



**Pennsylvania State System of Higher Education
Appropriations Request
2005-06**

After Gov. presents State budget
in early Feb.

Due to legislature by 10 days
before hearing dates (Feb-March)

PASSHE

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Board of Governors

Pennsylvania State System of Higher Education
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February 2005

The Pennsylvania State System of Higher Education Fiscal Year 2005-06 Appropriations Request

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The Pennsylvania State System of Higher Education: Leading the Way toward a more prosperous Commonwealth

The 14 Pennsylvania State System of Higher Education (PASSHE) universities enrolled a record 105,902 students in Fall 2004. Ninety percent of PASSHE students are Pennsylvania residents, continuing the System's historical commitment to providing the citizens of the Commonwealth the opportunity to achieve lifelong success through a high-quality, affordable education. Based on alumni surveys, approximately 80 percent of PASSHE graduates remain in Pennsylvania after earning their initial degrees. Over 400,000 PASSHE alumni currently call Pennsylvania home, and they have become community leaders in the professions of education, health care, and business, among others. These community leaders help form the backbone of the economic, intellectual, social and cultural life of the Commonwealth's communities.

"Leading the Way"

PASSHE's Board of Governors in July 2004 adopted a new five-year strategic plan titled "Leading the Way" that will enable the State System universities to build on their traditional strengths and will drive PASSHE to the next level of excellence. Achievement of the plan's goals will assure PASSHE takes its place among the nation's leading systems of public universities, focused on "excellence in undergraduate education" and recognized for its "responsiveness to state, regional and national needs through quality graduate and undergraduate programs, research and service."

The strategic plan identifies five core areas on which PASSHE is focused:

- **Student achievement and success**
- **University and System excellence**
- **Commonwealth service**
- **Resource development and stewardship**
- **Public leadership**

Some of the specific goals of the plan include enhancing the quality of instruction, learning resources, and support services available to students; focusing the efforts of the universities on high quality programs that meet the needs of Pennsylvania and its students; ensuring that students make academic progress in a timely fashion; establishing diversity as a key element of excellence and leadership throughout the System; ensuring that all System resources are used effectively and efficiently; and enhancing the capacity of PASSHE to serve regional economic and community development needs.

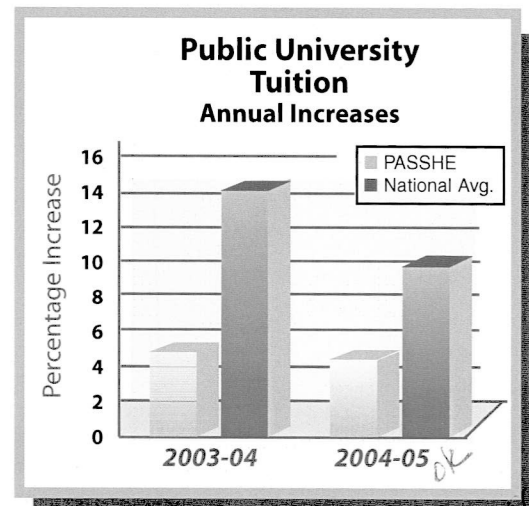
Affordability and accountability are among the cornerstones on which the PASSHE universities operate every day.

Ensuring Affordability

For students and their families, the Pennsylvania State System of Higher Education represents the most affordable option among all four-year colleges and universities in the Commonwealth. In recent years, PASSHE has responded to significant challenges, including declining state revenues, increasing cost pressures, and rising enrollments, by becoming more efficient while continuing to enhance the quality of education students receive. These efforts have enabled PASSHE to continue to meet its primary mission of providing "high quality education at the lowest possible cost."

The Board of Governors is committed to keeping tuition affordable so that every Pennsylvanian who wants to pursue a college education can afford to do so. While annual tuition increases have been necessary in order to assure academic quality, that commitment to access and affordability has resulted in tuition increases over the past two years that have been less than half the average imposed by public universities and university systems across the United States. In 2003-04, public universities nationwide raised their tuition on average by 14.1%. PASSHE raised its tuition that year by 5.0%, about one-third the national average. This year public universities across the United States raised their tuition by an average of 10.5%. PASSHE's increase (4.6%) was less than half that much.

PASSHE's current annual tuition rate of \$4,810 is the lowest among all four-year colleges and universities in the Commonwealth.



Demanding Accountability

Given today's fiscal environment, it has never been more important for public universities to be accountable for the tuition dollars and Commonwealth support they receive. PASSHE is a leader among public university systems in the nation in the area of accountability and performance assessment.

PASSHE is engaged in a systemic effort to assure accountability, and to encourage and reward continuous improvement at all of its universities. PASSHE's System Accountability Program is motivated by the Board of Governors' desire for the 14 state-owned universities to serve students and the Commonwealth effectively and efficiently.

The universities' successes are demonstrated by how well they perform in key areas related to student achievement, university excellence, diversity, and operational efficiency, and employee productivity, all of which are important components of the System's strategic plan. This visionary plan sets challenging and measurable goals in all of the areas cited above, and on which the universities and their leaders are evaluated annually.

"No public agency in Pennsylvania has a more aggressive and systemic approach to holding itself accountable for results, excellence and efficiency than does the Pennsylvania State System of Higher Education."

