



Pennsylvania's
STATE SYSTEM
of Higher Education

2026-2027 APPROPRIATIONS REQUEST and Accountability Report



FAST FACTS | Pennsylvania's State System of Higher Education

83,000 STUDENTS

- 89%** from PA
- 75%** receive financial aid
- 33%** Pell Grant recipients
- 22%** under-represented minority

MOST IN-STATE STUDENTS



of all PA universities

TOP ENROLLED PROGRAMS: Business, Education, Healthcare

GRADUATES WORKING IN PA:



91,000+ education



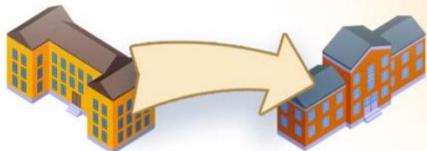
82,000+ business



45,000+ healthcare

55,000+

PA community college transfers since 2010



75%

LOWER TUITION

than the average of PA universities



76% of low-income graduates reach the middle class within a decade

\$4 billion

yearly in economic impact

\$150 million

yearly in institutional aid

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February 2026

Pennsylvania’s State System of Higher Education

2026-27 Appropriations Request

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Executive Summary

Pennsylvania's State System of Higher Education (PASSHE) comprises 10 state universities that deliver high-quality, affordable post-secondary education to students across the commonwealth. As detailed in this Annual Accountability Report, PASSHE universities play a critical role in advancing social mobility, fueling Pennsylvania's workforce, and driving economic growth. The System fulfills this mission with a strong commitment to efficiency, ensuring that public dollars are used responsibly and effectively.

For fiscal year 2026–27, PASSHE is requesting an Educational and General (E&G) appropriation of \$651.8 million — a 5 percent increase over the current year, as approved by the Board of Governors in October 2025 (calculated excluding the \$5 million appropriated this year for an enhanced transfer and workforce development partnership initiative).

This investment would enable the Board of Governors to freeze in-state undergraduate tuition, which supports PASSHE's long-standing commitment to delivering high-quality, high-value education to Pennsylvanians. PASSHE universities have reclaimed the affordability advantage, as evidenced by increased enrollment of Pell-recipient students, increased enrollment of transfer students, increased enrollment of first-generation students, and record-high student retention. Because PASSHE universities are affordable, more students can start and finish their degree.

Some highlights from each section of this report include:

- **Section 1: Contributions to the state** — More than 600,000 PASSHE university alumni live in and contribute to all 67 Pennsylvania counties, and PASSHE universities generate more than \$8 in return for every public dollar invested, collectively contributing \$4 billion to the state's economy. The vast majority of graduates from PASSHE universities earn degrees in high-demand fields, with business, healthcare, and education being the top areas of study.
- **Section 2: Student access and enrollment** — Fall 2025 showed the System's first overall enrollment increase in more than a decade. That was driven in part by record-high student retention, increased dual enrollment, increased graduate student enrollment, and increased transfers from community colleges. That being said, the nation is heading into a demographic trough that will see fewer high school graduates, which will negatively impact enrollments in the coming years.
- **Section 3: Student affordability** — PASSHE universities are Pennsylvania's most affordable public four-year option. Undergraduate in-state tuition stands at \$7,994, which is approximately 75% below the average tuition at other Pennsylvania universities.
- **Section 4: Student progression and completion** — Retention of first-year students hit a system record high, surpassing 80% for the first time ever. Timely completion lowers the overall cost of education for students and enables them to enter the workforce sooner, equipped with the skills and credentials required in a rapidly changing economy.
- **Section 5: University financial efficiency and sustainability** — Despite years of record-high inflation, total expenditures have remained largely unchanged over the past decade because universities have taken significant steps to control costs. Key expenses include salaries, pension, healthcare, and facility maintenance.

While the requested investment would help sustain affordability for students, it does not fully support the innovative strategies required to enhance student success, modernize academic offerings, and ensure long-term financial sustainability. For years, PASSHE institutions have been working to find efficiencies, close structural gaps and adapt business models, but current funding levels no longer align with the scale or urgency of the System’s mission.

PASSHE — the state universities of Pennsylvania — provide the talent that powers the commonwealth’s economy and anchors its communities, and those universities need resources to expand and accelerate workforce-aligned initiatives and strengthen student supports. The proposed increase is an important step, but even greater investment would have an immediate and meaningful impact on the System’s ability to deliver life-changing opportunities for students and ensure Pennsylvania’s long-term economic vitality.

(NOTE: The report and associated online dashboard are available to the public at passhe.edu.)

Summary of Appropriations Request

During fiscal year (FY) 2025-26, Pennsylvania's State System of Higher Education received \$620.8 million in state appropriations and an additional \$5.0 million allocated to one PASSHE university for a specific enhanced transfer and workforce development partnership initiative with a local community college. 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 2026-27 Educational and General (E&G) appropriation request reflects a 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. In October 2025, the Board of Governors approved an appropriation request of \$651.8 million represents an increase of \$31.0 million, or 5.0 percent over the current year (calculated excluding the \$5 million for the enhanced transfer and workforce development partnership initiative). If fully funded, it will be used to keep tuition flat for Pennsylvania undergraduate students and augment ongoing efforts to address access and affordability.

This request was developed based upon a budget that was created using the following assumptions

- Generally stable enrollment, though anticipated enrollment trends vary significantly due to differences in regional demographics, program mix, student success initiatives, etc.;
- Flat tuition. (Rates for FY 2026-27 will not be addressed by the Board of Governors until later in 2026);
- Costs associated with existing collective bargaining agreements, employee healthcare, and pension obligations required to continue operations into the ensuing years; and
- Continued university efforts to address the structural gap between revenues and expenses.

The requested appropriation of \$651.8 million, combined with other projected changes in the System's revenue and anticipated mandatory expenditures, results in an E&G budget of \$1.7 billion. 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, 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 PASSHE universities. In fiscal year 2022-23, \$62.5 million was received to defease certain bonds at Pennsylvania Western University. In fiscal year 2023-24, \$85 million was received to defease certain bonds at Commonwealth University and Indiana University of Pennsylvania (IUP) and to repay other loans and obligations at Cheyney University and IUP. One-time funding for debt defeasement and the repayment of other loans and obligations has been essential to strengthening the financial sustainability of these universities and, by extension, the System as a whole. Additional state funding dedicated to this purpose, or to support demolition of outdated facilities, would likewise provide meaningful support.

SECTION 1:

Contributions to the state

State System universities and their alumni power the commonwealth's economy, workforce, and communities.

FIGURE 1: Labor Force Data by County: County Employer Ranking (as of 2025Q2)



Pennsylvania's State System of Higher Education (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.

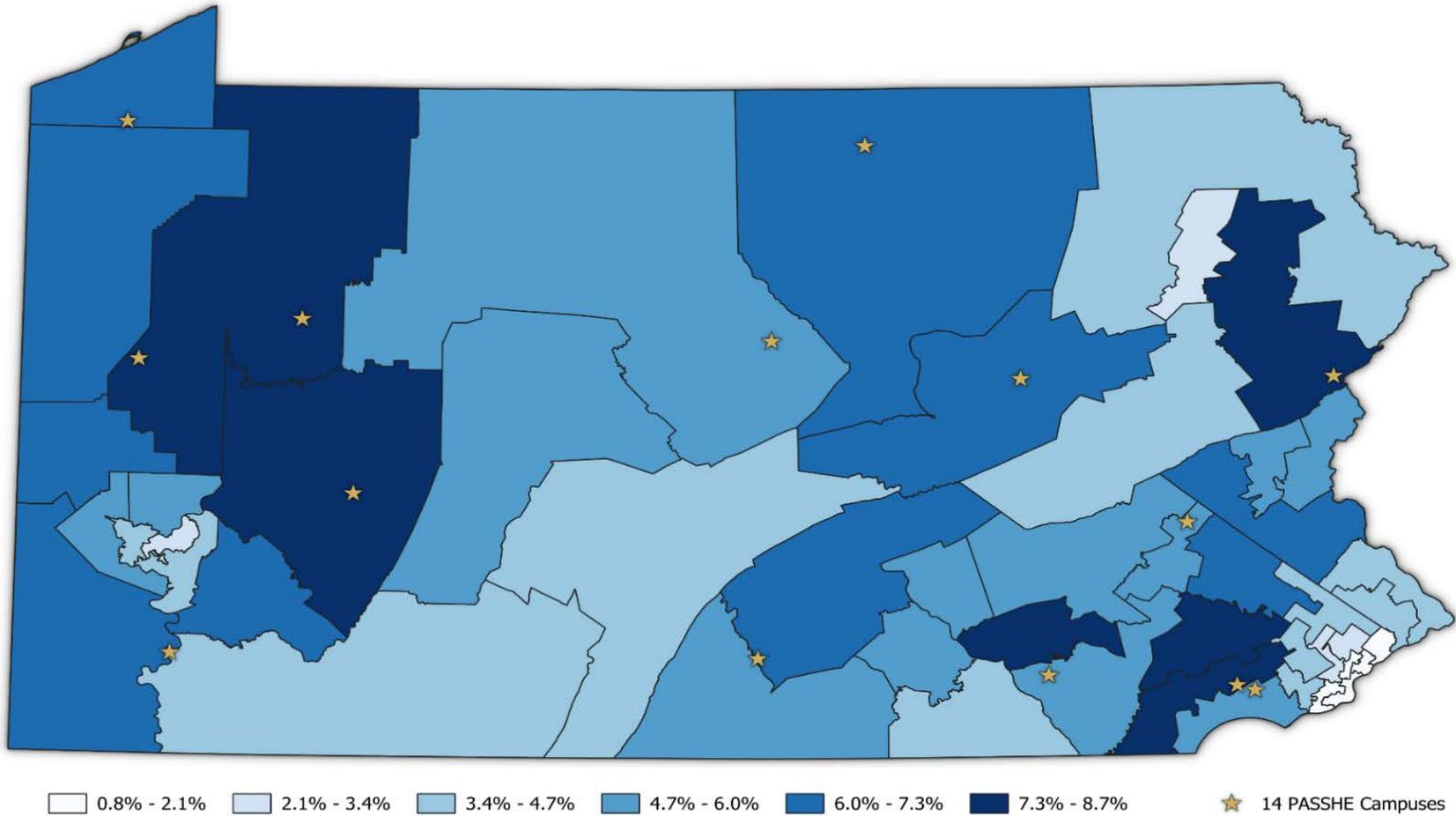
Economic impact

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. Additionally, it supported approximately 62,000 external jobs, in addition to its own 10,000 employees. That is 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 extends beyond the high-quality, high-value education that universities provide to students, nearly 90% of whom come from Pennsylvania and remain after graduation, providing the lifeblood of the state's economy.

Across Pennsylvania Senate districts, up to 10% of residents are PASSHE alumni.

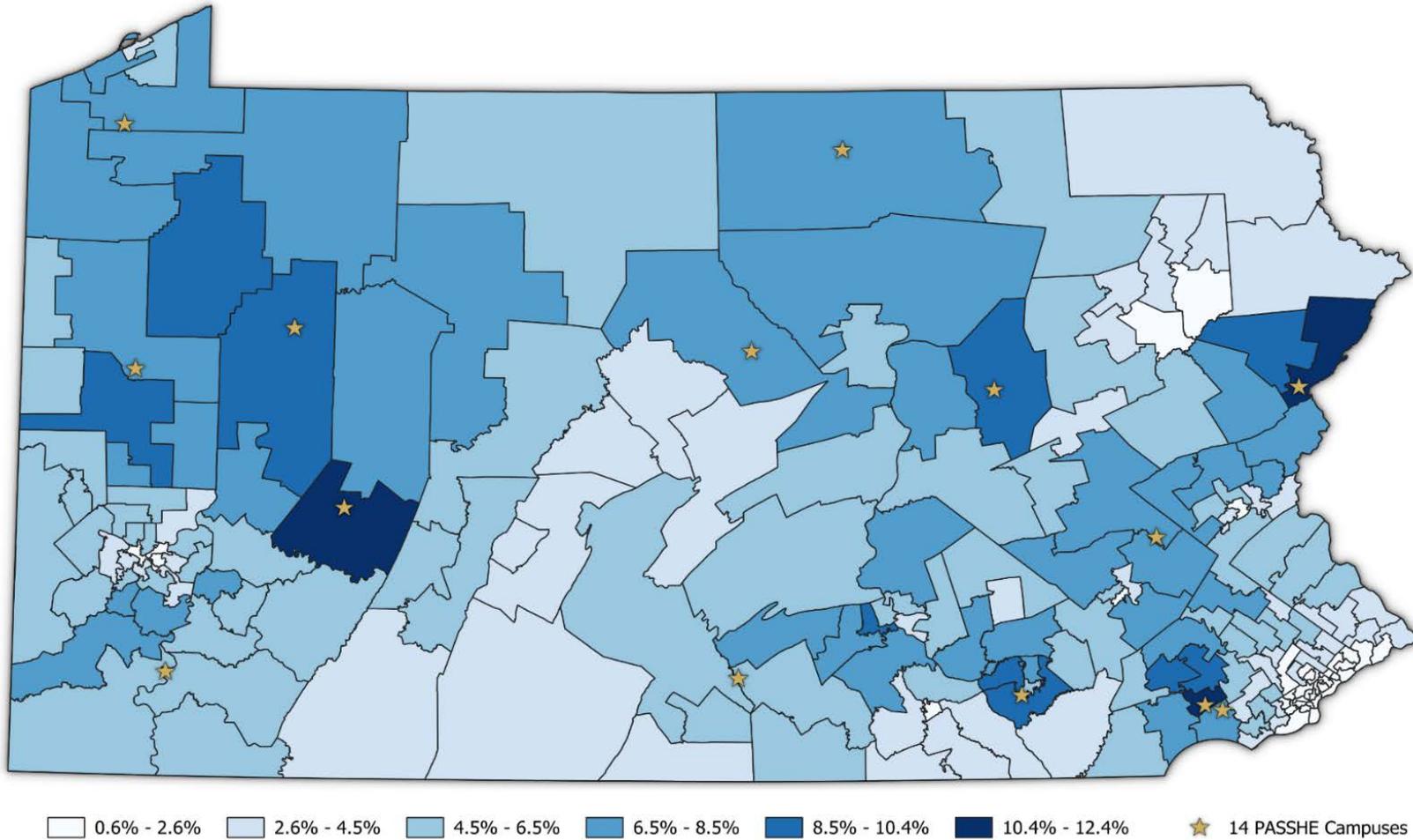
FIGURE 3: PASSHE Alumni by PA Senate District, as Percentage of Total District Population, Fall 2025



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

PASSHE alumni approach 12% of residents in select House districts.

FIGURE 4: PASSHE Alumni by PA House District, as Percentage of Total District Population, Fall 2025



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

Workforce development and social mobility

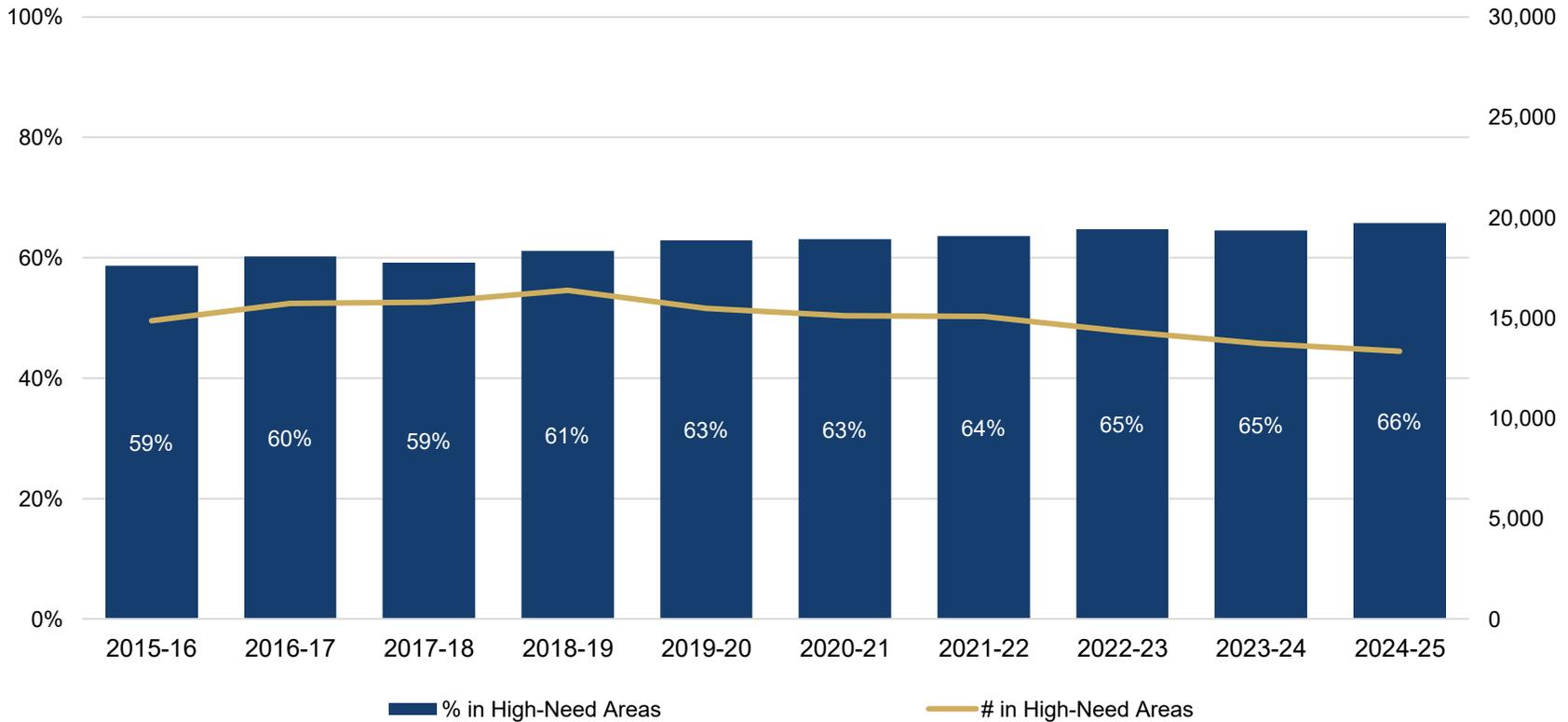
In 2025, the State System's universities offered more than 780 academic programs—533 undergraduate and 251 graduate—across 246 major areas—reflecting a long-standing commitment to broad educational access and diverse learning opportunities. As student demand, workforce expectations, and financial realities continue to shift, the System is undertaking a strategic review to ensure its academic portfolio remains focused on programs that deliver the greatest value and long-term sustainability. While the total number of programs may decrease, this strategic portfolio work is designed to improve student outcomes by concentrating capacity in high-demand programs, strengthening advising and career supports, and reallocating resources away from low-demand offerings into areas where students and employers are moving.

In addition to degree programs, the universities offer credit-bearing certificate programs in more than 230 fields. These certificates, which typically require less than two years of study and culminate in a university-awarded credential, are frequently earned by students alongside their degree programs. The System also offers more than 75 non-degree industry recognized credentials that equip participants with specialized, career aligned skills. Training programs cover a multitude of industries including business, healthcare, information technology, public safety, and transportation. Examples include Minimum Industry Safety Training (MIST), PA Municipal Police Academy (ACT 120), PA Fish and Boat Academy, First Aid/CPR/AED certifications, Commercial Driver's License (CDL) Training, Clinical Medical Assistant, Child Development Associate, and Google Career Certificates. These offerings are developed in close collaboration with regional employers and informed by workforce-demand data, ensuring that programs remain responsive to emerging skill needs and economic priorities.

State System universities continue to strengthen their commitment to meeting Pennsylvania's workforce development needs by focusing on the economy's high-growth sectors, including Science, Technology, Engineering and Math (STEM), business, education, health, and social service. These disciplines are also where most State System students concentrate their studies, accounting for about 66% of graduates in the 2024-25 academic year, or roughly two out of every three credentials awarded. Even as total enrollments have declined by as much as 23% since 2015, **Figure 5** shows a meaningful increase in the number of credentials conferred in these priority fields. Building on this progress, the System is undertaking a strategic academic portfolio review to ensure offerings remain centered on programs that deliver the greatest value, align with student migration patterns, and support long-term sustainability.

More than 13,000 PASSHE graduates earn degrees in areas with in-demand jobs, which is critical to providing the skilled workforce Pennsylvania employers need.

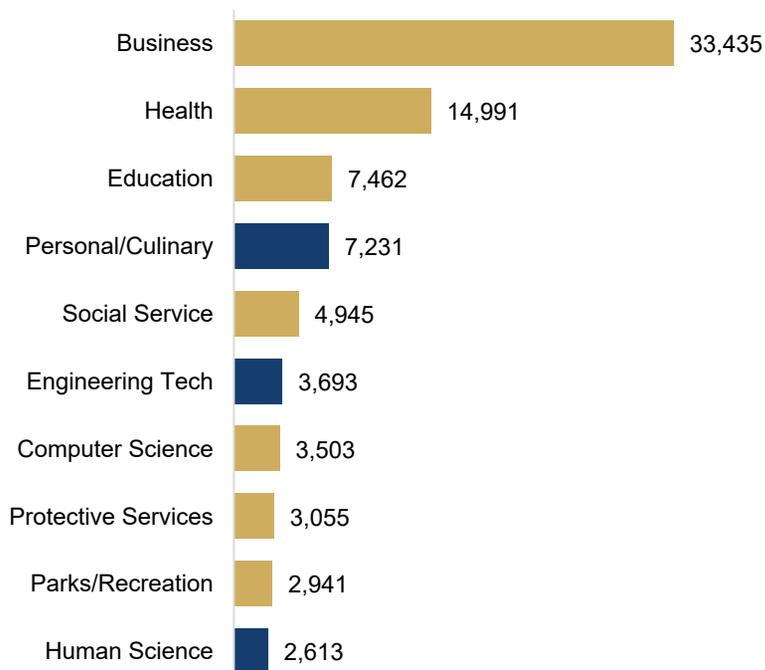
FIGURE 5: Annual Completions in High-Need Areas



Source: State System Student Data Warehouse, Annual Degrees/Certificates Conferred
 Notes: High-need defined as the programs included in the Grow PA CIP list.

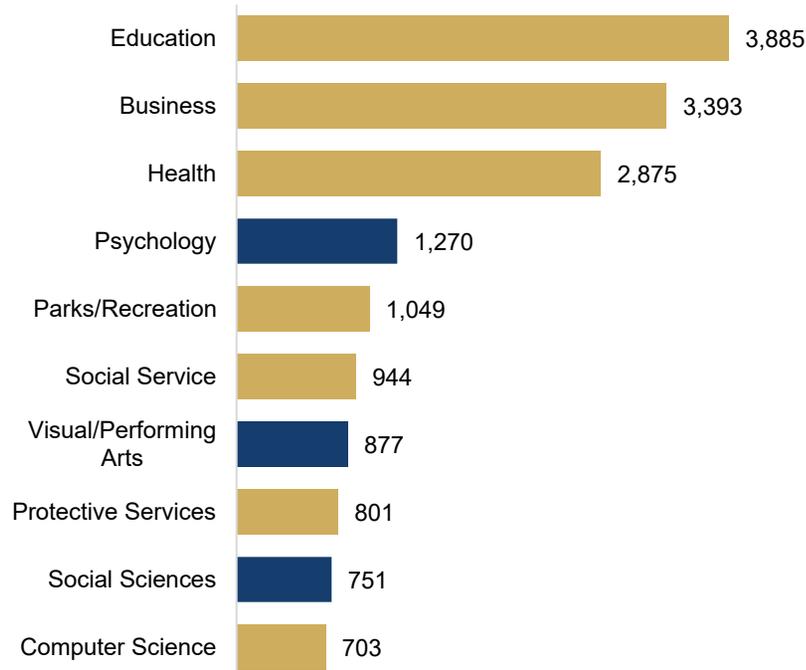
PASSHE students earn degrees and certificates that align with in-demand jobs.

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)

FIGURE 7: Top Programs of Study for PASSHE Degree/Certificate Recipients, 2024-25



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 show, respectively, the academic programs linked to the state's highest-demand occupations and the programs with the highest enrollment across the State System universities.

PASSHE's academic portfolio shows strong alignment with key workforce needs—particularly in Education, Business, and Health, where high employer demand matches the System's leading areas of degree completion. At the same time, shortages in other fast-growing fields reveal clear opportunities to expand or strengthen programs, especially in nursing and related health-care professions. Targeted growth in these areas would help meet Pennsylvania's labor-market needs, prepare graduates for in-demand careers, and contribute to the commonwealth's economic vitality.

PASSHE's workforce-aligned education delivers exceptional value and opportunities for graduates.

Ten years after graduating, State System bachelor's degree recipients have median annual earnings of \$67,000, while students graduating in STEM earn somewhat more than those graduating in other fields. On the next page, **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.

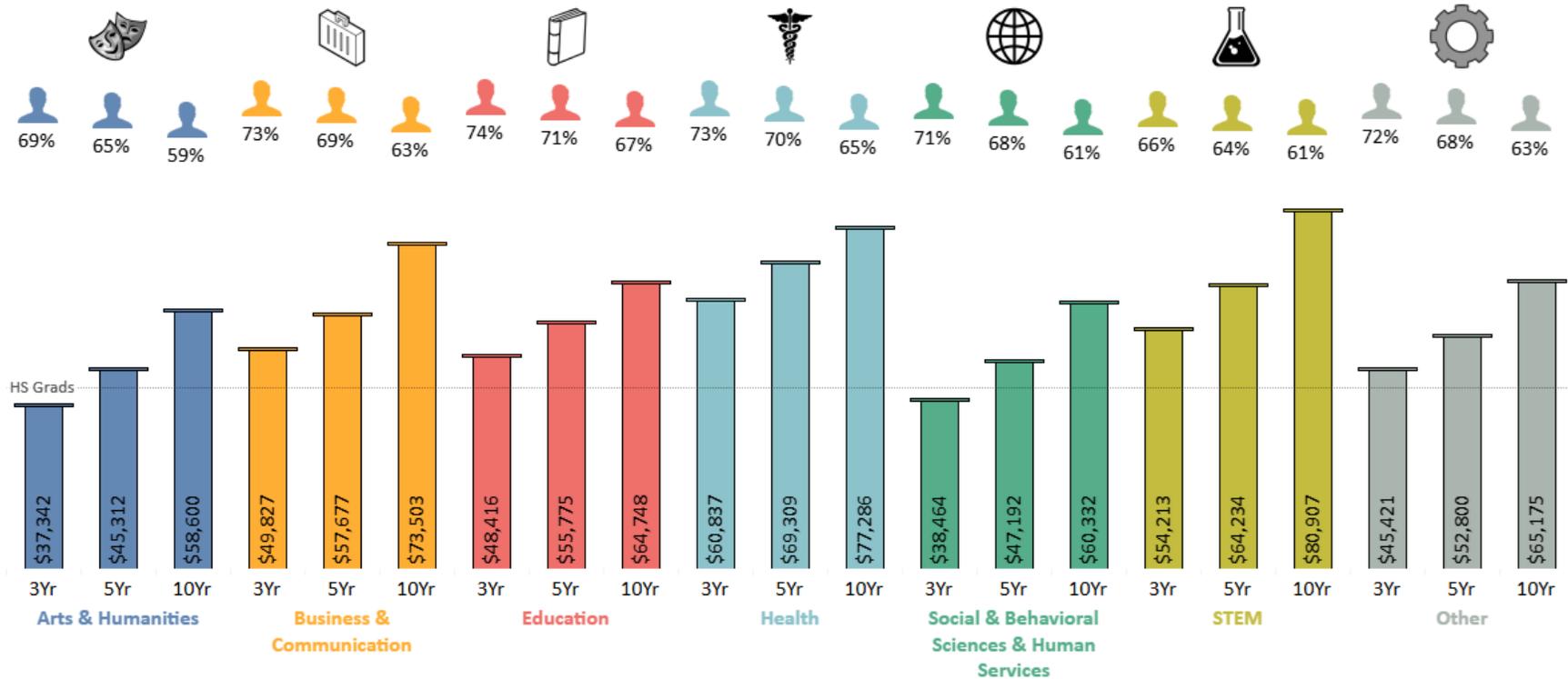
State System universities play a pivotal role in Pennsylvania's workforce development, with a substantial 62% of all graduates living and working in the commonwealth 10 years after completing their education. This percentage is even higher for graduates who initially enrolled as low-income (Pell-eligible), and in-state students, as well as those who transitioned from Pennsylvania community colleges to a State System university, at 63%, 69% and 70%, respectively.

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 \$5,000 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, the average annual wage at 10 years after graduation for an underrepresented minority (URM) bachelor's degree recipient is only slightly lower than that of a white peer (\$62,000 and \$67,000, respectively).

Taken together, these outcomes show that State System universities deliver strong and equitable returns for students and for Pennsylvania. Graduates across all fields see solid earnings and a positive return on their educational investment, while the majority remain in the commonwealth to contribute to its workforce and economy. Just as importantly, the PASSHE universities consistently advance economic mobility—narrowing income gaps for low-income and underrepresented students and helping most graduates enter the middle class within a decade. These results underscore the State System's essential role in expanding opportunity and strengthening Pennsylvania's long-term prosperity.

PASSHE graduates stay in Pennsylvania, earn more, and strengthen 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

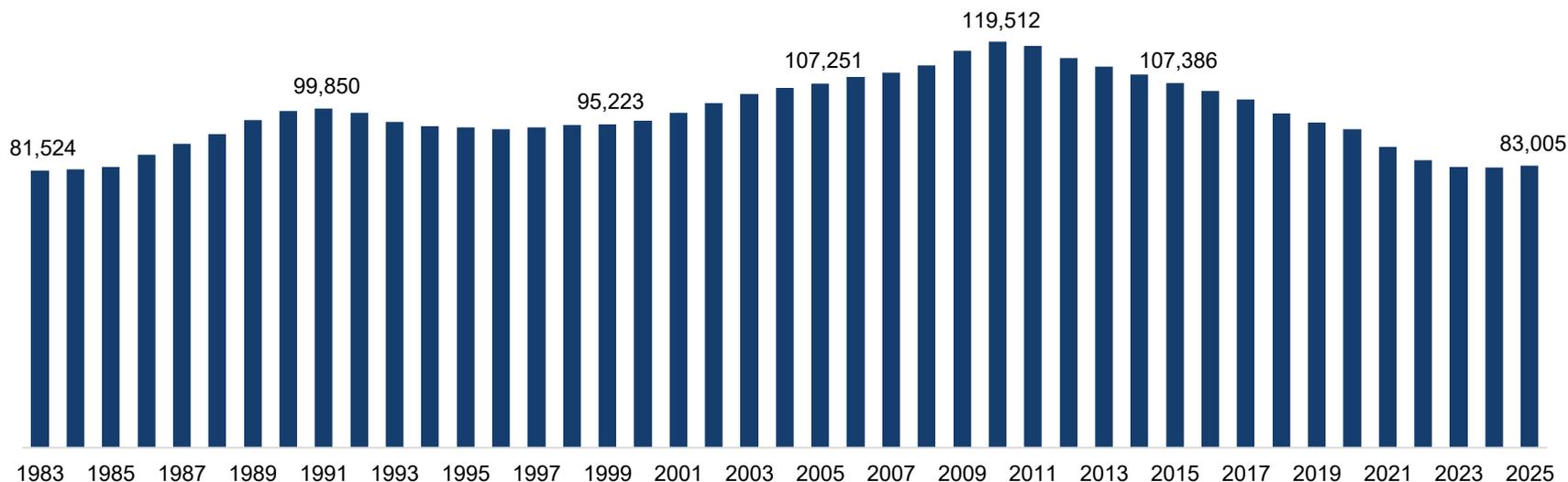
Note: Full Dashboard available at <https://www.passhe.edu/system-data/index.html>. Percentages reflect percent employed in Pennsylvania.

SECTION 2:

Student access and enrollment

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

FIGURE 9: Fall Headcount Enrollment History



Source: State System Student Data Warehouse, Fall Census

Note: Enrollment for 2012 forward includes Clock Hour students for Indiana University of Pennsylvania.

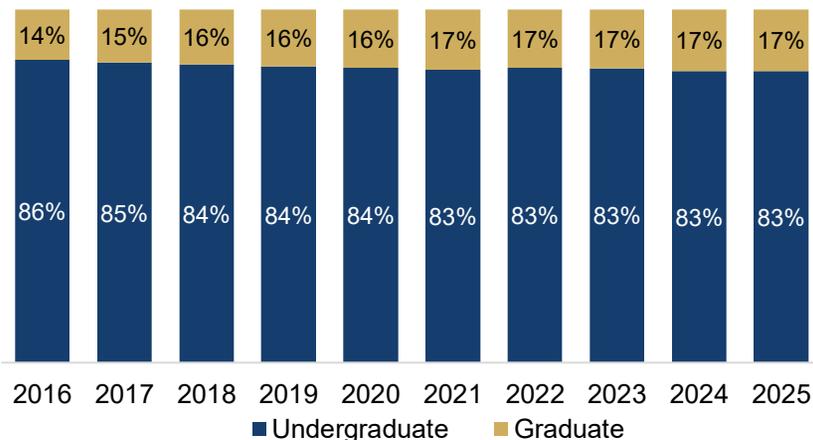
Enrollment patterns in higher education have long been driven by major demographic shifts, and PASSHE reflects these national trends. Fluctuations in the number of traditional college-age students—shaped by generational cycles, declining birth rates, and changing college-going behaviors—have produced significant swings in demand across the country. These forces provide essential context for understanding the State System’s current enrollment challenges.

After peaking at 119,512 students in 2010, PASSHE enrollment has fallen 31% (**Figure 9**), largely due to the aging of the “Baby Boom echo” cohort and the smaller generations that followed. Lower birth rates and a shrinking pool of high school graduates have intensified this decline, while the share of graduates enrolling in college has dropped from 70% in 2009 to 58% in 2024. Together, these demographic and behavioral shifts have reshaped the enrollment landscape and will continue to influence long-term planning across the System.

While student demand is shifting, Pennsylvania’s workforce need has not declined. Addressing these trends will require ongoing collaboration between higher education, employers, and state leaders to reinforce the value of postsecondary credentials and align programs to regional workforce priorities.

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: Enrollments for 2012 forward include Clock Hour students for

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

	Fall 2023	Fall 2024	Fall 2025
Underrepresented Minority	20.1%	20.1%	22.0%
Adult Learners (Undergraduate)	8.0%	7.8%	7.6%
Out-of-State	12.0%	11.7%	11.5%
Full-Time	80.0%	79.8%	79.6%
Certificate Enrollment (primary major only)	0.9%	1.2%	1.0%
Online Courses Offered (Undergraduate & Graduate)	15.5%	16.6%	n/a
Pell Recipient (Undergraduate)	33.2%	37.9%	n/a
First Generation (Undergraduate)	30.0%	36.1%	n/a

Source: State System Student Data Warehouse, Fall Census. Fall 2025 data and Fall 2024 Pell data are preliminary, as of January 2026.

