



Appropriations Request 2015/16



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Pennsylvania State System of Higher Education
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Harrisburg, PA 17110**

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March 2015

Pennsylvania's State System of Higher Education:
Flexible, Collaborative, Student-Focused
Fiscal Year 2015/16 Appropriations Request

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Pennsylvania's State System of Higher Education: *Flexible, Collaborative, Student-Focused*

Pennsylvania's State System of Higher Education is the largest provider of higher education in the Commonwealth, offering high-quality, high-value educational opportunities to nearly 110,000 degree-seeking students and thousands more who are enrolled in certificate and other career-development programs.

The State System is committed to fulfilling its statutory mission of providing "high quality education at the lowest possible cost to students" (Act 188 of 1982). In doing so, it is pledged to being the "most flexible, most collaborative, most student-focused" university system in America.

Most important, the 14 State System universities—Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania—serve the Commonwealth's citizenry first.

Nearly 90 percent of State System university students are Pennsylvania residents and almost 80 percent of graduates remain here to live and to work after receiving their degree or certification, making clear the direct connection between the System and the overall health and vitality of the Commonwealth.

Further, more than 500,000 State System university alumni live in Pennsylvania. They are business

"Our universities are repositioning themselves to meet the demands and fiscal realities of both today and tomorrow...our focus must be laser sharp so that we can best prepare our students to be successful in their careers and in their lives, as leaders in their communities and in the new economy."

***Chancellor Frank T. Brogan,
"State of the System" address***

owners, healthcare workers, and teachers; doctors, lawyers, graphic designers, computer security specialists, and software engineers. They are community and civic leaders who serve their neighbors and the Commonwealth in every walk of life.

Quality is a hallmark of the State System's 14 universities. The vast majority of eligible academic programs are accredited by professional organizations nationally, an important stamp of approval from those who know the System's graduates best. Many of the universities are cited regularly for their excellence by national publications, including *Kiplinger's* magazine and *The Princeton Review*.

The average total price of attendance at a State System university—combined tuition, fees, room, and board—is below the national average for all four-year public colleges and universities, and

significantly below the median in the Middle States region (Delaware, Maryland, New Jersey, New York, Pennsylvania and Washington, D.C.), according to the College Board's most recent annual survey on college costs.

Through both necessity and design, the State System is very different today than it was even a decade ago, operating more efficiently and offering a broader array of programming, aligned to the changing needs of students and the Commonwealth. **(See Appendix B-1)**

As state support has declined or remained flat in recent years, the universities have moved to reduce costs. This year's Commonwealth appropriation, which is approximately the same as it was in 1997/98—17 years ago—will fund about one-fourth of the universities' operating budgets, compared to about one-half two decades ago. **(See Appendix B-11)**

The universities have engaged in a variety of innovative practices, including strategic sourcing, the use of energy saving corporations (ESCOs), and the automation of various processes and services, to avoid more than \$270 million in operating costs over the past decade. Through a combination of retirements, voluntary separations, and furloughs, the System has reduced its personnel complement by approximately 800 permanent employees from five years ago.

Still, many of the universities' most significant costs continue to grow rapidly, especially in areas over which the State System has no control, including pensions and healthcare benefits. **(See Appendix B-19)**

Greater flexibility for the universities

The State System's Board of Governors and the Chancellor have led the way in

“... the State System is very different today than it was even a decade ago, operating more efficiently and offering a broader array of programming, aligned to the ever-changing needs of students and the Commonwealth.”

providing the universities greater flexibility to respond to the changing higher education landscape, and the fiscal realities they face. This includes giving the universities greater authority to approve new academic programs, an essential tool to enable them to react quickly to workforce needs. For those programs that still require approval by the Board of Governors, the review process now takes much less time to complete.

This added flexibility is necessary to help ensure that the collective academic program offerings of the 14 universities align with current and emerging needs of Pennsylvania and beyond. Those needs vary by region across the Commonwealth. To better serve each of the university communities, the State System is conducting a gap analysis to aid in aligning academic program offerings with future regional needs and student interests. This analysis will identify shortages for selected career opportunities by region and the role State System universities can play in addressing those needs.

Since January 2014, the Board of Governors has approved 23 “flexible pricing pilots” designed to address the unique market conditions that also are affecting each of the universities. The pilots will be evaluated over a two- or three-year period to determine their effectiveness, and

“More than 11,300 State System university students took at least one of their courses online last year; more than 6,400 were enrolled solely in online courses.”

whether they should continue—and, perhaps, even be duplicated at other System universities. **(See Appendix B-12)**

The Board, recognizing the essential role of the campus communities, has granted to the individual Councils of Trustees at the universities a greater part in the presidential selection process when a vacancy occurs. The new process already has been completed successfully at two universities—Shippensburg and Kutztown.

All of these changes, while providing the universities greater flexibility, were designed to keep the focus on students and meeting their educational needs.

Collaboration provides greater opportunities, reduces costs

Through collaboration, the universities are further enhancing both their operational efficiencies and the student experience.

State System universities working together over the past several years have introduced joint programs in areas including nursing, social work, and educational leadership that have opened new opportunities for students while addressing critical workforce needs across the Commonwealth.

Through the use of technology, the universities are sharing courses—allowing students not only to take classes that might not otherwise be available at their university, but also to benefit from the expertise of extraordinary faculty at other institutions across the System.

The expansion of online courses and programs has created even more opportunities for both traditional students—those who enroll in college right out of high school—and adult learners, many of whom would not be able to take the time away from job and family commitments to take a “regular” class at a campus that might be located literally hundreds of miles away.

More than 11,300 State System university students took at least one of their courses online last year; more than 6,400 were enrolled solely in online courses. The State System universities now offer more than 110 online certificate and degree programs. During the most recent winter and summer breaks, the universities offered a combined 2,159 online courses, providing students significant opportunities to stay on track toward graduation or even to get ahead in earning their degree.

Potential students also have a valuable new tool to help make the process of applying for admission to one or more of the State System universities easier. The State System Admissions Application allows students seeking admission to apply to one or more of the State System universities without having to re-enter common information. Almost 30 percent of those now applying to the State System for admission are applying to more than one university. Of those using the new process, 93 percent have expressed their satisfaction with its ease of use.

“For more than a decade, the State System’s nationally recognized performance funding program has rewarded universities based on a variety of relevant measures of student success.”

In addition to collaborating in ways that directly benefit students, the universities also have capitalized on the benefits of being part of a system to generate significant cost savings in their daily business-related operations.

The universities share a wide array of administrative and support services, including employee payroll and benefits management, information systems, legal services, construction support, and others. A recent outside review indicated that the State System is a national leader in providing cost-effective, quality shared services for its universities. The universities are continuing efforts to identify additional services that could be shared in order to produce even greater cost savings and service enhancements.

At least in part because of these and other efforts to control and reduce costs, the State System has been able to limit annual tuition increases, a significant benefit to students and their families. In most years, those increases have been kept to about the rate of inflation.

Focused on student success

Nothing matters more than ensuring all students are successful, both in the classroom and in the rest of their lives. Providing the appropriate level of

support is necessary to help students achieve that success.

Ensuring each of the campuses is a safe and secure place for students to live and learn is the first step. The State System is committed to that goal, with the Board of Governors within the last year adopting several new, comprehensive policies designed to protect the safety and security of everyone on campus—students, staff, and visitors—including minors.

State System universities conduct a variety of programs designed to ensure a diverse student population, and to help all of their students achieve academic success. For example, efforts to recruit and retain underrepresented minorities have helped increase the percentage of minority students enrolled across the System from 11 percent of the student population in fall 2005 to 19 percent in fall 2014. Special programs designed to assist both active military members and veterans make a successful transition to college are offered on virtually every campus. **(See Appendix B-22)**

All of the universities provide a range of support services—from tutoring to career counseling—for any student who needs them.

Performance Counts

For more than a decade, the State System’s nationally recognized performance funding program has rewarded universities based on a variety of relevant measures of student success. As the State System continues to refine its performance funding program, its focus is on ensuring academic program excellence and relevance.

The dominant theme of the State System’s strategic plan, *Rising to the Challenge 2020*, is enabling more

students to obtain degrees and credentials that prepare them for life and the responsibilities of citizenship, and give them the assurance that the knowledge and skills learned will be connected to their career and communities. The plan, adopted by the Board of Governors in January 2014, includes a series of measurable goals designed to further ensure the universities are best meeting the needs of their students and the Commonwealth.

An even more extensive accountability program that will provide critical information about each of the universities also is being developed to help provide further assurances that students and the Commonwealth are receiving the most from their investment.

Working in Partnership with the Commonwealth

The appropriation received by the State System is essential to the universities' ability to succeed in their stated mission. The Commonwealth receives an exceptional return on its annual investment in the State System universities and their students—historically generating at least four dollars or more of economic impact for every dollar of taxpayer investment.

The State System is receiving \$412.8 million from the state this fiscal year. The percentage of the budget covered by the state appropriation has declined steadily; in recent years, state funding has remained flat while mandatory costs continue to rise beyond the normal rate of inflation.

The Board of Governors in October 2014 approved a 2015/16 appropriation request of approximately \$462.7 million—an increase of \$49.9 million, intended to fully cover the State System's projected new budget requirements next year. This would represent the first increase in the state appropriation since 2007/08.

Major cost drivers next year will be in the areas of healthcare and pensions, which together are expected to increase by almost \$30 million. The State System's overall operating budget requirements will rise in 2015/16 by about \$50 million, perhaps more. Expenditure requirements associated with employee salaries and wages are unknown at this time and are excluded from these budget estimates.

A detailed overview of the State System's 2015/16 operating budget and appropriations request, as approved by the Board of Governors, follows.

2015/16 Appropriation Request

The demands and expectations for higher education have never been greater. More than ever, today's world requires intellectual flexibility, as well as the ability to problem-solve and to quickly learn new fields and competencies in both face-to-face and virtual environments. Graduates need the ability to live and to work effectively in a diverse environment. State System universities are responding to those

demands and the opportunities they present by:

- **Aligning academic programs with real workforce and personal growth needs**

Students, parents, and the Commonwealth are entitled to expect quality in academic programs and the assurance that

the knowledge and skills they learn will connect to career and community.

- **Adapting to an ever-changing student population**

Pennsylvania's students are becoming more diverse in terms of age, race, ethnicity, socioeconomic background, academic support needs, and prior academic experience (credits and credentials). Students' expectations—coupled with a demand for education built around technology—create complex challenges for universities.

- **Providing greater flexibility in how, when, and where students learn**

In addition to *what* is taught, it is important *how* it is taught, and that student learning is evaluated. Program design, transfer and articulation of credits, credit for prior learning, and increased collaboration among providers must work together to ensure academic integrity and student learning, as well as affordability and efficient degree attainment.

Funding of the System's 2015/16 budget requirements is essential for continued progress toward meeting these expectations and ensuring a high quality, high-value education for the coming year and for years to come. Although these continue to be difficult economic times for the Commonwealth, funds dedicated to education are an important investment in Pennsylvania's future, and the return on that investment is enormous. Investing in public universities also will lead to greater affordability and cost predictability for

the nearly 110,000 State System students and their families.

The State System's 2015/16 proposed Educational and General (E&G) budget recognizes the significant economic challenges that continue to impede Pennsylvania's economy and revenue outlook.

For the fourth consecutive year, the final Commonwealth fiscal year 2014/15 budget included the same amount of funding for the System, which, in real terms, has significantly reduced the buying power of the universities. It is anticipated that the state's mandatory expenditure requirements will continue to exceed state revenue growth in 2015/16 and beyond; the same is anticipated for the State System. As the Commonwealth continues to implement budget-cutting strategies, System universities are doing so as well.

As statutorily required, the System's appropriations request is developed based upon university needs. The System and its universities continue to operate with limited growth in operating costs through strategic redirection of resources; embracing efficiency initiatives; and aggressively managing physical, financial, and human resources.

All System universities have become more productive by streamlining processes, aligning academic offerings, and eliminating or retooling underutilized programs and services. The 2015/16 operating budget continues to emphasize the prudent and creative use of available resources and provides for limited increases in basic operating costs; but, additional support from the Commonwealth is critical to the continued success of Pennsylvania's public universities and the students they serve.

While state appropriations represent a diminishing portion of the System's revenue, now supporting only 26 percent of the System's operating budget, most System universities are also experiencing enrollment declines with a corresponding adverse effect on tuition and fee revenues. The System's fiscal emphasis is on addressing the structural gap between revenues and expenses through strategic business model changes to ensure financial sustainability and relevancy of academic programs.

The following adjustments are reflected in the 2015/16 E&G budget:

Enrollment

Fall 2014 enrollment declined at 11 of the 14 State System universities, resulting in an overall reduction of approximately 2,800 full-time equivalent (FTE) students, or 2.8 percent. The general economic environment and declining numbers of high school graduates in Pennsylvania are contributing factors. Ten universities anticipate no growth or continued reductions in enrollment for fiscal year 2015/16, resulting in System-wide budget estimates based on an overall enrollment decrease of 862 FTE students, or 0.8 percent. However, enrollment projections vary significantly by university, with widely varying impacts.

Employee Complement

The State System has worked diligently in recent years to manage its human resources, filling only essential positions as they become vacant. With annual workforce cost increases outpacing anticipated revenue increases, the System continues to work to ensure the proper alignment of human and fiscal resources through workforce planning. Given the combined impact of the fiscal climate, enrollment reductions, and the

ongoing need to address program relevancy, several universities are in the midst of program alignment and workforce planning efforts that might result in eliminating faculty and/or nonfaculty positions over and above the complement changes reflected in this document. Such adjustments typically are excluded from appropriation request estimates, as universities are at various stages in the planning process. In some cases, compensation estimates have been reduced to reflect this commitment to workforce reduction; in other cases, universities continue to reflect Planned Use of Carryforward as a place holder until university plans have been finalized.

Anticipated Revenue

Tuition and Fees—Assuming no change in the System's tuition rates, university revenue estimates reflect a \$3.2 million reduction in tuition and fee revenue attributed to projected declines in enrollment. Changes in tuition revenue also reflect changes in the mix of students (e.g., full-time versus part-time, residency, and student level) and implementation of pricing flexibility pilots at most universities.

State Appropriation—The state appropriation included in this document reflects an increase in the E&G appropriation of \$49.9 million to a level of \$462.7 million.

All Other Revenue—Most universities do not anticipate increases and/or continuation of certain miscellaneous revenue sources until these revenues are received. In addition, they limit expenditures supported by these

specific revenue streams in their budget estimates.

Planned Use of Carryforward—Typical initiatives funded with carryforward include new academic programs, major equipment purchases and upgrades, facilities improvements, and transitions through demographic changes. Most universities reflect a Planned Use of Carryforward in 2014/15 to partially fund ongoing expenses as a transitional tool, while implementing multiyear realignments of programs and work force. The reduced reliance on carryforward in 2015/16 supports a corresponding reduction in expenditures through sustainable restructuring and completion of one-time capital projects and academic initiatives.

Anticipated Expenditures

Salaries—Compensation requirements for approximately 87 percent of System employees are established in collective bargaining agreements that will expire on or before June 30, 2015. Therefore, 2015/16 wage requirements are unknown at this time. In keeping with past practice, no pay adjustments beyond June 30, 2015, have been addressed in these budget estimates. (This is not to be viewed as a bargaining position.)

In some cases, 2015/16 salaries reflect a reduction as employees at the top of their pay scales received a one-time cash payment in 2014/15. These changes, coupled with projected savings from changes in complement and reductions in

student wages, will generate an estimated decrease in employee salaries and wages of \$3.0 million, or 0.4 percent.

Employee Benefits—The System's primary cost drivers for 2015/16 are retirement and health care costs. Overall, employee benefit expenditures are expected to increase \$29.9 million, or 8 percent, primarily due to mandatory increases in the state pension rates ranging from 21 to 25 percent, totaling \$13.6 million; and health care rates, ranging from 7 to 16 percent, totaling \$16.4 million.

The two primary Commonwealth pension programs, the State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS), continue to experience financial stress that is resulting in significant rate increases as employers are required to make larger contributions to bolster the funds' solvency. Approximately half of the System's employees have chosen SERS or PSERS as their retirement vehicle. In accordance with Commonwealth budget guidelines, the SERS employer contribution rate that is most applicable to the System is projected to increase from 19.9 percent of salaries to 24.9 percent of salaries, or an increase of 25 percent. PSERS rates are expected to increase 21 percent. **(See Appendix B-19)** Retirement rates associated with the alternative retirement programs remain the same at 9.3 percent of salaries. Combined retirement costs—various rate increases applied to a relatively stable salary and wage base—are expected to

increase in 2015/16 by \$13.8 million, or 14 percent. Of those employees who receive health benefits, approximately 62 percent are enrolled in the State System's health care program. The employer share of health care costs for active employees and retirees within the System-managed program is expected to increase an average of 7 percent next year based upon a combination of national trends, the System's health care experience, participation in the wellness program, and the anticipated change in complement. These estimates also include additional costs required by federal health care reform.

