Board of Governors Meeting

Thursday, January 25, 2018

Dixon University Center
2986 North Second Street
Harrisburg, PA 17110-1201

9:00 a.m. Board of Governors Meeting (Boardroom)

1. Call to Order / Roll Call of Board Members
2. Pledge of Allegiance
3. Public Comments
4. Chair Report
5. Chancellor Report
6. **Consent Agenda – (ACTION)**

   (NOTE: The items within the Consent Agenda will be acted upon in a single motion. If any Board member believes that an individual item requires discussion, that Board member may request the item be removed from the Consent Agenda prior to the vote. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. The remainder of the Consent Agenda will be acted upon in a single vote.)

   A. Minutes – October 18, 2017; October 19, 2017; November 13, 2017; and January 8, 2018

   B. University Success Committee Action Items from January 8, 2018
      1. Performance Funding (Page 6)
      2. Capital Project Reprogramming, Edinboro University of Pennsylvania (Page 13)
      3. Alternative Tuition Rate Structure, Indiana University of Pennsylvania (Page 14)
      4. Alternative Tuition Rate Structure, Mansfield University of Pennsylvania (Page 17)
      5. Out-of-State Tuition Plans (Page 22)

6. Policy Reform for System Redesign – Rescissions (Page 30)
    i. 1983-12: Law Enforcement (Page 32)
    ii. 1990-01-A: Facilities Resource Planning and Budgeting (Page 33)
    iii. 2002-01: Energy Management and Conservation (Page 35)
    iv. 1983-04: Accounting Procedures for Student Organizations (Page 37)
    v. 1983-08: Taxation of Students by Local Agencies (Page 38)
    vi. 1989-04-A: Financial Accounting (Page 39)

C. Student Success Committee Action Items from January 8, 2018
    1. Policy Reform for System Redesign – Rescissions (Page 40)
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        iii. 1992-01: Designation of State System Collaborative (Page 49)
        iv. 1991-02: Enrollment Management (Page 52)
        v. 1986-04-A: Administrative Procedure-Program Review (Page 54)

7. Student Success Committee (Page 57)

    1. Student Success Story: Experiential Learning is at the Heart of Student Success (PANEL DISCUSSION (Page 58)

    2. Program alignment: Recommendation for approval of six new academic programs (ACTION) (Page 59)
        a. Approval of a Bachelor of Science in Statistics and Data Science at California University of Pennsylvania (Page 60)
        b. Approval of a Master of Arts in Communications at East Stroudsburg University of Pennsylvania (Page 65)
        c. Approval of Master of Business Administration at Edinboro University of Pennsylvania (Page 72)
        d. Approval of a Master of Science in Strategic Communications at Indiana University of Pennsylvania (Page 80)
        e. Approval of a Bachelor of Science in Manufacturing Engineering Technology at Millersville University of Pennsylvania (Page 87)
        f. Approval of a Bachelor of Science in Music Business Technology at Millersville University of Pennsylvania (Page 95)

    3. Policy Reform for System Redesign: Revision (ACTION) (Page 103)
        a. Board of Governors Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Programs* (Page 104)

8. Update on System Redesign (DISCUSSION)

9. Consideration of Alternative Tuition Rate Proposal, East Stroudsburg University (ACTION) (Page 108)

10. Ratification of APSCUF contract (ACTION) (Page 116)

11. Ratification of PDA contract (ACTION) (Page 119)

12. Appointment of Interim President at Lock Haven University of Pennsylvania (ACTION) (Page 133)

13. Resolutions (ACTION)

14. New business

15. Adjournment

(Executive session will be called as needed)

Board Members: Cynthia D. Shapira (*Chair*), Senator Ryan P. Aument, Representative Matthew E. Baker, Audrey F. Bronson, Secretary Sarah E. Galbally (Governor Wolf's designee), Molly E.Gallagher, Representative Michael K. Hanna, Shaina M. Hilsey, Donald E. Houser Jr., David M. Maser *(Vice Chair)*, Barbara McIlvaine Smith, Marian D. Moskowitz, Thomas S. Muller, Secretary of Education Pedro A. Rivera, Senator Judith L. Schwank, Harold C. Shields (*Vice Chair*), Samuel H. Smith, Brian H. Swatt, Neil R. Weaver, and Governor Thomas W. Wolf.

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

Consent Agenda

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

January 25, 2018

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Board of Governors Meeting

January 25, 2018

SUBJECT: Performance Funding (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: The effective allocation and alignment of System resources is essential to supporting university collaboration, innovation, efficiency, and effectiveness; and to promoting student success. The System Redesign efforts that are supported by the Collaborative Allocation of Resources Task Group will culminate in the adoption of strategic financing models that better address the varied circumstances facing the System universities and that provide incentives for collaboration over competition.

One financing model that has been effective in improving student success has been the System's performance funding program. Since its inception in 2000 and in conjunction with other policy tools, improvements across the System have been achieved in areas such as retention and graduation rates; diversity of students, faculty, and staff; and fundraising. The System's current performance-based funding program was approved by the Board of Governors in January 2011, for the ensuing five years, through 2016/17. The 2016/17 performance served as the basis for performance awards distributed in 2017/18.

In anticipation of the final year of the current program, a cross-functional work group, comprised of university and System representatives, was established to develop recommendations for a transitional performance funding program to begin with performance measured during 2017/18 (the basis for 2018/19 awards). The transitional plan builds upon the historical performance funding concepts and allows for a new, longer-term performance funding program to be developed that better aligns with the System Redesign and new System priorities.

The proposed transitional performance funding program awards performance based on five equally weighted measures. One university-specific measure will support the System's strategic priorities of ensuring student success and/or leveraging university strengths. The remaining four quantitative measures, applicable to all universities, are fundamental to student success.

MOTION: That the Board of Governors approve the attached conceptual framework for the State System's performance funding program.

Supporting Documents Included: Performance Funding Conceptual Framework: Transitional Plan Proposal

Other Supporting Documents Available: Board of Governors January 2011 meeting materials

Reviewed and Recommended by: University Success Committee, January 8, 2018

Prepared by: Peter H. Garland **Telephone**: (717) 720-4010

Pennsylvania's State System of Higher Education
Performance Funding: Two-Year Transitional Plan Proposal[1]

BACKGROUND

The Board of Governors approved the State System's current performance-based funding program in January 2011, with a commitment to measure the performance of each university based on 10 indicators for the ensuing five years, through the 2016/17 performance year. The 2016/17 performance year serves as the basis for performance awards distributed in 2017/18. In anticipation of the final year of the current program, a cross-functional work group, comprised of university and System representatives, was established to develop recommendations for a transitional plan to begin with performance measured during 2017/18 (the basis for 2018/19 awards). A transitional plan builds upon the historical performance funding concepts (see Appendix) and allows time for a new, longer-term performance funding program to be developed that better aligns with the anticipated System Redesign and new System priorities.

TRANSITIONAL PERFORMANCE FUNDING RECOMMENDATIONS

The transitional performance funding proposal provides the following recommendations for performance measured in 2017/18 and 2018/19, for which dollars will be awarded in 2018/19 and 2019/20, respectively. If necessary, the transitional period may be extended.

Major Change Proposed:

Award performance based on the following five (rather than 10) equally weighted measures.

Measures:

The proposed System transitional performance-based funding program includes five equally weighted measures, as follows:

- One university-specific measure, established by the chancellor in consultation with the president. This measure will support the System's strategic priorities of ensuring student success and/or leveraging university strengths.
- Four quantitative measures applicable for all universities. These measures are fundamental to both student and institutional success, have stable data sources for calculations, are more likely to demonstrate change on an annual basis, are commonly used nationally, and have been long-standing System measures.

    1. **Student diversity**—intended to evaluate the racial and ethnic diversity of the student population at each institution. (Percentage of total fall students who are nonmajority.)
    2. **Second-Year retention**—intended to measure academic progress rate. (Percentage of first-time/full-time bachelor's degree-seeking students retained to fall of second year.)
    3. **Degrees conferred per 100 FTE**—intended to evaluate the combined total of associate's and bachelor's degrees conferred during a fiscal year per 100 undergraduate FTE generated during the same academic year. (Total undergraduate degrees conferred between July 1 and June 30 per 100 undergraduate FTE students during the same year.)
    4. **Closing the first-time freshmen achievement gaps for Pell grant recipients**—intended to reduce graduation gaps that exist for low-income, first-time freshmen students. (Percentage of Pell students at entry who obtained bachelor's

[1] It is anticipated the transitional period will, at a minimum, address performance measured during 2017/18 and 2018/19; for performance funding to be awarded 2018/19 and 2019/20, respectively.

degrees in the System within six years compared to the percentage of Non-Pell students at entry who obtained bachelor's degrees within six years.)

As this is a transitional performance funding program, efforts were taken to limit the amount of change that would be made to measures in order to ensure consistency in understanding and methodology, and to provide for a smooth and quick implementation.

Targets:

Targets will be established by the chancellor for each of the four quantitative measures based on three specific metrics. The three metrics will be the university's prior-year performance, the university's prior three-year average performance, and an external comparison or other standard established in the current performance funding program. Performance funding will be awarded if the university has improved in at least one of these metrics.

Performance Funding Pool and Distribution:

Since 2011, the performance funding pool has been established annually as equal to 2.4 percent of the System's educational and general budget. For 2016/17 and 2017/18, the pool was $39.1 million. It is suggested that the performance funding pool remain at this level for both 2018/19 and 2019/20.

The method that has been in use since 2011 for distributing the performance funding pool is still considered appropriate. The distribution methodology is outlined below.

- Performance funding will be determined for each university based upon performance on the five measures.

- Each university will have the ability to meet performance expectations on each measure for a maximum total of five points, or one point per measure. Measures may include subcomponents for individual performance.

- A university earns one point for exceeding the performance target for each measure.

- All points are totalled for each university, then weighted by the university's base appropriation funding determined by the allocation formula (exclusive of the fixed cost component), to adjust for institutional size.

- The total performance funding pool is divided by the weighted points to create a dollar-per-point value. That figure is then multiplied by the number of points the university earned to establish the allocation. The entire performance funding pool will be distributed annually.

Appendix
2011-2017 Performance Funding Program: *Excerpts from the Conceptual Framework As Approved by Board of Governors, January 2011*

The Performance Funding Program must support the strategic direction of the Pennsylvania State System of Higher Education (PASSHE)
PASSHE universities must be known as places where knowledge is generated to advance understanding across all academic disciplines, improve professional practice, and enhance the quality of life in the regions served. Four primary drivers have been identified to shape the future direction of the universities and PASSHE:

1. Transforming students and the learning environment.
2. Transforming the resources.
3. Transforming university-community relations.
4. Transforming PASSHE's role in determining the Commonwealth's future.

As PASSHE and the universities transform teaching and learning, secure resources, engage their communities and regions, and provide leadership for the future, the Performance Funding Program is designed to measure the outcomes of these efforts in the ***success*** of our students, comprehensive ***access*** to opportunity, and ***stewardship*** of our resources and the Commonwealth's communities and regions.

Success: The primary mission of PASSHE universities is to help students achieve their educational goals successfully. To be successful in the 21st century, students must be prepared for lifelong learning, a habit of the mind that will force them to refresh their content knowledge continually. To ensure this outcome, PASSHE must lead the way in changing the manner in which students learn, faculty teach, and courses are delivered. As the Commonwealth's universities, PASSHE institutions have a special relationship with the state. PASSHE is obligated to address the strategic needs of the Commonwealth, filling an appropriate role in creating the policy and direction for the state's future.

Access: As the state-owned universities, PASSHE serves a critical role through providing access to higher education, building college aspirations and enrollment among underserved populations, and facilitating the opportunity for advancement of educational achievement from pre-baccalaureate through baccalaureate and graduate degrees and professional certifications. PASSHE must ensure that the students who learn in its universities reflect the diversity of the communities from which they come, that the faculty and staff who teach and support them do as well, and that students are well prepared to enter a global work force.

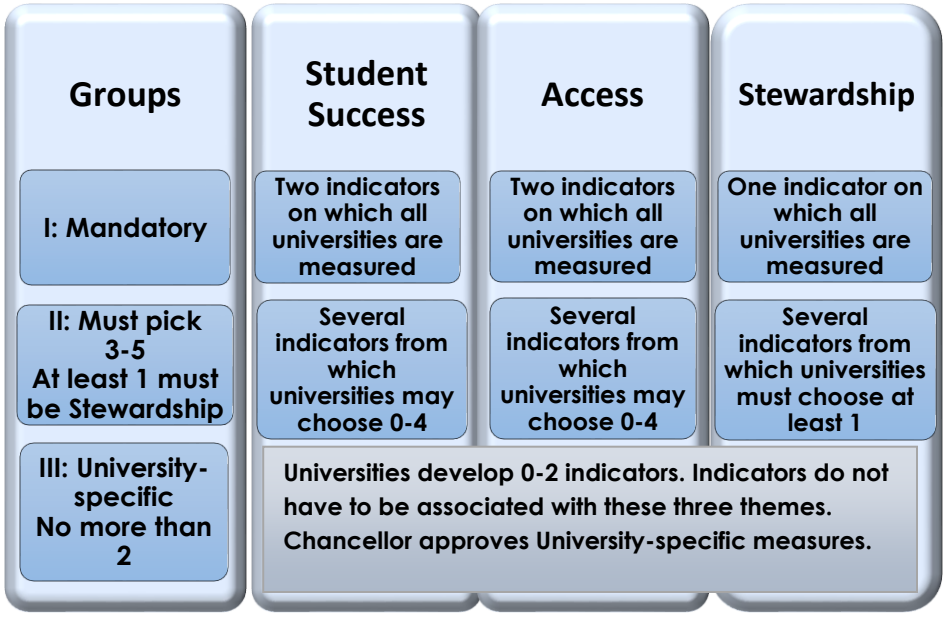
Stewardship: As stewards of public resources, PASSHE universities must be fiscally efficient and responsible. The human, financial, and physical resources necessary to create the highest quality learning opportunities for our students need to be effectively and efficiently managed. Providing adequate resources in difficult economic times will require continual rethinking of university entrepreneurship and flexibility, and a realization that new ways of thinking and conducting our operations are essential. The communities and regions in which PASSHE universities are located must be better for and enhance those institutions. This mutually beneficial relationship must be nurtured and enhanced in many ways that respect and use each other's strengths. PASSHE universities have an obligation to enhance the quality of life of the citizens of our communities, and help improve local and regional economic conditions.

The Performance Funding Program is designed around specific principles:

- The program will be clear, understandable, and replicable.
- The primary focus will be on results (outputs rather than inputs or throughputs).
- There will be transparency and visibility of all data.

- University efforts to distinguish themselves on programs, students, locations, and delivery methods will be possible.
- The design will reduce inter-institutional competition and will support collaboration.
- The program will align with System and university strategic directions and System policies, e.g., allocation formula.
- The program will align with national accountability efforts, including Middle States accreditation, Voluntary System of Accountability (VSA) requirements, and the EdTrust/NASH Access to Success initiative.

Selection of Performance Measures/Indicators



Each institution will commit to ten performance indicators for the next five years. The performance measures are organized into three groups. All universities will be responsible for the five performance indicators in Group I. The universities will select the remaining five performance measures from Groups II and III. Each university must select at least one measure from the Stewardship theme in Group II. Otherwise, there are no limits on the number of performance measures selected from any theme. Group III allows the university to propose to the Chancellor a maximum of two unique performance measures not listed in Group II. Any proposed measure should be derived from the university's strategic plan, have an element of risk as well as reward, have an external comparative base, and be capable of being quantified such that it can be determined if the university meets or does not meet the goal.

Performance Measurement

For all indicators, university performance will be measured via progress toward institution-specific goals and against external comparisons or expectations. Whenever possible, external comparisons will be based upon similar universities participating in national studies. University performance will be measured either as meeting or not meeting each performance target.

Performance Funding Pool and Distribution

To maintain a reasonable performance funding pool that will continue to encourage performance, it is proposed that the performance funding pool be established as equal to approximately 2.4% of PASSHE's total E&G revenue, which is roughly equivalent to the current performance funding level. The performance funding pool will continue to be funded completely from state appropriations. Several options for the distribution of these funds were considered. The recommended distribution method is outlined below.

Distribution Method

- Performance funding will be determined for each university based upon performance on the ten indicators.
- Each university will have the ability to meet performance on each measure for a maximum total of ten points, or one point per measure. Measures will include components for individual performance and performance in relation to peers or external standards.

- Points are earned by a university for at least meeting the performance requirement. For measures that contain submeasures, each submeasure is worth the appropriate fraction of a point. For example, for an indicator with two submeasures, each submeasure is worth 0.5 point.
- All points are totaled for each university, then weighted by the university's base appropriations funding determined by the allocation formula, to adjust for institutional size.
- The weighted points are divided into the total performance funding pool to create a dollar-per-point value that is multiplied by the number of points the university earned to establish the allocation.

Performance Indicators
The mandatory and optional indicators for each theme are summarized below.

Student Success
Group I: Two measures
1. Degrees Conferred (1.0)
   a. Number of associate, baccalaureate, and graduate degrees conferred (.50)
   b. Baccalaureate degrees awarded per FTE undergraduate enrollment (.50)
2. Closing the Achievement Gaps (1.0)
   a. Closing the Achievement Gap for Pell Recipients (.50)
   b. Closing the Achievement Gap for Underrepresented Minority Students (.50)

Group II: Universities can select from the following:
1. Deep Learning Scale Results—National Survey of Student Engagement (NSSE) (1.0)
2. Senior Survey—National Survey of Student Engagement (NSSE) (1.0)
   a. Academic challenge (.20)
   b. Active/collaborative learning (.20)
   c. Student/faculty interaction (.20)
   d. Enriching educational experiences (.20)
   e. Supportive campus environment (.20)
3. Student Persistence (1.0)
   a. Overall percentage of students returning for a third academic year (.50)
   b. Overall percentage of students returning for a fourth academic year (.50)
4. Value-Added—Senior CLA, CAAP, or ETS® Proficiency Profile Scores (1.0)
5. STEM Degree Recipients—Percent of degree recipients in high need programs of science, technology, engineering, and mathematics, or health care (1.0)

Access
Group I: Two measures
1. Closing the Access Gaps (1.0)
   a. Closing the Gap for Pell Recipients (.50)
   b. Closing the Gap for Underrepresented Minority Students (URM) (.50)
2. Faculty Diversity (1.0)
   a. Percent of full-time tenure/tenure-track faculty who are nonmajority (.50)
   b. Percent of full-time tenure/tenure-track faculty who are female (.50)

Group II: Universities can select from the following:

1. Faculty Career Advancement (1.0)
   a. Percent of Associate Professors who are nonmajority (.25)
   b. Percent of Associate Professors who are female (.25)
   c. Percent of Professors who are nonmajority (.25)
   d. Percent of Professors who are female (.25)
2. Employment (Nonfaculty) Diversity (1.0)
   a. Percent of Executives who are nonmajority (.25)
   b. Percent of Executives who are female (.25)
   c. Percent of Professional staff who are nonmajority (.25)
   d. Percent of Professional staff who are female (.25)
3. Student Experience with Diversity and Inclusion—Measured by average of the combined scores of seniors on applicable NSSE items (1.0)
4. Student Diversity (1.0)
   a. Percent of total student enrollment who are federal Pell Grant recipients (.50)
   b. Percent of total student enrollment who are nonmajority (.50)

Stewardship

Group I: One measure

1. Private Support—Three-year average of total dollars raised (1.0)

Group II: Universities must select at least one from the following:

1. Facilities Investment—Composite measure of annual stewardship, operating effectiveness, and quality of service in the physical plant arena (1.0)
2. Administrative Expenditures as Percent of Cost of Education (1.0)
3. Faculty Productivity—Student credit hours as ratio of total FTE faculty (1.0)
4. Employee Productivity—FTE student/FTE employee (faculty and staff) (1.0)

University-Specific Indicators

Group III: Universities may create no more than two Group III indicators, which have to be approved by the Chancellor for inclusion in the performance funding program. Proposals should follow the prescribed template for defining the performance indicator including the data source(s). The Accountability and Performance Funding Committee members are available to consult with universities to help develop successful indicators.

Board of Governors Meeting

January 25, 2018

SUBJECT: Capital Project Reprogramming, Edinboro University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Edinboro University of Pennsylvania

BACKGROUND: The effective allocation and alignment of System capital resources is essential to supporting university innovation, efficiency, and effectiveness. As universities align institutional priorities with their distinctive role and scope in providing high-value, meaningful educational opportunities that prepare students for success, the System may need to respond with flexibility to realign resources.

Edinboro University requests approval to reprogram Commonwealth capital project funding previously approved for a partial renovation of the Porreco Center to supplement funding for its Baron-Forness Library renovation project. The planned expansion of programs envisioned at the time capital funding was requested for the Porreco Center is no longer a priority for Edinboro, as the Erie region actively plans for community college program offerings through other education providers. In addition, the university has determined that the Commonwealth capital funding allocated for the Baron-Forness Library renovation project is inadequate to cover the cost of the necessary life-cycle repairs.

Funding for the Porreco Center renovation project was approved by the Board in the fiscal year 2015/16 Capital Spending Plan for $3.5 million. No work has started on that project, and the funds are available for reprogramming. The Baron-Forness Library renovation project was approved in the fiscal year 2017/18 Capital Spending Plan for $12.5 million; however, recent reviews of the estimated cost indicate that $16 million will be needed to make the necessary repairs/upgrades. Constructed in 1976, the Baron-Forness Library is a 102,000-gross-square-foot building in need of a complete life-cycle renovation to replace and upgrade mechanical, electrical, and plumbing systems; correct ADA accessibility issues; and perform exterior envelope repairs, including window replacements and masonry work. The estimated replacement cost of the building is $31 million.

In addition to Board approval, this change will require approval from the Department of General Services and the Governor's Office of the Budget.

MOTION: That the Board of Governors approve Edinboro University's request to reprogram the funding for the Porreco Center renovation project to the Baron-Forness Library renovation project.

Supporting Documents Included: N/A

Other Supporting Documents Available: Capital project data for the Baron-Forness Library Renovation and the Porreco Center Renovation; 2015/16 and 2017/18 Capital Spending Plans

Reviewed and Recommended by: University Success Committee, January 8, 2018

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Consent Agenda Item #6b (3)

Board of Governors Meeting

January 25, 2018

SUBJECT: Alternative Tuition Rate Structure, Indiana University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Indiana University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1999-02-A: *Tuition*, Indiana University of Pennsylvania (IUP) seeks approval of an alternative tuition strategy for in-state undergraduates attending its regional campuses.

The university is proposing to reduce the tuition rate for in-state students attending its regional campuses. The tuition strategy would apply to full- and part-time, in-state freshmen and sophomores attending the Northpointe and Punxsutawney regional campuses. Students attending all other off-site teaching locations will be assessed the same tuition as main campus students.

The university's alternative tuition rate structure proposal is presented to the Board for consideration, as attached.

MOTION: That the Board of Governors approve the alternative tuition rate structure for in-state freshmen and sophomores enrolled at Indiana University of Pennsylvania's regional campuses, as described in the attached, effective fall 2018.

Supporting Documents Included: Indiana University of Pennsylvania Regional Campus Proposal

Other Supporting Documents Available: Act 188 of 1982; Policy 1999-02-A: *Tuition*

Reviewed and Recommended by: University Success Committee, January 8, 2018

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Request for Alternative Tuition Strategy
Indiana University of Pennsylvania
Regional Campus Tuition Proposal

Overview of Proposed Rate Structure

Indiana University of Pennsylvania (IUP) seeks to reduce the per-credit tuition rate for in-state freshmen and sophomores attending its regional campuses. This proposal reduces the in-state per-credit undergraduate tuition rate at IUP's Northpointe and Punxsutawney regional campuses to 80 percent of the per-credit tuition rate of in-state undergraduates on IUP's main campus.

This new pricing structure would be available to in-state, lower division students (freshmen and sophomores) who are specifically admitted to the Northpointe or Punxsutawney campus. Any upper division students at either of the regional campuses will pay the university's standard per-credit tuition rate. Students admitted to IUP's main campus are not eligible, even if taking courses at either of the regional campuses. Additionally, this reduced tuition rate does not apply to any other instructional locations.

Rationale for Rate Structure

Between fall 2014 and fall 2017, new student enrollment (freshmen and transfers) at the IUP regional campuses declined 86 percent. This was due, in part, to a university decision to move some students from the Punxsutawney campus to IUP's main campus in order to enable them to have access to additional academic support. However, even prior to this decision, between fall 2014 and fall 2016, the Punxsutawney campus experienced a 36 percent reduction in new freshmen and transfer students. Similarly, the Northpointe campus has seen a steady enrollment decline, even without the paradigm shift that occurred at Punxsutawney. The enrollment of freshmen and transfers on the Northpointe campus declined 67 percent between fall 2014 and fall 2017.

In an effort to serve the regions surrounding both of these campuses by providing an option for a university education versus a community college education at a comparable price, this proposal reduces the in-state per-credit undergraduate tuition rate at IUP's regional (Northpointe and Punxsutawney) campuses to 80 percent of the in-state per-credit undergraduate tuition rate on IUP's main campus. Based on current pricing, this would reduce the regional campus tuition from $309 per credit to $247 per credit.

Cost Benefit Analysis

In developing this proposal, IUP compared its tuition to that of the closest community college.

- In fall 2017, the average credit load for freshmen and sophomore students at the Northpointe campus was 12.9 credits. With today's pricing, this proposed change would reduce tuition for the typical full-time Northpointe student to $3,433 per semester, resulting in a tuition savings of approximately $683 per semester.
- In fall 2017, the average credit load for freshmen and sophomore students at the Punxsutawney campus was 14.3 credits. With today's pricing, this change would reduce tuition for the typical full-time Punxsutawney student to $3,507 per semester, resulting in a tuition savings of approximately $753 per semester. At Butler County Community College (BCCC), the tuition and fee charge for Butler County students enrolled in 15 credits is currently $1,620 per semester. For those students attending from outside of Butler County, the semester cost is $3,120. Students in Armstrong County often take classes at BCCC because there is no community college in their county. In addition to the tuition, students also pay $52 per credit for a comprehensive fee.

