

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



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2021-2022 APPROPRIATIONS REQUEST



Pennsylvania's
STATE SYSTEM
of Higher Education

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February 2021

Pennsylvania's State System of Higher Education 2021-22 Appropriations Request

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LETTER FROM CHANCELLOR GREENSTEIN

Dear Appropriations Committee Members:

We all hope that, God willing, the 2021-22 academic year will see a return to more normal operations across the State System of Higher Education's 14 universities. Everyone in our System—especially students, faculty, and staff—have proven what's possible in the face of a global pandemic, adapting as necessary to continue educational pathways while emphasizing campus safety and health. That being said, we all long for educational experiences reflective of what we knew before the pandemic began. At the same time, we are striving to have a robust, financially sustainable public higher education system that is affordable to everyone and ready to serve the needs of the Commonwealth.

Now, perhaps more than ever in the last 50 years, the Commonwealth requires its higher education system to fulfill its historic mission as an engine of economic development and social mobility. The pandemic cannot change our mission to provide a high-quality, affordable post-secondary education to the residents of the Commonwealth.

But we must not underestimate the lasting impacts of more than a year's worth of disruption caused by the COVID-19 pandemic.

- Those impacts are felt by our students: They have shown remarkable resilience and courage by continuing to make progress with their education under the most trying of circumstances, many with resources diminished as a result of un- and under-employment.
- Those impacts are felt by our faculty and staff: They have worked courageously, changing virtually everything they do day-to-day so our students could continue their educational progress while at the same time mitigating health risks for all.
- Those impacts are felt by our system: It was financially challenged before the pandemic struck, and those challenges are growing at an accelerating rate.

The appropriations request addresses these needs directly while being mindful that the Commonwealth itself is financially challenged as it turns its attention to recovery.

- The 2 percent increase in the annual appropriation is an essential means – arguably the only one we have – of keeping costs down for our students. The alternative may require us to increase their tuition at a time when they can least afford.
- The \$25 million investment, a part of a \$100 million request for one-time funding profiled over four-years (FY 2021-22 to 2024-25), is an essential and now urgent means of continuing the System's fundamental transformation, its redesign.

That System Redesign began in earnest in 2018 to:

- expand educational opportunities and improve educational outcomes for all our students;
- reach new student markets, particularly adults who need to re-skill and up-skill to remain viable in the workforce;
- respond with new educational programs to rapidly changing employer needs; and
- stabilize the system financially and set it on a path to renewed growth as required by the Commonwealth if it is to meet pressing workforce development needs.

The System Redesign continues to deliver on its promises, year on year, by holding the line on tuition, by aligning our expenses with revenues, and by rethinking how we fulfill our mission of providing affordable, high-quality education for all Pennsylvanians.

We are moving into an aggressive implementation phase that will determine whether this Commonwealth continues to benefit from postsecondary opportunities in reach of all and without which it cannot possibly or mathematically satisfy its workforce development needs. Implementation will:

- expand student opportunities across the system by enabling students at any university to take advantage of opportunities elsewhere, and—in particular—supporting the potential integration of six universities into two larger, highly collaborative institutions;
- aggressively address persistent and unacceptable equity gaps – recruitment, retention, and graduation rates – that exist by race/ethnicity and to a lesser extent by income , and make our universities inclusive environments that are welcoming to all their students and employees;
- ensure our universities operate in a financially sustainable way by end FY 2021-22; and
- create the infrastructure necessary to support the above.

These objectives are lofty, but they are essential to the Commonwealth’s future. They are grounded in increasingly analytically-driven and outcomes-oriented strategies, investment approaches, and evaluation protocols. They also require support of the General Assembly, now more than ever, at this most critical and pivotal hour.



Daniel Greenstein
Chancellor

SUMMARY OF APPROPRIATIONS REQUEST

EDUCATIONAL & GENERAL APPROPRIATION REQUEST

During FY 2020-21, Pennsylvania's State System of Higher Education received \$477.5 million in state appropriations. During the last six years, the Commonwealth's budget has provided the System with a combined increase in appropriations of \$64.7 million (16 percent in nominal dollars), following six years of reduced or stagnant appropriations. The State System greatly appreciates the Commonwealth's continued support, especially while facing unprecedented financial challenges due to COVID-19, and acknowledges the continued fiscal challenges facing the Commonwealth.

The State System's FY 2021-22 Educational and General (E&G) appropriation request builds upon the Commonwealth's commitment to increase funding for its state-owned universities, while addressing real affordability constraints experienced by Pennsylvania's low- and middle-income students. As such, this request was built upon a budget prepared with the following assumptions.

- In five of the past six years, the State System has received appropriation increases, ranging from 5.0 percent in FY 2015-16 to 2.0 percent in both FY 2017-18 and 2019-20. Recognizing this trend for moderate increases in state funding, the System's FY 2021-22 budget estimates incorporate a 2.0 percent increase in state appropriations. This recognizes a modest increase in the "cost to carry" current operations into the upcoming year. An appropriation request of \$487,019,000, an increase of \$9,549,000 or 2.0 percent if fully funded, will be used to minimize the net price for Pennsylvania students, augmenting ongoing efforts to address access and affordability.
- At its April 2020 meeting, the Board of Governors established a tentative tuition rate increase for FY 2021-22. Based on that action, a planning estimate of a 1.0 percent increase in the rates for tuition, the technology tuition fee, and all university-based fees is projected according to Board of Governors policy. Tuition rates for FY 2021-22 will not be addressed by the Board of Governors until spring 2021.
- Universities projected an overall 0.5 percent increase in enrollment. Anticipated enrollment trends vary significantly due to differences in regional demographics, program mix, student success initiatives, etc.

- Projected expenditures incorporate both mandatory cost increases in employee pay, healthcare, and pension obligations required to continue operations into the ensuing years, as well as continued university efforts to address the structural gap between revenues and expenses through strategic changes to their business model for long-term financial sustainability.

As universities implement lasting changes to their cost structures, available one-time resources (unrestricted net assets or reserves) may be used as a transitional tool. The requested appropriation of \$487.0 million, combined with other projected changes in the System's revenue and anticipated mandatory expenditures, results in a balanced E&G budget of \$1.6 billion. Notwithstanding the aggregate effect of creating a balanced budget, State System universities will continue to face significant financial challenges which are increased with the ongoing impacts of COVID-19 on both E&G and our Auxiliary operations, which include housing and dining.

SYSTEM REDESIGN INVESTMENT REQUEST

The success of the State System's redesign and its future ability to provide all Pennsylvanians with affordable, career-relevant postsecondary education, requires investment in core infrastructure. That investment will do more than expand capability as necessary to achieve the outcomes described in the opening letter. It will also produce significant returns measured both in revenue growth and cost efficiencies.

Accordingly, the State System is requesting a line item appropriation of \$25 million in FY 2021-22 for System Redesign Investment, part of a Board-approved \$100 million, 4-year request. The State System is appreciative of the General Assembly's passage of House Bill 2171 (now Act 50 of 2020), which allowed for continued transformation to better serve students and achieve financial sustainability. Given the passage of the Act, the investment would support technology modernization, the expansion of shared academic and administrative services, and support the Act 50 work on the integration of six universities into two combinations (California-Clarion-Edinboro and Bloomsburg-Lock Haven-Mansfield).

GOVERNOR'S FY 2021-22 BUDGET RECOMMENDATION

The State System of Higher Education requested a modest general appropriation increase of 2 percent (\$9.5 million) to \$487.0 million and a System Redesign Request of \$25.0 million to support the System's Redesign initiatives previously described.

The Governor proposed level funding of \$477.5 million for the State System. While appreciative of the continued support provided by Governor Wolf, the State System will continue to seek full funding of its request, given the operational needs of the universities, efforts to keep tuition affordable, and the importance of System Redesign implementation.

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The State System

Progress Report and Accountability Dashboard

As part of its compact with the people of this Commonwealth, and its commitment to ongoing transparency and accountability, the Board of Governors undertakes to report annually on the State System's impact as an engine of social mobility and economic development, and on its efficient and effective operations.

The report is organized in the following sections:

1. Contributions to the state
2. Student access and enrollment
3. Student affordability
4. Student progression and completion
5. University financial efficiency and sustainability

Reporting is now also available from our "accountability dashboard" at passhe.edu, under the System Data tab.

This year's accountability report includes new information that was promised in last year's edition including:

- Greater use of "disaggregated data" showing how students' educational journeys differ by race/ethnicity and income
- Greater benchmarking that compares universities' performance with that of national comparators
- Information on the demographic composition of the System's employee base



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Section 1. Contributions to the state

The State System contributes significantly to the Commonwealth in terms of:

- overall economic impact (including jobs created and maintained);
- workforce development; and
- graduate earnings and return on investment.

Economic impact

According to a study conducted by Baker Tilly Virchow Krause, LLP in 2015, State System universities contributed \$4.4 billion in economic impact to Pennsylvania, representing \$10.61 for every one dollar of public funds expended on the State System that year.

Overall, the State System employs more than 10,000 full-time faculty and staff, and we estimate another 62,000 people are employed outside the universities as a direct result of their existence. At that scale, the State System is one of the larger employers in the state. The State System’s universities—with few exceptions—are among the largest employers in their communities, and often in their counties (**Figure 1**).

Impacts are distributed geographically. The over 90,000 enrolled students and more than 520,000 System alumni who live and work in every one of Pennsylvania’s 67 counties comprise as much as 10 percent of the population in any given legislative district (**Figures 2-4**).

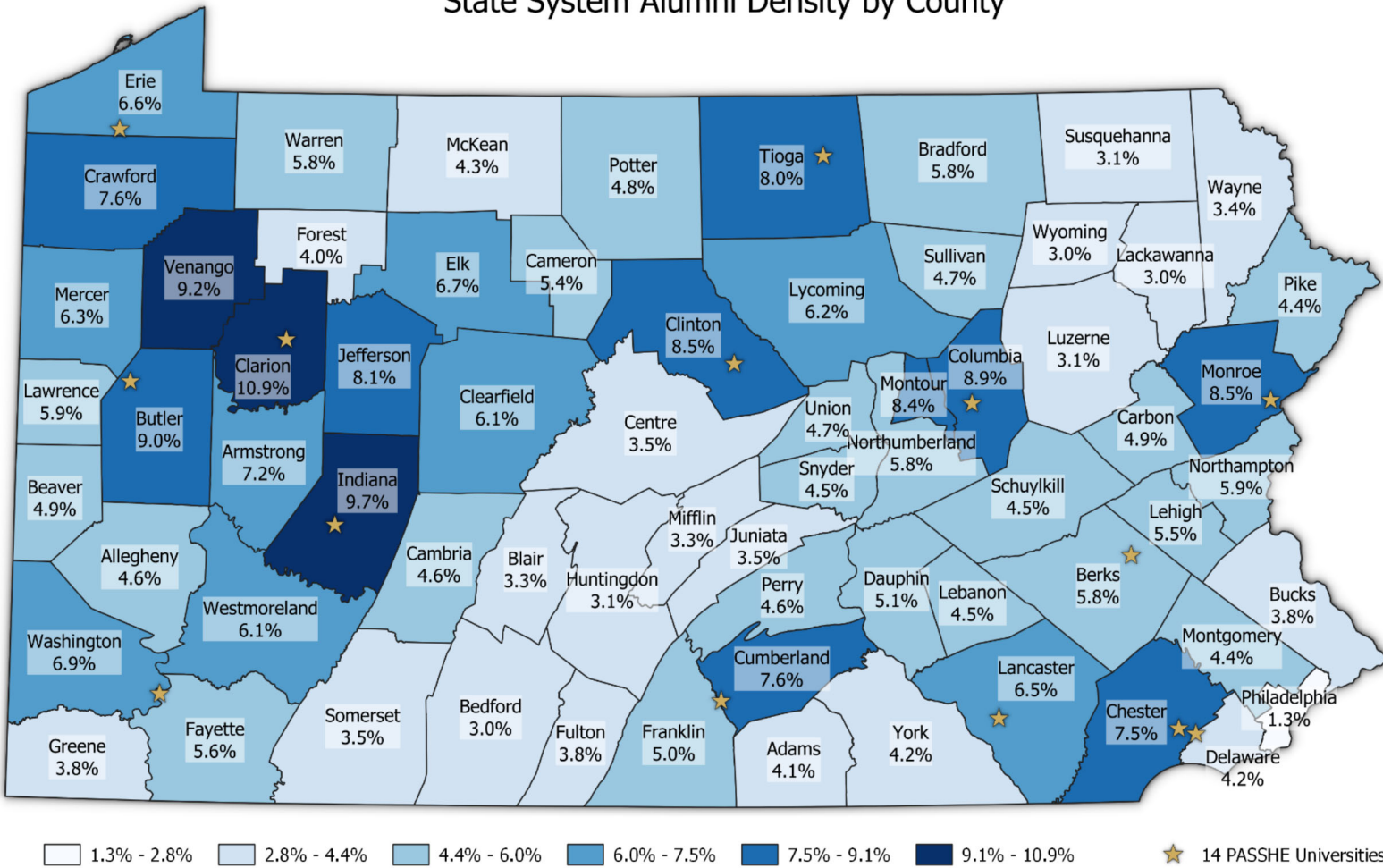
Labor Force Data by County, Pennsylvania Counties:
Annual Averages and Countywide Employment Impacts (2020)



Source: Center for Workforce Information & Analysis, State System Student Data Warehouse

Figure 1

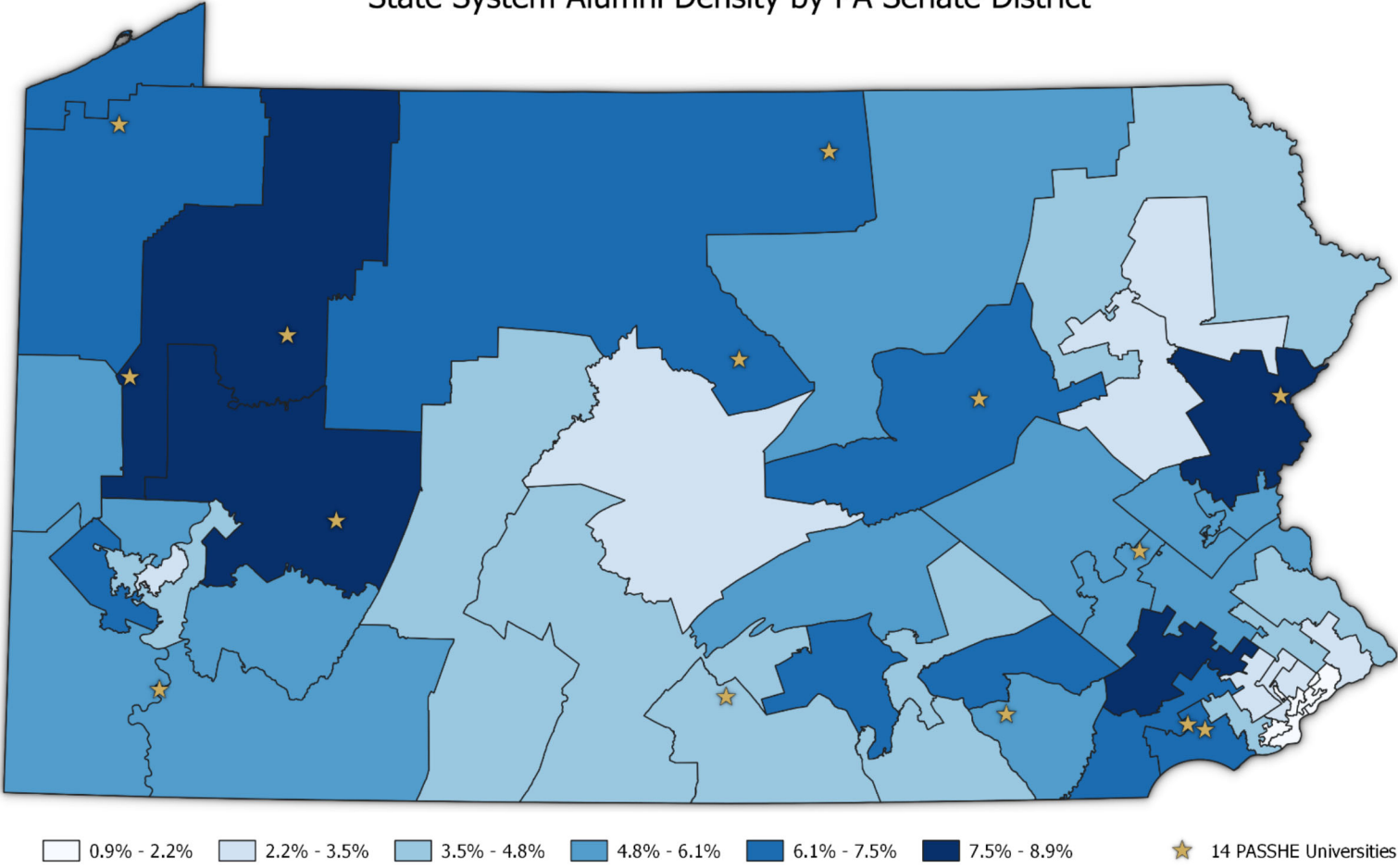
State System Alumni Density by County



Source: PASSHE Student Data Warehouse; U.S. Census Bureau

Figure 2

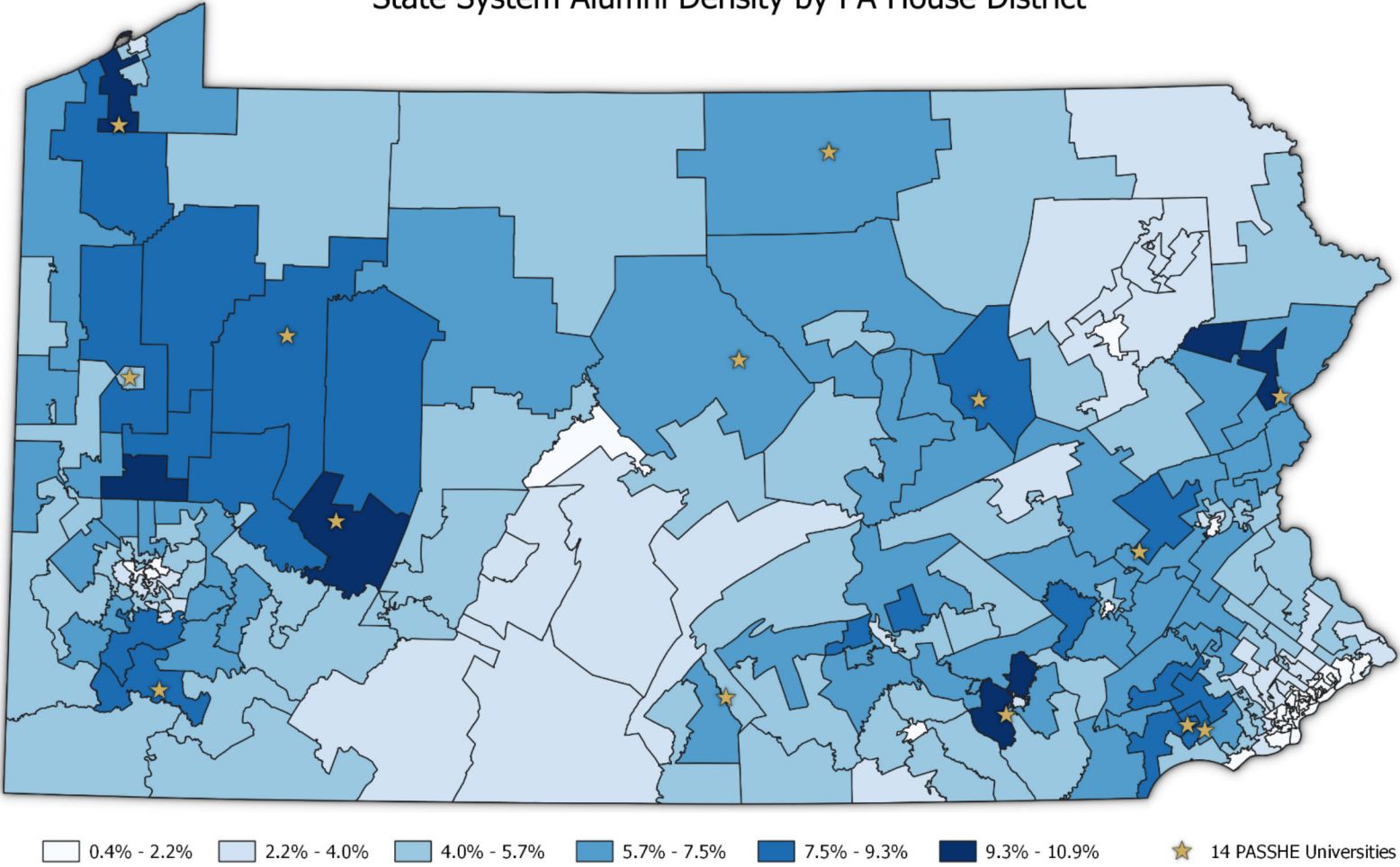
State System Alumni Density by PA Senate District



Source: PASSHE Student Data Warehouse; U.S. Census Bureau

Figure 3

State System Alumni Density by PA House District



Source: PASSHE Student Data Warehouse; U.S. Census Bureau

Figure 4

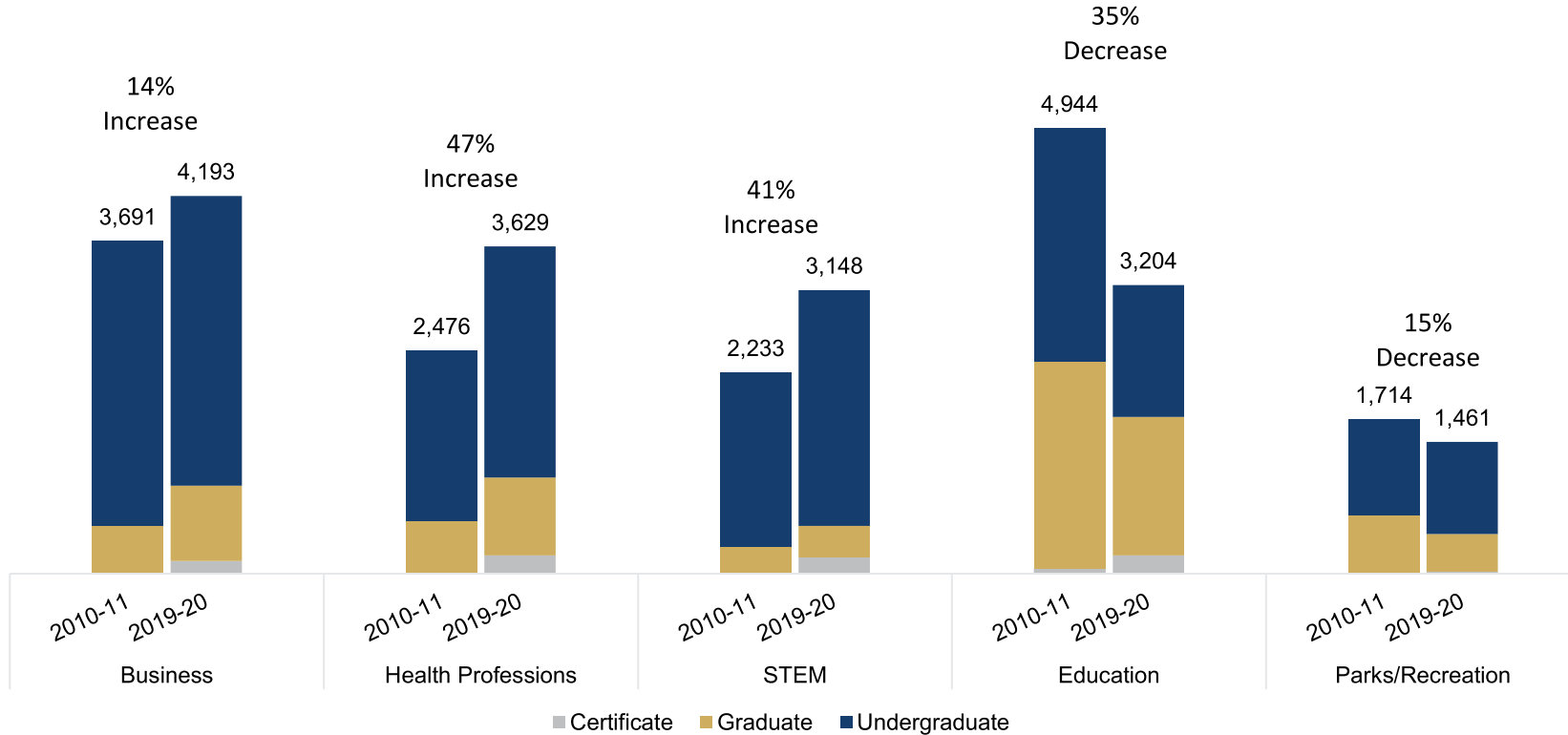
Workforce development

System universities work closely with employers in their regions in conjunction with data that project workforce demand to ensure program relevance and identify and respond to new and emerging needs. During the 2019-20 academic year, for example, the System approved 30 new degree programs and 39 new certificate programs. A majority of these new programs are in Business, STEM (science, technology, engineering, and mathematics), and Education. During this same time, 15 degree programs and 16 certificate programs were discontinued. A majority of the discontinued programs were in languages, education, and philosophy.

Accordingly, the State System universities have seen a pronounced increase in enrollments in programs identified as high-need areas, including STEM and healthcare-related programs. When combined (STEM-H), these represent the most popular areas of study, accounting for about one-third of the graduates receiving a bachelor's degree from a System university. Business, the second most popular field of study, accounts for about one-fourth of those now graduating.

The shift towards STEM-H and business is evident in the new programs introduced by State System universities over the past decade, and is expected to continue (**Figure 5**).

**Pennsylvania's State System of Higher Education
Number of Awards Conferred in Top Five Areas of Study
2010-11 to 2019-20**



Source: State System Student Data Warehouse, Annual Awards Conferred

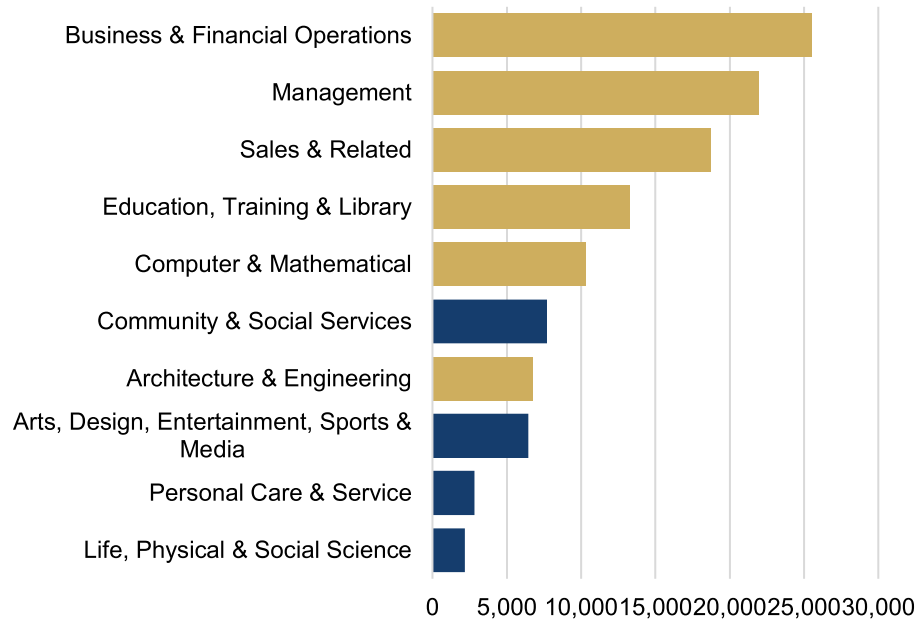
Figure 5

Education also remains an important field of study. State System universities still produce the largest number of new teachers in the state, although degrees conferred in education have declined.

Alignment between educational programs and workforce need is also apparent in **Figures 6 and 7**, which focus respectively on occupations with the greatest demand for employees and the highest enrolled programs of study offered at System universities.

The left-hand graph shows the 10 highest-demand general occupations in Pennsylvania ranked in terms of the number of new jobs anticipated annually in Pennsylvania through 2028. The right-hand graph shows the most productive programs of study at the State System in terms of the number of graduates in 2019-20. Gold bars represent areas where workforce demand and graduate productivity are aligned. These data show opportunities for even greater alignment at the statewide level. More in-depth data are used to drive programmatic decisions at the university level.

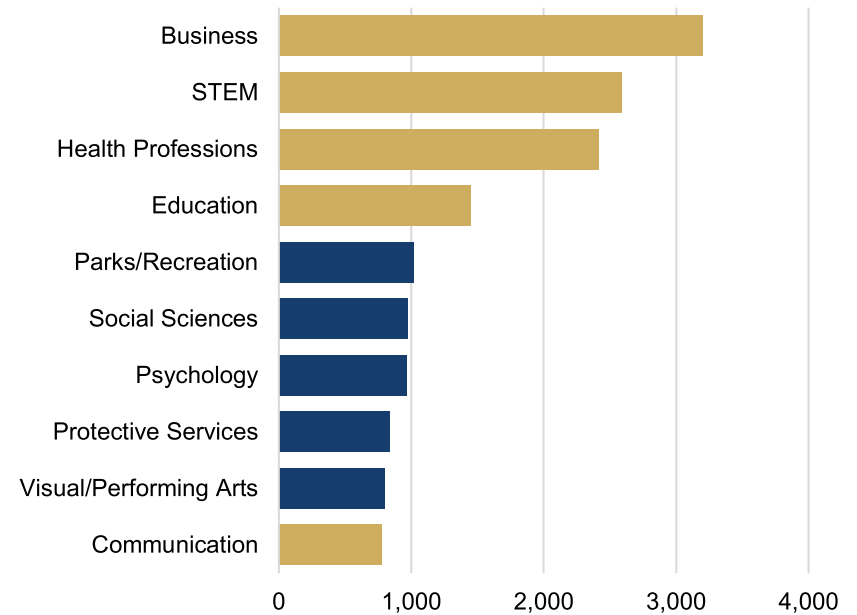
Top 10 Occupation Groups by Projected Annual Job Openings to 2028: Jobs Typically Requiring a Bachelor's Degree



Source: PA Department of Labor & Industry, 2018-2028 Long-Term Projections; based on occupations in O*NET Job Zone 4

Figure 6

Top 10 Programs of Study for State System Bachelor's Degree Recipients, 2019-20

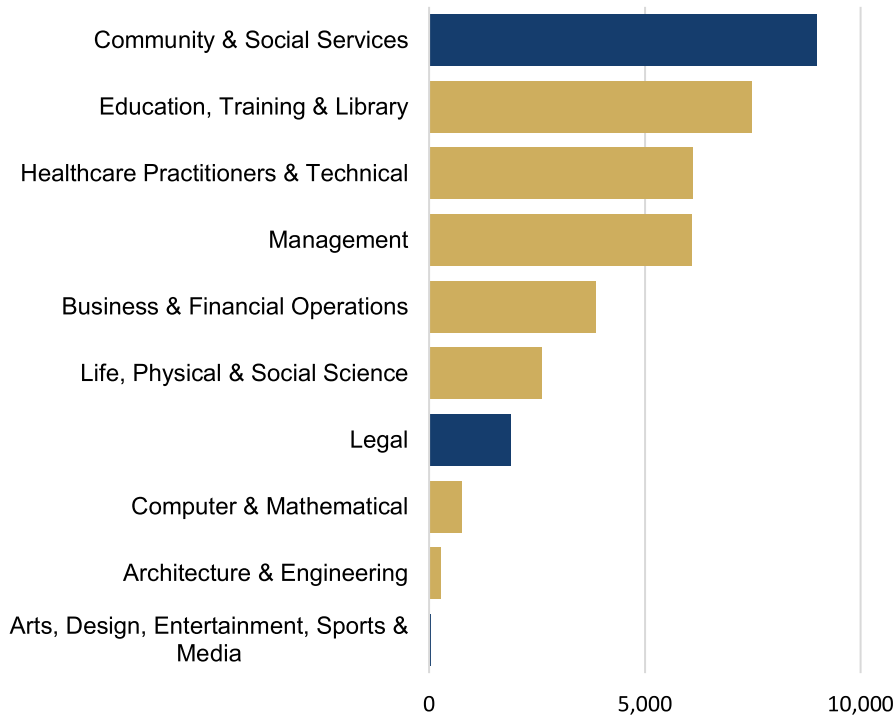


Source: State System Student Data Warehouse

Figure 7

Workforce alignment is even more apparent at the graduate level than at the undergraduate level (Figures 8 and 9).

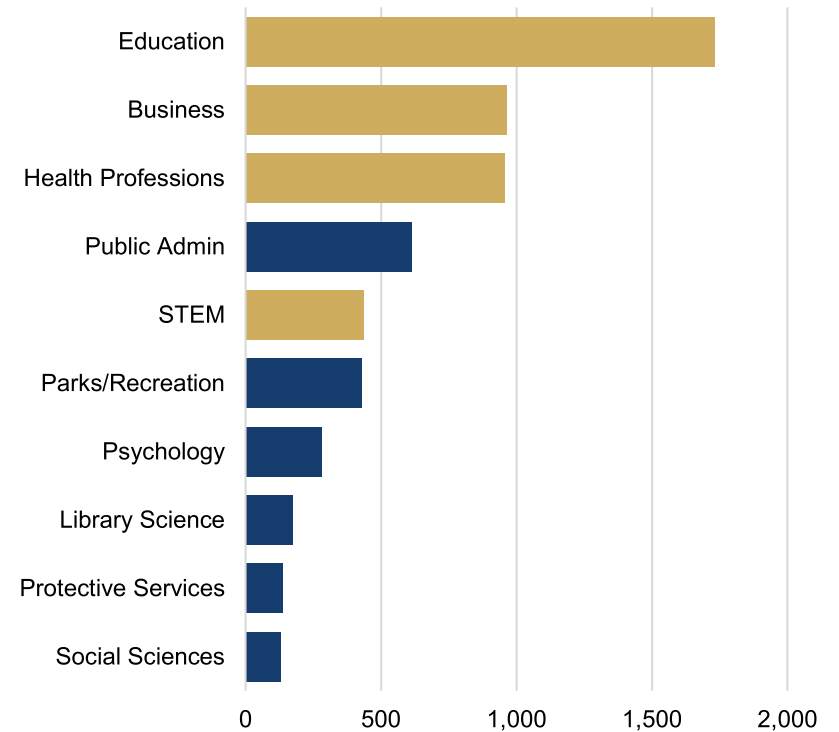
Top 10 Occupation Groups by Projected Annual Job Openings to 2028: Jobs Typically Requiring a Graduate or Professional Degree



Source: PA Department of Labor & Industry, 2018-2028 Long-Term Projections; based on occupations in O*NET Job Zone 5

Figure 8

Top 10 Programs of Study for State System Graduate Degree and Graduate Certificate Recipients, 2019-20

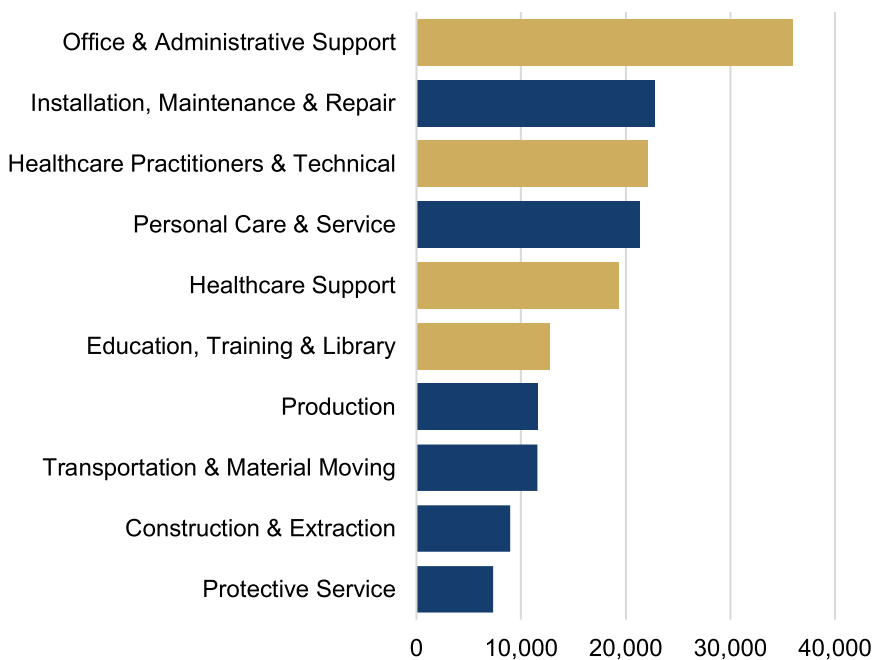


Source: State System Student Data Warehouse

Figure 9

At the sub-baccalaureate level (associate's degree and certificate), workforce alignment also appears strong (**Figures 10 and 11**), but is hard to assess given relatively weak data on non-degree and certificate programs. We expect to see significant improvement in these areas as we expand non-degree programs that target high-demand employer and adult upskilling/reskilling needs. Additionally, data collection efforts for non-degree programs are improving and we expect more visibility into both enrollment and workforce alignment for non-degree credentials in 2021.

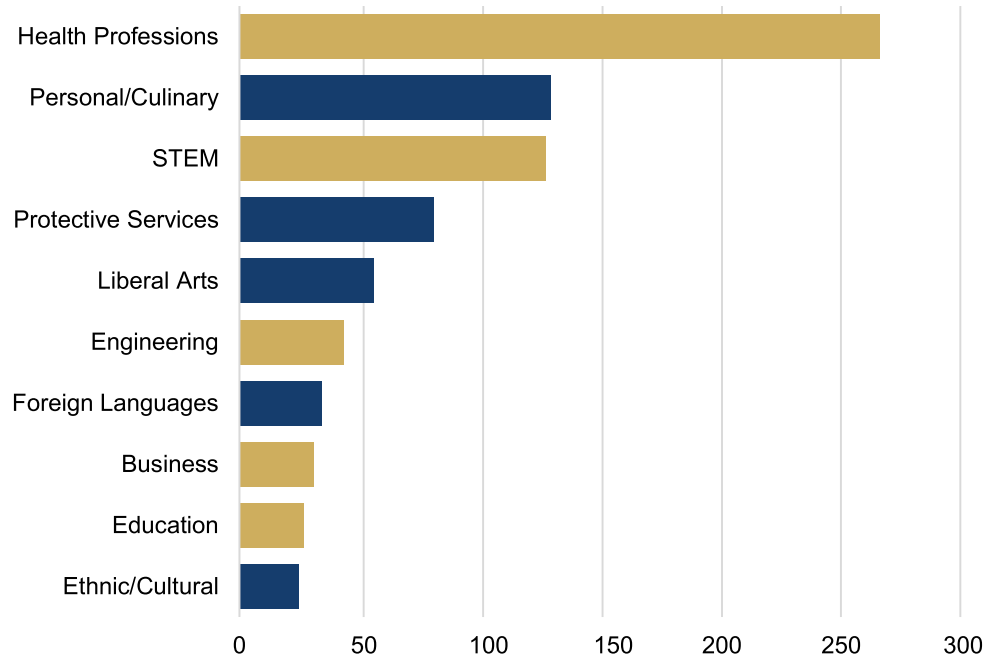
Top 10 Occupation Groups by Projected Annual Job Openings to 2028: Jobs Typically Requiring Vocational Training or an Associate's Degree



Source: PA Department of Labor & Industry, 2018-2028 Long-Term Projections; based on occupations in O*NET Job Zone 3

Figure 10

Top 10 Programs of Study for State System Associate's Degree and Undergraduate Certificate Recipients, 2019-20



Source: State System Student Data Warehouse

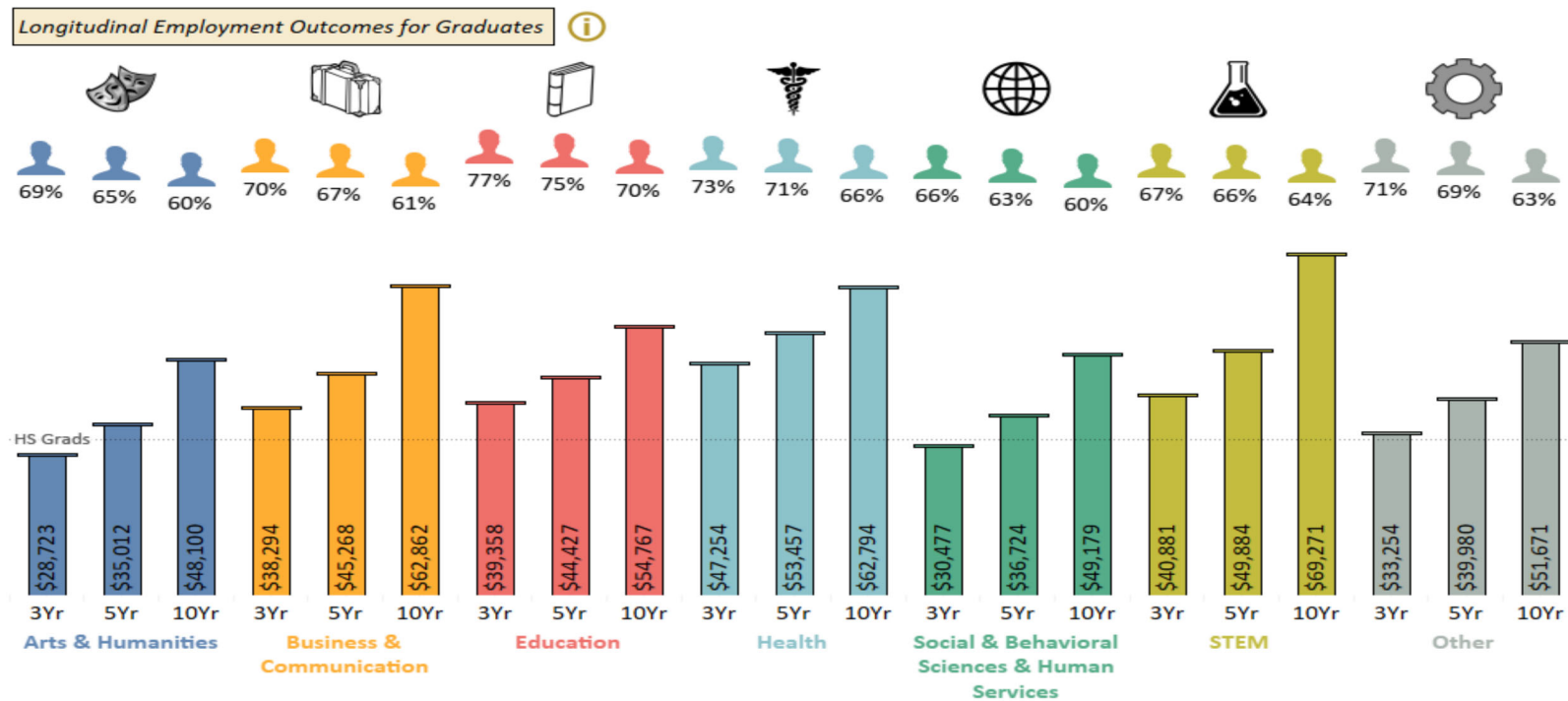
Figure 11

Tight alignment between educational programs and workforce need shows up in graduates' employment outcomes and pays off for the state.

A year after graduation, 94 percent of graduates are employed, continuing their education, or serving in the military.

Ten years after graduating, Bachelor's degree recipients have average annual earnings of \$56,000, and fully 63 percent of them are living and working in Pennsylvania (**Figure 12**).

