



Office of Institutional
Research and Planning

Fact Book

2016-17



Bucknell
UNIVERSITY

bucknell.edu
Lewisburg, PA 17837



Fact Book 2016 - 17

Table of Contents

Introduction	1
Foreword	1
Mission of Bucknell University	2
Vision of Bucknell University	2
Brief History	3
Trustees	4
Senior Leadership Team	6
Academic Divisions	6
Accreditation	7
University Organizational Chart	8
Provost Area Organizational Chart	9
Admissions	11
Enrollment	19
Completions by Field of Study	35
Academics, Co-Curricular and Extracurricular Activities	39
Student Success	43
Surveys	51
Faculty and Staff	59
Finance	67
Definitions	73

Bucknell University Fact Book

FOREWORD

The Office of Institutional Research & Planning is pleased to present the Bucknell University Fact Book, 2016-2017. This book is intended as a single, readily accessible, consistent, and accurate source of information about Bucknell University. The Fact Book provides answers to many of the most commonly asked questions about the campus and shows trend information over the last five years.

The 2016-2017 Fact Book represents a continuing effort to improve the quality and accessibility of information about Bucknell University. The Fact Book as well other data and reports are available at bucknell.edu/IR.

We would like to extend our appreciation to all offices that participated by providing us with their expertise and cooperation. We hope that you will find the Fact Book informative and useful. Please let us know if you have suggestions how we can improve it.

Staff in the Office of Institutional Research & Planning

Kevork Horissian, Assistant Provost of Institutional Research & Assessment

Rita Liu, Assistant Director of Institutional Research

Agnes Jasinska, Assessment Coordinator

Laura Winger, Reports Coordinator/Analyst



THE MISSION OF BUCKNELL UNIVERSITY

Bucknell is a unique national university where liberal arts and professional programs complement each other. Bucknell educates students for a lifetime of critical thinking and strong leadership characterized by continued intellectual exploration, creativity, and imagination. A Bucknell education enables students to interact daily with faculty who exemplify a passion for learning and a dedication to teaching and scholarship. Bucknell fosters a residential, co-curricular environment in which students develop intellectual maturity, personal conviction and strength of character, informed by a deep understanding of different cultures and diverse perspectives. Bucknell seeks to educate our students to serve the common good and to promote justice in ways sensitive to the moral and ethical dimensions of life.

Bucknell's rich history and heritage will influence its planning for the future. Bucknell's potential as an institution of higher learning extends beyond that of a traditional liberal arts college by virtue of its larger size and expansive programs. The University's broader spectrum of disciplines and courses of study within a diverse and active residential campus community enhance the quality of all aspects of the undergraduate experience, both in and out of the classroom.

THE VISION OF BUCKNELL UNIVERSITY

To provide students with the premier undergraduate experience in American higher education.

Bucknell will offer an academic program that is challenging and distinctive, with the capacity to prepare its graduates for successful personal, professional, and civic lives in the 21st century. Bucknell's residential life and co-curricular activities will fully support its academic program. This integrated environment for student learning and growth, enhanced by diversity in all its forms, will build connections to a global society. In doing so, Bucknell will emerge from a place of strength to a position of preeminence within American higher education.



BRIEF HISTORY OF BUCKNELL UNIVERSITY

Bucknell University was founded 1846 by a group of Baptists who deemed it “desirable that a Literary Institution should be established in Central Pennsylvania, embracing a High School for male pupils, another for females, a College and also a Theological Institution.”

The charter for the University at Lewisburg was granted by the Legislature of Pennsylvania and approved by the governor on Feb. 5, 1846. Classes were held in the basement of the First Baptist Church in Lewisburg.

In 1850, the University moved into Taylor Hall, the first building completed on campus, which housed both women and men’s studies until the opening of the Female Institute in 1852. The school’s first commencement was held Aug. 20, 1851, for a graduation class of seven men.

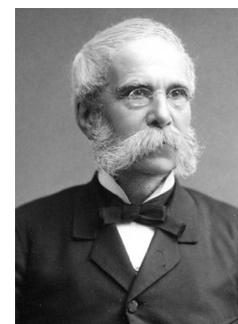
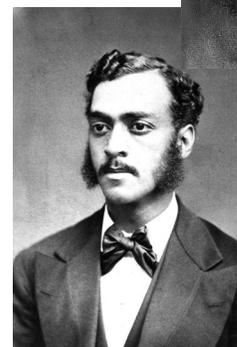
The Female Institute began instruction in 1852, with college courses being opened to women in 1883. The first woman graduate was Chella Scott, who received a bachelor’s degree with honors in 1885, and spoke at her commencement.

In 1875, Edward McKnight Brawley was Bucknell’s first African-American graduate, receiving a bachelor’s and master’s degree. He served as president of what became Selma University and Morris College, which he helped to found. Bucknell’s first international student was Maung Shaw Loo, who came from what is now called Myanmar as the first Burmese native to study in the United States; he graduated in 1864 and served many years as a physician in his home country.

The University at Lewisburg was renamed in 1886 in honor of William Bucknell, a charter member of the Board of Trustees and a major benefactor who challenged the board to match his donation. Mr. Bucknell also funded the University’s first scholarship, the first prizes for female students and the building of Commencement Hall, a chapel now named Bucknell Hall and home to the Stadler Center for Poetry.

Today, Bucknell is the nation’s largest private liberal arts university with 3,500 undergraduates on a 450-acre campus. As a highly selective private university, Bucknell offers a personalized and comprehensive liberal arts education to exceptionally talented students from across the U.S. and around the world. It offers academic programs in the arts, engineering, humanities, management, and social and natural sciences as well as the creative and performing arts; facilities for professional-grade instrumentation and spaces for digital and collaborative learning; and broad opportunities outside of class.

Bucknell University is now much more than a literary institution: It is a place that prepares students for success in an increasingly complex and interconnected global society.



TRUSTEES OF BUCKNELL UNIVERSITY, JULY 1, 2016

Name	Term Expires (June 30)	Affiliations
Kenneth W. Freeman '72 Chair, Board of Trustees, Chair, Executive Committee	2018	Allen Questrom Professor and Dean, Boston University School of Management
Stephen P. Holmes '79 Vice Chair, Board of Trustees, Chair, Campaign Subcommittee, Chair, Executive Resources Subcommittee	2017	Chairman and CEO, Wyndham Worldwide Corp.
William B. Morrow, Jr. '70 Vice Chair, Board of Trustees	2020	Retired Managing Director and COO, Mid Europa Partners, LLP
Marlene A. Hurd '79 Secretary, Board of Trustees,	2021	VP, Managing Director, Relationship Management, Fidelity Investments
John C. Bravman	2020	President, Bucknell University
Dawn M. Becker '81	2021	Executive VP, Managing Director Mixed-Use Division, Federal Realty Investment Trust
Juanita Ora Lockett Brown	2020	President, Brown Business Consulting, LLC
Brenda Earl '81 Chair, Investments Committee	2019	Principal, Earl Investments
Harriet Edelman '77 Chair, Campus Life Committee	2021	Vice Chairman, Emigrant Savings Bank
Jane Taylor Elfers '83 Chair, Trusteeship Committee	2018	President and CEO, The Children's Place, Inc.
David T. Feinberg	2021	President and CEO, Geisinger Health System
Michael E. Flowers '76 Chair, Audit, Compliance and Risk Management Committee	2017	Attorney, Steptoe & Johnson, PLLC
Makoto Fujimura '83	2020	Director, Fuller Theological Seminary Brehm Center for Worship, Theology & Arts
Peter C. Gerhard '80	2017	Managing Partner, G Capital Management, LLC
Robert J. Gilligan '81	2021	Former Vice President of Transmission and Distribution, General Electric Company
Ginkel, Susan '76	2018	Former Vice President, Private Banking, Bankers Trust Company
Eugene A. Gorab '85	2021	President and CEO, Greenfield Partners LLC
Laura A. Kinney '81	2019	Former Executive Vice President and Co-CEO, Workrite Uniform Company

Name	Term Expires (June 30)	Affiliations
Lawrence S. Klock '69 Chair, Human Resources Subcommittee	2019	Managing Director, Russell Reynolds Associates
Steven A. Kohn '81	2020	President and Vice Chairman, Cushman and Wakefield Equity, Debt & Structured Finance
Kathy M. LaPoint	2020	Former Board of Trustees, Fundraiser, Simmons College
David J. Maurrasse Chair, Academic Affairs Committee	2019	President & Founder, Marga, Inc.
Christopher J. O'Brien '80 Chair, DER Committee	2017	President, O'Brien Capital Advisors
Nancy B. Prial '80 Chair, Finance Committee	2019	Co-CEO, Essex Investment Management Company, LLC
David Scadden '75 Chair, Honorary Degrees Subcommittee	2018	Gerald and Darlene Jordan Professor of Medicine; Chair, Department of Stem Cell and Regenerative Medicine, Harvard University; Director, Center for Regenerative Medicine, Massachusetts General Hospital; Co-chair, Harvard Stem Cell Institute
Frank Schoeneman '76	2021	Chairman and CEO, Empire Education Group
Kirsten Schubauer Heinemann '81	2017	Former Assistant Director of Admissions, Friends Academy, Locust Valley, NY
Erika N.D. Stanat '90 Chair, Risk Management Subcommittee	2019	Partner – Harter, Secrest & Emery, LLP
Christopher B. Sullivan '92 Chair, Facilities & Infrastructure Subcommittee	2018	Chairman and CEO, Primus Technologies Corporation
C. Alan Walker '66	2017	President and CEO, Bradford Energy Co., Inc
Robin G. Zafirovski '79	2019	Former Financial Analyst, GE Capital

SENIOR LEADERSHIP TEAM

John C. Bravman, President
Barbara Altmann, Provost
Amy Badal, Dean of Students
Param Bedi, VP for Library and Information Technology
Bill Conley, VP for Enrollment Management
Amy Foerster, General Counsel
John Hardt, Director of Athletics and Recreation
Andy Hirsch, Chief Communication Officer
Pierre Joanis, VP for Human Resources
Michael Johnson-Cramer, Interim Dean of Management
Carol Kennedy, Director of the President's Office
Patrick T. Mather, Dean of the College of Engineering
Ken Ogawa, Associate VP for Facilities
Scott Rosevear, VP for Development and Alumni Relations
David J. Surgala, VP for Finance and Administration
Karl Voss, Interim Dean of the College of Arts & Sciences

ACADEMIC DIVISIONS

The College of Arts & Sciences

The College of Arts & Sciences has 2,817 (2,307 without the School of Management) degree seeking undergraduate students and 304 (281 without the School of Management) full-time faculty members.

The College of Arts & Sciences offers programs of study leading to five degrees: the Bachelor of Arts, the Bachelor of Science, the Bachelor of Science in Business Administration, the Bachelor of Science in Education, and the Bachelor of Music. The programs are designed to carry out the educational objectives of the University through courses in the arts and humanities, the social sciences, the natural sciences and mathematics.

School of Management

The School of Management comprises 510 degree seeking undergraduate students and 23 full-time faculty. The School of Management at Bucknell University is a part of College of Arts & Sciences and offers innovative professional education in the context of one of the nation's leading liberal arts universities. A Bucknell education, combining technical skills and deep intellectual exploration, is preparation for thoughtful and capable leaders.

The College of Engineering

The College of Engineering comprises 714 degree seeking undergraduate students and 74 full-time faculty. The College of Engineering is dedicated to providing outstanding educational opportunities in engineering to a predominantly undergraduate student body of talented men and women. The faculty and courses are organized in six distinct departments: Biomedical Engineering, Chemical Engineering, Civic & Environmental Engineering, Computer Science, Electrical & Computer Engineering, and Mechanical Engineering.

Graduate Studies

Bucknell offers three different master's degrees across seven different programs in the College of Arts & Sciences, and masters of Science degree in five programs in the College of Engineering. The role of graduate education is to provide "a deepening of the student's knowledge and experience base in the discipline by building on the increased commitment that graduate students bring to their work."



ACCREDITATION

Middle States Accreditation

Bucknell was first accredited by the Middle States in 1921. In 2014, Bucknell University completed its decennial reaccreditation with the Middle States Commission on Higher Education. The institution is fully accredited until 2024.

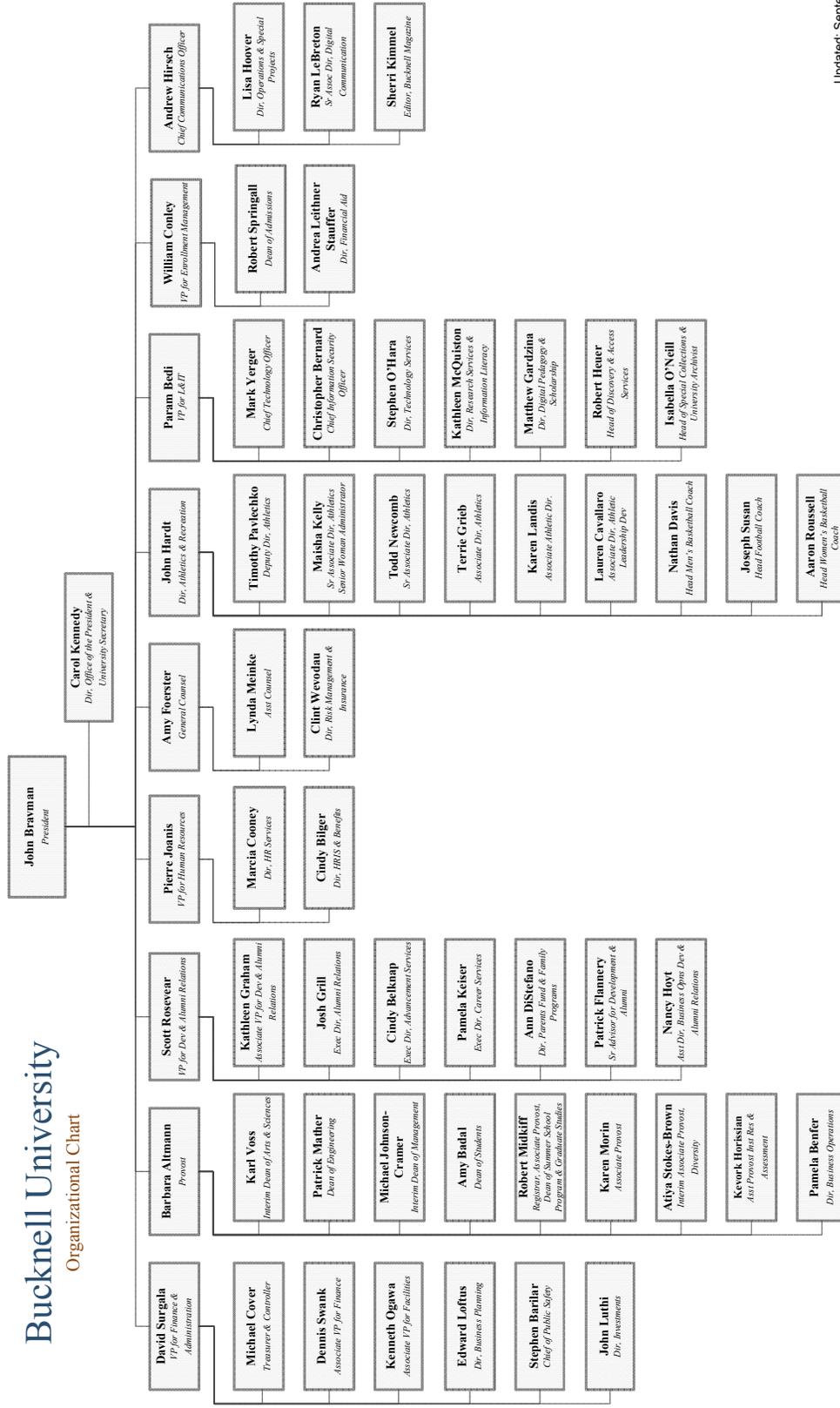
Specialized Programmatic Accreditation and Licensure

- **AACSB International** – The Association for the Advancement of Collegiate Schools of Business. Less than 5% of the world’s 13,000 business programs have earned AACSB Accreditation.
- **ABET** – the Accrediting Board for Engineering and Technology, accredits the programs within the College of Engineering.
- **ACS** – the American Chemical Society is an industry-wide agency that certifies programs within the Department of Chemistry.
- **CSAB** – the Computer Science Accreditation Board, accredits the Bachelor of Science degree within the College of Arts & Sciences.
- **NASM** the National Association of Schools of Music, accredits degree programs within the Department of Music.
- **NCAA** – the National Collegiate Athletic Association, conducts periodic certification reviews of Bucknell’s athletic programs.
- **The Pennsylvania Department of Education** oversees teaching certification within the Department of Education.



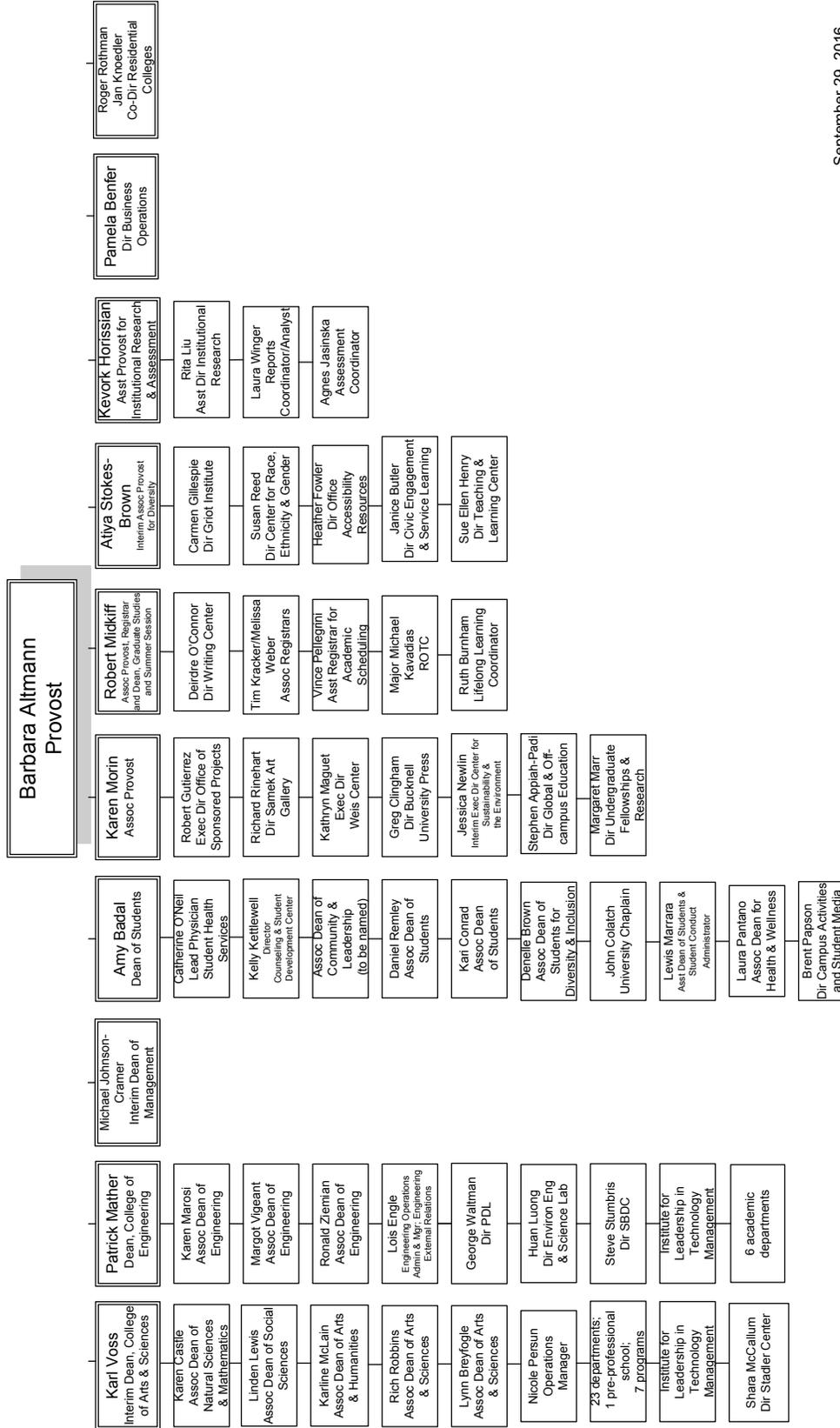
Bucknell University

Organizational Chart



Updated: September 2016

Provost Area Organizational Chart



September 29, 2016

Admissions

First-Year Admissions Statistics Undergraduate (2012-2016)									
Year	Applied	Admitted	Acceptance Rate	Enrolled	Yield	% Female Enrolled	% Minority Enrolled	% Participating Residential College	% First Generation Enrolled
2012	8,291	2,238	27.0%	915	40.9%	55.0%	15.0%	27.0%	12.3%
2013	7,947	2,345	29.5%	933	39.8%	52.0%	17.4%	37.5%	12.2%
2014	7,864	2,416	30.7%	939	38.9%	51.9%	14.7%	36.5%	10.4%
2015	10,967	2,718	24.8%	938	34.5%	51.4%	23.3%	36.0%	11.7%
2016	10,487	3,138	29.9%	950	30.3%	50.1%	17.7%	35.4%	9.3%

Figure 1.1 First-Year Admissions Trends Undergraduate

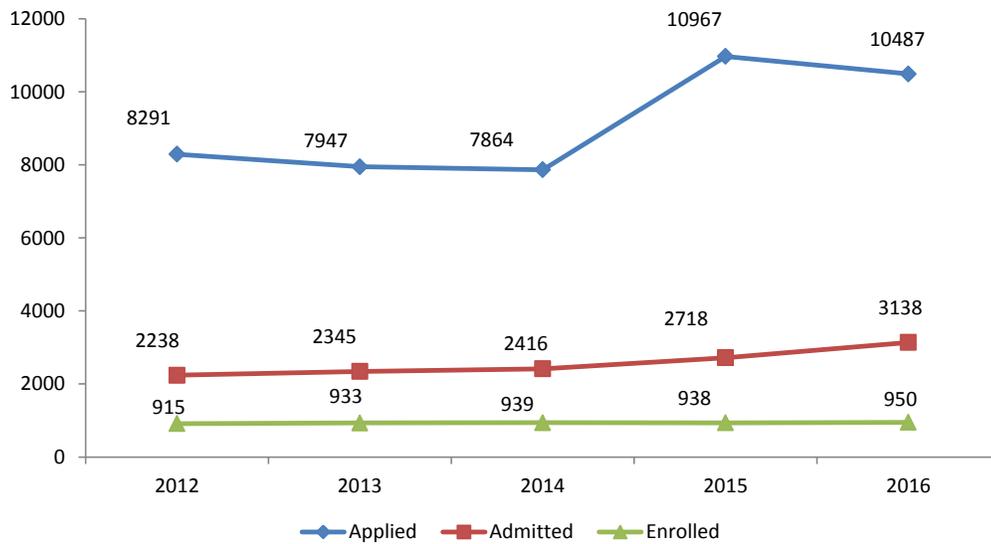
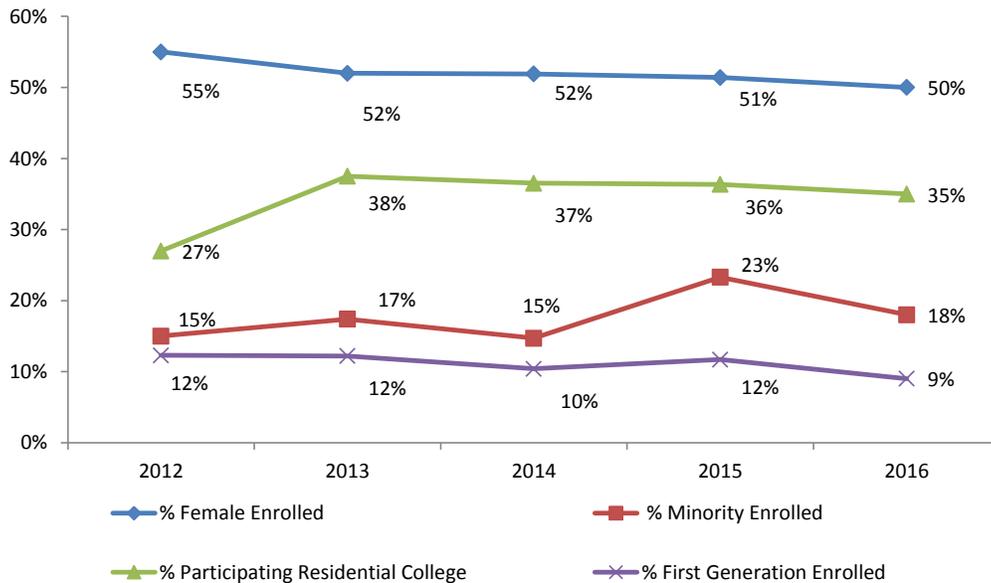


Figure 1.2 First-Year % of Enrolled Female, Minority Trends, Residential College, First Generation Undergraduate



Entering First-Year Students Mean SAT and ACT Scores and Class Rankings (2012-2016)

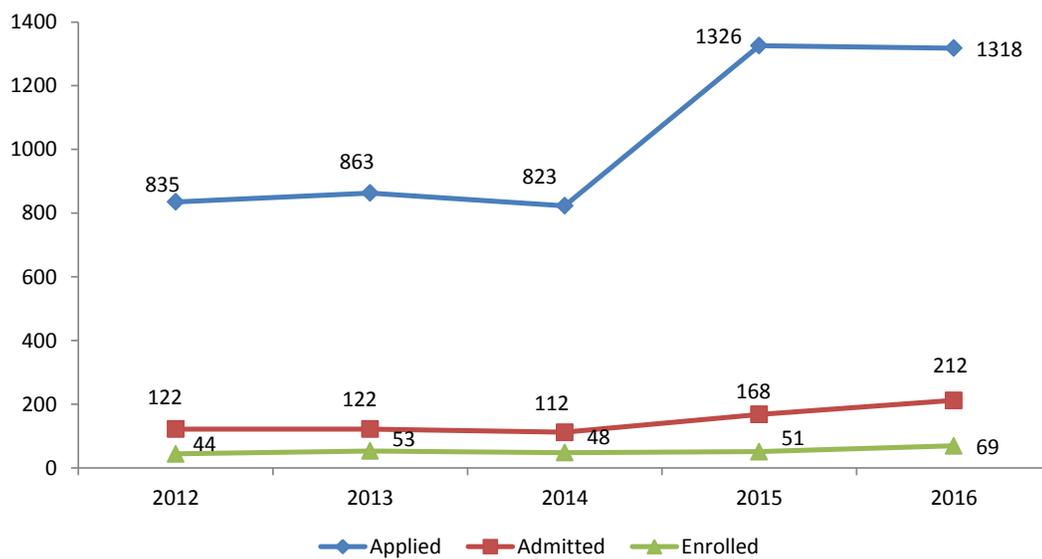
	2012		2013		2014		2015		2016	
	Mean	25-75 percentile								
SAT_Critical Reading	627	580-680	629.56	580-680	633	590-680	635	590-680	629	590-670
SAT_Math	661	620-710	667.86	620-720	671	620-720	664	620-710	663	610-710
SAT_CR+M*	1,288	1,210-1,370	1297.42	1,220-1,390	1,304	1,230-1,380	1,299	1,230-1,380	1,292	1,220-1,380
SAT_Writing	637	590-690	642	600-690	648	610-700	636	590-690	637	590-690
ACT Composite	29.0	27-31	29.3	27-32	29.5	28-32	29.7	28-32	29.9	28-32
HS GPA	3.50	3.26-3.76	3.54	3.33-3.80	3.56	3.36-3.83	3.54	3.29-3.82	3.52	3.29-3.79
HS Rank (Percentile)	Rank(Percentile)									
% Ranked in top 10%	66%		62%		68%		65%		59%	

*Total may not sum due to rounding.

