



Board of Governors' Quarterly Meeting Agenda

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Tuesday, June 30, 2015
10:00 a.m.

Agenda

Committee Meetings

- **Finance, Administration, and Facilities**
 - Housing Acquisition and Financing, California University of Pennsylvania (ACTION)
 - Bond Issue (ACTION)
 - Request for Line of Credit, Cheyney University of Pennsylvania (ACTION)
 - Property Donation, Lock Haven University of Pennsylvania (ACTION)
 - Sullivan Hall Demolition, Lock Haven University of Pennsylvania (INFORMATION)
 - Bucks House Demolition, Millersville University of Pennsylvania (INFORMATION)
 - Fiscal Year 2015/16 Operating Budget Update (INFORMATION)
 - Shared Services (INFORMATION)
 - Pricing Flexibility Pilot Extension, Edinboro University of Pennsylvania (ACTION)*
 - Veterans' In-State Tuition Policy (ACTION)*

**To be discussed in joint meeting of the Finance, Administration, and Facilities Committee and the Academic and Student Affairs Committee.*

- **Academic and Student Affairs**

- Strategic Discussions with the Finance, Administration, and Facilities Committee (INFORMATION)
- Prior Learning Assessments for Active Duty and Veteran Service Members (INFORMATION)
- Program Fees for New High-Cost Undergraduate Academic Programs (INFORMATION)

Board of Governors' Meeting

- Public Comments

Committee Meeting

- **Human Resources**

- Human Resources Committee Update (INFORMATION)

Board Members: Guido M. Pichini (*Chair*), Senator Richard L. Alloway II, Representative Matthew E. Baker, Marie Conley, Jane M. Earll, Christopher H. Franklin, Representative Michael K. Hanna, Ronald G. Henry (*Vice Chair*), Jonathan B. Mack, David M. Maser (*Vice Chair*), Daniel P. Meuser, Secretary of Education Pedro A. Rivera, Senator Judith L. Schwank, Robert S. Taylor, Aaron A. Walton, and Governor Thomas W. Wolf.

For further information, contact Randy A. Goin, Jr. at (717) 720-4010.



Finance, Administration, and Facilities Committee

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Tuesday, June 30, 2015

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**To be discussed in joint meeting of the Finance, Administration, and Facilities Committee and the Academic and Student Affairs Committee.*

Committee Members: Ronald G. Henry (Chair), Representative Matthew E. Baker, Christopher H. Franklin, Sarah E. Galbally, David M. Maser, Aaron A. Walton, Guido M. Pichini (ex officio), and Dr. David L. Soltz (nonvoting president liaison)

For further information, contact James S. Dillon at (717) 720-4100.

Finance, Administration, and Facilities Committee Meeting

June 30, 2015

SUBJECT: Housing Acquisition and Financing, California University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: California University of Pennsylvania

BACKGROUND: California University of Pennsylvania requests approval to acquire six student residence halls on campus property. The residence halls were constructed by Student Association, Incorporated (SAI), on property leased from the university using a privatized student housing development and finance model approved by the Board of Governors. At this point, it appears advantageous for the university to acquire the buildings with State System bond financing.

The residence halls were constructed in three phases from 2003 to 2007 to replace outdated and obsolete on-campus student housing. The six buildings total 566,000 square feet and contain 726 rental units with 1,500 beds.

The buildings were constructed at a cost of \$84.4 million and currently have outstanding debt of approximately \$78 million; acquisition of the buildings will require the university to use System bond funds to refinance the debt. By applying this strategy over the 25-year term, the university expects to reduce debt service payments by about \$34 million, and avoid an estimated \$18 million in operating costs, such as reductions in bond covenants, insurance, and payments in lieu of taxes. The university has frozen room rental rates for the last four years; the savings achieved from this transaction will allow the university to continue to mitigate room rental rates.

MOTION: That the Board of Governors approve California University of Pennsylvania's acquisition of on-campus student residence halls from Student Association, Incorporated, and bond financing of the current debt.

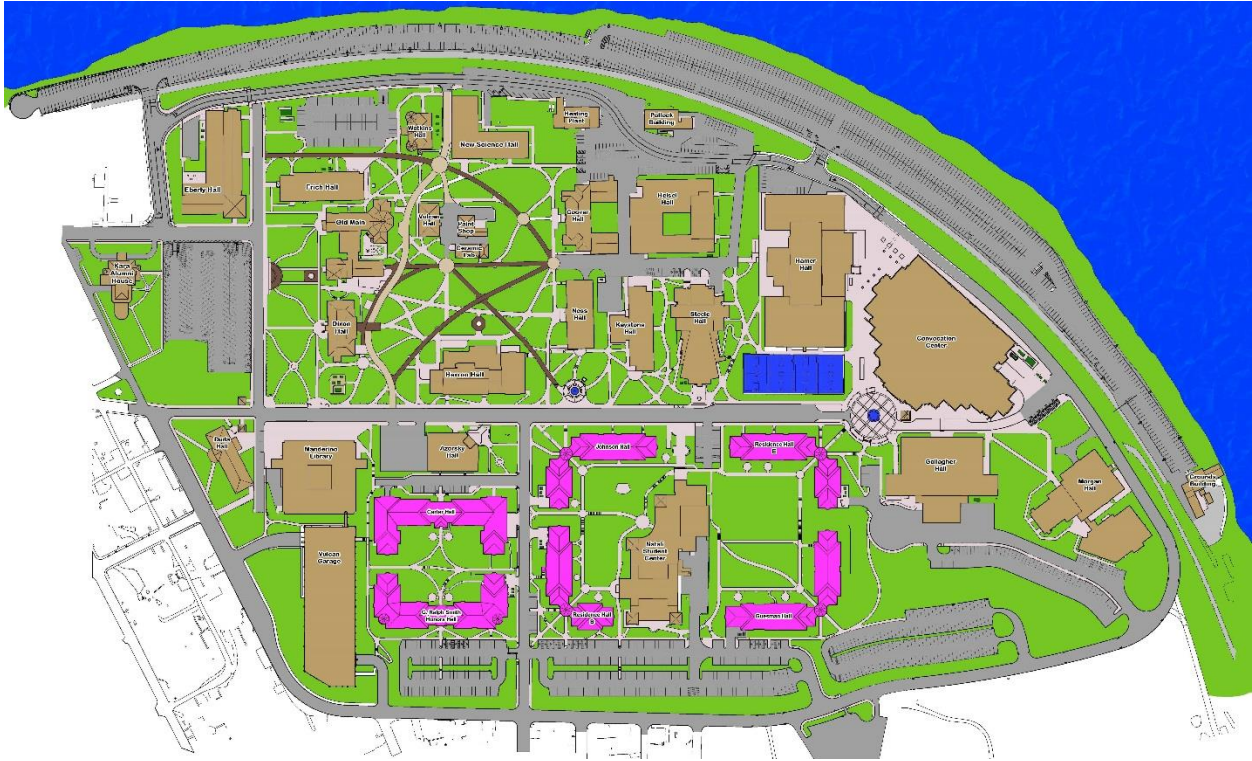
Supporting Documents Included: Property map and photo

Other Supporting Documents Available: Real property acquisition planning data

Reviewed by: California University of Pennsylvania's Council of Trustees, June 3, 2015

Prepared by: James S. Dillon

Telephone: (717) 720-4100



California University of Pennsylvania Main Campus



Residence Hall E
California University of Pennsylvania

Finance, Administration, and Facilities Committee Meeting

June 30, 2015

SUBJECT: Bond Issue (ACTION)

UNIVERSITIES AFFECTED: California University of Pennsylvania**BACKGROUND:** The proposed bond issue, which is not expected to exceed project cash borrowing of \$78 million, will provide fixed-rate tax-exempt financing for the following items:

1. Acquisition of on-campus student housing from California University of Pennsylvania's affiliate, Student Association, Incorporated (SAI).
2. Contingency and issuance costs.

In keeping with the State System's practice of minimizing expense and risk, the bond issue will be competitively bid. Because the System does not possess statutory bond authority, the bonds will be issued through the Pennsylvania Higher Educational Facilities Authority and will be a general obligation of the System. The attached *Pennsylvania's State System of Higher Education Taxable/Tax-Exempt Bond Issue History* outlines the System's bond issue financing history and plan for fiscal year 2015/16.

MOTION: That the Board of Governors adopt the attached Resolution Authorizing the Issuance of Bonds.

Supporting Documents Included: Resolution; *Pennsylvania's State System of Higher Education Taxable/Tax-Exempt Bond Issue History***Other Supporting Documents Available:** Finance, Administration, and Facilities Committee Meeting Agenda Item #1**Reviewed by:** N/A**Prepared by:** James S. Dillon**Telephone:** (717) 720-4100

**Resolution Authorizing the Issuance of Bonds
by the Pennsylvania Higher Educational Facilities Authority**

WHEREAS, the State System of Higher Education of the Commonwealth of Pennsylvania (the "System") desires that the Pennsylvania Higher Educational Facilities Authority (the "Authority") issue its State System Revenue Bonds in one or more series of taxable or tax-exempt bonds (the "Bonds") to finance up to \$78 million of project cash to pay the costs of (1) acquiring on-campus student housing from Student Association, Incorporated ("SAI"), at California University of Pennsylvania; and (2) contingency and issuance costs (the "Project"); and

WHEREAS, the Authority will lend the proceeds of the Bonds to the System to finance the costs of the Project and pay the expenses incident to issuance of the Bonds; and

WHEREAS, the System may make expenditures relating to clauses (1) and (2) of the definition of the Project contained above prior to issuance of the Bonds, and the System desires to preserve the ability to reimburse itself with proceeds of the Bonds for any amounts expended for the Project; and

WHEREAS, the obligation of the System to repay the Bonds will be described in and evidenced by a Loan Agreement, as supplemented (the "Loan Agreement"), between the Authority, as lender, and the System, as borrower, pursuant to which the System will pledge the full faith and credit of the System as security for repayment of the obligation; and

WHEREAS, the Loan Agreement will be assigned by the Authority as security for the Bonds pursuant to a Trust Indenture, as supplemented (the "Indenture"), between the Authority and a trustee; and

WHEREAS, the Authority will, by public invitation, solicit and receive competitive bids from underwriters for the purchase of the Bonds, which bids will contain, among other terms, proposed interest rates on the Bonds.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Governors of the System (the "Board") hereby approves the issuance of the Bonds by the Authority, in an amount in project cash not to exceed \$78 million for the bonds, the proceeds of which will be used to undertake the Project and pay the costs of issuance of the Bonds; and be it

RESOLVED, that the Board hereby delegates to the chancellor or vice chancellor for administration and finance the power to accept bids for purchase of the Bonds from underwriters and to determine the principal amount of the Bonds to be issued by the Authority, but not in excess of the amount described above, the rates of interest, dates of maturity, provisions for optional or mandatory redemption, and other details, such approval to be evidenced by acceptance of the bid for purchase of the Bonds by the Authority and the System; and be it

RESOLVED, that the Board hereby authorizes the pledging of the System's full faith and credit to repayment of the Bonds, as provided in the Loan Agreement, and does hereby authorize and direct the chancellor or vice chancellor for administration and finance to execute, acknowledge, and deliver, and any Responsible Officer to attest such signature to a supplement to the Loan Agreement in such form as the officers executing it may approve, such approval to be conclusively evidenced by execution thereof; and be it

RESOLVED, that any Responsible Officer is hereby authorized and empowered to approve the content of the Preliminary Official Statement and the Official Statement of the Authority relating to issuance of the Bonds as to information concerning the System and its affairs; and be it

RESOLVED, that any Responsible Officer is hereby authorized and directed to take such further action and to execute and deliver such other instruments and documents as may, in his or her judgment or upon advice of counsel, be necessary or advisable to effect issuance of the Bonds by the Authority, the intent of this Resolution, and the transactions contemplated.

Secretary to the Board

Chairman of the Board

Date

Pennsylvania's State System of Higher Education

Taxable/Tax-Exempt Bond Issue History

July 2015

Current Debt Structure

Pennsylvania's State System of Higher Education Bond Issues

The Series A bonds were issued June 1, 1985, at a par value of \$31 million to finance the Indiana University of Pennsylvania cogeneration plant. Scheduled amortization started in June 1988 and was to run through June 1994. Serial interest rates ranged from 6.50 percent to 8.20 percent.

The Series B bonds were issued June 1, 1986, for a par value of \$25.9 million to finance 47 capital projects System-wide. Scheduled amortization started in June 1987 and concluded in June 1994. Serial interest rates ranged from 4.60 percent to 7.10 percent. Series B bonds called for a debt service reserve fund of \$3.9 million to be used to pay the last principal and interest payment. This fund earned an interest rate higher than the cost of borrowing, resulting in realized investment income of \$1 million. Universities with projects that participated in the bond issue received a prorated share of the debt service reserve fund investment income. The Series B issue allowed refinancing of existing capital leases for a savings of \$1.2 million. Also, by financing capital projects, the universities could invest the operating capital in the Short-Term Investment Fund at an interest rate higher than the financing cost, providing investment income and flexibility.

The Series C bonds were issued July 1, 1987, for a par value of \$38.2 million to finance residence halls at Bloomsburg and Kutztown Universities of Pennsylvania and to refund the Series A bonds. Serial interest rates ranged from 4.40 percent to 7.60 percent.

The Series D bonds were issued June 15, 1990, for a par value of \$58.8 million to finance student unions at Clarion, Lock Haven, and Shippensburg Universities of Pennsylvania, and a residence hall at West Chester University of Pennsylvania. This bond issue also provided refinancing of State System internal loans for interest savings of \$1.3 million. The Series D bonds launched the Reimbursement Program, which provided \$17.7 million of capital financing. Serial interest rates ranged from 5.90 percent to 7.15 percent.

The Series E bonds were issued June 15, 1991, for a par value of \$54.8 million to finance student unions at Bloomsburg, California, Clarion, East Stroudsburg, Edinboro, Kutztown, Lock Haven, Millersville, and Shippensburg Universities of Pennsylvania, and a residence hall at West Chester University of Pennsylvania. This bond issue included \$12.3 million of capital reimbursement bonds. Serial interest rates ranged from 4.70 percent to 7.10 percent.

The Series F bonds were issued December 15, 1992, for a par value of \$35.2 million to finance student unions, energy conservation equipment, and the renovation of dining halls at various State System universities. This bond issue provided \$19 million of capital reimbursement bonds. Serial interest rates ranged from 2.70 percent to 6.15 percent.

The Series G bonds were issued December 15, 1992, for a par value of \$14.2 million to refund the Series C bonds maturing on and after September 1, 1996. This refunding issue provided present value savings of \$825,000 to Bloomsburg and Kutztown Universities of Pennsylvania for their student housing projects. Serial interest rates ranged from 2.70 percent to 6.15 percent.

The Series H bonds were issued May 18, 1993, for a par value of \$15.9 million to finance a computer purchase and energy conservation equipment at various State System universities. This bond issue provided \$13.6 million of capital reimbursement bonds. Serial interest rates ranged from 2.70 percent to 5.80 percent.

The Series I bonds were issued May 18, 1993, for a par value of \$61.4 million to refund the Series D bonds maturing on and after June 15, 1993. This refunding issue provided present value savings of \$2.4 million to various State System universities. Serial interest rates ranged from 2.70 percent to 5.80 percent.

The Series J bonds were issued March 16, 1994, for a par value of \$28.3 million to finance a recreation center, a fiber-optic network, a smokestack and engine retrofit, and student unions at various State System universities. This bond issue provided \$14.4 million of capital reimbursement bonds. Serial interest rates ranged from 3.35 percent to 5.75 percent.

The Series K bonds were issued March 16, 1994, for a par value of \$55.4 million to refund the Series E bonds maturing on and after June 15, 1994. This refunding issue provided present value savings of \$1.8 million to various State System universities. Serial interest rates ranged from 2.95 percent to 5.70 percent.

The Series L bonds were issued July 14, 1994, for a par value of \$45.9 million to finance a recreation center, computer equipment, student housing, and student unions at various State System universities. This bond issue provided \$26.8 million of capital reimbursement bonds. Serial interest rates ranged from 3.75 percent to 6.30 percent.

The Series M bonds were issued March 14, 1995, for a par value of \$35.4 million to finance instructional equipment purchased at Clarion University of Pennsylvania, energy conservation measures at two universities, and renovations to various residence halls and dining facilities at Indiana University of Pennsylvania. This bond issue provided \$29.3 million of capital reimbursement bonds. Serial interest rates ranged from 4.50 percent to 5.98 percent.

The Series N bonds were issued April 2, 1996, for a par value of \$44.5 million to finance construction of a recreation center at Mansfield University of Pennsylvania, renovation of a residence hall at Kutztown University of Pennsylvania and a dining hall at Indiana University of Pennsylvania, installation of a campus-wide fiber-optic network at California University of Pennsylvania, and installation of a PBX phone system at Millersville University of Pennsylvania. This bond issue provided \$30.5 million of capital reimbursement bonds. Serial interest rates ranged from 3.65 percent to 5.85 percent.

The Series O bonds were issued June 25, 1997, for a par value of \$46.7 million to finance construction of a recreation center and student housing at Slippery Rock University of Pennsylvania; road and site utilities development at Indiana University of Pennsylvania; various computer and telecommunication purchases at Clarion, Kutztown, and Millersville Universities of Pennsylvania; and a property acquisition at West Chester University of Pennsylvania. This bond issue provided \$17.7 million of capital reimbursement bonds. Serial interest rates ranged from 3.77 percent to 5.35 percent.

The Series P bonds were issued February 25, 1998, for a par value of \$72.9 million to refund a portion of the Series F bonds and a portion of the Series L bonds maturing on and after December 15, 2002, and June 15, 2004, respectively. This refunding issue provided present

value savings of \$3.9 million to the State System. Serial interest rates ranged from 3.50 percent to 4.40 percent.

The Series Q bonds were issued June 30, 1998, for a par value of \$22.7 million to finance construction of a recreation center at Clarion University of Pennsylvania; a dining hall addition at Millersville University of Pennsylvania; a comprehensive electrical upgrade at Shippensburg University of Pennsylvania; various computer and telecommunication purchases at Millersville, Indiana, and Shippensburg Universities of Pennsylvania; and facilities renovations and the acquisition of equipment and furnishings by various State System universities. Serial interest rates ranged from 3.82 percent to 5.05 percent.

The Series R bonds were issued June 17, 1999, for a par value of \$31.1 million to finance an addition to the student center at California University of Pennsylvania, renovation of and addition to the dining facilities at Kutztown University of Pennsylvania, renovation of a library to a student union at Mansfield University of Pennsylvania, purchase and installation of computer and telecommunications equipment at Shippensburg and Clarion Universities of Pennsylvania, purchase and installation of fiber-optic wiring at Clarion University of Pennsylvania, purchase of a building to be used by the Culinary School at Indiana University of Pennsylvania, and facilities renovations at various State System universities. Serial interest rates ranged from 3.40 percent to 5.24 percent.

The Series S bonds were issued June 21, 2000, for a par value of \$51.7 million to finance the design and construction of on-campus apartments at Bloomsburg University of Pennsylvania; design and construction of renovations and additions to the dining accommodations and student union facilities at Kutztown University of Pennsylvania; renovations of student union facilities at California University of Pennsylvania; design and renovation of academic facilities at System universities; purchase and installation of computer and telecommunications equipment at Bloomsburg, Edinboro, and Slippery Rock Universities of Pennsylvania; and purchase of lab equipment at Mansfield University of Pennsylvania. Serial interest rates ranged from 4.54 percent to 5.81 percent.

The Series T bonds were issued July 12, 2001, for a par value of \$69.6 million to finance the design and construction of recreation centers at East Stroudsburg and Lock Haven Universities of Pennsylvania; installation of a central chiller at Indiana University of Pennsylvania; renovation and maintenance of facilities at California University of Pennsylvania; construction of student housing at Bloomsburg University of Pennsylvania; technology initiatives at Clarion, Edinboro, and West Chester Universities of Pennsylvania; installation of residence hall sprinklers; design and renovation of academic facilities at System universities; and a shared administrative computer system. Serial interest rates ranged from 2.50 percent to 5.09 percent.

The Series U bonds were issued August 8, 2002, for a par value of \$14.4 million to finance the Academic Facilities Renovation Program; renovation and maintenance of facilities at Bloomsburg, California, Edinboro, and Mansfield Universities of Pennsylvania; expansion of the fire detection system at Indiana University of Pennsylvania; and design and renovation of a recreation center at East Stroudsburg University of Pennsylvania. Serial interest rates ranged from 1.61 percent to 4.92 percent.

The Series V bonds were issued August 8, 2002, for a par value of \$25.2 million to finance the acquisition and installation of residence hall sprinklers at all the universities and the continued implementation of the shared administrative computer system. This was the System's first variable rate issue, with terms of 20 years for the sprinklers and 7 years for the shared

administrative computer system. Weekly resets of interest rates and monthly payments of interest are established for this issue.

The Series W bonds were issued October 15, 2002, for a par value of \$69.1 million to refund the Series H bonds, the Series J bonds, and the Series M bonds. This refunding issue provided present value savings of \$3.8 million to the State System. Serial interest rates ranged from 1.70 percent to 4.41 percent.

The Series X bonds were issued May 29, 2003, for a par value of \$80.9 million to refund the Series G bonds and the Series I bonds. The refunding issue provided a present value savings of \$6.2 million to the State System. The Series X bonds also issued new money for auxiliary facilities renovations and construction at Bloomsburg, California, Indiana, Kutztown, Mansfield, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovation and general campus improvements at Bloomsburg and California Universities of Pennsylvania; installation of fire alarm systems at Indiana University of Pennsylvania; and property acquisitions at East Stroudsburg University of Pennsylvania. Serial interest rates ranged from 0.99 percent to 4.33 percent.

The Series Y bonds were issued June 19, 2003, for a par value of \$25.4 million to finance the acquisition and installation of residence hall sprinklers at all the universities and the continued implementation of the shared administrative computer system. This was the System's second variable rate issue, with terms of 20 years for the sprinklers and 7 years for the shared administrative computer system. Weekly resets of interest rates and monthly interest payments are established for this issue.

The Series Z bonds were issued March 17, 2004, for a par value of \$71.8 million to refund the Series K bonds and the Series N bonds. The refunding issue provided a present value savings of \$6.6 million to the State System. Serial interest rates ranged from 1.00 percent to 4.43 percent.

The Series AA bonds were issued July 8, 2004, for a par value of \$28.8 million to finance auxiliary facilities renovations and construction at Bloomsburg, California, Indiana, Kutztown, Mansfield, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovations and general campus improvements at Bloomsburg, California, and Kutztown Universities of Pennsylvania; energy savings improvements at Shippensburg University of Pennsylvania; installation of fire alarm systems at Indiana University of Pennsylvania; and property acquisitions at East Stroudsburg University of Pennsylvania. Serial interest rates ranged from 1.66 percent to 5.00 percent.

The Series AB bonds were issued July 8, 2004, for a par value of \$21.0 million to finance the acquisition and installation of residence hall sprinklers at all the universities and the continued implementation of the shared administrative computer system. This was the System's third variable rate issue, with terms of 20 years for the sprinklers and 7 years for the shared administrative computer system. Weekly resets of interest rates and monthly interest payments are established for this issue.

The Series AC bonds were issued July 7, 2005, for a par value of \$52.7 million to finance auxiliary facilities renovations and construction at Bloomsburg, Cheyney, Edinboro, Indiana, Kutztown, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovations and general campus improvements at California, Cheyney, Indiana, Kutztown, Shippensburg, and Slippery Rock Universities of Pennsylvania; network equipment upgrade at

Clarion University of Pennsylvania; continued installation of fire alarm systems at Indiana University of Pennsylvania; and property acquisitions at East Stroudsburg University of Pennsylvania. Serial interest rates range from 2.66 percent to 4.50 percent.

The Series AD bonds were issued July 7, 2005, for a par value of \$7.3 million to finance the acquisition and installation of residence hall sprinklers at all the universities. This was the System's fourth variable rate issue, with a term of 20 years for the sprinklers. Weekly resets of interest rates and monthly interest payments are established for this issue.

The Series AE bonds were issued July 6, 2006, for a par value of \$103.3 million to finance auxiliary facilities renovations and construction at Bloomsburg, Cheyney, East Stroudsburg, Edinboro, Kutztown, Lock Haven, Millersville, and Shippensburg Universities of Pennsylvania; academic facilities renovations and general campus improvements at East Stroudsburg, Kutztown, and Millersville Universities of Pennsylvania; and energy savings improvements at Edinboro and West Chester Universities of Pennsylvania. Serial interest rates range from 3.70 percent to 4.82 percent.

The Series AF bonds were issued July 10, 2007, for a par value of \$68.2 million to finance auxiliary facilities renovations and construction at California, Clarion, East Stroudsburg, Kutztown, Shippensburg, and West Chester Universities of Pennsylvania; Academic Facilities Renovation Program and other academic facilities at East Stroudsburg, Indiana, and Kutztown Universities of Pennsylvania; and energy savings improvements at East Stroudsburg and West Chester Universities of Pennsylvania. Serial interest rates range from 3.80 percent to 4.60 percent.

The Series AG bonds were issued March 27, 2008, for a par value of \$101.3 million to refund the Series O bonds, the Series P bonds, and the Series Q bonds. The refunding issue provided a present value savings of \$6.9 million to the State System. Serial interest rates range from 2.10 percent to 4.70 percent.

The Series AH bonds were issued July 17, 2008, for a par value of \$140.8 million to finance auxiliary facilities renovations and construction at Bloomsburg, California, Kutztown, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities at California, East Stroudsburg, Kutztown, and Millersville Universities of Pennsylvania; and energy savings improvements at Bloomsburg, Cheyney, Lock Haven, Mansfield, Millersville, and Slippery Rock Universities of Pennsylvania. Serial interest rates range from 1.75 percent to 4.77 percent.

The Series AI bonds were issued August 7, 2008, for a par value of \$32.1 million to refund the System's variable rate bonds: the Series V bonds, the Series Y bonds, the Series AB bonds, and the Series AD bonds. Serial interest rates range from 2.00 percent to 4.66 percent.

The Series AJ bonds were issued July 9, 2009, for a par value of \$124.0 million to finance auxiliary facilities renovations and construction at Bloomsburg, California, Kutztown, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities at California, East Stroudsburg, Kutztown, and Millersville Universities of Pennsylvania; and energy savings improvements at Bloomsburg, Cheyney, Lock Haven, Mansfield, Millersville, and Slippery Rock Universities of Pennsylvania. Serial interest rates range from 0.49 percent to 5.17 percent.

The Series AK bonds were issued September 3, 2009, for a par value of \$47.3 million to refund the Series R bonds and the Series S bonds. The refunding issue provided a present value savings of \$4.8 million to the State System. Serial interest rates range from 0.70 percent to 4.00 percent.

The Series AL bonds were issued July 8, 2010, for a par value of \$135.4 million to finance auxiliary facilities renovation and construction at Bloomsburg, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities renovation and construction at California, East Stroudsburg, Edinboro, Indiana, Kutztown, Millersville, and Shippensburg Universities of Pennsylvania; and student information systems purchase and implementation at California, Clarion, East Stroudsburg, Shippensburg, and Slippery Rock Universities of Pennsylvania. Serial interest rates range from 0.4 percent to 4.50 percent.

The Series AM bonds were issued July 12, 2011, for a par value of \$119.1 million to finance auxiliary facilities renovation and construction at Bloomsburg, Indiana, Lock Haven, Millersville, Shippensburg, Slippery Rock, and West Chester Universities of Pennsylvania; academic facilities renovation and construction at California, East Stroudsburg, and Millersville Universities of Pennsylvania; and student information systems purchase and implementation at East Stroudsburg University of Pennsylvania. Serial interest rates range from 0.27 percent to 4.64 percent.

The Series AN bonds were issued March 20, 2012, for a par value of \$76.8 million to refund the Series U bonds, the Series W bonds, and the Series X bonds. The refunding issue provided a present value savings of \$13.8 million to the State System. Serial interest rates range from 0.25 percent to 2.22 percent.

The Series AO bonds were issued July 8, 2013, for a par value of \$30.9 million to finance (taxable) auxiliary facilities renovation and construction at Indiana University of Pennsylvania, and (tax-exempt) academic facilities renovation and construction at California and Mansfield Universities of Pennsylvania. Taxable serial interest rates range from 0.80 percent to 5.20 percent, and tax-exempt serial interest rates range from 0.28 percent to 4.66 percent.