While students graduating in STEM fields do somewhat better economically than graduates in other fields, a good return on students' investment in their State System university education is available for all.



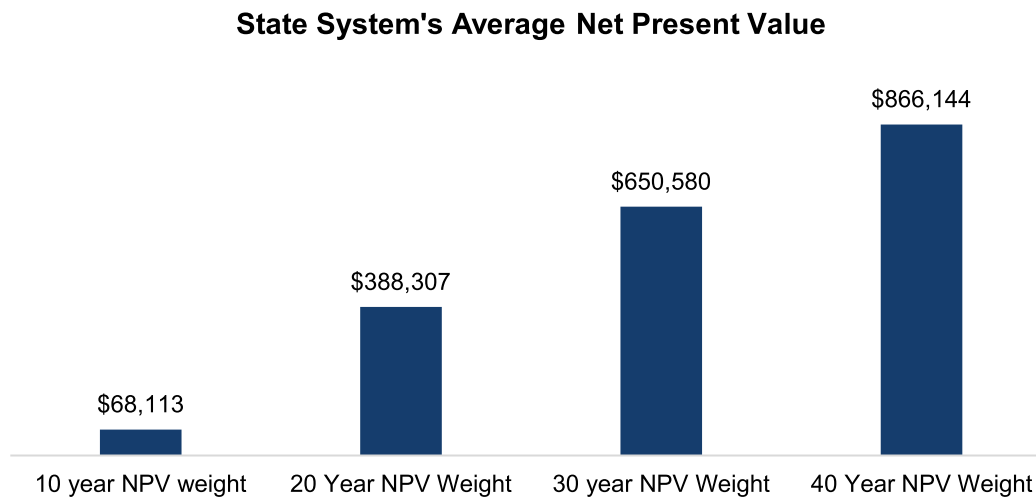
Source: State System Student Data Warehouse, PA Unemployment Insurance Records

Figure 12

Together, the relative affordability of a State System university education (section 3), the high degree of alignment between credentialing programs and workforce needs, and graduates' success in the labor market ensure students receive an excellent return on their investment in a State System education. This is demonstrated in **Figure 13**. It shows the net present value (NPV) of a student's investment in their State System university education after 10, 20, 30, and 40 years, as well as lifetime earnings compared to those for a Pennsylvanian with no more than a high school diploma.

NPV is how much a sum of money invested today is worth in the future.

For higher education, this metric demonstrates what graduates get in terms of salary for their investment in a State System degree. It considers the net price of attending a State System university and graduates' salary outcomes. Forty years after graduation, a degree holder would have earned \$866,144 more than a person without a degree.



On average, State System University graduates receive a return of investment of \$866,144 forty years after graduating.

Source: Georgetown University Center on Education and the Workforce, A First Try at ROI: Ranking 4,500 Colleges, 2020. Systemwide averages created using relative number of graduates from corresponding data.

Figure 13



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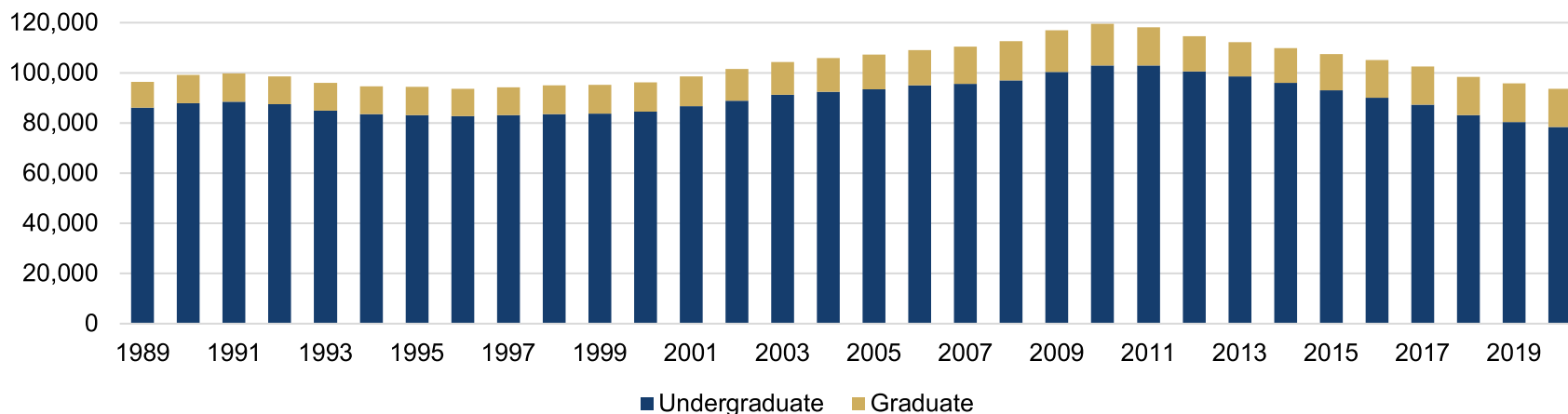
Section 2. Student access and enrollment

Background and overview

After a decade of growth, student enrollments across the State System have declined by almost 21 percent since Fall 2010 – more than 27 percent without West Chester, which has grown steadily during the period (**Figure 14**). This decline varies by university (**Figure 17**), compared to an overall decline of 1.7 percent in Pennsylvania and a decline of 2 percent in the university’s national comparator groups.

The impact of the Coronavirus pandemic has not accelerated enrollment decline for the general population, including the percentage of underrepresented students. However, it is no doubt the challenge students and universities have faced during this pandemic.

**Pennsylvania's State System of Higher Education
Fall Headcount Enrollment History**



Source: State System Student Data Warehouse

Notes: Enrollments for 2012 forward include credit hour and clock hour students.

Figure 14

Undergraduate and Graduate Enrollment

While the overall enrollment has declined since 2010-11, the proportion of students enrolled in undergraduate programs has decreased from 86 percent to 84 percent. In-state enrollment remains steady around 88 percent of all enrollments since 2010-11.

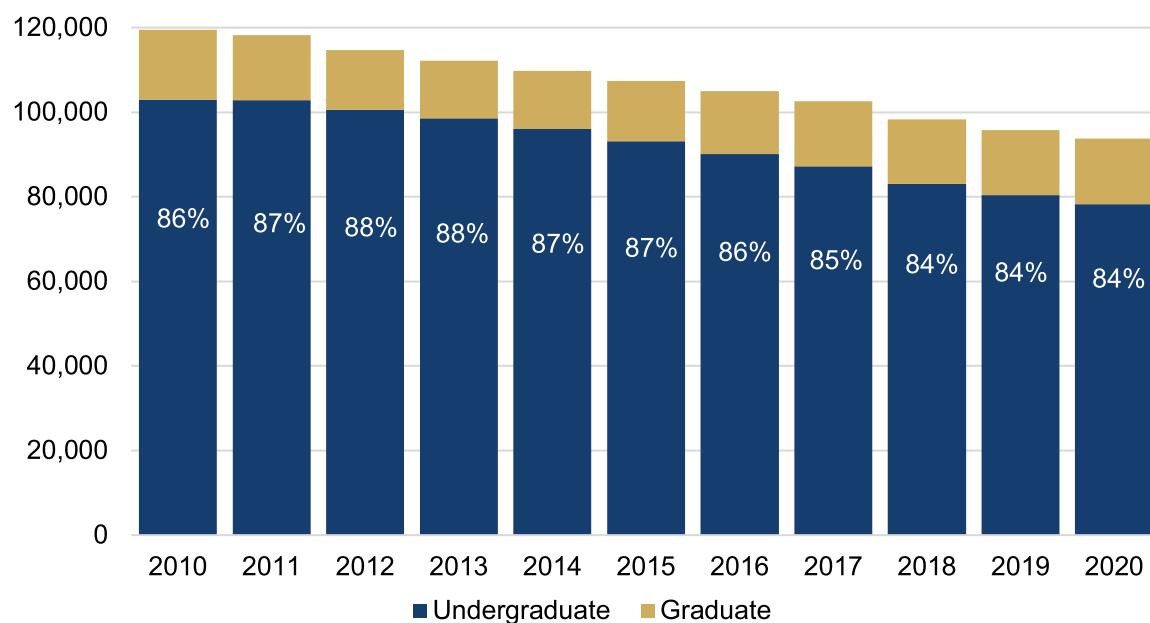
In comparing Fall 2019 to Fall 2020, the proportion of underrepresented students increased slightly overall, as did adult learners and out-of-state students. A small decline was seen in full-time students.

Impacts of the Coronavirus pandemic may be seen in Pell-eligible student populations when data are collected next year.

	Fall 2010	Fall 2019	Fall 2020
Underrepresented Minority	12.5%	19.8%	20.1%
Adult Learners	10.4%	9.6%	9.8%
Out-of-State	11.3%	11.8%	11.6%
Full-Time	84.1%	80.4%	78.9%

Figure 15

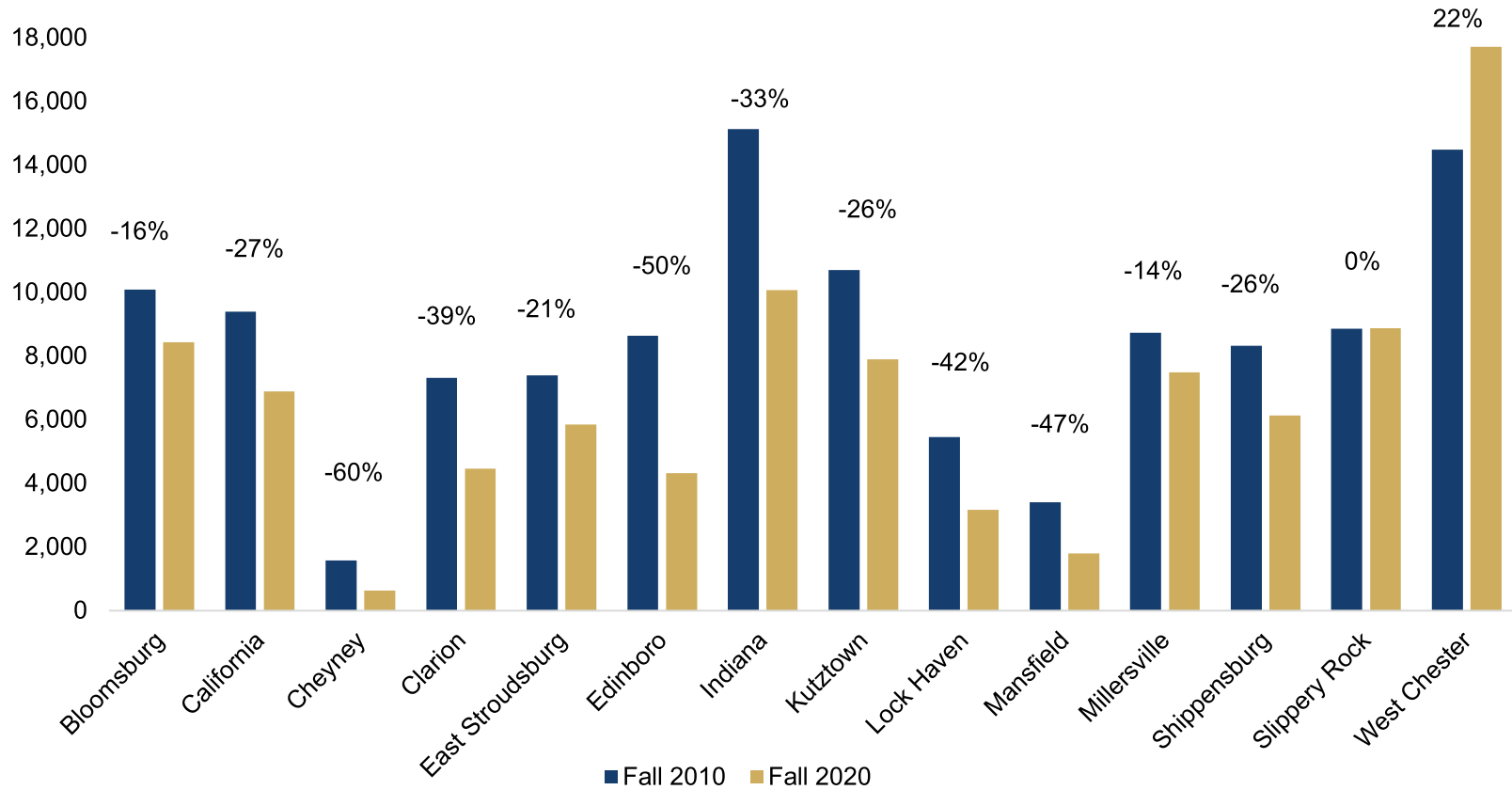
Fall Headcount Enrollment



Source: State System Student Data Warehouse, Fall Census
 Notes: Enrollments for 2012 forward include credit hour and clock hour students.

Figure 16

Fall Headcount Enrollment by University 2010 and 2020



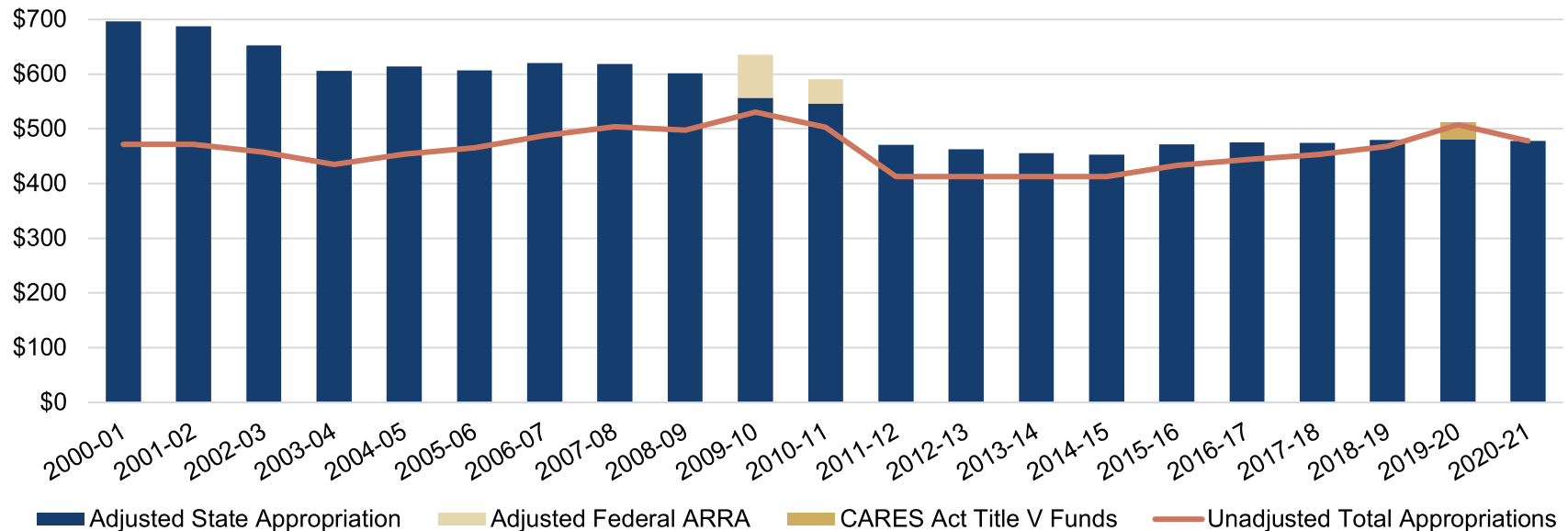
Source: State System Student Data Warehouse, Fall Census
 Notes: Enrollments include credit hour and clock hour students.

Figure 17

Enrollment decline is driven by a variety of factors including **the rising price of education, decline in the size of the high school leaving population**, and a **strong economy** which sees proportionally more people entering the workforce.

The rising price of education at the State System is directly related to the level of state funding. Although Pennsylvania has increased funding, holding funds steady in FY 2020-21, current funding is down \$210 million (31 percent) from 2001-02, when adjusting for inflation. In nominal dollars, the current state funding is between FY 2010-11 and FY 2011-12 levels (**Figure 18**).

State Appropriations Adjusted for Inflation*



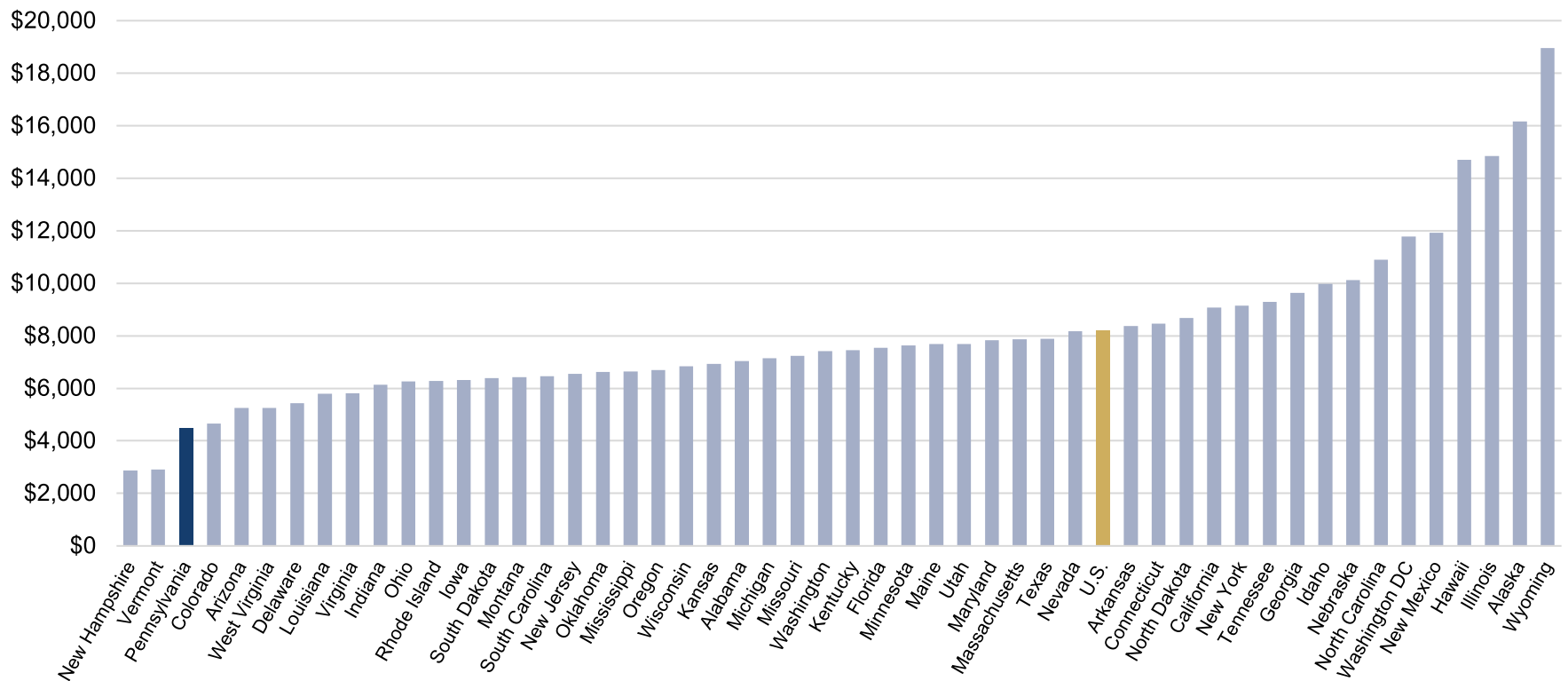
*Inflation adjustment based on CPI-U through 2019-20, and 2020-21 inflation of .9% per Congressional Budget Office projections.

Source: State System Budget Reports

Figure 18

At this funding level, Pennsylvania ranks 48th of 50 states in terms of educational appropriation per student Full Time Equivalent (FTE), representing a decline from FY 2018, where Pennsylvania was ranked 47th (**Figure 19**). Additional data from the State Higher Education Executive Officers Association (SHEEO) lists Pennsylvania as ranked 47th in net tuition per FTE, spending \$3,719 per student less than the 50-state average.

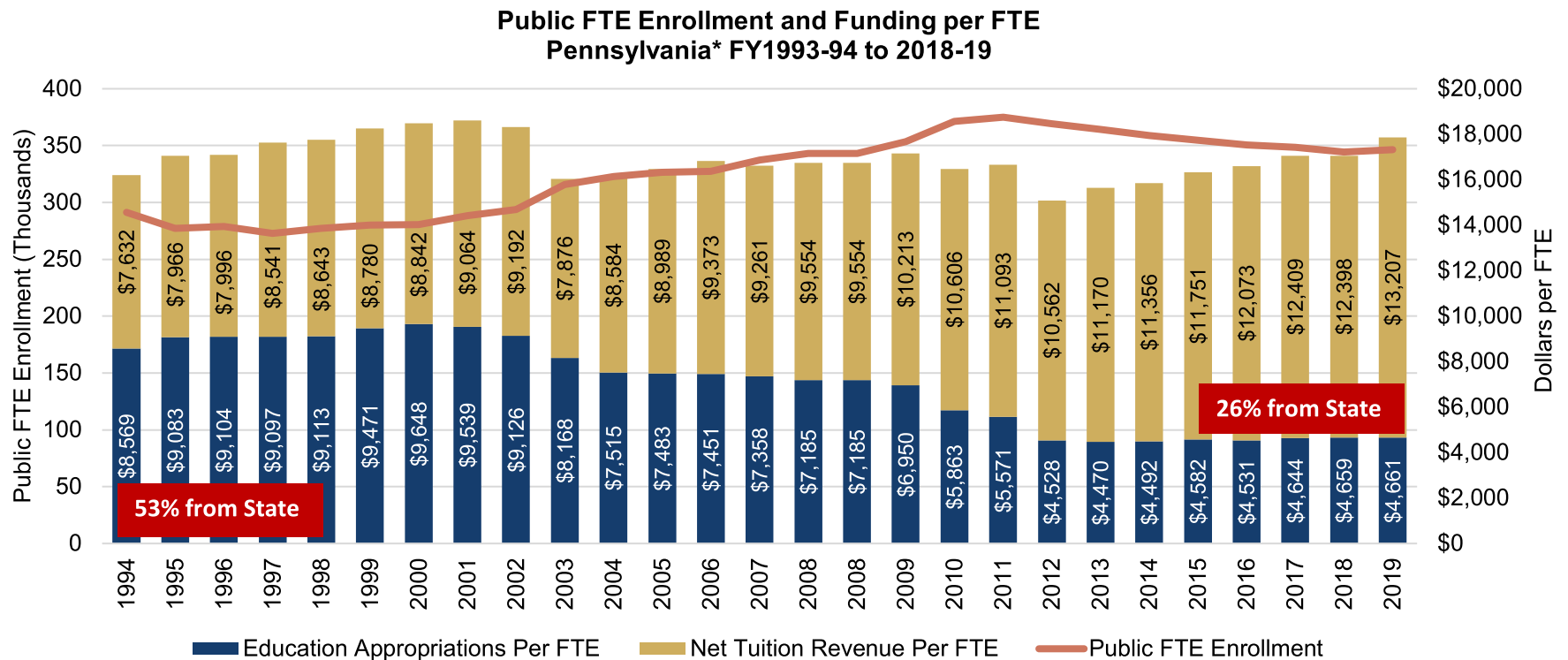
Educational Appropriations per Student FTE



Source: State Higher Education Executive Officers Association FY 2019 State Higher Education Finance Report

Figure 19

Student tuition has increased consistently in response to the long-term pattern of state investment. The result is that the proportion burden borne by students for the cost of their higher education was 74 percent in 2019 (Figure 20).

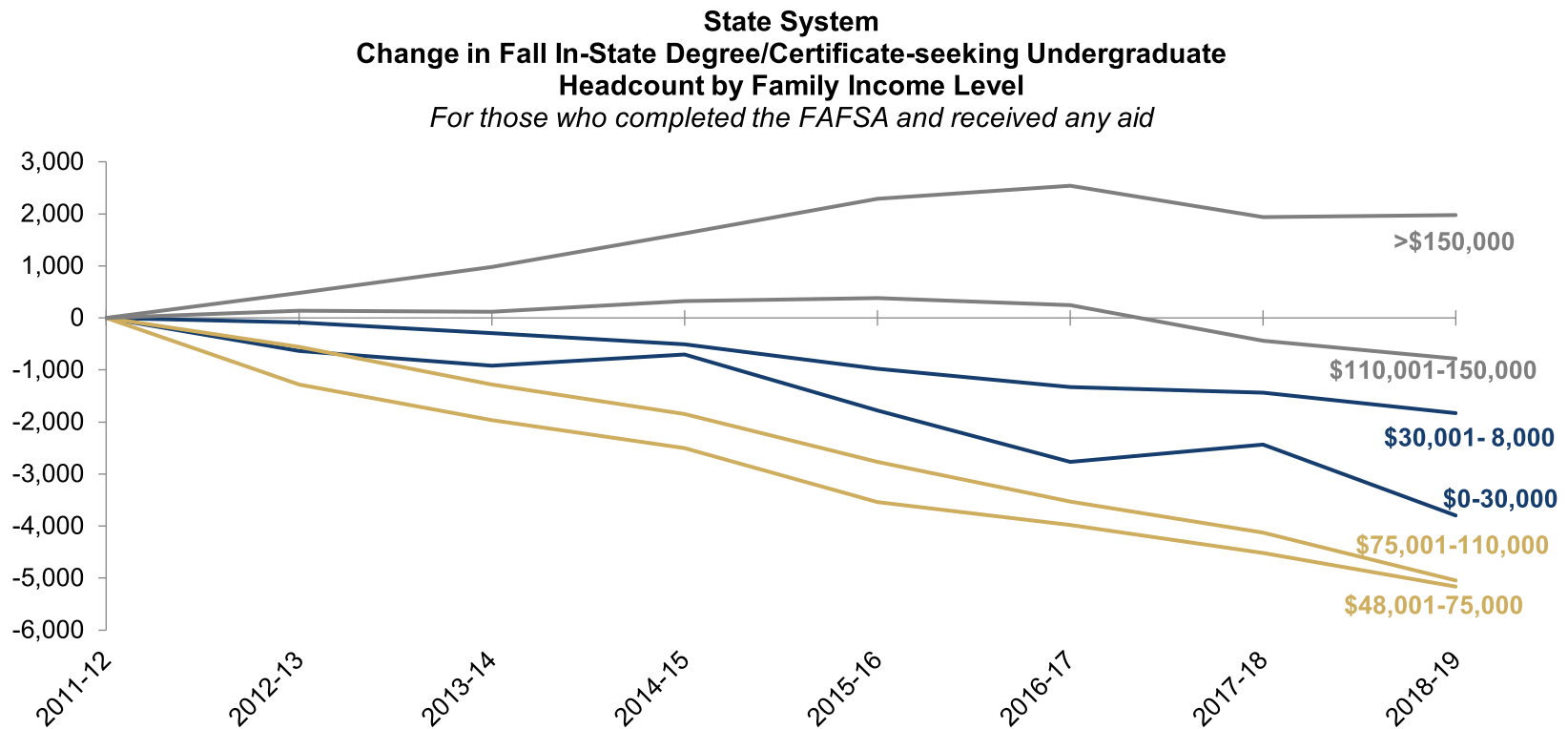


Source: State Higher Education Executive Officers Association FY19 State Higher Education Finance Report
*State-owned, State-related, Community Colleges, PHEAA

Notes: Data adjusted for inflation using the Higher Education Cost Adjustment (HECA). Full-time equivalent (FTE) enrollment equates student credit hours to full-time, academic year students, but excludes medical students. Educational appropriations are a measure of state and local support available for public higher education operating expenses including ARRA funds, and excludes appropriations to independent institutions, financial aid for students attending independent institutions, research hospitals, and medical education. Net tuition revenue is calculated by taking the gross amount of tuition and fees, less state and institutional financial aid, tuition waivers or scholarships, and medical student tuition and fees. Net tuition revenue used for capital debt service is included in the net tuition revenue figures above.

Figure 20

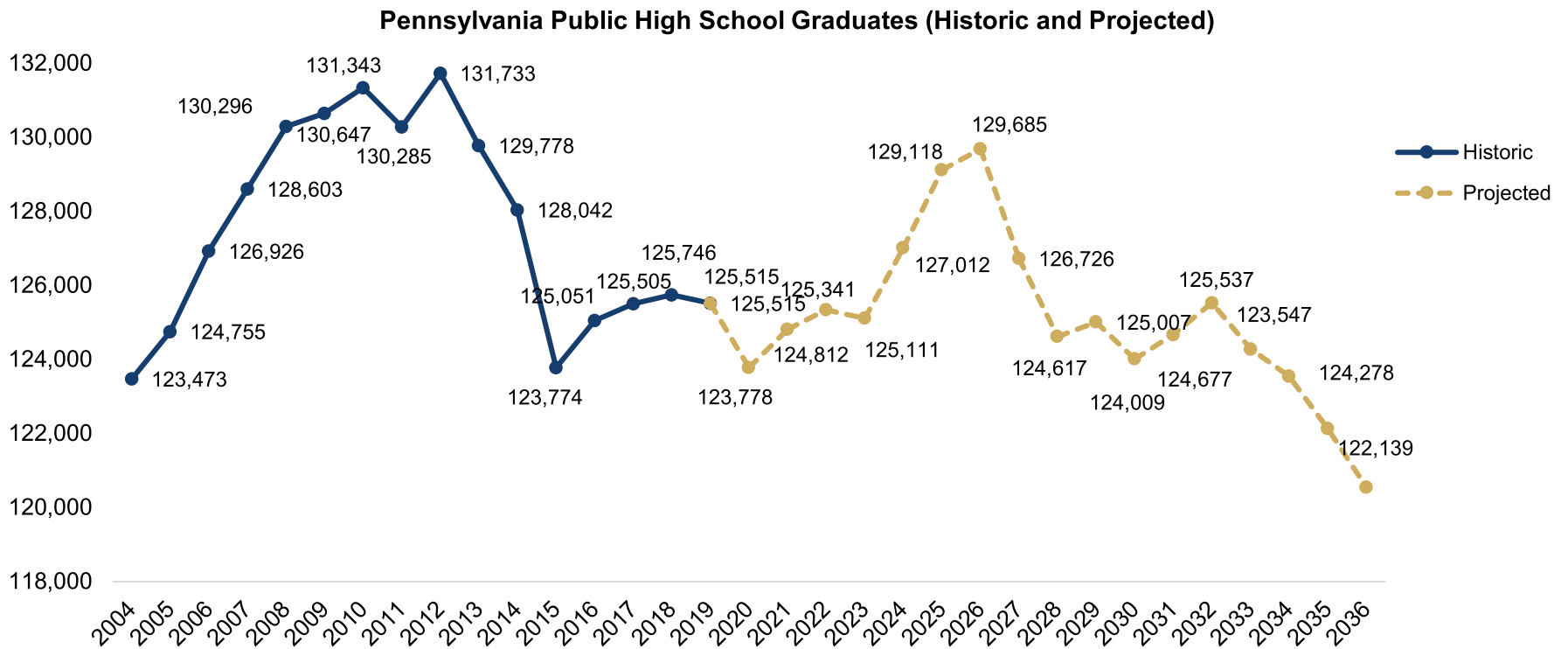
Tuition increases have had a larger impact on the low- and middle- income students that the State System universities have historically served and that the State needs most to succeed in order to meet workforce development goals. This is evident in **Figure 21**, which shows steeper enrollment declines for those students than for higher income students. We are still working through Fall 2020 data to determine what, if any differential impact the pandemic had on enrollment of students from lower income families.



Source: State System Student Data Warehouse

Figure 21

Demographic trends are also responsible for declining enrollments. Pennsylvania is at the tail end of a period of contraction in the size of the high-school-leaving population (2012-2020). After a period of modest growth (2020-2026), the number of high school graduates in Pennsylvania is expected to decline precipitously by as much as seven percent by 2036 from the number of graduates in 2012 (**Figure 22**). This will further depress enrollment of “traditional” students (those entering university directly after high school), who today represent almost 90 percent of all undergraduates enrolled at the System’s universities.



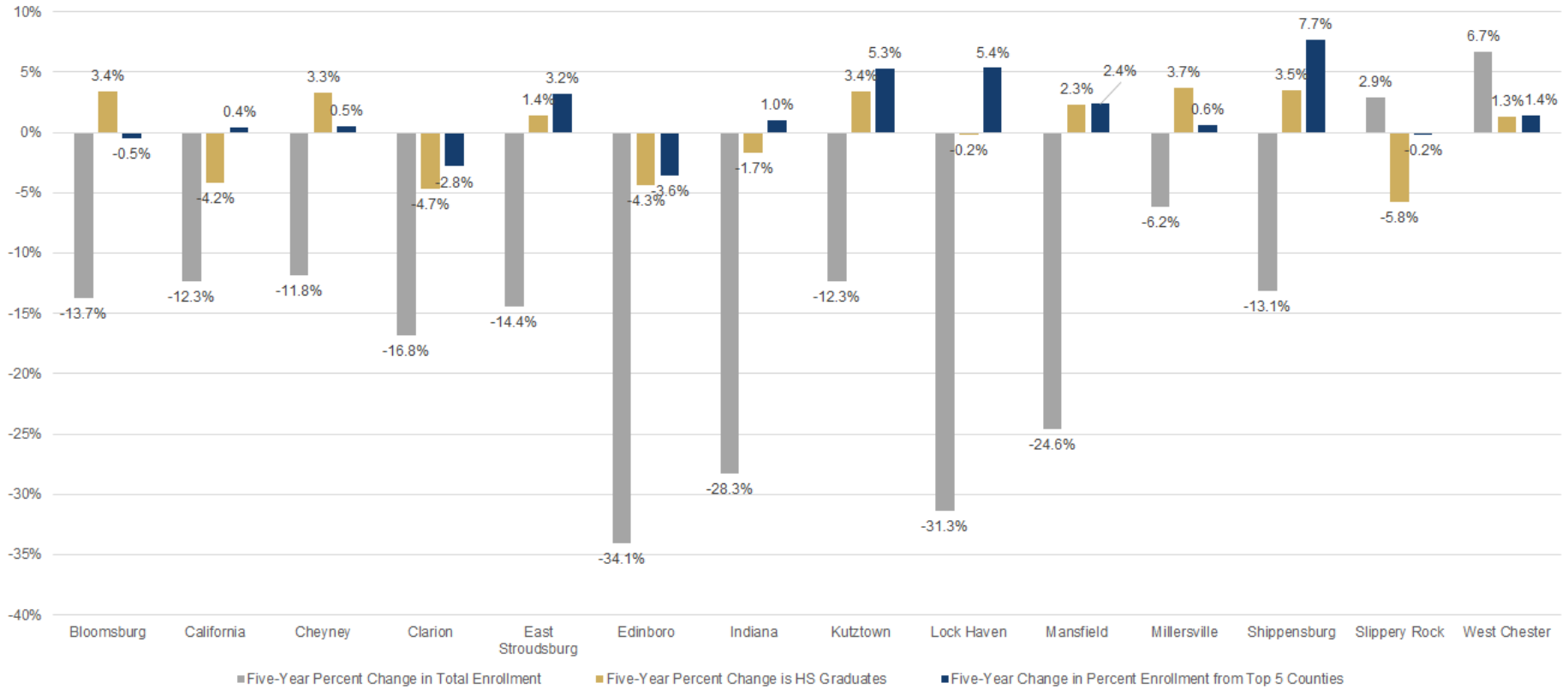
Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2016." Pennsylvania Department of Education Public High School Graduates 2003-2018. Pennsylvania Department of Education Public High School Enrollment 2003-2019. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. Updated by the office of Advanced Data Analytics June 25, 2019.

Figure 22

Figure 23 demonstrates how university enrollments relate to population trends in the counties from which they draw most of their students (“feeder counties”) for the period 2015-2020. Gray bars show the percentage change in the universities’ enrollments during the period. Gold bars show the percentage change in the size of the high school leaving population in the universities’ five feeder counties. Blue bars show the percentage change in the universities’ enrollment from their feeder counties.

Every State System university except for Bloomsburg, Cheyney, and Millersville has captured an increased share of high-school-leavers from its feeder counties (blue bar has a higher value than the gold bar). Slippery Rock and West Chester universities are expanding beyond their regions (gray has a higher value than the blue and gold bars) and have been successful in growing enrollments. California, Clarion, Edinboro, Indiana, and Lock Haven are doubly challenged trying to expand beyond their region while drawing from regions where the size of the high school leaving population is shrinking.

System Five-Year Change (Fall 2020 to Fall 2015) in Percent Enrollment Compared to Five-Year Percent Change in HS Grads of Top 5 Counties by Enrollment



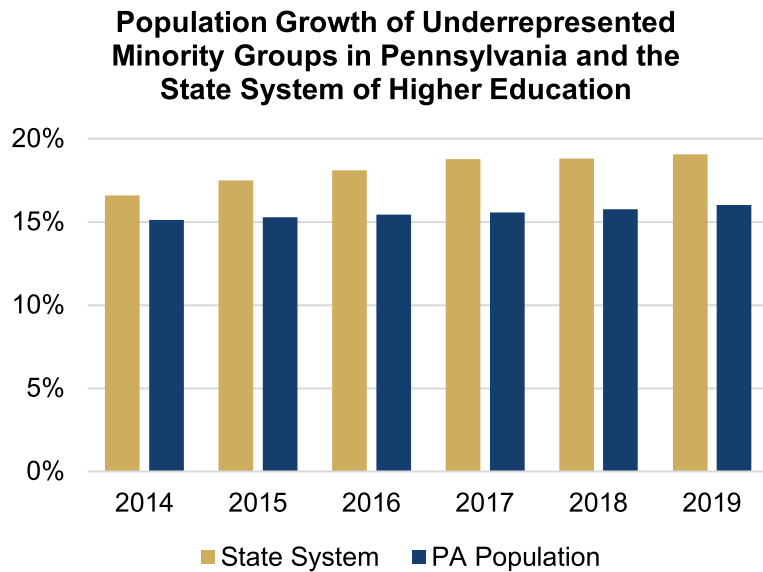
Sources: State System Student Data Warehouse, Fall Preliminary Census, Official Reporting Date: End of the 15th day of classes. Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2016." Pennsylvania Department of Education Public High School Graduates 2003-2018. Pennsylvania Department of Education Public High School Enrollment 2003-2019. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. Updated by the office of Advanced Data Analytics June 25, 2019.

Figure 23

Responding to access and enrollment challenges

To continue their historic contribution to Pennsylvania’s workforce development and social mobility needs, State System universities are striving to enroll and graduate proportionately more students from traditionally under-served populations, stabilize declining enrollments of low- and middle-income students and enroll more adults seeking to upskill or reskill.

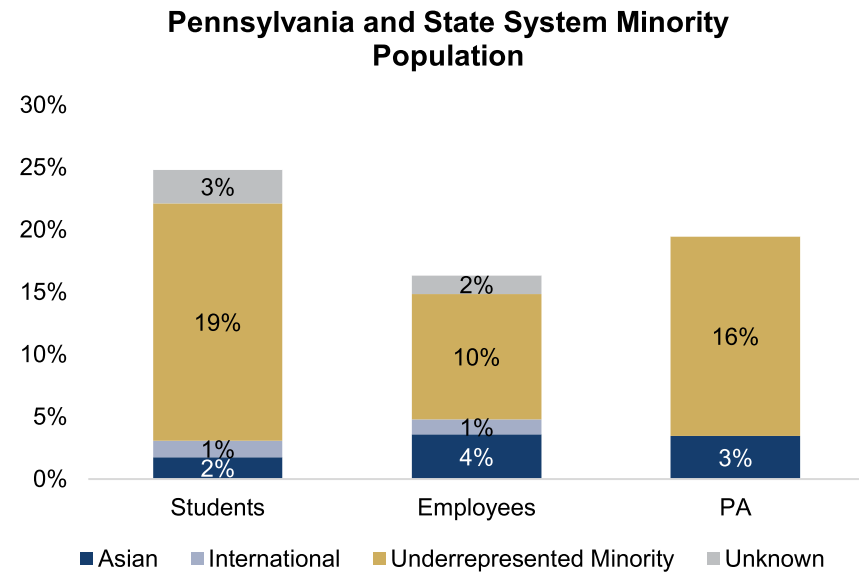
State System universities have made significant progress closing the enrollment gap between underrepresented minorities (URM) and White and Asian students (**Figure 24**). In 2019, underrepresented students made up 19 percent of the student body, compared with 16 percent in the general population and 10 percent in State System employees (**Figure 25**). Tracking with demographic projections, it is estimated that the proportion non-white population will remain relatively flat through 2028, at which point it will begin again to grow.



Note: Underrepresented Minority includes American Indian or Alaska native, black or African American, Hispanic, and Two or More Races

Source: State System Student Data Warehouse, ACS 5-year estimates

Figure 24



Source: State System Student Data Warehouse, ACS 5-year estimates

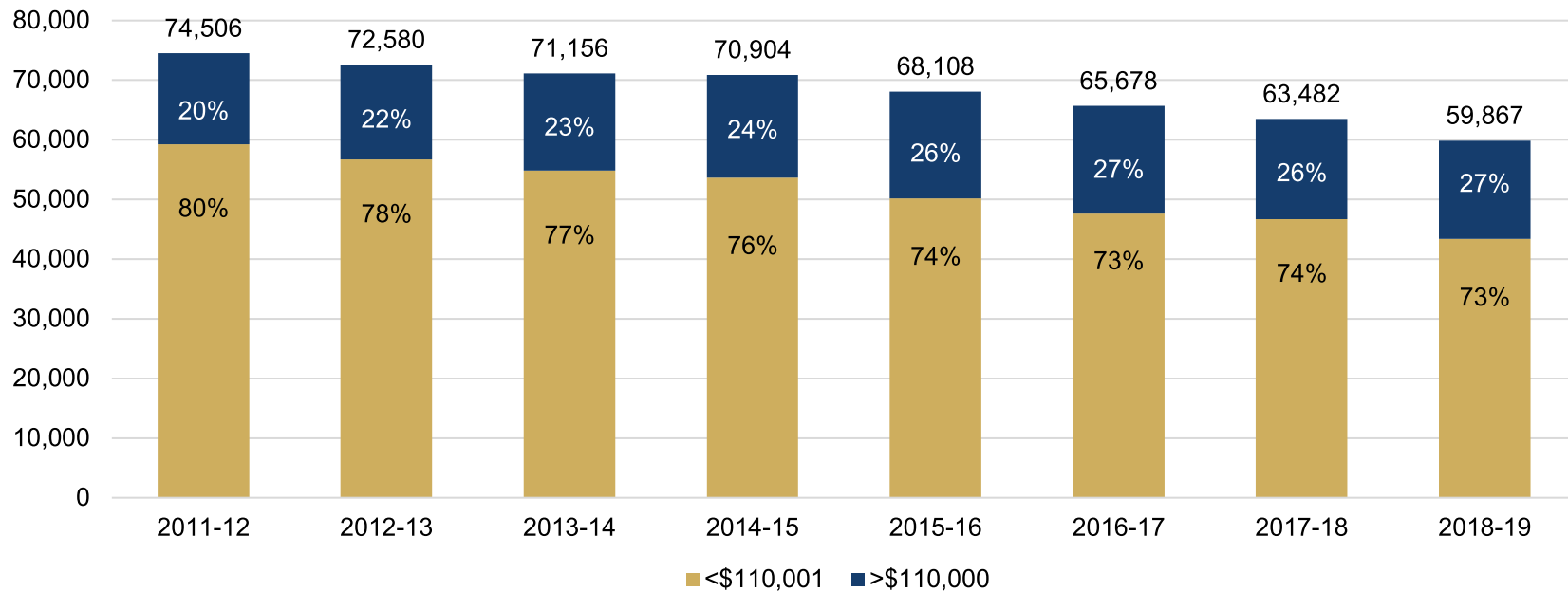
Figure 25

While the System has made progress closing enrollment gaps defined by race/ethnicity, **Figure 26** shows the gap between lower- and higher-income students is growing. Enrollments **increased 7.8 percent** for students of families with income **greater than \$110,000**. Enrollments **decreased 26.7 percent** for students of families with income **less than \$110,000**.