First-Year Admissions Statistics International Students (2012-2016)

Year	Applied	Admitted	Acceptance Rate	Enrolled	Yield
2012	835	122	14.6%	44	36.1%
2013	863	122	14.1%	53	43.4%
2014	823	112	13.6%	48	42.9%
2015	1326	168	12.7%	51	30.4%
2016	1318	212	16.1%	69	32.5%

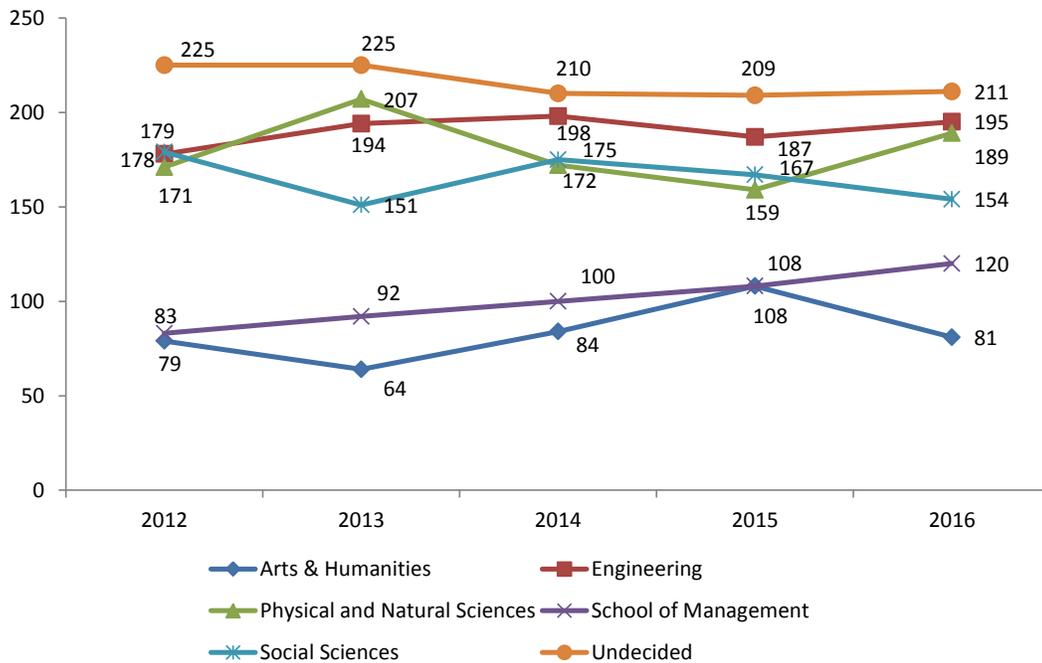
Figure 1. 3 First-Year Admissions Trends_International Undergraduates



First-Year Admissions Statistics by Academic Areas of Interest (2012-2016)															
Academic Areas of Interest	2012*			2013*			2014			2015			2016		
	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled	Applied	Admitted	Enrolled
Arts & Humanities	627	165	79	490	194	64	555	246	84	698	333	108	648	300	81
Engineering	2,228	521	178	2,284	578	194	2,361	606	198	3,270	624	187	3,068	853	195
Physical and Natural Sciences	1,652	566	171	1,627	652	207	1,716	572	172	2,351	578	159	2,498	795	189
School of Management	849	216	83	843	176	92	963	222	100	1,490	282	108	1,474	330	120
Social Sciences	1,450	366	179	1,281	350	151	1,320	394	175	1,744	470	167	1,544	413	154
Undecided	1,485	404	225	1,422	395	225	949	376	210	1,414	431	209	1,255	447	211
Total	8,291	2,238	915	7,947	2,345	933	7,864	2,416	939	10,967	2,718	938	10,487	3,138	950

* Student profiles for 2012 and 2013 cohort students are also available on BU website. Some online numbers are different from those above because some major codes may be assigned to academic areas of interests differently. Same methodology was used to generate this table for students cohorts entering from 2011 to 2015.

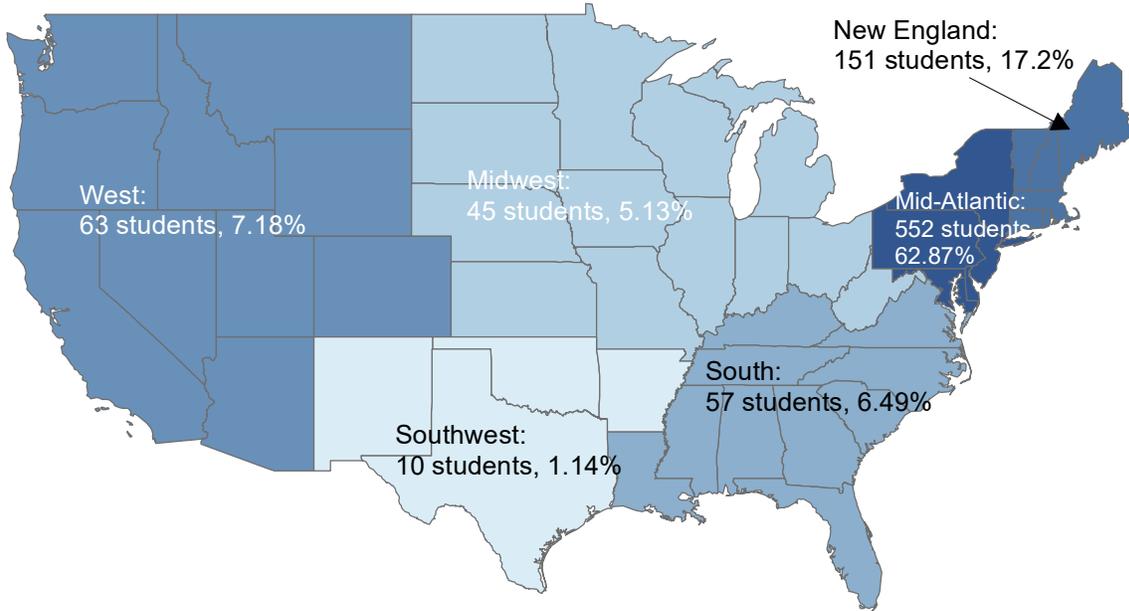
Figure 1.4 Enrolled First-Time First-Year Students by Academic Areas of Interest



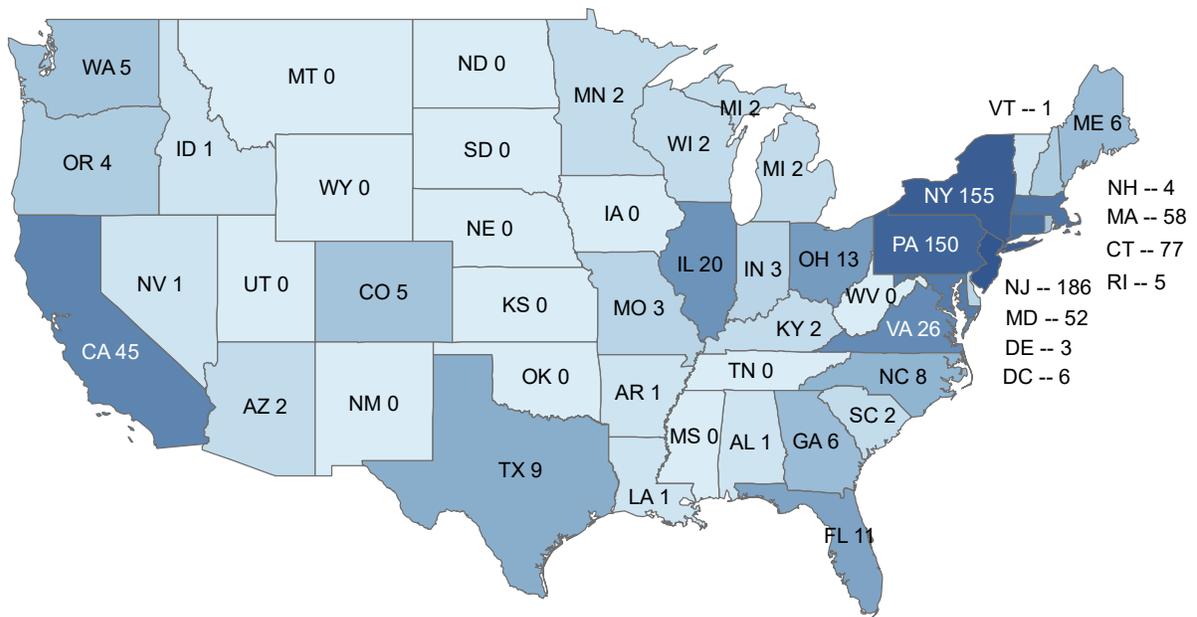
Enrolled First-Year Students by Region and State From 2012 to 2016						
Region	State	2012	2013	2014	2015	2016
Mid-Atlantic	D.C.	4	8	3	3	6
	Delaware	3	4	2	1	3
	Maryland	47	62	55	50	52
	New Jersey	173	151	154	186	186
	New York	137	130	130	142	155
	Pennsylvania	161	199	206	182	150
Midwest	Illinois	21	25	31	16	20
	Indiana	1	3	2	0	3
	Iowa	0	0	0	1	0
	Kansas	0	1	1	0	0
	Michigan	2	2	3	4	2
	Minnesota	3	3	3	4	2
	Missouri	0	0	2	3	3
	Nebraska	0	0	0	0	0
	North Dakota	0	0	0	0	0
	Ohio	0	0	10	10	13
	South Dakota	0	0	0	0	0
	West Virginia	0	0	0	0	0
	Wisconsin	0	0	0	1	2
	New England	Connecticut	79	79	85	75
Maine		2	1	3	5	6
Massachusetts		71	62	57	69	58
New Hampshire		5	3	10	0	4
Rhode Island		2	3	5	1	5
Vermont		1	2	7	4	1
South	Alabama	0	0	0	0	1
	Florida	10	10	7	12	11
	Georgia	4	3	2	4	6
	Kentucky	1	1	0	0	2
	Louisiana	1	1	0	0	1
	Mississippi	0	0	1	0	0
	North Carolina	5	1	12	7	8
	South Carolina	2	2	1	3	2
	Tennessee	2	0	0	3	0
	Virginia	23	20	24	23	26
Southwest	Arkansas	0	0	0	0	1
	New Mexico	1	2	0	1	0
	Oklahoma	0	0	0	0	0
	Texas	13	8	5	5	9
West	Alaska	0	0	0	0	0
	Arizona	1	2	3	2	2
	California	64	62	49	54	45
	Colorado	6	7	8	7	5
	Hawaii	1	1	0	0	0
	Idaho	0	0	0	1	1
	Montana	1	0	0	0	0
	Nevada	2	1	0	2	1
	Oregon	0	1	2	2	4
	Utah	1	0	1	0	0
	Washington	9	2	4	1	5
	Wyoming	0	0	0	0	0
U.S. TOTAL		879	882	888	884	878
International Students*		44	53	48	51	69
GRAND TOTAL		923	935	936	935	947
# Entering First-Time and First-Year on Census date		915	933	939	938	950

Note: International students are counted by home state and/or home country. International students who also had U.S. addresses are double counted.

Geographic Origins of First-Year Undergraduate Students, by U.S. Region, 2016



States of First-Year Undergraduate Students, 2016



Total Number of Students Who Have A US Address: 878

First-Year Admissions Statistics--The College of Arts & Sciences * (2012-2016)										
Year	Applied	Admitted	Acceptance Rate	Enrolled	Yield	% Female Enrolled	% Minority Enrolled	Mean SAT	Mean ACT	Mean HS GPA
2012	5,214	1,451	27.8%	654	45.1%	62.8%	14.2%	1,269	28.6	3.45
2013	4,820	1,591	33.0%	647	40.7%	58.7%	17.5%	1,280	29.0	3.50
2014	4,540	1,588	35.0%	641	40.4%	58.5%	13.6%	1,285	29.1	3.52
2015	6,207	1,812	29.2%	643	35.5%	58.9%	22.1%	1,283	29.3	3.49
2016	5,945	1,955	32.9%	635	32.5%	56.4%	17.8%	1,273	29.5	3.48

* Students in the School of Management are not counted here.

Entering First-Year Students Mean SAT and ACT Scores and Class Rankings - College of Arts & Sciences (2012-2016)										
	2012		2013		2014		2015		2016	
	Mean	25-75 percentile								
SAT_Critical Reading	625	570-680	626	580-680	630	580-680	634	580-680	624	580-670
SAT_Math	644	600-680	654	610-700	655	610-700	649	610-690	649	600-700
SAT_CR+M	1,269	1,180-1,360	1,280	1,210-1,370	1,285	1,220-1,360	1,283	1,210-1,363	1,273	1,180-1,360
SAT_Writing	636	580-690	637	590-690	646	610-690	638	590-690	633	590-690
ACT Composite	28.6	27-31	29.0	27-31	29.1	27-31	29.3	28-31	29.5	28-31
HS Rank (Percentile)	Rank(Percentile)									
% Ranked in top 10%*	58.78%		57.05%		61.18%		57.46%		58.20%	

* HS rank (percentile) is the ratio of the number of top 10% students out of total students who provided HS ranking information.

First-Year Admissions Statistics--The College of Engineering (2012-2016)										
Year	Applied	Admitted	Acceptance Rate	Enrolled	Yield	% Female Enrolled	% Minority Enrolled	Mean SAT	Mean ACT	Mean HS GPA
2012	2,228	521	23.4%	178	34.2%	32.6%	16.9%	1,346	30.4	3.68
2013	2,284	578	25.3%	194	33.6%	31.4%	16.5%	1,350	30.5	3.66
2014	2,361	606	25.7%	198*	32.7%	32.3%	16.7%	1,344	31.4	3.75
2015	3,270	624	19.1%	187	30.0%	32.6%	25.7%	1,353	31.0	3.70
2016	3,068	853	27.8%	195	22.9%	32.3%	17.4%	1,363	31.0	3.64

*Two students changed their majors from Engineering to Undeclared.

Entering First-Year Students Mean SAT and ACT Scores and Class Rankings -The College of Engineering (2012-2016)

	2012		2013		2014		2015		2016	
	Mean	25-75 percentile								
SAT_Critical Reading	635	600-690	643	600-690	638	590-690	644	600-680	653	600-700
SAT_Math	711	670-760	707	660-760	706	673-750	709	670-750	710	670-760
SAT_CR+M	1,346	1,290-1,420	1,350	1,280-1,430	1,344	1,290-1,428	1,353	1,290-1,420	1,363	1,313-1,420
SAT_Writing	645	600-690	653	600-700	623	600-690	634	590-670	648	610-690
ACT Composite	30.4	29-32	30.5	29-32	31.4	30-33	31.0	30-33	31.0	29-33
HS Rank (Percentile)	Rank(Percentile)									
% Ranked in top 10% *	78.6%		79.4%		80.8%		78.5%		62.2%	

* HS rank (percentile) is the ratio of the number of top 10% students out of total students who provided HS ranking information.

First-Year Admissions Statistics--The School of Management (2012-2016)

Year	Applied	Admitted	Acceptance Rate	Enrolled	Yield	% Female Enrolled	% Minority Enrolled	Mean SAT	Mean ACT	Mean HS GPA
2012	849	216	25.4%	83	38.4%	41.0%	16.9%	1,300	29.6	3.52
2013	843	176	20.9%	92	52.3%	46.7%	18.5%	1,302	29.5	3.55
2014	963	222	23.1%	100	45.0%	48.0%	18.0%	1,339	29.8	3.51
2015	1490	282	18.9%	108	38.3%	38.9%	26.9%	1,293	30.3	3.52
2016	1474	330	22.4%	120	36.4%	45.8%	17.5%	1,292	30.4	3.54

Entering First-Year Students Mean SAT and ACT Scores and Class Rankings - The School of Management (2012-2016)

	2012		2013		2014		2015		2016	
	Mean	25-75 percentile								
SAT_Critical Reading	622	580-683	626	590-680	642	618-670	627	580-680	623	580-670
SAT_Math	678	628-733	676	630-720	697	660-723	666	630-700	669	630-713
SAT_CR+M	1,300	1,250-1,370	1,302	1,240-1,380	1,339	1,300-1,380	1,293	1,230-1,370	1,292	1,228-1,363
SAT_Writing	626	590-670	644	590-690	676	638-720	632	588-683	641	590-690
ACT Composite	29.6	28-32	29.5	27-32	29.8	29-31	30.3	29-32	30.4	29-32
HS Rank (Percentile)	Rank(Percentile)									
% Ranked in top 10% *	70.6%		52.2%		83.3%		76.2%		55.0%	

* HS rank (percentile) is the ratio of the number of top 10% students out of total students who provided HS ranking information.

Graduate School Admissions Statistics (2012-2016)								
Year	Applied	Admitted	Acceptance Rate	Enrolled	Yield	% Female Enrolled	% Minority Enrolled	Mean UG GPA
2012	86	40	46.5%	26	65.0%	46%	1.5%	3.46
2013	80	37	46.2%	20	54.0%	30%	10.0%	3.29
2014	74	29	39.2%	26	89.7%	62%	0.0%	3.51
2015	87	29	33.3%	18	62.1%	39%	25.0%	3.40
2016	88	29	33.0%	21	72.4%	52%	10%	3.45

Transfer Admissions Statistics Undergraduate (2012-2016)							
Year	Applied	Admitted	Acceptance Rate	Enrolled	Yield	% Female Enrolled	% Minority Enrolled
2012	193	44	22.8%	28	63.6%	53.6%	17.9%
2013	175	56	32.0%	28	50.0%	57.1%	39.3%
2014	142	50	35.2%	30	60.0%	40.0%	26.7%
2015	207	48	23.2%	23	47.9%	56.5%	39.1%
2016	183	71	38.8%	25	35.2%	28.0%	12.0%

Enrollment

10 Year Enrollment History (as of fall of stated year)							
Undergraduate Year	First-Year Undergrad	Transfer Undergrad	New Undergrad Engineering	FT Undergrad	PT Undergrad	Total Undergrad	Undergrad FTE
2007	887	21	177	3,492	28	3,520	3,501
2008	957	25	136	3,563	20	3,583	3,570
2009	920	24	184	3,523	20	3,543	3,530
2010	929	36	186	3,488	20	3,508	3,495
2011	916	28	177	3,530	24	3,554	3,538
2012	915*	28	178	3,512	21	3,533	3,519
2013	933	28	194	3,504	28	3,532	3,513
2014	939	30	198	3,538	27	3,565	3,547
2015	938	28	187	3,533	36	3,569	3,545
2016	950	25	195	3,530	41	3,571	3,544
Graduate Year	First-Year Graduate	Transfer Graduate		Total FT Graduate	Total PT Graduate	Total Graduate	Graduate FTE
2007	25			77	80	157	104
2008	19			76	60	136	96
2009	21			80	50	130	97
2010	13			66	41	107	80
2011	16			54	27	81	63
2012	26			54	28	82	63
2013	12			51	25	76	59
2014	12			43	16	59	48
2015	5			44	12	56	48
2016	22			39	16	55	44
Total Year	First-Year Total	Transfer Total	New Engineering Total	FT Enrollment Total	PT Enrollment Total	University Headcount Total	FTE Total**
2007	912	21	177	3,569	108	3,677	3,605
2008	976	25	136	3,639	80	3,719	3,666
2009	941	24	184	3,603	70	3,673	3,626
2010	942	36	186	3,554	61	3,615	3,574
2011	932	28	177	3,584	51	3,635	3,601
2012	941	28	178	3,566	49	3,615	3,582
2013	945	28	194	3,555	53	3,608	3,573
2014	951	30	198	3,581	43	3,624	3,595
2015	943	28	187	3,577	48	3,625	3,593
2016	972	25	195	3,569	57	3,626	3,588

* Adjusted for changes in Banner data.