It is anticipated that this proposed regional campus pricing strategy will increase demand at the Northpointe and Punxsutawney campuses. Fall 2017 combined freshman and sophomore enrollment at the regional campuses was 49 full-time equivalent (FTE) students, with an average credit load of 13.6 credits, generating $200,100 in annual tuition revenue. To be revenue neutral, the regional campus enrollment will need to increase by 10 FTE students.

Assessment Expectations
***Enrollment*—**Over time, it is anticipated that this program will lead to increased enrollment, retention, and regional campus viability. As a result, it also is anticipated that the number of students transitioning to IUP's main campus to complete their associate's or bachelor's degrees after completing the first year or two of their studies at a regional campus will increase.

***Commitment to Access*—**The university remains committed to providing access to all students, including on the regional campuses.

***Tuition Revenue*—**The reduced tuition rate may be more competitive with other options that students in the regional campus recruiting area currently have available. As a result, increasing enrollment by 10 FTE students will allow this plan to be revenue neutral.

Program Viability
Assessment of this pricing plan for regional campuses will be conducted on a regular basis.

Effective
Fall 2018.

Board of Governors Meeting

January 25, 2018

SUBJECT: Alternative Tuition Rate Structure, Mansfield University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Mansfield University of Pennsylvania

BACKGROUND: The Board of Governors in July 2014 approved a tuition pilot for out-of-state students attending Mansfield University that established various tuition rates based on the academic achievement of each student. In October 2015, the Board approved a separate tuition pilot that eliminated the flat-rate tuition charge for all full-time undergraduate students attending Mansfield—replacing the flat rate with a per-credit charge—and that also established a four-year tuition rate guarantee. The combined impact of these two pricing strategies working in tandem is a 2017/18 tuition schedule with 27 distinct rates for undergraduates. With a new cohort added next year, the tuition schedule would increase to 34 rates.

The combination of these two pilots has resulted in a pricing strategy that is confusing to students and families, and is difficult to administer. The university has determined that both pilots are unsustainable and is in the process of working with an external consultant to determine how to replace this pricing conundrum with a strategy that will help both students and the university to be successful.

In accordance with Board of Governors Policy 1999-02-A: *Tuition,* Mansfield University seeks changes to its alternative tuition strategies for both in-state and out-of-state undergraduates. However, as outlined in the attached, the university does not expect to finalize a transitional pricing strategy until February. Given the necessity to market a new strategy in time to effect fall 2018 enrollment decisions, it is proposed that the Board delegate the authority to approve Mansfield's transitional 2018/19 tuition rate structure to the chancellor, in consultation with the chair of the University Success Committee and the chair of the Board of Governors.

An overview of Mansfield's alternative tuition rate structure and current assessment expectations is presented in the attached.

MOTION: That the Board of Governors delegate to the University Success Committee and the Executive Committee the authority to approve an alternative tuition rate structure for Mansfield University of Pennsylvania, in accordance with the parameters outlined in the attached, effective fall 2018.

Supporting Documents Included: Mansfield University of Pennsylvania's In-State and Out-of-State Undergraduate Tuition Proposal

Other Supporting Documents Available: Policy 1999-02-A: *Tuition*; Board of Governors meeting materials, July 8, 2014, January 22, 2015, January 26, 2017, April 6, 2017

Reviewed and Recommended by: University Success Committee, January 8, 2018

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Request for Alternative Tuition Strategy
Mansfield University of Pennsylvania
In-state and Out-of-state Undergraduate Tuition Proposal

Overview of Current Rate Structure
Mansfield University of Pennsylvania has been operating two alternative pricing strategies that were approved as tuition pilots in 2014 and 2015. Below is a brief explanation of each. The combined impact of these two pricing strategies working in tandem is a 2017/18 tuition schedule with 27 distinct rates for undergraduates.

Out-of-state Tuition:
In July 2014, the Board of Governors approved Mansfield University's tuition pilot for meritorious out-of-state students, known on campus as TEAM. It had three major goals: 1) to increase out-of-state enrollment; 2) to increase retention, persistence, and four-year graduation rates of out-of-state students; and 3) to further enhance Mansfield's strong academic profile. TEAM is a tuition incentive program that is based on admission data—high school grade-point average (GPA) or college transfer GPA and total SAT score. TEAM is structured into four tiers, each with an associated out-of-state tuition rate. Students in each tier must meet an incoming academic profile and required academic benchmarks to stay in the program. Mansfield evaluates each student's academic performance and continuation in TEAM at the end of the spring semester each year.

Tier	High School GPA/SAT		Mansfield GPA at 30 credits	Mansfield GPA at 60 and 90 Credits	Tuition Rate as % of In-State Tuition
Tier 1	3.70	1270	3.25	3.70	105%
Tier 2	3.50	1220	3.25	3.50	120%
Tier 3	3.35	1130	3.25	3.35	135%
Tier 4	3.25	1080	3.25	3.25	150%
All Other Out-of-State Students					165% or 200%

This pilot was effective fall 2015 through summer 2017. Last spring, the university attested the pilot was fulfilling its intended purpose and requested its continuation beyond the pilot period, which was granted by the Board in April 2017 for the current academic year. In October 2017, the university submitted the final assessment report (Appendix 1) of the pilot and determined the pricing strategy is unsustainable in conjunction with its per-credit tuition strategy.

Per-credit Tuition:
In July 2015, the Board of Governors approved Mansfield's tuition pilot to charge undergraduate tuition on a per-credit basis with a rate frozen for up to eight semesters (fall and spring only) for each cohort. The frozen rate is applicable over five years, or until the first degree is conferred, whichever occurs first. All incoming undergraduate students form a cohort and pay tuition at a per-credit undergraduate tuition rate that is one percent above the System's standard per-credit rate. This pilot is effective fall 2016–spring 2019; per-credit rates were also established for returning students who were not part of a new student cohort.

In October, the university submitted its current assessment report of this pilot (Appendix 2), and determined that it is not viable.

Rationale for a New Rate Structure
The current rate structure applies to in-state and out-of-state students. As this pilot is combined with the out-of-state pricing tiers, seven new price points are established each year for new cohorts. Neither pricing strategy met the anticipated goals for enrollment and revenue; both have resulted in confusion and significant administrative challenges.

Assessment Results (See Appendix 2)
***Enrollment*—**It was anticipated that enrollment would increase with the implementation of both pilots. University enrollment has continued to decline since both pilots began.

***Commitment to Access*—**The university is committed to providing access to all students. Access was measured as maintaining at least a similar profile of Pell grant recipients and underrepresented minority students. Both the percent of the student body that are Pell recipients and the percent that are nonmajority increased during the pilot period.

***Tuition Revenue*—**It was anticipated that out-of-state tuition revenue would increase with the additional out-of-state enrollment that would be attracted by the TEAM pricing strategy. In regard to the per-credit tuition pilot, it was anticipated tuition revenue net of financial aid would increase $3.1 million in the first year of implementation and continue to increase each year thereafter. In 2016/17, the first year of the per-credit tuition pilot, tuition revenue net of institutional financial aid increased $1.2 million; 2017/18 net tuition revenue is anticipated to be $0.5 million less than received in 2015/16.

The university believes continuing these pricing models would be harmful to the university and not in the best interest of students. However, to return to the previous pricing practices would result in an unsustainable reduction in revenue to the university. Therefore, the university is working with a consultant and other experts to determine the most appropriate short-term and long-term pricing strategies, based on the university's regional enrollment demographics and pricing sensitivity, and national best practices for net price.

Proposed New Strategy
It is anticipated the short-term recommendations will be available by the end of February 2018. Given that prospective students will be committing to universities early this spring for fall 2018 enrollment, Mansfield will seek approval of a temporary, transitional rate structure near the end of February 2018. In order to expedite this process, it is proposed that the Board of Governors delegate the approval of Mansfield's transitional 2018/19 tuition rate structure to the chancellor, in consultation with the chair of the University Success Committee and the chair of the Board of Governors.

Appendix 1

Mansfield University of Pennsylvania
Pricing Flexibility Pilot for Reduced Out-of-State Tuition

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

Charge 105% - 150% of the in-state tuition rate to new out-of-state, full-time meritorious students in undergraduate degree programs that have enrollment capacity beyond existing enrollment (currently, music, nursing, radiology, respiratory therapy, and all online programs are excluded). University will set merit eligibility criteria applicable for specific tuition rates within this range, including eligibility for rate renewal. Effective fall 2015 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

All degree programs have been included in this program.

Tier	I	II	III	IV	All Other
Tuition Rate	105%	120%	135%	150%	165%/200%
Minimum	3.70	3.50	3.35	3.25	
Minimum SAT/ACT Score	1270/26	1150/25	1050/23	1000/21	

The university will continue to offer this pricing structure as approved by the Board of Governors, April 2017.

Assessment Criteria:	Base Year: Fall 2014	Prior Year: Fall 2015	Prior Year: Fall 2016	Current Year: Fall 2017	Difference: Fall 2017 – Fall 2016	Difference: Fall 2017 – Base Year
Cohort Access						
Headcount Pell Recipients	35.00	30.00	49.00	54.00	5.00	19.00
Percent Pell Recipients	38.9%	42.9%	36.6%	37.2%		
Headcount Nonmajority Students	8.00	8.00	15.00	25.00	10.00	17.00
Percent Nonmajority	9.3%	11.4%	11.2%	17.2%		
Average entering GPA--All Out-of-State	2.56	3.70	3.64	3.68	0.04	1.12
Average SAT--All Out-of-State (Old SAT)	995.00	1,031.00	1,031.00	1,061.80	30.80	66.80
Average SAT--All Out-of-State (New SAT)				1,086.15		
Cohort Enrollment (New Out-of-State Students Each Fall)						
Fall Out of State FTE Students	129.67	125.13	155.51	93.60	(61.91)	(36.07)
Fall Headcount Students--Out-of-State	131.00	129.00	157.00	98.00	(59.00)	(33.00)
Tier 1	39.00	43.00	57.00	28.00	(29.00)	(11.00)
Tier 2	11.00	14.00	15.00	6.00	(9.00)	(5.00)
Tier 3	11.00	8.00	14.00	9.00	(5.00)	(2.00)
Tier 4	9.00	5.00	22.00	11.00	(11.00)	2.00
All Other	61.00	59.00	49.00	44.00	(5.00)	(17.00)
Annualized FTE Students (fall + spring / 30)	122.33	110.90	141.07	85.39	(55.68)	(36.94)
Total Out-of-State Enrollment						
Fall Out of State FTE Students	433.47	363.13	365.04	296.67	(68.37)	(136.80)
Fall Headcount Students--Out-of-State	448.00	376.00	381.00	316.00	(65.00)	(132.00)
Tier 1	39.00	43.00	77.00	87.00	10.00	48.00
Tier 2	11.00	14.00	19.00	17.00	(2.00)	6.00
Tier 3	11.00	8.00	15.00	16.00	1.00	5.00
Tier 4	9.00	5.00	23.00	25.00	2.00	16.00
All Other	378.00	306.00	247.00	171.00	(76.00)	(207.00)
Annualized FTE Students (fall + spring / 30)	397.13	331.50	336.60	272.06	(64.54)	(125.07)
Fall Out of State Average Credits Students	14.80	14.50	14.40	14.10	(0.30)	(0.70)
Tier 1	15.60	15.50	15.30	15.20	(0.10)	(0.40)
Tier 2	14.40	14.60	14.30	14.80	0.50	0.40
Tier 3	16.00	13.80	15.30	14.20	(1.10)	(1.80)
Tier 4	14.20	15.20	15.30	15.60	0.30	1.40
All Other	14.30	14.30	13.90	13.20	(0.70)	(1.10)
Retention and Persistence (New Freshman Cohort per Fall)						
2nd Year Retention, Out-of-State in Tiers 1-4	74.1%	59.6%				
2nd Year Retention, All Out-of-State	72.6%	54.9%				
2nd Year Retention, All Undergraduates (federal	67.4%	61.1%				
3rd Year Persistence, Out-of-State in Tiers 1-4	58.6%	n/a	n/a			
3rd Year Persistence, All Out-of-State	58.1%	n/a	n/a			
3rd Year Persistence, All Undergraduates (federal cohort)	56.6%	n/a	n/a			
Annual Revenue Associated with Cohort	***2014/15 Annual***	***2015/16 Annual***	***2016/17 Annual***	***2017/18 Annual***		
Tuition Revenue	$694,617	$582,450	$1,039,241	$1,200,000	$160,759	$505,383
E&G Fee Revenue	136,980	109,584	195,526	215,000	19,474	78,020
Auxiliary Fee Revenue	867,668	694,134	1,238,513	100,000	(1,138,513)	(767,668)
Institutional Financial Aid *(negative number)*		(362,175)	(956,322)	(888,757)	67,565	(888,757)
Net Revenue	$1,699,265	$1,023,993	$1,516,958	$626,243	($890,715)	($1,073,022)
Revenue Increase due to Normal Rate Changes		$42,462	$79,146		($79,146)	$0

Observations:

2017 Fall Annualized FTE is estimated based on the average Annualized FTE of Fall 2014, 2015, 2016

Appendix 2

Mansfield University of Pennsylvania
Pricing Flexibility Pilot for Per-Credit Tuition

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

Charge tuition on a per-credit basis to all undergraduate students with a rate frozen for up to eight semesters (fall and spring only) over five years, or until the first degree is conferred, whichever occurs first. 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 applicable per-credit undergraduate tuition rate. 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 of Governors in July 2017. The cohort will continue to pay this same per-credit tuition rate for up to eight semesters (fall and spring only), over five years, or until the first degree is conferred, whichever occurs first. Effective fall 2016 through spring 2019.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

All current undergraduate students returning with less than 90 credits will form a single cohort and pay tuition at one percent above the System's 2015/16 per-credit undergraduate tuition rate. Current students returning with 90 or more credits will have the option either to pay the System's 2015/16 per-credit tuition rate for one year or participate in Mansfield's returning student cohort frozen tuition rate.

				Difference	
Assessment Criteria:	**Base Year: Fall 2015**	**Prior Year: Fall 2016**	**Current Year: Fall 2017**	**Fall 2017 – Fall 2016**	**Fall 2017 – Base Year**
Cohort Access					
Headcount Pell Recipients	924.00	773.00	735.00	(38.00)	(189.00)
Percent Pell Recipients	43.9%	46.0%	44.9%		
Average Number of Credit Hours Enrolled	14.8%	14.6%	14.7%	0.00	(0.00)
Headcount Nonmajority Students	242.00	331.00	330.00	(1.00)	88.00
Percent Nonmajority	11.5%	19.7%	20.2%		
Average Number of Credit Hours Enrolled	14.90	14.60	14.40	(0.20)	(0.50)
Headcount Majority Students/NonPell	1,042.00	810.00	834.00	24.00	(208.00)
Percent of Total	49.5%	48.1%	50.9%		
Average Number of Credit Hours Enrolled	14.80	14.90	14.70	(0.20)	(0.10)
Average Student Credit Hours Taken (12+ credits)	15.20	15.00	14.90	(0.10)	(0.30)
Average Student Credit Hours Taken (<12 credits)	6.40	7.50	7.20	(0.30)	0.80
Average Student Credit Hours Taken (all undergraduates)	14.80	14.80	14.65	(0.15)	(0.15)
Comparison of Breakdown of Number of Credits Taken by Students					
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need	1,170.00	897.00	873.00	(24.00)	(297.00)
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need	986.00	704.00	678.00	(26.00)	(308.00)
Number of Students Offered Institutional Aid	276.00	1,106.00	875.00	(231.00)	599.00
Average Institutional Aid Award (fall + spring)	$4,416	$1,537	$2,476	$939	($1,940)
Other:					
Headcount FAFSA Filers	1,943.00	1,539.00	1,483.00	(56.00)	(460.00)
Total Institutional Aid Awarded (fall + spring)	$1,209,978	$1,700,454	$1,994,920	$294,466	$784,942
Cohort Enrollment (All Undergraduates)					
Fall FTE Students	2,081.60	1,659.38	1,600.00	(59.38)	(481.60)
Fall Headcount Students	2,104.00	1,683.00	1,638.00	(45.00)	(466.00)
Part-time Headcount	82.00	49.00	58.00	9.00	(24.00)
Annualized FTE Students (fall + spring / 30)	1,928	1,548	1,487	(61.33)	(441.07)
Persistence and Graduation, most current ratios as reported in most recent action plan.					
Second Year Retention	76%	72%			
Third Year Persistence	63%	68%			
Fourth Year Persistence	60%	58%			
Four-Year Graduation Rate	40%	37%			
Transcripted Credits at Graduation (earned and transferred)	133.40	132.20			
Annual Revenue Associated with Cohort	***2015/16 Annual***	***2016/17 Annual***	***2017/18 Annual***		
Tuition Revenue	$16,935,310	$19,022,104	$17,326,382	($1,695,722)	$391,072
E&G Fee Revenue	3,442,614	3,071,785	3,201,000	129,215	(241,614)
Auxiliary Fee Revenue	13,624,756	12,919,003	10,352,298	(2,566,705)	(3,272,458)
Institutional Financial Aid *(negative number)*	(865,343)	(1,722,591)	(1,730,000)	(7,409)	(864,657)
Net Revenue	$33,137,337	$33,290,301	$29,149,680	($4,140,621)	($3,987,657)
Revenue Increase due to Normal Rate Changes		$1,069,880	$250,000	($819,880)	$250,000

Observations:

2017 Fall Annualized FTE is estimated based on the average Annualized FTE of Fall 2015 and 2016

Board of Governors Meeting

January 25, 2018

SUBJECT: Out-of-State Tuition Plans (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: Board of Governors Policy 1999-02-A: *Tuition*, allows universities with institutional capacity to develop out-of-state tuition plans to create targeted marketing groups of out-of-state undergraduate students who may be charged an alternative out-of-state tuition rate from the base rate established by the Board of Governors. Targeted student groups are based upon geography, academic program, and/or student achievement.

To assist the universities with marketing efforts and to provide potential students with more accurate information concerning their cost of attending college, it is proposed that the Board of Governors approve the structure of out-of-state tuition plans for 2018/19, recognizing that the actual rates to be charged will be determined when the Board sets tuition at its July 2018 meeting. The 2018/19 plans are provided for consideration in Attachment 1; changes in pricing practices are reflected in bold. For comparison, the 2017/18 out-of-state tuition plans are provided in Attachment 2.

The proposed schedule reflects the following changes in practice.

- Cheyney University of Pennsylvania proposes a change from the current rate structure to a plan based on student achievement.
- Indiana University of Pennsylvania (IUP) proposes a change from the current out-of-state tuition rate structure to be consistent with its in-state practice of charging tuition on a per-credit basis. The university also proposes to establish a tuition range for international students. This would provide parameters by which the president would establish specific per-credit tuition rate(s) with various international entities as needed to meet IUP's strategic goals for international enrollment.
- Millersville University of Pennsylvania proposes changing the current rate structure to include new rates for newly entering freshmen and transfer students.
- Shippensburg University of Pennsylvania proposes changes to its definition and rate for new high-achieving freshmen and transfer students.

Please note that the pricing flexibility pilots approved by the Board of Governors over the last four years may result in 2018/19 tuition rates for out-of-state students that differ from those listed on the attached schedule.

MOTION: That the Board of Governors approve the attached undergraduate out-of-state tuition plans for 2018/19.

Supporting Documents Included: 2018/19 Undergraduate Out-of-State Tuition Plans (Attachment 1) and 2017/18 Undergraduate Out-of-State Tuition Plans (Attachment 2)

Other Supporting Documents Available: Policy 1999-02-A: *Tuition*

Reviewed and Recommended by: University Success Committee, January 8, 2018

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Attachment #1

Pennsylvania's State System of Higher Education
2018/19 Undergraduate Out-of-State Tuition Plans
For Consideration by the Board of Governors, January 24–25, 2018
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania	
150%	International students who participate in the Bloomsburg University/Financial University (Russia) double-degree program.
250%	All other out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
150%	**High school graduates with a high school GPA of at least 2.75 and a combined Math and Critical Reading score on the SAT of at least 950 (ACT of 20) or transfer students with a cumulative GPA of at least 2.75. A student who leaves Cheyney and returns at a later date must have a GPA of at least a 2.75 to qualify for this rate. Students must maintain good academic standing to retain the rate.**
165%	All **other** out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
	Current students with a minimum cumulative GPA of at least 3.0 and a minimum of 30 credits successfully completed in the prior year. A minimum of 30 credits must be successfully completed each year.
	Transferring students with a minimum of 24 transferrable credits and a cumulative GPA of at least 3.0 from higher education institutions attended. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
200%	All other out-of-state students.
Edinboro University of Pennsylvania	
105%	Grandfathered students admitted fall 2015 through summer 2017 under the tuition pricing pilot. Rate will be in effect as long as student is continuously enrolled, through the completion of their program.
150%	All domestic out-of-state and international students enrolled prior to fall 2014.
170%	All new international students enrolled fall 2014 or later.

Indiana University of Pennsylvania	
145% of university's in-state per-credit rate	**All domestic out-of-state students will be charged tuition on a per-credit basis, effective fall 2018.**
145–250% of university's in-state per-credit rate	**The president will establish the per-credit out-of-state tuition rate for international students within this range in accordance with current and future international strategic partnership agreements. This change will be phased in as appropriate for existing agreements with international entities.**
Kutztown University of Pennsylvania	
150%	Effective fall 2017, all newly enrolled out-of-state students. Students enrolled prior to fall 2017 will be charged in accordance with the rate structure in place when they entered (150%, 200%, or 250% of the in-state tuition rate).
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
$2,000 less than university's maximum rate of 250%	All other domestic out-of-state students are charged $2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania *Note: The university has a significant tuition flexibility pilot for students that alters the tuition rate charged for certain students. Future actions may alter the following 2017/18 out-of-state pricing strategy.*	
105%	Out-of-state, full-time students with a high school GPA of at least 3.70 out of 4.0, or a combined Math and Critical Reading score of at least 1270 on the SAT (26 on ACT). Renewal is based upon performance.
120%	Out-of-state, full-time students with a high school GPA of at least 3.5 0out of 4.0, or a combined Math and Critical Reading score of at least 1150 on the SAT (25 on ACT). Renewal is based upon performance.
135%	Out-of-state, full-time students with a high school GPA of at least 3.35 out of 4.0, or a combined Math and Critical Reading score of at least 1050 on the SAT (23 on ACT). Renewal is based upon performance.
150%	Out-of-state, full-time students with a high school GPA of at least 3.25 out of 4.0, or a combined Math and Critical Reading score of at least 1000 on the SAT (21 on ACT). Renewal is based upon performance.
165%	Out-of-state students with a high school GPA of at least 2.75 out of 4.0, or a combined Math and Critical Reading score of at least 950 on the SAT (20 on ACT); or returning students with a GPA of at least a 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the "good neighbor" policy; students entering based on the "good neighbor" rate will be grandfathered for up to eight semesters.
	Transfer students with a cumulative GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the "good neighbor" policy; students entering based on the "good neighbor" rate will be grandfathered for up to eight semesters.
200%	All other out-of-state students.

Millersville University of Pennsylvania	
$6,000 less than university's maximum rate of 250%	**All new domestic out-of-state freshmen are charged $6,000 less than 250% of the in-state rate, effective fall 2018.**
$4,000 less than university's maximum rate of 250%	**All new domestic out-of-state transfer students with at least 24 credits are charged $4,000 less than 250% of the in-state rate, effective fall 2018.**
175%	Out-of-state students **enrolled prior to fall 2018** with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT, or a GPA of at least 3.75 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
200%	Out-of-state students **enrolled prior to fall 2018** with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT, or a GPA of at least 3.5 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Transfer students **enrolled prior to fall 2018** with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing. Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in spring semester).
250%	All other out-of-state students **enrolled prior to fall 2018**. **All international students enrolling fall 2018 and beyond.**
Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements.
	Effective fall 2018, new high performing out-of-state students with a combined Math and Critical Reading score on the SAT of at least 1,100 (ACT of 22); or ranked in the top 30% of their class; or with a GPA of at least 3.25. Renewal is available for 8 semesters. Recipients are automatically renewed if, with fewer than 30 credits earned, they maintain at least a 2.5 cumulative GPA, or with 30 or more credits, a 2.8 GPA.
175%	High performing students **enrolled prior to fall 2018** who earn a combined Math and Critical Reading score on the SAT of at least 1,200; or graduate in the top 10% of their class. Renewal is based upon performance.
	Students selecting a STEM or STEM education major. Reduced rate remains in effect as long as student remains in selected major. **Effective fall 2018, new high performing STEM majors may qualify for the 150% rate.**
	Effective fall 2018, new transfer students, from other than the five neighboring Maryland community colleges, with GPA of at least 3.0 and 30 credits.
225%	All other **domestic** out-of-state **and international students**.

Slippery Rock University of Pennsylvania	
150%	Freshmen with a high school GPA of at least 3.0 out of 4.0.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0 on all postsecondary coursework.
	Returning students with a GPA of at least 2.5 out of 4.0.
200%	All other out-of-state students.
West Chester University of Pennsylvania	
250%	All out-of-state students.
Chincoteague Bay Field Station	
110%	All out-of-state students.

Note: Bold text designates changes from 2017/18 Out-of-State Tuition Plans.
**Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates will be set in accordance with Board action in July 2018.*

Attachment #2

Pennsylvania's State System of Higher Education
2017/18 Undergraduate Out-of-State Tuition Plans
As Approved by the Board of Governors, January 26, 2017
Excludes Rates for Board-Approved Tuition Flexibility Pilots

Rate as Percent of In-State Tuition*	Criteria
Bloomsburg University of Pennsylvania	
150%	International students who participate in the Bloomsburg University/Financial University (Russia) double degree program.
250%	All other out-of-state students.
California University of Pennsylvania	
150%	All domestic out-of-state students.
195%	All international students.
Cheyney University of Pennsylvania	
165%	All out-of-state students.
Clarion University of Pennsylvania	
150%	All out-of-state students.
East Stroudsburg University of Pennsylvania	
150%	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
	Current students with a minimum cumulative GPA of at least 3.0 and a minimum of 30 credits successfully completed in the prior year. A minimum of 30 credits must be successfully completed each year.
	Transferring students with a minimum of 24 transferrable credits and a cumulative GPA of at least 3.0 from higher education institutions attended. A minimum 3.0 GPA must be maintained, and a minimum of 30 credits must be successfully completed each year.
200%	All other out-of-state students.
Edinboro University of Pennsylvania	
105%	Grandfathered students admitted fall 2015 through summer 2017 under the tuition pricing pilot. Rate will be in effect as long as student is continuously enrolled, through the completion of their program.
150%	All domestic out-of-state and international students enrolled prior to fall 2014.
170%	All new international students, enrolled fall 2014 or later.

