



Board of Governors' Quarterly Meeting

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

Wednesday, July 8, 2015
12:00 p.m.

Agenda

University Action Plan Presentations

1. Clarion University of Pennsylvania President Karen M. Whitney
2. Edinboro University of Pennsylvania President Julie E. Wollman
3. Lock Haven University of Pennsylvania President Michael Fiorentino, Jr.
4. Slippery Rock University of Pennsylvania President Cheryl J. Norton
5. California University of Pennsylvania Interim President Geraldine M. Jones
6. Mansfield University of Pennsylvania President Francis L. Hendricks
7. West Chester University of Pennsylvania President Greg R. Weisenstein
8. Bloomsburg University of Pennsylvania President David L. Soltz
9. Kutztown University of Pennsylvania President Kenneth S. Hawkinson
10. Shippensburg University of Pennsylvania President George F. "Jody" Harpster
11. Cheyney University of Pennsylvania Interim President Frank G. Pogue

Adjournment

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, Harold C. Shields, Robert S. Taylor, Aaron A. Walton, Governor Thomas W. Wolf.

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

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



Schedule for University Action Plan Presentations
Board of Governors' Quarterly Meeting
Wednesday, July 8, 2015

<u>TIME</u>	<u>UNIVERSITY</u>
12:00 p.m. – 12:30 p.m.	Clarion University of Pennsylvania
12:30 p.m. – 1:00 p.m.	Edinboro University of Pennsylvania
1:00 p.m. – 1:30 p.m.	Lock Haven University of Pennsylvania
1:30 p.m. – 2:00 p.m.	Slippery Rock University of Pennsylvania
2:00 p.m. – 2:30 p.m.	California University of Pennsylvania
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 3:15 p.m.	Mansfield University of Pennsylvania
3:15 p.m. – 3:45 p.m.	West Chester University of Pennsylvania
3:45 p.m. – 4:15 p.m.	Bloomsburg University of Pennsylvania
4:15 p.m. – 4:45 p.m.	Kutztown University of Pennsylvania
4:45 p.m. – 5:15 p.m.	Shippensburg University of Pennsylvania
5:15 p.m. – 5:45 p.m.	Cheyney University of Pennsylvania



CLARION 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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CLARION UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

University Mission, Vision, and Statement of Strategy

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

Mission

Clarion University of Pennsylvania provides transformative, life-long learning experiences through innovative, nationally-recognized programs delivered in inclusive, student-centered environments.

Vision

Clarion University will be a leader in high-impact educational practices that benefit students, employers, and community partners.

Core Values

Students, faculty, staff and alumni of Clarion University value:

- Learning;
- Accomplishment;
- Encouragement;
- Diversity;
- Civility;
- Civic Engagement;
- Public higher education.

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.

CLARION UNIVERSITY STRATEGIC GOALS 2012-2017

Clarion University will:

Encourage student, faculty and staff success.

- Admit, retain and graduate students
- Prepare students for employment
- Infuse high impact practices
- Grow nationally recognized programs
- Encourage the professional development of faculty and staff

Create equitable, diverse environments.

- Promote a diverse student body and employee workforce
- Value the inclusion and experiences of all students and employees

Expand our engagement with society.

- Align knowledge and resources with community partners' needs
- Promote community service and volunteerism among students, faculty and staff
- Serve as an economic engine to the region

Thrive financially

- Ensure optimal stewardship of resources
- Expand enrollment
- Undertake a comprehensive capital campaign

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.

Goals & Outcomes

GOAL 1: The Clarion University academic community will develop innovative curricular programs and classroom experiences that embody high impact practices.

- Develop a multicultural competency required of all university students
- Globalize the curriculum
- Complete the infusion of LEAP (Liberal Education, America's Promise) model into the curriculum
- Grow experiential learning opportunities
- Grow high-need programs (e.g., STEM, health professions) that benefit the commonwealth
- Develop more interdisciplinary majors and minors through interdepartmental and inter-college collaboration (including partnerships with other institutions)

GOAL 2: The Clarion University academic community will assist in creating a comprehensive student experience, including co-curricular and extracurricular opportunities for personal and professional development.

- Increase intentional intersection between academic curriculum and student affairs programming, to include the adoption of a co-curricular transcript
- Implement a general education model that encourages academic preparation as well as life development
- Broaden faculty investment in the complete student experience beyond the classroom
- Coordinate with other university divisions to improve multicultural awareness of our students

GOAL 3: The Clarion University academic community will equip students with the skills, knowledge, and dispositions to seek career opportunities and lead successful lives from enrollment through graduation and beyond.

- Incorporate a system of credentials and degrees that allows for the flexibility of students of varying ability/preparation to step-in and -out of studies
- Develop tracks clearly designed for students who wish to pursue advanced degrees within their discipline
- Adopt best technology practices for education in a rural setting
- Increase student retention and completion rates at all credential levels
- Develop/shape a comprehensive enrollment plan linked specifically to the mission of the university and regional needs/assets (going beyond numbers and addressing quality/preparation)
- Enhance the student advising structure to incorporate a comprehensive approach that adopts best practices for multiple modalities of learning

GOAL 4: The Clarion University academic community will develop educational opportunities that address the demands and capitalize on the resources of the region.

- Define the university's future role as a leading health education provider
- Develop programs in eco-tourism
- Develop programs in the field of energy studies and sustainability
- Provide students the skills-based credentials (i.e., applied professional studies) desired by employers in the region
- Become a cultural center for the arts and humanities in the region
- Facilitate entrepreneurial growth in the region.

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 Clarion's Programs of Distinction listed in alphabetical order.

Business

Clarion's business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, one of only 25 colleges in the Commonwealth to be so accredited and one of only five institutions in the State System. Clarion University was the first college in Pennsylvania's State System of Higher Education to be accredited by AACSB International at the graduate and undergraduate levels. The Human Resources major is certified by the Society of Human Resources Management, and the Certified Financial Planner program is approved by the Certified Financial Planner Board of Standards, Inc. In 2015, Clarion University's online Master of Business Administration program was ranked 62 nationwide by the *U.S. News and World Report*. Clarion's online MBA earned the highest ranking in the State System. *geteducated.com* ranked Clarion's online MBA as a "Top 30 Best Buy." Among recent student completion successes:

- Undergraduate students took first place in the second annual FAStech Cup MoneyGuidePro financial planning competition;
- Clarion's E-Marketing students' "Tablet Depot Team" won 1st Place nationally in Student Simulation 2014-15; and,
- A Clarion student was named Outstanding National Student by the Society for the Advancement of Management, and another Clarion student was named Outstanding Regional Student in 2015.

Education

Clarion's history in teacher education is rich. NCATE and PDE accredited programs are offered in early childhood education, middle level education, secondary education, and special education. Students enrolled in these programs start observing/assisting in the field in their first semester and experience a half semester of field work before the semester long student teaching experience. A current emphasis on dual certifications in early childhood, middle level, secondary level, and special education has produced outstanding graduates who are highly marketable and sought after by school districts. Special education offers an undergraduate dual preparation for grades PreK-8 with 7-12 requiring a fifth year to secure Reading Specialist certification. This Intervention Specialist program is unique amongst the State System of Higher Education and is only one of three such programs in the Commonwealth. Clarion was the first in the Commonwealth to create such an innovative professional preparation and its first graduates have found themselves in high demand. The minor in Diagnosis and Intervention for Students with Mathematical Disabilities is the only such minor offered in the Commonwealth. The School of Education also offers a Master's Degree in Education with concentrations in curriculum and instruction, reading education (K-12), early childhood, science, technology, and special education. Clarion's online graduate education programs ranked in the top half of the *U.S. News and World Reports* Best Online Graduate Education Programs survey for 2015. Endorsements are offered in online instruction and autism.

Health

The School of Health Sciences offers a wide range of disciplinary-accredited programs from the certificate to the doctorate. Jointly with Edinboro University, the School offers a Doctorate of Nursing Practice, a post Masters credential in Family Nurse Practitioner and a Masters degree program. The MSN program is ranked 21st by the *U.S. News and World Reports*. Graduates of the Clarion-Edinboro program have a 100% pass rate on family nurse practitioner certifying exams. Bachelor's degrees are offered in Allied Health Leadership, Medical Imaging, Medical Technology, Nursing (4-yr & RN-BSN), Nutrition & Fitness, Rehabilitative Sciences, and Speech Pathology. Associates degrees are offered in Allied Health, Nursing, Rehabilitative Sciences, & Respiratory Care. Pass rates on licensing and certificate exams in many of these programs range from 96 to 100%. Additionally Clarion provides Pre-professional Studies programs in pre-pharmacy, pre-med, pre-occupational therapy, pre-dentistry, pre-chiropractic, pre-physician's assistant, pre-PT, pre-podiatry, and pre-optometry.

Academic Programs of Distinction (Continued)

Library Science

Clarion's Department of Information and Library Sciences is accredited by the American Library Association (ALA), one of only three programs in the Commonwealth to be so accredited and the only program with this accreditation in Pennsylvania's State System of Higher Education. Since many employers require an ALA-accredited master's degree for professional level positions, graduates from Clarion's ALA-accredited program have high job placement rates. Clarion's Department of Information and Library Sciences pioneered distance education at Clarion and within the State System. Averaging 200 MSLS graduates a year, the program regularly attracts students from across the USA. In 2015, Clarion University's online MSLS program was ranked # 43 nationwide in the *U.S. News and World Reports* ranking of Best Online Library Science programs. geteducated.com ranked Clarion's online Masters in Library Science as a "Top 30 Best Buy." Beginning in Fall 2015, Clarion will be the only university in the entire Commonwealth of PA to offer undergraduate coursework in library science.

Other Areas of Distinction

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

- In 2014, Clarion University was named to President's Higher Education Community Service Honor Roll. Cited in this recognition were the services provided by majors in Communication Sciences & Disorders at the Speech pathology clinic, as well as the Stand for Children, and the English Club's Reading for a Cure events.
- Clarion University supports the 537 Clarion Community workshop. Housed on Main Street in Clarion, the 537 Center provides critical educational opportunities to Clarion and surrounding communities. This includes homework help, tutoring, GED preparation and programming, and workshops in areas of the arts, writing, computer literacy, workplace writing and much more. The 537 Center, co-directed by Clarion faculty members Rich Lane and Leah Chambers, has served more than 400 learners of all ages, from Pre-K to adults. The workshop is staffed primarily by Clarion University students from multiple academic programs, as well as some community volunteers. To date, more than 300 Clarion University students have volunteered and participated in programs at the workshop.
- Since 1980, Clarion University has supported the Small Business Community Development Center (SBDC) whose mission is to grow the economy of a 10 county region of western PA by providing entrepreneurs with the education, information and tools necessary to build successful businesses.
- Clarion University's Center for Applied Research and Intellectual Property Development (CARIPD) serves to support, incubate, and accelerate individual entrepreneurs, start-up companies, and established companies as well as a provide a site for student internships and research. CARIPD supports sponsored/contract research with individual entrepreneurs and industry partners, supports internal applied research from staff and students, and manages the private and shared facilities at Clarion University's Innovation Laboratories. Incubator facilities include our Innovation Laboratories which are comprised of 2,500 square foot of shared facilities designed for academic and industrial integration. These facilities offer two proprietary laboratory spaces in conjunction with communal laboratories and equipment for industrial clients. Other facility features also include electron microscopy, deconvolution fluorescent microscopy, and a class 10 clean room suited for semiconductor or aseptic processes.
- The Northwest Pennsylvania Rural AIDS Alliance serves people living with HIV or those co-infected with HIV and the Hepatitis C Virus who reside in Western PA. The NW Alliance provides medical case management, specialty clinics/care, patient care services, as well as high impact prevention services

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

The University has a sound curriculum, as indicated by accreditation, in major professional areas. Recent additions to the curriculum, especially programs in Criminal Justice Administration, Nutrition and Fitness, and Sports Management, are projected to attract more students. A 2+2 program in Accounting has been developed with Butler County Community College. The University continues to be a leader in online education. As a result of student surveys and several off campus focus groups, the University is developing the infrastructure to offer online courses in a 7 week format which will appeal to adult and working learners. Additionally, the University is exploring the opportunity to develop a Competency Based Education model for the RN to BSN program.

Opportunities

The University has many new opportunities on the horizon.

Physical Plant: The renovation of Becht Hall, which is set to open in Summer 2015, will allow the University to provide a “one stop” for student services ranging from financial aid and registrar to the health clinic and writing lab. This will enable a more streamlined approach for students and their families. The construction and debut of our Main Street Suites student housing will provide opportunities for increased campus community connections as a result of the very deliberate and thoughtful mix of private and public spaces. Renovations to the Tippin Gymnasium will provide increased classroom facilities and conditioning facilities for student athletes.

Students and student retention: During the 2014-2015 academic year, the University undertook a self study of what we do to, for, and with our first year students. With the input from the John Gardner Institute, the results of the self study will be used to formulate a comprehensive cohesive program for first year students with a resulting increase in retention. In order to assist with advising, the University entered into an agreement with EAB to use the Student Success Collaborative Software. Workshops with Department Chairs on the predictive analytics piece will enable more proactive advising of students. The College of Business and Information Sciences is planning to pilot the use of business and industry mentors in Fall 2015 to boost retention in the College and the University.

Curriculum: The University is piloting the use of Inquiry Seminars for freshmen for Fall 2015. Faculty have engaged in 6 months of intensive professional development in regards to the Inquiry Seminars. The General Education Council has proposed a new general education curriculum. Consultants were engaged in Spring 2015 to explore the feasibility of developing majors in engineering. After favorable feedback, the curriculum development process for degrees in Civil and Industrial Engineering is beginning. A part-time Assessment Coordinator will enable us to meet Middle States requirements by standardizing assessment practices for the University.

Infrastructure: The University is preparing the plans for a capital campaign to coincide with our 150th anniversary. The hiring of a part-time grants coordinator will enable growth in grant acquisition.

Sports: The Clarion University Intercollegiate Athletics Task Force completed its review of athletics programs in Fall 2014 and made recommendation to strategically invest in four current athletics programs – women's volleyball, women's swimming and diving, men's football and men's wrestling. As a result of the recommendations, Clarion will also expand women's athletics programs. The women's cross country/track and field program will be enhanced in order to increase the program by 59 new students over five years.

Challenges

Fiscal concerns and decreasing enrollments continue to challenge the University.

CLARION UNIVERSITY OF PENNSYLVANIA

2014/2015 ACTION PLAN

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

1. Ensuring academic program excellence and relevance.
 - a. This is evidenced in our revisions to General Education as well as by the following goal in our academic strategic plan:
 - i. The Clarion University academic community will develop innovative curricular programs and classroom experiences that embody high impact practices.
 1. Develop a multicultural competency required of all university students
 2. Globalize the curriculum
 3. Complete the infusion of LEAP (Liberal Education, America's Promise) model into the curriculum
 4. Grow experiential learning opportunities
 5. Grow high-need programs (e.g., STEM, health professions) that benefit the commonwealth
 6. Develop more interdisciplinary majors and minors through interdepartmental and inter-college collaboration (including partnerships with other institutions)
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
 - a. This is evidenced by the following goal in our academic strategic plan:
 - i. The Clarion University academic community will equip students with the skills, knowledge, and dispositions to seek career opportunities and lead successful lives from enrollment through graduation and beyond.
 1. Incorporate a system of credentials and degrees that allows for the flexibility of students of varying ability/preparation to step-in and -out of studies
 2. Develop tracks clearly designed for students who wish to pursue advanced degrees within their discipline
 3. Adopt best technology practices for education in a rural setting
 4. Increase student retention and completion rates at all credential levels
 5. Develop/shape a comprehensive enrollment plan linked specifically to the mission of the university and regional needs/assets (going beyond numbers and addressing quality/preparation)
 6. Enhance the student advising structure to incorporate a comprehensive approach that adopts best practices for multiple modalities of learning
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
 - a. Reaching new markets of adult "completers".
 - i. Adding new online programs designed to assist working professionals finish degree requirements (e.g., Criminal Justice Administration recently approved).
 - ii. Working with external partners to offer online programs based on Competency-Based Education.
 - b. Second year of a multi-year workforce plan.
 - i. Continued emphasis on reorganization and restructuring of academic and support units that has seen a reduction in the number of academic colleges and departments and consolidation of services.

CLARION 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	22.9%	21.5%	21.2%	19.7%	18.8%	18.0%	19.7%
New Transfers	6.4%	6.9%	6.8%	9.4%	11.0%	11.5%	12.0%
Veterans	2.4%	2.5%	2.7%	2.8%	3.0%	3.0%	3.5%
Adult Learners	15.5%	16.1%	15.7%	16.2%	17.1%	17.6%	18.1%
Total Undergraduate Enrollment	5,957	5,714	5,335	5,046	4,744	4,735	4,775
Graduate Headcount Enrollment							
Master's	906	1,083	980	852	766	750	775
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	10	20
Total Graduate Enrollment	906	1,083	980	852	766	760	795
Certificates, Letters of Completion, Nondegree students							
	452	194	205	182	202	205	205
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	1,238	1,257	1,377	1,359	1,320	1,330	1,390
Traditional (On Campus)	4,591	4,155	3,636	3,060	2,941	2,712	2,941
Off Campus	608	637	543	504	456	450	450

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	71.8%	70.2%	70.5%	75.7%	73.7%	74.0%	75.0%
Third Year Persistence	60.1%	61.8%	58.5%	60.3%	65.6%	63.0%	63.0%
Fourth Year Persistence	62.3%	56.1%	57.4%	55.5%	56.0%	60.0%	58.5%

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)	32.7%	29.5%	30.8%	35.6%	35.0%	35.0%	35.0%
Six Year (or less)	49.5%	48.4%	53.6%	49.7%	50.0%	50.0%	50.0%
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)							

CLARION 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	1,581	1,521	1,537	1,550	1,500	1,500
Undergraduate Degrees per 100 FTE	17.7	20.6	21.6	18.9	19.5	20.5
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	44.0%	36.6%	46.3%	43.4%	44.9%	46.6%
Non-Pell Recipient Graduation Rate	51.0%	53.1%	57.5%	53.1%	54.1%	54.6%
Underrepresented Minority Graduation Rate	34.0%	26.4%	36.5%	33.1%	34.3%	36.4%
Non-Underrepresented Minority Graduation Rate	50.0%	49.5%	55.2%	52.0%	52.0%	52.0%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	40.2%	44.2%	40.6%	40.6%	40.6%	40.6%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	10.9%	12.7%	9.8%	11.4%	11.8%	12.5%
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	11.3%	12.1%	10.9%	12.4%	12.8%	13.2%
Female Faculty	47.1%	48.3%	47.8%	47.7%	48.1%	48.6%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Student Learning Assessment						
Critical Thinking - Value Added Score		At Expected	At Expected	At Expected	At Expected	At Expected
Critical Thinking - Senior Score		111.13	111.17	111.20	Annual Improvement	Annual Improvement
Writing - Value Added Score		At Expected	Above Expected	Above Expected	Above Expected	Above Expected
Writing - Senior Score		114.66	115.21	115.21	Annual Improvement	Annual Improvement
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	27.1%	33.6%	32.3%	33.4%	33.4%	33.4%
Closing the Transfer Achievement Gaps - 6 Year Graduation Rates						
Pell Transfer Graduation Rate	48.0%	53.8%	56.5%	56.5%	56.5%	56.5%
Non-Pell Transfer Graduation Rate	54.0%	54.7%	59.5%	59.5%	59.5%	59.5%
Underrepresented Minority Transfer Graduation Rate	32.0%	56.7%	50.0%	50.0%	50.0%	50.0%
Non-Underrepresented Minority Transfer Graduation Rate	55.0%	55.5%	59.3%	59.3%	59.3%	59.3%
Distance Education Enrollment						
Students Enrolled in 100% Distance Education		36.1%	41.2%	42.0%	44.9%	46.4%
High Impact Practices						
Freshmen Participating in High Impact Practices		35.1%	52.0%	37.1%	38.1%	39.1%
Seniors Participating in High Impact Practices		52.0%	86.6%	84.6%	85.5%	86.3%

CLARION 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		4
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		1
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		25%
Associate Degree Programs		
Total Number of Associate Programs		11
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		7
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		64%
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		53
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		68%
Master's Degree Programs		
Total Number of Master's Programs		7
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		6
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		86%
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
Letters of Completion and Certificates		
22.0302	Advanced Paralegal Studies	N/A

Reorganized Programs for 2013/14

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Bachelor's Degree Programs			
52.1002	Human Resource Management	Reorganized from the previous BSBA - California, Indiana, Mansfield, Shippensburg, West Chester	N/A

CLARION 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
	N/A	

Programs Discontinued for 2013/14

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

CLARION 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		
49.0102	BS Professional Pilot	TBD
50.0402	BFA Graphic Design	TBD
31.0504	BS Sport Management	TBD
22.0302	BSBA Paralegal Studies	TBD
Master's Degree Programs		
52.0301	MS in Accountancy	TBD
51.0913	MS in Athletic Training	TBD
11.0802	MS in Applied Data Analytics	

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		
11.0802	BD Predictive Analytics	TBD
14.3501	BS Industrial Engineering	TBD
Master's Degree Programs		
13.0406	MA Higher Education	TBD

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

CLARION UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Education & General (E&G)

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Updated 2014/15 Projected	2015/16 Projected	2016/17 Projected
E&G Revenue/Sources						
Undergraduate In-State Tuition	\$31.5	\$30.2	\$30.4	\$28.6	\$26.3	\$26.3
Undergraduate Out-of-State Tuition	2.6	3.1	3.1	3.2	3.0	3.0
Graduate In-State Tuition	4.7	4.0	2.7	4.1	3.7	3.7
Graduate Out-of-State Tuition	2.5	2.0	1.4	1.9	1.9	1.9
TOTAL TUITION REVENUE	\$41.3	\$39.3	\$37.6	\$37.8	\$34.9	\$34.9
Total Fees	12.4	12.1	11.9	12.0	11.1	11.1
State Appropriations	22.6	22.3	23.1	23.2	23.5	23.5
All Other Revenue	4.1	4.6	2.6	3.5	3.4	3.4
Planned Use of Carryforward	3.2	0.0	8.2	9.5	5.0	0.0
Total E&G Revenue/Sources	\$83.7	\$78.2	\$83.5	\$86.0	\$77.9	\$72.9
E&G Expenditures/Transfers						
Total Salaries and Wages	\$44.9	\$42.8	\$43.8	\$43.3	\$42.3	\$41.9
Total Benefits	18.2	18.4	20.4	19.7	21.7	23.3
TOTAL PERSONNEL EXPENDITURES	\$63.1	\$61.1	\$64.2	\$63.0	\$64.0	\$65.2
Financial Aid	1.8	1.3	1.1	1.2	1.7	1.7
Utilities	1.6	1.7	1.7	1.7	1.5	1.5
Services & Supplies	14.4	15.1	14.4	15.5	16.3	16.8
Capital Expenditures	0.4	0.6	0.5	0.5	0.3	0.5
Mandatory Transfers	1.3	1.3	1.3	1.3	1.3	1.3
Nonmandatory Transfers	1.1	0.3	0.3	2.8	0.1	0.2
Total E&G Expenditures/Transfers	\$83.7	\$81.3	\$83.5	\$86.0	\$85.2	\$87.2
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$(3.1)	\$0.0	\$0.0	\$(7.3)	\$(14.3)
Annualized FTE Enrollment						
Undergraduate In-State	4,786.90	4,542.10	4,439.00	3,955.00	3,658.38	3,658.38
Undergraduate Out-of-State	287.33	288.00	281.00	299.30	276.85	276.85
Graduate In-State	462.17	345.20	229.00	510.30	472.03	472.03
Graduate Out-of-State	233.71	231.10	153.00	221.30	204.70	204.70
Total Annualized FTE Enrollment	5,770.11	5,406.40	5,102.00	4,985.90	4,611.96	4,611.96
E&G Annualized FTE Employees						
Faculty	290.95	277.36	269.98	260.50	257.30	256.40
AFSCME	191.78	184.22	184.68	180.90	173.50	173.70
Nonrepresented	73.15	75.72	80.73	75.60	83.20	83.30
SCUPA	21.20	20.59	25.80	22.60	28.80	28.80
All Other	36.90	40.52	37.37	37.40	39.00	39.00
E&G Annualized FTE Employees	613.98	598.41	598.56	577.00	581.80	581.20
Total Annualized FTE Employees	670.41	649.66	647.86	626.31	631.83	631.23

CLARION UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic 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:			
Predictive Analytics:			
Education Advisory Board (EAB) Student Success Collaborative	\$95,000	\$95,000	\$95,000
MAPWork EBI	\$25,958	\$25,958	\$25,958
John Gardner Institute - First Year Experience			\$49,500
Increased Clarion's first to second and second to third year retention rates. The result is net positive with gain in unrealized revenue.			
Student/Faculty/Staff Research and Development			
Education Advisory Board (EAB) Faculty Affairs Forum			\$29,500
Faculty/Student Research including CURE (faculty release), proposal funding, etc. Increased research at Clarion University	\$76,000	\$132,000	\$132,000
Invest in high demand academic programs such as four-year BSN Clarion began a traditional four-year BSN program.			
Clarion approach to budget realignment is achieved by simultaneously investing in growth and growth-supporting areas; eliminating areas of declining enrollments and activities that have not yielded desired results; and building enrollment through increased student retention, the university will achieve realignment as follows: Reduce expenses in specific reductions of the workforce; Increase revenue through specific increases in student retention; and Reduce expenses as a result of increased operational efficiencies and improvements. Meeting the university's program needs includes investing in the priority areas of education, business, science and technology, and health professions.			Fiscal Impact Forthcoming
Establish a new health and wellness model during the current academic year, in which student health services, counseling services, drug and alcohol education and intramurals and recreation will be combined under a single area with one director.			
Completed a taskforce effort authoring a plan to focus and advance intercollegiate athletics.			
Total	\$196,958	\$252,958	\$331,958
Sources of Funds for Reinvestment:			
Eliminated low enrolled major programs at both the undergraduate and graduate level: music education, certain languages, M.S. in biology.			
Reduction in faculty positions (Workforce Plan)			\$(400,000)
Merging many existing student support functions into the Center for Student Success.			
Reorganization of colleges along with consolidation of departments (Workforce Plan)			\$(324,000)
Total	\$0	\$0	\$(724,000)

CLARION 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	\$5.2	\$5.4	\$5.4	\$5.4	\$5.5	\$5.5
Housing Fees	3.6	3.3	4.0	4.0	1.4	1.4
Privatized Housing	0.0	0.9	1.0	1.0	2.5	2.5
Other Auxiliary Sales	3.0	0.2	0.2	0.2	0.2	0.2
All Other Revenue	2.3	2.7	2.7	2.7	2.6	2.6
Total Auxiliary Revenue/Sources	\$14.1	\$12.5	\$13.3	\$13.3	\$12.2	\$12.2
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$2.1	\$2.2	\$2.2	\$2.2	\$2.3	\$2.3
Total Benefits	1.0	1.2	1.2	1.2	1.2	1.2
TOTAL PERSONNEL EXPENDITURES	\$3.1	\$3.4	\$3.4	\$3.4	\$3.5	\$3.5
Financial Aid	0.4	0.4	0.4	0.4	0.4	0.4
Utilities	1.2	0.8	0.9	0.9	0.9	0.9
Services & Supplies	5.7	5.3	5.3	5.3	5.3	5.3
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	3.7	2.6	3.3	3.3	2.1	2.1
Total Auxiliary Expenditures/Transfers	\$14.1	\$12.6	\$13.3	\$13.3	\$12.2	\$12.2
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.1)	\$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	\$12.0	\$12.2	\$11.7	\$11.7	\$11.7	\$11.7
State Grants & Contracts	6.3	7.3	7.2	7.2	6.9	6.9
Private Grants & Contracts	0.0	0.5	0.1	0.1	0.1	0.1
Gifts	0.0	0.9	0.9	0.9	0.9	0.9
All Other Restricted Revenue	0.7	0.6	0.1	0.1	0.2	0.2
Total Restricted Revenue	\$19.0	\$21.5	\$20.0	\$20.0	\$19.8	\$19.8
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$2.4	\$2.4	\$2.4	\$2.4	\$2.5	\$2.5
Total Benefits	0.9	0.9	1.0	1.0	1.0	1.0
TOTAL PERSONNEL EXPENDITURES	\$3.3	\$3.3	\$3.4	\$3.4	\$3.5	\$3.5
Financial Aid	14.4	16.1	15.0	15.0	15.0	15.0
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.3	1.6	1.6	1.6	1.3	1.3
Capital Expenditures	0.0	0.4	0.0	0.0	0.0	0.0
Transfers	0.0	(0.0)	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	\$19.0	\$21.5	\$20.0	\$20.0	\$19.8	\$19.8
Total Restricted Revenue/Sources less Expenditures/Transfers	\$(0.0)	\$0.1	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$116.8	\$112.3	\$116.8	\$119.3	\$109.9	\$104.9
Total University Expenses	\$116.8	\$115.3	\$116.8	\$119.3	\$117.2	\$119.2
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$(0.0)	\$(3.1)	\$0.0	\$0.0	\$(7.3)	\$(14.3)

CLARION 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*	2,355	2,414	2,546	2,546
Total Cost In-State Undergraduate Off Campus or At Home	\$9,141	\$9,404	\$9,788	\$9,788
Most Common Room and Board Rates**	7,186	7,478	8,152	10,810
Total Cost In-State Undergraduate On Campus	\$16,327	\$16,882	\$17,940	\$17,940
Out-of-State Undergraduate				
Tuition (Most Common)	\$9,642	\$9,934	\$10,230	\$10,230
Technology Tuition Fee	542	558	642	642
University Mandatory Fees*	2,677	2,745	2,888	2,906
Total Out-of-State Undergraduate Off Campus or At Home	\$12,861	\$13,237	\$13,760	\$13,778
Most Common Room and Board Rates**	7,186	7,478	8,152	10,810
Total Cost Out-of-State Undergraduate On Campus	\$20,047	\$20,715	\$21,912	\$21,930
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)	96	101	106	116
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$379	\$392	\$408	\$418
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$402	\$414	\$426	\$426
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	110	114	122	116
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$535	\$551	\$575	\$569
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				
Grandfathered Full Time Rate***	\$7,722	N/A	N/A	N/A
Minimum (if no tuition increase in 2015-2016)	\$429	\$442	\$454	\$454
Maximum (virtual campus/DOCT/PA resident)	\$429	\$486	\$590	\$590
Most Common***	\$429	\$442	\$454	\$454
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)****	\$107	\$111	\$114	\$119
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Grandfathered Full-Time Rate***	\$12,355	N/A	N/A	N/A
Minimum (on campus/GRAD/out-of-state)	\$644	\$663	\$681	\$681
Maximum (Speech Language Pathology/out-of-state)	\$644	\$729	\$885	\$715
Most Common***	\$644	\$663	\$715	\$481
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)****	\$438	\$451	\$481	\$481

*In FY 2012/13, a one-time records fee was instituted; other years do not include this fee.

**In FY 2014/15, the most common housing option was traditional housing, but in FY 2015/16, this option will no longer be available.

***In FY 2012/13, continuing Master of Science students in Speech Language Pathology and Library Science who were enrolled in 9-11 credits per semester paid a flat, full-time rate.

****The majority of graduate students participate via distance education through Clarion's Virtual Campus.

CLARION 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</i>		
Academic Support/Instructional Support Fee	\$56	\$682
Activity Fee	\$41	\$486
Student Fee	\$56	\$682
Student Union/Recreation Center Fee	\$20	\$246
Student Center Fee	\$40	\$450
One-Time Records Fee (flat fee)	\$50	\$50
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$56	\$682
Activity Fee	\$41	\$486
Student Fee	\$88	\$1,024
Student Union/Recreation Center Fee	\$20	\$246
Student Center Fee	\$40	\$450
One-Time Records Fee (flat fee)	\$50	\$50
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$5,138
Maximum	\$6,586
Most Common (double occupancy)	\$5,138
<i>All Other Housing</i>	
Minimum	\$6,700
Maximum	\$9,336
Most Common (suite, 2 bedroom, 2 bath)	\$7,950

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	14	\$3,014
Maximum	unlimited	\$3,262
Most Common (14 meals/week + \$225 flex)	14	\$3,014

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation		N/A (part of stu fee)
Parking		\$150
Graduation		N/A (part of stu fee)
Application		\$35 UG & \$40 G

CLARION 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	512	509	486
Average Award	\$3,156	\$3,535	\$2,950
Total Dollars Awarded	\$1,615,784	\$1,799,211	\$1,433,740
% of Undergraduate Students Receiving Aid	9%	9%	9%
<i>Pennsylvania State Grants</i>			
# of Students	2,067	2,007	1,918
Average Award	\$2,552	\$2,920	\$2,670
Total Dollars Awarded	\$5,273,959	\$5,859,696	\$5,120,560
% of Undergraduate Students Receiving Aid	34%	36%	35%
<i>Pell Grants</i>			
# of Students	2,283	2,171	2,042
Average Award	\$3,558	\$3,789	\$3,851
Total Dollars Awarded	\$8,123,114	\$8,224,936	\$7,863,312
% of Undergraduate Students Receiving Aid	38%	38%	37%
<i>All Other Gift Aid**</i>			
# of Students	1,560	1,382	1,111
Average Award	\$2,079	\$2,285	\$2,722
Total Dollars Awarded	\$3,242,868	\$3,157,595	\$3,023,943
% of Undergraduate Students Receiving Aid	26%	24%	20%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	3,577	3,321	3,133
Average Award	\$5,104	\$5,733	\$5,567
Total Dollars Awarded	\$18,255,725	\$19,040,088	\$17,441,555
% of Undergraduate Students Receiving Gift Aid	60%	59%	57%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	0	0	34
Total Dollars Awarded	\$0	\$0	\$118,943
% of Graduate Students Receiving Assistantships	0%	0%	4%
<i>Graduate Tuition Waivers</i>			
# of Students	97	35	25
Total Dollars Awarded	\$478,485	\$202,098	\$147,096
% of Graduate Students Receiving Waivers	8%	3%	3%

*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

CLARION 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	4,231	3,946	3,733
Average Loan	\$7,718	\$8,191	\$9,896
Total Dollars Loaned	\$32,653,024	\$32,321,610	\$36,943,534
% of Undergraduate Students Receiving Loans	70%	70%	68%
Graduate Loans (all known)			
# of Students	549	452	446
Average Loan	\$12,476	\$14,699	\$14,430
Total Dollars Loaned	\$6,849,147	\$6,643,871	\$6,435,555
% of Graduate Students Receiving Loans	45%	43%	42%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	81%	79%	74%
Average Amount of Debt (of those graduating with debt)	\$29,410	\$25,398	\$23,085
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	8.1%		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	\$9,454	\$9,326	\$1,000	\$3,762	\$23,542
In-State Undergraduate Off Campus, Living at Home	\$9,454	\$9,500	\$1,000	\$3,588	\$23,542
Out-of-State Undergraduate On Campus	\$13,287	\$9,326	\$1,000	\$3,632	\$27,245
Out-of-State Undergraduate Off Campus, Living at Home	\$13,287	\$9,500	\$1,000	\$3,458	\$27,245

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	790	\$15,569	\$140	\$9,128	\$8,823
\$30,001 - \$48,000	415	\$16,184	\$821	\$8,501	\$7,893
\$48,001 - \$75,000	639	\$19,173	\$3,776	\$5,584	\$8,544
\$75,001 - \$110,000	718	\$21,166	\$5,825	\$3,473	\$8,826
\$110,001 and Above	559	\$21,724	\$6,245	\$3,006	\$9,007

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:

CLARION UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab):	CL02 - Course-Specific Instructional Fee
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Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a course-specific instructional fee of 10% of tuition for the high-cost/high-demand undergraduate degree programs of nursing and communication and speech disorders (CSD). The fee will increase 10% per year until the programs are fully funded: 3 years for nursing, 1-2 years for CSD. Effective fall 2015. If the pilot is successful, it may be expanded to other high-cost/high-demand undergraduate programs in future years, based on a cost/benefit analysis.

Changes Made to Pilot since its Approval:

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).

CLARION UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Per Credit Tuition

Pilot/Title (see instruction tab):	CL01 - Per-credit tuition
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Brief Synopsis of Pilot, as Approved by Board of Governors:

The pilot program will charge tuition on a per-credit basis for all undergraduate students. The per-credit rate will be set at 90.5% of the State System's applicable per-credit rate, in order to be revenue neutral. Effective fall 2015.

Changes Made to Pilot since its Approval:

In conjunction with the State System Board of Governors' vote to potentially freeze tuition for FY2015/16, Clarion University will defer the per-credit tuition pricing pilot to fall 2016.

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
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 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).



EDINBORO 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.

Edinboro University's Mission Statement describes its primary purpose and objectives. It is as follows:

Distinguished by its focus on individual attention to student success, commitment to diversity, and responsiveness to the evolving needs of the broader community, Edinboro University provides the highest quality undergraduate, graduate and co-curricular education.

The Mission Statement drives our strategic planning and operations and is evidenced in a number of University initiatives.

In the area of **student success**, Edinboro launched its Academic Success Center (ASC) in 2012 as an investment to improve student retention and completion. The ASC offers advising support services for all students, coordinates tutoring services, and directs an early alert system for student referrals from faculty and staff. The ASC is currently expanding its impact through the adoption of the Starfish student success/advising support system; leadership of an improved and expanded First Year Experience program; the delivery of specialized advising for undeclared students; and the introduction of an intrusive, conditional admission program. Multiple other examples of support for student success include a commitment to the use of high impact practices (HIPs), expanded and improved living-learning communities, and initiatives to reinvent the academic advising process and career development services.

Edinboro's commitment to **diversity** is supported through targeted recruitment of underrepresented minority students and employees; investment in expanding the recruitment and retention of international students; and our Porreco College initiative in Erie to meet the region's community college educational needs. An example of our success in this area is our recent increase in the percent of incoming freshmen who are underrepresented minorities, from 10.9 to 11.9%, and the rise in non-majority student enrollment, from 10.4 to 12.6% in a two-year period. Another example of Edinboro's more unique commitment to diversity is through its decades-long dedication to providing services for students with disabilities, with our programming ranked among the top in the nation for those with physical disabilities.

Edinboro is also **responsive to the needs of the broader community** by offering academic and cultural programming to support the economic development of the region and improve the quality of life. Examples include the recent launch of the Porreco College in Erie, partnerships with regional social service agencies to develop pathways for low-income and underrepresented residents, and partnerships with regional industry to provide academic and noncredit-bearing programming to meet workforce needs. Edinboro continues to actively evolve its academic program array by discontinuing academic programs no longer needed to meet mission, while developing new programs that will be in demand by both students and employers. These include programs in pre-professional allied health fields, international business, energy science, digital media, and music therapy, among others.

EDINBORO UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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.

The Edinboro University Vision Statement represents the institution's aspirations for the near future:

Edinboro University will be the first choice among students, employers, and the community for excellence in higher education.

Edinboro aspires to be the leading institution for quality higher education in its service region, and nationally for its online programs. Edinboro's goal is unrelenting consistency in program quality and for students to have the best possible educational experience.

The University has made progress toward this vision in recent years with the introduction of the Porreco College in Erie; multiple partnerships with other educational providers and industry leaders to provide workforce-ready, high-demand programming; and through multiple national recognitions of the University and its programs. Some of these recognitions include: Edinboro University ranking in the top tier of best universities in the Northern region (*U.S. News & World Report's 2015 Best Colleges*); 2nd in Pennsylvania among most affordable online colleges (*Affordable Colleges Online 2014*); 21st for Nursing in the ranking of Best Online Graduate Programs (*U.S. News & World Report*); 17th on the East Coast for Animation and Computer Animation programs, and 20th nationally among public colleges and universities (*Animation Career Review 2015*); 15th in the nation among public colleges for computer Game and Virtual World Development programs; 6th in the nation among the "Top 10 Accredited School Counseling Master's Degrees Ranked by Affordability" for the Master of Education in Educational Psychology program (*Best Counseling Degrees website*); and 6th in the U.S. for the Master of Social Work program from the Top 25 MSW Programs accredited by the Council on Social Work Education (*Social Work Degree Guide 2015*).

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.

Edinboro University's Strategic Plan supports achievement of its mission and vision, and includes multiple objectives and specific initiatives to advance the University. The institutional goals as part of that Plan target improvements in program quality and student success, improving constituent experience through investments in faculty and staff excellence, enhancing the University's reputation and financial resources, improving institutional diversity, and actively engaging in the region to support its development. University resources are devoted to ensure success of each objective with allocation decisions recommended and assessed through an institutional Budget Planning Team.

Edinboro recognizes the financial challenges faced since 2011 and has developed and implemented multiple strategies to ensure its financial sustainability and success in meeting its mission and vision. A multi-year budget model has been developed that includes multiple scenarios based on potential enrollment and retention paths. The model addresses the need for institutional transformation through planned resource allocation in support of the core mission of the University in terms of instruction and student support. More specifically, the University will increase instructional costs/investment by 2.5% annually plus half the rate of increase in tuition (this rate will be adjusted further by the rate of change in enrollments); academic support and student services will be increased at a rate of 1.5% annually plus half the rate of increase in tuition (also adjusted by changes in enrollment); institutional support and plant O&M spending will be decreased annually by 1.5%; and scholarships and fellowships will be increased by the rate of increase in tuition on an annual basis. While the University currently runs manageable operating deficits, model scenarios using reasonable assumptions show operating surpluses expected by fiscal year 2018.

Undergraduate and graduate enrollment management plans have been developed and implemented, as has a student retention plan. Elements of these plans include redesigned campus visit programs and admitted student receptions; improvements in strategic name buy processes; targeting scholarship and financial aid as a leverage tool to impact yield; the implementation of enrollment-specific marketing plans; a graduate school assessment system for student satisfaction measurement and program improvement; a redesigned New Student Orientation program; a redesigned and expanded First Year Experience (FYE) program; an improved and expanded Living Learning Community program; a redesigned conditional admission program with significant student engagement; an improved program to support students on warning or probation; and improvements to academic advising through faculty professional development and technology investments.

An academic program array and faculty personnel plan has also been developed and implemented to strategically plan for the introduction of new programs, the reorganization or elimination of low-demand programs, and the efficient management of faculty resources to meet the needs of our stakeholders.

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.

- (1) Arts and Digital Entertainment. Edinboro has a long history of offering quality studio arts programs, includes internationally-recognized artists among its faculty, and has many accomplished graduates. Faculty works have been exhibited at the Smithsonian, White House, and numerous galleries worldwide. Edinboro has also expanded its leadership beyond the studio arts disciplines with quality programs in the applied media arts, and in cinema and animation, in particular. The Art department includes 38 FTE faculty and nearly 700 major students (in fall 2014) making it the largest in the PASSHE; the arts presence encompasses multiple facilities on campus, including two art galleries, and the programs are NASAD accredited. Edinboro also launched its Game and Virtual World Development program (an animation and computer science collaboration) in 2009, which has since received national ranking recognitions, continues to climb in rankings, and has seen tremendous enrollment growth, even in years when enrollments university-wide were in decline.
- (2) Mental and Social Health Services. Edinboro is dedicated to STEM-H programming and has had a long commitment to providing quality facilities and instruction in the mental and social health disciplines. Multiple high quality programs are represented in this area at both the undergraduate and graduate levels. These include nationally recognized and accredited programs in Nursing, Speech Language Pathology, and Social Work. Others include accredited programs in Counseling, with emphases in Art Therapy, College Counseling, Clinical Mental Health, School Counseling (PK-12), or Rehabilitation & Clinical Mental Health. The Art Therapy program is the first in the nation to be offered online and is currently ranked 8th in the nation for online Counseling programs. Also at the graduate level, Edinboro offers an EdS in School Psychology and an Autism Spectrum Disorder Endorsement (Graduate) Certificate. At the undergraduate level, Edinboro offers a strong research-focused program in Psychology which boasts strong enrollment, high levels of student engagement, and very positive student outcomes; multiple nominees for the PASSHE Ali Zaidi award have come from this program. In general, Edinboro has a developed expertise in the mental and social health fields that has garnered strong enrollments and placements in national rankings, along with validations through accreditation recognitions.
- (3) Business. While nearly all PASSHE universities host business or similar programs, Edinboro considers its business programming as distinctive for multiple reasons. The School of Business was recently launched (2011) to bring recognition to the quality, accredited programming in this area. While new incoming student enrollments have been weak since 2011 at the university-wide level, new enrollments in the business programs have been consistently strong compared to other discipline areas. This demonstrates the market recognition for this program, especially with similar programming offered at four other universities in the county. Distinctive features include the offering of a CFP Board® registered financial planning program, the hosting of a Financial Literacy Institute, programming in Forensic Accounting, very high graduate placement rates, and the hosting of a privately-funded Summer Business Academy targeted to at-risk youth. The business faculty developed and offered one of the first freshman engagement programs at the University, serving as a model for future university-wide program. The School also offers an innovative student mentoring program that matches students with business executives for a year-long program of engagement and mentorship with very positive outcomes for students.

Other Areas of Distinction

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

- (1) Edinboro University – The Porreco College was launched in 2014 to assist in meeting the community college needs of the region. Located in Erie, the College offers associate degrees and sub-baccalaureate certificates at a cost consistent with that of a community college. This is accomplished by charging discounted fees and awarding scholarships through the Porreco Promise, a privately supported scholarship fund; when combined with federal and state gift aid, many students are able to attend at little or no cost. Edinboro has also engaged with regional business and industry partners to develop and offer programs that support workforce readiness and economic development in the region. During its first year, enrollments have exceeded initial projections; in fall 2014, the average student age was 26 and 72% of the incoming class was Pell eligible, with 46% representing the highest need. Edinboro University won the Exemplary Models Award in 2015 from the American Association of University Administrators for the Porreco College initiative.
- (2) Office for Students with Disabilities (OSD). Edinboro University is ranked as a top five university in the nation for providing full services to students with disabilities. Edinboro's OSD recently celebrated its 40th year of service to promote confidence and independent functioning for all students and to increase understanding of students with disabilities across campus. Edinboro is a first choice in the PASSHE for students with disabilities, where comprehensive services are available. These services include an academic aide system, attendant care program, learning disability support services, life skills center, meal aides, occupational therapy, a tactile laboratory, social work services, van transportation, and wheelchair maintenance.
- (3) Attendant Care Services. As an extension of OSD, Edinboro provides extensive attendant care services to address the personal needs of students with disabilities so that they may fully participate at the University. Students in the program are housed on a specially equipped floor in a traditional residence hall and are supported by a team of professionals that include a program nurse, occupational therapist, social worker and a student affairs professional. All care workers are employed by the University, including student personnel. Services include assistance with showering, dressing and grooming; laundry assistance; personal hygiene; room cleaning; assistance with braces and orthotics; service animal assistance; mobility, transferring, positioning and range of motion; and assistance with health and wellness.
- (4) ROTC. Edinboro's ROTC program has brought in 100 freshmen in each of the last three years and the department consistently places in the top third of all forty-two schools in the Northeast for overall production of the highest quality lieutenants. Five (of ten) of the program's seniors graduated as distinguished military graduates (DMG), recognized as part of the top 10% out of over five thousand Cadets in their year group across the nation. As a group, this achievement for Edinboro was the third highest ratio out of the forty-two Northeast schools. In the current year, ROTC achieved forty-five students on contract with forty of those on scholarship across all year groups. The ROTC is a strong partner with the University for modeling academic excellence and student success.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

Core capabilities include the following: the Porreco College and its connection with the community; quality of enrollment management plans and operations; an out-of-state competitive tuition strategy; signature academic programs (studio arts, animation) and non-academic programs (services for students with disabilities); nationally-recognized online academic programs across multiple disciplines; a successful graduate school with increasing enrollment; notable success in annual fundraising; nationally competitive athletic teams that attract out-of-state enrollments; strong budget planning and resource allocation; a commitment to excellence and continuous improvement; and successful alumni.

Opportunities

Opportunities include the following: a new Institute for Forensic Sciences leveraging expertise across multiple disciplines; an Institute for Financial Literacy with significant potential for both on-campus and community engagement; improved demographics in our traditional catchment areas; new graduate programming particularly in the areas of business and information technology; significant potential for expanded partnerships through the Porreco College; potential to reduce physical plant square footage on campus to improve energy and cost efficiencies; an employee age distribution supporting the potential for retirements to favorably and strategically adjust the employee complement; and expanded grant-funding opportunities, particularly for program and service improvement.

Challenges

Challenges include the following: uncertain State financial support; deferred maintenance needs of the physical plant; costs associated with the signature attendant care program; the financial sustainability of high-cost high-quality academic programs (e.g., Art, STEM-H); administrative and financial costs associated with state authorization of distance education programs; expanding federal mandates and regulations; and the need for a substantial and successful capital campaign.

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

Correspondence with PASSHE Goals is shown in brackets, [].

University Goals and Objectives include the following:

- I. Ensure Program Quality and Student Success [1, 2, 4]
 - A. Involve all undergraduate students in high impact practices (HIPs) [1, 2, 4]
 - B. Provide all students effective academic and career advising [1, 2]
 - C. Engage all undergraduate students in co-curricular activities [1]
 - D. Implement processes and procedures to improve program and service quality in all departments, offices and academic programs [1, 2, 4]
- II. Inspire Faculty and Staff Excellence [1, 4]
 - A. Support excellence in student services through professional development for all staff [4]
 - B. Support faculty excellence in teaching, scholarship and service [1, 4]
- III. Enhance University Reputation and Resources [1, 2, 3, 4]
 - A. Create a culture of giving [2, 3]
 - B. Assess capacity, develop, and implement a capital campaign plan [3]
 - C. Develop and fund a comprehensive marketing and communication plan
 - D. Establish ambitious and achievable goals and strategies for recruitment, enrollment and retention [1, 2, 4]
- IV. Foster a Respectful and Diverse Campus Community [2, 4]
 - A. Enroll and support a more diverse student body [2, 4]
 - B. Recruit and support a more diverse faculty and staff [4]
 - C. Advance a culture of mutual respect and well-being [2]
- V. Influence the Development of a Thriving Region [1, 2, 3, 4]
 - A. Establish Edinboro University – Porreco College [1, 2, 3, 4]
 - B. Establish mutually beneficial partnerships [1, 2, 3, 4]

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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	23.9%	23.1%	20.6%	18.9%	22.5%	22.9%	24.4%
New Transfers	6.4%	5.3%	4.5%	8.0%	6.1%	6.4%	6.7%
Veterans	2.2%	2.2%	2.4%	2.5%	2.6%	2.5%	2.5%
Adult Learners	17.7%	15.7%	14.0%	13.2%	12.9%	12.5%	12.5%
Total Undergraduate Enrollment	6,587	6,553	5,992	5,756	5,492	5,584	5,744
Graduate Headcount Enrollment							
Master's	1,633	1,441	1,250	1,115	1,120	1,181	1,214
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	N/A	N/A
Total Graduate Enrollment	1,633	1,441	1,250	1,115	1,120	1,181	1,214
Certificates, Letters of Completion, Nondegree students							
	422	268	220	227	225	225	225
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	1,165	1,014	789	790	831	835	840
Traditional (On Campus)	6,417	6,334	5,850	5,373	4,936	4,950	5,000
Off Campus	1,386	1,218	951	935	1,128	1,176	1,224

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	72.2%	73.9%	68.5%	72.3%	68.5%	73.5%	74.4%
Third Year Persistence	62.5%	61.3%	60.8%	57.7%	61.7%	60.6%	61.7%
Fourth Year Persistence	55.0%	57.7%	56.9%	56.5%	53.6%	50.7%	52.2%

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)	23.5%	25.1%	24.6%	27.6%	25.2%	25.6%	25.8%
Six Year (or less)	53.1%	44.5%	46.0%	49.4%	44.7%	46.7%	46.9%
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)							

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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	1,596	1,627	1,628	1,642	1,661	1,690
Undergraduate Degrees per 100 FTE	19.8	17.6	19.6	21.5	21.6	21.7
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	38.0%	35.2%	36.0%	37.3%	38.7%	40.9%
Non-Pell Recipient Graduation Rate	48.0%	47.8%	51.6%	49.5%	49.6%	50.2%
Underrepresented Minority Graduation Rate	33.0%	29.7%	27.3%	30.7%	31.9%	33.7%
Non-Underrepresented Minority Graduation Rate	46.0%	45.0%	48.0%	49.0%	47.3%	48.1%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	42.9%	46.0%	44.7%	44.0%	44.0%	44.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	8.3%	10.9%	11.9%	10.6%	11.0%	11.7%
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	7.8%	7.6%	7.1%	6.9%	6.9%	6.9%
Female Faculty	43.3%	43.5%	44.7%	43.5%	43.5%	43.5%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	14.7%	11.9%	13.6%	16.3%	16.4%	17.1%
Student Diversity						
Undergraduate Pell Grant Recipients	40.6%	45.8%	45.6%	45.6%	45.6%	45.6%
Nonmajority Students	10.4%	11.7%	12.6%	12.7%	13.0%	13.3%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	54.6%	59.1%	66.4%	58.0%	59.0%	60.0%
Interantional Student Enrollment						
Number of International Students	64	83	108	113	115	133
Percentage of International Students	0.7%	1.1%	1.5%	1.7%	1.6%	1.9%
High Impact Practices						
Freshmen Participating in First Year Experience	21.1%	33.2%	23.7%	24.1%	25.1%	26.1%
Seniors Participating in High Impact Practices	25.3%	24.1%	36.5%	30.2%	32.6%	35.5%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

EDINBORO 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		5
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		3
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		10
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		6
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		60%
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		43
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		29
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		16
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		14
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		88%
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		
Letters of Completion and Certificates			
52.0207	Customer Relationship Management		N/A
13.1013	Autism		N/A
51.2301	Art Therapy		N/A

Reorganized Programs for 2013/14				Offered Via Distance Learning
6-digit CIP	Program Name	Change		
Bachelor's Degree Programs				
40.0801	Physics - B.S	Reorganized from the previous B.A. in Physics - Bloomsburg, California, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, West Chester		N/A
42.2799	Psychology	Reorganized from the previous General to Research and Experimental - Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, West Chester		N/A
Minors				
09.0102	Communication Studies	Reorganized from the previous minor in Speech Communications		N/A
Letters of Completion and Certificates				
13.0401	Principal K-12	Reorganized from the previous School Administration K-10		N/A
13.0411	Superintendent Letter of Eligibility	Reorganized from the previous Superintendent/Assistant Superintendent and Intermediate Unit Executive Director		Online
13.1001	Supervisor of Special Education	Reorganized from the previous School Supervision: Special Education		Online
27.0101	Mathematics - B.S.	Reorganized from the previous B.A.		N/A

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Academic Programs

Programs Placed in Moratorium for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
24.0101	Humanities	N/A
50.0703	Art History	N/A
16.0501	German	N/A
16.0101	World Languages and Cultures	N/A
24.0101	Philosophy	N/A
05.0207	Women's Studies	N/A
Minors		
15.1202	Applied Computer Technology	N/A
Letters of Completion and Certificates		
51.3814	Palliative and End of Life Care	N/A
51.3817	Post Masters Nurse Educator Certificate	N/A

Programs Discontinued for 2013/14

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

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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		
51.2305	Bachelor of Music in Music Therapy	40
Master's Degree Programs		
52.0201	Business Administration	45

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>
Master's Degree Programs		
27.0501	Statistics	24
Doctorate Degree Programs		
51.2308	Physical Therapy	24

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

EDINBORO UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Educational & General (E&G) Fund

Dollars in Millions

	2012/13 Actual	2013/14 Actual	2014/15 Approved	Revised 2014/15 Projected ¹	2015/16 Projected	2016/17 Projected
E&G Revenue/Sources						
Undergraduate In-State Tuition	\$32.2	\$32.1	\$31.6	\$31.4	\$31.3	\$31.9
Undergraduate Out-of-State Tuition	7.9	7.8	7.2	7.1	6.6	6.3
Graduate In-State Tuition	8.4	7.7	7.8	7.5	8.6	8.9
Graduate Out-of-State Tuition	1.9	2.2	2.2	3.1	2.6	3.0
TOTAL TUITION REVENUE	\$50.4	\$49.8	\$48.8	\$49.1	\$49.1	\$50.1
Total Fees	10.9	11.1	12.0	11.6	12.0	12.1
State Appropriations	25.6	25.0	25.3	25.7	25.2	25.6
All Other Revenue	4.4	3.8	3.4	3.3	2.8	2.9
Planned Use of Carryforward	2.4	0.0	4.5	1.0	0.0	0.0
Total E&G Revenue/Sources	\$93.7	\$89.7	\$94.1	\$90.7	\$89.1	\$90.7
E&G Expenditures/Transfers						
Total Salaries and Wages	\$49.7	\$47.8	\$48.9	\$47.2	\$47.9	\$47.8
Total Benefits	21.3	22.5	24.2	24.0	26.4	28.1
TOTAL PERSONNEL EXPENDITURES	\$71.0	\$70.3	\$73.1	\$71.2	\$74.3	\$75.9
Financial Aid	2.0	2.2	2.5	2.4	2.8	2.8
Utilities	2.9	2.4	2.8	2.1	2.1	2.1
Services & Supplies	13.2	13.4	13.6	13.2	13.2	13.2
Capital Expenditures	2.2	0.2	0.8	0.7	0.2	0.2
Mandatory Transfers	1.0	1.0	1.0	1.0	1.0	1.0
Nonmandatory Transfers	1.4	0.5	0.4	0.1	0.4	0.4
Total E&G Expenditures/Transfers	\$93.7	\$90.1	\$94.1	\$90.7	\$94.0	\$95.6
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.4)	\$0.0	\$0.0	\$(4.9)	\$(4.9)
Annualized FTE Enrollment						
Undergraduate In-State	4,857.03	4,531.47	4,419.75	4,366.80	4,370.00	4,448.00
Undergraduate Out-of-State	819.42	760.31	743.14	743.56	746.00	814.00
Graduate In-State	911.38	649.17	736.14	712.47	824.00	848.00
Graduate Out-of-State	158.79	146.05	162.12	231.00	198.00	221.00
Total Annualized FTE Enrollment	6,746.62	6,087.00	6,061.15	6,053.83	6,138.00	6,331.00
E&G Annualized FTE Employees						
Faculty	385.56	350.41	339.16	330.35	336.30	339.00
AFSCME	181.00	173.25	177.75	174.13	173.71	174.20
Nonrepresented	79.00	72.36	76.85	72.73	73.50	73.50
SCUPA	26.00	25.58	25.07	24.57	26.00	26.00
All Other	40.33	37.37	37.94	36.87	37.23	37.50
E&G Annualized FTE Employees	711.89	658.97	656.77	638.65	646.74	650.20
Total Annualized FTE Employees	776.29	709.63	708.55	678.71	696.64	700.10

¹ Revised 2014-15 Projected from March, 2015 Interim BUD report

EDINBORO UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic Education & General (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:		(Dollars in Millions)	
Renovated Butterfield Hall - School of Education	\$4.5		
Renovated Hendricks Hall - ROTC, Social Work, and elevator	\$1.5	\$1.3	
Electrical Substation	\$1.1		
Porreco Garden House - classrooms	\$0.9		
Ross Hall Furniture and Equipment (Math and Computer Science, IT)	\$0.7	\$0.7	\$0.1
Cooper Science Hall	\$0.4	\$0.3	\$0.4
Math Emporium (remedial math courses)	\$0.3		
Doucette - Roof (Art building)	\$0.2		
Porreco College			\$0.4
Total	\$9.6	\$2.3	\$0.9
Sources of Funds for Reinvestment:			
Unrestricted Net Assets	\$9.6	\$2.3	\$0.9
In addition, reductions have been made in the following areas in order to balance the current year E&G budget and create a more sustainable budget for future years:			
Personnel Reductions due to not replacing retirees/resignations; consolidation	\$1.4	\$0.9	\$2.3
Reduced operating budget	\$0.5	\$0.4	\$0.1
Total	\$11.5	\$3.6	\$3.3

EDINBORO 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	\$7.4	\$6.9	\$7.1	\$6.7	\$6.8	\$7.0
Housing Fees	2.5	1.8	1.3	1.8	1.9	1.9
Privatized Housing	2.5	2.7	2.8	2.8	2.9	2.9
Other Auxiliary Sales	1.3	1.3	1.2	1.2	1.2	1.2
All Other Revenue	1.3	1.4	2.1	1.4	1.5	1.6
Total Auxiliary Revenue/Sources	\$14.9	\$14.2	\$14.5	\$13.9	\$14.2	\$14.6
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$4.1	\$4.1	\$4.0	\$3.9	\$4.2	\$4.2
Total Benefits	2.1	1.8	1.9	1.8	1.8	2.0
TOTAL PERSONNEL EXPENDITURES	\$6.2	\$5.9	\$5.9	\$5.7	\$6.0	\$6.2
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	1.7	1.7	1.3	1.5	1.5	1.5
Services & Supplies	6.9	6.7	7.0	6.5	6.6	6.6
Capital Expenditures	0.0	0.0	0.1	0.0	0.0	0.0
Transfers	0.1	0.2	0.2	0.2	0.2	0.2
Total Auxiliary Expenditures/Transfers	\$14.9	\$14.5	\$14.5	\$13.9	\$14.2	\$14.6
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.3)	\$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	\$12.2	\$11.9	\$11.6	\$12.0	\$12.1	\$12.2
State Grants & Contracts	7.3	7.7	7.1	7.7	7.8	7.9
Private Grants & Contracts	0.0	0.1	0.1	0.1	0.1	0.1
Gifts	4.7	2.6	2.7	3.0	3.0	3.0
All Other Restricted Revenue	(3.5)	1.7	(0.1)	0.1	0.1	0.1
Total Restricted Revenue	\$20.7	\$24.2	\$21.4	\$22.9	\$23.1	\$23.3
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$0.5	\$0.5	\$0.4	\$0.4	\$0.4	\$0.4
Total Benefits	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL EXPENDITURES	\$0.5	\$0.5	\$0.4	\$0.4	\$0.4	\$0.4
Financial Aid	21.2	21.0	20.0	21.6	21.8	22.0
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.4	0.9	0.9	0.9	0.9	0.9
Capital Expenditures	0.1	0.1	0.0	0.0	0.0	0.0
Transfers	(1.4)	0.1	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	\$20.7	\$22.6	\$21.4	\$22.9	\$23.1	\$23.3
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$1.6	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$129.3	\$128.1	\$129.9	\$127.5	\$126.5	\$128.6
Total University Expenses	\$129.3	\$127.2	\$129.9	\$127.5	\$131.3	\$133.5
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$0.8	\$0.0	\$0.0	\$(4.9)	\$(4.9)

COT proposed fees:

2% Food Service

3% Housing

2% Privatized (approved by Foundation)

At the time of completion of the report University Auxiliary and Restricted budget process not complete.

