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2022-2023
APPROPRIATIONS
REQUEST

Pennsylvania's
STATE SYSTEM
of Higher Education

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

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University financial efficiency and sustainability

LETTER FROM CHANCELLOR GREENSTEIN

Dear Appropriations Committee Members:

The following pages testify to the power and promise of your State System as an engine of economic development and social mobility for Pennsylvania. These pages also testify to your System's responsiveness—its ability to evolve with courage and purpose—so that it continues to deliver on its promise to the people of Pennsylvania.

In these pages you will see how your State System is bending some of the most rigid and unforgiving trend lines:

- becoming more affordable by ceasing annual increases in the net price of attendance
- arresting financial decline by acting as every family in this Commonwealth—spending no more than it earns
- improving its students' success—their ability to get into a university, obtain a degree or a credential, and then put their credential to work in Pennsylvania. In this regard:
    - Academic programs align ever more closely with workforce needs and catapult graduates into good, sustaining jobs, driving their social mobility.
    - A higher proportion of our students graduate in four years than ever before.
    - Attainment gaps that exist between rich and poor, black and white, rural and urban students are beginning to shrink at some of our universities.

That's a lot to say grace over. And it didn't just happen on its own. It results from the hard and careful work of our students, faculty, staff, university and System leaders, and board members, and with the support and advice of our university trustees, donors, alumni, and other key stakeholders.

There is one curve we have not yet bent: enrollments have continued to decline at most of our universities. This is the one curve we must absolutely bend for the sake of the Commonwealth, its people, and its economy.

Sixty percent of all jobs in PA require someone with a postsecondary credential—anything from a certificate to a Ph.D.—but only 51 percent of adults in the state have one. That's a big gap, and it's growing. It exists everywhere: in the trades, health care, financial services, advanced manufacture, agribusiness, IT, social work, education, on main street and wall street, and across public services.

The gap is structural, and it can't be closed unless more people acquire a postsecondary credential.

To fill its share of the gap by 2030, your State System must annually graduate 2,000 more bachelor's degrees, 1,200 more master's degrees, and 2,000 more non-degree credentials.

And the only way to deliver more degrees and credentials is to expand enrollment—recruit and graduate new students from traditional as well as new and adjacent markets while doing an even better job retaining the students we enroll.

How many new student enrollments does it take to drive the credentialing productivity the state needs from us? About 11,500 undergraduates, 3,500 graduates, and maybe another 5,000 students pursuing non-degree credentials.

We know how to achieve that growth even in the face of continuing demographic and other pressures.

Indeed, we launched our System Redesign specifically to address this need. We focused initially on getting our own house in order while honing strategies, extending capabilities, and finding resources to undertake the most important and lasting phase of our transformation—the phase we have now entered into, the one where we reinvigorate, re-invest, expand and improve.

The one-time federal funds committed last June by the General Assembly were instrumental in launching us into this phase, and we are grateful to the Governor and the General Assembly for the bi-partisan support that it represents.

But we cannot bend the enrollment curve and achieve the credentialing productivity the state requires on the back of one-time money.

Why? Because the price of attending our universities is too high.

While we are still the most affordable four-year postsecondary option in the state, we are still pricing too many Pennsylvanians out. Because they are priced out, they are denied the opportunity to sustain themselves and their families, participate meaningfully in the 21st century economy, and contribute to their communities.

Middle- and low-income students are squeezed particularly hard. No wonder they are abandoning higher education at the greatest rate.

When we began this transformational journey some years ago, we listened carefully to our state owners. We heard a commitment to—even a passion for—public higher education in this state. We also heard a reticence about investing more in a public four-year system that many believed was poorly governed with limited accountability and transparency. There were concerns about a System that routinely spent more than it earned; heaped price increases onto students; ignored underlying structural problems that drove up costs; and paid inadequate attention to closing education gaps between rich and poor, urban and rural, black, brown, and white students. In short, there was concern about spending good money after bad.

And after we listened, we acted—addressing each and every one of the issues that were raised—not in words, but in deeds; not with modest tweaks to our operations, but with sustaining, structural, transformational changes.

The results of that work are what you will read in these pages.

But what you will read in these pages in future years will depend upon the choice our state owners must now make, about the future size, shape, and productivity of their system.

With significant additional investment in the State System and its students, Pennsylvania can restore and reinvigorate its public higher education option, enhance its economic competitiveness, expand opportunities for social mobility, and respond to employers' urgent and crying need for the talent they need to succeed in operating in this Commonwealth.

Our owners can make significant additional investment with confidence based on demonstrable evidence as seen in these pages, that:

- We have the necessary capabilities.
- Funding will be used well, in pursuit of clearly and publicly defined goals, and resulting in improved outcomes for all our students and their future employers.
- We will continue to invite accountability for the investment of taxpayer dollars; for the public's trust, and want to be held to the highest performance standards.

Investment will fuel the transformation we have begun, generate the credentials the state needs, ensure that public higher education is the affordable and most reliable bridge to opportunity for all Pennsylvanians – no matter their zip code – one that equips them for a sustaining career for themselves and their families, effective participation in the 21st century economy, and meaningful contributions to their communities.

Daniel Greenstein
Chancellor

SUMMARY OF APPROPRIATIONS REQUEST

EDUCATIONAL & GENERAL APPROPRIATION REQUEST

During FY 2021-22, Pennsylvania's State System of Higher Education received $477.5 million in state appropriations. During the last seven 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 seven 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 2022-23 Educational and General (E&G) appropriation request reflects a more comprehensive consideration of its needs and more fully responds to requests about the State System's real running cost and achieves several goals. An appropriation request of $550.0 million, an increase of $72.0 million, or 15 percent if fully funded, will be used to minimize the net price to Pennsylvania students, augmenting ongoing efforts to address access and affordability. The specific objectives achieved through this request include:

- Creating the ability to fund a FY 2022-23 tuition freeze and address normal inflationary costs without increasing costs to students
- Enabling the System to eliminate cross-subsidies, allowing one-time funds to be utilized for strategic investments that will be used to improve student outcomes, operating efficiencies, and facilities
- Assisting universities in addressing affordability through increasing institutional aid

This 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.

- Universities projected an overall 1.5 percent increase in enrollment. Anticipated enrollment trends vary significantly due to differences in regional demographics, program mix, student success initiatives, etc.
- Tuition rates utilized a standard planning assumption of 1%, but FY 2022-23 will not be addressed by the Board of Governors until spring 2022.

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

The requested appropriation of $550.0 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, most notably on enrollment and consequently revenue.

One-time federal funds have been instrumental in supporting investments in student success; diversity, equity & inclusion; workforce development; labor transitions; integration start-up costs; and information technology infrastructure. While not part of the General Appropriation, it is important to note how critical it is for the General Assembly to honor the continued three-year commitment, for a total of $200 million of American Rescue Plan funding to support the State System in advancing its innovation and commitments of System Redesign. Further one-time requests for financial aid paid directly to students and housing debt relief are also key to supporting the System's strategic direction.

GOVERNOR'S FY 2022-23 BUDGET RECOMMENDATION

The State System of Higher Education requested a general appropriation increase of 15 percent ($72.5 million) to $550.0 million to support the System's mission of providing a high-quality education at the lowest possible cost to students while providing funding for the System Redesign implementation that is currently underway.

The Governor proposed an increase in funding of $552.5 million, or 16 percent, for the State System. This historic investment will drive continuing transformational change that is currently underway with the implementation of System Redesign and will help the System meet the workforce needs of the Commonwealth and provide social mobility for its residents.

In addition to the proposed investment in the Educational and General appropriation, the Governor has also recommended $150 million be appropriated to the State System from the American Rescue Plan's Coronavirus State and Local Fiscal Recovery Funds. These one-time funds will be used to support various initiatives with one-time expenditures (e.g., university integrations, implementation of a new student information system; projected related to student success, diversity, equity, and inclusion; workforce development; debt relief; and support for universities as they transition to sustainable operations.)

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

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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 US, LLP in 2021, State System universities contributed $4 billion in economic impact to Pennsylvania, representing $8.30 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 90,000 enrolled students and more than 800,000 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 (2021)

West Chester University Chester County — County Employer Ranking, 12	**Bloomsburg University** Columbia County — County Employer Ranking, 2
Millersville University Lancaster County — County Employer Ranking, 32	**Slippery Rock University** Butler County — County Employer Ranking, 8
Kutztown University Berks County — County Employer Ranking, 20	**California University** Washington County — County Employer Ranking, 11
East Stroudsburg University Monroe County — County Employer Ranking, 15	**Indiana University** Indiana County — County Employer Ranking, 3
Shippensburg University Cumberland County — County Employer Ranking, 29	**Clarion University** Clarion County — County Employer Ranking, 1
Edinboro University Erie County — County Employer Ranking, 27	**Mansfield University** Tioga County — County Employer Ranking, 5
Lock Haven University Clinton County — County Employer Ranking, 4	**Cheyney** Delaware County — County Rank, N/A
OOC Dauphin County — County Rank, N/A	

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

0.9% - 2.2%   2.2% - 3.5%   3.5% - 4.9%   4.9% - 6.2%   6.2% - 7.6%   7.6% - 8.9%   ⭐ 14 PASSHE Universities
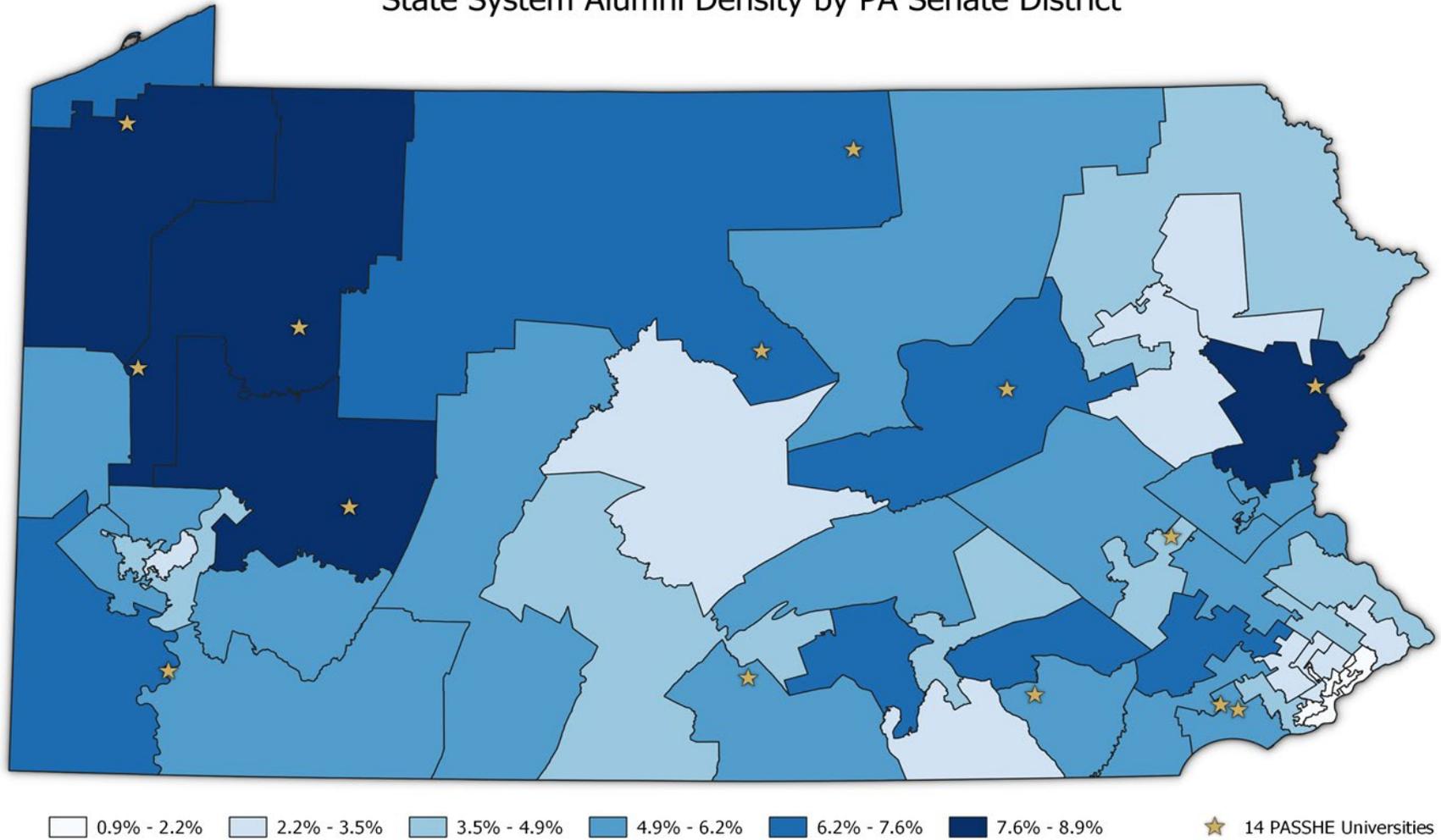
Source: PASSHE Student Data Warehouse; U.S. Census Bureau

Figure 3

State System Alumni Density by PA House District
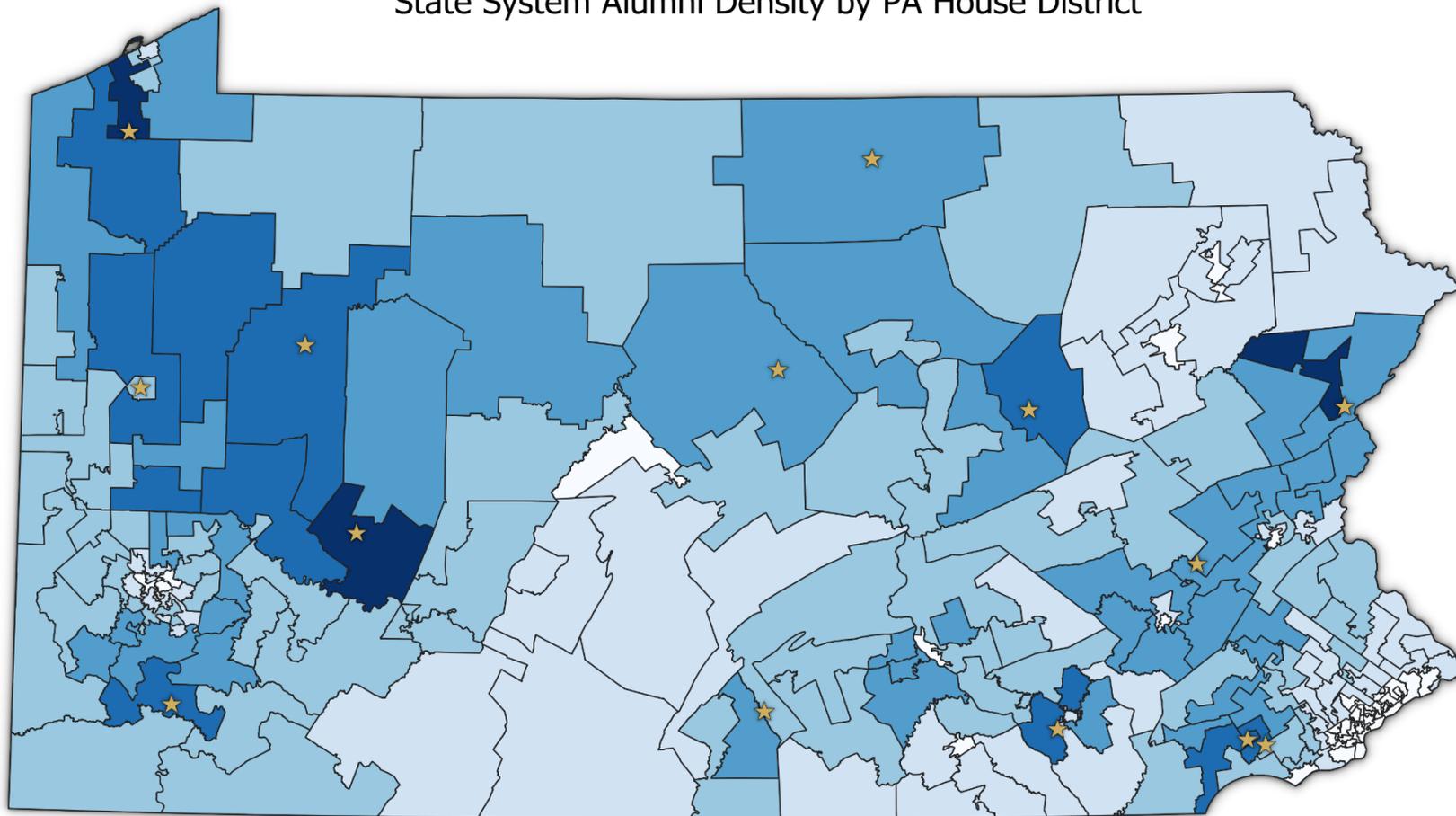
0.5% - 2.4% 2.4% - 4.4% 4.4% - 6.3% 6.3% - 8.3% 8.3% - 10.3% 10.3% - 12.2% ★ 14 PASSHE Universities

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

Figure 4

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Workforce development and social mobility

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 2020-21 academic year, for example, the System implemented 23 new degree programs and 60 new certificate programs. Most of these new programs are in business, STEM (science, technology, engineering, and mathematics), and education. During this same time, 37 degree programs and 11 certificate programs were discontinued. Most of the discontinued programs were in languages, education, and philosophy.

Accordingly, State System universities have seen a pronounced increase in enrollments in programs identified as high-need areas including STEM and healthcare-related programs. Business is the most popular field of study and accounts for about a fifth of students who completed a bachelor's degree in the 2020-21 academic year. STEM and health professions programs are the next most popular, accounting for 15% and 14% of graduates.

The shift towards STEM, healthcare-related programs, and business is evident in the new programs introduced by State System universities over the past decade and is expected to continue. **Figure 5** shows the increase in the resulting number of awards conferred in these areas.

Number of Awards Conferred in Top Five Areas of Study
2010-11 to 2020-21
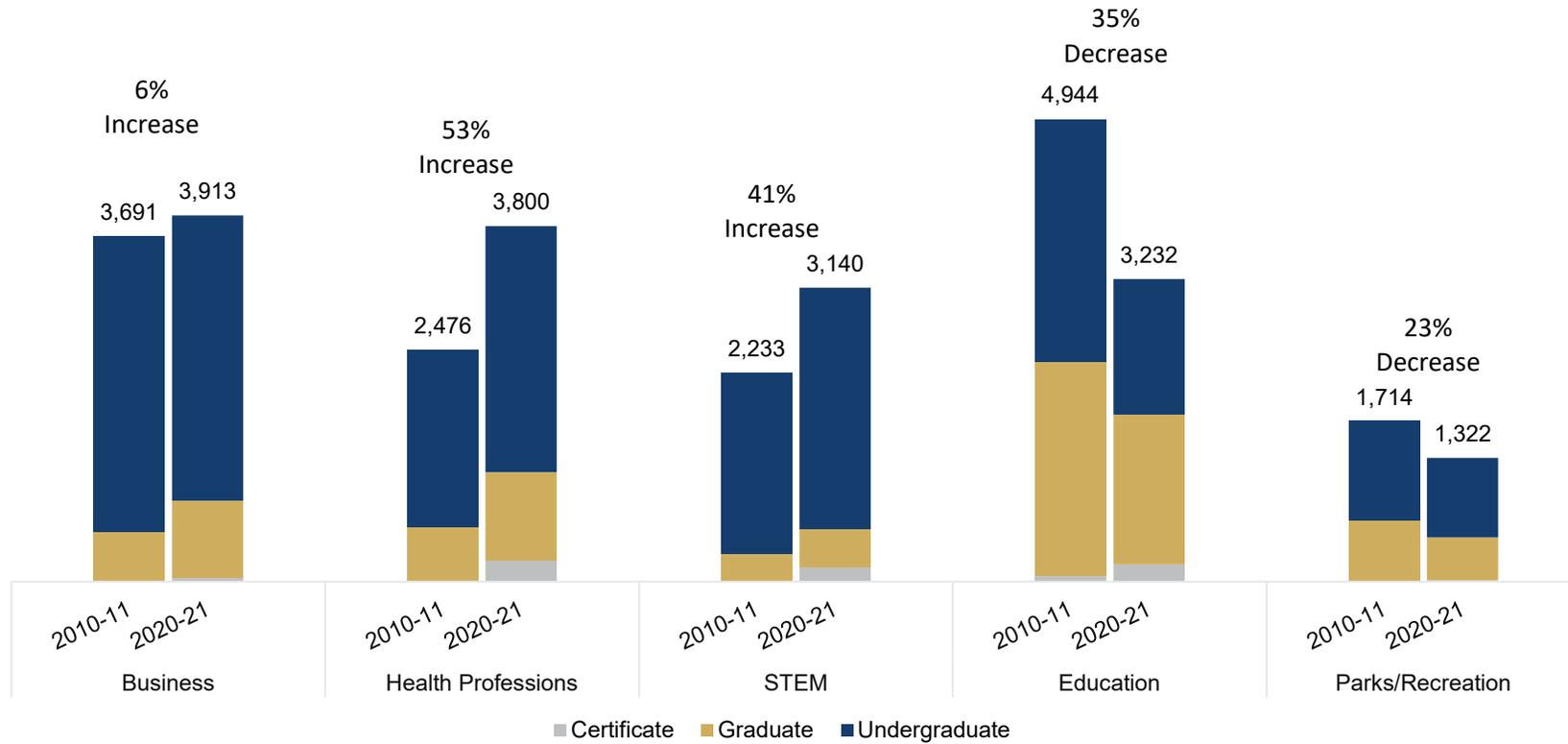
Figure 5

Source: State System Student Data Warehouse, Annual Awards Conferred

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 2020-21. 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
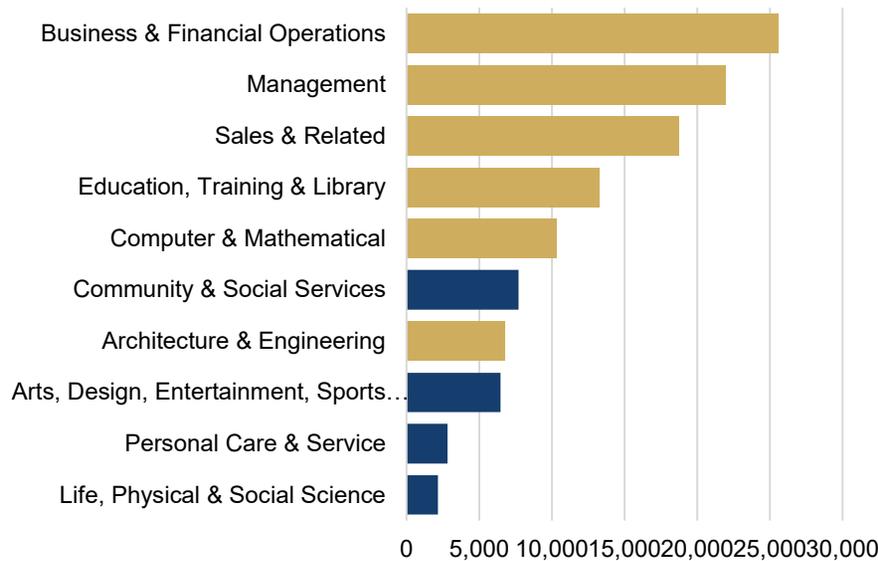
Top 10 Programs of Study for State System Bachelor's Degree Recipients, 2020-21

Source: PA Department of Labor & Industry, 2018-2028 Long-Term Projections
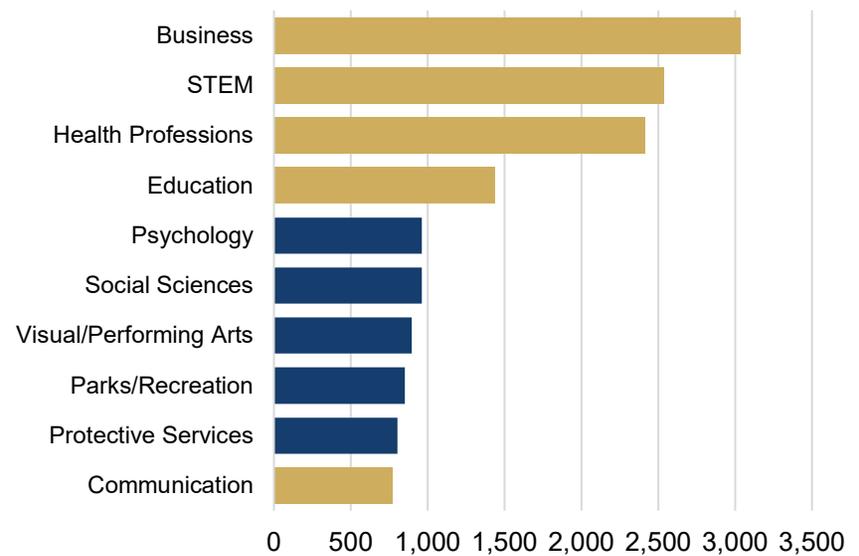
Source: State System Student Data Warehouse

Figure 6

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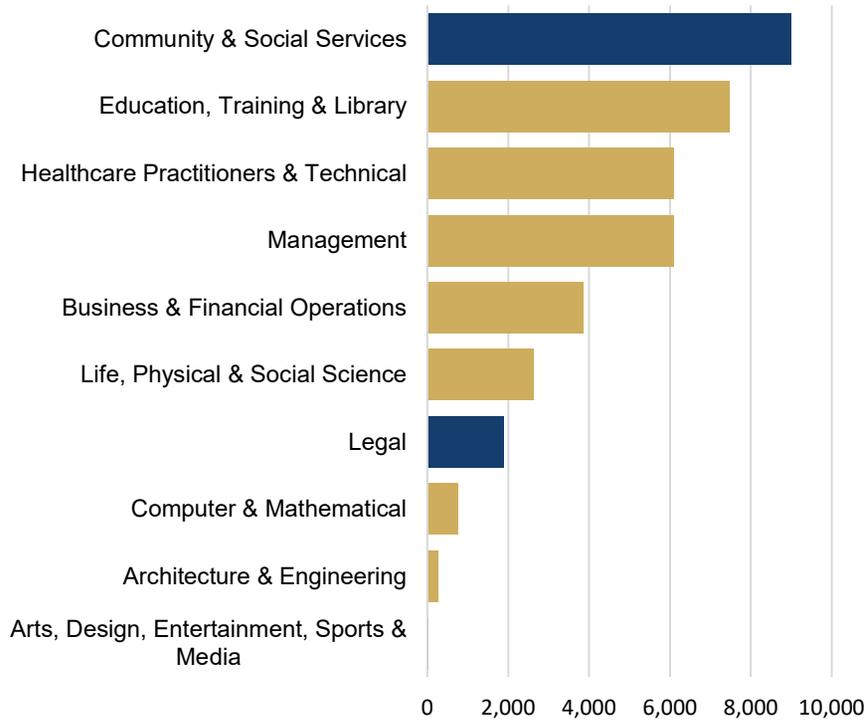
Source: PA Department of Labor & Industry, 2018-2028 Long-Term Projections; based on occupations in O*NET Job Zone 5

Figure 8

Top 10 Programs of Study for State System Graduate Degree and Graduate Certificate Recipients, 2020-21
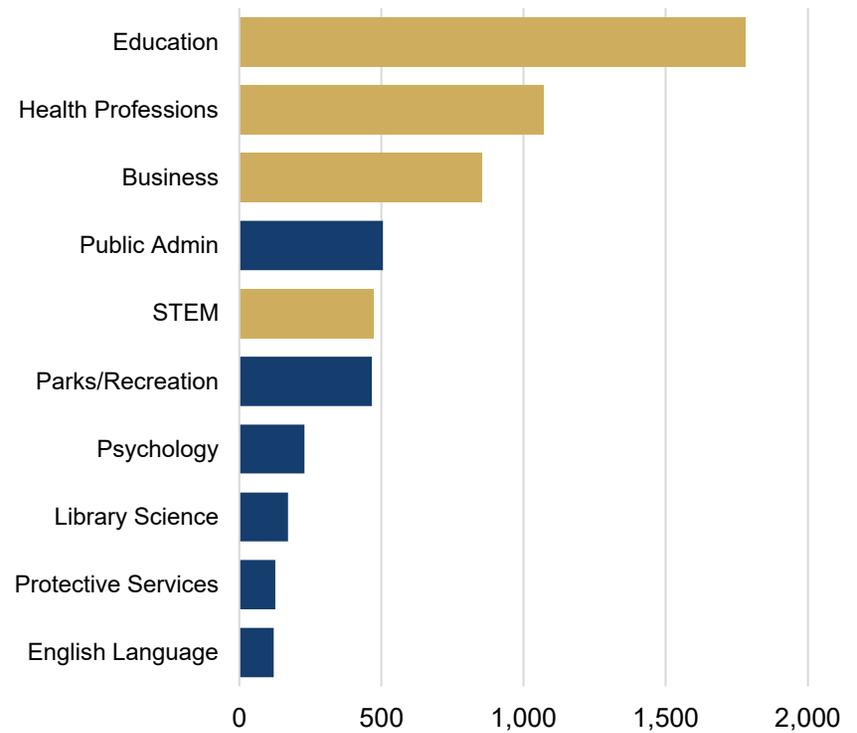
Source: State System Student Data Warehouse

Figure 9

At the sub-baccalaureate level (associate 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 2022.

Top 10 Occupation Groups by Projected Annual Job Openings to 2028: Jobs Typically Requiring Vocational Training or an Associate's Degree
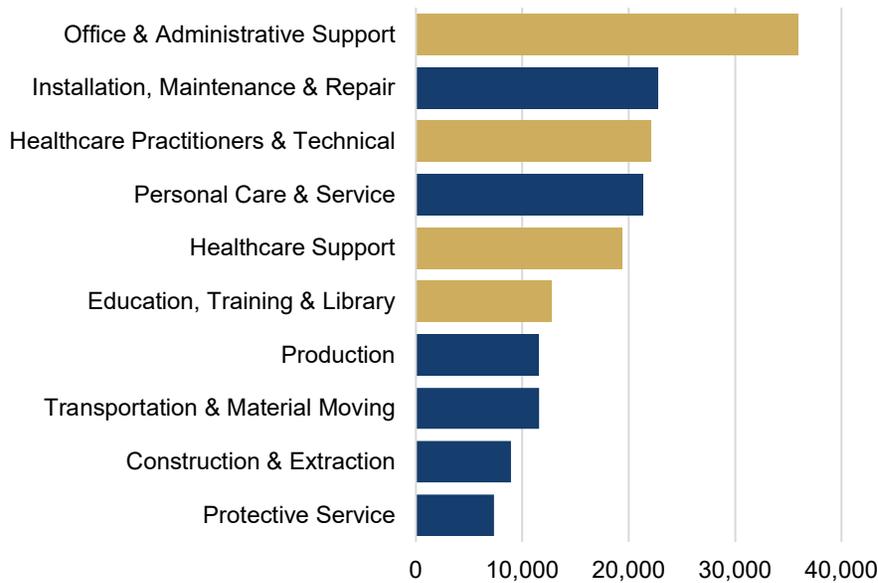
Source: PA Department of Labor & Industry, 2018-2028 Long-Term Projections; based on occupations in O*NET Job Zone 3

Figure 10

Top 10 Programs of Study for State System Associate's Degree and Undergraduate Certificate Recipients, 2020-21
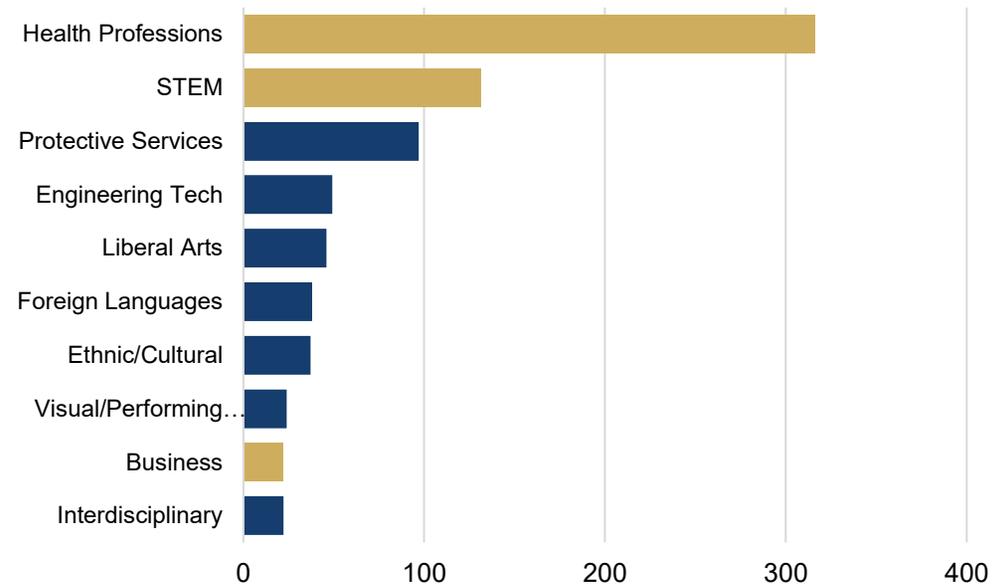
Source: State System Student Data Warehouse

Figure 11

18

Tight alignment between educational programs and workforce need shows up in graduates' employment outcomes.

Ten years after graduating, bachelor's degree recipients have average annual earnings of $57,000. While students graduating in STEM earn somewhat more than those graduating in other fields, a good return on students' investment in their State System university education is available for all, irrespective of their program of study **(Figure 12)**. State System universities are also an engine of Pennsylvania's workforce development. Fully 63 percent of all graduates are living and working in Pennsylvania ten years after graduating. That figure is higher for graduates who initially enrolled as low income (Pell eligible) and in-state students, or who transferred to a State System university from a Pennsylvania community college

And State System universities, finally, are powerful drivers of economic mobility. At 10 years after graduation, a graduate who enrolled at a State System university from a low-income family was earning only about $9,000 less than graduates who initially enrolled from a high-income family. The picture is largely the same when considering race ethnicity, for example, comparing salaries earned ten years after graduation by under-represented minority students enrolling from low-income families to those earned by white graduates who initially enrolled from high-income families.

Employment Outcomes for PASSHE Bachelor's Degree Earners

	Arts & Humanities			Business & Communication			Education			Health			Social & Behavioral Sciences & Human Services			STEM			Other		
Employment %	69%	65%	60%	73%	69%	63%	74%	71%	68%	73%	70%	66%	71%	68%	62%	66%	64%	61%	72%	69%	63%
	3Yr	5Yr	10Yr	3Yr	5Yr	10Yr	3Yr	5Yr	10Yr	3Yr	5Yr	10Yr	3Yr	5Yr	10Yr	3Yr	5Yr	10Yr	3Yr	5Yr	10Yr
Earnings	$30,088	$36,755	$48,558	$40,162	$46,194	$58,662	$37,784	$45,377	$54,791	$48,681	$56,043	$63,553	$31,065	$38,161	$49,201	$44,092	$52,321	$66,211	$36,653	$42,537	$52,610

Source: State System Student Data Warehouse, PA Unemployment Insurance Records
Full Dashboard available at https://www.passhe.edu/SystemData/

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.

State System's Average Net Present Value

$866,144

$650,580

$388,307

$68,113

| 10 year NPV weight | 20 Year NPV Weight | 30 year NPV Weight | 40 Year NPV Weight |
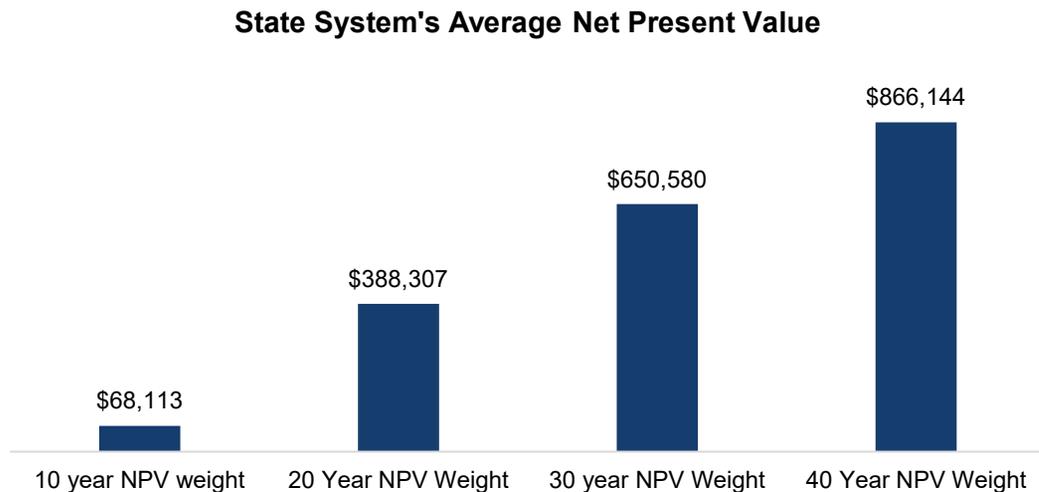
On average, State System university graduates receive a return of investment of $866,144 forty years after graduating.

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

Section 2. **Student access and enrollment**

Background and overview

After more than a decade of growth, student enrollments across the State System have declined by almost 26 percent since Fall 2010 **(Figure 14)** (and by more than 32 percent excluding West Chester University, which has grown steadily during the period). This decline varies by university **(Figure 19, p. 24)** and compares to an overall decline of 1.7 percent at Pennsylvania institutions and a decline of 2 percent in the universities' national comparator groups.

COVID-19 accelerated the pace of enrollment decline. Its impacts on enrollment will be seen for several years in enrollment, retention, and graduation trends.

Arresting declining enrollments, and reversing them, is critical if the State System is to deliver on its promise as an engine of workforce development and social mobility for all of Pennsylvania. The dimensions of our enrollment decline are addressed in this section and point to key opportunities that will focus efforts to reverse the overall trend.

