



Pennsylvania's  
**STATE SYSTEM**  
of Higher Education

# 2025-2026 APPROPRIATIONS REQUEST and Accountability Report

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**February 2025**

# Pennsylvania’s State System of Higher Education

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## Executive Summary

Pennsylvania's State System of Higher Education (referred hereafter as State System or PASSHE) is committed to accountability and transparency and releases this extensive report as part of its annual appropriations request, making it available online before budget hearings and when lawmakers begin planning for the next fiscal year's budget.

PASSHE is on a strong upward trajectory, thanks to the dedication of our students, faculty, and staff and the commonwealth's support. The System is witnessing better enrollment and retention trends, improved financial stability for the system, stronger legislative relationships, and enhanced state funding.

This report—presented in five sections—details PASSHE's state funding request as well as contributions to the state (Section 1), student access and enrollment (Section 2), student affordability (Section 3), student progression and completion (Section 4), and university financial efficiency and sustainability (Section 5).

PASSHE's partnership with the state has resulted in maintaining affordable tuition rates so that every Pennsylvanian who wants to advance their education, career, or economic status can do so at a PASSHE university. Because of this partnership, the Board of Governors has been able to freeze tuition at \$7,716 since 2018 to help students and families the State System serves. Freezing tuition has had a significant impact: students can better focus on preparing for in-demand jobs, while universities can concentrate on expanding innovations that better serve students and meet workforce needs.

**For Fiscal Year 2025-26, PASSHE requests an Education and General (E&G) appropriation of \$661.1 million, which represents a \$40.3 million, or 6.5%, increase over the current fiscal year.** The state appropriation request aims to freeze the basic in-state undergraduate tuition rate for another year while acknowledging the State System's increasing costs due to current and projected inflation.

The main highlights of this report are as follows:

- **Section 1: Contributions to the state** — PASSHE universities offer more than just a high-quality and valuable education; they play a vital role in Pennsylvania's economy. Most graduates remain in the state after completing their degrees, significantly contributing to local economies. These universities generate an impressive \$8.30 return for every public dollar invested, collectively contributing \$4 billion to the state's economy. Most PASSHE universities are in rural communities and small towns, ensuring a continuous influx of skilled professionals into these areas, where graduates can make up as much as 12% of the population in some legislative districts. Approximately two-thirds of PASSHE graduates earn degrees in high-demand fields such as STEM, healthcare, and education.
- **Section 2: Student access and enrollment** — PASSHE universities serve a diverse student population, with nearly 90% of students being Pennsylvania residents. Driven by tuition freezes, increased financial aid, and targeted recruitment strategies, recent data shows that the proportion of undergraduate and graduate enrollment has remained stable, and enrollment of underrepresented minority students has increased to 20%, aligning with demographic shifts. However, the proportion of Pell



Grant recipients and first-generation students has declined, reflecting national trends and highlighting the need for targeted support to maintain access for low- and middle-income students.

- **Section 3: Student affordability** — PASSHE universities are Pennsylvania’s most affordable public four-year option. Increases in state funding in recent years have improved Pennsylvania’s ranking from 48th to 40th in higher education support and helped PASSHE keep in-state tuition rates frozen since 2018. However, with nearly 70% of students receiving financial aid, low- and middle-income families still face financial challenges. Although PASSHE prioritizes aid for low-income students, reliance on student loans is a concern, with median federal loan debt exceeding the national average. Continued state investment is crucial for maintaining affordability.
- **Section 4: Student progression and completion** — PASSHE universities are committed to student success and closing achievement gaps. Retention rates for first-year students reached 77.8% in 2023, aligned with national averages for public master’s degree-granting institutions. Four-year graduation rates increased to 43%, though gaps remain for underrepresented minority and Pell-eligible students. By prioritizing affordability and equity, using data-driven interventions, and introducing workforce-aligned certificates and non-degree credentials, PASSHE is enhancing student success and contributing to Pennsylvania’s economic growth.
- **Section 5: University financial efficiency and sustainability** — PASSHE universities are working to stabilize finances and align costs with revenues. The Educational and General Budget (E&G) budget is funded by student tuition and fees (51%), state appropriations (35%), and other sources. Key expenses include pension and healthcare. Other expenses include funding life cycle and stewardship needs. Increased state funding in this area could significantly benefit the overall quality and functionality of PASSHE universities. Despite these challenges, sustainability efforts have led to lower expenditures per full-time equivalent student compared to the national average for most universities.

The data in this report highlights PASSHE's significant impact on Pennsylvania's economy through workforce development and alumni success. With nearly 90% of their students coming from the state and as major employers and centers of innovation, PASSHE universities are the top choice for in-state enrollment and play a key role in addressing workforce needs.

**KEY POINT:** The future of Pennsylvania’s workforce holds great promise, especially when students from low- and middle-income families are empowered with a comprehensive education and essential job skills. PASSHE universities are key to this success! By investing in these state-owned institutions, Pennsylvania can ensure affordability, value, and a thriving workforce. Strong state investment can unlock potential and deliver the commonwealth a prosperous future.

For PASSHE’s accountability dashboard in its entirety, please visit [passhe.edu/system-data/index.html](https://passhe.edu/system-data/index.html).

## Summary of Appropriations Request

### Educational & General Appropriation Request

During fiscal year (FY) 2024-25, Pennsylvania's State System of Higher Education received an historic \$620.8 million in state appropriations. During the last ten years, the commonwealth's budget has provided the System with a combined increase in appropriations of \$208.0 million (50 percent 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 2025-26 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 costs, and achieves several goals aligned with the Board of Governors sustainability objectives and student affordability. An appropriation request of \$661.1 million, which represents an increase of \$40.3 million, or 6.5% if fully funded, will be used to continue to minimize the net price for Pennsylvania students and augment ongoing efforts to address access and affordability.

This request was built upon the commonwealth's commitment to its state-owned universities, addressing real affordability constraints experienced by Pennsylvania's low- and middle-income students. As such, this request was developed based upon a budget that was created using the following assumptions.

- 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 remain unchanged. Rates for FY 2025-26 will not be addressed by the Board of Governors until later in 2025.
- Cost increases associated with new collective agreements, employee healthcare and pension obligations required to continue operations into the ensuing years.
- Continued university efforts to address the structural gap between revenues and expenses through strategic changes to their business models for long-term financial sustainability.

The requested appropriation of \$661.1 million, combined with other projected changes in the System's revenue and anticipated mandatory expenditures, results in an E&G budget of \$1.8 billion. Notwithstanding the aggregate effect of creating a balanced budget, State System universities will continue to face significant challenges from the economic environment, and demographic changes will impact enrollment, and consequently, revenue. To counter these headwinds while trying to maintain student affordability, the Board has approved six years of tuition freezes and the universities continue to examine expenditure reductions, as well as revenue opportunities. State investment is critical for the System to be able to maintain affordability while providing high-quality education to our students.

Finally, one-time funds have been instrumental in supporting our universities. Recently, one-time funding was received in two phases, \$65 million was received in fiscal year 2022-23 to defease certain bonds at Pennsylvania Western University. In fiscal year 2023-24, another \$85 million was received to defease certain bonds at Commonwealth and Indiana Universities and repay other loans and obligations at Cheyney and Indiana universities. These payments were instrumental in helping support the financial sustainability of each of these universities.

## Governor's FY 2025-26 Appropriations Recommendation

The State System of Higher Education requested a general appropriation increase of 6.5 percent (\$40.3 million) to \$661.1 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.

For fiscal year 2025-26, the Governor has proposed that the State System receive the level of state appropriation requested (\$661.1 million). This investment will continue to help drive the transformational change currently underway at the State System and will help the System meet the workforce needs of the commonwealth and provide social mobility for its residents.

# SECTION 1:

## Contributions to the state



**State System universities are large employers, benefiting the economies of local counties and the commonwealth.**

**FIGURE 1: Labor Force Data by County: County Employment**



PASSHE contributes significantly to the commonwealth in terms of:

- Overall economic impact (including jobs created and maintained).
- Workforce development.
- Graduate earnings and return on investment.

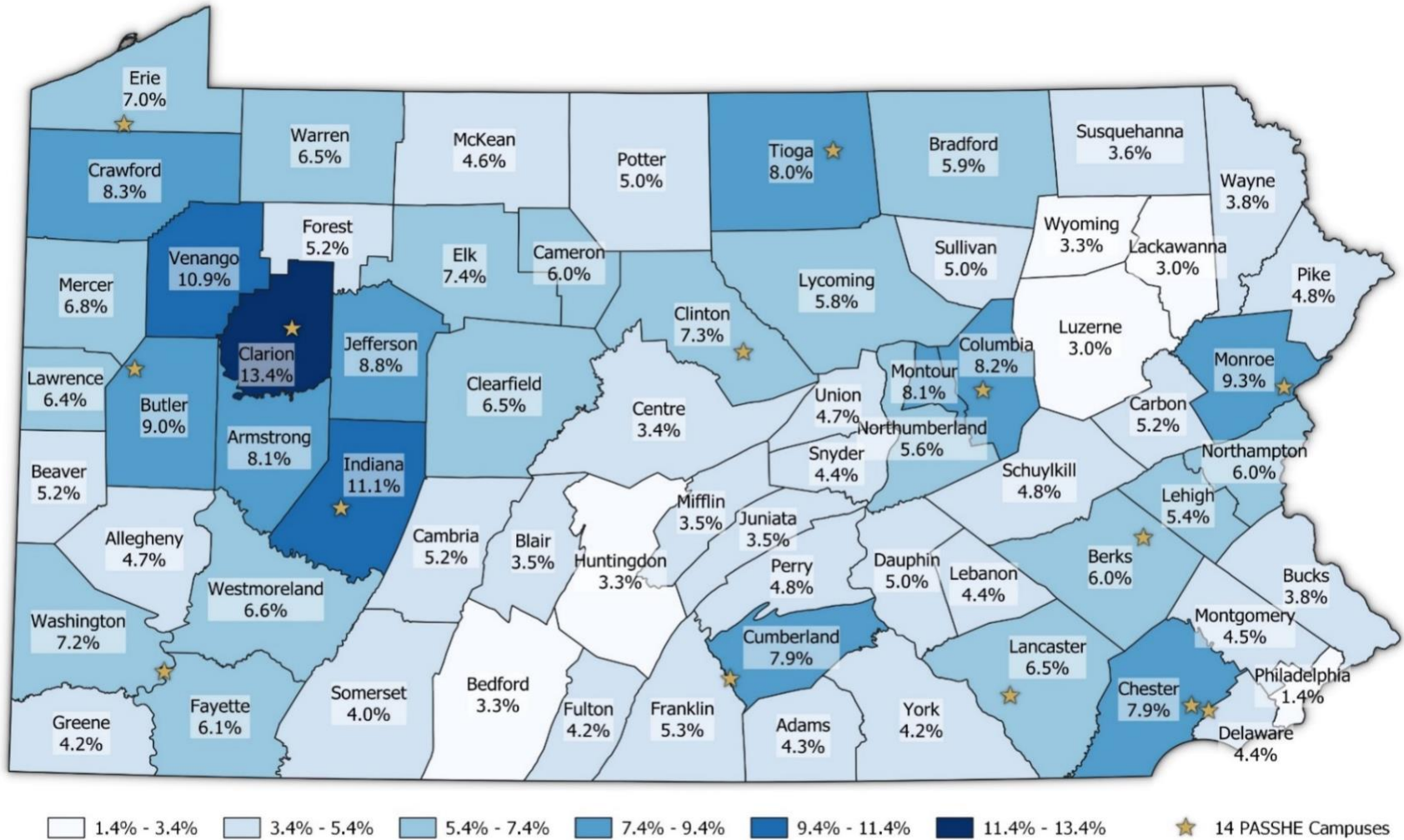
**Economic impact**

In 2021, a Baker Tilly US, LLP study determined that PASSHE contributed \$4 billion to Pennsylvania’s economy, yielding an \$8.30 return for every public dollar invested, and, in addition to its own 10,000 employees, supported about 62,000 additional jobs. That’s a tremendous return on investment. PASSHE is one of the largest employers in the state, and most of its ten universities are located in rural communities and small towns, serving as vital employers in many counties (Figure 1).

This benefit goes beyond the high-quality, high-value education the universities provide to students, most of whom remain in Pennsylvania after graduation, providing the lifeblood of the state’s economy.

Nearly 90% of PASSHE students are from Pennsylvania, and over 650,000 alumni live in the state's 67 counties.

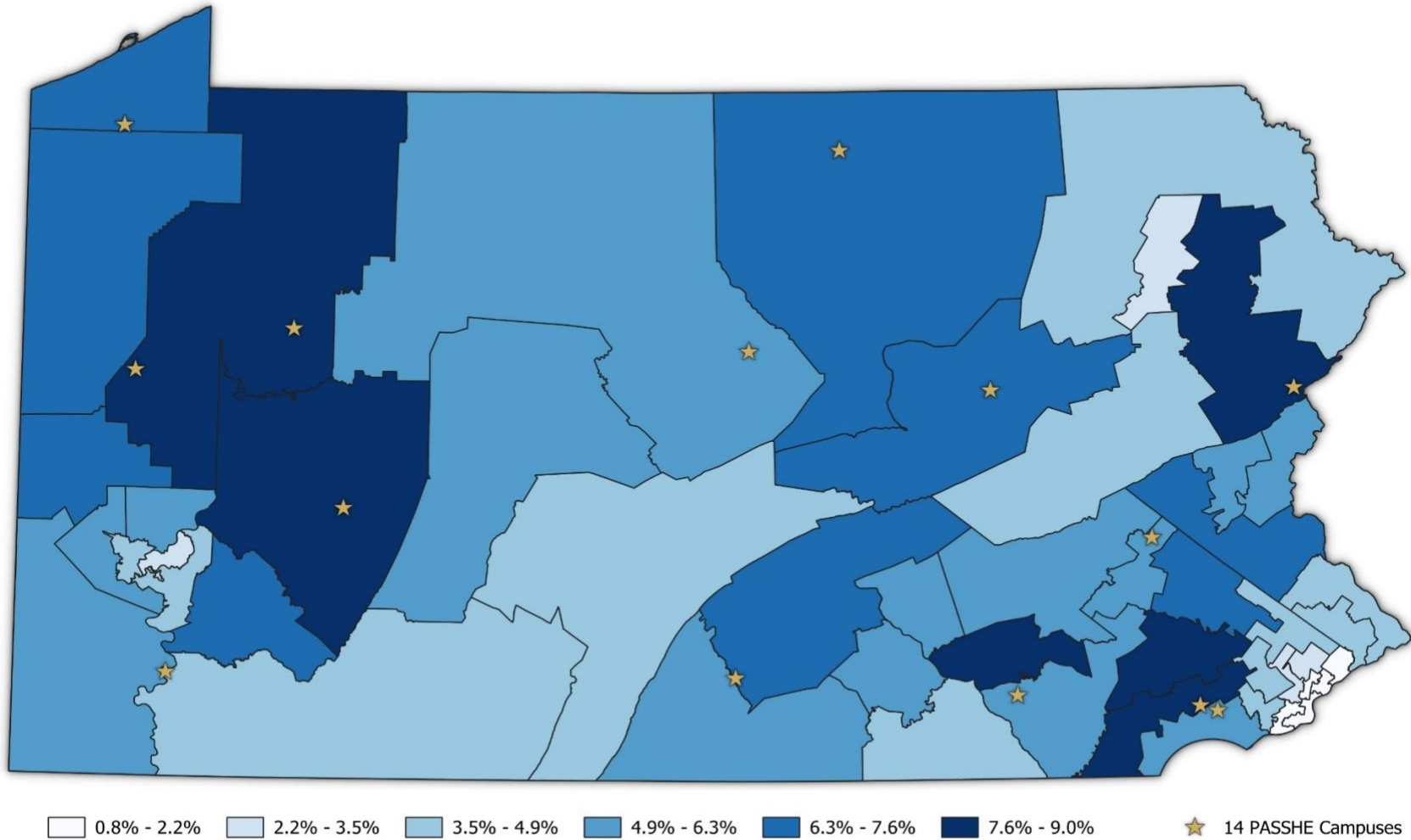
FIGURE 2: PASSHE Alumni by County, as Percentage of Total County Population, Fall 2024



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

**PASSHE students and alumni comprise as much as 9.5% of the population of several Senate districts.**

**FIGURE 3: PASSHE Alumni by PA Senate District, as Percentage of Total District Population, Fall 2024**

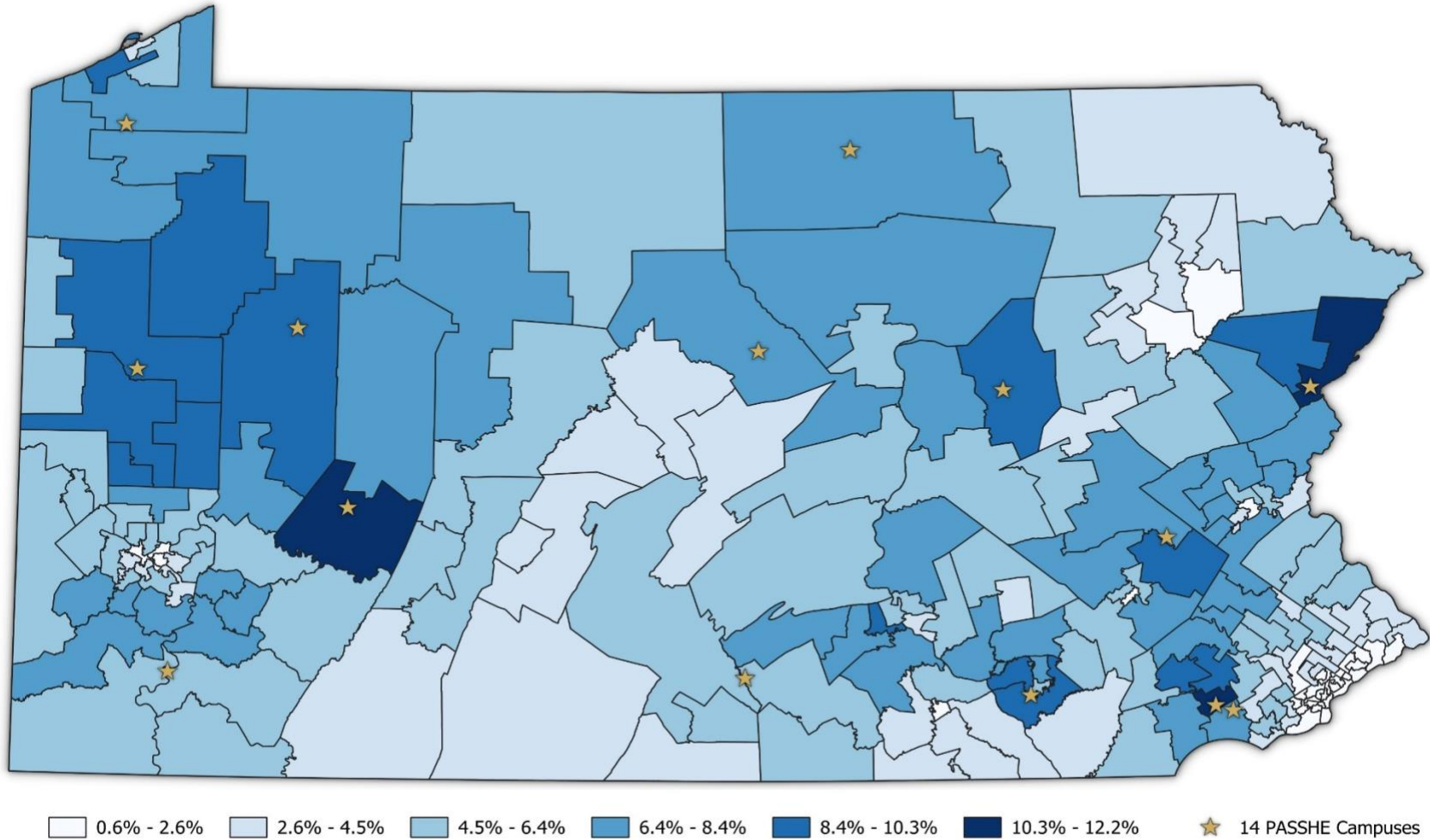


Source: PASSHE Student Data Warehouse; U.S. Census Bureau



**PASSHE students and alumni comprise as much as 12% of the population of several House districts.**

**FIGURE 4: PASSHE Alumni by PA House District, as Percentage of Total District Population, Fall 2024**



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



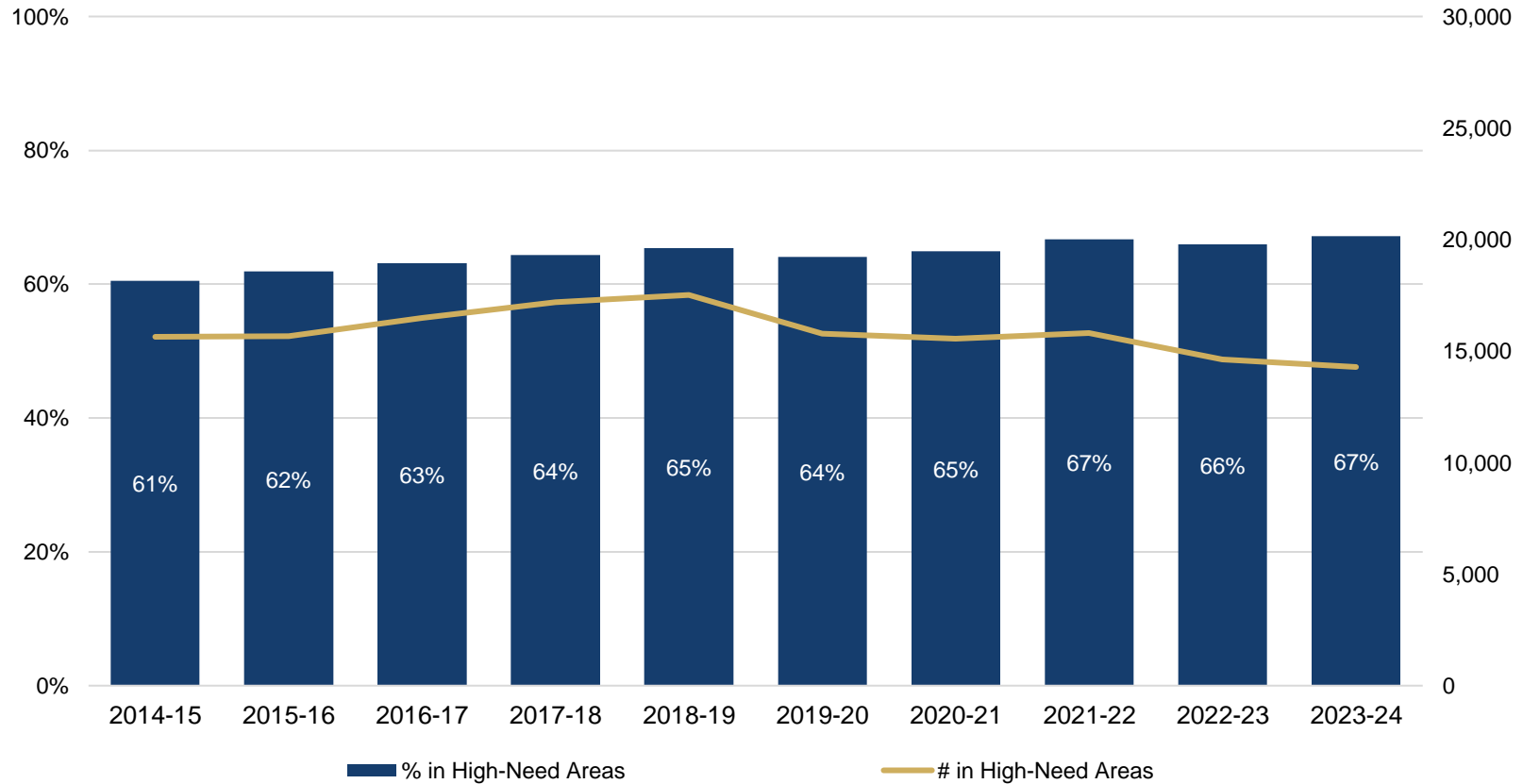
## Workforce development and social mobility

In 2024, Pennsylvania's State System universities collectively provided an extensive array of academic offerings, with 538 undergraduate and 253 graduate programs offered in 241 major academic areas. In addition, certificate programs are offered in 231 areas. Credit-bearing certificate programs are defined as programs lasting less than two years and culminating in a university-awarded credential. A noteworthy aspect is that many students pursuing degrees also acquire certificates. Moreover, the universities offer over 30 industry-recognized credentials, predominantly short-course in nature, that teach participants specialized, career-aligned skills. Notable examples include Minimum Industry Safety Training (MIST), Police Academy, Fish and Boat Academy, First Aid/CPR/AED programs, and Grow with Google certificates. The development of these programs involves a collaborative effort between the universities and regional employers, utilizing data on workforce demand to ensure program relevance and responsiveness to emerging needs.

Over the past decade, State System universities have strengthened their commitment to fulfilling the state's workforce development needs by concentrating their efforts on the economy's high-growth sectors of Science, Technology, Engineering and Math (STEM), business, education, health, and social service. These fields constitute the primary areas of study for State System university students, representing approximately 67% of graduates—or two out of every three—who completed a degree or certificate in the 2023-24 academic year. Despite an overall decline in total enrollments by as much as 23% since 2015, **Figure 5** illustrates a commendable increase in the number of credentials conferred in these key fields by State System universities.

*Two-thirds of PASSHE graduates earn degrees in areas with in-demand jobs, which is critical in providing the workforce employers need.*

**FIGURE 5: Annual Completions in High-Need Areas**

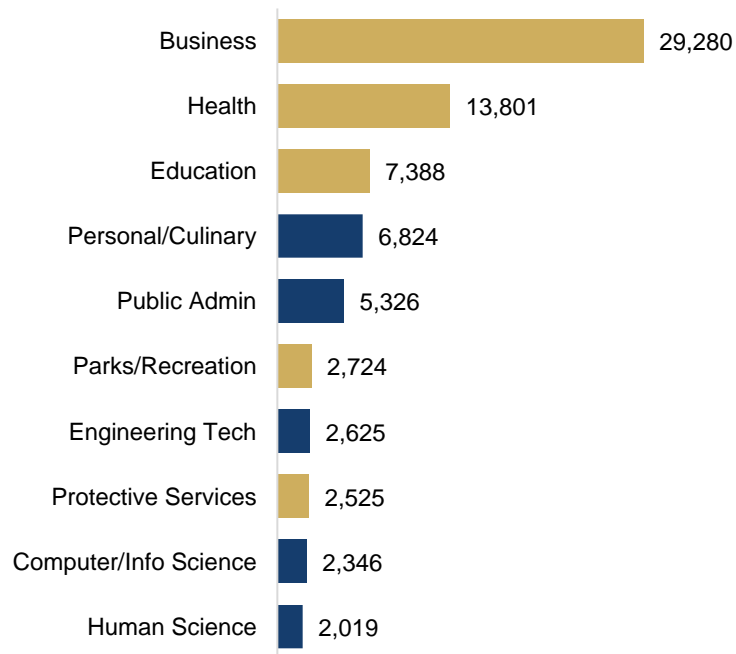


Source: State System Student Data Warehouse, Annual Degrees/Certificates Conferred

Notes: High-need areas include Business, Computer Science, Education, Engineering, Health, Social Service, and STEM

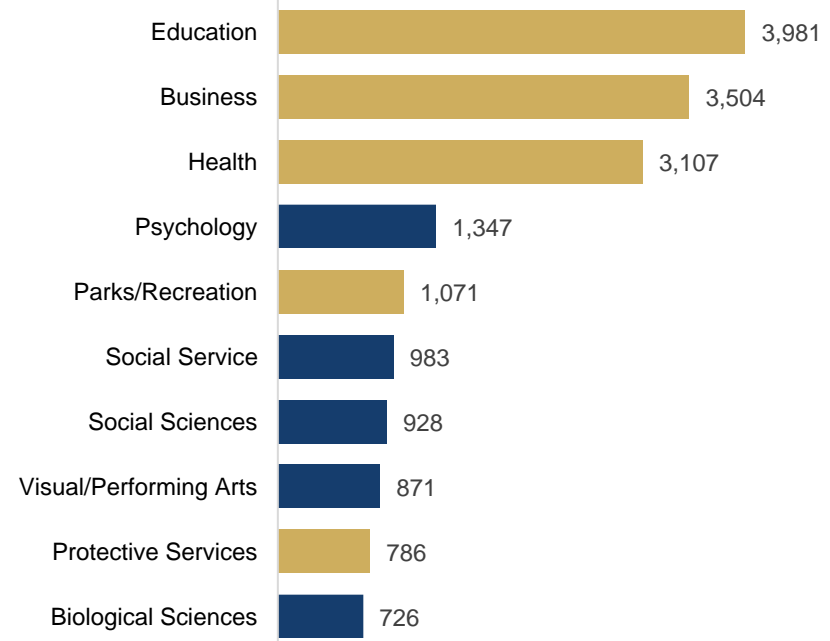
## PASSHE students earn degrees and certificates that align with in-demand jobs.

FIGURE 6: Workforce Demand by Academic Program



Source: State System analysis of PA Dept. of Labor and Industry's Long-Term Occupational Employment Projections (Academic Master Planning Tool). Data range is 2020 through 2030.

FIGURE 7: Top Programs of Study for PASSHE Degree/Certificate Recipients, 2023-24



Source: State System Student Data Warehouse, Annual Awards Conferred  
Note: Secondary Education counts are also included in their field of study (BSED in Business is counted in both Education and Business).

The close alignment between university programs and workforce need is illustrated 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 State System universities.

The alignment between PASSHE's academic programs and workforce demand shows both strengths and opportunities for growth. Programs such as Education, Business, and Health demonstrate strong alignment, with these fields appearing as both top workforce demands and leading areas of degree completions among PASSHE graduates. However, there are gaps in other high-demand areas where workforce needs outpace the number of graduates. This suggests opportunities for PASSHE to expand or enhance program offerings in these areas, such as nursing and other health care professions, to better meet the needs of Pennsylvania's labor market, ensuring graduates are well-prepared for in-demand careers while supporting the state's economic growth.

## ***By aligning education with workforce needs, PASSHE graduates receive tremendous value and life-changing opportunities in Pennsylvania.***

Ten years after graduating, bachelor's degree recipients have average annual earnings of \$62,000, while students graduating in STEM earn somewhat more than those graduating in other fields. **Figure 8** underscores that a positive return on investment in education at State System universities is accessible across all fields of study. This financial outlook solidifies the value proposition for students, regardless of their chosen academic program.

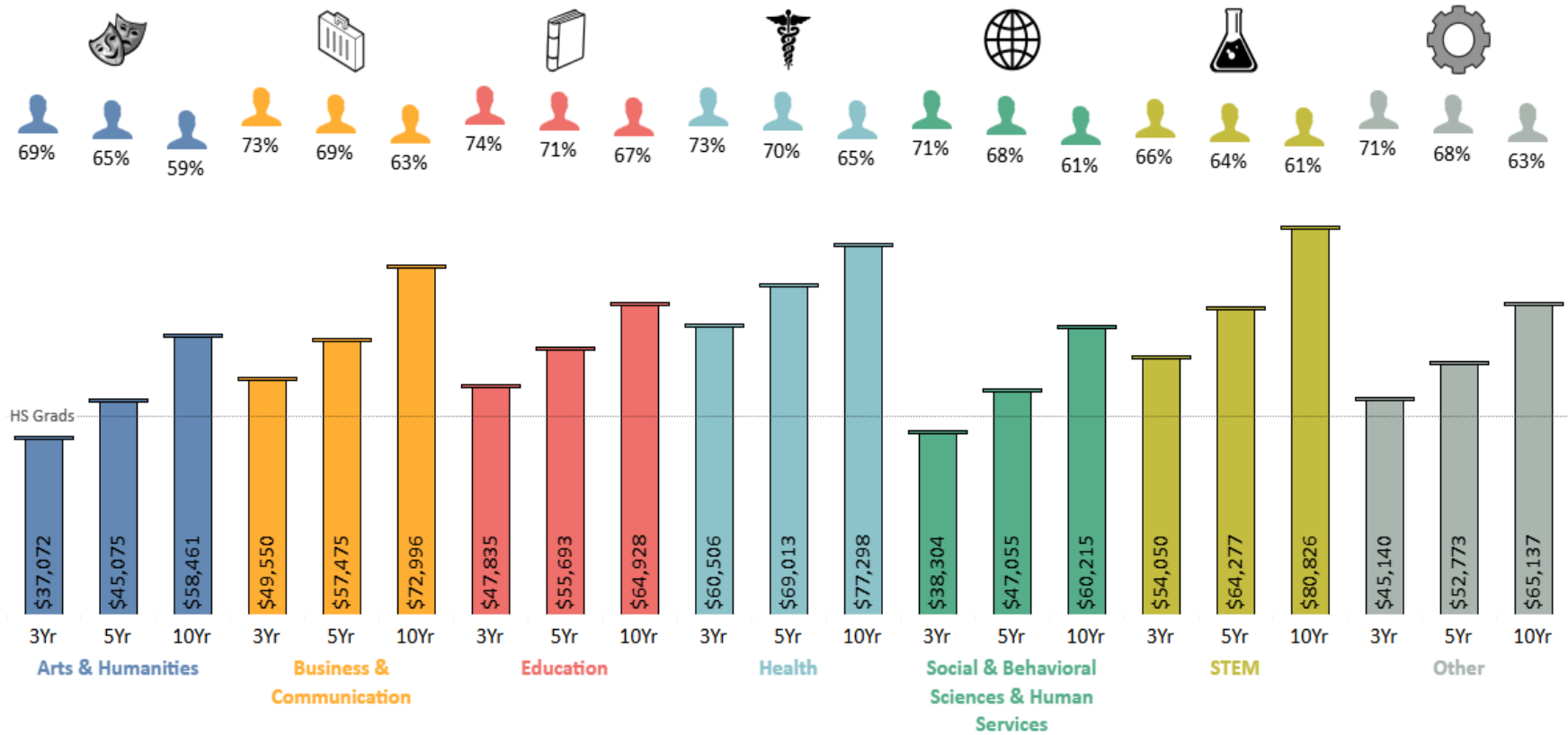
State System universities play a pivotal role in Pennsylvania's workforce development, with a substantial 62% of all graduates living and working in the commonwealth 10 years after completing their education. This percentage is even higher for graduates who initially enrolled as low-income (Pell-eligible) and in-state students, as well as those who transitioned from Pennsylvania community colleges to a State System university.

State System universities are also powerful drivers of economic mobility. Ten 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 State 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.



**PASSHE graduates work in the commonwealth, earn wages higher than those without a college degree or certificate, and contribute to their local and state economies.**

**FIGURE 8: Employment Outcomes for PASSHE Bachelor’s Degree Earners Working in Pennsylvania**



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

Full Dashboard available at <https://www.passhe.edu/system-data/index.html>

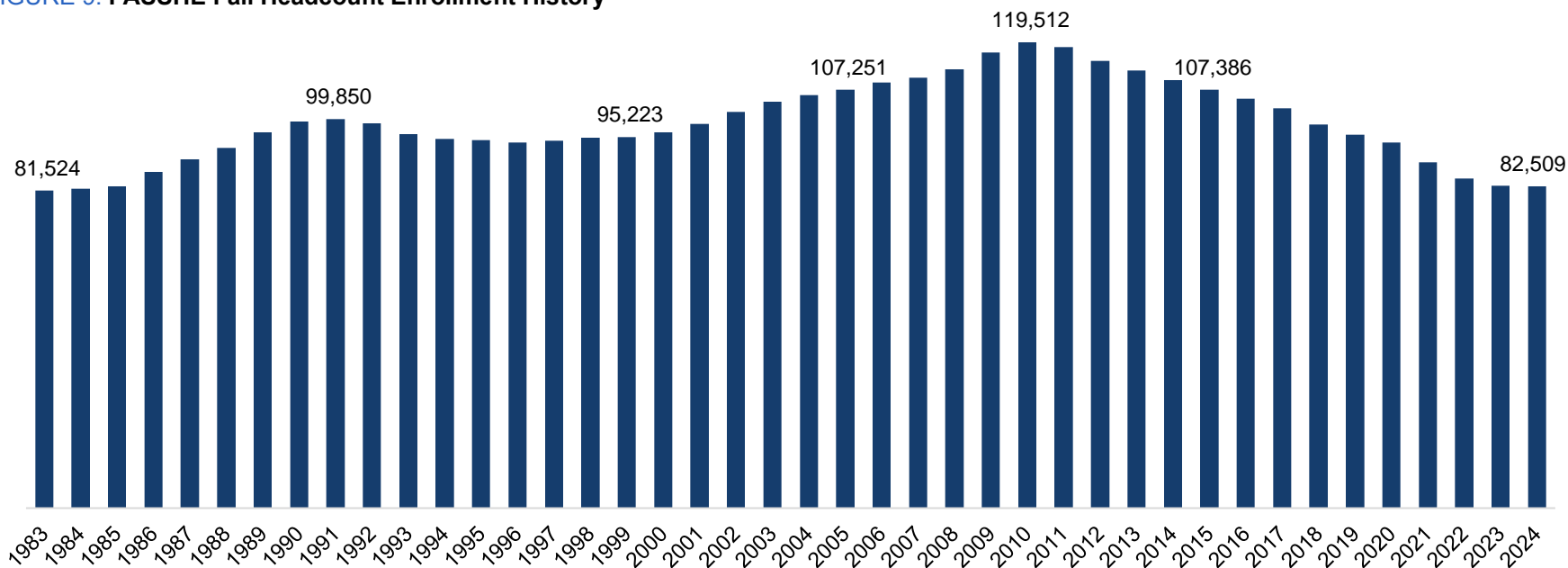
Note: Percentages reflect percent employed in Pennsylvania

## SECTION 2:

# Student access and enrollment

*The number of traditional college-going students is declining, and fewer are pursuing higher education, affecting college enrollment and completions.*

FIGURE 9: PASSHE Fall Headcount Enrollment History

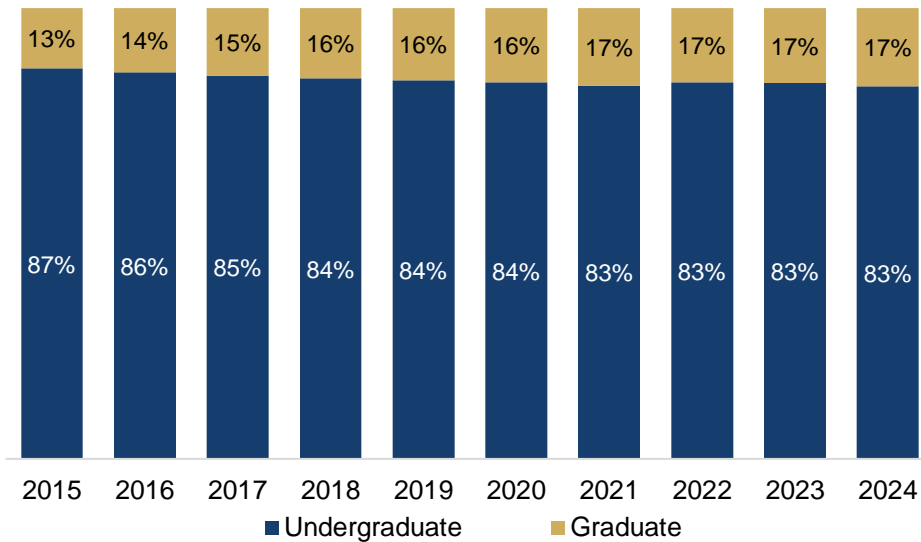


After experiencing more than a decade of growth, student enrollments across PASSHE have declined by 31% since Fall 2010, as depicted in **Figure 9**.

The enrollment trends at PASSHE universities illustrate the significant influence of generational demographics, particularly the surge driven by the children of the Baby Boom generation entering higher education. This demographic wave, known as the "Baby Boom echo," includes individuals born between the late 1970s and early 2000s, primarily the offspring of Baby Boomers (born 1946–1964). Often categorized as early Millennials and older Gen Z, this generation spurred steady enrollment growth through the 1980s and 1990s, culminating in a peak of 119,512 students in 2010. The sheer size of the Baby Boom generation having children created a second population surge, but as the Baby Boom echo aged out of traditional college-going years, enrollments began to decline. This decline, combined with lower birth rates in subsequent generations, has contributed to the "enrollment cliff" with which many institutions, including PASSHE, are now grappling. This demographic shift poses challenges for long-term planning and underscores the importance of developing strategies to attract and retain new student populations amid a shrinking pool of high school graduates, combined with a decreased college-going rate. Enrollment has also been affected by a decrease in the percentage of high school graduates who choose to enroll in a two- or four-year postsecondary institution. The college-going rate changed from 70% in 2009 to 59% in 2023.

*The proportion of PASSHE university undergraduate and graduate enrollment has remained stable.*

**FIGURE 10: Fall Headcount Enrollment**



Source: State System Student Data Warehouse, Fall Census  
 Note: Enrollment includes Clock Hour students for Indiana.

**FIGURE 11: Highlights of Select Categories as Percentage of Total Fall Headcount Enrollment**

	Fall 2022	Fall 2023	Fall 2024
Underrepresented Minority	19.8%	20.1%	20.1%
Adult Learners (UG)	8.9%	8.0%	7.8%
Out-of-State	12.1%	12.0%	11.7%
Full-Time	78.6%	80.0%	79.8%
Certificate Enrollment (primary major only)	1.0%	0.9%	1.2%
Online Courses Offered (UG & GR)	15.0%	15.5%	n/a
Pell Recipient (UG)	31.6%	33.2%	n/a
First Generation (UG)	31.1%	30.0%	n/a

### Characteristics of Enrolled Students

Since 2015-16, the proportion of undergraduate and graduate enrollment has remained stable as overall enrollment has declined (**Figure 10**). Nearly 90% of enrolled students are Pennsylvania residents.