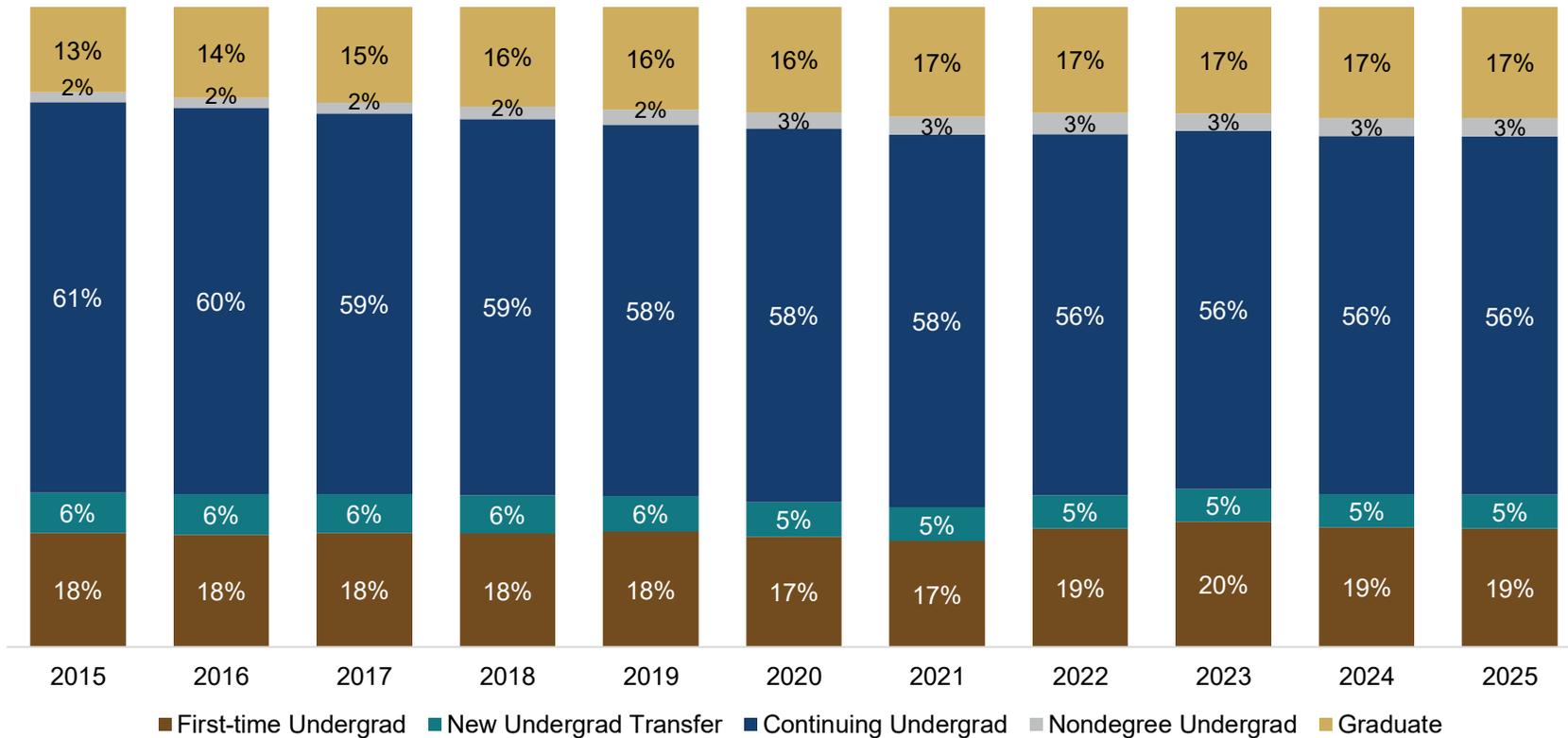
Characteristics of Enrolled Students

Since 2016-17, the proportion of undergraduate and graduate enrollment at PASSHE universities has remained stable, which indicates that PASSHE has maintained market share (Figure 10). Nearly 90% of enrolled students are Pennsylvania residents, underscoring the System’s central role as the commonwealth’s primary provider of affordable, accessible higher education. This highlights the System’s critical contribution to the state’s workforce pipeline, as students who enroll locally are more likely to remain in Pennsylvania to live, work, and support the commonwealth’s economy after graduation.

Nationally, the share of undergraduates receiving Pell grants trended downward in the years leading up to FAFSA Simplification among 4-year public Master’s and Doctoral comparator institutions. Within PASSHE, Pell receipt increased in Fall 2023 and rose sharply in Fall 2024 but Fall 2024 is not directly comparable to prior years because FAFSA Simplification expanded Pell eligibility and changed reporting methodology. The FAFSA redesign also updated how parental education is captured, which can shift first-generation classification in 2024 even if the underlying student mix did not, while longer-term first-generation patterns can still reflect changes in who enrolls and rising parental educational attainment over time.

New first-year student enrollment has leveled off while demographic and cost pressures continue.

FIGURE 12: Fall Enrollment by Student Type

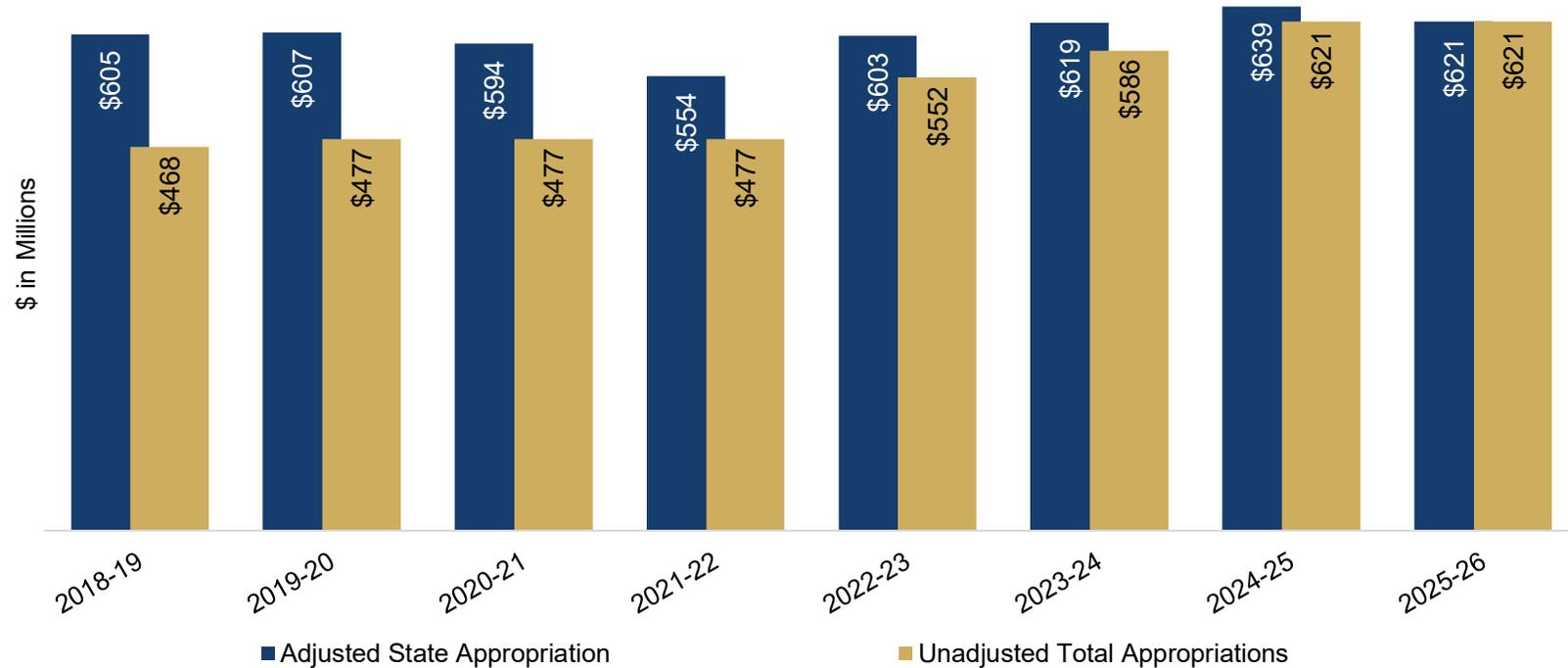


Source: State System Student Data Warehouse, Fall Census, as of 12-8-2025
 Note: Totals may not add to 100% due to rounding.

The number and percentage of new First-time in College (FTIC) undergraduate students have remained relatively steady through Fall 2025, following modest gains earlier in the decade. In the most recent year, FTIC students continue to account for about 19% of total enrollment, suggesting that this segment has stabilized rather than rebounded to earlier levels. While this steadiness is a positive shift after several years of decline, it also reflects the continued difficulty of growing the pool of new undergraduate students. Demographic changes affecting the number of high school graduates, concerns about college affordability, and strong job market opportunities that draw potential students directly into the workforce all continue to shape enrollment patterns.

State support, adjusted for inflation, has remained stable.

FIGURE 13: State Appropriations Adjusted for Inflation



Source: State System Budget Reports

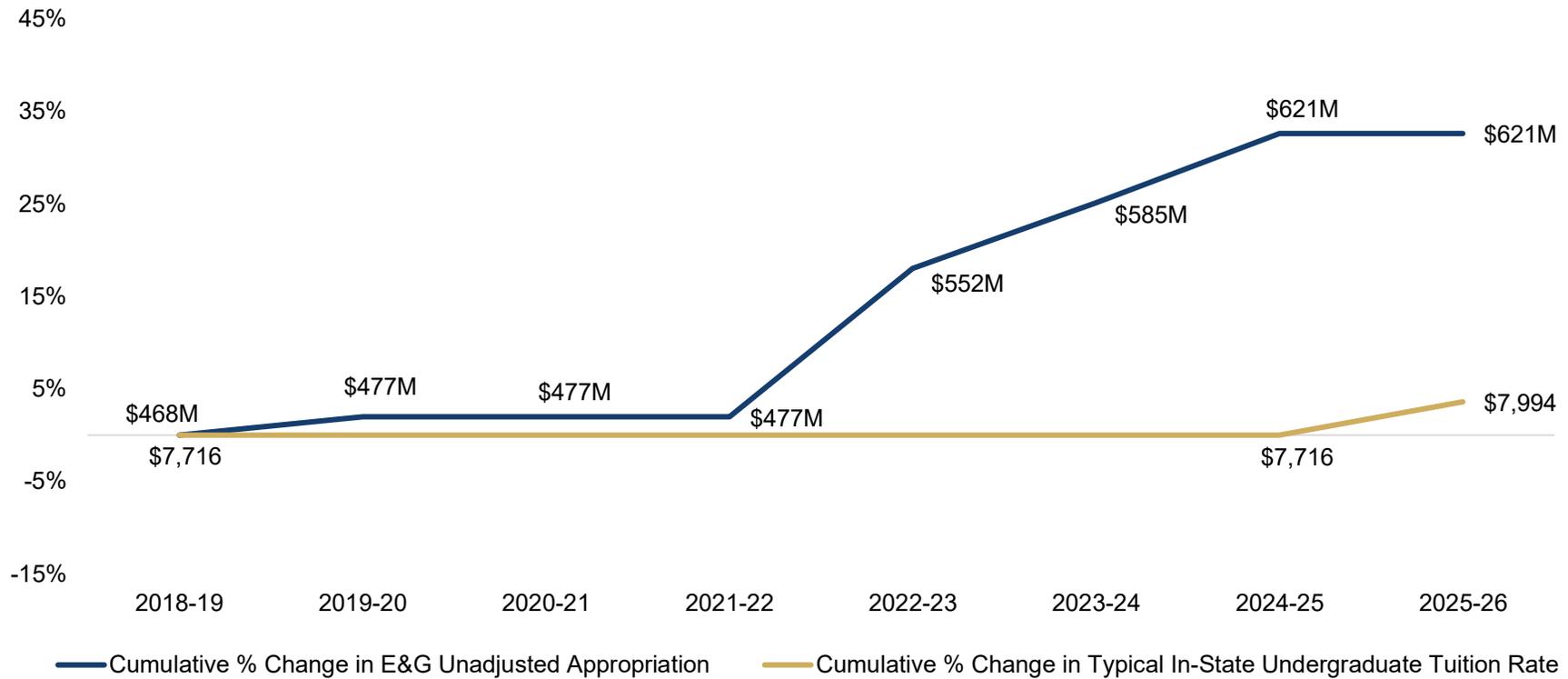
Note: Inflation adjustment based on actual CPI-U data through 2023-24 and 2024-25 projected inflation of 2.8% per Congressional Budget Office.

Excludes the following: CARES Act Title V funds of \$30 million in 2019-20; ARPA State Fiscal Recovery Funds (CSFRF) of \$50 million in 2021-22 and \$125 million in 2022-23; Facility Transition funds of \$62.5 million in 2022-23 and \$85 million in 2023-24; Cheyney/Community College Transfer & Workforce Development Initiative funds of \$5 million in 2025-26.

The cost of education at PASSHE universities remains closely linked to state support, which has grown only modestly in inflation-adjusted terms over the past decade. As shown in **Figure 13**, real state appropriations were essentially flat from 2018–19 through 2021–22 before rising more substantially in recent years, reaching almost \$621 million by 2025–26. Although state funding still represents only about one-third of PASSHE’s Educational and General (E&G) budget, the consecutive increases in base appropriations since 2022–23 have been critical to PASSHE’s affordability strategy—most notably by helping sustain the tuition freeze in seven of the eight years displayed in **Figure 14**.

State funding continues to shape the cost of attending PASSHE universities.

FIGURE 14: History of State Appropriations and Tuition Rates

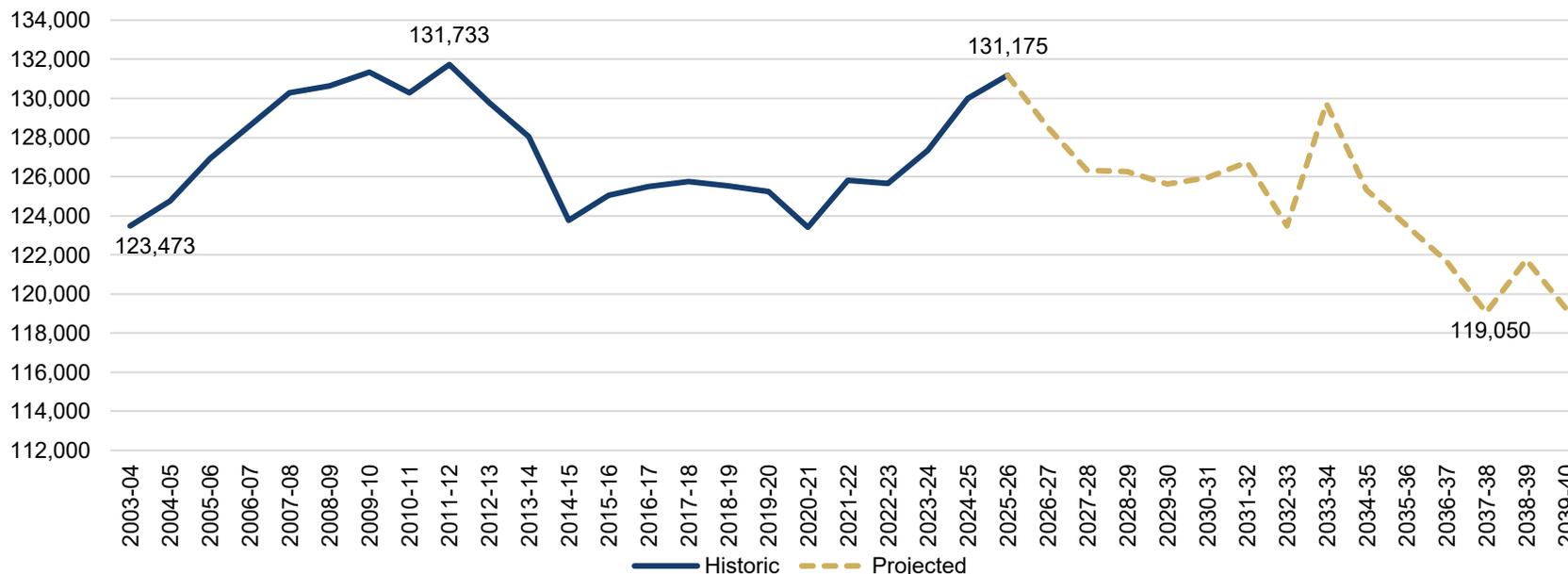


Source: Appropriations: Enacted Commonwealth Budget, Enrollment: Student Data Warehouse for prior years and State System budget reports for current year
 Notes: Appropriation amounts exclude one-time funds received in all years, except 2018-19, for various purposes, including but not limited to, COVID or debt relief.

Higher state appropriations have improved Pennsylvania’s national standing in public higher education funding, and recent increases have begun to reverse a long-term pattern of underinvestment that had shifted more of the cost burden onto students. These new investments enabled PASSHE’s Board of Governors to freeze tuition for seven years (**Figure 14**). This sustained growth in state support preserves affordability for Pennsylvania families.

Enrollment has declined as the shrinking high school pipeline continues to depress and will keep falling.

FIGURE 15: Pennsylvania Public High School Graduates (Actual and Projected)

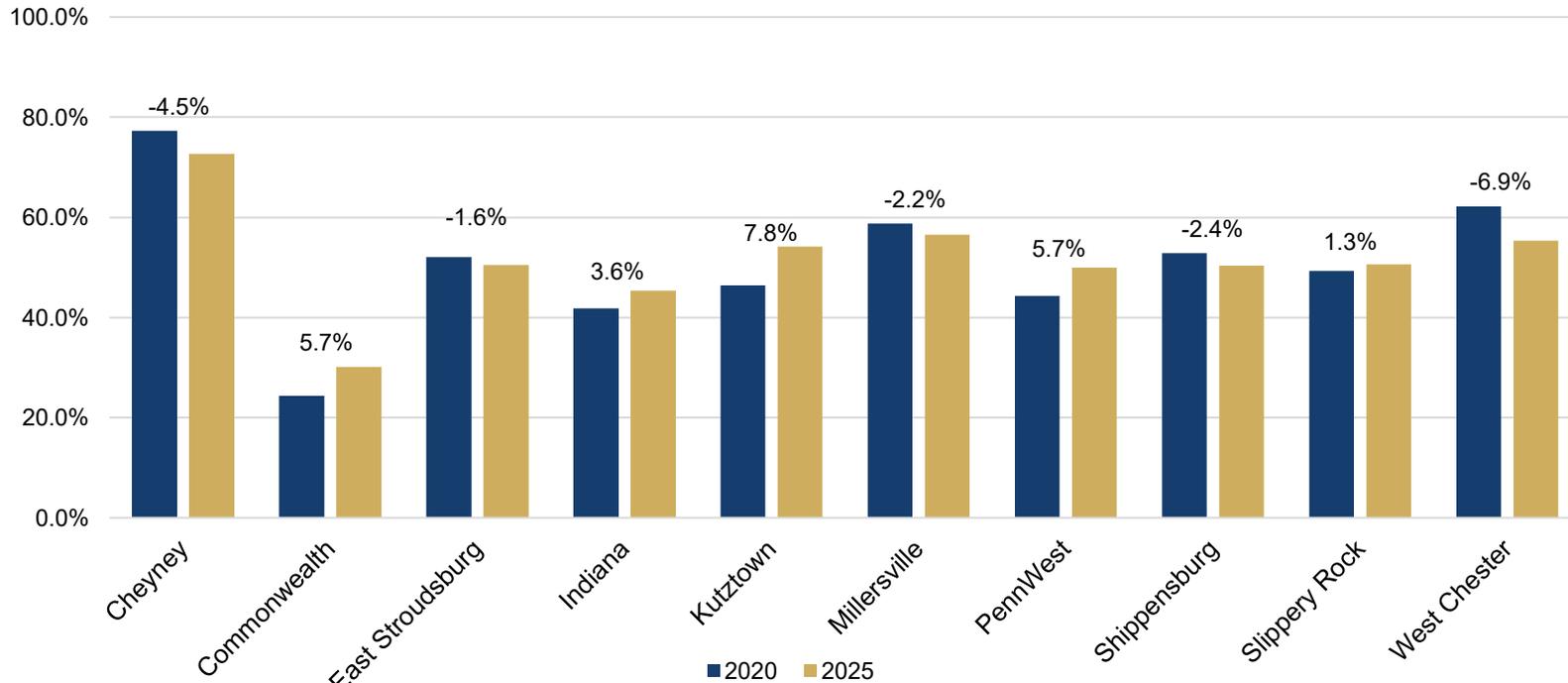


Source: Pennsylvania Department of Health "Resident Live Births by Age of Mother Counties and Pennsylvania, 1997-2024." Pennsylvania Department of Education Public High School Graduates 2003-2024. Pennsylvania Department of Education Public High School Enrollment 2003-2025. Methods based on Western Interstate 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 November 18, 2025.

Demographic shifts are contributing to declining enrollments, with Pennsylvania projected to see up to an 8% drop in high school graduates by 2039 after modest growth through 2026 (**Figure 15**), and even steeper declines of 20%–29% in the Southwest, Northwest, and Northcentral regions (**Figure 17**). These trends place increasing pressure on the pipeline of “traditional” students—those enrolling directly after high school—who currently make up more than 90% of undergraduates at System universities. The projections also show short-term fluctuations: a dip in 2032–33 and 2033–34 tied to pandemic-era delays in kindergarten entry, and an uptick in 2038–39 reflecting the temporary rise in births during 2020–21. Together, these long-term demographic shifts and short-term disruptions signal mounting enrollment challenges in the years ahead.

Local pipelines shrink as universities grow more dependent on fewer feeder counties.

FIGURE 16: Percent of Fall First-time in College (FTIC) Cohort from Top 5 Feeder Counties

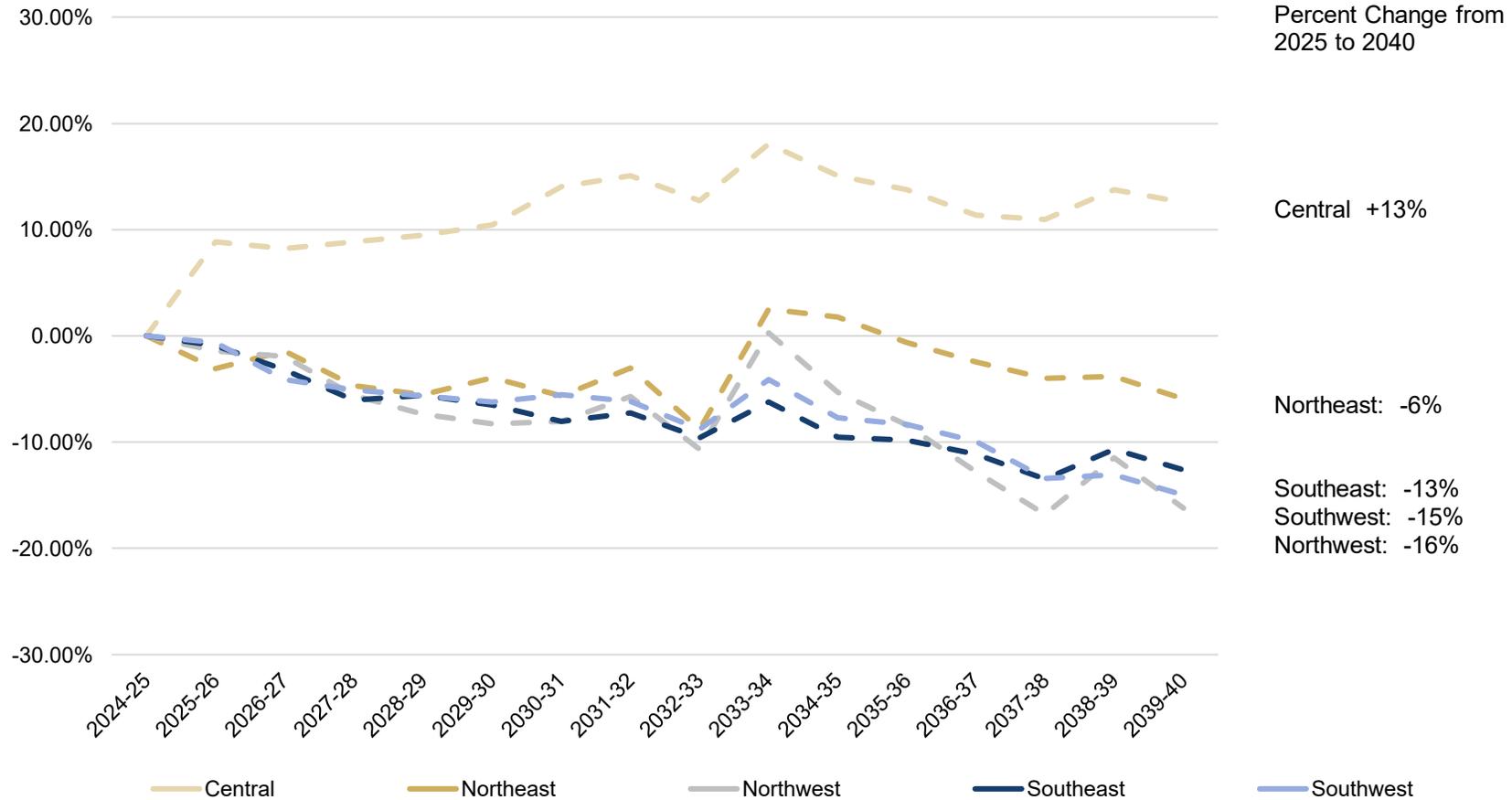


Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2024." Pennsylvania Department of Education Public High School Graduates 2003-2024. Pennsylvania Department of Education Public High School Enrollment 2003-2025. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2020. Updated by the State System's office of Advanced Data Analytics December 2025.

While the overall number of high school graduates is declining, attention to the proportion coming from universities' top five feeder counties is important (**Figure 16**). On average, universities enroll about 3% of all high school graduates from these feeder counties, and this 3% yield accounts for roughly 50% of the new First-time in College (FTIC) cohort. Importantly, an increase in the share of graduates coming from a university's top five feeder counties (a positive percent change in **Figure 16**) signals increased concentration, not growth. In a period of demographic decline, greater concentration heightens risk because it increases reliance on a smaller geographic area that may also be shrinking. As **Figure 17** shows, changes in the high school graduate population within these feeder counties directly affect the universities that depend on them, benefiting universities whose feeder regions are stable or growing and disadvantaging those whose feeder regions are declining. The strategic goal is balance: protect core feeder markets while expanding reach beyond them to reduce vulnerability and capture graduates from a broader set of counties.

Declines in the number of high school graduates most strongly affect rural and western PASSHE universities.

FIGURE 17: Annual Percent Change in Pennsylvania Public High School Graduates (Projected) in Universities' Top 5 Feeder Counties by PA Region



Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2024." Pennsylvania Department of Education Public High School Graduates 2003-2024. Pennsylvania Department of Education Public High School Enrollment 2003-2025. 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 December 2025.

PASSHE universities are reshaping their program array to boost recruitment and align with workforce needs.

Responding to access and enrollment challenges

To sustain and strengthen their vital contribution to Pennsylvania's workforce development needs, PASSHE universities are continuing to:

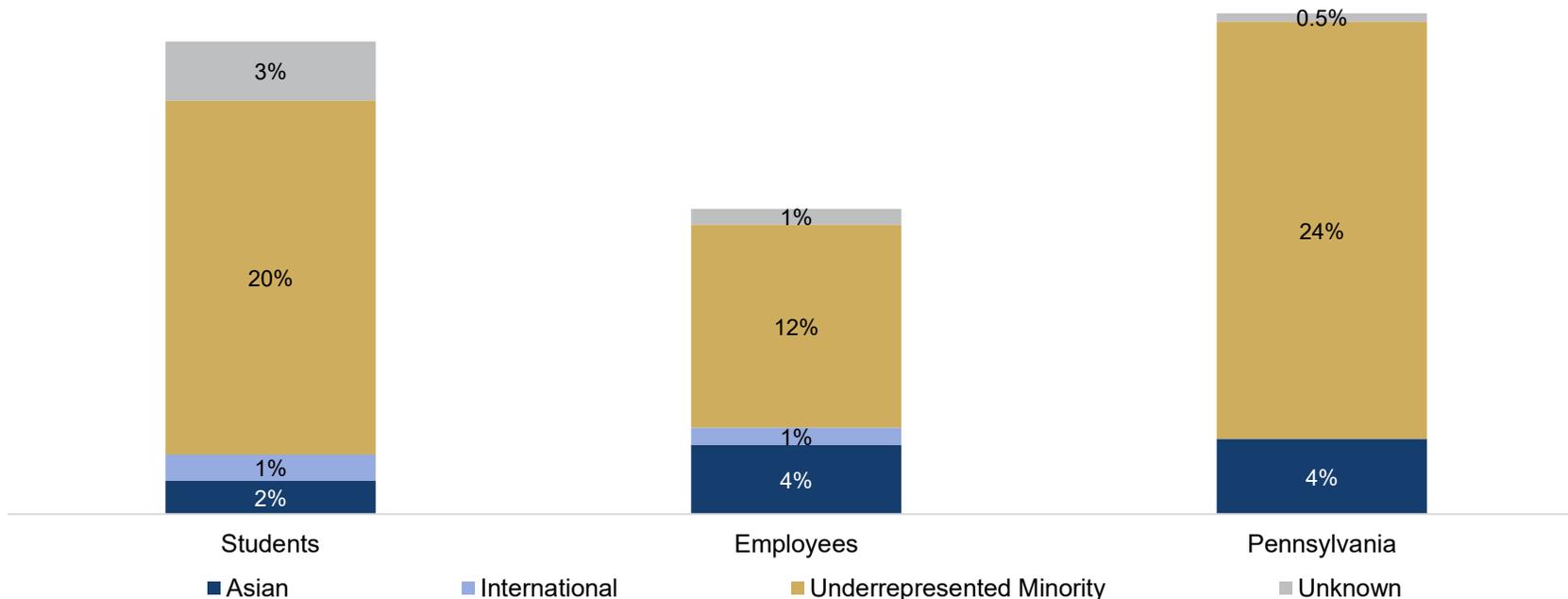
- Increase the share of graduate enrollment by expanding master's and doctoral pathways, aligning with projected 2032 workforce needs for increased master's, doctoral, and bachelor's degree attainment. (The Pennsylvania economy of 2032 requires 11% more master's degrees, 7% more doctoral degrees, and 6% more bachelor's degrees.)
- Expand opportunities for adult learners, particularly as the number of high school graduates begins a long-term decline after 2026. Enroll and graduate proportionately more community college transfer students, adult learners, and underrepresented minority students—groups with continued growth potential, especially among those who are college-ready but currently not college-bound. In 2023, nearly 3.37 million Pennsylvanians (about 26% of the state's 13.0 million residents) lived in the commonwealth's 48 rural counties, making flexible delivery options and regional access strategies essential.
- Serve students seeking to re-skill and upskill through 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 do not 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.

In Fall 2024, underrepresented minority students made up 20% of the student body, compared with 24% in the general population of the state and 12% in State System employees (**Figure 18**). According to demographic projections from the Western Interstate Commission for Higher Education, the share of non-white public high school graduates is expected to rise from 38% to 47% between the classes of 2024 and 2041.

Student diversity holds steady and reflects Pennsylvania's population.

FIGURE 18: PASSHE and Pennsylvania Minority Population as Percent of Total



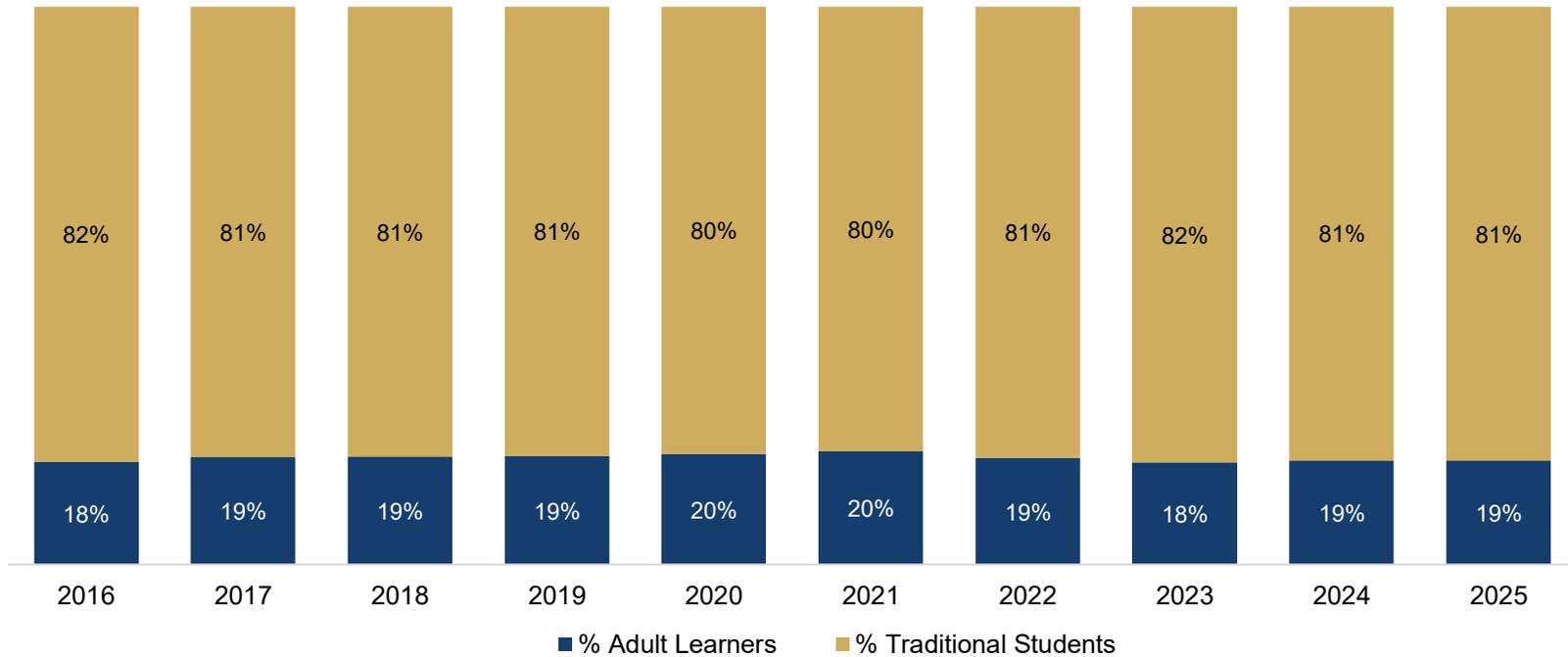
Source: State System Student Data Warehouse, Employee data as submitted to the Integrated Postsecondary Education Data System (IPEDS), ACS 1 year estimates, Fall 2024

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, holding at 20% from 2019 to 2025 even as total enrollment fell by 13%. This is important because it shows that PASSHE is fulfilling its mission to provide broad, equitable access to higher education. When the student body mirrors the state's demographics—Pennsylvania's population is approximately 24% URM—it means more Pennsylvanians from all backgrounds are being reached, supported, and prepared for the workforce. This diversity also strengthens campus learning environments, expands the talent pipeline for employers, and helps ensure that the commonwealth's future workforce is as inclusive and representative as the communities it serves.

While adult learners remain consistent share of PASSHE students, the System is expanding further into that market.

