	44
Import/Export	3	Writing	41
Insurance	103		
		<i>Unknown (Includes "Other")</i>	<u>6,768</u>

TOTAL

17,296

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

NOTE: The above numbers are based on those who responded to the Harris Directory questionnaire which was sent out in Spring 2001. Also, updates from news items sent by alumni are used. Of the 17,296 alumni on record, information on occupations is known for 61%.

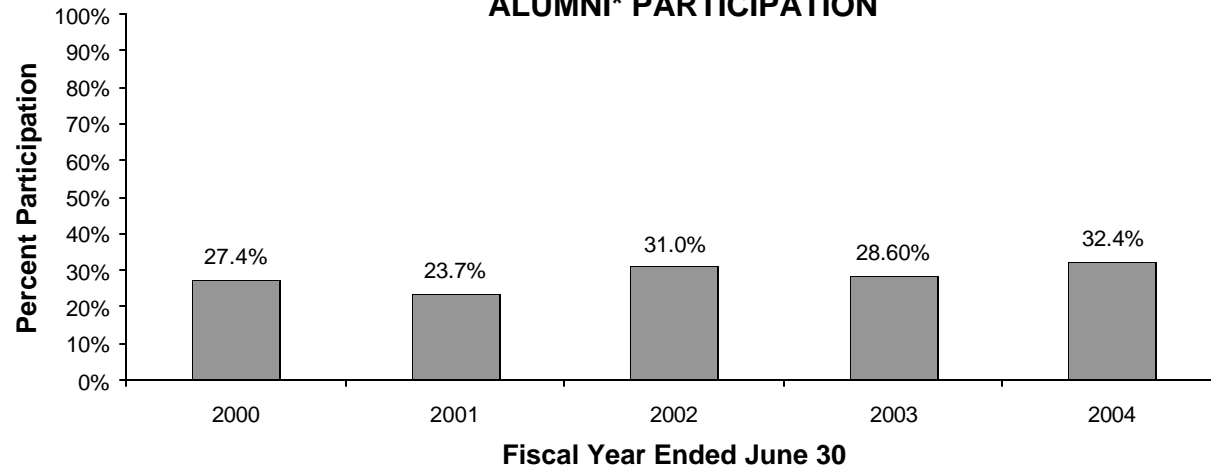
Source: Alumni Office, October 2004

ALUMNI* GIVING SUMMARY

Fiscal Year Ended June 30

	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
Alumni Berea Fund - Goal	\$ 635,000	\$ 640,000	\$ 750,000	\$ 700,000	\$ 700,000
Alumni Berea Fund - Received	\$ 666,152	\$ 892,348	\$ 737,868	\$ 750,374	\$ 1,042,572
Other Gifts (includes gift-in-kind)	<u>1,784,780</u>	<u>2,326,650</u>	<u>4,499,959</u>	<u>3,275,067</u>	<u>1,836,908</u>
 TOTAL	 \$ 2,450,932	 \$ 3,218,998	 \$ 5,237,827	 \$ 4,025,441	 \$ 2,879,480
Percent Participation - All Alumni**	27.4%	23.7%	31.0%	28.6%	32.4%
Percent Participation - All Graduates**	27.5%	27.1%	34.7%	31.4%	35.5%

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.

NOTE: For Fiscal Year ending June 30, 1999, the \$584,170 does not include \$125,000 in unrestricted monies which were applied elsewhere with the donors' permission.
For Fiscal Year ending June 30, 2000, the \$666,152 does not include \$38,000 in unrestricted monies which were applied elsewhere with the donors' permission.

Source: College Relations, October 2004

BEREA COLLEGE
USE OF CONTRIBUTIONS
For Fiscal Year Ended June 30, 2004

Current Operations

Berea Fund - Unrestricted	\$ 4,228,691	
Student Aid - Restricted	287,342	
Other - Restricted	<u>521,157</u>	
 TOTAL CURRENT OPERATIONS		 \$ 5,037,190

Capital Purposes

Ecovillage Child Development Lab	\$ 1,318,293	
Ecovillage SENS House	109,400	
Presser Hall Renovation	112,500	
Other	<u>112,205</u>	
 TOTAL CAPITAL PURPOSES		 \$ 1,652,398

Student Loan Fund \$ 23,973

Endowment from Gifts and Bequests

Restricted	\$ 2,773,679	
Unrestricted	<u>16,222,384</u>	
 TOTAL ENDOWMENT		 \$ 18,996,063

Gift Value of Annuities and Life Income Agreements 1,067,671

TOTAL GIFTS, BEQUESTS, AND GIFT VALUE
OF ANNUITIES AND LIFE INCOME AGREEMENTS \$ 26,777,295

Gifts-In-Kind 43,586

GRAND TOTAL \$ 26,820,881

Source: College Relations, October 2004

**SOURCE OF CONTRIBUTIONS
TO BEREA COLLEGE
For Fiscal Year Ended June 30, 2004**

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	210	1.29%	\$ 3,596,918	13.41%
Corporations and corporate foundations	279	1.71%	407,889	1.52%
Organizations, associations, and clubs	78	0.48%	473,501	1.77%
Religious groups	21	0.13%	4,951	0.02%
Fund-raising consortia	6	0.04%	21,375	0.08%
Individuals (other than alumni)	10,795	66.12%	3,208,660	11.96%
Alumni	4,500	27.56%	1,193,762	4.45%
Bequest- Alumni	26	0.16%	386,065	1.44%
Bequest- Non-Alumni	<u>257</u>	<u>1.57%</u>	<u>16,416,502</u>	<u>61.21%</u>
TOTAL GIFTS AND BEQUESTS	16,172	99.06%	\$ 25,709,623	95.86%
Gift Value of Annuities and Life Income Agreements				
Alumni	30	0.18%	495,372	1.85%
Non-Alumni	<u>30</u>	<u>0.18%</u>	<u>572,300</u>	<u>2.13%</u>
TOTAL GIFTS, BEQUESTS, AND GIFT VALUE OF ANNUITIES AND LIFE INCOME AGREEMENTS	16,232	99.42%	\$ 26,777,295	99.84%
Gifts-In-Kind				
Alumni	31	0.19%	7,977	0.03%
Non-Alumni	<u>63</u>	<u>0.39%</u>	<u>35,609</u>	<u>0.13%</u>
GRAND TOTAL	<u><u>16,326</u></u>	100.00%	<u><u>\$ 26,820,881</u></u>	100.00%