The Series AP bonds were issued May 7, 2014, for a par value of \$46.1 million to refund the Series Z bonds and the Series AA bonds. The refunding provided a present value savings of \$5.8 million to the State System. Serial interest rates range from 0.30 percent to 2.65 percent.

The Series AQ bonds were issued May 7, 2015, for a par value of \$95.0 million to refund the Series AC bonds and to advance refund the Series AE bonds. The refunding provided a present value savings of \$9.1 million to the State System. Serial interest rates range from 0.45 percent to 3.84 percent.

The Series AR bonds are tentatively scheduled to close in late July 2015, and will be issued to finance auxiliary facilities renovation and construction at Bloomsburg, California, and Millersville Universities of Pennsylvania, and a steam plant upgrade at Bloomsburg University of Pennsylvania.

Of the original \$2.3 billion principal amount issued, through principal repayment and refunding of bond issues, \$801 million is outstanding as of June 30, 2015.

State System Bond Issue History

Issue	True Interest Cost	Originally Issued	Original BP Issue	Principal Paid Through 6/30/15	Balance Remaining on PASSHE's Books 6/30/15
Series A	7.99%	July 23, 1985	31,000,000	31,000,000	0
Series B	6.67%	June 25, 1986	25,990,000	25,990,000	0
Series C	6.78%	July 29, 1987	38,240,000	38,240,000	0
Series D	7.19%	July 28, 1990	58,800,000	58,800,000	0
Series E	6.93%	June 27, 1991	54,845,000	54,845,000	0
Series F	5.97%	December 15, 1992	35,210,000	35,210,000	0
Series G	5.97%	December 15, 1992	14,170,000	14,170,000	0
Series H	5.54%	May 18, 1993	15,940,000	15,940,000	0
Series I	5.54%	May 18, 1993	61,425,000	61,425,000	0
Series J	5.49%	March 16, 1994	28,285,000	28,285,000	0
Series K	5.49%	March 16, 1994	55,430,000	55,430,000	0
Series L	6.20%	July 14, 1994	45,855,000	45,855,000	0
Series M	5.93%	March 14, 1995	35,395,000	35,395,000	0
Series N	5.86%	April 2, 1996	44,455,000	44,455,000	0
Series O	5.37%	June 25, 1997	46,745,000	46,745,000	0
Series P	4.97%	February 25, 1998	72,880,000	72,880,000	0
Series Q	4.76%	June 30, 1998	22,675,000	22,675,000	0
Series R	5.01%	June 17, 1999	31,050,000	31,050,000	0
Series S	5.49%	June 21, 2000	51,720,000	51,720,000	0
Series T	4.66%	July 12, 2001	69,555,000	69,555,000	0
Series U	4.30%	August 8, 2002	14,400,000	14,400,000	0
Series V	Variable	August 8, 2002	25,200,000	25,200,000	0
Series W	4.31%	October 15, 2002	69,105,000	69,105,000	0
Series X	3.32%	May 29, 2003	80,910,000	80,910,000	0
Series Y	Variable	June 19, 2003	25,350,000	25,350,000	0
Series Z	3.88%	March 17, 2004	71,760,000	71,760,000	0
Series AA	4.45%	July 8, 2004	28,750,000	28,750,000	0
Series AB	Variable	July 8, 2004	20,970,000	20,970,000	0
Series AC	4.14%	July 7, 2005	52,650,000	52,650,000	0
Series AD	Variable	July 7, 2005	7,310,000	7,310,000	0
Series AE	4.57%	July 6, 2006	103,290,000	103,290,000	0
Series AF	4.66%	July 10, 2007	68,230,000	16,010,000	52,220,000
Series AG	3.97%	March 27, 2008	101,335,000	41,705,000	59,630,000
Series AH	4.43%	July 17, 2008	140,760,000	25,975,000	114,785,000
Series AI	4.13%	August 7, 2008	32,115,000	12,235,000	19,880,000
Series AJ	4.37%	July 9, 2009	123,985,000	23,535,000	100,450,000
Series AK	3.15%	September 3, 2009	47,310,000	18,865,000	28,445,000
Series AL	3.72%	July 8, 2010	135,410,000	53,055,000	82,355,000
Series AM	4.00%	July 12, 2011	119,085,000	15,115,000	103,970,000
Series AN	1.54%	March 20, 2012	76,810,000	5,445,000	71,365,000
Series AO-1 (Tax-Exempt)	4.20%	July 8, 2013	12,340,000	665,000	11,675,000
Series AO-2 (Taxable)	4.73%	July 8, 2013	18,575,000	1,295,000	17,280,000
Series AP	2.34%	May 7, 2014	46,110,000	2,685,000	43,425,000
Series AQ	2.88%	May 7, 2015	94,975,000	0	94,975,000
			2,356,400,000	1,555,945,000	800,455,000

**State System of Higher Education
Proposed 2015(B) Bond Issue Summary**

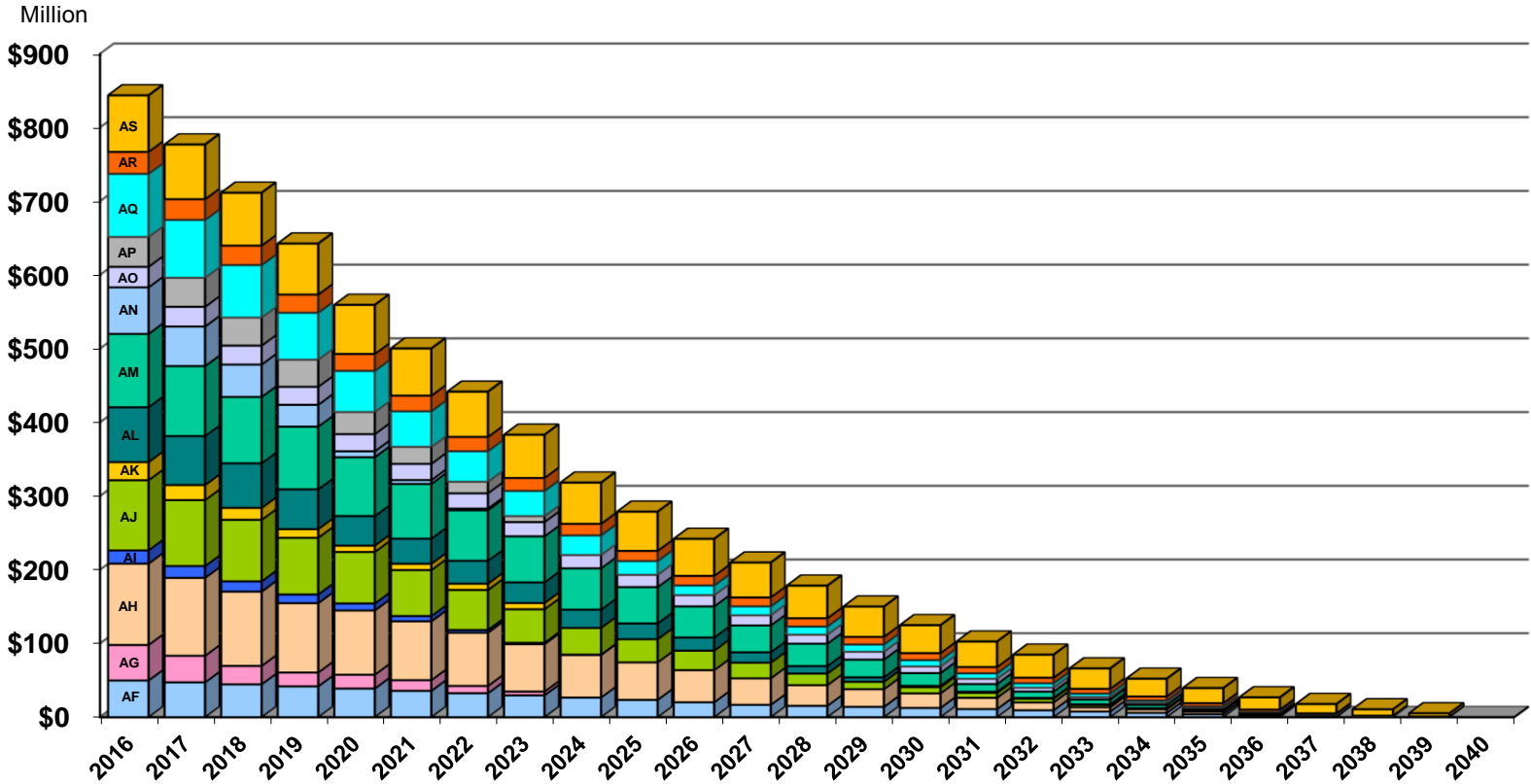
Tax-Exempt Bond Issue

Project	Type	Term (Years)	BOG Approved	Amount
California On-Campus Student Housing	Auxiliary	25	July 2015	\$76,770,000
Contingency and Issuance Costs Estimated at 1.6%				<u>1,228,320</u>
Total Debt Issue				<u><u>\$77,998,320</u></u>

System Debt Outstanding by Bond Issue

Fiscal Years Ending 2016–2040

Including Proposed Series



Bond Series Indicated by Letter
 Series AR estimated to close in July 2015

Finance, Administration, and Facilities Committee Meeting

June 30, 2015

SUBJECT: Request for Line of Credit, Cheyney University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Cheyney University of Pennsylvania

BACKGROUND: Cheyney University of Pennsylvania is requesting an additional line of credit in an amount not to exceed \$6.5 million. This request follows the previous lines of credit established for Cheyney University, as follows:

First Line of Credit	August 2013	\$2,000,000
Second Line of Credit	June 2014	2,000,000
Third Line of Credit	August 2014	2,500,000
Total		\$6,500,000

The additional line of credit will follow the same structure as previously used, to include a five-year term, with drawdowns taken on an as-needed basis and paid back on an as-available basis. The interest rate is based on the five-year government rate plus 25 basis points, currently 1.75 percent, as directed in Board of Governors' Policy 1986-02-A: *Investment*. The University currently has \$6.5 million outstanding on three previous lines of credit; therefore, if fully utilized, the total outstanding debt would be \$13.0 million. The Office of the Chancellor is working closely with the university to manage the lines of credit. This additional line of credit is projected to sustain operations until early 2016. It is expected that Cheyney University will be able to reduce its debt as its revitalization plan is implemented (see attached).

This request is partially due to the long-standing issues surrounding untimely financial aid drawdowns from both the U.S. Department of Education (DOE) and Pennsylvania Higher Education Assistance Agency (PHEAA). The delayed receipt of restricted revenue and continued enrollment declines have resulted in a severe drop in revenue that has not been matched with a corresponding drop in expenses, thus continuing a negative cash flow environment.

Since the Board of Governors last approved an increase in Cheyney's line of credit in August 2014, the following actions have been taken to stabilize Cheyney's operations.

- Dr. Frank Pogue has been appointed as interim president.
- Cheyney's financial aid for the past three years is being reconciled for both the state and federal programs. PHEAA has restored its funding, and the DOE's funding will be received on a timely basis.
- Fiscal year 2014/15 federal financial aid for Cheyney students was correctly packaged and awarded by outsourcing the financial aid operations to Financial Aid Services (FAS). FAS will administer financial aid services for Cheyney for the upcoming academic year, providing for timely drawdowns of financial aid in fiscal year 2015/16.

MOTION: That the Board of Governors approve an additional line of credit for Cheyney University of Pennsylvania in the amount of \$6.5 million.

Supporting Documents Included: June 15, 2015, email from Chancellor Brogan

Other Supporting Documents Available: Board of Governors' Policy 1986-02-A: *Investment*

Reviewed by: N/A

Prepared by: James S. Dillon

Telephone: (717) 720-4100

From: Brogan, Frank
Sent: Monday, June 15, 2015, 6:33 PM
To: Pogue, Frank
Cc: Robert Bogle (Cheyney); Hughes, V (CHE); Garland, Peter; Goin Jr., Randy
Subject: Cheyney University - next steps

Dr. Pogue:

First, let me thank you for providing the extensive information you compiled for your Sustainability Plan for Cheyney University. The following is my perspective on the highest priorities contained within your document, which will help to guarantee the development and implementation of *significant and substantial change* in the next 12 months. You will agree that it is urgent that Cheyney University, the nation's oldest HBCU, determine its long term viability in terms of size (student enrollment, facilities and academic offerings) and how it meets its obligations in the following areas:

Ensure the academic program array builds on program quality and current and emerging market demands

- Three general academic clusters appear to be key themes: Natural Sciences/Math, Professional Programs, and Education:
 - 18 Undergraduate majors
 - 12 Undergraduate minors
 - 5 Graduate majors
- Review each existing program based on degree productivity, course offerings, faculty resources, and market need. Eliminate under-enrolled programs through program consolidation and closure.
- Identify 3 new applied and professional academic programs to be developed in 2015-2016 that leverage existing academic program strengths (courses and faculty) and market interest (e.g., criminal justice, actuarial science, and a graduate program in the sciences).
- Revise the general education program for clarity, coherence, and relevance.

Build enrollment management capacity

- Build expected university enrollments (on-campus and in Center City) around key academic programs by recruiting and retaining academically qualified students (e.g., 700 for 2015-16; 800 for 2016-17).
- Expand Keystone Honors Academy enrollments as a strategy to rebrand Cheyney University around its academic quality.
- Continue to outsource student financial aid (Financial Aid Services-FAS), the re-installation of PowerCampus enterprise software (Ellucian), and explore solutions external to Cheyney with the capacity for effective student administrative and support services.

Implement a new business model for efficient and effective administrative operations aligned with university needs (size and scope)

Analyze each business function to determine the most effective delivery method (outsourced, in-sourced to another State System university). For example:

- Student Health Services

- Housing and Dining Hall Services
- Fiscal Management Operations
- General Administration and Logistical Services—Human Resources, Purchasing, Police, Safety, etc.
- Operations and Maintenance of Plant

Collaborative opportunities

As is the case with many universities (public and private) across the country more collaboration will be necessary to enable implementation of significant and substantial change at Cheyney University (e.g., academic program offerings, facilities usage, and shared services).

Urgency

Coming to terms with an actionable plan for Cheyney's continued long term viability is vital. Such a plan is essential as we seek a continued revenue stream—provided by the System on a loan basis to be approved by the Board of Governors—for operational purposes for the next fiscal year.

Thank you for your continued leadership, Frank. If we are going to guarantee a long term future for the university and those to be served by it, it is essential that we move forward immediately with the critical components that I have outlined above.

I look forward to our next conversation.

Best regards,

Frank T. Brogan
Chancellor

Finance, Administration, and Facilities Committee Meeting

June 30, 2015

SUBJECT: Property Donation, Lock Haven University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Lock Haven University of Pennsylvania**BACKGROUND:** Lock Haven University of Pennsylvania requests approval to accept a donation from the Lock Haven University Foundation of property at 524 West Church Street, Lock Haven, Pennsylvania, known as Campus Village Apartments.

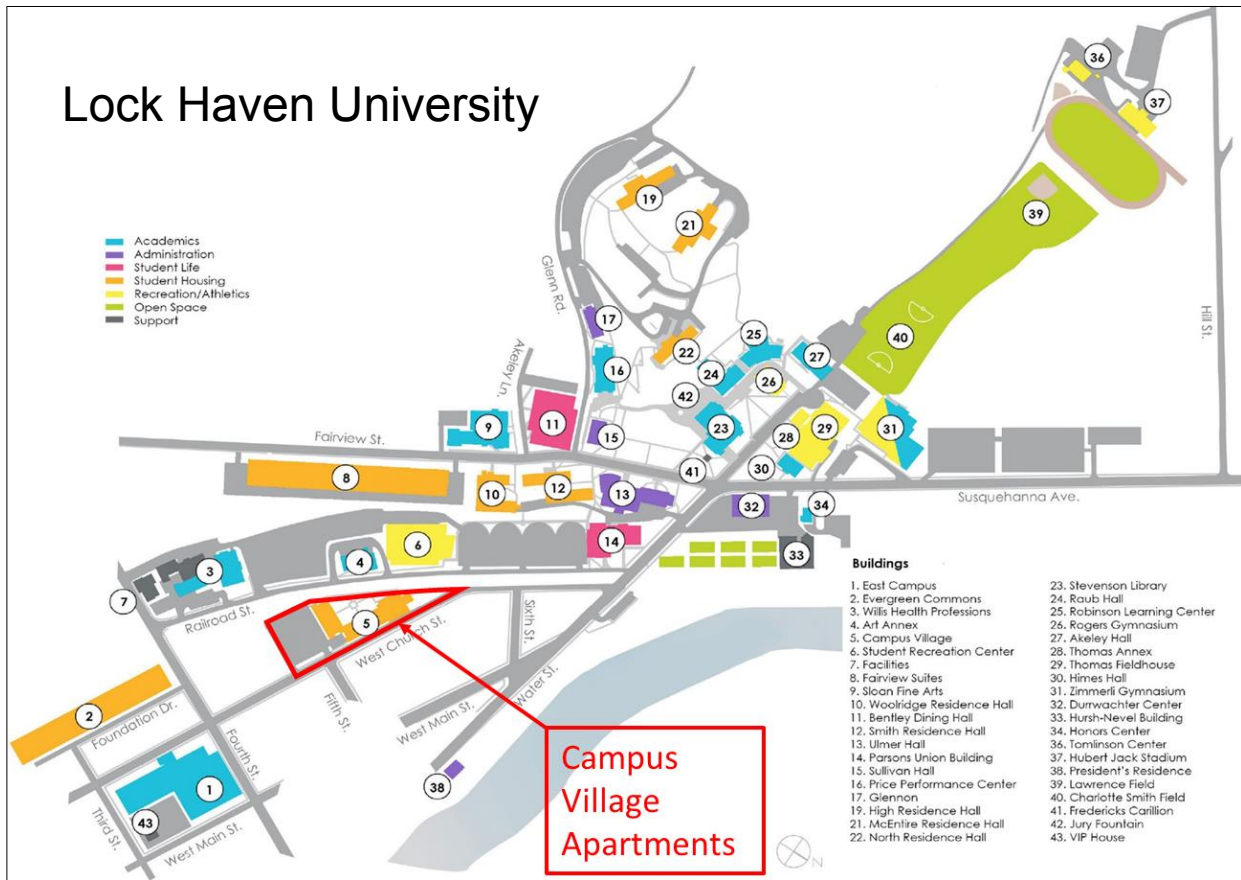
The one-acre property is adjacent to the university and includes a student housing complex, two-story storage building, and parking. Constructed in 1992, the complex contains 93 units within two three-story buildings.

The buildings have been leased and maintained by the university since they were purchased by the foundation in 1999. The housing units are configured as apartments with kitchenettes and are in high demand by students. The property generates approximately \$850,000 in revenue annually, with direct operating expenses of approximately \$390,000. These expenses do not include life cycle maintenance expenses, which will include replacement of the roofs and floor coverings within the next five years at an estimated cost of \$750,000. The depreciated book value of the property is approximately \$3.3 million.

MOTION: That the Board of Governors approve Lock Haven University of Pennsylvania's acceptance of a donation from the Lock Haven University Foundation of property at 524 West Church Street, Lock Haven, Pennsylvania, known as Campus Village Apartments.

Supporting Documents Included: Property map and photo**Other Supporting Documents Available:** Real property acquisition planning data**Reviewed by:** Lock Haven University of Pennsylvania's Council of Trustees, May 8, 2015**Prepared by:** James S. Dillon**Telephone:** (717) 720-4100

Lock Haven University



Campus Village Apartments
Lock Haven University of Pennsylvania

Finance, Administration, and Facilities Committee Meeting

June 30, 2015

SUBJECT: Sullivan Hall Demolition, Lock Haven University of Pennsylvania (INFORMATION)

UNIVERSITIES AFFECTED: Lock Haven University of Pennsylvania

BACKGROUND: In its ongoing effort to eliminate excess space, Lock Haven University of Pennsylvania intends to demolish Sullivan Hall.

Sullivan Hall is a three-story, 16,200-square-foot building constructed in 1938 as the university's main library. It was last renovated in 1970 when it was converted to administrative office space. The university has an excess of space, and recent renovations of other buildings on campus and related office relocations have left this building vacant and obsolete. The building is in poor condition and would require substantial investment to continue usage.

Demolition of the building will require approval from the Department of General Services and the Pennsylvania Historical and Museum Commission.

Supporting Documents Included: Property map and photo

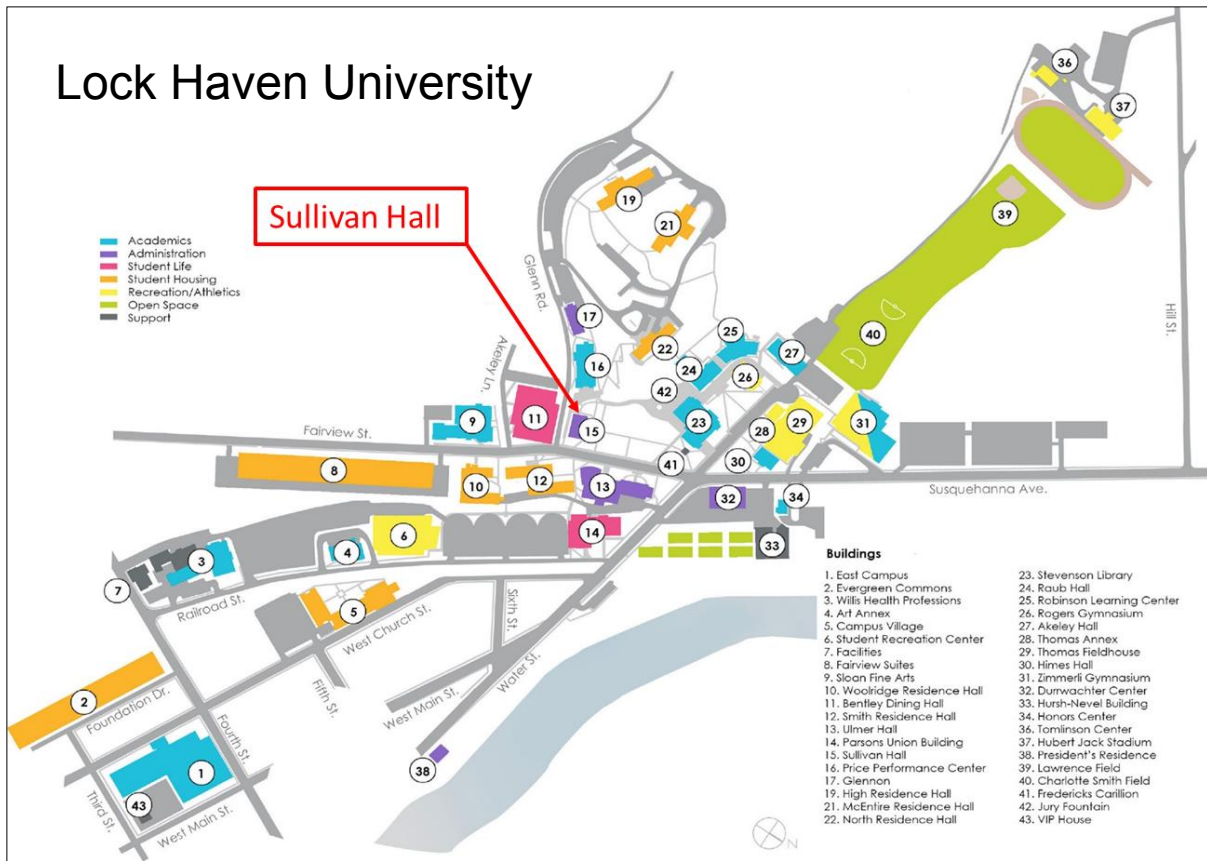
Other Supporting Documents Available: Project planning documentation

Reviewed by: Lock Haven University of Pennsylvania's Council of Trustees, May 8, 2015

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Lock Haven University



Sullivan Hall
Lock Haven University of Pennsylvania

Finance, Administration, and Facilities Committee Meeting

June 30, 2015

SUBJECT: Bucks House Demolition, Millersville University of Pennsylvania (INFORMATION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: Millersville University of Pennsylvania intends to demolish the building at 110 North Prince Street known as the Bucks House.

The building is a 2,000-square-foot, two-story, log and wood frame, single-family dwelling; the exact date of construction is unknown. It is well beyond its useful life, in a poor location, and of no use to the university.

Demolition of the building will require approval from the Department of General Services and the Pennsylvania Historical and Museum Commission.

Supporting Documents Included: Property map and photo

Other Supporting Documents Available: Project planning documentation

Reviewed by: Millersville University of Pennsylvania's Council of Trustees, June 17, 2015

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Millersville University

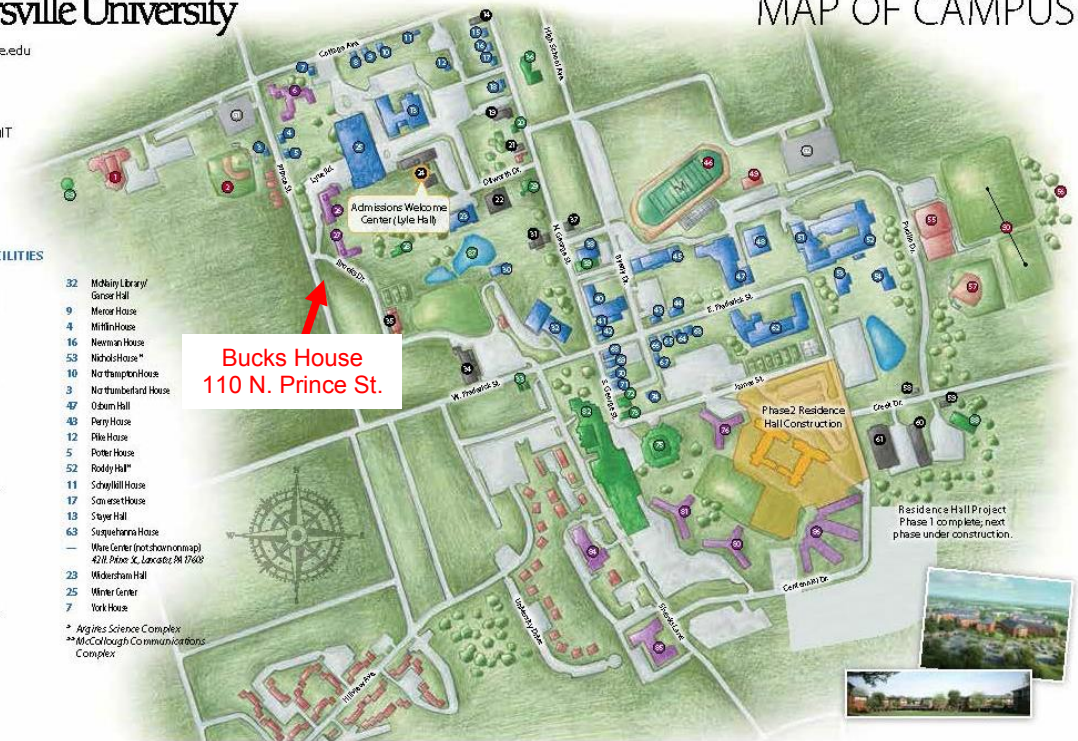
www.millersville.edu
717-871-4636
Admissions:
717-871-4625
1-800-MU-ADMIT

MAP OF CAMPUS

ACADEMIC FACILITIES

- | | |
|---------------------|-----------------------------------|
| 42 Adams House | 32 Mobley Library/ |
| 65 Allegheny House | Geneer Hall |
| 64 Armstrong House | 9 Mercer House |
| 40 Beebe Hall™ | 4 Merritt House |
| 71 Bedford House | 16 Newman House |
| 15 Belknap House | 53 Nichols House* |
| 48 Bradenstone Hall | 10 No. Thompson House |
| 54 Broadman Hall™ | 3 Northumberland House |
| 45 Byerly Hall | 47 O'Brien Hall |
| 74 Cambria House | 48 Perry House |
| 51 Caputo Hall™ | 12 Pike House |
| 38 Oryx Hall | 5 Power House |
| 18 Columbia House | 52 Roddy Hall™ |
| 68 Cumberland House | 11 Schuyler House |
| 66 Dauphin House | 17 Senese House |
| 30 Denker Hall | 13 Seyer Hall |
| 41 Franklin House | 63 Squire House |
| (Harris College) | — Wagon Center (not shown on map) |
| 69 Fulton House | 428 Prince X, Lancaster PA 17609 |
| 44 Goshall Hall | 23 Wickersham Hall |
| 40 Hutch Building™ | 25 Winter Center |
| 70 Huntington House | 7 York House |
| 8 Lancaster House | |
| 67 Lusser Building | |
| 62 McConney Hall | |
- * Aggies Science Complex
** McCaughy Co. www.mccaughy.com

**Bucks House
110 N. Prince St.**



ADMINISTRATIVE BUILDINGS

- | | |
|----------------------------|---------------------------|
| 31 Benezette Center | 22 Dilworth Building |
| 60 Bishop Service Building | 19 Duncan Alumni House |
| 58 Blair House | 14 Lebanon House (Police) |
| 34 Boyer Building | 24 Lyle Hall (Ministrail) |
| 21 Decker House | 59 Montgomery House |
| 37 Delaware House | 61 Palmer Building |

ATHLETIC FACILITIES

- | | |
|---|----------------------|
| 46 Benezette Stadium and Oryx Field | 1 Jefferson Hall |
| 35 Book Hall | 90 Radloff Fields |
| 49 Carpenter Athletic Training Facility | 55 Radloff Gymnasium |
| 2 Cooper Baseball Park | 56 Ropes Course |
| | 57 Softball Field |

OTHER FACILITIES

- | | |
|--|----------------------------|
| 29 First United Methodist Church | 88 Pole Barn |
| 36 St. Paul Lutheran Church | 87 Pond |
| 75 Gardner Hall & Boyler Conference Center | 82 Student Memorial Center |
| 20 Juniors House | 28 Taylor House |
| 72 Member House | 73 Washington House |
| 33 Philadelphia House | 89 Water Tower |
| | 39 Witmer Health Services |

RESIDENCE HALLS/HOUSING

- | | |
|-----------------|------------------|
| 27 Bad Hall | 26 Gilbert Hall |
| 80 Diehn Hall | 84 Reighard Hall |
| 81 Harbald Hall | 85 Sherk Hall |
| 76 Hull Hall | 86 South Village |
| 6 Gaige Hall | |

PARKING GARAGES

- | |
|------------------------|
| G1 Rines Street Garage |
| G2 Radloff Garage |



110 North Prince Street
Millersville University of Pennsylvania

Finance, Administration, and Facilities Committee Meeting
June 30, 2015

SUBJECT: Fiscal Year 2015/16 Operating Budget Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Additional information regarding the State System's fiscal year 2015/16 budget requirements will be presented at the Board of Governors' meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: Board of Governors' meeting materials, October 8–9, 2014, and April 8–9, 2015; Governor's budget recommendations as provided March 3, 2015

Reviewed by: N/A

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Finance, Administration, and Facilities Committee Meeting
June 30, 2015

SUBJECT: Shared Services (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: At the request of the chair of the Finance, Administration, and Facilities Committee, an update will be provided regarding current shared services and discussions of other potential shared services that are under consideration.