FIGURE 19: Fall Enrollment of Adult Learners and Traditional Students

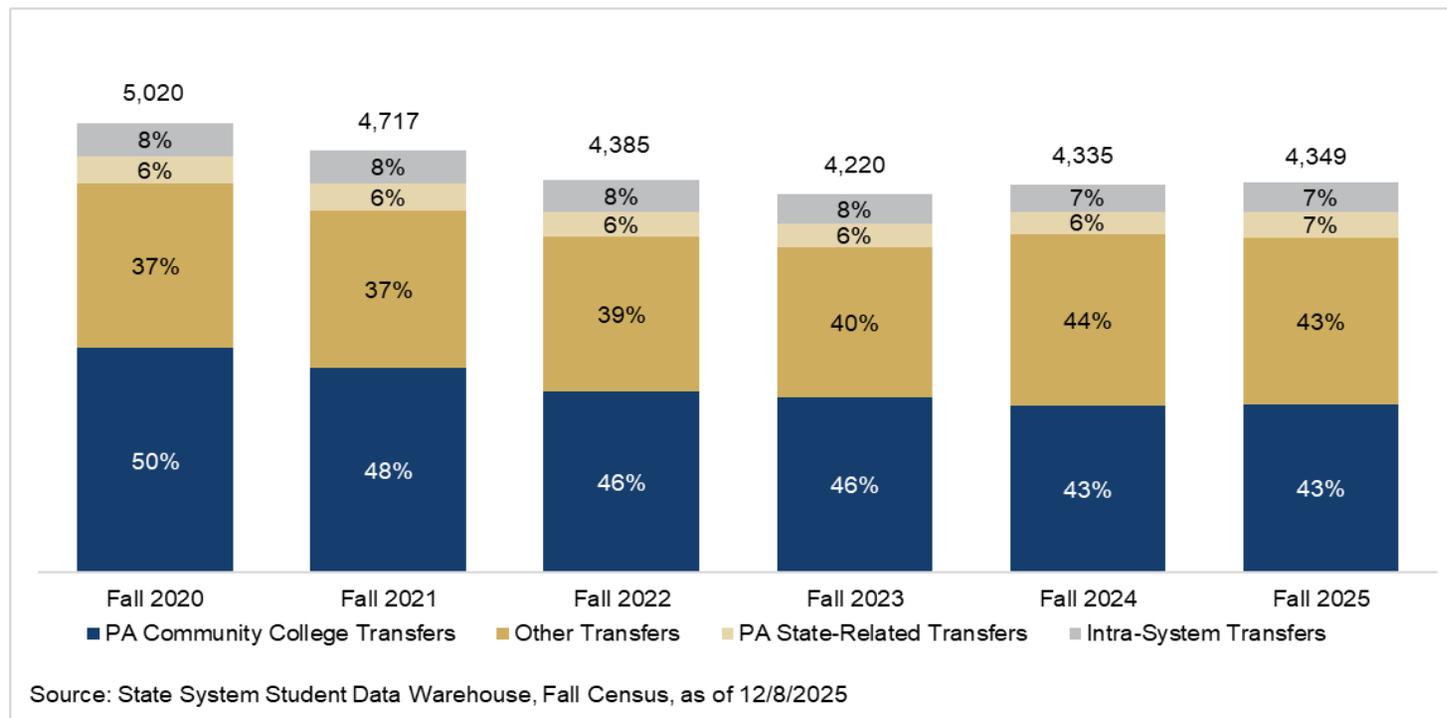


Source: State System Student Data Warehouse, Fall Census, as of 12/8/2025
 Note: Students with unknown age are omitted.

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 19**). 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 and Public Doctoral comparator groups 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 strong value and more seamless transfer processes.

FIGURE 20: Fall Transfer Enrollment in PASSHE Universities, by University Sector

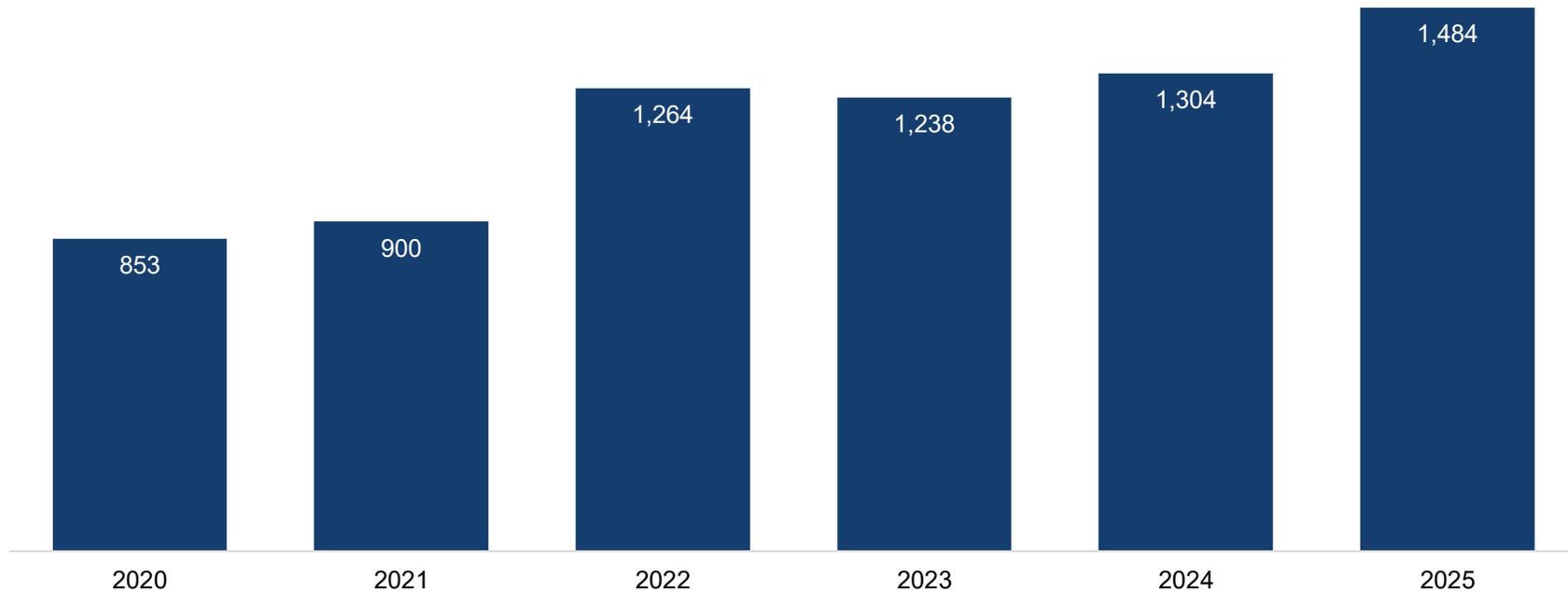


PASSHE universities are committed to increasing transfer enrollments, recognizing the critical role this pathway plays in providing affordable and accessible higher education opportunities. Transfer students help families take advantage of lower community college tuition, creating more cost-effective routes to a bachelor’s degree. They also strengthen campus diversity and academic performance, as transfer students consistently graduate at rates comparable to—or even higher than—first-time freshmen.

PASSHE universities are beginning to see encouraging signs in their transfer pipeline, even amid statewide declines in community college enrollment. Although transfers from Pennsylvania community colleges have fallen by 25% over the past five years—a trend consistent with the broader drop in community college enrollment—overall transfer enrollment at PASSHE institutions grew by 3% over the past 2 years. This recent uptick demonstrates the System’s growing momentum in attracting transfer students and highlights the potential for continued progress as universities strengthen partnerships and pathways across the state. **Figure 20** summarizes where PASSHE transfer students come from, showing Pennsylvania community colleges as the predominant source, complemented by other transfer pathways.

Dual enrollment surges 74% in five years.

FIGURE 21: Fall Enrollment of High School Dual Enrolled Students

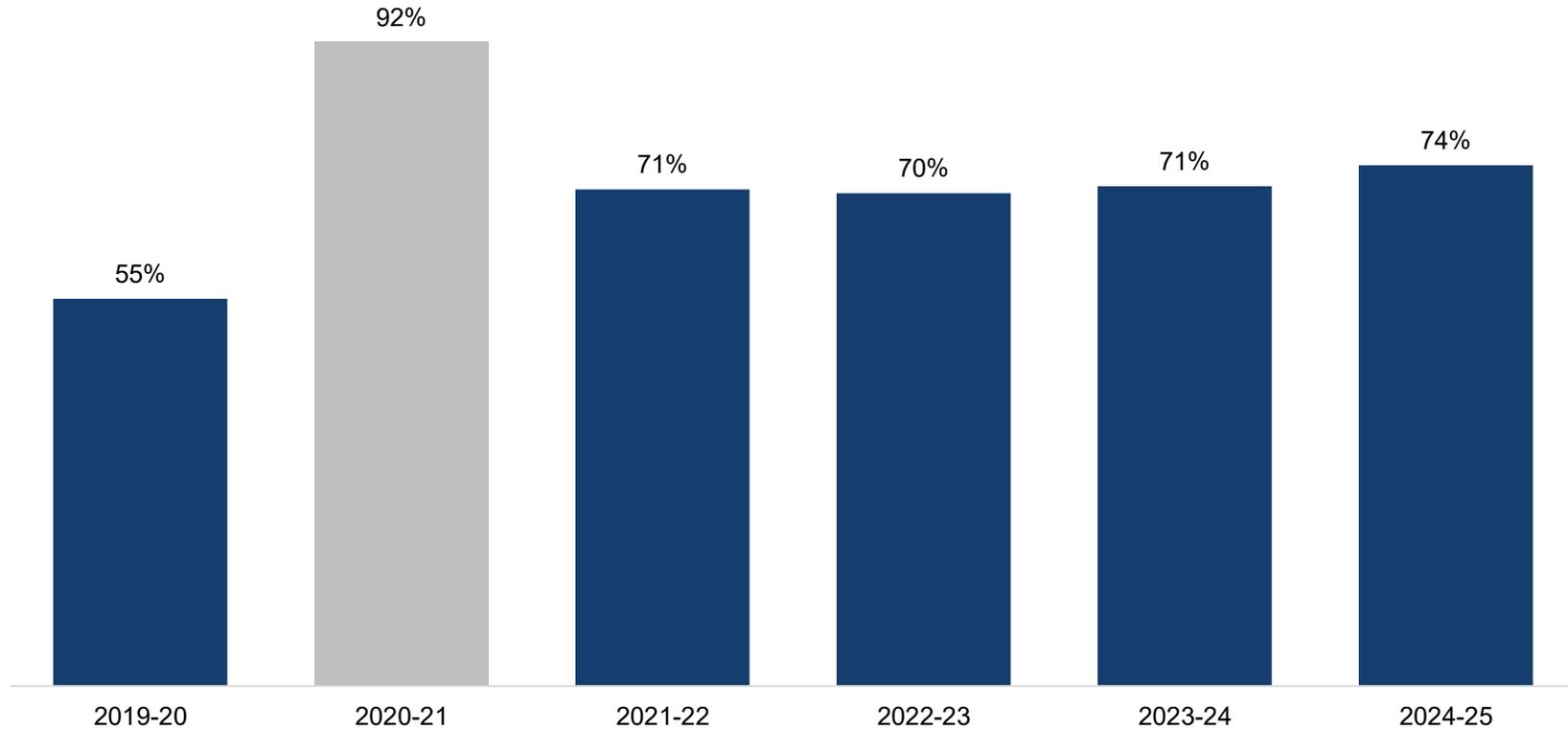


Source: State System Student Data Warehouse, Fall Census. Fall 2025 data is preliminary, as of January 2026

Dual enrollment is expanding quickly. The number of high school students dual-enrolled in PASSHE courses grew from 853 in 2020 to 1,484 in 2025 (**Figure 21**). Students who take college-level courses in high school tend to succeed at higher rates. They enroll in college more often and are more likely to graduate. Dual enrollment also improves affordability by allowing students to earn credits at a much lower cost, and it broadens access by bringing more diverse students into the postsecondary pipeline. To accelerate this momentum, PASSHE and the Pennsylvania Department of Education (PDE) are working together to make dual credit attainment more accessible and affordable through discounted tuition for students and grant support to universities to expand dual credit course capacity.

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

FIGURE 22: Percentage of Students Enrolled in at Least One Distance Education Course During the Year (100% online)



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

In 2024-25, 74% of State System students enrolled in at least one online course (**Figure 22**). 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 2019-20, the percentage of students enrolled in at least one online course has increased at each PASSHE university, leading to a collective 19 percentage point increase (55% to 74%). This expanded online participation also creates momentum for scaling systemwide course and program sharing, allowing universities to broaden academic options, fill low-enrolled courses efficiently, and improve time-to-degree through shared online capacity.

SECTION 3:

Student affordability

PASSHE is Pennsylvania's most affordable option — but stronger state investment remains essential.

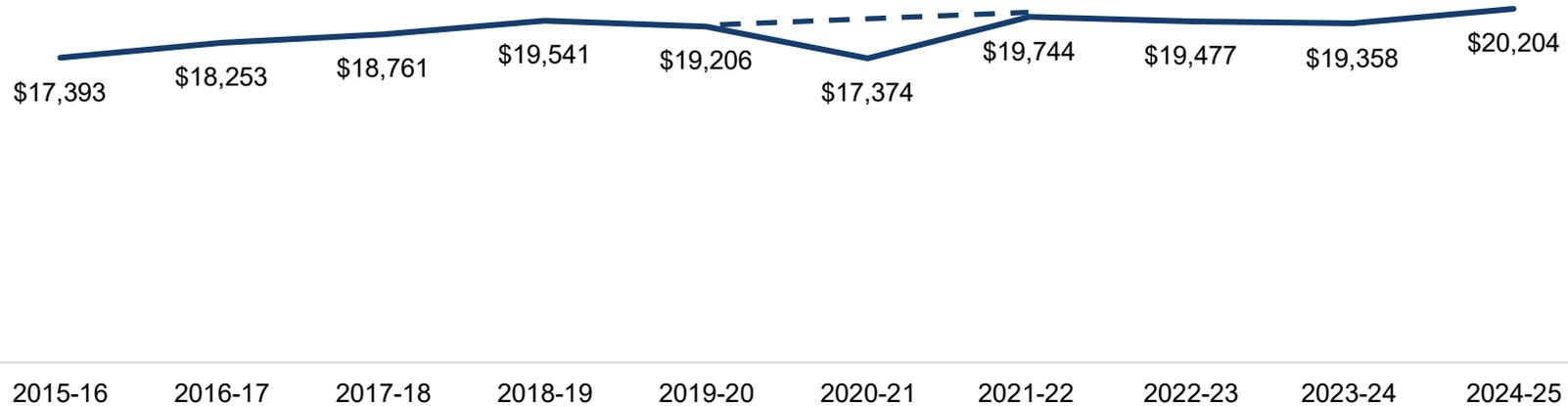
While State System universities remain the most affordable postsecondary option in Pennsylvania, the commonwealth ranks fifth nationally in highest average tuition and fees when compared to public four-year options available to in-state students. Keeping the cost of attending a State System university as low as possible will help keep higher education affordable 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 a PASSHE university 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 involved freezing tuition from 2018 to 2024—an unprecedented measure aimed at widening the price gap between PASSHE universities and the next affordable option in the state. 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 requires increased public support, including both recurring and one-time investments, through annual appropriations allocated to State System universities, student-facing financial aid administered through PHEAA, and targeted state-supported strategic initiatives, grants, scholarships, and other awards that reduce the net cost to students.

PASSHE universities have slowed the upward trajectory of students' net price.

FIGURE 23: PASSHE's Average Net Price for First-time in College (FTIC), Full-time, In-state Undergraduate Students



Source: Integrated Postsecondary Education Data System (IPEDS). 2024-25 data are preliminary, as of February 2026.

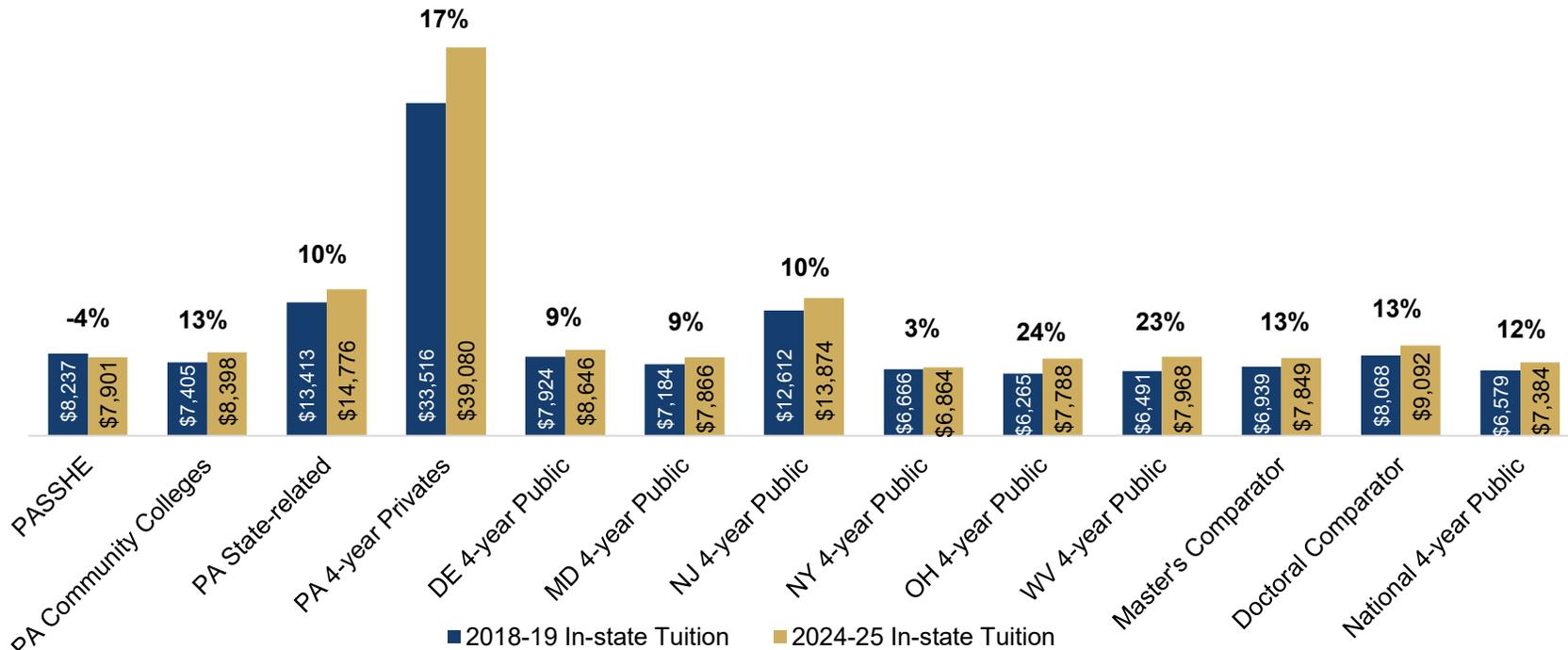
Notes: First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (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 universities have stalled the upward trajectory in students' net price. It has gone from an annual average increase of 3% from 2014-15 to 2018-19 to an average annual increase from 2018-19 to 2024-25 of 1% (**Figure 23**). 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 23**.

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 24: Average Tuition for Full-time In-state Undergraduate Students, 2024-25



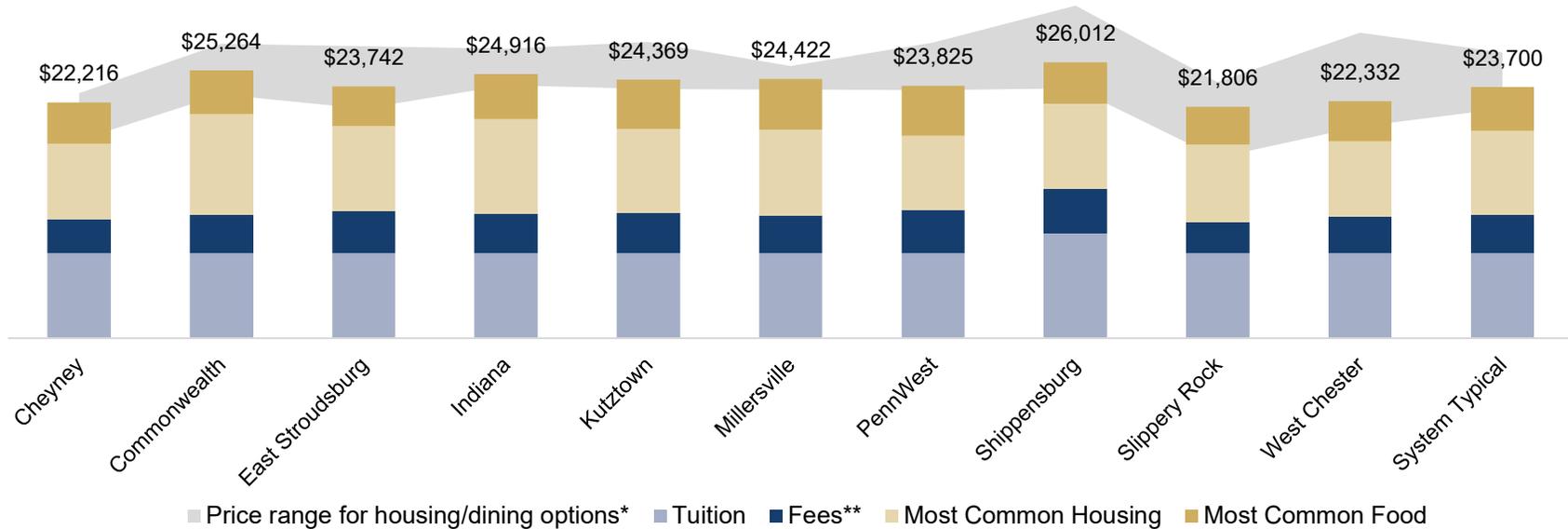
Source: Integrated Postsecondary Education Data System (IPEDS)

Note: PA Community Colleges most typical tuition charge is an in-district rate, significantly lower than the in-state rate. The in-district average tuition for full-time undergraduates for PA Community Colleges was \$4,458.64 for 2024-25. PASSHE average includes PASSHE universities charging a per-credit tuition rate (per-credit rate multiplied by 12 credits per semester, or 24 credits per year). Master's and Doctoral comparator groups based on Carnegie Classifications (2025).

As shown in **Figure 24**, which compares the in-state tuition rate for students in contiguous states attending a comparable in-state 4-year public university, maintaining PASSHE's tuition rate has made a PASSHE education an affordable option when compared to neighboring states. It is important to note that the in-district average tuition for full-time undergraduates for Pennsylvania Community Colleges was \$4,458.64 for 2024-25, which is the most typical charge.

Total price varies across PASSHE campuses and is key to students' real-world cost and choice.

FIGURE 25: 2025-26 Typical Price of Attendance by University for First-time in College (FTIC), Full-time, In-State Undergraduates Living on Campus



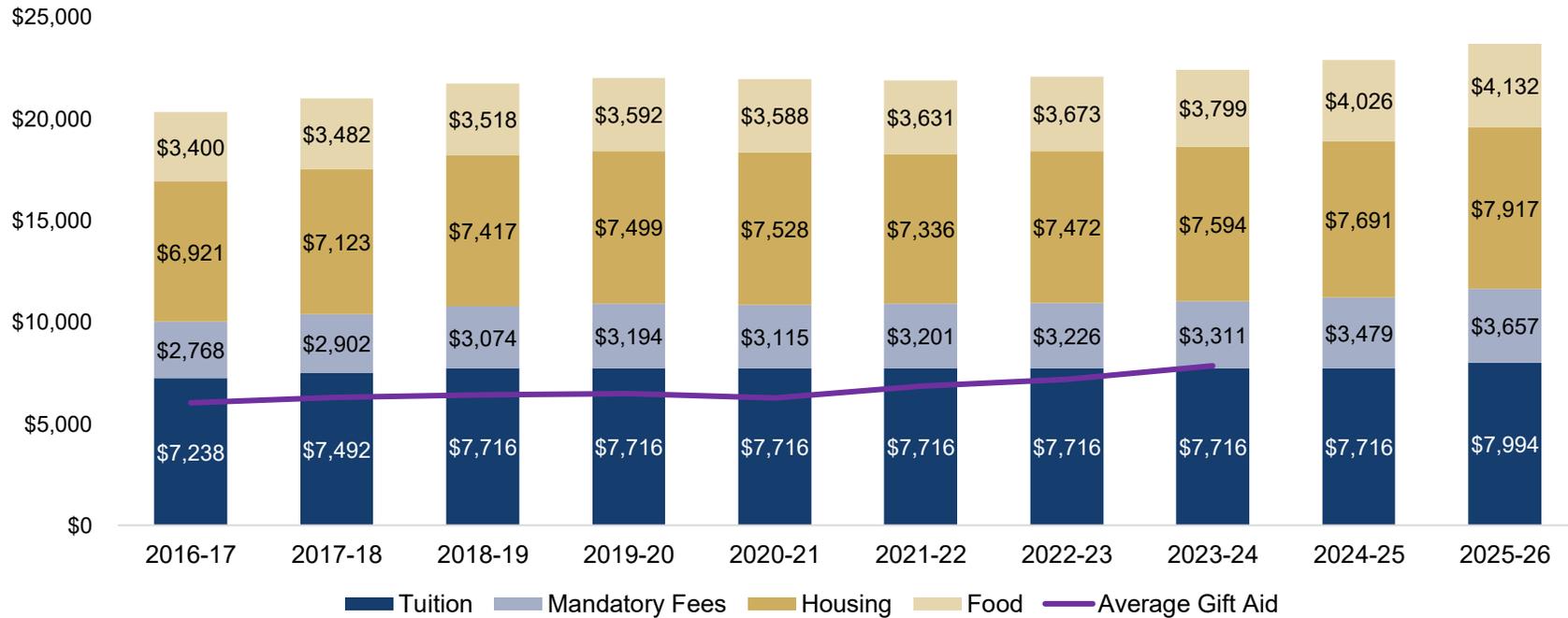
Source: Annual Data Collection, State System Student Data Warehouse

Notes: *Gray area denotes range of price based on minimum and maximum housing/dining options **Includes Technology Fee. 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 typical total price of attending a PASSHE university is \$23,700. Total price includes tuition, fees, housing and food, but excludes other expenses and does not reflect financial aid. The total price varies across PASSHE universities due to differences in tuition structures and student fees, including those for housing and food. It also varies within each university, depending on the housing and food plan options students select, which is represented in the gray band within **Figure 25**.

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

FIGURE 26: History of Typical Price of Attendance with Average Federal, State, and Institutional Gift Aid for First-time in College (FTIC), Full-time, In-State Undergraduates Living on Campus



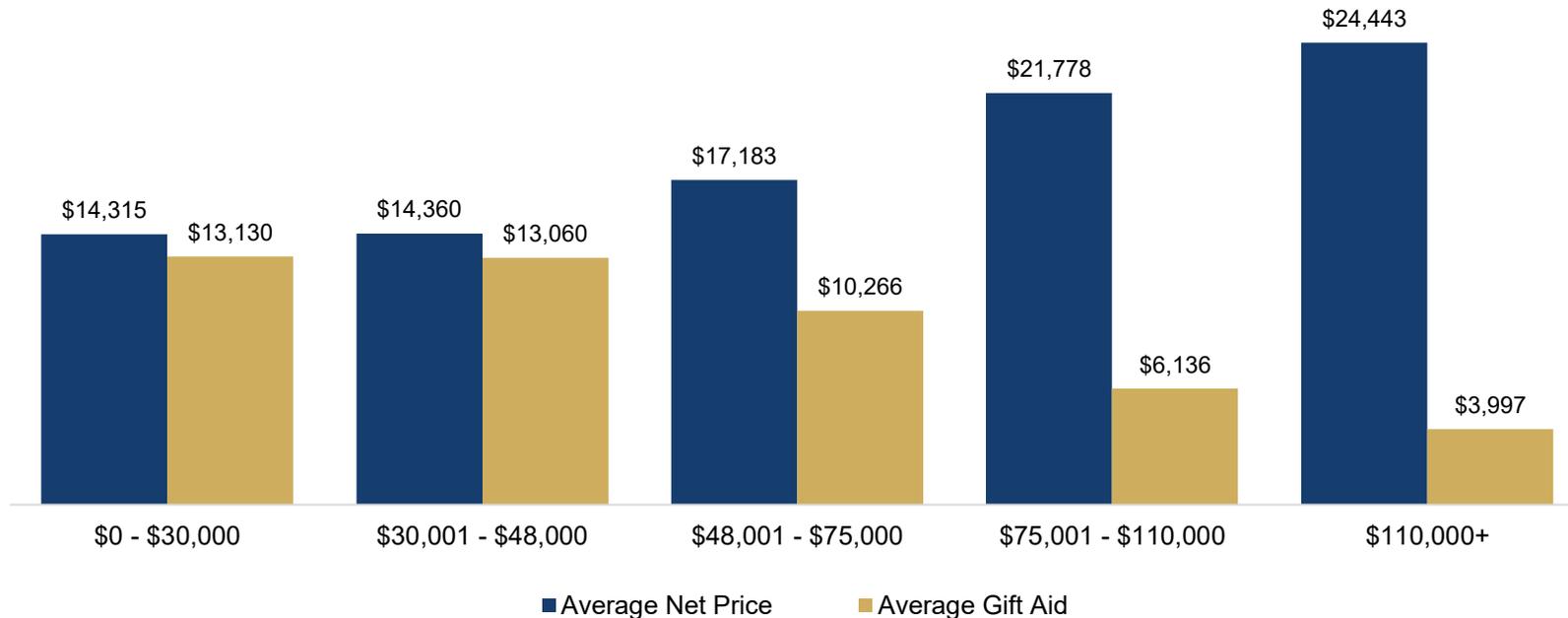
Sources: Costs - Annual Data Collection, State System Data Warehouse; Grants: The Integrated Postsecondary Education Data System
 Notes: Tuition is the standard tuition as approved by the Board of Governors. Room and Board rates are average of most common university rates. Average gift aid includes federal, 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 26** 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 (grants, scholarships, and waivers funded by university operating budgets, donor gifts, and other sources) 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 27: 2023-24 Average Net Price vs Average Gift Aid, by Family Income Level



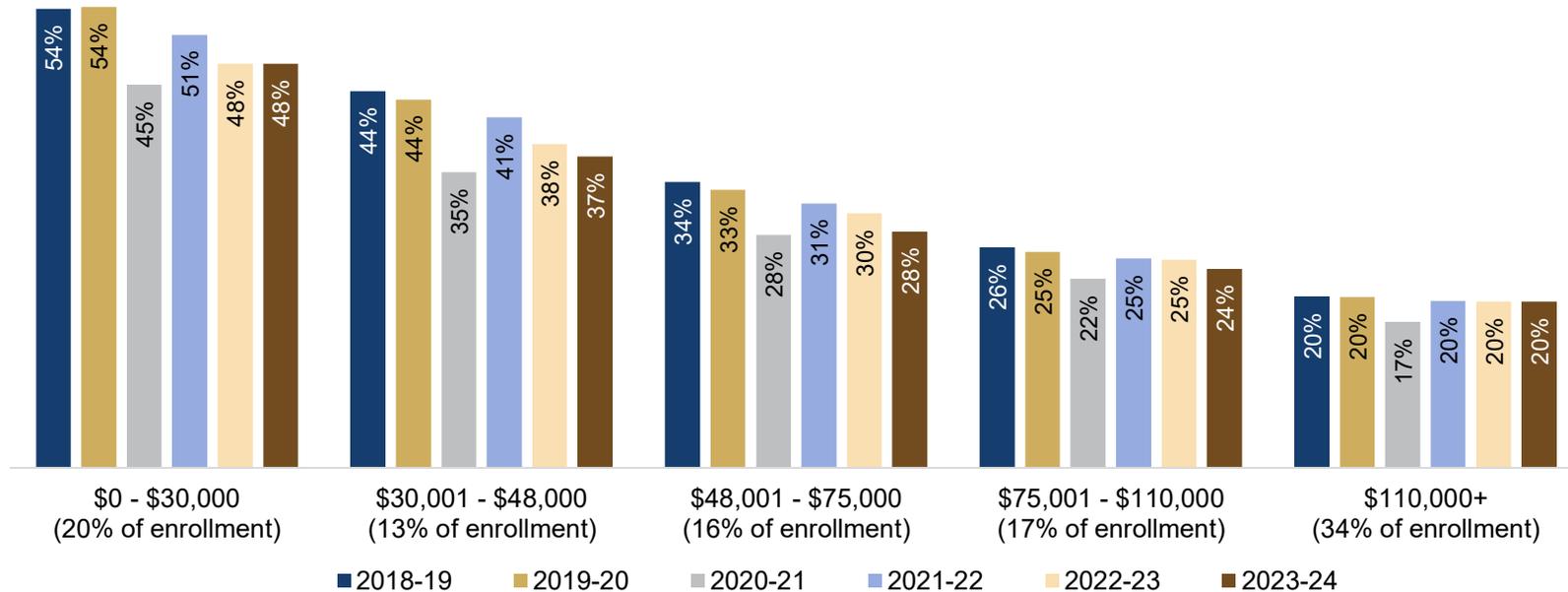
Source: The Integrated Postsecondary Education Data System (IPEDS)

Notes: Data is for First-time in College (FTIC), full-time, degree/certificate-seeking, PA resident undergraduate students who received any Title IV financial aid. Average gift aid includes federal, state, local, and institutional grants, scholarships, and waivers.

Students with lower incomes receive a greater amount of gift aid (both external- and university-funded), resulting in a lower net average cost of attendance compared to their higher-income peers (**Figure 27**). This matters because it directly strengthens affordability and access. By narrowing cost differences across income levels, PASSHE universities help expand opportunity and support social mobility, ensuring that students who stand to benefit most from an affordable degree have a clearer, more attainable path to completion.

Even after receiving more aid, the cost is still too high for many students.

FIGURE 28: Net Price as Percent of Family Income for PASSHE Undergraduate Students



Source: The Integrated Postsecondary Education Data System (IPEDS)

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, scholarship, or waiver 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. Due to new federal data privacy requirements, future years of family-income-based metrics may not be reportable in the same way, and this analysis may not be updated in subsequent reports.

Despite increases in financial aid provided by PASSHE universities, net price continues to disproportionately burden low- and middle-income students. Although the share of family income required to cover net price has decreased for the two lowest income brackets—these students, who make up a third of the undergraduate population, still face substantial financial challenges. When including all students from families earning under \$110,000 annually, nearly 70% of PASSHE's undergraduate population is affected by this persistent affordability issue.

PASSHE universities have increased institutional aid but still lag comparator universities and depend on state support.

FIGURE 29: Average Institutional Aid of First-time in College (FTIC), Full-time Students, with Comparator Universities

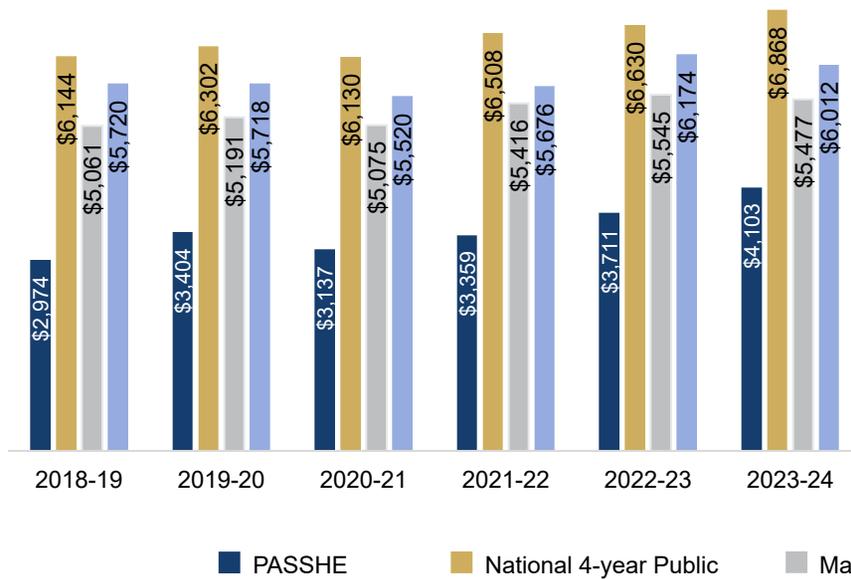
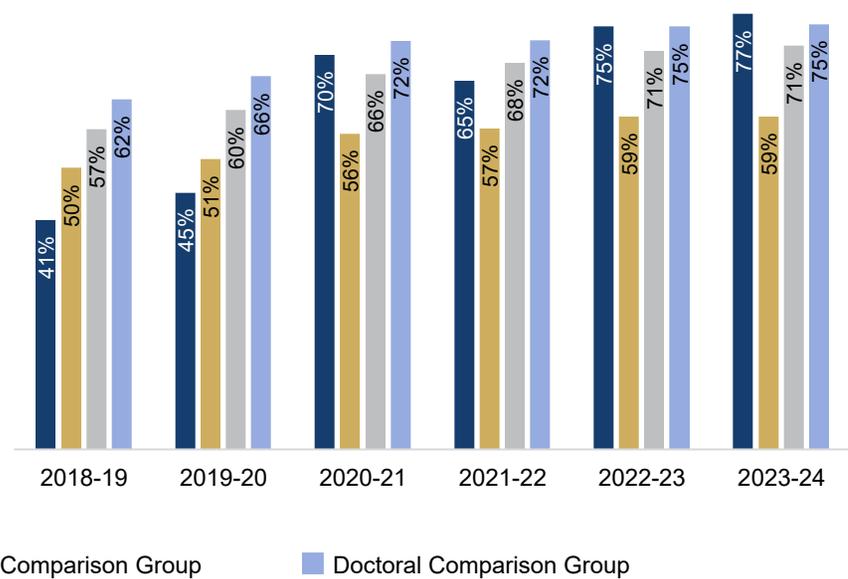


FIGURE 30: Percent of Fall First-time in College (FTIC), Full-time Students Receiving Institutional Aid, with Comparator Universities



Source: The Integrated Postsecondary Education Data System (IPEDS)

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 refers to funds universities draw from operating budgets, donor gifts, and other sources to provide to students as gift aid that lowers their total price of attendance. PASSHE universities lag behind public four-year universities nationwide in the average amount of aid awarded to each student (**Figures 29 and 30**). PASSHE universities have increased both the share of students receiving institutional aid dollars and the average amount of aid awarded per student. The upward trend in available aid is encouraging; however, much of the recent growth was supported by temporary COVID-relief funds to supplement their institutional aid, raising concerns about sustainability without continued state investment. As elsewhere, there is considerable variation across universities (**Figure 31**).