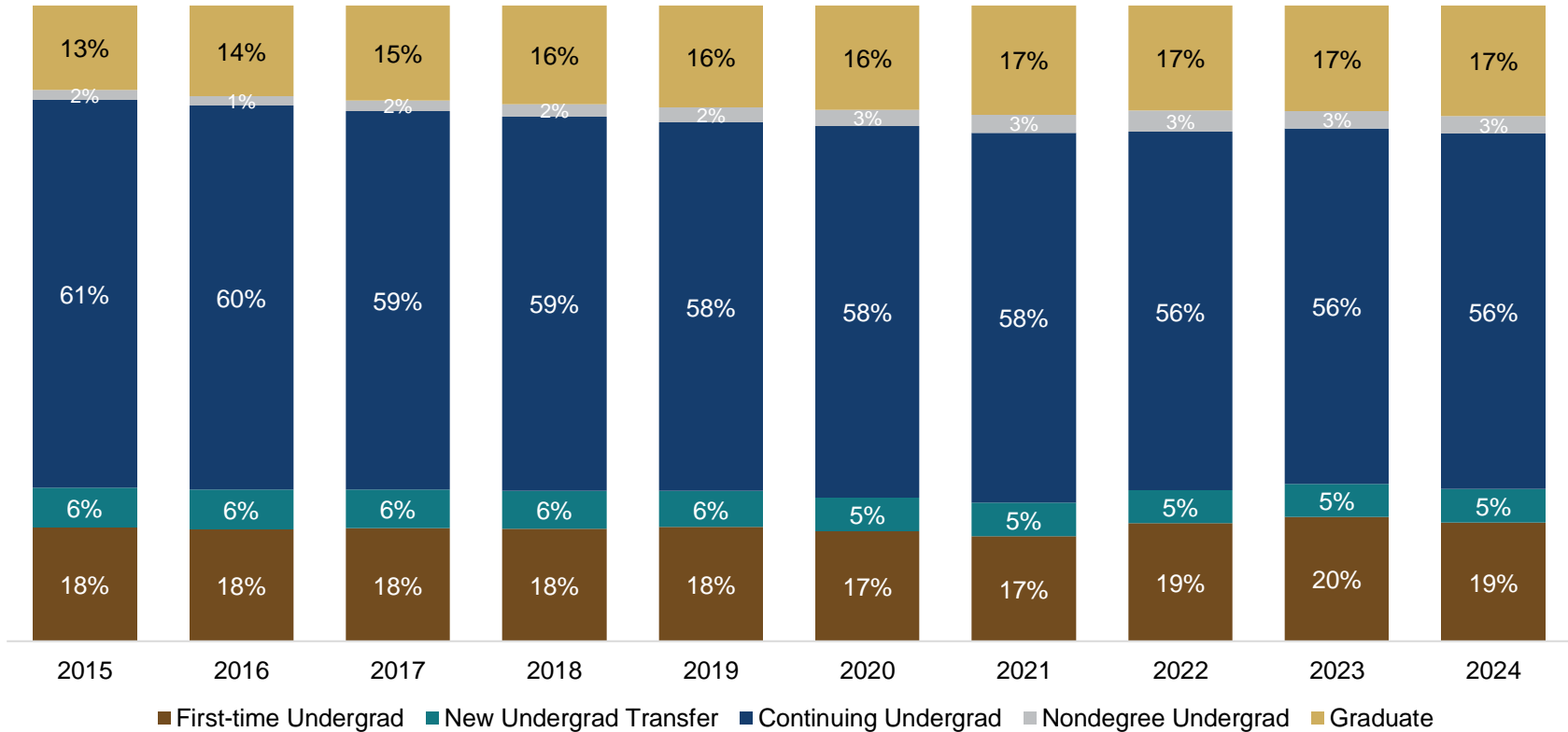
The decline in Pell grant recipients aligns with national trends for National 4-year Public Master's comparator group, where 36% of undergraduate students received Pell grants in 2022-23, down from 39% in 2015-16. Despite this overall decline, the System experienced a slight increase in Pell recipients in Fall 2023 (**Figure 11**).

Similarly, the percentage of first-generation college students has decreased, which may reflect generational shifts. As more parents achieve higher education, they pass that legacy on to their children.



**Strong enrollment of new graduate students and transfer students is a positive sign for PASSHE's resiliency.**

**FIGURE 12: Fall Enrollment by Student Type**

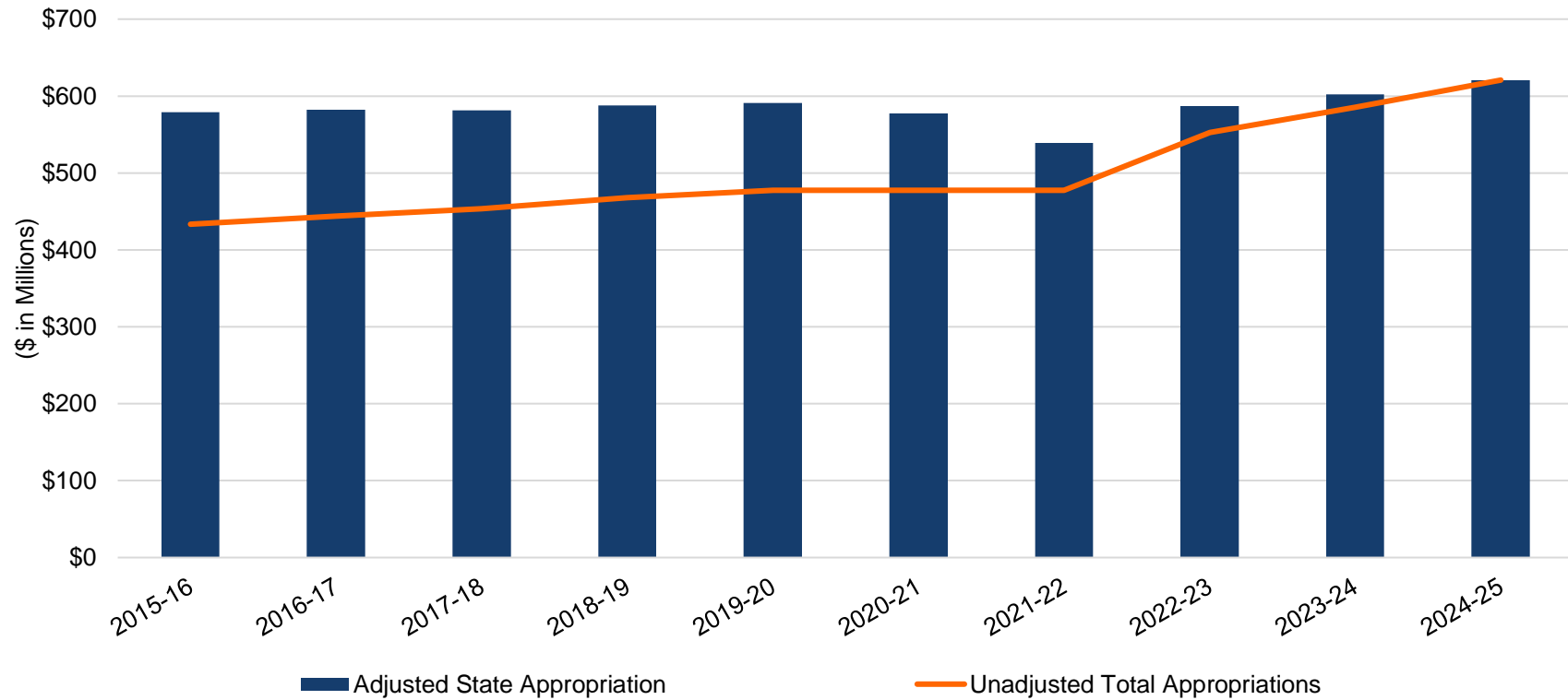


Source: State System Student Data Warehouse, Fall Census  
 Note: Totals may not add to 100% due to rounding.

The number and percentage of new First-time in College (FTIC) undergraduate (UG) students slightly declined in Fall 2024, following an increase in 2023, with this group now representing 19% of total enrollment. While this still reflects a stabilization compared to earlier years, it highlights the ongoing challenges of sustaining growth in this category. The continued decline in overall enrollment observed through 2024 can still be linked to several enduring factors, including rising education costs, a shrinking pool of high school graduates, and a strong economy that encourages a greater share of individuals to enter the workforce rather than pursue higher education.

**Recent growth in appropriation levels has enabled PASSHE to keep tuition at the same rate since 2018.**

**FIGURE 13: State Appropriations Adjusted for Inflation**



Source: State System Budget Reports

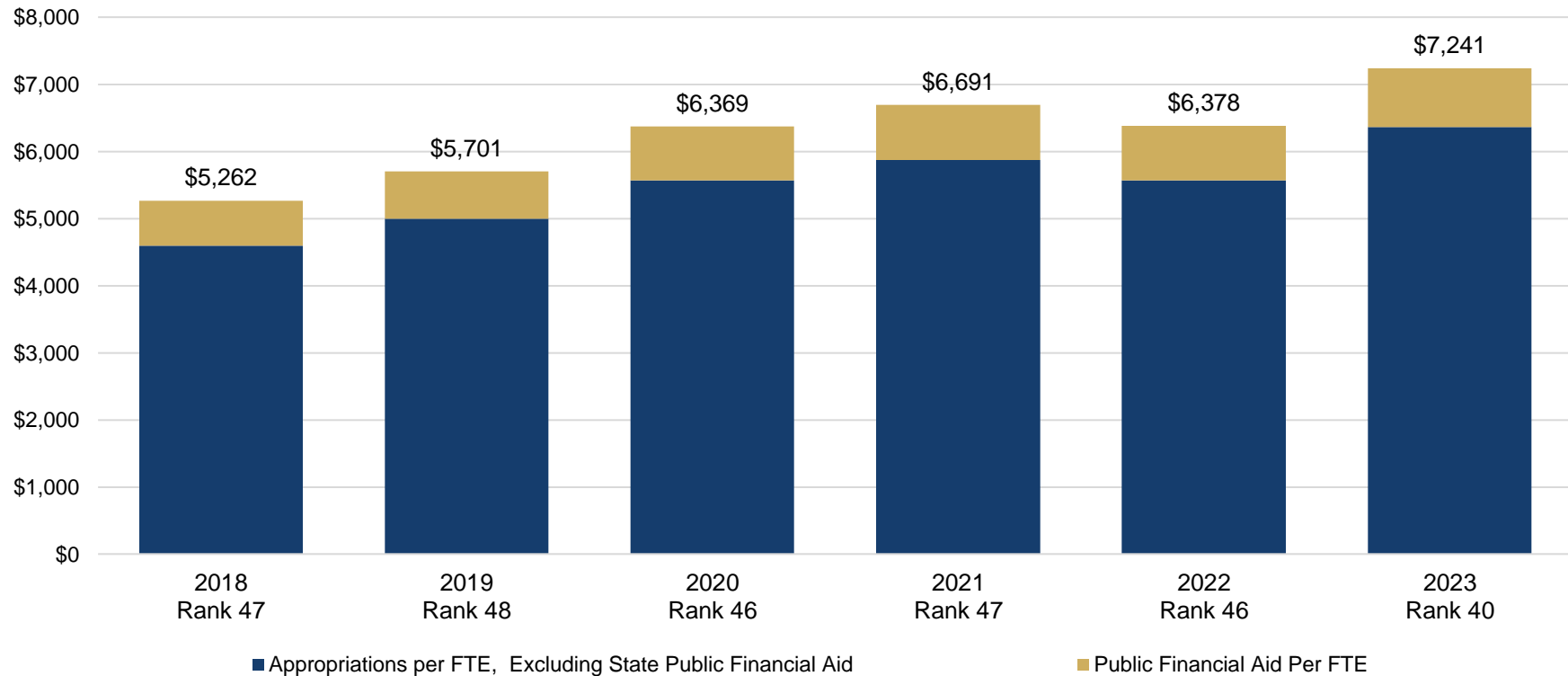
Note: Inflation adjustment based on actual CPI-U data through 2023-24 and 2024-25 projected inflation of 2.8% per Congressional Budget Office.

Excludes the following: CARES Act Title V funds of \$30M in 2019-20; ARPA State Fiscal Recovery Funds (CSFRF) of \$50M in 2021-22 and \$125M in 2022-23; Facility Transition funds of \$62.5M in 2022-23 and \$85M in 2023-24.

**The rising price of education** at PASSHE universities is directly related to the level of state funding, which has increased by only \$42 million (7%) from 2015-16 in inflation-adjusted dollars (**Figure 13**). While the state appropriation only covers approximately 35% of the Educational and General (E&G) fund budget, consecutive growth in annual base state appropriation in fiscal years 2022-23, 2023-24, and 2024-25 has been instrumental in PASSHE's measures to address affordability, as demonstrated in freezing tuition since 2018.

## Increased state appropriations have significantly improved Pennsylvania's rank in state funding of 4-year public institutions.

**FIGURE 14: Pennsylvania 4-Year Public Education Appropriations per FTE, with State Public Financial Aid Appropriations per FTE, 2022-2023**



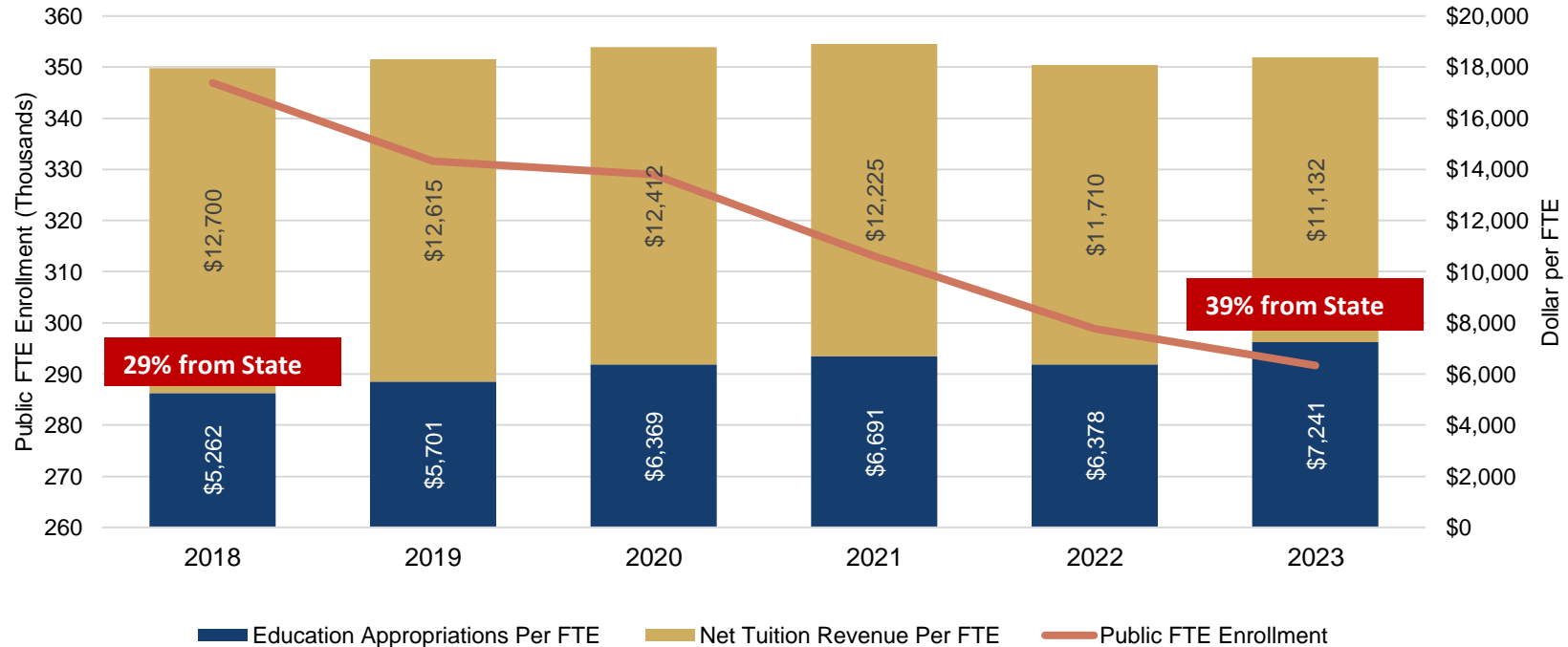
Source: State Higher Education Executive Officers Association / FY2023 State Higher Education Finance Report, 4-year public institutions

At this funding level, Pennsylvania ranks 40<sup>th</sup> of 50 states in terms of public four-year educational appropriation per student full-time equivalent (FTE) (**Figure 13**). For several years, student tuition increased consistently in response to the long-term pattern of state investment, resulting in an increase in the proportionate burden borne by students for the cost of their higher education. For the past six years, PASSHE's Board of Governors has taken the unprecedented action of freezing tuition. The recent growth in state appropriation has been instrumental in these efforts to restore affordability (**Figure 14**).

Pennsylvania's public four-year institutions also rank low in terms of net tuition as a percentage of total education revenue, with an average student contribution of 61%, compared to the national average of 40%, as demonstrated in the FY 2023 State Higher Education Finance (SHEF) Report.

**Increased state investment has reduced the share of higher education costs paid by students at PASSHE institutions from 71% in 2018 to 61% in 2023.**

**FIGURE 15: Public FTE Enrollment and Funding per FTE, Pennsylvania\* FY 2017-18 to 2022-23**



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

Source: State Higher Education Executive Officers Association FY23 State Higher Education Finance Report

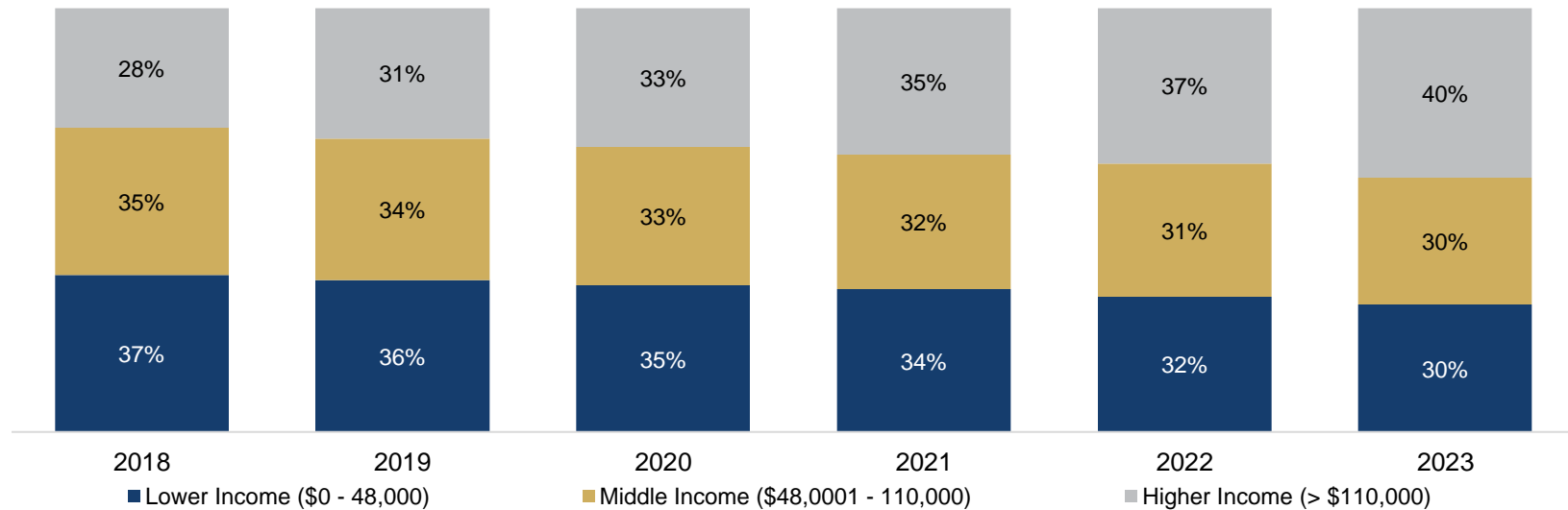
Notes: Data adjusted for inflation using the Higher Education Cost Adjustment (HECA). Full-time equivalent (FTE) enrollment equates student credit hours to full-time, academic year students, but excludes medical students. Educational appropriations are a measure of state and local support available for 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.

These trends also hold when looking at all students enrolled in two-year and four-year public institutions in Pennsylvania. The proportion of the burden students bear for the cost of their higher education was 61% in 2023, compared to 71% in 2018.



**Since 2018, enrollment patterns have been uneven across family income levels, increasing 16% for students of families with income greater than \$110,000 and decreasing 32% for students of families with income less than \$110,000.**

**FIGURE 16: Percentage of Fall In-state Degree/Certificate-seeking Undergraduate Student Headcount Enrollment by Family Income Level**



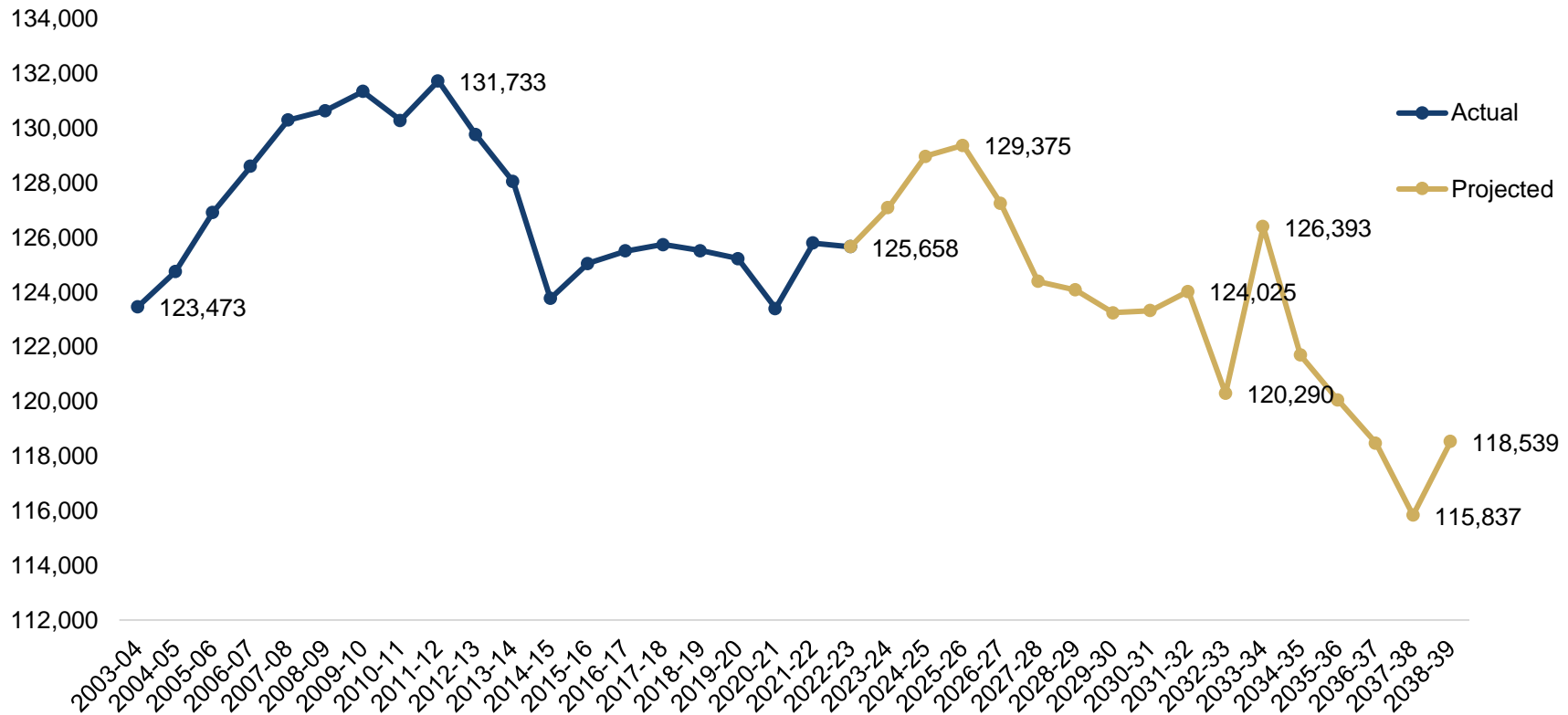
Source: State System Student Data Warehouse, Fall Census Enrollment, Reconciled Student Financial Aid, ISIR

While the State System has made progress closing enrollment gaps defined by race/ethnicity, **Figure 16** shows the gap between lower- and higher-income students is growing. Since 2018, the distribution of students across family income levels has shifted. The proportion of students from higher-income households (over \$110,000) increased by 12 percentage points, while the share of students from middle-income households decreased by 5 percentage points, and those from lower-income households decreased by 7 percentage points. Fewer low- and middle-income students pursuing secondary education opportunities could result in a disrupted talent pipeline and workforce shortages.

National data from the Pell Institute highlights significant disparities in college-going rates among high school graduates based on family income quartiles. For students in the lowest income quartile, the college-going rate dropped from 65% in 2018 to 56% in 2022 (most recent available data). In contrast, the highest income quartile saw rates of 84% in 2018 and 85% in 2022. From 2018 to 2022, the percentage change in college-going rates was as follows: +1.4% for the fourth (highest) income quartile, -3.6% for the second quartile, -2.3% for the third quartile, and a striking -13.2% for the first (lowest) income quartile.

**University enrollment has been negatively impacted by declines in Pennsylvania high school graduates, which is projected to drop even lower over the next 15 years.**

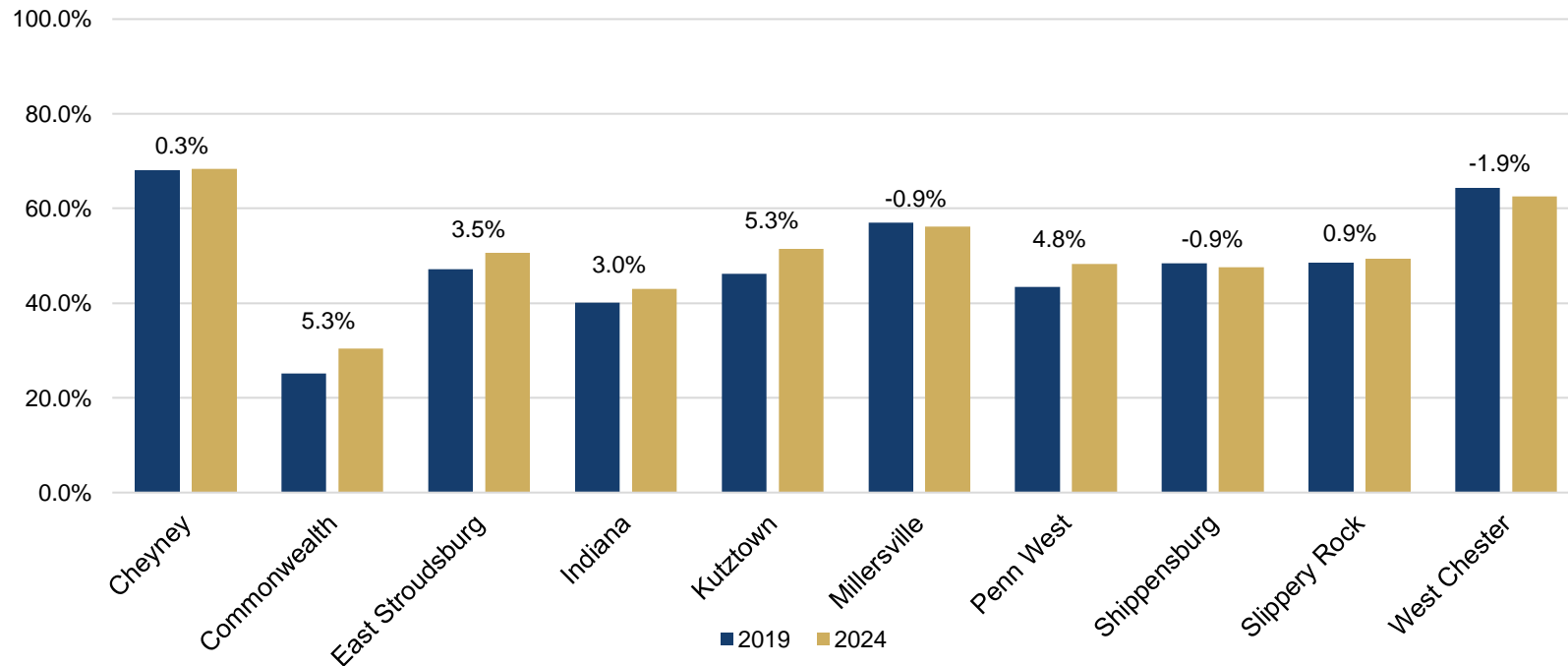
**FIGURE 17: Pennsylvania Public High School Graduates (Actual and Projected)**



Declining enrollments can also be attributed, in part, to demographic shifts. Following modest growth from 2020 to 2026, the anticipated trajectory for high school graduates in Pennsylvania suggests a substantial decline of up to 8% by 2039 (refer to **Figure 17**). **Figure 19** underscores an even more pronounced downturn—ranging between -20% and -29%—specifically in the Southwest, Northwest, and Northcentral regions. These demographic trends are poised to exert additional downward pressure on the enrollment of "traditional" students, referring to those who directly enter university after high school. These students currently make up over 90% of all undergraduates at System universities, leading to potential enrollment challenges due to prevailing demographic trends. An additional noteworthy point regarding the trend is the fluctuation in the projected number of high school graduates for 2032-33 and 2033-34. During the pandemic, some families chose to delay their children's start in kindergarten by a year, directly impacting high school graduation projections for those years. It is also important to note the projected increase in high school graduates for 2038-39, which corresponds to the temporary rise in the birth rate in 2020-21. The most recent actual data is from 2022-23.

## Most universities' enrollments are becoming more geographically concentrated within their local regions.

**FIGURE 18: Percent of Fall First-time in College (FTIC) Cohort from Top 5 Feeder Counties**

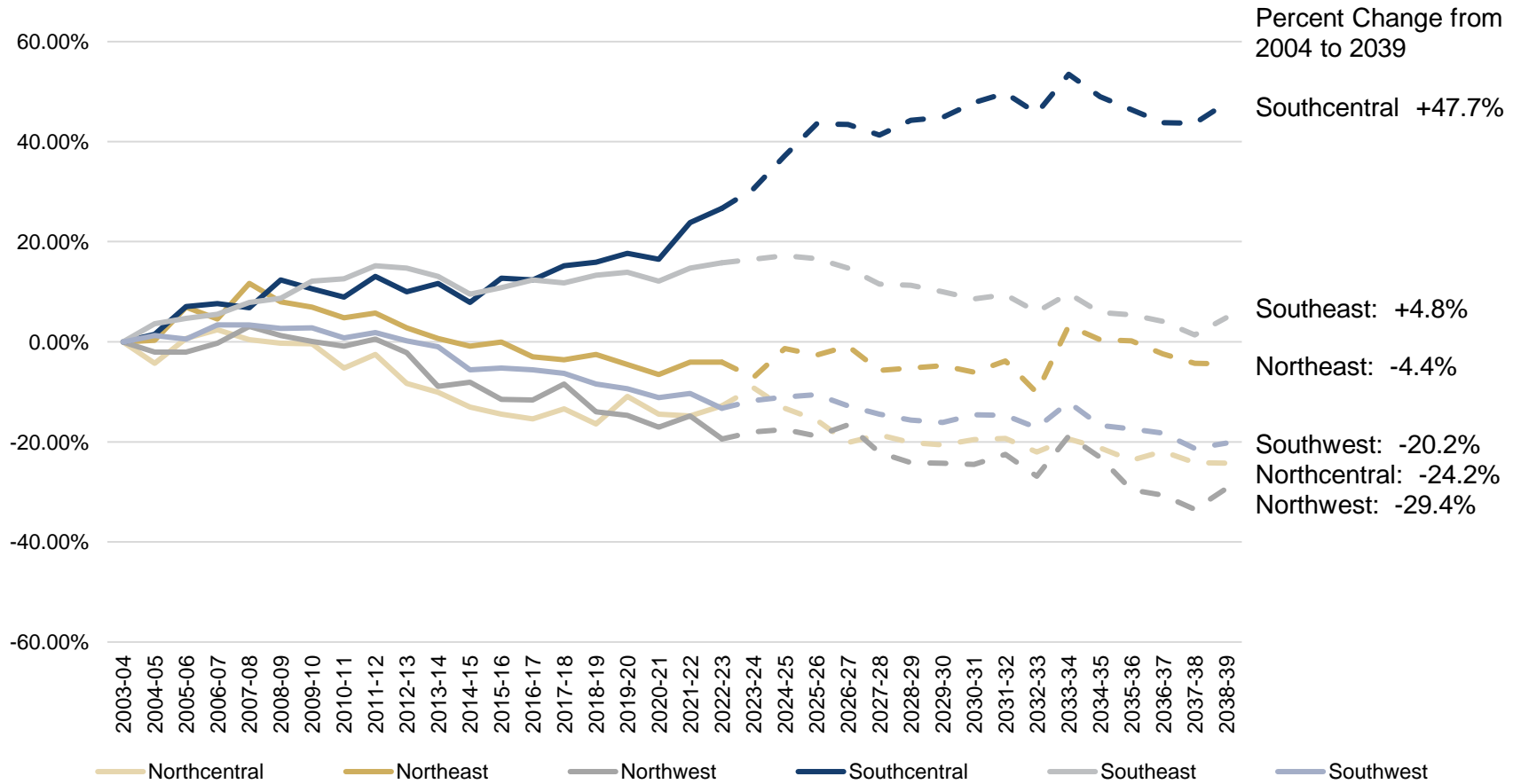


Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2022." Pennsylvania Department of Education Public High School Graduates 2003-2023. Pennsylvania Department of Education Public High School Enrollment 2003-2024. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2020. Updated by the Office of Advanced Data Analytics August 19, 2024.

**While the high school graduate population is declining, the proportion of high school graduates coming from universities' top five feeder counties continues to increase.** Figure 18 demonstrates universities' growing reliance on enrollments from surrounding counties. Although overall enrollment has declined, a higher proportion of the total enrollments are from the top five feeder counties. On average, universities enroll 3% of all high school graduates from these counties. This 3% yield makes up 50% of the new First-time in College (FTIC) cohort. As Figure 19 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 (such as West Chester on the eastern side of the state) and a negative impact for universities pulling from counties with decreased high school graduates (such as PennWest on the western side of the state).

## Rural and western universities are most impacted by declines in high school graduates from their top feeder counties.

**FIGURE 19: Annual Percent Change in Pennsylvania Public High School Graduates (Historic and Projected) in University's Top 5 Feeder Counties by PA Region**



Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2022." Pennsylvania Department of Education Public High School Graduates 2003-2023. Pennsylvania Department of Education Public High School Enrollment 2003-2024. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2020. Updated by the Office of Advanced Data Analytics August 19, 2024.



***PASSHE is addressing enrollment challenges by diversifying educational offerings, expanding opportunities for non-degree and graduate students, and enhancing recruitment efforts to meet Pennsylvania's evolving workforce needs.***

**Responding to access and enrollment challenges**

To continue their vital contribution to Pennsylvania's workforce development needs, PASSHE universities are:

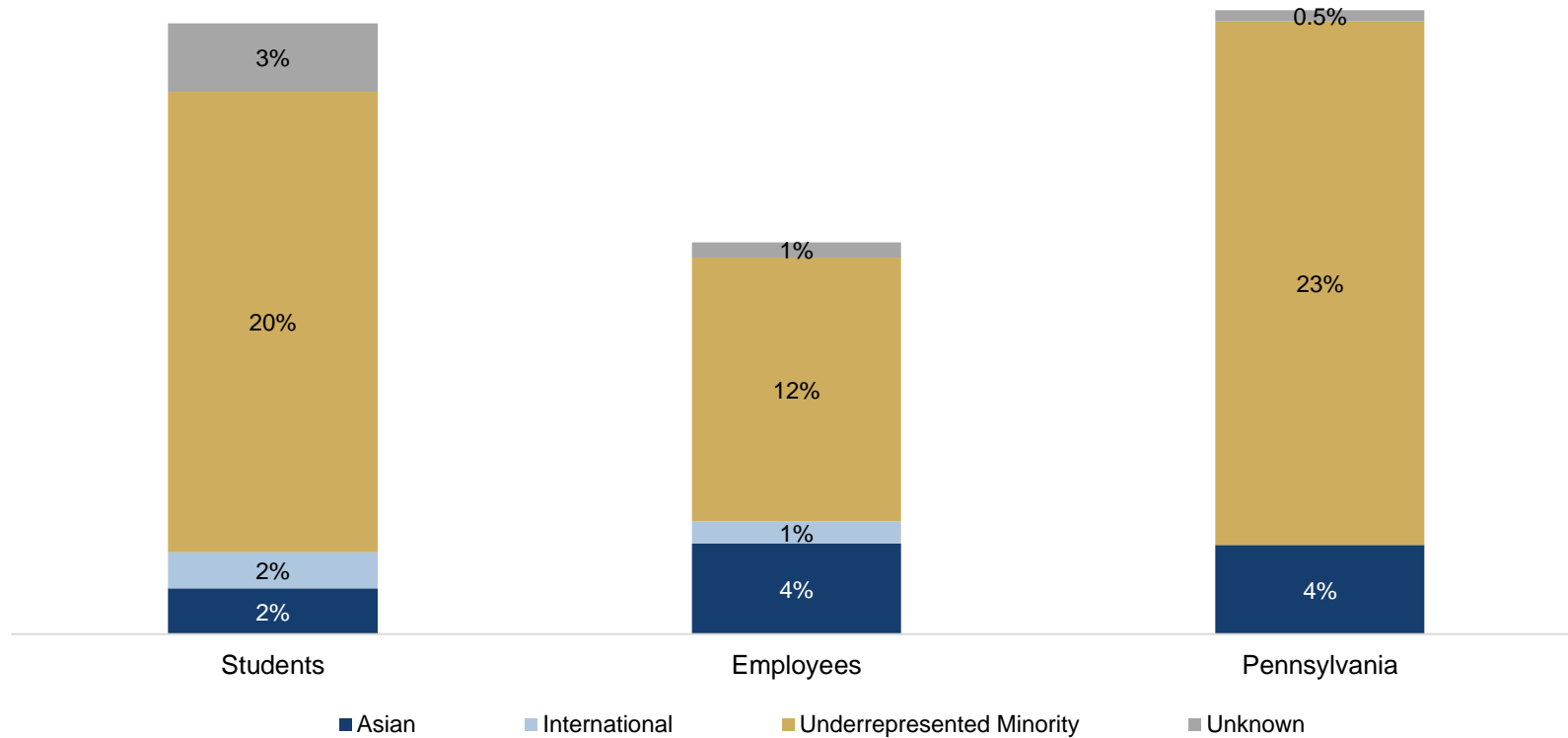
- Shifting the balance slightly more towards graduate students than undergraduate students. (The economy of 2030 requires 15% more master's degrees and 8% more bachelor's degrees.)
- Growing the proportion of adult students, especially after 2026, when the high school leaving population is projected to commence a prolonged period of contraction.
- Enrolling and graduating proportionately more community college transfer, adult, and underrepresented minority students—student groups where there will continue to be growth opportunities, especially among those who are “college ready” but currently not college bound.
- Enrolling students who are seeking to re-skill and upskill with non-degree credentials.

Taking advantage of these enrollment opportunities requires PASSHE 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.

The enrollment gap between URM students at PASSHE universities and within Pennsylvania continues to widen. In Fall 2023, URM students made up 20% of the student body, compared with 23% in the general population and 12% in State System employees (**Figure 20**). Tracking demographic projections produced by the Western Interstate Commission for Higher Education, it is estimated that between the classes of 2023 and 2041, the share of non-white public high school graduates will increase from 34% to 47%.

**Student diversity at PASSHE universities is representative of Pennsylvania's population and has increased proportionally over time.**

**FIGURE 20: PASSHE and Pennsylvania Minority Population as Percent of Total**



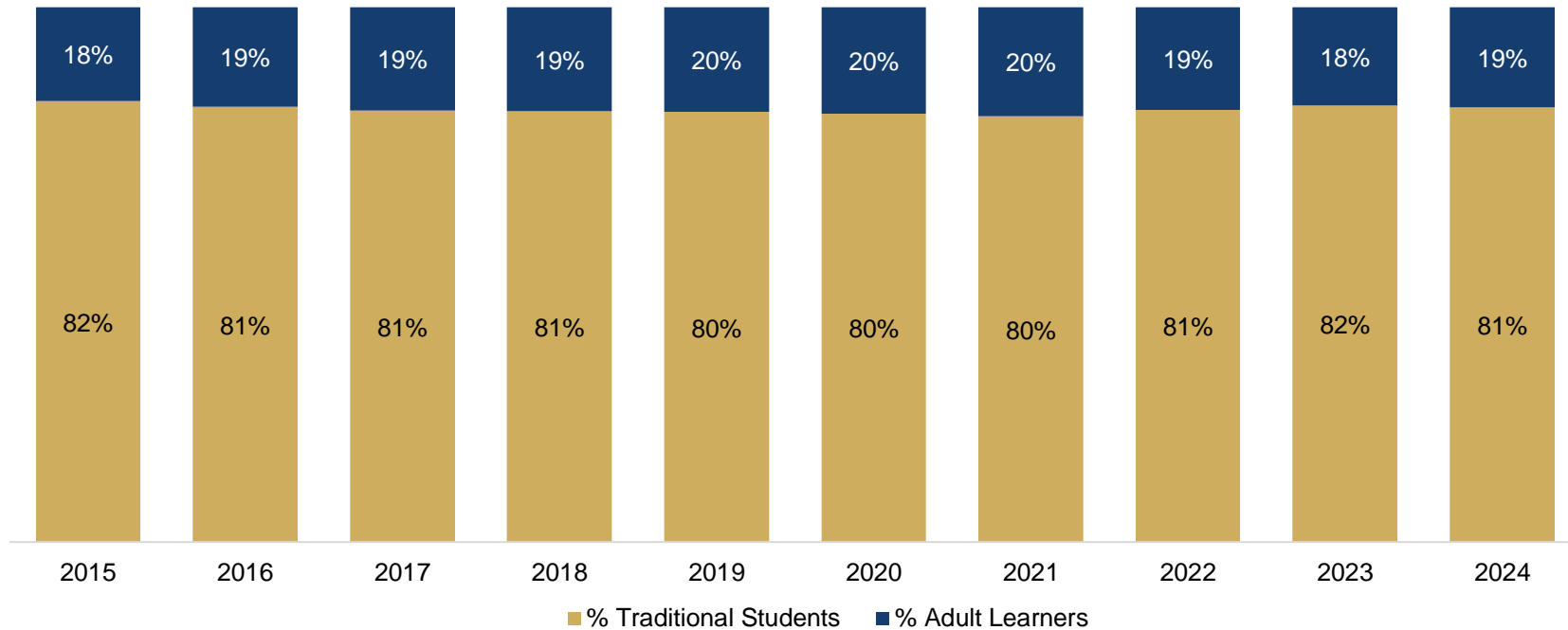
Source: State System Student Data Warehouse, Employee data as submitted to the Integrated Postsecondary Education Data System (IPEDS), ACS 1 year estimates, Fall 2023

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.