The remaining 38 percent of System employees receive health care through the Pennsylvania Employees Benefit Trust Fund (PEBTF). The Commonwealth budget guidelines include 2015/16 employer rate increases of 7 percent for PEBTF and 16 percent for retiree health care.

Combined health care costs are anticipated to increase \$16.4 million, or 9 percent.

Student Financial Aid—In April 2014, the Board of Governors amended Policy 1996-01-A: *Sources of Funding for University Scholarships*, to allow councils of trustees to establish institutional scholarship programs using limited E&G revenue. Given the growing emphasis on affordability, retention, enrollment management, and the net price to the student, E&G expenditures for student financial aid reflect significant growth in the use of

institutional unrestricted resources for student aid in 2014/15 and 2015/16. E&G student aid expenditures in 2015/16 are expected to grow by \$500,000 (1 percent) to more than \$39 million, representing a 16 percent increase over two years in university-funded assistance going directly to students and their families.

Utilities—The State System's 2015/16 utilities costs are anticipated to increase by \$700,000, or 2 percent, to address anticipated rate adjustments and additions to university square footage. Rate increases are partially offset by energy conservation efforts derived, in part, through the use of energy savings corporations and some universities converting from coal to more efficient fuel sources. **(See Appendix B-17)** University utilities cost increases vary significantly, depending on the mix of utilities, changes in space, and status of energy conservation efforts.

All Other Basic Operating Expenditures—Given the current fiscal environment, universities continue to limit all nonmandatory spending. Therefore, anticipated expenditures for all other services, supplies, and materials are projected to decrease \$4.8 million, or 2 percent. Capital expenditures and transfers, which represent the universities' investment in their physical resources from the E&G budget, are projected to decrease by \$9.7 million, or 11 percent. Most universities funded a higher level of capital expenditures in 2014/15 through their use of

one-time resources that were dedicated to specific projects. In total, noncompensation expenditures are estimated to decrease \$13.3 million, or 3 percent.

As described above, the System's anticipated 2015/16 expenditure requirements are driven primarily by mandatory cost increases in pension and health care costs. However, expenditure requirements associated with employee salaries and wages are unknown at this time and are excluded from these budget estimates.

The System's budget requirements also incorporate fiscal realignment as the System progresses from a reliance on one-time funds (Planned Use of Carryforward) to a cost structure that can be sustained on existing recurring revenue. This shift results in a corresponding reduction in one-time expenditures. These combined adjustments result in an overall 2015/16 E&G expenditure requirement of \$1.62 billion, a less than 1 percent increase of \$13.5 million.

Assuming no change in the System's E&G appropriation or tuition rates, university revenue estimates reflect a total reduction in 2015/16 available revenue of \$36.4 million. The net loss in revenue combined with System-wide expenditure requirements results in a 2015/16 budget requirement of \$49.9 million.

The full E&G budget requirement is sought through a 2015/16 state appropriation of \$462.7 million, an increase of \$49.9 million. If the request is fully funded and compensation estimates remain unchanged, the State System would be able to hold tuition level for Pennsylvania students and families. Additional support from the Commonwealth is critical to the continued success of Pennsylvania's public universities and the students they serve, while ensuring the continued relevance and contributions of System universities for the workforce needs of the Commonwealth.

Funding of the System's 2015/16 budget requirements is essential for continued progress toward ensuring a high-quality, high-value education for years to come. An investment by the Commonwealth in its state-owned universities will facilitate making the fundamental changes that are both necessary and largely inevitable. Absent a commitment for greater Commonwealth support, universities might be forced to continue to rely on greater family and student contributions to reposition their programs to meet the demands of the new millennium.

In addition to an E&G appropriation request of \$462.7 million, the State System joins the Pennsylvania Higher Education Assistance Agency (PHEAA) in requesting \$2.0 million for the Cheyney Keystone Academy line item, as follows:

2015/16 Line Item Appropriation Request for Cheyney University of Pennsylvania's Keystone Honors Academy

(Supported by a General Fund Appropriation to PHEAA)

The Cheyney University Keystone Honors Academy is an initiative developed by Pennsylvania's State System of Higher Education in collaboration with the Commonwealth of

Pennsylvania's administration and the Pennsylvania Department of Education.

The Cheyney Keystone Academy line item, appropriated to the Pennsylvania

Higher Education Assistance Agency (PHEAA), was first funded in fiscal year 1999/2000 as a result of a partnership with the U.S. Department of Education's Office for Civil Rights (OCR). The original intent was to provide continuing support for the Cheyney University Keystone Honors Academy at \$2 million annually; \$1.525 million was appropriated for this purpose in the current fiscal year.

The State System partners with PHEAA for the Academy's funding. The Keystone Academy Scholarship Program supports students with scholarships that cover the cost of tuition, fees, room, and board (after all other financial gift aid has been used). All participants must be residents of the Commonwealth. The standard period of support for students is the equivalent of eight semesters, prorated for students transferring from community colleges or other higher education institutions. Retention in the Keystone Honors Academy and renewal of scholarship support are dependent upon satisfactory academic progress. A small portion of funding (no more than 20 percent) is used to support administration of the Keystone Honors Academy and provide special programming for its students.

The Keystone Honors Academy complements Cheyney University's historic contribution to the Commonwealth and the nation by enhancing the university's ability to attract, retain, and graduate high-achieving Pennsylvania students. The program graduates students at a rate that is twice that of the national average for African Americans, of which an increasing number continue their education in graduate programs. Not only is this program essential to the success of students receiving the

scholarships, it also plays an important role in the success of all Cheyney students and the vitality of the university. The Keystone Honors Academy provides cultural and intellectual programming for the campus, while its students serve the campus community as tutors, assistants in the writing center, resident assistants, and student leaders.

The Keystone Honors Academy adds to the number of qualified college graduates in the Commonwealth. Although racial background is not a criterion for the Academy, the program provides access and opportunity to students of color who would not otherwise be able to pursue a college education in the Commonwealth. Graduates add to the intellectual capital of the region and help to influence future generations of potential college students.

This 2015/16 request seeks to return funding to the Commonwealth's original commitment of \$2 million annually.

In addition, it is requested that the Cheyney University Keystone Academy line item be transferred from PHEAA to the State System. Both PHEAA and the State System support this transfer. The State System is directly involved in the award of scholarships and ensures that the funds are used appropriately in accordance with the intended purpose of the appropriation. Transferring the line item would align the appropriation with the entity that is accountable for the direct use of funds and streamline administrative processes.

The Governor's budget for Fiscal Year 2015/16 recommends \$2 million for the Keystone Academy, an increase of \$475,000. **(See Appendix A-4)**

2015/16 Governor's Budget Recommendation ---

The Governor's budget for Fiscal Year 2015/16 recommends the State System receive an E&G appropriation of \$458.1 million; an increase of \$45.3 million from the current fiscal year. That amount is \$4.6 million less than requested. In conjunction with his funding recommendations, the Governor challenged publicly supported colleges and universities to hold the line on tuition next year. The State System is answering that call. The Board of Governors voted in October to affirm that base tuition would be frozen next year if the State System received enough funding to fill next year's budget gap. That continues to be our position. **(See Appendix A-3)**

The Governor's budget also recommends continued funding for deferred maintenance provided through the Keystone Recreation, Parks and Conservation Fund (Key '93). This funding source, allocated from realty transfer tax revenue, was established in 1993 specifically to help address the System's \$1.7 billion deferred maintenance backlog in academic facilities. The Governor's budget estimates the State System's allocation of Key '93 funds would increase by \$739,000 to a total of \$14.1 million. Although relatively small in comparison to the deferred maintenance backlog, these funds are an integral component of each university's facility management plan. **(See Appendix B-16)**

Appendix A

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Appendix A-1

Mission of Pennsylvania's State System of Higher Education

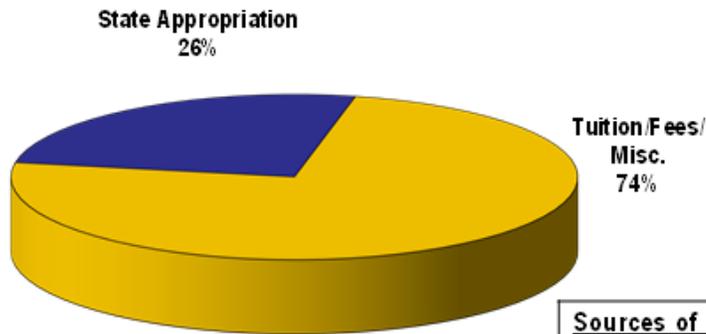
“The State System of Higher Education shall be part of the Commonwealth’s system of higher education. Its purpose shall be to provide high quality education at the lowest possible cost to students. The primary mission of the System is the provision of instruction for undergraduate and graduate students to and beyond the master’s degree in the liberal arts and sciences and in applied fields, including the teaching profession.”

Act 188 of 1982

Appendix A-2

Pennsylvania's State System of Higher Education Summary of Sources and Uses FY 2014/15 Educational and General Budget

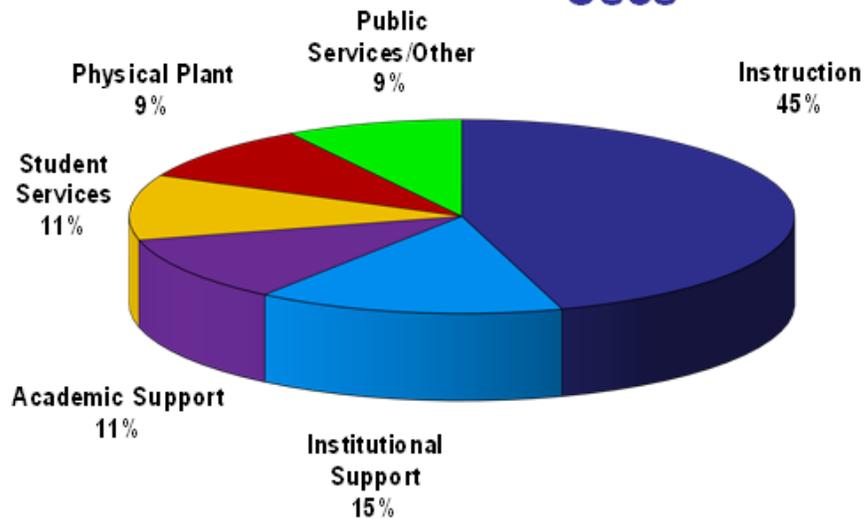
Sources



<u>Sources of Revenue</u>	<u>(\$000)</u>
State Appropriation	\$412,751
Tuition/Fees/Misc.	1,194,099
Total	\$1,606,850

<u>Uses of Revenue</u>	<u>(\$000)</u>
Instruction	\$725,471
Institutional Support	239,591
Academic Support	176,834
Student Services	174,658
Physical Plant	151,740
Public Services/Other	138,556
Total	\$1,606,850

Uses



Appendix A-3

**Pennsylvania's State System of Higher Education
Summary of Educational and General (E&G) Budget**

(Dollar Amounts in Thousands)

	Actual 2013/14	Current 2014/15	Budget Request 2015/16	Governor's Budget ³ 2015/16
Source of Funds				
State E&G Appropriation ¹	\$412,751	\$412,751	\$462,652	\$458,053
Augmentation:				
Educational and General	1,110,522	1,194,099	1,157,742	1,157,742
Revenue Shortfall ²				4,599
Total	\$1,523,273	\$1,606,850	\$1,620,394	\$1,620,394
Use of Funds				
Personnel Expenditures	\$1,131,705	\$1,193,572	\$1,220,452	\$1,220,452
Operating Expenditures	296,113	323,589	319,906	319,906
Capital Assets/Transfers	109,650	89,689	80,036	80,036
Total	\$1,537,468	\$1,606,850	\$1,620,394	\$1,620,394
Students (FTE)³				
Undergraduate	94,281.24	92,281.26	91,467.95	91,467.95
Graduate	10,177.64	10,267.49	10,219.13	10,219.13
First Professional	NA	NA	NA	NA
Total	104,458.88	102,548.75	101,687.08	101,687.08
Employees (Unrestricted FTE)	11,771.77	11,777.91	11,790.50	11,790.50

¹Reflects only Educational and General Appropriation for all three years.

²The Governor's recommendation of \$458.1 million provides a \$45.3 million increase for the Educational and General Appropriation. This recommendation produces a budgetary shortfall of \$4.6 million.

³FTE Student is defined as follows: annual undergraduate credit hours produced divided by 30 credit hours; annual graduate credit hours produced divided by 24 credit hours.

Note: Numbers may not add due to rounding.

Appendix A-4

**Pennsylvania Higher Education Assistance Agency
Appropriation for Cheyney Keystone Academy
of the Pennsylvania's State System of Higher Education**

(Dollar Amounts in Thousands)

Source of Funds	Actual 2013/14	Current 2014/15	Budget Request 2015/16	Governor's Budget 2015/16
Special Purpose Appropriation	\$1,525	\$1,525	\$2,000	\$2,000
Other State Appropriation	0	0	0	0
Tuition/Fees/Other	0	0	0	0
Restricted Funds	0	0	0	0
Revenue Shortfall	0	0	0	0
Total	\$1,525	\$1,525	\$2,000	\$2,000
Use of Funds				
Personnel Expenditures	\$321	\$297	\$305	\$305
Operating Expenditures	1,205	1,228	1,695	1,695
Capital Assets/Transfers	0	0	0	0
Total	\$1,525	\$1,525	\$2,000	\$2,000
Students (FTE)				
Undergraduate ¹	139.00	134.00	174.00	174.00
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	139.00	134.00	174.00	174.00
Employees (FTE)	4.00	4.00	4.00	4.00

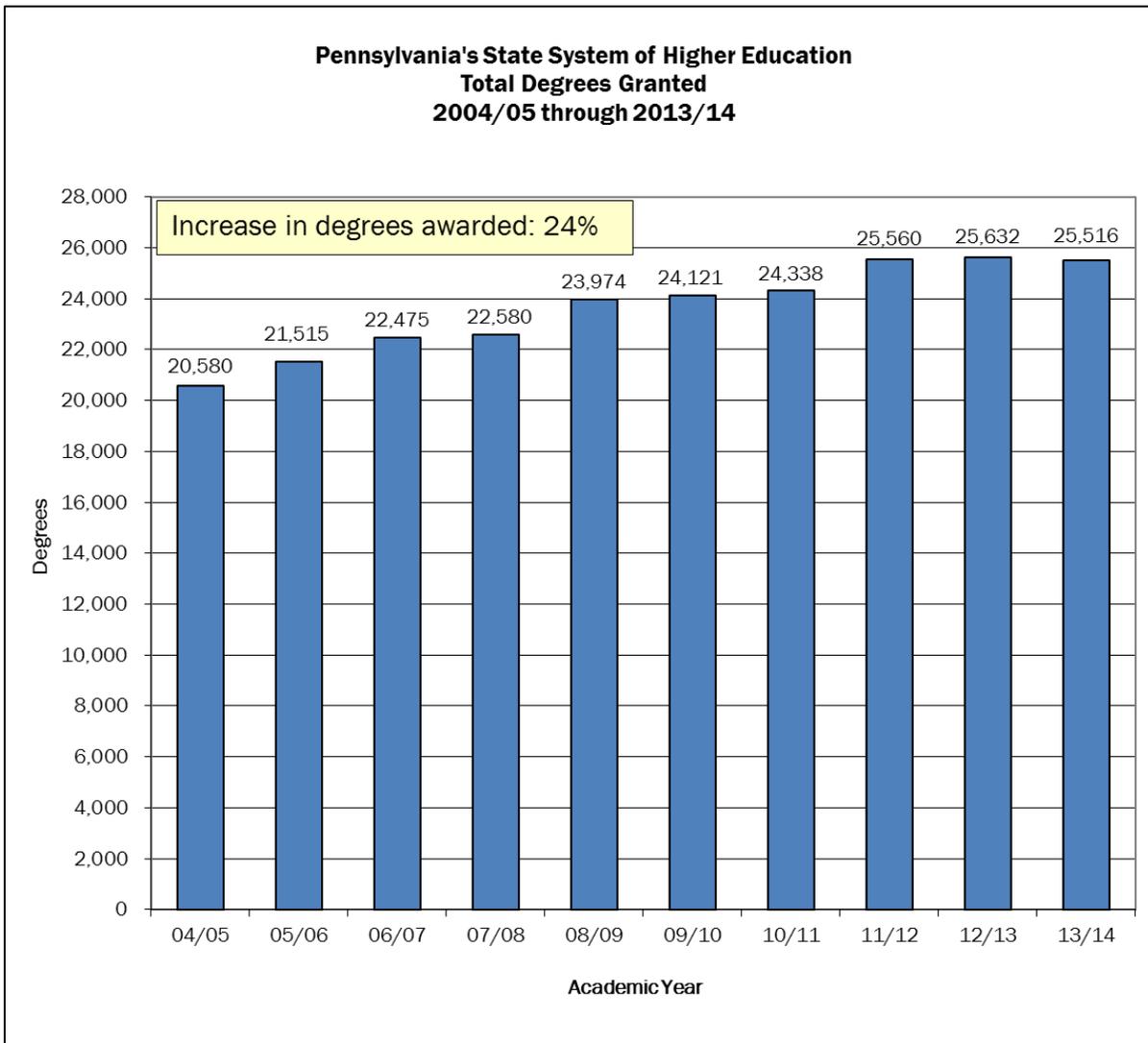
¹If FY 2015/16 is funded at the Governor's recommended level, 174.00 FTE students will be served through this program.

