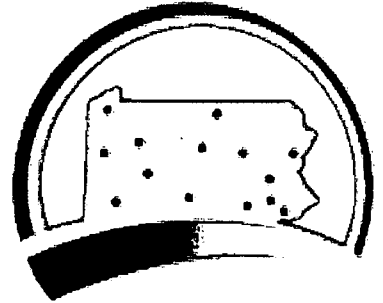


The Pennsylvania  
State System  
of Higher Education

Ensuring Student  
Success

Appropriations  
Request  
2011-12



**PASSHE**

Pennsylvania State System of Higher Education

# Board of Governors

Pennsylvania State System of Higher Education  
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Harrisburg, PA 17110

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Dr. John C. Cavanaugh  
Chancellor

March 2011

The Pennsylvania State System of Higher Education:  
Ensuring Student Success

Fiscal Year 2011-12 Appropriations Request

Table of Contents

Letter from Chancellor Cavanaugh	3
Overview	4
2011-12 Appropriations Request	
2011-12 Educational and General Appropriation Request	8
2011-12 Special Purpose Appropriations	11
Governor's Budget Recommendations	14
Appendices	
Mission Statement	A
Summary of Sources and Uses	
FY 2010-11 Educational and General Budget	B
Summary of Educational and General Budget	C
Summary of Special Line Item Appropriation Request	
Program Initiatives	D
Summary of Special Line Item Appropriation Request	
Diversity and Equal Opportunity	E
Summary of Special Line Item Appropriation Request	
McKeever Environmental Learning Center	F
Summary of Special Line Item Appropriation Request	
Pennsylvania Center for Environmental Education	G
Summary of Special Line Item Appropriation Request	
Cheyney Keystone Academy	H
Academic Program Data and Total Degrees Granted	I
Applications, Acceptances and Enrollments	
of Pennsylvania Residents, by Race, 2001-10	J

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March 2011

Appropriations Committee member:

By now, you are well aware of the dramatic cuts in funding for the State System of Higher Education included in the Governor's proposed budget. Our Board of Governors, University Presidents, and Councils of Trustees are first and foremost deeply concerned about the dramatic impact a cut of this magnitude could have on our students and their families. In the days ahead, we will be working hard to assure them that we will do everything possible to avoid disruptions in their education.

We remain committed to our core missions of providing quality education at an affordable cost, and of creating opportunities that will ensure our students' success, both in their careers and in their lives.

The leadership of the State System historically has accepted the challenge of being responsible stewards of public funds. But let me be clear: We cannot address the proposed budget cuts by reducing our costs alone. Over the past decade, we have built a successful record of \$220 million in cost reductions in areas such as competitive energy purchasing, annual reviews of program offerings, and personnel management. Those efforts were key to our ability to hold annual tuition increases below the rate of inflation in four of the last six years.

To put into context the magnitude of the cuts proposed in the Governor's budget, PASSHE in 1983-84—the System's first year of existence—received a state appropriation of \$235 million. That is \$2.5 million more than what the Governor's budget recommends for next year. Twenty-eight years ago, the 14 PASSHE Universities enrolled a combined 81,500 students; today, they enroll nearly 120,000 students, and almost 90 percent are Pennsylvania residents.

As we move forward, our decisions will be guided by the four major strategic initiatives recently endorsed by our Board of Governors, all of which are focused on student success measured by:

- the quality of education we deliver;
- the creation of the best learning environments, which includes the appropriate use of technology to expand and enhance student learning;
- generating sufficient resources to support our universities; and
- working in partnership with our communities and the Commonwealth to help create and sustain a strong economy.

I hope this information is helpful to you and I look forward to working with you in the days and weeks ahead on behalf of our students and the Commonwealth. Please feel free to contact my office with any questions you have about PASSHE and our universities.

Sincerely,

John Cavanaugh  
Chancellor

# The Pennsylvania State System of Higher Education: Meeting students' needs, ensuring their success

The Pennsylvania State System of Higher Education (PASSHE), with its 14 member universities, is the largest provider of higher education in the Commonwealth, serving almost 120,000 students. Ninety percent of those students are Pennsylvania residents. More than one-third of our seniors started college elsewhere (most of those at a community college in Pennsylvania), and approximately one in four new students is a transfer student.

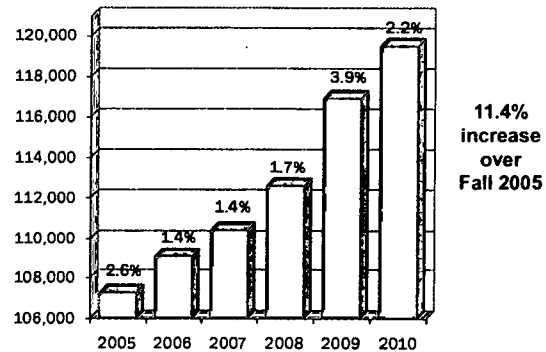
Eighty-three percent of PASSHE graduates remain in Pennsylvania after completing their degrees. More than 600,000 PASSHE alumni live and work in the Commonwealth, serving as community leaders in the business, healthcare, public administration and non-profit sectors while generating an aggregate annual income in the billions of dollars.

PASSHE universities are focused foremost on their students' success. They provide educational opportunities not only to students just out of high school, but also to older adults seeking a degree or in need of workforce training to enhance their job skills and further their careers.

The System's commitment to excellence is demonstrated by its decade-old Performance Funding program, which rewards the universities for continuous improvement in key operational areas. PASSHE was the first public university system in the United States to voluntarily adopt performance funding and its program has become a national model. The Board of Governors recently endorsed revisions to the program that will place an even greater emphasis on student success.

All of PASSHE's success has been achieved to the benefit of students and

Enrollment History  
Fall Headcount



has occurred even as the State System has become increasingly efficient in the delivery of education to a growing population. Systemwide enrollment has grown for 14 consecutive years, as demand for the quality education PASSHE universities offers has steadily increased.

That growing demand has challenged the universities' budgets, especially in light of flat or even declining state support. When controlled for inflation, the System currently operates with 37 percent fewer dollars per student from the E&G appropriation than it did in 2000-01.

## Serving students wherever they are

PASSHE universities offer courses and programs in a variety of manners to meet students' needs. More than 100 programs are offered through distance education, including many online to military personnel serving out of the country. During the 2008-09 academic year, PASSHE universities offered a combined 2,959 courses via distance education, enrolling the equivalent of 65,603 students. Just one year later those numbers had increased to 3,764 courses and nearly 84,000 student enrollments.

In addition to undergraduate and graduate credit offerings, the universities in the last year alone provided more than 80,000 course enrollments in workforce development programs through customized job training and direct collaborations with private sector partners.

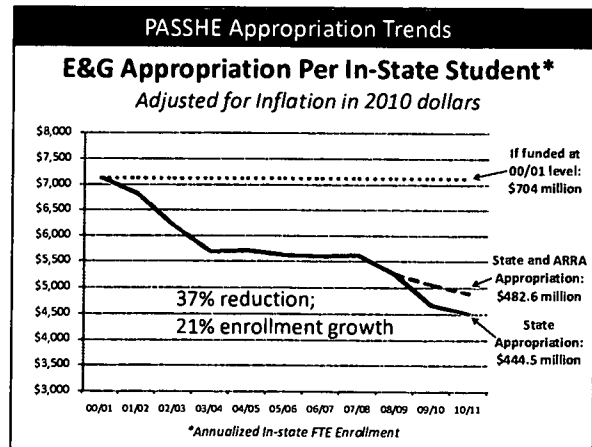
The universities continually review the programs they offer to ensure they meet not only student needs, but also those of employers in the Commonwealth. Since 2005, the universities have eliminated 108 obsolete programs and placed another 130 in moratorium, suspending them at least temporarily to determine whether they are still appropriate. At the same time, the universities developed 36 new programs and redesigned 43 others, mostly in science, mathematics, technology and allied health, to address demand in new and emerging fields. Nearly one in five students currently enrolled in a PASSHE university is a STEM (science, technology, engineering or math) major.