Source: College Relations, October 2004

BEREA COLLEGE ALUMNI AND FRIENDS
GIVING BY STATE, U.S. TERRITORIES AND FOREIGN COUNTRIES
For Fiscal Year Ended June 30, 2004

	Number of Gifts*	Dollar Amount		Number of Gifts*	Dollar Amount
Alabama	166	\$ 153,818	Missouri	180	\$ 141,003
Alaska	16	13,272	Montana	30	6,080
Arizona	223	381,029	Nebraska	28	5,230
Arkansas	61	7,107	Nevada	38	6,188
Armed Forces	6	750	New Hampshire	84	63,492
California	1,210	940,194	New Jersey	581	528,142
Colorado	158	23,362	New Mexico	80	62,256
Connecticut	272	315,840	New York	947	1,631,320
Delaware	54	10,811	North Carolina	894	2,293,886
D.C.	100	23,328	North Dakota	22	3,845
Fed. St. of Micronesia	1	100	Ohio	1,120	1,287,703
Florida	873	2,751,826	Oklahoma	52	22,279
Georgia	352	113,343	Oregon	112	2,181,298
Hawaii	47	4,281	Pennsylvania	616	1,781,403
Idaho	35	3,155	Puerto Rico	7	140
Illinois	627	793,375	Rhode Island	53	50,468
Indiana	386	262,019	South Carolina	216	104,207
Iowa	108	294,035	South Dakota	8	55,291
Kansas	66	20,507	Tennessee	633	357,018
Kentucky	1,956	1,497,919	Texas	449	203,226
Louisiana	58	29,322	Utah	26	1,609
Maine	88	61,026	Vermont	51	9,280
Maryland	443	207,395	Virginia	798	1,826,375
Massachusetts	405	135,347	Virgin Islands	4	2,350
Mauritius	1	1,000	Washington	200	67,607
Michigan	582	5,658,870	West Virginia	200	54,598
Minnesota	231	131,381	Wisconsin	235	116,448
Mississippi	51	97,825	Wyoming	15	5,591

STATE AND U.S. TERRITORIES TOTAL 16,255 \$26,800,569

Foreign Countries:

Austria	1	\$ 100	Japan	4	1,770
Canada	1	300	Macau	1	100
People's Republic of China	3	3,600	Netherlands	1	2,500
Denmark	1	105	Republic of Korea	1	1,000
The Gambia	1	15	Singapore	1	100
Germany	4	347	Switzerland	2	1,525
Greece	2	50	South Africa	1	250
Israel	1	50	United Kingdom	2	530

FOREIGN COUNTRY

TOTAL 27 \$ 12,342

Anonymous 44 7,970

TOTAL 16,326 \$26,820,881

*Includes gifts-in-kind

Source: College Relations, October 2004

**BEREA FUND GOALS AND AMOUNTS RECEIVED
FISCAL YEARS 1994-1995 THROUGH 2003-2004**

	<u>1994-1995</u>	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>
Goal	\$3,330,000	\$3,330,000	\$3,330,000	\$3,330,000	\$3,670,000
Received	\$3,240,703	\$3,332,181	\$3,442,899	\$3,391,866	\$3,917,108
	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>
Goal	\$3,790,000	\$3,900,000	\$4,050,000	\$4,150,000	\$4,000,000
Received	\$4,410,050	\$4,391,390	\$4,226,765	\$4,091,714	\$4,228,691

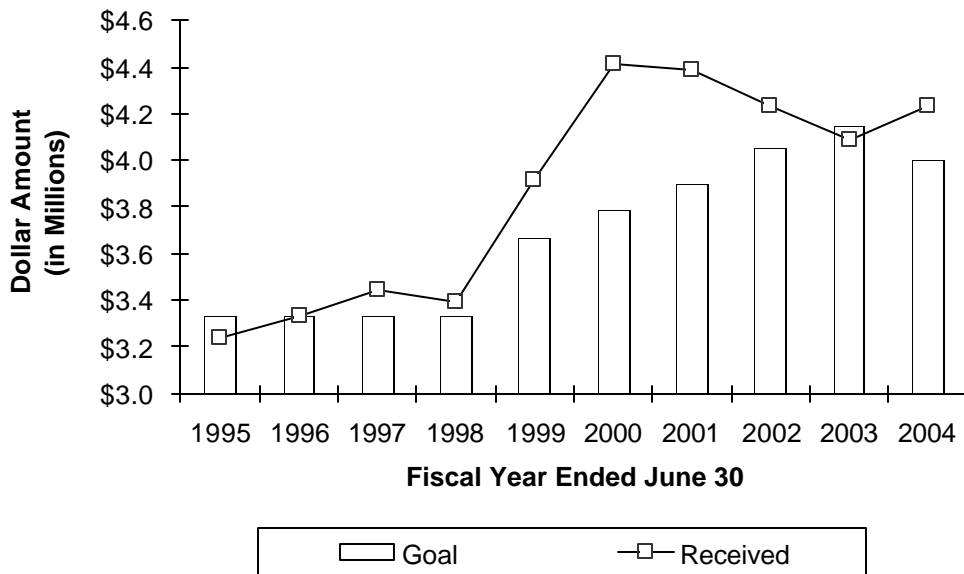
NOTES: For Fiscal Year ended June 30, 1998, \$273,768 in unrestricted gifts were applied to the Campus Technology Project, and \$40,000 in unrestricted gifts were applied to the NEH (National Endowment for the Humanities) Challenge with donors' permission.

For Fiscal Year ended June 30, 1999, \$187,802 in unrestricted gifts were applied to Capital Projects with donors' permission.

For Fiscal Year ended June 30, 2000, \$253,000 in unrestricted gifts were applied to the Student Computer and Information Resources Endowment with donors' permission.

For Fiscal Year ended June 30, 2001, a \$101,456 unrestricted gift was applied to the Student Computer and Information Resources Endowment with donor's permission.

