



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

# 2024-2025 APPROPRIATIONS REQUEST and Accountability Report



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**February 2024**

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## Executive Summary

This document is part of the Pennsylvania State System of Higher Education's (referred to hereafter as State System or PASSHE) unparalleled commitment to transparency with the General Assembly, the Governor, and the public. As part of the State System's annual appropriations request, PASSHE releases this extensive accountability report each year, making it available online prior to budget hearings when lawmakers begin planning for the next fiscal year's budget.

More than 100 pages in length, this report, presented in five sections, details PASSHE's funding request as well as the universities' contributions to the state (Section 1); student access and enrollment (Section 2); student affordability (Section 3); student progression and completion (Section 4); and university financial efficiency and sustainability (Section 5).

PASSHE's partnership with the state has resulted in maintaining the lowest affordable university option in Pennsylvania so that every Pennsylvanian who wants to advance their education or economic status can do so at a PASSHE university. Because of this partnership, the Board has been able to freeze tuition for the past six years to help students and families the State System serves. And freezing tuition has had a powerful impact: students can better focus on preparing for in-demand jobs, and universities can focus on expanding innovations that better serve students and meet workforce needs.

**For Fiscal Year 2024-25, PASSHE is requesting an Education and General (E&G) appropriation of \$623.7 million, a \$38 million or 6.5% increase over the current fiscal year.** The appropriation request reflects the objective of freezing the basic in-state undergraduate tuition rate for another year while acknowledging the State System's increasing costs due to current and projected inflation. Any funding received above the requested amount will further aid in efforts to reduce costs to students, increase student success, and expand student opportunities.

Key highlights from this report include the following:

- **Section 1: Contributions to the state** – PASSHE universities contribute significantly to the commonwealth in terms of overall economic impact (including jobs created and maintained), workforce development, and graduate earnings and return on investment. They represent a public good that has a multiplier effect on their communities and for the commonwealth. The close alignment between university programs and workforce need is also impactful. The State System's academic strengths match industries with worker shortages, including healthcare, STEM, education and business. In fact, the number of students earning degrees and credentials in high-demand careers remains stable, despite lower overall enrollment since 2011.
- **Section 2: Student access and enrollment** – PASSHE universities are experiencing improvements in new-student enrollment. In addition to the growth in fall enrollment of new students for the second consecutive year, total enrollment is stabilizing following the pandemic. Enrollment of new first-time students increased 3.4% in Fall 2023 and is up a combined 10% in Fall 2022 and Fall 2023. Growth also has occurred in the proportion of underrepresented minority students. Unfortunately, the proportion of higher education costs borne by students was 65% in 2022, compared to 49% in 2001.



- **Section 3: Student affordability** – PASSHE universities provide the best return on investment for the state by preparing students for in-demand careers at the lowest price. Because of state investment, the State System has kept in-state undergraduate tuition the same (at \$7,716) for six years and has made available \$125 million in university-funded financial aid to help students afford their education. The tuition freeze and additional institutional aid are possible due to a combination of increased state funding and savings through cost efficiencies.
- **Section 4: Student progression and completion** – PASSHE universities know what works to motivate students to successfully navigate their college experience. From emergency financial aid to wraparound student support services and more, university practices help State System students stay in college and complete their degrees at rates that consistently outperform similar institutions nationally. State System universities retain students at a higher rate than their comparators, and the State System’s four-year graduation rate for first-time, full-time students continues to be higher than the comparison to master’s degree-granting institutions, a positive indicator that students will complete their degree.
- **Section 5: University financial efficiency and sustainability** – PASSHE universities are required by the Board to operate in a financial sustainable manner, spending no more than they earn. They are more efficient than their comparators relative to non-instructional faculty and staff, demonstrating the work at universities to align non-instructional faculty and staff to enrollment trends. Universities also are addressing efficiency issues by several means, including capturing cost efficiencies through shared services. Savings estimates through five years ending FY 2023-24 are \$437 million, inclusive of the early retirement programs, negotiated contract savings, bond refinancing, and other negotiated savings. Still, PASSHE’s educational and general budget is primarily funded by student tuition and fees (53%), followed by state appropriations (34%), and other miscellaneous sources.

Overall, the data in this report testifies to the power and promise of PASSHE as an engine of economic development and social mobility for Pennsylvanians – opening doors to more opportunity and providing meaningful value through increased wages and personal growth. What’s more, PASSHE is seeing the positive impact of financial sustainability and alignment of costs and revenues, showing improved performance relative to comparator institutions nationally.

**KEY POINT:** The future of Pennsylvania’s workforce depends on more students from low- and middle-income families having the opportunity to get a comprehensive education and the specific skills necessary for good jobs and long careers in the state. That’s where PASSHE universities excel. Strong investment in these universities will keep tuition low and deliver real workforce results for the state.

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

## Summary of Appropriations Request

### Educational & General Appropriation Request

During fiscal year (FY) 2023-24, Pennsylvania's State System of Higher Education received a historic \$585.6 million in state appropriations. During the last nine years, the commonwealth's budget has provided the System with a combined increase in appropriations of \$172.9 million (42% in nominal dollars), following seven years of reduced or stagnant appropriations. In addition, the commonwealth provided an additional \$65M for legacy debt relief and is continuing conversations to support PennWest's transformation and service to its students and communities as it has the highest debt burden in the System. 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 2024-25 Educational and General (E&G) appropriation request continues to reflect a more comprehensive consideration of its needs and more fully responds to requests about the State System's real running costs; it achieves several goals, while still operating in alignment with Board of Governors sustainability objectives and the need to maintain student affordability. An appropriation request of \$623.7 million, which represents an inflationary increase of \$38.1 million, or 6.5% if fully funded would allow the Chancellor to recommend another tuition freeze, augmenting ongoing efforts to address access and affordability.

