



PENNSYLVANIA'S STATE SYSTEM *of* HIGHER EDUCATION

2023-2024 APPROPRIATIONS REQUEST



Pennsylvania's
STATE SYSTEM
of Higher Education

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March 2023

**Pennsylvania’s State System of Higher Education
2023-24 Appropriations Request**

Letter from Chancellor Greenstein 1

Summary of Appropriations Request 3

The State System Progress Report and Accountability Dashboard.....6

- 1. Contributions to the state.....7
- 2. Student access and enrollment.....17
- 3. Student affordability.....35
- 4. Student progression and completion.....47
- 5. University financial efficiency and sustainability61

Charts and Graphs Included Within Text

Contributions to the State

Figure 1, page 7 Labor Force Data by County

Figure 2, page 8 State System Alumni Density by County

Figure 3, page 9 State System Alumni Density by PA Senate District

Figure 4, page 10 State System Alumni Density by PA House District

Figure 5, page 12 Annual Completions in High Need Areas

Figure 6, page 13 Workforce Area Demand by Degree

Figure 7, page 13 Top Programs of Study for State System Degree/Certificate Recipients, 2021-22

Figure 8, page 15 Employment Outcomes for PASSHE Bachelor's Degree Earners

Figure 9, page 16 State Systems Average Net Present Value

Student Access and Enrollment

Figure 10, page 17 Pennsylvania's State System of Higher Education Fall Headcount Enrollment History

Figure 11, page 18 Fall Headcount Enrollment

Figure 12, page 18 Fall Headcount Enrollment by Student Group

Figure 13, page 19 Fall Enrollment by Student Type

Figure 14, page 20 State Appropriations Adjusted for Inflation

Figure 15, page 21 Public 4-Year Educational Appropriations per Student FTE

Figure 16, page 22 Public FTE Enrollment and Funding per FTE Pennsylvania FY200-01 to 2020-21

Figure 17, page 23 State System Change in Fall In-State Degree/Cert-seeking Undergraduate Headcount by Family Income Level

Figure 18, page 24 Pennsylvania Public High School Graduates (Historic and Projected)

Figure 19, page 25 Percent of Fall Freshman Cohort from Top 5 Feeder Counties

Figure 20, page 26 Pennsylvania Public High School Graduates (Historic and Projected) Sampling of University Top 5 Feeder Counties

Figure 21, page 28 Population Growth of Underrepresented Minority Groups in Pennsylvania and the State System of Higher Education

Figure 22, page 28 Pennsylvania and State System Minority Population

Figure 23, page 29 State System Fall In-State Degree/Cert-seeking Undergraduate Headcount by Family Income Level

Figure 24, page 30 Fall Enrollment of Adult Learners and Traditional Students

Figure 25, page 31 Fall Transfer Enrollment by University Sector 2017-2022

Figure 26, page 32 Dual Enrollment/Early Admit High School Fall Enrollment

Figure 27, page 33 Percentage of Students Enrolled in at Least One Distance Education Course During the Year (100 Online)

Figure 28, page 34 Certificate and Non-degree Students Enrolled in Credit-Bearing Courses

Student Affordability

Figure 29, page 36 Average Net Price 2010-11 to 2021-22

Figure 30, page 37 Average Net Price for First-time, Full-time In-State Undergraduate Students

Figure 31, page 38 2022-23 Price of Attendance by University for Typical New In-State Undergraduates Living on Campus

Figure 32, page 39 History of Price Attendance with Average Federal, State, and Institutional Grants for Typical New In-State Undergraduates Living on Campus

Figure 33, page 40 2020-21 Average Net Price vs. Average Grant Aid by Family Income Level

Figure 34, page 41 Net Price as Percent of Family Income for State System Undergraduate Students

Figure 35, page 42 Average Institutional Aid Compared to Percent of Students Receiving Institutional Aid, National Four-Year Public

Figure 36, page 42 Average Institutional Aid Compared to Percent of Students Receiving Institutional Aid, State System

Figure 37, page 43 Education 2020-21 Average Institutional Aid for First-time, Full-time Undergraduate Students

Figure 38, page 45 Average Debt of Graduates by University, 2011-2020

Figure 39, page 46 Federal Stafford and Direct-Loan Three-Year Cohort Default Rate

Student Progression and Completion

Figure 40, page 47 Second-year Retention Rates by Comparator Universities, Fall First-time, Full-time, Bachelor's Degree-seeking Students, by Cohort Year

Figure 41, page 49 Second-year Persistence Rates of First-time, Full-time, Bachelor's Degree-seeking Students

Figure 42, page 50 State System Two-Year Persisters by Cohort Year and URM Status

Figure 43, page 50 State System Two-Year Persisters by Cohort Year and Pell Status

Figure 44, page 51 Four-year Graduation Rates by Comparator Universities, Fall First-time, Full-time, Bachelor's Degree-seeking Students, by Cohort Year

Figure 45, page 52 Six-year Graduation Rates by Comparator Universities, Fall First-time, Full-time, Bachelor's Degree-seeking Students, by Cohort Year

Figure 46, page 53 Six-year Graduation Rates of Fall First-time, Full-time, Bachelor's Degree-seeking Students

Figure 47, page 54 Six-year Graduation Rates of Annual Cohort of New First-time and New Transfer Students Entering the University in 2008-09 through 2013-14

Figure 48, page 55 Six-year Graduation Rates of URM First-time, Full-time, Bachelor's Degree-seeking Students, Fall Cohort by Comparator Universities

Figure 49, page 56 Six-year Graduation Rates of non-URM and URM First-time, Full-time, Bachelor's Degree-seeking Students, Fall Cohort by Comparator Universities

Figure 50, page 57 Six-year Graduation Rates of Pell Recipients, First-time, Full-time, Bachelor's Degree-seeking Students, Fall Cohort by Comparator Universities

Figure 51, page 58 Six-year Graduation Rates of Pell and non-Pell Recipients, First-time, Full-time, Bachelor's Degree-seeking Students by Comparator Universities

Figure 52, page 59 State System Annual Awards Conferred by University and Level

Figure 53, page 60 Pennsylvania's State System of Higher Education Percentage of Total Degrees Conferred for Underrepresented Minorities, by Comparator Universities

University financial efficiency and sustainability

Figure 54, page 61 FY 2022-23 System Budget

Figure 55, page 62 FY 2022-23 E&G Revenues E&G Budget: \$1.6 Billion

Figure 56, page 62 FY 2022-23 E&G Expenditure Budget E&G Budget: \$1.6 Billion

Figure 57, page 63 History of Educational & General Expenditures

Figure 58, page 65 Annualized Student FTE Enrollment

Figure 59, page 66 State System Annual Operating Margin

Figure 60, page 67 State System Annual Primary Reserve Ratio

Figure 61, page 67 Unrestricted Net Assets without Long-Term Liabilities 14-University Total

Figure 62, page 68 University Minimum Reserves Number of Days Cash on Hand as of June 30

Figure 63, page 69 Expenditures per FTE Student (With Comparators) Fiscal Year 2020-21

Figure 64, page 70 State System Expenditures per FTE Student Fiscal Year 2015-16 through 2020-21

Figure 65, page 71 Student to Instructional Faculty Ratio Fall 2021

Figure 66, page 72 Student to Instructional Faculty Ratio Fall 2016 through Fall 2021

Figure 67, page 73 Student to Non-Instructional Faculty and Staff Ratio Fall 2021

Figure 68, page 74 Student to Non-Instructional Faculty and Staff Ratio Fall 2016 through Fall 2021

Figure 69, page 77 State System Annualized FTE by Bargaining Unit

Figure 70, page 78 State System Employees by Functional Category (Annualized FTE)

Figure 71, page 79 Average Executive Level Salaries Fall 2022

Figure 72, page 79 Average Instructional Faculty Salaries at Public Four-Year Colleges and Universities Fall 2021

Figure 73, page 80 Cumulative Percent Change in Personnel Expenditures and Employees 2010-11 to 2021-22

Figure 74, page 81 Cumulative Percent Change in Personnel Expenditures and Employees* Without Pension Costs 2010-11 to 2021-22

Figure 75, page 82 Healthcare Premiums Single Coverage, Average Annual (Faculty)

Figure 76, page 82 Healthcare Premiums Family Coverage, Average Annual (Faculty)

Figure 77, page 83 Total Actual Savings for FY 19-20 through FY 21-22 and Estimated Savings for FY 22-23 as of December 2022

Figure 78, page 84 State System E&G Facilities Building Age

Figure 79, page 85 Capital Expenditures into Existing E&G Space

Figure 80, page 86 Estimated Cost Avoided Through State System's Energy Procurement Efforts

Figure 81, page 87 Estimated Cost Avoided Through State System's Energy Conservation Effort Since 2005-06

Figure 82, page 88 Demolition and Sale of Under-utilized Facilities

Figure 83, page 90 State System's Use of \$50M CSFRF in Key Priority Areas

Figure 84, page 91 Allocation of Student Success-oriented Funding by University

Figure 85, page 92 State System's Planned Use of \$125M CSFRF

Figure 86, page 92 State System's Planned Use of \$125M CSFRF, by University

LETTER FROM CHANCELLOR GREENSTEIN

Dear Appropriations Committee Members:

The following pages testify to the power and promise of your State System universities as engines of economic development and social mobility for the people of Pennsylvania. In them you will see how your State System is:

- becoming more affordable and more accessible;
- improving students' success—their ability to get into a university, earn a degree or credential, and get a good job in Pennsylvania;
- aligning educational programs with marketplace needs and the greatest workforce shortages, such as those in healthcare, business, STEM and education; and
- adjusting with courage and compassion to structural and financial challenges that have been years in the making and that result from fluctuating demographics, lagging public funding, and other trends.

You'll see early signs of recovery from the COVID-19 disruptions – for example, student enrollment and retention rates are making their way back to pre-pandemic levels.

And you will see how increased investment in your State System universities, amounting to \$175 million one-time funding (for FY 2021-22 and 2022-23) and a 16% increase in the base appropriation (FY 2022-23) are being used to good effect, accelerating positive momentum in areas listed above.

Progress at this rate and across this breadth doesn't simply happen. 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. And it reflects the State System's strengthened partnership with its owners, the state.

Yes, there is a great deal more to do. The challenges we are facing are not unique to Pennsylvania's public higher education. They are, however, particularly acute here relative to other states. They were decades in the making and will not and cannot be fixed in only a few years. But we are on a promising path.

Looking ahead we continue to focus tirelessly on our students' and our universities' success, and on Pennsylvania's workforce needs which are large, growing, and threaten the commonwealth's competitiveness.

Sixty percent of all Pennsylvania jobs today require someone in them with some education after high school, but only 51% of Pennsylvania adults have that education.

Pennsylvania's worker shortages are acute in areas where State System universities are strongest – business, education, healthcare, and STEM fields. In these areas, the number of graduates produced by our universities has grown since 2010 even while enrollments have declined sharply. Further, State System universities produce degrees in these areas at the lowest cost to the state (its taxpayers) and to students relative to other in-state colleges and universities.

So, what is stopping the State System universities from contributing even more graduates in these areas of greatest need? It is simply this – the cost of attending a State System university – the most affordable in-state option available to Pennsylvania residents – is too high. It is increasingly out of reach to too many people especially those from low- and middle-income households.

Unless and until Pennsylvania addresses the basic affordability of higher education, it cannot meet its most urgent workforce needs. This is a simple math problem. There are not enough wealthy individuals available to educate into these careers.

Our appropriations request addresses these issues head on in two components:

- **A 3.8% increase in our base appropriation allows the Board of Governors to consider freezing the basic in-state undergraduate tuition rate for an unprecedented fifth year.** It will also enable universities to build on the progress they have been making:
 - improving outcomes for all our students;
 - providing career-aligned educational opportunities for those who need our help but who have historically been underserved by higher education, including students from low-income, under-represented minority, and rural communities; and
 - expanding the number of “micro-credentials” – that is short-course, non-degree certificates that leverage our strengths in business, healthcare, education, STEM, and other areas and that enable people of all ages and backgrounds to upskill, reskill, and be prepared for today’s jobs.
- **A separate appropriation of \$112 million to enable State System universities to aggressively grow the number of graduates trained for high-growth, in-demand jobs in healthcare, business, STEM and education.**
 - Fully 88% of the funds will be distributed according to need to students seeking degrees in these areas.
 - If the funding level is sustained through 2030, the State System could prepare an additional (net new) 48,000 students for jobs in fields experiencing the greatest workforce shortages.

As the state-owned public university system, PASSHE is the largest and most affordable provider of four-year degrees in Pennsylvania. Our universities can be nimble and responsive — investing in affordability through tuition freezes and increasing university aid to students, improving our students’ outcomes, and aligning our educational programs to meet the needs of the workforce.

PASSHE is proud to have a strong partnership with our state owners - the General Assembly – that is built on accountability and transparency. The following pages are a testament to that transparency and the power and promise of public higher education that is our State System.

With strategic and continuing investment in the State System universities and students, Pennsylvania can directly address the labor shortages in our commonwealth, respond to employers’ urgent and crying need for talented and skilled workers, enable thousands of low- and middle-income students to pursue their dream of an education, and open doors of opportunity.



Daniel Greenstein
Chancellor

SUMMARY OF APPROPRIATIONS REQUEST

EDUCATIONAL & GENERAL APPROPRIATION REQUEST

During FY 2022-23, Pennsylvania's State System of Higher Education received a historic \$552.5 million in state appropriations. During the last eight years, the commonwealth's budget has provided the System with a combined increase in appropriations of \$139.7 million (28% in nominal dollars), following seven years of reduced or stagnant appropriations. The State System greatly appreciates the commonwealth's continued support, especially while acknowledging the continued fiscal demands facing the commonwealth.

The State System's FY 2023-24 Educational and General (E&G) appropriation request continues to reflect a more comprehensive consideration of its needs, more fully responds to requests about the State System's real running cost, and achieves several goals. An appropriation request of \$573.5 million, which represents an inflationary increase of \$21.0 million, or 3.8% if fully funded, will be used to minimize the net price for Pennsylvania students, augmenting ongoing efforts to address access and affordability. An additional request for \$112 million would primarily be used to provide aid directly to students enrolled in programs of high workforce need across the commonwealth. The specific objectives achieved through this request include:

- Assisting universities addressing inflationary increases while focusing on sustainability and affordability.
- Continuing the focus on direct-to-student funding in high-demand programs aligned to workforce needs.
- Continuing advocacy for universities in achieving sustainability and in supporting the students we serve.

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 generally stable enrollment as compared to the prior year. Anticipated enrollment trends vary significantly due to differences in regional demographics, program mix, student success initiatives, etc.
- Tuition rates utilize a standard planning assumption of remaining unchanged, but FY 2023-24 will not be addressed by the Board of Governors until spring 2023.

- Projected expenditures incorporate both mandatory cost increases in employee healthcare and pension obligations required to continue operations into the ensuing years, and long-range planning assumptions for pay, with collective bargaining agreements generally expiring on June 30, 2023, and those outcomes not yet determined.
- Continued university efforts 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 \$573.5 million, combined with other projected changes in the System's revenue and anticipated mandatory expenditures, results in an 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 resulting from continued impacts of the post-pandemic and economic environment, most notably on enrollment and consequently revenue. Inflation is also creating a significant strain on many operating costs throughout university's budgets.

The additional investment request of \$112 million for high-demand programs will primarily provide direct-to-student support across the disciplines of education, business, nursing, computer science, social work, and engineering. These programs reflect both the greatest workforce need in the commonwealth and the State System's highest enrolled programs where we have strong expertise and can effectively deliver on the needs of Pennsylvania.

One-time federal funds have been instrumental in supporting our universities as they navigate the impacts of the pandemic and take on important investments. The one-time funding was received in two phases, with \$50 million received in fiscal year 2021-22 and \$125 million allocated to universities in fiscal year 2022-23. Across both phases, the funding has supported key investments in student success, including student recruitment, progression, and financial assistance; diversity, equity, and inclusion; workforce development; sustainability support, deferred maintenance, and capital; and information technology infrastructure, all of which are being used to further the innovation and commitments of System Redesign.

GOVERNOR'S FY 2023-24 BUDGET RECOMMENDATION

The State System of Higher Education requested a general appropriation increase of 3.8% (\$21.0 million) to \$573.5 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 2.0% (\$11.0 million) to \$563.5 million for the State System. This 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.

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 dashboards at passhe.edu, under the System Data tab.

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.

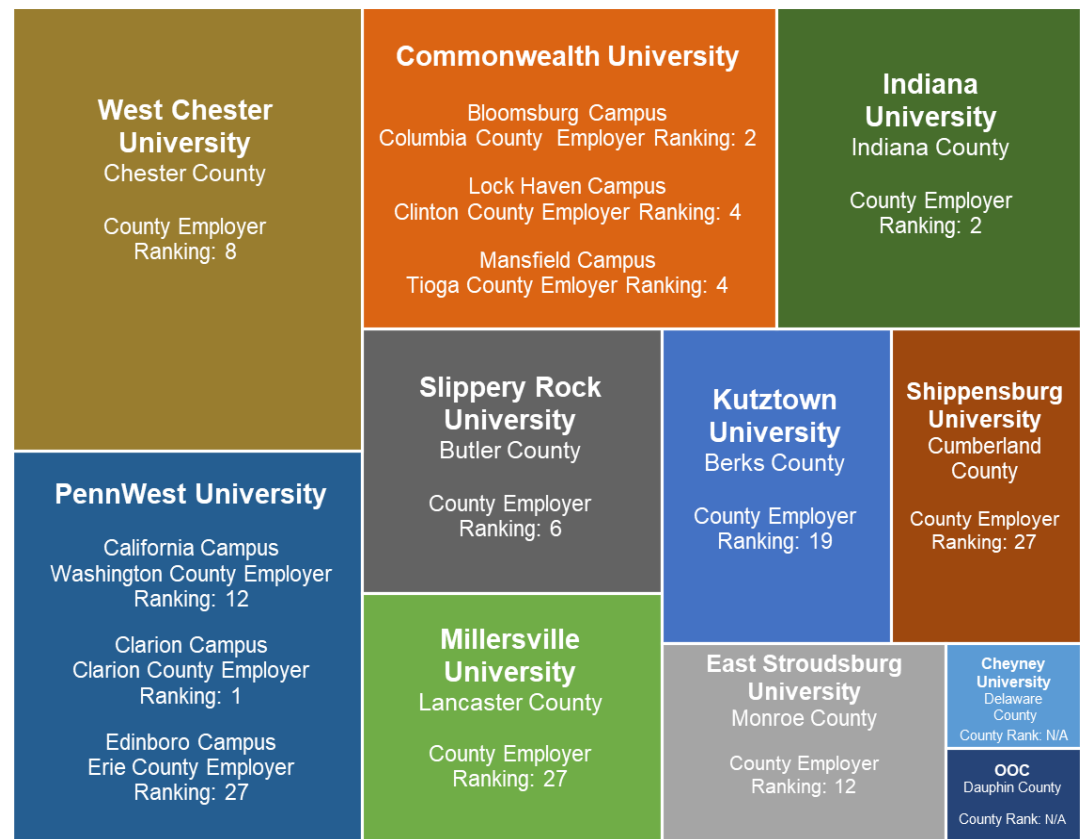
Economic impact

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**).

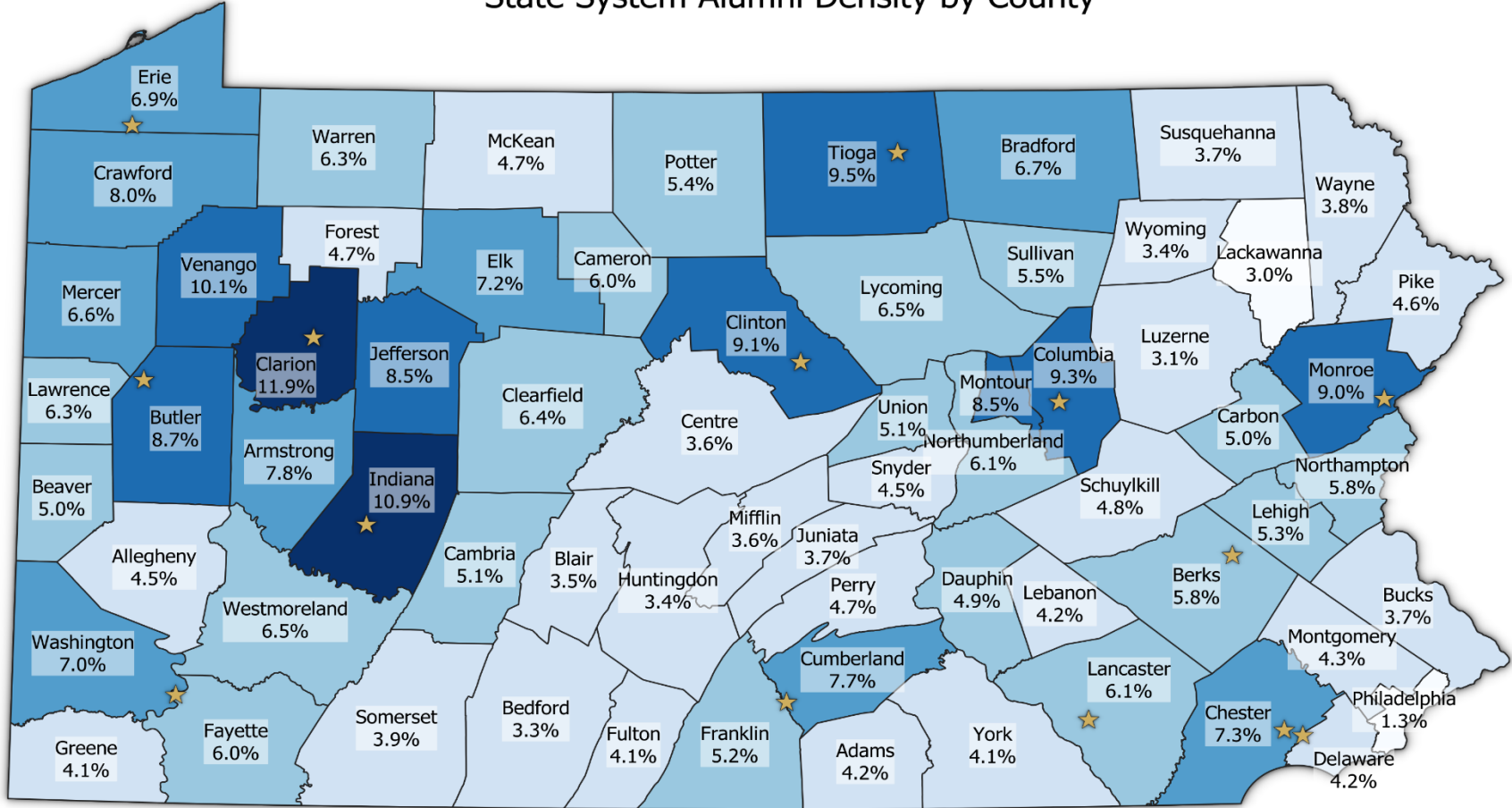
Impacts are distributed geographically. Over 85,000 enrolled students and more than 800,000 System alumni who live and work in every one of Pennsylvania’s 67 counties comprise as much as 10% of the population in any given legislative district (**Figures 2-4**).

**Labor Force Data by County:
County Employment Impacts (2022)**



Source: Center for Workforce Information & Analysis, State System Student Data Warehouse
Figure 1

State System Alumni Density by County

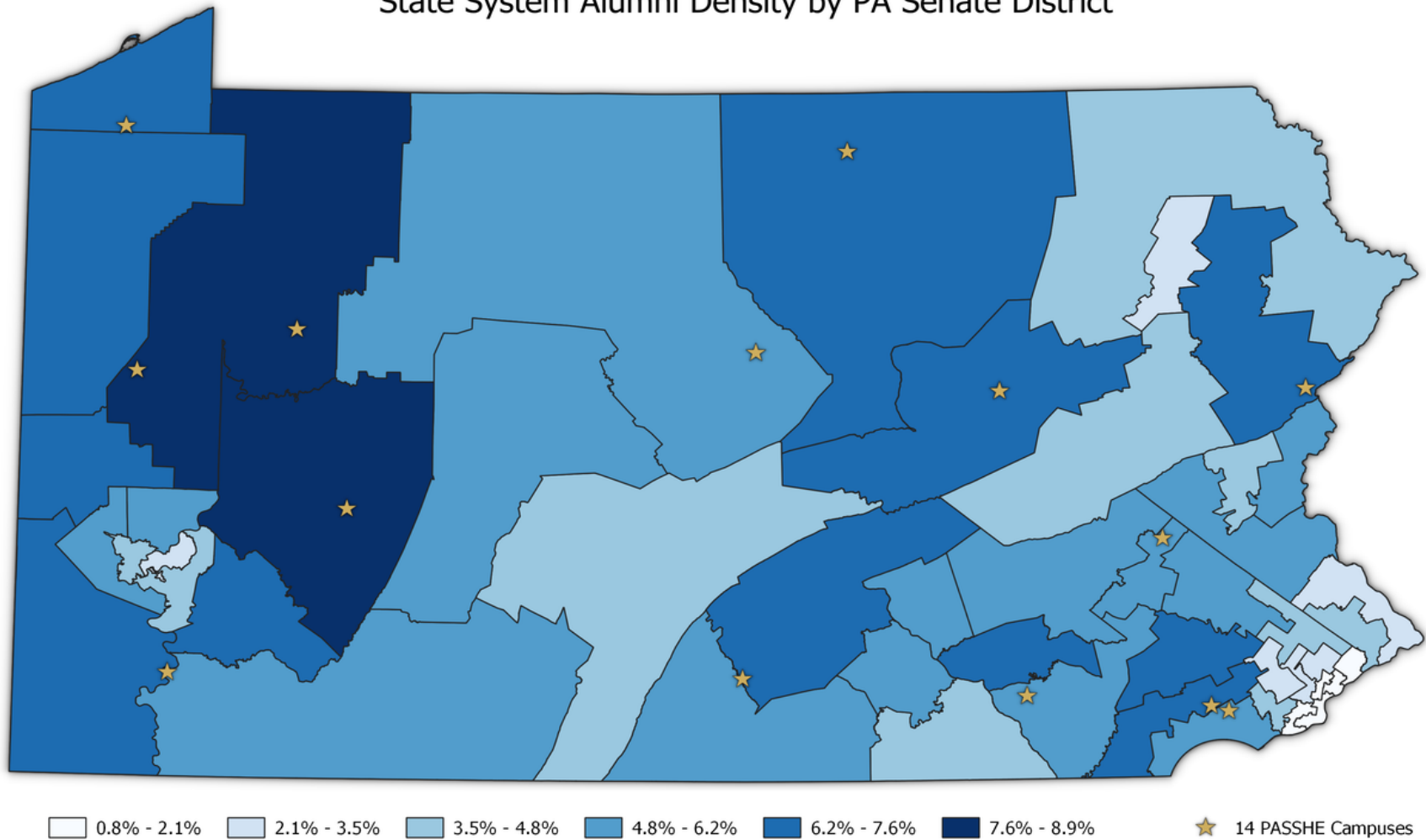


1.3% - 3.1%
 3.1% - 4.8%
 4.8% - 6.6%
 6.6% - 8.4%
 8.4% - 10.2%
 10.2% - 11.9%
 ★ 14 PASSHE Campuses

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

Figure 2

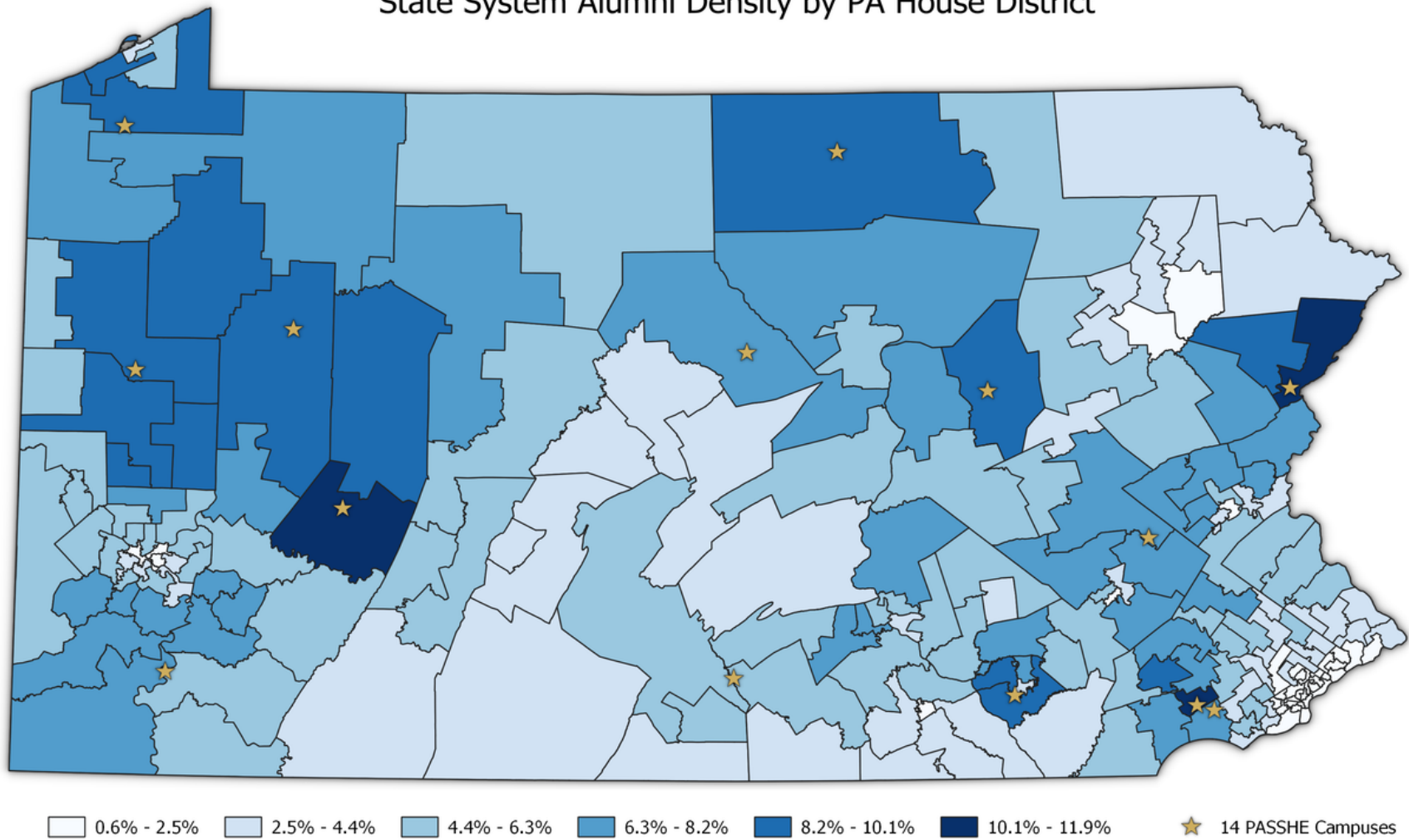
State System Alumni Density by PA Senate District



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

Figure 3

State System Alumni Density by PA House District



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

Figure 4

Workforce development and social mobility

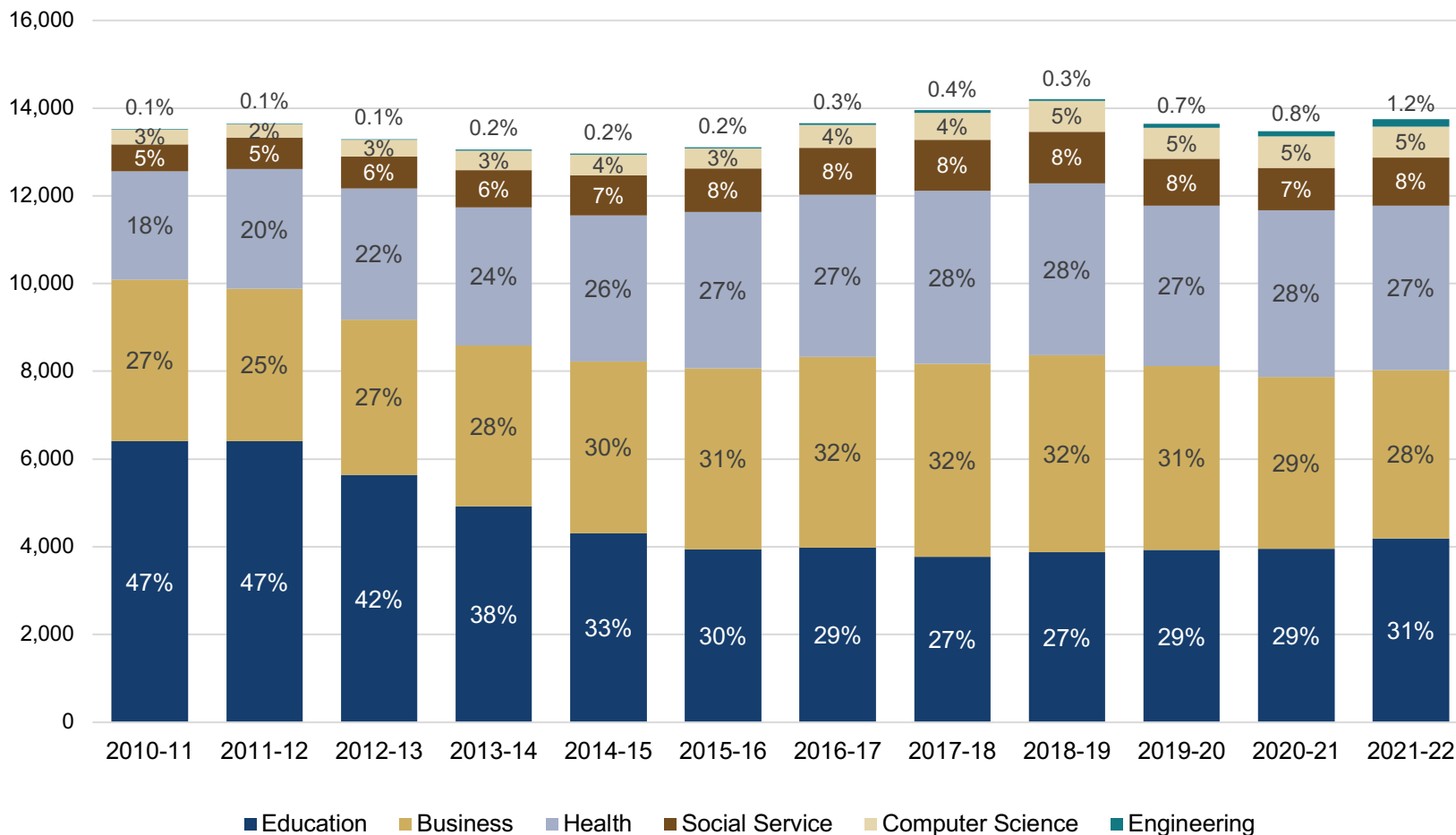
In 2022, System universities offered over 1,000 degree programs (753 associate and bachelor's, 269 master's and doctorate), and 212 credit certificate programs (defined as a program of less than two years that confers an award from the university). Many certificates are earned by students who are pursuing a degree. They also offer over 30, mostly short-course, industry-recognized credentials that provide participants with specific, career-aligned skills, such as Minimum Industry Safety Training (MIST), Police Academy, Fish and Boat Academy, and First Aid/CPR/AED programs. In developing these programs, 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.

Accordingly, the System propels students into good, high-demand jobs that create economic security for their families and provide a tremendous return on investment. During the 2021-22 academic year, for example, the System implemented 15 new degree programs and 15 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 43 certificate programs were discontinued. Most of the discontinued programs were in low-enrolled languages and philosophy.

Pennsylvania's workforce has a serious talent gap: 60% of today's jobs require some education after high school, but only 51% of workers have that. As the state-owned public university system, PASSHE is committed to helping. Its universities will by 2030 deliver 30% more credentials in areas experiencing the greatest talent shortages: business, healthcare, education, social services, computer science, and engineering.

These are areas where State System universities have focused their attention over the last decade, precisely because they are state-owned universities committed to delivering on the state's workforce development needs. These are the most popular fields of study for State System university students. They account for about 86% of students who completed a degree or certificate in the 2021-22 academic year. And, as **Figure 5** shows, the State System universities have increased the number of credentials conferred in these fields since 2010-11 even while total enrollments have declined by as much as 29%.

Annual Completions in High Need Areas

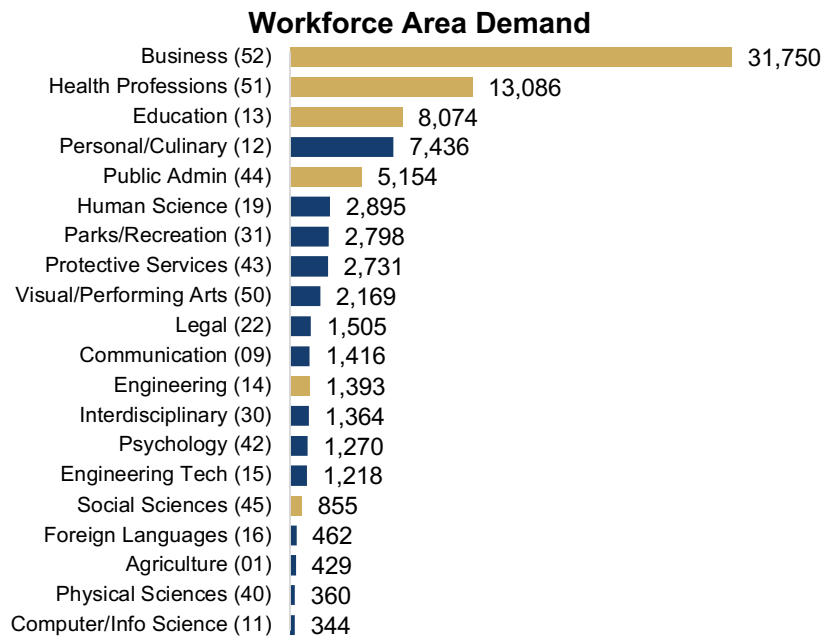


Source: State System Student Data Warehouse, Annual Awards Conferred

Figure 5

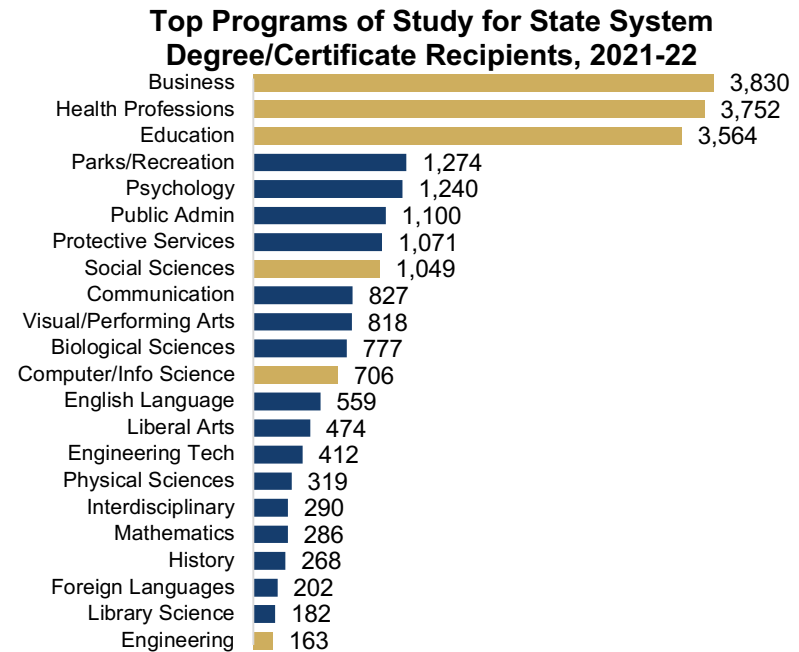
The close alignment between university programs and workforce need is also apparent in **Figures 6 and 7**, which focus respectively on programs that align to occupations with the greatest demand for employees and the highest enrolled programs of study offered at System universities.

The left-hand graph shows the workforce demand by academic program ranked in terms of the number of new jobs anticipated annually in Pennsylvania through 2030. 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.



Source: State System analysis of PA Dept. of Labor and & Industry's Long-Term Occupational Employment Projections

Figure 6



Source: State System Student Data Warehouse, Annual Awards Conferred

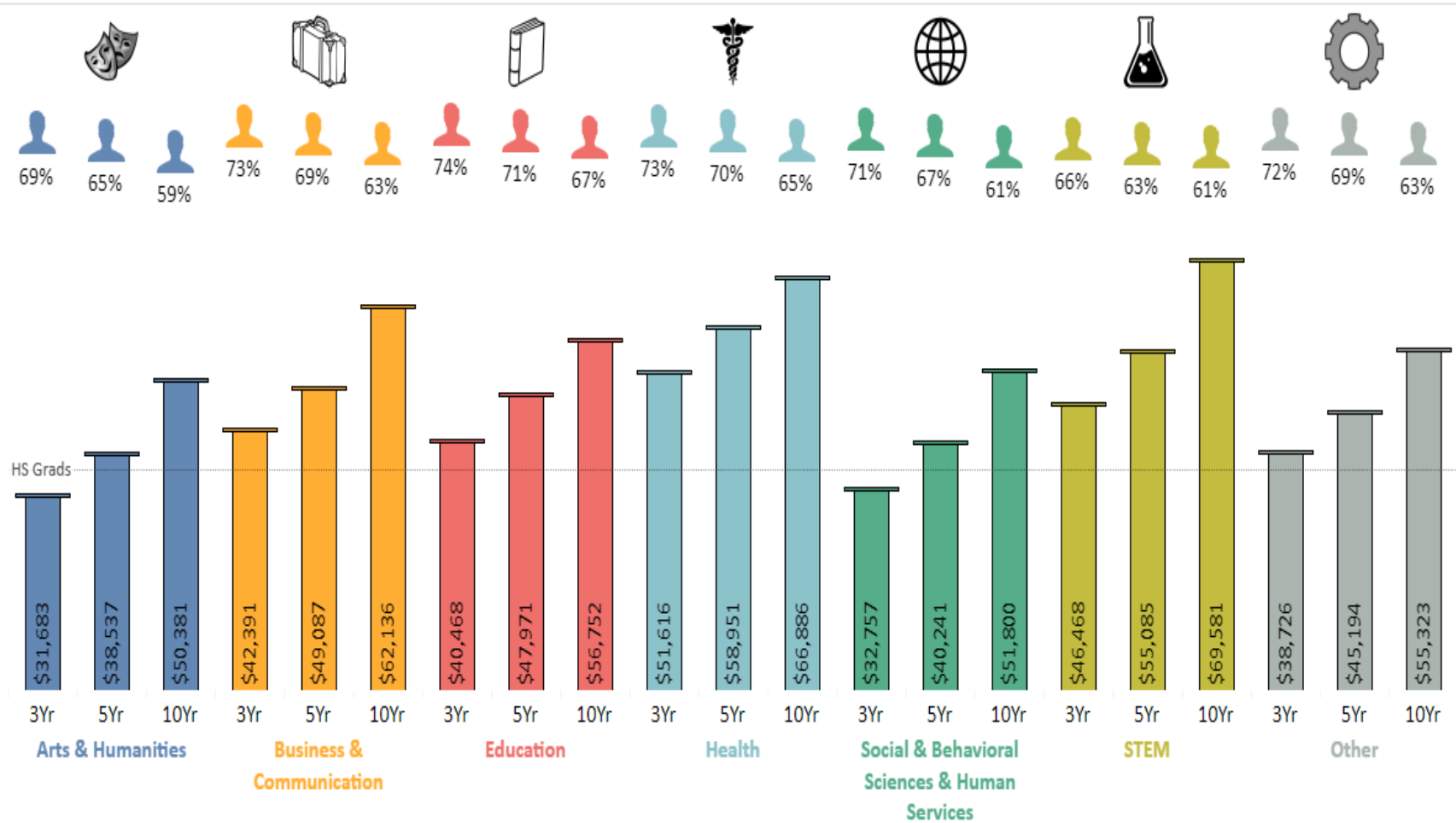
Figure 7

Tight alignment between educational programs and workforce needs 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 8**). State System universities are also an engine of Pennsylvania's workforce development. Fully 63% of all graduates are living and working in Pennsylvania 10 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 high-income families. Three out of four of these System graduates climb into the middle class a decade after graduation. The picture is largely the same when considering race/ethnicity, for example, comparing salaries earned 10 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



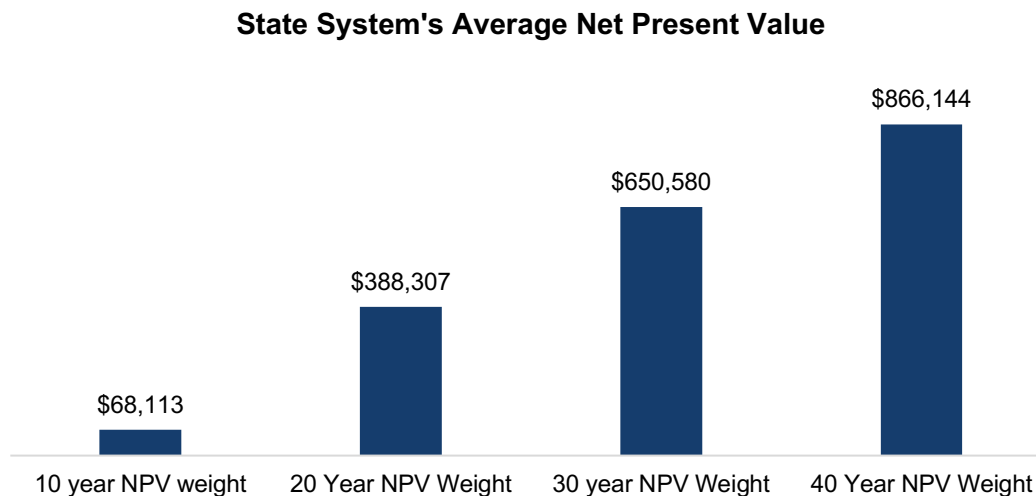
Source: State System Student Data Warehouse, PA Unemployment Insurance Records
 Full Dashboard available at <https://www.passhe.edu/SystemData/>

Figure 8

Together, the relative affordability of a State System university education, the high degree of alignment between credentialing programs and workforce needs, and graduates' success in the labor market ensure students receive a good return on their investment in a State System education. The State System has consistently offered the most affordable four-year education option in Pennsylvania (discussed further in section 3). The value of a State System education is demonstrated in **Figure 9**. It shows the net present value (NPV) of a student's investment in their State System university education after 10, 20, 30, and 40 years, as well as lifetime earnings compared to those for a Pennsylvanian with no more than a high school diploma.