In 2011-12, undergraduate students of families with income less than \$110,000 represented 80 percent of the student population, where in 2018-19 they represented 73 percent of the population.

Maintaining affordability for these students will be critical and is the subject of Section 3.

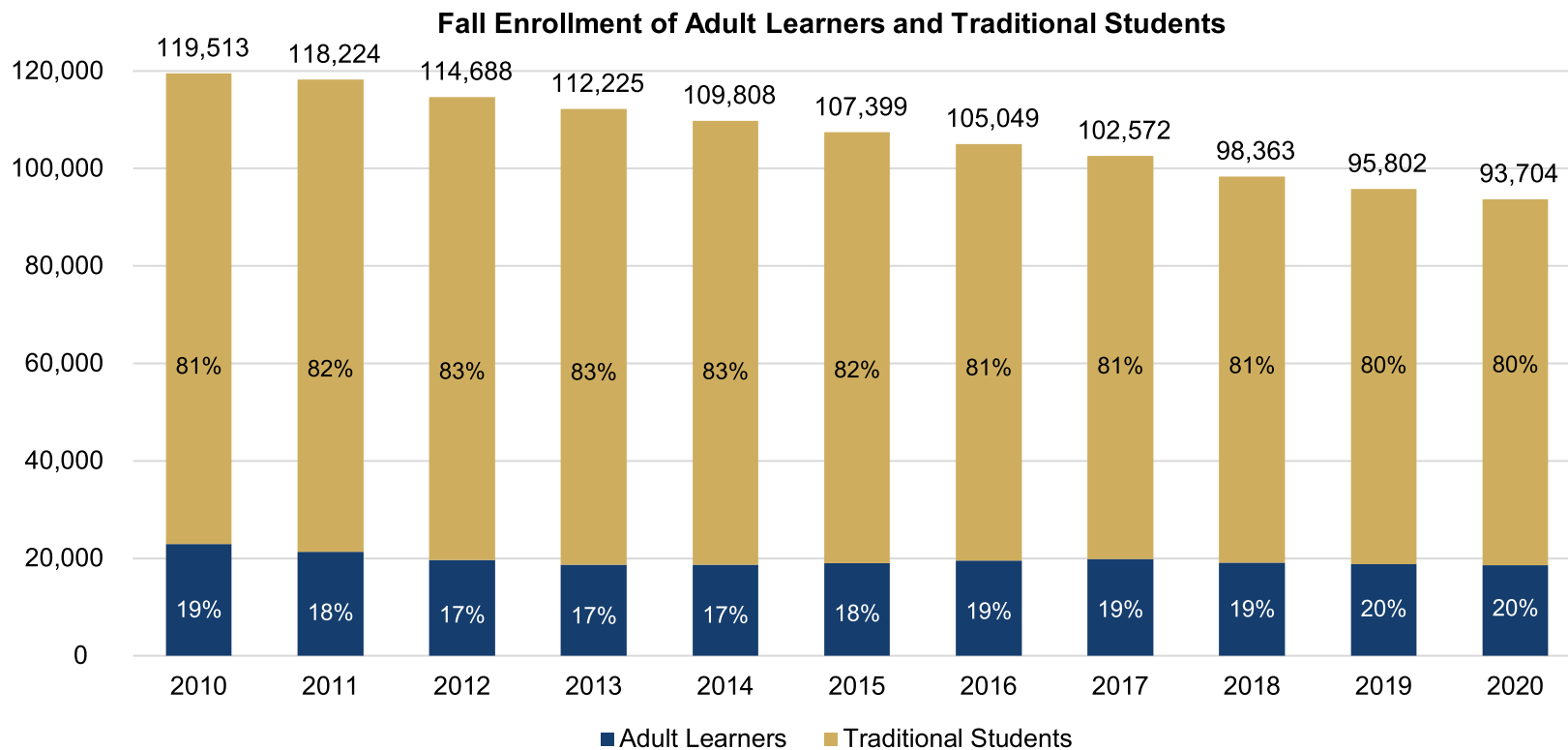
**Pennsylvania's State System of Higher Education
Fall In-State Degree/Certificate-seeking Undergraduate
Headcount by Family Income Level**
For those who completed the FAFSA and received any aid



Source: State System Student Data Warehouse

Figure 26

Adult learners (defined as students over the age of 24) represent nearly one-fifth of the State System universities' student enrollment. This has remained steady for nearly a decade (**Figure 27**). Adult learner enrollments for 2020 are, proportionally, the highest in State System history. This is better than the national picture where adult enrollments have declined by 13 percent over the same time period. During the next five years, we expect the number of adult students to grow, reflecting programmatic shifts that target adult reskilling and upskilling needs.

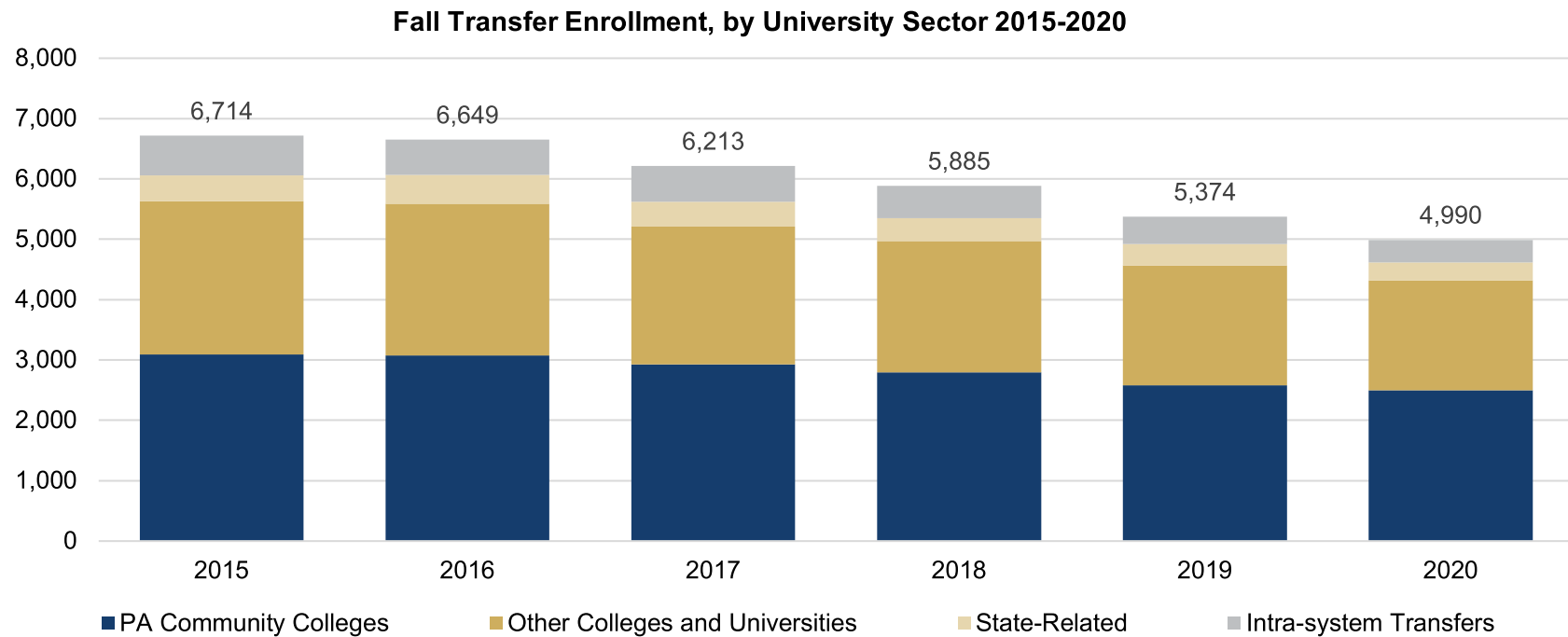


Source: State System Student Data Warehouse

Note: Students with unknown age are omitted

Figure 27

Growing **transfer enrollments** is priority for State System universities. Given the lower student tuition that applies at community colleges, transfer is a critical means of providing affordable pathways to and through postsecondary education. It is also an important means of diversifying the student body. Additionally, **transfer students are high performing**. They do as well or better than native freshmen in terms of graduation rates. Yet transfer student enrollments have declined 25.7 percent since 2015 across all State System universities, with declines from all types of transferring institutions as shown in **Figure 28**. In 2015, new transfers represented 26.2 percent of total new undergraduate enrollments. In 2020, they only represent 23.7 percent. Enrollment declines at Pennsylvania community colleges (8.8 percent decline between 2015 and 2019) are only partly responsible.

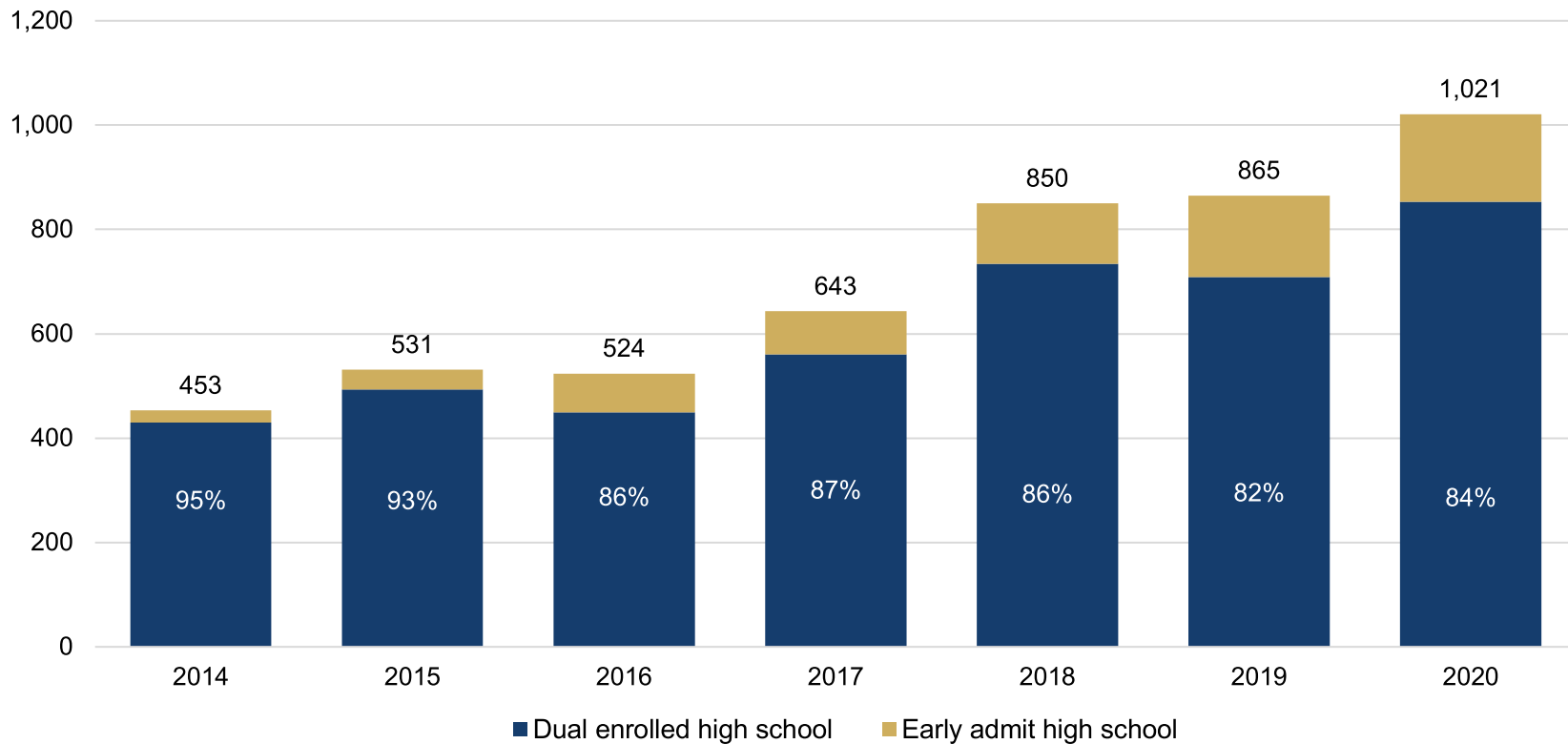


Source: State System Student Data Warehouse

Figure 28

Students who take credit-bearing college courses while still in high school do demonstrably better than those who do not, enrolling in and graduating from college at higher rates. Such programs also improve student affordability (students who participate in them accumulate credits toward their college degree at a lower per-credit cost) and help diversify the student body. While early college high school programs are still relatively small, they are growing significantly and will continue to do so as part of student affordability and student success efforts (**Figure 29**).

Dual Enrollment/Early Admit High School Enrollment



Source: State System Student Data Warehouse, Fall Census

Figure 29

Section 3. Student affordability

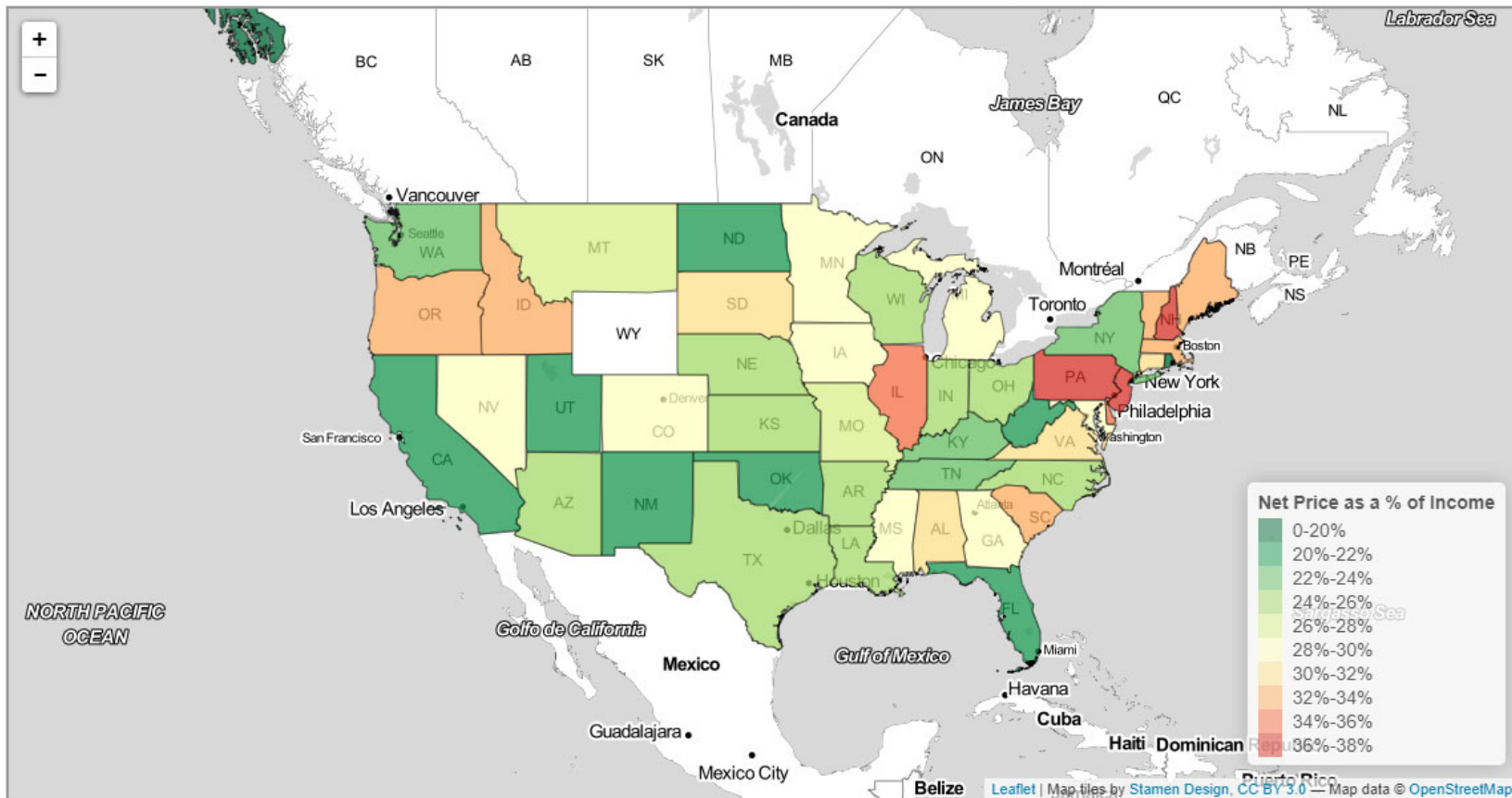
State System universities are still the most affordable 4-year postsecondary option in Pennsylvania. Ensuring they remain affordable is critical to continuing service to low- and middle-income students and to meeting state social mobility and economic development needs.

State System universities are adopting a portfolio approach to student affordability and showing progress in key areas. Work managing operating costs (section 5) creates opportunities to curtail price increases. Work improving student progress towards their degrees (section 4) and supporting community college transfer and high school dual enrollment options (section 2) supports student affordability directly. So do strategic approaches to setting rates for tuition, fees, room, and board, and efforts to increase the amount of aid that universities make available to students (reported in this section).

The universities' success, however (the success of public higher education nationally), depends heavily on public support in the form of annual appropriations made directly to State System universities and/or grants, scholarships, or other financial awards made directly to students.

As noted above, Pennsylvania ranks 48th among 50 states in the level of funding per student FTE, and \$3,719 per student behind the national average (**Figure 19, p. 25**). As a result, State System universities' proportionate reliance on tuition revenues has grown to become fourth highest nationally at 73.9 percent (**Figure 20, p. 26**). The combined trends make Pennsylvania the second least affordable state with respect of higher education—49th in terms of student affordability (**Figure 30**).

Percent of household income to attend, full time, public four-year colleges



Source: Institute for Research on Higher Education (2016). *College Affordability Diagnosis*.
https://peabody.vanderbilt.edu/research/studies/affordability/maps_pub4.php

Figure 30

The **average net price** includes the cost of attendance (typical tuition, mandatory fees, room, board, books, supplies, and other allowable expenses) minus average grants (all financial aid to the student from federal, state, local or institutional sources including need-based and merit-based awards) for fall first-time, full-time, in-state, undergraduate students.

Since 2009-10, State System universities have seen a sharp decline in their affordability advantage as compared to other universities in Pennsylvania and national, public universities. From 2009-10 to 2018-19 (the most recent data available) the System has seen an increase of 62.4 percent in the average price students pay to attend college. What was once a significant gap between the State System and the state-related universities and PA private universities has now shrunk to a few thousand dollars (**Figure 31**).

**Average Net Price for First-time, Full-time, In-state, Undergraduate students
(Cost of Attendance minus Average Grants)**

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	% Change 2009-10 to 2018-19
State System	\$12,807	\$14,078	\$15,342	\$16,304	\$16,333	\$17,696	\$18,482	\$19,763	\$20,270	\$20,799	62.4%
PA State Related	\$19,330	\$20,577	\$19,983	\$20,620	\$20,868	\$21,676	\$21,471	\$21,835	\$22,504	\$22,428	16.0%
PA 4 Year Privates	\$21,028	\$22,007	\$22,457	\$23,220	\$23,382	\$22,748	\$22,651	\$22,968	\$23,296	\$23,496	11.7%
National 4 Year Public	\$11,641	\$11,966	\$12,631	\$13,032	\$13,143	\$13,497	\$13,746	\$13,957	\$14,033	\$14,294	22.8%

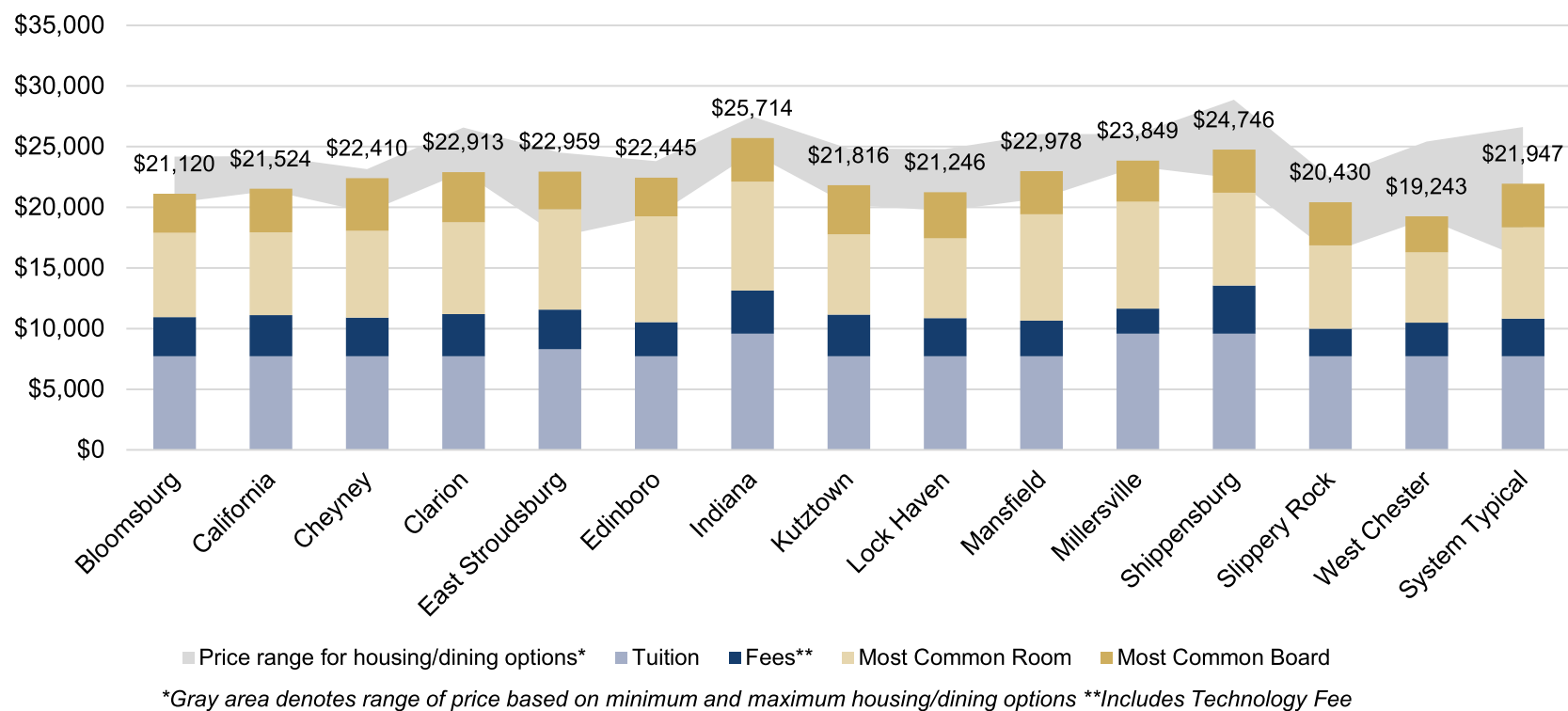
Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Uses weighted averages for both costs and grants. Excludes all grant and cost data for university for any years where university reported \$0 in total costs.

Figure 31

Total Price includes tuition, fees, room, and board (does not include allowances for other expenses, or take grant aid into account). The Total Price varies across the State System universities owing to different structures for tuition, student fees, and room and board (which vary within a university, depending on the housing and dining options students choose). **Figure 32** shows price variation by university. The gray area reflects the price range for on-campus, in-state undergraduate students, based on the housing and dining options they choose.

**2020-21 Price of Attendance by University
For Typical New In-State Undergraduates Living On Campus**

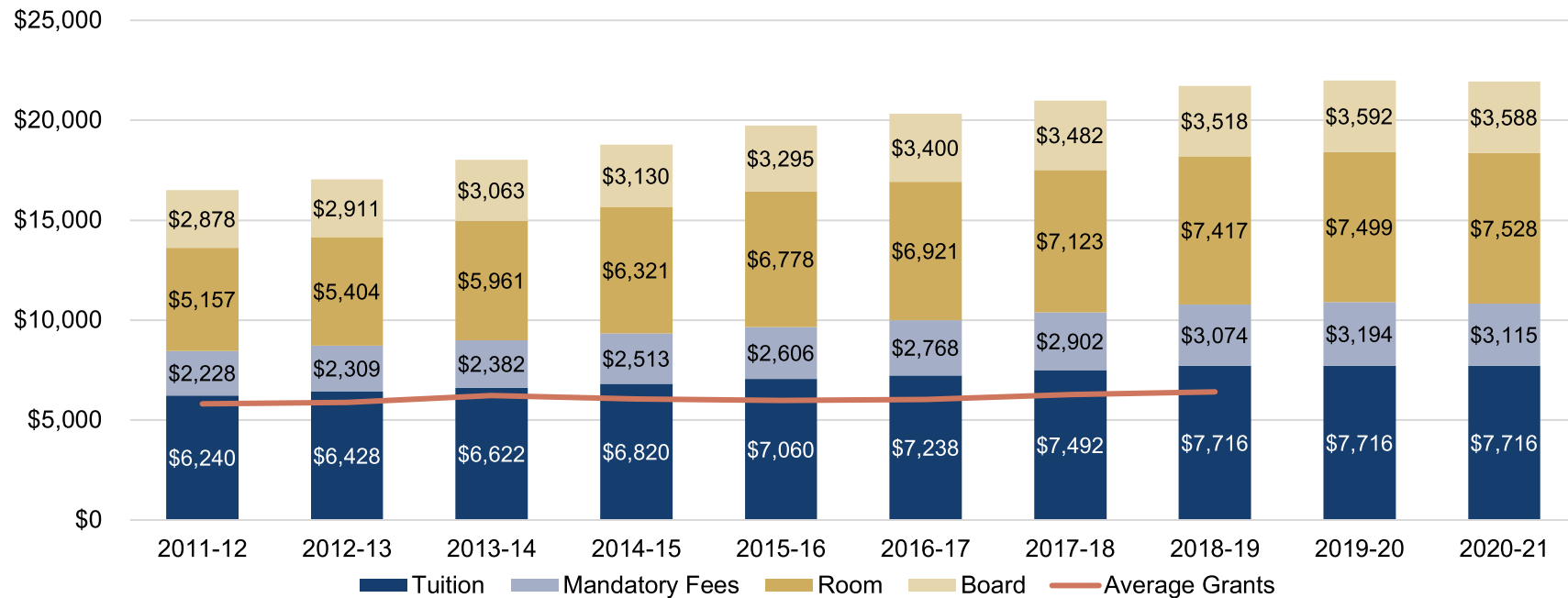


Source: State System Student Data Warehouse

Figure 32

Federal, state, and institutional grant aid helps students offset the price of attendance, but the availability of aid has not kept pace with the rising price of attendance. **Figure 33** represents the gap between the price of attendance and any grant aid a student receives. Grant aid includes grants, scholarships, and other monetary awards a student receives that do not need to be repaid.

**Pennsylvania's State System of Higher Education
History of Price of Attendance with Average Federal, State, and Institutional Grants
For Typical New In-State Undergraduate Living on Campus**



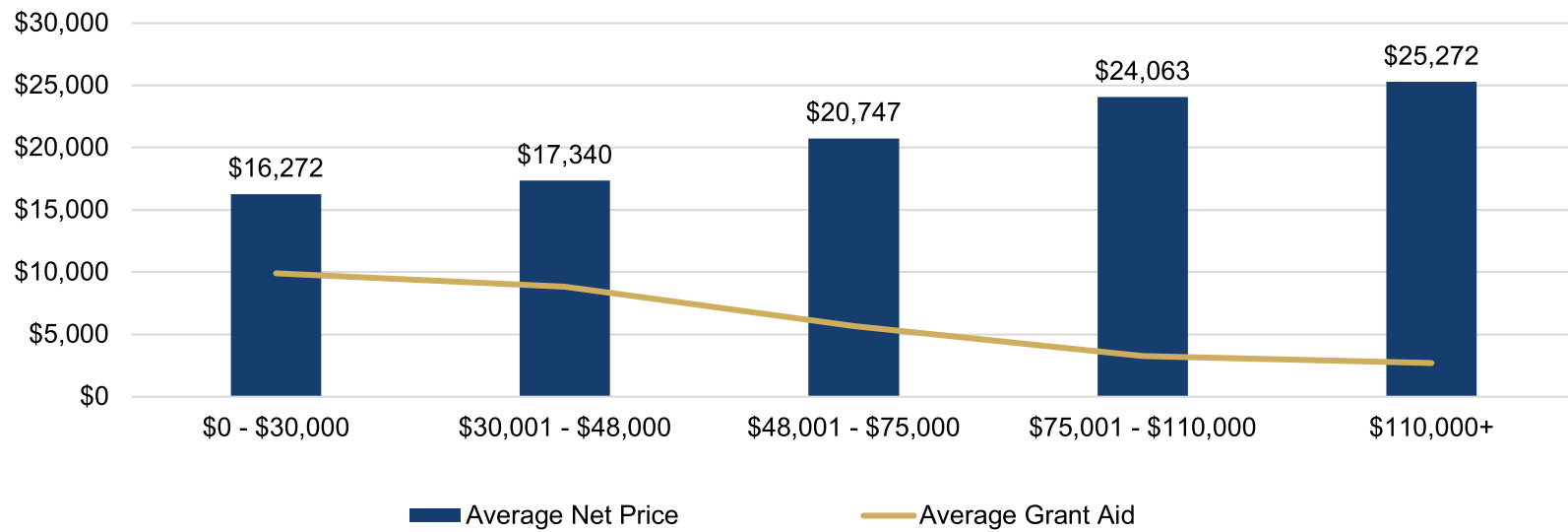
Sources: Costs - Annual Data Collection, State System Data Warehouse; Grants: The Integrated Postsecondary Education Data System
Notes: Tuition is the standard tuition as approved by the Board of Governors. Room and Board rates are average of most common university rates. Average grants include federal, state, local, and institutional grants, scholarships, and waivers.

Source: Integrated Postsecondary Education Data System (IPEDS)

Figure 33

Lower-income students receive more grant aid and have a lower net average price of attendance than higher-income students (Figure 34).

**Pennsylvania's State System of Higher Education
Average Net Price vs Average Grant Aid, by Family Income Level, 2018-19**



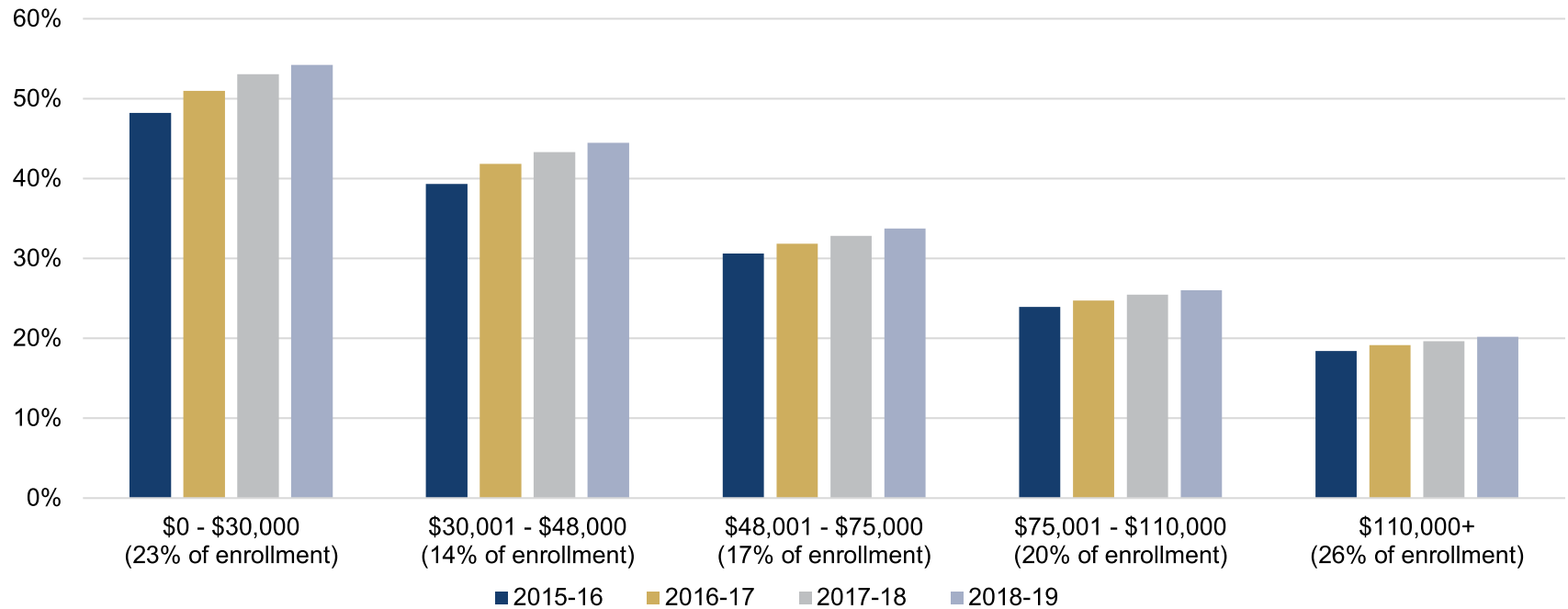
Source: The Integrated Postsecondary Education Data System (IPEDS)

Notes: Data is for first-time, full-time, degree/certificate-seeking PA resident undergraduate students who received any Title IV financial aid.

Figure 34

Despite this, overall increases in the net price of attendance have hit low- and middle-income students hardest (**Figure 35**). These students make up a majority (over 70 percent) of total undergraduate enrollments at State System universities.

Net Price as Percent of Family Income for State System Undergraduate Students



Source: The Integrated Postsecondary Education Data System

Notes: Data is for first-time, full-time, degree/certificate-seeking students paying the in-state tuition rate, who received any Title IV federal financial aid. Net Price is the total of tuition, fees, room, board, books and supplies, and other expenses, less the average federal, state, local, or institutional grant or scholarship aid.

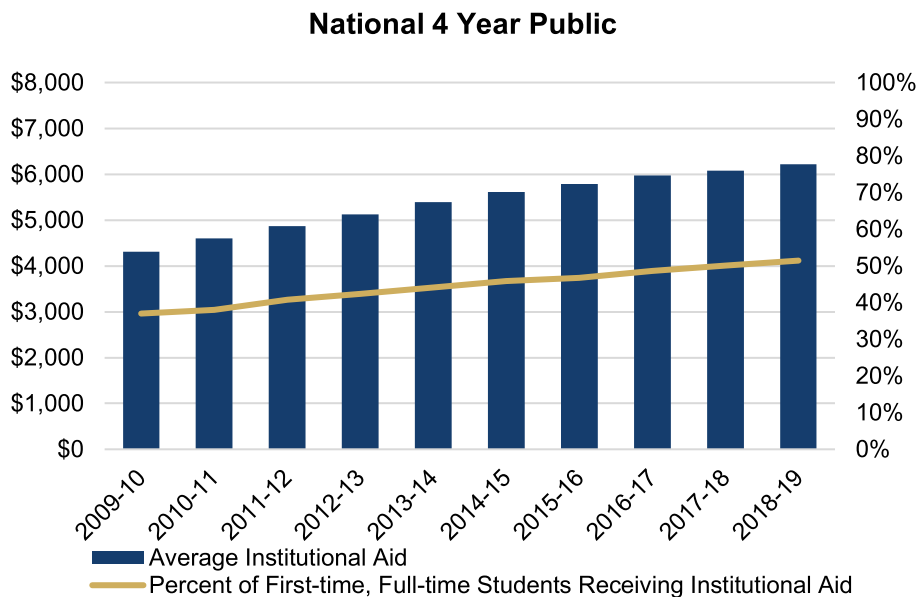
Figure 35

Institutional aid is money that universities take from operating budgets, donor gifts, and other sources, and distribute to students as grant aid in order to reduce their total price of attendance.

State System universities fall behind public four-year universities nationally in terms of the proportion of their students who receive institutional aid and the average amount of aid distributed to each student (**Figures 36 and 37**). While State System universities have distributed aid dollars to a growing proportion of students in recent years, the average aid per student has declined with the exception of the most recent year of data (**Figure 37**). As elsewhere, there is considerable variation between universities (**Figure 38**).

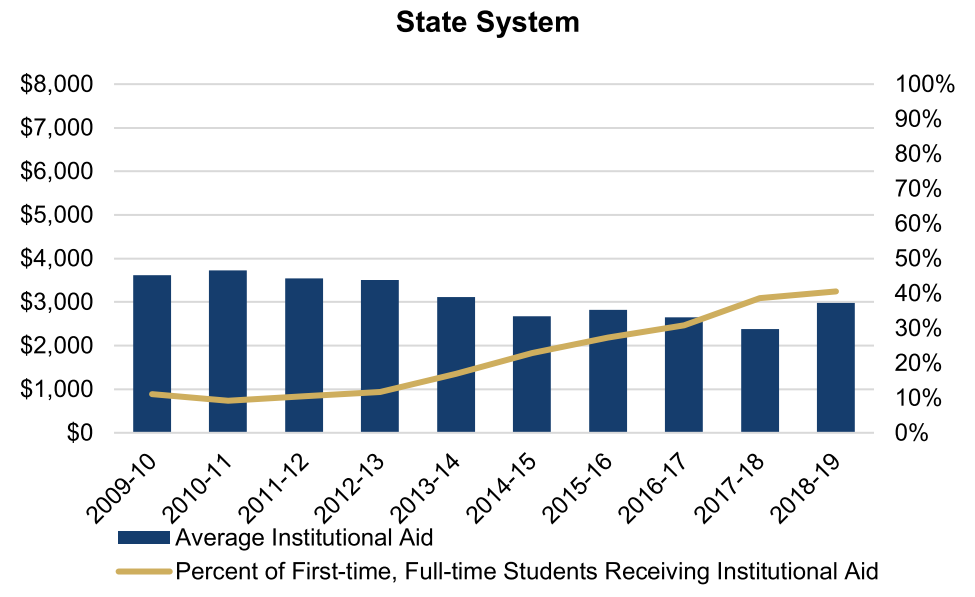
State System universities are addressing this challenge by increasing the amount of institutional aid that they make available to students (e.g., building scholarship funds through donor support and implementing tuition return to aid policies).

Average Institutional Aid, Compared to Percent of Students Receiving Institutional Aid



Source: The Integrated Postsecondary Education Data System (IPEDS)
Notes: Institutional Aid includes grants, scholarships, and waivers

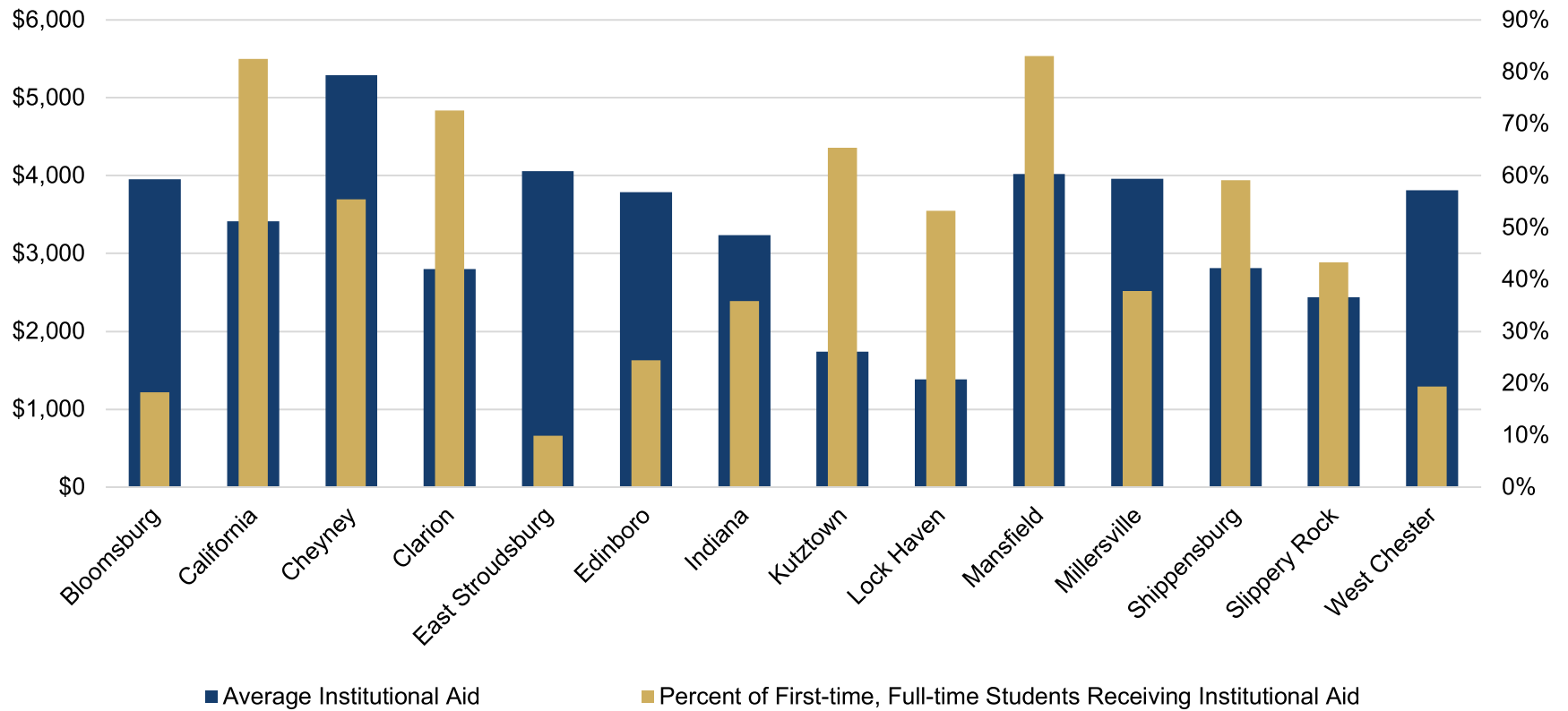
Figure 36



Source: The Integrated Postsecondary Education Data System (IPEDS)
Notes: Institutional Aid includes grants, scholarships, and waivers

Figure 37

2018-19 Average Institutional Aid for First-time, Full-time Students



Source: The Integrated Postsecondary Education Data System (IPEDS)
 Notes: Institutional Aid includes grants, scholarships, and waivers

Figure 38

Need is net price of attendance minus **expected family contribution** (the amount a student is expected to pay for their education as calculated based on a student's completed Free Application for Federal Student Aid [FAFSA] form). Need is met by students in a variety of ways, including through grants and scholarships, loans, on-campus work study, off-campus employment, tax credits, and private support.

Because price of attendance has grown more rapidly than available aid and average family income, need has grown, driving greater reliance on student loans (**Figure 39**).

Loan debt for State System university graduates is high compared to other public universities outside of Pennsylvania, reflecting low overall state support and resulting high net price of attendance. Despite this, the overall student default rate of 7.6 percent is lower than the national average (9.7 percent) and indicates that graduates are employable, getting good jobs that enable them to pay back their debt.

Several universities have experienced variances in their most recent data due to increasing data quality efforts at their institutions and changes in tuition pricing models.