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

- Generally stable enrollment as compared to the prior year. Anticipated enrollment trends vary significantly by university due to differences in regional demographics, program mix, student success initiatives, etc.
- Tuition rates have not changed since 2018-19; however, rates for FY 2024-25 will not be addressed by the Board of Governors until later in 2024.
- While tentative agreements and agreements in principle have not yet been incorporated into university projections preliminary estimates made for the system demonstrate that they will not impact our 2024/25 budget request
- Continued university efforts to address the structural gap between revenues and expenses through changes to their business model for long-term financial sustainability.

The requested appropriation of \$623.7 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. Notwithstanding the aggregate effect of creating a balanced budget, State System universities will continue to face significant financial challenges resulting from continued impacts of the post-pandemic and economic environment, most notably on enrollment and consequently revenue. While projections anticipate a decrease in enrollment, higher inflation rates continue to put a significant strain on many operating costs throughout university budgets. These economic headwinds have been paired with the System's unprecedented actions, including six years of freezing tuition, compensation reductions of more than 22% over the past 10 years, reducing non-personnel expenditures by 7%, and significantly increasing student aid.

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

### Governor's FY 2024-25 Appropriations Recommendation

The State System of Higher Education requested a general appropriation increase of 6.5 percent (\$38.1 million) to \$623.7 million to support the System's mission of providing a high-quality education at the lowest possible cost to students while providing funding for the System Redesign implementation that is currently underway.

For fiscal year 2024-25, the Governor has proposed a new plan that will merge the 10 universities that make up PASSHE with the 15 community colleges located across the Commonwealth into a new System. To fund this initiative, the Governor is proposing that the appropriations currently received by these two groups be combined into one new line item titled Public College and University Funding and increased 15%, for a total appropriation amount of \$974.3 million, with distribution of the approved amount for this new line item being done using a newly designed performance-based formula. The students, faculty, and staff of PASSHE are eager to learn more about this plan and how it will help continue the transformational change that is currently underway with the implementation of System Redesign, meet the workforce needs of the Commonwealth, and provide social mobility for its residents.

# SECTION 1:

## Contributions to the state



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

FIGURE 1: Labor Force Data by County: County Employment



PASSHE contributes significantly to the commonwealth in terms of:

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

### Economic impact

In a 2021 study conducted by Baker Tilly US, LLP, it was determined that the universities within PASSHE made a noteworthy contribution of \$4 billion to Pennsylvania's economic landscape. This figure translates to a ratio of \$8.30 for every one dollar of public funds expended on PASSHE during that fiscal year. In 2021, overall, PASSHE employed more than 10,000 full-time faculty and staff, and it is estimated another 62,000 people were employed outside the universities as a direct result of their existence. At that scale, PASSHE is one of the larger employers in the state.

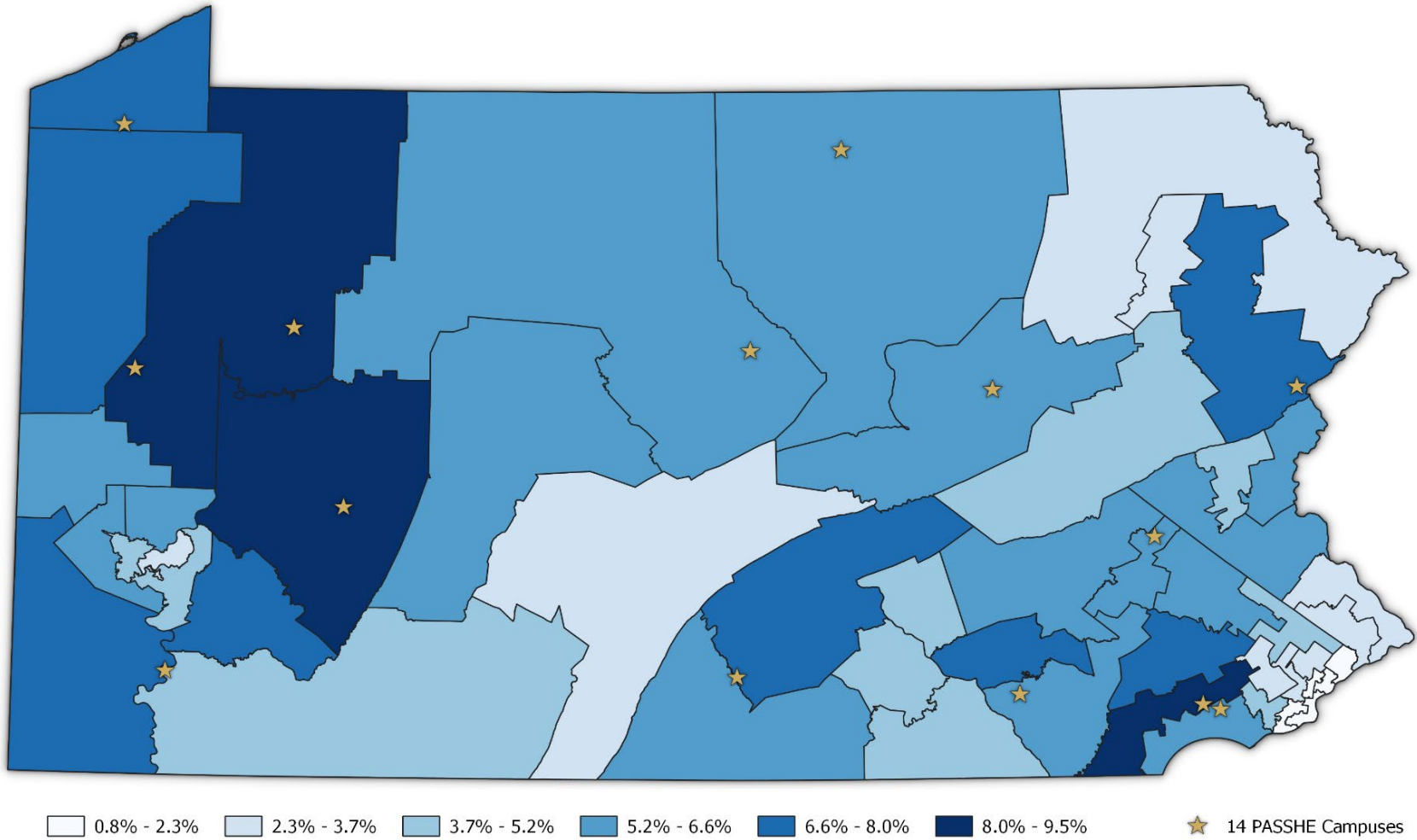
[Pennsylvania's State System of Higher Education Economic and Employment Impact Study on the Commonwealth of Pennsylvania](#)