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

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



On average, State System university graduates receive a return on 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 9

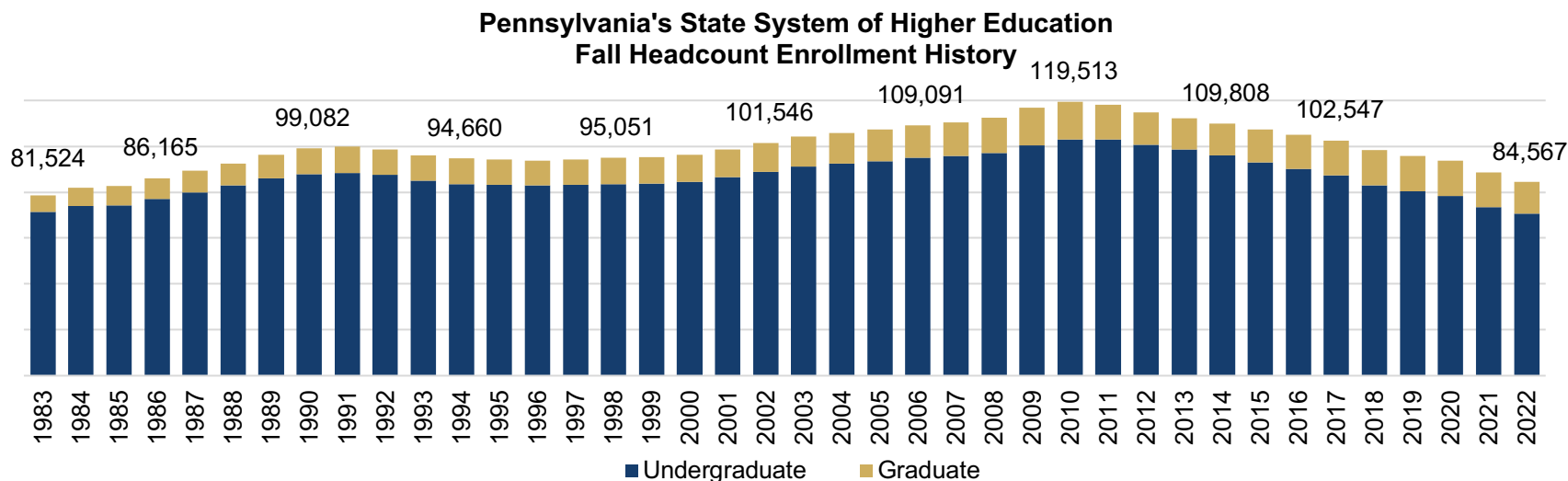
Section 2. Student access and enrollment

Background and overview

After more than a decade of growth, student enrollments across the State System have declined by 29% since Fall 2010 (**Figure 10**) (and by almost 36% excluding West Chester University, which has grown steadily during the period). This decline varies by university and compares to an overall decline of 1.6% at Pennsylvania institutions and a decline of 1.9% in the universities' national comparator groups.

COVID-19 accelerated the pace of enrollment decline. Its impact on enrollment will be seen for several years in enrollment, retention, and graduation trends as the relatively small first-year cohorts entering during COVID work their way through to graduation.

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.



Source: State System Student Data Warehouse, Fall Census, Final data (most recent year is Preliminary).

Note: Enrollments for 2012 forward include Clock Hour students for Indiana University of Pennsylvania.

Figure 10

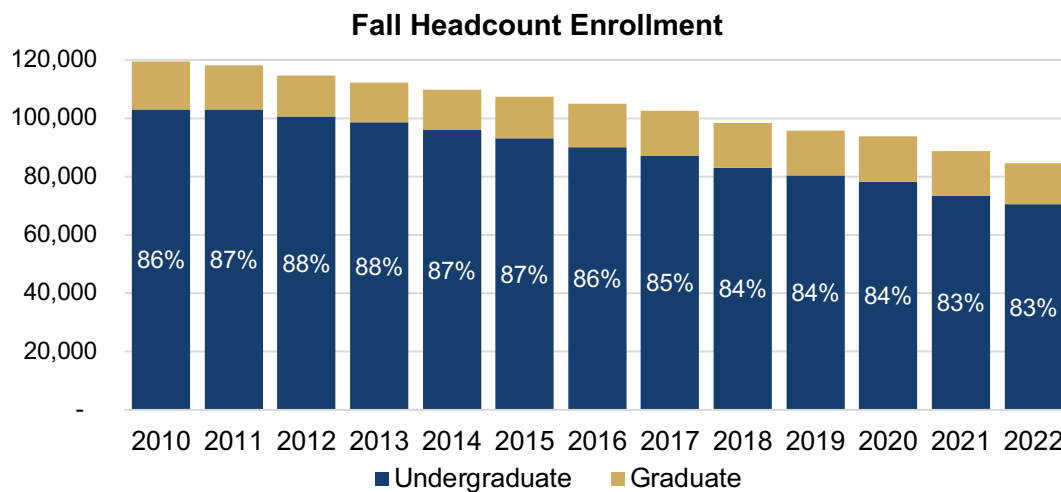
Characteristics of Enrolled Students

While enrollment has declined since 2010-11 (**Figures 11 and 12**), the composition of the student body remains stable with two notable exceptions. The balance between undergraduate and graduate students and between in-state and out-of-state students, and between traditional-age and adult students, are largely unchanged.

Impacts of the pandemic are seen in the enrollment of underrepresented minorities (URM), Pell recipients, adult learners, and first-generation students. Enrollments of students from these groups declined more rapidly than enrollments for the general population in Fall 2020 and Fall 2021, and for adult learners, notably in Fall 2022. The declining trend of Pell recipients is steeper in the national data, where 32.1% of 2020-21 undergraduate students received Pell grants, compared to 39.4% in 2010-11, a 6.3% decline.

Significant growth, meantime, has occurred in the proportion of URM students (12.5% to 20.6%) and in the proportion of part-time students (from 16% to 21%).

Figure 11

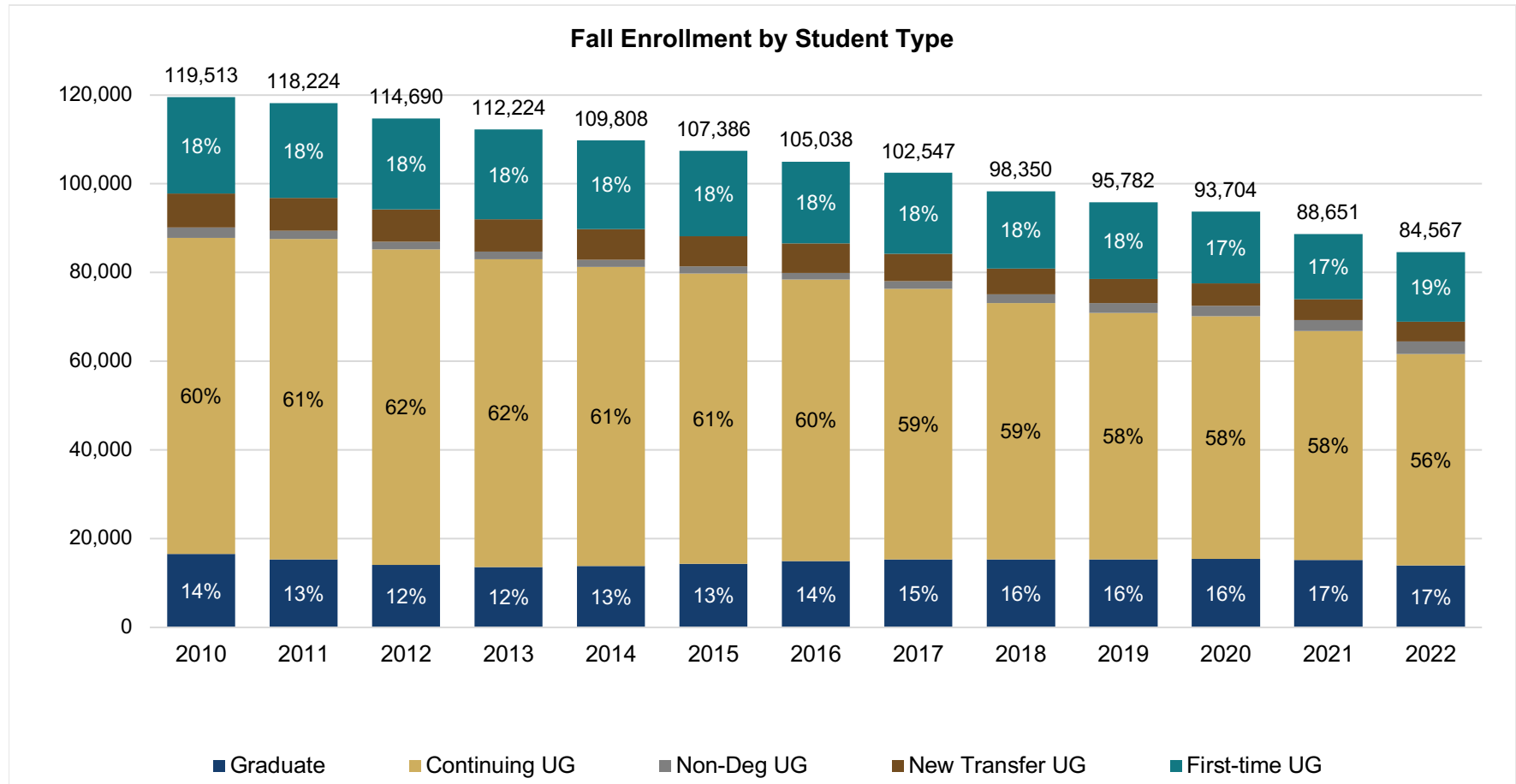


	Fall 2010	Fall 2020	Fall 2021	Fall 2022
Underrepresented Minority	12.5%	20.1%	19.8%	20.6%
Adult Learners (UG)	10.4%	9.8%	9.7%	8.9%
Out-of-State	11.3%	11.6%	11.7%	12.1%
Full-Time	84.1%	78.9%	78.2%	78.6%
Pell Recipient (UG)	34.7%	32.6%	32.3%	
First Generation (UG)	42.2%	33.1%	32.1%	
Online Courses (UG & GR)	5.10%	48.50%	14.20%	
Certificate Enrollment (primary major only)	0.32%	0.97%	0.99%	

Figure 12

Source: State System Student Data Warehouse, Fall Census, Final data. Enrollments for 2012 forward include Clock Hour students for Indiana University.
 Note: First Generation 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.

The number and percentage of new **first-time students increased for the first time in Fall 2022**, with the proportion in Fall 2022 higher than all prior years back to 2010. While it is too soon to know, this may signal that COVID's impact on college-going behavior is beginning to abate.



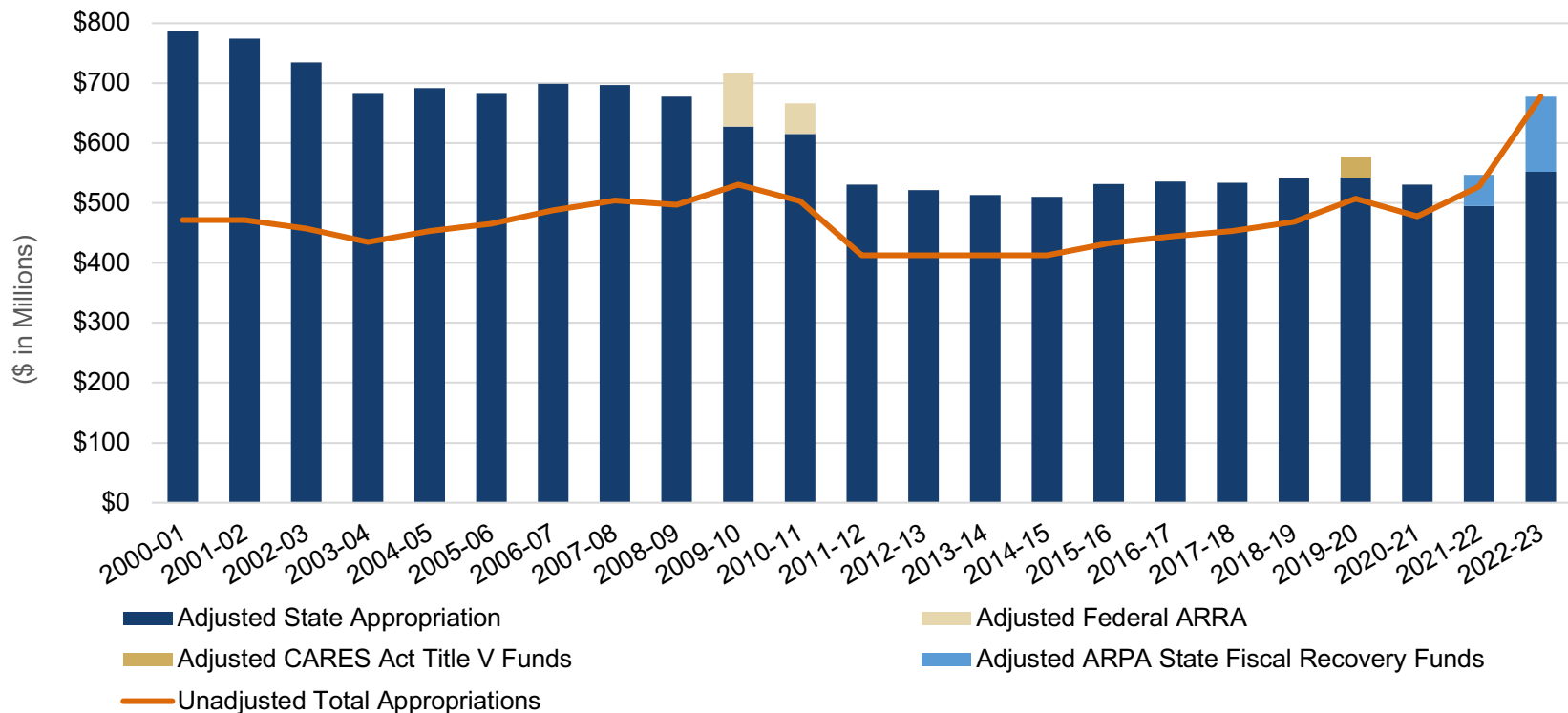
Source: State System Student Data Warehouse, Fall Census
 Note: Enrollments for 2012 forward include clock hour students.

Figure 13

Enrollment decline that State System universities have experienced through 2022 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 \$236 million (30%) from 2000-01 in inflation-adjusted dollars (**Figure 14**).

State Appropriations Adjusted for Inflation*

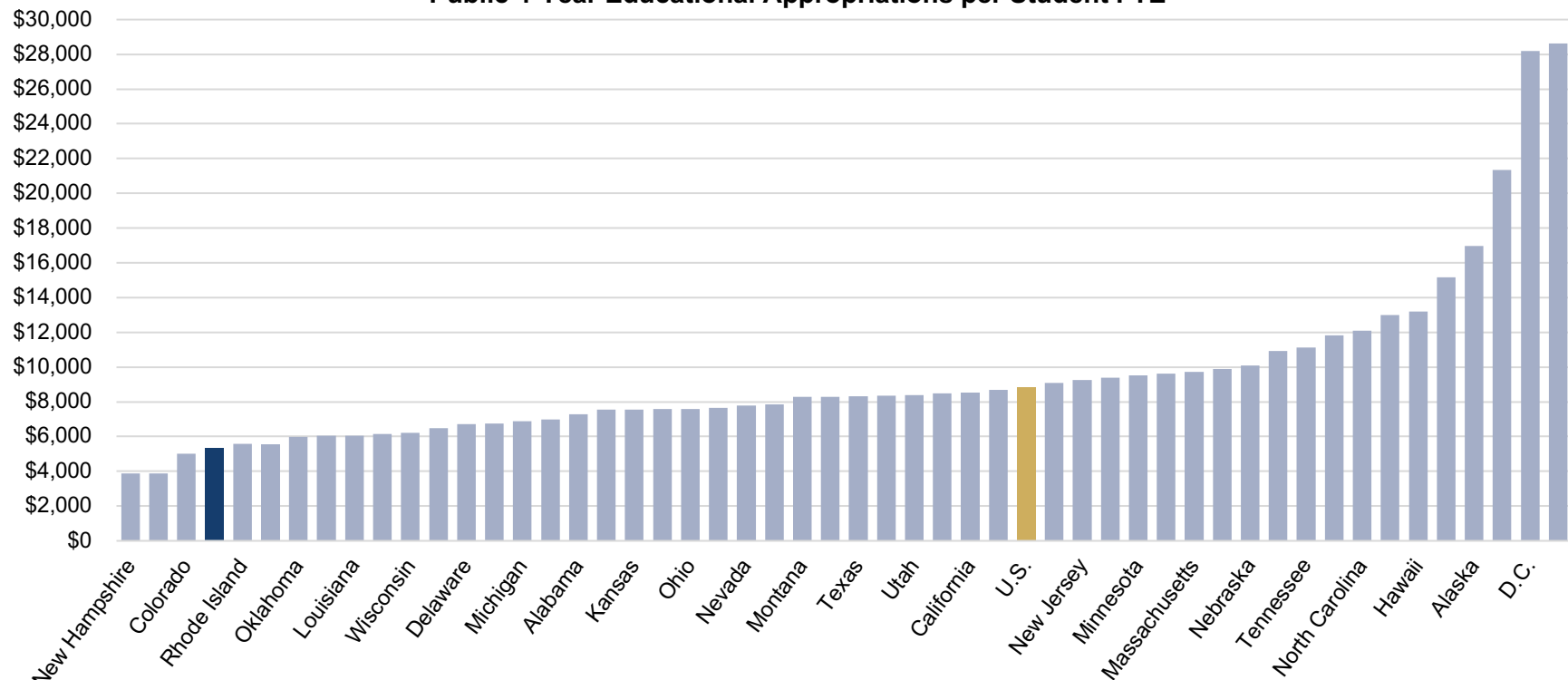


*Inflation adjustment based on CPI-U through 2021-22, and 2022-23 inflation of 3.7% per Congressional Budget Office projections.
Source: State System Budget Reports

Figure 14

At this funding level, Pennsylvania ranks 47th of 50 states in terms of public four-year educational appropriation per student full-time equivalent (FTE) (**Figure 15**). 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 16**). According to the FY 2021 State Higher Education Finance Report (SHEF), Pennsylvania public four-year institutions' net tuition as a percent of total education revenue is ranked 8th in the nation, with an average student share of 72% compared to the national average of 52%. Related, Pennsylvania ranks 3rd nationally with respect to highest graduating student debt load (\$39,375).

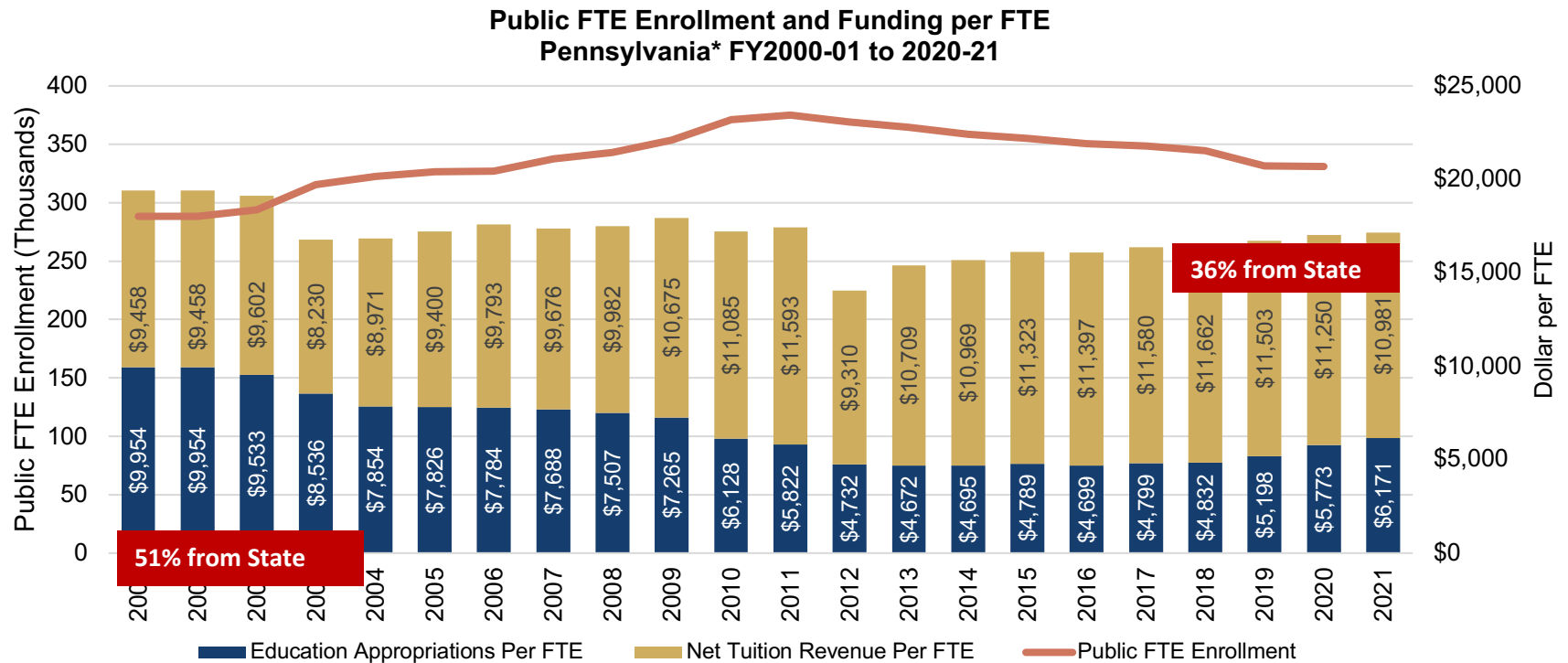
Public 4-Year Educational Appropriations per Student FTE



Source: State Higher Education Executive Officers Association/ FY 2021 State Higher Education Finance Report (SHEF Report), 4-year Public Institutions

Figure 15

These trends also hold when looking at both two-year and four-year public institutions in Pennsylvania. The proportion burden borne by students for the cost of their higher education was 64% in 2021, compared to 49% in 2001.



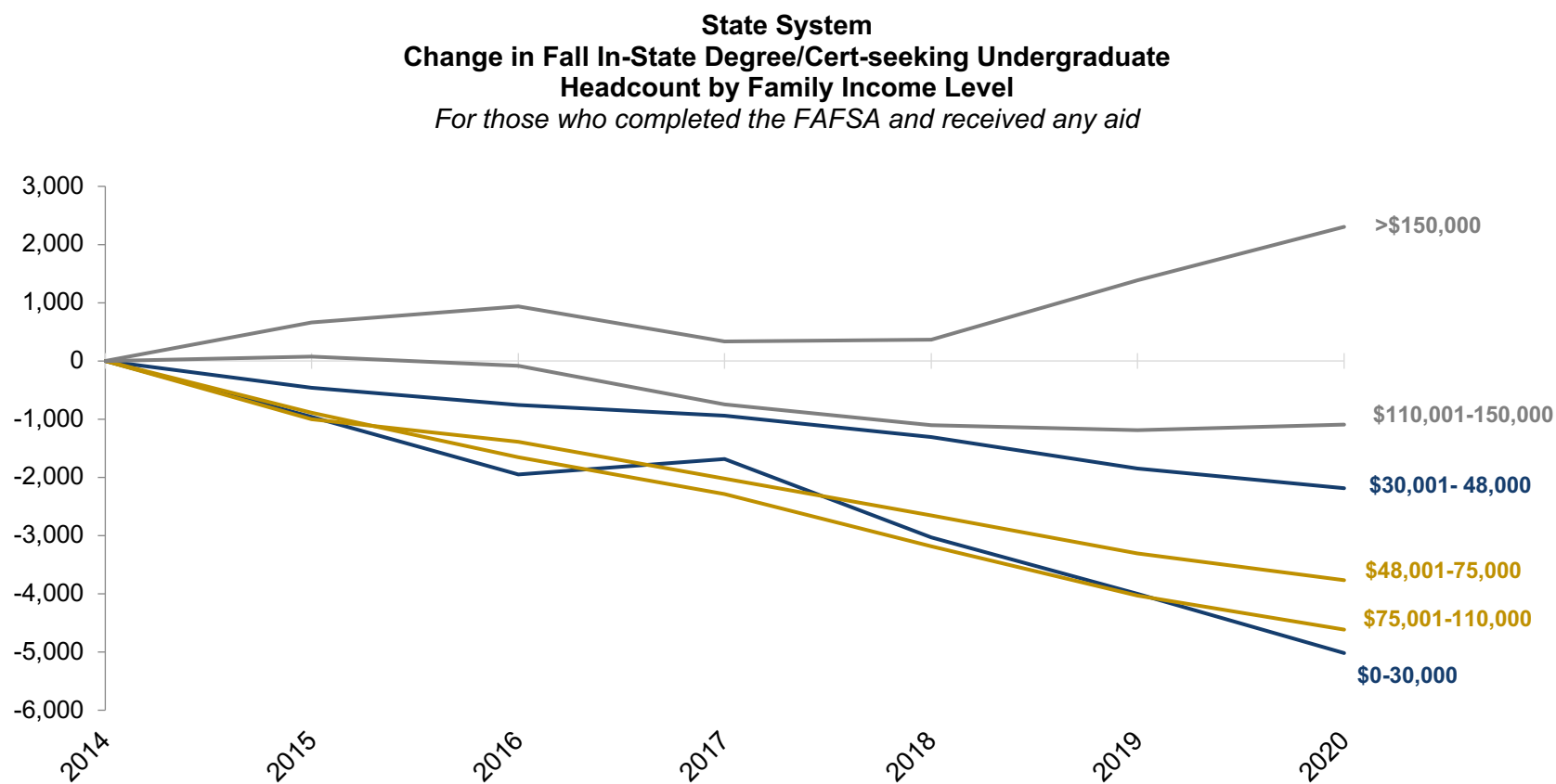
*State-owned, State-related, Community Colleges, PHEAA

Source: State Higher Education Executive Officers Association FY21 State Higher Education Finance Report

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 16

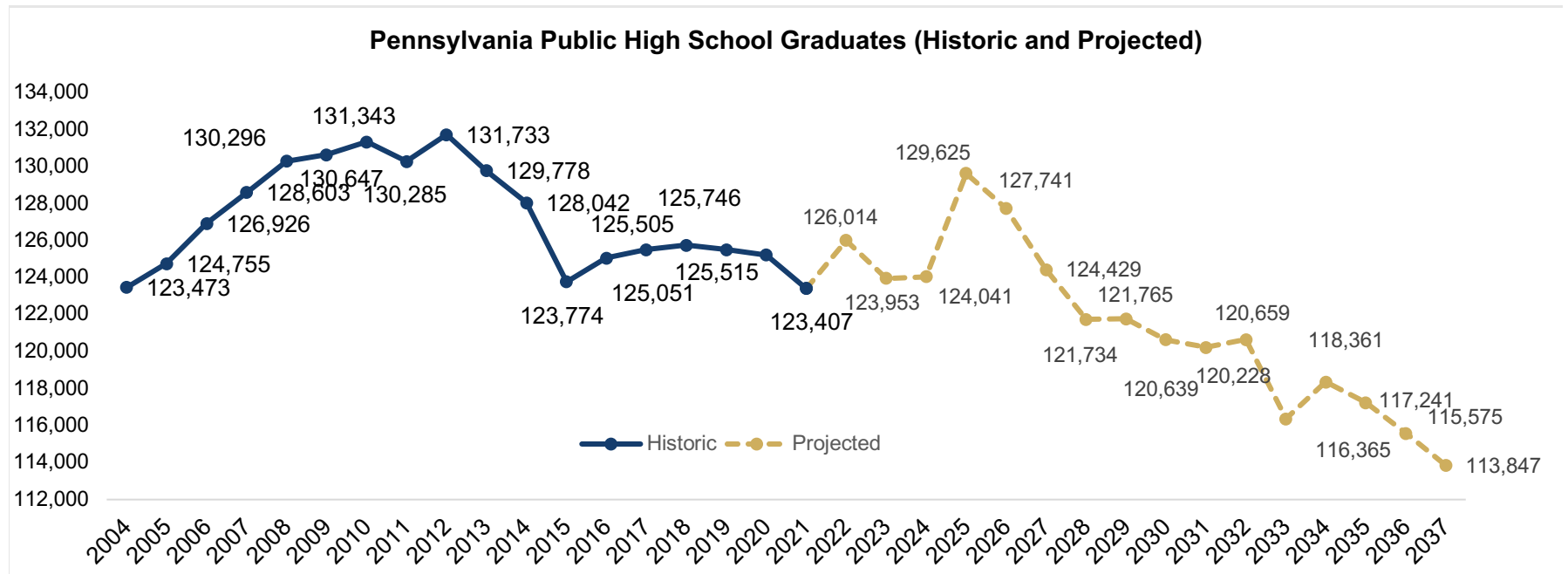
Tuition increases have had a larger impact on the low- and middle- income students that State System universities have historically served and that the state needs most to succeed in meeting workforce development goals. This is evident in **Figure 17**, which shows steeper enrollment declines for those students than for higher-income students. Due to the impact of the pandemic, the System has seen a continued decline in enrollments of students from lower-income families, while student enrollments from higher-income families show increases, which is mirrored in the national trends.



Source: State System Student Data Warehouse, Fall Census, Reconciled Student Financial Aid, ISIR

Figure 17

Demographic trends are also responsible for declining enrollments. 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 7% by 2036 from the number of graduates in 2012 (**Figure 18**). As shown in **Figure 20**, the decline is even greater—between 27% and 28%—in the feeder counties for Indiana University of Pennsylvania and PennWest University. The trends will likely further depress enrollment of “traditional” students (those entering university directly after high school), who today represent almost 90% of all undergraduates enrolled at System universities.



Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2020." Pennsylvania Department of Education Public High School Graduates 2003-2021. Pennsylvania Department of Education Public High School Enrollment 2003-2022. 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 July 1, 2022.

Note: Due to the pandemic, i.e., differing modes of instruction by school districts and students' ability to make progress or persist, the number of high school graduates for the 2020-2021 school year was impacted. The impact differed by county but was an overall decrease greater than projected. In turn, this impacts future projections. There is a possibility that the number of high school graduates will rebound in 2021-2022. The 2021-2022 graduate data will be updated as

Figure 18

While the change in the size of the high school leaving population is declining, the proportion of high school graduates coming from universities' top five feeder counties continues to increase. Figure 19 demonstrates the growing dependence university enrollments have with these counties. Although overall enrollment has declined, a higher proportion of the total enrollments are from the top five feeder counties. On average, universities are enrolling 3% of high school graduates from these counties. This 3% yield makes up 48% of the new freshman cohort. This trend only increases downward pressure on traditional student enrollments at western universities. As **Figure 20** shows, the high school graduate population in the feeder counties has an impact on the universities that draw from those areas, with a positive impact for universities pulling from counties with increased high school graduates.

Percent of Fall Freshman Cohort from Top 5 Feeder Counties

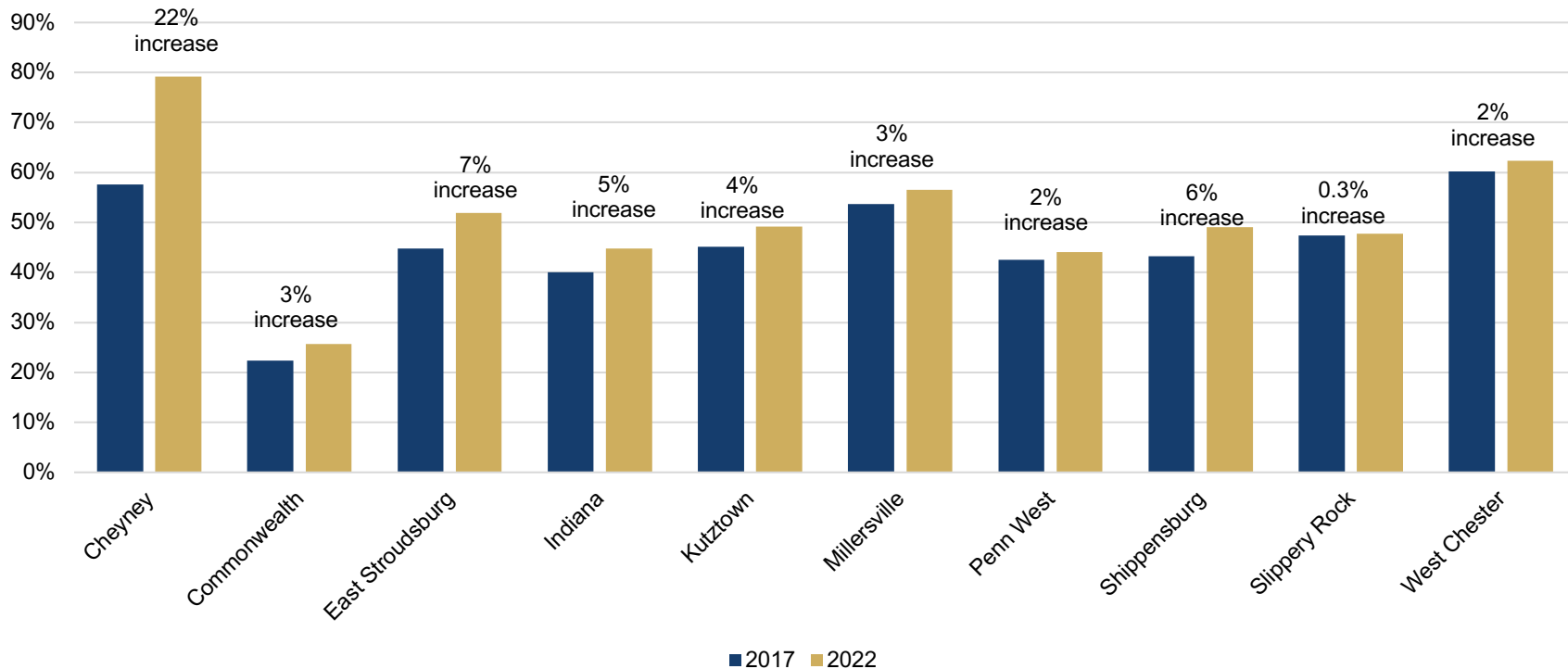
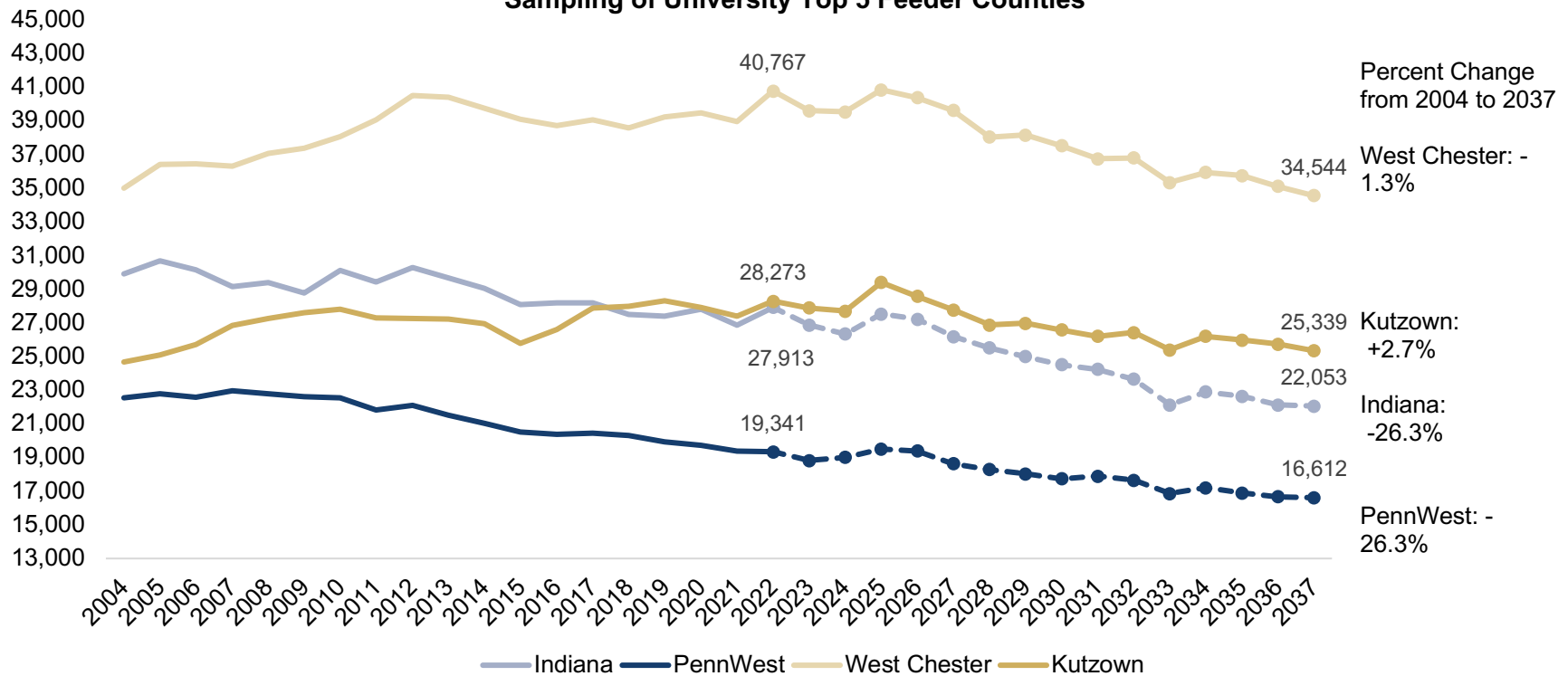


Figure 192

Pennsylvania Public High School Graduates (Historic and Projected) Sampling of University Top 5 Feeder Counties



Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2020." Pennsylvania Department of Education Public High School Graduates 2003-2021. Pennsylvania Department of Education Public High School Enrollment 2003-2022. 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 July 1, 2022.

Note: Due to the pandemic, i.e., differing modes of instruction by school districts and students' ability to make progress or persist, the number of high school graduates for the 2020-2021 school year was impacted. The impact differed by county but was an overall decrease greater than projected. In turn, this impacts future projections. There is a possibility that the number of high school graduates will rebound in 2021-2022. The 2021-2022 graduate data will be updated as soon as it is made available by PDE in order to ensure the most accurate projections.

Figure 20

Responding to access and enrollment challenges

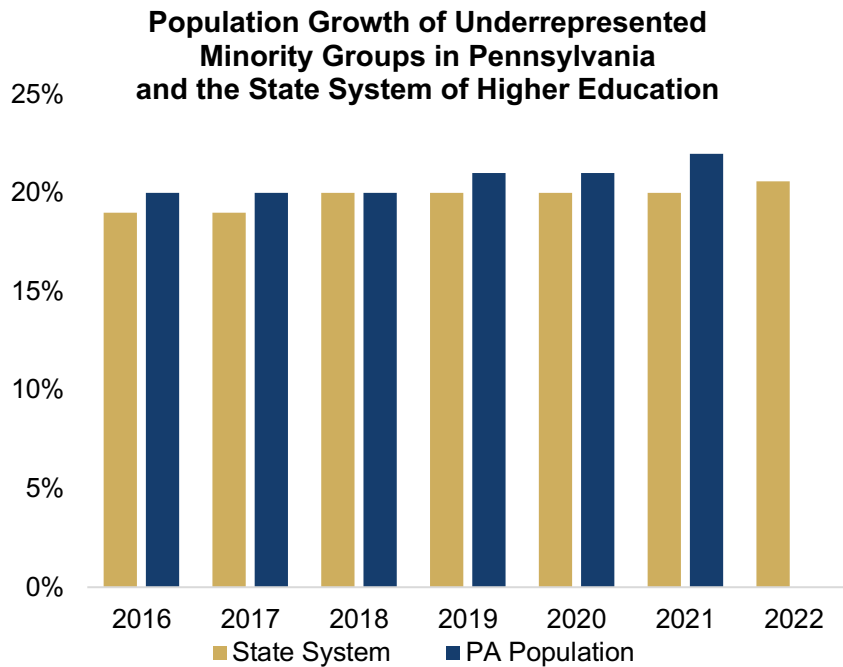
To continue their historic contribution to Pennsylvania's workforce development needs, State System universities will need to:

- shift slightly toward graduate students the balance that currently exists between graduate and undergraduate students (the economy of 2030 requires 15% more Masters degrees and 8% more Bachelor's degrees);
- 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 among 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 short-course, 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.