Note: The line item appropriation has been funded as a special program within PHEAA's budget since FY 1999/2000. It is critical to the recruitment and retention of students at Cheyney University and is vital to the success of the institution and its students. PHEAA and the State System jointly request the line item be moved to become a State System appropriation.

Appendix A-5

**Pennsylvania's State System of Higher Education
Academic Program Data**

Program Measure	Actual 2013/14	Projected 2014/15	Projected 2015/16
Associate's Degrees Awarded	385	438	498
Bachelor's Degrees Awarded	20,053	20,577	21,115
Graduate Degrees Awarded	5,078	5,274	5,478
Total Degrees Awarded	25,516	26,289	27,091



Appendix A-6

Pennsylvania's State System of Higher Education Fall Applications, Acceptances, and Enrollments of First-Time Freshmen of Pennsylvania Residents, by Race

	2005	2006	2007	2008	2009	2010	2011	2012 ¹	2013 ^{1,2}	2014 ^{1,2,4}
AFRICAN AMERICAN										
Applications	11,081	13,195	13,474	15,108	15,412	17,334	16,158	14,801	10,779	12,543
Acceptances	5,144	5,633	5,773	6,321	6,236	6,656	6,682	6,501	6,871	7,854
Enrollments	1,810	1,800	1,862	1,830	1,873	1,802	1,862	1,913	2,013	2,095
Percent Accepted	46.4%	42.7%	42.8%	41.8%	40.5%	38.4%	41.4%	43.9%	63.7%	62.6%
Percent Accepted Who Enroll	35.2%	32.0%	32.3%	29.0%	30.0%	27.1%	27.9%	29.4%	29.3%	26.7%
HISPANIC										
Applications	1,778	1,999	2,383	2,774	2,862	3,323	5,079	4,069	3,553	4,542
Acceptances	1,087	1,156	1,399	1,532	1,606	1,776	3,075	2,387	2,563	3,234
Enrollments	426	434	500	502	559	647	987	788	866	983
Percent Accepted	61.1%	57.8%	58.7%	55.2%	56.1%	53.4%	60.5%	58.7%	72.1%	71.2%
Percent Accepted Who Enroll	39.2%	37.5%	35.7%	32.8%	34.8%	36.4%	32.1%	33.0%	33.8%	30.4%
AMERICAN INDIAN OR ALASKA NATIVE										
Applications	153	214	182	208	261	197	176	91	79	135
Acceptances	109	118	106	113	143	128	86	38	52	81
Enrollments	48	44	46	46	62	44	23	13	16	25
Percent Accepted	71.2%	55.1%	58.2%	54.3%	54.8%	65.0%	48.9%	41.8%	65.8%	60.0%
Percent Accepted Who Enroll	44.0%	37.3%	43.4%	40.7%	43.4%	34.4%	26.7%	34.2%	30.8%	30.9%
ASIAN										
Applications	903	1,061	1,009	1,062	1,244	1,223	1,177	1,190	1,134	1,199
Acceptances	600	667	643	669	784	740	724	729	783	888
Enrollments	196	182	194	209	211	175	166	179	209	208
Percent Accepted	66.4%	62.9%	63.7%	63.0%	63.0%	60.5%	61.5%	61.3%	69.0%	74.1%
Percent Accepted Who Enroll	32.7%	27.3%	30.2%	31.2%	26.9%	23.6%	22.9%	24.6%	26.7%	23.4%
NATIVE HAWAIIAN/PACIFIC ISLANDER³										
Applications						61	42	65	29	55
Acceptances						30	32	40	22	38
Enrollments						11	14	14	12	17
Percent Accepted						49.2%	76.2%	61.5%	75.9%	69.1%
Percent Accepted Who Enroll						36.7%	43.8%	35.0%	54.5%	44.7%
UNKNOWN										
Applications	4,072	4,581	4,978	5,844	6,064	3,208	2,614	2,414	793	1,080
Acceptances	2,555	2,512	2,883	3,161	3,205	1,551	1,270	1,131	567	849
Enrollments	865	829	1,013	1,076	1,097	457	425	274	176	212
Percent Accepted	62.7%	54.8%	57.9%	54.1%	52.9%	48.3%	48.6%	46.9%	71.5%	78.6%
Percent Accepted Who Enroll	33.9%	33.0%	35.1%	34.0%	34.2%	29.5%	33.5%	24.2%	31.0%	25.0%

Appendix A-6 (continued)

**Pennsylvania's State System of Higher Education
Fall Applications, Acceptances, and Enrollments of First-Time Freshmen
of Pennsylvania Residents, by Race**

	2005	2006	2007	2008	2009	2010	2011	2012 ¹	2013 ^{1,2}	2014 ^{1,2,4}
TWO OR MORE RACES³										
Applications						1,656	2,001	2,292	1,885	2,315
Acceptances						932	1,192	1,389	1,450	1,763
Enrollments						358	436	500	545	596
Percent Accepted						56.3%	59.6%	60.6%	76.9%	76.2%
Percent Accepted Who Enroll						38.4%	36.6%	36.0%	37.6%	33.8%
Non-Resident Alien (NRA)⁴										
Applications										8
Acceptances										8
Enrollments										1
Percent Accepted										100.0%
Percent Accepted Who Enroll										12.5%
WHITE										
Applications	46,856	48,247	49,292	52,460	53,598	57,208	55,592	52,126	44,978	43,447
Acceptances	33,711	34,040	34,678	36,249	38,062	39,801	39,964	38,025	36,783	36,438
Enrollments	14,138	14,053	14,078	14,688	15,266	15,349	15,117	13,768	13,460	13,293
Percent Accepted	71.9%	70.6%	70.4%	69.1%	71.0%	69.6%	71.9%	72.9%	81.8%	83.9%
Percent Accepted Who Enroll	41.9%	41.3%	40.6%	40.5%	40.1%	38.6%	37.8%	36.2%	36.6%	36.5%
TOTAL										
Applications	64,843	69,297	71,318	77,456	79,441	84,210	82,839	77,048	63,230	65,324
Acceptances	43,206	44,126	45,482	48,045	50,036	51,614	53,025	50,240	49,091	51,153
Enrollments	17,483	17,342	17,693	18,351	19,068	18,843	19,030	17,449	17,297	17,430
Percent Accepted	66.6%	63.7%	63.8%	62.0%	63.0%	61.3%	64.0%	65.2%	77.6%	78.3%
Percent Accepted Who Enroll	40.5%	39.3%	38.9%	38.2%	38.1%	36.5%	35.9%	34.7%	35.2%	34.1%

¹Cheyney University of Pennsylvania has an open enrollment policy, so the number of applications equals the number of acceptances.

²Methodology changed in 2013 to count only completed applications in calculation.

³Native Hawaiian/Pacific Islander and Two or More Races first reported in 2010. Prior to 2010, Pacific Islander was reported with Asian.

⁴Beginning in 2014, NRA applicants who meet residency requirements are included in Pennsylvania counts.

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Appendix B

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Appendix B-1

Pennsylvania's State System of Higher Education Academic Program Review and Alignment:

Pennsylvania's State System of Higher Education universities offer a wide array of programs leading to associate's, bachelor's, master's, and doctoral degrees, as well as undergraduate and graduate certificates. These academic programs are designed to meet student demands as well as to align with current and emerging workforce needs of Pennsylvania and beyond.

The universities continue to expand opportunities for undergraduate and graduate research, international study, service-learning, and internships, all of which are critical to ensuring academic excellence and are designed to connect the classroom to the community. Collectively, more than 2,300 degree and certificate programs are offered in more than 530 academic areas.

While graduate instruction at the Ph.D level is available at Indiana University of Pennsylvania, any State System university may offer an applied/professional doctoral program. Currently, nine of the universities offer at least one doctoral program. The universities are fully accredited by the Middle States Association of Colleges and Schools. In addition, the vast majority of academic programs also are accredited by national organizations in their specific discipline.

The State System universities' commitment to ensuring academic program vitality includes continuous review of existing academic programs, as well as identification of new programs to meet new market demands. Reviews of existing programs can result in several outcomes: programs can remain unchanged; they can be updated and reorganized; they can be placed in moratorium, in which no new students are admitted while the university conducts an assessment to determine the program's viability; or they can be discontinued. Students enrolled in programs that are placed in moratorium are given the opportunity to complete their degree. Programs are discontinued only after all students continuously enrolled in them have completed their studies.

Over the past five years, 50 new degree programs, certificate programs, and minors have been developed; 154 degree programs, certificate programs, and minors have been placed in moratorium or discontinued; and 63 degree programs, certificate programs, and minors have been reorganized or reinstated to meet new market demands.

Before a new program is approved by the Board of Governors, it must meet stringent standards that include a demonstrated need in the Commonwealth and evidence that students will enroll in sufficient numbers to sustain it. Those most recently developed programs encourage collaboration among universities. Many are offered online and are available to students anywhere/anytime. All new programs are subject to a formal review after five years; they must demonstrate sustained enrollment and evidence of appropriate student learning outcomes.

The Board of Governors has approved 13 new undergraduate and graduate degree programs since April 2014. In addition, 17 minors, seven certificate programs, nine letters of completion programs, and 48 concentrations also were approved. The new degree programs are:

- Master of Health Science at Lock Haven University of Pennsylvania
- Doctorate of Education in Special Education at Slippery Rock University of Pennsylvania
- Associate of Arts in Sustainability Studies at Lock Haven University of Pennsylvania
- Master of Science in Cybersecurity at California University of Pennsylvania
- Master of Science in Applied Mathematics at California University of Pennsylvania
- Bachelor of Science in Electrical Engineering at Shippensburg University of Pennsylvania
- Master of Education in Technology for Online Instruction at Slippery Rock University of Pennsylvania
- Bachelor of Science in Criminal Justice Administration Degree Completion Program at Clarion University of Pennsylvania
- Master of Science in Nutrition at Mansfield University of Pennsylvania
- Master of Science in Physician Assistant Studies at Slippery Rock University of Pennsylvania
- Joint Doctor of Education in Educational Leadership at Millersville University of Pennsylvania and Shippensburg University of Pennsylvania.
- Bachelor of Science in Nutrition and Fitness at Clarion University of Pennsylvania
- Joint Doctor of Social Work in Leadership and Education at Kutztown University of Pennsylvania and Millersville University of Pennsylvania

A brief summary of each of the new programs follows.

New Degree Programs

- **Master of Health Science at Lock Haven University of Pennsylvania**

This program includes concentrations in health promotion/education and healthcare management. It will prepare graduates for leadership and management positions in a variety of health care settings, including hospitals, community health centers, and nonprofit health and human services settings. The program is being delivered online and via interactive videoconferencing.



- **Doctorate of Education in Special Education at Slippery Rock University of Pennsylvania**



This program will equip college faculty to prepare teachers to be effective in inclusive classroom settings and/or to serve in special education leadership positions in the K-12

system or with related support service agencies.

- **Associate of Arts in Sustainability Studies at Lock Haven University of Pennsylvania**

This program will produce graduates for “green jobs” in fields including construction and manufacturing and with government and non-profit organizations. It was developed by faculty at Lock Haven University by repackaging existing coursework offered at the main campus and Clearfield branch campus. It is available online and via other distance education methods, making it more accessible to working adults.



- **Master of Science in Cybersecurity at California University of Pennsylvania**



This program, which is offered completely online, prepares graduates with a comprehensive understanding of cyber systems and how to defend against cyber-attacks. Graduates will be able to obtain jobs in which network security knowledge and skills are

required, to bridge the gap between technology and the laws that govern cybersecurity and to enhance the nation’s overall cybersecurity posture.

- **Master of Science in Applied Mathematics at California University of Pennsylvania**

This program was designed to prepare graduates with skills in advanced mathematics and big data analysis, as well as in leadership, technology, and project management to meet the needs of employers in business, industry, and government. This program is offered completely online.



- **Bachelor of Science in Electrical Engineering at Shippensburg University of Pennsylvania**



This program, which will be the first of its kind in the State System, will prepare students for careers in a broad array of fields, including semiconductor design, mixed-signal embedded systems, industrial controls, and communications system engineering. Graduates will have the skills necessary to design, build, test, and manage these complex systems, skills that are in increasing demand in the Commonwealth and the surrounding region. This is the third in a series of engineering programs introduced in recent years by Shippensburg. The university also offers degrees in both computer engineering and software engineering.

- **Master of Education in Technology for Online Instruction at Slippery Rock University of Pennsylvania**

This program will provide graduates with enhanced skills needed to teach K-12 students both online and in blended learning environments. The program will comprise 30 credits of coursework, including a capstone project where students will develop an online module including lessons, activities, and assessments. The program itself will be offered online, as well.



- **Bachelor of Science in Criminal Justice Administration at Clarion University of Pennsylvania**



This program will provide individuals who have a two-year degree the opportunity to complete a four-year degree online, providing them with upward career mobility within the various criminal justice occupational fields such as corrections and law enforcement and court-related services such as probation, parole, and rehabilitation. The program will provide workers in the criminal justice field the flexibility to complete advanced coursework on a part-time basis that meets their schedules.

- **Master of Science in Nutrition at Mansfield University of Pennsylvania**

This program was designed primarily for working professionals seeking to advance their careers with health care organizations, community organizations, schools, and in private practice. It will be offered totally online. Students will be able to complete the program in two years by taking two courses per semester or in four years by taking one course per semester, including summers.



- **Master of Science in Physician Assistant Studies at Slippery Rock University of Pennsylvania**



This program, which will begin in summer 2016, is designed to prepare physician assistants trained specifically to work in rural areas and with patients with special needs. It will be taught in a regular classroom setting

and also will include clinical and related experiences required to achieve accreditation by the Accreditation Review Commission on Education for the Physician Assistant and to prepare graduates to pass the national certification exam. Students must graduate from an accredited physician assistant program to sit for the exam, which they must pass before they can practice medicine.

- **Joint Doctor of Education in Educational Leadership at Millersville University of Pennsylvania and Shippensburg University of Pennsylvania.**

This program will focus on issues that especially impact poor school districts. It will prepare future school leaders to work with students in a wide variety of educational settings, including online and other forms of technology-mediated instruction, as well as charter and alternative schools. The program was designed to prepare rising school district, state level, and organizational leaders for further career advancement.



- **Bachelor of Science in Nutrition and Fitness at Clarion University of Pennsylvania**



This program will focus on nutrition, kinesiology and the numerous connections to health, wellness, fitness, and sport. Graduates will be prepared for employment in commercial fitness, strength and

conditioning; cardiac rehabilitation; and corporate or community-based wellness professions. The interdisciplinary approach is designed to meet the flexible career needs of students and as such will qualify graduates to sit for various certification exams and will prepare them for graduate school.