** FTE total may not sum due to rounding.

Figure 2.1 Undergraduate and Graduate Enrollment 10-Year Trends

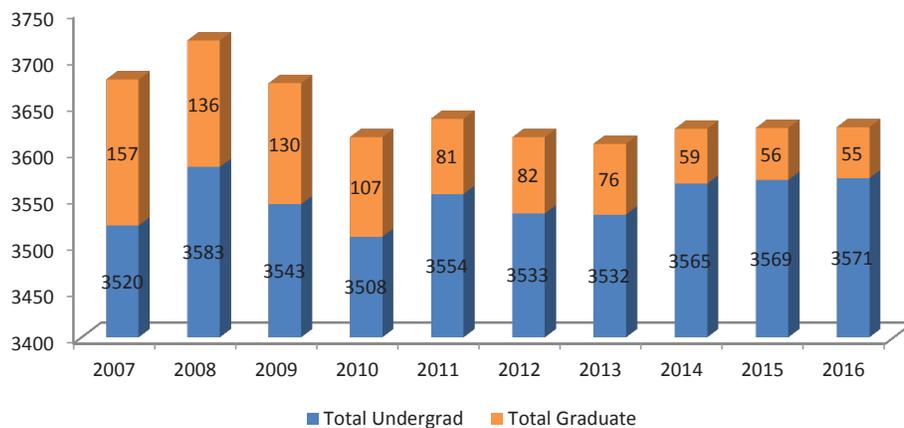
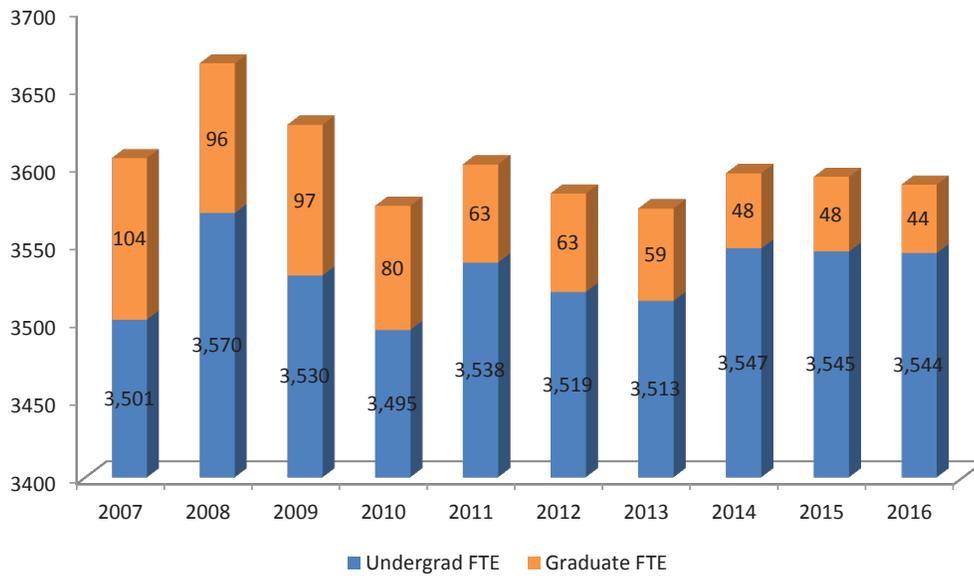


Figure 2.2 Undergraduate and Graduate FTE Enrollment 10-Year Trends



Fall Enrollment by Class					
2012-2016					
Class	2012	2013	2014	2015	2016
First-year	925	935	944	942	955
Sophomore	889	890	892	897	888
Junior	815	807	833	826	807
Senior	868	861	854	852	878
Unassigned and Non-degree-seeking	36	39	42	52	43
Total Undergraduate	3,533	3,532	3,565	3,569	3,571
First Year Graduate Degree Seeking	26	12	12	5	21
Other Graduate Degree Seeking	27	41	30	42	22
Graduate Non-degree Seeking	29	23	17	9	12
Total Graduate	82	76	59	56	55
University Headcount Total	3,615	3,608	3,624	3,625	3,626

Enrollment Diversity as of Fall 2016 (Degree-Seeking Students)						
	Undergrad Enrollment	% Total Undergrad	Graduate School Enrollment	% Total Graduate School	Total Enrollment	% Total Enrollment
Total Degree-Seeking	3,531	98.9%	43	78.2%	3,574	98.6%
GENDER						
Female	1788	50.6%	21	48.8%	1,809	50.6%
Male	1743	49.4%	22	51.2%	1,765	49.4%
ETHNICITY/RACE						
American Indian or Alaska Native	1	0.0%	0	0.0%	1	0.0%
Asian	169	4.8%	0	0.0%	169	4.7%
Black or African American	123	3.5%	1	2.3%	124	3.5%
Hispanic or Latino	223	6.3%	1	2.3%	224	6.3%
Multiple Races	127	3.6%	2	4.7%	129	3.6%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Non-Resident Alien	217	6.1%	9	20.9%	226	6.3%
Unknown	6	0.2%	1	2.3%	7	0.2%
White	2665	75.5%	29	67.4%	2,694	75.4%
Total Percent U.S. Minority	643	18.2%	4	9.3%	647	18.1%
NATIONALITY						
Non-Resident Alien	217	6.1%	9	20.9%	226	6.3%
Resident Alien	34	1.0%	0	0.0%	34	1.0%
U.S. Citizen	3157	89.4%	34	79.1%	3,191	89.3%
Dual U.S. and Other Citizen	123	3.5%	0	0.0%	123	3.4%
HOME OF ORIGIN						
Pennsylvania	725	20.5%	24	55.8%	749	21.0%
Other U.S. State	2589	73.3%	10	23.3%	2,599	72.7%
Other Country	217	6.1%	9	20.9%	226	6.3%
OTHER						
Pell Grant Recipients	335	9.5%	0	0.0%	335	9.4%
First Generation Students	395	11.2%	5	11.6%	400	11.2%

**Enrollment Diversity *by Gender* as of Fall 2016
(Degree-Seeking Students)**

	Undergrad Enrollment	% Total Undergrad	Graduate School Enrollment	% Total Graduate School	Total Enrollment	% Total Enrollment
Total Degree-Seeking	3,531	98.9%	43	78.2%	3,574	98.6%
MALE	1,743		22		1,765	
ETHNICITY/RACE						
American Indian or Alaska Native	1	0.1%	0	0.0%	1	0.1%
Asian	68	3.9%	0	0.0%	68	3.9%
Black or African American	70	4.0%	1	4.5%	71	4.0%
Hispanic or Latino	116	6.7%	1	4.5%	117	6.6%
Multiple Races	61	3.5%	0	0.0%	61	3.5%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Non-Resident Alien	128	7.3%	7	31.8%	135	7.6%
Unknown	2	0.1%	0	0.0%	2	0.1%
White	1297	74.4%	13	59.1%	1,310	74.2%
Total Percent U.S. Minority	316	18.1%	2	9.1%	318	18.0%
NATIONALITY						
Non-Resident Alien	128	7.3%	7	31.8%	135	7.6%
Resident Alien	17	1.0%	0	0.0%	17	1.0%
U.S. Citizen	1542	88.5%	15	68.2%	1,557	88.2%
Dual U.S. and Other Citizen	56	3.2%	0	0.0%	56	3.2%
HOME OF ORIGIN						
Pennsylvania	384	22.0%	11	50.0%	395	22.4%
Other U.S. State	1231	70.6%	4	18.2%	1,235	70.0%
Other Country	128	7.3%	7	31.8%	135	7.6%
OTHER						
Pell Grant Recipients	174	10.0%	0	0.0%	174	9.9%
First Generation Students	200	11.5%	4	18.2%	204	11.6%
FEMALE	1,788		21		1,809	
ETHNICITY/RACE						
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%
Asian	101	5.6%	0	0.0%	101	5.6%
Black or African American	53	3.0%	0	0.0%	53	2.9%
Hispanic or Latino	107	6.0%	0	0.0%	107	5.9%
Multiple Races	66	3.7%	2	9.5%	68	3.8%
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%
Non-Resident Alien	89	5.0%	2	9.5%	91	5.0%
Unknown	4	0.2%	1	4.8%	5	0.3%
White	1368	76.5%	16	76.2%	1,384	76.5%
Total Percent U.S. Minority	327	18.3%	2	9.5%	329	18.2%
NATIONALITY						
Non-Resident Alien	89	5.0%	2	9.5%	91	5.0%
Resident Alien	17	1.0%	0	0.0%	17	0.9%
U.S. Citizen	1615	90.3%	19	90.5%	1,634	90.3%
Dual U.S. and Other Citizen	67	3.7%	0	0.0%	67	3.7%
HOME OF ORIGIN						
Pennsylvania	341	19.1%	13	61.9%	354	19.6%
Other U.S. State	1358	76.0%	6	28.6%	1,364	75.4%
Other Country	89	5.0%	2	9.5%	91	5.0%
OTHER						
Pell Grant Recipients	161	9.0%	0	0.0%	161	8.9%
First Generation Students	195	10.9%	1	4.8%	196	10.8%

Undergraduate Enrollment Diversity by College/School as of Fall 2016
(Degree-Seeking Students)

	College of Arts & Sciences	% Total Undergrad	College of Engineering	% Total Undergrad	School of Management	% Total Undergrad	Total Undergrad Enrollment
Total Degree-Seeking	2,307	65.3%	714	20.2%	510	14.4%	3,531
GENDER							
Female	1309	56.7%	224	31.4%	255	50.0%	1,788
Male	998	43.3%	490	68.6%	255	50.0%	1,743
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	1	0.2%	1
Asian	101	4.4%	32	4.5%	36	7.1%	169
Black or African American	86	3.7%	22	3.1%	15	2.9%	123
Hispanic or Latino	148	6.4%	45	6.3%	30	5.9%	223
Multiple Races	89	3.9%	29	4.1%	9	1.8%	127
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	109	4.7%	84	11.8%	24	4.7%	217
Unknown	3	0.1%	3	0.4%	0	0.0%	6
White	1771	76.8%	499	69.9%	395	77.5%	2,665
Total Percent U.S. Minority	424	18.4%	128	17.9%	91	17.8%	643
NATIONALITY							
Non-Resident Alien	109	4.7%	84	11.8%	24	4.7%	217
Resident Alien	18	0.8%	9	1.3%	7	1.4%	34
U.S. Citizen	2102	91.1%	593	83.1%	462	90.6%	3,157
Dual U.S. and Other Citizen	78	3.4%	28	3.9%	17	3.3%	123
HOME OF ORIGIN							
Pennsylvania	483	20.9%	172	24.1%	70	13.7%	725
Other U.S. State	1715	74.3%	458	64.1%	416	81.6%	2,589
Other Country	109	4.7%	84	11.8%	24	4.7%	217
OTHER							
Pell Grant Recipients	229	9.9%	69	9.7%	37	7.3%	335
First Generation Students	266	11.5%	86	12.0%	43	8.4%	395

Undergraduate Enrollment Diversity by College/School and by Gender as of Fall 2016
(Degree-Seeking Students)

	College of Arts & Sciences	% Total Undergrad	College of Engineering	% Total Undergrad	School of Management	% Total Undergrad	Total Undergrad Enrollment
Total Degree-Seeking	2,307	65.3%	714	20.2%	510	14.4%	3,531
MALE	998	43.3%	490	68.6%	255	50.0%	1,743
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	1	0.4%	1
Asian	29	2.9%	25	5.1%	14	5.5%	68
Black or African American	47	4.7%	14	2.9%	9	3.5%	70
Hispanic or Latino	69	6.9%	33	6.7%	14	5.5%	116
Multiple Races	38	3.8%	18	3.7%	5	2.0%	61
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	55	5.5%	61	12.4%	12	4.7%	128
Unknown	1	0.1%	1	0.2%	0	0.0%	2
White	759	76.1%	338	69.0%	200	78.4%	1,297
Total Percent U.S. Minority	183	18.3%	90	18.4%	43	16.9%	316
NATIONALITY							
Non-Resident Alien	55	5.5%	61	12.4%	12	4.7%	128
Resident Alien	6	0.6%	7	1.4%	4	1.6%	17
U.S. Citizen	904	90.6%	406	82.9%	232	91.0%	1,542
Dual U.S. and Other Citizen	33	3.3%	16	3.3%	7	2.7%	56
HOME OF ORIGIN							
Pennsylvania	232	23.2%	119	24.3%	33	12.9%	384
Other U.S. State	711	71.2%	310	63.3%	210	82.4%	1,231
Other Country	55	5.5%	61	12.4%	12	4.7%	128
OTHER							
Pell Grant Recipients	104	10.4%	50	10.2%	20	7.8%	174
First Generation Students	117	11.7%	63	12.9%	20	7.8%	200
FEMALE	1,309	56.7%	224	31.4%	255	50.0%	1,788
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0
Asian	72	5.5%	7	3.1%	22	8.6%	101
Black or African American	39	3.0%	8	3.6%	6	2.4%	53
Hispanic or Latino	79	6.0%	12	5.4%	16	6.3%	107
Multiple Races	51	3.9%	11	4.9%	4	1.6%	66
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	54	4.1%	23	10.3%	12	4.7%	89
Unknown	2	0.2%	2	0.9%	0	0.0%	4
White	1012	77.3%	161	71.9%	195	76.5%	1,368
Total Percent U.S. Minority	241	18.4%	38	17.0%	48	18.8%	327
NATIONALITY							
Non-Resident Alien	54	4.1%	23	10.3%	12	4.7%	89
Resident Alien	12	0.9%	2	0.9%	3	1.2%	17
U.S. Citizen	1198	91.5%	187	83.5%	230	90.2%	1,615
Dual U.S. and Other Citizen	45	3.4%	12	5.4%	10	3.9%	67
HOME OF ORIGIN							
Pennsylvania	251	19.2%	53	23.7%	37	14.5%	341
Other U.S. State	1004	76.7%	148	66.1%	206	80.8%	1,358
Other Country	54	4.1%	23	10.3%	12	4.7%	89
OTHER							
Pell Grant Recipients	125	9.5%	19	8.5%	17	6.7%	161
First Generation Students	149	11.4%	23	10.3%	23	9.0%	195

Undergraduate Enrollment Diversity for Pell Recipients as of Fall 2016
(Degree-Seeking Students)

	College of Arts & Sciences	% Total Undergrad	College of Engineering	% Total Undergrad	School of Management	% Total Undergrad	Total Undergrad Enrollment
Total Degree-Seeking	2,307	65.3%	714	20.2%	510	14.4%	3,531
GENDER							
Female	125	5.4%	19	2.7%	17	3.3%	161
Male	104	4.5%	50	7.0%	20	3.9%	174
Total	229	9.9%	69	9.7%	37	7.3%	335
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0
Asian	21	0.9%	12	1.7%	8	1.6%	41
Black or African American	29	1.3%	11	1.5%	8	1.6%	48
Hispanic or Latino	42	1.8%	13	1.8%	6	1.2%	61
Multiple Races	10	0.4%	2	0.3%	2	0.4%	14
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0
Unknown	0	0.0%	0	0.0%	0	0.0%	0
White	127	5.5%	31	4.3%	13	2.5%	171
Total Percent U.S. Minority	102	4.4%	38	5.3%	24	4.7%	164
NATIONALITY							
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0
Resident Alien	8	0.3%	6	0.8%	3	0.6%	17
U.S. Citizen	215	9.3%	62	8.7%	33	6.5%	310
Dual U.S. and Other Citizen	6	0.3%	1	0.1%	1	0.2%	0
HOME OF ORIGIN							
Pennsylvania	85	3.7%	31	4.3%	9	1.8%	125
Other U.S. State	144	6.2%	38	5.3%	28	5.5%	210
Other Country	0	0.0%	0	0.0%	0	0.0%	0

Undergraduate Enrollment Diversity for Pell Recipients by Gender as of Fall 2016
(Degree-Seeking Students)

	College of Arts & Sciences	% Total Undergrad	College of Engineering	% Total Undergrad	School of Management	% Total Undergrad	Total Undergrad Enrollment
Total Degree-Seeking	2,307	65.3%	714	20.2%	510	14.4%	3,531
MALE	104	4.5%	50	7.0%	20	3.9%	174
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0
Asian	11	10.6%	9	18.0%	2	10.0%	22
Black or African American	14	13.5%	7	14.0%	5	25.0%	26
Hispanic or Latino	16	15.4%	10	20.0%	4	20.0%	30
Multiple Races	3	2.9%	2	4.0%	2	10.0%	7
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0
Unknown	0	0.0%	0	0.0%	0	0.0%	0
White	60	57.7%	22	44.0%	7	35.0%	89
Total Percent U.S. Minority	44	42.3%	28	56.0%	13	65.0%	85
NATIONALITY							
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0
Resident Alien	3	2.9%	5	10.0%	1	5.0%	9
U.S. Citizen	98	94.2%	44	88.0%	18	90.0%	160
Dual U.S. and Other Citizen	3	2.9%	1	2.0%	1	5.0%	5
HOME OF ORIGIN							
Pennsylvania	42	40.4%	25	50.0%	5	25.0%	72
Other U.S. State	62	59.6%	25	50.0%	15	75.0%	102
Other Country	0	0.0%	0	0.0%	0	0.0%	0
FEMALE	125	5.4%	19	2.7%	17	3.3%	161
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0
Asian	10	8.0%	3	15.8%	6	35.3%	19
Black or African American	15	12.0%	4	21.1%	3	17.6%	22
Hispanic or Latino	26	20.8%	3	15.8%	2	11.8%	31
Multiple Races	7	5.6%	0	0.0%	0	0.0%	7
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0
Unknown	0	0.0%	0	0.0%	0	0.0%	0
White	67	53.6%	9	47.4%	6	35.3%	82
Total Percent U.S. Minority	58	46.4%	10	52.6%	11	64.7%	79
NATIONALITY							
Non-Resident Alien	0	0.0%	0	0.0%	0	0.0%	0
Resident Alien	5	4.0%	1	5.3%	2	11.8%	8
U.S. Citizen	117	93.6%	18	94.7%	15	88.2%	150
Dual U.S. and Other Citizen	3	2.4%	0	0.0%	0	0.0%	3
HOME OF ORIGIN							
Pennsylvania	43	34.4%	6	31.6%	4	23.5%	53
Other U.S. State	82	65.6%	13	68.4%	13	76.5%	108
Other Country	0	0.0%	0	0.0%	0	0.0%	0

Undergraduate Enrollment Diversity for First Generation College Students as of Fall 2016
(Degree-Seeking Students)

	College of Arts & Sciences	% Total Undergrad	College of Engineering	% Total Undergrad	School of Management	% Total Undergrad	Total Undergrad Enrollment
Total Degree-Seeking	2,307	65.3%	714	20.2%	510	14.4%	3,531
GENDER							
Female	149	6.5%	23	3.2%	23	4.5%	195
Male	117	5.1%	63	8.8%	20	3.9%	200
Total	266	11.5%	86	12.0%	43	8.4%	395
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0
Asian	27	1.2%	12	1.7%	7	1.4%	46
Black or African American	29	1.3%	7	1.0%	7	1.4%	43
Hispanic or Latino	45	2.0%	13	1.8%	7	1.4%	65
Multiple Races	11	0.5%	2	0.3%	2	0.4%	15
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	22	1.0%	9	1.3%	6	1.2%	37
Unknown	0	0.0%	1	0.1%	0	0.0%	1
White	132	5.7%	42	5.9%	14	2.7%	188
Total Percent U.S. Minority	112	4.9%	34	4.8%	23	4.5%	169
NATIONALITY							
Non-Resident Alien	22	1.0%	9	1.3%	6	1.2%	37
Resident Alien	7	0.3%	5	0.7%	0	0.0%	12
U.S. Citizen	232	10.1%	68	9.5%	36	7.1%	336
Dual U.S. and Other Citizen	5	0.2%	4	0.6%	1	0.2%	10
HOME OF ORIGIN							
Pennsylvania	85	3.7%	38	5.3%	8	1.6%	131
Other U.S. State	159	6.9%	39	5.5%	29	5.7%	227
Other Country	22	1.0%	9	1.3%	6	1.2%	37

**Undergraduate Enrollment Diversity for First Generation College Students by Gender as of Fall 2016
(Degree-Seeking Students)**

	College of Arts & Sciences	% Total Undergrad	College of Engineering	% Total Undergrad	School of Management	% Total Undergrad	Total Undergrad Enrollment
Total Degree-Seeking	2,307	65.3%	714	20.2%	510	14.4%	3,531
MALE	117	5.1%	63	8.8%	20	3.9%	200
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0
Asian	13	11.1%	11	17.5%	2	10.0%	26
Black or African American	12	10.3%	4	6.3%	4	20.0%	20
Hispanic or Latino	20	17.1%	9	14.3%	5	25.0%	34
Multiple Races	3	2.6%	1	1.6%	2	10.0%	6
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	10	8.5%	7	11.1%	0	0.0%	17
Unknown	0	0.0%	0	0.0%	0	0.0%	0
White	59	50.4%	31	49.2%	7	35.0%	97
Total Percent U.S. Minority	48	41.0%	25	39.7%	13	65.0%	86
NATIONALITY							
Non-Resident Alien	10	8.5%	7	11.1%	0	0.0%	17
Resident Alien	3	2.6%	5	7.9%	0	0.0%	8
U.S. Citizen	103	88.0%	48	76.2%	19	95.0%	170
Dual U.S. and Other Citizen	1	0.9%	3	4.8%	1	5.0%	5
HOME OF ORIGIN							
Pennsylvania	38	32.5%	30	47.6%	3	15.0%	71
Other U.S. State	69	59.0%	26	41.3%	17	85.0%	112
Other Country	10	8.5%	7	11.1%	0	0.0%	17
FEMALE	149	6.5%	23	3.2%	23	4.5%	195
ETHNICITY/RACE							
American Indian or Alaska Native	0	0.0%	0	0.0%	0	0.0%	0
Asian	14	9.4%	1	4.3%	5	21.7%	20
Black or African American	17	11.4%	3	13.0%	3	13.0%	23
Hispanic or Latino	25	16.8%	4	17.4%	2	8.7%	31
Multiple Races	8	5.4%	1	4.3%	0	0.0%	9
Native Hawaiian/ Pacific Islander	0	0.0%	0	0.0%	0	0.0%	0
Non-Resident Alien	12	8.1%	2	8.7%	6	26.1%	20
Unknown	0	0.0%	1	4.3%	0	0.0%	1
White	73	49.0%	11	47.8%	7	30.4%	91
Total Percent U.S. Minority	64	43.0%	9	39.1%	10	43.5%	83
NATIONALITY							
Non-Resident Alien	12	8.1%	2	8.7%	6	26.1%	20
Resident Alien	4	2.7%	0	0.0%	0	0.0%	4
U.S. Citizen	129	86.6%	20	87.0%	17	73.9%	166
Dual U.S. and Other Citizen	4	2.7%	1	4.3%	0	0.0%	5
HOME OF ORIGIN							
Pennsylvania	47	31.5%	8	34.8%	5	21.7%	60
Other U.S. State	90	60.4%	13	56.5%	12	52.2%	115
Other Country	12	8.1%	2	8.7%	6	26.1%	20

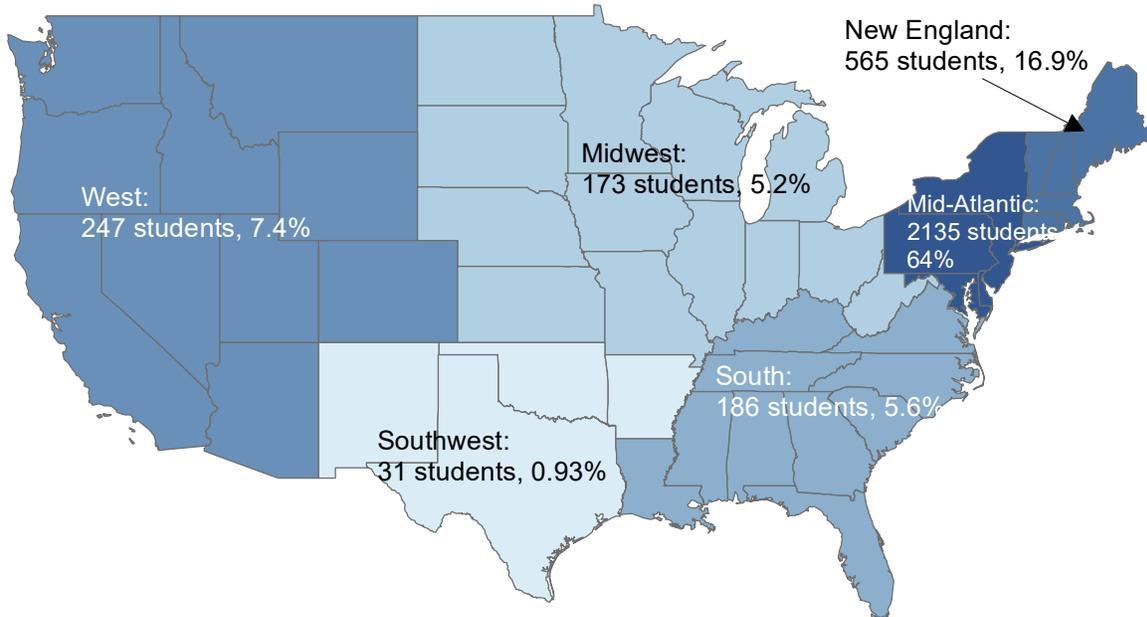
Total Undergraduate Enrollment By Region and State