Supporting Documents Included: N/A

Other Supporting Documents Available: *Shared Services—A State System Perspective*, Baker Tilly International, August 11, 2014

Reviewed by: N/A

Prepared by: James S. Dillon

Telephone: (717) 720-4100

Finance, Administration, and Facilities Committee Meeting
June 30, 2015

SUBJECT: Pricing Flexibility Pilot Extension, Edinboro University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Edinboro University of Pennsylvania

BACKGROUND: In January 2014, the Board of Governors approved a tuition flexibility pilot for Edinboro University to charge 105 percent of in-state tuition to newly enrolled domestic out-of-state undergraduate students. The pilot is effective fall 2014 through summer 2016.

The first year of the pilot did not provide sufficient lead time to effectively promote the new tuition rates to out-of-state markets. As a result, enrollment increased minimally (nine students, or an increase of 4 percent). Nevertheless, the pilot's first year yielded significant increases in the percentages of both Pell recipients and nonmajority students. In addition, the university gained students (rather than experiencing summer enrollment "melt") after May 2014: 201 students had paid deposits as of May 29, 2014; 230 students had enrolled by fall 2014. Based on this first year, the pilot did not meet its goal of revenue neutrality.

Now in its second year and the first full enrollment cycle for the pilot, enrollment results are consistent with Edinboro's expectations. As of May 29, 2015, deposits are 50 percent higher than the prior year. With more than double the number of students planning to attend New Student Orientations (NSO), it is expected that last year's summer growth pattern will continue this year. The university estimates a yield of at least 311 students in the fall 2015 tuition pilot cohort, which will result in the pilot nearing its goal of revenue neutrality and maintaining improved access. In addition, most of these students will live in the university's privatized housing, which will contribute to meeting occupancy goals and increasing auxiliary revenue.

Recognizing that the recruitment cycle for the fall 2016 class begins soon, the university requests a one-year extension to the pilot, through summer 2017, with continued annual assessments of the pilot's outcomes. This will allow for marketing the pilot to prospective students for fall 2016, while the university assesses the 2015/16 pilot outcomes.

MOTION: That the Board of Governors approves a one-year extension of Edinboro University of Pennsylvania's tuition flexibility pilot for out-of-state tuition, through summer 2017.

Supporting Documents Included: Edinboro University of Pennsylvania's Tuition Flexibility Pilot Assessment; Summary of Pricing Flexibility Pilots Approved by the Board of Governors

Other Supporting Documents Available: Board of Governors' meeting materials, January 2014

Reviewed by: Edinboro University of Pennsylvania's Council of Trustees, June 9, 2015

Prepared by: James S. Dillon

Telephone: (717) 720-4100

**Edinboro University of Pennsylvania
Tuition Flexibility Pilot Assessment**

Pilot/Title: Reduced Out-of-State Tuition (105% of In-State Rate)

Brief Synopsis of Pilot, as Approved by Board of Governors

Edinboro University proposes to undertake a pilot project for the State System by adjusting out-of-state tuition and mandatory fees to match in-state tuition plus a 5% out-of-state tuition and fee surcharge. Effective fall 2014 through summer 2016.

Changes Sought Since Pilot's Approval

To extend the pilot for one additional year, through summer 2017.

Assessment Criteria	Prior Year (Fall 2013)	Current Year (Fall 2014)	Projected Year (Fall 2015)
Cohort Access			
Headcount Pell Recipients	84	113	153
Percent Pell Recipients	38.0%	49.1%	49.2%
Headcount Nonmajority Students	50	62	86
Percent Nonmajority	22.9%	27.8%	27.7%
Cohort Enrollment			
Fall FTE Students	210.93	219.13	296.26
Fall Headcount Students	221	230	311
Deposits as of May 29 each year*	257	201	289
*As of May 29, 2015, there is a trend toward increased deposits associated with New Student Orientations (NSO). To date, Edinboro has seen a 115% increase (808 in 2015 compared to 376 in 2014) in registrations for NSOs with 12 sessions to go.			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$1,053,915	\$779,976	\$1,054,498
E&G Fee Revenue	238,337	230,288	311,341
Institutional Financial Aid (negative number)	(7,837)	(15,557)	(251,500)
Net Revenue	\$1,284,415	\$994,707	\$1,114,339
Revenue Increase Due to Normal Rate Changes		\$7,150	
Pilot Revenue Change Over (Under) Base Year		(\$296,858)	(\$170,076)

Edinboro Freeze Data was used for this analysis.

Observations

Edinboro's recruitment cycle, including marketing and outreach to both rising high school juniors and seniors, extends beyond 18 months. In its first year (fall 2014), the pilot was in effect too late in the recruitment cycle to have a significant impact on enrollment. For fall 2015, with the benefit of a full annual recruitment cycle to promote the new pricing, out-of-state deposits are up 50% compared to the prior year. Edinboro anticipates this trend will continue into fall 2016.

Pennsylvania's State System of Higher Education
Pricing Flexibility Pilots
As Approved by the Board of Governors through January 2015

Tuition Policy Pilots	
Bloomsburg <i>Approved January 2015</i>	Charge tuition on a per-credit basis to all in-state undergraduate students. The tuition rate for in-state undergraduate students will lag one year behind the System's established per-credit rate set by the Board of Governors. Charge out-of-state undergraduate students 200% of the in-state undergraduate per-credit tuition rate. Effective fall 2015–summer 2018. Implementation postponed until fall 2016.
California <i>Approved January 2014</i>	Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to the following individuals enrolled in the Global Online Program: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and dependents and spouses of active duty members. Undergraduates taking 12–18 credits are charged the 12-credit rate. Effective summer 2014–summer 2016.
Cheyney <i>Approved July 2014</i>	Charge 90% of the applicable tuition rate to students attending the System's Center City location in downtown Philadelphia. The tuition rate would apply to all Cheyney Center City programs, both undergraduate and graduate. Effective fall 2014–summer 2016.
Cheyney <i>Approved July 2014</i>	Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to all active duty military, spouses and dependents of active duty members, veterans, and spouses and dependents of veterans of all branches of service (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves) attending Cheyney University at any location. Effective fall 2015–summer 2017. Implementation postponed.
Clarion <i>Approved April 2014</i>	Charge all undergraduate students on a per-credit basis, in a revenue-neutral manner, by charging 90.5% of the System's per-credit rate to all undergraduate students. Effective fall 2015–summer 2018. Implementation postponed until fall 2016.
East Stroudsburg <i>Approved July 2014</i>	Charge 90% of the applicable tuition rate to students attending the System's Center City location in downtown Philadelphia. The tuition rate would apply to all East Stroudsburg Center City programs, both undergraduate and graduate. Effective fall 2014–summer 2016.
Edinboro <i>Approved January 2014</i>	Charge 105% of the in-state tuition rate to all newly enrolled domestic out-of-state undergraduate students. Effective fall 2014–summer 2016.
Indiana <i>Approved January 2015</i>	Charge tuition on a per-credit basis to all in-state undergraduate students. The university will phase in this program over three years, with a 7% rollback (charge 93% of the System's per-credit tuition rate in year 1, a 4% rollback (charge 96%) of the System's per-credit tuition rate in year 2, and a 1% rollback (charge 99%) of the System's per-credit tuition rate in year 3. The university will assess the program annually and may make appropriate adjustments to this plan. Effective fall 2015–summer 2018. Implementation postponed until fall 2016.

Mansfield <i>Approved July 2014</i>	Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently \$250 per credit) and graduate tuition at a fixed rate of \$399 per credit to the following individuals enrolled in online programs: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and dependents and spouses of active duty members. Undergraduates taking 12–18 credits are charged the 12-credit rate. Effective fall 2015–summer 2017.
Mansfield <i>Approved July 2014</i>	Charge 105–150% of the in-state tuition rate to new out-of-state, meritorious full-time students in undergraduate degree programs that have enrollment capacity beyond the existing enrollment (currently music, nursing, radiology, respiratory therapy, and all online programs are excluded). The university will set merit eligibility criteria applicable for specific tuition rates within this range, including eligibility for rate renewal. Effective fall 2015–summer 2017.
Millersville <i>Approved April 2014</i>	Charge 90% of the applicable tuition rate to students attending the System's Center City location in downtown Philadelphia. The tuition rate would apply to all Millersville Center City programs, both undergraduate and graduate. Effective summer 2014–summer 2016.
Millersville <i>Approved July 2014</i>	Charge tuition on a per-credit basis to all in-state undergraduate students. The university will phase in this program over three years, with a 7% rollback (charge 93%) of the System's per-credit tuition rate in year 1, a 4% rollback (charge 96%) of the System's per-credit tuition rate in year 2, and a 1% rollback (charge 99%) of the System's per-credit tuition rate in year 3. The university will assess the program annually and may make appropriate adjustments to this plan. Effective fall 2014–summer 2017. Year 2 implementation is postponed until fall 2016.
Slippery Rock <i>Approved January 2015</i>	Charge undergraduate tuition at 85% of the current applicable tuition rate to the following individuals enrolled exclusively in undergraduate online programs: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and spouses of active duty members. Undergraduates taking 12–18 credits are charged the 12-credit rate. Effective fall 2015–summer 2017.
West Chester <i>Approved January 2014</i>	Charge 90% of the applicable tuition rate to students attending the System's Center City location in downtown Philadelphia. The tuition rate would apply to all West Chester Center City programs, both undergraduate and graduate. Effective fall 2014–summer 2016.
Student Fee Policy Pilots	
Clarion <i>Approved January 2014</i>	Charge course-specific instructional fee for the high-cost/high-demand undergraduate degree programs of nursing and communication and speech disorders (CSD). If successful, expand to other high-cost/high-demand undergraduate programs in future years based on cost/benefit analysis. The differential would be a 10% annual increase until the course is fully funded: 3 years for nursing; 1–2 years for CSD. Effective fall 2015–summer 2017.
East Stroudsburg <i>Approved January 2014</i>	Charge a course- and/or semester-specific instructional fee of approximately 25% of the applicable tuition rate to all students in the Bachelor of Science in nursing (BSN) program. If successful, may expand to speech language-pathology and athletic training or similar programs in year 2. Effective fall 2014–summer 2017. Note: fee is charged to new students in clinical sessions; first instance of fee assessment occurs to sophomores in academic year 2015/16.
Edinboro <i>Approved January 2014</i>	Charge a course- or program-specific instructional fee of 25% of the undergraduate tuition rate to all students in the BSN in innovative nursing program. If successful, expand to other high-cost/high-demand undergraduate

	programs in future years based on cost/benefit analysis. Effective fall 2014–summer 2016.
Edinboro <i>Approved July 2014</i>	Charge a course-specific instructional fee of 5% of the per-credit tuition rate for all students enrolled in a course with an ART prefix. Charge a program-specific instructional fee of 25% of the applicable tuition rate to all students enrolled in an undergraduate nursing program. ART is effective fall 2014–summer 2016; nursing is effective fall 2015–summer 2017.
Lock Haven <i>Approved July 2014</i>	Charge the educational services fee on a per-credit basis for all undergraduate students. The university will phase in this program over two years, with a charge of \$15 per credit for all credits in excess of 12, beginning in fall 2014, and increasing to the full per-credit rate in fall 2015. Effective fall 2014–summer 2016.
Lock Haven <i>Approved October 2014</i>	Charge a course-specific fee for all students enrolled in nursing courses. The fee will be phased in over two years, with a charge of \$45 per credit hour in the first year, and increasing to 30% of the undergraduate tuition rate in year 2. The instructional fee and course costs will be reviewed annually, and the fee could be adjusted, if warranted by the review. Effective fall 2015–spring 2017.
Mansfield <i>Approved July 2014</i>	Charge a course-specific instructional fee for high-cost courses . Initially the fee would be \$100 per course for specific high-cost courses in art, biology, chemistry, respiratory therapy, nursing, nutrition, math, computer information systems, music, and psychology. The proposed fee and course costs would be reviewed annually; the fee would be adjusted as the review justifies. Effective spring 2015–fall 2017. Implementation postponed to fall 2015.
Millersville <i>Approved April 2014</i>	Charge a differential fee for the following undergraduate high-cost/high-demand STEM-H programs : applied engineering, safety and technology; biology; chemistry; computer science; earth science; industrial technology; mathematics; physics; nursing; medical technology; and respiratory therapy. The differential fee would be \$100 per semester for a full-time student and \$8 per credit for part-time. The fee would begin once a student has declared a major and has obtained at least 30 earned credit hours. Effective fall 2014–summer 2016.
Slippery Rock <i>Approved January 2015</i>	Charge a differential fee for the following undergraduate high-cost/high-demand STEM-H courses : applied engineering, safety and technology; biology; chemistry; computer science; earth science; mathematics; physics; and medical technology. The differential fee would be \$90 for each specialized 100- and 200-level lab course and \$30 per credit for selected specialized 300- and 400-level STEM-H courses. The fees will be phased in over four years, with fees for 100-level courses beginning in year 1, 200-level courses in year 2, 300-level courses in year 3, and 400-level courses in year 4. The proposed fee would be reviewed annually; the fees would be adjusted as the review justifies. Effective fall 2015–summer 2018.

Highlighted pilots have been in place since summer or fall 2014.

Finance, Administration, and Facilities Committee Meeting
June 30, 2015

SUBJECT: Veterans' In-State Tuition Policy (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Beginning July 1, 2015, the *Veterans Access, Choice, and Accountability Act of 2014* (Choice Act) requires all public postsecondary institutions to offer in-state tuition rates to qualified veterans and other covered individuals (such as spouses and dependents) who live in the state of the attending university, regardless of residency status. The Department of Veterans Affairs will deny benefits payment requests for education courses under the Post-9/11 GI Bill and Montgomery GI Bill Active Duty at public institutions that charge qualifying veterans and other covered individuals out-of-state tuition and fees.

These revisions to federal statute prompted the reintroduction of HB 131 (Barrar) to ensure that the state is in compliance with the Choice Act. The current draft of HB 131 is more generous than the Choice Act, as it requires in-state tuition eligibility for a longer period of time and expands the definition of a veteran.

In the event that HB 131 is not enacted by July 1, 2015, the State System will need to take steps to ensure compliance with the Choice Act, as follows:

1. It is proposed that the Board of Governors approve the attached draft Policy 2015-xx: *Veterans' In-State Tuition Benefits*. This policy is designed to ensure System compliance with the Choice Act and any Commonwealth legislation that may be enacted. It also requires the chancellor to promulgate procedures and standards for the consistent implementation of this policy, a draft of which is attached.
2. If the Board does not take action prior to July 1, 2015, in the interim, presidents may waive the out-of-state tuition differential for any eligible veterans or covered individuals, based on their existing authority in Board of Governors' Policy 1983-18-A: *Waiver of Fees* (Section A.8.).

MOTION: That the Board of Governors approves proposed Policy 2015-xx: *Veterans' In-State Tuition Benefits*.

Supporting Documents Included: Draft Board of Governors' Policy 2015-xx: *Veterans' In-State Tuition Benefits*; Draft Procedure/Standard Number 2015-xx: *Veterans' In-State Tuition Benefits*

Other Supporting Documents Available: N/A

Reviewed by: Council of Presidents, May 20, 2015; Chief Academic Officers, June 12, 2015; Fiscal and Administrative Vice Presidents, May 6 and June 10, 2015

Prepared by: James S. Dillon

Telephone: (717) 720-4100



DRAFT

PA State System of Higher Education Board of Governors

Effective: July 1, 2015

Page 1 of 1

Policy 2015-xx: Veterans' In-State Tuition Benefits

See Also:

Board of Governors' Policy 1985-03

State System Procedure/Standard Number 2015-xx

Adopted: Juxx x, 2015

Amended:

A. Purpose and Scope

The purpose of this policy is to ensure compliance with Section 702 of the federal *Veterans Access, Choice, and Accountability Act of 2014* (Choice Act) and other laws as adopted by the Commonwealth of Pennsylvania regarding the charging of in-state tuition to qualified veterans and other covered individuals, such as spouses and dependents.

B. Policy

In-state tuition shall be charged for programs of education for individuals who have been or will be eligible for benefits under the Post-9/11 GI Bill (Chapter 33 of Title 38 of the United States Code, which includes the Fry Scholarship) and the Montgomery GI Bill (Chapter 30 of Title 38 of the United States Code).

The chancellor shall establish procedures, standards, and guidelines—to include definitions—that will ensure compliance with the Choice Act and other applicable laws regarding veterans' educational benefits, including state laws as adopted by the Commonwealth of Pennsylvania.

C. Effective Date

July 1, 2015.

**Pennsylvania's State System of Higher Education
Procedures and Standards for University Operations**

**Draft Procedure/Standard Number 2015-xx
Veterans' In-State Tuition Benefits**

CHOICE ACT COMPLIANCE ONLY

(A second version is prepared with revised definitions to ensure HB 131 compliance.)

Approved by: _____
Chancellor

Date: _____

History: In August 2014, the federal government enacted the *Veterans Access, Choice, and Accountability Act of 2014* (Choice Act), which requires public institutions of higher learning to charge in-state tuition and fees to “covered individuals” to remain approved for the Veterans Administration’s GI Bill programs.

Revised:
Additional History:

Related Policies, Procedures, or Standards: Board of Governors’ Policies 2015-xx: *Veterans’ In-State Tuition Benefits*, and 1985-03: *Student Domicile Regulations*

Key Words/Categories: students, finance, residency, tuition and fees, scholarships and waivers

Additional References: Section 702 of the *Veterans Access, Choice, and Accountability Act of 2014* (Choice Act)

I. Introduction

Pennsylvania’s State System of Higher Education offers a wide variety of services to military members, veterans, their spouses, and dependents. Effective July 1, 2015, the Board of Governors approved charging in-state tuition for programs of education under the Post-9/11 GI Bill (Chapter 33 of Title 38 of the United States Code, which includes the Fry Scholarship) and the Montgomery GI Bill (Chapter 30 Title 38 of the United States Code) for eligible veterans and their dependents who are “covered individuals” in compliance with Section 702 of the *Veterans Access, Choice, and Accountability Act of 2014* (Choice Act). See Board of Governors’ Policy 2015-xx: *Veterans’ In-State Tuition Benefits*, which permits the chancellor to establish procedures, standards, and guidelines in compliance with Section 702 of the Choice Act and Commonwealth law.

II. Definitions

A. Covered Individual

1. A veteran who lives in the Commonwealth of Pennsylvania (regardless of his/her formal state of residence) and enrolls in a State System university within three years of discharge from a period of active duty service of 90 days or more.

2. An individual (typically a spouse or child) using transferred benefits who lives in the Commonwealth of Pennsylvania (regardless of his/her formal state of residence) and enrolls in a State System university within three years of the transferor's discharge from a period of active duty of 90 days or more.
 3. An individual (typically a spouse or child) using benefits under the Marine Gunnery Sergeant David Fry Scholarship who lives in the Commonwealth of Pennsylvania (regardless of his/her formal state of residence) and enrolls in a State System university within three years of the service member's death in the line of duty following a period of active duty service of 90 days or more.
- B. **Veteran**—An individual who served in the active military, naval, or air service, or an individual who performed certain full-time service in, or was called up from, the reserve components or the United States National Guard and commissioned corps of the Public Health Service or National Oceanic and Atmospheric Administration and who has been discharged from a period of active duty of 90 days or more.

III. **Universities Shall Charge In-State Tuition for Covered Individuals**

- A. Beginning with terms that start after July 1, 2015, covered individuals who enroll in State System universities shall be charged in-state tuition and fees.
- B. Covered individuals who are not veterans must use educational benefits until exhausted, with the exclusion of summer and winter sessions, in order to receive in-state tuition.
- C. Students shall maintain status of a covered individual as long as they remain continually enrolled in any State System university in one or more programs, even if they have exhausted their educational benefits.
- D. Covered individuals shall be eligible for in-state tuition and fees provided that the student lives in Pennsylvania on the first day of the semester or term, which can include student housing.
- E. All covered individuals charged in-state tuition will be considered in-state for all other student billing purposes, enrollment reports by residency, and allocation formula calculations, and may be considered for institutional in-state financial aid. Universities must be able to track these students separately, as required by the System Research Office.
- F. A veteran does not have to be using educational benefits in order to receive in-state tuition. Veteran active duty of 90 days or more for eligibility may be established based on one, or more than one, period of honorable qualifying active duty service, and qualifying service may be earned in the various branches of the armed forces and uniformed services.

IV. **Documentation**

A. Veterans shall provide the following:

1. A Member 4 copy of the veteran's DD Form 214 (DD214) in order to establish the veteran's discharge date and a period of honorable active duty of 90 days or more (multiples of the veteran's DD214 may be used to establish qualifying time period and service status).
2. A copy of the federal Veterans Affairs Certificate of Eligibility (COE) that establishes eligibility for veterans' educational benefits.
3. Evidence that the veteran lives in Pennsylvania; however, there is no requirement that the veteran live in Pennsylvania for a specific amount of time in order to be eligible for in-state tuition and fees.

B. Individuals (typically a spouse or child) using transferred benefits or benefits under the Marine Gunnery Sergeant David Fry Scholarship shall provide:

1. A copy of the COE that establishes the transferred benefits or eligibility for the Marine Gunnery Sergeant David Fry Scholarship.
2. A Member 4 copy of the transferor's or veteran's DD214 in order to establish the discharge date and a period of honorable active duty of 90 days or more (multiples of the veteran's DD214 may be used to establish qualifying time period and service status).
3. Evidence that the covered individual lives in Pennsylvania; however, there is no requirement that the covered individual live in Pennsylvania for a specific amount of time in order to be eligible for in-state tuition and fees.

V. **Effective Date**

Effective for terms beginning after July 1, 2015.



Academic and Student Affairs Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Tuesday, June 30, 2015

Agenda

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Committee Members: Marie Conley (Chair), Jane M. Earll, Representative Michael K. Hanna, Jonathan B. Mack, Secretary of Education Pedro Rivera, Senator Judith L. Schwank, Guido M. Pichini (ex officio), and Julie Wollman (nonvoting presidential liaison).

For further information contact Kathleen M. Howley at (717) 720-4200.

Academic and Student Affairs Committee Meeting
June 30, 2015

SUBJECT: Strategic Discussions with the Finance, Administration, and Facilities Committee
(INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: At the request of the chair of the Academic and Student Affairs Committee and with full support of the chair of the Finance, Administration, and Facilities Committee, there will be a strategic discussion between the two committees regarding issues of mutual interest for the strategic advancement of the System.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200

Academic and Student Affairs Committee Meeting

June 30, 2015

SUBJECT: Prior Learning Assessments for Active Duty and Veteran Service Members
(INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In continued efforts to provide quality support services to active duty and veteran service members at State System universities, it is critical to ensure the consistent interpretation and application of military credits and prior learning. There will be a strategic discussion to determine how we can further advance the System in recruiting, retaining, and graduating active duty and veteran service members.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200

Academic and Student Affairs Committee Meeting
June 30, 2015

SUBJECT: Program Fees for New High-Cost Academic Programs (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The State System universities continue to align their academic offerings to meet the current and emerging demands of both students and the Commonwealth. In some cases, new high demand undergraduate program areas are equipment-intensive and may also require renovation of facilities in order to ensure the curriculum is aligned with employer and industry needs as well as program accreditation requirements. In addition, a dependable revenue stream is needed to ensure continuing modernization of equipment, instructional laboratories, and resources so that graduates enter their respective fields with the knowledge, skills, and competencies that employers expect. To that end, in limited situations, a program fee for new high-cost undergraduate academic programs is a viable solution.

Supporting Documents Included: Executive Summary of Degree Proposal Bachelor of Science in Petroleum and Natural Gas Engineering from Slippery Rock University

Other Supporting Documents Available: N/A

Reviewed by: Slippery Rock Council of Trustees, June 5, 2015

Prepared by: Kathleen M. Howley

Telephone: (717) 720-4200



Board of Governors' Quarterly Meeting Agenda

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Tuesday, June 30, 2015
12:00 p.m.

Agenda

Call to Order and Roll Call of Board Members

Pledge of Allegiance

Public Comments

Committee Report with Related Actions

University Action Plan Presentations

1. Millersville University
2. Indiana University
3. East Stroudsburg University

Adjournment



MILLERSVILLE UNIVERSITY of PENNSYLVANIA

2014-2015
Action Plan



Pennsylvania's
STATE SYSTEM
of Higher Education

FOREWORD

For the first time in the State System's history, all universities have developed multi-year action plans that outline the institutions' goals and aspirations, strategic priorities, challenges and opportunities. The plans will be updated annually to provide the Board of Governors and the Councils of Trustees with an opportunity to discuss the strategic direction of each respective university. Annual action plans are a key part of enhancing the accountability framework of the State System. The narrative and data provided in the action plans provide greater transparency regarding each university than previously reported. The information contained in the plans will be used to construct a system-wide annual accountability report for improved performance tracking.

Action Plan

2014-2015

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University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission

Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities.

Our **common purpose** is to foster intellectual, personal and professional growth in a caring, supportive community through discovery and inspiration.

Primary Objectives for Success

We will enhance revenues to address the structural deficit within three years by

- Borrowing resources from reserves to invest and grow enrollments in online programs (with a provision to replenish reserves)
- Piloting per-credit tuition models
- Increasing out-of-state and international student markets
- Increasing retention

University Mission, Vision, and Statement of Strategy (*Continued*)

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Vision

We will transform each learner's unique potential into the capacity for successful engagement in career and life opportunities.