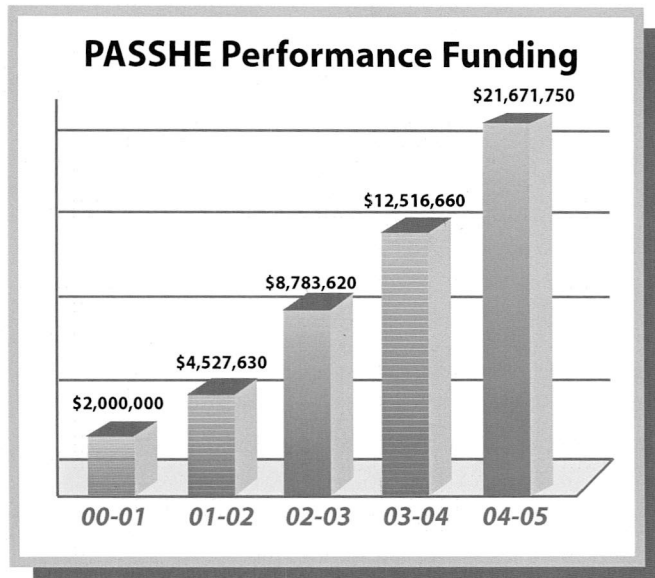
Charles A. Gomulka
Chairman, PASSHE Board of Governors

The strategic plan dovetails with PASSHE's Performance Funding Program, which was adopted by the Board of Governors in July 2000. For the past five years, the State System universities have been rewarded for demonstrating improved performance, as measured against their own past performances, against selected national benchmarks, and against five-year performance targets included in the strategic plan.

The Board of Governors has demonstrated its commitment to this initiative by dedicating a portion of PASSHE's base appropriation funding in each of the last five years for the performance awards. The Board has increased the amount of funding provided to the universities based on performance from \$2 million in the first year of the program to \$21.7 million for 2004-05. PASSHE is seeking the Commonwealth's support for this important program through a special line item appropriation in 2005-06 so that the funding level can be increased from 5% to 8%.

PASSHE's focus on performance has produced results. Here are a few of the highlights:

- **Student Persistence** - The percentage of first-time freshmen who return for their sophomore year at PASSHE universities is increasing. The current second-year retention rate is 76.2%, well above the national average for similar public institutions.
- **Graduation Rates** - Both four-year and six-year graduation rates have increased among all student groups. Both rank above the national average. PASSHE's four-year graduation rate now stands at 26.3%; the six-year rate, 52.8%. The average rates among all similar universities nationally are 17.9% and 41.3% respectively.
- **Student Diversity** - Numbers are up in virtually every area. There are more African American and Hispanic students enrolled at PASSHE universities, both in terms of the actual number of students and as a percentage of total enrollment, than ever before.
- **Employee Diversity** - PASSHE universities employ a higher percentage of minorities and females in executive and professional staff positions than ever before. The overall percentages of minority faculty and female faculty also have increased to historically high levels.
- **Community College Transfers** - More community college students are transferring to PASSHE universities to complete their college degrees. This result is, in part, due to closer collaboration between the universities and community colleges in crafting articulation programs.
- **Accredited Programs** - An increased number of academic and professional programs are being accredited by national organizations, which is a sign of improved academic quality that benefits PASSHE graduates seeking jobs or admission to graduate school.



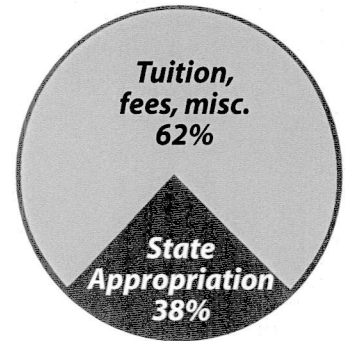
Managing Quality Efficiency and Productivity

PASSHE universities not only are performing at a higher level academically, they are aggressively managing their available financial resources to help ensure that students and the Commonwealth are getting the most from their annual investment of tuition and tax dollars.

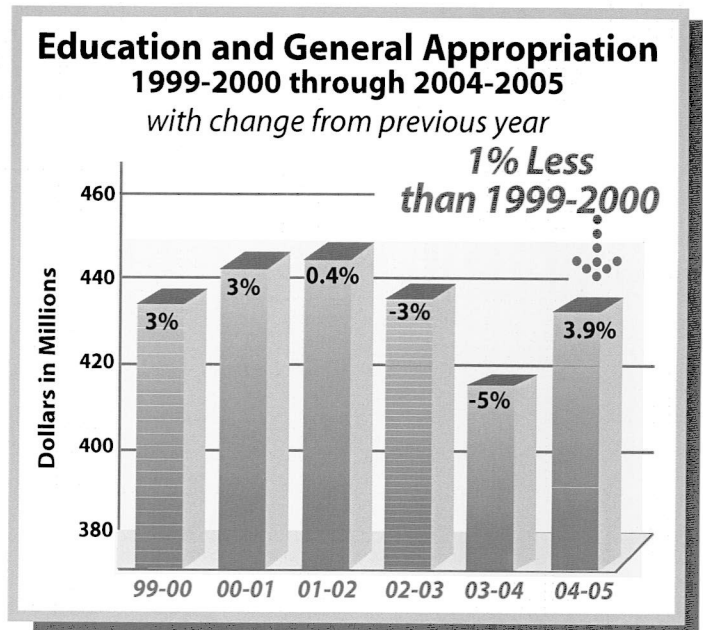
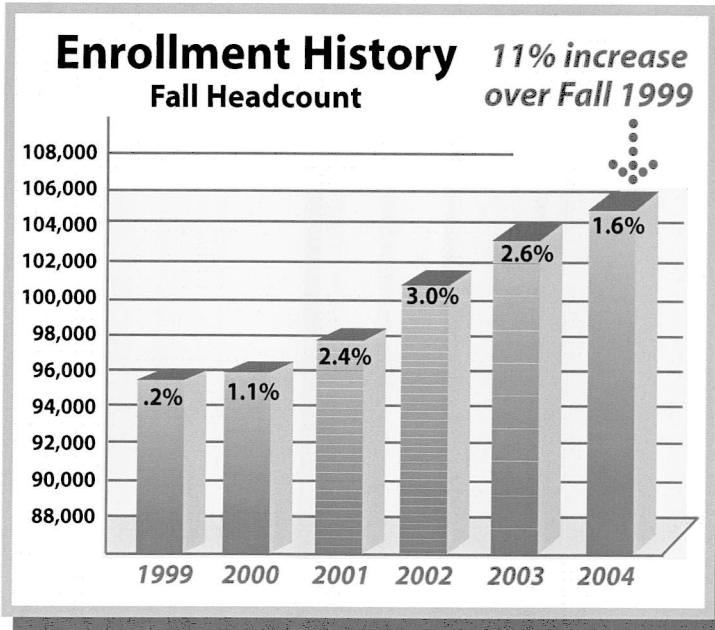
The State System's state appropriation constitutes only 38% of the System's operating budget; 62% comes from tuition and fees. The State System's current appropriation is less than the amount PASSHE received five years ago, in 1999-2000.