EDINBORO 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	1,792	1,859	2,014	2,014
Total Cost In-State Undergraduate Off Campus or At Home	\$8,578	\$8,849	\$9,256	\$9,256
Most Common Room and Board Rates ¹	7,362	8,366	8,612	8,870
Total Cost In-State Undergraduate On Campus	\$15,940	\$17,215	\$17,868	\$18,126
Out-of-State Undergraduate				
Tuition (Most Common)	\$9,642	\$9,934	\$10,230	\$10,230
Tuition Pilot (105% of In-State rate)	N/A	N/A	7,162	7,162
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	2,131	2,209	2,377	2,377
Total Out-of-State Undergraduate Off Campus or At Home	\$12,315	\$12,701	\$13,249	\$13,249
Most Common Room and Board Rates ¹	7,362	8,366	8,612	8,870
Total Cost Out-of-State Undergraduate On Campus	\$19,677	\$21,067	\$21,861	\$22,119
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)	75	78	112	112
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$358	\$369	\$414	\$414
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$402	\$414	\$426	\$426
Tuition Pilot (105% of In-State rate)	N/A	N/A	298	298
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	89	93	120	120
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$514	\$530	\$573	\$573
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	\$429	\$442	\$454	\$454
Maximum	\$429	\$486	\$499	\$499
Most Common	N/A	\$442	\$454	\$454
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)	\$97	\$102	\$104	\$104
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	\$644	\$663	\$681	\$681
Maximum	\$644	\$729	\$749	\$749
Most Common	N/A	\$663	\$681	\$681
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)	\$130	\$138	\$142	\$142

¹ 15/16 Most Common Room and Board Rates COT has not approved 3% inc to Room/Board

EDINBORO 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</i>		
Academic Support/Instructional Support Fee	\$30	\$724
Activity Fee	\$17	\$410
Health Services	\$13	\$300
Student Center Maintenance	\$22	\$520
Student Success Fee	flat fee	\$60
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$45	\$1,087
Activity Fee	\$17	\$410
Health Services	\$13	\$300
Student Center Maintenance	\$22	\$520
Student Success Fee	flat fee	\$60
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$5,670
Maximum	\$8,270
Most Common (Double)	\$5,671
<i>All Other Housing</i>	
Minimum	\$6,630
Maximum	\$9,390
Most Common (Suite Single)	\$8,310

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	60 meals/semester + \$150 flex	\$1,266
Maximum	210 meals/semester + \$350 flex	\$3,474
Most Common (14 meals/week + \$350 flex)	14 meals/week + \$350 flex	\$2,942

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation		\$125
Parking		\$35
Graduation		\$0
Application		\$30

EDINBORO 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	828	903	1,554
Average Award	\$3,658	\$3,510	\$2,586
Total Dollars Awarded	\$3,029,035	\$3,169,806	\$4,018,846
% of Undergraduate Students Receiving Aid	13%	14%	26%
<i>Pennsylvania State Grants</i>			
# of Students	2,436	2,233	2,315
Average Award	\$2,570	\$2,869	\$2,667
Total Dollars Awarded	\$6,261,513	\$6,406,325	\$6,174,656
% of Undergraduate Students Receiving Aid	37%	36%	38%
<i>Pell Grants</i>			
# of Students	2,958	2,829	2,829
Average Award	\$3,827	\$3,940	\$4,000
Total Dollars Awarded	\$11,320,947	\$11,145,781	\$11,314,808
% of Undergraduate Students Receiving Aid	45%	45%	47%
<i>All Other Gift Aid**</i>			
# of Students	1,620	1,375	1,408
Average Award	\$2,544	\$2,365	\$2,395
Total Dollars Awarded	\$4,120,682	\$3,252,383	\$3,371,695
% of Undergraduate Students Receiving Aid	25%	22%	23%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	4,111	3,968	4,145
Average Award	\$6,016	\$6,042	\$6,002
Total Dollars Awarded	\$24,732,178	\$23,974,294	\$24,880,005
% of Undergraduate Students Receiving Gift Aid	63%	63%	69%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	0	0	0
Total Dollars Awarded	\$0	\$0	\$0
% of Graduate Students Receiving Assistantships	0%	0%	0%
<i>Graduate Tuition Waivers</i>			
# of Students	147	124	128
Total Dollars Awarded	\$1,025,785	\$940,217	\$963,337
% of Graduate Students Receiving Waivers	9%	8%	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

EDINBORO 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	5,084	4,842	4,621
Average Loan	\$7,809	\$8,051	\$9,243
Total Dollars Loaned	\$39,700,242	\$38,980,952	\$42,709,673
% of Undergraduate Students Receiving Loans	78%	77%	77%
Graduate Loans (all known)			
# of Students	914	835	829
Average Loan	\$14,257	\$14,391	\$15,243
Total Dollars Loaned	\$13,031,074	\$12,016,092	\$12,636,492
% of Graduate Students Receiving Loans	56%	56%	56%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	86%	88%	87%
Average Amount of Debt (of those graduating with debt)	\$30,692	\$27,774	\$28,920
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	10.5%		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	\$8,849	\$10,600	\$1,000	\$2,200	\$22,649
In-State Undergraduate Off Campus, Living at Home	\$8,849	\$5,720	\$1,000	\$2,500	\$18,069
Out-of-State Undergraduate On Campus	\$12,701	\$10,600	\$1,000	\$2,200	\$26,501
Out-of-State Undergraduate Off Campus, Living at Home	\$12,701	\$5,720	\$1,000	\$3,200	\$22,621

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	1,044	\$15,475	\$(213)	\$8,982	\$8,939
\$30,001 - \$48,000	469	\$15,880	\$516	\$8,273	\$7,846
\$48,001 - \$75,000	647	\$18,844	\$3,440	\$5,367	\$8,391
\$75,001 - \$110,000	704	\$19,387	\$4,771	\$3,982	\$9,008
\$110,001 and Above	544	\$19,148	\$4,735	\$4,038	\$8,789

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:

EDINBORO UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab): ED02-Instructional Fee for Innovative Nursing

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

To charge a program-specific instructional fee of 25% of the undergraduate tuition rate to all students in the Bachelor of Science in Nursing (BSN) in Innovative Nursing program.

Changes Made to Pilot since its Approval:

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients	2.00	0.00	(2.00)
Assessment Fall 2014	5.3%	0.0%	
Headcount Nonmajority Students	9.00	5.00	(4.00)
Percent Nonmajority	23.7%	13.5%	
Other:			
Cohort Enrollment			
Fall FTE Students	41.40	37.87	(3.53)
Fall Headcount Students	38.00	38.00	0.00
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$119,199	\$138,276	\$19,077
New Pilot Student Fee Revenue	0	17,519	17,519
All Other E&G Fee Revenue	29,786	36,863	7,077
Institutional Financial Aid (<i>negative number</i>)	(2,500)	0	2,500
Net Revenue	\$146,485	\$192,658	\$46,173
Revenue Increase due to Normal Rate Changes		\$894	\$894
Revenue Associated with Pilot	\$146,485	\$191,764	\$45,279

EUP: Freeze Data was used for this analysis

Observations:

The implementation of the Innovative Nursing fee allowed the University to continue to invest in the technology needed to operate a state-of-the-art Nursing program. The fee also assists in offsetting the cost of administering clinical experiences, as required by accreditation and licensing bodies; these experiences are costly due to the limited number of student nurses permitted to operate in clinicals under a faculty member's license. What appears to be a significant decline in nonmajority students is a statistical anomaly due to small numbers. This value is unstable because of the small population size; previous values are as follows: 2010: 13.2%, 2011: 8.1%, 2012, 19.4%.

EDINBORO UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab): ED03-Instructional Fee for Art Courses

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

To 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.

Changes Made to Pilot since its Approval:

ART FEE

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients	323.00	295.00	(28.00)
Assessment Fall 2014	42.8%	43.3%	
Headcount Nonmajority Students	54.00	58.00	4.00
Percent Nonmajority	7.3%	8.7%	
Other:			
Cohort Enrollment			
Fall FTE Students	702.70	643.42	(59.28)
Fall Headcount Students	754.00	682.00	(72.00)
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$2,584,845	\$2,433,822	(151,023)
New Pilot Student Fee Revenue	0	69,716	69,716
All Other E&G Fee Revenue	647,213	642,554	(4,659)
Institutional Financial Aid (<i>negative number</i>)	(186,213)	(218,844)	(32,631)
Net Revenue	\$3,045,845	\$2,927,248	\$(118,597)
Revenue Increase due to Normal Rate Changes		\$19,416	\$19,416
Revenue Associated with Pilot		\$2,907,832	\$(138,013)

EUP: Freeze Data was used for this analysis

Observations:

The implementation of the Art fee allowed the University to cover the higher costs associated with the nature of the art studio. These fees also assisted in maintaining the specialized accreditation associated with each Art area to ensure the department's viability. It is unlikely that the decline in the number of Art majors in this one year is directly related to this fee, although this will continue to be monitored. Overall university enrollments also declined between fall 2013 and fall 2014, and historical analysis shows that there is a 0.983 correlation between Art department enrollments and overall university enrollments.

EDINBORO UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab):	ED04-Instructional Fee for Undergraduate Nursing Program
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Brief Synopsis of Pilot, as Approved by Board of Governors:

To charge a program-specific instructional fee of 25% of the applicable tuition rate to all students enrolled in an undergraduate nursing program. To be implemented fall 2015.

Changes Made to Pilot since its Approval:

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

EUP: Freeze Data was used for this analysis

Observations:

EDINBORO UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):

ED01 - 105% Out-of-State Tuition Rate

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

Charge 105% of the in-state tuition rate to all newly enrolled domestic out-of-state undergraduate students.

Changes Made to Pilot since its Approval:

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients	84.00	113.00	29.00
Percent Pell Recipients	38.0%	49.1%	
Headcount Nonmajority Students	50.00	62.00	12.00
Percent Nonmajority	22.9%	27.8%	
Other:			
Cohort Enrollment			
Fall FTE Students	210.93	219.13	8.20
Fall Headcount Students	221.00	230.00	9.00
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$1,053,915	\$779,976	\$(273,939)
E&G Fee Revenue	238,337	230,288	(8,049)
Institutional Financial Aid <i>(negative number)</i>	(7,837)	(15,557)	(7,720)
Net Revenue	\$1,284,415	\$1,010,264	\$(281,988)
Revenue Increase due to Normal Rate Changes		\$7,150	\$7,150
Revenue Associated with Pilot		\$1,003,114	\$(289,138)

EUP: Freeze Data was used for this analysis

Observations:

In its first year (Fall 2014) the pilot was in effect too late in the recruitment cycle to have a significant impact on enrollments. 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.



LOCK HAVEN 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

Lock Haven University offers an excellent and affordable education characterized by a strong foundation in the liberal arts and sciences for all students, majors in the arts and sciences, and a special emphasis on professional programs. All programs are enhanced with real-world experiences and co-curricular activities that enable students to realize their full potential. In close personal interactions with faculty who are passionate about teaching, students are challenged to develop their minds and skills in order to be responsible citizens and to succeed in a global and technologically advanced society.

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.

Lock Haven University will be a nationally recognized leader in public higher education fostering responsible global citizens by providing:

- Integrated learning environments with opportunities to grow through a variety of interdisciplinary and professional experiences in and out of the classroom.
- Life-long learning skills through a strong foundation in the liberal arts to encourage the development of critical thinking necessary for negotiating and succeeding in an ever-changing world.
- Global and multicultural learning experiences from guided learning activities that provide students with experiences to develop international and diverse cultural perspectives.
- Supportive and experienced faculty & staff as part of an inclusive community that prioritizes the well-being of our students through a comprehensive support system.

Note: The above Vision Statement is a draft prepared by a presidential task force and is currently under review by senior administration.

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.

Lock Haven University is a regional public comprehensive university principally serving the northern tier and central Pennsylvania, but also attracting students to its beautiful environment on the west branch of the Susquehanna from urban areas in the southeast part of the state. The University serves students in the northeast and mid-Atlantic through residential undergraduate and graduate programs and through online graduate programs, and it has historically attracted numbers of international students. The University achieves its mission through promoting and assessing student engagement and learning; managing enrollments strategically to achieve our evidence-based and coordinated targets for enrollment, program array, budget, and composition of student population; attracting, retaining, supporting and developing a diverse faculty and staff committed to students; strengthening shared academic governance and organization structure to be responsive to a changing environment; and by increasing, allocating/reallocating, and using our resources guided by assessment and mission.

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.

51 Health Professions and Related Programs

Lock Haven University is recognized for the highest quality public education in health professions. Health Professions faculty are engaged nationally in research and leadership. Graduates' pass rates on credentialing exams and employment rates are consistently high. All programs are anchored in experiential learning, including a distinctive opportunity for undergraduates in health science to learn anatomy in a cadaver lab. Additionally, health science students have opportunity to apply the methods of nanoscience to their research, using instrumentation in a nanoscience clean room in a new state-of-the-art science center. The Health Sciences Department is the largest in the University with 12% of undergraduate majors; taken together the programs account for almost 25% of the student population. Our programs provide opportunity for stackable credentials, allowing certificates to be applied toward an associate degree, and seamless transition into baccalaureate and masters study. Not only can students move vertically through physical and mental healthcare programs, they have opportunity to move diagonally into complementary fields of therapeutic recreation and sport science as well as behavioral health, also programs of distinction at the University. The Master of Health Science Physician Assistant program is accredited and nationally recognized, with teaching sites in four locations; programs in Athletic Training, Community Health, and Nursing (ASN and BSN) are also fully accredited. Online Masters in Health Science--with concentrations in Healthcare Management and in Healthcare Promotion/Education--and in Clinical Mental Health Counseling provide valuable opportunities for working healthcare professionals to acquire advanced knowledge and skills that will support advancement in high priority occupations. Health professions and related programs are an area of growth; LHU will continue to develop programs and partnerships, including an interdisciplinary Patient Navigator certificate (a collaboration between health sciences and behavioral health) and Master of Health Science Athletic Trainer.

31 Parks, Recreation, Leisure, and Fitness Studies

Lock Haven University has leveraged our location near the Pennsylvania Wilds and our long tradition of high-quality programs in health, wellness, and sport to achieve a reputation for excellence in these fields of study at both the baccalaureate and masters level. Enduring partnerships with industry, non-profits, community organizations, parks and recreation departments, and the schools provide for a distinctive array of experiential learning sites and professional networking. Students can earn majors in Recreation Management, Sport Administration, or Health and Physical Education and complement their major with a minor in Environmental Studies. The Recreation Management and Health and Physical Education programs are accredited; students studying Health and Physical Education can earn certification to teach both. Students majoring in Health and Physical Education can also concentrate in Sport and in PE in Correction.

42/44 Behavioral Health Theory and Practice

Lock Haven University's BS in Social Work is accredited by CSWE; its graduates achieve high employment rates and high rates of admission into MSW programs. Our graduates work in a variety of settings including child welfare services, health care facilities and agencies, schools, mental health agencies, drug and alcohol agencies, and any other place where there are people in need. A distinction and strength of the Psychology program is the department's identity as scientist-practitioners, an identity and value that is congruent across their curriculum, mission and vision and that supports the admission of their graduates to prestigious graduate programs. Together with the Master of Science in Mental Health Counseling, the University has built a strong presence in behavioral and mental health that is a complement to our strength in health professions and related programs.

26/40 Natural Sciences

The natural sciences recently moved into a \$33M science center that includes a nanoscience clean room; they are part of a recently reorganized College of Natural, Behavioral, and Health Sciences designed to showcase our high-quality STEM programs. Students in majors across the college can take advantage of the clean room to apply the interdisciplinary methodologies of nanoscience to their research. The Biology and Geology departments effectively leverage both the institution's access to natural resources and our associates degree and minor in the environment and sustainability, providing students studying the environment with excellent experiential opportunities in the field. The Biology-Chemistry major is attractive for students aspiring to medicine and medical technologies; the Chemistry program is ACS-recognized. All programs support extensive undergraduate research and experiential learning.

Other Areas of Distinction

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

University Wide

- High-Impact Practices: First-Year Experience, Undergraduate research, internships, community-based learning, and service learning.
- Center for Excellence and Inclusion that supports the success of all students.
- Nationally recognized MountainServe Center (for community service).
- Focus on Global Learning, including General Education, Global Honors Program, Institute for International Studies, and International Studies academic program.
- Broad and sustainable engagement with our communities through partnerships for research, experiential learning, cultural enhancement, and service.
- Branch campus located in Clearfield PA that provides higher education in a high-need / underserved rural region of the Commonwealth.
- Library media facilities and services.
- Robust, modern information technology and network infrastructure that allows the use of the latest instructional technology methods and supports efficient university operations.
- Sustainability: Over an eleven-year period, LHU has saved \$2.7 million dollars in avoided energy costs and reduced its carbon footprint by an estimated 16,156 metric tons of carbon dioxide equivalent. LHU's energy consumption per square foot of building space is lower than 70% of all PA institutions of higher education.
- Strong Athletic Tradition with 18 NCAA Division I & II sports.
- Women's Lacrosse competed in the 2014 and 2015 National Championships.
- Workforce and Economic Development Network (WEDnet PA) partner since 1999. Awarded more than \$3 million in funding, trained more than 25,000 employees.
- Two grant-funded Federal TRIO Programs: the Upward Bound Program and Student Support Services.
- Certified as a computer-based testing site since 2012 by PearsonVUE and ETS.
- The Small Business Development Center assists the local community and has helped hundreds of businesses start, grow and prosper and has provided \$86.5 Million in capital funding to 350 clients.

College Specific Programs of Distinction:

- ARC-PA accredited, nationally-ranked Master of Health Science Physician Assistant in four teaching locations
- \$40 million state-of-the-art science facility that opened in 2013.
- New MHS in Health Science with concentrations in healthcare management and health promotion/education;
- Cadaver lab used by undergraduate as well as graduate health science students.
- The new Popular Music & Jazz major is unique in the northeast; LHU is one of 200 Steinway Schools worldwide.
- Education graduates are highly sought after by K-12 schools.
- Students pursuing Health and PE will earn certification to teach both health and physical education.
- Business and Accounting programs are so closely aligned that students can earn a B.S. in both areas by taking a few extra courses.
- Two new online graduate programs: MS in Sport Science and the MS in Clinical Mental Health Counseling.
- Nationally Accredited/Recognized Programs, including: Athletic Training (CAATE); Business Administration & Accounting Programs (ACBSP); Community Health (SOPHE/AAHE, SABPAC); Nursing (ACEN); Physician Assistant (ARC-PA), Recreation Management (NRPA); Social Work (CSWE); Teacher Education (NCATE/CAEP); Chemistry (ACS certified).

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

- Highly qualified faculty & staff.
- Stable & committed leadership team.
- Commitment to data-driven, student centered, and consultative decision-making and resource allocation.
- Community engagement.
- Sustaining academic excellence.
- Facilities for STEM and healthcare professions.
- High levels of post-graduate employment and success.
- Lock Haven University Foundation is a supportive partner of the university.
- Solid financial position.
- Streamlined administrative structure.
- Clearfield Campus: Striking facilities that are a recognized asset in the community and widely utilized by it.

Opportunities

- Growth in demand for healthcare professionals.
- Revenue generation in Capital Campaign.
- Collaborations with technical and community colleges.
- Additional online professional graduate programs.
- Additional and sustainable collaborations with the community, including but not limited to industry, arts organizations, and K-12 schools.
- Intentionality about program array aligned with mission, evidence-based and strategic enrollment targets and with reallocation of resources.
- Location near Pennsylvania Wilds and opportunity to leverage local natural resources.

Challenges

- State and regional declining traditional age student demographic.
- Increasing fixed and personnel costs in context of flat allocations and declining enrollments.
- Regulatory environment that taxes resources.
- Aging physical plant requiring a substantial investment over the next ten years.
- Rural location distant from major population centers.
- Alignment of employment opportunities and higher education in surrounding counties.

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

Student Success: promote, assess, and improve student engagement and learning (Pennsylvania's State System Strategic Plan 2020 Goals 1 and 2)

- Target incremental increases in persistence achieved through, among other efforts, coordinated First Year Experience, use of predictive analytics in admissions, strategic improvements in student support services, coordination of initiatives by the Center for Excellence and Inclusion, implementation of early alert system, faculty development in effective large-section pedagogies, greater coordination and collaboration between academic affairs and student affairs.
- Target improvements in student learning through increased participation and increasingly robust assessments and increase in high-impact learning experiences.
- Engage faculty in research-based educational practices (course redesign, flipped classroom, online learning, etc).
- Target incremental increases in 4- and 6-year graduation rates through expanding alternative delivery options, improving coordination of advising and scheduling, implementing an annual course schedule, revised general education requirements, bringing all majors within maximum major/cognate credits in the PASSHE Board of Governor's policy on degrees, implement career development map coordinated with academic plans.

Enrollment Management: Develop and implement a strategic enrollment plan. (Pennsylvania's State System Strategic Plan 2020 Goals 1 and 2)

- Complete and implement a mission-centered, evidence-based Strategic Enrollment Management Plan to achieve the detailed enrollment projections submitted by the Enrollment Management Task Force (see Enrollment Management projections in this action plan) --which utilized historic yield rates from our top ten counties, demographic data (weighted growth rates), need and pricing data, and our ability to support, retain, and graduate applicants in the 4th and 5th tiers. Align academic program portfolio, workforce, recruitment strategies, and reallocation of resources for investment in identified programs with the Strategic Enrollment Management Plan.
- Conduct review of quantitative and qualitative data of all academic programs and demand/opportunities for employment in the Commonwealth to determine an appropriate program array that will sustain academic excellence, program viability, and fiscal responsibility; divest and reinvest resources accordingly to achieve University mission, vision, and strategic enrollment targets.
- Ensure that all programs that should be accredited meet standards and receive/continue accreditation.
- Develop collaborations with technical schools and community colleges to increase opportunities for students to scaffold credentials.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Faculty and Staff: Attract, retain, support and develop a diverse faculty and staff committed to students (Pennsylvania's State System Strategic Plan 2020 Goal 1)

- Achieve performance funding targets for female and underrepresented minority faculty and staff.
- Provide new regular faculty reassigned time in the first year to provide mentoring and guidance in teaching effectiveness/assessment and in developing a scholarly growth agenda, with appropriate workload assignment.
- Target increase in grant submission and funding; review AWL agreement with a view to supporting one- and two-course releases for greater numbers of faculty.
- Provide administrative and financial support to faculty development in innovative instruction models.

Resources: Increase, allocate and use resources guided by assessment and mission. (Pennsylvania's State System Strategic Plan 2020 Goal 3)

- Refine our mechanisms for ensuring that budget allocations and expenditures correspond to the university's priorities.
- Align personnel resources and organization with strategic enrollment plan.
- Continue to improve campus academics and supported auxiliary facilities to better service student needs.
- Collaboratively develop sequential steps to allow implementation of the Facilities Master Plan.
- Improve physical plant utilization by relocating programs and taking excess space offline.
- Increase community and alumni outreach to enhance relationships and strengthen university finances.
- Work collaboratively with the LHU Foundation to meet the resource needs of the university in accordance with the university's mission and strategic plan.

LOCK HAVEN 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	24.0%	25.1%	23.7%	22.7%	21.0%	25.0%	25.0%
New Transfers	4.9%	5.0%	4.7%	4.4%	5.2%	5.2%	5.2%
Veterans	2.9%	2.9%	2.9%	3.0%	3.2%	3.2%	3.2%
Adult Learners	9.0%	8.6%	7.4%	8.7%	8.7%	8.7%	8.7%
Total Undergraduate Enrollment	4,974	4,917	4,877	4,783	4,448	4,131	4,178
Graduate Headcount Enrollment							
Master's	305	318	335	397	392	393	393
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	N/A	N/A
Total Graduate Enrollment	305	318	335	397	392	393	393
Certificates, Letters of Completion, Nondegree students							
	172	131	116	80	77	70	71
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	271	261	294	335	329	285	255
Traditional (On Campus)	3,962	3,943	3,700	3,511	3,177	3,080	3,213
Off Campus	232	223	186	188	153	156	162

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	69.2%	68.9%	71.0%	70.2%	68.3%	70.0%	72.0%
Third Year Persistence	59.8%	59.0%	59.0%	62.3%	61.6%	62.0%	63.0%
Fourth Year Persistence	53.9%	53.4%	55.6%	53.4%	54.0%	55.0%	56.0%

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)	27.8%	28.1%	29.8%	31.6%	32.0%	32.0%	32.0%
Six Year (or less)	45.9%	46.7%	48.0%	47.5%	48.0%	49.0%	50.0%
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)							

LOCK HAVEN 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	965	1,067	1,148	1,023	901	890
Undergraduate Degrees per 100 FTE	18.0	19.7	19.9	21.2	20.5	18.9
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	46.0%	44.2%	44.4%	41.8%	44.0%	44.0%
Non-Pell Recipient Graduation Rate	57.0%	49.1%	49.2%	49.8%	49.5%	49.5%
Underrepresented Minority Graduation Rate	40.0%	34.0%	29.5%	37.9%	33.8%	33.8%
Non-Underrepresented Minority Graduation Rate	55.0%	49.7%	50.5%	48.5%	50.0%	50.0%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	37.6%	39.0%	43.9%	43.0%	43.0%	43.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	12.2%	9.9%	16.7%	15.0%	12.0%	12.0%
Underrepresented Minority PA High School Graduates	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	12.5%	14.4%	14.6%	14.7%	15.1%	15.5%
Female Faculty	44.8%	46.8%	48.5%	49.1%	49.5%	49.9%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	26.6%	30.2%	33.1%	35.5%	40.0%	41.0%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	36.6%	37.7%	39.9%	44.7%	45.0%	45.0%
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	9.4%	11.5%	16.5%	13.8%	14.0%	14.0%
Underrepresented Minority PA High School Graduates	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Employee Productivity						
Student Full Time Equivalent (FTE) / Faculty FTE Ratio	9.06	9.57	9.36	9.24	9.10	9.15
Distance Education Enrollment						
Students Enrolled in at Least One 100% Distance Education Course		26.6%	29.6%	32.0%	32.5%	33.5%
High Impact Practices						
Freshmen Participating in High Impact Practices		55.3%	64.8%	65.0%	65.5%	66.0%
Seniors Participating in High Impact Practices		64.8%	97.3%	97.5%	97.5%	97.5%

LOCK HAVEN 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	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	5
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	4
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	80%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	50
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	27
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	54%
Master's Degree Programs	
Total Number of Master's Programs	4
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	3
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	75%
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
Master's Degree Programs		
51.2208	Master of Health Science in Health Science	Online and ITV

Reorganized Programs for 2013/14

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

LOCK HAVEN 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		
38.0101	Bachelor of Arts in Philosophy	N/A

Programs Discontinued for 2013/14

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

LOCK HAVEN 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 in 5th year
Associate Degree Programs		
31.xxxx	Patient Navigator Certificate	40
Bachelor's Degree Programs		
30.xxxx	Bachelor of Applied Arts and Science	35
Master's Degree Programs		
52.1304	Actuarial Science	N/A
52.xxxx	Athletic Training	N/A

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

6-digit CIP	Program Name	Projected Enrollment in 5th year
	N/A	

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

LOCK HAVEN 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	\$29.2	\$29.8	\$28.4	\$28.4	\$26.5	\$26.8
Undergraduate Out-of-State Tuition	5.3	4.5	4.2	4.3	3.9	3.9
Graduate In-State Tuition	3.5	3.7	3.8	3.9	3.8	3.8
Graduate Out-State Tuition	1.2	1.4	1.4	1.4	1.4	1.4
TOTAL TUITION REVENUE	\$39.1	\$39.4	\$37.7	\$38.0	\$35.6	\$35.8
Total Fees	7.3	7.6	8.1	8.1	7.6	7.7
State Appropriations	19.6	20.0	20.8	21.2	22.2	23.1
All Other Revenue	1.9	1.7	1.5	1.7	1.4	1.4
Planned Use of Carry Forward	(0.2)	0.0	0.1	0.0	0.0	0.0
Total E&G Revenue/Sources	\$67.7	\$68.7	\$68.2	\$69.0	\$66.8	\$68.0

E&G Expenses						
Total Salaries and Wages	\$34.8	\$35.5	\$35.8	\$35.8	\$36.6	\$36.6
Total Benefits	13.9	15.5	17.4	16.8	19.4	21.0
TOTAL PERSONNEL EXPENSES	\$48.7	\$50.9	\$53.2	\$52.7	\$55.9	\$57.6
Financial Aid	1.2	1.3	1.2	1.3	1.3	1.4
Utilities	1.3	1.5	1.4	1.4	1.4	1.5
Services & Supplies	9.6	7.8	8.6	8.8	9.4	9.4
Capital Expenditures	0.5	0.3	0.6	0.6	0.4	0.4
Mandatory Transfers	1.0	1.0	1.0	1.0	1.1	1.1
Nonmandatory Transfers	5.4	5.8	2.1	3.1	2.6	2.6
Total E&G Expenses	\$67.7	\$68.5	\$68.2	\$69.0	\$72.1	\$74.0

Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.1	\$0.0	\$0.0	\$(5.2)	\$(6.0)
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Annualized FTE Enrollment						
Undergraduate In-State	4,408.83	4,370.48	4,051.30	4,040.95	3,781.64	3,811.09
Undergraduate Out-of-State	363.23	306.29	273.69	275.59	255.48	259.92
Graduate In-State	336.19	354.33	347.48	357.19	347.48	347.48
Graduate Out-State	76.15	85.48	83.51	83.45	83.51	83.51
Total Annualized FTE Enrollment	5,184.40	5,116.58	4,755.98	4,757.18	4,468.11	4,502.00

E&G Annualized FTE Employees						
Faculty	264.25	252.36	243.70	240.00	243.70	243.70
AFSCME	161.60	157.30	155.74	154.00	154.74	154.74
Nonrepresented	50.70	46.27	49.12	48.83	50.83	50.83
SCUPA	19.50	15.50	14.00	15.50	16.50	16.50
All Other	38.80	39.00	38.68	39.01	39.15	39.15
Total E&G Annualized FTE Employees	534.85	510.43	501.24	497.34	504.92	504.92

Total Annualized FTE Employees	592.75	566.51	557.32	552.96	561.39	561.39
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LOCK HAVEN UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic 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:			
Master of Science, Clinical Mental Health Counseling	\$183,406	\$300,603	\$486,154
Master of Science, Sports Science	\$219,019	\$476,649	\$456,500
Master of Health Science			\$161,965
Reallocated Tenure Track faculty lines in high demand programs	\$870,310	\$469,341	\$332,047
East Campus Science Center operations		\$571,795	\$592,145
Continuing investment in instructional technology	\$609,614	\$955,691	\$1,097,600
Expanded institutional student aid program	\$128,192	\$135,890	\$200,000
Total	\$2,010,541	\$2,909,969	\$3,326,411
Sources of Funds for Reinvestment:			
Master of Science, Clinical Mental Health Counseling revenue	\$261,089	\$622,984	\$819,249
Master of Science, Sports Science revenue	\$312,973	\$707,778	\$808,526
Master of Health Science revenue			\$122,244
Attrited faculty lines in low demand programs		\$406,616	\$761,983
Reduction of temporary faculty lines and overload			\$700,000
Administrative reorganization	\$189,330	\$593,384	\$1,184,530
Excess facility capacity taken off line	\$198,160	\$219,302	\$454,050
Per-credit educational services fee			\$302,400
Server and Desktop virtualization	\$100,000	\$156,150	\$234,215
Total	\$1,061,552	\$2,706,214	\$5,387,197

LOCK HAVEN 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	\$7.2	\$7.2	\$6.9	\$6.6	\$7.0	\$7.6
Housing Fees	5.6	5.6	5.1	4.8	5.0	5.7
Privatized Housing	2.1	2.4	2.6	2.6	2.4	2.5
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	1.8	1.5	1.4	1.4	1.3	1.4
Total Auxiliary Revenue/Sources	\$16.7	\$16.6	\$16.0	\$15.4	\$15.8	\$17.1
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$4.8	\$4.1	\$4.3	\$4.1	\$4.1	\$4.2
Total Benefits	2.0	1.9	2.1	2.0	2.2	2.4
TOTAL PERSONNEL EXPENDITURES	\$6.8	\$6.0	\$6.4	\$6.1	\$6.3	\$6.6
Financial Aid	0.0	0.0	0.1	0.1	0.1	0.1
Utilities	1.1	1.0	1.1	1.1	1.1	1.1
Services & Supplies	7.6	7.6	7.1	7.3	7.4	7.6
Capital Expenditures	0.2	0.0	0.0	0.0	0.0	0.0
Mandatory Transfers	0.8	0.7	0.8	0.8	0.8	0.8
Nonmandatory Transfers	0.2	1.1	0.5	0.1	0.1	0.9
Total Auxiliary Expenditures/Transfers	\$16.7	\$16.6	\$16.0	\$15.4	\$15.8	\$17.1
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.0	\$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	\$9.5	\$9.9	\$9.8	\$9.8	\$9.7	\$9.7
State Grants & Contracts	6.3	6.1	6.1	6.1	6.1	6.1
Private Grants & Contracts	0.1	0.0	0.0	0.0	0.0	0.0
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	0.1	0.2	0.3	0.3	0.3	0.3
Total Restricted Revenue	\$15.9	\$16.2	\$16.2	\$16.2	\$16.1	\$16.1
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$0.8	\$0.8	\$0.8	\$0.8	\$0.8	\$0.8
Total Benefits	0.2	0.2	0.3	0.3	0.3	0.3
TOTAL PERSONNEL EXPENDITURES	\$1.0	\$1.0	\$1.0	\$1.1	\$1.1	\$1.1
Financial Aid	14.3	14.5	14.7	14.7	14.6	14.6
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.5	0.5	0.5	0.5	0.4	0.4
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	0.0	0.0	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	\$15.9	\$16.0	\$16.2	\$16.3	\$16.1	\$16.1
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.2	\$0.0	\$(0.1)	\$0.0	\$0.0
Total University Revenue	\$100.2	\$101.4	\$100.4	\$100.5	\$98.7	\$101.2
Total University Expenses	\$100.2	\$101.1	\$100.4	\$100.6	\$104.0	\$107.2
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$0.3	\$0.0	\$(0.1)	\$(5.2)	\$(6.0)

LOCK HAVEN 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	1,779	1,909	2,035	2,045
Total Cost In-State Undergraduate Off Campus or At Home	\$8,565	\$8,899	\$9,277	\$9,287
Most Common Room and Board Rates	7,288	8,352	8,752	9,344
Total Cost In-State Undergraduate On Campus	\$15,853	\$17,251	\$18,029	\$18,631
Out-of-State Undergraduate				
Tuition (Most Common)	\$14,064	\$14,568	\$15,050	\$15,050
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	1,779	1,909	2,035	2,045
Total Out-of-State Undergraduate Off Campus or At Home	\$16,385	\$17,035	\$17,727	\$17,737
Most Common Room and Board Rates	7,288	8,352	8,752	9,344
Total Cost Out-of-State Undergraduate On Campus	\$23,673	\$25,387	\$26,479	\$27,081
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)	119	127	136	136
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$402	\$418	\$438	\$438
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$586	\$607	\$627	\$627
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	119	127	136	136
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$728	\$757	\$790	\$790
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)	\$162	\$187	\$190	\$190
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)	\$196	\$222	\$226	\$226

LOCK HAVEN 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</i>		
Academic Support/Instructional Support Fee	\$30	\$815
Activity Fee (1-6 credits)	\$63	\$500
Health Services	\$8	\$180
Student Union/Recreation Center Fee	\$19	\$460
Transportation Fee (flat fee)	\$40	\$80
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$65	\$815
Activity Fee (1-6 credits)	\$63	\$500
Health Services	\$8	\$180
Student Union/Recreation Center Fee	\$19	\$460
Transportation Fee (flat fee)	\$40	\$40
Other: _____		

Notes:

Housing Costs		Full Time Academic Year
<i>Traditional Housing</i>		
Minimum	N/A	\$5,600
Maximum	N/A	\$7,506
Most Common (Double Room)	N/A	\$5,600
<i>All Other Housing</i>		
Minimum	N/A	\$6,138
Maximum	N/A	\$8,396
Most Common (Suite Style Double)	N/A	\$7,576

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	75 meals/semester	\$2,026
Maximum	19	\$3,696
Most Common (14 meals)	14	\$3,152

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation		\$149
Parking		\$40
Graduation		\$0
Application		\$25
Printer Paper		\$0

LOCK HAVEN 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	383	333	325
Average Award	\$3,598	\$4,645	\$5,000
Total Dollars Awarded	\$1,377,864	\$1,546,881	\$1,625,000
% of Undergraduate Students Receiving Aid	7%	7%	7%
<i>Pennsylvania State Grants</i>			
# of Students	2,154	1,924	1,800
Average Award	\$2,593	\$2,884	\$2,889
Total Dollars Awarded	\$5,584,665	\$5,548,297	\$5,200,000
% of Undergraduate Students Receiving Aid	41%	38%	40%
<i>Pell Grants</i>			
# of Students	2,055	2,059	1,925
Average Award	\$3,832	\$3,936	\$3,991
Total Dollars Awarded	\$7,874,227	\$8,103,237	\$7,682,675
% of Undergraduate Students Receiving Aid	39%	40%	43%
<i>All Other Gift Aid**</i>			
# of Students	1,207	1,148	1,125
Average Award	\$1,692	\$1,920	\$2,000
Total Dollars Awarded	\$2,042,805	\$2,204,714	\$2,250,000
% of Undergraduate Students Receiving Aid	23%	22%	25%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	3,051	3,017	2,900
Average Award	\$5,532	\$5,767	\$6,034
Total Dollars Awarded	\$16,879,560	\$17,399,129	\$17,500,000
% of Undergraduate Students Receiving Gift Aid	58%	59%	64%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	31	32	29
Total Dollars Awarded	\$160,470	\$159,737	\$130,325
% of Graduate Students Receiving Assistantships	11%	11%	7%
<i>Graduate Tuition Waivers</i>			
# of Students	25	31	35
Total Dollars Awarded	\$196,314	\$234,039	\$265,000
% of Graduate Students Receiving Waivers	6%	7%	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

LOCK HAVEN 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	4,114	4,016	4,000
Average Loan	\$7,918	\$8,198	\$8,300
Total Dollars Loaned	\$32,575,866	\$32,924,212	\$33,200,000
% of Undergraduate Students Receiving Loans	78%	78%	88%
Graduate Loans (all known)			
# of Students	253	271	280
Average Loan	\$20,497	\$20,317	\$20,357
Total Dollars Loaned	\$5,185,757	\$5,505,991	\$5,700,000
% of Graduate Students Receiving Loans	56%	59%	63%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	85%	87%	87%
Average Amount of Debt (of those graduating with debt)	\$23,840	\$24,387	\$26,000
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	8.0%		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	\$8,899	\$8,200	\$1,275	\$3,500	\$21,874
In-State Undergraduate Off Campus, Living at Home	\$8,899	\$2,000	\$1,275	\$3,500	\$15,674
Out-of-State Undergraduate On Campus	\$17,023	\$8,200	\$1,275	\$4,010	\$30,508
Out-of-State Undergraduate Off Campus, Living at Home	\$17,023	\$2,000	\$1,275	\$0	\$20,298

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	784	\$12,737	\$(244)	\$9,020	\$8,150
\$30,001 - \$48,000	459	\$13,642	\$848	\$7,975	\$7,860
\$48,001 - \$75,000	661	\$16,417	\$3,853	\$4,961	\$8,394
\$75,001 - \$110,000	780	\$18,724	\$6,049	\$2,784	\$9,414
\$110,001 and Above	583	\$19,010	\$5,775	\$3,009	\$8,965

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:

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab):

LO01 - Educational Services Fee for Full-Time Students

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

This pilot program eliminates the cap on the Educational Services Fee which was previously applied at 12 credits and applies the fee to all credits earned. This change is being phased in over two years, with a charge of \$15 per credit in excess of 12 beginning in Fall 2014 and increasing to the full per-credit rate in Fall 2015. This change represents an increase of \$45 per semester in 2014/15 for an undergraduate student earning 15 credits.

Changes Made to Pilot since its Approval:

The second year's implementation may be postponed if the Board of Governors freezes tuition for FY2015/16.

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients	1,939.00	1,776.00	(163.00)
Assessment Fall 2014	39.9%	39.3%	
Headcount Nonmajority Students	563.00	575.00	12.00
Percent Nonmajority	11.6%	12.7%	
Other:			0
			0
Cohort Enrollment			
Fall FTE Students	4,647.00	4,235.00	(412.00)
Fall Headcount Students	4,855.00	4,521.00	(334.00)
Other:			0
			0
E&G Revenue Associated with Cohort			
Tuition Revenue	\$17,396,439	\$16,816,863	(579,576)
New Pilot Student Fee Revenue	\$0	\$168,233	168,233
All Other E&G Fee Revenue	3,398,960	3,437,846	38,886
Institutional Financial Aid <i>(negative number)</i>	(13,906)	(30,549)	(16,643)
Net Revenue	\$20,781,493	\$20,392,393	\$(389,101)
Revenue Increase due to Normal Rate Changes		\$101,969	\$101,969
Revenue Associated with Pilot		\$20,290,424	\$(491,069)

Observations:

The revenue generated by the pilot program is generally in line with what was expected. There are no indications that the modest increase in this fee contributed to the enrollment decline, which was related to the largest graduating class in the history of the university and demographic factors affecting the size of the incoming class.



SLIPPERY ROCK 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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SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

University Mission, Vision, and Statement of Strategy

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

Our Mission

The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service.

SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.

In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology. They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services. SRU strives to be a best-value institution with an affordable cost and substantial student financial support.

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.

Our Vision

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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.

The strategies pertain to the goals on page 7.

1. Increase enrollment while enhancing student quality and diversity.
 - Tailor data-driven recruitment, marketing, communication and financial aid/scholarship approaches to market segments (freshmen, transfers, graduates, internationals, adults).
2. Offer a quality, flexible, agile, and integrated curriculum and co-curriculum.
 - Be responsive to the needs of employers and the interests of students.
 - Ensure the curriculum has a meaningful liberal arts and sciences foundation.
 - Enhance the curriculum with programs and courses reflecting global trends such as demographics; resources and sustainability; science and technology; globalization; inequality; health and wellness; and security (data, cyber, national).
 - Interweave value-adding co-curricular activities with curricula.
 - Offer programs at times, in places, and using modalities accessible to target audiences.
 - Engage in accreditation, assessment and program review to improve programs.
3. Fuel learning with powerful pedagogies and transformational experiences.
 - Increase the number of students participating in courses and non-credit activity which involves study away, undergraduate scholarship, and service learning, among other things.
 - Raise the level of student engagement in learning through providing challenging courses, opportunities for peer learning, faculty-student interaction, and effective teaching practices.
4. Maintain an unwavering focus on success for all students.
 - Invest in data-driven initiatives that increase retention and graduation rates for students in general, and that distinguish the needs of different classes and special populations.
5. Provide a caring campus experience, supported by quality housing, dining, recreation, health, safety and administrative services.
 - Optimize student facilities and services, balancing quality and cost.
 - Strive for quality interactions and a supportive environment through training.
6. Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators.
 - Train those involved in hiring to recruit and select desirable employees.
 - Make SRU an attractive place to work.
 - Develop employees to help them to be more successful in their positions.
7. Increase financial resources, enhance physical facilities, employ cost-effective technology, and adopt sustainable practices.
 - Prioritize activities that lead to greater state appropriations, enrollment and hence tuition revenues, grants, and donations.
 - Promote continuous improvement through efficiency, effectiveness, productivity, use of available technology, and the development of technological solutions.
 - Steward our physical resources to support the mission.
 - Reduce risk to the campus community.
8. Engage alumni and friends in the life of the university.
 - Develop a greater appreciation for the transformative effects of an SRU education.
 - Increase alumni participation in the Alumni Association and campus activities.

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.

50. Visual and performing arts

Art, Dance, Music and Theater are four accredited programs that make SRU arts unique in the System. Respected scholars and artists provide students with significant creative curriculum, research and artistic activities at the national and international level (Colombia, Scotland, Poland, France). Innovative community engagement opportunities are available during weekend and summer arts programs as well as the two week-long Kaleidoscope Arts Festival held each spring. The renovation of Miller Auditorium and the Pearl K Stoner Instructional Complex emphasize the significance of the arts and their innovative connections to education, the humanities, the sciences, technology and business and promote more progressive programming and collaboration between student actors, dancers, visual artists, writers, musicians and professional artists visiting campus. The Bachelor of Arts in Dance program is among the top 16 in the nation and the only one of its kind in PASSHE. The Bachelor of Music in Music Therapy program, established in 1977, is one of the longest running programs in the nation. Based on these successes, future programming includes a Bachelor of Fine Arts in Dance and a Master of Arts in Music Therapy.

Highlights: BA Dance - nationally ranked at #16 (Dance-Colleges.com); only accredited program in system; 50% of students drawn from out-of-state.

52. Business, management, marketing, and related support services

Management provides the core organizational theme of the College of Business. The safety management program is the nation's second largest producer of bachelor's degrees in this area. Management is also the foundation of our Bachelor of Science in Business Administration core, which supports the full complement of business curricula: accounting, economics, finance, management, and marketing. The University also offers career-oriented degrees in Health Care Administration and Management and in Management Information Systems. The new Integrated Marketing Communication major combines public relations in communications with business marketing, giving graduates a highly desirable career skill set. The field of Communication offers a full set of practical, hands-on degree programs in public relations, journalism and digital media. Students may also earn degrees in hospitality, event management and tourism, and in sport management. ROTC offers a rich theme of leadership fundamentals. Finally, the Master of Business Administration program targets adult learners by using a career-friendly mix of face-to-face and online instruction tailored for the working professional.

Highlight: BS Safety Management – #2 in US for # graduates.

51. Health professions and related programs

Slippery Rock University is nationally known for its health professions and related programs. There are several accelerated (3+3 and 3+4) programs using articulation agreements to matriculate students into health-related graduate programs. These include Physical Therapy (at SRU and elsewhere), Pharmacy, Dentistry, Osteopathic Medicine and Chiropractic programs.

Slippery Rock's Physical Therapy program was the third in the country to transition to the doctoral level. The percentage of graduates passing the licensure Board exam is above the national average (three year national average- 86.6%; SRU average – 93.1%) .

Exercise Science is one of the first six programs to be accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) and 80% of students successfully go on to earn professional graduate degrees. Recently the program was recognized as a "Gold Level Campus" by the 2015 Exercise is Medicine Global Showcase of the American College of Sports Medicine. This followed the 2011 recognition as the outstanding international "Exercise is Medicine" campus program by the same organization.

Highlights: Doctorate of Physical Therapy – one of first two in US to be created; BS Exercise Science – largest major at SRU; MS Adaptive Physical Activity – Outstanding Adapted Physical Education Program Award (offered by the Adapted Physical Education/Activity Special Interest Group of SHAPE America).

Academic Programs of Distinction *(Continued)*

13. Education

The College of Education offers programs at the undergraduate, masters, and doctoral degree levels that prepare educators to effectively teach all students in inclusive classrooms. The programs use online technologies, learning environments, and research-based pedagogies that are attractive, convenient, and high-quality. Of note, Slippery Rock has the largest online special education master's degree in the state of Pennsylvania. This program was recognized as a "Best Online Special Ed Program" by Best Online Colleges. The Reading Specialist and Elementary Math/Science master's degrees are all online and were both recognized as "top 25 in the US" by bestcolleges.com. The blended doctoral degree in special education is the only one of its kind in the state system and prepares highly sought-after graduates to be teachers and leaders in higher education and beyond.

Highlights: Ed D Special Education – unique in system; M Ed Technology for Online Instruction- unique in system; M Ed Reading Specialist – top 25 in US (bestcolleges.com); M Ed Elementary Math and Science – top 25 in US (bestcolleges.com); M Ed Master Teacher in Special Ed – a Best Online Special Ed Program (Best Online Colleges).

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Other Areas of Distinction

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

Services

- Unique retention programs include Professor-Protégé program in Education; freshman research in Health and Science.
- Retention and graduation:
 - Graduation rate #1 in PASSHE - in 4 years is 51%; in 6 years is 67.5%. (Master's institutions: 6 year grad rate is 50%).
 - FYRST Seminar – Learning Community Clusters – national award for improving academic and social integration from Noel-Levitz.
- Food service: #16 in PA (NICHE 2015).
- Student Health Services: Open 24/7; first in PASSHE to be accredited.
- Security: 14th Safest Campus in America (Daily Beast).
- Residence Halls: #19 nationally, #2 in PA (NICHE 2015); Top 10 nationally (LendEDU).
- Campus Recreation: newest equipment; second largest intramural program in PASSHE.

Programs

- Undergraduate research:
 - 2015 Symposium - 156 students, 61 faculty, 20 programs represented.
 - 2 PASSHE STEM Undergrad Research Conferences held at SRU.
 - 10 students presented at NCUR.
- Study abroad:
 - 445 students in 13-14.
 - SRU is #9 in Master's Institutions (IIE).
- Leadership: 3-stage development program for over 4000 students.
- Student newspaper: more accolades than other PASSHE universities.
- Sustainability: 43rd in the world in the Green Metric World University 2014 survey.
- Student veterans: on-campus veterans center and tele-health program.
- Online Winter courses: #1 in PASSHE in 2015.

Community engagement

- Service learning/volunteerism: student participation was over 5000 in 13-14 (worth \$600K).
- Sustainable Enterprise Accelerator: economic development through new venture creation and business consulting, involving students.
- Government Contracting Assistance Center: matches local businesses with government contracts; offers workshops to enhance success (\$6 million last year).
- Center for Public Humanities : public programs at the Old Stone House; Humanities Ladder at Aliquippa HS.
- Disabilities e.g., Storm Harbor Equestrian Center, Autism Conference.
- Veterans: Regional Conference.
- Exercise is Medicine: best in nation in Active U Challenge; Gold Star from ACSM.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

Resources:

- Physical location- rural (hence safe) but close to city and airport (accessible); space for growth (600 acres).
- Facilities – modern student center, dining, residence halls.
- Financial risk low – ranks 3rd in PASSHE scorecard.
- Human resources – quality faculty, staff and administrators.

Processes:

- Enrollment management – from recruitment to retention to graduation.
- Labor relations – cooperation with APSCUF to advance the university.

Priorities:

- New student market segments.
- Niche programs.