PASSHE's universities, with few exceptions, remain among the largest employers in their communities, and often in their counties (Figure 1).



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

**FIGURE 3: PASSHE Alumni by PA Senate District, as Percentage of Total District Population, Fall 2023**

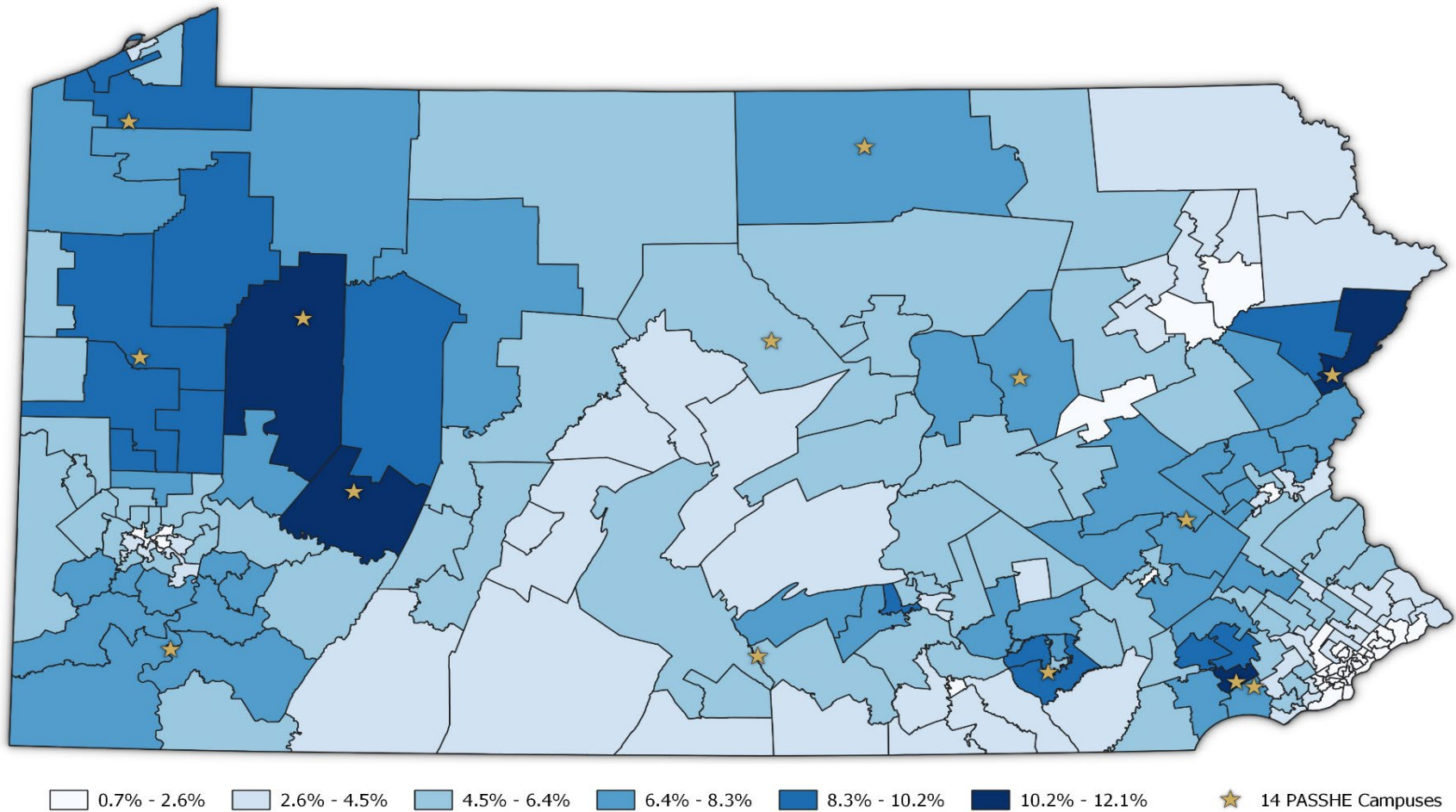


Source: PASSHE Student Data Warehouse; U.S. Census Bureau



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

**FIGURE 4: PASSHE Alumni by PA House District, as Percentage of Total District Population, Fall 2023**



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



## Workforce development and social mobility

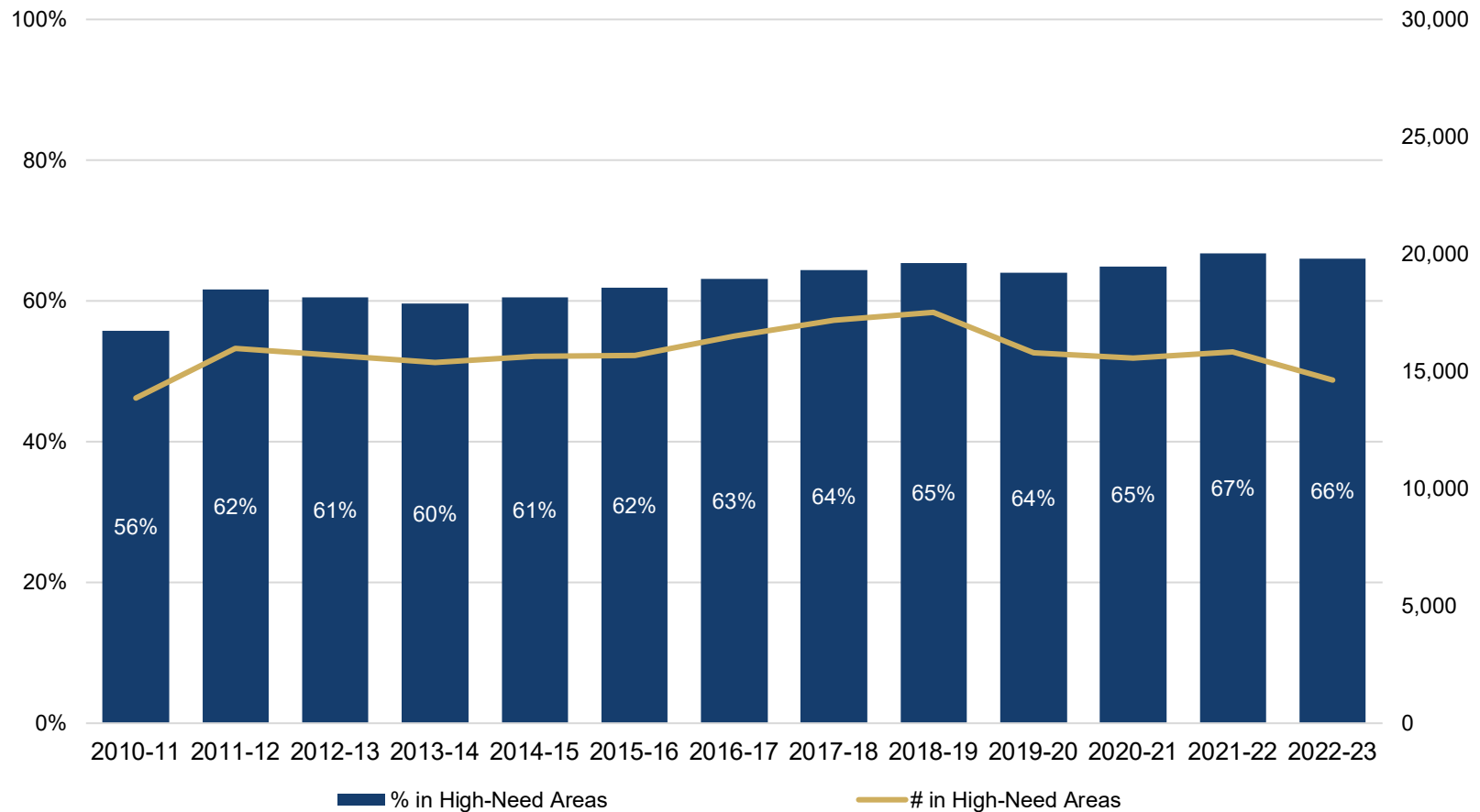
In 2023, Pennsylvania's State System universities collectively provided an extensive array of academic offerings, comprising over 788 degree programs, including 514 associate and bachelor's programs, as well as 264 master's and doctoral programs. Additionally, they presented 333 credit-bearing certificate programs, defined as programs lasting less than two years and culminating in a university-awarded credential. A noteworthy aspect is that many students pursuing degrees also acquire certificates. Moreover, the universities offer over 30 industry-recognized credentials, predominantly short-course in nature, that teach participants specialized, career-aligned skills. Notable examples include Minimum Industry Safety Training (MIST), Police Academy, Fish and Boat Academy, First Aid/CPR/AED programs, and Grow with Google certificates. The development of these programs involves a collaborative effort between the universities and regional employers, utilizing data on workforce demand to ensure program relevance and responsiveness to emerging needs.