**Berea Fund: Goals and Amounts Received
Fiscal Years 1993-1994 through 2002-2003**



Source: College Relations, October 2004

DONATIONS
Fiscal Years 1994 - 1995 through 2003 - 2004

	<u>1994-1995</u>	<u>1995-1996</u>	<u>1996-1997</u>	<u>1997-1998</u>	<u>1998-1999</u>
Number of Gifts*	17,835	16,633	16,219	17,639	16,373
Current Operations	\$4,186,079	\$4,617,578	\$3,943,874	\$4,207,815	\$4,580,987
Endowment	\$9,779,953	\$12,179,512	\$15,210,717	\$10,501,227	\$12,387,605
Capital	<u>\$1,058,687</u>	<u>\$1,328,049</u>	<u>\$529,383</u>	<u>\$1,867,586</u>	<u>\$1,294,895</u>
TOTAL	\$15,024,719	\$18,125,139	\$19,683,974	\$16,576,628	\$25,263,487

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

*Does not include gifts-in-kind.

Source: College Relations, October 2004

GIFTS FROM ALUMNI AND FRIENDS
For Fiscal Year Ended June 30, 2004

<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	505	3.26%	715	4.38%	\$ 2,493	0.01%
10 - 24.99	1,983	12.81%	2,440	14.95%	35,820	0.13%
25 - 49.99	3,536	22.85%	4,003	24.52%	106,175	0.40%
50 - 99.99	2,562	16.55%	2,819	17.27%	147,874	0.55%
100 - 199.99	2,719	17.57%	2,998	18.36%	316,281	1.18%
200 - 499.99	1,553	10.03%	1,596	9.78%	390,120	1.45%
500 - 749.99	512	3.31%	522	3.20%	269,424	1.00%
750 - 999.99	44	0.28%	55	0.34%	45,557	0.17%
1,000 - 2,499.99	572	3.70%	597	3.66%	760,764	2.84%
2,500 - 4,999.99	161	1.04%	179	1.10%	593,692	2.21%
5,000 - 7,499.99	1,061	6.86%	117	0.72%	616,189	2.30%
7,500 - 9,999.99	25	0.16%	28	0.17%	238,829	0.89%
10,000 - 19,999.99	87	0.56%	96	0.59%	1,184,153	4.42%
20,000 - 29,999.99	51	0.33%	50	0.31%	1,177,256	4.39%
30,000 - 49,999.99	35	0.23%	38	0.23%	1,448,321	5.40%
50,000 - 69,999.99	28	0.18%	28	0.17%	1,518,502	5.66%
70,000 - 99,999.99	11	0.07%	11	0.07%	969,931	3.62%
100,000 - 149,999.99	12	0.08%	14	0.09%	1,501,778	5.60%
150,000 - 249,999.99	5	0.03%	5	0.03%	873,639	3.26%
250,000 - 499,999.99	4	0.03%	4	0.02%	1,207,064	4.50%
500,000 - 999,999.99	7	0.05%	7	0.04%	4,641,703	17.31%
1,000,000 - 2,499,999.99	3	0.02%	3	0.02%	4,568,846	17.03%
2,500,000 - 2,999,999.99	<u>1</u>	<u>0.01%</u>	<u>1</u>	<u>0.01%</u>	<u>4,206,473</u>	<u>15.68%</u>
TOTALS	<u>15,477</u>	100%	<u>16,326</u>	100%	<u>\$ 26,820,881</u>	100%

AVERAGE: \$1,615

MEDIAN: \$50

MODE: \$25

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

**Includes gifts-in-kind.

Source: College Relations, October 2004

**FINANCIAL HIGHLIGHTS
YEARS ENDED JUNE 30, 2004 AND 2003**

	<u>2004</u>	<u>2003</u>
OPERATING REVENUE	\$ 59,179,429	\$ 59,487,716
OPERATING EXPENSES	\$ 55,426,358	\$ 56,171,523
OPERATING REVENUE IN EXCESS OF EXPENSES FROM CONTINUING OPERATIONS	\$ 3,753,071	\$ 3,316,193
ADDITIONS TO PROPERTY, PLANT AND EQUIPMENT	\$ 14,128,513	\$ 25,229,309
LONG-TERM INVESTMENTS OF THE ENDOWMENT AND TUITION REPLACEMENT FUNDS		
Original gift value	\$ 291,178,337	\$ 270,794,617
Investments at market	\$794,962,600	\$ 695,812,000
Interest and dividends, net	\$ 15,088,772	\$ 14,802,646
Return	2.2%	2.3%
Market price increase (decrease)	\$100,426,969	\$(14,420,253)
Return	14.2%	-2.0%
Total return	\$ 115,515,741	\$ 382,393
Percent	16.4%	0.3%
CASH AND IN-KIND CONTRIBUTIONS		
Cash Gifts	\$ 9,974,728	\$ 12,110,515
Bequests	<u>16,802,567</u>	<u>11,710,149</u>
Total cash gifts	26,777,295	23,820,664
Gifts-in-kind	<u>43,586</u>	<u>172,527</u>
Total	<u>\$ 26,820,881</u>	<u>\$ 23,993,191</u>

Source: Office of Financial Affairs, September 2004

STATEMENTS OF FINANCIAL POSITION
June 30, 2004 and 2003

	2004	2003
ASSETS		
CURRENT ASSETS		
Cash and cash equivalents	\$ 15,437,784	\$ 15,464,725
Other investments - absolute return fund	6,438,516	3,280,296
Receivables and accrued interest	5,076,336	4,066,579
Inventories	2,266,210	2,307,258
Prepaid expenses and other assets	28,905	28,905
Total current assets	29,247,751	25,147,763
NON-CURRENT PREPAID EXPENSES AND OTHER ASSETS	2,210,400	1,044,349
CONTRIBUTIONS RECEIVABLE AND BEQUESTS IN PROBATE	7,959,088	6,313,721
LONG-TERM RECEIVABLES	1,861,864	1,778,230
LONG-TERM INVESTMENTS		
Donor-restricted endowment	440,447,600	386,166,800
Tuition replacement	354,515,000	309,645,200
Annuity and life income	25,522,500	24,401,000
Funds held in trust by others	17,844,000	16,438,300
Total long-term investments	838,329,100	736,651,300
BOND PROCEEDS FOR CAPITAL ADDITIONS	1,096,152	5,470,706
LONG-LIVED ASSETS HELD FOR SALE	17,089,750	--
PROPERTY, PLANT AND EQUIPMENT (net)	119,730,433	128,455,143
Total assets	\$ 1,017,524,538	\$ 904,861,212
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable	\$ 4,493,085	\$ 4,313,037
Accrued salaries and wages	2,464,723	2,565,354
Deposits and agency funds	553,588	525,921
Deferred income	98,601	47,660
Current maturities of long-term debt	1,767,470	1,015,225
Total current liabilities	9,377,467	8,467,197
LONG-TERM LIABILITIES		
Annuity payment/deferred giving liability and other liabilities	12,528,400	11,726,600
Long-term debt	72,044,085	69,401,556
Total long-term liabilities	84,572,485	81,128,156
Total liabilities	93,949,952	89,595,353
NET ASSETS		
Unrestricted	643,042,104	559,644,519
Temporarily restricted	102,954,322	90,724,034
Permanently restricted	177,578,160	164,877,306
Total net assets	923,574,586	815,245,859
Total liabilities and net assets	\$ 1,017,524,538	\$ 904,841,212