Opportunities

Political:

- Growing flexibility of PASSHE.

Economic:

- Employer needs fit SRU internal strengths.

Social:

- Positive relationships between unions and management, and with external communities.

Technological:

- Developments in productivity and analytical software.

Demographic:

- Growing student markets – graduate, international, adult completers.

Legal/organizational:

- Reorganization of VP divisions.

Challenges

Political:

- Uncertainty about budget and tuition when determined late in year.

Economic:

- Constrained appropriations, tuition, and capital funds; escalating retirement and CBA costs .

Social:

- Growing student mental health and disability issues; off-campus environment.

Technological:

- Serving the academic and other needs of online students.

Demographic:

- Declining high school graduates reducing freshman and transfer market segments.

Legal/organizational:

- Compliance with state laws, BOG policies, and audits; unfunded mandates.

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

1. Increase enrollment while enhancing student quality and diversity. (PASSHE Goals 1.1, 1.3, 2.3-2.5)
2. Offer a quality, flexible, agile, and integrated curriculum and co-curriculum to develop the intellectual, social, physical, and leadership capacities of students. (PASSHE Goals 1.1-1.5)
3. Fuel learning with powerful pedagogies and transformational experiences in and out of the classroom. (PASSHE Goal 1)
4. Maintain an unwavering focus on success for all students. (PASSHE Goals 1.1, 2.1, 2.2, 3.1, 3.2)
5. Provide a supportive campus experience through quality housing, dining, recreation, health, safety and administrative services, and a caring community. (PASSHE Goal 2)
6. Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators. (PASSHE Goal 1)
7. Increase financial resources, enhance physical facilities, employ cost-effective technology, and use sustainable processes and procedures. (PASSHE Goals 1.6, 3.3-3.5, 4.3)
8. Engage alumni and friends in the life of the university. (PASSHE Goal 3)

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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	19.9%	19.5%	19.9%	18.7%	21.1%	20.1%	20.6%
New Transfers	7.7%	7.6%	8.1%	8.2%	8.0%	8.0%	8.3%
Veterans	0.6%	2.3%	1.5%	3.0%	3.1%	3.2%	3.3%
Adult Learners	8.8%	7.9%	7.8%	7.9%	7.5%	7.5%	7.7%
Total Undergraduate Enrollment	7,891	7,881	7,769	7,540	7,526	7,606	7,534
Graduate Headcount Enrollment							
Master's	636	532	477	548	690	716	804
Research Doctorate	136	131	N/A	N/A	N/A	24	46
Professional Doctorate	N/A	N/A	130	135	134	135	135
Total Graduate Enrollment	772	663	607	683	824	875	985
Certificates, Letters of Completion, Nondegree students							
	189	168	183	124	145	150	155
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	311	500	569	633	840	879	910
Traditional (On Campus)	8,049	7,651	7,394	6,888	6,798	7,545	7,510
Off Campus	35	29	29	23	44	27	82

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	81.5%	81.3%	81.2%	82.4%	81.6%	81.8%	82.0%
Third Year Persistence	74.2%	73.5%	73.9%	72.7%	74.2%	74.2%	74.5%
Fourth Year Persistence	67.7%	71.1%	70.4%	71.9%	70.1%	70.2%	71.0%

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)	39.8%	49.1%	51.7%	50.9%	51.0%	51.1%	51.3%
Six Year (or less)	59.2%	62.1%	62.8%	67.5%	67.6%	67.8%	68.0%
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)							

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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	1,882	2,131	2,016	2,029	2,090	2,029
Undergraduate Degrees per 100 FTE	20.5	22.1	22.9	22.0	21.7	21.8
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	55.0%	57.7%	54.0%	59.7%	58.2%	60.0%
Non-Pell Recipient Graduation Rate	63.0%	63.5%	66.5%	70.2%	68.2%	68.0%
Underrepresented Minority Graduation Rate	42.0%	47.3%	52.0%	54.8%	55.0%	56.0%
Non-Underrepresented Minority Graduation Rate	62.0%	63.6%	64.3%	69.3%	67.0%	67.5%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	32.2%	33.6%	32.9%	33.9%	34.1%	34.3%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	9.7%	10.7%	11.5%	10.9%	11.1%	11.5%
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	18.1%	17.6%	18.5%	18.8%	17.5%	17.7%
Female Faculty	47.1%	48.4%	49.4%	49.8%	49.9%	50.0%

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	70.3%	73.5%	73.9%	73.9%	74.0%	74.0%
Fourth Year Persistence	67.7%	70.4%	71.9%	70.1%	70.3%	72.1%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	27.9%	29.6%	30.4%	33.0%	32.9%	33.3%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	52.9%	51.8%	53.9%	57.7%	58.8%	59.9%
Student Engagement						
Percent of Students Involved in Volunteering	36.5%	50.5%	51.1%	40.5%	42.5%	46.0%
Study Abroad						
Percent of Graduates who Studied Abroad	25.6%	26.3%	28.5%	28.5%	28.5%	28.5%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

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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		4
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		N/A
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		60
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		44
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		73%
Master's Degree Programs		
Total Number of Master's Programs		17
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		94%
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		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
Master's Degree Programs		
52.0201	Business Administration	Blended
13.1001	Special Education	Blended
Minors		
40.0603	Geophysics	N/A
Letters of Completion and Certificates		
45.0702	Geographic Information Science	N/A
13.0501	Teaching Online	Online

Reorganized Programs for 2013/14

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Master's Degree Programs			
42.2803	Clinical Mental Health Counseling	Reorganized from the previous Community Counseling	N/A
54.0101	History	Reorganized from the previous face to face delivery to online only	Online
27.0101	Science, Technology, Engineering, and Mathematics	Reorganized from the previous Mathematics and Science Teaching	Online

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Academic Programs

Programs Placed in Moratorium for 2013/14

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

Programs Discontinued for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
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Letters of Completion and Certificates

30.1101	Gerontology	N/A
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SLIPPERY ROCK 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		
	BS Security	TBD
	BFA Dance	81
	BS Petroleum Engineering	116
Master's Degree Programs		
	MA TESOL	TBD
	Master of Music Therapy	TBD
	Master of Health Informatics	TBD
	Master of Health Information Management	TBD
	MS Data Analytics	23
Minors		
	Spanish Professional	
	French Professional	

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		
	BS Electrical Engineering	TBD
Master's Degree Programs		
	Master of Athletic Training	TBD
	Master of Social Work	TBD
	Master of Public Health	TBD
Doctorate Degree Programs		
	Occupational Therapy	TBD

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

SLIPPERY ROCK 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	\$45.7	\$46.0	\$47.3	\$47.3	\$47.7	\$47.4
Undergraduate Out-of-State Tuition	9.3	9.2	9.3	9.4	9.5	9.5
Graduate In-State Tuition	6.5	7.4	8.2	9.1	10.0	11.5
Graduate Out-of-State Tuition	1.4	1.7	1.8	1.9	2.1	2.4
TOTAL TUITION REVENUE	\$62.9	\$64.4	\$66.5	\$67.7	\$69.3	\$70.8
Total Fees	13.4	13.8	14.8	15.0	15.4	16.0
State Appropriations	32.0	32.6	32.6	32.6	33.3	33.3
All Other Revenue	4.1	4.2	4.2	4.2	4.2	4.2
Planned Use of Carryforward	(0.3)	0.0	0.0	0.0	0.0	0.0
Total E&G Revenue/Sources	\$112.1	\$115.0	\$118.1	\$119.5	\$122.3	\$124.4
E&G Expenditures/Transfers						
Total Salaries and Wages	\$60.6	\$61.8	\$63.1	\$62.9	\$64.0	\$64.1
Total Benefits	25.7	28.1	30.1	30.2	32.7	34.7
TOTAL PERSONNEL EXPENDITURES	\$86.3	\$89.9	\$93.1	\$93.2	\$96.7	\$98.7
Financial Aid	2.7	2.9	2.9	2.9	3.4	4.0
Utilities	2.8	2.7	2.8	2.9	3.1	3.2
Services & Supplies	15.4	15.2	15.6	15.7	16.4	16.8
Capital Expenditures	1.1	0.4	0.3	0.3	0.3	0.3
Mandatory Transfers	2.0	2.0	2.0	2.0	2.0	2.0
Nonmandatory Transfers	1.8	1.6	1.4	2.6	1.5	1.5
Total E&G Expenditures/Transfers	\$112.1	\$114.7	\$118.1	\$119.5	\$123.5	\$126.5
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.3	\$0.0	\$0.0	\$(1.2)	\$(2.2)
Annualized FTE Enrollment						
Undergraduate In-State	6,995.93	6,850.77	6,810.00	6,914.10	6,893.88	6,851.82
Undergraduate Out-of-State	919.87	893.60	892.23	859.42	882.69	877.31
Graduate In-State	625.67	681.83	756.49	827.83	922.30	1,067.15
Graduate Out-of-State	100.50	122.63	125.29	122.65	135.41	156.67
Total Annualized FTE Enrollment	8,641.97	8,548.83	8,584.01	8,724.00	8,834.28	8,952.95
E&G Annualized FTE Employees						
Faculty	402.41	395.13	400.00	400.00	411.00	411.00
AFSCME	288.60	266.26	267.06	267.06	275.91	275.91
Nonrepresented	96.00	92.59	89.50	90.28	92.50	92.50
SCUPA	32.08	32.45	31.91	31.91	34.00	34.00
All Other	53.25	51.78	52.46	52.46	50.50	50.50
E&G Annualized FTE Employees	872.34	838.21	840.93	841.71	863.91	863.91
Total Annualized FTE Employees	898.84	866.04	866.36	866.47	888.64	888.64

SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic 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:			
Har-Mer Elementary School for the purpose of Physician's Assistant Program			\$194,457
Library investments to repurpose space for new learning approaches and student needs			\$1,905,068
Mathematics Emporium (Library)		\$629,500	
Renovation of former staff center into Collaborative Classroom (North Hall)		\$232,101	
Campus physical enhancements for high-impact areas and safety (North Hall Welcome Center, trash cans, benches)	\$14,076	\$346,430	
New university website		\$160,284	\$124,103
Internationalism (travel and other investments to establish partnerships and recruit overseas)		\$95,626	\$192,875
Program Directors and faculty for new programs (Estimated 3 FTE as of 4/15)			\$437,141
Morrow Field House (building infrastructure upgrades and renovation for PE Department)			\$166,420
New campus signage for various entrances, buildings, maps, and building and street identification for 911			\$142,792
Total	\$14,076	\$1,463,941	\$3,162,856
Sources of Funds for Reinvestment:			
Academic Enhancement Fee Revenue	\$0	\$861,601	\$1,905,068
University Unrestricted Net Assets	\$14,076	\$602,340	\$1,257,788
Total	\$14,076	\$1,463,941	\$3,162,856

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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	\$9.2	\$9.2	\$9.6	\$9.6	\$10.2	\$10.4
Housing Fees	3.0	2.9	3.1	3.1	3.2	3.2
Privatized Housing	4.0	3.9	3.9	3.9	4.0	4.2
Other Auxiliary Sales	5.0	0.6	0.6	0.6	0.5	0.5
All Other Revenue	2.8	5.3	5.1	5.1	5.5	5.5
Total Auxiliary Revenue/Sources	\$24.1	\$22.0	\$22.4	\$22.4	\$23.5	\$23.9
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$2.6	\$2.5	\$2.6	\$2.6	\$2.5	\$2.5
Total Benefits	0.7	0.8	0.9	0.9	1.0	1.0
TOTAL PERSONNEL EXPENDITURES	\$3.3	\$3.3	\$3.5	\$3.5	\$3.5	\$3.6
Financial Aid	0.4	0.4	0.4	0.4	0.4	0.4
Utilities	0.7	0.9	0.9	0.9	0.9	0.9
Services & Supplies	11.5	12.1	12.3	12.3	12.8	13.3
Capital Expenditures	0.1	0.0	0.0	0.0	0.0	0.0
Transfers	8.1	4.6	5.2	5.2	5.8	5.7
Total Auxiliary Expenditures/Transfers	\$24.1	\$21.4	\$22.4	\$22.4	\$23.5	\$23.9
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.6	\$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	\$11.7	\$10.9	\$11.1	\$11.1	\$11.3	\$11.3
State Grants & Contracts	7.2	7.6	7.8	7.8	7.9	7.9
Private Grants & Contracts	0.0	0.1	0.1	0.1	0.1	0.1
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	2.7	3.5	3.5	3.5	3.6	3.6
Total Restricted Revenue	\$21.6	\$22.1	\$22.5	\$22.5	\$22.9	\$22.9
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$0.6	\$0.5	\$0.5	\$0.5	\$0.5	\$0.5
Total Benefits	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL EXPENDITURES	\$0.6	\$0.6	\$0.6	\$0.6	\$0.6	\$0.6
Financial Aid	21.1	21.4	21.8	21.8	22.1	22.1
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	(0.1)	0.1	0.1	0.1	0.1	0.1
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	0.0	0.0	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	\$21.6	\$22.1	\$22.5	\$22.5	\$22.9	\$22.9
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.0)	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$157.8	\$159.1	\$163.0	\$164.4	\$168.6	\$171.2
Total University Expenses	\$157.8	\$158.3	\$163.0	\$164.4	\$169.8	\$173.3
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$0.8	\$0.0	\$0.0	\$(1.2)	\$(2.2)

SLIPPERY ROCK 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	1,991	2,067	2,097	2,118
Total Cost In-State Undergraduate Off Campus or At Home	\$8,777	\$9,057	\$9,339	\$9,360
Most Common Room and Board Rates	9,364	9,598	9,794	10,022
Total Cost In-State Undergraduate On Campus	\$18,141	\$18,655	\$19,133	\$19,382
Out-of-State Undergraduate				
Tuition (Most Common)	\$9,642	\$9,934	\$10,224	\$10,224
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	1,991	2,067	2,097	2,118
Total Out-of-State Undergraduate Off Campus or At Home	\$12,175	\$12,559	\$12,963	\$12,984
Most Common Room and Board Rates	9,364	9,598	9,794	10,022
Total Cost Out-of-State Undergraduate On Campus	\$21,539	\$22,157	\$22,757	\$23,006
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)	82	85	86	87
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$365	\$376	\$388	\$389
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$402	\$414	\$426	\$426
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	82	85	86	87
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$507	\$522	\$539	\$540
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
Grandfathered Full-time Rate*	\$8,340	\$8,912	N/A	N/A
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)	\$123	\$127	\$130	\$131
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	\$644	\$663	\$681	\$681
Grandfathered Full-time Rate*	\$13,343	\$14,257	N/A	N/A
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)	\$155	\$161	\$164	\$165

*Doctor of Physical Therapy students in fall 2010 and fall 2011 cohorts were grandfathered to pay a flat, full-time rate in fiscal year 2012/13 and 2013/14.

SLIPPERY ROCK 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</i>		
Academic Support/Instructional Support Fee	\$28	\$682
Activity Fee	\$15	\$358
Health Services Fee	\$12	\$290
Recreation Center Fee	\$9	\$221
Student Center Maintenance	\$17	\$397
Student Life Enhancement	\$5	\$150
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$28	\$682
Activity Fee	\$15	\$358
Health Services Fee	\$12	\$290
Recreation Center Fee	\$9	\$221
Student Center Maintenance	\$17	\$397
Student Life Enhancement	\$5	\$150
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$3,082
Maximum	\$5,460
Most Common - Double room (2 beds)	\$6,420
<i>All Other Housing</i>	
Minimum	\$6,490
Maximum	\$8,398
Most Common - Double Studio (2 beds & bath)	\$6,490

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	6 + \$255 flex	\$2,902
Maximum	Unlimited	\$3,634
Most Common (12 meals/week + \$445 flex /semester)	12 + \$445 flex	\$3,304

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation		\$75
Student ID		\$15
Parking		\$25
Application		\$30

**SLIPPERY ROCK 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	1,150	1,352	1,296
Average Award	\$2,914	\$2,467	\$2,392
Total Dollars Awarded	\$3,351,017	\$3,335,729	\$3,100,325
% of Undergraduate Students Receiving Aid	14%	17%	17%
<i>Pennsylvania State Grants</i>			
# of Students	2,676	2,637	2,605
Average Award	\$2,582	\$2,835	\$2,660
Total Dollars Awarded	\$6,908,158	\$7,476,607	\$6,929,722
% of Undergraduate Students Receiving Aid	32%	33%	33%
<i>Pell Grants</i>			
# of Students	2,665	2,539	2,547
Average Award	\$3,695	\$3,845	\$3,895
Total Dollars Awarded	\$9,846,623	\$9,761,542	\$9,921,165
% of Undergraduate Students Receiving Aid	32%	31%	33%
<i>All Other Gift Aid**</i>			
# of Students	2,484	2,494	2,370
Average Award	\$2,313	\$2,061	\$2,475
Total Dollars Awarded	\$5,746,339	\$5,139,545	\$5,865,342
% of Undergraduate Students Receiving Aid	30%	31%	30%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	4,774	4,439	4,517
Average Award	\$5,415	\$5,793	\$5,715
Total Dollars Awarded	\$25,852,137	\$25,713,422	\$25,816,554
% of Undergraduate Students Receiving Gift Aid	57%	55%	58%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	130	83	99
Total Dollars Awarded	\$391,927	\$233,337	\$221,384
% of Graduate Students Receiving Assistantships	15%	9%	10%
<i>Graduate Tuition Waivers</i>			
# of Students	128	89	109
Total Dollars Awarded	\$1,094,749	\$793,403	\$875,863
% of Graduate Students Receiving Waivers	15%	9%	11%

*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

SLIPPERY ROCK 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	6,133	5,927	5,822
Average Loan	\$8,135	\$8,233	\$8,527
Total Dollars Loaned	\$49,889,765	\$48,796,546	\$49,643,574
% of Undergraduate Students Receiving Loans	73%	73%	75%
Graduate Loans (all known)			
# of Students	472	543	607
Average Loan	\$14,127	\$14,234	\$14,612
Total Dollars Loaned	\$6,667,834	\$7,729,135	\$8,869,356
% of Graduate Students Receiving Loans	56%	57%	62%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	85%	87%	86%
Average Amount of Debt (of those graduating with debt)	\$28,959	\$29,722	\$30,458
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	5.2%		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	\$9,027	\$9,598	\$1,495	\$1,980	\$22,100
In-State Undergraduate Off Campus, Living at Home	\$9,027	\$5,282	\$1,495	\$4,246	\$20,050
Out-of-State Undergraduate On Campus	\$12,529	\$9,598	\$1,495	\$2,268	\$25,890
Out-of-State Undergraduate Off Campus, Living at Home	\$12,529	\$5,282	\$1,495	\$4,246	\$23,552

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	892	\$13,583	\$(597)	\$9,729	\$8,447
\$30,001 - \$48,000	573	\$13,730	\$46	\$9,000	\$7,632
\$48,001 - \$75,000	879	\$17,230	\$3,491	\$5,515	\$8,333
\$75,001 - \$110,000	1,230	\$19,023	\$5,415	\$3,597	\$8,968
\$110,001 and Above	1,160	\$19,119	\$5,696	\$3,313	\$9,009

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:

SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab):

SL02 - Instructional Fee for STEM-H Courses

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

To charge a differential fee for high-cost/high-demand undergraduate Science, Technology, Engineering, Mathematics, and Health (STEM-H) courses. This would primarily encompass the following types of specialized 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 impact of the fee would be reviewed annually and adjustments made, as needed. The University proposes phasing in this program over four years, with fees being implemented for 100-level courses in fall 2015, 200-level courses in fall 2016, 300-level courses in fall 2017, and 400-level course in fall 2018. Effective fall 2015.

Changes Made to Pilot since its Approval:

N/A

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).

SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):	SL01 - Active Military Tuition
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Brief Synopsis of Pilot, as Approved by Board of Governors:

To offer undergraduate tuition rates at 85 percent of the current applicable tuition rate for all online courses to the following individuals in Slippery Rock University of Pennsylvania's undergraduate online programs: all active duty military and spouses of all branches of service (U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves). Effective fall 2015.

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			
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 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).



CALIFORNIA 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.

President Jones described a three pronged strategic vision for the advancement of California University during its leadership transition period shortly after her assumption of the duties of Acting President in May of 2012. The three components of this vision are:

- 1) Focus on our core mission, the academic education of our students

The University is dedicated to providing a high-quality education foundation and collegiate experience for all of our students, placing an emphasis on the incorporation of technology in majors as diverse as engineering technology to music and education to health science so that our students are prepared for career entry, enhancement, and advancement. Experiential education; including undergraduate and graduate research, scholarship, and creative activity; as well as internships, clinical, and other field-related experiences, is also emphasized. The University is committed to continuous improvement of all of its academic programs through various means including seeking and maintaining accreditation; attracting, hiring, and retaining highly-qualified faculty, and creating and maintaining high-caliber facilities and equipment. The University is also committed to raising its academic profile to attract higher-performing students through the Center for Undergraduate Research, the Honors program, International Programming, and specialized centers and institutes.

- 2) Stabilize and grow enrollment

Amidst lessening Commonwealth support and declining enrollment due to demographic changes in southwestern Pennsylvania, the University faces budgetary challenges now and in the future. Clearly, increased enrollment and its associated tuition are needed to meet these challenges. The University has embarked on the development of a **strategic enrollment management plan**, which began with an admissions process optimization review. One component of the plan, for the Global Online and Graduate division, was completed in May 2014, and has produced positive enrollment gains. A second component of the plan, focuses on academic success and student retention, has also been completed, implemented, and producing positive results. The remaining portion of the plan, directed towards undergraduate enrollment, is under development.

In order to attract additional students, the University is pursuing strategic initiatives, such as the development of new majors, concentrations, and minors; improving existing programs; and providing more opportunities for student access to higher education. In just the past year, new programs have been developed in conflict resolution, cybersecurity, applied mathematics, social deviance, applied behavioral analysis, land management, and business entrepreneurship. Programs such as nursing, applied criminology, and technology education have added additional starts, expanded existing cohorts, and modified course sequencing to better meet student demand. These strategies, particularly in Global Online and Graduate Studies, have produced a 13% enrollment increase. One aspect of the strategic enrollment plan, a two-year alternative tuition pilot for active duty military in Global Online, produced a 50% increase in enrollments in its first year. Additionally, through the efforts of our Office of Articulation and Transfer Evaluation, we have entered into our initial reverse transfer agreement and plan to pursue others.

In a recent Eduventures *Biggest Movers Retention Report* (2015), Cal U was rated as an "over-performer" with an 80% first-year retention rate. Also, Global Online was recognized as having the fourth-best graduation rate in the 2015 U.S. News & World Report *Online Education Best Six-Year Graduation Rates for Online Bachelor's Degree Programs*. To retain more students, the Office of Academic Success will increase the number of academic learning communities, which allow first-time students to take three to four classes with students in their major and connect with departmental faculty through the First Year Seminar course. Also, a peer mentoring program is seeking to expand to include opportunities for transfer and online students to participate. Finally, the Support for Success (S4S) program is developing ways for more students to take advantage of their services. For the past two years, students who highly participated in S4S not only had a significantly higher GPA, but were retained at a higher rate than the entering freshman class.

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

University Mission *(Continued)*

3) Utilize sound business practices in the operation of the University

The University continues to address legacy-based financial challenges and is committed to the efficient and effective utilization of resources that is driven by our strategic planning and linked to the assessment of the University's goals and objectives. The University strives to improve its business processes and financial circumstances to ensure that expenditures are aligned with our core mission of educating our students.

To improve our budget condition, we must increase enrollments. To increase enrollments, we must strategically and methodically focus increased time, effort, and talent on the task by restructuring our student acquisition and retention systems. Restructuring must be executed by employing sound business practices that reduce overall operating costs. We cannot continue to operate as we have and expect to produce different enrollment results. Restructuring for strategic enrollment management must be a campus-wide endeavor that targets increasing existing market share, creating new enrollment opportunities, and improving student retention and persistence rates. Each campus division must contribute to this effort with the ultimate goal of improving our bottom line financial results. Part of this effort will be to continue improvements initiated by Institutional Research to help ensure data integrity for data-driven decision making and continuous improvement.

Being located in Washington County, and being the sole public institution of higher education in the county, California University has always had as part of our mission, a commitment to providing access to higher education for residents of Washington and the surrounding counties in our region. The University has always strived to provide the highest quality education at the lowest possible cost to the Commonwealth's citizens.

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.

1. Strategic Enrollment Management: stabilize and grow enrollment by developing new programs, retaining existing students, catering to transfers and finding non-traditional learners

- a. Reorganize for strategic enrollment management. The primary players will include Undergraduate Admissions, Graduate Admissions, Global Online, Academic Success, Summer College, Winter College, International Programming, Office of the Registrar, Financial Aid, and Marketing; however each division of the university must also significantly contribute to the effort. Our student acquisition and retention efforts must focus on strategic enrollment management while reducing the University's overall operating costs. Target areas include increasing existing student market share, creating new enrollment opportunities, and improving student retention and persistence rates.
- b. Finalize the roll out of **Complete Your Degree PA** by developing undergraduate, online degree completion programs to target the estimated 1.2 million Pennsylvanians who have some college coursework but no degree and 570,000 who have an associate's degree only; according to the Lumina Foundation (2014). California University of Pennsylvania will be known as the online and degree completion university in Pennsylvania's State System while simultaneously maintaining our high-quality, face-to-face campus-based programs.
- c. Optimize processes to increase conversions in the enrollment management funnel from inquiry to graduation and beyond.
- d. Develop online undergraduate and graduate programs that are attractive to active duty military and veteran students.
- e. Develop partnerships with overseas educational institutions to foster international student enrollment, study abroad opportunities for our students, faculty and student exchanges and other international endeavors.
- f. Continue the holistic approach used by the Office of Admissions to enhance our access mission.
- g. Enhance our transfer-friendly status as an institution. Given **Complete Your Degree PA**, we will expand our efforts to develop articulation agreements with Pennsylvania's community colleges.
- h. Pursue reverse transfer agreements with all of the Commonwealth's community colleges.
- i. Obtain state authorization in all 50 states, when financially feasible, as well as membership in the State Authorization Reciprocity Agreement (SARA) once the Commonwealth joins SARA.
- j. Evaluate and modify if necessary, the academic success and retention strategies in the Office of Academic Success to assist all of our students to fulfill their personal and professional goals.
- k. Raise the academic profile of the University.
- l. Expand undergraduate research, scholarship, and creative activity as a high-impact practice focused on student engagement for improved retention and progression through our Center for Undergraduate Research.

2. Shared Governance: continue to improve our shared governance structure and provide a voice to campus constituencies in decision making processes

- a. Implement a new shared governance structure based on the 2014-15 recommendations of the President's Task Force on Shared Governance.
- b. Assess the effectiveness of the new shared governance model.
- c. Cultivate good working relationships among the University's represented and non-represented employees.

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

University Vision *(Continued)*

- 3. Student Achievement: serve the Commonwealth by producing graduates in high-demand fields and other needed disciplines**
 - a. Identify and develop high-demand academic programs that meet Commonwealth needs and are aligned with the University's mission, resources, and capabilities.
 - i. Deliver undergraduate and graduate degree and non-degree programs that address workforce needs.
 - ii. Develop professional doctorate degree programs that build on California's well established graduate programs.
 - iii. Expand our non-credit continuing education program to enhance workforce training and professional development opportunities in our region and beyond with traditional programs and online delivery.
 - b. Ensure that all academic programs exhibit recognized standards of quality and rigor.
 - c. Employ assessment of student learning outcomes at the course and university level to improve teaching, learning, and program quality.
 - d. Enhance student engagement in extra-curricular experiences and learning opportunities through clubs and organizations.
 - e. Position intercollegiate athletics to enhance the education and persistence of our student athletes.
- 4. Personnel: make the best use of our workforce to achieve the University mission and goals**
 - a. Attract, hire, and develop quality faculty who have a student-centered and service-oriented focus with research, scholarship, and creative activity interests that can be used to enhance undergraduate and graduate education and scholarship.
 - b. Attract, hire, and develop quality staff members who have a student-centered and service-oriented focus.
 - c. Create a safe and welcoming environment for University students, employees, and guests.
 - d. Strategically deploy personnel to maximize enrollment and other revenue generating endeavors.
 - e. Ensure that our workforce aligns with student enrollment trends.
- 5. Resources: strategically deploy our resources and ensure the long term financial stability of the University**
 - a. Strategically focus on the core mission of educating our students while ensuring effective and efficient utilization of resources.
 - b. Create and maintain high-caliber facilities, equipment, and technology with an emphasis on academics.
 - c. Conduct annual financial and performance reviews of academic programs in order to make decisions regarding future viability.
 - d. Investigate additional revenue-generating opportunities that align with the three-pronged strategic vision of the University.
 - i. Promote grant writing and development of revenue generating contracts and other partnerships with funding agencies and private foundations.
 - ii. Further utilize the Convocation Center to generate revenue, attract prospective students, and enhance the reputation of the University.
 - iii. Investigate partnerships for revenue sharing opportunities with other PASSHE universities.
 - e. Continue to manage cost avoidance through the efficient use of energy by the physical plant.
 - f. Connect with our more than 55,000 living alumni and increase alumni giving utilizing affinity groups and other approaches.

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.

California University of Pennsylvania is a state-owned, public, regional comprehensive university situated in the southwest corner of the Commonwealth. We draw approximately 60% of our students from the five counties surrounding the University and increasingly attract students from urban and suburban areas of southeastern Pennsylvania as well as globally through our online programs. The University accomplishes its mission by providing access to high quality, affordable educational programs to the residents of Pennsylvania, the four-state region and beyond. Many of our students are the first-generation in their family to earn a higher education credential. To be successful, California University of Pennsylvania must strategically manage its marketing and enrollment, cultivate quality faculty and staff, and marshal our resources to provide meaningful experiences to students in and out of the classroom with academic programs that are in-demand by employers and with activities that will allow each of our students to form a lifelong relationship with the University. All of this is to be accomplished in a community that is guided by continuous improvement in all aspects of the University.

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.

- **STEM** – As California University has had a special mission in science and technology, many of our academic programs incorporate technology into the curriculum, including many non-STEM programs such as special education and athletic training. Long known as a national leader in producing high quality technology education teachers, the University has added an array of other technologically intensive programs in engineering technology (computer engineering technology, electrical engineering technology) and other disciplines. The most recent of these technologically intensive programs has been the BS in Commercial Music Technology and the BS in Mechatronics Engineering Technology. The established engineering technology programs are accredited by ABET and produce graduates that find excellent jobs in and out of the Commonwealth.
- **Allied Health** – The Eberly College of Science and Technology as well as the College of Education and Human Services offer outstanding programs that serve to improve the health and welfare of Commonwealth residents. The two year Associate of Applied Science degree program in Physical Therapist Assistant is accredited by CAPTE and maintains a licensure examination pass rate of greater than 80%. Similar pass rates are experienced in the CAATE accredited Bachelor of Science degree program in Athletic Training which is operated jointly with Clarion University. Graduates of these two programs work with patients from the physically active to the disabled, improving lives daily. The BS and MS degree program in Communication Disorders is accredited by ASHA. The MS program is highly selective, choosing only 24 students each year from a pool that includes hundreds of applications. Online delivery of our RN to BSN program has significantly increased enrollment in the Nursing department by providing working professionals the flexibility needed to complete their degree amid a busy work schedule.
- **Teacher Education** – Teacher Education is another distinctive group of academic programs at California University. California has an outstanding history of preparing teachers at all levels. Of the University's more than 53,000 living alumni, a great many are teachers or others that made a career in public or private education, from instructors to principals and superintendents. One is hard pressed to find a school district anywhere in the eastern United States that does not have at least one California graduate employed. California's teacher education program prepares everyone from pre-school teachers to superintendents and from special education teachers to physics teachers. All of our teacher preparation programs are accredited by CAEP, formerly known as NCATE.

Academic Programs of Distinction *(Continued)*

- Exercise Science – Exercise Science, with a BS and MS degree, is a relatively new discipline at California, having only been offered since 2002. The MS program has five concentrations for students to choose including Performance Enhancement and Injury Prevention, Wellness and Fitness, Rehabilitation Science, Sport Psychology, and Wellness Coaching. Both the undergraduate and graduate programs are partnered with discipline specific associations which drive quality and student demand including the National Academy of Sports Medicine (NASM), a world leader in fitness certification, education and performance; the National Speed and Explosiveness Association (NASE), a leading authority on speed improvement; and Wellcoaches, a premier provider of wellness coaching education. By providing these programs only through 100% online delivery, the University has been able to attract, recruit and enroll students from literally all over the globe. More than 80% of the students enrolled in Exercise Science are domiciled more than 150 miles from campus. Because of the popularity of exercise and wellness nationwide, but particularly on the west coast, California has relationships with the likes of Maricopa Community College in Arizona, the largest community college in the US, with over 260,000 students. Through the Exercise Science program and its asynchronous, 100% online delivery, physical therapists, athletic trainers, strength coaches and other health and fitness professionals are able to complete their degree without interrupting their already established career. California's Exercise Science program boasts alumni with the major and minor league teams in all of the major sports. California has graduates working for the Phoenix Suns and New York Knicks of the NBA, the Washington Capitals of the NHL, the Cleveland Browns and Green Bay Packers of the NFL, and the Seattle Mariners of MLB to name just a few.

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Other Areas of Distinction

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

Global Online – With the largest number of 100% online offerings in Pennsylvania’s State System, it is imperative that California University of Pennsylvania maintains a support system for online students that often only set foot on campus for commencement. The Global Online Office supports students from inquiry as a prospect through application, admission, registration, billing, financial aid and finally commencement. The Global Online staff is multi-talented, comprehensively trained and assist in the marketing of programs in addition to their customer service responsibilities. In 2015, Global Online was recognized by the U.S. News & World Reports in three top-100 online program categories. Also, the national ranking placed Cal U’s online bachelor’s degree programs fourth in six-year graduation rates.

Accreditation - California University of Pennsylvania is accredited by the Middle States Commission on Higher Education and offers the following nationally recognized / accredited programs:

Applied Sociology (BA)	Commission on Accreditation of Programs in Applied and Clinical Sociology
Art & Graphic Design (BFA)	National Association of Schools of Art and Design
Athletic Training (BS & MS)	Commission on Accreditation of Athletic Training Education
Chemistry (BS)	Chemistry by the American Chemical Society
Clinical Mental Health Counseling (MS)	Council for Accreditation of Counseling and related Educational Programs
Communication Disorders (BS & MS)	American Speech-Language-Hearing Association
Computer Engineering Technology (BS)	Engineering Technology Accreditation Commission of ABET
Computer Information Systems (BS)	Computing Accreditation Commission of ABET
Computer Science (BS)	Computing Accreditation Commission of ABET
Early Childhood Education (MEd & Certification)	National Association for the Education of Young Children
Electrical Engineering Technology (BS)	Engineering Technology Accreditation Commission of ABET
Geography, Travel & Tourism (BS)	World Tourism Organization TedQual Certification System
Graphic Communications & Multimedia (BS)	Accrediting Council for Collegiate Graphic Communications
Nursing (BSN & MSN)	Commission on Collegiate Nursing Education
Parks & Recreation Management (BS)	National Recreation and Park Association Council on Accreditation for Parks, Recreation, Tourism and Related Professions
Physical Therapist Assistant (AS)	Commission on Accreditation in Physical Therapy Education
Principals Program (MEd & Certification)	Educational Leadership Constituent Council
School Counseling (MEd)	Council for Accreditation of Counseling and related Educational Programs
School Psychology (MS & Certification)	National association of School Psychologists
Social Work (BSW & MSW)	Council on Social Work Education
Superintendents Program (Certification)	Educational Leadership Constituent Council
Teacher Education (BSEd, MEd, Certification)	Commission on Accreditation of Education Programs
Technology Management (AS & BS)	Association of Technology Management and Applied Engineering
Theater (BA)	National Association of Schools of Theater

Energy Conservation – With award winning, geothermal heated residence halls and a commitment to sustainable practices, California University is a leader among Pennsylvania’s State System in energy efficiency. For 2013-2014, California University’s unit energy cost of \$1.09 per square foot tied Slippery Rock University for best energy consumption among the System institutions. When measured on the Energy Utilization Index, for 2012-2013 and 2013-2014, California University was again, the best in the entire System. California led the System with the lowest central plant fuel costs for 2012-2013 and 2013-2014, as well. In terms of efficient utilization of energy and associated cost avoidance, California University is well positioned to continue as a leader for the System.

Other Areas of Distinction (Continued)

Employee Productivity – California University’s faculty have produced the highest instructional productivity in Pennsylvania’s State System as measured by the Student FTE/Faculty FTE. This claim is verified by IPEDS, System institutional research, and the Snyder Report. For at least the last 10 years, California received significant amounts of performance funding for its faculty productivity and more recently for its overall employee efficiency. Similarly, on the most recent annual performance indicators report, Cal U produced an employee to student ratio that far exceeded the System average.

Athletics–California University of Pennsylvania has a long history of outstanding intercollegiate athletics and is a proud member of the nation’s largest intercollegiate athletic conference, the Pennsylvania State Athletic Conference (PSAC). We currently sponsor approximately 400 student athletes competing in 18 men and women’s sports at the NCAA Division II level including:

- Men’s and Women’s Cross Country
- Men’s and Women’s Soccer
- Women’s Volleyball
- Football
- Men’s and Women’s Basketball
- Men’s and Women’s Indoor Track
- Men’s and Women’s Track and Field
- Women’s Tennis
- Men’s and Women’s Golf
- Baseball
- Softball
- Women’s Swimming

California University was awarded the Dixon Trophy, symbolizing the System’s first place standing in overall athletic achievement, two times, in 2008-2009 and 2013-2014. California has won four NCAA Division II National Championships, winning twice in softball in the early 2000s and in women’s basketball in 2004 and 2015. California’s women’s basketball team is still the only PSAC basketball team (men or women) to win the Division II title. California’s athletic teams have won 67 PSAC championships in 12 different sports. Being an NCAA Division II member, California stresses the student -athlete, and the classroom is just as important as the competition. Since 2011-2012, seven teams have had the highest GPA in the PSAC, winning the PSAC Top Team GPA Award. Finally, forty nine of California University’s student -athletes have been named as CoSIDA Academic All Americans.

High-Impact Practices – California University has implemented and utilizes many of the well documented high-impact practices in order to improve students’ academic success and retention. We have established learning communities and a First Year Seminar for incoming freshmen. We continue to stress advanced writing courses, experiential and service learning, study abroad, and internships. Our most recent high-impact implementation has been the establishment of the Center for Undergraduate Research, which promotes joint student/faculty research and provides support for students to conduct research throughout the calendar year. Additionally, we provide supplemental assistance for students who are determined to be academically at-risk.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

- Dedicated leadership team
- Well qualified and productive faculty and staff
- Excellent facilities on a beautiful, energy efficient campus
- Commitment to STEM, allied health and education
- Excellent reputation, particularly in teacher preparation
- Many accredited and other high quality programs
- Global Online attracts worldwide audience
- Experiential education utilizes internships, field work and other practical delivery methods
- Graduates are employed or further their education at an exceptionally high rate
- Dedicated to the access mission in southwestern Pennsylvania

Opportunities

- Establishment of 2 + 2, reverse transfer and other articulation and co-operative arrangements with community and other colleges and universities
- No limits to recruiting area with Global Online programs
- Collaboration with sister Universities in Pennsylvania's State System
- Revenue generation and recruiting advantage using the Convocation Center
- Retiring faculty provide ability to redeploy new faculty into high need areas

Challenges

- Precarious financial position
 - Difficulty in dedicating resources for deferred maintenance, new programs and building projects
 - Large debt from legacy bond funding severely limits discretionary spending
 - Declining state support in the face of increasing fixed costs
- Changing demographics in our traditional recruiting region continues to negatively affect enrollment
- Collective bargaining agreements makes retrenchment extremely difficult and lessens positive economic impact of furloughs
- Three of the top five administrators are interim or acting

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

Strategic Goal #1 – Core Mission-Academics

- Raise the institution's profile by continuing to seek accreditation of all programs that have specialized accreditation and promote the University Honors Program and the undergraduate research initiative
- Utilize technology fees to strategically enhance laboratory space and equipment
- Link assessment of academic programs to the strategic funding formula

Strategic Goal #2 – Stabilize and Grow Enrollment

- Complete the strategic enrollment plan that will encompass all admissions and recruiting functions on and off campus
- Continue to realize our role in providing higher education access in southwestern Pennsylvania and the surrounding region
- Support the Office of Student Success' initiatives aimed at retaining an increasing number of students and improving both the four and six year graduation rate
- Develop additional new programs for 100% online delivery
- Target community colleges and CTCs for +2 programs and reverse transfer opportunities; complement our transfer friendliness with *Complete Your Degree PA*
- Leverage recruiting and income opportunities at the University Convocation Center by hosting events that bring potential students and their families to campus
- Make data driven decisions that enhance our marketing efforts

Strategic Goal #3 – Utilize Sound Business Practices

- Review all low enrolled academic programs and determine their utility for the Commonwealth's future needs as well as their financial viability
- Align the use of resources with the University's core mission of academics
- Critically review all personnel attrition to determine if replacements are needed or where the replacement can be redeployed to best effect
- Seek additional funding via a per credit assessment of the University instructional fee
- Assume complete ownership of all student housing on both the upper and lower campus

Strategic Goal #4 – University Development

- Strengthen relationships with corporations in the surrounding region with emphasis on STEM companies and those located at Southpointe
- Increase alumni engagement and donation rate
- Continue to market the Convocation Center for comprehensive corporate meetings and other business purposes

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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%	17.4%	14.4%	17.0%	17.1%	16.9%	16.5%
New Transfers	10.5%	9.9%	9.5%	9.0%	11.6%	10.1%	10.0%
Veterans	1.9%	1.9%	2.1%	2.2%	2.4%	2.1%	2.2%
Adult Learners	18.3%	18.6%	19.0%	18.2%	18.2%	18.5%	18.5%
Total Undergraduate Enrollment	7,337	7,341	6,633	6,385	6,016	5,771	5,605
Graduate Headcount Enrollment							
Master's	1,728	1,878	1,705	1,611	1,697	1,810	1,778
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	N/A	N/A
Total Graduate Enrollment	1,728	1,878	1,705	1,611	1,697	1,810	1,778
Certificates, Letters of Completion, Nondegree students							
	335	264	270	247	265	277	262
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	1,895	2,162	2,059	2,147	2,300	2,263	2,202
Traditional (On Campus)	4,947	4,163	4,089	3,533	3,253	2,993	2,753
Off Campus	184	54	40	13	78	44	45

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	73.9%	73.8%	78.0%	79.8%	76.6%	76.4%	76.9%
Third Year Persistence	67.2%	65.1%	63.0%	65.4%	65.9%	65.3%	64.9%
Fourth Year Persistence	61.7%	62.5%	58.3%	58.9%	60.3%	60.0%	59.4%

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)	31.0%	36.2%	34.2%	37.3%	34.7%	35.6%	35.4%
Six Year (or less)	53.0%	54.2%	53.2%	57.4%	54.5%	54.8%	55.0%
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)							

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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	2,345	2,508	2,582	2,545	2,564	2,554
Undergraduate Degrees per 100 FTE	19.8	21.4	24.8	23.1	24.0	23.5
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	52.0%	45.5%	50.8%	48.2%	49.5%	48.8%
Non-Pell Recipient Graduation Rate	55.0%	56.5%	54.4%	55.5%	54.9%	55.2%
Underrepresented Minority Graduation Rate	63.0%	45.2%	40.0%	42.6%	41.3%	42.0%
Non-Underrepresented Minority Graduation Rate	58.0%	57.9%	57.2%	57.6%	57.4%	57.5%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	37.6%	39.0%	39.1%	39.1%	39.1%	39.1%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	8.7%	12.4%	18.0%	15.2%	16.6%	15.9%
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	12.6%	13.8%	13.6%	13.7%	13.7%	13.7%
Female Faculty	44.9%	47.2%	47.3%	47.3%	47.3%	47.3%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	20.9%	24.2%	25.8%	25.0%	25.4%	25.2%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	40.1%	39.8%	41.2%	40.5%	40.8%	40.7%
Support Expenditures						
	47.7%	48.3%	48.0%	48.2%	48.1%	48.1%
Employee Productivity						
Student Full Time Equivalent (FTE) / Faculty FTE Ratio	10.59	10.40	9.61	9.61	9.61	9.61
Closing the Access and Achievement Gap for Underrepresented Minority Transfer Students						
Underrepresented Minority Transfer Students	12.9%	16.4%	19.6%	18.0%	18.8%	18.4%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Underrepresented Minority Transfer Graduation Rate	43.0%	57.1%	55.4%	56.3%	55.8%	56.0%
Non-Underrepresented Minority Transfer Graduation Rate	70.0%	68.4%	66.0%	67.2%	66.6%	66.9%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

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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	4
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	4
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	100%
Associate Degree Programs	
Total Number of Associate Programs	12
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	3
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	25%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	63
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	44
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	70%
Master's Degree Programs	
Total Number of Master's Programs	17
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	17
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	100%
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
Letters of Completion and Certificates		
13.1013	Autism Spectrum Disorders	Online

Reorganized Programs for 2013/14			
6-digit CIP	Program Name	Change	Offered Via Distance Learning
Bachelor's Degree Programs			
30.0601	Science and Technology Multidisciplinary Studies	Reorganized from the previous Science and Technology Flex Degree - Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, West Chester	N/A
Master's Degree Programs			
52.0201	Business	Reorganized from the previous Master of Science in Business Administration - Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, West Chester	N/A

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Academic Programs

Programs Placed in Moratorium for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
13.1015	Special Education and Early Childhood Education	No
13.1202	Elementary Education Services	No
51.3801	Nursing	No

Master's Degree Programs

13.1209	Elementary/Special Education (dual certification)	No
13.1299	Advanced Studies in Teacher Education	Yes
52.1301	Business Administration	No

Programs Discontinued for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
13.1209	Early Childhood Education	No
13.1202	Elem/Early Childhood	No
13.1202	Elementary Education	No

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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		
14.4201	Mechatronics Engineering - BS	TBD
51.0706	Health Information Management - BS	TBD
51.9999	Health Science - BS	TBD
Master's Degree Programs		
32.0111	Workforce Education and Development - M Ed	TBD
52.1301	Data Analytics - MS	TBD
11.0802	Database Design - MS	TBD
Doctorate Degree Programs		
45.0401	Doctor of Criminology - D.Crim or Doctor of Criminal Justice - D. C.J.	TBD

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		
43.0202	Fire Services Administration	TBD
Master's Degree Programs		
52.9999	Marketing - MS	TBD
51.0701	Health Care Administration - MS	TBD
13.0301	Instructional Design - MS or M Ed	TBD
Doctorate Degree Programs		
51.3802	Doctor of Nursing Practice - DNP - Administration and Leadership specialty	TBD

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

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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	\$36.9	\$36.8	\$35.8	\$36.7	\$34.9	\$33.9
Undergraduate Out-of-State Tuition	7.1	6.9	7.0	6.7	6.4	6.2
Graduate In-State Tuition	12.8	12.8	14.4	14.7	14.2	13.8
Graduate Out-of-State Tuition	9.3	9.2	10.3	10.8	10.5	10.2
TOTAL TUITION REVENUE	\$66.2	\$65.7	\$67.5	\$68.9	\$66.0	\$64.1
Total Fees	11.5	11.3	11.7	12.0	11.5	11.2
State Appropriations	30.5	29.8	29.7	29.8	29.1	29.1
All Other Revenue	5.1	5.3	5.4	5.1	5.3	5.3
Planned Use of Carryforward	(2.4)	0.0	0.9	3.6	0.0	0.0
Total E&G Revenue/Sources	\$110.8	\$112.1	\$115.3	\$119.4	\$111.9	\$109.7
E&G Expenditures/Transfers						
Total Salaries and Wages	\$54.8	\$56.0	\$56.9	\$58.4	\$56.0	\$56.0
Total Benefits	22.1	24.0	25.3	25.8	26.7	29.0
TOTAL PERSONNEL EXPENDITURES	\$76.9	\$80.0	\$82.1	\$84.2	\$82.7	\$85.0
Financial Aid	4.1	4.3	5.6	5.6	5.6	5.6
Utilities	2.1	2.4	2.5	2.5	2.5	2.6
Services & Supplies	17.0	18.8	18.5	20.3	21.3	21.3
Capital Expenditures	0.1	0.1	0.1	0.1	0.1	0.1
Mandatory Transfers	6.1	6.1	5.9	5.9	5.9	5.9
Nonmandatory Transfers	4.5	(0.4)	0.6	0.8	0.5	0.5
Total E&G Expenditures/Transfers	\$110.8	\$111.4	\$115.3	\$119.4	\$118.6	\$121.0
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.7	\$0.0	\$0.0	\$(6.7)	\$(11.3)
Annualized FTE Enrollment						
Undergraduate In-State	5,608.00	5,485.00	5,175.00	5,304.00	5,081.00	4,929.00
Undergraduate Out-of-State	645.00	622.00	587.00	565.00	541.00	525.00
Graduate In-State	1,251.00	1,165.00	1,283.00	1,305.00	1,250.00	1,212.00
Graduate Out-of-State	593.00	544.00	598.00	622.00	596.00	578.00
Total Annualized FTE Enrollment	8,097.00	7,816.00	7,643.00	7,796.00	7,468.00	7,244.00
E&G Annualized FTE Employees						
Faculty	297.00	317.00	313.00	321.00	321.00	321.00
AFSCME	214.50	228.00	214.00	222.00	222.00	222.00
Nonrepresented	96.50	96.00	87.00	85.25	85.25	85.25
SCUPA	59.50	57.00	47.00	49.50	48.50	48.50
All Other	59.00	61.00	61.00	64.00	59.00	59.00
E&G Annualized FTE Employees	726.50	759.00	722.00	741.75	735.75	735.75
Total Annualized FTE Employees	775.50	812.00	775.00	794.75	788.75	788.75

CALIFORNIA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic 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
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Strategic Investments:

Funds below made available from budget cuts and/or savings initiatives were needed to balance the University's budget in each of the three fiscal years

Total	\$0	\$0	\$0
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Sources of Funds for Reinvestment:

Reduced departmental budgetary allocations	\$3,900,000	\$3,350,000	\$1,232,450
Eliminated Smithsonian, Covey, and Leader for Life programs	\$860,000		
Position vacancies and retirements not filled	\$2,400,000	\$600,000	\$850,000
Stopped all but emergency spending mid-way through the fiscal year	\$5,500,000		
Eliminated VenuWorks contract (company who operated Convocation Center)		\$330,000	
Reduce Vulcan Flyer and campus shuttle services	\$550,000	\$150,000	\$100,000
Reduce Graduate Assistant program budget and International Tuition Waivers			\$310,000

Total	\$13,210,000	\$4,430,000	\$2,492,450
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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	\$6.7	\$6.7	\$6.9	\$6.9	\$7.1	\$7.3
Housing Fees	0.0	0.0	0.0	0.0	0.0	0.0
Privatized Housing	3.6	3.6	3.6	3.6	3.7	3.7
Other Auxiliary Sales	2.2	2.1	2.0	2.0	2.0	2.0
All Other Revenue	3.3	1.5	1.8	1.8	1.7	1.7
Total Auxiliary Revenue/Sources	\$15.9	\$13.8	\$14.3	\$14.3	\$14.5	\$14.7
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$2.7	\$2.9	\$2.9	\$2.9	\$2.9	\$2.9
Total Benefits	0.8	1.0	1.1	1.1	1.3	1.5
TOTAL PERSONNEL EXPENDITURES	\$3.5	\$3.9	\$4.0	\$4.0	\$4.2	\$4.4
Financial Aid	0.0	(0.0)	(0.0)	(0.0)	(0.0)	(0.0)
Utilities	1.2	1.2	1.3	1.3	1.3	1.3
Services & Supplies	7.3	7.5	7.2	7.1	7.1	7.1
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	3.9	1.9	1.9	1.9	1.9	1.9
Total Auxiliary Expenditures/Transfers	\$15.9	\$14.5	\$14.3	\$14.3	\$14.5	\$14.7
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.6)	\$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	\$13.2	\$13.2	\$13.3	\$13.3	\$13.5	\$13.6
State Grants & Contracts	6.9	6.8	6.9	6.9	7.0	7.0
Private Grants & Contracts	0.0	0.4	0.4	0.4	0.4	0.4
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	0.9	0.8	0.8	0.8	0.8	0.8
Total Restricted Revenue	\$21.0	\$21.2	\$21.4	\$21.4	\$21.7	\$21.8
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$1.8	\$1.7	\$1.8	\$1.8	\$1.8	\$1.8
Total Benefits	0.3	0.4	0.4	0.4	0.5	0.6
TOTAL PERSONNEL EXPENDITURES	\$2.1	\$2.0	\$2.2	\$2.2	\$2.3	\$2.4
Financial Aid	17.2	17.4	17.7	17.7	17.7	17.7
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.7	1.4	1.6	1.6	1.7	1.7
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	(0.0)	(0.0)	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	\$21.0	\$20.8	\$21.4	\$21.4	\$21.7	\$21.8
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.4	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$147.8	\$147.0	\$151.0	\$155.1	\$148.1	\$146.2
Total University Expenses	\$147.8	\$146.6	\$151.0	\$155.1	\$154.8	\$157.5
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$0.5	\$0.0	\$0.0	\$(6.7)	\$(11.3)

CALIFORNIA 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	2,229	2,249	2,315	2,315
Total Cost In-State Undergraduate Off Campus or At Home	\$9,015	\$9,239	\$9,557	\$9,557
Most Common Room and Board Rates	9,622	10,530	10,086	10,086
Total Cost In-State Undergraduate On Campus	\$18,637	\$19,769	\$19,643	\$19,643
Out-of-State Undergraduate				
Tuition (Most Common)	\$10,286	\$9,934	\$10,230	\$10,230
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	2,633	2,599	2,677	2,677
Total Out-of-State Undergraduate Off Campus or At Home	\$13,461	\$13,091	\$13,549	\$13,549
Most Common Room and Board Rates	9,622	10,530	10,086	10,086
Total Cost Out-of-State Undergraduate On Campus	\$23,083	\$23,621	\$23,635	\$23,635
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)	93	94	96	96
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$376	\$385	\$398	\$398
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$429	\$414	\$426	\$426
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	110	108	112	112
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$562	\$545	\$565	\$565
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)	\$163	\$145	\$147	\$147
Total Cost Per Credit In-State Graduate Student Living Off Campus or At Home	\$613	\$608	\$625	\$625
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)	\$197	\$180	\$183	\$183
Total Cost Per Credit Out-of-State Graduate Student Living Off Campus or At Home	\$972	\$974	\$990	\$990

CALIFORNIA 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</i>		
Academic Support/Instructional Support Fee	\$30	\$725
University Service Fee	\$7	\$170
Activity Fee	\$23	\$540
Student Union Building Fee	\$12	\$296
Student Center Maintenance	\$7	\$168
Herron Recreation & Fitness Center Fee	\$13	\$316
Transportation Fee	\$4	\$100
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$45	\$1,087
University Service Fee	\$7	\$170
Activity Fee	\$23	\$540
Student Union Building Fee	\$12	\$296
Student Center Maintenance	\$7	\$168
Herron Recreation & Fitness Center Fee	\$13	\$316
Transportation Fee	\$4	\$100
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$6,098
Maximum	\$8,896
Most Common (2 Person Room/Single Bath)	\$6,592
<i>All Other Housing</i>	
Minimum	\$6,750
Maximum	\$8,150
Most Common (4 Bed/2 Baths)	\$6,750

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	10	\$3,342
Maximum	19	\$3,646
Most Common (14 meals)	14	\$3,494

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation		\$0
Parking		\$250
Graduation		\$0
Application		\$25

CALIFORNIA 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	835	1,171	1,246
Average Award	\$5,461	\$4,048	\$4,014
Total Dollars Awarded	\$4,559,858	\$4,740,592	\$5,001,955
% of Undergraduate Students Receiving Aid	12%	17%	19%
<i>Pennsylvania State Grants</i>			
# of Students	2,355	2,237	2,133
Average Award	\$2,592	\$2,799	\$2,643
Total Dollars Awarded	\$6,105,114	\$6,261,872	\$5,637,481
% of Undergraduate Students Receiving Aid	32%	32%	32%
<i>Pell Grants</i>			
# of Students	2,767	2,687	2,639
Average Award	\$3,567	\$3,733	\$3,888
Total Dollars Awarded	\$9,868,578	\$10,030,566	\$10,261,680
% of Undergraduate Students Receiving Aid	38%	39%	40%
<i>All Other Gift Aid**</i>			
# of Students	1,006	1,360	1,300
Average Award	\$2,368	\$2,960	\$3,295
Total Dollars Awarded	\$2,381,748	\$4,025,751	\$4,284,937
% of Undergraduate Students Receiving Aid	14%	20%	20%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	4,120	4,131	3,952
Average Award	\$5,562	\$6,066	\$6,224
Total Dollars Awarded	\$22,915,298	\$25,058,781	\$24,599,576
% of Undergraduate Students Receiving Gift Aid	57%	59%	60%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	0	59	49
Total Dollars Awarded	\$0	\$153,904	\$104,875
% of Graduate Students Receiving Assistantships	0%	3%	2%
<i>Graduate Tuition Waivers</i>			
# of Students	17	18	19
Total Dollars Awarded	\$95,494	\$97,848	\$80,222
% of Graduate Students Receiving Waivers	1%	1%	1%

*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

CALIFORNIA 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	5,414	5,148	4,830
Average Loan	\$7,773	\$7,772	\$7,820
Total Dollars Loaned	\$42,082,485	\$40,008,925	\$37,771,193
% of Undergraduate Students Receiving Loans	75%	74%	73%
Graduate Loans (all known)			
# of Students	1,524	1,397	1,447
Average Loan	\$10,900	\$11,598	\$11,460
Total Dollars Loaned	\$16,611,956	\$16,202,358	\$16,583,237
% of Graduate Students Receiving Loans	61%	60%	58%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	76%	76%	79%
Average Amount of Debt (of those graduating with debt)	\$29,147	\$28,812	\$29,105
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	8.0%		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	\$9,239	\$10,022	\$1,000	\$4,350	\$24,611
In-State Undergraduate Off Campus, Living at Home	\$9,239	\$2,250	\$1,000	\$6,250	\$18,739
Out-of-State Undergraduate On Campus	\$13,091	\$10,022	\$1,000	\$4,350	\$28,463
Out-of-State Undergraduate Off Campus, Living at Home	\$13,091	\$2,250	\$1,000	\$6,250	\$22,591

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	\$15,461	\$(185)	\$9,293	\$8,217
\$30,001 - \$48,000	475	\$15,714	\$499	\$8,618	\$7,820
\$48,001 - \$75,000	694	\$18,663	\$3,643	\$5,506	\$8,764
\$75,001 - \$110,000	783	\$20,318	\$5,252	\$3,884	\$8,798
\$110,001 and Above	687	\$19,911	\$4,520	\$4,629	\$8,822

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:

CALIFORNIA UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):

CA01/Active Military Tuition for Global Online

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

To offer undergraduate tuition at the Military Tuition Assistance (TA) reimbursement rate 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*; and dependents and spouses of active duty members. *Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves.