**The URM population** as a percent of total PASSHE enrollment has remained constant despite enrollment declines.

## Adult learners continue to comprise nearly 20% of enrollment.

FIGURE 21: Fall Enrollment of Adult Learners and Traditional Students

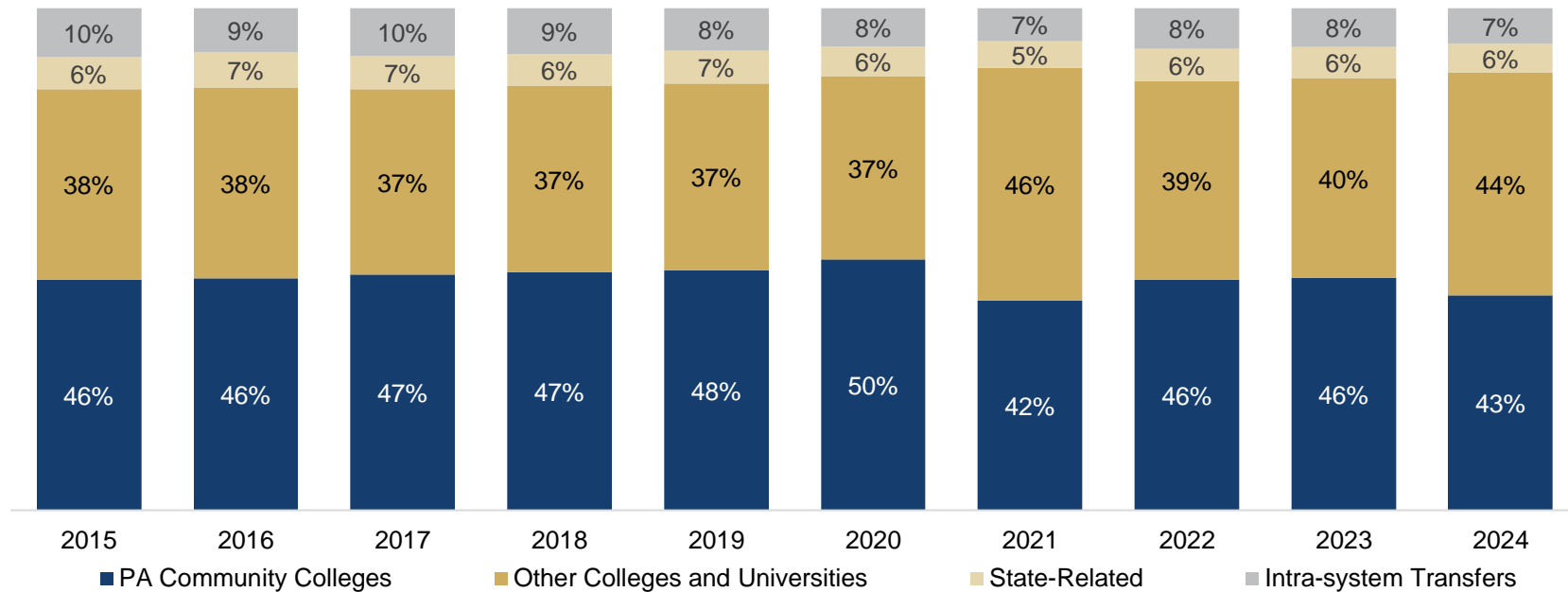


Source: State System Student Data Warehouse  
 Note: Students with unknown age are omitted

**Adult learners** (defined as students over the age of 24) represent almost one-fifth of PASSHE universities' student enrollment. This has remained steady for nearly a decade (**Figure 21**). Fall adult learner enrollments continue to remain high within PASSHE. This is better than the national 4-year public landscape, where adult enrollments have declined by 5 percentage points over the same period, with National 4-year Public Master's comparator group declining by 3 percentage points. The State System anticipates continued growth in the number of adult learners, driven by programmatic shifts designed to address adult re-skilling and upskilling needs.

## *New transfer enrollment increased, reflecting the System's affordability, value and improved transfer policies.*

FIGURE 22: Fall Transfer Enrollment in PASSHE Universities, by University Sector



Source: State System Student Data Warehouse, Fall Census

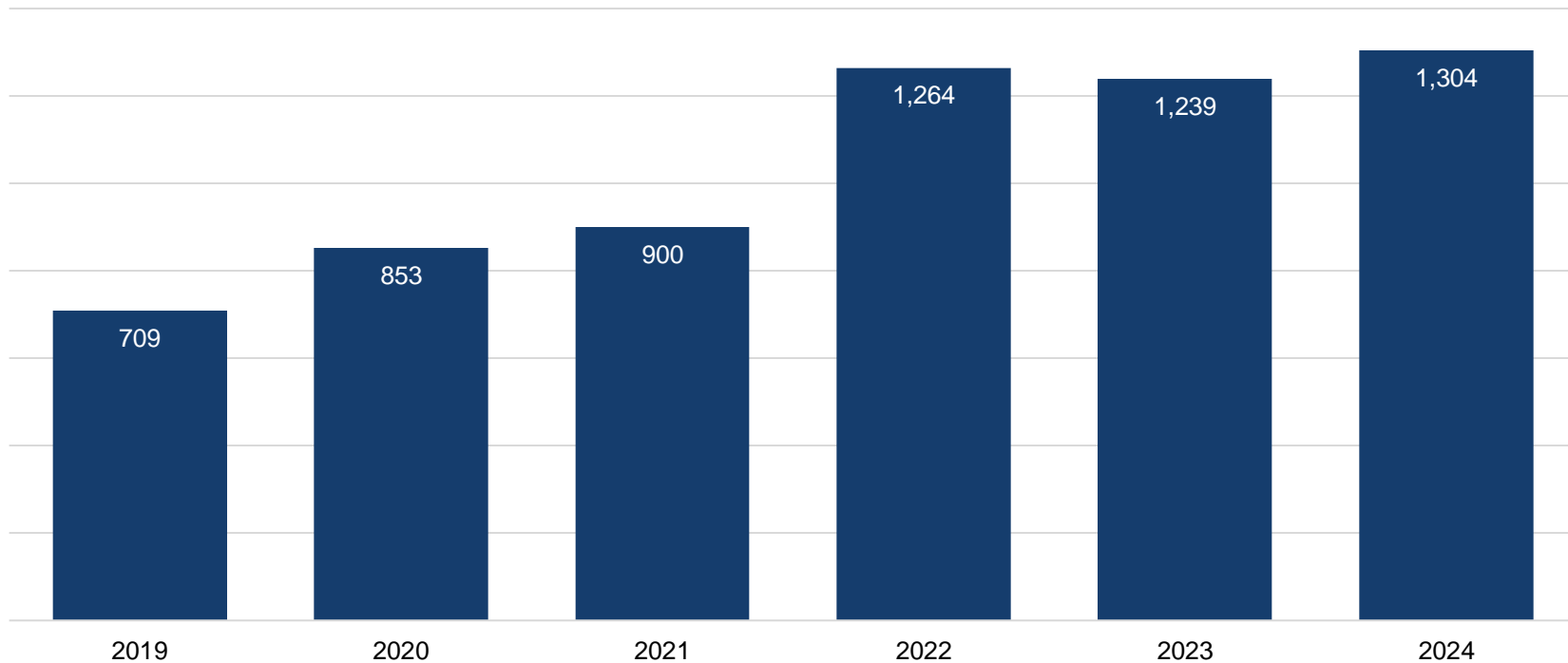
PASSHE universities are committed to increasing transfer enrollments, recognizing the critical role this pathway plays in providing affordable and accessible higher education opportunities. Transfers are particularly important in leveraging the lower tuition structure of community colleges to create cost-effective routes into and through higher education. Additionally, transfer pathways contribute to fostering a diverse and academically strong student body, as transfer students often achieve graduation rates comparable to or higher than native freshmen.

Transfer enrollments, specifically from Pennsylvania community colleges, have declined by 26% in the last five years, mirroring the significant drop in community college enrollments (**Figure 22**). The past year showed some improvement in overall transfer students, increasing by 2.7% from fall 2023 to fall 2024, though transfer enrollment from Pennsylvania community colleges decreased 5%.



## Dual enrollment of high school students continues to increase, nearly doubling since 2018.

FIGURE 23: Fall Enrollment of High School Dual Enrolled Students

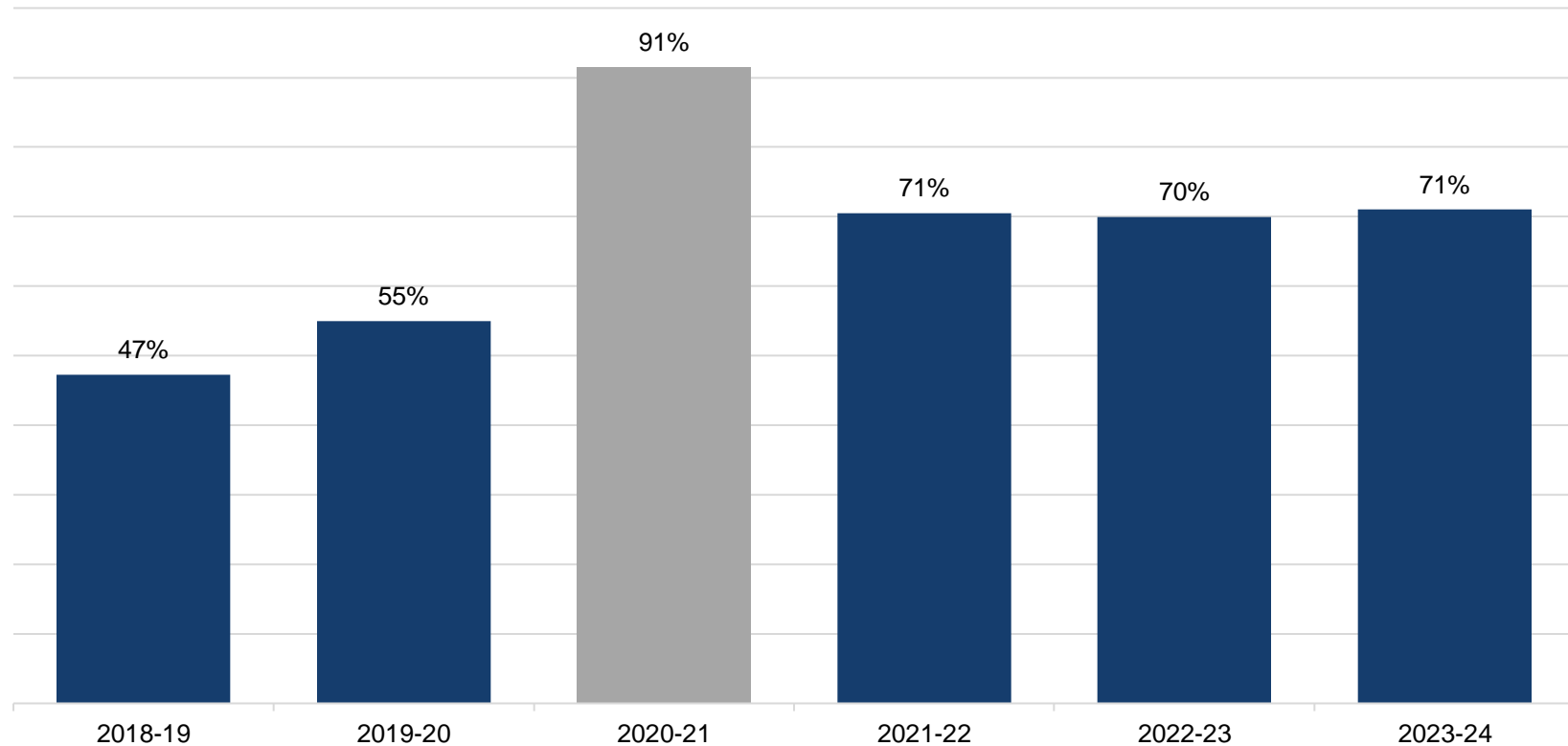


Source: State System Student Data Warehouse, Fall Census

Students who take credit-bearing college courses while still in high school (dual enrolled) 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. Particularly apparent since Fall 2022, while early college high school programs are still relatively small, they are growing and will continue to do so as part of student affordability and student success efforts (**Figure 23**).

## Nearly 70% of students take at least one class online, similar to national trends.

**FIGURE 24: Percentage of Students Enrolled in at Least One Distance Education Course (100% Online) During the Year**



Source: State System Student Data Warehouse, Annual Course Submissions  
 Note: 2020-21 reflects impact of the Pandemic

In 2023-24, 71% of State System students enrolled in at least one online course (**Figure 24**). Although this percentage is below the high of 91% seen during the pandemic year (2020-21), it is still substantially above the pre-pandemic level of 55% (2019-20). Since 2018-19, the percentage of students enrolled in at least one online course has increased at each of the PASSHE universities, leading to a collective 24 percentage point increase (47% to 71%).

# SECTION 3:

## Student affordability

***PASSHE universities are the most affordable public 4-year colleges in Pennsylvania, but they need additional state investment to support affordability, value to students, and the strong workforce employers need.***

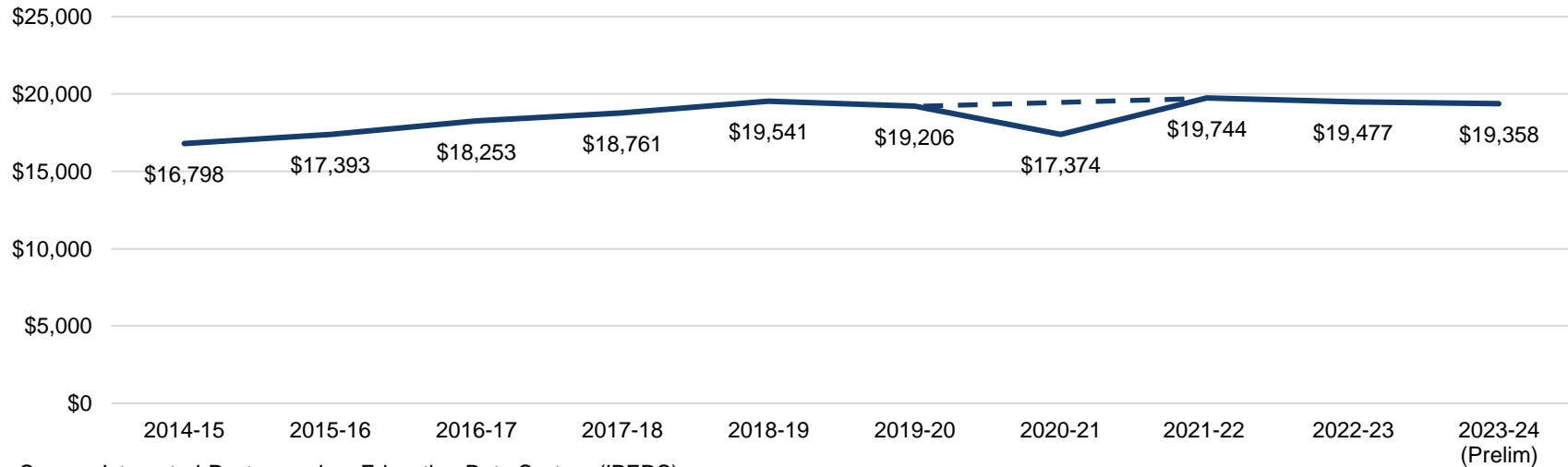
While State System universities remain the most affordable postsecondary option in Pennsylvania, the commonwealth ranks fifth nationally in highest average tuition and fees when compared to public four-year options available to in-state students. Reducing the cost of attending a State System university will help reverse the significant decline in enrollment among low- and middle-income students. These students are essential for the state to meet its workforce development needs and to create opportunities for upward mobility for its citizens.

State System universities use a portfolio approach to enhance student affordability, showcasing progress in key areas. The proactive management of operating costs, as detailed in section 5, presents opportunities to mitigate price increases. When considering revenues from tuition, fees, and state appropriations, the cost of a degree at PASSHE is more economical than other four-year options in Pennsylvania. Ongoing efforts to improve student progress toward degree completion (section 4) and support community college transfers and high school dual enrollment options (section 2) contribute to lower-cost degree pathways. Strategic approaches to setting rates for tuition, fees, housing and food, coupled with initiatives to augment the availability of financial aid for students, as outlined in this section, further contribute to affordability.

An important step taken by the PASSHE Board of Governors involves freezing tuition since 2018—an unprecedented measure aimed at widening the price gap between PASSHE and the next affordable option in the state. This initiative, supported by increased state funding, has improved Pennsylvania's national affordability rankings, elevating the state's position from 48th to 40th. However, neighboring states are actively recruiting Pennsylvania students. For instance, the State University of New York (SUNY) has introduced a tuition-matching program, offering Pennsylvania residents lower tuition and fees to attend SUNY. The ability of State System universities, through administrative means mentioned above, to lower the net price of attendance enough to reverse declining enrollments of low- and middle-income students or position themselves competitively against other out-of-state providers is limited. Addressing this challenge necessitates increased public support, either through annual appropriations directly allocated to State System universities or through grants, scholarships, or other financial awards directly provided to students.

***The price students pay has decreased, but additional state investment is needed to freeze tuition again and further stabilize universities.***

**FIGURE 25: PASSHE's Average Net Price for First-time in College (FTIC), Full-time, In-state Undergraduate Students**



Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Net price decreased in 2022-23 due to one university including institutional aid that was erroneously not reported in past IPEDS survey cycles. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

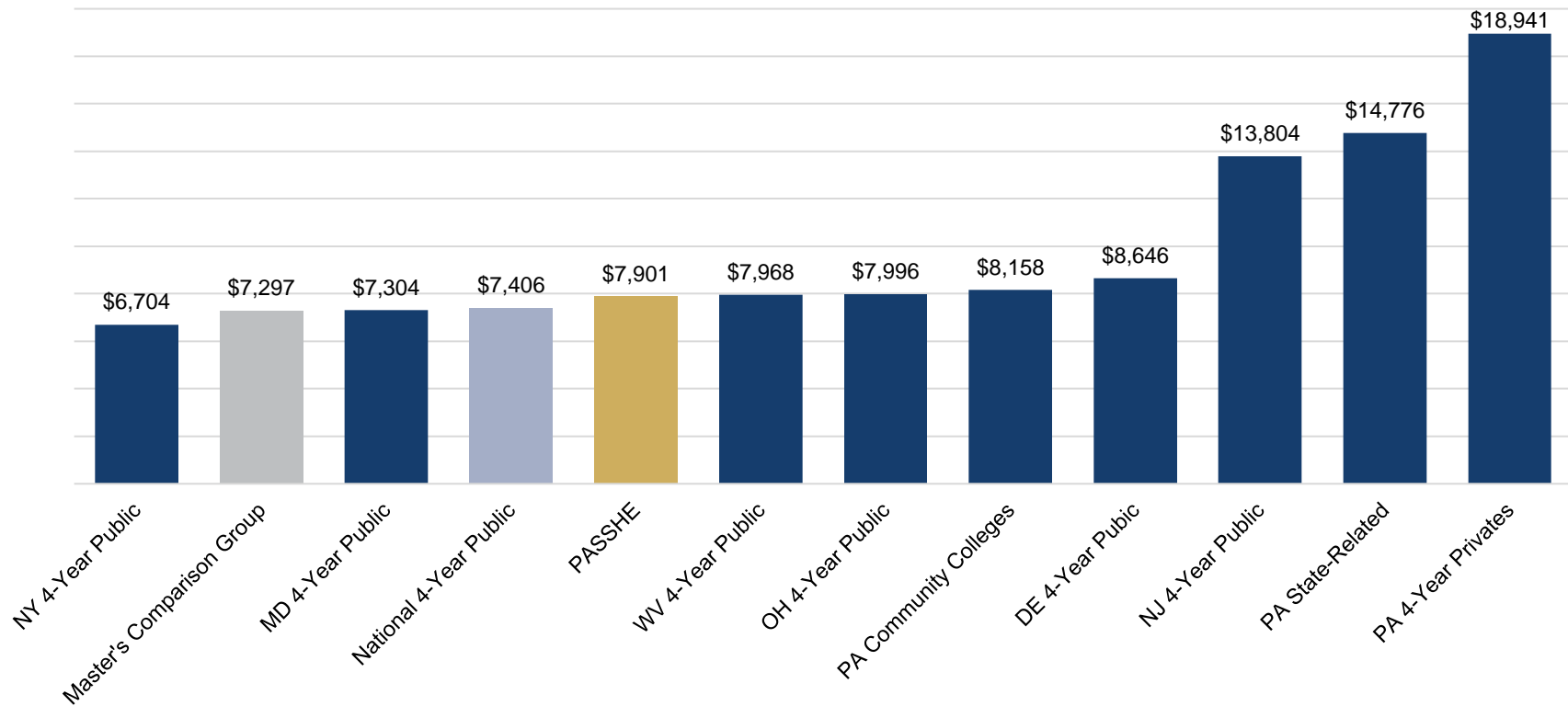
The **average net price** includes the cost of attendance (typically tuition, mandatory fees, housing and food, books, supplies, and other allowable expenses) reduced by average gift aid (all non-repayable financial aid to the student from federal, state, local, or institutional sources, including need-based and merit-based grants, scholarships, and waivers) for fall First-time in College (FTIC), full-time, in-state, undergraduate students.

Through the portfolio approach described above, PASSHE has stalled the upward trajectory in students' net price. It has gone from an annual average increase of 4% from 2014-15 to 2018-19 to an average annual increase from 2018-19 to 2023-24 of 0.1% (**Figure 25**). 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 due to COVID restrictions, thus temporarily decreasing the average net price of attendance in universities (like PASSHE universities) where a large proportion of students typically live on campus. Because of this anomaly, the trend line is depicted with a dotted line over that year in **Figure 25**.



*Attending a PASSHE university is now more affordable than in-state rates in most neighboring states, thanks to recent state investments and tuition freezes.*

**FIGURE 26: Average Tuition for Full-time In-state Undergraduate Students, 2024-25**



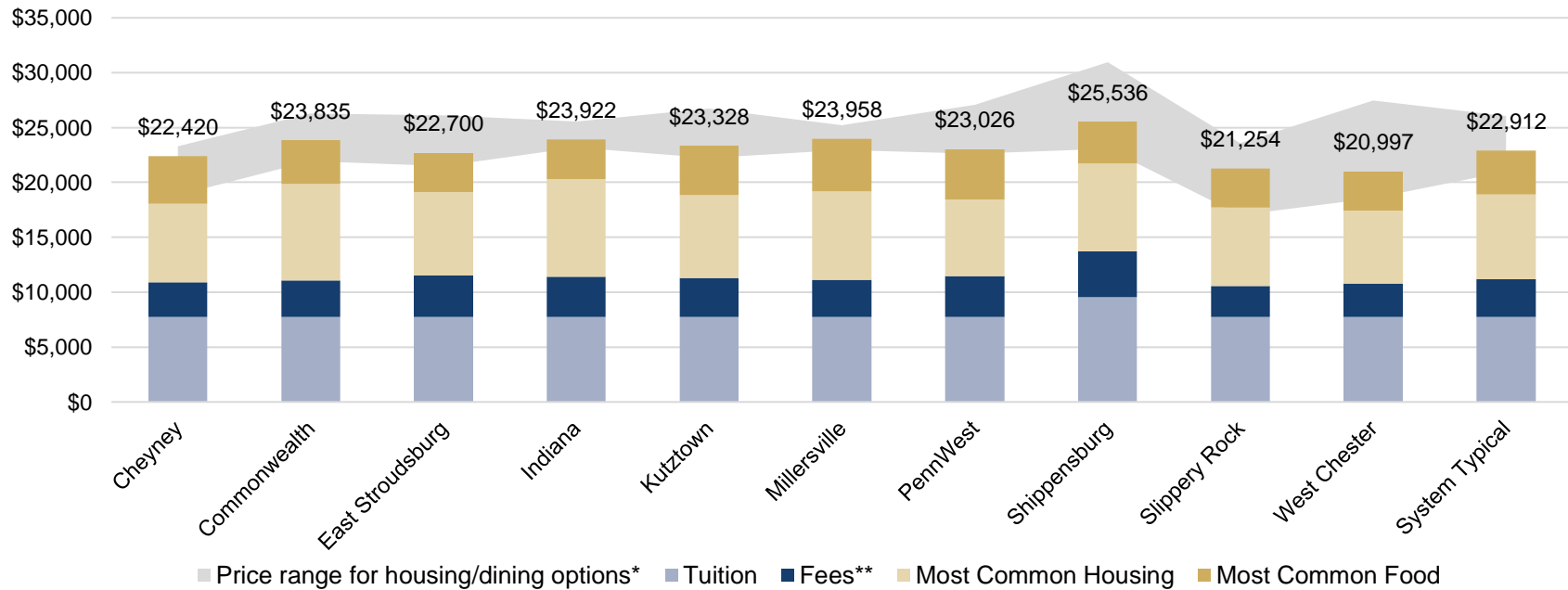
Source: IPEDS (data as pulled on 1/17/25)

Notes: For public institutions - data is average tuition for full-time undergrads paying the in-state or in-district tuition rate.

As shown in **Figure 26**, which compares the in-state tuition rate for students in contiguous states who attend a comparable in-state 4-year public university, maintaining PASSHE’s tuition rate has allowed us to become an affordable option when compared to neighboring states.

*The typical total price of attending a PASSHE university is \$22,912 in 2024-25, but varies primarily based on housing and dining options by university.*

**FIGURE 27: 2024-25 Typical Price of Attendance by University for First-time in College (FTIC), Full-time, In-State Undergraduates Living On Campus**



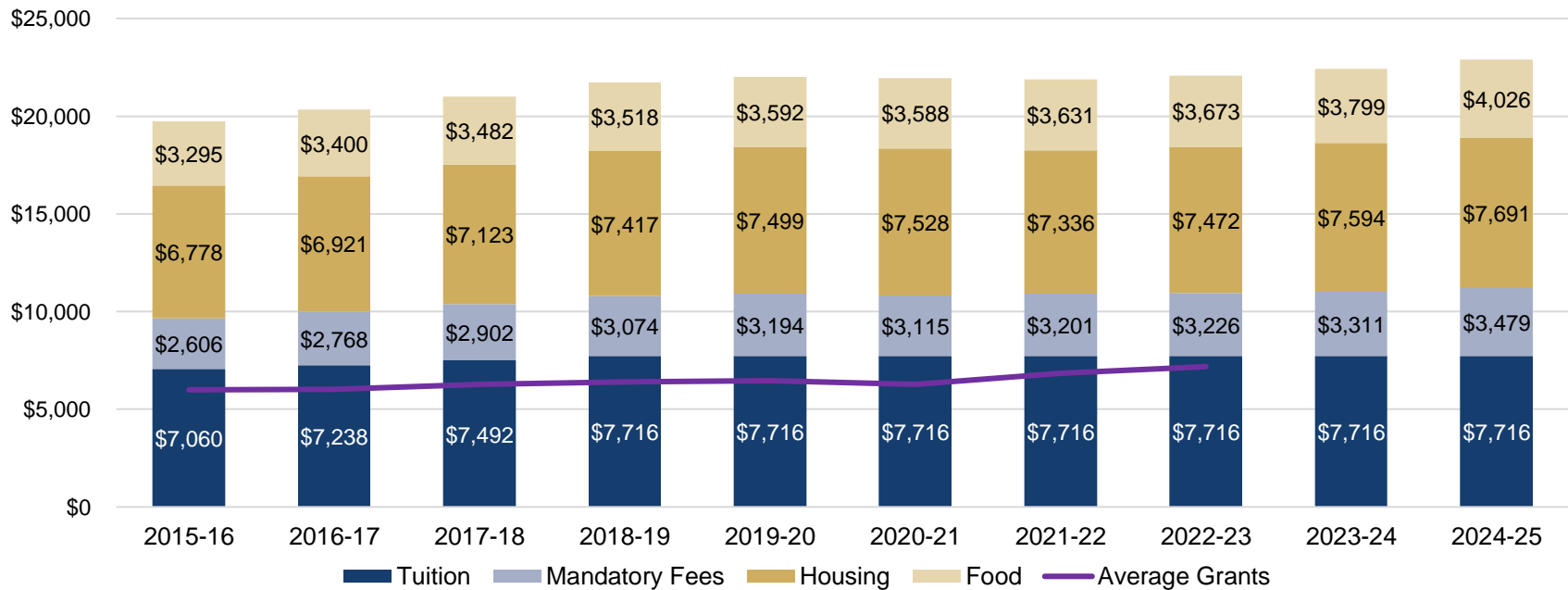
Source: Annual Data Collection, State System Student Data Warehouse

Notes: \*Gray area denotes range of price based on minimum and maximum housing/dining options \*\*Includes Technology Fee. Typical System costs for undergraduates include the Board of Governor's approved tuition rate, average fees, and average of most common housing and food. Some universities charge a per-credit tuition rate, so their tuition costs differ from the typical System. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

**Total price** includes tuition, fees, housing and food but does not include allowances for other expenses or take financial aid into account. The total price varies across PASSHE universities owed to different structures for tuition, student fees, housing and food. It also varies for students within a university, depending on the housing and food options they choose. **Figure 27** shows price variation by university. The gray area reflects the price range for on-campus, in-state undergraduate students, based on the housing and food options they choose.

**Repeated tuition freezes and increases in institutional aid have leveled the cost to students, a rare accomplishment in public higher education.**

**FIGURE 28: History of Typical Price of Attendance with Average Federal, State, and Institutional Grants for First-time in College (FTIC), Full-time, In-State Undergraduates Living on Campus**



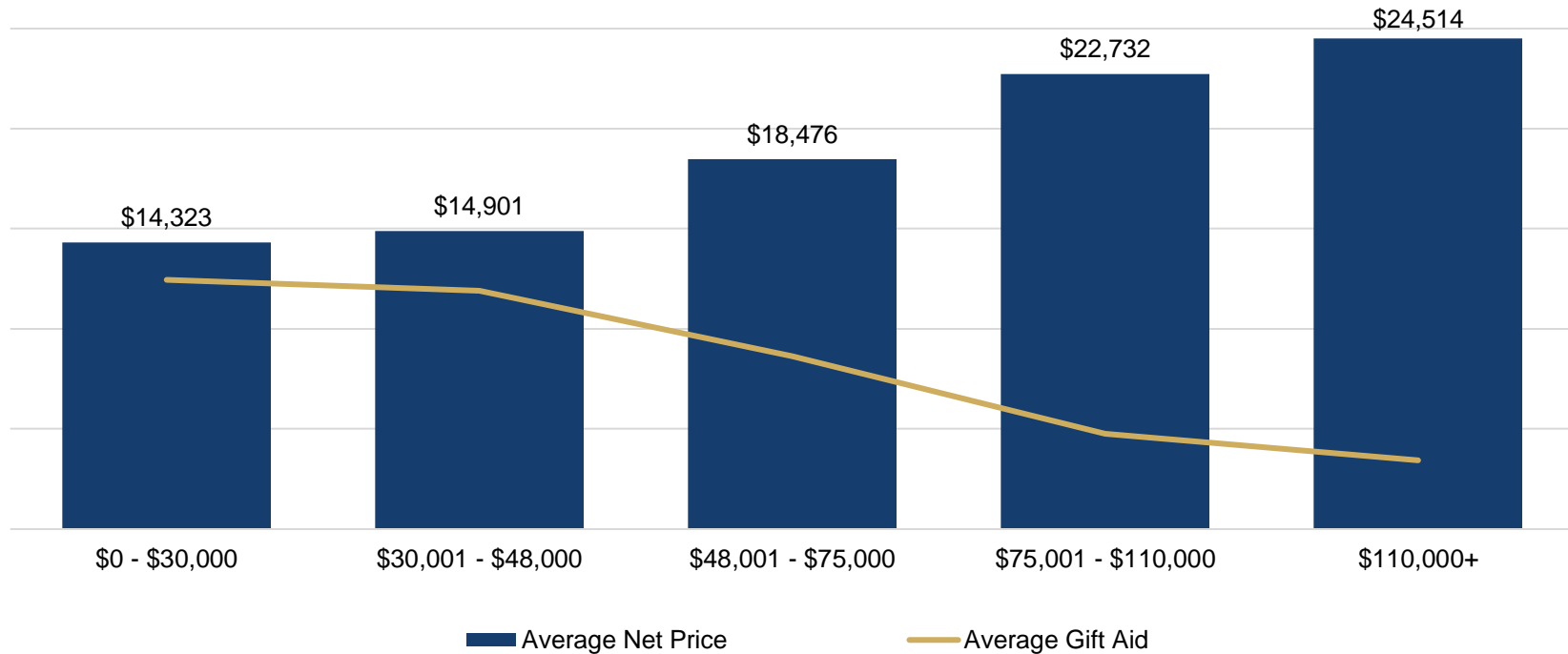
Sources: Costs - Annual Data Collection, State System Data Warehouse; Grants: The Integrated Postsecondary Education Data System  
 Notes: Tuition is the standard tuition as approved by the Board of Governors. Room and Board rates are average of most common university rates. Average grants include federal, state, local, and institutional grants scholarships, and waivers. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Federal, state, and institutional gift aid plays a crucial role in mitigating the cost of attendance; however, the availability of aid has not matched the escalating price of attendance. Illustrated in **Figure 28** is the disparity between the cost of attendance and the gift aid received by a student.

While inflation increased the cost of food plans and some universities raised other fees, the implementation of tuition freezes and the increase in institutional aid have significantly helped stabilize the overall cost of attendance.

*Low- and middle-income students receive the most gift aid, increasing affordability and access for students in greatest need.*

FIGURE 29: 2022-23 Average Net Price vs Average Grant Aid, by Family Income Level



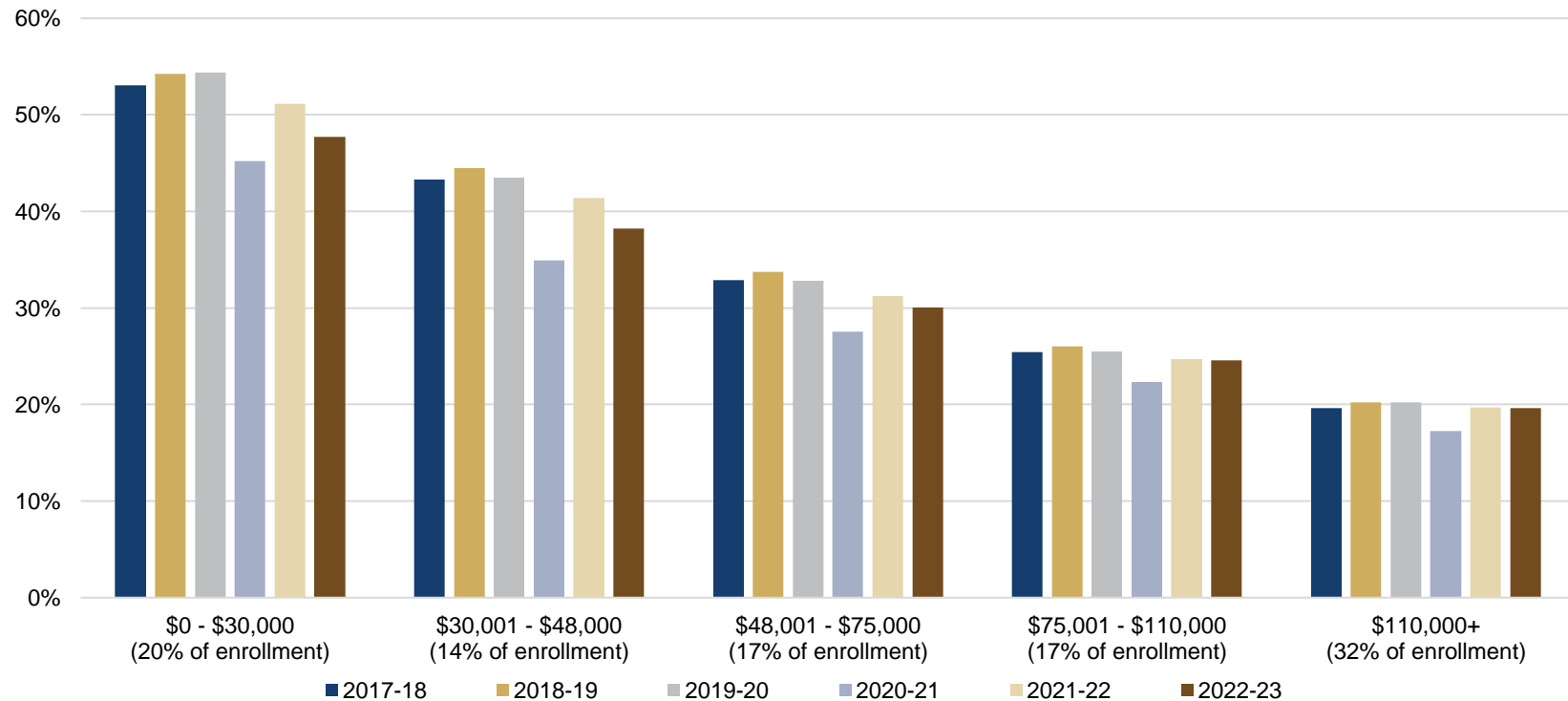
Source: The Integrated Postsecondary Education Data System

Notes: Data is for First-time in College (FTIC), full-time, degree/certificate-seeking PA resident undergraduate students who received any Title IV financial

Students with lower incomes receive a greater amount of gift aid, resulting in a lower net average cost of attendance compared to their higher-income peers (**Figure 29**).

## Despite PASSHE universities providing more financial aid, net price continues to disproportionately burden low- and middle-income students.

FIGURE 30: Net Price as Percent of Family Income for PASSHE Undergraduate Students



Source: The Integrated Postsecondary Education Data System

Notes: Data is for First-time in College (FTIC), 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.

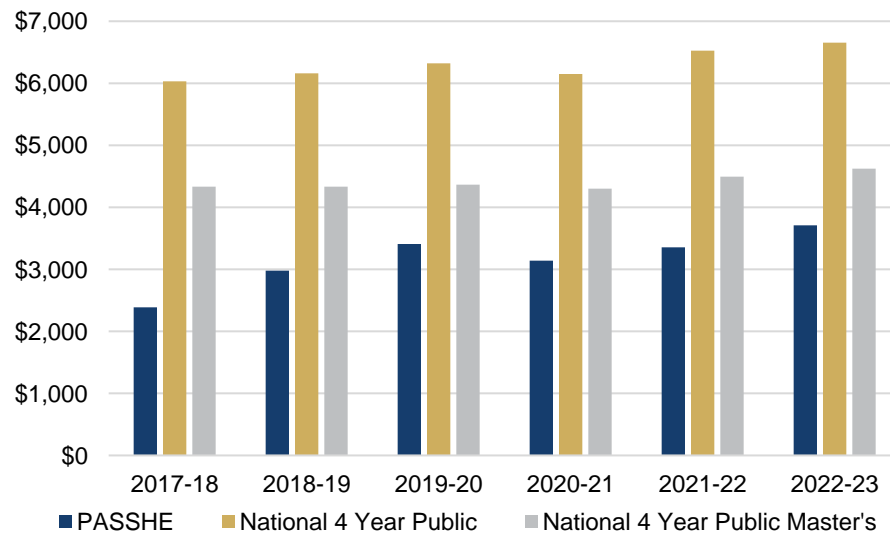
2020-21 data is from the pandemic year, where more students lived off-campus with family than in other years. IPEDS only includes room and board cost allowances for students who live on-campus or off-campus not with family in net price calculations. This results in lower reported costs for students living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

Despite increased financial aid provided by PASSHE universities, net price continues to disproportionately burden low- and middle-income students. While the proportion of family income spent on net price has slightly decreased by 1% to 3% since 2019-20 for the two lowest income brackets, these students—who represent 32% of the undergraduate population—still face significant financial challenges. When considering all students from families earning under \$110,000 annually, nearly 70% of PASSHE's undergraduate population is affected by this ongoing affordability issue.