PASSHE plays a pivotal role in propelling students into lucrative, high-demand professions, fostering economic security and upward mobility for their families, and yielding a substantial return on investment. In the academic year 2022-23 alone, the System introduced 13 new degree programs and 14 new certificate programs, primarily in business, STEM (science, technology, engineering, and mathematics), and education. Concurrently, 15 degree programs and 42 certificate programs were discontinued, with a predominant focus on low-enrolled languages and philosophy.

Over the past decade, State System universities have strengthened their commitment to fulfilling the state's workforce development needs by concentrating their efforts on the economy's high-growth sectors of STEM, business, education, health, and social service. These fields constitute the primary areas of study for State System university students, representing approximately 66% of graduates—or two out of every three—who completed a degree or certificate in the 2022-23 academic year. Despite an overall decline in total enrollments by as much as 29% since 2010-11, **Figure 5** illustrates a commendable increase in the number of credentials conferred in these key fields by State System universities.

*Two out of every three PASSHE graduates are earning degrees in areas with in-demand jobs, a steady proportional increase since 2010-11.*

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

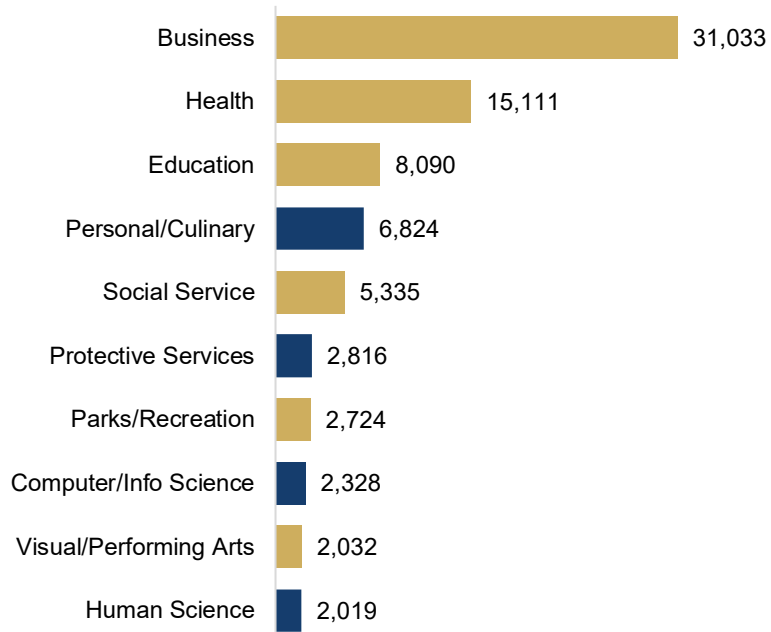


Source: State System Student Data Warehouse, Annual Degrees/Certificates Conferred

