

**Board of Governors  
of  
Pennsylvania's State System of Higher Education**

**Meeting Minutes**

219th Meeting  
Thursday, October 8, 2015  
Boardroom  
Administration Building  
2986 North Second Street  
Harrisburg, PA 17110-1201

9:00 a.m.

**ATTENDING**

**Board of Governors:**

Senator Richard L. Alloway, II (via phone)  
Representative Matthew E. Baker  
Marie Conley (via phone)  
Wil Del Pilar (Secretary of Education's designee)  
Sarah E. Galbally (Governor Wolf's designee)  
Thomas J. Gombar (Senator Schwank's designee) (via phone)  
Representative Michael K. Hanna  
Ronald G. Henry  
Jonathan B. Mack  
David M. Maser (via phone)  
Daniel P. Meuser  
Guido M. Pichini (Chair)  
Chad G. Reichard (Senator Alloway's designee)  
Harold C. Shields  
Adam N. Wagonseller (Representative Hanna's designee) (via phone)  
Robert S. Taylor  
Aaron A. Walton

Jane M. Earl, Christopher H. Franklin, Secretary Pedro A. Rivera, and Senator Judith L. Schwank were absent.

**Office of the Chancellor:**

Frank T. Brogan (Chancellor)  
James S. Dillon  
Peter H. Garland  
Randy A. Goin, Jr.  
Kathleen M. Howley  
Andrew C. Lehman

Also in attendance from the Office of the Chancellor: Alicia A. Brumbach, Ginger S. Coleman, Steven R. Dupes, Michael S. Ferguson, Audrey J. Guistwhite, Gloria F. Hess, Jennifer E. Hoover-Vogel, Lois M. Johnson, Linda L. Lamwers, Kenneth D. Marshall, Dennis H. Mathes, Sue Mukherjee, Georgia K. Prell, Lisa A. Sanno, Dean A. Weber, Eric J. Zeglen.

Also in attendance: Jennifer S. Hartman, Chief Executive Officer, PASSHE Foundation.

University Presidents in attendance: Michael A. Driscoll, George F. “Jody” Harpster, Kenneth S. Hawkinson, Francis L. Hendricks, Interim President Geraldine M. Jones, Cheryl J. Norton, Interim President Frank G. Pogue, David L. Soltz, Greg R. Weisenstein, Marcia G. Welsh, Karen M. Whitney, and Julie E. Wollman. Dr. Vilas Prabhu represented President John M. Anderson.

President Michael Fiorentino, Jr. was absent.

Chairman Pichini called the meeting to order at 9:05 a.m.

Attendance taken at the direction of the Chairman established that a quorum of the Board was present.

The Pledge of Allegiance was recited by those in attendance.

### **APPROVAL OF THE MINUTES OF THE MEETINGS**

Chairman Pichini noted that the minutes of the meetings held on June 30, 2015, July 9, 2015, and September 3, 2015 were distributed prior to the meeting. Chairman Pichini moved **THAT THE MINUTES OF THE JUNE 30, 2015, JULY 9, 2015, AND SEPTEMBER 3, 2015 MEETINGS BE APPROVED.**

The motion passed unanimously. Vote: YES - 13; NO - 0

### **PUBLIC COMMENTS**

Public comments were provided by Dr. Kenneth Mash on behalf of APSCUF. (Attachment #1)

### **THE CHAIR’S COMMENTS INCLUDED THE FOLLOWING.**

- **Highlights of today’s meeting**
  - Budget
    - Current fiscal year operating budgets
    - Next fiscal year’s appropriation request
  - Eight New Academic Programs
- **Highlights of recent activities of the Board and Chair**
  - Ratified Four New Collective Bargaining Agreements
  - Board Retreat on October 1 at the Ware Center in Lancaster
  - Participated in Various Campus Events
  - Received Chancellor Brogan’s Second State of the System Address
  - Board met in Executive Session on Wednesday, October 7, 2015, from 5:30 p.m. to 6:52 p.m. Information was shared during Executive Session, however, no action was taken.
  - The Chair hosted an Appreciation Chicken BBQ lunch at the Dixon Center

Chairman Pichini turned the meeting over to Chancellor Brogan for his remarks.

## **THE CHANCELLOR'S COMMENTS INCLUDED THE FOLLOWING.**

- Thanked everyone who participated in the State of the System Address, including Board members, trustees, elected officials/staff, presidents, Foundation members, donors and sponsors, the students, and PNC for carrying the System Address live.
- President George F. "Jody" Harpster was inaugurated October 2, 2015.
- President Greg R. Weisenstein's has announced his retirement for March 2016.

At this point, Chancellor Brogan turned the meeting over to the Chairman.

## **COMMITTEE REPORTS WITH RELATED ACTIONS**

### **A. Academic and Student Affairs Committee**

Governor Mack presented the report on behalf of the Academic and Student Affairs Committee. The Committee had one information item: Fall 2014 Student Profile and Enrollment Trends; and one presentation item: Recognition of Student Success: A Recipient of the Highmark Healthcare Scholarship.

Governor Mack noted that the Committee had nine action items to recommend to the Board for approval. (eight new academic programs)

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE THE PROPOSED REVISIONS TO THE BOARD OF GOVERNORS' POLICY 1985-01-A: REQUIREMENTS FOR INITIATION OR CHANGE OF CREDIT-BASED ACADEMIC PROGRAMS.** (Attachment #2)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN ACCOUNTING DEGREE PROGRAM AT CLARION UNIVERSITY OF PENNSYLVANIA.** (Attachment #3)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF ARTS IN ART HISTORY DEGREE PROGRAM AT KUTZTOWN UNIVERSITY OF PENNSYLVANIA.** (Attachment #4)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN AUTOMATION AND INTELLIGENT ROBOTICS ENGINEERING TECHNOLOGY DEGREE PROGRAM AT MILLERSVILLE UNIVERSITY OF PENNSYLVANIA.** (Attachment #5)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A DOCTOR OF NURSING PRACTICE IN NURSING PRACTICE DEGREE PROGRAM AT MILLERSVILLE UNIVERSITY OF PENNSYLVANIA.** (Attachment #6)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN CORPORATE SECURITY DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #7)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A BACHELOR OF SCIENCE IN HOMELAND SECURITY DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #8)

The motion passed unanimously. Vote: YES - 13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF PUBLIC HEALTH IN PUBLIC HEALTH DEGREE PROGRAM AT SLIPPERY ROCK UNIVERSITY OF PENNSYLVANIA.** (Attachment #9)

The motion passed unanimously. Vote: YES -13; NO - 0

Governor Mack moved **THAT THE BOARD OF GOVERNORS APPROVE A MASTER OF SCIENCE IN COMMUNITY NUTRITION DEGREE PROGRAM AT WEST CHESTER UNIVERSITY OF PENNSYLVANIA.** (Attachment #10)

The motion passed unanimously. Vote: YES - 13; NO - 0

#### **B. Audit Committee**

Governor Mack presented the report on behalf of the Audit Committee. The Committee reviewed one information item: Office of Internal Audit and Risk Assessment Update. (Attachment #11)

Governor Mack noted that the Committee had no action items to recommend to the Board for approval.

#### **C. Finance, Administration, and Facilities Committee**

Governor Henry presented the report on behalf of the Finance, Administration, and Facilities Committee. The Committee reviewed two information items: Educational and General Operating Budgets for Pennsylvania's State System of Higher Education Entities (Attachment #12) and Centennial and Miller Halls Demolition, Edinboro University of Pennsylvania. (Attachment #13)

Governor Henry noted that the Committee had six action items to recommend to the Board for approval.

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE A FISCAL YEAR 2016/17 E&G APPROPRIATION REQUEST OF \$521.2 MILLION.** (Attachment #14)

The motion passed. Vote: YES - 12; NO - 1

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE FOLLOWING EXCEPTIONS TO BOARD OF GOVERNORS' POLICIES HEREINAFTER NOTED TO ALLOW PRICING FLEXIBILITY PILOTS, AS PARTICULARLY DESCRIBED IN THE ATTACHED.** (Attachment #15)

**EXCEPTION TO BOARD OF GOVERNORS' POLICY 1989-05-A: *STUDENT FEES*, TO ALLOW THE COUNCILS OF TRUSTEES TO ESTABLISH COURSE- OR PROGRAM-SPECIFIC INSTRUCTIONAL FEES AT:**

- **CALIFORNIA UNIVERSITY OF PENNSYLVANIA TO CHARGE THE ACADEMIC SUPPORT FEE ON A PER-CREDIT BASIS.**

The motion passed. Vote: YES - 9; NO - 4

**EXCEPTION TO BOARD OF GOVERNORS' POLICY 1989-05-A: *STUDENT FEES*, TO ALLOW THE COUNCILS OF TRUSTEES TO ESTABLISH COURSE- OR PROGRAM-SPECIFIC INSTRUCTIONAL FEES AT:**

- **EDINBORO UNIVERSITY OF PENNSYLVANIA TO ESTABLISH A COURSE-SPECIFIC INSTRUCTIONAL FEE FOR STUDENTS ENROLLED IN CERTAIN HIGH-COST, HIGH-DEMAND SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS, AND HEALTH COURSES.**

The motion passed. Vote: YES - 11; NO - 3

**EXCEPTIONS TO BOARD OF GOVERNORS' POLICY 1999-02-A: *TUITION*, AND 1996-01-A: *SOURCES OF FUNDS FOR UNIVERSITY SCHOLARSHIPS*, TO ALLOW:**

- **MANSFIELD UNIVERSITY OF PENNSYLVANIA TO CHARGE ALL UNDERGRADUATE STUDENTS ON A PER-CREDIT BASIS WITH A RATE FROZEN FOR UP TO EIGHT SEMESTERS FOR EACH COHORT AND TO PROVIDE INSTITUTIONAL NEED-BASED AID AS INCORPORATED INTO ITS PER-CREDIT TUITION PILOT PROPOSAL, WITH THE ESTABLISHMENT OF METRICS BY THE UNIVERSITY, IN CONSULTATION WITH THE OFFICE OF THE CHANCELLOR, NOT LESS THAN ANNUALLY, TO MONITOR AND ASSESS THE PROGRESS OF THE INITIATIVE AND THE OVERALL FINANCIAL STABILITY OF THE UNIVERSITY OVER THE LIFE OF THE PILOT.**

The motion passed. Vote: YES - 12; NO - 2

**EXCEPTIONS TO BOARD OF GOVERNORS' POLICY 1999-02-A: *TUITION*, AND 1996-01-A: *SOURCES OF FUNDS FOR UNIVERSITY SCHOLARSHIPS*, TO ALLOW:**

- **SHIPPENSBURG UNIVERSITY OF PENNSYLVANIA TO CHARGE ALL IN-STATE UNDERGRADUATE STUDENTS ON A PER-CREDIT BASIS AND TO PROVIDE INSTITUTIONAL NEED-BASED AID AS INCORPORATED INTO ITS PER-CREDIT TUITION PILOT PROPOSAL.**

The motion passed. Vote: YES - 11; NO - 3

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE FISCAL YEAR 2015/16 CAPITAL SPENDING PLAN AND SUBMISSION OF THE LISTS OF PROJECTS FOR LEGISLATIVE AUTHORIZATION.** (Attachment #16)

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE THE TEMPORARY ADVANCE OF SYSTEM INVESTMENT FUNDS TO UNIVERSITIES, AS NEEDED, TO MEET THEIR CASH FLOW REQUIREMENTS UNTIL STATE APPROPRIATIONS ARE RECEIVED.**

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE EDINBORO UNIVERSITY'S REQUEST TO CONVERT 13,000 SQUARE FEET OF AUXILIARY SPACE TO EDUCATIONAL AND GENERAL SPACE.**

The motion passed unanimously. Vote: YES - 14; NO - 0

Governor Henry moved **THAT THE BOARD OF GOVERNORS APPROVE MILLERSVILLE UNIVERSITY'S REQUEST TO CONSTRUCT A NEW STUDENT WELCOME CENTER.**  
(Attachment #17)

The motion passed unanimously. Vote: YES - 14; NO - 0

#### **D. Human Resources Committee**

Governor Walton presented the report on behalf of the Human Resources Committee.

Governor Walton noted that the Committee had no action items to recommend to the Board for approval.

Governor Walton noted the Human Resources Committee met on Wednesday, October 7, 2015, and had four updates:

1. Negotiations are ongoing for faculty and coaches
2. Presidential search is underway for California University of Pennsylvania
3. Chancellor's staff is visiting the Council of Trustees regarding governance roles and responsibilities and to discuss the process for presidential evaluations
4. The timeline for presidential evaluations will be given to the presidents and the Council of Trustees
  - a. Three triennial evaluations this year:
    - Clarion
    - Mansfield
    - Millersville

#### **BOARD ACTION**

Chairman Pichini noted there were no action items.

#### **ADJOURNMENT**

There being no further items of business to come before the Board, Chairman Pichini adjourned the meeting at 10:52 a.m.

ATTEST: \_\_\_\_\_  
Randy A. Goin, Jr.  
Chief of Staff

The webcast link for October 8, 2015 Board Meeting  
<http://ducmediasite.passhe.edu/Mediasite/Play/33acaf3df568417db4c1806cfa981aae1d>

Remarks of Dr. Kenneth M. Mash  
before the Board of Governors  
October 8, 2015

Mr. Chairman, Governors, and Chancellor Brogan,

These are certainly interesting times. As you meet today to consider new programs, an allocation request, and “pilot” programs at our universities, we know you do so amid the uncertainty that is permeating the Commonwealth’s capital.

One can only empathize with our university presidents and their administrations as they face this uncertain future. We were more than pleased yesterday to hear the Finance Committee discuss increasing its allocation request to the level of or even beyond the cuts of 2011. It would seem to make little sense to in anyway undercut the Governor, who has repeatedly stated his hope to restore the massive cuts of 2011.

Our universities have made sacrifices, and it has been our students who have suffered the most.

This Board is well aware of the cuts in programs and in staff. However, it does not get discussed enough how drastic the cuts have been in terms of increased class sizes, cuts in student support services, and in delayed plant maintenance. Monies for faculty research have dissipated or run dry, our ability to fund student research or external educational enterprises have shrunk, supplies are scarce, and too often our students struggle to get the courses they need to graduate.

Further, academic enterprises must be on the cutting edge, and it is very difficult to explore new opportunities, invest in modern equipment, or offer the highest quality education when the mindset is always one that calls for our universities to scramble to save every penny in order to survive. That our universities continue to innovate, educate, improve our communities, and shape future generations is a tribute to our administrators, our staff, our faculty, and most of all to the ambition, intelligence, and drive of our students.

But living with uncertainty and the pressures of penny pinching does not create an atmosphere for academic success. And so an allocation should indeed cover expenses and probable expenses, but the question ought to be raised to our universities, what are you not doing, and what more can you responsibly do with an increased allocation to benefit our students and move our Commonwealth forward.

Our faculty do, sincerely, empathize with our university presidents and their administrations as they attempt to come to grips with the uncertainty. We understand why they are looking at additional ways to raise revenue. But there is no escaping the fact there was a scholarship winner here yesterday who related to you how she must travel to work her job to cover her college expenses at Shippensburg University. There is no escaping the fact that Mansfield students, many of whom are from impoverished communities, are already shouldering the highest student debt of any university in the System. There is no escaping the fact that when a university says that its “pilot” is bringing in expected “revenue,” in the real world that means that our students, so many of whom hail from proud working-class families, will be piling up additional debt and their families will be forced to make additional sacrifices.

It is, indeed, a quandary for our university presidents. It is a product of our interesting times. As you put it eloquently yesterday, Mr. Chairman, our universities, unlike some others, are almost entirely dependent on tuition, fees, and a dwindling state allocation. Clearly the numbers do not add up. And it is clearly the job of our university administrations to make sure that they do.

But before our universities go about instituting their “pilots” – and avoiding the euphemisms - increases in fees and tuition – doesn’t this Board have an obligation to our students to continue to do everything possible to make the case to the Governor and the General Assembly that we need more by way of allocation? Doesn’t this Board have an obligation to see actual data about the results of the existing “pilots” before implementing new ones? And perhaps most importantly doesn’t this Board have an obligation to hear directly from its students? There may not be three empty chairs, but their absence is palpable. Let’s all encourage some movement on filling the seats on the Board that the law requires be filled by our students.

I say all of this fully understanding that the politics and finances of the Commonwealth may yet continue to deprive its only 14 truly public universities, our students, and their families. And if the question is do or die, there may be no other option but to proceed, to continue to privatize our universities, and to acknowledge that truly public higher education in Pennsylvania is nearing its death.

But please, before you act, let’s all try to make the case louder and more forcefully. Let’s see the actual data. And most of all let’s hear from our students.





## PA State System of Higher Education Board of Governors

Effective: March 19, 1985

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### ***Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs***

See Also:

Adopted: March 19, 1985

Amended: October 9, 2003; January 19, 2012; April 10, 2014; **October 8, 2015**

#### **A. Purpose**

To provide the chancellor and the Board of Governors, and the president and council of trustees of each University, the general criteria and policies governing Board of Governors' requirements prior to initiation or change of a credit-based academic program within a University or consortium of Universities.

#### **B. Definitions**

**Academic Major:** Main field of study in an academic program. For baccalaureate degrees, the academic major (comprised of core and cognate courses) and general education are the two principal components of the degree. For master's degrees, the academic major (common core), concentration or specialization, and capstone experience(s) are the principal components of the degree. Academic major can be a sequence of courses, activities, and/or experiences constituting a major field of study, culminating in a credit-based degree or certificate.

**Academic Minor:** An organized program of study that comprises the fundamental requirements of an academic major (core and cognate courses) equivalent to a minimum of 18 semester credit hours. As a secondary field of study, the academic minor should reflect a minimum of six credits of advanced standing coursework. ~~from the academic major~~. Exceptions to the advanced standing requirements may be granted on a case-by-case basis per request to the chancellor.

**Academic Program:** An instructional program leading toward a ~~letter of completion~~, certificate, associate's, bachelor's, master's, or doctoral degree or resulting in credits that can be applied to one of these degrees. **Certificate:** A formal credit-based credential designated on the academic record and awarded by an educational institution to indicate completion **of an organized** program of study **at the postsecondary level** that does not culminate in a degree. Certificates are not the same as *certifications or licenses*, which are typically awarded by third

party, standard-setting bodies (not academic institutions), based on an assessment process that recognizes competencies in a particular occupational specialty as measured against a set of standards. **Certificates may be awarded at the undergraduate or graduate level.**

~~**Certificate (sub-baccalaureate):** Requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) in at least one but less than two full-time equivalent academic years, or designed for completion in at least 30 but less than 60 credit hours, or in at least 900 but less than 1,800 contact hours.~~

~~**Post-baccalaureate (graduate) certificate:** An award that requires completion of an organized program of study equivalent to a minimum of 18 semester credit hours beyond the bachelor's degree, but does not meet the requirements of a master's degree.~~

~~**Post-master's (graduate) certificate:** An award that requires completion of an organized program of study equivalent to a minimum of 24 semester credit hours beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level.~~

**CIP Code:** The Classification of Instructional Programs (CIP) is a taxonomic coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions. The CIP is the accepted federal government statistical standard on instructional program classifications.

**Concentration, Track, Specialization, or Emphasis:** A program of study in a focused area within an academic program (i.e., degree program, not a minor), consisting of a minimum of 12 semester credit hours for baccalaureate degrees and a minimum of nine semester credit hours for master's degrees. Requirements for the concentration, track, specialization, or emphasis are included within the program of study for the academic major.

**Degree Designation:** Specific degree type, including but not limited to bachelor of arts, bachelor of science, bachelor of applied science, master of arts, master of science, master of education, doctor of education, and doctor of philosophy.

**Discontinuance:** Discontinued programs should have no students currently enrolled and the university has chosen not to reinstate or reorganize the program. Programs in moratorium in which no action is taken within the five-year period will be discontinued.

~~**Letter of Completion:** A statement of recognition designated on the academic record to indicate completion of an organized set of courses or short program of study, not culminating in a certificate.~~

~~**Post-Baccalaureate Letter of Completion:** An award that requires completion of a minimum of nine graduate credits beyond the bachelor's.~~

~~**Post-Master's Letter of Completion:** An award that requires completion of a minimum of nine graduate credits beyond the master's.~~

~~Sub-Baccalaureate Letter of Completion: An award that requires completion of a minimum of 12 credits but less than 30 credits at the postsecondary level (below the sub-baccalaureate certificate) in less than one academic year (2 semesters or 3 quarters) or in at least 360 contact hours but less than 900 contact hours.~~

**Moratorium:** A program placed into moratorium means that students will no longer be admitted during the period of moratorium. Students currently enrolled or admitted will be allowed to complete the program. The university will assess the program's potential and either reinstate, reorganize or discontinue the program. ~~Normally the period of moratorium lasts no more than five years.~~ **A program shall not be in moratorium more than five years unless approved by the Office of the Chancellor.**

**Program Change:** A change in the academic program (i.e., degree designation or award type, academic major, academic minor, concentration, track, specialization, emphasis); academic minor; **or** certificate, ~~or letter of completion.~~

**Reorganization:** Reorganized programs reflect curricula and/or credentials that have been significantly revised to meet new market demands or revised program accreditation requirements.

## **C. Process**

The Office of the Chancellor shall, in consultation with State System universities, establish and review criteria for the initiation or change of credit-based academic programs as part of the System Standards and Procedures. The System Standards and Procedures are designed to further define or explain the policy.

1. Academic program proposals shall be subject to action by, or notice to, the Board of Governors or chancellor, as follows:

- a. Board of Governors' Action

New academic program, i.e., associate, bachelor, master, doctoral degree.

- b. Office of the Chancellor Action

Reorganization of an existing approved degree program that significantly changes or affects any of the following: name of the major, CIP code, student learning outcomes of the program, change in degree designation or award type, or a change in credit length that exceeds approved policies.

Reactivation of a degree program in moratorium—A university may request a degree program be placed into moratorium for up to five years. At any time during this five-year period, a university may choose to discontinue, reinstate the program as previously approved, or reinstate as a reorganized program. Approval is needed if the program has been reorganized as outlined above.

- c. Office of the Chancellor Notification

New concentration, track, specialization, or emphasis

New academic minor

**New certificate**

~~New sub-baccalaureate certificate~~

~~New graduate (post-baccalaureate) certificate~~

~~New post-master's certificate~~

Conversion of any current program (associate, bachelor, master, doctoral, minor, **or** certificate, ~~or letter of completion~~) to online or interactive video learning modality.

Degree program, minor, track, concentration, specialization, **or** certificate, ~~or letter of completion~~ that is placed into moratorium or discontinued.

2. No new, reorganized, or reinstated academic program (associate's, bachelor's, master's, doctoral degree) requiring approval shall be advertised or offered until the university president receives written notice from the chancellor verifying approval by the Board of Governors or chancellor.

No new minor **or** certificate, ~~or letter of completion~~ shall be announced or implemented without confirmation of receipt of notification from the chancellor.

3. All previously approved programs must be in compliance by August 1, 201**5-6**.

**EXECUTIVE SUMMARY OF DEGREE PROPOSAL**  
**Master of Science in Accounting**  
**Clarion University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program and Appropriateness to Mission**

Due to the changing requirements for a Certified Public Accounting credential, Clarion University proposes a new online Master of Science in Accounting degree. The focus of the proposed degree program is to prepare individuals for careers in public accounting or auditing. In January of 2012, the Commonwealth of Pennsylvania required that a new Certified Public Accountant acquire 150 credit hours of education, with a minimum of 36 credits of coursework in accounting. To meet these educational requirements, those already holding Bachelor's degrees in accounting would be required to earn an additional 30 credit hours with 9 to 15 additional credits hours of coursework in accounting. The "Big Four" multinational public accounting firms (Deloitte & Touche, Ernst & Young, KPMG, and Pricewaterhouse Coopers) and most of the national and larger regional public accounting firms will not hire new accountants until they have met these educational requirements.

As the accounting field has become more specialized, the M.S. in Accounting has become the preferred degree for those who desire careers in public accounting according to the 2015 report from the American Institute of Certified Public Accounting (AICPA), [Trends in the Supply of Accounting Graduates](#). M.S. in Accounting programs now enroll 88% of all Masters level students desiring careers in public accounting.

Clarion's proposed M.S. in Accounting, will be housed within the Association to Advance Collegiate Schools of Business (AACSB) International accredited College of Business Administration and Information Science. The Association to Advance Collegiate Schools of Business International is the premier accrediting body for business schools, and fewer than 5% of the 13,000 business schools in the world have earned this accreditation. In 2015, Clarion University's online M.B.A. program was ranked # 62 nationwide in the *U.S. News and World Report* ranking of Best Online M.B.A. programs. Clarion's online M.B.A. earned the highest ranking of the 14 universities in Pennsylvania's State System of Higher Education and is sixth among all colleges and universities in the Commonwealth. Similarly, geteducated.com ranked Clarion's online M.B.A. as "Top 30 Best Buy." Clarion's existing online programs are ranked in the top three in Pennsylvania on affordability. It is expected that the proposed M.S. in Accounting will soon join this list.

**2) Need**

The accounting field is becoming more specialized (AICPA, 2015). The passage of the Sarbanes-Oxley Act in 2002 specified higher standards for public corporate accounting and, subsequently, increased the need for Certified Public Accountants (CPAs). This, coupled with the fact that about half of the public accounting firms in the United States are likely to have at least one partner or principal retire within the next five years (Global Accounting Alliance, 2014), has led to "an unprecedented level of demand from public accounting firms" for individuals with Certified Public Accounting (CPA) credentials (AICPA, 2013). Moreover, 80% of the large public accounting firms surveyed by the American Institute of Certified Public Accounting in 2015 anticipated the need for more Certified Public Accountants (CPAs) than in the previous year.

The Bureau of Labor Statistics predicts a 16% growth in accountants and auditors from 2010 to 2020, with an additional 190,700 openings in the field. *The best prospects for these openings are those who are Certified Public Accountants (CPAs).* The Bureau of Labor

Statistics specifically notes, “accountants and auditors who have earned professional recognition, especially as Certified Public Accountants (CPAs), should have the best prospects.”

Accountants and auditors are a high-priority occupation in Pennsylvania, with 2,223 openings in January 2015; 667 of those openings were in Philadelphia County and another 406 were in Allegheny County (paworkstats, 2015). Monster.com reported 936 openings specifically for Certified Public Accountants (CPAs) in Pennsylvania in July 2015, while during this same time Careerbuilder.com reported 263 job openings specifically for Certified Public Accountants in Pennsylvania.

### **3) Academic Integrity**

Clarion’s online M.S. in Accounting program will offer the additional 30 credits of coursework, including 18 required credits in accounting to provide graduates of the M.S. in Accounting program with the knowledge and skills they need to pass the Uniform Certified Public Accountant examination and succeed as Certified Public Accountants. The program is designed so that full-time students can complete the program in two semesters. The program can also accommodate part-time students. The accounting credits earned in the program will satisfy any state’s 150-credit-hour and accounting credit requirements. Specifically, students will be well-versed in major aspects of public accounting, concentrating on taxation and auditing.

Students who graduate from the proposed online M.S. in Accounting program will also be well prepared to take the Uniform Certified Public Accountant exam. Program faculty have intentionally aligned course activities, case studies, competencies, and outcomes with the Content and Skill Specification Outlines of the Uniform Certified Public Accountant exam. This value-added component of the program will enhance graduates’ employability and income. Additionally, only Certified Public Accountants and public accounting firms are permitted to perform an independent certified audit, and the students in the proposed program will learn how to complete Practitioners Publishing Company audit guidance and will practice doing so. Practitioners Publishing Company audit guidance is used extensively throughout the accounting field because it meets the American Institute of Certified Public Accounting Generally Accepted Auditing Standards. The curriculum is aligned with related State System Board of Governors’ policies.

### **4) Coordination/Cooperation/Partnerships**

The program was developed collaboratively with input from Clarion’s Business Advisory Council. Business Advisory Council members represent a variety of professional fields and provide input on new initiatives, program changes, and business/market trends. Foundational input, provided by the CEO of a regional public accounting firm, helped guide course content and program development.