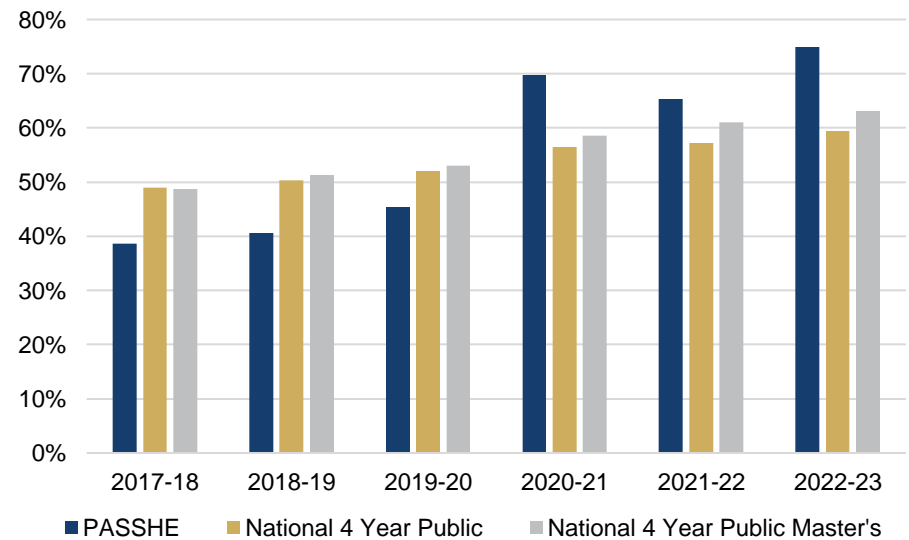


**PASSHE universities have increased institutional aid, but it remains below that of well-endowed public universities and is unsustainable without more state investment.**

**FIGURE 31: Average Institutional Aid of First-time in College (FTIC), Full-time Students**



**FIGURE 32: Percent of Fall First-time in College (FTIC), Full-time Students Receiving Institutional Aid**



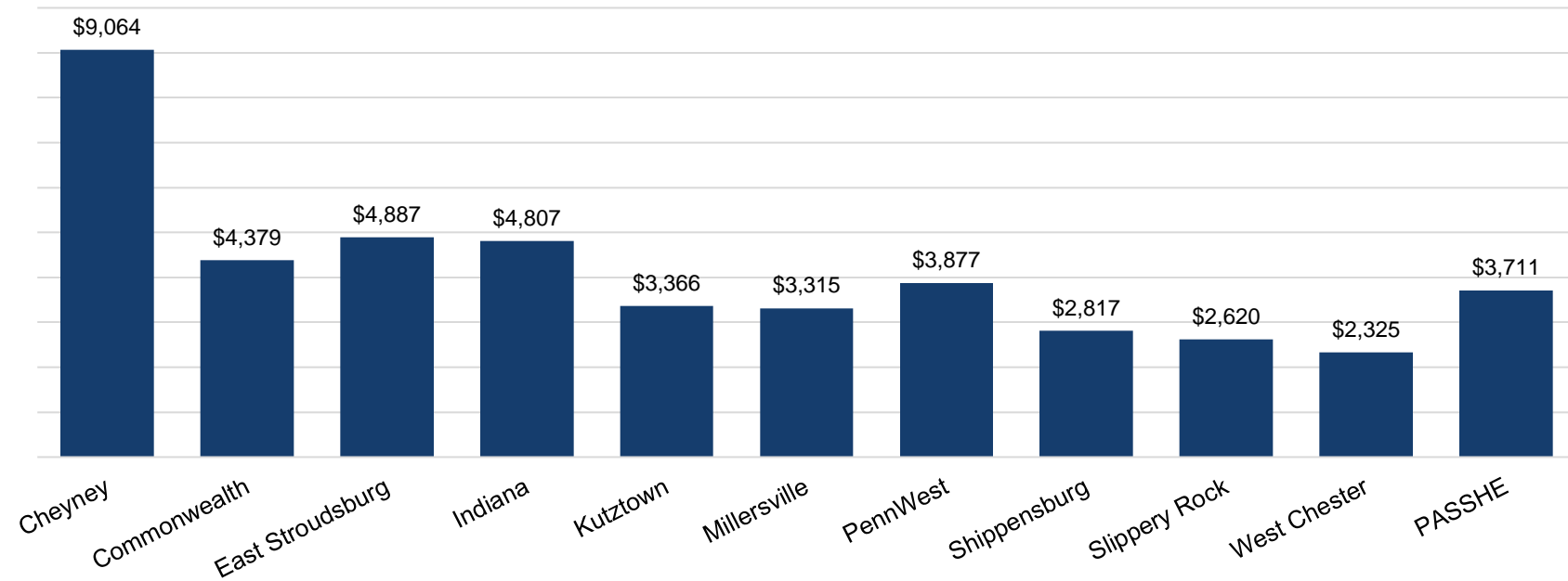
Source: The Integrated Postsecondary Education Data System

Notes: Institutional Aid includes grants, scholarships, and waivers. Comparator data is weighted by institution size. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Average institutional aid awards are for fall and spring terms.

**Institutional aid** is money that universities take from operating budgets, donor gifts, and other sources and distribute to students as gift aid in order to reduce their total price of attendance. PASSHE universities fall behind public four-year universities nationally in terms of the average amount of aid distributed to each student (**Figures 31 and 32**). PASSHE universities have continued to grow in both the proportion of students receiving institutional aid dollars and the average aid per student. The upward trend in available aid is encouraging; however, universities relied on COVID relief funds to supplement their institutional aid, contributing to this increase. This reliance highlights that the high proportion of aided students in recent reporting years may not be sustainable without continued state support. As elsewhere, there is considerable variation among universities (**Figure 33**).

***PASSHE universities use institutional aid in their student financial aid strategies, though the average award for students receiving aid varies by institution.***

**FIGURE 33: 2022-23 Average Institutional Aid for Fall First-time in College (FTIC), Full-time Undergraduate Students**



Source: The Integrated Postsecondary Education Data System

Notes: Institutional Aid includes grants, scholarships, and waivers. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Average Institutional Aid awards are for fall and spring terms. Cheyney's increase in Average Institutional Aid for 2022-23 is due to HCM2 reversal of ineligible Title IV funds review; student aid was replaced with institutional aid, resulting in larger than typical amounts and averages for institutional aid.

Because the price of attendance has grown more rapidly than available aid (**Figure 33**) and average family income, need has grown, driving greater reliance on student loans. **Need** is **Cost of Attendance** (tuition, fees, housing and food, 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. Universities offer institutional grant and scholarship aid to help students meet outstanding need.

***Student loan debt of PASSHE university graduates is stable but remains higher than that of public university students outside Pennsylvania.***

**FIGURE 34: Median Federal Student Loan Debt of Undergraduate Completers**

	2018-19	2019-20	2020-21
Bloomsburg University of Pennsylvania	\$26,000	\$26,000	\$26,000
California University of Pennsylvania	\$24,626	\$23,494	\$23,725
Cheyney University of Pennsylvania	\$25,500	\$21,268	\$21,785
Clarion University of Pennsylvania	\$26,000	\$26,000	\$25,875
East Stroudsburg University of Pennsylvania	\$23,250	\$24,380	\$24,218
Edinboro University of Pennsylvania	\$26,000	\$26,000	\$26,000
Indiana University of Pennsylvania-Main Campus	\$26,500	\$26,495	\$26,798
Kutztown University of Pennsylvania	\$26,000	\$26,000	\$26,000
Lock Haven University	\$27,000	\$27,000	\$26,500
Mansfield University of Pennsylvania	\$27,000	\$25,990	\$26,000
Millersville University of Pennsylvania	\$24,125	\$24,194	\$23,507
Shippensburg University of Pennsylvania	\$25,000	\$25,000	\$25,000
Slippery Rock University of Pennsylvania	\$25,043	\$25,000	\$25,000
West Chester University of Pennsylvania	\$24,000	\$23,857	\$23,500
<b>PASSHE Median</b>	<b>\$25,750</b>	<b>\$25,495</b>	<b>\$25,438</b>
Lincoln University	\$30,855	\$21,735	\$28,250
Temple University	\$24,437	\$20,000	\$24,395
Pennsylvania State University	\$25,928	\$25,000	\$25,000
University of Pittsburgh	\$25,125	\$24,550	\$24,250
<b>PA State-Related Median</b>	<b>\$25,527</b>	<b>\$23,143</b>	<b>\$24,698</b>
<b>National Public 4 Year, Predominantly Bachelor's Degree Median</b>	<b>\$21,442</b>	<b>\$21,119</b>	<b>\$20,500</b>

Source: NSLDS via College Scorecard

Notes: Data is for all undergraduate students that graduated during the reporting years. Cohorts are 'pooled' across 2 years (example: 2020-21 data is pooled across FY 2020 and FY 2021, while 2019-20 is pooled across FY 2019 and FY 2020). Data is for federal student loans that originated at the reporting institution. Does not include private student loans or any federal student loans that the student incurred while enrolled at other institutions.

Recent state investments in PASSHE universities have aimed to alleviate the financial burdens on students. Historically, the median loan debt for PASSHE graduates has been higher than that of public universities in other states (**Figure 34**). However, these investments are helping to address affordability challenges. Although the median loan debt for PASSHE graduates has remained relatively stable, it is anticipated that continued state investment will lead to improvements as more recent data becomes available.

## SECTION 4:

# Student progression and completion

## ***Helping more students complete and receive their degrees is a critical strategy in meeting the state's workforce development needs.***

Supporting more students to successfully complete their degrees at PASSHE universities is critical to meeting Pennsylvania's workforce needs. When students graduate in a timely manner, they not only reduce the overall cost of their education but also enter the workforce sooner, equipped with the skills and credentials needed to meet the demands of a rapidly evolving economy. This dual benefit supports individual financial stability and the state's broader economic goals, making timely degree completion a cornerstone of PASSHE's mission.

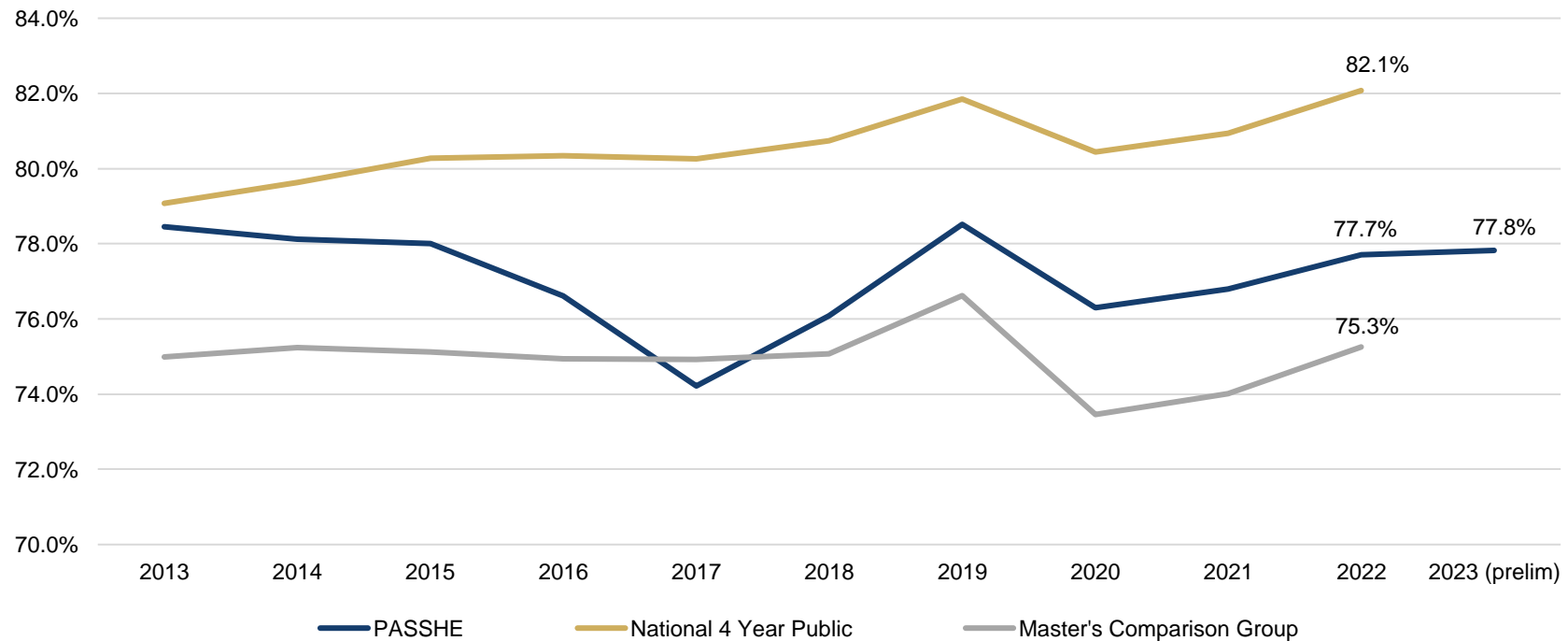
PASSHE measures student success by tracking their progression toward and completion of credentials. Current data is focused on undergraduate degree-seeking students, who make up 80% of total enrollments. Efforts are underway to expand this data collection to include graduate degrees, certificates, and non-degree credentials, reflecting PASSHE's commitment to a comprehensive understanding of student outcomes. This holistic approach is critical to identifying opportunities for improvement and ensuring that all students have the support they need to achieve their educational goals.

A key component of this strategy is addressing disparities in educational attainment among different student groups. By disaggregating data by race/ethnicity, income, and geographic location, PASSHE can identify gaps in student success and develop targeted initiatives to close them. Through these initiatives, PASSHE is not only improving individual outcomes but also contributing to the state's economic vitality by producing a well-prepared and diverse workforce. By focusing on timely degree completion and equity in education, PASSHE is advancing its mission to empower students and meet Pennsylvania's workforce development needs effectively.



***PASSHE's second-year retention rate has steadily improved, reaching 77.8% in 2023, narrowing the gap with national public university averages.***

**FIGURE 35: Second-year Retention Rates by Comparator Universities**  
Fall First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by the Entering Cohort Year



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

Notes: PASSHE 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).

First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

**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. **Figure 35** shows that systemwide, over 77% of First-time in College (FTIC), full-time bachelor's degree-seeking students are retained, which is higher than the typical National 4-year Public Master's comparator group and compares to 82% for comparator Public 4-year institutions nationally, including top public institutions (Fall 2022 cohort returning in Fall 2023). **Figure 36** shows second-year persistence rates by university.

***First-year students are retained at high levels to their sophomore year, a positive indicator that students will complete their degree.***

**FIGURE 36: Second-year Persistence Rates of First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by the Entering Cohort Year**

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023 (Preliminary)
Cheyney	44.1%	65.0%	55.8%	36.9%	70.3%	56.3%	62.4%	68.3%	68.2%	68.5%
Commonwealth	74.9%	74.6%	72.4%	70.2%	72.4%	76.5%	73.3%	74.0%	74.8%	77.6%
East Stroudsburg	72.0%	72.1%	69.8%	69.5%	67.0%	71.1%	66.8%	73.6%	71.0%	72.1%
Indiana	75.6%	74.6%	71.6%	70.6%	72.3%	72.1%	71.3%	70.6%	71.0%	75.3%
Kutztown	72.7%	72.9%	73.7%	74.4%	74.2%	77.4%	77.6%	79.3%	74.8%	77.8%
Millersville	76.5%	77.3%	77.4%	75.0%	77.4%	75.5%	75.2%	76.6%	78.0%	77.1%
PennWest	73.4%	71.9%	71.3%	72.6%	72.9%	73.5%	70.6%	69.9%	70.4%	71.7%
Shippensburg	69.4%	74.4%	70.7%	72.3%	75.0%	77.3%	67.7%	68.5%	76.1%	76.8%
Slippery Rock	83.3%	82.6%	81.1%	80.9%	83.3%	82.8%	81.8%	82.3%	81.5%	84.0%
West Chester	87.9%	85.8%	85.1%	84.6%	85.5%	85.0%	84.8%	82.2%	84.4%	83.1%
PASSHE	78.1%	78.0%	76.6%	74.2%	76.1%	78.5%	76.3%	76.8%	77.7%	77.8%

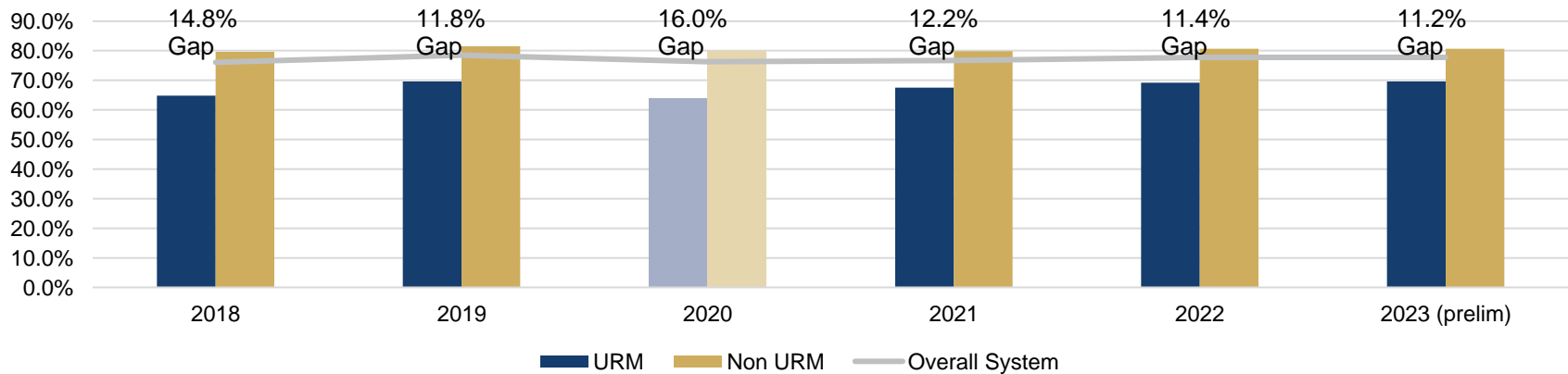
Source: State System Student Data Warehouse, Fall Census

Notes: PASSHE data is System rate, which includes intra-System transfers. First-time in College (FTIC) are first-time, first-year (freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

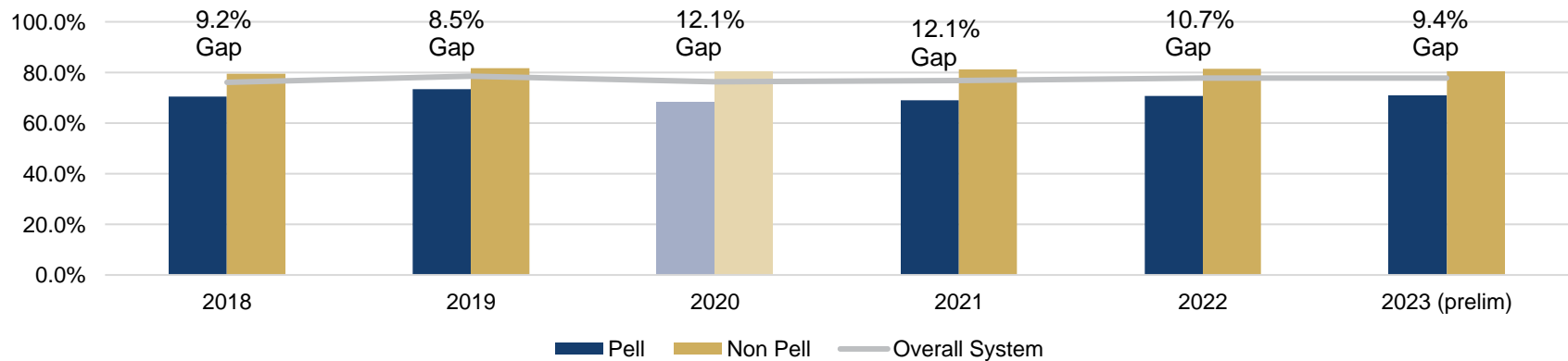
Persistence rates are the percentage of FTIC students enrolled as of the fall Census, and returning the following fall, or graduating prior to the following fall.

## Second-year persistence rates are improving for URM and Pell students, narrowing the gap with other students.

**FIGURE 37: Second-year Persisters by Entering Cohort Year and URM Status, First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students**



**FIGURE 38: Second-year Persisters by Entering Cohort Year and Pell Status, First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students,**

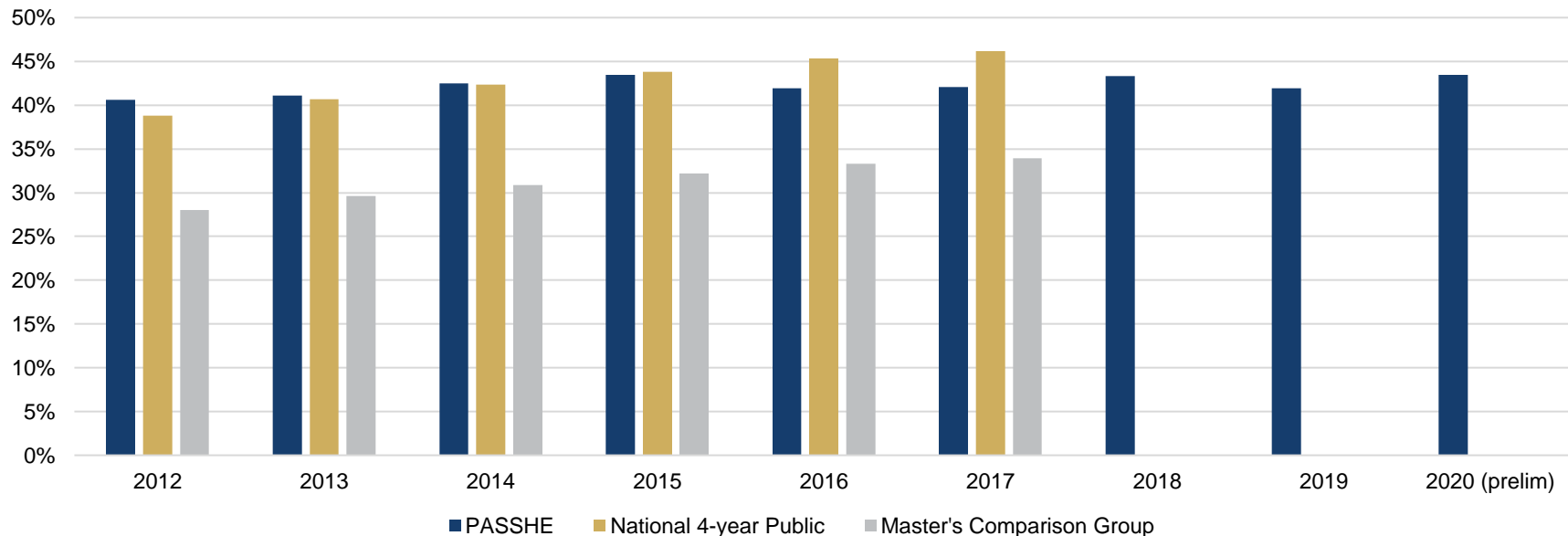


Source: State System Student Data Warehouse, Fall Census

Notes: PASSHE data is System rate, which includes intra-System transfers. First-time in College (FTIC), are first-time, first-year (freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

## *PASSHE's four-year graduation rate is improving and remains above average for comparator institutions.*

**FIGURE 39: Four-year Graduation Rates by Comparator Universities**  
Fall First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by Entering Cohort Year



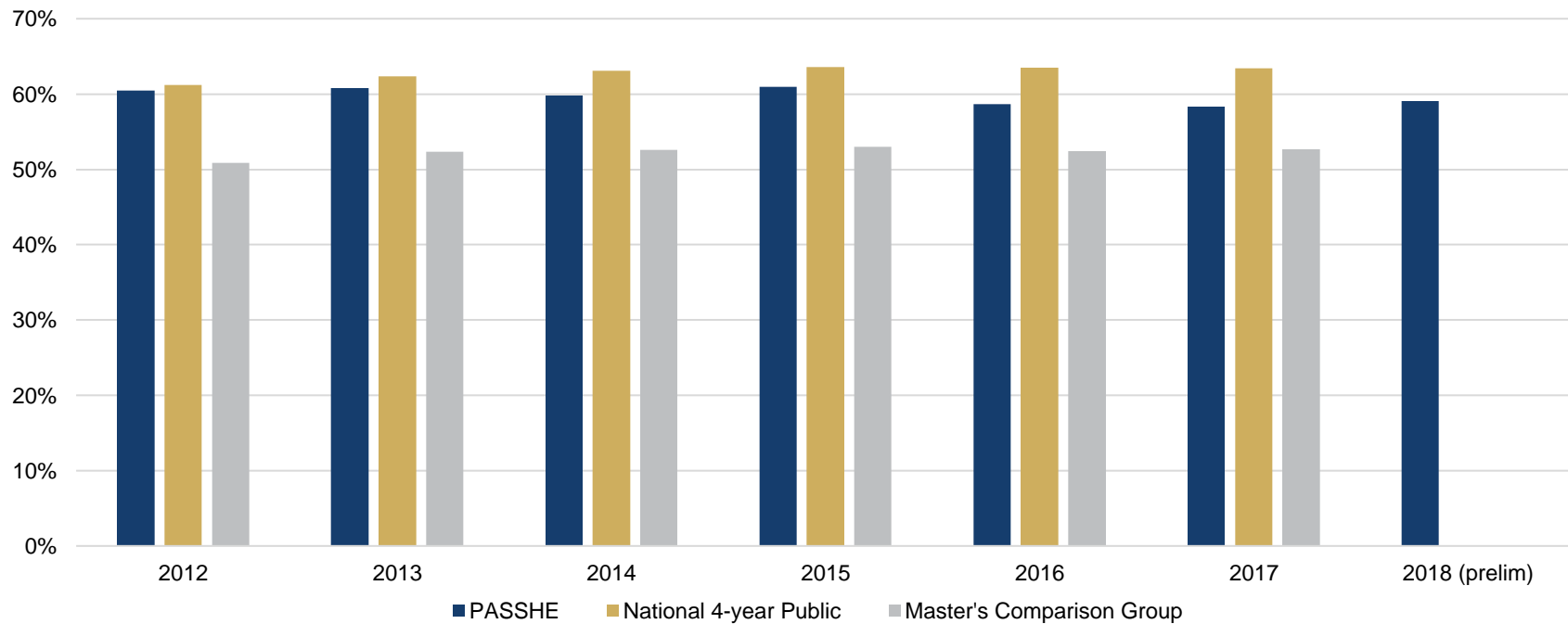
Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator Data - Integrated Postsecondary Education Data System (IPEDS)

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). First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

PASSHE's **four-year graduation rate** for First-time in College (FTIC), full-time students is 43% (**Figure 39**), which continues to be higher than the comparison to National Public 4-year Master's degree-granting institutions but below the average for all National 4-year Public universities. The four-year graduation rate has increased by almost 3 percentage points from students entering in 2012 to those entering in 2020. In contrast, the six-year graduation rate of 59% remains largely unchanged since 2012. There is variance among universities, with about half of the System universities seeing modest improvement. This trend demonstrates the hard work at all universities as they continue to prioritize student success.

## *PASSHE's six-year graduation rate is improving and remains above average for comparator institutions.*

**FIGURE 40: Six-year Graduation Rates by Comparator Universities**  
Fall First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by Entering 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). First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

PASSHE universities continue to have graduation rates above the National 4-year Public Master's comparator group, which serves as the primary benchmark for the System.



***PASSHE universities maintain six-year graduation rates near 60%, demonstrating steady outcomes in supporting bachelor's degree-seeking students across diverse institutions.***

**FIGURE 41: Six-year Graduation Rates of First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by Entering Cohort Year**

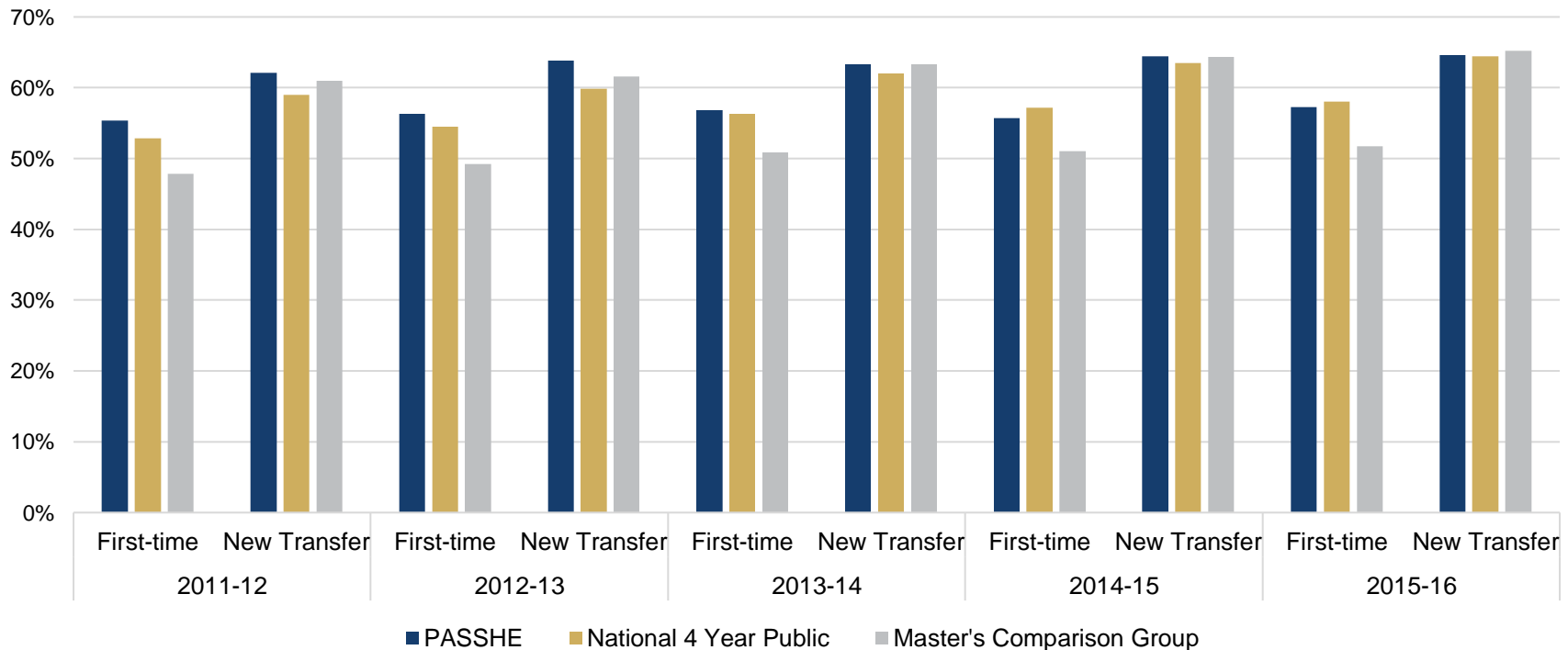
	2012	2013	2014	2015	2016	2017	2018 (Preliminary)
Cheyney	15.2%	26.2%	27.1%	41.0%	14.9%	16.2%	40.6%
Commonwealth	56.7%	57.4%	55.7%	57.6%	54.5%	54.0%	55.6%
East Stroudsburg	49.8%	52.2%	50.4%	48.6%	45.7%	43.8%	43.0%
Indiana	55.8%	55.6%	54.4%	56.8%	52.6%	52.8%	53.8%
Kutztown	54.6%	54.1%	52.1%	53.9%	56.4%	54.1%	53.5%
Millersville	60.1%	56.5%	56.3%	56.7%	57.0%	54.4%	57.6%
PennWest	53.9%	50.9%	52.0%	51.7%	50.3%	52.7%	51.5%
Shippensburg	52.6%	58.4%	51.4%	58.0%	50.2%	51.6%	55.7%
Slippery Rock	66.6%	67.8%	69.0%	68.4%	66.5%	65.9%	65.4%
West Chester	74.7%	76.7%	75.4%	72.8%	71.6%	69.8%	70.5%
<b>PASSHE</b>	<b>60.5%</b>	<b>60.8%</b>	<b>59.8%</b>	<b>61.0%</b>	<b>58.6%</b>	<b>58.3%</b>	<b>59.1%</b>

Source: State System Student Data Warehouse

Notes: Only students who received a bachelor's degree are included in the graduation rates. Students reported under Commonwealth and PennWest are counted as graduating if they graduated from any of the member campuses, not necessarily the campus of initial enrollment. First-time in College (FTIC) are first-time, first-year (freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

## Graduation rates improved for students transferring to a PASSHE university, reflecting PASSHE's improved transfer policies.

FIGURE 42: Six-Year Graduation Rates of Annual Cohort of First-time in College (FTIC) and New Transfer Students, by Entering Cohort Year



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

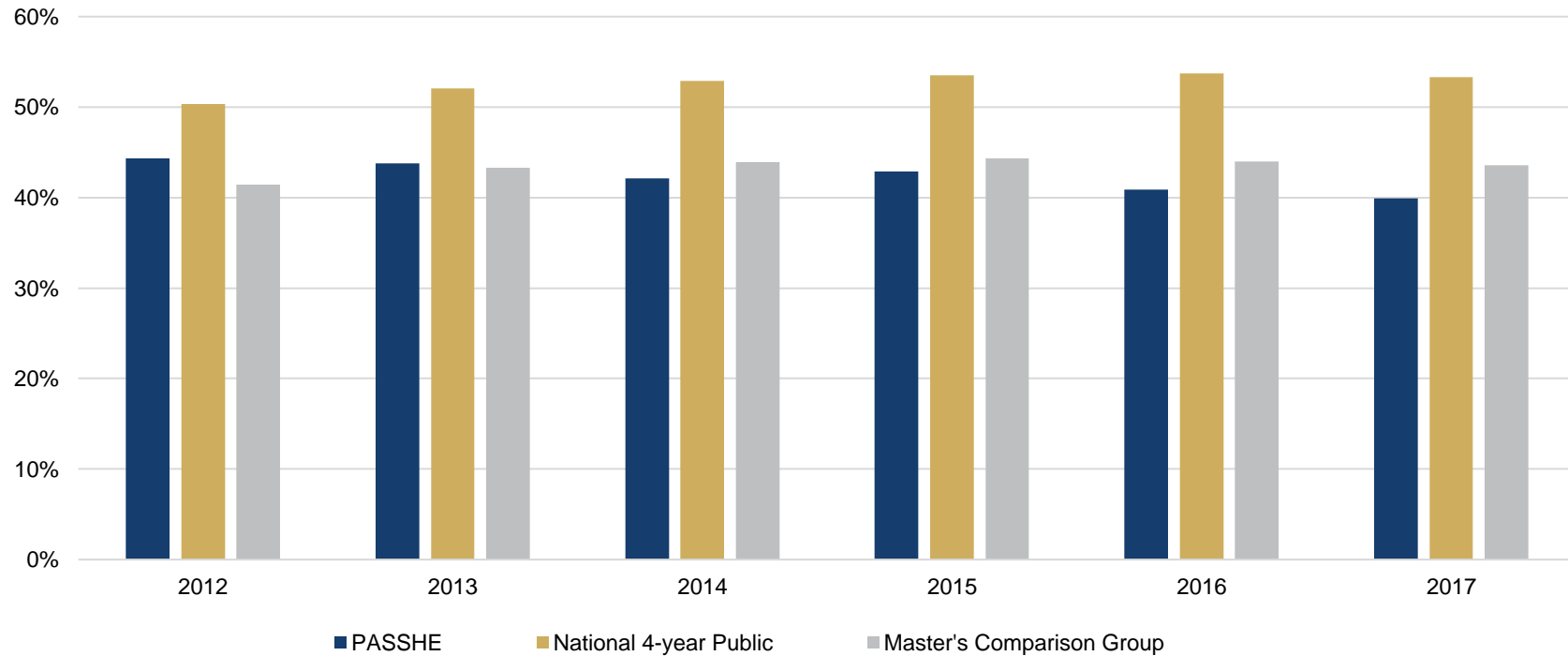
Note: Comparator Data is weighted by institution size. Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications.

### 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 first-year students at PASSHE universities (**Figure 42**). Here, too, PASSHE 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.

## *PASSHE graduation rates for URM students lag behind national averages.*

**FIGURE 43: Six-year URM Graduation Rates, Fall First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students by Entering Cohort Year, with Comparator Universities**



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

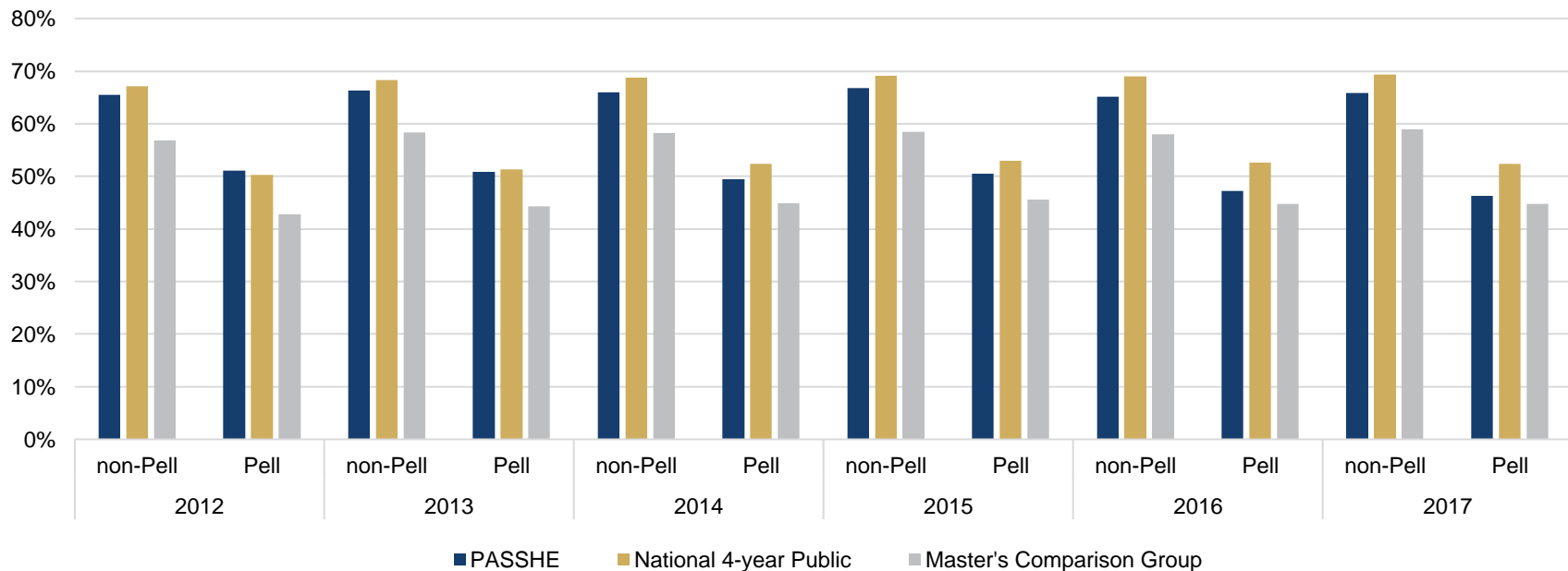
**Notes:**

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. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Compared with national trends, PASSHE universities do not perform as well regarding URM students. URM students' graduation rates have decreased compared to the Fall 2012 cohort, whereas the National 4-year Public and National 4-year Public Master's comparator groups have held relatively steady (**Figure 43**).

## Graduation rates for low-income PASSHE students remain higher than their comparable peers at similar institutions.

**FIGURE 44: Six-year Pell Recipient Graduation Rates, Fall First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students by Entering Cohort Year with Comparator Universities**



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

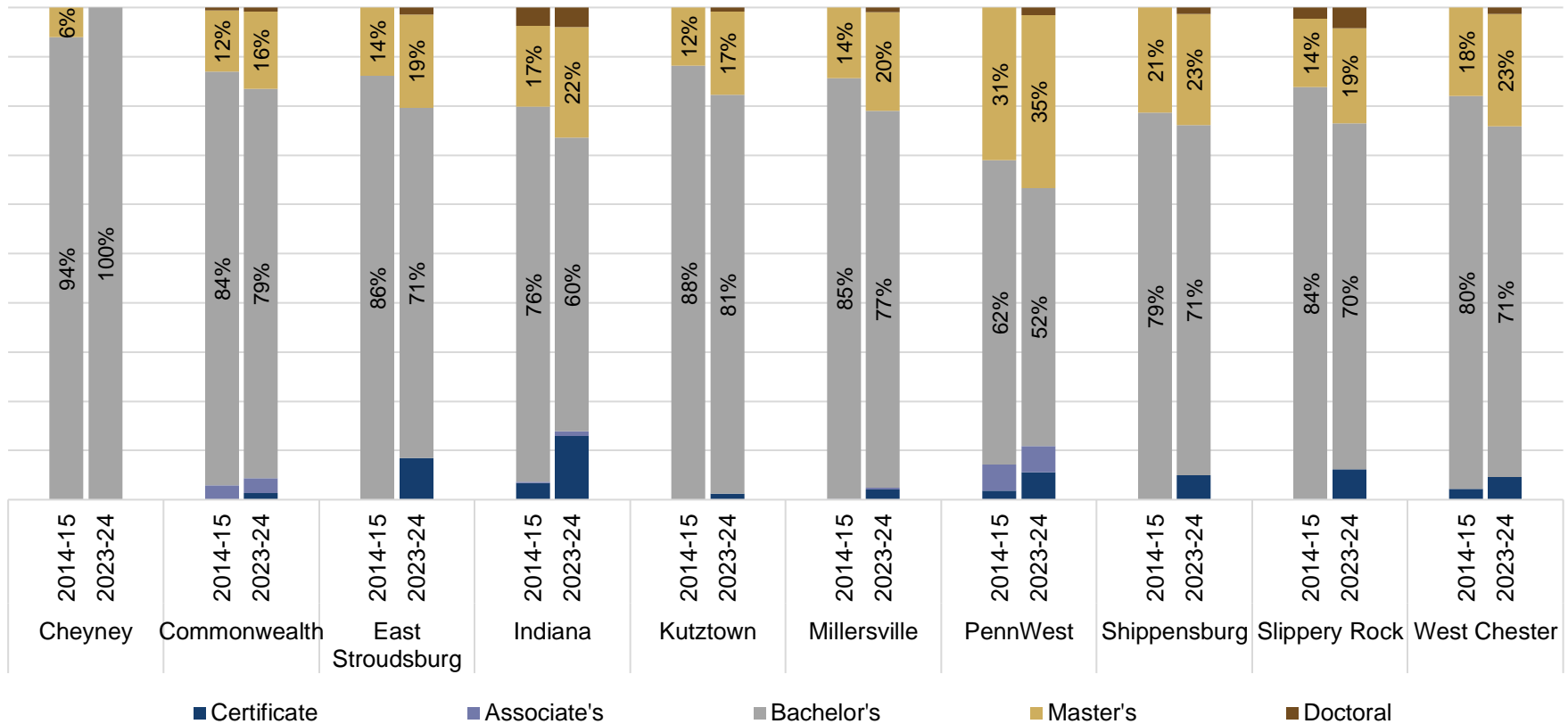
**Notes:**

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. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

The trend seen in URM students is also noticeable concerning the attainment gaps between Pell recipients and non-Pell recipient students, as illustrated in **Figure 44**. The attainment gaps between Pell recipient and non-Pell recipient students, similar to URM students, have also increased for PASSHE universities, whereas the National 4-Year Public and National 4-year Public Master's comparator groups have remained constant. Closing these gaps and improving graduation rates for all students is one of the most important goals of the System.