PASSHE universities strategically use institutional aid to reduce student costs, but award amounts vary by campus.

FIGURE 31: 2023-24 Average Institutional Aid for Fall First-time in College (FTIC), Full-time Undergraduate Students



Source: The Integrated Postsecondary Education Data System (IPEDS)

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.

Because the price of attendance has grown more rapidly than available aid (**Figure 31**) and average family income, student financial need has increased, widening the gap between what college costs and what families can afford, thus driving greater reliance on student loans. Need represents the difference between the Cost of Attendance (tuition, fees, housing and food, and allowances for books and supplies, transportation, and miscellaneous expenses) and Expected Family Contribution or Student Aid Index (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. When aid does not keep pace with rising costs, affordability erodes and students—especially those with limited resources—experience greater financial strain and higher debt, increasing the risk that they will stop attending.

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

FIGURE 32: 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
PASSHE Median	\$25,750	\$25,495	\$25,438
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
PA State-Related Median	\$25,527	\$23,143	\$24,698
National Public 4 Year, Predominantly Bachelor's Degree Median	\$21,442	\$21,119	\$20,500

Source: NSLDS via College Scorecard

Notes: Data is for all undergraduate students who 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. Most recent data is shown.

Recent state investments in PASSHE universities have aimed to alleviate the financial burdens on students; however, PASSHE students often need to borrow more. Historically, the median loan debt for PASSHE graduates has been higher than that of public universities in other states (**Figure 32**). While these investments are intended to address affordability challenges, updated data on their impact are not yet available. Although the median loan debt for PASSHE graduates has remained relatively stable in the most recent reporting, continued state investment is expected to further improve affordability once new data are released.

SECTION 4:

Student progression and completion

Timely degree completion is key to strengthening Pennsylvania's workforce.

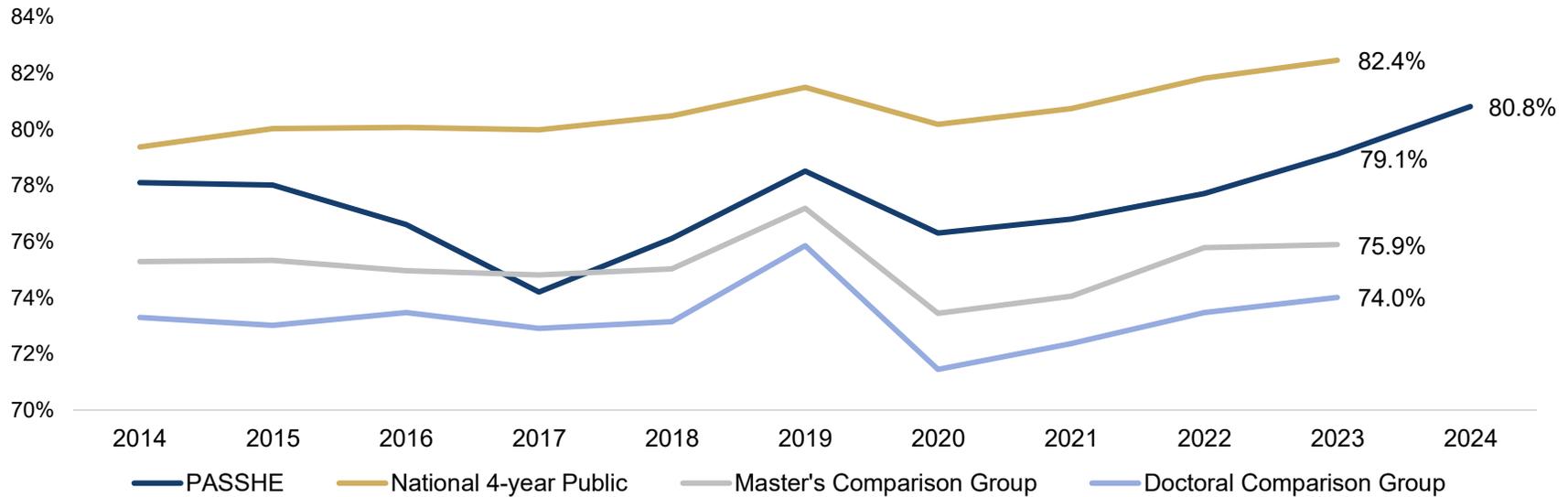
Supporting more students to successfully complete their degrees at PASSHE universities is critical to meeting Pennsylvania's workforce needs. Timely completion lowers the overall cost of education for students and enables them to enter the workforce sooner, equipped with the skills and credentials required in a rapidly changing economy. This combination of reduced student cost and faster entry into high-demand fields strengthens both individual financial stability and the state's broader economic goals, making timely degree completion a central priority for PASSHE universities.

PASSHE tracks student success by monitoring progression toward and completion of credentials. Current data focuses on undergraduate degree-seeking students, who make up 80% of total enrollments. Work is 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 to improve support and ensure that all students can 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. These initiatives not only improve individual outcomes but also strengthen the state's economic vitality by preparing a highly-skilled and diverse workforce. By prioritizing timely degree completion and equity in education, PASSHE is advancing its mission to empower students and meet Pennsylvania's workforce development needs effectively.

First-year students returning for their sophomore year reached an all-time high, underscoring the impact of student success investments.

FIGURE 33: Second-year Persistence Rates, Fall First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by the Entering Cohort Year, with Comparator Universities



Source: State System Student Data Warehouse, Fall Census; PASSHE 2024 data are preliminary, as of January 2026. 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, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral.

Student retention measures the proportion of students who persist from their first to their second year—one of the strongest predictors of eventual degree completion. **Figure 33** shows that systemwide, over 79% of First-time in College (FTIC), full-time bachelor's degree-seeking students are retained (Fall 2023 cohort returning in Fall 2024), a rate that exceeds the typical National 4-year Public Master's and Doctoral comparator groups and is close to the 82% average for comparator Public 4-year institutions nationally, including top public institutions. **Figure 34** shows second-year persistence rates by university, and **Figure 35** highlights persistence of students from underrepresented groups and low-income families.

Steady or improving persistence among underrepresented (**Figure 35**) and low-income students (**Figure 36**) signals that student-success efforts are working—but the unchanged gap shows there is still structural inequity to address. When these students stay enrolled at higher rates, it strengthens overall completion, boosts economic mobility, and reflects progress toward equity goals. Yet a stable gap means they continue to face barriers that other students do not, underscoring the need for sustained, targeted support to close it.

More first-year students are returning for their sophomore year, a positive sign that students will complete their degree.

FIGURE 34: Second-year Persistence Rates of First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by the Entering Cohort Year

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Cheyney	65.0%	55.8%	36.9%	70.3%	56.3%	62.4%	68.3%	68.2%	68.5%	76.5%
Commonwealth	74.6%	72.4%	70.2%	72.4%	76.5%	73.3%	74.0%	74.8%	77.6%	78.8%
East Stroudsburg	72.1%	69.8%	69.5%	67.0%	71.1%	66.8%	73.6%	71.0%	72.1%	75.0%
Indiana	74.6%	71.6%	70.6%	72.3%	72.1%	71.3%	70.6%	71.0%	75.3%	78.2%
Kutztown	72.9%	73.7%	74.4%	74.2%	77.4%	77.6%	79.3%	74.8%	77.8%	81.6%
Millersville	77.3%	77.4%	75.0%	77.4%	75.5%	75.2%	76.6%	78.0%	77.1%	77.2%
PennWest	71.9%	71.3%	72.6%	72.9%	73.5%	70.6%	69.9%	70.4%	71.7%	71.2%
Shippensburg	74.4%	70.7%	72.3%	75.0%	77.3%	67.7%	68.5%	76.1%	76.8%	76.6%
Slippery Rock	82.6%	81.1%	80.9%	83.3%	82.8%	81.8%	82.3%	81.5%	84.0%	86.4%
West Chester	85.8%	85.1%	84.6%	85.5%	85.0%	84.8%	82.2%	84.4%	83.1%	83.8%
PASSHE	78.0%	76.6%	74.2%	76.1%	78.5%	76.3%	76.8%	77.7%	79.1%	80.8%

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.

More students from underrepresented groups and low-income families are returning for their second year, but the persistence gap with other students is stable.

FIGURE 35: Second-year Persisters by Entering Cohort Year and URM Status, First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students

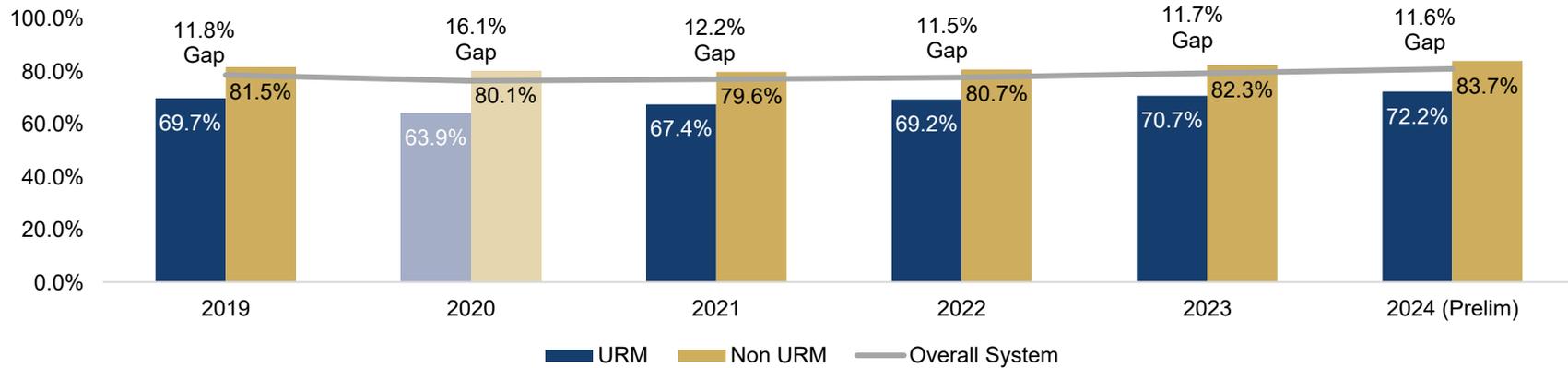
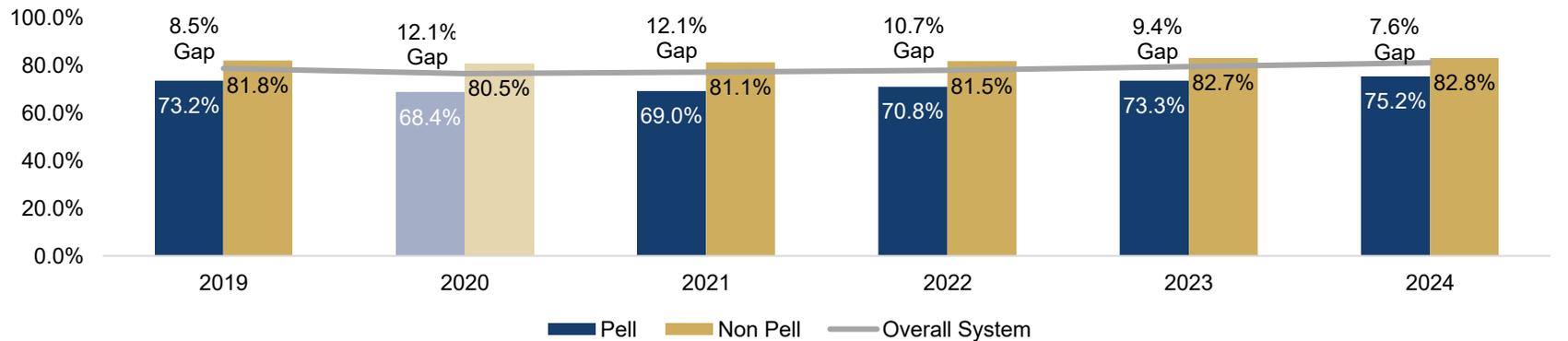


FIGURE 36: Second-year Persisters by Entering Cohort Year and Pell Status, First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students

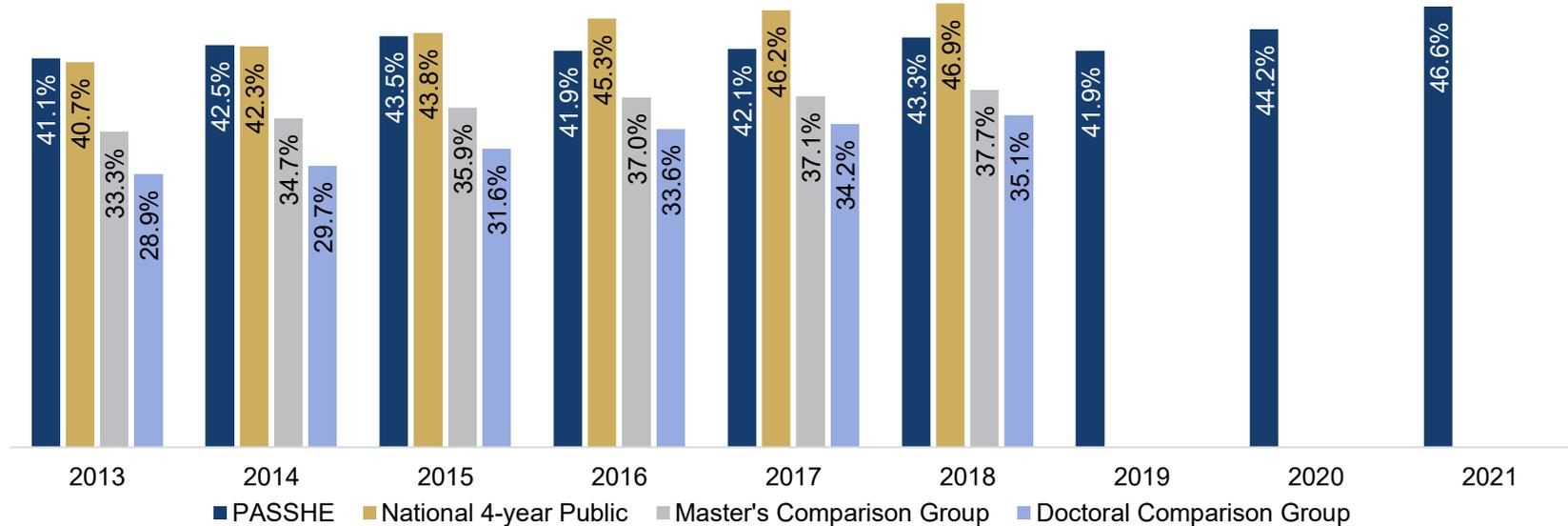


Source: State System Student Data Warehouse, Fall Census

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 continues to improve and remains above comparator institutions.

FIGURE 37: Four-year Graduation Rates, Fall First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by Entering Cohort Year, with Comparator Universities



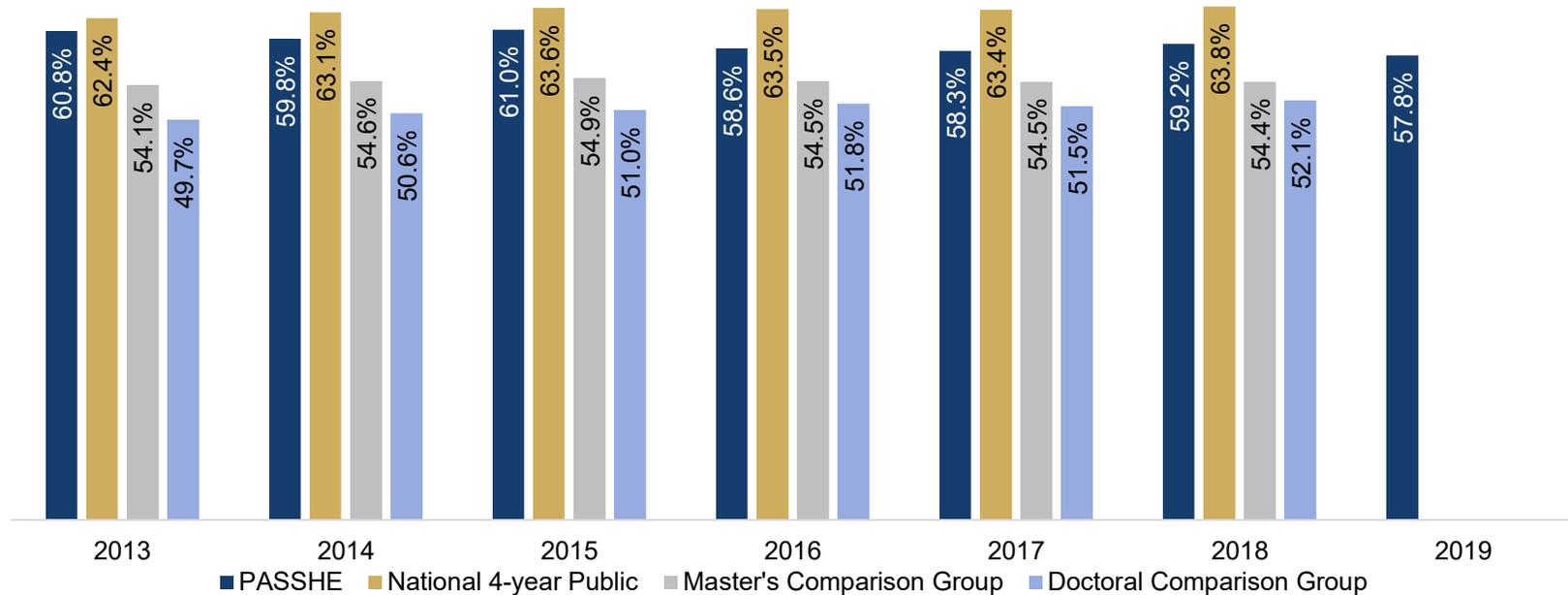
Source: State System Data - State System Student Data Warehouse, Annual Data Collection; PASSHE 2021 data is preliminary, as of January 2026
 Comparator Data - Integrated Postsecondary Education Data System (IPEDS)

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 (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral. 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 47% (**Figure 37**). This rate remains above that of comparable National Public 4-year Master's and Doctoral degree-granting institutions and close to being on track with the average for all National 4-year Public universities. For the cohort of students entering between 2013 and 2021, the four-year graduation rate has increased by 5.5 percentage points. In contrast, the six-year graduation rate—now 58%—has remained largely unchanged since 2013 (**Figure 38**). Graduation outcomes vary across universities, with about half of the System universities seeing modest improvement (**Figure 39**). Together, these patterns reflect ongoing efforts across the State System to strengthen student success.

PASSHE's six-year graduation rate outperforms comparator institutions.

FIGURE 38: Six-year 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; PASSHE 2019 data is preliminary, as of January 2026; 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 (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral. 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 and Doctoral comparator groups, which serve as the primary benchmarks for the System (**Figure 38**). Higher six-year graduation rate signals that PASSHE universities are helping more students reach the finish line than similar institutions. When students complete their degrees, they see stronger long-term economic outcomes, and the state benefits from a more educated workforce. Staying ahead of peer institutions also shows that PASSHE's student success efforts are paying off, even as overall enrollment and student needs evolve.

PASSHE's six-year graduation rate is stable.

FIGURE 39: Six-year Graduation Rates of First-time in College (FTIC), Full-time, Bachelor's Degree-seeking Students, by Entering Cohort Year

	2013	2014	2015	2016	2017	2018	2019
Cheyney	26.2%	27.1%	41.0%	14.9%	16.2%	40.6%	20.2%
Commonwealth	57.4%	55.7%	57.6%	54.5%	54.0%	55.6%	54.6%
East Stroudsburg	52.2%	50.4%	48.6%	45.7%	43.8%	43.1%	45.7%
Indiana	55.6%	54.4%	56.8%	52.6%	52.8%	53.8%	52.1%
Kutztown	54.1%	52.1%	53.9%	56.4%	54.1%	53.8%	55.4%
Millersville	56.5%	56.3%	56.7%	57.0%	54.4%	57.6%	54.8%
PennWest	50.9%	52.0%	51.7%	50.3%	52.7%	51.7%	50.9%
Shippensburg	58.4%	51.4%	58.0%	50.2%	51.6%	55.7%	48.8%
Slippery Rock	67.8%	69.0%	68.4%	66.5%	65.9%	65.6%	68.3%
West Chester	76.7%	75.4%	72.8%	71.6%	69.8%	70.5%	67.8%
PASSHE	60.8%	59.8%	61.0%	58.6%	58.3%	59.2%	57.8%

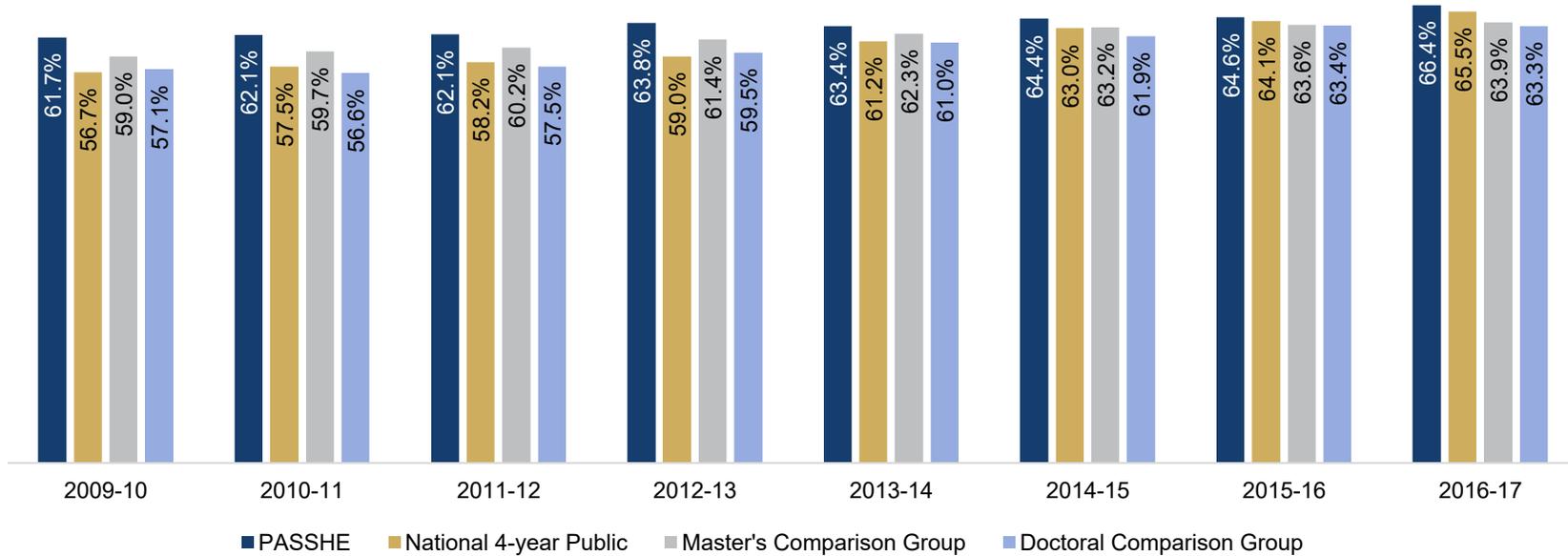
Source: State System Student Data Warehouse

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).

Although federal reporting emphasizes 4- and 6-year graduation rates, it's important to interpret these measures as cumulative milestones rather than separate cohorts. In other words, the 6-year rate includes students who have already graduated in earlier years: 46.6% completed within four years, 55.6% had completed by five years (an additional 9.0 percentage points beyond year four), and 57.8% completed by six years (an additional 2.2 points beyond year five). Put simply, most students who will graduate within six years have already done so by year five, which is a meaningful indicator of timely completion for the majority of graduates.

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

FIGURE 40: Six-Year Graduation Rates of Annual Cohort of First-time in College (FTIC) and New Transfer Students, by Entering Cohort Year, with Comparator Universities



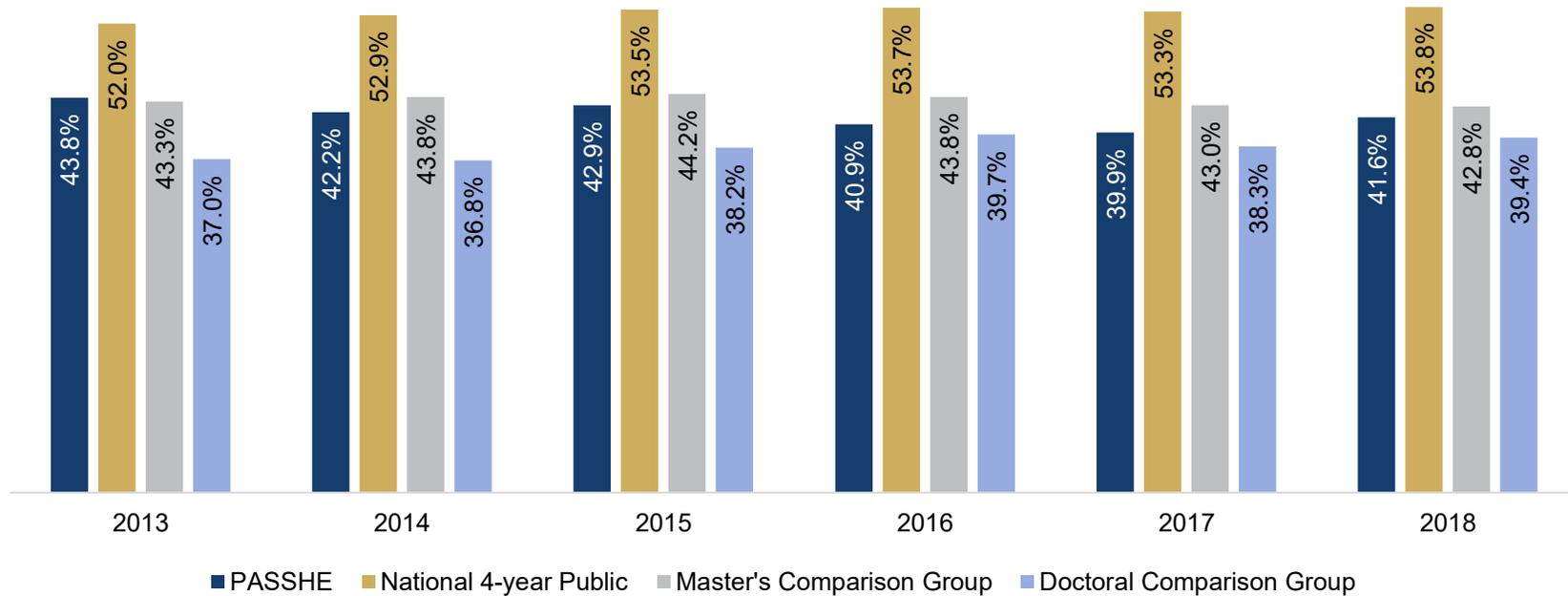
Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Cohorts are undergraduate degree/certificate-seeking students who entered the institution as a transfer student for the first-time at any point during the reporting year. Student is considered graduated if they earned an undergraduate degree or certificate. Comparator data is weighted by institution size. Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral.

Transfer students are an important pathway into PASSHE universities, and their graduation outcomes provide a direct view of how effectively the System supports students after they arrive (**Figure 40**). Increasing 11 percentage points across the period shown, transfer graduation rates at PASSHE are consistently at or above national averages for comparator institutions. This improvement reflects, in part, the State System's strategic review of transfer policies and processes.

PASSHE is working to close graduation gaps for underrepresented minority students.

FIGURE 41: 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



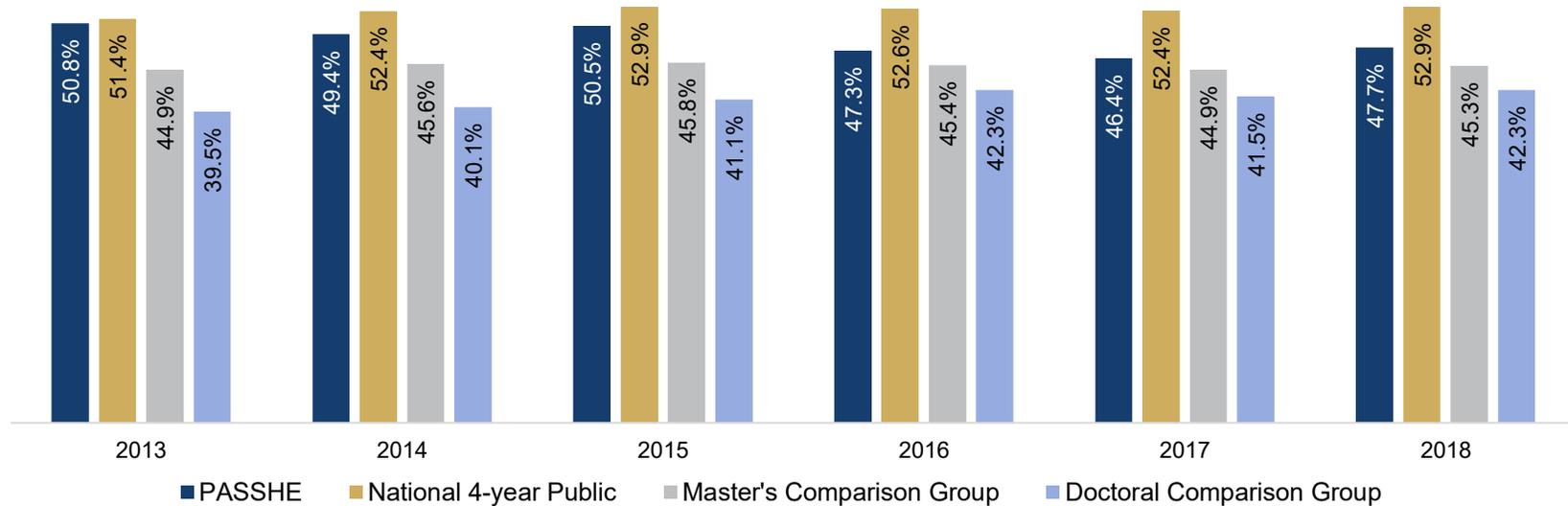
Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)

Notes: URM includes American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral. 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

Compared with national trends, PASSHE universities are seeing weaker outcomes for underrepresented minority (URM) students (**Figure 41**). When these students are less likely to complete their degrees, it limits their economic mobility, reduces the diversity of Pennsylvania's future workforce, and undermines the System's commitment to equitable student success. In short, the data highlights an urgent need for stronger, targeted support to ensure all students have a fair path to graduation.

Low-income PASSHE university students graduate at higher rates than at comparator institutions.

FIGURE 42: 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



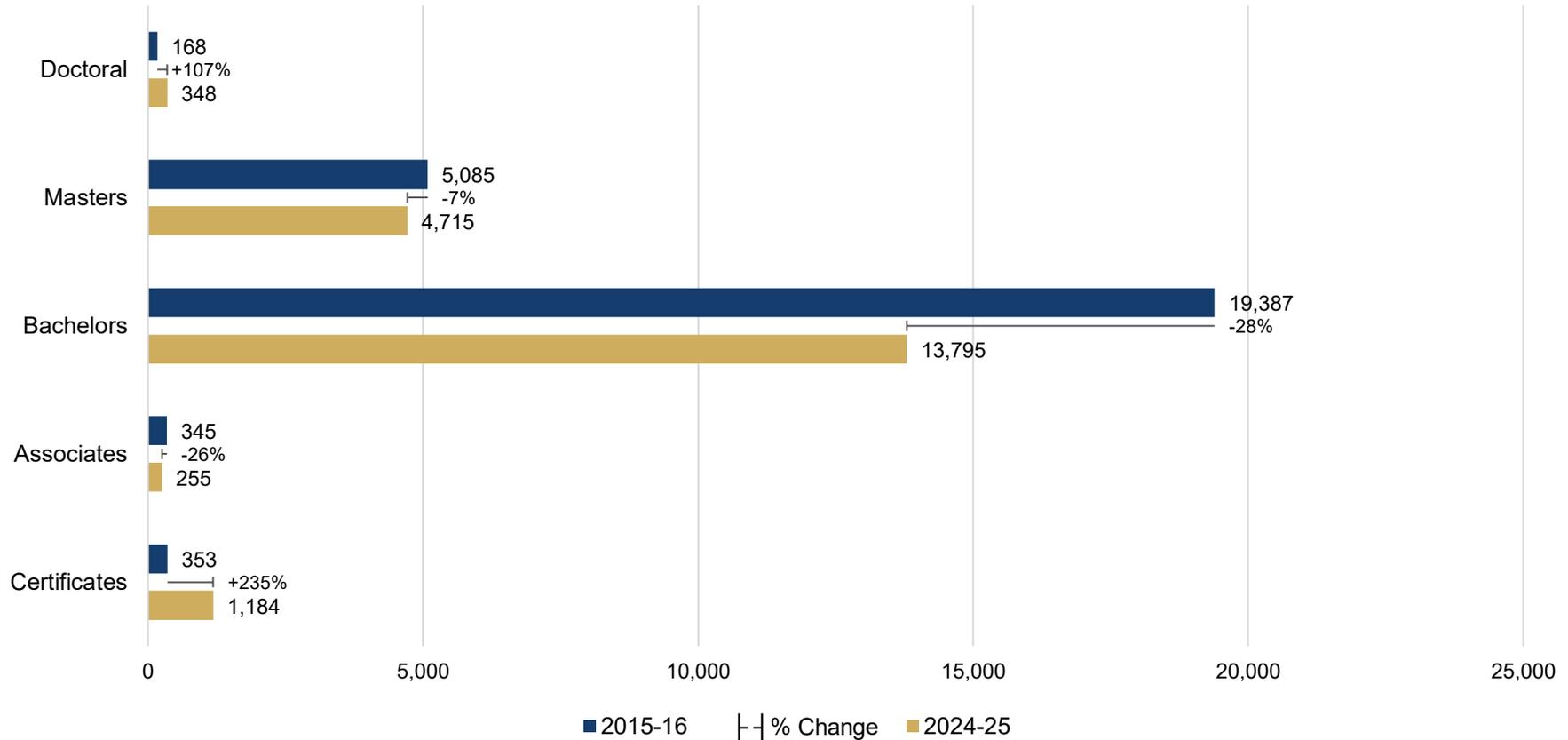
Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)

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. Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral. 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 pattern observed for URM students is mirrored in the widening attainment gaps between Pell recipients and non-Pell recipient students, as illustrated in **Figure 42**. At PASSHE universities, these gaps have grown over time, while they have remained steady among the National 4-Year Public and National 4-year Public Master's and Doctoral comparator groups. Closing these gaps and raising graduation rates for all students remains a central priority for the State System.

Certificate and doctoral completions rise as undergraduate trends diverge.