Clarion’s M.S. in Accounting program will provide priority admission to those students who meet the program admissions standards and who graduated from accounting programs at any of the 14 universities in Pennsylvania’s State System of Higher Education. Students may transfer Masters level business-related elective credits from any of the universities in Pennsylvania’s State System of Higher Education. Additionally, where it is clear that similar course outcomes exist, Clarion will work with the university to accept transfer graduate credit into our program as the program is designed to accept graduate credit for equivalent coursework. We are committed to maximizing student flexibility.

## **5) Assessment**

Clarion's proposed M.S. in Accounting will be housed within the Association to Advance Collegiate Schools of Business (AACSB) International accredited College of Business Administration and Information Science, which demonstrates an ongoing commitment to continuous improvement through regular assessment at both the program and student level. The culture of assessment that pervades the College of Business and Information Sciences will be an asset to assessment of the proposed M.S. in Accounting. Assessment of the proposed M.S. in Accounting program will be comprehensive, multi-tiered, formative, and summative and will include student surveys, surveys of alumni, distance education surveys, surveys of employers, faculty evaluations, student evaluations of faculty, and discussions with members of the Business Advisory Council, as well as pass rates on the Uniform Certified Public Accountant exam and evidence of achievement of student learning outcomes. Successful achievement of student learning outcomes will be determined through course embedded assessments including exams, case studies, and projects. The data gathered will be used to continuously improve the program so as to ensure relevance and quality.

## **6) Resource Sufficiency**

Tuition generated by students during the first year will be sufficient to fund the program and generate revenue for the university. A new position for a tenure-track faculty member in accountancy has been advertised. The additional faculty member will allow Clarion to continue to ensure high-quality programs and will also allow us to begin to accommodate increased enrollments. Existing faculty are eminently qualified, by virtue of their degrees, their training, and their professional and personal experience, to teach in the proposed M.S. in Accounting.

Clarion's M.S. in Accounting program will take advantage of Clarion's existing online infrastructure and systems to support online learning. Online instruction for the proposed M.S. in Accounting program will take place through the Desire to Learn (D2L) web-based learning management system. All faculty who teach online courses at Clarion are required to have successfully completed a rigorous course on how to teach online, with special attention to ensuring that the course components they develop meet the standards of *Quality Matters Higher Education Rubric, Fifth Edition*, (2014). Faculty will maintain online office hours and will be available via phone, e-mail, and/or such web-based applications as Skype. Additionally, students in the proposed M.S. in Accounting program will be granted access to all university services that are available to online students, including online orientation, computer/technology assistance, online writing center, disability support services, and online library access and support from a dedicated distance education librarian.

*Prepared by:* Dr. Pamela J. Gent, Associate Vice President of Academic Affairs

*Implementation date:* Spring 2016

*Date approved by Council of Trustees:* September 17, 2015

**Clarion University of Pennsylvania  
Master of Science in Accounting  
Budget Narrative**

<b>ESTIMATED REVENUES</b>	<b>NARRATIVE/ASSUMPTIONS</b>
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	
Headcount Enrollment	80% retention rate of part-time students.
<b>ESTIMATED REVENUE</b>	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the 5-year budget projection. Tuition rate increases are not in the projected budget.
Instructional Support Fee	Calculated at \$68 per student per credit for in-state; \$102 per student credit for out-of-state
Additional Program Generated Revenue	None
External Grants & Contracts	None
Other	If applicable, identify specific annual funding source(s) until program reaches financial breakeven.
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	Year 1: Load calculated at Rank 4, Step 13 for total of new courses required to meet curriculum plan; includes 50% existing and 50% new faculty. Years 2-5: Existing faculty at Rank 4, Step 13
Salaries and Benefits (Staff, Grad Asst. Stipend/ Waiver, Teaching Assistances)	None
Learning Resources	Expenses for MGMT 626, BSAD 540, and ACTG 542 calculated at \$3,000 per full time student and \$1,500 per part-time student.
Instructional Equipment	None
Facilities and/or modifications	None
Administrative Expense	Calculated at 20%
Other	



**Clarion University of Pennsylvania  
Master of Science in Accounting  
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment	0	12	0	14	0	18	0	20	0	22
Nonresident Full-Time Headcount Enrollment	0	3	0	3	0	5	0	5	0	5
Resident Part-Time Headcount Enrollment	0	5	4	5	4	5	4	5	4	5
Nonresident Part-Time Headcount Enrollment	0	0	0	0	0	1	1	1	1	1
Projected Annual Credits Generated	525		645		840		915		975	
Estimated Revenue										
Tuition Generated	\$250,170		\$306,570		\$401,070		\$436,890		\$465,090	
Instructional Support Fee	\$38,760		\$46,920		\$62,730		\$68,340		\$72,420	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$288,930		\$353,490		\$463,800		\$505,230		\$537,510	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$ 70,149	\$70,149	\$140,299	\$0	\$140,299	\$0	\$140,299	\$0	\$140,299	\$0
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Learning Resources	\$0	\$52,500	\$6,000	\$58,500	\$6,000	\$78,000	\$7,500	\$84,000	\$7,500	\$90,000
Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
New Facilities and/or Modifications to existing facilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Administrative Expense	\$57,786		\$70,698		\$92,760		\$101,046		\$107,502	
Other										
Estimated Total Expenses	\$250,585		\$275,497		\$317,059		\$332,845		\$345,301	
Estimated Financial Impact of New Program	\$38,345		\$77,993		\$146,741		\$172,385		\$192,209	

**EXECUTIVE SUMMARY OF NEW DEGREE PROPOSAL**  
**Bachelor of Arts in Art History**  
**Kutztown University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program Appropriateness to Mission**

The Department of Fine Arts at Kutztown University is proposing to create a Bachelor of Arts in Art History. The proposed program is a liberal arts degree that includes coursework in art history that could be of interest to students seeking additional graduate-level study in art history or related areas; career opportunities in the arts, museums, cultural venues; or as a path toward a graduate degree in a disparate field, such as law or business.

The arts are a Program of Distinction at Kutztown University, and the long-standing reputation for excellence and scope of available fields of study in the arts attracts students. The Art History minor, started in spring 2013, is currently the sixth-largest minor at Kutztown University, enrolling 73 students in spring 2015. Interest in this field of study is strong, with students from numerous majors at the university enrolled in art history coursework.

The Art History program supports Kutztown University's Strategic Plan by expanding undergraduate enrollment. The curriculum builds on the strength of existent visual art programs, as well as the College of Visual and Performing Arts high first-year retention rate (85 percent average) and graduation rate (69 percent six-year graduation rate average). This new degree program will also positively contribute to both the university's continuation rate and the overall number of degrees conferred.

**2) Need**

There is evidence for a strong demand for an Art History major among Kutztown University students. The minor already has 34 completers, after only two years of existence. A major in Art History would more strongly prepare students for careers opportunities related to cultural tourism, including in museums, galleries, historic sites, and so forth. Given the wealth in the region of destinations tied to history and visual culture (from Philadelphia and Bethlehem to Lancaster and Harrisburg/Gettysburg), employment opportunities in this field abound.

A sampling of position titles includes: Architectural Historian, Archivist, Art Director (within galleries, art centers, etc.), Art Education Department (within museums), Art Handler, Client Service Representative (within auction houses), Collections Management, Curator, Curatorial Fellow, Curatorial Assistant, Digital Imaging Coordinator, Director of Learning and Engagement, Exhibition Designer, Gallery Director, Gallery Assistant, Gallery Sales Associate, Grant Writer, Lecturer, Media Acquisition Assistant, Museum Development, Museum Docent, Museum Guide Coordinator, Research Assistant and Associate, Tour Guide, Visitor Services (within museums and historic sites), and Visual Arts Manager.

The U.S. Bureau of Labor Statistics projects strong and continued demand nationally in the occupation codes relevant to digital arts. The need for archivists is expected to increase by 16.6 percent, for Curators by 12.5 percent, and for Museum Technicians and Conservators by 7.1 percent through 2022. Pennsylvania anticipates even stronger gains through 2020: Curators by 30.2 percent, and Tour Guides by 11.3 percent. New York City, a location

where many visual arts graduates seek employment, expects to average 320 jobs annually for Archivists, Art Directors, Curators, and Museum Technicians/Conservators.

The long-term employment outlook identifies these occupation categories as “very favorable” in New York City during 2010-20. Furthermore, as a liberal arts prepared program, graduates may seek additional employment opportunities in other categories, not specifically listed.

### **3) Academic Integrity**

The Bachelor of Arts in Art History would afford students the unique opportunity to study the discipline of Art History through traditional academic means as well as professional settings provided by internships, field trips, and visiting artists and scholars. Kutztown University's proximity to major art centers, such as New York City, Philadelphia, and Washington, D.C., as well as regional cultural destinations such as Allentown, Bethlehem, Lancaster, and Reading, enable students' experiences with art to extend beyond the classroom. The Art History faculty have a proven track record of innovative teaching and research, and when paired with Kutztown University's investment in a variety of arts curricula, this program boasts unique resources for students within the program.

The program has been designed to meet National Association of Schools of Art and Design (NASAD) requirements for a liberal arts baccalaureate degree with a major in art history (“30-45 percent of the total course credit toward the degree is required to be in the creation and study of the visual arts or design”), as well as State System and Kutztown University major and general education requirements. Upon approval by the State System, a Plan Approval will be submitted to NASAD.

### **4) Coordination/Cooperation/Partnerships**

While the Bachelor of Arts in Art History would be administered through the Department of Fine Arts, the study of Art History encompasses a wide range of related fields. The Art History faculty developed a list of “suggested courses” in related disciplines that might help students prepare for, or focus their elective credits, toward particular career interests including museum and curatorial studies, conservation and preservation, and academic scholarship and theory. Departments in the following areas have been consulted about coordinating recommended electives for Art History majors: anthropology, archaeology, history, film, women and gender studies, chemistry, art education, and studio art, among others. This program will be the most efficient use of extant faculty and their expertise. In addition, Kutztown University has developed a working relationship with numerous galleries, museums, and art centers in conjunction with the current Art History minor. These institutions have served as host venues for student internships, faculty-student collaborative projects, and field trips.

### **5) Assessment**

Regular, periodic assessment is important not only to ensure the success of Bachelor of Arts in Art History graduates, but also for the success and longevity of the program. Direct and indirect assessment measures include course projects and assignments, internship feedback, employer and alumni surveys, enrollment patterns, grade distribution, recruitment and retention patterns. The Art History Assessment Committee will collect, organize, and analyze the results of the various assessment pieces. Results will be disseminated to the program faculty, department chair, and dean's office, along with recommendation (if any) for changes.

**6) Resource Sufficiency**

The Visual Arts are one of the university's premier programs; collectively nearly 700 majors are in the various programs. Because of the programs' long history of success and accreditation at the highest level through the National Association of Schools of Art and Design (NASAD), the visual arts are supported by a healthy budget to support their continued success and improvement.

The art history faculty in the Department of Fine Arts have the necessary expertise to support the Art History program. With the approval of the proposed program, the university would add one new tenure-track faculty member to directly support the Art History program. The projected start date of the new hire would be fall 2018.

*Prepared by:* Dr. Anne Zayaitz, Acting Provost and Vice President for Academic and Student Affairs

*Implementation Date:* Fall 2016

*Date Approved by Council of Trustees:* September 17, 2015

**Kutztown University of Pennsylvania  
Bachelor of Arts in Art History  
Budget Narrative**

<b>ESTIMATED REVENUES</b>	<b>NARRATIVE/ASSUMPTIONS</b>
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	
Headcount Enrollment	The initial year anticipates 18 full-time in-state students and 2 out-of-state full-time students. By Year 5, 15 new in-state and 3 new out-of-state students would begin the program; 40 continuing in-state and 6 continuing out-of-state students would be in the program. Budget projections assume a retention/persistence rate of 85%, 75%, 72%, 30% for the second through fourth (or fifth, for students who stop out and/or complete fewer than 30 credits annually) years of study, respectively. This aligns with the average retention/persistence rates in the College of Visual and Performing Arts. Headcount has been rounded to the nearest whole number.
<b>ESTIMATED REVENUE</b>	
Tuition Generated	The budget uses the in-state full-time tuition rate of \$7,060, and out-of-state full-time tuition rate of \$10,590.
Instructional Support Fee	The budget uses the full-time instructional support fee of \$706.00, and part-time instructional support fee of \$529.20.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	In Year 1-2, one temporary half-time faculty (Instructor, Step 1) would be hired. In Year 3, one tenure-track full-time faculty (Assistant Professor, Step 1) would be hired.
Salaries and Benefits (Staff, GA, TA, etc.)	N/A
Learning Resources	Learning Resources are allocated at \$750 per year for purchase of materials for Rohrbach Library.
Instructional Equipment	N/A
Facilities and/or modifications	N/A
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated each <u>new</u> full-time student. For each <u>new</u> part-time student, a \$2,000 expense is included in the calculations.
Administrative Expense	The Administrative Expense is calculated at 20% of total revenue.
Other	N/A

**Kutztown University of Pennsylvania  
Bachelor of Arts in Art History  
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		18	15	15	26	15	37	15	40	15
Out-of-state Full-Time Headcount Enrollment		2	2	2	3	2	5	3	6	3
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	600		1020		1380		1800		1920	
Estimated Revenue										
Tuition Generated	\$148,260		\$254,160		\$342,410		\$451,840		\$483,610	
Instructional Support Fee	\$14,120		\$24,004		\$32,476		\$42,360		\$45,184	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$162,380		\$278,164		\$374,886		\$494,200		\$528,794	
Estimated Expenses										
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		\$39,483	\$39,483			\$84,259	\$84,259		\$84,259	
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)										
Learning Resources		\$750		\$750		\$750		\$750		\$750
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$80,000		\$68,000		\$68,000		\$72,000		\$72,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$32,476		\$55,633		\$74,977		\$98,840		\$105,759	
Other										
Estimated Total Expenses	\$152,709		\$163,866		\$227,986		\$255,849		\$262,768	
Estimated Financial Impact of New Program										
	\$9,671		\$114,298		\$146,900		\$238,351		\$266,026	

**EXECUTIVE SUMMARY OF DEGREE PROPOSAL**  
**Bachelor of Science in Automation & Intelligent Robotics Engineering Technology**  
**Millersville University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program and Appropriateness to Mission**

Students in the proposed B.S. in Automation and Intelligent Robotics Engineering Technology degree program will be introduced to the fundamentals of power, electronic systems, and formal programming techniques common in industry. The curriculum, supported jointly by the departments of Applied Engineering, Safety & Technology and Computer Science, includes in-depth technical content of electronics, control systems, mechanical systems, and computer programming and applications to prepare professionals equipped to design, improve, maintain, and manage robotic and automated process and control systems. Laboratory courses require students to design, program, develop, and construct projects independently and in small teams. Seniors will participate in a cooperative education, internship experience or other capstone experience to further their knowledge and technical/programming skills in an industrial environment as they prepare to enter the workforce in this high-demand field.

The study of robotics and controls involves the design, modeling, optimization, documentation, and automation of advanced control problems. This major is designed to produce graduates prepared to work with multiple types of technology to design and implement projects that have advanced programming needs. Typical entry-level professions include: Software Engineers, Research & Development Engineers, Systems Engineers, Computer Engineers, Process Engineers, Control Systems Engineers, Controls Technicians, Field Engineers, Manufacturing Engineers, Robotics Programmers, and Robotic Technicians.

Our institutional mission statement states that Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities. The proposed program aligns with our institutional mission by providing students with the necessary skill set to keep employers competitive in the marketplace, thereby increasing the economic vitality of both local and global communities.

**2) Need**

Regional demand for the skill sets of graduates may be correlated with varied occupations identified on the PA 2010-2020 Long-Term Projections of Occupational Employment. Broadly, Engineers SOC Code 17-200 is projected at a 10.6 percent increase with more closely related Mechanical and Industrial Engineering Technicians at 3.7 percent and 10.2 percent respectively. Demand identified under other related occupational areas for which graduates would likely be qualified include Computer Hardware Engineer (9.5 percent), Electrical/Electronic Technician (4.4 percent), Numerical Tool and Process Control Programmers (16.5 percent), and Electromechanical Equipment Assemblers (12.5 percent). Additionally, according to the PA Department of Labor & Industry, robotics engineer demand scored 75/100, and demand for computer programmers and engineers generally remains high. Foxconn Technology Group, a global electronics manufacturer that makes Apple Inc.'s iPhone, is planning to invest \$40 million in Pennsylvania, including \$30 million for a site in Dauphin County. The new high-technology manufacturing facility would create 500 jobs over the next two years, many in the fields of robotics and advanced manufacturing. (Central Penn Business Journal, Nov. 22, 2013).



### **3) Academic Integrity**

The curriculum and the 11 general student learning outcomes for the proposed program are in alignment with the Accreditation Board for Engineering and Technology requirements. The curriculum is also aligned with related State System Board of Governors policies.

In addition, graduating students will demonstrate ability to:

- use electronics equipment, software, and programmable systems to design, simulate, and integrate robotic and control systems; and
- conduct systematic research and development in learning and applying current contemporary robotics and control systems technologies.

### **4) Coordination/Cooperation/Partnerships**

This new major has been developed jointly by the Department of Applied Engineering, Safety & Technology and the Department of Computer Science, combining significant course work from each department. The Department of Applied Engineering, Safety & Technology has a strong existing relationship with the private sector, including an effective external advisory council. In developing this program, the department sought guidance from local industry leaders and plans to further these relationships. This local industry partnerships are demonstrated, in part, by the more than 10 letters of support to include Distributed Systems Equipment, Inc., The Hershey Company, Phoenix Contact, Airline Hydraulics Corporation, and Samtec Microelectronics, among others.

### **5) Assessment**

Assessments will be integrated into the implementation plan to build a reflective continuous improvement cycle. Within each course, formative and summative assessments will be used to ensure that students are given multiple opportunities to document that learning outcomes are successfully achieved. The goal is to prepare students with the requisite engineering and technology skills they will need to succeed within the profession.

Programmatic assessments will include an employer-based evaluation of students who are participating in internship or practicum experiences, and an alumni exit survey of students who have recently completed the major and are now in the workforce.

### **6) Resource Sufficiency**

Since the Department of Applied Engineering, Safety & Technology has an accredited Robotics & Control Systems concentration within its Applied Engineering & Technology Management program, and the Computer Science Department has an accredited program in Computer Science, initial resource needs will be minimal. Overall enrollment increases may create need for additional sections of physics and mathematics courses, but this can be accommodated within the tuition resources as demonstrated in the budget projection. Facilities for both robotics and computer science already exist on the Millersville University campus, and the plan is to make continued use of those facilities. The proposed budget recognizes the additional hardware/software costs likely to come from increased enrollment. Programmatic growth may create future needs over time, but sufficient faculty, staff, facilities, and equipment currently exist to launch this program.

*Prepared by:* Len S. Litowitz, Chairperson, Department of Applied Engineering, Safety and Technology

*Implementation date:* Spring 2016

*Date approved by Council of Trustees:* September 9, 2015



**Millersville University of Pennsylvania**  
**Bachelor of Science in Automation and Intelligent Robotics Engineering Technology**  
**Budget Narrative**

<b>ESTIMATED REVENUES</b>	<b>NARRATIVE/ASSUMPTIONS</b>
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	
Headcount Enrollment	The enrollment projections are based on 10 existing MU students transferring to the program in year 1 with 7 new full-time students enrolling each year starting in year 2. Based on MU's average retention and graduation rates, this will result in a long-term enrollment of 25 students in the program.
<b>ESTIMATED REVENUE</b>	
Tuition Generated	
Instructional Support Fee	
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	Salaries and benefits for instructional costs include 2 components: 1) The expenses for the 10 initial students in the program. Starting in year 1, these are approximately \$73k, \$59k, \$51k, \$37k, and \$22k which offset the additional revenue that would otherwise appear. This ensures that we are not considering their tuition as new revenue but are accounting for their costs and revenue in the program. 2) New costs represent the potential need to add sections of two 5-credit physics courses in years 2 and 3, two additional 4-credit courses in year 4, and one additional 4-credit course in year 5, as needed. All other courses have sufficient capacity. Salaries are based on the cost of an Associate Step 6 (\$111,579) to be conservative.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	N/A, Program does not require additional complement in these categories.
Learning Resources	N/A
Instructional Equipment	\$10k is included in year 3 to account for unanticipated hardware/software needs in an evolving field. This is increased to \$15k in year 5.
Facilities and/or modifications	N/A
Impact to additional non-major course sections (e.g. General Education)	The potential growth in total enrollment to the university of 25 students, and subsequent demand this will create for general education courses, can be accommodated from the resources identified in the budget model.
Administrative Expense	
Other	

**Millersville University of Pennsylvania**  
**Bachelor of Science in Automation and Intelligent Robotics Engineering Technology**  
**Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment	10	0	8	7	13	7	16	7	19	7
Out-of-state Full-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
In-state Part-Time Headcount Enrollment	0									
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	300		450		600		690		780	
Estimated Revenue										
Tuition Generated	\$84,600		\$126,900		\$169,200		\$194,580		\$219,960	
Instructional Support Fee	\$7,440		\$11,160		\$14,880		\$17,112		\$19,344	
External Grants and Contracts										
Other										
Estimated Total Revenue	\$92,040		\$138,060		\$184,080		\$211,692		\$239,304	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Expenses for internal transfers (to offset revenue)	\$73,632		\$58,906		\$51,542		\$36,816		\$22,090	
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver) <b>New Students Only</b>	\$0	\$0	\$0	\$23,245	\$23,245	\$23,245	\$46,490	\$37,192	\$83,682	\$18,596
<b>TOTAL: Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)</b>	\$73,632	\$0	\$58,906	\$23,245	\$74,787	\$23,245	\$83,306	\$37,192	\$105,772	\$18,596
Learning Resources										
Instructional Equipment						\$10,000	\$10,000	\$0	\$10,000	\$5,000
Impact to additional non-major course sections (e.g. General Education)		\$0		\$28,000		\$28,000		\$28,000		\$28,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$18,408		\$27,612		\$36,816		\$42,338		\$47,861	
Other										
Estimated Total Expenses	\$92,040		\$137,763		\$172,848		\$200,836		\$215,229	
Estimated Financial Impact of New Program	\$0		\$297		\$11,232		\$10,856		\$24,075	

**EXECUTIVE SUMMARY OF DEGREE PROPOSAL**  
**Doctor of Nursing Practice in Nursing Practice**  
**Millersville University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program and Appropriateness to Mission**

The Department of Nursing at Millersville University has offered a successful Master of Science in Nursing (Family Nurse Practitioner) degree since 1992. Since inception, the program has boasted a 100% pass rate on the national certification examinations for Family Nurse Practitioners. Further, in order to provide the highest quality experiences for our FNP students, we have cultivated over 100 diverse clinical practice opportunities, spanning a large geographic area in the South Central Pennsylvania region.

Based on this strong history, the Department of Nursing now seeks to offer a Doctor of Nursing Practice (D.N.P). This practice doctorate, which builds on the existing advanced practice MSN curriculum, is in line with the goals and objectives of the American Association of Colleges of Nursing (AACN). The AACN emphasizes that the demands of today's dynamic health care environment necessitate advanced practice registered nurses (APRN) prepared at a higher level than the M.S.N. The D.N.P-prepared nurse is well-suited to fill this demand as the course of study prepares the individuals in evidence-based practice, quality improvement, leadership, and systems management. As the D.N.P is considered the terminal degree for advanced practice nurses, the proposed program will focus on practice-oriented evidence-based research analysis and application within the health care community. Unique to this particular program is the regional focus such as the importance of understanding and addressing the regional health issues among the Amish and Plain communities.

The proposed Millersville University D.N.P program consists of thirty-three credits, culminating in an applied evidence-based practice application project. The program goals are closely aligned with those of the AACN Essentials of Doctorate of Nursing Practice Education. The overall goal of the Millersville D.N.P program is to develop the next generation of nursing practice leaders that will have a positive impact on health care in the central Pennsylvania region.

The proposed D.N.P is in alignment with the State System of Higher Education's Strategic Goals and Millersville University's Strategic Plan. The State System of Higher Education strives to "ensure academic excellence. . ." and "enable more students to obtain credentials that prepare them for life [and] career. . ." (Strategic Goals, 2014). Further, it aligns with the mission of the state system to provide (1) access and affordability of excellent undergraduate and graduate education; and (2) responsiveness to state, regional, and national needs through quality academic programs, research, and service." Millersville University's strategic plan "*Our Bold Path*" highlights the development of doctoral programs as a key strategic direction and sets a goal to "graduate at least 50 students in three or more professional doctoral programs by 2020."

**2) Need**

As previously noted, the AACN has adopted a position statement calling for all advanced practice nurses (specifically nurse practitioners, nurse anesthetists, clinical nurse specialists, and nurse midwives) to be prepared at the doctorate level. Further, in 2010 the Institute of Medicine released "The Future of Nursing" report, calling for a 50% increase in doctoral prepared nurses by 2020. The profession's response to these initiatives has been swift, with a dramatic rise in the number of nurses prepared at the doctoral level. According to the Robert

Woods Johnson Future of Nursing Campaign for Action (2015), in 2010 there were just over 7,000 registered nurses enrolled in DNP programs. In 2013, the number enrolled had doubled to 14,688. Additional DNP programs are needed to meet this ever-growing educational demand.

According to the U.S. Bureau of Labor Statistics (2013), in Pennsylvania, there were 1,840 nurse anesthetists and 130 nurse midwives employed. As of September 2014, the Pennsylvania State Board of Nursing reported 9,477 active nurse practitioner licenses and 193 active clinical nurse specialist licenses. Regionally, according to a 2013 analysis by the Pennsylvania State Nurses Association, there were 881 registered nurses who had completed APN program in the south central Pennsylvania region and 1,974 registered nurses in the broader southeast region of the state. It is evident that the Commonwealth has a strong APRN workforce; based on national trends, it can be predicted that many of these nurses will seek DNP educational opportunities.

Recent national and regional data collected by the Education Advisory Board (EAB) shows strong demand for D.N.P trained nurses in some of the most populous states (California, Texas, Florida, Illinois, and Pennsylvania in the top five), and specifically in some of the Mid-Atlantic states (Pennsylvania and New York). Using recent data from Burning Glass Labor/Insight, EAB reports 3,506 open positions in Pennsylvania that D.N.P nurses would qualify for during the December 2013 to November 2014 timeframe. An additional 3,489 open positions of similar nature were available in this timeframe in New York. As EAB reports "Employer demand for DNP-skilled nurses has increased over the last three years, both nationally and regionally."

Since 1998, there have been more than 150 total graduates of the Millersville University M.S.N-F.N.P (Masters of Science in Nursing – Family Nursing Practitioner) program, with most of these graduates remaining in the central Pennsylvania area to practice. Since 2012, the F.N.P program has seen significant growth, with an average of 25 new students each year. Further, the program is continuing to see an increased number of B.S.N graduates transitioning directly into the M.S.N-F.N.P program. The 2014–2015 cohort comprises nearly 50 percent B.S.N alumni, many of whom have indicated a significant interest in a D.N.P option. Results of the needs assessment conducted in July 2014 identified significant interest in the D.N.P program among our B.S.N and M.S.N alumni (70% of respondents were alumni).

### **3) Academic Integrity**

The proposed D.N.P program has the following overarching goals:

To prepare nurse leaders to use advanced levels of clinical judgment and systems thinking to design evidence-based care to improve the health of our communities.

To position ARPNs to provide leadership in developing health care policy, which will influence access and delivery of services for improvement of quality and outcomes.

The D.N.P program is proposed to begin in summer 2016. The program consists of 33 credits and is designed as a part-time program, to best meet the needs of the expected student population. All courses will be taught in a blended format, with some online instruction and some face-to-face instruction. All students must complete 33 credits, 330 hours of clinical experiences and an evidence-based practice project as their capstone experience. The curriculum is also aligned with related State System Board of Governors policies.