Indiana University of Pennsylvania	
150%	Students in the Southwestern University of Finance and Economics (China) partnership.
170%	First-time freshmen and transfer students admitted to main campus from Indiana, Maryland, Michigan, New Jersey, New York, Ohio, Virginia, and West Virginia. Current undergraduate students will be charged rate in place when they entered.
	First-time freshmen with a high school GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0. Current undergraduate students will be charged rate in place when they entered.
	International students admitted fall 2013 or later, entering under the terms of an established academic agreement.
250%	All other domestic out-of-state and international students.
Kutztown University of Pennsylvania	
150%	Effective fall 2017, all newly enrolled out-of-state students. Students enrolled prior to fall 2017 will be charged in accordance with the rate structure in place when they entered (150%, 200%, or 250% of the in-state tuition rate).
Lock Haven University of Pennsylvania	
200%	Domestic out-of-state students with a high school GPA of at least 3.25 out of 4.0.
N/A	All other domestic out-of-state students are charged $2,000 less than 250% of the in-state rate.
250%	All international students.
Mansfield University of Pennsylvania**	
165%	Out-of-state students with a high school GPA of at least 2.75 out of 4.0, or a combined Math and Critical Reading score of at least 950 on the SAT or a score of at least 20 on the ACT; or returning students with a GPA of at least a 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the “good neighbor” policy; students entering based on the “good neighbor” rate will be grandfathered for up to eight semesters.
	Transfer students with a cumulative GPA of at least 2.5 out of 4.0. Students must maintain a cumulative GPA of at least 2.5 out of 4.0. Students from New York and New Jersey will continue to pay this rate through summer 2017 as part of the “good neighbor” policy; students entering based on the “good neighbor” rate will be grandfathered for up to eight semesters.
200%	All other out-of-state students.

Millersville University of Pennsylvania	
175%	Out-of-state students with a combined Math and Critical Reading score of at least 1,200 on the SAT or a score of at least 26 on the ACT, or a GPA of at least 3.75 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
200%	Out-of-state students with a combined Math and Critical Reading score of at least 1,000 on the SAT or a score of at least 21 on the ACT, or a GPA of at least 3.5 out of 4.0. Students must maintain good academic standing. Reduced rate remains in effect for eight semesters.
	Incoming transfer students with at least 12 transferrable credits. Students must enter university with an overall GPA of at least 3.5 out of 4.0 from their most recently attended institution. Students must maintain good academic standing. Reduced rate remains in effect for six semesters (prorated for the first semester for students transferring in the spring semester).
250%	All other out-of-state students.
Shippensburg University of Pennsylvania	
150%	Transfer students from five neighboring Maryland community colleges with dual admission agreements.
175%	High performing students who earn a combined Math and Critical Reading score on the SAT of at least 1,200; or graduate in the top 10% of their class. Renewal is based upon performance.
	Students selecting a STEM or STEM education major. Reduced rate remains in effect as long as student remains in selected major.
225%	All other out-of-state students.
Slippery Rock University of Pennsylvania	
150%	Freshmen with a high school GPA of at least 3.0 out of 4.0.
	Transferring students with a cumulative GPA of at least 3.0 out of 4.0 on all postsecondary coursework.
	Returning students with a GPA of at least 2.5 out of 4.0.
200%	All other out-of-state students.
West Chester University of Pennsylvania	
250%	All out-of-state students.
Chincoteague Bay Field Station	
110%	All out-of-state students.

**Rate is expressed as a percentage of the undergraduate in-state tuition rate. Actual rates will be set in accordance with Board action in July 2017.*
***University has a significant tuition flexibility pilot for out-of-state students that alters the tuition rate charged for certain students.*

Board of Governors Meeting

January 25, 2018

SUBJECT: Policy Reform for System Redesign—Rescissions (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: As part of the System Redesign efforts, a review of Board of Governors policies is underway that will focus the Office of the Chancellor's role less on regulation and compliance and more on policy leadership, will provide greater flexibility and efficiency for universities, and will better align policies with the System's strategic priorities.

The first phase of this review identified the following Board policies as redundant or no longer necessary; they are recommended for rescission:

a. 1983-12: *Law Enforcement*.
b. 1990-01-A: *Facilities Resource Planning and Budgeting*.
c. 2002-01: *Energy Management and Conservation*.
d. 1983-04: *Accounting Procedures for Student Organizations*.
e. 1983-08: *Taxation of Students by Local Agencies*.
f. 1989-04-A: *Financial Accounting*.

The attached overview provides an explanation for why each policy is no longer necessary.

MOTION: That the Board of Governors rescind the following Board of Governors policies, effective immediately:

1983-12: *Law Enforcement*
1990-01-A: *Facilities Resource Planning and Budgeting*
2002-01: *Energy Management and Conservation*
1983-04: *Accounting Procedures for Student Organizations*
1983-08: *Taxation of Students by Local Agencies*
1989-04-A: *Financial Accounting*

Supporting Documents Included: Overview of Proposed Policy Rescissions; Board of Governors Policies 1983-12: *Law Enforcement*; 1990-01-A: *Facilities Resource Planning and Budgeting*; 2002-01: *Energy Management and Conservation*; 1983-04: *Accounting Procedures for Student Organizations*; 1983-08: *Taxation of Students by Local Agencies*; and 1989-04-A: *Financial Accounting*.

Other Supporting Documents Available: N/A

Reviewed and Recommended by: University Success Committee, January 8, 2018

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Overview of Proposed Board of Governors Policy Rescissions

Policy 1983-12: *Law Enforcement*
This policy requires a university to develop and implement policies for law enforcement and to provide training of its law enforcement personnel. The policy was drafted prior to the enactment of such laws as the *Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)*. The Clery Act provides very specific and complete requirements for university law enforcement policies and reporting. The process for commissioning university police officers is managed by the Pennsylvania Department of Education, and includes specific training requirements. These laws and processes adequately contain or far exceed the requirements included in the Board policy, rendering it unnecessary.

Policy 1990-01-A: *Facilities Resource Planning and Budgeting*
This policy includes facility operations and planning requirements that are thoroughly covered in Pennsylvania's State System of Higher Education's *Facilities Manual*. The policy was last updated in 1998; since that time, the procedures and tools available for life cycle modeling, benchmarking, and reporting have significantly improved. Current resources and operating practices make this policy unnecessary.

Policy 2002-01: *Energy Management and Conservation*
This policy required the System to develop and implement an Energy Strategic Plan. As required, a plan was completed and implemented in 2002. The strategies outlined in the plan have now become routine operating standards for the universities. As a result of the strategies and diligent work, the System universities have avoided an estimated $188 million in energy costs through reduced energy consumption and an additional $48 million through strategic procurement strategies. Given the actions taken since 2002, this policy is no longer needed.

Policy 1983-04: *Accounting Procedures for Student Organizations*
This policy requires student organizations that are funded from student activity fees to use adequate accounting systems. Because all student organizations are affiliated organizations, they are covered under Policy 1985-04-A: *University External Financial Support* and *Procedure/Standard Number 2013-15 Relationships with Affiliated Entities*, which require that all affiliates be audited. Because an organization must have an adequate accounting system in order to receive an audit, there is no need for a separate policy that requires an adequate accounting system.

Policy 1983-08: *Taxation of Students by Local Agencies*
This policy directs universities not to collect municipal taxes and not to provide a list of students to local authorities for tax purposes. Pennsylvania's Act 32 of 2008 (as well as previous legislation) requires that all employers, including universities, collect local taxes on all employees, including students. Therefore, this policy is not valid.

Policy 1989-04-A: *Financial Accounting*
This policy states only that the State System will follow the accounting guidance promulgated by the Governmental Accounting Standards Board (GASB). *Policy 1986-01-A: Audit,* which is a more comprehensive policy, prescribes that the State System also adhere to GASB standards, making this policy unnecessary.

PA State System of Higher Education
Board of Governors

Effective: July 1, 1983

Policy 1983-12-R: *Law Enforcement*

See Also:

Adopted: June 20, 1983
Amended:
Rescinded: January xx, 2018

~~**A. Policy**~~

~~Subject to the approval of the council of trustees, each university shall develop and implement policies for law enforcement. These policies shall stress the special nature of security and law enforcement in an academic setting. Each university shall provide for the training of its law enforcement personnel and may utilize any agency approved by the State System according to the determination by the university as to which agency will provide the best training.~~

~~**B. Effective Date**~~

~~July 1, 1983~~

PA State System of Higher Education
Board of Governors

Effective: April 19, 1990 ~~Page 1 of 3~~

POLICY 1990-01-A-R: FACILITIES RESOURCE PLANNING AND BUDGETING

See Also:

Adopted: April 19, 1990
Amended: April 9, 1998
Rescinded: January xx, 2018

~~A. Policy~~

~~The State System of Higher Education will pursue management of its facilities through a process of planning, budgeting, and expending allocated resources on a least cost life cycle basis.~~

~~B. Purpose~~

~~In 1990, the buildings, which comprise only a portion of all the facilities of the State System, consisted of 692 structures and encompassed over 22.5 million square feet of floor space to conduct the State System's educational mission. Those buildings were valued at $1.6 billion; they represent a significant investment of the Commonwealth and, most important, an investment in the education of its citizens. When the investment in utility systems and infrastructure is added to the building values, the total Commonwealth investment in State System facilities is significantly larger. It is imperative that the State System facilities be properly maintained and preserved for higher education purposes now and in the future.~~

~~The routine maintenance, repair, and renovation of the State System facilities determine the quality of service these assets will provide in support of the academic programs conducted by the State System. Inadequate maintenance, repair, and untimely renovation eventually result in excessive expenditures and inadequate support of academic programs.~~

~~Life-cycle maintenance profile modeling provides a method for determining the least cost facility management program for routine maintenance, component repair or replacement, and renovation and renewal for each facility. Life cycle maintenance is based on the principles of constructing a quality facility initially, conducting an aggressive preventive maintenance program, replacing components at the end of their life expectancy, and renovating the facility at the end of its useful life. The results of a properly conducted life cycle facilities maintenance program most closely achieve objectives consistent with the desired quality and level of facility support for the academic programs of the State System. Such a program also best contributes to the mission of the State System of providing a "quality education at the lowest possible~~

~~cost to the students." Further, such a program would preserve these valuable and essential assets for continued future use as Commonwealth institutions of higher education.~~

~~C. Definitions~~

~~• **Facility**—any building, structure, infrastructure, utility or improvement placed or naturally occurring in or above the real estate (land) at a State System university, branch campus, or educational center.~~

~~• **Facilities Planning, Budgeting and Expending Allocated Resources**—the process of determining the annual resources required to properly maintain the universities' facilities, and allocating or prioritizing expenditures of the funds allocated for the purpose of maintaining, repairing, or renovating those facilities.~~

~~• **Life Cycle Maintenance Profile**—the profile of costs that results when the total cost of performing routine maintenance, repair, or replacement of the facility components that wear out before the end of the useful life of the facility and complete renovation of the facility at the end of its useful life are annualized on a least cost basis.~~

~~• **Maintenance**—the minor work performed routinely on a facility to prevent premature failure of the components used to construct the facility and/or the return of failed components to useful service without complete repair or replacement of the component or a major portion thereof.~~

~~• **Repair**—restoration or replacement of major building systems or components used in construction of the entire facility that fail or wear out before the entire facility, such as roofing systems, heating, ventilation or air conditioning systems, etc.~~

~~• **Renovation**—rehabilitation of the entire facility, or a major portion thereof when the original facility is no longer serviceable, or reaches the end of its useful life, or is no longer usable for the intended purpose due to deterioration or excessive wear.~~

~~D. Procedure~~

~~Prior to submission of the annual Education and General and Capital Appropriations requests, the State System shall review the life cycle maintenance profiles for the universities' facilities. Appropriations requests will include appropriate amounts for life-cycle maintenance, repair, and renovations.~~

~~Facilities maintenance shall be conducted according to the life cycle profile as best as can be accomplished within allocated funds. Unfunded requirements will be carried forward as deferred maintenance or backlogged work awaiting future funding. The universities shall make every attempt to fund facility maintenance and repair requirements within the funds received.~~

~~E. Effective Date~~

~~April 19, 1990.~~

PA State System of Higher Education
Board of Governors

Effective: April 11, 2002 ~~Page 1 of 2~~

POLICY 2002-01-R: ENERGY MANAGEMENT AND CONSERVATION

See Also:

Adopted: April 11, 2002
Amended: **Rescinded:** January xx, 2018

~~A. Policy~~

~~The Pennsylvania State System of Higher Education will develop, implement, monitor and maintain an energy management plan as a necessary component of the System's strategic and programmatic planning to support and advance the educational mission of the System.~~

~~B. Purpose~~

~~Modern educational programs are dependent upon a reliable supply of energy—electricity, natural gas, coal and oil, as well as modern, technologically advanced buildings, and other utility services. Factors that impact obtaining and ensuring a continuous reliable supply of energy include availability; world market conditions; cost; conservation; environmental stewardship; federal, state, and local energy policies; and research, education, and communication in all aspects of energy matters to System consumers.~~

~~Obtaining and ensuring a reliable supply of energy sources is only the first key ingredient for providing a technologically advanced, comfortable, teaching and learning environment. Conversion of raw energy materials for heating and cooling requires effective conversion systems and efficient operational management. Alternative designs, technological advances, and new energy conversion systems must be managed carefully to ensure cost-effective operations.~~

~~As a result of deregulation, natural gas and electrical energy are commodities that are traded on the stock exchanges. Procurement of energy in the deregulated market requires unique skills not required for other System procurement processes. Cost effective procurement of energy supplies requires a thorough understanding of the energy market, energy production and distribution, and events impacting the futures market. Centralized collaborative procurement minimizes the procurement expertise necessary to obtain energy effectively for the System, and the increased volume generally results in lower prices.~~

~~These factors require constant collaborative efforts and effective application of System-wide management techniques based on a strategic energy plan that recognizes and incorporates individual university needs.~~

~~This policy establishes the requirement for developing, implementing, monitoring, and maintaining an energy strategic plan to provide a reliable supply of energy and ensure efficient, effective use of energy to support the System's mission. Collaborative procurement of energy will be used to the extent feasible to minimize costs.~~

~~C. Definitions~~

- ~~**Energy conservation**—continually striving to use the minimal amount of energy necessary for effective operation to meet mission requirements.~~

- ~~**Energy conversion**— the process of changing naturally occurring substances or phenomenon or manmade products into a useable form to provide energy for heating, cooling, and operation of equipment.~~

- ~~**Energy management**— the means and methods of controlling energy use to achieve desired results.~~

- ~~**Energy sources**— naturally occurring substances or phenomenon or manmade products that can be used for heating, cooling, producing electricity, and/or operating equipment including coal, natural gas, purchased electricity, oil, solar, wind or chemical reactive substances.~~

~~D. Responsibilities~~

~~The chancellor, in consultation with the presidents, will develop, publish, and implement a strategic energy plan for the System. The plan will recognize and address the factors that impact reliable and continuously available sources of energy to support System operations including effective procurement and consumption of energy; compliance with environmental laws and regulations; conformance to the extent feasible with federal, state, and local energy policies; and research, education and communication to System consumers. Collaborative procurement processes will be used, whenever effective, to purchase energy at the lowest cost possible.~~

PA State System of Higher Education
Board of Governors

Effective: July 1, 1983 ~~Page 1 of 1~~

POLICY 1983-04-R: *Accounting Procedures for Student Organizations*

See Also:

Adopted: June 20, 1983
Amended:
Rescinded: January xx, 2018

~~**A. Policy**~~

~~The institutions shall require each student organization, which is funded wholly or in part from student activity fees, to employ an accounting system that will present a fair picture of its financial operation and conditions.~~

~~**B. Effective Date**~~

~~July 1, 1983~~

PA State System of Higher Education
Board of Governors

Effective: July 1, 1983 ~~Page 1 of 1~~

Policy 1983-08-R: *Taxation of Students by Local Agencies*

See Also:

Adopted: June 20, 1983
Amended: **Rescinded:** January xx, 2018

~~**A. Policy**~~

~~The collection of municipal taxes is the responsibility of the local governmental body and the universities are directed not to become involved in the collection of taxes or the enforcement of tax ordinances. The universities may not furnish lists of students to local authorities for tax purposes unless such lists have been made public information.~~

~~**B. Effective Date**~~

~~July 1, 1983~~

PA State System of Higher Education
Board of Governors

Effective: October 19, 1989 ~~Page 1 of 1~~

POLICY 1989-04-A-R: FINANCIAL ACCOUNTING

See Also:

Adopted: October 19, 1989
Amended: July 18, 1996, **Rescinded:** January xx, 2018

~~***NOTE:** For further information, refer to the State System of Higher Education Financial Accounting Manual.*~~

~~**A. Policy**~~

~~The State System of Higher Education will adhere to the accounting standards and financial disclosure requirements for colleges and universities as promulgated by the Governmental Accounting Standards Board (GASB).~~

Board of Governors Meeting
January 25, 2018

SUBJECT: Policy Reform for System Redesign**:** Rescissions (ACTION)

UNIVERSITIES AFFECTED: ALL

BACKGROUND: As part of the System Redesign efforts, a review of Board of Governors policies is underway that will focus the Office of the Chancellor's role less on regulation and compliance and more on policy leadership, provide greater flexibility and efficiency for universities, and better align policies with the System's strategic priorities.

The first phase of this review identified the following Board policies as redundant or no longer necessary; they are recommended for rescission:

a. 1997-01: *Assessing Student Learning Outcomes*
b. 1996-04: *Summer Honors Program*
c. 1992-01: *Designation of State System Collaboratives*
d. 1991-02: *Enrollment Management*
e. 1986-04-A: *Administrative Procedure-Program Review*

The attached overview provides an explanation for why each policy is no longer necessary.

MOTION: That the Board of Governors rescind the following Board of Governors policies, effective immediately:

1997-01: *Assessing Student Learning Outcomes*
1996-04: *Summer Honors Program*
1992-01: *Designation of State System Collaboratives*
1991-02: *Enrollment Management*
1986-04-A: *Administrative Procedure-Program Review*

Supporting Documents Included: Overview of Proposed Policy Rescissions; Board of Governors Policies 1997-01: *Assessment*; 1996-04: *Summer Honors Program*; 1992-01*: Designation of State System Collaboratives*; 1991-02: *Enrollment Management*; 1986-04-A: *Administrative Procedure-Program Review.*

Other Supporting Documents Available: N/A

Reviewed by: Chief Academic Officers, Chief Student Affairs Officers, Council of Presidents

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

Overview of Proposed Board of Governors Policy Rescissions

a. Board of Governors Policy 1997-01: *Assessing Student Learning Outcomes*

BACKGROUND: In accordance with the Middle States Commission on Higher Education accreditation standards, organized and systematic assessments (of student learning) and the criteria and metrics thereof is embedded within the entire university culture and student experiences as evidenced in the recently revised Board policies, System Standards/Procedures, and practices such as Board of Governors' Policy 1986-04-A: *Program Review and Board of Governors' Policy* 1993-01-A: *General Education at State System of Higher Education Universities*. In addition, a detailed plan for assessment and periodic assessment oversight is a requirement for approval of new academic programs. As such, this outdated policy is no longer relevant nor necessary.

b. Board of Governors Policy 1996-04: *Summer Honors Program*

BACKGROUND: This policy codifies practices and procedures for voluntary university participation in the Summer Honors program hosted annually at a System university and is more suited as a System procedure and standars and not a matter of policy. In addition, there is an annual Honors Convocation and Student Research Symposium held annually in the spring semester at the Dixon University Center. As such, this policy is outdated and is being replaced with an inclusive System procedure and standard.

c. Board of Governors Policy 1992-01: *Designation of State System Collaboratives*

BACKGROUND: This policy was created as a mechanism to encourage collaboration in response to the *1984 Strategic Directions Statements.* The System has since progressed beyond to include joint degrees, shared services, and multiuniversity, off-campus operations such as the State System @ Center City, none of which utilized this policy. This outdated policy includes unnecessary and burdensome criteria and associated approval process. As appropriate and is currently the approach, collaboratives will adhere to relevant applicable collective bargaining agreements and Middle States Commission of Higher Education, legal, and Commonwealth of Pennsylvania requirements. As such, this outdated policy is no longer relevant nor necessary.

d. Board of Governors' Policy 1991-02: *Enrollment Management*

BACKGROUND: With the changes to the allocation formula to align resources with enrollment; new System priorities that encourage collaboration; the performance funding program, pricing flexibility practices, and financial aid policies designed to increase access and completion, the stated purposes are no longer relevant or better tools have been developed and implemented. As such, this outdated policy is no longer relevant nor necessary.

e. Board of Governors' Policy 1986-04-A: *Administrative Procedure-Program Review*

BACKGROUND: This Administrative Procedure policy provides the operational guidelines for the Board of Governors' Policy 1986-04-A: Program Review. The latter policy was revised at the October 6, 2016, Board of Governors meeting to align with the recent changes to the Middle States Commission of Higher Education's accreditation standards as

well as best practices. Therefore, the Administrative Procedure policy is outdated and being replaced with a System procedures and standard that aligns with the revisions to the associated Board policy.

Effective: January 16, 1997

POLICY 1997-01-R: ASSESSING STUDENT LEARNING OUTCOMES

See Also:

Adopted: January 16, 1997
Amended:
Rescinded: January xx, 2018

~~A. Purposes~~

~~1. To insure that State System universities design and implement appropriate strategies for assessing student learning outcomes and for using assessment findings for continuous improvement of teaching and learning.~~

~~2. To set forth general principles and guidelines for the implementation of learning outcomes assessment at System universities.~~

~~3. To provide for periodic reporting to the Office of the Chancellor, the Board of Governors, and other System constituencies on the various approaches to outcomes assessment being used at System universities, including examples of how assessment findings have led to program improvement.~~

~~B. Rationale~~

~~The State System of Higher Education has made a commitment to the principles and practices of Continuous Improvement as means of assuring institutional effectiveness and ongoing enhancement of all institutional functions. Assessing student learning–the outcomes of the university's educational programs–is at the heart of these efforts. Outcomes assessment is based on explicit learning goals or expectations associated with particular educational programs; it involves the systematic collection and analysis of data both qualitative and quantitative to determine how well student performance matches expectations and standards. The major purpose of outcomes assessment is to improve student learning and growth.~~

~~Both the recently adopted State System plan and the Commission on Higher Education of the Middle States Association call for comprehensive and systematic assessment of learning outcomes. While this policy requires no more than what is spelled out in the Middle States Association's "Framework for Outcomes Assessment," by adding the imprimatur of the Board of Governors, it is intended to give impetus and direction to the assessment activities already underway at System~~

~~universities. Moreover, the policy provides assurance to the State System's various constituencies that the state-owned universities are committed to the continuous improvement of their educational programs.~~

~~C. Requirements~~

~~1. System universities shall develop and implement methods for assessing the most important student learning goals or outcomes in the following areas:~~

~~Basic Skills or Developmental Programs~~
~~General Education~~
~~Undergraduate Academic Majors~~
~~Academic Minors (where no major is present)~~
~~Graduate Programs~~
~~Co-Curricular Programs (with student development goals)~~

~~Assessment findings should be systematically analyzed and used as a basis for making changes in curriculum, instruction, advising, or other aspects of an educational program in order to strengthen student learning and development.~~

~~2. Although outcomes assessment must be an ongoing, cumulative process, reporting (for System-level purposes) normally will occur in conjunction with the five-year program review cycle, in accord with Board Policy 1986-04-A. Summaries of individual program reviews submitted to the Division of Academic and Student Affairs should list strategies that have been employed during the past five years to assess learning outcomes for that program and note changes that have been or will be implemented as a result of assessment findings.~~

~~3. Proposals for new academic programs should include the major student learning outcomes that the program expects to produce, along with some indication of how faculty plan to assess student achievement of those outcomes.~~

~~D. Principles and Guidelines~~

~~1. Assessment of academic and co-curricular programs should be designed, implemented, and interpreted by the faculty, students, and staff most directly associated with the program. Administrators should provide coordination, support, professional development opportunities, and technical assistance, as needed. Each university should establish some mechanism for monitoring the extent and effectiveness of learning outcomes assessment in its educational programs. External reviews of the assessment process should be included, as appropriate.~~

2. ~~Outcomes assessment strategies provide data about student needs, progress, and achievement and about the strengths and weaknesses of educational programs. Findings from outcomes assessment are to be used to improve programs, not to evaluate the performance of individual faculty or staff members; other processes exist for that purpose.~~

3. ~~Students must be informed early of the university's commitment to assessment and of their obligation to participate in assessment activities. Findings from formative assessments at the beginning and during the course of their studies and from course-embedded assessments should be shared with students to assist them in understanding and working toward learning goals. The university may require students to participate in most assessment activities, but, ultimately, the goal is to establish a "culture of assessment," in which both faculty and students regard outcomes assessment as a critical part of teaching and learning.~~

4. ~~Given the multifaceted, cumulative nature of learning, assessment is most effective when multiple strategies are employed. "Indicators," including what students and alumni say on surveys or in interviews, as well as many other kinds of data, provide indirect evidence of student learning and of program strengths and weaknesses. Measures of student performance comprehensive examinations, problem-solving exercises, demonstrations, observations of student behavior, research projects, analysis of student work through portfolios, for example—more directly assess students' learning in relation to particular program goals. Indicator data are often more easily obtained and can be very useful, but direct measures of student learning also must be developed for and integrated into each educational program.~~