We distinguish ourselves by:

- Our focus on learners that creates a competitive advantage for our graduates.
- Our comprehensive, collaborative spirit that mobilizes the power of our University community.
- Our graduates that contribute to their communities, regardless of what they do or where they live.
- Our value of the liberal arts and the student-faculty relationship that appreciates the life of the mind in the University experience.

University Goals

A. To **engage learners** to contribute positively to contemporary and future workplaces and communities.

Millersville University will provide a supportive and innovative learning environment to prepare individuals (students, faculty, staff, alumni and community members) to navigate their professional and personal growth with curiosity, confidence and compassion. We will accomplish this goal by embracing diversity of thought and ideas, encouraging artistic and creative expression, expanding use of current and emerging technologies and promoting outreach that engages the community.

B. To **ensure long-term success** of the University.

Millersville University will enhance its capacity to serve the public good as we build upon our reputation of academic excellence and expand our sustainability practices. We will accomplish this goal by managing our growth thoughtfully, practicing fiscal responsibility, promoting environmental and civic responsibility and seeking new markets and audiences to secure our long-term financial stability.

C. To **embrace agility** within our culture of excellence.

Millersville University will be adaptive, versatile and flexible as we seek to achieve goals to enhance our learner-focused environment and ensure our long-term success. We will accomplish this goal by fostering agility in all of our individual and collective practices, processes and structures where the community embraces creativity and innovation, supports risks and practices resiliency.

University Mission, Vision, and Statement of Strategy (Continued)

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

Goal A: To engage learners.

- GA S1. Create a learner-focused environment that contributes to student success.
- GA S2. Develop a faculty and staff that distinguish themselves as creative, innovative and learner-focused leaders.
- GA S3. Identify student interests and workforce needs and prepare students to become career-ready across and within disciplines, including preparation for post-graduate education.
- GA S4. Lead in the development and adoption of experiential and innovative strategies that enhance student learning.
- GA S5. Nurture relationships between faculty, staff, and students with individuals and partners in our community.

Goal B: To ensure success.

- GB S1. Develop and execute a strategic enrollment management plan that identifies strategies to enhance markets for out-of-state and out-of-country recruitments and additional markets such as transfer students and program completers with the goal to systematically grow the University headcount to 10,000 by fall 2020.
- GB S2. Enhance existing and develop new revenue streams including possible new tuition models, fee structures and housing models.
- GB S3. Increase and enhance fundraising and friend-raising efforts to support the University's prioritized needs.
- GB S4. Promote Millersville as a destination university by focusing on rebranding and marketing efforts that promote our quality experiences and excellence of programs to attract new markets and grow current markets within Pennsylvania.
- GB S5. Invest in the development of new, innovative academic programs or the revision of existing programs to meet emerging workplace needs.
- GB S6. Position Millersville to become a recognized leader in civic responsibility, global initiatives and sustainability—including environmental stewardship.
- GB S7. Create and maintain infrastructure, services and employee relations to support long-term success and fiscal stewardship.

Goal C: To embrace agility.

- GC S1. Establish new ways of doing business, reorganize structures, update technology, reconsider facility use, and review budgets and policies.
- GC S2. Change our institutional culture to one where we anticipate internal and external change to meet the needs of current and future students.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Earth and Atmospheric Sciences and Applied Engineering Technology: The Millersville Meteorology program, with about 120 majors, is one of the largest undergraduate programs in the United States. Sixty percent of graduates go on to earn advanced degrees, while employers include Accu-Weather, The Weather Channel, and J.P. Morgan-Chase. Students have been recipients of the highly competitive Ernest Hollings Scholarship among other honors. Faculty serve at the highest levels including the Board of Trustees of the University Corporation for Atmospheric Research (UCAR) and Chair of the AMS Board on Women and Minorities. They have received prestigious national awards such as the AMS Teaching Excellence Award. Distinguished elements include:

- A minor in Heliophysics and Space Weather, an M.S. in Integrated Scientific Applications creating a workforce of business savvy scientists, and an online M.S. in Emergency Management leading the way in in emergency response and hazards preparedness.
- Faculty, in collaboration with over 50 universities in the U.S. and internationally, have been awarded over \$2.5 million in extramural funding since 2011, supporting over 100 undergraduate students participating in research projects of national and international scope. Students present their research at national conferences at rate of about 20 per year where they frequently receive awards for best student presentation.
- The Millersville University Atmospheric Research and Aerostat Facility (MARAF) is a unique platform directed toward atmospheric boundary layer research. The Department also supports the Weather Information Center and the campus weather service.

Millersville University's Department of Applied Engineering, Safety & Technology (AEST) undergraduate and graduate programs, fully-accredited by discipline-specific accreditation agencies, has an international reputation for academic excellence and student success. The MU Robotics Team routinely brings home multiple awards at the Association of Technology, Management and Applied Engineering Robotics competition, including 1st place overall in 2010 and 2013, and champions in 2014. Typical entry-level professions include: Process Engineer, Controls Engineer, Control Technician, Manufacturing Engineer, Robotic Technician, and Project Manager. Employment opportunities are excellent with starting salaries among the highest for new degree holders.

Multi-Disciplinary Studies: Millersville University's longstanding support for multidisciplinary programs recently led to the introduction of a truly innovative B.A. in Multidisciplinary Studies (MDST), designed to meet the needs of returning adult learners, transfer students, and existing students seeking new opportunities. This major allows student and faculty to craft new tracks to respond rapidly to specific career interests and the evolving workforce needs of the Commonwealth. In addition to recently approved programs in Sports Journalism, Educational Studies, and Entertainment Technology, other examples include:

- Digital Journalism positions our students competitively in today's convergent media environment. Drawing from the departments of Art & Design, Communications and Theatre, and English, this program trains students in storytelling, fact-gathering, and electronic media production to develop high-quality, ethical news content. The program features high-tech facilities, including our new \$1.5M TV studio.
- Emergency Management is the academic discipline that educates and trains those interested in protecting and building disaster-resilient communities, a field that has shown significant growth as disasters and major emergencies become more frequent and costly.
- Disability Studies is an emerging field, drawing on the humanities, social sciences, and the arts, that examines issues related to the interplay between disability and various aspects of culture and society, including social services and government policy.

Academic Programs of Distinction *(Continued)*

Human and Health Services: Accredited by the Accreditation Commission for Education in Nursing, Inc., Millersville's Nursing program offers three distinctive program options to help students meet workforce demands: face-to-face at Millersville and at Harrisburg Area Community College (HACC), and online beginning in fall 2015. Undergraduate enrollment has more than tripled in the last 5 years. The Nursing Department is seeking to prepare students across the full range of programs, from the RN to BSN program through their Doctor of Nursing Practice. In 2014-15, over 100 students contributed about 3,000 service learning hours in the region, and students in the MSN Family nurse practitioner program have a 100% pass rate on certification exam since program inception.

Millersville's Social Work program (accredited by the Council on Social Work Education) partners with Shippensburg University to deliver a highly successful MSW (290 MU graduates since 2006). The department is implementing international internship opportunities for MSW students in South Africa, London, and Dublin. The joint DSW with Kutztown was developed to address the need for master-level practitioners to become leaders capable of developing, implementing, and evaluating interventions that meet needs of diverse populations, as well as to prepare practitioners to teach in the academy. The growing BSW program (42% enrollment growth in the past 5 years) requires that undergraduate students complete 60 hours of service learning before their senior year, followed by 450 hours in a semester-long field placement in the senior year. Partnerships with NGOs in South Africa (with others expected in London and Dublin) allow students to complete the senior field placement internationally. In 2012, the Social Work licensure pass rate was an impressive 92% for first-time test takers.

Over 160 students graduate in undergraduate and graduate psychology programs annually, including master's degrees in clinical psychology, school psychology, and school counseling. In the alumni survey performed six to ten months after graduation, 98% of the 2013-14 bachelor degree recipients majoring in Psychology were employed, almost 77% in a position related to their major. Millersville University's School Psychology Certification Program was among the first in the nation to obtain full recognition by the National Association of School Psychologists.

Teacher Preparation and Educational Leadership: Millersville's teacher preparation program is nationally recognized due to the innovative Professional Development Schools (PDS) model, which allows teacher candidates to immerse themselves in a school community for one full year. The Millersville PDS faculty received the Exemplary Professional Development School Award at the National Association for Professional Development Schools' 2014 National Conference. The School of Education has continued to develop programs that better prepare our teacher candidates to meet the emerging needs of our communities. Soon after PDE announced endorsements in online and STEM education, Millersville developed three new programs that were subsequently approved: a graduate endorsement in online teaching; a graduate STEM endorsement, the only approved program in the State; and Integrative STEM Education Methods.

When teachers are ready to consider, they need look no further than Millersville's programs. Our relationship-building educational leadership programs, which prepare teachers to become administrators in their districts, boast a 100% pass rate on the corresponding Praxis exams. There are currently 20+ administrators in the School District of Lancaster who earned their certificates from Millersville University. The School of Education recently added the first-ever doctoral program for Millersville University, the Ed.D. in Educational Leadership, delivered collaboratively with Shippensburg University. The program aims to prepare district-level leaders to solve problems of practice in their districts through rigorous research practices. The program also focuses its candidates on two major themes that currently impact all school districts: poverty and digital learning.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, and community engagement.

Institutional Achievements:

- Millersville ranked 22nd among public universities in the North in *US News & World Report*, the second highest ranking in the State System.
- Our institution was ranked 3rd out of 67 rated colleges in Pennsylvania by the Affordable Colleges Online website ("AC Online").
- MU was ranked in the "Top 100 Best Value Colleges 2014" by Educate to Career's ETC College Rankings index and was identified as a "Public College of Distinction" for its "Engaged Students, Great Teaching, Vibrant Communities, and Successful Outcomes."
- The Carnegie Foundation for the Advancement of Teaching selected Millersville University of Pennsylvania for its Community Engagement Classification.
- Millersville is recognized consistently for the President's Honor Role with Distinction, most recently in 2014 for Community Service.
- President Anderson signed the American College & University Presidents' Climate Commitment. MU has joined universities across the U.S. to become climate neutral and advance education on sustainability.
- Millersville earned a spot in the 2013 Princeton Review's Guide to 322 Green Colleges for its sustainability efforts and environmental initiatives.
- Received honorable mention as a Bicycle Friendly University

Student Achievements:

- 94 percent of 2012-13 bachelor's degree recipients reported job placement within six to ten months of graduation.
- Students on the Department of Applied Engineering, Safety and Technology (AEST) Robotics Team that attended the 2013 Association of Technology, Management and Applied Engineering (ATMAE) Conference in New Orleans received the following recognition: 1st Place Poster, 1st Place Technical Report, 1st Place Performance and 1st Place Overall (ATMAE National Robotics Champions). This is the team's second 1st Place Overall win (first was in 2010).
- Over 600 undergraduate students and close to 250 graduate students participated in 77 service-learning courses offered across the three schools providing approximately 65,700 hours of service by graduate students and 55,200 by undergraduate students. Over 215 students participated in internships with non-profit agencies or organizations, contributing over 48,825 hours of service, worth almost \$1.1 million dollars.

Civic and Community Engagement and Research Project:

- Houses three centers including the Walker Center for Civic Responsibility and Leadership, the Center for Public Scholarship and Social Change, and the Center for Sustainability
- As a member of the Pennsylvania Environmental Resource Consortium, Millersville is collaboratively helping at a state-wide level to conserve and protect our natural resources for the benefit of current and future generations.
- Home to the American Democracy Project, a national, multi-campus initiative that fosters informed civic engagement in the United States. The project seeks to create a greater intellectual understanding and commitment to participate in the civic life of the United States.
- Over 30 community-based undergraduate research (CBUR) projects or products were presented or delivered to external organizations or agencies.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

Strengths include:

- Talented faculty and dedicated staff (98% of our faculty have terminal degrees in their fields)
- Job placement of our graduates
- Strong heritage of academic excellence that (1) integrates experiential learning (internships, undergraduate research, service learning first year experience including UNIV 103 and living learning communities) with vibrant student life experiences and (2) seeks interdisciplinary approach to prepare graduates to be career-ready
- Pride in civic and community engagement, both locally and globally
- Sustainability initiatives
- Low tuition within Commonwealth
- Retention and graduation rates competitive with the national norms
- Efficient use of resources; sound fiscal management
- Caring and safe environment with new or upgraded facilities including residence halls, Winter Visual and Performing Arts Center and Ware Center, McNairy Library, Student Memorial Center
- Location

Opportunities

Opportunities include:

- Promoting innovative programs to attract students (existing and new markets)
- Promoting public mission through preparing students to be career-ready
- Grow enrollments in out-of-state, international, and adult learners (including degree completion students)
- Enhance retention, including underprepared and under-represented students
- Employing advancements in technology and pedagogy to enhance student learning
- Building partnerships with business and industry to address workforce and adult learner needs
- New funding formula and tuition model
- Diversity – increasingly diverse student population and above average retention and graduation rates for our under-represented students
- Sustainability initiatives including reducing carbon footprint, new carbon-neutral building
- Reframing organizational structure to gain efficiencies in leadership, agility in management practices, and create opportunities for innovation

Challenges

- Shifting demographics that includes declining traditional-aged student population, increased competition from other institutions in our region and other markets such as transfer students, out-of-state students and international students
- Fiscal realities that include addressing structural deficit among declining state support, mandated personnel costs by collective bargaining agreements, responsibilities to contribute to PSERs,
- Performance funding model targets
- Facility and technology upgrades; focus has been on electrical infrastructure upgrades
- Reduced public trust of higher education creating a demand for more accountability and transparency

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Millersville Goals that relate to System Goal 1 include: Goal A: Engage Learners and Goal B: Ensure Long-Term Success.

MU initiatives include:

- Create and graduate students from engineering programs in computer engineering, environmental engineering, and audio engineering.
- Double resources to support faculty development in areas specifically related to innovations in teaching and learning; including online program development.
- Enhance multi-disciplinary studies offerings that meet workplace needs such as Applied Disability Studies, Digital Journalism, and Environmental Hazards and Emergency Management.
- Build upon existing Science programs of strength including Actuarial Science, Atmospheric Science/Meteorology, and Biology.
- Enhance Technology program offerings in areas that include Entertainment Technology and Robotics.
- Create online nursing (RN to BSN) program, offer graduate nursing certificates programs at additional locations.
- Create doctoral programs in Educational Leadership, Nursing Practice, and Social Work.
- Use program analysis adapted from Delaware Cost and Productivity Study to enhance program options and student success.
- Promote student learning outcomes and respective achievement on program websites.
- Report alumni employment and continuing education rates six to ten months after graduation.
- Create a graduation requirement for high impact practices including undergraduate research, service learning, internships, first year living learning communities, study abroad, and capstone experiences.
- Clarify and then promote achievement of general education competencies and objectives.

Millersville Goals that relate to System Goal 1 include: Goal B: Ensure Long-Term Success and Goal C: Embrace Agility.

MU initiatives include:

- Implement and monitor a new tuition model based on a per-credit basis for all resident undergraduate students
- Implement and monitor a differential fee for high-cost, high-demand programs
- Reduce and monitor the tuition rate to students attending PASSHE Center City in downtown Philadelphia effective in the summer of 2014
- Meet goal of \$38 million over three years for endowed funds (including all gifts)
- Submit and acquire more large multi-investigator collaborative grants
- Become carbon-neutral within the next few decades
- Create mechanisms which will encourage faculty and staff to generate new ideas to improve the long-term success of the university
- Develop external partnerships in the state and local area to help the University achieve its strategic goals
- Develop a 5-year facilities capital plan

Strategic Goals *(Continued)*

University Goals *(Continued)*

Millersville Goals that relate to System Goal 1 include: Goal C: Embrace Agility

MU initiatives include:

- Closely align budget process with strategic needs.
- Implement a systematic renewal and renovation plan for equipment, technology and facilities.
- Each Cabinet member will conduct a comprehensive process review to identify and prioritize two processes per year for the next five years that could be eliminated, shortened, streamlined, enhanced or automated.
- Create and empower agility teams with clear spheres of authority to resolve specific institution-wide challenges that have been identified by Cabinet.
- Employ systematic, evidence-based decision making to promote continuous, institutional renewal – Plan. Do. Check. Act.
- Work on adapting contemporary best practices in Human Resources – job classifications/re-characterization
- Recruit a talented, highly qualified, and diverse workforce and retain effective faculty and staff through professional development and leadership development experiences and opportunities.
- Increase digital process flow to enhance agility in approval processes that includes reducing reliance on paper, space for storage, and time to manage documentation.

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2010 Actual	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Projected	Fall 2016 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	17.6%	17.3%	18.0%	17.8%	19.2%	17.9%	17.5%
New Transfers	8.7%	9.5%	9.3%	9.4%	8.4%	9.9%	9.7%
Veterans	1.9%	1.9%	1.9%	1.9%	2.0%	1.9%	1.9%
Adult Learners	9.8%	10.2%	10.5%	10.6%	10.3%	10.4%	10.6%
Total Undergraduate Enrollment	7,498	7,536	7,325	7,313	7,070	7,333	7,497
Graduate Headcount Enrollment							
Master's	677	727	709	683	671	677	674
Research Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	14	32
Total Graduate Enrollment	677	727	709	683	671	691	706
Certificates, Letters of Completion, Nondegree students							
	554	462	334	283	306	295	300
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	115	100	118	130	145	165	298
Traditional (On Campus)	7,310	6,894	6,399	6,130	5,972	6,996	6,924
Off Campus	178	239	267	271	265	268	267

Persistence Rates

	Fall 2010 Actual	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual/ Projected	Fall 2015 Projected	Fall 2016 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	81.4%	80.8%	79.1%	81.1%	76.6%	78.9%	77.8%
Third Year Persistence	72.8%	71.4%	69.9%	69.5%	70.2%	68.7%	70.4%
Fourth Year Persistence	66.0%	69.6%	67.3%	66.7%	66.8%	67.0%	68.7%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected	2015/16 Projected	2016/17 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	37.2%	38.7%	36.0%	37.9%	37.0%	37.4%	37.2%
Six Year (or less)	64.8%	64.6%	61.1%	64.1%	62.6%	63.4%	63.0%
Expected Graduation Rates (calculation rate to be mutually determined at a later time)							
Four Year (or less)							
Six Year (or less)							

Completers

	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected	2015/16 Projected	2016/17 Projected
Average Time to Degree (Bachelor's) (calculation to be determined)							
Percent of Bachelor's Degrees without Excess Hours (wording and calculation to be determined)							
Graduates Employed in Pennsylvania (will be reported when data becomes available)							
Bachelor's Degree Graduates Continuing Their Education (calculation to be determined)							

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Performance Funding Indicators

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Degrees Conferred						
Number of Degrees Conferred	1,723	1,720	1,754	1,771	1,796	1,834
Undergraduate Degrees per 100 FTE	20.3	21.5	20.6	21.2	21.3	21.4
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	48.0%	47.9%	42.9%	47.4%	49.2%	52.0%
Non-Pell Recipient Graduation Rate	65.0%	67.9%	66.8%	65.2%	65.4%	65.6%
Underrepresented Minority Graduation Rate	37.0%	43.1%	37.9%	40.3%	41.8%	44.2%
Non-Underrepresented Minority Graduation Rate	65.0%	69.4%	66.4%	65.2%	65.4%	65.6%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	26.5%	30.4%	33.4%	30.9%	32.0%	33.9%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	16.0%	17.5%	19.7%	18.0%	18.0%	18.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	16.3%	18.9%	19.0%	16.9%	17.2%	17.6%
Female Faculty	46.7%	47.5%	46.9%	47.8%	48.8%	49.8%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	67.9%	71.4%	69.9%	68.5%	68.7%	70.4%
Fourth Year Persistence	66.0%	67.3%	66.7%	66.8%	67.0%	68.7%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	18.2%	21.1%	23.7%	21.0%	21.7%	24.3%
Student Diversity						
Undergraduate Pell Grant Recipients	22.0%	30.1%	31.5%	24.3%	24.8%	25.3%
Nonmajority Students	13.2%	18.2%	20.0%	14.9%	15.2%	15.5%
Closing the Freshmen Second Year Persistence Rate Gap for Nonmajority Students						
Nonmajority Second Year Persistence Rate	69.6%	78.1%	73.1%	69.8%	70.0%	70.2%
Sustainability - Reducing Carbon Emissions						
Greenhouse Gas Emissions*	36,292	31,044	35,304	34,067	33,708	29,313
Fossil and Electric Emissions**	10.7	8.4	9.4	11.20	11.08	9.64

*Greenhouse Gas Emissions is measured in Metric Tons of Carbon Dioxide Emitted (MTCDE)

**Fossil and Electric Emissions is a measure of the Metric Tons of Carbon Dioxide Emitted (MTCDE) based upon fossil fuel and electricity consumption per Gross Square Foot (GSF) of Physical Plant

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Academic Programs

Academic Program Activity

Number of Programs in 2013/14 and the Total Number of Completers from 2009/10 through 2013/14		2013/14
Certificate Programs		
Total Number of Certificate Programs		21
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		0%
Associate Degree Programs		
Total Number of Associate Programs		1
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		0%
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		52
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		36
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		69%
Master's Degree Programs		
Total Number of Master's Programs		19
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		16
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		84%
Professional Doctorate Degree Programs		
Total Number of Professional Doctorate Programs		N/A
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years		N/A
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years		N/A
Research Doctorate Degree Programs		
Total Number of Research Doctorate Programs		N/A
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years		N/A
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years		N/A

New Programs for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Certificates		
23.1399	Writing	N/A

Reorganized Programs for 2013/14

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Master's Degree Programs			
16.0101	Master of Arts in Languages and Cultures - Millersville/West Chester (Joint Degree)	Joint Program replaced the current individual M.A. and M.Ed. degrees in French, Spanish and German	N/A
Minors			
15.0612	Advanced Manufacturing Technology	Reorganized from previous minor in Manufacturing Technology	N/A
15.0612	Control Systems Technology	Reorganized from previous minor in Electronics & Control Systems Technology	N/A
15.0612	General Applied Engineering and Technology	Reorganized from previous minor General Industrial Technology	N/A

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Academic Programs

Programs Placed in Moratorium for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
16.0901	Master of Arts in French	N/A
16.0501	Master of Arts in German	N/A
16.0905	Master of Arts in Spanish	N/A
16.0901	Master of Education in French	N/A
16.0501	Master of Education in German	N/A
16.0905	Master of Education in Spanish	N/A
Minor		
15.0805	Mechanical Technology	N/A

Programs Discontinued for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2015/16

6-digit CIP	Program Name	Projected Enrollment <i>in 5th year</i>
Bachelor's Degree Programs		
50.0401	Bachelor of Design in Interactive and Graphic Design	10
15.0406	BS in Intelligent Automation and Robotics	25
Master's Degree Programs		
13.0101	MED Assessment, Curriculum, and Teaching	38
Doctorate Degree Programs		
51.3818	Doctor of Nursing Practice	36

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name	Projected Enrollment <i>in 5th year</i>
Bachelor's Degree Programs		
14.1401	BS in Environmental Engineering	40
Master's Degree Programs		
51.0701	MS in Health Management	40

Academic Programs

Accredited Programs (methodology to be determined at a later time)

Number of Academic Programs

Number of Programs Eligible for Specialized Accreditation

Percentage of Eligible Programs Accredited

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Education & General (E&G)

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Revised 2014/15 Projected	2015/16 Projected	2016/17 Projected
E&G Revenue/Sources						
Undergraduate In-State Tuition	\$45.9	\$45.9	\$51.8	\$50.4	\$51.5	\$53.2
Undergraduate Out-of-State Tuition	5.2	5.5	5.5	5.6	5.5	5.5
Graduate In-State Tuition	6.9	6.3	6.8	6.5	6.7	6.7
Graduate Out-of-State Tuition	0.4	0.6	0.5	0.6	0.6	0.6
TOTAL TUITION REVENUE	\$58.4	\$58.4	\$64.5	\$63.0	\$66.0	\$67.6
Total Fees	13.2	13.3	14.4	14.0	14.3	14.5
State Appropriations	30.3	30.9	30.9	30.2	30.1	30.1
All Other Revenue	5.1	5.4	4.9	4.5	4.5	4.9
Planned Use of Carryforward	4.9	0.0	2.8	4.1	2.0	0.9
Total E&G Revenue/Sources	\$111.8	\$107.9	\$117.4	\$115.8	\$116.9	\$118.0
E&G Expenditures/Transfers						
Total Salaries and Wages	\$58.1	\$57.3	\$60.4	\$59.2	\$61.8	\$62.0
Total Benefits	22.8	24.6	27.7	26.7	31.0	32.6
TOTAL PERSONNEL EXPENDITURES	\$80.8	\$81.9	\$88.1	\$85.8	\$92.9	\$94.6
Financial Aid	1.5	1.7	2.8	2.8	2.7	2.7
Utilities	2.8	2.7	2.5	2.4	2.7	2.7
Services & Supplies	18.8	16.9	16.7	17.2	17.4	17.8
Capital Expenditures	1.2	0.3	0.2	0.2	0.2	0.2
Mandatory Transfers	3.0	2.9	2.9	2.9	2.9	2.9
Nonmandatory Transfers	3.8	3.1	4.2	4.4	4.4	4.4
Total E&G Expenditures/Transfers	\$111.8	\$109.5	\$117.4	\$115.8	\$123.1	\$125.3
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$(1.6)	\$0.0	\$0.0	\$(6.2)	\$(7.3)
Annualized FTE Enrollment						
Undergraduate In-State	6,717.58	6,532.60	6,549.67	6,357.20	6,471.80	6,471.80
Undergraduate Out-of-State	334.47	346.37	345.30	348.90	345.00	345.00
Graduate In-State	668.23	597.17	598.73	597.40	623.50	623.50
Graduate Out-of-State	27.13	39.38	34.50	39.20	40.00	40.00
Total Annualized FTE Enrollment	7,747.41	7,515.52	7,528.20	7,342.70	7,480.30	7,480.30
E&G Annualized FTE Employees						
Faculty	373.85	361.93	372.98	371.62	373.62	373.62
AFSCME	307.86	266.78	254.53	251.17	256.17	256.17
Nonrepresented	118.52	101.13	104.05	105.57	107.57	107.57
SCUPA	24.67	29.23	26.61	28.86	28.86	28.86
All Other	53.28	47.93	43.78	47.53	47.53	47.53
E&G Annualized FTE Employees	878.18	807.00	801.95	804.75	813.75	813.75
Total Annualized FTE Employees	974.20	899.40	890.34	897.65	893.86	893.86

**MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2012/13 Amount	2013/14 Amount	2014/15 Amount
Strategic Investments:			
Created Transfer Credit Coordinator position	\$92,810	\$97,747	\$103,187
Position focusing on International and Out-of-State Recruiting		\$55,356	\$70,168
Enrollment Management - One-Time Funding		\$442,200	
On-Line Administration			\$42,000
RN-BSN Program Start-up			\$250,793
Enrollment Management - Recruiting			\$250,000
Sustainability Initiatives			\$20,000
Increased financial aid			\$1,100,000
Available for other strategic items			\$503,120
Total	\$92,810	\$595,303	\$2,339,268
Sources of Funds for Reinvestment:			
Personnel savings	\$92,810	\$153,103	\$173,355
Use of Unrestricted Net Assets		\$442,200	
BOG Waiver Excess			\$125,888
Health Care Reserve			\$409,649
Administrative Overhead for Shenks/Reighard Housing			\$153,718
13/14 Year-end Excess			\$356,659
President's Discretionary Operating Budget			\$20,000
Increased revenue from per-credit tuition model			\$1,100,000
Total	\$92,810	\$595,303	\$2,339,268

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Auxiliary Enterprises and Restricted Funds