### **4) Coordination/Cooperation/Partnerships**

The Millersville University D.N.P program has developed partnerships with community agencies, health care agencies, and community practices. Within these partnerships, qualified, licensed, or certified individuals will provide mentoring. The D.N.P Coordinator will collaborate

with the community partnerships related to student clinical interests. A vast array of partnerships exists as a result of the M.S.N Family Nurse Practitioner (F.N.P) program. In fact, over fifty affiliations are used each semester for FNP site placements from Berks, Chester, Lebanon, Lancaster, York, Adams, Cumberland, Dauphin, and Perry counties.

Our regional health care partners, some of which have provided letters of support, are excited to begin collaborating with the proposed D.N.P program. These partners include Pinnacle Health, Holy Spirit, Lancaster Regional Medical Center, and Lancaster Heart and Vascular Institute. In addition, the recent partnership between Lancaster General Health and the University of Pennsylvania Health System provides many collaborative opportunities. The regional health care partners also appreciate the proposed delivery format. In fact, the Senior Vice President of PinnacleHealth System stated, "It is important to note that unlike many of the existing D.N.P programs, Millersville University plans to offer their D.N.P program in a face-to-face and blended learning format. This is significant as not all potential students desire the fully online format."

#### **5) Assessment**

While accreditation of doctoral level nursing programs is voluntary, the Nursing Department will seek ACEN accreditation for the new D.N.P program. Currently, the R.N.-B.S.N and M.S.N programs are accredited through the ACEN until 2018. It is anticipated that the first cohort of the MU D.N.P program will be graduating in May 2018. The proposed D.N.P program will be submitted for accreditation to the ACEN at the earliest possible time.

The D.N.P program follows the "Essentials of Doctoral Education for Advanced Nursing Practice" established by the American Association of Colleges of Nursing (AACN, 2006). These Essentials were used to design the D.N.P program outcomes and courses/content. Each syllabus has course evaluations, which align with the program outcomes and the AACN Essentials for D.N.P. The Department has a systematic evaluation plan that will be extended to include the D.N.P program. Each academic year, the Department meets to review each of the programs through an outcomes evaluation process, determining both student and faculty evaluation of course and program needs that may be unmet. This academic review provides the feedback needed to determine if any changes are needed. The other part of this evaluation process is completed through our alumni, their employers, and the MU Nursing Advisory Committee.

#### **6) Resource Sufficiency**

All courses in the D.N.P program are new and will require an additional two sections per semester to be added to the current teaching schedule. It is planned that a full-time faculty member will be added to the faculty complement to support the doctoral program. With the existing M.S.N program, the facilities, support staff, and clinical affiliations are in place to support the addition of the D.N.P program. Adequate classroom space is available for use at Millersville University. Further, a recent development grant has been received and some technological upgrades to the conference room and other nursing classroom space have been made.

*Prepared by:* Drs. Kelly Kuhns, Barbara Zimmerman, and Victor DeSantis

*Implementation date:* Summer 2016

*Date approved by Council of Trustees:* June 10, 2015

**Millersville University of Pennsylvania  
Doctor of Nursing Practice in Nursing Practice  
Budget Narrative**

<b>ESTIMATED REVENUES</b>	<b>NARRATIVE/ASSUMPTIONS</b>
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	
Headcount Enrollment	The proposal projects tuition and fees to be generated from an initial cohort of 8 students (headcount) in year one, followed by a second cohort of 10 students, and cohorts of 12 in the following three years. Budget projections assume an attrition of one headcount student per year.
<b>ESTIMATED REVENUE</b>	
Tuition Generated	Tuition and fees are based on students taking 18 credits (2 courses per term) across their first year, and then 15 credits (2 courses per term – 1 two credit and 1 three credit) for their second year, for a total of five semesters (33 credits). We present an annualized part-time credit load of 16.5 for the budget projection. The planned tuition rate for this program is the regular graduate rate of \$470 per credit x 10 percent doctoral addition (\$517 per credit).
Instructional Support Fee	20% of resident tuition rate (\$103.40)
External Grants & Contracts	There are no identified potential sources of external grants and contracts beyond the launch grant of \$15,000 from Highmark.
Other	Millersville will internally support the expected shortfall in Year 1 from the Provosts' reserve accounts.
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	Estimated expenses include in year one-five: Adjunct and regular faculty support in the first year of program, a new MU faculty member (hired at Rank/Step 2-2) in year 2 and beyond; summer support for the doctoral program coordinator. In all cases above, the amounts include both salaries and benefits.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Estimated expenses include a half time graduate assistant (\$8380 - stipend and tuition support). No additional staff identified.
Learning Resources	Additional sum for library expenses (\$5000 annually)
Instructional Equipment	None identified
Facilities and/or modifications	No expenses have been identified related to new or existing facilities.
Administrative Expense	20% of estimated revenue
Other	Additional Printing/Digital/Other marketing activities for launch years (Year 1 to 5)

**Millersville University of Pennsylvania  
Doctor of Nursing Practice in Nursing Practice  
Five-Year Budget Projection**

Estimated Student Impact of New Program	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment	0	0	0	0	0	0	0	0	0	0
Nonresident Full-Time Headcount Enrollment										
Resident Part-Time Headcount Enrollment	0	8	8	10	9	12	11	12	11	12
Nonresident Part-Time Headcount Enrollment										
Projected Annual Credits Generated	132		297		346		379		379	
Estimated Revenue										
Tuition Generated	\$68,244		\$153,549		\$179,141		\$196,202		\$196,202	
Instructional Support Fee	\$1,654		\$3,722		\$4,343		\$4,756		\$4,756	
External Grants and Contracts		\$15,000								
Other (Support from Provost's Fund)		\$7,703		\$0		\$0		\$0		\$0
Estimated Total Revenue	\$92,601		\$157,271		\$183,483		\$200,958		\$200,958	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$50,242			\$93,614	\$93,614		\$93,614		\$93,614	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$8,380	\$8,380		\$8,380		\$8,380		\$8,380	
Learning Resources (library and digital access)		\$5,000	\$5,000		\$5,000		\$5,000		\$5,000	
Instructional Equipment										
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$13,980		\$31,454		\$36,697		\$40,192		\$40,192	
Other (launch marketing for initial years)		\$15,000		\$10,000		\$10,000		\$10,000		\$10,000
Estimated Total Expenses	\$92,602		\$148,448		\$153,691		\$157,186		\$157,186	
Estimated Financial Impact of New Program	\$0		\$8,823		\$29,793		\$43,772		\$43,772	



**EXECUTIVE SUMMARY OF DEGREE PROPOSAL**  
**Bachelor of Science in Corporate Security**  
**Slippery Rock University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program and Appropriateness to Mission**

The Department of Criminology and Criminal Justice at Slippery Rock University proposes a Bachelor of Science in Corporate Security. The program will have 120 credit hours with 60 credits in the major and two separate tracks: Organizational Security and Fraud. Courses will be taught face-to-face, online, and blended, which will maximize flexibility for students. The program is designed to prepare students for careers in a wide array of corporate security fields including security management, fraud/economic crime, risk management, personnel security management, and physical security management. Graduates will possess the knowledge, skills, and abilities necessary to prevent, detect, investigate, and correct organizational security breaches due to man-made and natural disasters that threaten property, people, information, economic assets, and business continuity. The program will prepare students with the requisite work experience to obtain certifications from the American Society of Industrial Security International, the Certified Fraud Examiners organization, National Association of Legal Investigators, or various private security management firms that offer the Facility Security Officer certificate.

The program will be designed to attract traditional students, transfer students, veterans, and associate's degree graduates who wish to enhance their abilities in the field. Moreover, criminal justice practitioners, veterans, and retiring government employees may seek this degree for second careers in the corporate security field.

This degree program will address Slippery Rock's mission to "excel as a caring community of lifelong learners connecting with the world." It offers lifelong learning opportunities for those currently serving in the military, law enforcement, and public safety fields. Current professionals can earn this degree later in their careers (or to prepare for a second career), or to augment their existing training and education.

**2) Need**

Heightened security concerns across the economy are driving the demand for interdisciplinary, specialized professionals who will manage security and effectively assess an organization's exposure to potential fraud and other security breaches. As comprehensive security becomes a higher priority in all industries, more and more leaders are appointing a corporation's most important senior executive (C-suite leadership) to lead all security functions in an intentional effort to strategically manage information, physical plant, personnel, and finances across the organization ([Forbes.com](http://Forbes.com)). These new security organizations within companies will need a properly educated staff to protect the company and to manage risk efficiently. A 2014, [nationwide survey of security managers and directors](#), conducted by Securitas USA, showed that the single most important management issue of concern was building and maintaining security staffing effectiveness.

Similarly, a 2013 [survey of its members](#) conducted by the American Society of Industrial Security International Foundation and the University of Phoenix found that over half of respondents believe that the challenge of managing security resources to effectively and strategically assess and contain risk will be the single greatest challenge that the security industry will face in the near future. In measuring the



prevalence of various security-related certifications, 470 survey responses (survey takers could indicate having more than one certification), showed that over half of the certifications possessed – 54 percent – were one of those for which the program can prepare Slippery Rock students to take.

Within the 150-mile region of Slippery Rock, employers are looking for security professionals with a combination of certifications and education. Burning Glass data show that of 209 jobs posted online in 2014, 155 (74 percent) required a bachelor's degree. Between 2014 and 2024, Economic Modeling Specialists International predicts that the investigation and security services industry within 150-miles of Slippery Rock will grow by 18 percent, adding over 5,000 new jobs to the regional economy. Based on Pennsylvania's Department of Labor and Industry data, the investigation and security services industry is projected to grow by 20.9 percent between 2010 and 2020 in Western Pennsylvania.

### **3) Academic Integrity**

One of the broad goals of the program is to prepare students to be well-rounded professionals who are able to meet the demands and responsibilities placed on today's corporate security personnel. Students in this program will complete a strong liberal-arts-based general education program along with a variety of new and existing courses within the corporate security major. The curriculum is authentically multidisciplinary, consisting of classes from eight Slippery Rock departments (across three colleges) and the general education program. Attention to ethics, professional conduct, corporate and personal citizenship, and the value of lifelong learning is prioritized across the proposed curricula. The curriculum is aligned with related State System Board of Governors policies.

The goal of this program is to prepare undergraduates for careers in the field of corporate security, its sub-fields and related occupations.

While there are currently no accreditation or official standards for academic security programs, the curriculum and objectives of the proposed degree are informed by principles set forth by the industry, including the American Society for Industrial Security, the Loss Prevention Foundation, corporate security leaders, and others. The objectives of the Corporate Security program reflect the need for academic rigor and the knowledge, skills, and abilities demanded by the industry.

#### **Outcome Statements:**

1. Students will demonstrate the ability to clearly articulate plans, strategies, analyses, and other field-based communications in oral and written format, including the use of current technologies and media.
2. Students will identify, explain, and apply principles of ethics, law, values, and morality to security-based scenarios and practices.
3. Students will develop and interpret understanding and knowledge of varied racial, ethnic, and cultural entities and explain their role in security-based practices.
4. Students will develop critical thinking skills necessary to the identification and response to security threats.
5. Students will recognize, explain, report, and demonstrate current field-based best practices in security management, threat response, and other knowledge/skills/abilities demanded by the field and the impact of technology on security preparedness and implementation.
6. Students will practice and apply principles of clear, professional, succinct, and straightforward writing.

#### **4) Coordination/Cooperation/Partnerships**

The level of sophistication, knowledge, and research in corporate security has grown such that the field warrants its own degree. Specific letters of support to this end have been provided by Senator Jay Costa, Jr., Grove City Medical Center, Comcast, and Embry-Riddle Aeronautical University. This program will be the only comprehensive stand-alone corporate security program in the State System. The course offerings in both the organizational and fraud tracks combine disciplines and reflect contemporary industry needs. The program will be a comprehensive, in-demand degree combining instruction from across multiple disciplines and providing students with a marketable and affordable education.

The program may partner with other system schools through the Pennsylvania Criminal Justice Educators organization. This is a professional body that represents the state-level entity of the National Academy of Criminal Justice Sciences organization and the regional Northeast Association of Criminal Justice Sciences. Slippery Rock faculty and students have traditionally been active participants in the leadership and scholarly endeavors of both of these professional organizations.

As the program expands, collaborations with academic and non-academic institutions will be supported to optimize enrollment, provide important internships and field connections for students, and garner feedback about program development. Current and continuing collaborations include regional community colleges, the American Society for Industrial Security, the Loss Prevention Foundation, and the Institute for Professional Certification and Accreditation.

#### **5) Assessment**

The program will include an active assessment cycle based on annual internal reporting as well as five-year external review cycles. The assessment methods include surveys, standardized testing, course assignments, out-of-classroom assignments, papers, and a capstone experience. A full assessment cycle of all outcomes will occur bi-annually.

Although assessment feedback will be regularly discussed throughout the academic year, Corporate Security faculty will review assessment results annually and incorporate findings into departmental strategic planning and program improvement. Assessment data will be disseminated to the Corporate Security Advisory Board, faculty, and students. Assessment methods include review of course assignments, portfolios, capstone experiences, comprehensive exams, exit surveys, and post-graduation surveys.

#### **6) Resource Sufficiency**

The program will make extensive use of university resources including faculty, library resources, and support staff. Additional resources specific to this program include marketing, faculty staffing, and professional development. The majority of the courses needed to support the program are already in place. Eight new courses are needed to support the degree.

Two full-time equivalent faculty will be required to staff the program, 0.75 will come from existing faculty and 1.25 from new temporary part-time faculty hires. New faculty appointed at Instructor Step 4 will be hired as follows: Year One, 0.125 full-time equivalent; Year Two, 0.38; Year Three, 0.38; Year Four, 0.38. Three-quarters of a full-time existing faculty member at Associate Step 13 will teach in the program starting in Year Three.

Slippery Rock University has funds set aside for investment in new programming. The Provost has allocated funding toward the startup costs of this new undergraduate degree, with the expectation that the monies will be reimbursed eventually to be used for other new initiatives.

*Prepared by:* Dr. Patrick Harvey, Department Chair of Criminology/Criminal Justice

*Implementation date:* Fall 2016

*Date approved by Council of Trustees:* September 3, 2015

**Slippery Rock University of Pennsylvania  
Bachelor of Science in Corporate Security  
Budget Narrative**

<b>ESTIMATED REVENUES</b>	<b>NARRATIVE/ASSUMPTIONS</b>
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	
Headcount Enrollment	The Bachelor of Science in Corporate Security degree program will include a general and a fraud track. The fraud track is anticipated to be the most popular of the two tracks and is projected to enroll eight new full-time in-state students in year one. Four courses will be shared between the general and fraud tracks. Enrollment in the fraud track is projected to reach 52 students by year five with 19 new students and 33 continuing students. Standard university persistence rates are used to calculate yearly progression for continuing students: 82 percent to year two, 73 percent to year three and 67 percent to year four.
<b>ESTIMATED REVENUE</b>	
Tuition Generated	Tuition is calculated using the 2015-16 tuition rates for in-state and out-of-state undergraduate students.
Instructional Support Fee	The Slippery Rock University Academic Enhancement fee, approved by the Council of Trustees, for undergraduate students is 10 percent of in-state tuition up to a maximum of 12 credit hours.
Additional Program Generated Revenue	No additional program revenue is anticipated.
External Grants & Contracts	No external grants or contracts are anticipated.
Other	The new program investment account will provide funding until the program reaches breakeven (\$18,210 in year one, \$12,818 in year three and \$2,298 in year four).
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	Two full-time equivalent faculty will be required to staff the program, .75 FTE will come from existing faculty and 1.25 FTE from new temporary part-time faculty hires with program expertise. New faculty appointed at Instructor Step 4 will be hired as follows: year one, .125 FTE; year two, .38 FTE; year three, .38 FTE; year four, .38 FTE. Three quarters of a full-time existing faculty member at Associate Step 13 will teach in the program starting in year three.
Salaries & Benefits (Staff, Grad Asst., Stipend/ Waiver, Teaching Asst., etc.)	Twenty percent of the existing clerical position assigned to the Criminology department (Clerk Typist 2 - Step 8) will support the program.
Learning Resources	Library resources are adequate to support the program. Professional development is budgeted at \$6,000 per year.
Instructional Equipment	No additional instructional equipment is required.
Facilities and/or modifications	No facilities modifications are required.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated for each <u>new</u> full-time student. For each <u>new</u> part-time student, a \$2,000 expense is included in the calculations.
Administrative Expense	Administrative expenses are calculated at 20 percent of tuition and academic support fee revenue.
Other	Resources provided to support program marketing.

**Slippery Rock University of Pennsylvania  
Bachelor of Science in Corporate Security  
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		8	7	12	16	14	25	15	30	16
Out-of-state Full-Time Headcount Enrollment							0	1	1	1
In-state Part-Time Headcount Enrollment				1	1	1	2	1	3	2
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	240		585		930		1275		1515	
Estimated Revenue										
Tuition Generated	\$56,480		\$138,550		\$220,620		\$306,220		\$367,990	
Instructional Support Fee	\$5,648		\$13,443		\$21,239		\$29,034		\$34,035	
External Grants and Contracts										
Other - New Program Reserves		\$18,210				\$12,818		\$2,298		
Estimated Total Revenue	\$80,338		\$151,993		\$254,677		\$337,552		\$402,025	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)		\$7,959	\$7,959	\$23,877	\$96,474	\$23,877	\$120,351	\$56,196	\$176,548	\$0
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	\$11,953		\$11,953		\$11,953		\$11,953		\$11,953	
Learning Resources		\$6,000	\$6,000		\$6,000		\$6,000		\$6,000	
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$32,000		\$50,000		\$58,000		\$66,000		\$72,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$12,426		\$30,399		\$48,372		\$67,051		\$80,405	
Other		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
Estimated Total Expenses	\$80,338		\$140,188		\$254,676		\$337,552		\$356,906	
Estimated Financial Impact of New Program	\$0		\$11,805		\$0		\$0		\$45,119	

**EXECUTIVE SUMMARY OF DEGREE PROPOSAL**  
**Bachelor of Science in Homeland Security**  
**Slippery Rock University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program and Appropriateness to Mission**

Slippery Rock University's proposed Bachelor of Science degree in Homeland Security will prepare students to obtain expertise in the prevention, detection, investigation, and remediation of threats to the United States. The program will require 120 credits with 60 major credits, and will be designed to attract full- and part-time students through various delivery modalities including traditional, on-line and blended. The program will emphasize experiential learning, including internships and applied projects.

The program will focus on the application of homeland security and defense concepts. Students will take courses in policing and intelligence, risk assessment, threat detection, legalities, terrorism prevention, investigation, as well as disaster response, strategic planning, establishing collaborative partnerships, and professional articulation/communication. Interdisciplinary curricular options and a capstone course are required.

The program will fit with the university's mission and strategic plan, and aligns with its strategic goal to emphasize undergraduate education and increase student enrollment. It also addresses the strategic goal of having talented faculty guide strong undergraduate programs that provide innovative, high-quality, relevant and integrated learning experiences. Specifically the program ties to the strategic trends of Cultural Awareness (Trend 4) by training graduates to address current cultural trends in breaches of national security and Wellness (Trend 6) by training graduates to protect life and property.

**2) Need**

Economic Modeling Specialists, International, predicts that the investigation and security services industry is set to grow by 17 percent between 2015 and 2025, adding over 145,000 jobs to the national economy. In Butler County, where Slippery Rock is located, this industry is projected to add over 400 new jobs in the next ten years, growing by 28 percent.

Burning Glass data show that there were approximately 1,000 national job postings in 2014 with 78 percent requiring at least a bachelor's degree, while many others explicitly required skills in communicating with others (45 percent), writing (37 percent), planning (30 percent), research (14 percent), and foreign language (13 percent). The homeland security labor market is seeking college-educated workers with specific skills that will be addressed by this program.

Despite the important role that Pennsylvania plays in defense and homeland security, and despite the concentration of higher education institutions in the area, no homeland security bachelor's degrees have been awarded in Western Pennsylvania. Slippery Rock's program will help to build a critical competency in the labor force to meet the critical challenges of protecting the nation from man-made and natural disasters.

**3) Academic Integrity**

The program will offer the skills needed to complement missions of both the Department of Homeland Security and the newly developed Pennsylvania Governor's Office of Homeland Security. This program will provide the planning skills needed to protect Pennsylvania's key assets, critical infrastructure, and residents; detect planned breaches; investigate man-made attacks; and engage in remediation efforts. The skills focus on understanding threats, critical

assets, and infrastructure, and the vulnerability therein, including disaster/emergency planning, infrastructure protection, physical security, and intelligence operations.

The liberal arts competencies emphasized will be analysis, critical thinking, oral and written communication, and ethics. Specifically, the proposed program contains a cultural awareness/foreign language component. The proposed program will be the first bachelor's degree dedicated entirely to Homeland Security offered by the State System in Western Pennsylvania and will be a true multi-disciplinary degree. The curriculum is aligned with related State System Board of Governors policies.

The curriculum prepares students to sit for the following: (a) Certified Homeland Protection Professional and (b) Certified Homeland Protection Associate. Students who complete this degree program and gather requisite work experience will be eligible to obtain other field specific certifications as working professionals (for example, through the [American Board for Certification in Homeland Security](#)).

In addition to addressing professional proficiency, the curriculum was developed to:

- 1) Foster critical thinking skills in students, to enable them to approach professional challenges with the ability to view it from different perspectives, seek independent verification of assumptions, and solve problems.
- 2) Develop oral and written communication skills so they can present themselves as articulate and knowledgeable professionals and deliver information in a cogent, clear, and organized manner.
- 3) Acquire an understanding of the role of diverse cultures and ethnicities in security studies, including foreign language and culture familiarization.
- 4) Maintain an ethical and legal awareness and understanding, particularly in regards to the role of the state and its attendant powers of formal social control in a free society.
- 5) Develop writing skills to meet the university's degree writing competency standard as part of the program's overall assessment plan.

#### **4) Coordination/Cooperation/Partnerships**

The level of sophistication, knowledge, and research in Homeland Security has grown such that the field warrants its own degree. Specific letters of support to this end has been provided by Senator Jay Costa, Jr., U.S. Department of Homeland Security, Corporate Allocation Services, Inc., and Embry-Riddle Aeronautical University.

The program may partner with other State System schools through the Pennsylvania Criminal Justice Educators organization. This professional body represents the state-level entity of the national Academy of Criminal Justice Sciences organization and the regional Northeast Association of Criminal Justice Sciences. Slippery Rock faculty and students alike have been active participants in the leadership and scholarly endeavors of both of these professional organizations.

Slippery Rock intentionally designed an authentic, multidisciplinary program. This curriculum relies on collaboration with the following departments across three of Slippery Rock's four colleges: Geography, Environmental Sciences, Modern Languages, School of Business, Communication, English, Interdisciplinary Programs, Military Science, Philosophy, Safety, and the hosting Criminology and Criminal Justice Department.

Articulation agreements exist among Slippery Rock and regional community colleges so collaborations have been initiated and partnerships discussed for this program, which will be an important next step for students who have completed an associate's degree in a related field. Current and continuing collaborations also include the American Society for Industrial Security, the Loss Prevention Foundation, the Naval Post Graduate School's Center for Homeland Security and

Defense, the University and Agency Partnership Initiative, and the Institute for Professional Certification and Accreditation.

#### **5) Assessment**

University programs are required to submit an annual assessment report that is reviewed by the Deans, the Assessment Committee, and the Assessment Committee Chairperson. Feedback is provided through a comprehensive rubric to ensure that assessment is focused on strategy and quality for the continued success of students.

The data from the assessment reports are used to improve student learning, drive resources allocation, and influence academic programming.

The program will include an active assessment cycle based on annual internal reporting as well as five-year external review cycles. The assessment methods include surveys, standardized testing, course assignments, out-of-classroom assignments, papers, and a capstone experience. A full assessment cycle of all outcomes will occur biannually.

The outcomes for the program are informed by key competencies derived from a review of industry and governmental organizations, and the Slippery Rock degree writing competency standards.

#### **6) Resource Sufficiency**

The program will make extensive use of university resources including faculty, library resources, and support staff. Additional resources specific to this program include marketing, faculty staffing, and professional development.

Two full-time equivalent faculty will be required to staff the program, with 0.75 coming from existing faculty and 1.25 from new temporary part-time faculty hires. New faculty appointed at Instructor Step 4 will be hired as follows: Year One, 0.125; Year Two, 0.38; Year Three, 0.38; Year Four, 0.38. Three quarters of a full-time existing faculty member at Associate Step 13 will teach in the program starting in Year Three. The anticipated start date of the first new part-time temporary hire is fall 2016.

The majority of the courses needed to support the program are already in place, with eleven new courses in development. This multidisciplinary program will share resources at Slippery Rock by using courses from the criminology, business, geography, philosophy, history, modern languages, English, communication, and safety management curriculums.

Slippery Rock University has funds set aside for investment in new programming. The Provost has allocated funding toward the startup costs of this new undergraduate degree, with the expectation that the monies will be reimbursed eventually to be used for other new initiatives.

*Prepared by:* Dr. Patrick Harvey, Department Chair of Criminology/Criminal Justice

*Implementation date:* Fall 2016

*Date approved by Council of Trustees:* September 3, 2015



**Slippery Rock University of Pennsylvania  
Bachelor of Science in Homeland Security  
Budget Narrative**

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The Bachelor of Science in Homeland Security is expected to enroll eight new full-time students in year one of the program. Program enrollment is projected to reach 53 students by year five with 19 new students and 34 continuing students. University persistence rates are used to calculate yearly progression for continuing students: 82 percent to year two, 73 percent to year three and 67 percent to year four.
ESTIMATED REVENUE	
Tuition Generated	Tuition is calculated using the 2015-16 tuition rates for in-state and out-of-state undergraduate students.
Instructional Support Fee	The Slippery Rock University Academic Enhancement fee, approved by the Council of Trustees, for undergraduate students is 10 percent of in-state tuition up to a maximum of 12 credit hours.
Additional Program Generated Revenue	No additional program revenue is anticipated.
External Grants & Contracts	No external grants or contracts are anticipated.
Other	The new program investment account will provide funding until the program reaches breakeven (\$26,169 in year one, \$28,472 in year two, \$45,136 in year three and \$2,297 in year four).
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Two full-time equivalent faculty will be required to staff the program, .75 TE will come from existing faculty and 1.25 FTE from new temporary part-time faculty with program expertise. New faculty appointed at Instructor Step 4 will be hired as follows: year one, .25 FTE; year two, .38 FTE; year three, .25 FTE; year four, .38 FTE. Three quarters of an existing full-time faculty member at Associate Step 13 will teach in the program starting in year two.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistances, etc.)	Twenty percent of the existing clerical position assigned to the Criminology department (Clerk Typist 2 - Step 8) will support the program.
Learning Resources	Library resources are adequate to support the program. Professional development is budgeted at \$6,000 per year.
Instructional Equipment	No additional instructional equipment is required.
Facilities and/or modifications	No facilities modifications are required.
Impact to additional non-major course sections (e.g. General Education)	For all baccalaureate programs, a \$4,000 expense is calculated for each <u>new</u> full-time student. For each <u>new</u> part-time student, a \$2,000 expense is included in the calculations.
Administrative Expense	Administrative expenses are calculated at 20 percent of tuition and academic support fee revenue.
Other	Resources provided to support program marketing.