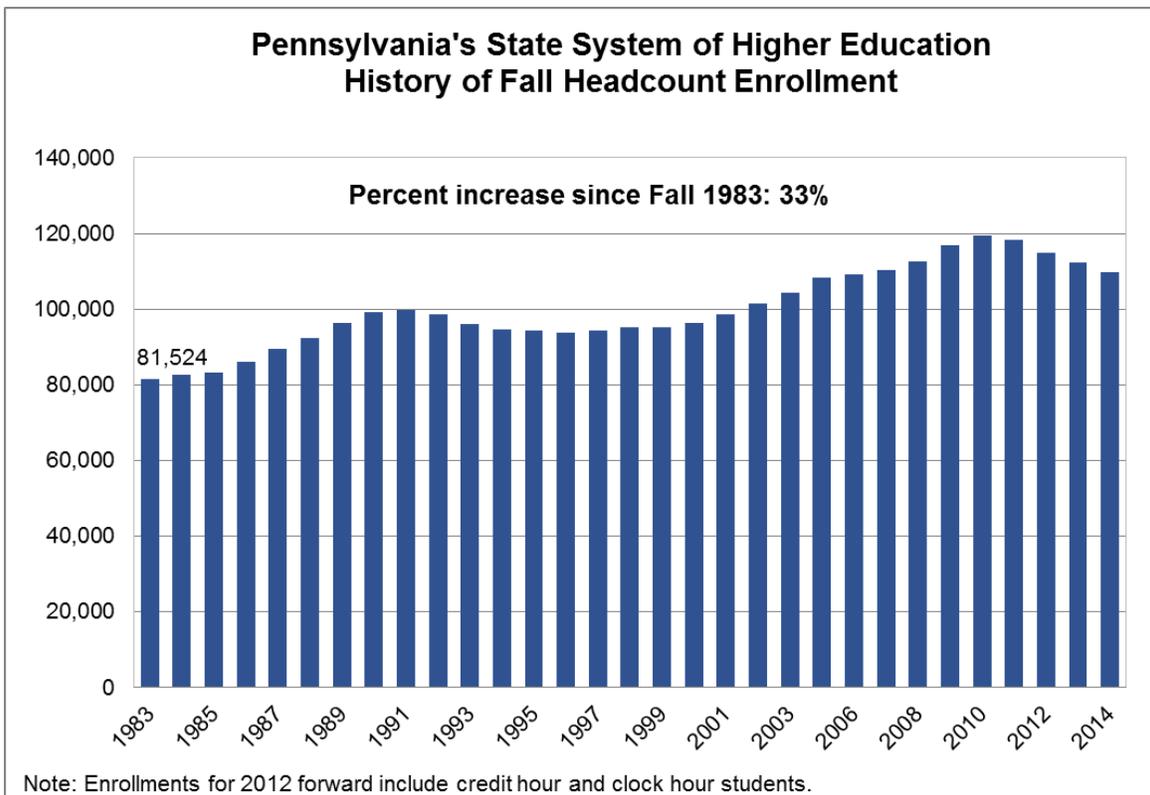
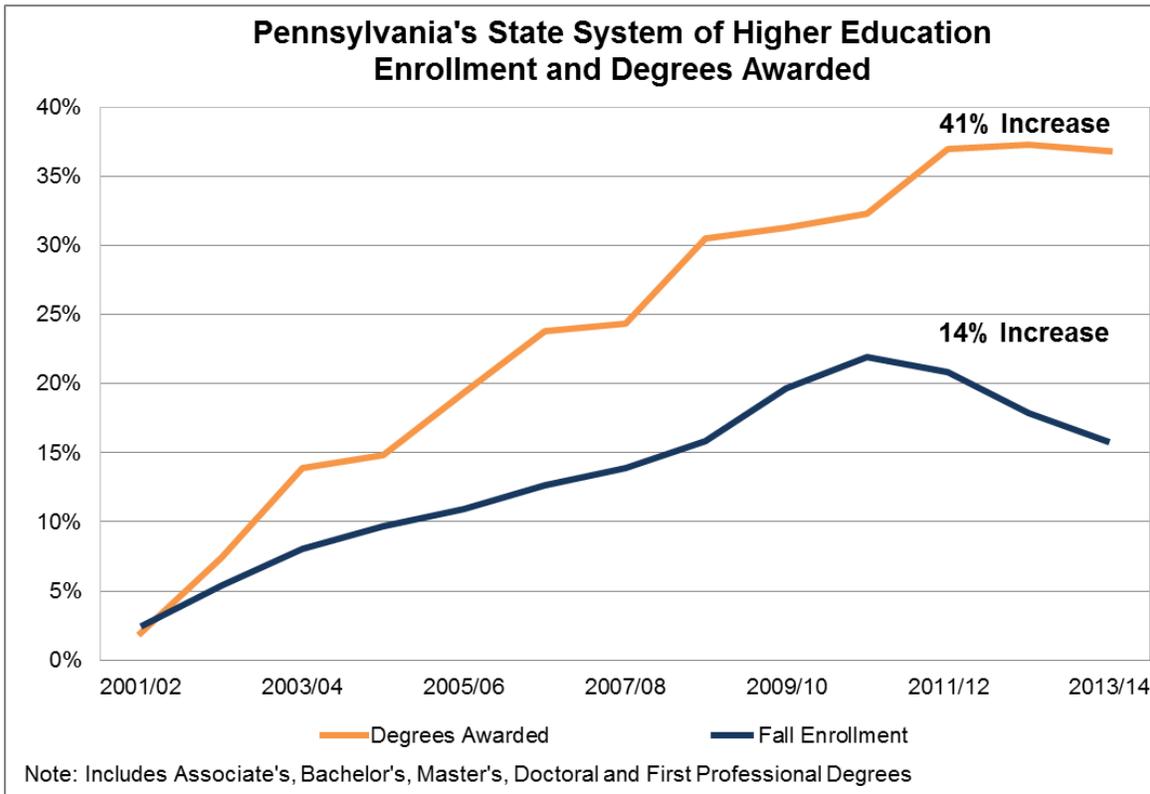
- **Joint Doctor of Social Work in Leadership and Education at Kutztown University of Pennsylvania and Millersville University of Pennsylvania**

This program is designed to offer education and training to prepare graduates to create, implement, and evaluate social work interventions—skills necessary for social work leaders—while simultaneously training them to teach advanced practice to undergraduate and graduate level students. The program is for accomplished professional social workers who are ready to take on advanced leadership positions in which they will create and evaluate innovative programs and best practices in executive and academic positions, as well as function as professional educators.

Millersville University
SEIZE THE OPPORTUNITY



Appendix B-2



Appendix B-3

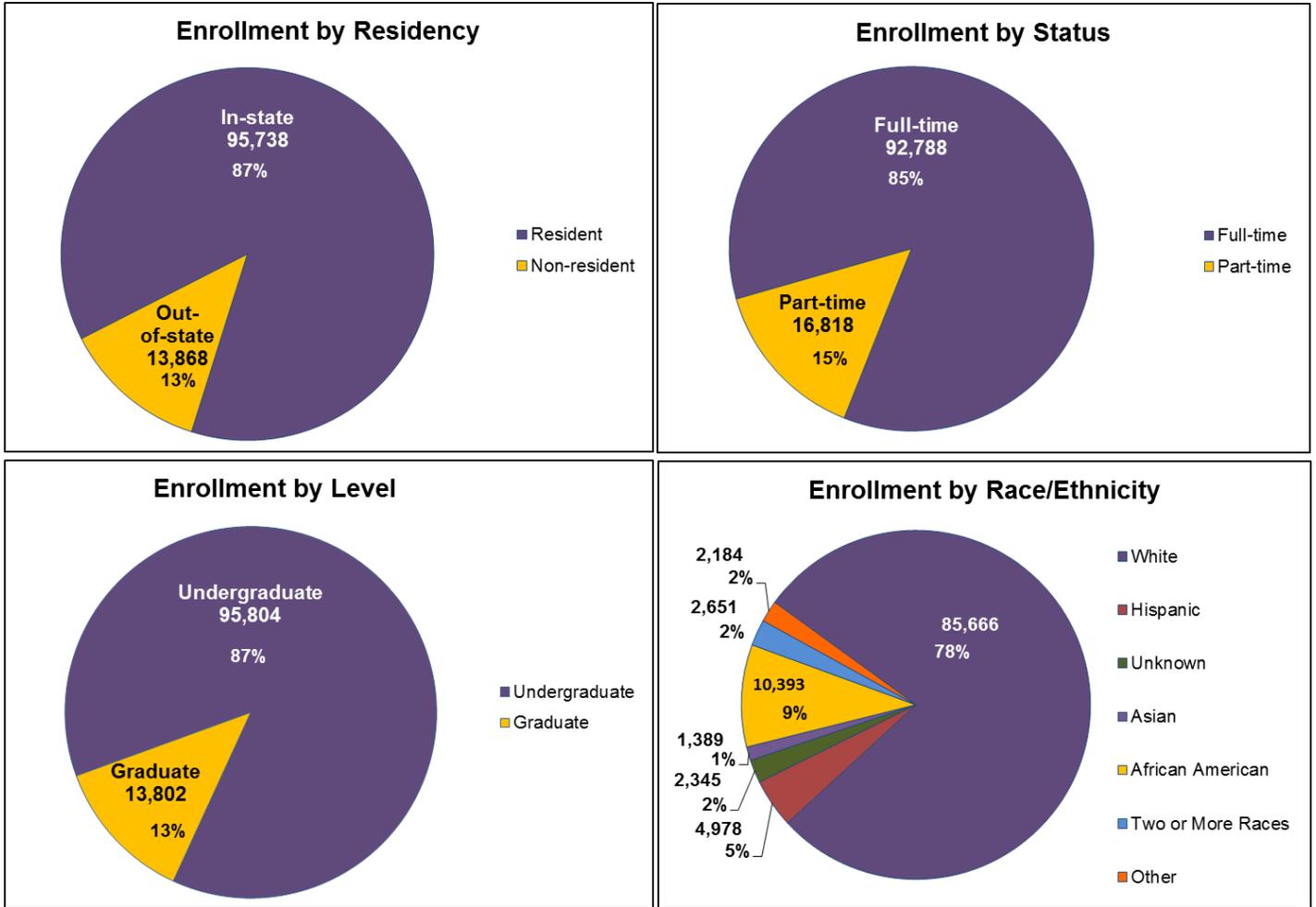
**Pennsylvania's State System of Higher Education
Fall Headcount Enrollment by University**

University	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Bloomsburg	8,570	8,723	8,745	8,855	9,512	10,091	10,159	9,950	10,127	9,998
California	7,184	7,720	8,206	8,519	9,017	9,400	9,483	8,608	8,243	7,978
Cheyney	1,560	1,667	1,436	1,488	1,488	1,586	1,200	1,284	1,212	1,022
Clarion	6,338	6,591	6,795	7,100	7,346	7,315	6,991	6,520	6,080	5,712
East Stroudsburg	6,793	7,013	7,053	7,234	7,576	7,387	7,353	6,943	6,778	6,820
Edinboro	7,691	7,579	7,686	7,671	8,287	8,642	8,262	7,462	7,098	6,837
Indiana	14,081	14,248	14,018	14,310	14,638	15,126	15,132	15,668	14,997	14,571
Kutztow n	9,864	10,193	10,295	10,393	10,634	10,707	10,283	9,804	9,513	9,218
Lock Haven	5,283	5,175	5,241	5,266	5,329	5,451	5,366	5,328	5,260	4,917
Mansfield	3,390	3,360	3,338	3,422	3,569	3,411	3,275	3,155	2,988	2,752
Millersville	7,919	8,194	8,306	8,320	8,427	8,729	8,725	8,368	8,279	8,047
Shippensburg	7,485	7,516	7,765	7,942	8,253	8,326	8,183	7,724	7,548	7,355
Slippery Rock	8,105	8,230	8,325	8,458	8,648	8,852	8,712	8,559	8,347	8,495
West Chester	12,988	12,879	13,219	13,619	14,211	14,490	15,100	15,411	15,845	16,086
System T Totals	107,251	109,088	110,428	112,597	116,935	119,513	118,224	114,784	112,315	109,808

Notes: Includes all enrollments--undergraduate, graduate, full-time, part-time; freeze date is 15th day of classes. Enrollments for 2012 forward include credit hour and clock hour students.

Appendix B-4

Pennsylvania's State System of Higher Education
 Fall 2014 Credit Hour Enrollment Demographics
 Headcount: 109,606*



* Clock hour students are excluded

Appendix B-5

**Pennsylvania's State System of Higher Education
Credit Hour Students and Alumni by Pennsylvania County, Fall 2014**

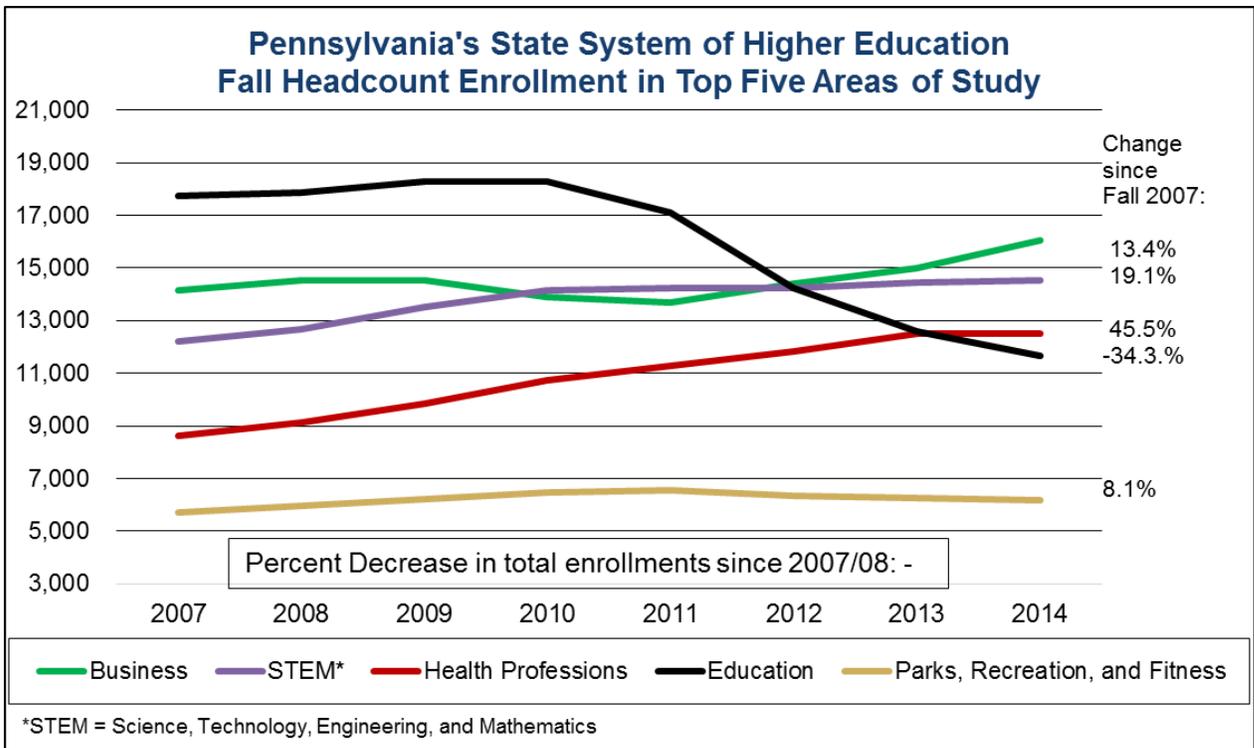
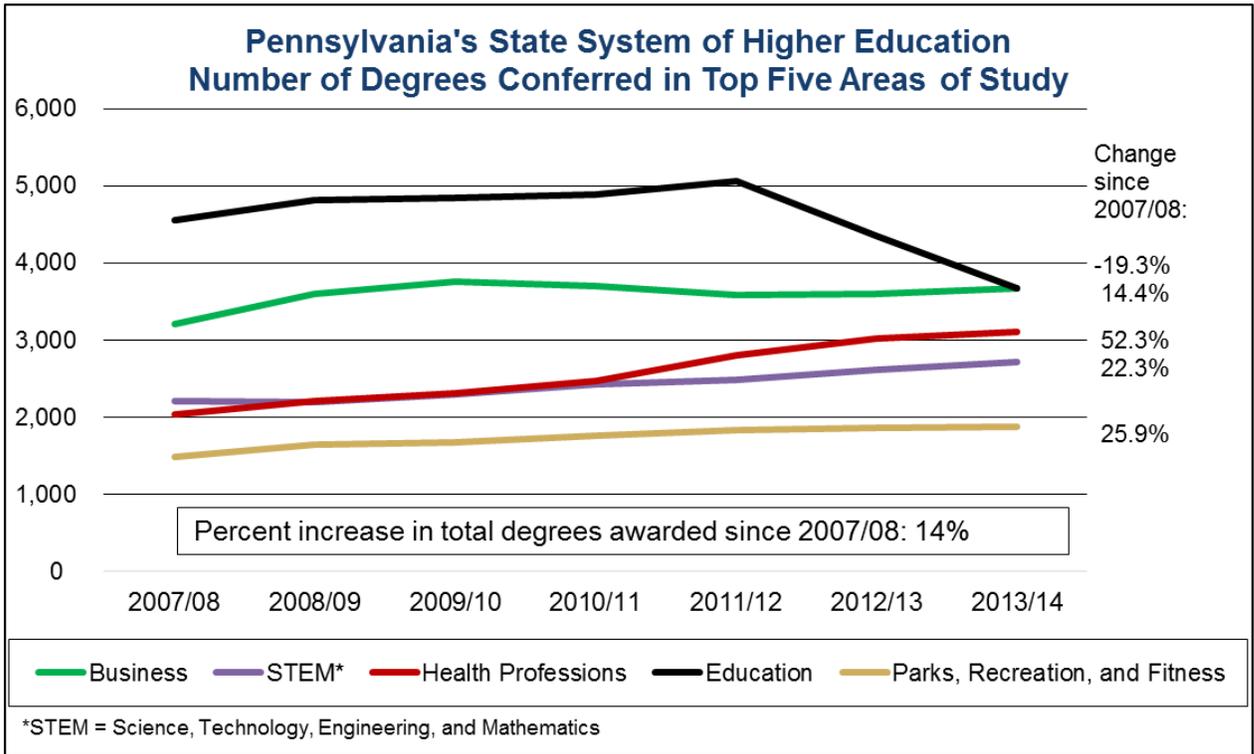
County	Enrolled Students	Living Alumni
Adams	705	3,613
Allegheny	7,020	47,420
Armstrong	814	4,183
Beaver	1,121	7,117
Bedford	202	1,387
Berks	3,759	21,541
Blair	584	3,539
Bradford	641	3,612
Bucks	4,145	19,272
Butler	2,067	13,676
Cambria	1,032	5,895
Cameron	65	241
Carbon	455	2,586
Centre	699	4,545
Chester	5,996	30,270
Clarion	883	3,967
Clearfield	881	4,252
Clinton	600	2,901
Columbia	1,074	5,717
Crawford	1,024	6,297
Cumberland	2,537	15,492
Dauphin	1,952	11,998
Delaware	4,206	18,453
Elk	398	1,889
Erie	3,469	16,584
Fayette	1,137	7,086
Forest	57	279
Franklin	1,302	7,137
Fulton	81	511
Greene	201	1,381
Huntingdon	182	1,234
Indiana	1,645	6,804
Jefferson	587	3,235
Juniata	123	748
Lackawanna	986	5,229
Lancaster	4,786	28,568