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Revised 2014/15 Projected	2015/16 Projected	2016/17 Projected
Auxiliary Enterprises						
<i>Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.</i>						
Auxiliary Revenue/Sources						
Food Service Sales	\$10.5	\$11.3	\$11.5	\$11.3	\$11.7	\$12.0
Housing Fees	11.5	11.4	7.5	7.6	6.1	0.0
Privatized Housing	0.0	2.4	4.1	2.3	5.7	12.1
Other Auxiliary Sales	7.8	2.9	3.0	3.2	3.1	3.2
All Other Revenue	0.4	6.4	5.4	5.0	5.5	5.6
Total Auxiliary Revenue/Sources	\$30.3	\$34.4	\$31.6	\$29.4	\$32.2	\$32.8
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$9.1	\$9.1	\$9.4	\$10.3	\$9.4	\$9.4
Total Benefits	4.1	4.3	4.8	3.1	5.2	5.7
TOTAL PERSONNEL EXPENDITURES	\$13.3	\$13.4	\$14.3	\$13.4	\$14.7	\$15.1
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	1.4	1.6	1.6	1.2	1.6	1.7
Services & Supplies	6.7	8.8	9.3	8.8	9.5	9.7
Capital Expenditures	0.1	0.2	0.5	0.3	0.5	0.5
Mandatory Transfers	3.8	3.7	3.8	3.8	3.8	3.8
Nonmandatory Transfers	5.0	5.9	2.1	2.0	2.1	2.1
Total Auxiliary Expenditures/Transfers	\$30.3	\$33.7	\$31.6	\$29.4	\$32.2	\$32.9
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.7	\$0.0	\$0.0	\$0.0	\$(0.0)
Restricted Funds						
<i>Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.</i>						
Restricted Revenue						
Federal Grants & Contracts	\$13.9	\$13.3	\$13.7	\$13.7	\$13.7	\$13.7
State Grants & Contracts	7.7	7.6	7.8	7.8	7.8	7.8
Private Grants & Contracts	0.3	0.1	0.1	0.1	0.1	0.1
Gifts	1.7	2.2	2.2	2.2	2.2	2.2
All Other Restricted Revenue	(0.4)	0.1	(0.5)	(0.5)	(0.5)	(0.5)
Total Restricted Revenue	\$23.1	\$23.3	\$23.4	\$23.4	\$23.4	\$23.4
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$1.1	\$1.0	\$1.0	\$1.0	\$1.0	\$1.0
Total Benefits	0.3	0.3	0.3	0.3	0.3	0.3
TOTAL PERSONNEL EXPENDITURES	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3	\$1.3
Financial Aid	19.2	19.2	19.2	19.2	19.2	19.2
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	2.6	2.8	2.9	2.9	2.9	2.9
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Mandatory Transfers	0.0	0.0	0.0	0.0	0.0	0.0
Nonmandatory Transfers	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Total Restricted Expenditures/Transfers	\$23.1	\$23.3	\$23.4	\$23.4	\$23.4	\$23.4
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$165.2	\$165.7	\$172.4	\$168.7	\$172.5	\$174.3
Total University Expenses	\$165.2	\$166.5	\$172.4	\$168.7	\$178.7	\$181.6
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$(0.8)	\$0.0	\$0.0	\$(6.2)	\$(7.3)

**MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN**

Tuition and Fees

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	\$6,428	\$6,622	\$7,920	\$7,920
Technology Tuition Fee	358	368	422	422
University Mandatory Fees	1,814	1,876	1,926	1,992
Total Cost In-State Undergraduate Off Campus or At Home	\$8,600	\$8,866	\$10,268	\$10,334
Most Common Room and Board Rates	8,924	9,632	11,344	12,188
Total Cost In-State Undergraduate On Campus	\$17,524	\$18,498	\$21,612	\$22,522
Out-of-State Undergraduate				
Tuition (Most Common)	\$16,070	\$16,556	\$17,050	\$17,050
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	1,814	1,876	1,926	1,992
Total Out-of-State Undergraduate Off Campus or At Home	\$18,426	\$18,990	\$19,618	\$19,684
Most Common Room and Board Rates	8,924	9,632	11,344	12,188
Total Cost Out-of-State Undergraduate On Campus	\$27,350	\$28,622	\$30,962	\$31,872
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$268	\$276	\$264	\$264
Technology Tuition Fee Per Credit	15	15	18	18
University Mandatory Fees Per Credit (on average)	76	78	80	82
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$359	\$369	\$362	\$364
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$670	\$690	\$710	\$710
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	76	78	80	82
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$769	\$791	\$817	\$819
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	N/A	N/A
Maximum	N/A	N/A	N/A	N/A
Most Common	\$429	\$442	\$454	\$454
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)	\$98	\$101	\$104	\$108
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	N/A	N/A
Maximum	N/A	N/A	N/A	N/A
Most Common	\$644	\$663	\$681	\$681
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)	\$98	\$101	\$104	\$108

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

University Undergraduate Fees

2014/15

University Undergraduate Mandatory Fees	Part Time per Credit	Full Time Academic Year (30 Credits)
In-State		
General Fee*	\$80	\$1,926
Out-of-State		
General Fee*	\$80	\$1,926

*Used to support a variety of ongoing student services and activities such as student government, student organizations, health services and wellness programs, Student Center debt service, expansion, and capital replacement and maintenance.

Housing Costs		Full Time Academic Year
Traditional Housing		
Minimum	N/A	\$5,808
Maximum	N/A	\$8,712
Most Common (Traditional single room double occupancy)	N/A	\$5,808
All Other Housing		
Minimum	N/A	\$7,056
Maximum	N/A	\$8,800
Most Common (Suite c)	N/A	\$7,268

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum - only used resident meal plans	14	\$3,906
Maximum	21	\$4,272
Most Common (19 Meal Plan)	19	\$4,076

Other Optional Fees		
Orientation - 14/15 miscellaneous fee file		\$335
Parking		\$105/year for residents
Graduation		\$30
Application		\$40 on-line
Printer Paper		\$.05 per side over 175

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Gift Aid			
<i>Institutional Aid*</i>			
# of Students	836	949	1,928
Average Award	\$3,328	\$3,228	\$1,945
Total Dollars Awarded	\$2,782,595	\$3,063,718	\$3,750,435
% of Undergraduate Students Receiving Aid	10%	12%	23%
<i>Pennsylvania State Grants</i>			
# of Students	2,630	2,542	2,434
Average Award	\$2,540	\$2,799	\$2,580
Total Dollars Awarded	\$6,681,208	\$7,115,826	\$6,279,379
% of Undergraduate Students Receiving Aid	33%	32%	30%
<i>Pell Grants</i>			
# of Students	2,567	2,624	2,617
Average Award	\$3,661	\$3,774	\$3,882
Total Dollars Awarded	\$9,396,787	\$9,901,761	\$10,158,636
% of Undergraduate Students Receiving Aid	32%	33%	32%
<i>All Other Gift Aid**</i>			
# of Students	1,085	1,088	1,039
Average Award	\$2,666	\$2,381	\$2,419
Total Dollars Awarded	\$2,892,837	\$2,590,899	\$2,513,626
% of Undergraduate Students Receiving Aid	13%	14%	13%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	4,118	4,152	4,411
Average Award	\$5,283	\$5,461	\$5,167
Total Dollars Awarded	\$21,753,427	\$22,672,204	\$22,793,585
% of Undergraduate Students Receiving Gift Aid	51%	53%	54%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	124	115	107
Total Dollars Awarded	\$516,907	\$508,643	\$280,075
% of Graduate Students Receiving Assistantships	11%	10%	8%
<i>Graduate Tuition Waivers</i>			
# of Students	122	117	129
Total Dollars Awarded	\$802,387	\$813,177	\$968,814
% of Graduate Students Receiving Waivers	10%	11%	9%

*Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.

**All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.

Notes: Number of students and aid awarded are for fall and spring semesters only

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Loans (all known)			
# of Students	5,578	5,469	5,275
Average Loan	\$8,060	\$8,132	\$8,463
Total Dollars Loaned	\$44,957,579	\$44,472,294	\$44,644,558
% of Undergraduate Students Receiving Loans	69%	69%	64%
Graduate Loans (all known)			
# of Students	446	409	399
Average Loan	\$12,581	\$13,191	\$14,448
Total Dollars Loaned	\$5,610,914	\$5,395,044	\$5,764,875
% of Graduate Students Receiving Loans	38%	37%	28%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	67%	69%	70%
Average Amount of Debt (of those graduating with debt)	\$30,210	\$31,035	\$29,791
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	5.5%		N/A

FY 2013/14 Cost of Attendance (Academic Year)	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	\$8,866	\$9,632	\$1,000	\$2,611	\$22,109
In-State Undergraduate Off Campus, Living at Home	\$8,866	\$4,058	\$1,000	\$3,161	\$17,085
Out-of-State Undergraduate On Campus	\$18,990	\$9,632	\$1,000	\$2,701	\$32,323
Out-of-State Undergraduate Off Campus, Living at Home	\$18,990	\$4,058	\$1,000	\$3,251	\$27,299

Note: Costs are based on financial aid packaging costs, not most common

FY 2013/14 Estimated Net Cost by Family Income PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA					
Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below \$30,000	964	\$14,063	\$226	\$8,686	\$8,949
\$30,001 - \$48,000	513	\$14,415	\$1,157	\$7,770	\$7,691
\$48,001 - \$75,000	794	\$16,834	\$3,781	\$5,122	\$8,332
\$75,001 - \$110,000	933	\$18,660	\$5,607	\$3,284	\$9,140
\$110,001 and Above	1,142	\$19,050	\$5,514	\$3,275	\$8,650

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab):

MI02 - STEM-H Program Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a differential fee for high-cost, high-demand undergraduate STEM-H programs. The programs included are: Applied Engineering, Safety and Technology; Biology; Chemistry; Computer Science; Earth Science; Industrial Technology; Mathematics; Physics; Nursing; Medical Technology; and Respiratory Therapy. The differential fee would be \$100 per semester for a full-time student and \$8.00 per credit for part-time. The fee would begin once a student has declared a major and has obtained at least 30 earned credit hours.

Changes Made to Pilot since its Approval:

After the implementation of the per-credit pilot program, we revised the maximum to \$96 (12 credits * \$8).

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients			0
Assessment Fall 2014	0.0%	0.0%	
Headcount Nonmajority Students			0
Percent Nonmajority	0.0%	0.0%	
Other:			
Cohort Enrollment			
Fall FTE Students			0
Fall Headcount Students	1,691.00	1,477.00	(214.00)
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue			0
New Pilot Student Fee Revenue		\$120,722	\$120,722
All Other E&G Fee Revenue			0
Institutional Financial Aid <i>(negative number)</i>		0	0
Net Revenue	\$0	\$120,722	\$120,722
Revenue Increase due to Normal Rate Changes		\$0	\$0
Revenue Associated with Pilot		\$120,722	\$120,722

Observations:

The estimated revenue associated with the STEM-H fee was \$300,000 based on 2013/14 enrollments and credit loads. Based on Fall 2014 revenue, it appears revenues will be short of the original estimate.

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA
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Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):

MI01 - Pennsylvania's State System @ Center City, Philadelphia

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 90% of the tuition rate to students attending the Pennsylvania's State System at Center City Philadelphia location. The tuition rate would apply to all Millersville University programs, both undergraduate and graduate, starting summer 2014.

Changes Made to Pilot since its Approval:

None

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients			0
Percent Pell Recipients	N/A	0.0%	
Headcount Nonmajority Students			0
Percent Nonmajority	N/A	0.0%	
Other:			
Cohort Enrollment			
Fall FTE Students		0	0
Fall Headcount Students		0	0
Other:		0	0
E&G Revenue Associated with Cohort			
Tuition Revenue		\$0	0
E&G Fee Revenue			0
Institutional Financial Aid <i>(negative number)</i>		0	0
Net Revenue	\$0	\$0	\$0
Revenue Increase due to Normal Rate Changes		\$0	\$0
Revenue Associated with Pilot		\$0	\$0

Observations:

Too early to assess the success or failure of the Center City program. Only course offered and run was during summer 2014.

MILLERSVILLE UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Per-Credit Tuition

Pilot/Title (see instruction tab): MI03 - Per-Credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

To charge tuition on a per-credit basis for all resident undergraduate students, effective with the fall 2014 term. This approach will replace the current hybrid model whereby students enrolled in 12-18 credits are charged a flat rate, and students who are not full-time are charged on a per-credit basis. The proposed pilot program is based on three year implementation plan. Millersville will roll back the 2013-14 per credit tuition rate for undergraduate resident students 7% from \$276 to \$257 in year one. When the Board of Governors approves the 2014-15 tuition increase, Millersville will increase the undergraduate resident per credit tuition rate by the appropriate percentage. In year two, there will be a 4% rollback of resident undergraduate tuition and in year three, the plan calls for a 1% rollback. In year four, undergraduate resident students will be paying the established PASSHE per credit undergraduate resident rate.

Changes Made to Pilot since its Approval:

None

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients	2,390.00	2,297.00	(93.00)
Percent Pell Recipients	34.1%	33.8%	
Average # of Credit Hours Enrolled			
Headcount Nonmajority Students	1,507.00	1,564.00	57.00
Percent Nonmajority	21.5%	23.0%	
Average # of Credit Hours Enrolled	13.22	13.06	(0.16)
Headcount Majority Students/NonPell	5,509.00	5,234.00	(275.00)
Percent of Total	78.5%	77.0%	
Average # of Credit Hours Enrolled			0
Average Student Credit Hours Taken	13.71	13.63	(0.08)
Comparison of Breakdown of Number of Credits Taken by Students (additional data may be attached):			
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need	3,272.00	3,120.00	(152.00)
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need	2,765.00	2,625.00	(140.00)
Number of Students Registered For More Credits Than They Had at End of Drop/Add Period	417.00	414.00	(3.00)
Number of Students Offered Institutional Aid	126.00	1,067.00	941.00
Average Institutional Aid Award	1,079.13	389.45	(689.68)
Other:			
Headcount FAFSA Filers	5,838.00	5,576.00	(262.00)
Total Institutional Aid Awarded	135,970.00	415,545.00	279,575.00
Cohort Enrollment (In-state Undergraduates)			
Fall FTE Students	6,364.30	6,117.70	(246.60)
Fall Headcount Students	7,016	6,798	(218)
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$22,020,143	\$24,307,562	\$2,287,419
E&G Fee Revenue			0
Institutional Financial Aid (negative number)	(135,970)	(415,545)	(279,575)
Net Revenue	\$21,884,173	\$23,892,017	\$2,007,844
Revenue Increase due to Normal Rate Changes		\$660,604	\$660,604
Revenue Associated with Pilot		\$23,231,413	\$1,347,240

Observations:

Financial Aid data as of 10/1/14 4:25 pm.



INDIANA UNIVERSITY of PENNSYLVANIA

2014-2015
Action Plan



FOREWORD

For the first time in the State System's history, all universities have developed multi-year action plans that outline the institutions' goals and aspirations, strategic priorities, challenges and opportunities. The plans will be updated annually to provide the Board of Governors and the Councils of Trustees with an opportunity to discuss the strategic direction of each respective university. Annual action plans are a key part of enhancing the accountability framework of the State System. The narrative and data provided in the action plans provide greater transparency regarding each university than previously reported. The information contained in the plans will be used to construct a system-wide annual accountability report for improved performance tracking.

Action Plan

2014-2015

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University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission Statement: Indiana University of Pennsylvania

Indiana University of Pennsylvania is a leading public, doctoral/research university, strongly committed to undergraduate and graduate instruction, scholarship, and public service.

Indiana University of Pennsylvania engages students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.

Inspired by a dedicated faculty and staff, students become productive national and world citizens who exceed expectations personally and professionally.

University Mission, Vision, and Statement of Strategy (*Continued*)

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

In December 2013, a statement of IUP's Vision and its Values was approved by the University Senate and, subsequently, by the IUP Council of Trustees. This statement was the culmination of a 16-month long, inclusive effort led by President Driscoll to build a shared vision for what IUP will be when it celebrates its sesquicentennial in 2025. The Vision and Values statement also is a foundation for IUP's new Strategic Plan.

The Vision for IUP's Future

Indiana University of Pennsylvania is a community where teaching, research, and service empower students to become innovative leaders while enhancing communities throughout the world. Remaining true to its traditions, IUP assesses society's needs and opportunities and meets them.

Students are hardworking, ready to learn, and come from diverse cultures, places, and backgrounds. Energetic, dedicated, and diverse staff and faculty members welcome them to a personal, vibrant college home. Students participate in many intentional and interconnected learning experiences in their studies, in their lives, and in the world.

Professors are active scholars and teachers in their disciplines who work together to expand their impact. They engage students in carefully designed open-ended, hands-on experiences to reinforce and enrich what students learn in the classroom. Professors use technology to enhance student learning and augment the face-to-face and peer-learning experiences that are the foundation of excellent education.

Alumni say their student experience was the best preparation for work and life. They continue to find joy in the bonds they built as students and the new connections they make with faculty and staff members, students, and other alumni. They are proud and they choose to invest in IUP's future.

IUP and the communities it serves work together to build a strong society and robust economy. IUP uses partnerships and activities to connect community members, students, faculty and staff members, and alumni, building a commitment to their shared future.

IUP Values

- Demonstrating an excellent return on educational investment.
- Knowing students as individuals who work closely with faculty and staff members.
- Responding to the needs of students and society with a range of innovative programs and scholarship.
- Employing evidence in decision making and in demonstrating results.
- Drawing on IUP's tradition in Indiana and western Pennsylvania to serve students worldwide.
- Enjoying historic, inspirational, and functional campuses and facilities.
- Using technology to reach place-committed students and enhance learning for all.
- Celebrating engaged, successful alumni.

University Mission, Vision, and Statement of Strategy (*Continued*)

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

IUP's mission and vision will be fulfilled in accord with the *IUP Strategic Plan 2015-2020*, which was ratified by the IUP Council of Trustees on May 7, 2015. The *IUP Strategic Plan*, shown below in outline form, comprises four goals, twenty-one strategies to attain those goals, and seventy-five tactics that outline specific actions and steps. (Tactics are not shown due to limitations of space.)

1. Goal: Provide innovative academic programs of high quality and value.

- 1.1. Strategy: Offer academic programs that are responsive to disciplinary advances and aligned with the needs of students and society.
- 1.2. Strategy: Bring forward new degree-granting programs that respond to student interest, reflect disciplinary advances, and serve the needs of society, with emphasis on interdisciplinary programs that leverage existing faculty expertise.
- 1.3. Strategy: Explore relevant and sustainable non-degree, non-credit hour programs.
- 1.4. Strategy: Strengthen IUP's academic value to students.
- 1.5. Strategy: Advance IUP's status as a Doctoral Research University.

2. Goal: Prepare all of IUP's students for success in work and life, in addition to academic success.

- 2.1. Strategy: Commit to student success.
- 2.2. Strategy: Focus on access, support, and opportunity for students from traditionally underrepresented and underserved student populations.
- 2.3. Strategy: Prepare students to work and live in a culturally diverse and global future.

3. Goal: Secure IUP's financial future.

- 3.1. Strategy: Increase private philanthropic support to IUP.
- 3.2. Strategy: Align unit funding with institutional priorities and goals.
- 3.3. Strategy: Develop innovative models of tuition flexibility.
- 3.4. Strategy: Improve the efficiency of conducting university business.
- 3.5. Strategy: Employ best practices with regard to regulatory and legislative mandates.
- 3.6. Strategy: Proactively focus on IT and network security for the protection of our students, faculty, staff, and off-campus partners.
- 3.7. Strategy: Ensure that Campus Facilities Master Plan projects are fully funded.

4. Goal: Strengthen IUP's value to our local, state, and global partners.

- 4.1. Strategy: Increase regional, state, and global recognition of IUP.
- 4.2. Strategy: Advance cultural enrichment, tolerance, understanding, and mutual respect in the University and community.
- 4.3. Strategy: Strengthen local, state, federal, and global partnerships in education, research, workforce development, and economic development.
- 4.4. Strategy: Strengthen relationships with IUP's formally recognized affiliated organizations
- 4.5. Strategy: Engage alumni to advance IUP.
- 4.6. Strategy: Reaffirm our commitment to IUP's most important resource, our people.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

The following are featured (in alphabetical order) among IUP's many distinguished programs:

Criminology (CIP 45): IUP offers the B.A. in Criminology, B.A. in Criminology/Pre-Law, M.A. in Criminology (in-person and online program versions), and the Ph.D. in Criminology. IUP's Ph.D. in Criminology is one of 47 doctoral programs in criminology/criminal justice in the United States. Graduates of the program hold positions with the FBI, Secret Service, and Drug Enforcement Administration, and are employed across the nation as probation officers, parole officers, jail and prison counselors, local police officers, state police, counselors in juvenile and adult programs, coordinators of private security for corporations, and investigators for insurance companies. IUP Criminology graduates go on to leadership positions in active service and in academia: Five of the top 50 most productive criminologists in the country hold IUP Ph.D. degrees.¹

English (CIP 23): IUP offers the B.S.Ed. in English Education, the B.A. in English (with five tracks), the M.A. in Literature, M.A. in Composition and Literature, M.A. in Teaching English, M.A. in TESOL, the Ph.D. in Composition and TESOL, and the Ph.D. in Literature and Criticism. The IUP graduate programs in English are internationally recognized and they prepare students for careers in, among others, teaching English, writing, journalism, marketing, and publishing. IUP's graduate programs in English are the largest in Pennsylvania, and IUP consistently is among the top ten producers of English Ph.D.s in the nation. Quality accompanies quantity; a survey by the Modern Language Association found the IUP doctoral programs in English to be among the most successful in advancing graduates' careers. The majority of IUP's English Ph.D. students are employed as English teachers at two- or four-year colleges and universities, with others in secondary education.

Music (CIP 50): IUP offers the B.S. in Music Education, the BFA in Performance and Composition, and the B.A. in General Music, as well as the M.A. with concentrations in Performance or Music Education. Program graduates go on to careers in professional music, teaching, performance, recording, and related areas including music journalism, musicology, concert management, arts administration, music retail, music business, and music therapy.

Psychology (CIP 42): IUP offers the B.A. in Psychology and the Doctor of Psychology degree in Clinical Psychology (Psy.D.). The Psy.D. is accredited by the Commission on Accreditation of the American Psychological Association. A recent analysis identified the IUP doctoral program as providing exceptionally better outcomes than expected and in the national top ten "hidden gems" among clinical psychology training programs.²

Safety Science (CIP 15): IUP offers the B.S. in Safety, Health and Environmental (SHE) Applied Sciences, M.S. in Safety Sciences (online), and the Ph.D. in Safety Sciences (online). A degree in safety sciences prepares for a career as a SHE Professional, with employment in construction, petrochemical, utility, transportation, insurance/consulting, healthcare, government and general industry. Placement rates within the SHE Profession within two months of graduation have averaged 75% the past five years and have been as high as 95%. The B.S. in SHE Applied Sciences has been ABET accredited since 1983 and is one of only twenty safety programs in the United States recognized by the Board of Certified Safety Professionals (BCSP) as a "Qualified Academic Program," and graduates of the program receive a GSP Designation by the BCSP at the time of graduation. In 2014, the American Society of Safety Engineers (ASSE) recognized the Student Chapter at IUP as the "Outstanding Student Section" in the United States.

1. Cohn and Farrington, 2014. Publication Productivity of Criminologists. *Journal of Criminal Justice Education* 25:275.

2. Callahan et al., 2013. Hidden gems among clinical psychology training programs. *Training and Education in Professional Psychology* 74:278.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, and community engagement.

The following are featured (in alphabetical order) among IUP's many admirable characteristics:

Community service and engagement: For four years in a row, IUP has been named to President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. The Honor Roll recognizes higher education institutions that reflect the values of exemplary community service and achieve meaningful outcomes in their communities.

Doctoral/Research University: IUP is designated by the Carnegie Commission on Higher Education as a Doctorate-granting University (DRU: Doctoral/Research University). It is the only member of the State System to hold the Doctorate-granting designation. (The designation includes institutions that awarded at least 20 research doctoral degrees per year and excludes doctoral-level degrees that qualify recipients for entry into professional practice, such as the J.D., M.D., Pharm.D., D.P.T., etc.).

Program Accreditation: Fifty-one of IUP's academic programs are eligible for specialized accreditation by agencies that are recognized by the Council on Higher Education Accreditation (CHEA). Of the eligible programs, 98% are accredited by an agency that is appropriate to the discipline. In addition, four programs have received accreditation from professional agencies that are not recognized by the CHEA.

Honors College: The Robert E. Cook Honors College (RCHC) at IUP provides an exceptional opportunity to students by successfully combining the resources of a mid-size university with the personal attention of a small college. Since its first students matriculated in 1996, awards and recognitions conferred on RCHC graduates include nine Fulbright Awards, two Fulbright alternates, five Goldwater Awards, three NSF awards and an NSF Teaching award, two Marshall Awards and two Truman Award finalists, a Freeman Asia Award, a Pickering Award, and a Rhodes Scholar finalist. The RCHC has been mentioned prominently in the Chronicle of Higher Education (2002) and was the only honors college profiled in Donald Asher's *Cool Colleges for the Hyper-Intelligent, Self-Directed, Late Blooming and Just Plain Different* (2000 and subsequent revisions, including 2011).

International programs: IUP has thriving programs in international education that include faculty exchanges, opportunities for IUP students to study abroad, and programs that bring students from other countries to study at IUP. In Fall 2014, IUP hosted 892 undergraduate and graduate students from other countries, or 46.4% of the total for the State System.

ROTC: The Army Reserve Officers' Training Corps program (ROTC) was established at IUP in 1950. It is housed in one of the largest ROTC facilities on the East Coast, which includes classrooms with multimedia and Internet capability. The program benefits from a strong regional emphasis on patriotism and service, and rates of enrollment are among the highest in the country. The ROTC program is a recipient of the 2014 Douglas A. MacArthur Award, which honors the top ROTC units in the nation. Another succinct statement of success is that eight graduates of the IUP ROTC program have become generals.

Support for Veterans: IUP is nationally recognized for its efforts to assist students who have military service experience. The IUP Military Resource Center works collaboratively with IUP programs and services to help veterans and military-affiliated students achieve their goals. *Military Advanced Education* recognized IUP as an "MAE 2015 Top School" for exhibiting best practices in military and veteran education. IUP has consistently been recognized by *G.I. Jobs* magazine as a "Military Friendly School" and by *Military Times* magazine as one of the nation's "Best for Vets" institutions. IUP was one of only 68 four-year colleges in the nation chosen for the "Best for Vets" listing.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

IUP's academic core is solid and strong. Our faculty members have an enviable strength of commitment to our students, to the quality of the programs they support -- baccalaureate, masters, and doctoral -- and to the institution. Our academic programs are well regarded, meaning students receive an education with high quality and good value. Next, IUP has stable, talented leadership and a new shared sense of purpose and forward movement. This now permits the institution to address difficult issues with decisiveness, rather than deferring hard decisions. Moreover, we enjoy a renewed sense of partnership and shared purpose with community and regional leadership. This establishes a fresh capability to explore educational and employment opportunities for our students, and to partner in regional economic development initiatives. We are fortunate to have an attractive campus and a dedicated, committed facilities team. Finally, we have a strong and large (over 125,000) base of living alumni that are ambassadors for IUP.

Opportunities

IUP has a renewed foundation of purpose and forward movement. IUP's new strategic plan (*IUP 2015-2020*) recently was ratified by the IUP Council of Trustees, and at the same time we are preparing for IUP's decennial accreditation review by MSCHE. These events have provided a unique opportunity for fruitful, shared discussion about IUP's future, and from this has come a series of opportunities. There are constructive and lively campus conversations about what it means to be a Doctoral/Research University, the IUP definition of the teacher/scholar model, and how we can improve process and procedures for professional evaluations. We recently completed a shared effort to streamline the institutional processes for review and approval of curriculum changes. A sense of momentum and this simplified procedure has helped generate a host of proposals for curriculum revisions and new programs that meet Pennsylvania's needs and student demand. For example, IUP will be presenting proposals to the BOG for new programs in environmental engineering, public health, and digital sciences and security. Student success is in sharp focus at IUP: We recently launched a comprehensive initiative for student success, ASC@IUP, which will use analytics to target the delivery of academic and co-curricular success services to our students. Finally, we are building upon vastly improved town-gown relationships and moving forward with community partnership initiatives.