**Slippery Rock University of Pennsylvania  
Bachelor of Science in Homeland Security  
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
In-state Full-Time Headcount Enrollment		8	7	12	16	14	25	15	30	16
Out-of-state Full-Time Headcount Enrollment			0	0	0	0	0	1	1	1
In-state Part-Time Headcount Enrollment				1	1	1	2	1	3	2
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	240		585		930		1275		1515	
Estimated Revenue										
Tuition Generated	\$56,480		\$138,550		\$220,620		\$306,220		\$367,990	
Instructional Support Fee	\$5,648		\$13,443		\$21,239		\$29,034		\$34,035	
External Grants and Contracts										
Other - New Program Reserves		\$26,169		\$28,472		\$45,136		\$2,297		
Estimated Total Revenue	\$88,297		\$180,465		\$286,995		\$337,551		\$402,025	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	\$0	\$15,918	\$15,918	\$56,196	\$120,833	\$31,837	\$152,669	\$23,877	\$176,547	\$0
Salaries and/or benefits (faculty and staff, grad assistant stipend/waiver)	\$11,953		\$11,953		\$11,953		\$11,953		\$11,953	
Learning Resources	\$6,000		\$6,000		\$6,000		\$6,000		\$6,000	
Instructional Equipment										
Impact to additional non-major course sections (e.g. General Education)		\$32,000		\$50,000		\$58,000		\$66,000		\$72,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	\$12,426		\$30,399		\$48,372		\$67,051		\$80,405	
Other		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
Estimated Total Expenses	\$88,297		\$180,466		\$286,994		\$337,551		\$356,905	
Estimated Financial Impact of New Program	\$0		\$0		\$0		\$0		\$45,120	

**EXECUTIVE SUMMARY OF DEGREE PROPOSAL**  
**Master of Public Health in Public Health**  
**Slippery Rock University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program and Appropriateness to Mission**

This proposal is for a Master in Public Health in Public Health. It will require 42 credits and can be completed in less than two years. The blended pedagogy will involve face-to-face teaching and online learning. Classes will be held at the Regional Learning Alliance in Cranberry Township. Course scheduling will accommodate working professionals.

While this is a general Master of Public Health in Public Health degree, two concentrations will be on health promotion and wellness as well as environmental and occupational health to address workforce needs. Health promotion and wellness is of growing importance as health care comes to emphasize disease prevention over treatment. Slippery Rock University places a great emphasis on health and wellness programs, and the development of the program helps support this mission. In addition to health promotion and wellness, students may select a track in environmental and occupational health. The proposed program follows a practitioner-based approach and the required capstone experience will provide an opportunity for students to further develop relevant experience in an applied setting.

The Master of Public Health in Public Health will reflect the mission “to provide high-quality undergraduate and graduate academic instruction” and “to address the educationally related needs of the region served by the university” by developing a cost-effective program with robust assessment and working toward Council on Education for Public Health accreditation. The program will promote both graduate education and access to lifelong learners who are returning for additional credentials as well as providing a needed skill set to the region. In response to Slippery Rock’s mission, this program will focus on practice, address the needs of rural and special needs communities, and capitalize on the existing strengths of the university.

**2) Need**

The Affordable Care Act has sparked major changes in what the health care industry focuses on and how health care is delivered. The legislation nudges the industry away from merely reacting to disease and health-related issues to taking a more proactive, preventative approach to patient care and health and wellness promotion, as seen following health care reform in Massachusetts<sup>4</sup>.

Moreover, the legislation requires new transparency and accountability measures for non-profit hospitals: under the new law, these hospitals must assess the health needs of the communities they serve, develop a plan to address those needs, and demonstrate that public health outcomes are in line with their plans. These community health needs assessments must occur every three years and requires the input of individuals with “special knowledge of or expertise in public health” (ACA § 9007(a) (3)). Future job opportunities for public health professionals will be plentiful<sup>5</sup>.

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<sup>4</sup> Gruber, J (2011), The Impacts of the Affordable Care Act: How Reasonable are the Projections? National Tax Journal, (64), 893-908

<sup>5</sup> Association of Schools of Public Health (2011). “What is Public Health?”

In Pennsylvania, Governor Wolf's proposed budget for the Department of Health highlighted the need for health innovation, a registry of health issues connected to the Marcellus Shale extraction activities (to provide data for state epidemiologists to analyze), and reopening state health centers.

These moves will increase the demand for community health workers, health educators, epidemiologists, medical scientists, and environmental scientists, and the proposed program will prepare students for entry into or advancement within any of these fields<sup>6</sup>.

According to Economic Modeling Specialists International data, collectively these five occupations are projected to add over 1,200 jobs to the 150-mile region around Slippery Rock between 2014 and 2024. This represents a 14 percent growth rate that is faster than the average for all other occupations in the economy (estimated to be 7 percent). The projections on the national stage are similar: the five occupations above are projected to grow by 16 percent (compared to 11 percent for all other jobs), adding over 50,000 new positions to the national economy.

### **3) Academic Integrity**

The proposed program has the goal of increasing the knowledge, skills, and abilities of students in the discipline of public health. For those already working in the field of public health, their competency will be enhanced with consequent benefits for the communities they serve. Students embarking on a career in public health will be prepared for the ever-increasing demands of the profession, and will be able to fill the gap between the supply of, and demand for, public health workers. The proposed degree program would be practitioner-oriented rather than research-oriented, and will require a capstone experience and development of a competency portfolio. Graduates will also be well-prepared to take the National Commission for Health Education Credentialing's Certified Health Education Specialist examination, the Master Certified Health Education Specialist examination, or the National Board of Public Health Examiner's Certified Public Health examination. There is also a trend toward requiring a Master of Public Health for entry-level management positions. The accrediting council expects that at least 80 percent of graduates from accredited programs will obtain a job in a health-related field within a year of graduation. The curriculum is aligned with related State System Board of Governors policies.

Master of Public Health in Public Health Program Goals:

- 1) Prepare graduates to become leaders in applying public health evaluation and behavior change strategies to improve population health and wellness
- 2) Effectively employ evidence-based practical experiences and interdisciplinary approaches in public health
- 3) Provide quality education, research, service, and leadership to improve public health and eliminate health disparities
- 4) Cultivate and identify strategies for marketing innovative, interdisciplinary health promotion programs
- 5) Prepare students for the Certified Health Education Specialist, Master Certified Health Education Specialist, or Certified Public Health examination

### **4) Coordination/Cooperation/Partnerships**

The program is interdisciplinary, requiring expertise in mathematics, statistics, exercise science, and business. Faculty members within the Mathematics Department who have a specialization in biostatistics will teach within the program. Since health promotion and wellness is a concentration area, the department will partner with exercise science faculty to ensure graduates acquire the necessary skills to successfully meet accreditation

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<sup>6</sup> Pennsylvania Governors Executive Budget 2015-2016 for the Department of Human Services, March 2015.  
*Board of Governors' October 8, 2015 Meeting Minutes – Page 44*

competencies. Coordination with the Slippery Rock Department of Nursing will be pursued to ensure graduates are well-prepared in health policy.

Multiple partnerships are already established with several outside agencies and corporations including Highmark, University of Pittsburgh Medical Center, Cigna Health Insurance, Mylan Pharmaceuticals, and the National Institutes of Health. The program director is actively pursuing additional collaborations from the United States Department of Agriculture and the National Health and Nutrition Examination Survey Department.

An advisory board consisting of organizational leaders with hiring influence from these corporations and outside agencies will be established by early fall. This advisory board will continue to meet bi-annually and will allow for continued collaboration with stakeholders from outside corporations.

## **5) Assessment**

As the program is intended to be accredited by Council on Education for Public Health, students will have mastered the required accreditation competencies by graduation. The core competencies related to biostatistics, epidemiology, environmental health science, health policy and management, and social and behavioral sciences are imbedded within the 30 core course credits. The knowledge and skills learned will enable graduates to address public health problems at the community, institutional, and societal levels. In addition, students will develop interdisciplinary competencies: communication and informatics, diversity and culture, leadership, professionalism, program planning, systems thinking, and public health biology within the required coursework.

Data collected through graduate and alumni surveys will be used to understand student preparedness for the field of public health and job placement rates. Analysis of this information will help the faculty ensure that expected outcomes are being met.

Faculty will develop an instructional matrix to monitor attainment of competencies, with the goal of achieving accreditation in 2019. There will be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for the program and area of specialization.

## **6) Resource Sufficiency**

The program will require one additional full-time faculty and a management technician to aid with data entry and analysis for accreditation. The server required to support the database will be installed and maintained by the existing Information Technology Department.

The program will utilize two faculty with relevant public health backgrounds from the Health and Physical Education Department to assist with program courses. Additionally, faculty from the departments of Exercise and Rehabilitative Science, Nursing, and Mathematics may be redirected to facilitate Master of Public Health in Public Health courses as needed.

Slippery Rock University has funds set aside for investment in new programming. The Provost has committed this funding toward the startup costs of this new Master of Public Health in Public Health degree.

*Prepared by:* Dr. Joseph Robare, Associate Professor of Public Health and Social Work

*Implementation date:* Fall 2016

*Date approved by Council of Trustees:* September 3, 2015

**Slippery Rock University of Pennsylvania**  
**Master of Public Health in Public Health**  
**Budget Narrative**

	NARRATIVE/ASSUMPTIONS
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	
Headcount Enrollment	<p>The Master of Public Health in Public Health degree program uses a cohort-based enrollment model with only full-time students enrolled. At this point in time no out-of-state students are anticipated to enroll in the early years of the program. Should out-of-state students enroll, the out-of-state tuition rate online program is 102 percent of the in-state rate.</p> <p>Full-time students will complete the program in two years. An initial cohort of 12 students is projected. The University's graduate cohort retention rate of 85 percent is used to calculate persistence between the first and second year. Enrollment gradually increases from 28 full-time in-state students in year two to 51 full-time in-state students in year five.</p>
<b>ESTIMATED REVENUE</b>	
Tuition Generated	The tuition is based on the current in-state and out-of-state graduate tuition rates. Full-time students will enroll in 42 credit hours across two years. In year one full-time students will enroll in 9 hours in the fall and spring semesters, three hours in the winter and six hours in the summer. Full-time students enrolled in year two of the program full-time students will enroll in 9 hours in the fall and spring semesters. The university's graduate cohort based retention rate of 85 percent is applied. Tuition is calculated using the approved 2015-16 tuition rates.
Instructional Support Fee	The Slippery Rock University Academic Enhancement fee, approved by the Council of Trustees, for graduate students is 15 percent of tuition.
External Grants & Contracts	No grants or external contracts are anticipated at this time.
Other	The new program investment fund will be used to offset the start-up costs of the Master of Public Health in Public Health program; \$183,942 in year one, \$141,325 in year two and \$44,315 in year three.
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	<p>Faculty salary costs are based upon APSCUF collective bargaining agreement expiring June 30, 2015. The academic year course offerings will require a new 1.0 FTE annualized faculty program director at Associate Step10 with three to six hours of alternate workload each semester.</p> <p>Existing faculty from Nursing (Assistant – Step 12) will teach one course during winter session and an existing faculty member from Mathematics (Assistant – Step 12) will each teach one course in the fall semester each year. An additional part-time faculty member at Assistant – Step 12 will be hired to teach one three credit hour course during the spring semester starting in year two.</p>

	<p>A second full-time faculty member (Associate - Step 13) will be hired in year one of the program. During the fall semester of year one, the Assistant Professor will have a split load consisting of three graduate course credit hours, six undergraduate credit hours and three hours of alternate workload. In the spring semester of year one, the teaching load will consist of six hours of graduate and six hours of undergraduate courses.</p> <p>Starting in year two this faculty member will teach full-time in the Master of Public Health in Public Health program. This faculty member will teach six credit hours each summer.</p> <p>Payments for distance education have been factoring into the faculty salary and benefits.</p>
Salaries and Benefits (Staff, Grad Asst. Stipend/ Waiver, etc.)	Staff salaries are based upon the AFSCME collective bargaining agreement expiring June 30, 2015 and are projected to total \$66,131 each year. A new full-time management technician will be hired to support the data collection needs of the Master of Public Health in Public Health program.
Instructional Equipment / Learning Resources	Existing library resources are adequate to support the Master of Public Health in Public Health program. Instructional expenses include \$6,000 in annual professional development programs.
Marketing	Marketing expenses are budgeted at \$10,000 per year.
Facilities and/or modifications	The program will meet two times per semester at the Regional Learning Alliance. As such, the facilities section includes the rental of a classroom at the Regional Learning Alliance.
Administrative Expense	20% of tuition and instructional support fees.
Other – Accreditation	Council on Education for Public Health (CEPH) accreditation costs.

**Slippery Rock University of Pennsylvania**  
**Master of Public Health in Public Health**  
**Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment		12		18		24		27		28
Nonresident Full-Time Headcount Enrollment										
Resident Part-Time Headcount Enrollment			10		15		20		23	
Nonresident Part-Time Headcount Enrollment										
Projected Annual Credits Generated	324		636		873		1029		1101	
Estimated Revenue										
Tuition Generated	\$152,280		\$298,920		\$410,310		\$483,630		\$517,470	
Instructional Support Fee	\$22,842		\$44,838		\$61,547		\$72,545		\$77,621	
External Grants and Contracts										
Other - Program Investment Reserves		\$188,711		\$150,687		\$57,167				
Estimated Total Revenue	\$363,833		\$494,445		\$529,024		\$556,175		\$595,091	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty	\$154,399	\$82,810	\$237,209	\$88,392	\$325,600	\$2,596	\$328,196	\$1,593	\$329,789	\$767
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	\$66,131		\$66,131		\$66,131		\$66,131		\$66,131	
Instructional Equipment/Learning Resources		\$6,000	\$6,000		\$6,000		\$6,000		\$6,000	
Marketing		\$10,000	\$10,000		\$10,000		\$10,000		\$10,000	
New Facilities and/or Modifications to existing facilities		\$3,200	\$3,200	\$2,400	\$5,600		\$5,600		\$5,600	
Administrative Expense	\$33,832		\$66,411		\$91,159		\$107,448		\$114,966	
Other - Accreditation		\$1,500	\$1,500	\$1,500	\$3,000	\$2,875	\$3,175		\$3,175	
Estimated Total Expenses	\$357,871		\$482,742		\$512,961		\$528,143		\$536,429	
Estimated Financial Impact of New Program	\$5,962		\$11,703		\$16,063		\$28,031		\$58,662	



**EXECUTIVE SUMMARY OF DEGREE PROPOSAL**  
**Master of Science in Community Nutrition**  
**West Chester University of Pennsylvania**  
*October 7-8, 2015*

**1) Brief Description of Program and Appropriateness to Mission**

West Chester University's Department of Nutrition requests a reorganization of the Master of Public Health with a nutrition concentration, to a 100% online Master of Science in Community Nutrition to better meet the demands of the nutrition profession, undergraduate student demand, market need, and changes in health care. This proposed change allows the Nutrition Department to transition from providing a nutrition concentration within the Health Department's MPH degree to a M.S. in Community Nutrition degree completely developed and managed within the Nutrition Department. The M.S. in Community Nutrition is expected to be a more desirable option for nutrition professionals than the current arrangement and will continue to attract recent WCU graduates, resulting in an even larger number of students pursuing graduate level nutrition education than currently exists in the nutrition concentration.

The Department of Nutrition is a vibrant department with a history that demonstrates significant growth that serves the need of employers in the southeastern Pennsylvania region seeking individuals trained in nutrition science. Initially, the undergraduate nutrition program was a degree in public health with a nutrition concentration. In 1997 an undergraduate nutrition degree was developed to provide the didactic curriculum required by the Academy of Nutrition and Dietetics (AND) to educate Registered Dietitians (RD). In 2002, the nutrition program was granted a name change from "Public Health with a Concentration in Nutrition" to "Nutrition and Dietetics" by the Board of Governors of the State System (B.S. in Nutrition and Dietetics). In 2007, the didactic program earned accreditation by the Commission on Accreditation of Dietetic Education (CADE) (now known as the Accreditation Council for Education in Nutrition and Dietetics (ACEND)). In 2012, the undergraduate nutrition program was transferred from the Department of Health to a newly created Department of Nutrition, and is now home to approximately 570 undergraduate students.

The proposed M.S. in Community Nutrition supports the State System's Strategic Plan 2020 and is unique among State System schools; therefore, it would expand the academic offerings to students while avoiding any duplication across the System. With the ever-increasing rates of obesity and incidence of chronic disease in the U.S., the need for community-based nutrition and dietetics professionals will continue to grow. The focus of this proposed program aligns well with both current and emerging workforce needs and the competencies necessary to address these national health epidemics. The proposed fully online M.S. in Community Nutrition program will contribute to the institution's goal of strengthening its distance education programming. Additionally, the program will support the institution's strategic enrollment goal of increasing the number of students enrolled in and graduating from graduate programs.

**2) Need**

In addition to increased student demand, the nutrition profession has experienced significant changes, which is one of the reasons for requesting a reorganization of the program into a M.S. in Community Nutrition. As the practice and business of health care have evolved, so too has the training for RDs. The following criteria are currently required to earn the RD credential:

- Complete a minimum of a bachelor's degree at a U.S. regionally accredited university or college and course work accredited or approved by ACEND;

- Complete an ACEND-accredited supervised practice program;
- Pass the national examination administered by the Commission on Dietetic Registration; and,
- Complete continuing education requirements to maintain registration

In 2013, ACEND approved a modification in the requirements for RDs, which “change(s) the entry-level registration eligibility education requirements for dietitians, beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree.”

The proposed reorganization will help to meet the needs of the changing nutrition profession. Since fewer than 45% of current RDs hold graduate degrees, the new requirement for all entry-level dietitians to hold a graduate degree presents an opportunity for WCU to meet the regional and national demands for RDs. Pennsylvania is among the states with the highest employment of dietitians in the country. In addition, 48% of hospitals in Pennsylvania are within a 75-mile radius of WCU. The Bureau of Labor Statistics projects that employment of dietitians will increase 21% by 2022. The proposed M.S. in Community Nutrition will help meet the demands of this emerging field.

### **3) Academic Integrity**

The Master of Science in Community Nutrition explores human nutrition within the context of community health. Foundational courses will focus on community health issues (i.e. Human Nutrition, Maternal & Child Nutrition, Nutrition & Human Behavior, Nutrition & Health in Aging, and Nutrition & Disease an Evidence Based Approach). Students will be taught research methods through the lens of community health, including research design, methods, and statistical analyses. Courses on nutrition assessment and nutrition programs and policies provide students with the knowledge and skills that are critical for practicing in community nutrition settings. The capstone course will require students to conduct an exhaustive literature review on a nutrition-related topic in community nutrition. The curriculum is aligned with related State System Board of Governors policies.

### **4) Coordination/Cooperation/Partnerships**

The department plans to continue its communication with agencies and corporations with whom there are already established relationships (Sodexo, Aramark, Chester County Food Bank, AREUFIT Health Services, etc.), as well as to connect with other agencies and corporations. These partnerships are used to gather feedback about employer needs and expectations of graduates of our program, which is one of the primary ways of ensuring currency of the curriculum and that the program is responsive to regional employers. The faculty have significant experience in maintaining these relationships and ensuring that students benefit from these arrangements through employment opportunities.

### **5) Assessment**

M.S. in Community Nutrition Program Goals:

1. Provide a research-focused program for students seeking an advanced degree in community nutrition.
2. Increase students' knowledge and application of nutrition assessment, program planning, program implementation, and evaluation of community-based nutrition services.
3. Prepare graduates to promote nutritional health and disease prevention in communities, emphasizing vulnerable populations.

M.S. in Community Nutrition Program Goals will be assessed through the student-learning outcomes. In addition, all M.S. in Community Nutrition students will be asked to complete a

program exit survey based on the program's student learning outcomes as an indirect measure. The exit survey will also include questions related to graduate program satisfaction, perception of preparedness, and suggested improvements.

M.S. in Community Nutrition Student Learning Outcomes:

1. Identify and assess nutrition-related health problems.
2. Identify factors that contribute to nutrition-related health problems.
3. Develop educational and intervention strategies to improve nutritional health.
4. Apply research findings to the development and implementation of health policies/programs.
5. Apply ethical reasoning to advance health equity and social justice.

Each year, results of assessment data from the previous year are discussed during department meetings. From these discussions, an action plan is developed for each assessment measure. Additionally, under the Assurance of Student Learning (ASL) process, the university wide assessment committee and the respective associate dean evaluate each department's assessment plan annually. Programs are given scores for each element by examining assessment plans and their components using a rubric. In addition to a rubric score, programs are provided feedback to help strengthen their plans in an effort to produce better outcome results.

#### **6) Resource Sufficiency**

No additional facilities or equipment are needed to support the 100% online proposed M.S. in Community Nutrition program. Students enrolled in online graduate programs are charged a "distance education access fee" in lieu of general fees, which covers much of the support services (as noted in the budget narrative). Primarily the Department of Nutrition's 12 doctoral-level tenure track or tenured faculty members will teach the courses for the proposed program. Temporary faculty members who are experts in the community nutrition field may teach select courses. Again, this is an existing program that is seeking a new degree designation, which means the needed faculty and resources are already in place. Anticipated enrollment growth will require the addition of a new tenure-track hire in year 4.

*Prepared by:* Dr. Jeffery L. Osgood, Jr., Associate Provost and Dean of Graduate Studies, Interim  
*Implementation date:* Spring 2016

*Date approved by Council of Trustees:* September 16, 2015

**West Chester University of Pennsylvania**  
**Master of Science in Community Nutrition**  
**Budget Narrative**

<b>ESTIMATED REVENUES</b>	<b>NARRATIVE/ASSUMPTIONS</b>
<b>ESTIMATED STUDENT IMPACT OF NEW PROGRAM</b>	Because this is an existing program, it is already past the break-even point. This is also why there are existing students reported in Year 1 as noted on page 14 of the proposal.
Headcount Enrollment	Headcount enrollments are based on a detailed matrix of course offerings using current actuals for both in-state/out-of-state and part-time/full-time students to estimate the mix of each population. All courses are 3 credits. Cohorts begin annually. Because this is an existing program, attrition is calculated at known rates (see page 14).
<b>ESTIMATED REVENUE</b>	
Tuition Generated	Tuition is calculated at the recently approved rate for 2015-2016. Please note that tuition for out-of-state students is 102% of in-state tuition since this is an existing fully online program.
Instructional Support Fee	This reflects the currently approved instructional support fee for both in-state and out-of-state graduate credits and excludes technology tuition fee revenue.
Additional Program Revenue	We do not anticipate additional revenue.
External Grants & Contracts	We do not anticipate revenue from these sources
Other	Not applicable.
<b>ESTIMATED EXPENSES</b>	
Salaries and Benefits - Faculty	The teaching load is will be 1.25 FTE in Year 1, 1.5 FTE in Year 2, 1.75 FTE in Year 3, and will max out at full capacity at 2.0 in Years 4 and 5. Actual faculty salaries and benefits have been averaged and held constant across the five years of the budget projection. A tenure-track hire will be made prior to Year 4 to backfill existing master's level courses as the program ramps up to full capacity. Actual faculty salaries and benefits have been averaged and held constant across the five years of the budget projection. This includes faculty at Q03 steps H, J, and K and Q04 steps F and G (average salary plus benefits per FTE totals \$130,489). In Year 4 a new faculty at 02F in TIAA-CREF is added.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, etc.)	12 credits of graduate assistantships will be funded through the program in Years 1 and 2 and 24 credits will be funded in Years 3 through 5. This reflects 2015-2016 annual costs for 12 credits of \$18,882.
Learning Resources	Funding for specialized journals and other learning resources based on student need.
Instructional Equipment	None needed.
Facilities and/or modifications	The program will require no new facilities or modifications as it as an online program.
Administrative Expense	This is calculated at 20%.
Other	Funds for inviting employment partners to campus for collaboration and program assessment.

**West Chester University of Pennsylvania  
Master of Science in Community Nutrition  
Five-Year Budget Projection**

Estimated Student Impact of New Program	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Resident Full-Time Headcount Enrollment	10	20	16	20	16	22	17	24	19	25
Nonresident Full-Time Headcount Enrollment	1	1	1	1	1	1	1	1	1	1
Resident Part-Time Headcount Enrollment	3	5	7	6	9	8	11	8	12	8
Nonresident Part-Time Headcount Enrollment	1	1	2	1	2	1	2	1	2	1
Projected Annual Credits Generated	693		825		912		987		1041	
Estimated Revenue										
Tuition Generated	\$326,246		\$388,370		\$429,260		\$464,510		\$489,890	
Instructional Support Fee	\$35,087		\$41,770		\$46,175		\$49,972		\$52,706	
External Grants and Contracts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Total Revenue	\$361,333		\$430,140		\$475,435		\$514,482		\$542,596	
Estimated Expenses	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and benefits - Faculty		\$163,111	\$195,734		\$228,356		\$260,978	\$98,303	\$359,281	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		\$18,882	\$18,882		\$37,764		\$37,764		\$37,764	
Learning Resources		\$2,000	\$2,500		\$3,000		\$3,500		\$4,000	
Instructional Equipment		\$0	\$0		\$0		\$0		\$0	
New Facilities and/or Modifications to existing facilities		\$0	\$0		\$0		\$0		\$0	
Administrative Expense	\$72,267		\$86,028		\$95,087		\$102,896		\$108,519	
Other		\$2,500	\$3,000		\$3,500		\$4,000		\$4,500	
Estimated Total Expenses	\$258,760		\$306,144		\$367,707		\$507,441		\$514,064	
Estimated Financial Impact of New Program	\$102,573		\$123,996		\$107,728		\$7,040		\$28,532	

## Office of Internal Audit and Risk Assessment Fiscal Year 2015/16 – First Quarter Update

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### Summary

The Office of Internal Audit and Risk Assessment's (OIARA) fiscal year 2015/16 work plan defines 32 individual projects. Additionally, eight engagements ongoing as of June 30, 2015, carried forward, providing 40 initiatives for completion in the current fiscal year.

During the first quarter, work concluded on five engagements with 10 additional projects underway. Separately, six case reports were received through the State System's Incident Reporting System.

### Projects Completed First Quarter FY2015/16

The OIARA accomplished significant progress in meeting defined initiatives supporting our department's fiscal year work plan. The following five engagements concluded, providing management with 24 internal control recommendations.

<b>University</b>	<b>Project</b>	<b>Report Issued</b>
Lock Haven	Camp/Training Programs	07/20/15
Shippensburg	Financial Aid Limited-Scope	07/28/15
Mansfield	Expenditures of Public Funds	07/30/15
Clarion	Ethics Point #151*	08/10/15
Edinboro	Summer Camps/Training Programs	08/18/15

\* Denotes Non-Work Plan, Special Project Engagement

### Projects Underway at Close of First Quarter FY2015/16

At the close of the first quarter, project work remained underway on the following 10 projects.

<b>University</b>	<b>Project</b>	<b>Project Status</b>
California	Minors on Campus	Fieldwork Planning
Cheyney	University Scholarship	Fieldwork Planning
East Stroudsburg	Registrar Functions	Fieldwork Planning
Edinboro	Campus Safety	Fieldwork Underway
Indiana	Minors on Campus	Fieldwork Underway
Lock Haven	Campus Safety	Fieldwork Underway
Mansfield	Work Study Financial Aid Program*	Draft Report Issued
Millersville	International Education	Draft Report Issued
Shippensburg	Minors on Campus	Fieldwork Underway
Slippery Rock	IT User Access	Draft Report Issued

\* Denotes Non-Work Plan, Special Project Engagement

### **Management Corrective Actions - OIARA Follow-up Assessments**

Beginning last year, the OIARA instituted a formalized process to follow-up on prior audit report recommendations and to evaluate implementation of management responses addressing completed engagements. During the quarter, ongoing communication with university personnel occurred to document resolution and closure of prior internal audit report recommendations.

### **State System Incident Reporting System**

Concerns of employees, students, and others within the university communities regarding matters of wrongdoing are important; therefore, the State System maintains an active Incident Reporting System as a means to confidentially identify situations believed to be inappropriate. During the first quarter of FY2015/16, six new case reports were received through the Incident Reporting System through September 15, 2015.

### **Other First Quarter Activities**

Sustaining a departmental continuous quality assurance and improvement program, a quality assurance review (QAR) was initiated and remains ongoing comprising a self-assessment of OIARA processes and procedures against the Professional Practice of Internal Auditing Standards promulgated by the Institute of Internal Auditors. QAR outcomes will scale operational practices for conformity with industry standards governing the professional practice of internal auditing. The purpose of the exercise is to ensure OIARA operations meet and/or exceed industry standards.

