Middle States Commission on Higher Education
Institutional Profile 2015-16
[0470] **Bucknell University**

A. General Information

	Data on File (2014-15)	IP Data (2015-16)
Institution Name	Bucknell University	Bucknell University
IPEDS ID	211291	211291
OPE ID	00323800	00323800
Address	One Dent Drive Lewisburg, PA 17837 2086	One Dent Drive Lewisburg, PA 17837 2086
Telephone	570 577 2000	570 577 2000
Fax	570 577 3760	570 577 3760
Website	www.bucknell.edu	www.bucknell.edu
Student Achievement Website*	www.bucknell.edu/institutional-research-and-planning/institutional-data.html	www.bucknell.edu/institutional-research-and-planning/institutional-data.html
Control	Private (Non-Profit)	Private (Non-Profit)
Affiliation Type	None	None
Affiliated Organization:		
2010 Carnegie Classification	Baccalaureate - Arts & Sciences	Baccalaureate - Arts & Sciences
Calendar	Semester	Semester
Degree Granting Authority Type	State/State Office	State/State Office
Degree Granting Authority State or Country	Pennsylvania	Pennsylvania
Licensed to Operate in	PA	PA
Related Entities		
Name, State, Country	none	none

Approved Degree or Certificate Levels

Indicate the number of programs of study that your institution currently offers within each approved degree or certificate level. The degree levels reported here should be the degrees or certificates currently offered by the institution and approved within the scope of accreditation. The degree or certificate levels reported in the IP must match the institution's approved degree or certificate levels. Please ensure these are accurate as changes to degree or certificate levels fall under MSCHE Substantive Change policy.

Substantive change (prior approval) is required to add degree/certificate levels. Please see instructions for more detail.

	Data on File (2014-15)		IP Data (2015-16)	
	Approved	Number of Programs	Approved	Number of Programs
Postsecondary Award/Cert/Diploma (< 1 year)	no	0	no	0
Postsecondary Award/Cert/Diploma (>=1 year, < 2 years)	no	0	no	0
Associate's	no	0	no	0
Postsecondary Award/Cert/Diploma (>= 2 years, < 4 years)	no	0	no	0
Bachelor's	yes	67	yes	71
Postbaccalaureate Award/Cert/Diploma	no	0	no	0
Master's	yes	14	yes	14
Post-Master's Award/Cert/Diploma	no	0	no	0
Doctor's - Professional Practice	no	0	no	0
Doctor's - Research/Scholarship	no	0	no	0
Doctor's - Other	no	0	no	0

Initial Accreditation	1921		1921
Last Reaffirmed	2014		2014
Next Self-Study Visit	2023-24		2023-24
Next Periodic Review Report (PRR)	June 2019		June 2019
MSCHE Staff Liaison	Dr. Debra G. Klinman		Dr. Debra G. Klinman

Notes

Instructions

Institution Name

Review the full official name of your institution and verify that it is correct.

Notification of Institution Name Change. If the official name of the institution name changes, please send a letter (on institution letterhead) to MSCHE providing the new name and the date (mm/dd/yyyy) of the name change. Address the letter to your MSCHE staff liaison. You may email the letter (scanned copy) or place it in regular mail. Upon written request in the text of your letter, MSCHE will provide a letter acknowledging the name change. Upon receipt of your letter, MSCHE will update the institution name and document the date of the name change in our database. MSCHE will also contact the USDE to report the name change so that it will be updated in the Database of Accredited Postsecondary Institutions and Programs at http://ope.ed.gov/accreditation/. Please note: This does not necessarily make the name change in all USDE databases.

IPEDS Number

Verify the IPEDS ID number as displayed in the grid.

The IPEDS ID number is a unique identification number assigned to postsecondary institutions surveyed through the Integrated Postsecondary Education Data System (IPEDS). Also referred to as UNITID.

If the IPEDS ID number(s) are missing or incorrect, please contact Mr. Tze Joe at tjoe@msche.org to report the correct number.

OPE ID Number

Verify the OPE ID number as displayed in the grid.

The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations and other entities that are part of the eligible institution.

If the OPE ID number is missing or incorrect, please contact Mr. Tze Joe at tjoe@msche.org to report the correct number.

Institution Primary Address (Main Campus)

Review and verify the primary address of the institution for the main campus, including the street address(es), city, state, postal code, and country.

Please contact Mr. Tze Joe (tjoe@msche.org) if you need to correct the institution's address due to a spelling, typographical, changes required by the U.S. Postal Service, or other error at any time.

Notification of Institution Address Change. Institutions must notify MSCHE of any change to the institution's primary address. Please contact your MSCHE Staff Liaison if you are planning a change of address of the main campus or any other geographic locations, as such changes are considered substantive. A substantive change re(prior approval) request is required to change the address of any location (moving to a new location). The *only* exceptions that are permitted are spelling, typographical, or changes required by the U.S. Postal Service.

Institution Main Telephone

Update the phone number to which you prefer to have general inquiries directed if necessary. The phone number is published in our on-line Institution Directory.

Institutions Located Outside of the United States. Please provide the telephone number in International Number Format. Numbers in International Format should only contain the digits 0123456789. There should be no spaces or punctuation. Numbers must start with the country code. Do not include the international dialing prefix.

Institution Main Fax

Update the primary institutional facsimile number for the institution if necessary. The fax number is published in our on-line Institution Directory.

Website
Enter or update the web address for the institution's home page if necessary. This web site is published in our on-line Institution Directory.

Student Achievement Web Site *(formerly Consumer Information Web Site)*

Report the primary URL where the institution's retention rates, graduation rates, and/or other measures of student achievement are posted for the public. **The URL must meet the following requirements:**

- The link must be active, accessible to the public, and should not require a password;
- The page must originate from the institution's own web site;
- The information should be easy to locate and clearly labeled (such as student outcomes or student achievement);
- The information must contain *student outcomes data* or measures (e.g. graduation rates, retention rates, employment rates, normal time to completion, etc. as applicable to the mission of the institution) and should be as timely and up-to-date as possible.

This is a required field. You will not be able to lock down the IP if you do not enter valid data in this field. All MSCHE institutions, including candidates and accredited institutions, international institutions, graduate only, and/or transfer only institutions, must report a webpage that posts student outcomes data for the public.

> As required under the *Characteristics of Excellence, Standard 6: Integrity*, MSCHE expects institutions to make "information on institution-wide assessments available to prospective students, including graduation, retention, certification and licensing pass rates, and other outcomes as appropriate to the programs offered" (p. 23, para. 12) and that "institutional information [is] provided in a manner that ensures student and public access, such as print, electronic, or video presentation" (p. 23, para. 13).
>
> In addition, MSCHE policy *Advertising, Student Recruitment and Representation of Accredited Status* states: "#5 Information on student learning outcomes should be available to prospective students" (p.2). This policy is availabe on the MSCHE website at http://www.msche.org/?Nav1=POLICIES&Nav2=INDEX.
>
> Institutions that participate in Title IV programs, with students who accept federal financial aid, must be in compliance with 34 CFR 668.41(d) and 668.45. Disclosure of certain information to current and prospective students, including but not limited to retention rates, completion/ graduation rates, placement/ employment rates, are requirements of HEA. The revised requirements for disclosure of consumer information were effective July 1, 2010 (the effective date of the final regulations). A document from the National Postsecondary Education Cooperative is available at http://nces.ed.gov /pubs2010/2010831rev.pdf for reference purposes. In addition, the Office of Federal Student Aid offers an online training module on consumer information - please visit http://fsatraining.info for information.

Recommended Approach. Many institutions have a single portal page on the institution's web site that provides hyperlinks to disclosure information. Some institutions call this Consumer Information Page, Student Right to Know, HEOA, Fast Facts, At A Glance, etc.. This is the recommended approach as it consolidates the information in one place and meets multiple accountability requirements at one time. On an annual basis, MSCHE IP staff will specifically check that there is a section on Student Outcomes which provides data or measures of student achievement for the public. Institutions may provide links to third party data sites such as College Navigator or UCAN but the link *must originate from their own website*.

Follow-Up will be requested if requirements are not met. MSCHE staff reviews the submissions for all institutions on an annual basis. If your institution does not meet this requirement, the IP Key User and the ALO will be sent an email requesting an update or corrective action. MSCHE submits a report listing the institutions and the reviewed URLs to the Council on Higher Education Accreditation (CHEA), in accordance with CHEA recognition criterion 12(B)1.

Please email Dr. Amy Moseder, Senior Policy Analyst/Researcher at amoseder@msche.org if you have any questions.

Control

Review the control category that describes the institution.

Control (of institution) is a classification of whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control). This field is related to Affiliation.

Please contact Mr. Tze Joe (tjoe@msche.org) if you need to modify or change the control category on record.

Control	
Public	an educational institution in which the programs and activities are operated by publicly elected or appointed school officials and which is primarily supported by public funds (federal, state, territorial, county,

	township, city, other).
Private, Non-profit	a private institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds and operated by other than publicly elected or appointed officials. These include both independent nonprofit schools and those affiliated with a religious organization.
Private, For-Profit	a private institution in which the individual(s) or agency in control receives compensation other than wages, rent or other expenses for the assumption of risk.
	From Council for Higher Education Accreditation, p. 48

Affiliation

Review the **Affiliation Type** and insert missing information, if necessary.

Affiliation is defined as a formal or informal relationship with another entity.

Affiliation	
None	There is no affiliation with another entity
Government-Federal	Public institutions that have a relationship or affiliation with a federal agency such as the Department of Defense.
Government-Local	Public institutions that have a relationship or affiliation with a local government entity such as a County.
Government-State	Public institutions that have a relationship or affiliation with the state.
Government-State and Local	Public institutions that have a relationship with both the state government and a local government entity such as a county. Community colleges in New Jersey are labeled Government-State and Local because they are affiliated with the State of New Jersey and their local county.
Government-State Systems	Public institutions that are part of a state system such as PASSHE, SUNY, CUNY or the University System of Maryland.
Other	Institutions that have a relationship with some other entity not included in the other categories
Religious	Institutions that have a relationship with a religious entity.
Tribal	Institutions that have a relationship with a sovereign Indian tribe.

Enter the name of the **Affiliated Organization** in the open text field. An affiliated organization or provider may be a subsidiary, parent, sibling, or other entity (for-profit or non-profit) related to the institution (except through contractual arrangement) to the accredited institution. For religious institutions, enter the name of the denomination in this field.

Carnegie Classification

MSCHE uses the categories in the **2010 Carnegie Classification - Basic Classification**. The classification categories are determined by the Carnegie Foundation as shown in the chart below.

NOTE: The Carnegie Classification is currently being updated. On October 8, 2014, the Carnegie Foundation for the Advancement

of Teaching announced that it transferred responsibility for the Carnegie Classification of Institutions of Higher Education to Indiana University Bloomington's Center for Postsecondary Research (effective Jan 1, 2015). In January 2016, the Center released a preliminary version of the **2015 Carnegie Classification,** and collected feedback from institutions during an open comment period (through Feb 1, 2016). In early February 2016, the Center officially released the 2015 Carnegie Classification. Because the classification could not be uploaded in its entirety for MSCHE institutions in time for the IP, **MSCHE will continue using the 2010 version for the 2015-16 IP.** MSCHE will update the 2015 Classification in our system later this spring (after the IP) and it will be viewable on the Institution Directory and Statement of Accreditation Status on the MSCHE website. Staff will notify institutions via email when the update is complete.

The classification is uploaded into the MSCHE system directly and will not be modified unless the change is made by the Carnegie Classification of Institutions of Higher Education.