PASSHE is seeking legislation that would permit all of its universities to offer applied doctorates to further address changes in the workplace. Under current law only Indiana University of Pennsylvania (IUP) is permitted to offer Ph.D. programs, and that status would not change.

As the lowest-cost option among all four-year colleges and universities in Pennsylvania—charging tuition rates that are about half or less what the state-related and private institutions charge—PASSHE must have the flexibility to offer programs, at all degree levels, that meet student and Commonwealth needs.

### Ensuring quality, affordable education

PASSHE is committed to its core mission of providing quality education at an affordable cost. The universities have



aggressively managed their budgets for years, significantly enhancing educational opportunities for students, even as they have become more efficient in their operations. These efforts, which have resulted in the elimination of more than \$220 million from PASSHE's overall budget over the last decade, were key to the System's ability to hold annual tuition increases below the rate of inflation in four of the last six years.

Successful cost-control efforts have included:

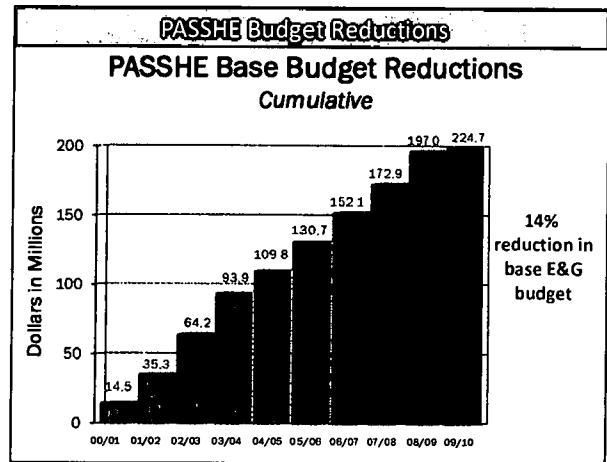
- The implementation of two employee complement management programs during the 2009-2010 academic year that resulted in 257 retirement-eligible employees leaving the System and 28 additional positions being eliminated. Approximately 60 percent of those eligible for the retirement incentive accepted the offer (the incentive was offered to all employee groups. The union representing PASSHE faculty and coaches declined to participate). Combined, the two programs are expected to produce savings of approximately \$10 million in the next fiscal year. In Fall 2010, PASSHE's full-time employee headcount was 357 less than it was in Fall 2008.

- Collaborative purchasing of goods and services, particularly focusing on information technology hardware and software, will produce nearly \$31 million in savings this year alone. Additional savings continue to accrue from previous efforts involving the purchase of office and janitorial supplies and a variety of other goods and services.
- Procuring electricity and natural gas on the wholesale market to reduce the unit cost of energy, which has saved the universities nearly \$13 million since 2001.
- Reducing energy consumption through the completion of a variety of campus projects, which since 2002-03 have produced \$52.7 million in avoided costs for the universities. Several PASSHE universities have reduced their overall energy consumption significantly, including Cheyney (50%), Slippery Rock (38%), Shippensburg (31%), Lock Haven (24%) and Kutztown (23%).

Participation by each university in at least one Guaranteed Energy Savings Act (GESA) project is expected to produce an additional \$187 million in savings over the next 15 years.

- Consolidating its online learning delivery system into a single Learning Management System (LMS), Learning Content Management System (LCMS), and 24/7 end-user help desk to assist students, faculty and staff, which will save the universities more than \$2.5 million annually, or nearly 60 percent.

PASSHE's cost-cutting efforts have gained national attention, including that of Jane



Wellman, CEO of the Delta Cost Project, a Washington-based nonprofit that analyzes financial policies in higher education and publishes data on hundreds of schools on its website. Wellman recently was quoted in a *Pittsburgh Tribune-Review* article saying:

***"In Pennsylvania, the 14 State System of Higher Education schools in particular have been serious about using data to identify ways to be more cost effective. They've already taken what they can."***

PASSHE's long record of success will be dramatically challenged should the proposed reduction in state support remain in the budget that is finally adopted.

While PASSHE will continue to look for additional cost savings in all areas of its operations, it would not be possible to address the proposed budget cuts only through additional cost reductions.

As Pennsylvania's public universities, PASSHE provides access and opportunity to Commonwealth citizens of all ages. Affordability is a key factor in the decision many students make to attend a State System university, especially the thousands of first-generation students who enroll each year.



## **PASSHE's strategic vision for the future**

For PASSHE to succeed, its students must succeed. To achieve its potential as a System, PASSHE must ensure that the distinct missions and strengths of each of its universities are advanced in a manner that best serves students and the Commonwealth.

To help ensure PASSHE's continuing success, the State System's Board of Governors has adopted a series of strategic initiatives grounded in the System's mission of providing quality, affordable education to the citizens of the Commonwealth.

The *PASSHE Strategic Initiatives* are predicated on the need for transformation in how, when and where learning occurs; in how the resources necessary to ensure learning are sustained and managed; in how our universities relate to their various communities; and in how we partner with the Commonwealth in creating and delivering a shared vision of the future. Only through transformation, grounded in a thoughtful reexamination of our historic operating practices, will we be assured of thriving in these very difficult economic times.

### **Transforming Students and the Learning Environment**

To be successful in the 21<sup>st</sup> century, students must be prepared for lifelong learning, a habit of the mind that will require them to continually refresh their content knowledge. PASSHE is committed to leading the way in improving how students learn, faculty teach and courses are delivered. PASSHE must ensure that the students who learn in its universities reflect the diversity of the communities from which they come, and that the faculty and staff who teach and support them do as well. The physical spaces in which learning occurs and the means by which

information and courses are delivered must be adaptable and flexible. Goals in this area include ensuring quality and currency in academic programs and services; encouraging greater inter-university collaboration; employing technology and designing facilities to enhance teaching and learning; and providing evidence of student learning and achievement.

### **Transforming Resources**

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 operations are essential. PASSHE prides itself in being a national leader in implementing significant cost reductions and cost avoidance strategies. PASSHE universities are seeking the same opportunities for revenue creation as other publicly funded institutions. In order to recruit and retain quality talent, PASSHE will strive to create an inclusive environment in which its diverse students, faculty and staff can thrive; to implement best practices in teaching and learning; to enhance institutional flexibility; and to increase private fundraising.

### **Transforming University-Community Relations**

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 the myriad ways that respect and utilize each other's strengths. PASSHE universities have an obligation to enhance the quality of life of the citizens in their communities, and to help improve local and regional economic conditions. All core constituency groups (students, staff and faculty) must work together with local, regional, national and international communities to ensure that each leaves the situation better than he or she found it. Goals in this area include

enhancing community and regional engagement; expanding opportunities for workforce development; and fostering local and regional economic and community development.