Source: Office of Financial Affairs, September 2003

STATEMENTS OF ACTIVITIES
YEARS ENDED JUNE 30, 2004 AND 2003

	2004	2003
OPERATING REVENUE		
Spendable return from long-term investments	\$ 33,281,631	\$ 34,299,979
Gifts and donations	4,324,604	4,890,623
Federal and state grants	6,778,006	6,663,539
Fees paid by students	1,005,301	935,212
Other income	3,521,447	2,965,793
Residence halls and food service	5,482,487	4,987,433
Student industries and rentals	3,361,490	3,252,540
Net assets released from restrictions	4,161,046	4,122,021
Gross operating revenue	61,916,012	62,117,140
Less: Student aid	(2,736,583)	(2,629,424)
Net operating revenue	59,179,429	59,487,716
OPERATING EXPENSES		
Program Services --		
Educational and general	35,368,197	36,651,272
Residence halls and food service	54,973,434	5,049,893
Student industries and rentals	4,001,402	3,917,711
Total program services	44,866,942	45,618,876
Support services	10,559,416	10,552,647
Total operating expenses	55,426,358	56,171,523
Operating revenue in excess of operating expenses from continuing operations	3,753,071	3,316,193
Gain on disposal of property, plant and equipment	255,459	576,304
Income from discontinued operations	273,903	454,806
OTHER CHANGES IN NET ASSETS		
Investment return in excess of (less than) amounts designated for current operations	80,172,579	(37,964,982)
Gifts and bequests restricted or designated for long- term investments	22,286,558	11,355,235
Restricted gifts for property, plant and equipment and other specific purposes	1,855,087	2,245,253
Restricted spendable return on endowment investments	3,467,231	3,930,496
Reclassification of net assets released from restrictions	(4,161,046)	(4,122,021)
Net adjustment of annuity payment and deferred giving liability	405,885	(832,603)
Total change in net assets	\$ 108,308,727	\$ (21,041,319)

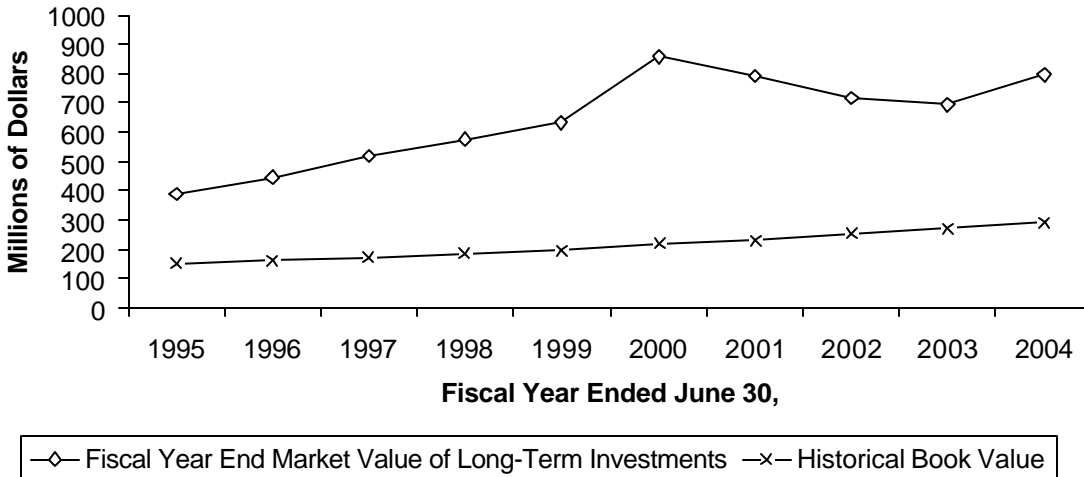
Source: Office of Financial Affairs, September 2004

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>
1995	390,389,300	152,649,134
1996	445,786,600	163,517,850
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

*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, September 2004

**ASSET ALLOCATION OF LONG-TERM INVESTMENTS
YEARS ENDED JUNE 30, 2003 AND 2002**

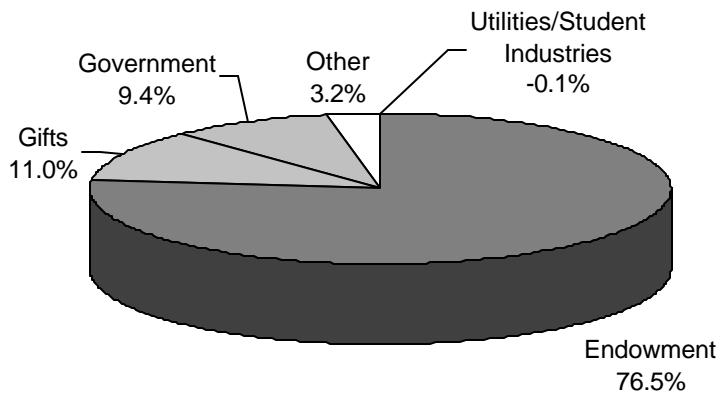
	2004	2003
Endowment and Tuition Replacement:		
Pooled Investments -		
Domestic common stocks	\$ 326,826,400	\$ 334,752,200
International common stocks	152,755,600	127,579,500
Corporate notes and bonds	74,856,900	72,328,100
U.S. Government securities	52,708,500	20,380,500
Foreign bonds	1,066,700	1,398,500
Structured notes	54,366,700	--
Private equity, venture capitol, and other	57,293,100	59,940,200
Hedge Funds	31,482,900	31,272,100
Real estate	16,852,500	25,434,200
Short-term investments and cash	22,822,300	18,811,700
Total	791,031,600	691,897,000
Non Pooled Investments -		
Domestic common stocks	262,100	205,900
Real estate	2,772,900	2,772,900
Short-term investments and cash	896,000	936,200
Total	3,931,000	3,915,000
Total endowment and tuition replacement	794,962,600	695,812,000
 Annuity and Life Income:		
Pooled Annuity Investments -		
Domestic common stocks	8,579,100	8,287,000
International common stocks	1,324,300	2,019,400
Corporate notes and bonds	3,162,200	1,345,600
U.S. Government securities	--	379,200
Foreign bonds	--	26,000
Real estate	--	524,800
Short-term investments and cash	392,700	367,400
Total	13,458,300	12,949,400
Separately Invested Trusts -		
Common stocks	6,008,400	3,834,000
International common stocks	591,400	--
Corporate notes and bonds	3,833,400	4,310,100
U.S. Government securities	455,800	2,016,800
Real estate	525,000	525,000
Short-term investments and cash	650,200	765,700
Total	12,064,200	11,451,600
Total annuity and life income	25,522,500	24,401,000
 Funds Held in Trust by Others:		
Where Berea College receives all or a stipulated percent of income	17,844,000	16,438,300
Total long-term investments	\$ 838,329,100	\$ 736,651,300