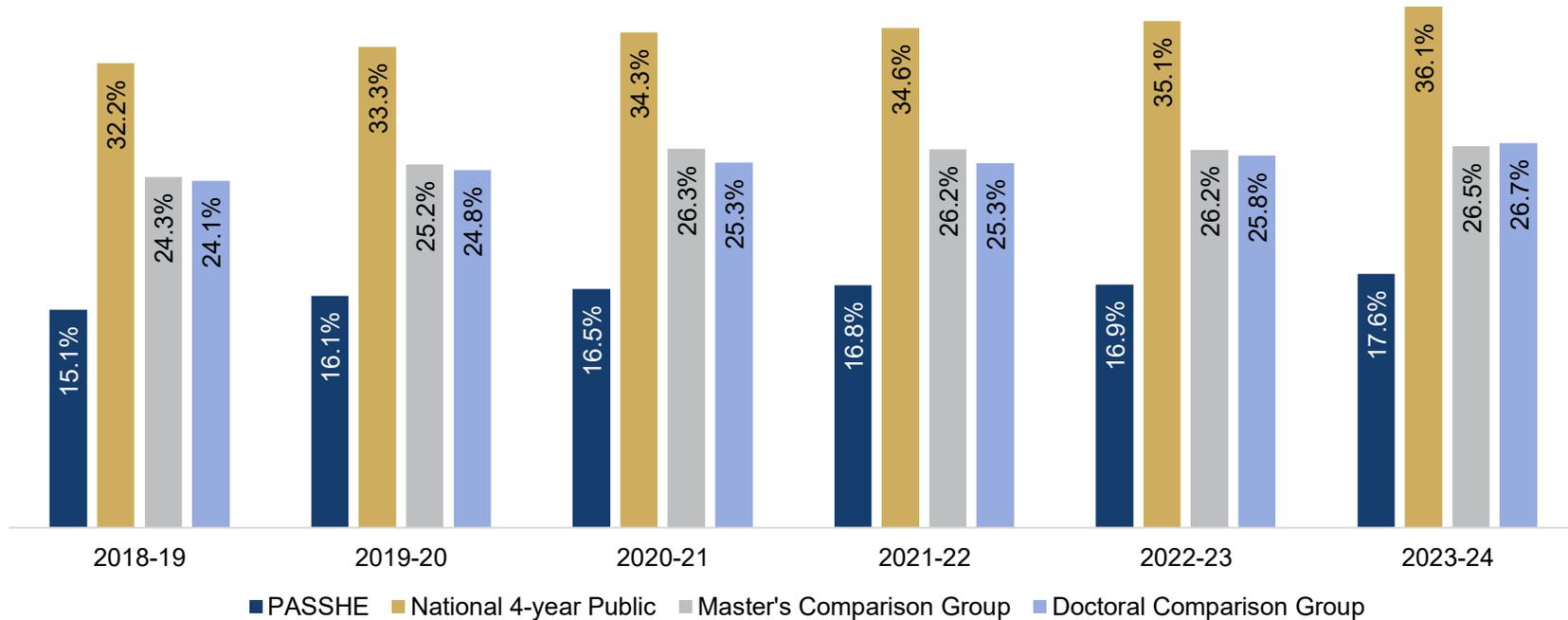
FIGURE 43: Number of Degrees/Certificates Awarded



PASSHE tracks completions to understand if it is producing enough skilled workers to enable Pennsylvania to stay competitive. 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, increasing by 235% and 107%, respectively. 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 43**.

The percentage of credentials awarded to underrepresented students has steadily increased but lags national averages, and improvement is needed.

FIGURE 44: Percentage of Total Degrees and Certificates Conferred for URM Students, by Comparator Universities



Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: URM includes American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral.

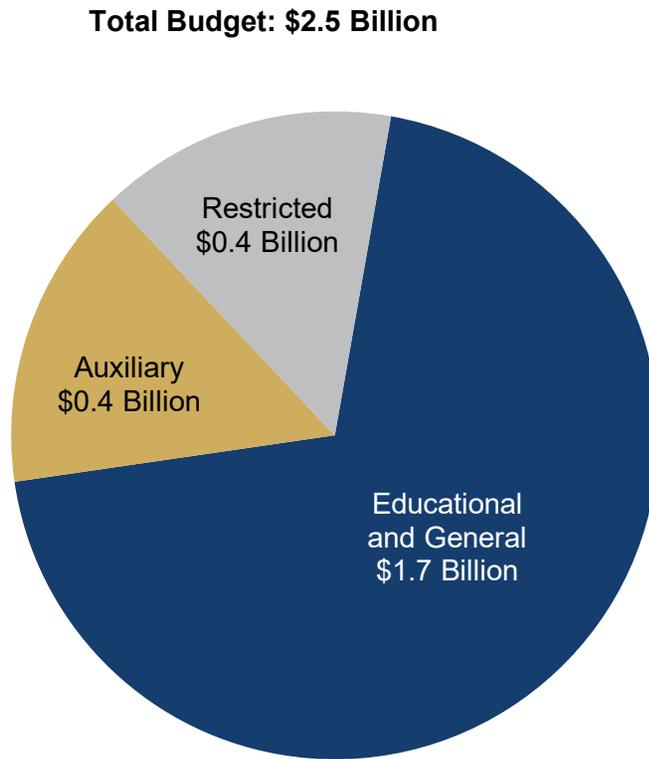
In this context, disparities persist between URM and non-URM students. Furthermore, PASSHE universities fall almost 10 points behind their national comparator groups in the percentage of total degrees awarded to underrepresented minorities. Despite the universities' relative success in expanding URM enrollment, these data underscore the imperative to continue to enhance URM student persistence and graduation rates, as depicted in **Figure 44**, evidenced by steady improvement since 2018-19.

SECTION 5:

University financial efficiency and sustainability

PASSHE's budget invests in core education, student services, and campus operations.

FIGURE 45: FY 2025-26 PASSHE Budget



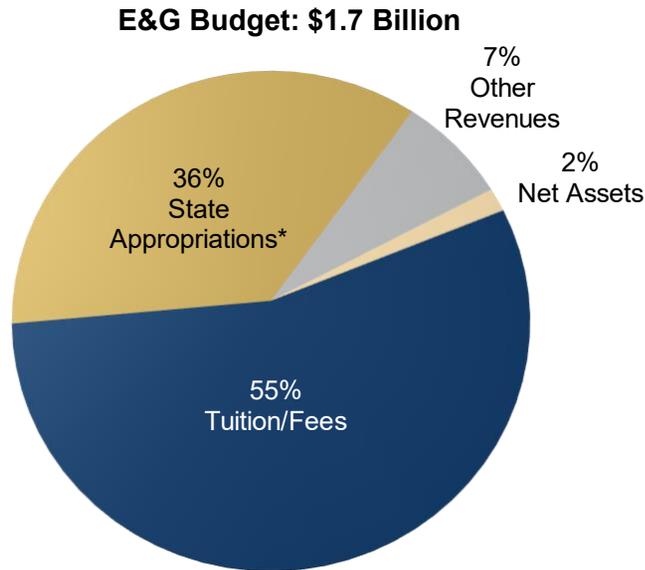
PASSHE's Fiscal Year (FY) 2025-26 budget totals \$2.5 billion, as shown in **Figure 45**, and is distributed as follows:

- \$1.7 billion in educational and general (E&G) enterprises, which include instruction, student support services, athletics, and associated administrative and facilities operations.
- \$0.4 billion in auxiliary enterprises, such as self-supporting activities, including housing, food services, and student unions.
- \$0.4 billion in restricted funds, which are restricted by the funding provider.

Source: State System Budget Reports

PASSHE's investment in faculty and staff reflects the people-centered nature of higher education.

FIGURE 46: FY 2025-26 E&G Revenues

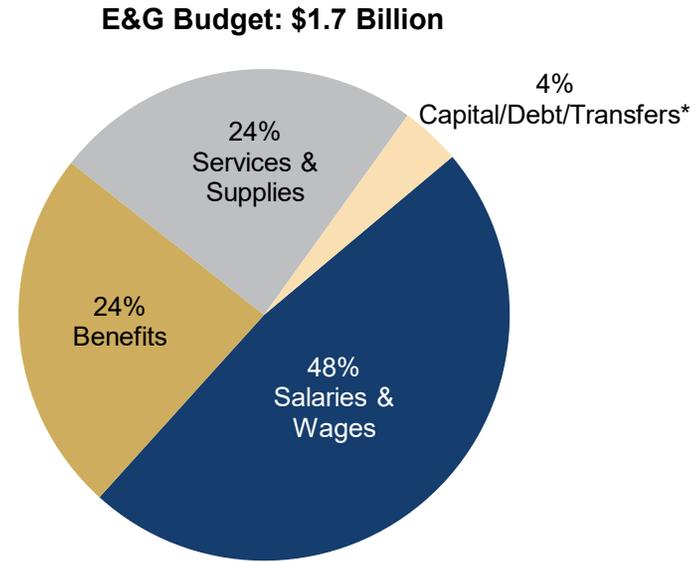


Source: State System Budget Reports

Notes: Numbers may not add due to rounding. Other Revenues include gifts, investment income, and other misc revenues. Net assets used to support one-time strategic initiatives and sustainable operations.

*State appropriations exclude \$5 million for Cheyney/Community College Transfer & Workforce Development Initiative.

FIGURE 47: FY 2025-26 E&G Expenditure Budget



Source: State System Budget Reports

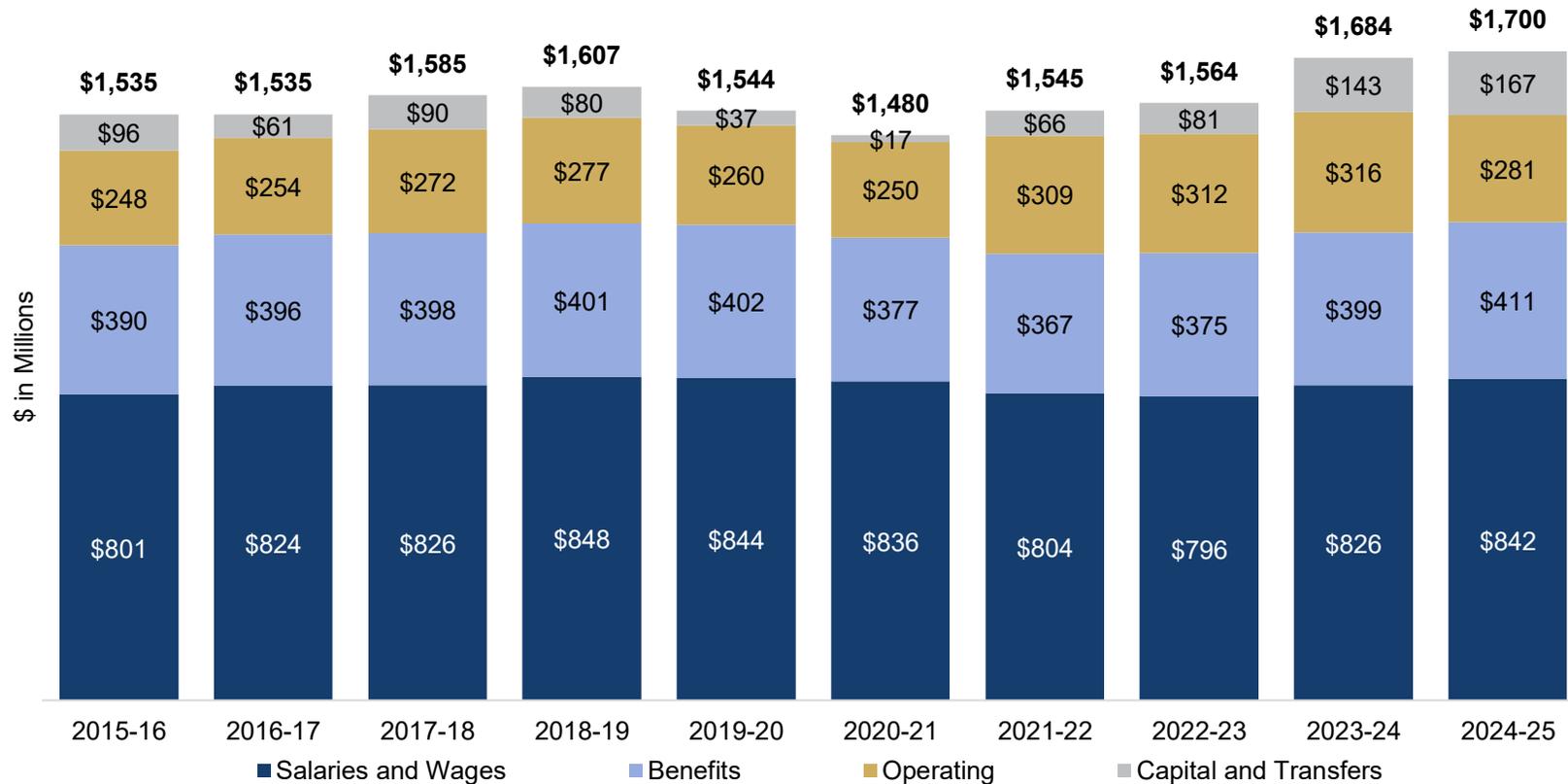
*Capital/Debt/Transfers represents annual commitments to renewal and replacement of the physical plant from the E&G budget. Excludes Commonwealth capital funding and Key '93 funds for deferred maintenance.

The E&G budget is funded by student tuition and fees (55%); state appropriations (36%); other miscellaneous sources (7%); and net assets (2%), most of which are used for one-time/strategic initiatives (**Figure 46**).

Almost 75% 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, debt, and transfers (4%). The Transfers category represents universities' investments in the renewal and replacement of their physical infrastructure using the E&G budget (**Figure 47**).

PASSHE maintains a stable, student-centered E&G budget built on shared investment despite inflation and other demands.

FIGURE 48: History of Educational & General Expenditures



Source: System Financial Statements

Notably, the overall expenditure distribution has undergone minimal change since 2015, as illustrated in **Figure 48**. In 2023-24, the Transfers category reflects the defeasance of certain bonds at Pennsylvania Western University. Similarly, in 2024-25, the Transfers category reflects the defeasance of certain bonds at Commonwealth University and Indiana University of Pennsylvania and the satisfaction of other debt obligations at Cheyney University. The proportional expenditures by functional categories (e.g., instructional and academic supports, student services, etc.) have likewise remained relatively stable since 2015.

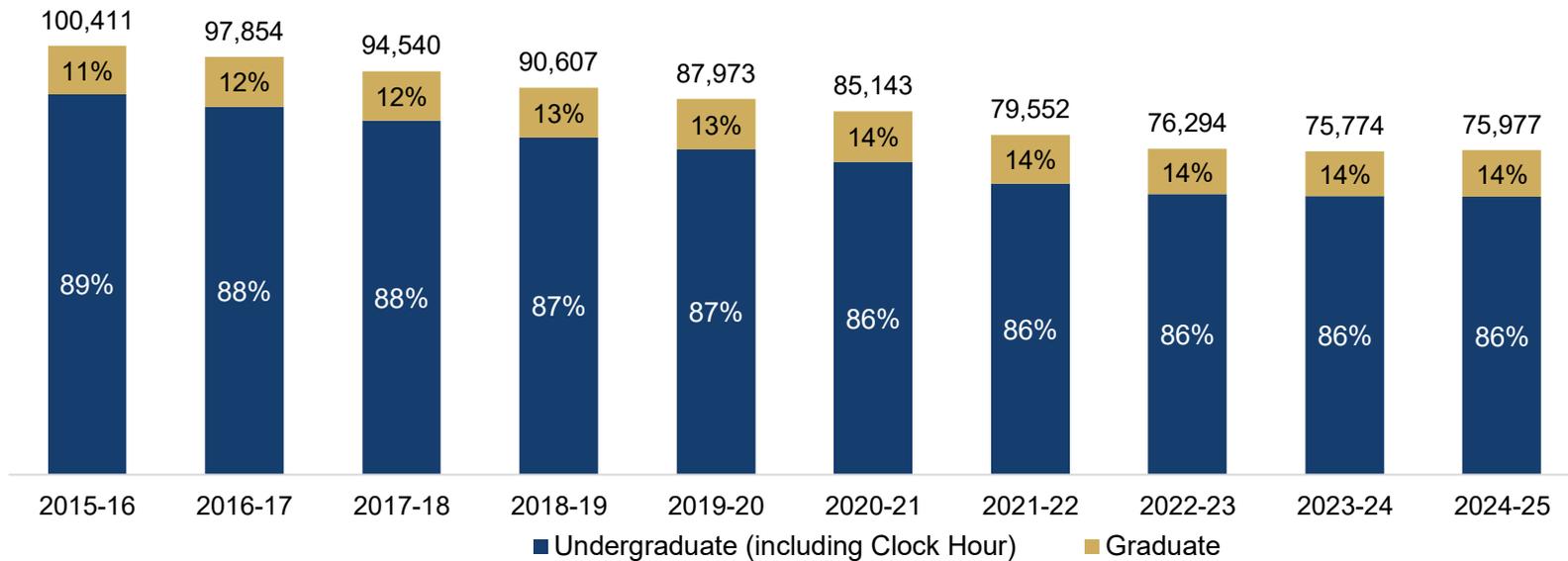
State System universities' expenditures have remained largely unchanged over the past ten years because they have taken significant steps to control costs. Still, total revenues have not kept pace with expenses, creating ongoing financial challenges for PASSHE.

To address these challenges, the System's Sustainability Policy establishes the use of four key financial health measures and associated benchmarks to monitor financial health: annualized student FTE enrollment, operating margin ratio, primary reserve ratio, and minimum reserves. Universities also track key efficiency indicators, such as expenditure per student and student-to-faculty ratio, which are primary drivers of institutional financial stability.

Together, these measures show the significant effort that has been made toward stabilizing PASSHE's finances. More work remains, particularly for universities still operating with deficits, but the Sustainability Policy, and its accountability framework, equip universities with the tools needed to progress toward financial stability.

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

FIGURE 49: Annualized Student FTE Enrollment



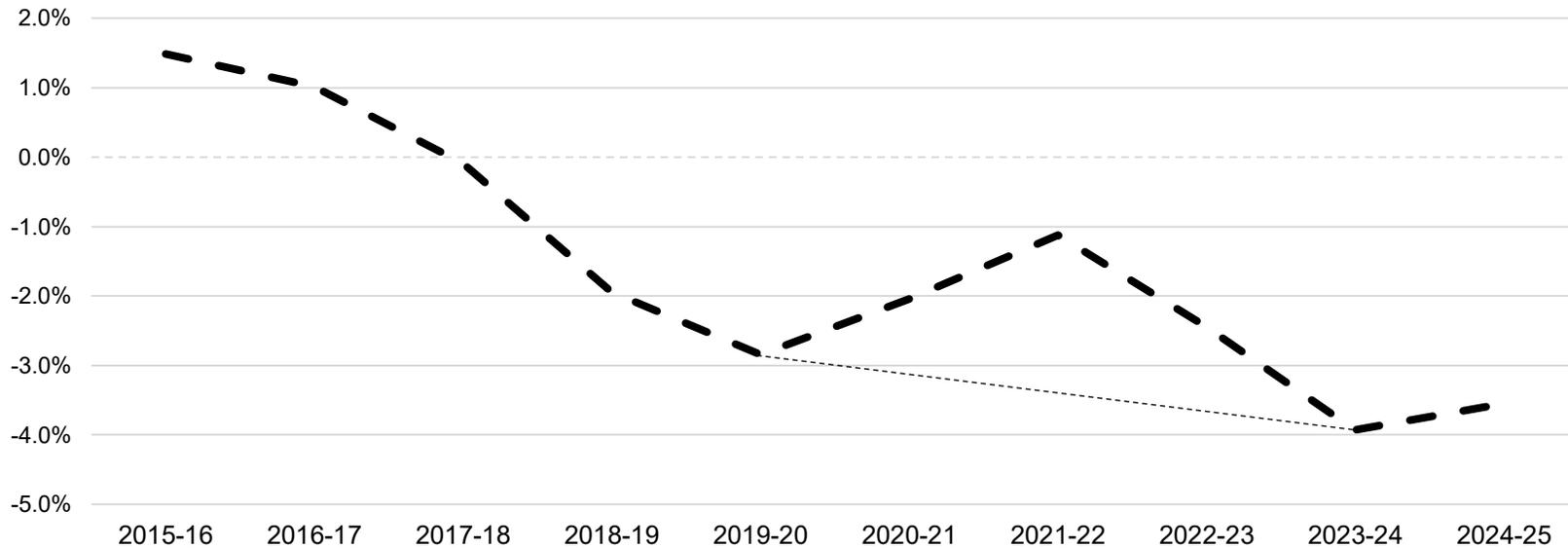
Source: Final Data, Student Data Warehouse, End of the 15th day of classes for fall and spring, end of term for summers and winter
Notes: FTE: 1 UG = 30 credits, 1 GR = 24 credits, 1 CH = 900 clock hours.

Annualized student FTE enrollment (**Figure 49**) 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 projections with the chancellor and present them to the Board of Governors for approval as part of their budget estimates.

Because enrollment drives the majority of revenue, universities must budget to realistic enrollment projections. Over this same period, campuses reduced their workforce by 19 percent to better align operating costs with available revenue. These measures have required difficult decisions, but they have been essential to sustaining university operations statewide amid declining enrollments.

Operating margins remain below target, underscoring ongoing financial risk.

FIGURE 50: Annual Operating Margin



Source: University Financial Statements, State System Business Warehouse

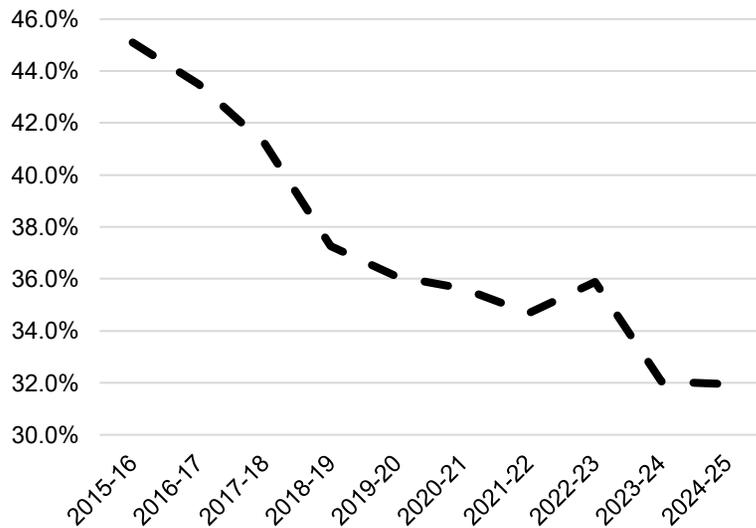
Note: Excludes System Office activity.

The Annual Operating Margin Ratio shows how much revenue a university has left at the end of the year, after covering its operating expenses. 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, leaving nothing left for reinvestment.

PASSHE has adopted 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 50**, the System remains below this benchmark, signaling ongoing pressure on the System's long-term financial health. Even so, universities continue to do the work to align costs with their revenues, stabilize their financial condition, and strive to improve this ratio result.

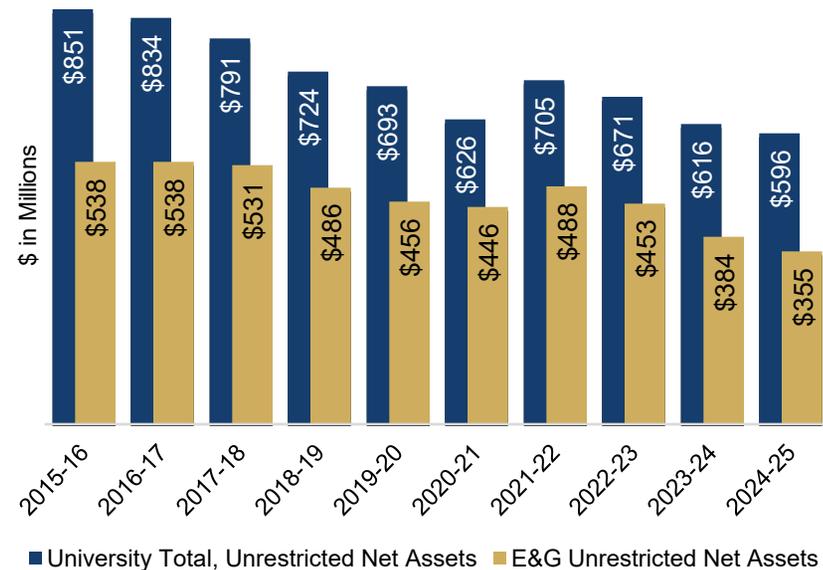
Falling reserve levels signal growing financial vulnerability for some universities.

FIGURE 51: Annual Primary Reserve Ratio



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

FIGURE 52: Unrestricted Net Assets without Long-Term Liabilities



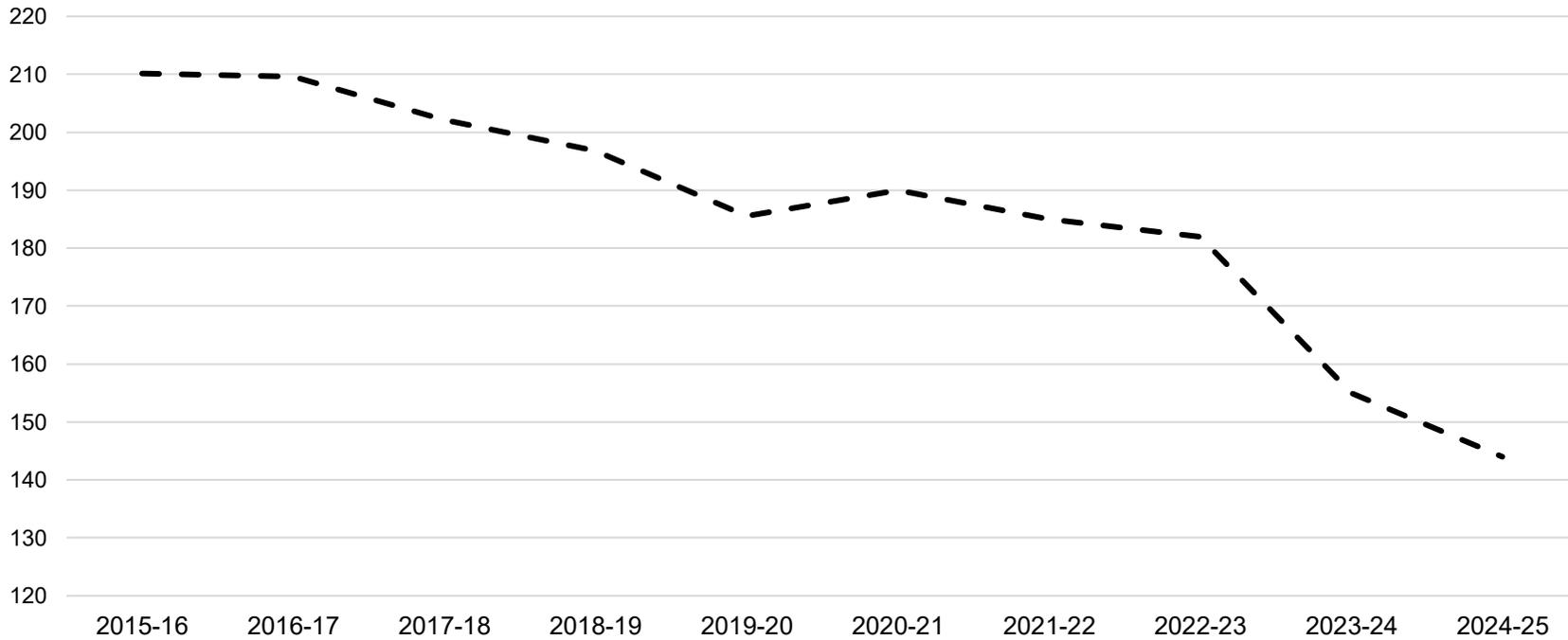
Source: University Financial Statements, State System Business Warehouse
 Notes: University total excludes System Office Activity. Total unrestricted net assets excludes postretirement, compensated absence and pension liabilities. E&G unrestricted net assets excludes auxiliary and long-term liabilities.

The Primary Reserve Ratio measures how long a university can continue operating and meet its obligations, including debt, using existing net assets, and is one indicator of a university’s financial health. Here, too, PASSHE adopted NACUBO’s recommended minimum benchmark of 40%, but the State System’s ratio has declined in recent years, largely due to the universities experiencing the steepest enrollment declines (**Figure 51**).

Figure 52 shows a corresponding drop in net asset balances, again concentrated at universities experiencing the steepest enrollment declines.

Reserves decline as some universities continue working toward financial sustainability.

FIGURE 53: Minimum Reserves, Number of Days Cash on Hand as of June 30



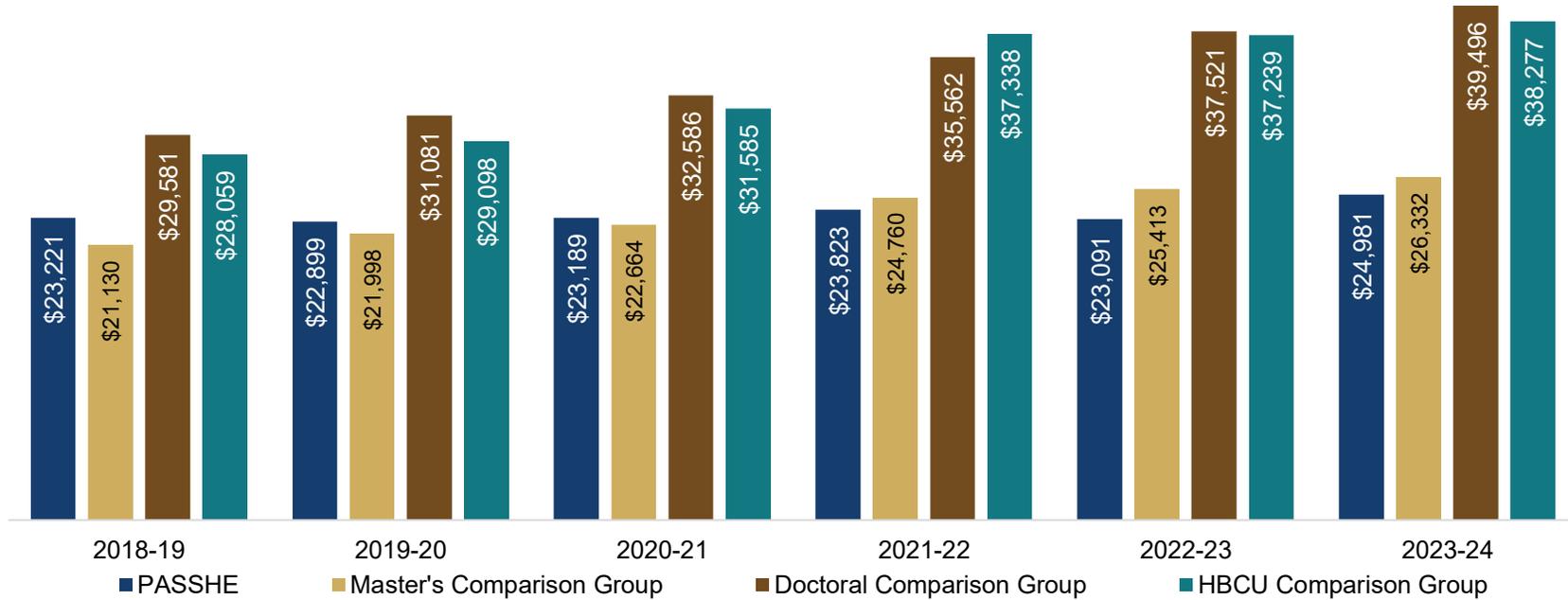
Source: University Financial Statements, State System Business Warehouse
Includes System loans, where applicable.

Minimum Reserves—how many days a university could continue operating without additional revenues—provides another key indicator of financial health.

NACUBO’s recommended minimum is 180 days of reserves, but levels have fallen in recent years—especially at universities suffering the steepest enrollment declines (**Figure 53**).

PASSHE holds per-student spending nearly flat, outpacing the national average in efficiency.

FIGURE 54: State System Expenditures per FTE student, with Comparator Universities, Fiscal Years 2018-19 through 2023-24



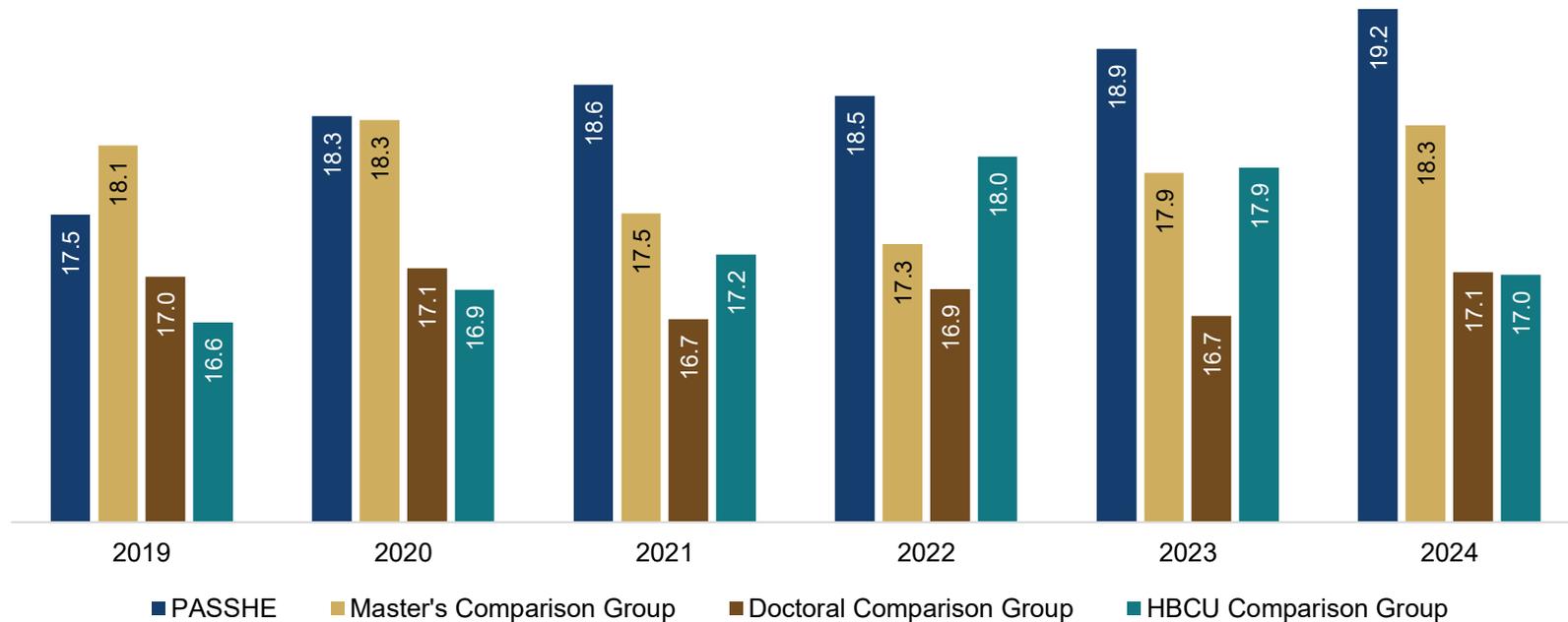
Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral.

Expenditure Per FTE Student (**Figure 54**) is a measure of a university's operating efficiency. Expenditure per FTE student has increased 8% since 2018-19, a remarkably modest increase given broader cost pressures. Despite rising expenses, PASSHE universities have reversed earlier trends and now spend 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.

PASSHE gains efficiency, but overall sustainability requires continued focus on revenue and expenditures.