A September 2015 brief was distributed summarizing common core risks identified through the completion of International Education and Study Abroad project engagements recently completed at four System universities. Overall outcomes identified 26 operational recommendations, including six common-themed findings identified among locations where the reviews were completed. The OIARA publishes periodic electronic information briefs to enhance System-wide communications regarding internal audit project outcomes.

Supporting the new OIARA System-wide initiative of continuous auditing of purchasing card transactional activity, departmental processes defining analysis protocols, establishment of university point-of-contact liaisons, and vendor data access training occurred. Transactional testing is set to begin during the upcoming second quarter of fiscal year 2015/16.

**Educational and General Operating Budget Summaries  
for Pennsylvania's State System of Higher Education Entities**  
*October 7–8, 2015*

Act 188 of 1982 requires the State System's budget request to be developed based upon university needs. System universities were provided with instructions to develop their fiscal year 2015/16 and 2016/17 Educational and General (E&G) budget requirements, which include anticipated changes in salaries, benefits, and other cost categories, with the following exception: Compensation requirements for approximately 87 percent of System employees are established in collective bargaining agreements that have already expired or will expire on June 30, 2016. Therefore, 2016/17 wage requirements are unknown at this time. In addition, there is the possibility of future wage adjustments in 2015/16 for collective bargaining units with currently expired contracts. As has been the case in prior years when wage components were unknown, **no pay adjustments beyond June 30, 2016, have been addressed in these budget estimates.** (This is not to be viewed as a bargaining position.)

E&G budgets support ongoing general academic, administrative, and physical operations; restricted (sponsored programs and most financial aid) and auxiliary (dining, housing, recreation, and student centers) activities are excluded. Universities provide budget estimates for the current year (2015/16) and request year (2016/17).

University budgets vary from one another due to the unique nature of each university's enrollment, employee complement, instructional offerings, physical plant, and strategic direction. Expenditure estimates and projections for university-based revenue sources are used to determine the System's budget request parameters. Below are explanations of the enrollment, revenue, and expenditure expectations for System universities and the Office of the Chancellor for 2015/16 and 2016/17, as submitted by the universities in September 2015 and reviewed by the Office of the Chancellor. A summary for each entity is provided at the end of this overview.

### **Enrollment Trends**

While state appropriations are a diminishing portion of the System's revenue, most System universities—like other institutions in Pennsylvania—continue to experience enrollment declines with a corresponding adverse effect on tuition and fee revenues. The System's overall anticipated 2015/16 reduction of approximately 1,800 annualized full-time equivalent (FTE) students, or 1.8 percent, is consistent with preliminary fall 2015 enrollment statistics. For some System universities, this represents the sixth straight year of enrollment decline.

The declining number of high school graduates has been a contributing factor. Similar demographic trends have been occurring nationally as other states, especially in the Northeast, experience modest declines in high school graduates associated with the Baby Boom Echo.<sup>7</sup> In Pennsylvania, the number of high school graduates is expected to increase in 2017; however, experience varies significantly by county. In addition, changes in state and local policies regarding advanced degrees for teachers contributed to an overall decline in graduate enrollment of 10.2 percent since 2010/11.

As the change in the number of high school graduates in Pennsylvania is leveling off, only three universities are projecting additional reductions in enrollment for fiscal year 2016/17, resulting in an overall enrollment increase of 0.3 percent. In 2010/11, the System's enrollment peaked at

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<sup>7</sup> *Knocking at the College Door*, Western Interstate Commission of Higher Education, December 2012



approximately 112,000 FTE students, but has since declined by over 11,000 FTE students, or 10 percent, to the anticipated 2016/17 enrollment of approximately 101,000 FTE students.

University-specific FTE enrollment projections vary significantly, with the 2015/16 one-year change ranging from a 30.7 percent decrease at Cheyney University to a 2.0 percent increase at West Chester University. Enrollment estimates for 2016/17 reflect a one-year change ranging from a 2.7 percent decrease at California University to a 14.9 percent increase at Cheyney University.

### **Budget Realignment**

In the midst of declining enrollment, the State System's expenditure requirements continue to rise. The System's emphasis continues to be on addressing the structural gap between revenues and expenses through strategic changes to its business models to ensure financial sustainability. Universities began fiscal year 2015/16 with a System-wide budgetary gap of over \$33 million, resulting from mandatory cost increases that exceeded available revenue. If the Commonwealth's budget, when enacted, reflects an increase in the System's 2015/16 state appropriations, the System's budgetary gap will decrease.

System universities continue to respond by retooling in order to meet changing student demographics and new program content needs and modalities. For some, the corresponding program realignment and workforce planning efforts might result in eliminating faculty and/or nonfaculty positions over and above the complement changes reflected in this document. Such adjustments to work force and structural program realignment require a multiyear approach.

Universities have incorporated these structural adjustments into their budgets in different ways, as they are at various stages in their planning processes. Some universities have reflected a planned use of Carryforward in 2015/16 as a one-time funding source while plans are being finalized for structural realignment. Some also continue to show a similar planned use of Carryforward as a placeholder in 2016/17, as they anticipate reductions.

### **Fiscal Year 2015/16 Highlights Revenue/Sources**

**Tuition**—The Board of Governors approved a 3.5 percent tuition rate increase for fiscal year 2015/16. The 2015/16 tuition revenue projections reflect the combined effect of tuition rate increases and declining enrollment at all but three System universities, as highlighted above. In addition, tuition flexibility pilots are continuing or are being implemented during fall 2015 at California, Cheyney, East Stroudsburg, Edinboro, Mansfield, Millersville, Slippery Rock, and West Chester Universities. System-wide, tuition revenue is expected to increase \$12.9 million, or 1.5 percent, ranging from a 24.2 percent reduction at Cheyney University to a 6.7 percent increase at Millersville University.

**Fees**—The universities' councils of trustees set institution-based student fee rates. Student fees include mandatory fees charged to all students, such as instructional support fees and health center fees, as well as optional fees charged to students for specific services or privileges, such as parking fees. Also included in this revenue category is the Technology Tuition Fee, set by the Board of Governors, which is expected to generate \$49.9 million in revenue for instructional technology purposes. Fee revenue reflects the combined impact of rate adjustments and enrollment changes. Rate adjustments include fee flexibility pilots implemented in fall 2014 and fall 2015 at Clarion, East Stroudsburg, Edinboro, Lock Haven, Mansfield, Millersville, and Slippery Rock universities. University mandatory fee rates increased on average 3.8 percent. University fee practices vary significantly.

**State Appropriation**—Because of the Commonwealth budget impasse, the System's 2015/16 E&G appropriation is unknown at this time. When the amount is known, the state appropriation will be allocated to universities through two methods: approximately \$38.5 million (an increase of \$1.1 million) will be distributed based upon performance; the remaining will be distributed through the System's allocation formula, which was revised effective July 2014. Universities were instructed to submit budgets based upon a 3.0 percent increase in the System's E&G appropriation. The 2015/16 university change in state appropriation reflects the 3.0 percent increase assumption and the second year of a three-year phased transition to the new allocation formula, as approved by the Board of Governors. Performance funding awards for 2015/16 had not been determined before the completion of this document; each university's 2015/16 and 2016/17 performance funds, included in its state appropriation, are estimated at the same proportion of the performance pool received by each university in 2014/15.

**All Other Revenue**—Included in this category are unrestricted gifts, contracts, and grants; investment income; educational fees for noncredit activity; parking and library fines; corrections from prior years; and other miscellaneous revenue sources. Activities generating these revenues vary widely by university and tend to be nonrecurring. Most universities do not anticipate increases and/or continuation of certain miscellaneous revenue sources until these revenues are received, but also limit expenditures supported by these specific revenue streams in their budget estimates.

**Planned Use of Carryforward**—From time to time, some universities might have the opportunity, either through greater than anticipated enrollment/revenue growth or through disciplined multiyear planning, to set aside revenues for future-year activities. This is represented by a negative number in Planned Use of Carryforward. When a university is using funds carried forward from a previous year, a positive number will appear on this line. This practice is a management tool allowing universities to anticipate and fund large one-time purchases and multiyear projects. Typical initiatives funded in this manner include new academic programs, major equipment purchases and upgrades, facilities improvements, and transitions through demographic changes. Since Carryforward funds are one-time in nature, a corresponding one-time expenditure is associated with the use of these funds. Most universities reflect a Planned Use of Carryforward funds in 2015/16 either to partially fund ongoing expenses as a transitional tool while implementing multiyear realignments, or for specific capital projects and new academic initiatives. Please note that with the exception of two universities, there is no Planned Use of Carryforward in 2014/15, as the prior year reflects the actual net result of the year's revenues and expenditures/transfers; typically, a surplus increased E&G net assets while a shortfall reduced E&G net assets. The two universities that do include Planned Use of Carryforward funds are using them for one-time, specific strategic projects and initiatives.

### **Expenditures/Transfers**

**Compensation**—Universities estimate budgeted FTE positions based upon known complement and anticipated vacancies. Given the continuing budget challenges, most positions vacated during 2014/15 were either frozen or eliminated, resulting in the final 2014/15 complement being 118 fewer positions than budgeted. This fall, the System is employing approximately 900 fewer permanent employees than six years ago (fall 2009). Most System universities are planning to fill key positions in 2015/16, with a net increase in funded positions at seven universities. In total, 10,841 E&G FTE positions are budgeted for 2015/16. This represents a decrease of 16.3 FTE positions, bringing the total to 148 fewer E&G FTE positions budgeted in 2015/16 than were originally requested for this fiscal year. The 2015/16 change in E&G employees ranges from a reduction of 42 FTE positions at Shippensburg University to an increase of 40 FTE

positions at West Chester University, primarily for permanent faculty in support of enrollment increases, and collective bargaining agreement requirements.

For 87 percent of System employees, compensation rates are specified within eight different collective bargaining agreements. Employee benefits allow multiple choices for health care and retirement programs. Each university's mix of employees among bargaining units, the benefits choices they make, and their years of service result in varying increases in personnel costs. Universities budget compensation expenses based upon anticipated filled positions, taking into consideration retirements, vacancies, and regular annual turnover in employee complement.

**Salaries and Wages**—Fiscal year 2015/16 represents the second year of the contract for employees in the International Union of Security, Police, and Fire Professionals of America (SPFPA) bargaining unit and the first year of new, one-year contracts with the American Federation of State, County and Municipal Employees (AFSCME); the State College & University Professional Association (SCUPA); and Office of Professional Employees International Union Healthcare Pennsylvania (OPEIU) bargaining units and incorporates various combinations of increments and general pay increases that occur in September 2015 or January 2016. Coupled with these compensation increases are changes to university-budgeted complement resulting from retirements, enrollment changes, accreditation requirements, and efficiency and productivity efforts. These combined changes in complement and compensation result in an average salary and wage increase of 0.8 percent.

**Benefits**—The vast majority of System employees are enrolled in either the System's PPO health care plan or the Commonwealth's Pennsylvania Employees Benefit Trust Fund (PEBTF) program for health benefits. The System's employer rates for the PPO plan increased 12.7 percent, while the PEBTF employer rates reflected in the new AFSCME agreement remained flat. The System's retiree health care rates increased 2.5 percent, while the Commonwealth's retiree health care rates increased 25.2 percent. The most common rates for the State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS), in which 47 percent of the System's employees participate, increased approximately 25 percent and 21 percent, respectively. In total, employee benefits expenses are projected to increase 12.0 percent.

**Student Financial Aid**—In April 2014, the Board of Governors amended Policy 1996-01-A: *Sources of Funding for University Scholarships*, to allow councils of trustees to establish institutional scholarship programs with limited E&G revenue. Given the growing emphasis on affordability, retention, enrollment management, and the net price to the student, E&G expenditures for student financial aid are reflected as a separate category in the budget summary. Significant growth in the use of institutional unrestricted resources for student aid is reflected in 2015/16, corresponding with the flexibility provided by Board policy, and expectations regarding affordability of pricing flexibility pilots. E&G student aid expenditures in 2015/16 are projected to grow \$4.9 million, or 12.9 percent, and vary significantly by university.

**Utilities**—Each university's utilities costs vary widely, depending on mix of utilities (gas, coal, oil, and electricity), local providers, contractual obligations, usage, energy savings projects, and changes in space. Fiscal year 2014/15 included savings in natural gas and electricity rates that are not anticipated to be realized again in 2015/16. Several universities also will have large sewer bills in 2015/16 for projects being done by the respective boroughs, and the cogeneration plant at Indiana University of Pennsylvania is anticipated to generate less electricity for sale to third parties due to the anticipation of a milder winter. In addition, the plant will undergo some major maintenance projects. These increases will be partially offset by a savings from one university moving from a central steam plant to distributed boilers. Fiscal year 2015/16 utilities costs, reflecting anticipated rate increases, are estimated to increase an average of 8.3 percent.

**Other Services and Supplies**—Expenditures in this category support all the day-to-day university operations, including professional services; teaching, office, and custodial supplies; travel; subscriptions and memberships; postage; and noncapital equipment. Costs in several commodity areas were contained through System-wide strategically sourced procurements. In addition, universities routinely purchase products and services under Commonwealth and other governmental contracts to reduce costs. During 2015/16, other service and supply expenditures are expected to increase 9.3 percent on average. Most of these increases are one-time activities associated with designated one-time fund sources; university experiences vary.

**Capital Expenditures and Transfers**—Capital expenditures and transfers represent the System's investment in its physical resources from the E&G budget. Included in this category are purchases of items, such as equipment, furniture, and library materials, as well as land and building improvements that have a useful life that is depreciated over time. The System budgets these expenditures on a cash basis, rather than budgeting depreciation. University transfers generally fund physical plant expenditures and debt. Some transfers might reflect a commitment for future projects. University capital expenditures and transfers can vary widely from year to year.

### **Fiscal Year 2016/17 Highlights**

University 2016/17 expenditure estimates and projections for university-based revenue sources are used to determine the System's budget request parameters. The universities are instructed to submit unbalanced budgets for the request year to allow for a candid assessment of resources and expenditure requirements. Only essential cost increases are incorporated into 2016/17 expenditure estimates; universities continue to incorporate reallocations to align their budgets with the strategic direction and today's fiscal realities of limited resources and improved efficiencies. Based upon this review, an appropriations request will be developed. No attempt has been made to balance each university's budget, as they reflect no change in tuition rates or appropriation.

### **Revenue/Sources**

**Tuition**—Changes in tuition revenue reflect the impact of projected changes in annualized FTE enrollment. The System's total 2016/17 annualized FTE enrollment is anticipated to increase by 329 FTE students, or 0.3 percent; three universities project continued reductions. Changes in student mix (e.g., full-time versus part-time, residency, and student level) also affect tuition estimates for 2016/17. In addition, to the extent possible, the effect of tuition flexibility pilots has been incorporated at Bloomsburg, California, Cheyney, Clarion, East Stroudsburg, Edinboro, Indiana, Mansfield, Millersville, Slippery Rock, and West Chester universities. No assumptions are made concerning tuition rate increases at this time.

**Fees**—Included in this category are the Technology Tuition Fee, which is established by the Board of Governors, and all university-based student fees. Since the universities' councils of trustees set student fee rates each spring, changes in mandatory fees typically reflect only adjustments due to anticipated enrollment. To the extent possible, rate adjustments include fee flexibility pilots implemented at Clarion, East Stroudsburg, Edinboro, Lock Haven, Mansfield, Millersville, and Slippery Rock universities. Instructional support and Technology Tuition Fee increases occur in concert with the general tuition rate.

**State Appropriation**—The 2016/17 state appropriation for each university reflects full implementation of the newly revised allocation formula, assuming no change in the System's overall E&G appropriation. This results in some significant changes in funding per university.

Each university's allocation of the appropriation will change based upon the allocation formula and performance funding results; adjustments have been made to anticipate the impact of full formula implementation. The state appropriation reflects continued funding of the E&G appropriation at the estimated current year's funding level. The Finance, Administration, and Facilities Committee of the Board of Governors will make a recommendation for consideration of an appropriations request that might differ from this appropriation assumption.

**All Other Revenue**—As in 2015/16, most universities do not anticipate increases and/or continuation of certain miscellaneous revenue sources until received. In addition, they limit expenditures supported by these specific revenue streams in their budget estimates.

**Planned Use of Carryforward**—Typical initiatives funded with Carryforward include new academic programs, major equipment purchases and upgrades, facilities improvements, and transitions through demographic changes. Most universities and the Office of the Chancellor reflect a Planned Use of Carryforward in 2015/16 to partially fund ongoing expenses as a transitional tool, while implementing multiyear realignments of programs and work force. For most, these plans were under development at the time their budget request documents were submitted. Therefore, some universities reflect a continued reliance on Carryforward in 2016/17 as a placeholder while restructuring decisions are being finalized. Other universities reflect a reduced reliance on Carryforward and corresponding cost reductions.

### **Expenditures/Transfers**

**Compensation**—In general, universities are anticipating an increase in employee complement in 2016/17, mainly faculty, to address anticipated increases in enrollment and the start of new academic programs. Given the combined impact of the fiscal climate, enrollment reductions, and program relevancy, several universities are in the midst of program realignment and workforce planning efforts that might result in eliminating faculty and/or nonfaculty positions that are not included in the complement changes reflected in this document. As universities are at various stages in this planning process, which requires a multiyear implementation strategy, complement reductions associated with these developing plans typically are excluded from these complement estimates; however, compensation may be reduced to reflect a commitment to reducing labor costs.

**Salaries and Wages**—Compensation requirements for approximately 87 percent of the System's employees are established in collective bargaining agreements that have ended or will end on June 30, 2016. Therefore, 2016/17 wage requirements are unknown at this time. As has been the case in prior years when wage components were unknown, **no pay adjustments beyond June 30, 2016, have been addressed in these budget estimates.** In some cases, 2016/17 salaries reflect salaries and wages for the filling of 91 FTE positions and the residual of a midyear salary increase for some bargaining units that occurred in 2015/16. This will be partially offset by a reduction as employees at the top of their pay scales received a one-time cash payment in 2015/16. Salaries and wages include base pay of permanent and temporary employees, overload and overtime pay, summer/winter session compensation, other miscellaneous pay categories, and student wages. Overall, a 0.5 percent increase in salaries and wages is anticipated, based upon these assumptions, ranging from a 12.0 percent reduction at Cheyney University to a 2.8 percent increase at West Chester University.

**Benefits**—The System's primary cost drivers for 2016/17 are retirement and health care costs.

The two primary Commonwealth retirement programs, SERS and PSERS, continue to experience financial stress that is resulting in significant rate increases. Approximately 47 percent of the System's employees have chosen SERS or PSERS as their retirement vehicle. In

accordance with Commonwealth budget guidelines, the most common SERS employer contribution rate is projected to increase from 24.9 percent of salaries to 30.0 percent of salaries, or an increase of 20.5 percent. PSERS rates are expected to increase 14.9 percent. The combined cost associated with SERS and PSERS rate increases alone is \$13.9 million. Retirement rates associated with the alternative retirement programs remain the same. Combined retirement costs—various rate increases applied to a relatively stable salary and wage base—are expected to increase in 2016/17 by \$14.3 million, or 12.6 percent.

Of those employees who receive health benefits, approximately 65 percent are enrolled in the System's health care program. The employer share of health care costs for active and annuitant employees within the System-managed programs is expected to increase an average of 6.0 percent next year based upon a combination of national trends, the System's health care experience, participation in the wellness program, and the anticipated change in complement. These estimates also include additional costs required by federal health care reform. The remaining 35 percent of System employees receive health care through PEBTF. These rates are established in the AFSCME collective bargaining agreement, which reflects no increase in an employer rate for 2015/16. The Commonwealth's budget guidelines include 2016/17 health care rates that are also flat for PEBTF and retiree health care. Combined health care costs are anticipated to increase \$8.2 million, or 4.1 percent.

Overall, employee benefits expenditures are expected to increase \$24.1 million, or 5.9 percent, ranging from a 7.3 percent decrease at Cheyney University to an 8.0 percent increase at Slippery Rock University. University experiences vary significantly based upon the benefits programs their employees choose and changes in complement.

**Student Financial Aid**—As previously reflected in 2015/16, significant growth in the use of institutional unrestricted resources for student aid continues to be seen in 2016/17, corresponding with the flexibility provided by Board policy, and expectations regarding affordability of pricing flexibility pilots. E&G student aid expenditures in 2016/17 are projected to grow \$7.7 million, or 18.0 percent, and vary significantly by university.

**Utilities**—Each university's utilities costs vary, depending on mix of utilities (gas, coal, oil, and electricity), local providers, usage, energy savings projects, and changes in space. Utilities cost increases reflect projected rates and continued energy savings initiatives. The System's combined utilities costs are anticipated to increase 2.9 percent.

**Other Services and Supplies**—For 2016/17, universities estimate a reduction of 0.3 percent in costs for professional services, materials, supplies, and uncanceled equipment. This reflects the combined reduction of one-time expenditures supported in 2015/16 with Carryforward funds and increased prices for ongoing services and supplies in 2016/17. University experiences vary significantly; fluctuations tend to be associated with those universities that reflect a change in planned use of Carryforward for one-time initiatives.

**Capital Expenditures and Transfers**—Capital expenditures may increase or decrease depending upon the level of one-time facilities improvements and equipment purchases in each year. Most universities are continuing their current level of commitment to major physical plant (including debt service), equipment, and library expenditures into 2016/17. Overall, the System's 2016/17 capital expenditures and transfers are projected to increase 0.4 percent, though university experiences vary significantly.

**Revenue/Sources Less Expenditures/Transfers**—As previously mentioned, universities submit unbalanced budgets for 2016/17. No attempt was made to balance each university's budget, as no assumptions have been made regarding potential changes to appropriation

and/or tuition rates. Based upon these submissions, a proposed appropriations request and corresponding tuition rate assumptions will be developed by the Finance, Administration, and Facilities Committee of the Board of Governors at its meeting on October 7, 2015. The shortfall reflected in each university's 2016/17 budget presentation on the following pages reflects each university's funding requirements, given the assumptions discussed in this overview.

Board of Governors' Budget Request Summary  
Bloomsburg University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$79,734,333	\$81,433,177	2.1%	\$90,764,410	11.5%
Fees	16,092,119	17,144,629	6.5%	17,126,701	-0.1%
State Appropriation	32,968,555	33,962,915	3.0%	33,823,642	-0.4%
All Other Revenue	5,628,648	4,808,452	-14.6%	4,808,452	0.0%
Planned Use of Carryforward	5,553,430	9,526,007	71.5%	1,317,571	-86.2%
<b>Total Revenue/Sources</b>	<b>\$139,977,085</b>	<b>\$146,875,180</b>	<b>4.9%</b>	<b>\$147,840,776</b>	<b>0.7%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$70,856,409	\$70,920,211	0.1%	\$71,375,851	0.6%
Benefits	32,866,402	37,339,691	13.6%	40,021,221	7.2%
Subtotal, Compensation	\$103,722,811	\$108,259,902	4.4%	\$111,397,072	2.9%
Student Financial Aid	2,591,957	3,019,286	16.5%	7,003,116	131.9%
Utilities	2,420,569	2,529,333	4.5%	2,616,788	3.5%
Other Services and Supplies	19,676,042	25,786,298	31.1%	23,486,125	-8.9%
Subtotal, All Services and Supplies	\$24,688,568	\$31,334,917		\$33,106,029	
Capital Expenditures and Transfers	6,817,646	7,280,361	6.8%	5,765,785	-20.8%
<b>Total Expenditures and Transfers</b>	<b>\$135,229,025</b>	<b>\$146,875,180</b>	<b>8.6%</b>	<b>\$150,268,886</b>	<b>2.3%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	\$4,748,060	\$0		(\$2,428,110)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	7,923.93	7,830.98	-1.2%	7,694.90	-1.7%
Out-of-State Undergraduate	988.40	970.03	-1.9%	951.54	-1.9%
In-State Graduate	482.50	477.72	-1.0%	478.70	0.2%
Out-of-State Graduate	76.50	81.79	6.9%	80.74	-1.3%
<b>Total FTE Enrollment</b>	<b>9,471.33</b>	<b>9,360.52</b>	<b>-1.2%</b>	<b>9,205.88</b>	<b>-1.7%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	502.50	477.75	(24.75)	485.75	8.00
AFSCME	322.64	321.14	(1.50)	322.14	1.00
Nonrepresented	98.12	101.12	3.00	101.12	0.00
SCUPA	57.63	59.63	2.00	59.63	0.00
All Other	54.77	54.77	0.00	54.77	0.00
<b>Total FTE of Budgeted Positions</b>	<b>1,035.66</b>	<b>1,014.41</b>	<b>(21.25)</b>	<b>1,023.41</b>	<b>9.00</b>



Board of Governors' Budget Request Summary  
California University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$66,045,637	\$66,956,171	1.4%	\$65,271,696	-2.5%
Fees	11,696,027	11,646,601	-0.4%	11,332,190	-2.7%
State Appropriation	29,780,178	30,055,783	0.9%	29,971,783	-0.3%
All Other Revenue	4,951,669	9,449,400	90.8%	4,718,376	-50.1%
Planned Use of Carryforward	0	819,963	n/a	4,601,000	461.1%
<b>Total Revenue/Sources</b>	<b>\$112,473,511</b>	<b>\$118,927,918</b>	<b>5.7%</b>	<b>\$115,895,045</b>	<b>-2.6%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$58,070,168	\$58,144,191	0.1%	\$58,328,993	0.3%
Benefits	25,532,764	27,652,255	8.3%	29,598,979	7.0%
Subtotal, Compensation	\$83,602,932	\$85,796,446	2.6%	\$87,927,972	2.5%
Student Financial Aid	4,794,561	4,900,000	2.2%	4,900,000	0.0%
Utilities	2,135,413	2,178,121	2.0%	2,254,356	3.5%
Other Services and Supplies	18,438,206	19,221,946	4.3%	19,398,546	0.9%
Subtotal, All Services and Supplies	\$25,368,180	\$26,300,067		\$26,552,902	
Capital Expenditures and Transfers	6,967,877	6,831,405	-2.0%	6,831,405	0.0%
<b>Total Expenditures and Transfers</b>	<b>\$115,938,989</b>	<b>\$118,927,918</b>	<b>2.6%</b>	<b>\$121,312,279</b>	<b>2.0%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	(\$3,465,478)	\$0		(\$5,417,234)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	5,225.00	4,933.00	-5.6%	4,784.00	-3.0%
Out-of-State Undergraduate	563.00	546.00	-3.0%	530.00	-2.9%
In-State Graduate	1,188.00	1,278.00	7.6%	1,256.00	-1.7%
Out-of-State Graduate	700.00	716.00	2.3%	704.00	-1.7%
<b>Total FTE Enrollment</b>	<b>7,676.00</b>	<b>7,473.00</b>	<b>-2.6%</b>	<b>7,274.00</b>	<b>-2.7%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	326.00	319.00	(7.00)	319.00	0.00
AFSCME	217.00	217.00	0.00	217.00	0.00
Nonrepresented	86.00	86.50	0.50	87.00	0.50
SCUPA	54.00	54.00	0.00	54.00	0.00
All Other	60.00	58.00	(2.00)	58.00	0.00
<b>Total FTE of Budgeted Positions</b>	<b>743.00</b>	<b>734.50</b>	<b>(8.50)</b>	<b>735.00</b>	<b>0.50</b>

Board of Governors' Budget Request Summary  
Cheyney University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$7,861,610	\$5,959,274	-24.2%	\$6,846,367	14.9%
Fees	1,950,911	1,361,762	-30.2%	1,566,027	15.0%
State Appropriation	12,991,646	12,960,918	-0.2%	12,826,491	-1.0%
All Other Revenue	384,113	142,000	-63.0%	141,900	-0.1%
Planned Use of Carryforward	0	0	n/a	0	n/a
<b>Total Revenue/Sources</b>	<b>\$23,188,280</b>	<b>\$20,423,954</b>	<b>-11.9%</b>	<b>\$21,380,785</b>	<b>4.7%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$12,760,161	\$11,673,327	-8.5%	\$10,272,427	-12.0%
Benefits	5,661,065	5,703,476	0.7%	5,284,315	-7.3%
Subtotal, Compensation	\$18,421,226	\$17,376,803	-5.7%	\$15,556,742	-10.5%
Student Financial Aid	1,199,657	892,363	-25.6%	892,363	0.0%
Utilities	1,113,798	1,136,074	2.0%	1,175,837	3.5%
Other Services and Supplies	4,659,762	3,897,125	-16.4%	3,133,166	-19.6%
Subtotal, All Services and Supplies	\$6,973,217	\$5,925,562		\$5,201,366	
Capital Expenditures and Transfers	1,845,925	1,769,474	-4.1%	1,733,937	-2.0%
<b>Total Expenditures and Transfers</b>	<b>\$27,240,368</b>	<b>\$25,071,839</b>	<b>-8.0%</b>	<b>\$22,492,045</b>	<b>-10.3%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	(\$4,052,088)	(\$4,647,885)		(\$1,111,260)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	707.97	462.37	-34.7%	529.81	14.6%
Out-of-State Undergraduate	259.30	197.45	-23.9%	224.83	13.9%
In-State Graduate	10.00	19.51	95.1%	26.39	35.3%
Out-of-State Graduate	4.75	1.00	-78.9%	1.00	0.0%
<b>Total FTE Enrollment</b>	<b>982.02</b>	<b>680.33</b>	<b>-30.7%</b>	<b>782.03</b>	<b>14.9%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16*</b>	<b>Change</b>	<b>FY 2016/17*</b>	<b>Change</b>
Faculty	84.25	84.25	0.00	84.25	0.00
AFSCME	57.50	57.50	0.00	57.50	0.00
Nonrepresented	38.70	38.70	0.00	38.70	0.00
SCUPA	11.00	11.00	0.00	11.00	0.00
All Other	27.65	27.65	0.00	27.65	0.00
<b>Total FTE of Budgeted Positions</b>	<b>219.10</b>	<b>219.10</b>	<b>0.00</b>	<b>219.10</b>	<b>0.00</b>

\*It is anticipated that 20 FTE positions (administrative, noninstructional, and instructional) will be eliminated in FY 2015/16, and an additional 30 FTE positions (administrative, noninstructional, and instructional) will be eliminated in FY 2016/17.