5. ~~Direct assessments of student learning generally are linked to particular learning goals or desired outcomes in terms of acquisition of knowledge, skills, behaviors, and values. Such goals need not be regarded as unchangeable; rather, they are likely to evolve and change as increasing amounts of data become available on actual learning outcomes and on the expectations of employers, graduate programs, and, indeed, students themselves. To be most effective, assessment should focus on learning outcomes that are regarded as important by the faculty, staff, and the students involved.~~

6. ~~Although extra time for planning and professional development may be required when assessment is initiated, both formative (including classroom assessment) and summative assessment strategies must be incorporated into the regular instructional and scholarly activities of an academic department or other unit; development and testing of new assessment strategies and analysis of assessment findings and their implications for continuous improvement are essential scholarly activities, for which faculty most involved should be recognized and rewarded.~~

7. ~~Given the differences in programs for student preparation and in assessment strategies used within and across universities, assessment findings cannot be~~

~~used for comparative purposes; however, the quality, comprehensiveness, and effectiveness of a department's or an institution's overall assessment program in promoting improvement are important indicators of organizational performance.~~

~~E. Implementation~~

~~Implementation of the expectations enunciated in this policy already is under way at State System universities. Summaries of assessment activities undertaken by individual academic and student affairs units are to be submitted, along with the summary of the unit's five year program review, to the Division of Academic and Student Affairs by the annual July 31 deadline.~~

~~In addition, university presidents should submit general plans for assessing the outcomes of basic skills programs, General Education, co-curricular programs, and graduate programs, along with a description of the institution's mechanisms for monitoring and evaluating the overall outcomes assessment effort, by a deadline to be assigned by the chancellor. The vice chancellor for academic and student affairs will report progress to the Board of Governors in January of 1998 and will issue written summaries periodically of how assessment is being used to continuously improve State System educational programs.~~

Effective: July 18, 1996

POLICY 1996-04-R: SUMMER HONORS PROGRAM

See Also:

Adopted: July 18, 1996
Amended:
Rescinded: January xx, 2018

A. ~~Background~~

~~The purpose of the Summer Honors Program is to provide an opportunity for two honors students from each State System university to attend a special credit- bearing summer experience hosted by one of the 14 universities of the State System of Higher Education. In existence since 1985, this program has been the peak undergraduate experience for many of the System's most able students.~~

~~B. Purpose~~

~~To provide policy and to codify existing practices concerning the operation of the Summer Honors Program.~~

~~C. Funding~~

~~Each university is assessed an annual fee to cover the costs associated with the operation of this program. The fee may be increased upon the approval of the chancellor.~~

~~D. Student Participation~~

~~Each university is invited to select two academically outstanding students each summer to participate in this experience. The host university may, on a space available basis, select additional students to participate. Grades earned by students may be transferred back to the home institution under Board of Governors' Policy 1991-03: *Visiting Student Program.*~~

~~E. Host Institution~~

~~A university desiring to serve as a host institution shall present a proposal to the chancellor. The proposal and selection process shall begin 18 months in advance of the summer in which the program is to be offered.~~

~~The chancellor shall select the host institution. Notwithstanding Board of Governors' Policy 1996-01: *Sources of Funding for University Scholarships*, it is understood that for the purpose of this program, the host institution shall be authorized to use the assessed funds for tuition, room and board, travel, and other Summer Honors Program costs.~~

Effective: October 15, 1992

POLICY 1992-01-R: DESIGNATION OF STATE SYSTEM COLLABORATIVES

See Also:

Adopted: October 15, 1992
Amended:
Rescinded: January XX, 2018

A. ~~Background~~

~~In *Priorities for Pennsylvania's State System of Higher Education during the 1990s*, the State System Planning Commission devoted an entire section to "Increasing the Benefits of State System Linkage for Faculty, Staff, and Students." Noting that the 1984 Strategic Direction Statements contained a similar emphasis and that a number of significant initiatives have been taken to increase collaboration within the State System, the Commission observed that "Much has been done. Still, the potential for creative sharing and interaction, as well as cost savings, is so great that this priority merits reiteration and expansion with an emphasis on enabling students, faculty, administrators, and others to benefit more fully from the resources available within the State System."~~

~~Several more specific recommendations follow, one of which calls for the chancellor to "solicit and approve proposals for State System centers and institutes," which are collaborative.~~

~~B. Purpose~~

~~To provide policy and criteria for implementation of the State System priority calling for establishment of "System-wide programs, centers, and institutes that serve and involve faculty and students from sister universities." Such collaboratives do not necessarily depend on, nor do they establish, preeminence of the host university in a particular field. Their purpose, rather, is to facilitate collaboration among universities and, thus, to increase the benefits of State System linkage.~~

~~C. Definition~~

~~A State System Collaborative is an entity hosted and housed by one or more State System universities, but designed to involve faculty and staff from sister universities~~

~~in planning and advisory capacities and to utilize faculty and staff, and, in some instances, student resources from sister universities in fulfilling its mission. Any of three types of missions (or a combination) would be appropriate for such a collaborative:~~

~~1. Providing resources, educational or professional development programs, and services in a particular area primarily to benefit internal constituencies, i.e., faculty, staff, and/or students across the State System.~~

~~2. Providing faculty development and professional service through applied research, integration, and dissemination of knowledge in a particular disciplinary, interdisciplinary, or professional field in which substantial interest and expertise exist within the State System.~~

~~3. Providing service, consultation, and applied research in a particular field of specialization primarily for external constituencies.~~

~~Designation as a State System Collaborative does not imply that State System funds will be allocated to support the program. The host university(ies) will be responsible for securing appropriate funding.~~

~~D. Criteria for Designation as a State System Collaborative~~

~~The Office of the Chancellor may solicit proposals for a State System Collaborative with a particular focus, or universities may initiate proposals. Following review and recommendations by a panel of internal and external reviewers appropriate to given proposals, the chancellor will determine designation as a State System Collaborative on the basis of the following criteria:~~

- ~~Rationale for establishing a State System Collaborative, rather than a regional or local program for the intended purpose;~~
- ~~Significance of the mission and focus of the proposed collaborative;~~
- ~~Need for, and potential value of, the intended programs and services to the collaborative's primary clientele(s);~~
- ~~Degree of potential impact of the proposed program;~~
- ~~Extent of interest expressed by sister universities and potential for productive involvement of faculty, staff, and possibly, students from other State System universities;~~
- ~~Availability of appropriate expertise at both the host university and other institutions interested in participating;~~

- ~~Feasibility of the plan provided in the proposal;~~
- ~~Plans for ongoing evaluation of the collaborative's activities and outcomes;~~
- ~~Reasonableness of total funding requirements; and~~
- ~~Attractiveness to potential sources of funding.~~

~~E. Review~~

~~At the end of the first three years, and then at a minimum of every five years, State System collaboratives should undergo formal review by an appropriate review team, including representatives from within and outside of State System universities. The team should make recommendations to the chancellor concerning continuation of the particular State System Collaborative.~~

Effective: July 18, 1991

POLICY 1991-02-R: ENROLLMENT MANAGEMENT

See Also:

Adopted: July 18, 1991
Amended:
Rescinded: January xx, 2018

~~A. Purposes~~

~~1. To align enrollment with resources, unless or until resources significantly increase, or demand declines.~~

~~2. To assure that resources do not flow from one university to another, without planned State System reallocation.~~

~~3. To better meet the access needs of Pennsylvania residents.~~

~~B. Definitions~~

- ~~**Academic Year** the combined fall and spring semesters, exclusive of all intersessions and summer sessions.~~

- ~~**Annualized Academic Year Enrollment** the FTE enrollment for fall and spring semesters, exclusive of all intersessions and summer sessions.~~

- ~~**Annualized Enrollment** the FTE enrollment for a calendar year, from one summer to the next.~~

- ~~**Enrollment** the aggregate number of students enrolled at the institution on the authorized data freeze date.~~

- ~~**Full-Time Equivalent (FTE) Enrollment** the total credit hours generated, divided by 30 for undergraduate, and 24 for graduate students.~~

- ~~**Headcount (HC) Enrollment** the number of individual enrollees.~~

~~C. Policy Assumptions~~

~~1. That the instructional and academic support costs of undergraduate summer instruction, non-degree credit, and non-credit instruction are ordinarily recovered from tuition and instructional fees.~~

2. That all instruction supported by state appropriations occurs within the Commonwealth of Pennsylvania, or at a research site integral to the course (e.g., Wallops Island, an anthropological dig site, semester abroad), to which regular students travel for that purpose. Hence, all programs offered elsewhere to serve other clients, (e.g., a state without the program) shall be fully self-supporting.

3. That, unless granted a waiver by the chancellor, in recognition of need to serve non-residents in order to better utilize facilities and resources, no university's undergraduate headcount enrollment of students from other U.S. states shall exceed 10%.

*(**NOTE**: Dependents of U. S. military personnel serving abroad may be defined as Pennsylvania residents.)*

4. Because resource needs for graduate and undergraduate programs differ:

   a. separate undergraduate and graduate enrollment bands shall be set; and

   b. whereas the undergraduate band will specify annualized academic year enrollment, the graduate band will specify annualized enrollment, regardless of semester or session.

5. Resident tuition for enrollment above either band1 shall be contributed to the System Reserve.

6. Enrollment below either band1 shall result in negotiation of appropriate allocation adjustments.

D. Policy Administration

1. After consultation with the university presidents, the chancellor shall establish the respective enrollment bands for each university. Current enrollment shall fall within the initial band; in no case shall either end of the initial band come within 2% of the current enrollment, or the bandwidth be less than 8% of current enrollment.[2]

To implement Assumption 3, the university may phase down non-resident undergraduate enrollment, by admitting no more than 10% non-resident new students per year.

[2] For undergraduates, the "enrollment" is the academic year FTE enrollment; for graduate students, the annualized academic year enrollment.

PA State System of Higher Education
Board of Governors

ADMINISTRATIVE PROCEDURE FOR BOARD OF GOVERNORS' POLICY 1986-04-~~A~~-R: PROGRAM REVIEW

Approved: October 9, 2003
Revised: January 12, 2004
Rescinded: January xx, 2018

~~**Background**: Periodic program review is a best practice in American higher education that involves stakeholders in the continuous improvement of existing academic and academic- and student-support programs. Such review includes an analysis of past performance that is used to inform present and future directions and decision-making. The review process must be integrated with strategic planning and budgeting processes, with regional and specialized accreditation processes, and with student learning outcomes assessment.~~

~~**A. Guidelines for Program Review**~~

~~1. Cycle. All University programs not subject to specialized accreditation shall be evaluated at least once every five years; when deemed necessary, the University president may require a shorter review interval for any programs. Reviews of programs that are subject to specialized accreditation shall be due within 30 days of receipt of the final letter and report from the accreditor. At least once every 10 years, each program not subject to specialized accreditation shall be reviewed by an appropriate external evaluator.~~

~~2. Types of Reviews. The full review is for programs not subject to specialized accreditation and requires external consultation. The President or designee may designate a program subject to specialized accreditation for a full program review.~~

~~The modified review is for programs subject to specialized accreditation. The modified review must include the accreditor's recommendations/suggestions and rejoinder, when appropriate.~~

3. ~~Criteria for Full Review of Academic Programs. A self-study shall be conducted for all academic programs scheduled for review. Reviews of academic programs shall include analyses of data pertaining to the following criteria:~~
   - ~~a. *Goals set during last review and progress in meeting those goals~~
   - ~~b. *Mission centrality~~
   - ~~c. *Environmental scan (covering topics such as changing student characteristics, impact of technology on services, evolving student expectations, and federal and state statutes as well as policies and legal decisions affecting programs, continuing need for the program and currency of curriculum)~~

     ~~*Demand~~
     ~~*Enrollment trends~~
     ~~Student credit hour generation~~
     ~~Course enrollments~~

     ~~*Program Organization~~
     ~~Structure—Include collaborations if appropriate.~~

~~*Faculty credentials and diversity~~
~~*Student diversity~~
~~*Resources–Include items such as the following:~~
~~Staffing levels, facilities, and budget, or actual costs~~
~~*Library and other learning resources~~
~~*Academic policies, standards, and grading practices~~

~~f. Program and Student Learning Outcomes~~

~~*Faculty achievements (e.g., grants, presentations, publications awards)~~
~~*Student achievements (e.g., awards, presentations, publications, research)~~
~~*Program outcomes–Include, as appropriate, items such as the following:~~
~~Test scores,~~
~~Retention data,~~
~~4- and 6-year graduation rates,~~
~~Graduate- and professional school acceptance,~~
~~Employment rates,~~
~~Employer assessments, and~~
~~Economic or community development.~~
~~*Student Learning Outcomes–describe the knowledge and skill outcomes and how they are assessed.~~

~~g. Unique/special program features~~

~~h. *Post-review implementation plan–Faculty/staff in each program must develop an implementation plan for continuous enhancement by building upon strengths and addressing challenges. The implementation plan, which must also include goals and action items to be accomplished by the next review period, will become final only after it has been approved by the president or designee.~~

~~Other categories of information may be added at the University's discretion. The Office of the Chancellor, in consultation with State System universities, shall establish and review criteria for the academic program reviews.~~

~~4. Criteria for Full Review of Academic- and Student Support Programs. A self-study shall be conducted for all academic- and student-support programs or services scheduled for review. At minimum, the following academic- and student-support programs shall be reviewed: library, student life, enrollment services (e.g., admissions, bursar, registrar), public safety, judicial affairs, financial aid, counseling, athletics, residence life, career services, academic support services, and disability services. Reviews of academic- and student-support programs shall include analyses of data pertaining to the following criteria.~~

~~a. *Goals set during last review and progress in meeting those goals~~
~~b. *Mission centrality~~
~~c. *Environmental scan (covering topics such as changing student characteristics, impact of technology on services, evolving student expectations, and federal and state statutes as well as policies and legal decisions affecting services)~~
~~d. *Demand~~
~~*Number of students served~~
~~*Characteristics of clientele served, when appropriate~~
~~Relationship to mandates and/or system requirements, when appropriate~~
~~e. *Program Organization~~
~~Structure–Emphasis on how structure facilitates attainment of goals and objectives~~
~~*Cooperation/interaction/collaboration with other University departments, with other State System Universities, and with appropriate external groups~~
~~*Faculty/staff credentials and diversity~~
~~*Student employee diversity~~
~~*Resources–Analysis of the following:~~
~~Use of technology, when appropriate~~
~~Appropriateness of staffing to university and program goals~~

~~Fiscal, human physical and other resources as appropriate~~
~~Facilities and equipment~~

~~f. *Currency of departmental policies (development/revisions, reasons, impact, etc.)~~
~~g. Accreditation/approval, when appropriate~~
~~h. Program and Student Learning Outcomes~~

~~Faculty/staff achievements~~
~~*Creative/innovative strategies~~
~~*Student engagement/leadership/involvement in program development, policy development, employment searches, etc.~~
~~*Student learning outcomes~~
~~*Student satisfaction (e.g., Noel-Levitz, ACT, CIRP, etc.)~~
~~*Effectiveness in serving minorities and other underrepresented groups~~
~~*Effectiveness in serving special needs students, when appropriate~~
~~i. Unique/special program features~~
~~j. *Post-review implementation plan – Faculty/staff in each program must develop an implementation plan for continuous enhancement by building upon strengths and addressing challenges. The implementation plan, which must also include goals and action items to be accomplished by the next review period, will become final only after it has been approved by the president or designee.~~

~~Other categories of information may be added at the University's discretion. The Office of the Chancellor, in consultation with State System universities, shall establish and review criteria for the academic- and student support programs reviews.~~

~~*Required items~~

~~B. Evaluation~~

~~1. Internal Evaluators: Committees appointed or designated to review self-study documents and make recommendations about the program in question should include at least two people not directly responsible for the program; these may include faculty or administrators from other units, students, and/or alumni.~~

~~2. External Evaluators: External review of existing academic, and academic- and student-support programs is a standard practice in higher education. The purpose of external review is to garner additional perspectives on program strengths and weaknesses from individuals in the field or a closely related field who are affiliated with other institutions. Except under special circumstances, external evaluations are to be from outside the Pennsylvania State System of Higher Education.~~

~~C. Reporting~~

~~1. The president or designee shall keep the council of trustees apprised of program reviews and their outcomes.~~

~~2. By August 15, each University president or designee shall submit to the State System Office of Academic and Student Affairs a Program Review Summary Form for each program review completed during the year. For an accreditation review, however, a report shall be submitted by 30 days after the receipt of an external accreditation report. Such summaries should include the major findings and recommendations emanating from the review and note the planned timetable for implementing the recommendations. In specific instances, follow-up reports or information may be requested.~~

~~3. The Office of Academic and Student Affairs will develop an appropriate procedure and timeline for periodic reporting to the Board of Governors.~~

Board of Governors
Student Success Committee

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

January 25, 2018

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Committee Members: David Maser (Chair), Marian D. Moskowitz (Vice Chair), Senator Ryan P. Aument, Audrey F. Bronson, Representative Michael K. Hanna, Shaina M. Hilsey, Secretary of Education Pedro A. Rivera, Cynthia D. Shapira (ex officio), and John M. Anderson (*nonvoting presidential liaison*).

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

ITEM #1

Student Success Committee
January 25, 2018

SUBJECT: Student Success Story: Experiential Learning is at the Heart of Student Success (PRESENTATION/DISCUSSION**)**

UNIVERSITIES AFFECTED: All

BACKGROUND: Employers increasingly seek entrepreneurial experience, leadership experience, and internship/experiential learning among other attributes in new graduates they seek to hire. Experiential learning is essentially learning by doing and allows the student to experience the content and application of learning. Internships, field experiences, co-ops, and student teaching are examples of experiential learning opportunities offered to students from each of the 14 universities that comprise Pennsylvania's State System of Higher Education.

Opened in 2017, Saxbys Millersville is the second experiential learning Saxbys Café of its kind in the nation to be exclusively operated under student supervision. The student café's executive officer (CEO) oversees all aspect of café operations and completes a rigorous training at the Saxbys Coffee headquarters. This position allows the student CEO to receive academic credit for his/her work managing the café. In addition to a stipend for the CEO, Saxbys provides a scholarship to the student to offset the tuition for academic credits. Millersville University of Pennsylvania's unique partnership with Saxbys Coffee gives its student CEO academic credit for real-world entrepreneurial experience. In this particular experiential model, the student CEO receives firsthand practical experience in leading a business, rather than merely working alongside regular staff at a company. West Chester University of Pennsylvania is finalizing plans to launch its student-run Saxbys Café in the fall.

Supporting Documents Included: A brief biography of presenters and related information will be provided at the Board of Governors meeting.

Other Supporting Documents Available: N/A

Reviewed and Recommended by: N/A

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

ITEM #2

Student Success Committee
January 25, 2018

SUBJECT: Program Alignment: Recommendation for Approval of Six New Academic Programs (ACTION)

UNIVERSITIES AFFECTED: California University of Pennsylvania, East Stroudsburg University of Pennsylvania, Edinboro University of Pennsylvania, Indiana University of Pennsylvania, and Millersville University of Pennsylvania.

BACKGROUND: In accordance with Board of Governors Policy 1985-01-A*: Requirements for Initiation or Change of Credit-Based Academic Programs,* with the approval of the respective Council of Trustees to bring the proposed programs forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following six new academic programs are put forth for consideration:

a. Approval of a Bachelor of Science in Statistics and Data Science at California University of Pennsylvania
b. Approval of a Master of Arts in Communications at East Stroudsburg University of Pennsylvania
c. Approval of Master of Business Administration in Business Administration at Edinboro University of Pennsylvania
d. Approval of a Master of Science in Strategic Communications at Indiana University of Pennsylvania
e. Approval of a Bachelor of Science in Manufacturing Engineering Technology at Millersville University of Pennsylvania
f. Approval of a Bachelor of Science in Music Business Technology at Millersville University of Pennsylvania

Supporting Documents Included: Executive Summaries of Degree Proposals and Five-Year Budget Projections for each proposed academic program.

Other Supporting Documents Available: Board of Governors Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

ITEM #2a

Student Success Committee
January 25, 2018

SUBJECT: Approval of a Bachelor of Science in Statistics and Data Science at California University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: California University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at California University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: **That the Board of Governors approve a Bachelor of Science in Statistics and Data Science at California University of Pennsylvania.**

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors *Policy 1985-01-A: Requirements for Initiation of Credit-Based Academic Programs.*

Approved to move forward by California University Council of Trustees: January 22, 2018

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science Degree in Statistics and Data Science
California University of Pennsylvania
January 25, 2018

1) Brief Description of Program and Appropriateness to Mission

California University of Pennsylvania proposes a Bachelor of Science (B.S.) degree in statistics and data science. This new program will prepare students for entry-level professional employment opportunities in the areas of statistics and data science and related technologies, or to further their education in related fields. The program will provide students with knowledge and skills in the key areas of statistics, computer programming, mathematics, data analytics, and database technology. A variety of industry standard technologies will be integrated into each course to provide students with appropriate preparation in cutting-edge software programs and systems used in the field. The program will focus on providing students with in-depth knowledge strengthened through hands-on engagement in solving real-world problems.

2) Need

The B.S. in statistics and data science program is responsive to increasing demands for a knowledgeable and skilled STEM-ready workforce with specialized capabilities to support the explosion in "Big Data" applications. The program is aligned with real workforce needs and will provide greater flexibility in how, when, and where students learn. Given occupational outlook projections for Pennsylvania and across the United States (U.S.), graduates should find employment opportunities in a variety of sectors, including business, commercial, industrial, and governmental. The program is designed to meet regional, state, and national workforce needs using a hybrid delivery format. The hybrid delivery model will allow the program to provide students with flexibility in meeting educational needs while providing opportunities for the traditional on-campus student life experience.

In determining the need for graduates of this program, California University conducted an extensive analysis of workforce demand data. Evidence collected in support of this program is:

- The *Occupational Outlook Handbook* of the U.S. Bureau of Labor Statistics indicates that employment for related positions are projected to grow at a high rate: 19 percent growth by 2024 with an increase in employment of more than 92,000 positions.

- The *McKinsey Global Institute's Report on Big Data* highlights that by 2018 the U.S. will experience a shortage of 190,000 skilled data scientists and 1.5 million managers and analysts capable of reaping actionable insights from the big data deluge. The report also indicates that leaders in every sector must grapple with the implications of big data since data has swept into every industry and business function and will become a key basis of competition and growth.

- A 2017 study from the Business-Higher Education Forum (a nonprofit group of Fortune 500 CEOs and college leaders) and PricewaterhouseCoopers (a large consulting and audit company), indicates that the shortage of job candidates with fluency in data science and analytics is among the nation's most yawning of skills gaps and is one that requires substantial changes by higher education institutions. It is estimated that 2.72 million new job postings in 2020 will seek workers with data science and analytic skills.

- Payscale.com, a crowdsourcing and big data firm with the world's largest database of individual salary profiles, lists data analyst as an in-demand occupation.

- The State System Gap Analysis indicates a gap between the projected demand and supply of bachelor degree graduates, suggesting a shortage of available supply. Overall, the report suggests that 33 percent of open positions will go unfilled unless more bachelor degree completers are provided to fill the gap. The proposed program will help fill that gap to help Pennsylvania meet its workforce needs and ensure its future economic development and competitiveness.

Currently, none of the universities that comprise Pennsylvania's State System of Higher Education (System) universities offers a bachelor in statistics and data science. Bloomsburg University of Pennsylvania is proposing a B.S. degree in data science; however, the degree is still in the planning stages. Several universities have post-bachelor degrees related to data science. Several non-System universities in the area offer related degrees in statistics or mathematics. However, none of these universities offers a full data science bachelor's degree at this time.

3) Coordination/Cooperation/Partnerships

The proposed B.S. in statistics and data science will include a SAS-endorsed sub-baccalaureate data science certificate. Students completing the certificate coursework, which has been embedded in the proposed bachelor's degree, will receive a joint certificate from California University of Pennsylvania and SAS.

As a part of the proposal preparation for this degree, all System universities' mathematics departments were contacted to discuss potential collaborations and coordination. Ongoing efforts will include continued efforts to coordinate activities and resources with all other System universities' mathematics departments.

4) Resource Sufficiency

Currently, the math and computer science programs offered by the Department of Mathematics, Computer Science and Information Systems provides a solid foundation of faculty, curriculum, specialized computer facilities, and relevant software on which to build the statistics and data science bachelor's degree program. Given the proposed hybrid delivery model, coupled with the fact that most of the new degree will be composed of current coursework, there will be limited additional costs for facilities or equipment. Existing faculty and staff will support the program within its initial years of operation. If enrollment projections are met, one new faculty member will be added in year four.

The university received an overall moderate risk rating for market demand. The statistics and data science program will improve the university's brand strength. For operating efficiency, California University received high-risk ratings in stewardship of physical resources measures. The university is addressing these ratings with current renovations and proposed building projects. As adjustments are made, space currently allocated to programs with declining enrollments will be reallocated to programs with growing enrollments. The statistics and data science program is expected to be one of the programs with growing enrollments in the future. California University received high-risk ratings in its 2016 financial risk assessment for all financial performance measures.