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

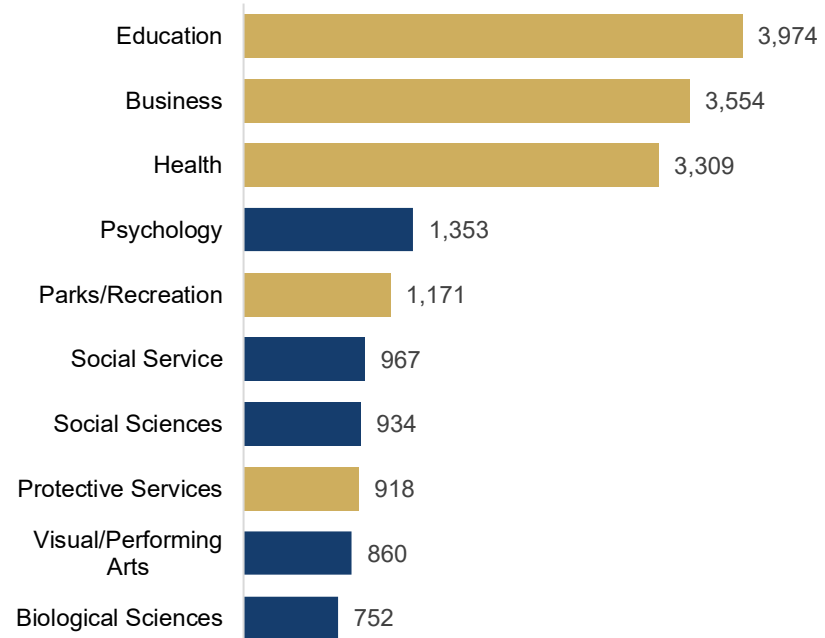
## Students earn degrees and certificates that consistently align with the state's workforce needs.

**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

**FIGURE 7: Top Programs of Study for PASSHE Degree/Certificate Recipients, 2022-23**



Source: State System Student Data Warehouse, Annual Awards Conferred  
 Note: Secondary Education counts are also included in their field of study

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

**Figure 6** demonstrates the correlation between programs offered by System universities and occupations experiencing the highest demand for skilled workers. This graph displays the workforce demand by academic program, ranked by the projected annual increase in jobs in Pennsylvania up to the year 2030. Conversely, **Figure 7** portrays the programs of study with the highest number of awards conferred at PASSHE universities in 2022-23. Within these graphs, gold bars signify areas where there is a congruence between workforce demand and degree productivity. These data not only highlight existing alignment but also underscore the potential for enhanced synchronization at the statewide level. More in-depth data are used to drive programmatic decisions at the university level.

## *Tight alignment between educational programs and workforce needs shows up in graduates' employment outcomes.*

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

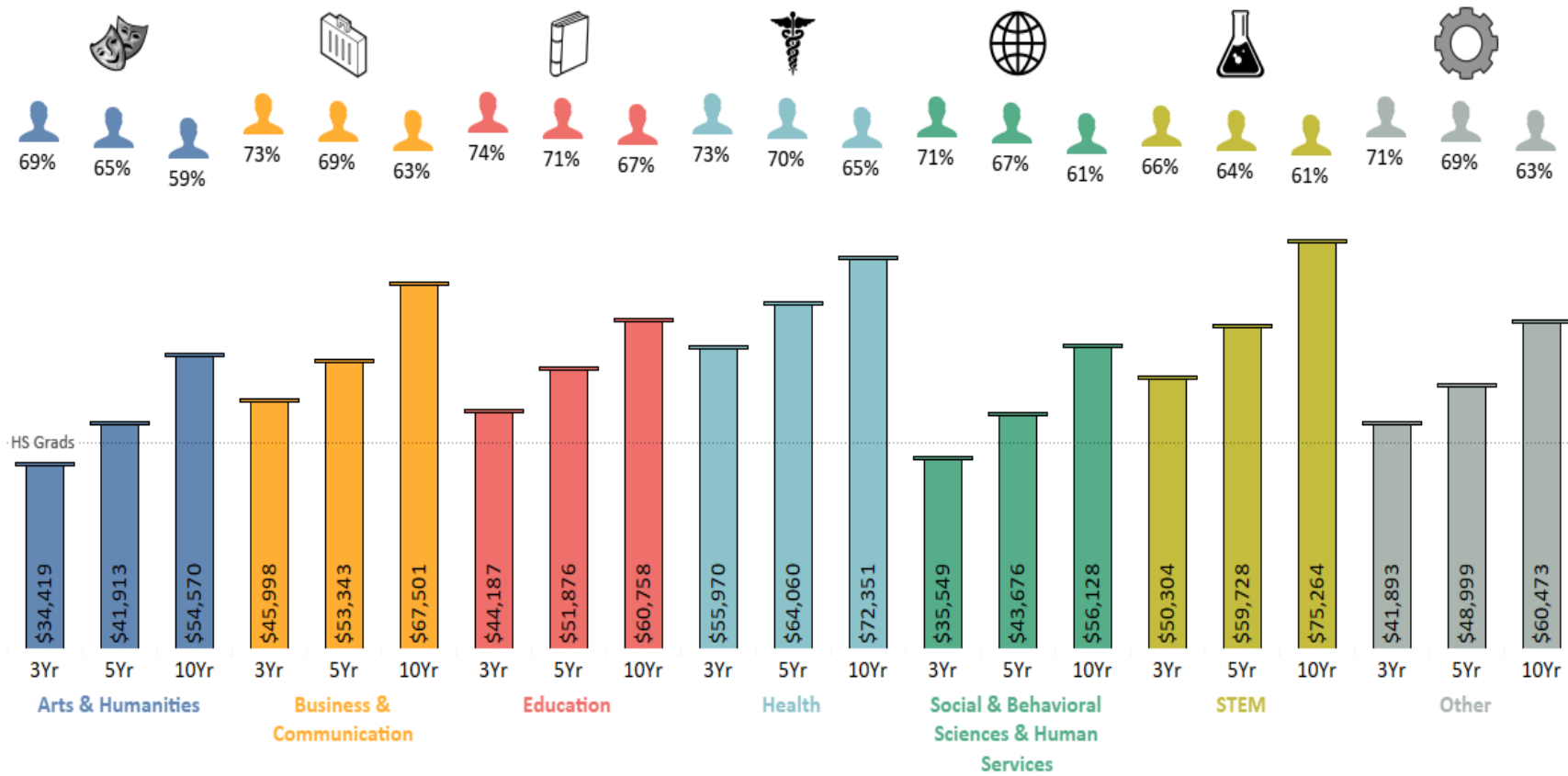
State System universities play a pivotal role in Pennsylvania's workforce development, with a substantial 62% of all graduates living and working in the commonwealth 10 years after completing their education. This percentage is even higher for graduates who initially enrolled as low-income (Pell eligible)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