Changes Made to Pilot since its Approval:

No changes have been made to the pilot.

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients	12.00	16.00	4.00
Percent Pell Recipients	13.0%	12.0%	
Headcount Nonmajority Students	20.00	41.00	21.00
Percent Nonmajority	22.0%	31.0%	
Other:			
Cohort Enrollment			
Fall FTE Students	51.27	74.60	23.33
Fall Headcount Students	90.00	133.00	43.00
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$244,385	\$313,406	\$69,021
E&G Fee Revenue	17,942	34,068	16,126
Institutional Financial Aid <i>(negative number)</i>	0	0	0
Net Revenue	\$262,327	\$347,474	\$85,147
Revenue Increase due to Normal Rate Changes		\$538	\$538
Revenue Associated with Pilot		\$346,936	\$84,609

Observations:

Based on comparison from Fall 2013 to Fall 2014, there has been an increase of 43 (headcount) military students. Since the University was late in marketing this new pilot to students, we anticipate even greater improvement in year two of the pilot program.



MANSFIELD 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 AND PURPOSE

As Pennsylvania's premier public liberal arts institution, Mansfield University offers students a personalized education that emphasizes character development, scholarly growth, cultural awareness, and community service. By preparing our students for productive careers and meaningful lives, we positively influence the world.

OBJECTIVES FOR SUCCESS

Our primary objectives for success are represented in the four elements of the Mansfield Creed:

- **CHARACTER**
We will hold ourselves to the highest standards of ethical behavior, incorporating respect for self, others, and our surroundings. We will devote ourselves to the holistic development of individuals, fostering personal accountability, honesty and advocacy through character education. Courage, integrity, and honor exemplify our core values.
- **SCHOLARSHIP**
The Mansfield University community will foster a life of intellectual curiosity, celebrating the creation and dissemination of new ideas. We will embrace the use of rigorous, responsible, and critical inquiry to understand, acquire, and share knowledge. We apply what we learn by recognizing that each of us is both student and teacher engaged in the continuous pursuit of learning.
- **CULTURE**
Mansfield University will lead the region and beyond in promoting diversity and cultural awareness. We will accomplish this mission by vigorously engaging with one another, capitalizing on the gifts bestowed on our community through the arts, and celebrating our similarities and differences. Through open discourse, we will create meaningful experiences that compel us towards understanding and compassion for all humanity.
- **SERVICE**
Knowledge invests us with the power to improve our world and the responsibility to act. We will be engaged in our community. Our students, faculty, and staff will partake in volunteerism and service activities as a natural outgrowth of the University Mission in order to impact lives now and in the future.

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

As Pennsylvania's only member of the Council of Public Liberal Arts Colleges and Universities (COPLAC), Mansfield University is the state's premier public liberal arts institution. We are committed to enhancing our identity as a small, distinctive, affordable alternative to private liberal arts colleges.

We are actively communicating our public liberal arts identity and raising our institutional profile in several ways:

- Positioning a marketing team focused on communicating our public liberal arts identity across all media.
- Piloting a renewable, merit-based tuition incentive program called TEAM (Tuition Enhanced Award for Merit) available for high-achieving Pennsylvania resident, good neighbor, out-of-state, and international students who will begin their coursework at MU in Fall 2015.
- Raising overall mean SAT scores over the next five years.
- Collaborating with other COPLAC institutions in the US and Canada.
- Providing students with hands-on, experiential learning opportunities throughout our programs.
- Revising the Liberal Studies BA degree to include an "integrated studies" option, allowing students to pursue an individualized, interdisciplinary course of study.
- Redesigning the Honors Program into a "Great Conversations" curriculum with a strong co-curricular experiential requirement.
- Expanding residence hall programming to attract and accommodate a larger portion of residential students.

Our institution's overall goals to achieve our public liberal arts vision are embodied in MU's 2020 Strategic Plan, as explained in the next section.

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.

STATEMENT OF STRATEGY

Crafted under the guidance of the Strategic Planning Team, with input from a wide range of campus and community constituencies, the MU 2020 Strategic Plan was implemented on July 1, 2014. The Strategic Plan is a regularly reviewed, living document, and is being refined and amended as needed to ensure that the mission, vision, and plan are fully aligned. This process of monitoring and tracking the Strategic Plan is the purview of a newly implemented University-Wide Assessment Committee.

MU 2020 STRATEGIC PLAN

GOAL 1: STUDENT SUCCESS

Objective 1.1: MAINTAIN QUALITY PROGRAMS AND SERVICES

- Initiative 1.1.1: Use documented results of formative and summative assessments to improve continuously all MU programs, services, and activities.
- Initiative 1.1.2: Develop undergraduate and graduate programs that highlight Mansfield's distinctiveness.
- Initiative 1.1.3: Embrace the liberal arts as our PASSHE identity and core emphasis in all programs.
- Initiative 1.1.4: Integrate high-impact practices, such as service learning, leadership study, undergraduate research, and hands-on learning into all areas of the curriculum.

Objective 1.2: DEVELOP LEADERS

- Initiative 1.2.1: Hone and continually market our leadership development identity.
- Initiative 1.2.2: Develop the whole student by galvanizing the precepts of the Mansfield Creed—Character, Service, Culture and Scholarship—as the foundation for leadership.

GOAL 2: RESOURCE MANAGEMENT

Objective 2.1: REVIEW AND REBALANCE STUDENT ENROLLMENT

- Initiative 2.1.1: Safeguard our commitment to improving admissions standards while increasing enrollment in all sectors: regular admits, AALS students, transfer students, and graduate students.
- Initiative 2.1.2: Increase 4 and 6 year graduation rates.
- Initiative 2.1.3: Increase annual retention rates.

Objective 2.2: CLEARLY LINK RESOURCES TO UNIVERSITY MISSION

- Initiative 2.2.1: Institute a transparent and participatory budget process that aligns resources with University needs as assessed.
- Initiative 2.2.2: Achieve measurable efficiencies through streamlined processes and improved communications
- Initiative 2.2.3: Develop policies and procedures for achieving and documenting connections between strategic planning, resource allocation, and institution-wide assessment.
- Initiative 2.2.4: Identify, promote, implement, and effectively use up-to-date technologies
- Initiative 2.2.5: Maintain, enhance, and utilize attractive, efficient, and functional spaces for learning and working environments.

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

Statement of Strategy (Continued)

GOAL 3: STRATEGIC ENGAGEMENT

Objective 3.1: ATTRACT AND RETAIN A TALENTED AND DIVERSE WORK FORCE

- Initiative 3.1.1: Become an employer of choice.
- Initiative 3.1.2: Recognize staff and faculty who typify our Creed in the performance of their duties on campus and in support of our surrounding communities.
- Initiative 3.1.3: Accentuate accountability across all efforts; recognize success.
- Initiative 3.1.4: Increase employee engagement with students for improved retention.
- Initiative 3.1.5: Increase support for the professional development of our employees.

Objective 3.2: BUILD STRONGER COMMUNITY RELATIONSHIPS

- Initiative 3.2.1: Match student service learning projects with relevance to community needs and programs.
- Initiative 3.2.2: Emphasize community involvement in the life of the University, including the future use of downtown property and enhanced relationships with organizations in the area.
- Initiative 3.2.3: Increase partnerships and philanthropic support for MU.

Objective 3.3: FOSTER AN ATMOSPHERE OF RESPECT FOR CULTURAL, SOCIAL, AND PERSONAL DIFFERENCES

- Initiative 3.3.1: Revisit and implement a university-wide Diversity Plan.
- Initiative 3.3.2: Empower leadership development as a campus-wide commitment.

Objective 3.4: ENHANCE OUR SENSE OF THE MANSFIELD UNIVERSITY COMMUNITY

- Initiative 3.4.1: Celebrate traditions that are distinctive to Mansfield University.
- Initiative 3.4.2: Increase personal knowledge of our University and celebrate our success.

Objective 3.5: ENGAGE IN A UNIVERSITY-WIDE ASSESSMENT SYSTEM

- Initiative 3.5.1: Develop matrices to organize the relationships between assessments at all levels of the institution.
- Initiative 3.5.2: Identify and communicate assessment timelines and accountability roles throughout the institution.
- Initiative 3.5.3: Develop, implement, and document policies and procedures for tracking and monitoring the strategic plan to ensure that key performance indicators exist, are measurable, and have baselines and benchmarks.

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.

Listed Alphabetically

BIOLOGY

Notable for integration of hands-on learning and independent undergraduate research into the program's curriculum.

- The Biology program offers a Bachelor of Science in Biology with concentrations in General Biology, Environmental Biology, Medical Laboratory Sciences, Cell and Molecular Biology, and Fisheries.
- The Medical Laboratory Sciences concentration is accredited by the National Agency for Clinical Laboratory Sciences and is the only such program concentration accredited within PASSHE.
- The MU Biology program is the only such program in PASSHE that requires students to conduct independent research. Biology students regularly present their research at the Commonwealth of Pennsylvania University Biologists conferences and have earned five first-place awards from 2012-15.
- The unique curriculum in Fisheries includes both aquaculture and fisheries management; it is the only program in PASSHE to offer a comprehensive degree focusing on Fisheries. Its graduates are certified as Associate Fisheries Professionals with the American Fisheries Society.
- The Biology program is the only program in PASSHE that features strong research connections with Cornell University in the areas of microbiology, genetics, genomics, and veterinary medicine.
- The recent \$10 million dollar renovation to Grant Science Center features updated classrooms, a fisheries research facility, three animal research labs, and a greenhouse.

GEOSCIENCES

Notable for use of cutting-edge technology and innovative methodology, the program involves students directly in ongoing research projects in collaboration with faculty.

- The Department of Geosciences offers a variety of degree programs, including the Bachelor of Science in Geosciences with concentrations in Environmental Science, Geographic Information Science and Technology, Outdoor Recreation Leadership, and Watershed Management; the Bachelor of Science in Safety Management; and the Associate of Applied Science in Natural Gas Production and Services with five concentrations: Environmental Technician, GIS Technician, Mudlogging/Geologic Technician, Permitting/Inspection, and Safety Management.
- The Geosciences program features significant opportunities for faculty/student research collaboration, including ongoing projects related to mapping Tioga County cemeteries using drone imaging technology and ground-penetrating radar; mapping Carolina bay formations; North Carolina and West Virginia cave mapping; and water sampling as part of the Marcellus Shale impact study.
- The program pioneered the use of state-of-the-art 3D printing technology in conjunction with aerial drone imaging to produce 3D maps of the PA Grand Canyon terrain; their technique has drawn the attention of Research 1 faculty in the US, Canada, and Europe. An application is being filed to patent the methodology used to produce these cartographically accurate, topographic raised-relief maps via 3D printing. Additional patent applications are anticipated.

Academic Programs of Distinction (Continued)

HEALTH SCIENCES

Notable for high-quality, accredited programs with significant licensure and job placement rates.

- The Department of Health Sciences features high-quality, high-demand programs, including the Master of Science in Nursing, the Bachelor of Science in Nursing, the Master of Science in Nutrition, the Bachelor of Science in Nutrition, the Bachelor of Science in Community Health Education, the Associate of Applied Science in Radiology Technology, and the Associate of Applied Science in Respiratory Therapy.
- Accreditors include the Accreditation Commission for Education in Nursing (ACEN), the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Commission on Accreditation for Respiratory Care (CoArc).
- Graduates of the Nursing BSN program, the Nutrition BS program, and the Respiratory Therapy AAS program have 100% job placement rates (Fall 2011-Spring 2014).
- The Nutrition (Registered Dietitian), Radiologic Technology, and Respiratory Therapy programs have 100% pass rates for licensure/certification exams.
- MU's Radiology Technology program is the only such program in PASSHE.
- MU's Bachelor of Science in Nutrition program is one of only three in PASSHE.
- MU's Respiratory Therapy program received the CoArc Distinguished Registered Respiratory Therapist Credential Success award in both 2013 and 2014, the only program (of 21) in PA to do so, and one of 37 nationally (out of about 450) to receive this distinction.
- The new online Master's program in Nutrition begins Fall 2015.

MUSIC

Notable for the program's high quality and national/international reputation.

- The Department of Music offers a variety of high-quality music degree programs, including the Bachelor of Arts in Music; the Bachelor of Music in Music Education; the Bachelor of Music in Music Performance (with concentrations in Instrumental, Vocal, and Keyboard); and the Bachelor of Music with two concentrations: Elective Studies in Business and the Emphasis in Music Technology.
- Accredited by the National Association of Schools of Music.
- The program has a tradition of musical excellence dated to 1861. It is one of the first music teacher training programs in the U.S.
- The MU Concert Choir has won nine gold medals in international competitions and earned a championship in the Gospel & Spiritual category at the World Choir Games. The Choir has performed extensively in Europe and has recently performed at Carnegie Hall.
- The MU Wind Ensemble has seven instances of Grammy-nominated eligibility.
- The Music program features high-quality vocal and instrumental ensembles, including the MU Festival Chorus, the Mansfieldians (a vocal jazz and madrigal ensemble), the MU Symphony Orchestra, the MU Symphonic Band, the MU Marching Band (performed in conjunction with London Olympic Games), the MU Jazz Band, and the MU Brass Band (the only traditional British Brass Band in PASSHE).
- The Music program stages full opera and musical theatre productions annually.

Other Areas of Distinction

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

Council of Public Liberal Arts Colleges (COPLAC)

Mansfield University is Pennsylvania's only member of COPLAC, an organization of twenty-nine public liberal arts colleges and universities in the United States and Canada. As stated on the COPLAC website (coplac.org), member institutions are "dedicated to the advancement of high-quality, public liberal arts education in a student-centered, residential environment." COPLAC membership is a key component of Mansfield's institutional vision as Pennsylvania's premier public liberal arts university. With COPLAC membership, our faculty, staff, and students have the opportunity to work with their counterparts at other COPLAC institutions on collaborative research and service-learning projects. In addition, our students may spend a semester "on exchange" at another COPLAC institution, participate in an annual undergraduate research conference, and publish their work in a COPLAC-sponsored undergraduate journal.

Tuition Enhanced Award for Merit (TEAM)

Through TEAM, Mansfield University offers renewable, merit-based awards to qualified Pennsylvania resident students, out-of-state students, "good neighbor" students, and international students. The TEAM program is designed to support the recruitment, enrollment, and retention of high achieving students.

New Residence Halls and the Residential Experiential Learning Model (Residential ELM)

Owned by the Mansfield Auxiliary Corporation, the new residence halls feature a geothermal system for heating and air conditioning, lighting occupancy sensors, efficient lighting systems and layout, enhanced building envelope, maximized exterior views/daylighting from regularly occupied spaces, efficient plumbing fixtures, modular construction for Phase 2, and use of local/regional plantings. In addition, each residential building is a unique living environment designed to connect to a different subset of students based on their academic disciplines and their personal growth and interests. Options include living in co-curricular themed cohorts, upper-class independent living options, non-academic socially supported housing, and RA-based floor-centered options.

- **First-Year Experiential Themed Living Communities**

Eight individualized themed communities (Popular Culture, Outdoor Recreation, Sports Center, Healthy Living, Community Service, Gamers Anonymous, Arts and Crafts, and Performing Arts) are designed to create more cohesive first-year communities, accomplished by placing students with others who share/self-select similar interests.

- **Upper-Class Independent Living Hall (UILH)**

Designed to cater to the specific needs of an upper-class student population as they prepare to graduate from Mansfield University, the programs hosted by Resident Assistants in collaboration with other campus offices are specifically geared towards career/life preparation skills such as graduate school searches, auto-loans, job searching, securing an apartment, proper business etiquette, and so on. The addition of gender neutral housing and the ability for students aged 21+ to consume alcohol, coupled with additional policy modifications, will provide students with the independence that they desire in a safe, healthy, and responsible environment. The integration of career/life preparation programming and accommodations that emphasize student independence is a unique pairing within the PASSHE system.

First-Year Experience Program

MU's First-Year Experience program emphasizes the development of transitional knowledge and skills embedded in a dynamic learning experience. Mansfield University's approach to students in transition includes a summer reading experience using a common text, and features a required course, the First-Year Seminar (FYS). Grounded in the liberal arts, the FYS course is designed to spark intellectual curiosity, transcend disciplinary boundaries, enhance essential academic skills, and empower students to expand their horizons. The First-Year Experience program also introduces students to the procedural, academic, co-curricular, and social aspects of their new environment.

Other Areas of Distinction (Continued)

Sino-American Cooperation on Higher Education Program Development (CHEPD) 1+2+1 Program

Mansfield University is the only Pennsylvania state-system institution with membership in the Sino-American CHEPD 1+2+1 Program. This program enables Chinese students to complete their first year of study at their home institution, the next two years at Mansfield University, and their final year back at their home institution. Upon successful completion of the program, the student earns degrees from both institutions. The program is administered in conjunction with the American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange (CCIEE).

International Exchange Programs

Mansfield University offers direct exchange programs with Charles Sturt University in Australia, Nipissing University in Canada, the Institut d'Etudes Politiques (Institute of Political Science) in France, and the Friedrich-Schiller-Universität (Friedrich Schiller University) in Germany. In addition, Mansfield students may also study abroad at more than 150 universities in 50 countries through MU's membership in the International Student Exchange Program.

Light Up Mansfield Again (LUMA) and the Sprint Football Program

In 1892, Mansfield Normal played Wyoming Seminary in the first-ever night football game under electric lights. MU's annual Light Up Mansfield Again (LUMA) event commemorates this historic moment with a weekend of activities culminating in a night Collegiate Sprint Football League (CSFL) game at Karl Van Norman Field. Mansfield is the only non-military public institution of higher education that competes in the CSFL. The first LUMA event in 2013, when Mansfield hosted Princeton, drew 6,223 fans, the largest attendance ever for a CSFL contest. The event was broadcast to a national and worldwide audience via ESPN 3 and other outlets, receiving national pregame and postgame coverage with stories by the Associated Press and National Public Radio, among others.

Honors Program

The recently redesigned Mansfield University Honors Program features a "Great Conversations" curriculum emphasizing inquiry-based, experiential learning in an interdisciplinary context. The MU Honors Program is a member of the National Collegiate Honors Council and its regional affiliate, the Northeast Regional National Collegiate Honors Council.

Senior Transition Conference

Mansfield University founded and organizes the annual Senior Transitions Conference, inviting other PASSHE institutions to participate. Currently, we are the only institution in our region offering a Senior Transitions Conference. Co-sponsored by the MU Transition Office and Career Center, the two-day conference for graduating seniors offers informational sessions and workshops geared toward preparing students for life after graduation. Presenters offer an array of valuable information on varying topics, such as managing finances and student loan debt, projecting a professional image and navigating office politics, evaluating job offers and benefits packages, using social media for career networking, employing proper dining etiquette, writing effective resumes, and conducting mock interviews with area professionals.

Graduate Transition to Work/Pathway to a Career Program

This program offers recent graduates temporary one-year positions in the University workforce, providing an opportunity for students to apply what they've learned in their field of study while also gaining first-hand employment experience. The participating students are selected on the basis of academic achievement, service to the University, and the possession of the necessary skill set to meet a critical University function.

Other Areas of Distinction *(Continued)*

Mansfield University Professional Development Fund

This fund was established to support faculty and staff professional development in alignment with the MU2020 strategic goal of promoting engagement by attracting and retaining a talented and diverse workforce. Recognizing that MU's employees are its greatest competitive advantage, the Fund offers every full-time regular employee the opportunity to receive funding for professional development and research in areas that will, in turn, help the employee better serve the University and its students. The fund is supported by the reinvestment of financial efficiencies gained during the prior fiscal year.

Social Media Prominence

Mansfield University has a strong and distinct social media presence across all social networks. The university's Facebook page has over 15,000 members and is consistently ranked in the top 30 of the Meltwater Group's "Most Likeable" Facebook pages of all U.S. universities and colleges. The Mansfield Mountaineers Athletics social media presence, including Facebook, Twitter, and Instagram accounts, is ranked #51 (of 302) nationally among all NCAA Division II schools, and is the top ranked school in PSAC social media.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

- Mansfield University offers students a personalized education that emphasizes character development, scholarly growth, cultural awareness, and community service.
- As Pennsylvania's only member of the Council of Public Liberal Arts Colleges and Universities (COPLAC), we are committed to enhancing our identity as a small, distinctive, affordable alternative to private liberal arts colleges.
- Our academic programs emphasize hands-on, experiential learning as well as student-faculty research collaboration.
- Mansfield University offers its students the ability to tailor their programs to meet their individual needs.
- Mansfield University's campus features modern, updated facilities for academic study and student living, in a setting with abundant natural beauty.
- Our campus and the surrounding community provide our students with a safe and welcoming environment.
- Mansfield University is the economic engine for the region and one of the county's top employers. Our economic impact is \$111 million annually.
- Our 18:1 student-to-faculty ratio is indicative of our commitment to providing a personalized education grounded in the liberal arts.
- We offer students high-quality residential housing featuring an innovative residential experiential learning model designed to create cohesive first-year communities.

University Strengths and Opportunities *(Continued)*

Opportunities

- We are piloting a new merit-award initiative (the TEAM program) to attract and retain high-achieving students.
- We are re-committing ourselves to improving our advancement and development efforts, including a stronger engagement with alumni and external constituents.
- We plan to attract new students and build alumni support through the creation of Legacy scholarships.
- We are reactivating our Municipal Police Academy and developing a new Institute for Security Studies. The Institute will have both academic and practical components, focusing on the changing aspects of policing and security in the 21st century.
- We are planning to increase athletic opportunities through the creation of women's lacrosse and volleyball teams.
- We are increasing student opportunities for outdoor recreation.
- We intend to grow our international population and increase student participation in study abroad.
- We will promote our university through the development of a marketplace positioning statement, the heightening of brand awareness, and creating/supporting programs of distinction.
- We will continue building our institutional diversity, including diversity among faculty, staff, and students.
- We are increasing our community college and graduate school articulation agreements.
- We will seek to build a stronger academic advisement model to support degree completion in four years.
- We will raise the visibility of our interdisciplinary programs and internship opportunities.
- We will continue to improve our community engagement efforts.
- We will pursue BOG authorization to shift from a flat-rate tuition model to a per-credit, consumption-based model.

University Strengths and Opportunities *(Continued)*

Challenges

- We face ongoing budgetary challenges precipitated by a drop in state funding and a decline in enrollment, coupled with our inability to set the tuition rate or control collective bargaining agreements.
- We need time and resources to resolve our structural deficit and realize our vision.
- Many areas on campus are understaffed as a result of repeated personnel cuts.
- Several consecutive years of program moratorium, faculty retrenchment, and staff furloughs have created a cloud of uncertainty that affects campus morale and our ability to recruit and retain students and employees.
- We are obligated to meet unfunded federal and state mandates that are not pro-rated for the size of our institution.
- Our geographic location in a relatively remote, rural area of northern Pennsylvania, hours from a metropolitan center, presents challenges for recruiting and marketing.
- Recent New York State tuition reduction programs have hurt our ability to recruit students from our "good neighbor" to the north.
- The comparative lack of renewable institutional scholarship funds also presents a challenge for recruitment and retention.
- PASSHE's revised base funding model disadvantages smaller institutions, resulting in a projected \$898,000 drop in appropriations for Mansfield.
- The distribution of the state appropriation is based on the relative size of the institution rather than its documented need.
- Our campus has an aging infrastructure.

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

Mansfield University of Pennsylvania recently implemented a new strategic plan focused on the year 2020. The result, *MU2020*, comprises three strategic goal areas: (1) Student Success, (2) Resource Management, and (3) Strategic Engagement. Each goal area includes objectives that lead to specific strategic initiatives. The majority of these initiatives align with PASSHE's strategic goals, as indicated below.

1. *Ensuring academic program excellence and relevance.*

Objective 1.1: Maintain Quality Programs and Services

Initiative 1.1.1: Use documented results of formative and summative assessments to improve continuously all MU programs, services, and activities.

Initiative 1.1.2: Develop undergraduate and graduate programs that highlight Mansfield's distinctiveness.

Initiative 1.1.3: Embrace the liberal arts as our PASSHE identity and core emphasis in all programs.

Objective 3.2: Build Stronger Community Relationships

Initiative 3.2.1: Match student service learning projects with relevance to community needs and programs.

2. *Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.*

Objective 1.1: Maintain Quality Programs and Services

Initiative 1.1.4: Integrate high-impact practices, such as service learning, leadership study, undergraduate research, and hands-on learning into all areas of the curriculum.

Objective 1.2: Develop Leaders

Initiative 1.2.1: Hone and continually market our leadership development identity.

Initiative 1.2.2: Develop the whole student by galvanizing the precepts of the Mansfield Creed...Character, Service, Culture and Scholarship ...as the foundation for leadership.

Objective 2.1: Review and Rebalance Student Enrollment

Initiative 2.1.1: Safeguard our commitment to improving admissions standards while increasing enrollment in all sectors: regular admits, AALS students, transfer students, and graduate students.

Initiative 2.1.2: Increase 4 and 6 year graduation rates.

Initiative 2.1.3: Increase annual retention rates.

Objective 3.1: Attract and Retain a Talented and Diverse Work Force

Initiative 3.1.4: Increase employee engagement with students for improved retention.

Objective 3.3: Foster an Atmosphere of Respect for Cultural, Social, and Personal Differences

Initiative 3.3.1: Revisit and implement a university-wide Diversity Plan.

Initiative 3.3.2: Empower leadership development as a campus-wide commitment.

Strategic Goals *(Continued)*

University Goals *(Continued)*

3. *Developing new funding strategies, diversifying resources, and managing costs to preserve affordability.*

Objective 2.2: Clearly Link Resources to University Mission

Initiative 2.2.1: Institute a transparent and participatory budget process that aligns resources with University needs as assessed.

Initiative 2.2.2: Achieve measurable efficiencies through streamlined processes and improved communications.

Initiative 2.2.3: Develop policies and procedures for achieving and documenting connections between strategic planning, resource allocation, and institution-wide assessment.

Initiative 2.2.4: Identify, promote, implement, and effectively use up-to-date technologies.

Initiative 2.2.5: Maintain, enhance and utilize attractive, efficient, and functional spaces for learning and working environments.

Objective 3.2: Build Stronger Community Relationships

Initiative 3.2.3: Increase partnerships and philanthropic support for MU.

4. *Increasing accountability and transparency, focusing on results and key performance indicators.*

Objective 3.1: Attract and Retain a Talented and Diverse Work Force

Initiative 3.1.3: Accentuate accountability across all efforts; recognize success.

Objective 3.5: Engage in a University-Wide Assessment System

Initiative 3.5.1: Develop matrices to organize the relationships between assessments at all levels of the institution.

Initiative 3.5.2: Identify and communicate assessment timelines and accountability roles throughout the institution.

Initiative 3.5.3: Develop, implement, and document policies and procedures for tracking and monitoring the strategic plan to ensure that key performance indicators exist, are measurable, and have baselines and benchmarks.

MANSFIELD 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	22.2%	22.1%	21.4%	23.8%	21.8%	19.0%	22.0%
New Transfers	8.2%	7.1%	8.8%	6.1%	5.5%	5.0%	5.0%
Veterans	2.0%	2.7%	2.8%	3.0%	3.3%	3.5%	3.7%
Adult Learners	13.3%	12.4%	12.7%	12.0%	12.0%	12.0%	12.0%
Total Undergraduate Enrollment	2,887	2,819	2,743	2,640	2,518	2,046	2,500
Graduate Headcount Enrollment							
Master's	432	373	293	238	153	80	70
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	N/A	N/A
Total Graduate Enrollment	432	373	293	238	153	80	70
Certificates, Letters of Completion, Nondegree students							
	92	83	95	92	81	75	80
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	354	361	346	362	301	270	300
Traditional (On Campus)	2,205	1,932	1,542	1,849	1,556	1,400	1,550
Off Campus	468	461	447	451	383	345	380

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	69.9%	73.0%	71.6%	71.9%	74.8%	70.0%	72.0%
Third Year Persistence	63.1%	57.4%	61.7%	63.9%	59.4%	62.0%	60.0%
Fourth Year Persistence	54.9%	60.7%	52.0%	58.3%	56.2%	54.0%	55.0%

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)	34.8%	37.6%	33.6%	33.0%	35.0%	34.0%	32.0%
Six Year (or less)	52.7%	47.7%	50.7%	54.3%	50.0%	52.0%	50.0%
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)							

MANSFIELD 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	717	699	646	661	645	645
Undergraduate Degrees per 100 FTE	19.8	21.5	21.5	22.0	22.0	22.0
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	43.0%	38.5%	46.0%	51.0%	46.0%	46.0%
Non-Pell Recipient Graduation Rate	47.0%	52.8%	53.5%	56.0%	52.0%	52.0%
Underrepresented Minority Graduation Rate	36.0%	28.3%	39.6%	50.0%	35.0%	38.0%
Non-Underrepresented Minority Graduation Rate	47.0%	50.5%	51.9%	54.0%	52.0%	52.0%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	45.6%	43.8%	43.1%	43.0%	43.0%	43.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	8.7%	9.6%	12.2%	8.9%	13.0%	13.0%
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	12.0%	10.5%	9.9%	12.3%	12.0%	12.0%
Female Faculty	43.8%	42.5%	46.3%	48.7%	49.0%	49.0%

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	58.9%	57.4%	61.7%	63.9%	59.4%	62.0%
Fourth Year Persistence	54.9%	52.0%	58.3%	56.2%	54.0%	52.0%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	19.4%	22.3%	24.9%	23.5%	24.0%	24.0%
Student Diversity						
Undergraduate Pell Grant Recipients	39.8%	46.0%	43.9%	44.0%	44.0%	44.0%
Nonmajority Students	10.8%	15.2%	14.9%	15.0%	15.0%	15.0%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	44.3%	55.2%	59.4%	67.0%	62.0%	55.0%
Student Diversity of First Time Degree Seeking Freshmen						
Percentage of Nonmajority First Time Degree Seeking Undergraduates		17.40	18.00	21.00	21.00	21.00

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

MANSFIELD 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	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	5
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	4
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	80%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	29
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	21
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	72%
Master's Degree Programs	
Total Number of Master's Programs	6
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	6
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	100%
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
51.2208	Community Health Education (B.S.)	

Reorganized Programs for 2013/14

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

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Academic Programs

Programs Placed in Moratorium for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
50.0701	Art Education	N/A
16.0905	Spanish	N/A
16.0905	Spanish Education	N/A
45.9999	Sociology/Anthropology	N/A
Master's Degree Programs		
50.0901	Music	N/A
Minors		
42.2703	Psychology of Human Development	N/A
16.0905	Spanish	N/A
45.0201	Anthropology	N/A
09.0401	Journalism	N/A

Programs Discontinued for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
50.0901	Music Industry (BM)	N/A

MANSFIELD 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 in 5th year
	N/A	

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

6-digit CIP	Program Name	Projected Enrollment in 5th year
	N/A	

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

MANSFIELD UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Education & General (E&G) Fund (based on a 20% enrollment decline)

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	\$13.9	\$13.9	\$13.9	\$13.8	\$11.0	\$13.8
Undergraduate Out-of-State Tuition	6.2	6.3	5.4	5.3	4.2	5.3
Graduate In-State Tuition	1.0	0.8	0.6	0.6	0.4	0.5
Graduate Out-of-State Tuition	0.8	0.7	0.4	0.4	0.3	0.3
TOTAL TUITION REVENUE	\$21.8	\$21.7	\$20.3	\$20.1	\$15.9	\$19.9
Total Fees	3.8	4.0	3.9	3.6	3.3	3.9
State Appropriations	16.9	16.7	16.4	16.6	16.2	16.0
All Other Revenue	1.9	2.1	1.9	1.9	2.3	2.6
Planned Use of Carryforward	1.0	0.0	3.6	3.6	2.8	0.0
Total E&G Revenue/Sources	\$45.5	\$44.5	\$46.0	\$45.8	\$40.5	\$42.4
E&G Expenditures/Transfers						
Total Salaries and Wages	\$25.3	\$25.9	\$24.6	\$24.6	\$24.6	\$24.0
Total Benefits	10.4	11.3	11.9	11.9	12.3	12.9
TOTAL PERSONNEL EXPENDITURES	\$35.7	\$37.3	\$36.5	\$36.5	\$36.9	\$36.9
Financial Aid	1.1	1.4	1.2	1.2	1.3	1.3
Utilities	1.0	0.9	1.0	1.0	1.1	1.1
Services & Supplies	6.2	5.5	5.7	5.7	5.8	5.9
Capital Expenditures	0.2	0.2	0.2	0.1	0.2	0.1
Mandatory Transfers	1.0	1.0	1.1	1.1	1.1	1.1
Nonmandatory Transfers	0.4	(1.7)	0.5	0.2	0.2	0.2
Total E&G Expenditures/Transfers	\$45.5	\$44.5	\$46.0	\$45.8	\$46.6	\$46.6
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.0)	\$0.0	\$0.0	\$(6.1)	\$(4.2)
Annualized FTE Enrollment						
Undergraduate In-State	2,135.33	2,072.23	2,018.97	2,001.50	1,601.00	2,002.00
Undergraduate Out-of-State	542.66	539.57	441.88	432.60	346.00	433.00
Graduate In-State	96.88	74.25	55.69	57.80	31.00	40.00
Graduate Out-of-State	51.21	44.55	22.99	25.90	11.00	14.00
Total Annualized FTE Enrollment	2,826.08	2,730.60	2,539.53	2,517.80	1,989.00	2,489.00
E&G Annualized FTE Employees						
Faculty	173.00	171.76	151.65	152.80	146.73	146.73
AFSCME	126.86	115.89	111.83	108.96	107.90	107.90
Nonrepresented	50.35	53.64	54.85	53.57	56.84	56.84
SCUPA	13.74	14.23	13.09	12.33	14.85	14.85
All Other	26.00	26.61	26.50	25.93	27.50	27.50
E&G Annualized FTE Employees	389.95	382.13	357.92	353.59	353.82	353.82
Total Annualized FTE Employees	412.05	402.57	378.33	374.00	378.72	378.72

MANSFIELD 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:			
AAS Gas Production Services	\$48,000	\$190,000	\$175,000
BS Safety Management	\$1,000	\$20,000	\$35,000
BS Community Health Education	\$0	\$20,000	\$20,000
Football Stadium Turf & Lighting	\$1,000,000	\$0	\$0
Additional Investment in Marketing	\$150,000	\$200,000	\$200,000
Marcellus Institute	\$21,000	\$8,000	\$8,000
Reorganization/Realignment Student Affairs & Enrollment Management	\$73,000	\$246,000	\$296,000
COPLAC - no membership dues until 15/16	\$0	\$0	\$3,500
Police Academy			\$70,000
Total	\$1,293,000	\$684,000	\$807,500
Sources of Funds for Reinvestment:			
AAS Gas Production Services	\$45,000	\$262,000	\$215,000
BS Safety Management	\$49,000	\$133,000	\$135,000
BS Community Health Education	\$0	\$110,000	\$155,000
Bond - Football Stadium	\$865,000		
Use of Reserves	\$334,000	\$179,000	\$302,500
Total	\$1,293,000	\$684,000	\$807,500

MANSFIELD UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Auxiliary Enterprises and Restricted Funds (based on a 20% enrollment decline)

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	\$4.5	\$4.4	\$4.4	\$4.5	\$3.7	\$4.7
Housing Fees	4.2	1.6	0.0	0.0	0.0	0.0
Privatized Housing	2.0	3.9	4.6	4.1	3.7	4.3
Other Auxiliary Sales	0.9	0.1	0.1	0.1	0.1	0.2
All Other Revenue	1.0	1.7	1.7	1.6	1.3	1.6
Total Auxiliary Revenue/Sources	\$12.6	\$11.8	\$10.9	\$10.3	\$8.8	\$10.8
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$2.4	\$2.3	\$2.2	\$2.1	\$2.1	\$2.1
Total Benefits	1.5	1.6	1.6	1.4	1.5	1.6
TOTAL PERSONNEL EXPENDITURES	\$4.0	\$3.9	\$3.8	\$3.5	\$3.6	\$3.7
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	0.9	1.2	1.1	1.0	1.1	1.2
Services & Supplies	5.0	5.0	4.8	4.9	4.5	5.1
Capital Expenditures	0.2	0.1	0.1	0.1	0.1	0.2
Transfers	2.6	1.5	1.0	0.8	(0.5)	0.6
Total Auxiliary Expenditures/Transfers	\$12.6	\$11.8	\$10.9	\$10.3	\$8.8	\$10.8
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.0	\$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	\$6.0	\$6.0	\$6.0	\$5.4	\$5.0	\$5.4
State Grants & Contracts	3.1	3.2	3.2	2.7	2.3	2.7
Private Grants & Contracts	0.0	0.0	0.0	0.0	0.0	0.0
Gifts	0.0	0.3	0.3	0.3	0.3	0.3
All Other Restricted Revenue	1.5	0.5	(0.1)	0.0	0.0	0.0
Total Restricted Revenue	\$10.6	\$10.0	\$9.4	\$8.4	\$7.6	\$8.4
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$0.4	\$0.4	\$0.4	\$0.4	\$0.4	\$0.4
Total Benefits	0.1	0.1	0.1	0.1	0.1	0.1
TOTAL PERSONNEL EXPENDITURES	\$0.5	\$0.5	\$0.5	\$0.5	\$0.5	\$0.5
Financial Aid	7.2	7.3	7.3	6.5	5.7	6.5
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	2.7	1.7	1.8	1.5	1.5	1.5
Capital Expenditures	0.2	0.0	0.0	0.0	0.0	0.0
Transfers	0.0	(0.1)	(0.1)	(0.1)	(0.1)	(0.1)
Total Restricted Expenditures/Transfers	\$10.6	\$9.4	\$9.4	\$8.4	\$7.6	\$8.4
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.6	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$68.8	\$66.3	\$66.3	\$64.5	\$56.9	\$61.6
Total University Expenses	\$68.8	\$65.7	\$66.3	\$64.5	\$63.0	\$65.8
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$0.7	\$0.0	\$0.0	\$(6.1)	\$(4.2)

**MANSFIELD 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	2,140	2,202	2,284	2,284
Total Cost In-State Undergraduate Off Campus or At Home	\$8,926	\$9,192	\$9,526	\$9,526
Most Common Room and Board Rates	8,592	8,850	10,582	10,976
Total Cost In-State Undergraduate On Campus	\$17,518	\$18,042	\$20,108	\$20,502
Out-of-State Undergraduate				
Tuition (Most Common)	\$10,608	\$10,928	\$11,254	\$11,254
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	2,140	2,202	2,284	2,284
Total Out-of-State Undergraduate Off Campus or At Home	\$13,290	\$13,688	\$14,180	\$14,180
Most Common Room and Board Rates	8,592	8,850	10,582	10,976
Total Cost Out-of-State Undergraduate On Campus	\$21,882	\$22,538	\$24,762	\$25,156
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)	39	40	42	42
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$322	\$331	\$344	\$344
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$442	\$455	\$469	\$469
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	80	83	86	86
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$545	\$561	\$582	\$582
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)	\$69	\$70	\$74	\$74
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)	\$69	\$70	\$74	\$74

Notes: Mansfield offers discounted out-of-state tuition to New York and New Jersey residents. While the discounted tuition has long been offered to New York residents, New Jersey residents first received a discounted rate starting in FY2011/12. Because the majority of Mansfield's out-of-state part-time undergraduates for fall 2012, 2013, and 2014 were from New York and New Jersey, the reported tuition per credit is based on the "good neighbor" rate. Rounding to the whole number, the mean credit load of part-time undergraduate residents was six for fall 2012, 2013, and 2014, while it was seven for each fall for New York/New Jersey residents. Some of Mansfield's fees are based on credit load ranges. For instance, the undergraduate activity fee for fall 2014 was \$225 for students carrying between seven and 11 credits, while there is no fee for students credit loads less than seven. As another example, the community building fee at the undergraduate level is \$60 for undergraduates carrying seven or eight credits, while it is \$30 for students carrying between one and five credits. It is for these reasons that there are differences in mandatory per credit fees between Pennsylvania residents and New York/New Jersey residents, as apart from the State System-established technology fee, Mansfield's mandated fees do not vary by residency. The good neighbor rate does not exist at the graduate level. The mean credit load was four for part-time in-state and part-time out-of-state students for fall 2012, 2013, and 2014. Several fees mandated for undergraduates (health, activity, and fitness center fees) are optional for graduate students and are not reported here.

**MANSFIELD 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</i>		
Education Fee	\$30	\$724
Activity Fee	see note	\$900
Health Fee	see note	\$108
Community Building Fee	\$5	\$240
Fitness Center Fee	\$7	\$312
<i>Out-of-State</i>		
Education Fee	\$30	\$724
Activity Fee	\$32	\$900
Health Fee	\$4	\$108
Community Building Fee	\$9	\$240
Fitness Center Fee	\$11	\$312

Note: The mean credit load for part-time in-state students was six credits, and seven for "good neighbor" students (NY and NJ). There are no activity or health fees for students with less than seven credits.

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	[See housing note]
Maximum	
Most Common	
<i>All Other Housing</i>	
Minimum	\$7,600
Maximum	\$9,180
Most Common (2 person, shared bedroom, semi-suite with private bathroom)	\$7,600

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	10	\$2,744
Maximum	19	\$3,336
Most Common (14 meal per week plan)	14	\$2,982

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation		\$75
Parking		\$50
Graduation		\$0
Application		\$25

Housing Note: Beginning with AY 14-15, Mansfield no longer offers traditional-style housing with shared/communal bathrooms. Instead, all housing units are either suites or semi-suites with private bathrooms.

Fees Note: Parking fee for residential students is \$50 (reported above), though the fee for commuters is \$25. The orientation fee for new students is \$75, though the fee for transfer students is \$50. There is no graduation fee.

**MANSFIELD 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	602	555	584
Average Award	\$3,409	\$3,559	\$3,635
Total Dollars Awarded	\$2,052,204	\$1,974,991	\$2,123,116
% of Undergraduate Students Receiving Aid	20%	19%	22%
<i>Pennsylvania State Grants</i>			
# of Students	988	951	1,094
Average Award	\$2,719	\$2,963	\$2,336
Total Dollars Awarded	\$2,686,232	\$2,817,419	\$2,555,558
% of Undergraduate Students Receiving Aid	33%	33%	40%
<i>Pell Grants</i>			
# of Students	1,322	1,276	1,278
Average Award	\$3,905	\$4,005	\$3,751
Total Dollars Awarded	\$5,162,719	\$5,110,617	\$4,793,936
% of Undergraduate Students Receiving Aid	44%	44%	47%
<i>All Other Gift Aid**</i>			
# of Students	728	822	776
Average Award	\$2,314	\$1,830	\$1,496
Total Dollars Awarded	\$1,684,675	\$1,504,667	\$1,160,625
% of Undergraduate Students Receiving Aid	24%	28%	29%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	1,978	1,886	2,062
Average Award	\$5,857	\$6,049	\$5,618
Total Dollars Awarded	\$11,585,831	\$11,407,694	\$11,584,065
% of Undergraduate Students Receiving Gift Aid	66%	65%	76%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	30	0	0
Total Dollars Awarded	\$84,074	\$0	\$0
% of Graduate Students Receiving Assistantships	8%	0%	0%
<i>Graduate Tuition Waivers</i>			
# of Students	30	26	20
Total Dollars Awarded	\$184,041	\$173,176	\$106,577
% of Graduate Students Receiving Waivers	8%	9%	11%

*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

MANSFIELD 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	2,342	2,271	2,545
Average Loan	\$8,586	\$8,671	\$7,460
Total Dollars Loaned	\$20,109,244	\$19,691,623	\$18,984,578
% of Undergraduate Students Receiving Loans	78%	78%	94%
Graduate Loans (all known)			
# of Students	89	76	68
Average Loan	\$11,634	\$9,884	\$6,634
Total Dollars Loaned	\$1,035,410	\$751,173	\$451,118
% of Graduate Students Receiving Loans	25%	27%	37%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	87%	89%	86%
Average Amount of Debt (of those graduating with debt)	\$34,174	\$34,155	\$33,799
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	10.5%		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	\$9,192	\$10,242	\$1,200	\$1,800	\$22,434
In-State Undergraduate Off Campus, Living at Home	\$9,192	\$5,515	\$1,200	\$2,850	\$18,757
Out-of-State Undergraduate On Campus	\$19,316	\$10,242	\$1,200	\$1,800	\$32,558
Out-of-State Undergraduate Off Campus, Living at Home	\$19,316	\$5,515	\$1,200	\$2,850	\$28,881

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	442	\$12,731	\$(356)	\$9,535	\$8,898
\$30,001 - \$48,000	199	\$13,315	\$381	\$8,796	\$8,285
\$48,001 - \$75,000	326	\$16,803	\$3,951	\$5,231	\$8,980
\$75,001 - \$110,000	312	\$18,422	\$5,307	\$3,885	\$10,216
\$110,001 and Above	253	\$17,995	\$4,932	\$4,217	\$9,260

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:

Mansfield University provides opportunities for access to higher education for economically disadvantaged, at-risk, and/or underrepresented minority students through our associate degree programs, our Summer Gateway program, and our TRiO support services. While Mansfield has experienced a decline in the number of first-time students in baccalaureate degree programs, the number of new associate degree students has remained relatively constant, and minority enrollment has increased by 7% between fall 2010 and fall 2014, largely due to our associate programs. The Gateway program is a six-week summer program for first-time students who demonstrate potential for success in college, but may lack the traditional evidence required for standard admission. This program began in 2011 with 25 students under a small DCED grant, is now completely self-financed, and enrolls 75 students each summer. In addition, the federally funded TRiO program offers academic assistance for up to 173 eligible undergraduate students who are first-generation college students, low-income students, and/or learning or physically disabled.

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

Pricing Flexibility Pilot for Student Fees

Pilot/Title (see instruction tab):	MA03 - Course-Specific Instructional Fee
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Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a course-specific instructional fee of \$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 will be reviewed annually; and could be adjusted, if the review justifies. Effective spring 2015 - fall 2016.

Changes Made to Pilot since its Approval:

Implementation has been postponed to fall 2015 and will continue until spring 2017.

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).

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

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):	MA01 - Active Military Tuition for Online Programs
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Brief Synopsis of Pilot, as Approved by Board of Governors:

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 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.

Changes Made to Pilot since its Approval:

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

Headcount Pell Recipients
 Percent Pell Recipients
 Headcount Nonmajority Students
 Percent Nonmajority
 Other:

Cohort Enrollment

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			
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).

MANSFIELD UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):	MA02 - Reduced Out-of-State Tuition
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Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 105% - 150% of the in-state tuition rate to new out-of-state, full-time meritorious students in undergraduate degree programs that have enrollment capacity beyond existing enrollment (currently, music, nursing, radiology, respiratory therapy, and all online programs are excluded). University will set merit eligibility criteria applicable for specific tuition rates within this range, including eligibility for rate renewal. Effective fall 2015.

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			
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue			
E&G Fee Revenue			
Institutional Financial Aid <i>(negative number)</i>			
Net Revenue			
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).



WEST CHESTER 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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WEST CHESTER UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

University Mission, Vision, and Statement of Strategy

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

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, selected post-baccalaureate and graduate programs and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

West Chester University is dedicated to excellent academic programs while supporting an academic environment that ensures student success. As a university owned by the citizens of Pennsylvania, we value and uphold our mission to provide the best educational opportunities possible which will enable the University community to successfully address the concerns of a global society. To this end, West Chester University focuses on teaching students to think clearly and critically, to make logical and ethical judgments, and to communicate effectively with others.

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.

West Chester University is dedicated to academic excellence. University faculty and staff will create a dynamic and supportive learning environment that prepares students for successful and rewarding personal, professional and civic lives. Moreover, WCU is committed to partnering with other schools, government, businesses and nonprofits to enhance economic development and the quality of life for all.

West Chester University will build on its standing as a national model for excellence for public regional comprehensive universities. The institution is especially noted for:

- Undergraduate programs that actively engage students in connecting the life of the mind to the world in which they live and work.
- The responsiveness of its graduate and post-baccalaureate programs to regional needs.
- Its focus on providing lifelong learning, technical, and applied skills essential to graduates' success now and in the future.
- A commitment by faculty, staff, and administrators to provide access and to serve effectively the educational needs of a diverse student body.
- Its role as a leading educational and cultural resource and partner in fostering the economic, social, and cultural vitality of southeastern Pennsylvania.

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.

The University strives to be highly relevant to its many constituencies by offering innovative programming that addresses the most pressing issues of our time and ensures a sustainable future that promotes quality-of-life along all its dimensions.

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.

52.0X and 44.04 Management and Administration

52.0X Business, Management, Marketing, and Related Support Service

The School of Business within the College of Business and Public Affairs houses business programs that are all AACSB accredited. AACSB-accredited schools have the highest quality faculty, relevant and challenging curriculum, and provide educational and career opportunities that are not found at other business schools. AACSB accreditation represents the highest standard of achievement for business schools worldwide. Less than 5 percent of the world's 13,000 business programs have earned AACSB Accreditation. AACSB-accredited schools produce graduates that are highly skilled and more desirable to employers.

44.04 Public Administration Program

The Master of Public Administration is the only NASPAA accredited program in the State System. Further, the program is only one of five NASPAA accredited program in the Commonwealth, joining the ranks of Penn State, Carnegie Mellon, University of Pittsburgh and Villanova. NASPAA is the Network of Schools of Public Policy, Affairs and Administration. NASPAA is the gold standard accreditation for schools of public policy and administration. The accreditation evaluates faculty and the curriculum to ensure quality. In addition, the department just developed and has been approved to offer the first Doctor of Public Administration (DPA) in the State System.

13.0410 Youth Empowerment and Urban Studies

The Youth Empowerment program is unique in the country as a program which is open to all students in any major, deeply community engaged, focused on social change with and alongside urban youth, while learning the theory and practice of popular movements and education. The core of the YES program is experiential learning. Nine of the 18 credits in the program are community-based courses, focused on learning by reflecting on what students are doing, with others, in the field. Students interested in careers in public policy, social work, government, psychology, language and literacy, education/teaching, sociology, criminal justice will benefit from the connections, real-life experience, and additional skills and knowledge gained through the minor. This minor helps to provide school districts with teachers who are experienced and understand diversity and local context. It helps to provide non-profits with creative and critical thinkers who have had real-life leadership experience, and it helps to provide businesses, such as banks and real estate agencies, with employees who can work effectively with members of the community.

Academic Programs of Distinction (Continued)

51. HEALTH PROFESSIONS AND RELATED PROGRAMS

51.3102 Clinical Nutrition/Nutritionist

WCU offers a thriving and nationally known major in nutrition. Campbell's Soup selects a junior or senior nutrition major to participate in its summer internship program. WCU interns work in the Global Nutrition and Regulatory team at Campbell's world headquarters in Camden, NJ. The internship involves working with regulatory affairs, and the product development department, as well as business trips to food shows. The goal is to expose students to all aspects of the food and nutrition industry, allowing them to explore different careers they can pursue with a nutrition degree from WCU. Campbell's also offers the V8 Protein Student Ambassador program, exclusive to WCU nutrition majors. Campbell's chooses 10 majors to be ambassadors with the task of promoting the V8 protein product via social media. Four students are selected as winners and are invited to the world headquarters for a tour of the facilities and networking opportunities with nutrition and industry professionals.

51.20. Pharmacy, Pharmaceutical Sciences, and Administration.

51.2006. Clinical and Industrial Drug Development.

The pre-medical program at WCU is not a baccalaureate program per se, rather it prepares students in a number of majors (pre- and post-baccalaureate) for application to the health professional schools of medicine (allopathic or osteopathic); dentistry; optometry; podiatry; veterinary medicine; physician and pathology assistant programs; and careers in biomedical research. The program includes a highly successful early assurance program. The placement rate for students who are recommended by the Pre-Medical Committee is approximately 95 percent. The Pharmaceutical Product Development program is one of only a few such programs in the nation. WCU is in the heart of the U.S. pharmaceutical industry hub. The curriculum for the PPD degree is interdisciplinary in nature; students acquire foundational training in biology, chemistry and pharmaceutical sciences, as well as experience in technical writing, statistics, economics, and biomedical ethics. This innovative curriculum is coupled with two summers of internship employment in the industry.

51.812.1 Respiratory Care

West Chester University, in conjunction with Bryn Mawr Hospital, offers a Bachelor of Science degree in respiratory care. Respiratory care professionals evaluate, treat, and care for patients with breathing disorders. Patients include premature infants, those with lung disease, and those requiring assistance from life support technology. The uniqueness of this relationship allows for immediate access to state-of-the-art medical equipment and to medical personnel, as well as clinical affiliate relationships (currently 14 clinical affiliates). During the past three years, students in the program have had a 100 percent pass rate on the National Board for Respiratory Care's Written Secured Self-Assessment Exam. The program has CoARC recognition for Distinguished Registered Respiratory Therapist Credentialing Success (2014).

51.0806 Adapted Physical Education Program

This program encompasses two minors, the adapted physical activity minor and the deaf studies minor. The adapted physical activity minor is one of approximately five adapted physical education minors in the United States and also includes non-educational aspects of this field such as disability sport, pre-physical therapy and pre-occupational therapy majors. Content from adapted physical activity may be useful for other majors to incorporate into their future practices. The program also consists of an on-campus service learning component, which adds greatly to the value of this program. Annually, students provide approximately 3,000 hours in service to the community, volunteering for such programs as an adapted physical education program; adapted lifetime fitness program; and Special Olympics teams. These programs are fully conducted by WCU students in accordance with the rules and regulations of Special Olympics International and local mandates. For each sport, eight to 10 practices are held and one to two tournaments.

The minor in deaf studies enables students to have a greater awareness of, understanding of, and expertise in the deaf community, including their culture and language. Practical applications of language use, cultural appreciation and understanding of deafness from a diversity viewpoint are stressed through three minor tracks. The minor prepares students from various majors to better understand the population in which they provide services (diversity track), the culture in which the deaf individual is a member (culture track), and develop proficiency in the cultural language of American Sign Language (language track). The Deaf Studies minor is open to any WCU student.