County	Enrolled Students	Living Alumni
Lawrence	810	4,780
Lebanon	803	5,128
Lehigh	2,664	16,812
Luzerne	1,437	8,596
Lycoming	1,013	6,338
McKean	277	1,754
Mercer	1,095	6,514
Mifflin	290	1,385
Monroe	2,532	6,981
Montgomery	5,401	28,680
Montour	340	1,390
Northampton	2,514	13,626
Northumberland	938	4,962
Perry	319	1,828
Philadelphia	5,263	14,649
Pike	633	1,373
Potter	140	830
Schuylkill	1,068	5,987
Snyder	269	1,546
Somerset	323	2,537
Sullivan	34	257
Susquehanna	219	1,182
Tioga	656	3,426
Union	313	1,820
Venango	840	4,720
Warren	324	2,220
Washington	1,915	12,759
Wayne	356	1,527
Westmoreland	2,606	19,404
Wyoming	162	718
York	3,104	15,336
Total Pennsylvania	96,074	517,724
Non-Pennsylvania	13,532	216,348
Grand Total	109,606	734,072

Official Reporting Date: End of the 15th day of classes

Note: Excludes clock hour students

Appendix B-6



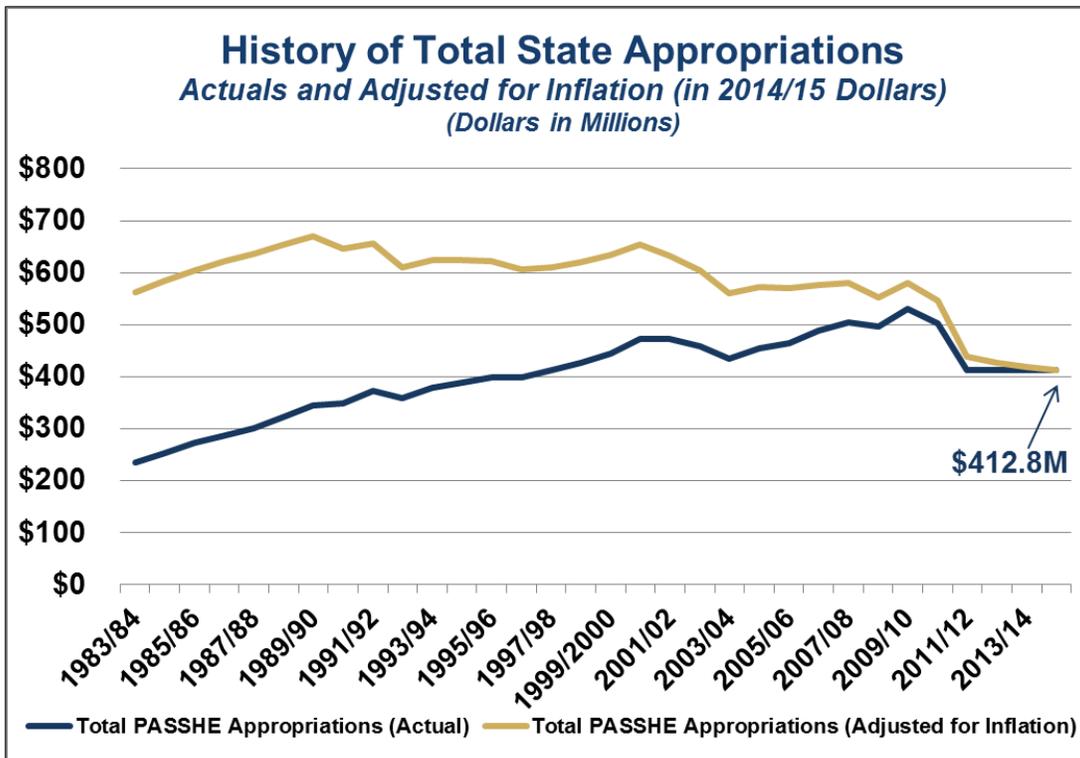
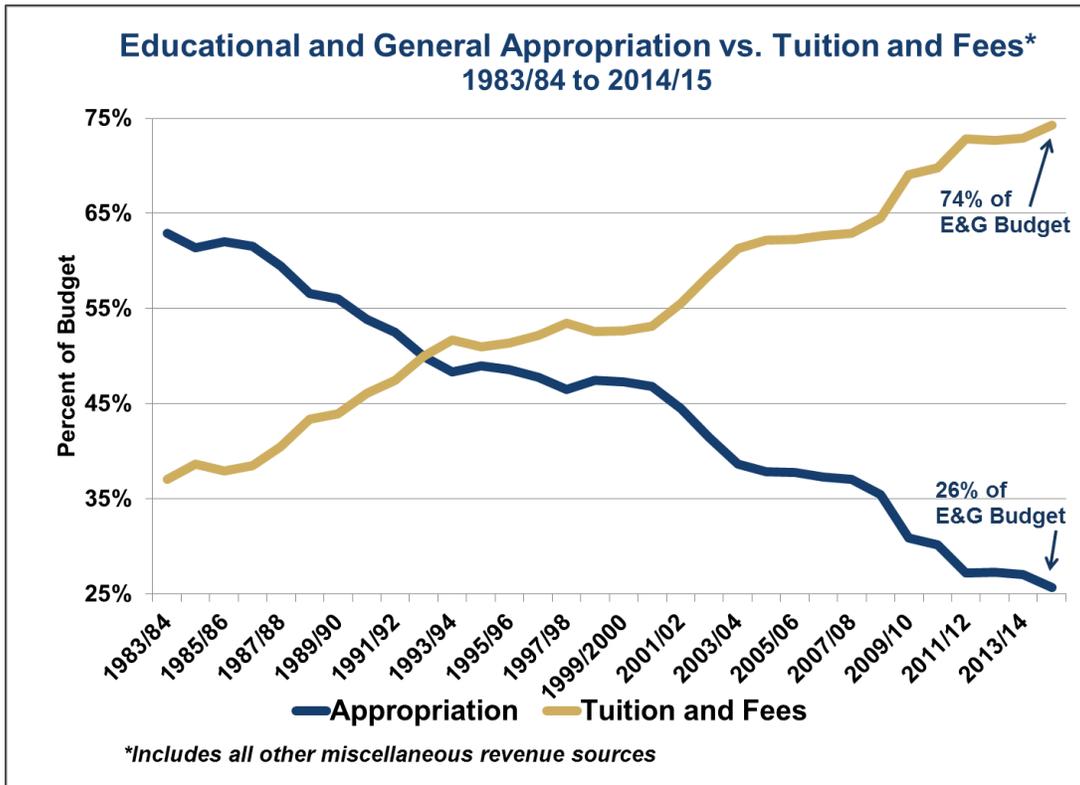
Appendix B-8

Pennsylvania's State System of Higher Education
New Fall Undergraduate (UG) Transfer Students

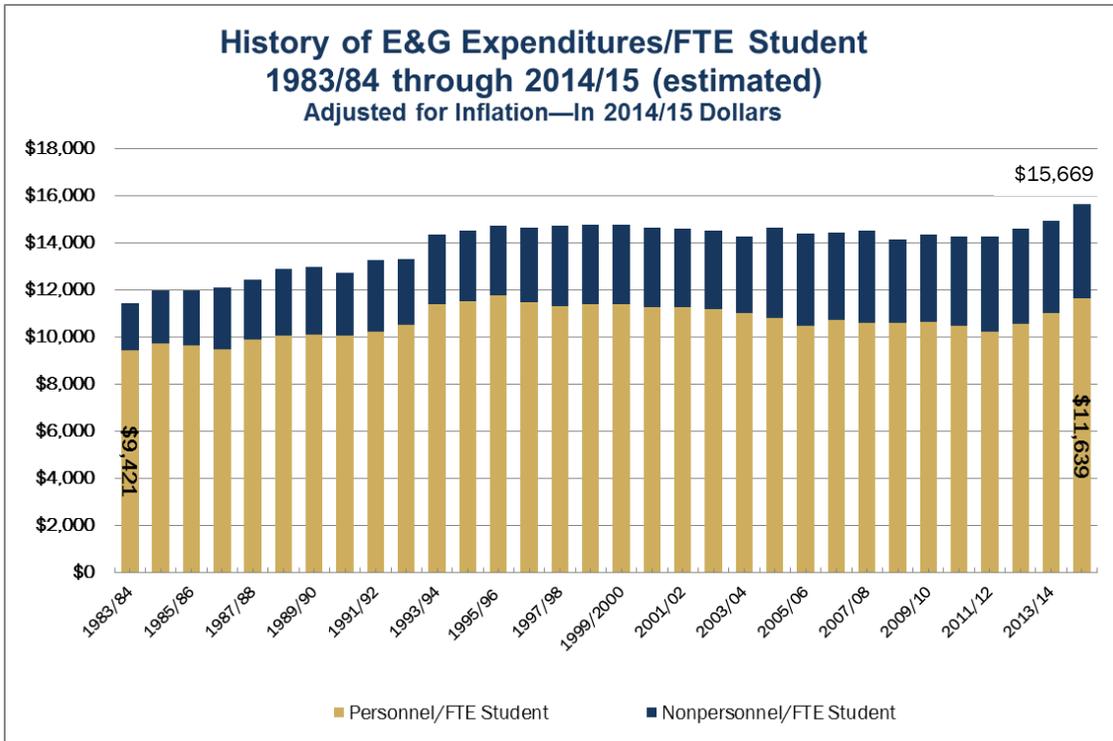
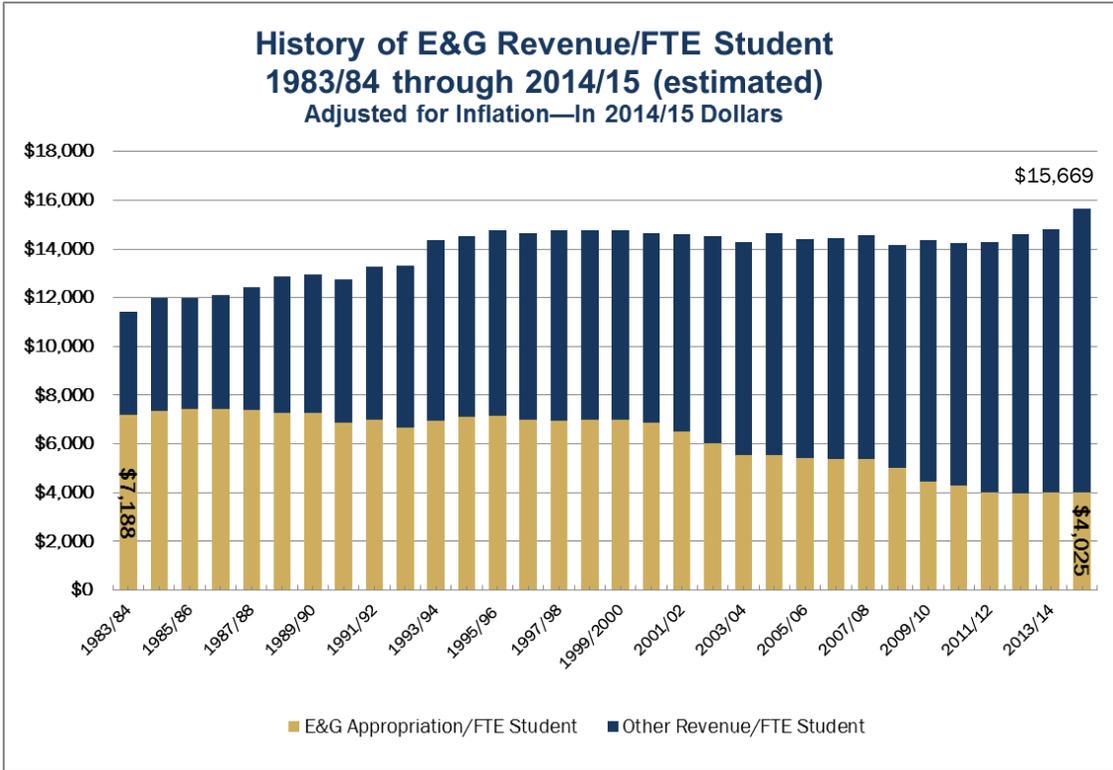
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	Ten Year Change	% of 2014 Total Transfers
A. Community Colleges												
Community College of Allegheny County	374	387	395	402	424	445	435	391	398	422	12.8%	6.0%
Community College of Beaver County	60	81	68	77	83	79	72	69	61	55	-8.3%	0.8%
Bucks County	145	131	134	161	167	169	205	190	161	203	40.0%	2.9%
Butler County	207	225	198	188	226	186	219	229	230	205	-1.0%	2.9%
Pennsylvania Highlands	42	39	53	20	30	45	48	44	54	56	33.3%	0.8%
Delaware County	311	299	303	334	357	354	417	441	431	419	34.7%	6.0%
Harrisburg Area	339	354	435	478	506	604	571	529	596	501	47.8%	7.2%
Lehigh Carbon	184	194	217	199	217	243	188	214	224	163	-11.4%	2.3%
Luzerne County	138	135	144	131	128	163	130	124	137	121	-12.3%	1.7%
Montgomery County	191	192	194	198	260	278	295	304	273	268	40.3%	3.8%
Northampton County	241	268	271	325	352	452	364	352	397	351	45.6%	5.0%
Community College of Philadelphia	72	60	65	81	82	77	87	78	117	97	34.7%	1.4%
Reading Area	93	93	119	110	121	124	93	126	106	91	-2.2%	1.3%
Westmoreland County	159	175	177	143	159	184	182	142	167	185	16.4%	2.7%
Total Community Colleges	2,556	2,633	2,773	2,847	3,112	3,403	3,306	3,233	3,352	3,137	22.7%	45.0%
Percent of Minority Community College Students	8.5%	10.8%	10.8%	11.9%	12.7%	15.0%	15.9%	18.9%	20.1%	21.2%		
Community Colleges as % of Transfer Total	38.8%	40.3%	41.7%	43.0%	42.1%	44.4%	44.6%	44.2%	45.5%	45.0%		
Community Colleges as % of Total New UG Student	13.1%	13.5%	10.4%	10.4%	10.7%	11.6%	11.5%	11.8%	12.4%	11.8%		
B. State-Related												
Lincoln	5	5	8	7	7	9	4	9	4	2	-60.0%	0.0%
Penn State	436	337	361	364	432	384	387	355	344	265	-39.2%	3.8%
Pitt	186	139	139	130	132	123	118	104	166	114	-38.7%	1.6%
Temple	45	48	47	42	63	49	72	70	48	43	-4.4%	0.6%
Total State-Related	672	529	555	543	634	565	581	538	562	424	-36.9%	6.1%
State-Related as % of Total	10.2%	8.1%	8.3%	8.2%	8.6%	7.4%	7.8%	7.4%	7.6%	6.1%		
C. Intra-system Transfers	687	678	682	626	656	765	729	718	714	722	5.1%	10.3%
D. Other Colleges and Universities	2,676	2,700	2,641	2,612	2,990	2,935	2,789	2,823	2,747	2,694	0.7%	38.6%
Total New Undergraduate Transfer Students	6,591	6,540	6,651	6,628	7,392	7,668	7,405	7,312	7,375	6,977	5.9%	100.0%
Percent of Minority Transfer Students	9.9%	11.7%	12.1%	12.0%	13.2%	16.2%	16.7%	20.5%	21.2%	22.5%		
New Transfer Students as Percent of Total New UG	33.7%	33.5%	24.9%	24.1%	25.4%	26.2%	25.8%	26.6%	27.3%	26.2%		