Prepared by: Melissa M. Sovak
Implementation date: Fall 2018

Date approved by Council of Trustees: January 22, 2018

California University of Pennsylvania
Bachelor of Science in Statistics and Data Science
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The current university retention rate is used for continuing enrollments. Only revenue for *new students* (new to the university) and continuing *new students* (existing) are reflected.
ESTIMATED REVENUE	
Tuition Generated	The budget uses the current approved tuition rates for each year of the five-year budget projection. No tuition rate increases are projected.
Instructional Support Fee	The budget uses the current approved instructional support fee for each of the five years. Technology fee revenue is not included.
Additional Program Revenue	NA
External Grants & Contracts	NA
Other	Provost's Office support is shown for the negative net revenue in year one.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Faculty salaries use the current CBA amounts with 43 percent added for benefits. Instructor Step 1 salary is used for existing expenses, and Associate Step 7 is used for the new tenure-track hire in year four. No salary increases are projected. A new faculty member is anticipated to be added in year four.
Salaries and Benefits - Staff	NA
Learning Resources	$9,000 is included for one-half of the existing annual costs for software applications currently used in the data science certificate program.
Instructional Equipment	NA
Facilities and/or modifications	NA
Administrative Expense	20 percent is used as required.
Other	NA

California University of Pennsylvania
Bachelor of Science in Statistics and Data Science
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	8	11	14	12	20	13	17	14
Out-of-state Full-Time Headcount Enrollment		3	1	3	3	4	4	4	3	5
In-state Part-Time Headcount Enrollment		2	1	2	3	2	4	2	3	3
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	423		757		1082		1347		1267	
Estimated Revenue										
Tuition Generated	$119,024		$209,684		$300,906		$372,668		$353,343	
Instructional Support Fee	$15,548		$27,360		$39,275		$48,625		$46,129	
External Grants and Contracts	$0		$0		$0		$0		$0	
Other (Provost Allocation)	$46,426		$0		$0		$0		$0	
Estimated Total Revenue	$180,997		$237,044		$340,181		$421,293		$399,472	
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	$ 89,383		$ 89,383		$ 119,177		$ 29,759	$ 119,034	$ 148,971	
Salaries and/or benefits - Staff										
Learning Resources	$9,000		$9,000		$9,000		$9,000		$9,000	
Instructional Equipment										
Impact to additional non-major course sections		$55,700		$60,070		$68,440		$72,810		$81,180
New Facilities and/or Modifications										
Administrative Expense	$26,914		$47,409		$68,036		$84,259		$79,894	
Other										
Estimated Total Expenses	$180,997		$205,862		$264,653		$314,861		$319,046	
Estimated Financial Impact of New Program	**$0**		**$31,183**		**$75,528**		**$106,432**		**$80,426**	

ITEM #2b

Student Success Committee
January 25, 2018

SUBJECT: Approval of a Master of Arts in Communication at East Stroudsburg University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: East Stroudsburg University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at East Stroudsburg University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: **That the Board of Governors approve a Master of Arts in Communication at East Stroudsburg University of Pennsylvania.**

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors Policy 1985-01-A: *Requirements for Initiation of Credit-Based Academic Programs*.

Approved to move forward by East Stroudsburg University Council of Trustees:
December 7, 2017

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Arts in Communication
East Stroudsburg of Pennsylvania
January 25, 2018

1) Brief Description of Program and Appropriateness to Mission

East Stroudsburg University of Pennsylvania's College of Arts and Sciences is seeking approval to offer a 30–33-credit Master of Arts degree program in communication. This proposed Master of Arts degree in communication (M.A.) can be completed in 15 months and provides students with an affordable graduate degree option. This program is designed with a modern approach to instruction by blending online and face-to-face courses. This nimble approach to instruction targets two prospective student populations:

a. East Stroudsburg University's consistent pool of more than 200 undergraduate communication majors and more than 50 communication minors.

b. Professionals working within driving distance who are seeking a master's degree for professional development and/or for improved employment prospects.

The M.A. aligns with East Stroudsburg University's mission by enabling students to draw on sophisticated communication concepts and communication skills in order to enhance their proficiencies at executive decision-making abilities. These proficiencies will allow graduates to assume leadership and service positions contributing to the cultural and economic development of the East Stroudsburg area, the Easton/Bethlehem/Allentown corridor (Lehigh Valley), the Scranton/Wilkes-Barre area, New Jersey, and New York.

The M.A. addresses an identified gap (21,720 jobs posted near East Stroudsburg University and 2,758 regional jobs specifically requiring a master's degree in communication) in the workforce and targets nontraditional students who are working professionals employed in the East Stroudsburg area, the Lehigh Valley, and the Scranton/Wilkes-Barre area. With East Stroudsburg University's proximity to New Jersey and New York and its ongoing involvement with the Lehigh Valley, there are expanding opportunities in the communication related disciplines. East Stroudsburg University would be the only Pennsylvania's State System of Higher Education (State System) university offering an M.A. within the region.

2) Need

Currently, four State System universities have masters in communication or communication studies (Clarion, Edinboro, Shippensburg, and West Chester Universities of Pennsylvania). In addition, Indiana University of Pennsylvania (IUP) is in the process of submitting its new proposal for an M.S. in strategic communication. Four of these programs serve students primarily from the central or western Pennsylvania areas. East Stroudsburg University's proposed program is designed to serve students in the East Stroudsburg University region by offering a generalized study of communication focused on conceptual and practical skills designed to equip professionals with the optimum ability to effectively adapt to individual employment situations. Programs at Edinboro, Clarion, and Shippensburg Universities of Pennsylvania focus more on curriculums in management/leadership, mass media/journalism, or journalism. West Chester University of Pennsylvania (West Chester University) offers a generalized M.A., drawing its students primarily from areas surrounding Philadelphia. East Stroudsburg University expects to enroll students within a one-hour commuting distance.

The one-hour commuting distance includes the counties of Monroe, Lehigh, and Luzerne in Pennsylvania and the western suburbs of New Jersey.

In determining the need for graduates of the M.A. program, the Department of Communication conducted an extensive analysis of workforce demand data. Evidence collected through Burning Glass, Educational Advisory Board (EAB), and EMSI clearly demonstrated vast regional job openings (18,626 or more in 2016) in the following communication fields: public relations, applied communication, political communication, and advertising. According to EAB data, there were 2,758 regional jobs specifically requiring a master's degree in communication posted from April 2016 through March 2017. The State System Gap Analysis (Gap data) showed that 78,000 new jobs would be added in professional, technical, and management fields, which require skills and dispositions consistent with the communication discipline. Further, the Gap data indicated that degree recipients would be well suited for occupations as general and operations managers, sales representatives, market research analysts and marketing specialists, social and human service assistants, human resource specialists, and management analysts. The proposed program would serve these occupations and students from the Scranton/Wilkes-Barre, Lehigh Valley, and nearby New Jersey suburbs.

Additionally, the national demand for master's level credentials and specifically, graduates from communication was noted in a 2014 Forbes study. The top three skills demanded by employers identified in the Forbes study included: "the ability to work in a team structure, the ability to make decisions and solve problems, and the ability to communicate verbally with people inside and outside an organization." Each of these skills is encapsulated within the proposed program.

Demand data gathered in spring 2017 shows that 76.9 percent of the students in East Stroudsburg University's Senior Seminar course (CMST 495) would be interested in pursuing this master's degree. The department estimates that over four years, 158 of East Stroudsburg University's own students would be interested in pursuing the degree. This demand is supported by the more than 200 undergraduate communication majors currently enrolled at East Stroudsburg University. The department projects enrollment in the proposed program to grow to 27 by year five and expects to award its first degrees between years two and three.

3) Coordination/Cooperation/Partnerships

One of the most critical aspects of the M.A. proposal was the effort to promote and facilitate collaborations. Throughout the development of this proposal, efforts were made to collaborate with State System schools. The department has gained commitments from Clarion, Kutztown, Lock Haven, Millersville, and Mansfield Universities of Pennsylvania to incorporate recruitment and academic information into their advising sessions with their undergraduate students for the proposed program. Beginning this spring, the department plans to host a discussion on the development of a 4+1 program with these universities.

Early in the proposal process, East Stroudsburg University collaborated with IUP to ensure both new master proposals were sufficiently distinct and nonduplicative, i.e., IUP's degree is an M.S. and East Stroudsburg University's is an M.A.; IUP's degree focuses on strategic communication and East Stroudsburg University's degree is a generalized program; and IUP's degree is face-to-face while East Stroudsburg University's degree is a hybrid program with both planning to service their respective regions.

4) Resource Sufficiency

The program's financial impact on the institution is expected to be modest. As indicated above, enrollments are expected to begin with 15 students and grow modestly over the early years of

the program. As such, the financial impact of implementing this program will be minimal. The program will provide a new revenue stream, and the current complement of seven faculty will be able to incorporate the program needs within the current faculty complement. No additional learning resources, instructional equipment, or facilities modifications are needed.

The university anticipates only a positive impact of the proposed change on the institution. The program is an important workforce development initiative for the region. The addition of a blended program of study will enhance the university's existing array of instructional options within the capacity of current technological resources. The university's Design2Learn platform has been used to enhance traditional courses and offer online courses since 2011. Students will also have physical and electronic access to the resources of the East Stroudsburg University library.

Prepared by: Joanne Z. Bruno, East Stroudsburg University provost, vice president for academic affairs
Implementation date: Fall 2018
Date approved by Council of Trustees: December 7, 2017

East Stroudsburg University of Pennsylvania
Master of Arts in Communications
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Students complete all requirements over a 15-month course sequence beginning in summer one and concluding with a Master's Thesis I or a Master's Project plus two additional Masters' courses from either Communication Studies or an outside department in summer two. The project enrollment numbers are 15 students (first year), 18 students (second year), 21 students (third year), 24 students (fourth year), and 27 students (fifth year). The first-year enrollment number is based on the survey of graduate students in CMST 485 Senior Seminar class that were reported in our Step One proposal. Enrollment for successive years is based on East Stroudsburg University's proximity to New Jersey and New York. Similarly, our enrollment numbers for in-state versus out-of-state are based on current enrollment in the major. Students will take 30 credits (if they choose the Master's Thesis option) or 33 credits (if they choose the Master's Project option). It is assumed the ratio of resident to non-resident students will also apply to students choosing between the Master's Thesis and the Master's project.
ESTIMATED REVENUE	
Tuition Generated	Revenue will be generated from tuition and instructional support fees. The program consists of 30 or 33 credits depending on whether the student chooses to do the thesis or project in summer two (as detailed above in Headcount Enrollment). Students complete all requirements over a 15-month course sequence. Students will take six online credits in summer one, nine credits in fall (six face-to-face, three online), six credits in spring (three online, three face-to-face) plus an independent study (three credits online) or a master's course from an outside department (three credits assumed to be online). In summer two, students choose between thesis (six credits online) and Master's Project (three credits online) plus six additional master's credits (face-to-face)

	In addition to tuition, all students are assessed $42 per credit for instructional support fees.
Instructional Support Fee	As noted above, instructional support fees were calculated at $42 per credit.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	This projection is based on existing faculty, i.e. Full professors at step 7 or 13, teaching in the master's program. Calculations assume current base pay of professors plus benefits.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	A graduate student worker will be funded each year.
Learning Resources	No additional resources needed
Instructional Equipment	No additional resources needed
Facilities and/or modifications	No additional resources needed
Administrative Expense	20 percent of estimated tuition and fee revenue
Other	No other expenses

East Stroudsburg University of Pennsylvania
Master of Arts in Communications
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										
Out-of-state Full-Time Headcount Enrollment										
In-state Part-Time Headcount Enrollment		12		15		17		19		21
Out-of-state Part-Time Headcount Enrollment		3		3		4		5		6
Projected Annual Credits Generated	468		560		654		751		844	
Estimated Revenue										
Tuition Generated	$238,350		$284,850		$332,310		$373,773		$428,730	
Instructional Support Fee	$19,278		$23,184		$26,964		$30,870		$34,650	
External Grants and Contracts		$0		$0		$0		$0		$0
Other		$0		$0		$0		$0		$0
Estimated Total Revenue	$257,628		$308,034		$359,274		$404,643		$463,380	
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	$177,499		$165,828		$173,372		$179,267		$178,547	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	$0		$0		$0		$0		$0	
Learning Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
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		$51,526		$61,607		$71,855		$80,929		$92,676
Other										
Estimated Total Expenses	$229,025		$227,435		$245,227		$260,196		$271,223	
Estimated Financial Impact of New Program	$28,603		$80,599		$114,047		$144,447		$192,157	

ITEM #2c

Student Success Committee
January 25, 2018

SUBJECT: Approval of Master of Business Administration in Business Administration at Edinboro University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Edinboro University of Pennsylvania

BACKGROUND: In accordance with Board of Governors *Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Edinboro University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: **That the Board of Governors approve a Master of Business Administration in Business Administration at Edinboro University of Pennsylvania.**

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors Policy 1985-01-A: *Requirements for Initiation of Credit-Based Academic Programs*.

Approved to move forward by Edinboro University Council of Trustees: October 12, 2017

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Business Administration in Business Administration
Edinboro University of Pennsylvania
January 25, 2018

1) **Brief Description of Program and Appropriateness to Mission**
Since the 1970s, Edinboro University of Pennsylvania has offered a Bachelor of Science in Business Administration (B.S.B.A.). This degree currently offers eight concentrations: accounting, forensic accounting and fraud examination, comprehensive business, finance, financial services, international business, marketing, and management information systems. In addition, Edinboro University offers a Bachelor of Science in economics and an Associate of Science in Business Administration degree. As the region's only comprehensive, public institution, it is our obligation to offer high-quality programs that meet the region's needs.

This program will serve individuals who hold or seek management positions in various organizations as well as students for whom a graduate degree is an entry requirement for their career.[3] It is highly focused on developing decision-making abilities of managers with a significant appreciation for the stakeholders impacted by these decisions. This program will do so from a global leadership and ethical framework that ensures students are able to communicate at a high level, with confidence, and add value to their organizations. While courses will have components similar to traditional Master of Business Administration (M.B.A.) courses such as managerial accounting, financial management, etc., the focus on decision-making and stakeholders is intended to cut across business disciplines and incorporate concepts from the various functional areas of business as is often necessary in making good business decisions.

According to a study conducted by the Education Advisory Board (EAB), there is a skills gap in Erie County not being met by northwest Pennsylvania, eastern Ohio, or western New York colleges and universities. By responding to the evolving needs of the region, the School of Business, through the development of this program, is meeting the mission of the school, university, and Pennsylvania's State System of Higher Education (State System).

2) **Need**
Based on research completed by the EAB, the region is currently underserved by the M.B.A. and M.B.A. alternative degrees offered. Specifically, the two M.B.A. degrees in the region continue to be traditional degrees offered over traditional semesters, which require a significant amount of time on the part of the student.[4,5] The M.B.A. alternative (an M.A. in organizational leadership) is also offered in a traditional format over a traditional term.

To respond to the needs in the region and meet the expectations of prospective students, Edinboro University proposes a new M.B.A. program, which will be offered in an accelerated format. The program will be delivered in a blended format, which will allow students to take courses both face-to-face and online.

[3] Students in the accounting field (one of the largest concentrations at the undergraduate level in the Department of Business and Economics) are required to achieve 150 hours of higher education to be licensed as a Certified Public Accountant (CPA) in a majority of states, including Pennsylvania; however, students in most states, including Pennsylvania, are able to sit for the Uniform CPA Examination after graduating with a baccalaureate degree. Therefore, this degree will provide an option for students to complete their baccalaureate degree and complete the CPA exam while completing their education requirements for the field. Currently, students remain enrolled as undergraduates until meeting the 150 hour requirement and must enter the job market with a bachelor's degree while other candidates hold a master's degree.

[4] Pennsylvania State University's Behrend College is moving from a blended delivery with four to five face-to-face sessions and the remaining delivered online in the coming year.

[5] Gannon University offers its program both face-to-face and in an online sequence. According to EAB's analysis, it is offered over a traditional timeframe and, therefore, does not meet the needs of the region as EAB (and survey results presented herein) highly recommends an accelerated program.

The program will begin with a concentration in business administration and will later explore opportunities in accounting, finance, communication studies, education, and criminal justice.

a. Demand Caused by Professional Requirements

As early as 1990, the American Institute of Certified Public Accountants (AICPA) recommended that individuals seeking licensure as a certified public accountant should obtain a minimum of 150 hours of higher education. While part of the rationale for this requirement was the expanded knowledge base needed to enter the accounting profession, it also was because "[b]usiness methods have become increasingly complex" (AICPA). For individuals who sit for the Certified Public Accountant (CPA) exam in Pennsylvania after December 31, 2011, each is required to have 150 hours of post-secondary education, including 36 credits of accounting and auditing, business law, finance or tax subjects[6] in order to receive a CPA license (Pennsylvania CPA Law). While Edinboro University offers opportunities for its B.S.B.A. students to complete 150 hours of post-secondary education while completing a B.S.B.A. degree, many students at other institutions pursue a graduate degree to meet this requirement. Therefore, for graduates of Edinboro University's accounting program to remain competitive in the public accounting market, it will be important for them to have access to this higher degree. Given that Edinboro University's accounting and forensic accounting and fraud examination population accounted for 35 percent of those baccalaureate-seeking students who were eligible to declare a concentration, and the School of Business has seen a 72 percent increase in deposits over the past five years, it is clear that this population alone would be sufficient to justify this program. This is further supported by the fact that all current business students who responded to our survey on graduate programming indicated they strongly agreed (53 percent) or agreed (47 percent) they would envision enrolling in a graduate business program at Edinboro University, if offered. Additionally, the EAB report strongly suggests that preparing students to enter public accounting would be indicated based on market research.

b. Regional Demand

According to EAB, "[d]espite three local graduate business programs in Erie, PA, employers in the county advertised enough positions to suggest unsatisfied need for graduate business degrees." This is an interesting result when considering that the larger region surrounding Erie County includes several schools where M.B.A. programs are offered. In fact, the skills gap is most pronounced in Erie County, where the program is proposed to be offered. Additionally, this research indicates that "[m]aster's colleges and universities enroll students largely from [the] institution's city and adjacent counties" (EAB, p. 6). Therefore, the true competition for this program will be the two M.B.A. programs and the M.B.A. alternative offered in Erie County as no contiguous county (in Pennsylvania, Ohio, or New York) offers an M.B.A. program and will not compete with sister schools in the State System as none of our sister schools are adjacent to counties contiguous with Erie County.

c. Demand for the Program Among Current and Prospective Students

A survey was conducted of 82 individuals who were alumni or current students at Edinboro University. Of respondents, 79.27 percent were alumni and 20.73 percent were current students in Edinboro University's School of Business. Respondents were asked whether they had completed a graduate degree and 73.02 percent of respondents indicated they were not currently enrolled in nor had they completed a graduate degree. Of respondents who had not yet enrolled in or completed a graduate program, the most desirable delivery method was an

[6] Edinboro's Bachelor of Science in Business Administration – Accounting Concentration and Bachelor of Science in Business Administration – Forensic Accounting and Fraud Examination Concentration both meet this requirement. Students may also meet this requirement with any other concentration in the Bachelor of Science in Business Administration program with proper planning.

accelerated program, which offered courses in a hybrid format while a traditional, 15-week semester in a purely online environment was a distant second most desirable method. Of current Edinboro University business students, the traditional, 15-week semester in a purely online environment was the preferred delivery method with an accelerated program, providing courses in a hybrid modality was a close second.[7]

When asked what degree the region should offer, 88.14 percent indicated an M.B.A. was the desirable degree. Over 89 percent of respondents who had not completed a graduate degree indicated an expectation of enrolling in a graduate program in the future with a vast majority indicating a desire to enroll in one to three years. Nearly 88 percent of respondents who had not attended graduate school indicated they would attend such a program on a part-time basis, while working. When asked whether Edinboro University should offer a graduate degree in business, 85.71 percent agreed or strongly agreed (with 62.50 percent strongly agreeing). Interestingly, 84.12 percent of respondents, when asked if they would envision enrolling in a graduate business program at Edinboro University, agreed or strongly agreed. Of students who had a graduate degree, 94.12 percent indicated Edinboro University should offer a business program (with 64.71 percent strongly agreeing).

3) **Coordination/Cooperation/Partnerships**

a. Collaboration with Other System Universities

The proposed program will allow students to take courses in a blended format. While Edinboro University has developed a staffing plan, which would offer this program in a format that would allow students to complete the program in one year, students may enter the program at different times of the year. To accommodate this, and to allow for different learning styles and stages of the student's life, Edinboro University will articulate courses from Clarion and Slippery Rock University of Pennsylvania's online M.B.A. program and allow students to take courses through these sister institution programs toward their Edinboro University M.B.A., adding depth to the proposed program and increasing enrollment in courses at Clarion University and Slippery Rock University.

b. Coordination with Other Departments/Units on Campus

There is an opportunity for students to choose an emphasis in educational leadership with courses offered in the Master of Education in educational leadership program in the School of Education. Initially, the M.B.A. program will also allow students to create customized emphases through other departments on campus; however, it is anticipated that options will be created for formal emphases or concentrations in communication studies and criminal justice in the future. In addition, there may be the opportunity with other disciplines to create discipline-specific courses that build on the core courses in the M.B.A. program to create emphases or concentrations in areas such as public administration or arts administration.

c. Coordination with Outside Agencies, Corporations, etc.

The proposed program was reviewed by various members of the Business Advisory Board on two occasions throughout its development. Many of these Board members hold an M.B.A. or other advanced degrees or certifications. The Business Advisory Board includes presidents, vice presidents, entrepreneurs, finance managers, a banker, CPAs, a certified financial planner®, and various other business leaders in the Erie region, nationally, and internationally.

4) **Resource Sufficiency**

[7] This result is likely due to the students current familiarity with the traditional, face-to-face format offered at the undergraduate level.

The School of Business has various resources available to students for the program including an extensive research database through EBSCOhost (Business Source Premiere). It is anticipated that these resources will be used to enhance student learning in the program.

A sequence of courses has been developed to launch this program using 1.00 FTE of faculty in the first year and 2.00 FTE of faculty in the second and subsequent years. This can be achieved through the use of faculty who will be hired to support the undergraduate program in positions currently covered by temporary faculty and also teaching graduate courses. Faculty will teach mixed-loads, and temporary faculty will be hired when appropriate, allowing 2.00 FTE of faculty to equal eight courses per semester. It is anticipated that four courses will be offered each summer. This will allow students to complete their degree in one calendar year on a full-time basis. Students will be able to complete the program in one calendar year regardless of which semester they enter the program. Students will also be able to complete the program by taking one, two, or three courses per semester without interruption in studies.

Given the need for faculty at the undergraduate level, the positions to accommodate the 2.00 FTE faculty needed for this program is already included in Edinboro University's long-term personnel plan. Because of the unique delivery approach and the efficient course-offering matrix, this program is projected to break even or be profitable in the first semester.

Edinboro University has been very successful in enhancing its graduate enrollment over the past several years. It is anticipated that this program will increase demand for graduate studies through the offering of a graduate program in a discipline that has not offered graduate programming (business). Indication from current undergraduate students and recent alumni is that demand for this program will be robust. Undergraduate enrollments will be enhanced through the increased perception of quality of the undergraduate program and the ability for students to obtain a baccalaureate degree and M.B.A. in as little as five years. Offering a program in business will diversify Edinboro University's graduate programming and enhance enrollments to the university overall both at the undergraduate level and graduate level. Through the diversification of graduate programming and the ability to offer undergraduate students the opportunity to complete a bachelor's and master's degree in business in as little as five years, this program will increase enrollments and, therefore, enhance the financial position of the university.

Prepared by: Scott E. Miller, dean, School of Business
Implementation date: August 2018
Date approved by Council of Trustees: October 12, 2017

Edinboro University of Pennsylvania
Master of Business Administration in Business Administration
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Full-time students are presumed to complete the program within one year; therefore, retention is not considered. Modest enrollments for part-time students are projected to have a retention rate of 80 percent. This also allows for factoring in students who may be taking one class per semester.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses the approved tuition rate for each year of the five-year budget projection (as provided in the template by the State System). It does not anticipate tuition rate increases in the projected budget.
Instructional Support Fee	The university's Instructional Service Fee for graduate students is $79.05 per credit hour for in-state students and $118.39 per credit hour for out-of-state students. The fee used is the approved fee for the 2017-2018 academic year. This does not include University Center or Technology Fee revenue.
Additional Program Generated Revenue	No additional program revenue is considered.
External Grants & Contracts	None assumed for purposes of this project.
Other	The university has budgeted faculty positions in its long-term personnel plan for this program. The program is anticipated to be profitable in the first semester; and, therefore, does not require additional funding.
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	It is assumed that tenured and tenure track faculty are used to teach these courses. This includes faculty who will be hired to teach at the undergraduate and graduate level, assuming appointment at Associate Professor (Q03), Step 3. This is necessary to bring the salary within the market expectations. In year one, it is anticipated that only 1.25 FTE will be needed. Although there will be two new hires for this program, each will teach in both the graduate program in the Department of Graduate Studies of Business and undergraduate program in the

	Department of Business and Economics (only the teaching FTE allocable to the Department of Graduate Studies in Business is allocated to this budget). The remaining 0.25 FTE will be filled by temporary faculty utilized to accommodate enrollment demand – this faculty is included at Instructor (Q01), Step 1, consistent with current hiring practices and no benefits. In year two forward, it is anticipated that 1.75 FTE of current faculty will be utilized from current faculty in the School of Business plus a total of 0.583 of temporary faculty to meet program demands. Salary and benefit figures for FY2018 are used for all years in the proposed budget. **NOTE:** Given that the faculty hired for this position will teach in both graduate and undergraduate programs, only the proportion of salary and benefits associated with the faculty members' workload in the MBA program is considered in this budget.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	No additional SCUPA or AFSCME positions are required for this program as the department secretary for the Department of Business and Economics will work with these faculty. One graduate assistant working 18 hours per week ($4,050 per year) with a nine-credit tuition waiver ($9,000 per year for an in-state student) and one work-study position working 15 hours per week ($3,375 per year) are budgeted for this program.
Learning Resources	The School of Business has various resources available to students for the program, including an extensive research database through EBSCOhost (Business Source Premiere) as well as a financial database from Standard and Poor's, Capital IQ, which is widely used in the financial market. It is anticipated that these resources will be used to enhance student learning in the program. $50 per graduating student is utilized to accommodate costs of assessments that will be conducted to comply with accreditation standards.
Instructional Equipment	No additional equipment is necessary beyond what is currently budgeted for existing programs.
Facilities and/or modifications	No additional facilities nor modifications are necessary for this program as current facilities, technology, and resources will be utilized.
Administrative Expense	The administrative expense includes 20 percent of tuition, instructional support fee, and additional program generated revenue as instructed by the State System template. The administrative expense is charged annually for existing and new students.
Other	It is anticipated that two university employees will enroll part-time in year one and four university employees will enroll part-time in years two through five; therefore, their waivers are considered under "other expenses." Because courses will be coded as a blended course, $25 per student, per course is added to the salary and benefit line consistent with Article 42.