**Workforce-aligned certificates and doctoral awards have increased, with trends in undergraduate and master's awards varying by university.**

**FIGURE 45: PASSHE Annual Degrees and Certificates Conferred by University and Level**

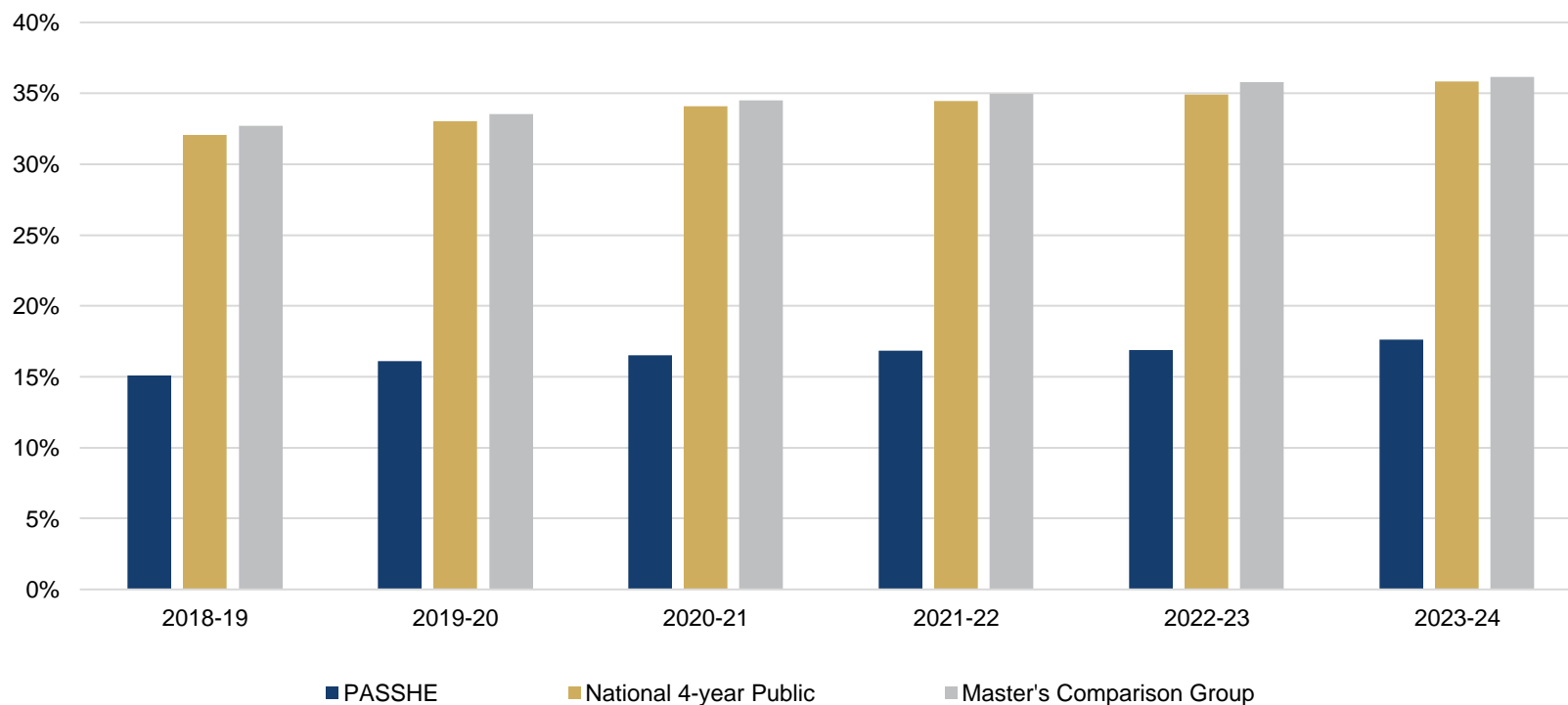


Source: State System Student Data Warehouse, Annual Data Collection

**Completion** data include the number of all awards (doctoral, master's, bachelor's, associates, 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 PASSHE students earn a certificate in addition to their degree. All degrees and certificates earned by students are included in annual award counts in **Figure 45**.

*The percentage of credentials awarded to underrepresented students is stable but lags behind national averages, and improvement is needed.*

**FIGURE 46: Percentage of Total Degrees and Certificates Conferred for URM Students, by Comparator Universities**



Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Comparison groups are Public, 4-year or above, Degree granting institutions. Master's Comparison group based on Carnegie Classification.

In this context, disparities persist between URM and non-URM students. Furthermore, PASSHE universities fall behind their national comparator groups in the percentage of total degrees awarded to underrepresented minorities. Despite the universities' relative success in expanding URM enrollment, these data underscore the imperative to significantly enhance URM student persistence and graduation rates, as depicted in **Figure 46**.

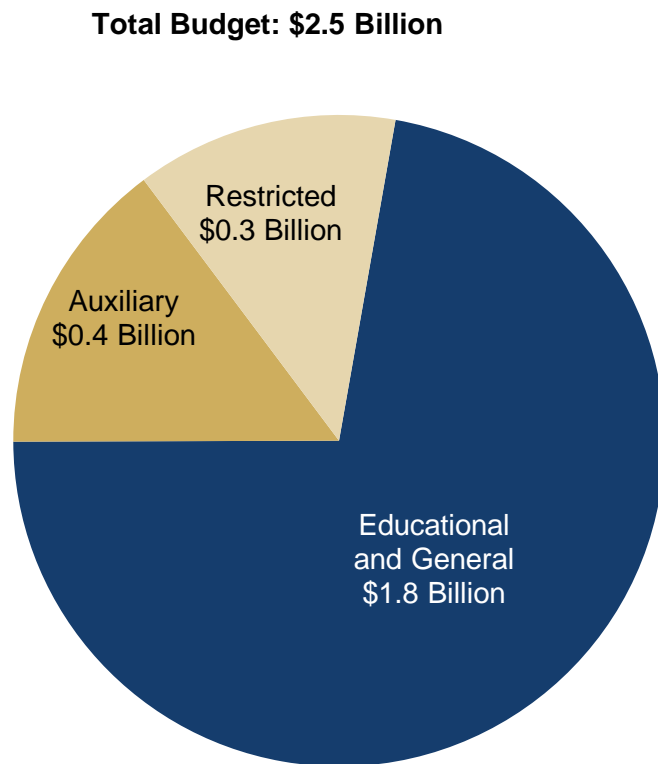


## SECTION 5:

# University financial efficiency and sustainability

***PASSHE has a \$2.5 billion budget, with the majority (\$1.8 billion) supporting instruction and student support services.***

**FIGURE 47: FY 2024-25 PASSHE Budget**



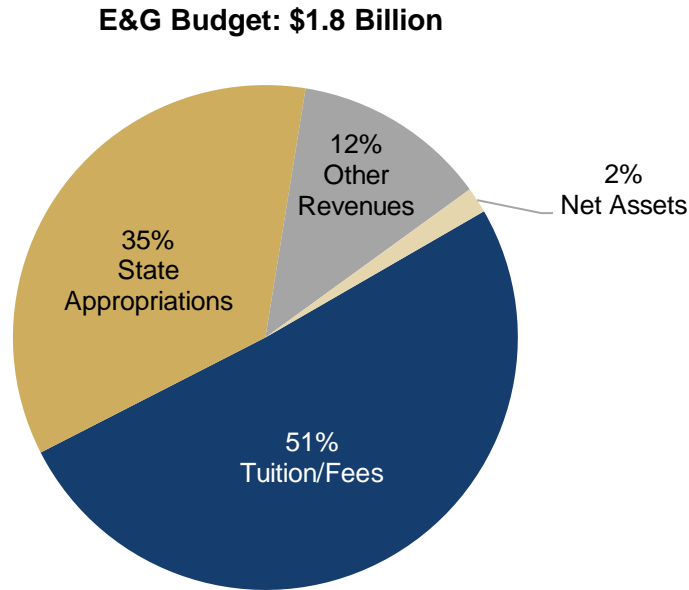
PASSHE's Fiscal Year (FY) 2024-25 budget, totaling \$2.5 billion, as illustrated in **Figure 47**, is distributed as follows:

- \$1.8 billion in educational and general (E&G) enterprises (all activity associated with instruction, student support services, athletics, and associated administrative and facilities operations),
- \$0.4 billion in auxiliary enterprises (self-supporting activities such as housing, food services, and student unions),
- and \$0.3 billion in restricted (funds for which uses are restricted by the provider).

Source: State System Budget Reports

**With almost three-quarters of E&G costs associated with personnel, higher education is a very people-driven industry.**

FIGURE 48: FY 2024-25 E&G Revenues



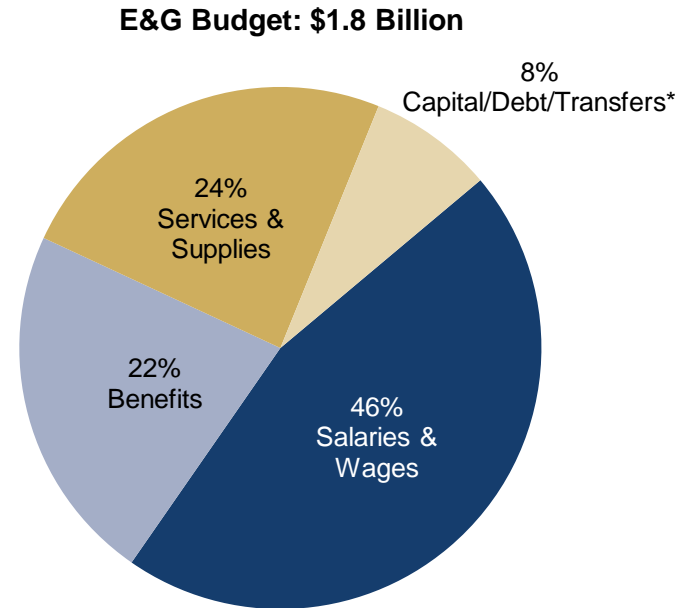
Source: State System Budget Reports

Notes:

Numbers may not add due to rounding.

Other Revenues include gifts, investment income, and other miscellaneous revenues.

FIGURE 49: FY 2024-25 E&G Expenditure Budget



Source: State System Budget Reports

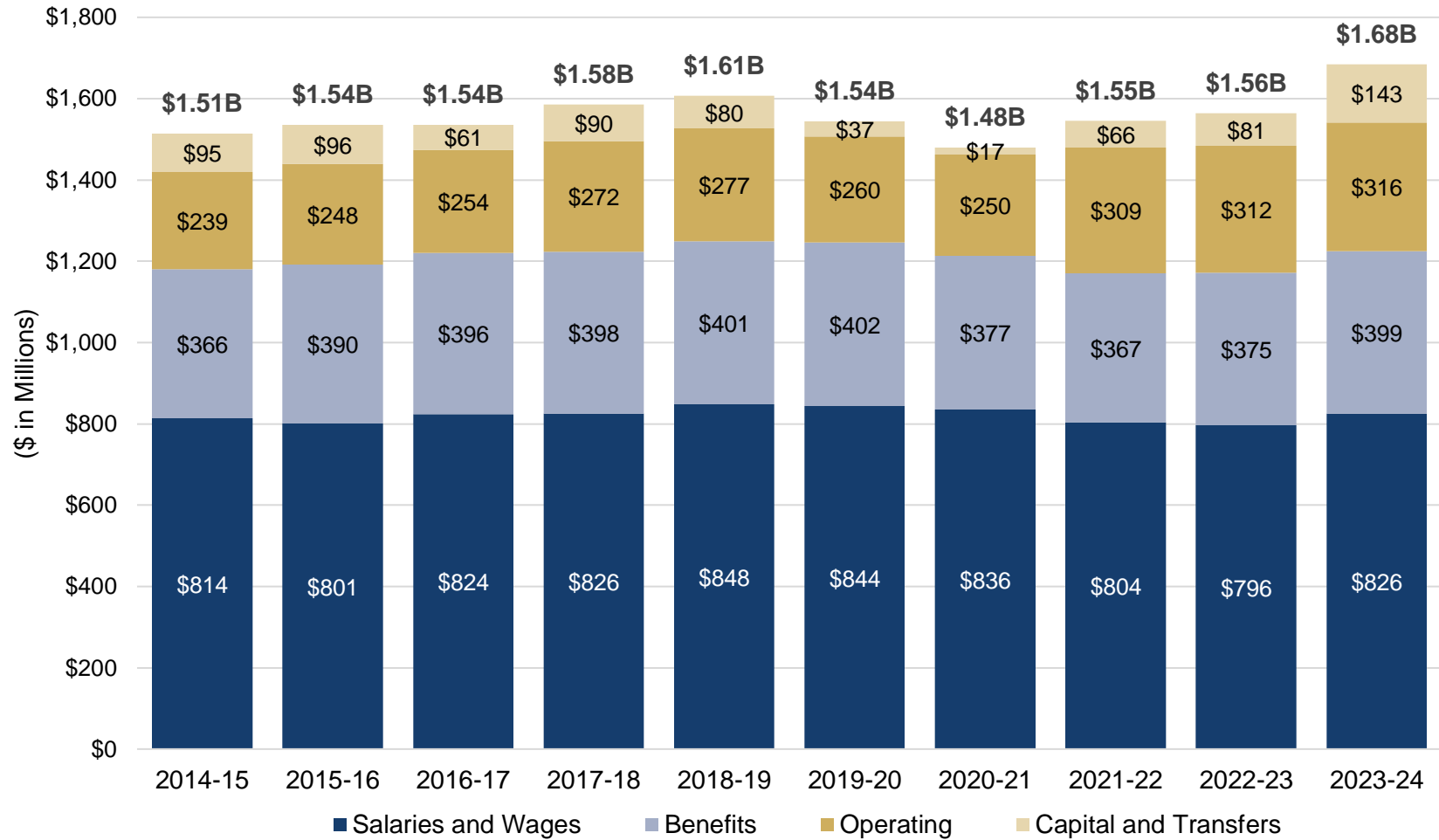
\*Capital/Debt/Transfers represents annual commitments to renewal and replacement of the physical plant from the E&G budget. Excludes Commonwealth capital funding and Key '93 funds for deferred maintenance.

The E&G budget is funded by student tuition and fees (51%); state appropriations (35%); other miscellaneous sources (12%); and net assets (2%), most of which are used for one-time/strategic initiatives. **(Figure 48).**

Almost 70% of the E&G budget is allocated to personnel-related expenses, with the remaining funds distributed across other operating cost categories such as services and supplies (24%) and capital and transfers (8%). The Transfers category represents universities' investments in the renewal and replacement of their physical infrastructure using the E&G budget **(Figure 49)**. Notably, the overall expenditure distribution has undergone minimal change since 2015, as illustrated in **Figure 50**. In 2023-24, the Transfers category reflects the defeasance of certain bonds at Pennsylvania Western University. The proportional expenditures by functional categories (e.g., instructional and academic supports, student services, etc.) is also fairly stable since 2015.

**Significant efforts have been made to maintain expenditures at consistent levels over the past few years despite inflation and other demands.**

**FIGURE 50: History of Educational & General Expenditures**



Source: System Financial Statements

State System universities have proactively implemented efficiency measures to mitigate the upward pressure on students' net price of attendance. These efforts have included a reduction of approximately 2,200 annual Full-Time Equivalent (FTE) employees since the 2014-15 academic year, or 19% of the workforce.

Still, revenues declined faster than costs, impacting PASSHE's overall financial health.

The System's Sustainability Policy rests on four key financial health measures and associated requirements. The four measures are **annualized student FTE enrollment, operating margin ratio, primary reserve ratio, and university minimum reserves.**

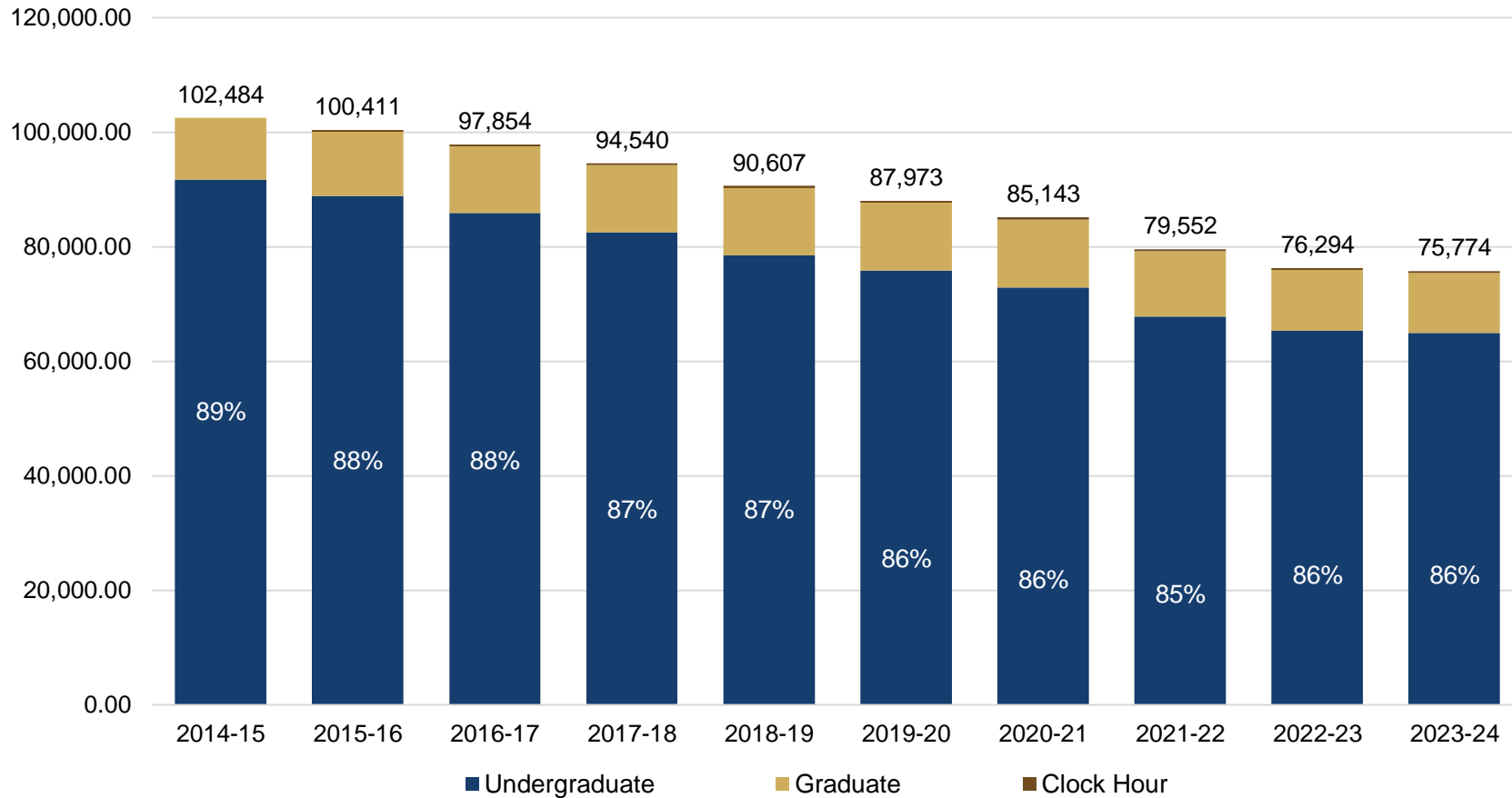
Universities also began tracking key efficiency measures, including expenditure per student and student-to-faculty ratio, since these are primary drivers of an institution's financial health.

These measures, presented in the following pages, demonstrate the significant progress that has been made toward stabilizing PASSHE financially. There is more work to be done, to be sure, but the Sustainability Policy and associated accountabilities provide the System 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 51**) serves as a crucial revenue driver for State System universities, representing the impact on revenues from tuition, fees, and room and board collected from students. Universities collaboratively establish enrollment goals with the chancellor and present them to the Board of Governors for approval as part of their budget estimates. Importantly, universities are not obligated to increase enrollment; they are, however, required to align operating budgets with revenues earned at the target enrollment level, as evidenced by the reduction in the workforce. While these measures necessitated challenging decisions by universities, they have been instrumental in sustaining university operations statewide amid declining enrollments.

**After experiencing more than a decade of steady decline, university enrollment has begun to stabilize.**

**FIGURE 51: Annualized Student FTE Enrollment**

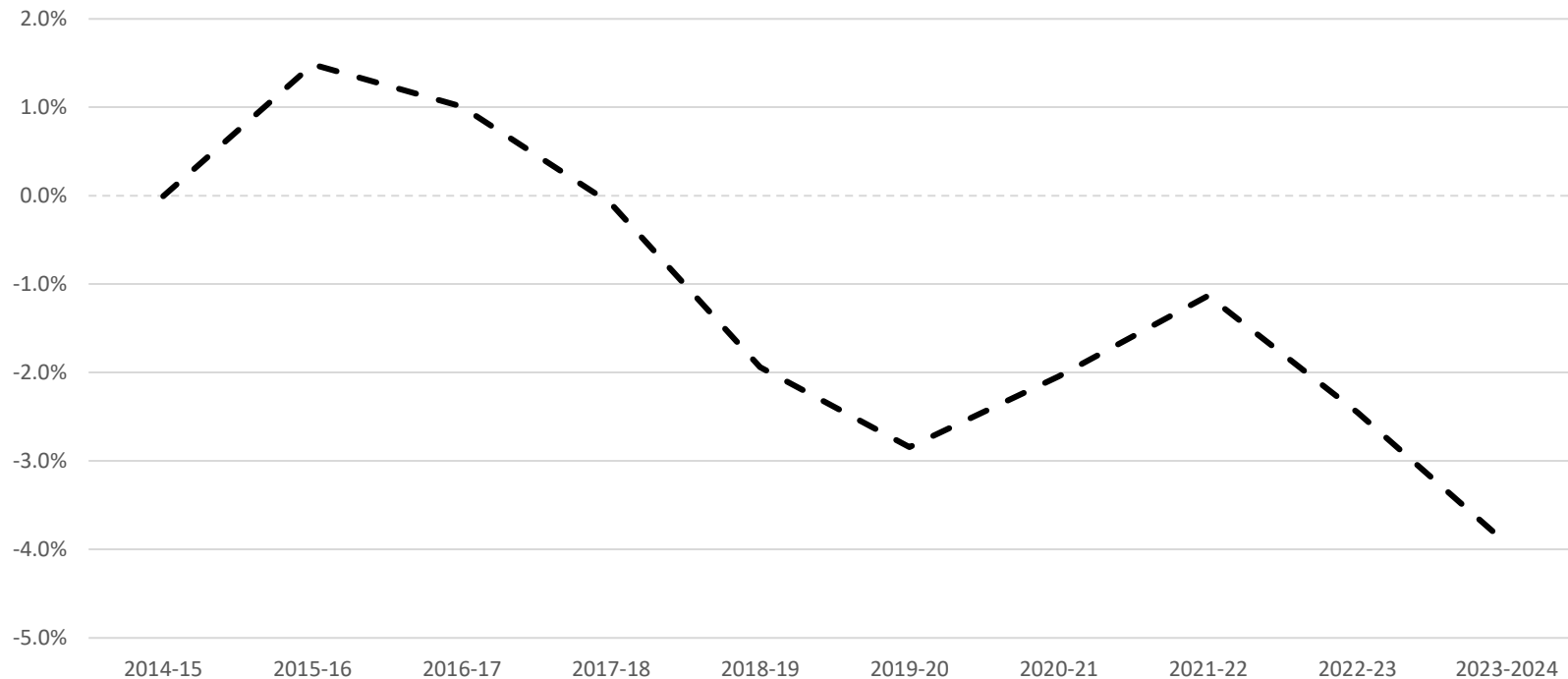


Source: Final Data, Student Data Warehouse, End of the 15th day of classes for fall and spring, end of term for summers and winter  
 Notes: FTE: 1 UG = 30 credits, 1 GR = 24 credits, 1 CH = 900 clock hours



*The continued downward trend of PASSHE's annual operating margin is primarily associated with universities that continue the work to stabilize their financial condition and align costs with their revenues.*

FIGURE 52: University Annual Operating Margin



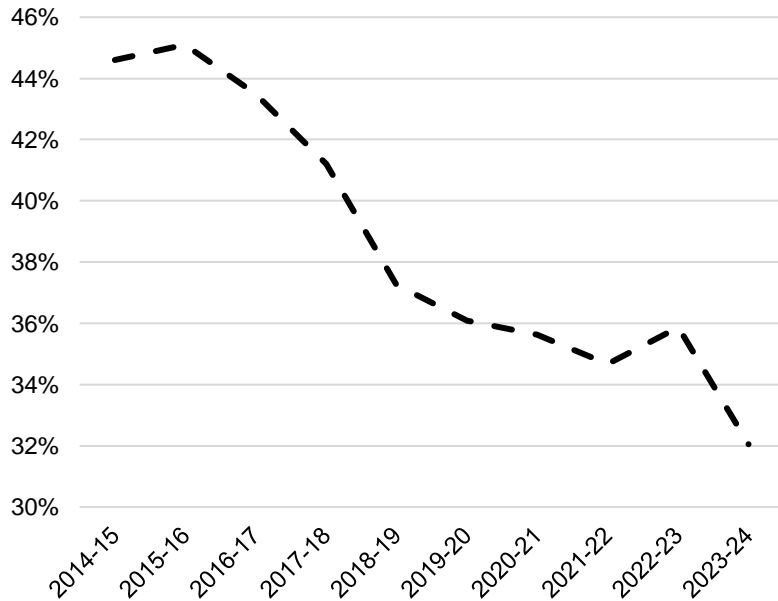
Source: University Financial Statements, State System Business Warehouse

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, such as improving students' experience and student success or for campus infrastructure. An annual operating margin ratio of 0 means that a university expended all its revenues for operations in the given year and has nothing left for reinvestment.

PASSHE has adopted as a goal the recommended minimum range established by the National Association of College and University Business Officers (NACUBO)—that is, 2% to 4%. As shown in **Figure 52**, the metric is still below the goal, representing a continuing threat to the System's long-term financial health. However, universities continue to do the work to align costs with their revenues, stabilize their financial condition, and improve this ratio result.

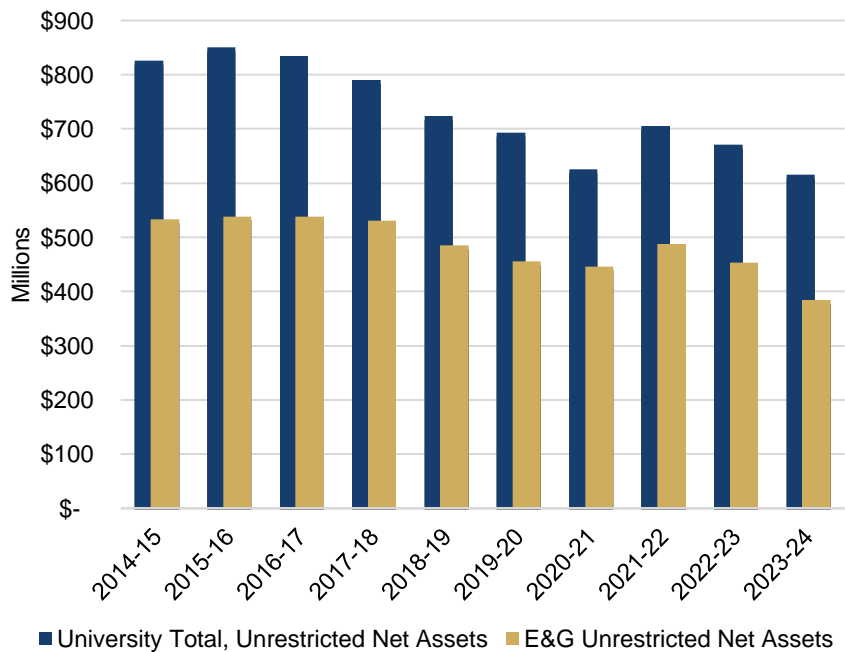
**System reserves declined after a short spike from one-time COVID funding. Universities continue to address financial sustainability and align costs to revenues.**

**FIGURE 53: University Annual Primary Reserve Ratio**



Source: University Financial Statements, State System Business Warehouse  
 Note: Excludes System Office activity.

**FIGURE 54: Unrestricted Net Assets without Long-Term Liabilities University Total**



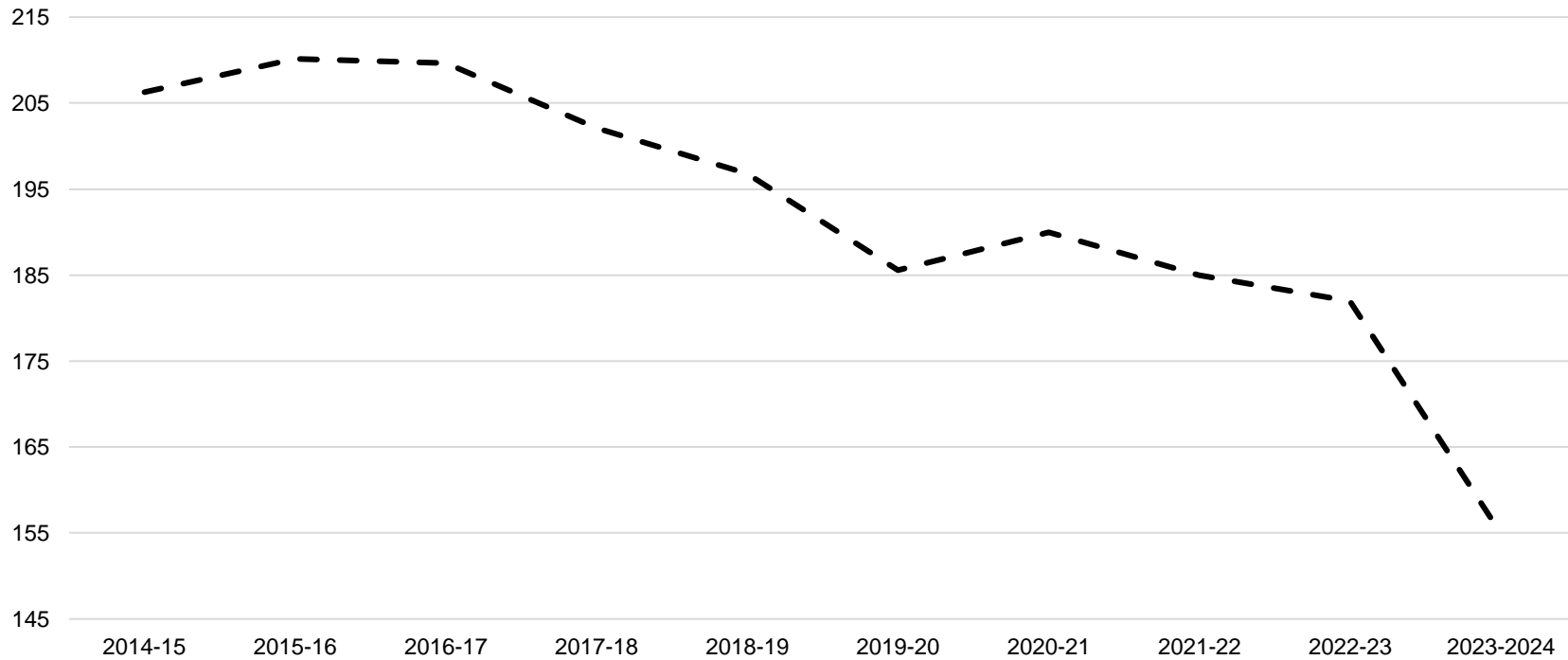
Source: University Financial Statements, State System Business Warehouse  
 Notes: University total excludes System Office Activity.  
 Total unrestricted net assets excludes postretirement, compensated absence and pension liabilities  
 E&G unrestricted net assets excludes auxiliary and long-term liabilities

The **Primary Reserve Ratio** shows how long a university can function and pay its obligations, including debt, using existing net assets, and is one indicator of a university’s financial health. Here, too, PASSHE adopted as a goal NACUBO’s recommended minimum primary reserve ratio of 40%. Overall, the ratio for the State System has declined in recent years and is driven by underperformance at universities experiencing the steepest enrollment declines (**Figure 53**).

**Figure 54** reflects a decline in net asset balances, also primarily attributed to the universities experiencing the steepest enrollment declines.

*The decline in minimum reserves for 2023-24 is attributed to a few universities continuing to address financial sustainability.*

**FIGURE 55: University Minimum Reserves, Number of Days Cash on Hand as of June 30**



Source: University Financial Statements, State System Business Warehouse

Notes: Excludes System Office activity.

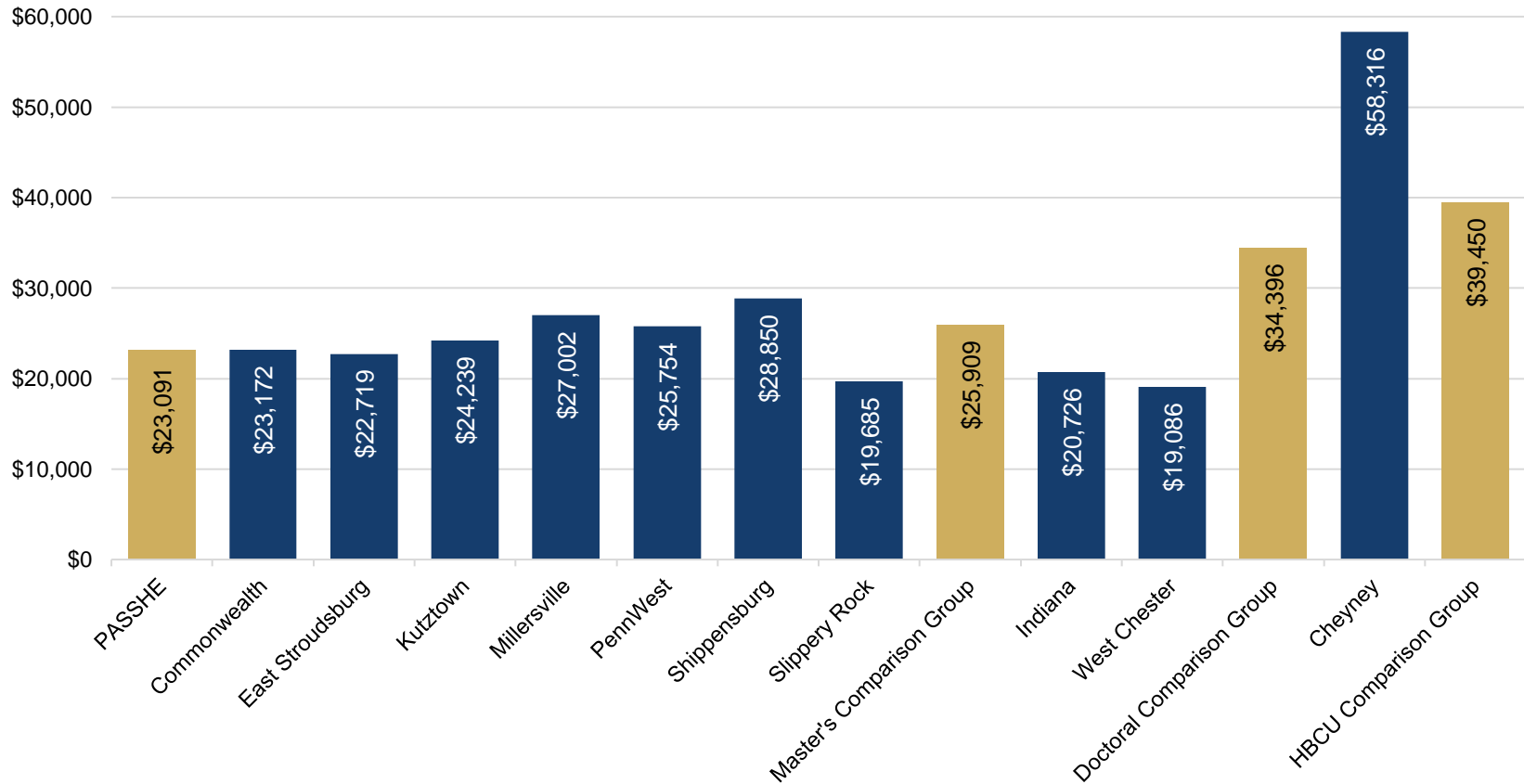
Includes System loans, where applicable.

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

PASSHE's adopted goal is NACUBO's recommended minimum, which is for each university to have at least enough reserves on hand for 180 days of operation. Minimum reserves have declined in recent years, particularly at schools suffering the steepest enrollment declines (**Figure 55**).

**Expenditures per FTE student remain lower than national averages for most PASSHE universities, demonstrating the State System’s cost efficiency.**

**FIGURE 56: Expenditures per FTE Student (With Comparators), Fiscal Year 2022-23**



Source: Integrated Postsecondary Education Data System (IPEDS)

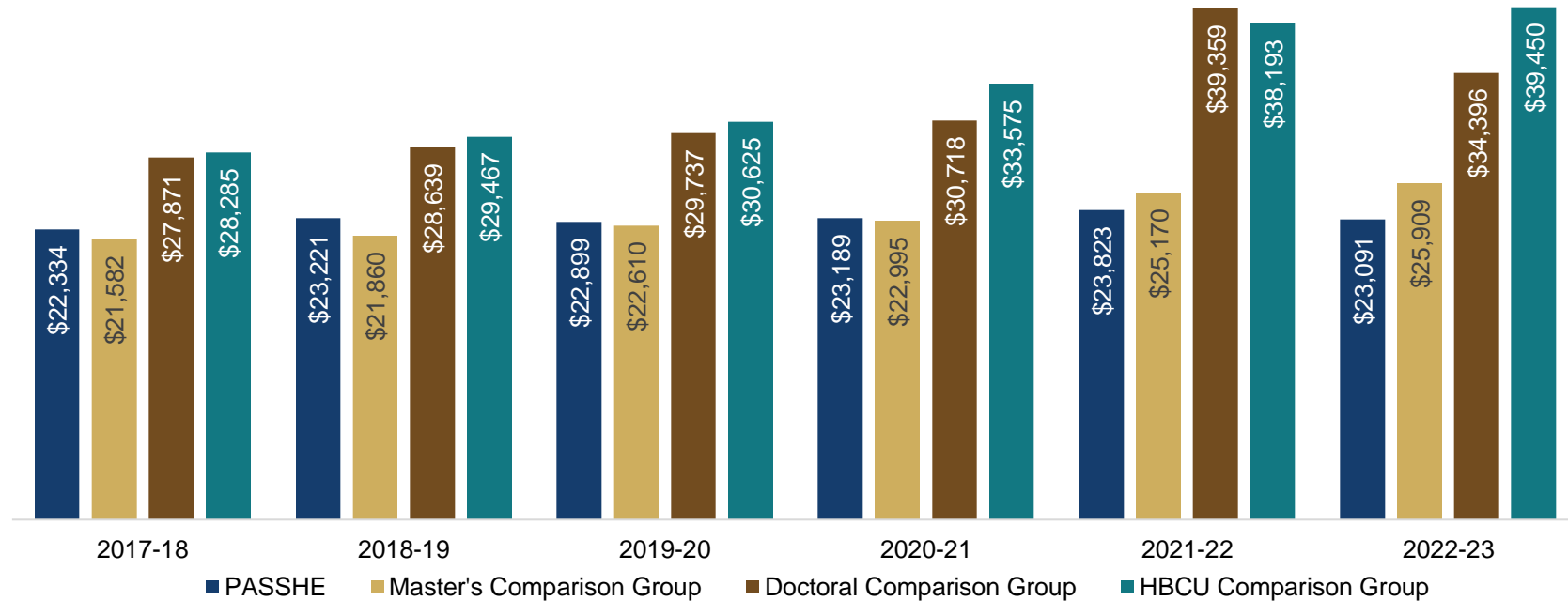
Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications.

Doctoral comparator group includes Doctoral Universities: High Research Activity only.

**Figure 56** shows that in 2022-23, the State System is more efficient than its national comparators. Each university’s efficiency is a function of its cost structure, scale, and budgetary status.