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

Source: State System Student Data Warehouse, Fall Census

■ Undergraduate ■ Graduate
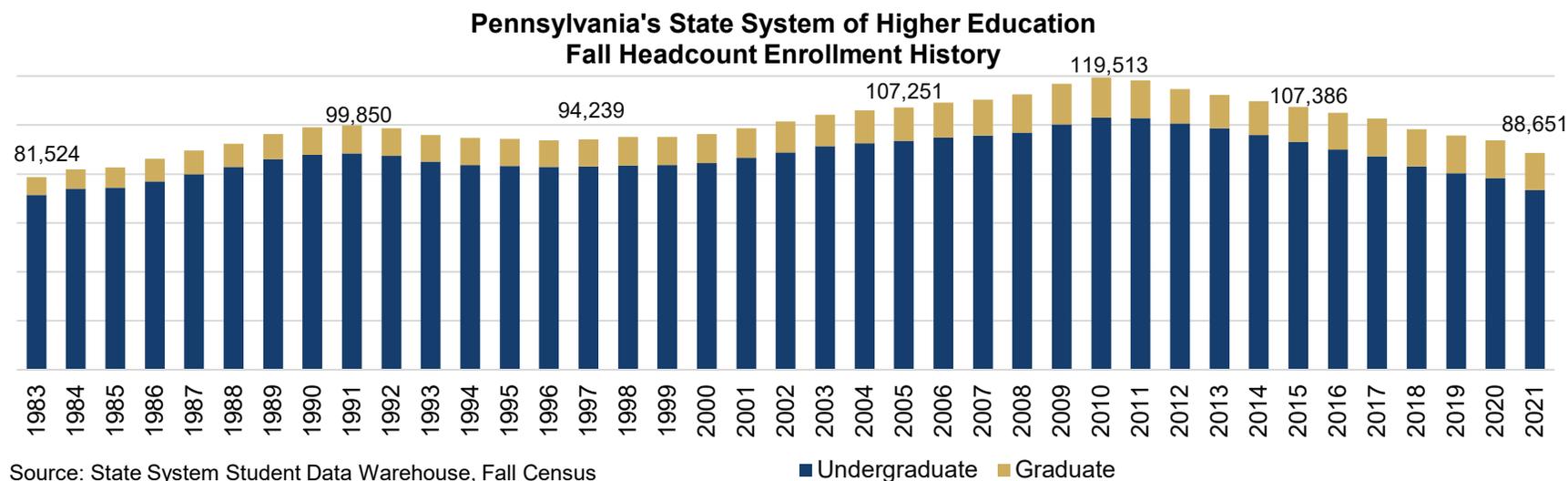
Figure 14

Composition of the Student Body

While enrollment has declined since 2010-11 **(Figure 16)**, the composition of the student body remains stable with two notable exceptions. The balance between undergraduate and graduate students, between in-state and out-of-state students, and between traditional-age and adult students are largely unchanged.

Significant growth, meantime, has occurred in the proportion of underrepresented minority (URM) students (12.5 percent to 19.8 percent and in the proportion of part-time students (from 16 percent to 22 percent).

	Fall 2010	Fall 2020	Fall 2021
Underrepresented Minority	12.5%	20.1%	19.8%
Adult Learners	10.4%	9.8%	9.7%
Out-of-State	11.3%	11.6%	11.7%
Full-Time	84.1%	78.9%	78.2%

Figure 15

Fall Headcount Enrollment
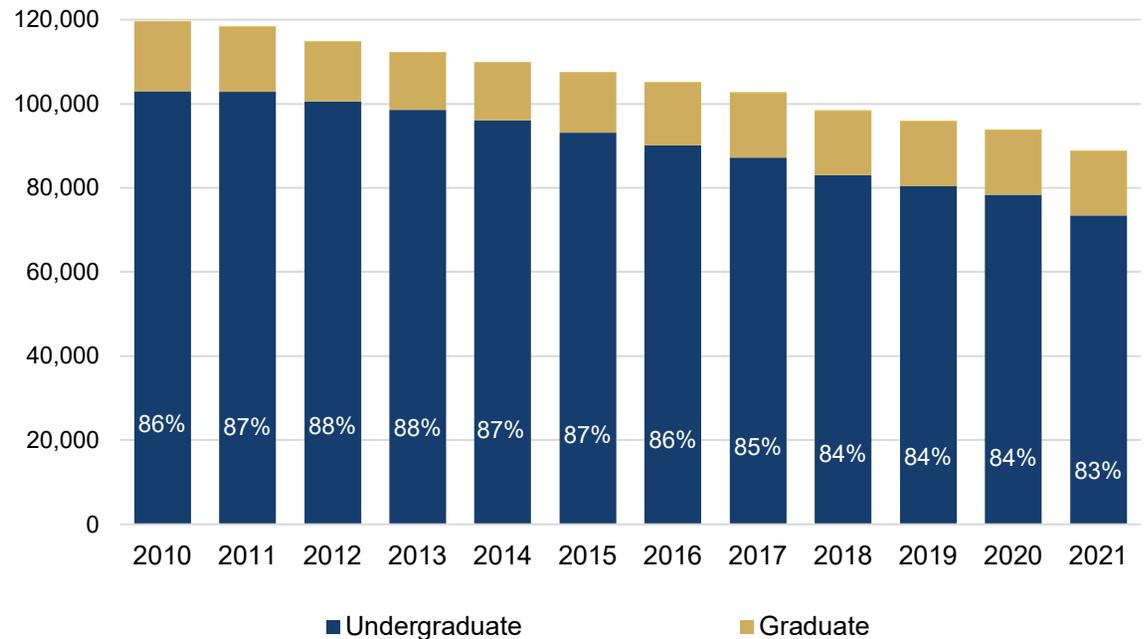
Source: State System Student Data Warehouse, Fall Census
Note: Enrollments for 2012 forward include Clock Hour students for Indiana University of Pennsylvania.

Figure 16

Impacts of the pandemic are seen in the enrollment of URM, Pell-eligible and first-generation students. These declined more rapidly than enrollments for the general population in Fall 2020 and Fall 2021.

Percentage of Fall Degree- or Certificate-seeking Undergraduate Students who are Pell Recipients

- Fall 2010: 34.7%
- Fall 2019: 34.4%
- Fall 2020 (preliminary): 32.6%
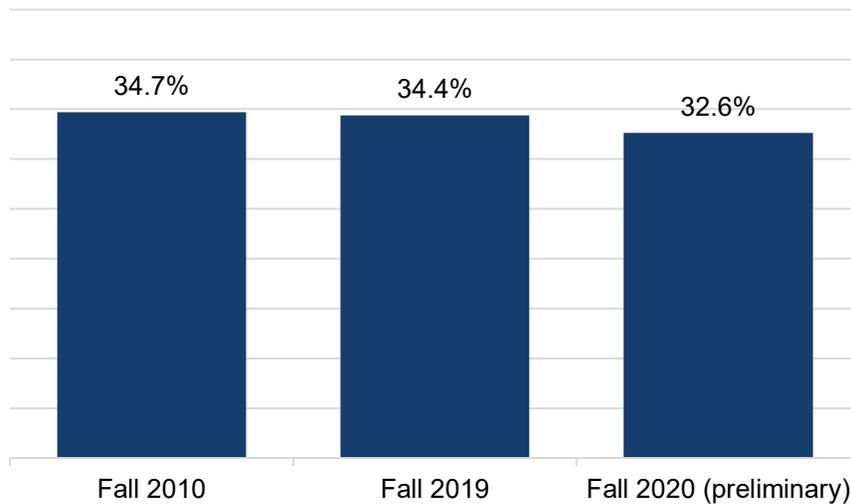
Source: State System Student Data Warehouse, Annual Data Collection

Figure 17

Percentage of Fall First-time Associate's or Bachelor's Degree-seeking Students who are First Generation

- Fall 2010: 42.2%
- Fall 2019: 33.9%
- Fall 2020: 33.1%
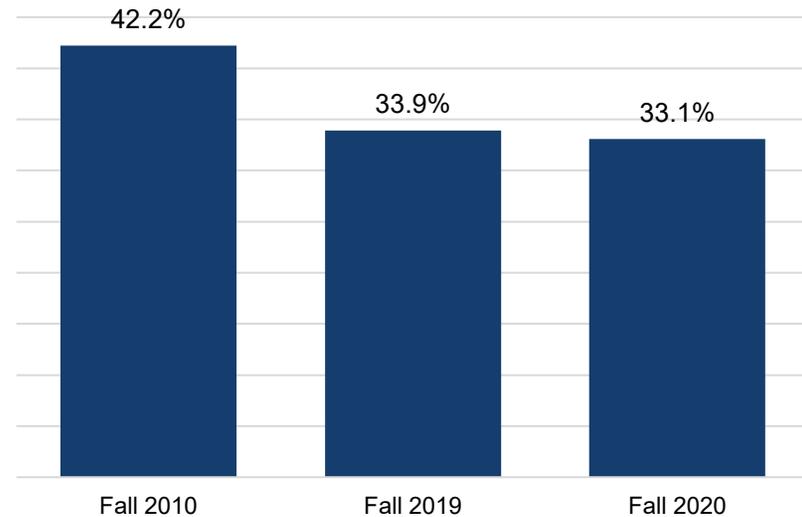
Source: State System Student Data Warehouse, Fall Census and ISIRs
Notes: Data is for fall entering students who completed a FAFSA. Students are considered first generation if, on their official FAFSA, neither parent reported an education level of 'college or beyond'. Students who did not file a FAFSA, or for whom parent data was not provided on the official FAFSA, are excluded.

Figure 18

Fall Headcount Enrollment by University
2010 and 2021
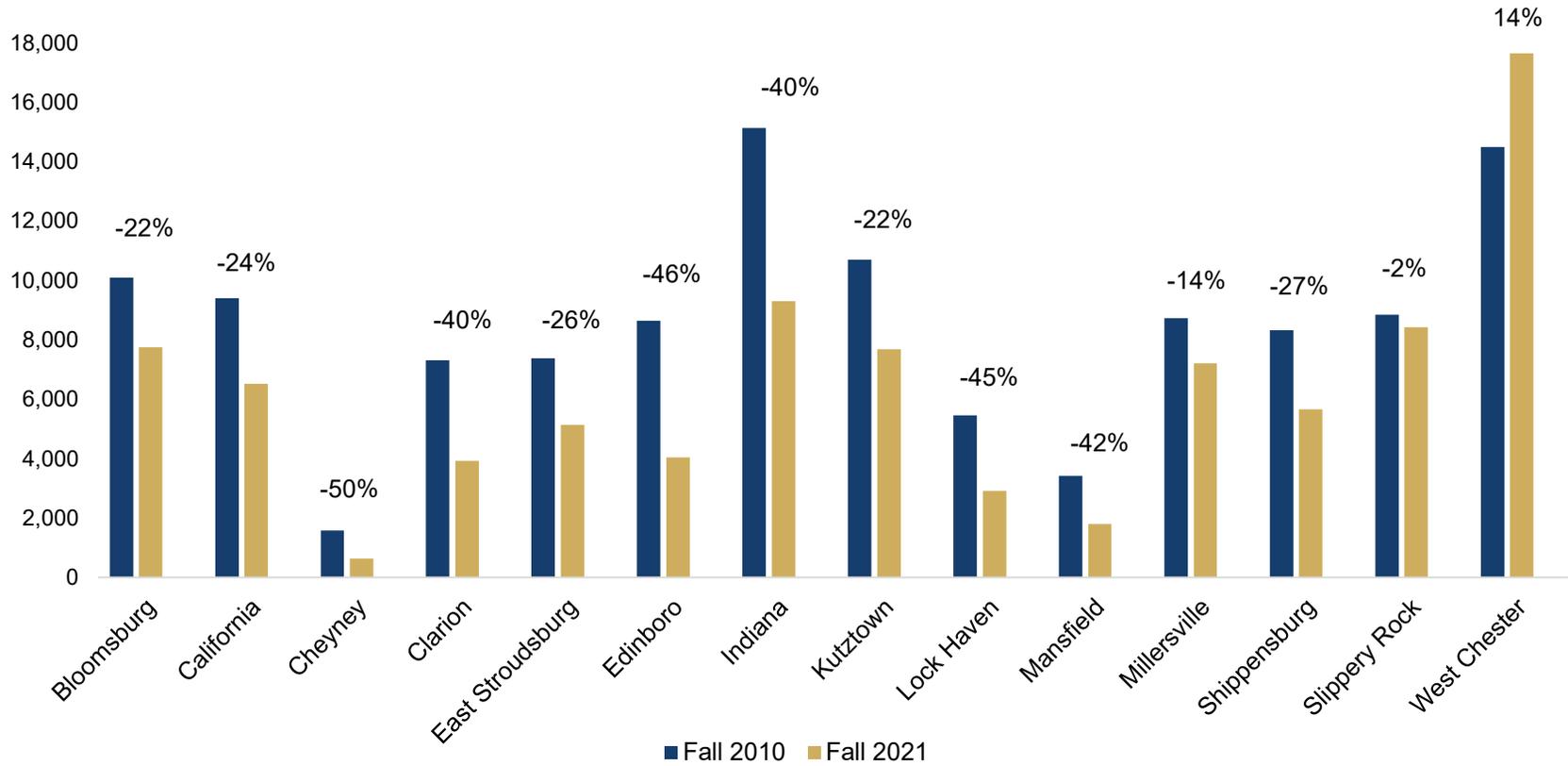
Source: State system Student Data Warehouse, Fall Census
Notes: Enrollments for 2012 forward include credit hour and clock hour students.

Figure 19

Enrollment decline is driven by a variety of factors including **the rising price of education**, the **decline in the size of the high school leaving population**, and a **strong economy** that 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, which is down $252 million (35 percent) from 2000-01 in inflation-adjusted dollars **(Figure 20)**.

State Appropriations Adjusted for Inflation*

Legend:
- ■ Adjusted State Appropriation
- ▢ Adjusted Federal ARRA
- ■ CARES Act Title V Funds
- ■ ARPA State Fiscal Recovery Funds
- —— Unadjusted Total Appropriations
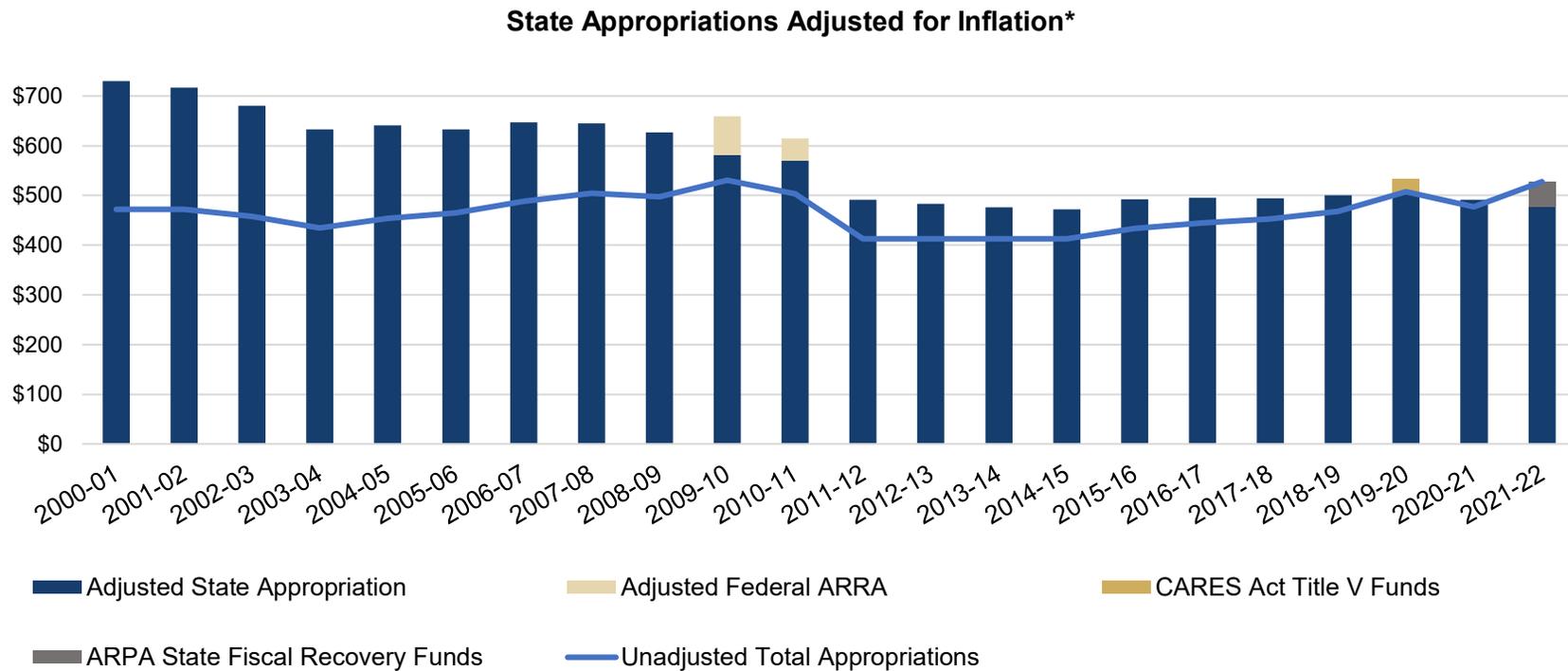
*Inflation adjustment based on CPI-U through 2020-21, and 2021-22 inflation of 2.9% per Congressional Budget Office projections.

Source: State System Budget Reports

Figure 20

At this funding level, Pennsylvania ranks 46th of 50 states in terms of public 4-year educational appropriation per student Full-Time Equivalent (FTE) **(Figure 21)**. Student tuition has increased consistently in response to the long-term pattern of state investment. The result is that the proportionate burden borne by students for the cost of their higher education continues to rise **(Figure 22)**. Pennsylvania public 4-year institutions' net tuition as a percent of total education revenue is ranked 9th in the nation with an average student share of 72 percent compared to the national average of 53 percent.

Public 4-Year Educational Appropriations per Student FTE
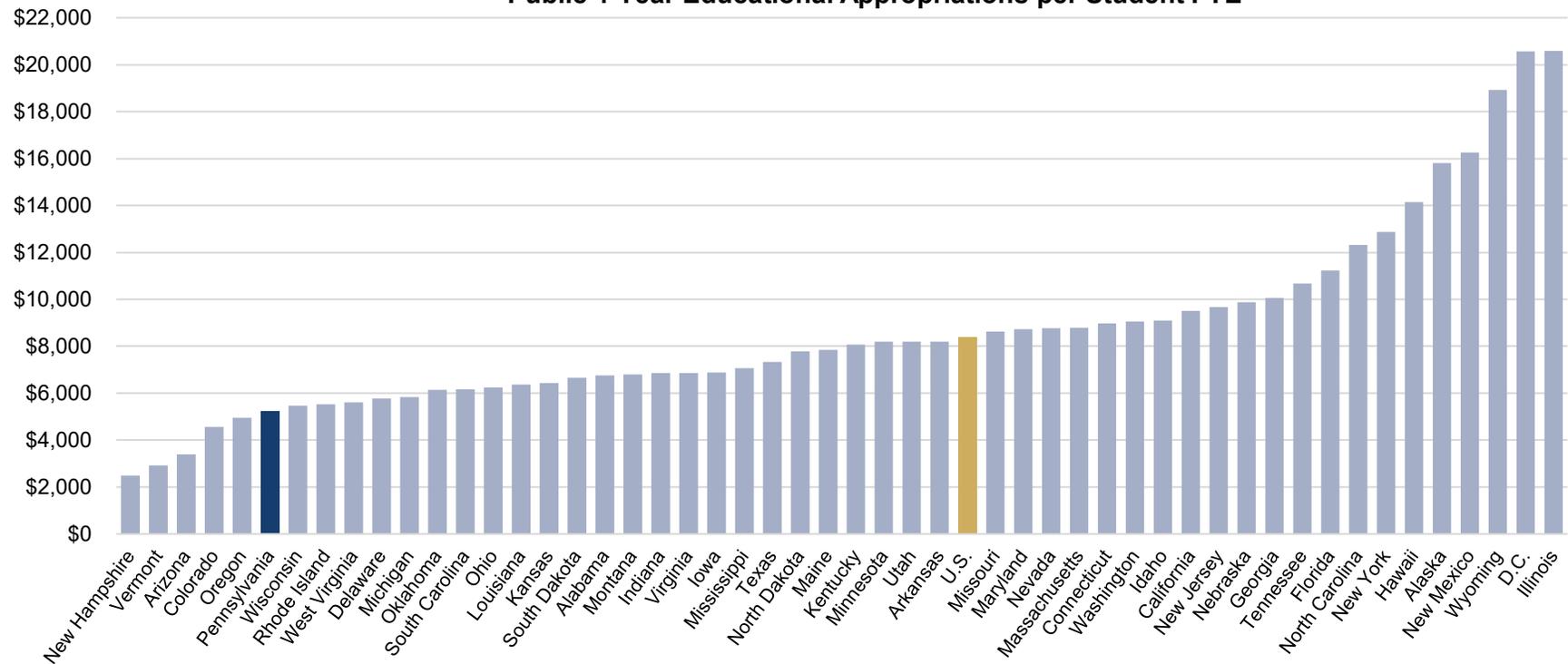
Source: State Higher Eduation Executive Officers Association/ FY 2020 State Higher Education Finance Report, 4-year Public Institutions

Figure 21

These trends also hold when looking at both 2-year and 4-year public institutions in Pennsylvania. The proportion burden borne by students for the cost of their higher education was 66 percent in 2020, compared to 47 percent in 1994.

Public FTE Enrollment and Funding per FTE
Pennsylvania* FY1993-94 to 2019-20

53% from State

34% from State

Legend: Education Appropriations Per FTE | Net Tuition Revenue Per FTE | Public FTE Enrollment
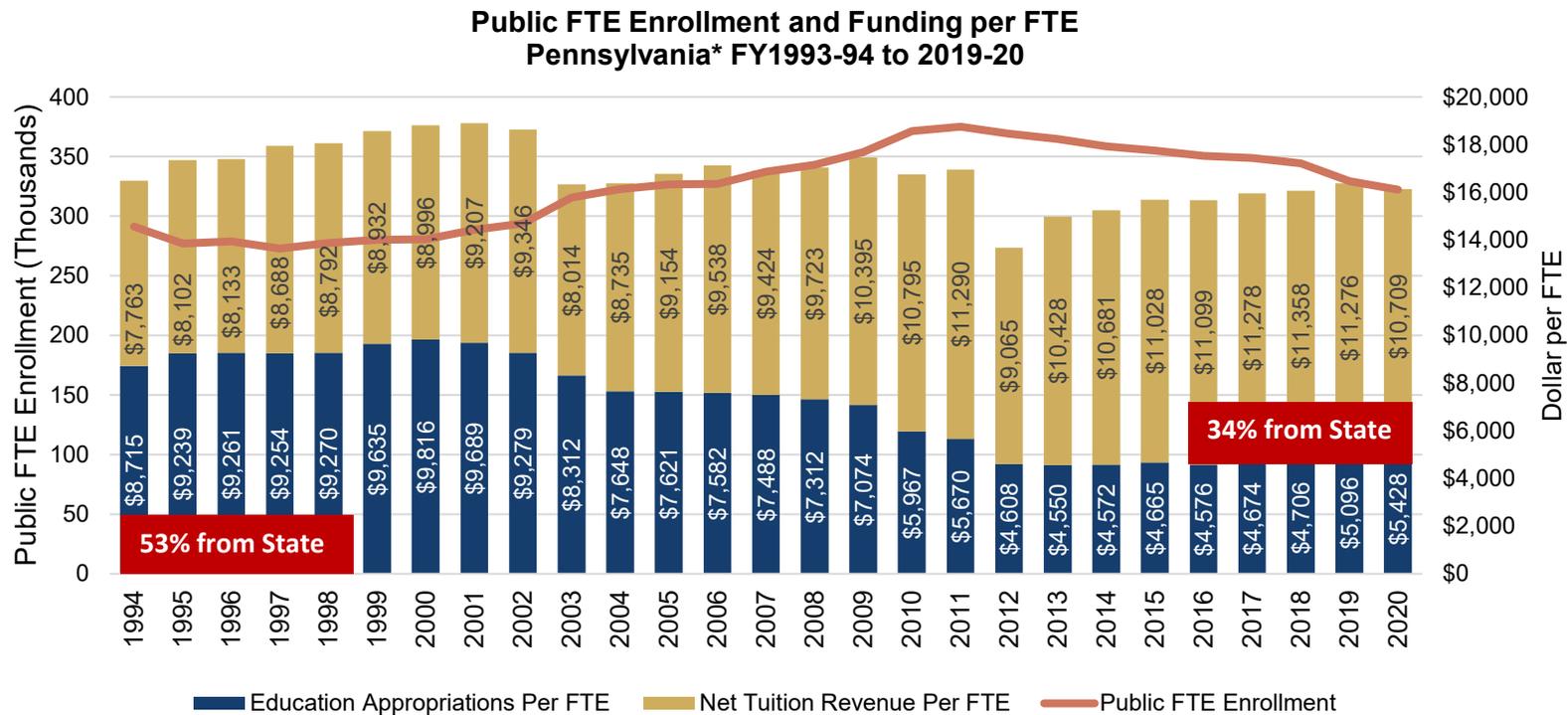
State-owned, State-related, Community Colleges, PHEAA

Source: State Higher Education Executive Officers Association FY20 State Higher Education Finance Report, 2-Year and 4-Year Public institutions
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 student 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 discounts, and medical student tuition and fees. Net tuition revenue used for capital debt service is included in the net tuition revenue figures above.

Figure 22

Tuition increases have had a larger impact on the low- and middle- income students that State System universities have historically served and that the state needs most to succeed to meet workforce development goals. This is evident in **Figure 23**, 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 the enrollment of students from lower-income families.

State System
Change in Fall In-State Degree/Cert-seeking Undergraduate
Headcount by Family Income Level
For those who completed the FAFSA and received any aid
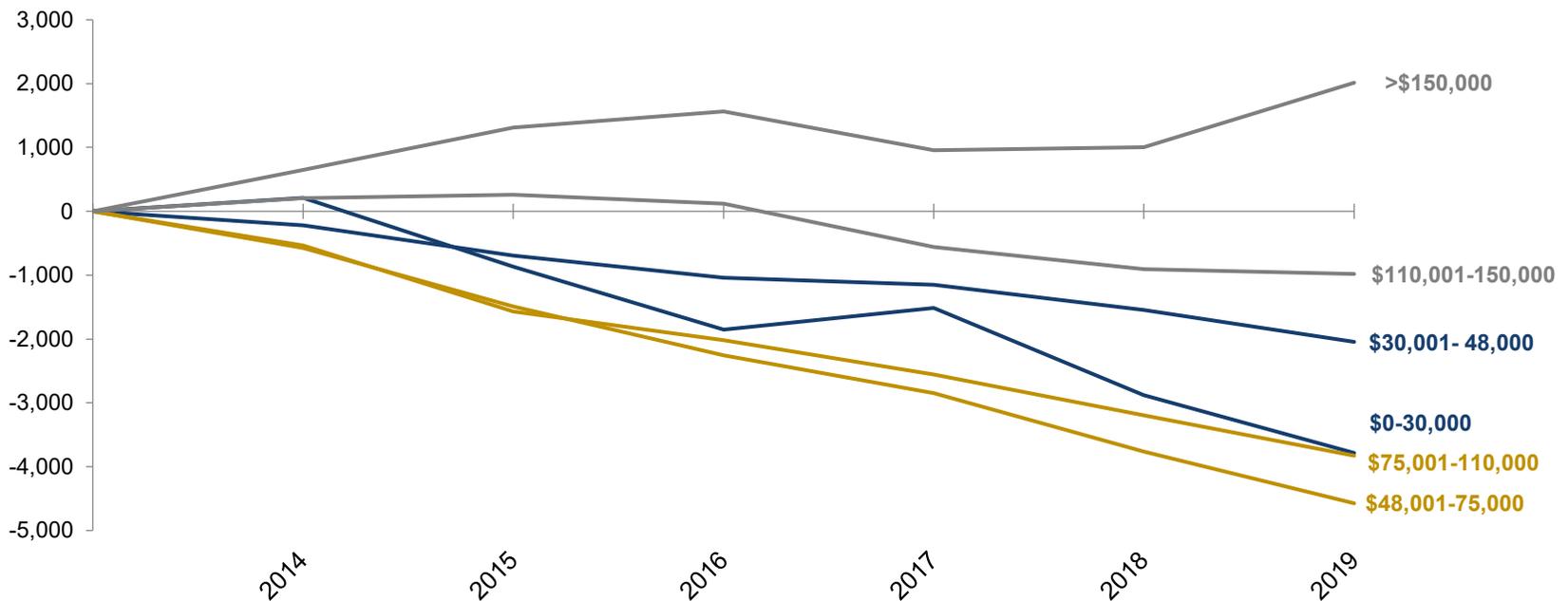
Source: State System Student Data Warehouse, Annual Data Collection

Figure 23

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 24)**. This may further depress enrollment of "traditional" students (those entering university directly after high school), who today represent almost 90 percent of all undergraduates enrolled at System universities.

Pennsylvania Public High School Graduates (Historic and Projected)
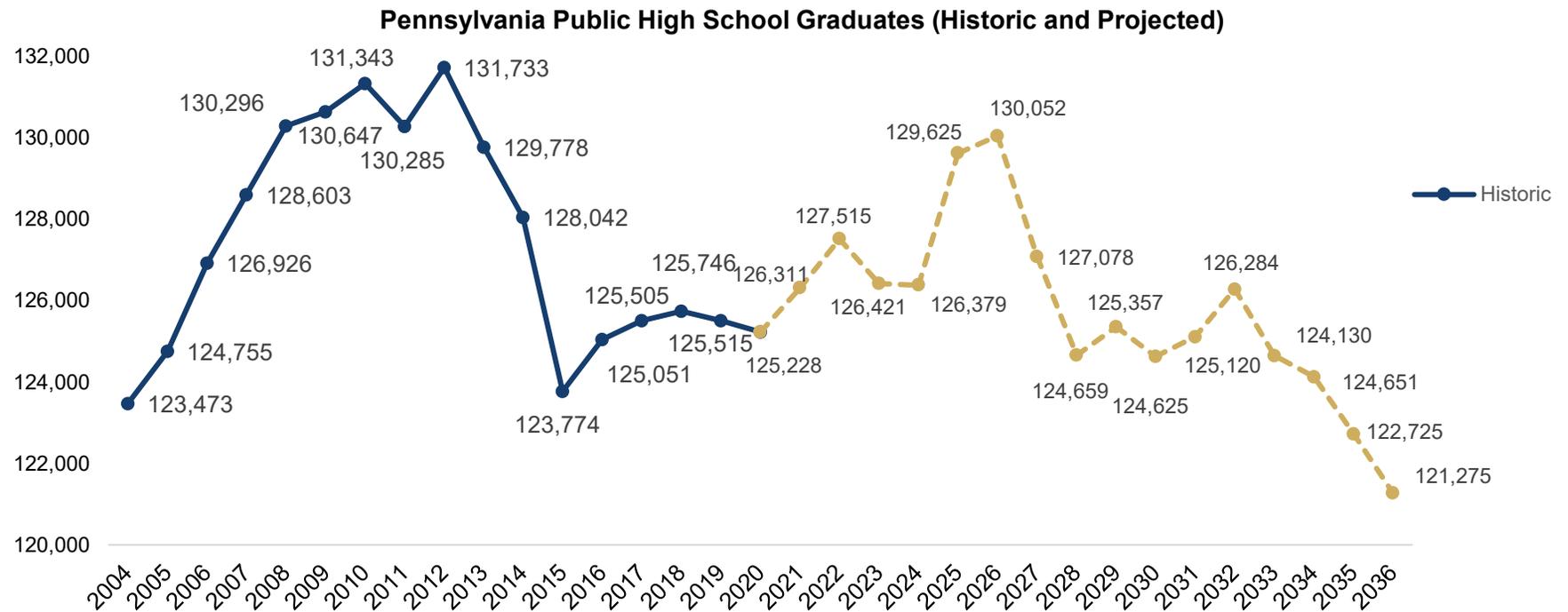
Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2019." Pennsylvania Department of Education Public High School Graduates 2003-2020. Pennsylvania Department of Education Public High School Enrollment 2003-2020. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. Updated by the office of Advanced Data Analytics May 27, 2021.

Figure 24

While the change in the size of the high school leaving population will have an impact on enrollments, Figure 25 suggests it is not the primary driver of the State System's enrollment decline. **Figure 25** 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 West Chester and Slippery Rock has lost more enrollments than can be explained by the changing size of the high-school-leaving population (grey bar has a smaller value than gold bar). Indeed, every university except for Bloomsburg, Cheyney, and Millersville has captured a larger 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 2016 to Fall 2021) in Percent Enrollment Compared to Five-Year Percent Change in HS Graduates of Top 5 Counties by Enrollment

Legend:
- Five-Year Percent Change in Total Enrollment
- Five-Year Percent Change in HS Graduates
- Five-Year Change in Percent Enrollment from Top 5 Counties
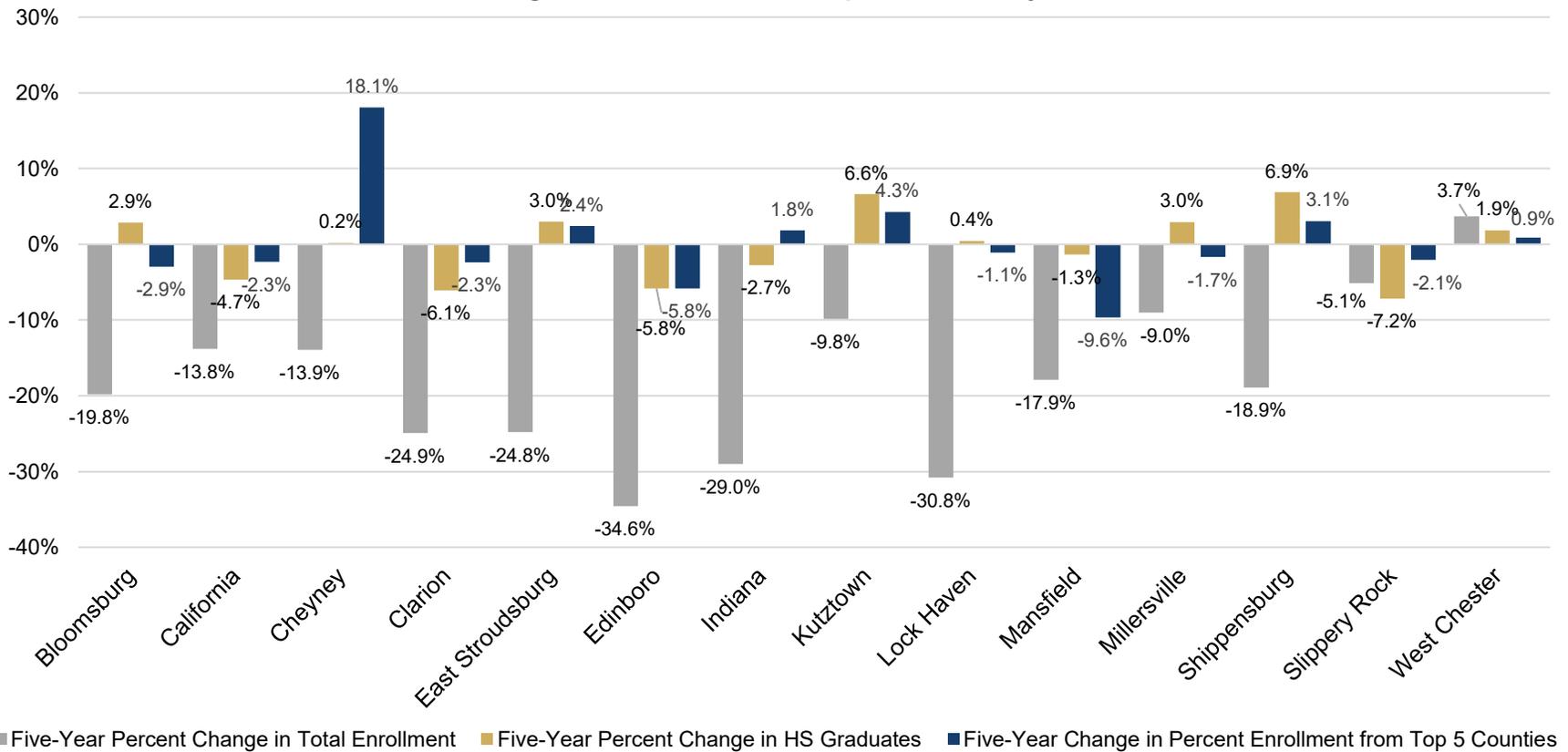
Sources: State System Student Data Warehouse, Fall Preliminary Census, Official Reporting Date: End of the 15th day of classes. Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2019." Pennsylvania Department of Education Public High School Graduates 2003-2020. Pennsylvania Department of Education Public High School Enrollment 2003-2020. 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 May 27, 2021.

Figure 25

Responding to access and enrollment challenges

To continue their historic contribution to Pennsylvania's workforce development needs, State System universities will need to:

- shift slightly towards graduates the balance that currently exists between graduate and undergraduate students (the economy of 2030 requires 15 percent more master's and 8 percent more bachelor's);
- grow the proportion of adult students, especially after 2026 when the high school leaving population is projected to commence a prolonged period of contraction;
- enroll and graduate proportionately more low- and middle-income, community college transfer, and underrepresented minority (URM) students – student groups where there will continue to be growth opportunities, especially amongst those who are "college ready" but currently not college bound; and
- enroll students who are seeking to re-skill and upskill with non-degree credentials.

Taking advantage of these enrollment opportunities will require the State System to adjust its educational programming (notably by expanding into non-degree credentials), enhance fully-online delivery options (for students who are unable or don't want to engage in an on-campus educational experience), and shore up traditional pipelines through which students flow into universities from high schools and community colleges.

State System universities have made significant progress in several of these areas as represented below.

Progress, for example, is evident with the enrollment gap between (URM) students and non-URM students **(Figure 26)**. In fall of 2020 and 2021, URM students made up 20 percent of the student body, compared with 16 percent in the general population and 10 percent in State System employees **(Figure 27)**. Tracking demographic projections, it is estimated that the non-white population proportion will remain relatively flat through 2028, at which point it will begin again to grow.