Edinboro University of Pennsylvania
Master of Business Administration in Business Administration
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	2	15	5	15	5	15	5	15
Out-of-state Full-Time Headcount Enrollment		2		5		5		5		5
In-state Part-Time Headcount Enrollment		8	6	15	12	15	12	15	12	15
Out-of-state Part-Time Headcount Enrollment				2	1	3	2	3	2	3
Projected Annual Credits Generated	384		804		972		984		984	
Estimated Revenue										
Tuition Generated	$204,000.00		$438,000.00		$528,000.00		$537,000.00		$537,000.00	
Instructional Support Fee	$32,243.52		$69,221.16		$83,445.72		$84,866.40		$84,866.40	
External Grants and Contracts	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Other	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Estimated Total Revenue	$236,244		$507,221		$611,446		$621,866		$621,866	
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		$128,966.60	$128,966.60	$96,589.50	$225,556.10	$0.00	$225,556.10	$0.00	$225,556.10	$0.00
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)	$0.00	$16,425.00	$0.00	$16,425.00	$0.00	$16,425.00	$0.00	$16,425.00	$0.00	$16,425.00
Learning Resources	$0.00	$600.00	$0.00	$1,300.00	$0.00	$1,650.00	$0.00	$1,700.00	$0.00	$1,700.00
Instructional Equipment	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
New Facilities and/or Modifications to existing facilities	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Administrative Expense	$47,248.70		$101,444.23		$122,289.14		$124,373.28		$124,373.28	
Other	$0.00	$9,200.00	$7,000.00	$11,700.00	$14,300.00	$11,800.00	$14,400.00	$11,800.00	$14,400.00	$11,800.00
Estimated Total Expenses	$202,440.30		$363,425.33		$392,020.24		$394,254.38		$394,254.38	
Estimated Financial Impact of New Program	$33,803.22		$143,795.83		$219,425.48		$227,612.02		$227,612.02	

ITEM #2d

Student Success Committee
January 25, 2018

SUBJECT: Approval of a Master of Science in Strategic Communications at Indiana University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Indiana University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Indiana University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: **That the Board of Governors approve a Master of Business Administration at Indiana University of Pennsylvania.**

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors Policy 1985-01-A: *Requirements for Initiation of Credit-Based Academic Programs*.

Approved to move forward by Indiana University Council of Trustees: December 14, 2017

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Master of Science in Strategic Communication
Indiana University of Pennsylvania
January 25, 2018

1) Brief Description of Program and Appropriateness to Mission

Strategic communicators are those professionals who shape perceptions about their organization for virtually every entity through the messages they design and deliver. In an era of communication where anyone with a camera becomes a photographer or anyone with a computer or phone becomes a writer, there is a growing need for professional communicators who can create and deliver both strategic and tactical messages that maximize the reach of an organization's mission.

To meet the demand of the Commonwealth, Indiana University of Pennsylvania (IUP) is proposing a Master of Science in strategic communication that is a 36-credit program designed to serve current and aspiring communication professionals by combining writing, research, and production. The program will prepare students to pursue a variety of careers or for career advancement in professional communication, including crisis communication, communication management, political communication, health communication, and strategic online messaging. Students will complete a core of required courses including: Theories and Principles of Strategic Communication; Writing for Strategic Communication; Multimedia Content Development and Production; and Elements of Research. The program includes 15 credits of elective courses to include topics such as Crisis Communication, Health Communication, Global Strategic Communication, and Persuasion. The remaining credits of the program will include advanced research or advanced production depending on the track the student chooses. The program will provide an option for a six-credit thesis or internship as the culminating experience. The research track is designed to prepare students for doctoral study.

2) Need

This proposed program supports the Commonwealth's workforce and student demand for skilled communication professionals. A recent search of job announcements seeking professionals for positions in "strategic communication" resulted in 495 position openings in the greater Pittsburgh area and 2,135 position openings across the Commonwealth of Pennsylvania. Organizations searching for these skilled individuals include higher education, health care, pharmaceutical companies, technology and media companies, and consumer direct businesses.

Data from the Bureau of Labor Statistics (BLS) further supports the need for an increase in individuals with skill sets in strategic communication. According to BLS, "jobs in media and communication occupations are projected to grow 4 percent from 2014 to 2024. Demand for media and communication occupations should stem from the need to create, edit, translate, and disseminate information through a variety of platforms." BLS data shows Pennsylvania in the top one third of states employing the most individuals as advertising and promotion managers. Pennsylvania and surrounding states in the northeast are listed with the highest annual mean wage for advertising and promotion managers. These jobs in Pennsylvania are concentrated in the greater Pittsburgh area, Harrisburg/York/Lancaster, and Philadelphia.

A September 2017 published study shows broadcasting and telecommunications is the largest industry in Pennsylvania, generating $37.5 billion in 2015, a 30.3 percent increase from the previous five years. Additionally, statistics obtained from the Pennsylvania Center for Workforce Information & Analysis highlight positive employment opportunities with an increase in positions defined as "advertising, marketing, promotions, public relations and sales managers." Long-term

employment projections, through 2024, show a 5.2 percent anticipated increase in these same positions in Pennsylvania. Employment increases are also anticipated in subfields related to this program including public relations specialists, technical writers, and other communication workers.

The need for the program is supported by data on multiple levels, including a substantial pool of available applicants, potential for employment in fields related to strategic communication, opportunities for career and salary enhancement for graduates of the program, and a lack of competing programs in our region. IUP already has an established pool of potential students simply considering the graduates of the B.S. in communications media, the third most successful baccalaureate program at IUP in terms of completions.

Four other State System institutions have an M.A. or M.S. in Communications: Clarion, Edinboro, West Chester, and Shippensburg Universities of Pennsylvania. Our research, on the courses and student learning objectives and focus of all four programs, shows the curricula of those programs are more broad-based, covering several aspects of the communication field for a more generalist degree. Given the difference in student learning outcomes and the geographic distance for some of these similar programs, we project there will be little to no impact on these existing programs.

Since submission of the Step 1 proposal for this program, East Stroudsburg University of Pennsylvania (East Stroudsburg University) has submitted plans to propose an M.A. in Communication Studies. After lengthy discussions and an examination of both curriculums, it has been confirmed by IUP and East Stroudsburg University the two programs will not duplicate efforts or compete for students.

Research on prospective students, employment opportunities and trends, and competing degrees demonstrates the viability of this degree. We consulted data from a number of sources including the Pennsylvania Center for Workforce Information & Analysis, the Gap Analysis Report, the Bureau of Labor Statistics, and available enrollment data. This data shows strength in all areas for this degree program. Employment opportunities, salary increases and promotion potential is strong across the Northeast, particularly in Pittsburgh, Philadelphia, and New York. Numerous studies indicate the desire of employers to have a cadre of potential job candidates with abilities to communicate in person and in writing with people outside and within an organization. These individuals need the ability to write, edit, and create written communication; the ability to persuade others; and to have research and digital communication skills. These essential skills are all components of the curriculum for the M.S. in strategic communication at IUP.

3) Coordination/Cooperation/Partnerships

Collaboration with other communication programs across the State System, while not excluded, is unlikely due to either geographic distance of the other campuses or the intent of other programs to have fully online or hybrid programs not consistent with the student learning outcomes of IUP's program. We will accept transfer credits, as appropriate, from other programs. Collaboration with other departments at IUP will be coordinated on a number of levels. Students in other graduate programs might choose to take electives in the Master of Science in strategic communication program such as COMM 720 Political Communication or COMM 745 Health Communication. These courses have already received support from appropriate departments with interest in using these courses as electives.

Students in the Master of Science in strategic communication program might choose electives available from other departments. Courses in adult education, business, English, psychology, and sociology might be of interest to our master's degree students.

A small number of courses in the Master of Science in strategic communication will be dual listed at the master's and doctoral level, permitting Ph.D. students to enroll in these courses as part of their program.

Finally, an important area of collaboration extends beyond the IUP campus as we work to help students find and complete internships as part of the applied track. IUP has an extensive list of affiliated internship sites. These sites have already provided their agreement, via an approval affiliation contract, to offer appropriate internship opportunities to IUP students. We can identify numerous organizations on this list as the type of company able to provide internship opportunities for students in this master's degree program and many of which have previously hosted undergraduate interns.

4) Resource Sufficiency

The delivery of this program will have a positive impact on the financial health of IUP. The enrollment estimates account for 12 full-time in-state students, two full-time out-of-state students, and three part-time in-state students in the first academic year, 2018–19, generating $297,000 in new tuition dollars for IUP and an additional $46,940 in instructional support fees. Projected enrollment in subsequent years will increase the annual tuition revenue to $423,000 and instructional fee revenue to $65,429.

The Department of Communications Media will use existing facilities for program delivery, with additional annual budget allocations for maintenance and upgrade of instructional technology and program operating funds. The program will require IUP to hire one additional tenure-track faculty member, with primary responsibilities in this new program and a commitment to filling current and future vacancies with appropriate tenure-track or temporary hires. Financial projections included in the budget worksheet indicate income between $70,000 and $130,000 per year, after we accommodate all program expenses.

Prepared by: B. Gail Wilson, chairperson, Department of Communications Media
Implementation date: Fall 2018
Date approved by Council of Trustees: December 14, 2017

Indiana University of Pennsylvania
Master of Science in Strategic Communication
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	The enrollment estimates account for 12 full-time in-state students, two full-time out of state students and three part-time, in-state students in the first academic year, 2018-19. Enrollment is estimated in year two for new students as follows: 13 full-time in state, three full-time out-of-state, and four part-time in-state students. Returning students are projected to be four part-time in-state students for years two through five.
ESTIMATED REVENUE	
Tuition Generated	Enrollments for year one are estimated to generate $297,000 in new tuition dollars for IUP. Tuition generated in year two is $387,000 and in years three, four, and five is $423,000.
Instructional Support Fee	Instructional Support Fee income for year one is $46,940 and for year two is $59,738. Instructional Support Fee income for years three, four, and five is $65,429. IUP's Instructional Support Fee is $79.05 per credit for in-state students and $118.35 per credit for out-of-state students.
Additional Program Generated Revenue	
External Grants & Contracts	
Other	
ESTIMATED EXPENSES	

Salaries and Benefits - Faculty	Estimated expenses for the first year of the program include 50 percent of an existing faculty member at the associate professor, Step 8 rank. This faculty member will teach one course in the new program and have a .25 alternative work assignment to serve as the program coordinator. The new faculty hire at the assistant professor, Step 3 rank will teach 75 percent (three courses) in the first year of the new program. Faculty salary and benefits expenses for each year of the program are $175,473, per year. This expense item includes estimated instructional expenses for winter and summer term teaching. We anticipate teaching one course in winter term and one course in summer. Those added salary expenses are calculated at associate professor, Step 8 to provide a realistic projection of expenses. Summer instructional expense for six credits, three credits of classroom teaching at that rank is $11,775 ($1,963 per credit, based on the summer 2018 pay schedule) plus an additional three-credit summer contract, at that same rank and step, for the graduate program coordinator. Winter term enrollment projections account for 15 students taking one three-credit course. The maximum salary expense for a faculty member at associate professor, Step 8 is $10,705. These salary expenses are includes in the $175,473 annual salary and benefits estimate stated above.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	This category of expenses includes tuition and stipend for graduate assistants. We project opportunities to offer three, full-time assistantships in the first year and five in each subsequent year, covering 12 credits of tuition each academic semester, 12 credits of tuition in the winter and summer terms and a stipend of $6000 totaling $24,000 per student assistantship. First year GA expenses are $72,000. GA expenses for years two through five are $120,000 per year.
Learning Resources	
Instructional Equipment	Other estimated expenses include a $5,000 annual budget for equipment maintenance and upgrades with allocations designated for this program from Instructional Fees, Tech Fees or other resources
Facilities and/or modifications	
Administrative Expense	Based on the budget worksheet formula of 20 percent, the administrative expense for year one is $68,788, year two is $89,348, years three, four, and five is $97,686.
Other	An annual operating budget of $8,000 is included to support faculty professional development, student research endeavors, and general program support (copies, postage, phone, printing, etc.)

Indiana University of Pennsylvania
Master of Science in Strategic Communication
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		12		13		15		15		15
Out-of-state Full-Time Headcount Enrollment		2		3		3		3		3
In-state Part-Time Headcount Enrollment		3	4	4	4	4	4	4	4	4
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	558		720		792		792		792	
Estimated Revenue										
Tuition Generated	$297,000		$387,000		$423,000		$423,000		$423,000	
Instructional Support Fee	$46,940		$59,738		$65,429		$65,429		$65,429	
External Grants and Contracts										
Other										
Estimated Total Revenue	$343,940		$446,738		$488,429		$488,429		$488,429	
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	$105,335	$70,138	$175,473		$175,473		$175,473		$175,473	
Salaries and/or benefits Other (staff, grad assistant stipend/waiver, teaching assistants, etc.)		$72,000		$120,000		$120,000		$120,000		$120,000
Learning Resources		$0		$0		$0		$0		$0
Instructional Equipment		$5,000		$5,000		$5,000		$5,000		$5,000
New Facilities and/or Modifications to existing facilities		$0		$0		$0		$0		
Administrative Expense	$68,788		$89,348		$97,686		$97,686		$97,686	
Other	$8,000		$8,000		$8,000		$8,000		$8,000	
Estimated Total Expenses	$329,261		$397,821		$406,159		$406,159		$406,159	
Estimated Financial Impact of New Program	$14,679		$48,917		$82,270		$82,270		$82,270	

ITEM #2e

Student Success Committee
January 25, 2018

SUBJECT: Approval of a Bachelor of Science in Manufacturing Engineering Technology at Millersville University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Millersville University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: **That the Board of Governors approve a Bachelor of Science in Manufacturing Engineering Technology at Millersville University of Pennsylvania.**

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors Policy 1985-01-A: *Requirements for Initiation of Credit-Based Academic Programs*.

Approved to move forward by Millersville University Council of Trustees: December 20, 2017

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Manufacturing Engineering Technology
Millersville University of Pennsylvania
January 25, 2018

1) Brief Description of Program and Appropriateness to Mission

Students in the proposed Bachelor of Science (B.S.) in manufacturing engineering technology major will be introduced to the fundamentals and advanced concepts of engineering, materials, and production processes used within industry.

The proposed program will provide in-depth technical content of advanced manufacturing with emphasis on automated manufacturing, robotics, and computer aided drafting and design often collectively referred to as computer integrated manufacturing (CIM). Laboratory courses will require students to design, develop, and construct projects independently as well as in small groups. Technologies commonly used by major corporations will be emphasized throughout the curriculum. Juniors and seniors will be encouraged to participate in a cooperative education or internship experience to further enhance their knowledge in technical areas within an industrial environment.

The study of manufacturing engineering technology involves: (1) fundamental knowledge of manufacturing and manufacturing systems and technological concepts related to the technical means associated with the conceptualization, and (2) technical areas of the manufacturing and manufacturing systems using state-of-the-art instruments, devices, equipment, and materials in the design, development, production, servicing, and recycling phases of the process. To address these needs, this new major will combine expertise and course work from majors within the Department of Applied Engineering, Safety and Technology. Graduates of the proposed Manufacturing Engineering Technology major would have the ability to work in a variety of positions within industry with such titles as (but not limited to) manufacturing engineers, industrial engineers, research and development engineers, field engineers, quality control inspectors, robotics technicians, CNC programmers, and a variety of other manufacturing technology positions.

In alignment with Millersville University of Pennsylvania's mission, this new major will integrate meaningful learning experiences in applied engineering, science, and advanced manufacturing to provide a practical education that will prepare career-ready graduates for success in a range of high-demand STEM fields. Graduates will be prepared for opportunities that exist locally, regionally, nationally, and internationally. Because the program is grounded in Millersville University's liberal arts tradition, graduates will have the broadly developed critical thinking, writing, and oral communication skills that will support their advancement throughout their entire careers.

2) Need

Despite misconceptions that "manufacturing is dead" or that "all manufacturing has moved overseas" the National Network for Manufacturing Innovation (commonly known as Manufacturing USA) estimates that the manufacturing workforce employs approximately 12 million people nationwide. That amounts to about nine percent of the total U.S. employment. Yet, even with this modest employment base, the United States (U.S.) advanced industries produce $2.7 trillion in value added annually—17 percent of all U.S. gross domestic product. That is more than any other sector, such as healthcare, finance, or real estate.

The manufacturing industry also attracts about 57 percent of engineers and scientists and generates about 80 percent of all U.S. patents. Over the past few decades, manufacturing has evolved from a more labor-intensive set of mechanical processes to a sophisticated set of information-based processes.

Manufacturers in Pennsylvania account for 12 percent of the total output in the state and employ almost 10 percent of the workforce. In 2013, the total output from manufacturing was $77.37 billion, and by 2014 there were 565,200 manufacturing positions in the state, with annual compensation averaging $69,023 in 2013 (National Association of Manufacturers). In a September 28, 2016 presentation to the Senate Economy, Business, and Jobs Caucus, and the Senate Manufacturing Caucus in Harrisburg, David Taylor, president of the Pennsylvania Manufacturers Association, said, "Today's manufacturing jobs are high value, requiring fine-tuned expertise, with well above median wages and benefits that sustain hundreds of thousands of families throughout our Commonwealth. Additionally, manufacturing also has the strongest multiplier effect on job creation, as the more than half-million manufacturing jobs on the plant floor sustain millions of additional Pennsylvania jobs in supply chains, distribution networks, and vendors of industrial services."

Regional demand for the skill sets of graduates may be correlated with varied occupations identified on the PA 2012–2022 Long-Term Projections of Occupational Employment. Broadly, Engineers SOC Code 17-200 is projected as a 12.1 percent increase with the more closely related Machine Tool Programming technicians that are projected to increase by 30.6 percent. Demand identified under other related occupational areas that graduates would likely be qualified to pursue include computer machine tool operator (17.2 percent growth) and materials scientists (13.2 percent growth), numerical tool and process control programmers (16.5 percent), electrical/electronic technician (4.4 percent), and electromechanical equipment assemblers (12.5 percent).

Edinboro University of Pennsylvania offers an Associate of Engineering Technology degree program that prepares students for employment in a variety of manufacturing jobs. California University of Pennsylvania offers both baccalaureate and associate degrees in industrial technology with concentrations in nanofabrication manufacturing technology. These degrees are offered in conjunction with Pennsylvania State University and concentrate on a specific sector of manufacturing that is performed at the nano scale. The proposed manufacturing engineering technology degree program offers much greater technical depth than other programs available within Pennsylvania's State System of Higher Education (State System) and will be the only B.S. program of its kind within the State System.

3) Coordination/Cooperation/Partnerships

The Department of Applied Engineering, Safety and 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 this relationship.

All courses within this proposed major, the majority of which have a laboratory component, currently exist and are offered at Millersville University on a regular or rotational basis. The proposed major articulates with the Associate of Technology degree program at Millersville University and likely with those of community colleges that include programs in manufacturing or engineering technology. Because of the heavy amount of laboratory work that exists in the curriculum, collaboration with another State System school would be impractical.

There is potential to articulate with the two-year metalwork technology program at Harrisburg Area Community College, the machine tool and computer aided manufacturing program at Thaddeus Stevens College of Technology, and the machine tool technology program at Reading Area Community College. In addition, because of the concentration of automation and controls in the proposed manufacturing engineering technology program, there is the potential to articulate with the two-year mechatronics degree program at Reading Area Community College, the electronic engineering program at Harrisburg Area Community College, and the electronic engineering technology program at Thaddeus Stevens College of Technology.

4) Resource Sufficiency

Because the Department of Applied Engineering, Safety and Technology has an advanced manufacturing concentration within its applied engineering and technology management program, initial resource needs will be minimal. Facilities include manual and automated production equipment and computer-aided design and machining software. Computer numerical control (CNC) machining is also available in each of our manufacturing labs.

No new courses are required to offer this program. To meet increased demand, a small number of additional sections of existing courses required for the major can be accommodated through the incremental hiring of adjunct faculty with the resources provided by additional tuition as detailed in the budget narrative. In the case of overall flat or declining university enrollments, these needs will be met through redistribution of existing resources.

Over a five-year period, accreditation costs are anticipated to be approximately $20,000. Additionally, to assist with managing this program, including performing activities associated with external accreditation, a one contact hour alternate workload assignment, or some other form of compensation, is requested each semester for an individual to serve as faculty coordinator for the department's engineering technology degree programs (automation and intelligent robotics, manufacturing, and any forthcoming areas). The cost for such a position would be approximately $15,000/year (including benefits).

Because this is a technology intensive program, growing student numbers will necessarily increase hardware costs because of the need for more stations or increased replacement costs. Some software costs are also likely to increase because of the per-user pricing structure. To anticipate some of these costs along with the cost of consumables, we include an annual amount that begins at $5,000 in year one, increases to $10,000 per year in years two and three, and to $15,000 per year in year four and beyond. Although it is difficult to be specific because of the ever-evolving technology and pricing models, it is prudent to anticipate costs of this magnitude. Additionally, we anticipate two major equipment replacements during each five-year period, one for $25,000 and another for $35,000. Consequently, the total cost for instructional equipment during a five-year period is $115,000.

The university has encouraged the Department of Applied Engineering, Safety and Technology to pursue additional engineering-related degree programs based upon a deficiency of such programs in the greater Lancaster area. The ability to market new programs is vital to the lifeblood of the institution. Programs such as this one will have the ability to offer a local State System alternative to more distant and expensive engineering-related programs of a similar nature.

The anticipated enrollments will represent important support for the university's enrollment goals, but are still at the level that they will be incremental and not transformative in nature. The anticipated enrollments also support our ongoing efforts to grow STEM enrollments and graduates.

The proposed program is built upon existing strengths of the institution, including existing coursework, faculty, and facilities; so, other than marketing costs, there is no real financial risk involved.

Prepared by: Dr. Alex Johnson, assistant professor and Dr. Len S. Litowitz, professor and chairperson
Implementation date: Fall 2018
Date approved by Council of Trustees: December 20, 2017

Millersville University of Pennsylvania
Bachelor of Science in Manufacturing Engineering Technology
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Enrollment is based on 10 internal transfers in year one followed by a steady increase of new students in years two through five. By year five, we anticipate attracting 12 new students to the program annually, which will lead eventually to a steady enrollment of 40.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the five-year budget projection. We assume 10 percent non-resident.
Instructional Support Fee	Use the currently approved instructional support fee for each year of the five-year budget projection. Exclude technology tuition fee revenue.
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Salaries are based on the cost of an Associate Step 6 ($126,231) including salary and benefits. Using average class enrollment of 21 (departmental average in fall 2016) this equates to $250.46 per student credit hour. We assume 12 credits per semester in the department because general education is costed separately. The costs are apportioned according to new and existing students for each year. Please note the all courses for the program are currently being offered and the increased demands are within the range of normal enrollment shifts with

	which the department normally deals. This analysis demonstrates that this new program is fiscally sound.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	N/A, Program does not require additional complement in these categories.
Learning Resources	
Instructional Equipment	$115,000 total: $5k in year one, $10k in year two; $35k in year three, $15k in year four and $50k in year five.
Facilities and/or modifications	N/A
Administrative Expense	
Other	Over a five-year period, accreditation costs are anticipated to be approximately $20,000, which is accounted for in line 42 (other) by apportioning $4,000 per year. Additionally, to assist with managing this program, which includes performing activities associated with external accreditation, a one-contact hour Alternate Workload Assignment, or some other form of compensation, is requested each semester for an individual to serve as faculty coordinator for the department's engineering technology degree programs (Automation and Intelligent Robotics, Manufacturing, and any forthcoming areas). The cost for such a position would be approximately $15,000/year (including benefits). This totals $19,000 per year.

Millersville University of Pennsylvania
Bachelor of Science in Manufacturing 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	9	0	13	0	18	0	24	0	29	0
Out-of-state Full-Time Headcount Enrollment	1	0	1	0	2	0	3	0	3	0
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	300		420		600		810		960	
Estimated Revenue										
Tuition Generated	$102,160		$139,240		$204,320		$278,670		$325,020	
Instructional Support Fee	$7,920		$11,088		$15,840		$21,384		$25,344	
External Grants and Contracts										
Other										
Estimated Total Revenue	$110,080		$150,328		$220,160		$300,054		$350,364	
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	$52,010	$0	$72,815	$0	$104,021	$0	$140,428	$0	$166,433	$0
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)										
Learning Resources										
Instructional Equipment		$5,000	$5,000	$5,000	$10,000	$25,000	$10,000	$5,000	$15,000	$30,000
Impact to additional non-major course sections (e.g. General Education)		$0				$0		$0		$0
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$22,016		$30,066		$44,032		$60,011		$70,073	
Other (accreditation)		$19,000	$19,000		$19,000		$19,000		$19,000	
Estimated Total Expenses	$98,026		$131,880		$202,053		$234,439		$300,506	
Estimated Financial Impact of New Program	$12,054		$18,448		$18,107		$65,615		$49,858	

ITEM #2f

Student Success Committee
January 25, 2018

SUBJECT: Approval of a Bachelor of Science in Music Business Technology at Millersville University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: Millersville University of Pennsylvania

BACKGROUND: In accordance with Board of Governors *Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs*, with the approval of the Council of Trustees at Millersville University of Pennsylvania to bring this proposed program forward for approval by the Board of Governors of Pennsylvania's State System of Higher Education, and upon recommendation of the Chancellor, the following motion is put forth.

MOTION: **That the Board of Governors approve a Bachelor of Science in Music Business Technology at Millersville University of Pennsylvania.**

Supporting Documents Included: Executive Summary of Degree Proposal and Five-Year Budget Projection

Other Supporting Documents Available: Degree Proposal; Board of Governors Policy 1985-01-A: *Requirements for Initiation of Credit-Based Academic Programs*.