		2010 Carnegie Classification - Basic Classification
ID	Category	Category Explanation
1	Assoc/Pub-R-S	Associate's--Public Rural-serving Small
2	Assoc/Pub-R-M	Associate's--Public Rural-serving Medium
3	Assoc/Pub-R-L	Associate's--Public Rural-serving Large
4	Assoc/Pub-S-SC	Associate's--Public Suburban-serving Single Campus
5	Assoc/Pub-S-MC	Associate's--Public Suburban-serving Multicampus
6	Assoc/Pub-U-SC	Associate's--Public Urban-serving Single Campus
7	Assoc/Pub-U-MC	Associate's--Public Urban-serving Multicampus
8	Assoc/Pub-Spec	Associate's--Public Special Use
9	Assoc/PrivNFP	Associate's--Private Not-for-profit
10	Assoc/PrivFP4	Associate's--Private For-profit
11	Assoc/Pub2in4	Associate's--Public 2-year colleges under 4-year universities
12	Assoc/Pub4	Associate's--Public 4-year Primarily Associate's
13	Assoc/PrivNFP4	Associate's--Private Not-for-profit 4-year Primarily Associate's
14	Assoc/PrivFP4	Associate's--Private For-profit 4-year Primarily Associate's
15	RU/VH	Research Universities (very high research activity)
16	RU/H	Research Universities (high research activity)
17	DRU	Doctoral/Research Universities
18	Master's L	Master's Colleges and Universities (larger programs)
19	Master's M	Master's Colleges and Universities (medium programs)
20	Master's S	Master's Colleges and Universities (smaller programs)
21	Bac/A&S	Baccalaureate Colleges--Arts & Sciences
22	Bac/Diverse	Baccalaureate Colleges--Diverse Fields
23	Bac/Assoc	Baccalaureate/Associate's Colleges
24	Spec/Faith	Special Focus Institutions--Theological seminaries, Bible colleges, and other faith-related institutions
25	Spec/Med	Special Focus Institutions--Medical schools and medical centers
26	Spec/Health	Special Focus Institutions--Other health professions schools
27	Spec/Engg	Special Focus Institutions--Schools of engineering
28	Spec/Tech	Special Focus Institutions--Other technology-related schools
29	Spec/Bus	Special Focus Institutions--Schools of business and management
30	Spec/Arts	Special Focus Institutions--Schools of art, music, and design
31	Spec/Law	Special Focus Institutions--Schools of law
32	Spec/Other	Special Focus Institutions--Other special-focus institutions
33	Tribal	Tribal Colleges
34	Not Classified	Institutions that do not submit IPEDS or are otherwise not included in the Carnegie Classification are labeled in MSCHE's system as "Not Classified".

Calendar
Verify the predominant calendar system used at your institution. If there is no predominant calendar system at this institution, indicate the option that best characterizes your institution. Contact Mr. Tze Joe at tjoe@msche.org to modify or change the calendar system on record.

Calendar system is the method by which an institution structures most of its courses for the academic year. The academic year is defined as the period of time generally extending from September to June; usually equated to 2 semesters or trimesters, 3

quarters, or the period covered by a 4-1-4 calendar system (*definition borrowed from the [IPEDS Glossary](#)*).

4-1-4(calendar system)	The 4-1-4 calendar usually consists of 4 courses taken for 4 months, 1 course taken for 1 month, and 4 courses taken for 4 months. There may be an additional summer session.
Continuous Term	A calendar system classification that is used by institutions that allow students to enroll/start classes at any time during the year. For example, a cosmetology school or a word processing school might allow students to enroll and begin studies at various times, with no requirement that classes begin on a certain date.
Differs by Program	If programs are offered on more than one calendar, select "Differs by Program"
Other	Any calendar system that does not fall into any of the other categories.
Semester	A calendar system that consists of two sessions called semesters during the academic year with about 15 weeks for each semester of instruction. There may be an additional summer session.
Trimester	An academic year consisting of 3 terms of about 15 weeks each.

Degree Granting Authority

A degree is valid if it is properly granted (that is, not fraudulently or mistakenly granted) by an entity that has the legal authority to do so. There are three sources of authority to issue college degrees in or from the United States. A college can obtain that authority from Congress, a state government, or a recognized sovereign Indian tribe. Non-U.S. institutions may also possess degree granting authority from international countries. As part of the [Requirements of Affiliation](#), MSCHE accredited institutions have demonstrated that they have received authorization to offer degrees by an appropriate governmental organization.

a. Verify the **Degree Granting Authority Type** that authorizes your institution to offer postsecondary degrees. Federally chartered institutions (including military) should be labeled as "Congress." Non-U.S. Institutions should be labeled as "International Country."

Degree Granting Authority Type	
State	U.S. institutions that have DGA from a state within the United States, including Puerto Rico and the U.S. Virgin Islands.
Congress	U.S. institutions that have DGA as established by an Act of Congress
International Country	Non-U.S. based institutions that have DGA from a foreign country.
Tribal	Institutions with DGA from a recognized sovereign Indian tribe. For the most part, these institutions are tribally controlled and are located on reservations. MSCHE does not currently have any institutions classified as Tribal Colleges and Universities.

b. Enter the **Degree Granting Authority State or Country** that authorizes your institution to offer postsecondary degrees. If you are authorized by a state, you do not need to enter anything in the field for country. If you are authorized by a foreign country, you do not need to enter anything in the field for state.

Licensed to Operate In

As part of the Requirements of Affiliation, MSCHE accredited institutions have demonstrated that the institution is authorized to operate as an educational institution.

Please verify **Licensed to Operate In State or Country**. Make sure that each state(s)/province(s)/countr(ies) or other jurisdictions in which your institution was required to get national or local government permits or other forms of approval in order to conduct business there is listed. You may provide more than one licensure. Provide a state OR country; you do not need to provide both.

Related Entities
Indicate if the institution completing this form is related to another entity, within this region or elsewhere.

If the institution completing this form is related to another entity, within this region or elsewhere, and whether or not this entity is accredited by the Middle States Commission on Higher Education, provide the name, state and country of the related entity.

Excerpt from MSCHE's Related Entities policy statement available on our website at http://www.msche.org/?Nav1=POLICIES& Nav2=INDEX.

> A related entity may be a corporate parent, system administration or board, religious sponsor, funding sponsor (which, in some cases, may include an equity or investment fund), or other entity that can affect decisions related to accreditation (herein "Related Entities"). Related entities may include institutional or corporate layers or groups. Ordinarily, local, county, and state legislatures, other accreditors, local advisory boards, and government agencies are not related entities. The scope of this policy does not include "contractual relationships" in which the accredited entity contracts for services; these are governed by a separate Commission policy.

Do not report relationships that are listed as other locations such as Branch Campuses, Additional Locations, or Other Instructional Sites.

Approved Degree and Certificate Levels
Review and verify the category/certificate or degree levels that are listed as approved. Report the number of programs of study that your institution *currently offers* (active with student enrollment during the current academic year) within each level.

> **Approved degree and certificate levels are certificates or degrees offered by the institution that are approved within the scope of the institution's accreditation by MSCHE.** Please see the institution's Statement of Accreditation Status on the MSCHE website (Institution Directory) to see which certificate/degree levels are currently approved by MSCHE.

There should not be a great deal of variation in what is reported each year as approved degree and certificate levels are governed by Substantive Change rules. According to federal regulations (34 CFR 602.22), A New Degree Level may not be added or removed through the Substantive Change process. See the MSCHE Substantive Change Policy and accompanying Substantive Change Procedures for information about submitting a substantive change request. It is important that the institution report consistently each reporting period and what is reported here should be consistent with IPEDS. If the institution believes that a degree level was incorrectly reported in the past, please contact Dr. Amy Moseder, Senior Policy/Analyst at amoseder@msche.org.

> **Institutions are discouraged from removing degree or certificate levels from the scope of accreditation. Please note that if an approved degree level is removed, a substantive change request will be required to reinstate it, should the institution wish to offer that degree or certificate again in the future**. If the institution is absolutely sure that the degree or certificate level should be removed from the scope of accreditation, please send an email to the CHE Staff Liasion. The email will be stored in the institution's record as verification that the institution requested that the approved level be removed.

Please see the chart below for specific definitions for each level, which is borrowed from the IPEDS Glossary. In addition, the institution should consider the admissions requirements for the program in determining the appropriate level to place the program. For example, a bachelor's degree might be a requirement for admission into a certificate program that is offered by the institution, therefore the program should be classified as a postbaccalaureate certificate.

DEFINITIONS OF TYPES OF AWARDS (Adapted from the IPEDS Glossary)

Certificate: A formal award certifying the satisfactory completion of a postsecondary education program. MSCHE collects data on certificates of varying levels including postsecondary (less than 1 year, at least one but less than two academic years, at least two but less than four academic years), postbaccalaureate certificate, and Post-masters certificate. For purposes of data collection, Letters of Completion fall under these certificate levels. MSCHE does not have a category labeled Letter of Completion.

> Postsecondary award, certificate, or diploma 1 (less than one academic year)
>
>> -less than 900 contact or clock hours, or
>>
>> -less than 30 semester or trimester credit hours, or
>>
>> -less than 45 quarter credit hours
>
> Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
>
>> -at least 900 but less than 1800 contact or clock hours, or
>>
>> -at least 30 but less than 60 semester or trimester credit hours, or
>>
>> -at least 45 but less than 90 quarter credit hours

Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)

-1800 or more contact or clock hours, or

-60 or more semester or trimester credit hours, or

-90 or more quarter credit hours

Associate's or equivalent: An award that normally requires at least 2 but less than 4 years of full-time equivalent college work

Bachelor's or equivalent: An award that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. It also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years

Post-baccalaureate award/certificate: An award that requires completion of an organized program of study beyond the bachelor's. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree.

> NOTE: Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbacalaureate undergraduate programs, and students in these programs are undergraduate students.

Master's or equivalent: An award that requires the successful completion of a program of study of at last the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree

Post-Master's award/certificate: An award that requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctor's level.

Doctor's - research/scholarship: A Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. Some examples of this type of degree may include Ed.D., D.M.A., D.B.A., D.Sc., D.A., or D.M., and others, as designated by the awarding institution.

Doctor's - professional practice: A doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "First Professional" and may include Chiropractic (D.C. or D.C.M.); Dentistry (D.D.S. or D.M.D.); Law (L.L.B. or J.D.); Medicine (M.D.); Optometry (O.D.); Osteopathic Medicine (D.O.); Pharmacy (Pharm.D.); Podiatry (D.P.M., Pod.D., D.P.); or Veterinary Medicine (D.V.M.), and others, as designated by the awarding institution

Doctor's - other: A doctor's degree that does not meet the definition of a "doctor's degree - research/scholarship" or a "doctor's degree - professional practice."

More information is also available on the most recent post baccalaureate degree classifications at the Association for Institutional Research web site at http://www3.airweb.org/images/new%20post-baccalaureate%20degree%20classifications.pdf.

Middle States Commission on Higher Education
Institutional Profile 2015-16
[0470] **Bucknell University**

B. Key Contacts

Key Contact	Data on File (2014-15)	IP Data (2015-16)
Chief Executive Officer	Dr. John C. Bravman *President* 1 Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1511 Fax: 570 577 3369 Email: bravman@bucknell.edu	Dr. John C. Bravman *President* 1 Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1511 Fax: 570 577 3369 Email: bravman@bucknell.edu
Chief Academic Officer	Dr. Barbara Altmann *Provost* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1561 Fax: none Email: bka001@bucknell.edu	Dr. Barbara Altmann *Provost* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1561 Fax: none Email: bka001@bucknell.edu
Chief Financial Officer	Mr. David Surgala *Vp for Finance and Administration* 1 Dent Drive Lewisburg, PA 17837-2086 Phone: 570 577 3811 Fax: none Email: dsurgala@bucknell.edu	Mr. David Surgala *Vp for Finance and Administration* 1 Dent Drive Lewisburg, PA 17837-2086 Phone: 570 577 3811 Fax: none Email: dsurgala@bucknell.edu
Chief Information Technology Officer	Mr. Param Bedi *Chief Information Officer* 1 Dent Drive Lewisburg, PA 17837 Phone: 570 577 1557 Fax: none Email: param.bedi@bucknell.edu	Mr. Param Bedi *Chief Information Officer* 1 Dent Drive Lewisburg, PA 17837 Phone: 570 577 1557 Fax: none Email: param.bedi@bucknell.edu
Accreditation Liaison Officer	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu
Coordinator of Distance Education	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu
Coordinator of Outcomes Assessment	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu
Coordinator of Institutional Research Functions	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858

	Email: kth005@bucknell.edu	Email: kth005@bucknell.edu
Chair: Self-Study Steering Committee	Dr. Katie Faull *Professor of German and Humanities* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1289 Fax: none Email: faull@bucknell.edu	Dr. Katie Faull *Professor of German and Humanities* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1289 Fax: none Email: faull@bucknell.edu
Co-Chair: Self-Study Steering Committee	Dr. Thomas Solomon *Professor of Physics* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1348 Fax: none Email: tsolomon@bucknell.edu	Dr. Thomas Solomon *Professor of Physics* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1348 Fax: none Email: tsolomon@bucknell.edu
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Ms. Carol Kennedy *Executive Assistant to the President* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1511 Fax: none Email: carol.kennedy@bucknell.edu	Ms. Carol Kennedy *Executive Assistant to the President* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1511 Fax: none Email: carol.kennedy@bucknell.edu
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	Ms. Melissa Schnars *Administrative Asst. to the President* 1 Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1511 Fax: none Email: med026@bucknell.edu	Ms. Melissa Schnars *Administrative Asst. to the President* 1 Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1511 Fax: none Email: med026@bucknell.edu
Person Completing IP Financials	Mr. William D. George *Associate Controller, Accounting Services* Bucknell University 1 Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1228 Fax: 570 577 3760 Email: wdgeorge@bucknell.edu	Mr. William D. George *Associate Controller, Accounting Services* Bucknell University 1 Dent Drive Lewisburg, PA 178372086 Phone: 570 577 1228 Fax: 570 577 3760 Email: wdgeorge@bucknell.edu
Person Completing IP (Key User)	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu	Mr. Kevork Horissian *Assistant Provost for Institutional Research and Planning* One Dent Drive Lewisburg, PA 178372086 Phone: 570 577 3623 Fax: 570 577 1858 Email: kth005@bucknell.edu

☐ **Click here to indicate that you have reviewed and updated the entire list of Key Contacts above.**
(Required to "Lock Down" the IP data)

Instructions

Verify existing or provide additional information in ALL of the requested fields.