Challenges

IUP and other members of the State System share common challenges. Indeed, many of these are common across public institutions of higher education in the US. They include financial pressures and recent declines in state funding, mandates to implement policies and procedures that respond to an increasingly nuanced political and regulatory environment, rapid changes in instructional technology and associated changes in pedagogical practice, and a suite of complex challenges posed by the changing characteristics and expectations of the students we serve. A challenge shared among institutions in Western PA and the Midwest comes from changing regional demographics. Smaller numbers of high-school graduates have created downward pressure on enrollment and this, in turn exacerbates fiscal challenges. IUP has emerged from institutional stagnation: Leadership now is stable and strong, and IUP has a renewed sense of direction and purpose. But, we must work on our identity and expectations, especially as it relates to town-gown relationships and developing standards that are consistent with being the State System's only nationally designated Doctoral Research University.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #1:

- Provide innovative academic programs of high quality and value. (IUP 1)
 - Offer academic programs that are responsive to disciplinary advances and aligned with the needs of students and society. (IUP 1.1)
 - Bring forward new degree-granting programs that respond to student interest, reflect disciplinary advances, and serve the needs of society, with emphasis on interdisciplinary programs that leverage existing faculty expertise. (IUP 1.2)
 - Explore relevant and sustainable non-degree, non-credit hour programs. (IUP 1.3)
 - Strengthen IUP's academic value to students. (IUP 1.4)
 - Advance IUP's status as a Doctoral Research University. (IUP 1.5)

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #2:

- Provide innovative academic programs of high quality and value. (IUP 1)
 - Offer academic programs that are responsive to disciplinary advances and aligned with the needs of students and society. (IUP 1.1)
 - Explore relevant and sustainable non-degree, non-credit hour programs. (IUP 1.3)
- Prepare all of IUP's students for success in work and life, in addition to academic success. (IUP 2)
 - Commit to student success. (IUP 2.1)
 - Focus on access, support, and opportunity for students from traditionally underrepresented and underserved student populations. (IUP 2.2)
 - Prepare students to work and live in a culturally diverse and global future. (IUP 2.3)

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #3:

- Secure IUP's financial future. (IUP 3)
 - Increase private philanthropic support to IUP. (IUP 3.1)
 - Align unit funding with institutional priorities and goals. (IUP 3.2)
 - Develop innovative models of tuition flexibility. (IUP 3.3)
 - Improve the efficiency of conducting university business. (IUP 3.4)
 - Ensure that Campus Facilities Master Plan projects are fully funded. (IUP 3.7)

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #4:

- Secure IUP's financial future. (IUP 3)
 - Increase private philanthropic support to IUP. (IUP 3.1)
 - Align unit funding with institutional priorities and goals. (IUP 3.2)
 - Improve the efficiency of conducting university business. (IUP 3.4)
 - Employ best practices with regard to regulatory and legislative mandates. (IUP 3.5)
 - Proactively focus on IT and network security for the protection of our students, faculty, staff, and off-campus partners. (IUP 3.6)
- Strengthen IUP's value to our local, state, and global partners. (IUP 4)
 - Strengthen local, state, federal, and global partnerships in education, research, workforce development, and economic development. (IUP 4.3)
 - Strengthen relationships with IUP's formally recognized affiliated organizations. (IUP 4.4)

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2010 Actual	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Projected	Fall 2016 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	24.1%	23.1%	23.1%	21.9%	23.2%	23.2%	23.2%
New Transfers	5.2%	5.5%	5.4%	5.1%	4.7%	4.7%	4.5%
Veterans	1.1%	1.1%	1.1%	1.2%	1.2%	1.2%	1.5%
Adult Learners	7.0%	6.2%	5.7%	5.2%	5.3%	5.3%	6.3%
Total Undergraduate Enrollment	12,433	12,660	12,690	12,108	11,774	11,628	11,625
Graduate Headcount Enrollment							
Master's	1,396	1,303	1,364	1,260	1,293	1,219	1,190
Research Doctorate	808	810	833	824	822	792	810
Professional Doctorate	N/A	N/A	N/A	N/A	N/A		
Total Graduate Enrollment	2,204	2,113	2,197	2,084	2,115	2,011	2,000
Certificates, Letters of Completion, Nondegree students							
	489	359	709	733	645	625	625
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	214	194	250	242	302	302	302
Traditional (On Campus)	12,195	12,291	12,489	11,734	11,004	11,152	11,141
Off Campus	878	784	946	885	840	813	812

Persistence Rates

	Fall 2010 Actual	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual/ Projected	Fall 2015 Projected	Fall 2016 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	77.1%	74.4%	75.3%	73.4%	74.5%	74.0%	74.0%
Third Year Persistence	64.8%	66.2%	63.3%	64.0%	64.3%	63.5%	63.5%
Fourth Year Persistence	58.4%	60.4%	62.3%	60.0%	N/A	60.0%	60.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected	2015/16 Projected	2016/17 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	31.4%	34.0%	35.6%	36.3%	35.0%	35.0%	35.0%
Six Year (or less)	52.3%	50.4%	51.2%	52.9%	51.0%	51.0%	51.0%
Expected Graduation Rates (calculation to be mutually determined at a later time)							
Four Year (or less)							
Six Year (or less)							

Completers

	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected	2015/16 Projected	2016/17 Projected
Average Time to Degree (Bachelor's) (calculation to be determined)							
Percent of Bachelor's Degrees without Excess Hours (wording and calculation to be determined)							
Graduates Employed in Pennsylvania (will be reported when data becomes available)							
Bachelor's Degree Graduates Continuing Their Education (calculation to be determined)							

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Performance Funding Indicators

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Degrees Conferred						
Number of Degrees Conferred	2,895	3,292	3,268	3,100	3,100	3,100
Undergraduate Degrees per 100 FTE	17.8	16.8	19.2	17.8	17.8	17.8
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	48.0%	41.6%	40.2%	40.0%	40.0%	40.0%
Non-Pell Recipient Graduation Rate	57.0%	53.9%	56.5%	55.0%	55.0%	55.0%
Underrepresented Minority Graduation Rate	40.0%	38.0%	32.9%	32.0%	32.0%	32.0%
Non-Underrepresented Minority Graduation Rate	56.0%	52.2%	55.5%	54.0%	54.0%	54.0%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	37.0%	38.3%	40.2%	38.0%	38.0%	38.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	13.4%	17.1%	20.6%	18.0%	18.0%	18.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	14.5%	15.4%	15.5%	15.0%	15.0%	15.0%
Female Faculty	45.4%	45.3%	44.8%	44.8%	44.8%	44.8%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	61.6%	66.2%	63.3%	63.0%	63.0%	63.0%
Fourth Year Persistence	58.4%	62.3%	60.0%	60.0%	60.0%	60.0%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	16.2%	17.4%	17.4%	17.0%	17.0%	17.0%
Support Expenditures						
	35.4%	35.0%	33.2%	35.0%	35.0%	35.0%
Individual Donors						
Growth Rate of Individual Donors*	1	1	1.07	>1	>1	>1
External Grant Support						
Federal Grants per Faculty**	\$18,585	\$15,725	\$14,225			

*this measure is a ratio of the annual difference in the number of individual donors as compared to a set of peers. A value greater than one means IUP outperformed its peers.

**this measure is a ratio of the university's federal grants per faculty compared to the peer group's federal grants per faculty, but this chart only displays the university's federal grants per faculty

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Academic Programs

Academic Program Activity

Number of Programs in 2013/14 and the Total Number of Completers from 2009/10 through 2013/14		2013/14
Certificate Programs		
Total Number of Certificate Programs		10
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		6
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		60%
Associate Degree Programs		
Total Number of Associate Programs		2
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		1
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		50%
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		73
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		58
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		79%
Master's Degree Programs		
Total Number of Master's Programs		37
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		30
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		81%
Professional Doctorate Degree Programs		
Total Number of Professional Doctorate Programs		1
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years		1
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years		100%
Research Doctorate Degree Programs		
Total Number of Research Doctorate Programs		8
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years		8
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years		100%

New Programs for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Minor		
27.0101	Elementary and Middle Level Mathematics	N/A
43.0301	Homeland Security	N/A
Certificates		
51.3999	Simulation and Technology	N/A

Reorganized Programs for 2013/14

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Letters of Completion			
13.1004	Gifted Education	Reorganized from the previous Gifted Education Certificate of Recognition	N/A

INDIANA UNIVERSITY OF PENNSYLVANIA
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Academic Programs

Programs Placed in Moratorium for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
16.0905	Master of Arts in Spanish	n/a

Programs Discontinued for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2015/16

6-digit CIP	Program Name	Projected Enrollment <i>in 5th year</i>
Bachelor's Degree Programs		
131018	Early Childhood/Special Education PLUS Middle Level English Language Arts - dual certification	
131018	Early Childhood/Special Education PLUS Middle Level Science- dual certification	
521304	Actuarial Science Track - Mathematics	
500501	Musical Theater	
131401	TESOL	
050207	Womens Studies	
Master's Degree Programs		
131015 + 131315	Early Childhood PLUS Masters in Literacy (4+1)	
Doctorate Degree Programs		
230101	English Education Ph.D.	

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name	Projected Enrollment <i>in 5th year</i>
Associate Degree Programs		
520301	Accounting	
Bachelor's Degree Programs		
512399	Disability Services - Pre Audiology Track	
300000	Interdisciplinary Studies	
261501	Interdisciplinary Neuroscience	
140200	Environmental Engineering	
111003	Data Science/Cyber Intrusion	
512201	Public Health	
Master's Degree Programs		
520301	MS in Accounting	
520201	School/University Business Management	
500501	MFA - Devised, Applied and Ensemble Theater	
521002	Employment and Labor Relations - Hospitality Industry Track	
513101	MS Sports Nutrition	
111003	Data Science/Cyber Intrusion	
Doctorate Degree Programs		
520201	Business (Ph.D)	
422803	Counseling (Ph.D)	
422806	Educational & School Psychology (D.Ed to Ph.D)	
131202	Biology Track in Curriculum and Instruction	

Academic Programs

Accredited Programs (methodology to be determined at a later time)

Number of Academic Programs

Number of Programs Eligible for Specialized Accreditation

Percentage of Eligible Programs Accredited

INDIANA UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Education & General (E&G) Fund

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Revised 2014/15 Projected	2015/16 Projected	2016/17 Projected
E&G Revenue/Sources						
Undergraduate In-State Tuition	\$75.5	\$74.8	\$74.7	\$75.0	\$73.3	\$73.5
Undergraduate Out-of-State Tuition	13.4	14.2	14.3	14.2	13.0	13.1
Graduate In-State Tuition	12.0	10.9	11.1	11.3	11.4	11.2
Graduate Out-of-State Tuition	6.9	8.1	8.2	7.3	7.2	7.1
TOTAL TUITION REVENUE	\$107.7	\$108.0	\$108.3	\$107.8	\$105.0	\$105.0
Total Fees	32.9	33.4	35.3	\$35.6	\$34.2	\$34.1
State Appropriations	53.0	52.4	51.4	51.5	50.5	49.6
All Other Revenue	15.2	20.3	15.7	15.7	14.4	14.4
Planned Use of Carryforward	(4.4)	0.0	13.3	12.8	3.8	(6.7)
Total E&G Revenue/Sources	\$204.4	\$214.1	\$224.0	\$223.5	\$207.9	\$196.3
E&G Expenditures/Transfers						
Total Salaries and Wages	\$102.3	\$104.7	\$109.0	\$108.3	\$109.2	\$109.4
Total Benefits	43.1	46.3	49.5	49.2	53.1	56.3
TOTAL PERSONNEL EXPENDITURES	\$145.3	\$151.1	\$158.6	\$157.5	\$162.3	\$165.7
Financial Aid	5.9	6.9	7.5	\$7.5	\$8.6	\$8.0
Utilities	5.0	6.0	6.6	6.6	6.7	7.1
Services & Supplies	28.7	31.1	36.2	36.6	35.1	32.2
Capital Expenditures	1.8	1.5	5.2	5.2	4.0	2.0
Mandatory Transfers	16.7	19.0	7.2	\$7.0	\$2.5	\$2.5
Nonmandatory Transfers	0.9	2.5	2.6	3.2	3.2	3.2
Total E&G Expenditures/Transfers	\$204.4	\$218.0	\$224.0	\$223.6	\$222.4	\$220.7
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$(3.9)	\$0.0	\$(0.0)	\$(14.5)	\$(24.5)
Annualized FTE Enrollment						
Undergraduate In-State	11,360.99	10,962.28	10,743.03	10,505.45	10,416.17	10,445.17
Undergraduate Out-of-State	1,282.10	1,292.08	1,214.55	1,093.02	1,133.40	1,132.40
Graduate In-State	1,141.90	1,016.06	995.74	1,010.79	1,039.61	1,001.61
Graduate Out-of-State	451.95	526.69	510.89	475.00	488.11	470.11
Total Annualized FTE Enrollment	14,236.94	13,797.11	13,464.21	13,084.26	13,077.29	13,049.29
E&G Annualized FTE Employees						
Faculty	679.10	685.31	682.31	688.61	690.61	692.61
AFSCME	390.57	384.54	384.67	378.29	378.29	378.29
Nonrepresented	163.70	177.82	178.86	178.71	178.71	178.71
SCUPA	45.74	51.25	50.07	50.74	50.74	50.74
All Other	66.57	65.85	66.03	64.55	64.55	64.55
E&G Annualized FTE Employees	1,345.68	1,364.77	1,361.94	1,360.90	1,362.90	1,364.90
Total Annualized FTE Employees	1,455.17	1,482.05	1,479.23	1,461.00	1,461.00	1,465.00

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2012/13 Amount	2013/14 Amount	2014/15 Amount
Strategic Investments:			
Marketing Initiative	\$61,900	\$719,546	\$866,200
Engaging and Educating the Shale Gas Partners	\$30,912	\$23,302	\$20,700
State-of-the Art Image Analysis Facility	\$95,584	\$5,000	\$0
3 in 1 Proposals (12, 14 & 15) Latino, Bridge and Probation	\$45,200	\$78,000	\$9,500
Sutton Scholars Program	\$50,000	\$42,880	\$44,166
Veteran's Resource Group	\$0	\$33,900	\$66,000
Creation of Energy Research Cluster	\$175,916	\$175,916	\$175,916
Creation of Veterans Reintegration Cluster	\$175,916	\$175,916	\$175,916
Center for Academic Excellence Task Force	\$13,025	\$11,921	\$12,150
Instructional Technology (Geo Info System, OB Lab, X-Ray Equip)	\$158,630	\$19,513	\$0
Scholarship Initiative - IUP Grant	\$30,000	\$530,000	\$1,030,000
Strategic Visioning Task Force-President's Associate	\$21,403	\$39,074	\$0
Instructional Facility Renovation/Redesign	\$61,412	\$196,727	\$0
Exterior Campus Signage	\$0	\$200,000	\$0
Mapping Survey - Campus ADA Study	\$0	\$79,800	\$0
Planned Periodic Maintenance/Investment in Plant	\$415,000	\$136,250	\$140,000
Promote Community Interaction and Communication	\$0	\$0	\$76,180
Total	\$1,334,898	\$2,467,745	\$2,616,728
*Sources of Funds for Reinvestment:			
Carryover-Unrestricted Net Assets	\$1,304,898	\$2,043,033	\$1,190,730
Educational and General Central Fund Realignment	\$30,000	\$424,712	\$1,425,998
Total	\$1,334,898	\$2,467,745	\$2,616,728
*IUP Note:			
Sources of funds for reinvestment include central realignments only and not those made at the divisional/departmental levels.			
3 in 1 Proposals (12, 14 & 15) Latino, Bridge and Probation	\$45,200	\$78,000	\$9,500
Sutton Scholars Program	\$50,000	\$0	\$0
Veteran's Resource Group	\$0	\$33,900	\$66,000
Creation of Energy Research Cluster	\$175,916	\$0	\$0
Creation of Veterans Reintegration Cluster	\$175,916	\$0	\$0
Partial Funding of "Time To Lead"	\$11,261	\$0	\$0
Security Radios	\$0	\$0	\$76,180
Total	\$5,797,885	\$9,982,880	\$10,618,592
Sources of Funds for Reinvestment:			
Carryover-Unrestricted Net Assets	\$1,586,898	\$1,754,557	\$844,550
Total	\$1,586,898	\$1,754,557	\$844,550

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Auxiliary Enterprises and Restricted Funds

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Revised 2014/15 Projected	2015/16 Projected	2016/17 Projected
Auxiliary Enterprises						
<i>Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.</i>						
Auxiliary Revenue/Sources						
Food Service Sales	\$16.7	\$16.7	\$16.9	\$16.9	\$17.1	\$17.1
Housing Fees	5.5	4.3	4.0	4.0	4.2	4.2
Privatized Housing	6.2	5.7	6.3	6.3	6.3	6.3
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	(2.0)	2.0	2.0	2.0	1.9	2.5
Total Auxiliary Revenue/Sources	\$26.3	\$28.8	\$29.2	\$29.2	\$29.6	\$30.2
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$4.5	\$4.6	\$4.8	\$4.8	\$4.8	\$4.8
Total Benefits	3.2	3.4	3.7	3.7	3.9	4.1
TOTAL PERSONNEL EXPENDITURES	\$7.7	\$8.0	\$8.5	\$8.5	\$8.7	\$8.9
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	1.0	1.0	1.1	1.1	1.1	1.1
Services & Supplies	14.8	15.6	15.9	15.9	16.2	16.5
Capital Expenditures	1.8	7.4	8.0	8.0	3.2	3.2
Mandatory Transfers	1.0	1.2	1.4	1.4	1.5	1.5
Nonmandatory Transfers	0.0	(7.4)	(5.7)	(5.7)	(1.2)	(1.2)
Total Auxiliary Expenditures/Transfers	\$26.3	\$25.8	\$29.2	\$29.2	\$29.6	\$30.2
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$2.9	\$0.0	\$0.0	\$0.0	\$0.0
Restricted Funds						
<i>Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.</i>						
Restricted Revenue						
Federal Grants & Contracts	\$26.0	\$25.8	\$25.1	\$25.1	\$25.1	\$25.1
State Grants & Contracts	14.0	14.4	14.6	14.6	14.6	14.6
Private Grants & Contracts	0.4	0.3	0.3	0.3	0.3	0.3
Gifts	0.1	0.1	0.1	0.1	0.1	0.1
All Other Restricted Revenue	0.5	2.1	1.5	1.5	1.8	1.9
Total Restricted Revenue	\$40.8	\$42.8	\$41.6	\$41.6	\$41.8	\$41.9
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$5.1	\$4.7	\$4.8	\$4.8	\$4.8	\$4.8
Total Benefits	1.2	1.2	1.3	1.3	1.4	1.4
TOTAL PERSONNEL EXPENDITURES	\$6.3	\$5.9	\$6.0	\$6.0	\$6.1	\$6.2
Financial Aid	32.7	33.4	33.5	33.5	33.7	33.7
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.4	1.3	1.4	1.4	1.4	1.4
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Mandatory Transfers	0.0	0.0	0.0	0.0	0.0	0.0
Nonmandatory Transfers	0.4	0.6	0.6	0.6	0.6	0.6
Total Restricted Expenditures/Transfers	\$40.8	\$41.3	\$41.6	\$41.6	\$41.8	\$41.9
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$1.5	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$271.6	\$285.6	\$294.7	\$294.3	\$279.3	\$268.4
Total University Expenses	\$271.6	\$285.1	\$294.7	\$294.3	\$293.8	\$292.8
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$0.5	\$0.0	\$0.0	\$(14.5)	\$(24.4)

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Tuition and Fees

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition (Most Common)	\$6,428	\$6,622	\$6,820	\$6,820
Tuition Pilot (7% discount In-state undergraduate - per credit hour)	N/A	N/A	N/A	\$0
Technology Tuition Fee	358	368	422	422
University Mandatory Fees	1,886	2,090	2,228	2,384
Total Cost In-State Undergraduate Off Campus or At Home	\$8,672	\$9,080	\$9,470	\$9,626
Most Common Room and Board Rates	10,466	11,100	11,346	11,880
Total Cost In-State Undergraduate On Campus	\$19,138	\$20,180	\$20,816	\$21,506
Out-of-State Undergraduate				
Tuition (Most Common) 170%	\$10,928	\$11,258	\$11,594	\$11,594
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	2,869	3,102	3,273	3,429
Total Out-of-State Undergraduate Off Campus or At Home	\$14,339	\$14,918	\$15,509	\$15,665
Most Common Room and Board Rates	10,466	11,100	11,346	11,880
Total Cost Out-of-State Undergraduate On Campus	\$24,805	\$26,018	\$26,855	\$27,545
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$268	\$276	\$284	\$284
Technology Tuition Fee Per Credit	15	15	18	18
University Mandatory Fees Per Credit (on average) *	83	92	97	97
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$366	\$383	\$399	\$399
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common) 170%	\$455	\$469	\$483	\$483
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average) **	109	119	125	119
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$587	\$611	\$635	\$629
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	N/A	N/A
Maximum	472	486	499	499
Most Common	429	442	454	454
Technology Tuition Fee Per Credit	21	21	24	24
University Mandatory Fees Per Credit (on average) - Masters***	105	113	119	126
University Mandatory Fees Per Credit (on average) - Doctoral***	127	136	143	150
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	N/A	N/A
Maximum	708	729	749	749
Most Common	644	663	681	681
Technology Tuition Fee Per Credit	31	31	36	36
University Mandatory Fees Per Credit (on average) - Masters***	138	147	155	162
University Mandatory Fees Per Credit (on average) - Doctoral***	172	182	191	198

* Based on FY2013/14 actual - 4.4 credits taken by in-state undergraduate students

** Based on FY2013/14 actual - 3.9 credits taken by out-of-state undergraduate students

*** Based on FY2013/14 actual - both in-state and out-of-state Graduate students take an average of 6 credits

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

University Undergraduate Fees

2014/15

University Undergraduate Mandatory Fees	Part Time per Credit	Full Time Academic Year (30 Credits)
<i>In-State (4.4 credit hours per part-time student)</i>		
Academic Support/Instructional Support Fee	\$30	\$724
Activity Fee (Includes Student Union/Rec Center)	\$30	\$680
Health Services	\$10	\$364
Student Services Fee*	\$15	\$360
Registration and Transportation Fee	\$11	\$100
Other: _I-Card Fee (one-time)_____	\$15	\$15
<i>Out-of-State (3.9 credit hours per part-time student)</i>		
Academic Support/Instructional Support Fee	\$51	\$1,769
Activity Fee (Includes Student Union/Rec Center)	\$34	\$680
Health Services	\$12	\$364
Student Services Fee*	\$15	\$360
Registration and Transportation Fee	\$13	\$100
Other: _I-Card Fee (one-time)_____	\$15	\$15

**Supports the following student services: Improve out-of-classroom experiences, support from library, improvements to students of color and branch campus students, improve services that support graduate education, student recreation, career services, diversity services and programming, advisement, library availability, late night programming, safety, student organization advisement, academic support services and student leadership development.*

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$5,312
Maximum	\$7,908
Most Common (Double occupancy)	\$5,312
<i>All Other Housing - FIUP Residential Revival</i>	
Minimum	\$7,640
Maximum	\$9,970
Most Common (2 person private semi-suite)	\$8,290

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	320	\$2,456
Maximum	608	\$3,200
Most Common (14 weeks a semester plus \$300 flex)	448	\$3,056

Other Optional Fees	Full Time Academic Year
Orientation - 1 day	\$105
Orientation - 2 day	\$190
Orientation - International	\$125
Parking - annual	\$200
Graduation	N/A
Application	\$50
Printer Paper	N/A
Immigration Fee per Semester	\$75
Installment Payment Fee per Semester	\$40
Portfolio Application/Assessment fee	\$15
Teacher Certificate Fee	\$60
National Student Exchange Program Fee	\$250
Advance Deposit Fees: Tuition (Freshman Only)	\$150
Advance Deposit Fees: Housing (Fall Semester Only)	\$80
Examination for Credit Fee	\$40
International Student Placement Testing Fee	\$45
Judicial Fees for Service	Various
Transcript Fees	None

INDIANA UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Gift Aid			
<i>Institutional Aid*</i>			
# of Students	1,373	1,334	1,253
Average Award	\$4,048	\$3,721	\$3,498
Total Dollars Awarded	\$5,557,910	\$4,964,064	\$4,382,994
% of Undergraduate Students Receiving Aid	10%	10%	10%
<i>Pennsylvania State Grants</i>			
# of Students	4,592	4,330	4,332
Average Award	\$2,556	\$2,923	\$2,681
Total Dollars Awarded	\$11,737,516	\$12,656,352	\$11,615,597
% of Undergraduate Students Receiving Aid	34%	33%	35%
<i>Pell Grants</i>			
# of Students	5,042	4,867	4,737
Average Award	\$3,809	\$3,942	\$4,124
Total Dollars Awarded	\$19,206,448	\$19,184,908	\$19,536,999
% of Undergraduate Students Receiving Aid	37%	37%	38%
<i>All Other Gift Aid**</i>			
# of Students	3,259	3,088	2,993
Average Award	\$1,809	\$2,009	\$1,950
Total Dollars Awarded	\$5,895,821	\$6,203,158	\$5,836,350
% of Undergraduate Students Receiving Aid	24%	24%	24%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	7,837	7,398	7,171
Average Award	\$5,410	\$5,813	\$5,642
Total Dollars Awarded	\$42,397,695	\$43,003,607	\$40,458,782
% of Undergraduate Students Receiving Gift Aid	57%	56%	58%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	389	505	500
Total Dollars Awarded	\$938,597	\$2,390,082	\$2,600,000
% of Graduate Students Receiving Assistantships	15%	20%	25%
<i>Graduate Tuition Waivers</i>			
# of Students	467	479	496
Total Dollars Awarded	\$2,924,510	\$2,985,922	\$3,085,873
% of Graduate Students Receiving Waivers	19%	19%	22%

*Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.

**All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.

Notes: Number of students and aid awarded are for fall and spring semesters only

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Loans (all known)			
# of Students	10,237	9,748	9,286
Average Loan	\$8,545	\$8,691	\$8,846
Total Dollars Loaned	\$87,479,964	\$84,715,822	\$82,147,264
% of Undergraduate Students Receiving Loans	75%	74%	77%
Graduate Loans (all known)			
# of Students	1,160	1,108	1,075
Average Loan	\$15,818	\$15,409	\$16,160
Total Dollars Loaned	\$18,348,652	\$17,073,130	\$17,371,878
% of Graduate Students Receiving Loans	46%	45%	48%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	83%	85%	82%
Average Amount of Debt (of those graduating with debt)	\$35,229	\$37,457	\$33,806
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	8.8%		N/A

FY 2013/14 Cost of Attendance (Academic Year)	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	\$9,080	\$10,680	\$1,100	\$2,640	\$23,500
In-State Undergraduate Off Campus, Living at Home	\$9,080	\$2,300	\$1,100	\$2,620	\$15,100
Out-of-State Undergraduate On Campus	\$20,216	\$10,680	\$1,100	\$2,604	\$34,600
Out-of-State Undergraduate Off Campus, Living at Home	N/A	N/A	N/A	N/A	N/A

Note: Costs are based on financial aid packaging costs, not most common

FY 2013/14 Estimated Net Cost by Family Income PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA					
Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below \$30,000	1,763	\$14,873	\$(364)	\$9,324	\$8,813
\$30,001 - \$48,000	1,009	\$15,720	\$608	\$8,396	\$8,267
\$48,001 - \$75,000	1,490	\$18,826	\$3,889	\$5,090	\$9,254
\$75,001 - \$110,000	1,753	\$20,504	\$5,484	\$3,493	\$10,082
\$110,001 and Above	1,841	\$20,881	\$5,481	\$3,451	\$9,245

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

INDIANA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Per-Credit Tuition

Pilot/Title:	Per-credit Tuition Pricing for Undergraduate Resident Students
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Brief Synopsis of Pilot, as Approved by Board of Governors:

Beginning with the fall 2015 semester, tuition will be charged on a per-credit basis to all undergraduate resident students. The per-credit undergraduate tuition rate will be discounted as follows:

2015-16	7%	2017-18	1%
2016-17	4%	2017-19	0%

IUP plans to establish a scholarship pool associated with its Academic Success Initiative (ASI)—a strong academic support system built upon data analytics, advising, tutoring activities, and scholarships—enabling students to persist. ASI scholarships will offer financial incentive to in-state undergraduate students who are academically successful, for the equivalent of up to a two-credit-hour merit award in an academic year. The ASI scholarship pool will be funded at \$1.25 million and will increase annually as tuition increases.

Changes Made to Pilot since its Approval:

Implementation of the pilot has been deferred.