State System universities are also powerful drivers of economic mobility. Ten years after graduation, a graduate who enrolled at a State System university from a low-income family was earning only about \$9,000 less than graduates who initially enrolled from high-income families. Three out of four of these System graduates climb into the middle class a decade after graduation. The picture is largely the same when considering race/ethnicity—for example, comparing salaries earned 10 years after graduation by under-represented minority students enrolling from low-income families to those earned by white graduates who initially enrolled from high-income families.



**PASSHE graduates are working in the commonwealth, earning wages higher than those without a college degree or certificate, and contributing to their local and state economies.**

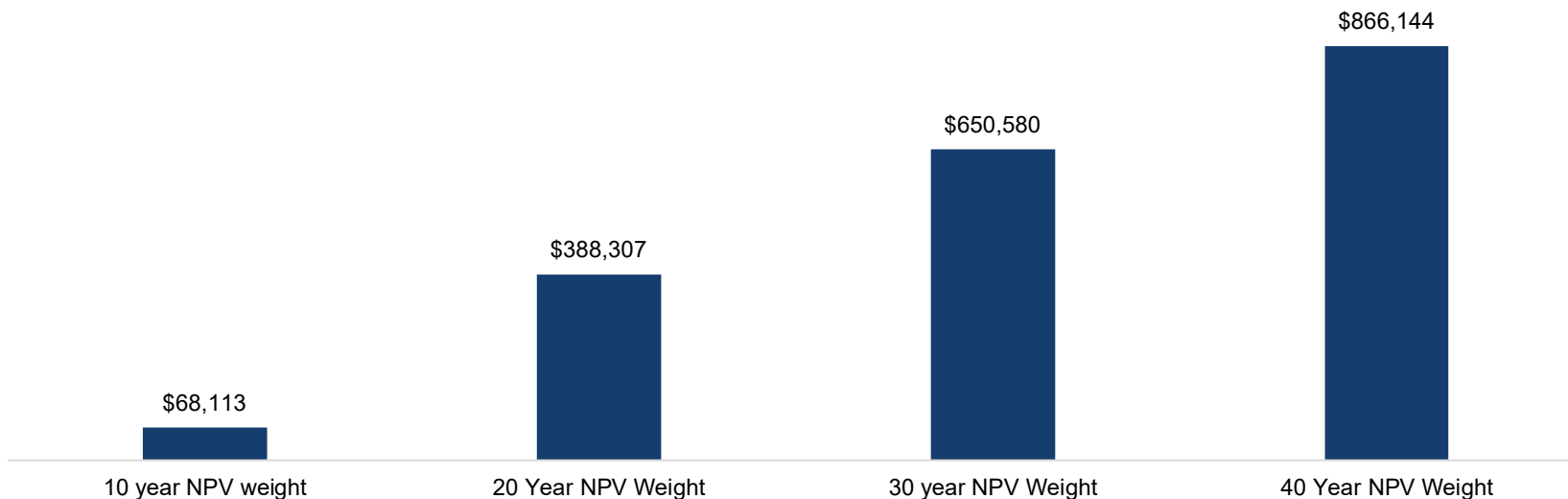
**FIGURE 8: Employment Outcomes for PASSHE Bachelor's Degree Earners**



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

***On average, PASSHE university graduates receive a return on investment of \$866,144 forty years after graduating.***

**FIGURE 9: Average Net Present Value**



Source: Georgetown University Center on Education and the Workforce, A First Try at ROI: Ranking 4,500 Colleges, 2020. Systemwide

A State System university education is a smart investment for students; it's affordable, aligns well with job needs, and leads to successful careers. PASSHE consistently provides the most affordable four-year education in Pennsylvania, as will be further discussed in section 3. The value of this education is illustrated in **Figure 9**, which shows the net present value (NPV) of a student's investment over 10, 20, 30, and 40 years, including lifetime earnings, compared to someone with only a high school diploma.