If a person has more than one function, please add his or her name to each category. Otherwise, the correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts.

Do not leave any contacts blank (*unless noted*). Do not enter "vacant." Provide the most appropriate contact name for the position.

Telephone/E-mail. Please note that the telephone number and e-mail address in each instance should be the individual's direct number or address, not the institution's main number or address. This information is exclusively for the internal use of the Commission staff, and it is not made available to the public.

Exception: Chief executive officers, chief academic officers, or provosts may provide either their own direct telephone number and e-mail address or those of their personal assistant authorized to receive private messages on their behalf.

International Addresses. For addresses outside the United States, the screen provides three address lines. Starting with Address Line 1, enter the entire mailing address in the postal format commonly used in that country.

Personnel Changes. If you are aware that a Key Contact will be leaving your institution after you lock down the IP, leave that person's name in his or her current role. The IP should be accurate as of the time of lock down. Subsequently, please notify Mr. Joe (tjoe@msche.org) by e-mail of the actual termination and/or any replacement, and he will make the change(s) on your behalf. If someone on the list is deceased or has left your institution, please also notify Mr. Joe.

Replace/Modify. For each key contact category, you may **replace** one person with another or **modify** (update) the information about an incumbent. To replace a person with someone already affiliated with your institution in the Commission's database, select from the list provided. If the replacement is not in the list of available names, please use the request form available at the bottom of the replace/modify screen. When you are notified that the person has been added to the list, you may modify the contact information if necessary.

Key Contacts Names and Descriptions:

System/District Chief Executive Officer
If your institution is designated as part of a system (public or private), provide the name and complete contact information of the System/District CEO. These data are collected so that we may coordinate with administrators from systems in preparation for accreditation visits and reviews. The name of the System/District Chief Executive Officer is posted on the institution's Statement of Accreditation Status (SAS).

Chief Executive Officer

Enter the name, title, address, city/state/zip, phone, fax and email of the Chief Executive Officer of the institution. The CEO is the primary point of contact with MSCHE and is the individual who will receive all key communications regarding policy and procedures, events, billing invoices, and voting ballots.

Accreditation Liaison Officer (ALO)

Enter the name, title, and phone number of the individual currently appointed by the chief executive officer of your institution to work directly with the Commission on matters of accreditation. This person may be the same as, or different from the IP Key Holder, or may hold any other job title at the institution, at the discretion of the CEO. Please see the Commission's Guidelines on the Accreditation Liaison Officer (ALO): Role and Responsibilities http://www.msche.org/documents/6B---5-ALO-guidelines-122109.pdf for more information. These data are collected because the ALO is the designated point of contact between MSCHE and the institution on matters related to accreditation review. It is important to notify the Commision of a change in the ALO as soon as possible.

Notification of Change of ALO: Please send the CHE Staff Liaison an email from the President of the institution indicating the change in ALO and provide the complete contact information of the new ALO (name, title, address, phone, email).

Chief Information Technology Officer
Enter the name of the person responsible for managing the institution's information technology department or functions, regardless of that person's actual job title. These data are collected in case there are technical issues with key communications between MSCHE and member institutions.

Coordinator of Distance Education
Enter the name of the person responsible for coordinating the institution's distance education courses. These data are collected for mailing lists to MSCHE events and training opportunities.

Coordinator of Outcomes Assessment Functions
Enter the name of the administrator or faculty member who is responsible for coordinating the institution's outcomes

assessment activities, regardless of that person's actual job title. For instance, this person may be a faculty member who is the chair of the outcomes assessment committee or other organized group that is driving the outcomes assessment efforts on campus. These data are collected for mailing lists to MSCHE events and training opportunities.

Coordinator of Institutional Research Functions

Enter the name of the person responsible for the institution's institutional research functions, regardless of that person's actual job title. For instance, the primary contact for institutional research may have the title Director of Institutional Research or the Institutional Research Coordinator. These data are collected for mailing lists to MSCHE events and training opportunities.

Chair/Co-Chairs of Self-Study Steering Committee

Complete this item ONLY if your institution is scheduled for a team visit in 2015-16 or 2016-17. (See the dates pre-formatted in General Information.) Provide the name and title of the Chair (or co-Chairs) of your institution's Self-Study Steering Committee. If your institution has more than two co-Chairs, select only two for the IP as contacts for the Commission staff. Please update these Chairs if those who are currently in the database were from a previous self-study or PRR and new Chairs have been appointed.

Person in the President's Office to Whom MSCHE Invoices Should be Sent

Enter the person who is responsible for coordinating the approval and payment of invoices from the Commission for dues and fees. The Commission will send its invoices by e-mail to this individual.

Person Who Should Receive a Copy of MSCHE Invoices (Optional)

Enter the person who should simultaneously receive a copy of the invoice sent to the president's office.

Person Completing IP Financials

Enter the person who is responsible for providing the financial data and who can answer questions about the meaning of the data. This person is responsible for verifying the accuracy of financial data and will be contacted if MSCHE staff have questions about submitted data.

Person Completing IP (Key User)

Enter the Key User who is responsible for the content of the IP (not necessarily the data entry person). This person is responsible for verifying the accuracy of other IP data and will be contacted if MSCHE staff have questions about submitted data.

VERIFY KEY CONTACTS

IMPORTANT: You must click the checkbox at the bottom of the Key Contact screen (see example below) **to verify that you have reviewed and updated the entire key contact list. This is a required field.** If you do not click the checkbox, you will receive an error message and you will not be permitted to lock down the IP.

Sample: ☑ **Click here to indicate that you have reviewed and accepted the list of Key Contacts above.**

(Required to "Lock Down" the IP data)

Middle States Commission on Higher Education
Institutional Profile 2015-16
[0470] **Bucknell University**

C. Student Achievement

1. Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2014, and June 30, 2015. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Postsecondary Certificate (less than 1 year)	0	0
Postsecondary Certificate (>= 1 year, < 2 years)	0	0
Associate's	0	0
Postsecondary Certificate (>= 2 years, < 4 years)	0	0
Bachelor's	853	868
Postbaccalaureate Certificate	0	0
Master's	26	22
Post-Master's Certificate	0	0
Doctor's - Professional Practice	0	0
Doctor's - Research/Scholarship	0	0
Doctor's - Other	0	0

Screening Question

Did your institution report Outcome Measures to IPEDS in the most recent survey?	no	yes

2. Outcome Measures

The Outcome Measures component collects award and enrollment data from degree-granting institutions on four undergraduate cohorts at two points in time: six-year and eight-year.

The four cohorts of degree/certificate-seeking undergraduates are:

- Full-time, first-time
- Part-time, first-time
- Full-time, non-first-time
- Part-time, non-first-time

All reporting institutions will report on an entering cohort year: 2008

Award Status at Six Years. IP Data (2015-16)

	2007 cohort	Exclusions to 2007 cohort (through August 31, 2013)	Adjusted 2007 cohort	Awarded by your institution (through August 31, 2013)	Percent of adjusted cohort who received an award from your institution by August 31, 2013
First-time entering					
Full-time	887	0	887	805	91
Part-time	0	0	0	0	0
Non-first-time entering					
Full-time	25	0	25	22	88
Part-time	0	0	0	0	0

Award and Enrollment Status at Eight Years. IP Data (2015-16)

2007 cohort	Exclusions to 2007 cohort (through August 31, 2015)	Adjusted 2007 Cohort	Awarded by your institution (through August 31, 2015)	Students who did not receive an award from your institution by August 31, 2015				Percent of adjusted cohort who received award from your institution by August 31, 2015	Percent of adjusted cohort who are still enrolled (at institution or another institution)
				Number still enrolled at your institution	Number who subsequently enrolled at another institution	Number of students whose subsequent enrollment status is unknown	Total number who did not receive an award from your		

institution

First-time entering									
Full-time	887	0	887	806	0	43	38	81	91	5
Part-time	0	0	0	0	0	0	0	0	0
Non-first-time entering									
Full-time	25	0	25	22	0	0	3	3	88	0
Part-time	0	0	0	0	0	0	0	0	0

Notes

Instructions

PART 1: Awards Granted

Report the total number of degrees, certificates, or other formal awards conferred by your institution between July 1, 2014 and June 30, 2015 (or other official year, if your institution uses an enhanced semester calendar).

Include:

- Formal awards conferred as a result of an academic or occupational/vocational program of study. The instructional activity completed as part of the program of study must be credit-bearing, but can be measured in credit hours, contact hours, or some other unit of measurement.
- Earned degrees and awards conferred by branches of your institution located within or outside the Middle States region, including foreign countries.

    Note: Although IPEDS was updated for the 2011-2012 reporting period to exclude "awards conferred by branches of your institution located in foreign countries," MSCHE will continue to collect awards conferred by branches of your institution located in foreign countries. Continue to include them in the count for the IP.

- Multiple awards earned by a single student. If an individual received two or more awards during the specified time period, report each award in the appropriate category.

Do Not Include:

- Awards earned but not yet conferred.
- Honorary degrees and awards.
- Awards conferred by an entity other than the postsecondary institution (such as the state, or an industry certificate).
- Informal awards (such as certificates of merit, completion, attendance, or transfer).
- Noncredit awards.

Screening Questions

Institutions that do not report Outcomes Measures to IPEDS are not required to fill out this section. Select "No" if you do not have to report Outcomes Measures to IPEDS to skip Part 2: Outcomes Measures.

PART 2: Outcomes Measures

This section is drawn directly from IPEDS and the instructions are copied exactly.

Purpose of Survey

The purpose of the Outcome Measures (OM) component of IPEDS is track the status of four undergraduate student cohorts at degree-granting institutions. Student completion awarded by the reporting institution and enrollment status is collected six and eight years after they entered the reporting institution.

General Instructions

Reporting Period Covered

This report requests data on four cohorts of entering degree/certificate-seeking undergraduates enrolled in your institution either (1) as of October 15, 2007 (or the institution's official Fall census date) or (2) during the period between September 1, 2007 and August 31, 2008. Institutions are to report the award status of these students as of August 31, 2013 (Six Year Status) and the award and enrollment status of these students as of August 31, 2015 (Eight Year Status).

Coverage

The Outcome Measures component collects data from degree-granting institutions on four degree/certificate-seeking student cohorts:
- Full-time, first-time entering students
- Part-time, first-time entering students
- Full-time, non-first-time entering students
- Part-time, non-first-time entering students

Who to Include in the Cohorts

All degree/certificate-seeking undergraduate students entering the institution (either during the fall term or during the 12-month period as described in the "Reporting Period Covered" section above) should be included in one of these four cohorts. Include students enrolled in the fall term who entered the institution for the first time in the prior summer term. For institutions that will report using a **full-year cohort,** count as entering students all those students who entered the institution between September 1, 2007 and August 31, 2008, and who were

enrolled for at least 15 days in a program of up to, and including, one year in length, or 30 days in a program of greater than one year in length.

Students must be enrolled in courses creditable toward a degree, diploma, certificate, or other formal award. Include students enrolled in courses that are part of a vocational or occupational program, INCLUDING those enrolled in off-campus centers and those enrolled in distance learning/home study programs.

Be sure to include students taking remedial courses if the student is considered degree-seeking for the purpose of student financial aid determination.

A student who is designated as a member of a cohort remains in that cohort, even if the student:
- Started as either a full-time or part-time student and later changes enrollment intensity.
- Transfers to another institution.
- Drops out of the institution.
- Stops out of the institution.
- Has not fulfilled the institution's requirements to receive a degree or certificate.