### **Transforming PASSHE's Role in Determining the Commonwealth's Future**

As the Commonwealth's universities, PASSHE institutions have a special relationship with it. As a result, the System has an obligation to ensure that the strategic needs of the Commonwealth are its focus, and that

PASSHE plays an appropriate role in creating the policy and direction for the state's future. This means that PASSHE must be part of the vision of the future, and have a significant role in creating and delivering it. Goals in this area include expanding capacity for public policy development; capitalizing on the broadband initiative for educational, health and economic improvement; and aligning academic programs at all levels with the Commonwealth's strategic needs.

## **2011-12 Appropriations Requests**

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**Educational and General (E&G)  
Appropriation.....\$482,628,000**

PASSHE's 2011-12 budget submission recognizes the significant economic challenges facing Pennsylvania's economy and the revenue outlook. Fiscal year 2010-11 marks the last year in which the Commonwealth will receive federal appropriations through the American Recovery and Reinvestment Act (ARRA), reducing PASSHE's resources by \$38.2 million. The elimination of ARRA funds, limited Commonwealth resources, mandatory cost increases, continued pressures on state retirement programs and pending collective bargaining agreement negotiations all indicate the potential for a challenging budget for fiscal year 2011-12. The proposed E&G request seeks flat funding based on combined state and federal ARRA support in the current year.

PASSHE instituted a number of cost-saving programs during the past year, which have translated into reduced growth in operating costs. The 2011-12 operating budget includes these cost savings and provides for limited increases in basic operating costs. The following basic

adjustments are reflected in the 2011-12 E&G budget.

### **Enrollment Growth—Fall 2009**

generated record enrollment and a record enrollment increase, with overall enrollment growth of approximately 4%. Fall 2010 has produced another record year for PASSHE enrollment, increasing approximately 2%; however, this overall System growth is inconsistent across the constituent universities. Given this slowing growth pattern, it is estimated that PASSHE's enrollment for 2011-12 will increase 1% overall to more than 113,000 annualized full-time equivalent students, with four universities projecting level enrollment. Universities anticipating enrollment increases have limited the costs associated with serving these additional students within their 2011-12 budget estimates. Increased tuition and fee revenue associated with this enrollment increase is anticipated to generate \$9.9 million.

**Employee Salaries**—PASSHE has worked diligently in recent years to manage its human resources, filling only essential positions as they become vacant. With annual work force cost

increases outpacing anticipated revenue increases, PASSHE embraced work force planning in 2009-10 to ensure the proper alignment of human and fiscal resources with the strategic directions and operational responsibilities of the System. PASSHE implemented the Separation Incentive Program during the spring of 2010 for all employees except faculty and coaches. This program had two components: the Voluntary Retirement Incentive Package encouraged retirement-eligible employees to retire; the second component allowed for the abolishment of positions filled with employees who were not eligible for retirement. This program was highly successful, resulting in approximately 280 positions being vacated, of which at least 20% are anticipated to be eliminated. The costs of this program are incurred in fiscal years 2009-10 and 2010-11. It is expected that annual cost savings due to fewer positions and replacements at lower compensation levels will occur beginning in fiscal year 2011-12. In total, 203 fewer positions are being funded as part of the 2011-12 E&G budget than were funded in 2008-09.

Compensation requirements for approximately 89% of PASSHE's employees are established in collective bargaining agreements that end June 30, 2011. ***Therefore, 2011-12 wage requirements are unknown at this time. No pay adjustments beyond June 30, 2011, have been addressed in these budget estimates.*** This is not to be viewed as a bargaining position. However, 2011-12 compensation reflects the residual fiscal impact of midyear pay increases that occur in 2010-11. These increases, mitigated by projected savings from PASSHE's Separation Incentive Program, will result in an estimated increase in employee salaries and wages of \$6.4 million, or 0.8%.

**Employee Benefits**—Of those employees who receive health benefits, approximately 62% are enrolled in PASSHE's health care program. PASSHE continues to experience record enrollment in Healthy U, the System's wellness program. Employees who do not participate in the wellness program pay a larger portion of their health care premiums. PASSHE projects the employer share of health care costs to increase an average of 10% next year based upon a combination of national trends, PASSHE's health care experience and participation in the wellness program. These estimates also include additional costs required by federal health care reform. The remaining 38% of PASSHE's employees receive health care through the Pennsylvania Employees Benefit Trust Fund (PEBTF). These rates are established in collective bargaining agreements that terminate June 30, 2011. The Commonwealth budget guidelines specified that no PEBTF rate changes are to be anticipated for 2011-12. Combined health care costs are anticipated to increase \$14.5 million, or 8.6%.

The two primary Commonwealth retirement programs, State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS), continue to experience financial stress that is resulting in significant rate increases. Approximately 47% of PASSHE's employees have chosen SERS or PSERS as their retirement vehicle. In accordance with Commonwealth budget guidelines, the SERS employer contribution rate is projected to increase from 4.1% of salaries to 7.1% of salaries, or an increase of 73%. PSERS rates are expected to more than double. Retirement rates associated with the alternative retirement programs remain the same. Combined retirement costs are expected to

increase in 2011-12 by \$12.3 million, or 22%.

This growth in health care and retirement costs is partially offset by small increases in Social Security expenditures, since future pay increases are not anticipated at this time in the 2011-12 budget. Overall, employee benefits expenditures are expected to increase \$27.4 million, or 8.7%.

**Utilities**—Due to the expiration of electric generation rate caps, four universities and the Office of the Chancellor experienced significant increases in electricity rates beginning in January 2010. The remaining universities will begin to experience rate increases in January 2011. Therefore, PASSHE's 2011-12 utilities costs reflect an increase of \$3.3 million, or 9.0%, to address anticipated rate increases and additions to university square footage. Rate increases are partially offset by energy conservation efforts derived, in part, through the use of energy savings corporations (ESCOs). University utilities cost increases vary significantly, depending on the mix of utilities, changes in space, and status of ESCO projects.

**All Other Basic Operating Expenditures**—Given the current fiscal environment, universities continue to limit all nonmandatory spending. Therefore, anticipated expenditures for services, supplies and materials remain fairly level. This is made possible partially through the use of strategic sourcing contracts, which combine the purchasing power of PASSHE's universities to obtain optimal pricing on services, supplies and equipment. Capital expenditures and transfers, which represent PASSHE's investment

in its physical resources from the E&G budget, are projected to decrease at some universities that experienced higher capital expenditures in 2010-11 due to the implementation of new student information systems. In total, noncompensation expenditures are estimated to increase \$0.4 million, or 0.1%.

These combined adjustments result in an overall 2011-12 E&G operating budget of \$1.52 billion, an increase of \$34.2 million, or 2.3%. Increases in university revenue sources, primarily due to enrollment increases, will generate \$14.1 million in new revenue. However, PASSHE's appropriations from ARRA will not be continued beyond 2010-11. These federal funds were appropriated to PASSHE by the Commonwealth as a replacement for state appropriations in 2009-10 and 2010-11. The reduction in appropriations of \$38.2 million results in a net decrease in available revenue in 2011-12 of \$24.1 million. This revenue decrease combined with the increase in expenditures result in a funding requirement of \$58.2 million, without any consideration of potential compensation changes resulting from impending collective bargaining negotiations.

The Board of Governors requests an E&G state appropriation of \$482.6 million, an increase of \$38.2 million, or 8.6%, to replace fully the reduction in PASSHE's E&G federal appropriation. This request would provide PASSHE with level funding for E&G appropriations. No tuition rate decisions are made at this time; however, a tuition increase of approximately 2.4% would be necessary to balance the budget as requested and has been incorporated into PASSHE's revenue estimates in this document. The Board will consider addressing the remaining budgetary requirements in the spring through a tuition increase or other means.