FIGURE 55: Student to Instructional Faculty Ratio, with Comparator Universities



Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System

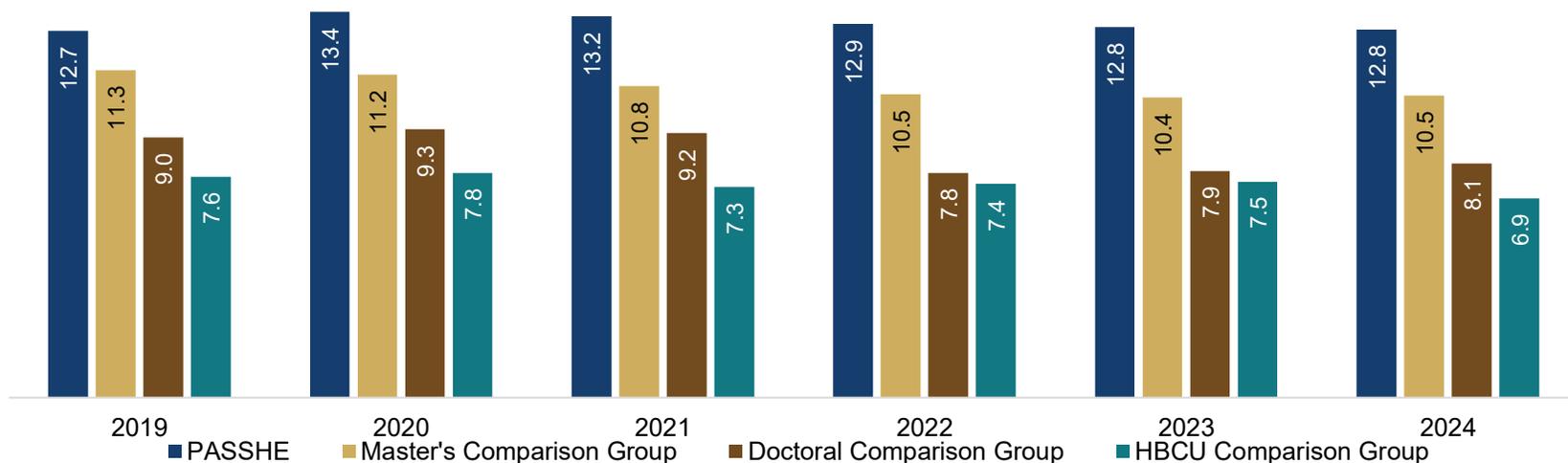
Notes: Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral.

Figure 55 tracks the student-to-instructional faculty ratio over time and compares PASSHE with comparator groups. From 2019 to 2024, PASSHE's ratio rises from 17.5 to 19.2.

A higher student-to-faculty ratio, however, should be interpreted as a capacity/scale indicator, not a direct proxy for instructional quality or financial health. Institutions can realize relatively high ratios and still experience operating pressure when enrollment declines, tuition discounting increases, or salary and benefit costs rise faster than revenues. In addition, the system-wide average can obscure meaningful variation by university, discipline mix, and modality, so improvement efforts should focus on aligning instructional capacity with enrollment realities and program demand at the campus level.

PASSHE staff efficiency remains strong even with increasing demand for student supports.

FIGURE 56: Student to Non-Instructional Faculty and Staff Ratio, with Comparator Universities



Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System
 Notes: Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium. Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral.

State System universities exhibit greater efficiency than their comparator institutions in non-instructional faculty and staff ratios (**Figure 56**). This reflects intentional efforts to align non-instructional staffing with enrollment trends, even though staffing levels are not driven by student headcount in the same direct way as instructional faculty. Enrollment declines do not reduce the physical footprint of campuses or the baseline operational requirements tied to facilities, compliance, safety, and core services, and today's students also require more wraparound support than in prior years.

State System universities continue to actively tackle 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 categories:

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

Personnel

Personnel costs represent almost 75% of total E&G expenditures. In nominal dollars, these costs have grown by 5% since 2015-16; however, when adjusted for inflation, they have decreased by approximately 21% over the same period.

Key cost drivers include number of employees; salary levels; salary growth; and benefit costs, such as pension and healthcare. Each factor is examined below.

The number of employees at PASSHE universities has decreased by approximately 2,200 positions, or 19%, since 2015-16. **Figure 57** illustrates the distribution of employees by functional category and where staffing adjustments have been focused. Additional staffing adjustments—either increases or decreases—may occur as universities continue to respond to enrollment levels and pursue financial sustainability goals aligned with the Sustainability Policy.

Aligning the employee complement with enrollment levels remains critical to the universities' and PASSHE's overall financial sustainability. In 2019, the Board of Governors required universities to set efficiency goals, including goals pertaining to student-to-employee ratios. Additionally, the System implemented a series of employee retirement incentive programs. While such programs had an immediate cost to the universities, they are returning longer-term gains where vacated positions go unfilled. PASSHE's employees are dedicated, loyal, and talented, and they are easily its most valuable resource. These retirement incentive programs helped universities adjust to new enrollment realities while minimizing disruption and honoring employees' service.

Universities reduce employee headcount as enrollment lags; student services staffing maintained.

FIGURE 57: PASSHE Employees by Functional Category (Annualized FTE)

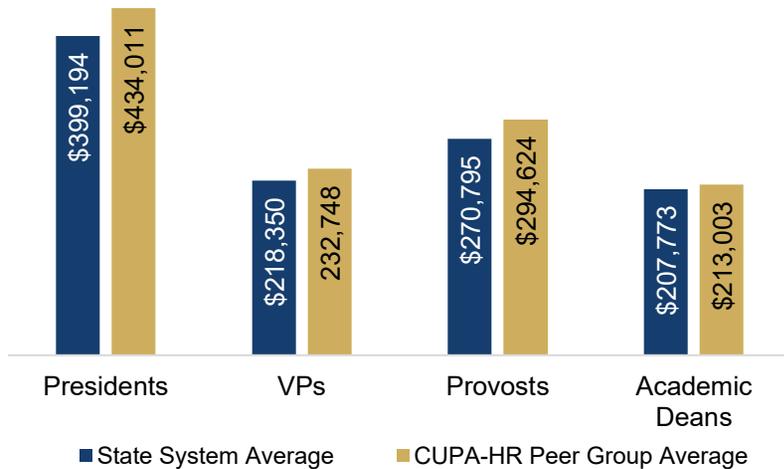
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Instruction	5,277	5,256	5,212	5,183	5,109	4,687	4,382	4,152	4,065	3,997
Research	12	12	15	19	18	17	18	21	23	26
Public Service	161	164	160	167	170	173	176	179	184	194
Academic Support	1,058	1,059	1,025	1,030	1,025	968	923	931	942	943
Student Services	1,384	1,396	1,418	1,440	1,453	1,385	1,344	1,320	1,322	1,313
Institutional Support	1,683	1,654	1,683	1,704	1,682	1,590	1,496	1,473	1,444	1,427
Operations and Maintenance of Plant	1,241	1,219	1,206	1,202	1,138	1,066	1,033	1,018	1,003	990
Student Aid	4	3	4	9	1	1	0	0	0	0
Auxiliary Enterprises	691	708	674	647	569	468	450	437	429	444
System Total	11,512	11,470	11,397	11,401	11,164	10,356	9,823	9,531	9,413	9,334

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 57**). Instruction, Research, Public Service, Academic Support, and Student Services decreased 18%, whereas Institutional Support, Operations and Maintenance, Student Aid, and Auxiliary Enterprises decreased 21%. This pattern shows that universities have reduced staffing across the board in response to enrollment and financial pressures, while making slightly smaller reductions in student-facing roles to help preserve the core academic and support functions students rely on.

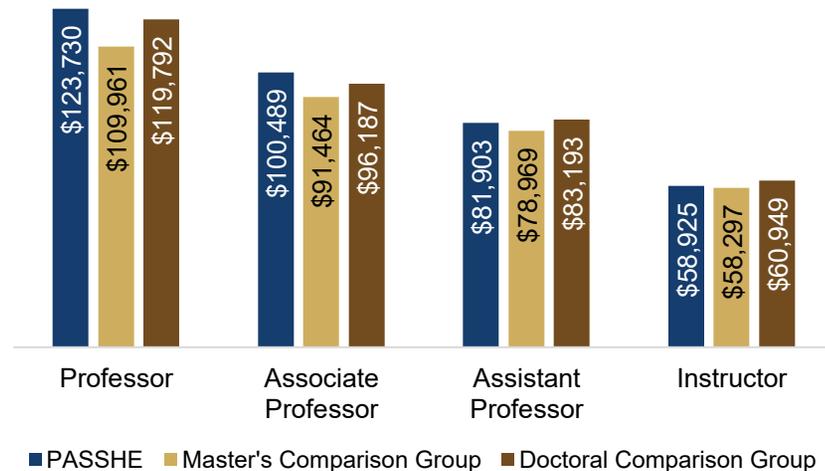
PASSHE administrator and faculty salaries are within range of national peers.

FIGURE 58: Average Executive Level Salaries, Fall 2024



Source: College and University Professional Association for Human Resources (CUPA-HR)
 Notes: CUPA-HR comparison group created for PASSHE by Gallagher Consultants.

FIGURE 59: Average Instructional Faculty Salaries at Public 4-Year Colleges and Universities, Fall 2024

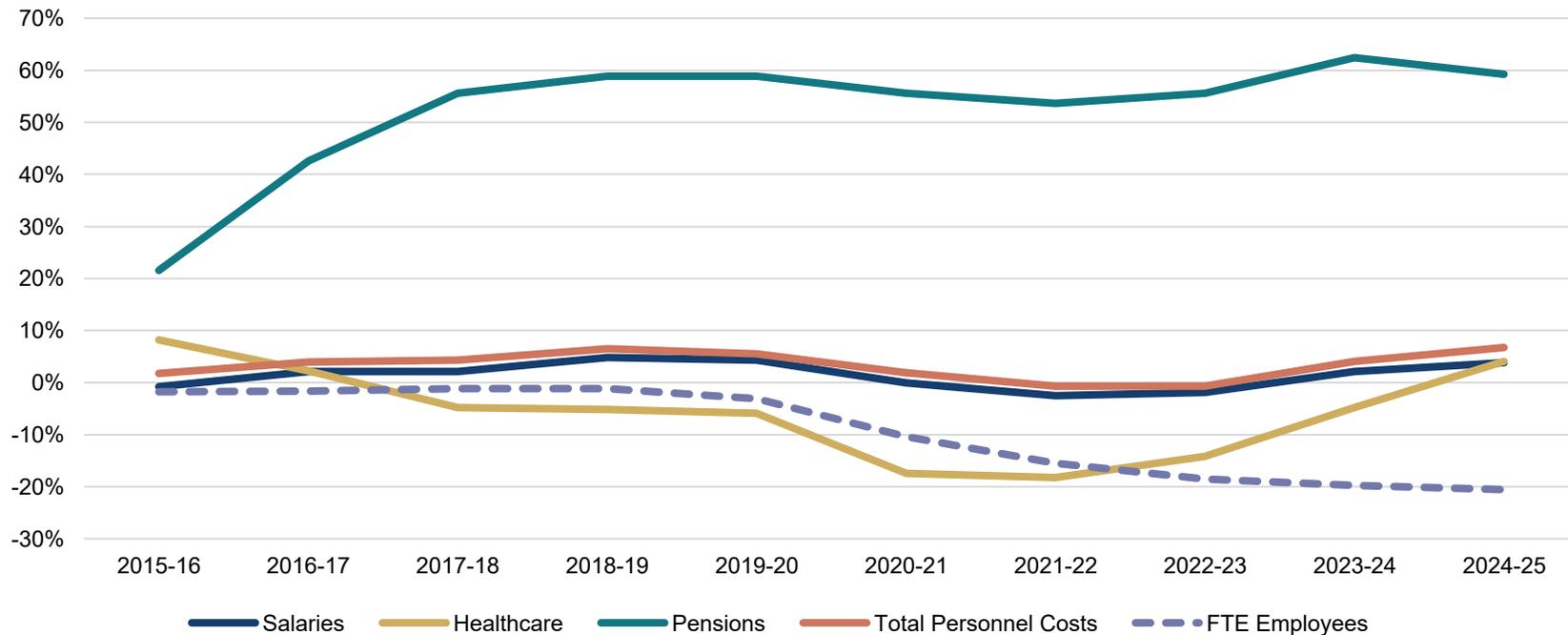


Source: Integrated Postsecondary Education Data System (IPEDS)
 Notes: Comparison groups are Public, 4-year or above, Degree-granting institutions, grouped by Carnegie Classifications (2025). Master's comparison group: Professions-focused Undergraduate/Graduate-Master's Large/Medium; Doctoral comparison group: Professions-focused Undergraduate/Graduate-Doctorate Medium, Doctoral.

Salary levels for faculty and senior administration are monitored in comparison to national benchmarks (salary does not include supplemental pay, such as winter, summer, overload, etc.). Benchmarking helps PASSHE balance certain pressures: it ensures compensation remains fair and competitive while also identifying areas where costs may be structurally higher than peers, informing decisions about hiring, workforce planning, and long-term financial sustainability. This is done by using data from the annual salary survey conducted by the College and University Professional Association for Human Resources (CUPA-HR) for senior administrators, and data from the Integrated Postsecondary Education Data System (IPEDS) for instructional faculty. According to these data, salaries of junior faculty (instructors and assistant professors) are comparable to those that apply at comparator universities nationally. In contrast, senior faculty (associate professors and above), representing 75% of the System's faculty complement, earn salaries that are higher than the average. Additionally, salaries for executives are generally on par with those at comparable institutions (**Figures 58 and 59**). In addition to job role, PASSHE also considers institution type and size, and geographic location in evaluating and benchmarking employee compensation.

Pension costs stabilize after a decade of rapid growth, helping to ease long-term budget pressures.

FIGURE 60: Cumulative Percent Change in Personnel Expenditures and Employees



Source: University FinRPT and Business Warehouse.

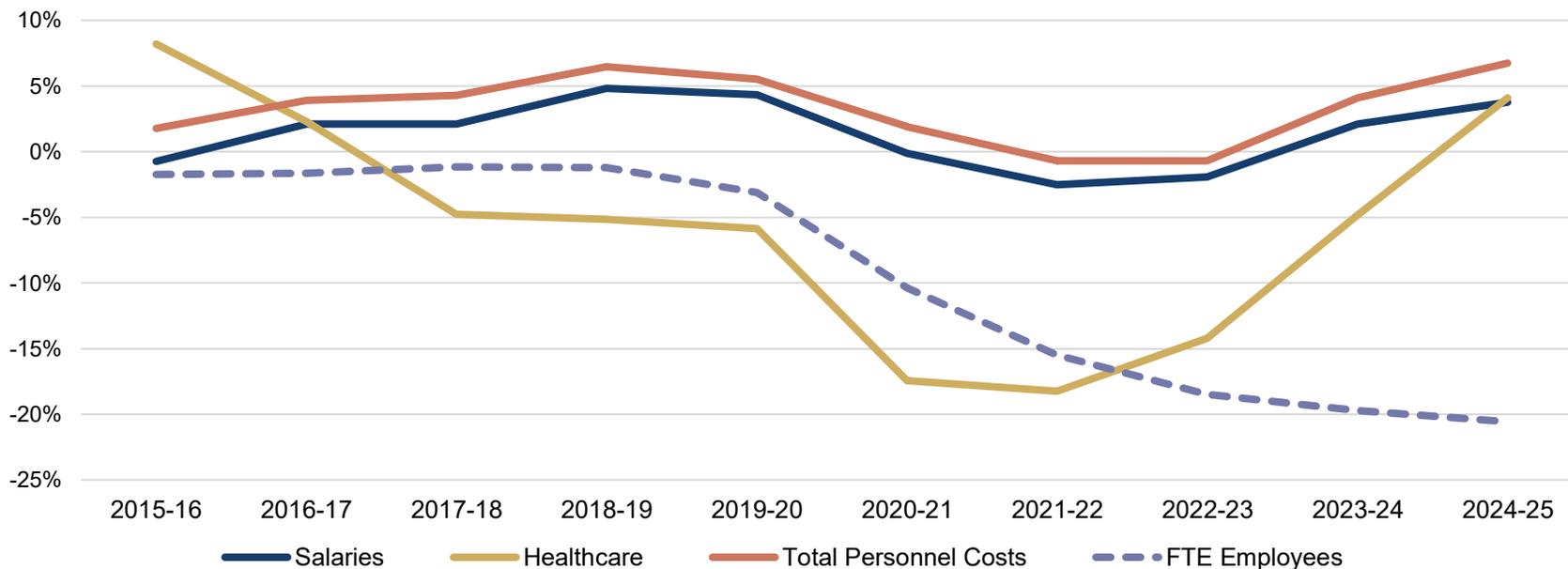
Notes: Includes all funds. Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.)

Pension data is for State Employees' Retirement System (SERS) and Public School Employees' Retirement System (PSERS) only.

Pension costs have grown more rapidly than any other personnel expense over the past decade, though that growth has begun to level off in recent years (**Figure 60**). Of the PASSHE employees enrolled in a retirement plan, 45% are enrolled in a pension plan, which typically carries higher long-term employer costs than defined-contribution options. This trend matters because pension obligations are fixed, long-term commitments that place sustained pressure on university budgets, making it essential for institutions to plan carefully to maintain financial stability while meeting these obligations.

Lower staffing levels help stabilize personnel costs even as healthcare expenses rise.

FIGURE 61: Cumulative Percent Change in Personnel Expenditures and Employees Without Pension Costs



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 60**, the scale of the chart is adjusted and the cumulative percent change in all other lines is shown in more detail (**Figure 61**). In this chart, the increase in percent change of expenditures has slowed since the implementation of the Sustainability Policy, including a large drop in the cumulative percent change in employees from 2015-16 to 2024-25. Despite a lower employee complement, healthcare costs continue to rise, reflecting national trends. This highlights both the effectiveness and the limits of PASSHE’s cost-containment efforts. The slowdown in expenditure growth suggests the Sustainability Policy is working as intended, especially through workforce reductions. But the continued rise in healthcare costs — despite having fewer employees — shows that the System faces continued financial pressures. Understanding the varying financial impacts on overall personnel costs are essential for long-term planning and sustainability.

Healthcare costs continue to be a leading cost driver across PASSHE.

FIGURE 62: Healthcare Premiums, Single Coverage, Average Annual (Faculty)

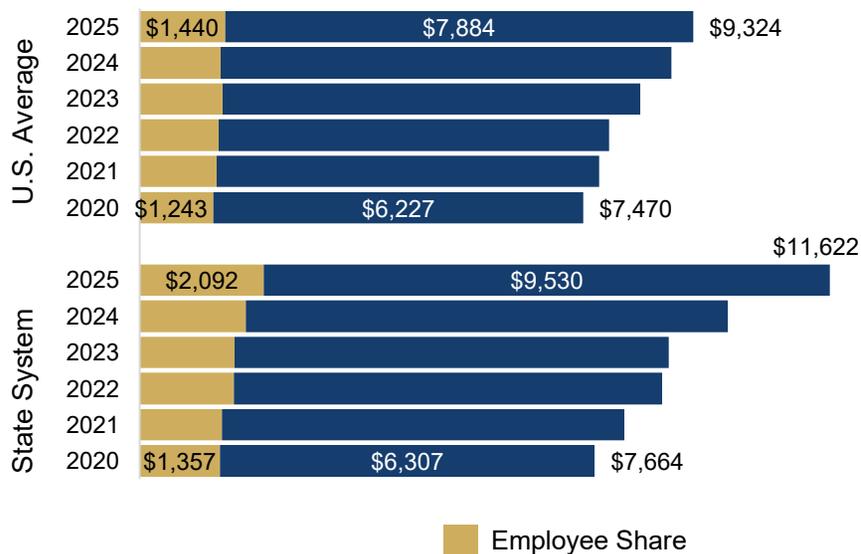
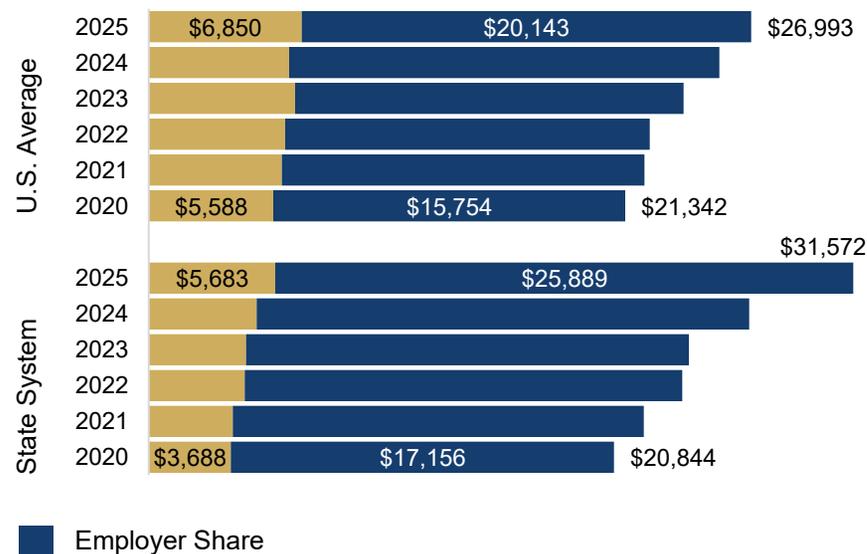


FIGURE 63: Healthcare Premiums, Family Coverage, Average Annual (Faculty)



Source of U.S. data: Kaiser Family Foundation, Employer Health Benefits 2025 Annual Survey.
 State System data is based on Faculty PPO plan premiums and assumes wellness plan participation.

Healthcare, alongside pensions, is a major driver of personnel costs. PASSHE employees are enrolled in one of three healthcare plans: a plan for non-represented employees and members of three of the smaller collective bargaining units, including health center nurses and campus police and security officers; a separate plan for faculty and athletics coaches; and the Pennsylvania Employee Benefit Trust Fund (PEBTF), administered by the commonwealth, which 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 62 and 63**).

PASSHE Shared Services enhances support and reduces costs across the System.

FIGURE 64: Total Actual and Estimated Savings

Total actual savings for FY 23-24 and FY 24-25 and estimated savings for FY 25-26 As of December 2025	
Advanced Data Analytics	\$504,696
Facilities	37,800,533
Finance	132,941,496
Human Resources/Payroll	204,845,993
IT	1,049,410
Other	1,600,000
Procurement	28,887,020
Total	\$407,629,148

Shared Services

Shared Services, governed by our universities and managed out of the System Office, collaboratively deliver services that improve efficiencies and reduce costs throughout PASSHE. This aims to better serve our students and employees. Currently, the portfolio of shared services - includes human resources, labor relations, procurement, data analytics, information technology, and finance.

The cost savings shown in **Figure 64** include activities from Shared Services and the single administrative and finance office (the Chancellor’s Office), which 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 seven years ending FY 2025-26 are over \$712 million. This includes savings from retirement incentive programs, negotiated contract savings for benefits, bond refinancing, and other negotiated savings.

Source: System Budget Reports

PASSHE's aging infrastructure requires steady reinvestment to prevent costly deterioration.

Facilities Overview

PASSHE maintains 811 buildings across 10 universities (14 campuses) totaling 28.7 million gross square feet, with an estimated replacement value of \$13.2 billion, representing one of the commonwealth's largest public asset portfolios.

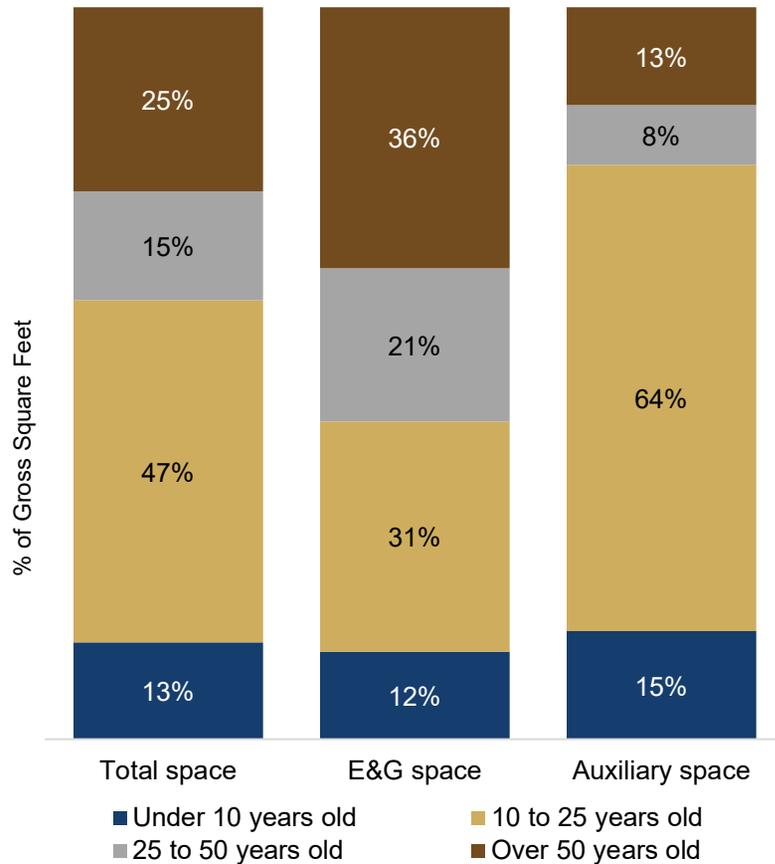
System Universities have three primary sources of funding for building maintenance and capital renewal.

- **University operating funds** are used for maintenance and operations of the physical plant, including grounds, janitorial, preventative maintenance, repairs, and deferred maintenance.
- **Key '93 funds** 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 \$22.8 million through this resource in FY 2024-25 and \$22.1 million in FY 2025-26.
- **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.

While universities try to invest annually, available operating, Key '93, and capital funds are insufficient to address lifecycle needs in a cost-effective, planned manner, increasing the likelihood of system failures and higher long-term costs.

Aging buildings without reinvestment trigger costly breakdowns and heighten financial risk.

FIGURE 65: Renovation Age



Building Renovation Age and Capital Risk

As shown in **Figure 65**, PASSHE’s E&G space is significantly older than Auxiliary space, with a large share of buildings in the 25–50 year and 50+ year categories, when major system replacements are unavoidable.

Buildings over 25 years old experience sharply higher failure risk if lifecycle repairs are deferred, shifting campuses from planned maintenance to emergency response.

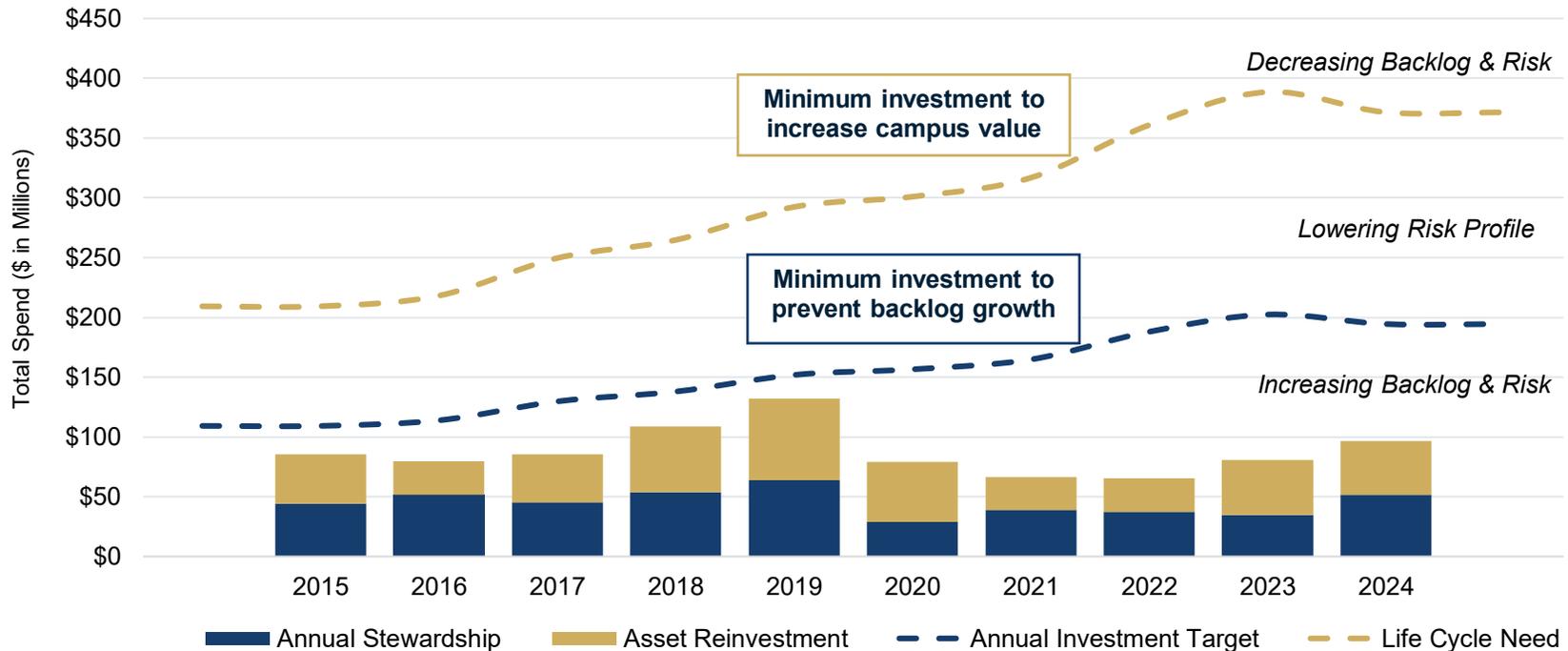
Benchmarking conducted by Gordian (a leading provider of building intelligence and construction procurement solutions) confirms that planned maintenance is the most cost-effective strategy: \$1 invested today avoids approximately \$3 in future emergency repairs, reducing risk and stabilizing operating costs.

Based on current System and affiliate debt and the need for financial sustainability, PASSHE funding for capital improvements and deferred maintenance projects is limited.

Source: System Office Facilities; benchmarking analysis prepared by Gordian (contracted facilities benchmarking services).

Current funding keeps facilities operating but fails to protect long-term asset value.

FIGURE 66: Capital Expenditures into Existing E&G Space



Source: System Office Facilities; benchmarking analysis prepared by Gordian (contracted facilities benchmarking services).

Annual Stewardship: The sum of all project expenditures from recurring sources of funding and planned or preventative maintenance expenditures invested into existing facilities. Examples: Key 93, Infrastructure fund, Operating Dollars.

Asset Reinvestment: The sum of all project expenditures from one-time sources of funding invested into existing facilities. Examples: bonds, gifts, grants, and Department of General Services (DGS) capital funds.

The vertical bars show PASSHE’s investment levels over the past 10 years. The dotted lines represent minimum investment needs. At current funding levels, PASSHE continues to carry an increasing deferred maintenance backlog and capital risk.

PASSHE universities' energy strategy delivers significant savings through smart purchasing and reduced consumption.

FIGURE 67: Estimated Cost Avoided Through PASSHE's Energy Procurement Efforts

Fiscal Year	Electricity	Natural Gas	Total
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
2024-25	22,788	5,976,852	5,999,640
Total	\$18,034,391	\$23,806,386	\$41,840,777

With assistance from the Penn State Facilities Engineering Institute (PSFEI), PASSHE has competitively procured energy since 2002.

Currently, PASSHE utilizes DGS contracts to maximize competition and drive more favorable pricing. This strategy has generated almost \$42 million in savings in just the past ten years. **Figure 67** compares those avoided costs 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 2015. This avoids, on average, about \$23.2 million in energy costs per year or about \$232 million over the last 10 years (**Figure 68**).

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.

PASSHE universities slash energy use, saving \$232 million over 10 years.

FIGURE 68: 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
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
2024-25	32.41	2,970,530	\$41,745,449	\$14.05	91,668	6.2%	44.0%	32,790,000
Total								\$232,690,000

Source: State System Facilities Office

Notes: EUI (Energy Utilization Index) = Btu/square foot. Avoided cost = (EUI current-EUI base year) (MSF current) (\$/mm BTU current).

PASSHE reduces campus space to save \$22 million this year and anticipates an additional \$16.4 million in further savings.

FIGURE 69: Demolition and Sale of Underutilized Facilities

Status	# of Buildings	Gross Square Feet (GSF)
Demolition		
Demolition Completed in 2025	5	107,097
Demolition Ongoing	9	344,874
Future Planned	63	1,222,406
Sold/Transfer Completed in 2025	2	99,700
Sale Pending	3	109,850
Total	82	1,883,927

Source: State System Facilities Office

Notes: Demolition costs vary significantly based on factors such as building type, location, structural complexity, materials, and the presence of hazardous substances. As a general range, straightforward structures typically cost about \$10 per gross square foot, while more complex buildings can approach \$25 per gross square foot.

As enrollment declines, portions of the PASSHE facilities portfolio have become under-utilized or, in some cases, un-utilized, yet continue to require ongoing expenditures for utilities, maintenance, and life-safety compliance.

In response, PASSHE is actively reducing its physical footprint through the sale, transfer, and strategic demolition of facilities that no longer align with current or projected academic needs.

Where market interest exists, facilities are offered for sale. Where continued ownership is not fiscally prudent, state capital funds are used to demolish select facilities, with the upfront demolition cost offset by long-term operational savings and risk reduction.

Since FY 2023, PASSHE has demolished 67 buildings, removing approximately 1.6 million gross square feet from the System's inventory. This reduction in underutilized space is projected to avoid roughly \$22 million in future operating and maintenance costs, allowing limited resources to be redirected toward higher-priority academic and infrastructure needs.

If the additional 63 buildings currently planned for removal are also demolished, they are expected to generate an estimated \$16.4 million in further savings.

Shared educational programs and courses

Shared academic programs are not just a convenience—they are a core strategy for delivering high-quality education at a sustainable cost, ensuring every PASSHE student has access to a broad, modern, and financially viable set of academic opportunities. 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 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 are building a strong foundation for collaboration by expanding shared courses and jointly developed 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 2024-2025, 272 students participated in course sharing. Expansion of course-sharing requires time and investment in the necessary technology and business systems infrastructure. The onboarding of the final group of universities to the technology solution was completed in 2025. This step was essential before universities could begin implementing the cross-registration module. Progress will be measured through jointly awarded credentials, collaboratively designed programs, improved student-to-faculty ratios, and increased student participation in courses offered across the System.

Shared academic programs position PASSHE to deliver a stronger, more resilient academic portfolio while using resources more efficiently. As universities continue expanding shared courses, coordinated program design, and cross-campus access, the System can offer students a wider range of high-quality learning opportunities than any single institution could sustain on its own.

Appendix A

Appendix A-1

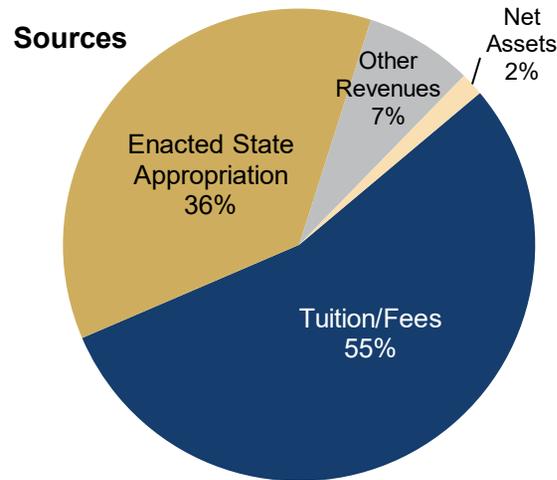
Pennsylvania's State System of Higher Education Mission Statement

"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."