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
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Cohort Access

- Headcount Pell Recipients
- Percent Pell Recipients
- Average # of Credit Hours Enrolled
- Headcount Nonmajority Students
- Percent Nonmajority
- Average # of Credit Hours Enrolled
- Headcount Majority Students/NonPell
- Percent of Total
- Average # of Credit Hours Enrolled
- Average Student Credit Hours Taken
- Comparison of Breakdown of Number of Credits Taken by Students (additional data may be attached):
- Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need
- Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need
- Number of Students Registered For More Credits Than They Had at End of Drop/Add Period
- Number of Students Offered Institutional Aid
- Average Institutional Aid Award
- Other:

Cohort Enrollment (In-state Undergraduates)

- Fall FTE Students
- Fall Headcount Students
- Other:

E&G Revenue Associated with Cohort

Tuition Revenue			
E&G Fee Revenue			
Institutional Financial Aid (<i>negative number</i>)			
Net Revenue	\$0	\$0	\$0
Revenue Increase due to Normal Rate Changes		\$0	\$0
Revenue Change Associated with Pilot		\$0	\$0

Observations:

This section will be used for a narrative assessment of the outcomes of the pilot program that are not able to be quantified by assessment criteria above. This section will include positives and negatives of the program so far, as well as future planned action(s).



EAST STROUDSBURG UNIVERSITY of PENNSYLVANIA

2014-2015
Action Plan



FOREWORD

For the first time in the State System's history, all universities have developed multi-year action plans that outline the institutions' goals and aspirations, strategic priorities, challenges and opportunities. The plans will be updated annually to provide the Board of Governors and the Councils of Trustees with an opportunity to discuss the strategic direction of each respective university. Annual action plans are a key part of enhancing the accountability framework of the State System. The narrative and data provided in the action plans provide greater transparency regarding each university than previously reported. The information contained in the plans will be used to construct a system-wide annual accountability report for improved performance tracking.

Action Plan

2014-2015

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University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission Statement

East Stroudsburg University of Pennsylvania will provide:

- Challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study.
- A scholarly community that promotes diversity and views teaching as the university's primary focus.
- Varied opportunities for student and faculty research, creative endeavors and involvement in public service.
- Leadership and service in the educational, cultural and economic development of the region.

Values Statement

We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us.

University Mission, Vision, and Statement of Strategy (Continued)

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Vision

ESU will be an innovative and entrepreneurial university-educationally, socially, organizationally, and culturally-with an emphasis on quality and collaboration in everything we provide. As a scholarly community, its faculty, students, staff, administrators, and affiliates will be encouraged to be innovative and to explore opportunities that will constantly energize and improve its mission as a learning community of the 21st Century. As a "university without walls," its sense of community will extend well beyond campus boundaries to embrace ESU's surrounding communities and region to become a model that other organizations will want to emulate.

University Goals

**GOAL 1: STUDENT SUCCESS AT ESU
ACHIEVING HIGHER SATISFACTION, RETENTION AND GRADUATION RATES**

This goal seeks to provide rich educational experiences for students that meet their intellectual, social, financial, and civic development needs so that they graduate and continue to be avid ESU alumni, accomplished professionals, and exceptional citizens. Specifically, our objectives are to provide integrated formal and informal opportunities for our students to:

- Develop an understanding of their own talents, possess the skills and knowledge to compete professionally, and gain the resilience and drive to succeed in their working and personal lives;
- Demonstrate the self-confidence and ability to articulate their ideas verbally and in writing, express and defend their opinions, ask penetrating questions, and engage in robust intellectual debate;
- Appreciate the value of and seek opportunities for continuous learning throughout their lives;
- Be active and knowledgeable citizens who seek opportunities to contribute positively to the lives of others.

**GOAL 2: A STRONG SENSE OF COMMUNITY
UNDERSTANDING AND LIVING ESU'S MISSION AND VALUES AND BUILDING A COMMITMENT TO OUR
COMMUNITY AND REGION**

This goal seeks to build "our university without walls," defined by a sense of community respect, involvement, and excitement so that all members of ESU feel part of a vibrant on-campus environment and an engaged external community. Specific objectives are to:

- Build a strong campus community that is a positive space for learners, and collaborative and respectful for all.
- Develop a comprehensive community and university relations program that explores the opportunities of the past, present and future to create a welcoming and engaging environment with an eye toward innovation and prosperity; and
- Engage local and regional employers and citizens as partners in learning and thriving.

University Mission, Vision, and Statement of Strategy (Continued)

University Vision (Continued)

**GOAL 3: A REPUTATION FOR INNOVATION AND ENTREPRENEURSHIP
CREATING A CURIOUS, INVENTIVE, AND RISK-TAKING CULTURE**

This goal seeks to ensure that ESU is a campus community that:

- Accepts risk-taking and engages in innovative and entrepreneurial activities that create an exciting learning environment;
- Invests its time in collaborating with the community and the region;
- Shares with the region the responsibility of developing an economy that competes globally, is sustainable; and
- Prepares our students to become leaders, entrepreneurs, and innovators.

**GOAL 4: INNOVATIVE FACULTY
DEVELOPING A CULTURE OF RESEARCH AND SCHOLARSHIP AND RETHINKING THE PREPARATION OF
SUCCESSFUL GRADUATES**

This goal seeks to invest in ESU's faculty in ways that will enable them to redesign the academic experience. Specifically, our objectives as an institution are to:

- Design programs and opportunities in the overall curriculum that foster faculty-student collaboration across disciplines;
- Provide innovative learning experiences that enable students to develop their talents and confidence, thereby increasing their success and retention through to graduation;
- Convene faculty in regular conversations across disciplines to discuss their research, scholarship, and teaching;
- Use technology to enrich scholarship, research, and teaching and to reach a diverse audience of learners with ESU offerings that are attractive to constituencies beyond the East Stroudsburg campus.
- Provide opportunities for students to continue their education beyond the baccalaureate, with appropriate opportunities for graduate and professional school.

University Mission, Vision, and Statement of Strategy (Continued)

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

In pursuit of its mission and vision, East Stroudsburg University seeks to adhere to the following principles in both the development of its strategic plan and its ongoing decision-making processes.

Community Principles

- Providing quality, affordable academic programs as well as opportunities for lifelong learning, always focusing on student success.
- Sustaining an intellectually challenging environment that identifies and enhances its students' and the university community members' talents.
- Creating opportunities for innovation that focus on high impact teaching and learning both inside, and outside, of the classroom.
- Identifying, recruiting, and retaining students representing a multicultural world who by background, motivation, and commitment can benefit from higher education.
- Attracting and retaining a diverse, recognized, and credentialed faculty committed to excellence in teaching and continuing scholarship.
- Attracting and retaining exemplary faculty, staff members, and administrators who accept responsibility and accountability for the personal, professional, educational, and social values espoused by the University.
- Providing leadership, expertise, and service to its local, regional, and global societies.
- Encouraging opportunities for the university community to develop positive, healthy, and holistic lifestyles.
- Serving as a source of cultural and intellectual programs of importance to students and residents of the region.
- Building and maintaining partnerships to enhance opportunities for students, alumni, and the university community.

Ongoing Strategy

As part of the University's ongoing strategy, there are individual implementation groups that are charged with implementing the strategic goals. The groups are as follows:

- A. Goal 1- Student Success at ESU (Faculty-Chair)
- B. Goal 2- A Strong Sense of Community (College Dean-Chair)
- C. Goal 3- A Reputation for Innovation and Entrepreneurship (Faculty- Co-chairs)
- D. Goal 4- Innovative Faculty (Faculty-Chair)
- E. Metrics and Assessment (Associate Dean-Chair)
- F. Academic Plan (College Dean-Chair)
- G. Budget & Resources (VP of Admin & Finance-Chair)
- H. Staff Advisory (Staff-Chair)

All of these groups include a cross-section of constituents that represent the campus community including students. There also continue to be roundtable discussions open to the entire campus community to allow for dialogue regarding implementation and appropriate revision of the rolling Strategic Plan.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Academic Plan Strategy

Using two standardized templates the Academic Plan Steering Group will ask colleges, departments, and units to report current and ongoing initiatives as well as future strategic initiatives. Using these forms colleges will identify gaps between ongoing initiatives and the academic strategic initiatives, and establish general priorities for the college that will then allow departments to develop individual strategic academic plans by the end of the fall 2015.

Lehigh Valley and Philadelphia Sites

In response to national and state demands for an increasingly educated workforce, ESU has expanded its educational offerings to the Lehigh Valley and Philadelphia. With an increasing number of adults with college credits but no degree, ESU seeks to attract this expanding student market with bachelor's degree completion programs in high demand areas including nursing, public health, computer science, and business. Niche graduate and post-bac programs are also offered at off campus locations to appeal to working adults wishing to advance their careers and education.

The strategic vision of off-campus programming reflects ESU's assessment of educational needs and the resulting extension of access to meet the needs of students in regions not otherwise served by Pennsylvania's public universities.

For maximum convenience, marketability, and retention, programs are offered in a combination of formats (hybrid, face-to-face) in year round accelerated (8 and 9 week) sessions. ESU is also leveraging already strong partnerships and articulation agreements with local community colleges through select degree completion and accelerated programs offered on the campuses of community colleges.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Natural Sciences

East Stroudsburg University (ESU) offers a Bachelor of Arts (BA), Bachelor of Science (BS), and a Master's of Science (MS), in Biology with concentrations in integrative animal behavior, integrative organismal biology, laboratory medicine, podiatric medicine, pre-medicine, pre-physical therapy, and pre-physician assistant as well as BS degrees in Biotechnology, Environmental Sciences, Marine Science, and Medical Technology. All of these programs are enhanced through ESU's Northeast Wildlife DNA Laboratory, which not only provides undergraduate and graduate students with practical experience in forensic science and DNA analysis, but also serves as the basis for entrepreneurial opportunities.

Management

The College of Business and Management offers a variety of degree options in the field of management including Recreation Services Management, Hotel, Restaurant and Tourism Management, Sport Management, and Business Management. These programs leverage opportunities to partner with local, regional, and Commonwealth businesses and not-for-profit agencies to address workforce development by graduating students who successfully translate their classroom learning into practice that benefits the economic needs of their communities. Several of our most distinctive business and management programs, which enroll more than 1,300 students annually, include:

- The Bachelor of Science (BS) in Management represents the largest number of student majors (591 primary majors) at the University. The major offers concentrations in marketing, management, entrepreneurship, accounting, and finance. The department has enhanced the quantitative nature of course offerings by hiring faculty with backgrounds in Operations Management, Supply Chain Management, and Quantitative Business Analysis. Students in the major have actively participated in student organizations related to the major (e.g. Enactus and the Entrepreneurship Club), with students also participating in the State System's Business Plan Competition.
- The BS in Hotel, Restaurant and Tourism Management (HRTM) and the BS in Recreation Services Management (RSM) were merged into one department, thereby maintaining both degrees but capitalizing on the synergies between the two programs, specifically in the context of the Pocono tourism/recreational region. The programs are accredited respectively by accrediting agencies ACPHA for HRTM and COARPT for RSM programs. The two programs have grown to a combined number of enrolled majors of more than 260. Students benefit from a faculty who have a wide range of professional experience in the hospitality, tourism, and recreation industries as well as from the individual internship experiences in their senior year serving as a culminating experience. Students also participate in the Entrepreneurship Club and engage with entrepreneurs and "incubating" companies in the University's Business Accelerator Program. Management students' co-curricular activities include participation in the University and State System's Business Plan Competitions, which have resulted in the incubation of student-owned and operated businesses developed through ESU's Division of Research and Economic Development.
- The BS in Sport Management combined with the two MS degrees in Sport Management, i.e., MS in Sport Management and MS in Management and Leadership - with a concentration in Sport Management) have more than 250 students enrolled. All 3 of these programs benefit from the professional and college sport entities within the geographic region, as well as ESU's close proximity to New York and Philadelphia, thereby providing undergraduate and graduate students with practical experience but also with opportunities for internships and employment.

Academic Programs of Distinction (Continued)

Health Sciences

East Stroudsburg University (ESU) offers a Bachelor of Science, a post Baccalaureate Certificate, and a Master in Public Health (MPH). It was the first State System school to offer a public health program, and the only school with undergraduate and two graduate degrees in public health. The program has maintained accreditation since 1990. The program is still the only public health program in a rural county of Pennsylvania. As a result of this distinction the program is a source of intellectual capital for the region and has been able to secure over seven million dollars of research and services grants over this time period. Faculty have served as researchers for the U.S. Department of Health and Human Services, the Centers for Disease Control, Pennsylvania Department of Health, Geisinger Health System, Lehigh Valley Health System, Pocono Health System, and other medical organizations. The program also has the only dual degree MD/MPH program in the system. The program in collaboration with The Commonwealth Medical College in Scranton, PA was a result of a \$1.5 million grant from Health Resources and Services Administration.

ESU has been offering a Bachelor of Science in Athletic Training since 1975. It was among the first in the State System, and is currently the largest program in the system with two undergraduate majors, and two graduate programs, one leading to an advanced practitioner degree and the second to a degree as an entry-level practitioner. The graduate programs have been highly entrepreneurial and the students are supported by 23 externally funded graduate assistantships. These assistantships provide students the opportunity to work as athletic trainers with professional teams, collegiate teams, high school teams as well as health systems. Some of the placements include but not limited to the Wilkes-Barre Penguins Hockey Team, The University of Scranton and Penn State Wilkes Athletic teams, Coordinated Health and St Luke's University Health Systems. The program has been nationally recognized and accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Currently the program is home to more than 200 undergraduate and 40 graduate majors. The department is also credentialed by the National Academy of Sports Medicine, which allows them to provide students with additional credentialing as *Performance Enhancement Specialist*, *Corrective Exercise Specialist* and as *Physician Extenders*. The program's alumni have over 90% job placement and are in leadership positions across the country, including college deans, and presidents of national and state associations.

ESU offers the only 3-year accelerated program resulting in a Bachelor of Science in Exercise Sciences with a concentration in Therapeutic Sciences in the State System. The program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Students in the 3-Year accelerated track are given the unique opportunity to complete their undergraduate degree in 3 calendar years. This allows students early entry into the workforce or graduate/professional school, with completion of both undergraduate and master's degrees in 4 years if attending one of ESU's graduate programs in exercise science. Eighty-three percent of the program's first graduating class has been accepted into graduate programs in Physical Therapy and Occupational Therapy. The program offers additional academic and social experiences with their peers, including a Living and Learning Community.

Academic Programs of Distinction *(Continued)*

Education

The National Council for Accreditation of Teacher Education (NCATE) accredits East Stroudsburg University's College of Education. The success of ESU's Early Childhood Education, Special Education, and Middle Level Education programs is a direct result of the Professional Development School (PDS) partnerships that ESU shares with 17 schools representing five school districts in Monroe and Northampton Counties. Through these partnerships, ESU students work alongside master teachers in the field and serve a diverse population of children from inner-city schools, suburban schools, and rural schools. The PDS partnership begins during the student's freshman year with classroom observation. By the time students are juniors, they are paired with a master teacher who works alongside with them every week. ESU students conclude their PDS experience with student teaching under the supervision of their master teachers. Members of ESU's education faculty carefully supervise and shepherd candidates and work with the mentor teachers in an effort to expand their knowledge and understanding of instruction.

The National Association of Professional Development Schools recognized the success of the ESU Professional Development School program in 2007 with the Spirit of Partnership Award. In addition to PDS, ESU students also experience a myriad of other innovative and entrepreneurial programs designed to expand their knowledge and challenge their thinking. For example, the College of Education recently opened the C.R.E.A.T.E. Lab. The C.R.E.A.T.E. Lab (Connect ideas, Realize the curious, Engage the body, Attend to the aesthetic, Transform thinking, Expand possibilities) is inspired by the Reggio approach to education as developed in Reggio Emilia, Italy and grounded in creativity research, in the field of education.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, and community engagement.

Chincoteague Bay Field Station: ESU is a leading member of the field station located at Wallops Island, Virginia. Each summer, over 30 students from ESU in Marine Science, Environmental Science, GIS, or Earth and Space majors, benefit from experiential learning. The field station also gives the opportunity for faculty to do research.

Applied DNA Sciences Facility: The facility houses both the Northeast Wildlife DNA Laboratory and the Infectious Disease Laboratory located in the ESU Innovation Center. The facility was initially established with many goals that have come to fruition: 1) to become a repository for genetic material from various wildlife species; 2) to serve as a diagnostic service for tick-borne pathogens; 3) to develop the wildlife DNA forensic laboratory; 4) to develop a genetics resource center to utilize the collection for key conservation studies; and 5) to monitor wildlife health. There are currently 50 wildlife forensic laboratories active in North America although we are one of only 10 that conduct wildlife DNA analyses. As a part of the ESU student experience, the laboratory provides a center for original research and exposure to tools and techniques that have a direct bearing on the desirability of graduates in the scientific job market by providing a framework, facility, and expert direction in pursuing original research goals. The Northeast Wildlife DNA Lab assists state (primarily PA and NJ) game and state law enforcement agencies with the handling and processing of forensic data to serve the community in the identification of vector-borne diseases, conduct genetic population studies, and train students through internships and research to contribute to current body of scientific literature. The Infectious Disease Laboratory is the home of Lyme-Aid, a tick testing kit for people and pets. Lyme-Aid represents the first student-faculty research project commercialized in the 120-year history of ESU.

Professional Development School: The College of Education at East Stroudsburg University maintains Professional Development School relationships with over 20 public schools in five school districts. The PDS relationship between ESU and its partners in basic education demands a collaborative, accountable, and comprehensive way of working and thinking about teaching and learning in the K-12 classroom and at the university. Through this collaboration, teacher candidates work hand in hand with practicing teachers in the field throughout their professional training. ESU's PDS program was awarded the Spirit of Partnership Award by the National Association of Professional Development Schools and was recognized as a comprehensive component of its program by the National Council for Accreditation of Teacher Education during their site-visit in 2014.

Speech and Hearing Center: ESU Department of Speech Language Pathology has been running a Speech & Hearing Center for more than 50 years providing services in speech, language or hearing therapy services, including evaluations, intervention and audiological services to the community and provides graduate students with hands-on experience. The clinic features all of the equipment and accommodations essential for a quality educational program in speech-language pathology. The clinic serves people of all ages, infancy through adult, from the surrounding Pocono area, the Lehigh Valley and New Jersey as well as students and faculty/staff from ESU who are in need of rehabilitation/habilitation services. The clinic is housed in a new facility in Monroe Hall which has a state-of-the-art observation room for parents/guardians and spouses, as well as students.

European Union Simulation Program: ESU takes 12 to 20 students of all majors to join with over 200 students from 75 other universities in the US and across Europe to participate in the International European Union Simulation, the largest simulation of its kind. Over the past ten years, ESU students prepared and presented position papers and negotiated agreements in Belgium, Poland, Germany, the Netherlands, and Sweden. In 2013, ESU was proud to host this international event on campus, drawing scores of students from the US and abroad.

The Institute for Public Health Research and Innovation (IPHRI): ESU has created an inter-organizational collaboration to harness the knowledge and skills of the area's health services professionals to develop solutions to the region's health challenges. The IPHRI addresses community health needs by improving existing infrastructure and building capacity of local organizations to identify the region's public health and health care issues and to develop innovative interventions and prevention initiatives. The IPHRI facilitates opportunities for collaborative research, training and implementation projects between ESU faculty and students, and other anchor healthcare and public health institutions in the region. Over IPHRI's first year it has secured over 1 million dollar in grants and contracts.

Other Areas of Distinction

Volunteer Income Tax Assistance (VITA): The Business Management Department offers free tax preparation assistance to community members through the Volunteer Income Tax Assistance Program (VITA) which, over the years, has helped hundreds of local area citizens in need of income tax assistance. VITA is supervised by faculty, with students gaining experience through this service learning project. This year, there were eight students, who are certified by the Internal Revenue Service, and two faculty that were responsible for over 200 tax returns with an excess of \$200,000 in refunds for members of the local community.

G3Design Lab: This Lab is home to ESU's additive manufacturing and 3D printing facility located in the Art +Design Department. The lab includes 3D printers, powder 3D printers, a CNC laser cutter, a CNC router, vinyl cutter, prototype cleaning equipment and a mobile computer lab. Students engage in 3D printing, rapid prototyping, and advanced manufacturing solutions that support university and community-wide activity.

New Mind Design: New Mind Design, a student design agency managed by students and faculty from the Art + Design Department, offers innovative teaching through experiential education. The agency opened its doors in 2015 and aligns the curriculum with real world experiences in advertising, branding, marketing, 3D printing, and prototyping services for the university and the community. New Mind Design incorporates creative thinking, innovation, entrepreneurship, service learning, and basic business principles.

Schisler Museum of Wildlife/Natural History and McMunn Planetarium: Regional destinations that provide dynamic learning environments that inspire wonder, exploration, understanding and stewardship about the natural world through its collections and innovative programs. The Schisler Museum features world-class habitat recreations that display over 100 wildlife specimens. The McMunn Planetarium seats up to 75 people under its dome and features a SPITZ digital projection system that shows pre-produced films as well as elaborate custom-produced star shows. Both the Museum and Planetarium were made possible by generous donations from ESU alumni Arthur and Fannie Schisler, and Charles A. and Patricia McMunn .

Innovation Center

Entrepreneurship Leadership Center: The Entrepreneurial Leadership Center (ELC) was designed to create a sustainable culture that fosters entrepreneurship across the campus, community, and region. Services offered at the ELC bridge the gap between a business idea and the creation of an actual business. Services include workshops, student business plan competitions, Entrepreneurship Across the Colleges, Innovators Only, and the Entrepreneurship Club.

Business Accelerator: The Business Accelerator Program provides an entrepreneurial environment that supports business start-ups, encourages innovation and enhances the economic vitality of northeastern PA. Currently there are 19 participants including early stage companies, a not-for-profit, and university initiatives. More than 50 full-time, part-time, and student interns participate in the program. Services include research, faculty and student collaboration, capital investment and business mentoring.

Business Accelerator J-1 Visa –International: The U.S. Department of State approved ESU to issue J-1 Visas to international companies interested in establishing businesses in the United States. The Visa provides a 5-year opportunity for businesses to locate in the ESU Business Accelerator while they plan an entry strategy in the U.S. Both international companies and ESU faculty and students will benefit from research collaboration, workforce solutions, mentoring and networking support. The program expands the global presence of the university and the region.

Annual Economic Outlook Summit – Monroe County, Pennsylvania: East Stroudsburg University initiated and hosts the Annual Economic Outlook Summit for Monroe County. The Summit, planned in collaboration with regional partners, is designed to raise awareness of the economic development initiatives underway in the county. In 2014, the university developed the first Monroe County Economic Scorecard which compares the economic vitality of the County with its neighboring counties of Lackawanna, Lehigh, Luzerne, Northampton, and Pike in the areas of Education, Employment, Earnings, Housing and Healthcare.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

- With a 250+ acre campus in the scenic Poconos, ESU has a competitive advantage in the region with a geographic location conducive to reach into metro regions of PA/NJ/NY, as well as the growing vibrant Lehigh Valley area.
- Commitment to Diversity – we are among the most racially diverse campuses in the PASSHE system.
- Strategic Planning Focus on Students First and Innovation.
- Innovation Center – wildlife forensic lab; student design agency (New Mind Design); business accelerator of 20+ companies; significant opportunities for student involvement through hands-on experience and internships/externships.
- High Percentage of Faculty with terminal degrees and growing core of faculty with stronger research focus.
- Strong focus on the sciences, health sciences and sports-related disciplines.

Opportunities

- Location: ESU is located on Interstate 80 with easy access to New York and Philadelphia for faculty-led programming, internships and opportunities afforded by large metropolitan areas.
- As an economic engine of the Pocono region, ESU has the opportunity to help revitalize an economically challenged region of Pennsylvania.
- Articulation agreements and positive working relationships with a number of community colleges in the region (PA and NJ), will enable us to continue to increase transfer student enrollment and success. ESU has also seen a rise in the number of non-traditional students interested in degree completion, especially with the programs in place at our locations in Bethlehem and Center City Philadelphia.
- Increased emphasis on innovative faculty and undergraduate research and entrepreneurship. Increased opportunities for research thru involvement of individual faculty and entire academic departments at the Innovation Center.
- Improve the quality of online instruction and the use of technology in the classroom.
- Increased support for external grant submission and acquisition.
- Innovative degree programs in health sciences, business, education, arts in competitive formats (accelerated, executive, learning communities/cohort, blended, online).
- Engagement of faculty and students in and out of classroom through high impact best practices.
- Implementation of a new General Education Curriculum.
- Increased diversity of student population.
- Strong focus on increasing retention and graduation rates through a comprehensive retention plan.
- Increased flexibility of academic offerings year round – shorter modules, winter session, summer programs
- Greater collaboration with community partners, such as Pocono Health System, St. Luke's University Health Network, Lehigh Valley Health Network, Commonwealth Medical College, local school districts and other businesses through targeted initiatives.

University Strengths and Opportunities *(Continued)*

Challenges

- Historical lack of state-support which has not kept pace with the growth and cost of academic programs and student needs.
- Lack of control over personnel salaries, benefits and pension costs.
- Collective Bargaining contract costs and complexity of agreements.
- Declining enrollment of traditional high-school aged students.
- Aging facilities and deferred maintenance, particularly academic facilities to support growing programs, e.g. Exercise Science, Nursing, Athletic Training.
- Recruiting and retaining highly qualified faculty with research backgrounds in light of CBA requirements; nursing, business and some health professions and science degree programs are seriously challenged.
- Increased competition with surrounding two and four year colleges and universities in the region.
- Increased oversight and compliance, including but not limited to regional and national accreditors, PASSHE system, local municipalities, legislature, etc.
- Aging athletic facilities that make it very difficult to recruit strong academic students with interest in athletics.
- Deteriorating local community infrastructure continues to negatively impact student and personnel recruitment.
- Negativity of local print media.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Goals and Strategies from ESU's Strategic Plan, Students First

Innovate ESU, to fully support System Goal #1: "Ensuring Academic program excellence and relevance"

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.
- Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

Successful Graduate Students

- The graduate student experience, with support structures and practices, focusing on the needs of graduate students, but emphatically will be developed appropriate to the learning outcomes of departments, with a focus on employment, professional experiences, and/or doctoral study.

A University without Walls

- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.

Strategic Goals (Continued)

University Goals (Continued)

Embed multidisciplinary “applied” entrepreneurial experiences into the curriculum and programs which create an innovative campus and community environment that fosters “idea” generation and new ventures.

- Establish multi-disciplinary entrepreneurship classes accessible to all students. Create diverse teams and networks that innovate and implement idea generation and new ventures.
- Utilize the opportunities provided through the Business Accelerator and Entrepreneurial Leadership Center to expand “applied” entrepreneurial experiences.
- Encourage Social Entrepreneurship by offering students the opportunity to work in teams to create unique, real-world, revenue generating products and services that address social concerns.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, “classroom” design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.
- Research high student learning-impact approaches to flexible scheduling that optimize the relationship between content and content delivery.

Mentoring and Professional Development

- Provide opportunities on- and off-campus for every faculty member to engage in professional development programs.
- Starting with the question: “What does it mean to be a faculty member at ESU?”, build an early career development program that enables new faculty to achieve their goals in balance with ESU’s mission to students and the community.

Strategic Goals (Continued)

University Goals (Continued)

Goals and Strategies from ESU's Strategic Plan, Students First

Innovate ESU, to fully support System Goal #2: "Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.
- Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.
- Look at how athletics support systems for student athletes can be modeled throughout the university and particularly how the coaches work together and separately to engender a set of high standards and discipline in the individual students and teams they coach.

Career Development

- Expand, link, and integrate career development throughout students' experiences at the University, starting with the First Year Experience course and continuing throughout each student's academic career.
- Assure integration and successful program progression for distinctive student populations, e.g. commuters, veterans, transfer students, adult students, international students, graduate students, and emerging special populations.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

Successful Graduate Students

- The graduate student experience, with support structures and practices, focusing on the needs of graduate students, but emphatically will be developed appropriate to the learning outcomes of departments, with a focus on employment, professional experiences, and/or doctoral study.

Strategic Goals (Continued)

University Goals (Continued)

An ESU Community with High Expectations

- Develop a concrete set of written standards and expectations for students, faculty, administrators, and staff that adhere to and, therefore, promote ESU's mission and values.
- Develop a campus-wide Code of Conduct that includes students, faculty, administrators, and staff, based on ESU's set of standards and expectations regarding civility, accountability and integrity.

Internal Communications and Social Opportunities

- Develop a mechanism to encourage appropriate respect for oral, written, and social media communication, regardless of the purpose.

A University without Walls

- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.

Embed multidisciplinary “applied” entrepreneurial experiences into the curriculum and programs which create an innovative campus and community environment that fosters “idea” generation and new ventures.