Board of Governors' Budget Request Summary  
Clarion University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$37,676,176	\$36,744,567	-2.5%	\$36,990,856	0.7%
Fees	12,170,377	11,316,556	-7.0%	11,351,635	0.3%
State Appropriation	23,235,384	24,247,937	4.4%	25,074,325	3.4%
All Other Revenue	4,227,462	3,347,407	-20.8%	3,353,000	0.2%
Planned Use of Carryforward	0	6,930,621	n/a	0	-100.0%
<b>Total Revenue/Sources</b>	<b>\$77,309,399</b>	<b>\$82,587,088</b>	<b>6.8%</b>	<b>\$76,769,816</b>	<b>-7.0%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$42,781,848	\$41,364,568	-3.3%	\$41,249,174	-0.3%
Benefits	19,253,712	20,881,072	8.5%	22,115,982	5.9%
Subtotal, Compensation	\$62,035,560	\$62,245,640	0.3%	\$63,365,156	1.8%
Student Financial Aid	1,182,082	1,722,928	45.8%	1,725,000	0.1%
Utilities	1,699,675	1,692,799	-0.4%	1,725,000	1.9%
Other Services and Supplies	15,312,112	15,154,236	-1.0%	15,384,774	1.5%
Subtotal, All Services and Supplies	\$18,193,869	\$18,569,963		\$18,834,774	
Capital Expenditures and Transfers	4,226,883	1,771,485	-58.1%	1,825,270	3.0%
<b>Total Expenditures and Transfers</b>	<b>\$84,456,312</b>	<b>\$82,587,088</b>	<b>-2.2%</b>	<b>\$84,025,200</b>	<b>1.7%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	(\$7,146,913)	\$0		(\$7,255,384)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	4,129.50	3,861.08	-6.5%	3,885.00	0.6%
Out-of-State Undergraduate	304.57	293.59	-3.6%	298.62	1.7%
In-State Graduate	357.50	391.67	9.6%	393.24	0.4%
Out-of-State Graduate	125.75	125.75	0.0%	126.25	0.4%
<b>Total FTE Enrollment</b>	<b>4,917.32</b>	<b>4,672.09</b>	<b>-5.0%</b>	<b>4,703.11</b>	<b>0.7%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	266.92	261.07	(5.85)	264.66	3.59
AFSCME	187.39	174.65	(12.75)	174.72	0.07
Nonrepresented	79.18	81.82	2.64	83.50	1.68
SCUPA	27.69	29.43	1.74	29.80	0.37
All Other	39.90	38.95	(0.95)	38.95	0.00
<b>Total FTE of Budgeted Positions</b>	<b>601.08</b>	<b>585.92</b>	<b>(15.16)</b>	<b>591.63</b>	<b>5.71</b>

Board of Governors' Budget Request Summary  
East Stroudsburg University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$60,488,426	\$62,788,466	3.8%	\$62,788,466	0.0%
Fees	11,496,092	11,928,517	3.8%	12,027,717	0.8%
State Appropriation	22,114,652	23,656,475	7.0%	24,375,350	3.0%
All Other Revenue	3,699,923	3,483,598	-5.8%	3,352,289	-3.8%
Planned Use of Carryforward	0	0	n/a	0	n/a
<b>Total Revenue/Sources</b>	<b>\$97,799,093</b>	<b>\$101,857,056</b>	<b>4.1%</b>	<b>\$102,543,822</b>	<b>0.7%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$47,336,440	\$49,293,842	4.1%	\$49,144,978	-0.3%
Benefits	20,369,710	23,842,166	17.0%	24,931,094	4.6%
Subtotal, Compensation	\$67,706,150	\$73,136,008	8.0%	\$74,076,072	1.3%
Student Financial Aid	2,486,708	2,540,176	2.2%	2,540,176	0.0%
Utilities	1,545,358	1,580,663	2.3%	1,616,965	2.3%
Other Services and Supplies	13,513,584	16,008,489	18.5%	15,854,230	-1.0%
Subtotal, All Services and Supplies	\$17,545,650	\$20,129,328		\$20,011,371	
Capital Expenditures and Transfers	11,787,236	8,591,720	-27.1%	8,934,909	4.0%
<b>Total Expenditures and Transfers</b>	<b>\$97,039,036</b>	<b>\$101,857,056</b>	<b>5.0%</b>	<b>\$103,022,352</b>	<b>1.1%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>	<b>\$760,057</b>	<b>\$0</b>		<b>(\$478,530)</b>	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	4,448.00	4,501.00	1.2%	4,501.00	0.0%
Out-of-State Undergraduate	1,372.00	1,361.00	-0.8%	1,361.00	0.0%
In-State Graduate	357.00	385.00	7.8%	385.00	0.0%
Out-of-State Graduate	151.00	138.00	-8.6%	138.00	0.0%
<b>Total FTE Enrollment</b>	<b>6,328.00</b>	<b>6,385.00</b>	<b>0.9%</b>	<b>6,385.00</b>	<b>0.0%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	296.13	295.02	(1.11)	295.04	0.02
AFSCME	189.49	190.08	0.59	189.41	(0.67)
Nonrepresented	99.27	96.75	(2.52)	97.75	1.00
SCUPA	35.01	37.98	2.97	37.65	(0.33)
All Other	50.65	48.57	(2.08)	48.82	0.25
<b>Total FTE of Budgeted Positions</b>	<b>670.55</b>	<b>668.40</b>	<b>(2.15)</b>	<b>668.67</b>	<b>0.27</b>

Board of Governors' Budget Request Summary  
Edinboro University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$49,476,168	\$50,959,206	3.0%	\$50,959,206	0.0%
Fees	12,389,796	12,428,934	0.3%	12,428,934	0.0%
State Appropriation	25,681,805	26,008,325	1.3%	26,388,445	1.5%
All Other Revenue	3,357,621	2,676,332	-20.3%	2,676,332	0.0%
Planned Use of Carryforward	0	2,530,263	n/a	2,530,263	0.0%
<b>Total Revenue/Sources</b>	<b>\$90,905,390</b>	<b>\$94,603,060</b>	<b>4.1%</b>	<b>\$94,983,180</b>	<b>0.4%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$48,483,533	\$47,606,973	-1.8%	\$48,087,730	1.0%
Benefits	23,591,147	25,629,547	8.6%	27,394,549	6.9%
Subtotal, Compensation	\$72,074,680	\$73,236,520	1.6%	\$75,482,279	3.1%
Student Financial Aid	2,342,219	4,034,105	72.2%	5,034,105	24.8%
Utilities	2,201,133	2,381,899	8.2%	2,465,265	3.5%
Other Services and Supplies	12,334,768	13,473,185	9.2%	13,473,185	0.0%
Subtotal, All Services and Supplies	\$16,878,120	\$19,889,189		\$20,972,555	
Capital Expenditures and Transfers	188,665	1,477,351	683.1%	1,004,034	-32.0%
<b>Total Expenditures and Transfers</b>	<b>\$89,141,465</b>	<b>\$94,603,060</b>	<b>6.1%</b>	<b>\$97,458,868</b>	<b>3.0%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	\$1,763,925	\$0		(\$2,475,688)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	4,355.00	4,370.00	0.3%	4,370.00	0.0%
Out-of-State Undergraduate	742.00	745.00	0.4%	745.00	0.0%
In-State Graduate	712.00	825.00	15.9%	825.00	0.0%
Out-of-State Graduate	239.00	198.00	-17.2%	198.00	0.0%
<b>Total FTE Enrollment</b>	<b>6,048.00</b>	<b>6,138.00</b>	<b>1.5%</b>	<b>6,138.00</b>	<b>0.0%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	330.14	332.37	2.23	337.71	5.34
AFSCME	173.63	174.64	1.01	175.18	0.54
Nonrepresented	72.83	75.07	2.24	76.54	1.47
SCUPA	24.60	25.50	0.90	26.50	1.00
All Other	36.52	38.82	2.30	39.29	0.47
<b>Total FTE of Budgeted Positions</b>	<b>637.72</b>	<b>646.40</b>	<b>8.68</b>	<b>655.22</b>	<b>8.82</b>

Board of Governors' Budget Request Summary  
Indiana University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$109,116,328	\$107,624,690	-1.4%	\$116,215,410	8.0%
Fees	35,054,964	34,406,600	-1.8%	34,454,300	0.1%
State Appropriation	51,511,427	52,152,552	1.2%	51,175,471	-1.9%
All Other Revenue	18,210,706	16,101,368	-11.6%	16,114,661	0.1%
Planned Use of Carryforward	0	8,949,597	n/a	1,089,000	-87.8%
<b>Total Revenue/Sources</b>	<b>\$213,893,425</b>	<b>\$219,234,807</b>	<b>2.5%</b>	<b>\$219,048,842</b>	<b>-0.1%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$108,135,432	\$108,220,063	0.1%	\$108,378,225	0.1%
Benefits	50,035,690	54,225,904	8.4%	58,059,531	7.1%
Subtotal, Compensation	\$158,171,122	\$162,445,967	2.7%	\$166,437,756	2.5%
Student Financial Aid	8,579,986	9,460,000	10.3%	11,436,184	20.9%
Utilities	4,551,642	6,216,952	36.6%	6,209,468	-0.1%
Other Services and Supplies	30,842,453	31,800,340	3.1%	33,006,092	3.8%
Subtotal, All Services and Supplies	\$43,974,081	\$47,477,292		\$50,651,744	
Capital Expenditures and Transfers	10,394,649	9,311,548	-10.4%	9,056,548	-2.7%
<b>Total Expenditures and Transfers</b>	<b>\$212,539,852</b>	<b>\$219,234,807</b>	<b>3.1%</b>	<b>\$226,146,048</b>	<b>3.2%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	\$1,353,573	\$0		(\$7,097,206)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	10,693.20	10,308.24	-3.6%	10,318.55	0.1%
Out-of-State Undergraduate	1,126.45	1,052.52	-6.6%	1,052.52	0.0%
In-State Graduate	1,030.21	1,037.21	0.7%	1,037.21	0.0%
Out-of-State Graduate	482.67	476.18	-1.3%	482.49	1.3%
<b>Total FTE Enrollment</b>	<b>13,332.53</b>	<b>12,874.15</b>	<b>-3.4%</b>	<b>12,890.77</b>	<b>0.1%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	693.83	696.83	3.00	696.83	0.00
AFSCME	379.98	379.98	0.00	379.98	0.00
Nonrepresented	181.11	181.11	0.00	181.11	0.00
SCUPA	50.51	50.51	0.00	50.51	0.00
All Other	116.85	116.85	0.00	116.85	0.00
<b>Total FTE of Budgeted Positions</b>	<b>1,422.28</b>	<b>1,425.28</b>	<b>3.00</b>	<b>1,425.28</b>	<b>0.00</b>

Board of Governors' Budget Request Summary  
Kutztown University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$71,473,343	\$72,372,425	1.3%	\$71,746,426	-0.9%
Fees	12,904,951	13,192,175	2.2%	13,170,245	-0.2%
State Appropriation	32,933,334	33,551,745	1.9%	33,301,397	-0.7%
All Other Revenue	4,009,591	3,490,854	-12.9%	3,524,835	1.0%
Planned Use of Carryforward	0	4,472,190	n/a	4,240,576	-5.2%
<b>Total Revenue/Sources</b>	<b>\$121,321,219</b>	<b>\$127,079,389</b>	<b>4.7%</b>	<b>\$125,983,479</b>	<b>-0.9%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$62,395,159	\$63,292,141	1.4%	\$63,233,290	-0.1%
Benefits	28,919,495	32,771,172	13.3%	34,357,763	4.8%
Subtotal, Compensation	\$91,314,654	\$96,063,313	5.2%	\$97,591,053	1.6%
Student Financial Aid	2,859,193	2,890,588	1.1%	2,930,994	1.4%
Utilities	2,764,857	2,794,250	1.1%	2,875,323	2.9%
Other Services and Supplies	18,844,255	19,114,682	1.4%	19,442,216	1.7%
Subtotal, All Services and Supplies	\$24,468,305	\$24,799,520		\$25,248,533	
Capital Expenditures and Transfers	4,431,080	6,216,556	40.3%	6,219,225	0.0%
<b>Total Expenditures and Transfers</b>	<b>\$120,214,039</b>	<b>\$127,079,389</b>	<b>5.7%</b>	<b>\$129,058,811</b>	<b>1.6%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	\$1,107,180	\$0		(\$3,075,332)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	7,167.33	6,945.67	-3.1%	6,851.77	-1.4%
Out-of-State Undergraduate	982.40	939.81	-4.3%	921.81	-1.9%
In-State Graduate	343.33	416.29	21.3%	447.12	7.4%
Out-of-State Graduate	24.20	19.13	-21.0%	16.99	-11.2%
<b>Total FTE Enrollment</b>	<b>8,517.26</b>	<b>8,320.90</b>	<b>-2.3%</b>	<b>8,237.69</b>	<b>-1.0%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	454.00	453.00	(1.00)	453.00	0.00
AFSCME	228.99	218.86	(10.12)	218.86	(0.00)
Nonrepresented	111.31	112.41	1.10	112.41	0.00
SCUPA	38.66	38.66	0.00	38.66	0.00
All Other	43.01	41.57	(1.44)	41.57	0.00
<b>Total FTE of Budgeted Positions</b>	<b>875.96</b>	<b>864.49</b>	<b>(11.47)</b>	<b>864.50</b>	<b>0.01</b>

Board of Governors' Budget Request Summary  
Lock Haven University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$38,208,252	\$37,114,199	-2.9%	\$37,258,444	0.4%
Fees	7,979,039	8,166,691	2.4%	8,256,901	1.1%
State Appropriation	21,224,569	22,898,403	7.9%	23,681,441	3.4%
All Other Revenue	1,467,135	1,577,951	7.6%	1,529,358	-3.1%
Planned Use of Carryforward	0	0	n/a	0	n/a
<b>Total Revenue/Sources</b>	<b>\$68,878,995</b>	<b>\$69,757,244</b>	<b>1.3%</b>	<b>\$70,726,144</b>	<b>1.4%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$35,471,554	\$36,091,253	1.7%	\$36,347,574	0.7%
Benefits	16,371,411	18,876,853	15.3%	20,199,040	7.0%
Subtotal, Compensation	\$51,842,965	\$54,968,106	6.0%	\$56,546,614	2.9%
Student Financial Aid	1,315,091	1,375,000	4.6%	1,450,000	5.5%
Utilities	1,420,415	1,404,870	-1.1%	1,432,967	2.0%
Other Services and Supplies	8,106,375	8,568,460	5.7%	8,612,976	0.5%
Subtotal, All Services and Supplies	\$10,841,881	\$11,348,330		\$11,495,943	
Capital Expenditures and Transfers	6,194,149	3,440,808	-44.5%	4,324,915	25.7%
<b>Total Expenditures and Transfers</b>	<b>\$68,878,995</b>	<b>\$69,757,244</b>	<b>1.3%</b>	<b>\$72,367,472</b>	<b>3.7%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	\$0	\$0		(\$1,641,328)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	4,038.40	3,750.55	-7.1%	3,750.55	0.0%
Out-of-State Undergraduate	276.10	256.42	-7.1%	256.42	0.0%
In-State Graduate	366.06	366.06	0.0%	374.31	2.3%
Out-of-State Graduate	76.15	76.15	0.0%	79.15	3.9%
<b>Total FTE Enrollment</b>	<b>4,756.71</b>	<b>4,449.18</b>	<b>-6.5%</b>	<b>4,460.43</b>	<b>0.3%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	241.00	240.37	(0.63)	240.37	0.00
AFSCME	152.29	153.54	1.25	153.54	0.00
Nonrepresented	48.03	50.25	2.22	50.25	0.00
SCUPA	14.67	18.07	3.40	18.07	0.00
All Other	36.59	38.57	1.98	38.57	0.00
<b>Total FTE of Budgeted Positions</b>	<b>492.57</b>	<b>500.80</b>	<b>8.22</b>	<b>500.80</b>	<b>0.00</b>



Board of Governors' Budget Request Summary  
Mansfield University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$19,726,702	\$17,172,596	-12.9%	\$18,486,000	7.6%
Fees	3,658,449	3,619,419	-1.1%	3,900,000	7.8%
State Appropriation	16,574,374	16,559,064	-0.1%	16,263,921	-1.8%
All Other Revenue	2,013,733	1,996,085	-0.9%	2,294,243	14.9%
Planned Use of Carryforward	0	3,500,000	n/a	0	-100.0%
<b>Total Revenue/Sources</b>	<b>\$41,973,258</b>	<b>\$42,847,164</b>	<b>2.1%</b>	<b>\$40,944,164</b>	<b>-4.4%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$24,634,751	\$24,401,156	-0.9%	\$24,570,425	0.7%
Benefits	11,168,761	12,615,805	13.0%	13,272,510	5.2%
Subtotal, Compensation	\$35,803,512	\$37,016,961	3.4%	\$37,842,935	2.2%
Student Financial Aid	1,061,386	1,120,000	5.5%	1,210,000	8.0%
Utilities	1,058,770	1,075,000	1.5%	1,100,000	2.3%
Other Services and Supplies	5,425,629	6,142,500	13.2%	6,142,500	0.0%
Subtotal, All Services and Supplies	\$7,545,785	\$8,337,500		\$8,452,500	
Capital Expenditures and Transfers	1,728,622	1,761,480	1.9%	1,794,430	1.9%
<b>Total Expenditures and Transfers</b>	<b>\$45,077,919</b>	<b>\$47,115,941</b>	<b>4.5%</b>	<b>\$48,089,865</b>	<b>2.1%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	(\$3,104,661)	(\$4,268,777)		(\$7,145,701)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	1,986.00	1,688.10	-15.0%	1,823.15	8.0%
Out-of-State Undergraduate	426.40	362.89	-14.9%	391.92	8.0%
In-State Graduate	53.71	40.82	-24.0%	44.00	7.8%
Out-of-State Graduate	20.38	17.49	-14.2%	17.00	-2.8%
<b>Total FTE Enrollment</b>	<b>2,486.49</b>	<b>2,109.30</b>	<b>-15.2%</b>	<b>2,276.07</b>	<b>7.9%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	154.11	152.91	(1.20)	153.17	0.26
AFSCME	112.87	112.92	0.05	112.90	(0.02)
Nonrepresented	53.05	55.42	2.37	58.45	3.03
SCUPA	13.86	13.43	(0.43)	13.85	0.42
All Other	25.62	26.96	1.34	29.01	2.05
<b>Total FTE of Budgeted Positions</b>	<b>359.51</b>	<b>361.64</b>	<b>2.13</b>	<b>367.38</b>	<b>5.74</b>

Board of Governors' Budget Request Summary  
 Millersville University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$63,060,546	\$67,307,103	6.7%	\$69,652,609	3.5%
Fees	13,969,043	14,591,151	4.5%	14,683,201	0.6%
State Appropriation	30,180,311	31,083,527	3.0%	31,098,331	0.0%
All Other Revenue	4,909,129	4,612,473	-6.0%	4,622,473	0.2%
Planned Use of Carryforward	0	3,325,139	n/a	703,253	-78.9%
<b>Total Revenue/Sources</b>	<b>\$112,119,029</b>	<b>\$120,919,393</b>	<b>7.8%</b>	<b>\$120,759,867</b>	<b>-0.1%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$58,543,540	\$60,683,538	3.7%	\$60,380,677	-0.5%
Benefits	26,408,464	30,097,162	14.0%	30,881,413	2.6%
Subtotal, Compensation	\$84,952,004	\$90,780,700	6.9%	\$91,262,090	0.5%
Student Financial Aid	2,351,525	2,763,336	17.5%	2,799,667	1.3%
Utilities	2,407,883	2,749,990	14.2%	2,844,311	3.4%
Other Services and Supplies	16,257,255	17,134,987	5.4%	17,884,564	4.4%
Subtotal, All Services and Supplies	\$21,016,663	\$22,648,313		\$23,528,542	
Capital Expenditures and Transfers	7,480,282	7,490,380	0.1%	7,519,485	0.4%
<b>Total Expenditures and Transfers</b>	<b>\$113,448,949</b>	<b>\$120,919,393</b>	<b>6.6%</b>	<b>\$122,310,117</b>	<b>1.2%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	(\$1,329,920)	\$0		(\$1,550,250)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	6,350.24	6,304.00	-0.7%	6,419.30	1.8%
Out-of-State Undergraduate	353.67	382.50	8.2%	343.50	-10.2%
In-State Graduate	593.06	608.50	2.6%	604.00	-0.7%
Out-of-State Graduate	39.16	35.00	-10.6%	39.70	13.4%
<b>Total FTE Enrollment</b>	<b>7,336.13</b>	<b>7,330.00</b>	<b>-0.1%</b>	<b>7,406.50</b>	<b>1.0%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	346.46	348.46	2.00	350.46	2.00
AFSCME	263.91	263.63	(0.28)	263.63	0.00
Nonrepresented	70.50	73.25	2.75	73.25	0.00
SCUPA	37.75	39.75	2.00	39.75	0.00
All Other	48.75	46.75	(2.00)	46.75	0.00
<b>Total FTE of Budgeted Positions</b>	<b>767.37</b>	<b>771.84</b>	<b>4.47</b>	<b>773.84</b>	<b>2.00</b>

Board of Governors' Budget Request Summary  
Shippensburg University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$53,593,219	\$53,228,029	-0.7%	\$53,271,748	0.1%
Fees	11,766,298	11,494,569	-2.3%	11,528,184	0.3%
State Appropriation	28,354,334	28,941,828	2.1%	29,248,605	1.1%
All Other Revenue	4,803,068	4,803,068	0.0%	4,803,068	0.0%
Planned Use of Carryforward	2,476,173	2,267,352	-8.4%	2,267,352	0.0%
<b>Total Revenue/Sources</b>	<b>\$100,993,092</b>	<b>\$100,734,846</b>	<b>-0.3%</b>	<b>\$101,118,957</b>	<b>0.4%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$56,701,624	\$55,138,413	-2.8%	\$55,129,921	0.0%
Benefits	25,945,762	28,296,519	9.1%	29,828,783	5.4%
Subtotal, Compensation	\$82,647,386	\$83,434,932	1.0%	\$84,958,704	1.8%
Student Financial Aid	1,366,774	1,414,611	3.5%	1,414,611	0.0%
Utilities	1,411,867	1,261,867	-10.6%	1,287,104	2.0%
Other Services and Supplies	13,360,781	12,638,177	-5.4%	12,638,177	0.0%
Subtotal, All Services and Supplies	\$16,139,422	\$15,314,655		\$15,339,892	
Capital Expenditures and Transfers	2,206,284	1,985,259	-10.0%	2,678,259	34.9%
<b>Total Expenditures and Transfers</b>	<b>\$100,993,092</b>	<b>\$100,734,846</b>	<b>-0.3%</b>	<b>\$102,976,855</b>	<b>2.2%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	\$0	\$0		(\$1,857,898)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	5,503.50	5,351.10	-2.8%	5,351.10	0.0%
Out-of-State Undergraduate	471.60	464.55	-1.5%	464.55	0.0%
In-State Graduate	579.54	577.63	-0.3%	577.63	0.0%
Out-of-State Graduate	90.50	93.17	3.0%	93.17	0.0%
<b>Total FTE Enrollment</b>	<b>6,645.14</b>	<b>6,486.45</b>	<b>-2.4%</b>	<b>6,486.45</b>	<b>0.0%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	310.00	302.00	(8.00)	302.00	0.00
AFSCME	193.50	174.50	(19.00)	174.50	0.00
Nonrepresented	87.50	83.50	(4.00)	83.50	0.00
SCUPA	28.04	23.04	(5.00)	23.04	0.00
All Other	37.70	31.70	(6.00)	31.70	0.00
<b>Total FTE of Budgeted Positions</b>	<b>656.74</b>	<b>614.74</b>	<b>(42.00)</b>	<b>614.74</b>	<b>0.00</b>

Board of Governors' Budget Request Summary  
Slippery Rock University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$67,732,028	\$71,158,331	5.1%	\$73,942,047	3.9%
Fees	15,030,201	16,072,085	6.9%	16,760,038	4.3%
State Appropriation	32,623,254	34,428,961	5.5%	34,431,298	0.0%
All Other Revenue	4,237,951	4,220,111	-0.4%	4,104,727	-2.7%
Planned Use of Carryforward	0	0	n/a	0	n/a
<b>Total Revenue/Sources</b>	<b>\$119,623,434</b>	<b>\$125,879,488</b>	<b>5.2%</b>	<b>\$129,238,110</b>	<b>2.7%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$61,892,702	\$65,112,743	5.2%	\$66,066,438	1.5%
Benefits	28,494,952	32,872,248	15.4%	35,503,494	8.0%
Subtotal, Compensation	\$90,387,654	\$97,984,991	8.4%	\$101,569,932	3.7%
Student Financial Aid	2,922,457	3,442,000	17.8%	3,986,982	15.8%
Utilities	2,664,663	2,816,725	5.7%	2,977,731	5.7%
Other Services and Supplies	16,198,604	16,723,946	3.2%	17,185,022	2.8%
Subtotal, All Services and Supplies	\$21,785,724	\$22,982,671		\$24,149,735	
Capital Expenditures and Transfers	7,157,376	4,911,826	-31.4%	5,039,970	2.6%
<b>Total Expenditures and Transfers</b>	<b>\$119,330,754</b>	<b>\$125,879,488</b>	<b>5.5%</b>	<b>\$130,759,637</b>	<b>3.9%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>	<b>\$292,680</b>	<b>\$0</b>		<b>(\$1,521,527)</b>	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	6,858.38	6,864.06	0.1%	6,889.06	0.4%
Out-of-State Undergraduate	897.03	913.16	1.8%	916.96	0.4%
In-State Graduate	813.63	888.28	9.2%	1,040.52	17.1%
Out-of-State Graduate	134.96	146.50	8.6%	169.46	15.7%
<b>Total FTE Enrollment</b>	<b>8,704.00</b>	<b>8,812.00</b>	<b>1.2%</b>	<b>9,016.00</b>	<b>2.3%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	397.28	414.52	17.24	430.65	16.13
AFSCME	276.97	278.45	1.48	278.45	0.00
Nonrepresented	95.65	94.33	(1.32)	94.33	0.00
SCUPA	34.27	33.00	(1.27)	33.00	0.00
All Other	53.74	52.49	(1.25)	52.49	0.00
<b>Total FTE of Budgeted Positions</b>	<b>857.91</b>	<b>872.79</b>	<b>14.88</b>	<b>888.92</b>	<b>16.13</b>