**Pennsylvania's State System of Higher Education
Average Debt of Graduates, by University, 2011 - 2019**

University	2011 Graduates	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates	2017 Graduates	2018 Graduates	2019 Graduates	Most Recent (2017) Loan Default Rates
Bloomsburg	\$25,321	\$27,223	\$28,791	\$29,661	\$33,122	\$36,915	\$35,407	\$36,908	\$38,013	7.4%
California	\$24,251	\$29,147	\$28,812	\$29,105	\$27,998	\$25,683	\$26,242	\$27,381	\$33,715	7.1%
Cheyney	DNR	DNR	DNR	DNR	DNR	DNR	DNR	DNR	DNR	23.3%
Clarion	DNR	\$29,410	\$25,398	\$21,507	\$26,276	\$33,346	\$35,277	\$36,800	\$35,054	10.0%
East Stroudsburg	\$22,333	\$24,053	\$27,356	\$27,730	\$30,123	\$28,500	\$24,182	\$33,213	\$30,182	9.4%
Edinboro	DNR	\$30,692	\$27,774	\$32,587	\$35,140	\$36,041	\$35,720	\$36,041	\$42,694	9.5%
Indiana	\$32,416	\$35,229	\$37,457	\$33,807	\$36,514	\$36,514	\$39,929	\$39,284	\$41,222	8.5%
Kutztown	\$25,250	\$30,831	\$32,901	\$33,376	\$37,011	\$39,230	\$40,084	\$40,864	\$40,592	7.4%
Lock Haven	\$23,707	\$23,840	\$24,387	\$29,353	\$31,806	\$34,192	\$34,863	\$36,662	\$23,490	8.1%
Mansfield	\$23,216	\$34,174	\$34,155	\$33,799	\$35,928	\$41,816	\$36,624	\$35,116	\$42,457	9.9%
Millersville	\$28,444	\$30,210	\$31,035	\$29,791	\$33,874	\$29,481	\$31,476	\$31,098	\$32,815	6.1%
Shippensburg	\$24,818	\$27,661	\$29,437	\$29,988	\$31,436	\$33,673	\$33,839	\$34,162	\$37,130	6.5%
Slippery Rock	\$28,810	\$28,959	\$29,722	\$30,458	\$32,039	\$33,303	\$34,300	\$35,322	\$37,450	5.5%
West Chester	\$27,689	\$30,345	\$30,366	\$30,881	\$32,031	\$33,814	\$34,160	\$35,464	\$36,469	4.4%
State System	\$26,023	\$29,367	\$29,815	\$30,157	\$32,561	\$34,039	\$34,008	\$35,255	\$36,253	7.6%
State Related	\$27,977	\$34,066	\$35,632	\$32,430	\$37,787	\$37,899	\$38,703	\$37,442	\$38,006	
State 4 Year										
Private	\$30,004	\$29,513	\$32,336	\$32,850	\$33,611	\$35,512	\$36,392	\$35,028	\$36,798	

Source: Student Debt Data - CollegeInSight; Federal loan three-year cohort default rate data - US Department of Education (<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>)

Notes: Student debt data is as pulled January 2021, California's and System 2019 debt data updated April 2021 due to a correction by California

Figure 39

Section 4. Student progression and completion

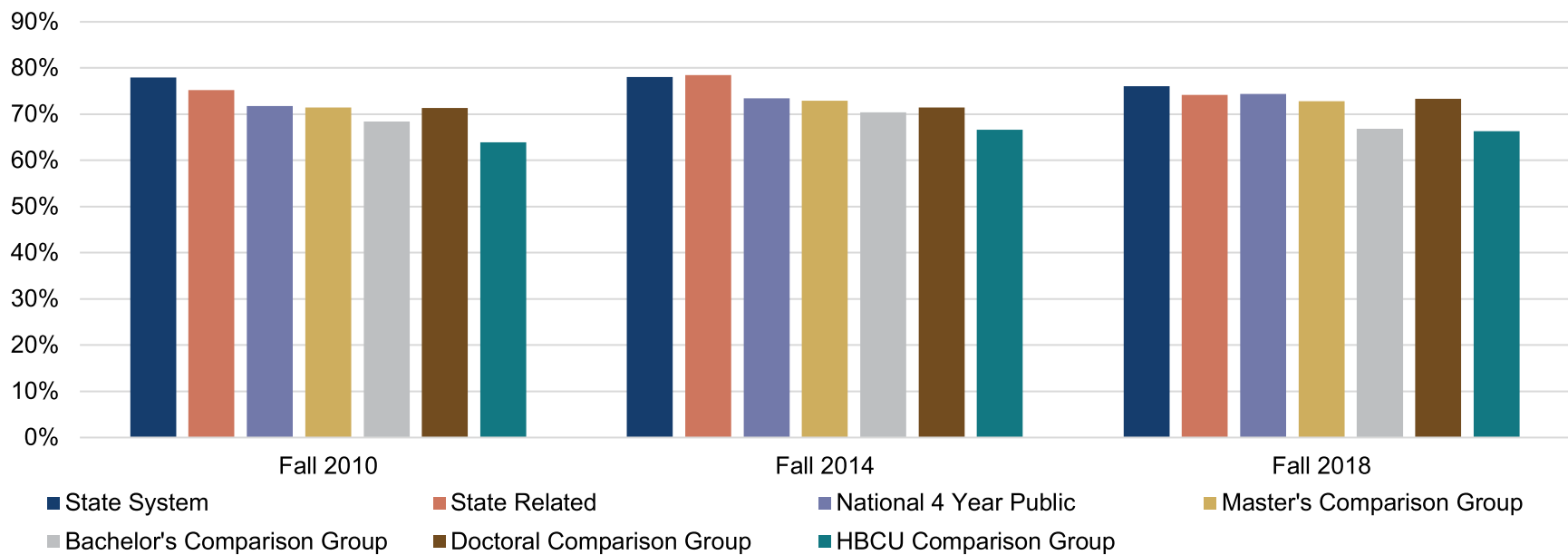
Students' educational outcomes are measured in terms of their progression to and completion of a credential. Presently, data are available for undergraduate degree-seeking students, who make up 81 percent of State System university enrollments and completion data for graduate and certificate seeking students. Additional educational outcomes data on students seeking graduate degrees, certificates and non-degree credentials are being developed and will be presented in the future.

Data are "disaggregated" to show outcomes for different student groups defined in terms of their race/ethnicity, income, etc. By disaggregating data, it is possible to identify and advance initiatives that eliminate attainment gaps between different groups. Of key concern are the attainment gaps that exist between underrepresented minority (URM) and non-URM students and, to a lesser extent between students from lower and higher income backgrounds, respectively. The System's launch of the Diversity, Equity, and Inclusion (DEI) Dashboard and the expansion of this section of the accountability report seek to illuminate those gaps, focus efforts to eliminate them, and hold ourselves publicly accountable for progress. Through System Redesign, these efforts, and others that are intended to improve student outcomes generally, are being accelerated and we expect to see their impacts showing up in these pages.

Student retention measures the proportion of students who persist from their first to their second year—an important indicator of their likelihood of completing a degree. Systemwide, around 76 percent of first-time, full-time Bachelor’s degree-seeking students are retained, compared to 74 percent for comparator institutions nationally (Fall 2018 cohort returning in Fall 2019).

Figure 40 shows that the State System universities retain students at a higher rate than their national comparators.

Second-Year Retention Rates by Comparator Universities
Fall, First-time, Full-time, Bachelor’s Degree-seeking Students, by Cohort Year

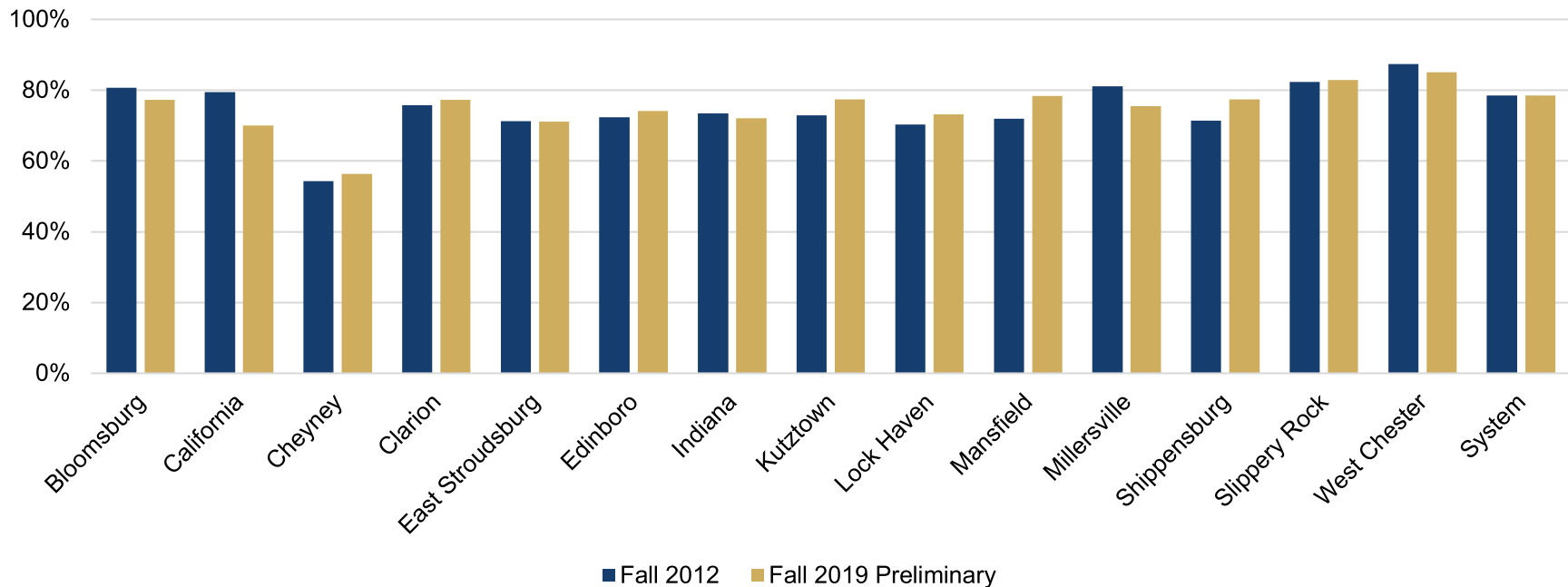


Source: State System Data: Annual Data Collection, Student Data Warehouse; Comparator data: The Integrated Postsecondary Education Data System
 Notes: State System is System rate, which includes intra-System transfers. Comparator Data is average of university retention rates, as reported to IPEDS.
 State Related includes Pitt Titusville (2 year public) and Pennsylvania College of Technology.

Figure 40

Figures 41 and 42 show that retention rates at many State System universities dipped between 2012 and 2019, but have recovered in the last few years. The trend reflects the fact that the universities that relaxed admission standards in response to the Great Recession have since tightened them, but also that focused attention to improving student retention is beginning to pay off. We expect improved retention rates to reflect on improved graduation rates in three years.

**Pennsylvania's State System of Higher Education
Second-Year Persistence Rates
Fall, First-time, Full-time, Bachelor's Degree-seeking Students, by Cohort Year**



Source: Census Data Collection, State System Data Warehouse

Figure 41

Most of the System universities with Fall 2019 retention rates below 80 percent show improvements over the historical cohorts (Figure 42).

Pennsylvania's State System of Higher Education
Second-Year Persistence Rates of First-time, Full-time, Bachelor's Degree-seeking Students

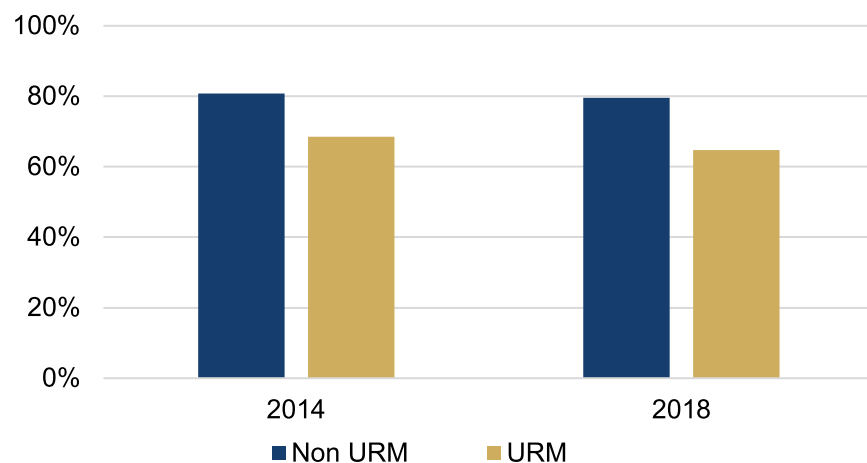
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019 Preliminary
Bloomsburg	80.3%	78.4%	80.6%	78.5%	76.6%	75.5%	73.5%	72.2%	74.0%	77.2%
California	73.7%	78.0%	79.5%	76.6%	76.7%	72.3%	73.4%	71.4%	72.5%	70.0%
Cheyney	45.0%	64.5%	54.3%	55.1%	44.1%	65.0%	55.8%	36.9%	70.3%	56.3%
Clarion	70.2%	70.6%	75.7%	74.5%	73.7%	73.9%	74.1%	73.6%	74.7%	77.2%
East Stroudsburg	78.4%	70.5%	71.3%	73.8%	72.0%	72.1%	69.8%	69.5%	67.0%	71.1%
Edinboro	73.9%	68.6%	72.3%	70.0%	69.9%	70.0%	66.0%	73.3%	71.3%	74.1%
Indiana	74.4%	75.3%	73.4%	74.5%	75.6%	74.6%	71.6%	70.5%	72.3%	72.1%
Kutztown	77.3%	71.4%	72.9%	73.5%	72.7%	72.9%	73.7%	74.4%	74.2%	77.4%
Lock Haven	68.8%	71.0%	70.3%	68.3%	70.0%	73.1%	70.2%	64.6%	67.5%	73.2%
Mansfield	73.0%	71.6%	71.9%	74.8%	76.3%	72.1%	70.9%	71.5%	73.0%	78.4%
Millersville	80.8%	79.1%	81.1%	76.7%	76.5%	77.3%	77.4%	75.0%	77.4%	75.5%
Shippensburg	70.5%	68.1%	71.4%	73.9%	69.4%	74.4%	70.7%	72.3%	75.0%	77.4%
Slippery Rock	81.2%	81.2%	82.4%	81.6%	83.3%	82.6%	81.1%	80.9%	83.3%	82.8%
West Chester	86.1%	85.4%	87.4%	87.9%	87.9%	85.8%	85.1%	84.6%	85.5%	85.0%
System	78.0%	77.4%	78.4%	78.4%	78.1%	78.0%	76.6%	74.2%	76.1%	78.5%

Source: Census Data Collection, State System Data Warehouse

Figure 42

While the overall picture is promising, there is work to do addressing attainment gaps. Gaps between underrepresented minorities (URM) and White/Asian students who began as freshman in 2014 and 2018 have grown from 12 percent in 2014 to 15 percent in 2018. They have also grown between students receiving Federal Pell grants (typically from families earning less than \$75,000) and those not receiving Pell grants (from 9 percent to 10 percent) (**Figures 43 and 44**).

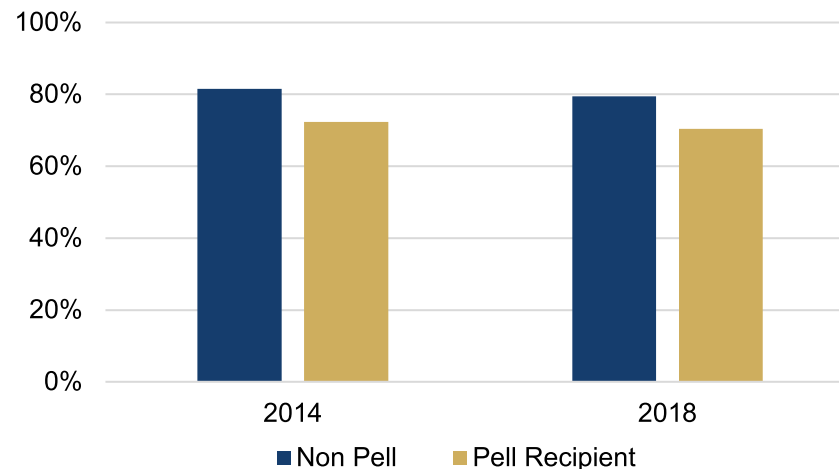
Second-Year Persistence Rates of non-URM and URM First-time, Full-time, Bachelor's Degree-seeking Students



Source: Fall Census Data Collection, Student Data Warehouse
 Notes: Non URM includes White, Asian, and Native Hawaiian or Other Pacific Islander. URM includes American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. Data excludes Nonresident Alien and Race Unknown.

Figure 43

Second-Year Persistence Rates of non Pell and Pell Recipient First-time, Full-time, Bachelor's Degree-seeking Students



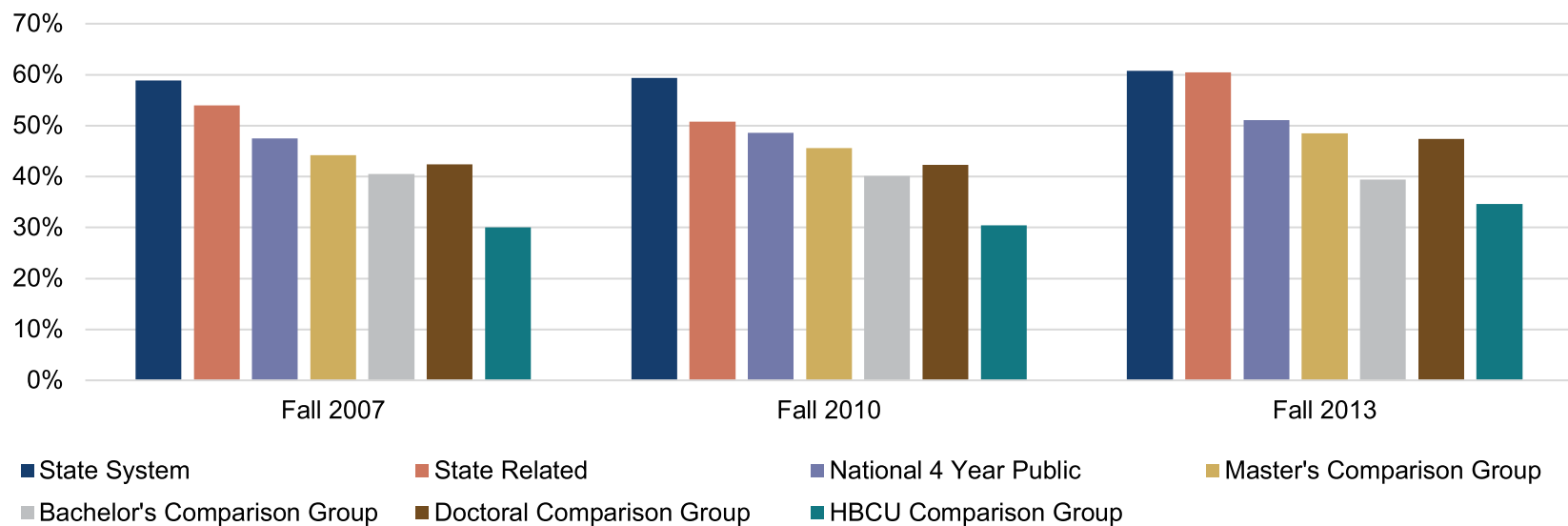
Source: Annual Data Collection, Student Data Warehouse
 Notes: Pell Recipient indicates that the student received a Pell grant in their entering term.

Figure 44

The State System **six-year graduation rate** for first-time, full-time students is 60 percent. That figure is better than the average for comparable universities nationally (Fall 2013 cohort), but at the same time it hasn't changed much since 2007 (**Figure 45**). There is variance within universities, however—half of the System universities have seen modest improvement (**Figure 46**).

At the same time, universities in our national comparator groups have significantly improved their graduation rates, and are catching up to the System's average overall. Accordingly, improving graduation rates for all our students is a major goal for System Redesign and we are optimistic given recent improvement in student persistence. It is especially important given the role a university credential plays in social mobility and the rising cost to a student for acquiring one.

Six-Year Graduation Rates by Comparator Universities
Fall First-time, Full-time, Bachelor's Degree-seeking Students, by Cohort Year
by Comparator Universities



Source: State System Data: Annual Data Collection, Student Data Warehouse; Comparator data: The Integrated Postsecondary Education Data System
 Notes: State System is System rate, which includes intra-System transfers. Comparator Data is average of university graduation rates, as reported to IPEDS. State Related includes Pennsylvania College of Technology.

Figure 45

Pennsylvania's State System of Higher Education

Six-Year Graduation Rates of First-time, Full-time, Bachelor's Degree-seeking Students

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014 Prelim
Bloomsburg	62.7%	61.1%	64.3%	61.9%	64.8%	62.2%	61.8%	58.0%	59.6%	59.9%	57.5%
California	55.3%	53.4%	56.5%	53.5%	57.4%	52.3%	53.8%	54.7%	54.1%	50.0%	50.4%
Cheyney	25.1%	25.7%	22.7%	24.8%	26.1%	17.5%	15.9%	25.6%	15.2%	26.2%	26.6%
Clarion	48.5%	49.4%	48.4%	53.6%	49.6%	49.5%	50.0%	51.6%	55.9%	53.9%	56.1%
East Stroudsburg	58.3%	58.8%	57.1%	56.0%	55.9%	54.5%	57.3%	48.1%	49.8%	52.2%	50.4%
Edinboro	45.2%	53.1%	44.5%	46.0%	49.4%	49.3%	48.8%	47.9%	51.9%	49.0%	50.0%
Indiana	54.3%	52.3%	50.4%	51.4%	53.4%	55.0%	54.0%	55.9%	55.8%	55.6%	54.3%
Kutztown	54.1%	54.2%	54.7%	54.9%	55.5%	54.1%	54.8%	53.1%	54.6%	54.1%	52.1%
Lock Haven	52.7%	45.9%	46.7%	48.0%	47.5%	50.3%	48.0%	54.8%	54.1%	53.7%	50.6%
Mansfield	46.1%	53.2%	47.9%	50.9%	54.3%	49.6%	54.0%	55.1%	50.7%	53.8%	56.6%
Millersville	61.1%	64.8%	64.5%	61.1%	64.1%	62.0%	61.1%	61.7%	60.1%	56.5%	56.3%
Shippensburg	60.4%	59.5%	57.1%	54.8%	55.0%	56.7%	56.1%	51.5%	52.6%	58.4%	51.4%
Slippery Rock	60.5%	59.2%	62.1%	62.8%	67.5%	68.0%	68.3%	66.1%	66.6%	67.8%	69.0%
West Chester	65.4%	68.5%	68.9%	68.8%	67.3%	70.8%	70.1%	72.6%	74.7%	76.7%	75.4%
System	59.0%	59.3%	58.4%	58.9%	59.8%	59.8%	59.4%	59.9%	60.5%	60.8%	59.8%

Source: State System Student Data Warehouse, Fall Census Cohort of First-time, Full-time, Bachelor's Degree Seeking Students

Figure 46

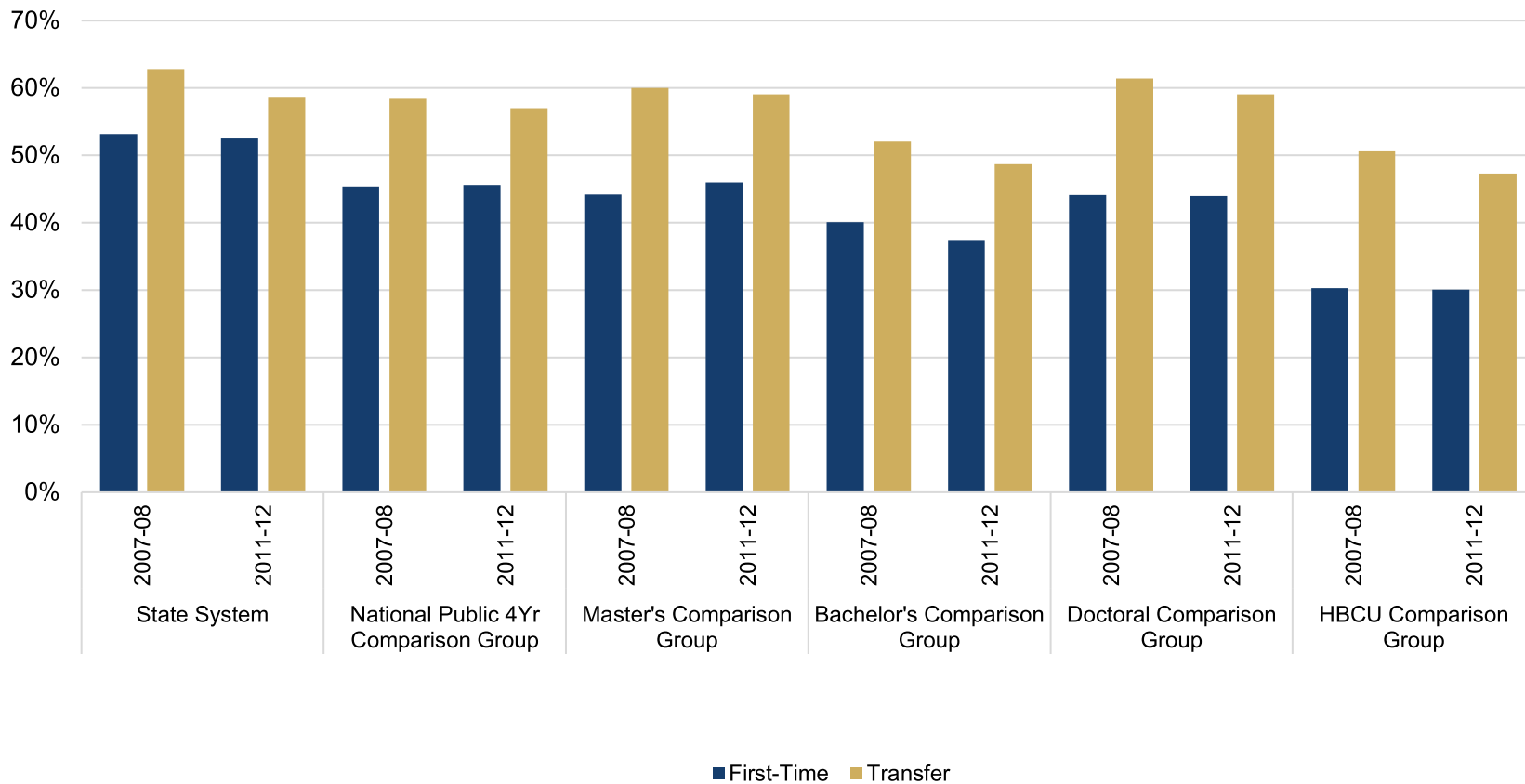
Variation in graduation rates exist across student groups as well as between universities.

As is typical nationally, **transfer students** are more successful in completing their degrees than those who begin as freshmen at a Pennsylvania State System university (**Figure 47**). Here, too, the State System performs at or above the national averages for comparator institutions. At the same time, transfer graduation rates have been remarkably stable at a time when they are improving across higher education in general.

With respect to **underrepresented minorities** (URM), graduation rates have increased from 41 percent for first-time freshmen entering in 2010 to 43 percent for those entering in 2013, but a significant gap of 21 percent exists between underrepresented and other students (**Figures 48 and 49**). A similar trend is apparent with respect to attainment gaps between **Pell recipients** and non-Pell students (**Figures 50 and 51**).

Compared with national trends, State System universities perform better with URM, Pell-recipient students than their national comparators. However, because the overall graduation rates are higher at State System universities, the gaps between URM and non-URM and Pell recipient and non-Pell recipient students are larger for State System universities. Closing these gaps, and improving graduation rates for all students, is one of the most important goals of System Redesign.

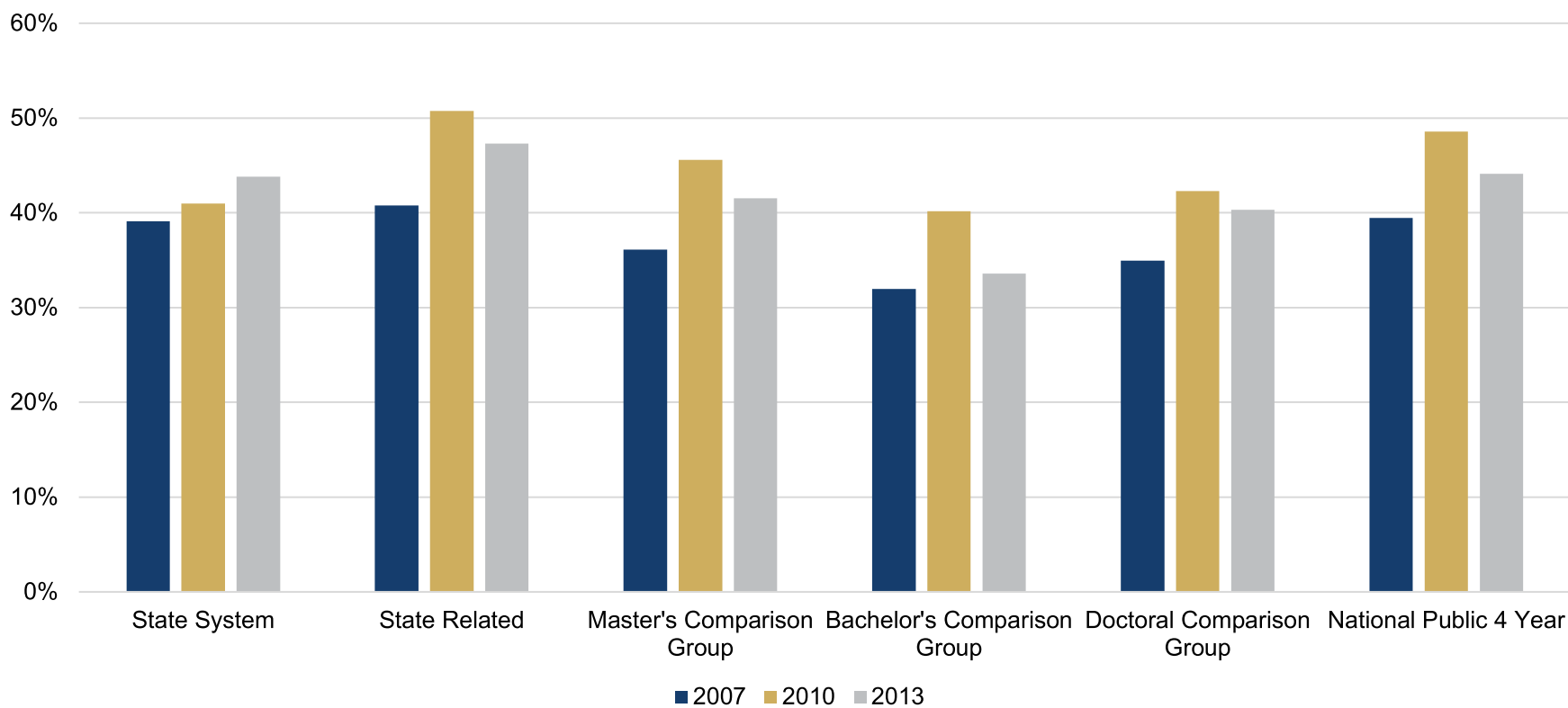
**Six-Year Graduation Rates
Annual Cohort of New First-time and Transfer Students
Entering the University in 2007-08 and 2011-12**



Source: Integrated Postsecondary Education Data System (IPEDS), Outcomes survey

Figure 47

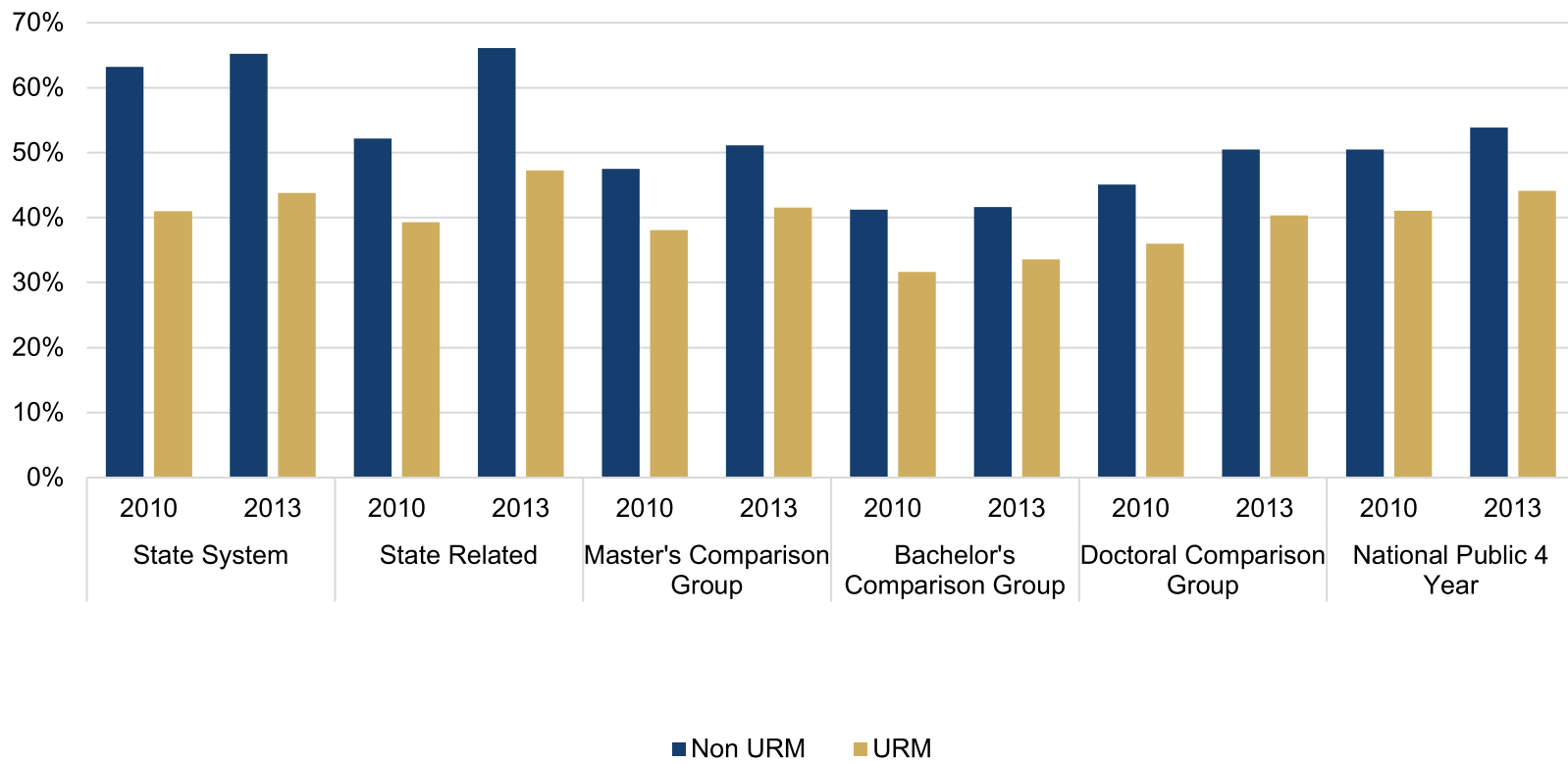
**Six-year Graduation Rates of URM
First-time, Full-time, Bachelor's Degree-seeking Students, Fall Cohort
by Comparator Universities**



Source: Integrated Postsecondary Education Data System (IPEDS)

Figure 48

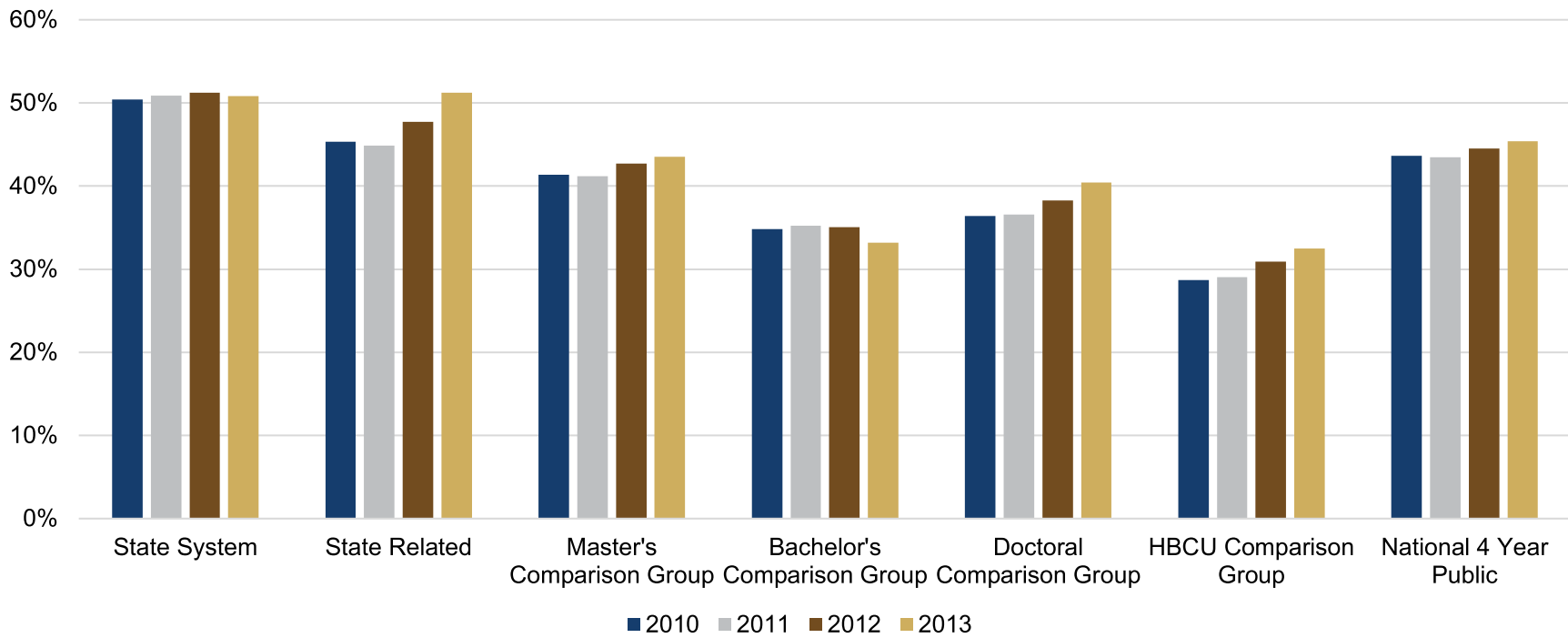
**Six-year Graduation Rates of non-URM and URM
First-time, Full-time, Bachelor's Degree-seeking Students
by Comparator Universities**



Source: Integrated Postsecondary Education Data System (IPEDS)

Figure 49

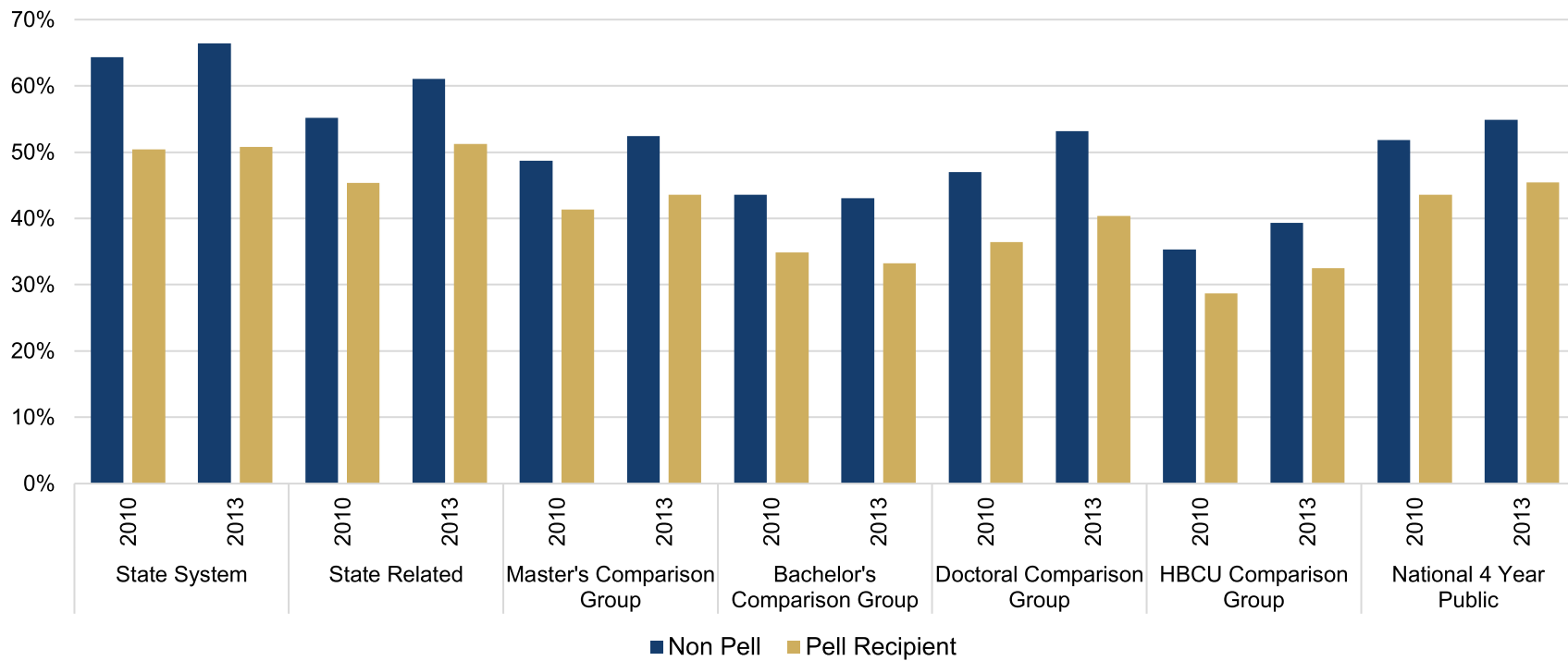
**Six-year Graduation Rates of Pell Recipients
First-time, Full-time, Bachelor's Degree-seeking Students
by Comparator Universities**



Source: The Integrated Postsecondary Education Data System (IPEDS)

Figure 50

**Six-year Graduation Rates of Pell vs Non-Pell Recipients
First-time, Full-time, Bachelor's Degree-seeking Students
by Comparator Universities**

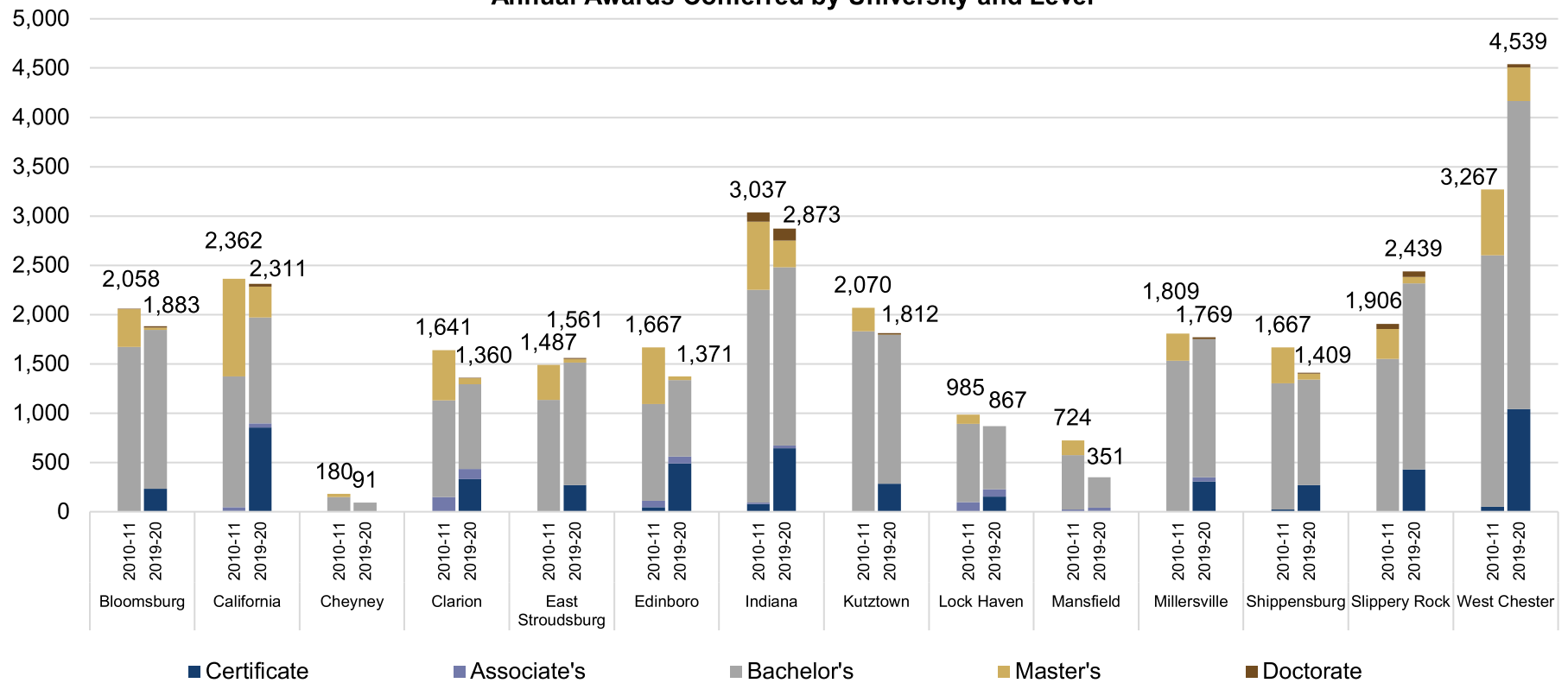


Source: Integrated Postsecondary Education Data System (IPEDS)

Figure 51

Completion data include the number of all awards (Doctoral, Masters, Bachelor, Associates, and Certificates) for each academic year. It does not include (at this time) non-credit/workforce aligned credentials. **The data reflect the declining enrollment of bachelor seeking students, and the universities' growing reliance on students seeking other types of credentials, including certificates and doctoral awards.**

**Pennsylvania's State System of Higher Education
Annual Awards Conferred by University and Level**

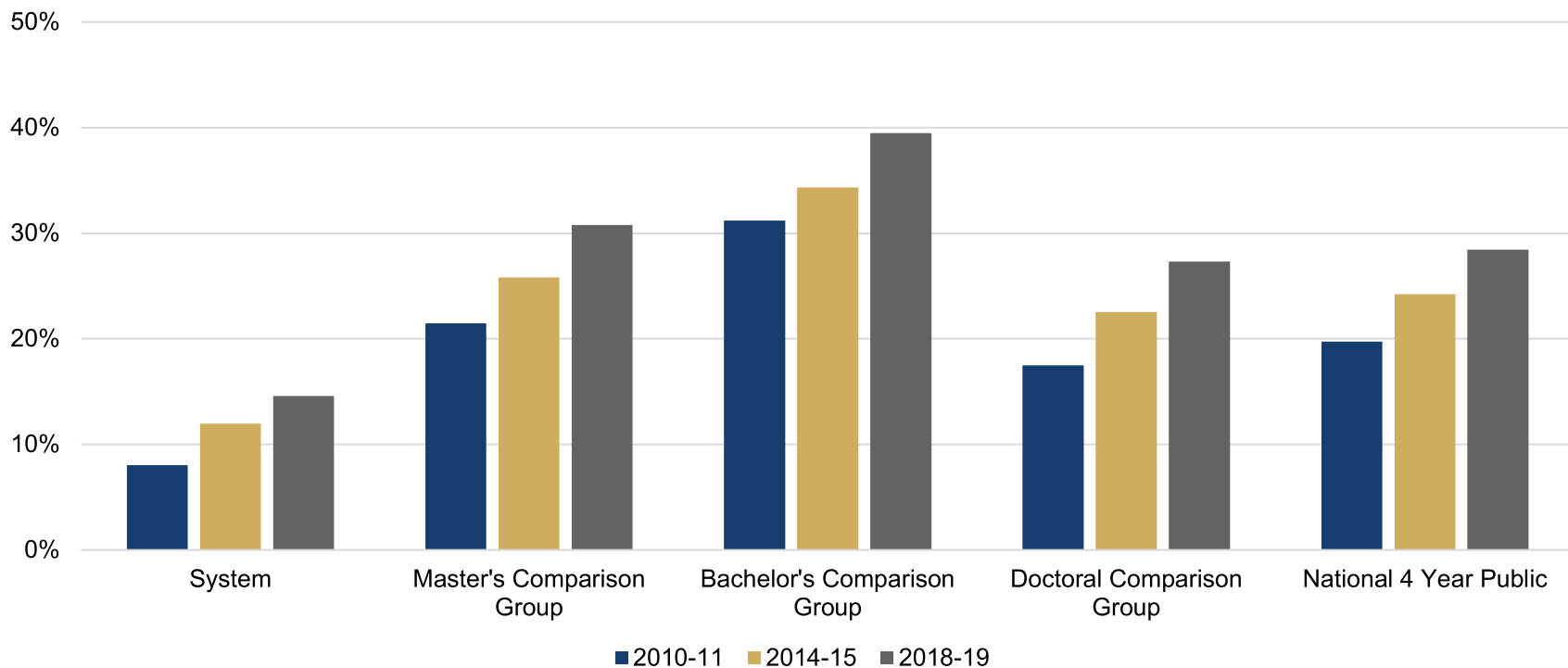


Source: State System Student Data Warehouse, Annual Awards Conferred

Figure 52

Here too, there are equity gaps. State System universities lag behind the national comparator group in terms of the proportion of overall degrees conferred for underrepresented minorities. Given the universities' relative success in growing URM enrollment, these data point to the need to substantially improve URM student persistence and graduation rates. And, once again, underscore the importance of our System's Redesign (**Figure 53**).