## Special Purpose Appropriations

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### Program Initiatives Line

Items.....\$18,548,000

#### **Performance Funding.....9,114,000**

The Board of Governors has rewarded performance at PASSHE Universities for the last nine years. In 2010-11, the performance funding program was funded with \$26.7 million from the E&G appropriation and \$8.9 million from the Program Initiatives line item, for a total of \$35.6 million. PASSHE is committed to continuing performance funding at a similar proportionate level, which is approximately 2.4% of E&G revenue. This would be partially funded in 2011-12 with \$9.1 million of this line item.

#### **Information Technology.....\$5,000,000**

PASSHE continues to manage and enhance the System-wide integrated administrative system that is used to maximize efficiency of administrative processing (i.e., procurement, budget, accounting, human resources management, and payroll) and to support all 14 universities and the Office of the Chancellor. The resulting data from administrative processes are used with a robust data warehouse system for PASSHE and university reporting and data analysis. Continued funding for this project is necessary to support continued implementation of additional functionality, upgrades to the administrative application and required hardware and disaster recovery.

#### **Transforming the Learning**

#### **Environment.....2,934,000**

To be successful in the 21<sup>st</sup> century, students must be prepared for lifelong learning, a habit of the mind that will prompt them continually to refresh their content knowledge. To ensure this outcome, PASSHE must lead the way in changing how students learn, faculty teach and courses are delivered. As the

learning environment changes with evolving student interests and opportunities, market demands, and the needs of the Commonwealth, PASSHE universities are increasing access to quality educational experiences, closing the gap between underrepresented and majority students and increasing degree completion for all students. Included in this line item are funds directed toward environmental/science initiatives, enhanced educational opportunities in high need and/or underserved regions, and increased student engagement activities such as study abroad and/or involvement in research.

#### **Economic**

#### **Development.....\$1,000,000**

PASSHE universities are key partners for state and regional economic development. The System participates in Commonwealth programs that support collaboration among businesses and institutions of higher education, such as Keystone Innovation Zones (KIZs). Ten PASSHE universities partner with KIZs. Additionally, Small Business Development Centers (SBDCs) are located at five PASSHE universities, and business incubators have been established at six universities. Continued funding of economic and work force development initiatives will enhance PASSHE's partnerships with state and local communities to increase economic and community development throughout the regions of the Commonwealth. These initiatives include entrepreneurial programs, business incubators, business and community infrastructure support, work force development, and technology transfer.

#### **Cheyney**

#### **Revitalization.....\$500,000**

Continued funding is necessary to support Cheyney University of Pennsylvania's revitalization efforts in various areas that will, in turn, increase enrollment at the university, improve student services and continue the rich legacy that has been created there.

**Diversity and Equal Opportunity.....\$1,598,000**

This \$1.6 million request continues level funding for vital System-wide initiatives designed to achieve and promote diversity by serving the educational needs of historically underrepresented student, faculty and staff populations. These initiatives include programs such as (1) the nationally acclaimed R. Benjamin Wiley Partnership Program; (2) joint recruitment activities conducted by admissions personnel; (3) student accommodations under the Americans with Disabilities Act; (4) campus climate and retention initiatives, including support for the Frederick Douglass Institute Collaborative; and (5) professional development of women and minority faculty.

**McKeever Environmental Learning Center.....\$213,000**

The Commonwealth created the McKeever Environmental Learning Center in 1974 to assist citizens of all ages in becoming better stewards of the earth's resources. The environmental education programs offered by the McKeever Center meet the needs of students from preschool through, and beyond, college and provide student interns with valuable teaching experience while working in an outdoor setting. The McKeever Center, located on 205 acres in Mercer County, is administered by Slippery Rock University of Pennsylvania. This request of \$213,000 provides level funding for operation of the Center in fiscal year 2011-12.

**Pennsylvania Center for Environmental Education.....\$368,000**

The Pennsylvania Center for Environmental Education, located at Slippery Rock University of Pennsylvania, is a statewide clearinghouse for environmental information and resources, partnering with a wide variety of organizations to make environmental education relevant and valuable to the people of Pennsylvania. It had been funded by the Commonwealth for several years through the Department of Environmental Protection. In 2007-08, funding for this Center was appropriated directly to PASSHE. This request of \$368,000 provides level support for the Center's ongoing operations in fiscal year 2011-12.

**Cheyney University Keystone Academy.....\$1,694,000**

The Cheyney University Keystone Academy is an initiative developed by the Pennsylvania State System of Higher Education (PASSHE) in collaboration with the Commonwealth Administration and the Pennsylvania Department of Education. The Academy was created as a result of the partnership with the U.S. Department of Education's Office of Civil Rights (OCR). The OCR Partnership Report and Commitments of 1999 required "continuing support for the Cheyney University Keystone Academy for honors students" and specified the Commonwealth will fund it through a special line item of \$500,000 in 1999-2000, \$1 million for year two, \$1.5 million for year three and \$2 million for all subsequent years.

PASSHE partners with the Pennsylvania Higher Education Assistance Agency (PHEAA) for its funding. The Keystone Academy Scholarship Program supports students with scholarships that cover the cost of tuition, fees, room, and board (after the use of other financial aid

sources). All participants are residents of the Commonwealth. The standard period of support for students is the equivalent of eight semesters, prorated for students transferring from community colleges or other higher education institutions. Retention in the Academy and renewal of scholarship support is dependent upon satisfactory academic progress. A small portion of funding is used to support the administration of the Keystone Academy.

The Keystone Academy is a dynamic educational initiative that distinguishes and further enhances Cheyney University's historic contribution to the Commonwealth and the nation by enhancing the university's ability to attract, retain, and graduate high achieving Pennsylvania students. The program graduates students at a rate that is twice that of the national average for African Americans, of which an increasing number continue their education in graduate programs. Not only is this program essential to the success of the students who receive the scholarships, it also plays an important role in the success of all Cheyney students and the vitality of the University. The Keystone Honors Academy further enriches the living and learning environment for the entire campus community by providing cultural and intellectual programming. Its students serve the campus community as tutors, assistants in the writing center, resident assistants and student leaders. The university's honors students are a source of inspiration and motivation

to all Cheyney students as models of success.

Most important, the Keystone Honors Academy adds to the number of qualified college graduates in the Commonwealth. Although racial background is not a criteria for the Keystone Honors Academy, the program provides access and opportunity to students of color who would not otherwise be able to pursue a college education in the Commonwealth. The graduates of the Keystone Honors Program add to the intellectual capital of the region and help to influence future generations of potential college students. Without these scholarships, the vast majority of the recipients would not be able to afford Cheyney University and would either choose another institution at which they may receive similar financial aid packages, attend Cheyney part-time, or no longer pursue their education. The Cheyney Keystone Academy would not be able to continue without the support of this line item. Loss of this appropriation would have a deleterious effect on Cheyney's enrollment, campus climate, and financial standing.

PASSHE and PHEAA request 2011-12 funding for this program to return to the OCR-required level of \$2 million. PASSHE and PHEAA also request that this funding be allocated directly to PASSHE, rather than through PHEAA.