Approved to move forward by Millersville University Council of Trustees: December 20, 2017

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

EXECUTIVE SUMMARY OF DEGREE PROPOSAL
Bachelor of Science in Music Business Technology
Millersville University of Pennsylvania
January 25, 2018

1) Brief Description of Program and Appropriateness to Mission

The Department of Music at Millersville University is proposing a new B.S. major in music business technology with a choice of three concentrations: music production, music management, and audio technology. The new major is developed in response to marketplace and student demands for greater depth in music business and music technology than is provided by the existing concentration in music business technology within the Bachelor of Arts (B.A.) in music. Within the existing structure, we have been offering an increasing array of music industry focused courses in response to both student and marketplace demands, most of which students take as electives.

The proposed major fully supports Millersville University of Pennsylvania's mission to provide diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally, to enable them to contribute positively to local and global communities. Moreover, by providing a program that supports students' professional goals through a coherent course of study, the new major will allow students to obtain a contemporary degree that assists in job placement in future workplaces in support of our strategic goal of engaging learners to contribute positively to contemporary and future workplaces and communities.

The proposed program will engage students through relevant classroom activities, performances on campus and in the community, and experiential learning. All of the courses in the proposed curriculum are already in the catalog as electives and have strong student demand. With growth to over 120 majors under the current structure, it is the appropriate time to provide this new credential.

2) Need

There are a number of universities within Pennsylvania's State System of Higher Education that have programs similar to Millersville University's, but none has the same breadth and depth in the three areas of music technology, music business, and commercial music performance. In addition, students will have the option to choose from one of three concentrations (music production, music management, or audio technology), so they can increase the level of specificity they need to be competitive in the workplace. For comparison, below is a summary of System schools that offer programs that contain music industry related coursework. The most recent available five-year enrollment histories are provided in parentheses (final year is fall 2015 as available on System website). Because data is reported at the level of the major and not the concentration, the data includes all concentrations within the relevant major.)

- Lock Haven University of Pennsylvania: B.A. Music, concentration in music marketing with one two-credit music business course offered. (28, 20, 9, 6, 3 across 3 concentrations)
- Kutztown University of Pennsylvania: B.A. Music, concentration in commercial music with three music technology courses offered and one music business course. (50, 45, 50, 54, 64 across three concentrations)
- Mansfield University of Pennsylvania: Bachelor of Music (B.M.), concentrations in music technology, management, marketing, and business administration with four courses and one music business course. (19, 23, 21, 13, 19 across all concentrations). Students take courses in business administration to round out their program.
- Bloomsburg University of Pennsylvania: B.A. Music, concentration in audio video recording, five courses in that area, no music business courses. (61, 74, 60, 53, 54 across three concentrations). Bloomsburg University has a Bachelor in Music Technology as a

possible program for 2018-19. Bloomsburg University does not have the same business focus as Millersville University's proposal.

- California University of Pennsylvania (Cal U): B.S. Commercial Music Technology is the most similar in the System to Millersville University's proposed program; however, Cal U offers only four music technology courses and limited elective courses in music business. (63, 70, 96, 97, 86)

Competing programs at non-System universities are expensive and lack the foundations in music and the liberal arts.

- The Drexel University program accepts only 17 percent of applicants out of an average pool of 600–700 applicants each year and costs over $60,000 a year (obtained from phone call to admissions office).
- Drexel University does not offer students a liberal arts foundation in the context of music training.
- University of the Arts has a new program similar to the proposed program; however, its tuition is significantly higher (mid $40,000s). Additionally, students in this program cannot specialize in audio, technology, or business.
- Lebanon Valley College students in music business do not have any required technology courses and have fewer music business courses than what Millersville University offers. Lebanon Valley College does have a degree in music production and has more technology courses than what Millersville University has; however, only one business course is required in that program while Millersville University requires a minimum of six.
- York College of Pennsylvania has a B.S. degree with only five courses in music business and technology while Millersville University students will have three times that number in the proposed program.

Music industry related careers have diversified to such a degree that it is nearly impossible to predict market demand as an overall industry. Locally, however, more music industry related businesses are moving into the Lancaster area because of the expansion of international businesses such as Clair Global and the associated businesses at Rock Lititz. Furthermore, the region supports a thriving arts and entertainment scene that serves locals as well as tourists, including venues such as American Music Theatre, Sight & Sound, Hershey Entertainment, and a wide range of music and theater venues. Indeed, this proposal has grown out of close collaboration with industry partners who strongly support what we are doing and are anxious for our program to expand the number of graduates we can provide to the local market. Our direct experience with local industry partners as well as the success of recent graduates (with the B.A. credential) is supported by systematic data from the analyst tool that shows strong ten-year trends in target occupations including 16.2 percent growth in the Millersville region.

3) Coordination/Cooperation/Partnerships

The Millersville University program was developed in close consultation with Clair Global in Lititz, Pennsylvania. These local connections enhance students' opportunities after graduation. Collaboration outside the region was not sought because the program requires extensive face-to-face learning and hands-on experience for optimal success. Although a number of System universities have programs that address similar elements to our proposed program, each program is unique and requires similar levels of face-to-face engagement. Currently, the Department of Music is offering all of the classes needed to fulfill requirements of the program.

4) Resource Sufficiency

Currently there are two tenure-track faculty members dedicated to the music business technology area within the Department of Music. All new courses required for the new major are

developed and approved with most already taught as electives. The university has made significant investments in the program, such as the construction of two new recording studios in summer 2016 making a total of three for the program. In addition, there is a high degree of curricular support as our technology classroom houses 40 computer workstations with the latest music technology software funded by student technology funds. Additionally, we have a temporary, full-time recording studio manager to schedule studio workers, maintain equipment, assist with instructional technology, record our MBT events, etc. We will need to continue to fund this position due to the demands on the recording studios. We are projecting up to 150 majors in the combined B.A. MBT and B.S. MBT programs by fall 2018, with the plan to reorganize or eliminate the B.A. MBT option once current students have completed.

Music students are all required to take private lessons, which will increase faculty requirements incrementally as the program grows. We estimate that this complement requirement will grow to as much as 24 credits/year by year four of the program, at which point we add an additional 1.00 full-time equivalent (FTE) faculty to the budget (estimated at Assistant Step 10 to reflect average costs) beginning in year four.

The university strategic plan identifies program development to attract new students as one of the goals. The ability to market new programs is vital to the lifeblood of the institution. Professionals in the field and students are demanding greater depth and breadth, and programs, such as this one, will have the ability to offer a local System alternative to more distant and expensive programs of a similar nature. The anticipated enrollments will represent important support for the university's enrollment goals, but are still at the level that they will be incremental and not disruptive in nature.

The proposed program is built upon existing strengths of the institution including existing coursework, faculty and facilities; so, other than marketing costs, there is no real financial risk involved. This new program provides the opportunity for the institution to penetrate new markets associated with students interested in pursuing music business technology programs.

Prepared by: Dr. Barry Atticks, assistant professor of music
Implementation date: Fall 2018
Date approved by Council of Trustees: December 20, 2017

Millersville University of Pennsylvania
Bachelor of Science in Music Business Technology
Budget Narrative

ESTIMATED REVENUES	NARRATIVE/ASSUMPTIONS
ESTIMATED STUDENT IMPACT OF NEW PROGRAM	
Headcount Enrollment	Enrollment projections are based on the department's average persistence rates. Fall enrollment in the current MBT Option is 128. We estimate that half of this number will initially transfer to the new program and we model progression assuming they enter as sophomores. We further project that 40 new students will be attracted to the program beginning in the second year. Given our recent success of increasing the proportion to non-resident freshmen to 10%, we model the distribution in the MBT major at 90 percent resident and 10 percent non-resident. Given the high demand for programs of this type, we believe all enrollment projections to be conservative.
ESTIMATED REVENUE	
Tuition Generated	The budget spreadsheet uses approved tuition rate for each year of the 5-year budget projection. We assume 10 percent non-resident.
Instructional Support Fee	
Additional Program Generated Revenue	N/A
External Grants & Contracts	N/A
Other	N/A
ESTIMATED EXPENSES	
Salaries and Benefits - Faculty	Salaries are based on the most recent departmental data, which is an average cost per credit of $296. We assume 12 credits per semester in the department because general education is

	costed separately. The costs are apportioned according to new and existing students for each year. Please note that all courses for the program are currently being offered or are planned in the rotation and the increased demands are already anticipated by a new faculty hire in the department. To account for the additional demands for private lessons (estimated as many as 24 credits/year by year 4) we add an additional 1 FTE faculty to the budget (Assistant Step 10-$121,605) beginning in year 4.
Salaries and Benefits (Staff, Grad Asst Stipend/ Waiver, Teaching Assistants, etc.)	A studio technician is essential to the ability of the university to deliver this program. This need is currently being met using one-time funding, but this position will need to become permanent. This is accounted from starting in year 1 at $66,445/year. In addition, we anticipate that the increased clerical demands on the department will necessitate the hiring of an additional 0.5 FTE Clerk-Typist II in year 3, which will be dependent also on potential enrollment shifts within the department as a whole.
Learning Resources	
Instructional Equipment	Currently, the university is investing approximately $16,500 annually in direct support of the equipment and software necessary to support the program. Because the courses are already being offered, this is not anticipated to increase substantially. Current funding mechanisms, primarily through the technology fee, have been sufficient to meet these needs, and no additional commitment by the university beyond our normal processes is necessary to launch and support this new major. The budget reflects this total, increased slightly to $20,000/year to reflect possible growth. Recognizing that there will be long-term needs (beyond the 5-year scope of the budget) for renovation and replacement, we show an additional $30,000/year to reflect these costs. There is no implied commitment that these funds be made directly available, but rather this total is provided to assist in making a judgement on the overall fiscal soundness of the proposal.
Facilities and/or modifications	Immediate needs have been met through recent investments in studio space.
Administrative Expense	When calculating the ‘Administrative Expense’, ONLY ‘Tuition Generated’ and ‘Instructional Support Fee’ are included, i.e., only 20% of the tuition, instructional support fee, and additional program generated revenue is added to the expenses. The administrative expense is charged annually for existing and new students. The cells in the spreadsheet will calculate this expense.
Other	

Millersville University of Pennsylvania
Bachelor of Science in Music Business 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	58	0	41	36	68	36	55	36	79	36
Out-of-state Full-Time Headcount Enrollment	6	0	4	4	9	4	9	4	13	4
In-state Part-Time Headcount Enrollment										
Out-of-state Part-Time Headcount Enrollment										
Projected Annual Credits Generated	1920		2550		3510		3120		3960	
Estimated Revenue										
Tuition Generated	$650,040		$863,630		$1,207,570		$1,087,060		$1,384,460	
Instructional Support Fee	$50,688		$67,320		$92,664		$82,368		$104,544	
External Grants and Contracts										
Other										
Estimated Total Revenue	$700,728		$930,950		$1,300,234		$1,169,428		$1,489,004	
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	$18,265	$121,605	$209,336		$282,945		$315,359	$121,605	$405,912	
Salaries and/or benefits (staff, grad assistant stipend/waiver, etc.)		$66,445	$66,445	$33,302	$99,747		$99,747		$99,747	
Learning Resources										
Instructional Equipment		$50,000	$50,000		$50,000		$50,000		$50,000	
Impact to additional non-major course sections (e.g. General Education)		$0		$160,000		$160,000		$160,000		$160,000
New Facilities and/or Modifications to existing facilities										
Administrative Expense	$140,146		$186,190		$260,047		$233,886		$297,801	
Estimated Total Expenses	$396,461		$705,273		$852,739		$980,597		$1,013,460	
Estimated Financial Impact of New Program	$304,267		$225,677		$447,495		$188,831		$475,544	

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ITEM #3

Student Success Committee
January 25, 2018

SUBJECT: Policy Reform for System Redesign: Revision - Board of Governors *Policy 1985-01-A: Requirements for Initiation or Change of Credit-Based Academic Programs* (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: As part of the System Redesign efforts to ensure that universities are responsive to student and market demands in their region and beyond and to ensure that the Board of Govenors and the Office of the Chancellor is responsive to the univerisities, it is recommended that the Board of Governors delegate its authority to the Chancellor as set forth in 24 PS 20-2006-A (a) (5) for the approval of new undergraduate and graduate degree programs.

MOTION: That the Board of Governors approve the proposed revisions to the Board of Governor's Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Academic Programs.*

Supporting Documents Included: Policy 1985-01-A: *Requirements for Initiation or Change of Credit-Based Programs*

Other Supporting Documents Available: (Act 188)

Reviewed by: Council of Presidents, Chief Academic Officers, Student Success Committee– January 8, 2018, APSCUF State Meet and Discuss

Prepared by: Kathleen M. Howley **Telephone:** (717) 720-4200

PA State System of Higher Education
Board of Governors

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, January XX, 2018

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.~~

To delegate to the Chancellor the Board of Governors' authority as set forth in 24 PS 20-2006-A (a) (5) for the approval of new undergraduate and graduate degree programs.

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. 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 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.

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: *S*pecific 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.

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. 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.

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 to include procedures that ensure a consistent, fair, and timely review process to determine the need and

appropriateness to the university and the State System.

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.

   b. ~~Office of the Chancellor~~ Notification

   New concentration, track, specialization, or emphasis
   New academic minor
   New certificate

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

   Degree program, minor, track, concentration, specialization, **or** certificate 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 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, 2016.~~

D. Appeals

The University President may appeal the Chancellor's final decision to the Student Success Committee of the Board of Governors.

E. Communications

The Chancellor will provide a periodic update to the Board of Governors of all program actions and notifications.

Agenda Item #9

Board of Governors Meeting

January 25, 2018

SUBJECT: Alternative Tuition Rate Structure, East Stroudsburg University of Pennsylvania (ACTION)

UNIVERSITIES AFFECTED: East Stroudsburg University of Pennsylvania

BACKGROUND: In accordance with Board of Governors Policy 1999-02-A: *Tuition*, East Stroudsburg University seeks approval of an alternative tuition strategy for both in-state and out-of-state undergraduates attending its main campus.

East Stroudsburg University is proposing a four-year tuition guarantee for new undergraduate students. Beginning with fall 2018 new students, each new entering cohort will have an established tuition rate that will remain the same for four academic years. The cohort's tuition rate will be slightly more than the System's standard tuition rate in the first three years and slightly lower than the System's standard rate in the last year of the guarantee period. Over a four-year period, the net tuition associated with each cohort under this tuition guarantee program will approximate the same amount that would have been assessed under the System's traditional tuition structure. The tuition guarantee will apply to all main campus full- and part-time undergraduates, regardless of residency.

The university's alternative tuition rate structure proposal is presented to the Board for consideration, as attached.

MOTION: That the Board of Governors approve the alternative tuition rate structure for East Stroudsburg University of Pennsylvania, providing a four-year tuition guarantee as described in the attached, effective fall 2018.

Supporting Documents Included: East Stroudsburg University of Pennsylvania Tuition Guarantee Program Proposal

Other Supporting Documents Available: Act 188 of 1982; Policy 1999-02-A: *Tuition*

Reviewed by: East Stroudsburg University's Council of Trustees; Office of the Chancellor; University Success Committee

Prepared by: James S. Dillon **Telephone**: (717) 720-4100

Request for Alternative Tuition Strategy
East Stroudsburg University of Pennsylvania
Tuition Guarantee Program Proposal

Overview of Proposed Rate Structure

East Stroudsburg University seeks to establish an undergraduate tuition rate that is guaranteed for four academic years for each entering cohort of new undergraduate students. Under this proposal, the Board of Governors will set the tuition rate to be used for each new cohort for the ensuing four-year period. For each cohort, its tuition rate will be slightly more than the System's standard tuition rate in the first three years and slightly lower than the System's standard rate in the last year of the guarantee period. To maintain access, the authorized tuition rate will include an additional 1 percent increase dedicated for institutional-based financial aid. Over a four-year period, the net tuition charged to students within each cohort under this tuition guarantee program will approximate the same amount that would have been assessed under the traditional tuition structure. The tuition guarantee would apply to all main campus full- and part-time undergraduates, regardless of residency.

Rationale for Rate Structure

The current deadlines in the recruitment process require students to commit to a specific higher education institution well before knowing the tuition rate they will be charged. The decision to enroll typically is not swayed by the difference of a few hundred dollars in price. For most students and their families, college selection involves a variety of factors. A guaranteed tuition eliminates the major factor of financial uncertainty; parents and students will know the tuition rate will not increase. A university that provides the assurance that tuition will stay the same for four years has distinguished itself.

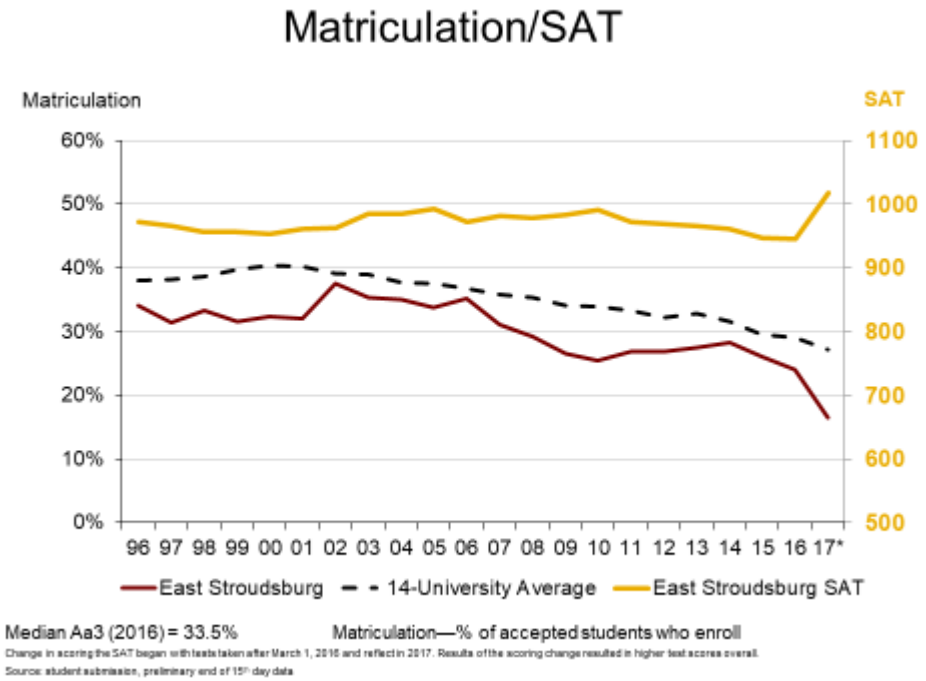
Guaranteed tuition rate programs are not novel, new, or unique. Such programs exist at over 60 colleges and universities in 21 states and the District of Columbia. These programs are found at public, private, and proprietary institutions. Some, including those in Illinois, Texas, and North Carolina, have been established by state legislation. Such existing programs are expanding for many reasons, including:

- They address the public's desire for pricing predictability and transparency.
- They provide a degree of affordability with the certainty that tuition will not rise.
- They reduce financial obstacles to student progression and graduation, helping students succeed.
- They provide students and their families greater ability for financial planning.
- They enable universities to improve the accuracy of long-term revenue forecasts.

The System review outlined several challenges that each System university is facing, including a hyper-competitive market, a shrinking pool of high school graduates, long-term decreasing state support, and limited student ability to pay. This tuition guarantee program is responsive to these challenges, while fulfilling the principles of providing a high-quality, affordable education within the East Stroudsburg region.

Anticipated Impact on Enrollment Demand and Graduation—Over the past two decades, the university has experienced a decline in student matriculation—the

percentage of students who apply to and are accepted by East Stroudsburg who actually enroll. While many factors have contributed to this decline, research has shown that focused emphasis in three areas is essential to changing this phenomenon: availability of student aid, student preparedness, and support services. The proposed guaranteed tuition program is expected to aid in attracting academically stronger students and will provide additional institutional aid; these two items along with planned enhancements to our student support services will aid in student persistence, progression, and ultimately graduation.



Source: 2017 University Financial Assessment

The implementation of the proposed guaranteed tuition program, coupled with a continuing emphasis on academic progression, is expected to contribute to an increase in the university's graduation rate.

The first evidence of this will be seen at the May 2022 graduation, when the entering 2018 cohort will complete four years of study.

The guaranteed tuition program provides a significant motivational tool to help focus students and families on the importance of academic progression and graduation in a timely manner.

An ancillary benefit is an expected reduction in student indebtedness as students accelerate their graduation and reduce their need to borrow.

Commitment to improving advising to support improved retention and graduation— ESU's proposal for guaranteed tuition, Warrior Promise, is expected to facilitate students' progression to graduation through four-year academic pathways and to minimize student debt. In support of this proposal, Academic Affairs, in conjunction with other university

divisions, continues to pursue its student success initiatives. As part of the university's strategic plan, *Students First–Empowering Innovation through Collaboration*, a faculty mentoring program was established, in part, to train and support new tenure-track and temporary faculty in academic advising. The university's current strategic planning group, "SPIRIT," has outlined two academic pathway initiatives: 1) Implementation of First-Year Experience and General Education Reform, and 2) Academic-Aspiration (Passion and Purpose) Advisement. Further, in support of faculty and students, the academic advising task force has established an academic advising website (https://www.esu.edu/academics/student_advising/index.cfm) as a one-stop information portal for both students and faculty.

Finally, in alignment with the university's strategic plan, the provost established the Student Success Network to define "student success" and to develop recommendations for student success strategies that are aligned with the strategic plan. The Student Success Network brings together 25 faculty, staff, and administrators from across the campus to improve student success by identifying key measures of success, including completion within four years, and key strategies, such as focused academic pathways, mapping for switching majors and transfers, proactive advising, student-focused curriculum incorporating internships/service learning/undergraduate research opportunities, efficient and effective remediation, tutoring services, and early career/real-life connections to the field, profession or discipline.

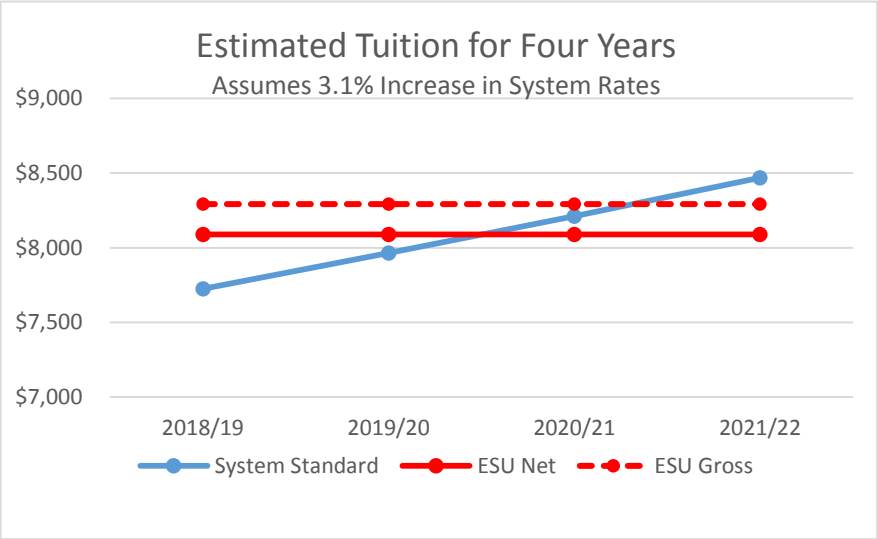
Cost Benefit Analysis

East Stroudsburg University's tuition guarantee program is not designed to increase the university's revenue, but is designed to be revenue-neutral net of financial aid. There is some financial risk in locking in tuition rates for a four-year period. For the university, this risk is outweighed by the certainty that is given to students and families about their educational cost. The university believes that the positive factors, such as improved long-term financial planning for students and the university, and increased student success through graduation, will distinguish East Stroudsburg University and have a positive impact on enrollment demand.

Each new cohort's tuition rate will be established by the Board of Governors and set for four years. The 2018/19 new cohort's four-year guaranteed tuition rate will be set based on the System's standard tuition rate, projections for the following three years based on the most current five-year average change in the System's standard tuition rate, plus an additional annual adjustment of 1 percent for institutional financial aid. These calculated rates will be averaged together for one annual tuition rate to be paid for the next four years. Based on this calculation, the fall 2018 cohort rate would be set at 7.4 percent above the System's 2018/19 standard rate. The tuition rate for all future cohorts will change by the same percentage change approved for the System's standard undergraduate in-state tuition rate for that upcoming year. Below is an example of how the cohort tuition would be calculated. For the example, an illustrative assumption of an annual increase in the System's standard tuition rate of 3.1 percent is used.

Cohort Year	Standard Tuition Rate (Assumes a 3.1% Rate Increase Each Year)	Proposed Guaranteed Tuition Rate Table									
		2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27
2017/18	$7,492										
2018/19	$7,724		$8,292	$8,292	$8,292	$8,292					
2019/20	$7,964			$8,550	$8,550	$8,550	$8,550				
2020/21	$8,212				$8,816	$8,816	$8,816	$8,816			
2021/22	$8,468					$9,090	$9,090	$9,090	$9,090		
2022/23	$8,732						$9,372	$9,372	$9,372	$9,372	
2023/24	$9,004							$9,664	$9,664	$9,664	$9,664
2024/25	$9,284								$9,964	$9,964	$9,964
2025/26	$9,572									$10,274	$10,274
2026/27	$9,870										$10,592

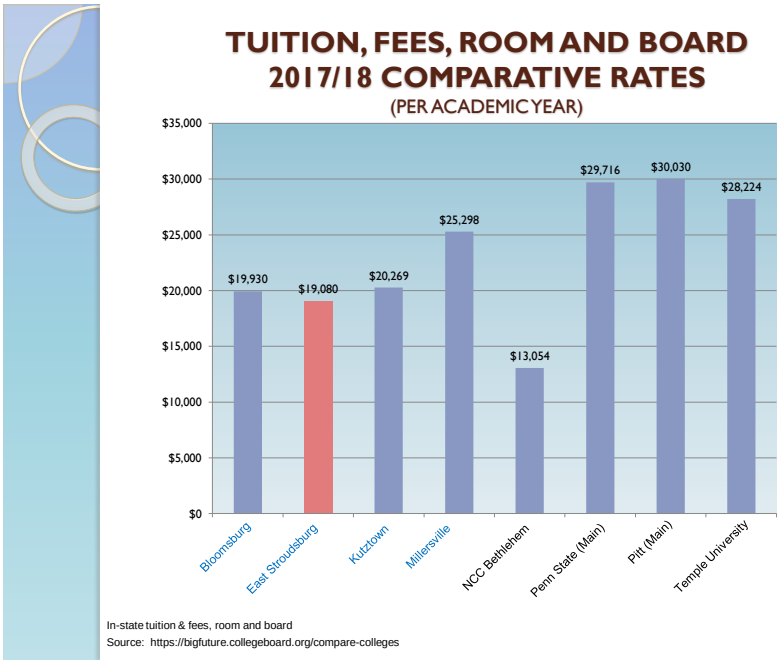
Anticipated Impact on East Stroudsburg's Net Price of Attendance—The chart below reflects ESU's proposed tuition guarantee rate structure compared to the System's standard undergraduate in-state rate.