Population Growth of Underrepresented Minority Groups in Pennsylvania and the State System of Higher Education
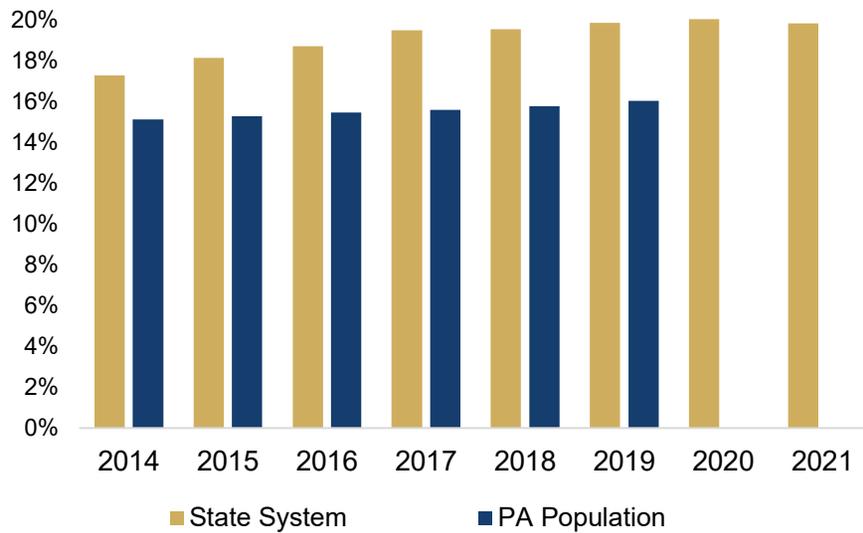
Source: State System Student Data Warehouse, ACS 5 year estimates
Note: Underrepresented Minority includes, American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Rates

Figure 26

Pennsylvania and State System Minority Population
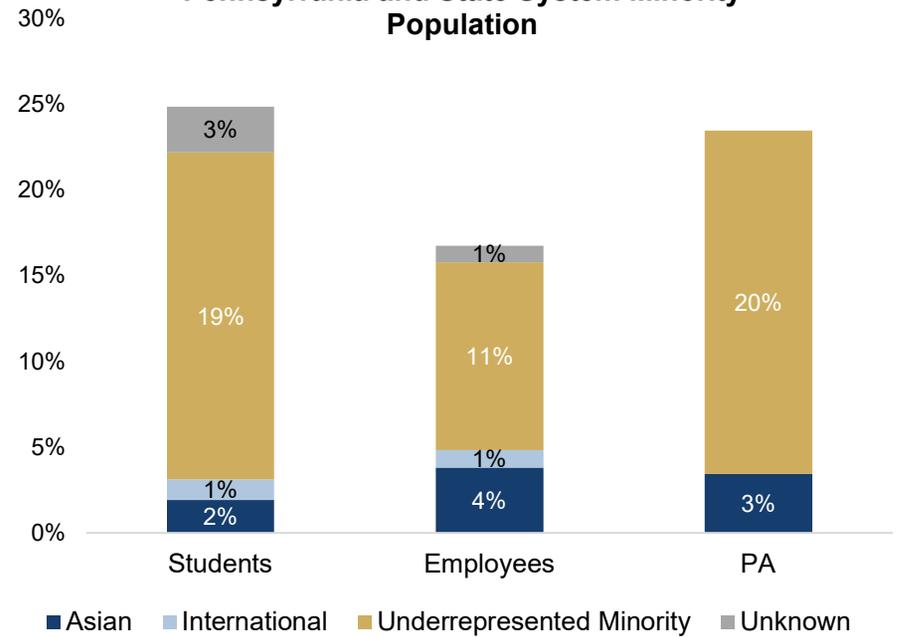
Source: State System Student Data Warehouse, Integrated Postsecondary Education Data System (IPEDS), ACS 5 year estimates
Note: Underrepresented Minority includes American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. Employees exclude Graduate Assistants and Non-Credit Lecturers.

Figure 27

While the System has made progress closing enrollment gaps defined by race/ethnicity, **Figure 28** shows the gap between lower- and higher-income students is growing. Since 2014, enrollments **increased 10 percent** for students of families with income **greater than $110,000** and **decreased 24 percent** for students of families with income **less than $110,000.**

In fall of 2014, undergraduate students of families with income less than $110,000 represented 76 percent of the student population, whereas in fall of 2018 they represented 70 percent of the population.

Ensuring attendance at a State System university is affordable is essential if we are to reverse their declining enrollments – a subject taken up in Section 3.

State System
Fall In-State Degree/Certificate-seeking Undergraduate
Headcount by Family Income Level
For those who completed the FAFSA and received any aid

Year	Total	>$110,000	<$110,001
2014	70,904	24%	76%
2015	68,108	26%	74%
2016	65,678	27%	73%
2017	63,482	26%	74%
2018	59,867	27%	73%
2019	57,957	30%	70%

■ <$110,001   ■ >$110,000
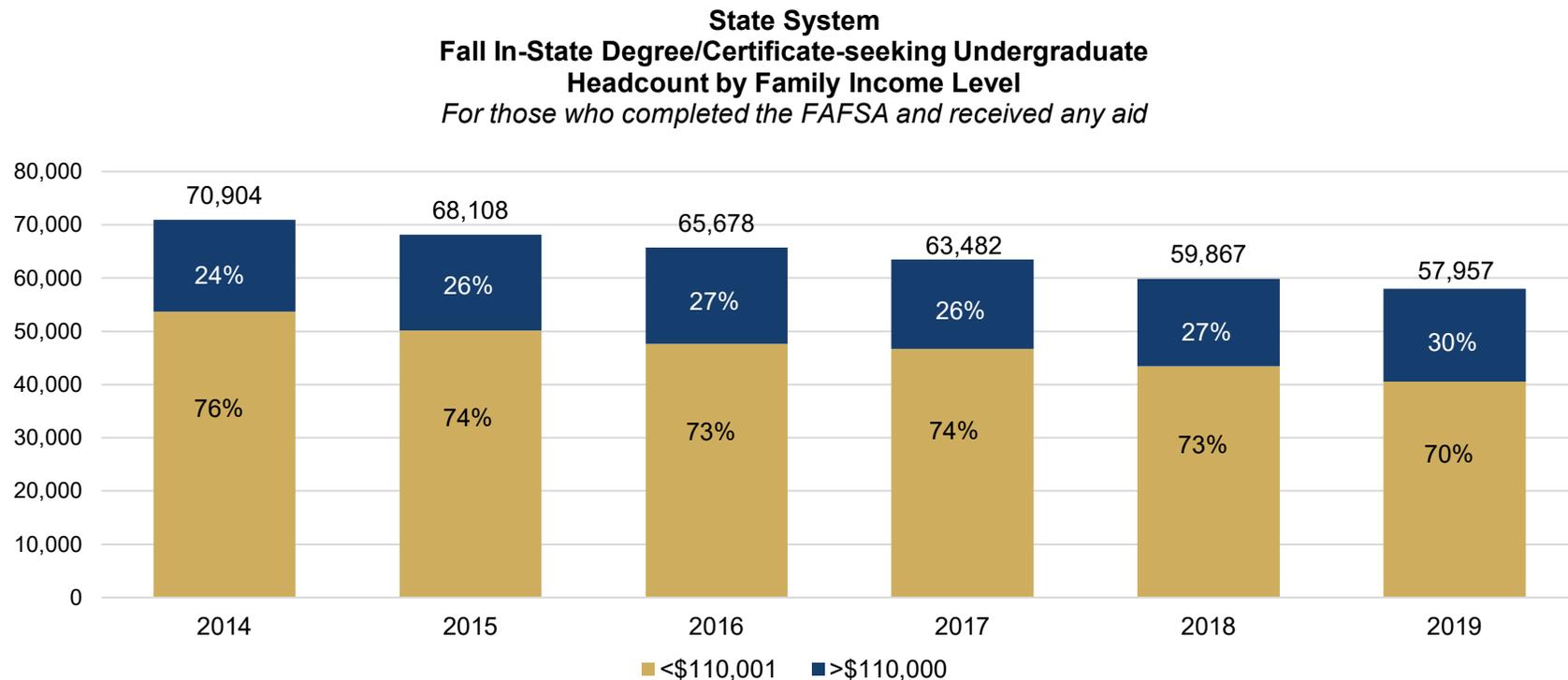
Source: State System Student Data Warehouse

Figure 28

Adult learners (defined as students over the age of 24) represent one-fifth of the State System universities' student enrollment. This has remained steady for nearly a decade **(Figure 29)**. Fall 2020 and 2021 adult learner enrollments 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 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.

Fall Enrollment of Adult Learners and Traditional Students
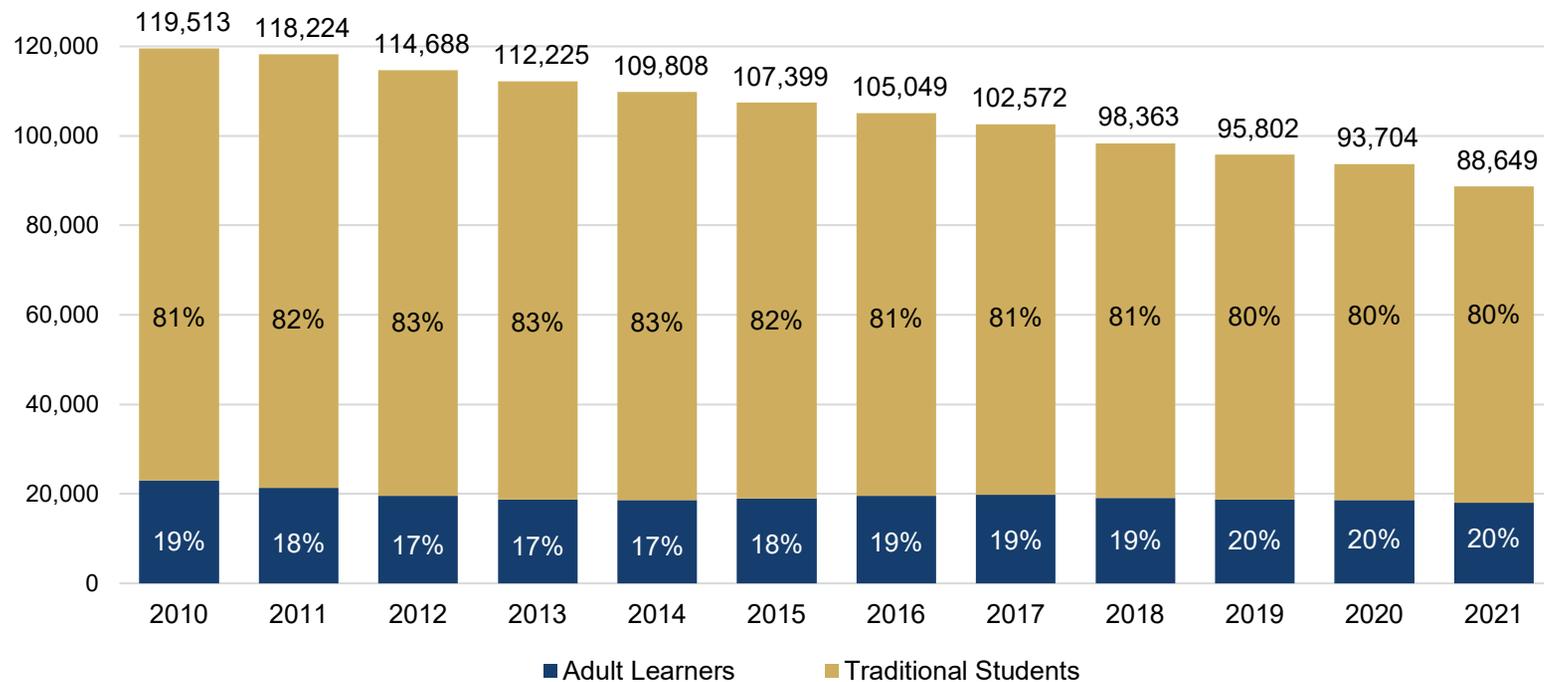
Source: State System Student Data Warehouse
Note: Students with unknown age are omitted

Figure 29

Growing **transfer enrollments** is a 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 30**. In 2015, new transfers represented 26.2 percent of total new undergraduate enrollments. In 2021, they only represent 23.7 percent. Since fall of 2010, PA Community College Transfers have declined at a rate less than that of total community college transfers; however, the number of transfers has accelerated in the past five years.

Fall Transfer Enrollment, by University Sector 2016-2021

	2015	2016	2017	2018	2019	2020	2021
Total	6,714	6,649	6,213	5,885	5,374	4,990	4,690
Other Colleges and Universities	2,541	2,514	2,288	2,178	1,987	1,817	1,735
PA Community Colleges	3,088	3,078	2,923	2,795	2,582	2,500	2,274

■ PA Community Colleges   ■ Other Colleges and Universities   ■ State-Related   ■ Intra-system Transfers
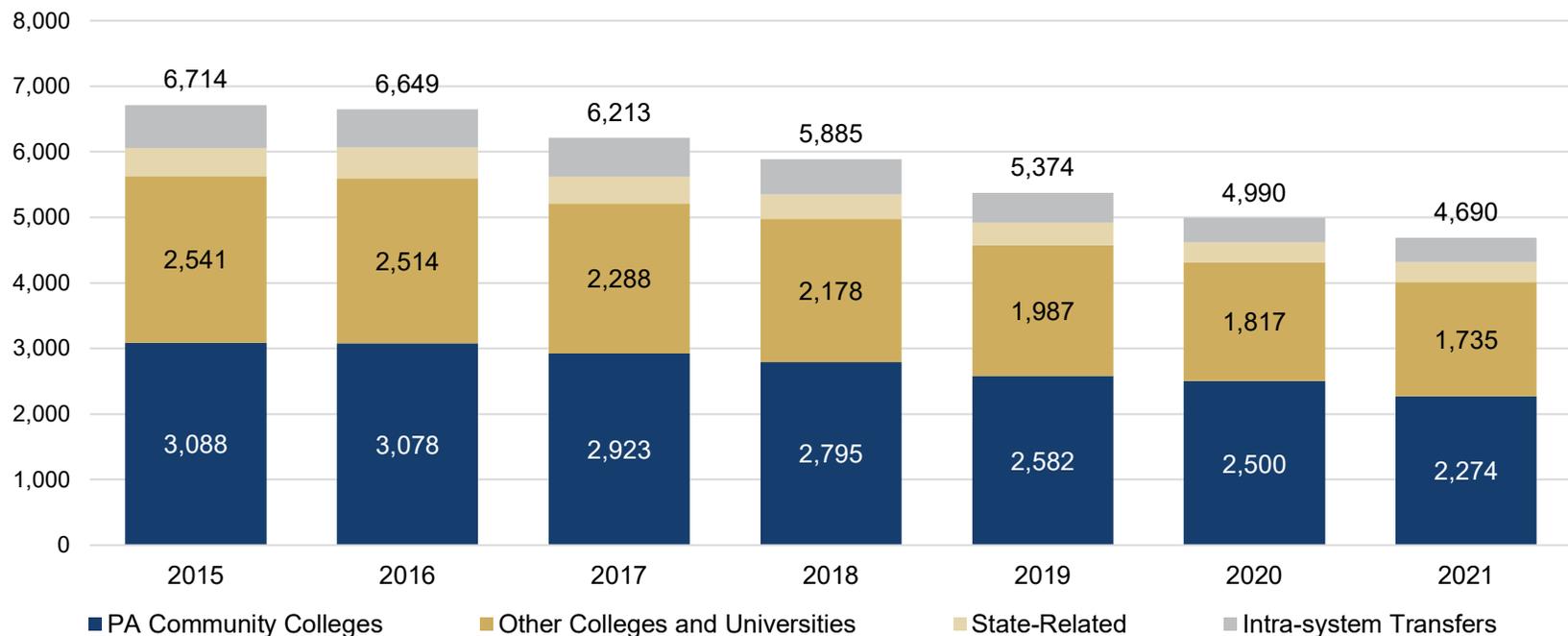
Source: State System Student Data Warehouse

Figure 30

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 31)**.

Dual Enrollment/Early Admit High School Enrollment
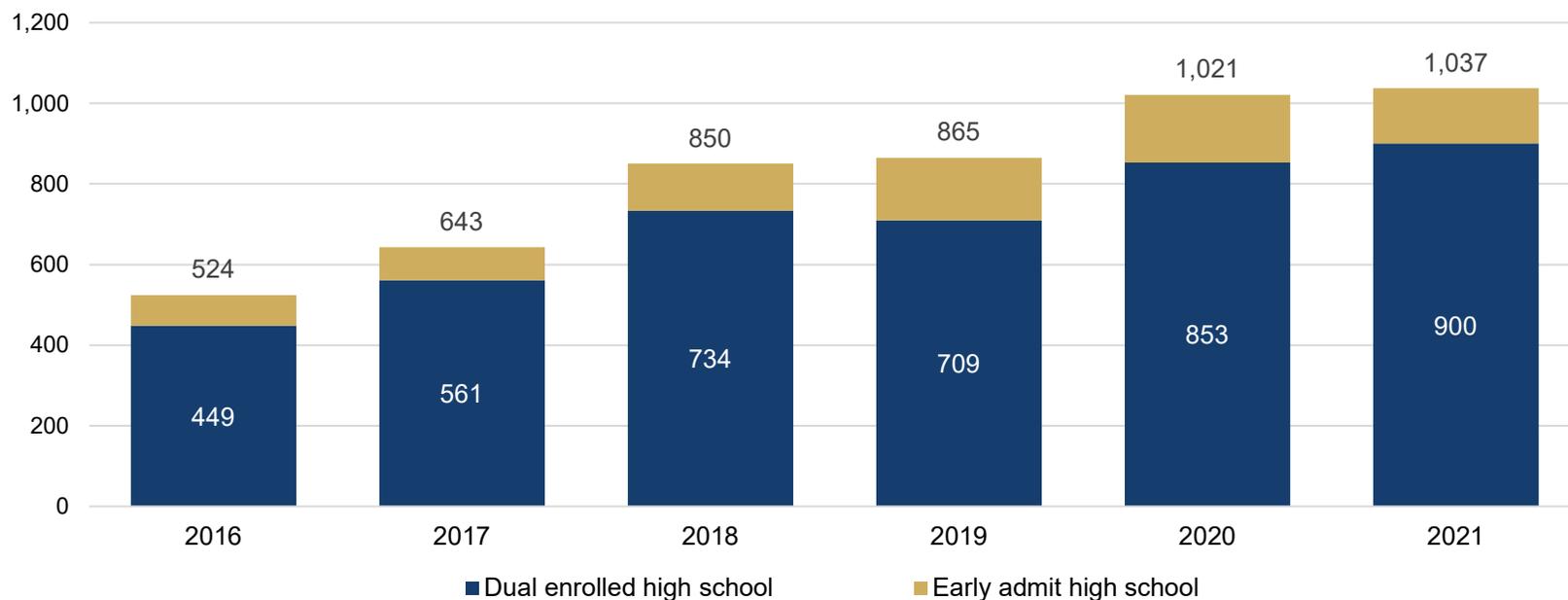
Source: State System Student Data Warehouse, Fall Census

Figure 31

Online enrollments have increased 18 percent from 2015-16 to 2019-20 **(Figure 32)**. Over 90 percent of State System students enrolled in an online course in 2020-21, due to the pandemic. Each of the State System universities has increased its online enrollments since 2015-16.

Percentage of Students Enrolled in at Least One Distance Education Course During the Year (100% online)

Year	Percentage
15/16	42%
16/17	44%
17/18	47%
18/19	47%
19/20	55%
20/21	91%
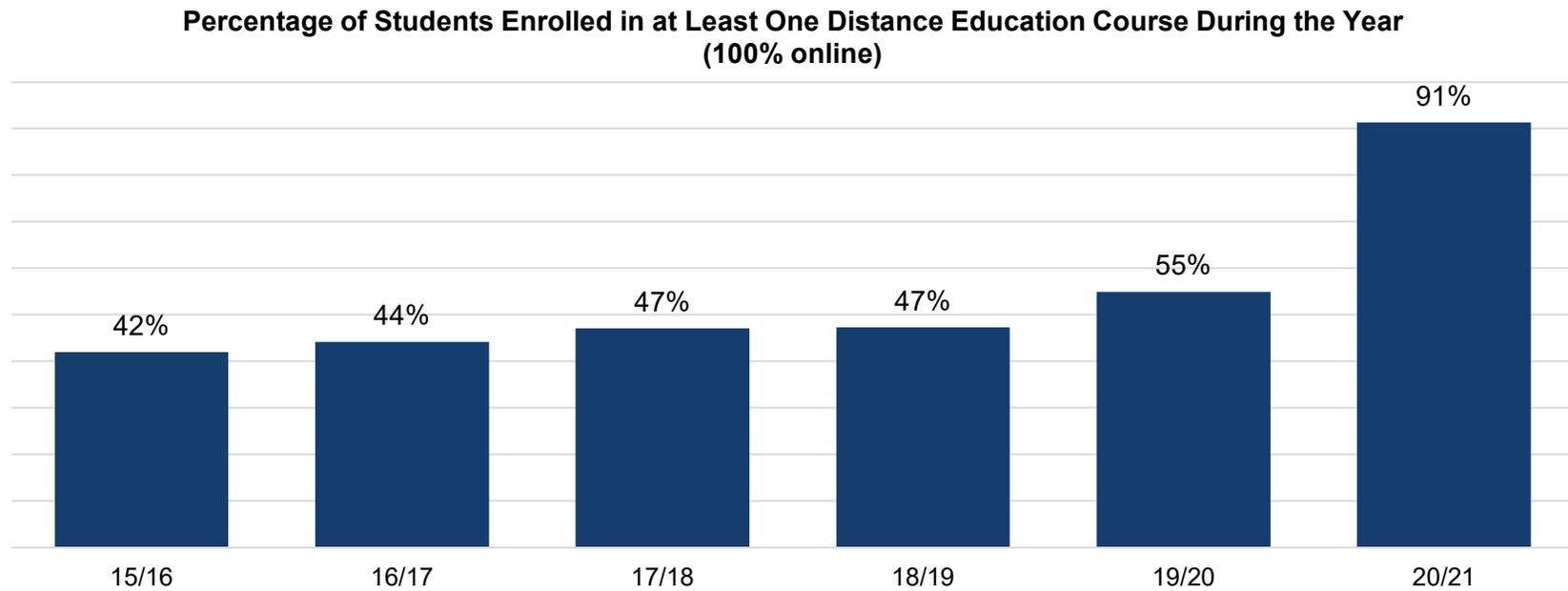
Source: State System Student Data Warehouse, Annual Course Submission

Figure 32

Enrollment in short-term certificate programs (less than 2 years) and nondegree credit-bearing courses has increased by 27 percent since fall of 2016 **(Figure 33).** Degree-seeking students (associate, bachelor's, master's, or doctoral) who also enroll in a supplemental certificate program as a second or third major are not included (their enrollments are counted with all degree-seeking students). Degree-seeking students do pursue certificates in conjunction with their degrees. Their numbers have risen since fall of 2016 by over 70 percent, to over 880 students.

Certificate and Nondegree Students Enrolled in Credit Bearing Courses
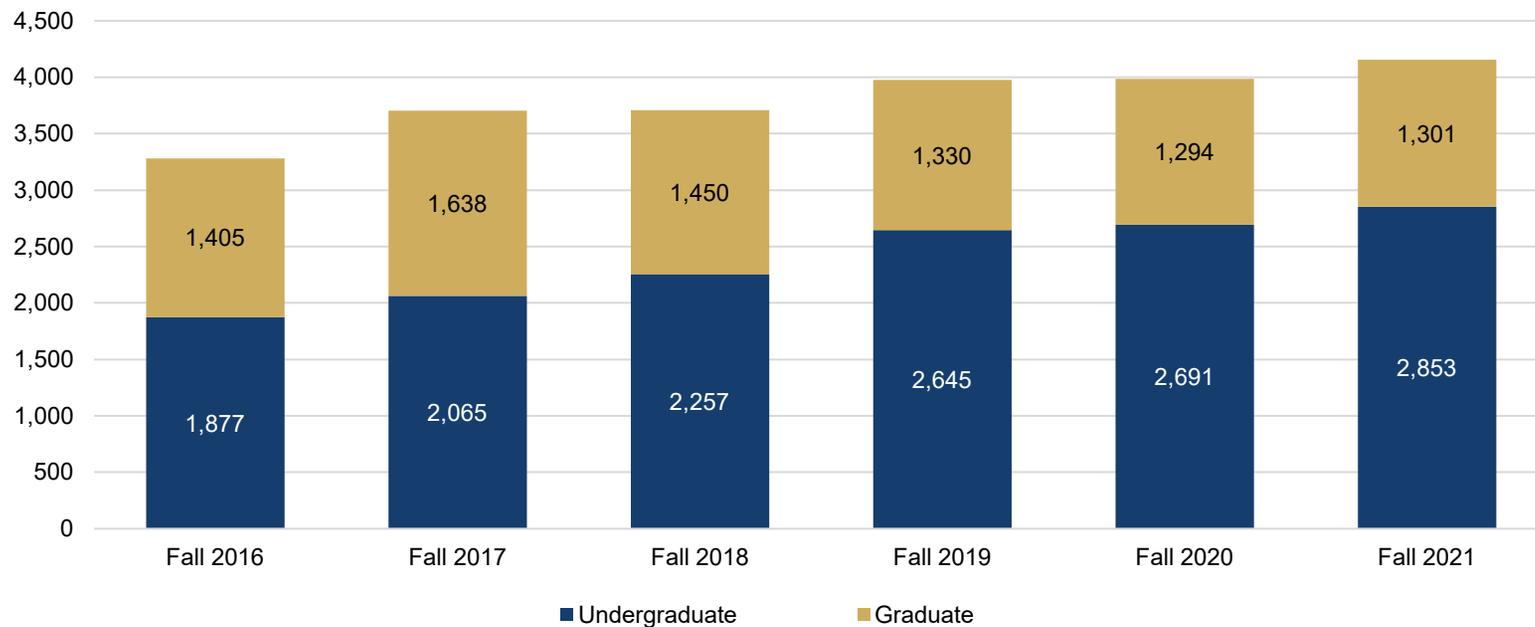
Source: State System Student Data Warehouse, Fall Census
Note: Primary major only

Figure 33

Section 3. **Student affordability**

State System universities are still the most affordable 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.

The net price of attending a university or college is the largest single impediment to postsecondary participation in Pennsylvania, particularly for the low- and middle-income students that State System universities disproportionately serve and whose postsecondary participation the state disproportionately relies upon to eliminate its talent gap.

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 State System Board of Governors has frozen tuition beginning in fall of 2019 through fall of 2021, in an unprecedented move to help stall the narrowing gap in affordability between the State System and the next affordable option in the state. However, these efforts, along with increases to institutional aid are not sustainable without additional support from the state.

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 in Section 2, Pennsylvania ranks 46th of 50 states in terms of public 4-year educational appropriation per student Full-Time Equivalent (FTE) **(Figure 34)**. Additional data from the State Higher Education Executive Officers Association (SHEEO) lists Pennsylvania as ranked 9th in net tuition per FTE, with the average student share of education revenue at 72 percent. The combined trends make Pennsylvania one of the least affordable states with respect to higher education.

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

Net Price as a % of Income
- 0-20%
- 20%-22%
- 22%-24%
- 24%-26%
- 26%-28%
- 28%-30%
- 30%-32%
- 32%-34%
- 34%-36%
- 36%-38%
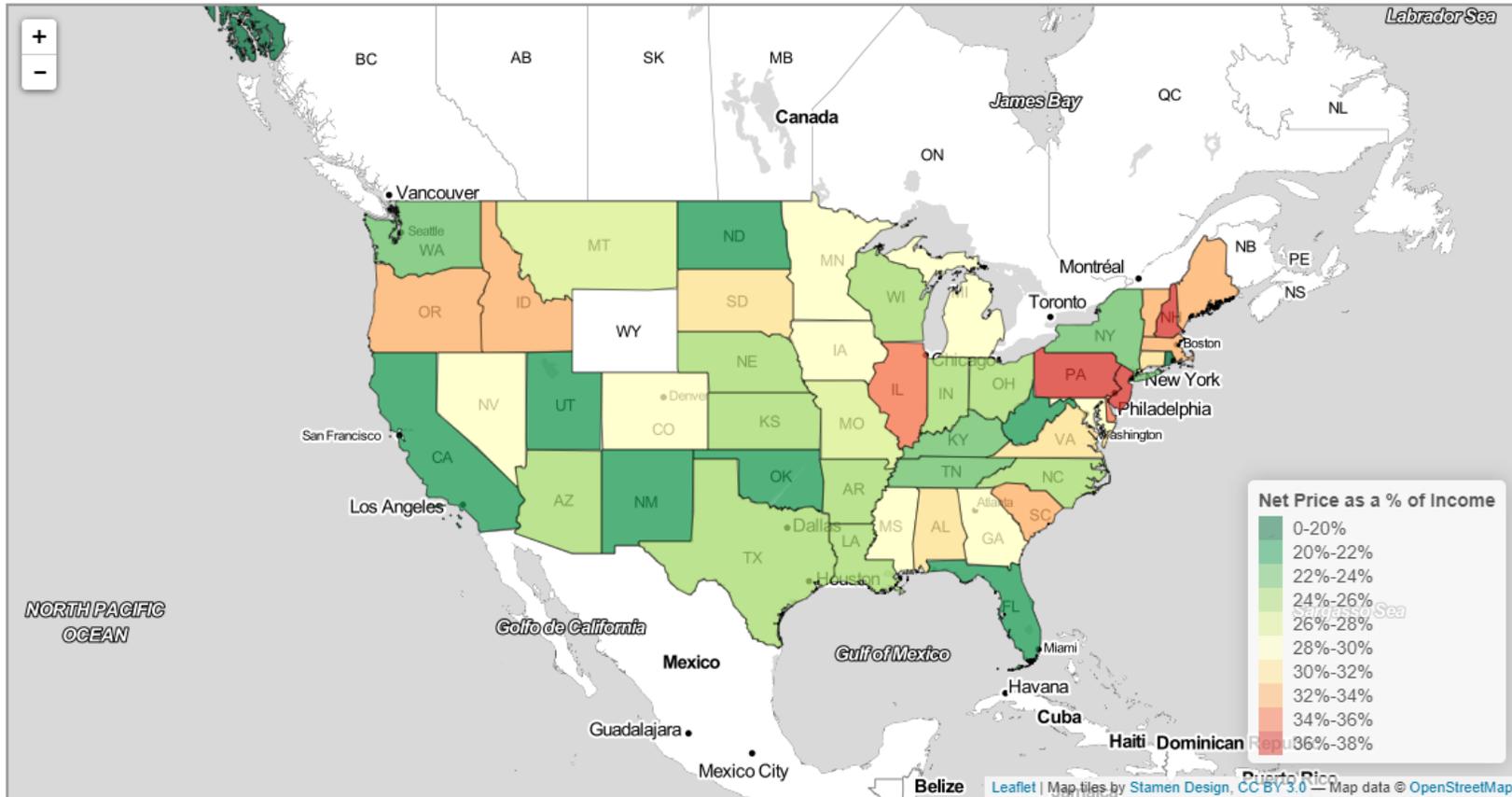
Source: Institute for Research on Higher Education (2016). *College Affordability Diagnosis.*
https://peabody.vanderbilt.edu/research/studies/affordability/maps_pub4.php

Figure 34

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.

Through the portfolio approach described above, the State System has stalled (even begun slightly to reverse) the upward trajectory in students' net price. It has gone from an annual average increase of 3.9 percent from 2010-2018 to a negative increase percent change from fall 2018 to fall 2019 **(Figure 35)**.

Average Net Price Cumulative Change from 2010-11 to 2019-20

Fall to Fall Cumulative Change
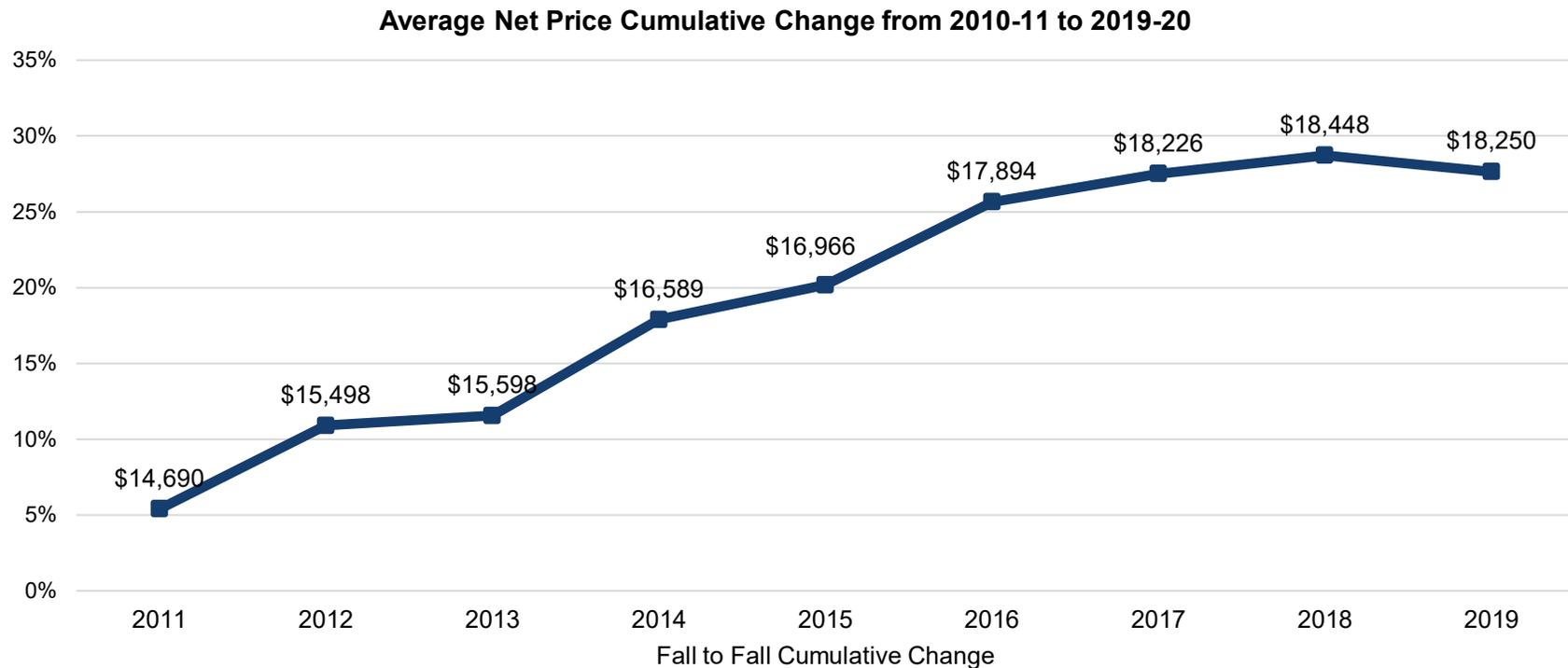
Source: Integrated Postsecondary Education Data System

Figure 35

Despite the good news on student net price of attendance, the gap between the State System and the next most affordable higher education options in the state continues to narrow, as shown in **Figure 36.** For comparative purposes, and to show how relatively expensive public higher education is in Pennsylvania, the Figure includes net price of attendance for students in contiguous states who attend a comparable in-state four-year public university.

Average net Price (Cost of Attendance minus Average Grants)	2010-11	2015-16	2016-17	2017-18	2018-19	2019-20	Percentage Change from 2010-11 to 2019-20
State System	$13,941	$16,966	$17,894	$18,226	$18,448	$18,250	30.9%
PA State Related	$15,904	$17,374	$17,907	$19,299	$19,924	$19,021	19.6%
PA 4 Year Private	$22,077	$24,508	$24,939	$25,351	$25,507	$26,064	18.1%
National 4 Year Public	$10,464	$12,126	$12,412	$12,463	$12,512	$12,780	22.1%
PA 4 Year Public	$15,364	$17,362	$17,958	$19,060	$19,238	$18,879	22.9%
DE 4 Year Public	$10,187	$11,706	$12,374	$12,459	$13,017	$14,030	37.7%
MD 4 Year Public	$13,519	$14,835	$15,858	$15,996	$16,929	$16,325	20.8%
NJ 4 Year Public	$13,711	$15,237	$15,876	$16,628	$17,051	$18,016	31.4%
NY 4 Year Public	$10,288	$12,015	$11,773	$11,579	$11,715	$12,375	20.3%
OH 4 Year Public	$11,649	$11,541	$11,429	$10,841	$11,378	$11,728	0.7%
WV 4 Year Public	$8,997	$9,421	$9,313	$10,203	$10,112	$10,903	21.2%

Source: Integrated Postsecondary Education Data System (IPEDS)
Notes:
Cost of Attendance includes tuition, fees, room, board, books and supplies, and other expenses, as budgeted by the financial aid offices.
Average Grants--All "free" financial aid to the student (from federal, state, local, or institutional sources); that which does not need to be repaid. Includes need-based and merit-based awards, such as Pell grants, PHEAA grants, scholarships, waivers, tuition discounts, etc.
Room and board costs are weighted in IPEDS' calculation based on number of students reported in each housing status (on-campus, off-campus not with family, off-campus with family).
For public institutions - data is for full-time, first-time, degree/certificate-seeking undergrads paying the in-state or in-district tuition rate that received federal, state, local, or institutional grants or scholarships. For private institutions - data is for all full-time, first-time, degree/certificate-seeking undergrads (private not-for-profit institutions and institutions reporting cost of attendance by program) that received federal, state, local, or institutional grants or scholarships.
System and State data are straight averages of IPEDS' calculated average net price.

Figure 36

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 37** 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.