Rising student enrollment also has had a significant impact on PASSHE's fiscal situation. Over the last five years, enrollment at the 14 PASSHE universities has increased by 11%, or by an additional 10,680 students.

Declining state resources coupled with increasing enrollment have resulted in a decline in state appropriation per Pennsylvania student of nearly 20% since 1999-2000, when adjusted for inflation. The System's operating budget actually has declined by an inflation-adjusted 4% on a per-student basis over the last five years.



In 2004-05, revenues to support PASSHE's \$1.2 billion budget come from 2 primary sources: student tuition and state appropriations.



PASSHE continues to experience significant cost increases in virtually every area of operation. Personnel costs have increased annually, mostly due to contractually mandated salary and wage increases and spiraling health care costs. Other costs also have grown steadily, including those for utilities and other vital services, as well as for essential supplies and equipment.

PASSHE has responded to these enormous cost pressures by implementing a series of cost-containment initiatives, which, combined, have reduced base costs by more than \$100 million since 1999-2000.

These initiatives have included:

- Consolidating library services; distance education programs; employee payroll and benefits management; and construction, legal, electronic treasury, and auditing services; among others.
- Reducing the number of low-enrolled programs while ensuring that programs offered meet Commonwealth workforce needs.
- Developing collaborative programs in such high-need areas as nursing, urban education, and math and science education.
- Engaging in System-wide collaborative purchasing of supplies, equipment and services, including computer hardware and software, and purchasing from other governmental contracts whenever possible.

These cost-containment efforts have been pervasive on every campus, and have affected virtually all operational areas. Further budget cuts would make it difficult for the universities to maintain their current levels of programming and student services.

"PASSHE has responded effectively to the budget challenges in recent years. With state government as a partner, we will continue to meet those challenges, and, at the same time, move our universities forward to the next level of excellence."

Pennsylvania State System of Higher Education
Board of Governors

Investing in Students

2005-06 Educational and General Appropriation Request\$464.6 million

The Pennsylvania State System of Higher Education's Board of Governors is requesting \$464.6 million in state funding to support a proposed \$1.2 billion basic operating budget for Fiscal Year 2005-06. The Educational and General Appropriation funds the basic operations of the 14 PASSHE universities and the Office of the Chancellor. The request represents an increase of \$31.2 million (7.2%) to provide partial support for \$56 million in basic cost increases and \$20.5 million in strategic program needs aimed at improving academic quality at the System's 14 universities.

PASSHE budget requirements for 2005-06	
Meeting basic operating costs	\$56.0 million
Investing in academic quality	\$20.5 million
Total increased costs	\$76.5 million
Appropriation request—	
increase over 2004-05	\$31.2 million

In order to continue the positive strides that have been made in recent years, PASSHE built its 2005-06 appropriations request around the need to meet two core obligations – the growth in its basic operational costs, which are fundamental to the operations of the 14 universities, and necessary investment in initiatives that will allow the universities to serve their students and the Commonwealth even better. Meeting these core obligations represents an investment in our students and in Pennsylvania's future.

PASSHE anticipates significant increases in its basic operational costs of \$56 million in 2005-06 and \$77 million in 2006-07. Personnel costs alone are expected to rise by more than \$110 million in those two years – by \$45.3 million next year and by another \$68.4 million in 2006-07 – mostly due to contractually mandated increases. Contracts with PASSHE's two largest unions, the Association of Pennsylvania State College and University Faculties (APSCUF) and the American Federation of State, County and Municipal Employees (AFSCME), provide for substantial salary increases in each of the next two years. The two unions combined comprise almost 80% of PASSHE's 11,785 employees.

Projected increases in basic costs (\$ millions)		
	2005-06	2006-07
Contractual Salary Increases	15.6	31.8
Other Salaries and Wages	2.6	2.9
Health Care	20.1	23.0
Retirement/Other Benefits	7.0	10.7
Compensation Total	45.3	68.4
Utilities	3.5	3.9
Services/Supplies/Capital	7.2	4.7
Total	56.0	77.0