Who to Exclude from the Cohort

DO NOT include students in the cohort who are:
- Enrolled exclusively in courses not creditable toward a formal award or the completion of a vocational program.
- Exclusively taking CEUs.
- Exclusively auditing classes.
- Studying abroad (e.g., at a foreign university) if their enrollment at this institution is only an administrative record.
- In any branch campus located in a foreign country.

Reporting Instructions

The method used to establish the cohort reported on this survey has been predetermined by your institution's response to the predominant calendar system question (D1) on the Institutional Characteristics Header survey component of the IPEDS Fall 2015 Data Collection, according to the following rules:

    a. Institutions that offer a predominant number of programs based on **standard academic terms** (semesters, trimesters, quarters, or 4-1-4 plan) are considered academic reporters and will report using a **fall cohort** of students. Institutions may use a census date of October 15, 2007, or the end of the institution's drop-add period, or another official fall reporting date to determine the cohort. This should be the same reporting date established for your IPEDS Fall Enrollment report.

    b. Institutions that do not offer a predominant number of programs based on standard academic terms (as defined above) are considered either program or hybrid reporters and will report using a **full-year cohort**. These institutions must count as entering students all those students who entered the institution between September 1, 2007 and August 31, 2008, and who were enrolled for at least 15 days in a program of up to, and including, one year in length, or 30 days in a program of greater than one year in length.

Award Status at Six Years

Report the status of each of the four 2007 cohorts of entering degree/certificate-seeking undergraduate students as of six years of entering your institution. All students entering in 2007 should be included in one of these four cohorts. **Report each student only once.**

2007 Cohort: For some institutions, the initial **2007 cohort data** will be preloaded from either the Fall Enrollment (e.g., first-time entering and non-first-time entering students) or the Graduation Rates (e.g., first-time, full-time cohort) survey components. If your institution did not respond to either survey as an academic-year reporter or four-year institution, or if you are reporting on a full-year cohort, the information will not be preloaded and will be blank for data entry.

Revised 2007 Cohort (through August 31, 2013): Please review the data in the 2007 cohort column, and make any necessary corrections for omissions or double counting in the revised cohort column through August 31, 2013. If your data do not appear in the initial 2007 cohort column, please provide the enrollment data as requested in the revised cohort column.

Exclusions to 2007 Cohort (through August 31, 2013): Indicate the total number of students who left your institution as of August 31, 2013 for one of the following allowable reasons:
    a. The student is deceased or is totally and permanently disabled and thus unable to return to school.
    b. The student left school to serve in the armed forces or was called to active duty. (DO NOT include students already in the military who transfer to another duty station.)
    c. The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps.
    d. The student left school to serve on an official church mission.

NOTE: Students who leave the institution for one of the reasons noted in b, c, or d above, but return prior to the status date of August 31, 2013, may be subtracted from the cohort.

Adjusted 2007 Cohort: The adjusted cohort is calculated by subtracting the exclusions from the revised cohort.

Awarded by your institution (through August 31, 2013): Report the number of students from the four entering cohorts who have received an award (degree or certificate) from your institution by August 31, 2013, which is six years after the students have entered your institution. Include in these columns students who have received an award from your institution even if they are still enrolled at your institution or have transferred to another institution. For students who have earned multiple awards at your institution: only count the student once and report on the first award conferred by your institution (not the highest award conferred by your institution).

Percent of adjusted cohort who received award from your institution by August 31, 2013: This column will calculate the proportion of students who received an award from your institution for each entering cohort. The data from Awarded by your institution (through August 31, 2013) are divided by 2007 Cohort.

Award and Enrollment Status at Eight Years

Report the status of each of the four 2007 cohorts of entering degree/certificate-seeking undergraduate students as of eight years of entering your institution. All students entering in 2007 should be included in one of these four cohorts. **Report each student only once.**

2007 Cohort: This information will be preloaded from the Award Status at Six Years screen.

Revised 2007 Cohort (through August 31, 2015): Please review the data in the 2007 cohort column, and make any necessary corrections for omissions or double counting in the revised cohort column through August 31, 2015. Do not enter revisions since the six year status. Enter all revisions for the entire eight years since the students entered the cohorts.

Exclusions to 2007 Cohort (through August 31, 2015): Indicate the total number of students who left your institution as of August 31, 2015. do not enter exclusions since the six year status. Enter all exclusions for the entire eight years since the students entered the cohorts. Students may be excluded for the following allowable reasons:
   a. The student is deceased or is totally and permanently disabled and thus unable to return to school.
   b. The student left school to serve in the armed forces or was called to active duty. (DO NOT include students already in the military who transfer to another duty station.)
   c. The student left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps.
   d. The student left school to serve on an official church mission.

NOTE: Students who leave the institution for one of the reasons noted in b, c, or d above, but return prior to the status date of August 31, 2015, may be subtracted from the cohort.

Adjusted 2007 Cohort: The adjusted cohort is calculated by subtracting the exclusions from the revised cohort.

Awarded by your institution (through August 31, 2015): Report the number of students from the four entering cohorts who have received an award (degree or certificate) from your institution by August 31, 2015, which is eight years after the students entered your institution. Include in these columns students who have received an award from your institution even if they are still enrolled at your institution or have transferred to another institution. For students who have earned multiple awards at your institution: only count the student once and report on the first award conferred by your institution (not the highest award conferred by your institution).

Students who did not receive an award from your institution by August 31, 2015:

Report the enrollment status of each student from the four 2007 entering cohorts who have not received an award by August 31, 2015. Each student who has not received an award should be reported in only one of these columns.

Number still enrolled at reporting institution: Report the number of students still enrolled at the institution as of August 31, 2015. Do not include any students who have received an award by August 31, 2015. You may include students who you know are enrolling at your institution in the fall term immediately following August 31, 2015.

Number subsequently enrolled at another institution: Report the total number of students who transferred out of your institution (without a degree/award) and enrolled in another institution as of August 31, 2015. You may include students who you know are enrolling at the other institution in the fall term immediately following August 31, 2015. Only include students for whom you have confirmed subsequent enrollment.

Number of students whose subsequent enrollment status unknown: This column will be calculated by subtracting the sum of the Number still enrolled at your institution, Number who subsequently enrolled at another institution, and the Number awarded by your Institution (through August 31, 2015) from the adjusted 2007 cohort.

Total number of students who did not receive an award from your institution: The total number of students who did not receive an award by August 31, 2015 will be calculated by summing three columns:

Number still enrolled at your institution, Number who subsequently enrolled at another institution, and Number of students whose subsequent enrollment status is unknown.

Percent of adjusted cohort who received an award from your institution by August 31, 2015: This column will calculate the proportion of students who received an award by August 31, 2015 from your institution for each entering cohort. The data from Awarded by your institution (through August 31, 2015) are divided by Adjusted 2007 Cohort.

Percent of adjusted cohort who are still enrolled (at institution or another institution): This column will calculate the proportion of students who are still enrolled by August 31, 2015 either at your institution or another institution. The sum of data from the Number still enrolled at your institution and Number who subsequently enrolled at another institution are divided by Adjusted 2007 Cohort.

Glossary

Term	Definition
Adjusted cohort	The result of removing any allowable exclusions from a cohort (or subcohort). For the Fall Enrollment component, it is the cohort for calculating retention rate; for the Graduation Rates component, this is the cohort from which graduation and transfer-out rates are calculated; and for the Outcome Measures component, these are the four cohorts (full-time, first-time; part-time-first-time; full-time, non-first-time; and part-time, non-first-time) for which outcomes rates are calculated at 6 and 8 years.
Associate's degree	An award that normally requires at least 2 but less than 4 years of full-time equivalent college work.
Bachelor's degree	An award (baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education) that normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year cooperative (work-study) program. A cooperative plan provides for alternate class attendance and employment in business, industry, or government; thus, it allows students to combine actual work experience with their college studies. Also includes bachelor's degrees in which the normal 4 years of work are completed in 3 years.
Calculated value (CV)	Calculated value (CV) is used to designate fields that are generated (or calculated) based on data provided on other lines within the same part of a survey component. For example, a "balance" line or "other (detail)" line will be calculated as the difference between the total line and the sum of the remaining detail.
Certificate	A formal award certifying the satisfactory completion of a postsecondary education program.
Cohort	A specific group of students established for tracking purposes.
Entering students (undergraduate)	Students at the undergraduate level, both full-time and part-time, coming into the institution for the first time in the fall term (or the prior summer term who returned again in the fall). This includes all first-time undergraduate students, students transferring into the institution at the undergraduate level for the first time, and non-degree/certificate seeking undergraduates entering in the fall.
Exclusions	Those students who may be removed (deleted) from a cohort (or subcohort). For the Graduation Rates, Outcome Measures , and Fall Enrollment retention rate reporting, students may be removed from a cohort if they left the institution for one of the following reasons: death or total and permanent disability; service in the armed forces (including those called to active duty); service with a foreign aid service of the federal government, such as the Peace Corps; or service on official church missions.
First-time student (undergraduate)	A student who has no prior postsecondary experience (except as noted below) attending any institution for the first time at the undergraduate level. This includes students enrolled in academic or occupational programs. It also includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school).
Full-time student	Undergraduate: A student enrolled for 12 or more semester credits, or 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, or 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. Doctor's degree - Professional practice - as defined by the institution.
Full-year cohort	The group of students entering at any time during the 12-month period September 1 through August 31 that is established for tracking and reporting Graduation Rate (GR) and Outcome Measures (OM) data for institutions that primarily offer occupational programs of varying lengths. Students must be full-time and first-time to be considered in the cohort. For OM component, undergraduate students must enter in one of four cohorts: full-time, first-time; part-time, first-time; full-time, non-first-time; and part-time, non-first-time.
Integrated Postsecondary Education Data System (IPEDS)	The Integrated Postsecondary Education Data System (IPEDS), conducted by the NCES, began in 1986 and involves annual institution-level data collections. All postsecondary institutions that have a Program Participation Agreement with the Office of Postsecondary Education (OPE), U.S. Department of Education (throughout IPEDS referred to as "Title IV") are required to report data using a web-based data collection system. IPEDS currently consists of the following components: Institutional Characteristics (IC); 12-month Enrollment (E12); Completions (C); Admissions (ADM); Student Financial Aid (SFA); Human Resources (HR) composed of Employees by Assigned Position, Fall Staff, and Salaries; Fall Enrollment (EF); Graduation Rates (GR); Outcome Measures (OM); Finance (F); and Academic Libraries (AL).
Part-time student	Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits.
Postsecondary award, certificate, or diploma (at least 1 but less than 2 academic years)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 1 but less than 2 full-time equivalent academic years , or designed for completion in at least 30 but less than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours.
Postsecondary award, certificate, or diploma (at least 2 but less than 4 academic years)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least 2 but less than 4 full-time equivalent academic years , or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours.
Postsecondary award, certificate, or diploma (less than 1 academic year)	An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in less than 1 academic year (2 semesters or 3 quarters), or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours.
Revised cohort	Initial cohort after revisions are made. Cohorts may be revised if an institution discovers that incorrect data were reported in an earlier year.
Title IV institution	An institution that has a written agreement with the Secretary of Education that allows the institution to participate in any of the Title IV federal student financial assistance programs (other than the State Student Incentive Grant (SSIG) and the National Early Intervention Scholarship and Partnership (NEISP) programs).
Transfer-in student	A student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., undergraduate, graduate). This includes new students enrolled in the fall term who transferred into the institution the prior summer term. The student may transfer with or without credit.
Transfer-preparatory program	A program designed specifically to provide a student with the basic knowledge needed to transfer into a higher level program. For example, this may be the first 2 years of a baccalaureate level program for which the institution does not offer an award, or 2 years of undergraduate study needed for entrance into a first-professional program, or 1 or more years of undergraduate study needed for entrance into health services fields.
Undergraduate	A student enrolled in a 4- or 5-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

Middle States Commission on Higher Education
Institutional Profile 2015-16
[0470] **Bucknell University**

D. Enrollment (Unduplicated)

1. Fall Enrollment

	Data on File (fall 2014)		IP Data (fall 2015)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	132	54	188	48
Minimum credit load to be considered a full time student per semester	12	8	12	8
Full-Time Head Count	3538	43	3533	44
Part-Time Head Count	27	16	36	12

2. Credit Enrollment (fall 2015)

	Data on File (fall 2014)	IP Data (fall 2015)
Number of Students matriculated, enrolled in degree programs (Undergraduate + Graduate)	3570	3569
Number of Students not matriculated, enrolled in credit-bearing courses	54	56

3. Non-Credit Enrollment (Prior Year)

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Number of Students enrolled in non-credit, graduate level courses	0	0
Number of Students enrolled in non-credit, undergraduate level and other continuing education (excluding avocational) courses	0	0
Number of Students in non-credit avocational continuing education courses	0	0

Notes

Instructions

1. Fall Enrollment (fall 2015)

Total credit hours of all part-time students. Compute the total credit hours for fall 2015, using the institution's official fall reporting date (or as of October 15, 2015, whichever is sooner). Report separately for both undergraduate and graduate students. If your off-campus sites have different census reporting dates from the main campus cutoff date, please report the total number of credit hours, regardless of the census date.