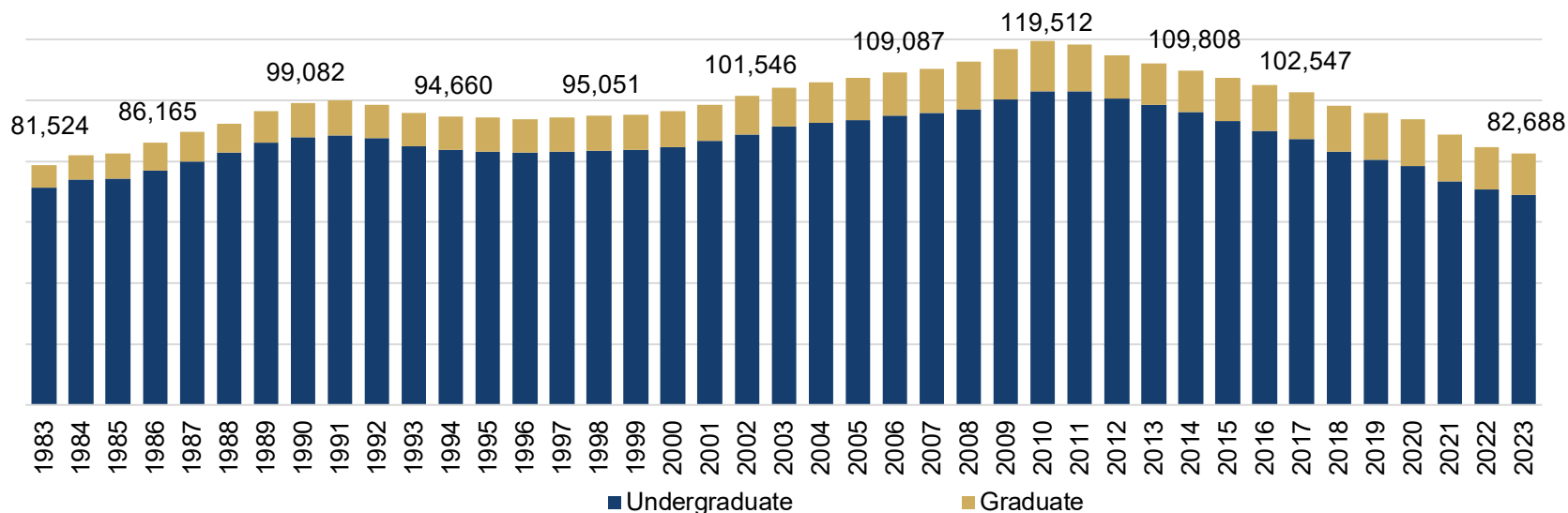
NPV, in simple terms, is the **future value of money invested today**. In the context of higher education, it reflects what graduates gain in terms of salary from their State System degree. This metric considers the total cost of attending a State System university and the salary outcomes for graduates. After 40 years, a degree holder would have earned \$866,144 more than someone without a degree, showcasing the long-term benefits of investing in a State System education.

# SECTION 2:

## Student access and enrollment

## PASSHE university enrollment has begun to stabilize.

FIGURE 10: PASSHE Fall Headcount Enrollment History



Source: State System Student Data Warehouse, Fall Census, Final data (most recent year is Preliminary).  
Note: Enrollment for 2012 forward includes Clock Hour students for Indiana University of Pennsylvania.

After experiencing more than a decade of growth, student enrollments across PASSHE have undergone a notable decline, totaling 31% since Fall 2010, as depicted in **Figure 10**. This decline becomes even more pronounced when excluding West Chester University, which has consistently expanded during this period, resulting in a nearly 38% reduction. In comparison, Pennsylvania institutions, excluding PASSHE, have seen a decline of 11.6%, and the universities' national comparator groups have experienced a decline of 4.1%.

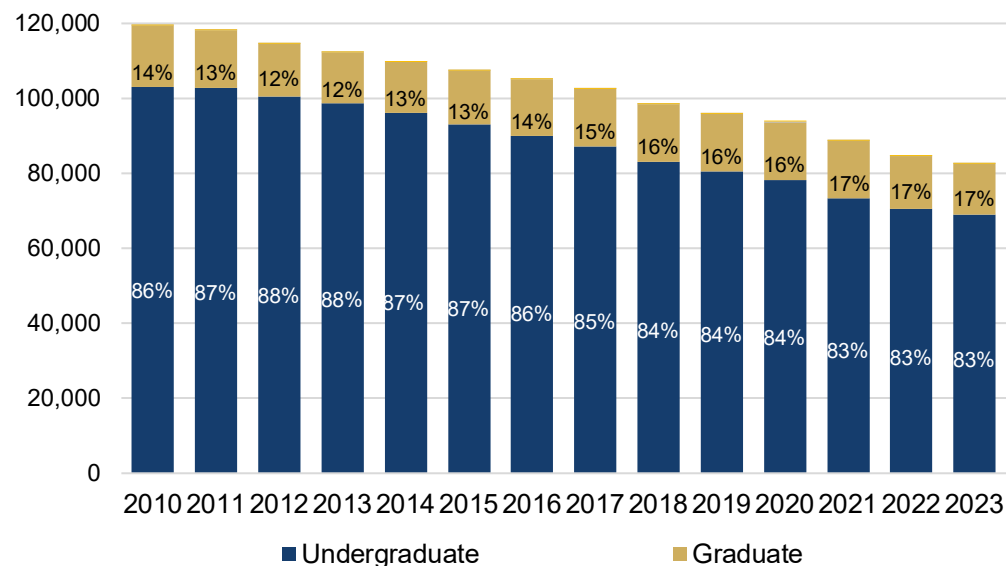
The rate of decline reflects demographic and other trends but is mostly impacted by the cost of an education which has risen significantly as state funding has declined. COVID-19 accelerated the pace of enrollment decline. Its impact on enrollment will be seen for several years in enrollment, retention, and graduation trends as the relatively small first-year cohorts entering during COVID work their way through to graduation.