Board of Governors' Budget Request Summary  
West Chester University of Pennsylvania

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$131,585,618	\$137,891,620	4.8%	\$138,825,769	0.7%
Fees	26,355,624	28,074,007	6.5%	28,543,251	1.7%
State Appropriation	47,957,345	49,424,328	3.1%	48,272,261	-2.3%
All Other Revenue	9,935,495	8,414,888	-15.3%	8,414,888	0.0%
Planned Use of Carryforward	0	521,756	n/a	0	-100.0%
<b>Total Revenue/Sources</b>	<b>\$215,834,082</b>	<b>\$224,326,599</b>	<b>3.9%</b>	<b>\$224,056,169</b>	<b>-0.1%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$112,618,449	\$115,039,436	2.1%	\$118,314,258	2.8%
Benefits	48,417,363	55,677,251	15.0%	58,953,747	5.9%
Subtotal, Compensation	\$161,035,812	\$170,716,687	6.0%	\$177,268,005	3.8%
Student Financial Aid	3,107,400	3,504,840	12.8%	3,504,840	0.0%
Utilities	2,845,047	2,921,592	2.7%	3,119,898	6.8%
Other Services and Supplies	25,559,414	32,828,834	28.4%	32,828,834	0.0%
Subtotal, All Services and Supplies	\$31,511,861	\$39,255,266		\$39,453,572	
Capital Expenditures and Transfers	21,250,279	14,354,646	-32.4%	14,354,646	0.0%
<b>Total Expenditures and Transfers</b>	<b>\$213,797,952</b>	<b>\$224,326,599</b>	<b>4.9%</b>	<b>\$231,076,223</b>	<b>3.0%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	\$2,036,130	\$0		(\$7,020,054)	

<b>Annualized FTE Enrollment</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	11,784.10	12,051.64	2.3%	12,216.29	1.4%
Out-of-State Undergraduate	1,761.15	1,762.19	0.1%	1,730.83	-1.8%
In-State Graduate	1,376.02	1,409.51	2.4%	1,425.76	1.2%
Out-of-State Graduate	200.50	206.49	3.0%	215.13	4.2%
<b>Total FTE Enrollment</b>	<b>15,121.77</b>	<b>15,429.83</b>	<b>2.0%</b>	<b>15,588.01</b>	<b>1.0%</b>

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	804.12	826.62	22.50	869.00	42.38
AFSCME	354.20	355.18	0.98	355.18	0.00
Nonrepresented	180.27	188.84	8.57	188.84	0.00
SCUPA	63.36	70.12	6.76	70.12	0.00
All Other	58.47	59.58	1.11	59.58	(0.00)
<b>Total FTE of Budgeted Positions</b>	<b>1,460.42</b>	<b>1,500.34</b>	<b>39.92</b>	<b>1,542.72</b>	<b>42.38</b>

Board of Governors' Budget Request Summary  
Office of the Chancellor (1/2 of 1%)

<b>Educational &amp; General Budget</b>					
<b>Revenue/Sources</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$0	\$0	n/a	\$0	n/a
Fees	0	0	n/a	0	n/a
State Appropriation	2,059,596	2,121,340	3.0%	2,121,340	0.0%
Transition Funds	0	0	n/a	0	n/a
All Other Revenue	6,399,254	6,192,904	-3.2%	6,197,579	0.1%
Use of Carryforward	n/a	1,785,951	n/a	1,534,000	-14.1%
<b>Total Revenue/Sources</b>	<b>\$8,458,850</b>	<b>\$10,100,195</b>	<b>19.4%</b>	<b>\$9,852,919</b>	<b>-2.4%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$4,123,857	\$4,432,585	7.5%	\$4,474,122	0.9%
Benefits	1,517,735	\$1,925,497	26.9%	2,107,376	9.4%
Subtotal, Compensation	\$5,641,592	\$6,358,082	12.7%	\$6,581,498	3.5%
Utilities	5,644	\$5,720	1.3%	5,920	3.5%
Services and Supplies	2,244,602	\$3,286,393	46.4%	2,522,757	-23.2%
Subtotal, All Services and Supplies	\$2,250,246	\$3,292,113	46.3%	\$2,528,677	-23.2%
Capital Expenditures and Transfers	1,125,253	\$450,000	-60.0%	950,000	111.1%
<b>Total Expenditures and Transfers</b>	<b>\$9,017,091</b>	<b>\$10,100,195</b>	<b>12.0%</b>	<b>\$10,060,175</b>	<b>-0.4%</b>
<b>Revenue/Sources Less Expenditures/Transfers</b>					
	(\$558,241)	\$0		(\$207,256)	

<b>E&amp;G FTE of Budgeted Positions</b>					
	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	0.00	0.00	0.00	0.00	0.00
AFSCME	4.64	4.74	0.10	4.74	0.00
Nonrepresented	34.67	37.60	2.93	37.95	0.35
SCUPA	1.00	1.00	0.00	1.00	0.00
All Other	0.00	0.00	0.00	0.00	0.00
<b>Total FTE of Budgeted Positions</b>	<b>40.31</b>	<b>43.34</b>	<b>3.03</b>	<b>43.69</b>	<b>0.35</b>

Board of Governors' Budget Request Summary  
**Other Programs Administered by the Office of the Chancellor in FY 2014/15 and 2015/16**

	FY 2014/15	FY 2015/16
<b>Programs Funded from the Educational and General Appropriation</b>	<b>Appropriation</b>	<b>Appropriation</b>
System Reserve	\$180,400	\$1,065,900
Dixon University Center Academic Programs (5.31 FTE Employees)	\$1,148,000	\$1,148,000
Office of Internal Audit and Risk Assessment (7.00 FTE Employees)	\$831,836	\$866,000
Faculty Professional Development*	\$300,000	\$0
Tenure-Track Professional Development*	\$50,000	\$0
Faculty Professional Development for Innovative Teaching*	\$50,000	\$0

**Restricted Funds** 2.50 FTE Employees

*The largest grant administered by the Office of the Chancellor is GEAR UP. The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The GEAR UP-3 program is providing services for the class of 2020 cohort of students in the Harrisburg, Allentown, Norristown, and Lancaster School Districts; the grant will also support this cohort of students to increase their persistence rate from their freshman to their sophomore year in college. GEAR UP-3 is a \$23.7 million, seven-year grant. The program will receive between \$3.4 and \$3.6 million annually for six years and \$2.2 million for the seventh year.*

**Shared Services** 83.49 FTE Employees

*Also administered by the Office of the Chancellor are the following operations located in Harrisburg and funded by the universities and the Office of the Chancellor: Office of Human Capital Management, Payroll Accounting, Office of System Human Resources, Labor Relations, Construction Support Office, University Legal Counsel Office, Treasury Accounting, Keystone Library Network, Distance Education, The Harrisburg Internship Semester, SSHenet, Shared Administrative System, Executive Information System, and Strategic Information Management System. The costs associated with these services are reflected within the university budgets. State System @ Center City Philadelphia (4.20 FTE) is also included.*

**Overhead/Indirect Costs** 16.21 FTE Employees

*In addition, the Office of the Chancellor manages 15.86 FTE employees for site management and administrative services that support all programs administered by the Office of the Chancellor. In addition, .35 FTE for grant accounting services is funded from unrestricted (indirect) revenues received from restricted grants.*

**Other—Treasury, Procurement, Pepsi Sponsorships, Etc.** 4.90 FTE Employees

*In addition, the Office of the Chancellor manages 4.90 FTE employees for Treasury and Procurement, and manages funds received from Pepsi sponsorships.*

*\*Professional development funds are provided via collective bargaining agreement.*



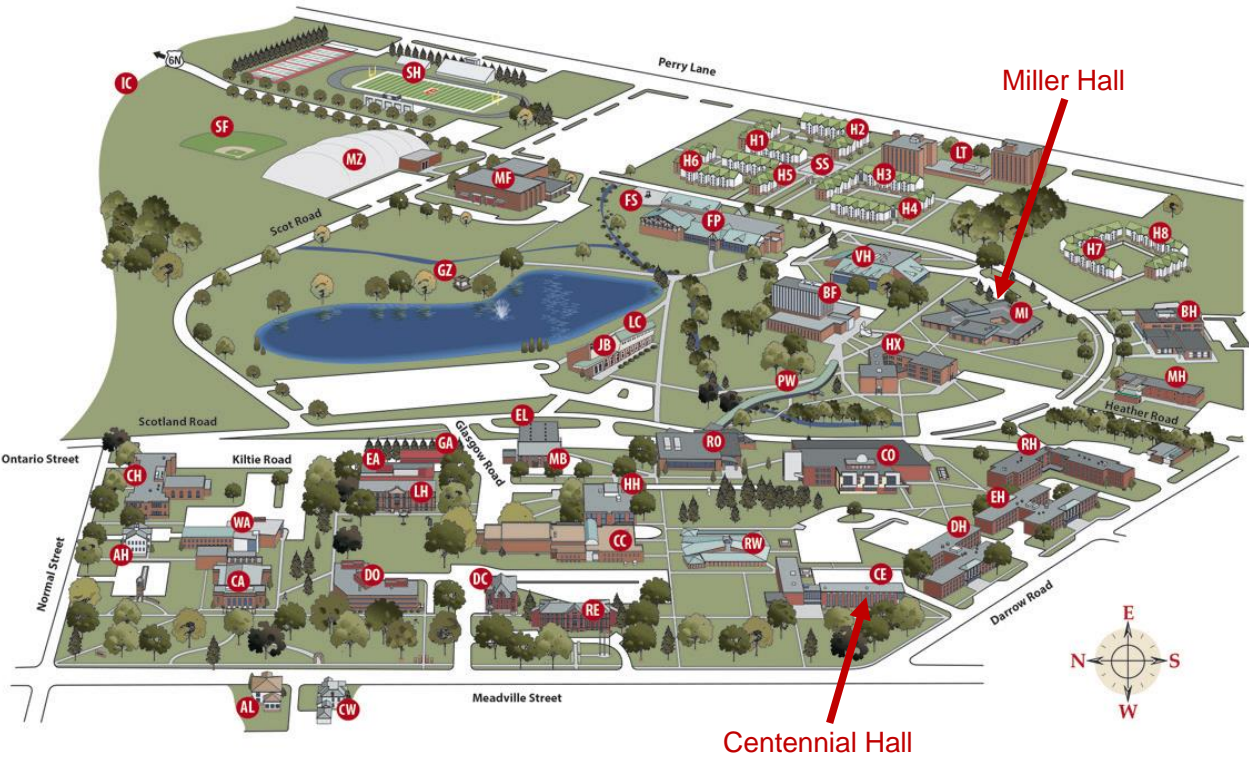
Centennial Hall



Miller Hall  
Edinboro University of Pennsylvania



Edinboro University of Pennsylvania



**Pennsylvania's State System of Higher Education**  
**Fiscal Year 2016/17 Educational and General Appropriation Request**  
*October 7–8, 2015*

**Fiscal Year 2016/17 Budget Overview**

For the last four years, the Commonwealth's budget included level funding for the System's appropriations, after a reduction of \$90.6 million in fiscal year 2011/12, which in real terms has significantly reduced the buying power of the funds the System and its universities have received. Universities began 2015/16 with a System-wide budgetary gap of over \$33 million, resulting from mandatory cost increases that exceeded available revenue. If the Commonwealth's budget, when enacted, reflects an increase in the System's 2015/16 state appropriation, the System's budgetary gap will decrease.

All System universities become more efficient every year, as reflected by an estimated \$270 million reduction in base budget costs over the last ten years, and the System continues to streamline processes. However, mandatory expenditure requirements continually eclipse annual revenue growth. Additional targeted support from the Commonwealth is critical to the continued success of Pennsylvania's public universities and the students they serve. Investing in public universities will lead to greater affordability and cost predictability for State System students and their families.

Act 188 of 1982 requires the System's budget request be developed based upon university needs. The System's budget is developed based upon university budgets submitted in adherence to specific guidelines, as described in the Finance, Administration, and Facilities Committee Agenda Item #1. The System and its universities continue to operate with limited growth in operating costs through strategic redirection of resources; embracing efficiency initiatives; and aggressively managing physical, financial, and human resources. The proposed 2016/17 operating budget continues to emphasize the prudent and creative use of available resources and provides for limited increases in basic operating costs.

While state appropriations represent a diminishing portion of the System's operating revenue, supporting only 27 percent of the System's E&G budget, most System universities also are continuing to experience enrollment declines with a corresponding adverse effect on tuition and fee revenues. At the same time, mandatory expenditure requirements are continuing to increase. The System's fiscal emphasis continues to be on addressing the structural gap between revenues and expenses through strategic business model changes to ensure financial sustainability and relevancy of academic programs.

The following adjustments are reflected in the 2016/17 E&G budget, as presented in Table 1.

**Enrollment**

Fall 2015 enrollment statistics indicate a continuing enrollment decline at all but three System universities, resulting in an overall reduction of approximately 1,800 full-time equivalent (FTE) students, or 1.8 percent. The general economic environment and declining number of high school graduates are contributing factors. Three universities anticipate continued reductions in enrollment for 2016/17, resulting in System-wide budget estimates based on an overall enrollment increase of 329 FTE students, or 0.3 percent. However, enrollment projections vary significantly by university.

## **Employee Complement**

The System has worked diligently in recent years to manage its human resources, filling only essential positions as they become vacant. With annual workforce cost increases outpacing anticipated revenue increases, the System continues to work to ensure the proper alignment of human and fiscal resources with the strategic directions and operational responsibilities of the System through workforce planning. Through a combination of retirements, voluntary separations, and furloughs, the System has approximately 900 fewer permanent employees today than six years ago (fall 2009).

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

## **Anticipated Revenue**

***Tuition and Fees***—Assuming no change in the System’s tuition rates, university revenue estimates reflect a \$26.0 million increase in tuition and fee revenue attributed to projected increases in enrollment at eight universities, changes in the mix of students (e.g., full-time versus part-time, residency, and student level), and implementation of pricing flexibility pilots at 12 universities.

***State Appropriation***—In the absence of a finalized Commonwealth budget for 2015/16, universities were instructed to submit budgets that included a 3 percent increase in E&G appropriations, for a total of \$425.1 million, based upon the bill passed by the legislature on June 30, 2015. Subsequently, the Governor’s Office of the Budget has instructed that the System’s appropriation request submission should reflect a 2015/16 E&G appropriation of \$433.4 million, a 5 percent increase. Table 1 reflects a state appropriation of \$433.4 million in both 2015/16 and 2016/17.

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

***Planned Use of Carryforward***—Typical initiatives funded with Carryforward include new academic programs, major equipment purchases and upgrades, facilities improvements, and transitions through demographic changes. Universities also reflect a Planned Use of Carryforward in 2015/16 to partially fund ongoing expenses as a transitional tool, while implementing multiyear realignments of programs and work force. The reduced reliance on Carryforward in 2016/17 supports a corresponding anticipated reduction in expenditures through sustainable restructuring and completion of one-time capital projects and academic initiatives.

## **Anticipated Expenditures**

**Salaries**—Compensation for 2016/17 incorporates an increase of 91 FTE, mostly faculty related to projected increases in enrollment and the start of new academic programs, as well as the residual of midyear salary adjustments that occurred in 2015/16 for some bargaining units. However, compensation requirements for approximately 87 percent of System employees are established in collective bargaining agreements that have already expired or will expire on June 30, 2016. Therefore, 2016/17 wage requirements are unknown at this time. In keeping with past practice, no pay adjustments beyond June 30, 2016, have been addressed in these budget estimates. These changes generate an estimated increase in employee salaries and wages of \$3.9 million, or 0.5 percent.

**Employee Benefits**—The System's primary cost drivers for 2016/17 are retirement and health care costs. Overall, employee benefits expenditures are expected to increase \$24.1 million, or 6 percent.

The two primary Commonwealth pension programs, State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS), continue to experience financial stress that is resulting in significant rate increases as employers are required to make larger contributions to bolster the funds' solvency. Approximately half of the System's employees have chosen SERS or PSERS as their retirement vehicle. In accordance with Commonwealth budget guidelines, the most common SERS employer contribution rate is projected to increase from 24.9 percent of salaries to 30.0 percent of salaries, or an increase of 21 percent. PSERS rates are expected to increase 15 percent. Retirement rates associated with the alternative retirement programs remain the same. Combined retirement costs—various rate increases applied to a relatively stable salary and wage base—are expected to increase in 2016/17 by \$14.3 million, or 13 percent.

Of those employees who receive health benefits, approximately 65 percent are enrolled in the System's health care program. The employer share of health care costs for active and annuitant employees within the System-managed programs is expected to increase an average of 6 percent next year based upon a combination of national trends, the System's health care experience, participation in the wellness program, and the anticipated change in complement. These estimates also include additional costs required by federal health care reform. The remaining 35 percent of System employees receive health care through the Pennsylvania Employees Benefit Trust Fund (PEBTF). The Commonwealth budget guidelines include no increase in the 2016/17 employer contribution rates for either PEBTF or retiree health care. Combined health care costs are anticipated to increase \$8.2 million, or 4 percent.

**Student Financial Aid**—In April 2014, the Board of Governors amended Policy 1996-01-A: *Sources of Funding for University Scholarships*, to allow councils of trustees to establish institutional scholarship programs with limited E&G revenue. Given the growing emphasis on affordability, retention, enrollment management, and the net price to the student, E&G expenditures for student financial aid are reflected as a separate category in the budget summary. Significant growth in the use of institutional unrestricted resources for student aid is reflected in 2015/16, corresponding with the recent flexibility provided by Board policy and expectations regarding affordability of pricing flexibility pilots. E&G student aid expenditures in 2016/17 are expected to grow \$7.7 million, or 18 percent, to

almost \$51 million, representing a 33 percent increase over two years in university-funded assistance going directly to students and their families.

**Utilities**—The System’s 2016/17 utilities costs are anticipated to increase \$1.0 million, or 3 percent, to address anticipated rate adjustments and additions to university square footage. Rate increases are partially offset by energy conservation efforts derived, in part, through the use of energy savings contracts and some universities converting to more efficient energy sources. University utilities cost increases vary significantly, depending on the mix of utilities, changes in space, and status of energy conservation efforts.

**All Other Basic Operating Expenditures**—Given the current fiscal environment, universities continue to limit nonmandatory spending. Therefore, anticipated expenditures for all other services, supplies, and materials are projected to decrease \$0.7 million, or 0.3 percent. Capital expenditures and transfers, which represent the universities’ investment in their physical resources from the E&G budget, are projected to increase by \$0.3 million, or 0.4 percent. In total, noncompensation expenditures are estimated to increase \$8.3 million, or 2 percent.

As described above, the System’s anticipated 2016/17 expenditure requirements are driven primarily by mandatory cost increases in pension and health care costs. However, expenditure requirements associated with employee salaries and wages are mostly unknown at this time and are excluded from these budget estimates. Assuming no change in the System’s E&G appropriation or tuition rates, the System-wide expenditure requirements, partially offset by university revenue adjustments, result in a 2016/17 budget requirement of \$37.2 million.

### **E&G Appropriation Recommendation**

Additional support from the Commonwealth is critical to the continued success of Pennsylvania’s public universities and the students they serve, while ensuring the continued relevance and contributions of System universities for the workforce needs of the Commonwealth.

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

#### **Aligning academic programs with real workforce and personal growth needs.**

The direct connection between the State System and the vitality and health of the Commonwealth is clear—almost 90 percent of State System undergraduates are Pennsylvania residents, and more than 80 percent of graduates remain in Pennsylvania to attend graduate school or begin their careers. As such, students, parents, and the Commonwealth are entitled to expect quality in academic programs and the assurance that the knowledge and skills learned will be connected to career and community.

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

Pennsylvania’s students are becoming more diverse in terms of age, race, ethnicity, socioeconomic background, academic support needs, and prior academic experience

(credits and credentials). Students' expectations—coupled with a demand for education built around technology—create complex challenges for universities.

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

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

Funding of the System's 2016/17 budget requirements is essential for continued progress toward meeting these expectations and ensuring a high-quality, affordable education for the coming year and for years to come. A renewed funding commitment from the Commonwealth for its state-owned universities will facilitate making the fundamental changes that are both necessary and largely inevitable.

On October 7, 2015, the Board of Governors' Finance, Administration, and Facilities Committee will consider recommendations for an E&G appropriation request. Although no decision will be made concerning tuition rate increases at that time, a tuition adjustment assumption might be necessary to balance the budget request and thereby comply with the requirements of Act 188 of 1982. The Committee and the Board will consider how best to address remaining budgetary requirements, perhaps including tuition and fee adjustments, following enactment of the Commonwealth's General Fund Budget for 2016/17.

Table 1

**Pennsylvania's State System of Higher Education**  
**Fiscal Year 2016/17 Educational and General Budget**  
**With an Estimated 5% Increase in Fiscal Year 2015/16 Appropriations**  
*October 7-8, 2015*

*Dollars in Millions*

<b>Educational and General Budget</b>					
<b>Revenue/Sources</b>	<b>Actual FY 2014/15</b>	<b>Current Year FY 2015/16</b>	<b>Percent Change</b>	<b>Request Year FY 2016/17</b>	<b>Percent Change</b>
Tuition	\$855.8	\$868.7	1.5%	\$893.0	2.8%
Fees	192.6	195.5	1.5%	197.2	0.9%
State Appropriation	412.8	433.4	5.0%	433.4	0.0%
All Other Revenue	79.2	76.5	-3.5%	71.9	-6.0%
Planned Use of Carryforward	8.0	37.1	361.8%	23.8	-35.8%
<b>Total Revenue/Sources</b>	<b>\$1,548.4</b>	<b>\$1,611.2</b>	<b>4.1%</b>	<b>\$1,619.3</b>	<b>0.5%</b>
<b>Expenditures and Transfers</b>					
Compensation Summary:					
Salaries and Wages	\$806.1	\$812.7	0.8%	\$816.6	0.5%
Benefits	365.1	409.0	12.0%	433.2	5.9%
Subtotal, Compensation	<u>\$1,171.2</u>	<u>\$1,221.7</u>	4.3%	<u>\$1,249.8</u>	2.3%
Student Financial Aid	38.2	43.1	12.9%	50.8	18.0%
Utilities	30.2	32.7	8.3%	33.7	2.9%
Other Services and Supplies	224.0	244.7	9.3%	244.0	-0.3%
Subtotal, All Services and Supplies	<u>\$292.4</u>	<u>\$320.6</u>		<u>\$328.5</u>	
Capital Expenditures and Transfers	93.9	77.8	-17.1%	78.1	0.4%
<b>Total Expenditures and Transfers</b>	<b>\$1,557.5</b>	<b>\$1,620.1</b>	<b>4.0%</b>	<b>\$1,656.5</b>	<b>2.2%</b>
<b>Suprlus/(Shortfall)</b>	<b>(\$9.1)</b>	<b>(\$8.9)</b>		<b>(\$37.2)</b>	

<b>Annualized FTE Enrollment</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Percent Change</b>	<b>FY 2016/17</b>	<b>Percent Change</b>
In-State Undergraduate	81,170.55	79,221.79	-2.4%	79,384.48	0.2%
Out-of-State Undergraduate	10,524.07	10,247.11	-2.6%	10,189.50	-0.6%
In-State Graduate	8,262.56	8,721.19	5.6%	8,914.88	2.2%
Out-of-State Graduate	2,365.52	2,330.65	-1.5%	2,361.08	1.3%
<b>Total FTE Enrollment</b>	<b>102,322.70</b>	<b>100,520.75</b>	<b>-1.8%</b>	<b>100,849.93</b>	<b>0.3%</b>

<b>E&amp;G FTE of Budgeted Positions</b>	<b>FY 2014/15</b>	<b>FY 2015/16</b>	<b>Change</b>	<b>FY 2016/17</b>	<b>Change</b>
Faculty	5,206.74	5,204.17	(2.57)	5,281.89	77.72
AFSCME	3,119.20	3,080.82	(38.39)	3,081.74	0.92
Nonrepresented	1,349.28	1,369.86	20.58	1,377.90	8.04
SCUPA	492.05	505.12	13.07	506.58	1.46
All Other	690.22	681.23	(8.99)	684.00	2.77
<b>Total FTE of Budgeted Positions</b>	<b>10,857.49</b>	<b>10,841.19</b>	<b>(16.30)</b>	<b>10,932.10</b>	<b>90.91</b>

**California University of Pennsylvania**  
**Per-Credit Undergraduate Academic Support Fee Pilot**  
*For consideration by the Board of Governors, October 7–8, 2015*

**Concept:** The university currently charges undergraduate students an Academic Support Fee of \$31.30 (in-state) and \$46.90 (out-of-state) on a per-credit basis for up to 12 credits, at which point the fee is capped. The proposed change will allow the Council of Trustees to eliminate the full-time cap and apply the per-credit charge to all credits attempted. This change would represent an increase of \$93.90 per semester at today's rates for an in-state undergraduate student enrolled in 15 credits; the fee for an out-of-state undergraduate student enrolled in 15 credits would increase \$140.70 per semester.

**Justification/Rationale:** The Academic Support Fee helps to cover general instructional operations, academic facilities needs, instructional equipment, required course/university tests and examinations, laboratory supplies, course-required field trips, student teaching, clinical experiences, and related activities. These costs tend to be variable in nature and increase directly with student enrollment. Charging the Academic Support Fee on a per-credit basis better aligns the revenue and the variable costs associated with the fee in order to provide the appropriate level of support at the instructional level.

**Cost/Benefit Analysis:** The proposed change would generate approximately \$900,000 in additional revenue annually. No adverse effect on enrollment levels is anticipated, and the university would use its institutional need-based aid program to maintain the current student profile with respect to Pell grant recipients and underrepresented minority students.

**Timeline:** Fall 2016 through summer 2018.

**Assessment Goals**

**Enrollment**—The university anticipates this program will not affect projected enrollment.

**Access**—The university is committed to providing access to all students, especially those with exceptional financial need, by providing institutionally need-based scholarship assistance to qualified students within this pilot program. Access will be measured as maintaining at least a similar profile of Pell grant recipients and underrepresented minority students within this pilot program.

**Tuition Revenue**—There is no effect on tuition revenue; however, the Academic Support Fee revenue is anticipated to increase approximately \$900,000 in the first year of implementation. In year two, it is anticipated that the Academic Support Fee revenue might decrease slightly based on an anticipated reduction in the total number of credits for which students enroll, which would be partially offset by a nominal rate increase.

**Program Viability:** If the program is unsuccessful at the end of the pilot period, the university is committed to reducing or eliminating the pilot. There is no anticipated negative impact to students if the pilot is discontinued.



**Edinboro University of Pennsylvania  
STEM-H Instructional Fee Pilot**

*For consideration by the Board of Governors, October 7–8, 2015*

**Concept:** Edinboro University proposes to charge \$30 per credit to students enrolled in high-cost, high-demand science, technology, engineering, mathematics, and health courses, excluding specific courses that are required for nursing students. (Nursing students have already been assessed a separate high-cost program fee.) The proposed fee and course costs would be reviewed annually; the fee may be adjusted annually, not to exceed a 10 percent increase per year, to address increases in costs and to achieve balance between the cost of a course and the revenue it generates.