2021-22 Price of Attendance by University
For Typical New In-State Undergraduates Living On Campus

Legend: Price range for housing/dining options* ▪ Tuition ▪ Fees** ▪ Most Common Room ▪ Most Common Board
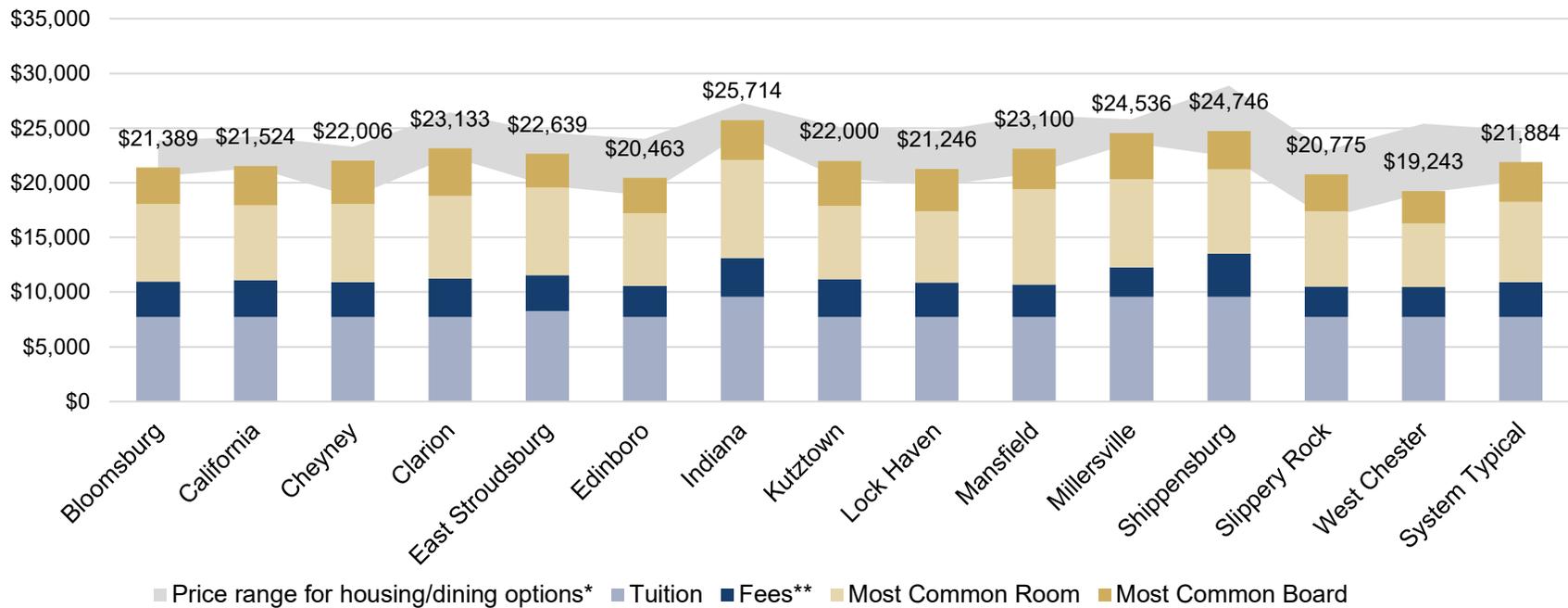
Source: State System Student Data Warehouse, Annual Data Collection
Note: *Gray area denotes range of price based on minimum and maximum housing/dining options, **Includes Technology Fee

Figure 37

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 38** 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.

The impact of tuition freezes and increased institutional aid are responsible for the stalled upward trajectory in the price of attendance.

History of Price of Attendance with Average Federal, State, and Institutional Grants
For Typical New In-State Undergraduate Living on Campus

Sources: Costs - State System Student Data Warehouse, Annual Data Collection; Grants - Integrated Postsecondary Education Data System (IPEDS)
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.

Figure 38

Lower-income students receive more grant aid and have a lower net average price of attendance than higher-income students **(Figure 39)**.
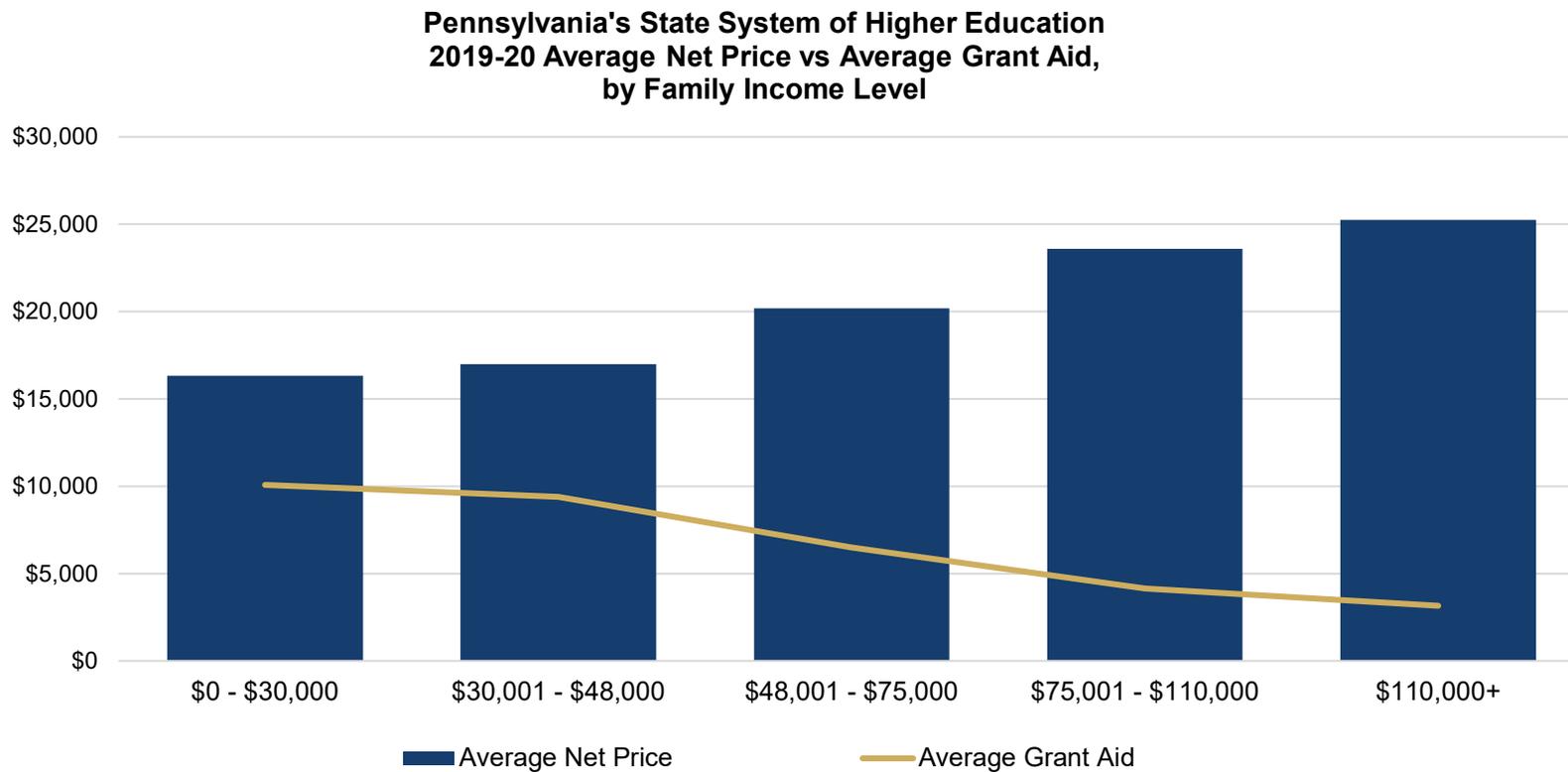
Pennsylvania's State System of Higher Education
2019-20 Average Net Price vs Average Grant Aid,
by Family Income Level

Source: 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 39

Despite this, overall increases in the net price of attendance have hit low- and middle-income students hardest **(Figure 40)**. Students from the two lowest income groups have seen the highest percentage increase in their net price as a percentage of family income, a four to six percent increase in the past five years. These students make up a majority (over 70 percent) of total undergraduate enrollments at State System universities.

Pennsylvania's State System of Higher Education
Net Price as Percent of Family Income
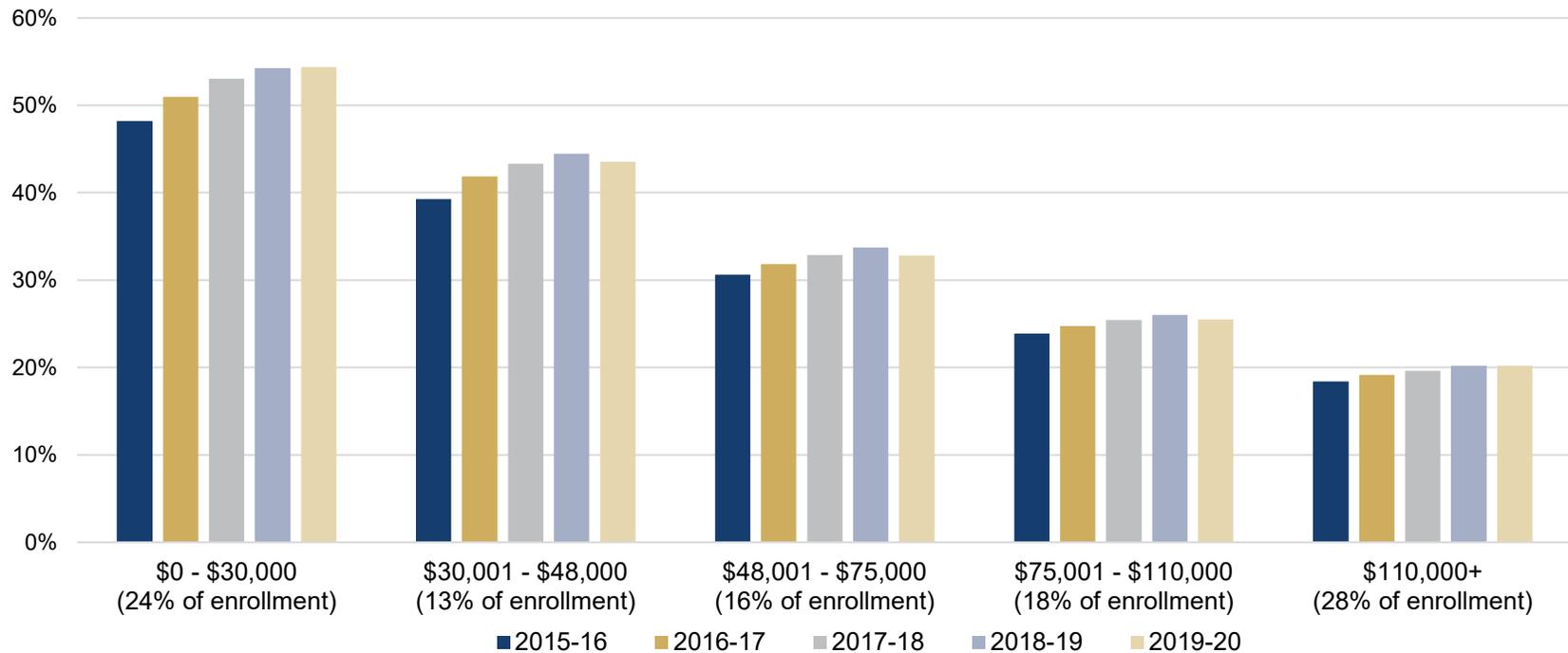
Source: Integrated Postsecondary Education Data System (IPEDS)
Notes: Data is for first-time, full-time, degree/certificate-seeking students paying the in-state tuition rate, who received any Title IV federal financial aid. Net Price is the total of tuition, fees, room, board, books and supplies, and other expenses, less the average federal, state, local, or institutional grant or scholarship aid.

Figure 40

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 41 and 42)**. While State System universities have distributed aid dollars to a growing proportion of students in recent years, the average aid per student has declined except for the most recent two years of data **(Figure 42)**. As elsewhere, there is considerable variation between universities **(Figure 41)**.

State System universities are addressing this challenge by increasing the amount of institutional aid that they make available to students (e.g., prioritizing scholarship funds through donor support and enabling growth of need-and merit-based institutional aid programs through policy updates). Institutional aid has increased from $74K annually in 2019-20 to over $100K annually in 2021-22.

Average Institutional Aid, Compared to Percent of Students Receiving Institutional Aid
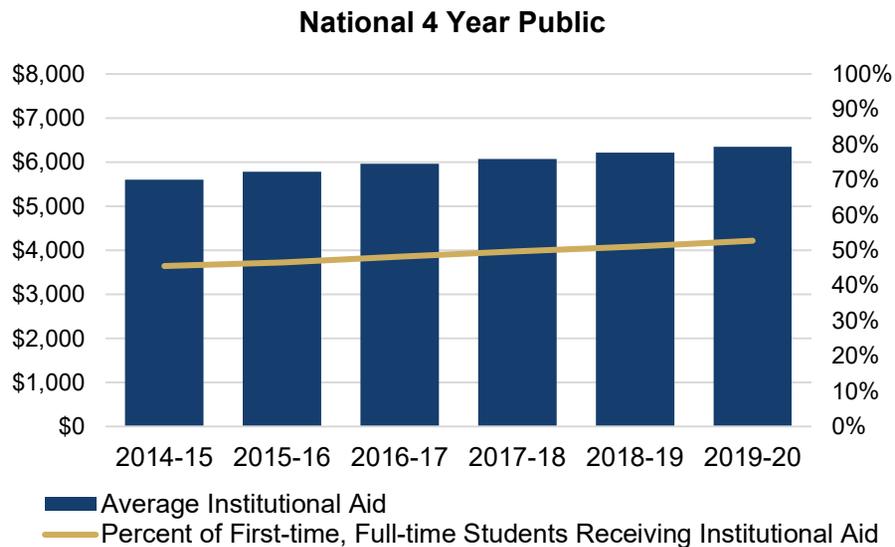
National 4 Year Public

Average Institutional Aid
Percent of First-time, Full-time Students Receiving Institutional Aid

Source: Integrated Postsecondary Education Data System (IPEDS)
Notes: Institutional Aid includes grants, scholarships, and waivers.
Comparator data is weighted by institution size.

Figure 41
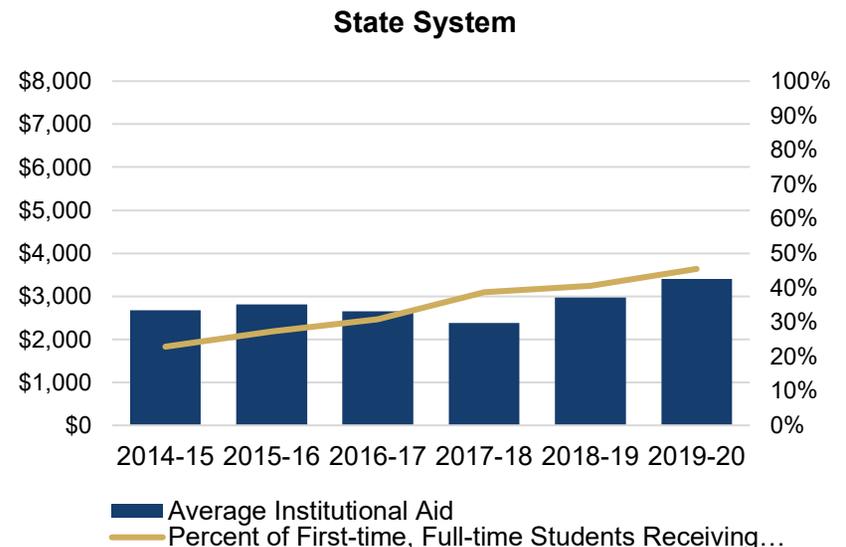
State System

Average Institutional Aid
Percent of First-time, Full-time Students Receiving…

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

Figure 42

Pennsylvania's State System of Higher Education
2019-20 Average Institutional Aid for First-time, Full-time Undergraduate Students
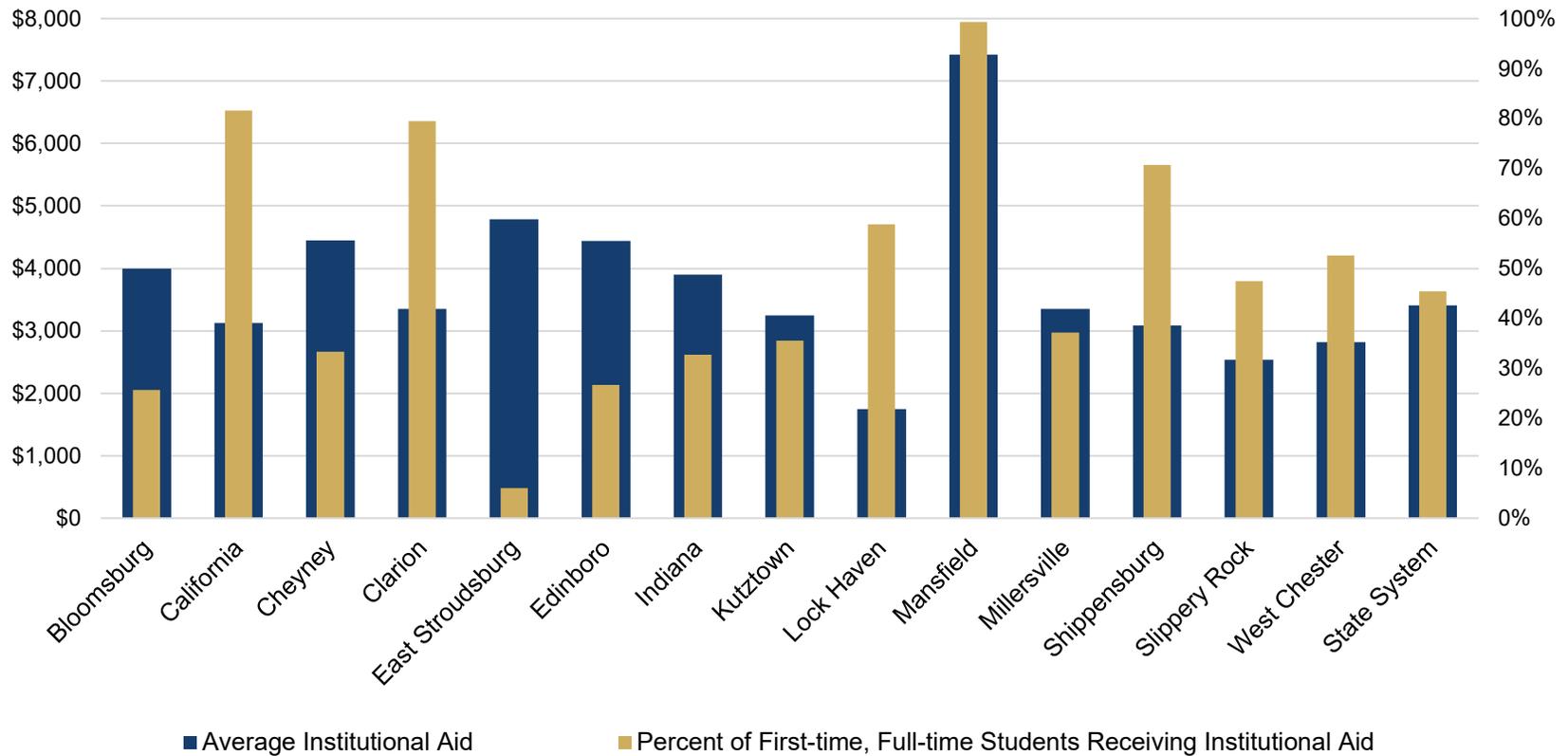
■ Average Institutional Aid ■ Percent of First-time, Full-time Students Receiving Institutional Aid

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

Figure 43

Need is **Cost of Attendance** (tuition, fees, room, board, and allowances for books and supplies, transportation, and miscellaneous expenses) 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 44)**.

Loan debt for State System university graduates is high compared to other public universities outside of Pennsylvania, reflecting low overall state support and resulting in high net price of attendance. Despite this, the overall student default rate of 5.8 percent is lower than the national average (7.3 percent) and indicates that graduates are employable, getting good jobs that enable them to pay back their debt.

Several universities have experienced variances in 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 - 2020

University	2011 Graduates	2015 Graduates	2016 Graduates	2017 Graduates	2018 Graduates	2019 Graduates	2020 Graduates	Most Recent (2018) Loan Default Rates
Bloomsburg	$25,321	$33,122	$36,915	$35,407	$36,908	$38,013	$38,663	5.6%
California	$24,251	$27,998	$25,683	$26,242	$27,381	$33,715	$40,272	5.9%
Cheyney	DNR	DNR	DNR	DNR	DNR	DNR	DNR	11.3%
Clarion	DNR	$26,276	$33,346	$35,277	$36,800	$35,054	$37,373	6.6%
East Stroudsburg	$22,333	$30,123	$28,500	$24,182	$33,213	$30,182	$34,726	7.9%
Edinboro	DNR	$35,140	$36,041	$35,720	$36,041	$42,694	$42,694	5.7%
Indiana	$32,416	$36,514	$36,514	$39,929	$39,284	$41,222	$43,778	7.0%
Kutztown	$25,250	$37,011	$39,230	$40,084	$40,864	$40,592	$41,154	6.3%
Lock Haven	$23,707	$31,806	$34,192	$34,863	$36,662	$23,490	$22,325	7.6%
Mansfield	$23,216	$35,928	$41,816	$36,624	$35,116	$42,457	$42,015	8.3%
Millersville	$28,444	$33,874	$29,481	$31,476	$31,098	$32,815	$32,974	4.3%
Shippensburg	$24,818	$31,436	$33,673	$33,839	$34,162	$37,130	$36,594	4.8%
Slippery Rock	$28,810	$32,039	$33,303	$34,300	$35,322	$37,450	$36,817	4.6%
West Chester	$27,689	$32,031	$33,814	$34,160	$35,464	$36,469	$37,100	3.4%
State System	$26,023	$32,561	$34,039	$34,008	$35,255	$36,253	$37,422	5.8%
State Related	$27,977	$37,787	$37,899	$38,703	$37,442	$38,006		
State 4 Year Private	$30,004	$33,611	$35,512	$36,392	$35,028	$36,798		
PA State Average (All 4 Year Public and Private, Not-for-Profit)	$30,025	$34,798	$35,759	$36,854	$37,061	$39,027	$39,375	

Sources: Student loan debt – The Institute for College Access & Success. College Insight, https://college-insight.org. Student debt and undergraduate financial aid data are licensed from Peterson's Undergraduate Financial Aid and Undergraduate Databases, 2020 Peterson's LLC, all rights reserved. All data may be reproduced, with attribution, subject to restrictions under this Creative Commons license: https://creativecommons.org/licenses/by-nc-nd/3.0/. Student loan default rates - US Department of Education (https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html)

Figure 44

Section 4. **Student progression and completion**

Ensuring that more students who enroll in a State System university actually complete and receive their degrees is a critical strategy in meeting the state's workforce development needs. Indeed, we estimate that we can deliver as many as a third of the additional bachelor's degrees required (as many as 700 additional per year), by focusing attention here. Additionally, the data presented in these pages demonstrate that State System universities have the necessary capabilities and are already beginning to bend in a promising direction, the most rigid of trend lines.

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. 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 white and non-white 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 78.5 percent of first-time, full-time bachelor's degree-seeking students are retained, compared to 82.4 percent for comparator institutions nationally (Fall 2019 cohort returning in Fall 2020).

Figure 45 shows that the State System universities retain students at a higher rate than their bachelor's, master's, and doctoral comparators but behind the average for all national 4-year public universities.

Second-year Retention Rates by Comparator Universities
Fall First-time, Full-time, Bachelor's Degree-seeking Students, by Cohort Year
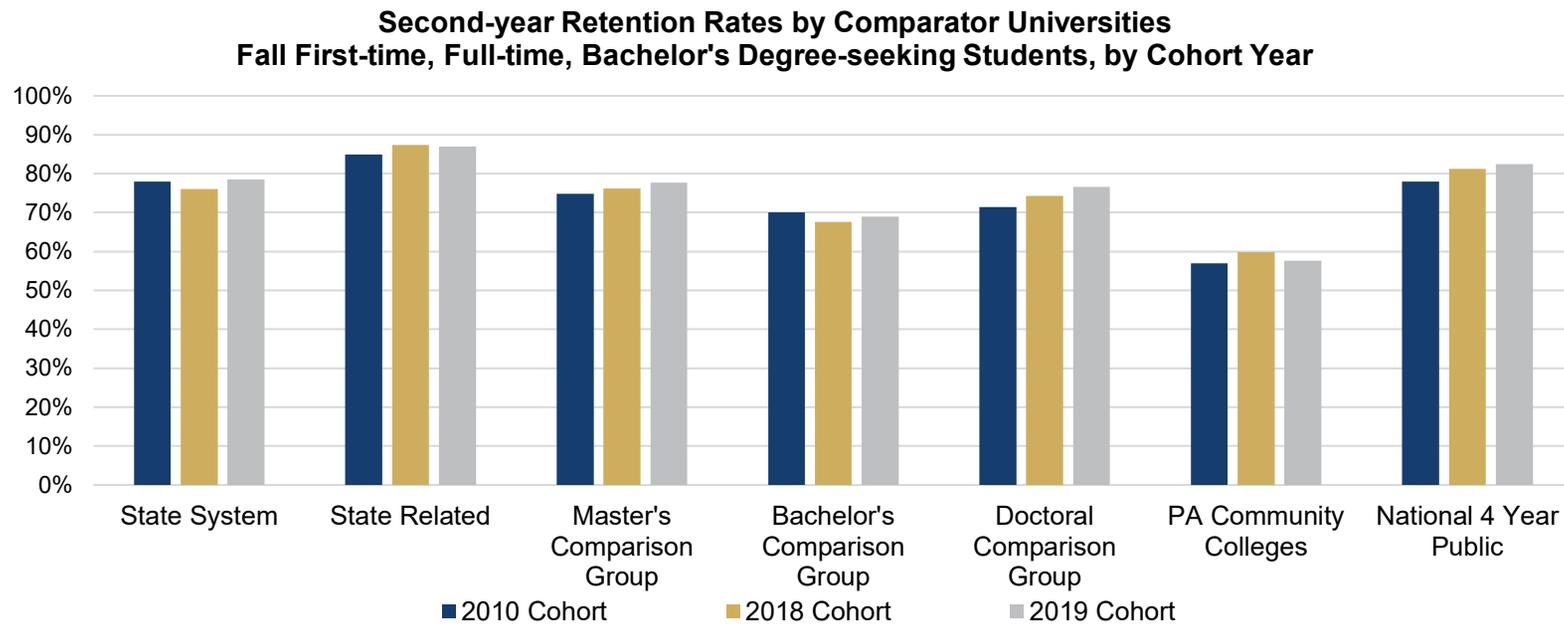
Source: Source: State System Data - State System Student Data Warehouse, Fall Census; Comparator data - Integrated Postsecondary Education Data System (IPEDS)
Notes: State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. Comparison groups 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. Beginning with the collection of 2021-22 data, Indiana and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 45

Figures 46 and 47 show that retention rates at many State System universities were steadily increasing in recent years, but declined for students enrolling in fall 2020, undoubtedly because of the pandemic. Despite this setback, improved student retention will remain a priority for State System universities in the years ahead.

Pennsylvania's State System of Higher Education
Second-Year Persistence Rates
Fall First-time, Full-time, Bachelor's Degree-seeking Students, by Cohort Year
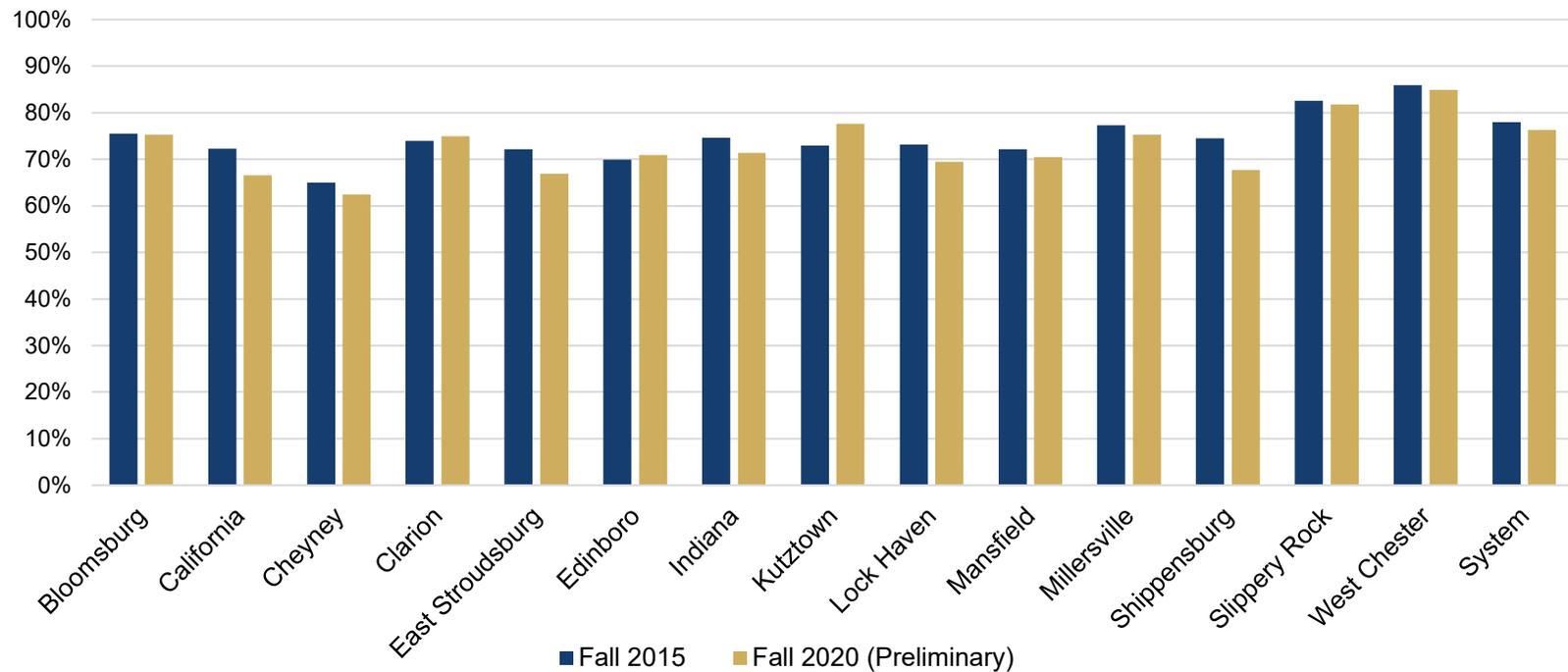
Source: State System Student Data Warehouse, Fall Census

Figure 46

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	Fall 2020 (Preliminary)
Bloomsburg	80.3%	78.4%	80.6%	78.5%	76.6%	75.5%	73.5%	72.2%	74.0%	77.1%	75.3%
California	73.7%	78.0%	79.5%	76.6%	76.7%	72.3%	73.4%	71.4%	72.5%	70.0%	66.6%
Cheyney	45.0%	64.5%	54.3%	55.1%	44.1%	65.0%	55.8%	36.9%	70.3%	56.3%	62.4%
Clarion	70.2%	70.6%	75.7%	74.5%	73.7%	73.9%	74.1%	73.5%	74.7%	77.2%	74.9%
East Stroudsburg	78.4%	70.5%	71.3%	73.8%	72.0%	72.1%	69.8%	69.5%	67.0%	71.1%	66.8%
Edinboro	73.9%	68.6%	72.3%	70.0%	69.8%	69.9%	66.0%	73.3%	71.3%	74.1%	70.9%
Indiana	74.4%	75.2%	73.4%	74.5%	75.6%	74.6%	71.6%	70.6%	72.3%	72.1%	71.3%
Kutztown	77.3%	71.4%	72.9%	73.5%	72.7%	72.9%	73.7%	74.4%	74.2%	77.4%	77.6%
Lock Haven	68.8%	71.0%	70.2%	68.3%	70.0%	73.1%	70.2%	64.6%	67.5%	73.2%	69.4%
Mansfield	73.0%	71.6%	71.9%	74.8%	76.3%	72.1%	70.8%	71.5%	73.0%	78.4%	70.4%
Millersville	80.8%	79.1%	81.1%	76.7%	76.5%	77.3%	77.4%	75.0%	77.4%	75.5%	75.2%
Shippensburg	70.5%	68.1%	71.4%	73.9%	69.4%	74.4%	70.7%	72.3%	75.0%	77.4%	67.7%
Slippery Rock	81.2%	81.2%	82.4%	81.6%	83.3%	82.6%	81.1%	80.9%	83.3%	82.8%	81.8%
West Chester	86.1%	85.4%	87.4%	87.9%	87.9%	85.8%	85.1%	84.6%	85.5%	85.0%	84.8%
System	78.0%	77.4%	78.4%	78.4%	78.1%	78.0%	76.6%	74.2%	76.1%	78.5%	76.3%

Source: State System Data Warehouse, Fall Census

Figure 47

Universities have been making progress in closing the gaps that exist between underrepresented minority (URM) and non-URM students and between Pell recipient and non-Pell recipient students. However, this progress was stalled by the pandemic. **(Figures 48 and 49)**.

Second-Year Persistence Rates of Fall Non-URM and URM First-time, Full-time, Bachelor's Degree-seeking Students
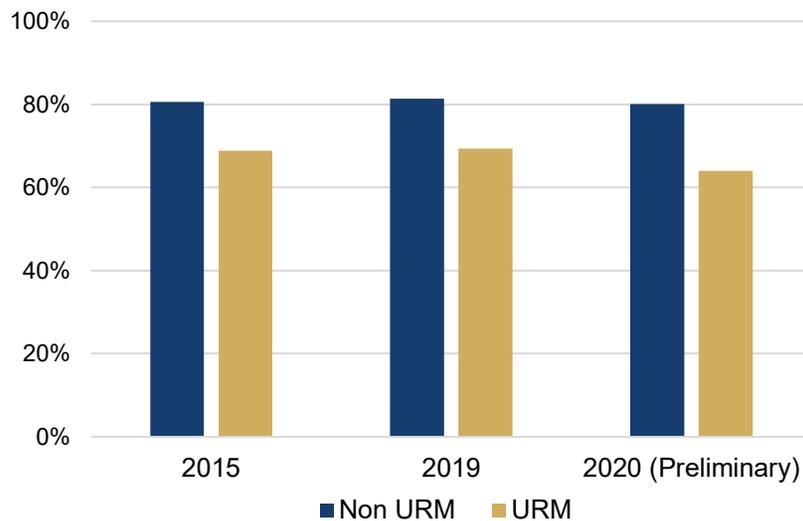
Source: State System Student Data Warehouse, Fall Census
Notes: Non URM includes White, Asian, and Native Hawaiian or Other Pacific Islander. URM includes American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. Data excludes Nonresident Alien and Race Unknown.

Figure 48

Second-Year Persistence Rates of Fall Non-Pell and Pell Recipient First-time, Full-time, Bachelor's Degree-seeking Students
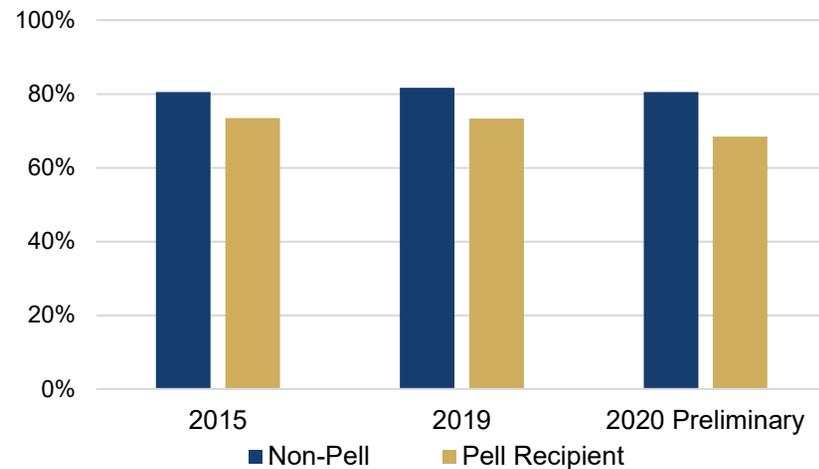
Source: State System Student Data Warehouse, Fall Census
Notes: Pell Recipient indicates that the student received a Pell grant in their entering term

Figure 49

57

The State System **six-year graduation rate** for first-time, full-time students is 60 percent **(Figure 50)**. That figure is below the average for comparable universities nationally at 63 percent (Fall 2014 cohort of students graduating by 2020). Although there has been very little movement in the six-year graduation rate, the four-year graduation rate has increased by seven percent from students graduating in 2010 to 2021. Additionally, preliminary data for the current year show a slight increase to the six-year graduation rate to 61 percent. There is variance within universities with over half of the System universities having seen modest improvement **(Figure 51)**.

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. As with retention, improving graduation rates for all our students is a major priority for System Redesign and we are optimistic given recent improvement in student persistence.

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

Source: Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)
Notes: State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. 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. Beginning with the collection of 2021-22 data, Indiana and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 50

Pennsylvania's State System of Higher Education

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

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015 (Preliminary)
Bloomsburg	61.8%	58.0%	59.6%	59.9%	57.5%	59.4%
California	53.8%	54.7%	54.1%	50.0%	50.4%	48.4%
Cheyney	15.9%	25.6%	15.2%	26.2%	27.1%	41.0%
Clarion	50.0%	51.6%	55.9%	53.9%	56.5%	57.7%
East Stroudsburg	57.3%	48.1%	49.8%	52.2%	50.4%	48.6%
Edinboro	48.8%	47.9%	51.9%	49.0%	50.0%	49.7%
Indiana	54.0%	55.9%	55.8%	55.6%	54.4%	56.8%
Kutztown	54.8%	53.1%	54.6%	54.1%	52.1%	53.9%
Lock Haven	48.0%	54.8%	54.1%	53.7%	50.6%	54.1%
Mansfield	54.0%	55.1%	50.7%	53.8%	56.6%	54.2%
Millersville	61.1%	61.7%	60.1%	56.5%	56.3%	56.7%
Shippensburg	56.1%	51.5%	52.6%	58.4%	51.4%	58.0%
Slippery Rock	68.3%	66.1%	66.6%	67.8%	69.0%	68.4%
West Chester	70.1%	72.6%	74.7%	76.7%	75.4%	72.8%
System	59.4%	59.9%	60.5%	60.8%	59.9%	61.0%

Source: State System Student Data Warehouse, Annual Data Collection

Figure 51

Variation in graduation rates exists 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 52)**. 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.