- Establish multi-disciplinary entrepreneurship classes accessible to all students. Create diverse teams and networks that innovate and implement idea generation and new ventures.
- Utilize the opportunities provided through the Business Accelerator and Entrepreneurial Leadership Center to expand “applied” entrepreneurial experiences.
- Encourage Social Entrepreneurship by offering students the opportunity to work in teams to create unique, real-world, revenue generating products and services that address social concerns.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, “classroom” design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.
- Research high student learning-impact approaches to flexible scheduling that optimize the relationship between content and content delivery.

Local and Regional Partnerships

- Establish strong partnerships with local and regional organizations, employers, service providers, nonprofits, alumni and other individuals/practitioners to increase experiential learning opportunities for ESU students.

State-Of-The-Art Technology

- Examine the technology infrastructure to determine how best to improve, maintain, and update our resources to support the needs of a 21st Century learning environment.

Strategic Goals (Continued)

University Goals (Continued)

Goals and Strategies from ESU's Strategic Plan, Students First

Innovate ESU, to fully support System Goal #3: "Developing new funding strategies, diversifying resources and managing costs to preserve affordability."

An ESU Community with High Expectations

- Convene regular campus-wide discussions to explore who we are as a community (updates on student admissions and faculty, administrator, and staff data), introductions of new community members, their location, roles, and responsibilities, discussion of issues and challenges in higher education and at ESU, planning priorities, and other important information that will enable the campus to perform optimally.

A University without Walls

- Create a strong alliance between the university and regional community by being a catalyst for innovation and prosperity.

Encourage sustainable public and private involvement in the university's entrepreneurial and innovative activities

- Identify and Implement funding opportunities that support innovative ideas and research.
- Incorporate Intellectual Property and commercialization models that reward and encourage product development and research and development

State-Of-The-Art Technology

- Examine the technology infrastructure to determine how best to improve, maintain, and update our resources to support the needs of a 21st Century learning environment.
- Develop an inventory of faculty instructional, research and scholarship and workforce technological needs, and a plan to meet those needs.

Strategic Goals (Continued)

University Goals (Continued)

Goals and Strategies from ESU's Strategic Plan, Students First

Innovate ESU, to fully support System Goal #4: "Increasing accountability and transparency, focusing on results and key performance indicators."

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.

Career Development

- Assure integration and successful program progression for distinctive student populations, e.g. commuters, veterans, transfer students, adult students, international students, graduate students, and emerging special populations.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

An ESU Community with High Expectations

- Convene regular campus-wide discussions to explore who we are as a community (updates on student admissions and faculty, administrator, and staff data), introductions of new community members, their location, roles, and responsibilities, discussion of issues and challenges in higher education and at ESU, planning priorities, and other important information that will enable the campus to perform optimally.
- Develop a concrete set of written standards and expectations for students, faculty, administrators, and staff that adhere to and, therefore, promote ESU's mission and values.
- Develop a campus-wide Code of Conduct that includes students, faculty, administrators, and staff, based on ESU's set of standards and expectations regarding civility, accountability and integrity.
- Review the employee evaluation process and consider best-practice evaluation methods to develop a culture of oversight that consists of articulated expectations, and honest evaluation of performance to ensure continuous improvement. The goal is to instill an expectation of accountability and quality in all we do.

Strategic Goals (Continued)

University Goals (Continued)

Internal Communications and Social Opportunities

- Develop a strategy to improve professional communication, and thus collaboration, between all internal and external university constituents.
- Develop a mechanism to encourage appropriate respect for oral, written, and social media communication, regardless of the purpose.
- Hold unit-sponsored “Open Invitation Receptions”—perhaps theme-based—on a regular basis for students, staff, faculty, and administration to get together informally in order to break down silos and initiate conversations across the campus.
- Evaluate ways to bring the campus together as one, encouraging inter-office and inter-disciplinary collaboration.

A University without Walls

- Create a welcoming environment that focuses on how every academic and administrative unit can improve service to our constituents.
- Create a strong alliance between the university and regional community by being a catalyst for innovation and prosperity (see below, Goal 3: Innovation and Entrepreneurship).
- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.
- Strengthen connections between the university and the community by having clearly identified on-campus points of contact for the different constituents who wish to partner with the institution. Develop a directory of campus expertise and collaborations already in progress.

Establish incentive and recognition procedures that motivate and reward faculty and staff engaged in entrepreneurship and acknowledge the academic value of research and activities in the entrepreneurial field

- Develop policies that encourage faculty and staff entrepreneurial endeavors to include:
Create the infrastructure for a Peer to Peer Review system that recognizes outstanding work in the areas of entrepreneurship, innovation and risk taking.
Encourage research and scholarly activities in innovation and entrepreneurship.
Incorporate Social Entrepreneurship incentives for mentoring and developing ideas that promote innovation and address social change.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, “classroom” design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.

Local and Regional Partnerships

- Establish strong partnerships with local and regional organizations, employers, service providers, nonprofits, alumni and other individuals/practitioners to increase experiential learning opportunities for ESU students.
- Seek opportunities to include external constituencies, including alumni, in on-campus activities, courses, and programs to improve the university-community relationships and to become a resource for the community.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2010 Actual	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Projected	Fall 2016 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	18.5%	21.4%	20.2%	19.8%	21.0%	21.5%	22.0%
New Transfers	10.0%	10.2%	9.5%	10.6%	10.0%	10.0%	10.0%
Veterans	1.3%	0.0%	0.9%	1.3%	1.2%	1.4%	1.5%
Adult Learners	8.8%	9.0%	8.2%	8.4%	8.9%	8.9%	8.9%
Total Undergraduate Enrollment	6,274	6,610	6,289	6,109	6,126	6,187	6,249
Graduate Headcount Enrollment							
Master's	766	589	482	467	512	517	522
Research Doctorate	67	41	56	48	64	40	55
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	833	630	538	515	576	557	577
Certificates, Letters of Completion, Nondegree students							
	280	113	116	154	118	115	115
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	17	11	22	35	42	44	47
Traditional (On Campus)	7,119	6,885	6,450	6,523	6,044	6,615	6,679
Off Campus	73	79	31	66	62	85	100

Persistence Rates

	Fall 2010 Actual	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual/ Projected	Fall 2015 Projected	Fall 2016 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	77.8%	78.4%	70.5%	71.2%	73.8%	74.0%	75.0%
Third Year Persistence	67.5%	66.3%	66.7%	57.2%	58.4%	59.0%	59.5%
Fourth Year Persistence	61.9%	62.8%	61.5%	61.8%	53.2%	54.3%	55.4%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected	2015/16 Projected	2016/17 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	35.7%	36.5%	34.7%	36.9%	36.5%	37.0%	37.5%
Six Year (or less)	58.8%	57.2%	56.0%	55.9%	56.0%	56.5%	57.0%
Expected Graduation Rates (calculation rate to be mutually determined at a later time)							
Four Year (or less)							
Six Year (or less)							

Completers

	2010/11 Actual	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected	2015/16 Projected	2016/17 Projected
Average Time to Degree (Bachelor's) (calculation to be determined)							
Percent of Bachelor's Degrees without Excess Hours (wording and calculation to be determined)							
Graduates Employed in Pennsylvania (will be reported when data becomes available)							
Bachelor's Degree Graduates Continuing Their Education (calculation to be determined)							

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Performance Funding Indicators

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Degrees Conferred						
Number of Degrees Conferred	1,465	1,476	1,453	1465	1482	1509
Undergraduate Degrees per 100 FTE	20.8	22.8	20.8	21.4	21.5	21.6
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	50.0%	46.0%	51.1%	50.3%	52.1%	55.2%
Non-Pell Recipient Graduation Rate	59.0%	59.2%	57.3%	49.7%	47.9%	44.8%
Underrepresented Minority Graduation Rate	47.0%	45.3%	52.5%	48.5%	48.0%	45.0%
Non-Underrepresented Minority Graduation Rate	58.0%	58.2%	58.2%	56.4%	56.8%	54.0%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	27.2%	32.3%	29.2%	30.3%	31.5%	33.3%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	19.7%	25.1%	23.9%	29.2%	26.0%	26.5%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	17.4%	16.1%	16.2%	17.8%	18.2%	18.5%
Female Faculty	45.6%	44.8%	44.6%	46.6%	47.5%	48.5%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	66.5%	66.3%	66.7%	67.2%	67.9%	68.6%
Fourth Year Persistence	61.9%	61.5%	61.8%	62.3%	63.0%	63.6%
Student Learning Assessment						
Critical Thinking - Value Added Score		Below Expected	Below Expected			
Critical Thinking - Senior Score	110.38	110.31	109.96			
Writing - Value Added Score		At Expected	At Expected			
Writing - Senior Score	114.00	114.13	114.09			
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	23.7%	24.9%	29.7%	30.8%	31.8%	32.7%
Student Diversity						
Undergraduate Pell Grant Recipients	21.7%	29.5%	30.3%	28.5%	29.4%	30.3%
Nonmajority Students	14.3%	23.4%	26.2%	26.4%	20.1%	20.5%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	28.3%	37.6%	40.0%	37.5%	38.5%	39.2%
Low Income PA High School Grads (ages 18-34)	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Underrepresented Minority Transfer Students	15.5%	33.9%	39.0%	36.5%	35.9%	35.9%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Academic Programs

Academic Program Activity		2013/14
Number of Programs in 2013/14 and the Total Number of Completers from 2009/10 through 2013/14		2013/14
Certificate Programs		
Total Number of Certificate Programs		N/A
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		N/A
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		N/A
Associate Degree Programs		
Total Number of Associate Programs		1
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		0%
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		51
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		34
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		67%
Master's Degree Programs		
Total Number of Master's Programs		22
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		16
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		73%
Professional Doctorate Degree Programs		
Total Number of Professional Doctorate Programs		N/A
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years		N/A
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years		N/A
Research Doctorate Degree Programs		
Total Number of Research Doctorate Programs		N/A
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years		N/A
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years		N/A

New Programs for 2013/14			Offered Via Distance Learning
6-digit CIP	Program Name		
Minors			
51.2201	Public Health		N/A

Reorganized Programs for 2013/14			
6-digit CIP	Program Name	Change	Offered Via Distance Learning
	N/A		

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Academic Programs

Programs Placed in Moratorium for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
16.0901	French - B.A.	N/A
16.0901	French - B.S.	N/A
Minors		
16.0901	French	N/A
05.0125	German Studies	N/A
50.0902	Music History and Literature	N/A
50.0904	Music Theory	N/A

Programs Discontinued for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2015/16

6-digit CIP	Program Name	Projected Enrollment <i>in 5th year</i>
Minors		
45.0702	Geography - Applied Geographic Information Systems (GIS)	40
Letters of Completion and Certificates		
23.1303	English Business Certificate	20

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name	Projected Enrollment <i>in 5th year</i>
Bachelor's Degree Programs		
51.0806	BS in Physical Therapy Assistant	125
52.0801	BS in Finance	100
50.0502	BA in Entertainment Technology (Theater Department)	40
Doctorate Degree Programs		
13.0401	Ed.D Education Leadership	60
51.2211	D.H.Sc. Doctorate of Health Sciences - Policy Administration	40
Minors		
50.1004	Entrepreneurship in Theater and Art	50
27.0399	Mathematics Analytics	60

Academic Programs

Accredited Programs (methodology to be determined at a later time)

Number of Academic Programs

Number of Programs Eligible for Specialized Accreditation

Percentage of Eligible Programs Accredited

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Education & General (E&G) Fund

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Revised 2014/15 Projected	2015/16 Projected	2016/17 Projected
E&G Revenue/Sources						
Undergraduate In-State Tuition	\$29.0	\$30.0	\$31.4	\$31.4	\$31.4	\$31.4
Undergraduate Out-of-State Tuition	24.4	24.2	24.0	23.2	23.2	23.2
Graduate In-State Tuition	3.9	3.8	3.6	3.8	3.8	3.8
Graduate Out-of-State Tuition	1.5	2.0	2.1	2.2	2.2	2.2
TOTAL TUITION REVENUE	\$58.7	\$60.0	\$61.1	\$60.6	\$60.6	\$60.6
Total Fees	10.5	10.6	11.6	11.5	11.7	11.8
State Appropriations	20.8	21.2	21.9	22.1	23.0	23.6
All Other Revenue	4.1	5.7	3.5	3.3	3.3	3.2
Planned Use of Carryforward	5.2	0.0	0.0	0.0	0.0	0.0
Total E&G Revenue/Sources	\$99.3	\$97.4	\$98.1	\$97.5	\$98.6	\$99.2
E&G Expenditures/Transfers						
Total Salaries and Wages	\$47.7	\$47.2	\$48.4	\$47.2	\$49.8	\$50.0
Total Benefits	18.6	19.5	21.7	20.4	24.1	25.6
TOTAL PERSONNEL EXPENDITURES	\$66.3	\$66.7	\$70.0	\$67.6	\$73.9	\$75.6
Financial Aid	3.1	2.9	2.2	2.5	2.4	2.4
Utilities	1.5	1.6	1.6	1.7	1.8	1.8
Services & Supplies	18.3	15.4	15.2	16.1	14.7	15.0
Capital Expenditures	0.4	0.5	0.1	0.1	0.0	0.0
Mandatory Transfers	4.4	4.4	4.4	4.4	4.4	4.5
Nonmandatory Transfers	5.2	2.6	4.5	5.2	4.4	4.5
Total E&G Expenditures/Transfers	\$99.3	\$94.1	\$98.1	\$97.5	\$101.6	\$103.9
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$3.3	\$0.0	\$(0.0)	\$(3.0)	\$(4.7)
Annualized FTE Enrollment						
Undergraduate In-State	4,344.08	4,278.80	4,418.00	4,440.82	4,440.82	4,440.82
Undergraduate Out-of-State	1,490.97	1,457.50	1,415.00	1,388.32	1,388.32	1,388.32
Graduate In-State	370.46	279.10	276.00	368.63	368.63	368.63
Graduate Out-of-State	105.50	108.00	113.25	147.17	147.17	147.17
Total Annualized FTE Enrollment	6,311.01	6,123.40	6,222.25	6,344.94	6,344.94	6,344.94
E&G Annualized FTE Employees						
Faculty	319.12	296.67	293.67	287.39	294.79	294.79
AFSCME	185.71	174.13	187.57	164.61	190.76	190.76
Nonrepresented	86.79	83.23	97.00	85.17	98.80	98.80
SCUPA	29.75	30.39	34.65	32.40	36.65	36.65
All Other	36.95	36.29	37.55	35.37	38.55	38.55
E&G Annualized FTE Employees	658.32	620.71	650.44	604.94	659.55	659.55
Total Annualized FTE Employees	744.16	697.94	735.62	684.15	738.80	738.80

**EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2012/13 Amount	2013/14 Amount	2014/15 Amount
Strategic Investments:			
Over the past three years, the university was challenged to address escalating operating costs in the face of decreasing revenue, brought on by enrollment declines and steep reductions in state support. Given these challenges, the university investment strategy was centered on reallocating resources from lower priorities to areas with student growth and/or the core functions of the university. The corresponding data illustrates the amount of funding reallocated to address these needs.	\$2,213,558	\$5,121,682	\$4,333,722

Total	\$2,213,558	\$5,121,682	\$4,333,722
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Sources of Funds for Reinvestment:

See above.

Total	\$0	\$0	\$0
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EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Auxiliary Enterprises and Restricted Funds

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Revised 2014/15 Projected	2015/16 Projected	2016/17 Projected
Auxiliary Enterprises						
<i>Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.</i>						
Auxiliary Revenue/Sources						
Food Service Sales	\$7.0	\$7.3	\$7.4	\$7.4	\$7.6	\$7.7
Housing Fees	6.6	6.6	6.4	6.4	6.8	7.0
Privatized Housing	2.3	2.5	2.7	2.7	2.8	2.8
Other Auxiliary Sales	0.5	0.4	0.4	0.4	0.5	0.5
All Other Revenue	1.7	1.7	1.8	1.8	1.8	1.8
Total Auxiliary Revenue/Sources	\$18.1	\$18.5	\$18.8	\$18.8	\$19.5	\$19.9
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$3.6	\$3.7	\$4.0	\$4.0	\$3.8	\$3.9
Total Benefits	1.8	1.9	2.3	2.3	2.4	2.5
TOTAL PERSONNEL EXPENDITURES	\$5.4	\$5.7	\$6.4	\$6.4	\$6.3	\$6.4
Financial Aid	0.2	0.2	0.2	0.2	0.2	0.2
Utilities	1.3	1.4	1.4	1.4	1.4	1.4
Services & Supplies	7.8	8.6	7.4	7.4	8.0	8.2
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	3.3	2.4	3.4	3.4	3.6	3.7
Total Auxiliary Expenditures/Transfers	\$18.1	\$18.3	\$18.8	\$18.8	\$19.5	\$19.9
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.2	\$0.0	\$0.0	\$0.0	\$0.0
Restricted Funds						
<i>Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.</i>						
Restricted Revenue						
Federal Grants & Contracts	\$9.4	\$10.0	\$10.0	\$10.0	\$10.0	\$10.0
State Grants & Contracts	4.6	5.3	5.3	5.3	5.3	5.3
Private Grants & Contracts	0.0	0.1	0.1	0.1	0.1	0.1
Gifts	0.0	0.1	0.0	0.0	0.0	0.0
All Other Restricted Revenue	0.7	0.4	0.4	0.4	0.4	0.4
Total Restricted Revenue	\$14.6	\$15.9	\$15.8	\$15.8	\$15.8	\$15.8
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$1.1	\$1.0	\$1.1	\$1.1	\$1.1	\$1.1
Total Benefits	0.1	0.1	0.1	0.1	0.1	0.1
TOTAL PERSONNEL EXPENDITURES	\$1.2	\$1.1	\$1.2	\$1.2	\$1.2	\$1.2
Financial Aid	13.0	14.7	15.2	15.2	15.2	15.2
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.6	0.6	0.6	0.6	0.6	0.7
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	(0.2)	(1.0)	(1.2)	(1.2)	(1.2)	(1.2)
Total Restricted Expenditures/Transfers	\$14.6	\$15.4	\$15.8	\$15.8	\$15.8	\$15.8
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.5	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$132.0	\$131.9	\$132.6	\$132.1	\$133.9	\$134.8
Total University Expenses	\$132.0	\$127.8	\$132.6	\$132.1	\$136.8	\$139.5
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$4.0	\$0.0	\$(0.0)	\$(2.9)	\$(4.7)

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Tuition and Fees

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	\$6,428	\$6,622	\$6,820	\$6,820
Technology Tuition Fee	358	368	422	422
University Mandatory Fees	1,972	2,015	2,134	2,146
Total Cost In-State Undergraduate Off Campus or At Home	\$8,758	\$9,005	\$9,376	\$9,388
Most Common Room and Board Rates	7,424	7,646	7,980	8,120
Total Cost In-State Undergraduate On Campus	\$16,182	\$16,651	\$17,356	\$17,508
Out-of-State Undergraduate				
Tuition (Most Common)	\$16,070	\$16,556	\$17,050	\$17,050
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	1,972	2,015	2,134	2,146
Total Out-of-State Undergraduate Off Campus or At Home	\$18,584	\$19,129	\$19,826	\$19,838
Most Common Room and Board Rates	7,424	7,646	7,980	8,120
Total Cost Out-of-State Undergraduate On Campus	\$26,008	\$26,775	\$27,806	\$27,958
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$268	\$276	\$284	\$284
Technology Tuition Fee Per Credit	15	15	18	18
University Mandatory Fees Per Credit (on average)	66	67	71	72
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$349	\$358	\$373	\$374
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$670	\$690	\$710	\$710
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	66	67	71	72
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$759	\$780	\$808	\$809
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	\$429	\$442	\$454	\$454
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)	\$100	\$103	\$109	\$110
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	\$644	\$663	\$681	\$681
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)	\$100	\$103	\$109	\$110

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

University Undergraduate Fees

2014/15

University Undergraduate Mandatory Fees	Part Time per Credit	Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	\$28	\$682
Activity Fee	13	304
Health Services Fee	14	340
University Center Fee	10	244
Recreation Center Operations Fee	13	307
Recreation Center Programs Fee	3	79
Stony Acres	1	20
E Card Program Fee	1	32
E Card Operations Fee	1	26
Academic Records Fee	7	14
Transportation Fee	22	86
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	\$28	\$682
Activity Fee	13	304
Health Services Fee	14	340
University Center Fee	10	244
Recreation Center Operations Fee	13	307
Recreation Center Programs Fee	3	79
Stony Acres	1	20
E Card Program Fee	1	32
E Card Operations Fee	1	26
Academic Records Fee	7	14
Transportation Fee	22	86
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
Traditional Housing	
Minimum	\$5,372
Maximum	\$8,058
Most Common (On-Campus Residence Halls dbl occ)	\$5,372
All Other Housing	
Minimum	\$7,162
Maximum	\$9,545
Most Common (2 Bed Double Semi-Suite)	\$7,162

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	75 meals /semester	\$1,524
Maximum	19	\$2,608
Most Common (19 Meals/week Plan)	19	\$2,608

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Late Registration		\$50
Late Payment		1.5% monthly
Application (Undergraduate)		\$25
Orientation-student		\$75
Orientation-parent		\$55
Identification Replacement Card		\$20
Bad Check		\$25
Parking Fee		
Ridge/non-core permit		\$45
Core commuter/res permit		\$55

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Gift Aid			
<i>Institutional Aid*</i>			
# of Students	598	566	591
Average Award	\$4,974	\$5,025	\$5,413
Total Dollars Awarded	\$2,974,395	\$2,843,951	\$3,198,951
% of Undergraduate Students Receiving Aid	9%	9%	10%
<i>Pennsylvania State Grants</i>			
# of Students	1,791	1,716	1,895
Average Award	\$2,235	\$2,803	\$2,648
Total Dollars Awarded	\$4,003,340	\$4,810,467	\$5,017,330
% of Undergraduate Students Receiving Aid	26%	26%	33%
<i>Pell Grants</i>			
# of Students	2,058	2,159	2,276
Average Award	\$3,801	\$3,955	\$4,103
Total Dollars Awarded	\$7,821,882	\$8,539,754	\$9,333,904
% of Undergraduate Students Receiving Aid	30%	33%	40%
<i>All Other Gift Aid**</i>			
# of Students	778	821	749
Average Award	\$1,162	\$1,238	\$2,386
Total Dollars Awarded	\$904,177	\$1,016,430	\$1,787,370
% of Undergraduate Students Receiving Aid	11%	12%	13%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	3,090	3,121	3,485
Average Award	\$5,082	\$5,514	\$5,610
Total Dollars Awarded	\$15,703,794	\$17,210,601	\$19,551,530
% of Undergraduate Students Receiving Gift Aid	46%	47%	61%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	181	156	183
Total Dollars Awarded	\$652,953	\$339,842	\$340,272
% of Graduate Students Receiving Assistantships	25%	21%	14.7%
<i>Graduate Tuition Waivers</i>			
# of Students	177	135	183
Total Dollars Awarded	\$894,868	\$700,605	\$554,334
% of Graduate Students Receiving Waivers	25%	18%	14.7%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Loans (all known)			
# of Students	4,578	4,456	4,659
Average Loan	\$9,122	\$9,319	\$11,145
Total Dollars Loaned	\$41,761,119	\$41,524,784	\$51,926,413
% of Undergraduate Students Receiving Loans	67%	67%	71%
Graduate Loans (all known)			
# of Students	316	284	293
Average Loan	\$15,157	\$16,468	\$16,345
Total Dollars Loaned	\$4,789,713	\$4,676,790	\$4,788,951
% of Graduate Students Receiving Loans	44%	38%	39%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	77%	77%	77%
Average Amount of Debt (of those graduating with debt)	\$24,053	\$27,356	\$27,730
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	5.1%		N/A

FY 2013/14 Cost of Attendance (Academic Year)	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	\$8,991	\$10,101	\$1,200	\$3,029	\$23,321
In-State Undergraduate Off Campus, Living at Home	\$8,991	\$2,800	\$1,200	\$4,795	\$17,786
Out-of-State Undergraduate On Campus	\$19,115	\$10,101	\$1,200	\$3,905	\$34,321
Out-of-State Undergraduate Off Campus, Living at Home	\$19,115	\$2,800	\$1,200	\$3,871	\$26,986

Note: Costs are based on financial aid packaging costs, not most common

FY 2013/14 Estimated Net Cost by Family Income PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA					
Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below \$30,000	823	\$14,996	\$545	\$8,428	\$8,566
\$30,001 - \$48,000	346	\$14,737	\$1,435	\$7,506	\$7,994
\$48,001 - \$75,000	509	\$17,681	\$4,210	\$4,750	\$8,546
\$75,001 - \$110,000	629	\$18,983	\$5,676	\$3,254	\$9,368
\$110,001 and Above	642	\$18,731	\$5,238	\$3,688	\$9,591

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

East Stroudsburg University is committed to access for all students and is very diligent in offering services to all students.

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab):	EA02 - Clinical Nursing Fee
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Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a semester-specific instructional fee of approximately 25% of the undergraduate tuition rate to all students in the Bachelor of Science in nursing (BSN) program. If successful, may expand to speech-language-pathology and athletic training or similar programs in second year. Effective Fall 2014.

Changes Made to Pilot since its Approval:

This fee will be charged to nursing students in their clinical semesters, which begin in the second year of the nursing program. In response to students enrolled in the program prior to approval of this pilot, the University Council of Trustees authorized existing students to be grandfathered. While this program was approved effective fall 2014, new students in the nursing program begin taking nursing clinical courses in fall 2015. As such, the impact of this fee pilot cannot be measured until after fall 2015, when the 2014 freshman class reaches their second year.

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients Assessment Fall 2014			
Headcount Nonmajority Students Percent Nonmajority			
Other:			
Cohort Enrollment			
Fall FTE Students			
Fall Headcount Students			
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue			
New Pilot Student Fee Revenue			
All Other E&G Fee Revenue			
Institutional Financial Aid <i>(negative number)</i>			
Net Revenue	\$0	\$0	\$0
Revenue Increase due to Normal Rate Changes		\$0	\$0
Revenue Associated with Pilot		\$0	\$0

Observations:

This section will be used for a narrative assessment of the outcomes of the pilot program that are not able to be quantified by assessment criteria above. This section will include positives and negatives of the program so far, as well as future planned action(s).

EAST STROUDSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):	EA01 - Pennsylvania's State System @ Center City, Philadelphia
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Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 90% of the applicable tuition rate to students attending the Pennsylvania's State System at Center City Philadelphia location. The tuition rate would apply to all East Stroudsburg Center City programs, both undergraduate and graduate. Effective Fall 2014.

Changes Made to Pilot since its Approval:

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients			
Percent Pell Recipients			
Headcount Nonmajority Students			
Percent Nonmajority			
Other:			
Cohort Enrollment			
Fall FTE Students			
Fall Headcount Students	17.00	18.00	1.00
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$54,638	\$52,726	\$(1,912)
E&G Fee Revenue	8,502	8,745	243
Institutional Financial Aid <i>(negative number)</i>	0	0	0
Net Revenue	\$63,140	\$61,471	\$(1,669)
Revenue Increase due to Normal Rate Changes		\$255	\$255
Revenue Associated with Pilot		\$61,216	\$(1,924)

Observations:

Program offered by the University in Center City is still in transition. As such, the data for the programs at this location is inconsistent. ESU is actively working with other System universities operating at this site to maximize utilization of this facility and to provide the programs that are in demand and can best be offered.



Human Resources Committee

Boardroom, First Floor
Administration Building
Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

Tuesday, June 30, 2015

Agenda

<u>Item</u>	<u>Page</u>
4. Human Resources Committee Update (INFORMATION).....	45

Committee Members: Aaron A Walton (*Chair*), Senator Richard L. Alloway II, Ronald G. Henry, David M. Maser, Robert S. Taylor, Guido M. Pichini (*ex officio*), and Karen M. Whitney (*nonvoting presidential liaison*).

For further information, contact Peter H. Garland at (717) 720-4010.

Human Resources Committee Meeting

June 30, 2015

SUBJECT: Human Resources Committee Update (INFORMATION)

UNIVERSITIES AFFECTED: All

BACKGROUND: A report of Committee work will be provided at the Board meeting.

Supporting Documents Included: N/A

Other Supporting Documents Available: N/A

Reviewed by: N/A

Prepared by: Peter H. Garland

Telephone: (717) 720-4010