Source: Office of Financial Affairs, September 2004

**FISCAL YEAR 2004-2005
OPERATING BUDGET HIGHLIGHTS:**

SOURCES OF REVENUES USED FOR EDUCATIONAL AND GENERAL PURPOSES

Endowment Spendable Return	\$ 27,881,100 76.5%
Gifts for Current Operations	\$ 4,000,000 11.0%
Federal and State Sources	\$ 3,430,000 9.4%
Other Miscellaneous Income	\$ 1,174,500 3.2%
Net Income/(Loss) from Utilities and Student Industries	\$ (55,300) <u>(0.1%)</u>
	<u>\$ 36,430,300</u>



NOTE: Parenthesizes indicate losses.

Source: Office of Financial Affairs, September 2004

CURRENT OPERATING BUDGET: REVENUES AND EXPENDITURES

	2004-2005 Budget	2003-2004 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 31,152,900	\$ 31,855,100	\$ (702,200)	-2.20%
Less: Capital and Plant Fund	(3,171,800)	(3,303,500)	131,700	-3.99%
TCERF	(1,560,800)	(2,353,200)	792,400	-33.67%
TCERF Transfer to Budget	1,460,800	727,600	733,200	100.77%
Net Endowment Income	<u>27,881,100</u>	<u>26,926,000</u>	<u>955,100</u>	<u>3.55%</u>
Gifts for Current Operations	4,000,000	4,000,000	--	--
Cost of Education Fees	2,500,000	2,500,000	--	--
Federal Work Study Grant	930,000	930,000	--	--
Fees Paid by Students	620,000	620,000	--	--
Other Income	554,500	498,800	55,700	11.17%
Subtotal	<u>36,485,600</u>	<u>35,474,800</u>	<u>1,010,800</u>	<u>2.85%</u>
Utilities, Student Industries, and Rentals	13,248,500	12,723,300	525,200	4.13%
Residence Halls and Food Service	<u>5,786,000</u>	<u>5,397,000</u>	<u>389,000</u>	<u>7.21%</u>
TOTAL REVENUES	<u>55,520,100</u>	<u>53,595,100</u>	<u>1,925,000</u>	<u>3.59%</u>
EXPENDITURES				
Educational and General	36,062,300	35,048,500	1,013,800	2.89%
Utilities, Student Industries, and Rentals	13,303,800	12,781,600	522,200	4.09%
Residence Halls and Food Service	<u>5,786,000</u>	<u>5,397,000</u>	<u>389,000</u>	<u>7.21%</u>
TOTAL EXPENDITURES BEFORE CAPITAL FUNDS	<u>55,152,100</u>	<u>53,227,100</u>	<u>1,925,000</u>	<u>3.62%</u>
Debt Service for Future Heat Plant	<u>368,000</u>	<u>368,000</u>	<u>-</u>	<u>-</u>
TOTAL EXPENDITURES	<u>55,520,100</u>	<u>53,595,100</u>	<u>1,925,000</u>	<u>3.59%</u>
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, September 2004

**EDUCATIONAL AND GENERAL BUDGET SUMMARY:
REVENUES AND EXPENDITURES**

	2004-2005 Budget	2003-2004 Budget	Dollar Change	Percentage Change
REVENUES				
Gross Endowment Income	\$ 31,152,900	\$ 31,855,100	\$ (702,200)	-2.20%
Less: Capital and Plant Fund	(3,171,800)	(3,303,500)	131,700	-3.99%
TCERF	(1,560,800)	(2,353,200)	792,400	-33.67%
TCERF Transfer to Budget	1,460,800	727,600	733,200	100.77%
Net Endowment Income	<u>27,881,100</u>	<u>26,926,000</u>	<u>955,100</u>	<u>3.55%</u>
Gifts for Current Operations	4,000,000	4,000,000	--	--
Cost of Education Fees	2,500,000	2,500,000	--	--
Federal Work Study Grant	930,000	930,000	--	--
Fees Paid by Students	620,000	620,000	--	--
Other Income	554,500	498,800	55,700	11.17%
Utilities, Student Industries, Rentals Residence Halls and Food Service	(55,300)	(58,300)	3,000	-5.15%
	-	-	--	--
TOTAL REVENUE	<u>36,430,300</u>	<u>35,416,500</u>	<u>1,013,800</u>	<u>2.86%</u>
EXPENDITURES				
Salaries and Wages	19,876,000	19,540,600	335,400	1.72%
Fringe Benefits	4,839,900	4,699,700	140,200	2.98%
Student Payroll	2,360,900	2,237,000	123,900	5.54%
Net Controllable Expense	8,313,200	7,831,500	481,700	6.15%
Computer Capital Fund	410,000	410,000	-	-
Equipment Reserve	179,300	179,300	-	-
Strategic Planning Initiatives	83,000	150,400	(67,400)	-44.81%
Total Before Capital Funds	<u>36,062,300</u>	<u>35,048,500</u>	<u>1,013,800</u>	<u>2.89%</u>
Debt Service for Future Heat Plant	<u>368,000</u>	<u>368,000</u>	<u>-</u>	<u>-</u>
TOTAL EXPENDITURES	<u>36,430,300</u>	<u>35,416,500</u>	<u>1,013,800</u>	<u>2.86%</u>
Excess of Revenues over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