Six-Year Graduation Rates
Annual Cohort of New First-time and Transfer Students
Entering the University in 2007-08 and 2012-13
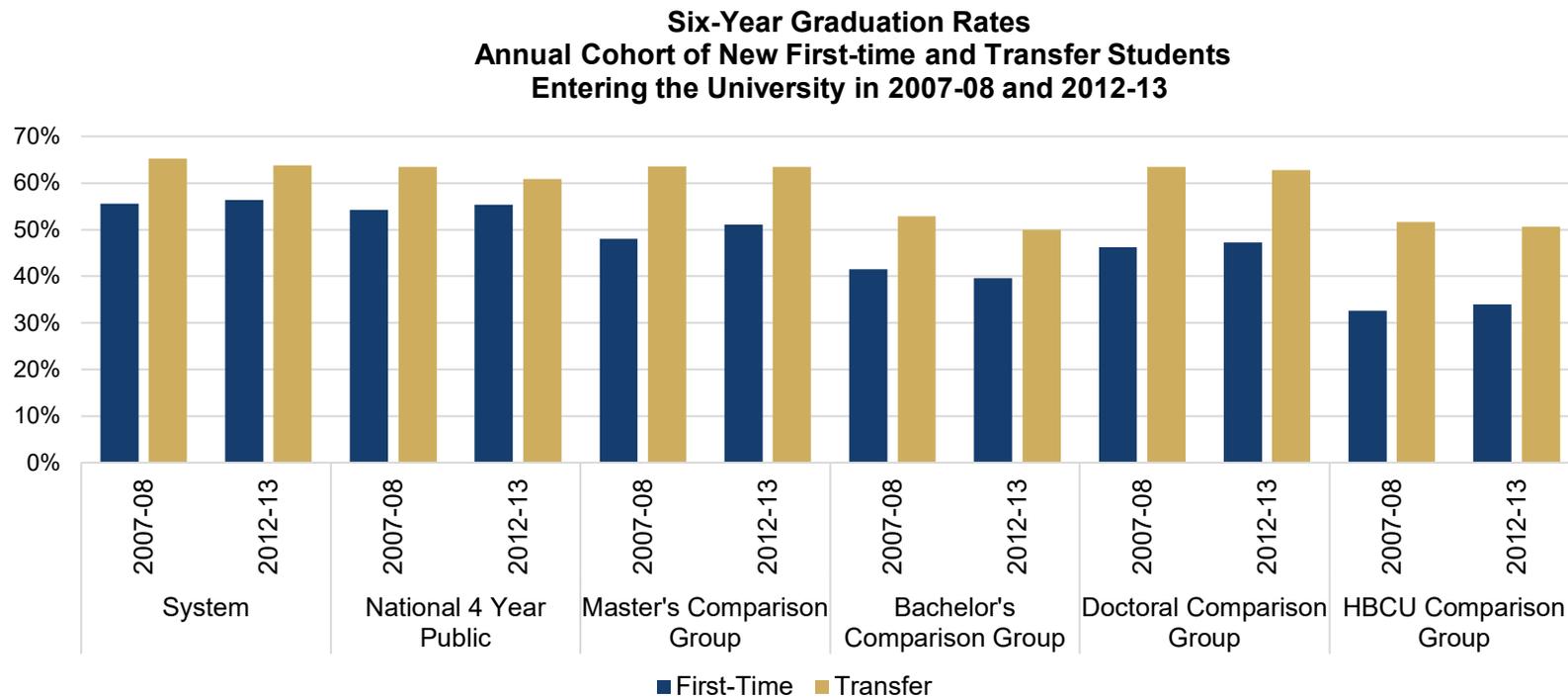
Source: Integrated Postsecondary Education Data System (IPEDS), Full-time cohorts
Note: Comparator Data is weighted by institution size. Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral/Professional Universities only. Beginning with the collection of 2021-22 data, Indiana and West Chester will be classified

Figure 52

Similar to trends in retention rates, with respect to underrepresented minorities (URM), State System universities had been making progress. However, this progress was stalled during the pandemic. Graduation rates had improved for students graduating by 2019 but had declined slightly for students graduating by 2020. **(Figures 53 and 54)**. A similar trend is apparent with respect to attainment gaps between Pell recipients and non-Pell students **(Figures 55 and 56)**.

Compared with national trends, State System universities do not perform as well with URM and Pell-recipient students. 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 of URM
First-time, Full-time, Bachelor's Degree-seeking Students, Fall Cohort
by Comparator Universities

Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)
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.. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size.

Figure 53

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

■ non-URM ■ URM

Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)
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.. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size.

Figure 54

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

Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)
Notes: Pell Recipient indicates that the student received a Pell grant in their entering term. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. 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. Beginning with the collection of 2021-22 data, Indiana and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 55

Six-year Graduation Rates of non-Pell and Pell Recipient
First-time, Full-time, Bachelor's Degree-seeking Studentsby Comparator Universities

Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)
Notes: Pell Recipient indicates that the student received a Pell grant in their entering term. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. 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. Beginning with the collection of 2021-22 data, Indiana and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 56

Completion data include the number of all awards (doctoral, master's, bachelor's, associate, 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.** Many State System students earn a certificate in addition to their degree. All degrees and certificates earned by students are included in annual award counts in **Figure 57** below.

State System Annual Awards Conferred by University and Level
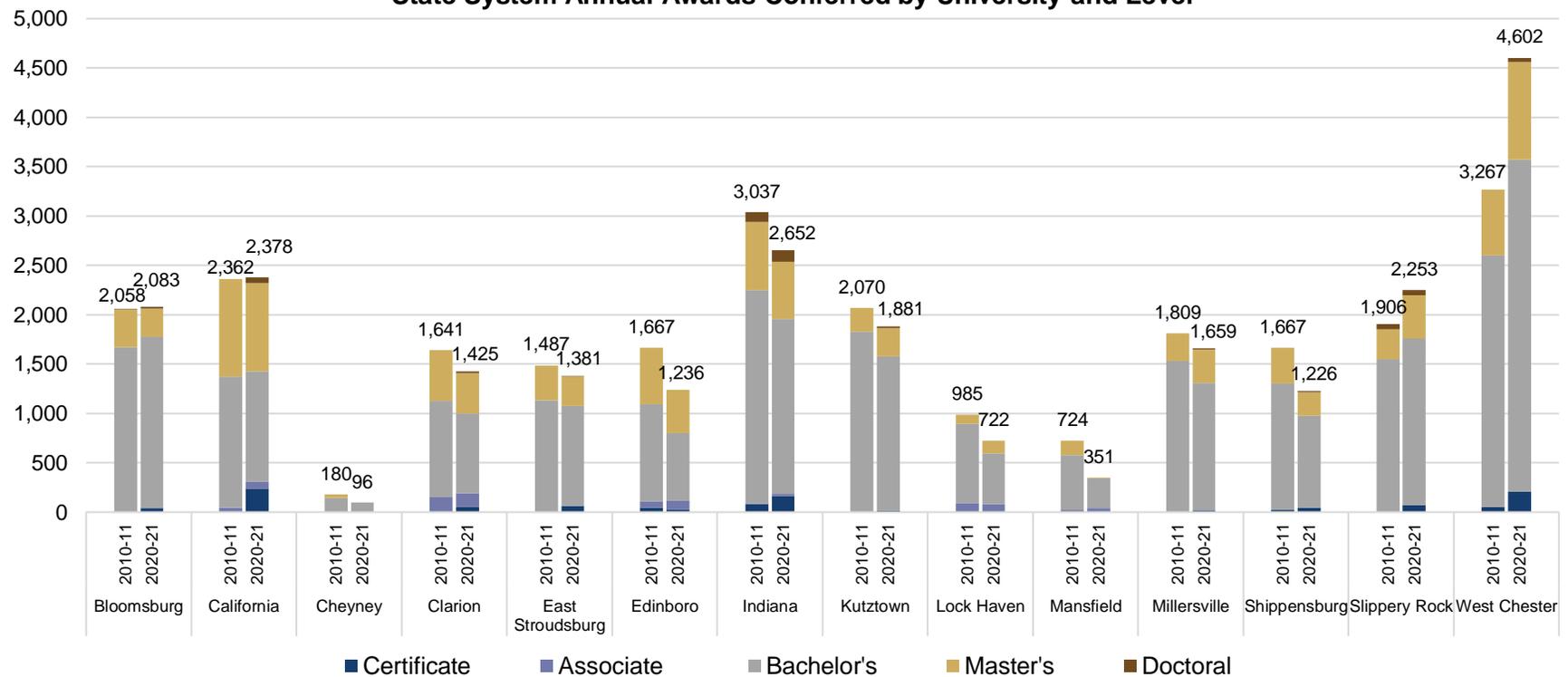
Source: State System Student Data Warehouse, Annual Data Collection

Figure 57

Here too, there are gaps between URM and non-URM students. Additionally, State System Universities lag behind the national comparator groups in terms of the proportion of overall degrees conferred on 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 System Redesign **(Figure 58)**.

Pennsylvania's State System of Higher Education
Percentage of Total Degrees Conferred for
Underrepresented Minorities, by Comparator Universities
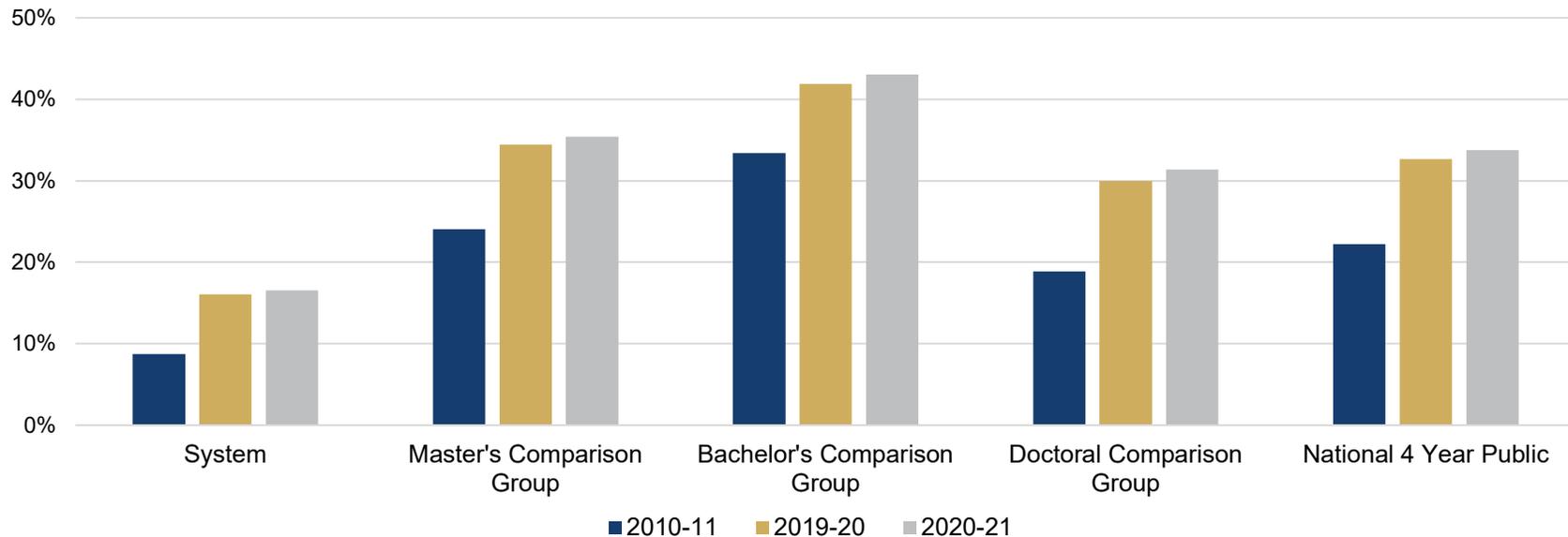
Source: Integrated Postsecondary Education Data System (IPEDS)
Notes: Comparator Data is weighted by institution size. Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral/Professional Universities only. Beginning with the collection of 2021-22 data,

Figure 58

Section 5. **University financial efficiency and sustainability**

The State System's FY 2021-22 budget, totaling $2.4 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 $0.4 billion in restricted (funds for which uses are restricted by the provider) **(Figure 59)**.

FY 2021-22 System Budget
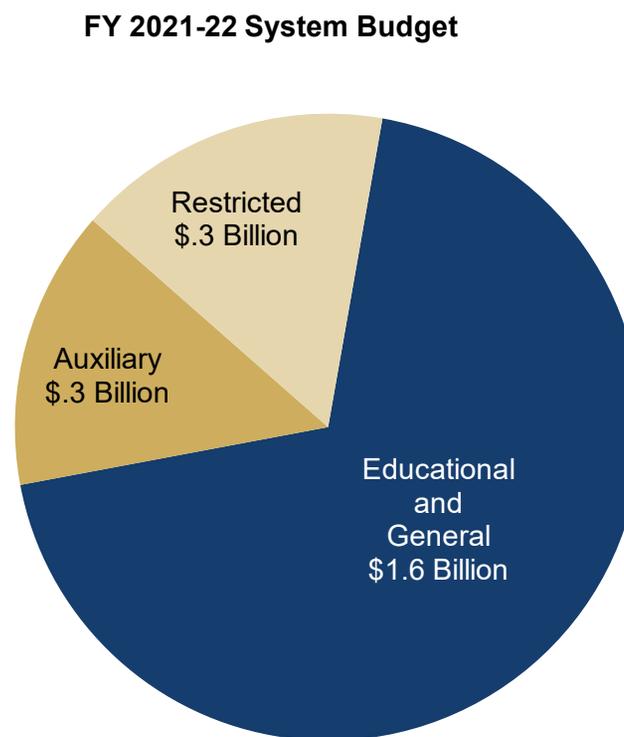
Source: State System Budget Reports

Figure 59

Educational and General (E&G)

The E&G budget is funded by student tuition and fees (59.4 percent), state appropriations (29.3 percent), and other miscellaneous sources (11.3 percent) **(Figure 60)**, which includes one-time federal coronavirus relief.

Seventy-two percent of the E&G budget is spent on personnel-related expenditures, followed by other operating cost categories such as services and supplies (24 percent) and capital and transfers (3 percent). Transfers reflect universities' investment in the renewal and replacement of their physical plant from the E&G budget **(Figure 61)**. The overall expenditure allocation is little changed since 2010 **(Figure 62)**.

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

FY 2021-22 E&G Revenues
E&G Budget: $1.6 Billion

Other Sources 11%
Tuition and Fees 59%
State Appropriations 29%
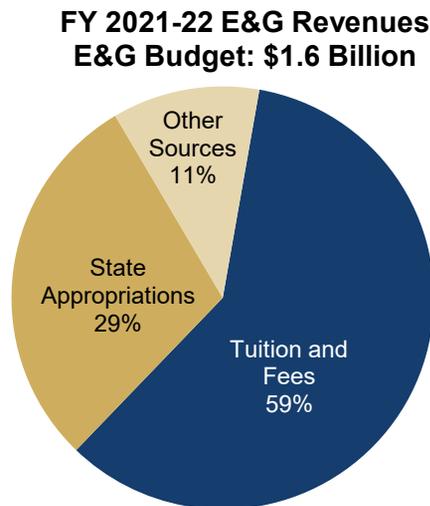
Source: State System Budget Reports

Figure 60

FY 2021-22 E&G Expenditure Budget
E&G Budget: $1.6 Billion

Capital/Transfers* 3%
Services & Supplies 24%
Salaries & Wages 49%
Benefits 23%
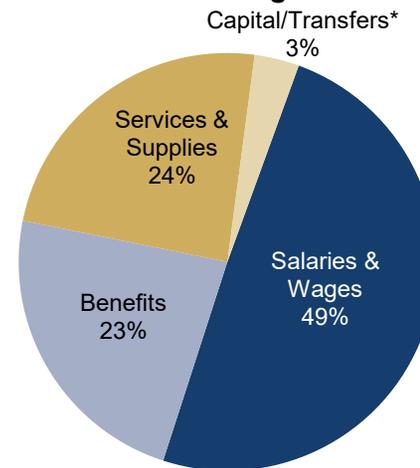
72% of E&G expenditures are salary and benefits

Source: State System Budget Reports
*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.

Figure 61

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

Chart: ($ in Millions)

Year	Total	Capital and Transfers	Operating	Benefits	Salaries and Wages
2010-11	$1.5B	$122	$252	$300	$793
2011-12	$1.4B	$142	$238	$302	$766
2012-13	$1.5B	$155	$257	$324	$786
2013-14	$1.5B	$108	$256	$353	$795
2014-15	$1.5B	$95	$239	$366	$814
2015-16	$1.5B	$96	$248	$390	$801
2016-17	$1.5B	$61	$254	$396	$824
2017-18	$1.6B	$90	$272	$398	$826
2018-19	$1.6B	$80	$277	$401	$848
2019-20	$1.5B	$37	$260	$402	$844
2020-21	$1.5B	$15	$252	$377	$836
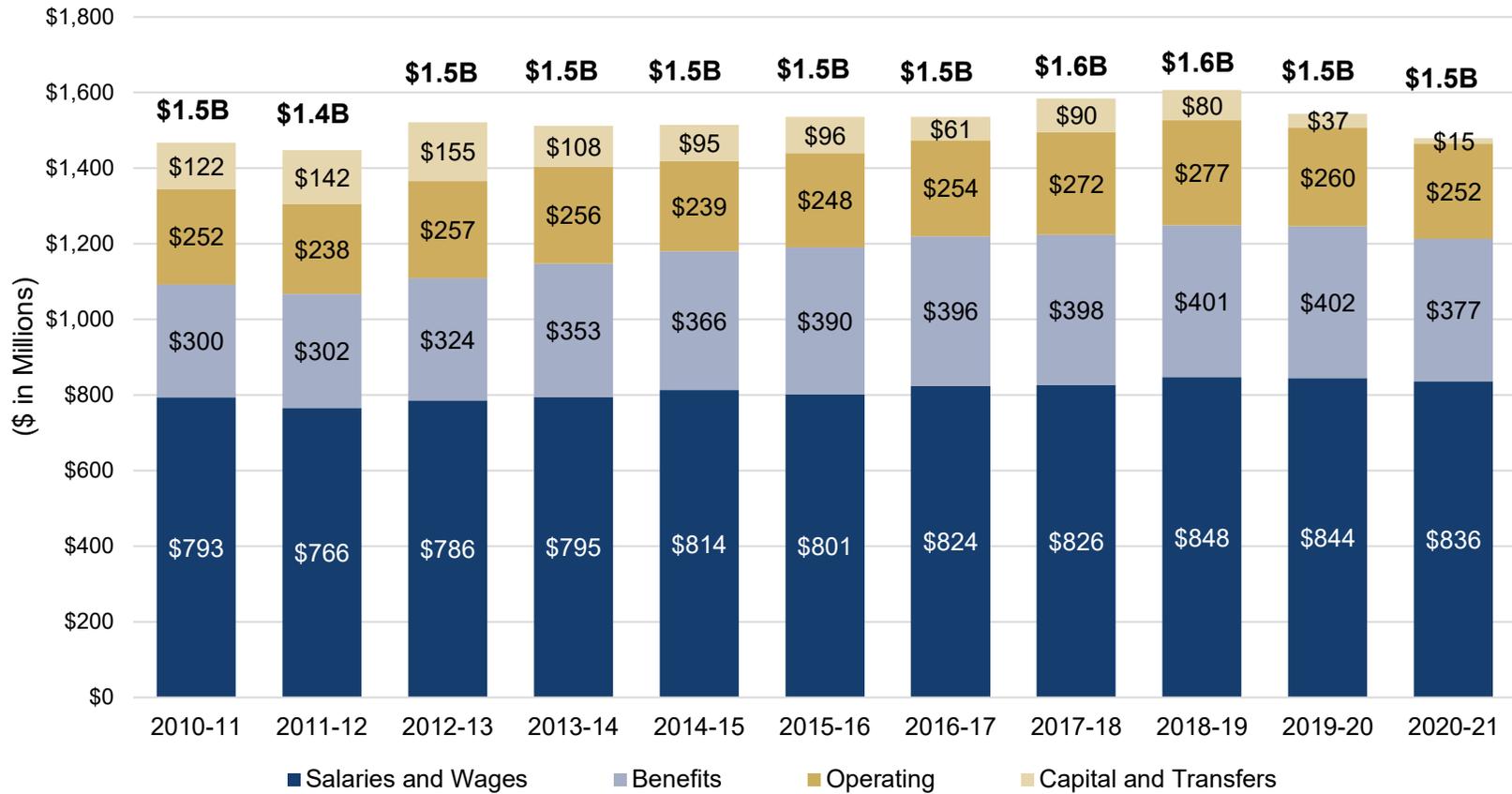
Source: System Financial Statements

Figure 62

In response to enrollment declines and the long-range pattern of state support, State System universities have implemented efficiencies to minimize the upward pressure on students' net price of attendance. Together, they have eliminated nearly $400 million in expenditures from their combined operating budgets over the last 14 years and reduced the number of annual FTE employees by about 1,700 since 20010-11.

Still, revenues declined faster than costs, impacting the State System's overall financial health.

In response, in 2019 the State System required that universities operate in financially sustainable ways, acting as all families do in this Commonwealth, spending no more than they earn. The System's Sustainability Policy rests on four key financial health measures and associated requirement that universities maintain threshold targets in all but one of them (i.e., enrollments). The four measures are **annualized student FTE enrollment, annual operating margin ratio, primary reserve ratio, and university minimum reserves**. Universities also began 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, demonstrate the significant progress that has been made stabilizing the State System financially. There is more work to be done, to be sure, but the Sustainability Policy and associated accountabilities ensure that the System has the tools to live up to its commitment – living within its means and not burdening students with price increases that are driven by cost overruns.

Annualized Student FTE Enrollment (Figure 63) 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 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.

The State System is seeing a positive impact of sustainability and alignment of costs and revenues, including a reduction in employee Full-time Equivalent (FTE) of almost 800 in the most recent year, and a reduction of approximately 11 percent since FY 2018-19. This has required difficult actions by our universities but has been critical to lessening the impact of declining enrollments, leading towards a sustainable university system.

Pennsylvania's State System of Higher Education
Annualized Student FTE Enrollment
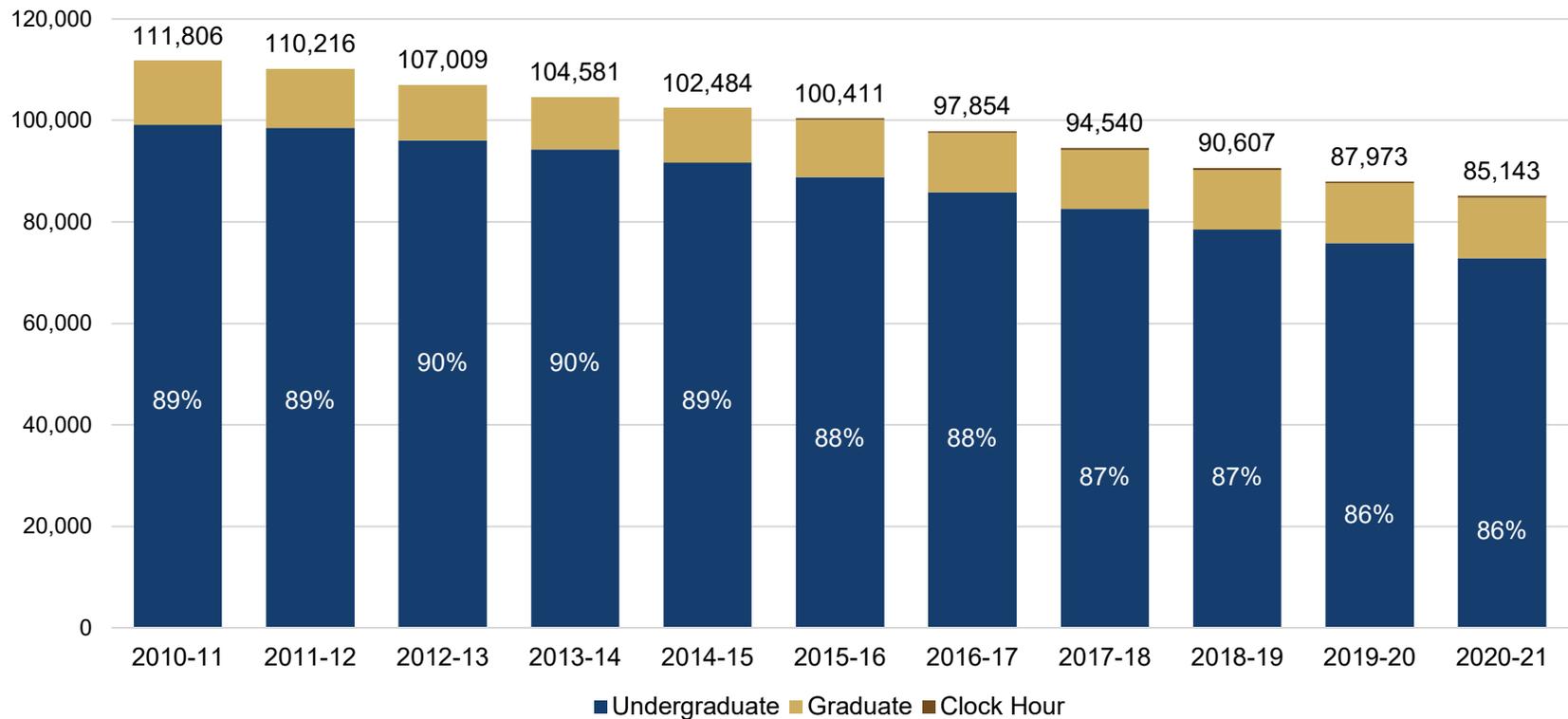
Source: Source: Final Data, Student Data Warehouse, End of the 15th day of classes for fall and spring, end of term for summers and winter
Notes: FTE: 1 UG = 30 credits, 1 GR = 24 credits, 1 CH = 900 clock hours.

Figure 63

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 that 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 64**, the annual operating margin has declined since 2016. In 2020-21, 11 universities had an operating margin of less than 2 percent, compared to six universities in 2015-16. In 2019-20 and 2020-21, appropriations from the Coronavirus Aid, Relief, and Economic Security Act (CARES Act) funds, as well as the Coronavirus Response and Relief Supplemental Appropriations (CRRSSA) and American Rescue Plan (ARP) Acts helped stabilize the operating margin, although these funds were inadequate to meet the financial impacts the pandemic had overall.

State System Annual Operating Margin
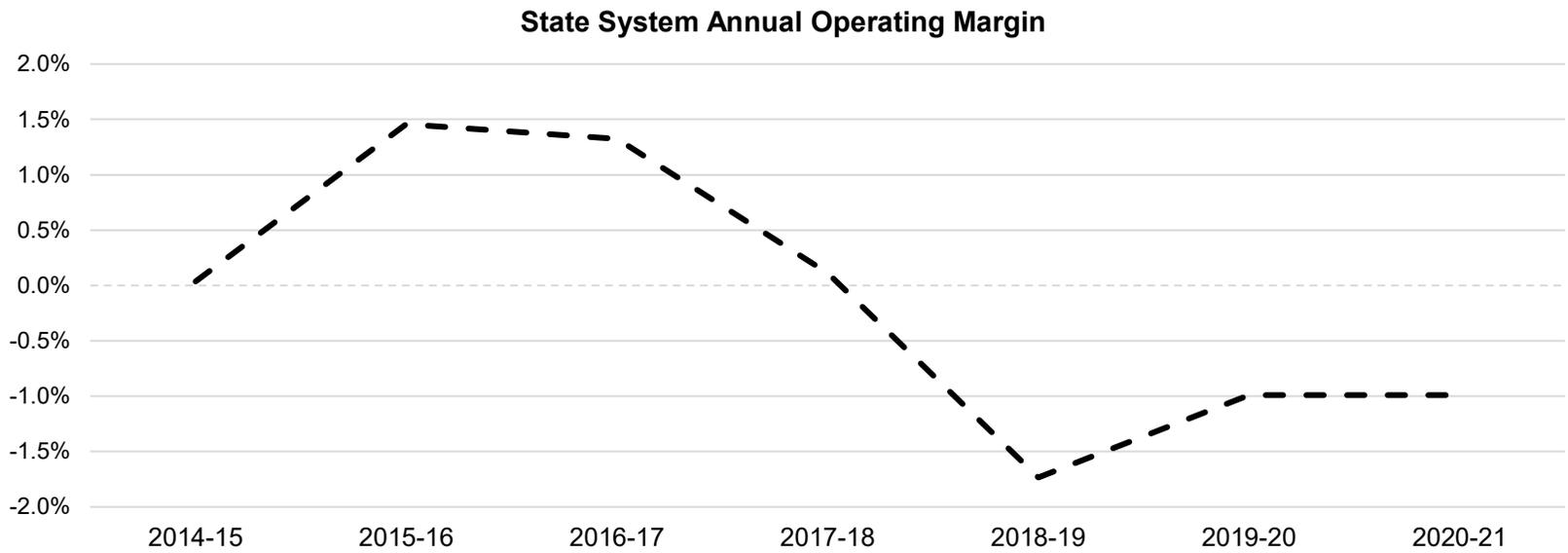
Source: University Financial Statements, State System Business Warehouse
Note: 2020-21 includes COVID revenues.

Figure 64

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 65)**. In 2020-21, nine universities were below 40 percent, compared to five in 2015-16. Thanks to the Board's implementation of the Sustainability Policy, that decline has been arrested.

State System Annual Primary Reserve Ratio
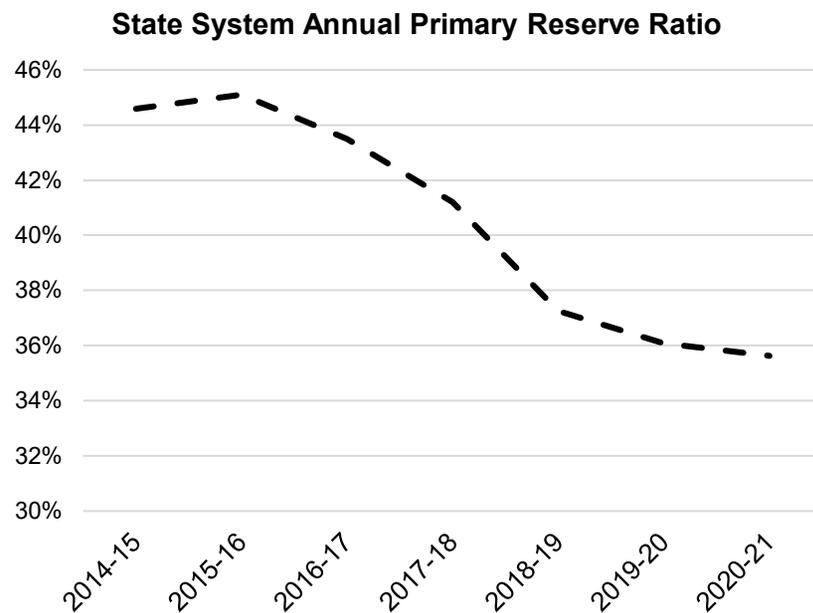
Source: University Financial Statements, State System Business

Figure 65

Unrestricted Net Assets without Long-Term Liabilities*
14-University Total

■ 14-University Total, Unrestricted Net Assets*   ■ E&G Unrestricted Net Assets**
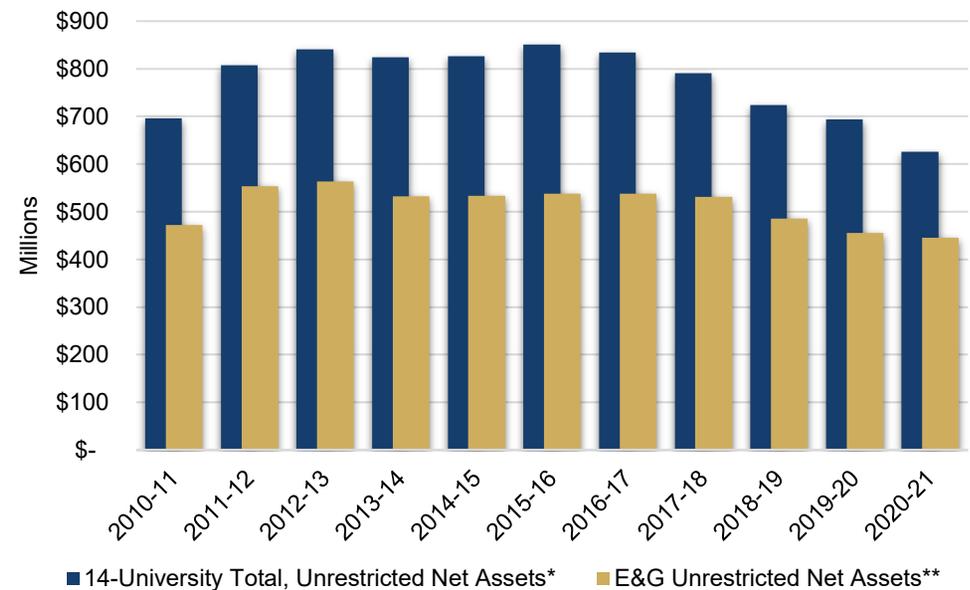
Source: University Financial Statements, State System Business Warehouse
Notes:
* Total unrestricted net assets excludes postretirement, compensated absence and pension liabilities
** E&G unrestricted net assets excludes auxiliary and long-term liabilities

Figure 66

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 67)**. Ten universities have lower minimum reserves than in 2015-16, eight universities (over half of the System universities) do not meet the recommended threshold, and three universities fall below the minimum required number of 90 days of operations. Once more, the figure below shows this trend has been arrested, too.

University Minimum Reserves
Number of Days Cash on Hand as of June 30
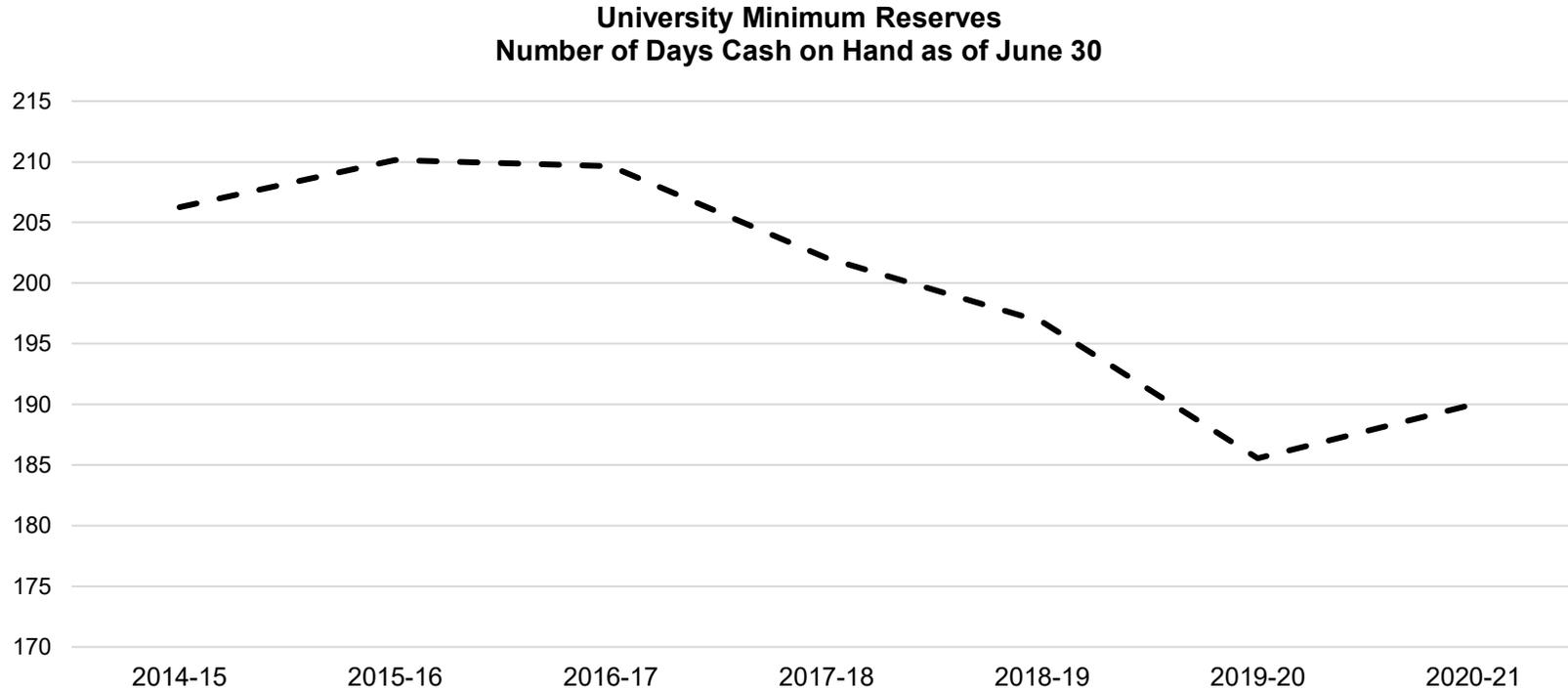
Source: University Financial Statements, State System Business Warehouse
Includes System loans, where applicable

Figure 67

Figure 68 shows that in 2019-20, nine State System universities were less efficient than the average of their national comparator institutions. This is an improvement from eleven universities in 2018-19.

Expenditures per FTE Student (With Comparators)
Fiscal Year 2019-20

Institution	Expenditure
System	$22,899
Bloomsburg	$22,196
California	$22,753
Clarion	$27,412
East Stroudsburg	$19,237
Edinboro	$24,588
Kutztown	$24,620
Lock Haven	$26,568
Millersville	$23,569
Shippensburg	$28,008
Slippery Rock	$18,344
West Chester	$19,262
Masters Comparators	$22,636
Mansfield	$33,563
Bachelor's Comparators	$20,393
Indiana	$24,448
Doctoral Comparators	$24,470
Cheyney	$47,778
HBCU Comparators	$30,311

Source: Integrated Postsecondary Education Data System (IPEDS)
Note: Comparator Data is weighted by institution size. 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. Doctoral comparator group includes Doctoral/Professional Universities only. Beginning with the collection of 2021-22 data, Indiana University of Pennsylvania and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 68

Expenditure per student FTE (Figure 69) is a measure of a university's operating efficiency. Expenditure per student FTE has increased 17 percent since 2014-15; however, due to the impact of the Sustainability Policy, this trend has leveled and has decreased in 2019-20. This is reflective of steps taken to reduce costs in response to declining enrollment.