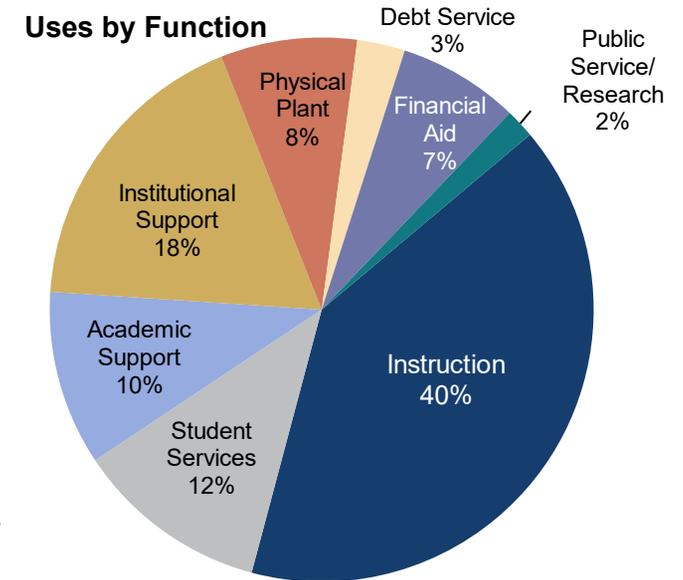
Act 188 of 1982

Appendix A-2

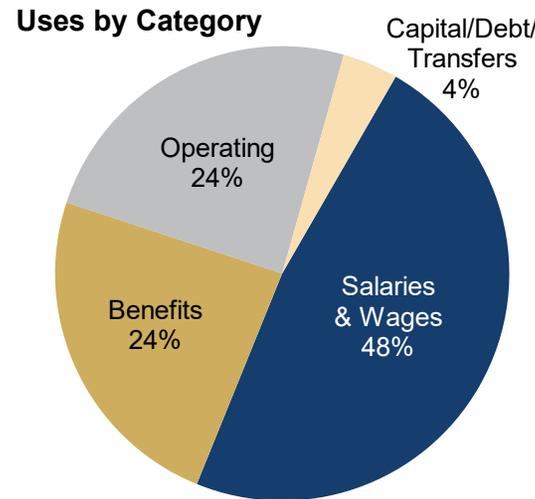
Pennsylvania's State System of Higher Education Summary of Sources and Uses FY 2025-26 Educational and General Budget



<u>Sources</u>	<u>(\$000)</u>
Tuition/Fees	\$940,302
Enacted State Appropriation	620,755
Other Revenues	127,003
Net Assets	27,183
Total	\$1,715,243



<u>Uses by Category</u>	<u>(\$000)</u>
Salaries & Wages	\$822,301
Benefits	411,576
Total Personnel	\$1,233,877
Operating	418,299
Capital/Debt/Transfers	63,067
Total Expenditures/Transfers	\$1,715,243



<u>Uses by Function</u>	<u>(\$000)</u>
Instruction	\$692,534
Institutional Support	198,118
Academic Support	178,588
Student Services	308,616
Physical Plant	139,511
Debt Service	44,012
Financial Aid	123,941
Public Service/Research	29,923
Total	\$1,715,243

Notes:

Numbers do not add due to rounding.

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

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

Appropriation excludes \$5 million for Cheyney/Community College Transfer & Workforce Development.

Appendix A-3

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

	Actual 2024-25	Current 2025-26	Budget Request 2026-27	Governor's Budget 2026-27
Source of Funds				
State E&G Appropriation ¹	\$620,755	\$620,755	\$651,793	\$620,755
Augmentation:				
Educational and General ²	1,199,000	1,094,488	1,074,409	1,074,409
Revenue Shortfall ¹				31,038
Total	\$1,819,755	\$1,715,243	\$1,726,202	\$1,726,202
Use of Funds				
Personnel Expenditures	\$1,252,479	\$1,233,877	\$1,254,513	\$1,254,513
Operating Expenditures	411,848	428,372	426,967	426,967
Capital Assets/Transfers	155,428	52,993	44,722	44,722
Total	\$1,819,755	\$1,715,243	\$1,726,202	\$1,726,202
Students (FTE)³				
Undergraduate	64,989.15	65,050.63	64,920.90	64,920.90
Graduate	10,928.54	11,010.93	10,927.82	10,927.82
First Professional	NA	NA	NA	NA
Total	75,917.69	76,061.56	75,848.72	75,848.72
Employees (Annualized FTE)	8,614.44	8,577.89	8,486.66	8,486.66

Source: State System budget reports

¹Reflects the Educational and General (E&G) Appropriation enacted for FY 2024-25 and FY 2025-26, as well as the System's appropriation request and Governor's appropriation recommendation for FY 2026-27. FY 2025-26 excludes \$5 million allocated to Cheyney University for an enhanced transfer & workforce development partnership initiative with the Community College of Philadelphia. The Governor's recommendation of \$620.8 million for FY 2026-27 (which excludes \$5 million associated with a college access and completion initiative) provides level funding in the Educational and General Appropriation; this recommendation results in a budgetary revenue shortfall of \$31.0 million for FY 2026-27.

²The augmentation includes an assumption of no tuition rate increase in FY 2026-27. 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.

³FTE 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 2024-25	Current 2025-26	Projection 2026-27	Governor's Budget 2026-27
Source of Funds				
Federal Appropriation	\$18,853	\$8,227	\$1,572	NA
Augmentation:				
Educational and General	0	0	0	NA
Total	\$18,853	\$8,227	\$1,572	NA
Use of Funds				
Personnel Expenditures	\$1,144	\$0	\$0	NA
Operating Expenditures	11,030	2,870	2,079	NA
Capital Assets/Transfers	7,822	6,357	645	NA
Total	\$19,996	\$9,227	\$2,724	NA
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	0.00	0.00	0.00	NA
Employees (Unrestricted FTE)	NA	NA	NA	NA

Notes: Reflects the second distribution (\$125 million) appropriated directly to universities in FY 2022-23; funds are being used for various initiatives, including student access/affordability, sustainable operations, deferred maintenance and capital expenditures, 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 University Honors Academy of Pennsylvania's State System of Higher Education (Dollar Amounts in Thousands)

Source of Funds	Actual 2024-25	Current 2025-26	Budget Request 2026-27	Governor's Budget 2026-27
Special Purpose Appropriation ¹	\$5,480	\$5,980	\$6,500	\$5,980
Other (PHEAA Augmentation) ¹	500	500	0	500
Revenue Shortfall	0	0	0	0
Total	\$5,980	\$6,480	\$6,500	\$6,480
Use of Funds				
Personnel Expenditures	\$1,072	\$1,103	\$1,299	\$1,299
Operating Expenditures ²	4,908	5,377	5,201	5,181
Capital Assets/Transfers	0	0	0	0
Total	\$5,980	\$6,480	\$6,500	\$6,480
Students (Fall Headcount)				
Undergraduate ³	250	399	459	399
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	250	399	459	399
Employees (FTE)	14.00	15.00	16.00	16.00

¹The Governor's recommendation of a \$5.98 million appropriation (and a \$500,000 supplement from PHEAA) in FY 2026-27 provides level funding for the Honors Academy Appropriation compared to the total amount received in FY 2025-26.

²Primarily scholarships. In addition, the appropriation also supports other direct program and related indirect costs.

³If FY 2026-27 is funded at the Governor's recommended level, approximately 399 students may be served through this program. In fall 2025, over 370 students were scholarship recipients.

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

Sources: SAP, Cheyney University, and Governor's proposed budget

Appendix A-6

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

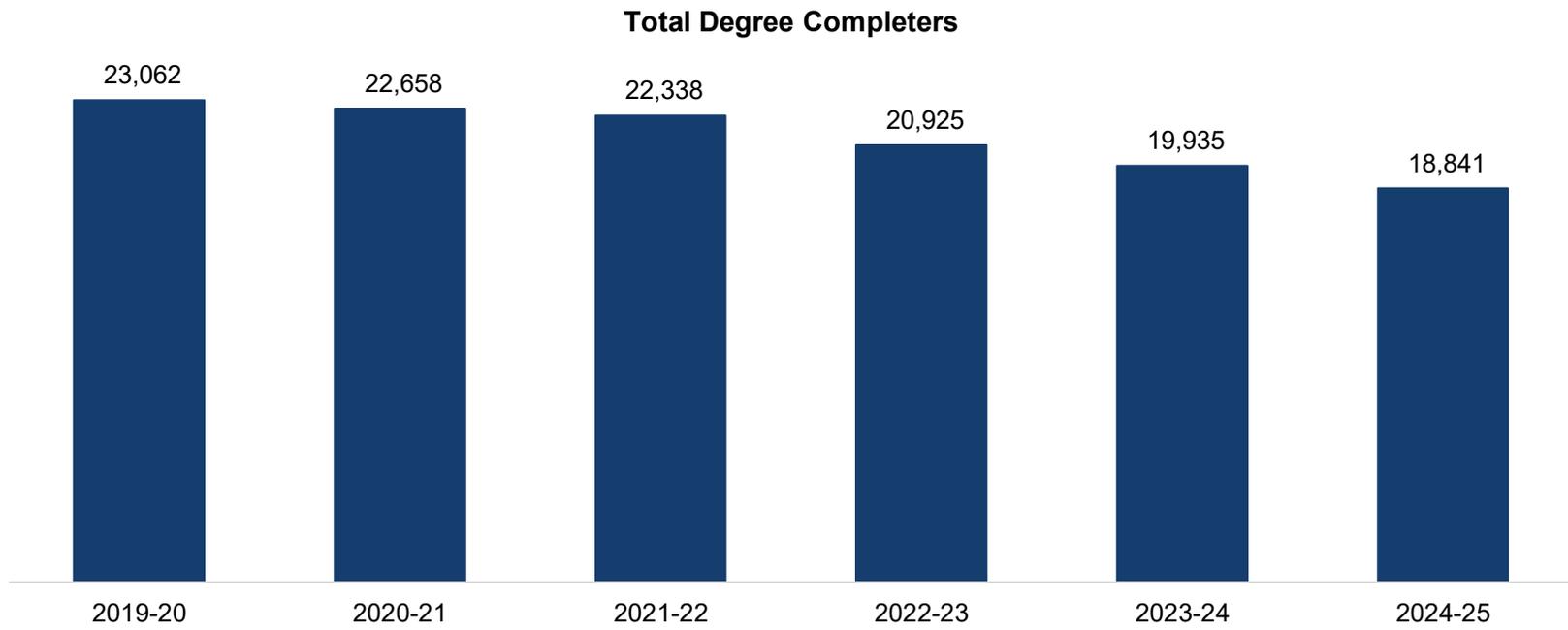
	Actual 2024-25 ¹	Current 2025-26	Budget Request 2026-27	Governor's Budget 2026-27
Source of Funds				
State E&G Appropriation	\$0	\$0	\$0	\$0
Augmentation:				
Educational and General	0	0	0	0
Total	\$0	\$0	\$0	\$0
Use of Funds				
Personnel Expenditures	\$0	\$0	\$0	\$0
Operating Expenditures	0	0	0	0
Capital Assets/Transfers	85,000	0	0	0
Total	\$85,000	\$0	\$0	\$0
Students (FTE)				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
Total	0.00	0.00	0.00	0.00
Employees (Unrestricted FTE)				
	NA	NA	NA	NA

¹Funds were received as a supplemental appropriation from FY 2023-24. Cheyney University used approximately \$8.6 million for payment obligations due to the U.S. Department of Education and for the partial repayment of loans from the State System of Higher Education. Commonwealth University used approximately \$37.9 million for the defeasance of certain bonds through fiscal year 2029-30. Indiana University used approximately \$21.0 million for the defeasance of certain bonds through fiscal year 2029-30 and approximately \$17.5 million 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

	2024-25 Actual Degree Completers	2025-26 Projected Degree Completers
Associate Degree Completers	255	230
Bachelor's Degree Completers	13,562	13,148
Graduate Degree Completers	5,024	5,227
Total Degree Completers	18,841	18,605



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 Freshmen Domiciled in Pennsylvania, by Ethnicity

State System	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total										
Applications	66,645	67,768	64,822	66,405	63,538	56,814	59,156	62,648	63,380	64,645
Admissions	52,766	54,500	53,289	56,093	56,561	52,400	53,435	54,890	54,460	55,909
Admitted Enrollments	15,878	15,927	15,296	15,280	14,303	12,809	13,636	14,236	13,551	13,535
% Admitted	79.2%	80.4%	82.2%	84.5%	89.0%	92.2%	90.3%	87.6%	85.9%	86.5%
% Admitted Enrolled	30.1%	29.2%	28.7%	27.2%	25.3%	24.4%	25.5%	25.9%	24.9%	24.2%
Black or African American										
Applications	13,809	14,391	13,166	13,608	13,859	10,552	11,474	12,130	11,209	11,197
Admissions	8,980	9,515	9,189	9,781	11,091	8,961	9,455	9,532	8,574	8,327
Admitted Enrollments	1,981	2,020	1,865	1,854	1,706	1,489	1,649	1,584	1,308	1,429
% Admitted	65.0%	66.1%	69.8%	71.9%	80.0%	84.9%	82.4%	78.6%	76.5%	74.4%
% Admitted Enrolled	22.1%	21.2%	20.3%	19.0%	15.4%	16.6%	17.4%	16.6%	15.3%	17.2%
American Indian or Alaska Native										
Applications	186	210	167	131	169	215	238	172	151	87
Admissions	111	128	114	107	143	196	209	145	127	72
Admitted Enrollments	27	41	38	31	37	53	58	44	22	19
% Admitted	59.7%	61.0%	68.3%	81.7%	84.6%	91.2%	87.8%	84.3%	84.1%	82.8%
% Admitted Enrolled	24.3%	32.0%	33.3%	29.0%	25.9%	27.0%	27.8%	30.3%	17.3%	26.4%
Asian										
Applications	1,417	1,521	1,481	1,516	1,496	1,532	1,478	1,725	1,668	1,599
Admissions	1,097	1,209	1,254	1,286	1,392	1,436	1,387	1,508	1,449	1,380
Admitted Enrollments	223	213	245	245	208	248	210	221	192	202
% Admitted	77.4%	79.5%	84.7%	84.8%	93.0%	93.7%	93.8%	87.4%	86.9%	86.3%
% Admitted Enrolled	20.3%	17.6%	19.5%	19.1%	14.9%	17.3%	15.1%	14.7%	13.3%	14.6%

Appendix A-8 (continued)

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

State System	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Hispanic										
Applications	4,962	5,765	5,231	6,038	6,029	4,622	5,524	6,997	7,222	7,574
Admissions	3,665	4,376	4,020	4,822	5,201	4,188	4,858	5,820	5,937	6,230
Admitted Enrollments	956	1,130	989	1,106	994	930	1,116	1,249	1,247	1,266
% Admitted	73.9%	75.9%	76.8%	79.9%	86.3%	90.6%	87.9%	83.2%	82.2%	82.3%
% Admitted Enrolled	26.1%	25.8%	24.6%	22.9%	19.1%	22.2%	23.0%	21.5%	21.0%	20.3%
White										
Applications	42,120	41,835	39,653	40,500	37,961	36,399	35,469	37,262	38,108	38,139
Admissions	35,698	36,082	34,585	36,327	35,257	34,482	33,075	34,077	34,330	34,646
Admitted Enrollments	11,822	11,639	11,122	11,080	10,549	9,391	9,912	10,151	9,880	9,575
% Admitted	84.8%	86.2%	87.2%	89.7%	92.9%	94.7%	93.3%	91.5%	90.1%	90.8%
% Admitted Enrolled	33.1%	32.3%	32.2%	30.5%	29.9%	27.2%	30.0%	29.8%	28.8%	27.6%
Native Hawaiian or Other Pacific Islander										
Applications	62	59	40	47	33	34	32	38	54	37
Admissions	36	46	30	38	29	32	31	28	46	34
Admitted Enrollments	8	15	6	8	13	11	12	3	12	12
% Admitted	58.1%	78.0%	75.0%	80.9%	87.9%	94.1%	96.9%	73.7%	85.2%	91.9%
% Admitted Enrolled	22.2%	32.6%	20.0%	21.1%	44.8%	34.4%	38.7%	10.7%	26.1%	35.3%
Two or More Races										
Applications	2,662	2,761	2,253	2,347	2,591	2,056	2,193	2,221	2,454	2,878
Admissions	2,098	2,195	1,897	1,917	2,247	1,817	1,888	1,857	1,993	2,454
Admitted Enrollments	645	652	587	517	532	406	513	459	472	614
% Admitted	78.8%	79.5%	84.2%	81.7%	86.7%	88.4%	86.1%	83.6%	81.2%	85.3%
% Admitted Enrolled	30.7%	29.7%	30.9%	27.0%	23.7%	22.3%	27.2%	24.7%	23.7%	25.0%

Appendix A-8 (continued)

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

State System	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Race/ethnicity unknown										
Applications	1,418	1,215	2,830	2,212	1,399	1,403	2,743	2,102	2,510	3,106
Admissions	1,072	941	2,199	1,809	1,200	1,287	2,527	1,923	2,001	2,749
Admitted Enrollments	211	212	444	433	263	280	162	525	416	413
% Admitted	75.6%	77.4%	77.7%	81.8%	85.8%	91.7%	92.1%	91.5%	79.7%	88.5%
% Admitted Enrolled	19.7%	22.5%	20.2%	23.9%	21.9%	21.8%	6.4%	27.3%	20.8%	15.0%
Non-Resident Alien										
Applications	9	11	1	6	1	1	5	1	4	28
Admissions	9	8	1	6	1	1	5	0	3	17
Admitted Enrollments	5	5	0	6	1	1	4	0	2	5
% Admitted	100.0%	72.7%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	75.0%	60.7%
% Admitted Enrolled	55.6%	62.5%	0.0%	100.0%	100.0%	100.0%	80.0%	0.0%	66.7%	29.4%

Source: State System Student Data Warehouse, University Admissions submissions

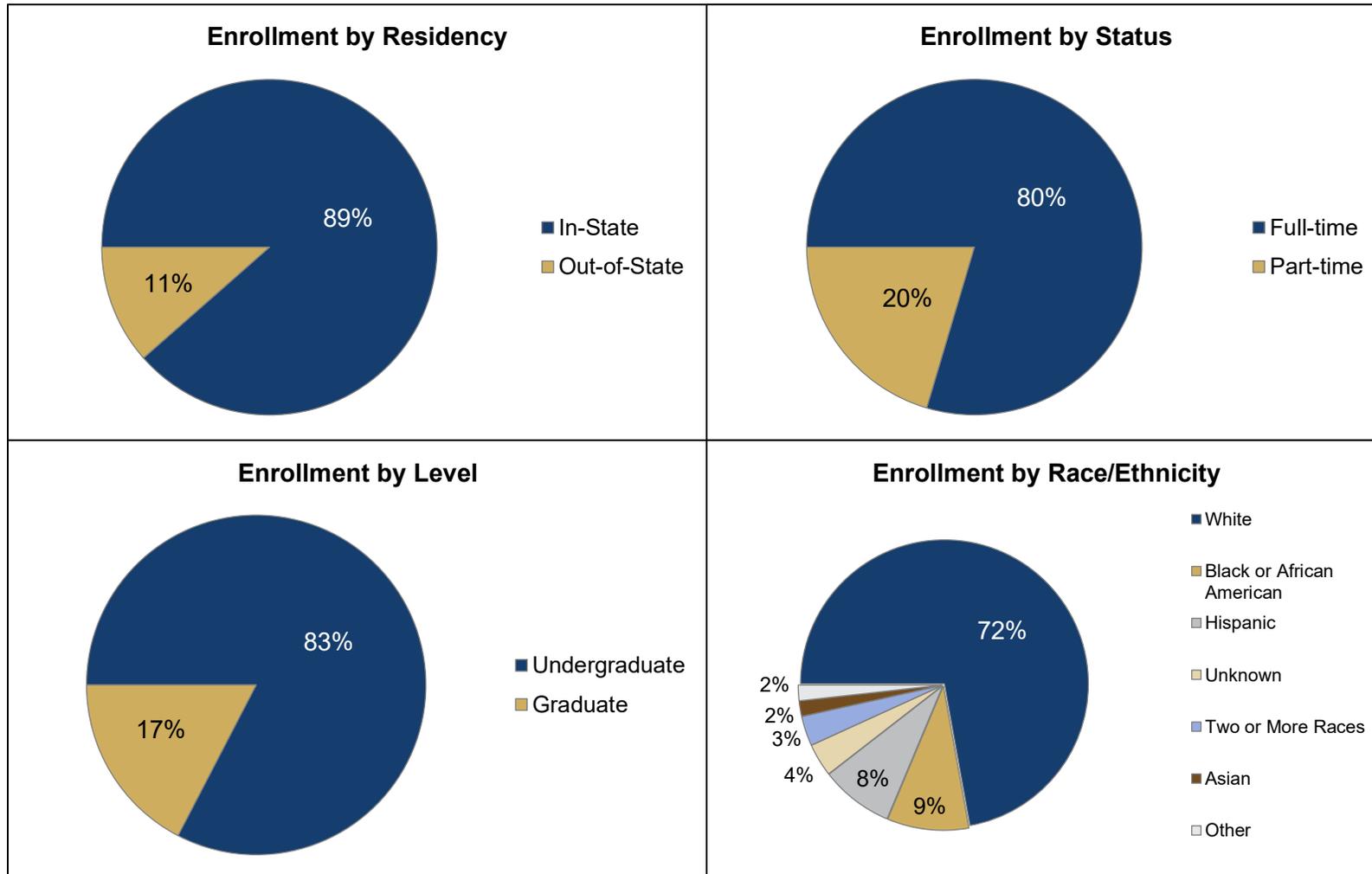
Note: Historical data is Final, current year data is Preliminary.

Appendix B

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

Appendix B-1

Pennsylvania's State System of Higher Education Fall 2025 Enrollment Demographics Headcount: 83,005

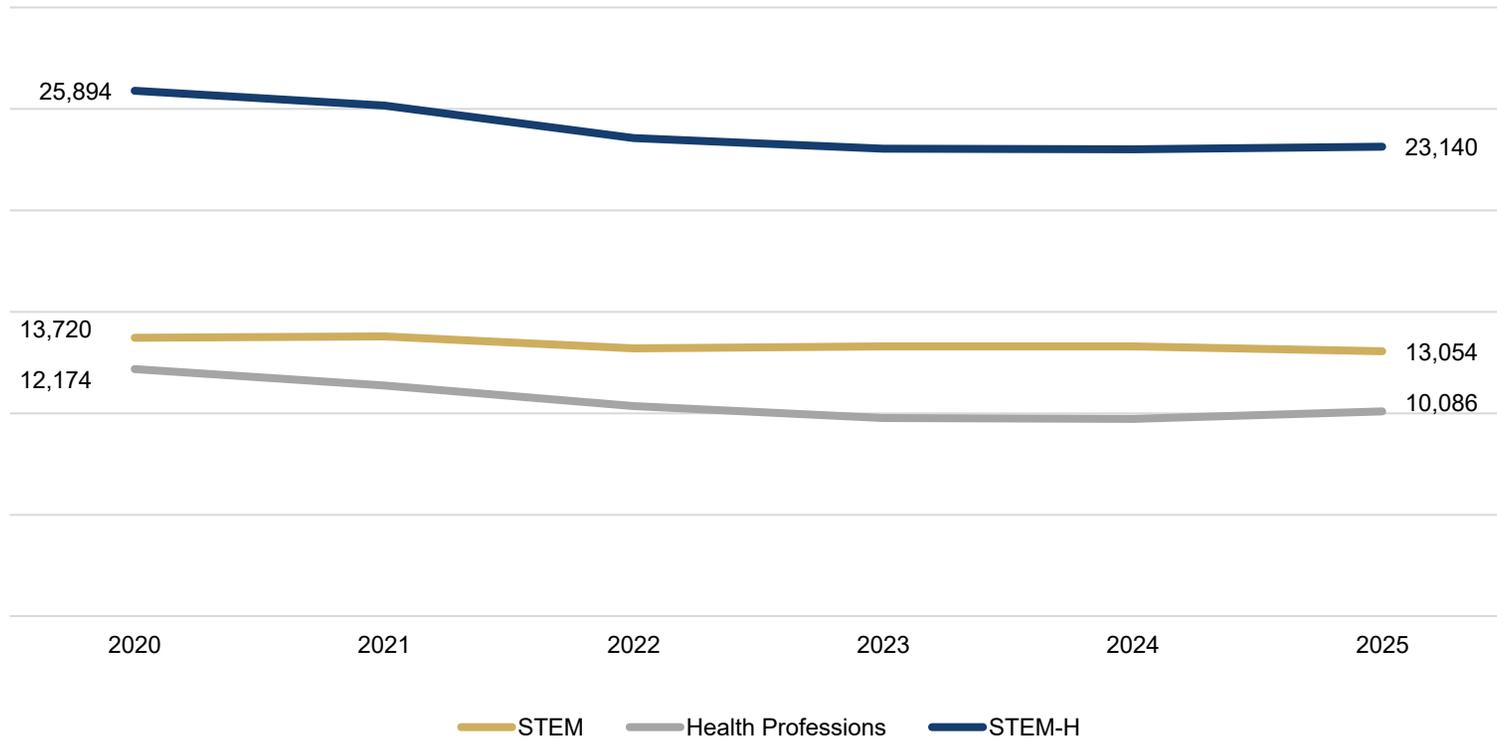


Source: State System Student Data Warehouse

Notes: Fall Census Headcount enrollment (undergraduate, graduate, full-time, and part-time). Race/Ethnicity of 'Other' includes Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native, and Nonresident Alien.

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 Student

	2020	2021	2022	2023	2024	2025	Change 2020 to 2025	% of 2025 Total Transfers
A. Community Colleges								
Allegheny County	275	268	220	173	177	138	-49.8%	3.2%
Beaver County	60	36	37	36	22	31	-48.3%	0.7%
Bucks County	126	115	126	131	95	113	-10.3%	2.6%
Butler County	160	153	127	141	144	143	-10.6%	3.3%
Delaware County	395	379	291	290	224	261	-33.9%	6.0%
Harrisburg Area	400	325	316	259	309	245	-38.8%	5.6%
Lehigh Carbon	173	168	147	151	142	156	-9.8%	3.6%
Luzerne County	80	68	56	47	46	56	-30.0%	1.3%
Montgomery County	184	180	160	190	177	218	18.5%	5.0%
Northampton County	299	252	207	245	237	215	-28.1%	4.9%
Pennsylvania Highlands	49	38	40	45	34	24	-51.0%	0.6%
Philadelphia	134	130	133	100	105	116	-13.4%	2.7%
Reading Area	75	78	71	68	74	78	4.0%	1.8%
Westmoreland County	95	94	85	78	72	82	-13.7%	1.9%
Total Community Colleges	2,505	2,284	2,016	1,954	1,858	1,876	-25.1%	43.1%
Percent of URM Community College Transfers	22.6%	20.4%	25.4%	23.5%	27.1%	26.8%	4.3pp	
Community Colleges as % of Transfer Total	49.9%	48.4%	46.0%	46.3%	42.9%	43.1%	-6.8pp	
Community Colleges as % of Total New UG Students	11.8%	11.8%	10.0%	9.6%	9.4%	9.5%	-2.3pp	
B. State-Related Universities								
Lincoln	8	3	9	7	4	6	-25.0%	0.1%
Penn State	170	143	146	146	143	165	-2.9%	3.8%
Pitt	71	81	53	51	58	75	5.6%	1.7%
Temple	55	78	73	63	44	42	-23.6%	1.0%
Total State-Related	304	305	281	267	249	288	-5.3%	6.6%
State-Related as % of Total	6.1%	6.5%	6.4%	6.3%	5.7%	6.6%	0.6pp	
C. Intra-system Transfers								
	378	379	357	323	306	322	-14.8%	7.4%
D. Other Colleges and Universities								
	1,833	1,749	1,731	1,676	1,922	1,863	1.6%	42.8%
Total New Undergraduate Transfer Students	5,020	4,717	4,385	4,220	4,335	4,349	-13.4%	100.0%
Percent of URM Transfer Students	22.0%	20.5%	23.7%	22.9%	25.7%	26.9%	4.9pp	
New Transfer Student as Percent of Total New UG	23.7%	24.4%	21.9%	20.7%	21.9%	22.0%	-1.7pp	

Source: State System Student Data Warehouse, Fall Census Enrollment

Note: Fall 2025 data are preliminary as of January 2026 Official Reporting Date: End of the 15th day of classes Underrepresented Minority (URM) include American Indian/Alaska Native, Black, or African American, Hispanic, Two or More Races. pp represents percentage points.

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 ¹	\$ Change From Prior Year	% Change From Prior Year	Typical Price of Attendance for All In-state Undergraduates ²	Total Annualized FTE Enrollment
2016-17	\$444,224,000	2.5%	28%	\$444,224,000	2.5%	\$599,108,550	\$7,238	\$178	2.5%	\$20,327	97,854
2017-18	\$453,108,000	2.0%	28%	\$453,108,000	2.0%	\$597,618,134	\$7,492	\$254	3.5%	\$20,999	94,540
2018-19	\$468,108,000	3.3%	28%	\$468,108,000	3.3%	\$604,867,361	\$7,716	\$224	3.0%	\$21,674	90,607
2019-20³	\$477,470,000	2.0%	30%	\$477,470,000	2.0%	\$607,461,858	\$7,716	\$0	0.0%	\$21,909	87,973
2020-21	\$477,470,000	0.0%	30%	\$477,470,000	0.0%	\$593,732,243	\$7,716	\$0	0.0%	\$21,900	85,143
2021-22³	\$477,470,000	0.0%	30%	\$477,470,000	0.0%	\$554,055,041	\$7,716	\$0	0.0%	\$21,838	79,552
2022-23³	\$552,470,000	15.7%	33%	\$614,924,906	28.8%	\$603,307,216	\$7,716	\$0	0.0%	\$22,026	76,294
2023-24⁴	\$585,618,000	6.0%	33%	\$670,618,000	9.1%	\$619,085,016	\$7,716	\$0	0.0%	\$22,365	75,774
2024-25	\$620,755,000	6.0%	35%	\$620,755,000	-7.4%	\$639,375,209	\$7,716	\$0	0.0%	\$22,856	75,977
2025-26⁵	\$620,755,000	0.0%	36%	\$620,755,000	0.0%	\$620,755,000	\$7,994	\$278	3.6%	\$23,700	76,062

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

¹Most common tuition rate charged.

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

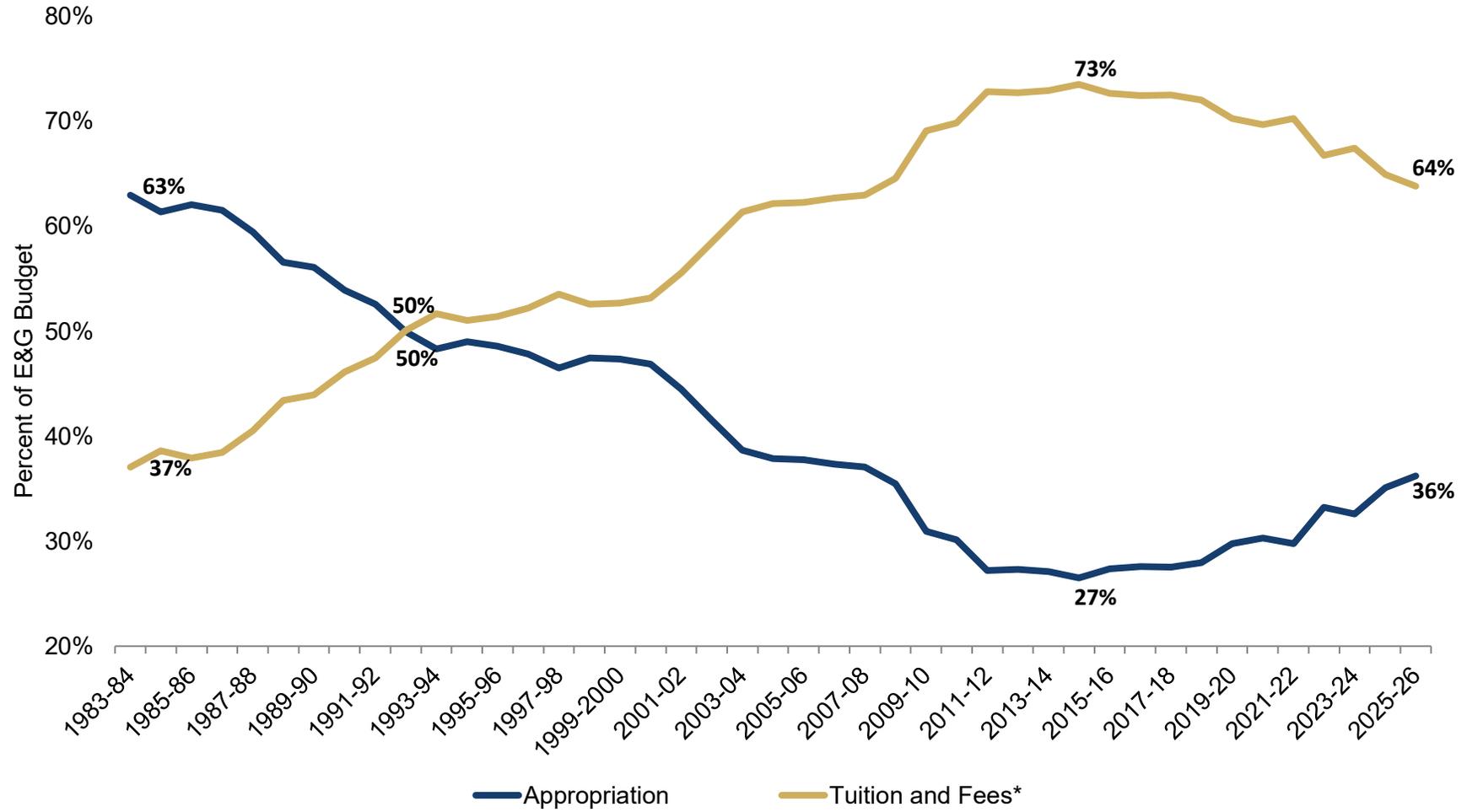
³Total Appropriations exclude \$30 million of Title V CARES Act Funds, as well as \$50 million and \$125 million in Coronavirus State Fiscal Recovery Funds, received in 2019-20, 2021-22, and 2022-23, respectively. Total Appropriations in 2022-23 include \$62.5 million of Facilities Transition Funds used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

⁴Total Appropriations include \$85 million of Facilities Transition Funds. Cheyney University used approximately \$8.6 million 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 used approximately \$37.9 million for the defeasance of certain bonds through fiscal year 2029-30. Indiana University used approximately \$21.0 million for the defeasance of certain bonds through fiscal year 2029-30 and approximately \$17.5 million to satisfy intra-university loans and improve the university's unrestricted net asset balance.

⁵Total Appropriations exclude \$5 million allocated to Cheyney University for the development and implementation of an enhanced transfer and workforce development initiative, to be done in partnership with Community College of Philadelphia.

Appendix B-5

Pennsylvania's State System of Higher Education Educational and General Appropriation vs. Tuition and Fees



Source: State System Budget Reports

Note: Tuition and Fees line includes all other miscellaneous revenue sources and net assets used to support one-time strategic initiatives and sustainable

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								
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
2024-25	36,544	1,107	19,713	22,793	12,396	710	1,825	95,090	3,639	98,729

Value of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
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
2024-25	\$162,934,097	\$4,673,286	\$80,295,784	\$98,943,322	\$23,903,365	\$2,448,752	\$7,541,770	\$380,742,159	\$2,065,664	\$382,807,823

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								
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
2024-25	\$4,882	\$4,974	\$4,466	\$4,798	\$3,236	\$4,743	\$5,034	\$4,625	\$616	\$4,468

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

Note: Prior year data not included above is available in PHEAA report.