**Pennsylvania's State System of Higher Education
Percentage of Total Degrees Conferred for Underrepresented Minorities**



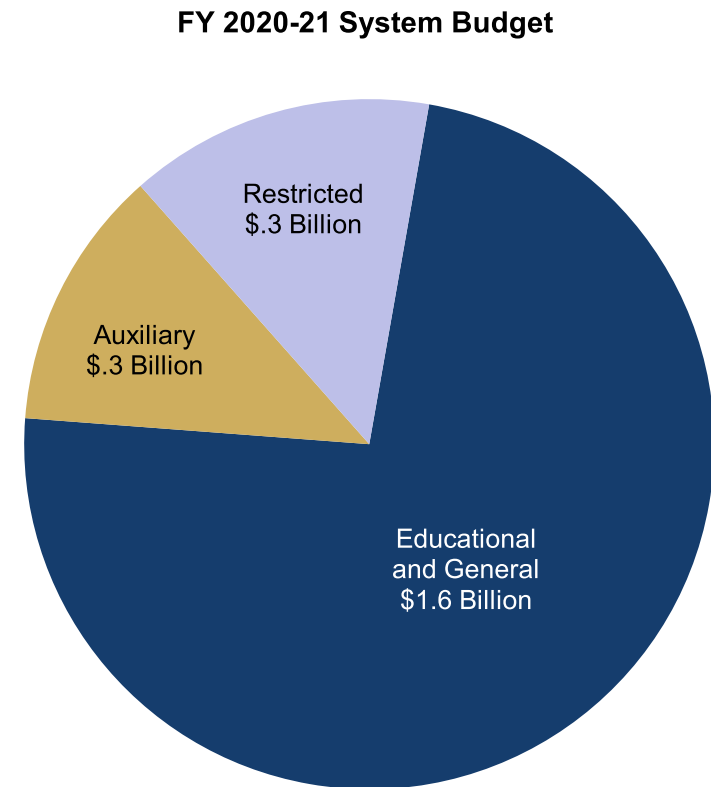
Source: Integrated Postsecondary Education Data System (IPEDS), Annual Completions

Note: Underrepresented Minorities (URM) include American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. Data excludes Nonresident Alien and Race Unknown

Figure 53

Section 5. University financial efficiency and sustainability

The State System's FY 2020-21 budget, totaling \$2.2 billion, is distributed as follows: \$1.6 billion in educational and general (E&G) enterprises (all activity associated with instruction, student support services, and associated administrative and facilities operations), \$0.3 billion in auxiliary enterprises (self-supporting activities such as housing, dining and student unions), and \$0.3 billion in restricted (funds for which uses are restricted by the provider) (**Figure 54**).



Source: State System Budget Office

Figure 54

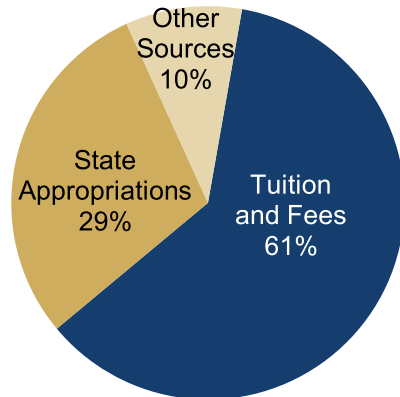
Educational and General (E&G)

The E&G budget is funded by student tuition and fees (61 percent), state appropriations (29 percent), and other miscellaneous sources (10 percent) (**Figure 55**), a large portion will be supplemented from one-time federal coronavirus-relief approved in December 2020.

Seventy-five percent of the E&G budget is spent on personnel-related expenditures, followed by other operating cost categories such as services and supplies (22 percent) and capital and transfers (3 percent). Transfers reflect the university's investment in the renewal and replacement of its physical plant from the E&G budget (**Figure 56**). The overall expenditure allocation is little changed since 2010 (**Figure 57**).

The proportional expenditure by functional categories, e.g., instructional and academic supports, student services, etc., is also little changed since 2010.

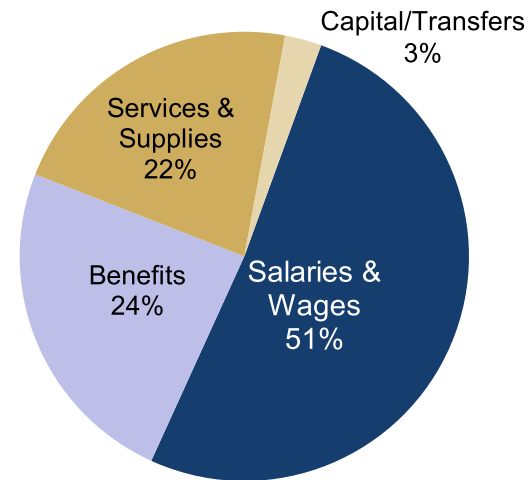
FY 2020-21 E&G Revenues



Source: State System Financial Reports

Figure 55

FY 2020-21 E&G Expenditure Budget

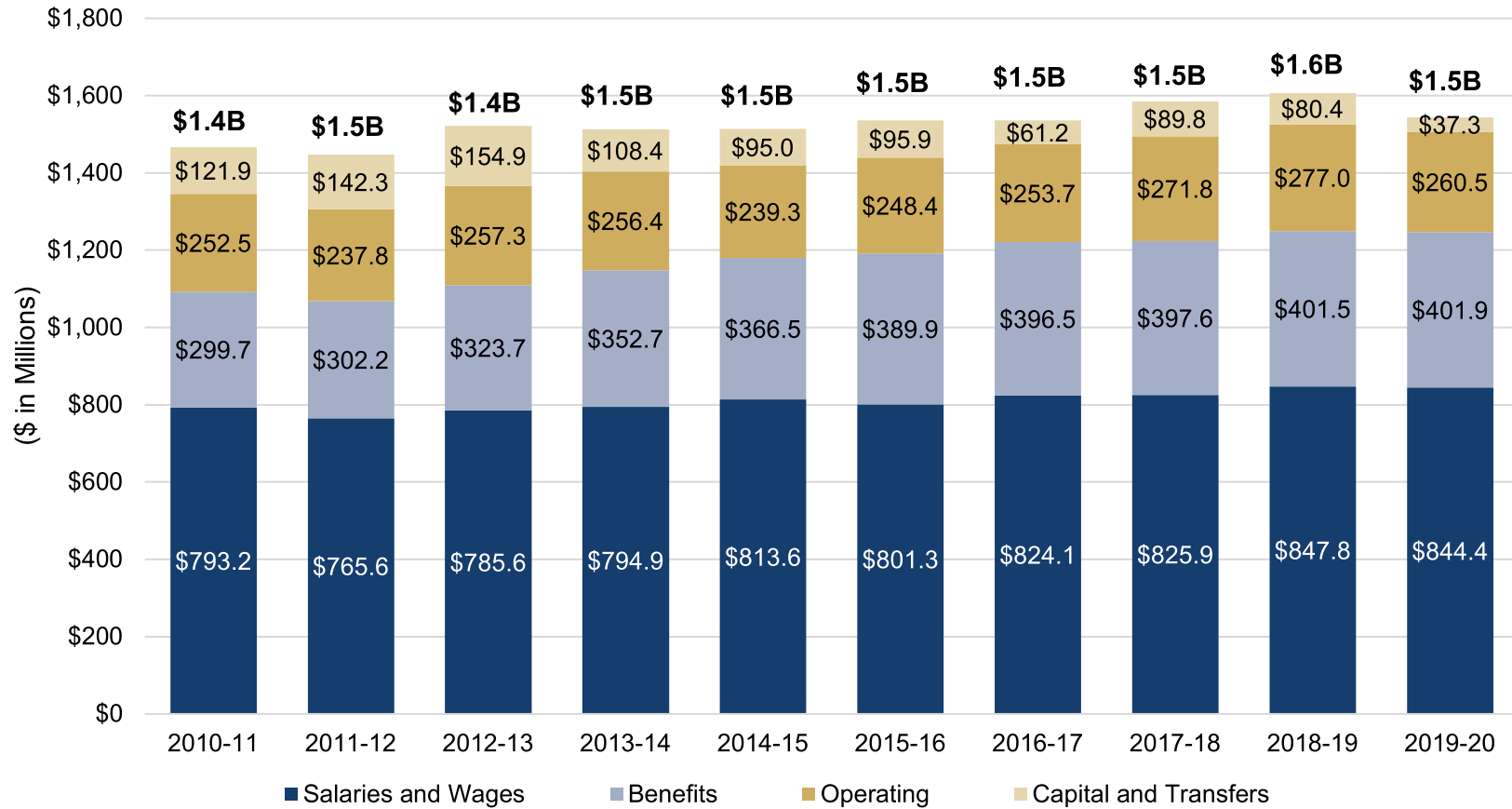


Notes: Capital/Transfers represents annual commitments to renewal and replacement of the physical plant from the E&G budget. Excludes Commonwealth capital funding and Key '93 funds for deferred maintenance.

Source: State System Financial Reports

Figure 56

Pennsylvania's State System of Higher Education 10-Year History of Educational & General Expenditures



Source: System Financial Statements

Figure 57

In response to enrollment declines and the long-range pattern of state support, State System universities have introduced efficiencies in order to minimize the upward pressure on students' net price of attendance. Together, they have eliminated over \$400 million in expenditures from their combined operating budgets over the last 15 years and reduced the number of permanent employees by about 1,100 since 2009.

Still, revenues have declined faster than costs. This has impacted the State System's overall financial health.

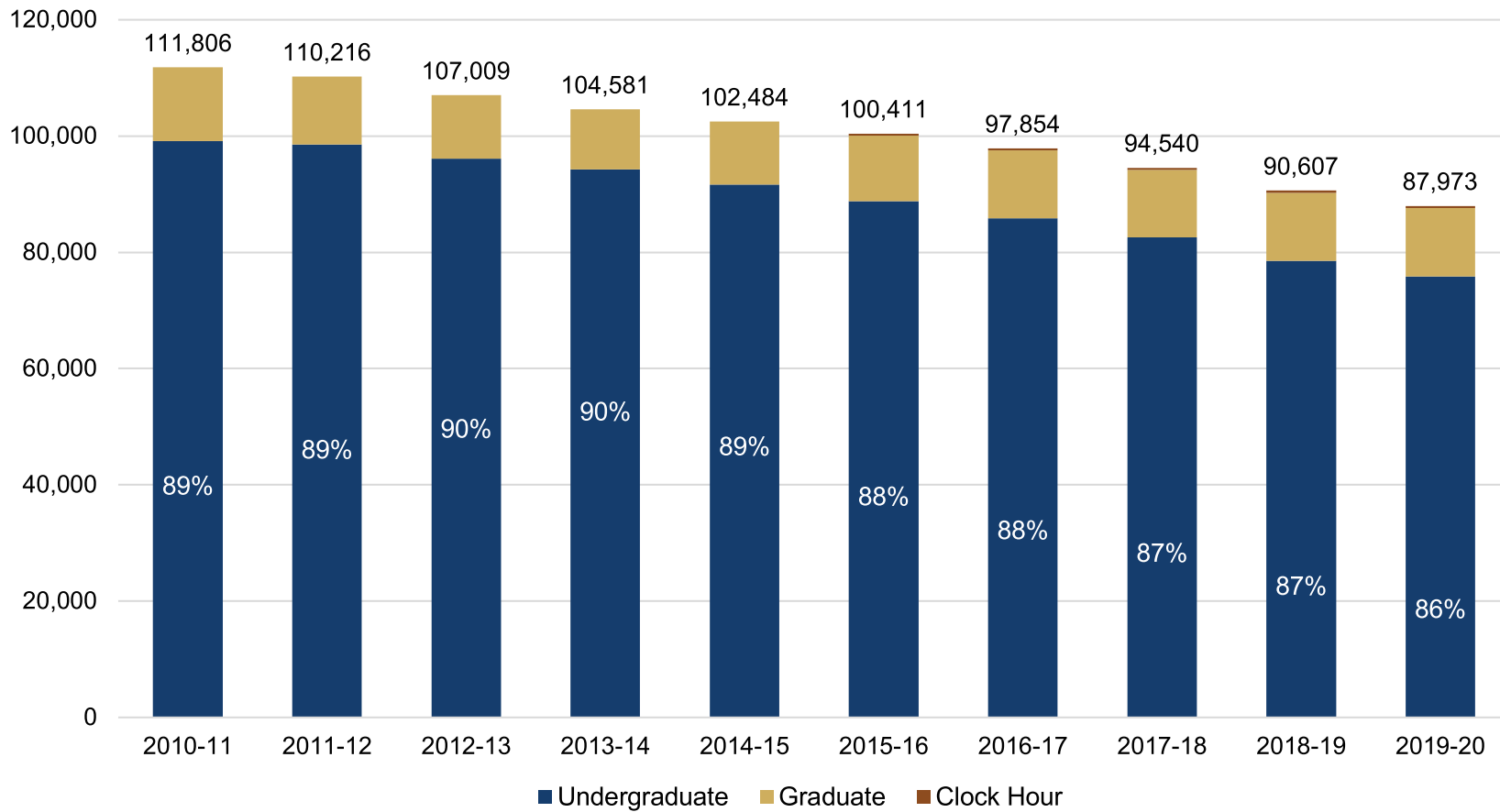
In response, in 2019 the State System required that universities track four key financial health measures, and, in the interest of securing their financial sustainability, maintain threshold targets in all but one of them (enrollments). The four measures are **annualized student FTE enrollment, annual operating margin ratio, primary reserve ratio, and university minimum reserves**. Universities will also begin tracking key efficiency measures, including expenditure per student and student-faculty ratio, since these are primary drivers of an institution's financial health.

These measures, presented in the following pages, will allow us to record progress stabilizing the State System financially.

Annualized Student FTE Enrollment represents impact on revenues from tuition, fees, and room and board as collected from students, and is the key revenue driver for State System universities.

Universities will set and agree upon enrollment goals with the Chancellor and present them to the Board of Governors for approval as part of their budget estimates. Universities are not required to increase enrollment (there are good educational and business reasons to maintain or even reduce enrollment levels). They are required to ensure operating budgets (expenditures) align to revenues earned at the target enrollment level.

Pennsylvania's State System of Higher Education Annualized Student FTE Enrollment

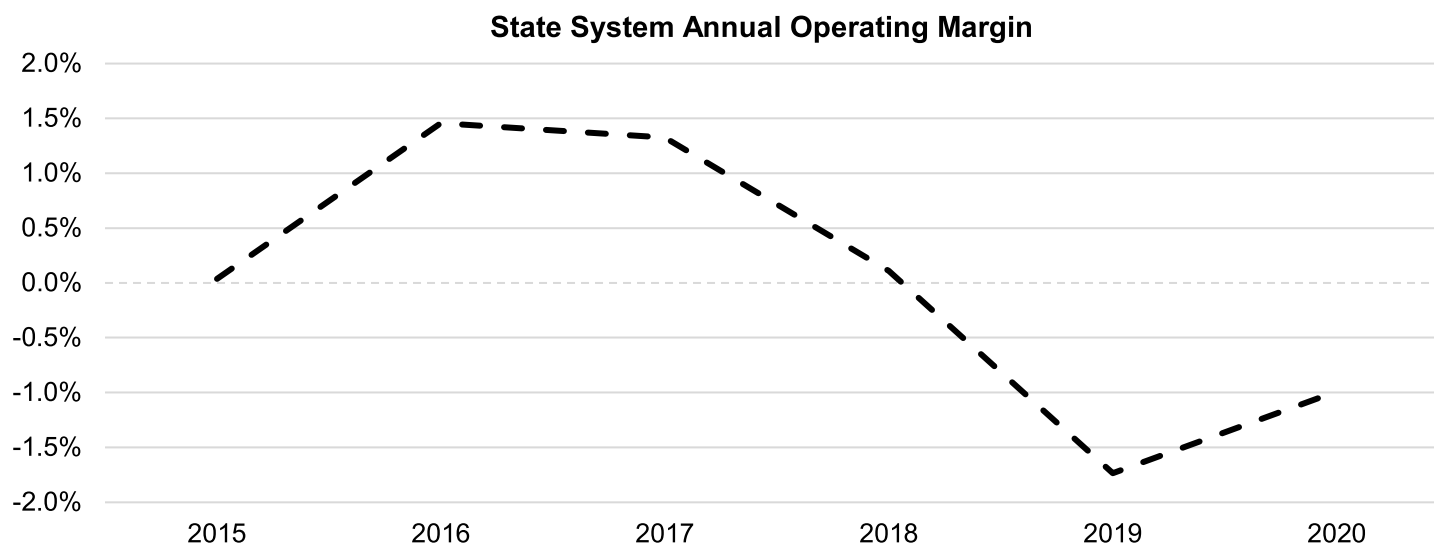


Source: Final Data, Student Data Warehouse, End of the 15th day of classes for fall and spring, end of term for summers and winter
 Notes: FTE: 1 UG = 30 credits, 1 GR = 24 credits, 1 Clock Hour = 900 clock hours

Figure 58

The **Annual Operating Margin Ratio** shows for every dollar of revenue a university receives, how much is left after operating expenses are made. For example, a positive operating margin creates a surplus which a university can save as part of its reserves – critical for strategic investments, as in improving students’ experience and student success, or campus infrastructure. An annual operating margin ratio of 0 means that a university expended all its revenues for operations in a given year and has nothing left for reinvestment.

The State System has established a goal for each of its universities to achieve an annual operating margin of at least two to four percent. As shown in **Figure 59**, the annual operating margin has declined since 2016. In 2019-20, 11 universities had an operating margin of less than 2 percent, compared to five universities in 2015-16. In 2019-20, appropriations from the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funds helped to improve the operating margin, although these funds were inadequate to meet the financial impacts COVID had in that year.

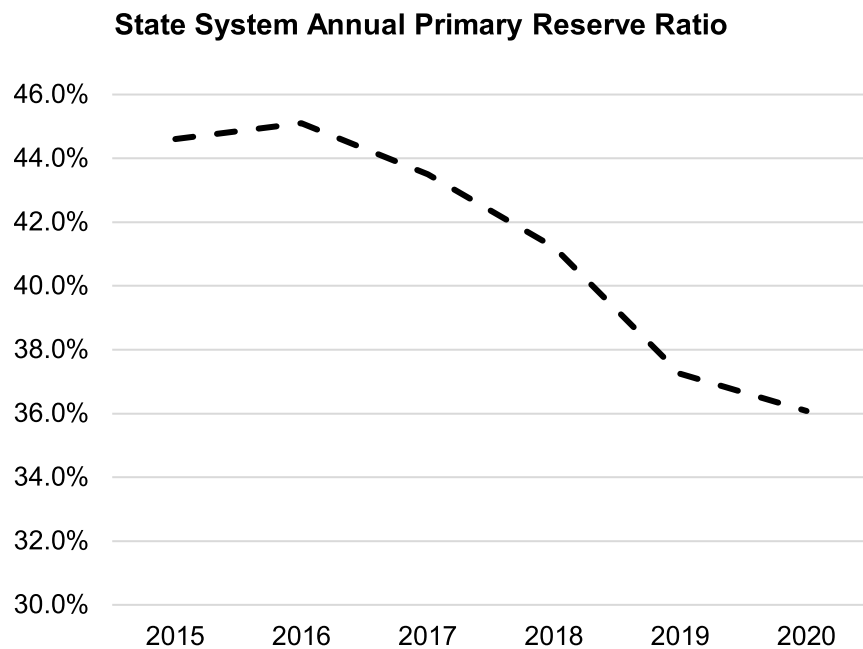


Source: University Financial Statements, State System Warehouse

Figure 59

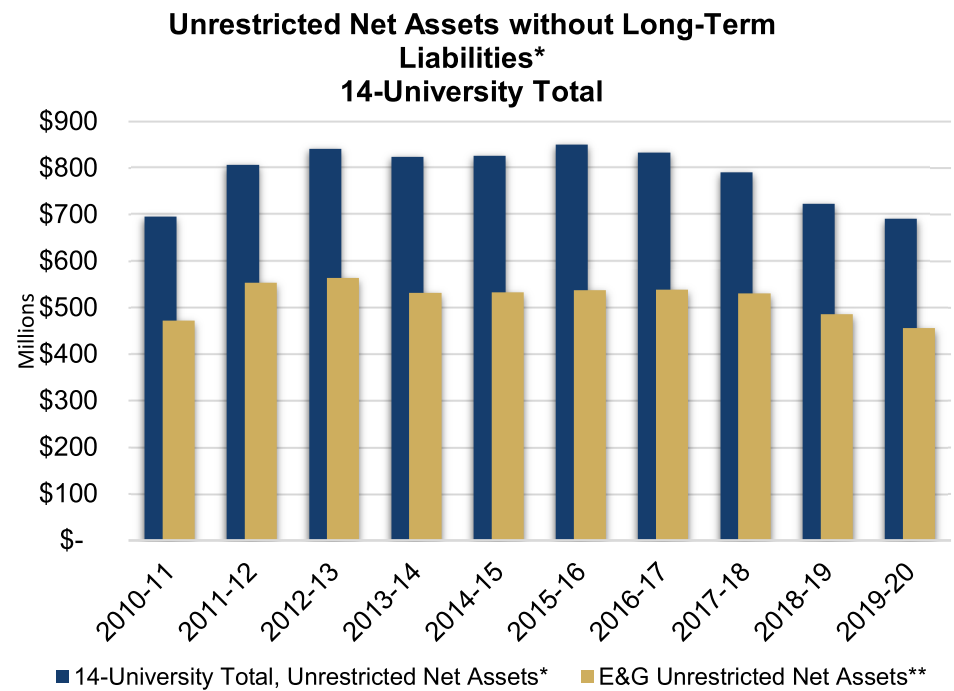
The **Primary Reserve Ratio** shows how long a university could function and pay its obligations, including debt, without additional revenues, and is one indicator of a university's financial health.

The State System's goal is for each of its universities to have a primary reserve ratio of 40 percent. The ratio for the System overall has declined in recent years, with particular impact on several of its universities (**Figure 60**). In 2019-20, nine universities were below 40 percent, compared to five in 2015-16.



Source: University Financial Statements, State System Business Warehouse

Figure 60



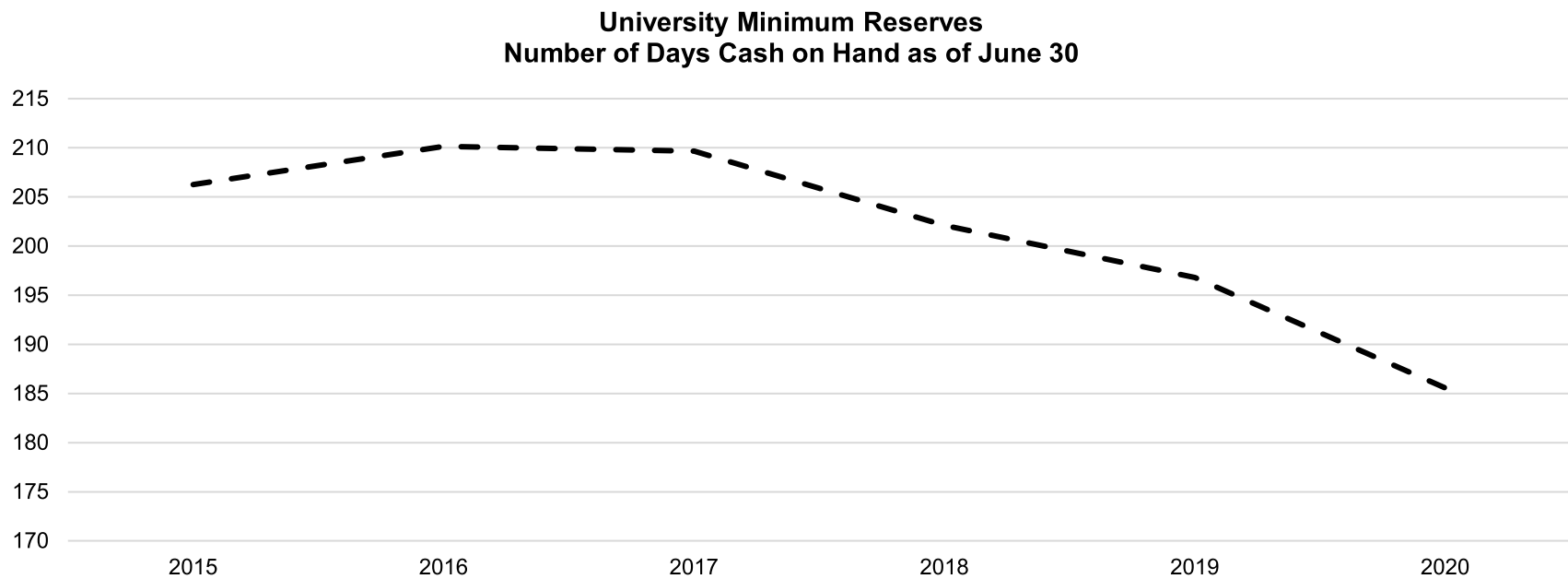
Source: University Financial Statements, State System Business Warehouse

Notes: *Total unrestricted net assets excludes postretirement, compensated absence and pension liabilities ** E&G unrestricted net assets excludes auxiliary and long-term liabilities

Figure 61

University Minimum Reserves shows the number of days a university could operate without additional revenues, and is another measure of financial health.

The State System's recommended goal is for each of its universities to have minimum reserves on hand for at least 180 days of operation. Minimum reserves have declined in recent years, with particular impact on several universities (**Figure 62**). Ten universities have lower minimum reserves than in 2015-16, seven universities (half of the system institutions) do not meet the recommended threshold, and three universities fall below the minimum required number of 90 days of operations.

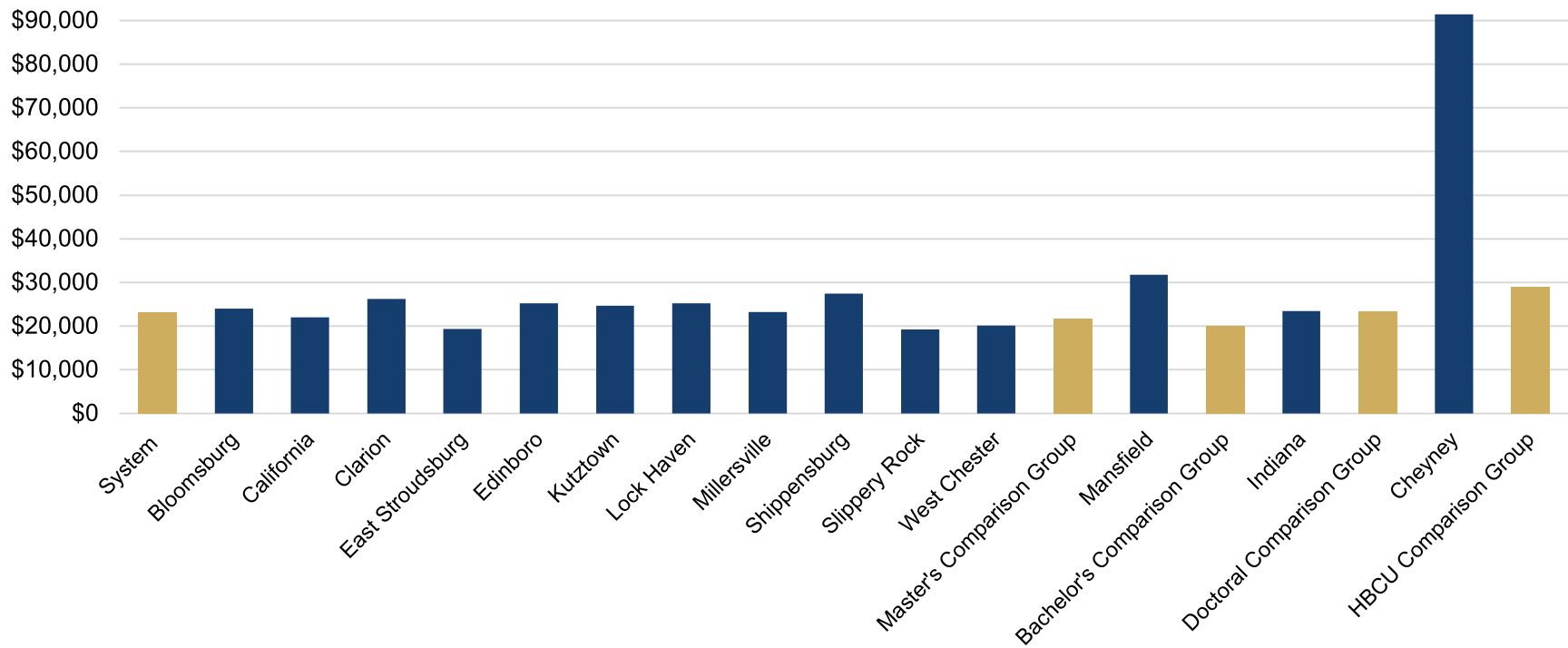


Source: University Financial Statements, State System Business Warehouse
Notes: Includes System loans, where applicable

Figure 62

Figure 63 shows that in 2018-19, eleven State System universities were less efficient than the average that applied to their comparator institutions nationally.

**Expenditures per FTE Student (with Comparators)
Fiscal Year 2018-19**

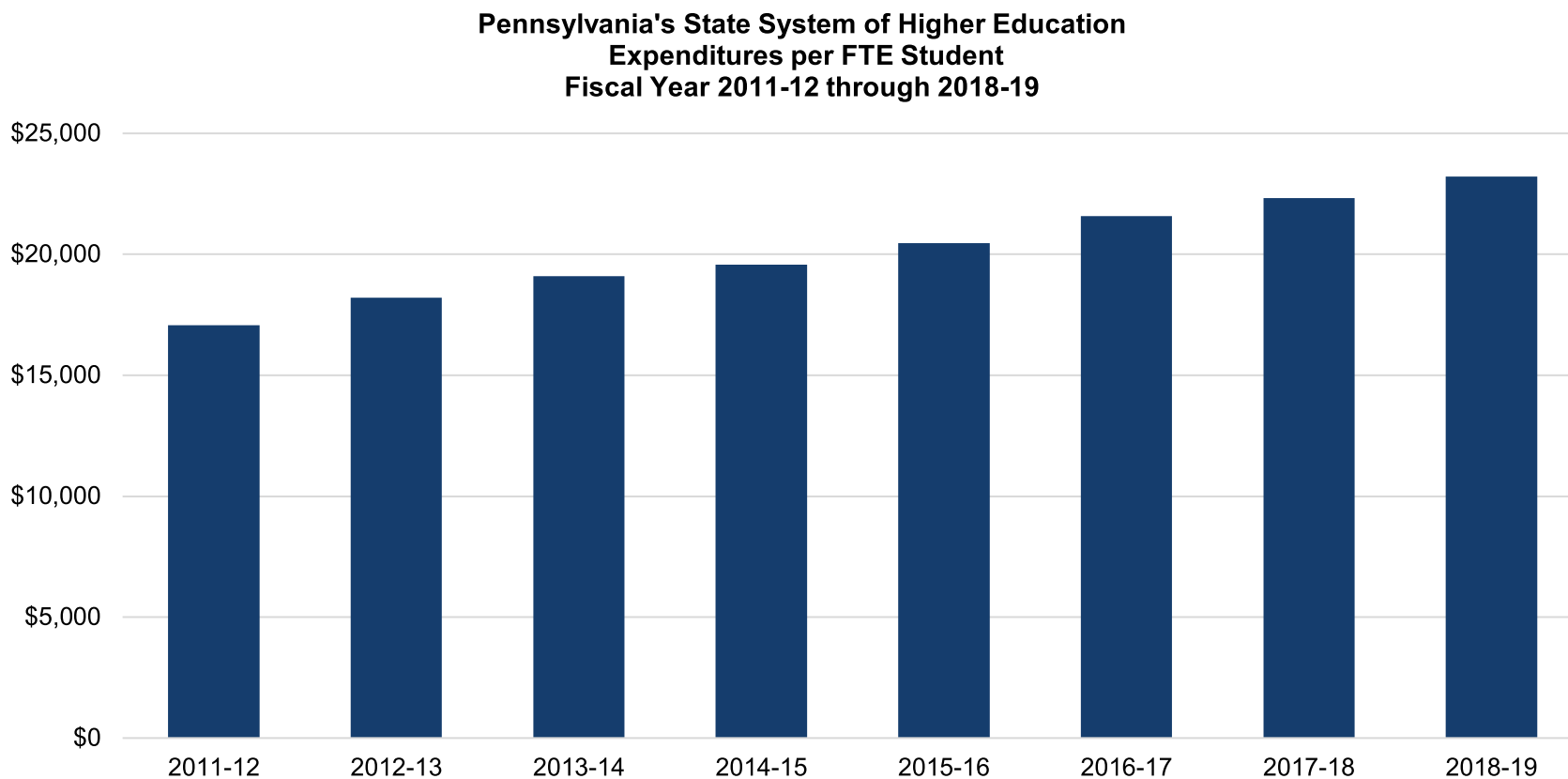


Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral/Professional Universities only.

Figure 63

Expenditure per FTE student (Figure 64) is a measure of a university's operating efficiency. Since 2011-12, expenditure per student FTE has increased 36 percent.

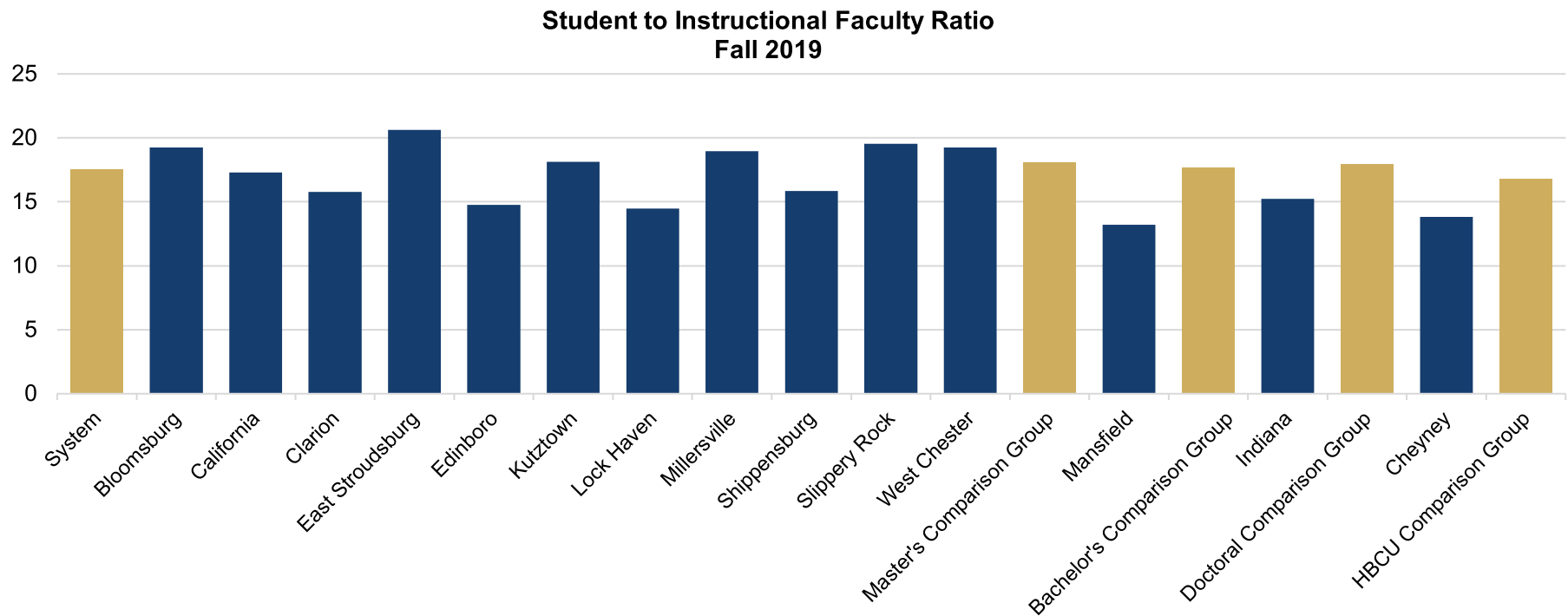


Source: Integrated Postsecondary Education Data System (IPEDS)

Figure 64

Ratios comparing the number of students to the number of instructional faculty and to staff (non-instructional faculty and staff), respectively, are also used to assess operating efficiency.

With regard to student-to-faculty ratio, **Figure 65** shows that in Fall 2019, six State System universities were more efficient than their comparator groups nationally (had higher ratios).