State System Expenditures per FTE Student
Fiscal Year 2011-12 through 2019-20
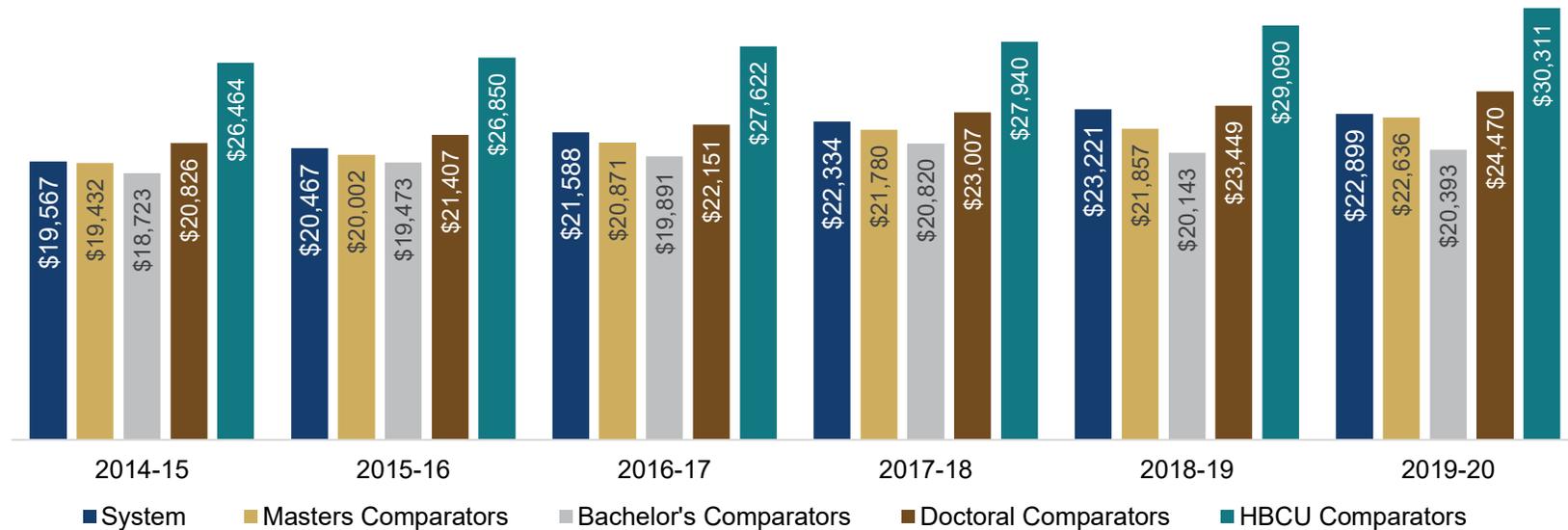
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
System	$19,567	$20,467	$21,588	$22,334	$23,221	$22,899
Masters Comparators	$19,432	$20,002	$20,871	$21,780	$21,857	$22,636
Bachelor's Comparators	$18,723	$19,473	$19,891	$20,820	$20,143	$20,393
Doctoral Comparators	$20,826	$21,407	$22,151	$23,007	$23,449	$24,470
HBCU Comparators	$26,464	$26,850	$27,622	$27,940	$29,090	$30,311

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. Doctoral comparator group includes Doctoral/Professional

Figure 69

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. Although universities were making progress through the implementation of the Sustainability Policy in 2019, this progress was slowed or slightly reversed in 2020, due to declines in enrollment experienced in fall 2020 during the COVID-19 pandemic.

Universities are showing progress towards efficiency with regard to student to faculty ratio measures. **Figure 70** shows that in fall 2020, seven State System universities were more efficient than their comparator groups nationally (had higher ratios) as compared to six universities in 2019.
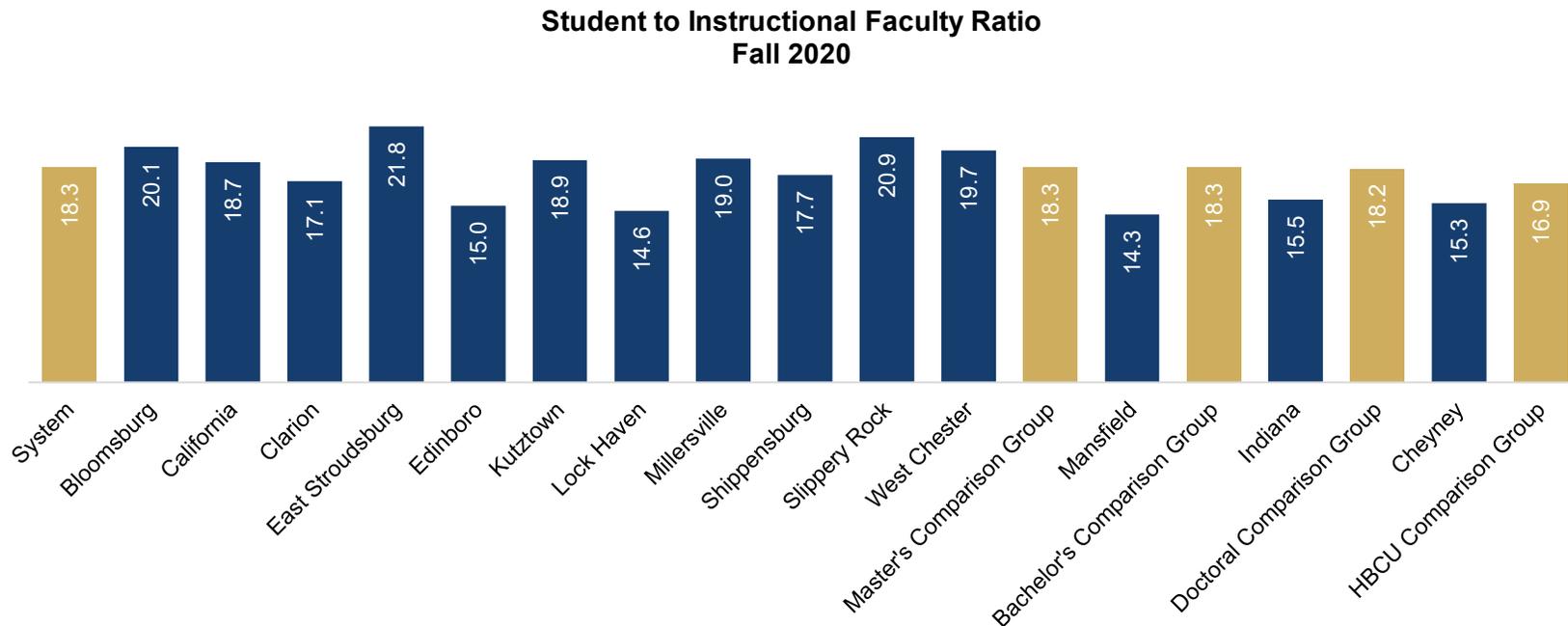
**Student to Instructional Faculty Ratio
Fall 2020**

Institution	Ratio
System	18.3
Bloomsburg	20.1
California	18.7
Clarion	17.1
East Stroudsburg	21.8
Edinboro	15.0
Kutztown	18.9
Lock Haven	14.6
Millersville	19.0
Shippensburg	17.7
Slippery Rock	20.9
West Chester	19.7
Master's Comparison Group	18.3
Mansfield	14.3
Bachelor's Comparison Group	18.3
Indiana	15.5
Doctoral Comparison Group	18.2
Cheyney	15.3
HBCU Comparison Group	16.9

Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System
Note: Comparator Data is weighted by institution size. 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. Doctoral comparator group includes Doctoral/Professional Universities only. Beginning with the collection of 2021-22 data, Indiana University of Pennsylvania and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 70

The implementation of the Sustainability Policy accelerated progress in student to faculty ratios as compared to national groups **(Figure 71)**. Universities were at or below (more efficient than) competitors in recent years. However, in 2020, universities were at the national average for master's degree institutions.

Student to Instructional Faculty Ratio
Fall 2015 to Fall 2020
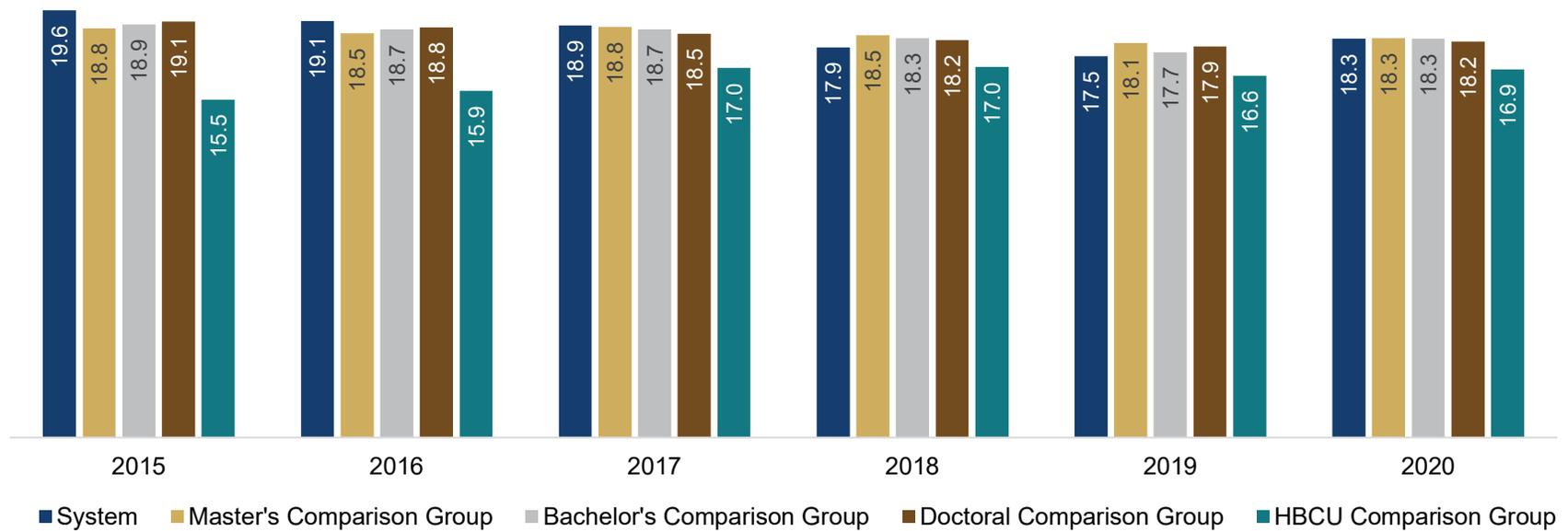
	2015	2016	2017	2018	2019	2020
System	19.6	19.1	18.9	17.9	17.5	18.3
Master's Comparison Group	18.8	18.5	18.8	18.5	18.1	18.3
Bachelor's Comparison Group	18.9	18.7	18.7	18.3	17.7	18.3
Doctoral Comparison Group	19.1	18.8	18.5	18.2	17.9	18.2
HBCU Comparison Group	15.5	15.9	17.0	17.0	16.6	16.9

■ System ■ Master's Comparison Group ■ Bachelor's Comparison Group ■ Doctoral Comparison Group ■ HBCU Comparison Group

Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System
Note: Comparator Data is weighted by institution size. 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. Beginning with the collection of 2021-22 data, Indiana University of Pennsylvania and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 71

Universities are showing progress towards efficiencies in student to non-instructional faculty and staff. **Figure 72** shows data for student to combined non-instructional and staff ratios. Eleven State System universities are more efficient than their comparator groups nationally (higher ratios), as compared to six universities in 2019.

Student to Non-Instructional Faculty and Staff Ratio
Fall 2020
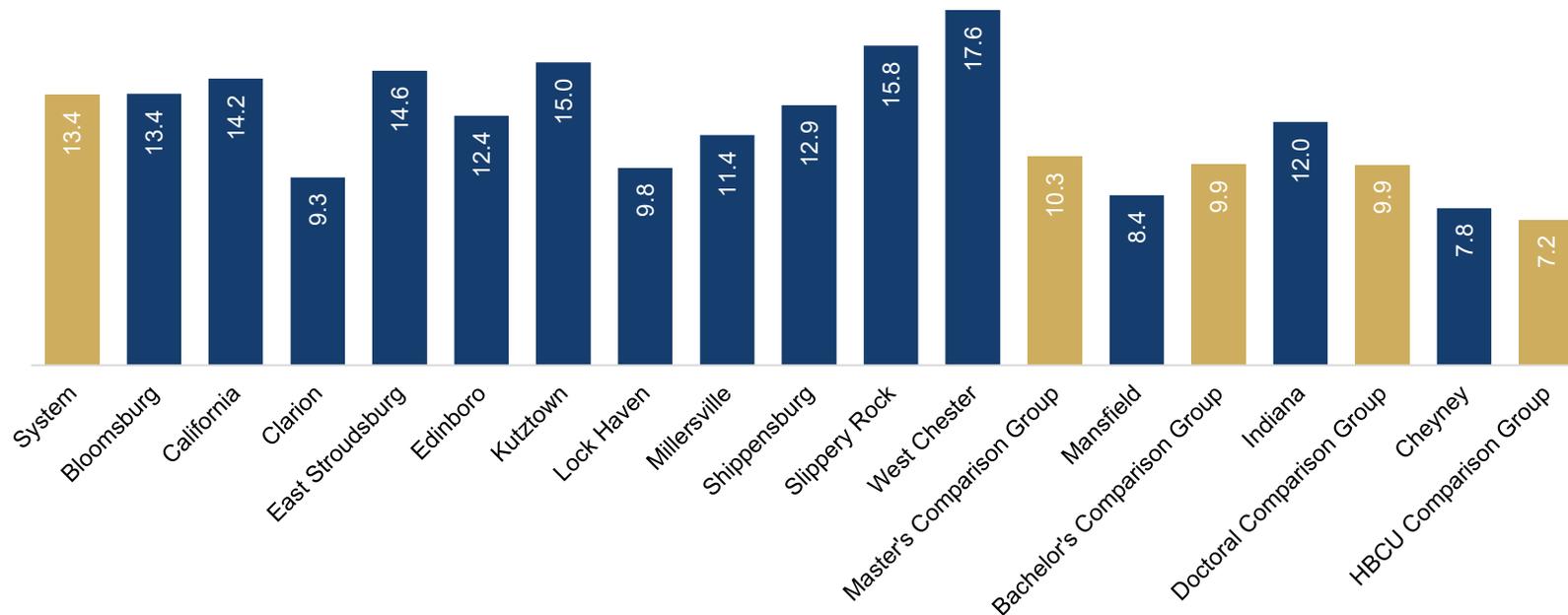
Category	Ratio
System	13.4
Bloomsburg	13.4
California	14.2
Clarion	9.3
East Stroudsburg	14.6
Edinboro	12.4
Kutztown	15.0
Lock Haven	9.8
Millersville	11.4
Shippensburg	12.9
Slippery Rock	15.8
West Chester	17.6
Master's Comparison Group	10.3
Mansfield	8.4
Bachelor's Comparison Group	9.9
Indiana	12.0
Doctoral Comparison Group	9.9
Cheyney	7.8
HBCU Comparison Group	7.2

Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System
Note: Comparator Data is weighted by institution size. 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. Beginning with the collection of 2021-22 data, Indiana University of Pennsylvania and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 72

Although performing more efficiently than their comparators, System universities were not making progress toward efficiency in student to non-instructional faculty and staff ratios. As **Figure 73** demonstrates, universities continued to be less efficient in 2020 than in 2015; however, progress was made between 2019 and 2020.

Student to Non-Instructional Faculty and Staff Ratio
Fall 2015-20
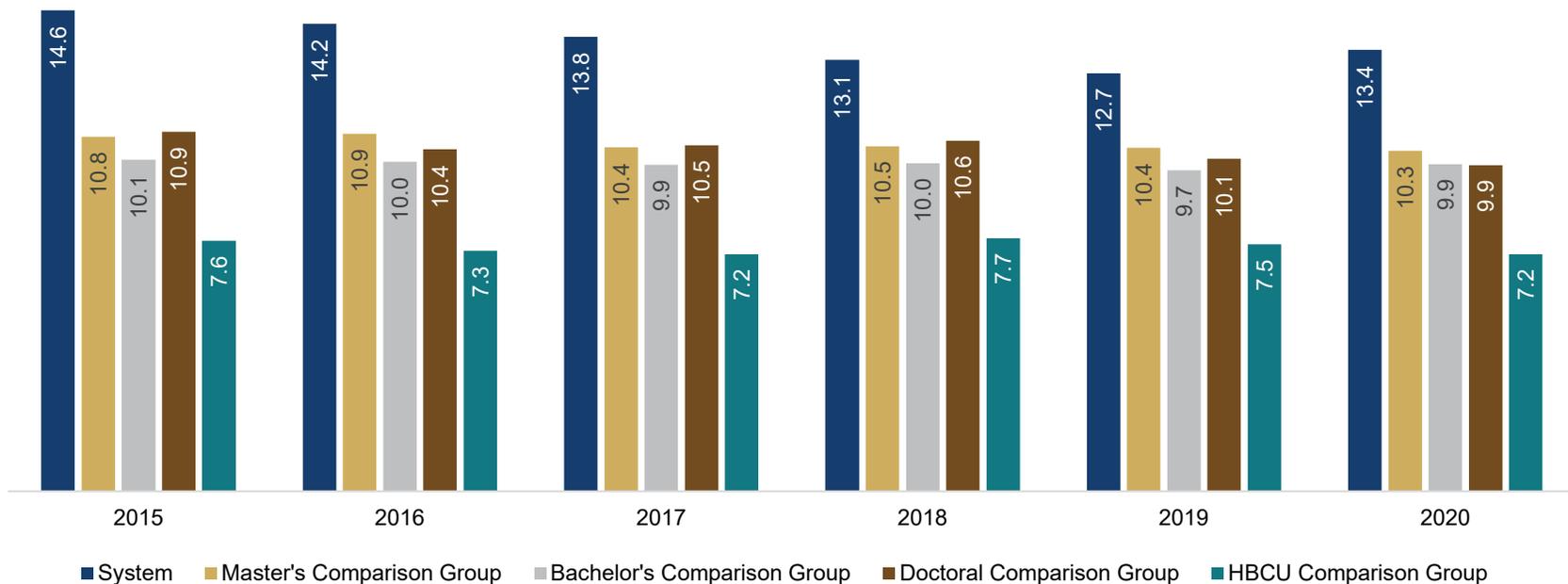
	System	Master's Comparison Group	Bachelor's Comparison Group	Doctoral Comparison Group	HBCU Comparison Group
2015	14.6	10.8	10.1	10.9	7.6
2016	14.2	10.9	10.0	10.4	7.3
2017	13.8	10.4	9.9	10.5	7.2
2018	13.1	10.5	10.0	10.6	7.7
2019	12.7	10.4	9.7	10.1	7.5
2020	13.4	10.3	9.9	9.9	7.2

■ System ■ Master's Comparison Group ■ Bachelor's Comparison Group ■ Doctoral Comparison Group ■ HBCU Comparison Group

Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System
Note: Comparator Data is weighted by institution size. 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. Beginning with the collection of 2021-22 data, Indiana University of Pennsylvania and West Chester will be classified in the Doctoral High Research Carnegie Classification.

Figure 73

Through System Redesign, 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 are tracked annually in these pages under the following headings:

- Personnel
- Shared services
- Facilities (including sale and demolition of under-utilized facilities)
- Shared educational programs and courses

Personnel

Personnel costs represent 72 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 2010-11, but not as fast as enrollment levels, as shown in **Figure 74** which represents employees by collective bargaining unit (eighty-five 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 75** 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 series of employee retirement incentive programs. While such programs have immediate cost to the universities, they return 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. These retirement programs have been instrumental for the universities to adjust expenditure to new enrollment realities while minimizing the use of disruptive furloughs and retrenchments, and appropriately honoring the dedication of employees.

Since 2010-11, the State System has seen a reduction of almost 2,000 annualized FTE employees **(Figure 74)**. Further changes in staffing levels (increases as well as decreases) will be contingent upon enrollment trends to which they are explicitly tied through the Sustainability Policy.

Salaries for 85 percent of State System employees are negotiated within the State System's nine collective bargaining units.

State System Annualized FTE by Bargaining Unit

12,124	11,867	11,946	11,833	11,617
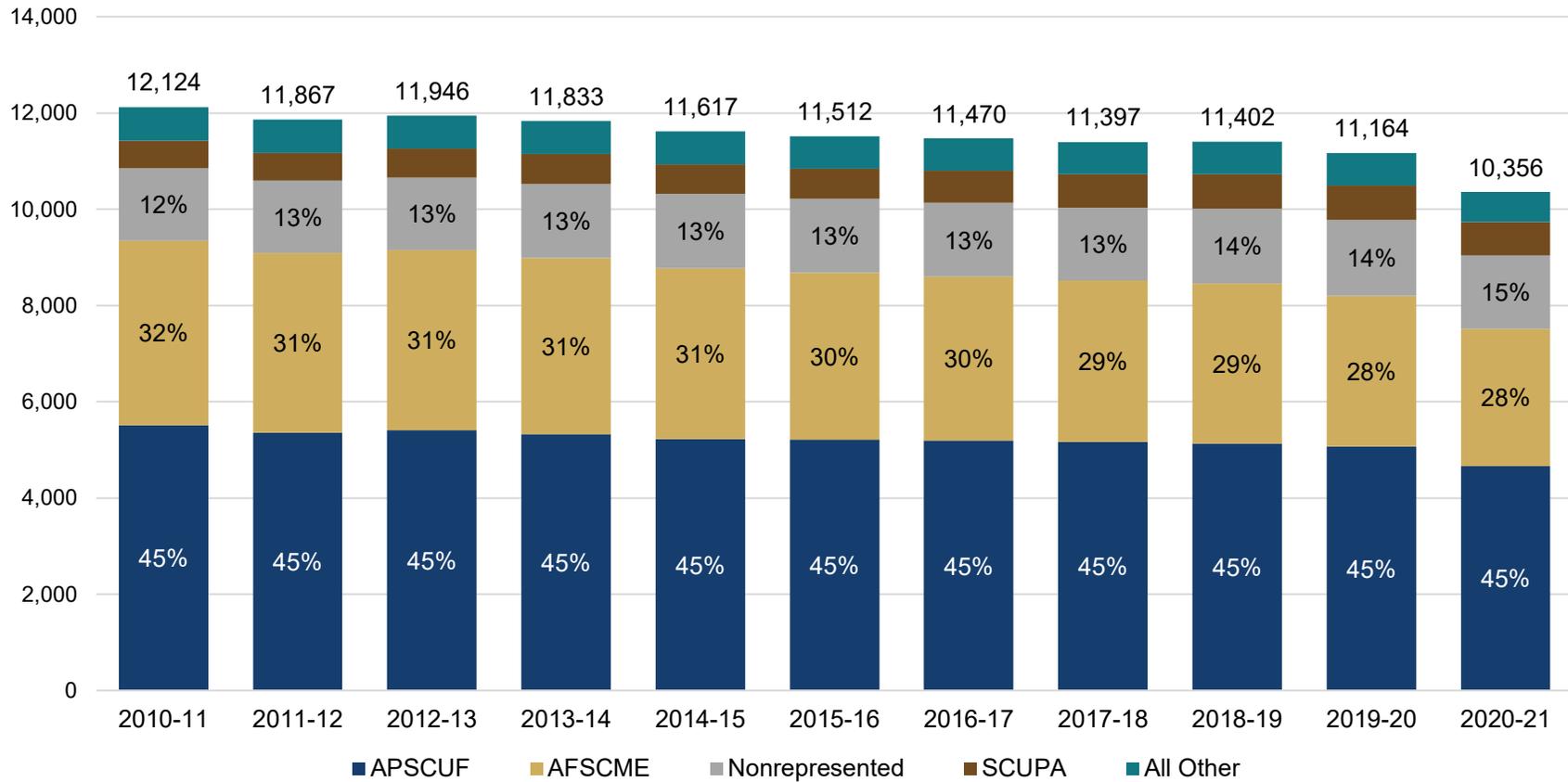
Source: State System Business Warehouse, excludes student employees

Figure 74

Instructional (including faculty) and institutional support make up the largest categories of employees within the State System.

State System Employees by Functional Category (Annualized FTE)

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Instruction	5,536	5,402	5,443	5,387	5,293	5,277	5,256	5,212	5,183	5,109	4,687
Research	15	15	10	9	12	12	12	15	19	18	17
Public Service	181	159	162	167	161	161	164	160	167	170	173
Academic Support	1,073	1,069	1,087	1,060	1,059	1,058	1,059	1,025	1,030	1,025	968
Student Services	1,393	1,388	1,415	1,418	1,388	1,384	1,396	1,418	1,440	1,453	1,385
Institutional Support	1,817	1,757	1,744	1,746	1,721	1,683	1,654	1,683	1,704	1,682	1,590
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	1,066
Student Aid	4	4	4	4	4	4	3	4	9	1	1
Auxiliary Enterprises	741	741	745	733	706	691	708	674	647	569	468
System Total	12,124	11,867	11,946	11,834	11,617	11,512	11,470	11,397	11,401	11,164	10,356

Source: State System Business Warehouse

Figure 75

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 76 and 77)**. 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. Given the wide regional variation in average household income that exists across Pennsylvania, the System will begin benchmarking salaries by role, institution type, and regional population density.

Average Executive Level Salaries Fall 2020

Legend: State System, Public Master's Avg, Small Avg, Medium Avg, Large Avg, Public R3 Doct Avg
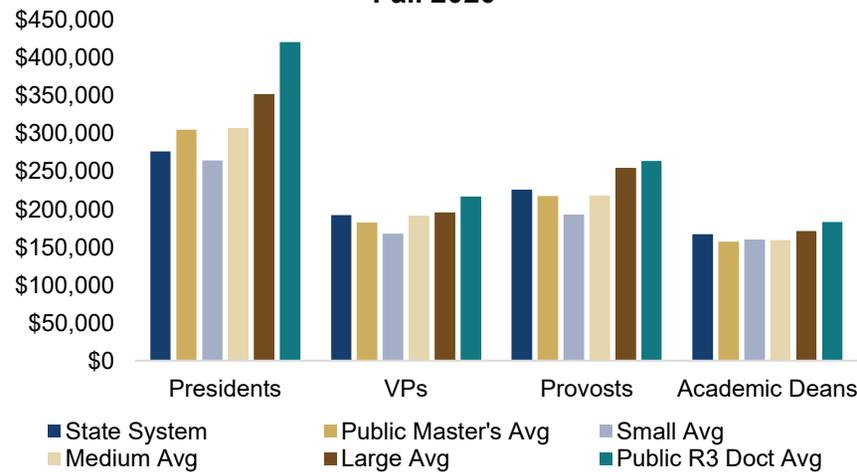
Source: College and University Professional Association for Human Resources (CUPA)
Notes: CUPA comparison groups, Small 2,500-5,999 FTE, Medium 6,000-10,800 FTE, Large 10,801-16,000 FTE, All Public Masters Nationwide, R3 Public Institutions 3k and up student FTE.

Figure 76

Average Instructional Faculty Salaries at Public 4 Year Colleges and Universities Fall 2020
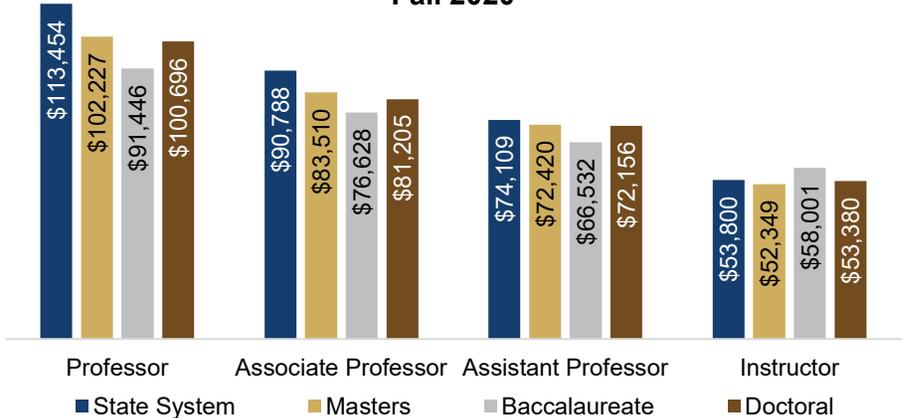
Professor: $113,454 / $102,227 / $91,446 / $100,696
Associate Professor: $90,788 / $83,510 / $76,628 / $81,205
Assistant Professor: $74,109 / $72,420 / $66,532 / $72,156
Instructor: $53,800 / $52,349 / $58,001 / $53,380

Legend: State System, Masters, Baccalaureate, Doctoral

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. Doctoral comparator group includes Doctoral/Professional Universities only.

Figure 77

Pension costs have experienced the steepest growth of all other personnel costs over the ten-year period but have been leveling out in recent years. **(Figure 78)**.

Cumulative Percent Change in Personnel Expenditures and Employees*
2009-10 to 2020-21
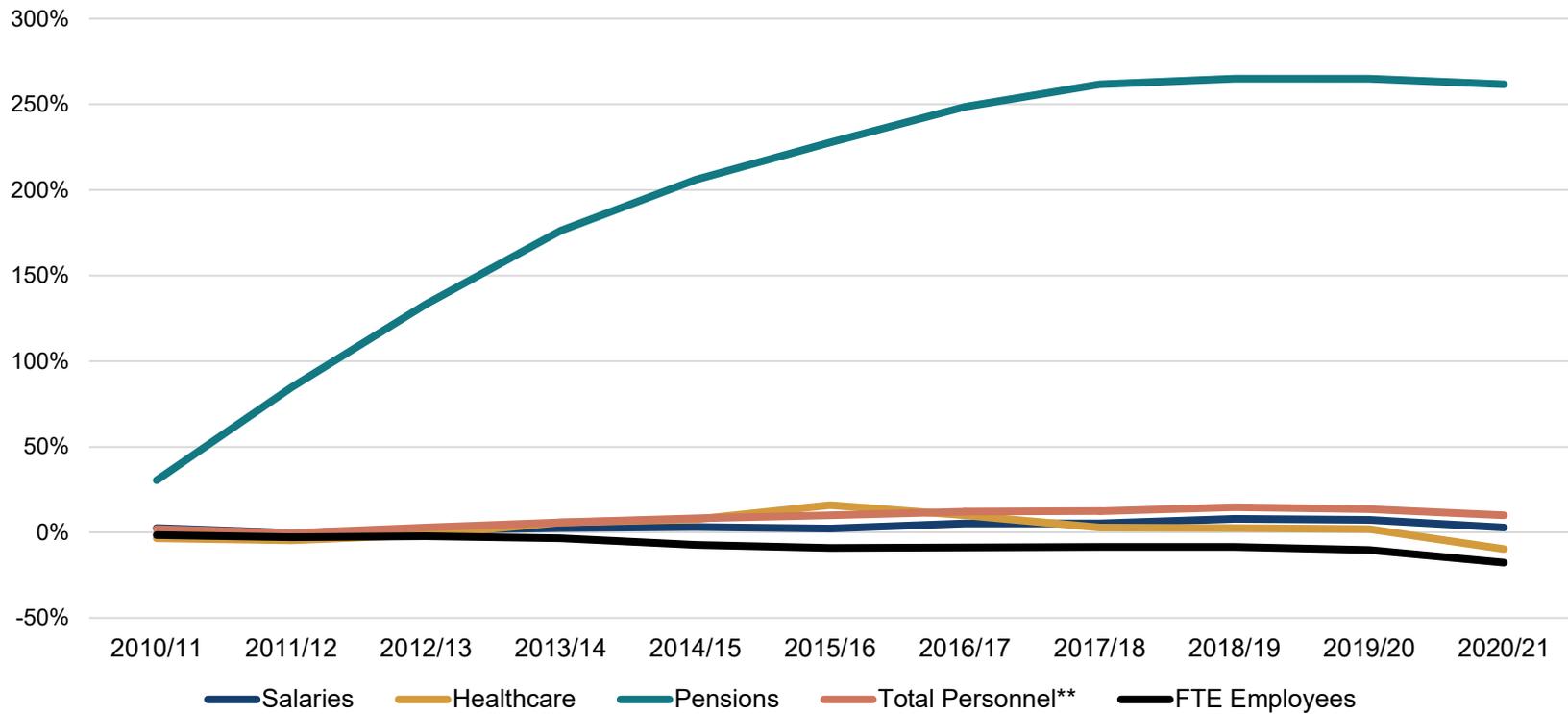
*All Funds
**Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.)

Figure 78

By removing the line for the cumulative percent change in pension costs shown in **Figure 78**, the scale of the chart in **Figure 79** is adjusted and the cumulative percent change in all other lines is shown in more detail. The increase in percent change of expenditures **(Figure 79)** has slowed since the implementation of the Sustainability Policy, including a large drop in the cumulative percent change in personnel from 2019-20 to 2020-21.

Cumulative Percent Change in Personnel Expenditures and Employees* Without Pension Costs 2009-10 to 2020-21
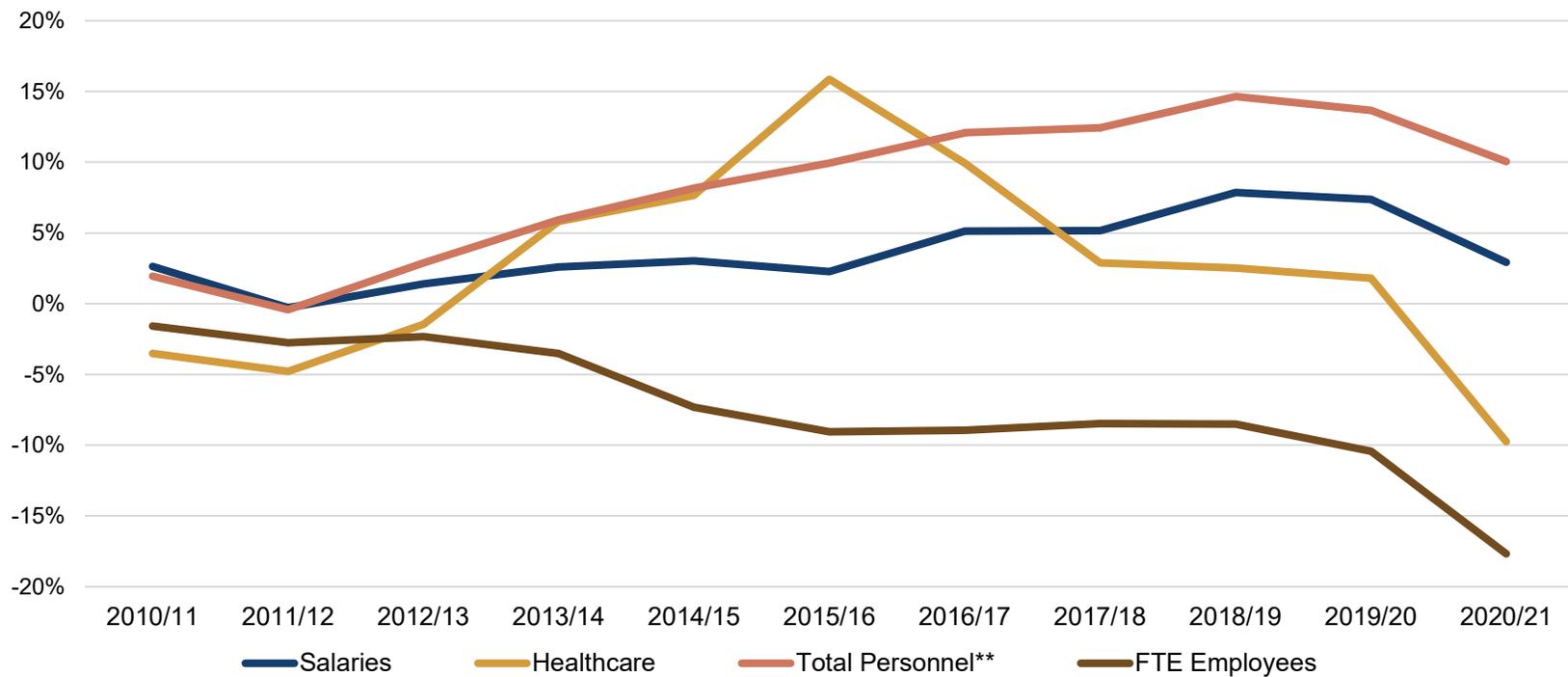
*All Funds
**Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.)

Figure 79

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 nonrepresented 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. **Figure 81** shows:

The total family premium is now lower than the national average.

Healthcare Premiums
Single Coverage, Average Annual (Faculty)

U.S. Average
- 2021: $1,299 | $6,440 → $7,739
- 2020
- 2019
- 2018
- 2017
- 2016: $1,129 | $5,306 → $6,435

State System
- 2021: $1,382 | $6,783 → $8,165
- 2020
- 2019
- 2018
- 2017
- 2016: $1,191 | $6,749 → $7,940

$0 $2,000 $4,000 $6,000 $8,000 $10,000

■ Employee Share   ■ Employer Share
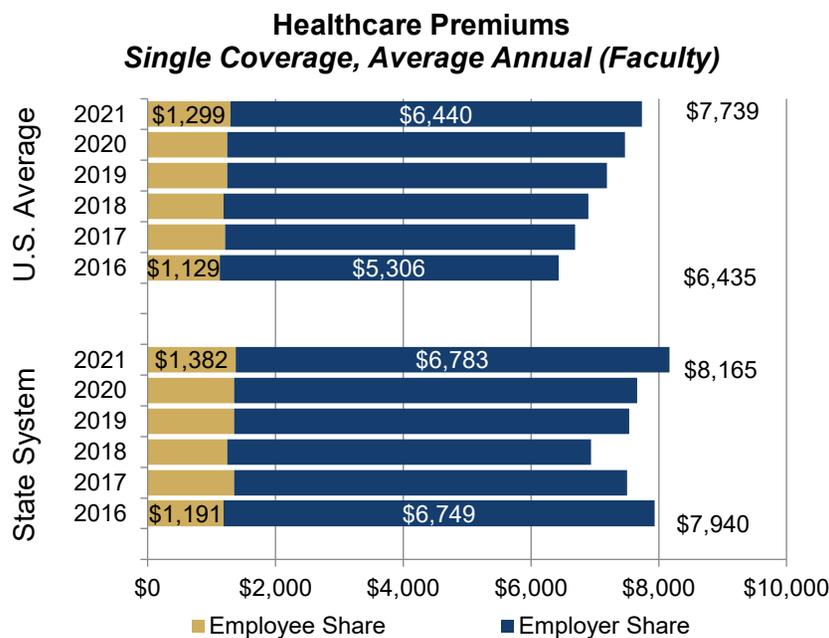
Source: U.S. data: Kaiser Family Foundation, Employer Health Benefits 2021 Annual Survey.
Note: State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

Figure 80

Healthcare Premiums
Family Coverage, Average Annual (Faculty)

U.S. Average
- 2021: $5,969 | $16,253 → $2,222
- 2020
- 2019
- 2018
- 2017
- 2016: $5,277 | $12,865 → $18,142

State System
- 2021: $3,756 | $18,428 → $22,184
- 2020
- 2019
- 2018
- 2017
- 2016: $3,236 | $18,338 → $21,574

$0 $5,000 $10,000 $15,000 $20,000 $25,000

■ Employee Share   ■ Employer Share
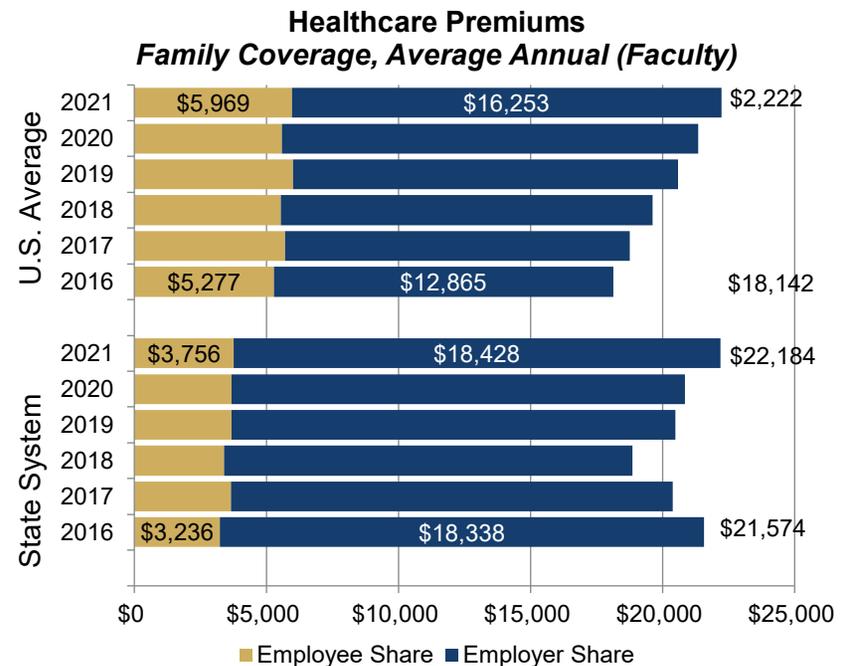
Source: U.S. data: Kaiser Family Foundation, Employer Health Benefits 2021 Annual Survey.
State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

Figure 81

88

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 that 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, and budget functions and interacts with universities, state and federal governments around education and related policies, budgets, and compliance reporting.