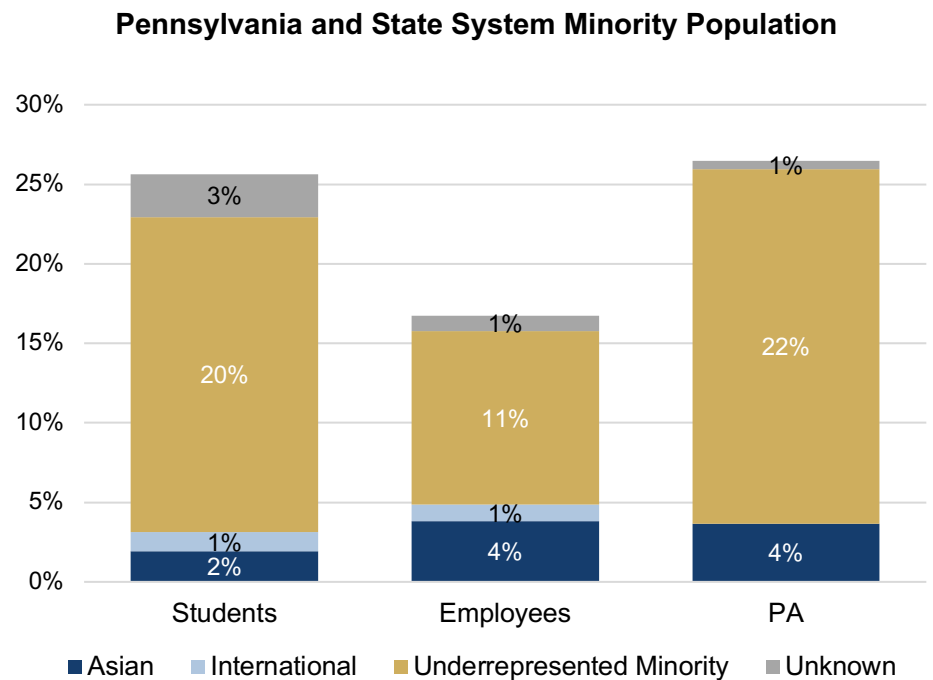
State System universities have made significant progress in several of these areas as represented below.

Progress, for example, is evident with the enrollment gap between URM students at the State System universities and within Pennsylvania (**Figure 21**). In Fall 2020 and 2021, URM students made up 20% of the student body, compared with 22% in the general population and 11% in State System employees (**Figure 22**). 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.



Source: State System Student Data Warehouse, ACS 1-year estimates - Beginning in 2020, the Census Bureau updated the questionnaire text, processing, and coding of the race and Hispanic origin questions, resulting in major changes to the distribution of race and Hispanic origin categories. Historical data has been updated accordingly.

Figure 21



Source: State System Student Data Warehouse, Integrated Postsecondary Education Data System (IPEDS), ACS 5-year estimates, Fall 2021
 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 32

While the System has made progress closing enrollment gaps defined by race/ethnicity, **Figure 23** shows the gap between lower- and higher-income students is growing. Since 2015, enrollments **increased 3%** for students of families with income **greater than \$110,000** and **decreased 24%** for students of families with income **less than \$110,000**.

In Fall 2015, undergraduate students of families with incomes less than \$110,000 represented 74% of the student population, whereas in Fall 2020 they represented 67% of the population.

Enrollment decline among low- and middle-income students is concerning at two levels. First, it compounds challenges the state faces in meeting its workforce development needs. Second, given the role postsecondary education plays as the most reliable pathway into a sustaining career, it curtails social mobility. Ensuring attendance at a State System university is affordable is essential if we are to reverse these trends—a subject taken up in section 3.

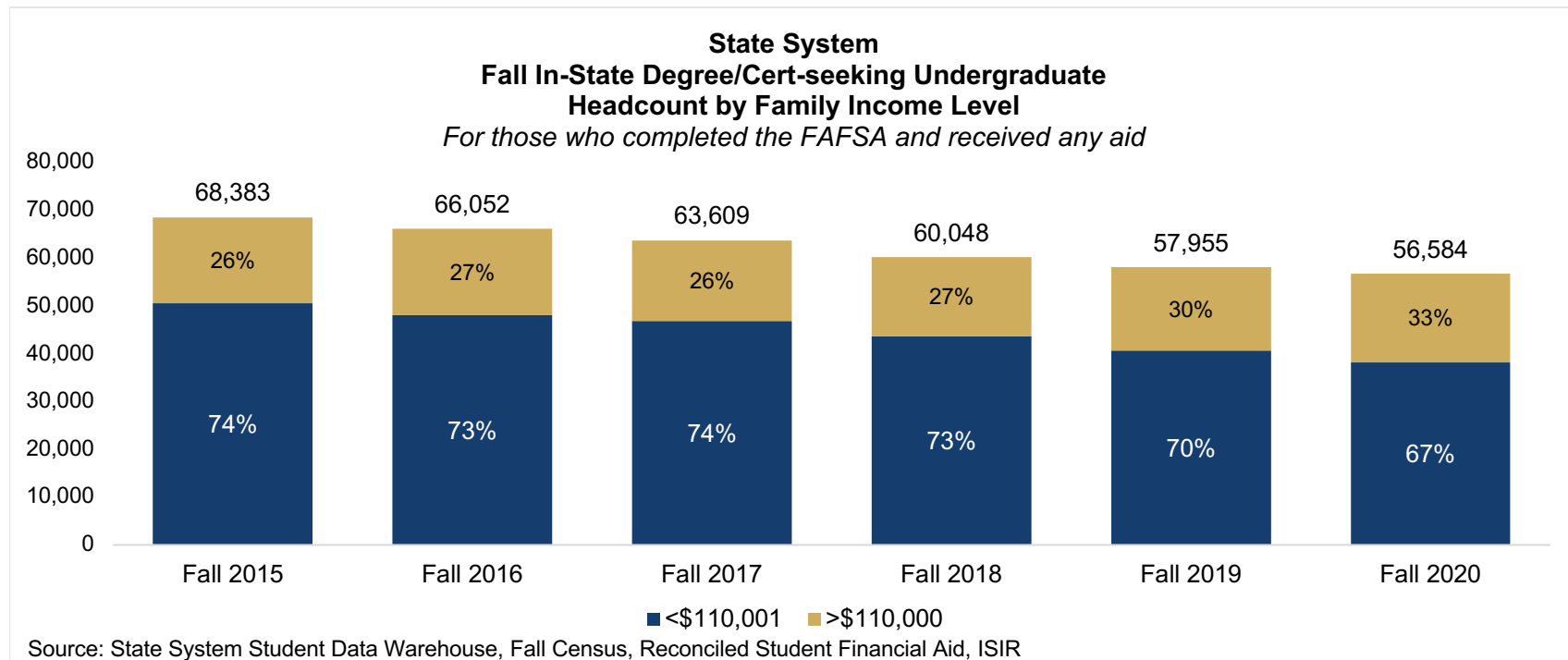


Figure 23

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 24**). 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 4 percentage points 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.

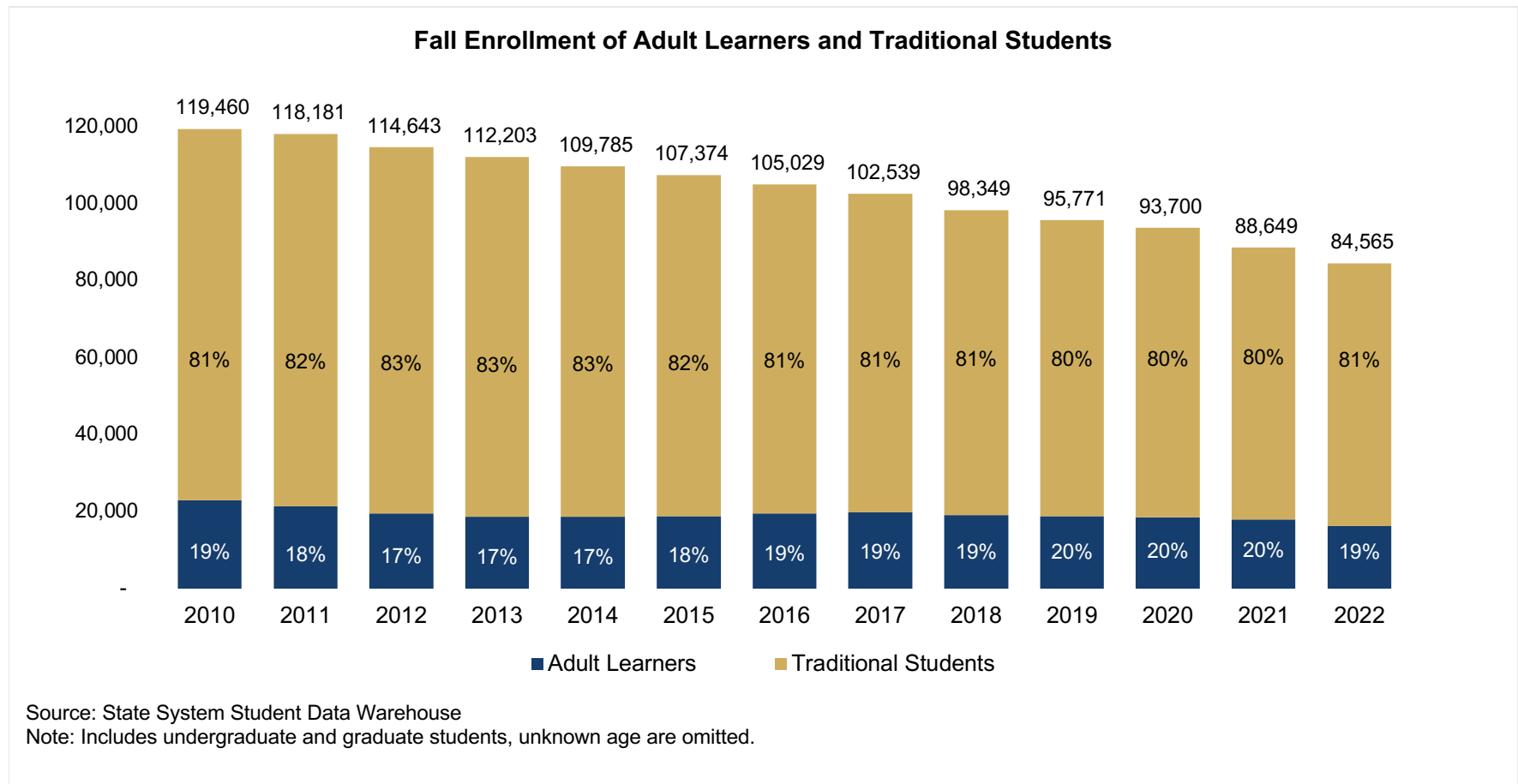
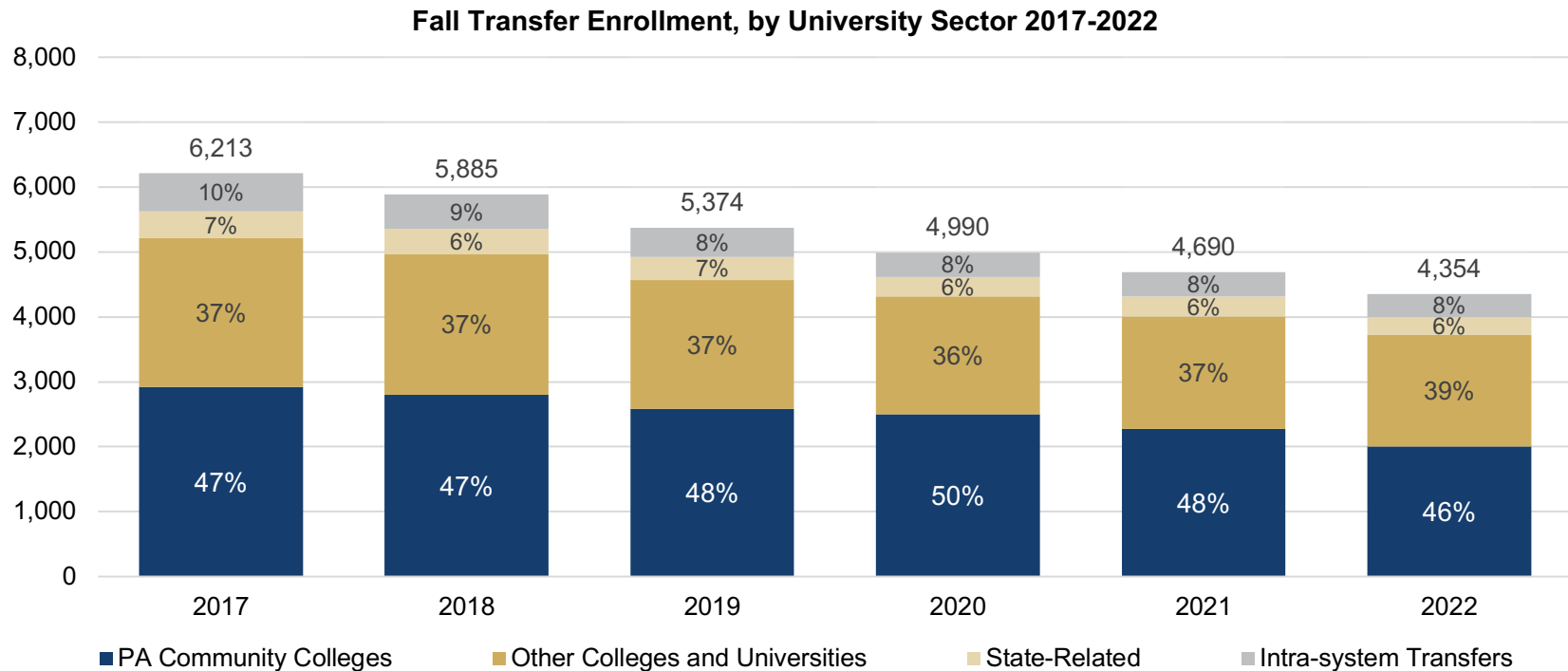


Figure 24

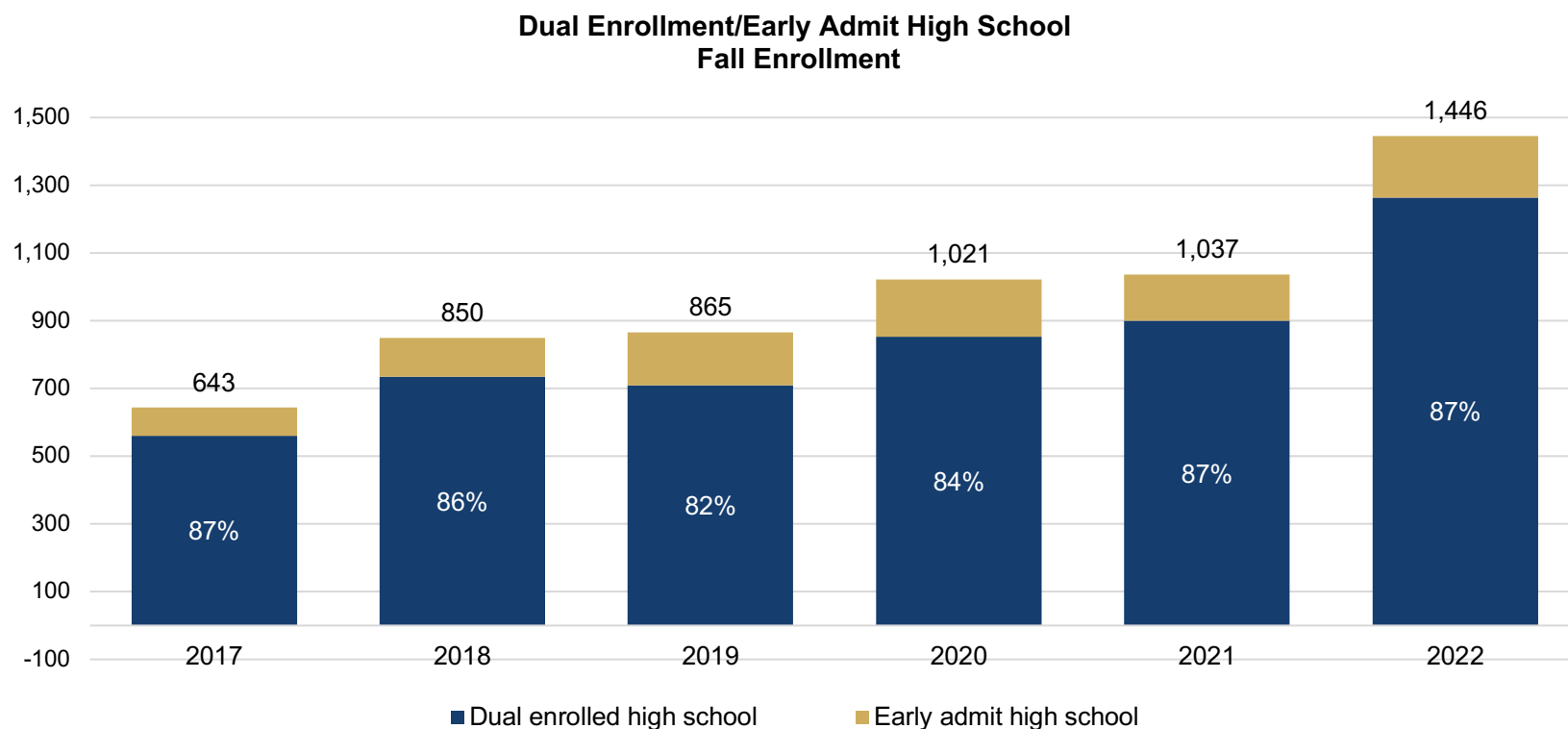
Growing **transfer enrollments** is a priority for State System universities. Given the lower student tuition that applies at community colleges, transfer is a critical means of providing affordable pathways to and through postsecondary education. It is also an important means of diversifying the student 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 29.9% since 2017 across all State System universities, with declines from all types of transferring institutions as shown in **Figure 25**. In 2017, new transfers represented 25.7% of total new undergraduate enrollments. In 2022, they represent only 21.9%. Since Fall 2010, Pennsylvania 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—a trend we hope to continue, reflecting recent improvement in the System’s transfer policy.



Source: State System Student Data Warehouse, Fall Census

Figure 25

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 to diversify the student body. As was particularly apparent in Fall 2022, 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 26**).

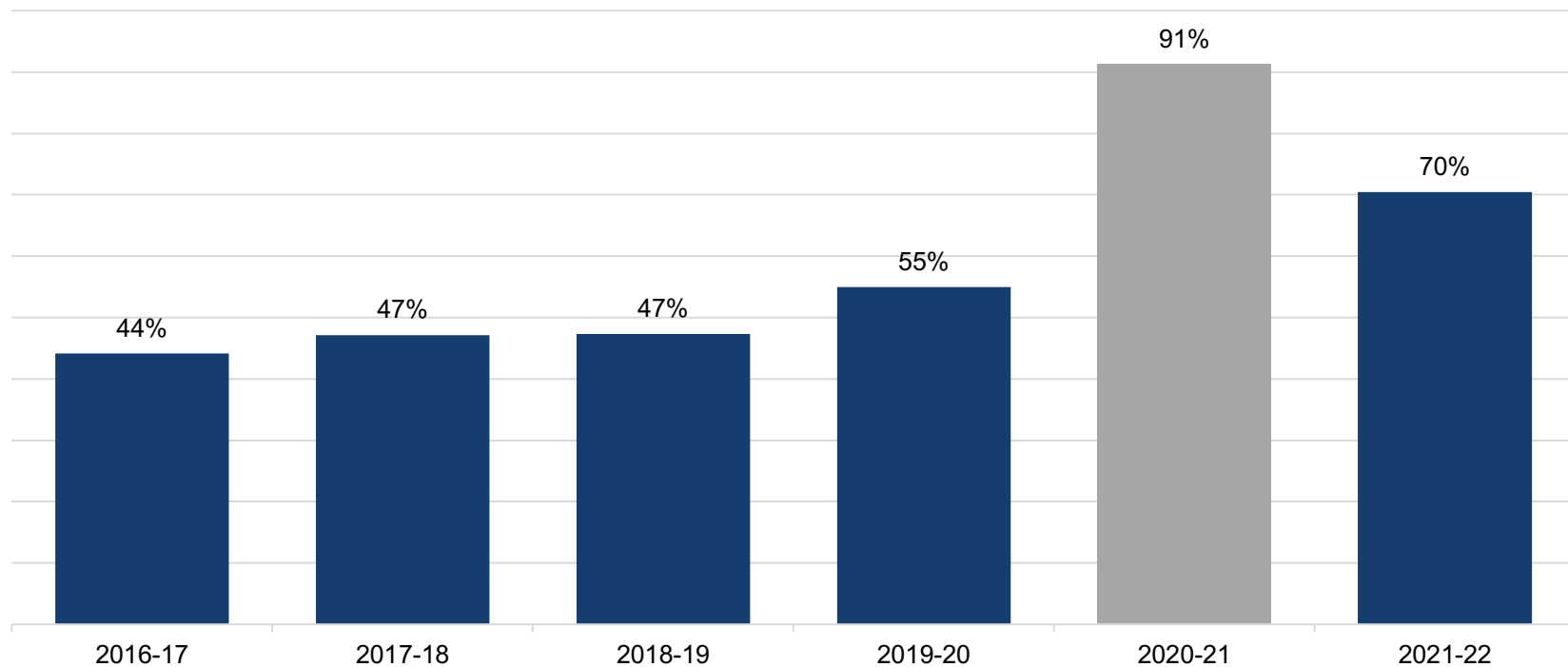


Source: State System Student Data Warehouse, Fall Census

Figure 26

Online enrollments have increased 34% from 2016-17 to 2021-22 (**Figure 27**). The impact of the recent pandemic is reflected in the 2020-21 year (gray to indicate out of the ordinary). Over 70% of State System students enrolled in an online course in 2021-22, a large increase from 2019-20. Since 2016-17, each of the State System universities has increased the percent of students who take online courses. This trend of increased online course enrollments continues in Fall 2022.

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

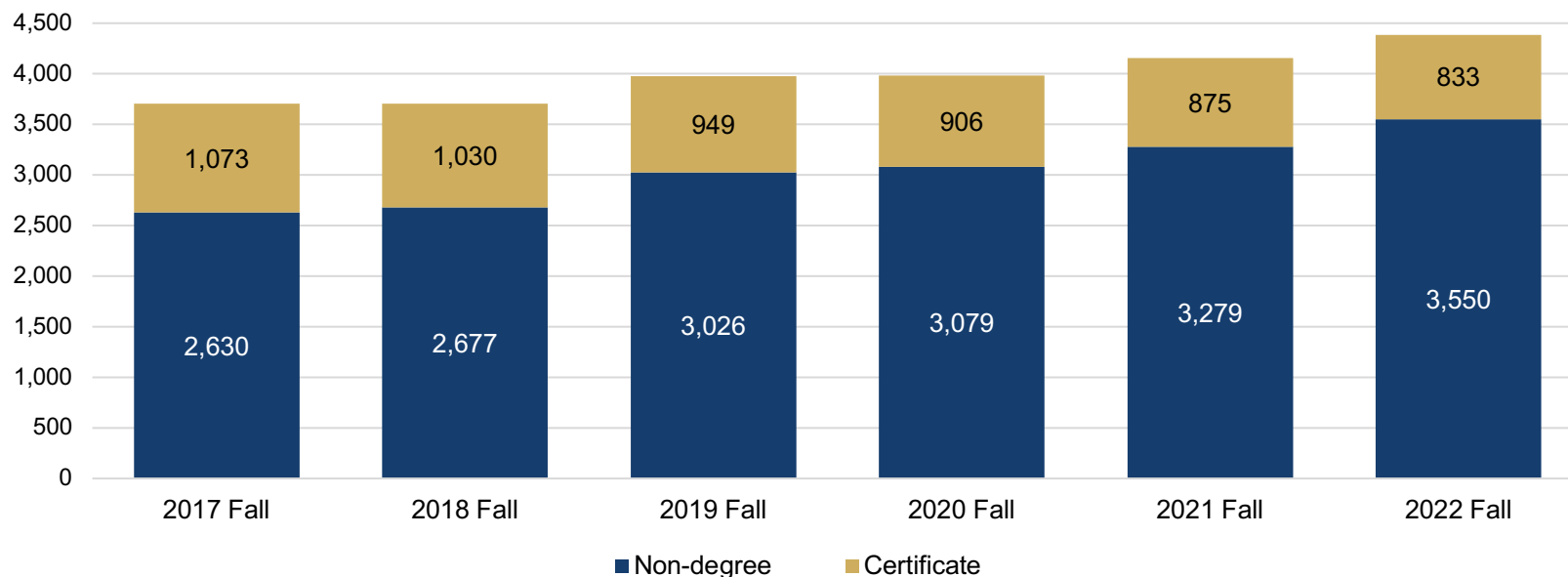


Source: State System Student Data Warehouse, Annual Course Submission
Note: 2020-21 reflects impact of the pandemic.

Figure 27

Enrollment in certificate programs (less than two years) and nondegree credit-bearing courses has increased by 18% since Fall 2017 (**Figure 28**). 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 2017 to over 920 students. The System is only now beginning to record the number of non-credit credentials being offered and will include those data in future editions of this book.

Certificate and Nondegree Students Enrolled in Credit-Bearing Courses



Source: State System Student Data Warehouse, Fall Census
 Note: Primary major only

Figure 28

Section 3. Student affordability

While State System universities remain the most affordable postsecondary option in Pennsylvania, the commonwealth ranks 5th nationally in highest net price when compared to public four-year options available to in-state students. Lowering the net price of attending a State System university is critical for social mobility and workforce development needs. Cost is the largest single impediment to postsecondary participation in Pennsylvania.

State System universities are adopting a portfolio approach to student affordability and showing progress in key areas. Managing operating costs (section 5) creates opportunities to curtail price increases. When utilizing revenues from tuition and fees and state appropriations, awards cost less at the State System than other Pennsylvania four-year options. Work improving student progress toward their degrees (section 4) and supporting community college transfer and high school dual enrollment options (section 2) provide lower-cost degree pathways. 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 2019 through Fall 2022, in an unprecedented move to help stall the narrowing gap in affordability between the State System and the next affordable option in the state. These efforts have helped to make State System universities even more affordable than other in-state options. They have not, however, had any material difference on national affordability rankings referenced above. Indeed, Pennsylvania is slipping further behind other states. Of even greater concern are actions taken in contiguous states, e.g., the State University of New York (SUNY), which deliberately target Pennsylvania residents by offering them a lower net price of attendance at a SUNY school than they can find anywhere in Pennsylvania. The State System universities cannot, on their own and via the various administrative means referenced above, lower the net price of attendance far enough to reverse declining enrollments of low- and middle-income students or position themselves competitively *vis a vis* other out-of-state providers. That requires greater 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.

The **average net price** includes the cost of attendance (typically 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 the upward trajectory in students' net price. It has gone from an annual average increase of 4.0% from 2010-2018 to a 3.2% overall change from 2019-20 to 2021-22 (**Figure 29**).

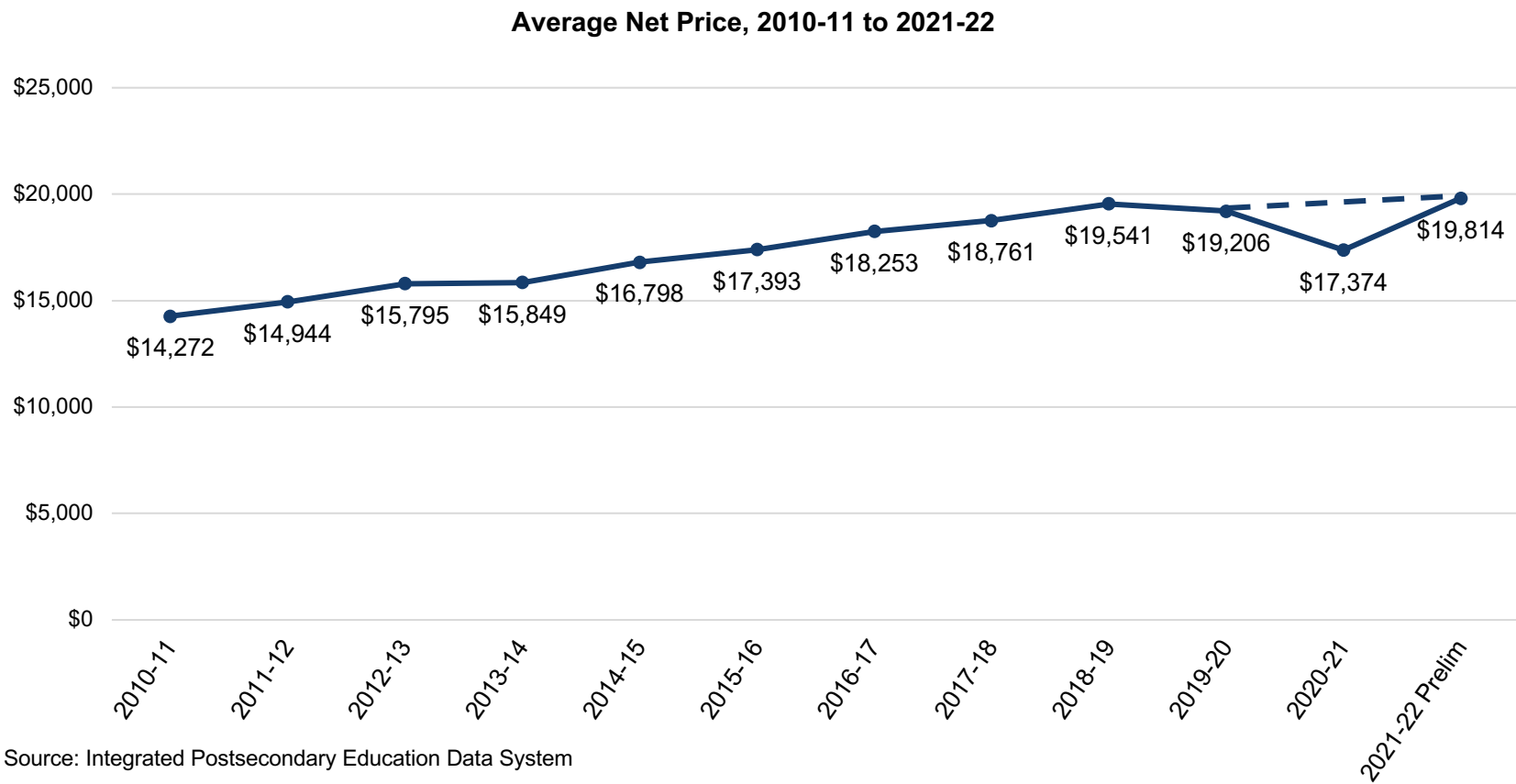


Figure 29

The gap between the State System and the next most affordable higher education options in the state began narrowing between 2010-11 and 2016-17 but has expanded since, as shown in **Figure 30**, reflecting many of the administrative changes referenced above. For comparative purposes, and to show how relatively expensive public higher education is in Pennsylvania, Figure 30 includes net price of attendance for students in contiguous states who attend a comparable in-state four-year public university and is weighted by university enrollment. It is important to note that average net price of attendance is weighted according to the proportion of students living on campus. In 2020-21, there was a great reduction in the proportion of students living on campus, thus temporarily decreasing the average net price of attendance in universities (like the State System universities) where a large proportion of students typically live on campus. This information is grayed out below due to this anomaly in the data. The average net price for State System universities has shown a small increase into Fall 2021 from Fall 2019, due primarily to increases in room, board, and allowances for other student expenses (travel and personal).

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

	2010-11	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 Prelim	Percent Change from 2010-11 to 2020-21
State System	\$14,272	\$18,253	\$18,761	\$19,541	\$19,206	\$17,374	\$19,814	21.7%
PA State Related	\$18,034	\$20,898	\$21,963	\$23,250	\$23,737	\$22,974	N/A	27.4%
PA 4 Year Private	\$24,446	\$27,691	\$27,816	\$28,026	\$28,901	\$26,535	N/A	8.5%
National 4 Year Public	\$11,036	\$13,364	\$13,332	\$13,590	\$13,887	\$13,839	N/A	25.4%
PA 4 Year Public	\$16,394	\$19,726	\$20,501	\$21,584	\$21,726	\$20,134	N/A	22.8%
DE 4 Year Public	\$10,796	\$11,555	\$11,899	\$12,724	\$14,141	\$13,415	N/A	24.3%
MD 4 Year Public	\$13,332	\$16,003	\$16,250	\$16,969	\$16,690	\$14,273	N/A	7.1%
NJ 4 Year Public	\$14,487	\$15,897	\$16,854	\$17,152	\$18,159	\$14,916	N/A	3.0%
NY 4 Year Public	\$9,603	\$11,054	\$10,858	\$10,876	\$11,365	\$11,107	N/A	15.7%
OH 4 Year Public	\$14,394	\$15,570	\$15,420	\$16,103	\$16,928	\$16,558	N/A	15.0%
WV 4 Year Public	\$8,666	\$9,843	\$10,401	\$10,533	\$11,034	\$11,322	N/A	30.7%

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 (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. Previously published charts reported the average of the IPEDS-calculated university net prices. The current data is weighted based on the IPEDS cohort of first-time, full-time undergraduates receiving any grant or scholarship aid.

Figure 30

Total price includes tuition, fees, room, and board but 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. It also varies for students within a university, depending on the housing and dining options they choose. **Figure 31** 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.

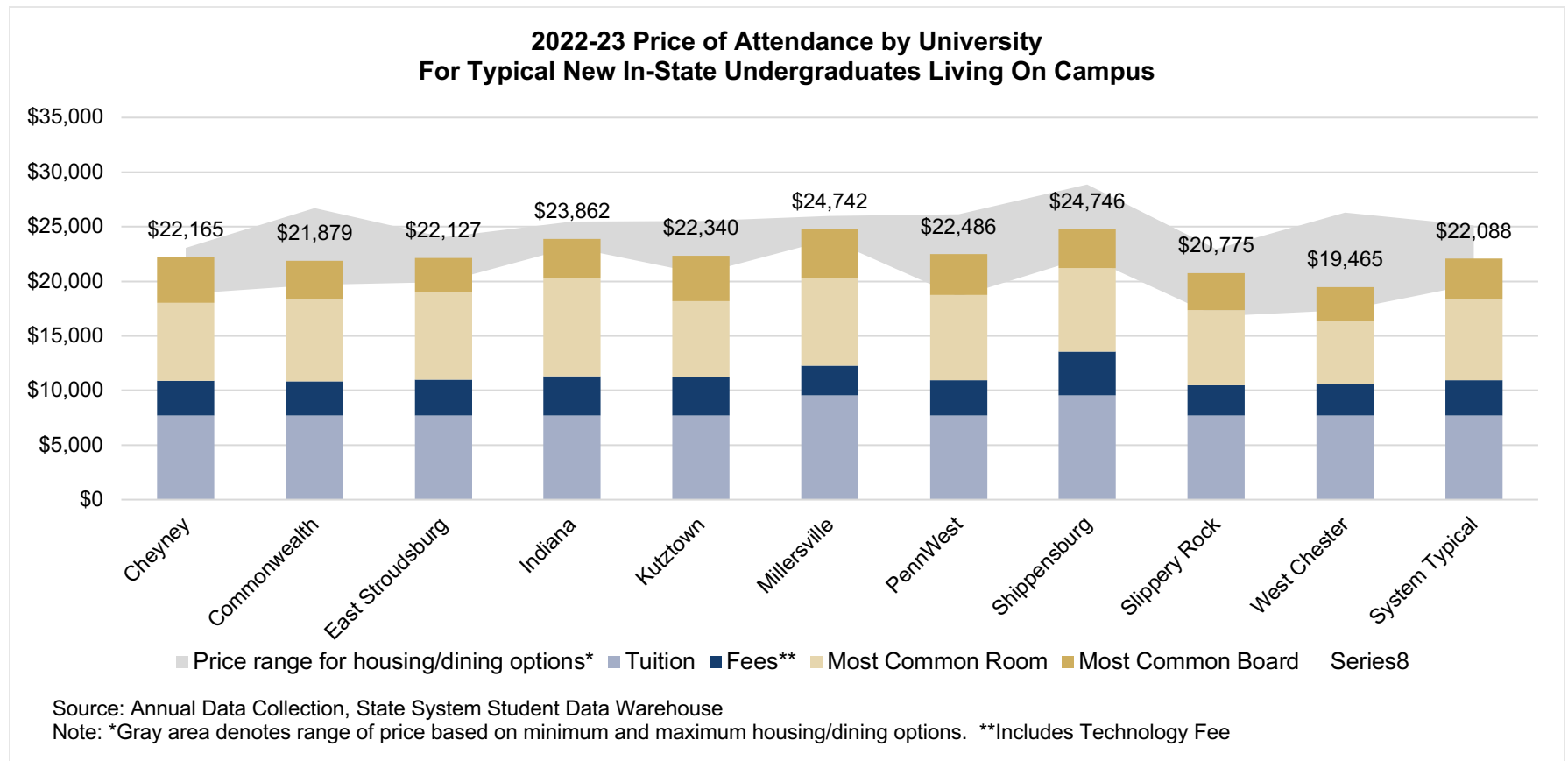
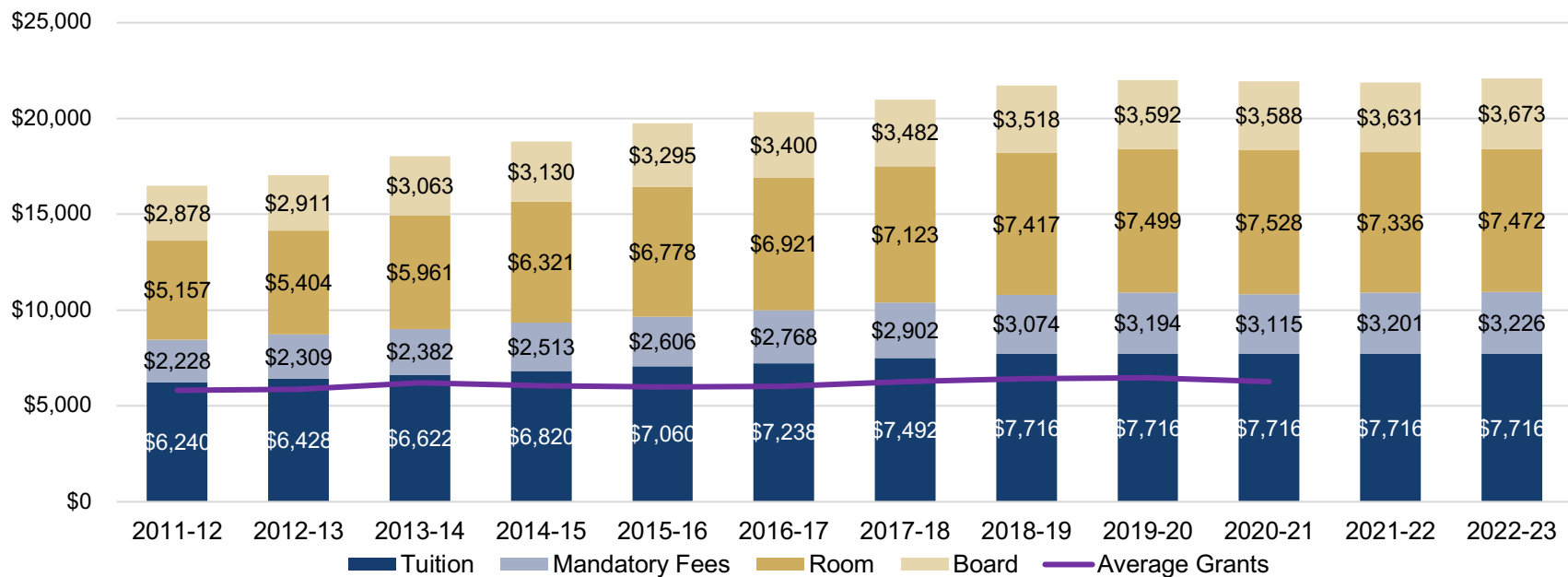


Figure 31

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 32** 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 contribute significantly to 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**

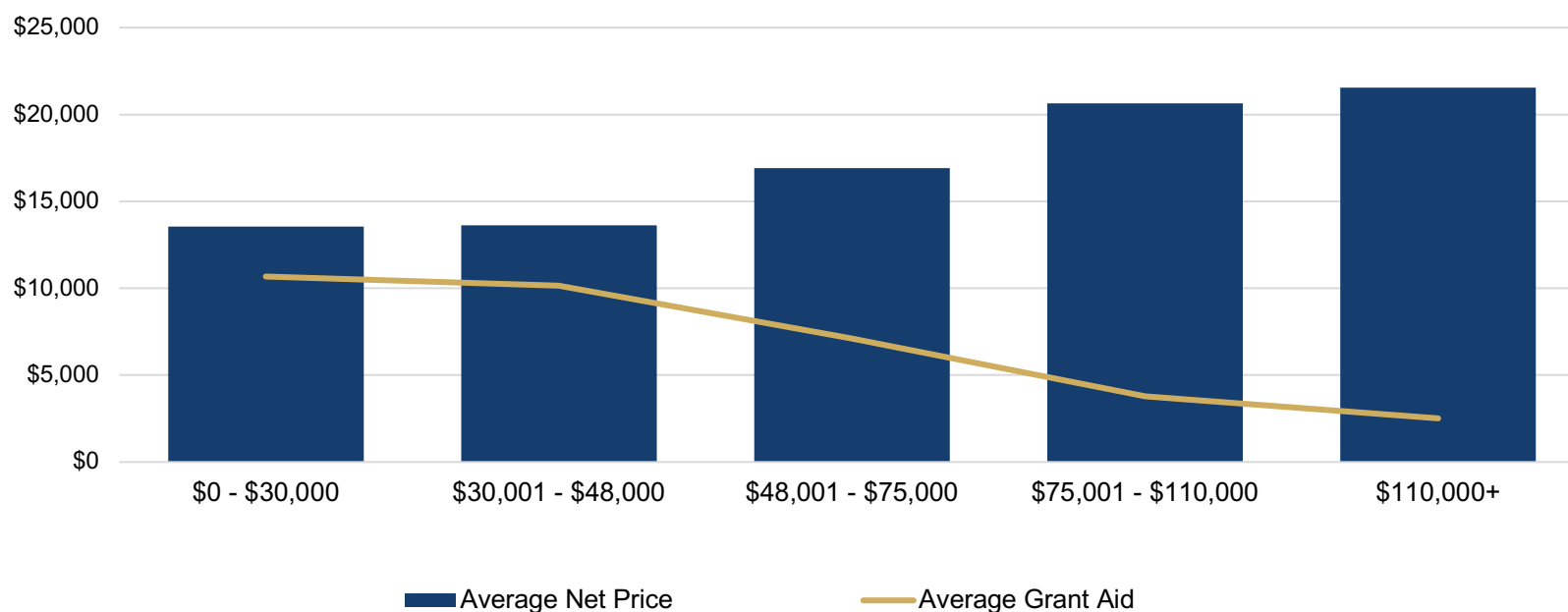


Sources: Costs - Annual Data Collection, State System Data Warehouse; Grants: The Integrated Postsecondary Education Data System
 Notes: Tuition is the standard tuition as approved by the Board of Governors. Room and Board rates are average of most common university rates.
 Average grants include federal,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

Figure 42

Lower-income students receive more grant aid and have a lower net average price of attendance than higher-income students (Figure 33).