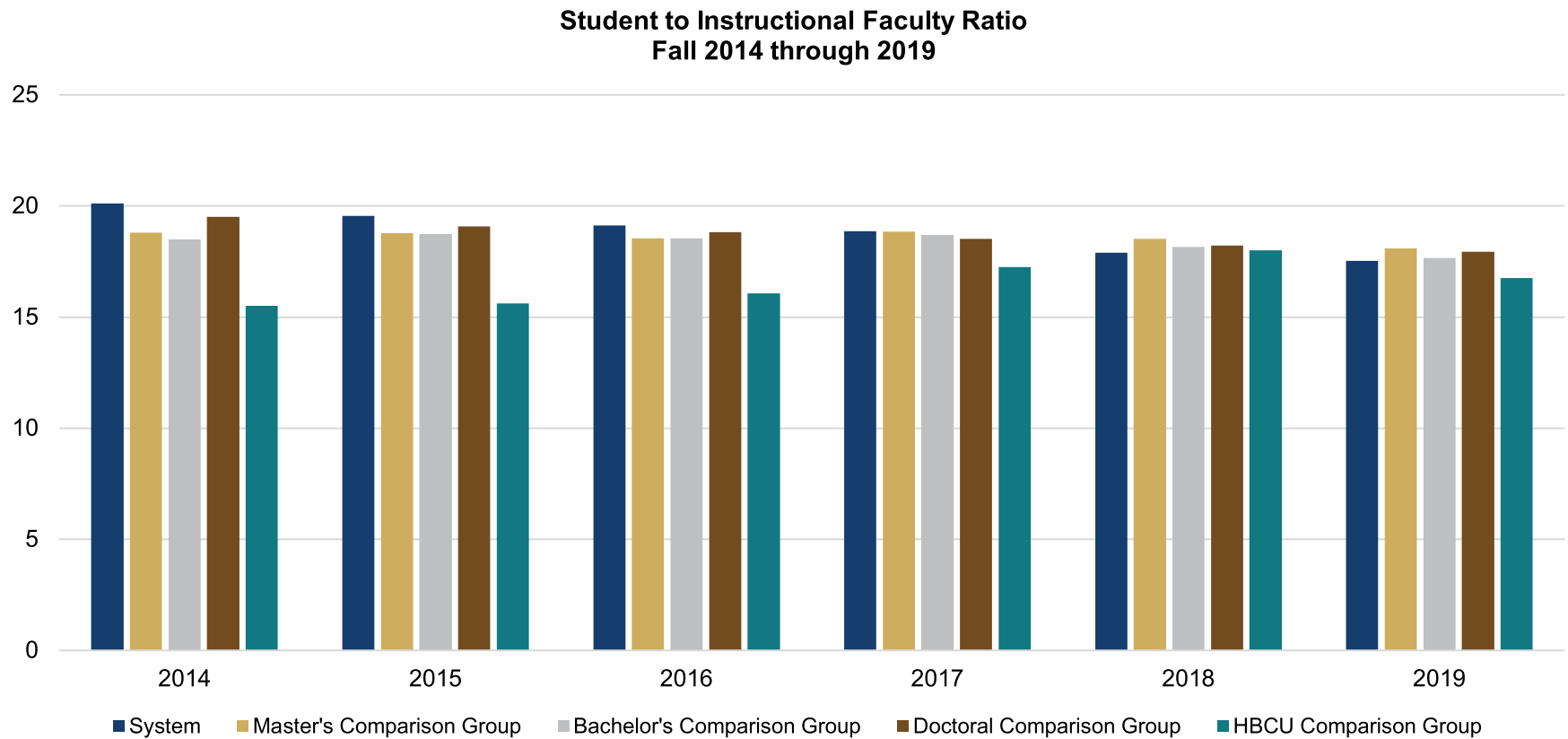


Source: Integrated Postsecondary Education Data System (IPEDS), Median value for comparators

Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral/Professional Universities only.

Figure 65

Figure 66 shows growing inefficiency according to this measure over the 2014 to 2019 period.

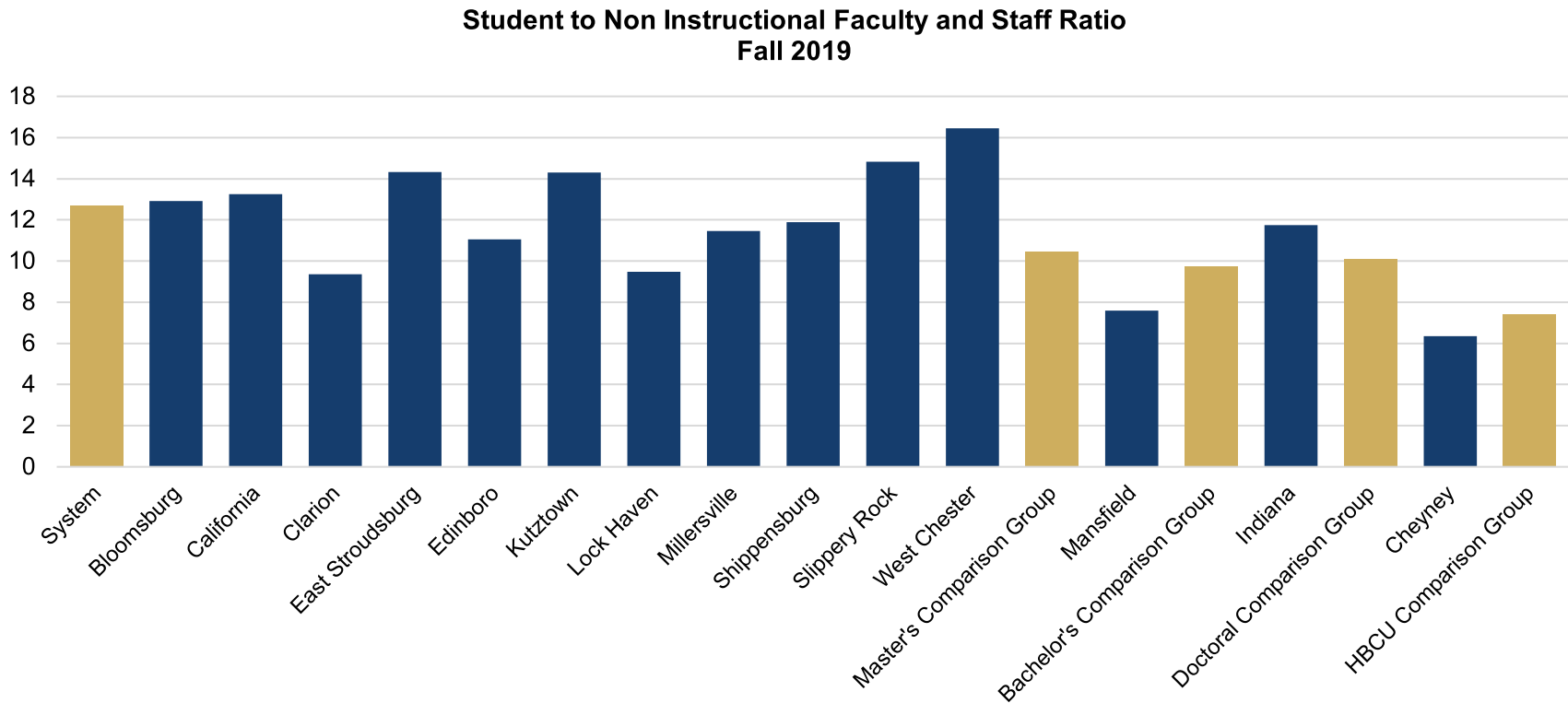


Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral/Professional Universities only.

Figure 66

Figure 67 shows data for student-to-staff ratios. Six State System universities are more efficient than their comparator groups, nationally (higher ratios).

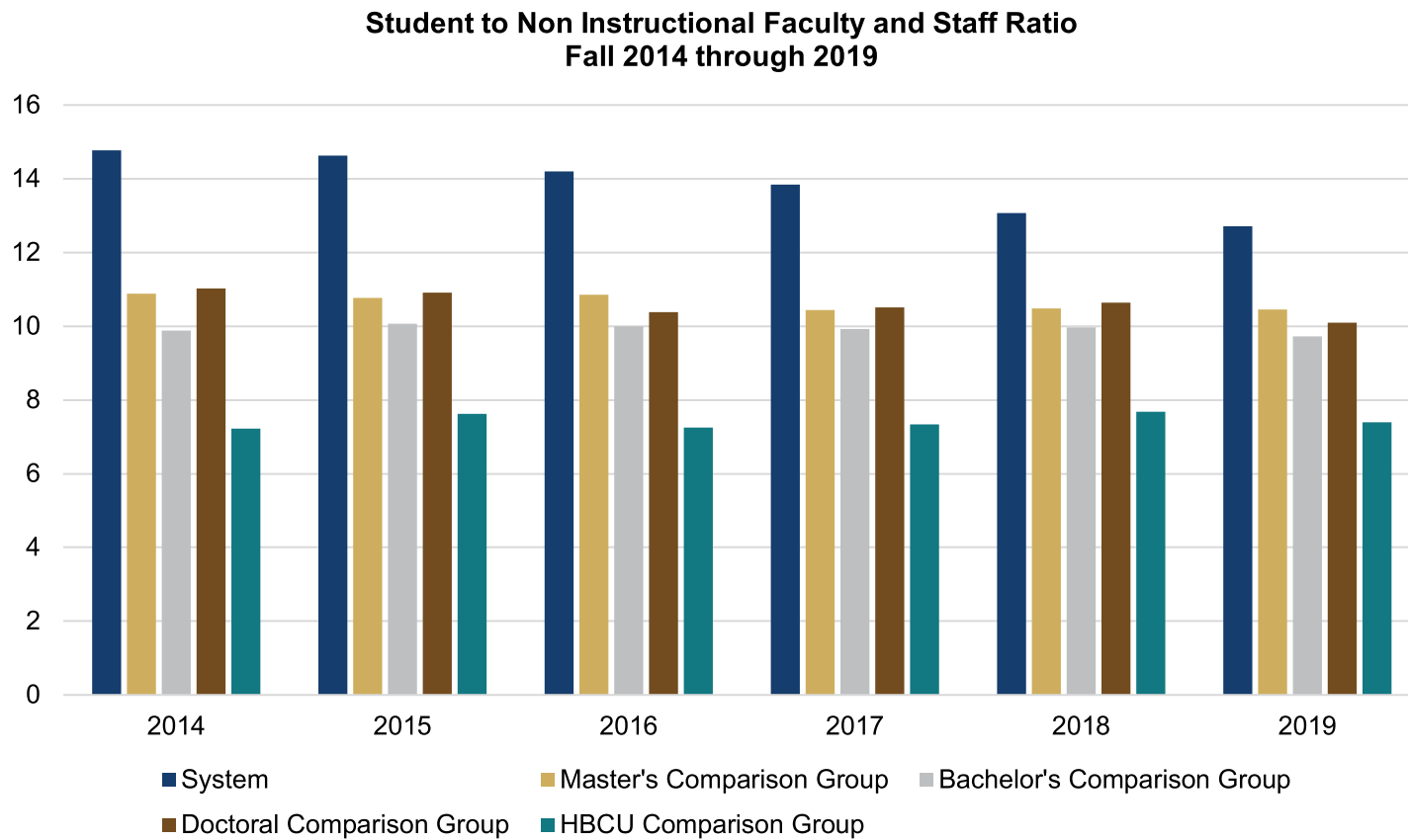


Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral/Professional Universities only.

Figure 67

Figure 68 shows growing inefficiency according to this measure over the 2014-2019 period.



Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, and Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral/Professional Universities only.

Figure 68

Through System Redesign, the State System universities are addressing efficiency issues through a number of means, including capturing cost efficiencies through the use of shared services, and requiring that universities set and then meet agreed-upon revenue and expenditure goals that ensure their financial sustainability.

Efficiency gains will be tracked annually in these pages under the following headings:

- Personnel
- Shared services
- Facilities
- Shared educational programs and courses

Cost efficiency data for shared services and shared educational programming are in development and will be presented in 2021. We are also evaluating how best to track revenue growth resulting from System Redesign.

Personnel

Personnel costs represent 75 percent of total E&G expenditures and have grown by 10 percent since 2011-12.

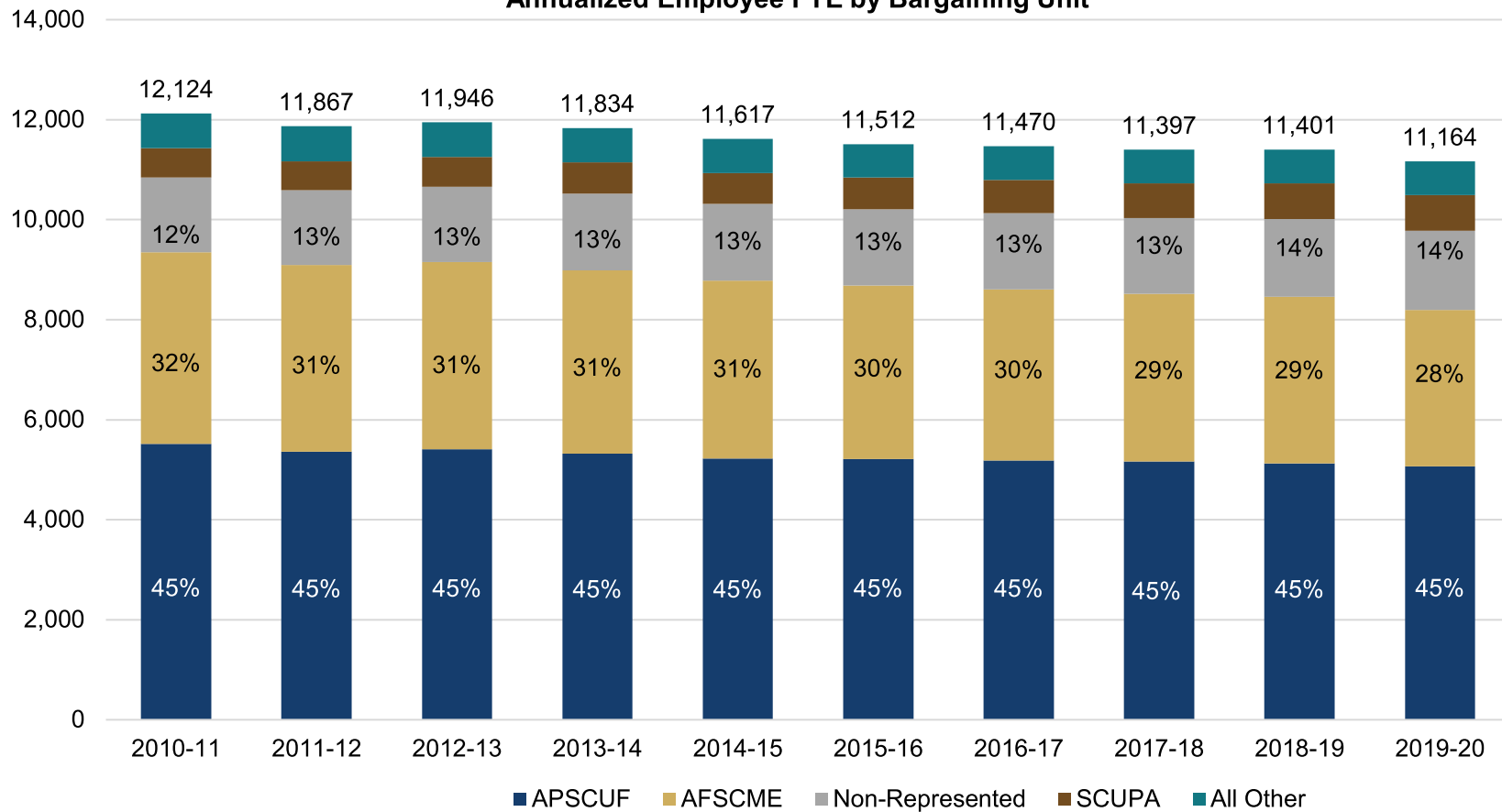
Key cost drivers include number of employees, salary levels, salary growth, and benefit costs (pension and healthcare). Each is examined below.

The number of employees at State System Universities has declined since 2009, but not as fast as enrollment levels, as shown in **Figure 69**, which represents employees by collective bargaining unit (eighty-six percent of the State System's employees belong to one of eight bargaining units with which the university has nine labor contracts), and in **Figure 70** which represents employees by functional category.

Aligning the employee complement with enrollment levels is critical to the universities' and the State System's overall financial sustainability. Accordingly, in 2019 the Board of Governors required universities to set efficiency goals, including goals pertaining to student to employee ratios. Additionally, the System implemented a retirement incentive program for all non-executive level employees. While such a program has immediate cost to the universities it returns longer-term gains where vacancies are permitted to go unfilled. They are also critical to maintaining organizational culture and morale. The State System's employees are dedicated, loyal, and talented, and are easily its most valuable resource. Retirement programs enable the universities to adjust expenditure to new enrollment realities while minimizing the use of disruptive furloughs and retrenchments, and appropriately honor the dedication of employees.

The retirement incentive program boosted the workforce reduction efforts already underway at our universities. Since 2010-11, the State System has seen a reduction of almost 1,000 annualized FTE employees (**Figure 69**) and those reductions are expected to continue as more incentive programs are offered.

**Pennsylvania's State System of Higher Education
Annualized Employee FTE by Bargaining Unit**



Source: State System Business Warehouse, excludes student employees

Figure 69

Salaries for eighty-six percent of State System employees are negotiated within the State System's nine collective bargaining units.

**Pennsylvania's State System of Higher Education
Employees by Functional Category (Annualized FTE)**

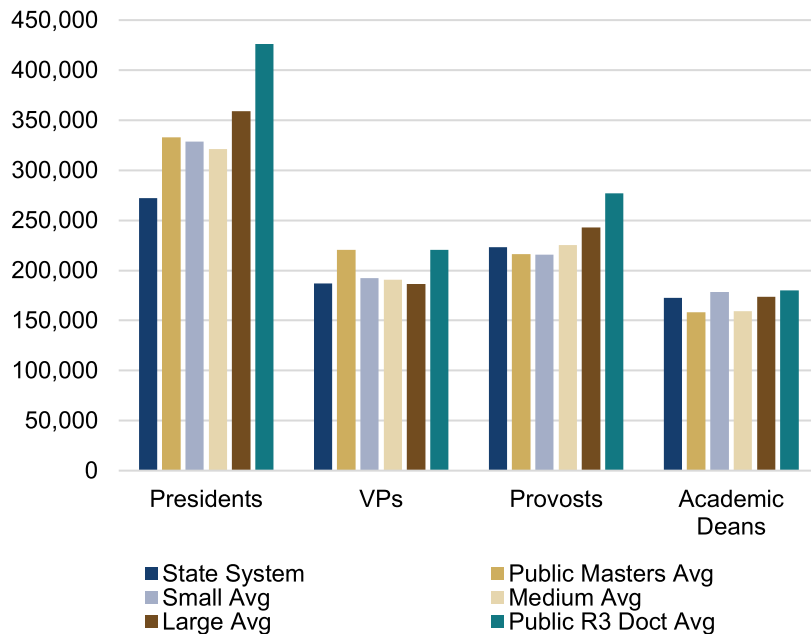
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Instruction	5,536	5,402	5,443	5,387	5,293	5,277	5,256	5,212	5,183	5,109
Research	15	15	10	9	12	12	12	15	19	18
Public Service	181	159	162	167	161	161	164	160	167	170
Academic Support	1,073	1,069	1,087	1,060	1,059	1,058	1,059	1,025	1,030	1,025
Student Services	1,393	1,388	1,415	1,418	1,388	1,384	1,396	1,418	1,440	1,453
Institutional Support	1,817	1,757	1,744	1,746	1,721	1,683	1,654	1,683	1,704	1,682
Operations and Maintenance of Plant	1,364	1,332	1,335	1,310	1,274	1,241	1,219	1,206	1,202	1,138
Student Aid	4	4	4	4	4	4	3	4	9	1
Auxiliary Enterprises	741	741	745	733	706	691	708	674	647	569
System Total	12,124	11,867	11,946	11,834	11,617	11,512	11,470	11,397	11,401	11,164

Source: State System Business Warehouse

Figure 70

Salary levels for faculty and senior administration are tracked against national benchmarks (using data from the College and University Professional Association for senior administrators and from the Integrated Postsecondary Education Data System for instructional faculty). According to these data, salaries of junior faculty (instructors and assistant professors) are comparable to those that apply at comparator universities nationally, Senior faculty (associate professors and above), representing 52 percent of the System's faculty complement, are considerably higher than average, ranking in the first (top) quartile of faculty salaries at comparator institutions (**Figures 71 and 72**). Salaries for senior administrators (deans and vice presidents) are on par with those at comparable institutions, while chief executives (presidents) fall considerably below – in the lowest (fourth) quartile when compared to those paid at comparator institutions.

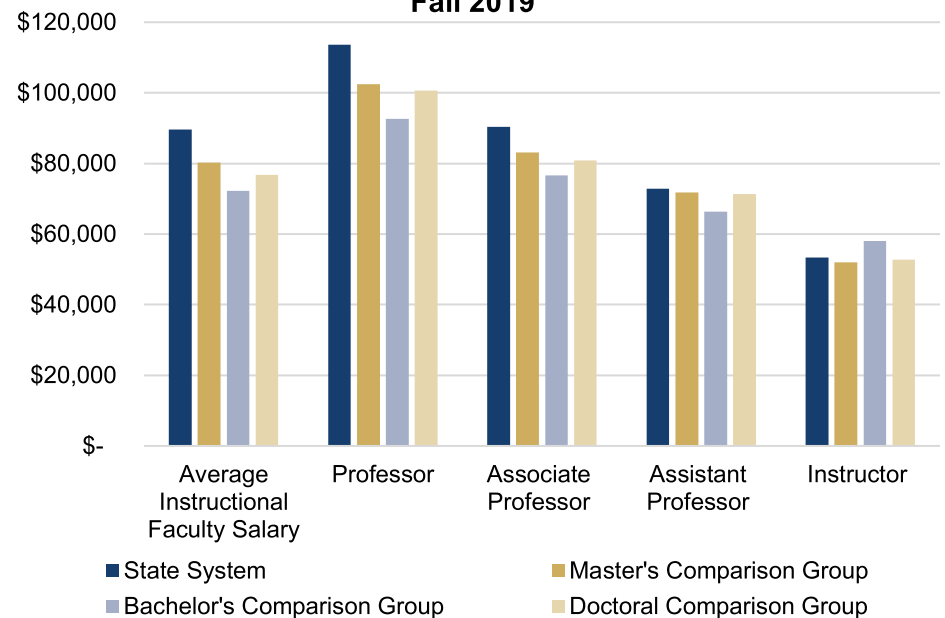
**Average Executive Level Salaries
Fall 2019**



Source: College and University Professional Association for Human Resources
Notes: CUPA comparison groups

Figure 71

**Average Instructional Faculty Salaries at Public
4 Year Colleges and Universities
Fall 2019**

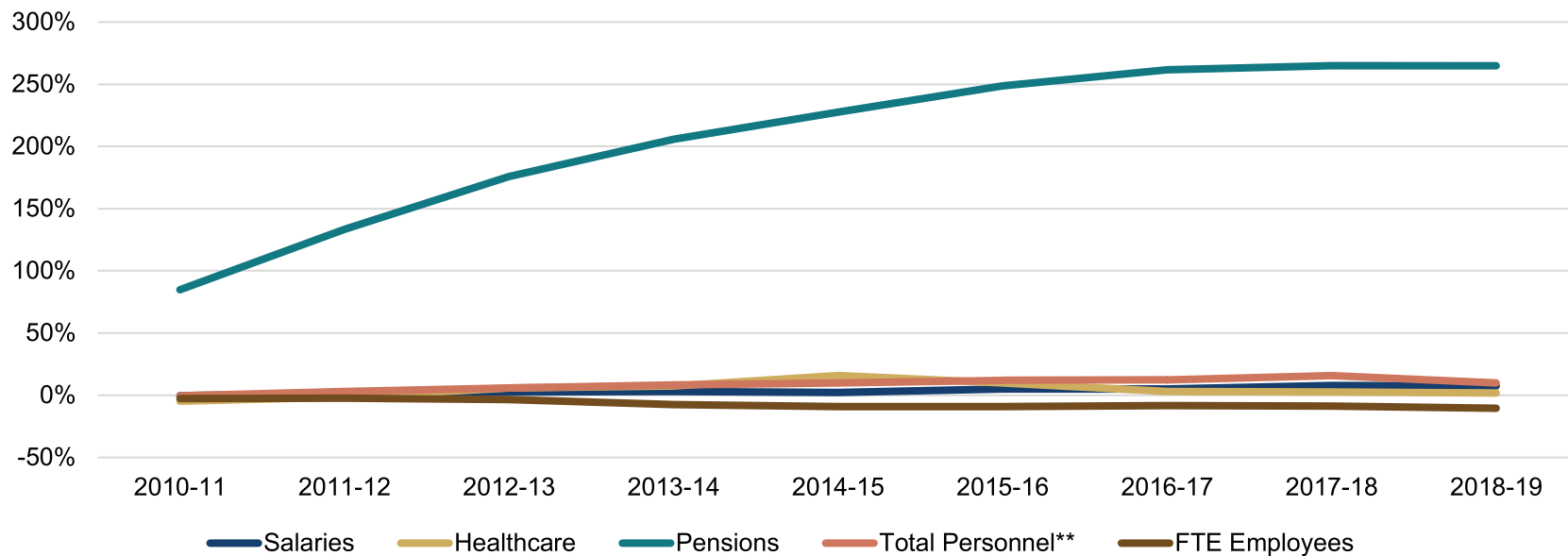


Source: Integrated Postsecondary Education Data System (IPEDS)
Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications.

Figure 72

Pension costs have experienced the steepest growth of all other personnel costs (**Figure 73**). NOTE: By removing the line for the cumulative percent change in pension costs from **Figure 73**, the scale of the chart is adjusted and the cumulative percent change in all other lines is shown in more detail (**Figure 74**).

Cumulative Percent Change in Personnel Expenditures and Employees*
2010-11 to 2019-20



Source: University Financial Statements

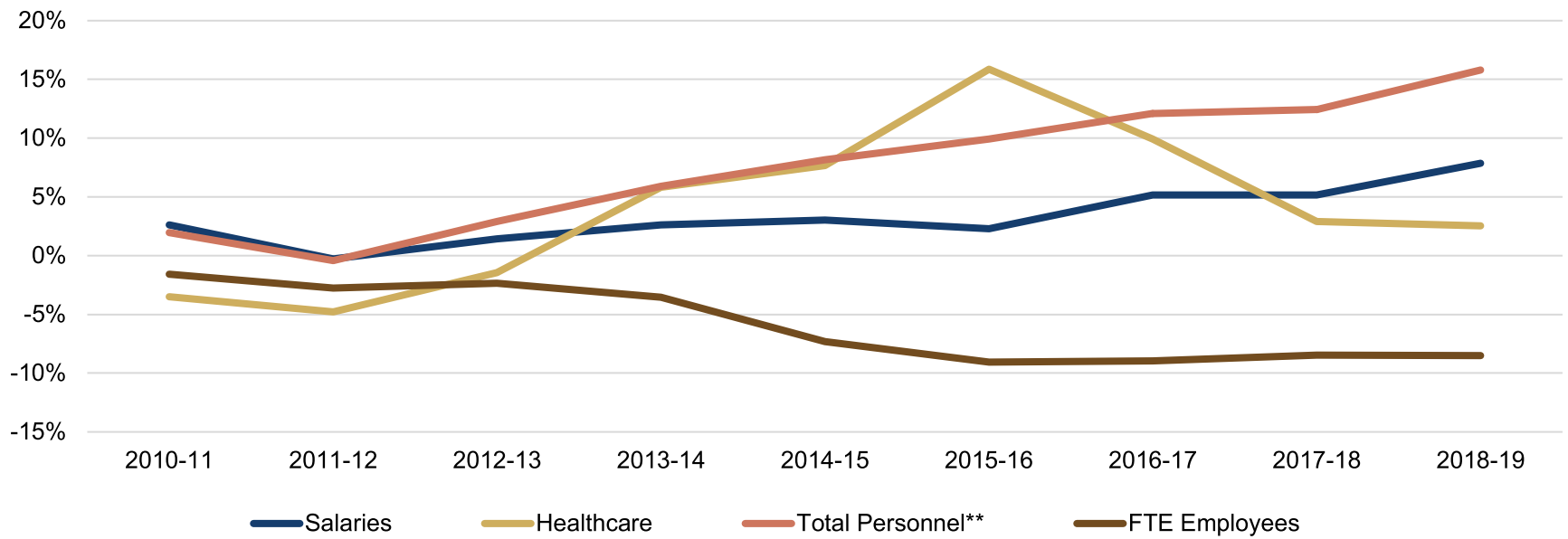
Notes:

*All Funds

**Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.)

Figure 73

**Cumulative Percent Change in Personnel Expenditures and Employees*
Excluding Pension Costs
2010-11 to 2019-20**



Source: University Financial Statements

Notes: *All Funds

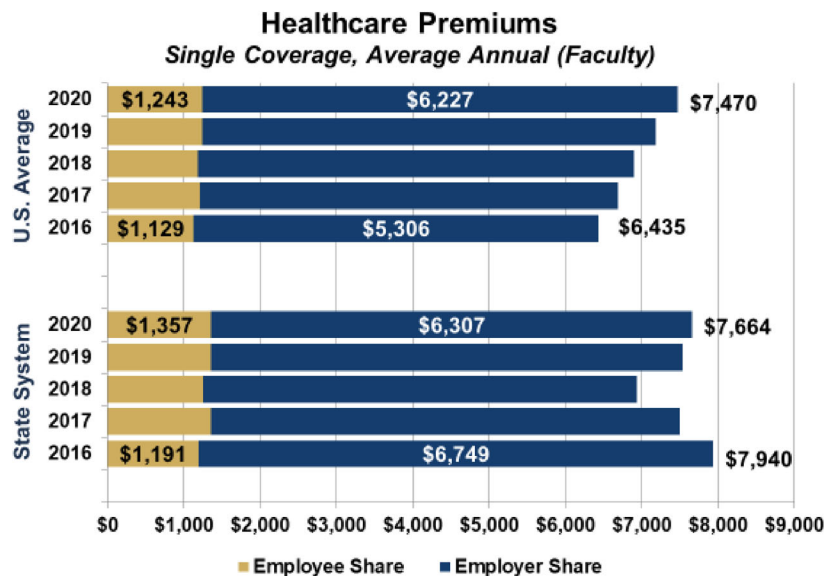
**Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.)

Figure 74

Healthcare is another key driver of personnel costs. The State System operates two healthcare programs covering about two-thirds of its employees. One plan covers non-represented employees and members of three of the smaller collective bargaining units, including health center nurses and campus police and security officers. The other plan covers faculty and athletic coaches. The Pennsylvania Employee Benefit Trust Fund (PEBTF) covers the remainder of those eligible to receive healthcare coverage.

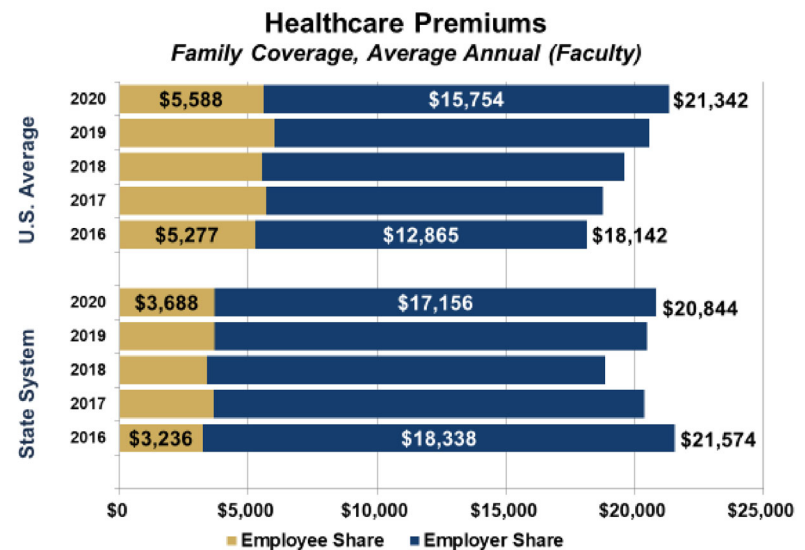
The two State System plans were redesigned in 2018 to include higher member cost-sharing for certain medical services, along with an increased employee premium contribution. Plan changes have held down healthcare costs for the System at a time when employer spending on a national level for health plans continues to rise.

The total family premium is now lower than the national average. The total healthcare claims paid in all active employee State System plans for 2017-18 was the lowest since the 2011-12 fiscal year (**Figures 75 and 76**).



Source of U.S. data: Kaiser Family Foundation, Employer Health Benefits 2020 Annual Survey. State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

Figure 75



Source of U.S. data: Kaiser Family Foundation, Employer Health Benefits 2020 Annual Survey. State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

Figure 76

Cost efficiencies, cost avoidance, and capability building

Systemwide Efforts

The State System through the Office of the Chancellor and Shared Services continues to focus its efforts on activities which result in cost savings, cost avoidance, and efficiency. These activities leverage the collective power of the State System to serve our universities and the Office of the Chancellor. The Shared Services Center is governed by our universities with a mission to work collaboratively to deliver services that improve efficiencies and reduce costs throughout the System to better serve our students and employees. Presently, the portfolio of shared services work in this area includes human resources, labor relations, procurement, data analytics, information technology, and finance.

The cost savings below include activities from the Shared Services Center and the single administrative and finance office (the Chancellor's Office) that performs treasury, facilities, budget functions and interacts universities, state and federal governments around education and related policies, budgets, and compliance reporting.

Savings estimate through FY 2020-21 are \$57 million inclusive of the early retirement programs, negotiated contract savings for benefits, bond refinancing and other negotiated savings.

Total Savings for 2019-20 and estimated 2020-21 As of December 2020	
Advanced Data Analytics	\$816,932
Facilities	\$3,899,543
Finance	\$18,476,435
Human Resources/Payroll	\$28,366,938
IT	\$4,371,987
Other	\$600,000
Procurement	\$864,863
Total	\$57,396,698

Source: System Budget Reports

Figure 77

Facilities

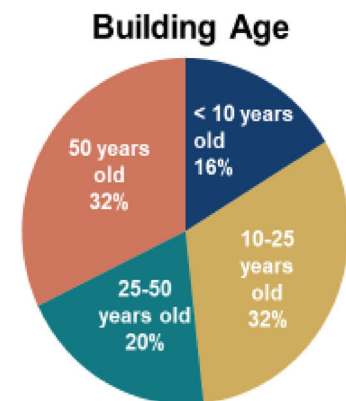
Facilities maintenance is an important component of State System operations and one that presents significant challenges. Fifty-four percent of the System's academic facilities have not had a major renovation in 25 years and require a significant capital investment (**Figure 78**). The universities have historic facilities, which tend to be less efficient to operate and costlier to maintain and repair than newer construction. Commonwealth procurement requirements such as the Separations Act and Prevailing Wage Act increase construction durations and costs. Other Pennsylvania higher education sectors do not have these requirements. Although the universities invest annually in their facilities, the State System does not have sufficient resources to do so in the most cost-effective manner.

The universities have three primary sources for funding building maintenance.

- **University operating funds** are used for maintenance and operations of the physical plant including grounds, janitorial, preventative maintenance, repairs, and deferred maintenance. Last year State System universities spent about \$26.3 million on repairs and modernization of their facilities; national models suggest at least \$90 million should be invested annually in this area to keep up with deferred maintenance (**Figure 79**).
- **Key '93 funds** also are used to help address the deferred maintenance backlog. The program was created by the Legislature in 1993 and is funded with revenue from the Real Estate Transfer Tax. The System received about \$17.6 million in FY 2019-20 through this resource.
- **Commonwealth Capital funds** are spent largely on renovation or replacement of existing buildings and infrastructure. The System received \$70 million in capital funds this year. That reflects the \$5 million increase received starting in FY2019-20. The increased funding is being targeted for demolition of underutilized facilities.

State System E&G Facilities

- Number of Buildings:
622
- Total GSF:
16.4 Million
- Replacement Value:
\$6.8 Billion
- Deferred Maintenance and Capital Renewal Backlog:
\$2.07 Billion



52% of E&G Facilities have not had a significant renovation in the last 25 years. At 25 years, facilities maintenance and repair costs increase dramatically.

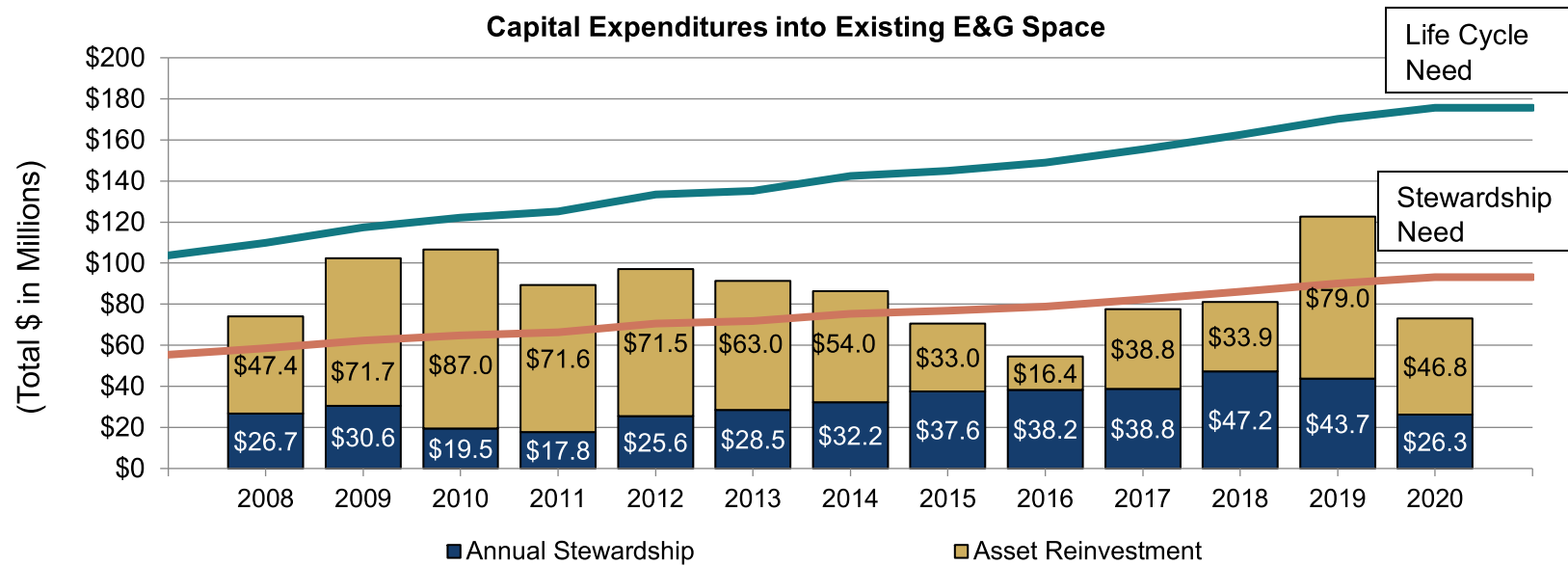
Source: State System Facilities Office

Figure 78

According to Gordian (formerly Sightlines), a national firm that specializes in the benchmarking of higher education facilities, the State System is not investing adequately in its facilities (**Figure 79**).

National standards suggest the State System invest at least \$175 million annually in its E&G buildings to prevent further degradation of the facilities. This amount includes a blend of “annual stewardship” (university operating budgets and Key’93 funds or equivalent for recurring maintenance and repair) and “asset reinvestment” (capital funds to address building life cycle renewal and replacement requirements).

The temporary increases in capital funding in recent years helped minimize the impact of underfunding the annual stewardship. However, in five of the last six years the combined investment in both annual stewardship and asset reinvestment fell short of the stewardship target. Continued facility investment at this level results in significant increases to the State System’s E&G deferred maintenance backlog, which is currently estimated at \$2.1 billion.



Source: State System Facilities Office

Figure 79

With assistance from the Penn State Facilities Engineering Institute, the State System has competitively procured energy since 2002. Currently, the System utilizes Department of General Services contracts to maximize competition and drive more favorable pricing. This strategy has generated nearly \$60 million in avoided energy costs over the last 15 years. **Figure 80** captures those avoided costs compared to the local utility tariff rate.

In addition to competitive energy procurements, the System universities have strived to reduce energy consumption. Measuring energy consumption per square foot, they have reduced consumption by about 40 percent since 2005. This avoids on average about \$16.5 million in energy costs per year or almost \$250 million over the last 15 years. **Figure 81** provides data on this effort.

Estimated Cost Avoided Through State System's Energy Procurement Efforts			
Fiscal Year	Electricity	Natural Gas	Total
2005-06	\$0	\$3,248,000	\$3,248,000
2006-07	0	1,424,000	1,424,000
2007-08	0	1,990,000	1,990,000
2008-09	0	1,144,000	1,144,000
2009-10	1,771,000	1,127,000	2,898,000
2010-11	6,273,000	162,000	6,435,000
2011-12	1,199,000	257,000	1,456,000
2012-13	1,850,000	601,000	2,451,000
2013-14	5,868,000	1,246,000	7,114,000
2014-15	1,869,000	318,000	2,187,000
2015-16	12,116,000	631,000	12,747,000
2016-17	4,323,790	910,593	5,234,383
2017-18	3,381,594	1,737,243	5,118,837
2018-19	1,496,015	2,891,250	4,387,265
2019-20	(106,597)	2,184,582	2,077,985
Total	\$40,040,802	\$19,871,668	\$59,912,470

Source: System Finance Reports, System Facilities Office

Note: Estimated cost avoided based on difference from procured energy cost and published rate from the local distribution company for the estimated energy needs over the life of the contract period.

Savings listed are for the term of the contract period; many contracts are for multiple years. In some cases, contract selected resulted in an estimated negative avoided cost versus tariff hourly prices include fixed-price contracts were selected to reduce price risk.

Figure 80

Estimated Cost Avoided Through State System's Energy Conservation Effort Since 2005-06

Fiscal Year	Million Square Feet	mmBTU	Total Energy Cost for Fiscal Year	\$/mmBTU	Energy Utilization Index (EUI)	Annual EUI Reduction	Cumulative EUI Reduction	Cost Avoided
2005-06	26.45	3,796,335	\$43,720,415	11.52	145,749	4.9%	10.9%	\$5,460,000
2006-07	26.56	3,810,074	\$45,411,400	11.92	143,446	1.6%	12.4%	6,400,000
2007-08	26.72	3,648,264	\$46,053,980	12.62	136,517	4.8%	16.6%	9,160,000
2008-09	26.55	3,510,905	\$47,424,753	13.51	132,234	3.1%	19.2%	11,270,000
2009-10	27.40	3,213,945	\$41,807,009	13.01	117,288	14.1%	28.3%	16,530,000
2010-11	29.68	3,503,409	\$43,636,255	12.46	118,026	10.7%	27.9%	16,870,000
2011-12	32.93	3,499,504	\$40,873,698	11.68	106,261	9.4%	35.1%	22,080,000
2012-13	31.30	3,499,504	\$41,950,885	11.99	110,621	-4.1%	32.4%	19,900,000
2013-14	32.36	3,741,928	\$42,341,762	11.32	115,623	-4.5%	29.4%	17,590,000
2014-15	32.75	3,520,894	\$39,630,215	11.26	107,516	7.0%	34.3%	20,700,000
2015-16	31.96	3,286,024	\$35,988,733	10.95	101,728	5.4%	37.8%	21,680,000
2016-17	32.56	3,368,058	\$35,445,065	10.52	103,418	-1.7%	36.8%	20,640,000
2017-18	32.95	3,527,727	\$35,940,242	10.19	107,057	-3.5%	34.6%	19,000,000
2018-19	32.31	3,430,607	\$36,103,724	10.52	106,173	0.8%	35.1%	19,550,000
2019-20	32.19	3,061,671	\$30,749,867	10.04	95,116	10.4%	41.9%	22,160,000
Total								\$248,990,000

Source: System Finance Reports, System Facilities Office

Notes: EUI (Energy Utilization Index) = Btu/square foot

Avoided cost = (EUI_{current}-EUI_{base year})(MSF_{current})/(\$/mmBTU_{current})

Base-line year for calculations is 2002-03

Figure 81

Shared Educational Programs and Courses

Several opportunities for shared faculty and shared educational programs and courses are available by jointly developing credentialing programs and enabling students at one university to take advantage of courses and programs at others. Acting in a more coordinated fashion in the design and delivery of educational programs, State System universities can ensure students have access to:

- a full breadth of specialized degree programs in high-demand areas including business, health care, education, and STEM.
- courses and programs in important low-demand subjects such as physics, philosophy, and modern languages, where enrollments at one university can be too low to sustain a reasonable breadth of course offerings.
- courses and programs in subjects requiring faculty expertise that is highly specialized or scarce.
- courses they need to advance toward a degree, but for a variety of reasons may not be available in the semester or at the time they can take it.