**Justification/Rationale:** The System's Strategic Plan 2020 specifies as one of its goals to ensure academic program excellence and relevance, with a corresponding expected outcome to increase the number of degrees awarded annually in science, technology, engineering, mathematics, and health-related (STEM-H) disciplines. Edinboro University supports this goal and target outcome, having developed a strong infrastructure for growth in STEM-H programming and completions, and is committed to a performance funding measure for STEM-H degree completions. The clinical, practicum/internship, and/or laboratory nature of STEM-H programs significantly increases the cost of delivering high-quality student learning experiences, which the current proposal seeks to address.

**Cost/Benefit Analysis:** The current annual nonfaculty cost in the targeted STEM-H programs is approximately \$933,000; personnel costs are also higher in these areas due to accreditation-related costs and limited laboratory class sizes. The proposed fee is expected to generate approximately \$467,000 in fiscal year 2016/17, with the assumption that enrollment in STEM-H courses will increase two percent in fall 2016 in accordance with university enrollment trends. Annually, Edinboro University will evaluate the relationship between the fee level and course cost along with the impact on enrollment to determine if an increase in the rate is warranted.

No negative impact on enrollment is expected in these high-demand programs as a result of this fee. Since 2012, university full-time equivalent enrollment in STEM-H programs has increased by nearly seven percent, in spite of significant decreases in overall university enrollment.

**Timeline:** Fall 2016 through summer 2018.

**Assessment Goals**

**Enrollment**—The university anticipates this program will not affect projected enrollment.

**Access**—Edinboro University is committed to providing access to all students, especially those with exceptional financial need. The university will assess the impact of this fee and will target need-based scholarship assistance to qualified students within this pilot program, as needed. Access will be evaluated to maintain at least a similar profile of Pell grant recipients and underrepresented minority students within the STEM-H programs.

**Tuition Revenue**—Net tuition is expected to remain unchanged by the proposal, while instructional fee revenue will increase approximately \$467,000 annually.

**Program Viability:** If the program is unsuccessful at the end of the pilot period, the university is committed to reducing or eliminating the pilot. There is no anticipated negative impact to students if the pilot is discontinued.

**Mansfield University of Pennsylvania**  
**Per-Credit Tuition Pilot—Freeze Individualized Tuition (FIT) Model**  
*For consideration by the Board of Governors, October 7–8, 2015*

**Concept:** To charge tuition on a per-credit basis for all undergraduate students, beginning in the fall 2016 semester, and freeze that tuition rate for eight consecutive fall and spring semesters. This pilot program is based on a four-year plan; a student's tuition will not increase for eight semesters (excluding summer or winter terms) or until the first degree is conferred, whichever occurs first.

This pilot program will replace the current hybrid model in which students enrolled in 12–18 credits are charged a flat rate, and students who are not full-time are charged on a per-credit basis. At the time of implementation, per-credit tuition for all students with less than 90 credits earned to date will be frozen for subsequent academic semesters. Students with 90 or more credits will have the option either to pay the System's per-credit rate or participate in Mansfield's cohort frozen tuition rate.

When the Board of Governors approves 2016/17 tuition rates, all incoming and returning undergraduate students (with less than 90 credits earned) will form a single cohort and pay tuition at one percent above the System's 2016/17 per-credit undergraduate tuition rate. The cohort will continue to pay that same rate for up to the next eight semesters, or until the first degree is conferred, whichever occurs first. For fall 2017 incoming students, a new cohort will be formed; those students will pay tuition at one percent above the System's 2017/18 per-credit tuition rate as approved by the Board in July 2017. The cohort will continue to pay this same per-credit tuition rate for up to the next eight semesters.

Students who withdraw from the university for a period of no more than one year may, upon readmission, return to the same tuition rate in place at departure and use the remaining eligibility of their eight semesters (not to exceed five years from initial start date). Students readmitted after one year will pay the tuition rate in effect at the time of readmission.

Students will have five years to use the eight semesters at the frozen rate. If students exhaust their eight semesters prior to graduation, they may pay either the current Board-approved tuition per-credit rate or they may reset their eligibility for eight additional semesters by paying the newest cohort rate. (If students need more than one additional year to complete their degree, it is in their best interest to pay the newest cohort rate.)

This program does not apply to graduate students. Summer, winter, and online courses will not be a part of this program.

**Justification/Rationale:** In accordance with Mansfield University's strategic plan, this pilot is focused on assisting the university in increasing enrollment while also increasing retention, student persistence, academic profile, and four-year graduation rates.

Mansfield's proposal seeks to limit student debt by freezing tuition over four years and encourages students to complete their program within that period. Students who maintain satisfactory academic progress and take 15 credit hours per semester will be able to graduate in four years without an increase in tuition. Transfer students will also benefit from this program, as they also will have tuition frozen for eight semesters or until first degree is conferred.

The average Mansfield undergraduate in-state student takes 14.3 credits each semester. In order to assist financially needy students taking more than 12 credits, Mansfield will set aside 25 percent of the additional revenue raised for need-based financial aid. This set-aside equates to approximately \$1.0 million, enough to cover 2.3 credits for each student who has unmet financial need (based on fall 2014 records).

**Cost/Benefit Analysis:** After inception in fall 2016, each annual student cohort will have the Mansfield per-credit tuition rate frozen for eight semesters. Approximately 66 percent of Mansfield's students graduate with 120–124 credits. Under this cohort-based, per-credit tuition model, these Mansfield students should be able to complete their degree without experiencing an increase in their tuition rate.

Although Mansfield University has undertaken new efforts to increase undergraduate enrollment over the next several years, this pilot will generate a significant increase in tuition revenue based on current enrollment and will assist Mansfield in meeting fiscal requirements. With no enrollment growth, the pilot will generate \$3 million to \$4 million annually, after meeting need-based student aid. If enrollment growth targets are met, the increase in net tuition revenue (net of institutional need-based financial aid) is estimated at \$4 million to \$5 million annually. The university has reviewed scenarios with reduced credit generation that still reflect a positive net revenue gain for the university.

**Timeline:** Fall 2016 through spring 2019, applicable to fall and spring semesters only.

#### **Assessment Goals**

**Enrollment**—Mansfield's overall enrollment will increase.

**Access**—The university is committed to providing access to all students, especially those with exceptional financial need, by providing need-based scholarship assistance to qualified students within this pilot program. Access will be evaluated to maintain at least a similar undergraduate profile of the university's Pell grant recipients and underrepresented minority students throughout this pilot program.

**Tuition Revenue**—Tuition revenue is expected to increase approximately 15 percent over the System's current hybrid model for undergraduate students, with 25 percent of the revenue set aside for need-based financial aid. The tuition revenue net of financial aid is estimated at \$3.1 million in the first year of implementation.

**Program Viability**—If the program is unsuccessful at the end of the pilot period timeline, the university is committed to returning to charging the System's full-time undergraduate resident tuition rates.

**Shippensburg University of Pennsylvania**  
**Per-Credit Tuition for In-State Undergraduate Students**  
*For consideration by the Board of Governors, October 7–8, 2015*

**Concept:** To charge tuition on a per-credit basis for all in-state undergraduate students, effective with the fall 2016 semester. This approach will replace the current hybrid model whereby students enrolled in 12–18 credits are charged a flat rate, and students who are not full-time are charged on a per-credit basis. The proposed pilot program is based on a four-year implementation plan. Shippensburg will charge 93 percent of the System's 2016/17 per-credit tuition rate for in-state undergraduate students in year one; 96 percent in year two, 99 percent in year three, and the established System per-credit in-state undergraduate rate in year four. The university will assess the program annually and may make appropriate adjustments to this plan.

There will be no change to the current billing model for out-of-state undergraduate students and graduate students. Out-of-state undergraduate students will continue to be charged using the hybrid model, and all graduate students will continue to be charged per-credit rates.

**Justification/Rationale:** The pilot is designed to strengthen the university's ability to provide high-impact student learning opportunities and support services that foster student success and persistence to degree completion. The proposal works to align instructional services delivered with charges to students, improving the transparency of student billings. An immediate focus of the change is to make the university's billing structure more transparent and easy for students and their families to understand. The pilot also will advance the implementation of programs and initiatives related to the university's strategic plan, academic master plan, and strategic enrollment plan. Shippensburg's strategic enrollment plan calls for the university to increase nontraditional enrollment. Such students disproportionately enroll part-time and will incur more of the educational costs compared to traditional students, unless the tuition pricing structure is changed as proposed. The current pricing structure places a disproportionate share of educational costs on part-time students. Per-credit pricing also will form a hospitable platform for pricing of programs and courses of nontraditional length and scope. The plan would enable Shippensburg to facilitate joint programs with other universities within the System by clearly defining the tuition revenue attributed to the program.

The average in-state Shippensburg undergraduate takes 14.1 credits each semester. In the first year of the pilot, the in-state undergraduate student who takes 13 credits will pay \$30 more per semester (based on 2016/17 tuition rates). In order to assist financially needy students taking more than 13 credits, Shippensburg is proposing to set aside a minimum of 15 percent of the increase in net tuition revenue based on need of students, not to exceed \$1.5 million in financial aid for 2016/17. This amount may change during the pilot period as the need arises. This will help alleviate the additional cost for all affected students with unmet financial aid based on fall 2013 data. In addition, Shippensburg plans to offer additional summer, winter, and online courses to meet the needs of students.

**Cost/Benefit Analysis:** The Shippensburg per-credit tuition rate is proposed to be lower than the System's per-credit rate initially. For example, the System's current per-credit rate is \$294 for in-state undergraduate students; Shippensburg's plan calls for a per-credit in-state undergraduate tuition rate of \$274 (based on current tuition) in the first year. If enrollment remains stable, it is anticipated that the pilot will generate \$4.0 million in gross tuition revenue, of which \$1.5 million will be set aside for need-based financial aid. The university has reviewed scenarios with reduced credit generation that still reflect a positive net revenue gain for the university. Although some students might enroll in fewer courses as a result of this plan, it is

anticipated that increased course completion and student retention will offset any reduction in credits attempted.

**Timeline:** Fall 2016 through summer 2019. The university is actively preparing for this change. The bursar, information technology, admissions, financial aid, registrar, and public relations teams are working to ensure a successful transition to this model for the fall 2016 semester.

### **Assessment Goals**

**Enrollment**—Shippensburg's overall enrollment will continue to meet current projected enrollment trends.

**Access**—The university is committed to providing access to all students, especially those with exceptional financial need, by providing institutional need-based aid to qualified students within this pilot program. Access will be measured as maintaining at least a similar undergraduate profile of the university's Pell grant recipients and underrepresented minority students throughout this pilot program.

**Tuition Revenue**—Net tuition revenue and institutional need-based financial aid are anticipated to increase annually throughout the pilot period. The per-credit tuition rate model yields a net revenue increase (net of institutional need-based financial aid) of approximately \$2.5 million in the first year of implementation.

**Program Viability:** If the program is unsuccessful at the end of the pilot period, the university is committed to returning to charging the System's full-time in-state undergraduate tuition rate.

**DRAFT—Subject to Board of Governors' Approval**  
**Pennsylvania's State System of Higher Education**  
**Capital Spending Plan**  
**Fiscal Years 2015/16 Through 2019/20**  
**Financial Summary**

Financial Summary in Current Year Dollars (\$000)						
University	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	Five-Year Total
Bloomsburg	\$2,150			\$18,500		\$20,650
California		\$1,090			\$34,464	35,554
Cheyney	1,500	7,000		35,000		43,500
Clarion	5,000		\$8,400	840		14,240
East Stroudsburg	2,300					2,300
Edinboro	3,500		11,850		1,100	16,450
Indiana	14,100	37,600	26,700		2,200	80,600
Kutztown	13,700	1,300			5,000	20,000
Lock Haven					14,500	14,500
Mansfield	4,550					4,550
Millersville			10,400		1,000	11,400
Shippensburg				6,700		6,700
Slippery Rock	1,800	16,800	1,600			20,200
West Chester	16,900		2,000			18,900
<b>Five-Year Total</b>	<b>\$65,500</b>	<b>\$63,790</b>	<b>\$60,950</b>	<b>\$61,040</b>	<b>\$58,264</b>	<b>\$309,544</b>

Historical Funding Analysis (\$000) <sup>1</sup>				
	Including Cheyney	Over- or Underfunded Before Spending Plan <sup>2</sup>	Over- or Underfunded After Spending Plan <sup>3</sup>	Not Including Cheyney
Total Capital Funding from FY 1996/97 to FY 2014/15				
\$93,574	(\$6,769)	(\$10,096)	\$1,156	\$467
76,057	(6,855)	8,887	(307)	17,615
143,240	98,808	131,691		
107,921	33,243	29,639	39,141	37,500
113,134	30,189	12,670	36,741	21,401
80,657	(3,338)	(6,959)	3,296	1,883
99,639	(71,489)	(31,780)	(57,973)	(13,766)
67,492	(35,657)	(40,304)	(27,510)	(29,446)
65,777	(2,070)	(3,782)	3,289	3,360
54,566	2,584	(5,287)	6,690	185
95,395	(210)	(11,654)	7,341	(1,590)
87,544	(4,111)	(19,312)	3,128	(9,663)
79,641	(21,700)	(25,715)	(13,696)	(15,047)
130,809	(12,625)	(27,998)	(1,296)	(12,899)
<b>\$1,295,444</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

Financial Summary (\$000) Allowing for Inflation at 2.5% Annually						
University	FY 2015/16	FY 2016/17	FY 2017/18	FY 2018/19	FY 2019/20	Five-Year Total
Bloomsburg	\$2,150			\$19,900		\$22,050
California		\$1,100			\$38,000	39,100
Cheyney	1,500	7,200		37,700		46,400
Clarion	5,000		\$8,800	900		14,700
East Stroudsburg	2,300					2,300
Edinboro	3,500		12,400		1,200	17,100
Indiana	14,100	38,500	28,100		2,400	83,100
Kutztown	13,700	1,300			5,500	20,500
Lock Haven					16,000	16,000
Mansfield	4,550					4,550
Millersville			10,900		1,100	12,000
Shippensburg				7,200		7,200
Slippery Rock	1,800	17,200	1,700			20,700
West Chester	16,900		2,100			19,000
<b>Five-Year Total</b>	<b>\$65,500</b>	<b>\$65,300</b>	<b>\$64,000</b>	<b>\$65,700</b>	<b>\$64,200</b>	<b>\$324,700</b>

**Notes**

<sup>1</sup> Parentheses ( ) indicate underfunded.

<sup>2</sup> Compares funding received from FY 1996/97 to FY 2014/15 to funding if distributed by the plant portion of the allocation formula.

<sup>3</sup> Compares funding received from FY 1996/97 to FY 2019/20 to funding if distributed by the plant portion of the allocation formula.

Numbers may not add due to rounding.

**DRAFT—Subject to Board of Governors’ Approval**  
**Fiscal Years 2015/16 Through 2019/20**  
**Project Execution Schedule**

Proposed Execution Year	University	Project Description	Original Furniture and Equipment OF&E?	Authorization Act	Total Authorization (\$000)	Facility Use	University Funds (\$000)	Commonwealth Funding Adjusted for Inflation (\$000)
2015/16	Bloomsburg	Waller Administration Building Renovation	OF&E	82/10	\$2,200	Mixed Usage		\$2,150
	Cheyney	Demolition of Underutilized Buildings		82/10	\$200	General Education		1,500
	Clarion	ADA Compliance Upgrades, Phase 1		40/04, 41/08	\$6,600	General Education		5,000
	East Stroudsburg	Information Commons Construction, Phase 2	OF&E	85/13	\$5,100	Mixed Usage		2,300
	Edinboro	Porreco Center Renovation		85/13	\$5,000	Science and Technology		3,500
	Indiana	Weyandt/Walsh Hall Renovation or Replacement (Design)		82/10	\$90,000	Science and Technology		14,100
	Kutztown	DeFrancesco Education Building Renovation		82/10, 85/13	\$18,000	Business Education		13,700
	Mansfield	Morris Drive Safety Enhancement		85/13	\$6,000	Utilities Infrastructure		4,550
	Slippery Rock	McKay Building Renovation/Addition		22/00, 82/10, 85/13	\$14,360	General Education		1,800
	West Chester	Sturzebecker Health Science Center Addition		131/02, 85/13	\$55,768	Science and Technology	\$5,000	16,900
<b>2015/16 Total</b>								<b>\$65,500</b>
2016/17	California	Coover Hall Renovation	OF&E	131/02, 85/13	\$2,000	Science and Technology		\$1,100
	Cheyney	Cope Hall Renovation/Addition (Design)		82/10	\$45,000	Athletics		7,200
	Indiana	Weyandt/Walsh Hall Renovation or Replacement, Phase 1 (Addition Construction)		82/10	\$75,900	Science and Technology	\$9,700	38,500
	Kutztown	DeFrancesco Education Building Renovation	OF&E	131/02	\$494	Business Education		1,300
	Slippery Rock	Student Success Center Renovation		82/10	\$15,000	Administration		17,200
<b>2016/17 Total</b>								<b>\$65,300</b>
2017/18	Clarion	Facility Space Renovation, Consolidation, and Demolition				Administrative		\$8,800
	Edinboro	B.F. Library Addition and Renovation				Mixed Usage	\$6,400	12,200
		Porreco Center Renovation	OF&E	131/02	\$292	Science and Technology		300
	Indiana	Weyandt/Walsh Hall Renovation or Replacement	OF&E	82/100	\$9,000	Science and Technology		4,200
		Weyandt/Walsh Hall Renovation or Replacement, Phase 2 (Renovation)		82/10	\$38,300	Science and Technology		23,800
	Millersville	Stayer (Jefferson Hall) Building Renovation		41/08, 82/10	\$13,000	Athletics		10,900
	Slippery Rock	Student Success Center Renovation	OF&E	85/13	\$2,800	Administration		1,700
	West Chester	Sturzebecker Health Science Center Addition	OF&E			Science and Technology		2,100
<b>2017/18 Total</b>								<b>\$64,000</b>
2018/19	Bloomsburg	McCormick Center Renovation		82/10	\$19,000	General Education		\$19,900
	Cheyney	Cope Hall Renovation/Addition (Construction)		82/10	\$38,000	Athletics		37,700
	Clarion	Office Consolidation Project	OF&E			Administrative		900
	Shippensburg	Franklin Science Center Renovation (Design)		82/100, 85/13	\$40,000	Science and Technology		7,200
<b>2018/19 Total</b>								<b>\$65,700</b>
2019/20	California	Science Building Construction		40/04	\$20,093	Science and Technology		\$38,000
	Edinboro	B.F. Library Addition and Renovation	OF&E			Mixed Usage		1,200
	Indiana	Foster Hall Demolition				General Education		2,400
	Kutztown	Poplar House Renovation/Addition		82/10	\$5,000	Administration		5,500
	Lock Haven	Robinson Learning Center Renovation				General Education		16,000
	Millersville	Stayer (Jefferson Hall) Building Renovation	OF&E	82/10	\$1,000	Athletics		1,100
<b>2019/20 Total</b>								<b>\$64,200</b>
<b>Grand Total</b>								<b>\$324,700</b>

<b>Agency: Pennsylvania's State System of Higher Education</b> <b>Capital Budget Authorization Request</b> <b>Departmental Summary of Requests</b> <b>(Dollars in Thousands)</b>  <b>Public Improvement Projects</b>		<b>Source of Funds</b>	<b>Agency Request</b>	<b>OB Recommended</b>	<b>Difference</b>
		Bond.....	\$283,000	\$0	\$0
		Current.....	0	0	0
		Federal.....	0	0	0
		Local.....	0	0	0
		Other.....	0	0	0
		<b>Total.....</b>	<b>\$283,000</b>	<b>\$0</b>	<b>\$0</b>
<b>Priority No.</b>	<b>Project Title/Comments</b>	<b>Location</b>	<b>Source of Funds</b>	<b>Agency Request</b>	<b>OB Recommended</b>
(1)	(2)		(3)	(4)	(5)
1	Demolition of Underutilized Buildings, Additional Funds	Cheyney	B	\$3,000	
2	Student Success Center Renovation, Additional Funds	Slippery Rock	B	5,000	
3	Facility Space Renovation, Consolidation, and Demolition	Clarion	B	12,000	
4	B.F. Library Addition and Renovation	Edinboro	B	20,000	
5	McCormick Center Renovation, Additional Funds	Bloomsburg	B	5,000	
6	Cope Hall Renovation/Addition, Additional Funds	Cheyney	B	10,000	
7	Franklin Science Center Renovation, Additional Funds	Shippensburg	B	10,000	
8	Science Building Construction, Additional Funds	California	B	30,000	
9	Foster Hall Demolition	Indiana	B	4,000	
10	Poplar House Renovation/Addition, Additional Funds	Kutztown	B	1,000	
11	Robinson Learning Center Renovation	Lock Haven	B	20,000	
12	Stevenson Library Renovation	Lock Haven	B	30,000	
13	Morgan Hall Renovation	California	B	20,000	
14	Heating System Upgrade	East Stroudsburg	B	20,000	
15	Pucillo Hall Renovation, Additional Funds	Millersville	B	3,000	
16	Electrical Infrastructure Upgrade	Slippery Rock	B	15,000	
17	Lawrence Hall Renovation, Additional Funds	West Chester	B	25,000	
18	South Campus Athletics Facility, Additional Funds	West Chester	B	50,000	
<b>TOTAL</b>				<b>\$283,000</b>	<b>\$0</b>

Priority No.	Project Title/Comments	Location	Source of Funds	Agency Request	OB Recommended
(1)	(2)		(3)	(4)	(5)
1	Demolition of Underutilized Buildings, Additional Funds	Cheyney	B	\$3,000	
2	Student Success Center Renovation, Additional Funds	Slippery Rock	B	5,000	
3	Facility Space Renovation, Consolidation, and Demolition	Clarion	B	12,000	
4	B.F. Library Addition and Renovation	Edinboro	B	20,000	
5	McCormick Center Renovation, Additional Funds	Bloomsburg	B	5,000	
6	Cope Hall Renovation/Addition, Additional Funds	Cheyney	B	10,000	
7	Franklin Science Center Renovation, Additional Funds	Shippensburg	B	10,000	
8	Science Building Construction, Additional Funds	California	B	30,000	
9	Foster Hall Demolition	Indiana	B	4,000	
10	Poplar House Renovation/Addition, Additional Funds	Kutztown	B	1,000	
11	Robinson Learning Center Renovation	Lock Haven	B	20,000	
12	Stevenson Library Renovation	Lock Haven	B	30,000	
13	Morgan Hall Renovation	California	B	20,000	
14	Heating System Upgrade	East Stroudsburg	B	20,000	
15	Pucillo Hall Renovation, Additional Funds	Millersville	B	3,000	
16	Electrical Infrastructure Upgrade	Slippery Rock	B	15,000	
17	Lawrence Hall Renovation, Additional Funds	West Chester	B	25,000	
18	South Campus Athletics Facility, Additional Funds	West Chester	B	50,000	
<b>TOTAL</b>				<b>\$283,000</b>	<b>\$0</b>



<b>Agency: Pennsylvania's State System of Higher Education Capital Budget Authorization Request Departmental Summary of Requests (Dollars in Thousands)  Original Furniture and Equipment</b>		<b>Source of Funds</b>	<b>Agency Request</b>	<b>OB Recommended</b>	<b>Difference</b>
		Bond.....	\$20,000	\$0	\$0
		Current.....	0	0	0
		Federal.....	0	0	0
		Local.....	0	0	0
		Other.....	0	0	0
		<b>Total.....</b>	<b>\$20,000</b>	<b>\$0</b>	<b>\$0</b>
<b>Priority No.</b>	<b>Project Title/Comments</b>	<b>Location</b>	<b>Source of Funds</b>	<b>Agency Request</b>	<b>OB Recommended</b>
(1)	(2)		(3)	(4)	(5)
1	DeFrancesco Education Building Renovation, Additional Funds	Kutztown	B	\$1,000	
2	Weyandt/Walsh Hall Renovation or Replacement, Additional Funds	Indiana	B	1,000	
3	Sturzebecker Health Science Center Addition	West Chester	B	5,000	
4	Office Consolidation Project	Clarion	B	1,000	
5	B.F. Library Addition and Renovation	Edinboro	B	2,000	
6	Science Building Construction	California	B	3,000	
7	Robinson Learning Center Renovation	Lock Haven	B	2,000	
8	Franklin Science Center Renovation	Shippensburg	B	5,000	
<b>TOTAL</b>				<b>\$20,000</b>	<b>\$0</b>

# Millersville University

www.millersville.edu  
717-871-4636

Admissions:  
717-871-4625  
1-800-MU-ADMIT

## MAP OF CAMPUS

### ACADEMIC FACILITIES

- |                      |                                     |
|----------------------|-------------------------------------|
| 42 Adams House       | 32 Mobility Library/                |
| 65 Allegany House    | Center Hall                         |
| 64 Armstrong House   | 9 Menor House                       |
| 40 Boulder Hall*     | 4 Miller House                      |
| 71 Bedford House     | 16 Newman House                     |
| 15 Beria House       | 53 Nichols House*                   |
| 48 Brinkman House    | 10 Northampton House                |
| 54 Brinkman Hall*    | 8 Northampton House                 |
| 45 Eyerly Hall       | 43 Perry House                      |
| 74 Cambria House     | 12 Pike House                       |
| 31 Caputo Hall*      | 5 Porter House                      |
| 30 Chrysalis Hall    | 52 Reddy Hall*                      |
| 18 Columbia House    | 11 Schuyler House                   |
| 68 Cambridge House   | 17 Somerset House                   |
| 66 Dauphin House     | 13 Stager Hall                      |
| 30 Dencker Hall      | 68 Soapstone House                  |
| 41 Franklin House    | — Ware Center (not shown on map)    |
| 69 Fulton House      | 42 P. Moore St. (nearby, not shown) |
| 44 Gower Hall        | 23 Wickersburg Hall                 |
| 40 Hawk Building**   | 25 Winter Center                    |
| 70 Hurlingham House  | 7 York House                        |
| 8 Lancaster House    | * Argyle Science Complex            |
| 67 Lawrence Building | ** McCaughy Communications          |
| 62 McCaughy Hall     | Complex                             |

### ADMINISTRATIVE BUILDINGS

- |                     |                            |
|---------------------|----------------------------|
| 31 Benedetti Center | 22 Blum Building           |
| 60 Bishop Service   | 19 DuPont Alumni House     |
| Building            | 14 Lathrop House (Phase)   |
| 58 Elm House        | 24 Lyle Hall (Underground) |
| 34 Eyerly Building  | 59 Montgomerie House       |
| 21 Gower House      | 61 Palmer Building         |
| 37 Delaware House   |                            |

### ATHLETICS FACILITIES

- |                                 |                      |
|---------------------------------|----------------------|
| 46 Benedetti Center Stadium and | 1 Jefferson Hall     |
| Camp Field                      | 90 Pacific Fields    |
| 35 Brooks Hall                  | 55 Pacific Gymnasium |
| 49 Carpenter House              | 56 Rees Course       |
| Athletic Training Facility      | 57 Softball Field    |
| 2 Cooper Baseball Park          |                      |

### OTHER FACILITIES

- |                               |                            |
|-------------------------------|----------------------------|
| 29 First United               | 88 Polo Barn               |
| Methodist Church              | 87 Ford                    |
| 36 St. Paul's Lutheran Church | 62 Student Memorial Center |
| 75 Goodwin Hall & Ridge       | 28 Tanager House           |
| Coffeehouse Center            | 73 Washington House        |
| 20 Lantana House              | 69 Weyer Tower             |
| 72 Montrose House             | 39 Witter Health Services  |
| 33 Philadelphia House         |                            |

### RESIDENCE HALLS/HOUSING

- |                 |                  |
|-----------------|------------------|
| 27 Banc Hall    | 84 Ridgely Hall  |
| 76 East Village | 85 Shanks Hall   |
| 6 Gage Hall     | 86 South Village |
| 26 Gilbert Hall |                  |

### PARKING GARAGES

- |                         |
|-------------------------|
| G1 Prince Street Garage |
| G2 Pacific Garage       |

Proposed Welcome Center Located with  
New Student Housing and Renovated Gordinier Dining Hall



Welcome Center Rendering  
Millersville University of Pennsylvania