Note: Minority students include Two or More Races
Official Reporting Date: End of the 15th day of classes

Appendix B-9



Appendix B-10



Appendix B-11

**Pennsylvania's State System of Higher Education
History of State Appropriations and Tuition Rates**

Fiscal Year	E&G Appropriation	% Change From Prior Year	% Of Total E&G	Total Appropriations	% Change From Prior Year	Resident Under-graduate Tuition Rate	\$ Change From Prior Year	% Change From Prior Year	Total Annualized FTE Enrollment
1983/84	\$235,053,000	2.0%	63.0%	\$235,053,000	2.0%	\$1,480			78,273
1984/85	\$250,051,000	6.4%	61.4%	\$252,723,000	7.5%	\$1,570	\$90	6.1%	78,575
1985/86	\$263,803,000	5.5%	62.1%	\$272,115,000	7.7%	\$1,600	\$30	1.9%	78,773
1986/87	\$279,381,000	5.9%	61.5%	\$287,756,000	5.7%	\$1,680	\$80	5.0%	81,001
1987/88	\$295,350,000	5.7%	59.5%	\$300,805,000	4.5%	\$1,830	\$150	8.9%	84,462
1988/89	\$311,594,000	5.5%	56.6%	\$322,699,000	7.3%	\$2,078	\$248	13.6%	86,643
1989/90	\$338,496,000	8.6%	56.1%	\$345,281,000	7.0%	\$2,178	\$100	4.8%	90,243
1990/91	\$343,526,321	1.5%	53.9%	\$349,491,000	1.2%	\$2,278	\$100	4.6%	92,560
1991/92	\$370,960,000	8.0%	52.5%	\$373,625,000	6.9%	\$2,628	\$350	15.4%	93,210
1992/93	\$357,976,000	-3.5%	49.9%	\$359,352,000	-3.8%	\$2,828	\$200	7.6%	91,415
1993/94	\$372,085,000	3.9%	48.3%	\$379,023,000	5.5%	\$2,954	\$126	4.5%	88,460
1994/95	\$386,320,278	3.8%	49.0%	\$386,520,000	2.0%	\$3,086	\$132	4.5%	87,168
1995/96	\$396,890,000	2.7%	48.6%	\$398,587,000	3.1%	\$3,224	\$138	4.5%	86,522
1996/97	\$396,890,000	0.0%	47.8%	\$398,487,000	0.0%	\$3,368	\$144	4.5%	86,106
1997/98	\$411,513,000	3.7%	47.3%	\$413,142,000	3.7%	\$3,468	\$100	3.0%	87,288
1998/99	\$424,887,000	3.2%	47.4%	\$426,570,000	3.3%	\$3,468	\$0	0.0%	88,017
1999/00	\$437,634,000	3.0%	47.3%	\$443,858,000	4.1%	\$3,618	\$150	4.3%	89,354
2000/01	\$450,763,000	3.0%	46.9%	\$471,821,000	6.3%	\$3,792	\$174	4.8%	91,057
2001/02	\$452,763,000	0.4%	44.5%	\$471,821,000	0.0%	\$4,016	\$224	5.9%	93,559
2002/03	\$439,181,000	-3.0%	41.5%	\$457,667,000	-3.0%	\$4,378	\$362	9.0%	95,998
2003/04	\$417,222,000	-5.0%	38.7%	\$434,784,000	-5.0%	\$4,598	\$220	5.0%	97,456
2004/05	\$433,435,000	3.9%	37.8%	\$453,628,000	4.3%	\$4,810	\$212	4.6%	98,735
2005/06	\$445,354,000	2.7%	37.7%	\$465,197,000	2.6%	\$4,906	\$96	2.0%	100,390
2006/07	\$467,622,000	5.0%	37.3%	\$487,873,000	4.9%	\$5,038	\$132	2.7%	102,443
2007/08	\$483,989,000	3.5%	37.1%	\$504,240,000	3.4%	\$5,177	\$139	2.8%	103,359
2008/09	\$477,322,000	-1.4%	35.5%	\$497,168,470	-1.4%	\$5,358	\$181	3.5%	105,566
2009/10	\$444,470,000	-6.9%	30.9%	\$530,423,000	6.7%	\$5,554	\$196	3.7%	109,637
2010/11	\$444,470,000	0.0%	29.9%	\$503,355,000	-5.1%	\$5,804	\$250	4.5%	112,030
2011/12	\$412,751,000	-7.1%	28.0%	\$412,751,000	-18.0%	\$6,240	\$436	7.5%	109,741
2012/13	\$412,751,000	0.0%	27.3%	\$412,751,000	0.0%	\$6,428	\$188	3.0%	106,977
2013/14	\$412,751,000	0.0%	27.1%	\$412,751,000	0.0%	\$6,622	\$194	3.0%	104,459
2014/15	\$412,751,000	0.0%	25.7%	\$412,751,000	0.0%	\$6,820	\$198	3.0%	102,549

Appendix B-12

Pennsylvania's State System of Higher Education Flexible Pricing Pilots

Since January 2014 the Board of Governors of Pennsylvania's State System of Higher Education has approved 23 flexible pricing pilots developed by the universities. The pilot programs are designed to address unique market conditions affecting each of the universities and will be evaluated over a two- or three-year period to determine their effectiveness, and whether they should continue—and, perhaps, be duplicated at other System universities. Approved pilots are effective fall 2014 or fall 2015. A brief description of each of the approved pilots follows:

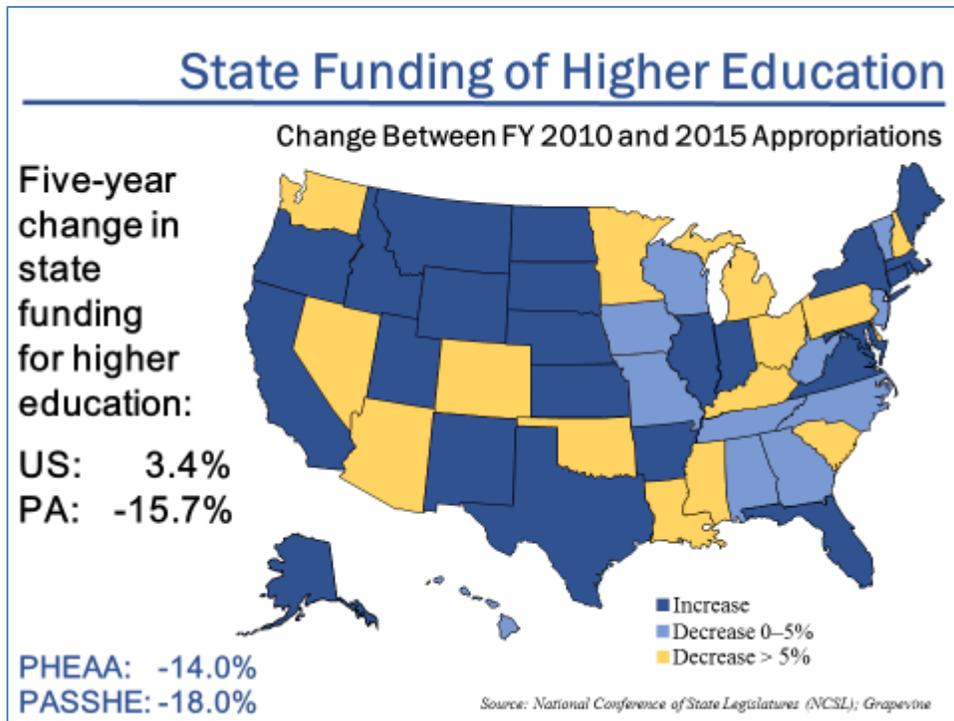
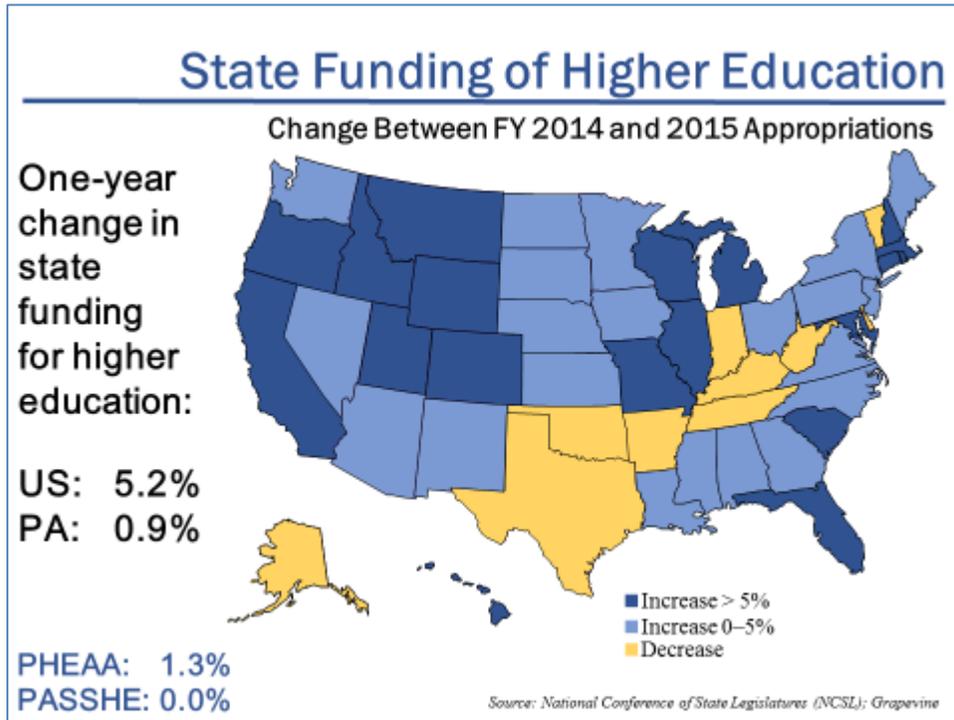
Tuition

- **California, Cheyney, Mansfield and Slippery Rock universities:** Reduces tuition by 10 to 15 percent for active members of the military, their spouses, and dependents enrolled in online programs. **Cheyney's** pilot also addresses veterans and their spouses and dependents.
- **Cheyney, East Stroudsburg, Millersville, and West Chester universities:** Reduces by 10 percent the tuition charged to students who take courses at the State System's Center City location in downtown Philadelphia.
- **Edinboro and Mansfield universities:** Offers newly enrolled out-of-state students who meet certain academic standards a tuition rate that is 105 percent to 150 percent above the in-state rate.
- **Indiana (IUP) and Millersville universities:** Charges in-state, undergraduate tuition on a per-credit basis, in lieu of charging a flat, full-time rate. The new rates are being phased in over three years, where the per-credit rates are less than the System's typical per-credit rate.
- **Bloomsburg and Clarion universities:** Will charge all undergraduate students (both in-state and out-of-state) tuition on a per-credit basis, in lieu of charging a flat, full-time rate. These per-credit rates are less than the System's typical per-credit rate.

Fees

- **Clarion, East Stroudsburg, Edinboro, and Lock Haven universities:** Establishes course- or program-specific fees to more appropriately cover the costs of offering the universities' nursing programs and **Clarion University's** communication and speech disorders program.
- **Edinboro University:** Charges a per-credit fee for studio art courses.
- **Lock Haven University:** Revises its undergraduate educational services fee to be charged on a per-credit basis for undergraduate students, in lieu of charging a flat, full-time rate.
- **Mansfield, Millersville, and Slippery Rock universities:** Establishes a course- or program-specific fee for various high-cost, high-demand courses or programs in science, technology, engineering, mathematics, and health (STEM-H). **Mansfield University** also includes courses in art, music, and psychology. **Slippery Rock University's** fee will be phased in over four years.

Appendix B-13



Appendix B-14

Pennsylvania's State System of Higher Education
Cost of Attendance and Net Price
Fall 2012 First-time, Full-time Freshmen

Average Aid Amounts for Those Receiving Aid	Pennsylvania's State System	PA State Related*	Selected Private Peers**
Average Cost of Attendance (includes books and miscellaneous personal expenses)	\$22,195	\$28,444	\$43,678
Total number of students in First-time, Full-time Cohort	20,128	25,240	12,139
Total number of the Cohort receiving any type of financial aid	17,492	20,214	11,420
Percent of the Total Cohort receiving any type of financial aid	87%	80%	94%
Percent of the Total Cohort receiving any Federal, State, Local or Institutional Grant Aid****	51%	59%	92%
Average total award amount of Federal, State, Local or Institutional Grant Aid	\$5,890	\$7,826	\$17,451
Percent of the Total Cohort receiving Institutional Grant Aid	12%	45%	91%
Average total award amount of Institutional Grant Aid	\$3,510	\$5,560	\$15,146
Percent of the total Cohort receiving Student Loan Aid	78%	63%	74%
Average total award amount of Student Loan Aid	\$7,913	\$8,201	\$9,121
Average Total Net Price for Those Receiving Aid - (Cost of Attendance minus Average Grants)	\$16,304	\$20,618	\$26,227
For Those Receiving Aid and Loans - (Cost of Attendance minus Average Grants and Loans)	\$8,391	\$12,417	\$17,107

*Weighted average of main and branch campuses. For those that do not have on-campus housing, off-campus rates were used to determine Cost of Attendance.

**Weighted average of Delaware Valley College, DeSales University, Geneva College, Lebanon Valley College, Mercyhurst College, Misericordia University, Mount Aloysius College, Philadelphia University, Robert Morris University, Saint Francis University, Saint Joseph's University, Seton Hill University, Thiel College, Ursinus College, Villanova University.

***Grant Aid--All "free" financial aid to the student; that which does not need to be repaid. Includes need-based and merit-based awards, such as Pell grants, PHEAA grants, scholarships, waivers, tuition discounts, etc.

Source: IPEDS Fall 2012 Tuition (based on First-time, Full-time, On-campus), IPEDS 2012-2013 Student Financial Aid. NOTE: Most recent data available.