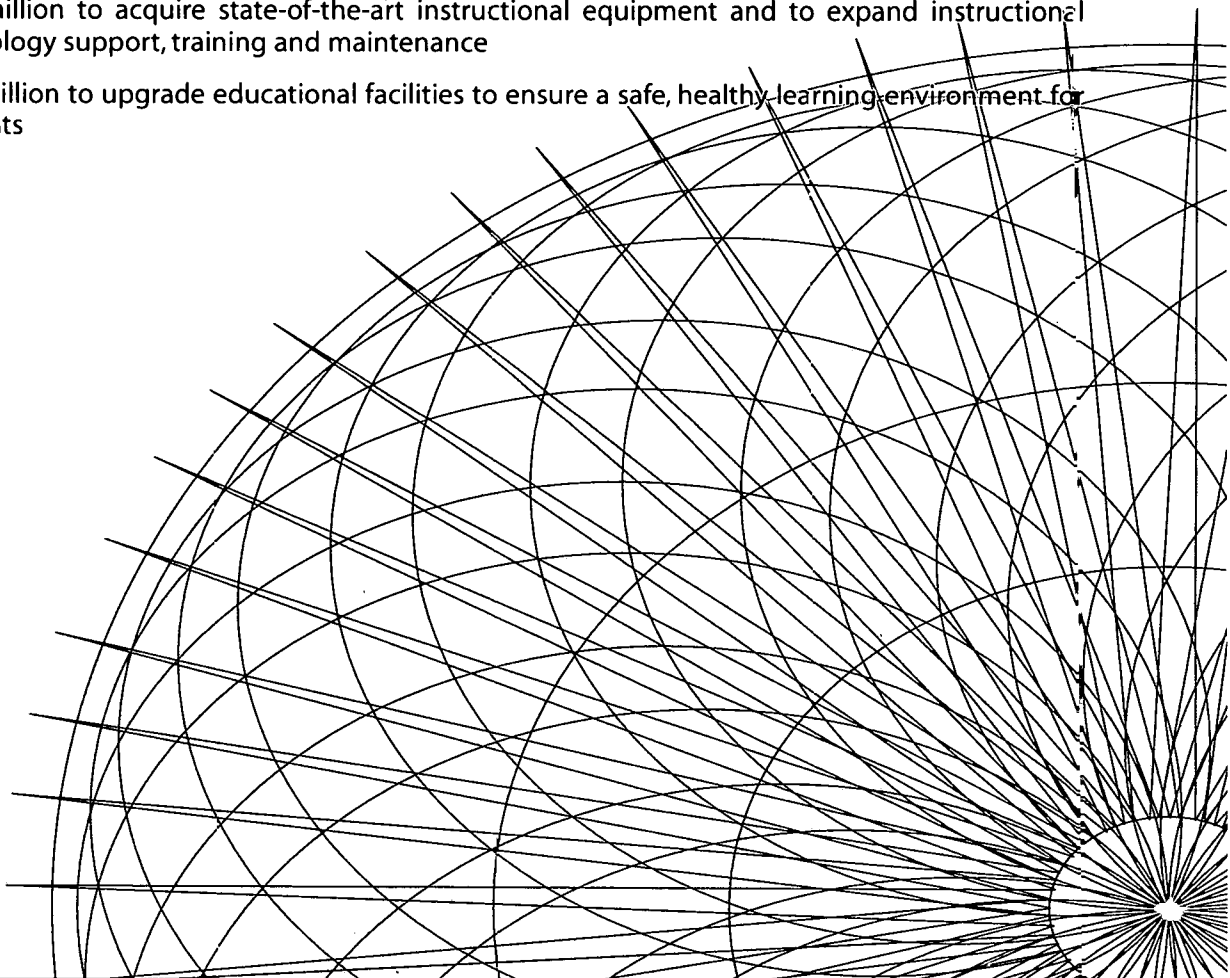
Meanwhile, despite PASSHE's efforts to control increases in health care costs — including implementing higher employee deductibles and co-payments and requiring employees to pay a portion of their health insurance premiums — the System's costs in this area are expected to rise by nearly 15% next year, or by an additional \$20.1 million. Similar percentage and dollar increases also are anticipated in 2006-07.

The costs of utilities are expected to increase at rates of 10 percent or more in both 2005-06 and 2006-07. Other supplies and equipment needs essential to the universities' daily operations, including library materials and technology-based equipment, also are expected to experience cost increases greater than the rate of inflation.

While basic operational costs continue to rise, PASSHE has an ongoing obligation to ensure that students have uninterrupted access to a high quality education. This means making certain that academic programs offered by the universities are appropriate in today's ever-changing economy, and that students have access to the latest technology in their classrooms, and that the buildings in which the study and live are updated and well maintained. The System's proposed 2005-06 budget includes \$20.5 million in expenditures necessary to help meet these obligations.

Specifically, PASSHE is seeking to invest:

- \$7.4 million to develop new programs specific to workforce demands, to increase the use of distance education, to attract and retain a more diverse student body and faculty, and to improve academic advising
- \$5.5 million to acquire state-of-the-art instructional equipment and to expand instructional technology support, training and maintenance
- \$7.6 million to upgrade educational facilities to ensure a safe, healthy learning environment for students



2005-06 Special Line Item Appropriations Requests\$34.3 million

Ensuring students have a quality educational experience requires additional investment in targeted areas. PASSHE's 2005-06 appropriations request includes three special line items in addition to its Educational and General request. The special line item appropriation requests are as follows:

Program Initiatives\$31,900,000

Academic Excellence **[\$12,000,000]**

University Excellence (\$10,000,000) – To maintain its competitive edge, PASSHE must continue to enhance the quality of its academic programs. Specialized accreditation of professional programs is an important measure of program quality. Universities have developed plans to expand the number of professional programs achieving accreditation. Special funding will help to offset initial and continuing accreditation costs. In addition, academic quality is dependent upon access to modern library resources and instructional equipment. Special funding will enable students to access and use a wider array of information to support their curricula.

Educator Excellence (\$2,000,000) – Recent efforts to improve student performance in public schools are calling for increasing the numbers of teachers, improving preparation in various disciplines including mathematics and science, and increasing curricular and instructional support. These needs are particularly acute in urban and rural school districts. Building on the strengths of the universities and PASSHE's Academy for the Profession of Teaching and Learning, further initiatives are being developed to (1) enhance the quality of preparation for elementary and early childhood educators, (2) improve preparation of education students for the PRAXIS test, (3) increase the number of qualified teachers and other professionals for urban and rural school districts, (4) increase the number and quality of science and mathematics teachers, (5) support novice teachers in their first years of teaching to reduce attrition, and (6) enhance the skills of current teachers through professional development and instructional coaching.

Performance Funding **[\$13,939,000]**

The Board of Governors has rewarded performance at PASSHE universities for the past five years. To increase the performance funding program to the equivalent of 8 percent of the Educational and General appropriation, PASSHE is seeking an additional 3 percent, or \$13,939,000, in line item funding for university performance for 2005-06. This line item will be matched by the use of 5 percent of PASSHE's Educational and General appropriation for performance funding in 2005-06.