2020-21 Average Net Price vs Average Grant Aid, by Family Income Level



Source: The Integrated Postsecondary Education Data System

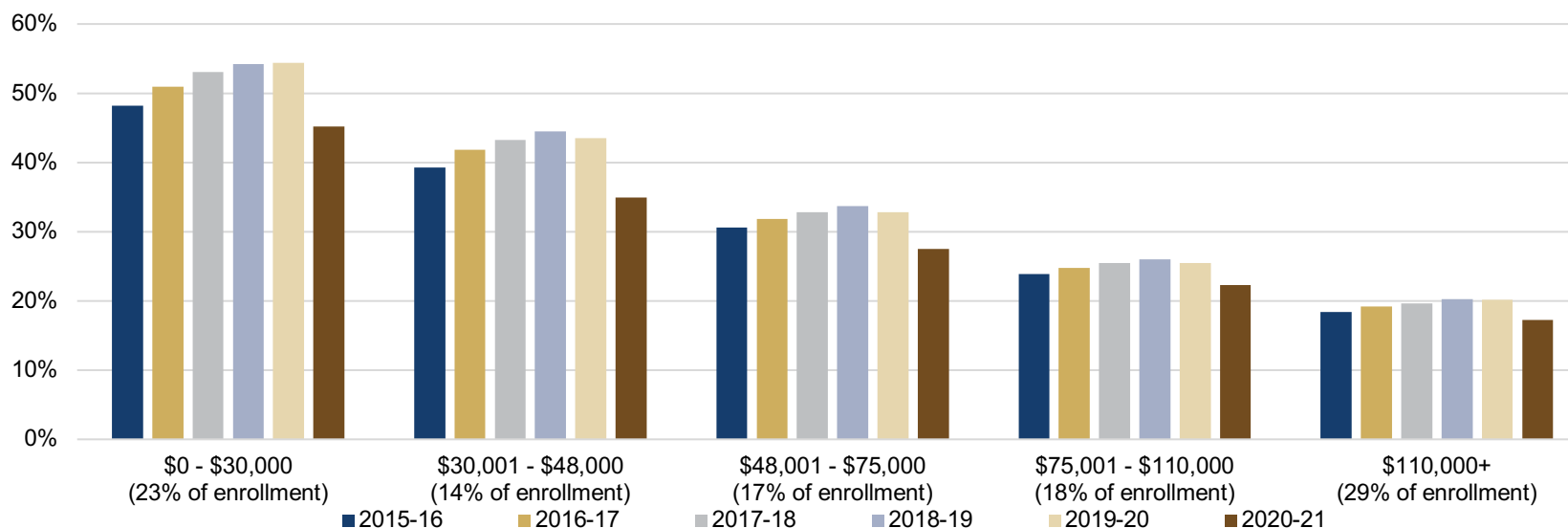
Notes: Data is for first-time, full-time, degree/certificate-seeking PA resident undergraduate students who received any Title IV financial aid.

Figure 33

Despite the increasing availability of student aid, overall increases in the net price of attendance have hit low- and middle-income students hardest (**Figure 34**). Students from the two lowest income groups have seen the highest percentage increase in their net price of attendance when calculated as a percentage of family income, a 4% to 6% increase in the past five years. These students make up a majority (over 70%) of total undergraduate enrollments at State System universities. The net price as a percent of family income declined for all income groups in 2020-21, which follows the overall trend in the net price as shown in **Figure 29**.

Figure 34

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



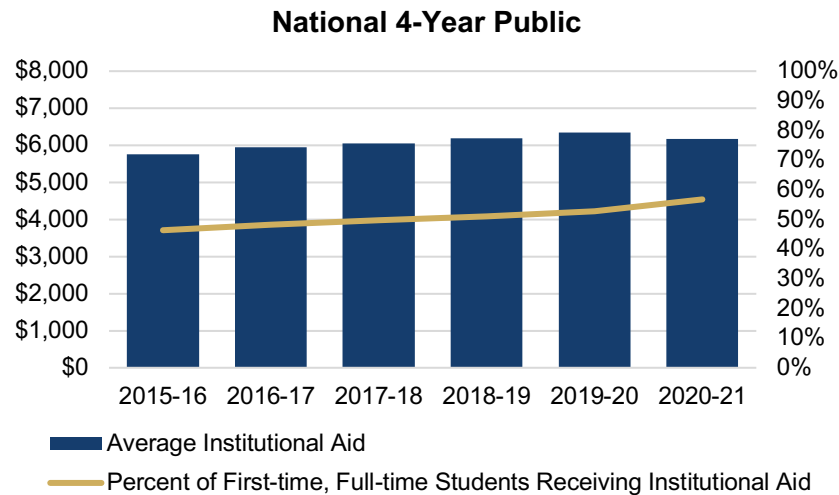
Source: The Integrated Postsecondary Education Data System

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

2020-21 data is from the pandemic year, where more students lived off-campus with family than in other years. IPEDS only includes room and board cost allowances for students who live on-campus or off-campus, not with family, in net price calculations. This results in lower reported costs for students living with family, and therefore an overall lower average net price for that year.

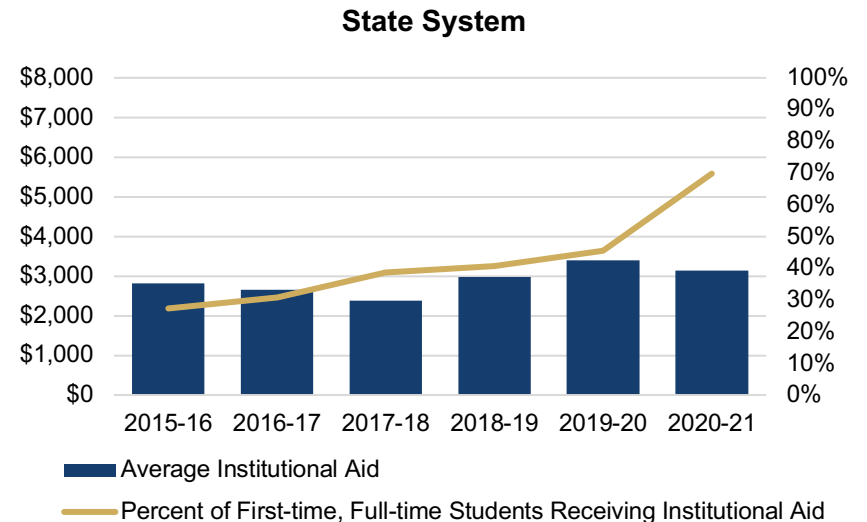
Institutional aid is money that universities take from operating budgets, donor gifts, and other sources, and distribute to students as grant aid in order to reduce their total price of attendance. State System universities fall behind public four-year universities nationally in terms of the proportion of their students who receive institutional aid and the average amount of aid distributed to each student (**Figures 35 and 36**). 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 36**). While the upward trend in available aid is promising, it reflects the availability of one-time COVID relief funds and is not sustainable without additional ongoing support from the state. As elsewhere, there is considerable variation among universities (**Figure 35**).

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



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

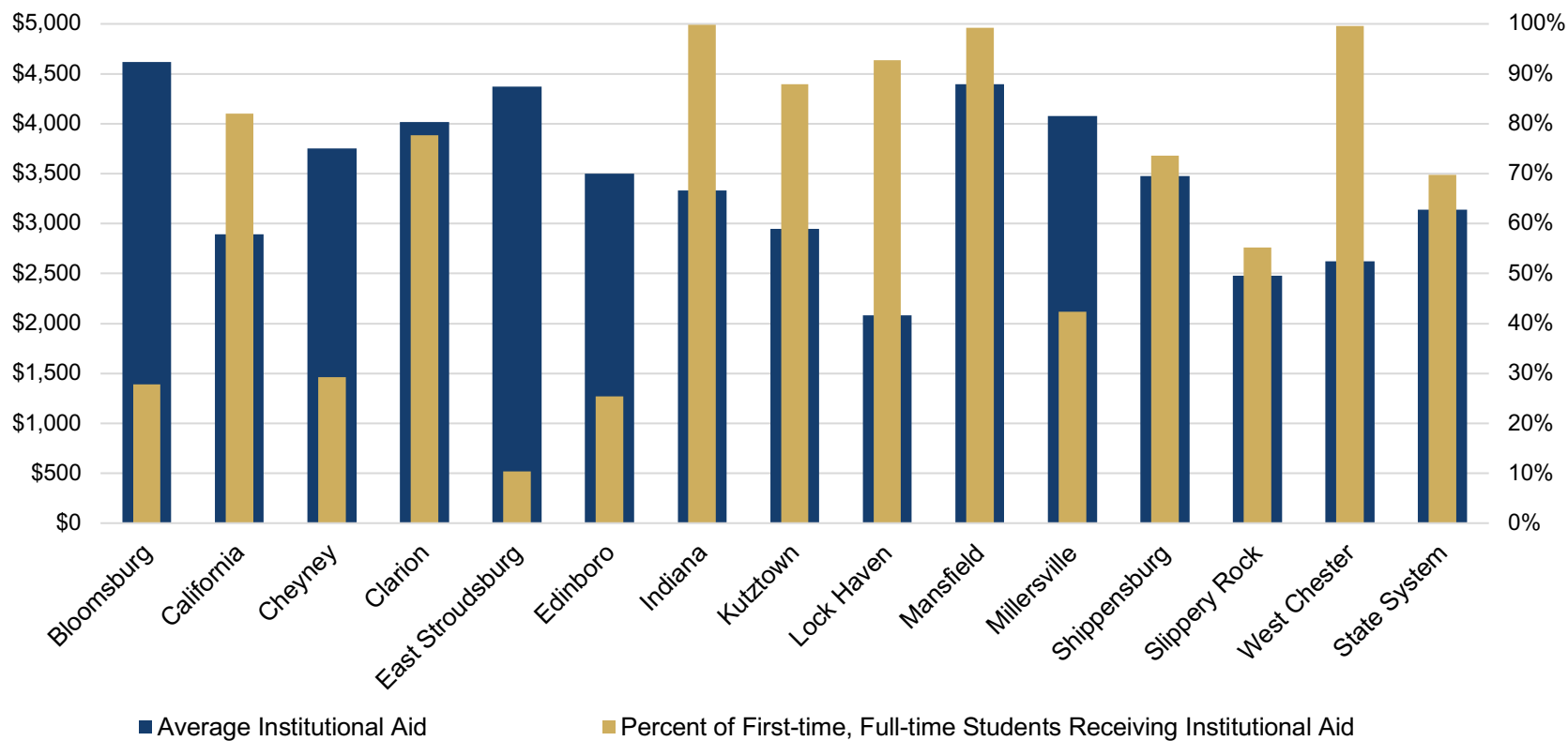
Figure 35



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

Figure 36

**Pennsylvania's State System of Higher Education
2020-21 Average Institutional Aid for First-time, Full-time Undergraduate Students**



Source: The Integrated Postsecondary Education Data System

Notes: Institutional Aid includes grants, scholarships, and waivers. The data shown for first-time, full-time, undergraduate students is just one example of institutional aid awards, based on the IPEDS collection methodology to allow for comparators. However, each university utilizes its own institutional aid awarding strategies, which typically also include various levels for upper classmen or other specific groups.

Figure 37

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, or 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 38**).

Loan debt for State System university graduates is high compared to other public universities outside of Pennsylvania, reflecting low overall state support and resulting increases in student tuition and fees. Despite this, the overall student default rate of 2.0% is lower than the national average (2.3%) 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	2012 Graduates	2013 Graduates	2014 Graduates	2015 Graduates	2016 Graduates	2017 Graduates	2018 Graduates	2019 Graduates	2020 Graduates
Bloomsburg	\$25,321	\$27,223	\$28,791	\$29,661	\$33,122	\$36,915	\$35,407	\$36,908	\$38,013	\$38,663
California	\$24,251	\$29,147	\$28,812	\$29,105	\$27,998	\$25,683	\$26,242	\$27,381	\$33,715	\$40,272
Cheyney	DNR	DNR	DNR	DNR	DNR	DNR	DNR	DNR	DNR	DNR
Clarion	DNR	\$29,410	\$25,398	\$21,507	\$26,276	\$33,346	\$35,277	\$36,800	\$35,054	\$37,373
East Stroudsburg	\$22,333	\$24,053	\$27,356	\$27,730	\$30,123	\$28,500	\$24,182	\$33,213	\$30,182	\$34,726
Edinboro	DNR	\$30,692	\$27,774	\$32,587	\$35,140	\$36,041	\$35,720	\$36,041	\$42,694	\$42,694
Indiana	\$32,416	\$35,229	\$37,457	\$33,807	\$36,514	\$36,514	\$39,929	\$39,284	\$41,222	\$43,778
Kutztown	\$25,250	\$30,831	\$32,901	\$33,376	\$37,011	\$39,230	\$40,084	\$40,864	\$40,592	\$41,154
Lock Haven	\$23,707	\$23,840	\$24,387	\$29,353	\$31,806	\$34,192	\$34,863	\$36,662	\$23,490	\$22,325
Mansfield	\$23,216	\$34,174	\$34,155	\$33,799	\$35,928	\$41,816	\$36,624	\$35,116	\$42,457	\$42,015
Millersville	\$28,444	\$30,210	\$31,035	\$29,791	\$33,874	\$29,481	\$31,476	\$31,098	\$32,815	\$32,974
Shippensburg	\$24,818	\$27,661	\$29,437	\$29,988	\$31,436	\$33,673	\$33,839	\$34,162	\$37,130	\$36,594
Slippery Rock	\$28,810	\$28,959	\$29,722	\$30,458	\$32,039	\$33,303	\$34,300	\$35,322	\$37,450	\$36,817
West Chester	\$27,689	\$30,345	\$30,366	\$30,881	\$32,031	\$33,814	\$34,160	\$35,464	\$36,469	\$37,100
State System	\$26,023	\$29,367	\$29,815	\$30,157	\$32,561	\$34,039	\$34,008	\$35,255	\$36,253	\$37,422
State Related	\$27,977	\$34,066	\$35,632	\$32,430	\$37,787	\$37,899	\$38,703	\$37,442	\$38,006	\$37,600
State 4-Year Private	\$30,004	\$29,513	\$32,336	\$32,850	\$33,611	\$35,512	\$36,392	\$35,028	\$36,798	\$35,864
PA State Average (All 4-Year Public and Private, Not-for-Profit)	\$30,025	\$31,675	\$32,528	\$33,264	\$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 - U.S. Department of Education (<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>).

Note: Data is shown for 14 universities through 2020 since aggregated data for integrated universities is not available.

Figure 38

**Pennsylvania's State System of Higher Education
Federal Stafford and Direct Loan Three-Year Cohort Default Rate**

University	2015 Graduates	2016 Graduates	2017 Graduates	2018 Graduates	2019 Graduates
Cheyney University	28.0%	25.6%	23.3%	11.3%	5.8%
Commonwealth					2.5%
Bloomsburg University	6.2%	7.0%	7.4%	5.6%	
Lock Haven University	7.1%	7.9%	8.1%	7.6%	
Mansfield University	9.5%	8.5%	9.9%	8.3%	
East Stroudsburg University	7.6%	8.1%	9.4%	7.9%	2.9%
Indiana University	7.4%	7.3%	8.5%	7.0%	2.6%
Kutztown University	6.7%	6.9%	7.4%	6.3%	1.8%
Millersville University	6.4%	6.9%	6.1%	4.3%	1.4%
PennWest					2.1%
California University	7.0%	7.4%	7.1%	5.9%	
Clarion University	8.3%	8.5%	10.0%	6.6%	
Edinboro University	8.7%	9.4%	9.5%	5.7%	
Shippensburg University	5.5%	6.8%	6.5%	4.8%	1.9%
Slippery Rock University	5.0%	4.9%	5.5%	4.6%	1.5%
West Chester University	4.1%	4.9%	4.4%	3.4%	1.2%
System Average	6.7%	7.1%	7.4%	5.8%	2.0%
State Default Rate *	9.6%	9.2%			
National Default Rate	10.8%	10.1%	9.7%	7.3%	2.3%
Public 4-Year	7.1%	6.8%	7.1%	5.4%	1.8%
Private 4-Year	6.6%	6.3%	6.5%	5.0%	1.6%
Proprietary 4-Year	14.3%	13.7%	13.1%	9.8%	2.6%

Note: Default rates are calculated based on the number of borrowers who entered repayment from 10/1 to 9/30 of a given fiscal year and defaulted at any time between then and the second fiscal year following the fiscal year in which they entered repayment, divided by the number of borrowers who entered repayment in the given fiscal year. Ex: The 2018 default rates are calculated based on the number of borrowers who entered repayment from 10/1/2017 to 9/30/2018 and defaulted in FY 2018, 2019, or 2020, divided by the number of borrowers who entered repayment in FY 2018.

Source: U.S. Department of Education (<https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>).

*326 PA schools in 2016. State calculated rates were not reported after 2016.

Figure 39

Section 4. Student progression and completion

Ensuring that more students who enroll in a State System university 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 on student progression and completion. Additionally, the data presented in these pages demonstrate that State System universities have the capabilities needed to bend, in a promising direction, the most stubborn trend lines.

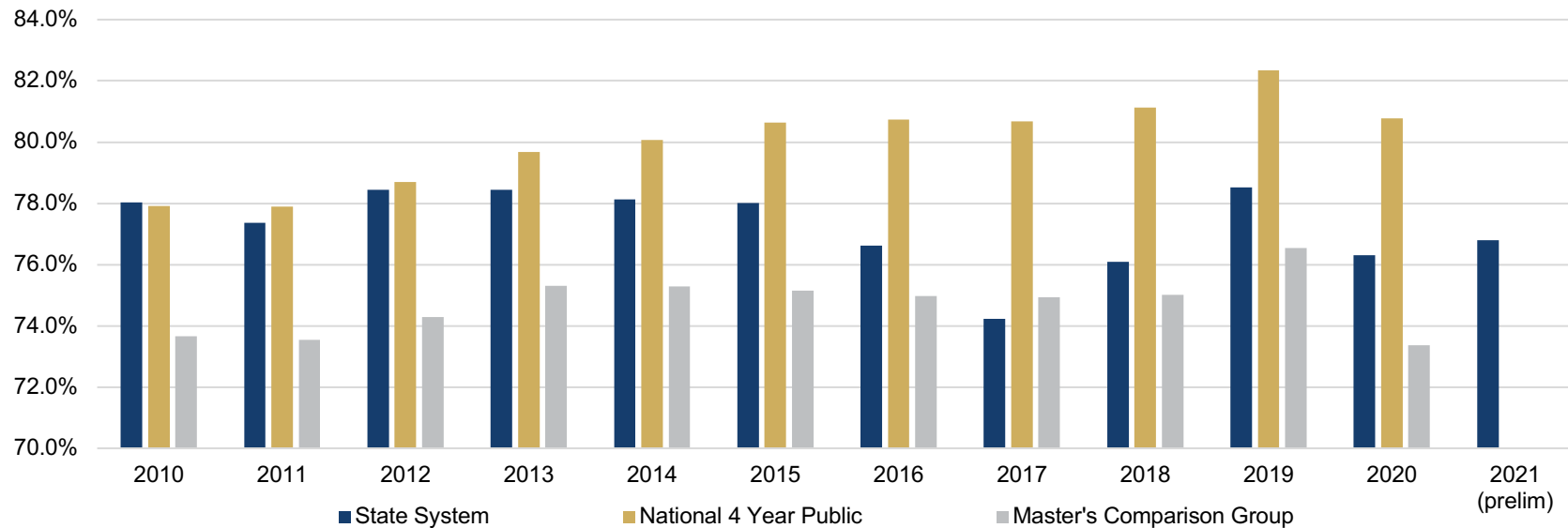
Students' educational outcomes are measured in terms of their progression to and completion of a credential. Currently, data are available for undergraduate degree-seeking students, who make up 80% of State System university enrollments. Additional educational outcomes data on students seeking graduate 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, students from lower- and higher-income backgrounds, and students from rural and non-rural regions, 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 attainment gaps by race/ethnicity and income. It helps to focus efforts to eliminate those gaps and hold ourselves publicly accountable for progress in doing so. Through System Redesign, these efforts, and others that are intended to improve student outcomes generally, are being accelerated, and we expect to see their impacts showing up in these pages.

Student retention measures the proportion of students who persist from their first to their second year—an important indicator of their likelihood of completing a degree. Systemwide, around 76.3% of first-time, full-time bachelor’s degree-seeking students are retained, compared to 80.8% for comparator institutions nationally (Fall 2020 cohort returning in Fall 2021).

Figure 40 shows that the State System universities retain students at a higher rate than their bachelor’s and master’s degree comparators but behind the average for all national four-year public universities.

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



Source: State System Data - State System Student Data Warehouse, Fall Census; Comparator Data - Integrated Postsecondary Education Data System (IPEDS)

Notes: State System data 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. Master’s Comparison Group is based on Carnegie Classifications (2021).

Figure 40

Figure 41 shows 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. Preliminary data for Fall 2021 shows most universities making up ground that was lost during the pandemic.

**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	Fall 2021 (prelim)
Cheyney	45.0%	64.5%	54.3%	55.1%	44.1%	65.0%	55.8%	36.9%	70.3%	56.3%	62.4%	69.3%
Commonwealth	75.9%	75.1%	76.2%	75.2%	74.9%	74.6%	72.4%	70.2%	72.4%	76.5%	73.3%	73.9%
East Stroudsburg	78.4%	70.5%	71.3%	73.8%	72.0%	72.1%	69.8%	69.5%	67.0%	71.1%	66.8%	73.6%
Indiana	74.4%	75.2%	73.4%	74.5%	75.6%	74.6%	71.6%	70.6%	72.3%	72.1%	71.3%	70.6%
Kutztown	77.3%	71.4%	72.9%	73.5%	72.7%	72.9%	73.7%	74.4%	74.2%	77.4%	77.6%	79.3%
Millersville	80.8%	79.1%	81.1%	76.7%	76.5%	77.3%	77.4%	75.0%	77.4%	75.5%	75.2%	76.6%
PennWest	72.5%	71.8%	75.4%	73.9%	73.4%	71.9%	71.3%	72.6%	72.9%	73.5%	70.6%	69.9%
Shippensburg	70.5%	68.1%	71.4%	73.9%	69.4%	74.4%	70.7%	72.3%	75.0%	77.4%	67.7%	68.5%
Slippery Rock	81.2%	81.2%	82.4%	81.6%	83.3%	82.6%	81.1%	80.9%	83.3%	82.8%	81.8%	82.3%
West Chester	86.1%	85.4%	87.4%	87.9%	87.9%	85.8%	85.1%	84.6%	85.5%	85.0%	84.8%	82.2%
System	78.0%	77.4%	78.4%	78.4%	78.1%	78.0%	76.6%	74.2%	76.1%	78.5%	76.3%	76.8%

Source: State System Student Data Warehouse, Fall Census

Figure 41

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, which had disproportionately larger negative impacts on URM and Pell-recipient students with respect to their persistence. Preliminary data for the Fall 2021 cohort returning in Fall 2022 shows a return to retention prior to the pandemic for URM students but not yet Pell-recipient cohorts. (Figures 42 and 43).

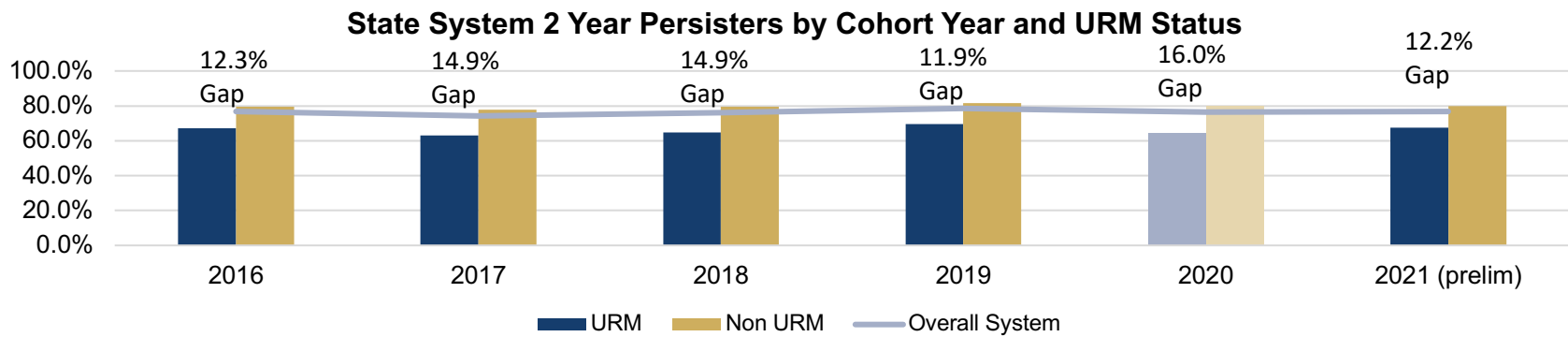


Figure 42

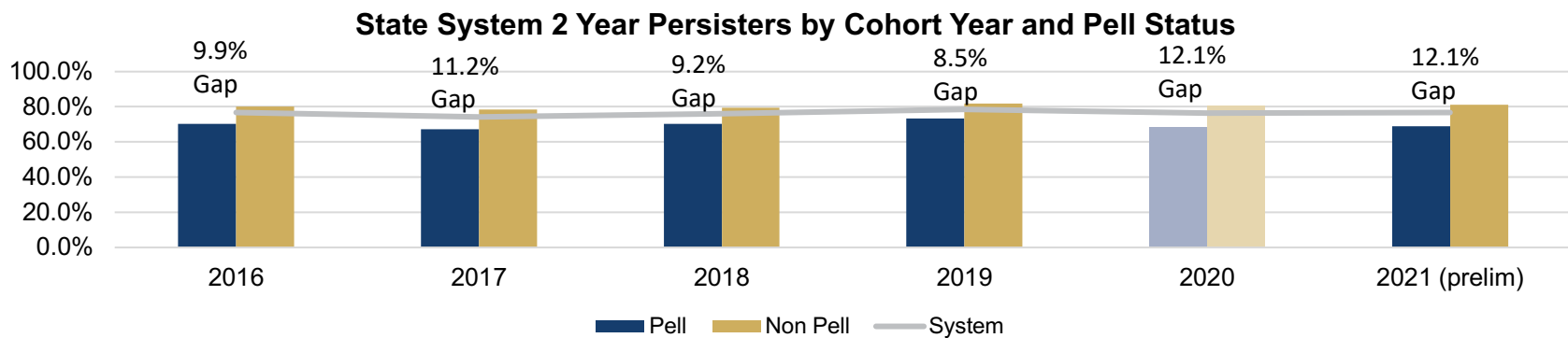


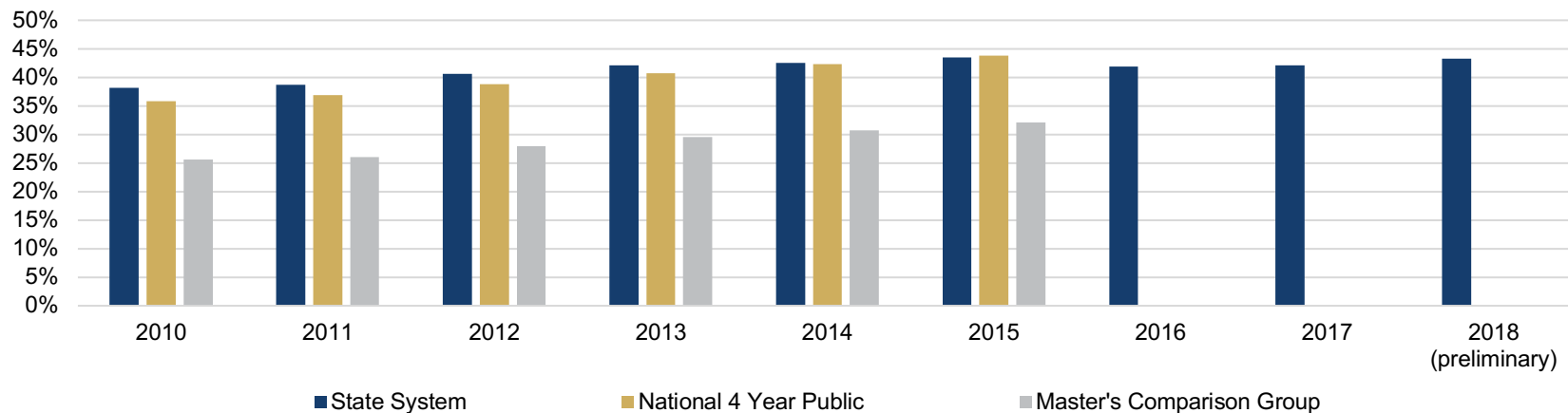
Figure 43

Source: State System Student Data Warehouse, Annual Data Collection
 Notes: State System data is System rate, which includes Intra-System transfers.

The State System **four-year graduation rate** for first-time, full-time students is 43% (**Figure 44**), which continues to be higher than the comparison to master’s degree-granting institutions and on par with the average for all national four-year public universities nationally. The four-year graduation rate has increased by 7% from students graduating in 2010 to 2021. In contrast, the six-year graduation rate of 60% remains largely unchanged since 2010. There is variance among universities, with over half of the System universities having seen modest improvement (**Figure 45**).

This trend demonstrates the hard work at all universities as they continue to prioritize student success, as well as the rising cost of college nationally.

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

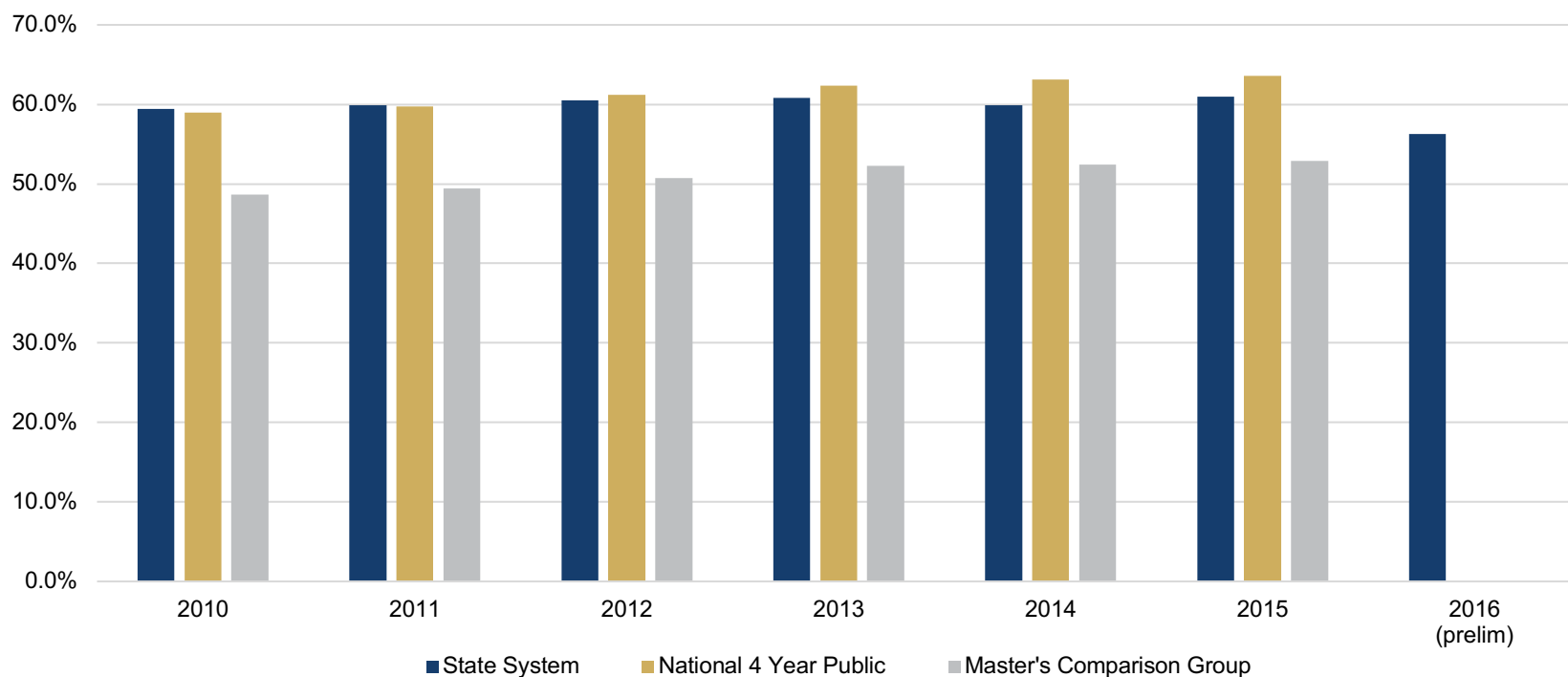


Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator Data - Integrated Postsecondary Education Data System (IPEDS)

Notes: State System data 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 (2021). Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associates. Doctoral Comparator Group includes Doctoral Universities: High Research Activity only. Beginning with the collection of 2021-22 data, Indiana and West Chester are classified in the Doctoral High Research Carnegie Classification.

Figure 44

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



Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator Data - Integrated Postsecondary Education Data System (IPEDS)

Notes: State System data 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 (2021). Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associates. Doctoral Comparator Group includes Doctoral Universities: High Research Activity only. Beginning with the collection of 2021-22 data, Indiana and West Chester are classified in the Doctoral High Research Carnegie Classification.

Figure 45

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	Fall 2016 (Preliminary)
Bloomsburg	61.8%	58.0%	59.6%	59.9%	57.5%	59.4%	56.3%
California	53.8%	54.7%	54.1%	50.0%	50.4%	48.4%	46.3%
Cheyney	15.9%	25.6%	15.2%	26.2%	27.1%	41.0%	14.9%
Clarion	50.0%	51.6%	55.9%	53.9%	56.5%	57.7%	56.8%
East Stroudsburg	57.3%	48.1%	49.8%	52.2%	50.4%	48.6%	45.7%
Edinboro	48.8%	47.9%	51.9%	49.0%	50.0%	49.7%	47.7%
Indiana	54.0%	55.9%	55.8%	55.6%	54.4%	56.8%	52.6%
Kutztown	54.8%	53.1%	54.6%	54.1%	52.1%	53.9%	56.4%
Lock Haven	48.0%	54.8%	54.1%	53.7%	50.6%	54.1%	50.3%
Mansfield	54.0%	55.1%	50.7%	53.8%	56.6%	54.2%	53.9%
Millersville	61.1%	61.7%	60.1%	56.5%	56.3%	56.7%	57.0%
Shippensburg	56.1%	51.5%	52.6%	58.4%	51.4%	58.0%	50.2%
Slippery Rock	68.3%	66.1%	66.6%	67.8%	69.0%	68.4%	66.5%
West Chester	70.1%	72.6%	74.7%	76.7%	75.4%	72.8%	71.6%
System	59.4%	59.9%	60.5%	60.8%	59.9%	61.0%	58.6%

Source: Student Data Warehouse, Official Reporting Date: End of 15th day of classes

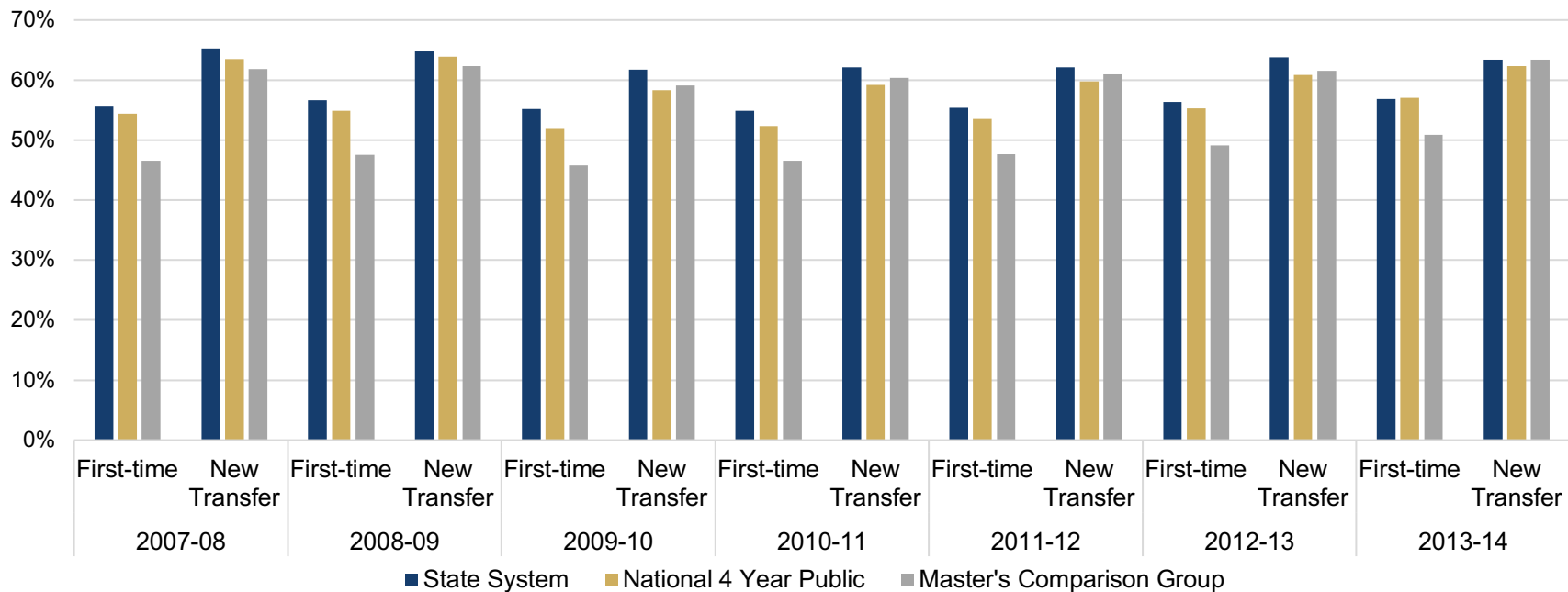
Notes: Only students who received a bachelor's degree are included in the Graduation Rates. All data is prior to integrations, and therefore is shown for all 14 universities.

Figure 46

Variation in graduation rates exists across student groups as well as among universities.

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

**Six-Year Graduation Rates of Annual Cohort of New First-time and New Transfer Students
Entering the university in 2008-09 through 2013-14**



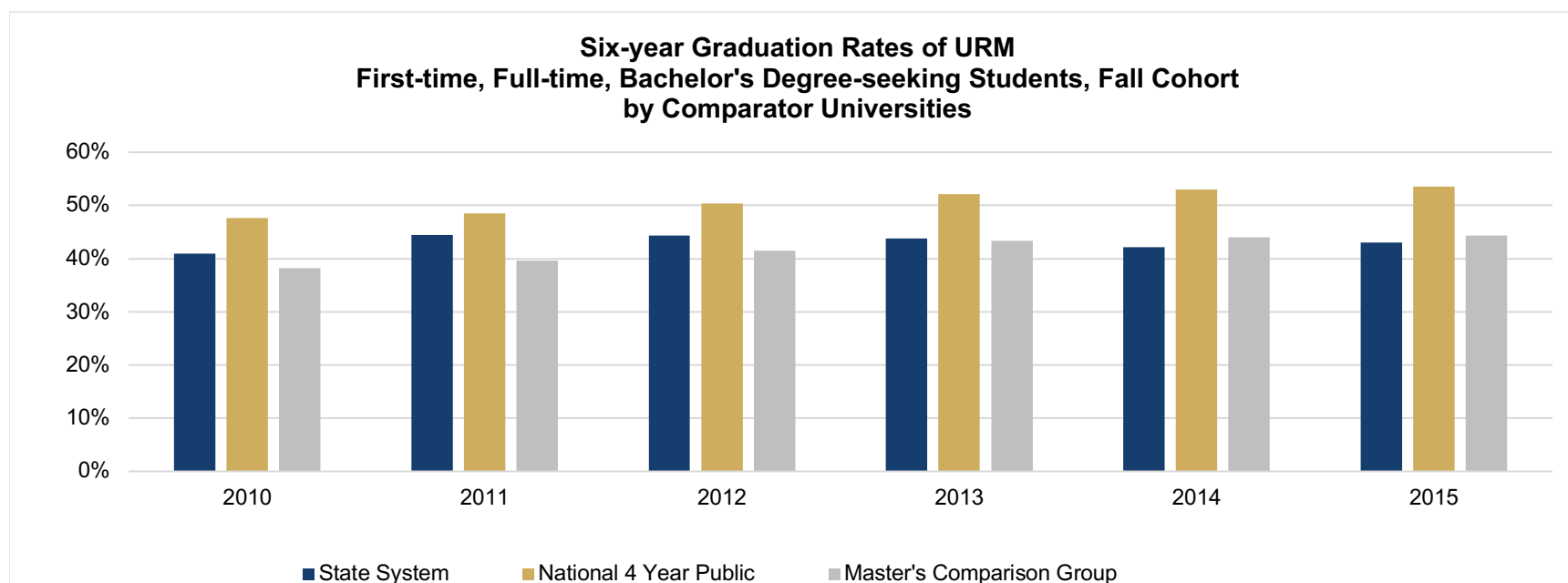
Source: Integrated Postsecondary Education Data System (IPEDS), Outcomes survey, Full-time cohorts

Note: Comparator Data is weighted by institution size. Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications.

Figure 47

As with retention, modest improvement in URM student graduation rates was stalled by the pandemic (**Figures 48 and 49**). A similar trend is apparent with respect to attainment gaps between **Pell recipients** and non-Pell students (**Figures 50 and 51**).

Compared with national trends, State System universities 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.