Savings estimates through FY 2021-22 are $172 million, inclusive of the early retirement programs, negotiated contract savings for benefits, bond refinancing and other negotiated savings.

Total actual savings for actual and estimated FY 2019-20 and 2020-21 and estimated savings for FY 2021-22 update as of December June 2021	
Advanced Data Analytics	$816,932
Facilities	$19,245,953
Finance	$53,044,055
Human Resources/Payroll	$81,081,702
IT	$4,643,699
Other	$800,000
Procurement	$12,137,827
Total	$171,770,168

Source: System Budget Reports

Figure 82

Facilities

Facilities maintenance is an important component of State System operations and one that presents significant challenges. State System E&G facilities include 616 buildings with total gross square feet (GSF) of 16.6 million. The replacement value of the buildings is estimated at $7.1 billion, with a deferred maintenance and capital renewal backlog of $2.12 billion. Fifty-three percent of E&G facilities have not had significant renovation in the last 25 years. At 25 years, facilities maintenance and repair costs increase dramatically.

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 $34.9 million on repairs and modernization of their facilities; national models suggest at least $98 million should be invested annually in this area to keep up with deferred maintenance **(Figure 83)**.

- **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 $20.3 million in FY 2020-21 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 FY 2019-20. The increased funding is being targeted for the demolition of underutilized facilities.

State System E&G Facilities

Building Age

➢ Number of Buildings: **616**

➢ Total GSF: **16.6 Million**

➢ Replacement Value: **$7.1 Billion**

➢ Deferred Maintenance and Capital Renewal Backlog: **$2.12 Billion***
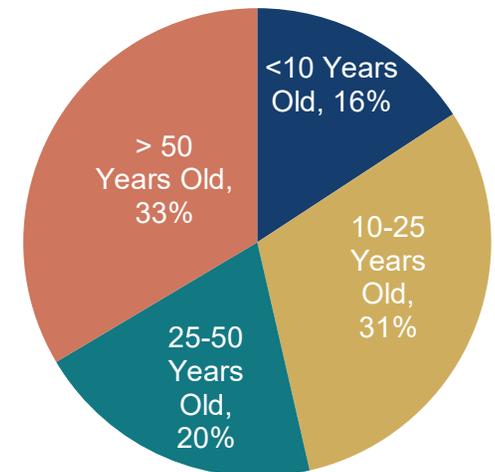
Source: State System Facilities Office

Figure 83

According to Sightlines, a national firm that specializes in the benchmarking of higher education facilities, the State System is not investing adequately in its facilities **(Figure 84)**.

National standards suggest the State System invest at least $180 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 six of the last seven 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.

Capital Expenditures into Existing E&G Space

Life Cycle Need

Stewardship Need

Year	Annual Stewardship	Asset Reinvestment
2003	$17.3	$30.8
2004	$16.2	$41.7
2005	$21.1	$42.9
2006	$24.9	$38.8
2007	$19.3	$56.4
2008	$26.4	$48.7
2009	$30.1	$73.6
2010	$19.6	$88.1
2011	$17.8	$71.6
2012	$25.6	$71.5
2013	$28.5	$63.0
2014	$32.2	$54.0
2015	$37.6	$33.0
2016	$38.2	$16.4
2017	$38.6	$38.8
2018	$47.2	$33.9
2019	$43.9	$79.3
2020	$28.5	$48.1
2021	$34.9	$29.3

■ Annual Stewardship   ■ Asset Reinvestment

Source: State System Facilities Office

Figure 84

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 over $60 million in avoided energy costs over the last 15 years. **Figure 85** captures those avoided costs compared to the local utility tariff rate.

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
2020-21	265,301	1,363,606	1,628,907
Total	$40,306,103	$21,235,274	$61,541,377

In addition to competitive energy procurements, 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 $16.9 million in energy costs per year or about $270 million over the last 16 years. **Figure 86** provides data on this effort.

Avoided cost estimate 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 since fixed-price contracts were selected to reduce price risk.

Figure 85

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	103,448	-1.7%	36.8%	20,630,000
2017-18	32.95	3,527,715	35,940,242	10.19	108,215	-4.6%	33.9%	18,610,000
2018-19	32.31	3,430,607	36,103,724	10.52	107,338	0.8%	34.4%	19,150,000
2019-20	32.19	3,061,671	30,749,867	10.04	96,164	10.4%	41.2%	21,820,000
2020-21	32.62	2,991,782	$28,859,844	9.65	91,722	4.6%	44.0%	$22,640,000
Total								$270,490,000

EUI (Energy Utilization Index) = Btu/square foot
Avoided cost = (EUIcurrent-EUIbase year) (MSFcurrent) ($/mmBTUcurrent)
The base-line year for calculations is 2002/03

Figure 86

Demolition and sale of under-utilized facilities

As enrollments decline, several facilities are under- or even unutilized but nonetheless require ongoing expenditure for their maintenance. In response, the System is actively seeking to sell facilities where buyers can be found, and, using state capital dollars, demolish selected facilities where the cost of demolition is repaid in ongoing operational savings. By the end of this fiscal year, $15 million in estimated savings and/or avoided costs will be achieved.

Status	# of Buildings	Gross Square Feet (GSF)
Demolition		
Demolition Complete	6	74,000
Demolition Ongoing	9	347,000
In design	37	1,097,000
Future Planned	28	329,000
Sold/Transfer Complete	26	89,000
Sale Pending	8	160,000
Total	114	2,096,000

Source: State System Facilities Office

Figure 87

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, regionally or on their own campus, to:

- a full breadth of specialized degree programs in high-demand areas including business, health care, education, and STEM, available at most or all State System universities
- 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
- access, across universities, to a breadth of faculty expertise in subjects with multiple and highly specialized subfields
- 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

State System universities have built established scalable practices and procedures through implementing shared courses and collaborative academic programs on a small scale (70 courses shared in 2021 with over 700 students participating across more than 20 disciplines). As coordinated planning around delivery of the System portfolio or programs and technology infrastructure are developed, shared courses, programs, and faculty become a critical strategy for ensuring all students have access to the broadest possible range of educational opportunities within a financially sustainable environment. 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

One-Time Funds

In FY 2021-22, the State System was allocated $50 million of one-time funds by the General Assembly from the American Rescue Plan aid, as part of a three-year commitment for $200 million. These funds have been instrumental in supporting the changes being pursued as a System, such as integration; strengthening student recruitment and retention practices; diversity, equity, and inclusion (DEI); workforce development; and information technology infrastructure. The one-time federal funds have been combined with $25.1 million of one-time funds generated by the System through a transaction completed in FY 2020-21 to pre-fund approximately 75 percent of the unfunded pension liability through SERS in exchange for a series of future setoff credits. The cash flow savings achieved by this transaction is estimated at over $300 million over the 30-year period of the transaction with SERS.

Collectively, the System is deploying $75 million of one-time funds for its key priority areas.

Distribution of $75M One-Time Funds 2021-22

- Launch Integrating Universities, $17.0
- Enrollment & Student Success Initiatives, $18.5
- Diversity, Equity and Inclusion Goals, $3.2
- Enhance Workforce-Aligned Programming, $4.0
- Infrastructure - One SIS, $5.0
- Debt Relief, $12.5
- Support Transition to Sustainable Operations, $14.8
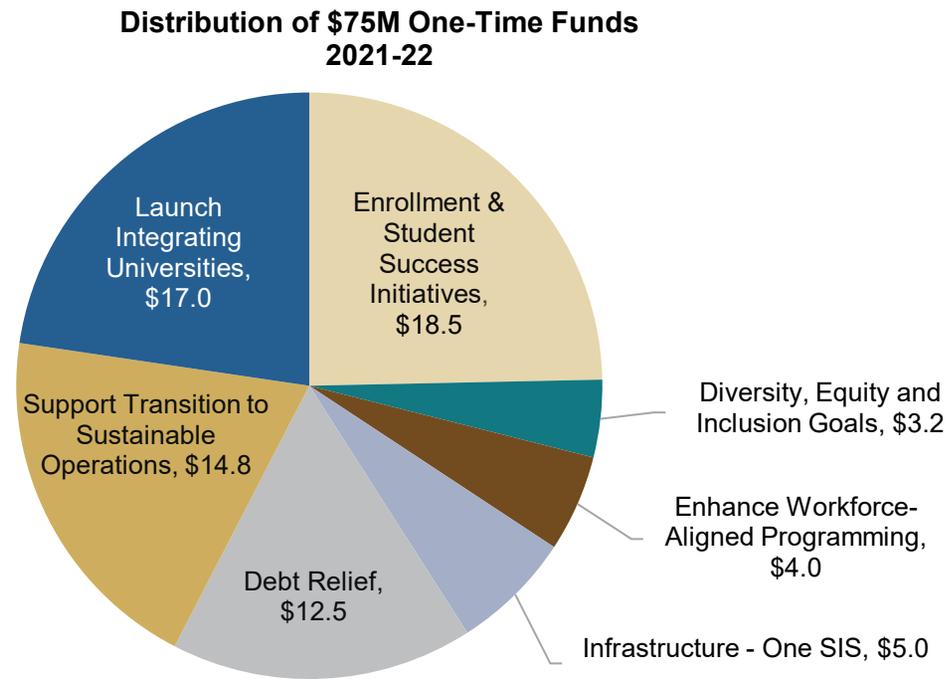
Figure 88

Universities have identified their investments across each area: student success, DEI, workforce development (non-degree credentials), and investments in information technology. Student success funds are addressing needs across the life cycle of the student experience, which contributes to overall enrollment, including student recruitment, student affordability and student progression. DEI funds are covering a multitude of investments including mentoring, assessment of campus climate, preparedness programs, diversification of the curriculum, workforce recruitment, and diversifying the general education curriculum. Workforce development encompasses infrastructure to support the student experience more seamlessly in non-degree credentialing, increased marketing, and piloting new programs. An investment in the implementation of a student information system (OneSIS) will enable enhancements and collaboration across the System as our universities advance the IT system that is the backbone for the student experience.

All SERS and Federal One-Time Funding Distributions

	Appropriation Adjustment	Debt Relief	Integration	Labor Transitions	Student Success Oriented Funding	Total One Time Funding
Northeast	$ 2,355,019	$ -	$ 4,908,900		$ 5,209,231	$ 12,473,150
Penn West	$ 2,197,339	$ 12,500,000	$ 7,811,072		$ 5,235,095	$ 27,743,506
Cheyney	$ 172,814	$ -	$ -		$ 813,466	$ 986,280
East Stroudsburg	$ -	$ -	$ -		$ 2,100,047	$ 2,100,047
Indiana	$ 2,181,685	$ -	$ -		$ 2,613,043	$ 4,794,728
Kutztown	$ 208,213	$ -	$ -	TBD	$ 1,954,444	$ 2,162,657
Millersville	$ -	$ -	$ -		$ 1,929,960	$ 1,929,960
Shippensburg	$ 189,926	$ -	$ -		$ 1,956,353	$ 2,146,279
Slippery Rock	$ -	$ -	$ -		$ 1,860,247	$ 1,860,247
West Chester	$ -	$ -	$ -		$ 2,037,236	$ 2,037,236
Common/System spend*	$ -	$ -	$ 4,281,774		$ 4,297,396	$ 8,579,170
Remains to be allocated**	$ -	$ -	$ -	$ 7,500,000	$ 743,484	$ 8,243,484
Total	**$ 7,304,996**	**$ 12,500,000**	**$ 17,001,746**	**$ 7,500,000**	**$ 30,750,000**	**$ 75,056,742**

Figure 89

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 2022-23 Educational and General Budget

Sources

Uses by Function
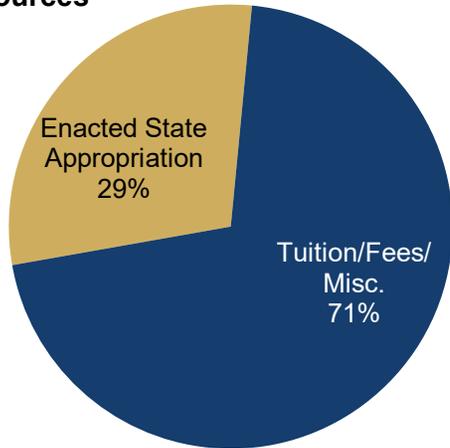
Uses by Category

Sources	($000)
Enacted State Appropriation	$477,470
Tuition/Fees/Misc.	1,151,936
Total	**$1,629,406**

Uses by Category	($000)
Salaries/Wages	$805,337
Benefits	377,810
Total Personnel	$1,183,839
Operating	389,839
Capital/Transfers	56,420
Total Expenditures/Transfers	**$1,629,406**
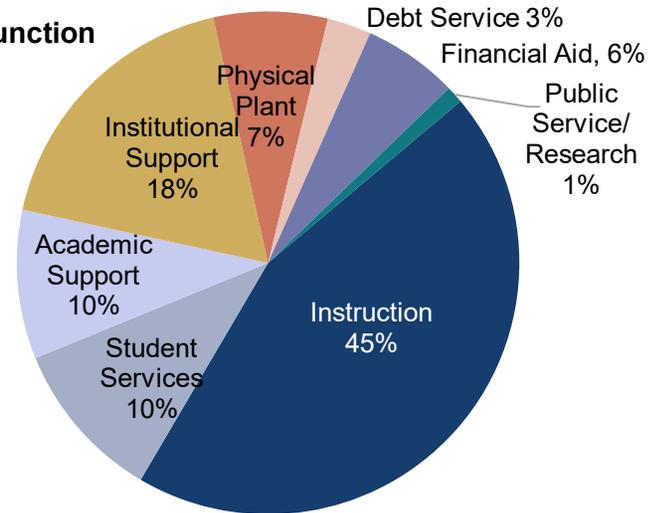
Uses by Function	($000)
Instruction	$726,224
Institutional Support	294,778
Academic Support	156,074
Student Services	168,904
Physical Plant	119,568
Debt Service	46,144
Financial Aid	99,684
Public Service/Research	18,030
Total	**$1,629,406**
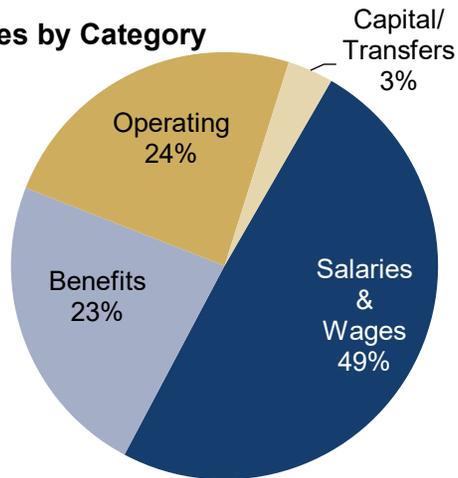
Note: Numbers may not add due to rounding.

Appendix A-3

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

		Actual 2020-21	Current 2021-22	Budget Request 2022-23	Governor's Budget 2022-23
Source of Funds					
State E&G Appropriation[1]		$477,470	$477,470	$550,000	$552,470
Augmentation:					
Educational and General[2]		1,097,750	1,151,936	1,072,122	1,072,122
	Total	$1,575,220	$1,629,406	$1,622,122	$1,624,592
Use of Funds					
Personnel Expenditures		$1,212,788	$1,183,147	$1,213,958	$1,213,958
Operating Expenditures[3]		316,492	389,839	367,338	369,808
Capital Assets/Transfers		45,939	56,420	40,826	40,826
	Total	$1,575,220	$1,629,406	$1,622,122	$1,624,592
Students (FTE)[4]					
Undergraduate		73,403.25	69,146.98	69,778.66	69,778.66
Graduate		11,805.24	11,612.34	12,154.17	12,154.17
First Professional		NA	NA	NA	NA
	Total	85,208.49	80,759.32	81,932.83	81,932.83
Employees (Annualized FTE)		9,574.16	9,349.80	9,056.81	9,056.81

[1]Reflects the Educational and General Appropriation enacted for FY 2020-21 and FY 2021-22. Reflects the System's appropriation request for FY 2022-23. The Governor's recommendation of $552.5 million for FY 2022-23 provides a 15.7 percent increase in the Educational and General Appropriation.

[2]The augmentation includes an assumption of no tuition rate increase in FY 2022-23. However, the Board of Governors will set tuition prior to the beginning of the fiscal year, based upon the System's financial requirements and state appropriations at that time.

[3]Operating expenditures have been adjusted to account for the additional appropriations recommended by the Governor.

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

Note: Numbers may not add due to rounding.

Appendix A-4

Pennsylvania's State System of Higher Education
Summary of Special Line Item Appropriation Request
State Fiscal Recovery Funds from the American Rescue Plan Act
(Dollar Amounts in Thousands)

		Actual 2020-21	Current 2021-22	Budget Request[1] 2022-23	Governor's Budget 2022-23
Source of Funds					
Federal Appropriation		$0	$50,000	$75,000	$150,000
Augmentation:					
Educational and General		0	0	0	0
	Total	$0	$0	$75,000	$150,000
Use of Funds					
Personnel Expenditures		$0	$0	$0	$0
Operating Expenditures		0	50,000	75,000	150,000
Capital Assets/Transfers		0	0	0	0
	Total	$0	$50,000	$75,000	$150,000
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

[1]Reflects the second part of a request totaling $200 million for the State System of Higher Education. Funds will be used to support various initiatives with one-time expenditures (e.g., university integrations; implementation of a new student information system; projects related to student success; diversity, equity and inclusion; workforce development; debt relief; and support for universities as they transition to sustainable operations.)

Appendix A-5

Pennsylvania Higher Education Assistance Agency (PHEAA)
Appropriations for Cheyney Keystone Academy of Pennsylvania's State System of Higher Education
(Dollar Amounts in Thousands)

Source of Funds	Actual 2020-21	Current 2021-22	Budget Request 2022-23	Governor's Budget 2022-23
Special Purpose Appropriation[1]	$3,500	$3,500	$5,000	$5,000
Other (PHEAA Augmentation)[1]	500	500	0	0
Revenue Shortfall	0	0	0	0
Total	$4,000	$4,000	$5,000	$5,000
Use of Funds				
Personnel Expenditures	$842	$879	$901	$901
Operating Expenditures[2]	3,158	3,121	4,099	4,099
Capital Assets/Transfers	0	0	0	0
Total	$4,000	$4,000	$5,000	$5,000
Students (Fall Headcount)				
Undergraduate[3]	215	240	260	260
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	215	240	260	260
Employees (FTE)				

[1]The Governor's recommendation of a $5.0 million appropriation in FY 2022-23 provides a 25 percent increase in funding for the Keystone Academy Appropriation over the total amount received in FY 2021-22.

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

[3]If FY 2022-23 is funded at the Governor's recommended level, approximately 260 students may be served through this program. In fall 2021, 211 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**

	2020-21 Actual Degree Completers	2021-22 Projected Degree Completers
Associate's Degree Completers	436	469
Bachelor's Degree Completers	16,564	15,590
Graduate Degree Completers	5,658	5,675
Total Degree Completers	22,658	21,734

**Pennsylvania's State System of Higher Education
Total Degree Completers
2015-16 through 2020-21**
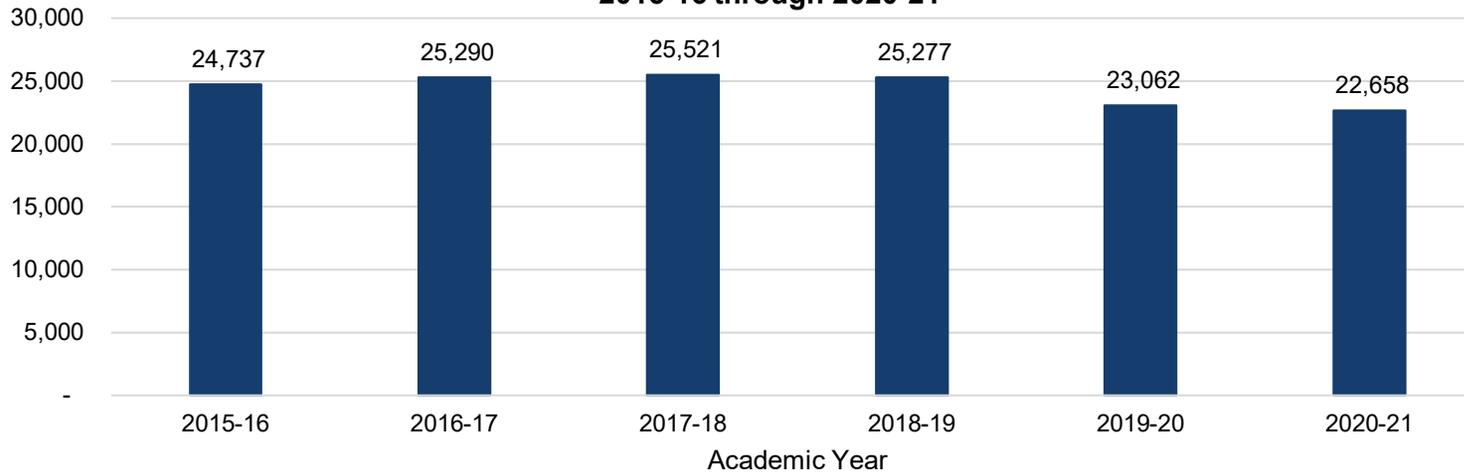
Source: State System Student Data Warehouse

Appendix A-7

Pennsylvania's State System of Higher Education
Fall Applications, Admissions, & Enrollments for First-time Freshmen Domiciled in Pennsylvania, by Ethnicity

State System	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Total												
Applications	84,210	82,839	77,048	63,230	65,324	65,782	66,645	67,768	64,822	66,406	63,531	57,611
Admissions	51,614	53,025	50,240	49,092	51,153	52,318	52,766	54,500	53,289	56,094	56,553	52,388
Admitted Enrollments	18,843	18,883	17,449	17,297	17,428	16,514	15,878	15,927	15,296	15,280	14,288	12,782
% Admitted	61.3%	64.0%	65.2%	77.6%	78.3%	79.5%	79.2%	80.4%	82.2%	84.5%	89.0%	90.9%
% Admitted Enrolled	36.5%	35.6%	34.7%	35.2%	34.1%	31.6%	30.1%	29.2%	28.7%	27.2%	25.3%	24.4%
Black or African American												
Applications	17,334	16,158	14,801	10,779	12,543	13,624	13,809	14,391	13,166	13,608	13,859	10,813
Admissions	6,656	6,682	6,501	6,871	7,854	8,830	8,980	9,515	9,189	9,781	11,091	8,961
Admitted Enrollments	1,802	1,852	1,913	2,013	2,095	1,994	1,981	2,020	1,865	1,854	1,703	1,486
% Admitted	38.4%	41.4%	43.9%	63.7%	62.6%	64.8%	65.0%	66.1%	69.8%	71.9%	80.0%	82.9%
% Admitted Enrolled	27.1%	27.7%	29.4%	29.3%	26.7%	22.6%	22.1%	21.2%	20.3%	19.0%	15.4%	16.6%
American Indian or Alaska Native												
Applications	197	176	91	79	135	150	186	210	167	131	169	223
Admissions	128	86	38	52	81	107	111	128	114	107	143	196
Admitted Enrollments	44	22	13	16	25	36	27	41	38	31	37	52
% Admitted	65.0%	48.9%	41.8%	65.8%	60.0%	71.3%	59.7%	61.0%	68.3%	81.7%	84.6%	87.9%
% Admitted Enrolled	34.4%	25.6%	34.2%	30.8%	30.9%	33.6%	24.3%	32.0%	33.3%	29.0%	25.9%	26.5%
Asian												
Applications	1,223	1,177	1,190	1,134	1,199	1,169	1,417	1,521	1,481	1,516	1,496	1,552
Admissions	740	724	729	783	888	896	1,097	1,209	1,254	1,286	1,392	1,435
Admitted Enrollments	175	164	179	209	208	201	223	213	245	245	208	247
% Admitted	60.5%	61.5%	61.3%	69.0%	74.1%	76.6%	77.4%	79.5%	84.7%	84.8%	93.0%	92.5%
% Admitted Enrolled	23.6%	22.7%	24.6%	26.7%	23.4%	22.4%	20.3%	17.6%	19.5%	19.1%	14.9%	17.2%

Pennsylvania's State System of Higher Education
Fall Applications, Admissions, & Enrollments for First-time Freshmen Domiciled in Pennsylvania, by Ethnicity

State System	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Hispanic												
Applications	3,323	5,079	4,069	3,553	4,542	4,687	4,962	5,765	5,231	6,038	6,028	4,739
Admissions	1,776	3,075	2,387	2,563	3,234	3,504	3,665	4,376	4,020	4,822	5,200	4,187
Admitted Enrollments	647	984	788	866	983	1,002	956	1,130	989	1,106	992	928
% Admitted	53.4%	60.5%	58.7%	72.1%	71.2%	74.8%	73.9%	75.9%	76.8%	79.9%	86.3%	88.4%
% Admitted Enrolled	36.4%	32.0%	33.0%	33.8%	30.4%	28.6%	26.1%	25.8%	24.6%	22.9%	19.1%	22.2%
White												
Applications	57,208	55,592	52,126	44,978	43,447	42,737	42,120	41,835	39,653	40,501	37,955	36,762
Admissions	39,801	39,964	38,025	36,784	36,438	36,342	35,698	36,082	34,585	36,328	35,250	34,470
Admitted Enrollments	15,349	14,995	13,768	13,460	13,292	12,426	11,822	11,639	11,122	11,080	10,539	9,370
% Admitted	69.6%	71.9%	72.9%	81.8%	83.9%	85.0%	84.8%	86.2%	87.2%	89.7%	92.9%	93.8%
% Admitted Enrolled	38.6%	37.5%	36.2%	36.6%	36.5%	34.2%	33.1%	32.3%	32.2%	30.5%	29.9%	27.2%
Native Hawaiian or Other Pacific Islander												
Applications	61	42	65	29	55	60	62	59	40	47	33	34
Admissions	30	32	40	22	38	38	36	46	30	38	29	32
Admitted Enrollments	11	14	14	12	17	6	8	15	6	8	13	11
% Admitted	49.2%	76.2%	61.5%	75.9%	69.1%	63.3%	58.1%	78.0%	75.0%	80.9%	87.9%	94.1%
% Admitted Enrolled	36.7%	43.8%	35.0%	54.5%	44.7%	15.8%	22.2%	32.6%	20.0%	21.1%	44.8%	34.4%
Two or More Races												
Applications	1,656	2,001	2,292	1,885	2,315	2,509	2,662	2,761	2,253	2,347	2,591	2,060
Admissions	932	1,192	1,389	1,450	1,763	1,937	2,098	2,195	1,897	1,917	2,247	1,820
Admitted Enrollments	358	435	500	545	596	664	645	652	587	517	532	406
% Admitted	56.3%	59.6%	60.6%	76.9%	76.2%	77.2%	78.8%	79.5%	84.2%	81.7%	86.7%	88.3%
% Admitted Enrolled	38.4%	36.5%	36.0%	37.6%	33.8%	34.3%	30.7%	29.7%	30.9%	27.0%	23.7%	22.3%

Appendix A-7 (continued)

Pennsylvania's State System of Higher Education
Fall Applications, Admissions, & Enrollments for First-time Freshmen Domiciled in Pennsylvania, by Ethnicity

State System	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Race/ethnicity unknown												
Applications	3,208	2,614	2,414	793	1,080	844	1,418	1,215	2,830	2,212	1,399	1,427
Admissions	1,551	1,270	1,131	567	849	662	1,072	941	2,199	1,809	1,200	1,286
Admitted Enrollments	457	417	274	176	211	184	211	212	444	433	263	281
% Admitted	48.3%	48.6%	46.9%	71.5%	78.6%	78.4%	75.6%	77.4%	77.7%	81.8%	85.8%	90.1%
% Admitted Enrolled	29.5%	32.8%	24.2%	31.0%	24.9%	27.8%	19.7%	22.5%	20.2%	23.9%	21.9%	21.9%
Non-Resident Alien												
Applications					8	2	9	11	1	6	1	1
Admissions					8	2	9	8	1	6	1	1
Admitted Enrollments					1	1	5	5	0	6	1	1
% Admitted	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	72.7%	100.0%	100.0%	100.0%	100.0%
% Admitted Enrolled	0.0%	0.0%	0.0%	0.0%	12.5%	50.0%	55.6%	62.5%	0.0%	100.0%	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**

34% Increase in Degrees Awarded since 2000-01

2.7% Decrease in Enrollment since 2000-01

Degrees Awarded — Fall Enrollment
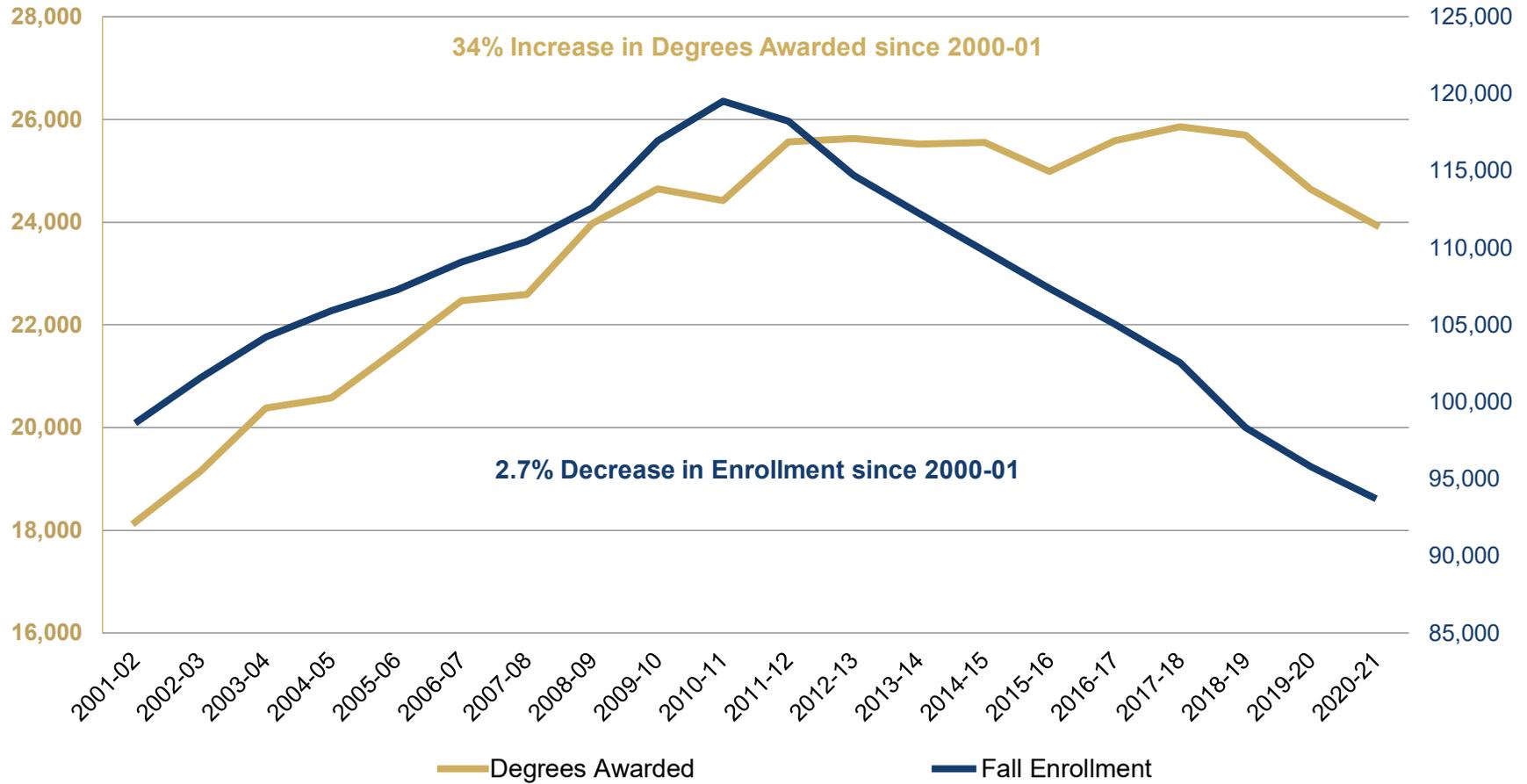
Source: State System Student Data Warehouse
Note: Includes Certificates, Associate, Bachelor's, Master's, Doctoral, and First Professional Degrees

Appendix B-2

**Pennsylvania's State System of Higher Education
Fall 2021 Enrollment Demographics
Headcount: 88,651**
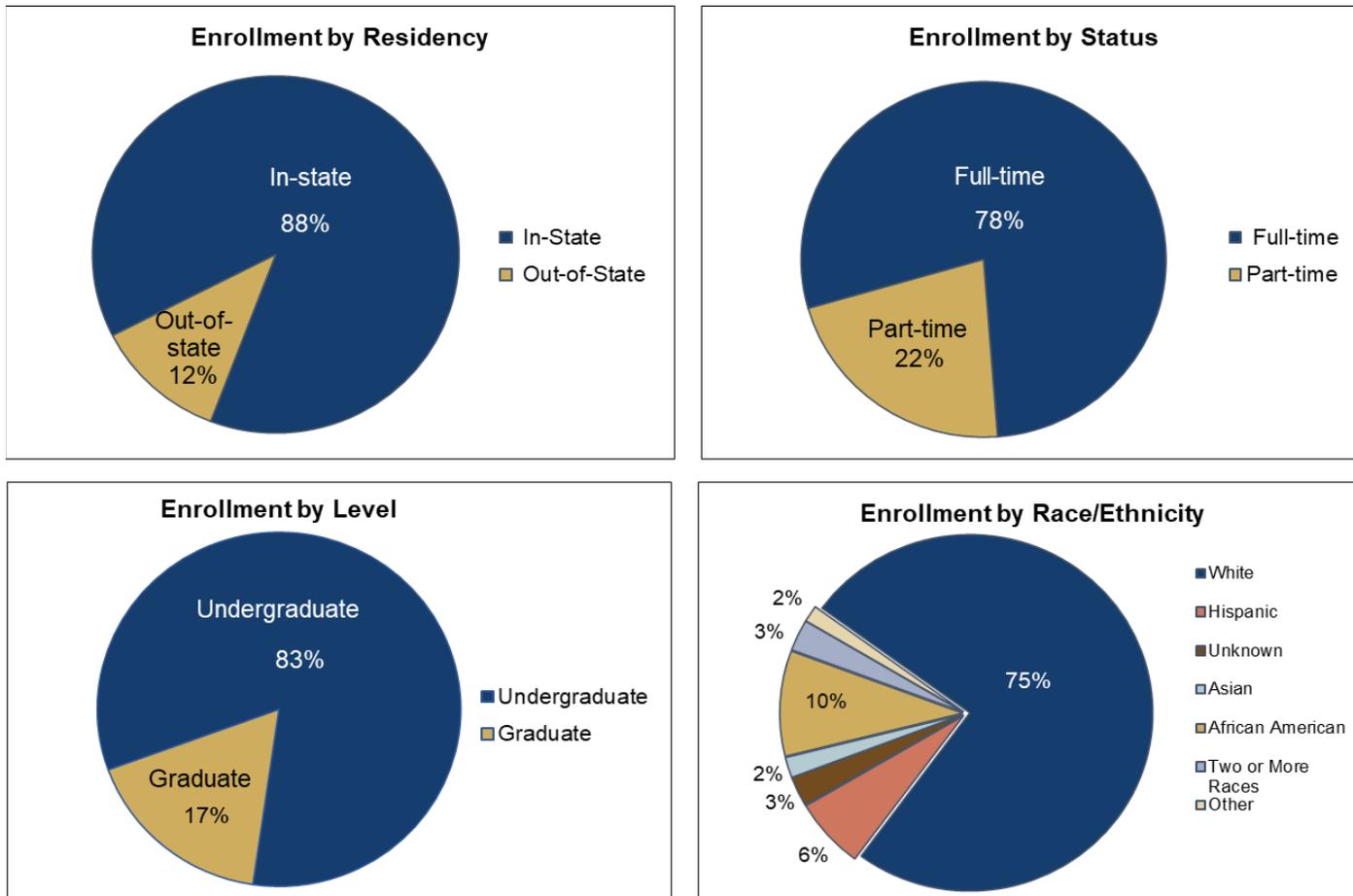
Source: State System Student Data Warehouse
Note: Fall Census Headcount enrollment (undergraduate, graduate, full-time, and part-time).