To date, State System universities have had limited success with shared courses and collaborative academic programs. Still, as universities' academic program arrays experience increased financial pressure, shared courses and programs become a critical strategy for ensuring all students have access to the broadest possible range of educational opportunities. Expansion in this area will take time and investment in the technology and business systems infrastructure required to enable it. Still, on these pages we expect to track our progress in terms of:

- number of credentials produced from jointly managed programs.
- number of collaboratively designed and delivered academic programs.
- efficiency measured by student-faculty ratios.
- number of students taking courses from other universities in the State System.

Appendix A



Appendix A-1

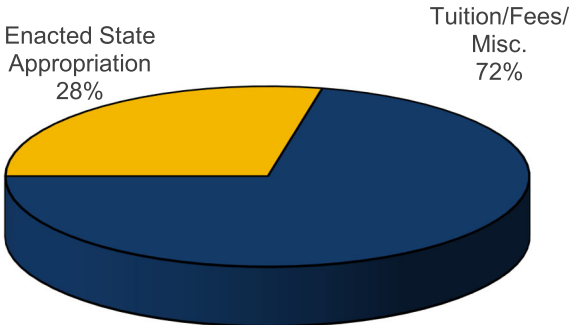
Pennsylvania's State System of Higher Education Mission Statement

"The State System of Higher Education shall be part of the Commonwealth's system of higher education. Its purpose shall be to provide high quality education at the lowest possible cost to students. The primary mission of the System is the provision of instruction for undergraduate and graduate students to and beyond the master's degree in the liberal arts and sciences and in applied fields, including the teaching profession."

Act 188 of 1982

Appendix A-2 Summary of Sources and Uses FY 2020-21 Educational and General Budget

Sources

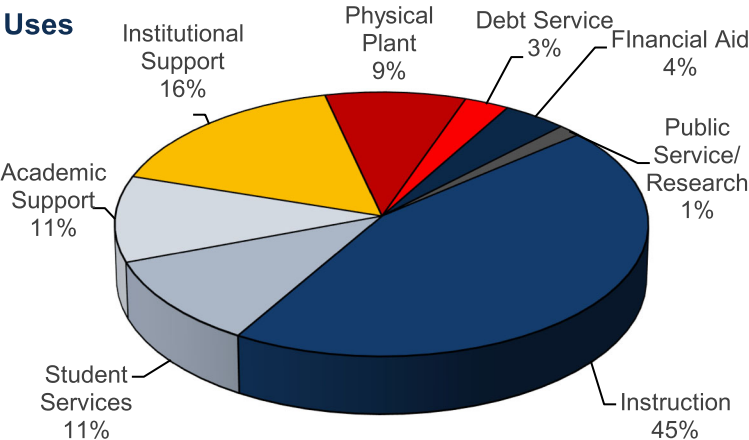


<u>Sources</u>	<u>(\$000)</u>
Enacted State Appropriation	\$477,470
Tuition/Fees/Misc.	1,154,448
Total	\$1,631,918

<u>Uses by Category</u>	<u>(\$000)</u>
Salaries/Wages	\$836,234
Benefits	394,171
Total Personnel	\$1,230,405
Operating	358,344
Capital/Transfers	43,169

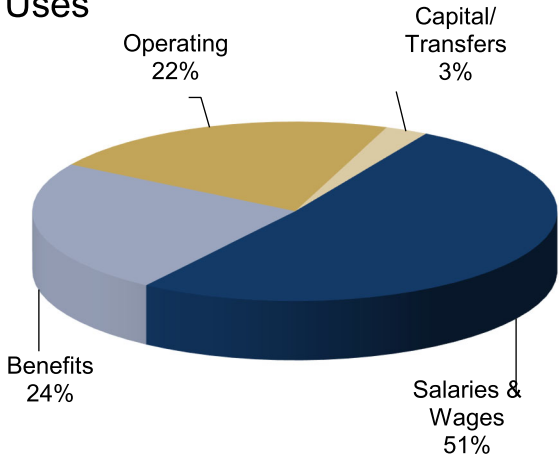
Total Expenditures/Transfers \$1,631,918

Uses



<u>Uses by Function</u>	<u>(\$000)</u>
Instruction	\$717,654
Institutional Support	287,284
Academic Support	169,079
Student Services	177,238
Physical Plant	127,852
Debt Service	43,169
Financial Aid	83,919
Public Service/Research	25,724
Total	\$1,631,918

Uses



Appendix A-3

Pennsylvania's State System of Higher Education
Summary of Educational and General (E&G) Budget
(Dollar Amounts in Thousands)

	Actual 2019-20	Current 2020-21	Budget Request 2021-22	Governor's Budget 2021-22
Source of Funds				
State E&G Appropriation ¹	\$477,470	\$477,470	\$487,019	\$477,470
CARES Act Title V Funds ²	30,000	0	0	0
Augmentation:				
Educational and General ³	1,096,507	1,154,448	1,124,433	1,124,433
Revenue Shortfall ¹				9,549
Total	\$1,603,977	\$1,631,918	\$1,611,452	\$1,611,452
Use of Funds				
Personnel Expenditures	\$1,246,270	\$1,230,405	\$1,184,912	\$1,184,912
Operating Expenditures	317,525	358,344	376,250	376,250
Capital Assets/Transfers	40,182	43,169	50,290	50,290
Total	\$1,603,977	\$1,631,918	\$1,611,452	\$1,611,452
Students (FTE)⁴				
Undergraduate	76,109.96	74,351.56	74,401.97	74,401.97
Graduate	11,681.68	11,566.37	11,908.57	11,908.57
First Professional	NA	NA	NA	NA
Total	87,791.64	85,917.93	86,310.54	86,310.54
Employees (Unrestricted FTE)	10,331.31	9,825.18	9,151.53	9,151.53

¹Reflects the Educational and General Appropriation enacted for FY 2019-20 and FY 2020-21. Reflects the System's appropriation request for FY 2021-22. The Governor's recommendation of \$477.5 million for FY 2021-22 provides level funding in the Educational and General Appropriation. This recommendation results in a budgetary Revenue Shortfall of \$9.5 million for FY2021-22.

²Reflects funds appropriated to PASSHE universities through Title V of the Coronavirus Aid, Relief, and Economic Security (CARES) Act enacted in March 2020.

³The augmentation includes an assumption of a 1.0 percent tentative tuition rate increase in FY 2021-22 (based on actions taken by the Board of Governors in April 2020) and an associated increase in institutional financial aid. However, the Board of Governors will set tuition at its April 2021 meeting, based upon the System's financial requirements and state appropriations at that time.

⁴FTE Students is defined as follows: annual undergraduate credit hours produced divided by 30 credit hours; annual graduate credit hours produced divided by credit hours.

Appendix A-4

**Pennsylvania's State System of Higher Education
Summary of Special Line Item Appropriation Request
System Redesign Investment**
(Dollar Amounts in Thousands)

	Actual 2019-20	Current 2020-21	Budget Request¹ 2021-22	Governor's Budget 2021-22
Source of Funds				
State Appropriation	\$0	\$0	\$25,000	\$0
Augmentation:				
Educational and General	0	0	0	0
Total	\$0	\$0	\$25,000	\$0
Use of Funds				
Personnel Expenditures	\$0	\$0	\$0	\$0
Operating Expenditures	0	0	25,000	0
Capital Assets/Transfers	0	0	0	0
Total	\$0	\$0	\$25,000	\$0
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	0.00	0.00	0.00	0.00
Employees (Unrestricted FTE)	NA	NA	NA	NA

¹Reflects the first year of a four-year request totaling \$100 million for the State System of Higher Education's System Redesign project that will support technology modernization, the expansion of shared academic and administrative services, and the integration of six universities into two fully-accredited combinations (California-Clarion-Edinboro and Bloomsburg-Lock Haven-Mansfield).

Appendix A-5
Pennsylvania Higher Education Assistance Agency (PHEAA)
Appropriation for Cheyney Keystone Academy of Pennsylvania's State System of Higher Education
(Dollar Amounts in Thousands)

Source of Funds	Actual 2019-20	Current 2020-21	Budget Request 2021-22	Governor's Budget 2021-22
Special Purpose Appropriation ¹	\$3,500	\$3,500	\$5,000	\$3,000
Other (PHEAA Augmentation) ¹	500	500	0	0
Revenue Shortfall	0	0	0	0
Total	\$4,000	\$4,000	\$5,000	\$3,000
Use of Funds				
Personnel Expenditures	\$1,130	\$845	\$867	\$867
Operating Expenditures ²	2,870	3,155	4,133	2,133
Capital Assets/Transfers	0	0	0	0
Total	\$4,000	\$4,000	\$5,000	\$3,000
Students (Fall Headcount)				
Undergraduate ³	166	217	240	146
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	166	217	240	146
Employees (FTE)	6.10	8.23	8.23	6.20

¹The Governor's recommendation of a \$3.0 million appropriation in FY 2021-22 provides a 25 percent decrease in funding for the Keystone Academy Appropriation over the total amount received in FY 2020-21.

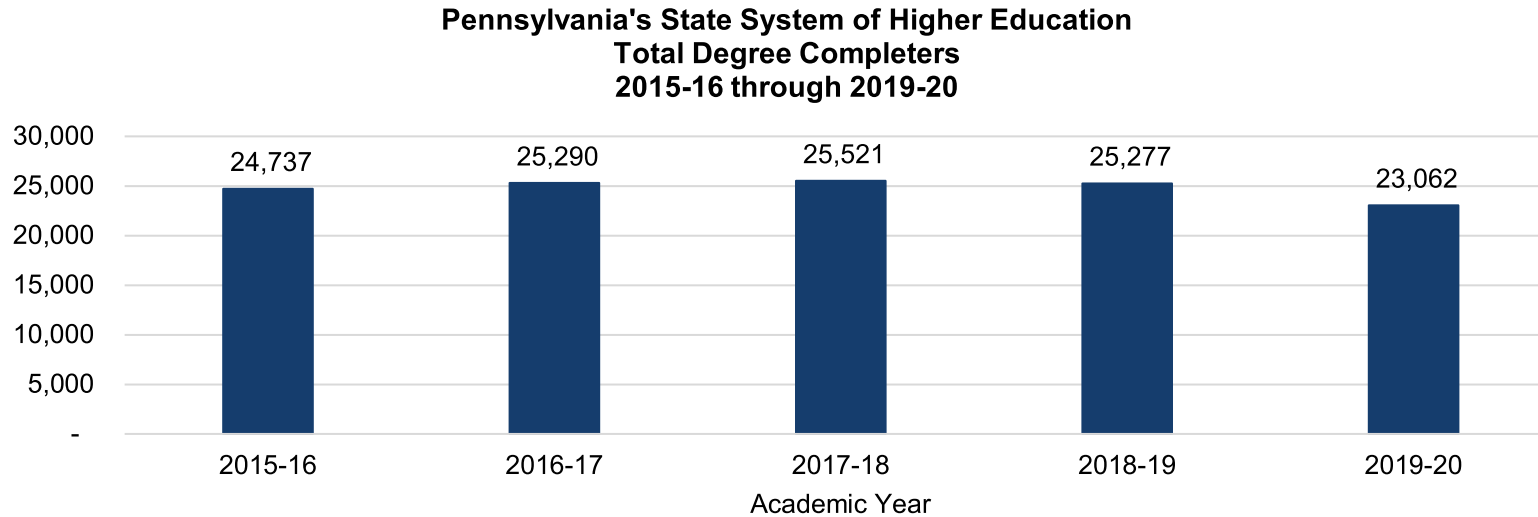
²Primarily scholarships. In addition, the appropriation also supports other direct program costs; and, beginning in FY 2017-18, related indirect costs.

³If FY 2021-22 is funded at the Governor's recommended level, approximately 146 students may be served through this program. In fall 2020, 219 students were scholarship recipients.

Note: The line item appropriation has been funded as a special program within PHEAA's budget since FY 1999-00. 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.

Appendix A-6
Pennsylvania's State System of Higher Education
Academic Program Data

	2019-20 Actual Degree Completers	2020-21 Projected Degree Completers
Associate's Degree Completers	380	499
Bachelor's Degree Completers	17,071	17,633
Graduate Degree Completers	5,611	4,893
Total Degree Completers	23,062	23,025



Source: State System Student Data Warehouse

**Appendix A-7
Pennsylvania's State System of Higher Education**

Fall Applications, Admissions, & Enrollments for First-time Freshmen Domiciled in Pennsylvania, by Race/Ethnicity

State System	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Total										
Applications	82,839	77,048	63,230	65,324	65,782	66,645	67,768	64,822	66,406	63,531
Admissions	53,025	50,240	49,092	51,153	52,318	52,766	54,500	53,289	56,094	56,553
Admitted Enrollments	18,883	17,449	17,297	17,428	16,514	15,878	15,927	15,296	15,280	14,288
% Admitted	64.0%	65.2%	77.6%	78.3%	79.5%	79.2%	80.4%	82.2%	84.5%	89.0%
% Admitted Enrolled	35.6%	34.7%	35.2%	34.1%	31.6%	30.1%	29.2%	28.7%	27.2%	25.3%
Black or African American										
Applications	16,158	14,801	10,779	12,543	13,624	13,809	14,391	13,166	13,608	13,859
Admissions	6,682	6,501	6,871	7,854	8,830	8,980	9,515	9,189	9,781	11,091
Admitted Enrollments	1,852	1,913	2,013	2,095	1,994	1,981	2,020	1,865	1,854	1,703
% Admitted	41.4%	43.9%	63.7%	62.6%	64.8%	65.0%	66.1%	69.8%	71.9%	80.0%
% Admitted Enrolled	27.7%	29.4%	29.3%	26.7%	22.6%	22.1%	21.2%	20.3%	19.0%	15.4%
American Indian or Alaska Native										
Applications	176	91	79	135	150	186	210	167	131	169
Admissions	86	38	52	81	107	111	128	114	107	143
Admitted Enrollments	22	13	16	25	36	27	41	38	31	37
% Admitted	48.9%	41.8%	65.8%	60.0%	71.3%	59.7%	61.0%	68.3%	81.7%	84.6%
% Admitted Enrolled	25.6%	34.2%	30.8%	30.9%	33.6%	24.3%	32.0%	33.3%	29.0%	25.9%
Asian										
Applications	1,177	1,190	1,134	1,199	1,169	1,417	1,521	1,481	1,516	1,496
Admissions	724	729	783	888	896	1,097	1,209	1,254	1,286	1,392
Admitted Enrollments	164	179	209	208	201	223	213	245	245	208
% Admitted	61.5%	61.3%	69.0%	74.1%	76.6%	77.4%	79.5%	84.7%	84.8%	93.0%
% Admitted Enrolled	22.7%	24.6%	26.7%	23.4%	22.4%	20.3%	17.6%	19.5%	19.1%	14.9%

**Appendix A7 (continued)
 Pennsylvania's State System of Higher Education**

Fall Applications, Admissions, & Enrollments for First-time Freshmen Domiciled in Pennsylvania, by Ethnicity

State System	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Hispanic										
Applications	5,079	4,069	3,553	4,542	4,687	4,962	5,765	5,231	6,038	6,028
Admissions	3,075	2,387	2,563	3,234	3,504	3,665	4,376	4,020	4,822	5,200
Admitted Enrollments	984	788	866	983	1,002	956	1,130	989	1,106	992
% Admitted	60.5%	58.7%	72.1%	71.2%	74.8%	73.9%	75.9%	76.8%	79.9%	86.3%
% Admitted Enrolled	32.0%	33.0%	33.8%	30.4%	28.6%	26.1%	25.8%	24.6%	22.9%	19.1%
White										
Applications	55,592	52,126	44,978	43,447	42,737	42,120	41,835	39,653	40,501	37,955
Admissions	39,964	38,025	36,784	36,438	36,342	35,698	36,082	34,585	36,328	35,250
Admitted Enrollments	14,995	13,768	13,460	13,292	12,426	11,822	11,639	11,122	11,080	10,539
% Admitted	71.9%	72.9%	81.8%	83.9%	85.0%	84.8%	86.2%	87.2%	89.7%	92.9%
% Admitted Enrolled	37.5%	36.2%	36.6%	36.5%	34.2%	33.1%	32.3%	32.2%	30.5%	29.9%
Native Hawaiian or Other Pacific Islander										
Applications	42	65	29	55	60	62	59	40	47	33
Admissions	32	40	22	38	38	36	46	30	38	29
Admitted Enrollments	14	14	12	17	6	8	15	6	8	13
% Admitted	76.2%	61.5%	75.9%	69.1%	63.3%	58.1%	78.0%	75.0%	80.9%	87.9%
% Admitted Enrolled	43.8%	35.0%	54.5%	44.7%	15.8%	22.2%	32.6%	20.0%	21.1%	44.8%
Two or More Races										
Applications	2,001	2,292	1,885	2,315	2,509	2,662	2,761	2,253	2,347	2,591
Admissions	1,192	1,389	1,450	1,763	1,937	2,098	2,195	1,897	1,917	2,247
Admitted Enrollments	435	500	545	596	664	645	652	587	517	532
% Admitted	59.6%	60.6%	76.9%	76.2%	77.2%	78.8%	79.5%	84.2%	81.7%	86.7%
% Admitted Enrolled	36.5%	36.0%	37.6%	33.8%	34.3%	30.7%	29.7%	30.9%	27.0%	23.7%

**Appendix A7 (continued)
Pennsylvania's State System of Higher Education**

Fall Applications, Admissions, & Enrollments for First-time Freshmen Domiciled in Pennsylvania, by Ethnicity

State System	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
Race/ethnicity unknown										
Applications	2,614	2,414	793	1,080	844	1,418	1,215	2,830	2,212	1,399
Admissions	1,270	1,131	567	849	662	1,072	941	2,199	1,809	1,200
Admitted Enrollments	417	274	176	211	184	211	212	444	433	263
% Admitted	48.6%	46.9%	71.5%	78.6%	78.4%	75.6%	77.4%	77.7%	81.8%	85.8%
% Admitted Enrolled	32.8%	24.2%	31.0%	24.9%	27.8%	19.7%	22.5%	20.2%	23.9%	21.9%
Non-Resident Alien										
Applications				8	2	9	11	1	6	1
Admissions				8	2	9	8	1	6	1
Admitted Enrollments				1	1	5	5	0	6	1
% Admitted	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	72.7%	100.0%	100.0%	100.0%
% Admitted Enrolled	0.0%	0.0%	0.0%	12.5%	50.0%	55.6%	62.5%	0.0%	100.0%	100.0%

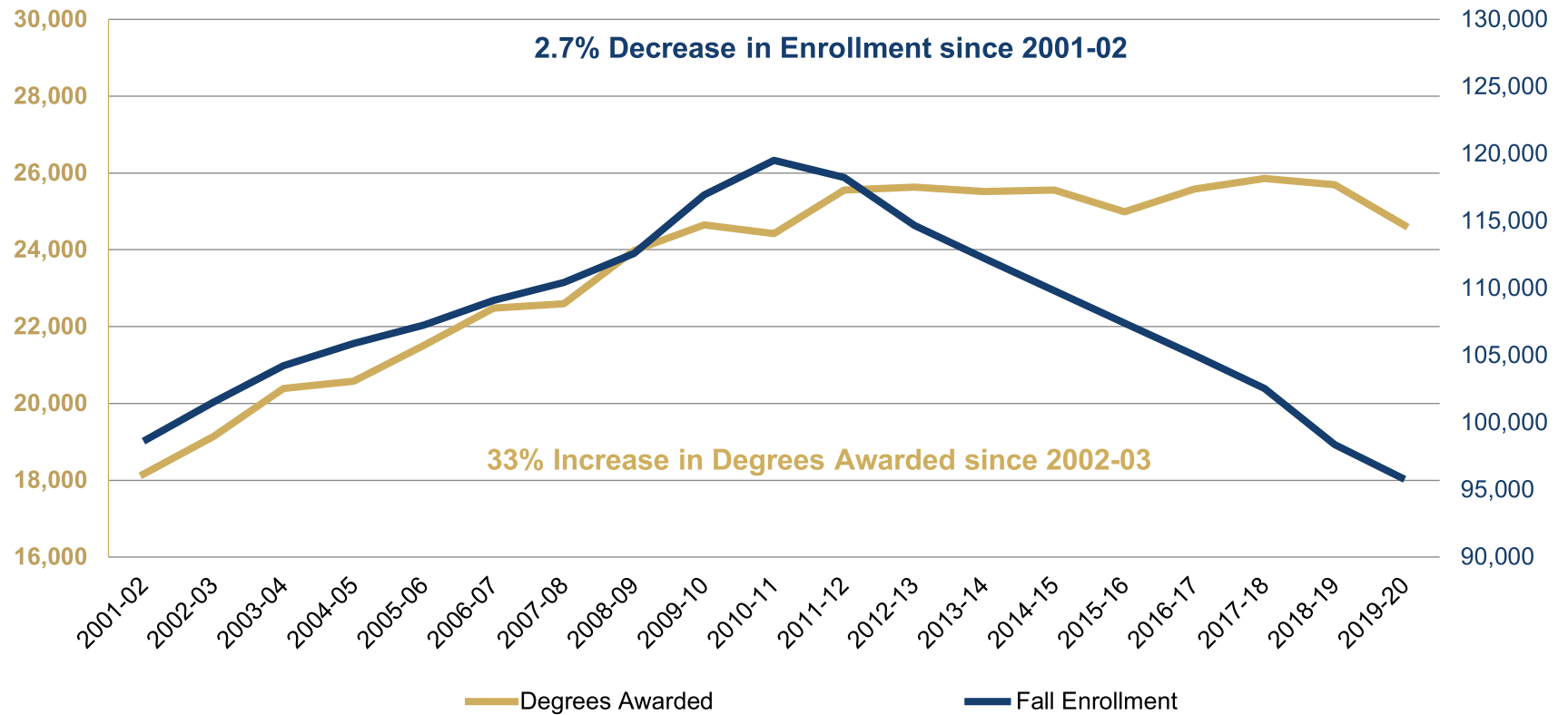
Source: State System Student Data Warehouse, University Admissions submissions. Historical data is Final, current year data is Preliminary. Notes:
 Methodology changed in 2013 to only count completed applications.
 Native Hawaiian/Pacific Islander and Two or More Races first reported in 2010. Prior to 2010, Pacific Islander was reported with Asian. Beginning in 2014,
 Nonresident Alien applicants who meet domicile requirements are included in Pennsylvania counts. Previously, they were considered out-of-state students.

Appendix B

NOTE: The following are data frequently requested by legislative staff.

Appendix B-1

Pennsylvania's State System of Higher Education Enrollment and Degrees Awarded

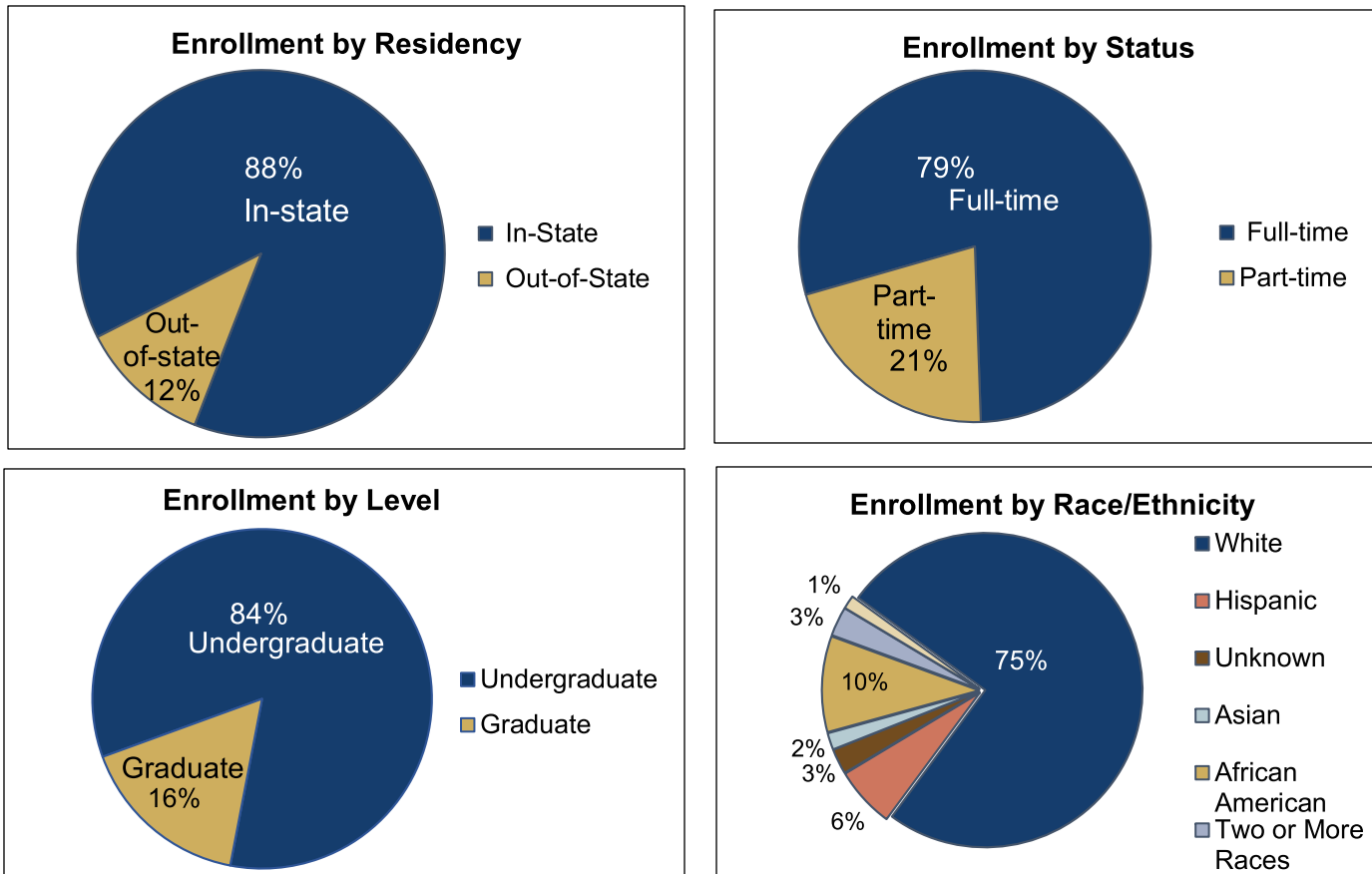


Source: State System Student Data Warehouse

Note: Includes Certificates, Associate's, Bachelor's, Master's, Doctoral, and First Professional Degrees

Appendix B-2

Pennsylvania's State System of Higher Education Fall 2020 Enrollment Demographics Headcount: 93,708*



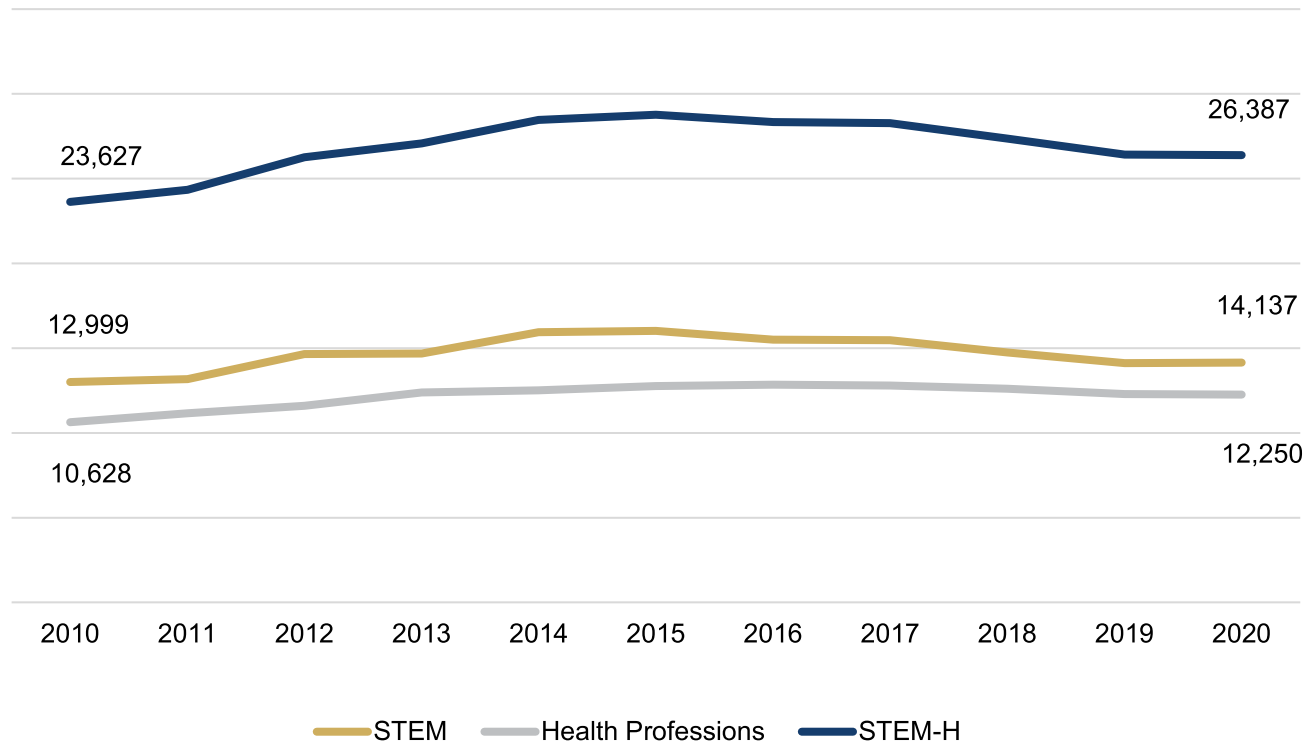
Source: State System Student Data Warehouse (SIMS), Fall Preliminary Census, Official Reporting Date: End of the 15th day of classes

*Note: Fall Census Headcount enrollment (undergraduate, graduate, full-time, and part-time).

Appendix B-3

STEM and Health Professions Enrollment Fall 2010 to 2020

12% increase in SETM-H enrollments since 2010



Source: State System Student Data Warehouse, Fall Census

Appendix B-4

Pennsylvania's State System of Higher Education New Fall Undergraduate (UG) Transfer Students

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Ten Year Change	% of 2020 Total Transfers
<i>A. Community Colleges</i>													
Community College of Allegheny County	445	435	391	398	422	400	359	398	330	289	271	-39.1%	5.4%
Community College of Beaver County	79	72	69	61	55	68	75	60	51	51	59	-25.3%	1.2%
Bucks County	169	205	190	161	203	156	139	166	163	128	126	-25.4%	2.5%
Butler County	186	219	229	230	205	191	210	188	196	184	160	-14.0%	3.2%
Pennsylvania Highlands	45	48	44	54	56	49	42	48	46	44	49	8.9%	1.0%
Delaware County	354	417	441	431	419	439	443	414	355	380	395	11.6%	7.9%
Harrisburg Area	604	571	529	596	501	494	495	400	466	407	400	-33.8%	8.0%
Lehigh Carbon	243	188	214	224	163	178	165	200	189	174	173	-28.8%	3.5%
Luzerne County	163	130	124	137	121	109	112	70	124	84	80	-50.9%	1.6%
Montgomery County	278	295	304	273	268	270	258	257	233	198	184	-33.8%	3.7%
Northampton County	452	364	352	397	351	355	384	373	317	310	299	-33.8%	6.0%
Community College of Philadelphia	77	87	78	117	97	136	156	128	105	110	134	74.0%	2.7%
Reading Area	124	93	126	106	91	87	89	68	108	87	75	-39.5%	1.5%
Westmoreland County	184	182	142	167	185	156	151	153	112	136	95	-48.4%	1.9%
Total Community Colleges	3,403	3,306	3,233	3,352	3,137	3,088	3,078	2,923	2,795	2,582	2,500	-26.5%	50.1%
Percent of Minority Community College Students	15.0%	15.9%	18.9%	20.1%	21.2%	22.8%	24.2%	24.3%	22.5%	24.7%	25.4%		
Community Colleges as % of Transfer Total	44.4%	44.6%	44.2%	45.5%	45.0%	46.0%	46.3%	47.0%	47.5%	48.0%	50.1%		
Community Colleges as % of Total New UG Students	11.6%	11.5%	11.8%	12.4%	11.8%	12.1%	12.4%	12.1%	12.2%	11.5%	11.9%		
<i>B. State-Related</i>													
Lincoln	9	4	9	4	2	4	3	4	4	12	8	-11.1%	0.2%
Penn State	384	387	355	344	265	281	326	239	223	199	167	-56.5%	3.3%
Pitt	123	118	104	166	114	90	106	107	107	93	68	-44.7%	1.4%
Temple	49	72	70	48	43	56	40	60	45	48	55	12.2%	1.1%
Total State-Related	565	581	538	562	424	431	475	410	379	352	298	-47.3%	6.0%
State-Related as % of Total	7.4%	7.8%	7.4%	7.6%	6.1%	6.4%	7.1%	6.6%	6.4%	6.6%	6.0%		
<i>C. Intra-system Transfers</i>	765	729	718	714	722	654	582	592	533	453	375	-51.0%	7.5%
<i>D. Other Colleges and Universities</i>	2,935	2,789	2,823	2,747	2,694	2,541	2,514	2,288	2,178	1,987	1,817	-38.1%	36.4%
Total New Undergraduate Transfer Students	7,668	7,405	7,312	7,375	6,977	6,714	6,649	6,213	5,885	5,374	4,990	-34.9%	100.0%
Percent of Minority Transfer Students	16.2%	16.7%	20.5%	21.2%	22.5%	24.6%	23.9%	24.2%	23.4%	24.3%	24.4%		
New Transfer Students as Percent of Total New UG	26.2%	25.8%	26.6%	27.3%	26.2%	26.2%	26.8%	25.7%	25.6%	24.0%	23.7%		

Note: Minority students include Two or More Races

Source: State System Student Data Warehouse, Fall Preliminary Census, Official Reporting Date: End of the 15th day of classes

Appendix B-5

Pennsylvania's State System of Higher Education History of State Appropriations, Tuition Rates, Typical Price of Attendance, and Enrollment

Fiscal Year	E&G Appropriation	% Change From Prior Year	% Of Total E&G Budget	Total Appropriations	% Change From Prior Year	In-State Undergraduate Tuition Rate ¹	\$ Change From Prior Year	% Change From Prior Year	Typical Price of Attendance for In-State Undergraduate	Total Annualized FTE Enrollment
2006-07	\$467,622,000	5.0%	37%	\$487,873,000	4.9%	\$5,038	\$132	2.7%	\$12,372	102,443
2007-08	\$483,989,000	3.5%	37%	\$504,240,000	3.4%	\$5,177	\$139	2.8%	\$13,184	103,359
2008-09	\$477,322,000	-1.4%	35%	\$497,168,470	-1.4%	\$5,358	\$181	3.5%	\$13,782	105,566
2009-10	\$444,470,000	-6.9%	31%	\$530,423,000	6.7%	\$5,554	\$196	3.7%	\$14,670	109,637
2010-11	\$444,470,000	0.0%	30%	\$503,355,000	-5.1%	\$5,804	\$250	4.5%	\$15,495	112,030
2011-12	\$412,751,000	-7.1%	28%	\$412,751,000	-18.0%	\$6,240	\$436	7.5%	\$16,503	109,741
2012-13	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	\$6,428	\$188	3.0%	\$17,052	106,977
2013-14	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	\$6,622	\$194	3.0%	\$18,028	104,459
2014-15	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	\$6,820	\$198	3.0%	\$18,784	102,323
2015-16	\$433,389,000	5.0%	27%	\$433,389,000	5.0%	\$7,060	\$240	3.5%	\$19,739	99,868
2016-17	\$444,224,000	2.5%	28%	\$444,224,000	2.5%	\$7,238	\$178	2.5%	\$20,327	97,479
2017-18	\$453,108,000	2.0%	28%	\$453,108,000	2.0%	\$7,492	\$254	3.5%	\$20,999	94,241
2018-19	\$468,108,000	3.3%	28%	\$468,108,000	3.3%	\$7,716	\$224	3.0%	\$21,725	90,505
2019-20 ²	\$477,470,000	2.0%	30%	\$477,470,000	2.0%	\$7,716	\$0	0.0%	\$22,001	87,802
2020-21	\$477,470,000	0.0%	29%	\$477,470,000	0.0%	\$7,716	\$0	0.0%	\$21,947	85,918

Note: Current year's total appropriation is at or near the total appropriations in the blue highlighted row.

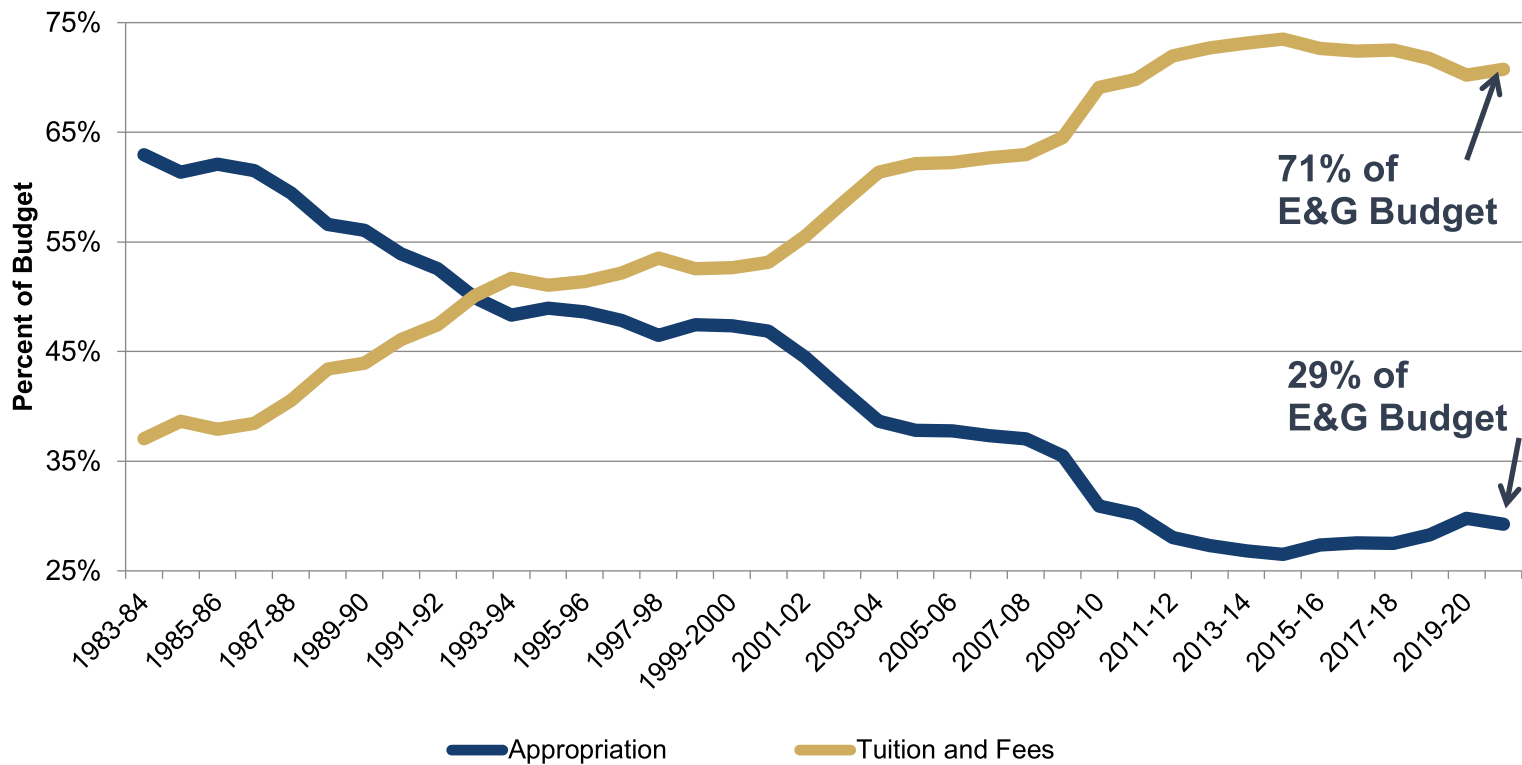
Source: State System Budget Reports and Basic Student Charges Submissions

¹Most common tuition rate charged

²Total Appropriations exclude \$30 million of Title V CARES Act Funds.