Minimum credit load for a student to be considered full-time (per semester or equivalent unit). The general rule is that a full-time student is one who is enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. A full-time graduate student is enrolled for 9 or more semester credits, 9 or more quarter credits, or who is involved in thesis or dissertation preparation that the institution considers full-time.

If your definition of a full-time load varies by program or course of study, use the load representing the majority of your students. Explain the difference *briefly* in the Notes; if Commission staff or evaluators need further details, you can provide a full explanation at that time.

Headcount. Provide an unduplicated headcount of all full-time and part-time students, reporting undergraduate and graduate levels separately. The Commission will print the Total FT and PT headcount in its directory and will rely on it when selecting visiting teams of evaluators and for other purposes.

Institutions operating under a calendar that differs by program or enrolling on a continuous basis should include students who were enrolled in your institution at any time between August 1 and October 31 of 2015.

Include:

- Students enrolled in courses for credit at the main campus, at all branch campuses (except those that are separately accredited), and at all off-campus sites as defined in these Instructions (i.e., domestic or overseas branch campuses, additional locations, other instructional sites, and students in the institution's study-abroad program who are enrolled for credit at the reporting institution).

- Students enrolled in courses for credit who are not recognized by the institution as seeking a degree (i.e., students receiving certificates or diplomas for academic, occupational, or post-baccalaureate continuing professional studies).

Exclude:

- Students <u>exclusively</u> auditing classes.
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements.
- Students <u>exclusively</u> enrolled in courses that cannot be credited toward a degree or other formal award (i.e., non-academic, recreational, avocational [leisure], continuing education, workforce development, high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- High school dual enrollment students.

Summer Programs. Students attending the Summer 2015 session to complete requirements for graduation in 2014-15 are considered to be part of the 2014-15 cohort. However, students who start in Summer 2015 courses and continue into fall 2015, are to be counted in the 2015-16 cohort. Alternatively, use your institution's normal procedures for computing an academic year (e.g., Summer 2, Fall, Spring, and Summer 1), if applicable.

2. Credit Enrollment (fall 2015)

Matriculated (Degree-Seeking) Students
Report the unduplicated headcount of all enrolled students as of fall 2015 who are recognized by the institution as working toward a specific degree or certificate (i.e., matriculated, degree-seeking). Report also an unduplicated number of students who are not matriculated but who are enrolled in courses for which credit is awarded.

Exclude:

- Students <u>exclusively</u> auditing classes
- Students who receive the reporting institution's distance education programs but who receive credit from another institution through consortia or other agreements
- Students <u>exclusively</u> enrolled in courses that cannot be credited toward a degree or other formal award (i.e., non-academic, recreational, avocational [leisure], continuing education, workforce development, high school equivalency, or other similar certificates).
- Students at a reporting institution located abroad, who are study-abroad students from another U.S. institution, when those students will not receive their degrees from the reporting institution.
- Students who are matriculated but who are on leave and not actively pursuing a degree/diploma (i.e., not utilizing the

institution's faculty, staff, or facilities).
- High school dual enrollment students.

3. Non-Credit Enrollment

The purpose of reviewing non-credit enrollment is to consider the likely impact of this enrollment on the institution's faculty, facilities, revenue, and other overall operations and integrity.

- ○ Report the number of students enrolled in non-credit courses (i.e., courses that cannot be counted toward a degree). The reporting period is the entire *prior* academic year (July 1, 2014 - June 30, 2015). If you use a different calendar, use your institution's normal procedures for computing an academic year.

Count students without regard to whether they also enrolled in for-credit courses, and count them once if they enroll in more than one non-credit course. If a non-credit student takes a vocational course and an avocational course, count that student once under vocational.

Report headcounts separately for: (1) graduate level non-credit courses; (2) undergraduate level noncredit and other continuing education courses for which certificates of completion may or may not be provided (including ESL, remedial, or career-related skills and knowledge for vocations); and (3) avocational (self-improvement/leisure) courses.

If your institution has no system for separating enrollment in continuing education versus avocational courses, report all such enrollment as continuing education, and explain in the Notes section.

Include any pre-college students, because they also have an impact on the institution's physical, fiscal, and human resources.

For situations when the student is taking both noncredit and credit courses at the same time: Count the number of students enrolled in noncredit courses, that are not part of any formal curricula or degree program. You should NOT include audited courses that are part of a degree program. Realizing that not all student information systems track or code data the same way, rely on the course and whether it is a noncredit offering or a credit offering as defined by the institution.

Exclude:

- Students exclusively auditing classes that are part of a degree program.
- Students who receive the reporting institution's distance learning programs but who receive credit from another institution through consortia or other agreements.
- Students who are completing requirements for a class taken in a prior semester, who pay a basic registration fee for tracking purposes but who are not independently taking a scheduled non-credit course.
- Matriculated students who are required to take a particular non-credit course in order to graduate but who are not independently taking that scheduled non-credit course.

Avocational programs are defined in the IPEDS Glossary as Instructional programs in personal interest and leisure categories whose expressed intent is not to produce postsecondary credits, nor to lead to a formal award or an academic degree, nor result in occupationally specific skills.

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E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

Substantive change (prior approval) is required to offer Distance Education Programs.

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Screening Question		
Did your institution, in the most recent prior year (July 1, 2014 - June 30, 2015), offer distance education courses, as defined in the Instructions?	No	No

Part 2. Correspondence Education

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not Distance education.

Substantive change (prior approval) is required to offer Correspondence Education Programs.

	Data on File (2013-14)	IP Data (July 1, 2014 - June 30, 2015)
Screening Question		
Did your institution, in the most recent prior year (July 1, 2014 - June 30, 2015), offer Correspondence education courses?	No	No

Notes

Instructions

Part 1. Distance Education

Definition

MSCHE uses the federal definition of distance education*. **Distance education** means education that uses one or more of the technologies listed below to deliver instruction to students who are separated from the instructor and to support **regular and substantive interaction** between the students and the instructor, either synchronously or asynchronously. The technologies may include: (1) The Internet; (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (3) Audioconferencing; or (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed above.

A distance education course is a course in which the instructional content is delivered exclusively via distance education. Requirements for coming to campus for orientation, testing, or academic support services do not exclude a course from being classified as distance education.

Screening Question: Indicate whether your institution, in the most recent prior year (July 1, 2014 - June 30, 2015), offered courses for credit using distance education.   If a course was offered but no students enrolled, change your answer to "No" on this page and continue to Part 2: Correspondence Education.

Courses
If you selected 'Yes' in the screening question, provide:

(a) the **unduplicated headcount** of all students in the most recent *prior year* (July 1, 2014 - June 30, 2015) who took distance education courses for credit by your institution. Report the number of distance education courses only when instructional content is delivered *exclusively* via distance education (offered in its entirety through distance education). Do not include "hybrid" or "mixed delivery" courses. The Commission does not require prior approval to offer distance education *courses*.

(b) the **total number of registrations** in the most recent *prior year* (July 1, 2014 - June 30, 2015) who took distance education courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Exclude: Students who drop out during the drop/add period.

Programs
Report the number of degree or certificate programs offered during the prior year (July 1, 2014 - June 30, 2015) for which students could meet 50% or more of the requirements of an educational program by taking distance education courses. According to federal regulations, the Commission requires prior approval to offer programs that include 50% or more of the delivery of instruction through the use of information technologies. The institution should submit a substantive change request for the first two distance education programs.

Part 2. Correspondence Education

Definition

MSCHE uses the federal definition for correspondence education*. **Correspondence education** means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not distance education.

Screening Question: Indicate whether your institution, in the most recent prior year (July 1, 2014 - June 30, 2015), offered courses for credit using correspondence education. If a course was offered but no students enrolled, change your answer to "No" on this page.

Courses
If you selected 'yes' in the screening question, then provide, in the appropriate field:

(a) the **unduplicated headcount** of all students in the most recent prior year (July 1, 2014 - June 30, 2015) who took correspondence courses for credit by your institution. Report the number of correspondence education courses only when instructional content is delivered *exclusively* via correspondence (offered in its entirety through correspondence education). Do not include "hybrid" or "mixed delivery" courses. The Commission does not require prior approval to offer correspondence education *courses*.

(b) the **total number of registrations** in the most recent prior year (July 1, 2014 - June 30, 2015) who took correspondence courses for credit by your institution. "Registrations" refers to the sum of "seats" filled. Therefore, registrations may be duplicated if a student enrolls in more than one course.

Exclude: Students who drop out during the drop/add period.

Programs
Report the number of degree or certificate programs offered during the prior year (July 1, 2014 - June 30, 2015) for which students could meet 50% or more of the requirements of an educational program by taking correspondence education courses. According to federal regulations, the Commission requires prior approval to offer programs that include 50% or more of the delivery of instruction through correspondence education. The institution should submit a substantive change request for the first two correspondence education programs.

*Federal definitions can be found at https://www2.ed.gov/admins/finaid/accred/accreditation_pg12.html.

See the MSCHE Substantive Change Policy and acompanying Substantive Change Procedures for more information about submitting substantive change requests. You may also contact your staff liaison.

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F. Other Regional, National, and Specialized Accreditation

1. Accreditors Recognized by the U.S. Department of Education

Please list any other accrediting organizations that accredit your institution or its programs.

Data on File
(2014-15)

IP Data
(2015-16)

Accreditors Recognized by U.S. Secretary of Education

- National Association of Schools of Music, Commission on Accreditation,

Accreditors Recognized by U.S. Secretary of Education

- National Association of Schools of Art and Design, Commission on Accreditation

2. Other Accreditors

Please list any other accrediting organizations that accredit your institution or its programs.
Please separate each accreditor by semi-colon (;).

Accreditation Board for Engineering and Technology; Computing Accreditation Commission; American Chemical Society; Association to Advance Collegiate Schools of Business

Notes

Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Instructions

1. Accreditors Recognized by the U.S. Department of Education

Please verify and update the list of other regional, national and specialized agencies that accredit your institution. Include accreditors for which your institution is a candidate for accreditation (provide a note in the Notes section that you are a candidate for a particular accreditor).

The regional, national, and/or specialized accrediting organizations your institution reported last year are shown in the left column.

- ○ In the column on the right, check the box next to the name of the accreditors that currently accredit your institution or its programs. The applicable boxes must be checked each year. The items you selected last year will not carry over automatically to the Current IP Data column.

NOTE: To view the complete federal list, go to: http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized and http://www2.ed.gov/admins/finaid/accred/accreditation_pg7.html. This list contains regional, specialized and programmatic accrediting agencies that are recognized by the U.S. Secretary of Education. If you do not see an accreditor, please double check the federal list and make sure the agency has not changed its name. If the agency has changed its name, but the old name is listed, please check the old name. When the U.S. Department of Education updates the list, it will be updated in the MSCHE system.

2. Other Accreditors

If other accrediting organizations (not recognized by the U.S. Department of Education) are applicable for your institution, please insert them in the "Other Accreditors" section.

If your institution offers programs in collaboration with another institution, and the other institution is accredited for that program but your institution is not, do not list the accreditor.

*NOTE: You must enter all accreditations each year. Items selected last year (and found in the left hand column) are not automatically pre-populated for the current reporting year. You must make checkbox selections.

Please use the space in the Notes section to inform MSCHE of any change in (probationary status) or removal of accreditation by any other external accrediting body. MSCHE staff will contact you for more information.

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G. Instructional Personnel (Fall)

	Data on File **(fall 2014)**		**IP Data** **(fall 2015)**	
	Full-Time Headcount	**Part-Time Headcount**	**Full-Time Headcount**	**Part-Time Headcount**
Total Faculty	372	10	375	11

Notes

Instructions

Report an unduplicated headcount of full-time and part-time instructional personnel employed by your institution as of fall 2015.