Source: Office of Financial Affairs, September 2004

CURRENT OPERATING EDUCATIONAL AND GENERAL EXPENDITURES
5-Year History

Classification by Function	1999 - 2000	% of	2000-2001	% of	2001-2002	% of	2002-2003	% of	2003-2004	% of
	Actual	Total	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Instruction	\$ 9,848,676	34.5%	\$10,538,503	33.6%	\$ 11,703,788	33.8%	\$ 12,531,148	33.4%	\$ 12,147,180	33.8%
Public Service	296,270	1.0%	449,216	1.4%	547,090	1.6%	557,312	1.5%	527,391	1.5%
Academic Support	2,711,503	9.6%	3,124,237	10.0%	3,201,503	9.2%	5,608,064	15.0%	3,872,106	10.8%
Student Services and Activities	3,598,094	12.6%	3,532,403	11.2%	4,078,882	11.8%	4,049,597	10.8%	4,226,922	11.8%
General and Administrative	4,512,725	15.8%	5,541,665	17.6%	6,277,349	18.1%	6,016,511	16.1%	6,161,059	17.2%
Development and Alumni	2,555,121	8.9%	2,884,764	9.2%	2,965,160	8.6%	3,049,184	8.1%	3,110,314	8.7%
Plant Operations	3,938,680	13.8%	4,140,865	13.2%	4,557,958	13.2%	4,564,308	12.2%	4,836,461	13.5%
Capital and Special Projects	1,107,500	3.9%	1,194,000	3.8%	1,290,000	3.7%	1,107,700	3.0%	1,040,300	2.9%
TOTAL	\$ 28,568,569	100.0%	\$31,405,653	100.0%	\$ 34,621,730	100.0%	\$ 37,483,824	100.0%	\$ 35,921,733	100.0%

RESIDENCE LIVING

Academic Year 2004-2005

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 nine 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	77
Bingham	66
Blue Ridge	93
Dana	122
Danforth	143
Edwards	33
Elizabeth Rogers	74
Fairchild	68
James	104
Kentucky	86
Kettering	144
Pearsons	107
Seabury	35
Talcott	80
Subtotal	1,232
<u>Specialty Housing</u>	
ARC House	13
Doctors House	5
Ecovillage (family housing)	54
Frost Cottage	9
Home Management House	10
Knight House	10
Lindsley House	5
Prospect House	13
Sloan House	8
Smith House	6
Subtotal	133
<u>Farm Houses/College Buildings</u>	
Hunt Acres	3
Head House	1
Phelps-Stokes	1
Subtotal	5
TOTAL	1,370
Capacity for Men	(575)
Capacity for Women	(795)

At the completion of registration for Fall Term 2004, approximately 88% of the students lived in residence halls, Specialty Houses and the EcoVillage (family housing).

Source: Residential Life Services and Collegium, September 2004

CAPITAL CONSTRUCTION PROJECTS, 1980 - 2004

New Construction

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

Renovations

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

Source: Facilities Management, October 2004

HUTCHINS LIBRARY
(Fiscal Year 2004)

Library Collections	<u>Total Net Added During Fiscal Year</u>	<u>Total Number Held at End of Fiscal Year</u>
Print Collection (books, bound serials and government documents)		
Volumes (item count)	5,018	358,556
Titles (bib count)	3,586	258,513
Media Collection (phono records, videos, CDs, DVDs and audio tapes)		
Volumes	886	11,593
Titles	677	9,554
Electronic Collection (e-books, and cataloged web-sites)		
Titles	11,562	42,377
Microforms (books, journals and newspapers)		
Physical units	442	132,888
Titles	5	622
Serials (journals and serials)		
Print subscriptions: journals	21	750
Electronic titles: journals	35	779
Print subscriptions: serials	0	240
Electronic titles: serials	5	149
Full-text journals available through databases	1,372	13,765
Manuscripts and Archives (in linear feet)	0	4,136.3
Cartographic Material (in units)	0	[50]
Library Expenditures	<u>Dollar Amount</u>	
Books – paper and microforms	\$ 94,371	
Books – electronic	0	
Periodicals– paper and microforms	134,352	
Periodicals – electronic	0	
Serials – paper and microforms	32,904	
Serials – electronic	101,641	
Media	9,885	
Microform	26,583	
Preservation	<u>12,709</u>	
TOTAL ACQUISITIONS EXPENDITURES	\$ 412,446	
Acquisitions Expenditures Per Student	\$ 269	

Source: Hutchins Library, October 2004

HUTCHINS LIBRARY, continued
(Fiscal Year 2004)

Library Services

<u>Library Instruction</u>	<u>Sessions</u>	<u>Students</u>
Stories (Freshmen)	46	685
U.S. Traditions (Freshmen)	24	500
Western Traditions I and II (Sophomores)	14	263
Other General Studies Courses	22	409
Subject Area Courses	34	564
Outside Groups	5	37
TOTAL	145	2,458

Percentage of sections with at least one library session

Stories (Freshmen)	92.0%	92.5%
U.S. Traditions (Freshmen)	57.1%	58.1%
Western Traditions I and II (Sophomores)	37.9%	36.4%

Reference and Research Assistance

Library Reference Desk Transactions Total	5,658
Special Collections Reading Room Visits Total	718
Special Collections Reference Requests (non-visits)	409

Computer Access

Public Access Workstations	63
Notebooks Available for Checkout	5
Public Network Connections	102

Average per
Faculty or
Student FTE

Circulation Transactions

	<u>Number</u>	<u>Hutchins</u>
Print and media collections – faculty and staff	7,311	
Print and media collections – students	47,181	30.8
Print collections – town	1,728	
TOTAL	56,220	

Reserve materials	1,056
Equipment (computers and media) uses	3,043
Classrooms and study rooms uses	3,999
Special Collections uses	1,791
Electronic collection searches	200,285

Interlibrary Loan

	<u>Number</u>
Provided to other libraries	3,165
Received from other libraries	1,358

Other

Main Library hours open per week	88
Special Collections hours open per week	44

Source: Hutchins Library, October 2004

COMPUTER RESOURCES

Administrative Computing: The College uses the SCT Banner software, an integrated administrative system, for financial, student, financial aid, human resources, and alumni/development functions. Berea upgraded to release 6 of Banner during the fall of 2004. 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 associated source or reference documents using NOLIJ.