## FY 2011-12 Appropriations Requests

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Educational and General		\$482,628,000
Special Purpose		
Program Initiatives		\$ 18,548,000
Performance Funding	\$9,114,000	
Information Technology	\$5,000,000	
Transforming the Learning Environment	\$2,934,000	
Economic Development	\$1,000,000	
Cheyney Revitalization	\$ 500,000	
Diversity and Equal Opportunity		\$ 1,598,000
McKeever Environmental Learning Center		\$ 213,000
Pennsylvania Center for Environmental Education		\$ 368,000
Cheyney University Keystone Academy (requested by PHEAA)		\$ 1,694,000

## Governor's Budget Recommendations

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**Educational and General (E&G)**  
**Appropriation.....\$232,599,000**

The Governor's budget for Fiscal Year 2011-12 recommends PASSHE receive an E&G appropriation of \$232.6 million. This amount represents a more than \$250 million reduction (52 percent) from the amount PASSHE currently is receiving through a combination of its state appropriation and federal funding through the American Recovery and Reinvestment Act (ARRA). ARRA funds will no longer be available in 2011-12. PASSHE requested its appropriation be increased by \$38.2 million, to replace the loss of ARRA funding.

**Special Line Item**  
**Appropriations.....\$0.00**

In addition to the proposed E&G appropriation cut, the Governor's budget recommends the elimination of \$20.7 million in special line item appropriations for PASSHE. PASSHE had requested level

funding for each of the line items for 2011-12.

**Cheyney University Keystone Academy.....\$0.00**

The Governor's budget would discontinue funding for the Cheyney University Keystone Academic, which in 2010-11 received \$1,694,000 through a separate line item included in the Pennsylvania Higher Education Assistance Agency's appropriation.

**Key '93.....\$11,925,000**

The Governor's budget would restore for the first time since 2008-09 funding for deferred maintenance previously provided under the Keystone Recreation, Park and Conservation Fund (Key '93). These funds had been received annually since 1993 specifically to help address the System's \$2.7 billion deferred maintenance backlog in academic facilities and infrastructure.



Appendices

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## Appendix A

### Mission of the Pennsylvania State System of Higher Education

The Pennsylvania State System of Higher Education (PASSHE) is focused foremost on student success. PASSHE strives to be among the nation's leading systems of public universities, recognized for providing affordable access to excellent undergraduate and graduate education. PASSHE is responsive to state, regional and national needs through the delivery of quality academic programs, research and service.

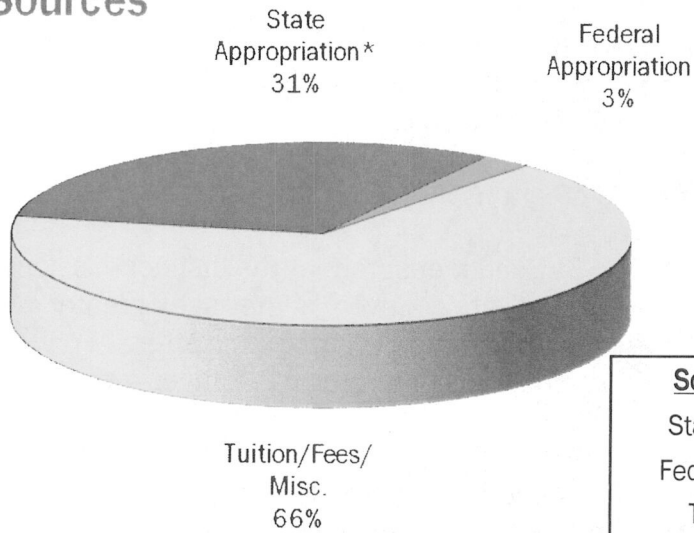
To achieve its potential as a System, PASSHE must ensure that the distinct missions and strengths of each of its universities are advanced, even as they seek greater collaboration to make the most of available resources. As part of this effort, PASSHE's Board of Governors has adopted a series of strategic initiatives grounded in the System's mission.

The *PASSHE Strategic Initiatives* are predicated on the need for transformation: in how, when and where learning occurs; in how the resources necessary to ensure learning are pursued, retained and sustained; in how our universities relate to their various communities; and in how we partner with the Commonwealth in creating and delivering a shared vision of the future. Only through transformation, grounded in a thoughtful reexamination of our historic operating practices, will we be assured of thriving in these very difficult economic times.

Appendix B

# Pennsylvania State System of Higher Education Summary of Sources and Uses FY 2010/11 Educational and General Budget

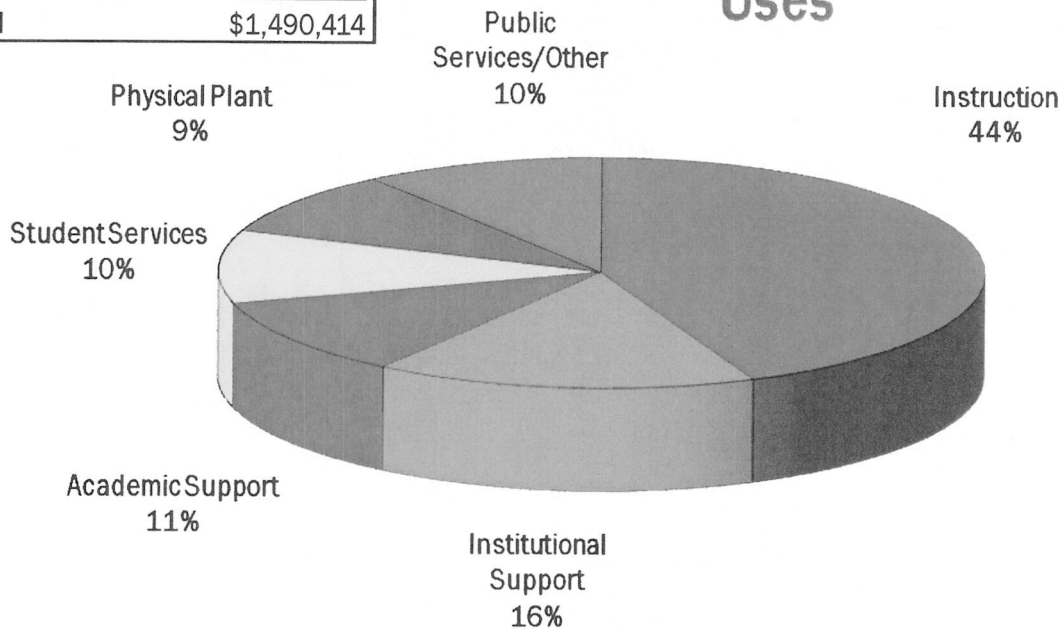
## Sources



Sources of Revenue	(\$000)
State Appropriation*	\$463,018
Federal Appropriation	38,158
Tuition/Fees/Misc.	989,238
<b>Total</b>	<b>\$1,490,414</b>

Uses of Revenue	(\$000)
Instruction	\$648,305
Institutional Support	240,324
Academic Support	160,839
Student Services	151,425
Physical Plant	136,893
Public Services/Other	152,627
<b>Total</b>	<b>\$1,490,414</b>

## Uses



\*Includes E&G Appropriation and the Program Initiatives line item.