Definitions:

Full-time vs. Part-time. Full-time personnel are either available for full-time assignment during the period being reviewed or are designated as "full time" in an official contract or appointment. Normally, employees who work approximately 40 hours per week for a full academic year are considered full-time. Individuals on sabbatical should be counted as full-time if their status was full-time prior to their leave. Faculty who teach only one semester or term are part-time, because the basis of measurement is a full academic year.

Adjunct professors. Count adjunct professors and visiting professors as part-time, unless you have a specific category for full-time adjunct or visiting professors. Adjunct faculty are defined by IPEDS as non-tenure-track positions where one has a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. An adjunct who serves only one semester should be counted as a whole (not one-half) part-time assignment.

Medical School Faculty. Include those faculty members who may be exclusively involved in clinical and pre-clinical instruction at the primary reporting location and at satellite or other locations where students rotate. Indicate in the Notes section the number of faculty with this role. Again, the purpose is to consider the likely instructional impact on the enrolled students.

Instructors. Include those personnel who may have the title of instructor but who are not student assistants, adjunct professors, and lecturers.

Compensated vs. Uncompensated. For the purpose of this survey, it is of no consequence whether instructional personnel are financially compensated or not. The purpose is to consider the likely instructional impact on the enrolled students.

Exclude:

- Professional staff, such as librarians, administrators, researchers, and others if they do not have faculty status at your institution, or if they have faculty status but do not teach as their primary activity *(Note: Instructional librarians with faculty status who teach credit-bearing courses would be included.)*
- Faculty who teach only non-credit courses
- Students (typically graduate students) having such titles as teaching assistant, teaching fellow, or research assistant.

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H. Other Geographical Locations

H-1. Study Abroad

This section is only required if your institution's Self-Study Visit is scheduled for 2016-17 or 2017-18.

Note:
Your institution's next Self-Study Visit is scheduled for 2023-24.

Instructions

This section is required ONLY if your self-study visit is scheduled for 2016-17 or 2017-18.

Note:
Your next Self-Study Visit is scheduled for... (THE IP PROGRAM HAS INSERTED THE DATE FOR YOUR INSTITUTION ON THE SCREEN.)

Definitions:

Study Abroad programs may be sponsored or co-sponsored by your institution. Report only sites where your institution has "ownership" over the curriculum (i.e. determines what will or will not be taught) and where your institution specifically approves which faculty members will or will not teach.

Contracts for programs where the reporting institution has an arm's length contractual relationship with the study abroad operators (i.e. without veto power over curriculum components and individual faculty) will be treated as if they are equivalent to articulation agreements for the purposes of the IP. They should not be reported here, but should be included, when appropriate, in your institution's self-study report.

A Study Abroad site, for purposes of the IP, is for U.S. students traveling to that country. A geographic location of the institution that is located in a different country is primarily for the benefit of local students (regardless of nationality, including U.S. nationals) living in that country. A site should not be reported as study abroad if it is already listed as a branch campus, additional location, or other instructional site.

Reporting:

For each country, enter the total number of sites at which your institution offers credit bearing study abroad programs, and enter the total number of students (undergraduate + graduate) who enrolled for the required reporting timeframe, which is defined as the *current year* (July 1, 2015 - June 30, 2016). If your semesters abroad run into the next reporting year (i.e. summer programs that start in June but run through August for example), include them in the current reporting year. Use the start of the semester as the date for inclusion in the current reporting timeframe.

Include only those students who are enrolled in study abroad programs **for which academic credit will be awarded by your institution**.

Exclusions:

- Do not count students from other institutions enrolled at your site *if your institution does not award the credit*, regardless of whether or not your institution provides the faculty and other services.
- Do not count individualized or group programs for students who may visit one or more sites in a given semester or over the course of study (i.e., not resident at the same site for an entire semester or equivalent period).
- Do not count exchange programs.
- Do not count international branch campuses, additional locations, or other instructional sites.
- If a country has no students enrolled, or if none are expected to enroll in the program(s) during this reporting period, delete it, even though there were students in a prior year and the institution still has contractual obligations with an affiliated provider or maintains its own physical plant in that location. Do not report sites that are permanently closed.

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H-2. Branch Campuses

The Commission defines a "Branch Campus" as a domestic or international location of an institution that is geographically apart, independent of the primary/main campus of the institution, and at which the institution offers at least 50% of the requirements of an educational program. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Substantive change (prior approval) is required to add, close, relocate or reclassify Branch Campuses. Please see instructions for more detail.

Data on File **(2014-15)**	**IP Data** **(2015-16)**
No Branch Campuses.	No Branch Campuses.

Instructions

Please verify existing and provide new or additional information for the current reporting period (July 1, 2015 - June 30, 2016).

Definitions:

The Commission defines a branch campus as a domestic or international location of an institution that is geographically apart, independent of the main campus of the institution, and at which the institution offers at least 50% of the requirements of an educational program. The branch campus is considered independent of the main campus if it is permanent in nature; offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Branch campuses are not considered to be temporary, but they may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The branch may be organized and managed by the institution itself or by contractual agreement with a third party.

A site listed as a "branch campus" may <u>not</u> be listed as an "additional location" or an "other instructional site."

The Commission's definition of a branch campus may not be the same definition the institution uses for state reporting purposes.

If a site is currently approved as a "Branch Campus", a substantive change request must be submitted to the Commission in order to close, relocate (change of address), or reclassify a Branch Campus to an additional location or other instructional site. Please see the <u>Substantive Change policy</u> and accompanying <u>Substantive Change Procedures</u> for more information about submitting a substantive change request. You may also contact your staff liaison.

Reporting:

Name. Verify the name of the branch campus.

IPEDS ID. Verify the IPEDS number as displayed in the grid.

If the IPEDS number is incorrect or missing, please contact Mr. Tze Joe at t<u>joe@msche.org</u> to correct/update it.

OPE ID. Verify the OPE ID number as displayed in the grid. The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations, and other entities that are part of the eligible institution.

If the OPE ID number is incorrect or missing, please contact Mr. Tze Joe at <u>tjoe@msche.org</u> to correct/update it.

Street Address, City, State, Postal. Verify the complete address for each branch campus, including street address, city, state, and zip code. <u>Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government</u>. A substantive change request is required to change the address of a Branch Campus.

Status. Indicate the status of the branch campus during the reporting period (the current year which is defined as July 1, 2015 - June 30, 2016). **Active** means there was activity at the site and the institution can report enrollment during the reporting period. **Inactive** means there was no student enrollment at the site during the reporting period although the institution maintains contractual arrangements and may use the site another year.

The Commission also uses **Approved-Not Yet Active (ANYA)** and **Approved-Not Yet Closed (ANYC)** as a status type to identify sites that have recently gone through the Substantive Change process. As indicated in the substantive change action letter sent to the institution, the institution must notify the Commission when the site has officially opened or officially closed (send an email to sc@msche.org with the open date/closed date). Staff will update the status from ANYA to "Active" or ANYC to "Closed" and you will be able to update the enrollment data in the current IP.

Partial year reporting. If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location **Active** and report the partial-year enrollment. In the **Notes** field at the bottom of the screen, provide an explanation and the date the activity began.

Please see the section of these instructions titled Substantive Change below for more detail. Please note the distinction between Inactive and Closed sites.

Total Degree Programs. Verify the number of degree programs or specialties that may be completed at this branch over time. Include all certificate/diploma programs but exclude avocational/leisure and noncredit courses.

This question does not refer to the number of *degrees awarded* at each branch by the institution. Instead, it applies to the **programs offered** at this particular site. <u>The degree levels offered at various sites must be included within the existing scope of the institution's accreditation</u>. That is, you cannot offer certificate/degree levels at branch campuses and additional locations if that certificate/degree level is not already approved within the scope of your institition's accreditation. See Section A: General Information, Approved Certificate anf Degree Levels to see what is currently approved, or view the institution's Statement of Accreditation Status (SAS) on the MSCHE website.

For each Branch Campus, click "Modify" and indicate the number of programs your institution offers for each of the following certificates and degree levels:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Total Headcount. Provide the unduplicated full-time and part-time headcount at each branch campus for the *current year* which is defined as July 1, 2015 - June 30, 2016 (estimated if your counts are not yet final),whether or not those students are matriculated in a specific degree or certificate program. If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at various branches may be duplicated if students attend multiple branches. The objective here is to identify the totals served at each branch. If duplicated, indicate that in the Notes section.

Exclude:

- Avocational/leisure and noncredit courses/programs;
- Distance education programs;
- Sites used only for internships or practica. However, if entire courses are available there for other disciplines, those sites should be counted.

Substantive Change:

Substantive change is required to add, close, relocate (change of address), or reclassify a branch campus (into an additional location or other instructional site). Please see the Substantive Change policy and the accompanying Substantive Change Procedures for information about the substantive change process. You may also contact your staff liaison.

Inactive Branch Campus. If an institution has no students at a branch during the reporting period (July 1, 2015 - June 30, 2016), but the institution maintains contractual obligations to maintain the branch, mark the status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating a branch as inactive is to avoid the necessity of submitting a substantive change request to close the branch campus (and submitting a subsequent substantive change request to reinstate it at a later time). However, a branch campus should not remain inactive for an excessive amount of time. After four years of inactivity, please review the institutional plans for the site and if applicable, proceed with a substantive change request to close the site permanently.

Relocate Branch Campus (Change of Address). Substantive change is required to relocate (change the address) of a Branch Campus. The only exceptions to this rule are changes required by local government / authorities (Ex. U.S. Postal Service) or the relocation of instructional activities due to a natural disaster.

Add or Close a Branch Campus.   Branch campuses may not be added or closed except through the Substantive Change process six months in advance of the addition or closing.   Noting that a Branch Campus is closed in the Notes field will NOT reflect that it is permanently closed in the MSCHE database and the branch campus will continue to appear in the IP and on the Statement of Accreditation Status (SAS) until you have sucessfully completed the substantive change process. Once a branch campus is closed, it is no longer visible in the IP or SAS and a substantive change request is required to reinstate or open it again at a later time.

Reclassify a Branch Campus (to an Additional Location or an Other Instructional Site). A substantive change request is required to reclassify a Branch Campus to an Additional Location or Other Instructional Site.

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H-3. Additional Locations

The Commission defines an "Additional Location" as a domestic or international location, other than a branch campus or an other instructional site, that is geographically apart from the primary/main campus and at which the institution offers at least 50% of the requirements of an educational program. Additional locations may include sites and locations utilized or established for limited, rather than ongoing provision of programs. If a location does not meet the 50 percent or more rule, it should be treated as an "Other Instructional Site."

Substantive change (prior approval) is required to add, close, relocate or reclassify Additional Locations. Please see instructions for more detail.

Data on File	**IP Data**
(2014-15)	**(2015-16)**
No Additional Locations.	No Additional Locations.

Instructions

Please verify existing and provide new or additional information for the current reporting period (July 1, 2015 - June 30, 2016).

Definitions:
The Commission defines an Additional Location as a domestic or international location, other than a branch campus or an other instructional site, that is geographically apart from the primary/main campus and at which the institution offers at least 50% of the requirements of an educational program. Additional locations may include sites and locations utilized or established for limited, rather than ongoing provisions or programs.   If a location does not meet the 50 percent rule, it should be treated as an "Other Instructional Site."

Additional Locations are not considered to be temporary but may be rented or made available to the institution at no cost by another institution, organization, agency, or firm. The location may be organized and managed by the institution itself or by contractual agreement with a third party. Programs may be accredited by another recognized accreditor. The criterion for reporting is whether the degree or certificate is awarded in the name of your institution.

An Additional Location may not also be listed as a "branch campus" or an "other instructional site."

The Commission's definition of an additional location may not be the same definition the institution uses for state reporting purposes.

If a site is currently approved as an "Additional Location", a substantive change request is required in order to close, relocate (change of address) or reclassify an Additional Location to a branch campus or other instructional site. Please see the **Substantive Change** policy and accompanying **Substantive Change Procedures** posted on the Commission's website. You may also contact your staff liaison.

Reporting:

Name. Verify the name of the additional location. If the name is incorrect, please contact Mr. Tze Joe at tjoe@msche.org to update/correct it.

IPEDS ID. Verify the IPEDS ID number for the site/location as displayed in the grid.

If the IPEDS ID number(s) are missing or incorrect, please contact Mr. Tze Joe at tjoe@msche.org to update/correct it.

OPE ID. Verify the OPE ID number for the site/location as displayed in the grid. The OPE ID number is an identification number used by the U.S. Department of Education Office of Postsecondary Education (OPE) to identify schools that have Program Participation Agreements (PPA) so that their students are eligible to participate in Federal Student Financial Assistance programs under Title IV regulations. The OPE ID number is a six-digit number followed by a two-digit suffix used to identify branches, additional locations and other entities that are part of the eligible institution.