Other Areas of Distinction

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

HEAT Institute

The HEAT (Heat Illness Evaluation Avoidance and Treatment) Institute housed at West Chester University supports nationally recognized independent research on heat illness prevention, evaluation, analysis and treatment.

The HEAT Institute is dedicated to conducting independent research related to the evaluation, avoidance and treatment of heat-related illness in athletes. It is committed to raising funds from sources not associated with a corporation that could benefit from this on-going research. The HEAT Institute is interested in collaborating with individuals and private foundations seeking to support and promote independent and unbiased research on thermoregulation and body fluid balance in athletes at risk for heat illness.

The institute's research is published in peer-reviewed journals such as the *American Journal of Sports Medicine*, *British Journal of Sports Medicine*, *Journal of Athletic Training and Medicine* and *Science in Sports and Exercise*. The institute's numerous studies involve athletes who routinely practice and play in environmentally stressful conditions and include investigations into the following:

- core temperature responses
- sweat rates and fluid turnover
- sweat sodium losses
- hypovolemic hyponatremia
- fluid and electrolyte replacement
- mechanisms implicated in exercise-associated muscle cramping

Assurance of Student Learning

The Academic Affairs division has instituted a process for evaluating student learning assessment plans for all graduate and undergraduate programs. The goal of this process was to better understand the quality of program-level assessment plans and communicate a consistent message to faculty as to what needs to be included in a high-quality assessment plan. Through the use of the assurance of student learning (ASL) rubric there is now more transparency with regard to the institutional expectation related to academic program student learning assessment. Under the direction of the faculty associate for teaching, learning, and assessment, the university assessment advisory committee and the associate deans have been responsible for reviewing program plans each year and providing feedback (using the rubric as a guide) to programs. In addition to scores for each element of the rubric, feedback is provided so programs can improve plan where appropriate in an effort to obtain better student learning outcome results.

Dr. Edwin Cottrell Entrepreneurial Leadership Center

The Dr. Edwin Cottrell Entrepreneurial Leadership Center serves as a catalyst for regional economic development by promoting entrepreneurship at West Chester University, in Chester County, and throughout southeastern Pennsylvania. The center offers seminars and workshops, guest lectures, and online resources. Each year, the center participates in Global Entrepreneurship Week, designed to celebrate entrepreneurship around the globe; hosts the Annual WCU Business Idea Competition; and partners with the Pennsylvania State System to host a business plan competition.

Center for Social and Economic Policy Research

The Center for Social & Economic Policy Research specializes in public opinion research. The center provides up-to-date quantitative research, combining superior service with academic expertise. The center supports local economic development by providing expertise and support in conducting marketing and opinion surveys, evaluation studies and other types of attitudinal research.

Other Areas of Distinction (Continued)

WCU's Marching Band

The Golden Rams Incomparable Marching Band is truly a program of distinction. At 325 students strong from all the colleges at WCU, this ensemble frequently presents shows throughout the region, winning numerous prizes and awards. Most recently, the Golden Rams were chosen out of 170 bands to appear as one of 10 marching bands in the 2015 Macy's Thanksgiving Day Parade. The band is the only band from Pennsylvania appearing, and will be seen by more than 50 million people nationally on all three major television networks as well as by 3.5 million people along the parade route.

Twardowski Career Development Center

The Career Development Center supports student and alumni success by providing programs, services, employment and networking opportunities that give WCU graduates a competitive edge in the job market. The center assisted individuals via 1,743 appointments and drop-ins in 2014-15, a 10 percent increase from the previous year. The center conducted more than 220 programs, class presentations, and career events, serving more than 6,000 participants. Ram Career Network, WCU's centralized career management system, connects hundreds of employers and students via on-campus recruiting, job postings, and career fairs. There were more than 61,000 visits to the site in 2014-15. The On-Campus Recruiting Program connected 68 organizations with WCU students and alumni, for a total of 808 interviews. In addition, six career fairs and networking events brought 191 hiring organizations to campus to connect with some 1,200 students and alumni.

Student Involvement

The Office of Student Leadership and Involvement saw new participation records this past academic year. A total of 2,180 students enrolled in formal leadership training programs in the 2013-14 academic year, a 65% increase over the previous year. Multicultural student participation represented 21% of total program enrollment. Of particular note, involvement in academic/professional clubs rose from 1,855 participants the previous year to 2,771—a 47% increase.

Service-Learning and Volunteer Programs

The Office of Service-Learning and Volunteer Programs experienced a very successful 2013-2014 academic year, with a 42% increase in service-learning courses. In 2013-2014, WCU students performed more than 600,000 hours of community service, setting a new record. Additionally, students raised \$106,527 for local organizations.

In 2015, Service-Learning and Volunteer Programs facilitated three international and three domestic Alternative Break service trips, during which WCU students volunteered with community organizations.

As a result of the University's culture of community service, WCU was selected for the President's Higher Education Community Service Honor Roll. WCU also is the recipient of the Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification, which recognizes outstanding outreach and partnerships, as well as community engagement efforts.

Demonstration and Application Center

The Demonstration and Application Center is a hands-on technology center hosting new and emerging products offered by the technology industry and WCU business partners. The center provides a platform for sharing ideas and access to cutting-edge technology and resources. Information Services team members, faculty, staff and students are able to analyze usability and integration of technology within the context of higher education settings. In addition, Information Services team members work with business partners to understand their technology product offerings and determine feasibility, potential use and benefits of the technology via product demonstrations or training presented at the center.

RECAP Conference

Since 1996, WCU's Information Services has hosted the RECAP (Resources for the Electronic Classroom: A Faculty-Student Partnership) conference, which brings faculty and IT professionals together to share knowledge on technology use in the classroom. This year's conference included participants from 16 universities statewide, as well as the Office of the Chancellor and five other educational organizations. The conference shares best practices and innovations, encourages collaboration, and addresses current topics of interest in the use of technology in the classroom.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

- An academic environment that promotes student success as seen in WCU's strong persistence, retention and graduation rates.
- Accomplished faculty who have distinguished themselves by their excellence in teaching, advisement and research.
- Stable and innovative leadership coupled with the University-wide implementation of distributed leadership, which increases individual accountability for achieving excellence.
- Outstanding stewardship of the University's financial, physical, and human resources through such measures as efficient and sustainable operations, and robust fundraising.
- Staunch dedication to justice and inclusiveness, recognizing the need to prepare WCU students for life in a richly diverse and global society.
- Commitment to meeting community needs and helping to place students on a lifelong path of active citizenship. In 2013-14, WCU students set a new record, volunteering more than 600,000 hours.
- The internationalization of WCU as reflected in a 43% increase in study abroad participation in the past year as well as new agreements between WCU and international partners for cultural, educational, and scholarly exchanges.
- A leader in sustainability, as illustrated by the fact that WCU now heats and cools 50 percent of its buildings with geothermal energy and 50 percent by high-efficiency natural gas boilers. By transitioning to these energy sources, the University reduced its annual carbon foot print by 7,500 tons of CO₂ annually.
- A commitment to community engagement and the establishment of beneficial alliances with external partners. Focusing campus talent on the pursuit of the public good benefits external stakeholders while providing WCU students with experiences that enhance their learning and commitment to leadership.

University Strengths and Opportunities (Continued)

Opportunities

- Respond to the strong demand for a WCU education by several initiatives, all of which concurrently build revenue streams. Specific measures include expansion of distance education as well as co-located programs, such as WCU's presence at the State System's Center City Philadelphia location and dual enrollment options at Chester County high schools.
- Continue to increase educational opportunities in science, technology, engineering and mathematics (STEM) as well as the health sciences to respond to a critical need for skilled workers. Occupations in health care are the fastest growing in the U.S. and occupations in STEM fields are the second-fastest growing.
- Strategically grow graduate education, as illustrated by the introduction in 2013 of WCU's first doctorate, the Doctorate of Nursing Practice, and the scheduled launch of the Doctor of Public Administration in Public Administration in fall 2015.
- Prepare students to be career-ready through the development of internship and co-op relationships with regional businesses, nonprofits and government organizations.
- Create new initiatives related to sponsored research, with a long-term annual goal of \$10 million in annual sponsored program expenditures, reflecting the creativity and entrepreneurship of WCU faculty and staff as well as their command of their disciplines.
- Move forward with improvements in student learning assessment plans for all undergraduate and graduate programs, in an effort to obtain better student learning outcome results.
- Close the gap in enrollment, persistence and graduation rates for underrepresented minority students via tutoring, mentoring and other programs, many of which are housed in the Undergraduate Studies and Student Support Services (USSSS) area.
- Close the access and achievement gap for transfer underrepresented minority students through such measures as an orientation program specifically designed for transfer students and by providing more campus visitation opportunities to such students.
- Secure new agreements between WCU and international partners for cultural, educational, and scholarly exchanges while fully developing the many new partnerships that have been forged in the last two years alone.
- Move forward with recommendations to refine the budgeting process in order to strengthen the link among planning, assessment, and resource allocation; provide greater flexibility for WCU to move resources across divisions; and address the accumulation of surplus rollover revenue in order to allocate to emerging needs.
- Continue to improve academic advisement for all students -- undergraduate, graduate, transfer, and non-degree.

University Strengths and Opportunities *(Continued)*

Challenges

- On WCU's main campus, an aging infrastructure in need of facility and technology upgrades, with very limited room for expansion.
- Operating in a highly regulated setting, which limits the University's ability to respond nimbly to a rapidly changing environment.
- Declining state support coupled with mandated personnel costs by collective bargaining agreements.
- Policies and procedures of Pennsylvania's Department of General Services that hinder the ability to keep construction projects on time and on budget.
- Overcrowded office and research conditions for faculty, which will be partially improved when the 90,000 square-foot Business and Public Affairs Center opens in the summer of 2016.

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

Building on Excellence, the West Chester University Strategic Plan, provides a blueprint for institutional growth and development based on the solid foundation established over the past decades.

The West Chester University community strives to attract and retain a diverse student body and faculty and staff to provide the highest quality academic experience for its students; to offer a productive and supportive environment for its faculty, staff and students; and to act as a highly responsive and engaged partner in its region, the nation, and the world. In so doing WCU is committed to upholding the following values:

Academic Achievement

- Academic success and learning.
- Highest quality teaching, research, and scholarly activities.
- Intellectual and academic freedom.
- Integration of the classroom and practical experiences.
- Life-long learning.

Integrity

- Principles and practice of academic honesty.
- Honoring commitments.
- Abiding by professional standards and codes.

Service

- Flexibility, creativity, and a positive attitude.
- Providing an attractive and secure campus where students, faculty and staff can do their best work.
- Meeting the changing needs of our students, faculty, staff and community.
- Community service as an integral part of education and citizenship.
- Thinking and acting globally and locally and with regard to future generations.

Equity

- Inherent worth of each person.
- Inclusive and diverse learning environment.
- Equity in access to education.
- Diversity of opinion and perspective.
- Compassion and respect for the members of the university and broader community.
- Positive attitude, honesty, respect, and civility in addressing challenges and opportunities.

Collaboration

- Open, honest, and respectful communication.
- Participation by all university stakeholders.
- Collaboration both within and beyond the university.

Stewardship

- Responsible distributed leadership within a framework of institutional priorities.
- Environmentally sustainable practices.
- Fiscal responsibility and efficiency
- Fair Use and the protection of intellectual property.

Creativity and Innovation

- New knowledge and new forms of artistic expression.

Strategic Goals (Continued)

University Goals (Continued)

Organized under five themes, the goals and objectives of *Building on Excellence* set the University's direction for the decade ahead. These goals include:

Academics

West Chester University is dedicated to excellent academic programs and supporting and developing an academic environment that ensures student success. Goals around this theme include: assuring student learning and academic excellence, strengthening the academic environment, expanding academic opportunities, and supporting teaching excellence.

Enrichment

WCU provides a number of programs and activities that enhance the campus's quality of life as well as that of the region, nation and world. These activities are central to the University's educational mission, providing students with experiences that expand and shape their understanding of the world. Enrichment includes artistic, athletic, cultural and co-curricular events and activities that reinforce learning and engagement. WCU is positioned to expand its enrichment activities in ways that increase its visibility, improve its academic programs and strengthen its community impact.

Specific enrichment goals are focused on supporting student personal, professional and civic development; and better integrating enrichment into WCU's academic and community programs and activities.

Sustainability

WCU has adopted a broad definition of sustainability which emphasizes the importance of appropriate growth and development and integrates environmental, social and economic opportunities. Thus, the University aspires to leadership in nurturing a culture that views sustainability as integral to education and research, operations and design, fiscal management, campus health and safety, and institutional vitality and effectiveness over the long term.

Specific sustainability goals are focused on promoting sustainability through training, curricula, co-curricular programming, research, and outreach; developing and managing financial and physical resources sustainably; developing enrollment to sustain long-term institutional viability and quality; and preserving, promoting and cultivating the health, safety and vitality of the University over the long-term.

Diversity

West Chester University recognizes that each individual member of our community brings a unique and diverse combination of background, experiences, and perspectives. We value the contributions of each individual to our collective diversity. All aspects of diversity are embraced including but not limited to race, religion, sex, gender, national origin, ancestry, age, sexual orientation, disability, veterans' and socio-economic status. As a public University which promotes academic excellence and emphasizes global education, WCU is committed to providing educational and employment opportunities to previously excluded, disadvantaged, challenged and marginalized populations. We therefore renew our commitment to recruit and retain a diverse community of students, staff, faculty, and administrators, and to provide a campus climate that is nurturing to all.

Specific diversity goals are focused on the establishment of a Diversity, Inclusion and Academic Excellence Council; supporting diversity on campus; continuing to actively recruit and retain diverse faculty and staff; continuing to recruit, retain and support diverse students.

Engagement

West Chester University will be a leader in community engagement building mutually-beneficial relationships with external stakeholders locally and globally. These collaborations will extend the University's impact within its home region and across the world, attract new resources to advance learning and community well-being, and focus campus talent on the pursuit of the public good.

Specific engagement goals include strengthening academic, co-curricular and support programs through partnerships that promote learning, outreach and service; increasing institutional visibility and reputation; expanding local community involvement; and increasing alumni outreach and partnerships.

WEST CHESTER 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	17.4%	18.3%	17.9%	17.1%	17.3%	16.9%	16.8%
New Transfers	10.5%	10.2%	10.1%	9.7%	9.6%	9.3%	9.2%
Veterans	0.7%	0.8%	1.0%	1.2%	1.2%	1.0%	0.9%
Adult Learners	8.6%	9.0%	8.8%	8.3%	8.6%	8.4%	8.3%
Total Undergraduate Enrollment	11,873	12,521	13,053	13,456	13,610	13,879	14,015
Graduate Headcount Enrollment							
Master's	1,720	1,746	1,696	1,753	1,823	1,908	1,925
Research Doctorate	N/A	N/A	N/A	N/A	32	52	73
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	1,720	1,746	1,696	1,753	1,855	1,960	1,998
Certificates, Letters of Completion, Nondegree students							
	897	833	662	636	621	658	609
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	5	75	106	174	333	355	385
Traditional (On Campus)	13,552	14,006	14,160	14,156	14,255	14,349	14,459
Off Campus	429	404	284	307	238	285	300

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	85.2%	86.1%	85.4%	87.4%	87.9%	87.6%	87.7%
Third Year Persistence	76.1%	78.0%	79.5%	79.9%	80.9%	80.4%	80.7%
Fourth Year Persistence	73.2%	73.6%	75.9%	76.5%	77.3%	78.1%	77.7%

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)	43.8%	43.8%	42.6%	45.3%	44.0%	46.0%	46.5%
Six Year (or less)	68.5%	68.9%	68.8%	67.1%	70.5%	70.9%	70.8%
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)							

WEST CHESTER 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	3,094	3,473	3,761	3,815	3,924	3,915
Undergraduate Degrees per 100 FTE	20.7	21.5	21.2	21.9	22.2	22.5
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	57.0%	61.9%	57.5%	63.6%	65.0%	65.0%
Non-Pell Recipient Graduation Rate	67.0%	70.0%	70.9%	67.8%	70.0%	71.0%
Underrepresented Minority Graduation Rate	54.0%	55.3%	52.1%	59.3%	51.0%	59.1%
Non-Underrepresented Minority Graduation Rate	67.0%	70.7%	71.1%	68.7%	71.0%	71.0%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	19.5%	23.3%	22.3%	23.2%	23.6%	23.8%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	12.0%	17.8%	16.7%	18.2%	17.8%	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	14.6%	15.7%	15.0%	15.3%	15.5%	15.5%
Female Faculty	49.8%	51.9%	52.3%	53.3%	53.0%	53.0%

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	77.2%	78.0%	79.5%	79.8%	80.9%	81.8%
Fourth Year Persistence	73.2%	75.9%	76.5%	75.9%	77.3%	78.1%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	21.8%	24.1%	26.2%	26.4%	26.6%	26.8%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	21.7%	27.0%	28.7%	31.0%	33.0%	33.0%
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	13.3%	14.3%	15.5%	17.8%	19.0%	19.0%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
International Student Enrollment						
Number of International Students	94	101	104	126	145	192
Percentage of International Students	0.7%	0.7%	0.7%	0.8%	0.9%	1.2%
Distance Education Enrollment						
Students Enrolled in at least one 100% Distance Education Course		2.0%	4.4%	5.0%	5.5%	5.5%

WEST CHESTER 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		30
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		13
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		43%
Associate Degree Programs		
Total Number of Associate Programs		N/A
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		53
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		46
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		87%
Master's Degree Programs		
Total Number of Master's Programs		34
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		31
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		91%
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
Doctorate Degree Programs		
51.3818	Nursing	Online
Minors		
13.1013	Autism Education	N/A
51.3699	Contemplative Studies	N/A

Reorganized Programs for 2013/14

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Bachelor's Degree Programs			
16.0101	Languages and Cultures	Reorganization of language programs with separate degrees (French, German, Russian, and Spanish) to a B.A. in Language and Cultures with concentrations for each language.	Online, blended, and ITV
Minors			
5.0207	Women's and Gender Studies	Reorganized from previous minor Women's Studies	N/A

WEST CHESTER 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		
26.0101	Biology	N/A
Minors		
44.0401	Public Management	N/A

Programs Discontinued for 2013/14

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
16.0901	French	N/A
16.0501	German	N/A
16.0905	Spanish	N/A
16.0402	Russian	N/A
Master's Degree Programs		
16.0901	French-M.A.	N/A
16.0905	Spanish-M.A.	N/A
16.0901	French-M.Ed.	N/A
16.0905	Spanish-M.Ed.	N/A

WEST CHESTER 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		
52.1101	B.S. in International Business	60
04.0301	B.S. in Planning	40
Master's Degree Programs		
45.0602	M.A. in Financial Economics	40
51.2003	PSM Pharmacy	40
19.0504	Master of Science in Community Nutrition	40
13.1312	Masters of Music Education Conducting	20
51.1508	Masters of Mental Health Counseling	24
Doctorate Degree Programs		
42.2801	Doctor of Psychology in Clinical Psychology	52
13.0401	Doctor of Education	37
Minors		
09.0799	Minor in Digital Humanities (or 24.0103)	25
16.xxxx	Minor in Critical Languages: Arabic, Chinese, Japanese	15

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		
14.0901	Computer Engineering	30
14.1001	Electrical Engineering	30
14.3501	Industrial Engineering	30
09.0702	Digital Media and Rhetoric	30
30.2301	Social Justice, Community Change	30
Master's Degree Programs		
45.0201	Master of Arts in Anthropology	40
51.2006	Professional Science Master's in Chemical Product Development	40
04.0301	M.S. in Planning	40
36.0117	M.F.A. Theatre and Dance	20
51.0912	M.S. Physicians Assistant	30
Minors		
09.0499	Minor in Digital Journalism	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

WEST CHESTER 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	\$75.9	\$79.1	\$78.8	\$83.4	\$84.7	\$86.4
Undergraduate Out-of-State Tuition	26.2	29.4	34.5	30.9	29.6	30.2
Graduate In-State Tuition	13.1	13.9	13.5	13.6	15.4	15.7
Graduate Out-of-State Tuition	2.8	3.0	3.3	2.9	3.2	3.3
TOTAL TUITION REVENUE	\$118.0	\$125.5	\$130.2	\$130.8	\$132.9	\$135.6
Total Fees	23.1	24.2	25.6	25.2	25.3	25.8
State Appropriations	48.9	49.9	48.8	48.0	47.7	46.5
All Other Revenue	7.8	8.6	10.2	7.5	9.3	9.5
Planned Use of Carryforward	0.0	0.0	2.5	0.0	0.0	0.0
Total E&G Revenue/Sources	\$197.8	\$208.2	\$217.3	\$211.5	\$215.2	\$217.4
E&G Expenditures/Transfers						
Total Salaries and Wages	\$98.8	\$104.9	\$113.3	\$112.8	\$115.9	\$117.8
Total Benefits	37.2	43.9	48.7	47.8	51.5	54.6
TOTAL PERSONNEL EXPENDITURES	\$136.0	\$148.9	\$162.0	\$160.6	\$167.4	\$172.4
Financial Aid	3.9	2.6	3.5	3.9	3.5	3.6
Utilities	3.3	3.4	3.6	3.2	3.6	3.6
Services & Supplies	24.1	25.1	32.6	26.0	27.7	28.5
Capital Expenditures	2.4	2.2	2.3	2.2	2.3	2.3
Mandatory Transfers	2.1	2.2	2.2	2.2	2.2	2.2
Nonmandatory Transfers	25.9	21.7	11.2	11.2	9.8	9.8
Total E&G Expenditures/Transfers	\$197.8	\$206.1	\$217.3	\$209.3	\$216.5	\$222.4
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$2.1	\$0.0	\$2.2	\$(1.3)	\$(5.1)
Annualized FTE Enrollment						
Undergraduate In-State	11,432.27	11,544.67	11,534.84	11,760.27	12,007.10	12,115.16
Undergraduate Out-of-State	1,638.58	1,777.98	1,863.51	1,759.35	1,756.68	1,772.49
Graduate In-State	1,247.63	1,274.54	1,273.58	1,359.85	1,392.96	1,405.50
Graduate Out-of-State	178.65	195.69	206.37	201.67	207.66	209.53
Total Annualized FTE Enrollment	14,497.13	14,792.88	14,878.30	15,081.14	15,364.40	15,502.68
E&G Annualized FTE Employees						
Faculty	778.10	791.62	804.12	804.12	827.12	843.66
AFSCME	351.92	347.30	354.20	353.20	351.67	351.67
Nonrepresented	162.30	173.97	180.27	181.27	181.34	183.00
SCUPA	48.09	58.36	63.36	63.36	63.36	63.36
All Other	55.13	55.97	58.47	58.47	58.47	58.47
E&G Annualized FTE Employees	1,395.54	1,427.22	1,460.42	1,460.42	1,481.96	1,500.16
Total Annualized FTE Employees	1,509.29	1,543.00	1,562.48	1,562.48	1,592.00	1,610.00

WEST CHESTER 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:			
Business and Public Affairs Building		\$13,700,000	
Strategic Plan (see Strategic Goals section)			
Sustainability Outcomes		\$40,000	\$86,000
Diversity Outcomes		\$60,500	\$25,000
Engagement Outcomes		\$132,000	\$151,000
Enrichment Outcomes		\$469,500	\$83,750
Academic Outcomes		\$842,800	\$894,000
Technology Upgrades Mitchell Hall Renovation			\$750,000
Technology Outfitting for Business and Public Affairs Building	\$750,000	\$750,000	\$750,000
DNP Program Start-up		\$44,787	\$40,251
Center City Philadelphia Site	\$99,548	\$346,867	\$487,438
Distance Education	\$243,478	\$435,364	\$456,057
Quad Improvement		\$179,909	
Synthetic Soccer Turf		\$56,004	\$15,000
Hollinger Fieldhouse Renovations	\$1,000,000	\$2,125,000	\$100,000
Total	\$2,093,026	\$19,182,731	\$3,838,496

Sources of Funds for Reinvestment:

Carryforward Unrestricted Net Assets		\$1,589,591	\$1,280,001
Technology Fee Revenue	\$750,000	\$1,185,364	\$1,500,000
Plant Fund University Reserves (Unrestricted Net Assets)	\$1,000,000	\$16,023,409	\$115,000
E & G budget realignment	\$343,026	\$384,367	\$487,438
Distance Education Fees			\$456,057

Total	\$2,093,026	\$19,182,731	\$3,838,496
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WEST CHESTER 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	\$13.7	\$13.6	\$13.1	\$14.2	\$14.6	\$15.3
Housing Fees	14.5	13.4	10.2	11.1	11.1	11.1
Privatized Housing	1.9	2.1	2.1	2.1	2.1	2.1
Other Auxiliary Sales	5.8	0.2	0.1	0.1	0.1	0.1
All Other Revenue	3.3	6.8	8.2	6.2	6.5	6.8
Total Auxiliary Revenue/Sources	\$39.1	\$36.0	\$33.7	\$33.7	\$34.4	\$35.4
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$5.5	\$5.1	\$5.3	\$5.3	\$5.4	\$5.6
Total Benefits	2.9	3.0	3.6	3.6	3.7	3.9
TOTAL PERSONNEL EXPENDITURES	\$8.5	\$8.1	\$8.9	\$8.9	\$9.1	\$9.4
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	2.6	2.2	2.2	2.2	2.2	2.2
Services & Supplies	17.2	14.7	15.0	15.0	17.0	17.0
Capital Expenditures	0.1	0.1	0.0	0.0	0.0	0.0
Transfers	10.7	10.7	7.5	7.6	6.1	6.8
Total Auxiliary Expenditures/Transfers	\$39.1	\$35.8	\$33.7	\$33.7	\$34.4	\$35.4
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	\$15.8	\$15.5	\$15.8	\$15.8	\$15.8	\$15.8
State Grants & Contracts	9.6	10.5	10.8	9.7	9.7	9.7
Private Grants & Contracts	0.0	0.2	0.2	0.2	0.2	0.2
Gifts	1.2	1.1	1.1	1.1	1.1	1.1
All Other Restricted Revenue	2.7	6.0	1.9	1.9	1.9	1.9
Total Restricted Revenue	\$29.3	\$33.2	\$29.7	\$28.7	\$28.7	\$28.7
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$0.9	\$1.1	\$1.1	\$1.1	\$1.1	\$1.1
Total Benefits	0.2	0.2	0.2	0.2	0.2	0.2
TOTAL PERSONNEL EXPENDITURES	\$1.1	\$1.2	\$1.3	\$1.3	\$1.3	\$1.3
Financial Aid	24.5	26.2	26.4	26.4	27.0	27.0
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.5	0.8	0.8	0.8	0.8	0.8
Capital Expenditures	1.2	0.2	0.2	2.7	2.7	2.7
Transfers	0.9	(0.7)	0.9	(2.5)	(3.1)	(3.2)
Total Restricted Expenditures/Transfers	\$29.3	\$27.8	\$29.7	\$28.7	\$28.7	\$28.6
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$5.4	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$266.3	\$277.4	\$280.7	\$273.9	\$278.3	\$281.5
Total University Expenses	\$266.3	\$269.6	\$280.7	\$271.7	\$279.5	\$286.5
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$7.8	\$0.0	\$2.2	\$(1.3)	\$(5.0)

WEST CHESTER 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	1,834	1,860	1,902	1,942
Total Cost In-State Undergraduate Off Campus or At Home	\$8,620	\$8,850	\$9,144	\$9,184
Most Common Room and Board Rates	6,786	7,316	7,376	7,597
Total Cost In-State Undergraduate On Campus	\$15,406	\$16,166	\$16,520	\$16,781
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	1,834	1,860	1,902	1,942
Total Out-of-State Undergraduate Off Campus or At Home	\$18,446	\$18,974	\$19,594	\$19,634
Most Common Room and Board Rates	6,786	7,316	7,376	7,597
Total Cost Out-of-State Undergraduate On Campus	\$25,232	\$26,290	\$26,970	\$27,231
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)	76	77	79	81
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$359	\$368	\$381	\$383
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	77	79	81
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$769	\$790	\$532	\$534
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	\$429	\$442	\$454	\$454
Maximum	\$472	\$575	\$590	\$590
Most Common	\$429	\$442	\$454	\$454
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)	\$85	\$85	\$87	\$87
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	\$644	\$663	\$681	\$684
Maximum	\$708	\$862	\$885	\$885
Most Common	\$644	\$663	\$681	\$681
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)	\$85	\$85	\$87	\$87

WEST CHESTER 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</i>		
Academic Support/Instructional Support Fee	\$28	\$682
SSI Fee	14	\$329
Health Services Fee	11	\$258
Student Center Maintenance	6	\$145
Sykes Expansion Fee	5	\$120
Recreation Center Fee	11	\$271
Parking Improvement Fee	4	\$97
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$28	\$682
SSI Fee	14	\$329
Health Services Fee	11	\$258
Student Center Maintenance	6	\$145
Sykes Expansion Fee	5	\$120
Recreation Center Fee	11	\$271
Parking Improvement Fee	4	\$97
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$4,848
Maximum	\$8,160
Most Common (Traditional N. Campus Double)	\$4,848
<i>All Other Housing</i>	
Minimum	\$8,140
Maximum	\$10,000
Most Common (2 Bedroom Double w/ shared bathroom)	\$8,400

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	9	\$2,376
Maximum	unlimited	\$3,194
Most Common (12 Meals)	12	\$2,528

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation	same fee	\$155
Parking	same fee	\$30
Graduation	same fee	\$82
Application	same fee	\$45

**WEST CHESTER 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	1,332	1,404	1,465
Average Award	\$3,605	\$3,785	\$3,839
Total Dollars Awarded	\$4,802,106	\$5,314,830	\$5,623,608
% of Undergraduate Students Receiving Aid	9%	10%	11%
<i>Pennsylvania State Grants</i>			
# of Students	3,268	3,221	3,134
Average Award	\$2,551	\$2,793	\$2,626
Total Dollars Awarded	\$8,335,110	\$8,994,870	\$8,229,154
% of Undergraduate Students Receiving Aid	23%	22%	23%
<i>Pell Grants</i>			
# of Students	3,427	3,585	3,770
Average Award	\$3,813	\$3,886	\$3,933
Total Dollars Awarded	\$13,066,273	\$13,931,440	\$14,827,259
% of Undergraduate Students Receiving Aid	24%	24%	27%
<i>All Other Gift Aid**</i>			
# of Students	1,334	1,268	1,414
Average Award	\$2,788	\$2,318	\$2,312
Total Dollars Awarded	\$3,719,241	\$2,939,734	\$3,268,716
% of Undergraduate Students Receiving Aid	9%	9%	10%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	5,832	5,956	6,211
Average Award	\$5,131	\$5,235	\$5,144
Total Dollars Awarded	\$29,922,730	\$31,180,874	\$31,954,575
% of Undergraduate Students Receiving Gift Aid	41%	41%	45%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	214	291	327
Total Dollars Awarded	\$820,718	\$954,285	\$697,816
% of Graduate Students Receiving Assistantships	8%	11%	14%
<i>Graduate Tuition Waivers</i>			
# of Students	215	291	324
Total Dollars Awarded	\$1,565,100	\$2,060,522	\$2,207,745
% of Graduate Students Receiving Waivers	8%	11%	15%

*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

WEST CHESTER 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	9,013	9,303	9,450
Average Loan	\$8,407	\$8,706	\$10,569
Total Dollars Loaned	\$75,772,752	\$80,989,095	\$82,408,090
% of Undergraduate Students Receiving Loans	63%	63%	68%
Graduate Loans (all known)			
# of Students	941	1,014	1,056
Average Loan	\$14,648	\$14,305	\$14,604
Total Dollars Loaned	\$13,783,315	\$14,505,340	\$15,421,903
% of Graduate Students Receiving Loans	36%	39%	47%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	71%	73%	73%
Average Amount of Debt (of those graduating with debt)	\$30,345	\$30,366	\$31,852
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	5.2%		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	\$8,850	\$12,140	\$1,200	\$3,500	\$25,690
In-State Undergraduate Off Campus, Living at Home	\$8,850	\$2,210	\$1,200	\$4,900	\$17,160
Out-of-State Undergraduate On Campus	\$18,974	\$12,140	\$1,200	\$3,500	\$35,814
Out-of-State Undergraduate Off Campus, Living at Home	\$18,974	\$2,210	\$1,200	\$4,900	\$27,284

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	1,341	\$16,425	\$165	\$8,666	\$8,974
\$30,001 - \$48,000	715	\$17,480	\$1,110	\$7,711	\$8,044
\$48,001 - \$75,000	1,103	\$19,991	\$4,009	\$4,817	\$8,259
\$75,001 - \$110,000	1,461	\$21,813	\$5,680	\$3,122	\$8,994
\$110,001 and Above	2,347	\$21,410	\$5,042	\$3,703	\$8,789

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:

WEST CHESTER UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):

WE01 - Pennsylvania's State System @ Center City, Philadelphia

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 West Chester Center City programs, both undergraduate and graduate.

Changes Made to Pilot since its Approval:

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Headcount Pell Recipients	1	40	39
Percent Pell Recipients	2.8%	23.8%	
Headcount Nonmajority Students	27	124	97
Percent Nonmajority	75.0%	73.8%	
Other:			
Cohort Enrollment			
Fall FTE Students	17.65	93.55	75.90
Fall Headcount Students	36.00	168.00	132.00
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue	\$96,438	\$460,588	\$364,150
E&G Fee Revenue	16,848	74,774	57,926
Institutional Financial Aid <i>(negative number)</i>		(39,992)	(39,992)
Net Revenue	\$113,286	\$495,371	\$382,085
Revenue Increase due to Normal Rate Changes		\$505	\$505
Revenue Associated with Pilot		\$494,865	\$381,579

Observations:



BLOOMSBURG 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.

Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

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.

Bloomsburg University aspires to:

- Be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence.
- Anticipate and address the changing needs of the commonwealth.
- Be a diverse community that produces positive change.
- Provide resources to maximize opportunities for success.
- Be a good steward of our resources and the environment.
- Develop individuals to be contributing citizens.

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.

Strategic Issue 1: Enhancing academic excellence

1.1. *Create a learning environment for personal and professional success in a diverse and rapidly changing world.*

1.1.1. Assess impact of current Centers of Excellence and Innovative Programs and evaluate and review emerging Centers; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.

1.1.2. Develop curricular and co-curricular programs that prepare students for personal and professional success.

1.1.2.1. Complete full assessment of student achievement of learning goals in the general education program MyCORE; identify areas for improvement/revision.

1.1.2.2. Identify and develop opportunities for interdisciplinary curricula and activities

1.1.3. Increase the number of students engaged in high impact practices such as faculty/student research, study abroad, service learning, practicum, internship, capstone projects, and first year experiences including seminars and living and learning communities.

1.1.4. Use information and technology that is appropriate to students major and career goals.

1.2. *Integrate diversity in the learning environment.*

1.2.1. Assure that each student's educational experience addresses diversity, inclusion and global perspectives, and expands opportunities to deepen student engagement in these areas such that students demonstrate a change in perspective between entrance and graduation.

1.2.2. Increase the access, retention, and completion rates for Pell recipients, and URM populations, including transfer students.

1.2.3. Provide personnel training on the best practices that increase understanding and interaction among diverse population.

1.2.4. Recruit and retain diverse personnel.

1.3. *Implement and monitor a systematic process of assessment.*

1.3.1. Maintain and enhance the institutional structure to support a systematic assessment plan – Office of Planning & Assessment.

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

Statement of Strategy (Continued)

Strategic Issue 2: Achieving excellence while ensuring fiscal sustainability

- 2.1. *Identify, examine, align and allocate resources to meet institutional priorities.*
 - 2.1.1. Refine the transparent process for communicating the budget situation with the university community.
 - 2.1.2. Examine/assess current programs, services and operations to develop a balanced and sustainable budget in all university divisions.
 - 2.1.3. Continue to consider sustainability in the decision-making for all building and purchasing activity.
- 2.2. *Coordinate efforts to identify and develop new resources in accord with university strategic priorities.*
 - 2.2.1. Increase external grant funding.
 - 2.2.2. Develop/implement external revenue generating programs.

Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

- 3.1. *Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.*
- 3.2. *Develop a multi-year dynamic, budget-sensitive, comprehensive enrollment management plan that supports student access and success.*
- 3.3. *Implement and monitor a comprehensive enrollment management plan that supports academic excellence, market demands, student retention-to-completion initiatives and financial sustainability that will assist in the achievement of system performance measures.*
- 3.4. *Assess and update membership in an Enrollment Management committee comprised on staff and faculty who will productively guide and support the institutional efforts to advance enrollment management initiatives.*

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

Statement of Strategy (Continued)

Strategic Issue 4: Fostering and developing a strong sense of community

4.1. Communicate effectively among all stakeholders.

4.1.1. Continue to improve communication structure to create a more informed and engaged campus community aligned with university priorities and strategic vision.

4.1.2. Continue to strengthen relationships with campus, local and regional news media.

4.2. Create a community that accepts and supports cultural and social differences.

4.2.1. Further coordinate diversity activities.

4.2.2. Revitalize University/Community Task Force on Social Equity and update mission with appropriate university and community representatives.

4.3. Encourage environmental awareness and responsibility.

4.3.1. Improve community performance regarding and knowledge of campus wide activities that support sustainability.

4.4. Improve town/gown relations.

4.4.1. Continue to improve the effectiveness of the town/gown committee to enhance relationships.

4.4.2. Increase number of local community engagement opportunities on campus.

4.5. Increase student engagement with the university and community.

4.5.1. Increase number of freshmen in Living and Learning Communities to full capacity.

4.5.2. Identify and communicate more community leadership opportunities for students, faculty and staff.

4.6. Strengthen connection with alumni.

4.6.1. Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.

4.6.2. Promote alumni careers, activities and accomplishments with electronic and other media and campus visits.

4.6.3. Develop and strengthen regional alumni chapters.

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.

Business: Bloomsburg University's Bachelor of Science in Business Administration (BSBA) prepares over 1,800 students for personal and professional success through a college experience integrating business majors with professional development activities provided by the **Zeigler Institute for Professional Development (ZIPD)**. The BSBA Core curriculum combines business education and professional development to enhance our graduates professional capabilities and success. Our BSBA and graduate business programs are accredited by AACSB International, known, worldwide, as the longest standing, most recognized form of professional accreditation an institution and its business programs can earn. Several of our most distinctive business programs include:

- The BSBA Accounting program with a 93 percent placement rate is a national leader. Known for its first in the nation interdisciplinary program in fraud examination, and the first nationally chartered chapter of Student Association in Fraud Examination (SAFE), the Accounting Department also offers one of only two Master of Accountancy (MAcc) programs in Pennsylvania.
- The BSBA Finance program, with over 200 majors, has a 97 percent placement rate and is home to the **Benner-Hudock Center for Financial Analysis (BHCFA)**.
- The BSBA Management program offers Human Resources Management (HRM) in a nationally-ranked concentration certified by the Society of Human Resource Management.
- The BSBA Marketing program has added Professional Selling concentration which includes BU among the 21 percent of AACSB International accredited business programs which address the increasingly high demand for sales professionals by offering a program in professional selling.

Educational Leadership: The College of Education (COE) at Bloomsburg University of Pennsylvania aspires to be recognized for the value of its preparation of effective educational leaders at the graduate level. The quality of educational outcomes for all students is often dependent upon the quality of leadership evident within the school setting they attend. Leadership in education is vital for the development and administration of educational programs that support academic achievement. As with all COE programs, the graduate programs are grounded in the practice of the McDowell Institute for Teacher Excellence in Positive Behavior Support, endowed by its benefactor, Susan McDowell. In part, the mission of the McDowell Institute is to cultivate excellence in all educational leaders by developing strong ethical standards and skills to address non-academic barriers to learning while promoting positive, prevention-oriented activities to support healthy development and learning by all children. It is through the leadership in schools that the potential for all educational professionals to meet the academic and non-academic needs of all children can be realized.

The COE graduate programs, as are the undergraduate programs, are CAEP (Council for the Accreditation of Educator Preparation) accredited. The six graduate educational leadership programs serve approximately 150 students in the areas of Special Education Supervisory, General Education Supervisory, Reading, Counseling, Principalship, and Student Affairs (higher education).

Academic Programs of Distinction *(Continued)*

Allied Health Science: The Allied Health Science programs at Bloomsburg University (BU) leverage regional partnerships with health care providers in order to address critical healthcare needs locally, within the state and nationally, by graduating high quality healthcare providers and clinical researchers who successfully translate innovations in health care delivery into practice and policy. Several of our most distinctive health science programs, which enroll over 1,500 undergraduate and over 300 graduate students annually, include:

- A Nursing BSN with NCLEX pass rates consistently over 97% which are some of the highest in the state, a MSN program specializing in the Advanced Practice roles such as Family and Adult Nurse Practitioner, the only Nurse Anesthetist program within PASSHE (offered in partnership with Geisinger Health System) and a Doctor of Nursing Practice supported recently by the University's first-ever endowed professorship, a \$2M gift creating the Breiner Professorship for Nursing.
- An ASHA accredited undergraduate Audiology/Speech Pathology major, an MS in Speech Pathology ranked nationally and the only Audiology Doctoral program in PASSHE (one of only three in Pennsylvania).
- The only Health Physics program in PASSHE.
- The only accredited Biochemistry program in PASSHE.
- A Medical Imaging program in partnership with Geisinger Medical System and Johns Hopkins University
- Accredited undergraduate and graduate programs in exercise science and clinical athletic training
- Pre-professional programs for medical school, pharmacy, physician assistants, physical therapy and medical laboratory science.

Other Areas of Distinction

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

UNIVERSITY WIDE:

Applied Liberal Arts: The global transition to an information society driven by a knowledge economy requires individuals whose ability to understand, reformulate, uncover and apply information to real world issues has significant currency. These are individuals who can put their knowledge to work in a global environment that is increasingly complex, frequently generating unexpected challenges. At the core of a liberal arts education is the freeing of one's thinking "from the limitations of one's own experiences." Learning to use multiple frameworks to address questions is provided through study within the three traditional divisions of knowledge: the arts and humanities, the natural sciences and mathematics, and the social sciences. The departments of the College of Liberal Arts (COLA) collaborate in the creation and expansion of applied learning opportunities to better prepare liberal arts majors for the intellectual demands required for productive problem solving and useful discovery in an increasingly unpredictable world. Curricular and co-curricular opportunities cooperate to lead students through the exploration of their academic interests and life goals, the synthesis of multiple frameworks and approaches to knowledge, the application of these frameworks to real world problems and opportunities, and finally the articulation of their skills, knowledge, and accomplishments as they progress.

Beginning in the freshman year, students are provided opportunities to engage in ethical citizenship through service learning opportunities embedded in more than a dozen liberal arts First Year Seminars (FYS) and Living Learning Communities (LLCs). They are exposed to prominent experts who deliver public and classroom lectures, becoming linked with course assignments in general education courses, on major domestic and global issues. These experts are sponsored or co-sponsored by such entities as the Institute for Culture and Society, Department of Economics, Center for Leadership and Engagement, College of Education, Disability Advisory Committee, College of Science and Technology, Gender Studies Program, International Faculty Association, and Center for Diversity and Inclusion.

With the sophomore year, students can continue their engagement with the LLCs. However, assuming leadership roles and participating in the diverse array of over 250 student committees, clubs and organizations -- such as the African Student Association, Autism Speaks U, Big Brothers/Big Sisters – Bloomsburg Chapter, Criminal Justice Society, Model United Nations, and Women Inspiring Strength & Empowerment (WISE) -- provides them with expanded opportunities to synthesize and apply the first year liberal arts content to team building for planning, problem solving and goal achievement with others from varied backgrounds. In addition, they can choose to participate in Sophomore Experiential Learning (SEL) Program through Professional U, BU's overarching professional and career development unit, designed to provide lower division students with early job shadowing in specific career fields that potentially align with their interests and developing skills.

Other Areas of Distinction (Continued)

UNIVERSITY WIDE (continued):

With upper division status, students have a range of high impact activities and capstone experiences that press them to integrate the multiple disciplinary perspectives through the lens of their chosen major. Specifically, paid and unpaid internships, practica, co-ops, independent study, clinicals, undergraduate research, study away and abroad, prepare all majors for post-graduation. These activities and experiences are specially designed to serve as pathways to advanced study and the array of self-transforming careers that rely on the solid foundation of knowledge and skills of liberal studies majors: critical and creative thinking, problem-solving abilities, communicative skills, and an intellectual curiosity/inquiry that lasts a lifetime. The Center for Community Consulting and Research is the epicenter for high impact activities in applied liberal arts with no major's content area being treated as exclusive of others.

BU Good Work Initiative: The Bloomsburg University Good Work Initiative aims to increase the incidence of good work, to identify exemplars of good work—work that is excellent, engaging, and ethical—and to showcase good work wherever it exists on our campus and in our community. Since its inception in the Fall 2010, Project leaders Dr. Joan Miller (Nursing), Dr. Mary Katherine Duncan (Psychology, the Joan and Fred Miller Distinguished Professor of Good Work), and Dr. Jennifer Johnson (Psychology)] have introduced incoming first-year students to the expectations of our academic community through the development, implementation, and assessment of Good Work-inspired Summer Assignments, Freshman Orientation workshops, and First Year University Seminar discussion groups. Additionally, the Good Work initiative provides the framework for the programming model used in the university's residence halls. Approximately, three dozen faculty/staff and several dozen students have led or co-led these Good Work workshops. Project leaders have also showcased exemplars of good work through invited guest speakers, including two of the three originators of the GoodWork™ model: Dr. Howard Gardner (Harvard University) and Dr. William Damon (Stanford University) and a website (goodwork.bloomu.edu). During the 2015-16 academic year, these efforts will also include a series of "Unleash Your Inner Husky" videos to profile faculty/staff/students who exemplify good work in their academic and professional lives. Furthermore, project leaders have created opportunities for members of the academic community to reflect on their commitment to doing Good Work through upper- and lower-division courses, online toolkits, on-campus presentations, and corrective activities for students who are referred to the Office of the Dean of Students. Finally, project leaders document the successes and challenges of implementing Good Work programming through ongoing outcomes assessments which are presented at local and regional conferences such as the Eastern Psychological Association's annual meeting and published in scholarly, peer reviewed journals such as the Journal of College Orientation and Transition. Many of these scholarly activities involve faculty-student collaborations.

Carnegie Community Engagement Classification: The University is one of 240 U.S. colleges and universities awarded the Carnegie Foundation for the Advancement of Teaching's 2015 Community Engagement Classification. A total of 361 colleges and universities have attained the designation, which demonstrates an institutional commitment to volunteerism and community involvement. Institutions participate voluntarily by submitting materials describing the nature and extent of their engagement in projects and initiatives that benefit the community.

Bloomsburg University cultivates an environment that encourages students to view themselves as a part of a larger world. Our community values engagement, leadership, diversity, inclusivity, civility, wellness, self-reliance and compassion. Service projects, civic engagement programming, service learning support and volunteerism are embedded throughout the university.

Other Areas of Distinction (Continued)

UNIVERSITY WIDE (continued):

During 2013-14 Bloomsburg University students contributed more than 81,050 hours of service and tens of thousands of fundraising dollars. Also during this year, Greek organizations contributed 19,589 hours. We are very proud of their involvement in that they contributed approximately 24% of all the service hours while being around 10% of the total student enrollment. Additionally, more than 2000 students or roughly 20% of the student body participated in the annual community service day called "The Big Event."

Center for Leadership and Engagement: The Center for Leadership and Engagement was established in August of 2013 as an opportunity to provide Bloomsburg University students the resources, skills and insights into their own leadership capabilities to serve as a cornerstone for their own personal development, their university career and into their post-collegiate experiences. The mission of the Center is to facilitate and provide intentional opportunities through supporting and providing resources for student growth, development, involvement and learning through leadership education, engagement and service.

By participating in the Leadership Development program, students will gain knowledge of core leadership skill sets, enhance their co-curricular experiences and build meaningful and sustainable relationships to positively impact a diverse campus community and beyond.

The Center strives to provide a dynamic environment for the pursuit and integration of student leadership practices that fosters and sustains a culture of organizational effectiveness, community engagement and social justice.

Since the Center's inception less than two years ago, 1,171 students have enrolled in the leadership certification program. Workshops provided by the Center have been popular for students enrolled in the certification as well as for students attending for the subject matter alone. Workshop attendance in the previous and current academic years are 4,516 and 4,396, respectively.

Division of Strategic Enrollment Management (SEM): To address one of the four strategic initiatives of IMPACT 2017, enrollment, the university formed a core group of faculty, staff, and administrators, who were charged with the efforts to create action steps that would fulfill the outcomes of the initiative – designing an enrollment vision in terms of demand, program mix, and capacity. An Interim Director was appointed to lead those efforts in June, 2013. The team met consistently on a bi-weekly basis and focused heavily on the areas of recruitment, enrollment, retention of continuing students, and improving the graduation rates of BU students. All efforts also aligned with institutional initiatives directed at performance improvement, particularly those access, success, and transfer student initiatives. Based on the progress of this team, the university committed to the creation of a fifth division, Strategic Enrollment Management, which was established in January, 2015, and led by a divisional Vice-President. Four critical offices formed the creation of the new division, including Admissions, Registrar, Financial Aid, and Institutional Research.

Other Areas of Distinction (Continued)

UNIVERSITY WIDE: (continued)

Faculty Professional Development Program: As part of Bloomsburg University's Strategic Plan - Strategic Issue One: Enhance Academic Excellence focuses on "building and nurturing a learning environment for faculty professional success." In order to provide and support professional development and scholarly opportunities for all university faculty members the university offers a variety of programs. Continuing faculty, administrators and guest speakers deliver the content and, in some cases, assignments. The Teaching and Learning Enhancement Center (TALE) offers in early August the New Faculty Institute which provides workshops and seminars that participants can apply to their teaching. In late August the New Faculty Orientation is offered for all newly hired faculty. On the first day a series of topics focusing on teaching, scholarship, community service, technology, students, and curriculum are provided by veteran faculty and staff members. On the second day new faculty members work with Human Resources personnel to ensure required training for Sexual Harassment, Safeguarding Self & Others, APSCUF Orientation, Workers Compensation, and Employee Self Service are completed.

In addition, a goal of the *It's Personal* Capital Campaign, which will launch in October, 2015, is to provide two-three Faculty Fellowships for each College that provide the faculty member with whom the Fellowship is bestowed upon with the title *Fellow*, a medallion and a stipend to be used for professional development activities.

MyCore: In Fall 2012, BU implemented the unique, competency-based MyCore General Education Program. Like many Gen Ed programs, MyCore ensures that students gain a broad range of knowledge and skills that form the foundation of a liberal arts education. MyCore tracks student progress through a point system that recognizes the cross-disciplinary nature of many courses and the value of skills development across the curriculum. MyCore has also brought Student Affairs activities into the Academic Affairs realm through the development of **Co-Curricular Learning Experiences (CLEs)**. These structured, intentional learning activities that are an integral part of the university experience but are often kept separate from the academic realm. MyCore creates opportunities for students to work toward general education goals through CLEs: for example, students learn communication skills, practice healthy living, and exhibit citizenship through serving in student government, engaging in service-learning programs, and participating in varsity athletics.

Office of Planning and Assessment: The establishment and substantial funding of the Office of Planning and Assessment (OPA) demonstrates Bloomsburg University's commitment to ensure quality academic programs, student services, assessment practices, and professional development for managers, faculty, and students. The OPA team, consisting of nine administrators, staff, programmers, and statistical analysts, provides multiple services for faculty, students, and regional communities. Currently, the newly established BU Testing Center administers BU academic placement tests, major field tests, and fifteen standardized certification tests that are accessed by BU students and regional communities. Working with faculty and deans, OPA administers value-added measures and coordinates the collection and reporting of general education assessment data (AACU Value Rubrics). Providing survey and data-collection software (through OPA) avails faculty and students a means for conducting needs assessments, programmatic alumni and employer surveys, and faculty and/or student research-related surveys. BU divisions, colleges, and programs utilize TracDat to systematically record, review, and document strategic planning initiatives with the support of OPA experts. Professional development opportunities, supported by the provost, include post-bac internships for BU students, faculty Assessment Fellows, university-wide assessment workshops, and attendance at regional and national assessment conferences. The "culture of assessment" at Bloomsburg University has been greatly enhanced by provision of these resources, services, and professional development opportunities.

Other Areas of Distinction (Continued)

UNIVERSITY WIDE: (continued)

Professional U: Created in 2013, Professional U is a campus-wide initiative designed to engage faculty, alumni, and organizational partners in high impact practices with students to foster career maturity. Professional U transforms student learning through experiential learning opportunities in which students apply knowledge and theory while practicing leadership, problem solving, technology skills, and written and verbal communication in a professional environment. High impact practices such as career assessment, an academic career plan, job shadowing, internships, study abroad, undergraduate research, and scholarly and creative activity enhance professional preparedness and launch each Bloomsburg University graduate with confidence, relevant work experience, and a professional network. For BU students, confidence, experience, and a professional network are three key factors in securing meaningful employment or post-graduate/professional school admission. Several outstanding university programs and offices serve as the Professional U core: The Zeigler Institute for Professional Development in the College of Business, The McDowell Institute for Teacher Excellent and Positive Behavior Support in the College of Education, the Office of Research and Sponsored Programs, the Undergraduate Research, Scholarly and Creative Activity program, the Center for Professional Development and Career Experience, and the Global Education and Alumni Engagement offices. Professional U also provides opportunities for faculty and staff professional development and scholarship through assessment fellowships, post-baccalaureate internships, exposure to industry and alumni connections, and student mentorship. Since the launch of Professional U, the university community has engaged approximately 500 alumni through 2,500 volunteer hours to impact the professional development of over 4,000 BU students. With the implementation of Professional U, Bloomsburg has secured additional philanthropic gifts through the Bloomsburg University Foundation while fostering positive community and employer relationships. Throughout the admissions process and new student orientation, parents and students view Professional U as the “added value” to the Bloomsburg experience. With each student cohort, Professional U has the potential to support and boost admissions, student retention, satisfaction, graduate rates, and career success. Ultimately, as a distinctive program at Bloomsburg University, Professional U enhances Bloomsburg’s reputation and brand and positions BU as an exceptional institution focused on the personal and professional success of its graduates.

IT’S PERSONAL, A Campaign for Bloomsburg University: On October 16, 2015, Bloomsburg University will publically launch *It’s Personal*, a \$50M Campaign in support of IMPACT 2017, the University’s Strategic Plan. The Campaign priorities include Scholarships that attract talented and diverse students, Faculty Support that helps recruit, retain and recognize great faculty, Professional U, an initiative that combines experiential learning opportunities with alumni engagement, professional development and networking for BU students and Emerging Opportunities that help create and expand current and new programs.

During the Campaign private phase, which began in 2010, Bloomsburg has received \$33.7M in cash, pledges and documented estate intentions resulting in 72 new individual scholarships, the Zeigler Institute for Professional Development, the McDowell Institute for Positive Behavior Support, the First & Goal \$2M Football Scholarship Campaign, Pettit Stadium, the University’s first endowed professorship – Breiner Professorship in Nursing, the College of Business Sutliff Hall Campaign, Hudock Center for Financial Analysis, Burt Reese Tennis Center and the Confer Radio Talent Institute. The volunteer led Campaign is scheduled to conclude in December of 2017.

Other Areas of Distinction (Continued)

UNIVERSITY WIDE: (continued)

Undergraduate Research, Scholarship and Creative Activity (URSCA): The Center for Undergraduate Research, initiated in 2013, provides programs that facilitate undergraduate student professional development, together with the university-wide scholarly community that supports faculty professional development. In 2009, BU hosted two Council on Undergraduate Research institutes as shorter one-day workshops on campus. Discussions within these workshops yielded the understanding that BU, like many universities, has scattered support for the high-impact practice of UGR but would benefit from centralized support to institutionalize this high-impact practice. The acronym URSCA (undergraduate research, scholarship, and creative activities) was adopted by the faculty at the workshops. The acronym URSCA unites, under one program, the professional development activities (research, dissemination of works, creative works and performances) of different disciplines. An inclusive program name was essential to recognize the different forms of the high-impact learning practice as support was centralized in the Center for Undergraduate Research, so that all programs could access this support. The Center for Undergraduate Research provides resources for students to engage in undergraduate research, scholarship, and creative activities (URSCA) throughout the academic year. URSCA is widely recognized as an especially effective high-impact practice that engages students in a particularly meaningful way because of its potential for transformative learning experiences that are cognitively challenging, emotionally engaging, personally relevant, and socially satisfying. Several programs in the center support the professional development of students from initiation through dissemination of URSCA projects.