## Appendix C

**Pennsylvania State System of Higher Education  
Summary of Educational and General (E&G) Budget**

(Dollar Amounts in Thousands)

	Actual 2009/10	Current 2010/11	Budget Request 2011/12	Governor's Budget <sup>3</sup> 2011/12
<b>Source of Funds</b>				
State E&G Appropriation <sup>1</sup>	\$444,470	\$444,470	\$482,628	\$232,599
Other State Appropriation <sup>2</sup>	18,548	18,548	18,548	0
Federal Appropriation	38,158	38,158	0	0
Augmentation:				
Educational and General	998,798	1,045,944	1,023,380	1,023,380
Revenue Shortfall <sup>3</sup>				268,577
<b>Total</b>	<b>\$1,443,268</b>	<b>\$1,490,414</b>	<b>\$1,524,556</b>	<b>\$1,524,556</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$1,064,917	\$1,121,187	\$1,155,100	\$1,155,100
Operating Expenditures	255,133	270,188	275,656	275,656
Capital Assets/Transfers	123,217	99,039	93,800	93,800
<b>Total</b>	<b>\$1,443,268</b>	<b>\$1,490,414</b>	<b>\$1,524,556</b>	<b>\$1,524,556</b>
<b>Students (FTE)<sup>4</sup></b>				
Undergraduate	97,217.67	99,202.08	100,450.45	100,450.45
Graduate	12,419.07	12,739.44	12,926.85	12,926.85
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>109,636.74</b>	<b>111,941.52</b>	<b>113,377.30</b>	<b>113,377.30</b>
<b>Employees (FTE, including Auxiliary)</b>				
Instructional Faculty	5,538.57	5,536.69	5,528.15	5,528.15
Management	1,472.58	1,443.57	1,498.83	1,498.83
All Other Salaried	5,174.43	5,078.96	5,081.25	5,081.25
<b>Total</b>	<b>12,185.58</b>	<b>12,059.22</b>	<b>12,108.23</b>	<b>12,108.23</b>

<sup>1</sup>Reflects only Educational and General Appropriation for all three years.

<sup>2</sup>Other State Appropriation is the Program Initiatives Line Item, which is an unrestricted appropriation and is included in PASSHE's Educational and General budget. See Appendix D for more information on the use of this line item appropriation.

<sup>3</sup>The Governor's recommendation reduces the E&G appropriation by 48% and eliminates all line item funding for a total reduction in general fund appropriations of 50%. This recommendation produces a budgetary shortfall of \$268.6 million.

<sup>4</sup>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. Although reductions in PASSHE's appropriation may result in more significant tuition increases that would limit student demand, no changes in enrollment projections are made at this time.

Note: Numbers may not add due to rounding.

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 2009/10 <sup>1</sup>	Current 2010/11 <sup>2</sup>	Budget Request 2011/12 <sup>3</sup>	Governor's Budget 2011/12
Special Purpose Appropriation	\$18,548	\$18,548	\$18,548	\$0
Other State Appropriation <sup>4</sup>	26,668	26,668	27,342	26,668
Tuition/Fees/Other	7,216	6,228	5,324	5,324
Restricted Funds	0	0	0	0
Revenue Shortfall				19,222
<b>Total</b>	<b>\$52,432</b>	<b>\$51,444</b>	<b>\$51,214</b>	<b>\$51,214</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$30,840	\$28,942	\$29,532	\$29,532
Operating Expenditures	20,856	21,189	20,367	20,367
Capital Assets/Transfers	737	1,312	1,315	1,315
<b>Total</b>	<b>\$52,433</b>	<b>\$51,444</b>	<b>\$51,214</b>	<b>\$51,214</b>
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Employees (FTE)<sup>5</sup></b>				
Instructional Faculty	NA	NA	NA	NA
Management	42.91	41.47	41.47	41.47
All Other Salaried	5.00	5.00	5.00	5.00
<b>Total</b>	<b>47.91</b>	<b>46.47</b>	<b>46.47</b>	<b>46.47</b>

<sup>1</sup>PASSHE's FY 2009/10 Program Initiatives line item supported \$8.9 million for Performance Funding, \$5.0 million for Information Technology, \$2.9 million for Workforce and Economic Development, \$1.2 million for Educator Excellence, and \$0.5 million for Cheyney Revitalization.

<sup>2</sup>PASSHE's FY 2010/11 Program Initiatives line item is supporting \$8.9 million for Performance Funding, \$5.0 million for Information Technology, \$3.2 million for Transforming the Learning Environment, \$1.0 million for Transforming Student Services, and \$0.5 million for Cheyney Revitalization.

<sup>3</sup>PASSHE's FY 2011/12 Program Initiatives Appropriation Request includes \$9.1 million for Performance Funding, \$5.0 million for Information Technology, \$2.9 million for Transforming the Learning Environment, \$1.0 million for Economic Development, and \$0.5 million for Cheyney Revitalization. See page 5 for more information on these initiatives.

<sup>4</sup>Other State Appropriation is the amount of Educational and General appropriation that is distributed to the Universities based upon performance. This amount also is included in Appendix

<sup>5</sup>Employees are associated with PASSHE's Shared Administrative System. Performance Funding partially supports University personnel associated with the Educational and General funds, as reflected in Appendix C.

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 2009/10	Current 2010/11	Budget Request 2011/12	Governor's Budget 2011/12
Special Purpose Appropriation	\$1,598	\$1,598	\$1,598	\$0
Tuition/Fees/Other	0	0	0	0
Restricted Funds	0	0	0	0
Revenue Shortfall				1,598
<b>Total</b>	<b>\$1,598</b>	<b>\$1,598</b>	<b>\$1,598</b>	<b>\$1,598</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$45	\$41	\$44	\$44
Operating Expenditures	1,553	1,557	1,554	1,554
Capital Assets/Transfers	0	0	0	0
<b>Total</b>	<b>\$1,598</b>	<b>\$1,598</b>	<b>\$1,598</b>	<b>\$1,598</b>
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Employees (FTE)</b>				
Instructional Faculty	NA	NA	NA	NA
Management	0.30	0.30	0.30	0.30
All Other Salaried	0.10	0.10	0.10	0.10
<b>Total</b>	<b>0.40</b>	<b>0.40</b>	<b>0.40</b>	<b>0.40</b>

Note: Employee FTE numbers reflect permanent personnel administering the program. Operating 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 2009/10	Current 2010/11	Budget Request 2011/12	Governor's Budget 2011/12
Special Purpose Appropriation	\$213	\$213	\$213	\$0
Other State Appropriation	368	368	368	368
Tuition/Fees/Other	264	278	292	292
Restricted Funds	0	0	0	0
Revenue Shortfall				213
<b>Total</b>	<b>\$845</b>	<b>\$859</b>	<b>\$873</b>	<b>\$873</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$546	\$557	\$568	\$568
Operating Expenditures	299	302	305	305
Capital Assets/Transfers	0	0	0	0
<b>Total</b>	<b>\$845</b>	<b>\$859</b>	<b>\$873</b>	<b>\$873</b>
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Employees (FTE)</b>				
Instructional Faculty	NA	NA	NA	NA
Management	1.00	1.00	1.00	1.00
All Other Salaried	8.00	8.00	8.00	8.00
<b>Total</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>

Note: McKeever Center currently (FY 2010/11) requires \$581,332 in appropriations to perform its mission. The current special purpose appropriation of \$213,000 meets 25% of the Center's need, which is subsidized with \$368,332 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  
 Summary of Special Line Item Appropriation Request  
 Pennsylvania Center for Environmental Education**  
 (Dollar Amounts in Thousands)