If the OPE ID number is missing or incorrect, please contact Mr. Tze Joe at tjoe@msche.org to update/correct it.

Street Address, City, State, Postal code. Verify the complete address for each location. Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes. Substantive change is required to change the address of an Additional Location.

Status. Indicate the status of the additional location during the reporting period (the current year which is defined as July 1, 2015 - June 30, 2016). **Active** means there was activity at the site during the reporting period and the institution can report student enrollment. **Inactive** means there is no student enrollment at the site during the reorting period although the institution may maintain contractual arrangements and may use the site another year.

The Commission also uses **Approved-Not Yet Active (ANYA)** and **Approved-Not Yet Closed (ANYC)** as a status type to identify sites that have recently gone through the Substantive Change process. As indicated in the substantive change action letter sent to the institution, the institution must notify the Commission when the site has officially opened or officially closed (send an email to sc@msche.org with the open date/closed date). Staff will update the status from ANYA or ANYC to "Active" and you will be able to update the enrollment data in the current IP.

Partial-year Reporting. If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location as Active and report the partial-year enrollment. In the notes field at the bottom of the screen, provide an explanation and the date activity began.

Please see the section titled **Substantive Change** below for more detail. Please note the distinction between Inactive and Closed sites.

Certificate/Degree Programs. Report the number of academic programs offered at the location during the reporting period for which at least 50 percent of the program may be completed at the additional location over time. Include all certificate/diploma programs but exclude avocational/leisure courses.

IPEDS defines a program as "A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution." This question does not refer to the number of *degrees awarded* at each Additional Location by the institution. Instead, it applies to the the number of programs offered at this particular additional location. The degree levels offered at all geographic locations must be included within the existing scope of the institution's accreditation. That

is, you cannot offer certificate/degree levels at branch campuses and additional locations if that certificate/degree level is not already approved within the scope of your accreditation. See Section A: General Information, Approved Certificate and Degree Levels or the Statement of Accreditation Status (SAS) to see which levels are currently approved by the Commission.

For each Additional Location, click "Modify" and indicate the number of programs the institution offers at the site/location for each of the following certificate/degree levels:

- Postsecondary award, certificate, or diploma 1 (less than one academic year)
- Postsecondary award, certificate, or diploma 2 (at least one but less than two academic years)
- Associate's Degree
- Postsecondary award, certificate, or diploma 3 (at least two but less than four academic years)
- Bachelor's Degree
- Postbaccalaureate certificate
- Master's Degree (Including M.Div.)
- Post-master's certificate
- Doctor's degree - research/scholarship
- Doctor's degree - professional practice
- Doctor's degree - Other

Headcount. Provide the unduplicated full-time and part-time headcount at each additional location for the current year which is defined as July 1, 2015 - June 30, 2016 (estimated if your numbers are not final), whether or not those students are matriculated in a specific degree or certificate program. If a student changes status from full-time to part-time or vice versa, count the student as only one of the two, making your best guess as to which status the student should be placed based on the number of credits the student has completed during the reporting year. Indicate any such situations in the Notes section at the bottom.

Report graduate and undergraduate students separately. The headcounts at each additional location may be duplicated if students attend multiple locations (i.e., across locations but not within a location). The objective here is to identify the totals served at each location. If duplicated across locations, indicate that in the Notes section.

Exclude:

- Distance education courses; Count all distance education programs offered by the institution in section E. Distance and Correspondence Education.
- Sites used only for internships or practica. However, if entire courses are available there for other disciplines, those sites should be counted.

Partial-year Reporting. If an approved location opens or begins enrolling students in the middle of the reporting period, mark the location as Active and report the partial-year enrollment. In the notes section, provide an explanation and give the date activity began.

Substantive Change:

Substantive change is required to add, close, relocate (change of address), or reclassify an additional location into a branch campus or other instructional site. Please see the Substantive Change Policy and the accompanying Substantive Change Procedures for information about submitting a substantive change request. You may also contact your staff liaison.

- **Inactive Additional Location.** If an institution has no students at an additional location during the reporting period (current year July 1, 2015 - June 30, 2016), but the institution maintains contractual obligations to maintain the location, mark the status as inactive, and the headcount for the current year will be displayed as zero. The purpose of designating an additional location as inactive is to avoid the necessity of submitting a substantive change request to close the location (and submitting a subsequent substantive change request to reinstate it at a later time). However, an additional location should not remain inactive for an excessive amount of time. After four years of inactivity, please review the institutional plans for the additional location, and if applicable, proceed with a substantive change request to close the location permanently.
- **Change of Address (Relocation).** A substantive change request (prior approval) is required to relocate or change the address of an additional location. The *only exceptions* are a change in the address as required by local government (Ex: U.S. Postal Service) or a natural disaster forcing the relocation of instructional activities to a new location.
- **Add or Close an Additional Location.** A substantive change request is required to add or close additional Locations. Noting that an Additional Location is closed in the Notes field will NOT reflect that it is permanently closed in the MSCHE database, and the additional location will continue to appear in the IP and on the Statement of Accreditation Status (SAS) until you have successfully completed the Substantive Change process. In order to officially close an additional location, a substantive change request is required. Once an additional location is closed, it is no longer visible in the IP or SAS and a substantive change request is required to reinstate or open it again at a later time.
- **Reclassify an Additional Location** (to a Branch Campus or Other Instructional Site). A substantive change request is required to reclassify an additional location to either a branch campus or an other instructional site.

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H-4. Other Instructional Sites

MSCHE defines an "Other Instructional Site" as any off-campus site, other than those meeting the definition of a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit. Sites designated as Other Instructional Site do not require substantive change approval (except to reclassify them to a Branch Campus or Additional Location).

Do not report a site as an Other Instructional Site if 50% or more of a program can be completed at the site.

Data on File
(2014-15)

IP Data
(2015-16)

No Other Instructional Sites.

Instructions

Please verify existing and provide new or additional information for the current reporting period (July 1, 2015 - June 30, 2016).

NOTE: You must provide a <u>complete address information</u> including street address(es), city, state , postal code and country.

Definitions:

MSCHE defines an "Other Instructional Site" as any off-campus site, other than those meeting the definition of a Branch Campus or an Additional Location, at which the institution offers one or more courses for credit. Other Instructional Sites may be added though the IP (and do not require Substantive Change approval), or they may be deleted from the IP if there are no plans to use the site in the near future. That is, because 50% or more of a program cannot be completed at an other instructional site, a substantive change request is not required. However, substantive change approval is required to *reclassify* an other instructional site to a branch campus or an additional location. Please see the **Substantive Change** policy and accompanying **Substantive Change Procedures** posted on the Commission's website.

A facility listed as an "Other Instructional Site" may not also be listed as a "Branch Campus" or "Additional Location." If you believe that a site is currently classified incorrectly, please contact Dr. Amy Moseder at **amoseder@msche.org** for guidance about how to proceed. **Do not report sites where 50% or more of a program can be completed at the site.** For example, sites that offer *only* teacher certification (conferred by the state and not the institution) should be classified as an Other Instructional Site, not an Additional Location because the institution does not confer the credential. Also, sites that may have been initially intended as an Additional Location at the time of the Substantive Change request but in actuality only meet the definition of an Other Instructional Site should be re-classified from Additional Location to Other Instructional Site.

An "Other Instructional Site" located abroad is primarily for the benefit of local students (regardless of nationality, including U.S. national) living in that country. A Study Abroad site, for purposes of this report, is for U.S. students traveling to that country for a study abroad program, as specified in the instructions for section H1: Study Abroad.

Reporting:

- Report all Other Instructional Sites, and enter the street address, city, state, and country in which each site is located.
- Indicate the name of the site or facility at which courses are being offered.
- Enter the **unduplicated** total number of students taking courses for credit for the *current year* which is defined as **July 1, 2015 - June 30, 2016**, whether or not those students are matriculated in a specific degree or certificate program. If students attend multiple sites, the headcounts at various sites may be duplicated (i.e., across sites but not within a site). The objective here is to identify the totals served at each site and the likely impact on an institution's resources. Provide estimates if final counts are not available.
- Enter a 0 if there is no enrollment at the site for the reporting period (current year July 1, 2015 - June 30, 2016). If there are no plans to use the site in the future, you may delete it.

Exclude:

- Distance education programs;
- Study abroad programs;
- Sites already listed under Branch Campus or Additional location;
- Sites for which 50% or more of the requirements of a program can be completed there;
- Partial courses (report only entire courses);
- Sites used <u>only </u>for internships or practica. However, if entire courses are available there for other disciplines, those sites should be counted.
- Sites that are for high school dual enrollment courses only. If college courses are offered there, then report the site.

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I. Financial Information (Part 1)

Report the same Operating and Non-Operating expenses on the Institutional Profile that your institution reports to IPEDS (Integrated Postsecondary Higher Education Data Systems). The IPEDS Part and Line numbers are noted for each data element listed. * denotes a required field.

Verify the Fiscal Year Begin and Fiscal Year End dates. The default dates displayed represent the most recent fiscal year for which you would have audited financial statements.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.
Enter negative numbers using a minus sign. For example, enter -100,000, not (100,000).

Complete every field for which you have financial data. Shaded information cannot be modified online.

	Data on File Fiscal Year Ending 2014	IP Data Fiscal Year Ending 2015

Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.
  FASB (Financial Accounting Standards Board)
  GASB (Governmental Accounting Standards Board)
	FASB	FASB

Note: For Private and International institutions, the value is automatically set to FASB. FASB is the closest equivalent to the standard used by International institutions.

Is your institution's Auditor's report on financial statements Unqualified or Qualified? (Click on the '? Instructions' link for assistance.)		Unqualified
Fiscal Year Begin	7/1/2013	7/1/2014
Fiscal Year End	6/30/2014	6/30/2015
Does your institution allocate Operation & Maintenance of Plant expense?	Yes	Yes
Does your institution allocate Depreciation Expense?	Yes	Yes
Did you receive a USDE Financial Responsibility Composite Score letter?	No	No

	IPEDS Part-Line	Data on File Fiscal Year Ending 2014		IP Data Fiscal Year Ending 2015	
		Expenses	Includes O&M	Expenses	Includes O&M
Instruction	**E-01**	$73,338,000	$5,880,000	$75,899,000	$5,966,000
Research	**E-02**	$2,703,000	$0	$2,478,000	$0
Public Services	**E-03**	$700,000	$0	$710,000	$0
Academic Support	**E-04**	$26,871,000	$1,729,000	$27,788,000	$1,755,000
Student Services	**E-05**	$36,242,000	$4,579,000	$37,984,000	$4,646,000
Institutional Support	**E-06**	$33,854,000	$563,000	$33,960,000	$572,000
Auxiliary Enterprises	**E-07**	$0	$0	$26,818,000	$8,075,000
Net Grant Aid to Students	**E-08**	$0		$0	
Hospital Services	**E-09**	$0	$0	$0	$0
Independent Operations	**E-10**	$0	$0	$0	$0
Operation and Maintenance of Plant *	**E-Col 4**		$12,751,000		$21,014,000
Other Expenses	**E-11**	$0		$0	
Total Expenses		$173,708,000		$205,637,000	
Total Expenses from IPEDS Report	**E-13**			$205,637,000	

Notes

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I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report the data on the Institutional Profile in Section 2B below which can be obtained from your institution's audited financial statements and/or supporting documents.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2014	IP Data Fiscal Year Ending 2015
SECTION 2A -- Data from IPEDS			
Property, Plant and Equipment, net	**A-19**	$276,424,000	$305,280,000
Total Assets	**A-02**	$1,157,529,000	$1,263,295,000
Long Term Debt Related to Property, Plant and Equipment	**A-03a**	$62,285,000	$157,855,000
Unrestricted Net Assets	**A-04**	$430,600,000	$423,523,000
Temporarily Restricted Net Assets		$293,095,000	$284,427,000
Permanently Restricted Net Assets		$252,564,000	$261,448,000
Change in Net Assets	**B-04**	$92,960,000	($6,861,000)
Net Assets (Beginning of Year)	**B-05**	$883,299,000	$976,259,000
Adjustment to Net Assets (Beginning of Year)	**B-06**	$0	$0
Net Assets (End of Year)	**B-07**	$976,259,000	$969,398,000
Allowances/Scholarships (Applied to Tuition & Fees)	**C-08**	$50,126,000	$51,412,000
Tuition and Fees Revenue (Net of Allowances)	**D-01**	$115,421,000	$119,467,000
Depreciation Expense	**E-Col 5**	$17,304,000	$18,104,000
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Unrestricted Operating Revenue		$205,443,000	$211,803,000
Total Operating Revenue		$206,389,000	$213,256,000
Total Unrestricted Operating Expense		$200,780,000	$205,637,000
Total Operating Expense		$200,780,000	$205,637,000
Change in Unrestricted Net Assets		$37,492,000	($7,077,000)
Deposits Held by Bond Trustees		$0	$66,652,000
Principal Payments on Long Term Debt		$2,705,000	$2,894,000
Interest Expense on Long Term Debt		$1,657,000	$1,707,000

Notes

☑ **Click here to indicate that Mr. David Surgala has reviewed and approved the data on the "Financial Information (Part 1)" and "Financial Information (Part 2)" pages.**
(Required to "Lock Down" the IP data)

Instructions

Part 1

Screening Questions - The IP Key User is prompted to answer the following three finance questions upon logging on to the IP for the first time. The answer to each of the questions can be revised on the Financial Information page if it was answered incorrectly or the answer has changed. Note: The default response upon logging on is the value previously reported by your institution. (See the Screening Questions instructions for notes about this section.)