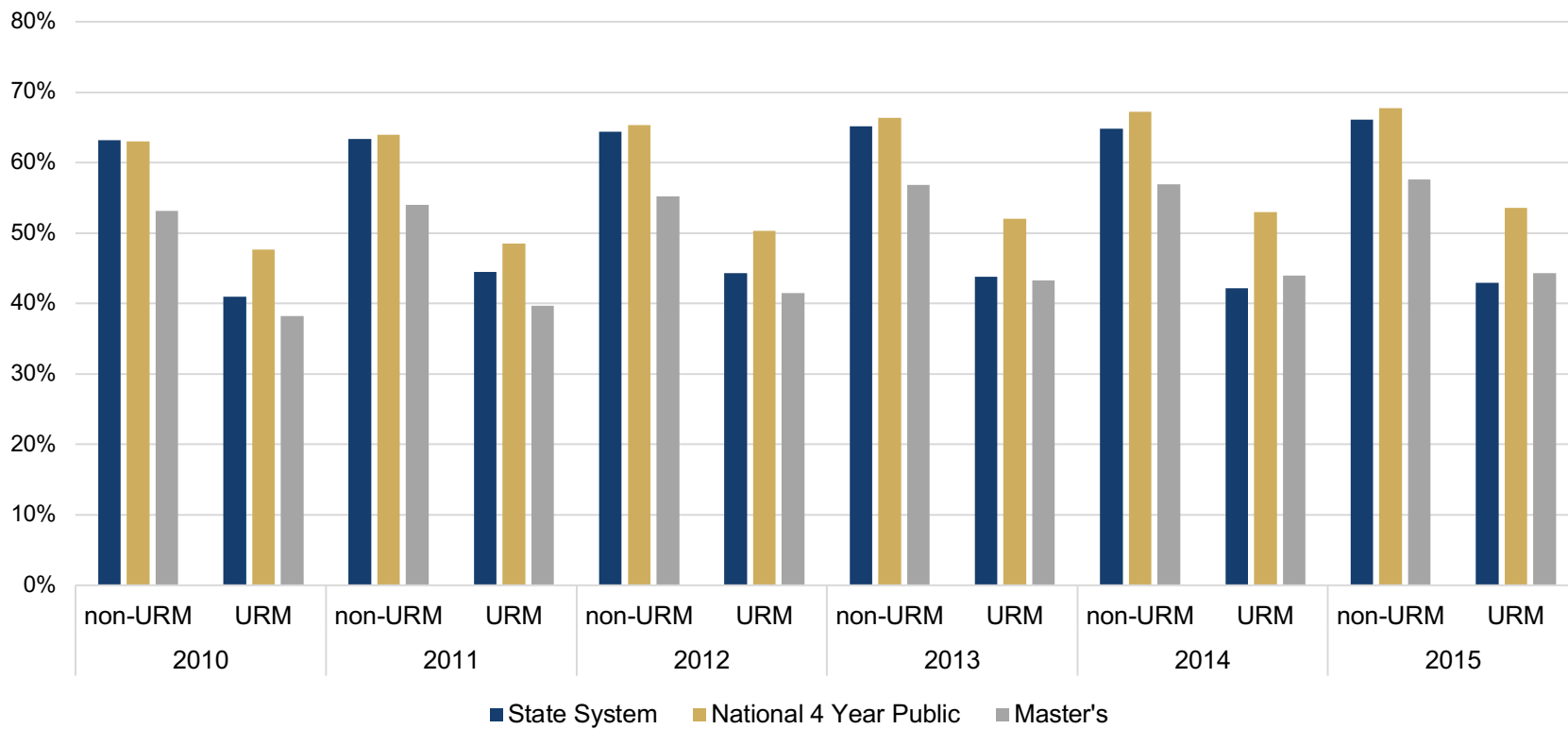


Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)

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 48

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

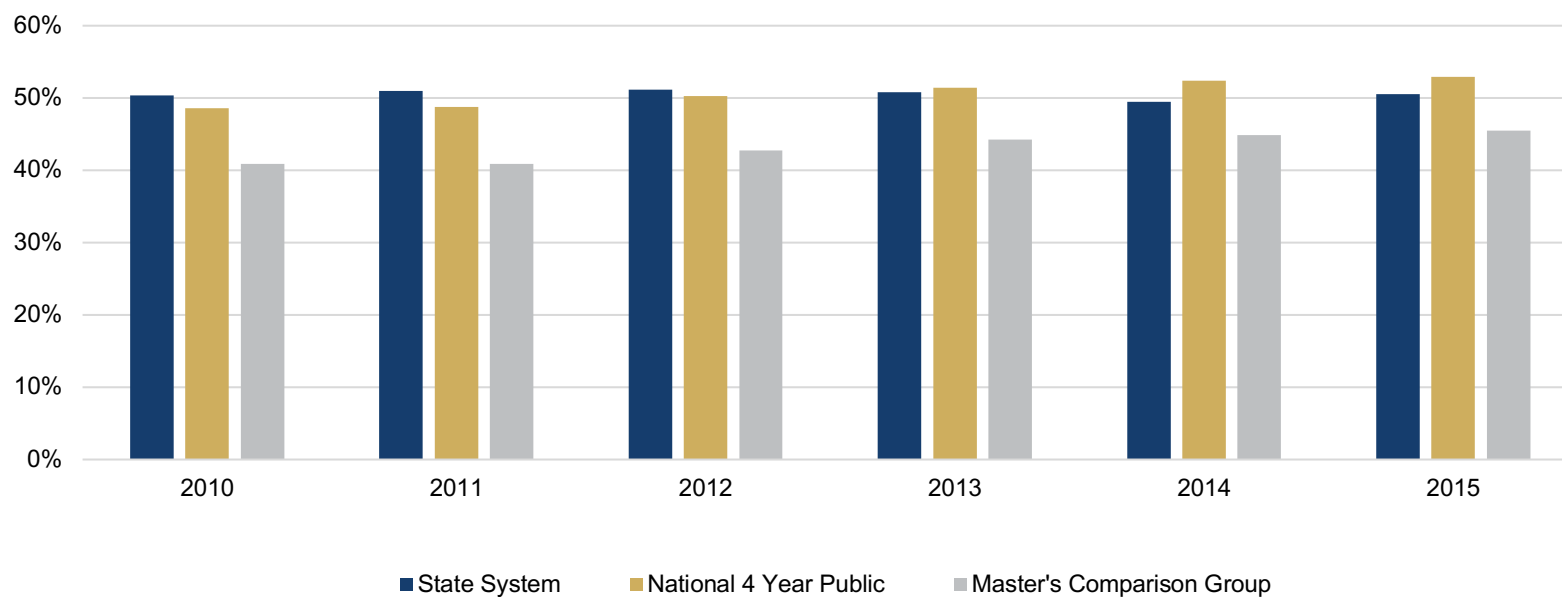


Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)

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 49

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

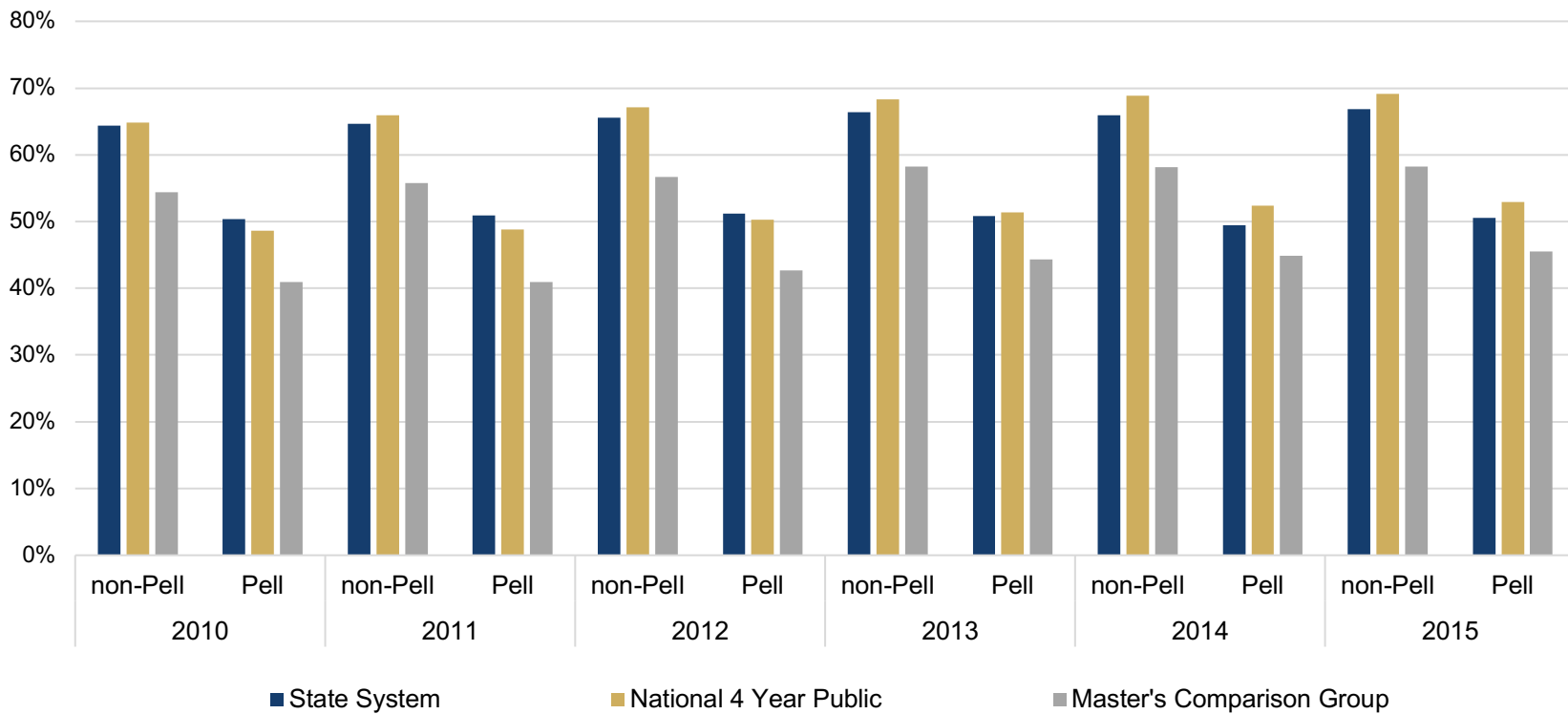


Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)

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.

Figure 50

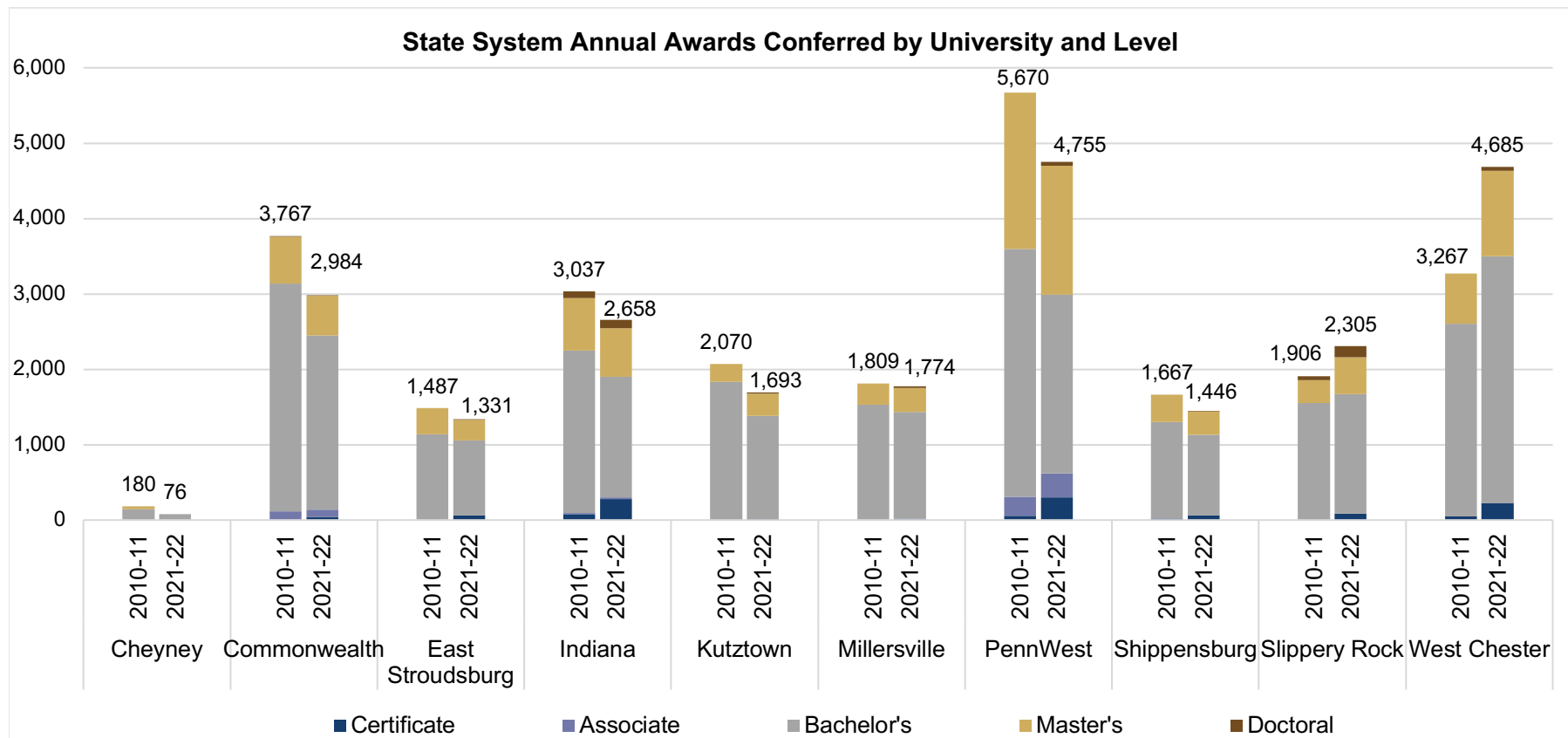
**Six-year Graduation Rates of Pell and non-Pell Recipients
First-time, Full-time, Bachelor's Degree-seeking Students by Comparator Universities**



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.

Figure 51

Completion data include the number of all awards (doctoral, master's, bachelor's, associate, and certificate) for each academic year. It does not yet include non-credit/workforce-aligned credentials. **The data reflect the declining enrollment of bachelor's degree-seeking students, and the universities' growing enrollments in other 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 52** below.



Source: State System Student Data Warehouse, Annual Data Collection

Figure 52

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. **(Figure 53).**

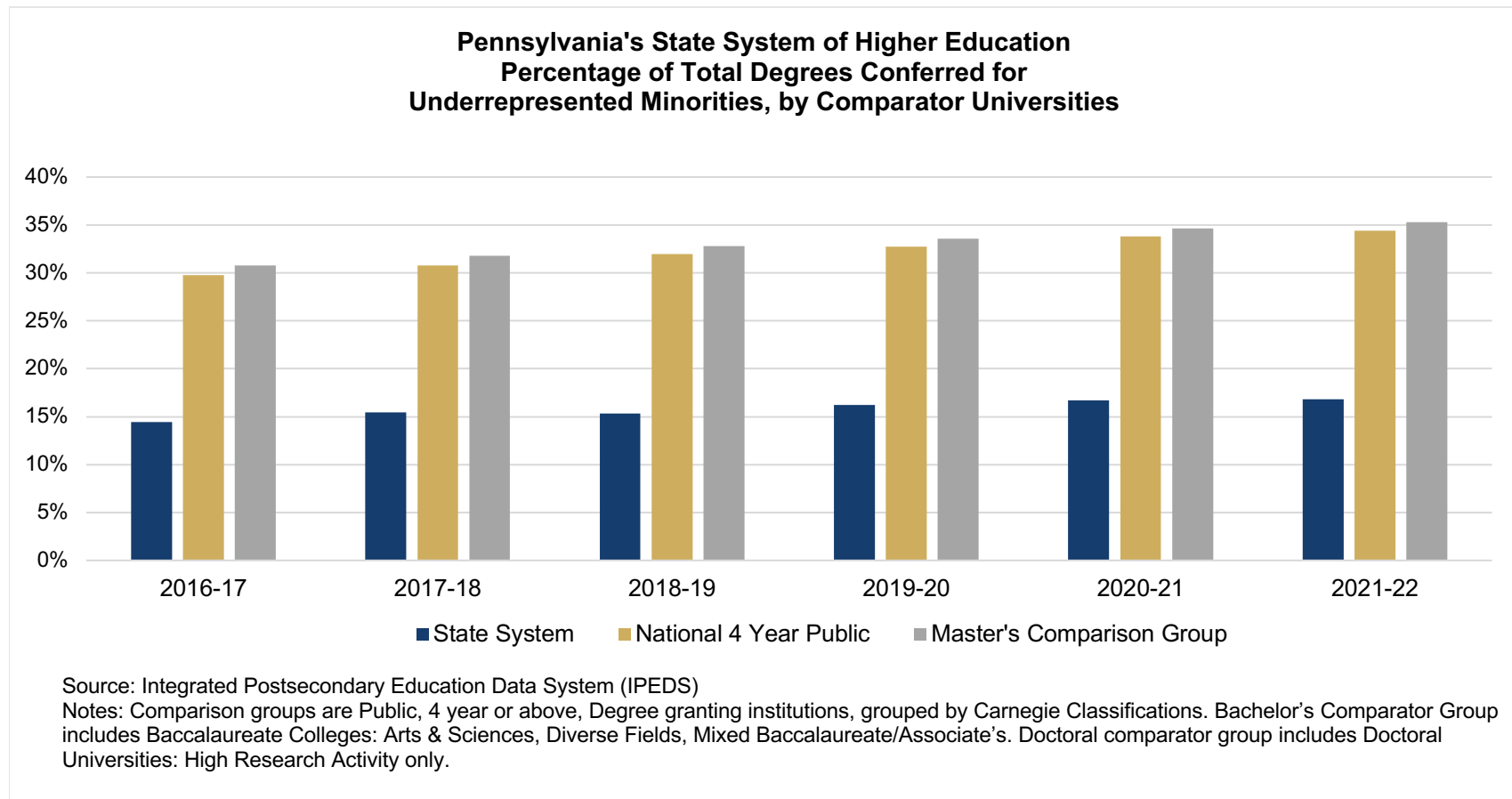
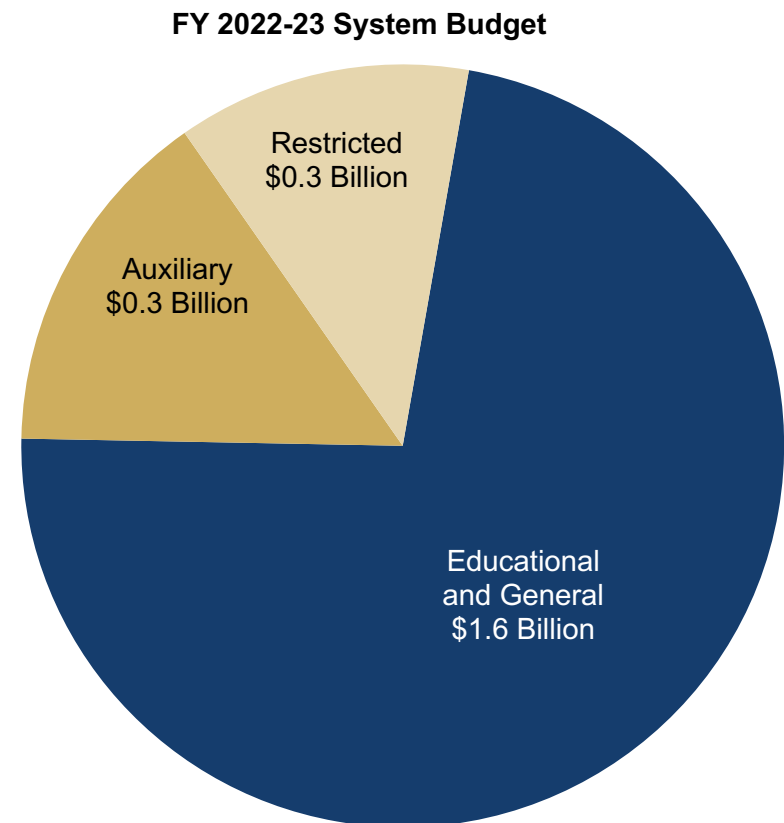


Figure 53

Section 5. University financial efficiency and sustainability

The State System's FY 2022-23 budget, totaling \$2.3 billion, is distributed as follows: \$1.6 billion in educational and general (E&G) enterprises (all activity associated with instruction, student support services, and associated administrative and facilities operations), \$0.3 billion in auxiliary enterprises (self-supporting activities such as housing, dining, and student unions), and \$0.3 billion in restricted (funds for which uses are restricted by the provider) (**Figure 54**).



Source: State System Budget Reports

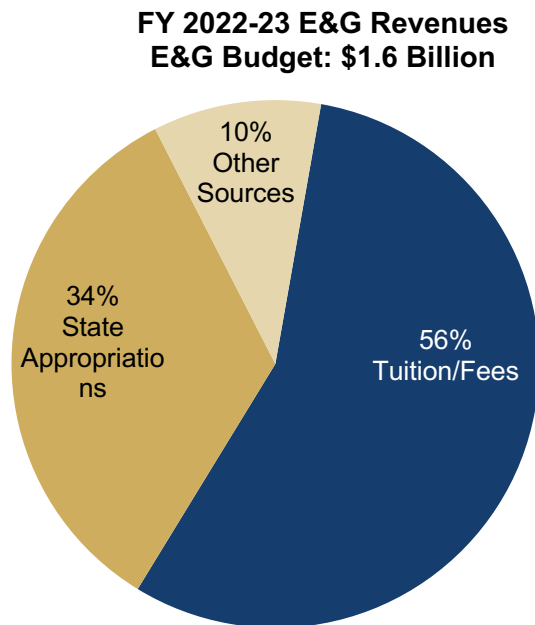
Figure 54

Educational and General (E&G)

The E&G budget is funded by student tuition and fees (56%), state appropriations (34%), and other miscellaneous sources (10%) (**Figure 55**), which includes one-time federal coronavirus relief.

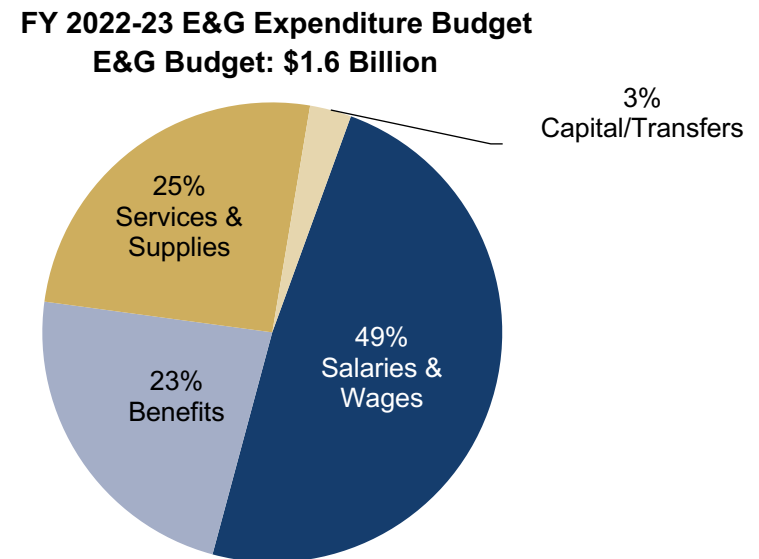
Seventy-two percent of the E&G budget is spent on personnel-related expenditures, followed by other operating cost categories such as services and supplies (25%) and capital and transfers (3%). Transfers reflect universities' investment in the renewal and replacement of their physical plant from the E&G budget (**Figure 56**). The overall expenditure allocation is little changed since 2010 (**Figure 57**).

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



Source: State System Budget Reports

Figure 55

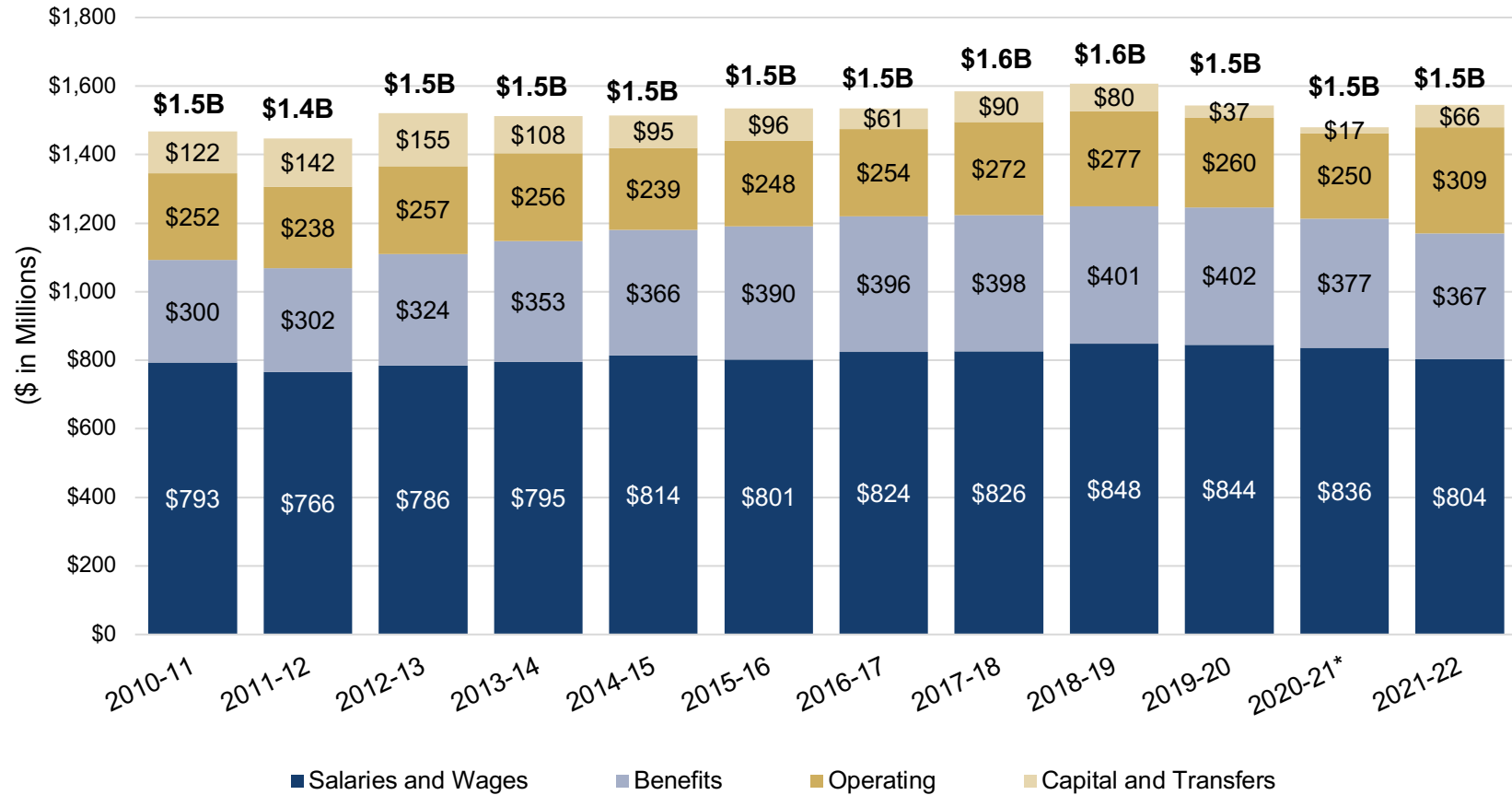


Source: State System Budget Reports

*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 56

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



Source: System Financial Statements

*Restated in July 2022 due to implementation of GASB 87 pronouncement.

Figure 57

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, including reducing the number of annual FTE employees by about 2,300 since 2010-11.

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 requirements that universities maintain threshold targets in all but one of them (enrollments). The four measures are **annualized student FTE enrollment, 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.

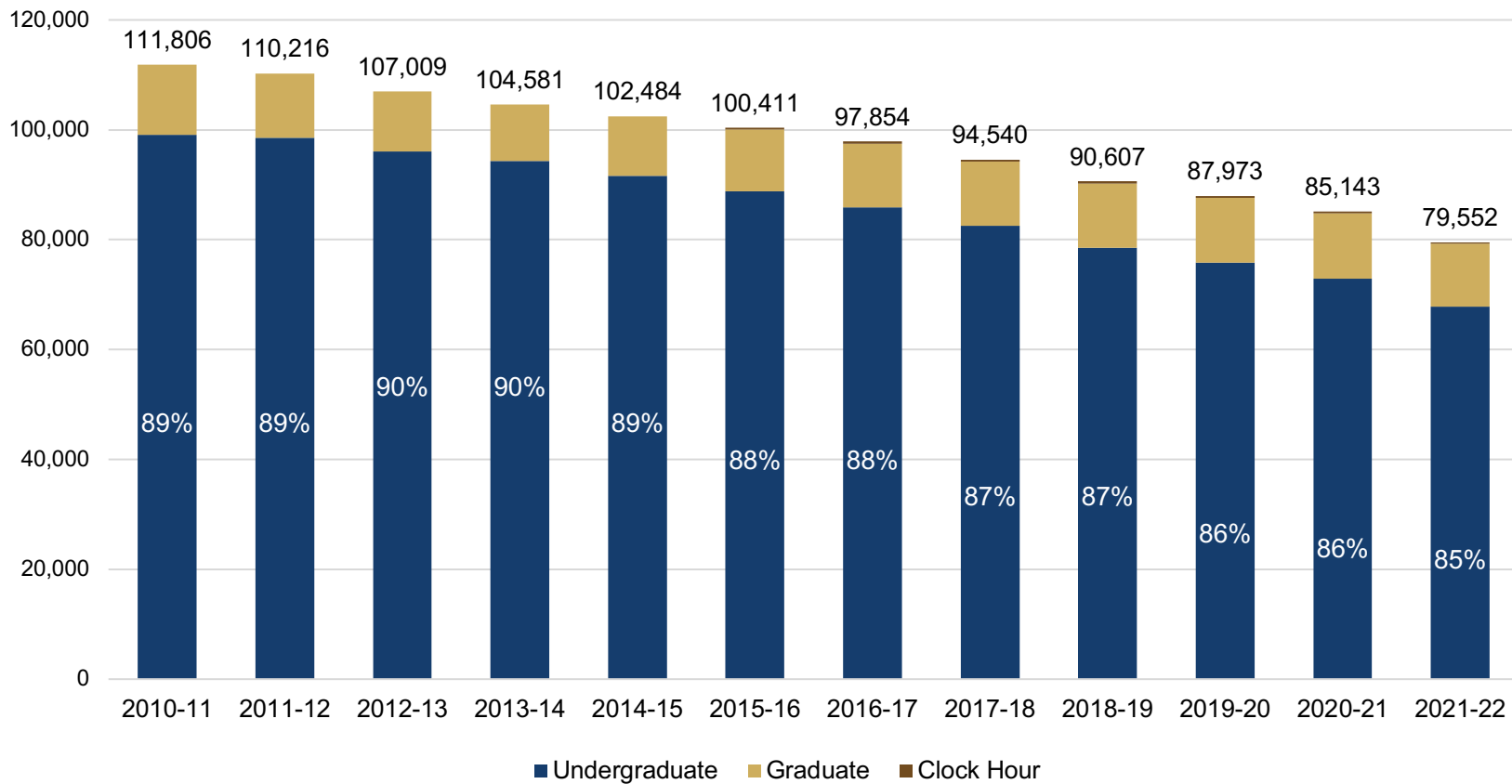
These measures, presented in the following pages, demonstrate the significant progress that has been made stabilizing the State System financially. There is more work to be done, to be sure, but the Sustainability Policy and associated accountabilities ensure that the System has the tools to live up 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 58) 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 the positive impact of sustainability and alignment of costs and revenues, including a reduction in employee Full-time Equivalent (FTE) of approximately 1,600 (14%) since FY 2018-19. This has required difficult actions by our universities but has been critical to sustaining university operations across the state despite declining enrollments.

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

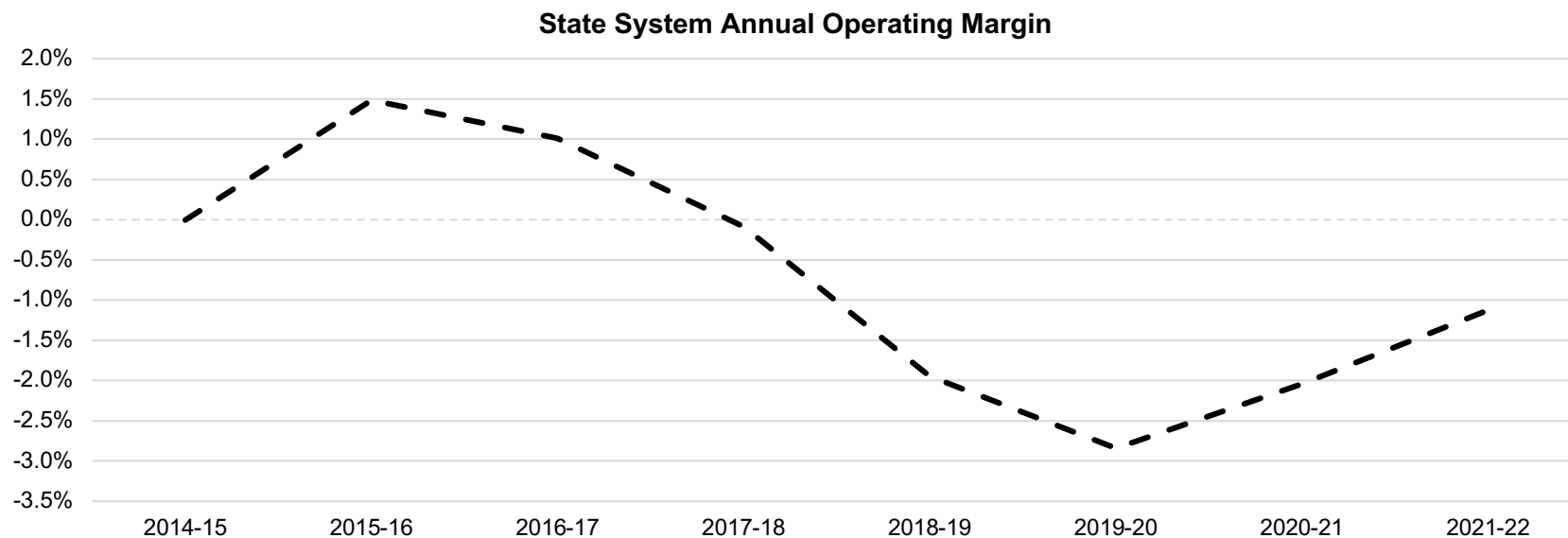


Source: State System Student Data Warehouse, end of the 15th day of classes for fall and spring, end of term for summers and winter.
Notes: FTE: 1 UG = 30 credits, 1 GR = 24 credits, 1 CH = 900 clock hours

Figure 58

The **Annual Operating Margin Ratio** shows for every dollar of revenue a university receives how much is left at the end of a financial year after operating expenses are met. For example, a positive operating margin creates a surplus that a university can save as part of its reserves—and use 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.

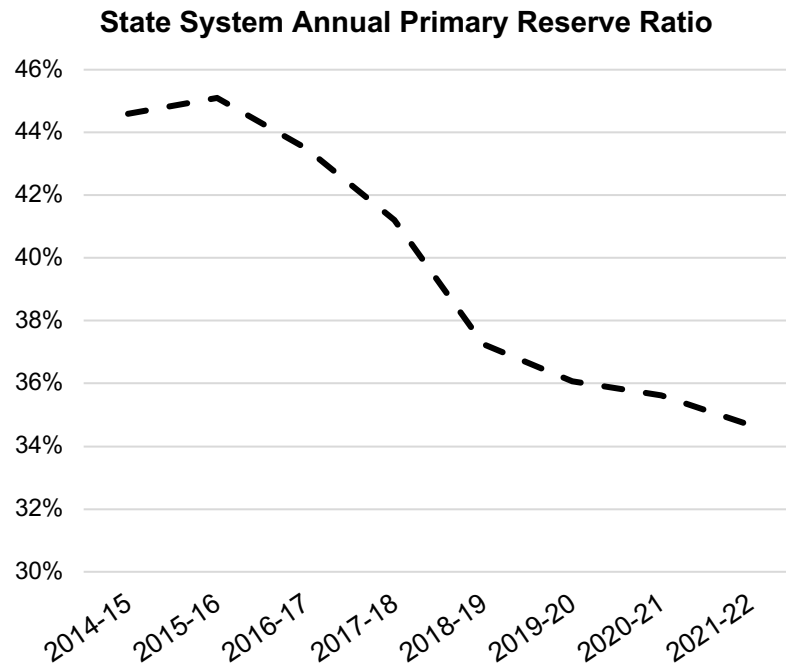
The State System has adopted as a goal the recommended minimum established by the National Association of Chief University Business Officers (NACUBO)—that is, 2% to 4%. As shown in **Figure 59**, the universities are beginning to reverse the declines in annual operating margin that have been occurring since 2016. However, the metric is still below the goal, representing a continuing threat to the System’s long-term financial health. In 2021-22 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 to stabilize the operating margin, although these funds were inadequate to meet the financial impacts of the pandemic overall.



Source: University Financial Statements, State System Business Warehouse
Figure 59

The **Primary Reserve Ratio** shows how long a university could function and pay its obligations, including debt, using existing net assets, and is one indicator of a university's financial health.

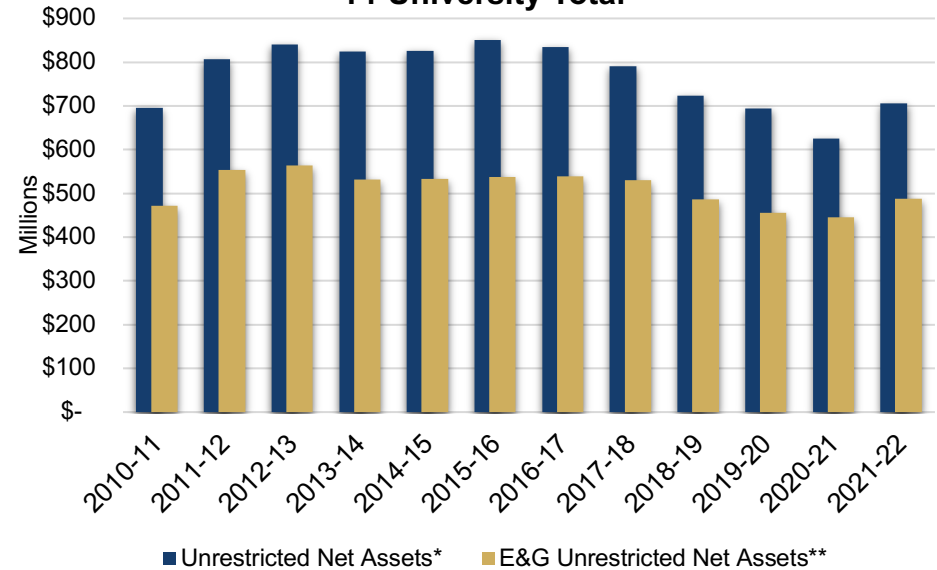
Here, too, the State System adopted as a goal NACUBO's recommended minimum primary reserve ratio of 40%. The ratio for the System overall has declined in recent years and is driven by underperformance at universities experiencing the steepest enrollment declines (**Figure 60**). Thanks to the Board's implementation of the Sustainability Policy, that decline has been mitigated.



Source: University Financial Statements, State System Business Warehouse

Figure 60

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



Source: University Financial Statements, State System Business Warehouse Notes:

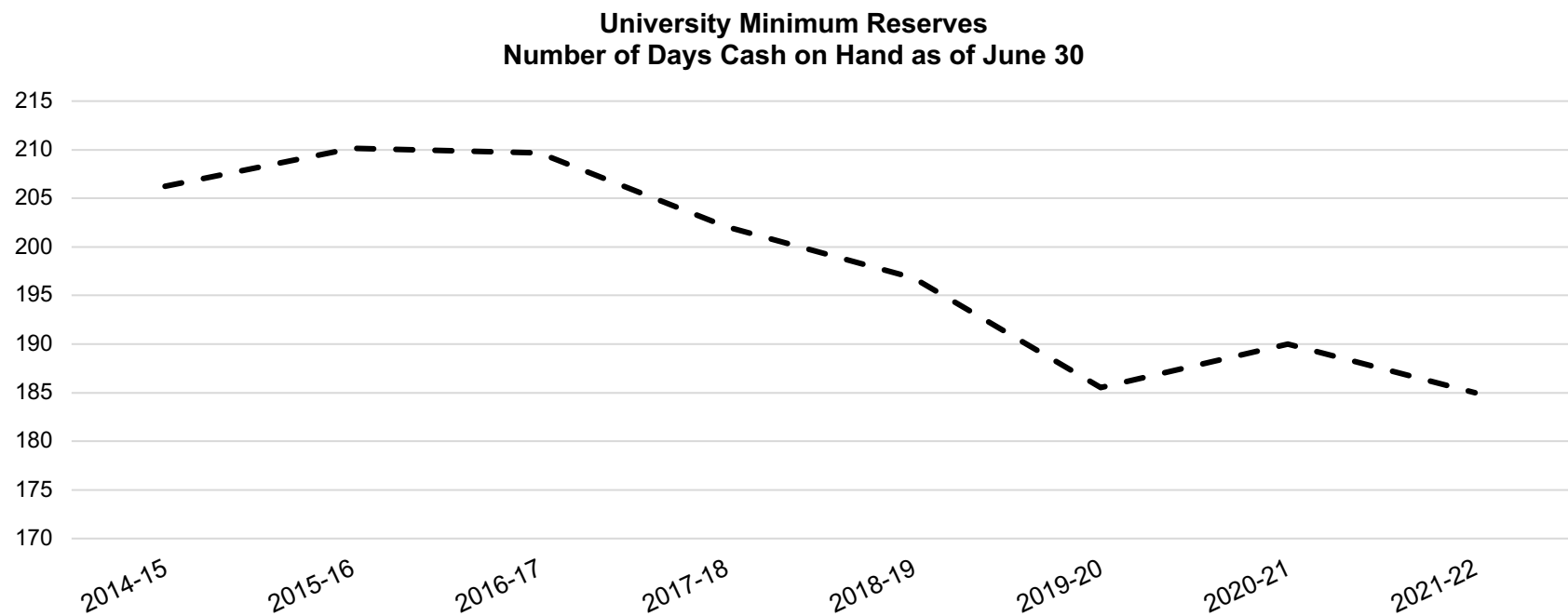
* Total unrestricted net assets excludes postretirement, compensated absence and pension liabilities

** E&G unrestricted net assets excludes auxiliary and long-term liabilities

Figure 61

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

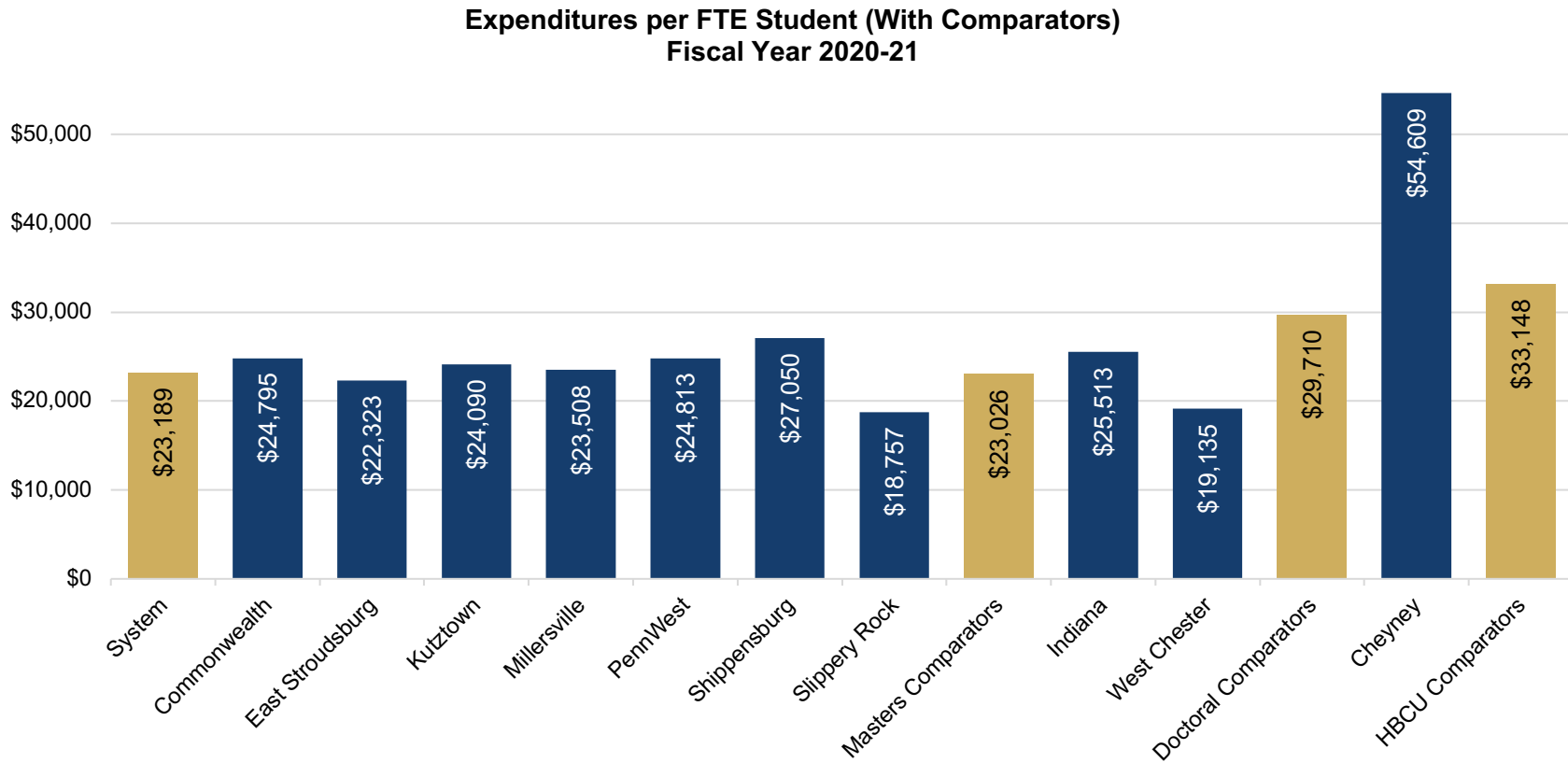
The State System's recommended goal is NACUBO's recommended minimum, which is for each university to have minimum reserves on hand for at least 180 days of operation. Minimum reserves have declined in recent years, particularly at schools suffering the steepest enrollment decline (**Figure 62**). Once more, the figure below shows this trend is being mitigated.



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

Figure 62

Figure 63 shows that in 2020-21, six of the 10 State System universities were less efficient than the average of their national comparator institutions. This is an improvement from nine of 14 universities in 2019-20.