URSCA Awards Summer Program: The URSCA Awards program funds faculty-mentored undergraduate student projects. We provide students with a stipend to complete their summer URSCA project during the 12-week summer session. Planning for the program was in 2010-2011, which included development of the faculty working group that supports program development, assessment, and selection of students based on competitive applications. The first cohort to complete the program was in 2012. The 2012 program included a one-day workshop and voluntary program assessment. Program assessment in 2012 revealed that "student perceived learning gains" were higher than national averages (SURE III Survey), with the exception of several areas that indicated need for better understanding of how knowledge is constructed and presentation skills. In 2013, the URSCA Workshop was expanded and currently includes presentation and exercises that address: knowledge construct, library skills, responsible conduct of research, publication in an undergraduate research journal, and safety/waste disposal. Program assessment continues to be used to improve the program each year (2013-present).

The number of students participating in the program has grown over three years. A total of 28 students were selected for the program in 2012. The program grew to 30 (7% increase) students in 2013, 46 (51% increase) students in 2014, and 61 (54% increase) students in 2015. Over the years, participation by students from the College of Science and Technology (52%), College of Liberal Arts (42%), College of Business (3%), and College of Education (3%) has been consistent. The number of participants who are classified as underrepresented minorities (URM) has increased from 3.6% in 2012 to 11-12% in 2014 and 2015. This nearly equals the campus-wide URM percent enrollment at 14.9%. Our goal is to significantly increase participation in the URSCA Award program by URM students, as these students typically experience higher benefits than non-URM students in their student engagement and learning gains. Most (58%) students in the URSCA Award program receive some form of financial aid or grants while about one to two students per year were veterans.

Other Areas of Distinction (Continued)

BUSINESS:

Benner-Hudock Center for Financial Analysis (BHCFA): Named in 2013, the BHCFA, a Wall Street-inspired “trading room”, is a technology-enhanced classroom and research facility in which faculty can integrate corporate data and business analysis into student learning experiences. The BHCFA is equipped with business and investment analysis software (e.g. Capital IQ, Morningstar, Stocktrak, and Microsoft AX) that supports its active use by undergraduates and graduates in all business disciplines, student groups, faculty, and community groups. The BHCFA also supports continued development of the **Personal Financial Planning (CFP)** program, which prepares students for the Certified Financial Planner Certification Examination and careers in financial planning, the insurance industry, banking, retirement planning, corporate personnel benefits, investment planning, and for careers as consumer affairs professionals in business and government agencies. The CFP program also prepares other business majors to understand and manage their personal finances.

The Zeigler Institute for Professional Development (ZIPD): As envisioned by alumnus Terry Zeigler, prepares students professionally for the workplace and helps students understand how the major functions of business work together to create a business enterprise. Incorporated into the BSBA curriculum since fall 2013, the Zeigler Institute currently provides professional development activities, including an annual business conference, and programs, conducted in partnership with BU’s **Professional U** program, reaching over 750 business students and 60 alumni, with growth to 2,300 students expected in 5 years.

EDUCATION:

McDowell Institute for Teacher Excellence in Positive Behavior Support: The mission of the College of Education (COE) is prepare ethical educational professionals and to serve as a resource to the region. Moreover, there is a growing need to expand the preparation of today’s educators to support students with complex needs and challenging behaviors. The McDowell Institute was established by Susan McDowell with the purpose of equipping educators with strategies, practices, and experiences to effectively support the academic, social, and emotional growth of students. Through a focused effort to train educational leaders and pre-service and practicing teachers in a method known as Positive Behavior Support, Bloomsburg University will transform how future leaders and teachers are prepared to effectively educate all children and youth in our school systems while simultaneously providing a service to families in our region. No instructional experiences support COE’s mission more than the learning opportunities provided through the McDowell Institute. Institute sponsored experiences in community outreach and service learning help address unmet community needs while simultaneously providing students an opportunity to apply important academic knowledge and skills. The COE currently supports many community outreach efforts including a math camp, literacy programs, tutorial services, student leadership programs, practicums, service learning projects and mentorships. In addition, we have added some of these co-curricular experiences as MyCore approved goal activities and courses.

Other Areas of Distinction (Continued)

LIBERAL ARTS:

Center for Community Research and Consulting: The Bloomsburg University Center for Community Research and Consulting (CCRC) serves as one of the learning application laboratories in the College of Liberal Arts. The CCRC provides high impact and capstone opportunities for students and faculty to collaborate with community groups and organizations on applied research and consulting projects both local and regional. Students are able to apply their classroom learning to real world problems, gain professional experience and develop leadership skills while working with and leading project teams. Faculty members further their scholarship while mentoring young professionals. Both students and faculty develop an enhanced commitment to the value of civic engagement and real-world problem-solving through meaningful collaboration with local communities and organizations. The University's regional reputation is enhanced through the high-quality, low-cost services the CCRC provides.

Since its inception in the fall of 2012, the Center for Community Research and Consulting has enjoyed considerable success in this mission. In all, 42 projects have been conducted through or with the support of the CCRC. The CCRC's applied social science work benefits communities close to Bloomsburg University (e.g. the Berwick Elm Street Community Development Study) as well as the broader region (e.g., research on Marcellus Shale Development) and state (Rural Homelessness Project).

Under the direction of Dr. Heather Feldhaus (Sociology) and Dr. Christopher Podeschi (Sociology), interdisciplinary projects have been led or co-led by 10 faculty from four different departments across two colleges, and over 300 students have been involved as volunteers. Their work usually involves training in and execution of data gathering and data entry, i.e., they get hands-on experience with the basis for good research practice. In addition to these volunteers, the CCRC has offered leadership roles to more than forty students across nine different majors in two colleges. Those in leadership positions have access to the CCRC offices, work very closely with faculty mentors, and are involved in leading the design and execution of one or more projects. For example, students Stephen Staats (Criminal Justice) and Anthony Dibiase (Environmental, Geographical and Geological Sciences or EGGS) worked with Dr. Christopher Podeschi (Sociology) and Dr. Jeff Brunskill (EGGS) to help with every aspect of the design and coordination of our Downtown Bloomsburg Parking Study. They even had the opportunity to train, coordinate and supervise other students who are volunteering to do data gathering, thus gaining human relations skills in addition to learning good research practices.

Confer Radio Talent Institute: The Confer Radio Talent Institute is an intensive 10-day summer program talent incubator that brings in broadcast professionals from around the state and country to present sessions on all aspects of the radio industry. Admission to the program is competitive. The gift from Kerby Confer, a radio broadcasting legend and Williamsport native, includes scholarship for students to attend the annual Confer Radio Talent Institute held at Bloomsburg University. In addition, Mr. Confer has established five academic scholarships for BU students who are interested in pursuing a career in radio or broadcasting. Nineteen students participated in the inaugural Confer Radio Talent Institute, and all earned RAB Radio Marketing Professional Certification as a part of the institute. The Institute is one of only four of its kind in the country and is open to students from colleges and universities across the state and region.

Other Areas of Distinction (Continued)

SCIENCE AND TECHNOLOGY:

Fishing Creek Flood Monitoring Program: Funded by two President's Strategic Planning Grants, Bloomsburg University has partnered with the US Geological Survey, local governments and regional school systems in a unique program to study Fishing Creek, a tributary to the Susquehanna River that played a significant role in the record level 2011 flood that inundated well over 50% of the town of Bloomsburg.

The first grant in AY 2013-14 supported the implementation of a flood monitoring program on Fishing Creek. A system of weather stations and stream level gauges have been installed and will be monitored by a system of schools, volunteers, US geological Survey as well as students and faculty from Bloomsburg University. The data and analysis is available for use by the regional flood commission as well as school districts and faculty/students at the university.

The second grant in AY 2014-15 was used to establish a real-time water quality monitoring station. The station measures numerous water quality and meteorological parameters, which are uploaded to a publicly accessible website. The project involves the collaboration between students and faculty in four BU departments.

Institute for Interactive Technologies (IIT): The IIT provides practical learning experiences for students who are enrolled in the Master of Instructional Technology (MSIT) program by working on grant-funded projects and contracts with health care, educational, and governmental organizations. Revenues of approximately \$300,000 annually fund professional project developers to mentor graduate students and provides graduate assistantship positions and extracurricular experiences for our students. A key component of the IIT is its Corporate Advisory Council (CAC). Entering its 30th year, the CAC meets near the end of each academic semester as part of a 3-day conference. The conference includes educational and professional development programming for members, a full day session whereby responses to an RFP process prepared by students are judged by working professionals and CAC members. Another part of the conference allows CAC members the opportunity to provide input for the continued improvement of the MSIT program and to conduct student interviews for internships and jobs. This unique program leads to employment rates consistently over 95% for graduates of the MSIT corporate track and has also lead to the development of an instructional technology industry in our community as graduates start their own businesses or are hired by established businesses located in Bloomsburg because of the ready supply of qualified employees.

PA Institute for Digital Forensics and the Digital Forensics Major: Home to the only digital forensics BS degree in PASSHE and one of the first established nationally, students, businesses, agencies and organizations turn to Bloomsburg University for educational programs and digital forensic services. The PA Institute for Digital Forensics, established initially through a state grant to support development of the new major, initially provided forensic services for local and state law enforcement. Today, the institute is developing new ways of providing training for professionals needing digital forensic expertise both regionally and internationally. Based on the model of the Institute for Interactive Technologies and its Corporate Advisory Council, the Digital Forensics major and Institute are partnering to provide experiences for advanced students working on real projects provided by institute partners.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

UNIVERSITY-WIDE:

Assessment: Access to assessment facilities (i.e., BU Testing Center), assessment protocols, data analysis services, assessment software and professional development opportunities (i.e., Assessment Fellows) is essential and made available to managers, faculty, and students. University constituents utilize data effectively to make evidence-based decisions pertaining to the strategic plan, recruitment and retention strategies, academic programs and curriculum, student support services, administrative processes, and professional development.

Facilities: Campus building and grounds in sound physical condition with 94% of current space less than 50 years of age, 63% less than 25 years. University facilities staff is stable, well experienced, and a dedicated work force with broad skill sets. University deferred maintenance backlog is lowest among all PASSHE institutions. Additional core capabilities include effective space management and capital planning. Recent campus master plan further improves the facilities management process.

Faculty: Bloomsburg University faculty are committed to preparing students for personal and professional success in an increasingly complex world. Individually and collectively, faculty work toward designing learning experiences that build appropriate developmental bridges between the classroom and the real world, demonstrating the applicability of theory, subject matter content and disciplinary practices to contemporary and evolving challenges encountered in everyday life. BU faculty promote a teacher-scholar-mentor model where their own active, scholarly engagement in their disciplines is a catalyst for the development and revision of meaningful learning experiences grounded in a pedagogical orientation that leverages myriad mentoring opportunities to support students' intellectual growth for advanced study, career choice, and active citizenship.

Technology: 1) Lifecycle Technology Budget Plan. The Office of Technology and Library Services (OTLS) meets the increasing technology expectations of its institutional constituents by maintaining a disciplined and highly detailed five year lifecycle budget and inventory for virtually all technology systems, services and resources. This budget plan and the associated replacement schedule, which is updated annually, ensures that all technology systems, services and resources are up to date, fully functional and responsive to the latest innovations. 2) Faculty, Staff and Student Technology Training: The OTLS meets the ever changing technology training needs of all campus constituents by sponsoring, administering and promoting the use of lynda.com, the premiere provider of on-line, asynchronous training modules. There are thousands of individual videos demonstrating how to use most commercially available software applications and also professional development modules on writing, time management, project management, note taking, marketing, management, communication, accounting and business skills and many more. The reporting capabilities allow faculty or supervisors to create course or job related play lists and then monitor individual usage and course completion.

University Strengths and Opportunities (Continued)

Opportunities

UNIVERSITY-WIDE:

Wellness Center: Bloomsburg University has taken the initial steps to create a Wellness Center on campus. A Wellness Center is a comprehensive approach and philosophy for providing functions and services related to student wellness and well-being. Ultimately, services currently found in our Student Health Center, Student Counseling Service, and Drug and Alcohol Wellness Network (DAWN) will be integrated into the new Wellness Center. In addition to combining existing services, the Wellness Center will provide improved wellness and health education.

As envisioned, the Wellness Center will have greater functionality than its current component parts through a single reporting line, more streamlined and coordinated services, and an enhanced health education function that can address prevention and lifestyle concerns in a thorough manner. The Wellness Center also dovetails more closely with the revised Student Response Team function.

BUSINESS:

Supply Chain Management (SCM): The BSBA-Supply Chain Management (SCM) major planned for fall 2015 responds to current shortages, increasing need, and emerging employment opportunities. The SCM Major contributes to the College of Business' brand (S11) as a distinctive program (integration by design, cross-functional, and technology infused) and to S15, Expand Stakeholder Involvement, by cultivating relationships with senior management of regional, national, and international businesses. Careers in Supply Chain Management are numerous, varied, and global in manufacturing, retailing, health care, banking, and logistics. Entry-level positions include project managers, process schedulers, supply chain analysts, distribution managers, purchasers, and customer relationship specialists.

EDUCATION:

ASL/English Interpreting and Deaf Education Programs: These programs work in unison to support the deaf community. The ASL/English Interpreting program, intended for students seeking to become American Sign Language (ASL)/English interpreters for the Deaf/hard of hearing, prepares them for interpreting in a variety of job settings such as legal, educational, and medical. It is a highly competitive and rigorous course of study, requiring copious amounts of hands-on training that is obtained through in-class practice and personal interaction with the local Deaf population. One of just two four-year degree programs in the eastern U.S., this program provides specialized training for students seeking to become American Sign Language interpreters. In addition to learning to interpret, students also receive strong education in deaf culture and related communication issues. Currently, nearly 100 Bloomsburg University students major in ASL/English Interpreting. The Deaf Education Program is a Pennsylvania Department of Education (PDE) approved program at both the undergraduate and graduate levels. Bloomsburg University is the only university in the Commonwealth which is approved to prepare students for certification at the undergraduate level and one of only two which is approved at the graduate level. Bloomsburg University has certified approximately five students per year at the graduate level for the last several years, which does not meet the needs of the Commonwealth. The Department of Exceptionality Programs has modified its curriculum so that undergraduate students can also be certified. The first class of students will be admitted in the 2015-2016 academic year.

Utilizing the Frederick Douglass Program to Build Faculty Capacity in High Need/Low Volume Ph.D. Areas:

BU's Frederick Douglass Scholars Program offers teaching and scholarship opportunities for recent graduates of terminal degree programs and graduate students entering the final stages of terminal degree programs (ABD). The program is intended for individuals who are seeking academic experiences to help them further develop the skills needed to be successful university faculty members and scholars. Since 2011, Bloomsburg University has leveraged this program in a multi-year format to guide ABD temporary faculty members to their terminal degree in high need/low volume Ph.D. areas. As part of this program, Frederick Douglass Scholars participate in weekly professional development seminars and regular mentoring conferences with the program coordinator and engage in research activities designed to foster a personal research agenda, especially as it relates to obtaining their terminal degree. The College of Education has successfully utilized this program to grow capacity in its ASL/English Interpreting program. This program had no recognized terminal degree prior to 2015.

University Strengths and Opportunities (Continued)

Opportunities (Continued)

LIBERAL ARTS:

Center for Visual and Performing Arts: The CVPA links the University with the community by showcasing student talent through arts programming at various downtown locations, including the newly constructed Greenly Center. Signature events include Arts in Autumn and Taste of the Arts, the latter routinely engaging more than four hundred community members in informal, family-friendly arts programming. The associated CVPA Living and Learning Community is a planned four-year LLC that features a specially designed first-year seminar, travel to arts events in New York City, and leadership opportunities in planning and executing community.

Digital Rhetoric and Professional Writing: The English Department has proposed a Digital Rhetoric and Professional Writing Certificate and Major Concentration to complement the existing successful minor in Digital Rhetoric and Professional Writing. The Certificate is designed for non-degree seeking professionals who desire the professional development opportunities that this writing program certification can facilitate. The Major Concentration is designed for BU undergraduates who plan careers in professional writing. It can serve as a stand-alone major or complement a major in another discipline. We plan to offer courses for the Major, Certificate, and minor in traditional classrooms on campus, in satellite locations in Philadelphia and Harrisburg, and online in order to attract a variety of student populations.

Interdisciplinary Studies: The Interdisciplinary Studies major offers two tracks of study--advanced studies and university studies- that require students to complete 30 credit hours of upper division (300 or 400 level) courses. A minimum of nine credits from upper-division courses in each of two or more academic departments are required, plus a 3 credit integrative senior capstone experience in the form of an independent study project or internship. The **Advanced Studies track** offers students with unconventional academic interests, superior ability, and exceptional self-discipline the opportunity to design their own program of study.

The **University Studies track** benefits students whose undergraduate studies have been delayed or interrupted due to circumstances such as — but not limited to — military service, health-related issues, or family matters. This track also may appeal to experienced learners (e.g., transfer students who enter Bloomsburg University with 60 credits completed) and non-traditional students who are returning to college for personal or career advancement. Within this track, the Early Childhood Education Option enables students who earned associate's degrees in early childhood education, but who did not achieve the state-mandated 3.0 GPA, to pursue another academic career path to a bachelor's degree without losing transfer credits. Students who have graduated with an associate's degree from a statewide approved early childhood program transfer all of the credits earned as part of their degree to Bloomsburg University, and the BU credits will be delivered on-site at community college campuses and online.

Liberal Arts Institute: The College of Liberal Arts comprises thirteen departments and eighteen programs and is committed to offering every student in the humanities, arts and social sciences the opportunity to exercise and apply classroom concepts in a variety of community and professional settings. Students will engage in guided, intentional:

- **Exploration** of available study/career pathways.
- **Synthesis** of diverse viewpoints and approaches to knowledge.
- **Application** of academic learning to real-world challenges and opportunities.
- **Articulation** of the student's knowledge, skills, abilities, and dispositions in relation to personal and professional success.

Phase one of the Institute, funded by a President's Strategic Planning Grant, comprises the creation of media materials to educate undeclared students about major and career options in liberal arts fields; a Recent Graduate speaker series to engage alumni in conversation with students about maximizing the opportunities available to them; and a Liberal Arts Symposium designed as a campus-wide conversation on the value of the liberal arts and the link between liberal arts and careers. It will involve a nationally recognized speaker, a career fair, and successful, established alumni speakers.

University Strengths and Opportunities (Continued)

Opportunities (Continued)

SCIENCE AND TECHNOLOGY:

Bachelor of Applied Science (BAS): Currently there are very few educational pathways in the Commonwealth of Pennsylvania that provide program-to-program articulation from an A.A.S., A.A. or A.S. career Associate degree to a baccalaureate degree. In addition, there are limited opportunities for graduates of community college degree programs to continue their education and earn a baccalaureate degree on their campus. The BAS in Technical Leadership resolves the dilemma for associate-degreed technicians who aspire to higher-level leadership and supervisory positions by providing a mechanism to have their credits transferred seamlessly into a bachelor's degree program that aligns with their previous educational background in meaningful ways. Bloomsburg University is the only PASSHE University to offer this degree which is currently delivered through a blend of online and face-to-face delivery on the campuses of Reading Area and Lehigh Carbon Community Colleges. This program expands to Harrisburg Area and Northampton Community Colleges in Fall 2015.

Because the BAS in Technical Leadership is designed to build on the quality delivery of technical knowledge and skill development at the community colleges, the student learning outcomes and competencies for identified programs offered by vocational and community college partners are integrated into the program, resulting in a seamless 2+2+2 model overall. The BAS in Technical Leadership provides a much-needed set of skills to graduates of technical A.A.S., A.A. and A.S. career Associate degree programs – a group that has, hitherto, been extremely limited in their ability to advance educationally and professionally. Moreover, the B.A.S. in Technical Leadership program also has the potential to allow students to complete a baccalaureate degree in a shorter period of time and for a significantly lower cost than a traditional baccalaureate degree program.

Big Data Analytics: Our health care partners tell us that they rely more and more on the analysis of large data sets as a means of improving patient care and delivery of health care services; it is clear that Bloomsburg University has an opportunity to prepare graduates equipped to meet the demand in health care for employees with the skills needed to process and analyze large data sets and implement innovative practices and procedures based on this analysis. The need for data analysis skills is not limited to health care but also includes the analysis of spatial and business data. Because our graduates will need to be prepared in multiple disciplines for this work, the Mathematics, Computer Science and Statistics faculty will partner with faculty in other departments such as Biological and Allied Health Sciences, Environmental, Geological and Geographical Sciences (EGGS) and Business to develop and deliver these programs.

University Strengths and Opportunities (Continued)

Challenges

UNIVERSITY-WIDE:

Assessment: 1) Increasing costs associated with meeting regional and specialty accreditation standards.

Actions taken include: Centralization of the accreditation budget, accreditation and 5-Year Program Review schedules, and repository functions resulting in improved annual and multi-year budgetary projections. Using these projections enables OPA to provide consistent and reliable accreditation budget information for institutional-wide budgetary planning. **2) Keeping university constituents informed and responsive to the continually changing Middle States (MSCHE) and specialty accreditation standards and requirements.**

Actions taken include: A total of 16 Assessment Fellows have been funded by the provost since 2013; Approval of fourteen 2015 Summer Assessment Fellows serves to support program accreditations and ten 5-Year Program Reviews scheduled for 2015/2016 and to enhance the "culture of assessment" at BU.

Faculty: 1) Increasing challenges in recruitment in high demand disciplines with low numbers of Ph.D. candidates nationwide.

Actions taken include: Bloomsburg University has designed a "grow-your-own" nursing program that allows our department to hire MSN qualified nurses committed to earning a terminal degree prior to tenure. These faculty enroll in appropriate terminal degree programs and receive mentoring within their department as well as professional development support: financial, training and targeted alternate work load assignments. We have successfully hired 8 new faculty under this program and have extended the concept to other high-demand, low supply disciplines. **2) Recruitment and Retention of Female and Underrepresented Minorities.** Actions taken include: BU's Frederick Douglass Scholars Program, offers teaching and scholarship opportunities for recent graduates of terminal degree programs and graduate students entering the final stages of terminal degree programs (ABD). The program is intended for individuals who are seeking academic experiences to help them further develop the skills needed to be successful university faculty members and scholars. The College of Education has successfully hired one female faculty member in its ASL/English Interpreting program.

Facilities: 1) Providing stable, recurring annual stewardship and asset reinvestment funding levels appropriate to the campus physical needs and consistent with the Sightlines funding guidelines.

Actions taken include: master plan completed establishing development and planning guidelines; maintenance and improvements planning horizon expanded to 4 year window; and operational annual budget surpluses placed into plant account for future work. **2) Maintaining strong Facilities staff skill sets with a large retirement eligible work force.** Actions taken include: job descriptions are updated to reflect current and projected skill set needs when vacant; licensing training included as preferred qualifications in new job descriptions; and department training budget established to maintain and expand skill sets. **3) Maintaining and updating the landscape and hardscape conditions of the high density use campus with shortened work windows because of increased summer use.** Actions taken include: summer work schedule developed for coordinated use and maintenance activities; expanding use of maintenance contracts for short window, high labor circumstances; and increased use of multi-year phased work schedules.

4) Maintaining and updating the academic and residential buildings' condition of the high density use campus with shortened work windows because of increased summer use.

Actions taken include: summer work schedule developed for coordinated use and maintenance activities; expanding use of maintenance contracts for short window, high labor circumstances; and increased use of multi-year phased work schedules. **5) Training and retaining facilities staff with increasingly technical and complex building/campus infrastructures.** Actions taken include: job descriptions are updated to reflect current and projected skill set needs when vacant; licensing training included as preferred qualifications in new job descriptions; and department training budget established to maintain and expand skill sets. **6) Improved real-time monitoring and reduction of overall campus utilities use.** Actions taken include: utilities database development for all utilities completed in 2013; new equipment installations and replacements require digital output for utility use data; Siemens energy management system capability upgraded in 2014 to receive digital input; and 2014/15 academic program developing real time dash board monitoring Siemens data.

University Strengths and Opportunities (Continued)

Challenges (Continued)

UNIVERSITY-WIDE: (continued)

Student Access through Success: 1) Increasing competition in the recruitment of all student groups. Actions taken include: Added a new, out of state recruiter that has increased BU's exposure in over 100 additional high schools in New Jersey, New York, and Connecticut, and added multiple instant decision days at these schools. Established an institutional Academic Excellence scholarship that provides 40 renewable scholarships annually (\$5,000) to high, academic-achieving students, with a focus on URM, Pell, and STEM students. This program supplements our increasingly robust fundraising efforts through the BU Foundation and positions BU for long-term success in retention and graduation results. Expanded on-campus events, to include an additional Accepted Students Day, additional Saturday visitation options for families, and personal student tours that are now available six days per week. Targeted student transfer recruitment to include Transfer Tuesday days that link students to faculty for personal meetings, implementation of software to accelerate the review of credit evaluation for student notification, advertising (billboards) purposely positioned near partnering community colleges, dedicated orientation programming at "Transfer-mation" days, and a dedicated liaison to assist with scheduling in the Registrar office. Increased use of electronic media in the recruitment cycle that doubled the number of marketing emails sent to over 100,000 students, and added regular Facebook and Twitter admissions updates, and the addition of a live Chat in admissions managed by a current graduate student. **2) Improving retention-to-completion rates for all student subgroups.** In June of 2014, BU committed to participation in the Student Success Collaborative (S.S.C.), a product of the Education Advisory Board (E.A.B.), with the goal to increase our student retention and improve graduation rates. S.S.C. combines technology research, process improvement and predictive analytics to help institutions improve outcomes for at-risk and off-path students. Actions taken include: S.S.C. analyzed BU's unique student data from 2005 to present. Starting in May, 2015, BU will conduct its first pilot group analysis, that will include all undeclared students, a group of close to 1,000 students. Following this pilot, a comprehensive training plan will be established to orient faculty and academic advisors to the S.S.C. during the Fall 2015 academic semester, with expected implementation to continue throughout the 2015-2016 academic year.

Technology: 1) Assuring the Security of Technology Systems and Data: The Office of Technology and Library Services (OTLS) acknowledges the growing threat of highly organized, persistent and technologically sophisticated efforts to compromise the systems and data we rely on for most of our everyday activities. Actions taken include: The OTLS has employed basic threat prevention protocols, services and practices as recommended by a 2013 Oracle security assessment, a 2014 information security controls audit sponsored by Pennsylvania's State System of Higher Education and discussions with the chief security officer for the Commonwealth of Pennsylvania, Eric Avakian. However, OTLS efforts to date are insufficient to mitigate the increasing threats so it has also engaged a number of security service vendors (HP, Dell, FireEye, SANS Institute, and others) to assess their capabilities and costs. The OTLS will develop recommendations for security policies, services, practices, training modules and funding strategies for consideration by executive leadership in 2015. **2) Consumerization of Technology Devices and Services:** The proliferation of multiple, mostly wireless personal computing devices (telephones, tablets, gaming apparatus, laptops, smart watches, etc.) and cloud based storage and application services present significant support and security challenges when integrated into the enterprise technology architecture of the university. Actions taken include: While the OTLS has increased the wireless coverage to 100% of the campus, increased bandwidth regularly every year for the past 3 years and acquired new devices for testing within our system to accommodate evolving user needs, it will need to develop new policies, protocols and training to ensure that the data created, stored or transmitted on all these devices is safe, secure and properly preserved.

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 Bloomsburg University strategic action plan, Impact 2017, to implement System Goal #1 (Ensuring academic program excellence and relevance.)

BU Strategic Issue 1: Enhancing academic excellence

- 1.1 *Create a learning environment for personal and professional success in a diverse and rapidly changing world.*
 - 1.1.1. Assess impact of current Centers of Excellence and Innovative Programs and evaluate and review emerging Centers; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.
 - 1.1.2. Develop curricular and co-curricular programs that prepare students for personal and professional success.
 - 1.1.2.1. Complete full assessment of student achievement of learning goals in the general education program MyCORE; identify areas for improvement/revision.
 - 1.1.2.2. Identify and develop opportunities for interdisciplinary curricula and activities
 - 1.1.3. Increase the number of students engaged in high impact practices such as faculty/student research, study abroad, service learning, practicum, internship, capstone projects, and first year experiences including seminars and living and learning communities.
 - 1.1.4. Use information and technology that is appropriate to students major and career goals.
- 1.2. *Integrate diversity in the learning environment.*
 - 1.2.1. Assure that each student's educational experience addresses diversity, inclusion and global perspectives, and expands opportunities to deepen student engagement in these areas such that students demonstrate a change in perspective between entrance and graduation.
 - 1.2.2. Increase the access, retention, and completion rates for Pell recipients, and URM populations, including transfer students.
 - 1.2.4. Recruit and retain diverse personnel.
- 1.3. *Implement and monitor a systematic process of assessment.*
 - 1.3.1. Maintain and enhance the institutional structure to support a systematic assessment plan – Office of Planning & Assessment.

Strategic Goals (Continued)

University Goals (Continued)

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.1. *Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.*

3.3. *Implement and monitor a comprehensive enrollment management plan that supports academic excellence, market demands, student retention-to-completion initiatives and financial sustainability that will assist in the achievement of system performance measures.*

BU Strategic Issue 4: Fostering and developing a strong sense of community

4.5. *Increase student engagement with the university and community.*

4.5.1. *Increase number of freshmen in Living and Learning Communities to full capacity.*

4.6. *Strengthen connection with alumni.*

4.6.1. *Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.*

4.6.2. *Promote alumni careers, activities and accomplishments with electronic and other media and campus visits.*

4.6.3. *Develop and strengthen regional alumni chapters.*

Strategic Goals (Continued)

University Goals (Continued)

Goals and Strategies from the Bloomsburg University strategic action plan, Impact 2017, to implement System Goal #2 (Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.)

BU Strategic Issue 1: Enhancing academic excellence

1.1. *Create a learning environment for personal and professional success in a diverse and rapidly changing world.*

1.1.1. Assess impact of current Centers of Excellence and Innovative Programs and evaluate and review emerging Centers; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.

1.1.2. Develop curricular and co-curricular programs that prepare students for personal and professional success.

1.1.2.1. Complete full assessment of student achievement of learning goals in the general education program MyCORE; identify areas for improvement/revision.

1.1.2.2. Identify and develop opportunities for interdisciplinary curricula and activities

1.1.3. Increase the number of students engaged in high impact practices such as faculty/student research, study abroad, service learning, practicum, internship, capstone projects, and first year experiences including seminars and living and learning communities.

1.1.4. Use information and technology that is appropriate to students major and career goals.

1.2. *Integrate diversity in the learning environment.*

1.2.1. Assure that each student's educational experience addresses diversity, inclusion and global perspectives, and expands opportunities to deepen student engagement in these areas such that students demonstrate a change in perspective between entrance and graduation.

1.2.2. Increase the access, retention, and completion rates for Pell recipients, and URM populations, including transfer students.

1.2.3. Provide personnel training on the best practices that increase understanding and interaction among diverse population.

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.1. *Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.*

3.2. *Develop a multi-year dynamic, budget-sensitive, comprehensive enrollment management plan that supports student access and success.*

3.3. *Implement and monitor a comprehensive enrollment management plan that supports academic excellence, market demands, student retention-to-completion initiatives and financial sustainability that will assist in the achievement of system performance measures.*

Strategic Goals *(Continued)*

University Goals *(Continued)*

BU Strategic Issue 4: Fostering and developing a strong sense of community

- 4.1. *Communicate effectively among all stakeholders.*
- 4.2. *Create a community that accepts and supports cultural and social differences.*
 - 4.2.1. Further coordinate diversity activities.
- 4.5. *Increase student engagement with the university and community.*
 - 4.5.1. Increase number of freshmen in Living and Learning Communities to full capacity.
- 4.6. *Strengthen connection with alumni.*
 - 4.6.1. Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.
 - 4.6.2. Promote alumni careers, activities and accomplishments with electronic and other media and campus visits.
 - 4.6.3. Develop and strengthen regional alumni chapters.

Strategic Goals (Continued)

University Goals (Continued)

Goals and Strategies from the Bloomsburg University strategic action plan, Impact 2017, to implement System Goal #3 (Developing new funding strategies, diversifying resources and managing costs to preserve affordability.)

BU Strategic Issue 1: Enhancing academic excellence

1.1. *Create a learning environment for personal and professional success in a diverse and rapidly changing world.*

1.1.1. Assess impact of current Centers of Excellence and Innovative Programs and evaluate and review emerging Centers; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.

BU Strategic Issue 2: Achieving excellence while ensuring fiscal sustainability

2.1. *Identify, examine, align and allocate resources to meet institutional priorities.*

2.1.2. Examine/assess current programs, services and operations to develop a balanced and sustainable budget in all university divisions.

2.1.3. Continue to consider sustainability in the decision-making for all building and purchasing activity.

2.2. *Coordinate efforts to identify and develop new resources in accord with university strategic priorities.*

2.2.1. Increase external grant funding.

2.2.2. Develop/implement external revenue generating programs.

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.1. *Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.*

3.2. *Develop a multi-year dynamic, budget-sensitive, comprehensive enrollment management plan that supports student access and success.*

3.3. *Implement and monitor a comprehensive enrollment management plan that supports academic excellence, market demands, student retention-to-completion initiatives and financial sustainability that will assist in the achievement of system performance measures.*

BU Strategic Issue 4: Fostering and developing a strong sense of community

4.3. *Encourage environmental awareness and responsibility.*

4.6. *Strengthen connection with alumni.*

4.6.2. Promote alumni careers, activities and accomplishments with electronic and other media and campus visits.

4.6.3. Develop and strengthen regional alumni chapters.

Strategic Goals (Continued)

University Goals (Continued)

Goals and Strategies from the Bloomsburg University strategic action plan, Impact 2017, to implement System Goal #4 (Increasing accountability and transparency, focusing on results and key performance indicators.)

BU Strategic Issue 1: Enhancing academic excellence

1.3. *Implement and monitor a systematic process of assessment.*

1.3.1. Maintain and enhance the institutional structure to support a systematic assessment plan – Office of Planning & Assessment.

BU Strategic Issue 2: Achieving excellence while ensuring fiscal sustainability

2.1. *Identify, examine, align and allocate resources to meet institutional priorities.*

2.1.1. Refine the transparent process for communicating the budget situation with the university community.

2.1.2. Examine/assess current programs, services and operations to develop a balanced and sustainable budget in all university divisions.

2.1.3. Continue to consider sustainability in the decision-making for all building and purchasing activity.

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.1. *Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.*

3.2. *Develop a multi-year dynamic, budget-sensitive, comprehensive enrollment management plan that supports student access and success.*

3.3. *Implement and monitor a comprehensive enrollment management plan that supports academic excellence, market demands, student retention-to-completion initiatives and financial sustainability that will assist in the achievement of system performance measures.*

Strategic Goals (Continued)

University Goals (Continued)

BU Strategic Issue 4: Fostering and developing a strong sense of community

- 4.1. *Communicate effectively among all stakeholders.*
 - 4.1.1. Continue to improve communication structure to create a more informed and engaged campus community aligned with university priorities and strategic vision.
 - 4.1.2. Continue to strengthen relationships with campus, local and regional news media.
- 4.2. *Create a community that accepts and supports cultural and social differences.*
 - 4.2.1. Further coordinate diversity activities.
 - 4.2.2. Revitalize University/Community Task Force on Social Equity and update mission with appropriate university and community representatives.
- 4.3. *Encourage environmental awareness and responsibility.*
- 4.4. *Improve town/gown relations.*
 - 4.4.1. Continue to improve the effectiveness of the town/gown committee to enhance relationships.
 - 4.4.2. Increase number of local community engagement opportunities on campus.
- 4.6. *Strengthen connection with alumni.*
 - 4.6.1. Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.
 - 4.6.2. Promote alumni careers, activities and accomplishments with electronic and other media and campus visits.
 - 4.6.3. Develop and strengthen regional alumni chapters.

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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%	21.9%	21.3%	24.0%	23.8%	23.8%	23.8%
New Transfers	5.0%	5.3%	5.1%	5.1%	4.7%	4.7%	4.7%
Veterans	1.6%	1.5%	0.8%	1.0%	1.2%	1.3%	1.4%
Adult Learners	4.9%	5.0%	4.5%	4.3%	4.5%	4.5%	4.5%
Total Undergraduate Enrollment	8,877	9,065	9,044	9,245	9,109	9,060	9,060
Graduate Headcount Enrollment							
Master's	822	760	641	587	586	586	600
Research Doctorate	57	55	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	N/A	59	61	61	61	75
Total Graduate Enrollment	879	815	700	648	647	647	675
Certificates, Letters of Completion, Nondegree students							
	335	279	206	234	242	242	242
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	93	123	91	88	97	97	97
Traditional (On Campus)	9,509	9,467	9,358	9,464	9,215	9,215	9,215
Off Campus	177	125	62	66	91	105	135

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	81.0%	80.3%	78.4%	80.6%	78.5%	79.8%	80.0%
Third Year Persistence	72.5%	70.4%	70.4%	67.0%	69.0%	67.5%	69.3%
Fourth Year Persistence	66.7%	69.5%	67.2%	66.8%	63.6%	65.7%	64.1%

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)	42.3%	43.3%	38.0%	37.8%	37.0%	39.1%	37.4%
Six Year (or less)	61.1%	64.3%	61.9%	64.8%	61.6%	60.8%	60.4%
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)							

BLOOMSBURG 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	2,020	2,074	2,175	2,220	2,040	2,210
Undergraduate Degrees per 100 FTE	19.5	18.5	19.2	20.7	21.6	21.8
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	49.0%	52.0%	47.8%	55.5%	57.3%	53.2%
Non-Pell Recipient Graduation Rate	67.0%	67.8%	65.5%	67.3%	65.4%	65.1%
Underrepresented Minority Graduation Rate	40.0%	47.3%	40.9%	51.1%	47.5%	43.3%
Non-Underrepresented Minority Graduation Rate	66.0%	66.0%	66.0%	68.0%	64.7%	64.1%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	32.5%	30.8%	32.3%	32.7%	34.7%	34.7%
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%	14.0%	18.0%	18.5%	19.8%	19.8%
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	14.0%	14.3%	13.3%	11.6%	11.9%	12.2%
Female Faculty	39.6%	37.9%	38.0%	38.8%	40.0%	40.6%

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	70.3%	70.4%	70.4%	67.0%	69.0%	67.5%
Fourth Year Persistence	66.7%	67.2%	66.8%	63.6%	65.7%	64.1%
Student Learning Assessment						
Critical Thinking - Value Added Score		Below Expected	At Expected	At Expected	At Expected	At Expected
Critical Thinking - Senior Score	110.70	110.97	111.95	112.00	112.10	112.20
Writing - Value Added Score		Below Expected	At Expected	At Expected	At Expected	At Expected
Writing - Senior Score	113.89	114.25	114.78	115.00	115.10	115.20
Closing the Transfer Access Gaps						
Pell Recipient Transfer	34.9%	38.6%	40.4%	37.8%	38.5%	38.5%
Low Income PA High School Graduates (ages 18-34)	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Underrepresented Minority Transfers	7.0%	11.2%	14.4%	14.3%	17.3%	17.3%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	74.9%	69.3%	59.4%	60.4%	61.4%	62.4%
High Impact Practices						
Freshmen Participating in First Year Experience	66.5%	77.7%	71.4%	78.8%	79.0%	79.0%
Seniors Participating in High Impact Practices	30.0%	33.8%	36.6%	38.5%	38.5%	38.5%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

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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		1
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		N/A
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		53
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		39
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		74%
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		14
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		74%
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		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
	N/A	

Reorganized Programs for 2013/14

6-digit CIP	Program Name	Change	Offered Via Distance Learning
43.0116	Digital Forensics	Reorganized from the previous Computer Forensics - Bloomsburg; California	N/A

BLOOMSBURG 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
	N/A	

Programs Discontinued for 2013/14

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

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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 in 5th year
Bachelor's Degree Programs		
52.0203	Supply Chain Management	110
Minors		
19.0702	Aging Studies & Gerontology	50

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

6-digit CIP	Program Name	Projected Enrollment in 5th year
Bachelor's Degree Programs		
52.1101	Global Management	TBD
Letters of Completion and Certificates		
43.0116	Digital Forensics	TBD

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

BLOOMSBURG 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	\$51.6	\$54.6	\$55.8	\$56.5	\$55.8	\$65.8
Undergraduate Out-of-State Tuition	17.8	18.1	18.6	17.1	17.1	16.5
Graduate In-State Tuition	5.7	5.3	5.3	5.2	5.1	5.2
Graduate Out-of-State Tuition	1.4	1.4	1.3	1.2	1.3	1.3
TOTAL TUITION REVENUE	\$76.6	\$79.4	\$81.1	\$80.0	\$79.3	\$88.8
Total Fees	14.1	14.7	15.1	15.9	16.8	16.8
State Appropriations	33.5	33.0	32.9	33.0	32.9	32.7
All Other Revenue	4.4	4.9	5.5	4.8	4.5	4.4
Planned Use of Carryforward	(1.0)	0.0	10.2	8.4	2.8	0.0
Total E&G Revenue/Sources	\$127.5	\$132.0	\$144.8	\$142.1	\$136.3	\$142.7
E&G Expenditures/Transfers						
Total Salaries and Wages	\$66.2	\$68.5	\$72.9	\$72.0	\$72.1	\$71.6
Total Benefits	27.8	30.6	35.1	33.2	37.7	40.8
TOTAL PERSONNEL EXPENDITURES	\$94.1	\$99.2	\$108.0	\$105.2	\$109.8	\$112.4
Financial Aid	2.5	2.5	2.8	2.8	2.8	6.4
Utilities	3.1	2.9	2.8	2.8	3.1	2.8
Services & Supplies	19.4	18.6	24.3	24.2	22.5	21.4
Capital Expenditures	1.8	2.1	2.9	2.3	1.7	1.6
Mandatory Transfers	1.2	1.2	1.2	1.2	1.4	1.5
Nonmandatory Transfers	5.4	2.8	2.8	3.6	2.4	2.4
Total E&G Expenditures/Transfers	\$127.5	\$129.3	\$144.8	\$142.1	\$143.7	\$148.5
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$2.7	\$0.0	\$0.0	\$(7.4)	\$(5.8)
Annualized FTE Enrollment						
Undergraduate In-State	7,758.53	7,959.43	7,906.23	7,934.17	7,877.03	7,726.89
Undergraduate Out-of-State	1,110.63	1,087.34	1,078.33	991.47	983.27	961.96
Graduate In-State	558.79	498.67	492.13	479.21	474.42	475.41
Graduate Out-of-State	90.50	87.96	83.75	75.88	80.83	79.78
Total Annualized FTE Enrollment	9,518.45	9,633.40	9,560.44	9,480.73	9,415.55	9,244.04
E&G Annualized FTE Employees						
Faculty	498.50	503.63	508.51	508.51	508.51	508.51
AFSCME	327.38	329.64	329.64	328.64	328.64	328.64
Nonrepresented	91.08	100.82	100.90	101.11	101.11	101.11
SCUPA	43.00	52.13	53.13	54.13	54.13	54.13
All Other	54.64	56.37	56.37	58.27	58.27	58.27
E&G Annualized FTE Employees	1,014.60	1,042.59	1,048.55	1,050.66	1,050.66	1,050.66
Total Annualized FTE Employees	1,095.05	1,123.29	1,130.25	1,134.14	1,134.14	1,134.14

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic 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:	NOT AVAILABLE		
Bachelor of Applied Science-Technical Leadership Program		\$131,359	\$122,462
MyCore (outcomes based, student-centered general education program)		\$31,388	\$28,288
Undergraduate Research, Scholarship, and Creative Activity (URSCA)		\$195,632	\$260,606
Professional U. (professional experience throughout the college career)		\$25,080	\$41,940
Education Pathways-Bloomsburg Experience (Allentown School District)		\$52,259	\$43,766
STEM Magnet Program		\$34,836	\$161,468
Center for Leadership and Engagement		\$45,442	\$211,332
Out-of-State Admissions Recruiter		\$0	\$41,579
Outcomes Assessment		\$798,606	\$1,124,648
Strategic Enrollment Management		\$0	\$39,000
Presidential Strategic Planning Grants		\$18,930	\$331,640
Education Advisory Board Student Success Collaborative		\$0	\$128,333
Greenly Center (home of Bloomsburg Foundation)		\$178,720	\$412,610

NOTE: 2013/14 = actual expenditures; 2014/15 = budgeted expenditures.

Total	\$0	\$1,512,252	\$2,947,672
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Sources of Funds for Reinvestment:	NOT AVAILABLE		
Academic Enhancement Fee Revenue		\$336,555	\$815,241
Technology Tuition Fee Revenue		\$178,720	\$37,670
Academic Enhancement Residual Carryforward - Unrestricted Net Assets		\$114,164	\$369,524
Gift Revenue		\$35,348	\$203,320
Transition Funding-State System		\$0	\$140,000

Total	\$0	\$664,787	\$1,565,755
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The sources of funds for reinvestment outlined above relate specifically to the strategic investments reported. In addition, the University has been engaged in a dynamic process of budget improvement initiatives during 2013/14 and 2014/15 which has been necessary to help balance the E&G budget, inclusive of the strategic investments outlined above. In response to an initial projected deficit of \$2.4M in the E&G General Fund for 2013/14, the University implemented a 15% overall reduction to E&G General fund base budgets and its first winter session; both of which are sustainable initiatives. A one-time reallocation of residual carryforward fund balance was also used to close the projected gap. Year-end results yielded an E&G surplus of \$2.7M. Budget improvement initiatives implemented in 14/15 include: continuance of a 15% overall reduction to E&G General fund base budgets (sustainable), winter session (sustainable), Academic Enhancement and Technology Tuition fee contribution to E&G General fund operation (sustainable), increase in the Transportation fee in support of a full self-supporting model (sustainable), position freezes (potentially sustainable), a reduction of planned transfer to the plant fund (one-time), and use of institutional reserve and residual budget carryforward fund balance (one-time). As Bloomsburg University continues its budget realignment efforts, strategies will continue to be a mix of sustainable and one-time (i.e., use of unrestricted net assets) initiatives coupled with necessary structural adjustments. Every action will be taken to ensure that the institution's strategic priorities and mission are met.

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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	\$12.4	\$13.2	\$13.1	\$13.5	\$13.5	\$13.9
Housing Fees	17.9	20.0	20.6	20.9	21.2	22.2
Privatized Housing	0.0	0.0	0.0	0.0	0.0	0.0
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	4.1	4.2	3.8	3.8	3.6	3.6
Total Auxiliary Revenue/Sources	\$34.5	\$37.4	\$37.5	\$38.2	\$38.3	\$39.7
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$5.6	\$5.7	\$6.3	\$6.3	\$6.4	\$6.7
Total Benefits	3.3	3.5	4.0	4.0	4.4	4.7
TOTAL PERSONNEL EXPENDITURES	\$8.9	\$9.2	\$10.3	\$10.3	\$10.8	\$11.4
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	2.2	2.3	2.6	2.6	2.6	2.6
Services & Supplies	11.4	13.5	12.8	13.5	13.1	13.6
Capital Expenditures	0.4	0.3	0.4	0.4	0.4	0.4
Transfers	11.6	9.3	11.4	11.4	11.4	11.7
Total Auxiliary Expenditures/Transfers	\$34.5	\$34.5	\$37.5	\$38.2	\$38.3	\$39.7
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	\$13.9	\$14.8	\$14.8	\$15.6	\$14.8	\$14.8
State Grants & Contracts	8.4	9.3	9.3	9.4	9.3	9.3
Private Grants & Contracts	0.0	0.7	0.7	1.1	0.7	0.7
Gifts	0.1	0.0	0.0	0.1	0.0	0.0
All Other Restricted Revenue	0.9	0.3	0.3	0.3	0.3	0.3
Total Restricted Revenue	\$23.3	\$25.1	\$25.1	\$26.5	\$25.1	\$25.1
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$1.7	\$1.5	\$1.5	\$1.5	\$1.5	\$1.5
Total Benefits	0.3	0.3	0.3	0.3	0.3	0.3
TOTAL PERSONNEL EXPENDITURES	\$1.9	\$1.8	\$1.8	\$1.8	\$1.8	\$1.8
Financial Aid	21.5	22.7	22.7	24.1	22.7	22.7
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.4	0.9	0.9	0.9	0.9	0.9
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	(0.6)	(0.5)	(0.3)	(0.3)	(0.3)	(0.3)
Total Restricted Expenditures/Transfers	\$23.3	\$24.9	\$25.1	\$26.5	\$25.1	\$25.1
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.2	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$185.3	\$194.5	\$207.4	\$206.8	\$199.7	\$207.5
Total University Expenses	\$185.3	\$188.8	\$207.4	\$206.8	\$207.1	\$213.3
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$5.8	\$0.0	\$0.0	\$(7.4)	\$(5.8)

BLOOMSBURG 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	1,557	1,592	1,672	1,788
Total Cost In-State Undergraduate Off Campus or At Home	\$8,343	\$8,582	\$8,914	\$9,030
Most Common Room and Board Rates	7,216	7,560	7,874	8,288
Total Cost In-State Undergraduate On Campus	\$15,559	\$16,142	\$16,788	\$17,318
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	1,557	1,592	1,672	1,788
Total Out-of-State Undergraduate Off Campus or At Home	\$18,169	\$18,706	\$19,364	\$19,480
Most Common Room and Board Rates	7,216	7,560	7,874	8,288
Total Cost Out-of-State Undergraduate On Campus	\$25,385	\$26,266	\$27,238	\$27,768
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)	65	67	72	72
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$348	\$358	\$374	\$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)	64	67	73	73
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$757	\$780	\$810	\$810
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)	\$85	\$87	\$94	\$94
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)	\$83	\$86	\$90	\$95

**BLOOMSBURG 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</i>		
Academic Support/Instructional Support Fee	\$30	\$725
Activity Fee	\$12	\$286
Health Services	N/A	\$124
Student Union/Recreation Center Fee	\$9	\$205
Transportation Fee	\$70	\$140
Recreation Fee	\$8	\$182
Registration/Transcript Fee	\$5	\$10
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$30	\$725
Activity Fee	\$12	\$286
Health Services	N/A	\$124
Student Union/Recreation Center Fee	\$9	\$205
Transportation Fee	\$70	\$140
Recreation Fee	\$8	\$182
Registration/Transcript Fee	\$5	\$10
Other: _____		

Notes: The Transportation, and Registration/Transcript fees are flat fees. The amount reflected in the "Part Time per Credit" column are the flat rates per semester. The Health Services fee is charged for students enrolled in 9 or more credits. Our average undergraduate part-time student, both in-state and out-of-state, was enrolled in less than 9 credits during the 2014/15 academic year.

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$5,154
Maximum	\$7,732
Most Common (double occupancy, non-air conditioned)	\$5,154
<i>All Other Housing</i>	
Minimum	\$5,818
Maximum	\$6,846
Most Common (Jessica Kozloff Apartments)	\$6,846

Dining Costs	# Meals/Year	Full Time Academic Year
Minimum	150	\$1,678
Maximum	550	\$3,766
Most Common (14 meals/week + \$200 flex)	448	\$2,720

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation (Most Common)	N/A	\$95
Parking-Resident	N/A	\$150
Parking-Commuter	N/A	\$74
Graduation	N/A	N/A
Application (Most Common)	N/A	\$35

**BLOOMSBURG 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	850	778	688
Average Award	\$4,218	\$4,674	\$5,084
Total Dollars Awarded	\$3,585,425	\$3,636,198	\$3,497,607
% of Undergraduate Students Receiving Aid	9%	8%	7%
<i>Pennsylvania State Grants</i>			
# of Students	2,928	2,893	3,052
Average Award	\$2,475	\$2,722	\$2,628
Total Dollars Awarded	\$7,247,560	\$7,874,409	\$8,019,668
% of Undergraduate Students Receiving Aid	30%	29%	32%
<i>Pell Grants</i>			
# of Students	2,933	2,990	3,176
Average Award	\$3,577	\$3,730	\$3,798
Total Dollars Awarded	\$10,490,290	\$11,151,925	\$12,063,253
% of Undergraduate Students Receiving Aid	30%	30%	34%
<i>All Other Gift Aid**</i>			
# of Students	1,436	1,406	1,674
Average Award	\$2,097	\$2,272	\$2,734
Total Dollars Awarded	\$3,011,126	\$3,194,470	\$4,577,809
% of Undergraduate Students Receiving Aid	15%	14%	18%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	4,774	4,812	5,032
Average Award	\$5,097	\$5,373	\$5,596
Total Dollars Awarded	\$24,334,400	\$25,857,002	\$28,158,337
% of Undergraduate Students Receiving Gift Aid	49%	49%	53%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	234	222	219
Total Dollars Awarded	\$602,370	\$589,442	\$585,580
% of Graduate Students Receiving Assistantships	27%	27%	31%
<i>Graduate Tuition Waivers</i>			
# of Students	250	237	231
Total Dollars Awarded	\$1,099,323	\$1,071,408	\$1,046,445
% of Graduate Students Receiving Waivers	29%	29%	33%

*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

**BLOOMSBURG 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	6,656	6,902	7,004
Average Loan	\$7,968	\$8,132	\$8,415
Total Dollars Loaned	\$53,035,567	\$56,125,204	\$58,937,231
% of Undergraduate Students Receiving Loans	69%	70%	74%
Graduate Loans (all known)			
# of Students	403	355	372
Average Loan	\$13,529	\$13,779	\$13,752
Total Dollars Loaned	\$5,452,154	\$4,891,536	\$5,115,692
% of Graduate Students Receiving Loans	46%	43%	53%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	71%	75%	75%
Average Amount of Debt (of those graduating with debt)	\$27,223	\$28,791	\$29,662
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	6.3%		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	\$8,582	\$7,848	\$1,200	\$4,552	\$22,182
In-State Undergraduate Off Campus, Living at Home	\$8,582	\$7,848	\$1,200	\$4,552	\$22,182
Out-of-State Undergraduate On Campus	\$18,706	\$7,848	\$1,200	\$4,942	\$32,696
Out-of-State Undergraduate Off Campus, Living at Home	\$18,706	\$7,848	\$1,200	\$4,942	\$32,696

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	1,162	\$14,989	\$(34)	\$8,581	\$7,995
\$30,001 - \$48,000	658	\$16,009	\$1,200	\$7,392	\$7,356
\$48,001 - \$75,000	1,026	\$18,635	\$4,112	\$4,458	\$8,422
\$75,001 - \$110,000	1,278	\$19,748	\$5,346	\$3,187	\$8,686
\$110,001 and Above	1,513	\$19,346	\$4,912	\$3,546	\$8,455

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:

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Per-Credit Tuition

Pilot/Title (see instruction tab):	Per-Credit Tuition Pricing for All Undergraduate Students
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Brief Synopsis of Pilot, as Approved by Board of Governors:

Per-credit tuition pricing pilot for all undergraduate students: Tuition for undergraduate resident students will lag one year behind the per-credit tuition rate set by the Board of Governors annually in July. Tuition for undergraduate non-resident students will be set at two times the undergraduate resident student per-credit rate. Significant funding will be set aside for tuition grants to assist students whose new or continued enrollment may be adversely affected. The amount of funding set aside will be based largely on the PELL distribution of scheduled credits. The two year pilot was approved to be implemented in fall 2015 and run through summer 2017.

Changes Made to Pilot since its Approval:

On April 17, 2015, in conjunction with the Board of Governors' vote to conditionally freeze tuition for 2015/16, Bloomsburg University made the decision to postpone implementation for FY 2015/16. Tentative implementation set for fall 2016.

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
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 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).



KUTZTOWN 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.

Kutztown University's mission is to provide a high quality education at the undergraduate and graduate level in order to prepare students to meet lifelong intellectual, ethical, social, and career challenges.

KUTZTOWN UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

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.

Kutztown University aspires to be a regional center of excellence providing opportunities for advanced academic, cultural, and public service experiences, within a caring community, designed to promote success in global society.

KUTZTOWN UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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.

Kutztown University will achieve its vision and mission through a number of strategies. The university will achieve excellence in the academic realm by:

1. Developing and delivering distinctive and high-quality academic programs;
2. Providing a learning environment that strengthens all aspects of student achievement;
3. Implement an aggressive marketing program to raise the university's profile;
4. Attracting and retaining qualified, high performing faculty and staff;
5. Attracting and retaining motivated, high performing students; and
6. Involving all students in high-impact practices.

Kutztown University will optimize the level of service to the regional community by:

1. Assessing all community academic, entertainment and service programs;
2. Developing marketing and communication plans to increase awareness of current community programming;
3. Instituting new community programming to encourage increased involvement by student, faculty and staff of the University;
4. Offering programs that are accessible by a variety of audiences throughout the region and Commonwealth; and
5. Developing programs that encourage students to model good citizenship and social responsibility.