1. "Which reporting standard is used to prepare your institution's financial statements?"
2. "Does your institution allocate Operation and Maintenance of Plant expense?"
3. "Does your institution allocate Depreciation expense?"
4. "Did your institution receive a USDE Composite Score Letter for fiscal year ended 2014 or 2015? (This question is for Private Non-Profit and For-Profit Institutions, not for Public Institutions)

Entering Numerical data - Do not enter commas, decimal points, parenthesis or trailing zeros.

Foreign currency conversion - An institution that prepares its audited financial statements in a currency other than U.S. dollars should convert the value of their currency to U.S. dollars as of the date of their fiscal year end.

Auditor's Report - Unqualified or Qualified?

You must answer the question "Is your institution's Auditor's report on financial statements Unqualified or Qualified?" The previous year's data has been cleared, so you need to make a selection for the 2015-16 IP. If you are not familiar with these terms and do not know the answer to the question, please verify the answer with your Finance personnel.

Contrary to its connotation, a qualified opinion is not favorable. For example, Auditors will give a qualified opinion if an institution did not follow Generally Accepted Accounting Principles (GAAP) on one or more areas of its financial statements or if there was a Limitation of Scope, meaning the auditor did not receive the information and/or explanations deemed necessary for the completion of the audit.

If the Auditor's opinion is Qualified, please give a brief explanation in the Notes section.

Fiscal Year Begin/End

- If your institution has a December 31st year end, you should be submitting financial data from 01/01/2015 through 12/31/2015.
- If you do not have your final audited financial statements for fiscal year 2015, you can submit the prior year's data in the IP.
- As soon as you receive the audited financial statements for fiscal year ending 12/31/2015, they must be sent to the Commission via email to kjeffries@msche.org.

Expenses - Operating and Non-Operating

- Report **ALL** Operating and Non-Operating expenses by expense category (e.g., instruction, public service, auxiliary, etc.) The total expense for each category is the sum of restricted, temporarily restricted and unrestricted expenses.
- The sum of your institution's Total Expenses appears on the last line of the form. (This field is not accessible to the user.) and must match the Total Expenses you submitted to IPEDS.
- **You must report ALL expenses that you report to IPEDS including Auxiliary, Hospital, Independent Operations and Other Expenses.**

  IMPORTANT: If you do not submit IPEDS, then your Total Expenses should match the Total Expenses found on your Audited Financial Statements.

- The expenses reported in last year's IP were Total E&G only so the number displayed most likely will not be comparable to the current year's Total Expense figure.
- Where appropriate, the related part and line numbers from the IPEDS Finance section are listed on the IP for easy reference.

Net Grant Aid to Students (FASB) / Scholarship and Fellowship Expense (GASB)

Do not report any tuition discounts, scholarship allowances, etc., reported on the income statement under revenue in your institution's audited financial statements as Net Grant Aid to Student (FASB) or Scholarship and Fellowship Expense (GASB). Scholarship Expense is commonly reported by community colleges that actually have and expense related to scholarships. If you follow the line numbers provided from IPEDS you should not report the tuition discount/allowance from the revenue section incorrectly on the expense line.

Operations and Maintenance (O&M)

IPEDS requires institutions to allocate O&M even if it's not allocated in the audited financial statements. The Commission does not require O&M to be allocated, however, if it's easier to enter the same data as IPEDS, then you can choose "Yes" to the O&M Allocation question and enter the expenses in the O&M column in the IP as described below.

Question: Does your Institution allocate Operation & Maintenance of Plant expense?

> **YES -** For each expense category, enter the total expense amount (which includes the allocated O&M expense) in the column labeled "Expenses". Enter only the O&M amount for each expense in the column labeled "Includes O&M". The program will calculate the grand total of the O&M expenses and display it on the Operation & Maintenance of Plant Line highlighted in gray. The total used to be at the bottom of the column, however, now that the format has changed to match IPEDS, the Total line is no longer at the very bottom, just like IPEDS. One slight difference is that the O&M total in IPEDS is negative, in the IP it will be positive. (The Total field is not accessible to the user.)

>> NOTE: If you are copying the numbers from IPEDS, the figures in Column 1, "Total Amount" from are what you should be entering into the IP as "Expenses". The figures in Column 4, "O&M" are what you should be entering as "Includes O&M".

> **NO** - Enter the total O&M expense on the Operation and Maintenance of Plant line. (This amount should match the negative number found in Column 4, Line 8 or 11 of IPEDS, but should be entered as a <u>positive</u> number in the IP.)

Depreciation

Question: Does your Institution allocate Depreciation expense?

> **YES** - No additional data entry is required. In this case, Depreciation is included (has already been allocated) in the different expense lines in the audited financial statements and in IPEDS. Nothing is separated out in the IP.

> **NO** - Enter the total Depreciation expense on Line 9.

Part 2

This part is divided into two sections

- Section 2A is labeled "Data from IPEDS". This section requires data that can be taken directly from IPEDS, the related IPEDS lines are listed to assist with completing each line (if available).
- Section 2B is labeled "Data from Audited Financial Statements and other Institutional Financial Documents". This section requires data which can be taken directly from the institution's audited financial statements or other supporting financial documents, such as debt schedules, etc.

*** Important ***

A checkbox was added last year at the bottom of the page as a new requirement for verification. The Chief Financial Officer must click the checkbox to verify that he/she has reviewed and approved the financial data submitted on both Financial Information Part 1 & Part 2 pages. The IP Key User will not be able to Lock Down if the CFO had not clicked the checkbox.

Reminders

- Please report all financial data requested in this section for fiscal year 2015. Enter the required data on the appropriate lines following the same instructions above (entering numerical data and foreign currency.)
- Be sure to complete every line, unless the line is not applicable. For example, if your institution does not have Long Term Debt, you should place a -0- on that line and put a short explanation in the "Notes" section (e.g., "Institution has no long term debt.")
- If you leave a zero in any field you will get an error message to remind you to complete that field.
- If you cannot "update" the screen - DO NOT enter a "1" or other false figure, contact us immediately for assistance.

Net Assets and Change in Net Assets (Non-Profit and Public Institutions)

The Net Assets (Beginning of Year) is carried forward from the prior fiscal year's ending net assets and cannot be changed. A line labeled Adjustments to Net Assets (Beginning of Year) was added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to it's prior year's financial statements, or the Net Assets (Beginning of Year) has changed, use the Adjustment to Net Assets line to show the adjustment/difference.

Note: If the Net Assets (End of Year) does not equal the Net Assets (Beginning of Year), plus(minus) Adjustment to Net Assets (Beginning of Year), plus(minus) Change in Net Assets, you will be prompted to correct the data in one or more of these fields.

Shareholder Equity and Change in Shareholder Equity (For-Profit Institutions)

The Shareholder Equity (Beginning of Year) is carried forward from the prior fiscal year's ending shareholder equity and cannot be changed. A line labeled Adjustments to Shareholder Equity (Beginning of Year) was added similar to IPEDS and your Audited Financial Statements. If your institution had an Adjustment to it's prior year's financial statements, or the Shareholder Equity (Beginning of Year) has changed, use the Adjustment to Shareholder Equity line to show the adjustment/difference.

Note: If the Shareholder Equity (End of Year) does not equal the Shareholder Equity (Beginning of Year), plus(minus) Adjustments to Shareholder Equity (Beginning of Year), plus(minus) Change in Shareholder Equity, you will be prompted to correct the data in one or more of these fields.

Depreciation - If your institution does not allocate Depreciation and you answered "No" to the question in Part 1, the Depreciation amount you enter in Part 1 will automatically fill into the Depreciation line in Part 2, Section 2A.

Warning - "Long-Term Debt and Principal & Interest Payments"

- All three fields are linked together
- If you enter a Long-Term Debt amount, you must enter Principal & Interest payments.
- If you enter Principal & Interest Payments you must enter a Long-Term Debt amount.
- If your institution is part of a "system" or parent company and does not have it's own Long-Term Debt, you <u>should not</u> enter any Principal or Interest Payments.

<u>MOST COMMON ERRORS</u> institutions make when completing the Finance section of the Institutional Profile

- Overstating Expenses by recording O&M expense twice - if your institution allocates O&M, it is included in the Total Amount, Column 1 on each line in IPEDS. This is the same amount you should enter in the Expense column in the IP. (The same applies for Depreciation expense.)
- Reporting Tuition Discounts or Allowances in the IP as Scholarship and Fellowship Expense. (Tuition discounts or allowances are net of Revenue and should not mistaken for a Scholarship and Fellowship Expense (which is a common expense for public institutions.)
- Entering data in thousands of dollars, leaving out the necessary zeros. (Type 1,275,000, not 1,275.)
- Reporting the financial data for both the primary institution and the component units.* (Do not include the component units.)

A component unit is a legally separate organization for which the primary institution is financially accountable or closely related. Examples would include college housing corporations, a student government cooperative or a college/university foundation.

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K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than **April 15, 2016**.
<u>**NOTE:**</u> **Each file name needs to include the institution name** (can be abbreviated), **key words for each file** (examples in italics below) **and the fiscal year ending date.**

- A copy of the institution's fiscal year 2015 Audited Financial Statements [*AFS*]. If the institution's Management Letter is included in the AFS file, please use the label [*AFS-Mgmt*].

- A copy of the institution's fiscal year 2015 Management Letter [*Mgmt*]. If the institution does not have a management letter, please put a Note on the Financial Information (Part 1) page.

- A copy of the Finance section of the institution's IPEDS submission [*IPEDS*] for fiscal year 2015 (if you submit annual financial data to IPEDS).

- A copy of the institution's current Catalog [*Catalog*], PDF format preferred. If the catalog is not available in an digital/electronic that can be uploaded, please upload a Word document with the link(s).

File Type	Example File Name
Audited Financial Statements	InstitutionName-AFS 6-30-15
Management Letter	InstitutionName-Mgmt 6-30-15
IPEDS Submission	InstitutionName-IPEDS 6-30-15
Catalog	InstitutionName-Catalog

Upload Files

To upload electronic versions of the documents listed above do the following: **(Note: documents can only be uploaded one at a time.)**

1. Click on the **Add File** link below to display the **Select File to Upload** popup window.
2. Click on the **Browse** button to display the **File Upload** popup.
3. Locate the file to be uploaded in the **File Upload** popup window.
4. Double click on the file or single click on the file and then click on the Open button.
5. The **Select File to Upload** popup window will become the active window and the full pathname of the selected file will be displayed in the textbox.
6. Click on the **Upload** button to upload the selected file to the MSCHE server.
7. The **Select File to Upload** popup window will display a message once the file has been successfully loaded.
8. Close the popup window and repeat steps 1 to 7 to upload another file.
9. The selected file will be listed in the table below after it has been successfully uploaded.

Uploaded Files

File Name	File Type	File Size	Last Updated
Bucknell-IPEDS 6-30-15.pdf	Adobe Acrobat Document	158.95 KB	3/9/2016 9:24:15 AM
BucknellUniversity Course Catalog.pdf	Adobe Acrobat Document	3409.97 KB	2/15/2016 10:45:39 AM
BucknellUniversity-AFS-Mgmt6-30-15.pdf	Adobe Acrobat Document	654.68 KB	2/15/2016 10:44:25 AM

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Mr. Tze Joe
Information Technology Coordinator
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