Appendix B-3

**STEM and Health Professions Enrollment
Fall 2010 to 2021**

7% increase in STEM-H enrollments since 2010
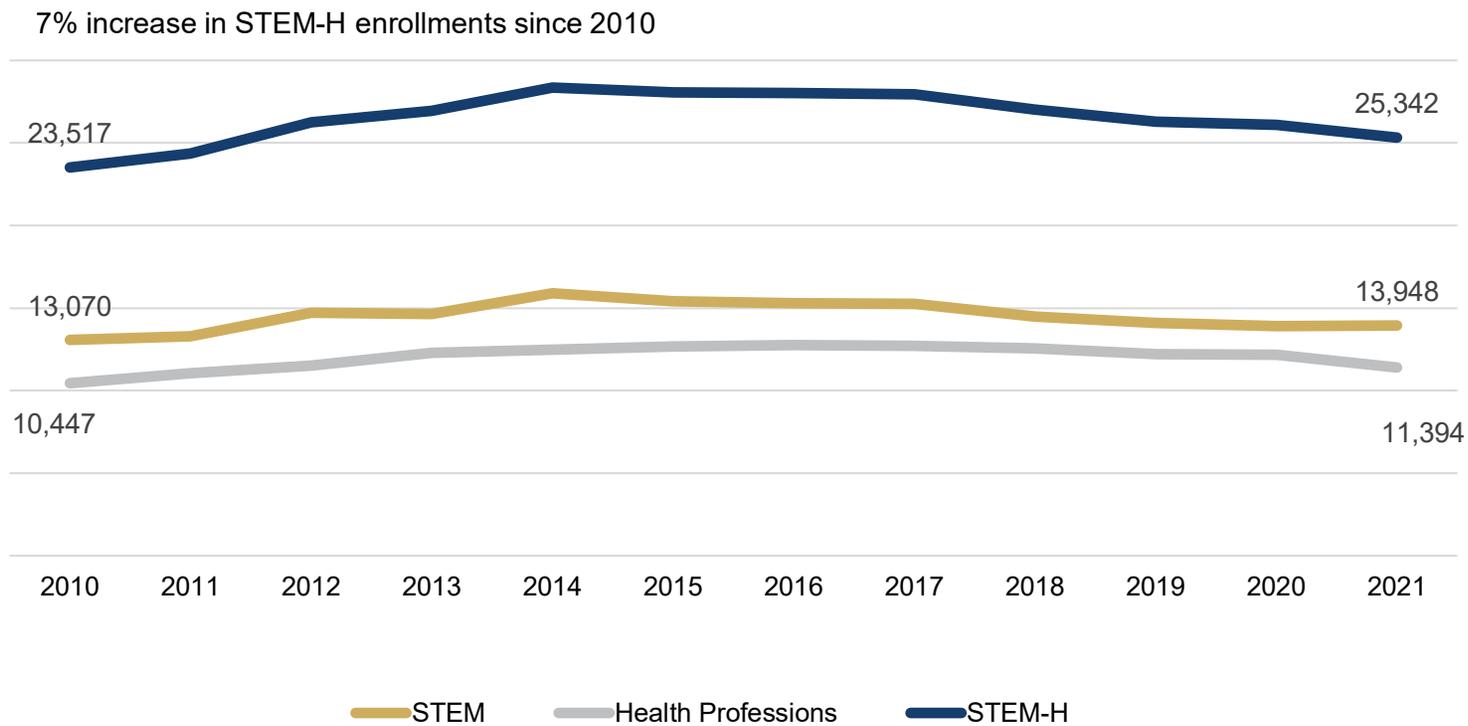
Source: State System Student Data Warehouse, Fall Census
Notes: STEM majors identified from the Department of Homeland Security STEM Designated Degree Program List

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	2021	Change from 2010 to 2021	% of 2021 Total Transfers
A. Community Colleges														
Community College of Allegheny County	445	435	391	398	422	400	359	398	330	289	271	264	-40.7%	5.6%
Community College of Beaver County	79	72	69	61	55	68	75	60	51	51	59	32	-59.5%	0.7%
Bucks County	169	205	190	161	203	156	139	166	163	128	126	115	-32.0%	2.5%
Butler County	186	219	229	230	205	191	210	188	196	184	160	152	-18.3%	3.2%
Pennsylvania Highlands	45	48	44	54	56	49	42	48	46	44	49	38	-15.6%	0.8%
Delaware County	354	417	441	431	419	439	443	414	355	380	395	379	7.1%	8.1%
Harrisburg Area	604	571	529	596	501	494	495	400	466	407	400	324	-46.4%	6.9%
Lehigh Carbon	243	188	214	224	163	178	165	200	189	174	173	168	-30.9%	3.6%
Luzerne County	163	130	124	137	121	109	112	70	124	84	80	68	-58.3%	1.4%
Montgomery County	278	295	304	273	268	270	258	257	233	198	184	180	-35.3%	3.8%
Northampton County	452	364	352	397	351	355	384	373	317	310	299	252	-44.2%	5.4%
Community College of Philadelphia	77	87	78	117	97	136	156	128	105	110	134	130	68.8%	2.8%
Reading Area	124	93	126	106	91	87	89	68	108	87	75	78	-37.1%	1.7%
Westmoreland County	184	182	142	167	185	156	151	153	112	136	95	94	-48.9%	2.0%
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	2,274	-33.2%	48.5%
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%	23.2%		
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%	48.5%		
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%	11.8%		
B. State-Related														
Lincoln	9	4	9	4	2	4	3	4	4	12	8	3	-66.7%	0.1%
Penn State	384	387	355	344	265	281	326	239	223	199	167	143	-62.8%	3.0%
Pitt	123	118	104	166	114	90	106	107	107	93	68	80	-35.0%	1.7%
Temple	49	72	70	48	43	56	40	60	45	48	55	78	59.2%	1.7%
Total State-Related	565	581	538	562	424	431	475	410	379	352	298	304	-46.2%	6.5%
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%	6.5%		
C. Intra-system Transfers	765	729	718	714	722	654	582	592	533	453	375	377	-50.7%	8.0%
D. Other Colleges and Universities	2,935	2,789	2,823	2,747	2,694	2,541	2,514	2,288	2,178	1,987	1,817	1,735	-40.9%	37.0%
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	4,690	-38.8%	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%	23.1%		
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%	24.4%		

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 Under-graduate 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	87,860
2020-21	$477,470,000	2.0%	30%	$477,470,000	2.0%	$7,716	$0	0.0%	$21,947	85,208
2021-22	$477,470,000	0.0%	30%	$477,470,000	0.0%	$7,716	$0	0.0%	$21,884	80,759

Source: State System Budget Reports and Basic Student Charges Submissions
Notes: Current year's total appropriation is at or near the total appropriations in the blue highlighted row.
[1]Most common tuition rate charged
[2]Total Appropriations exclude $30 million of Title V CARES Act Funds.

Appendix B-6

Educational and General Appropriation vs. Tuition and Fees*
1983-84 to 2021-22
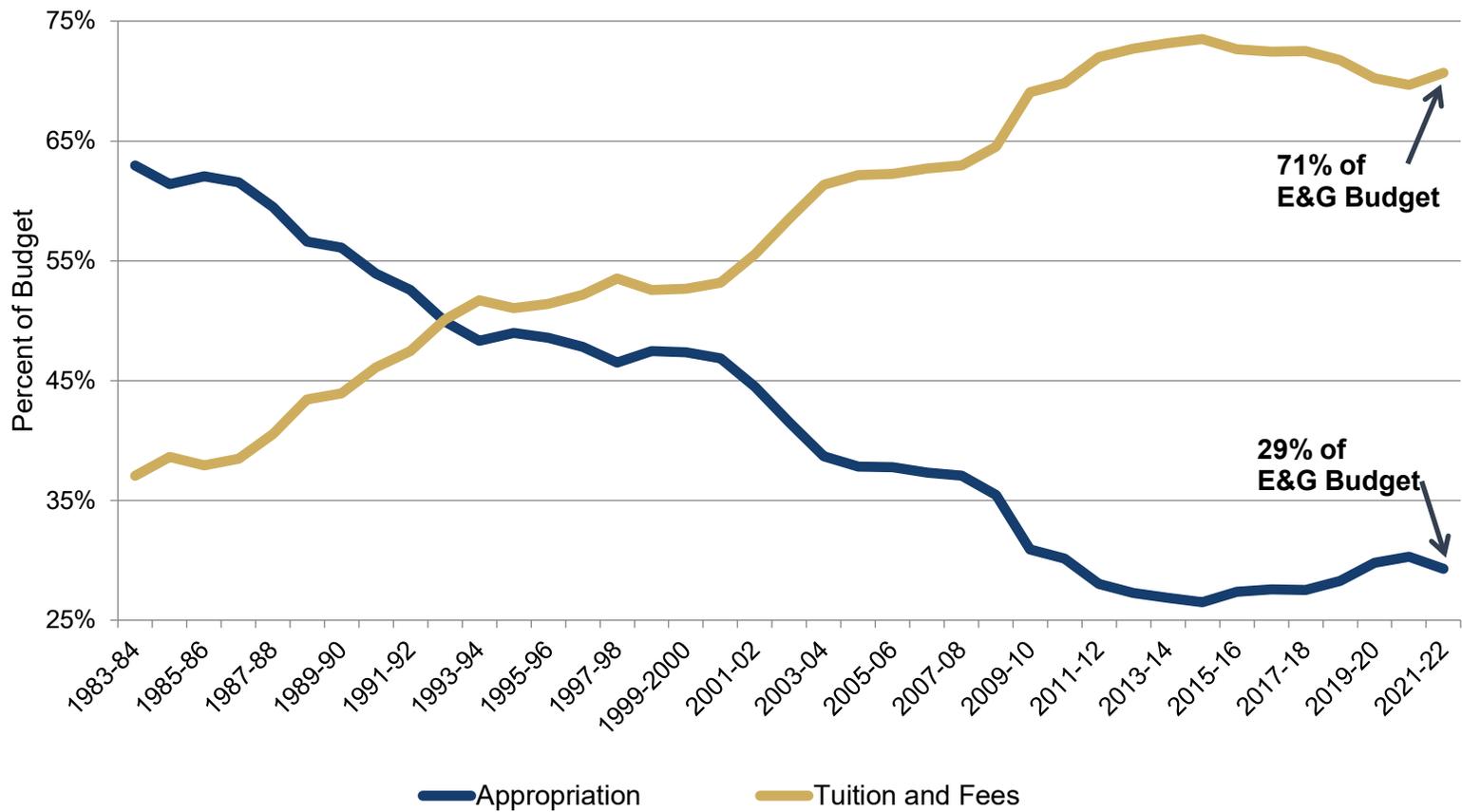
Source: State System Budget Reports
*Includes all other miscellaneous revenue sources

Appendix B-7
Pennsylvania Higher Education Assistance Agency (PHEAA) State Grant Awards
All Undergraduate Programs (Excluding Summer School)

Number of Awards

Year	Independent 4-Year	Independent 2-Year	State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
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
2020-21	37,128	1,343	22,423	24,933	18,665	688	2,548	107,728	4,019	111,747

Value of Awards

Year	Independent 4-Year	Independent 2-Year	State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
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
2020-21	$128,881,426	$3,891,363	$66,231,482	$86,160,002	$22,785,084	$1,835,948	$7,880,081	$317,665,386	$2,164,851	$319,830,237

Full-year Average Award

Year	Independent 4-Year	Independent 2-Year	State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
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
2020-21	$4,005	$3,747	$3,366	$3,898	$2,115	$3,655	$3,930	$3,598	$591	$3,478

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

Appendix B-8

2021-22 Employee Headcount by EEO Categories

	Full Time	Part Time	Total
Executive/Administrative/Managerial	530	11	541
Faculty (Q4 Only)	3,987	1,151	5,138
Professional Non-Faculty	2,196	221	2,417
Service/Maintenance	955	50	1,005
Secretarial/Clerical	1,067	44	1,111
Skilled Crafts	416	2	418
Technical/Paraprofessional	236	61	297
System Total	9,387	1,540	10,927

Employee Headcount Trend, Fall 2021

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

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 YTD**
APSCUF (Faculty)	250	112	204	112	190	132	182	118	190	126	305	49
AFSCME	154	104	115	101	213	176	114	160	181	136	254	82
All Others*	92	65	75	69	85	86	93	99	105	96	168	30
Total	496	281	394	282	488	394	389	377	476	358	727	161

Source: State System SAP, Human Capital Management
Notes:
*Includes nonrepresented employees and represented employees in the APSCUF-Coaches, SCUPA, OPEIU, SPFPA, POA, PSSU/EIU and PDA unions.
** Year to Date (YTD) date as of 12/31/2021

Enrollment in Retirement Plans	Percent of Total
SERS*	39%
PSERS*	8%
Alternative Retirement Plan (ARP)**	53%

Source: State System Business Warehouse
Data as of 10/31/2021
Notes:
* 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 Associations as a Guard-Friendly School, one of 48 colleges and universities in the nation to receive that honor. Bloomsburg also features its Military Academic Credit Review Board—also known as the MAC-RB—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 Office of Military & Veterans Success provides resources for veterans, assists with benefits, provides support for current and former service members, reservists, and their eligible family members and also offers several VA work-study positions within the department. 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. California University of Pennsylvania also partners with the California J.F.K. American Legion Post 377. 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. The Office of Military & Veterans Success provides scholarships to eligible students.

- **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 Student Financial Services 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 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, 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 several 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 has met 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, and a Veteran Pinning Ceremony. In addition, LHU's Student Veterans Alliance serves as a liaison for student veterans, providing a community and a variety of resources. Veterans are served by the Enrollment Services Center with financial counseling and assessment of prior learning. 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 an array of resources and support for all servicemembers, including active duty, reservists, and veterans, from academic support and assistance to successful graduation. The Veterans Resource Center (VRC), located in Mercer House with the Student Veterans Association, provides necessary information for veterans on campus. All veterans and family members are welcome to come and share their experiences and explore opportunities for resources and leadership positions on campus and in the community. It also serves as a source of fellowship and support for families of current servicemembers who are deployed or preparing for deployment. Millersville University participates in the Concurrent Admissions Program with the Army, Army Reserves, and Army National Guard. In addition, Millersville University offers a two-part, four-year program in military science through ROTC. The students can earn academic credentials through the minor in Military Science (housed in the Department of History) program. As an added convenience for both current servicemembers and veterans, the School Certifying Official in the Financial Aid Office handles all the required paperwork for individuals applying for education benefits through the Department of Defense (tuition assistance) and the Department of Veterans Affairs (GI Bill). The Financial

Aid Office ensures current servicemembers and veterans receive all the benefits they are entitled to, including qualification for in-state tuition. Millersville University coordinates with the VA's veteran work-study program to ensure that the students staffing the VRC are also GI Bill recipients. Millersville University has several veterans on the faculty and staff who enjoy assisting and advising current servicemembers and veteran students. Millersville University is regularly recognized as among the top 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 University even received the Gold classification for being Military Friendly from Victory Media.

- **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 synergy and integration among student veterans, the Student Government Association, and other student activities, and is involved in fundraisers to benefit veteran-facing organizations. 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. 115 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. The Veterans Center regularly connects with local area Veteran Service Organizations for support and networking opportunities. 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 University received the 2021-2022 Military Friendly School Gold Status distinction.

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 2021 Guide to Top Colleges and Universities): California, Clarion, Edinboro, Kutztown, Mansfield, and West Chester Universities. 2021-22 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 Fall 2021 and

Enrolled Students, Living Alumni and Employees by PA Senate Representative District Fall 2021

Fall 2021 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	187	1,925	19	404	56,861
2	Erie	Democrat	Merski, Robert	309	3,375	71	580	58,383
3	Erie	Democrat	Bizzarro, Ryan	682	6,754	230	1,203	62,314
4	Erie	Republican	Sonney, Curtis	355	3,709	34	632	58,282
5	Berks	Republican	Jozwiak, Barry	489	4,109	108	683	63,333
6	Crawford, Erie	Republican	Roae, Brad	575	5,886	122	841	62,523
7	Mercer	Democrat	Longietti, Mark	325	3,373	31	562	60,389
8	Mercer, Butler	Republican	Bonner, Tim	600	5,167	270	956	58,229
9	Lawrence	Democrat	Sainato, Chris	393	3,478	45	589	57,731
10	Lawrence, Beaver, Butler	Republican	Bernstine, Aaron	485	3,416	199	754	60,388
11	Butler	Republican	Mustello, Marci	448	4,570	81	751	59,101
12	Butler	Republican	Metcalfe, Daryl	579	5,939	86	918	71,099
13	Chester, Lancaster	Republican	Lawrence, John	723	3,682	64	936	66,769
14	Beaver, Butler	Republican	Marshall, Jim	337	3,655	35	579	60,722
15	Beaver, Washington	Republican	Kail, Joshua	282	3,254	15	586	57,886
16	Beaver, Allegheny	Democrat	Matzie, Robert	282	2,868	12	493	62,390
17	Mercer, Crawford, Erie, Lawrence	Republican	Wentling, Parke	429	3,882	46	666	59,384
18	Bucks	Republican	Tomlinson, Kathleen	177	1,193	2	236	62,707
19	Allegheny		Vacant	152	1,261	10	216	58,185
20	Allegheny	Democrat	Kinkead, Emily	191	2,475	22	350	62,621
21	Allegheny	Democrat	Innamorato, Sara	185	2,552	24	370	60,679
22	Lehigh	Democrat	Schweyer, Peter	238	1,275	8	231	66,221
23	Allegheny	Democrat	Frankel, Dan	75	933	23	118	61,485

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
24	Allegheny		Vacant	140	1,150	12	209	57,377
25	Allegheny	Democrat	Markosek, Brandon	351	3,276	20	576	60,554
26	Chester, Montgomery	Republican	Hennessey, Tim	582	4,295	53	745	68,210
27	Allegheny	Democrat	Deasy, Daniel	227	2,255	7	429	60,496
28	Allegheny	Republican	Mercuri, Robert	327	3,939	35	524	71,131
29	Bucks	Republican	Schroeder, Meghan	386	2,441	4	433	65,424
30	Allegheny	Republican	Mizgorski, Lori	374	4,283	22	618	63,771
31	Bucks	Democrat	Warren, Perry	305	2,471	2	433	64,717
32	Allegheny	Democrat	DeLuca, Anthony	346	3,207	19	571	64,297
33	Allegheny, Westmoreland	Republican	Lewis DelRosso, Carrie	270	2,924	21	448	59,680
34	Allegheny	Democrat	Lee, Summer	172	2,051	27	341	58,235
35	Allegheny	Democrat	Davis, Austin	235	1,837	7	408	56,841
36	Allegheny	Democrat	Benham, Jessica	218	2,046	8	409	61,935
37	Lancaster	Republican	Fee, Mindy	427	4,052	37	619	66,208
38	Allegheny	Democrat	Pisciottano, Nick	355	3,534	16	671	65,997
39	Allegheny, Washington	Republican	Puskaric, Michael	488	4,684	45	990	60,613
40	Allegheny, Washington	Republican	Mihalek, Natalie	438	4,399	46	733	66,557
41	Lancaster	Republican	Miller, Brett	733	6,632	292	990	69,007
42	Allegheny	Democrat	Miller, Dan	216	2,992	31	381	61,577
43	Lancaster	Republican	Greiner, Keith	510	4,338	88	706	67,974
44	Allegheny	Republican	Gaydos, Valerie	324	3,747	15	566	70,780
45	Allegheny	Democrat	Kulik, Anita	275	3,062	19	462	64,986
46	Allegheny, Washington	Republican	Ortitay, Jason	360	3,698	32	630	71,325
47	York	Republican	Gillespie, Keith	547	3,233	17	586	67,796
48	Washington	Republican	O'Neal, Timothy	448	4,360	45	660	64,715
49	Washington, Fayette	Republican	Cook, Bud	591	5,158	163	1,177	56,408
50	Washington, Fayette, Greene	Democrat	Snyder, Pam	468	3,218	85	720	58,181
51	Fayette, Somerset	Republican	Dowling, Matthew	355	3,068	40	578	60,249
52	Fayette, Westmoreland	Republican	Warner, Ryan	359	3,228	28	602	60,634
53	Montgomery	Democrat	Malagari, Steven	340	2,884	9	486	67,123
54	Westmoreland, Allegheny	Republican	Brooks, Bob	431	4,427	43	654	61,803
55	Westmoreland, Armstrong, Indiana	Republican	Silvis, Jason	363	3,226	17	564	58,771

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	415	4,552	24	668	62,376
57	Westmoreland	Republican	Nelson, Eric	324	3,861	48	591	61,125
58	Westmoreland	Republican	Davanzo, Eric	342	4,015	56	656	60,635
59	Westmoreland, Somerset	Republican	Rossi, Leslie	279	3,503	36	477	60,511
60	Armstrong, Butler, Indiana	Republican	Major, Abby	550	4,979	65	872	59,265
61	Montgomery	Democrat	Hanbidge, Liz	306	2,831	11	403	65,688
62	Indiana	Republican	Struzzi, James	1,019	7,321	703	1,625	59,912
63	Clarion, Armstrong, Forest	Republican	Oberlander, Donna	859	5,719	404	1,239	57,591
64	Butler, Venango	Republican	James, R. Lee	701	5,428	103	993	56,000
65	Warren, Crawford, Forest	Republican	Rapp, Kathy	410	3,587	18	567	57,899
66	Jefferson, Indiana	Republican	Smith, Brian	638	5,117	158	915	62,181
67	McKean, Cameron, Potter	Republican	Causer, Martin	354	2,927	8	498	60,060
68	Tioga, Bradford, Potter	Republican	Owlett, Clint	661	4,471	241	798	58,998
69	Somerset, Bedford	Republican	Metzgar, Carl Walker	264	2,102	9	382	61,635
70	Montgomery	Democrat	Bradford, Matthew	328	2,143	12	379	66,544
71	Cambria, Somerset	Republican	Rigby, Jim	356	2,800	12	527	60,025
72	Cambria	Democrat	Burns, Frank	355	3,151	20	589	59,671
73	Cambria, Clearfield	Republican	Sankey, Tommy	528	3,659	33	806	62,466
74	Chester	Democrat	Williams, Dan	669	4,705	144	983	66,798
75	Clearfield, Elk	Republican	Armanini, Mike	591	4,528	14	910	63,782
76	Clinton, Centre	Republican	Borowicz, Stephanie	634	4,325	293	852	63,248
77	Centre	Democrat	Conklin, Scott	122	1,287	18	169	62,000
78	Bedford, Franklin, Fulton	Republican	Topper, Jesse	290	2,266	6	385	62,097
79	Blair	Republican	Schmitt, Louis	246	1,763	3	318	60,884
80	Blair	Republican	Gregory, Jim	239	2,488	7	406	61,938
81	Huntingdon, Centre, Mifflin	Republican	Irvin, Rich	291	2,237	15	338	63,845
82	Juniata, Franklin, Mifflin	Republican	Hershey, Johnathan	309	2,167	15	370	62,222
83	Lycoming	Republican	Wheeland, Jeff	409	3,370	32	483	60,739
84	Lycoming, Union	Republican	Hamm, Joe	497	4,133	69	667	61,949
85	Union, Snyder	Republican	Rowe, David	431	2,910	44	476	62,740
86	Cumberland, Perry	Republican	Stambaugh, Perry	454	3,898	175	686	64,763
87	Cumberland	Republican	Rothman, Greg	582	5,976	59	841	74,221

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	385	4,529	28	600	69,436
89	Franklin	Republican	Kauffman, Rob	599	4,770	213	830	67,116
90	Franklin	Republican	Schemel, Paul	491	3,200	48	643	66,611
91	Adams	Republican	Moul, Dan	384	2,742	19	535	65,497
92	Cumberland, York	Republican	Keefer, Dawn	447	4,443	20	634	65,806
93	York	Republican	Jones, Mike	400	2,597	9	481	65,745
94	York	Republican	Saylor, Stan	404	2,534	28	512	63,209
95	York	Democrat	Hill-Evans, Carol	216	1,338	5	254	66,504
96	Lancaster	Democrat	Sturla, Mike	383	2,360	99	474	62,466
97	Lancaster	Republican	Mentzer, Steven	636	6,029	81	815	70,756
98	Lancaster, Dauphin	Republican	Hickernell, David	438	3,533	44	535	64,748
99	Lancaster	Republican	Zimmerman, David	310	2,605	15	441	65,378
100	Lancaster	Republican	Cutler, Bryan	360	2,821	134	551	66,458
101	Lebanon	Republican	Ryan, Frank	348	3,117	14	374	71,047
102	Lebanon	Republican	Diamond, Russ	270	2,589	7	466	67,285
103	Dauphin	Democrat	Kim, Patty	216	1,512	24	272	66,167
104	Dauphin, Lebanon	Republican	Helm, Susan	412	3,838	28	589	66,706
105	Dauphin	Republican	Lewis, Andrew	517	4,916	26	738	71,407
106	Dauphin	Republican	Mehaffie, Thomas	384	3,191	20	500	69,523
107	Northumberland, Columbia, Montour	Republican	Masser, Kurt	684	4,334	130	788	62,250
108	Northumberland, Snyder	Republican	Culver, Lynda	545	3,829	43	670	62,532
109	Columbia	Republican	Millard, David	847	5,727	553	1,095	60,905
110	Bradford, Sullivan, Susquehanna	Republican	Pickett, Tina	436	3,138	11	536	56,862
111	Susquehanna, Wayne	Republican	Fritz, Jonathan	207	1,962	1	285	58,011
112	Lackawanna	Democrat	Mullins, Kyle	204	1,814	4	270	64,515
113	Lackawanna	Democrat	Welby, Thom	160	1,510	3	230	64,833
114	Lackawanna	Democrat	Kosierowski, Bridget	206	2,112	8	314	63,927
115	Monroe	Democrat	Madden, Maureen	795	6,874	210	1,034	62,110
116	Luzerne		Vacant	402	2,725	60	467	65,586
117	Luzerne, Lackawanna, Wyoming	Republican	Boback, Karen	212	1,963	12	282	57,650
118	Luzerne, Lackawanna	Democrat	Carroll, Mike	233	1,963	12	305	60,987
119	Luzerne	Democrat	Mullery, Gerald	259	1,941	15	342	63,032

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
120	Luzerne	Republican	Kaufer, Aaron	219	1,901	5	273	61,527
121	Luzerne	Democrat	Pashinski, Eddie Day	140	1,325	5	208	65,502
122	Carbon	Republican	Heffley, Doyle	400	3,076	9	507	61,629
123	Schuylkill	Republican	Twardzik, Tim	366	2,222	12	430	57,049
124	Schuylkill, Berks, Carbon	Republican	Knowles, Jerry	413	3,663	67	591	60,049
125	Schuylkill, Dauphin	Republican	Kerwin, Joe	383	2,857	15	507	61,160
126	Berks	Democrat	Rozzi, Mark	379	2,678	37	466	68,940
127	Berks	Democrat	Guzman, Manuel	170	824	4	193	69,766
128	Berks, Lancaster	Republican	Gillen, Mark	526	4,408	42	586	66,004
129	Berks, Lancaster	Republican	Cox, Jim	578	4,890	40	693	67,158
130	Berks	Republican	Maloney, David	612	4,507	57	822	64,822
131	Northampton, Lehigh, Montgomery	Republican	Mackenzie, Milou	489	4,234	42	657	69,780
132	Lehigh	Democrat	Schlossberg, Michael	249	2,024	19	340	66,044
133	Lehigh	Democrat	McNeill, Jeanne	374	3,307	21	540	64,132
134	Lehigh, Berks	Republican	Mackenzie, Ryan	614	4,865	106	800	66,940
135	Northampton	Democrat	Samuelson, Steve	314	2,744	19	406	65,470
136	Northampton	Democrat	Freeman, Robert	320	2,777	28	499	67,394
137	Northampton	Republican	Emrick, Joe	605	4,587	53	759	66,911
138	Northampton	Republican	Flood, Ann	546	4,791	45	808	69,193
139	Pike, Wayne	Republican	Peifer, Michael	447	2,712	14	624	63,573
140	Bucks	Democrat	Galloway, John	298	1,824	1	361	62,888
141	Bucks	Democrat	Davis, Tina	172	1,232	0	261	62,600
142	Bucks	Republican	Farry, Frank	313	2,626	6	523	67,246
143	Bucks	Republican	Labs, Shelby	367	3,023	6	514	65,241
144	Bucks	Republican	Polinchock, Todd	473	3,233	2	624	66,520
145	Bucks	Republican	Staats, Craig	419	3,207	6	618	65,816
146	Montgomery	Democrat	Ciresi, Joe	586	4,207	23	752	64,763
147	Montgomery	Republican	Pennycuick, Tracy	670	4,210	14	795	66,133
148	Montgomery	Democrat	Daley, Mary Jo	234	2,158	19	299	70,894
149	Montgomery	Democrat	Briggs, Tim	275	2,149	26	346	71,433
150	Montgomery	Democrat	Webster, Joe	499	3,883	25	704	65,887
151	Montgomery	Republican	Stephens, Todd	352	2,855	11	522	62,163

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	336	2,171	11	432	65,600
153	Montgomery	Democrat	Sanchez, Benjamin	306	2,138	12	405	67,107
154	Montgomery	Democrat	Nelson, Napoleon	264	1,862	12	311	62,985
155	Chester	Democrat	Otten, Danielle	777	5,669	121	1,067	73,595
156	Chester	Democrat	Herrin, Dianne	1,072	5,850	313	1,418	64,890
157	Chester, Montgomery	Democrat	Shusterman, Melissa	379	3,073	63	505	66,540
158	Chester	Democrat	Sappey, Christina	953	5,669	251	1,215	63,598
159	Delaware	Democrat	Kirkland, Brian	217	1,179	11	245	59,182
160	Delaware, Chester	Republican	Williams, Craig	620	3,624	76	784	66,222
161	Delaware	Democrat	Krueger, Leanne	449	3,234	42	651	65,338
162	Delaware	Democrat	Delloso, David	443	2,112	16	575	64,390
163	Delaware	Democrat	Zabel, Mike	454	2,626	31	610	64,418
164	Delaware	Democrat	Curry, Gina	371	1,455	28	455	63,496
165	Delaware	Democrat	O'Mara, Jennifer	490	3,440	30	732	65,514
166	Delaware, Montgomery	Democrat	Vitali, Greg	302	2,466	31	469	66,223
167	Chester	Democrat	Howard, Kristine	750	4,918	148	927	69,250
168	Delaware	Republican	Quinn, Christopher	521	4,020	52	793	65,789
169	York	Republican	Klunk, Kate	318	2,139	5	419	67,946
170	Philadelphia	Republican	White, Martina	157	770	1	221	68,391
171	Centre, Mifflin	Republican	Benninghoff, Kerry	366	3,118	63	449	68,219
172	Philadelphia, Montgomery	Democrat	Boyle, Kevin	158	829	5	245	67,852
173	Philadelphia	Democrat	Driscoll, Michael	153	576	2	198	64,261
174	Philadelphia	Democrat	Neilson, Ed	137	651	0	173	67,281
175	Philadelphia	Democrat	Isaacson, Mary	81	669	16	100	71,973
176	Monroe	Republican	Rader, Jack	633	4,689	91	859	62,695
177	Philadelphia	Democrat	Hohenstein, Joseph	150	609	3	214	68,049
178	Bucks	Republican	Thomas, Wendi	296	2,485	2	469	63,379
179	Philadelphia	Democrat	Dawkins, Jason	157	499	0	170	65,382
180	Philadelphia	Democrat	Cruz, Angel	67	265	1	97	58,867
181	Philadelphia	Democrat	Kenyatta, Malcolm	168	862	8	148	73,454
182	Philadelphia	Democrat	Sims, Brian	59	726	20	80	77,502
183	Northampton, Lehigh	Republican	Mako, Zachary	455	4,464	35	650	64,287

State System

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	91	559	10	107	65,599
185	Philadelphia, Delaware	Democrat	Young, Regina	286	965	6	286	63,871
186	Philadelphia	Democrat	Harris, Jordan	146	844	14	196	66,360
187	Lehigh, Berks	Republican	Day, Gary	706	5,349	244	1,009	68,638
188	Philadelphia	Democrat	Krajewski, Rick	134	604	11	128	61,691
189	Monroe, Pike	Republican	Brown, Rosemary	763	4,199	113	903	62,369
190	Philadelphia	Democrat	Brown, Amen	230	1,304	19	210	66,076
191	Philadelphia, Delaware	Democrat	McClinton, Joanna	253	999	14	300	62,655
192	Philadelphia	Democrat	Cephas, Morgan	301	1,351	10	273	62,183
193	Adams, Cumberland	Republican	Ecker, Torren	430	3,415	53	600	63,477
194	Philadelphia, Montgomery	Democrat	DeLissio, Pamela	188	1,607	20	229	65,965
195	Philadelphia	Democrat	Bullock, Donna	136	833	13	184	66,302
196	York	Republican	Grove, Seth	344	2,615	5	478	65,662
197	Philadelphia	Democrat	Burgos, Danilo	126	435	3	123	61,155
198	Philadelphia	Democrat	Parker, Darisha	164	848	5	200	61,036
199	Cumberland	Republican	Gleim, Barbara	482	4,143	119	670	65,539
200	Philadelphia	Democrat	Rabb, Christopher	201	1,437	20	267	62,698
201	Philadelphia	Democrat	Kinsey, Stephen	189	878	6	191	60,340
202	Philadelphia	Democrat	Solomon, Jared	181	657	3	197	68,641
203	Philadelphia	Democrat	Fitzgerald, Isabella	248	1,045	2	270	64,214
			Totals	78,162	621,564	10,610	110,239	13,002,700

Fall 2021 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	459	3,395	66	577	302,599
2	Philadelphia	Democrat	Tartaglione, Christine	569	2,256	9	671	263,907
3	Philadelphia	Democrat	Street, Sharif	608	2,910	16	686	247,203
4	Montgomery, Philadelphia	Democrat	Haywood, Art	1,004	6,452	49	1,214	263,281
5	Philadelphia		Vacant	605	2,639	7	819	274,764
6	Bucks	Republican	Tomlinson, Robert	1,051	7,718	9	1,523	259,141
7	Montgomery, Philadelphia	Democrat	Hughes, Vincent	945	5,970	56	990	254,264
8	Delaware, Philadelphia	Democrat	Williams, Anthony	984	4,231	60	1,164	250,763
9	Chester, Delaware	Democrat	Kane, John	2,657	16,263	477	3,518	263,300
10	Bucks	Democrat	Santarsiero, Steven	1,385	10,982	12	1,929	261,643
11	Berks	Democrat	Schwank, Judith	1,698	13,007	325	2,162	266,957
12	Bucks, Montgomery	Democrat	Collett, Maria	1,412	10,269	28	1,933	261,176
13	Lancaster	Republican	Martin, Scott	1,936	15,603	555	2,649	277,109
14	Carbon, Luzerne	Independent	Yudichak, John	1,034	8,200	36	1,313	270,778
15	Dauphin, Perry	Republican	DiSanto, John	1,497	13,459	105	2,078	265,714
16	Lehigh	Republican	Browne, Patrick	1,804	14,278	204	2,368	283,952
17	Delaware, Montgomery	Democrat	Cappelletti, Amanda	1,182	8,762	97	1,534	280,263
18	Lehigh, Northampton	Democrat	Boscola, Lisa	1,599	13,922	119	2,311	274,965
19	Chester	Democrat	Comitta, Carolyn	2,920	17,576	585	3,742	283,186
20	Luzerne, Pike, Susquehanna, Wayne, Wyoming	Republican	Baker, Lisa	1,318	9,163	50	1,699	240,276
21	Butler, Clarion, Forest, Venango, Warren	Republican	Hutchinson, Scott	2,773	23,054	877	4,197	258,454
22	Lackawanna, Luzerne, Monroe	Democrat	Flynn, Marty	977	7,982	46	1,305	257,700

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	1,766	13,798	162	2,179	235,752
24	Bucks, Montgomery, Berks	Republican	Mensch, Bob	1,973	14,193	102	2,507	260,053
25	Cameron, Clearfield, Elk, Jefferson, McKean, Clinton	Republican	Dush, Cris	2,280	17,293	607	3,178	238,178
26	Chester, Delaware	Democrat	Kearney, Timothy	1,871	11,310	125	2,604	269,985
27	Columbia, Luzerne, Montour, Northumberland, Snyder	Republican	Gordner, John	2,480	16,765	782	3,039	241,384
28	York	Republican	Phillips-Hill, Kristin	1,491	9,542	46	1,845	272,029
29	Berks, Schuylkill	Republican	Argall, David	1,831	14,301	187	2,352	249,813
30	Blair, Cumberland, Franklin, Fulton, Huntingdon	Republican	Ward, Judy	1,288	9,830	120	1,730	241,152
31	Cumberland, York	Republican	Regan, Mike	1,924	19,129	205	2,769	283,446
32	Fayette, Somerset, Westmoreland	Republican	Stefano, Patrick	1,441	13,319	204	2,458	239,471
33	Adams, Cumberland, Franklin, York	Republican	Mastriano, Doug	1,955	14,298	423	2,639	276,643
34	Centre, Huntingdon, Juniata, Mifflin	Republican	Corman, Jake	1,081	8,487	111	1,328	245,952
35	Bedford, Cambria, Clearfield	Republican	Langerholc, Wayne	1,516	11,718	70	2,325	238,785
36	Lancaster	Republican	Aument, Ryan	1,973	17,660	238	2,637	275,875
37	Allegheny, Washington	Republican	Robinson, Devlin	1,567	17,358	138	2,743	289,779
38	Allegheny	Democrat	Williams, Lindsey	1,287	14,589	103	2,117	266,120
39	Westmoreland	Republican	Ward, Kim	1,289	14,649	122	2,215	236,839
40	Monroe, Northampton	Republican	Scavello, Mario	2,794	22,573	462	3,711	268,382
41	Armstrong, Butler, Indiana, Westmoreland	Republican	Pittman, Joe	2,536	20,559	959	3,947	234,456
42	Allegheny	Democrat	Fontana, Wayne	860	9,368	68	1,549	260,663
43	Allegheny	Democrat	Costa, Jay	684	7,048	80	1,181	249,772
44	Bedford, Chester, Montgomery	Democrat	Muth, Katie	2,621	19,560	283	3,595	277,731
45	Allegheny, Westmoreland	Democrat	Brewster, Jim	1,316	12,286	61	2,321	251,673
46	Beaver, Greene, Washington	Republican	Bartolotta, Camera	1,804	15,757	258	3,148	251,181
47	Beaver, Lawrence, Butler	Republican	Vogel, Elder	1,414	13,797	151	2,314	241,781
48	Dauphin, Lebanon, York	Republican	Gebhard, Chris	1,381	11,646	51	1,878	275,549
49	Erie	Republican	Laughlin, Dan	1,402	15,080	232	2,597	237,258

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	1,920	17,560	472	2,951	231,603
			Totals	78,162	621,564	10,610	110,239	13,002,700

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Kenneth Long, Interim President

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