Several components of Banner are accessible via the Internet. The Web for Students, Web for Faculty and Web for Development Officers modules of Banner are in place. Web for Students allows students to register for classes 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 Web for Faculty functions. Web for Development Officers allows traveling fund raisers access to key information via an Internet connection.

Academic Computing: The 2003-2004 academic year saw the Universal Access laptop computer program move from a project to a way of life at Berea College. All students have been using the laptop computers for two years, and some pilot group members have been involved for four years. Students are able to run on their laptop computers 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 has as its foundation the belief that technology can improve teaching and learning; the emphasis has been on providing access to technology at almost any time in any place on campus. The EDGE laptops are only the most visible aspect of Universal Access, other elements of which have included greatly expanding the college network, providing training and support for students, preparing classrooms to accommodate laptops 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 to 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 of Information Systems & Services (IS&S) has also expanded the presence of data projectors in classrooms. There are now 77 classrooms with such equipment ready to be used in conjunction with laptop computers. Of those, 26 have full multi-media capability including DVD, CD, and VCR equipment.

The 2003-2004 academic year saw continued expansion of utilization of the college's course management system, WebCT. Working with the Appalachian College Association, we were able to upgrade to the WebCT VISTA product and provide capabilities that are usually available only to big universities. This software allows professors to more effectively manage their classes, and gives them capabilities for threaded discussions (both in and out of class), on-line resource materials and handouts, paperless homework and assignments, and even on-line quizzes and tests, all accessible via the campus network and the Internet. During the year, 57 faculty used WebCT to manage 158 courses.

Source: Information Systems and Services, December 2004

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 6,442 active network connections on campus. The campus network is connected to the Internet via a partial DS3 line providing 7.5 megabits of bandwidth connectivity. This DS3 line is thanks to a joint purchasing arrangement with the Appalachian College Association (ACA) in which Berea College and the ACA split the cost of a total of 15.0 megabits of bandwidth equally.

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 50 megabytes of personal, secure storage on the network; professors and departments have additional storage including folders into which assignments and homework can be placed. The e-mail system and related network support is a vital means of communication for the entire campus. Electronic bulletin boards are often used for announcements, technical support, and discussions.

Internet: The Internet has an important academic resource as faculty members and students incorporate on-line resources into their research and as staff base more and more work on Internet-enabled processes. The college provides 7.5 megabytes of bandwidth for Internet access; packets of data entering and leaving campus through the Internet gateway are shaped to maximize throughput and bandwidth. The Berea College Homepage is available at <http://www.berea.edu>. Overall, the Berea College web pages received an average of 109,673 hits per day during fiscal year 2003-2004 and an average of 2,955 individual visitors per day.

Media Services: The IS&S Media Services team is located in the Computer Center. All services offered can be ordered at the Service Center or by calling ext. 3343. In addition to managing the 77 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.

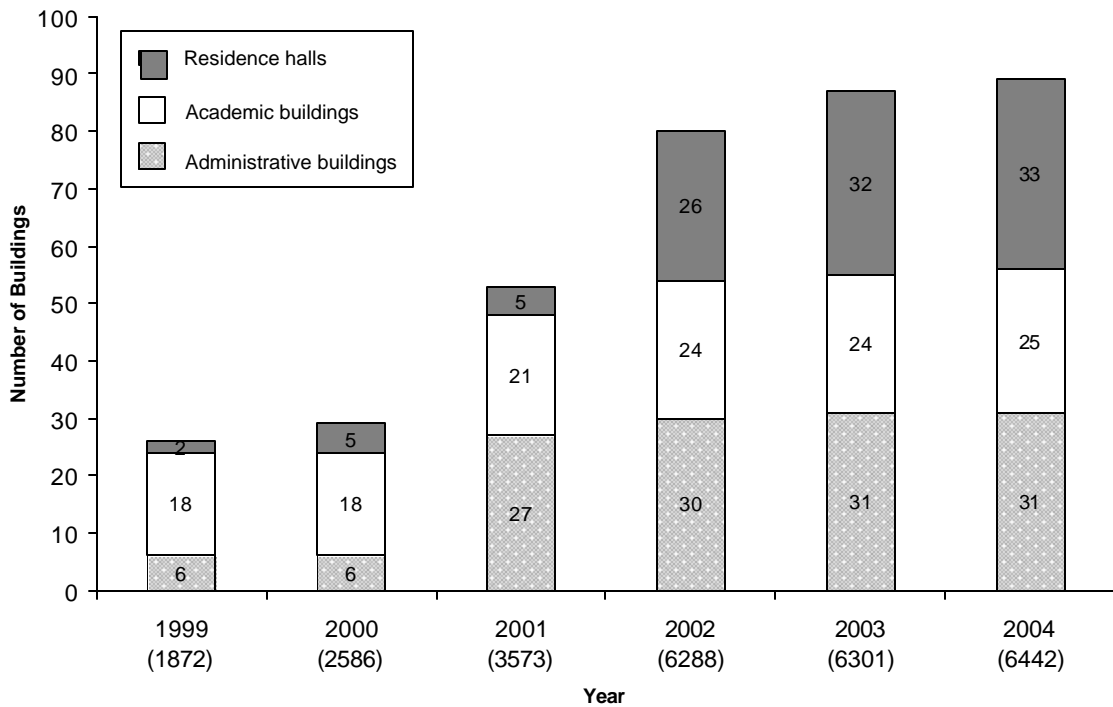
Technology Support: The College provides many methods of support for technology. The Information Systems and Services department is now in its fourth year of operating its Service Center to provide one-stop phone and walk-in support. The Service Center is open 8:00 to 5:00 during weekdays. The Service Center also provides teams that can be deployed to user locations, be they offices or classrooms, for troubleshooting and for computer hardware repair, network access, software training, media services, and application of technology. During the academic year 2003-2004, the Service Center handled 25,873 requests for assistance service.