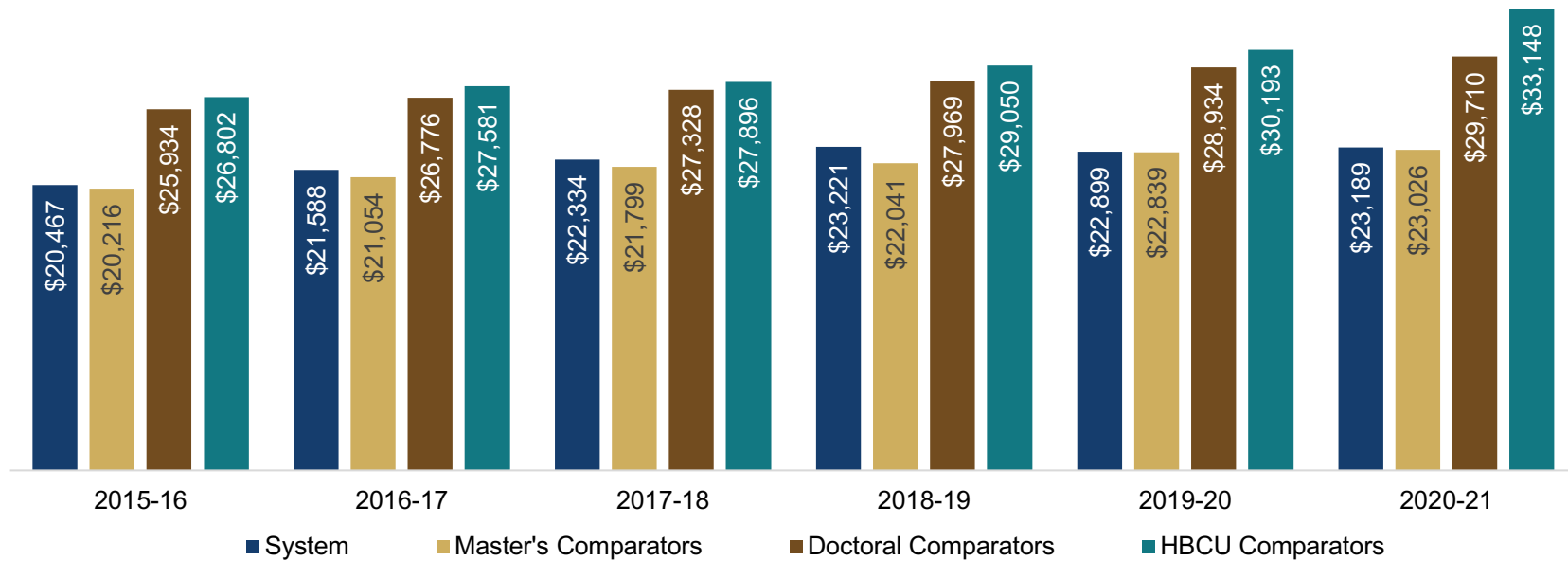
Source: Integrated Postsecondary Education Data System (IPEDS)

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 Universities: High Research Activity only.

Figure 63

Expenditure Per Student FTE (Figure 64) is a measure of a university's operating efficiency. Expenditure per student FTE has increased 13% since 2015-16. It stabilized from 2019-20 reflecting steps taken by universities under the terms of the Sustainability Policy to reduce costs in response to declining enrollment. The System has also more closely aligned with other master's degree comparator universities for the past two years.

**State System Expenditures per FTE Student
Fiscal Year 2015-16 through 2020-21**



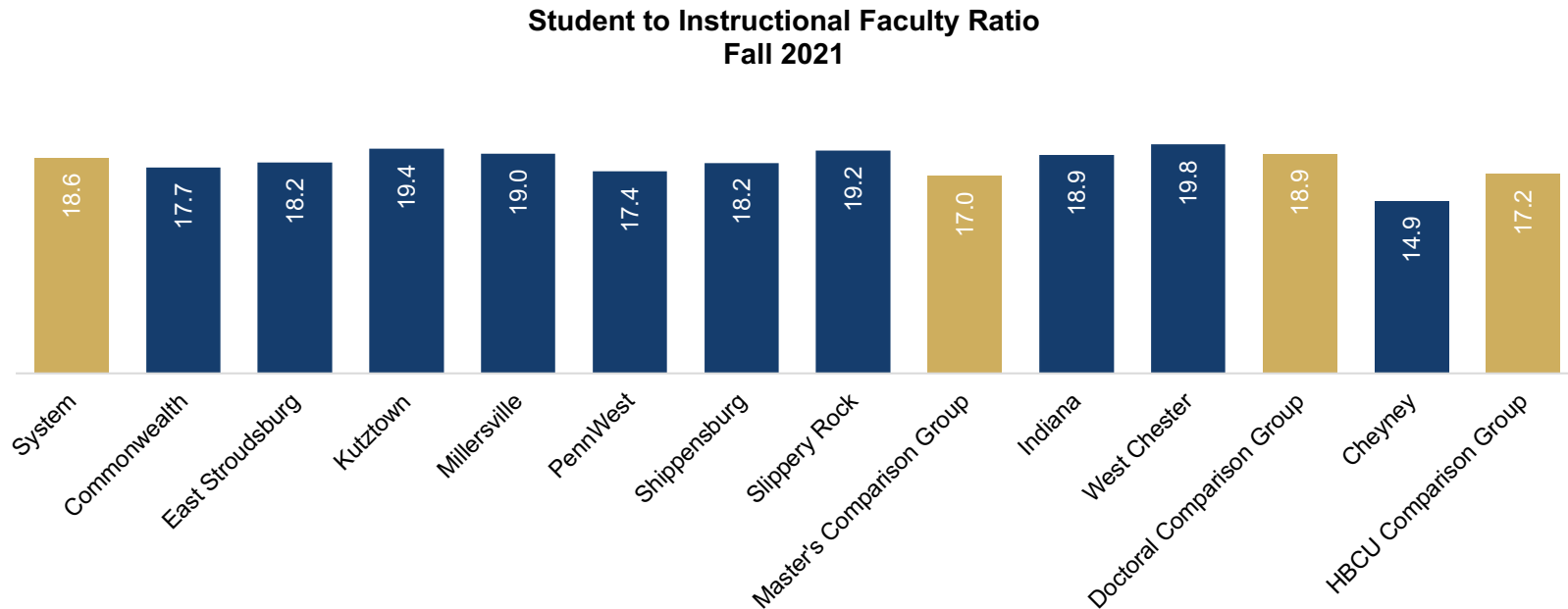
Source: Integrated Postsecondary Education Data System (IPEDS)

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 Universities: High Research Activity only.

Figure 64

Ratios comparing the number of students to the number of instructional faculty and to staff (non-instructional faculty and staff), respectively, are also used to assess operating efficiency. 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 and 2021 during the COVID-19 pandemic.

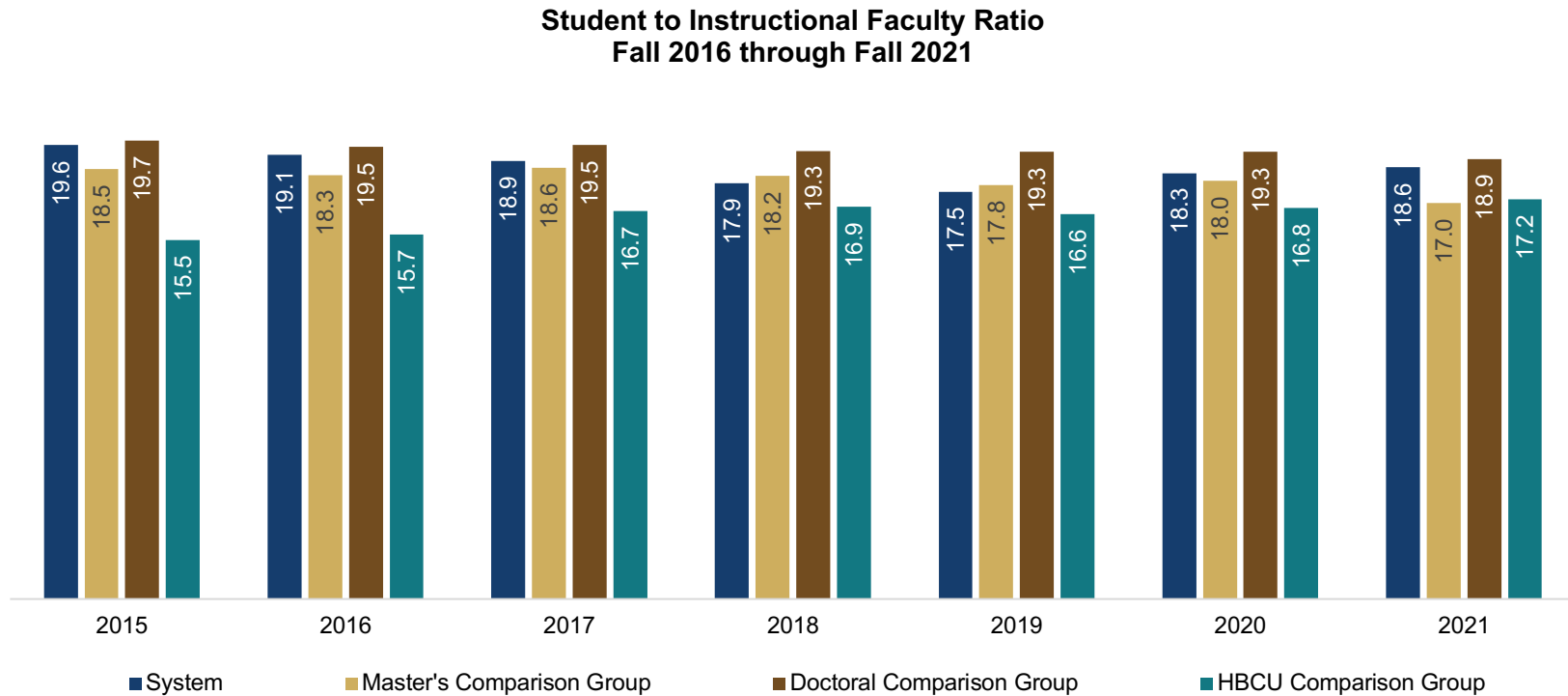
Despite this setback, universities are showing improved efficiency relative to comparator institutions nationally, with regard to student-faculty ratio measures. **Figure 65** shows two things based on Fall 2021: First, nine State System universities were more efficient than their comparator groups nationally (had higher ratios). And second, while State System universities are becoming more efficient than comparator institutions, their student-faculty ratios are only modestly higher and well within the normal range.



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

Figure 65

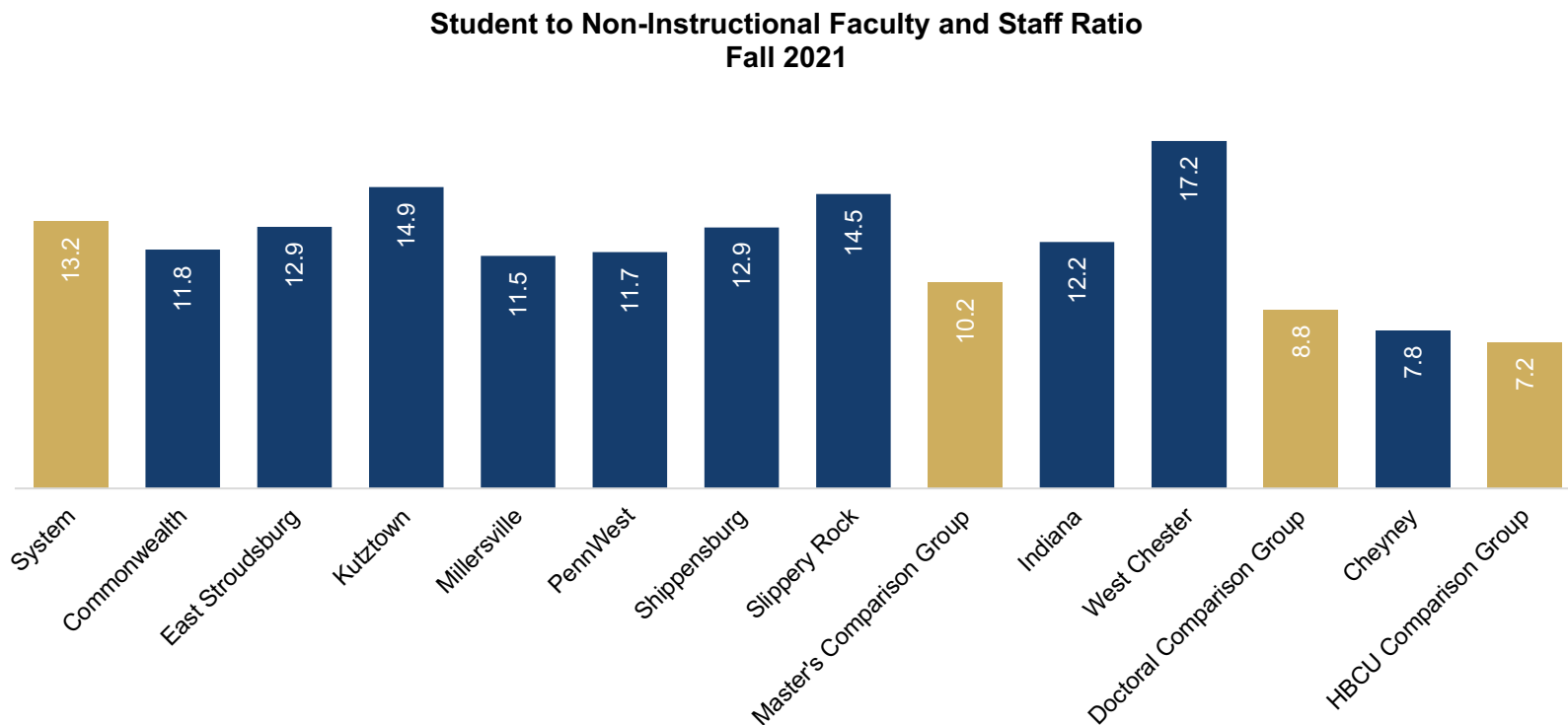
Figure 66 makes the same comparison over time and shows State System universities at or above (as or more efficient than) comparators in recent years, and also that applicable rates are well within industry norms.



Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System.
 Note: Doctoral Comparator group includes Carnegie Classification Doctoral High Research Carnegie Classification.

Figure 66

Universities are showing progress toward efficiencies in ratios that compare the number of students with the number of staff (a category that includes non-instructional faculty). **Figure 67** shows data for student-to-combined non-instructional and staff ratios. All 10 State System universities are now more efficient than their comparator groups nationally (higher ratios), as compared to 2020.

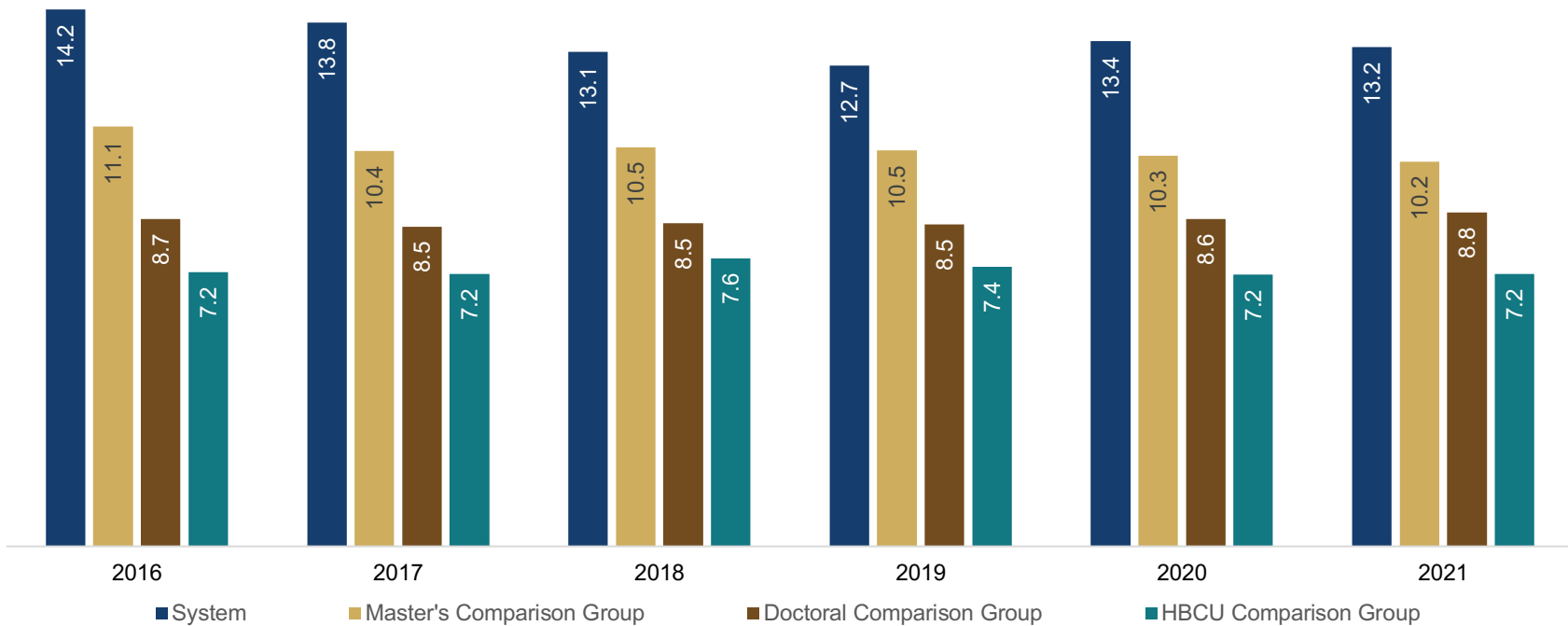


Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System.
 Note: Doctoral Comparator group includes Carnegie Classification of Doctoral/Professional Universities. Beginning with the collection of 2021-22 data, Indiana and West Chester will be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

Figure 67

System universities are more efficient than their comparators for non-instructional faculty and staff, demonstrating the work at universities to align non-instructional faculty and staff to enrollment trends. Note, too, that differences are greater with student-to-staff ratios than they are for student-to-faculty ratios, reflecting choices that universities are making to seek economies more aggressively in non-instructional than instructional activities.

**Student to Non-Instructional Faculty and Staff Ratio
Fall 2016 through Fall 2021**



Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System.
 Note: Doctoral Comparator group includes Carnegie Classification of Doctoral High Research Carnegie Classification.

Figure 68

Through System Redesign, State System universities are addressing efficiency issues by several 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

In FY 2021-22, personnel costs represented 76% of total E&G expenditures and have grown by 10% since 2011-12.

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

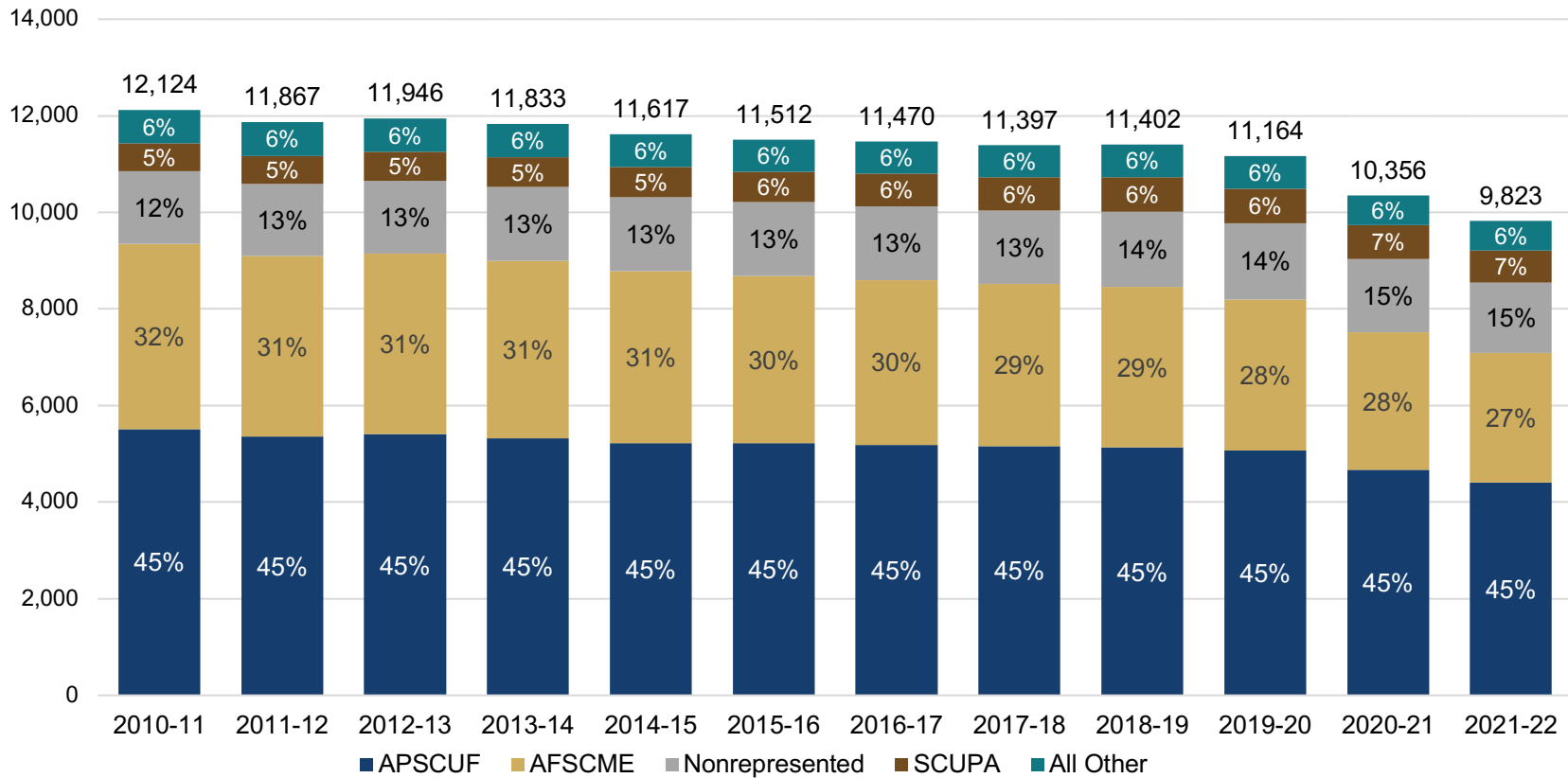
The number of employees at State System universities has declined since 2010-11, but not as fast as enrollment levels, as shown in **Figure 69**, which represents employees by collective bargaining unit (85% of the State System's employees belong to one of eight bargaining units with which the university has nine labor contracts), and in **Figure 70**, which represents employees by functional category.

Aligning the employee complement with enrollment levels is critical to the universities' and the State System's overall financial sustainability. Accordingly, in 2019, the Board of Governors required universities to set efficiency goals, including goals pertaining to student-to-employee ratios. Additionally, the System implemented a series of employee retirement incentive programs. While such programs had immediate cost to the universities, they are returning longer-term gains where vacancies are permitted to go unfilled. The State System's employees are dedicated, loyal, and talented, and are easily its most valuable resource. These retirement programs were instrumental for the universities to adjust expenditures 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 approximately 2,300 annualized FTE employees (**Figure 69**). 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% of State System employees are negotiated within the State System's nine collective bargaining agreements. Other personnel cost drivers include the cost of healthcare benefits and retirement programs.

State System Annualized FTE by Bargaining Unit



Source: State System Business Warehouse, excludes student employees

Figure 69

Instruction and institutional support (expenses for day-to-day administrative activities of the university) make up the largest categories of employees within the State System (**Figure 70**).

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	2021-2022
Instruction	5,536	5,402	5,443	5,387	5,293	5,277	5,256	5,212	5,183	5,109	4,687	4,382
Research	15	15	10	9	12	12	12	15	19	18	17	18
Public Service	181	159	162	167	161	161	164	160	167	170	173	176
Academic Support	1,073	1,069	1,087	1,060	1,059	1,058	1,059	1,025	1,030	1,025	968	923
Student Services	1,397	1,392	1,419	1,422	1,392	1,389	1,399	1,421	1,449	1,454	1,385	1,344
Institutional Support	1,817	1,757	1,744	1,746	1,721	1,683	1,654	1,683	1,704	1,682	1,590	1,496
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	1,033
Auxiliary Enterprises	741	741	745	733	706	691	708	674	647	569	468	450
System Total	12,124	11,867	11,946	11,834	11,617	11,512	11,470	11,397	11,401	11,164	10,356	9,823

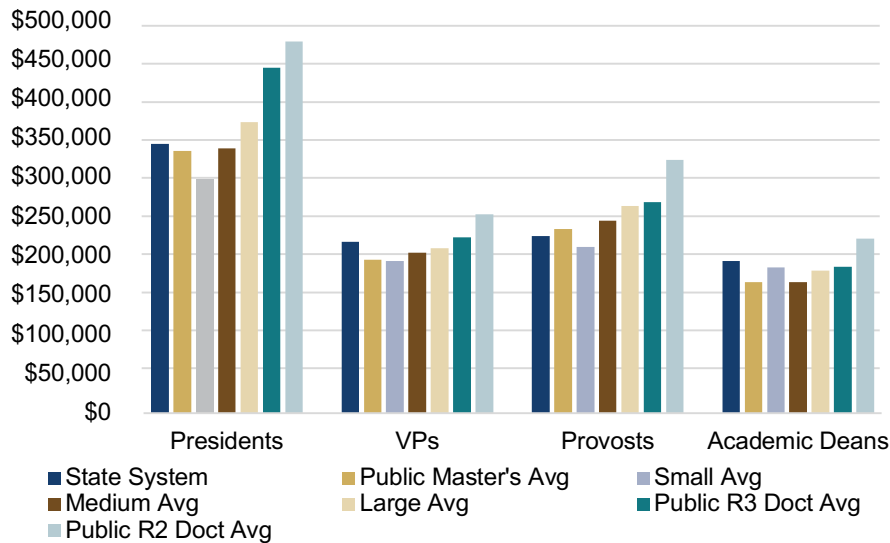
Source: State System Business Warehouse

Note: Student Services includes Student Aid

Figure 70

Salary levels for faculty and senior administration are tracked against national benchmarks (using data from the College and University Professional Association for senior administrators and from the Integrated Postsecondary Education Data System for instructional faculty). According to these data, salaries of junior faculty (instructors and assistant professors) are comparable to those that apply at comparator universities nationally; senior faculty (associate professors and above), representing 52% of the System’s faculty complement, are considerably higher than average, ranking in the first (top) quartile of faculty salaries at comparator institutions (**Figures 71 and 72**). Salaries for executives are generally on par with those at comparable 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.

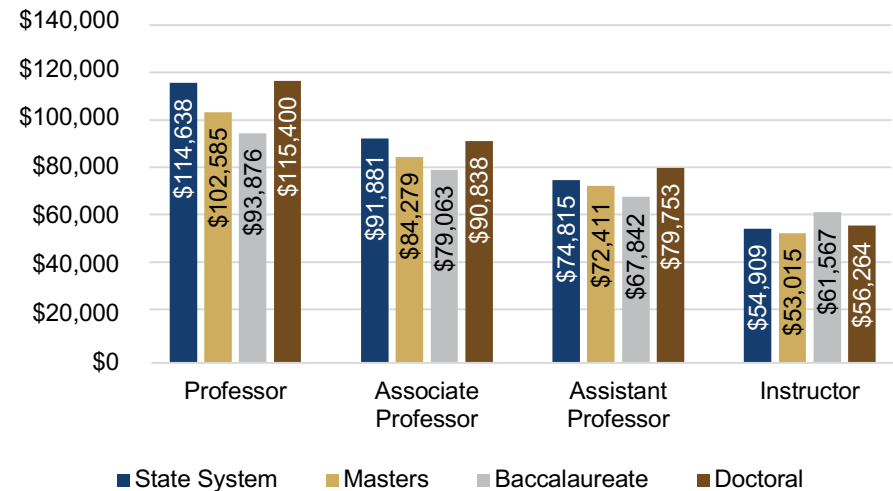
**Average Executive Level Salaries
Fall 2022**



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, R2 Public Institutions.

Figure 71

**Average Instructional Faculty Salaries at Public 4
Year Colleges and Universities
Fall 2021**

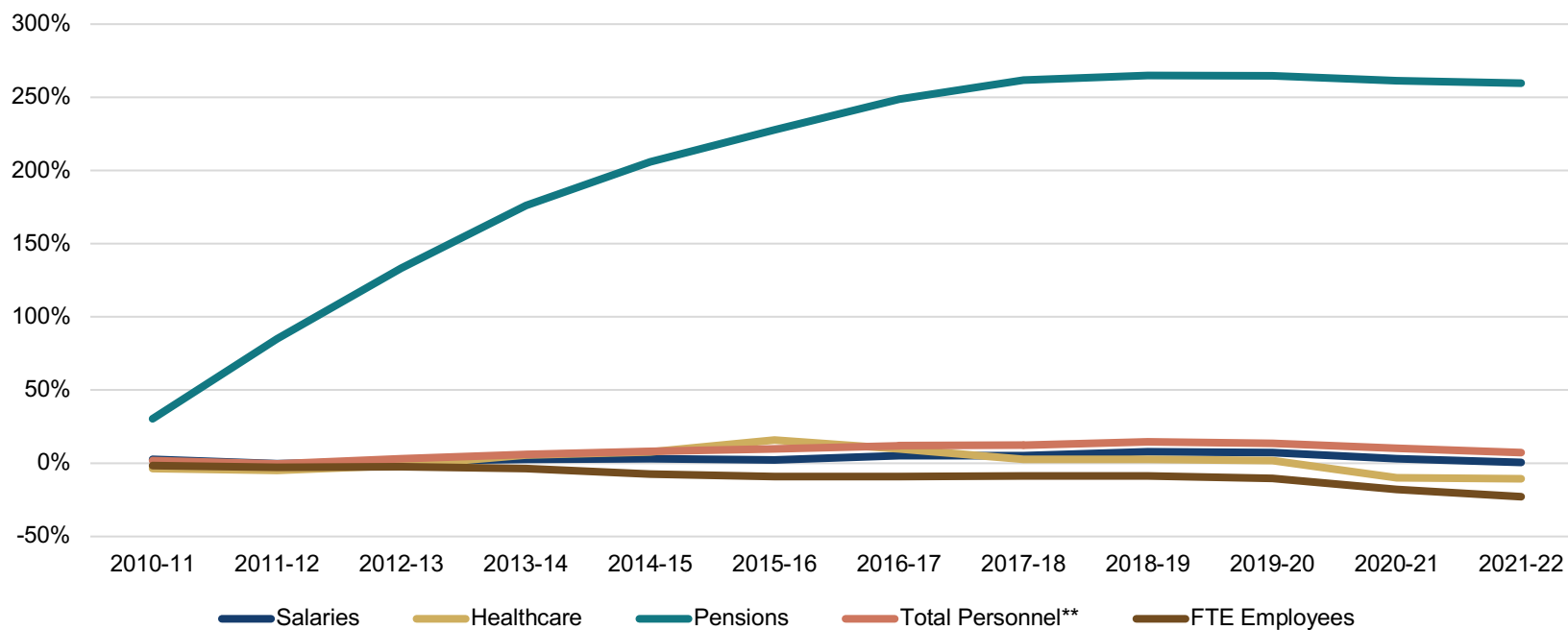


Source: Integrated Postsecondary Education Data System (IPEDS)
 Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor’s Comparator

Figure 72

Pension costs have experienced the steepest growth of all other personnel costs over the 12-year period but have been leveling out in recent years (**Figure 73**); 56% of System employees are enrolled in the pension.

**Cumulative Percent Change in Personnel Expenditures and Employees*
2010-11 to 2021-22**



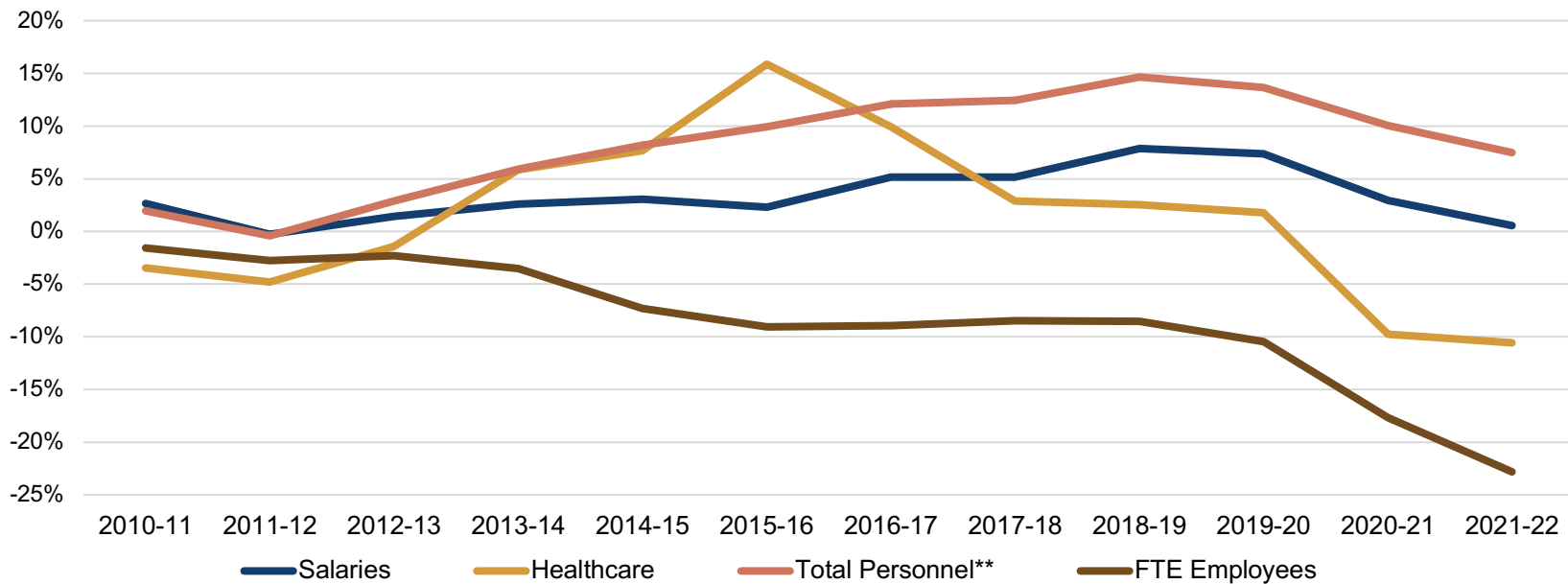
*All Funds

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

Figure 73

By removing the line for the cumulative percent change in pension costs shown in **Figure 73**, the scale of the chart in **Figure 74** is adjusted and the cumulative percent change in all other lines is shown in more detail. The increase in percent change of expenditures (**Figure 74**) has slowed since the implementation of the Sustainability Policy, including a large drop in the cumulative percent change in personnel from 2019-20 to 2021-22. Despite a lower employee complement, healthcare costs continue to rise, reflecting national trends.

**Cumulative Percent Change in Personnel Expenditures and Employees* Without Pension Costs
2010-11 to 2021-22**



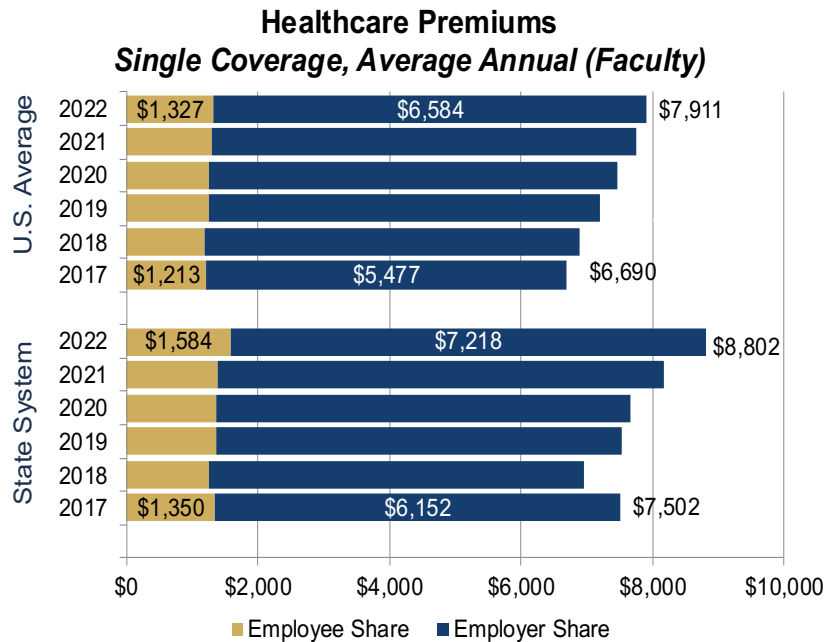
*All Funds

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

Figure 74

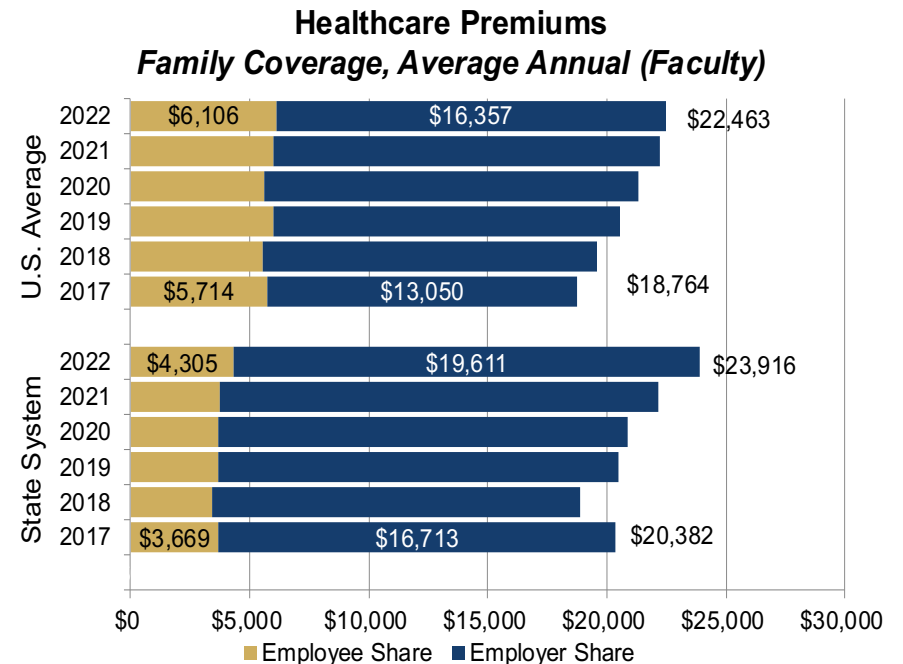
Healthcare is another key driver of personnel costs. The State System operates two healthcare programs covering about two-thirds of its employees. One plan covers non-represented employees and members of three of the smaller collective bargaining units, including health center nurses and campus police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

The two State System plans were redesigned in 2018 to include higher member cost-sharing for certain medical services, along with an increased employee premium contribution. Although these plan changes helped mitigate the rising healthcare costs for the System, recent trends in healthcare spending are now on a level consistent with other employers nationally (**Figure 76**).



Source of U.S. data: Kaiser Family Foundation, Employer Health Benefits 2022 Annual Survey. State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

Figure 75



Source of U.S. data: Kaiser Family Foundation, Employer Health Benefits 2022 Annual Survey. State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

Figure 76

Cost efficiencies, cost avoidance, and capability building

A Shared Services Center, governed by our universities and managed out of the Office of the Chancellor, collaboratively delivers services that improve efficiencies and reduce costs throughout the System to better serve our students and employees. Currently, 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 2022-23 are \$301 million, inclusive of the early retirement programs, negotiated contract savings for benefits, bond refinancing, and other negotiated savings.

Total actual savings for FY 19-20 through FY 21-22 and estimated savings for FY 22-23 As of December 2022	
Advanced Data Analytics	\$816,932
Facilities	29,129,948
Finance	82,907,751
Human Resources/Payroll	160,519,764
IT	4,721,411
Other	2,000,000
Procurement	20,758,492
Total	\$300,854,298

Source: System Budget Reports

Figure 77

Facilities

Facilities maintenance is an important component of State System operations and one that presents significant challenges. State System E&G facilities include 608 buildings with total gross square feet (GSF) of \$16.8 million. The replacement value of the buildings is estimated at \$8.4 billion, with a deferred maintenance and capital renewal backlog of \$2.3 billion. Fifty-five 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.

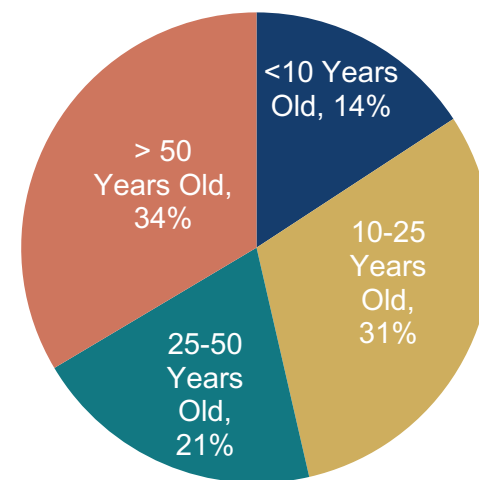
Commonwealth procurement requirements such as the Separations Act and Prevailing Wage Act increase construction durations and costs. Other Pennsylvania higher education sectors do not have these requirements. Although the universities invest annually in their facilities, the State System does not have 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 \$26.6 million on repairs and modernization of their facilities; national models suggest at least \$115 million should be invested annually in this area to keep up with deferred maintenance (**Figure 84**).
- **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 \$28.5 million in FY 2021-22 through this resource.
- **Commonwealth Capital funds** are spent largely on renovation or replacement of existing buildings and infrastructure. The System received \$85 million in capital funds this year. That reflects a \$15 million increase over the prior year, a portion of which is being targeted for the demolition of underutilized facilities.

State System E&G Facilities
Building Age

- Number of Buildings: **608**
- Total GSF: **16.8 Million**
- Replacement Value: **\$8.4 Billion**
- Deferred Maintenance and Capital Renewal Backlog: **\$2.3 Billion***

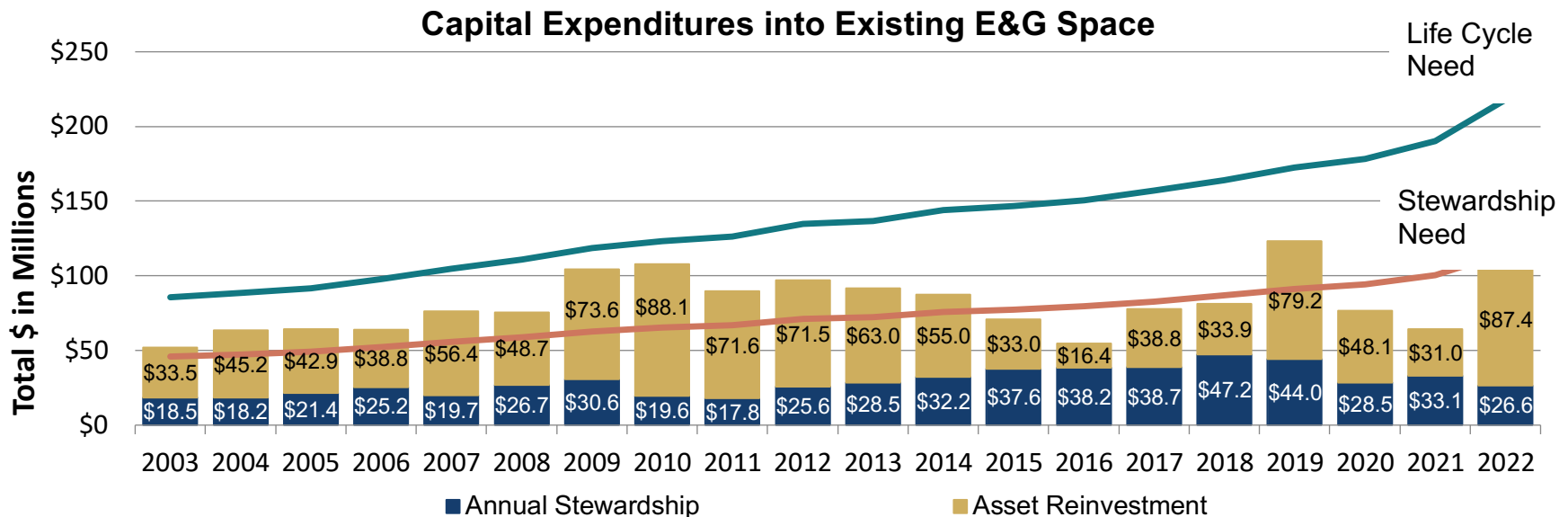


Source: State System Facilities Office
Figure 78

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 79**).