Fall 2016

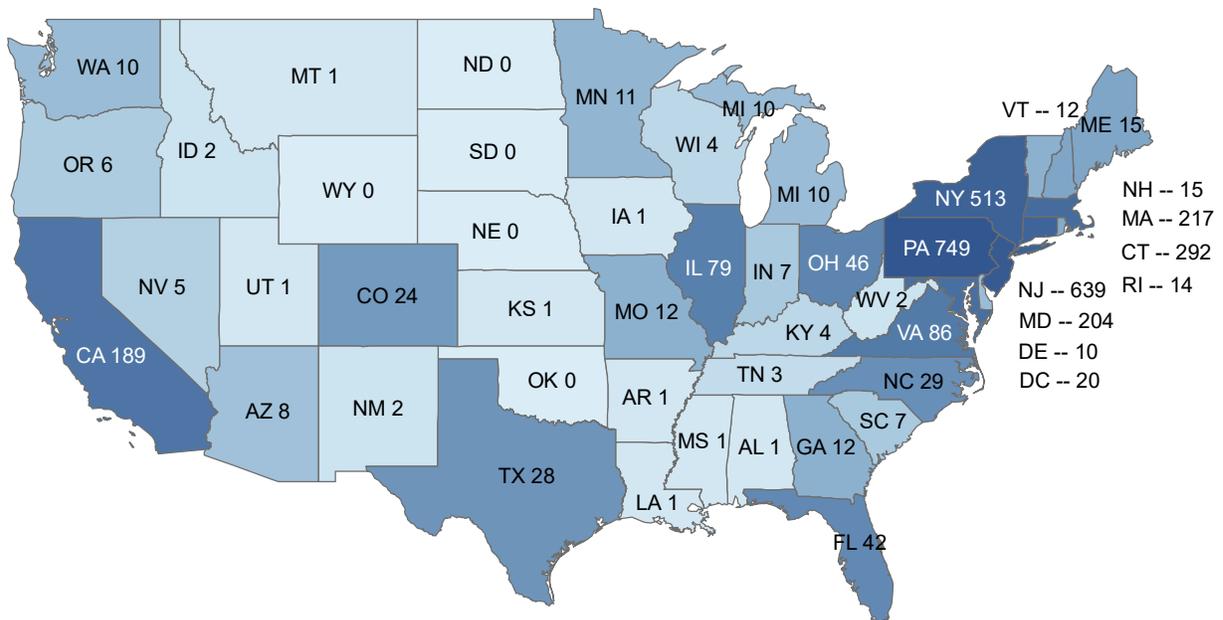
Region	State	UGR ENROLLED BY STATE	TOTAL BY REGION	% BY REGION	Region	State	UGR ENROLLED BY STATE	TOTAL BY REGION	% BY REGION
Mid-Atlantic	DC	20	2135	64.0%	Southwest	Arkansas	1	31	0.93%
	Delaware	10				New Mexico	2		
	Maryland	204				Oklahoma	0		
	New Jersey	639				Texas	28		
	New York	513							
	Pennsylvania	749							
Midwest	Illinois	79	173	5.2%	West	Alaska	0	247	7.4%
	Indiana	7				Arizona	8		
	Iowa	1				California	189		
	Kansas	1				Colorado	24		
	Michigan	10				Hawaii	1		
	Minnesota	11				Idaho	2		
	Missouri	12				Montana	1		
	Nebraska	0				Nevada	5		
	North Dakota	0				Oregon	6		
	Ohio	46				Utah	1		
	South Dakota	0				Washington	10		
	West Virginia	2				Wyoming	0		
	Wisconsin	4							
	New England	Connecticut				292	565		
Maine		15	Florida	42					
Massachusetts		217	Georgia	12					
New Hampshire		15	Kentucky	4					
Rhode Island		14	Louisiana	1					
Vermont		12	Mississippi	1					
			North Carolina	29					
			South Carolina	7					
			Tennessee	3					
			Virginia	86					
UGR ENROLLED BY STATE					% BY REGION				
Total in U.S.	3,337				100.0%				
Intl	234				6.6%				
Resident Alien	34				1.0%				

Note: % by U.S. region is the ratio of head counts who had U.S. address out of number of total in U.S. (N=3,337). % by region for international and resident alien students is the ratio of head counts out of total undergraduates (N=3,571). International students who also had U.S. addresses are double counted.

Geographic Origins of Enrolled Undergraduate Students, by U.S. Region, 2016



States of Enrolled Undergraduate Students, 2016



Total Number of Students Who Have A US Address: 3337

Total Graduate School Enrollment By Region and State

Fall 2016

Region	State	# ENROLLED IN GRADUATE SCHOOL	TOTAL BY REGION	% BY REGION
Mid-Atlantic	DC			
	Delaware			
	Maryland	2		
	New Jersey	1		
	New York	2		
	Pennsylvania	34	39	88.6%
Midwest	Iowa			
	Illinois			
	Indiana			
	Kansas			
	Michigan			
	Minnesota			
	Missouri			
	North Dakota			
	Nebraska			
	Ohio			
	South Dakota			
	Wisconsin			
	West Virginia			
New England	Connecticut			
	Massachusetts			
	Maine	1		
	New Hampshire			
	Rhode Island			
	Vermont	1	2	4.5%
South	Alabama			
	Florida	1		
	Georgia			
	Kentucky			
	Louisiana			
	Mississippi			
	North Carolina	1		
	South Carolina			
	Tennessee			
	Virginia	1	3	6.8%
Southwest	Arkansas			
	New Mexico			
	Oklahoma			
	Texas			0.0%
West	Alaska			
	Arizona			
	California			
	Colorado			
	Hawaii			
	Idaho			
	Montana			
	Nevada			
	Oregon			
	Utah			
	Washington			
	Wyoming			
Total in U.S.		44	44	100.0%
Intl		12		21.8%
Resident Alien		0		0.0%

Note: % by U.S. region is the ratio of head counts who had U.S. address out of number of total in U.S. (N=44). % by region for international and resident alien students is the ratio of head counts out of total graduates (N=55). International students who also had U.S. addresses are double counted.

Undergrad Enrollment by Gender and Ethnicity 2012-2016
(Reference: IPEDS Fall Enrollment)

ETHNICITY/RACE	2012			2013			2014			2015			2016		
	Male	Female	Total												
Nonresident Alien	104	80	184	117	85	202	119	85	204	129	95	224	134	100	234
Hispanic	79	78	157	94	89	183	107	80	187	122	96	218	116	108	224
Asian	58	55	113	63	65	128	55	71	126	60	96	156	68	101	169
Black	65	44	109	58	55	113	60	52	112	65	55	120	70	53	123
American Indian	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	1,303	1,527	2,830	1,281	1,486	2,767	1,302	1,496	2,798	1,272	1,441	2,713	1,304	1,380	2,684
Multi-race	54	52	106	56	56	112	62	61	123	55	70	125	63	67	130
Unknown	20	13	33	17	9	26	8	6	14	5	7	12	2	4	6
TOTAL	1,684	1,849	3,533	1,687	1,845	3,532	1,714	1,851	3,565	1,709	1,860	3,569	1,758	1,813	3,571
Total Percent Non-Residents	6.2%	4.3%	5.2%	6.9%	4.6%	5.7%	6.9%	4.6%	5.7%	7.5%	5.1%	6.3%	7.6%	5.5%	6.6%
Total Percent U.S. Minority	15.3%	12.4%	13.8%	16.1%	14.4%	15.2%	16.6%	14.3%	15.4%	17.7%	17.0%	17.4%	18.1%	18.1%	18.1%

Figure 2.3 Percent Non-Residents by Gender_Undergraduate Enrollment Trends

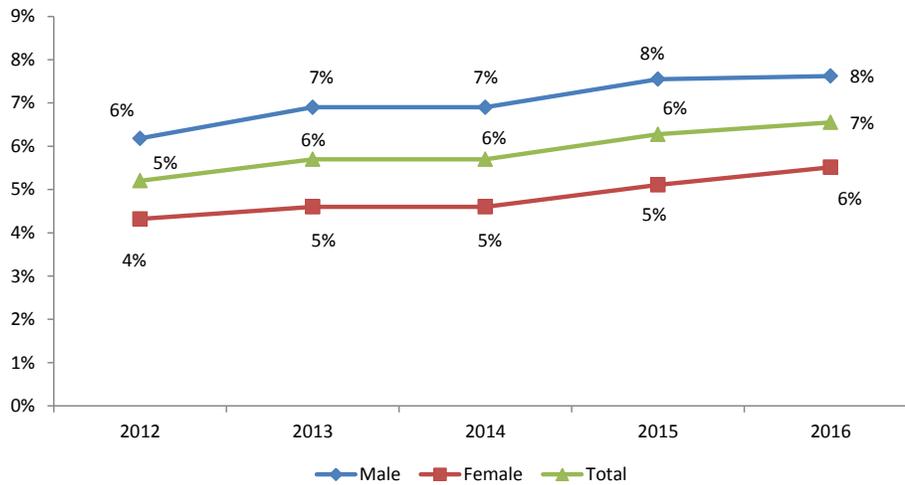
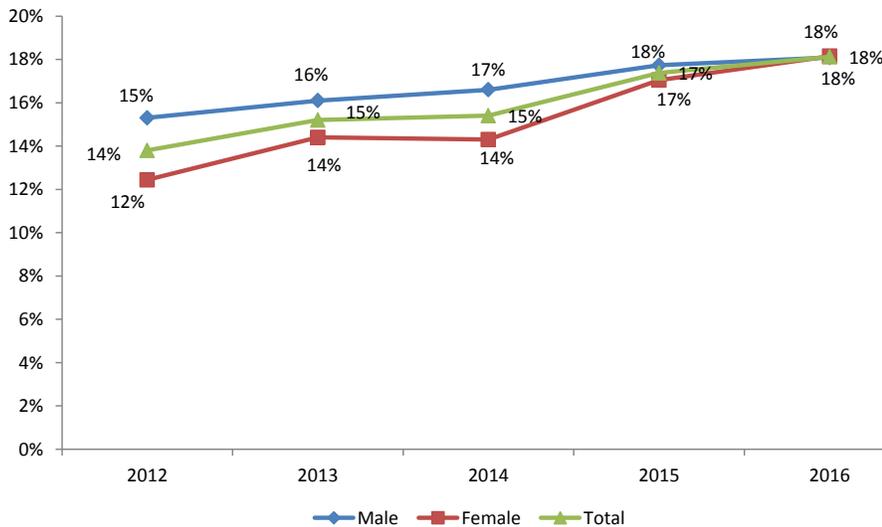


Figure 2.4 Percent U.S. Minority by Gender_Undergraduate Enrollment Trends



Graduate Enrollment by Gender and Ethnicity 2012-2016
(Reference: IPEDS Fall Enrollment)

ETHNICITY/RACE	2012			2013			2014			2015			2016		
	Male	Female	Total												
Nonresident Alien	5	13	18	5	12	17	7	11	18	5	4	9	8	4	12
Hispanic	1	2	3	2	1	3	0	1	1	0	2	2	1	1	2
Asian	1	0	1	1	0	1	0	1	1	0	0	0	1	0	1
Black	0	0	0	0	1	1	1	1	2	0	0	0	1	0	1
American Indian	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	25	29	54	26	23	49	19	17	36	20	22	42	17	19	36
Multi-race	0	0	0	0	0	0	0	1	1	0	2	2	0	2	2
Unknown	3	3	6	2	3	5	0	0	0	1	0	1	0	1	1
TOTAL	35	47	82	36	40	76	27	32	59	26	30	56	28	27	55
Total Percent Non-Residents	14.3%	27.7%	22.0%	13.9%	30.0%	22.4%	25.9%	34.4%	30.5%	19.2%	13.3%	16.1%	28.6%	14.8%	21.8%
Total Percent U.S. Minority	5.7%	4.3%	4.9%	8.3%	5.0%	6.6%	3.7%	12.5%	8.5%	0.0%	13.3%	7.1%	10.7%	11.1%	10.9%

Total Enrollment by Gender and Ethnicity 2012-2016
(Reference: IPEDS Fall Enrollment)

ETHNICITY/RACE	2012			2013			2014			2015			2016		
	Male	Female	Total												
Nonresident Alien	109	93	202	122	97	219	126	96	222	134	99	233	142	104	246
Hispanic	80	80	160	96	90	186	107	81	188	122	98	220	117	109	226
Asian	59	55	114	64	65	129	55	72	127	60	96	156	69	101	170
Black	65	44	109	58	56	114	61	53	114	65	55	120	71	53	124
American Indian	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1
Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
White	1,328	1,556	2,884	1,307	1,509	2,816	1,321	1,513	2,834	1,292	1,463	2,755	1,321	1,399	2,720
Multi-race	54	52	106	56	56	112	62	62	124	55	72	127	63	69	132
Unknown	23	16	39	19	12	31	8	6	14	6	7	13	2	5	7
TOTAL	1,719	1,896	3,615	1,723	1,885	3,608	1,741	1,883	3,624	1,735	1,890	3,625	1,786	1,840	3,626
Total Percent Non-Residents	6.3%	4.9%	5.6%	7.1%	5.1%	6.1%	7.2%	5.1%	6.1%	7.7%	5.2%	6.4%	8.0%	5.7%	6.8%
Total Percent U.S. Minority	15.1%	12.2%	13.6%	16.0%	14.2%	15.0%	16.4%	14.2%	15.3%	17.5%	17.0%	17.2%	18.0%	18.0%	18.0%

**Undergraduate Enrollment Majoring in STEM Disciplines
Fall 2016**

STEM MAJORS	Gender		First Generation		Minority				Total STEM
	Female	Male	No	Yes	Minority	International	Unknown	White	Total
Animal Behavior	37	4	39	2	3	1	0	37	41
Applied Mathematical Sciences	16	5	19	2	5	6	0	10	21
Biology	126	87	185	28	46	6	0	161	213
Biomedical Engineering	33	30	56	7	9	1	0	53	63
Cell Biology/Biochemistry	42	21	51	12	14	4	0	45	63
Chemical Engineering	46	56	90	12	13	5	0	84	102
Chemistry	31	11	35	7	2	3	0	37	42
Civil Engineering	42	63	91	14	17	9	1	78	105
Computer Engineering	10	35	42	3	9	8	1	27	45
Computer Sci. & Engineering	25	85	92	18	29	25	0	56	110
Computer Science	16	46	54	8	13	10	0	39	62
Electrical Engineering	13	41	47	7	9	13	0	32	54
Environmental Engineering	15	11	24	2	1	1	0	24	26
Environmental Geology	6	1	6	1	1	1	0	5	7
Environmental Geosciences	4	3	4	3	1	0	0	6	7
Geology	8	12	19	1	2	0	0	18	20
Interdisc Studies Econ & Math	13	27	36	4	4	6	0	30	40
Mathematics	19	30	41	8	9	10	1	29	49
Mechanical Engineering	26	131	139	18	31	15	1	110	157
Neuroscience	60	29	74	15	17	1	0	71	89
Physics	7	29	32	4	7	6	0	23	36
Undeclared Engineering	14	38	47	5	10	7	0	35	52
TOTAL	609	795	1223	181	252	138	4	1010	1404
% STEM among all undergraduate students	39%								

* STEM includes Natural Sciences, Mathematics, and all Engineering majors. Students are counted once if their first and second majors are both in STEM. 12 students are counted as STEM students according to their second majors. Interdisc Studies Econ & Math was coded as a STEM major since 2015.

Completions by Field of Study

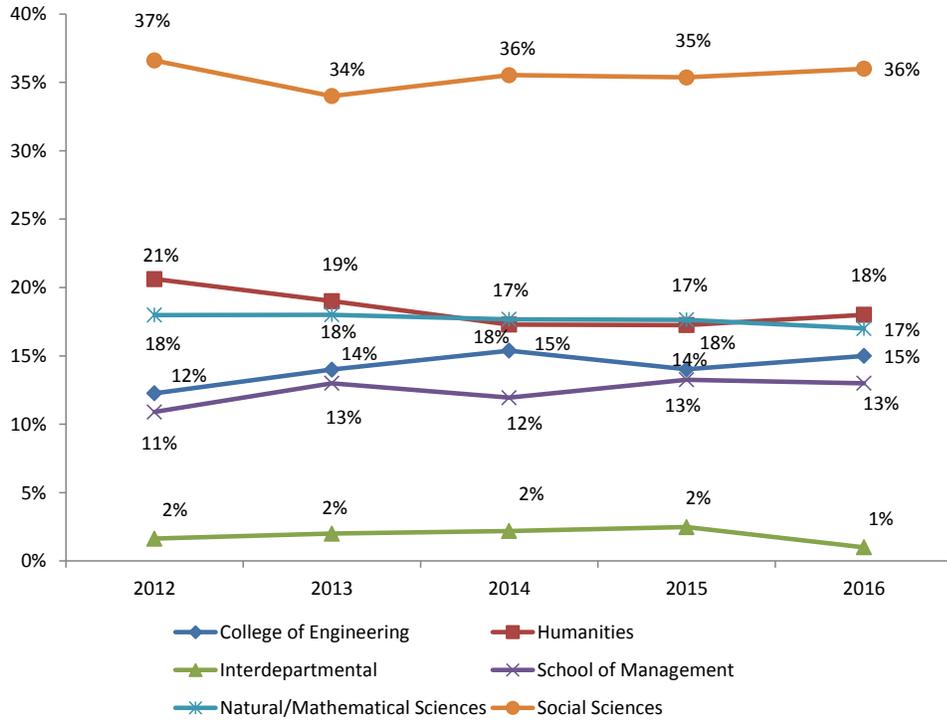
Completions by Field of Study BUCKNELL UNIVERSITY

Completions by Field of Study										
By Category										
2011-12 through 2015-16										
Reference: IPEDS Completions										
By Category	2011-12		2012-13		2013-14		2014-15		2015-16	
	First Major	Second Major								
Agriculture	0	0	0	0	0	0	0	0	0	0
Architecture	0	0	0	0	0	0	0	0	0	0
Area and ethnic studies	6	6	10	11	7	9	6	6	9	18
Biological/life sciences	107	1	95	3	118	3	108	3	102	2
Business/marketing	112	8	127	9	119	6	131	8	128	4
Communications/communication technologies	0	0	0	0	0	0	0	0	0	0
Computer and info. sciences	10	0	15	1	7	3	15	0	17	0
Education	29	6	29	11	30	6	25	2	32	3
Engineering/engineering technologies	135	0	147	0	161	0	147	0	156	0
English	48	15	32	9	41	7	30	12	48	8
Foreign languages and literature	14	53	24	40	16	22	31	31	15	29
Health professions & related sciences	0	0	0	0	0	0	0	0	0	0
History	22	13	24	12	15	8	17	5	16	8
Home etc. & vocational home etc.	0	0	0	0	0	0	0	0	0	0
Interdisciplinary studies	12	1	17	0	17	2	24	0	6	0
Law/legal studies	0	0	0	0	0	0	0	0	0	0
Liberal arts/general studies	4	1	4	2	1	3	1	1	2	1
Library science	0	0	0	0	0	0	0	0	0	0
Mathematics	22	0	20	6	16	2	10	1	9	0
Military science and techs.	0	0	0	0	0	0	0	0	0	0
Natural resources/envir. science	29	6	15	10	11	4	11	6	15	5
Parks and recreation	0	0	0	0	0	0	0	0	0	0
Personal and misc. services	0	0	0	0	0	0	0	0	0	0
Philosophy, religion, theology	13	9	7	8	16	10	10	9	7	9
Physical sciences	19	4	27	5	19	2	30	1	22	5
Protective services/public admin.	0	0	0	0	0	0	0	0	0	0
Psychology	55	26	55	28	47	28	51	13	60	33
Social sciences	222	65	183	61	194	67	207	73	192	55
Trade and industry	0	0	0	0	0	0	0	0	0	0
Visual and performing arts	23	5	19	11	18	12	14	10	15	6
TOTAL UNDERGRADUATE	882	219	850	227	853	194	868	181	851	186
Biological/life sciences	3	0	4	0	3	0	3	0	5	0
Education	10	0	5	0	4	0	3	0	10	0
Engineering/engineering technologies	9	0	3	0	7	0	8	0	9	0
English	4	0	3	0	3	0	2	0	4	0
Mathematics	0	0	1	0	0	0	0	0	1	0
Physical sciences	4	0	6	0	5	0	5	0	4	0
Psychology	4	0	7	0	4	0	1	0	3	0
TOTAL GRADUATE	34	0	29	0	26	0	22	0	36	0

Completions by Field of Study By Gender and Race/Ethnicity 2011-12 through 2015-16 Reference: IPEDS Completions											
		2011-12		2012-13		2013-14		2014-15		2015-16	
		First Major	Second Major								
BY GENDER											
Male											
	Male	405	71	397	82	399	64	423	77	370	51
	Female	477	148	453	145	454	130	445	104	481	135
	TOTAL UNDERGRADUATE	882	219	850	227	853	194	868	181	851	186
Female											
	Male	16	0	12	0	12	0	13	0	16	0
	Female	18	0	17	0	14	0	9	0	20	0
	TOTAL GRADUATE	34	0	29	0	26	0	22	0	36	0
BY RACE/ETHNICITY											
Non-resident Alien											
	Non-resident Alien	40	9	23	4	52	10	43	7	40	6
	Hispanic	29	12	26	5	40	8	46	18	40	7
	Asian	37	6	21	5	27	3	28	3	33	9
	Black	16	1	21	7	30	6	30	6	22	9
	American Indian	0	0	1	1	0	0	0	0	0	0
	Native Hawaiian/ Pacific Islander	0	0	0	0	0	0	0	0	0	0
	White	719	186	721	191	678	163	686	142	681	149
	Multi-race	25	3	25	9	16	4	27	3	34	6
	Unknown	16	2	12	5	10	0	8	2	1	0
	TOTAL UNDERGRADUATE	882	219	850	227	853	194	868	181	851	186
Hispanic											
	Non-resident Alien	1	0	0	0	4	0	3	0	2	0
	Hispanic	1	0	0	0	1	0	1	0	1	0
	Asian	0	0	0	0	2	0	0	0	1	0
	Black	0	0	0	0	1	0	1	0	1	0
	American Indian	0	0	0	0	0	0	0	0	0	0
	Native Hawaiian/ Pacific Islander	1	0	0	0	0	0	0	0	0	0
	White	27	0	27	0	17	0	16	0	28	0
	Multi-race	0	0	1	0	0	0	0	0	1	0
	Unknown	4	0	1	0	1	0	1	0	2	0
	TOTAL GRADUATE	34	0	29	0	26	0	22	0	36	0

Undergraduate Completions by Broad Disciplinary Category (2011-12 through 2015-16) Reference: IPEDS Completions												
		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		
		First Major	Second Major									
	#	%	#	%	#	%	#	%	#	%	#	%
College of Engineering	135	15%	0	0%	147	17%	0	0%	147	17%	0	0%
Humanities	126	14%	101	46%	116	14%	91	40%	108	12%	73	40%
Interdepartmental	16	2%	2	1%	21	2%	2	1%	18	2%	5	3%
School of Management	112	13%	8	4%	127	15%	9	4%	119	14%	6	3%
Natural/Mathematical Sciences	187	21%	11	5%	172	20%	25	11%	171	20%	14	7%
Social Sciences	306	35%	97	44%	267	31%	100	44%	271	32%	101	52%
Total	882	100%	219	100%	850	100%	227	100%	853	100%	194	100%

**Figure 3.1 Percentage of Undergraduate Completions by Broad Disciplinary Category
(Combining First and Second Major)**



Total Undergraduate Completions	2012	2013	2014	2015	2016
	1,101	1,077	1,047	1,049	1,037