Technology-Enhanced Productivity Expansion **[\$6,000,000]**

Integrated Information Systems (\$5,000,000) – PASSHE is in the midst of implementing an integrated system-wide administrative information system that will enhance student services, instructional support, and administrative productivity. This system will help universities to maximize efficiencies in administrative processes such as procurement, data storage and retrieval, room scheduling, and student registration. Funding for this project will support additional functionality, upgrades to hardware and operating systems, and additional capacity for disaster recovery.

Wireless Community Project (\$1,000,000) – To permit exploration of the technologies needed to extend PASSHE’s network from a wired campus environment to a wireless community technology, PASSHE is proposing an Information and Communication Anywhere Project (ICAP). This project aims to bring technologies to campus environments and neighboring communities to permit learning, sharing, communicating, and working virtually. Students benefit from the “always on” learning environment and are not constrained by the physical confines of the campus. Faculty, staff, and students may serve the campus community from many locations, on and off site. The wireless capabilities will be able to support seamless connectivity throughout the local community, serving as an engine for economic development in rural campus communities. It is requested that funding be provided to leverage private investment in this project, as a 50/50 match.

Diversity and Equal Opportunity\$1,800,000

This \$1.8 million request continues vital system-wide initiatives designed to achieve and promote diversity by serving the educational needs of historically underrepresented minority students, faculty, and staff populations. These initiatives include programs that (1) expand the nationally acclaimed R. Benjamin Wiley Partnership Program, (2) enhance joint recruitment activities conducted by admissions personnel, (3) serve students who require necessary accommodations under the Americans with Disabilities Act, (4) add value to campus environment and retention initiatives, and (5) enhance the professional development of women and minority faculty.

McKeever Environmental Learning Center\$ 532,000

The Commonwealth established the McKeever Environmental Learning Center in 1974 to offer environmental education programs to persons of all ages. The center provides unique learning opportunities, including to future teachers, in an outdoor setting. The McKeever Center is situated on 205 acres in Mercer County and is administered by Slippery Rock University of Pennsylvania. This request of \$532,000 would provide full funding for operation of the center in 2005-06.

FY 2005-06 Appropriations Request

Educational and General\$464,642,000

Special Line Items

Program Initiatives	\$ 31,939,000
<i>Academic Excellence</i>	[\$12,000,000]
<i>Performance Funding</i>	[\$13,939,000]
<i>Technology-Enhanced Productivity Expansion</i>	[\$ 6,000,000]
Diversity and Equal Opportunity	\$ 1,800,000
McKeever Environmental Learning Center	\$ 532,000

Governor's Budget Recommendations

Educational and General Appropriation

The Governor's Budget for FY 2005-06 recommends the Pennsylvania State System of Higher Education receive an Educational and General appropriation of \$443.2 million. This amount would represent an increase of \$9.8 million, or 2.25 percent, over the current year's E&G appropriation. PASSHE has requested an increase of \$31.2 million in its E&G appropriation for FY 2005-06. The Governor's recommendation, if funded, would cover approximately one-third of the System's operating budget cost increases for 2005-06. For example, the Governor's proposed \$9.8 million increase in funding is less than half of the projected health care cost increases alone for next year.

2005-06 Education and General Appropriation (PASSHE Requests vs. Governor's Budget)		
PASSHE Appropriation Request	Governor's Budget	Difference
\$ 464,642,000	\$ 443,187,000	\$ (21,455,000)

Special Line Item Appropriations

In addition to the proposed E&G appropriation, the Governor's Budget recommends an additional \$34.3 million in special line item appropriations for PASSHE. This is the same amount PASSHE is receiving this year. PASSHE has requested increases in each of these line items, as reflected in the chart below:

2005-06 Special Line Item Appropriations (PASSHE Requests vs. Governor's Budget)			
	PASSHE Appropriation Request	Governor's Budget	Difference
Program Initiatives	\$ 31,939,000	\$ 16,046,000	\$ (15,893,000)
Diversity and Equal Opportunity	\$ 1,800,000	\$ 1,541,000	\$ (259,000)
McKeever Center	\$ 532,000	\$ 206,000	\$ (326,000)

Appendix A

Mission of the Pennsylvania State System of Higher Education

The Pennsylvania State System of Higher Education seeks to be among the nation's leading systems of public universities, recognized for (1) excellence in undergraduate education and (2) responsiveness to state, regional, and national needs through quality graduate and undergraduate programs, research, and service.

To achieve its potential as a System, the distinct missions and strengths of each University must be advanced at the same time that commonalities are sought to increase efficiency and effectiveness. While the goals and directions of this plan vary from those of previous planning efforts, achieving a productive balance between University autonomy and System collaboration remains an essential component of System planning efforts.

At its core, **the mission of the System is to increase the intellectual wealth of the Commonwealth, to prepare students at all levels for personal and professional success in their lives, and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.** Similarly, the core values that underlie plans, policies, and decisions of the System have remained consistent:

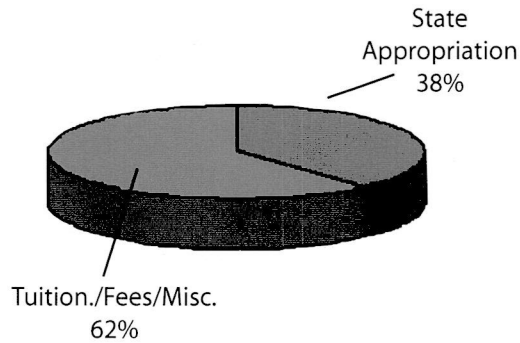
- Stimulating intellectual growth by promoting teaching and learning as well as creativity and scholarship;
- Developing and energizing the personal commitment of students, faculty, and staff for contributive citizenship, global awareness, and social responsibility;
- Promoting diversity as a key element in the intellectual and interpersonal development of members of the University and extended communities;
- Applying the knowledge and experience gathered within the universities to enhance the social and economic well-being of the Commonwealth;
- Practicing effective stewardship of public funds, private contributions, and tuition revenues in pursuing the System's public mission; and
- Advocating for the unique role of public higher education in contributing to the life of the Commonwealth and responding to its needs.