National standards suggest the State System should invest at least \$218 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 to minimize the impact of underfunding the annual stewardship. However, in seven of the last eight 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 \$2.3 billion.



Source: State System Facilities Office

Figure 79

With assistance from the Penn State Facilities Engineering Institute, the State System has competitively procured energy since 2002. Currently, the System utilizes Department of General Services contracts to maximize competition and drive more favorable pricing. This strategy has generated over \$65 million in avoided energy costs over the last 17 years. **Figure 80** 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
2021-22	(3,992,296)	7,596,832	3,604,536
Total	\$36,313,807	\$28,832,106	\$65,145,913

In addition to competitive energy procurements, System universities strive to reduce energy consumption. Measuring energy consumption per square foot, they have reduced consumption by as much as 44% since 2005. This avoids on average about \$17.2 million in energy costs per year or about \$293 million over the last 17 years. **Figure 80** provides data on this effort.

Source: State System Facilities Office

Notes: 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. 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 80

Estimated Cost Avoided Through State System's Energy Conservation Effort Since 2005-06								
Fiscal Year	Million Square Feet	mmBTU	Total Energy Cost for Fiscal Year	\$/mmBTU	Energy Utilization Index (EUI)	Annual EUI Reduction	Cumulative EUI Reduction	Cost Avoided
2005-06	26.45	3,796,335	\$43,720,415	\$11.52	145,749	4.9%	10.9%	\$5,460,000
2006-07	26.56	3,810,074	\$45,411,400	\$11.92	143,446	1.6%	12.4%	6,400,000
2007-08	26.72	3,648,264	\$46,053,980	\$12.62	136,517	4.8%	16.6%	9,160,000
2008-09	26.55	3,510,905	\$47,424,753	\$13.51	132,234	3.1%	19.2%	11,270,000
2009-10	27.40	3,213,945	\$41,807,009	\$13.01	117,288	14.1%	28.3%	16,530,000
2010-11	29.68	3,503,409	\$43,636,255	\$12.46	118,026	10.7%	27.9%	16,870,000
2011-12	32.93	3,499,504	\$40,873,698	\$11.68	106,261	9.4%	35.1%	22,080,000
2012-13	31.30	3,499,504	\$41,950,885	\$11.99	110,621	-4.1%	32.4%	19,900,000
2013-14	32.36	3,741,928	\$42,341,762	\$11.32	115,623	-4.5%	29.4%	17,590,000
2014-15	32.75	3,520,894	\$39,630,215	\$11.26	107,516	7.0%	34.3%	20,700,000
2015-16	31.96	3,286,024	\$35,988,733	\$10.95	101,728	5.4%	37.8%	21,680,000
2016-17	32.56	3,368,058	\$35,445,065	\$10.52	103,448	-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
2021-22	32.21	3,303,119	\$37,698,901	\$11.41	102,556	-11.8%	37.3%	22,460,000
Total								\$292,950,000

Source: State System Facilities Office

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

Avoided cost = (EUI current-EUI base year) (MSF current) (\$/mm BTU current)

Figure 81

Demolition and sale of under-utilized facilities

As enrollments decline, several facilities are under- or even un-utilized 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, to demolish selected facilities where the cost of demolition is repaid in ongoing operational savings. By the end of this fiscal year, almost \$20 million in estimated savings and/or avoided costs will be achieved.

Status	# of Buildings	Gross Square Feet (GSF)
Demolition		
Demolition Complete	19	453,300
Demolition Ongoing	3	89,400
In Design	25	597,700
Future Planned	44	729,800
Sold/Transfer Complete	33	225,000
Sale Pending	1	5,000
Total	125	2,100,200

Source: State System Facilities Office

Figure 82

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, healthcare, 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 which, 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 of programs and technology infrastructure is 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:

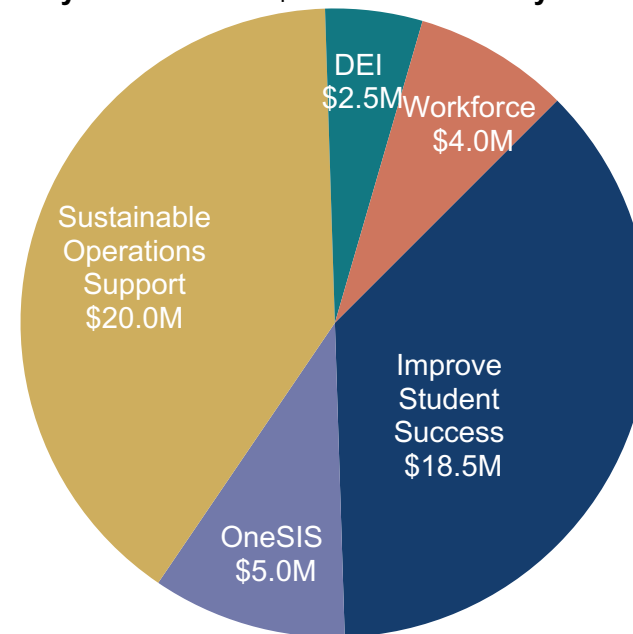
- number of credentials produced from jointly managed programs.
- number of collaboratively designed and delivered academic programs.
- efficiency measured by student-faculty ratios.
- number of students taking courses from other universities in the State System.

One-time funds

In FY 2021-22, the State System was allocated \$50 million of one-time Coronavirus State Fiscal Recovery Funds (CSFRF) by the General Assembly from the American Rescue Plan aid. In FY 2022-23, the State System universities were allocated an additional \$125 million of one-time funds from the same source. These funds have been instrumental in supporting the changes being pursued as a System, such as integration; student recruitment and retention practices; diversity, equity, and inclusion (DEI); workforce development; information technology infrastructure; financial aid for some of the universities' neediest students; and efforts to support university sustainability.

Collectively, the System and the universities are deploying \$175 million of one-time funds for key priority areas.

State System's Use of \$50M CSFRF in Key Priority Areas

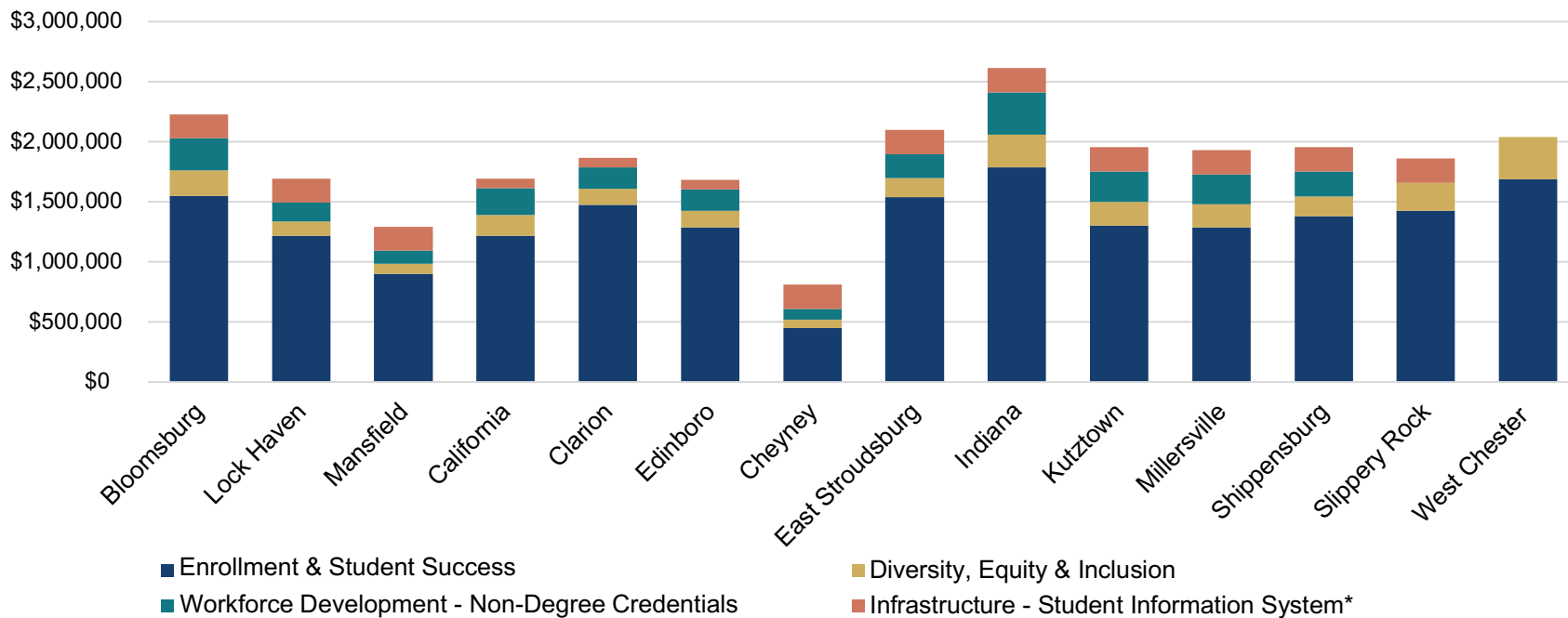


Source: State System Budget Office

Figure 83

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 support a variety of efforts, each of which is designed to reduce attainment gaps, including by ensuring university communities are welcoming and supportive of all their members. 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.

Allocation of Student Success-Oriented Funding, by University

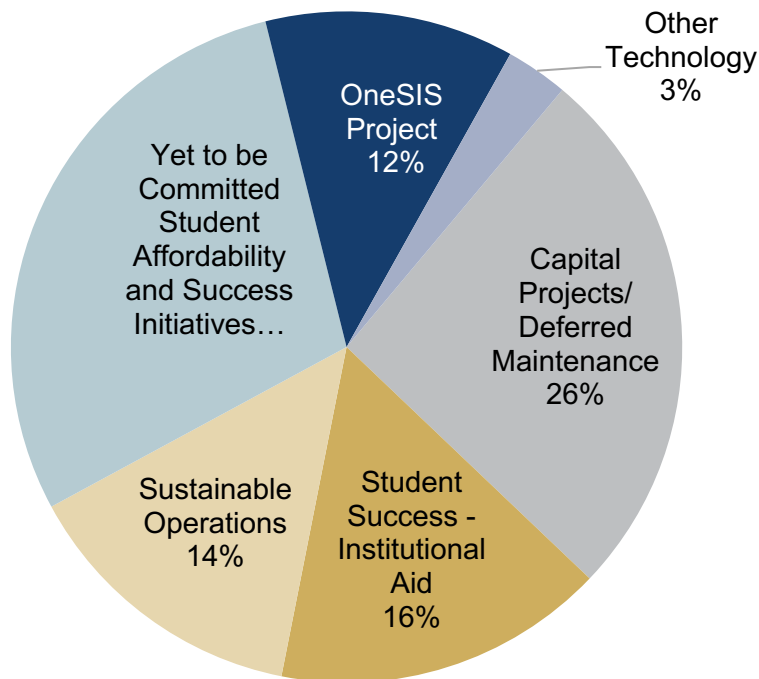


Source: State System Budget Office

Figure 84

In FY 2022-23, the General Assembly allocated an additional \$125 million of one-time funds from the American Rescue Plan aid to the State System universities. As universities continue to evaluate the most strategic uses of these funds, some already identified uses include strengthening student recruitment and retention practices and addressing affordability; information technology infrastructure; capital and deferred maintenance projects that will continue to address COVID mitigation efforts across campuses; and efforts to support university sustainability.

State System's Planned Use of \$125M CSFRF



Source: State System Budget Office

Figure 85

Source: State System Budget Office
 Note: Allocation amount in alignment with Act 54-2022 and with recommended equal integration distribution.

(\$ in Millions)	
University	Allocation
Cheyney	\$7.4
Commonwealth	\$17.1
East Stroudsburg	\$7.4
Indiana	\$12.3
Kutztown	\$10.5
Millersville	\$9.1
PennWest	\$17.1
Shippensburg	\$7.8
Slippery Rock	\$12.4
West Chester	\$23.9
Total	\$125.0

Figure 86

Appendix A



Appendix A-1

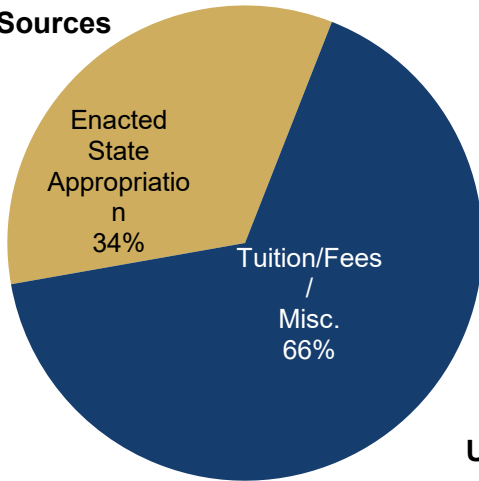
Pennsylvania's State System of Higher Education Mission Statement

"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

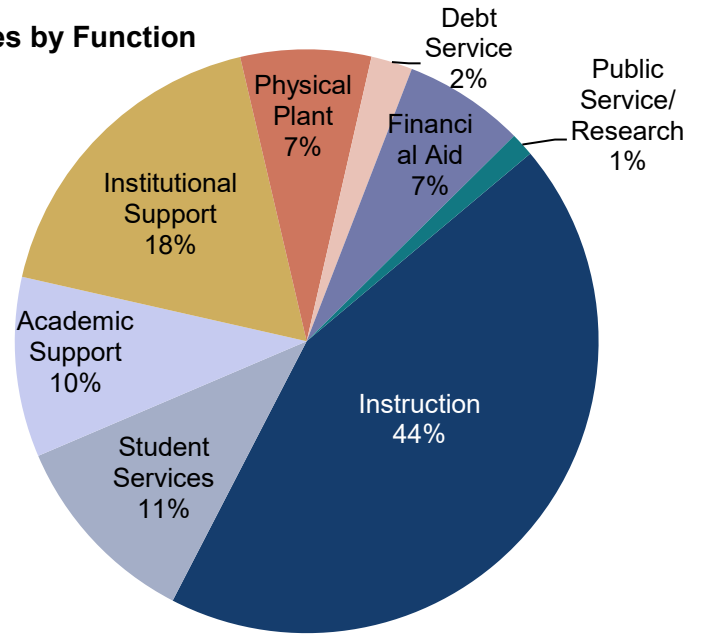
**Appendix A-2
Summary of Sources and Uses
FY 2022-23 Educational and General Budget**

Sources



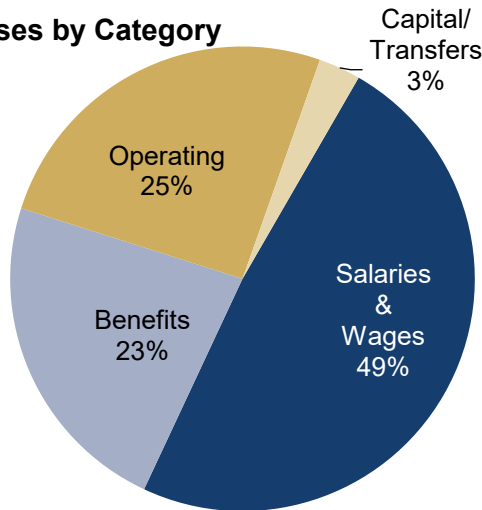
<u>Sources</u>	<u>(\$000)</u>
Enacted State Appropriation	\$552,470
Tuition/Fees/Misc.	<u>1,085,109</u>
Total	\$1,637,579

Uses by Function



<u>Uses by Function</u>	<u>(\$000)</u>
Instruction	\$715,622
Institutional Support	291,410
Academic Support	163,225
Student Services	179,957
Physical Plant	118,383
Debt Service	37,609
Financial Aid	109,884
Public Service/Research	<u>21,488</u>
Total	\$1,637,579

Uses by Category



<u>Uses by Category</u>	<u>(\$000)</u>
Salaries/Wages	\$796,347
Benefits	<u>375,841</u>
Total Personnel	\$1,172,188
Operating	417,570
Capital/Transfers	<u>47,821</u>
Total Expenditures/Transfers	\$1,637,579

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 2021-22	Current 2022-23	Budget Request 2023-24	Governor's Budget 2023-24
Source of Funds				
State E&G Appropriation ¹	\$477,470	\$552,470	\$573,464	\$563,519
Augmentation:				
Educational and General ²	1,126,331	1,085,109	1,060,430	1,060,430
Revenue Shortfall ¹				9,945
Total	\$1,603,801	\$1,637,579	\$1,633,894	\$1,633,894
Use of Funds				
Personnel Expenditures	\$1,153,970	\$1,172,188	\$1,184,811	\$1,184,811
Operating Expenditures ³	381,506	417,570	\$405,796	405,796
Capital Assets/Transfers	68,325	47,821	\$43,287	43,287
Total	\$1,603,801	\$1,637,579	\$1,633,894	\$1,633,894
Students (FTE)⁴				
Undergraduate	68,211.29	66,501.00	65,717.37	65,717.37
Graduate	11,454.28	10,575.49	10,562.81	10,562.81
First Professional	NA	NA	NA	NA
Total	79,665.57	77,076.48	76,280.18	76,280.18
Employees (Annualized FTE)	9,080.71	9,081.46	8,883.49	8,883.49

¹Reflects 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.

²The 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.

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

⁴FTE 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 2021-22 ¹	Current 2022-23 ²	Budget Request 2023-24	Governor's Budget 2023-24
Source of Funds				
Federal Appropriation	\$50,000	\$125,000	\$0	\$0
Augmentation:				
Educational and General	0	0	0	0
Total	\$50,000	\$125,000	\$0	\$0
Use of Funds				
Personnel Expenditures	\$0	\$0	\$0	\$0
Operating Expenditures	50,000	125,000	0	0
Capital Assets/Transfers	0	0	0	0
Total	\$50,000	\$125,000	\$0	\$0
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	0.00	0.00	0.00	0.00
Employees (Unrestricted FTE)	NA	NA	NA	NA

¹Reflects the first distribution of funds that have been directed to support various initiatives including implementation of a new student information system; projects related to student success; diversity, equity and inclusion; workforce development; and support for universities as they transition to sustainable operations.

²Reflects the second distribution of funds directly to universities that have been directed towards various initiatives including student success, sustainable operations, deferred maintenance and capital, and technology enhancements and infrastructure.

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 2021-22	Current 2022-23	Budget Request 2023-24	Governor's Budget 2023-24
Special Purpose Appropriation ¹	\$3,500	\$3,980	\$5,000	\$3,980
Other (PHEAA Augmentation) ¹	500	500	0	500
Revenue Shortfall	0	0	0	0
Total	\$4,000	\$4,480	\$5,000	\$4,480
Use of Funds				
Personnel Expenditures	\$961	\$1,190	\$1,219	\$1,219
Operating Expenditures ²	3,039	3,290	3,781	3,261
Capital Assets/Transfers	0	0	0	0
Total	\$4,000	\$4,480	\$5,000	\$4,480
Students (Fall Headcount)				
Undergraduate ³	204	226	235	224
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	204	226	235	224
Employees (FTE)	1.95	1.95	1.95	1.95

¹The Governor's recommendation of a \$4.48 million appropriation (including a \$500,000 supplement from PHEAA) in FY 2023-24 provides level funding for the Keystone Academy Appropriation compared to the total amount received in FY 2022-23.

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

³If FY 2023-24 is funded at the Governor's recommended level, approximately 224 students may be served through this program. In fall 2022, 223 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.

Source: Cheyney University

Appendix A-6

**Pennsylvania's State System of Higher Education
Summary of Special Line-Item Appropriations Request
Targeted Student Support Funds
(Dollar Amounts in Thousands)**

	Actual 2021-22	Current 2022-23	Budget Request ¹ 2023-24	Governor's Budget 2023-24
Source of Funds				
State E&G Appropriation	\$0	\$0	\$99,500	\$0
Augmentation:				
Educational and General	0	0	0	0
Total	\$0	\$0	\$99,500	\$0
Use of Funds				
Personnel Expenditures	\$0	\$0	\$0	\$0
Operating Expenditures	0	0	99,500	0
Capital Assets/Transfers	0	0	0	0
Total	\$0	\$0	\$99,500	\$0
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	0.00	0.00	0.00	0.00
Employees (Unrestricted FTE)	NA	NA	NA	NA

¹Reflects the first part of a request totaling \$112 million for the State System of Higher Education. Funds will primarily be used to provide direct support to provide incentives to enter challenging occupations (e.g., teaching and social work) and to mitigate financial obstacles faced by high-need students.

Appendix A-7

Pennsylvania's State System of Higher Education Summary of Special Line-Item Appropriations Request Targeted Program Investment Funds (Dollar Amounts in Thousands)

	Actual 2021-22	Current 2022-23	Budget Request ¹ 2023-24	Governor's Budget 2023-24
Source of Funds				
State E&G Appropriation	\$0	\$0	\$12,500	\$0
Augmentation:				
Educational and General	0	0	0	0
Total	\$0	\$0	\$12,500	\$0
Use of Funds				
Personnel Expenditures	\$0	\$0	\$0	\$0
Operating Expenditures	0	0	12,500	0
Capital Assets/Transfers	0	0	0	0
Total	\$0	\$0	\$12,500	\$0
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	0.00	0.00	0.00	0.00
Employees (Unrestricted FTE)				
	NA	NA	NA	NA

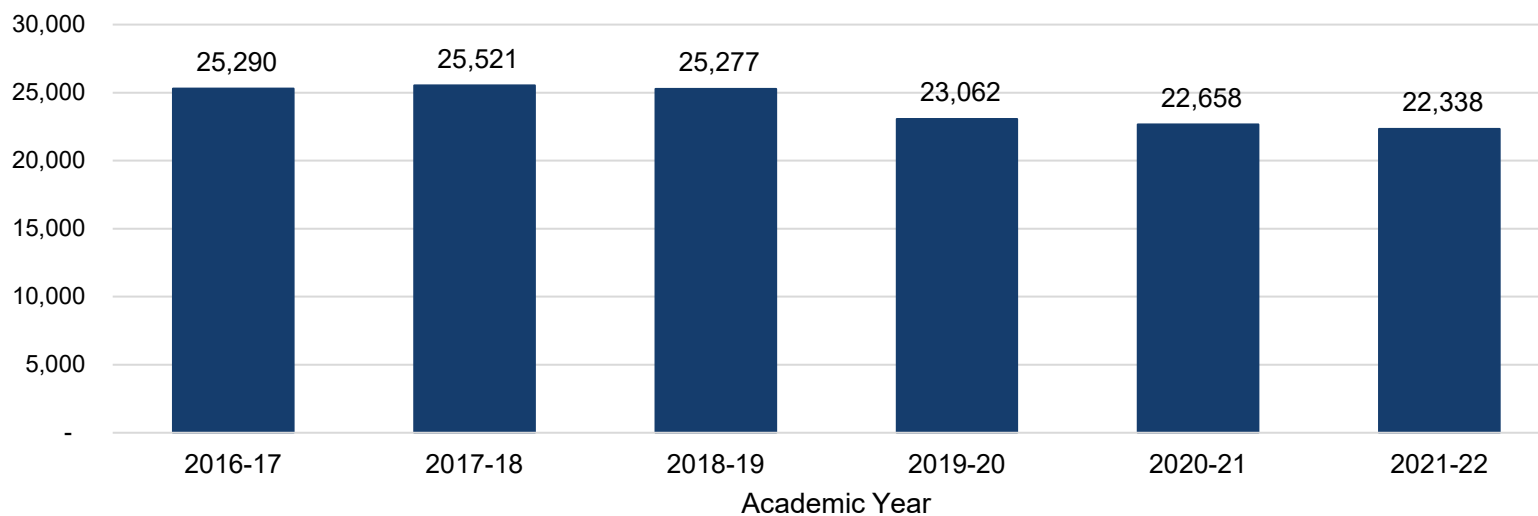
¹Reflects the second part of a request totaling \$112 million for the State System of Higher Education. Funds will primarily be used to supplement high-cost programs (e.g., nursing and engineering) and to provide targeted student supports.

Appendix A-8

Pennsylvania's State System of Higher Education Academic Program Data

	2021-22 Actual Degree Completers	2022-23 Projected Degree Completers
Associate Degree Completers	442	403
Bachelor's Degree Completers	15,809	14,709
Graduate Degree Completers	6,087	5,315
Total Degree Completers	22,338	20,427

Pennsylvania's State System of Higher Education Total Degree Completers 2016-17 through 2021-22



**Appendix A9
Pennsylvania's State System of Higher Education**

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

State System	2010	2016	2017	2018	2019	2020	2021	2022
Total								
Applications	84,210	66,645	67,768	64,822	66,406	63,538	56,814	59,156
Admissions	51,614	52,766	54,500	53,289	56,094	56,561	52,400	53,435
Admitted Enrollments	18,843	15,878	15,927	15,296	15,280	14,303	12,809	13,636
% Admitted	61.3%	79.2%	80.4%	82.2%	84.5%	89.0%	92.2%	90.3%
% Admitted Enrolled	36.5%	30.1%	29.2%	28.7%	27.2%	25.3%	24.4%	25.5%
Black or African American								
Applications	17,334	13,809	14,391	13,166	13,608	13,859	10,552	11,474
Admissions	6,656	8,980	9,515	9,189	9,781	11,091	8,961	9,455
Admitted Enrollments	1,802	1,981	2,020	1,865	1,854	1,706	1,489	1,649
% Admitted	38.4%	65.0%	66.1%	69.8%	71.9%	80.0%	84.9%	82.4%
% Admitted Enrolled	27.1%	22.1%	21.2%	20.3%	19.0%	15.4%	16.6%	17.4%
American Indian or Alaska Native								
Applications	197	186	210	167	131	169	215	238
Admissions	128	111	128	114	107	143	196	209
Admitted Enrollments	44	27	41	38	31	37	53	58
% Admitted	65.0%	59.7%	61.0%	68.3%	81.7%	84.6%	91.2%	87.8%
% Admitted Enrolled	34.4%	24.3%	32.0%	33.3%	29.0%	25.9%	27.0%	27.8%
Asian								
Applications	1,223	1,417	1,521	1,481	1,516	1,496	1,532	1,478
Admissions	740	1,097	1,209	1,254	1,286	1,392	1,436	1,387
Admitted Enrollments	175	223	213	245	245	208	248	210
% Admitted	60.5%	77.4%	79.5%	84.7%	84.8%	93.0%	93.7%	93.8%
% Admitted Enrolled	23.6%	20.3%	17.6%	19.5%	19.1%	14.9%	17.3%	15.1%

**Appendix A9 (continued)
Pennsylvania's State System of Higher Education**

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

State System	2010	2016	2017	2018	2019	2020	2021	2022
Hispanic								
Applications	3,323	4,962	5,765	5,231	6,038	6,029	4,622	5,524
Admissions	1,776	3,665	4,376	4,020	4,822	5,201	4,188	4,858
Admitted Enrollments	647	956	1,130	989	1,106	994	930	1,116
% Admitted	53.4%	73.9%	75.9%	76.8%	79.9%	86.3%	90.6%	87.9%
% Admitted Enrolled	36.4%	26.1%	25.8%	24.6%	22.9%	19.1%	22.2%	23.0%
White								
Applications	57,208	42,120	41,835	39,653	40,501	37,961	36,399	35,469
Admissions	39,801	35,698	36,082	34,585	36,328	35,257	34,482	33,075
Admitted Enrollments	15,349	11,822	11,639	11,122	11,080	10,549	9,391	9,912
% Admitted	69.6%	84.8%	86.2%	87.2%	89.7%	92.9%	94.7%	93.3%
% Admitted Enrolled	38.6%	33.1%	32.3%	32.2%	30.5%	29.9%	27.2%	30.0%
Native Hawaiian or Other Pacific Islander								
Applications	61	62	59	40	47	33	34	32
Admissions	30	36	46	30	38	29	32	31
Admitted Enrollments	11	8	15	6	8	13	11	12
% Admitted	49.2%	58.1%	78.0%	75.0%	80.9%	87.9%	94.1%	96.9%
% Admitted Enrolled	36.7%	22.2%	32.6%	20.0%	21.1%	44.8%	34.4%	38.7%
Two or More Races								
Applications	1,656	2,662	2,761	2,253	2,347	2,591	2,056	2,193
Admissions	932	2,098	2,195	1,897	1,917	2,247	1,817	1,888
Admitted Enrollments	358	645	652	587	517	532	406	513
% Admitted	56.3%	78.8%	79.5%	84.2%	81.7%	86.7%	88.4%	86.1%
% Admitted Enrolled	38.4%	30.7%	29.7%	30.9%	27.0%	23.7%	22.3%	27.2%

**Appendix A9 (continued)
Pennsylvania's State System of Higher Education**

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

State System	2010	2016	2017	2018	2019	2020	2021	2022
Race/ethnicity unknown								
Applications	3,208	1,418	1,215	2,830	2,212	1,399	1,403	2,743
Admissions	1,551	1,072	941	2,199	1,809	1,200	1,287	2,527
Admitted Enrollments	457	211	212	444	433	263	280	162
% Admitted	48.3%	75.6%	77.4%	77.7%	81.8%	85.8%	91.7%	92.1%
% Admitted Enrolled	29.5%	19.7%	22.5%	20.2%	23.9%	21.9%	21.8%	6.4%
Non-Resident Alien								
Applications		9	11	1	6	1	1	5
Admissions		9	8	1	6	1	1	5
Admitted Enrollments		5	5	0	6	1	1	4
% Admitted	0.0%	100.0%	72.7%	100.0%	100.0%	100.0%	100.0%	100.0%
% Admitted Enrolled	0.0%	55.6%	62.5%	0.0%	100.0%	100.0%	100.0%	80.0%

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.

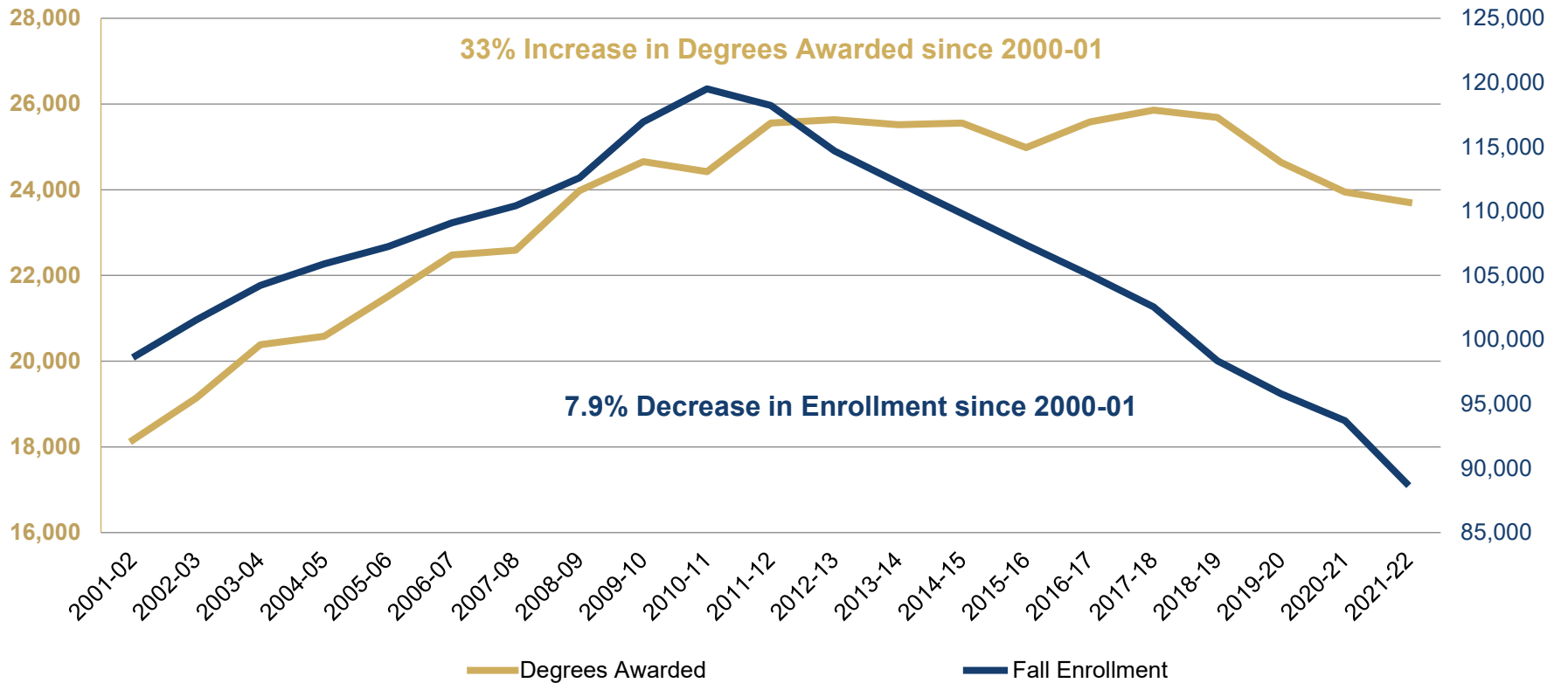
Native Hawaiian/Pacific Islander and Two or More Races first reported in 2010. Prior to 2010, Pacific Islander was reported with Asian.

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.

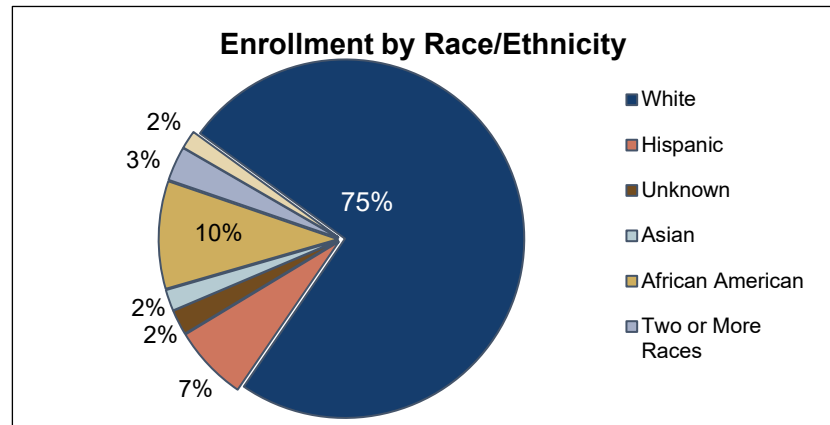
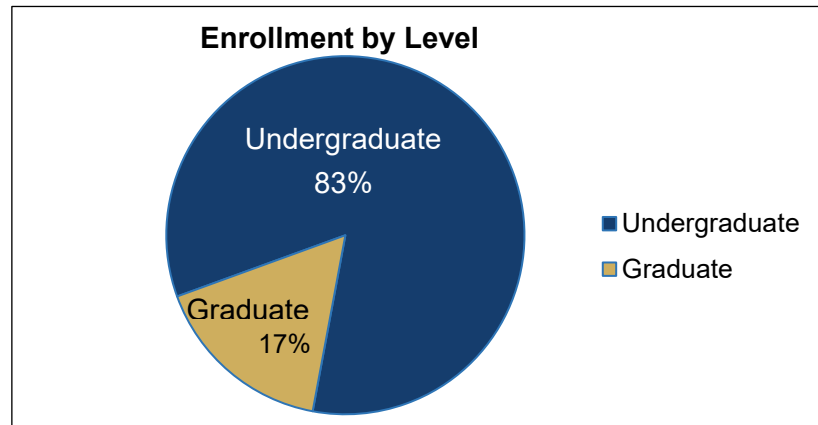
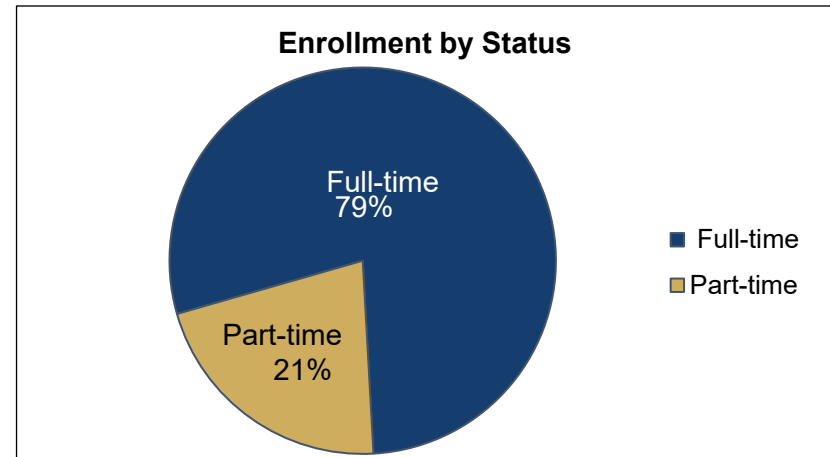
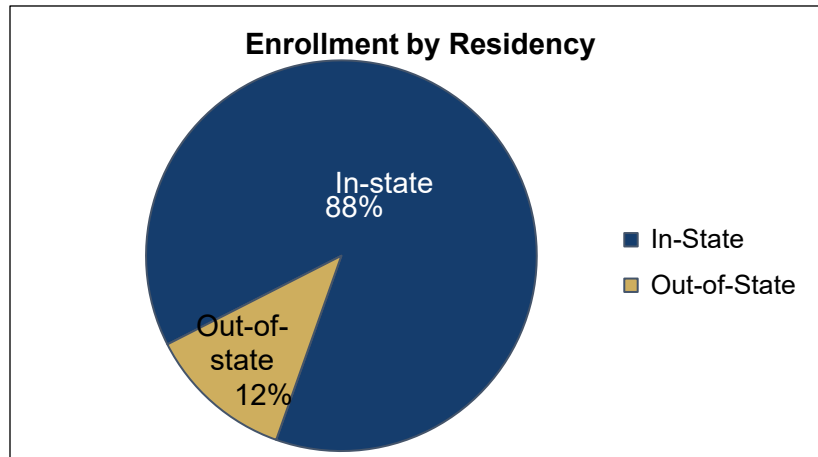
**Appendix B-1
 Pennsylvania's State System of Higher Education
 Enrollment and Degrees Awarded**



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

Appendix B-2

Pennsylvania's State System of Higher Education Fall 2022 Enrollment Demographics Headcount: 84,567

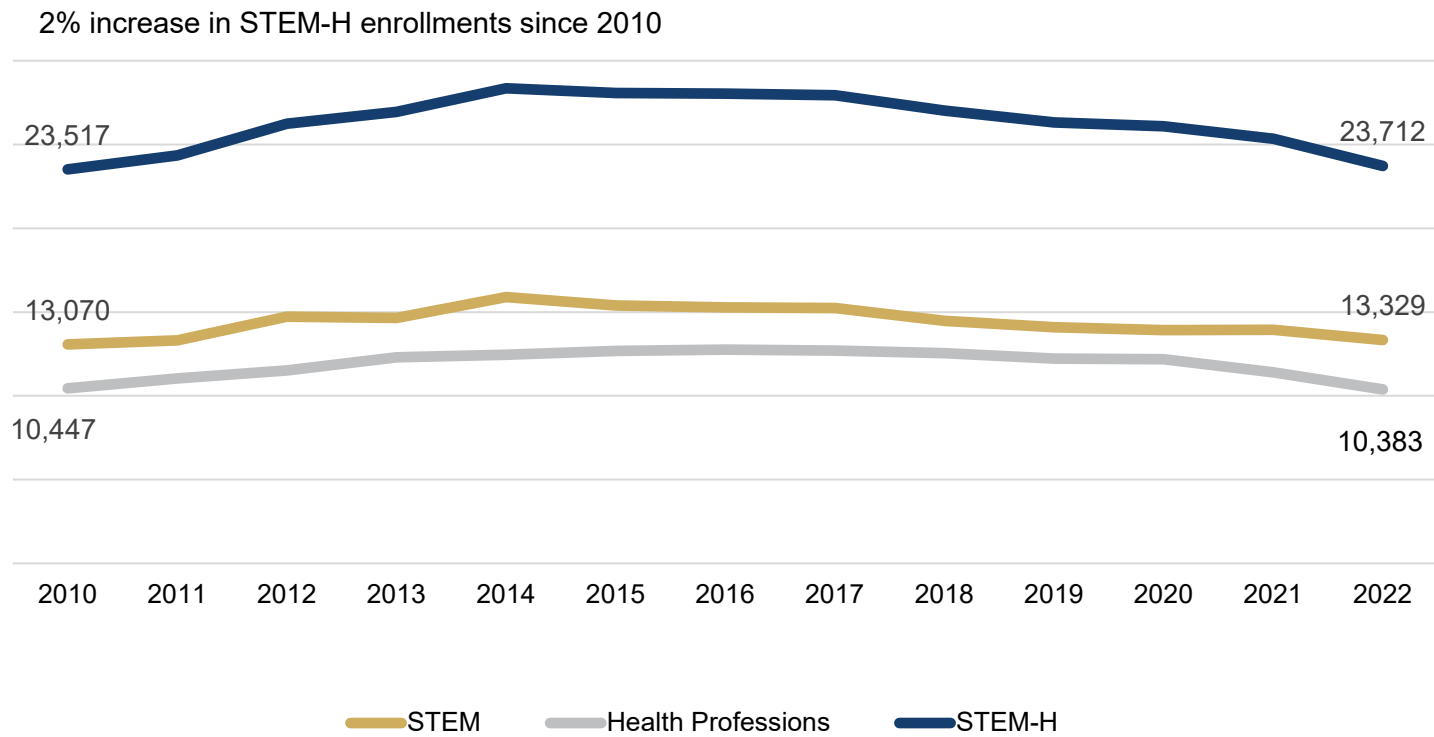


Source: State System Student Data Warehouse

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

Appendix B-3

STEM and Health Professions Enrollment Fall 2010 to 2022



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	2017	2018	2019	2020	2021	2022	Change 2010 to 2022	% of 2022 Total Transfers
A. Community Colleges									
Community College of Allegheny County	445	398	330	289	271	264	213	-52.1%	4.9%
Community College of Beaver County	79	60	51	51	59	32	36	-54.4%	0.8%
Bucks County	169	166	163	128	126	115	126	-25.4%	2.9%
Butler County	186	188	196	184	160	152	127	-31.7%	2.9%
Pennsylvania Highlands	45	48	46	44	49	38	40	-11.1%	0.9%
Delaware County	354	414	355	380	395	379	291	-17.8%	6.7%
Harrisburg Area	604	400	466	407	400	324	315	-47.8%	7.2%
Lehigh Carbon	243	200	189	174	173	168	147	-39.5%	3.4%
Luzerne County	163	70	124	84	80	68	56	-65.6%	1.3%
Montgomery County	278	257	233	198	184	180	160	-42.4%	3.7%
Northampton County	452	373	317	310	299	252	207	-54.2%	4.8%
Community College of Philadelphia	77	128	105	110	134	130	133	72.7%	3.1%
Reading Area	124	68	108	87	75	78	71	-42.7%	1.6%
Westmoreland County	184	153	112	136	95	94	84	-54.3%	1.9%
Total Community Colleges	3,403	2,923	2,795	2,582	2,500	2,274	2,006	-41.1%	46.1%
Percent of Minority Community College Students	15.0%	24.3%	22.5%	24.7%	25.4%	23.2%	28.5%		
Community Colleges as % of Transfer Total	44.4%	47.0%	47.5%	48.0%	50.1%	48.5%	46.1%		
Community Colleges as % of Total New UG Students	11.6%	12.1%	12.2%	11.5%	11.9%	11.8%	10.1%		
B. State-Related									
Lincoln	9	4	4	12	8	3	9	0.0%	0.2%
Penn State	384	239	223	199	167	143	144	-62.5%	3.3%
Pitt	123	107	107	93	68	80	53	-56.9%	1.2%
Temple	49	60	45	48	55	78	73	49.0%	1.7%
Total State-Related	565	410	379	352	298	304	279	-50.6%	6.4%
State-Related as % of Total	7.4%	6.6%	6.4%	6.6%	6.0%	6.5%	6.4%		
C. Intra-system Transfers	765	592	533	453	375	377	354	-53.7%	8.1%
D. Other Colleges and Universities									
	2,935	2,288	2,178	1,987	1,817	1,735	1,715	-41.6%	39.4%
Total New Undergraduate Transfer Students	7,668	6,213	5,885	5,374	4,990	4,690	4,354	-43.2%	100.0%
Percent of Minority Transfer Students	16.2%	24.2%	23.4%	24.3%	24.4%	23.1%	26.6%	50.5%	
New Transfer Students as Percent of Total New UG	26.2%	25.7%	25.6%	24.0%	23.7%	24.4%	21.9%	-9.5%	