Appendix B-6

Educational and General Appropriation vs. Tuition and Fees*
1983-84 to 2020-21



Source: State System Budget Reports
*Includes all other miscellaneous revenue sources

Appendix B-7

Pennsylvania Higher Education Assistance Agency (PHEAA) State Grant Awards All Undergraduate Programs (Excluding Summer School)

Number of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2012-13	48,551	3,540	33,400	36,191	31,315	1,137	10,247	164,381	12,375	176,756
2013-14	46,395	3,394	31,743	33,928	28,224	1,156	9,929	154,769	9,484	164,253
2014-15	45,211	3,546	31,773	33,718	27,240	1,123	9,125	151,736	9,675	161,411
2015-16	41,972	3,335	30,400	31,464	23,202	968	6,721	138,062	5,198	143,260
2016-17	40,455	2,582	28,934	29,598	22,410	813	5,309	130,101	4,776	134,877
2017-18	41,892	2,019	28,424	29,484	21,629	777	4,429	128,654	4,737	133,391
2018-19	42,701	2,115	27,400	28,504	27,718	815	3,371	132,624	4,741	137,365
2019-20	40,406	1,742	25,381	26,426	22,149	727	3,188	120,019	4,347	124,366

Value of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2012-13	\$154,943,909	\$9,694,541	\$86,563,092	\$111,365,064	\$29,547,335	\$3,044,721	\$26,627,407	\$421,786,069	\$5,236,611	\$427,022,680
2013-14	\$151,678,344	\$9,728,287	\$91,584,343	\$110,527,312	\$29,872,717	\$3,058,023	\$26,412,919	\$422,861,945	\$4,902,903	\$427,764,848
2014-15	\$135,968,598	\$9,358,661	\$85,391,838	\$101,608,390	\$26,767,110	\$2,885,565	\$22,879,034	\$384,859,196	\$4,771,184	\$389,630,380
2015-16	\$139,076,524	\$9,874,881	\$85,537,267	\$103,252,807	\$25,746,922	\$2,729,820	\$18,386,469	\$384,604,690	\$2,761,213	\$387,365,903
2016-17	\$136,193,414	\$7,476,051	\$83,164,859	\$98,336,295	\$26,611,912	\$2,223,516	\$14,543,872	\$368,549,919	\$2,517,717	\$371,067,636
2017-18	\$134,389,258	\$5,420,346	\$77,456,413	\$92,855,145	\$24,516,874	\$2,000,097	\$11,504,503	\$348,142,636	\$2,380,185	\$350,522,821
2018-19	\$132,968,610	\$5,881,996	\$73,794,345	\$88,360,117	\$28,394,050	\$2,057,547	\$8,806,856	\$340,263,521	\$2,356,065	\$342,619,586
2019-20	\$127,090,003	\$4,861,699	\$69,142,807	\$83,318,625	\$24,231,184	\$1,828,348	\$8,653,054	\$319,125,720	\$2,166,962	\$321,292,682

Full-year Average Award

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2012-13	\$3,671	\$3,452	\$2,878	\$3,491	\$1,569	\$3,326	\$3,576	\$3,143	\$448	\$2,927
2013-14	\$3,741	\$3,644	\$3,197	\$3,654	\$1,793	\$3,381	\$3,675	\$3,333	\$551	\$3,151
2014-15	\$3,430	\$3,330	\$2,996	\$3,385	\$1,708	\$3,168	\$3,398	\$3,097	\$525	\$2,922
2015-16	\$3,751	\$3,658	\$3,145	\$3,682	\$1,950	\$3,585	\$3,697	\$3,375	\$572	\$3,261
2016-17	\$3,780	\$3,666	\$3,197	\$3,729	\$2,018	\$3,564	\$3,719	\$3,407	\$569	\$3,295
2017-18	\$3,604	\$3,462	\$3,048	\$3,539	\$1,947	\$3,361	\$3,592	\$3,257	\$544	\$3,150
2018-19	\$3,518	\$3,493	\$3,013	\$3,483	\$1,751	\$3,306	\$3,531	\$3,131	\$543	\$3,032
2019-20	\$3,564	\$3,475	\$3,044	\$3,530	\$1,850	\$3,381	\$3,551	\$3,209	\$543	\$3,106

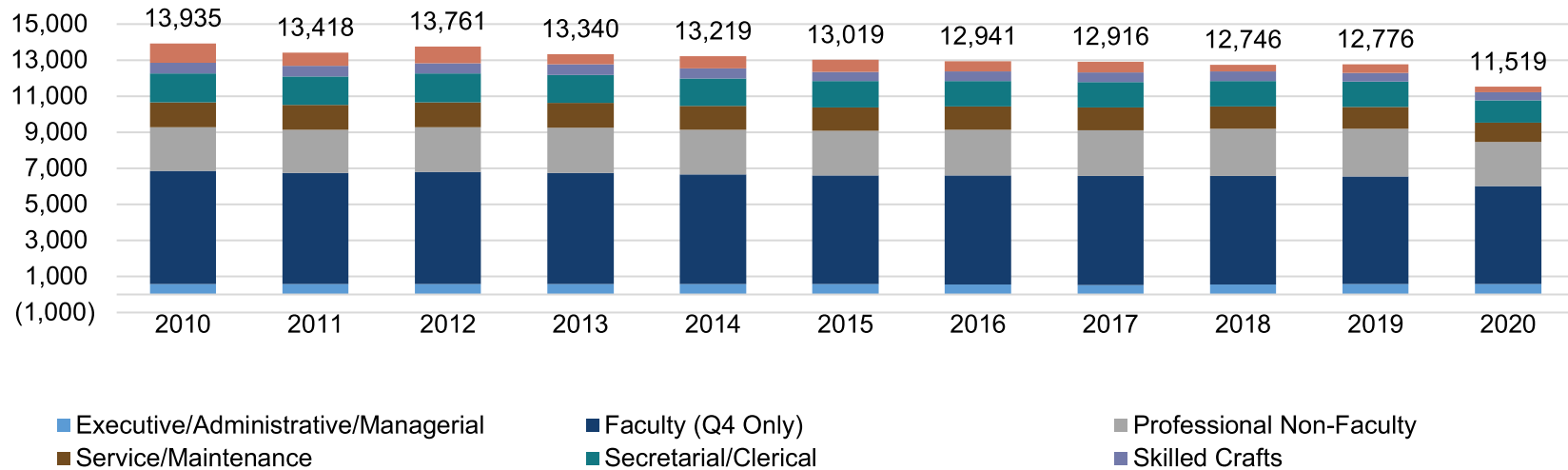
Source: PHEAA State Grant Program Year-by-Year Summary Statistics Report

Appendix B-8

2020-21 Employee Headcount by Occupational Categories

	Full Time	Part Time	Total
Executive/Administrative/Managerial	567	15	582
Faculty (Q4 Only)	4,237	1,184	5,421
Professional Non-Faculty	2,267	194	2,461
Service/Maintenance	990	66	1,056
Secretarial/Clerical	1,210	48	1,258
Skilled Crafts	447	1	448
Technical/ParaProfessional	236	57	293
System Total	9,954	1,565	11,519

Fall Employee Headcount Trend



Source: State System Business Warehouse, Fall Headcounts as of October 31, 2020, excludes student employees

Appendix B-9

Pennsylvania's State System of Higher Education										
Retirements by Fiscal Year										
	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 YTD
APSCUF (Faculty)	112	204	112	190	132	182	118	190	126	168
AFSCME	104	115	101	213	176	114	160	181	136	139
All Others*	65	75	69	85	86	93	99	105	96	93
Total	281	394	282	488	394	389	377	476	358	400

Source: State System SAP, Human Capital Management

Notes: *All Others includes nonrepresented employees and represented employees in the APSCUF-Coaches, SCUPA, OPEIU, SPFPA, POA, PSSU/EIU and PDA unions. Year to Date (YTD) data as of 12/31/2020

Enrollment in Retirement Plans	Percent of Total
SERS*	40%
PSERS*	8%
Alternative Retirement Plan (ARP)**	52%

Source: State System SAP, Human Capital Management Notes:
Data as of 10/31/2020

* Defined Benefit and Hybrid Defined Benefit/Contribution Plans

** Defined Contribution Plan

Appendix B-10

Programs and Services for Military Members and Veterans

State System universities offer a wide range of programs and services for military members, veterans, and their families. All 14 universities provide military veterans with preference in course scheduling. The universities also offer in-state tuition rates to qualified veterans and their dependents regardless of state residency status under the Veterans Access, Choice, and Accountability Act. Additionally, all System universities allow a member of the military to withdraw without financial penalty when called to active duty, and they offer a military-affiliated student his or her own space on campus.



Below are more examples of the individual programs and services State System universities provide to military members, veterans, their spouses, and dependents:

- **Bloomsburg University** features as its centerpiece for military students the Office of Military and Veterans Resources, otherwise known on campus as The Military Office. It provides current and former military members, their spouses, their dependents, and ROTC cadets assistance when seeking and utilizing different forms of financial aid through the respective branch of service, including through the GI Bill, federal tuition assistance, and the Educational Assistance Program. Bloomsburg has been recognized by the Pennsylvania National Guard Association as a Friendly School, one of 30 schools in the nation to receive that honor. Bloomsburg also features its Military Academic Credit Review Board, an innovative program designed to translate military training and experience into experiential college level credit on an individualized basis. The university provides a military-specific academic advisor for all military students for anything the students need. The BU Student Veterans Association offers opportunities for social and educational activities and is involved in fundraisers and community service to benefit organizations such as the National Alliance to End Veterans Suicide and the American Red Cross.

- **California University of Pennsylvania's** dedicated Military and Veterans Center of Excellence provides resources for veterans, assists with benefits, and provides support for current and former service members, reservists, and their eligible family members. In addition, service members around the world are enrolled in 100 percent online degree programs through Cal U Global Online, which offers a discounted tuition rate for active-duty military, veterans, and their eligible dependents. Cal U is recognized as a Vietnam War Commemorative Partner. Cal U is active in the National Association of Veterans Program Administrators, Council of College and Military Educators, and the Western Pennsylvania Veterans Academic Alliance, and it recognized student veterans for their academic and service achievements through the SALUTE Veterans National Honor Society. Dating back to the early 1970s, Cal U's Veterans Club and Student Veterans chapter is one of the most active clubs on campus. The Cal U Veteran's Club has hosted an annual Veterans dinner dating back to 1973. Since 2013, Cal U honors alumni, faculty, staff, and family members of university employees by displaying military and veteran banners throughout campus during November. Cal U is part of the Three Rivers Battalion Army R.O.T.C. program. Additionally, Cal U offers students the opportunity to participate in the Air Force R.O.T.C. program through a cross-town agreement with the University of Pittsburgh.
- **Cheyney University** welcomes all veterans, eligible dependents, members of the National Guard and Reserves, and active duty personnel. Cheyney is committed to meeting their educational and campus community goals. The Office of the Registrar provides information about GI Bill and other available educational benefits and is the office where veterans, eligible dependents, members of the National Guard, and selected reserves may apply for their benefits.
- **Clarion University** strives to support the transition of students from their military experience to higher education. The university has a director of veteran services and a Veterans Service Office staffed by student veteran workers, along with an adjacent veterans' lounge. The VSO is the advocate for student veterans on campus, assisting in coordination of registration, financial services, GI Bill, disability services, admissions, and tutoring services. The VSO performs GI Bill certifications and advocates for service members to receive the maximum acceptance of transfer credits based on military experience and training. It is also involved in new student and faculty orientation, ensuring the awareness of veteran programs and sensitivity to veteran issues. Clarion has been awarded the Military Friendly Gold Designation by *Military Times*. Also, the Pennsylvania National Guard Association has designated Clarion a PNGAS Guard-Friendly School. The Presidential Commission on Veteran and Military Affairs includes representatives from all administrative offices across campus. The university maintains a Student Veterans of American Club on its Clarion campus and a Veterans Club on its Venango campus. The university has teamed with Butler V.A. to provide mental health care for student veterans via a telehealth program. Clarion's Department of Library Science is collaborating with the Library of Congress to conduct interviews for the Veterans History Project.



- **East Stroudsburg University's** Student Veterans Center is a one-stop shop that assists students with everything from applying for financial aid and veterans' benefits to registering for classes and helping to ensure they are prepared for graduation. It processes all veteran education benefits, including Federal Tuition Assistance, the Educational Assistance Program, GI Bill, and ROTC scholarships for Army and Air Force. The center, which is a designated Green Zone, also hosts a series of weekly meetings for veterans on a variety of topics ranging from employment opportunities to healthcare. The Veterans Task Force meets regularly to identify issues that student veterans are experiencing and implements strategies to help alleviate some of these issues and concerns. ESU extends credit for military training and service, DANTES, and CLEP tests. The university holds a veteran meet and greet every academic semester, a 9/11 moving flag tribute, and a Veterans Day celebration. The office assists with the organization, set-up, and commencing of the Monroe County Veterans Day Parade. The Veterans of ESU Club is part of the Student Veterans of America. ESU is part of the National Association for Veterans and Program Administrators, A's for Vets, Monroe County Veterans Association, and the Association of Veteran Education Certifying Officials.
- **Edinboro University** has been recognized among the top 15 percent of higher education institutions nationwide in service to veterans, earning *G.I. Jobs'* Military Friendly® designation in each of the last 10 years, earning Gold Status for 2020-21. At the center of the university's support for veterans and military families is the EU Veterans Success Center, which was founded on campus in 2012. The center serves as a one-stop shop for assistance to veterans, active military, and military dependents, providing expert guidance for all GI Bill programs and other services. Also, Edinboro University and the Erie Veterans Affairs Medical Center have partners to make VA Telehealth Services available to veterans through the university's Ghering Health Center and through the organization's mobile applications.
- **Indiana University of Pennsylvania's** Military and Veterans Resource Center (MVRC) serves as a one-stop shop, providing a wide range of services for military, veterans, and military-affiliated students and family members. Student workers who are veterans or military-affiliated staff the center. More than 4,000 individuals have visited the MVRC since its opening, and staff members have helped more than 750 IUP students to use their GI Bill benefits. The center also coordinates special Veterans Day events and campus-wide programming. IUP has an active Veterans Outreach Committee that meets regularly to improve university services to students who are veterans, a Veterans Support Group, and a Student Veterans Organization. The MVRC director sits on a number of advisory boards of organizations that provide assistance to veterans and their families. IUP has one of the largest Reserve Officer Training Corps (ROTC) in Pennsylvania, commissioning its 2,000th cadet in May 2015 and counting 12 generals among its ROTC graduates. The IUP ROTC program has earned the MacArthur Award, a national award given to the top programs in the country. IUP ROTC is also a three-time recipient of the Governor's Trophy, presented to the most outstanding military science program at a Pennsylvania college or university. IUP is a Yellow Ribbon university and is recognized routinely by military publications for excellence. IUP was recognized as a 2020 Best for Vets university by *Military Times* and as a Guard Friendly School by the Pennsylvania National Guard Association.




- Kutztown University** provides a supportive atmosphere in a thriving campus environment. Military-aware, appreciative and knowledgeable faculty and staff are dedicated to meeting the needs of our military-affiliated students (veterans and family members using benefits). A centrally located Veterans Services Center, staffed with a coordinator, provides a place where students can relax or study, obtain military benefits assistance and services that ease the transition from the military to college environment. To make the pursuit of academic goals more manageable, veterans liaisons assist with a variety of services such as priority class registration, military excused absence and deployment options, academic advising, career planning, counseling and disability services. KU participates in the MyCAA spouse program and students receive academic credit for equivalent military training and DANTES (CLEP, DSST). Leadership and learning opportunities exist through military-related programming, the Army Reserve Officer Training Corps (ROTC), Student Veteran Organization and SALUTE Veterans National Honor Society. Scholarship opportunities are provided through the local business community and local American Legion chapter. Student-veterans are recognized for their achievements with patriotic honor cords worn at commencement and challenge coins presented for excellence. Faculty and staff participate in Veterans Green Zone awareness training and an advisory board of administrators, faculty, staff, students and local VA and veteran-related organizations meets regularly to assess university needs. KU is military-committed and recognized as a top-ranked university by prominent publications and organizations for its veteran-friendly policies and practices.



- Lock Haven University's** veterans' advisory group meets monthly to coordinate university efforts in identifying and meeting the needs of student veterans, as well as veterans in the community. The group coordinates Veterans' Appreciation Month activities celebrated in November, including an on-campus Community Veterans' Expo, a Veteran Pinning Ceremony, and LHU Army ROTC's Commemorative Run. In addition, LHU's Student Veterans Alliance serves as a liaison for student veterans, providing a variety of resources and special services, including personal and financial counseling. A Veteran's Center is available for all military and veteran students.
- Mansfield University** waives the application fee for all veterans. The Office of Military and Veterans Affairs offers counseling to enrolled veterans on benefits, career resources, and more. MU is a Yellow Ribbon Program participant. Mansfield University's Veterans Support Group is comprised of campus and surrounding community professionals who meet regularly to discuss and implement ways to support military and veteran students, faculty, and staff. The MU chapter of Student Veterans of America (MUSVO) is open to all students, faculty, and staff who have served or are serving in the military. MUSVO offers a program that pairs each incoming student veteran with a current student veteran as a mentor. The group also offers several programs throughout the year for veterans and the entire campus community. The university's Military Resource Center has computers, study space, a television, refrigerator, and microwave for student veterans to use. Several scholarships have been established at MU to provide recognition and financial assistance to veterans and active-duty personnel.

- **Millersville University** provides resources for veterans to receive academic support and assistance in attending, transitioning through, and successfully graduating from college. Housed on campus at the Mercer House, the Veterans Resource Center and the Student Veterans Association welcomes veterans and military family members to share their experiences and explore opportunities for resources and leadership on campus in the community. It also serves as a source of fellowship and support for families of soldiers who are currently deployed or preparing for deployment. The School Certifying Official in Financial Aid handles paperwork for individuals applying for educational benefits from the Department of Veterans Affairs and ensures that veterans receive all of the benefits they are entitled to, including qualifying for the in-state tuition rate. Millersville coordinates with the VA's work-study program to ensure that the students staffing the VRC are also GI-Bill recipients. Millersville is regularly recognized for being among the Military Friendly Employers® and Schools and was honored with the Seven Seals Award by the Employer Support of the Guard and Reserve. In 2020, Millersville received the gold classification for being Military Friendly from Victory Media. Millersville participates in the Concurrent Admissions Program with the Army, Army Reserves, and Army National Guard. In addition, Millersville offers a two-part, four-year program in military science, ROTC.
- **Shippensburg University** offers a variety of programs and assistance-based services for military service members, veterans and their dependents. These services are centralized through the Veterans Service Office, whose mission is to help simplify the transition to continuing education. The Veterans Resource Center in the student union building is a relaxing place to study, eat and connect with those with a shared experience. Additional learning and outreach opportunities for student veterans include an active Student Veterans of America chapter and the Army ROTC Raider Battalion. The campus is an easy commute from the Letterkenny Army Depot, U.S. Army War College in Carlisle, Navy Support Activity in Mechanicsburg, National Guard Training Center at Fort Indiantown Gap, and Army Medical Command installation at Fort Detrick.
- **Slippery Rock University** sponsors a Student Veterans Center, providing veterans, their dependents, active duty personnel, reserve, and National Guard members, and ROTC cadets a place to gather, share information, and relax. The center's location in the Smith Student Center supports a synergy and integration among student veterans, the Student Government Association, and other student activities, and is involved in fundraisers to benefit organizations such as the Wounded Warrior Foundation and the American Red Cross. SRU is utilizing grant money from the U.S. Department of Veterans Affairs for an equine-assisted recreation program, which provides recreational therapy to veterans at the university's Storm Harbor Equestrian Center. SRU was the first university in the country to participate in the Veterans Administration Telehealth system. Students are eligible to participate in the Army Reserve Officers Training Corps program. The university annually promotes several "Salute to the Military" activities at which former, current, and future military personnel are recognized and receive free admission. SRU has received a grant from the Pennsylvania Department of Education to prepare military veterans for teaching jobs in school districts and subjects that are in need of certified teachers.





SRU's chapter of Student Veterans of America (SVA) offers opportunities for social and educational activities. In addition to fundraisers that benefit organizations such as the Wounded Warrior Foundation and the American Red Cross, the SVA has partnered with New Hope Assistance Dogs Inc., to raise funds and provide service dogs to student veterans at SRU.

- **West Chester University** offers scholarships for returning veterans and provides a variety of services through its Veterans Center and the Student Veterans Group, including a weekly support group. The Veterans Center regularly connects with the West Chester VFW Post 106 for breakfast, support, and networking. Students are eligible to participate in the Army Reserve Officers' Training Corps (ROTC) program through a formal cross-enrollment agreement with the Widener University Department of Military Science and in the Air Force Reserve Officer Training Corps (AFROTC) through an agreement with Saint Joseph's University. The Greg and Sandra Weisenstein Veterans Center at West Chester strives to create an intentional culture of understanding, acceptance, and success for veterans, active military, and those who support them. The Veteran Center facilitates communication among campus offices to provide a coordinated system of service for a meaningful transition from the military to college. West Chester ranked 38th in the 2019 version of *U.S. & World Report's* Best Colleges for Veterans.

Military Friendly® Schools (as designated by Victory Media, publisher of *G.I. Jobs* magazine): Bloomsburg, California, Clarion, East Stroudsburg, Edinboro, Indiana, Kutztown, Lock Haven, Mansfield, Millersville, Shippensburg, Slippery Rock, and West Chester Universities

Top Schools (as designated by KMI Media Group, publisher of *Military Advanced Education* magazine's *2018 Guide to Top Colleges and Universities*): California, Clarion, Edinboro, Kutztown, Mansfield, and West Chester Universities

2018-19 Yellow Ribbon Program participants (with U.S. Department of Veterans Affairs): East Stroudsburg, Indiana, Kutztown, Lock Haven, Mansfield, and West Chester Universities



Appendix B-11

Enrolled Students, Living Alumni and Employees by PA House Representative District 2020
and
Enrolled Students, Living Alumni and Employees by PA Senate District Fall 2020

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



Fall 2020 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District

State System								
District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
1	Erie	Democrat	Harkins, Patrick	216	1,915	20	422	60,428
2	Erie	Democrat	Merski, Robert	361	3,386	68	602	61,102
3	Erie	Democrat	Bizzarro, Ryan	772	6,797	264	1,249	63,364
4	Erie	Republican	Sonney, Curtis	397	3,709	46	654	60,603
5	Berks	Republican	Jozwiak, Barry	553	4,049	111	705	61,840
6	Crawford, Erie	Republican	Roae, Brad	663	5,915	132	875	64,430
7	Mercer	Democrat	Longietti, Mark	365	3,408	30	596	63,943
8	Mercer, Butler	Republican	Bonner, Tim	627	5,214	266	950	60,977
9	Lawrence	Democrat	Sainato, Chris	427	3,484	49	591	60,516
10	Lawrence, Beaver, Butler	Republican	Bernstine, Aaron	504	3,577	194	796	62,321
11	Butler	Republican	Mustello, Marci	483	4,634	84	759	60,755
12	Butler	Republican	Metcalfe, Daryl	614	5,930	83	929	61,137
13	Chester, Lancaster	Republican	Lawrence, John	735	3,652	75	932	63,446
14	Beaver, Butler	Republican	Marshall, Jim	353	3,626	32	585	60,219
15	Beaver, Washington	Republican	Kail, Joshua	304	3,263	16	618	60,371
16	Beaver, Allegheny	Democrat	Matzie, Robert	311	2,846	13	497	62,416
17	Mercer, Crawford, Erie, Lawrence	Republican	Wentling, Parke	469	3,851	49	680	62,402
18	Bucks	Republican	Tomlinson, Kathleen	168	1,177	1	245	60,427
19	Allegheny	Democrat	Wheatley, Jake	174	1,213	13	197	60,416
20	Allegheny	Democrat	Kinkead, Emily	210	2,471	22	362	60,424
21	Allegheny	Democrat	Innamorato, Sara	218	2,588	21	366	60,110
22	Lehigh	Democrat	Schweyer, Peter	274	1,243	10	233	61,697
23	Allegheny	Democrat	Frankel, Dan	73	984	29	132	61,268

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
24	Allegheny	Democrat	Gainey, Ed	175	1,123	15	217	60,119
25	Allegheny	Democrat	Markosek, Brandon	376	3,156	23	587	61,621
26	Chester, Montgomery	Republican	Hennessey, Tim	585	4,246	52	730	64,647
27	Allegheny	Democrat	Deasy, Daniel	263	2,244	6	414	60,431
28	Allegheny	Republican	Mercuri, Robert	365	3,884	32	515	61,510
29	Bucks	Republican	Schroeder, Meghan	393	2,434	3	451	63,429
30	Allegheny	Republican	Mizgorski, Lori	384	4,284	18	617	63,379
31	Bucks	Democrat	Warren, Perry	342	2,432	3	407	63,073
32	Allegheny	Democrat	DeLuca, Anthony	386	3,169	19	562	64,219
33	Allegheny, Westmoreland	Republican	Lewis DelRosso, Carrie	291	2,884	20	446	61,277
34	Allegheny	Democrat	Lee, Summer	224	2,027	26	345	60,609
35	Allegheny	Democrat	Davis, Austin	250	1,855	7	417	61,200
36	Allegheny	Democrat	Benham, Jessica	235	2,070	11	431	60,852
37	Lancaster	Republican	Fee, Mindy	461	4,069	37	621	61,166
38	Allegheny	Democrat	Pisciottano, Nickolas	406	3,471	24	692	64,003
39	Allegheny, Washington	Republican	Puskaric, Michael	560	4,607	47	973	60,302
40	Allegheny, Washington	Republican	Mihalek, Natalie	467	4,379	49	742	61,632
41	Lancaster	Republican	Miller, Brett	739	6,789	319	1,083	62,692
42	Allegheny	Democrat	Miller, Daniel	218	2,968	32	382	60,780
43	Lancaster	Republican	Greiner, Keith	533	4,393	99	716	61,192
44	Allegheny	Republican	Gaydos, Valerie	395	3,682	24	548	61,658
45	Allegheny	Democrat	Kulik, Anita	306	3,019	19	451	61,008
46	Allegheny, Washington	Republican	Ortitay, Jason	395	3,633	33	640	63,365
47	York	Republican	Gillespie, Keith	555	3,193	19	579	64,187
48	Washington	Republican	O'Neal, Tim	485	4,242	42	662	61,340
49	Washington, Fayette	Republican	Cook, Bud	639	5,162	175	1,135	60,247
50	Washington, Fayette, Greene	Democrat	Snyder, Pam	503	3,203	85	683	62,298
51	Fayette, Somerset	Republican	Dowling, Matthew	372	3,074	38	579	63,028
52	Fayette, Westmoreland	Republican	Warner, Ryan	377	3,201	34	619	64,475
53	Montgomery	Democrat	Malagari, Steven	363	2,851	8	486	61,659
54	Westmoreland, Allegheny	Republican	Brooks, Robert	429	4,340	50	661	60,338
55	Westmoreland, Armstrong, Indiana	Republican	Silvis, Jason	386	3,169	22	582	62,461

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
56	Westmoreland	Republican	Dunbar, George	411	4,470	25	677	60,672
57	Westmoreland	Republican	Nelson, Eric	326	3,837	49	576	62,920
58	Westmoreland	Republican	Davanzo, Eric	382	3,988	58	685	64,228
59	Westmoreland, Somerset		Vacant	300	3,394	30	486	64,605
60	Armstrong, Butler, Indiana	Republican	Pyle, Jeffrey	622	4,851	71	885	61,450
61	Montgomery	Democrat	Hanbidge, Liz	310	2,819	12	389	61,503
62	Indiana	Republican	Struzzi, Jim	1,092	6,913	849	1,700	63,460
63	Clarion, Armstrong, Forest	Republican	Oberlander, Donna	857	5,605	449	1,262	61,070
64	Butler, Venango	Republican	James, R. Lee	754	5,442	102	991	60,836
65	Warren, Crawford, Forest	Republican	Rapp, Kathy	443	3,581	20	571	62,755
66	Jefferson, Indiana	Republican	Smith, Brian	697	4,946	170	918	64,441
67	McKean, Cameron, Potter	Republican	Causer, Martin	395	2,934	9	497	64,519
68	Tioga, Bradford, Potter	Republican	Owlett, Clint	658	4,509	269	838	60,512
69	Somerset, Bedford	Republican	Metzgar, Carl Walker	284	2,044	12	349	64,461
70	Montgomery	Democrat	Bradford, Matt	318	2,129	14	395	63,899
71	Cambria, Somerset	Republican	Rigby, Jim	356	2,698	13	542	65,036
72	Cambria	Democrat	Burns, Frank	377	3,051	28	608	64,033
73	Cambria, Clearfield	Republican	Sankey, Thomas	573	3,563	40	805	64,892
74	Chester	Democrat	Williams, Dan	713	4,710	138	944	62,890
75	Clearfield, Elk	Republican	Armanini, Mike	622	4,451	18	908	64,329
76	Clinton, Centre	Republican	Borowicz, Stephanie	733	4,319	311	861	63,349
77	Centre	Democrat	Conklin, H. Scott	130	1,263	21	170	64,033
78	Bedford, Franklin, Fulton	Republican	Topper, Jesse	299	2,192	8	378	64,181
79	Blair	Republican	Schmitt, Lou	286	1,710	3	301	63,113
80	Blair	Republican	Gregory, James	253	2,437	10	430	63,976
81	Huntingdon, Centre, Mifflin	Republican	Irvin, Richard	284	2,166	17	337	64,547
82	Juniata, Franklin, Mifflin	Republican	Hershey, John	313	2,107	18	371	64,079
83	Lycoming	Republican	Wheeland, Jeff	415	3,372	39	503	62,097
84	Lycoming, Union	Republican	Hamm, Joe	536	4,083	70	665	63,435
85	Union, Snyder	Republican	Rowe, David	466	2,897	47	461	64,344
86	Cumberland, Perry	Republican	Stambaugh, Perry	461	3,247	180	712	64,838
87	Cumberland	Republican	Rothman, Greg	615	5,806	52	857	63,287

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
88	Cumberland	Republican	Delozier, Sheryl	415	4,465	28	613	61,489
89	Franklin	Republican	Kauffman, Rob	672	4,003	236	858	62,975
90	Franklin	Republican	Schemel, Paul	514	3,016	62	623	63,818
91	Adams	Republican	Moul, Dan	384	2,632	16	564	63,921
92	Cumberland, York	Republican	Keefer, Dawn	451	4,320	24	628	62,836
93	York	Republican	Jones, Mike	413	2,581	10	497	62,859
94	York	Republican	Saylor, Stanley	445	2,494	31	484	62,119
95	York	Democrat	Hill-Evans, Carol	246	1,349	4	252	63,880
96	Lancaster	Democrat	Sturla, Mike	422	2,430	99	468	63,712
97	Lancaster	Republican	Mentzer, Steven	680	6,127	78	821	63,829
98	Lancaster, Dauphin	Republican	Hickernell, David	435	3,600	52	547	62,313
99	Lancaster	Republican	Zimmerman, David	316	2,652	21	466	62,684
100	Lancaster	Republican	Cutler, Bryan	410	2,874	145	568	63,248
101	Lebanon	Republican	Ryan, Frank	345	3,114	15	390	64,543
102	Lebanon	Republican	Diamond, Russ	322	2,600	5	455	63,843
103	Dauphin	Democrat	Kim, Patty	241	1,478	24	287	64,170
104	Dauphin, Lebanon	Republican	Helm, Susan	465	3,762	30	597	63,598
105	Dauphin	Republican	Lewis, Andrew	572	4,843	32	752	62,951
106	Dauphin	Republican	Mehaffie, Thomas	415	3,160	25	523	64,229
107	Northumberland, Columbia, Montour	Republican	Masser, Kurt	697	4,259	127	830	64,693
108	Northumberland, Snyder	Republican	Culver, Lynda	530	3,820	44	684	62,863
109	Columbia	Republican	Millard, David	898	5,644	624	1,065	63,418
110	Bradford, Sullivan, Susquehanna	Republican	Pickett, Tina	378	3,155	11	552	60,780
111	Susquehanna, Wayne	Republican	Fritz, Jonathan	234	1,940	4	300	63,085
112	Lackawanna	Democrat	Mullins, Kyle	210	1,763	5	266	63,713
113	Lackawanna	Democrat	Flynn, Marty	162	1,524	6	261	64,445
114	Lackawanna	Democrat	Kosierowski, Bridget	207	2,112	10	338	63,360
115	Monroe	Democrat	Madden, Maureen	906	6,589	228	1,060	61,244
116	Luzerne	Republican	Toohil, Tarah	446	2,672	68	472	61,883
117	Luzerne, Lackawanna, Wyoming	Republican	Boback, Karen	241	1,976	14	308	60,829
118	Luzerne, Lackawanna	Democrat	Carroll, Mike	259	1,932	9	307	61,984
119	Luzerne	Democrat	Mullery, Gerald	273	1,930	14	340	63,187

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
120	Luzerne	Republican	Kaufer, Aaron	211	1,876	5	269	62,171
121	Luzerne	Democrat	Pashinski, Eddie Day	162	1,311	4	206	62,059
122	Carbon	Republican	Heffley, Doyle	409	3,027	12	509	62,215
123	Schuylkill	Republican	Twardzik, Tim	396	2,196	10	419	61,300
124	Schuylkill, Berks, Carbon	Republican	Knowles, Jerry	451	3,624	64	590	60,451
125	Schuylkill, Dauphin	Republican	Kerwin, Joseph	425	2,823	20	529	62,245
126	Berks	Democrat	Rozzi, Mark	425	2,650	36	479	63,879
127	Berks	Democrat	Guzman, Jr., Manuel	196	819	9	180	64,221
128	Berks, Lancaster	Republican	Gillen, Mark	534	4,396	47	605	63,882
129	Berks, Lancaster	Republican	Cox, Jim	617	4,860	39	686	63,503
130	Berks	Republican	Maloney, David	645	4,455	52	839	62,508
131	Northampton, Lehigh, Montgomery	Republican	Mackenzie, Milou	468	4,182	46	674	63,896
132	Lehigh	Democrat	Schlossberg, Michael	261	2,030	23	338	62,145
133	Lehigh	Democrat	McNeill, Jeanne	374	3,272	26	564	61,468
134	Lehigh, Berks	Republican	Mackenzie, Ryan	600	4,803	117	825	64,155
135	Northampton	Democrat	Samuelson, Steve	310	2,691	22	431	64,957
136	Northampton	Democrat	Freeman, Robert	353	2,712	19	494	63,762
137	Northampton	Republican	Emrick, Joe	599	4,450	51	781	63,113
138	Northampton	Republican	Flood, Ann	540	4,676	45	860	64,326
139	Pike, Wayne	Republican	Peifer, Michael	446	2,655	12	612	63,130
140	Bucks	Democrat	Galloway, John	292	1,790	1	361	61,160
141	Bucks	Democrat	Davis, Tina	177	1,210	1	276	62,570
142	Bucks	Republican	Farry, Frank	329	2,596	5	553	64,837
143	Bucks	Republican	Labs, Shelby	342	2,989	6	543	62,717
144	Bucks	Republican	Polinchock, Todd	483	3,187	2	610	61,914
145	Bucks	Republican	Staats, Craig	415	3,171	7	658	62,991
146	Montgomery	Democrat	Ciresi, Joseph	618	4,147	23	779	61,171
147	Montgomery	Republican	Pennycuick, Tracy	665	4,152	11	771	62,015
148	Montgomery	Democrat	Daley, Mary Jo	243	2,170	19	297	63,904
149	Montgomery	Democrat	Briggs, Tim	286	2,127	24	346	62,968
150	Montgomery	Democrat	Webster, Joseph	512	3,854	20	730	63,950
151	Montgomery	Republican	Stephens, Todd	354	2,849	11	534	60,458

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
152	Montgomery, Philadelphia	Democrat	Guenst, Nancy	348	2,158	11	431	61,207
153	Montgomery	Democrat	Sanchez, Ben	343	2,114	12	399	63,537
154	Montgomery	Democrat	Nelson, Napoleon	271	1,855	8	322	60,633
155	Chester	Democrat	Otten, Danielle	784	5,645	121	1,046	63,660
156	Chester	Democrat	Herrin, Dianne	1,202	5,896	329	1,350	63,470
157	Chester, Montgomery	Democrat	Shusterman, Melissa	383	3,046	62	509	60,853
158	Chester	Democrat	Sappey, Christina	973	5,590	266	1,179	60,613
159	Delaware	Democrat	Kirkland, Brian	257	1,166	13	218	60,270
160	Delaware, Chester	Republican	Williams, Craig	667	3,605	74	785	63,331
161	Delaware	Democrat	Krueger, Leanne	452	3,224	39	639	63,539
162	Delaware	Democrat	Delloso, David	460	2,085	16	512	63,600
163	Delaware	Democrat	Zabel, Michael	458	2,686	27	613	62,505
164	Delaware	Democrat	Davidson, Margo	390	1,461	25	452	61,023
165	Delaware	Democrat	O'Mara, Jennifer	538	3,352	36	711	63,769
166	Delaware, Montgomery	Democrat	Vitali, Greg	318	2,466	26	437	61,878
167	Chester	Democrat	Howard, Kristine	751	4,874	148	914	62,591
168	Delaware	Republican	Quinn, Christopher	539	4,039	55	793	61,509
169	York	Republican	Klunk, Kate	305	2,099	5	433	62,846
170	Philadelphia	Republican	White, Martina	154	760	2	209	64,723
171	Centre, Mifflin	Republican	Benninghoff, Kerry	367	3,086	66	441	64,800
172	Philadelphia, Montgomery	Democrat	Boyle, Kevin	169	809	5	231	63,528
173	Philadelphia	Democrat	Driscoll, Michael	168	562	1	188	64,506
174	Philadelphia	Democrat	Neilson, Ed	146	642	1	171	62,030
175	Philadelphia	Democrat	Isaacson, Mary	103	676	14	84	60,162
176	Monroe	Republican	Rader, Jack	682	4,610	86	872	64,551
177	Philadelphia	Democrat	Hohenstein, Joseph	161	594	2	214	64,682
178	Bucks	Republican	Thomas, Wendi	298	2,491	5	495	62,131
179	Philadelphia	Democrat	Dawkins, Jason	171	485	1	174	64,687
180	Philadelphia	Democrat	Cruz, Angel	88	258	1	97	61,423
181	Philadelphia	Democrat	Kenyatta, Malcolm	147	829	7	153	60,446
182	Philadelphia	Democrat	Sims, Brian	53	717	14	79	60,646
183	Northampton, Lehigh	Republican	Mako, Zachary	478	4,356	28	642	60,767

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
184	Philadelphia	Democrat	Fiedler, Elizabeth	82	556	5	100	61,487
185	Philadelphia, Delaware	Democrat	Young, Regina	301	915	7	254	62,552
186	Philadelphia	Democrat	Harris, Jordan	175	815	16	192	61,186
187	Lehigh, Berks	Republican	Day, Gary	774	5,258	240	986	63,903
188	Philadelphia	Democrat	Krajewski, Rick	140	610	11	120	60,761
189	Monroe, Pike	Republican	Brown, Rosemary	808	4,043	110	892	62,591
190	Philadelphia	Democrat	Brown, Amen	228	1,264	16	197	62,703
191	Philadelphia, Delaware	Democrat	McClinton, Joanna	293	982	10	293	61,700
192	Philadelphia	Democrat	Cephas, Morgan	306	1,351	10	291	61,656
193	Adams, Cumberland	Republican	Ecker, Torren	460	3,319	55	604	61,095
194	Philadelphia, Montgomery	Democrat	DeLissio, Pamela	209	1,601	16	220	61,300
195	Philadelphia	Democrat	Bullock, Donna	184	837	10	196	62,870
196	York	Republican	Grove, Seth	362	2,566	5	499	62,068
197	Philadelphia	Democrat	Burgos, Danilo	131	427	2	124	64,621
198	Philadelphia	Democrat	Parker, Darisha	192	831	4	204	62,075
199	Cumberland	Republican	Gleim, Barbara	567	3,917	129	681	62,329
200	Philadelphia	Democrat	Rabb, Christopher	226	1,427	25	275	62,294
201	Philadelphia	Democrat	Kinsey, Stephen	209	857	5	212	60,407
202	Philadelphia	Democrat	Solomon, Jared	199	639	0	204	64,737
203	Philadelphia	Democrat	Fitzgerald, Isabella	301	1,051	3	302	64,987
Totals				82,923	613,787	11,246	111,183	12,702,379

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION



Fall 2020 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA Senate District

State System								
District Number	District Counties	Party	Senator	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
1	Philadelphia	Democrat	Saval, Nikil	497	3,359	50	542	256,509
2	Philadelphia	Democrat	Tartaglione, Christine	631	2,228	7	703	256,332
3	Philadelphia	Democrat	Street, Sharif	658	2,873	12	731	244,331
4	Montgomery, Philadelphia	Democrat	Haywood, Arthur	1,122	6,384	47	1,235	257,251
5	Philadelphia	Democrat	Sabatina, John	648	2,585	8	787	263,142
6	Bucks	Republican	Tomlinson, Robert	1,055	7,664	9	1,602	253,674
7	Montgomery, Philadelphia	Democrat	Hughes, Vincent	979	5,965	56	987	244,493
8	Delaware, Philadelphia	Democrat	Williams, Anthony Hardy	1,074	4,118	58	1,092	244,724
9	Chester, Delaware	Democrat	Kane, John	2,759	16,210	490	3,453	257,631
10	Bucks	Democrat	Santarsiero, Steven	1,433	10,810	17	1,942	250,329
11	Berks	Democrat	Schwank, Judith	1,862	12,892	345	2,182	256,183
12	Bucks, Montgomery	Democrat	Collett, Maria	1,449	10,209	26	1,945	247,410
13	Lancaster	Republican	Martin, Scott	2,085	15,942	598	2,724	260,090
14	Carbon, Luzerne	Independent	Yudichak, John	1,122	8,110	36	1,314	264,066
15	Dauphin, Perry	Republican	DiSanto, John	1,648	13,245	116	2,121	254,449
16	Lehigh	Republican	Browne, Patrick	1,871	14,078	208	2,365	262,904
17	Delaware, Montgomery	Democrat	Cappelletti, Amanda	1,209	8,692	94	1,515	259,712
18	Lehigh, Northampton	Democrat	Boscola, Lisa	1,618	13,710	114	2,379	263,141
19	Chester	Democrat	Comitta, Carolyn	3,067	17,520	603	3,638	264,133
20	Luzerne, Pike, Susquehanna, Wayne, Wyoming	Republican	Baker, Lisa	1,359	8,981	53	1,745	247,288
21	Butler, Clarion, Forest, Venango, Warren	Republican	Hutchinson, Scott	2,877	23,196	921	4,244	260,675
22	Lackawanna, Luzerne, Monroe	Democrat	Blake, John	1,038	7,905	52	1,334	256,456

State System

District Number	District Counties	Party	Senator	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
23	Bradford, Lycoming, Sullivan, Susquehanna, Union	Republican	Yaw, Gene	1,757	13,752	171	2,210	244,986
24	Bucks, Montgomery, Berks	Republican	Mensch, Bob	1,969	13,996	93	2,519	246,425
25	Cameron, Clearfield, Elk, Jefferson, McKean, Clinton	Republican	Dush, Cris	2,518	17,187	660	3,205	246,500
26	Chester, Delaware	Democrat	Kearney, Timothy	1,974	11,277	123	2,524	258,839
27	Columbia, Luzerne, Montour, Northumberland, Snyder	Republican	Gordner, John	2,573	16,547	860	3,065	247,893
28	York	Republican	Phillips-Hill, Kristin	1,572	9,446	50	1,860	262,428
29	Berks, Schuylkill	Republican	Argall, David	1,983	14,125	184	2,369	250,472
30	Blair, Cumberland, Franklin, Fulton, Huntingdon	Republican	Ward, Judy	1,421	9,380	130	1,739	245,179
31	Cumberland, York	Republican	Regan, Mike	2,033	18,667	213	2,824	255,939
32	Fayette, Somerset, Westmoreland	Republican	Stefano, Patrick	1,542	13,212	212	2,472	252,203
33	Adams, Cumberland, Franklin, York	Republican	Mastriano, Doug	2,018	12,609	458	2,695	264,160
34	Centre, Huntingdon, Juniata, Mifflin	Republican	Corman, Jake	1,082	8,361	121	1,323	243,946
35	Bedford, Cambria, Clearfield	Republican	Langerholc, Wayne	1,577	11,387	88	2,350	252,940
36	Lancaster	Republican	Aument, Ryan	2,036	17,899	256	2,720	259,355
37	Allegheny, Washington	Republican	Robinson, Devlin	1,789	17,089	158	2,727	263,549
38	Allegheny	Democrat	Williams, Lindsey	1,372	14,494	100	2,104	254,885
39	Westmoreland	Republican	Ward, Kim	1,327	14,390	117	2,208	244,149
40	Monroe, Northampton	Republican	Scavello, Mario	2,956	21,910	469	3,800	262,667
41	Armstrong, Butler, Indiana, Westmoreland	Republican	Pittman, Joe	2,736	19,820	1,129	4,057	243,946
42	Allegheny	Democrat	Fontana, Wayne	977	9,350	64	1,531	261,773
43	Allegheny	Democrat	Costa, Jay	784	7,016	87	1,201	252,278
44	Bedford, Chester, Montgomery	Democrat	Muth, Katie	2,724	19,391	280	3,617	257,135
45	Allegheny, Westmoreland	Democrat	Brewster, Jim	1,449	12,112	70	2,388	257,947
46	Beaver, Greene, Washington	Republican	Bartolotta, Camera	1,942	15,584	273	3,093	254,122
47	Beaver, Lawrence, Butler	Republican	Vogel, Elder	1,504	13,784	145	2,365	247,614
48	Dauphin, Lebanon, York	Republican	Arnold, David	1,501	11,554	57	1,892	256,094
49	Erie	Republican	Laughlin, Dan	1,596	15,054	253	2,692	244,074

State System

District Number	District Counties	Party	Senator	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
50	Crawford, Erie, Mercer, Warren	Republican	Brooks, Michele	2,150	17,718	505	3,053	245,958
Totals				82,923	613,787	11,246	111,183	12,702,379

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Cheyney University of Pennsylvania
Aaron A. Walton, President

Clarion University of Pennsylvania
Dale-Elizabeth Pehrsson, President

East Stroudsburg University of Pennsylvania
Kenneth Long, Interim President

Edinboro University of Pennsylvania
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Indiana University of Pennsylvania
Michael A. Driscoll, President

Kutztown University of Pennsylvania
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