Source of Funds	Actual 2009/10	Current 2010/11	Budget Request 2011/12	Governor's Budget 2011/12
Special Purpose Appropriation	\$368	\$368	\$368	\$0
Other State Appropriation	0	0	0	0
Tuition/Fees/Other	0	0	0	0
Restricted Funds	0	0	0	0
Revenue Shortfall				368
<b>Total</b>	<b>\$368</b>	<b>\$368</b>	<b>\$368</b>	<b>\$368</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$277	\$287	\$287	\$287
Operating Expenditures	91	81	81	81
Capital Assets/Transfers	0	10	0	0
<b>Total</b>	<b>\$368</b>	<b>\$378</b>	<b>\$368</b>	<b>\$368</b>
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Employees (FTE)</b>				
Instructional Faculty	NA	NA	NA	NA
Management	1.00	1.00	1.00	1.00
All Other Salaried	3.00	3.00	3.00	3.00
<b>Total</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>

Appendix H

**Pennsylvania Higher Education Assistance Agency  
Appropriation for Cheyney Keystone Academy  
of the**

**Pennsylvania State System of Higher Education**

(Dollar Amounts in Thousands)

Source of Funds	Actual 2009/10	Current 2010/11	Budget Request 2011/12	Governor's Budget 2011/12
Special Purpose Appropriation	\$1,761	\$1,694	\$1,694	\$0
Other State Appropriation	0	0	0	0
Tuition/Fees/Other	83	22	142	120
Restricted Funds	0	0	0	0
Revenue Shortfall				1,716
<b>Total</b>	<b>\$1,844</b>	<b>\$1,716</b>	<b>\$1,836</b>	<b>\$1,836</b>
<b>Use of Funds</b>				
Student Scholarship	\$1,588	\$1,300	\$1,540	\$1,540
Program Administration	256	296	296	296
Transfers*	0	120	0	0
<b>Total</b>	<b>\$1,844</b>	<b>\$1,716</b>	<b>\$1,836</b>	<b>\$1,836</b>
<b>Students (FTE)</b>				
Undergraduate	128.00	91.00	100.00	100.00
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>128.00</b>	<b>91.00</b>	<b>100.00</b>	<b>100.00</b>
<b>Employees (FTE)</b>				
Faculty	1.00	1.00	1.00	1.00
Management	NA	NA	NA	NA
All Other Salaried	2.00	2.00	2.00	2.00
<b>Total</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>

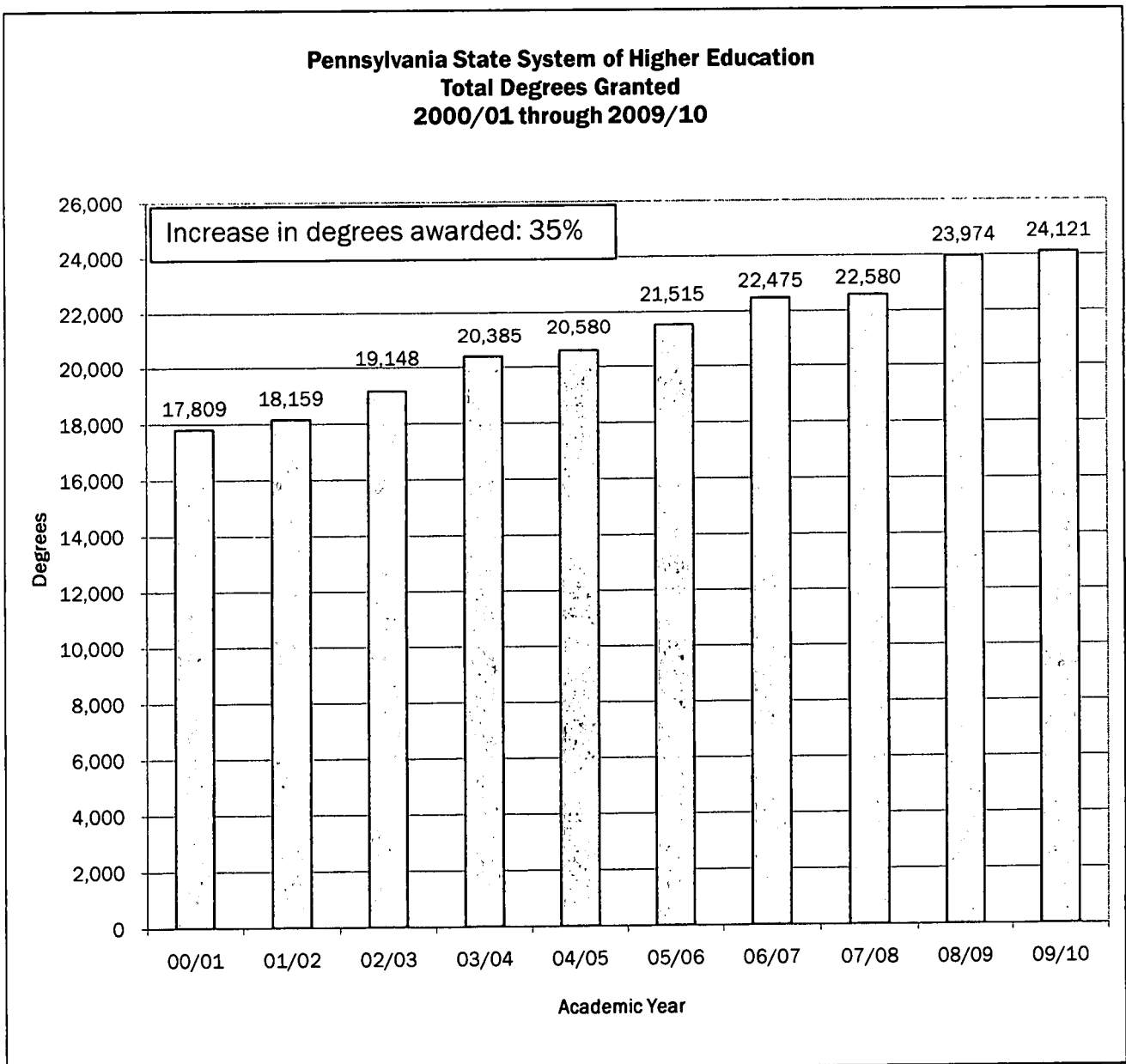
\*FY2010/11 Transfers are funds reserved for FY2011/12 scholarships.

Note: The line item appropriation has been funded as a special program within PHEAA's budget since FY 1999/2000. It is critical to the recruitment and retention of students at Cheyney University and is vital to the success of the institution and its students. It is also a major component of the Commonwealth's agreement with the U.S. Office of Civil Rights.