Academics, Co-Curricular and Extracurricular Activities

Academics, Co-Curricular and Extracurricular Activities

BUCKNELL UNIVERSITY

Undergraduate Majors Declared											
Based on Fall Enrollment											
College/School	2012		2013		2014		2015		2016		
	#	%	#	%	#	%	#	%	#	%	
Animal Behavior	42	1.06%	47	1.20%	54	1.39%	44	1.11%	40	1.02%	
Art & Art History	24	0.61%	27	0.69%	21	0.54%	21	0.53%	20	0.51%	
Biochemistry	61	1.54%	63	1.60%	68	1.76%	69	1.73%	63	1.61%	
Biology	217	5.48%	248	6.32%	228	5.89%	227	5.71%	211	5.39%	
Chemistry	31	0.78%	29	0.74%	32	0.83%	44	1.11%	44	1.12%	
Classics	11	0.28%	11	0.28%	13	0.34%	13	0.33%	11	0.28%	
Computer Science	42	1.06%	48	1.22%	62	1.60%	57	1.43%	63	1.61%	
East Asian Studies	7	0.18%	7	0.18%	8	0.21%	9	0.23%	3	0.08%	
Economics	188	4.75%	225	5.73%	198	5.11%	205	5.15%	226	5.78%	
Education	97	2.45%	89	2.27%	87	2.25%	92	2.31%	72	1.84%	
English	93	2.35%	82	2.09%	96	2.48%	99	2.49%	74	1.89%	
Environmental Studies & Science	40	1.01%	36	0.92%	38	0.98%	42	1.06%	43	1.10%	
French	15	0.38%	14	0.36%	12	0.31%	14	0.35%	17	0.43%	
Geology	22	0.56%	26	0.66%	29	0.75%	26	0.65%	28	0.72%	
Geography	11	0.28%	14	0.36%	10	0.26%	9	0.23%	11	0.28%	
German	5	0.13%	2	0.05%	4	0.10%	6	0.15%	4	0.10%	
History	55	1.39%	45	1.15%	41	1.06%	41	1.03%	41	1.05%	
Humanities/Humanistic Studies	7	0.18%	5	0.13%	4	0.10%	6	0.15%	4	0.10%	
Interdisciplinary Studies	11	0.28%	9	0.23%	7	0.18%	11	0.28%	25	0.64%	
Interdisciplinary Study in Econ and Math	59	1.49%	50	1.27%	59	1.52%	50	1.26%	41	1.05%	
International Relations	58	1.47%	56	1.43%	56	1.45%	64	1.61%	53	1.35%	
Italian Studies	9	0.23%	8	0.20%	11	0.28%	14	0.35%	14	0.36%	
Latin American Studies	1	0.03%	1	0.03%	1	0.03%	0	0.00%	0	0.00%	
Linguistics	0	0.00%	8	0.20%	10	0.26%	11	0.28%	4	0.10%	
Mathematics	66	1.67%	43	1.09%	49	1.27%	63	1.58%	75	1.92%	
Music	21	0.53%	23	0.59%	17	0.44%	10	0.25%	13	0.33%	
Neuroscience	91	2.30%	87	2.22%	83	2.14%	81	2.04%	88	2.25%	
Philosophy	24	0.61%	30	0.76%	23	0.59%	14	0.35%	16	0.41%	
Physics & Astronomy	47	1.19%	50	1.27%	49	1.27%	41	1.03%	36	0.92%	
Political Science	150	3.79%	149	3.79%	128	3.31%	117	2.94%	137	3.50%	
Psychology	162	4.09%	139	3.54%	142	3.67%	164	4.12%	139	3.55%	
Religion	14	0.35%	11	0.28%	2	0.05%	5	0.13%	2	0.05%	
Russian	5	0.13%	4	0.10%	7	0.18%	4	0.10%	3	0.08%	
Sociology and Anthropology	79	2.00%	72	1.83%	62	1.60%	49	1.23%	48	1.23%	
Spanish	46	1.16%	45	1.15%	43	1.11%	37	0.93%	40	1.02%	
Theatre	15	0.38%	12	0.31%	12	0.31%	12	0.30%	13	0.33%	
Undeclared	1,167	29.49%	914	23.27%	888	22.94%	942	23.69%	918	23.47%	
Women's & Gender Studies	13	0.33%	10	0.25%	7	0.18%	11	0.28%	12	0.31%	
Accounting	School of	68	1.72%	33	0.84%	0	0.00%	116	2.92%	117	2.99%
Financial Management and Others*	Management	213	5.38%	468	11.92%	511	13.20%	425	10.69%	433	11.07%
Biomedical Engineering	College of Engineering	61	1.54%	61	1.55%	60	1.55%	62	1.56%	63	1.61%
Chemical Engineering		103	2.60%	103	2.62%	100	2.58%	112	2.82%	102	2.61%
Civil and Environmental Engineering		151	3.82%	148	3.77%	146	3.77%	128	3.22%	104	2.66%
Computer Engineering***		94	2.38%	94	2.39%	107	2.76%	115	2.89%	152	3.89%
Electrical Engineering		64	1.62%	66	1.68%	61	1.58%	59	1.48%	54	1.38%
Mechanical Engineering		140	3.54%	151	3.85%	163	4.21%	166	4.17%	157	4.01%
Engineering, general		57	1.44%	57	1.45%	43	1.11%	45	1.13%	52	1.33%
Environmental Engineering	0	0.00%	7	0.18%	19	0.49%	25	0.63%	26	0.66%	
Total majors declared		3,957		3,927		3,871		3,977		3,912	

* Prior to 2012, there were two majors in School of Management: Accounting and Financial Management. Other Management majors created in 2012 include Global Management, Managing for Sustainability, and Markets, Innovation and Design.

** Students who declared more than one major were double counted.

*** Computer Science & Engineering students fall under the "Computer Engineering" category.

Undergraduate Off Campus Experience by Program Fall Terms (2011-2015)										
Program	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
3rd Party Provider	66	69%	76	70%	82	67%	63	59%	81	67%
Associated Kyoto	0	0%	0	0%	2	2%	2	2%	4	3%
Bard CEP	0	0%	0	0%	1	1%	0	0%	0	0%
Bucknell en Espana	12	13%	13	12%	18	15%	12	11%	10	8%
Bucknell en France	10	10%	4	4%	9	7%	9	8%	13	11%
Bucknell in London	8	8%	15	14%	10	8%	19	18%	12	10%
Hong Kong Exchange Program	0	0%	0	0%	1	1%	1	1%	0	0%
Nottingham Exchange Program	0	0%	0	0%	0	0%	0	0%	1	1%
Total	96	100%	108	100%	123	100%	106	100%	121	100%
Total Juniors	901		880		886		890		898	
Percentage Based on Juniors*	11%		12%		14%		12%		13%	

* Percentage of off campus experience is calculated by attended programs not by unique student headcounts.

Undergraduate Off Campus Experience by Program Spring Terms (2012-2016)										
Program	Spring 2012		Spring 2013		Spring 2014		Spring 2015		Spring 2016	
	#	%	#	%	#	%	#	%	#	%
3rd Party Provider	151	71%	154	81%	126	73%	150	74%	160	71%
Associated Kyoto	1	0%	0	0%	2	1%	2	1%	1	0%
Bard CEP	0	0%	0	0%	1	1%	0	0%	0	0%
Bucknell en Espana	26	12%	18	9%	18	10%	13	6%	25	11%
Bucknell en France	13	6%	6	3%	12	7%	9	4%	12	5%
Bucknell in Athens	0	0%	0	0%	0	0%	6	3%	1	0%
Bucknell in D.C.	0	0%	0	0%	0	0%	7	3%	2	1%
Bucknell in Ghana	0	0%	0	0%	0	0%	0	0%	11	5%
Bucknell in London	19	9%	10	5%	12	7%	15	7%	13	6%
Hong Kong Exchange Program	0	0%	1	1%	2	1%	0	0%	0	0%
Nottingham Exchange	2	1%	1	1%	0	0%	0	0%	0	0%
Total	212	100%	190	100%	173	100%	202	100%	225	100%
Total Juniors	898		867		878		845		885	
Percentage Based on Juniors*	24%		22%		20%		24%		25%	

* Percentage of off campus experience is calculated by attended programs not by unique student headcounts.

Undergraduate Off Campus Experience by Program Summer Terms (2012-2016)										
Program	Summer 2012		Summer 2013		Summer 2014		Summer 2015		Summer 2016	
	#	%	#	%	#	%	#	%	#	%
3rd Party Provider	0	0%	1	1%	0	0%	22	13%	23	0%
Argentina/South America	0	0%	23	15%	0	0%	0	0%	0	0%
Bucknell in Barbados (ECON)	7	8%	14	9%	20	16%	18	11%	14	10%
Bucknell in Nicaragua (GEOG)	0	0%	14	9%	17	13%	0	0%	17	12%
Bucknell in Northern Ireland (PSYC)	0	0%	16	10%	0	0%	14	8%	0	0%
Bucknell in Virgin Islands (BIOL)	29	33%	30	19%	26	20%	26	15%	27	19%
Caribbean	0	0%	0	0%	0	0%	11	7%	6	4%
Child Development in Denmark (PYSC)	12	14%	11	7%	12	9%	12	7%	12	8%
Chile	0	0%	0	0%	0	0%	0	0%	33	23%
Costa Rica	0	0%	18	11%	0	0%	0	0%	0	0%
ENGR 290 Global and Societal Context	21	24%	0	0%	0	0%	28	17%	0	0%
Greece & Turkey: East & West (CLAS/HUMN)	0	0%	13	8%	0	0%	0	0%	0	0%
Iceland	0	0%	0	0%	0	0%	17	10%	0	0%
Italy	0	0%	0	0%	0	0%	0	0%	0	0%
Japan	0	0%	0	0%	0	0%	0	0%	7	5%
London Internship Program	0	0%	0	0%	0	0%	11	7%	12	8%
New Orleans	0	0%	0	0%	7	6%	9	5%	15	11%
New Zealand	0	0%	0	0%	27	21%	0	0%	0	0%
South Africa: Community&Identity (ECON/PSYC)	19	22%	18	11%	18	14%	0	0%	0	0%
Total	88	100%	158	100%	127	100%	168	100%	166	100%
Total Juniors	898		867		878		845		885	
Percentage Based on Juniors*	10%		18%		14%		20%		19%	

* Percentage of off campus experience is calculated by attended programs not by unique student headcounts.

Participation Rate of Off Campus Experience by Graduating Senior Class							
	2010-2011	2011-12	2012-13	2013-14	2014-15	2015-16	6 year Average
Seniors with Off Campus Experiences**	373	428	363	363	352	395	379
Total Graduated Seniors***	838*	882	850	853	868	851	861
Participation Rate	45%	49%	43%	43%	41%	46%	44%

*Adjusted for change in Banner data.

** Off campus experiences exclude main campus study and non traditional study. This is an unduplicated count . Since some summer off campus programs do not require registration, listed number may not include students who had those summer experiences.

*** Total number of graduated seniors is based on a 12-month time period beginning July 1 of the previous calendar year and ending June 30 of the current calendar year, which is consistent with IPEDS reporting. The total number indicates seniors who graduated in July, January, and May at Bucknell.

Student Athletic Participation					
Intercollegiate Sports	2012-13	2013-14	2014-15	2015-2016	2016-2017
	Men	21%	21%	22%	22%
Women	21%	23%	22%	23%	23%
Overall	21%	22%	22%	22%	22%
Intramural Sports					
Men	36%	38%	56%	55%	68%
Women	15%	14%	19%	20%	27%
Overall	38%	35%	38%	37%	47%

	Student Greek Participation														
	2012-13			2013-14			2014-15			2015-16			2016-17		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Greek Organizations (Active)	11	8	19	11	9	20	11	8	19	8	8	16	9	9	18
Number of Students in Active Greek Organizations (includes fall rush)	656	810	1,466	740	781	1,521	695	890	1,585	725	947	1,672	721	892	1,613
% of All Undergraduates (all 4 classes)	39%	43%	41%	44%	41%	43%	41%	47%	44%	42%	49%	46%	39%	46%	43%
% of ELIGIBLE Undergraduates (sophomores to seniors)	52%	59%	55%	59%	56%	58%	56%	64%	60%	57%	66%	61%	55%	63%	59%

Student Success

Student Success BUCKNELL UNIVERSITY

Cohort Retention and Graduation Rates								
Class of	Entered Fall	First-Year Cohort	Returned Sophomore Year	Retention Rate	Graduated Within 4 Years	Graduation Rate in 4 Yrs	Graduated Within 6 Years	Graduation Rate in 6 yrs
2003	1999	889	836	94%	756	85%	797	90%
2004	2000	914	862	94%	773	85%	816	89%
2005	2001	913	863	95%	784	86%	817	89%
2006	2002	914	859	94%	779	85%	814	89%
2007	2003	906	864	95%	794	88%	815	90%
2008	2004	906*	867	95%	817	89%	836	92%
2009	2005	920	883	96%	804	87%	837	91%
2010	2006	922*	868	94%	793	86%	834	90%
2011	2007	887	843	95%	774	87%	805	91%
2012	2008	956*	896	94%	814	85%	847	89%
2013	2009	920	865	94%	780	85%	827	90%
2014	2010	929	870*	94%	782	84%	819	88%
2015	2011	916	873	95%	790	86%		
2016	2012	915*	861	94%	774	85%		
2017	2013	933	869	93%				
2018	2014	939	877	93%				
2019	2015	938	864	92%				
2020	2016	950						

*adjusted for permissible omissions or changes in Banner data.

A Summary of 2011-2015 Retention Data _ First-Time First-Year Students among cohorts entering in ---						
		Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
# of Initial Entering Cohort		916	915	933	939	938
# of Returning Students		873	861	869	877	864
Fall to Fall Retention Rate		95%	94%	93%	93%	92%
Gender	Female	95%	95%	94%	95%	93%
	Male	96%	93%	93%	92%	91%
Citizenship	Nonresident Alien (NA)	94%	93%	91%	98%	100%
	Resident Alien (RA)	100%	100%	100%	88%	100%
	Dual Citizenship (UF)	82%	84%	93%	89%	94%
	U.S.	96%	94%	93%	93%	92%
Enrolled College	Engineering	97%	98%	96%	95%	97%
	Management	96%	99%	92%	97%	87%
	Arts&Sciences	95%	92%	92%	92%	92%
Ethnicity	American Indian or Alaska Native	/	/	100%	/	/
	Asian	97%	97%	93%	93%	95%
	Black or African American	100%	96%	93%	93%	95%
	Hispanic or Latino	92%	95%	87%	92%	92%
	Multiple Races	91%	97%	81%	93%	95%
	Non-Resident Alien	94%	93%	91%	98%	100%
	Unknown	100%	100%	100%	100%	100%
	White	96%	94%	94%	93%	91%
First Generation	Yes	96%	95%	93%	93%	93%
	No	95%	94%	93%	94%	92%
POSSE	Yes	100%	97%	93%	97%	97%
	No	95%	94%	93%	93%	92%
PELL	Yes	94%	95%	95%	89%	93%
	No	95%	94%	93%	94%	92%

A Summary of Six-Year Graduation Rates among cohorts entering in---						
		Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Initial Entering Cohort		922	887	957	920	929
# of Graduated Students		834	805	847	827	819
6 Yr Graduation Rate		90%	91%	89%	90%	88%
Gender	Female	93%	92%	88%	91%	89%
	Male	88%	89%	89%	89%	87%
Citizenship	Nonresident Alien (NA)	95%	94%	85%	80%	94%
	Resident Alien (RA)	100%	100%	100%	100%	82%
	Dual Citizenship (UF)	71%	95%	78%	96%	86%
	U.S.	91%	91%	89%	90%	88%
College*	A&S	90%	89%	88%	89%	87%
	Engineering	92%	98%	92%	93%	92%
Ethnicity	American Indian or Alaska Native	/	67%	/	100%	/
	Asian	86%	86%	90%	92%	83%
	Black or African American	100%	67%	94%	84%	84%
	Hispanic or Latino	82%	88%	71%	90%	88%
	Multiple Races	95%	100%	91%	100%	83%
	Native Hawaiian/ Pacific Islander	50%	/	/	/	/
	Non-Resident Alien	95%	94%	85%	80%	94%
	Unknown	89%	83%	87%	92%	59%
Student Athletes***	Yes	92%	88%	88%	NA	NA
	4 year average rate	93%	92%	90%	NA	NA
First Generation	Yes	89%	89%	82%	93%	81%
	No	91%	91%	89%	90%	89%
PELL**	Yes		91%	81%	90%	86%
	No		91%	89%	90%	88%

* Based on ending college.

** Pell grant recipients in graduation rate table are first-year cohort students who received a Pell grant in their first year.

*** Data resource: <http://web1.ncaa.org/GSRSearch/exec/homePage>

Post Graduation Activity Nine Months after Graduation					
Placement	Employed Type/Grad Program	Class of 2012	Class of 2013	Class of 2014	Class of 2015***
Employed **		76%	71%	72%	75%
	Business	57%	60%	56%	71%
	Education	12%	12%	9%	9%
	Research and Industry	5%	5%	5%	6%
	Non-profit	3%	4%	3%	3%
	Government	3%	3%	2%	4%
	Military	1%	1%	1%	1%
	Unknown/Other	19%	15%	24%	6%
In Graduate School		16%	16%	18%	17%
	Humanities and social sciences	17%	15%	14%	15%
	Engineering	16%	13%	10%	10%
	Medical	16%	22%	20%	23%
	Law	12%	6%	5%	10%
	Science	12%	5%	6%	21%
	Business	6%	6%	6%	7%
	Education	3%	11%	6%	9%
	Other	8%	5%	10%	5%
	Additional Bachelors	3%	0%	0%	
	Ph.D.	2%	15%	20%	
	Post BAC/certification	5%	2%	3%	
Both employed and in graduate school		2%	5%	2%	2%
Volunteering		2%	1%	3%	2%
Other activity		1%	4%	2%	1%
Total Placement Rate*		97%	97%	97%	97%

* Nine months after graduation 97% of the class were employed or in graduate school or other specific activities. A total of 3% were still seeking employment or awaiting decision on graduate school admission.

** The top 2015 employers with the most accepted offers include: Bank of America Merrill Lynch, Bloomberg, Clark Construction, Deloitte Consulting, EY (Ernst & Young), Fidelity, General Services Administration, Goldman Sachs, IBM, JPMorgan Chase, Lutron Electronics, RSM (McGladrey), Morgan Stanley, Nielsen, PwC, Teach for America, Time, Inc., UBS, U.S. Army, Vanguard and Yelp.

*** Response rate: class 2012 - 99% (871 out of 882), class 2013 - 99% (841 out of 849), class 2014 - 99% (822 out of 833) and class 2015 - 99% (858 out of 861).

Post Graduation Activity Geographic Location				
State/Region	2012 Class	2013 Class	2014 Class	2015 Class
Pennsylvania	23%	22%	21%	23%
New York	17%	19%	18%	17%
New Jersey	14%	15%	13%	14%
Metro D.C. (MD/VA/DC)	10%	12%	12%	11%
Connecticut	7%	7%	5%	6%
Massachusetts	7%	7%	6%	7%
Other Northeast	1%	0%	3%	3%
Total Northeast	79%	82%	78%	81%
Region				
West	9%	6%	7.5%	8%
Midwest	6%	7%	7.5%	4%
Southeast	4%	3%	4%	4%
International Cities	2%	2%	3%	3%
Total Non-Northeast	21%	18%	22%	19%

Post Graduation Activity Salary Offers Accepted By 2015 Graduates			
Degree	HIGH	LOW	MEAN
Bachelor of Science in Business Administration			
Accounting and Financial Management	\$85,000	\$35,000	\$58,933
Global Management	\$65,000	\$9,230	\$47,783
Managing for Sustainability	\$72,500	\$35,000	\$54,067
Markets, Innovation & Design	\$82,000	\$34,000	\$50,871
Bachelor of Science in Education	\$55,000	\$26,000	\$45,333
Bachelor of Arts & Science	\$120,000	\$9,600	\$47,381
Bachelor of Science in Engineering			
Biomedical Engineering	\$65,000	\$35,000	\$54,375
Chemical Engineering	\$75,000	\$59,905	\$65,523
Civil Engineering	\$120,000	\$47,000	\$60,998
Computer Engineering	\$100,000	\$42,000	\$72,680
Computer Science & Engineering	\$95,000	\$48,074	\$76,525
Electrical Engineering	\$72,000	\$60,000	\$63,125
Mechanical Engineering	\$75,000	\$40,000	\$61,826
ALL DEGREES COMBINED*	\$120,000	\$9,230	\$52,164

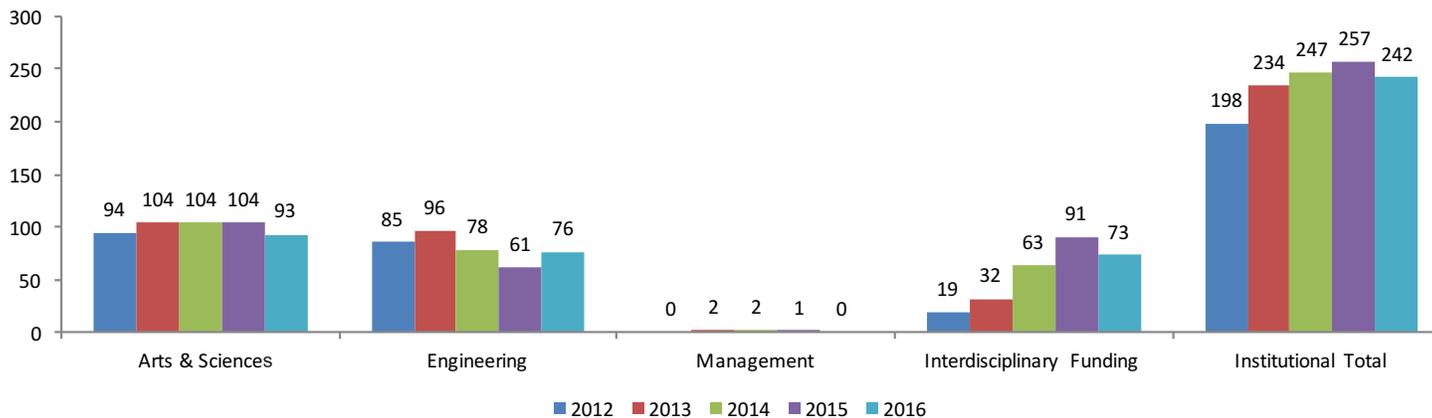
* A total of 58% of the class respondents reported salary information.