"Leading the Way"
Approved by the Board of Governors
July, 2004

Appendix B

Pennsylvania State System of Higher Education Summary of Sources and Uses FY 2004-05 Educational and General Budget

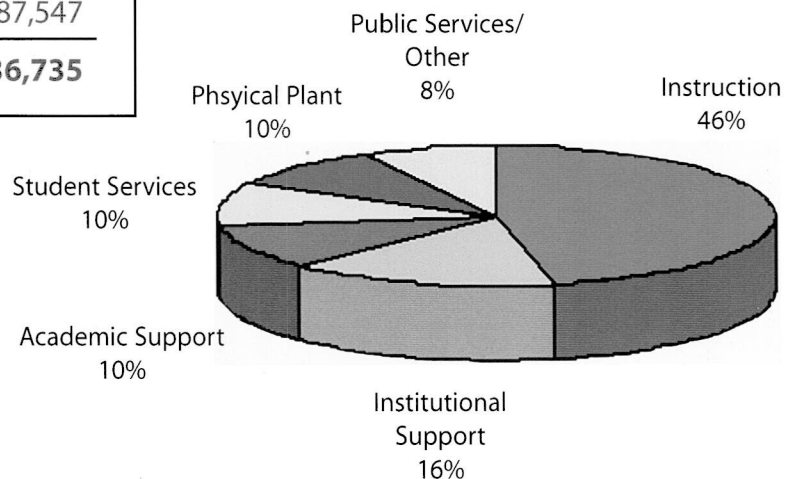
Sources



Sources of Revenue	(\$000)
State Appropriation	\$433,435
Tuition/Fees/Misc.	703,300
Total	\$1,136,735

Uses

Uses of Revenue	(\$000)
Instruction	\$530,948
Institutional Support	179,188
Academic Support	118,337
Student Services	110,933
Physical Plant	109,782
Public Services/Other	87,547
Total	\$1,136,735



Appendix C

Pennsylvania State System of Higher Education Summary of Educational and General Budget

(Dollar Amounts in Thousands)

	Actual 2003-04	Current 2004-05	Budget Request 2005-06	Governor's Budget** 2005-06
Source of Funds				
State Appropriation*	\$417,222	\$433,435	\$464,642	\$443,187
Augmentation:				
Educational and General	661,837	703,300	748,572	748,572
Revenue Shortfall**	NA	NA	NA	21,455
Total	\$1,079,059	\$1,136,735	\$1,213,214	\$1,213,214
Use of Funds				
Personnel Expenditures	\$833,403	\$877,355	\$930,832	\$930,832
Operating Expenditures	186,215	197,171	207,376	207,376
Capital Assets/Transfers	59,441	62,209	75,006	75,006
Total	\$1,079,059	\$1,136,735	\$1,213,214	\$1,213,214
Students (FTE)***				
Undergraduate	87,539.14	88,470.26	89,270.85	89,270.85
Graduate	9,916.96	10,219.41	10,764.02	10,764.02
First Professional	NA	NA	NA	NA
Total	97,456.10	98,689.67	100,034.87	100,034.87
Employees (FTE, including Auxiliary)				
Instructional Faculty	5,070.45	5,091.81	5,120.81	5,120.81
Management	1,347.27	1,362.37	1,371.26	1,371.26
All Other Salaried	4,913.33	4,910.34	4,900.09	4,900.09
Total	11,331.05	11,364.52	11,392.16	11,392.16

* Reflects only Educational and General Appropriation for all three years, exclusive of any additional special purpose line item funding.

** The Governor's recommendation provides a 2.25% increase in funding for the Educational and General Appropriation. This recommendation produces a budgetary shortfall of \$21.5 million.

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

Appendix D

Pennsylvania State System of Higher Education Summary of Special Line Item Appropriation Request Program Initiatives

(Dollar Amounts in Thousands)

Source of Funds	Actual 2003-04*	Current 2004-05**	Budget Request 2005-06***	Governor's Budget 2005-06
Special Purpose Appropriation	\$15,927	\$16,046	\$31,939	\$16,046
Other State Appropriation	-	-	-	-
Tuition/Fees/Other	21,219	7,663	32,214	32,214
Restricted Funds	1,000	1,000	1,000	1,000
Total	\$38,146	\$24,709	\$65,153	\$49,260
Use of Funds				
Personnel Expenditures	\$4,816	\$7,110	\$45,445	\$34,360
Operating Expenditures	15,223	12,135	15,748	11,907
Capital Assets/Transfers	18,107	5,464	3,959	2,993
Total	\$38,146	\$24,709	\$65,153	\$49,260
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional		NA	NA	NA
Total	NA	NA	NA	NA
Employees (FTE)****				
Instructional Faculty		NA	NA	NA
Management	41.00	61.00	62.00	62.00
All Other Salaried		1.00	1.00	1.00
Total	42.00	62.00	63.00	63.00

* PASSHE's FY2003-04 Program Initiatives Line Item supported the Information Systems Integration Project (\$15.0 million) and other initiatives (\$.9 million) in academic quality, math and science teacher training, and labor education.

** PASSHE's FY2004-05 Program Initiatives Line Item supported the Information Systems Integration Project (\$14.9 million) and other initiatives (\$1.1 million) in urban teacher education, math and science teacher training, and labor education.