Source: Information Systems and Services, December 2004

CAMPUS NETWORK

The campus is connected electronically by a fiber optic backbone, operating at gigabit speed, which provides network access. Currently, 100% of all on-campus buildings are connected to the campus network. There are 6,442 network connections within 89 buildings.

NETWORKED BUILDINGS, A SIX-YEAR HISTORY

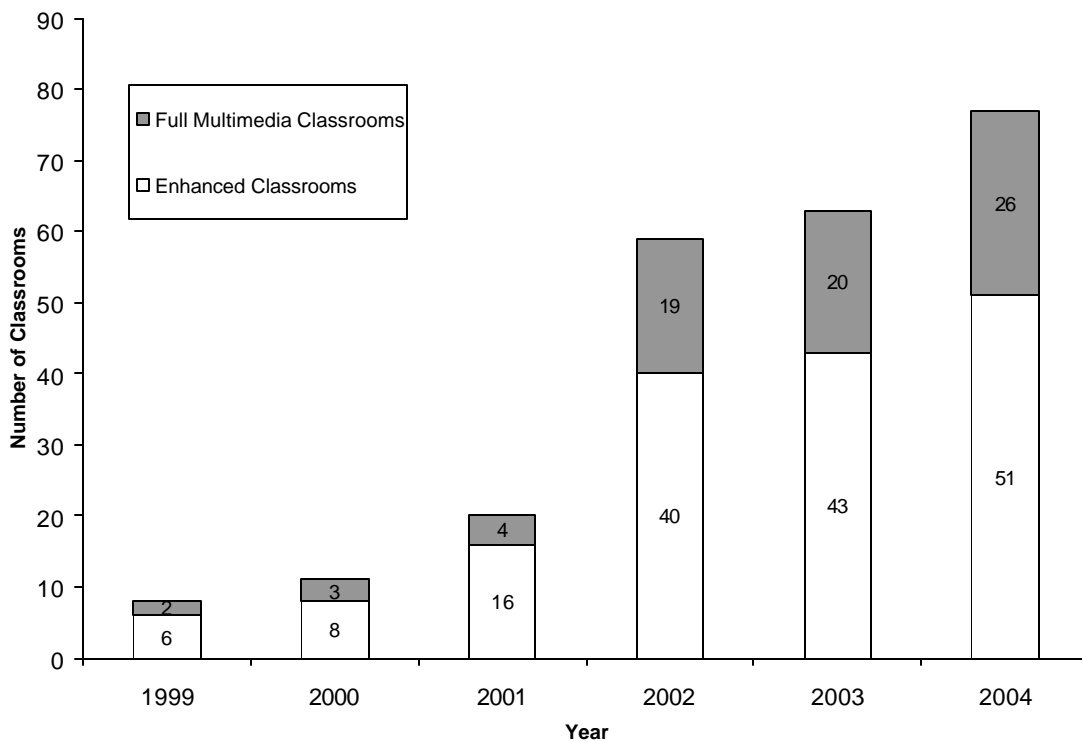


NOTE: The number in parentheses indicate the total number of network connections.

Source: Information Systems and Services, December 2004

MULTIMEDIA CLASSROOMS

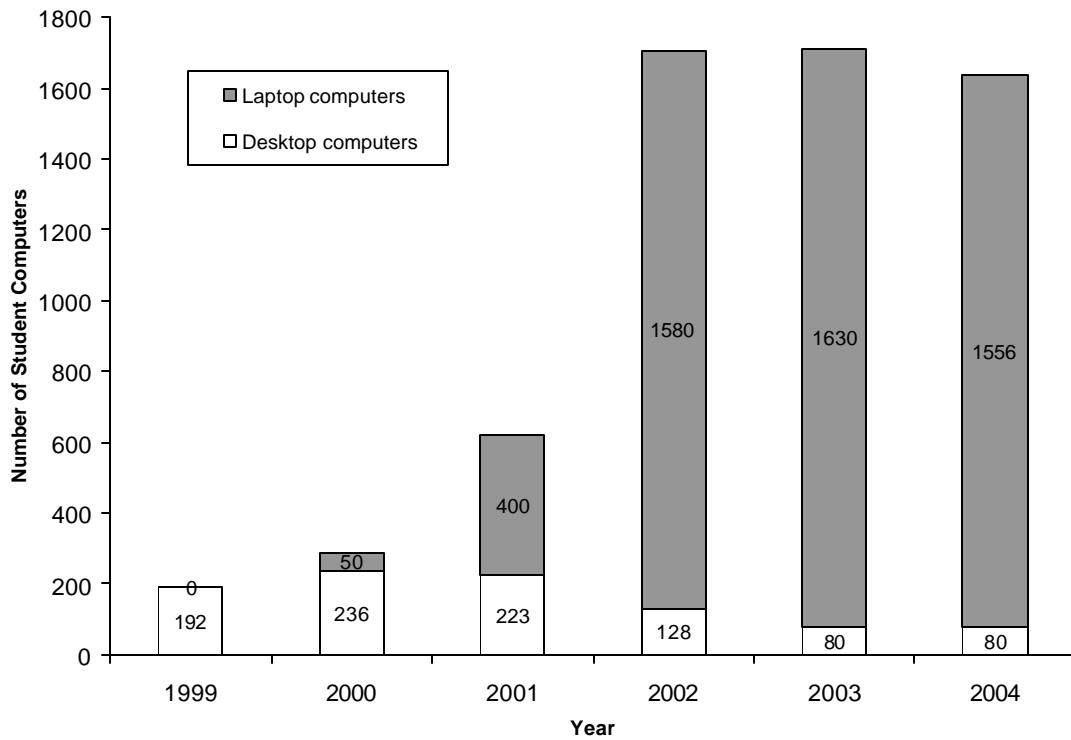
There are 25 academic buildings on campus with 1,576 network connections in 116 classrooms. Each of these buildings has at least one fully networked classroom. Currently 77 classrooms are equipped with a digital projector, speakers, and a screen. Also, 26 of these are full multimedia classrooms additionally equipped with a DVD player, VCR, CD, and digital presenter (ELMO).



Source: Information Systems and Services, December 2004

COMPUTER AVAILABILITY FOR STUDENTS

With the full implementation of the Universal Access program, the availability of computing resources to students had increased dramatically. As labs, based on desktop computers, are phased out in favor of the ubiquitous laptops, we see the ratio of students per computer at approximately one for one.



Source: Information Systems and Services, December 2004