**PASSHE universities have increased operating efficiency, now spending less per student than comparable national institutions.**

FIGURE 57: Expenditures per FTE Student



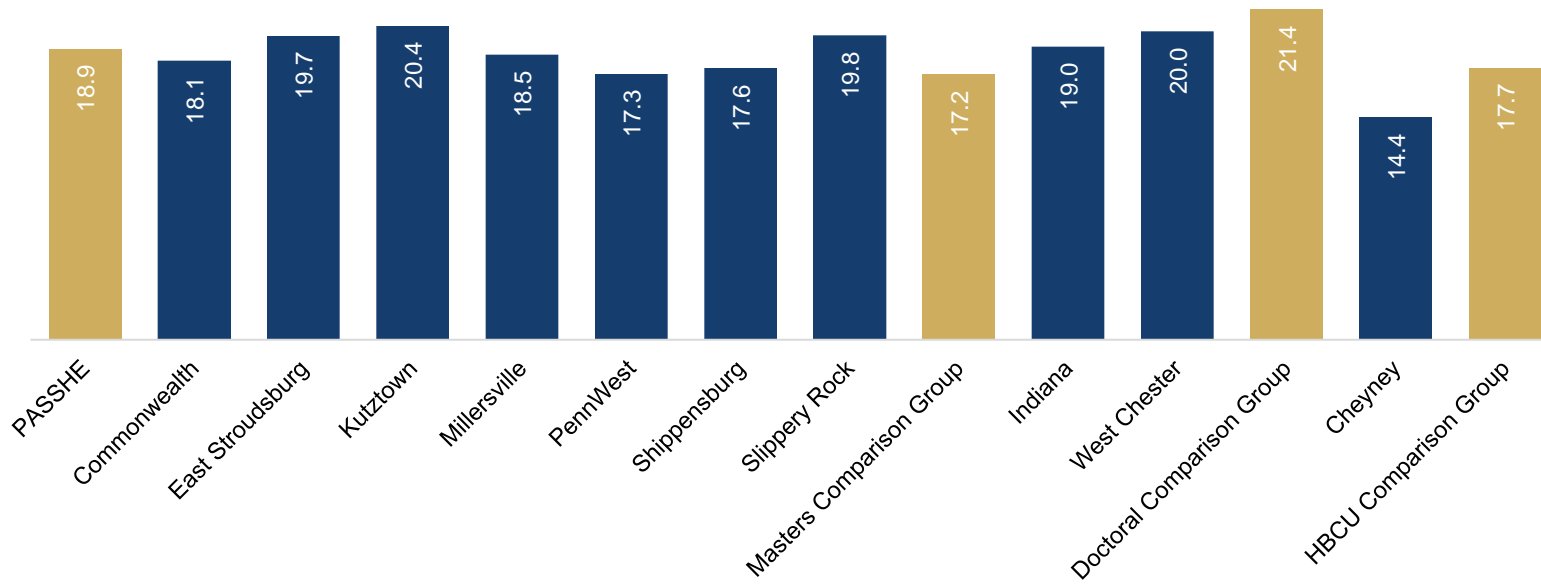
Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Doctoral Universities: High Research Activity only.

**Expenditure Per FTE Student (Figure 57)** is a measure of a university's operating efficiency. Expenditure per FTE student has increased just 3% since 2017-18. While costs have increased, PASSHE universities have reversed the trend and are now spending less on a per-student basis than other National 4-year Public Master's comparator universities, reflecting steps taken by universities under the terms of the Sustainability Policy to reduce costs in response to declining enrollment. For the past two years, the System has also been more closely aligned with other National 4-year Public Master's comparator universities.

***PASSHE's student-to-faculty ratio of 18.9 aligns closely with its comparison groups, indicating competitive performance relative to peer institutions.***

**FIGURE 58: Student to Instructional Faculty Ratio, Fall 2023**



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

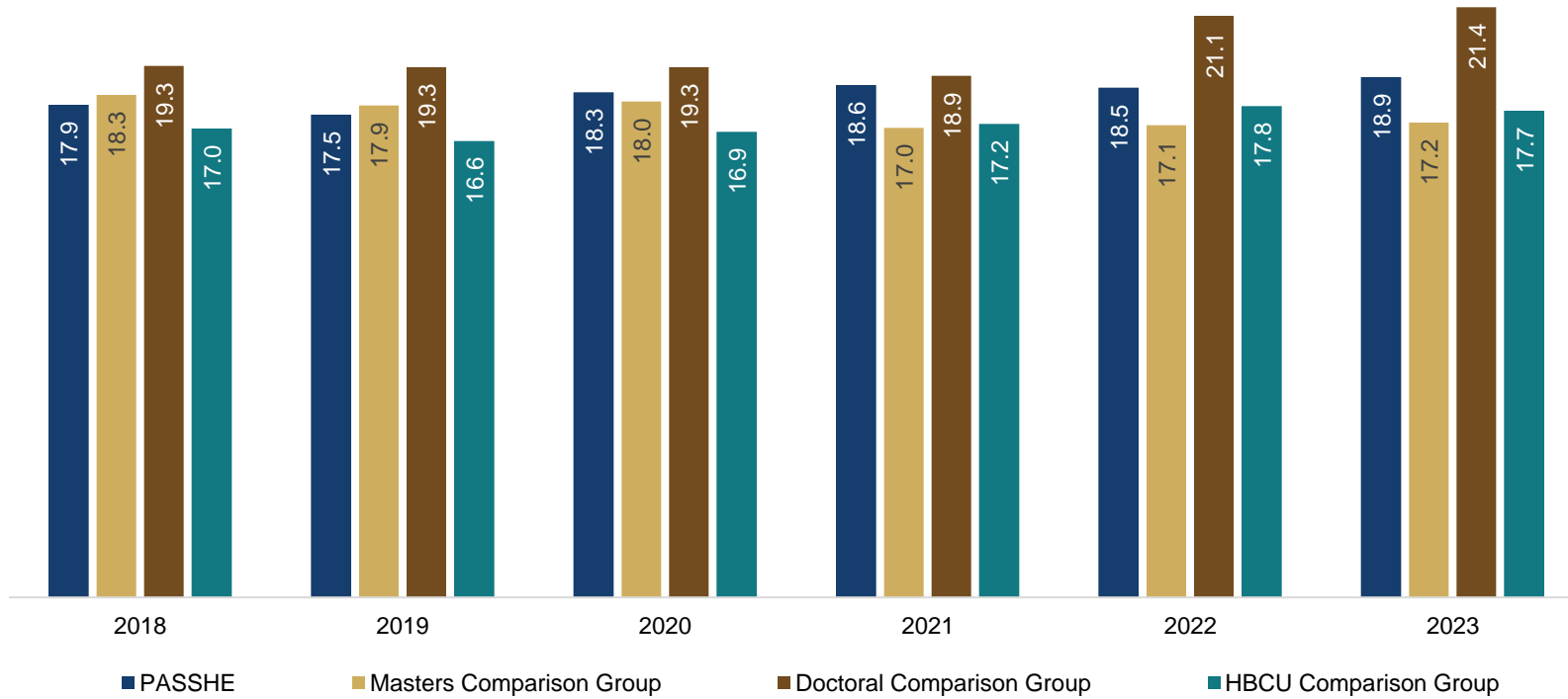
Ratios that compare the number of students to instructional faculty and staff are utilized as indicators of operating efficiency.

Universities are showing improved efficiency relative to comparator institutions nationally regarding student-faculty ratio measures. **Figure 58** highlights two key points based on Fall 2023 data. First, seven State System universities demonstrated greater efficiency compared to their national comparator groups, achieving higher ratios. Second, although PASSHE universities are improving their efficiency relative to comparator institutions, their student-to-faculty ratios remain only slightly higher and are well within the normal range.



*PASSHE institutions have gained efficiencies through implementing the sustainability policy and continue to serve students in a way comparable to national trends.*

FIGURE 59: Student to Instructional Faculty Ratio

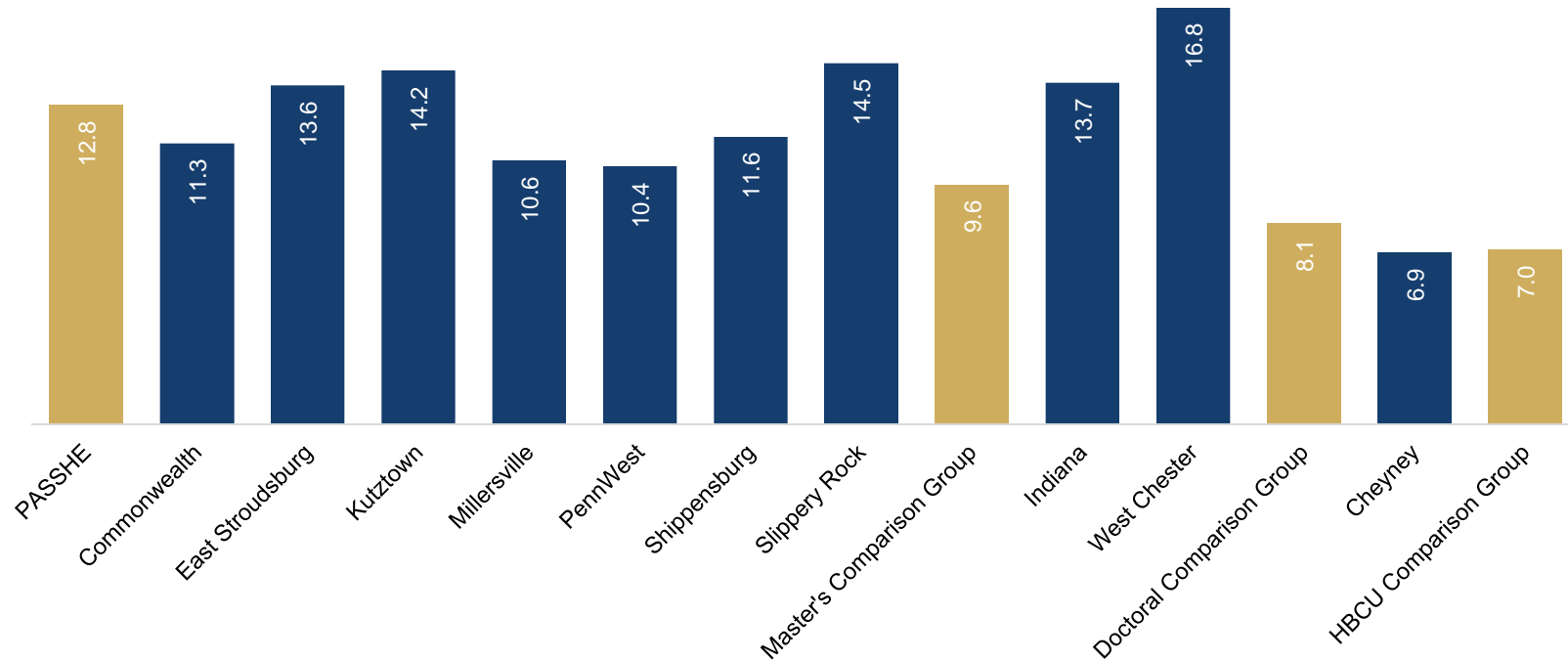


Source: Integrated Postsecondary Education System (IPEDS); Median value for comparators, weighted average for System  
 Note: Doctoral Comparator group includes Carnegie Classification Doctoral High Research.

**Figure 59** makes the same comparison over time and shows that PASSHE universities are as, or more, efficient than comparators in recent years, and that applicable rates are well within industry norms.

***PASSHE institutions are more efficient in student to non-instructional faculty and staff ratios than national averages, highlighting the implementation of sustainability efforts systemwide.***

**FIGURE 60: Student to Non-Instructional Faculty and Staff Ratio, Fall 2023**

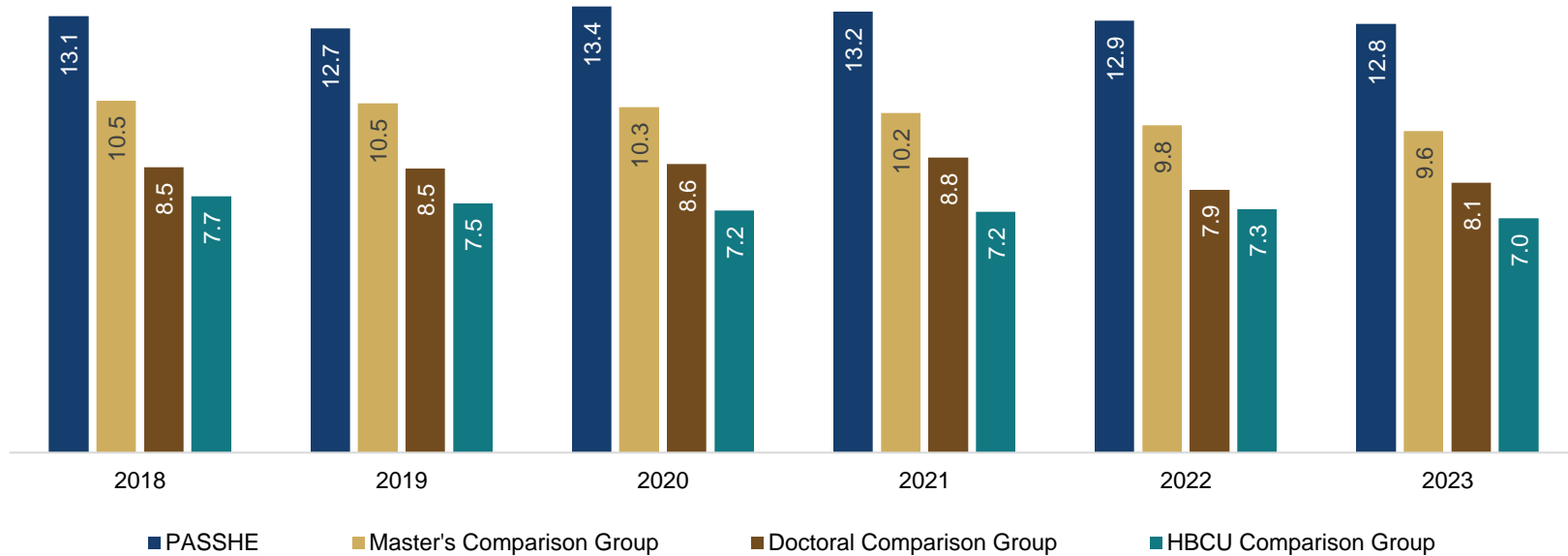


Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System  
 Note: Doctoral comparator group includes Carnegie Classification Doctoral High Research.

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 60** shows data for student to combined non-instructional and staff ratios. All 10 PASSHE universities are now as, or more, efficient (higher ratios) than their comparator groups nationally, as compared to prior years.

*The alignment of non-instructional faculty and staff to enrollment trends allows PASSHE universities to be more efficient than their comparators.*

FIGURE 61: Student to Non-Instructional Faculty and Staff Ratio



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.

State System universities exhibit greater efficiency than their comparator institutions concerning non-instructional faculty and staff (**Figure 61**). This underscores the efforts undertaken by universities to align the allocation of non-instructional faculty and staff with enrollment trends. Additionally, it is noteworthy that the disparities are more pronounced in student-to-staff ratios compared to student-to-faculty ratios. This disparity reflects the deliberate choices made by universities to pursue cost-saving measures more assertively in non-instructional activities than in instructional ones.

As part of System Redesign, State System universities are actively tackling efficiency challenges through various strategies. This includes realizing cost efficiencies by implementing shared services and mandating that universities establish and subsequently achieve mutually agreed-upon revenue and expenditure objectives to secure their financial sustainability.

The progress in efficiency enhancements is systematically monitored on an annual basis within these pages under the following categories:

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

### Personnel

In FY 2023-24, personnel costs represented 73% of total E&G expenditures. In nominal dollars, they have grown by 4% since 2014-15; when adjusted for inflation, they have decreased by approximately 21% over the same time period.

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

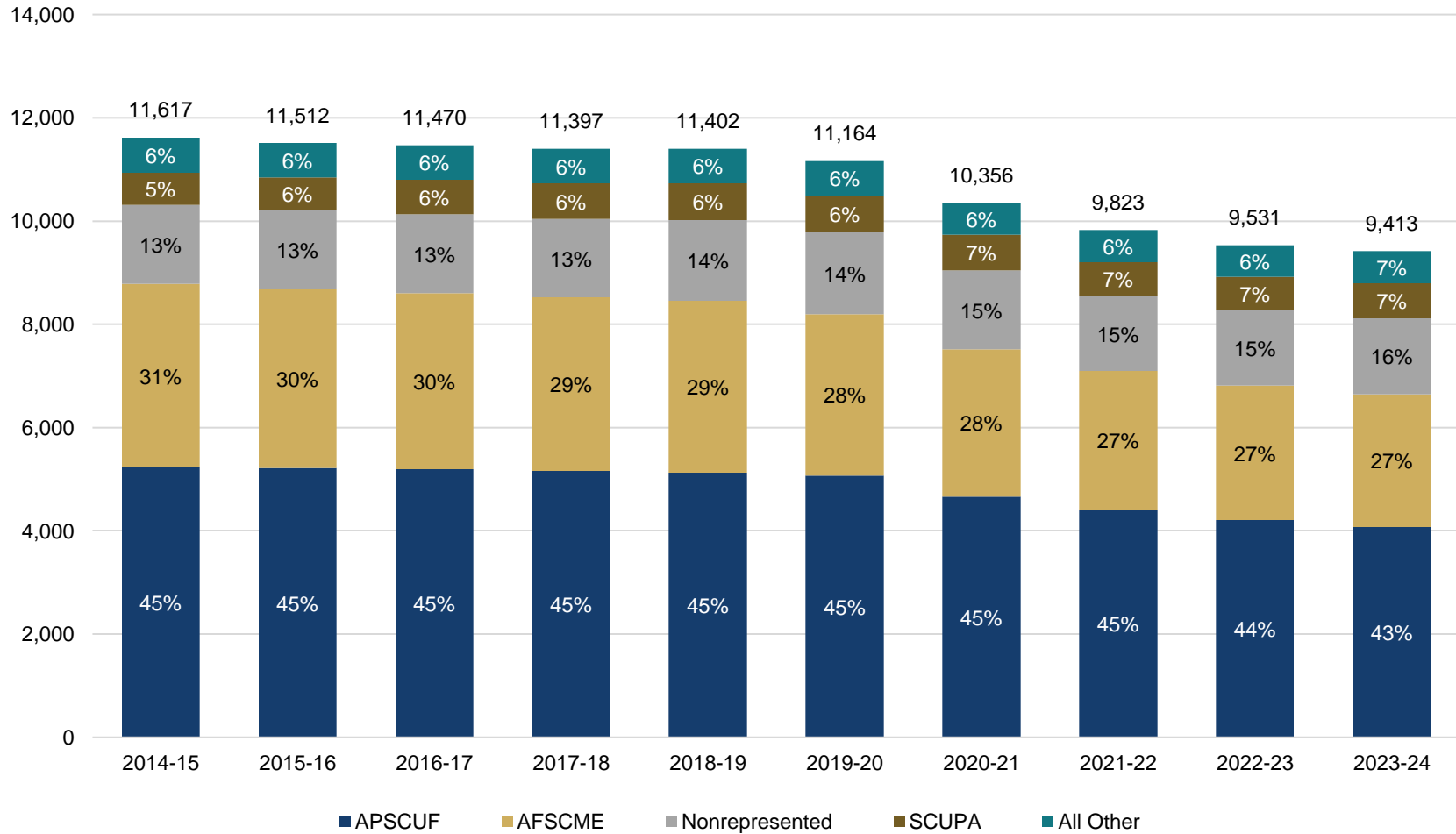
The number of employees at PASSHE universities has declined since 2014-15, responding to enrollment levels, as shown in **Figure 62**, which illustrates employees by collective bargaining unit (84% of PASSHE's employees belong to one of eight bargaining units with which the System has nine labor contracts), and in **Figure 63**, which represents employees by functional category.

Aligning the employee complement with enrollment levels is critical to the universities' and PASSHE's overall financial sustainability. Accordingly, in 2019, the Board of Governors required universities to set efficiency goals, including goals pertaining to student-employee ratios. Additionally, the System implemented a series of employee retirement incentive programs. While such programs had an immediate cost to the universities, they are returning longer-term gains where vacancies are permitted to go unfilled. PASSHE's employees are dedicated, loyal, and talented, and they are easily its most valuable resource. These retirement programs were instrumental in the universities adjusting expenditures to new enrollment realities while minimizing the use of disruptive furloughs and retrenchments and appropriately honoring the dedication of employees.

Since 2014-15, PASSHE has seen a reduction of approximately 2,200 total annualized FTE employees, or 19% (**Figure 62**). Further changes in staffing levels—increases as well as decreases—may occur in response to enrollment levels and financial sustainability goals aligned with the Sustainability Policy.

**Universities have been aligning personnel counts and costs with the revenue sources provided by declining enrollments.**

**FIGURE 62: PASSHE Annualized FTE Employees by Bargaining Unit**



Source: State System Business Warehouse, excludes student employees

***PASSHE universities have significantly reduced total personnel over the past decade, reflecting efforts to align staffing with enrollment trends while maintaining support for student-facing roles.***

**FIGURE 63: PASSHE Employees by Functional Category (Annualized FTE)**

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Instruction	5,293	5,277	5,256	5,212	5,183	5,109	4,687	4,382	4,152	4,065
Research	12	12	12	15	19	18	17	18	21	23
Public Service	161	161	164	160	167	170	173	176	179	184
Academic Support	1,059	1,058	1,059	1,025	1,030	1,025	968	923	931	942
Student Services	1,388	1,384	1,396	1,418	1,440	1,453	1,385	1,344	1,320	1,322
Institutional Support	1,721	1,683	1,654	1,683	1,704	1,682	1,590	1,496	1,473	1,444
Operations and Maintenance of Plant	1,274	1,241	1,219	1,206	1,202	1,138	1,066	1,033	1,018	1,003
Student Aid	4	4	3	4	9	1	1	0	0	0
Auxiliary Enterprises	706	691	708	674	647	569	468	450	437	429
<b>System Total</b>	<b>11,617</b>	<b>11,512</b>	<b>11,470</b>	<b>11,397</b>	<b>11,401</b>	<b>11,164</b>	<b>10,356</b>	<b>9,823</b>	<b>9,531</b>	<b>9,413</b>

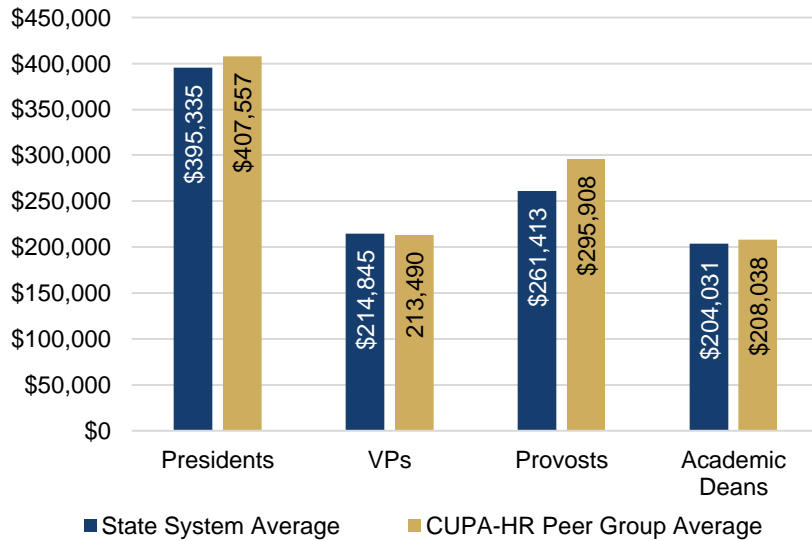
Source: State System Business Warehouse

Instruction, institutional support (expenses for day-to-day administrative activities of the university), and student services make up the largest categories of employees within PASSHE (**Figure 63**). Instruction, Research, Public Service, Academic Support, and Student Services decreased 17%, whereas Institutional Support, Operations and Maintenance, Student Aid, and Auxiliary Enterprises decreased 22%.



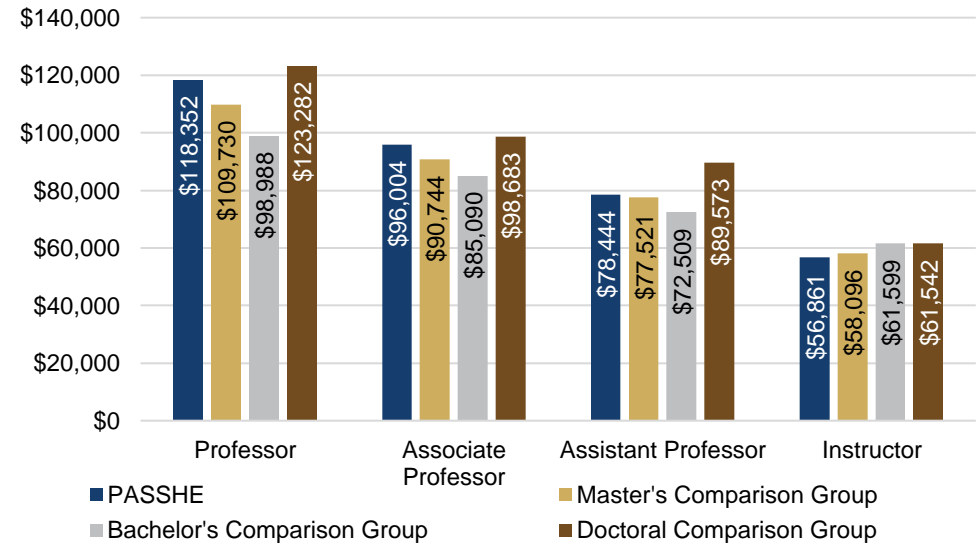
**Executive and instructional faculty salaries are comparable to peer institutions.**

**FIGURE 64: Average Executive Level Salaries, Fall 2023**



Source: College and University Professional Association for Human Resources (CUPA-HR)

**FIGURE 65: Average Instructional Faculty Salaries at Public 4-Year Colleges and Universities, Fall 2023**

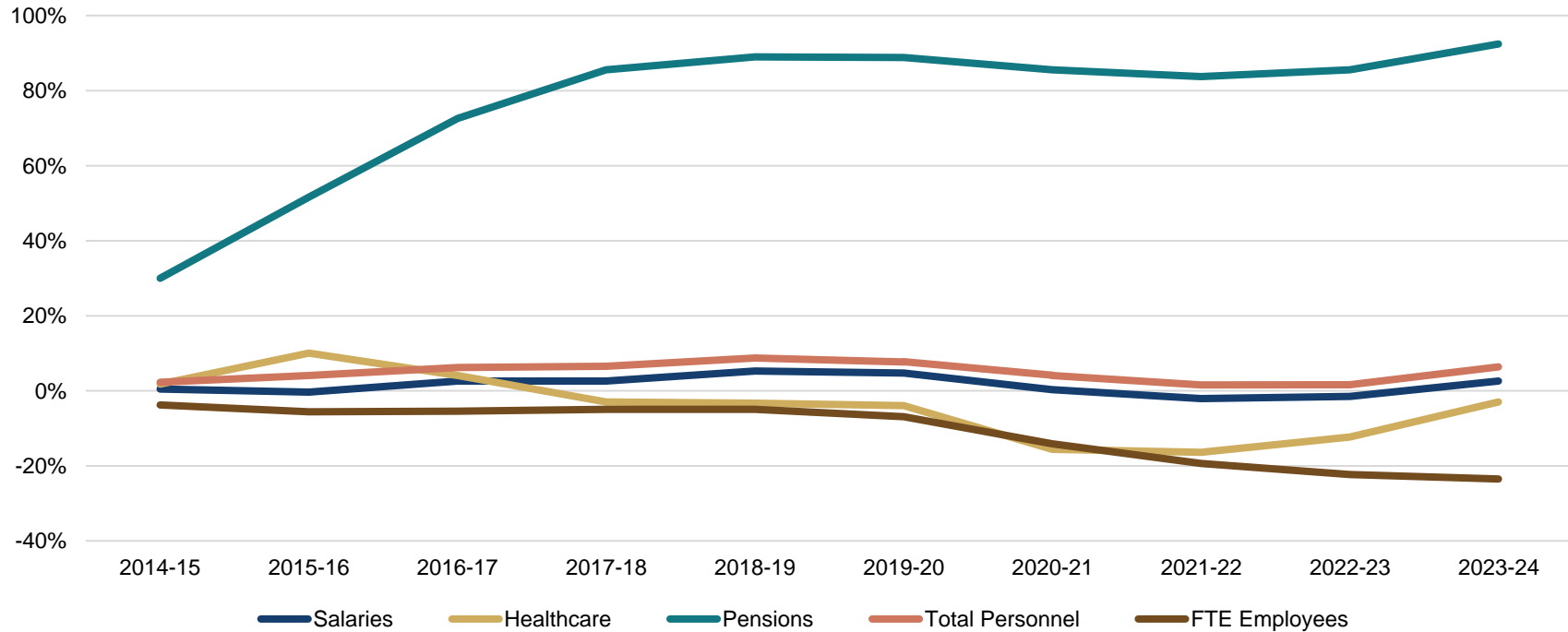


Source: Integrated Postsecondary Education Data System (IPEDS)  
 Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's. Doctoral comparator group includes Doctoral Universities: High Research Activity only.

**Salary levels** for faculty and senior administration are tracked against national benchmarks [using data for senior administrators from the College and University Professional Association for Human Resources (CUPA-HR) annual salary survey and for instructional faculty from the Integrated Postsecondary Education Data System (IPEDS)]. 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 higher than the average. Salaries for executives are generally on par with those at comparable institutions (**Figures 64 and 65**). In addition to job role, PASSHE also considers institution type and size, and geographic location in evaluating and benchmarking employee compensation.

***Pension costs have become a more significant part of personnel costs over the past 10 years; however, recent patterns for total personnel costs have been more stable.***

**FIGURE 66: Cumulative Percent Change in Personnel Expenditures and Employees**



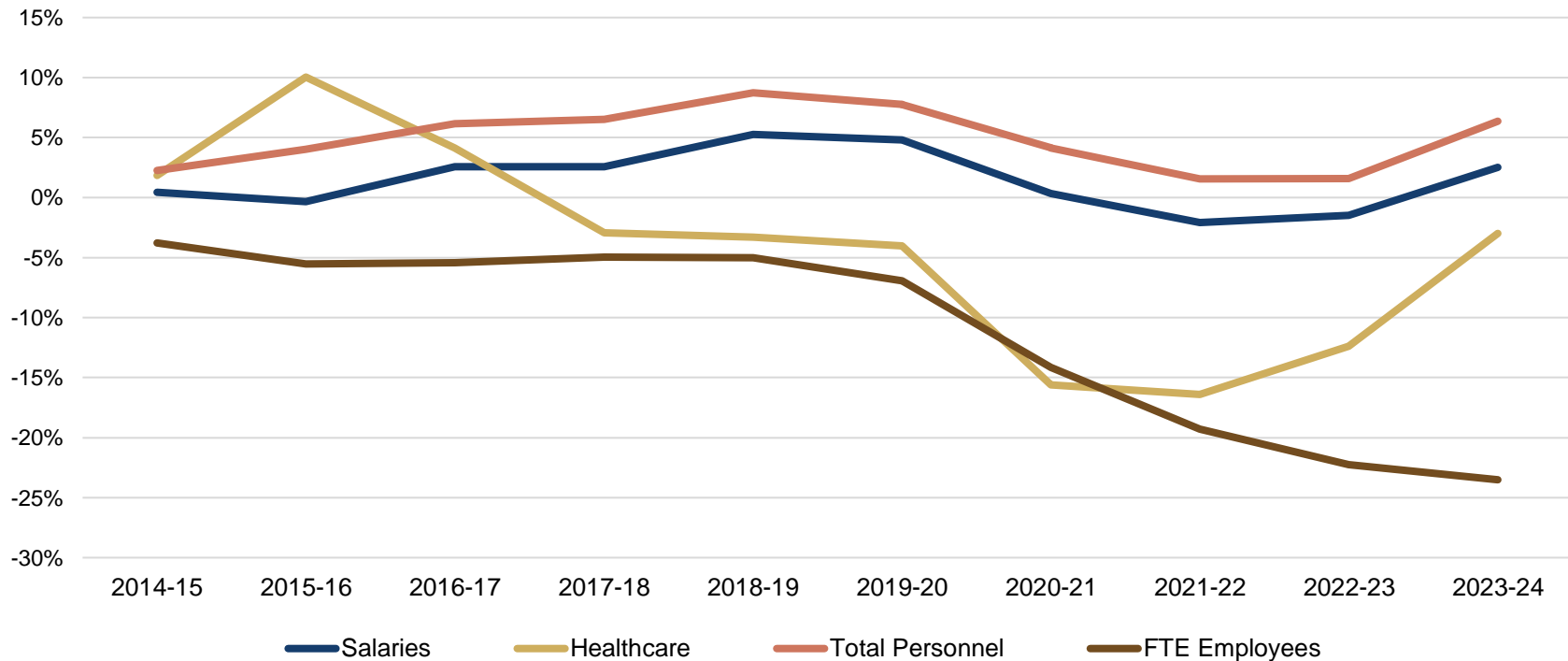
Source: University FinRPT and Business Warehouse.

Notes: Includes all funds. Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.) Pension data is for State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS) only.

**Pension costs** have experienced the steepest growth of all personnel costs over the 10-year period but have been leveling out in recent years (**Figure 66**); of those PASSHE employees enrolled in a retirement plan, 45% are enrolled in a pension plan.

**While increases in healthcare costs mirror national trends, a lower employee complement has helped to stabilize overall personnel costs.**

**FIGURE 67: Cumulative Percent Change in Personnel Expenditures and Employees**



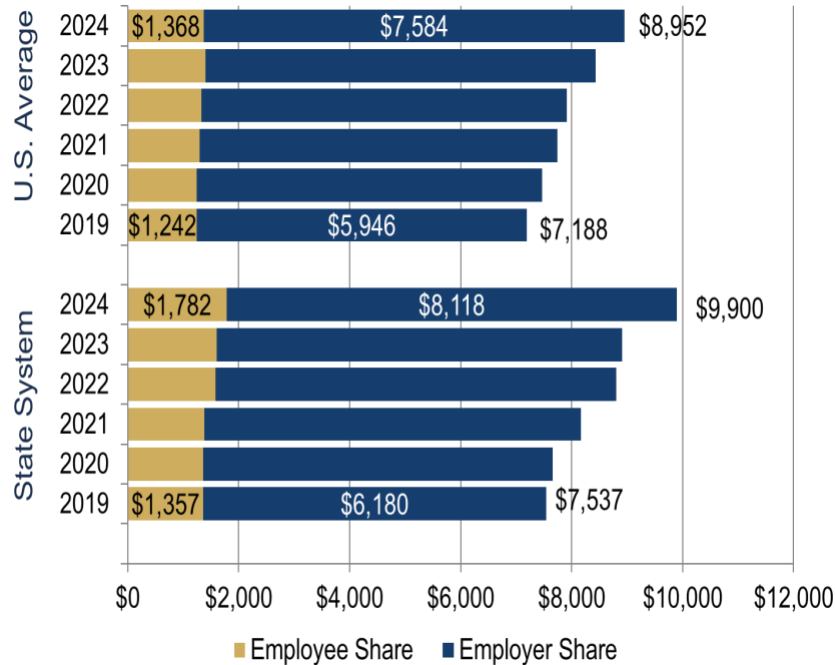
Source: University FinRPT and Business Warehouse.

Notes: Includes all funds. Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.).

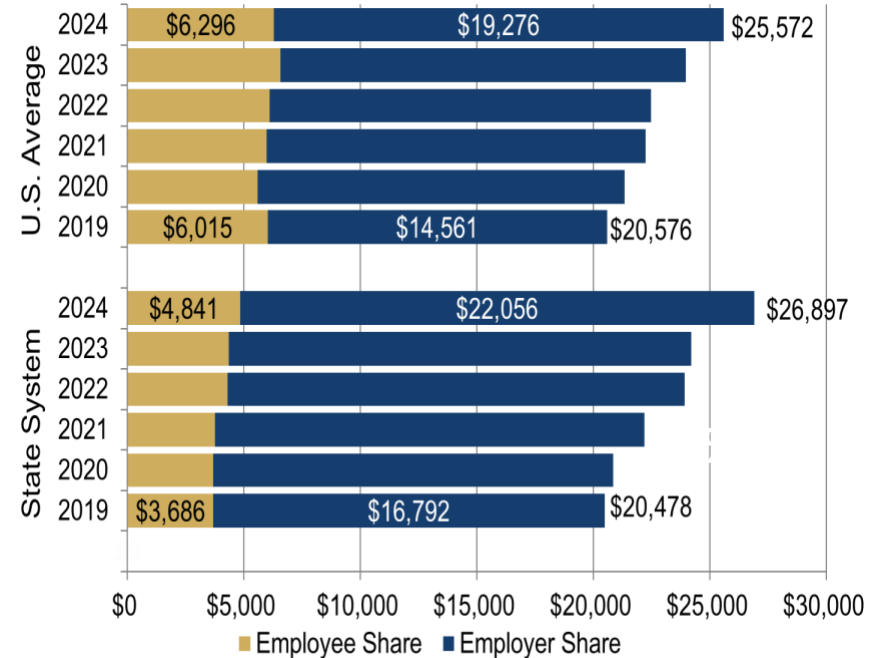
By removing the line for the cumulative percent change in pension costs shown in **Figure 66**, the scale of the chart in **Figure 67** is adjusted and the cumulative percent change in all other lines is shown in more detail. The increase in percent change of expenditures (**Figure 67**) has slowed since the implementation of the Sustainability Policy, including a large drop in the cumulative percent change in employees from 2014-15 to 2023-24. Despite a lower employee complement, healthcare costs continue to rise, reflecting national trends.

**Along with pensions, healthcare is another key driver of personnel costs. PASSHE operates two healthcare programs covering about two-thirds of its employees.**

**FIGURE 68: Healthcare Premiums, Single Coverage, Average Annual (Faculty)**



**FIGURE 69: Healthcare Premiums, Family Coverage, Average Annual (Faculty)**



Source of U.S. data: Kaiser Family Foundation, Employer Health Benefits 2024 Annual Survey.  
 State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

**Along with pensions, healthcare** is another key driver of personnel costs. PASSHE employees are enrolled in one of three healthcare plans. 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, another plan covers faculty and athletics coaches, and the Pennsylvania Employee Benefit Trust Fund (PEBTF), operated by the commonwealth, covers the remaining employees within PASSHE eligible to receive healthcare coverage.

The recent upward trends in healthcare spending are consistent with those experienced by other employers nationally (**Figures 68 and 69**).

**PASSHE Shared Services efficiently delivers collaborative benefits to the System Office and universities that enhance service and reduce costs.**

**FIGURE 70: Total Actual and Estimated Savings**

Total actual savings for FY 19-20 through FY 23-24 and estimated savings for FY 24-25 As of December 2024	
Advanced Data Analytics	\$816,932
Facilities	67,600,412
Finance	165,301,169
Human Resources/Payroll	334,289,589
IT	5,297,787
Other	6,635,094
Procurement	42,413,656
<b>Total</b>	<b>\$622,354,639</b>

Source: System Budget Reports

**Shared Services**

Shared Services governed by our universities and managed out of the System Office, collaboratively delivers services that improve efficiencies and reduce costs throughout PASSHE 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.

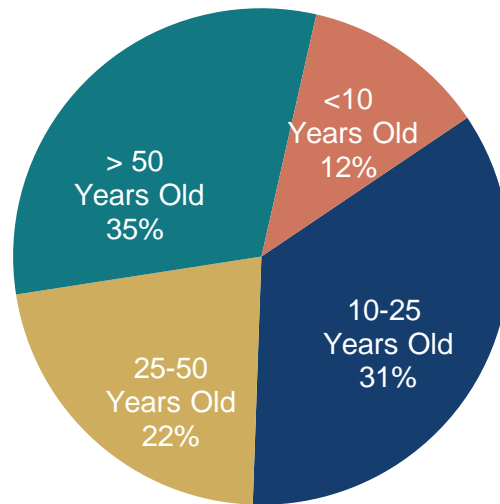
The cost savings shown in **Figure 70** include activities from the Shared Services and the single administrative and finance office (the Chancellor’s Office) that performs treasury, facilities, and budget functions and interacts with universities as well as state and federal governments around education and related policies, budgets, and compliance reporting.

Savings estimates through the six years ending FY 2024-25 are over \$622 million, inclusive of the early retirement programs, negotiated contract savings for benefits, bond refinancing, and other negotiated savings.

## ***Buildings over 25 years old face higher failure risks if life cycle repairs aren't managed promptly, leading campuses to experience financial pressure from failing systems.***

FIGURE 71: Building Age

- Number of Buildings:  
**617**
- Total GSF:  
**16.8 Million**
- Replacement Value:  
**\$8.9 Billion**
- Deferred Maintenance and Capital Renewal Backlog:  
**\$2.5 Billion**



Source: State System Facilities Office, FY23

Note: The capital renewal analysis and the prediction analysis were completed in a consistent way with each institution to gather the best estimate.

### Facilities

Facilities maintenance is an important component of PASSHE operations and one that presents significant challenges (**Figure 71**). PASSHE E&G facilities include 617 buildings with total gross square feet (GSF) of 16.8 million. The replacement value of the buildings is estimated at \$8.9 billion, with a deferred maintenance and capital renewal backlog of \$2.5 billion. Fifty-seven 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, PASSHE does not have sufficient resources to do so in the most cost-effective manner.

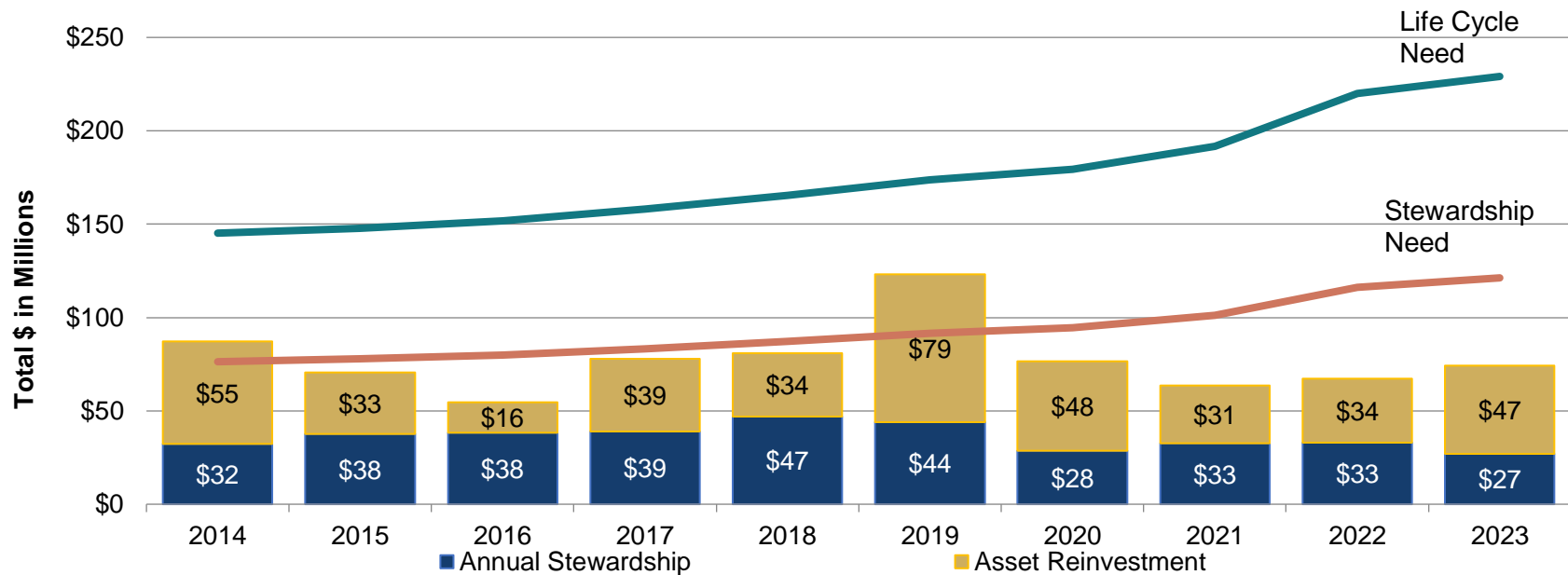
The universities have three primary sources for funding building maintenance.