Appendix B-15

**Pennsylvania Higher Education Assistance Agency (PHEAA) State Grant Awards
All Undergraduate Programs (Excluding Summer School)**

Number of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2008/09	43,514	3,086	29,854	34,097	18,502	1,103	9,072	139,228	10,827	150,055
2009/10	47,836	3,424	33,719	37,210	21,709	1,080	10,861	155,839	12,210	168,049
2010/11	47,100	3,412	35,223	37,350	25,041	1,074	12,020	161,220	13,053	174,273
2011/12	48,323	3,570	36,503	38,658	35,764	1,098	11,283	175,199	13,630	188,829
2012/13	48,551	3,540	33,400	36,191	31,315	1,137	10,247	164,381	12,375	176,756
2013/14	46,395	3,394	31,743	33,928	28,224	1,156	9,929	154,769	9,484	164,253

Value of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2008/09	\$130,005,427	\$8,011,073	\$76,986,763	\$98,090,257	\$14,869,312	\$2,440,756	\$21,713,521	\$352,117,109	\$4,403,643	\$356,520,752
2009/10	\$141,966,971	\$9,025,189	\$86,716,731	\$108,626,637	\$16,574,287	\$2,468,656	\$26,836,101	\$392,214,572	\$4,912,973	\$397,127,545
2010/11	\$123,154,986	\$8,015,549	\$78,257,066	\$91,687,606	\$14,841,175	\$2,184,034	\$24,918,481	\$343,058,897	\$4,499,881	\$347,558,778
2011/12	\$149,001,696	\$10,136,377	\$99,796,407	\$116,389,863	\$27,621,794	\$2,807,642	\$28,043,851	\$433,797,630	\$5,692,492	\$439,490,122
2012/13	\$154,943,909	\$9,694,541	\$86,563,092	\$111,365,064	\$29,547,335	\$3,044,721	\$26,627,407	\$421,786,069	\$5,236,611	\$427,022,680
2013/14	\$151,678,344	\$9,728,287	\$91,584,343	\$110,527,312	\$29,872,717	\$3,058,023	\$26,412,919	\$422,861,945	\$4,902,903	\$427,764,848

Full-year Average Award

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2008/09	\$3,345	\$3,183	\$2,827	\$3,198	\$1,239	\$2,724	\$3,245	\$2,962	\$429	\$2,761
2009/10	\$3,317	\$3,250	\$2,817	\$3,234	\$1,185	\$2,810	\$3,292	\$2,950	\$424	\$2,747
2010/11	\$2,939	\$2,853	\$2,436	\$2,739	\$936	\$2,468	\$2,795	\$2,523	\$364	\$2,343
2011/12	\$3,540	\$3,522	\$3,007	\$3,397	\$1,250	\$3,140	\$3,456	\$3,022	\$443	\$2,810
2012/13	\$3,671	\$3,452	\$2,878	\$3,491	\$1,569	\$3,326	\$3,576	\$3,143	\$448	\$2,927
2013/14	\$3,741	\$3,644	\$3,197	\$3,654	\$1,793	\$3,381	\$3,675	\$3,333	\$551	\$3,151

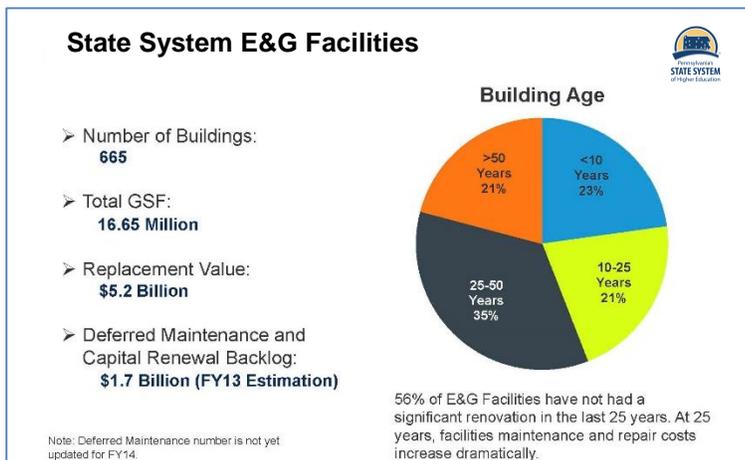
Source: PHEAA State Grant Program Year-by-Year Summary Statistics Report

Appendix B-16

Pennsylvania's State System of Higher Education Educational and General (E&G)* Facilities Highlights

Challenges for State System University Facilities

- Fifty-six percent of the State System's E&G facilities have not had a major renovation in 25 years and require a significant capital investment.
- State System universities have historic facilities, which are less efficient to operate and tend to be more costly to maintain and repair.
- Commonwealth procurement requirements such as the Separations Act and Prevailing Wage increase construction durations and costs. Other Pennsylvania higher education sectors do not have these requirements.
- Although the universities invest annually in their facilities, the State System does not have sufficient resources to do so in the most cost-effective manner.



Funding Sources for Buildings and Infrastructure

- **University Operating Funds**—These funds are used for maintenance and operations of the physical plant, including grounds, janitorial, preventative maintenance, repairs, and deferred maintenance (including Key'93 funds). Last year State System universities spent about \$21 million on repairs and modernization of its facilities; national models suggest at least \$75 million should be invested annually in this area to keep up with deferred maintenance.
- **Key'93**
 - Enacted by Act 50 of 1993, funded with revenue from the Real Estate Transfer Tax.
 - Funding eliminated in FY 2009/10 and FY 2010/11; restored in FY 2011/12.
 - Used to address deferred maintenance backlog requirements.
 - It is estimated that \$1 spent to immediately address small deferred maintenance requirements saves \$4 in capital renewal costs.
 - FY 2014/15 funding is \$13.4 million; historically funded as high as \$18 million.
- **Commonwealth Capital Funds**—From FY 2000/01 to FY 2008/09 the Commonwealth provided the State System \$65 million annually for capital projects. In FY 2009/10, capital funding was increased to \$130 million per year; it returned to \$65 million in FY 2011/12 and currently remains at that level. These funds are spent largely on renovation or replacement of existing buildings. Because universities have not been able to adequately fund life cycle maintenance from operating funds, the capital funds have been essential to limiting deferred maintenance backlog growth.

**Educational and General facilities house the instructional, academic support, and administrative functions; and exclude housing, dining, student unions, and recreation centers.*

Appendix B-16 (Continued)

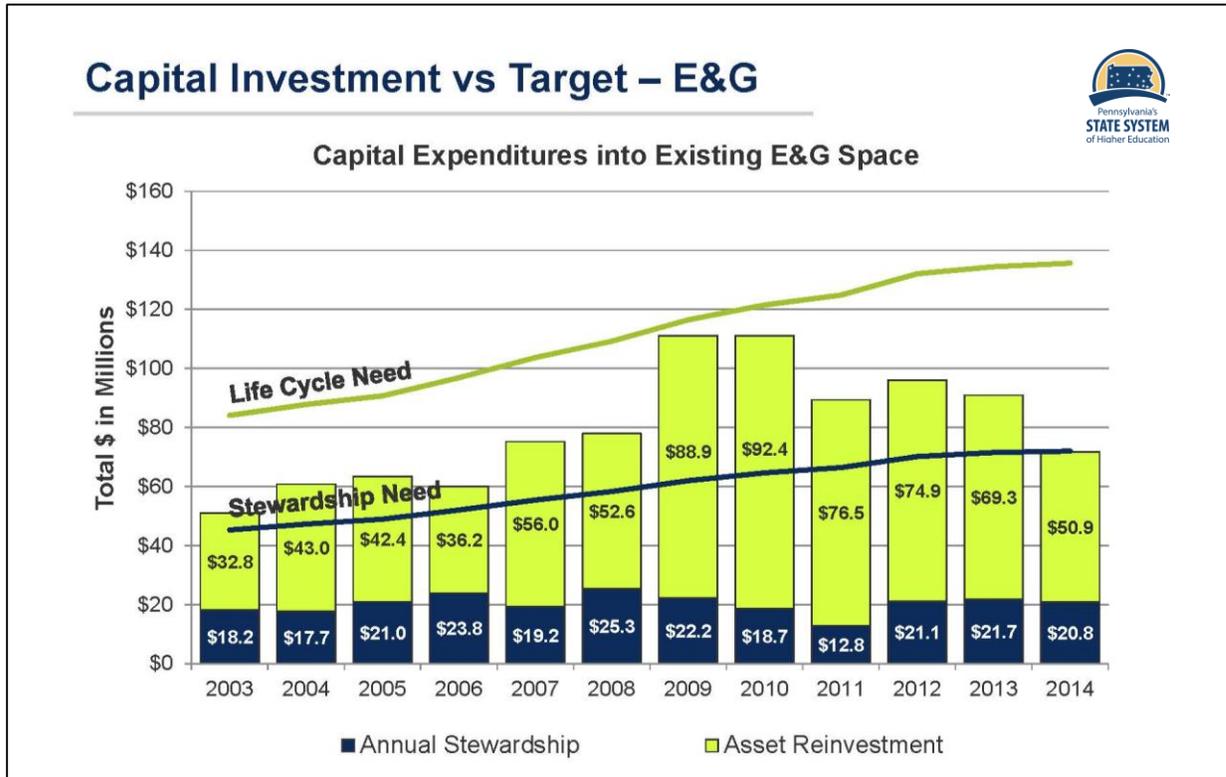
**Pennsylvania’s State System of Higher Education
Educational and General (E&G)* Facilities Highlights**

Funding Requirements for E&G Buildings and Infrastructure

According to Sightlines, a national firm that specializes in the benchmarking of higher education facilities, the State System is not investing adequately in its facilities.

National standards suggest the State System invest at least \$135 million annually in its E&G buildings to prevent further degradation of the facilities. This amount includes a blend of “annual stewardship” (university operating budgets and Key’93 funds or equivalent for recurring maintenance and repair) and “asset reinvestment” (capital funds to address building life cycle renewal and replacement requirements).

Increases in capital funding in recent years helped minimize the impact of underfunding the annual stewardship. However, in FY 2013/14, the combined investment in both annual stewardship and asset reinvestment fell short of the combined annual life cycle and stewardship need by \$60 million. Continued facility investment at this level will result in significant increases to the State System’s E&G deferred maintenance backlog, which is currently estimated at \$1.7 billion.



*Educational and General facilities house the instructional, academic support, and administrative functions; and exclude housing, dining, student unions, and recreation centers.

Appendix B-17

Pennsylvania's State System of Higher Education Energy Cost Savings

Estimated Cost Avoided Through State System's Energy Conservation Effort								
Fiscal Year	Million Square Feet	mmBTU	Total Energy Cost for Fiscal Year	\$/mmBTU	Energy Utilization Index (EUI)	Annual EUI Reduction	Cumulative EUI Reduction	Cost Avoided
2004/05	26.18	4,013,581	37,625,644	9.37	153,299	2.7%	6.3%	\$2,543,245
2005/06	26.45	3,796,335	43,720,415	11.52	145,749	4.9%	10.9%	5,457,006
2006/07	26.56	3,810,074	45,411,400	11.92	143,446	1.6%	12.4%	6,399,571
2007/08	26.72	3,648,264	46,053,980	12.62	136,517	4.8%	16.6%	9,157,016
2008/09	26.55	3,510,905	47,424,753	13.51	132,234	3.1%	19.2%	11,270,766
2009/10	27.40	3,213,945	41,807,009	13.01	117,288	14.1%	28.3%	16,529,512
2010/11	29.68	3,503,409	43,636,255	12.46	118,026	10.7%	27.9%	16,872,024
2011/12	30.63	3,255,255	40,873,698	12.56	106,261	9.4%	35.1%	22,079,128
2012/13	31.30	3,459,765	41,950,885	12.13	110,527	-4.0%	32.5%	20,165,611
2013/14	32.36	3,742,193	42,333,481	11.31	115,631	-4.6%	29.3%	17,582,430
Total								\$129,366,813

EUI (Energy Utilization Index) = Btu/sq-ft

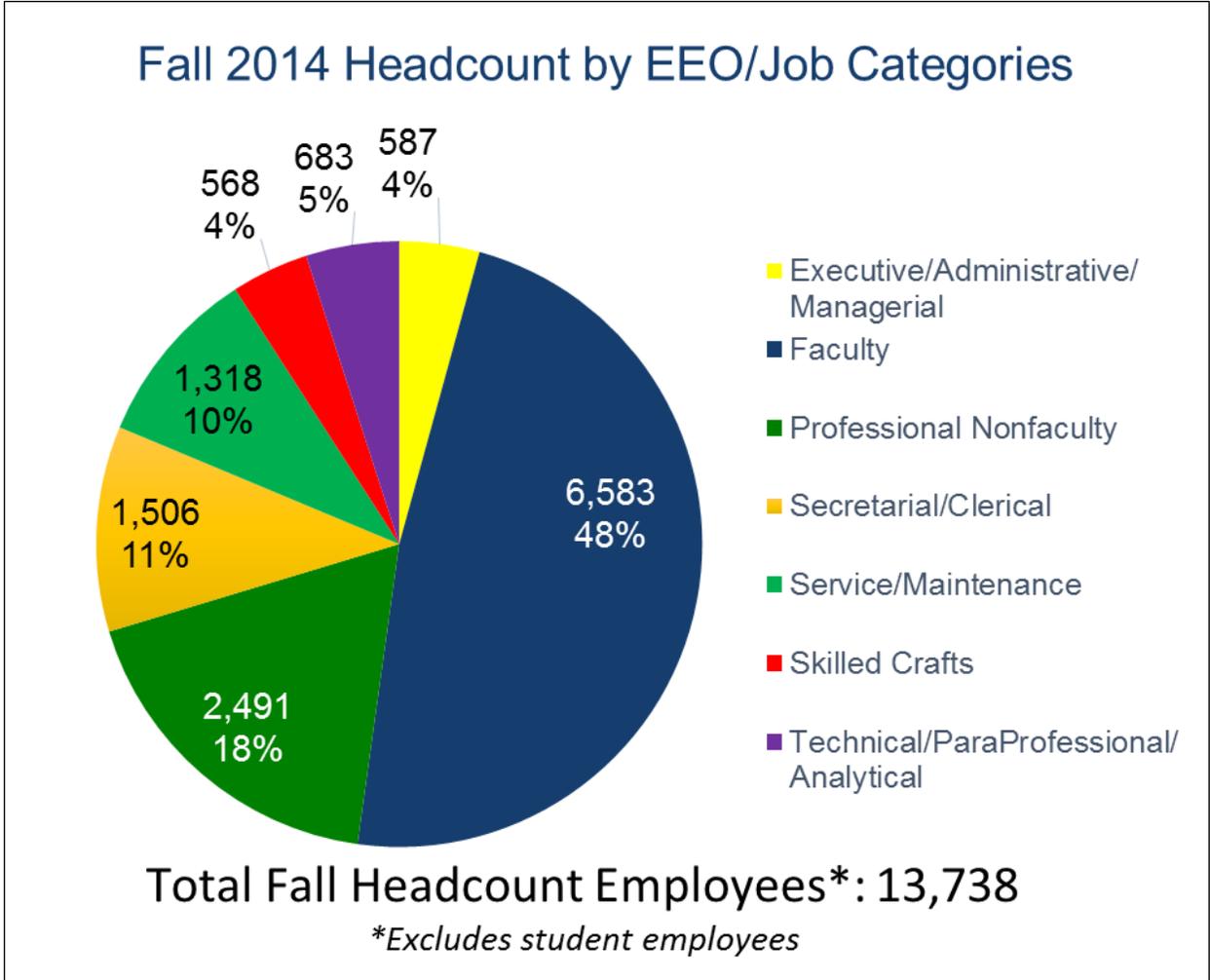
Avoided cost = (EUI_{current}-EUI_{base year})(MSF_{current})/(\$/mmBTU_{current})

Estimated Cost Avoided Through State System Energy Procurement Efforts			
Fiscal Year	Electricity	Natural Gas	Total
2001/02	\$246,641	\$0	\$246,641
2002/03	12,641	295,000	307,641
2003/04	0	1,495,000	1,495,000
2004/05	0	122,673	122,673
2005/06	0	3,247,894	3,247,894
2006/07	0	1,424,000	1,424,000
2007/08	0	1,989,932	1,989,932
2008/09	0	1,143,806	1,143,806
2009/10	1,770,655	1,127,133	2,897,788
2010/11	6,273,056	161,917	6,434,973
2011/12	1,198,616	256,867	1,455,483
2012/13	1,849,667	600,747	2,450,414
2013/14	3,588,561	487,642	4,076,203
Total	\$14,680,555	\$10,562,611	\$25,243,166

Avoided cost estimate based on difference from procured energy cost and published rate from the local distribution company for the estimated energy needs.