Undergraduate Summer Research from 2012 to 2016					
	2012	2013	2014	2015	2016
ART & Art HIST	0	0	0	0	2
ANBE	1	2	3	2	0
BIOL	37	33	37	32	31
CHEM	29	32	30	25	21
CLAS	0	0	2	1	1
Comp Humn	0	0	0	2	0
ECON	3	3	2	2	0
EDUC	1	0	0	2	5
ENGL	3	2	3	3	3
ENST	0	0	3	0	0
GEOL	2	4	6	8	4
HIST	0	1	0	1	2
LC&L	2	1	0	2	0
MGMT	0	2	2	1	0
MATH	0	3	0	0	0
MUSC	0	0	0	1	1
NEUR	0	0	0	1	0
PHIL	1	0	0	0	1
PHYS	3	10	7	6	11
POLS	0	0	1	0	0
PSYC	11	11	8	15	9
SOCI&ANTH	0	2	2	1	2
THEA	1	0	0	0	0
	94	106	106	105	91
BIOMED	16	13	12	5	10
CHEG	20	20	17	16	7
CENG	18	18	16	10	10
CSCI*	3	7	10	9	18
ELEC	8	10	6	7	5
ENGR	3	2	0	4	12
MECH	17	26	17	10	14
	85	96	78	61	76
Action Research/A&S	0	0	0	3	0
Action Research/ENGR	0	0	0	4	0
Action Research/MGMT	0	0	0	2	0
BGRI	0	0	0	8	4
BIPP	5	5	11	9	7
BUEC/BCSE	1	13	26	12	3
FRTL	0	0	2	0	0
HENDRY	4	3	5	5	1
ILST	0	0	0	11	13
McKenna	8	10	5	7	8
PROVOST	1	1	0	1	3
REU	0	0	0	0	0
STEM Scholars	0	0	14	29	34
	19	32	63	91	73

* CSCI has been included in ENGR since most of UG research funding comes from ENGR

Undergraduate Summer Research from 2012 to 2016 by College					
	2012	2013	2014	2015	2016
Arts & Sciences	94	104	104	104	93
Engineering	85	96	78	61	76
Management	0	2	2	1	0
Interdisciplinary Funding	19	32	63	91	73
Institutional Total	198	234	247	257	242

Figure 5.1 Undergraduate Summer Research from 2012-2016



Undergraduate Student Research for Credit by Type of Research			
	2013-14	2014-15	2015-16
Biomedical Engr Research	2	2	3
Chemical Engineering Research	5	2	4
Directed Research	2	2	1
Research	12	6	6
Undergraduate Research	264	207	206
Total	285	219	220

Honors Theses by Academic Division 2007-2016											
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Engineering	4	5	5	6	8	5	6	10	3	8	60
Arts & Humanities	24	24	13	15	17	13	14	12	16	25	173
Management	0	1	0	1	1	0	0	2	0	0	5
Natural Sciences and Mathematics	6	8	10	13	8	10	19	20	16	21	131
Social Sciences	11	16	26	11	15	12	14	16	11	27	159
Total	45	54	54	46	49	40	53	60	46	81	528

Honors Theses by College 2007-2016											
College	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Arts & Sciences	41	49	49	40	41	35	47	50	43	73	395
Engineering	4	5	5	6	8	5	6	10	3	8	60
Total	45	54	54	46	49	40	53	60	46	81	528

Honors Theses by Gender 2007-2016											
Gender	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Female	27	34	41	22	29	25	31	36	33	67	345
Male	18	20	13	24	20	15	22	24	13	14	183
Total	45	54	54	46	49	40	53	60	46	81	528

Honors Theses by Department 2007-2016											
Department	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
Accounting	0	0	0	0	0	0	0	0	0	0	0
Animal Behavior	1	2	2	1	1	1	1	5	3	3	20
Anthropology	2	1	1	1	0	0	1	0	1	1	8
Art History	0	0	1	0	0	0	0	0	0	2	3
Biochemistry	0	0	0	0	0	0	5	0	2	3	10
Biology	4	1	2	2	1	0	4	4	1	3	22
Biomedical Engineering	0	0	1	1	0	1	0	0	0	0	3
Cell Biology/Biochemistry	0	1	3	0	1	2	0	2	0	0	9
Chemical Engineering	0	2	1	0	2	2	4	3	1	3	18
Chemistry	0	1	0	1	0	1	2	3	1	2	11
Civil Engineering	0	1	0	2	0	2	1	4	1	5	16
Classics	0	0	0	0	1	0	1	0	0	5	7
Comparative Humanities	3	4	2	1	1	3	4	3	2	2	25
Computer Engineering	0	0	0	0	0	0	1	0	0	0	1
Computer Science	0	2	1	0	2	1	2	0	1	0	9
Computer Science & Engineering	0	0	0	0	0	0	0	0	0	0	0
Economics	0	2	5	2	4	3	1	4	2	0	23
Education	0	0	2	1	0	1	2	1	0	4	11
Electrical Engineering	1	0	1	0	1	0	0	0	0	0	3
English	11	7	8	5	9	5	2	6	8	7	68
English--Creative Writing	2	0	0	0	0	0	0	0	0	0	2
Environmental Geology	0	0	0	0	0	0	0	0	1	0	1
Environmental Studies	0	3	0	1	0	2	0	0	1	0	7
French	0	3	0	0	0	0	0	0	2	0	5
Geography	0	0	0	0	1	0	0	0	0	0	1
Geology	0	0	0	3	1	2	2	3	2	3	16
German	1	0	0	0	0	0	0	0	0	0	1
History	1	4	2	4	3	3	2	0	0	2	19
International Relations	1	1	3	0	0	1	1	0	0	0	7
Italian Studies	0	0	0	0	0	0	0	0	0	2	0
Latin American Studies	0	0	1	0	0	0	0	0	0	0	1
Linguistics	0	0	0	0	0	0	0	1	0	0	1
Management	0	1	0	1	1	0	0	2	0	0	5
Mathematics	1	0	3	2	2	2	1	0	3	3	17
Mechanical Engineering	3	2	1	3	3	0	0	3	1	0	16
Music	1	0	0	0	1	0	0	0	0	5	7
Neuroscience	0	0	0	2	2	1	2	2	1	4	14
Philosophy	0	0	0	2	1	1	1	1	1	0	7
Physics	0	1	0	2	0	0	0	1	1	0	5
Political Science	1	2	2	4	1	1	1	2	1	3	18
Psychology	7	6	8	1	9	4	6	7	5	16	69
Religion	1	0	2	1	0	0	1	1	0	0	6
Russian	0	0	0	0	0	0	2	0	1	0	3
Sociology	0	0	1	1	0	0	1	1	0	2	6
Spanish	0	2	0	0	0	0	0	0	1	0	3
Studio Art	0	0	0	0	0	0	0	0	0	0	0
The Interdepartmental Major	0	0	1	0	0	0	0	0	0	0	1
Theatre	4	4	0	2	1	1	1	0	2	0	15
Women's and Gender Studies	0	1	0	0	0	0	1	1	0	1	4
Total	45	54	54	46	49	40	53	60	46	81	528

Surveys



2016 Your First College Year Survey
CIRP Theme
Academic Enhancement Experiences
First-Time, Full-time Freshmen

Academic Enhancement Experiences gauges participation in programs and initiatives on campus which relate to student learning. See also — CIRP Constructs: Leadership; CIRP Themes: Academic Outcomes, Active and Collaborative Learning.

Bucknell University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, how often have you utilized the following services:										
Study skills advising										
Frequently / Occasionally	49.3%	41.0%	41.4%	48.1%	42.4%	42.8%	50.0%	40.2%	40.6%	
Mean	1.62	1.51	1.51	1.60	1.51	1.51	1.64	1.51	1.51	
Standard deviation	0.71	0.67	0.66	0.70	0.65	0.65	0.71	0.68	0.67	
Significance	-	*	*	-	-	-	-	*	*	
Effect size	-	0.16	0.17	-	0.14	0.14	-	0.19	0.19	
Writing center										
Frequently / Occasionally	35.8%	53.4%	56.2%	32.5%	51.8%	56.2%	37.9%	54.4%	56.3%	
Mean	1.39	1.63	1.66	1.36	1.58	1.64	1.41	1.65	1.67	
Standard deviation	0.55	0.65	0.65	0.55	0.61	0.62	0.55	0.67	0.66	
Significance	-	***	***	-	**	***	-	***	***	
Effect size	-	-0.37	-0.42	-	-0.36	-0.45	-	-0.36	-0.39	
Academic advising										
Frequently / Occasionally	85.7%	76.7%	78.5%	80.7%	70.5%	72.3%	88.6%	80.3%	82.0%	
Mean	1.96	1.87	1.91	1.88	1.79	1.82	2.01	1.92	1.96	
Standard deviation	0.50	0.57	0.57	0.50	0.58	0.59	0.49	0.56	0.56	
Significance	-	*	*	-	-	-	-	-	-	
Effect size	-	0.16	0.09	-	0.16	0.10	-	0.16	0.09	
Please rate your agreement with the following statements: This institution has contributed to my:										
Ability to work as part of a team										
Strongly agree / Agree	91.2%	88.2%	89.3%	89.9%	88.1%	88.9%	91.9%	88.3%	89.5%	
Mean	3.27	3.16	3.18	3.26	3.17	3.17	3.28	3.16	3.18	
Standard deviation	0.63	0.63	0.62	0.67	0.65	0.63	0.60	0.62	0.62	
Significance	-	**	*	-	-	-	-	*	*	
Effect size	-	0.17	0.15	-	0.14	0.14	-	0.19	0.16	
Since entering this college, have you:										
Taken an honors course										
Yes	8.3%	11.4%	13.6%	7.0%	12.4%	13.7%	9.1%	10.8%	13.6%	
Taken a remedial or developmental course										
Yes	10.4%	10.2%	10.3%	4.7%	9.4%	9.7%	13.9%	10.7%	10.6%	
Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning community, linked courses)										
Yes	7.8%	10.4%	16.4%	3.5%	10.3%	16.1%	10.4%	10.4%	16.5%	
Participated in an academic support program										
Yes	36.0%	19.2%	18.8%	32.6%	19.6%	18.9%	38.0%	18.9%	18.8%	
Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry										
Yes	65.8%	59.6%	58.5%	62.8%	55.4%	53.8%	67.6%	62.0%	61.1%	
Taken a course or first-year seminar designed to help students adjust to college-level academics										
Yes	70.0%	66.4%	62.7%	60.5%	63.9%	59.5%	75.7%	67.8%	64.6%	
Taken a course or first-year seminar designed to help students adjust to college life										
Yes	61.4%	63.0%	60.6%	52.3%	59.2%	56.7%	66.9%	65.1%	62.8%	
Since entering this college, indicate how often you:										
Contributed to class discussions										
Frequently / Occasionally	97.3%	97.2%	97.1%	98.8%	97.1%	97.1%	96.5%	97.2%	97.1%	
Mean	2.50	2.48	2.48	2.59	2.51	2.49	2.44	2.46	2.47	
Standard deviation	0.55	0.55	0.55	0.52	0.56	0.55	0.57	0.55	0.55	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.04	0.04	-	0.14	0.18	-	-0.04	-0.05	
Since entering this college, indicate how often you:										
Received tutoring										
Frequently / Occasionally	36.2%	45.3%	46.5%	41.2%	43.1%	44.8%	33.1%	46.5%	47.5%	
Mean	1.42	1.54	1.56	1.47	1.50	1.52	1.39	1.57	1.58	
Standard deviation	0.61	0.65	0.65	0.61	0.62	0.62	0.61	0.67	0.67	
Significance	-	**	**	-	-	-	-	**	***	
Effect size	-	-0.18	-0.22	-	-0.05	-0.08	-	-0.27	-0.28	

Note: Significance * p<.05, ** p<.01, *** p<.001



Academic Enhancement Experiences gauges participation in programs and initiatives on campus which relate to student learning.
See also — CIRP Constructs: Leadership; CIRP Themes: Academic Outcomes, Active and Collaborative Learning.

Bucknell University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Worked on a professor's research project										
Frequently / Occasionally	21.1%	16.7%	17.3%	18.6%	19.7%	20.2%	22.7%	14.9%	15.7%	
Mean	1.31	1.22	1.22	1.28	1.24	1.25	1.33	1.20	1.21	
Standard deviation	0.65	0.51	0.52	0.63	0.52	0.52	0.66	0.51	0.52	
Significance	-	*	*	-	-	-	-	**	**	
Effect size	-	0.18	0.17	-	0.08	0.06	-	0.25	0.23	
Worked with classmates on group projects										
Frequently / Occasionally	94.2%	93.9%	93.6%	93.0%	92.8%	93.1%	95.0%	94.5%	93.9%	
Mean	2.36	2.23	2.21	2.44	2.20	2.19	2.31	2.25	2.22	
Standard deviation	0.59	0.55	0.54	0.63	0.55	0.54	0.56	0.54	0.54	
Significance	-	***	***	-	***	***	-	-	-	
Effect size	-	0.24	0.28	-	0.44	0.46	-	0.11	0.17	
Made a presentation in class										
Frequently / Occasionally	89.2%	91.8%	91.3%	86.9%	90.0%	90.5%	90.7%	92.9%	91.9%	
Mean	2.03	2.15	2.12	2.05	2.12	2.10	2.02	2.17	2.14	
Standard deviation	0.50	0.54	0.53	0.56	0.55	0.53	0.46	0.53	0.53	
Significance	-	**	*	-	-	-	-	**	**	
Effect size	-	-0.22	-0.17	-	-0.13	-0.09	-	-0.28	-0.23	

Note: Significance * p<.05, ** p<.01, *** p<.001



Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students. See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication.

Bucknell University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you:										
Ask questions in class										
Frequently / Occasionally	92.1%	94.2%	93.9%	92.5%	94.8%	94.5%	91.8%	94.0%	93.6%	Habits of Mind
Mean	2.29	2.34	2.32	2.28	2.38	2.35	2.29	2.33	2.31	
Standard deviation	0.60	0.58	0.58	0.60	0.58	0.58	0.61	0.58	0.58	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.09	-0.05	-	-0.17	-0.12	-	-0.07	-0.03	
Seek feedback on your academic work										
Frequently / Occasionally	97.5%	96.8%	96.9%	99.1%	95.9%	95.9%	96.4%	97.4%	97.4%	Habits of Mind
Mean	2.62	2.57	2.56	2.58	2.51	2.49	2.65	2.60	2.60	
Standard deviation	0.54	0.56	0.56	0.51	0.58	0.58	0.55	0.54	0.54	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.09	0.11	-	0.12	0.16	-	0.09	0.09	
Integrate skills and knowledge from different sources and experiences										
Frequently / Occasionally	98.9%	99.0%	99.0%	99.1%	98.8%	98.8%	98.8%	99.2%	99.1%	
Mean	2.71	2.72	2.70	2.71	2.70	2.68	2.72	2.73	2.72	
Standard deviation	0.48	0.47	0.48	0.48	0.48	0.49	0.48	0.46	0.47	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.02	0.02	-	0.02	0.06	-	-0.02	0.00	
Since entering this college, how often have you:										
Studied with other students										
Frequently / Occasionally	96.8%	92.5%	92.5%	96.8%	92.8%	92.4%	96.8%	92.3%	92.6%	
Mean	2.48	2.39	2.38	2.45	2.37	2.34	2.50	2.40	2.40	
Standard deviation	0.56	0.62	0.62	0.56	0.62	0.61	0.56	0.63	0.62	
Significance	-	*	*	-	-	-	-	-	*	
Effect size	-	0.15	0.16	-	0.13	0.18	-	0.16	0.16	
Since entering this college, how often have you:										
Posted on a course-related on-line discussion board										
Frequently / Occasionally	49.4%	50.7%	53.2%	46.7%	50.0%	51.2%	51.0%	51.1%	54.2%	
Mean	1.57	1.64	1.68	1.53	1.62	1.64	1.59	1.65	1.70	
Standard deviation	0.63	0.70	0.72	0.62	0.69	0.69	0.64	0.71	0.73	
Significance	-	-	*	-	-	-	-	-	-	
Effect size	-	-0.10	-0.15	-	-0.13	-0.16	-	-0.08	-0.15	
Performed community service as part of class										
Frequently / Occasionally	20.0%	32.9%	34.8%	17.3%	36.1%	35.7%	21.6%	31.1%	34.4%	
Mean	1.24	1.39	1.42	1.19	1.40	1.40	1.27	1.38	1.42	
Standard deviation	0.52	0.60	0.61	0.45	0.57	0.57	0.56	0.61	0.64	
Significance	-	***	***	-	***	***	-	*	**	
Effect size	-	-0.25	-0.30	-	-0.37	-0.37	-	-0.18	-0.23	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										
Had meaningful and honest discussions about race/ethnic relations outside of class										
Very often / Often	37.4%	44.8%	41.6%	35.2%	44.8%	41.7%	38.7%	44.8%	41.4%	Cross-Racial Interaction-Positive
Mean	3.11	3.32	3.21	3.10	3.32	3.22	3.12	3.32	3.21	
Standard deviation	1.26	1.25	1.28	1.23	1.25	1.25	1.28	1.26	1.29	
Significance	-	*	-	-	-	-	-	-	-	
Effect size	-	-0.17	-0.08	-	-0.18	-0.10	-	-0.16	-0.07	
Had intellectual discussions outside of class										
Very often / Often	48.5%	56.9%	52.4%	47.7%	58.8%	54.3%	49.0%	55.7%	51.2%	Cross-Racial Interaction-Positive
Mean	3.47	3.59	3.47	3.47	3.63	3.52	3.48	3.56	3.43	
Standard deviation	1.11	1.18	1.23	1.13	1.13	1.17	1.11	1.21	1.26	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.10	0.00	-	-0.14	-0.04	-	-0.07	0.04	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										
Studied or prepared for class										
Very often / Often	56.6%	59.1%	57.0%	54.6%	58.0%	55.4%	57.8%	59.7%	57.9%	Cross-Racial Interaction-Positive
Mean	3.58	3.67	3.61	3.53	3.64	3.56	3.61	3.69	3.64	
Standard deviation	1.24	1.21	1.25	1.24	1.19	1.21	1.24	1.23	1.26	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.07	-0.02	-	-0.09	-0.02	-	-0.07	-0.02	

Note: Significance * p<.05, ** p<.01, *** p<.001

Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students.
See also — CIRP Constructs: Academic Disengagement, Faculty Interaction: Contact and Communication.

Bucknell University	Total			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering this college, have you:										
Taken a course or first-year seminar designed to connect faculty and students in focused academic inquiry										
Yes	65.8%	59.6%	58.5%	62.8%	55.4%	53.8%	67.6%	62.0%	61.1%	
Since entering this college, indicate how often you:										
Contributed to class discussions										
Frequently / Occasionally	97.3%	97.2%	97.1%	98.8%	97.1%	97.1%	96.5%	97.2%	97.1%	
Mean	2.50	2.48	2.48	2.59	2.51	2.49	2.44	2.46	2.47	
Standard deviation	0.55	0.55	0.55	0.52	0.56	0.55	0.57	0.55	0.55	
Significance	-			-			-			
Effect size	-	0.04	0.04	-	0.14	0.18	-	-0.04	-0.05	
Discussed course content with students outside of class										
Frequently / Occasionally	95.6%	96.4%	96.1%	95.3%	95.3%	95.3%	95.7%	97.0%	96.6%	
Mean	2.54	2.52	2.50	2.55	2.50	2.47	2.54	2.54	2.52	
Standard deviation	0.58	0.57	0.57	0.59	0.59	0.59	0.58	0.56	0.56	
Significance	-			-			-			
Effect size	-	0.04	0.07	-	0.08	0.14	-	0.00	0.04	
Since entering this college, indicate how often you:										
Received tutoring										
Frequently / Occasionally	36.2%	45.3%	46.5%	41.2%	43.1%	44.8%	33.1%	46.5%	47.5%	
Mean	1.42	1.54	1.56	1.47	1.50	1.52	1.39	1.57	1.58	
Standard deviation	0.61	0.65	0.65	0.61	0.62	0.62	0.61	0.67	0.67	
Significance	-	**	**	-			-	**	***	
Effect size	-	-0.18	-0.22	-	-0.05	-0.08	-	-0.27	-0.28	
Worked on a professor's research project										
Frequently / Occasionally	21.1%	16.7%	17.3%	18.6%	19.7%	20.2%	22.7%	14.9%	15.7%	
Mean	1.31	1.22	1.22	1.28	1.24	1.25	1.33	1.20	1.21	
Standard deviation	0.65	0.51	0.52	0.63	0.52	0.52	0.66	0.51	0.52	
Significance	-	*	*	-			-	**	**	
Effect size	-	0.18	0.17	-	0.08	0.06	-	0.25	0.23	
Worked with classmates on group projects during class										
Frequently / Occasionally	94.2%	93.9%	93.6%	93.0%	92.8%	93.1%	95.0%	94.5%	93.9%	
Mean	2.36	2.23	2.21	2.44	2.20	2.19	2.31	2.25	2.22	
Standard deviation	0.59	0.55	0.54	0.63	0.55	0.54	0.56	0.54	0.54	
Significance	-	***	***	-	***	***	-			
Effect size	-	0.24	0.28	-	0.44	0.46	-	0.11	0.17	

Note: Significance * p<.05, ** p<.01, *** p<.001



2016 College Senior Survey
CIRP Theme
Academic Enhancement Experiences
Graduating Seniors

Academic Enhancement Experiences gauges participation in programs and initiatives on campus which relate to student learning.
See also — CIRP Construct: Leadership; CIRP Themes: Active and Collaborative Learning, Academic Outcomes.

Bucknell University	Graduating Seniors			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Since entering college, indicate how often you:										
Worked on independent study projects										
Frequently / Occasionally	81.9%	83.2%	80.8%	78.5%	82.8%	80.3%	83.6%	83.2%	81.2%	
Mean	2.20	2.26	2.22	2.08	2.23	2.17	2.26	2.28	2.24	
Standard deviation	0.72	0.73	0.74	0.71	0.72	0.73	0.73	0.73	0.75	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.08	-0.03	-	-0.21	-0.12	-	-0.03	0.03	
Tutored another college student										
Frequently / Occasionally	54.3%	54.2%	51.9%	50.7%	58.2%	56.0%	56.1%	52.1%	49.6%	
Mean	1.69	1.71	1.67	1.59	1.74	1.72	1.74	1.69	1.64	
Standard deviation	0.72	0.73	0.72	0.65	0.71	0.72	0.74	0.74	0.72	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.03	0.03	-	-0.21	-0.18	-	0.07	0.14	
Worked with classmates on group projects										
Frequently / Occasionally	98.7%	98.3%	98.5%	98.7%	98.0%	98.0%	98.7%	98.6%	98.8%	
Mean	2.60	2.53	2.56	2.57	2.48	2.51	2.61	2.55	2.59	
Standard deviation	0.52	0.53	0.53	0.52	0.54	0.54	0.51	0.53	0.52	
Significance	-	*	-	-	-	-	-	-	-	
Effect size	-	0.13	0.08	-	0.17	0.11	-	0.11	0.04	
Since entering college, indicate how often you:										
Made a presentation in class										
Frequently / Occasionally	100.0%	99.7%	99.4%	100.0%	99.5%	99.3%	100.0%	99.7%	99.6%	
Mean	2.76	2.72	2.71	2.64	2.66	2.65	2.82	2.75	2.75	
Standard deviation	0.43	0.46	0.46	0.48	0.48	0.49	0.39	0.44	0.44	
Significance	-	-	-	-	-	-	-	*	*	
Effect size	-	0.09	0.11	-	-0.04	-0.02	-	0.16	0.16	
Contributed to class discussions										
Frequently / Occasionally	98.7%	99.0%	98.6%	96.1%	98.9%	98.3%	100.0%	99.2%	98.8%	
Mean	2.77	2.72	2.69	2.58	2.69	2.65	2.87	2.73	2.71	
Standard deviation	0.45	0.47	0.49	0.57	0.49	0.51	0.34	0.46	0.48	
Significance	-	-	*	-	-	-	-	***	***	
Effect size	-	0.11	0.16	-	-0.22	-0.14	-	0.30	0.33	
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)										
Yes	82.2%	78.3%	70.9%	75.9%	76.9%	69.0%	85.3%	79.1%	72.0%	
Participated in an internship program										
Yes	75.4%	67.3%	63.3%	75.3%	66.0%	63.8%	75.5%	68.0%	63.1%	
Participated in study abroad										
Yes	51.7%	39.3%	34.7%	28.6%	30.8%	26.9%	62.6%	43.9%	39.1%	
Participated in an undergraduate research program										
Yes	39.6%	30.6%	24.3%	33.8%	32.0%	24.1%	42.3%	29.9%	24.4%	

Note: Significance * p<.05, ** p<.01, *** p<.001



2016 College Senior Survey
CIRP Theme
Active and Collaborative Learning
Graduating Seniors

Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students. See also — CIRP Constructs: Faculty Interaction: Mentorship, Academic Disengagement.