During this four-year period, it is estimated that the typical in-state student at other System universities with full-time rates would pay $32,368 in tuition; ESU's Warrior Promise cohort price for four years would total $33,168–a difference of $800. That difference will be used for institutional financial aid for students within the cohort; the resulting average net cost for students in the cohort will be $32,368.

The university recognizes that establishing a guaranteed tuition rate only addresses a part of the cost of attendance. ESU historically evaluates the total cost of attendance when recommending fee changes to its Council of Trustees. Factors such as total cost,

availability of financial aid, competitors' cost, and impact on diversity and access are all considered when making local fee recommendations. The chart shown below is an example of those provided to ESU's Council of Trustees when presenting annual fee proposals.



While the guaranteed tuition plan is specifically designed to hold tuition constant, other fees such as the technology tuition fee and the instructional support fee that are tied to tuition will also be impacted by this program.

Over the past few years, ESU has spent considerable time and money developing a comprehensive understanding of its market and competitors. Because of the homogenous price and product of the universities within Pennsylvania's State System of Higher Education, the chief competitor for many of ESU's academic programs is often another System university. Other in-state competitors of ESU are Temple, Northampton Community College (NCC), and Penn State.

When comparing current total direct cost (tuition, fees, room, and board) among ESU and its primary competitors, the cost for ESU is significantly less than the state-related universities (Penn State, University of Pittsburgh, and Temple), significantly more than the local community college (Northampton), and slightly less than the two nearest System universities (Bloomsburg and Kutztown).

In general, since most local fees throughout the State System universities sum to about the same amount, there are only two major distinguishing pricing factors that separate State System universities' cost: 1) per-credit tuition and 2) room rates. The proposed rate for ESU's guaranteed tuition plan is less than the cost of 15 credits per semester at System

universities with a per-credit tuition plan, making the cost of education not only predictable, but more affordable.

East Stroudsburg University of Pennsylvania
Projected Tuition Rate Comparison
(Assumes System Tuition Rate Increases Annually by 3.1%)

Cohort Year	Standard Tuition Rate (Assumes a 3.1% rate increase each year)	Per-Credit Tuition (15 credits per semester) at Indiana, Millersville, and Shippensburg Universities	ESU Guaranteed Full-time Rate (12-18 credits per semester plus 1% Financial Aid)
Fall 2017	$7,492	$9000 - $9,270	n/a
Fall 2018	$7,724	$9,570	$8,292
Fall 2019	$7,964	$9,870	$8,550
Fall 2020	$8,212	$10,170	$8,816
Fall 2021	$8,468	$10,470	$9,090
Fall 2022	$8,732	$10,800	$9,372
Fall 2023	$9,004	$11,130	$9,664

Note: All rates are annual rates, based on two semesters per year.

Tuition Guarantee Programs—National Context

Guaranteed (fixed) tuition plans are not new; colleges, universities, systems, and even states have adopted such programs for their institutions. The rationale for adopting such a program varies, but the primary reasons for most center on cost predictability.
There are several articles and documents that cover the rationale and basis for moving to a guaranteed tuition program, as well as the effect of these programs. One of the more comprehensive studies of the effect of a guaranteed tuition plan on student outcome was done by the University of Texas at Dallas. Its tuition guarantee program began in fall 2007. For the 2010 cohort, the four-year graduation rate had increased from 44.5 percent (2006 cohort) to 50.1 percent, and the second-year retention rate had increased from 81.6 percent (2006 cohort) to 84.6 percent. While this study focuses on a single institution with different characteristics than ESU, it does provide a framework for ESU to use for its assessments of a guarantee program.

Northern Arizona University's (NAU) plan, known as the Pledge, was instituted in fall 2008. NAU's four-year graduation rate went from 30.3 percent for the 2007 cohort to 41.1 percent for the 2013 cohort, while the second-year retention rate increased from 69.3 percent to 73.7 percent over the same period. The Pledge has been a major driver in NAU's significant and continuing enrollment growth in the midst of state funding reductions. Today students, parents, faculty, and staff are committed to the program, which has helped distinguish NAU from other universities.

NAU and UT Dallas would not say that their improved retention and graduation rates occurred solely because of their guaranteed tuition programs. As with East Stroudsburg University, there are a multitude of moving parts on any campus that could effect change in these numbers, including new general education programming, new advising programs, or a dynamic strategic plan that is producing change in other areas. However, the data is compelling. East Stroudsburg University believes that an appropriately implemented tuition guarantee program will have a positive impact on its retention and graduation rates.

Assessment Expectations
***Enrollment*—**Over time, it is anticipated that this program will help enhance earlier recruitment of new students and lead to improved retention rates.

***Commitment to Access*—**The university remains committed to providing access to all students. Any excess funding generated under this program will be dedicated to providing institutional-based aid to enhance access and retention.

***Tuition Revenue*—**The guaranteed tuition program will generate additional revenue in the first two years of each cohort and reduced revenue in the last two years. The additional revenue generated in the earlier years will be set aside to make up for the reduced revenue in the latter years. Over time, the program's net tuition (tuition net of institutional financial aid), is expected to be revenue neutral. However, if it is successful in improving enrollment demand and retention, the university will generate additional revenue.

Program Viability
If the program is determined to be unsuccessful at the end of the two-year assessment period, the university will be able to discontinue the program for future cohorts and phase out the program as existing students graduate or reach the end of their four-year guarantee period.

Effective
Fall 2018

ITEM #10

Board of Governors Meeting
January 25, 2018

SUBJECT: Ratify the Association of Pennsylvania State College and University Faculties (APSCUF) One-Year Collective Bargaining Agreement (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In accordance with Act 188 of 1982 as amended Section 20-2005-A, the Office of the Chancellor of Pennsylvania's State System of Higher Education and the Association of Pennsylvania State College and University Faculties completed negotiations of a one-year faculty collective bargaining agreement for the period July 1, 2018 through June 30, 2019. The attached summary details the changes.

MOTION: **That the Board of Governors ratify the APSCUF faculty collective bargaining agreement and authorize the chancellor to execute the appropriate documents.**

Supporting Documents Included: APSCUF Summary of Changes and Estimated Fiscal Impact

Other Supporting Documents Available: N/A

Prepared by: Andrew C. Lehman **Telephone**: 717-720-4030

Summary of the Tentative Agreement
between
Association of Pennsylvania State College and University Faculties (APSCUF)
and
Pennsylvania's State System of Higher Education (State System)
July 1, 2018 to June 30, 2019

TERM

One-Year Agreement–July 1, 2018 through June 30, 2019

SALARY INCREASES

Effective fall 2018

Step increase[1] effective the first pay of the fall 2018 semester.
Faculty at the top of the pay scale will receive a one-time cash payment of 2.5%.

Effective spring 2019

2.5% general pay increase[2] effective at the start of the spring 2019 semester.

PROFESSIONAL DEVELOPMENT FUNDS

$400,000 will be provided to the Professional Development Council for the enhancement of professional development of faculty.

SIDE LETTER

APSCUF and the State System agree: 1) to continue vigorous advocacy efforts as a means to increase state funding to ensure tuition remains affordable while enabling the universities to meet their financial needs; and 2) to establish a work group to explore the possibility of offering phased retirement and/or early retirement incentives in a fiscally responsible manner.

[1]A step increase is movement one-step up on the 13-step salary schedule. Moving up from Steps 1 through 4 will be a 5% increase. Moving up from Step 5 through 12 will be a 2.5% increase.
[2]A general pay increase represents a percentage change applied to the entire salary schedule.

Pennsylvania's State System of Higher Education
FY 2018/19 Estimated Fiscal Impact of APSCUF - Faculty* Tentative Agreement

Includes Base Salary and Related Social Security and Retirement Employer Payments
No Change in Employer Share of Healthcare Rates or Retirement Rates

Assumptions:

2018/19 - Fall	Step (or cash payment equal to 2.5% of salary for those already at top of pay scale)
2018/19 - Spring	2.5% GPI

ALL FUNDS	2018/19 Compensation Before Reopener	2018/19 Estimated Compensation					
		Base Compensation	Top Step Payout	Benefit Cost	Total Compensation	$ Change	%
Bloomsburg	$48,318,688	$40,392,860	$287,273	$9,398,872	$50,079,005	$1,760,317	3.6%
California	33,095,560	27,622,113	254,522	6,349,752	34,226,387	1,130,827	3.4%
Cheyney	6,421,488	5,320,770	44,569	1,276,906	6,642,244	220,756	3.4%
Clarion	26,441,611	21,747,793	217,625	5,403,790	27,369,208	927,597	3.5%
East Stroudsburg	29,802,433	25,269,594	211,713	5,380,590	30,861,897	1,059,463	3.6%
Edinboro	31,181,345	25,734,870	235,828	6,337,728	32,308,426	1,127,081	3.6%
Indiana	69,590,306	58,208,499	530,027	13,589,594	72,328,120	2,737,814	3.9%
Kutztown	43,942,789	36,888,064	236,488	8,526,967	45,651,519	1,708,731	3.9%
Lock Haven	25,865,976	21,206,723	143,271	5,470,238	26,820,232	954,257	3.7%
Mansfield	13,543,744	11,490,573	97,585	2,447,621	14,035,780	492,036	3.6%
Millersville	38,902,798	32,404,540	298,043	7,651,672	40,354,255	1,451,457	3.7%
Shippensburg	37,754,859	31,639,877	305,950	7,160,821	39,106,649	1,351,790	3.6%
Slippery Rock	42,927,026	35,937,676	338,807	8,171,595	44,448,077	1,521,051	3.5%
West Chester	83,406,250	70,624,516	492,298	15,123,663	86,240,477	2,834,227	3.4%
Office of the Chancellor	0	0	0	0	0	0	N/A
TOTAL	$531,194,873	$444,488,468	$3,693,998	$102,289,810	$550,472,276	$19,277,403	3.6%
Reinstate Faculty Professional Development Fund						400,000	
Grand Total						**$19,677,403**	**3.7%**

**Estimates based on payroll, as of September 19, 2017.*
***Includes 2017/18 employer contribution rates for SERS and PSERS pension plans.*
****The residual impact on base salary (and related benefits) for future years due to the mid-year general pay increase is approximately $2.1 million.*

ITEM #11

Board of Governors Meeting
January 25, 2018

SUBJECT: Ratify the Pennsylvania Doctors Alliance (PDA) Collective Bargaining Agreement and Memorandum of Understanding (ACTION)

UNIVERSITIES AFFECTED: All

BACKGROUND: In accordance with Act 188 of 1982 as amended Section 20-2005-A, the Office of the Chancellor of Pennsylvania's State System of Higher Education (State System) participated in negotiations and meet and discuss for a new PDA collective bargaining agreement and memorandum of understanding, respectively, for the period July 1, 2016 through June 30, 2019. The attached summary details the key changes that resulted from coalition bargaining with the Commonwealth of Pennsylvania. The State System currently employs two doctors represented by PDA, who work at Edinboro University.

MOTION: That the Board of Governors ratify the PDA collective bargaining agreement and memorandum of understanding and authorize the Chancellor to execute the appropriate documents.

Supporting Documents Included: PDA Agreement Summary of Changes and Memorandum of Understanding Summary of Changes.

Other Supporting Documents Available: N/A

Prepared by: Andrew C. Lehman **Telephone**: 717-720-4030

COMMONWEALTH OF PENNSYLVANIA
& PENNSYLVANIA DOCTORS ALLIANCE AGREEMENT

SUMMARY OF CHANGES

For Contract Renewal effective July 1, 2016

Preamble: No Change

Article 1: Recognition - No Change

Article 2: Alliance Security - No Change

Article 3: Dues Deduction - No Change

Article 4: Hours of Work - No Change

Article 5: Holidays - No Change

Article 6: Personal Leave Days

Effective with the beginning of the 2018 leave calendar year, and the incorporation of personal leave into annual leave, Article 6 shall expire.

Article 7: Seniority

Section 1b: Modify seniority units to reflect each agency's organizational/operational structure.

Modify seniority provisions relating to promotion and furlough to be consistent with the legal requirements of the Civil Service Act.

Article 8: Sick and Bereavement Leave

Section 11: Employees with one or more years of service since their most recent date of hire who use no sick leave (except for sick bereavement leave) in one-half of the leave calendar year shall earn 3.75/4.00 hours of annual leave. (effective with the beginning of the 2018 leave calendar year*).*

Article 9: Parental Leave
Article 10: Leaves of Absence
Article 28: Family Care Leave

Effective with the beginning of the 2018 leave calendar year, parental leave, sick leave without pay and family care leave without pay shall be replaced by a renamed Article, Family and Medical Leave Act (FMLA) Leave.

Article 11: Vacations

Effective with the beginning of the 2018 leave calendar year, employees shall be eligible for annual leave in accordance with the following schedule:

Years Of Service	**Proposed Days**
0-1	14
1-15	19
15-25	24
*Over 25	30

* For employees hired prior to July 1, 2011

Effective with the beginning of the 2018 leave calendar year, an employee's request for annual leave on the employee's birthday received in writing at least 45 calendar days prior to the employee's birthday shall be approved.

Article 12: Salaries and Wages

Sections 1 through 4: General Pay Increases

October 2016 2.75% General Pay Increase

July 2017 2.00% General Pay Increase

July 2018 2.50% General Pay Increase

<u>Annual Service Increments/Cash Payments</u>

January 2018 Employees in an active pay status shall be eligible to receive a one-step annual service increment, or shall receive a one-time cash payment, as applicable, effective the beginning of the first full pay period in January.

January 2019 Employees in an active pay status shall be eligible to receive a one-step annual service increment, or shall receive a one-time cash payment, as applicable, effective the beginning of the first full pay period in January.

Article 13: Discharge, Demotion, Suspension & Discipline

New Section 1: Amend current language to add the following provision: Prior to placing an employee on suspension pending investigation for alleged misconduct, consideration will be given to alternate assignments or modifications of duties if appropriate, as determined by management.

Section 4: The alternative discipline in lieu of suspensions (ADLS) program is expanded via a new side letter.

Article 14: Grievances and Arbitration - No Change

Article 15: Peace and Stability - No Change

Article 16: Health Benefits

Section 1: The Commonwealth's contribution rate to PEBTF on behalf of each permanent full-time employee eligible for benefits and covered by this Agreement shall be as follows:

- Employer biweekly contribution per employee:
  July 2016 $455 (no change from current rate)
  July 2017 $473
  July 2018 $486

- Employee contribution as percentage of biweekly gross base salary:

  July 2016 - With waiver, 2.0%. Without waiver, 5.0% (no change from current rate)

  January 2017 - With waiver, 2.0%. Without waiver, 2.0% plus surcharge equal to 30% of PEBTF's least expensive plan as required by law*.

  July 2017 - With waiver, 2.25%. Without waiver, 2.25% plus surcharge equal to 30% of PEBTF's least expensive plan as required by law*.

July 2018 - With waiver 2.5%. Without waiver, 2.5% plus surcharge equal to 30% of PEBTF's least expensive plan as required by law*.

*In the event that the EEOC wellness regulations issued in May 2016 are withdrawn, redrafted or declared invalid at any time after January 1, 2017, the employee contribution shall revert to 5% of the employee's biweekly gross salary.

Section 7: The medical plan benefits and supplemental benefits will be converted to the REHP at the time when the employee would have reached superannuation age.

Article 17: Life Insurance

Section 2.a.: Permanent employees who are granted leave in accordance with the sick, parental, family care, FMLA, and injury leave articles will continue to receive coverage under the current life insurance plan for the duration of leave with benefits as described in those articles and may remain in the program for up to one year by paying the entire premium.

Article 18: Management Rights - No Change

Article 19: Consultation - No Change

Article 20: Pre-Existing Benefits, Terms and Conditions - No Change

Article 21: General Provisions

Section 1: "Gender Identity or Expression" added to protected classes in this Article.

Section 2: Both a complainant who files a sexual harassment complaint and the alleged offender will be notified of the outcome of an investigation.

New Section 10.c.: Provide that a request for continuing medical education leave to be used in-state will be acted upon by the employee's institution/Department within thirty (30) days of the receipt.

Article 22: Classification - No Change

Article 23: Work-Related Injuries

The entitlement to injury leave will be reduced from an aggregate of one

year to nine (9) months (274 days) with benefits.

An additional 91 days of leave without pay with benefits will be available at the expiration of injury leave without pay with benefits if the employee has not been separated from employment, consistent with the Patient Protection and Affordable Care Act of 2010.

The entitlements outlined in this Article will not be diminished should the Patient Protection and Affordable Care Act of 2010 be modified or reinterpreted.

Article 24: Civil Leave

Various disaster relief/emergency services will be eligible for civil leave upon authorization by the Employer.

Red Cross volunteers may provide disaster relief within the United States, where the Governor of that state has declared a state of emergency.

Article 25: Military Leave

Add language that Military Leave is provided in accordance with applicable Federal and State laws inclusive of the Uniformed Services Employment and Reemployment Act of 1994 (Title 38 of the United States Code, Chapter 43).

Article 26: Quality Assurance Program

Payment amounts and years of service shall be consistent with the parties' job study side letter. All other qualifications for payment will remain undisturbed.

Article 27: Miscellaneous Provisions

New Section 6: The parties agree to meet and discuss the impact, if any, of the Medical Marijuana Act of 2016 (SB 3).

Article 9: Parental Leave

Article 10: Leaves of Absence

Article 28: Family Care Leave

Effective with the beginning of the 2018 leave calendar year, parental leave, sick leave without pay and family care leave without pay shall be replaced by a renamed Article, Family and Medical Leave Act (FMLA) Leave.

Article 29: Preservation of Bargaining Unit Work/Commonwealth of Pennsylvania

No Change

Article 30: Preservation of Bargaining Unit Work/PASSHE

No Change

Article 31: Political Action Committee Deductions - No Change

Article 32: Leave Donation Program - No Change

Article 33: Military Exigency Leave - No Change

Article 34: Military Caregiver Leave - No Change

Article 35: Safety and Health - No Change

Article 36: Termination

Three Year Agreement - July 1, 2016 through June 30, 2019

New Article: Family and Medical Leave Act (FMLA) Leave

Effective with the beginning of the 2018 leave calendar year, the six (6) month entitlement to sick, parental, family care, and military exigency leave will be reduced from six (6) months to twelve (12) weeks, and it will be referred to as FMLA leave with benefits.

Upon request of a permanent employee, an extension of up to an additional nine months of leave without pay shall be granted, which shall be with benefits for the first thirteen (13) weeks (91 calendar days) and without benefits for the remainder of the extension.

An employee shall not be required to use annual, compensatory or holiday leave upon the commencement of FMLA leave; however, if any paid leave is used, it will run concurrently with and reduce the entitlements to both FMLA leave with benefits and FMLA leave without benefits. An employee shall be required to use all applicable accrued sick leave (sick family or additional sick family for family care reasons) upon commencement of FMLA leave, but can choose to retain up to ten (10) days of accrued sick leave.

References to the entitlements in the existing sick, parental and family care (SPF) leave articles and the life insurance and health benefits articles are adjusted to match the twelve (12) week and nine (9) month entitlements.

Appendix ~~E~~ D, Physicians and Related Occupations

Update Class Codes, Classification Titles and Pay Scale Groups, as necessary, to reflect current classification structure.

Appendix ~~G~~ F, Physicians and Related Occupations

Payment amounts and years of service shall be consistent with the parties' April 7, 2016 reopener side letter. All other qualifications for payment will remain undisturbed.

Appendix ~~J~~ I, Department of Corrections Drug & Alcohol Testing Program

Incorporate terms of March 7, 2013 side letter which modified the Department of Corrections Drug and Alcohol testing provisions to ensure that the scope of testing and cut-off levels are consistent with those established by the U.S. Department of Health and Human Services in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.

COMMONWEALTH OF PENNSYLVANIA
& PENNSYLVANIA DOCTORS ALLIANCE

MEMORANDUM OF UNDERSTANDING

SUMMARY OF CHANGES

For Memorandum Renewal effective July 1, 2016

Preamble: No Change

Recommendation 1: Recognition - No Change

Recommendation 2: Alliance Security - No Change

Recommendation 3: Dues Deduction - No Change

Recommendation 4: Hours of Work - No Change

Recommendation 5: Holidays - No Change

Recommendation 6: Personal Leave Days

Effective with the beginning of the 2018 leave calendar year, and the incorporation of personal leave into annual leave, Recommendation 6 shall expire.

Recommendation 7: Seniority

Subparagraph 1b: Modify seniority units to reflect each agency's organizational/operational structure.

Modify seniority provisions relating to promotion and furlough to be consistent with the legal requirements of the Civil Service Act.

Recommendation 8: Sick and Bereavement Leave

Paragraph 11: Employees with one or more years of service since their most recent date of hire who use no sick leave (except for sick bereavement leave) in one-half of the leave calendar year shall earn 3.75/4.00 hours of annual leave. (effective with the beginning of the 2018 leave calendar year*).*

Recommendation 9: Parental Leave Recommendation 10: Leaves of Absence Recommendation 28: Family Care Leave

Effective with the beginning of the 2018 leave calendar year, parental leave, sick

leave without pay and family care leave without pay shall be replaced by a renamed Recommendation, Family and Medical Leave Act (FMLA) Leave.

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New Paragraph 1: Amend current language to add the following provision: Prior to placing an employee on suspension pending investigation for alleged misconduct, consideration will be given to alternate assignments or modifications of duties if appropriate, as determined by management.

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Recommendation 14: Grievances and Arbitration - No Change

Recommendation 15: Peace and Stability - No Change

Recommendation 16: Health Benefits

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Paragraph 7: The medical plan benefits and supplemental benefits will be converted to the REHP at the time when the employee would have reached superannuation age.

Recommendation 17: Life Insurance

Paragraph 2.a.: Permanent employees who are granted leave in accordance with the sick, parental, family care, FMLA, and injury leave articles will continue to receive coverage under the current life insurance plan for the duration of leave with benefits as described in those Recommendations and may remain in the program for up to one year by paying the entire premium.

Recommendation 18: Management Rights - No Change

Recommendation 19: Consultation - No Change

Recommendation 20: Pre-Existing Benefits, Terms, and Conditions - No Change

Recommendation 21: General Provisions

Paragraph 1: "Gender Identity or Expression" added to protected classes in this Recommendation.

Paragraph 2: Both a complainant who files a sexual harassment complaint and the alleged offender will be notified of the outcome of an investigation.

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Recommendation 22: Classification - No Change

Recommendation 23: Work-Related Injuries

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Red Cross volunteers may provide disaster relief within the United States, where the Governor of that state has declared a state of emergency.

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Payment amounts and years of service shall be consistent with the parties' job study side letter. All other qualifications for payment will remain undisturbed.

Recommendation 27: Miscellaneous Provisions

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Recommendation 10: Leaves of Absence

Recommendation 28: Family Care Leave

Effective with the beginning of the 2018 leave calendar year, parental leave, sick leave without pay and family care leave without pay shall be replaced by a renamed Recommendation, Family and Medical Leave Act (FMLA) Leave.

Recommendation 29: Political Action Committee Deductions - No Change

Recommendation 30: Leave Donation Program - No Change **Recommendation**

31: Military Exigency Leave - No Change **Recommendation 32: Military Caregiver**

Leave - No Change **Recommendation 33: Safety and Health** - No Change

Recommendation 34: Termination

Three Year Memorandum - July 1, 2016 through June 30, 2019

New Recommendation: Family and Medical Leave Act (FMLA) Leave

Effective with the beginning of the 2018 leave calendar year, the six (6) month entitlement to sick, parental, family care, and military exigency leave will be reduced from six (6) months to twelve (12) weeks, and it will be referred to as FMLA leave with benefits.

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Update Class Codes, Classification Titles and Pay Scale Groups, as necessary, to reflect current classification structure.

Appendix ~~G~~ F, Physicians and Related Occupations

Payment amounts and years of service shall be consistent with the parties' April 7, 2016 reopener side letter. All other qualifications for payment will remain undisturbed.

Appendix ~~J~~ I, Department of Corrections Drug & Alcohol Testing Program

Incorporate terms of March 7, 2013 side letter which modified the Department of Corrections Drug and Alcohol testing provisions to ensure that the scope of testing and cut-off levels are consistent with those established by the U.S. Department of Health and Human Services in the Mandatory Guidelines for Federal Workplace Drug Testing Programs.

ITEM #12

Board of Governors Meeting
January 25, 2018

SUBJECT: Appointment of Lock Haven University Interim President (ACTION)

UNIVERSITIES AFFECTED: Lock Haven University of Pennsylvania

BACKGROUND: Lock Haven University president Michael Fiorentino will retire on March 30, 2018. As such, there is a need to appoint an interim president. Board of Governor's Policy 1983-14-A: *Appointing Interim and Acting Chief Executives,* requires the Chancellor to recommend a candidate for the interim presidency to the Board of Governors after consultation with the chair of the university's council of trustees.

MOTION: That the Board approve the appointment of Donna Wilson as Interim President of Lock Haven University of Pennsylvania effective March 30, 2018 at 5 p.m., and authorize the Chairwoman of the Board of Governors and the Chancellor to execute the necessary documents.

Supporting Documents Included: Donna Wilson's vita attached separately.

Other Supporting Documents Available: Board of Governors' Policy 1983-14-A: *Appointing Interim and Acting Chief Executives*

Reviewed by: N/A

Prepared by: Peter H. Garland **Telephone**: (717) 720-4010