Kutztown University will continue to evolve as an institution that values and respects all campus constituents, celebrates diversity, and embraces shared governance through:

1. Increases in the university's commitment to multi-cultural programming;
2. Promotion of an institutional culture which values respect and celebrates diversity and inclusion;
3. Promotion of a student-centered campus environment;
4. Promotion of a welcoming and service-oriented culture for students' families and support networks, as well as members of the community, who visit our campus; and
5. Fostering of an environment in which all constituents have an equal opportunity to participate in the process of shared governance.

Finally, Kutztown University will maintain and enhance physical, financial, and human resources necessary to fulfill its mission by:

1. Providing an infrastructure that supports the academic mission of the university;
2. Increasing private giving through established and new fundraising vehicles and improved alumni support;
3. Achieving a balanced university budget without the use of non-recurring funds;
4. Optimizing enrollments by implementing an enrollment management plan that aligns enrollments with instructional and support resources, serves the needs of the region, and recognizes changing student needs and markets; and
5. Enhancing the quality of the university's workplace experience by providing improved communication and employee engagement.

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.

Visual and Performing Arts: These include undergraduate programs in Communication Design, Crafts, and Studio Art, as well as Music, Music Education, and Art Education. Also included are Masters level graduate programs in Art Education and Communication Design. All of these programs are accredited (NASM, NASAD, and NCATE) and have national reputations. In addition, Kutztown University is geographically located within easy reach of the major world art centers of New York City, Philadelphia, and Washington, D.C. This allows students and faculty to utilize the institutional and professional resources of these cities. The visual and performing arts programs at Kutztown occupy newly renovated and expanded state of the art facilities. Student retention for these programs is the highest at the University, averaging approximately 85 percent.

Physical Sciences: Physical Sciences, which include Biochemistry, Chemistry, Geology, Marine Science, Physics: Astronomy, and Physics: Engineering Physics, is distinguished by the commitment to Undergraduate Research. The Undergraduate Research is of the caliber that the students serve as co-authors of presentations to national meetings and of publications in peer-reviewed journals. Kutztown University hosts the regional Science Olympiad and is recognized as regional center of excellence in the physical sciences.

Social Work programs: A recently approved Doctor of Social Work degree provides the full continuum of social work educational programming: BSW, MSW, DSW. This full cadre of educational opportunities for social workers is relatively unique in nationally accredited social work programs.

Kutztown University's Education programs are nationally recognized and accredited by NCATE (now known as CAEP – Council for the Accreditation of Educator Preparation). In the most recent review Secondary Education: English, Secondary Education: Mathematics, Secondary Education: Modern Languages, Secondary Education: Science, Secondary Education: Social Studies, Special Education: Mentally/Physically Handicapped, Special Education: Vision Impairment, Elementary Education: 4-8 and Curriculum and Instruction (certificate) received national recognition. Art Education and Music Education received national recognition at the undergraduate level, and Library Science and Reading were nationally recognized at the advanced (graduate) level. One of the nationally recognized undergraduate programs, Special Education –Vision Impairment (VI) is the only undergraduate program in the Commonwealth of PA, and the largest of six undergraduate VI programs in the United States.

Other Areas of Distinction

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

The Pennsylvania German Cultural Heritage Center at Kutztown University is an open-air folk life museum and research center dedicated to the preservation and promotion of Pennsylvania German ("Pennsylvania Dutch") culture, language and folkways. The Heritage Center serves a broad regional and international audience, bringing together the local and academic communities to explore a rich array of cultural resources, as well as diverse partners and affiliates in civic, museum, and language preservation organizations to participate in cultural programming.

The Kutztown University College of Business houses the Small Business Development Center (SBDC) which began in 1993. The SBDC provides general business consulting services and educational programs to entrepreneurs looking to start or grow a small business in Dauphin, Lancaster, Lebanon, Berks and Chester Counties. The Kutztown University SBDC also offers specialty consulting in the areas of international marketing and government marketing in Dauphin, Lancaster, Lebanon, Berks and Chester Counties as well as York, Adams, Franklin and Cumberland Counties. From helping aspiring entrepreneurs turn ideas into businesses, to helping small firms expand, to providing the information every business person needs to make critical decisions, the SBDC is the resource entrepreneurs in all industry sectors can turn to for help - help that can make the difference between success and failure. The Kutztown University SBDC is an accredited affiliate of the national network of Small Business Development Centers.

A significant feature of Kutztown University's SBDC is its Latino Business Resource Center, a center that promotes and supports bilingual Latino entrepreneurs in the region. The signature educational program for the Center is an 8-week bilingual program on "Business Skills for Success for Latino Entrepreneurs." The Center also provides over 24 online bilingual learning modules about starting and managing an entrepreneurial company at www.kutztownsbdc.org, and the website has been recognized nationally as one of the top ten websites for entrepreneurial education. In addition, the Center organizes regular seminars, networking events, and other advanced educational experiences that offer both novice and experienced Latino and other entrepreneurs with knowledge, resources, skills and most importantly connections that are necessary for their success in contributing to the growth of the economy of our region. The collaboration of the University's Small Business Development Center and Latino Business Resource Center with the Reading area's Jumpstart Incubator on the Jumpstart Diversity Program has recently received the support of a Small Business Administration accelerator grant. This Innovation, Development and Entrepreneurship Accelerator (IDEA) program is designed to assist 10 local minority or women-owned established food manufacturers with strategic growth opportunities. Lastly, the Center received a Defense Logistics Agency government grant to develop bilingual learning modules to help educate Latino entrepreneurs to understand the processes of accessing government procurement opportunities as well as government marketing opportunities.

The Department of Business Administration in the College of Business has earned accreditation for its College of Business BSBA and MBA programs by the Association to Advance Collegiate Schools of Business, also referred to as AACSB International. AACSB accreditation is the hallmark of excellence in business education, and is held by less than five percent of the world's business programs. The Leisure and Sport Studies program, also in the College of Business, is seeking accreditation from the Commission on Sport Management Accreditation (COSMA).

The Applied Investment Management (AIM) program sets the Kutztown University College of Business apart by providing students with real-world investment experience. Developed in 2005 as an independent study under Professor Jonathan Kramer, the AIM program was started with a \$50,000 grant from the KU Foundation & Alumni Relations. The Foundation since then has provided \$250,000 in support, and the AIM students have increased the total value of their stock portfolio to more than \$440,000. AIM is an invitational program for the best and brightest students in the College of Business. They can participate for two semesters, gaining invaluable hands-on experience and learning astute management and sound money-management principles that will launch them into successful business careers.

Other Areas of Distinction *(Continued)*

Kutztown University's Astronomy Outreach Program provides an important contribution to our region of Pennsylvania by sharing the resources of the University's Planetarium and Observatory with the community. The 85-seat planetarium provides regularly scheduled public shows, special events, and private shows for larger community groups (e.g., schools, scouting troops, civic clubs, and retirement communities). The one hour shows are followed with question and answer periods with the planetarium director. Moreover, the University's Observatory is frequently open for public observing events, particularly with the occurrence of noteworthy astronomical events and following public planetarium shows; the University has a specialized telescope for viewing sunspots, solar flares, and surface details of the sun.

Founded in 1984, Kutztown University Men's Rugby is a force to be reckoned with. Since 1986, under the direction of head coach, Gregg "Doc" Jones, KU has never experienced a losing season, with numerous undefeated seasons, and more than eight hundred victories. The KU Golden Bears are among the nation's elite team; for the second year in a row they finished second place in the Penn Mutual Collegiate Rugby Championship tournament (2014 and 2015). KU rugby fields two sides during the fall fifteens season, three sevens sides in the spring, and plays on a dedicated, full size rugby pitch. There are four coaches with more than sixty participating members representing 13 states and four nations. Our student-athletes are heavily involved in many facets of campus life, serving as leaders on Student Government Board, as Admissions tour guides, and as student workers in numerous academic and administrative offices.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

Distinctive High-Quality Academic Programs
Highly Prepared and Engaged Faculty
Commitment to Inclusion and Diversity
Attractive Facilities and Grounds
Engaged Community Partner

Opportunities

Reputation for Quality and Affordability
New Programs
Location
Retention
Alumni Relations Outreach & Involvement
Customer Service
Strengthen University Brand

Challenges

Increased Competition for College-bound and Transfer Students
Retention
Perceived Value of a College Degree
Institutional Revenue/Expense Imbalance
Commonwealth Support for Public Higher Education
Student Academic Preparation for College Level Work

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

Goal 1: *Kutztown University will promote, enhance, and recognize excellence in teaching, learning, creativity, scholarship, and research.*

Initiative/Strategies:

Develop and deliver distinctive and high-quality academic programs.
Provide a learning environment that strengthens all aspects of student achievement.
Implement an aggressive marketing program to raise the university's profile.
Attract and retain qualified, high performing faculty and staff.
Attract and retain motivated, high performing students.
Involve all students in high-impact practices.

Alignment to System: Aligns to system strategic goal 1 – Ensuring academic program excellence and relevance

Goal 2: *Kutztown University will partner with the community to serve the needs of the people of the Commonwealth and the region, enhancing and complementing the academic mission of the university, while developing and communicating an institutional culture of community engagement.*

Initiative/Strategies:

Assess all community academic, entertainment and service programs.
Develop marketing and communication plans to increase awareness of current community programming.
Institute new community programming increasing involvement by student, faculty and staff of the University.
Offer programs that are accessible by a variety of audiences throughout the region and Commonwealth.
Develop programs that encourage students to model good citizenship and social responsibility.

Alignment to System: Aligns to system strategic goal 2 – Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.

Strategic Goals (Continued)

University Goals (Continued)

Goal 3: *Kutztown University will value and respect all campus constituents, celebrate diversity, and embrace shared governance.*

Initiative/Strategies:

- Increase the university's commitment to multi-cultural programming.
- Promote an institutional culture, which values respect and celebrates diversity and inclusion.
- Promote a student-centered campus environment.
- Promote a welcoming and service-oriented culture for students' families and support networks, as well as members of the community, who visit our campus.
- Foster an environment in which all constituents have an equal opportunity to participate in the process of shared governance.

Alignment to System: Aligns to system strategic goal 4 – Increasing accountability and transparency, focusing on results and key performance indicators. Specifically Strategy 4 – Expand and promote the role of State System universities in educating students of varied backgrounds, ages, and experiences.

Goal 4: *Kutztown University will maintain and enhance physical, financial, and human resources necessary to fulfill its mission.*

Initiative/Strategies:

- Provide an infrastructure that supports the academic mission of the university.
- Increase private giving through established and new fundraising vehicles and improved alumni support.
- Achieve a balanced university budget without the use of non-recurring funds.
- Optimize enrollments by implementing an enrollment management plan that aligns enrollments with instructional and support resources, serves the needs of the region, and recognizes changing student needs and markets.
- Enhance the quality of the university's workplace experience by providing improved communication and employee engagement.

Alignment to System: Aligns to system strategic goal 3 – Developing new funding strategies, diversifying resources and managing costs to preserve affordability.

KUTZTOWN 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	21.6%	22.3%	22.4%	21.2%	20.9%	21.0%	20.7%
New Transfers	8.8%	6.4%	8.4%	8.2%	7.2%	7.4%	7.2%
Veterans	1.5%	1.6%	1.6%	1.7%	1.7%	1.7%	1.8%
Adult Learners	6.6%	6.6%	6.3%	5.9%	5.7%	5.4%	5.2%
Total Undergraduate Enrollment	9,325	9,145	8,916	8,538	8,516	8,221	7,998
Graduate Headcount Enrollment							
Master's	782	730	627	649	606	650	700
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	N/A	N/A
Total Graduate Enrollment	782	730	627	649	606	650	700
Certificates, Letters of Completion, Nondegree students							
	600	408	261	326	96	100	100
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	125	116	108	88	86	73	62
Traditional (On Campus)	10,134	9,773	9,279	8,761	8,287	7,835	7,327
Off Campus	333	N/A	N/A	N/A	N/A	N/A	N/A

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	76.8%	77.2%	71.5%	72.9%	73.5%	74.0%	75.0%
Third Year Persistence	66.1%	63.7%	64.0%	60.4%	62.6%	62.5%	63.0%
Fourth Year Persistence	61.1%	61.5%	59.6%	61.1%	60.4%	60.5%	61.0%

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)	34.3%	37.6%	34.7%	33.7%	33.9%	34.1%	34.6%
Six Year (or less)	54.2%	54.7%	54.9%	55.5%	55.9%	56.3%	56.7%
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)							

KUTZTOWN 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	2,049	1,987	1,938	1,958	1,985	2,027
Undergraduate Degrees per 100 FTE	19.6	20.5	20.4	22.2	22.3	22.4
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	40.0%	47.5%	42.6%	44.5%	46.1%	48.8%
Non-Pell Recipient Graduation Rate	59.0%	56.5%	58.5%	57.5%	57.3%	57.0%
Underrepresented Minority Graduation Rate	38.0%	40.7%	36.6%	39.4%	40.8%	43.2%
Non-Underrepresented Minority Graduation Rate	57.0%	56.9%	57.7%	57.9%	58.3%	58.6%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	26.8%	33.5%	34.6%	32.4%	33.6%	35.6%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	11.5%	18.9%	18.7%	16.8%	17.4%	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	14.0%	16.5%	17.0%	16.3%	16.7%	17.0%
Female Faculty	44.5%	45.0%	45.6%	47.5%	48.5%	49.5%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	13.0%	15.0%	16.7%	18.6%	20.4%	22.2%
Closing the Transfer Achievement Gaps - 6 Year Graduation Rates						
Pell Transfer Graduation Rate	60.0%	58.6%	60.7%	60.5%	60.8%	61.2%
Non-Pell Transfer Graduation Rate	67.0%	64.6%	66.7%	65.8%	65.7%	65.5%
Underrepresented Minority Transfer Graduation Rate	52.0%	58.8%	49.4%	50.8%	49.5%	48.2%
Non-Underrepresented Minority Transfer Graduation Rate	67.0%	63.8%	66.9%	65.8%	65.8%	65.7%
Student Diversity						
Undergraduate Pell Grant Recipients	20.5%	31.5%	31.6%	27.0%	27.5%	28.1%
Nonmajority Students	12.2%	16.6%	16.3%	16.6%	16.9%	17.2%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	30.6%	40.8%	40.1%	46.7%	51.4%	56.2%
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	13.4%	18.0%	19.8%	23.5%	26.7%	29.9%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	62.1%	71.9%	84.0%	84.0%	84.0%	84.0%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

KUTZTOWN 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		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		N/A
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		39
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		33
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		85%
Master's Degree Programs		
Total Number of Master's Programs		14
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		12
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		86%
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
Minors		
51.3201	Bioethics	N/A
31.0504	Coaching/Athletic Administration	N/A

Reorganized Programs for 2013/14

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Master's Degree Programs			
13.1101	School Counseling	Reorganized M.Ed. Programs from previous Elementary and Secondary School Counseling	N/A

KUTZTOWN 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
	N/A	

Programs Discontinued for 2013/14

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

KUTZTOWN 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>
Doctorate Degree Programs		
44.0701	DSW Social Work	42
Minors		
52.0101	Business	N/A
43.0301	Homeland Security	N/A
52.0213	Leadership	N/A
52.1304	Actuarial Science	N/A

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		
50.0102	BFA in Applied Digital Arts	81
50.0703	B.A. in Art History	64
Master's Degree Programs		
50.1002	M.A. in Arts Administration	32
13.1312	M.Ed. in Music Education	16
Doctorate Degree Programs		
13.0301	Ed.D. in Transformational Teaching and Learning	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

KUTZTOWN 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	\$50.6	\$50.4	\$50.1	\$50.4	\$49.1	\$48.6
Undergraduate Out-of-State Tuition	16.0	15.8	15.7	16.0	15.8	15.7
Graduate In-State Tuition	4.4	4.9	4.8	4.8	4.8	4.8
Graduate Out-of-State Tuition	0.3	0.3	0.3	0.4	0.4	0.4
TOTAL TUITION REVENUE	\$71.2	\$71.4	\$70.9	\$71.6	\$70.1	\$69.4
Total Fees	12.9	13.7	13.2	13.0	13.0	13.1
State Appropriations	33.8	33.1	32.9	32.9	32.5	32.2
All Other Revenue	4.4	3.3	4.5	3.9	3.7	3.7
Planned Use of Carryforward	(3.1)	0.0	10.4	8.9	4.0	4.0
Total E&G Revenue/Sources	\$119.3	\$121.5	\$131.8	\$130.3	\$123.4	\$122.5
E&G Expenditures/Transfers						
Total Salaries and Wages	\$60.4	\$60.6	\$64.4	\$62.3	\$62.2	\$62.2
Total Benefits	25.1	27.1	30.8	28.9	32.1	35.1
TOTAL PERSONNEL EXPENDITURES	\$85.5	\$87.7	\$95.2	\$91.2	\$94.2	\$97.2
Financial Aid	2.1	2.3	3.4	3.3	3.4	3.5
Utilities	2.6	2.7	2.8	3.2	2.8	2.9
Services & Supplies	19.1	18.8	20.9	19.3	20.0	20.4
Capital Expenditures	1.5	1.4	2.5	1.3	1.8	1.9
Mandatory Transfers	1.9	2.1	2.3	2.3	2.3	2.3
Nonmandatory Transfers	6.5	10.0	4.9	9.8	2.8	2.8
Total E&G Expenditures/Transfers	\$119.3	\$125.0	\$131.8	\$130.3	\$127.2	\$130.9
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$(3.4)	\$0.0	\$0.0	\$(3.8)	\$(8.5)
Annualized FTE Enrollment						
Undergraduate In-State	7,633.30	7,381.80	7,108.67	7,139.23	6,950.29	6,950.29
Undergraduate Out-of-State	1,015.70	998.90	961.94	989.33	980.69	980.69
Graduate In-State	428.38	442.46	426.09	443.83	440.19	440.19
Graduate Out-of-State	22.79	20.33	19.58	25.71	29.17	29.17
Total Annualized FTE Enrollment	9,100.17	8,843.49	8,516.28	8,598.10	8,400.34	8,400.34
E&G Annualized FTE Employees						
Faculty	474.58	447.82	454.00	440.51	454.00	454.00
AFSCME	253.75	209.17	223.26	201.93	226.26	226.26
Nonrepresented	119.00	102.05	107.18	102.66	111.31	111.31
SCUPA	35.00	38.46	38.66	38.04	38.66	38.66
All Other	49.01	43.79	42.62	43.33	42.62	42.62
E&G Annualized FTE Employees	931.34	841.29	865.72	826.47	872.85	872.85
Total Annualized FTE Employees	1,008.67	961.91	991.37	955.24	1,001.36	1,001.36

KUTZTOWN 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:			
VP of Enrollment Management & Staff		\$483,224	
New faculty position for approved Masters in Fine Arts		\$84,610	
Director of College of Visual and Performing Arts Galleries and Community Outreach		\$95,000	
Creation of College of Readiness		\$568,030	
Creation of Center for Academic Success and Achievement		\$652,238	
Communication system for current and prospective students		\$106,816	
Reallocated funds for 2 application developers in Information Technology for PeopleSoft		\$152,872	
Transition funds for new Masters in Fine Arts including faculty costs, supplies, marketing		\$100,000	
Transition funds for new Doctorate in Social Work including faculty costs, marketing, supplies		\$160,000	
Background Checks		\$200,000	
Total	\$0	\$2,602,790	\$0

Sources of Funds for Reinvestment:

Use of unrestricted net assets	\$2,602,790
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In addition, faculty positions have been reallocated due to changes in Special Education, Sport Management & Leadership, Communication Studies, and the College of Business

Total	\$0	\$2,602,790	\$0
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KUTZTOWN 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	\$11.4	\$10.8	\$11.0	\$10.7	\$10.5	\$10.5
Housing Fees	19.9	19.9	20.1	19.3	21.0	21.0
Privatized Housing	0.0	0.0	0.0	0.0	0.0	0.0
Other Auxiliary Sales	5.5	0.0	0.0	0.0	0.0	0.0
All Other Revenue	1.7	6.2	6.0	6.0	5.8	5.8
Total Auxiliary Revenue/Sources	\$38.4	\$36.9	\$37.1	\$35.9	\$37.3	\$37.3
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$6.2	\$6.4	\$6.6	\$6.0	\$6.7	\$6.7
Total Benefits	2.8	3.1	3.5	3.1	3.9	4.4
TOTAL PERSONNEL EXPENDITURES	\$9.0	\$9.5	\$10.1	\$9.1	\$10.6	\$11.1
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	1.9	2.0	2.0	2.3	2.2	2.2
Services & Supplies	11.0	10.6	10.5	10.9	10.9	10.9
Capital Expenditures	0.2	0.1	0.1	0.1	0.1	0.1
Transfers	16.4	15.0	14.4	13.6	13.5	13.0
Total Auxiliary Expenditures/Transfers	\$38.4	\$37.1	\$37.1	\$35.9	\$37.3	\$37.3
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.1)	\$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	\$13.3	\$13.4	\$13.4	\$13.4	\$13.4	\$13.4
State Grants & Contracts	9.0	9.7	9.7	9.7	9.7	9.7
Private Grants & Contracts	0.0	0.1	0.7	0.7	0.7	0.7
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	0.4	0.8	0.3	0.3	0.6	0.6
Total Restricted Revenue	\$22.7	\$24.0	\$24.1	\$24.1	\$24.4	\$24.4
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$1.3	\$1.2	\$1.3	\$1.3	\$1.3	\$1.3
Total Benefits	0.3	0.3	0.4	0.4	0.4	0.4
TOTAL PERSONNEL EXPENDITURES	\$1.7	\$1.6	\$1.7	\$1.7	\$1.7	\$1.7
Financial Aid	20.4	21.2	21.3	21.3	21.6	21.6
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.6	0.4	1.0	1.0	1.1	1.1
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	0.1	0.1	0.1	0.1	0.1	0.1
Total Restricted Expenditures/Transfers	\$22.7	\$23.3	\$24.1	\$24.1	\$24.4	\$24.4
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.8	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$180.4	\$182.5	\$193.1	\$190.4	\$185.1	\$184.2
Total University Expenses	\$180.4	\$185.3	\$193.1	\$190.3	\$188.9	\$192.7
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$(2.8)	\$0.0	\$0.0	\$(3.8)	\$(8.5)

KUTZTOWN 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*	1,810	2,208	1,857	1,891
Total Cost In-State Undergraduate Off Campus or At Home	\$8,596	\$9,198	\$9,099	\$9,133
Most Common Room and Board Rates	8,490	8,370	8,430	8,510
Total Cost In-State Undergraduate On Campus	\$17,086	\$17,568	\$17,529	\$17,643
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*	1,810	3,450	1,857	1,891
Total Out-of-State Undergraduate Off Campus or At Home	\$18,422	\$20,564	\$19,549	\$19,583
Most Common Room and Board Rates	8,490	8,370	8,430	8,510
Total Cost Out-of-State Undergraduate On Campus	\$26,912	\$28,934	\$27,979	\$28,093
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)	75	76	77	79
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$358	\$367	\$379	\$381
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)	75	76	77	79
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$768	\$789	\$814	\$816
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				
Grandfathered Full Time Rate**	\$7,722	N/A	N/A	N/A
Minimum***	\$268	\$276	\$284	\$284
Maximum****	\$429	\$442	\$454	\$454
Most Common	\$429	\$442	\$454	\$454
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)	\$58	\$60	\$61	\$61
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Grandfathered Full Time Rate**	\$12,355	N/A	N/A	N/A
Minimum	\$644	\$663	\$681	\$681
Maximum	\$670	\$690	\$710	\$710
Most Common	\$644	\$663	\$681	\$681
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)	\$80	\$82	\$84	\$84

*In addition, three new fees were implemented in 2012/13 for first-time freshmen (Academic Records Fee, Additional Student Government Association Fee, and Advanced Registration Fee)

**Master of Social Work students from the fall 2010 and fall 2011 cohorts were grandfathered to pay a flat full time rate in 2012/13

***Part time students in Post Baccalaureate Teacher Certification program pay tuition rate appropriate to course level

****Standard graduate per credit rate

**KUTZTOWN 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</i>		
Academic Support/Instructional Support Fee	\$28	\$682
Activity Fee	\$10	\$245
Health Services	\$9	\$222
Student Center Maintenance	\$16	\$372
Recreation Center Fee	\$11	\$266
Transportation Fee	\$3	\$70
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$28	\$682
Activity Fee	\$10	\$245
Health Services	\$9	\$222
Student Center Maintenance	\$16	\$372
Recreation Center Fee	\$11	\$266
Transportation Fee	\$3	\$70
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$4,800
Maximum	\$6,112
Most Common (Standard Double)	\$5,552
<i>All Other Housing</i>	
Minimum	\$6,448
Maximum	\$8,900
Most Common (Apartment Style, Single Room Rate)	\$8,544

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	10	\$2,418
Maximum	19	\$3,418
Most Common (14 Premium Meal Plan)	14	\$2,878

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation	N/A	\$130
Parking	N/A	\$50
Academic Records (one-time mandatory fee)	N/A	\$50
Application	N/A	\$35

KUTZTOWN 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	393	401	1,152
Average Award	\$5,944	\$5,993	\$2,601
Total Dollars Awarded	\$2,336,025	\$2,403,128	\$2,996,143
% of Undergraduate Students Receiving Aid	4%	4%	12%
<i>Pennsylvania State Grants</i>			
# of Students	3,110	3,037	3,044
Average Award	\$2,627	\$2,876	\$2,650
Total Dollars Awarded	\$8,169,321	\$8,733,169	\$8,067,621
% of Undergraduate Students Receiving Aid	32%	33%	33%
<i>Pell Grants</i>			
# of Students	3,053	3,029	3,060
Average Award	\$3,872	\$3,952	\$4,070
Total Dollars Awarded	\$11,819,899	\$11,972,044	\$12,458,763
% of Undergraduate Students Receiving Aid	32%	33%	33%
<i>All Other Gift Aid**</i>			
# of Students	1,524	1,433	1,632
Average Award	\$2,028	\$2,238	\$2,238
Total Dollars Awarded	\$3,090,724	\$3,207,667	\$3,652,239
% of Undergraduate Students Receiving Aid	16%	15%	17%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	4,754	4,668	5,036
Average Award	\$5,346	\$5,637	\$5,396
Total Dollars Awarded	\$25,415,969	\$26,314,008	\$27,174,766
% of Undergraduate Students Receiving Gift Aid	49%	50%	54%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	0	0	0
Total Dollars Awarded	\$0	\$0	\$0
% of Graduate Students Receiving Assistantships	0%	0%	0%
<i>Graduate Tuition Waivers</i>			
# of Students	95	101	98
Total Dollars Awarded	\$688,909	\$683,009	\$719,632
% of Graduate Students Receiving Waivers	12%	12%	16%

*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

KUTZTOWN 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	7,146	6,888	6,833
Average Loan	\$8,960	\$8,914	\$11,252
Total Dollars Loaned	\$64,029,504	\$61,396,267	\$76,885,619
% of Undergraduate Students Receiving Loans	74%	74%	74%
Graduate Loans (all known)			
# of Students	325	356	355
Average Loan	\$14,357	\$14,497	\$15,099
Total Dollars Loaned	\$4,665,875	\$5,160,972	\$5,360,119
% of Graduate Students Receiving Loans	39%	42%	56%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	81%	80%	81%
Average Amount of Debt (of those graduating with debt)	\$30,831	\$32,901	\$33,376
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	6.7%		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	\$9,057	\$9,458	\$1,476	\$3,630	\$23,621
In-State Undergraduate Off Campus, Living at Home	\$9,057	\$9,458	\$1,476	\$3,630	\$23,621
Out-of-State Undergraduate On Campus	\$20,175	\$9,458	\$1,476	\$3,630	\$34,739
Out-of-State Undergraduate Off Campus, Living at Home	\$20,175	\$9,458	\$1,476	\$3,630	\$34,739

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	1,210	\$15,449	\$(8)	\$8,834	\$9,316
\$30,001 - \$48,000	647	\$16,426	\$998	\$7,843	\$8,016
\$48,001 - \$75,000	906	\$19,663	\$4,173	\$4,681	\$8,843
\$75,001 - \$110,000	1,194	\$21,369	\$5,861	\$2,925	\$9,755
\$110,001 and Above	1,347	\$20,838	\$5,242	\$3,513	\$9,029

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:



SHIPPENSBURG 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.

Note:

Shippensburg University is in the process of generating a new strategic plan. As a result, major elements presented in the Strategic Document portion of the SH 2014-2015 Action Plan are drawn from the prior official institutional planning document, the *Shippensburg University Vision Statement and Strategic Directions 2005-2010*, with some elements also drawn from the *2014 Periodic Review Report* to the Middle States Commission on Higher Education. In related comprehensive planning activity, in 2013 the University approved Shippensburg's first Academic Master Plan.

University Mission

The Mission of Shippensburg University is the initial framework for the Strategic Planning process. That mission emphasizes the institutional commitment to student learning and personal development and to providing opportunities for students to work toward their full potential intellectually and socially. The University prides itself on its strong sense of community and the personal attention given to each student. It supports and encourages activities that allow students to apply the theories and methods learned in the classroom to practical situations and works closely and collaboratively with other organizations to promote public service and to invest in the future of the region.

The early stages of the Strategic Planning process identified a number of core values associated both with the mission and the historical development of the University that must be preserved as the institution develops and grows. These include:

- a. A strong focus on the creation of a broadly educated person;
- b. A strong focus on development of skills necessary for life-long learning;
- c. A continued emphasis on quality programs;
- d. A culture of community support and caring for employees and students;
- e. A student-centered environment;
- f. A commitment to access, equity, and diversity; and
- g. A continued strong focus on integrated learning.

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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.

Shippensburg University will make clear progress toward providing an increasingly diverse, student-focused learning environment that is guided by historic values and commitments, while remaining sensitive to the changing environment. To accomplish this, Shippensburg University will:

1. Enhance the reputation of both its undergraduate and graduate programs throughout the Mid-Atlantic region and promote recruitment of undergraduate and graduate students across geographic boundaries;
2. Expand undergraduate and graduate enrollment to the extent that such expansion meets the following conditions:
 - a. Growth is supported by both demand and resources;
 - b. Growth is appropriate to the institutional mission;
 - c. Growth is consistent with the emphasis on strong undergraduate educational programs;
 - d. Growth is managed within the limits of applicable collective bargaining agreements.
3. Strengthen the support for and emphasis on diversity in the curriculum and throughout the institution.
4. Develop academic services and support systems consistent with the needs of a more diverse student population, including non-traditional, commuting, and telecommuting students.
5. Provide support for faculty development and scholarship and for staff development, especially in areas appropriate to the changing environment.
6. Strengthen the university's capacity to contribute to regional development through faculty scholarship, consultation, education/training, and other forms of outreach.
7. To the extent that on-campus growth occurs, expand the University and community infrastructure supports necessary to serve a larger and more diverse student population, including facilities, classrooms, housing, safety, and transportation needs.
8. To the extent that off-campus growth occurs, expand the infrastructure to support satellite or off-site locations for course delivery and integration of technologically-based delivery methods with on-campus instruction.

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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.

1. Public Universities will:
 - a. be expected to serve more students, but state funding will not keep pace with increases in enrollment;
 - b. become "hybrid" universities, relying on more private funding and on less public funding; therefore:
 - i. Private partnerships will become more critical;
 - ii. There will be more sharing of resources; and
 - iii. Universities will need to be more responsive to regional needs;
 - c. continue to integrate changing technologies and learning, with more emphasis on technology-based delivery mechanisms;
 - d. serve a more diverse student population, with increased demand for lifelong learning increasing the number of non-traditional students and producing more diverse academic needs;
 - e. change the way education is delivered, with:
 - i. Increased focus on student-centered services and outcomes;
 - ii. Year-round instructional delivery;
 - iii. Programs designed to meet specific needs;
 - iv. Increased class sizes in courses where appropriate;
 - v. More distance learning, off-campus programs blending virtual with face-to-face instruction; and
 - vi. Increased presence of non-traditional students; and
 - f. Experience more age, income, race, and ethnic diversity among students.
2. In addition to the assumptions for public universities, regional comprehensive universities will be characterized by:
 - a. Increased emphasis on community connections;
 - b. Increased recognition of the connection between regional economic growth and the university; and
 - c. Increased focus on meeting regional needs, with flexible academic programs; and opportunities for student internships and research.
3. Shippensburg University will have to adapt to these changes and become more competitive by:
 - a. Developing a clear vision of its future;
 - b. Developing more partnerships;
 - c. Decentralizing and becoming more flexible, with a more dynamic, "flat" organizational structure;
 - d. Finding ways to meet increased enrollment demand;
 - e. Making more effective use of resources;
 - f. Providing on-going professional development for faculty and staff;
 - g. Strengthening support for faculty scholarship and creative activities; and
 - h. Developing innovative strategies for maintaining faculty and staff morale.

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.

Accounting

Students are heavily recruited by international, national, regional and local CPA firms and large number of national, regional and local businesses that recruit and hire our accounting graduates for positions in industry and not-for-profit institutions. Graduates routinely hired by the Big 4 CPA firms (PricewaterhouseCoopers, KPMG, Ernst & Young, and Deloitte) as well as by large and small international and regional firms (Arthur Bell, Baker Tilly, BDO, Boyer & Ritter, Brown Schultz Sheridan & Fritz, Clifton Gunderson, Herbein + Company, McKonly & Asbury, Padden Guerrini, Parente Beard, Rager Lehman & Houck, Reinsel Kuntz Leshner, Rotz & Stonesifer, Seligman Friedman & Company, Smith Elliott Kearns & Company, Squire Lemkin & O'Brien, Stambaugh Ness, WTAS, and Zelenkofske Axelrod).

- Many firms provide internships, including many that are paid, for our students on a regular basis. Accounting program internships have averaged over 20 placements each year for the past 5 years
- All of this points to the facts that not only are these firms important to the Shippensburg accounting program but that we are also important to them, providing the quality students that they need.
- CPA Exam Performance –SU ranks in top 40 for 2013 and 2014 among medium sized programs for first time test takers' average pass rates on CPA examination as reported by the National Association of State Boards of Accountancy (NASBA). Medium sized programs are institutions with 21 to 60 reported candidates:
 - 2013 – Rank - 37th (tied) out of 280 medium sized programs
 - 2014 – Rank - 18th out of 265 medium sized programs
- Active Accounting student organizations providing numerous leadership and professional development opportunities for majors and others
 - Accounting Club hosts the annual Public Accounting Night and the annual Accounting Etiquette Dinner, resume and interview workshops for Accounting majors, and campus presentations/panel discussions by alumni and other representatives from public, private, and not-for-profit accounting fields
 - National Association of Black Accountants (NABA) Chapter sponsors numerous campus events and regularly participates in national & regional conferences.
- Service Learning: In the past 8 years, Accounting majors have completed 1,086 returns for low to middle income families and individuals in the region through the Volunteer Income Tax Assistance (VITA) program.

Social Work

Millersville and Shippensburg, in a historic joint arrangement, began offering an MSW program in Fall 2006. When the program started there were a limited number of MSW social workers practicing in Southcentral Pennsylvania due to the lack of programs to educate students at this level. Now, not only do we have a program that has increased the number of practitioners (over 100 have been graduated since the program began), but we also can demonstrate that they have been educated in a program that has helped them to achieve high quality and competence to serve the needs of the people of our region and beyond. The MU-SU MSW program is accredited by the Council on Social Work Education.

Shippensburg graduates of the Millersville University-Shippensburg University Master of Social Work (MU-SU MSW) program passed the exam to become a licensed social worker in Pennsylvania at a rate far exceeding the national average. Seventy Shippensburg students who graduated between 2010 and 2013 and took the exam for the first-time had an average passing rate of 91 percent. The national average for the same time frame was 81 percent. The licensing exam is created by the Association of Social Work Boards (ASWB) which provides a standardized exam for licensing of social workers throughout the United States.

Academic Programs of Distinction (Continued)

In 2012 the Bachelor of Social Work degree completion program at the Dixon University Center received the Program Development award from the University Professional and Continuing Education Association's (UPCEA) Mid-Atlantic Region. The program provides a degree pathway for individuals who work full-time and have earned an associate's degree or transferrable credits in human/social services. The association noted that the program's faculty, administrative and financial structures, ongoing collaborative relationship with Harrisburg Area Community College and close partnership with the university's Office of Professional, Continuing, and Distance Education serve as a model for off-campus cohort programming. UPCEA is a leading association for professional, continuing and online learning in the higher education community.

In addition to the service learning activities embedded in most of the social work courses, each student in the BSW program is required to commit to 40 hours of service during the first two years of their education. In an average year BSW students provide over 1,000 hours of volunteer service in such activities as: weekly basketball games with community members with disabilities; providing companionship for senior citizens in nursing homes, personal care homes, and senior centers; tutoring and providing recreation and socialization for low income public school children; and organizing the local chapter of the Food Recovery network.

Geography/Earth Science

Faculty in the Geography/Earth Science program have received from the prestigious William Penn Foundation a \$1 million grant, the most recent in an impressive array of successfully funded grant proposals. In the past 5 years, faculty in the Department of Geography-Earth Science have successfully won 76 grants with a total funding of over \$2 million. These awards include 19 major extramural grants received, plus 6 additional grant proposals developed and submitted (not funded, total request over \$11 million), and two proposals currently under revision to NSF and NASA (over \$1.0 million). The extramural grants received include:

- National Science Foundation (3 grants)
- National Atmospheric and Oceanic Administration and National Geographic Society (2 grants)
- National Atmospheric and Oceanic Administration
- National Geographic Education Foundation (6 grants)
- Pennsylvania Department of Environmental Protection - Environmental Education (2 grants)
- NASA
- U.S. Census Bureau
- Maryland Sea Grant
- National Park Service
- Toyota Together Green Grant
- Pennsylvania Historic and Museum Commission

The department has had a consistent and continual record of faculty publications in leading peer reviewed venues.

Counseling & College Student Personnel

The Department of Counseling and College Student Personnel is over fifty years old and one of the oldest master's level counseling programs in the United States. In the Commonwealth of Pennsylvania it is known for its academic excellence and has been recognized as the best counseling program in the state by the Pennsylvania Counseling Association.

Our faculty have been outstanding practitioners and leaders in the counseling field. From chair of the National Board for Certified Counselors-Dr. Kurt Kraus to President of the Pennsylvania Counseling Association-Dr. Ford Brooks, Editorial Board members for national journals and recipients of countless leadership awards, our faculty are leaders in the field. Publications include group therapy, addiction counseling and college student personnel (journals, chapters and books) in those areas. Of distinction too is the fact that all of our faculty sans one have their doctorates in counselor education which is truly distinct in counselor education programs in the state system. Of note too, Drs. Brooks and Carey were the initiators and first co-editors for the *Journal of the Pennsylvania Counseling Association* in 1999 which still is in publication today.

Academic Programs of Distinction *(Continued)*

As a result of our department and the excellent instruction and experience, our students are extremely prepared for the National Counselor Examination (NCE) which they take in their final semester as graduate students. As of now we have a 92% of our students pass the NCE the first time around, scoring high consistently on research and statistics and group counseling as well as ethics and professional orientation to counseling. Our department is a designated testing site for the NCE and has been for over 18 years.

Counseling students are sought after by agencies, universities and schools as interns and also upon graduation. Mental health students obtain employment as counselors in the field within the first six months following graduation at least 95% of the time. Students from college student personnel are also well known nation-wide for their academic performance and commitment to excellence and obtain employment very quickly upon graduation. Our school counselors are employed mostly in the central PA area and have contributed to the enhancement and growth of counseling and advocacy work in school settings. When positions become available, they too are hired very quickly.

Of distinction is our accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1986 for all of our programs (Clinical Mental Health, School Counseling, College Counseling and College Student Personnel). We were one of the first if not the first counselor education programs in the PASSHE system to achieve this status and continue with it until now.

Our graduates go on to be hired by local school districts, universities, agencies and hospitals. Some have pursued their doctorates from schools such as Temple, Duquesne, Ohio State, and Penn State. Employment for our graduates includes college counseling and adjunct positions at LaSalle University and University of Pennsylvania; hospital positions at Penn State Medical, Holy Spirit; agency positions at Diakon, and Gaudenzia as well as positions at TrueNorth and Steven's Center. Many of our college student personnel graduates become senior leaders in the field as evidenced by Dr. Jody Harpster, President of Shippensburg University, and Dr. Tom Segar, Vice President for Student Affairs at Shepherd University.

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Other Areas of Distinction

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

University Wide Programs and Marks of Distinction

- Academic Program Portfolio Diversification: First in the State System to establish Bachelor of Science in Engineering programs including Computer Engineering (Fall 2011), Software Engineering (Fall 2012) and Electrical Engineering (Fall 2015). First to establish an Ed.D. in Educational Leadership with a distinguishing focus on poverty and technology.
- Engineering programs collectively represent an emerging Academic Program of Distinction for Shippensburg University. The University's 2013 Academic Master Plan reflects future curricular directions, including an "Engineering program that would complement Shippensburg's existing strengths in the sciences and mathematics." Shippensburg University has clearly established Engineering as an emergent Academic Program of Distinction. Following the acquisition of ABET accreditation, preparations for which are well underway, Engineering will represent an established Academic Program of Distinction for Shippensburg University.
- Signature High Impact Practice: Student/faculty mentored undergraduate research has emerged as a signature high impact practice that has benefited from private support via the SU Foundation. Academic year investments averaging more than \$72,000 for undergraduate research projects, support for 12-15 student/faculty teams through the Summer Undergraduate Research Experience (SURE) program, several hundred student/faculty projects presented each spring in our Minds@Work conference, and deep engagement in disciplines across the university have been hallmarks.
- Other Emerging High Impact Practices: The innovative Financial Services Interdisciplinary Team Internship, nine living learning communities (LLCs) with genesis in Honors Program LLC, and service learning coordination by Center for Community Engagement, Learning and Service.
- Academic and non-academic quality affirmed via college and program accreditation or certification by AACSB, ABET, ACS, CACREP, CSWE, IACS, NAEYC and NCATE as well as distinctions around accreditation by ACEJMC (only PASSHE institution having secured and one of only three in Pennsylvania) and certification by ACJS (only PASSHE institution having secured and one of only six in the nation).
- Shippensburg University was once again ranked among the top 100 universities in the North by *U.S. News & World Report* as part of its annual rankings.
- Shippensburg University was again recognized as one of the best colleges in the nation for which to work, according to a recent survey by *The Chronicle of Higher Education*. The publication announced the results of its seventh "The Great Colleges to Work For" survey July 21, 2014).
- Shippensburg University ranks among the top universities in the nation for return on investment by students and is the top in Pennsylvania. PayScale.com, a research company, ranked more than 1,300 colleges and universities based on total cost and alumni earnings as part of its 2014 College ROI Report.
- The Ezra Lehman Library Research Mentorship Program features a robust program of scheduled research consultations of librarians with students and supports the faculty-student research program by awarding to Minds @ Work conference presenters Best Literature Review awards of \$500 and \$300.
- The Ship Says No More Campaign and the Connections Program promote a safe learning environment through education, support groups, assessments, and new guidelines such as the Medical Amnesty Policy.
- Counseling Center and Health Center co-located under a Wellness Model.
- Developed a Veterans Affairs Office, created a Veterans Lounge, and dedicated a staff member almost exclusively to the coordination of Veterans Services.

Other Areas of Distinction (Continued)

- In addition to adopting the Student Success Collaborative Advising Platform and the Early Alert Program, established Centers for Advising in the School of Academic Programs and Services as well as in the College of Arts and Sciences.
- Sustainability accomplishments include that
 - Shippensburg University replaced its aged coal-fired central steam plant with modern gas-fired condensing boilers and its distributed chilled water system with a modern central chilled water plant, reducing the overall carbon footprint by 40% and reducing energy costs by an anticipated one-third of a million dollars annually.
 - The University received LEED certification for three new residence halls; certification is pending for four other buildings including the Student Union. Shippensburg University also received recognition for Sustainability in Higher Education from the Central PA Chapter of the Green Building Council.
 - The Campus Organic Farm has partnered with Shippensburg Produce Outreach to provide fresh produce to community residents in need.
 - Chartwells dining services has championed and implemented sustainability practices earning recognition in 2014 by the PA Environmental Resource Consortium.

Student Achievements and Marks of Distinction

- Investment Management Program (IMP) students, sole portfolio managers of a real dollar endowment of nearly \$150,000, won a first-place award in one of the six categories of investments at the 2015 Quinnipiac University Global Asset Management Education Forum held March 19-21 in New York City where more than 1,200 students from 140 colleges in 39 states and over 40 countries participated.
- Members of Raider Battalion, Shippensburg University's Army ROTC unit in 2015 bested more than 40 other universities for a top honor in a regional leadership competition. Sixty percent of SU cadets participating in the annual Leader Development and Assessment Course achieved its highest competency rating, called "exceeds the standard" — a rate more than twice the national average and higher than any other battalion in the 2nd ROTC Brigade.
- Student Research Achievement includes
 - Average 77 undergraduate research projects (135 students) funded annually over the past 5 years; total institutional investment of \$342,000 via SU Foundation.
 - Average 20 graduate research projects funded annually over the past 5 years; total institutional investment of \$62,000.
 - Minds @ Work conference: between 300–400 student research projects presented annually.
- Athletic Graduation Rates v. General Student Body
 - 2007 cohort (Graduate in 6 years)
 - Student Body: 54.65%
 - Student-Athletes on aid meeting definition above: 67.92%
 - Non-Scholarship Student-Athletes in cohort: 69.31%
 - Total Student-athlete (scholarship and non-scholarship) in cohort: 68.83%
 - Athletes have a higher QPA than non-athletes.
- Two Shippensburg students have received Fulbright awards in the last five years.

Faculty Fulbrights

- A total of 14 SU faculty members have received Fulbright awards since 1998, including five in the last five years.

Programs and Marks of Distinction across Colleges, Departments, and Centers

- John L. Grove College of Business
 - Ranked by *US News & World Report* for undergraduate and graduate programs.
 - Ranked by the *Princeton Review* as one of the best business schools in the nation in *The Best 296 Business Schools: 2015 Edition* annual publication.
 - SU's online MBA program named in top 100 distance education MBA programs by *U.S. News & World Report*.
 - Human Resource MBA ranked the HR undergraduate program #10 in the nation.
 - Ranked most recently 18th in pass rates for first time takers of the CPA examination among the 265 institutions in the mid-sized school category.

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

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Other Areas of Distinction *(Continued)*

- WEDnetPA partner since 1999 with invoicing of more than \$7.4 million on behalf of regional companies, which trained 29,783 employees using WEDnetPA funding.
- Office of Professional, Continuing, and Distance Education provides access to innovative and flexible credit and non-credit opportunities online and off-campus in response to individual, community, and professional needs. Established in FY98/99; became fully self-supporting unit in FY11/12; have achieved an average annual profit margin of \$749,479 since FY08/09.
- Juvenile/Criminal Justice Distinction
 - The Department of Criminal Justice in 2015 received certification of its undergraduate program from the Academy of Criminal Justice Sciences (ACJS), becoming just the sixth such program in the country to earn the accolade. SU is the only university in Pennsylvania's State System of Higher Education to hold certification of its bachelor's degree program in criminal justice.
 - Established in 1982, the Center for Juvenile Justice Training and Research (CJJT&R) at Shippensburg University is regarded as the state and nationally recognized training, education, and research center for juvenile justice in Pennsylvania.
- Watershed Research Expertise
 - William Penn Foundation – In 2014, a \$1 million grant was awarded to SU Geography/Earth Science faculty Drs. Claire Jantz and Scott Drzyzga to study and map land use impacts on the Delaware Valley river basin and watershed.
 - Chesapeake Watershed Collaborative Eco-studies Unit - In February 2012, Shippensburg University was approved as a new member in the Chesapeake Watershed Cooperative Ecosystem Studies Unit (CW-CESU). CESUs bring together scientists at academic and non-profit institutions with resource managers at participating federal agencies to work together on collaborative, applied projects across multiple disciplines. As part of the CW-CESU, SU faculty and staff can now easily partner with federal agencies on funded projects that address immediate management or monitoring needs.
- Reading Recovery Center: Shippensburg is one of twenty-three university Reading Recovery training centers in Canada and the United States and serves school districts in Maryland, Virginia, West Virginia, and Pennsylvania. SU shares in a \$46 million federal grant to expand the program between 2011 and 2015. Ohio State University is the lead partner, with SU being one of 14 sub-recipients.
- STEM-UP PA: The Science, Technology, Engineering, Math-University Partnership for the Advancement of Academic Women in Pennsylvania (STEM-UP PA) is an approximately \$750,000 four-year grant project sponsored by the National Science Foundation (NSF). STEM-UP PA is a collaborative program whose partners include Shippensburg University (lead institution), Harrisburg University of Science and Technology, Elizabethtown College, and the Innovation Transfer Network (ITN). STEM-UP PA identifies barriers and best practices for women faculty's advancement, educating faculty and administrators on gender equity issues, developing a mentoring program, and offering professional development and support networks for female STEM academics.
- Educational Leadership Center: This center focuses on supporting the work of educational leadership faculty in tandem with assisting public schools and the Pennsylvania Department of Education in developing leadership and instructional practices for today's classrooms.
- School Study Council: The Shippensburg University School Study Council, in cooperation with the Department of Educational Leadership and Special Education, is a consortium of school districts, vocational-technical schools, and intermediate units working with the university to improve instruction, communication between educational agencies, and to offer quality programs and services that enhance professional development for education personnel in the region. Shippensburg University has supported the council since 1986 and continues to support it through its resources and personnel.
- Small Business Development Center: The SBDC serves Adams, Cumberland, Franklin, and York counties. Housed within the John L. Grove College of Business, the Shippensburg University SBDC joined the Pennsylvania network of Small Business Development Centers (PASBDC) in January 2007.
- Shippensburg University Fashion Archives and Museum (SUFAM): SUFAM has a nationally known historic costume collection valued at nearly \$750,000. Shippensburg University is the only school in the PASSHE system having a museum and archive approaching the quality and quantity of this collection. SUFAM advances the hands-on education of students, serving as a campus resource for students through internships, research opportunities, and classroom projects across many departments. It also provides public access to the collection through its new home in the Davis House.

SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA

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University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

The following proven strengths and capacities will position Shippensburg University for the next 3 years and beyond as the university approaches its sesquicentennial:

1. **Faculty:** The university's most significant investment has been in its outstanding faculty whose exceptional credentials, accomplishments, and participation in shared governance position the university for greater success around other core capabilities
2. **Planning and Budgeting:** Over the past five years, Shippensburg University has 1) developed and implemented its first Academic Master Plan (AMP); 2) revitalized the University Strategic Planning Council (USPC); 3) created an Athletic Facilities Master Plan; and 4) enhanced the role of the University's Planning and Budget Council.
3. **Refining and Developing Academic Programs:** Despite the financial challenges of this decade, Shippensburg University's faculty and administration have worked to refine existing academic programs and to develop new programs that are unique within PASSHE. In addition to initiatives by individual departments and across disciplines, Shippensburg University has taken significant steps forward in revisiting its General Education Program.
4. **Rebuilding Campus Infrastructure:** Shippensburg University has been physically transformed over the past five years with major building initiatives that position the institution for the future. The campus has witnessed the construction and occupancy of six new residence halls. Within these new residence halls, nine (9) living-learning communities (LLCs) have been established for students. Major renovations and additions have been completed on Huber Arts Center, the Ceddia Union Building, and the Ezra Lehman Memorial Library. Each of these renovations or additions was deliberately designed to provide more spaces for student collaboration. In addition to these capital improvements, a master plan for athletic facilities was completed, and a feasibility study for renovating Franklin Science Center is underway. Finally, the University is upgrading its heating and cooling systems. It has been estimated that the University will save approximately \$330,000 per year in electricity costs, as well as make a significant reduction in its carbon footprint.
5. **Establishing and Enhancing Best Practices in Higher Education:** Shippensburg University has continued its long-standing traditions of promoting best practices in higher education. In addition to refining assessment processes, Shippensburg has completed various initiatives to enhance its position; these include: 1) undertaking the Center for Urban Education Equity Scorecard project; 2) reviewing policies and practices to enhance transfer-student friendliness; 3) hiring a new Associate Vice-President for Enrollment Management; 4) implementing information security and risk assessment plans for all units; and 5) developing clearer search processes for faculty and administrative positions.
6. **Embarking on a New Comprehensive Campaign:** In October 2012, the Shippensburg University Foundation launched a comprehensive campaign: *Charting the Course, Lighting the Way*. The ambitious campaign focuses on three key areas for contributions: people, programs, and places. Continuing its history of providing scholarship funds, the campaign emphasizes the need for additional resources to keep a Shippensburg education within the reach of many in our region. To date, *Charting the Course, Lighting the Way* has well exceeded its \$45 million goal.

University Strengths and Opportunities (Continued)

Opportunities

Promoting Collaborative Arrangements

Shippensburg University should continue to leverage its reputation for academic excellence by expanding collaborative arrangements within its walls, within PASSHE, and with other institutions, businesses, and the community.

At the University level, embracing interdisciplinary programs will be essential to strengthen educational offerings. The newly-established major in International Studies and the minor in Disability Studies can serve as models for inter-departmental/inter-college cooperation. One possible new program that can bring greater academic recognition to Shippensburg could be the creation of an undergraduate forensic science major that promotes collaboration between the Departments of Chemistry, Criminal Justice, and Accounting/Management Information Systems and a regional crime laboratory.

Beyond developing new academic programs, stronger links between the Divisions of Academic Affairs and Student Affairs can support Shippensburg's core values and promote community engagement. The Community Engagement Task Force proposed the development of the Center for Engagement, Service and Learning. This center, now established, is designed to integrate the efforts of the Divisions of Academic and Student Affairs in promoting service learning and civic engagement. This initiative while in its infancy holds great promise to strongly support the University's continued integration of best practices in higher education into its programs.

Outside of the University, creating new partnerships with corporations in our region to help meet their workforce needs will be crucial to the University and community. Shippensburg is fortunate that two global corporations (Volvo and Proctor & Gamble) are developing facilities within five miles of campus. Establishing programs through which our students and faculty can work with corporate partners is a win-win situation. Additionally, Shippensburg needs to continue to capitalize on its venue, the H. Ric Luhrs Performing Arts Center (LPAC). Since its opening in 2006, the number of shows and seats sold has increased significantly. A regional economic impact survey was recently commissioned by the LPAC; the results will undoubtedly show the benefits to the region of the facility and the need to promote it more widely.

Recognizing and Embracing New Ideas in Higher Education

While maintaining its traditions, Shippensburg University is poised to embrace new initiatives in higher education, particularly those related to undergraduate research, community engagement, and distance education.

The University was pleased when PASSHE included undergraduate research as one of its performance indicators based upon our recommendation. Increased attention to undergraduate research has been one of the University's most visible high-impact practices. The external review by the Council on Undergraduate Research (CUR) provided the campus with recommendations about growing the numbers of undergraduate students involved in research, including centralizing coordination of the undergraduate research program (now housed in the Institute for Public Service) and encouraging greater faculty participation. The Celebration of Student Research now called Minds@Work, held each April, provides undergraduate and graduate students from all disciplines the opportunity to present their original research or performance. In addition showcasing their work during the April event, students are encouraged to seek internal grant funding for their projects and to present their research at regional discipline-specific conferences.

With coordination, support, and leadership by the Office of Professional, Continuing, and Distance Education (PCDE), Shippensburg continues working to increase its distance education offerings, via both online and off-campus locations. The University reorganized its instructional design staff over the last academic year; these changes promise to provide additional support for faculty in the development and reconfiguration of courses using new pedagogical approaches supported through online delivery systems. This support is critical as the number of faculty who have taught one or more online courses increased by 64% in the last two fiscal years.

University Strengths and Opportunities *(Continued)*

Opportunities *(Continued)*

Shippensburg University has made significant progress in the past five years in expanding access to higher education and meeting the needs of adult, part-time, working, non-traditional students. This progress is demonstrated in the growth of online and off-campus programming and capacity. This growth has included the creation of three new programs (the online MBA, the post-baccalaureate certificate in Supply Chain Management, and the Early Childhood Director Credential program), all of which are offered solely in the fully online format, the expansion of off-campus offerings for three existing programs at six off-campus sites, and the conversion of the pilot Winter term to a standard University term.

Furthermore, the average annual number of unique online courses grew 15% from Fiscal Year 2009-2010 through Fiscal Year 2012-2013; the average annual number of duplicated headcount online course enrollments grew 38% over the same period.