Bucknell University	Graduating Seniors			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
How often in the past year did you:										
Ask questions in class										
Frequently	95.5%	95.9%	95.7%	89.8%	95.5%	95.3%	98.2%	96.1%	96.0%	Habits of Mind
Mean	2.51	2.48	2.46	2.37	2.47	2.44	2.57	2.48	2.47	
Standard deviation	0.58	0.58	0.58	0.66	0.58	0.58	0.53	0.57	0.57	
Significance	-	-	-	-	-	-	-	*	*	
Effect size	-	0.05	0.09	-	-0.17	-0.12	-	0.16	0.18	
Seek feedback on your academic work										
Frequently	98.0%	97.8%	97.4%	94.9%	97.1%	96.0%	99.4%	98.0%	98.2%	Habits of Mind
Mean	2.63	2.62	2.60	2.46	2.54	2.52	2.72	2.66	2.64	
Standard deviation	0.52	0.53	0.54	0.59	0.55	0.57	0.47	0.51	0.52	
Significance	-	-	-	-	-	-	-	-	*	
Effect size	-	0.02	0.06	-	-0.15	-0.11	-	0.12	0.15	
Integrate skills and knowledge from different sources and experiences										
Frequently	98.8%	99.7%	99.4%	97.5%	99.4%	99.2%	99.3%	99.7%	99.6%	
Mean	2.83	2.81	2.77	2.75	2.77	2.73	2.87	2.84	2.80	
Standard deviation	0.41	0.40	0.43	0.49	0.44	0.46	0.36	0.38	0.41	
Significance	-	-	*	-	-	-	-	-	*	
Effect size	-	0.05	0.14	-	-0.05	0.04	-	0.08	0.17	
Since entering college, indicate how often you:										
Discussed course content with students outside of class										
Frequently / Occasionally	98.8%	98.6%	98.2%	97.4%	97.9%	97.4%	99.4%	99.0%	98.7%	
Mean	2.70	2.72	2.67	2.59	2.66	2.60	2.75	2.76	2.71	
Standard deviation	0.49	0.48	0.51	0.54	0.52	0.54	0.45	0.45	0.48	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.04	0.06	-	-0.13	-0.02	-	-0.02	0.08	
Studied with other students										
Frequently / Occasionally	95.1%	92.6%	92.7%	97.5%	92.2%	91.5%	93.9%	92.8%	93.4%	
Mean	2.40	2.35	2.36	2.42	2.32	2.33	2.39	2.36	2.38	
Standard deviation	0.58	0.61	0.61	0.55	0.61	0.63	0.60	0.61	0.61	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	0.08	0.07	-	0.16	0.14	-	0.05	0.02	
Performed community service as part of a class										
Frequently / Occasionally	52.0%	48.7%	57.5%	41.7%	46.1%	53.3%	57.0%	50.1%	59.9%	
Mean	1.65	1.60	1.73	1.48	1.56	1.65	1.73	1.63	1.77	
Standard deviation	0.70	0.69	0.71	0.62	0.66	0.68	0.73	0.70	0.72	
Significance	-	-	-	-	-	*	-	-	-	
Effect size	-	0.07	-0.11	-	-0.12	-0.25	-	0.14	-0.06	
Posted on a course-related on-line discussion board										
Frequently / Occasionally	73.8%	74.2%	79.9%	63.3%	73.8%	77.5%	78.8%	74.4%	81.3%	
Mean	1.99	2.00	2.11	1.81	1.96	2.04	2.07	2.02	2.16	
Standard deviation	0.72	0.72	0.71	0.72	0.69	0.70	0.70	0.73	0.71	
Significance	-	-	**	-	-	**	-	-	-	
Effect size	-	-0.01	-0.17	-	-0.22	-0.33	-	0.07	-0.13	
Tutored another college student										
Frequently / Occasionally	54.3%	54.2%	51.9%	50.7%	58.2%	56.0%	56.1%	52.1%	49.6%	
Mean	1.69	1.71	1.67	1.59	1.74	1.72	1.74	1.69	1.64	
Standard deviation	0.72	0.73	0.72	0.65	0.71	0.72	0.74	0.74	0.72	
Significance	-	-	-	-	-	-	-	-	-	
Effect size	-	-0.03	0.03	-	-0.21	-0.18	-	0.07	0.14	
Since entering college, indicate how often you:										
Challenged a professor's ideas in class										
Frequently / Occasionally	63.0%	64.1%	58.3%	59.5%	71.2%	66.2%	64.6%	60.2%	53.8%	
Mean	1.69	1.75	1.68	1.66	1.85	1.79	1.71	1.69	1.62	
Standard deviation	0.58	0.64	0.64	0.60	0.64	0.65	0.58	0.63	0.63	
Significance	-	-	-	-	**	-	-	-	-	
Effect size	-	-0.09	0.02	-	-0.30	-0.20	-	0.03	0.14	
Worked with classmates on group projects										
Frequently / Occasionally	98.7%	98.3%	98.5%	98.7%	98.0%	98.0%	98.7%	98.6%	98.8%	
Mean	2.60	2.53	2.56	2.57	2.48	2.51	2.61	2.55	2.59	
Standard deviation	0.52	0.53	0.53	0.52	0.54	0.54	0.51	0.53	0.52	
Significance	-	*	-	-	-	-	-	-	-	
Effect size	-	0.13	0.08	-	0.17	0.11	-	0.11	0.04	

Note: Significance * p<.05, ** p<.01, *** p<.001

2016 College Senior Survey
CIRP Theme
Active and Collaborative Learning
Graduating Seniors

Active and Collaborative Learning illustrates the extent to which students are furthering their knowledge of course material through interaction with faculty and other students. See also — CIRP Constructs: Faculty Interaction: Mentorship, Academic Disengagement.

Bucknell University	Graduating Seniors			Men			Women			Construct
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	
Contributed to class discussions										
Frequently / Occasionally	98.7%	99.0%	98.6%	96.1%	98.9%	98.3%	100.0%	99.2%	98.8%	
Mean	2.77	2.72	2.69	2.58	2.69	2.65	2.87	2.73	2.71	
Standard deviation	0.45	0.47	0.49	0.57	0.49	0.51	0.34	0.46	0.48	
Significance	-		*	-			-	***	***	
Effect size	-	0.11	0.16	-	-0.22	-0.14	-	0.30	0.33	
Since entering this college, have you:										
Completed a culminating experience for your degree (e.g., capstone course/project, thesis, comp exam)										
Yes	82.2%	78.3%	70.9%	75.9%	76.9%	69.0%	85.3%	79.1%	72.0%	
To what extent have you experienced the following with students from a racial/ethnic group other than your own?										
Had meaningful and honest discussions about race/ethnic relations outside of class										Positive Cross-Racial Interaction
Very often / Often	41.0%	46.5%	42.7%	30.3%	44.4%	42.8%	45.5%	47.6%	42.6%	
Mean	3.35	3.41	3.28	3.06	3.34	3.28	3.47	3.44	3.28	
Standard deviation	1.10	1.19	1.21	1.09	1.16	1.19	1.08	1.20	1.22	
Significance	-			-			-			
Effect size	-	-0.05	0.06	-	-0.24	-0.18	-	0.03	0.16	
Had intellectual discussions outside of class										Positive Cross-Racial Interaction
Very often / Often	55.2%	59.3%	52.6%	43.9%	58.2%	52.8%	60.0%	59.9%	52.5%	
Mean	3.62	3.69	3.50	3.38	3.69	3.52	3.72	3.70	3.48	
Standard deviation	1.08	1.13	1.20	1.15	1.11	1.16	1.04	1.15	1.22	
Significance	-			-	*		-		*	
Effect size	-	-0.06	0.10	-	-0.28	-0.12	-	0.02	0.20	
Studied or prepared for class										Positive Cross-Racial Interaction
Very often / Often	59.0%	59.5%	56.6%	51.5%	57.2%	54.6%	62.2%	60.7%	57.6%	
Mean	3.70	3.72	3.62	3.44	3.64	3.57	3.81	3.76	3.65	
Standard deviation	1.11	1.18	1.23	1.24	1.16	1.21	1.04	1.19	1.24	
Significance	-			-			-			
Effect size	-	-0.02	0.07	-	-0.17	-0.11	-	0.04	0.13	
How often have professors at your college provided you with:										
An opportunity to apply classroom learning to "real-life" issues										
Frequently / Occasionally	96.4%	91.5%	93.5%	89.4%	90.4%	92.1%	99.3%	92.1%	94.4%	
Mean	2.48	2.36	2.43	2.33	2.30	2.35	2.54	2.39	2.48	
Standard deviation	0.57	0.63	0.61	0.66	0.64	0.62	0.51	0.63	0.60	
Significance	-	**		-			-	**		
Effect size	-	0.19	0.08	-	0.05	-0.03	-	0.24	0.10	

Note: Significance * p<.05, ** p<.01, *** p<.001

Faculty and Staff

Faculty and Staff

BUCKNELL UNIVERSITY

Faculty Status Report as of Fall 2016														
	All (Full time, part time, and replacement)	Full Time by Gender			Full Time by Rank				Tenured Full Time		Non-Tenured Full Time		Part-Time	Replacement
		Full-Time Total	Female	Male	Assist Prof	Asso Prof	Prof	Other	Female	Male	Female	Male	Total	Total
College of Arts & Sciences	321	281	126	155	76	115	86	4	82	111	44	44	14	26
College of Engineering	76	74	21	53	24	27	23	0	10	38	11	15	0	2
School of Management	29	23	7	16	5	13	5	0	5	12	2	4	2	4
TOTAL	426	378	154	224	105	155	114	4	97	161	57	63	16	32
Undergraduate faculty by department not including athletics or library														
Africana Studies	2	2	1	1	0	1	0	1	0	1	1	0	0	0
Art & Art History	8	8	4	4	3	3	2	0	3	2	1	2	0	0
Biology	23	20	10	10	2	12	6	0	9	9	1	1	1	2
Biomedical Engineering	6	6	2	4	1	4	1	0	1	4	1	0	0	0
Chemical Engineering	12	12	3	9	1	5	6	0	2	9	1	0	0	0
Chemistry	15	15	5	10	7	3	5	0	2	6	3	4	0	0
Civil and Environmental Engineering	15	14	3	11	4	3	7	0	1	9	2	2	0	1
Classics and Mediterranean Studies	7	4	4	0	1	2	1	0	3	0	1	0	0	3
Comparative Humanities Program	2	2	0	2	0	2	0	0	0	2	0	0	0	0
Computer Science	12	11	2	9	6	3	2	0	1	4	1	5	0	1
East Asian Studies	7	6	3	3	3	2	1	0	0	2	3	1	0	1
Economics	17	16	4	12	3	4	9	0	4	8	0	4	0	1
Education	12	11	7	4	4	5	2	0	5	2	2	2	1	0
Electrical and Computer Engineering	10	10	2	8	2	5	3	0	0	7	2	1	0	0
English	27	25	13	12	5	9	11	0	9	9	4	3	0	2
Environmental Studies	4	3	1	2	1	2	0	0	1	1	0	1	0	1
Geography	5	5	1	4	1	2	2	0	0	4	1	0	0	0
Geology	8	7	2	5	0	2	5	0	2	5	0	0	0	1
History	12	12	6	6	3	8	1	0	2	4	4	2	0	0
International Relations	5	4	3	1	3	0	1	0	1	0	2	1	0	1
Languages & Cultures & Linguistics	21	17	9	8	6	6	5	0	5	6	4	2	1	3
Latin American Studies	1	1	0	1	1	0	0	0	0	0	0	1	0	0
Management	29	23	7	16	5	13	5	0	5	12	2	4	2	4
Mathematics	27	24	10	14	8	8	7	1	5	10	5	4	0	3
Mechanical Engineering	20	20	8	12	9	7	4	0	5	5	3	7	0	0
Music	16	12	7	5	6	4	2	0	3	3	4	2	3	1
Philosophy	9	8	1	7	0	5	2	1	1	6	0	1	0	1
Physics and Astronomy	15	14	5	9	3	6	5	0	5	5	0	4	1	0
Political Science	12	11	2	9	0	9	2	0	2	9	0	0	0	1
Psychology	17	16	8	8	6	3	7	0	3	7	5	1	0	1
Religion	8	7	3	4	2	2	3	0	3	2	0	2	0	1
Sociology & Anthropology	14	12	6	6	4	4	3	1	4	3	2	3	1	1
Spanish Department	10	9	3	6	3	6	0	0	3	3	0	3	1	0
Study of Race & Ethnicity & Gender	1	1	1	0	0	1	0	0	1	0	0	0	0	0
Theatre & Dance	8	7	5	2	0	4	3	0	5	2	0	0	0	1
Women's and Gender Studies	4	3	3	0	2	0	1	0	1	0	2	0	0	1
Other	5	0	0	0	0	0	0	0	0	0	0	0	5	0
Total	426	378	154	224	105	155	114	4	97	161	57	63	16	32

Total Number of Faculty with Doctorate or Other Terminal Degree

	Fall 2015				Fall 2016			
	Full Time	Replacement	Part Time	Total	Full Time	Replacement	Part Time	Total
	Female	145	12	4	161	147	10	5
Male	215	9	4	228	219	12	5	236
Total	360	21	8	389	366	22	10	398

Faculty Demographics as of Fall 2015

Full-Time Faculty (Excluding Replacement Faculty)

	Tenured		Tenure Track		Non-Tenure Track		Total
	Men	Women	Men	Women	Men	Women	
	Professors	69	32	3	1	0	
Associate Professors	86	65	3	2	1	2	159
Assistant Professors	0	0	52	39	6	9	106
Instructor	0	0	0	0	0	1	1
Other	0	0	0	0	2	2	4
TOTAL	155	97	58	42	9	14	375
	Total Tenured	252	Total Tenure Track	100	Total Non-Tenure Track	23	375
Visiting Professors	0	0	0	0	0	0	0
Visiting Associate Professors	0	0	0	0	0	1	1
Visiting Assistant Professors	0	0	0	0	6	8	14
Visiting Instructors	0	0	0	0	0	1	1
Visiting Others	0	0	0	0	2	2	4
TOTAL	0	0	0	0	8	12	20

Faculty Demographics as of Fall 2016							
Full-Time Faculty (Excluding Replacement Faculty)							
	Tenured		Tenure Track		Non-Tenure Track		Total
	Men	Women	Men	Women	Men	Women	
Professors	78	33	1	1	0	1	114
Associate Professors	83	64	3	2	1	2	155
Assistant Professors	0	0	49	41	7	8	105
Instructor	0	0	0	0	0	1	1
Other	0	0	0	0	2	1	3
TOTAL	161	97	53	44	10	13	378
	Total Tenured	258	Total Tenure Track	97	Total Non-Tenure Track	23	378
Visiting Professors	0	0	0	0	0	0	0
Visiting Associate Professors	0	0	0	0	0	2	2
Visiting Assistant Professors	0	0	0	0	7	7	14
Visiting Instructors	0	0	0	0	0	1	1
Visiting Others	0	0	0	0	2	1	3
TOTAL	0	0	0	0	9	11	20

Full-Time Faculty Race/Ethnicity, by College and Rank, as of Fall 2016									
	by College			by Rank					Total
	A&S	Engineering	MGMT	Assistant Prof	Associate Prof	Prof	Instructor	Other	
American Indian or Alaska Native	1	1	0	0	1	1	0	0	2
Asian	11	6	0	7	7	3	0	0	17
Black or African American	18	1	0	6	5	8	0	0	19
Hispanic or Latino	18	2	0	4	8	5	0	3	20
Multiple Races	3	1	1	1	2	2	0	0	5
Non-Resident Alien	9	3	1	11	2	0	0	0	13
Unknown	1	0	0	1	0	0	0	0	1
White	220	60	21	75	130	95	1	0	301
TOTAL	281	74	23	105	155	114	1	3	378

Employee Demographics as of Fall 2016

Full-Time Faculty and Staff

	Faculty (Exclude Replacement)		Administrative/ Professional		Staff		Total
	Men	Women	Men	Women	Men	Women	
	American Indian or Alaska Native	2	0	2	1	0	
Asian	9	8	4	6	0	2	29
Black or African American	10	9	14	8	1	2	44
Hispanic or Latino	11	9	6	4	1	3	34
Multiple Races	4	1	1	2	1	6	15
Non-Resident Alien	11	2	0	2	0	0	15
Unknown	0	1	1	4	3	3	12
White	177	124	205	230	173	217	1126
TOTAL	224	154	233	257	179	233	1280
Total Faculty	378		Total Administrative	490	Total Staff	412	1,280

Number of Staff by Employment Status and Occupational Category (Fall 2016)

Occupational category	# Full-Time Staff	# Part-Time Staff	# FTE staff
Total number of staff	1312	36	1324
Postsecondary Teachers	410	16	415
Instructional Staff	410	16	415
Instruction	32	16	37
Exclusively credit	32	16	37
Exclusively not-for-credit	0	0	0
Combined credit/not-for-credit	0	0	0
Instruction/research/public service	378	0	378
Research	0	0	0
Public Service	0	0	0
Library and Instructional Support Occupations	54	2	55
Librarians, Curators, and Archivists	12	0	12
Archivists, Curators, and Museum Technicians	2	0	2
Librarians	10	0	10
Library Technicians	5	0	5
Other Teachers and Instructional Support Staff	37	2	38
Management Occupations	81	0	81
Business and Financial Operations Occupations	131	0	131
Computer, Engineering, and Science Occupations	95	1	95
Community Service, Legal, Arts, and Media Occupations	102	1	102
Healthcare Practitioners and Technical Occupations	11	0	11
Service Occupations	184	2	185
Sales and Related Occupations	0	0	0
Office and Administrative Support Occupations	167	14	172
Natural Resources, Construction, and Maintenance Occupations	57	0	57
Production, Transportation, and Material Moving Occupations	20	0	20

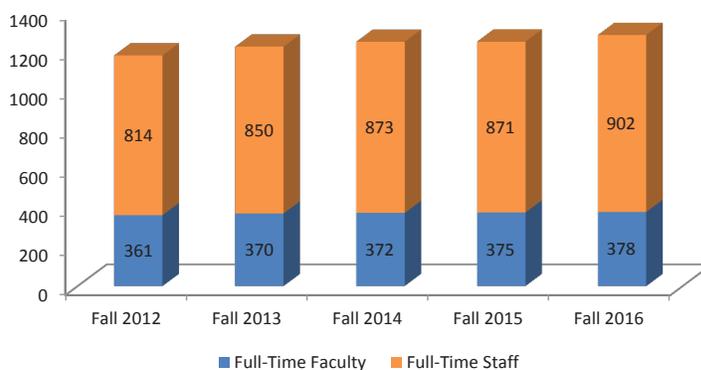
Staff by Primary Function and Employment Status

Primarily instruction + Instruction/research/public service Total Staff Grand Total	Fall 2012			Fall 2013			Fall 2014			Fall 2015			Fall 2016		
	Full Time	R*	Part Time	Full Time	R	Part Time	Full Time	R	Part Time	Full Time	R	Part Time	Full Time	R	Part Time
	361	24	25	370	29	14	372	31	10	375	25	11	378	32	16
814		21	850		21**	873		18	871		19	902		20	
1,175	24	46	1,220	29	35	1,245	31	28	1,246	25	30	1,280	32	36	

*R stands for replacement faculty.

**Headcount of PDF version reflects the updates of 2010 Standard Occupational Classification (SOC) System required by IPEDS13-14 data collection in April 2014. Therefore, the number reported here is different from the one in the printed version published in January 2014.

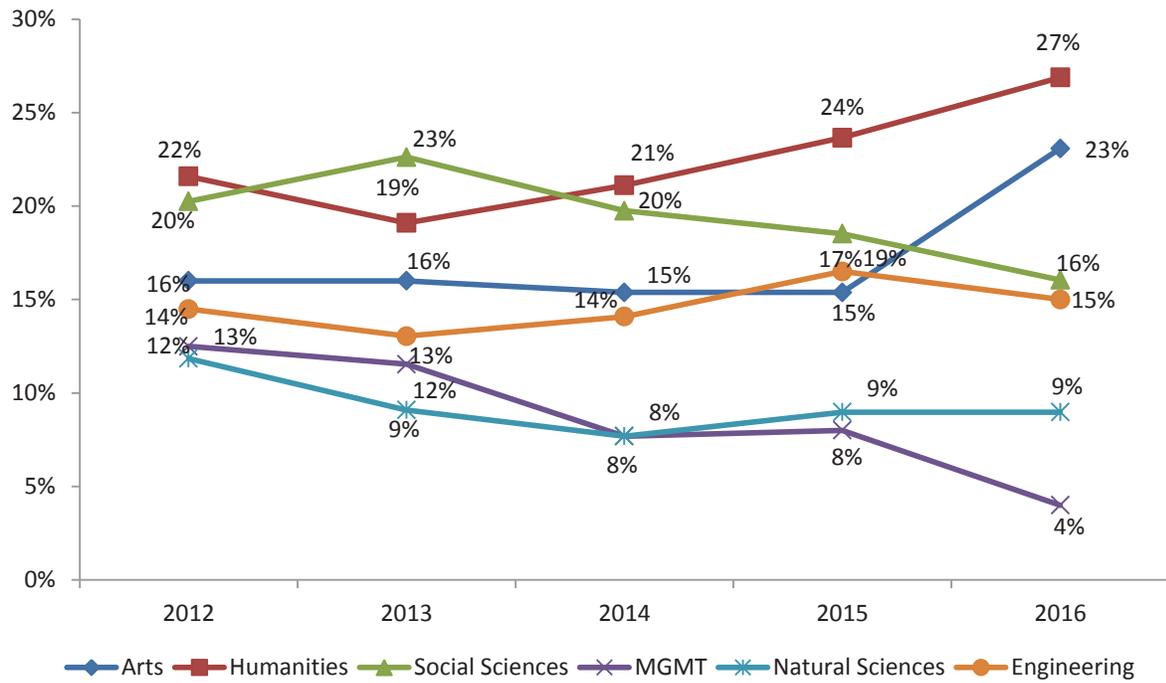
Figure 7.1 Number of Full-Time Faculty and Staff Trends



Full-Time Faculty Diversity Comparison by College from 2012 to 2016 (Excluding Replacements)

	2012-13			2013-14			2014-15			2015-16			2016-17		
	All	Minority	% Minority	All	Minority	% Minority	All	Minority	% Minority	All	Minority	% Minority	All	Minority	% Minority
Arts	25	4	16%	25	4	16%	26	4	15%	26	4	15%	27	6	23%
Humanities	88	19	22%	89	17	19%	90	19	21%	93	22	24%	92	25	27%
Social Sciences	79	16	20%	84	19	23%	81	16	20%	81	15	19%	83	13	16%
MGMT	24	3	13%	26	3	12%	26	2	8%	25	2	8%	23	1	4%
Natural Sciences	76	9	12%	77	7	9%	78	6	8%	78	7	9%	79	7	9%
A&S includes MGMT	292	51	17%	301	50	17%	301	47	16%	303	50	17%	304	52	17%
A&S no MGMT	268	48	18%	275	47	17%	275	45	16%	278	48	17%	281	51	18%
Engineering	69	10	14%	69	9	13%	71	10	14%	72	12	17%	74	11	15%
Total	361	61	16.90%	370	59	15.95%	372	57	15.32%	375	62	17%	378	63	16.67%

Figure 7.2 Percent of Minority by College from 2012 to 2016 (Excluding Replacements)



Full-Time Faculty Salaries							
Average Annualized Salary 2007-08 through 2016-17 (Excluding Replacement Faculty)							
Year	Rank	# Men	# Women	Total	Men Salary	Women Salary	Average Salary
2016-17	Professor	79	35	114	\$126,333	\$118,451	\$123,913
	Associate Professor	87	68	155	\$99,966	\$97,323	\$98,807
	Assistant Professor	56	49	105	\$80,053	\$77,524	\$78,873
	Instructor & Other	2	2	4	\$64,069	\$56,534	\$60,301
2015-16	Professor	72	33	105	\$123,689	\$116,208	\$121,338
	Associate Professor	90	69	159	\$98,602	\$94,521	\$96,831
	Assistant Professor	58	48	106	\$81,412	\$79,037	\$80,336
	Instructor & Other	2	3	5	\$62,430	\$52,680	\$56,580
2014-15	Professor	71	32	103	\$120,633	\$110,821	\$117,584
	Associate Professor	92	67	159	\$94,657	\$90,117	\$92,744
	Assistant Professor	57	53	110	\$80,160	\$77,425	\$78,842
2013-14	Professor	72	30	102	\$117,811	\$108,371	\$115,034
	Associate Professor	87	62	149	\$93,342	\$89,180	\$91,610
	Assistant Professor	64	55	119	\$78,951	\$76,248	\$77,702
2012-13	Professor	65	30	95	\$114,634	\$102,631	\$110,843
	Associate Professor	86	60	146	\$87,328	\$83,818	\$85,885
	Assistant Professor	64	55	119	\$75,753	\$74,666	\$75,251
	Instructor	0	1	1		\$55,070	\$55,070
2011-12	Professor	56	28	84	\$114,990	\$100,945	\$110,308
	Associate Professor	89	57	146	\$85,175	\$82,527	\$84,141
	Assistant Professor	67	61	128	\$73,227	\$72,851	\$73,048
	Instructor	0	0	0			
2010-11	Professor	60	24	84	\$114,422	\$102,085	\$110,897
	Associate Professor	86	54	140	\$83,217	\$82,021	\$82,756
	Assistant Professor	66	62	128	\$74,608	\$73,453	\$74,048
	Instructor	1	0	1	\$70,000		\$70,000
	Other	0	1	1		\$58,180	\$58,180
2009-10	Professor	57	17	74	\$115,166	\$104,389	\$112,690
	Associate Professor	85	57	142	\$82,201	\$81,486	\$81,914
	Assistant Professor	69	60	129	\$73,042	\$70,631	\$71,921
	Instructor	0	0	0			
2008-09	Professor	60	17	77	\$115,066	\$105,682	\$112,994
	Associate Professor	74	52	126	\$84,119	\$82,553	\$83,473
	Assistant Professor	70	58	128	\$71,757	\$70,374	\$71,131
	Instructor	1	2	3	\$65,060	\$47,060	\$53,060
2007-08	Professor	57	14	71	\$113,055	\$103,065	\$111,085
	Associate Professor	77	50	127	\$81,209	\$79,420	\$80,505
	Assistant Professor	62	56	118	\$68,892	\$66,463	\$67,739
	Instructor	0	1	1		\$49,000	\$49,000