*** PASSHE's FY2005-06 Program Initiatives Appropriation Request includes \$12 million for Academic Excellence, \$13.9 million for Performance Funding, and \$6.0 million for Technology-Enhanced Productivity Expansion. See page 7 for more information on these initiatives.

**** Employees are associated with PASSHE's Information Systems Integration Project.

Appendix E

Pennsylvania State System of Higher Education Summary of Special Line Item Appropriation Request Diversity and Equal Opportunity (Recruitment of the Disadvantaged/Affirmative Action)

(Dollar Amounts in Thousands)

Source of Funds	Actual 2003-04	Current 2004-05	Budget Request 2005-06	Governor's Budget 2005-06
State Appropriation	\$1,431	\$1,541	\$1,800	\$1,541
Tuition/Fees/Other	-	-	-	-
Restricted Funds	-	-	-	-
Total	\$1,431	\$1,541	\$1,800	\$1,541
Use of Funds				
Personnel Expenditures	\$714	\$769	\$898	\$769
Operating Expenditures	717	772	902	772
Capital Assets/Transfers	-	-	-	-
Total	\$1,431	\$1,541	\$1,800	\$1,541
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	NA	NA	NA	NA
Employees (FTE)				
Instructional Faculty	NA	NA	NA	NA
Management	1.50	1.25	1.25	1.25
All Other Salaried	0.75	1.00	1.00	1.00
Total	2.25	2.25	2.25	2.25

Note: Employee FTE numbers reflect permanent personnel administering the program. Personnel expenditures include grant money associated with funding other personnel expenses throughout the System.

Appendix F

Pennsylvania State System of Higher Education Summary of Special Line Item Appropriation Request McKeever Environmental Learning Center

(Dollar Amounts in Thousands)

Source of Funds	Actual 2003-04	Current 2004-05	Budget Request 2005-06	Governor's Budget 2005-06
Special Purpose Appropriation	\$204	\$206	\$532	\$206
Other State Appropriation*	272	302	0	0
Tuition/Fees/Other	334	343	350	350
Restricted Funds	0	0	0	0
Total	\$810	\$851	\$882	\$556
Use of Funds				
Personnel Expenditures	\$449	\$480	\$506	\$326
Operating Expenditures	308	352	356	230
Capital Assets/Transfers	53	19	20	-
Total	\$810	\$851	\$882	\$556
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	NA	NA	NA	NA
Employees (FTE)				
Instructional Faculty	NA	NA	NA	NA
Management	1.00	1.00	1.00	1.00
All Other Salaried	7.00	8.00	8.00	3.00
Total	8.00	9.00	9.00	4.00

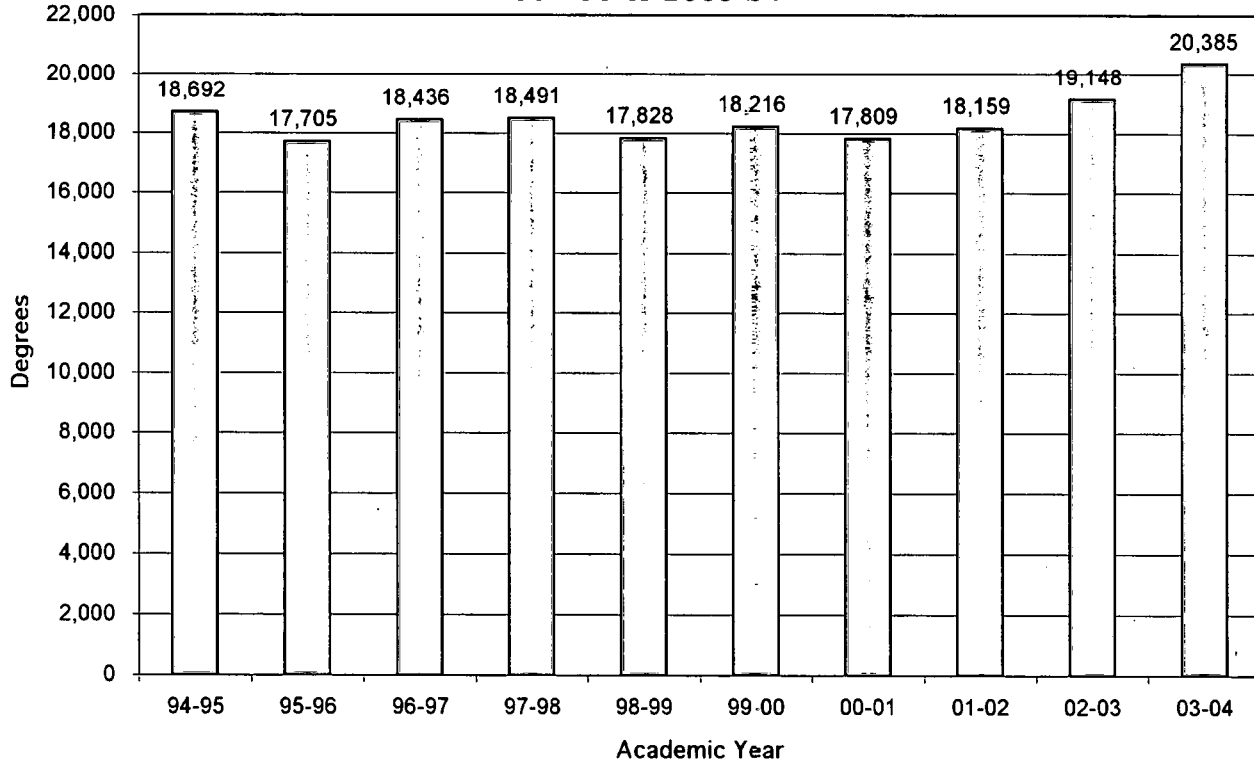
* *McKeever Center currently (FY 2004-05) requires \$508,000 in appropriations to perform its mission. The current special purpose appropriation of \$206,000 meets 40.6% of this need and is subsidized with \$302,000 of PASSHE's Educational and General Appropriation, at the expense of the System Universities, to ensure the Center's viability.*