University Strengths and Opportunities *(Continued)*

Challenges

Maintaining Shippensburg University's Culture Emphasizing Caring and Quality

Over the past five years, Shippensburg University has faced hard choices. As budgetary pressures are unlikely to ease in the next three academic years due to external constraints, the institution will struggle to make the necessary budget reductions while maintaining the Shippensburg culture, emphasizing both caring and quality. After all, it is that very culture that has sustained Shippensburg and kept it moving forward.

Competing for Undergraduate and Graduate Students

Like other institutions in the Commonwealth of Pennsylvania, Shippensburg University faces a declining number of high school graduates over the next three to five years. At the same time, the traditional-aged student population will become more diverse, with projected growth of Hispanic and Asian/Pacific Islander populations of more than fifty percent. Given the location of the University, these two trends will increase the challenge for Shippensburg to meet its enrollment targets. Thus, the new Strategic Enrollment Plan is critical to this effort.

Filling Administrative, Faculty, and Staff Vacancies

Having administrators, staff, and faculty members who work together to maintain the core values of Shippensburg is extremely important for the institution's future. Shippensburg University has recently faced and successfully met the challenge of filling its presidency, and over the next five years, could possibly face the challenge of filling other senior administrative positions. Furthermore, the institution is poised to see the retirement of a large group of senior faculty members who have been leaders at Shippensburg for more than two decades. Searches for administrators, faculty members, and staff will take significant amounts of time and resources over the next five years.

Recruiting and retaining staff in the technology area remains a challenge as well. The demand for individuals with specialized technical skills has remained strong even through the economic downturn, and the significantly higher salaries offered by business and industry make it difficult to be competitive.

Finally, while search processes have been streamlined, the intangible in filling critical vacancies relates to our first challenge – the institution needs individuals who share the vision and values of Shippensburg University. This is why Shippensburg's commitment to the individuals who work here is critical to its success.

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

University Goals - Strategic Directions

The following four Strategic Directions identify the primary areas upon which the university will be focused in the coming years:

1. Establish recognition for the best undergraduate education in the Mid-Atlantic region. **RELATES TO STATE SYSTEM GOALS 1 AND 4**
2. Achieve recognition for key programs of professional graduate study and research. **RELATES TO STATE SYSTEM GOAL 1 AND 4**
3. Become more inclusive and diverse. **RELATES TO STATE SYSTEM GOAL 2 AND 4**
4. Be a leading community partnership university. **RELATES TO STATE SYSTEM GOALS 3 AND 4**

Strategic Directions: Task Forces' Recommendations

Four task forces were appointed in the initial planning process and charged with focusing on one or more elements of the strategic plan, grouped around the following topics: Regional Partnerships; the Learning Community; the Facilities Master Plan; and Marketing and Recruitment. Each task force identified barriers and issues that must be addressed in order for the University to move ahead. The recommendations of each task force are summarized as follows:

Regional Partnerships – RELATES TO STATE SYSTEM GOALS 3 AND 4

This task force emphasized the need for a market survey and environmental scan to determine how the University is currently perceived. The group identified a need to develop an expanded faculty reward structure and suggested the establishment of a Regional Partnership Advisory Council as a mechanism for providing continued direction for outreach efforts. The Task Force urged consideration of:

- a. A centralized clearinghouse for information on what programs are available;
- b. Support for new and existing Centers of expertise;
- c. Support and expansion of external degree programs and distance education;
- d. Establishment of partnerships with area school districts; and
- e. Promotion of diversity through regional and international programs/partnerships.

Facilities Master Planning – RELATES TO STATE SYSTEM GOAL 3

This task force considered how best to connect the University's Strategic Plan with the master facility plan. Given that the Vision suggests that some growth is likely to occur but allows for some students options. The task force suggested a consulting group be employed to assist in developing a Master Plan that includes:

- a. Evaluation of current capacity;
- b. Assessment of existing facilities;
- c. Coordination and partnership with the community;
- d. Maintenance of the existing academic core, with support services on the periphery and with expansion either on existing grounds or as close to the core as possible;
- e. Establishing a plan to address funding needs for building, renovation, and staffing.
- f. To be served in off-campus programs, the task force urged a flexible Master Plan that would allow a number of future

Strategic Goals (Continued)

University Goals (Continued)

The Learning Community – RELATES TO STATE SYSTEM GOALS 1 AND 2

This task force focused on three areas -- provision for student support needed to advance the Vision, readiness of the organization for change, and curricular and co-curricular changes required. It made the following recommendations:

1. Services to students should be enhanced by:
 - a. Expanding support service hours;
 - b. Diversifying delivery of academic programs in terms of time and place and develop standards to ensure quality;
 - c. Expanding outreach and services to non-traditional students;
 - d. Diversifying social activities to meet changing needs of students; and
 - e. Creating a "Virtual Student Center" to allow 24 hour access to selected, online services.
2. The organizational readiness for change can be enhanced by:
 - a. Enhancing campus awareness of the diverse needs of the student population; and
 - b. Developing proactive strategies to increase diversity in the campus workforce.
3. Curriculum and co-curriculum can be strengthened by:
 - a. Developing activities in support of Service Learning;
 - b. Developing a Freshman Year Experience for all first year students;
 - c. Assessing, improving, and expanding programs to meet the diverse needs of students; and
 - d. Strengthening the connection between the curriculum and diversity goals.

Marketing and Recruitment – RELATES TO STATE SYSTEM GOALS 2 AND 4

This task force focused on identifying and evaluating existing marketing efforts, exploring existing markets and the University's positioning in them, and identifying costs and potential benefits associated with engaging in a structured marketing research effort. The task force found "huge inconsistencies in messages being sent to various publics" and significant inefficiencies. They also identified a serious lack of information to guide development of a coherent marketing message and strategy. Therefore, they offered the following recommendations:

1. The University should perform an environmental scan;
2. A specific plan should be developed and a brand platform and visual identify should be tested; and
3. A plan should be developed to guide the University's long range marketing effort.

SHIPPENSBURG 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	24.3%	24.8%	22.3%	23.4%	23.6%	23.0%	23.0%
New Transfers	6.3%	5.9%	5.5%	6.0%	5.4%	5.5%	5.5%
Veterans	2.0%	2.0%	2.1%	2.2%	2.3%	2.4%	2.4%
Adult Learners	5.9%	5.7%	5.8%	5.6%	5.7%	5.6%	5.6%
Total Undergraduate Enrollment	7,047	7,066	6,654	6,493	6,246	6,058	6,058
Graduate Headcount Enrollment							
Master's	1,011	917	871	878	873	873	873
Research Doctorate	N/A	N/A	N/A	N/A	N/A	15	30
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	1,011	917	871	878	873	888	903
Certificates, Letters of Completion, Nondegree students							
	268	200	199	177	236	220	220
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	0	18	70	70	158	160	160
Traditional (On Campus)	8,049	7,886	7,338	7,144	6,889	6,680	6,680
Off Campus	197	226	193	191	354	360	360

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	73.8%	70.5%	68.1%	71.4%	73.9%	72.0%	73.0%
Third Year Persistence	61.7%	64.3%	61.7%	58.6%	60.3%	59.0%	60.0%
Fourth Year Persistence	58.8%	58.6%	60.8%	59.1%	59.0%	58.0%	59.0%

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)	37.1%	37.2%	40.0%	40.6%	41.0%	41.0%	42.0%
Six Year (or less)	59.5%	57.2%	54.8%	55.0%	52.6%	53.0%	54.0%
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)							

SHIPPENSBURG 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	1,634	1,810	1,750	1,650	1,625	1,625
Undergraduate Degrees per 100 FTE	19.5	20.7	22.8	22.8	22.0	22.0
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	51.0%	47.4%	47.3%	42.1%	48.3%	48.0%
Non-Pell Recipient Graduation Rate	63.0%	59.4%	56.9%	58.2%	57.3%	58.0%
Underrepresented Minority Graduation Rate	36.0%	35.3%	41.5%	40.8%	40.4%	41.0%
Non-Underrepresented Minority Graduation Rate	62.0%	60.3%	56.4%	58.3%	57.3%	58.0%
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	29.0%	31.7%	31.5%	33.3%	33.0%	33.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	10.7%	16.2%	19.3%	19.3%	19.0%	19.0%
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	13.3%	14.4%	15.9%	16.4%	17.0%	18.0%
Female Faculty	42.4%	42.6%	43.5%	42.3%	43.0%	44.0%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Student Learning Assessment						
Critical Thinking - Value Added Score			Proficient	Proficient	Proficient	Proficient
Critical Thinking - Senior Score			1,160	1,160	1,160	1,180
Closing the Transfer Achievement Gaps - 6 Year Graduation Rates						
Pell Transfer Graduation Rate	62.0%	64.6%	57.9%	48.2%	59.0%	62.0%
Non-Pell Transfer Graduation Rate	64.0%	64.5%	69.3%	63.2%	64.0%	68.0%
Underrepresented Minority Transfer Graduation Rate	38.0%	41.7%	51.9%	46.2%	50.0%	52.0%
Non-Underrepresented Minority Transfer Graduation Rate	66.0%	67.0%	69.1%	61.9%	63.0%	65.0%
Faculty Career Development						
Percentage of Nonmajority Faculty who are Associate Professors	44.6%	45.2%	42.6%	45.5%	46.0%	46.0%
Percentage of Female Faculty who are Associate Professors	37.7%	42.5%	43.5%	42.5%	44.0%	44.0%
Percentage of Total Faculty who are Associate Professors	34.6%	38.3%	37.9%	39.0%	39.0%	39.0%
Percentage of Nonmajority Faculty who are Full Professors	24.9%	28.6%	29.8%	29.0%	28.0%	28.0%
Percentage of Female Faculty who are Full Professors	26.9%	29.1%	26.0%	29.0%	29.0%	29.0%
Percentage of Total Faculty who are Full Professors	32.5%	35.6%	35.2%	35.0%	35.0%	35.0%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	30.0%	34.0%	38.4%	39.0%	39.0%	39.0%
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	9.5%	14.0%	12.3%	15.0%	15.0%	15.0%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Undergraduate Research						
Number of Undergraduates participating in Research		355	397	351	339	345
Percentage of Students who Worked on a Research Project with a Faculty Member Outside of Course or Program Requirements		16.2%	31.8%	31.8%	28.0%	28.0%

SHIPPENSBURG 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		1
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		3
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years		300%
Associate Degree Programs		
Total Number of Associate Programs		N/A
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		46
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		32
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		70%
Master's Degree Programs		
Total Number of Master's Programs		17
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		17
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		100%
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
Letters of Completion and Certificates		
52.0203	Advanced Supply Chain and Logistics Management - Certificate	Online
52.0203	Supply Chain and Logistics Management - Letter of Completion	Online
15.1601	Nanotechnology	N/A

Reorganized Programs for 2013/14

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

SHIPPENSBURG 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
	N/A	

Programs Discontinued for 2013/14

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

SHIPPENSBURG 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		
52.0701	BSBA in Entrepreneurship	
Master's Degree Programs		
09.0102	MED in Literacy Studies	

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>
Doctorate Degree Programs		
42.2803	EdD in Professional Counseling	
52.0201	DBA in Business	

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

SHIPPENSBURG 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	\$40.0	\$40.0	\$40.1	\$39.9	\$38.6	\$38.6
Undergraduate Out-of-State Tuition	5.4	6.1	6.3	6.3	6.3	6.3
Graduate In-State Tuition	6.1	5.9	6.2	6.3	6.3	6.3
Graduate Out-of-State Tuition	1.0	1.1	1.3	1.3	1.3	1.3
TOTAL TUITION REVENUE	\$52.5	\$53.2	\$53.9	\$53.8	\$52.5	\$52.5
Total Fees	11.4	11.5	11.9	11.7	11.6	11.6
State Appropriations	28.0	28.2	28.5	28.4	28.1	28.1
All Other Revenue	4.7	4.5	4.5	4.5	4.5	4.5
Planned Use of Carryforward	3.0	0.0	2.9	2.9	4.7	4.7
Total E&G Revenue/Sources	\$99.6	\$97.4	\$101.8	\$101.3	\$101.4	\$101.4
E&G Expenditures/Transfers						
Total Salaries and Wages	\$56.1	\$56.4	\$56.4	\$56.6	\$57.0	\$57.0
Total Benefits	23.3	25.1	26.1	25.4	28.2	30.2
TOTAL PERSONNEL EXPENDITURES	\$79.5	\$81.5	\$82.5	\$82.0	\$85.2	\$87.2
Financial Aid	1.4	1.5	1.5	1.5	1.5	1.5
Utilities	1.9	1.7	1.5	1.5	1.5	1.5
Services & Supplies	12.8	13.4	13.0	13.0	13.3	13.3
Capital Expenditures	1.5	1.2	1.2	1.2	1.2	1.2
Mandatory Transfers	1.7	1.7	1.7	1.7	1.7	1.7
Nonmandatory Transfers	0.8	0.3	0.4	0.4	0.4	0.4
Total E&G Expenditures/Transfers	\$99.6	\$101.1	\$101.8	\$101.3	\$104.8	\$106.8
Total E&G Revenue/Sources less Expenditures/Transfers	\$0.0	\$(3.8)	\$0.0	\$0.0	\$(3.4)	\$(5.4)
Annualized FTE Enrollment						
Undergraduate In-State	5,965.00	5,776.73	5,656.70	5,496.00	5,296.00	5,296.00
Undergraduate Out-of-State	426.31	466.94	484.53	470.10	470.10	470.10
Graduate In-State	589.62	551.71	568.39	575.50	575.50	575.50
Graduate Out-of-State	70.42	73.29	83.78	87.80	87.80	87.80
Total Annualized FTE Enrollment	7,051.35	6,868.67	6,793.40	6,629.40	6,429.40	6,429.40
E&G Annualized FTE Employees						
Faculty	342.12	367.40	354.40	354.40	354.40	354.40
AFSCME	233.00	226.00	221.00	221.00	221.00	221.00
Nonrepresented	90.00	98.50	97.50	97.50	97.50	97.50
SCUPA	29.71	29.54	31.54	31.54	31.54	31.54
All Other	36.45	35.70	35.70	35.70	35.70	35.70
E&G Annualized FTE Employees	731.28	757.14	740.14	740.14	740.14	740.14
Total Annualized FTE Employees	819.53	847.14	830.84	830.84	830.84	830.84

SHIPPENSBURG 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:			
Expanded institutional student aid program	\$250,000		\$100,000
Continuing investment in instructional technology	\$295,868	\$295,868	\$295,868
Continuing investment in faculty professional development and accreditation	\$540,000	\$540,000	\$540,000
Marketing Initiative			\$272,500
Web Redesign Initiative/Web Content Writer Position		\$67,000	\$221,000
Enrollment Management-New Position and Reorganization		\$158,000	\$164,000
Admissions Counselors-Out of State/Graduate	\$128,400	\$122,200	\$188,800
Report Writer/Technical Specialist-Registrar's Office	\$72,900	\$74,500	\$80,100
Transfer & Outreach Services Coordinator			\$75,900
Coordinator Distance Ed Compliance		\$61,200	\$62,600
Communications Director	\$33,700	\$62,900	\$63,600
Education Advisory Board-Student Success Collaborative		\$412,500	
Computer Engineering/Exercise Science/Accounting Faculty Positions		\$331,000	\$345,000
Deferred Maintenance Projects	\$1,119,600	\$1,082,200	\$672,600
Franklin Science Center Feasibility Study	\$150,000		
Renovation of Electrical and Telecommunications Distribution System			\$2,800,000
Total	\$2,590,468	\$3,207,368	\$5,881,968
Sources of Funds for Reinvestment:			
Carryforward - Unrestricted Net Assets	\$1,809,600	\$2,365,700	\$4,630,100
Personnel Savings	\$674,268	\$485,068	\$881,568
Administrative Reorganization	\$106,600	\$356,600	\$370,300
Total	\$2,590,468	\$3,207,368	\$5,881,968

SHIPPENSBURG 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	\$12.6	\$12.9	\$13.1	\$12.9	\$13.2	\$13.5
Housing Fees	7.7	6.3	2.7	2.4	4.0	4.0
Privatized Housing	1.6	2.6	5.1	5.2	5.4	5.5
Other Auxiliary Sales	6.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	(0.8)	6.1	9.2	9.0	6.0	6.1
Total Auxiliary Revenue/Sources	\$27.2	\$28.0	\$30.2	\$29.5	\$28.6	\$29.1
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$4.3	\$4.4	\$4.5	\$4.5	\$4.6	\$4.6
Total Benefits	2.3	2.5	2.7	2.7	3.0	3.3
TOTAL PERSONNEL EXPENDITURES	\$6.6	\$6.8	\$7.2	\$7.2	\$7.6	\$7.9
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	1.7	1.3	1.3	1.3	1.4	1.4
Services & Supplies	11.7	12.3	12.8	12.8	12.8	13.0
Capital Expenditures	0.1	0.0	0.0	0.0	0.0	0.0
Transfers	7.1	6.9	8.8	8.2	6.8	6.8
Total Auxiliary Expenditures/Transfers	\$27.2	\$27.3	\$30.2	\$29.5	\$28.6	\$29.1
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$0.0	\$0.6	\$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	\$10.6	\$10.8	\$11.1	\$11.1	\$11.2	\$11.2
State Grants & Contracts	7.6	8.5	8.7	8.7	8.8	8.8
Private Grants & Contracts	0.0	1.2	1.0	1.0	1.1	1.1
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	0.7	(0.2)	0.0	0.0	0.0	0.0
Total Restricted Revenue	\$18.9	\$20.3	\$20.8	\$20.8	\$21.1	\$21.1
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$0.9	\$1.0	\$1.0	\$1.0	\$1.0	\$1.0
Total Benefits	0.3	0.3	0.4	0.4	0.4	0.4
TOTAL PERSONNEL EXPENDITURES	\$1.2	\$1.3	\$1.3	\$1.4	\$1.4	\$1.4
Financial Aid	15.6	16.3	16.7	16.7	16.9	16.9
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	2.3	2.7	2.7	2.7	2.8	2.8
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	0.0
Transfers	(0.3)	0.0	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	\$18.9	\$20.4	\$20.8	\$20.8	\$21.1	\$21.1
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.0)	\$0.0	\$0.0	\$0.0	\$0.0
Total University Revenue	\$145.7	\$145.6	\$152.7	\$151.6	\$151.1	\$151.6
Total University Expenses	\$145.7	\$148.8	\$152.7	\$151.6	\$154.5	\$157.0
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$0.0	\$(3.2)	\$0.0	\$0.0	\$(3.4)	\$(5.4)

SHIPPENSBURG 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	2,368	2,458	2,532	2,532
Total Cost In-State Undergraduate Off Campus or At Home	\$9,154	\$9,448	\$9,774	\$9,774
Most Common Room and Board Rates	6,990	7,660	10,694	11,002
Total Cost In-State Undergraduate On Campus	\$16,144	\$17,108	\$20,468	\$20,776
Out-of-State Undergraduate				
Tuition (Most Common)	\$14,464	\$14,900	\$15,346	\$15,346
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	2,368	2,458	2,532	2,532
Total Out-of-State Undergraduate Off Campus or At Home	\$17,374	\$17,916	\$18,520	\$18,520
Most Common Room and Board Rates	6,990	7,660	10,694	11,002
Total Cost Out-of-State Undergraduate On Campus	\$24,364	\$25,576	\$29,214	\$29,522
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)	98	102	105	105
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$381	\$393	\$407	\$407
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$603	\$621	\$639	\$639
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	98	102	105	105
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$724	\$746	\$771	\$771
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)	\$102	\$106	\$109	\$109
Total Cost Per Credit In-State Graduate Student Living Off Campus or At Home	\$552	\$569	\$587	\$587
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)	\$102	\$106	\$109	\$109
Total Cost Per Credit Out-of-State Graduate Student Living Off Campus or At Home	\$777	\$800	\$826	\$826

SHIPPENSBURG 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</i>		
Academic Support/Instructional Support Fee	\$30	\$724
Activity Fee	\$22	\$528
Comprehensive Health Fee	\$14	\$330
Student Union/Recreation Center Fee	\$24	\$580
Recreation Fee	\$15	\$370
Other: _____		
<i>Out-of-State</i>		
Academic Support/Instructional Support Fee	\$30	\$724
Activity Fee	\$22	\$528
Comprehensive Health Fee	\$14	\$330
Student Union/Recreation Center Fee	\$24	\$580
Recreation Fee	\$15	\$370
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$4,440
Maximum	\$4,440
Most Common (double occupancy, community bathroom)	\$4,440
<i>All Other Housing</i>	
Minimum	\$5,080
Maximum	\$9,240
Most Common (2-person, 1 bedroom, semi-suite)	\$7,284

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	75/semester	\$2,024
Maximum	Unlimited/semester	\$4,390
Most Common (15 meals per week + \$250 flex)	15	\$3,410

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Orientation		\$150
Parking		\$75
Graduation		\$25
Application		\$45
Bad check fee - per check		\$35
Credit by Exam - per exam		\$80
Placement Retesting fee - per retake		\$10
Field Placement Fee - per semester		\$100
Off Campus Support fee - per credit	\$10	
Health Center Visit Fee - per visit		\$20
Counseling Center Missed Appt fee - per appt		\$25
Late Payment Fee - per event		\$100
Miller Analogies Test - per test		\$80

SHIPPENSBURG 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	447	514	480
Average Award	\$4,347	\$3,964	\$4,155
Total Dollars Awarded	\$1,943,263	\$2,037,647	\$1,990,455
% of Undergraduate Students Receiving Aid	6%	8%	7%
<i>Pennsylvania State Grants</i>			
# of Students	2,218	2,182	2,216
Average Award	\$2,704	\$2,865	\$2,682
Total Dollars Awarded	\$5,997,806	\$6,252,114	\$5,942,795
% of Undergraduate Students Receiving Aid	32%	32%	35%
<i>Pell Grants</i>			
# of Students	2,153	2,136	2,084
Average Award	\$3,702	\$3,858	\$3,921
Total Dollars Awarded	\$7,970,658	\$8,240,260	\$8,206,400
% of Undergraduate Students Receiving Aid	31%	31%	33%
<i>All Other Gift Aid**</i>			
# of Students	1,620	1,504	1,562
Average Award	\$2,752	\$2,774	\$2,762
Total Dollars Awarded	\$4,458,332	\$4,172,525	\$4,315,428
% of Undergraduate Students Receiving Aid	23%	22%	23%
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	3,767	3,665	3,716
Average Award	\$5,408	\$5,648	\$5,528
Total Dollars Awarded	\$20,370,059	\$20,699,721	\$20,534,890
% of Undergraduate Students Receiving Gift Aid	54%	54%	54%
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	168	178	173
Total Dollars Awarded	\$715,254	\$716,716	\$715,985
% of Graduate Students Receiving Assistantships	13%	14%	14%
<i>Graduate Tuition Waivers</i>			
# of Students	181	189	185
Total Dollars Awarded	\$1,249,750	\$1,285,114	\$1,267,432
% of Graduate Students Receiving Waivers	14%	15%	14%

*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

SHIPPENSBURG 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	5,125	4,922	4,622
Average Loan	\$8,406	\$8,847	\$9,111
Total Dollars Loaned	\$43,078,494	\$43,545,032	\$42,113,899
% of Undergraduate Students Receiving Loans	73%	72%	74%
Graduate Loans (all known)			
# of Students	362	403	397
Average Loan	\$13,031	\$12,330	\$13,452
Total Dollars Loaned	\$4,717,194	\$4,969,030	\$5,340,402
% of Graduate Students Receiving Loans	28%	32%	38%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	78%	81%	80%
Average Amount of Debt (of those graduating with debt)	\$27,661	\$29,437	\$29,988
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	5.7%		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	\$9,448	\$10,084	\$1,242	\$3,272	\$24,046
In-State Undergraduate Off Campus, Living at Home	\$9,448	\$0	\$1,242	\$3,812	\$14,502
Out-of-State Undergraduate On Campus	\$17,916	\$10,084	\$1,242	\$3,276	\$32,518
Out-of-State Undergraduate Off Campus, Living at Home	\$17,916	\$0	\$1,242	\$3,816	\$22,974

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	756	\$13,866	\$295	\$9,153	\$8,697
\$30,001 - \$48,000	510	\$14,748	\$1,496	\$7,938	\$8,585
\$48,001 - \$75,000	752	\$17,589	\$4,391	\$5,033	\$8,888
\$75,001 - \$110,000	999	\$19,160	\$5,741	\$3,674	\$10,286
\$110,001 and Above	1,065	\$19,404	\$5,657	\$3,666	\$9,243

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:



CHEYNEY 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.

Our Mission

Established in 1837, Cheyney University of Pennsylvania cherishes its legacy as America's oldest historically black institution of higher education. Our mission is to prepare confident, competent, reflective, visionary leaders and responsible citizens. We uphold our tradition of academic excellence as we maintain our historical commitment to opportunity and access for students of diverse backgrounds. Cheyney University provides a nurturing, intellectually challenging and socially enriching environment.

CHEYNEY UNIVERSITY OF PENNSYLVANIA
2014/2015 ACTION PLAN

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.

Our Vision

Cheyney University will be recognized as a premier Historically Black College or University (HBCU) for the 21st century, whose graduates are respected members of their communities throughout the Commonwealth of Pennsylvania, nation and the world. Cheyney University graduates will be a diverse group of local, national, and international students, who will apply the knowledge and skills gained from our rigorous and challenging academic programs to the advancement of the nation and global community. We will continue to be a valuable resource contributing to the intellectual, social, economic, and cultural development of the Greater Philadelphia region, the Delaware Valley, and beyond.

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.

Our Strategy

Cheyney University will achieve its vision and mission through a number of strategies aligned to support the strategic goals of the institution.

Cheyney University is the oldest HBCU in the nation. As such, the University's primary market continues to be African Americans and other underrepresented minorities. The University will continue to increase its efforts to attract students of all races, while enhancing its position as a leading producer of African American graduates. This will require innovative recruitment strategies that are in alignment with academic program offerings designed to attract high-quality students as well as enhanced processes to increase admissions-to-enrollment yield rates. A sharpened focus on retention and student progression is a necessity to increase graduation rates and employment outcomes. The University also seeks to enhance its customer services and its business operations to promote efficiency and compliance with all internal and external regulatory requirements. Although the University has realized some efficiencies, additional cost cutting and collaboration will be necessary to enable implementation of significant and substantial change at Cheyney University. In order to create transformational change, additional funds are essential. To help support these initiatives, the University will do its share in raising external funds.

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.

Social & Behavioral Sciences

Undergraduate academic majors in Social Relations, Political Science, Psychology, and Public Administration within the construct of social and behavioral sciences is a hallmark for Cheyney University.

A leading producer of Bachelors' degrees for the University, the Social Relations Program (concentrations in Criminal Justice and Sociology), provides students with a broad liberal arts background to prepare students for graduate training in a number of different areas and forms a strong base for students to pursue careers in law, law enforcement, justice administration, and other social science related professions.

The Masters in Public Administration, offered solely at the State System @ Center City, Philadelphia, provides access to an applied professional program to those who live and/or work in the greater Philadelphia region. This program aligns well with government and non-profit, which are among the largest employer sectors in Philadelphia.

Business

Undergraduate programs in Business Administration as well as Hotel, Restaurant, and Tourism Management (HRTM) provide opportunities for development of the student as a professional leader. The HRTM program is accredited by the Accreditation Commission for Programs in Hospitality Administration. In the 2014/2015 academic year, 20 HRTM students attended a national professional HRTM conference and were offered jobs or paid internships for the past two years. Cheyney University's department chair Dr. Ivan Turnipseed, is the president-elect of the National Association of Minorities in Hotel, Restaurant, and Tourism Management. Both undergraduate programs are offered on the main campus as well as at the State System @ Center City, Philadelphia.

Biological Sciences

The undergraduate majors in Biology and Marine Biology are centerpieces in the new state-of-the-art Science Center which houses chemistry, biology, physics, and computer laboratories. The Science Center will enable Cheyney University to prepare more students in the STEM disciplines. The Marine Biology program is unique to the System and includes an option for students to study Aquaculture. Students have competed and earned research experiences at the Institute for Marine and Environmental Technology in Baltimore, MD, and at Scripps Institution of Oceanography in San Diego, CA, among others. Biology and Marine Biology majors have the opportunity to study in Wallops Island, VA (Chincoteague Bay Field Station), and the University has the opportunity to offer courses there.

Education

Undergraduate and graduate programs in Early Childhood Education and Early Childhood/Special Education are long-standing areas of strength in preparing teachers and educational leaders to serve in rural and urban schools. Additional graduate areas of study include Educational Leadership.

Other Areas of Distinction

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

Keystone Honors Academy (KHA)

The Keystone Honors Program at Cheyney University is a dynamic educational initiative for academically talented students providing a plethora of academic, social, and personal support services to its members. The goals of the program are consistent with the University's mission and support the University's strategic goals to Strengthen Academic Quality and Excellence and to Advance Student Achievement and Success.

The honors program provides the necessary support to students to maximize their potential to persist and graduate from Cheyney University and does so with a holistic approach to student development. The coveted Keystone Scholarship provides tuition, room, board and fees, laptop computers, and participation in the offerings of the Academy for a limited number of students.

This comprehensive approach to providing support services to our most academically talented students has shown to be particularly effective, having a direct impact on strong graduation rates and student placement in graduate programs and in professional employment. KHA participants have an 82% persistence rate and graduate at a rate that is twice that of the national average for African Americans. There are more than 500 alumni of the Keystone Honors Academy, and they are employed in the public and private sectors, spanning the fields of medicine and health, business, law, education, and public administration.

Entrepreneurial Leadership Center (ELC)

The ELC at Cheyney University was started in 2008 with a funded proposal submitted by the Executive Director of Economic and Workforce Development in conjunction with West Chester University. The initial award from System funds was for three years and the amount awarded to Cheyney University was \$85,619. The initial scope of the ELC at Cheyney University was to provide support to small businesses located in Pennsylvania in an effort to enhance the viability of those companies. In so doing, it was the intent to contribute to the growth of these companies in support of job creation and added revenues for the state of Pennsylvania. Further, the project hoped to encourage students to become interested in entrepreneurship and to consider entrepreneurship as a career option. In 2010, new funding expanded the ELC to include a full time coordinator, student interns, and an Entrepreneurial Lectures Series. With the expanded program, the Cheyney University Business Plan Competition was launched. Additionally, Cheyney University students were supported in their participation in the State System Business Plan Competition.

University Strengths and Opportunities (Within the next 3 years)

Core Capabilities

- Cheyney University's historic ties to Philadelphia and the region in producing graduates for roles in education, public and social services, business, and the sciences holds potential for expanding enrollments and building academic programs at the University and Center City.
- Recent facilities investment (new science building and residence hall) along with restoration of Cheyney's historic quadrangle provide not only an attractive campus, but facilities to meet current and emerging academic programs and services.
- As the nation's oldest historically black university, Cheyney University has the opportunity once again to be a leader in defining the sustainable future for HBCUs in the 21st century. True to its historic founding, its future in providing educational opportunities to diverse populations will enable the University to continue to play an important role in American higher education.

Opportunities

- Ensure academic program offerings meet current and future student and employer demands.
- Enhance retention and graduation rates and grow enrollment.
- Enhance student experience.
- Improve University relations with all constituencies.
- Create fiscal and operational sustainability through collaboration with other universities.

Challenges

- The University is facing a growing operational deficit caused by a decline in enrollment and the loss of state appropriated dollars. Although the University reduced its workforce and cut its discretionary spending, it continues to operate with a growing financial deficit.
- Repayment of the lines of credit extended by the Board of Governors which could reach \$13 million.
- Repayment of funds due to the U.S. Department of Education as a result of the financial aid reconciliation.
- Enrollment of qualified students.

CHEYNEY UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

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

1. Strengthen Academic Quality and Excellence (PASSHE Goal 1. 1, 1.3, 1.4)
 - Create an academic master plan to ensure an academic program array that builds on program quality and current and emerging market demands.
 - Review existing academic degree programs and general education program on productivity, course offerings, faculty resources, and market need.
 - Eliminate under-enrolled programs through program consolidation and closure.
 - Identify and enter additional affiliations such as the recent agreement with LaSalle University, which provides Cheyney University business students the opportunity to be accepted into the MBA Programs at LaSalle University.
 - Identify areas of collaboration with West Chester University where program offerings can be complementary.
2. Advance Student Achievement and Success (PASSHE Goals 2.1-2.4, 3.1, 3.2)
 - Create a strategic enrollment master plan to build enrollment management capacity.
 - Include the brand awareness of Cheyney University, a marketing plan for Cheyney University that clearly articulates its value proposition, a recruitment plan for academically qualified students, and a retention plan to ensure student success.
 - Repair the University's area of access and success, from application process to student graduation.
 - Reconsider the University's admissions policies to minimize the number of students conditionally admitted to the University, and to increase the academic preparation of students admitted into the University. Adhere to admissions policies consistently.
 - Develop a process for the seamless transition for transfer students.
 - Create a learner-focused environment that contributes to student success.
 - Create an effective advisement model for students in undeclared and declared majors.
 - Create retention strategies such as the availability of tutoring/support in foundation and gateway courses, and an early alert system to identify students at risk. Provide additional support to third and fourth year students.
 - Expand Keystone Honors Academy enrollment as a strategy to rebrand Cheyney University around its academic quality.
 - Review the scope of work, staffing and services provided by the "University College", the University's comprehensive retention services program.
 - Prioritize fundraising for student scholarships.
 - Implement a tiered scholarship program for students who perform "with merit".

Strategic Goals (Continued)

University Goals (Continued)

3. Manage and secure fiscal resources and facilities needed to enhance institutional effectiveness
(PASSHE Goals 3.3, 3.4, 4)
- Identify necessary administrative and programmatic reductions.
 - Refine the budget process to ensure the budget is developed in concert with planning. Evaluate low performing units/personnel, establish priorities based on strategic initiatives, and re-direct resources. This process must include the Budget and Priorities Committee and involve input from several divisions. Workforce planning has not involved input from all divisions, causing a breakdown in several key operational areas for the university.
 - Evaluate work-force requirements in all financial, administrative and facilities areas; increase the utilization of university facilities.
 - Increase restricted grants and gifts through private giving; utilize funds efficiently and in line with university planning.
 - Review the outcomes of the Advancement division; refer to the subcommittee report for several recommendations related to performance outcomes and accountability.
 - Develop a plan for the division to include a comprehensive fundraising plan.
 - Improve alumni tracking and expand cultivation efforts.
 - Ensure sponsored research is proactive in identifying grant opportunities that support strategic goals of the University.
 - Review the Title III Grant to ensure alignment with the University's strategic direction.
 - Analyze each business function to determine the most effective delivery method (outsourced, in-sourced to another System university). Examples for review are:
 - Student Health Services.
 - Housing and Dining Hall Services.
 - Fiscal Management Operations.
 - General Administration and Logistical Services – Human Resources, Payroll, Purchasing, Police, Safety, etc.
 - Operations and Maintenance of Plant.
 - Evaluate the athletic program for viability, stability and integrity.
 - Reconsider the university's current status as a Division II program.
 - Ensure compliance with Division II NCAA regulations.
 - Conduct a cost/benefit analysis of each sport.
4. Nurture Human Capital (PASSHE Goal 1)
- Review services provided in the area of human resources and the delivery of professional development opportunities to align customer service and service delivery with the mission of the university (including a nurturing learning environment, an environment focused on student success and development, and civility).
 - Realign the delivery of career services and professional development to maximize the professional success of the students, faculty, and staff at Cheyney University.
5. Cultivate Public Engagement and Citizenship (PASSHE Goals 1.1, 1.3, 2.1-2.4)
- Establish a clearly defined recruitment and marketing plan.
 - Improve the Cheyney University image/brand and enhance the University website.
6. Deploy appropriate technology to enhance teaching and learning, improve support services and business processes (PASSHE Goal 3)
- Continue to outsource student financial aid (Financial Aid Services – FAS), the reinstallation of PowerCampus enterprise software (Ellucian), and explore solutions external to Cheyney with the capacity for effective administrative and support services.
 - Explore other areas of outsourcing (or insourcing to System universities) to improve technical capabilities.

CHEYNEY 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	33.5%	18.5%	26.1%	29.4%	23.2%		
New Transfers	8.3%	4.7%	8.3%	5.3%	6.0%		
Veterans	9.8%	12.9%	11.7%	12.1%	14.2%		
Adult Learners	10.3%	10.9%	12.3%	10.9%	11.4%		
Total Undergraduate Enrollment	1,443	1,102	1,210	1,178	997		
Graduate Headcount Enrollment							
Master's	74	59	60	33	25		
Research Doctorate	N/A	N/A	N/A	N/A	N/A		
Professional Doctorate	N/A	N/A	N/A	N/A	N/A		
Total Graduate Enrollment	74	59	60	33	25		
Certificates, Letters of Completion, Nondegree students							
	69	39	14	1	N/A		
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	N/A	N/A	3	3	N/A		
Traditional (On Campus)	1,485	1,099	1,122	1,068	N/A		
Off Campus	78	65	70	48	N/A		

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	55.6%	45.0%	64.5%	54.3%	54.9%		
Third Year Persistence	41.4%	33.0%	31.4%	42.4%	28.9%		
Fourth Year Persistence	34.5%	34.3%	27.0%	24.8%			

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)	9.4%	11.4%	6.5%	5.3%			
Six Year (or less)	25.7%	22.9%	24.8%	26.1%			
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)							

CHEYNEY 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	168	178	161			
Undergraduate Degrees per 100 FTE	11.5	14.6	13.0			
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	23.0%	23.2%	28.9%			
Non-Pell Recipient Graduation Rate	27.0%	20.7%	15.4%			
Underrepresented Minority Graduation Rate	24.0%	50.0%	40.0%			
Non-Underrepresented Minority Graduation Rate	29.0%	22.4%	25.2%			
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	75.3%	86.3%	78.9%			
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%			
Underrepresented Minority Freshmen	0.5%	3.4%	6.4%			
Underrepresented Minority PA High School Graduates (ages 18-24)	16.0%	16.0%	16.0%			
Faculty Diversity						
Underrepresented Minority Faculty	41.8%	42.6%	47.3%			
Female Faculty	50.6%	51.9%	49.1%			

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Projected	2015/16 Projected	2016/17 Projected
Student Persistence						
From Fall of Freshman Year to Fall of Third Year	44.6%	32.5%	31.4%			
From Fall of Freshman Year to Fall of Fourth Year	34.9%	26.9%	24.8%			
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	10.1%	16.3%	8.7%			
Closing the Transfer Achievement Gaps - 6 Year Graduation Rates						
Pell Transfer Graduation Rate	26.0%	42.5%	48.7%			
Non-Pell Transfer Graduation Rate	30.0%	55.6%	34.5%			
Underrepresented Minority Transfer Graduation Rate	66.7%	50.0%	0.0%			
Non-Underrepresented Minority Transfer Graduation Rate	25.0%	47.6%	42.4%			
Student Diversity						
Undergraduate Pell Grant Recipients	71.1%	78.5%	77.0%			
Nonmajority Students	2.6%	4.5%	10.3%			
Closing the Transfer Access Gaps						
Pell Recipient Transfer	57.0%	78.5%	74.4%			
Low Income PA High School Graduates (ages 18-34)	36.0%	36.0%	36.0%			
Underrepresented Minority Transfers	2.2%	5.2%	7.8%			
Underrepresented Minority PA High School Graduates (ages 18-34)	16.0%	16.0%	16.0%			

CHEYNEY 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		1
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		N/A
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years		N/A
Bachelor's Degree Programs		
Total Number of Bachelor's Programs		16
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		8
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years		50%
Master's Degree Programs		
Total Number of Master's Programs		4
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		1
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years		25%
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
N/A		

Reorganized Programs for 2013/14

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

CHEYNEY 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
Associate Degree Programs		
15.1601	Nanofabrication Technology	N/A

Note: The System Office will populate the section "System Universities with Similar Program" at a later time.

Programs Discontinued for 2013/14

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

CHEYNEY 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 in 5th year
Bachelor's Degree Programs		
	B.S. in Actuarial Science	TBD
	B.S. in Criminal Justice	TBD
Master's Degree Programs		
	M.S. in Biology/Science related field	TBD

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

6-digit CIP	Program Name	Projected Enrollment in 5th year
Bachelor's Degree Programs		
	B.S. in Sports Management	TBD

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

CHEYNEY UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Fiscal Information – 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	\$6.3	\$5.9	\$4.1	\$4.7	\$3.4	\$3.8
Undergraduate Out-of-State Tuition	2.6	2.7	2.9	3.1	2.2	2.5
Graduate In-State Tuition	0.4	0.2	0.3	0.1	0.1	0.1
Graduate Out-of-State Tuition	0.0	0.1	0.0	0.0	0.0	0.0
TOTAL TUITION REVENUE	\$9.4	\$8.9	\$7.4	\$7.9	\$5.6	\$6.4
Total Fees	2.2	2.0	2.6	1.7	1.5	1.5
State Appropriations	12.8	13.1	13.0	13.0	12.8	12.8
All Other Revenue	0.7	0.5	(0.4)	0.4	0.2	0.2
Planned Use of Carryforward	0.0	0.0	7.2	0.0	0.0	0.0
Total E&G Revenue/Sources	\$25.1	\$24.5	\$29.8	\$23.0	\$20.1	\$20.9
E&G Expenditures/Transfers						
Total Salaries and Wages	\$13.4	\$12.5	\$13.1	\$13.6	\$14.3	
Total Benefits	5.4	5.4	5.9	5.8	6.4	
TOTAL PERSONNEL EXPENDITURES	\$18.8	\$17.9	\$19.0	\$19.4	\$20.7	
Financial Aid	0.3	0.4	1.1	1.1	0.9	
Utilities	0.8	1.1	1.2	1.1	1.1	<i>To be determined as sustainability plan is developed</i>
Services & Supplies	6.7	7.8	7.3	7.1	7.5	
Capital Expenditures	0.5	0.1	0.0	0.0	0.0	
Mandatory Transfers	0.5	1.2	1.2	1.2	2.7	
Nonmandatory Transfers	0.4	0.0	0.0	0.0	0.0	
Total E&G Expenditures/Transfers	\$28.1	\$28.5	\$29.8	\$30.0	\$33.0	
Total E&G Revenue/Sources less Expenditures/Transfers	\$(2.9)	\$(4.1)	\$0.0	\$(7.0)	\$(12.8)	
Annualized FTE Enrollment						
Undergraduate In-State	958.22	906.00	609.00	725.97	507.04	580.02
Undergraduate Out-of-State	251.73	250.00	259.00	262.40	183.27	208.92
Graduate In-State	36.38	20.00	31.00	10.75	7.51	8.56
Graduate Out-of-State	2.00	3.00	1.00	3.12	2.18	2.49
Total Annualized FTE Enrollment	1,248.33	1,179.00	900.00	1,002.24	700.00	800.00
E&G Annualized FTE Employees						
Faculty	83.72	94.28	80.63	79.99	79.99	
AFSCME	64.00	48.00	51.50	43.27	43.27	
Nonrepresented	38.80	38.97	41.80	34.20	34.20	<i>To be determined as sustainability plan is developed</i>
SCUPA	9.50	5.50	8.50	7.46	7.46	
All Other	24.49	27.48	29.20	22.84	22.84	
E&G Annualized FTE Employees	220.51	214.23	211.63	187.76	187.76	
Total Annualized FTE Employees	298.03	258.68	264.63	218.76	218.76	

*Expenditures, as reflected March 2015, based on existing expenditure patterns. Expenditure estimates will be revised as Cheyney's sustainability plan is developed and implemented. Includes \$1.3 million repayment of new line of credit. These estimates do not address the pending U.S. Department of Education liability.

CHEYNEY UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Strategic 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
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Strategic Investments:

Over the past several years, the university was challenged to address escalating operating costs in the face of decreasing revenues, brought on by enrollment declines and reductions in state support. Given its enrollment management challenges, the university's fiscal strategies have been centered on re-establishing proper financial aid and enrollment management practices, while maintaining the core functions of the university. The university is in the process of exploring collaborative processes with West Chester University of Pennsylvania in order to reduce costs and improve services. It is also establishing a strategic direction for academic offerings that will allow future realignment of finances with academic strategic priorities.

CHEYNEY UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Fiscal Information – Auxiliary Enterprises, Restricted, and Total 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						
Food Service Sales	\$3.4	\$3.0	\$3.0	\$3.0	\$2.3	\$2.6
Housing Fees	5.1	4.8	4.3	4.3	3.4	3.9
Privatized Housing	0.0	0.0	0.0	0.0	0.0	0.0
Other Auxiliary Sales	0.4	0.0	0.0	0.0	0.0	0.0
All Other Revenue	0.0	0.8	0.8	0.8	0.9	0.9
Total Auxiliary Revenue/Sources	\$9.0	\$8.6	\$8.1	\$8.1	\$6.6	\$7.4
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	\$2.7	\$1.8	\$1.9	\$1.9	\$1.9	
Total Benefits	0.8	0.9	1.2	1.2	1.3	
TOTAL PERSONNEL EXPENDITURES	\$3.5	\$2.7	\$3.1	\$3.1	\$3.2	
Financial Aid	0.0	0.1	0.2	0.2	0.2	<i>To be determined as sustainability plan is developed</i>
Utilities	1.2	0.8	0.7	0.7	0.7	
Services & Supplies	7.3	4.2	4.0	4.0	4.0	
Capital Expenditures	0.0	0.0	0.0	0.0	0.0	
Transfers	3.9	1.0	1.0	1.0	1.0	
Total Auxiliary Expenditures/Transfers	\$15.9	\$8.9	\$9.0	\$9.0	\$9.1	
Total Auxiliary Revenue/Sources less Expenditures/Transfers	\$(6.9)	\$(0.3)	\$(0.9)	\$(0.9)	\$(2.6)	
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	\$13.2	\$8.0	\$5.6	\$5.6	\$7.0	\$7.0
State Grants & Contracts	6.9	4.1	3.7	3.7	4.1	4.1
Private Grants & Contracts	0.0	0.2	0.2	0.2	0.3	0.3
Gifts	0.0	1.0	1.0	1.0	1.2	1.2
All Other Restricted Revenue	0.9	0.5	0.5	0.5	0.6	0.6
Total Restricted Revenue	\$21.0	\$13.8	\$11.0	\$11.0	\$13.3	\$13.3
Restricted Expenditures/Transfers						
Total Salaries and Wages	\$1.8	\$2.3	\$2.4	\$2.4	\$2.5	\$2.5
Total Benefits	0.3	1.0	1.1	1.1	1.1	1.1
TOTAL PERSONNEL EXPENDITURES	\$2.1	\$3.3	\$3.5	\$3.5	\$3.6	\$3.6
Financial Aid	17.2	7.1	5.0	5.0	6.6	6.6
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.7	2.7	2.2	2.1	2.6	2.6
Capital Expenditures	0.0	0.9	0.5	0.5	0.5	0.5
Transfers	(0.0)	0.0	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	\$21.0	\$14.0	\$11.1	\$11.0	\$13.4	\$13.4
Total Restricted Revenue/Sources less Expenditures/Transfers	\$0.0	\$(0.2)	\$(0.1)	\$(0.0)	\$(0.0)	\$(0.0)
Total University Revenue	\$55.1	\$46.9	\$48.9	\$42.1	\$40.0	N/A
Total University Expenses	\$65.0	\$51.4	\$50.0	\$50.1	\$55.5	N/A
REVENUE/SOURCES less EXPENDITURES/TRANSFERS	\$(9.9)	\$(4.5)	\$(1.1)	\$(7.9)	\$(15.5)	N/A

**CHEYNEY UNIVERSITY OF PENNSYLVANIA
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Fiscal Information – 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	1,816	1,816	1,848	1,892
Total Cost In-State Undergraduate Off Campus or At Home	\$8,602	\$8,806	\$9,090	\$9,134
Most Common Room and Board Rates	8,288	11,270	11,252	11,477
Total Cost In-State Undergraduate On Campus	\$16,890	\$20,076	\$20,342	\$20,611
Out-of-State Undergraduate				
Tuition (Most Common)	\$10,608	\$10,928	\$11,254	\$10,230
Technology Tuition Fee	542	558	642	642
University Mandatory Fees	1,816	1,816	1,848	1,892
Total Out-of-State Undergraduate Off Campus or At Home	\$12,966	\$13,302	\$13,744	\$12,764
Most Common Room and Board Rates	8,288	11,270	11,252	11,477
Total Cost Out-of-State Undergraduate On Campus	\$21,254	\$24,572	\$24,996	\$24,241
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)	345	470	469	478
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	\$628	\$761	\$771	\$780
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	\$442	\$455	\$469	\$426
Technology Tuition Fee Per Credit	23	23	27	27
University Mandatory Fees Per Credit (on average)	345	470	469	478
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	\$810	\$948	\$965	\$931
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus				
Tuition per Credit (2014/15 and 2015/16 reflect Center City rate)	\$429	\$442	\$409	\$409
Technology Tuition Fee Per Credit	\$21	\$21	\$24	\$24
University Mandatory Fees Per Credit (on average)			\$78	\$78
Out-of-State Graduate Student Living Off Campus				
Tuition per Credit				
Minimum	\$644	\$663	N/A	N/A
Maximum	\$676	\$696	N/A	N/A
Most Common (2014/15 and 2015/16 reflect Center City rate)			\$613	\$613
Technology Tuition Fee Per Credit	\$31	\$31	\$36	\$36
University Mandatory Fees Per Credit (on average)			\$78	\$78

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

Fiscal Information – University Undergraduate Fees

2014/15

University Undergraduate Mandatory Fees	Part Time per Credit	Full Time Academic Year (30 Credits)
<i>In-State</i>		
Educational Services Fee	\$28	\$672
Activity Fee	\$24	\$568
Health Services	\$8	\$196
Student Center Fee	\$13	\$300
C-Net	\$5	\$112
Other: _____		
<i>Out-of-State</i>		
Educational Services Fee	\$28	\$672
Activity Fee	\$24	\$568
Health Services	\$8	\$196
Student Center Fee	\$13	\$300
C-Net	\$5	\$112
Other: _____		

Notes: The university charges flat fees for part-time students. The above per credit fee estimates are determined by dividing the flat semester fee by 6 to determine an estimated, average per credit rate.

Housing Costs	Full Time Academic Year
<i>Traditional Housing</i>	
Minimum	\$5,008
Maximum	\$6,612
Most Common (Double, Truth or King)	\$5,008
<i>All Other Housing (new residence hall)</i>	
Minimum	\$6,768
Maximum	\$8,200
Most Common (single room - suite for 2 or 3)	\$7,600

Dining Costs	# Meals/Week	Full Time Academic Year
Minimum	5	\$2,242
Maximum	19	\$3,980
Most Common (14 meals/week)	14	\$3,652

Other Optional Fees	Part Time per Credit	Full Time Academic Year
Breakage Fee, First Time Housing Residents		\$153

CHEYNEY UNIVERSITY OF PENNSYLVANIA
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Fiscal Information – Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Gift Aid <i>(include clock hour students)</i>			
<i>Institutional Aid*</i>			
# of Students	684	656	
Average Award	\$1,883	\$2,204	
Total Dollars Awarded	\$1,288,224	\$1,446,103	
% of Undergraduate Students Receiving Aid	49%	51%	
<i>Pennsylvania State Grants</i>			
# of Students	521	548	
Average Award	\$2,791	\$3,073	
Total Dollars Awarded	\$1,454,238	\$1,684,190	
% of Undergraduate Students Receiving Aid	37%	43%	
<i>Pell Grants</i>			
# of Students	1,028	959	
Average Award	\$4,351	\$4,410	
Total Dollars Awarded	\$4,472,783	\$4,229,205	
% of Undergraduate Students Receiving Aid	74%	74%	
<i>All Other Gift Aid**</i>			
# of Students	565	532	
Average Award	\$4,226	\$3,713	
Total Dollars Awarded	\$2,387,751	\$1,975,253	
% of Undergraduate Students Receiving Aid	40%	41%	
<i>Unduplicated Students Receiving Gift Aid</i>			
# of Students	1,216	1,120	
Average Award	\$7,897	\$8,335	
Total Dollars Awarded	\$9,602,996	\$9,334,751	
% of Undergraduate Students Receiving Gift Aid	87%	87%	
Graduate Student Aid			
<i>Graduate Assistantship Stipends</i>			
# of Students	0	0	
Total Dollars Awarded	\$0	\$0	
% of Graduate Students Receiving Assistantships	0%	0%	
<i>Graduate Tuition Waivers</i>			
# of Students	0	0	
Total Dollars Awarded	\$0	\$0	
% of Graduate Students Receiving Waivers	0%	0%	

*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

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Fiscal Information – Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Projected
Undergraduate Loans (all known)			
# of Students	1,155	1,039	
Average Loan	\$8,081	\$8,129	
Total Dollars Loaned	\$9,333,244	\$8,446,284	
% of Undergraduate Students Receiving Loans	83%	81%	
Graduate Loans (all known)			
# of Students	67	37	
Average Loan	\$14,171	\$15,403	
Total Dollars Loaned	\$949,437	\$569,896	
% of Graduate Students Receiving Loans	78%	77%	

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Projected
Bachelor's Degree Recipients			
Percent of Recipients with Debt	N/A	N/A	
Average Amount of Debt (of those graduating with debt)	N/A	N/A	
All Students (undergraduate and graduate)			
Student Loan Default Rate, 3 year--those who defaulted in 2011-2013	26.9%		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	\$8,806	\$9,500	\$2,000	\$2,850	\$23,156
In-State Undergraduate Off Campus, Living at Home	\$8,806	\$2,870	\$2,000	\$2,850	\$16,526
Out-of-State Undergraduate On Campus	\$13,302	\$9,500	\$2,000	\$2,850	\$27,652
Out-of-State Undergraduate Off Campus, Living at Home	\$13,302	\$2,870	\$2,000	\$2,850	\$21,022

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

FY 2013/14 Estimated Net Cost by Family Income					
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	418	\$17,801	\$(1,720)	\$10,339	\$9,020
\$30,001 - \$48,000	131	\$19,235	\$(798)	\$9,375	\$8,576
\$48,001 - \$75,000	64	\$19,815	\$(1,134)	\$9,708	\$8,409
\$75,001 - \$110,000	38	\$21,912	\$745	\$7,876	\$8,955
\$110,001 and Above	22	\$15,214	\$(7,764)	\$16,378	\$7,329

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:

CHEYNEY UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):	CH01 - 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 Cheyney Center City programs, both undergraduate and graduate. Effective Fall 2014.

Changes Made to Pilot since its Approval:

None.

Assessment Criteria:	Prior Year: Fall 2013	Current Year: Fall 2014	Difference
Cohort Access			
Total Cohort Headcount (minus NRA and Unknown)	145	152	7
Headcount Pell Recipients	81	94	13
Percent Pell Recipients	69%	68%	-1%
Headcount Nonmajority Students	141	152	11
Percent Nonmajority	97%	100%	3%
Cohort Enrollment			
Fall FTE Students	122.72	146.00	23.28
Undergraduate	103.97	132.00	28.03
Graduate	18.75	14.00	-4.75
Fall Headcount Students	151	166	15
Other:			
Fall Semester Revenue Associated with Cohort			
Tuition Revenue	\$485,710	\$574,146	\$88,436
Fee Revenue	98,215	107,146	8,931
Institutional Financial Aid <i>(negative number)</i>	(62,422)	(90,446)	(28,024)
Net Revenue	\$521,503	\$590,846	\$69,343
Revenue Increase due to Normal Rate Changes		\$15,645	\$15,645
Revenue Change Associated with Pilot		\$53,697	\$53,697

Observations:

To date, this pilot has assisted in generating increased Cheyney enrollment at Center City, producing a net increase in revenue.

CHEYNEY UNIVERSITY OF PENNSYLVANIA 2014/2015 ACTION PLAN

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title (see instruction tab):	CH02 - Active Military Tuition
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Brief Synopsis of Pilot, as Approved by Board of Governors:

To offer undergraduate tuition at the Military Tuition Assistance (TA) reimbursement rate and graduate tuition at a fixed rate of \$399 per credit to the following individuals attending Cheyney University at the Pennsylvania's State System @ Center City Philadelphia location or the main campus: all active duty military*: and dependents and spouses of active duty members. *Army, Navy, Air Force, Marine Corps, Coast Guards, National Guard, and Reserves. Effective Fall 2014.

Changes Made to Pilot since its Approval:

Implementation has been postponed.

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			
Other:			
E&G Revenue Associated with Cohort			
Tuition Revenue			
E&G Fee Revenue			
Institutional Financial Aid <i>(negative number)</i>			
Net Revenue			
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).