Full-Time Faculty Highest Degrees Earned
Conferring Institutions
Fall 2016

Institution	#	Institution	#	Institution	#
Arizona State Univ	1	Ohio State University Columbus	6	University Delaware	1
Boston College	1	Ohio University	2	University Denver	1
Boston University	2	Oklahoma State Univ Stillwater	1	University Florida	2
Brandeis University	1	Oxford Univ, England	1	University Illinois Urbana	7
Brown University	4	Pennsylvania State University	31	University Iowa	6
Calif Institute Tech	1	Pratt Institute	1	University Kentucky Lexington	1
Carnegie Mellon University	3	Princeton University	6	University Mass Amherst	2
Claremont Graduate University	1	Purdue Univ West Lafayette	1	University Michigan Ann Arbor	8
Clark University	2	Queens University	1	University Missouri Columbia	1
Clemson University	1	Rensselaer Polytechnic Inst	1	University Missouri St Louis	1
Coll William And Mary	1	Rice University	1	University of Arizona	3
Colorado School Mines	1	Rutgers University	6	University of Bamberg	1
Colorado State Univ Ft Collins	1	Smith College	1	University of Chicago	5
Columbia University	6	Stanford University	11	University Of Georgia	3
Cornell University	16	Stony Brook University Suny	2	University Of Kansas	1
Dartmouth College	3	SUNY at Albany	2	University of Mainz	1
Duke University	10	SUNY Binghamton	1	University of Maryland	6
Eastman School of Music	1	SUNY Colg Buffalo	1	University Of Memphis	1
Emory University	3	Syracuse University	1	University of Miami	1
Fordham University	1	Texas Tech University	2	University of Paris Diderot	1
Frankfurt University	1	Tufts University	1	University of Pennsylvania	6
Hanken School of Economics	1	Univ Dublin Trinity College	1	University of Washington	6
Harvard University	4	Univ Maryland Baltimore Cnty	1	University Oregon	2
Howard University	1	Univ Minnesota Minneapolis	2	University Rhode Island	1
Indiana Univ Pennsylvania	1	Univ New Mexico Albuquerque	1	University Rochester	3
Indiana University Bloomington	7	Univ North Carolina Chapel HI	12	University Southern California	1
Indiana University South Bend	1	Univ of Zurich, Switzerland	1	University Tennessee Knoxville	2
Iowa State University	2	Univ Pittsburgh	3	University Texas Austin	7
Johns Hopkins University	4	Univ South Carolina Columbia	2	University Utah	2
Lehigh University	2	Univ. of Melbourne, Australia	1	University Virginia	11
Louisiana State University	1	Univ. of Wisconsin - Madison	2	University Washington Tacoma	1
Mass Institute Technology	4	Universidad CarlosIII deMadrid	1	University Western Ontario	1
McGill University	1	University Calif Berkeley	4	University Wisc Madison	9
Michigan State University	6	University Calif Davis	4	Va Tech Center For Teacher Ed	1
Middlebury College	1	University Calif Los Angeles	2	Vanderbilt University	1
New England Conservatory Music	1	University Calif Riverside	2	Villanova University	1
New Mexico St Univ Univ Park	1	University Calif San Diego	2	Virginia Commonwealth Univ	1
New School for Social Research	1	University Calif Santa Barbara	2	Virginia Polytech Inst St U	11
New York University	3	University Calif Santa Cruz	2	Washington U., St. Louis	1
North Carolina State Univ.	1	University Cambridge	2	Washington University	3
Northeastern University	1	University Cincinnati	3	Worcester Poly Institute	1
Northwestern College	1	University Colorado Boulder	6	Yale University	5
Northwestern University	2	University Connecticut	3	Youngstown State University	1
Total					378

Finance

Tuition and Fees History								
Undergraduate	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Tuition	\$40,594	\$42,112	\$43,628	\$45,132	\$46,646	\$48,234	\$49,878	\$51,676
Fees	\$222	\$230	\$238	\$246	\$256	\$264	\$274	\$284
Total Tuition&Fees	\$40,816	\$42,342	\$43,866	\$45,378	\$46,902	\$48,498	\$50,152	\$51,960
Board	\$4,014	\$4,170	\$4,326	\$4,482	\$4,636	\$4,794	\$4,766	\$4,938
Room Rate (Double)	\$5,490	\$5,768	\$6,048	\$6,330	\$6,622	\$6,848	\$7,450	\$7,718
Total Room&Board	\$9,504	\$9,938	\$10,374	\$10,812	\$11,258	\$11,642	\$12,216	\$12,656
Tuition, Fees, Room & Board (Comprehensive Fee)	\$50,320	\$52,280	\$54,240	\$56,190	\$58,160	\$60,140	\$62,368	\$64,616
Tuition, Fees, Room & Board Annual % Change	4.00%	3.90%	3.75%	3.60%	3.51%	3.40%	3.70%	3.60%
Books and Supplies	\$880	\$900	\$900	\$900	\$900	\$900	\$900	\$900
Single course Rate	\$4,455	\$4,624	\$4,790	\$4,955	\$5,121	\$5,295	\$5,475	\$5,672
Full-time Graduate Tuition, Annual	\$17,820	\$18,496	\$19,160	\$19,820	\$20,484	\$21,180	\$21,900	\$22,688
Price Index Comparisons	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Higher Education Price Index (HEPI)	279.3	281.8	288.4	293.2	297.8	306.7	313.3	319
Higher Education Price Index (HEPI) Annual % Change	2.30%	0.90%	2.30%	1.70%	1.60%	2.80%	2.10%	1.80%
Consumer Price Index (CPI)	217.965	225.722	229.478	233.504	238.343	238.638	237.336	241.353*
Consumer Price Index (CPI) Annual % Change	1.1%	3.6%	1.7%	1.8%	2.1%	0.1%	-0.5%	1.7%

*2016-17 CPI is based on November 2016 data. CPI data in other years is based on June reports.

Endowment Fair Value*						
Peer Comparisons 2015-16						
Rank	Institution	June 30, 2014	June 30, 2015	% Change (2014-15)	June 30, 2016	% Change (2015-16)
9	Bucknell	\$750,913,000	\$789,354,000	5.1%	\$722,425,000	-8.5%
6	Colgate	\$873,164,000	\$889,678,000	1.9%	\$824,316,000	-7.3%
1	Dartmouth	\$4,468,219,000	\$4,663,491,000	4.4%	\$4,474,404,000	-4.1%
11	Davidson	\$633,683,732	\$668,606,444	5.5%	\$648,656,959	-3.0%
12	Furman	\$650,034,650	\$631,397,402	-2.9%	\$609,700,000	-3.4%
10	Holy Cross	\$726,053,000	\$721,310,000	-0.7%	\$680,993,000	-5.6%
8	Lafayette	\$832,811,462	\$809,061,387	-2.9%	\$774,729,000	-4.2%
4	Lehigh	\$1,171,190,000	\$1,168,168,000	-0.3%	\$1,108,192,000	-5.1%
5	Middlebury	\$1,081,893,000	\$1,101,054,000	1.8%	\$1,000,598,000	-9.1%
2	Richmond	\$2,349,468,000	\$2,382,915,000	1.4%	\$2,164,442,000	-9.2%
14	Trinity	\$551,798,198	\$572,033,549	3.7%	\$532,344,485	-6.9%
13	Villanova**	\$501,483,000	\$563,866,000	12.4%	\$552,701,000	-2.0%
3	Wake Forest	\$1,148,026,000	\$1,167,400,000	1.7%	\$1,141,212,000	-2.2%
7	William & Mary	\$797,600,000	\$811,200,000	1.7%	\$803,700,000	-0.9%
Average		\$1,181,166,932	\$1,209,966,770	2.4%	\$1,145,600,960	-5.3%

* Derived from Audited Financial Statements

** Fiscal year ends May 31

Endowment Fair Value and Spending per Student				
Year (as of June 30)	Endowment Fair Value	Fair Value Per FTE Student	Spending for Year	Spending from Endowment per FTE Student
2007	\$599,399,000	\$164,444	\$23,336,000	\$6,402
2008	\$554,592,000	\$153,840	\$27,352,000	\$7,587
2009	\$442,826,000	\$120,793	\$27,918,000	\$7,615
2010	\$491,495,000	\$135,547	\$27,682,000	\$7,634
2011	\$575,367,000	\$160,987	\$28,646,000	\$8,015
2012	\$599,216,000	\$166,403	\$28,646,000	\$7,955
2013	\$666,563,000	\$186,087	\$31,932,000	\$8,915
2014	\$750,913,000	\$210,163	\$34,935,000	\$9,777
2015	\$789,354,000	\$219,570	\$36,857,000	\$10,252
2016	\$722,425,000	\$201,065	\$41,527,000	\$11,558

Amounts derived from Audited Financial Statements then divided by student FTE

Figure 8. 1 Endowment Fair Value from 2007 to 2016 (in Thousands)

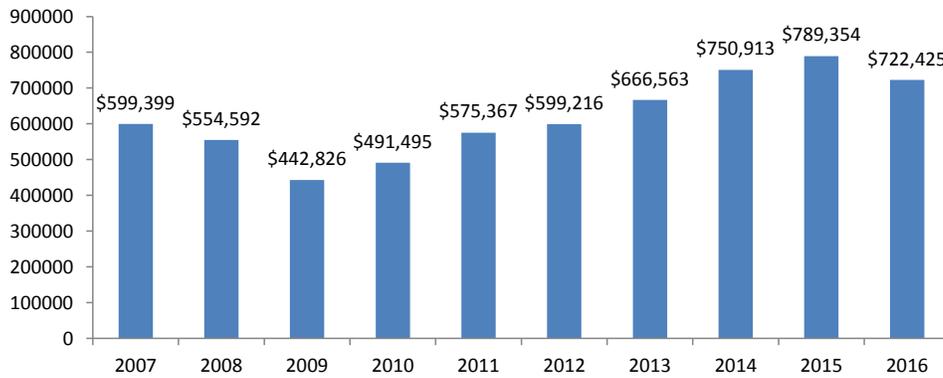
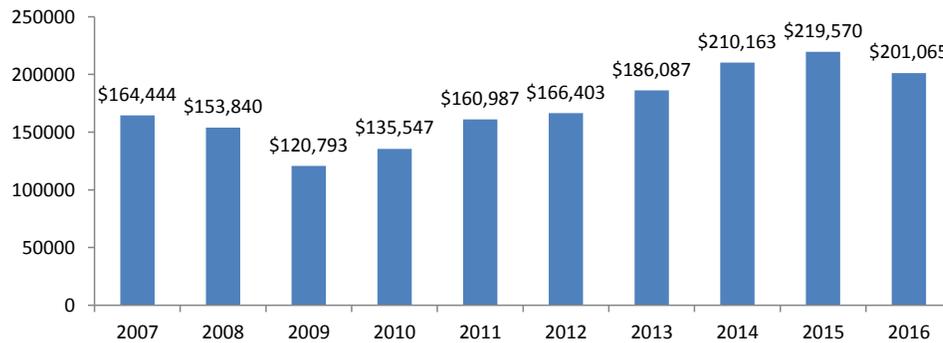


Figure 8. 2 Endowment Fair Value per FTE Student from 2007 to 2016



Operating <i>Revenues</i> (in Thousands)								
Year (as of June 30)	Gross Student Tuition and Fees	Net Students Tuition and Fees	Auxiliary Services	Private Gifts and Grants	Government Grants and Contracts	Investment Income	Other Income	Total Operating Revenues
2007	\$124,941	\$87,833	\$28,753	\$9,411	\$3,092	\$27,402	\$3,756	\$160,247
2008	\$131,765	\$92,705	\$30,306	\$9,605	\$3,796	\$30,355	\$3,823	\$170,590
2009	\$139,538	\$97,969	\$32,054	\$10,184	\$4,249	\$29,364	\$4,394	\$178,214
2010	\$142,965	\$99,510	\$29,046	\$9,589	\$5,026	\$29,562	\$4,755	\$177,488
2011	\$147,845	\$103,120	\$29,991	\$11,034	\$4,795	\$29,974	\$5,586	\$184,500
2012	\$154,846	\$107,738	\$30,848	\$12,350	\$3,190	\$29,480	\$5,615	\$189,221
2013	\$159,434	\$111,499	\$31,518	\$12,104	\$3,122	\$32,431	\$5,989	\$196,663
2014	\$165,547	\$115,421	\$32,905	\$12,351	\$3,887	\$35,551	\$6,274	\$206,389
2015	\$170,879	\$119,467	\$33,378	\$13,012	\$3,989	\$37,404	\$6,006	\$213,256
2016	\$176,613	\$121,848	\$36,414	\$12,220	\$4,031	\$42,279	\$5,689	\$222,481

From Audited Financial Statements.

Operating <i>Expenses</i> (in Thousands)							
Year (as of June 30)	Instruction	Research and Public Service	Academic Support	Student Services	Institutional Support	Auxiliary Services	Total Operating Expenses
2007	\$52,755	\$2,058	\$18,127	\$28,203	\$23,078	\$27,349	\$151,570
2008	\$57,150	\$2,371	\$19,750	\$30,581	\$26,771	\$30,138	\$166,761
2009	\$61,089	\$2,924	\$21,134	\$30,084	\$27,778	\$30,601	\$173,610
2010	\$63,057	\$3,377	\$21,556	\$30,556	\$27,458	\$26,659	\$172,663
2011	\$63,981	\$3,454	\$21,824	\$30,891	\$26,882	\$25,820	\$172,852
2012	\$66,250	\$2,616	\$23,660	\$33,289	\$26,994	\$26,447	\$179,256
2013	\$70,194	\$2,620	\$26,793	\$35,654	\$33,320	\$26,510	\$195,091
2014	\$73,338	\$3,403	\$26,871	\$36,242	\$33,854	\$27,072	\$200,780
2015	\$75,899	\$3,188	\$27,788	\$37,984	\$33,960	\$26,818	\$205,637
2016	\$80,435	\$3,164	\$29,759	\$38,494	\$36,452	\$30,933	\$219,237

From Audited Financial Statements.

Net Assets (in Thousands)				
Year (as of June 30)	Unrestricted	Temporarily Restricted	Permanently Restricted	Total Net Assets
2007	\$362,487	\$275,342	\$168,534	\$806,363
2008	\$346,161	\$250,316	\$175,735	\$772,212
2009	\$301,161	\$179,280	\$182,192	\$662,633
2010	\$323,221	\$202,398	\$192,557	\$718,176
2011	\$369,140	\$260,761	\$207,993	\$837,894
2012	\$357,717	\$233,869	\$217,372	\$808,958
2013	\$393,108	\$258,305	\$231,886	\$883,299
2014	\$430,600	\$293,095	\$252,564	\$976,259
2015	\$423,523	\$284,427	\$261,448	\$969,398
2016	\$388,183	\$243,377	\$287,271	\$918,831

From Audited Financial Statements.

Institutional Grants and Scholarships for Undergraduate Students*							
(in thousands except the percentages and average student indebtedness at graduation)							
Year	Freshman Tuition Discount Rate**	Merit Athletic Awards	Average Need- based Award	Average Merit- based Award	Average Merit Athletic Award	Average % of Financial Need Met	Average Student Indebtedness at Graduation
2007-08	29.6%	\$210	\$23	\$13	\$10	100%	\$17,700
2008-09	29.8%	\$319	\$25	\$13	\$9	95%	\$18,500
2009-10	30.4%	\$449	\$26	\$12	\$9	95%	\$18,800
2010-11	30.3%	\$563	\$26	\$12	\$9	95%	\$18,900
2011-12	30.4%	\$691	\$26	\$13	\$9	95%	\$20,149
2012-13	29.1%	\$773	\$27	\$14	\$10	95%	\$21,163
2013-14	31.7%	\$1,979	\$29	\$14	\$29	95%	\$22,500
2014-15	30.0%	\$3,232	\$30	\$14	\$33	91%	\$22,500
2015-16	32.0%	\$5,080	\$32	\$12	\$36	91%	\$22,500
2016-17	26.5%	\$7,680	\$33	\$12	\$37	91%	\$22,600

*Reported to the Common Data Set and U.S. News as estimates.

** Actual discount rate.

Financial Assistance									
Year (as of June 30)	Pell Grants	Other Federal Grants	State Grants	Institutional Grants (Funded)	Institutional Grants (Unfunded)	Total Student Grants	Allowances- Scholarships Applied to Tuition and Fees	Tuition and Fees	Total Discount Rate*
2012	\$1,445,000	\$329,230	\$772,000	\$10,952,300	\$35,826,470	\$49,325,000	\$47,108,000	\$154,846,000	30.42%
2013	\$1,538,000	\$279,000	\$829,000	\$11,882,000	\$35,774,000	\$50,302,000	\$47,935,000	\$159,434,000	30.07%
2014	\$1,688,000	\$236,000	\$883,000	\$13,265,000	\$36,625,000	\$52,697,000	\$50,126,000	\$165,547,000	30.28%
2015	\$1,655,000	\$256,000	\$806,000	\$14,796,000	\$36,360,000	\$53,873,000	\$51,412,000	\$170,879,000	30.09%
2016	\$1,725,000	\$264,000	\$842,000	\$14,455,000	\$40,046,000	\$57,332,000	\$54,765,000	\$176,613,000	31.01%

From Financial Statements.

* Discount rate includes undergraduate and graduate student revenue and scholarship awards.

Outright Giving for Current Operations as reported in the VSE* (in Thousands)							
Year (as of June 30)	Alumni	Parents	Foundations Gifts	Corporate Gifts	Other Organizations	Other Individuals	Total
2012	\$6,226	\$1,565	\$2,901	\$1,218	\$66	\$1,247	\$13,223
2013	\$5,977	\$1,556	\$2,600	\$1,338	\$83	\$306	\$11,861
2014	\$6,924	\$1,627	\$2,032	\$1,386	\$38	\$403	\$12,410
2015	\$6,672	\$1,717	\$2,694	\$1,506	\$72	\$398	\$13,058
2016	\$5,627	\$1,685	\$2,931	\$1,632	\$131	\$417	\$12,423

* Voluntary Support for Education survey.

All Outright Giving as reported in the VSE* (in Thousands)							
Year (as of June 30)	Alumni	Parents	Foundations Gifts	Corporate Gifts	Other Organizations	Other Individuals	Total
2012	\$14,697	\$7,703	\$5,487	\$3,221	\$117	\$2,722	\$33,945
2013	\$14,258	\$3,173	\$5,628	\$3,654	\$133	\$1,045	\$27,891
2014	\$18,917	\$2,454	\$6,397	\$3,213	\$38	\$610	\$31,630
2015	\$15,850	\$2,766	\$6,667	\$2,824	\$74	\$829	\$29,010
2016	\$14,915	\$2,898	\$6,350	\$2,707	\$132	\$558	\$27,559

* Voluntary Support for Education survey.

Definitions

Definitions BUCKNELL UNIVERSITY

TERM	DEFINITION	DEFINITION SOURCE
Worksheet of Admission		
First-year student	A student who has completed less than the equivalent of one full year of undergraduate work; that is, less than 30 semester hours (in a 120-hour degree program) or less than 900 contact hours .	IPEDS
SAT/ACT test score calculation	SAT/ACT calculation is for ALL enrolled, degree/certificate-seeking, first-time (freshman) students who submitted test scores. If students submitted both SAT and ACT scores, but only SAT scores were considered for admission, only report the SAT scores (and vice versa).	IPEDS
Transfer Student	A student entering the institution for the first time but known to have previously attended a post-secondary institution at the same level (e.g., undergraduate). The student may transfer with or without credit.	Common Data Set
Worksheet of Enrollment		
American Indian	A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.	IPEDS
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	IPEDS
Black	A person having origins in any of the black racial groups of Africa.	IPEDS
Degree Seeking	Students enrolled in courses for credit and recognized by the institution as seeking a degree, certificate, or other formal award. High school students also enrolled in postsecondary courses for credit are not considered degree/certificate-seeking.	IPEDS
First-Generation	A student for whom neither parent completed a four year bachelor's degree or higher.	IR Office
Full Time Students	Courseloads and full-time status: The normal courseload is four course credits. All degree candidates, including seniors, are expected to be enrolled each semester as full-time students, carrying a minimum of 3.0 and a maximum of 4.75 course credits, regardless of the number of course credits previously earned or planned for the future.	IPEDS
Full-Time Equivalent (FTE) of Students	The full-time equivalent (FTE) of students is a single value providing a meaningful combination of full time and part time students. IPEDS data products currently have two calculations of FTE students, one using fall student headcounts and the other using 12-month instructional activity. Bucknell University is using the fall headcount calculation.	IPEDS
Hispanic	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.	IPEDS
Home of Origin	Student's home of origin is Pennsylvania if he/she is U.S citizen and his/her Home State is PA; Student's home of origin is other U.S. State if he/she is U.S. citizen and his/her Home State is other states; Student's home of origin is other country if he/she is not a U.S. citizen.	IR Office
Multi-race	A person with more than one race.	IPEDS
Native Hawaiian/ Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	IPEDS
Nonresident Alien	A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.	IPEDS
Pell Grant	A Pell Grant is money the U.S. federal government provides for students who need it to pay for college. For details, see http://www2.ed.gov/programs/fpg/index.html	U.S. Department of Education

TERM	DEFINITION	DEFINITION SOURCE
Percent of Non-Residents	Percentage of the non-resident students out of the total students.	IR Office
Percent of US Minority	Percentage of the sum of Asian, Hispanic, Black, American Indian, Native Hawaiian/ Pacific Islander, and multi-race students out of the total students.	IR Office
Race Unknown	The category used to report students or employees whose race and ethnicity are not known.	IPEDS
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.	IPEDS

Worksheet of Student Success

Graduation Rate	The number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), as a percent of the number completing their program within 150 percent (six-year) of normal time to completion.	IPEDS
POSSE	The Posse Foundation identifies, recruits, and trains high school students with extraordinary academic and leadership potential to become Posse Scholars. For over 10 years, Posse has been on Bucknell's campus; we currently sponsor scholars from Los Angeles, Boston, and Washington D.C.	BU Website
Retention Rate	A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/ certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall.	IPEDS

Worksheet of Faculty and Staff

Faculty	Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.	IPEDS
FTE Staff	Full-time-equivalent (FTE) staff is calculated by summing the total number of full-time staff and adding one-third of the total number of part-time staff. Graduate assistants are not included.	IPEDS
Full-Time staff	As defined by the institution. The type of appointment at the snapshot date determines whether an employee is full time or part time. The employee's term of contract is not considered in making the determination of full or part time.	IPEDS
Terminal Degree	The highest earned degree in a discipline. In most cases, this is the doctorate (Ed.D., Ph.D., Doctor of Musical Arts, and Doctor of Jurisprudence). In the fine arts, the M.F.A. or Master's of Fine Arts degree is considered the highest appropriate degree.	IR Office

TERM	DEFINITION	DEFINITION SOURCE
Worksheet of Finance		
All Outright Giving	All annual giving including deferred giving and giving for capital purposes.	VSE Survey
Endowment Funds	Funds whose principal is nonexpendable (true endowment) and that are intended to be invested to provide earnings for institutional use. Also includes term endowments and funds functioning as endowment.	IPEDS
Financial Aid	Federal Work Study, grants, loans to students (government and/or private), assistantships, scholarships, fellowships, tuition waivers, tuition discounts, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses. This excludes loans to parents.	IPEDS
Outright Giving	Funds given for current operations.	VSE Survey
Tuition	The amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.	IPEDS
Tuition Discount Rate	Total financial aid awarded (does not include student loans nor student specific grant awards as determined by a government agency or third party) divided by total gross tuition and fees	IR Office
VSE	Voluntary Support of Education	VSE Survey

Bucknell Academic Colleges and Schools		
College of Arts & Sciences	Provides 47 majors. Courses are offered in the three traditional liberal arts divisions: humanities, social sciences, and natural sciences and mathematics.	Bucknell Academics
College of Engineering	Provides eight majors: Biomedical Engineering, Chemical Engineering; Civil Engineering, Environmental Engineering; Computer Engineering; Computer Science and Engineering; Electrical Engineering; Mechanical Engineering.	Bucknell Academics
School of Management	Provides five majors: Accounting and Financial Management; Global Management; Managing for Sustainability; Markets, Innovation and Design; Management for Engineers	Bucknell Academics
Graduate Studies	The College of Arts & Sciences graduate program leads to three degrees of Master of Arts (MART), Master of Science (MSCI), and Master in Education. The College of Engineering Graduate Program leads to five degrees of Master of Science in Chemical Engineering, Civil Engineering, Electrical Engineering, Environmental Engineering, and Mechanical Engineering.	Bucknell Academics

Bucknell
UNIVERSITY

**OFFICE OF INSTITUTIONAL RESEARCH
AND PLANNING**

One Dent Drive
Lewisburg, PA 17837
bucknell.edu