- **University operating funds** are used for maintenance and operations of the physical plant, including grounds, janitorial, preventative maintenance, repairs, and deferred maintenance. In FY 2022-23, PASSHE universities spent about \$27 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 72**).
- **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 almost \$23.7 million through this resource in FY 2022-23 and \$21.2 million in FY 2023-24.
- **Commonwealth capital funds** are spent largely on renovation or replacement of existing buildings and infrastructure. The System received \$70 million in capital funds this year, similar to the level of funding received in recent years.



**Funding for life cycle and stewardship needs is insufficient, causing universities to adopt a more reactive maintenance approach.**

**FIGURE 72: Capital Expenditures into Existing E&G Space**



Source: State System Facilities Office, FY23

According to Gordian (formerly known as Sightlines), a national firm that specializes in benchmarking higher education facilities, there is an opportunity for PASSHE to enhance its investment in facility maintenance and improvements. Increased focus in this area could significantly benefit the overall quality and functionality of its campuses. **(Figure 72).**

National standards suggest PASSHE 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).

In eight of the last ten 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 \$2.5 billion.

## *PASSHE universities have competitively procured energy and reduced consumption to produce significant annual and cumulative savings.*

**FIGURE 73: Estimated Costs Avoided Through PASSHE's Energy Procurement Efforts**

Fiscal Year	Electricity	Natural Gas	Total
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
2022-23	527,796	142,135	669,931
2023-24	0	372,293	372,293
<b>Total</b>	<b>\$19,880,603</b>	<b>\$18,147,534</b>	<b>\$38,028,137</b>

Source: State System Facilities Office

Notes: Avoided cost estimate based on difference between procured energy cost and published rate from the local distribution company for 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 vs. tariff hourly prices, since fixed-price contracts were selected to reduce price risk.

With assistance from the Penn State Facilities Engineering Institute, PASSHE has competitively procured energy since 2002. Currently, PASSHE utilizes Department of General Services contracts to maximize competition and drive more favorable pricing. This strategy has generated over \$38 million in just the past ten years. **Figure 73** captures those avoided costs compared to the local utility tariff rate.

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 2014. This avoids, on average, about \$22.1 million in energy costs per year or about \$221 million over the last 10 years (**Figure 74**).

***PASSHE universities have saved \$221.1 million in energy costs in the past decade, averaging about \$22.1 million each year.***

**FIGURE 74: Estimated Cost Avoided Through PASSHE's Energy Conservation Effort**

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
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
2022-23	32.48	3,279,420	\$42,721,885	\$13.03	100,965	1.6%	38.3%	26,530,000
2023-24	32.35	3,160,360	\$39,058,642	\$12.36	97,679	3.3%	40.3%	26,380,000
<b>Total</b>								<b>\$220,600,000</b>

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)

***PASSHE is actively working to reduce its physical space to align with current enrollment levels and achieve cost savings of \$22 million by the end of this fiscal year.***

**FIGURE 75: Demolition and Sale of Under-utilized Facilities**

Status	# of Buildings	Gross Square Feet (GSF)
Demolition		
Demolition Complete	43	1,115,886
Demolition Ongoing	2	198,041
In design	0	0
Future Planned	65	1,371,010
Sold/Transfer Complete	34	230,000
Sale Pending	5	82,036
<b>Total</b>	<b>149</b>	<b>2,996,973</b>

Source: State System Facilities Office

Note: Data as of December 2024

### Demolition and sale of underutilized facilities

As enrollments decline, several facilities are under-, or even un-utilized, but nonetheless require ongoing expenditures for their maintenance. In response, PASSHE 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, over \$22 million in estimated savings and/or avoided costs will be achieved.

## Shared educational programs and courses

Several opportunities for shared faculty and shared educational programs and courses are available by jointly developing credentialing programs that enable students at one university to take advantage of courses and programs at others. By 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.
- 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 them.

State System universities have established scalable practices and procedures by implementing shared courses and collaborative academic programs. As coordinated planning around delivery of the System portfolio of programs and technology infrastructure is developed, sharing courses, programs, and faculty becomes a critical strategy for ensuring all students have access to the broadest possible range of educational opportunities within a financially sustainable environment. For the academic year 2022-2023, 242 courses were made available for sharing. This increased to 248 for the academic year 2023-2024. Expansion of course-sharing will require time and investment in the necessary technology and business systems infrastructure. The onboarding of the final group of universities to the technology solution is planned to be completed by the end of 2025. This step is essential before we can implement the cross-registration module.

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-to-faculty ratios.
- Number of students taking courses from other PASSHE universities.

## Appendix A



## Appendix A-1

### **Pennsylvania's State System of Higher Education Mission Statement**

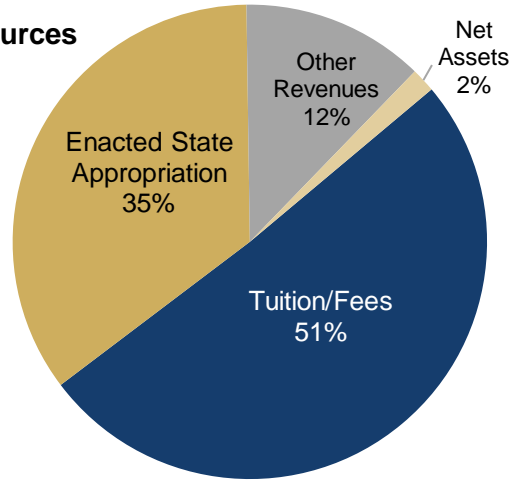
"The State System of Higher Education shall be part of the Commonwealth's system of higher education. Its purpose shall be to provide high quality education at the lowest possible cost to students. The primary mission of the System is the provision of instruction for undergraduate and graduate students 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

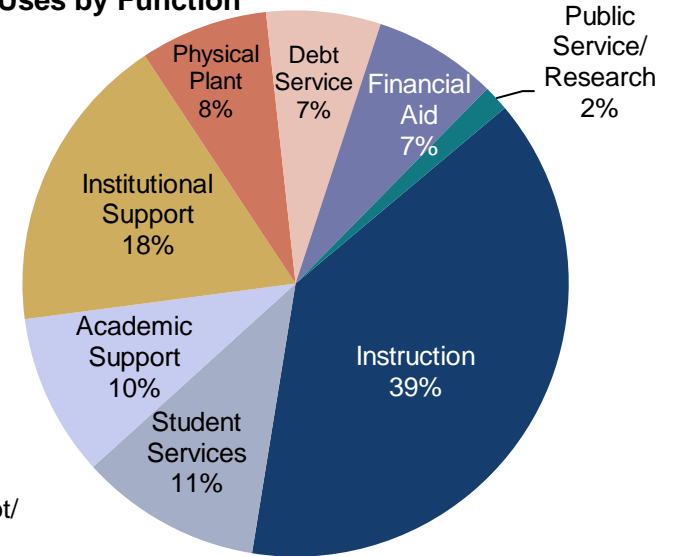
### Pennsylvania's State System of Higher Education Summary of Sources and Uses FY 2024-25 Educational and General Budget

**Sources**



<u>Sources</u>	<u>(\$000)</u>
Tuition/Fees	898,984
Enacted State Appropriation	\$620,755
Other Revenues	220,639
Net Assets	<u>29,183</u>
<b>Total</b>	<b>\$1,769,561</b>

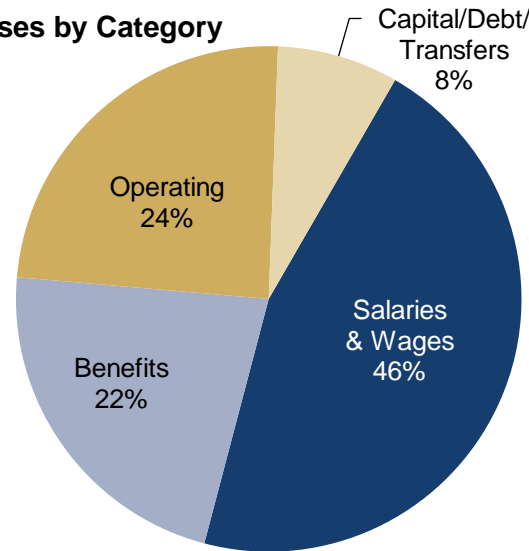
**Uses by Function**



**Uses by Category**

<u>Uses by Category</u>	<u>(\$000)</u>
Salaries & Wages	\$809,876
Benefits	<u>394,084</u>
<b>Total Personnel</b>	<b>\$1,203,960</b>
Operating	428,533
Capital/Debt/Transfers	<u>137,068</u>
<b>Total Expenditures/Transfers</b>	<b>\$1,769,561</b>

**Uses by Category**



**Uses by Function**

<u>Uses by Function</u>	<u>(\$000)</u>
Instruction	\$684,125
Institutional Support	314,481
Academic Support	170,402
Student Services	190,019
Physical Plant	134,125
Debt Service	119,902
Financial Aid	129,691
Public Service/Research	<u>26,817</u>
<b>Total</b>	<b>\$1,769,561</b>

**Notes:**

Numbers do not add due to rounding.

Other Revenues include gifts, investment income, and other misc revenues.

Net Assets Includes net assets used to support one-time strategic initiatives and sustainable operations.

### Appendix A-3

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

	Actual 2023-24	Current 2024-25	Budget Request 2025-26	Governor's Budget 2025-26
<b>Source of Funds</b>				
State E&G Appropriation <sup>1</sup>	\$585,618	\$620,755	\$661,104	\$661,104
Augmentation:				
Educational and General <sup>2</sup>	1,211,395	1,148,806	1,064,184	1,064,184
<b>Total</b>	<b>\$1,797,013</b>	<b>\$1,769,561</b>	<b>\$1,725,288</b>	<b>\$1,725,288</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$1,225,038	\$1,203,960	\$1,216,407	\$1,216,407
Operating Expenditures	457,342	449,658	463,156	463,156
Capital Assets/Transfers	114,633	115,943	45,725	45,725
<b>Total</b>	<b>\$1,797,013</b>	<b>\$1,769,561</b>	<b>\$1,725,288</b>	<b>\$1,725,288</b>
<b>Students (FTE)<sup>3</sup></b>				
Undergraduate	65,193.56	64,708.99	65,117.94	65,117.94
Graduate	10,550.26	10,722.51	10,798.27	10,798.27
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>75,743.82</b>	<b>75,431.50</b>	<b>75,916.21</b>	<b>75,916.21</b>
<b>Employees (Annualized FTE)</b>	<b>8,714.54</b>	<b>8,581.21</b>	<b>8,433.54</b>	<b>8,433.54</b>

Source: State System budget reports

<sup>1</sup>Reflects the Educational and General Appropriation enacted for FY 2023-24 and FY 2024-25 and the System's appropriation request for FY 2025-26.

<sup>2</sup>The augmentation includes an assumption of no tuition rate increase in FY 2025-26. 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.

<sup>3</sup>FTE Student is defined as follows: annual undergraduate credit hours produced divided by 30 credit hours; annual graduate credit hours produced divided by 24 credit hours.

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 2023-24	Current 2024-25	Projection 2025-26	Governor's Budget 2025-26
<b>Source of Funds</b>				
Federal Appropriation	\$48,028	\$18,853	\$8,227	NA
Augmentation:				
Educational and General	0	0	0	NA
<b>Total</b>	\$48,028	\$18,853	\$8,227	NA
<b>Use of Funds</b>				
Personnel Expenditures	\$1,979	\$1,144	\$0	NA
Operating Expenditures	36,141	11,030	2,870	NA
Capital Assets/Transfers	13,834	7,822	6,357	NA
<b>Total</b>	\$51,954	\$19,996	\$9,227	NA
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	0.00	0.00	0.00	NA
<b>Employees (Unrestricted FTE)</b>				
	NA	NA	NA	NA

Notes: Reflects the second distribution of funds (\$125 million in FY 2022-23) appropriated directly to universities that are being used for various initiatives, including student access/affordability, sustainable operations, deferred maintenance and capital, and technology enhancements and infrastructure. Universities have until December 31, 2026, to expend these funds; revenues cannot be recognized until similar levels of expenditures have been incurred; therefore, annual revenues reflect amounts recognized or projected to be recognized each year.

## 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 2023-24	Current 2024-25	Budget Request 2025-26	Governor's Budget 2025-26
Special Purpose Appropriation <sup>1</sup>	\$3,980	\$5,480	\$5,980	\$5,480
Other (PHEAA Augmentation) <sup>1</sup>	500	500	0	500
Revenue Shortfall	0	0	0	0
<b>Total</b>	<b>\$4,480</b>	<b>\$5,980</b>	<b>\$5,980</b>	<b>\$5,980</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$964	\$1,333	\$1,366	\$1,366
Operating Expenditures <sup>2</sup>	3,516	4,647	4,614	4,614
Capital Assets/Transfers	0	0	0	0
<b>Total</b>	<b>\$4,480</b>	<b>\$5,980</b>	<b>\$5,980</b>	<b>\$5,980</b>
<b>Students (Fall Headcount)</b>				
Undergraduate <sup>3</sup>	200	276	325	325
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>200</b>	<b>276</b>	<b>325</b>	<b>325</b>
<b>Employees (FTE)</b>	<b>6.01</b>	<b>14.00</b>	<b>14.00</b>	<b>14.00</b>

<sup>1</sup>The Governor's recommendation of a \$5.98 million appropriation (including a \$500,000 supplement from PHEAA) in FY 2025-26 provides level funding for the Keystone Academy Appropriation compared to the total amount received in FY 2024-25.

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

<sup>3</sup>If FY 2025-26 is funded at the Governor's recommended level, approximately 325 students may be served through this program. In fall 2024, over 250 students were scholarship recipients.

Source: Cheyney University

Note: The line item appropriation has been funded as a special program within PHEAA's budget since FY 1999-00. It is critical to the recruitment and retention of students at Cheyney University and is vital to the success of the institution and its students.

**Appendix A-6**

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

	Actual 2023-24	Current 2024-25 <sup>1</sup>	Budget Request 2025-26	Governor's Budget 2025-26
<b>Source of Funds</b>				
State E&G Appropriation	\$85,000	\$0	\$0	\$0
Augmentation:				
Educational and General	0	0	0	0
<b>Total</b>	<b>\$85,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$0	\$0	\$0	\$0
Operating Expenditures	0	0	0	0
Capital Assets/Transfers	0	85,000	0	0
<b>Total</b>	<b>\$0</b>	<b>\$85,000</b>	<b>\$0</b>	<b>\$0</b>
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Employees (Unrestricted FTE)</b>				
	NA	NA	NA	NA

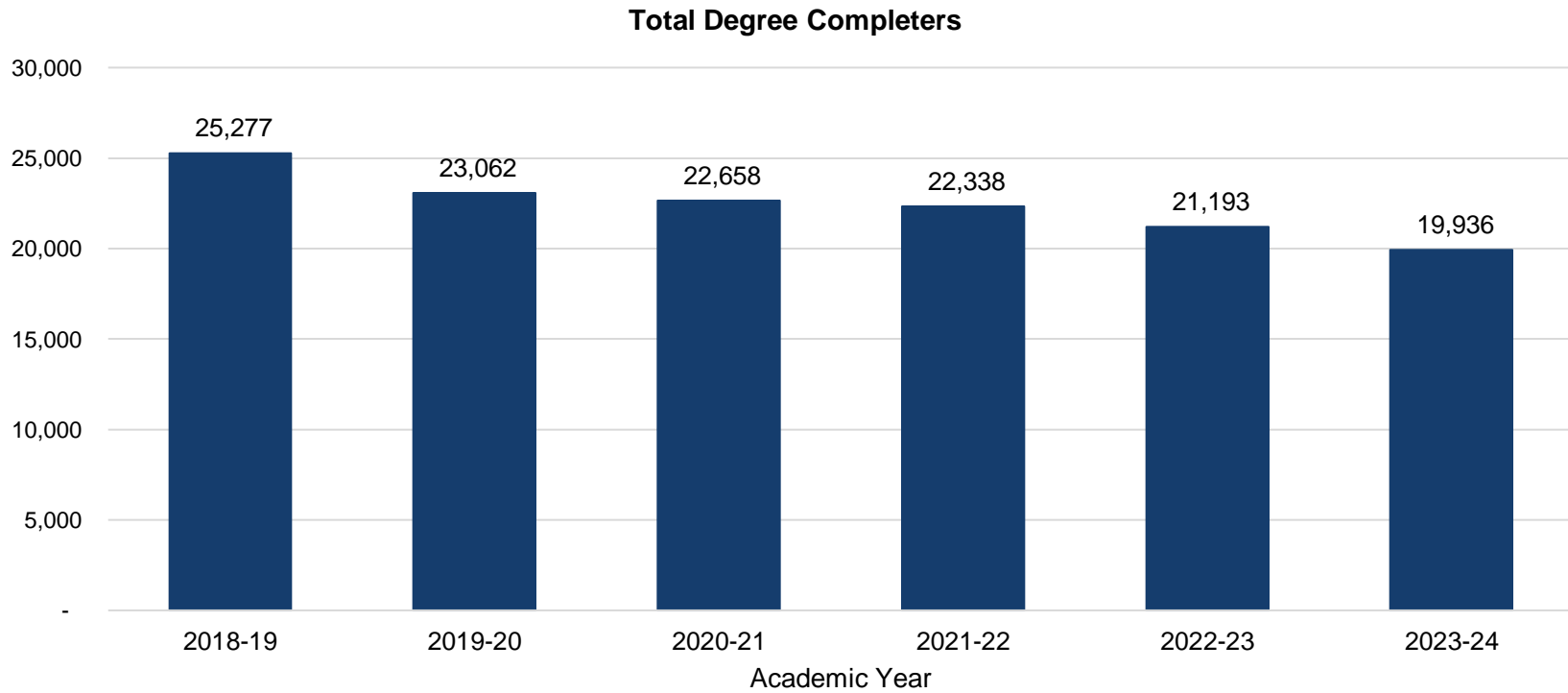
<sup>1</sup>Funds were received as a supplemental appropriation from FY 2023-24. Cheyney University will use approximately \$8.6M for payment obligations due to the Federal Department of Education and for the partial repayment of loans from the State System of Higher Education. Commonwealth University will use approximately \$37.9M for the defeasance of certain bonds through fiscal year 2029-30. Indiana University will use approximately \$21.0M for the defeasance of certain bonds through fiscal year 2029-30 and approximately \$17.5M to satisfy intra-university loans and improve the unrestricted net asset balance of the university.



## Appendix A-7

### Pennsylvania's State System of Higher Education Academic Program Data

	2023-24 Actual Degree Completers	2024-25 Projected Degree Completers
Associate Degree Completers	312	315
Bachelor's Degree Completers	14,442	14,013
Graduate Degree Completers	5,182	5,256
<b>Total Degree Completers</b>	<b>19,936</b>	<b>19,584</b>



Source: State System Student Data Warehouse, Annual Completers

## Appendix A-8

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

State System	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>Total</b>										
Applications	65,782	66,645	67,768	64,822	66,406	63,538	56,814	59,156	62,649	63,381
Admissions	52,318	52,766	54,500	53,289	56,094	56,561	52,400	53,435	54,891	54,461
Admitted Enrollments	16,514	15,878	15,927	15,296	15,280	14,303	12,809	13,636	14,228	13,552
% Admitted	79.5%	79.2%	80.4%	82.2%	84.5%	89.0%	92.2%	90.3%	87.6%	85.9%
% Admitted Enrolled	31.6%	30.1%	29.2%	28.7%	27.2%	25.3%	24.4%	25.5%	25.9%	24.9%
<b>Black or African American</b>										
Applications	13,624	13,809	14,391	13,166	13,608	13,859	10,552	11,474	12,130	11,207
Admissions	8,830	8,980	9,515	9,189	9,781	11,091	8,961	9,455	9,532	8,572
Admitted Enrollments	1,994	1,981	2,020	1,865	1,854	1,706	1,489	1,649	1,580	1,306
% Admitted	64.8%	65.0%	66.1%	69.8%	71.9%	80.0%	84.9%	82.4%	78.6%	76.5%
% Admitted Enrolled	22.6%	22.1%	21.2%	20.3%	19.0%	15.4%	16.6%	17.4%	16.6%	15.2%
<b>American Indian or Alaska Native</b>										
Applications	150	186	210	167	131	169	215	238	172	152
Admissions	107	111	128	114	107	143	196	209	145	128
Admitted Enrollments	36	27	41	38	31	37	53	58	44	23
% Admitted	71.3%	59.7%	61.0%	68.3%	81.7%	84.6%	91.2%	87.8%	84.3%	84.2%
% Admitted Enrolled	33.6%	24.3%	32.0%	33.3%	29.0%	25.9%	27.0%	27.8%	30.3%	18.0%
<b>Asian</b>										
Applications	1,169	1,417	1,521	1,481	1,516	1,496	1,532	1,478	1,725	1,668
Admissions	896	1,097	1,209	1,254	1,286	1,392	1,436	1,387	1,508	1,449
Admitted Enrollments	201	223	213	245	245	208	248	210	220	192
% Admitted	76.6%	77.4%	79.5%	84.7%	84.8%	93.0%	93.7%	93.8%	87.4%	86.9%
% Admitted Enrolled	22.4%	20.3%	17.6%	19.5%	19.1%	14.9%	17.3%	15.1%	14.6%	13.3%

Appendix A8 (continued)

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

State System	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>Hispanic</b>										
Applications	4,687	4,962	5,765	5,231	6,038	6,029	4,622	5,524	6,997	7,222
Admissions	3,504	3,665	4,376	4,020	4,822	5,201	4,188	4,858	5,820	5,937
Admitted Enrollments	1,002	956	1,130	989	1,106	994	930	1,116	1,249	1,247
% Admitted	74.8%	73.9%	75.9%	76.8%	79.9%	86.3%	90.6%	87.9%	83.2%	82.2%
% Admitted Enrolled	28.6%	26.1%	25.8%	24.6%	22.9%	19.1%	22.2%	23.0%	21.5%	21.0%
<b>White</b>										
Applications	42,737	42,120	41,835	39,653	40,501	37,961	36,399	35,469	37,263	38,109
Admissions	36,342	35,698	36,082	34,585	36,328	35,257	34,482	33,075	34,078	34,331
Admitted Enrollments	12,426	11,822	11,639	11,122	11,080	10,549	9,391	9,912	10,148	9,881
% Admitted	85.0%	84.8%	86.2%	87.2%	89.7%	92.9%	94.7%	93.3%	91.5%	90.1%
% Admitted Enrolled	34.2%	33.1%	32.3%	32.2%	30.5%	29.9%	27.2%	30.0%	29.8%	28.8%
<b>Native Hawaiian or Other Pacific Islander</b>										
Applications	60	62	59	40	47	33	34	32	38	54
Admissions	38	36	46	30	38	29	32	31	28	46
Admitted Enrollments	6	8	15	6	8	13	11	12	3	12
% Admitted	63.3%	58.1%	78.0%	75.0%	80.9%	87.9%	94.1%	96.9%	73.7%	85.2%
% Admitted Enrolled	15.8%	22.2%	32.6%	20.0%	21.1%	44.8%	34.4%	38.7%	10.7%	26.1%
<b>Two or More Races</b>										
Applications	2,509	2,662	2,761	2,253	2,347	2,591	2,056	2,193	2,221	2,455
Admissions	1,937	2,098	2,195	1,897	1,917	2,247	1,817	1,888	1,857	1,994
Admitted Enrollments	664	645	652	587	517	532	406	513	459	473
% Admitted	77.2%	78.8%	79.5%	84.2%	81.7%	86.7%	88.4%	86.1%	83.6%	81.2%
% Admitted Enrolled	34.3%	30.7%	29.7%	30.9%	27.0%	23.7%	22.3%	27.2%	24.7%	23.7%

## Appendix A8 (continued)

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

State System	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
<b>Race/ethnicity unknown</b>										
Applications	844	1,418	1,215	2,830	2,212	1,399	1,403	2,743	2,102	2,510
Admissions	662	1,072	941	2,199	1,809	1,200	1,287	2,527	1,923	2,001
Admitted Enrollments	184	211	212	444	433	263	280	162	525	416
% Admitted	78.4%	75.6%	77.4%	77.7%	81.8%	85.8%	91.7%	92.1%	91.5%	79.7%
% Admitted Enrolled	27.8%	19.7%	22.5%	20.2%	23.9%	21.9%	21.8%	6.4%	27.3%	20.8%
<b>Non-Resident Alien</b>										
Applications	2	9	11	1	6	1	1	5	1	4
Admissions	2	9	8	1	6	1	1	5	0	3
Admitted Enrollments	1	5	5	0	6	1	1	4	0	2
% Admitted	100.0%	100.0%	72.7%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	75.0%
% Admitted Enrolled	50.0%	55.6%	62.5%	0.0%	100.0%	100.0%	100.0%	80.0%	0.0%	66.7%

Source: State System Student Data Warehouse, University Admissions submissions. Historical data is Final, current year data is Preliminary.

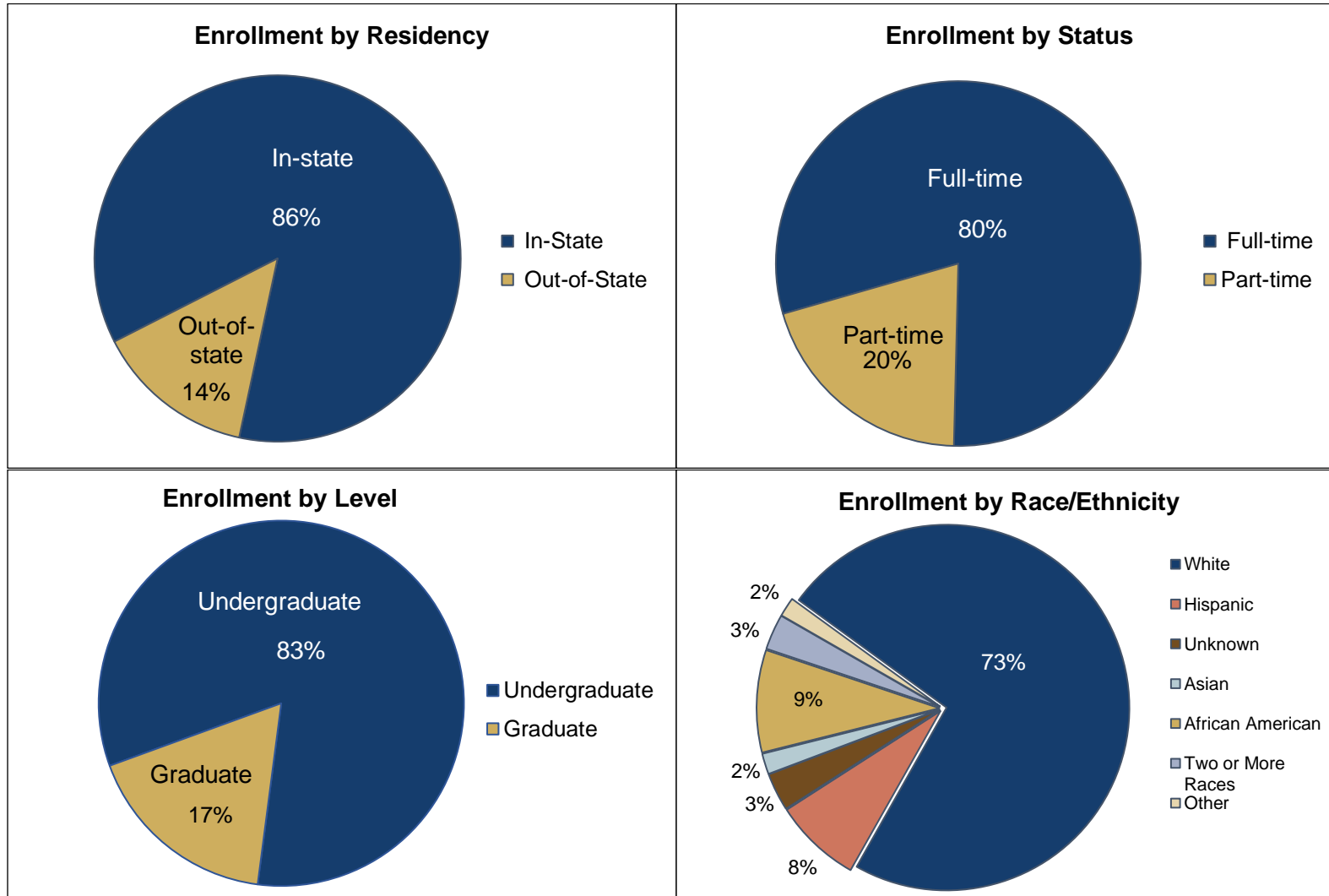
Note: Beginning in 2014, Nonresident Alien applicants who meet domicile requirements are included in Pennsylvania counts. Previously, they were considered out-of-state students.

## Appendix B

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

## Appendix B-1

### Pennsylvania's State System of Higher Education Fall 2024 Enrollment Demographics Headcount: 82,509



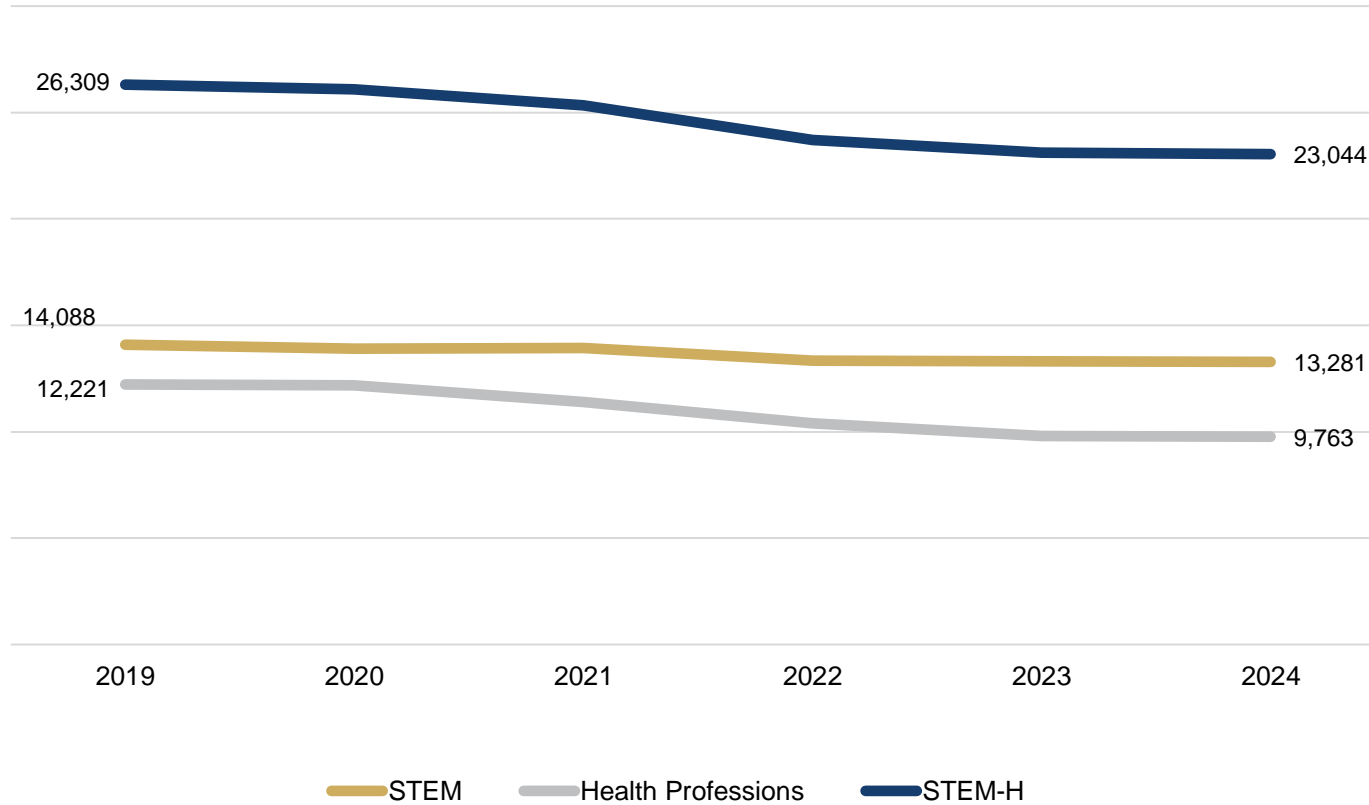
Source: State System Student Data Warehouse

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



## Appendix B-2

### Pennsylvania's State System of Higher Education STEM and Health Professions Fall Enrollment



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-3

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

	2019	2020	2021	2022	2023	2024	Change 2019 to 2024	% of 2024 Total Transfers
						Preliminary		
<i>A. Community Colleges</i>								
Allegheny County	292	275	268	220	173	177	-39.4%	4.1%
Beaver County	51	60	36	37	36	22	-56.9%	0.5%
Bucks County	128	126	115	126	131	95	-25.8%	2.2%
Butler County	185	160	153	127	141	144	-22.2%	3.3%
Delaware County	380	395	379	291	290	223	-41.3%	5.1%
Harrisburg Area	409	400	325	316	259	309	-24.4%	7.1%
Lehigh Carbon	174	173	168	147	151	141	-19.0%	3.3%
Luzerne County	84	80	68	56	47	46	-45.2%	1.1%
Montgomery County	198	184	180	160	190	177	-10.6%	4.1%
Northampton County	311	299	252	207	245	237	-23.8%	5.5%
Pennsylvania Highlands	45	49	38	40	45	34	-24.4%	0.8%
Philadelphia	110	134	130	133	100	105	-4.5%	2.4%
Reading Area	87	75	78	71	68	74	-14.9%	1.7%
Westmoreland County	138	95	94	85	78	72	-47.8%	1.7%
<b>Total Community Colleges</b>	<b>2,592</b>	<b>2,506</b>	<b>2,284</b>	<b>2,016</b>	<b>1,954</b>	<b>1,856</b>	<b>-28.4%</b>	<b>42.8%</b>
Percent of URM Community College Students	21.8%	22.6%	20.4%	25.4%	23.5%	27.2%	5.4%	0.0%
Community Colleges as % of Transfer Total	47.9%	49.9%	48.4%	46.0%	46.3%	42.8%	-5.1%	0.0%
Community Colleges as % of Total New UG Students	11.5%	11.8%	11.8%	10.0%	9.6%	9.4%	-2.1%	
<i>B. State-Related</i>								
Lincoln	12	8	3	9	7	4	-66.7%	0.1%
Penn State	200	170	143	146	146	143	-28.5%	3.3%
Pitt	97	71	81	53	51	58	-40.2%	1.3%
Temple	48	55	78	73	63	44	-8.3%	1.0%
<b>Total State-Related</b>	<b>357</b>	<b>304</b>	<b>305</b>	<b>281</b>	<b>267</b>	<b>249</b>	<b>-30.3%</b>	<b>5.7%</b>
State-Related as % of Total	6.6%	6.1%	6.5%	6.4%	6.3%	5.7%	-0.9%	
<i>C. Intra-system Transfers</i>								
	456	378	379	357	323	306	-32.9%	7.1%
<i>D. Other Colleges and Universities</i>								
	2,010	1,833	1,749	1,731	1,676	1,922	-4.4%	44.4%
<b>Total New Undergraduate Transfer Students</b>	<b>5,415</b>	<b>5,021</b>	<b>4,717</b>	<b>4,385</b>	<b>4,220</b>	<b>4,333</b>	<b>-20.0%</b>	<b>100.0%</b>
Percent of URM Transfer Students	21.8%	22.0%	20.5%	23.7%	22.9%	25.7%	3.9%	
New Transfer Students as Percent of Total New UG	23.9%	23.7%	24.4%	21.9%	20.7%	22.0%	-1.9%	

Source: State System Student Data Warehouse, Fall Enrollment Trends as of 01.03.25, Official Reporting Date: End of the 15th day of classes

Note: Underrepresented Minority (URM) include American Indiana/Alaska Native, Back or African American, Hispanic, Two or More Races.

## Appendix B-4

### 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	E&G Appropriations, Adjusted for Inflation	In-State Undergraduate Tuition Rate <sup>1</sup>	\$ Change From Prior Year	% Change From Prior Year	Typical Price of Attendance for All In-state Undergraduates <sup>2</sup>	Total Annualized FTE Enrollment
2015-16	\$433,389,000	5.0%	27%	\$433,389,000	5.0%	\$578,834,555	\$7,060	\$240	3.5%	\$19,739	100,411
2016-17	\$444,224,000	2.5%	28%	\$444,224,000	2.5%	\$582,589,639	\$7,238	\$178	2.5%	\$20,327	97,854
2017-18	\$453,108,000	2.0%	28%	\$453,108,000	2.0%	\$581,140,317	\$7,492	\$254	3.5%	\$20,999	94,540
2018-19	\$468,108,000	3.3%	28%	\$468,108,000	3.3%	\$588,189,665	\$7,716	\$224	3.0%	\$21,674	90,607
2019-20 <sup>3</sup>	\$477,470,000	2.0%	30%	\$477,470,000	2.0%	\$590,712,625	\$7,716	\$0	0.0%	\$21,909	87,973
2020-21	\$477,470,000	0.0%	30%	\$477,470,000	0.0%	\$577,361,570	\$7,716	\$0	0.0%	\$21,900	85,143
2021-22 <sup>3</sup>	\$477,470,000	0.0%	30%	\$477,470,000	0.0%	\$538,778,367	\$7,716	\$0	0.0%	\$21,838	79,552
2022-23 <sup>3</sup>	\$552,470,000	15.7%	33%	\$614,924,906	28.8%	\$586,672,537	\$7,716	\$0	0.0%	\$22,026	76,294
2023-24 <sup>4</sup>	\$585,618,000	6.0%	33%	\$670,618,000	9.1%	\$602,015,304	\$7,716	\$0	0.0%	\$22,365	75,774
2024-25	\$620,755,000	6.0%	35%	\$620,755,000	-7.4%	\$620,755,000	\$7,716	\$0	0.0%	\$22,856	75,432

Source: Appropriations: Enacted Commonwealth Budget, Price of Attendance: Basic Student Charges Submissions, Enrollment: Student Data Warehouse for prior years and State System budget reports for current year.

Notes:

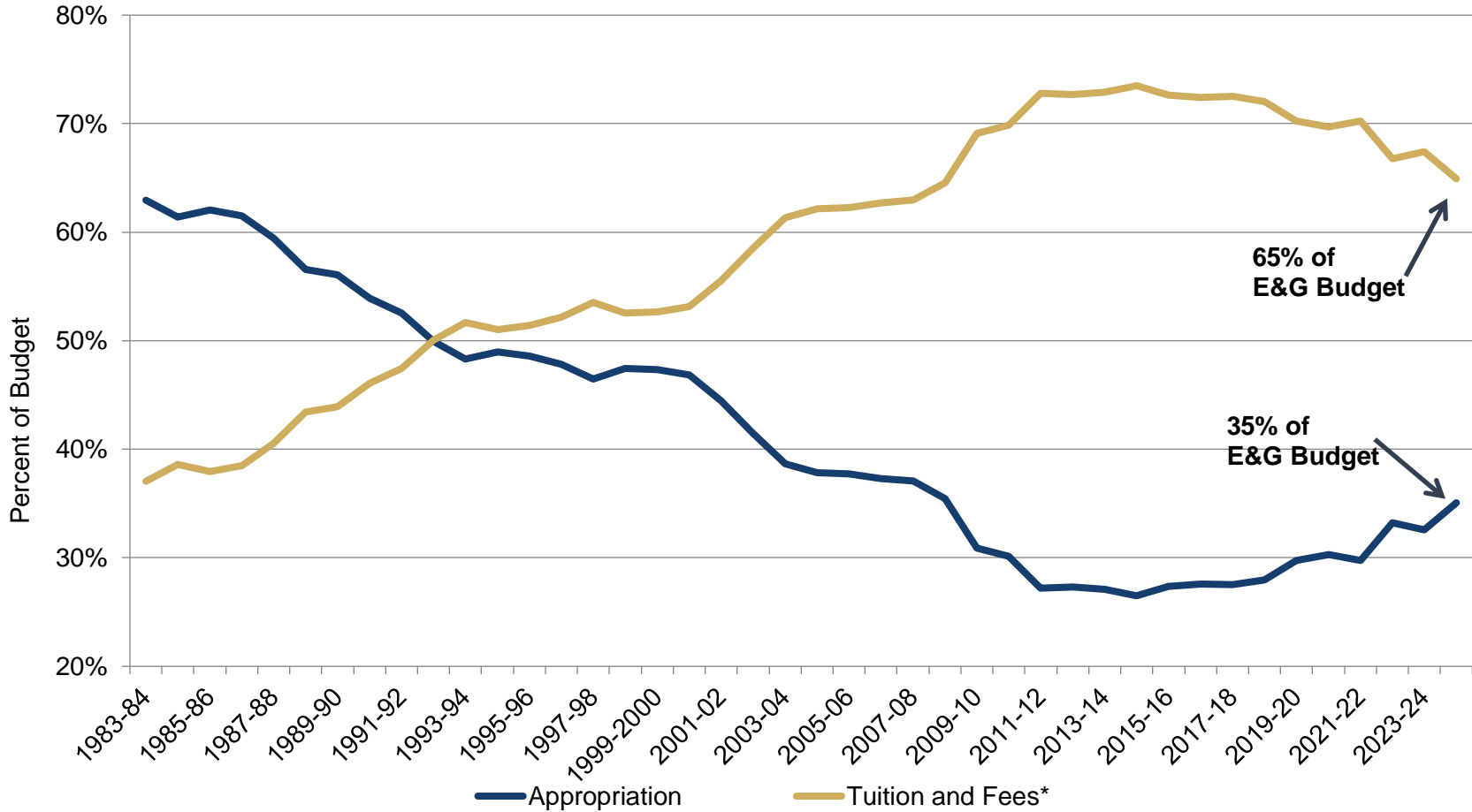
<sup>1</sup>Most common tuition rate charged.