Appendix I

**Pennsylvania State System of Higher Education  
Academic Program Data**

Program Measure	Actual 2009/10	Projected 2010/11	Projected 2011/12
Associate Degrees Awarded	442	497	559
Bachelor's Degrees Awarded	18,171	18,469	18,772
Graduate Degrees Awarded	5,508	5,723	5,947
<b>Total Degrees Awarded</b>	<b>24,121</b>	<b>24,689</b>	<b>25,278</b>



## Appendix J

**Pennsylvania State System of Higher Education**  
**Applications, Acceptances, and Enrollments<sup>1</sup>**  
**of Pennsylvania Residents, by Race, 2001 to 2010**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>AFRICAN AMERICAN</b>										
Applications	6,362	6,869	7,980	9,838	10,717	13,195	13,474	15,108	15,232	17,334
Acceptances	2,999	3,747	4,025	4,631	4,983	5,633	5,773	6,321	6,121	6,656
Enrollments	1,226	1,287	1,538	1,594	1,810	1,800	1,876	1,830	1,813	1,802
Percent Accepted	47.1%	54.5%	50.4%	47.1%	46.5%	42.7%	42.8%	41.8%	40.2%	38.4%
Percent Accepted Who Enroll	40.9%	34.3%	38.2%	34.4%	36.3%	32.0%	32.5%	29.0%	29.6%	27.1%
Percent Applied Who Enroll	19.3%	18.7%	19.3%	16.2%	16.9%	13.6%	13.9%	12.1%	11.9%	10.4%
<b>LATINO</b>										
Applications	929	1,333	1,209	1,610	1,727	1,999	2,383	2,774	2,835	3,323
Acceptances	597	878	763	994	1,052	1,156	1,399	1,532	1,590	1,776
Enrollments	250	319	319	386	426	434	505	502	545	647
Percent Accepted	64.3%	65.9%	63.1%	61.7%	60.9%	57.8%	58.7%	55.2%	56.1%	53.4%
Percent Accepted Who Enroll	41.9%	36.3%	41.8%	38.8%	40.5%	37.5%	36.1%	32.8%	34.3%	36.4%
Percent Applied Who Enroll	26.9%	23.9%	26.4%	24.0%	24.7%	21.7%	21.2%	18.1%	19.2%	19.5%
<b>AMERICAN INDIAN OR ALASKAN NATIVE</b>										
Applications	135	123	135	152	147	214	182	208	257	197
Acceptances	88	80	86	109	106	118	106	113	141	128
Enrollments	42	39	38	44	48	44	46	46	61	44
Percent Accepted	65.2%	65.0%	63.7%	71.7%	72.1%	55.1%	58.2%	54.3%	54.9%	65.0%
Percent Accepted Who Enroll	47.7%	48.8%	44.2%	40.4%	45.3%	37.3%	43.4%	40.7%	43.3%	34.4%
Percent Applied Who Enroll	31.1%	31.7%	28.1%	28.9%	32.7%	20.6%	25.3%	22.1%	23.7%	22.3%
<b>ASIAN OR PACIFIC ISLANDER</b>										
Applications	734	830	767	846	893	1,061	1,009	1,062	1,233	1,223
Acceptances	496	566	518	552	594	667	643	669	774	740
Enrollments	156	188	162	187	196	182	195	209	205	175
Percent Accepted	67.6%	68.2%	67.5%	65.2%	66.5%	62.9%	63.7%	63.0%	62.8%	60.5%
Percent Accepted Who Enroll	31.5%	33.2%	31.3%	33.9%	33.0%	27.3%	30.3%	31.2%	26.5%	23.6%
Percent Applied Who Enroll	21.3%	22.7%	21.1%	22.1%	21.9%	17.2%	19.3%	19.7%	16.6%	14.3%
<b>NATIVE HAWAIIAN/PACIFIC ISLANDER<sup>2</sup></b>										
Applications										61
Acceptances										30
Enrollments										11
Percent Accepted										49.2%
Percent Accepted Who Enroll										36.7%
Percent Applied Who Enroll										18.0%
<b>UNKNOWN<sup>3</sup></b>										
Applications		1,107	3,065	4,446	3,996	4,581	4,978	5,844	5,905	3,208
Acceptances		752	1,932	2,828	2,524	2,512	2,883	3,161	3,136	1,551
Enrollments		299	718	1,002	865	829	1,190	1,076	1,039	457
Percent Accepted		67.9%	63.0%	63.6%	63.2%	54.8%	57.9%	54.1%	53.1%	48.3%
Percent Accepted Who Enroll		39.8%	37.2%	35.4%	34.3%	33.0%	41.3%	34.0%	33.1%	29.5%
Percent Applied Who Enroll		27.0%	23.4%	22.5%	21.6%	18.1%	23.9%	18.4%	17.6%	14.2%

Appendix J (continued)  
**Pennsylvania State System of Higher Education**  
**Applications, Acceptances, and Enrollments<sup>1</sup>**  
**of Pennsylvania Residents, by Race, 2001 to 2010**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
<b>TWO OR MORE RACES<sup>2</sup></b>										
Applications										1,656
Acceptances										932
Enrollments										358
Percent Accepted										56.3%
Percent Accepted Who Enroll										38.4%
Percent Applied Who Enroll										21.6%
<b>WHITE</b>										
Applications	46,506	48,008	47,122	47,370	46,023	48,247	49,292	52,460	52,985	57,236
Acceptances	33,622	34,387	33,656	34,201	33,148	34,040	34,678	36,249	37,521	39,812
Enrollments	14,634	13,830	14,769	14,172	14,132	14,053	14,374	14,688	14,844	15,349
Percent Accepted	72.3%	71.6%	71.4%	72.2%	72.0%	70.6%	70.4%	69.1%	70.8%	69.6%
Percent Accepted Who Enroll	43.5%	40.2%	43.9%	41.4%	42.6%	41.3%	41.4%	40.5%	39.6%	38.6%
Percent Applied Who Enroll	31.5%	28.8%	31.3%	29.9%	30.7%	29.1%	29.2%	28.0%	28.0%	26.8%
<b>TOTAL</b>										
Applications	54,666	58,270	60,278	64,262	63,503	69,297	71,318	77,456	78,447	84,238
Acceptances	37,802	40,410	40,980	43,315	42,407	44,126	45,482	48,045	49,283	51,625
Enrollments	16,308	15,962	17,544	17,385	17,477	17,342	18,186	18,351	18,507	18,843
Percent Accepted	69.2%	69.3%	68.0%	67.4%	66.8%	63.7%	63.8%	62.0%	62.8%	61.3%
Percent Accepted Who Enroll	43.1%	39.5%	42.8%	40.1%	41.2%	39.3%	40.0%	38.2%	37.6%	36.5%
Percent Applied Who Enroll	29.8%	27.4%	29.1%	27.1%	27.5%	25.0%	25.5%	23.7%	23.6%	22.4%

<sup>1</sup>First-Time Freshmen

<sup>2</sup>Native Hawaiian/Pacific Islander and Two or More Races first reported in 2010. Prior to 2010, Pacific Islander was reported with Asian.

<sup>3</sup>Unknown Ethnicity first reported in 2002

Bloomsburg University of Pennsylvania  
*Dr. David L. Soltz, President*

California University of Pennsylvania  
*Dr. Angelo Armenti Jr., President*

Cheyney University of Pennsylvania  
*Dr. Michelle R. Howard-Vital, President*

Clarion University of Pennsylvania  
*Dr. Karen M. Whitney, President*

East Stroudsburg University of Pennsylvania  
*Dr. Robert J. Dillman, President*

Edinboro University of Pennsylvania  
*Dr. Jeremy D. Brown, President*

Indiana University of Pennsylvania  
*Dr. David J. Werner, Interim President*

Kutztown University of Pennsylvania  
*Dr. F. Javier Cevallos, President*

Lock Haven University of Pennsylvania  
*Dr. Barbara B. Dixon, Interim President*

Mansfield University of Pennsylvania  
*Dr. Maravene S. Loeschke, President*

Millersville University of Pennsylvania  
*Dr. Francine G. McNairy, President*

Shippensburg University of Pennsylvania  
*Dr. William N. Ruud, President*

Slippery Rock University of Pennsylvania  
*Dr. Robert M. Smith, President*

West Chester University of Pennsylvania  
*Dr. Greg R. Weisenstein, President*

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