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, Unadjusted	% Change From Prior Year	% Of Total E&G Budget	Total Appropriations, Unadjusted	% Change From Prior Year	Total Appropriations, Adjusted for Inflation ²	In-State Undergraduate Tuition Rate ¹	\$ Change From Prior Year	% Change From Prior Year	Typical Price of Attendance for In-State Undergraduate	Total Annualized FTE Enrollment
2006-07	\$467,622,000	5.0%	37%	\$487,873,000	4.9%	698,927,678	\$5,038	\$132	2.7%	\$12,372	102,712
2007-08	\$483,989,000	3.5%	37%	\$504,240,000	3.4%	696,592,320	\$5,177	\$139	2.8%	\$13,184	103,566
2008-09	\$477,322,000	-1.4%	35%	\$497,168,470	-1.4%	677,366,420	\$5,358	\$181	3.5%	\$13,782	105,447
2009-10	\$444,470,000	-6.9%	31%	\$530,423,000	6.7%	715,847,568	\$5,554	\$196	3.7%	\$14,670	109,885
2010-11	\$444,470,000	0.0%	30%	\$503,355,000	-5.1%	665,907,188	\$5,804	\$250	4.5%	\$15,495	111,806
2011-12	\$412,751,000	-7.1%	27%	\$412,751,000	-18.0%	530,456,651	\$6,240	\$436	7.5%	\$16,503	110,216
2012-13	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	521,772,473	\$6,428	\$188	3.0%	\$17,052	107,009
2013-14	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	513,747,690	\$6,622	\$194	3.0%	\$18,028	104,581
2014-15	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	510,034,858	\$6,820	\$198	3.0%	\$18,784	102,484
2015-16	\$433,389,000	5.0%	27%	\$433,389,000	5.0%	531,947,958	\$7,060	\$240	3.5%	\$19,739	100,411
2016-17	\$444,224,000	2.5%	28%	\$444,224,000	2.5%	535,398,873	\$7,238	\$178	2.5%	\$20,327	97,854
2017-18	\$453,108,000	2.0%	28%	\$453,108,000	2.0%	534,066,949	\$7,492	\$254	3.5%	\$20,999	94,540
2018-19	\$468,108,000	3.3%	28%	\$468,108,000	3.3%	540,545,287	\$7,716	\$224	3.0%	\$21,725	90,607
2019-20³	\$477,470,000	2.0%	30%	\$477,470,000	2.0%	542,863,883	\$7,716	\$0	0.0%	\$22,001	87,973
2020-21	\$477,470,000	2.0%	30%	\$477,470,000	2.0%	530,594,287	\$7,716	\$0	0.0%	\$21,947	85,143
2021-22³	\$477,470,000	0.0%	30%	\$477,470,000	0.0%	495,136,390	\$7,716	\$0	0.0%	\$21,884	79,552
2022-23³	\$552,470,000	15.7%	34%	\$552,470,000	15.7%	552,470,000	\$7,716	\$0	0.0%	\$22,115	77,076

Source: State System Budget Reports and Basic Student Charges Submissions

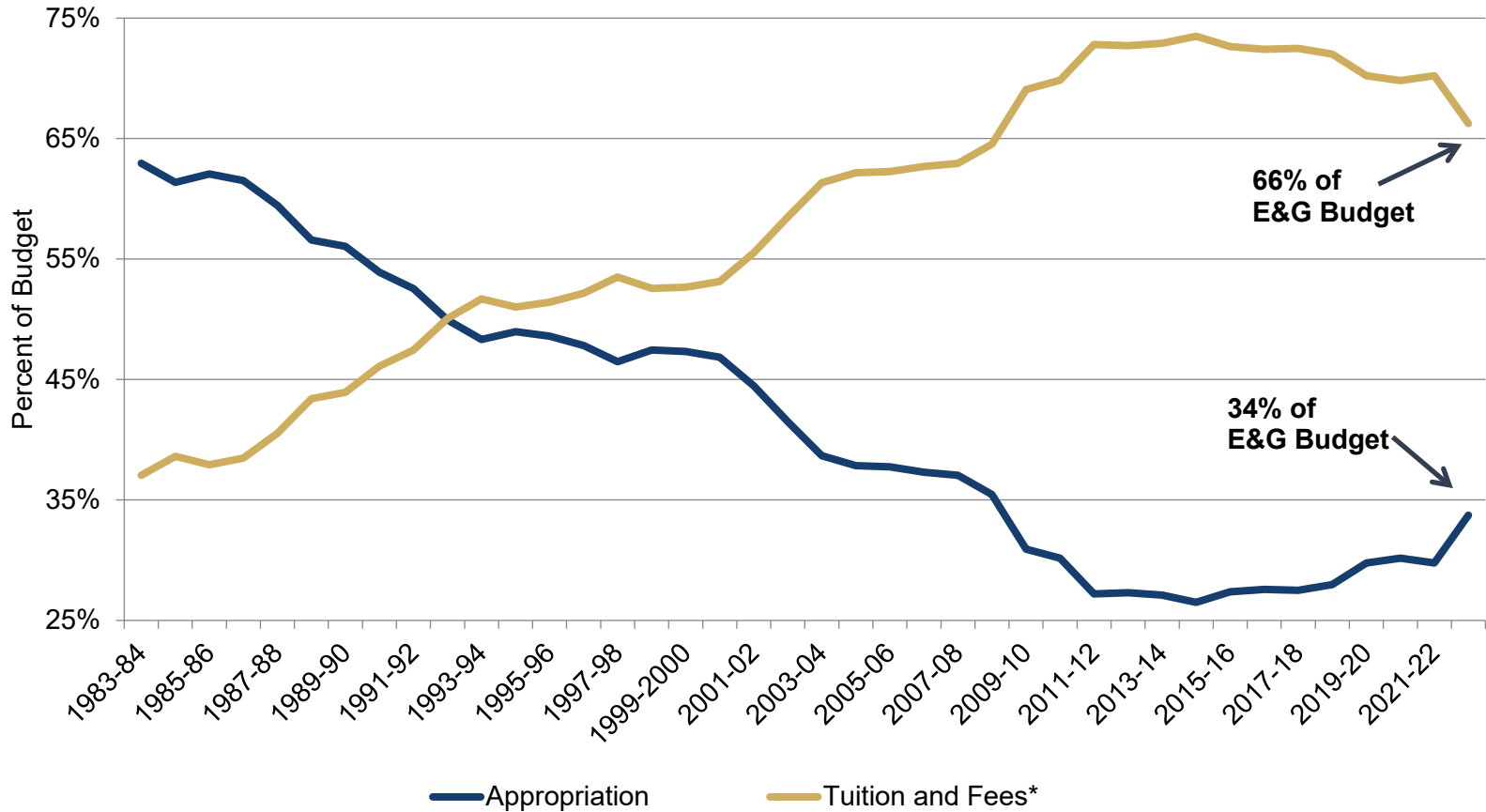
Notes: Current year's total appropriation is at or near the total appropriations in the blue highlighted row.

¹Most common tuition rate charged

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

Appendix B-6

Educational and General Appropriation vs. Tuition and Fees* 1983-84 to 2022-23



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

**Appendix B-7
Number of Awards**

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
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
2021-22	32,921	1,117	19,012	22,365	15,788	688	2,539	94,430	3,386	97,816

Value of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
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
2021-22	\$127,750,189	\$3,556,454	\$62,003,291	\$85,913,043	\$20,718,446	\$1,958,754	\$8,504,168	\$310,404,345	\$1,824,111	\$312,228,456

Full-year Average Award

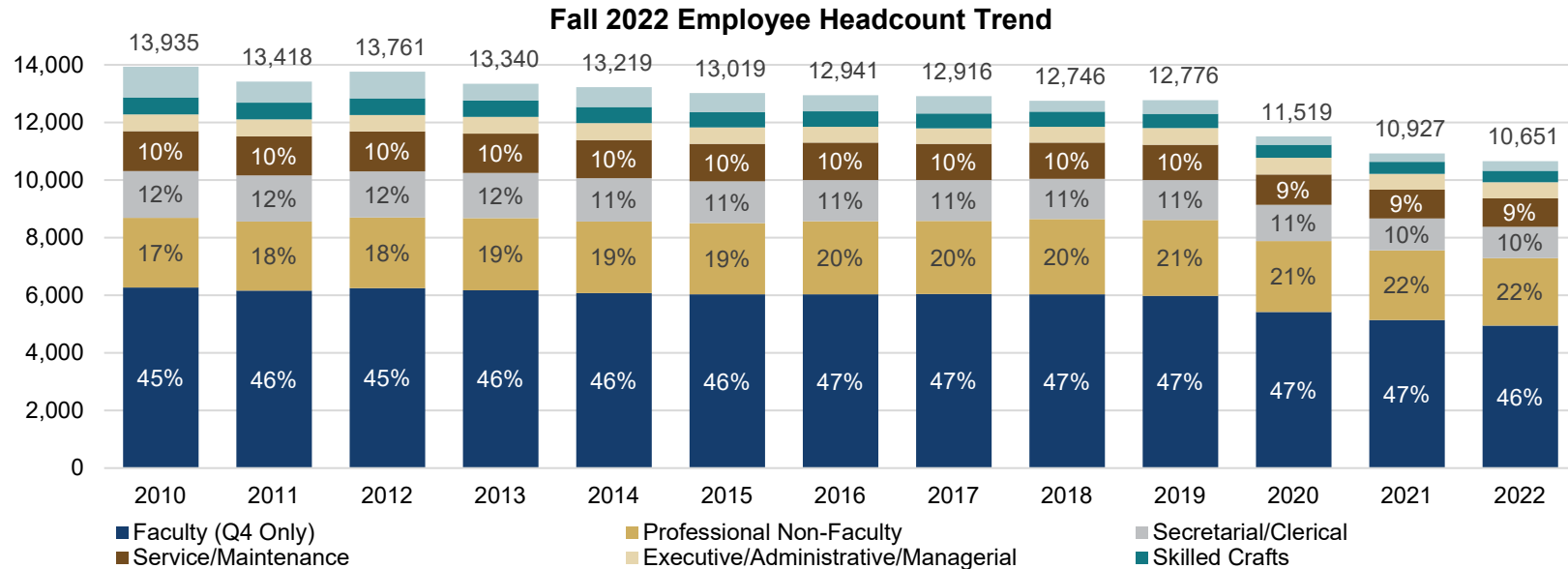
Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2014-15	\$3,430	\$3,330	\$2,996	\$3,385	\$1,708	\$3,168	\$3,398	\$3,097	\$525	\$2,922
2015-16	\$3,751	\$3,658	\$3,145	\$3,682	\$1,950	\$3,585	\$3,697	\$3,375	\$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
2021-22	\$4,428	\$4,084	\$3,697	\$4,320	\$2,306	\$4,026	\$4,316	\$3,989	\$613	\$3,864

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

Appendix B-8

Fall 2022 Employee Headcount by EEO Categories

	Full Time	Part Time	Total
Executive/Administrative/Managerial	538	14	552
Faculty (Q4 Only)	3,823	1,124	4,947
Professional Non-Faculty	2,150	198	2,348
Service/Maintenance	942	49	991
Secretarial/Clerical	1,040	43	1,083
Skilled Crafts	395	4	399
Technical/Paraprofessional	226	105	331
System Total	9,114	1,537	10,651



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	2022-23 YTD**
APSCUF (Faculty)	250	112	204	112	190	132	182	119	192	126	305	219	38
AFSCME	154	104	115	101	213	176	114	160	182	136	255	181	50
All Others*	92	65	75	69	85	86	93	100	105	96	168	91	34
Total	496	281	394	282	488	394	389	379	479	358	728	491	122

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 12/31/2022

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

Source: State System Business Warehouse

Data as of 10/31/2022

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. We are committed to supporting their success. PASSHE's Veterans Network exists to advance the recruitment, retention, and graduation of military-affiliated students within the State System. Our 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:

- **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.
- **Commonwealth University** offers a robust package of services and benefits for military connected students at each of its three campuses. Bloomsburg features the Office of Military and Veterans Resources, which provides military connected students with community and assistance accessing services. The university provides a military-specific academic advisor for all military students for anything the students need. Lock Haven hosts Veterans Appreciation Month activities celebrated in November, including an on-campus Community Veterans' Expo, and a Veteran Pinning Ceremony. Mansfield also hosts an Office of Military and Veterans Affairs which counsels enrolled veterans on benefits, career resources, and more. The Veterans Support Group at MU 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. Each Commonwealth University campus has a Student Veterans Organization which provides peer engagement, support, and resources to the military students on each campus. Commonwealth University also features its Military Academic Credit Review Board – also known as the MACRB – which is an innovative program designed to translate military training and experience into experiential college-level credit on an individual basis.

- **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 119 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.
- **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 800 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. Through two different endowments, IUP has funds to provide veterans and their family members with funding during a financial emergency. IUP students have used these funds to help pay for day care, utilities, rent, books, and other expenses. 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 Top 10 Large Public Military-Friendly university by Victory Media and a Best for Vets University.
- **Kutztown University** is military committed and recognized as a top-ranked university by prominent publications and organizations for its veteran-friendly policies and practices. 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 and in 2022 KU started to match up to \$1000 for the Folds of Honor Scholarship. In 2021 KU started MV-TAP. MV-TAP is an enrollment and onboarding program designed to ease the process for military and veteran transfer students which can save them time and money. 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.

- **Millersville University** welcomes and supports all service members, including active duty, reservists, and veterans. The Veterans Resource Center (VRC) provides resources and information for veterans on campus. All veterans and family members are welcome to come share their experiences and explore opportunities for resources and leadership positions on and off campus. 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. Students can earn academic credentials through the minor in Military Science program. Millersville University's 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) and ensures current service members 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 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 2022, Millersville University received the Silver classification for being Military Friendly from Victory Media.
- **PennWest University's** Military and Veterans Success Center serves as a one-stop resource for veteran and military-affiliated students across the university's three campuses. The university provides access to campus resources and GI Bill® benefit programs. The Center provides military veterans, current service members, and their dependents with access to an affordable, high-quality education and comprehensive support services to meet their individualized and diverse needs.
- **Shippensburg University** offers a variety of programs and assistance-based services for military-affiliated students (veterans and dependents using benefits). These services are centralized through the Veterans Service Office, whose mission is to help simplify the transition to continuing education and advocate for students. 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. Our campus' Career Center offers one-on-one consultations with veterans to connect to employment opportunities. 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. Shippensburg University is recognized as a Military Friendly® School by Victory Media.

- **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. Students are eligible to participate in the Army Reserve Officers Training Corps program. The university annually promotes several "Salute to the Military" activities at which former, current, and future military personnel are recognized and receive free admission. SRU'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 a culture where student veterans, active Military, reservists, and dependents of Service Members can feel understood, accepted and develop a sense of belonging. In addition, students have the opportunity to participate in the Army and Air Force Reserve Officers' Training Corps (ROTC) programs. WCU offers scholarships for returning veterans and provides a variety of services through its Greg and Sandra Weisenstein Veterans Center and the Student Veterans Group. The Veteran's Center is centrally located on the main campus and furnishes a welcoming space for students to network, study, participate in a variety of programming, or just relax. WCU's Veterans Center regularly connects with local area Veteran Service Organizations for support and networking opportunities. It facilitates communication among campus offices to provide a coordinated system of service for a meaningful transition from the military to college. In addition, WCU has a licensed counselor dedicated to student veterans. West Chester University has received the Military Friendly School distinction since 2014, and the Military Friendly School Gold Status distinction for the last three years.

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. Yellow Ribbon Program participants (with U.S. Department of Veterans Affairs): East Stroudsburg, Indiana, Kutztown, Lock Haven, Mansfield, and West Chester Universities. Best for Vets Colleges (published by Military Times): Clarion, East Stroudsburg, and Indiana University of Pennsylvania.



Appendix B-11

Enrolled Students, Living Alumni and Employees by PA House Representative District 2018
and
Enrolled Students, Living Alumni and Employees by PA Senate Representative District Fall 2018



PENNSYLVANIA'S STATE SYSTEM of HIGHER EDUCATION

Fall 2022 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	221	2,742	42	472	65,227
2	Erie	Democrat	Merski, Robert	298	3,516	47	552	65,669
3	Erie	Democrat	Bizzarro, Ryan	451	6,066	89	920	65,250
4	Erie	Republican	Banta, Jacob	633	5,643	174	1,065	64,282
5	Berks	Republican	Jozwiak, Barry	459	4,249	44	599	65,035
6	Crawford, Erie	Republican	Roae, Brad	469	5,020	56	683	64,059
7	Mercer	Republican	Wentling, Parke	366	3,797	34	580	65,917
8	Butler, Lawrence	Republican	Bernstine, Aaron	543	5,693	138	922	65,051
9	Lawrence	Republican	Brown, Marla	431	3,844	47	641	63,610
10	Philadelphia	Democrat	Brown, Amen	151	743	10	154	61,532
11	Butler	Republican	Mustello, Marci	449	5,394	67	895	64,833
12	Butler	Republican	Scialabba, Stephenie	496	5,449	100	776	64,712
13	Chester	Republican	Lawrence, John	675	3,758	73	927	64,075
14	Beaver	Republican	Marshall, Jim	307	3,475	12	545	66,854
15	Beaver, Washington	Republican	Kail, Joshua	304	3,190	11	527	66,277
16	Beaver	Democrat	Matzie, Robert	266	3,023	9	515	64,976
17	Butler, Mercer	Republican	Bonner, Timothy	691	5,422	387	1,097	65,933
18	Bucks	Republican	Tomlinson, Kathleen	186	1,276	3	238	63,773
19	Allegheny	Democrat	Abney, Aerion	150	1,326	13	234	61,450
20	Allegheny	Democrat	Kinthead, Emily	216	3,324	20	453	61,715
21	Allegheny	Democrat	Innamorato, Sara	206	2,853	14	423	62,076
22	Lehigh	Democrat	Siegel, Joshua	217	1,131	11	226	62,468
23	Allegheny	Democrat	Frankel, Dan	86	1,066	26	131	61,580

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
24	Allegheny	Democrat	Mayes, La'Tasha	144	1,015	10	206	61,444
25	Allegheny	Democrat	Markosek, Brandon	341	3,493	17	586	64,844
26	Chester	Democrat	Friel, Paul	480	4,437	55	734	64,162
27	Allegheny	Democrat	Deasy, Daniel	195	2,607	10	438	61,874
28	Allegheny	Republican	Mercuri, Robert	351	4,082	34	597	63,153
29	Bucks	Democrat	Brennan, Tim	335	2,951	9	427	65,554
30	Allegheny	Democrat	Venkat, Arvind	301	3,775	34	461	63,488
31	Bucks	Democrat	Warren, Perry	299	2,622	5	449	66,821
32	Allegheny	Democrat	McAndrew, Joe	303	3,337	22	572	64,205
33	Allegheny	Democrat	Steele, Mandy	224	2,793	25	439	61,859
34	Allegheny	Democrat	Salisbury, Abigail	145	1,927	22	306	61,582
35	Allegheny	Democrat	Gergely, Matthew	259	2,098	6	472	64,711
36	Allegheny	Democrat	Benham, Jessica	226	1,927	5	347	61,727
37	Lancaster	Republican	Fee, Mindy	486	4,795	36	600	66,593
38	Allegheny	Democrat	Pisciottano, Nick	259	3,105	9	572	64,487
39	Allegheny, Washington	Republican	Kuzma, Andrew	472	5,055	41	996	65,835
40	Allegheny, Washington	Republican	Mihalek, Natalie	373	4,737	42	771	66,305
41	Lancaster	Republican	Miller, Brett	645	5,483	169	786	64,434
42	Allegheny	Democrat	Miller, Dan	223	3,318	28	436	63,959
43	Lancaster	Republican	Greiner, Keith	337	2,916	15	474	64,434
44	Allegheny	Republican	Gaydos, Valerie	326	3,563	17	518	66,419
45	Allegheny	Democrat	Kulik, Anita Astorino	259	2,984	14	446	65,880
46	Allegheny, Washington	Republican	Ortitay, Jason	432	4,271	31	654	66,666
47	York	Republican	D'Orsie, Joseph	523	3,273	14	593	64,984
48	Washington	Republican	O'Neal, Timothy	422	4,728	60	787	65,851
49	Lancaster	Democrat	Smith-Wade-El, Ismail	444	2,649	165	558	62,983
50	Greene, Washington	Republican	Cook, Bud	569	4,428	138	1,091	66,562
51	Fayette	Republican	Krupa, Charity Grimm	387	3,739	50	728	65,033
52	Fayette	Republican	Warner, Ryan	405	3,945	88	770	63,125
53	Montgomery	Democrat	Malagari, Steven	274	2,612	7	394	64,733
54	Montgomery	Democrat	Scott, Greg	255	1,960	10	349	63,471
55	Westmoreland	Republican	Cooper, Jill	352	4,058	46	602	66,435

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	363	4,481	24	664	64,562
57	Westmoreland	Republican	Nelson, Eric	308	4,361	50	615	66,577
58	Westmoreland	Republican	Davanzo, Eric	332	4,481	54	714	64,556
59	Westmoreland	Republican	Rossi, Leslie	313	3,755	35	581	66,601
60	Armstrong, Westmoreland	Republican	Major, Abby	480	4,904	36	739	64,259
61	Montgomery	Democrat	Hanbidge, Liz	306	2,801	12	370	63,924
62	Indiana	Republican	Struzzi, James	1,105	7,754	698	1,640	64,920
63	Armstrong, Clarion	Republican	Oberlander, Donna	859	6,534	365	1,339	65,048
64	Crawford, Venango	Republican	James, R. Lee	602	5,848	91	1,020	62,365
65	Crawford, Forest, Warren	Republican	Rapp, Kathy	417	4,360	57	715	61,937
66	Indiana, Jefferson	Republican	Smith, Brian	592	5,141	146	944	62,378
67	Cameron, McKean, Potter	Republican	Causer, Martin	324	3,048	7	515	61,546
68	Bradford, Tioga	Republican	Owlett, Clint	727	5,452	235	782	63,772
69	Somerset	Republican	Metzgar, Carl Walker	254	2,479	10	429	63,457
70	Montgomery	Democrat	Bradford, Matthew	479	3,758	24	590	65,364
71	Cambria, Somerset	Republican	Rigby, Jim	308	2,888	13	505	62,849
72	Cambria	Democrat	Burns, Frank	363	3,334	22	649	64,105
73	Cambria, Clearfield	Republican	Kephart, Dallas	555	3,734	27	805	61,454
74	Chester	Democrat	Williams, Dan	501	3,712	95	778	64,829
75	Clearfield, Elk	Republican	Armanini, Mike	547	4,672	20	860	63,767
76	Clinton, Union	Republican	Borowicz, Stephanie	632	4,691	283	819	62,712
77	Centre	Democrat	Conklin, Scott	215	2,011	26	279	61,876
78	Bedford, Fulton	Republican	Topper, Jesse	251	2,142	3	359	62,267
79	Blair	Republican	Schmitt Jr., Louis	239	1,885	3	352	63,269
80	Blair, Huntingdon	Republican	Gregory, Jim	246	2,533	8	403	62,295
81	Franklin, Huntingdon	Republican	Irvin, Rich	433	3,565	146	542	64,708
82	Centre	Democrat	Takac, Paul	245	1,959	34	320	62,294
83	Lycoming, Union	Republican	Flick, Jamie	387	3,418	38	488	63,798
84	Lycoming, Sullivan	Republican	Hamm, Joe	508	4,611	58	655	64,134
85	Juniata, Mifflin, Snyder, Union	Republican	Rowe, David	447	3,144	33	516	66,424
86	Juniata, Perry	Republican	Stambaugh, Perry	268	2,814	16	400	64,092
87	Cumberland	Republican	Kutz, Thomas	412	5,045	44	710	66,300

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	472	5,210	44	686	64,646
89	Franklin	Republican	Kauffman, Rob	505	4,119	98	704	66,531
90	Franklin	Republican	Schemel, Paul	360	2,634	18	530	64,923
91	Adams	Republican	Moul, Dan	345	2,821	18	514	65,612
92	York	Republican	Keefer, Dawn	409	4,169	17	560	66,531
93	York	Republican	Jones, Mike	400	2,624	8	478	65,319
94	York	Republican	Fink, Wendy	421	2,556	28	484	63,281
95	York	Democrat	Hill-Evans, Carol	222	1,276	5	244	66,193
96	Lancaster	Democrat	Sturla, P. Michael	481	4,691	114	656	63,476
97	Lancaster	Republican	Mentzer, Steven	555	5,429	200	784	65,859
98	Lancaster, Lebanon	Republican	Jones, Tom	424	4,080	43	570	66,784
99	Berks, Lancaster	Republican	Zimmerman, David	341	3,189	17	497	64,103
100	Lancaster	Republican	Cutler, Bryan	247	2,321	50	415	64,207
101	Lebanon	Republican	Schlegel, John	249	2,359	9	366	65,422
102	Lebanon	Republican	Diamond, Russ	275	3,026	14	406	65,771
103	Cumberland, Dauphin	Democrat	Kim, Patty	297	3,334	40	444	64,346
104	Dauphin	Democrat	Madsen, Dave	205	1,768	4	311	65,491
105	Dauphin	Democrat	Fleming, Justin	354	3,729	22	552	62,825
106	Dauphin	Republican	Mehaffie, Thomas	376	3,783	28	576	66,872
107	Northumberland, Schuylkill	Republican	Stehr, Joanne	527	3,560	34	609	65,921
108	Montour, Northumberland	Republican	Schlegel Culver, Lynda	657	4,507	97	819	65,258
109	Columbia	Republican	Leadbeter, Robert	848	6,041	526	1,166	64,825
110	Bradford, Wyoming	Republican	Pickett, Tina	443	3,356	7	488	63,536
111	Susquehanna, Wayne	Republican	Fritz, Jonathan	232	2,462	3	380	65,251
112	Lackawanna	Democrat	Mullins, Kyle	224	2,238	3	333	62,766
113	Lackawanna	Democrat	Donahue, Kyle	176	1,490	8	228	62,709
114	Lackawanna	Democrat	Kosierowski, Bridget	166	1,881	9	248	62,413
115	Monroe	Democrat	Madden, Maureen	702	5,163	109	906	62,673
116	Luzerne, Schuylkill	Republican	Watro, Dane	275	1,698	13	341	63,945
117	Luzerne	Republican	Cabell, Mike	429	3,155	65	462	61,755
118	Lackawanna, Luzerne	Democrat	Haddock, Jim	201	1,857	6	254	61,770
119	Luzerne	Republican	Ryncavage, Alec	225	1,840	14	310	61,334

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
120	Luzerne	Republican	Kaufer, Aaron	208	2,071	8	302	61,645
121	Luzerne	Democrat	Pashinski, Eddie Day	116	1,137	7	167	61,466
122	Carbon	Republican	Heffley, Doyle	397	3,282	9	514	64,866
123	Schuylkill	Republican	Twardzik, Tim	411	3,157	21	565	65,886
124	Berks, Schuylkill	Republican	Barton, Jamie	506	4,518	219	783	64,846
125	Dauphin	Republican	Kerwin, Joe	430	4,079	18	612	64,693
126	Berks	Democrat	Rozzi, Mark	363	2,763	35	486	63,936
127	Berks	Democrat	Guzman Jr., Manuel	181	1,315	10	239	62,627
128	Berks	Republican	Gillen, Mark	572	4,549	43	772	62,731
129	Berks	Democrat	Cepeda-Freytiz, Johanny	415	3,167	36	461	63,444
130	Berks	Republican	Maloney, David	595	4,963	174	800	65,179
131	Lehigh, Montgomery, Northampton	Republican	Mackenzie, Milou	448	3,978	35	614	65,219
132	Lehigh	Democrat	Schlossberg, Michael	416	4,031	74	554	63,677
133	Lehigh	Democrat	McNeill, Jeanne	380	3,611	30	567	65,425
134	Lehigh	Democrat	Schweyer, Peter	306	2,325	21	410	62,882
135	Northampton	Democrat	Samuelson, Steve	274	2,826	20	414	65,793
136	Northampton	Democrat	Freeman, Robert	314	2,611	22	463	63,648
137	Northampton	Republican	Emrick, Joe	522	4,388	46	711	65,856
138	Northampton	Republican	Flood, Ann	574	4,885	55	753	66,215
139	Pike, Wayne	Republican	Adams, Joseph	393	2,699	10	560	63,297
140	Bucks	Democrat	Galloway, John	263	2,059	1	410	61,806
141	Bucks	Democrat	Davis, Tina	164	1,155	0	235	64,322
142	Bucks	Republican	Hogan, Joe	285	2,408	2	427	65,233
143	Bucks	Republican	Labs, Shelby	388	3,280	6	583	65,742
144	Bucks	Democrat	Munroe, Brian	426	2,536	1	515	65,208
145	Bucks	Republican	Staats, Craig	406	3,071	8	560	63,152
146	Montgomery	Democrat	Ciresi, Joe	474	3,676	23	597	65,008
147	Montgomery	Republican	Scheuren, Donna	651	4,367	16	811	65,711
148	Montgomery	Democrat	Daley, Mary Jo	149	1,353	19	163	63,587
149	Montgomery	Democrat	Briggs, Tim	228	2,036	29	376	64,410
150	Montgomery	Democrat	Webster, Joe	456	3,690	27	638	63,779
151	Montgomery	Democrat	Cerrato, Melissa	335	2,833	14	491	63,765

State System

District Number	District Counties	Party	Representative	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
152	Montgomery	Democrat	Guenst, Nancy	290	2,035	7	417	61,386
153	Montgomery	Democrat	Sanchez, Benjamin	268	2,038	11	353	62,313
154	Montgomery	Democrat	Nelson, Napoleon	245	1,882	13	298	63,038
155	Chester	Democrat	Otten, Danielle Friel	738	6,012	149	1,169	64,311
156	Chester	Democrat	Pielli, Chris	1,059	6,907	402	1,720	66,169
157	Chester	Democrat	Shusterman, Melissa	369	2,861	60	474	62,988
158	Chester	Democrat	Sappey, Christina	716	4,522	119	876	62,792
159	Delaware	Democrat	Kazeem, Carol	263	1,625	16	341	61,801
160	Chester, Delaware	Republican	Williams, Craig	737	4,614	106	953	63,956
161	Delaware	Democrat	Krueger, Leanne	438	3,348	49	639	63,804
162	Delaware	Democrat	Delloso, David	429	2,420	12	610	64,947
163	Delaware	Democrat	Zabel, Mike	388	2,274	28	548	63,755
164	Delaware	Democrat	Curry, Gina	355	1,487	23	447	63,129
165	Delaware	Democrat	O'Mara, Jennifer	470	3,520	37	688	62,800
166	Delaware	Democrat	Vitali, Greg	450	3,501	34	705	63,050
167	Chester	Democrat	Howard, Kristine	665	4,943	162	912	63,435
168	Delaware	Democrat	Borowski, Lisa	294	2,449	25	467	62,978
169	York	Republican	Klunk, Kate	296	2,081	7	385	64,977
170	Philadelphia	Republican	White, Martina	165	877	1	229	62,661
171	Centre, Mifflin	Republican	Benninghoff, Kerry	341	2,851	32	463	65,554
172	Philadelphia	Democrat	Boyle, Kevin	119	669	2	179	64,450
173	Philadelphia	Democrat	Gallagher, Pat	130	583	2	182	62,913
174	Philadelphia	Democrat	Neilson, Ed	135	713	1	198	62,812
175	Philadelphia	Democrat	Isaacson, MaryLouise	43	559	15	86	62,108
176	Monroe	Republican	Rader, Jack	602	4,608	95	887	62,863
177	Philadelphia	Democrat	Hohenstein, Joseph	132	547	5	192	62,232
178	Bucks	Republican	Marcell, Kristin	416	2,826	3	530	65,518
179	Philadelphia	Democrat	Dawkins, Jason	131	482	2	131	61,563
180	Philadelphia	Democrat	Giral, Joseph	86	406	4	98	62,540
181	Philadelphia	Democrat	Kenyatta, Malcolm	140	787	11	136	62,079
182	Philadelphia	Democrat	Waxman, Ben	52	742	16	87	66,317
183	Lehigh, Northampton	Republican	Mako, Zachary	487	4,621	22	718	66,148

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	79	574	8	110	64,108
185	Delaware, Philadelphia	Democrat	Young, Regina	247	901	5	284	61,863
186	Philadelphia	Democrat	Harris, Jordan	139	868	13	170	62,436
187	Lehigh	Republican	Mackenzie, Ryan	657	4,881	82	782	66,296
188	Philadelphia	Democrat	Krajewski, Rick	99	525	11	122	61,778
189	Monroe, Pike	Democrat	Probst, Tarah	854	6,324	220	1,029	61,876
190	Philadelphia	Democrat	Green, G. Roni	185	1,145	7	188	61,771
191	Delaware, Philadelphia	Democrat	McClinton, Joanna	257	1,237	16	349	62,629
192	Philadelphia	Democrat	Cephas, Morgan	302	1,342	7	262	61,419
193	Adams, Cumberland	Republican	Ecker, Torren	512	3,967	168	745	64,302
194	Philadelphia	Democrat	Khan, Tarik	158	1,635	22	227	62,236
195	Philadelphia	Democrat	Bullock, Donna	99	777	11	158	62,205
196	York	Republican	Grove, Seth	347	2,627	6	443	65,953
197	Philadelphia	Democrat	Burgos, Danilo	88	414	4	122	62,586
198	Philadelphia	Democrat	Parker, Darisha	197	936	3	239	63,729
199	Cumberland	Republican	Gleim, Barbara	453	4,035	140	631	64,111
200	Philadelphia	Democrat	Rabb, Christopher	231	1,597	17	290	65,563
201	Philadelphia	Democrat	Kinsey, Stephen	229	1,064	11	209	66,430
202	Philadelphia	Democrat	Solomon, Jared	127	428	2	158	64,695
203	Philadelphia	Democrat	Bellmon, Anthony	194	826	2	224	65,519
Totals				74,327	633,076	10,310	108,565	13,002,700



PENNSYLVANIA'S STATE SYSTEM *of* HIGHER EDUCATION

Fall 2022 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	229	2,372	45	389	250,243
2	Philadelphia	Democrat	Tartaglione, Christine	512	2,046	12	630	260,277
3	Philadelphia	Democrat	Street, Sharif	614	3,228	27	720	263,993
4	Montgomery, Philadelphia	Democrat	Haywood, Art	985	6,602	55	1,178	268,248
5	Philadelphia	Democrat	Dillon, Jimmy	587	2,926	6	820	267,205
6	Bucks	Republican	Farry, Frank	1,350	9,437	10	1,795	269,699
7	Montgomery, Philadelphia	Democrat	Hughes, Vincent	882	5,937	55	963	263,697
8	Delaware, Philadelphia	Democrat	Williams, Anthony	920	4,244	50	1,172	256,726
9	Chester, Delaware	Democrat	Kane, John	2,138	13,543	247	2,790	252,137
10	Bucks	Democrat	Santarsiero, Steven	1,151	9,420	15	1,638	269,925
11	Berks	Democrat	Schwank, Judith	1,617	13,337	331	2,171	263,931
12	Montgomery	Democrat	Collett, Maria	1,316	10,795	45	1,772	263,688
13	Berks, Lancaster	Republican	Martin, Scott	1,641	13,667	497	2,291	262,878
14	Lehigh, Northampton	Democrat	Miller, Nick	1,466	12,641	106	1,972	267,292
15	Dauphin	Republican	DiSanto, John	1,275	12,908	84	1,938	260,164
16	Bucks, Lehigh	Republican	Coleman, Jarrett	1,989	16,253	179	2,701	265,055
17	Delaware, Montgomery	Democrat	Cappelletti, Amanda	1,020	8,418	97	1,504	258,156
18	Lehigh, Northampton	Democrat	Boscola, Lisa	1,628	14,377	137	2,252	263,814
19	Chester	Democrat	Comitta, Carolyn	2,703	18,604	742	4,095	253,763
20	Luzerne, Pike, Susquehanna, Wayne, Wyoming	Republican	Baker, Lisa	1,234	9,566	50	1,685	269,942
21	Butler, Clarion, Erie, Forest, Venango, Warren	Republican	Hutchinson, Scott	2,505	23,004	808	4,306	258,167

State System

District Number	District Counties	Party	Senator	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
22	Lackawanna, Luzerne	Democrat	Flynn, Marty	659	6,306	25	878	251,084
23	Bradford, Lycoming, Sullivan, Tioga, Union	Republican	Yaw, Gene	2,230	17,867	371	2,584	263,353
24	Berks, Montgomery	Republican	Pennycuick, Tracy	2,174	16,264	140	2,796	262,737
25	Cameron, Centre, Clinton, Elk, Jefferson, McKean, Potter	Republican	Dush, Cris	1,822	14,686	381	2,583	265,569
26	Delaware	Democrat	Kearney, Timothy	1,680	10,691	112	2,434	255,232
27	Columbia, Luzerne, Montour, Northumberland, Snyder	Republican	Schlegel Culver, Lynda	2,567	17,883	725	3,196	260,244
28	York	Republican	Phillips-Hill, Kristin	1,510	10,062	53	1,809	262,475
29	Carbon, Luzerne, Schuylkill	Republican	Argall, David	1,517	11,631	70	1,978	264,845
30	Blair, Fulton, Huntingdon, Juniata, Mifflin	Republican	Ward, Judy	1,020	8,901	21	1,483	249,843
31	Cumberland, York	Republican	Regan, Mike	1,507	12,981	55	1,970	259,208
32	Bedford, Fayette, Somerset, Westmoreland	Republican	Stefano, Patrick	1,282	12,389	154	2,294	252,099
33	Adams, Franklin	Republican	Mastriano, Doug	1,677	13,446	288	2,395	260,301
34	Cumberland, Dauphin, Perry	Republican	Rothman, Greg	1,833	18,071	401	2,733	266,501
35	Cambria, Centre, Clearfield	Republican	Langerholc, Wayne	1,648	13,904	102	2,581	260,141
36	Lancaster	Republican	Aument, Ryan	2,052	19,304	299	2,666	269,182
37	Allegheny	Republican	Robinson, Devlin	1,273	14,796	102	2,331	248,858
38	Allegheny	Democrat	Williams, Lindsey	1,116	13,811	92	2,028	251,647
39	Westmoreland	Republican	Ward, Kim	1,342	17,372	172	2,592	261,704
40	Lackawanna, Monroe, Wayne	Republican	Brown, Rosemary	2,269	18,566	421	3,107	256,698
41	Armstrong, Indiana, Jefferson, Westmoreland	Republican	Pittman, Joe	2,469	21,153	913	3,797	254,701
42	Allegheny	Democrat	Fontana, Wayne	773	9,637	68	1,396	250,536
43	Allegheny	Democrat	Costa, Jay	610	6,671	71	1,121	251,870
44	Berks, Chester, Montgomery	Democrat	Muth, Katie	2,326	18,741	322	3,338	264,849
45	Allegheny	Democrat	Brewster, James	1,151	11,819	51	2,233	249,661
46	Beaver, Greene, Washington	Republican	Bartolotta, Camera	1,726	16,551	261	3,118	250,466
47	Beaver, Butler, Lawrence	Republican	Vogel, Elder	1,411	15,900	147	2,395	256,105
48	Berks, Lancaster, Lebanon	Republican	Gebhard, Chris	1,460	13,801	168	2,038	269,151

State System

District Number	District Counties	Party	Senator	Enrolled Students	Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
49	Erie	Republican	Laughlin, Daniel	1,604	18,098	370	3,044	261,100
50	Crawford, Lawrence, Mercer	Republican	Brooks, Michele	1,857	18,449	357	2,865	263,540
Totals				74,327	633,076	10,310	108,565	13,002,700

Appendix B-12

Pennsylvania's State System of Higher Education Outstanding University and Affiliated Debt As of June 30, 2023

As the State System continues to undertake sustainability work, outstanding debt remains a large obstacle in some cases. This is most prevalent in rural locations where enrollment has declined in recent years, and alternative uses for facilities are limited. The System is interested in pursuing partnerships to find solutions to alleviate this challenge.

The table below presents all debt and a view of just housing debt, which at three universities (Pennsylvania Western, Commonwealth, and Indiana) reflects imbalances between revenue and costs and the most important need to support debt exists.

University	State System				Affiliate*	Total	Total University/ Affiliate Housing
	Educational & General (e.g., academic buildings)	Housing	Other Auxiliary (e.g., dining, recreation center)	Total State System	Housing	University/ Affiliate	
Cheyney	\$2.4	\$0.0	\$0.5	\$3.0	\$0.0	\$3.0	\$0.0
Commonwealth							
Bloomsburg	4.7	67.0	14.1	85.8	10.3	96.0	77.2
Lock Haven	1.2	29.5	3.0	33.7	10.2	43.9	39.7
Mansfield	1.3	68.0	0.2	69.5	0.0	69.5	68.0
East Stroudsburg	15.7	53.4	0.3	69.3	57.9	127.2	111.3
Indiana	5.8	4.1	24.9	34.8	179.5	214.3	183.6
Kutztown	5.9	59.0	3.6	68.5	13.7	82.2	72.7
Millersville	7.4	134.3	20.7	162.5	0.0	162.5	134.3
Pennsylvania Western							
California	30.2	56.4	30.0	116.6	24.9	141.5	81.3
Clarion	0.0	0.0	2.9	2.9	85.6	88.5	85.6
Edinboro	2.3	90.9	5.9	99.1	0.0	99.1	90.9
Shippensburg	0.0	119.1	20.9	139.9	0.0	139.9	119.1
Slippery Rock	25.1	0.0	13.5	38.6	96.1	134.7	96.1
West Chester	64.9	0.0	26.4	91.4	160.8	252.1	160.8
System Total	\$167.0	\$681.6	\$166.9	\$1,015.5	\$639.1	\$1,654.6	\$1,320.7

*Affiliate housing is built and owned by organizations affiliated with a PASSHE university, either on Commonwealth-, university-, or affiliate-owned land, for the benefit of university students.

Note: Totals above exclude bond debt of approximately \$779 million held at the System level (e.g., Academic Facilities Renovation Program {AFRP} and SERS pre-funding).

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