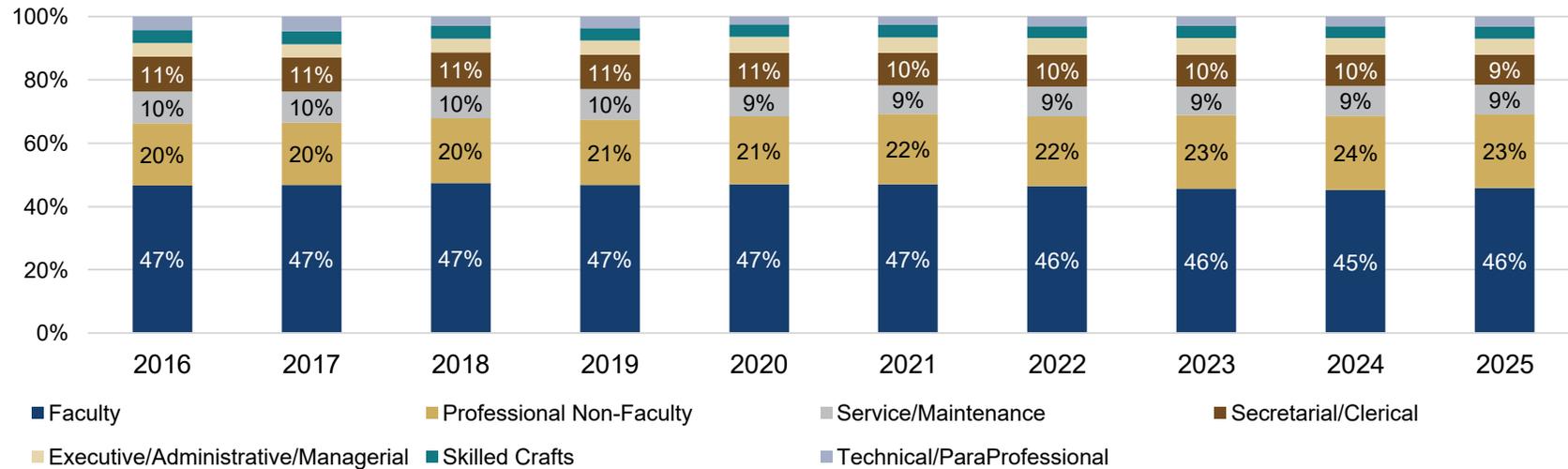
Appendix B-7

Pennsylvania's State System of Higher Education

Fall 2025 Employee Headcount by Category

	Full Time	Part Time	Total
Executive/Administrative/Managerial	528	10	538
Faculty	3,533	1,187	4,720
Professional Non-Faculty	2,217	170	2,387
Service/Maintenance	919	44	963
Secretarial/Clerical	937	30	967
Skilled Crafts	377	3	380
Technical/Paraprofessional	226	104	330
System Total	8,737	1,548	10,285

Employee Headcount Trend



Source: State System Business Warehouse, Fall Headcounts as of October 31, 2025, excludes student employees

Appendix B-8

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

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26 YTD**
APSCUF (Faculty)	182	119	192	126	305	219	102	99	201	76
AFSCME	114	160	182	136	255	181	137	119	115	36
All Others*	93	100	105	96	168	91	82	64	70	27
Total	389	379	479	358	728	491	321	282	386	139

Source: State System SAP, Human Capital Management

Notes: 2024-25 data is Year to Date (YTD) as of 12/31/2025. The State System provided multiple Enhanced Sick Leave Payout (ESLP) retirement incentives since 2020-2021.*All Others: Includes Nonrepresented (includes, but is not limited to, senior leadership and managers, and are not represented by a union); SCUPA (includes, but is not limited to positions in registration, student accounts, financial aid, and student affairs); police and security personnel; athletic coaches; non-faculty nurses and doctors; and social workers.

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

Source: State System Business Warehouse, Data as of 10/31/2025

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 2025 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	211	158.8	2,583	42	343	65,227
2	Erie	Democrat	Merski, Robert	322	266.3	3,232	40	415	65,669
3	Erie	Democrat	Bizzarro, Ryan	484	414.9	5,437	66	711	65,250
4	Erie	Republican	Banta, Jacob	629	527.0	4,969	158	853	64,282
5	Berks	Republican	Weaknecht, Eric	476	404.0	4,282	45	542	65,035
6	Crawford, Erie	Republican	Roae, Brad	444	378.6	4,660	57	604	64,059
7	Mercer	Republican	Wentling, Parke	367	335.9	3,684	31	496	65,917
8	Butler, Lawrence	Republican	Bernstine, Aaron	577	513.1	5,576	121	835	65,051
9	Lawrence	Republican	Brown, Marla	441	391.6	3,758	57	583	63,610
10	Philadelphia	Democrat	Brown, Amen	117	100.7	803	6	138	61,532
11	Butler	Republican	Mustello, Marci	501	443.0	5,339	69	789	64,833
12	Butler	Republican	Scialabba, Stephenie	521	469.4	5,269	98	701	64,712
13	Chester	Republican	Lawrence, John	629	559.6	3,983	72	837	64,075
14	Beaver	Republican	Kozak, Roman	316	289.6	3,383	11	475	66,854
15	Beaver, Washington	Republican	Kail, Joshua	304	282.2	3,114	11	420	66,277
16	Beaver	Democrat	Matzie, Robert	258	230.4	2,968	7	399	64,976
17	Butler, Mercer	Republican	Bonner, Timothy	690	624.3	5,288	349	1,043	65,933
18	Bucks	Republican	Tomlinson, Kathleen	183	173.3	1,275	1	211	63,773
19	Allegheny	Democrat	Abney, Aerion	169	141.2	1,329	7	217	61,450
20	Allegheny	Democrat	Kinthead, Emily	255	224.7	3,261	18	346	61,715
21	Allegheny	Democrat	Powell, Lindsay	188	166.6	2,852	13	342	62,076
22	Lehigh	Democrat	Siegel, Joshua	193	167.1	1,126	9	215	62,468
23	Allegheny	Democrat	Frankel, Dan	68	49.2	1,051	22	126	61,580
24	Allegheny	Democrat	Mayes, La'Tasha	131	112.1	1,018	7	178	61,444
25	Allegheny	Democrat	Markosek, Brandon	342	291.4	3,498	24	482	64,844
26	Chester	Democrat	Friel, Paul	531	470.8	4,920	54	631	64,162

Appendix B-9 (continued)

**Pennsylvania's State System of Higher Education
Fall 2025 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	195	169.3	2,579	14	330	61,874
28	Allegheny	Republican	Shaffer, Jeremy	358	324.1	4,042	35	506	63,153
29	Bucks	Democrat	Brennan, Tim	347	318.8	3,027	11	390	65,554
30	Allegheny	Democrat	Venkat, Arvind	296	275.0	3,651	45	423	63,488
31	Bucks	Democrat	Warren, Perry	306	290.5	2,629	4	402	66,821
32	Allegheny	Democrat	McAndrew, Joe	279	247.5	3,307	11	462	64,205
33	Allegheny	Democrat	Steele, Mandy	243	224.6	2,750	20	337	61,859
34	Allegheny	Democrat	Salisbury, Abigail	133	109.1	1,911	10	223	61,582
35	Allegheny	Democrat	Goughnour, Dan	238	216.0	2,080	6	338	64,711
36	Allegheny	Democrat	Benham, Jessica	175	148.5	1,908	7	291	61,727
37	Lancaster	Republican	Fee, Mindy	423	362.2	5,312	32	601	66,593
38	Allegheny	Democrat	Inglis III, John	262	231.8	3,075	9	439	64,487
39	Allegheny, Washington	Republican	Kuzma, Andrew	412	379.9	4,809	32	762	65,835
40	Allegheny, Washington	Republican	Mihalek, Natalie	376	346.8	4,494	44	625	66,305
41	Lancaster	Republican	Miller, Brett	612	489.8	6,053	145	717	64,434
42	Allegheny	Democrat	Miller, Dan	213	187.7	3,264	26	359	63,959
43	Lancaster	Republican	Greiner, Keith	314	252.6	3,180	20	422	64,434
44	Allegheny	Republican	Gaydos, Valerie	309	283.4	3,513	24	459	66,419
45	Allegheny	Democrat	Kulik, Anita Astorino	236	213.5	2,928	16	383	65,880
46	Allegheny, Washington	Republican	Ortitay, Jason	398	359.1	4,249	33	563	66,666
47	York	Republican	D'Orsie, Joseph	530	447.1	3,509	21	580	64,984
48	Washington	Republican	O'Neal, Timothy	357	311.3	4,376	54	575	65,851
49	Lancaster	Democrat	Smith-Wade-El, Ismail	362	271.1	2,994	176	506	62,983
50	Greene, Washington	Republican	Cook, Bud	518	444.6	3,927	116	829	66,562
51	Fayette	Republican	Krupa, Charity Grimm	356	312.2	3,382	40	538	65,033
52	Fayette	Republican	Warner, Ryan	349	308.7	3,660	84	604	63,125

Appendix B-9 (continued)

Pennsylvania's State System of Higher Education
Fall 2025 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	341	301.1	2,814	8	368	64,733
54	Montgomery	Democrat	Scott, Greg	267	230.1	2,229	12	312	63,471
55	Westmoreland	Republican	Cooper, Jill	325	279.7	4,029	40	530	66,435
56	Westmoreland	Republican	Rasel, Brian	379	336.8	4,410	21	576	64,562
57	Westmoreland	Republican	Nelson, Eric	342	295.3	4,285	52	521	66,577
58	Westmoreland	Republican	Davanzo, Eric	391	357.0	4,189	51	529	64,556
59	Westmoreland	Republican	Rossi, Leslie	314	278.1	3,751	27	507	66,601
60	Armstrong, Westmoreland	Republican	Major, Abby	483	428.4	4,898	38	668	64,259
61	Montgomery	Democrat	Hanbidge, Liz	326	300.2	3,093	11	386	63,924
62	Indiana	Republican	Struzzi, James	1,028	842.0	8,026	629	1,503	64,920
63	Armstrong, Clarion	Republican	Bashline, Josh	721	625.6	6,460	316	1,249	65,048
64	Crawford, Venango	Republican	James, R. Lee	583	498.3	5,633	79	893	62,365
65	Crawford, Forest, Warren	Republican	Rapp, Kathy	347	280.6	4,063	57	598	61,937
66	Indiana, Jefferson	Republican	Smith, Brian	545	467.1	5,183	140	834	62,378
67	Cameron, McKean, Potter	Republican	Causar, Martin	301	265.3	2,884	8	453	61,546
68	Bradford, Tioga	Republican	Owlett, Clint	630	533.7	5,157	200	696	63,772
69	Somerset	Republican	Metzgar, Carl Walker	251	210.1	2,495	10	396	63,457
70	Montgomery	Democrat	Bradford, Matthew	403	358.2	4,016	26	584	65,364
71	Cambria, Somerset	Republican	Rigby, Jim	328	279.5	2,995	15	459	62,849
72	Cambria	Democrat	Burns, Frank	328	280.4	3,376	31	562	64,105
73	Cambria, Clearfield	Republican	Kephart, Dallas	445	385.3	3,851	24	721	61,454
74	Chester	Democrat	Williams, Dan	509	434.2	4,172	91	669	64,829
75	Clearfield, Elk	Republican	Armanini, Mike	498	442.5	4,711	21	769	63,767
76	Clinton, Union	Republican	Borowicz, Stephanie	653	526.5	4,569	252	730	62,712
77	Centre	Democrat	Conklin, Scott	196	170.4	2,035	22	265	61,876
78	Bedford, Fulton	Republican	Topper, Jesse	242	213.6	2,238	7	350	62,267
79	Blair	Republican	Schmitt Jr., Louis	196	179.1	1,946	2	359	63,269

Appendix B-9 (continued)

**Pennsylvania's State System of Higher Education
Fall 2025 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	285	252.8	2,575	9	352	62,295
81	Franklin, Huntingdon	Republican	Irvin, Rich	450	359.6	3,720	140	504	64,708
82	Centre	Democrat	Takac, Paul	242	218.4	1,912	27	275	62,294
83	Lycoming, Union	Republican	Flick, Jamie	409	346.0	3,414	41	437	63,798
84	Lycoming, Sullivan	Republican	Hamm, Joe	575	514.9	4,605	55	611	64,134
85	Juniata, Mifflin, Snyder, Union	Republican	Rowe, David	439	368.2	3,303	36	510	66,424
86	Juniata, Perry	Republican	Stambaugh, Perry	304	258.4	2,938	14	372	64,092
87	Cumberland	Republican	Kutz, Thomas	437	362.7	5,222	40	604	66,300
88	Cumberland	Republican	Delozier, Sheryl	419	337.2	5,535	38	631	64,646
89	Franklin	Republican	Kauffman, Rob	595	472.2	4,311	86	625	66,531
90	Franklin	Republican	Reichard, Chad	411	335.4	2,742	16	484	64,923
91	Adams	Republican	Moul, Dan	343	291.8	3,049	16	452	65,612
92	York	Republican	Anderson, Marc	428	361.4	4,333	23	539	66,531
93	York	Republican	Jones, Mike	385	325.9	2,755	11	443	65,319
94	York	Republican	Fink, Wendy	430	366.8	2,791	30	473	63,281
95	York	Democrat	Hill-Evans, Carol	186	150.3	1,420	13	235	66,193
96	Lancaster	Democrat	Rivera, Nikki	470	369.8	5,167	109	589	63,476
97	Lancaster	Republican	Mentzer, Steven	598	484.5	5,994	193	674	65,859
98	Lancaster, Lebanon	Republican	Jones, Tom	458	363.6	4,559	40	564	66,784
99	Berks, Lancaster	Republican	Zimmerman, David	331	289.2	3,311	14	425	64,103
100	Lancaster	Republican	Cutler, Bryan	274	224.4	2,510	46	346	64,207
101	Lebanon	Republican	Schlegel, John	258	216.5	2,542	6	334	65,422
102	Lebanon	Republican	Diamond, Russ	336	297.4	3,185	9	354	65,771
103	Cumberland, Dauphin	Democrat	Davidson, Nathan	337	273.1	3,544	32	362	64,346
104	Dauphin	Democrat	Madsen, Dave	231	193.1	1,864	7	287	65,491
105	Dauphin	Democrat	Fleming, Justin	306	245.7	3,844	22	493	62,825
106	Dauphin	Republican	Mehaffie, Thomas	414	349.0	3,982	35	505	66,872

Appendix B-9 (continued)

Pennsylvania's State System of Higher Education
Fall 2025 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	566	477.5	3,706	30	593	65,921
108	Montour, Northumberland	Republican	Stender, Michael	693	590.3	4,756	96	737	65,258
109	Columbia	Republican	Leadbeter, Robert	920	781.3	6,293	469	1,117	64,825
110	Bradford, Wyoming	Republican	Pickett, Tina	389	357.9	3,248	5	438	63,536
111	Susquehanna, Wayne	Republican	Fritz, Jonathan	221	196.6	2,440	1	319	65,251
112	Lackawanna	Democrat	Mullins, Kyle	251	226.8	2,303	6	278	62,766
113	Lackawanna	Democrat	Donahue, Kyle	172	161.2	1,518	7	193	62,709
114	Lackawanna	Democrat	Kosierowski, Bridget	180	165.0	1,862	6	201	62,413
115	Monroe	Democrat	Madden, Maureen	802	705.1	5,436	110	863	62,673
116	Luzerne, Schuylkill	Republican	Watro, Dane	305	278.3	1,727	11	321	63,945
117	Luzerne	Republican	Walsh, Jamie	408	368.2	3,268	63	495	61,755
118	Lackawanna, Luzerne	Democrat	Haddock, Jim	218	203.0	1,898	8	222	61,770
119	Luzerne	Republican	Ryncavage, Alec	238	218.2	1,884	13	286	61,334
120	Luzerne	Republican	Pugh, Brenda	175	160.2	2,115	12	293	61,645
121	Luzerne	Democrat	Pashinski, Eddie Day	102	92.0	1,152	5	161	61,466
122	Carbon	Republican	Heffley, Doyle	423	378.1	3,425	12	511	64,866
123	Schuylkill	Republican	Twardzik, Tim	481	432.9	3,244	14	520	65,886
124	Berks, Schuylkill	Republican	Barton, Jamie	524	446.7	4,363	220	725	64,846
125	Dauphin	Republican	Kerwin, Joe	376	311.1	4,248	19	569	64,693
126	Berks	Democrat	Rusnock, Jacklyn	364	306.7	2,752	33	473	63,936
127	Berks	Democrat	Guzman Jr., Manuel	219	181.0	1,380	15	247	62,627
128	Berks	Republican	Gillen, Mark	592	520.0	4,725	39	727	62,731
129	Berks	Democrat	Cepeda-Freytiz, Johanny	392	323.6	3,308	32	489	63,444
130	Berks	Republican	Maloney, David	606	508.5	4,847	161	768	65,179
131	Lehigh, Montgomery, Northampton	Republican	Mackenzie, Milou	460	414.3	4,091	46	545	65,219
132	Lehigh	Democrat	Schlossberg, Michael	430	367.3	3,890	73	545	63,677
133	Lehigh	Democrat	McNeill, Jeanne	388	328.2	3,644	24	511	65,425

Appendix B-9 (continued)

**Pennsylvania's State System of Higher Education
Fall 2025 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	321	275.4	2,387	29	354	62,882
135	Northampton	Democrat	Samuelson, Steve	235	194.9	2,916	23	354	65,793
136	Northampton	Democrat	Freeman, Robert	314	269.8	2,674	26	415	63,648
137	Northampton	Republican	Emrick, Joe	529	466.2	4,502	41	645	65,856
138	Northampton	Republican	Flood, Ann	610	526.3	5,084	56	732	66,215
139	Pike, Wayne	Republican	Olsommer, Jeff	349	312.8	2,831	12	479	63,297
140	Bucks	Democrat	Prokopiak, Jim	304	289.0	2,064	3	346	61,806
141	Bucks	Democrat	Davis, Tina	173	158.4	1,219	0	228	64,322
142	Bucks	Republican	Hogan, Joe	310	297.6	2,436	3	356	65,233
143	Bucks	Republican	Labs, Shelby	381	357.9	3,456	5	514	65,742
144	Bucks	Democrat	Munroe, Brian	393	372.6	2,730	4	515	65,208
145	Bucks	Republican	Staats, Craig	410	371.4	3,222	7	502	63,152
146	Montgomery	Democrat	Ciresi, Joe	508	444.7	4,115	23	600	65,008
147	Montgomery	Republican	Scheuren, Donna	599	539.7	4,714	17	835	65,711
148	Montgomery	Democrat	Daley, Mary Jo	185	154.5	1,508	18	174	63,587
149	Montgomery	Democrat	Briggs, Tim	235	198.0	2,309	31	318	64,410
150	Montgomery	Democrat	Webster, Joe	439	392.7	3,940	32	572	63,779
151	Montgomery	Democrat	Cerrato, Melissa	381	349.6	2,923	10	426	63,765
152	Montgomery	Democrat	Guenst, Nancy	324	303.5	2,121	8	367	61,386
153	Montgomery	Democrat	Sanchez, Benjamin	267	251.1	2,180	13	310	62,313
154	Montgomery	Democrat	Nelson, Napoleon	278	249.7	2,027	13	261	63,038
155	Chester	Democrat	Otten, Danielle Friel	714	614.9	6,542	146	1,031	64,311
156	Chester	Democrat	Pielli, Chris	819	672.6	7,610	404	1,562	66,169
157	Chester	Democrat	Shusterman, Melissa	350	293.7	3,073	60	482	62,988
158	Chester	Democrat	Sappey, Christina	745	611.5	4,935	129	878	62,792
159	Delaware	Democrat	Kazeem, Carol	233	202.6	1,640	21	309	61,801
160	Chester, Delaware	Republican	Williams, Craig	645	562.4	4,719	117	888	63,956

Appendix B-9 (continued)

Pennsylvania's State System of Higher Education
Fall 2025 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	453	394.1	3,444	48	533	63,804
162	Delaware	Democrat	Delloso, David	408	356.2	2,558	21	567	64,947
163	Delaware	Democrat	Boyd, Heather	363	300.9	2,255	32	486	63,755
164	Delaware	Democrat	Curry, Gina	261	210.0	1,468	25	395	63,129
165	Delaware	Democrat	O'Mara, Jennifer	411	360.4	3,720	45	590	62,800
166	Delaware	Democrat	Vitali, Greg	455	400.0	3,652	38	609	63,050
167	Chester	Democrat	Howard, Kristine	619	509.6	5,657	171	845	63,435
168	Delaware	Democrat	Borowski, Lisa	255	212.8	2,750	29	428	62,978
169	York	Republican	Klunk, Kate	336	304.8	2,177	2	353	64,977
170	Philadelphia	Republican	White, Martina	171	157.8	871	1	193	62,661
171	Centre, Mifflin	Republican	Benninghoff, Kerry	301	260.2	2,896	30	444	65,554
172	Philadelphia	Democrat	Dougherty, Sean	110	100.7	665	4	160	64,450
173	Philadelphia	Democrat	Gallagher, Pat	101	92.2	600	2	136	62,913
174	Philadelphia	Democrat	Neilson, Ed	102	88.3	706	2	186	62,812
175	Philadelphia	Democrat	Isaacson, MaryLouise	44	31.0	691	17	71	62,108
176	Monroe	Republican	Rader, Jack	611	540.0	4,798	103	737	62,863
177	Philadelphia	Democrat	Hohenstein, Joseph	114	105.8	616	5	129	62,232
178	Bucks	Republican	Marcell, Kristin	412	386.2	2,895	6	510	65,518
179	Philadelphia	Democrat	Dawkins, Jason	125	109.0	479	0	113	61,563
180	Philadelphia	Democrat	Giral, Jose	71	60.3	453	1	83	62,540
181	Philadelphia	Democrat	Kenyatta, Malcolm	90	73.7	1,045	3	135	62,079
182	Philadelphia	Democrat	Waxman, Ben	43	31.0	921	14	72	66,317
183	Lehigh, Northampton	Republican	Mako, Zachary	459	396.3	4,647	32	686	66,148
184	Philadelphia	Democrat	Fiedler, Elizabeth	81	65.0	671	11	101	64,108
185	Delaware, Philadelphia	Democrat	Young, Regina	219	194.3	944	5	258	61,863
186	Philadelphia	Democrat	Harris, Jordan	126	104.0	986	13	140	62,436
187	Lehigh	Republican	Day, Gary	746	650.9	4,865	79	822	66,296

Appendix B-9 (continued)

Pennsylvania's State System of Higher Education Fall 2025 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	70	61.2	606	19	116	61,778
189	Monroe, Pike	Democrat	Probst, Tarah	957	837.5	6,683	237	971	61,876
190	Philadelphia	Democrat	Green, G. Roni	156	123.9	1,197	7	177	61,771
191	Delaware, Philadelphia	Democrat	McClinton, Joanna	257	226.4	1,274	14	281	62,629
192	Philadelphia	Democrat	Cephas, Morgan	251	225.2	1,395	15	226	61,419
193	Adams, Cumberland	Republican	Ecker, Torren	510	420.1	4,171	170	639	64,302
194	Philadelphia	Democrat	Khan, Tarik	165	127.8	1,932	24	224	62,236
195	Philadelphia	Democrat	Harris, Keith	104	90.9	894	11	102	62,205
196	York	Republican	Grove, Seth	355	301.6	2,764	4	381	65,953
197	Philadelphia	Democrat	Burgos, Danilo	71	64.3	435	2	99	62,586
198	Philadelphia	Democrat	Parker, Darisha	147	131.7	968	5	189	63,729
199	Cumberland	Republican	Gleim, Barbara	536	431.9	4,222	127	584	64,111
200	Philadelphia	Democrat	Rabb, Christopher	218	195.1	1,692	20	218	65,563
201	Philadelphia	Democrat	Carroll, Andre	202	180.2	1,133	10	195	66,430
202	Philadelphia	Democrat	Solomon, Jared	92	78.0	410	3	101	64,695
203	Philadelphia	Democrat	Bellmon, Anthony	168	145.7	844	2	187	65,519
Totals				73,359	63,509.1	647,352	9,918	96,635	13,002,700

Appendix B-10

Pennsylvania's State System of Higher Education Fall 2025 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	224	174.8	2,873	55	329	250,243
2	Philadelphia	Democrat	Tartaglione, Christine	440	384.4	2,092	5	471	260,277
3	Philadelphia	Democrat	Street, Sharif	501	438.9	3,620	20	591	263,993
4	Montgomery, Philadelphia	Democrat	Haywood, Art	971	877.9	7,065	57	1,003	268,248
5	Philadelphia	Republican	Picozzi, Joe	508	460.3	2,945	9	702	267,205
6	Bucks	Republican	Farry, Frank	1,362	1,290.1	9,672	16	1,652	269,699
7	Montgomery, Philadelphia	Democrat	Hughes, Vincent	809	672.7	6,604	62	884	263,697
8	Delaware, Philadelphia	Democrat	Williams, Anthony	868	749.1	4,512	50	1,013	256,726
9	Chester, Delaware	Democrat	Kane, John	2,023	1,732.7	14,200	266	2,616	252,137
10	Bucks	Democrat	Santarsiero, Steven	1,177	1,101.2	9,664	17	1,477	269,925
11	Berks	Democrat	Schwank, Judith	1,647	1,368.3	13,403	327	2,126	263,931
12	Montgomery	Democrat	Collett, Maria	1,406	1,279.0	11,502	51	1,669	263,688
13	Berks, Lancaster	Republican	Martin, Scott	1,620	1,286.7	15,111	488	2,007	262,878
14	Lehigh, Northampton	Democrat	Miller, Nick	1,423	1,210.8	12,754	108	1,869	267,292
15	Dauphin	Democrat	Kim, Patty	1,265	1,044.9	13,482	91	1,743	260,164
16	Bucks, Lehigh	Republican	Coleman, Jarrett	2,103	1,875.4	16,451	178	2,520	265,055
17	Delaware, Montgomery	Democrat	Cappelletti, Amanda	995	857.1	9,121	105	1,323	258,156
18	Lehigh, Northampton	Democrat	Boscola, Lisa	1,639	1,413.9	14,809	143	2,047	263,814
19	Chester	Democrat	Comitta, Carolyn	2,384	2,010.8	20,372	754	3,703	253,763
20	Luzerne, Pike, Susquehanna, Wayne, Wyoming	Republican	Baker, Lisa	1,142	1,032.8	9,779	60	1,536	269,942
21	Butler, Clarion, Erie, Forest, Venango, Warren	Republican	Hutchinson, Scott	2,357	2,040.8	22,340	718	3,880	258,167
22	Lackawanna, Luzerne	Democrat	Flynn, Marty	670	612.4	6,355	22	777	251,084
23	Bradford, Lycoming, Sullivan, Tioga, Union	Republican	Yaw, Gene	2,208	1,910.4	17,545	332	2,339	263,353

Appendix B-10 (continued)

Pennsylvania's State System of Higher Education
 Fall 2025 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	2,186	1,945.1	17,404	148	2,809	262,737
25	Cameron, Centre, Clinton, Elk, Jefferson, McKean, Potter	Republican	Dush, Cris	1,677	1,445.1	14,335	346	2,366	265,569
26	Delaware	Democrat	Kearney, Timothy	1,489	1,274.7	11,125	137	2,134	255,232
27	Columbia, Luzerne, Montour, Northumberland, Snyder	Republican	Schlegel Culver, Lynda	2,743	2,342.8	18,711	660	3,049	260,244
28	York	Republican	Phillips-Hill, Kristin	1,545	1,337.2	10,715	63	1,675	262,475
29	Carbon, Luzerne, Schuylkill	Republican	Argall, David	1,634	1,468.4	11,972	65	1,893	264,845
30	Blair, Fulton, Huntingdon, Juniata, Mifflin	Republican	Ward, Judy	951	847.9	9,133	21	1,410	249,843
31	Cumberland, York	Republican	Keefer, Dawn	1,450	1,198.7	13,652	71	1,840	259,208
32	Bedford, Fayette, Somerset, Westmoreland	Republican	Stefano, Patrick	1,215	1,054.1	11,835	143	1,874	252,099
33	Adams, Franklin	Republican	Mastriano, Doug	1,840	1,496.1	14,182	273	2,138	260,301
34	Cumberland, Dauphin, Perry	Republican	Rothman, Greg	1,990	1,618.0	18,985	361	2,428	266,501
35	Cambria, Centre, Clearfield	Republican	Langerholc, Wayne	1,482	1,280.1	14,210	107	2,292	260,141
36	Lancaster	Democrat	Malone, James	1,953	1,594.6	21,264	276	2,492	269,182
37	Allegheny	Republican	Robinson, Devlin	1,253	1,151.1	14,366	117	1,940	248,858
38	Allegheny	Democrat	Williams, Lindsey	1,121	1,024.1	13,590	88	1,667	251,647
39	Westmoreland	Republican	Ward, Kim	1,425	1,264.5	16,885	159	2,171	261,704
40	Lackawanna, Monroe, Wayne	Republican	Brown, Rosemary	2,487	2,194.6	19,425	442	2,765	256,698

Appendix B-10 (continued)

Pennsylvania's State System of Higher Education
 Fall 2025 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	2,342	1,994.2	21,573	830	3,443	254,701
42	Allegheny	Democrat	Fontana, Wayne	777	659.6	9,536	69	1,173	250,536
43	Allegheny	Democrat	Costa, Jay	563	471.7	6,593	49	887	251,870
44	Berks, Chester, Montgomery	Democrat	Muth, Katie	2,290	1,983.2	20,639	322	3,001	264,849
45	Allegheny	Democrat	Pisciottano, Nick	1,109	985.8	11,741	50	1,716	249,661
46	Beaver, Greene, Washington	Republican	Bartolotta, Camera	1,468	1,290.0	15,461	225	2,452	250,466
47	Beaver, Butler, Lawrence	Republican	Vogel, Elder	1,457	1,323.9	15,536	145	2,054	256,105
48	Berks, Lancaster, Lebanon	Republican	Gebhard, Chris	1,629	1,396.9	14,227	148	1,832	269,151
49	Erie	Republican	Laughlin, Daniel	1,688	1,397.6	16,323	323	2,339	261,100
50	Crawford, Lawrence, Mercer	Republican	Brooks, Michele	1,853	1,643.7	17,663	346	2,518	263,540
Totals				73,359	63,509.1	647,352	9,918	96,635	13,002,700

Appendix B-11

Pennsylvania's State System of Higher Education Outstanding University and Affiliate Debt As of June 30, 2026

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.

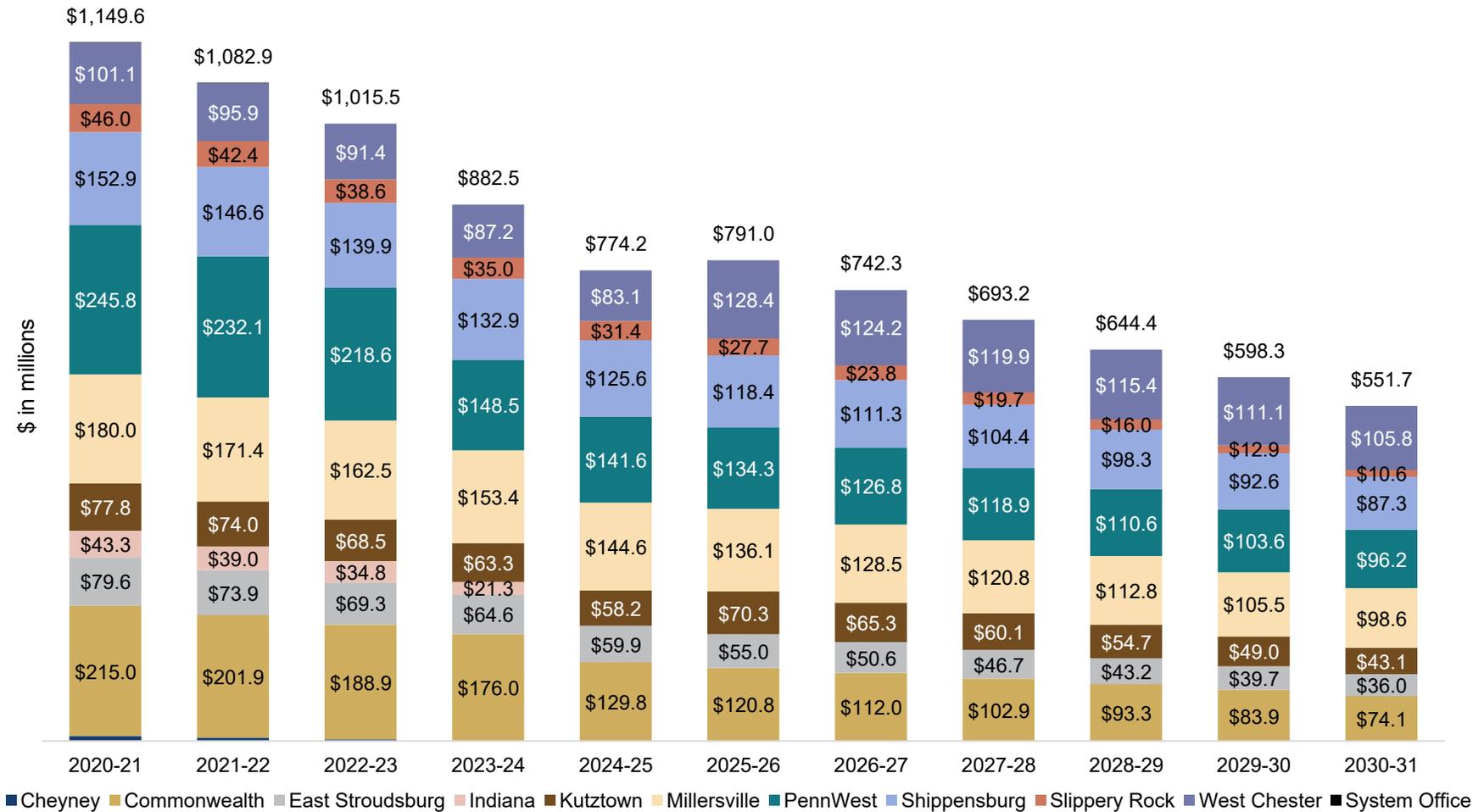
University	\$ in Millions						
	State System Debt				Affiliate Housing Debt	Total Housing Debt (University & Affiliate)	Total Debt (University & Affiliate)
	Educational & General (e.g., academic buildings)	Housing	Other Auxiliary (e.g., dining, recreation center)	Total State System			
Cheyney	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Commonwealth							
Bloomsburg	2.9	54.7	9.1	66.7	8.3	63.0	75.0
Lock Haven	0.0	26.1	1.1	27.2	7.0	33.1	34.2
Mansfield	0.2	26.7	0.0	26.9	0.0	26.7	26.9
East Stroudsburg	7.6	47.4	0.0	55.0	53.6	101.0	108.6
Indiana	0.0	0.0	0.0	0.0	159.5	159.5 *	159.5
Kutztown	2.8	50.3	17.3	70.3	6.3	56.5	76.6
Millersville	2.5	121.0	12.6	136.1	0.0	121.0	136.1
Pennsylvania Western							
California	0.0	48.7	4.2	52.9	23.6	72.3	76.5
Clarion	0.0	0.0	0.0	0.0	74.3	74.3 *	74.3
Edinboro	0.0	81.4	0.0	81.4	0.0	81.4	81.4
Shippensburg	0.0	108.2	10.2	118.4	0.0	108.2	118.4
Slippery Rock	20.0	0.0	7.7	27.7	83.2	83.2	110.9
West Chester	58.0	0.0	70.4	128.4	156.0	156.0	284.4
Total	\$94.0	\$564.5	\$132.6	\$791.0	\$571.7	\$1,136.2	\$1,362.7

Notes: Debt is par as of June 30, 2026. Totals above exclude bond debt of approximately \$645 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.

* Master Lease Agreements in place at Indiana (\$109 million) and PennWest – Clarion (\$74 million).

Appendix B-12

Pennsylvania's State System of Higher Education Outstanding Principle of Bond Debt As of June 30, 2026



Notes: In 2023-24, \$63.5 million of PennWest's debt was defeased. In 2024-25, \$37.9 million of Commonwealth's and \$21.0 million of Indiana's debt was defeased. In 2025-26, Series BA was issued for \$67.3 million.

Totals above exclude bond debt held at the System level (e.g., Academic Facilities Renovation Program {AFRP} and SERS pre-funding).

University amounts in bars may not add up to the total at the top due to small amounts of outstanding principal bond debt for one university.

Cheyney University of Pennsylvania
Aaron A. Walton, President

Commonwealth University of Pennsylvania
Jeffrey Osgood, Interim President

East Stroudsburg University of Pennsylvania
Kenneth Long, President

Indiana University of Pennsylvania
Michael A. Driscoll, President

Kutztown University of Pennsylvania
Philip Cavalier, President

Millersville University of Pennsylvania
Daniel A. Wubah, President

Pennsylvania Western University of Pennsylvania
Jon Anderson, President

Shippensburg University of Pennsylvania
Charles E. Patterson, President

Slippery Rock University of Pennsylvania
Karen Riley, President

West Chester University of Pennsylvania
R. Lorraine Bernotsky, President

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