Appendix G

Pennsylvania State System of Higher Education Academic Program Data

Program Measure	Actual 2C03-04	Projected 2004-05	Projected 2005-06
Associate Degrees Awarded	317	336	351
Bachelors Degrees Awarded	16,211	16,108	16,309
Graduate Degrees Awarded	3,857	3,805	3,874
Total Degrees Awarded	20,385	20,249	20,534

Pennsylvania State System of Higher Education
Total Degrees Granted
1994-95 to 2003-04



Appendix H

Pennsylvania State System of Higher Education Applications, Acceptances, and Enrollments* of Pennsylvania Residents, by Race, 1995-2004

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
AFRICAN AMERICAN										
Applications	4,532	4,538	5,090	4,998	5,864	5,801	6,362	6,869	7,980	9,838
Acceptances	2,666	2,626	2,719	2,627	3,315	3,062	2,999	3,747	4,025	4,631
Enrollments	1,025	998	1,062	1,014	1,125	1,121	1,226	1,287	1,538	1,594
Percent Accepted	58.8%	57.9%	53.4%	52.6%	56.5%	52.8%	47.1%	54.5%	50.4%	47.1%
Percent Accepted Who Enroll	38.4%	38.0%	39.1%	38.6%	33.9%	36.6%	40.9%	34.3%	38.2%	34.4%
Percent Applied Who Enroll	22.6%	22.0%	20.9%	20.3%	19.2%	19.3%	19.3%	18.7%	19.3%	16.2%
LATINO										
Applications	717	730	700	851	706	739	929	1,333	1,209	1,610
Acceptances	495	495	482	550	458	475	597	878	763	994
Enrollments	182	186	193	243	179	203	250	319	319	386
Percent Accepted	69.0%	67.8%	68.9%	64.6%	64.9%	64.3%	64.3%	65.9%	63.1%	61.7%
Percent Accepted Who Enroll	36.8%	37.6%	40.0%	44.2%	39.1%	42.7%	41.9%	36.3%	41.8%	38.8%
Percent Applied Who Enroll	25.4%	25.5%	27.6%	28.6%	25.4%	27.5%	26.9%	23.9%	26.4%	24.0%
AMERICAN INDIAN OR ALASKAN NATIVE										
Applications	77	123	125	144	96	121	135	123	135	152
Acceptances	56	87	91	92	64	76	88	80	86	109
Enrollments	27	42	47	48	29	36	42	39	38	44
Percent Accepted	72.7%	70.7%	72.8%	63.9%	66.7%	62.8%	65.2%	65.0%	63.7%	71.7%
Percent Accepted Who Enroll	48.2%	48.3%	51.6%	52.2%	45.3%	47.4%	47.7%	48.8%	44.2%	40.4%
Percent Applied Who Enroll	35.1%	34.1%	37.6%	33.3%	30.2%	29.8%	31.1%	31.7%	28.1%	28.9%
ASIAN OR PACIFIC ISLANDER										
Applications	595	524	567	609	705	641	734	830	767	846
Acceptances	426	356	384	429	484	432	496	566	518	552
Enrollments	142	109	124	127	141	152	156	188	162	187
Percent Accepted	71.6%	67.9%	67.7%	70.4%	68.7%	67.4%	67.6%	68.2%	67.5%	65.2%
Percent Accepted Who Enroll	33.3%	30.6%	32.3%	29.6%	29.1%	35.2%	31.5%	33.2%	31.3%	33.9%
Percent Applied Who Enroll	23.9%	20.8%	21.9%	20.9%	20.0%	23.7%	21.3%	22.7%	21.1%	22.1%
UNKNOWN**										
Applications								1,107	3,065	4,446
Acceptances								752	1,932	2,828
Enrollments								299	718	1,002
Percent Accepted								67.9%	63.0%	63.6%
Percent Accepted Who Enroll								39.8%	37.2%	35.4%
Percent Applied Who Enroll								27.0%	23.4%	22.5%
WHITE										
Applications	43,660	43,504	45,117	44,586	43,905	45,418	46,506	48,008	47,122	47,370
Acceptances	32,758	32,105	32,899	32,508	32,978	32,835	33,622	34,387	33,656	34,201
Enrollments	13,402	13,804	13,944	13,898	14,140	14,730	14,634	13,830	14,769	14,172
Percent Accepted	75.0%	73.8%	72.9%	72.9%	75.1%	72.3%	72.3%	71.6%	71.4%	72.2%
Percent Accepted Who Enroll	40.9%	43.0%	42.4%	42.8%	42.9%	44.9%	43.5%	40.2%	43.9%	41.4%
Percent Applied Who Enroll	30.7%	31.7%	30.9%	31.2%	32.2%	32.4%	31.5%	28.8%	31.3%	29.9%
TOTAL										
Applications	49,581	49,419	51,599	51,188	51,276	52,720	54,666	57,163	60,278	64,262
Acceptances	36,401	35,669	36,575	36,206	37,299	36,880	37,802	39,658	40,980	43,315
Enrollments	14,778	15,139	15,370	15,330	15,614	16,242	16,308	15,663	17,544	17,385
Percent Accepted	73.4%	72.2%	70.9%	70.7%	72.7%	70.0%	69.2%	69.4%	68.0%	67.4%
Percent Accepted Who Enroll	40.6%	42.4%	42.0%	42.3%	41.9%	44.0%	43.1%	39.5%	42.8%	40.1%
Percent Applied Who Enroll	29.8%	30.6%	29.8%	29.9%	30.5%	30.8%	29.8%	27.4%	29.1%	27.1%

* First-Time Freshmen

** Unknown Ethnicity First Reported in 2002

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