<sup>2</sup>Includes the most common tuition rate charged to ALL in-state undergraduate students and the average of most common rates for fees, housing, and food. Excludes fees exclusively charged to first-time in college students.

<sup>3</sup>Total Appropriations exclude \$30 million of Title V CARES Act Funds as well as \$50 million and \$125 million in Coronavirus State Fiscal Recovery Funds received in 2019-20, 2021-22, and 2022-23, respectively. Total Appropriations in 2022-23 include \$62.5 million of Facilities Transition Funds to be used for the defeasance of certain bonds at the California, Clarion, and Edinboro campuses of Pennsylvania Western University through fiscal year 2029-30.

<sup>4</sup>Total Appropriations include \$85 million of Facilities Transition Funds. Cheyney University will use approximately \$8.6M for payment obligations due to the Federal Department of Education and for the partial repayment of loans from the State System of Higher Education. Commonwealth University will use approximately \$37.9M for the defeasance of certain bonds through fiscal year 2029-30. Indiana University will use approximately \$21.0M for the defeasance of certain bonds through fiscal year 2029-30 and approximately \$17.5M to satisfy intra-university loans and improve the university's unrestricted net asset balance.

### Appendix B-5 Pennsylvania's State System of Higher Education Educational and General Appropriation vs. Tuition and Fees



Source: State System Budget Reports

## Appendix B-6

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

#### Number of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
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
2022-23	36,195	1,145	18,643	22,840	15,171	729	2,176	96,899	3,920	100,819
2023-24	37,853	1,163	19,093	22,927	15,613	838	2,268	99,755	4,065	103,820

#### Value of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
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
2022-23	\$145,735,268	\$4,133,497	\$69,343,771	\$94,328,855	\$22,169,995	\$2,286,699	\$8,182,448	\$346,180,533	\$2,208,031	\$348,388,564
2023-24	\$155,488,070	\$4,422,785	\$71,346,799	\$96,066,149	\$21,832,166	\$2,619,694	\$8,855,591	\$360,631,254	\$2,283,963	\$362,915,217

#### 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								
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
2022-23	\$4,530	\$4,448	\$4,193	\$4,640	\$2,552	\$4,564	\$4,897	\$4,283	\$619	\$4,128
2023-24	\$4,600	\$4,540	\$4,159	\$4,629	\$2,407	\$4,726	\$4,935	\$4,288	\$615	\$4,133

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

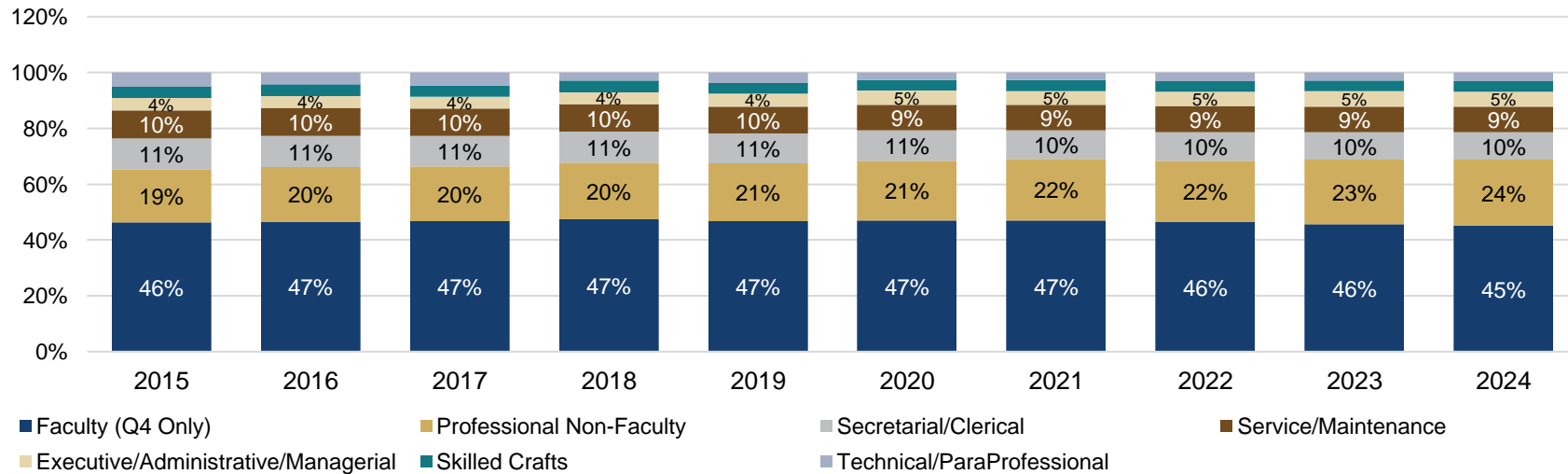
## Appendix B-7

### Pennsylvania's State System of Higher Education

#### Fall 2024 Employee Headcount by Category

	Full Time	Part Time	Total
Executive/Administrative/Managerial	536	12	548
Faculty (Q4 Only)	3,630	1,054	4,684
Professional Non-Faculty	2,257	185	2,442
Service/Maintenance	922	45	967
Secretarial/Clerical	981	39	1,020
Skilled Crafts	393	3	396
Technical/Paraprofessional	223	89	312
<b>System Total</b>	<b>8,942</b>	<b>1,427</b>	<b>10,369</b>

#### Fall 2024 Employee Headcount Trend



Source: State System Business Warehouse, Fall Headcounts as of October 31, 2024, excludes student employees



## Appendix B-8

### Pennsylvania's State System of Higher Education Retirements by Fiscal Year

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25 YTD**
APSCUF (Faculty)	132	182	119	192	126	305	219	102	99	56
AFSCME	176	114	160	182	136	255	181	137	119	48
All Others*	86	93	100	105	96	168	91	82	64	25
<b>Total</b>	<b>394</b>	<b>389</b>	<b>379</b>	<b>479</b>	<b>358</b>	<b>728</b>	<b>491</b>	<b>321</b>	<b>282</b>	<b>129</b>

Source: State System SAP, Human Capital Management

Notes: All Others includes nonrepresented employees and represented employees in the APSCUF-Coaches, SCUPA, OPEIU, SPFPA, POA, PSSU/SEIU and PDA unions.

2024-25 data is Year to Date (YTD) as of 12/31/2024

Enrollment in Retirement Plans	Percent of Total
SERS	37%
PSERS	8%
Alternative Retirement Plan (ARP)	55%

Source: State System Business Warehouse, Data as of 10/31/2024

Notes: SERS and PSERS: Defined Benefit and Hybrid Defined Benefit/Contribution Plans,  
ARP: Defined Contribution Plan

## Appendix B-9

### Pennsylvania's State System of Higher Education Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
1	Erie	Democrat	Harkins, Patrick	237	177.4	2,630	42	368	65,227
2	Erie	Democrat	Merski, Robert	325	260.6	3,299	40	430	65,669
3	Erie	Democrat	Bizzarro, Ryan	462	395.0	5,617	72	770	65,250
4	Erie	Republican	Banta, Jacob	577	495.0	5,115	173	950	64,282
5	Berks	Republican	Weaknecht, Eric	446	389.9	4,612	48	556	65,035
6	Crawford, Erie	Republican	Roae, Brad	443	374.1	4,794	53	625	64,059
7	Mercer	Republican	Wentling, Parke	355	326.4	3,839	33	513	65,917
8	Butler, Lawrence	Republican	Bernstine, Aaron	546	497.6	5,839	126	849	65,051
9	Lawrence	Republican	Brown, Marla	408	371.2	3,919	49	597	63,610
10	Philadelphia	Democrat	Brown, Amen	103	86.7	817	8	148	61,532
11	Butler	Republican	Mustello, Marci	500	444.1	5,603	69	813	64,833
12	Butler	Republican	Scialabba, Stephenie	512	471.4	5,508	95	735	64,712
13	Chester	Republican	Lawrence, John	635	556.6	3,984	78	876	64,075
14	Beaver	Republican	Kozak, Roman	306	278.9	3,515	14	498	66,854
15	Beaver, Washington	Republican	Kail, Joshua	297	268.4	3,219	12	441	66,277
16	Beaver	Democrat	Matzie, Robert	245	209.6	3,092	9	427	64,976
17	Butler, Mercer	Republican	Bonner, Timothy	695	627.4	5,650	372	1,046	65,933
18	Bucks	Republican	Tomlinson, Kathleen	188	182.2	1,303	1	217	63,773
19	Allegheny	Democrat	Abney, Aerion	157	130.3	1,411	8	221	61,450
20	Allegheny	Democrat	Kinkead, Emily	228	192.1	3,355	16	369	61,715
21	Allegheny	Democrat	Powell, Lindsay	201	174.4	2,946	15	366	62,076
22	Lehigh	Democrat	Siegel, Joshua	199	178.4	1,263	11	218	62,468
23	Allegheny	Democrat	Frankel, Dan	70	50.6	1,092	24	124	61,580
24	Allegheny	Democrat	Mayes, La'Tasha	127	107.5	1,054	7	196	61,444
25	Allegheny	Democrat	Markosek, Brandon	339	298.1	3,539	23	529	64,844
26	Chester	Democrat	Friel, Paul	516	446.3	5,044	56	681	64,162

**Appendix B-9 (continued)**

**Pennsylvania's State System of Higher Education  
Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District**

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
27	Allegheny	Democrat	Deasy, Daniel	184	159.7	2,669	9	358	61,874
28	Allegheny	Republican	Shaffer, Jeremy	339	309.3	4,181	31	569	63,153
29	Bucks	Democrat	Brennan, Tim	362	338.6	3,068	7	385	65,554
30	Allegheny	Democrat	Venkat, Arvind	275	252.6	3,776	38	431	63,488
31	Bucks	Democrat	Warren, Perry	311	294.6	2,668	4	414	66,821
32	Allegheny	Democrat	McAndrew, Joe	272	238.4	3,407	12	505	64,205
33	Allegheny	Democrat	Steele, Mandy	211	190.4	2,847	23	378	61,859
34	Allegheny	Democrat	Salisbury, Abigail	146	118.3	1,939	14	251	61,582
35	Allegheny	Democrat	Gergely, Matthew	261	228.3	2,125	6	369	64,711
36	Allegheny	Democrat	Benham, Jessica	209	179.2	2,006	5	306	61,727
37	Lancaster	Republican	Fee, Mindy	423	348.9	5,324	40	589	66,593
38	Allegheny	Democrat	Inglis III, John	258	222.5	3,127	8	466	64,487
39	Allegheny, Washington	Republican	Kuzma, Andrew	421	378.2	4,883	33	796	65,835
40	Allegheny, Washington	Republican	Mihalek, Natalie	388	352.6	4,619	43	652	66,305
41	Lancaster	Republican	Miller, Brett	634	513.3	5,939	152	753	64,434
42	Allegheny	Democrat	Miller, Dan	227	197.8	3,342	28	390	63,959
43	Lancaster	Republican	Greiner, Keith	311	255.1	3,182	19	440	64,434
44	Allegheny	Republican	Gaydos, Valerie	333	303.0	3,659	17	453	66,419
45	Allegheny	Democrat	Kulik, Anita Astorino	229	201.9	3,062	18	393	65,880
46	Allegheny, Washington	Republican	Ortitay, Jason	412	369.1	4,313	29	560	66,666
47	York	Republican	D'Orsie, Joseph	482	406.4	3,485	20	562	64,984
48	Washington	Republican	O'Neal, Timothy	391	333.4	4,413	56	608	65,851
49	Lancaster	Democrat	Smith-Wade-El, Ismail	413	306.9	2,876	173	525	62,983
50	Greene, Washington	Republican	Cook, Bud	481	425.0	3,943	128	892	66,562
51	Fayette	Republican	Krupa, Charity Grimm	378	329.8	3,389	47	578	65,033
52	Fayette	Republican	Warner, Ryan	374	325.6	3,688	83	595	63,125

Appendix B-9 (continued)

Pennsylvania's State System of Higher Education  
 Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
53	Montgomery	Democrat	Malagari, Steven	321	292.8	2,879	7	389	64,733
54	Montgomery	Democrat	Scott, Greg	236	207.9	2,259	14	347	63,471
55	Westmoreland	Republican	Cooper, Jill	347	291.5	4,150	43	557	66,435
56	Westmoreland	Republican	Rasel, Brian	381	335.8	4,499	22	606	64,562
57	Westmoreland	Republican	Nelson, Eric	334	281.0	4,352	45	557	66,577
58	Westmoreland	Republican	Davanzo, Eric	409	352.3	4,240	57	570	64,556
59	Westmoreland	Republican	Rossi, Leslie	299	250.1	3,790	29	511	66,601
60	Armstrong, Westmoreland	Republican	Major, Abby	476	428.9	5,006	36	696	64,259
61	Montgomery	Democrat	Hanbidge, Liz	318	291.3	3,111	11	384	63,924
62	Indiana	Republican	Struzzi, James	1,090	848.7	7,943	639	1,517	64,920
63	Armstrong, Clarion	Republican	Bashline, Josh	801	690.1	6,529	337	1,270	65,048
64	Crawford, Venango	Republican	James, R. Lee	578	503.3	5,811	84	931	62,365
65	Crawford, Forest, Warren	Republican	Rapp, Kathy	373	308.8	4,166	54	633	61,937
66	Indiana, Jefferson	Republican	Smith, Brian	539	462.1	5,195	139	829	62,378
67	Cameron, McKean, Potter	Republican	Causar, Martin	309	274.3	2,941	6	473	61,546
68	Bradford, Tioga	Republican	Owlett, Clint	625	529.6	5,263	212	700	63,772
69	Somerset	Republican	Metzgar, Carl Walker	236	197.3	2,495	10	416	63,457
70	Montgomery	Democrat	Bradford, Matthew	429	384.6	4,074	25	590	65,364
71	Cambria, Somerset	Republican	Rigby, Jim	293	261.3	2,981	13	473	62,849
72	Cambria	Democrat	Burns, Frank	359	311.0	3,345	32	587	64,105
73	Cambria, Clearfield	Republican	Kephart, Dallas	476	407.4	3,807	28	718	61,454
74	Chester	Democrat	Williams, Dan	484	417.4	4,154	91	707	64,829
75	Clearfield, Elk	Republican	Armanini, Mike	520	471.1	4,743	22	808	63,767
76	Clinton, Union	Republican	Borowicz, Stephanie	661	546.2	4,515	264	758	62,712
77	Centre	Democrat	Conklin, Scott	195	158.8	2,046	22	256	61,876
78	Bedford, Fulton	Republican	Topper, Jesse	237	212.4	2,198	6	352	62,267
79	Blair	Republican	Schmitt Jr., Louis	205	175.6	1,945	2	370	63,269

**Appendix B-9 (continued)**

**Pennsylvania's State System of Higher Education  
Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District**

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
80	Blair, Huntingdon	Republican	Barger, Scott	272	240.6	2,583	6	374	62,295
81	Franklin, Huntingdon	Republican	Irvin, Rich	436	357.1	3,623	140	514	64,708
82	Centre	Democrat	Takac, Paul	246	219.9	1,920	30	294	62,294
83	Lycoming, Union	Republican	Flick, Jamie	450	379.6	3,415	44	426	63,798
84	Lycoming, Sullivan	Republican	Hamm, Joe	542	487.3	4,563	59	621	64,134
85	Juniata, Mifflin, Snyder, Union	Republican	Rowe, David	446	385.7	3,259	33	517	66,424
86	Juniata, Perry	Republican	Stambaugh, Perry	273	231.8	2,895	14	391	64,092
87	Cumberland	Republican	Kutz, Thomas	446	376.5	5,221	45	648	66,300
88	Cumberland	Republican	Delozier, Sheryl	423	346.2	5,496	40	659	64,646
89	Franklin	Republican	Kauffman, Rob	546	434.4	4,223	98	645	66,531
90	Franklin	Republican	Reichard, Chad	378	316.7	2,666	17	492	64,923
91	Adams	Republican	Moul, Dan	334	287.7	2,988	14	478	65,612
92	York	Republican	Anderson, Marc	401	346.7	4,288	19	553	66,531
93	York	Republican	Jones, Mike	393	339.2	2,750	14	440	65,319
94	York	Republican	Fink, Wendy	399	333.6	2,744	26	464	63,281
95	York	Democrat	Hill-Evans, Carol	189	157.0	1,354	12	234	66,193
96	Lancaster	Democrat	Rivera, Nikki	489	384.9	5,056	112	623	63,476
97	Lancaster	Republican	Mentzer, Steven	586	466.5	5,940	194	709	65,859
98	Lancaster, Lebanon	Republican	Jones, Tom	458	368.5	4,561	40	591	66,784
99	Berks, Lancaster	Republican	Zimmerman, David	330	292.2	3,458	18	468	64,103
100	Lancaster	Republican	Cutler, Bryan	265	217.3	2,473	44	381	64,207
101	Lebanon	Republican	Schlegel, John	247	215.7	2,577	4	338	65,422
102	Lebanon	Republican	Diamond, Russ	341	293.3	3,232	13	354	65,771
103	Cumberland, Dauphin	Democrat	Davidson, Nathan	337	268.4	3,491	36	389	64,346
104	Dauphin	Democrat	Madsen, Dave	221	180.7	1,852	5	291	65,491
105	Dauphin	Democrat	Fleming, Justin	296	237.4	3,827	22	518	62,825
106	Dauphin	Republican	Mehaffie, Thomas	395	336.6	4,001	35	522	66,872

Appendix B-9 (continued)

Pennsylvania's State System of Higher Education  
Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
107	Northumberland, Schuylkill	Republican	Stehr, Joanne	546	472.2	3,690	33	589	65,921
108	Montour, Northumberland	Republican	Stender, Michael	706	597.2	4,668	92	739	65,258
109	Columbia	Republican	Leadbeter, Robert	905	773.6	6,137	512	1,142	64,825
110	Bradford, Wyoming	Republican	Pickett, Tina	377	346.1	3,305	9	441	63,536
111	Susquehanna, Wayne	Republican	Fritz, Jonathan	225	204.6	2,475	0	317	65,251
112	Lackawanna	Democrat	Mullins, Kyle	229	210.3	2,359	7	292	62,766
113	Lackawanna	Democrat	Donahue, Kyle	156	144.3	1,531	4	213	62,709
114	Lackawanna	Democrat	Kosierowski, Bridget	193	176.1	1,881	7	211	62,413
115	Monroe	Democrat	Madden, Maureen	758	666.0	5,501	107	891	62,673
116	Luzerne, Schuylkill	Republican	Watro, Dane	298	271.2	1,739	13	336	63,945
117	Luzerne	Republican	Walsh, Jamie	406	375.0	3,283	68	481	61,755
118	Lackawanna, Luzerne	Democrat	Haddock, Jim	189	168.8	1,914	9	243	61,770
119	Luzerne	Republican	Ryncavage, Alec	235	215.2	1,909	12	281	61,334
120	Luzerne	Republican	Pugh, Brenda	198	179.6	2,116	10	281	61,645
121	Luzerne	Democrat	Pashinski, Eddie Day	107	97.2	1,160	5	160	61,466
122	Carbon	Republican	Heffley, Doyle	409	358.0	3,635	14	510	64,866
123	Schuylkill	Republican	Twardzik, Tim	462	417.8	3,408	18	532	65,886
124	Berks, Schuylkill	Republican	Barton, Jamie	512	428.5	5,045	222	736	64,846
125	Dauphin	Republican	Kerwin, Joe	399	336.9	4,284	15	596	64,693
126	Berks	Democrat	Rusnock, Jacklyn	333	276.4	3,152	36	492	63,936
127	Berks	Democrat	Guzman Jr., Manuel	180	147.6	1,562	15	250	62,627
128	Berks	Republican	Gillen, Mark	568	490.9	5,020	37	752	62,731
129	Berks	Democrat	Cepeda-Freytiz, Johnny	376	319.7	3,640	33	472	63,444
130	Berks	Republican	Maloney, David	606	529.7	5,581	172	770	65,179
131	Lehigh, Montgomery, Northampton	Republican	Mackenzie, Milou	478	429.2	4,389	41	539	65,219
132	Lehigh	Democrat	Schlossberg, Michael	435	361.8	4,463	71	542	63,677
133	Lehigh	Democrat	McNeill, Jeanne	380	318.8	4,081	28	522	65,425



**Appendix B-9 (continued)**

**Pennsylvania's State System of Higher Education  
Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District**

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
134	Lehigh	Democrat	Schweyer, Peter	284	237.6	2,711	27	383	62,882
135	Northampton	Democrat	Samuelson, Steve	243	199.7	3,151	23	384	65,793
136	Northampton	Democrat	Freeman, Robert	298	262.9	2,843	24	443	63,648
137	Northampton	Republican	Emrick, Joe	516	442.0	4,770	43	673	65,856
138	Northampton	Republican	Flood, Ann	591	510.9	5,247	59	751	66,215
139	Pike, Wayne	Republican	Olsommer, Jeff	335	301.8	2,885	13	517	63,297
140	Bucks	Democrat	Prokopiak, Jim	274	259.1	2,085	1	365	61,806
141	Bucks	Democrat	Davis, Tina	181	167.5	1,226	0	215	64,322
142	Bucks	Republican	Hogan, Joe	304	291.7	2,464	5	375	65,233
143	Bucks	Republican	Labs, Shelby	414	392.7	3,558	7	530	65,742
144	Bucks	Democrat	Munroe, Brian	422	397.3	2,740	3	504	65,208
145	Bucks	Republican	Staats, Craig	416	383.9	3,395	6	526	63,152
146	Montgomery	Democrat	Ciresi, Joe	464	411.2	4,227	19	618	65,008
147	Montgomery	Republican	Scheuren, Donna	607	547.7	4,862	19	819	65,711
148	Montgomery	Democrat	Daley, Mary Jo	171	147.9	1,522	20	165	63,587
149	Montgomery	Democrat	Briggs, Tim	227	186.6	2,325	29	336	64,410
150	Montgomery	Democrat	Webster, Joe	448	397.5	4,005	25	593	63,779
151	Montgomery	Democrat	Cerrato, Melissa	372	341.3	2,964	12	443	63,765
152	Montgomery	Democrat	Guenst, Nancy	318	292.7	2,188	6	368	61,386
153	Montgomery	Democrat	Sanchez, Benjamin	241	223.0	2,225	12	322	62,313
154	Montgomery	Democrat	Nelson, Napoleon	252	224.0	2,026	12	260	63,038
155	Chester	Democrat	Otten, Danielle Friel	732	630.4	6,529	153	1,119	64,311
156	Chester	Democrat	Pielli, Chris	905	727.8	7,547	410	1,599	66,169
157	Chester	Democrat	Shusterman, Melissa	368	315.1	3,056	64	481	62,988
158	Chester	Democrat	Sappey, Christina	715	610.1	4,897	125	855	62,792
159	Delaware	Democrat	Kazeem, Carol	231	200.5	1,636	21	307	61,801
160	Chester, Delaware	Republican	Williams, Craig	682	589.1	4,688	108	911	63,956

Appendix B-9 (continued)

Pennsylvania's State System of Higher Education  
 Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
161	Delaware	Democrat	Krueger, Leanne	431	370.8	3,448	46	585	63,804
162	Delaware	Democrat	Delloso, David	410	359.0	2,572	17	578	64,947
163	Delaware	Democrat	Boyd, Heather	365	299.9	2,254	32	503	63,755
164	Delaware	Democrat	Curry, Gina	281	230.4	1,461	25	418	63,129
165	Delaware	Democrat	O'Mara, Jennifer	423	367.5	3,705	37	614	62,800
166	Delaware	Democrat	Vitali, Greg	448	392.3	3,656	36	627	63,050
167	Chester	Democrat	Howard, Kristine	598	489.6	5,650	171	886	63,435
168	Delaware	Democrat	Borowski, Lisa	278	227.1	2,733	28	436	62,978
169	York	Republican	Klunk, Kate	314	285.8	2,155	2	350	64,977
170	Philadelphia	Republican	White, Martina	178	160.5	882	2	199	62,661
171	Centre, Mifflin	Republican	Benninghoff, Kerry	312	281.7	2,861	27	445	65,554
172	Philadelphia	Democrat	Dougherty, Sean	116	106.5	699	4	180	64,450
173	Philadelphia	Democrat	Gallagher, Pat	118	109.2	602	1	148	62,913
174	Philadelphia	Democrat	Neilson, Ed	120	109.0	730	1	195	62,812
175	Philadelphia	Democrat	Isaacson, MaryLouise	52	37.2	701	16	79	62,108
176	Monroe	Republican	Rader, Jack	611	525.6	4,867	95	777	62,863
177	Philadelphia	Democrat	Hohenstein, Joseph	114	102.1	612	5	158	62,232
178	Bucks	Republican	Marcell, Kristin	413	388.8	2,917	7	486	65,518
179	Philadelphia	Democrat	Dawkins, Jason	121	108.7	480	0	122	61,563
180	Philadelphia	Democrat	Giral, Jose	60	51.7	457	2	85	62,540
181	Philadelphia	Democrat	Kenyatta, Malcolm	103	78.2	1,054	5	139	62,079
182	Philadelphia	Democrat	Waxman, Ben	40	29.5	919	19	75	66,317
183	Lehigh, Northampton	Republican	Mako, Zachary	466	418.5	5,063	30	697	66,148
184	Philadelphia	Democrat	Fiedler, Elizabeth	72	60.6	694	11	104	64,108
185	Delaware, Philadelphia	Democrat	Young, Regina	228	200.7	938	4	257	61,863
186	Philadelphia	Democrat	Harris, Jordan	109	89.9	1,002	11	154	62,436
187	Lehigh	Republican	Day, Gary	766	645.9	5,520	85	794	66,296

**Appendix B-9 (continued)**

**Pennsylvania's State System of Higher Education  
Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA House District**

District	District Counties	Party	Representative	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
188	Philadelphia	Democrat	Krajewski, Rick	97	84.1	599	12	119	61,778
189	Monroe, Pike	Democrat	Probst, Tarah	957	839.8	6,718	220	1,018	61,876
190	Philadelphia	Democrat	Green, G. Roni	144	121.6	1,200	9	187	61,771
191	Delaware, Philadelphia	Democrat	McClinton, Joanna	255	232.2	1,272	14	293	62,629
192	Philadelphia	Democrat	Cephas, Morgan	236	211.9	1,391	10	236	61,419
193	Adams, Cumberland	Republican	Ecker, Torren	481	390.1	4,120	163	686	64,302
194	Philadelphia	Democrat	Khan, Tarik	154	123.9	1,989	23	227	62,236
195	Philadelphia	Democrat	Harris, Keith	84	75.4	889	10	124	62,205
196	York	Republican	Grove, Seth	333	281.1	2,797	5	398	65,953
197	Philadelphia	Democrat	Burgos, Danilo	67	64.6	445	2	111	62,586
198	Philadelphia	Democrat	Parker, Darisha	135	118.9	975	8	206	63,729
199	Cumberland	Republican	Gleim, Barbara	503	402.4	4,192	126	609	64,111
200	Philadelphia	Democrat	Rabb, Christopher	204	180.1	1,708	19	241	65,563
201	Philadelphia	Democrat	Carroll, Andre	181	161.8	1,130	6	208	66,430
202	Philadelphia	Democrat	Solomon, Jared	96	89.2	414	2	117	64,695
203	Philadelphia	Democrat	Bellmon, Anthony	155	135.6	858	3	224	65,519
<b>Totals</b>				<b>72,818</b>	<b>63,005.5</b>	<b>659,911</b>	<b>10,068</b>	<b>100,007</b>	<b>13,002,700</b>

## Appendix B-10

### Pennsylvania's State System of Higher Education Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA Senate District

District	District Counties	Party	Senator	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
1	Philadelphia	Democrat	Saval, Nikil	219	171.9	2,897	57	354	250,243
2	Philadelphia	Democrat	Tartaglione, Christine	408	367.4	2,112	8	554	260,277
3	Philadelphia	Democrat	Street, Sharif	469	406.2	3,635	25	634	263,993
4	Montgomery, Philadelphia	Democrat	Haywood, Art	897	804.1	7,127	52	1,046	268,248
5	Philadelphia	Republican	Picozzi, Joe	561	511.7	3,015	8	752	267,205
6	Bucks	Republican	Farry, Frank	1,367	1,298.7	9,774	17	1,641	269,699
7	Montgomery, Philadelphia	Democrat	Hughes, Vincent	770	658.0	6,669	58	927	263,697
8	Delaware, Philadelphia	Democrat	Williams, Anthony	864	756.9	4,516	42	1,045	256,726
9	Chester, Delaware	Democrat	Kane, John	2,036	1,749.2	14,112	258	2,659	252,137
10	Bucks	Democrat	Santarsiero, Steven	1,227	1,151.4	9,768	13	1,492	269,925
11	Berks	Democrat	Schwank, Judith	1,526	1,278.1	15,177	345	2,167	263,931
12	Montgomery	Democrat	Collett, Maria	1,348	1,234.4	11,705	45	1,711	263,688
13	Berks, Lancaster	Republican	Martin, Scott	1,661	1,302.8	14,879	487	2,137	262,878
14	Lehigh, Northampton	Democrat	Miller, Nick	1,388	1,183.6	14,110	112	1,899	267,292
15	Dauphin	Democrat	Kim, Patty	1,249	1,026.1	13,511	84	1,816	260,164
16	Bucks, Lehigh	Republican	Coleman, Jarrett	2,164	1,910.8	18,046	178	2,563	265,055
17	Delaware, Montgomery	Democrat	Cappelletti, Amanda	974	830.2	9,201	101	1,381	258,156
18	Lehigh, Northampton	Democrat	Boscola, Lisa	1,600	1,376.6	15,706	145	2,150	263,814
19	Chester	Democrat	Comitta, Carolyn	2,494	2,083.0	20,273	775	3,842	253,763
20	Luzerne, Pike, Susquehanna, Wayne, Wyoming	Republican	Baker, Lisa	1,175	1,065.3	9,948	54	1,577	269,942
21	Butler, Clarion, Erie, Forest, Venango, Warren	Republican	Hutchinson, Scott	2,471	2,166.8	23,205	753	3,991	258,167
22	Lackawanna, Luzerne	Democrat	Flynn, Marty	655	598.0	6,426	24	803	251,084
23	Bradford, Lycoming, Sullivan, Tioga, Union	Republican	Yaw, Gene	2,171	1,889.9	17,607	353	2,345	263,353

Appendix B-10 (continued)

Pennsylvania's State System of Higher Education  
Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA Senate District

District	District Counties	Party	Senator	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
24	Berks, Montgomery	Republican	Pennycuick, Tracy	2,174	1,949.7	18,209	146	2,802	262,737
25	Cameron, Centre, Clinton, Elk, Jefferson, McKean, Potter	Republican	Dush, Cris	1,756	1,520.9	14,378	354	2,434	265,569
26	Delaware	Democrat	Kearney, Timothy	1,528	1,300.0	11,121	124	2,232	255,232
27	Columbia, Luzerne, Montour, Northumberland, Snyder	Republican	Schlegel Culver, Lynda	2,711	2,347.6	18,416	704	3,059	260,244
28	York	Republican	Phillips-Hill, Kristin	1,475	1,278.5	10,657	60	1,648	262,475
29	Carbon, Luzerne, Schuylkill	Republican	Argall, David	1,591	1,411.2	12,519	73	1,922	264,845
30	Blair, Fulton, Huntingdon, Juniata, Mifflin	Republican	Ward, Judy	966	853.5	9,066	17	1,448	249,843
31	Cumberland, York	Republican	Keefer, Dawn	1,428	1,198.1	13,543	67	1,900	259,208
32	Bedford, Fayette, Somerset, Westmoreland	Republican	Stefano, Patrick	1,233	1,069.2	11,842	147	1,922	252,099
33	Adams, Franklin	Republican	Mastriano, Doug	1,726	1,417.0	13,875	281	2,230	260,301
34	Cumberland, Dauphin, Perry	Republican	Rothman, Greg	1,866	1,525.0	18,787	371	2,556	266,501
35	Cambria, Centre, Clearfield	Republican	Langerholc, Wayne	1,533	1,325.9	14,167	111	2,347	260,141
36	Lancaster	Republican	Aument, Ryan	1,979	1,623.2	21,135	290	2,563	269,182
37	Allegheny	Republican	Robinson, Devlin	1,255	1,135.4	14,804	106	2,001	248,858
38	Allegheny	Democrat	Williams, Lindsey	1,079	966.9	14,031	83	1,835	251,647
39	Westmoreland	Republican	Ward, Kim	1,439	1,222.2	17,212	162	2,295	261,704
40	Lackawanna, Monroe, Wayne	Republican	Brown, Rosemary	2,401	2,104.8	19,604	417	2,906	256,698

Appendix B-10 (continued)

Pennsylvania's State System of Higher Education  
 Fall 2024 Enrolled Students, Living Alumni, Employees, and Degree Recipients by PA Senate District

District	District Counties	Party	Senator	Enrolled Students		Living Alumni	Employees	Degree Recipients in Past 5 Years	District Population
				Headcount	FTE				
41	Armstrong, Indiana, Jefferson, Westmoreland	Republican	Pittman, Joe	2,383	1,992.7	21,631	843	3,489	254,701
42	Allegheny	Democrat	Fontana, Wayne	737	626.8	9,891	65	1,219	250,536
43	Allegheny	Democrat	Costa, Jay	571	463.6	6,824	54	954	251,870
44	Berks, Chester, Montgomery	Democrat	Muth, Katie	2,250	1,948.3	20,835	316	3,161	264,849
45	Allegheny	Democrat	Pisciottano, Nick	1,138	1,005.4	11,934	52	1,859	249,661
46	Beaver, Greene, Washington	Republican	Bartolotta, Camera	1,525	1,342.6	15,673	237	2,561	250,466
47	Beaver, Butler, Lawrence	Republican	Vogel, Elder	1,412	1,274.6	16,209	146	2,154	256,105
48	Berks, Lancaster, Lebanon	Republican	Gebhard, Chris	1,562	1,352.9	15,003	154	1,881	269,151
49	Erie	Republican	Laughlin, Daniel	1,638	1,357.4	16,761	345	2,538	261,100
50	Crawford, Lawrence, Mercer	Republican	Brooks, Michele	1,768	1,571.3	18,365	349	2,605	263,540
<b>Totals</b>				<b>72,818</b>	<b>63,005.5</b>	<b>659,911</b>	<b>10,068</b>	<b>100,007</b>	<b>13,002,700</b>



## Appendix B-11

### Pennsylvania's State System of Higher Education Outstanding University and Affiliate Debt As of June 30, 2025

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.

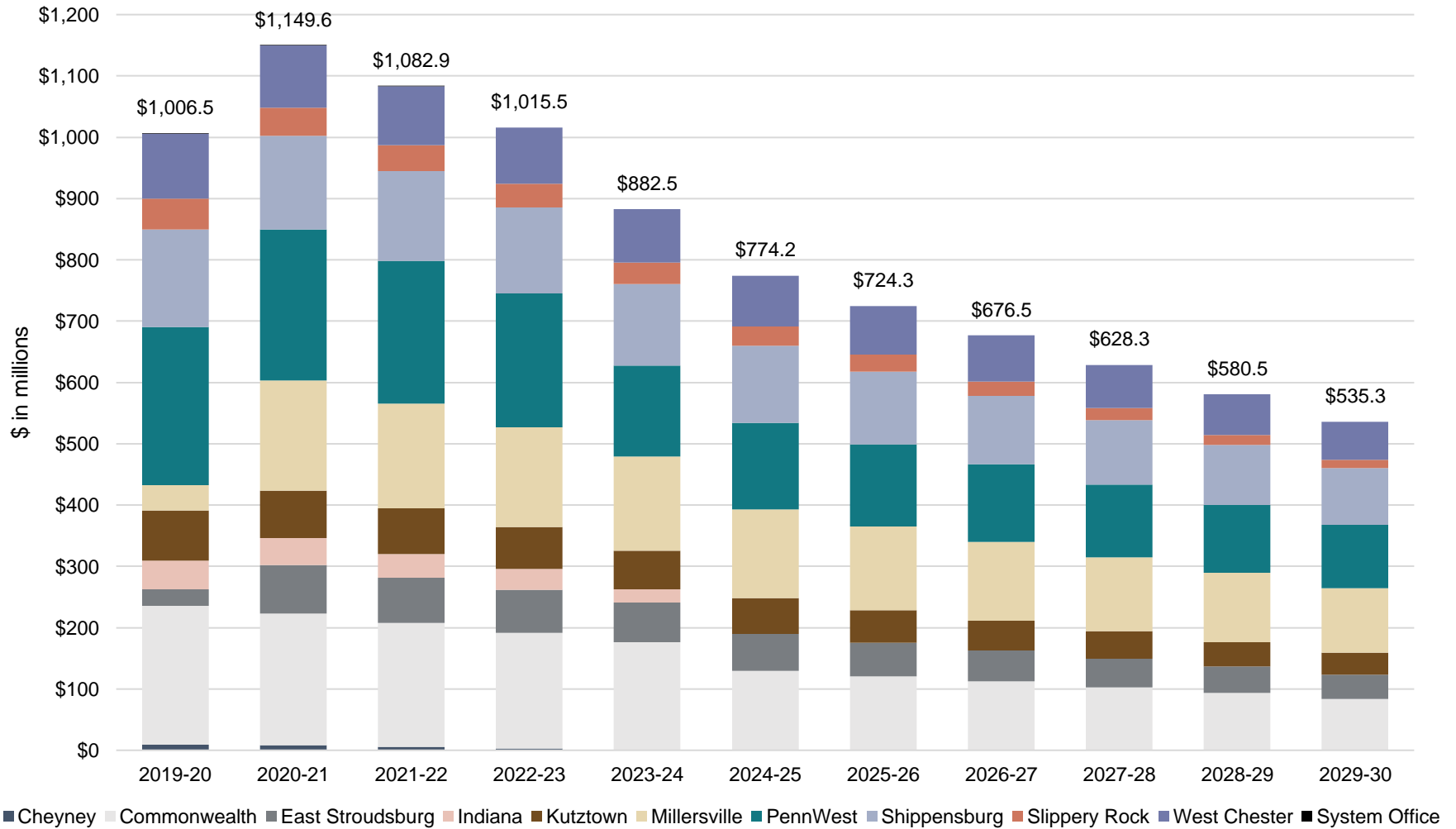
The table below presents all debt and a view of just housing debt, which at three universities (Pennsylvania Western, Commonwealth, and Indiana) reflects imbalances between revenue and costs and the most important need to support debt exists.

University	State System Debt				Affiliate Housing Debt*	Total Housing Debt (University & Affiliate)	Total Debt (University & Affiliate)
	Educational & General (e.g., academic buildings)	Housing	Other Auxiliary (e.g., dining, recreation center)	Total State System			
Cheyney	\$0.0	\$0.0	\$0.1	\$0.1	\$0.0	\$0.0	\$0.1
Commonwealth							
Bloomsburg	3.3	58.8	10.8	72.9	9.0	67.7	81.9
Lock Haven	0.0	27.3	1.7	29.0	7.3	34.5	36.3
Mansfield	0.2	27.6	0.0	27.9	0.0	27.6	27.9
East Stroudsburg	10.4	49.5	0.0	59.9	55.1	104.6	114.9
Indiana	0.0	0.0	0.0	0.0	166.4	166.4	166.4
Kutztown	3.6	53.8	0.8	58.2	8.9	62.7	67.0
Millersville	4.1	125.6	14.9	144.6	0.0	125.6	144.6
Pennsylvania Western							
California	0.0	51.4	5.5	56.9	24.3	75.8	81.2
Clarion	0.0	0.0	0.0	0.0	77.8	77.8	77.8
Edinboro	0.0	84.7	0.0	84.7	0.0	84.7	84.7
Shippensburg	0.0	112.0	13.6	125.6	0.0	112.0	125.6
Slippery Rock	21.7	0.0	9.7	31.4	87.7	87.7	119.0
West Chester	60.5	0.0	22.6	83.1	158.8	158.8	241.8
<b>System Total</b>	<b>\$103.8</b>	<b>\$590.7</b>	<b>\$79.7</b>	<b>\$774.2</b>	<b>\$595.1</b>	<b>\$1,185.8</b>	<b>\$1,369.4</b>

Notes: Debt is par as of June 30, 2025. Totals above exclude bond debt of approximately \$723 million held at the System level (e.g., Academic Facilities Renovation Program {AFRP} and SERS pre-funding). 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.

## Appendix B-12

### Pennsylvania's State System of Higher Education Outstanding Principle of Bond Debt As of June 30, 2025



Notes: In 2023-24, \$63.5M of PennWest's debt was defeased. In 2024-25, \$37.9M of Commonwealth's and \$21.0M of Indiana's debt was defeased. Totals above exclude bond debt held at the System level (e.g., Academic Facilities Renovation Program (AFRP) and SERS pre-funding).



**Cheyney University of Pennsylvania**  
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**Commonwealth University of Pennsylvania**  
*Bashar W. Hanna, President*

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

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