Appendix B-18

**Pennsylvania's State System of Higher Education
Employee Demographics**

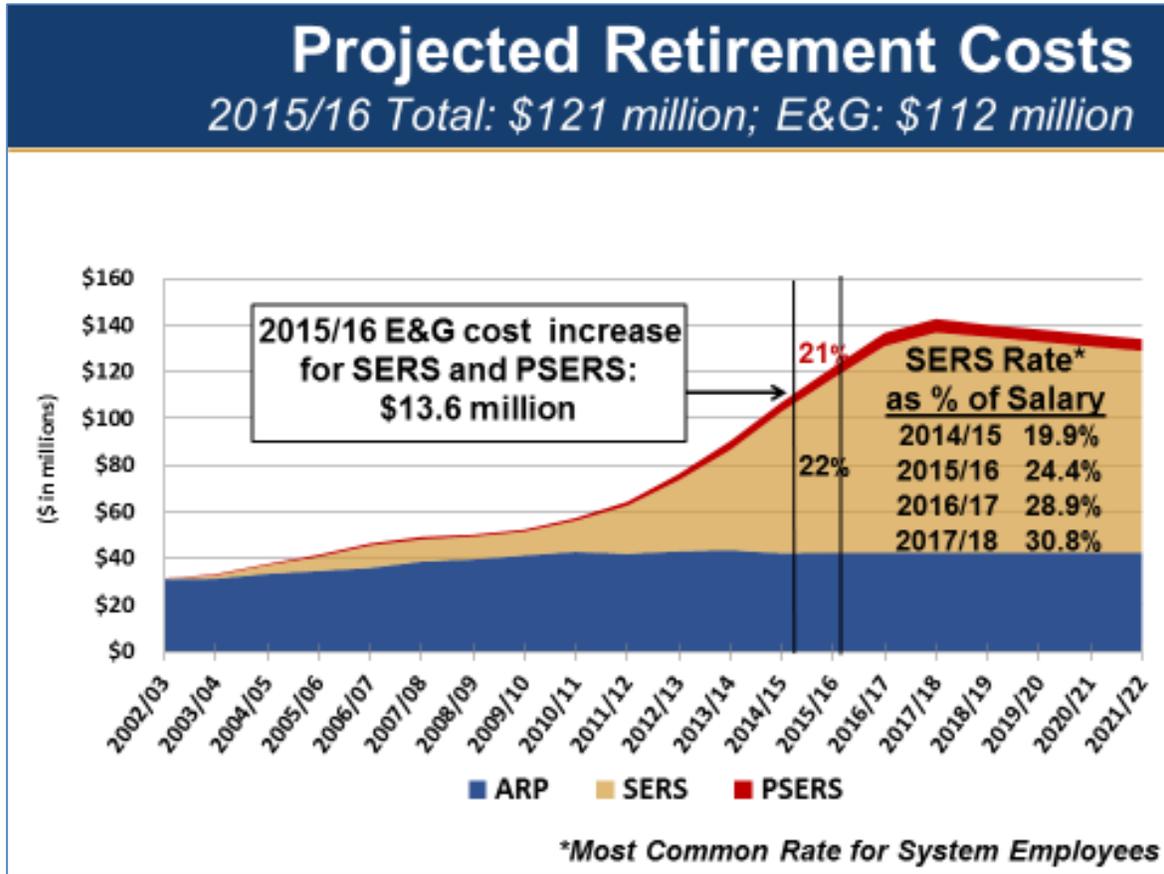


Pennsylvania's State System of Higher Education Retirements by Fiscal Year										
	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15 YTD**
APSCUF (Faculty)	53	165	99	121	107	250	112	204	112	94
AFSCME	58	240	77	94	98	154	104	115	101	89
All Others*	32	62	50	49	88	92	65	75	69	42
Total	143	467	226	264	293	496	281	394	282	225

*Includes nonrepresented employees and represented employees in the APSCUF - Coaches, SCUPA, OPEIU, SPFPA, PSSU and PDA unions.
**Year to Date (YTD) data is as of 2/24/2015

Appendix B-19

**Pennsylvania's State System of Higher Education
Impact of Projected Employer Retirement Contribution Rates**

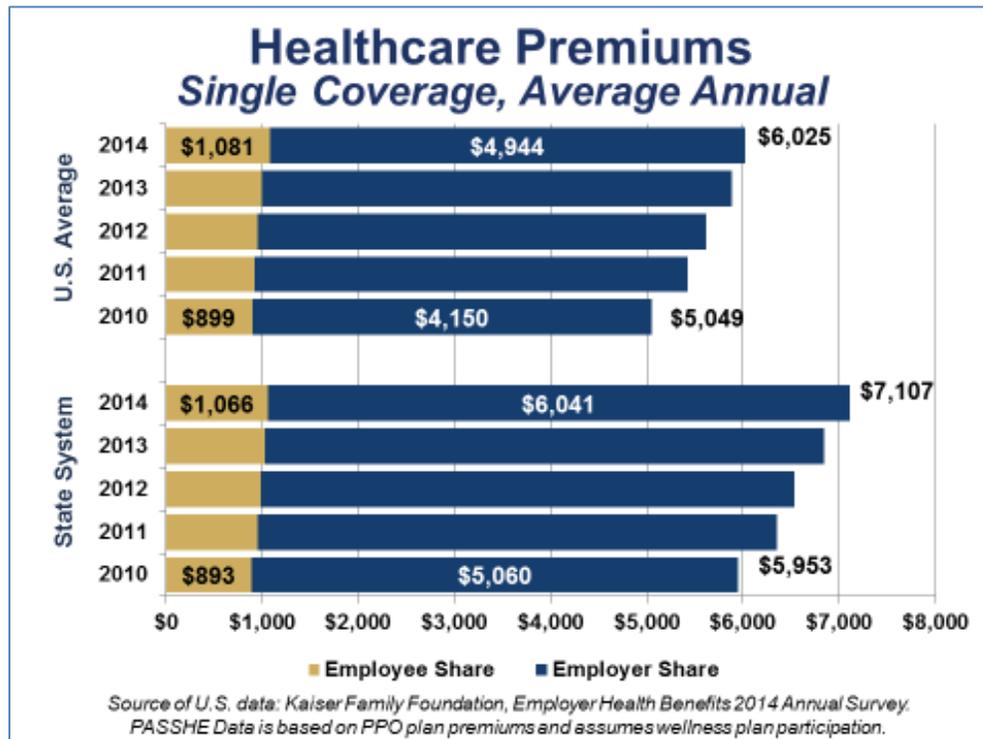
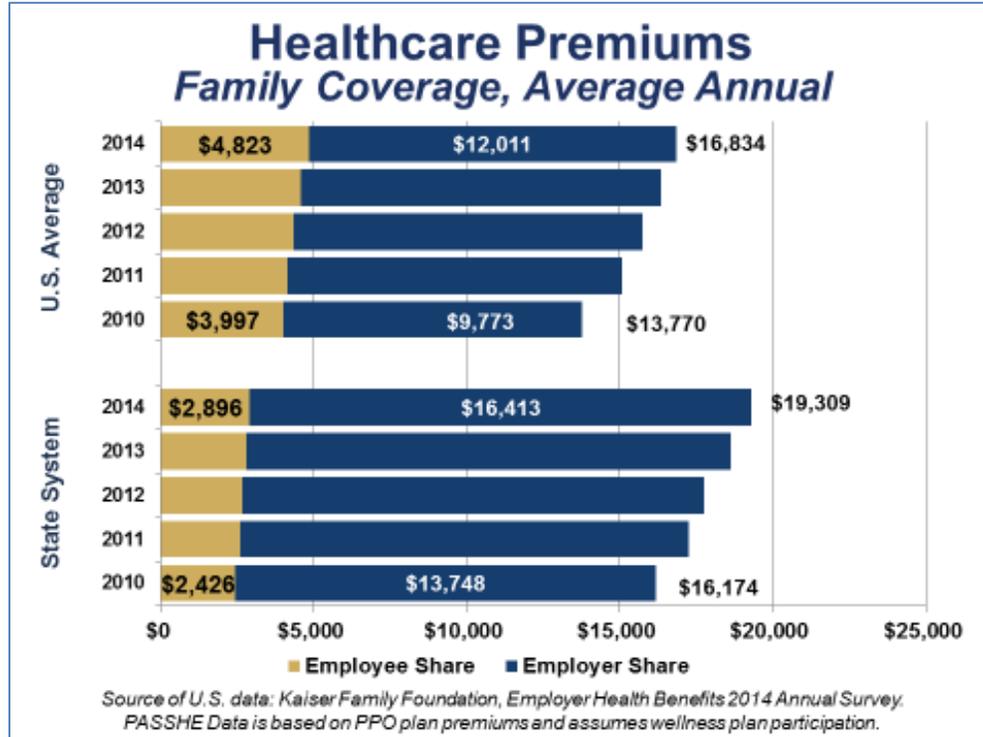


Enrollment in Retirement Plans	
SERS*	42%
PSERS*	8%
(ARP)**	50%

*Defined benefit plans ** Defined contribution plans

Appendix B-20

Pennsylvania's State System of Higher Education Healthcare Premiums



Appendix B-21

Pennsylvania's State System of Higher Education Dixon University Center Actual Annualized FTE Employees and Current Year Budget

	Actual 2012/13 FTE	Actual 2013/14 FTE	Estimated* 2014/15 FTE	2014/15 Budget
Office of the Chancellor (1/2 of 1%)	40.86	39.30	40.73	\$8,245,669
Shared Services (a)	71.01	68.34	68.66	15,449,702
Other (b)	44.24	48.57	44.52	11,513,437
Total	156.11	156.21	153.91	\$35,208,808

**As of January 31, 2015*

(a) When cost effective, the System's universities and the Office of the Chancellor participate in shared service centers rather than managing individual offices across the System to perform similar functions. Currently, there are shared services for functions such as: payroll, benefits administration, labor relations, legal services, construction support, and administrative information systems.

(b) Includes site support functions, externally funded restricted grant activity, academic programming support for the nine universities that offer academic programs at the Dixon University Center, positions supported by Board allocated resources, and other miscellaneous positions funded from alternative sources.

Additional Detail for "Other" Positions:	2012/13	2013/14	2014/15
Site Support Functions	15.95	17.10	15.78
Academic Programs at Dixon University Center **	5.31	5.31	5.31
Restricted Activity (funded externally)	5.46	4.60	2.09
Office of Internal Audit and Risk Assessment	7.00	6.77	7.00
Other	10.52	14.79	14.34
Total	44.24	48.57	44.52

***Academic programs are offered at the Dixon University Center by the following System universities: Bloomsburg, Indiana, Lock Haven, Millersville, and Shippensburg. In addition, Elizabethtown College, Immaculata University, Lebanon Valley Colleges, and Rochester Institute of Technology offer programs there.*

Note: 3.09 employees (included in Other) provide operational support at PASSHE Center City for academic programs for Bloomsburg, Cheyney, East Stroudsburg, Millersville, and West Chester universities.

Appendix B-22

Pennsylvania's State System of Higher Education Programs and Services for Military Members and Veterans

State System universities offer a wide range of programs and services for military members, veterans, and their families. Eleven of the universities this year were named "Military Friendly Schools" by Victory Media, a designation awarded annually to only the top 20 percent of colleges, universities and trade schools in the country in recognition of their efforts to ensure the academic success of military service members, veterans and spouses. Several of the universities have qualified for this select honor roll for multiple years in a row.



All 14 universities provide military veterans with preference in course scheduling, in accordance with recently passed state legislation. The universities also are looking forward to the July 1, 2015, implementation date for offering in-state tuition rates to qualified veterans and their dependents regardless of state residency status under the Veterans Access, Choice and Accountability Act.

Below are more examples of the programs and services State System universities provide to military members, veterans, their spouses and dependents:

- **Bloomsburg University's** Office of Military and Veterans Resources provides services to current and former service members, veterans, family members, ROTC cadets, and interested supporters through special events, such as luncheons, guest speakers, and fundraisers. The office supports work-study and employs military students, utilizing funding from the U.S. Department of Veterans Affairs.
- **California University of Pennsylvania** is ranked among the top schools in the nation by Military Times EDGE for its commitment to helping military veterans pursue higher education. The university is a GoArmyEd provider of online education for Army personnel and their families. Service members around the world are enrolled in degree programs through Cal U Global Online, where a dedicated military coordinator helps to integrate them into the university's online learning community.



- **Cheyney University's** website includes links to important information for veterans and active duty military to help ensure student veterans, military service members, reservists, and their families reach their educational goals.
- **Clarion University** provides sensitivity and awareness sessions for students, faculty, and staff each semester and will open a veterans' student lounge this spring. It also has contracted with the Butler VA to offer Tele-Health counseling services to student veterans. The university's Department of Library Science is partnering with the Library of Congress to conduct interviews for the Veterans History Project. Clarion provides two veteran's certifying officials and veteran clubs on both the Venango and Clarion campuses.



- **East Stroudsburg University** opened a Student Veterans Center in spring 2013. The center processes all veteran education benefits including Federal Tuition Assistance, the Educational Assistance Program and GI Bill. A Veterans Task Force meets regularly to identify issues that student veterans are experiencing, and the center's website contains up-to-date information about how student veterans can apply for educational benefits and scholarships. The center also hosts a series of weekly meetings for veterans on a variety of topics ranging from employment opportunities to health care.



- **Edinboro University** founded its Veterans Success Center in 2012 to better serve returning soldiers as they transition to civilian life and seek a higher education. The center serves as a “one-stop-shop” with expert guidance for all GI Bill programs, including regular visits by a service officer from area veteran organizations to help student veterans file VA claims. Recently, Edinboro University and the Erie Veterans Affairs Medical Center formed a partnership to make VA Telehealth Services available to veterans through the university's Ghering Health Center. The university also collaborated with Erie Together and other organizations in 2014 to host a Veterans Portal as a single-point resource for veterans, family members and service providers in the Erie region.

- **Indiana University of Pennsylvania's** Veterans Affairs Office assists student veterans and dependents of veterans with their educational benefits. The university opened a Military Resource Center in January 2014, funded through the president's Strategic Initiative program. IUP, which will commission its 2,000th cadet in May, recently was recognized by the publication Military Advanced Education as an “MAE 2015 Top School” for exhibiting best practices in military and veteran education.



- **Kutztown University's** Veterans Services Center serves as a single point-of-contact, providing a place where students can study, relax, meet other veterans and members of the Military Club and receive assistance with their GI Bill and other benefits. Specifically, it offers individual guidance and assistance regarding educational benefits as well as counseling, support, and disability services that provide support to students experiencing adjustment challenges and military-related trauma such as Posttraumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and Military Sexual Trauma (MST).
- **Lock Haven University's** Student Veterans' Organization acts as a liaison for student veterans, providing a variety of resources and special services, including personal and financial counselling. A veterans group meets monthly to help meet the needs of veteran students. The university also waives admissions deposits for veterans.
- **Mansfield University** was named a “Top School” for 2015 by Military Advanced Education. The university's Office of Military and Veterans Affairs offers counseling on benefits, career resources, and more. The Mansfield Military and Veteran's Organization, formed last year, is open to all students, faculty and staff who have served or are serving in the military. Two scholarships established through the Mansfield University Foundation over the past two years provide recognition and financial assistance to veterans and active-duty personnel.

- **Millersville University's** Student Veteran's Association on campus provides a place for veterans to receive support and assistance in attending and successfully graduating from college. It allows veterans to share their experiences in service with other veterans and provides a house that can be used to host meetings and for a quiet study place. Millersville also participates in the Concurrent Admissions Program with the Army, Army Reserves, and Army National Guard.
- **Shippensburg University** opened a veterans' resource center in September 2012, giving student veterans a dedicated place on campus to meet, study, eat or just hang out. While much of what the university's Veterans' Services Office does focuses on helping students complete all of their necessary government and university paperwork, the office also strives to meet other needs that student veterans have. The office works closely with the Student Veterans of America chapter on campus and the Army ROTC Raider Battalion in its efforts.

- **Slippery Rock University** last spring opened its new Student Veterans' Center, providing veterans, veteran-dependents, active duty personnel, reserve and National Guard members and ROTC cadets a place to gather, share information, and relax. The center is located in the Smith Student Center. SRU received a \$54,000 grant from the U.S. Department of Veterans Affairs for an equine-assisted recreation program, which provides recreational therapy to veterans at the university's Storm Harbor Equestrian Center. Slippery Rock was the first university in the country to participate in the Veterans Administration's Tele-Health system.



- **West Chester University** serves as the North Atlantic Region office of Troops to Teachers, a federally funded Department of Defense program that helps eligible military personnel transition into careers as K-12 public or charter school teachers. The program provides personalized counseling and referral assistance to all military members, past or present. Troops to Teachers registration is open to all veterans who have served honorably regardless of time in service who have an interest in teaching in qualified schools. WCU also provides a variety of services through its Veterans Center and the Student Veterans Group.



Military Friendly Schools (as designated by Victory Media, publisher of G.I. Jobs magazine): Bloomsburg, California, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Millersville, Slippery Rock and West Chester

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