Despite these challenges, State System universities are in their second year of first-time, first-year student growth, which is attributed to the laser focus on arresting declining enrollments and combating them through a variety of strategies. This work is critical if PASSHE is to deliver on its promise as an engine of workforce development and social mobility for all of Pennsylvania. The dimensions of the enrollment decline, and more recent improvements, are addressed in this section and point to key opportunities that will focus efforts to reverse the overall trend.



**System enrollment stabilization is supported by tuition freezes, increased university-funded aid, and investments in student recruitment and retention.**

**FIGURE 11: Fall Headcount Enrollment**



**FIGURE 12: Highlights of Select Categories as Percentage of Total Fall Headcount Enrollment**

	Fall 2010	Fall 2022	Fall 2023
Underrepresented Minority	11.9%	19.8%	20.1%
Adult Learner (UG)	10.4%	8.9%	8.0%
PA Resident	88.3%	87.9%	88.0%
Full-Time	84.1%	78.6%	80.0%
Pell Recipient (UG)	34.7%	31.6%	
First Generation (UG)	42.2%	31.1%	30.1%
Enrollment in at least one Online Course (UG & GR)	5.1%	15.0%	
Certificate Enrollment (primary major only)	0.32%	1.0%	0.9%

**Characteristics of Enrolled Students**

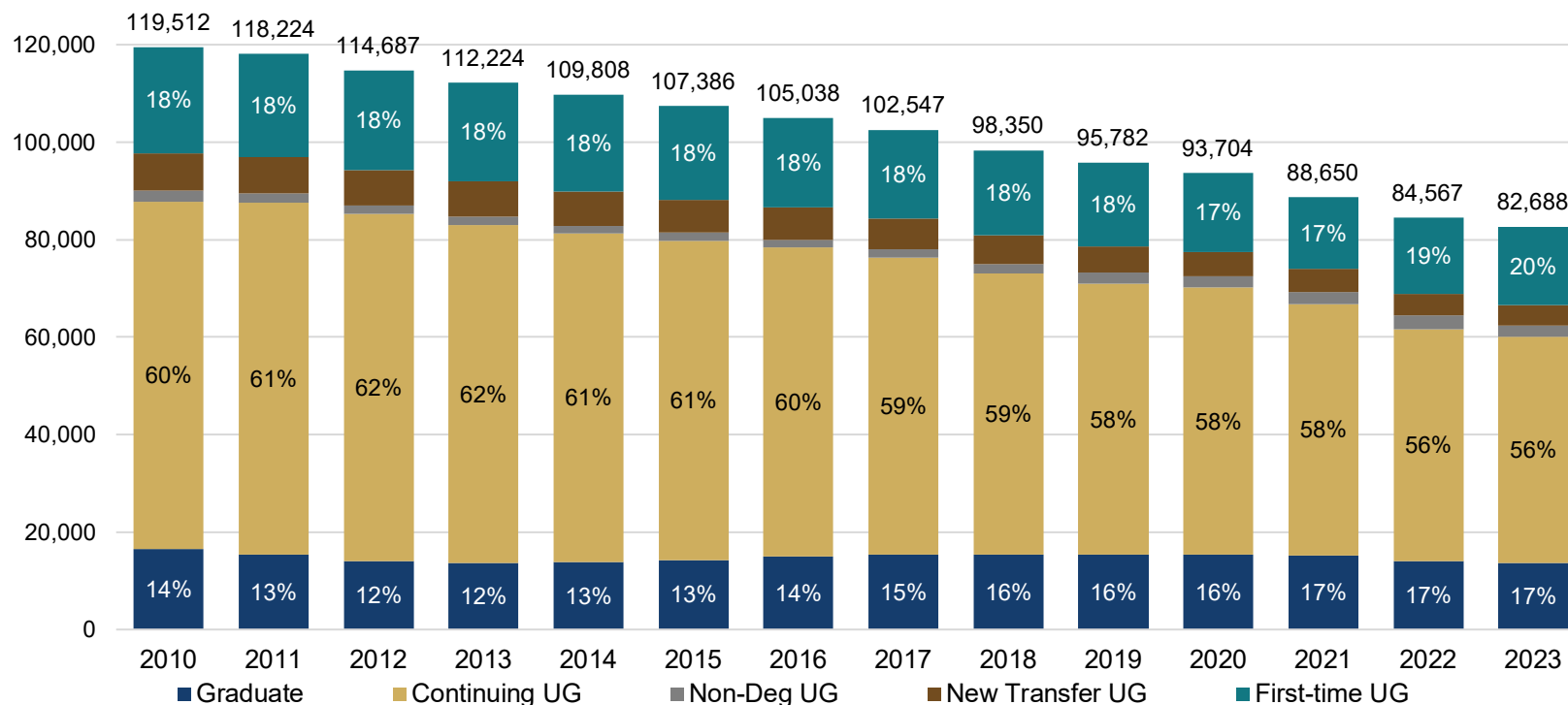
While enrollment has declined since 2010-11 (**Figures 11 and 12**), with an impact of COVID reflected in Fall 2021 and 2022, the recent trend shows a stabilization of the overall enrollment (including undergraduate and graduate students), and an increase in first-year enrollments.

Impacts of the pandemic are seen in the enrollment of Pell recipients, adult learners, and first-generation students. Enrollments of students from these groups declined more rapidly than enrollments for the general population in Fall 2020 and Fall 2021, and for undergraduate (UG) adult learners, notably in Fall 2022. The declining trend of Pell recipients is in line with trends in the national data, where 36% of 2021-22 undergraduate students received Pell grants, compared to 39% in 2010-11.

Significant growth, meantime, has occurred in the proportion of underrepresented minority (URM) students between Fall 2010 and Fall 2023 (11.9% to 20.1%) and the number of undergraduate (UG) and graduate (GR) students enrolled in at least one online course (5.1% to 15.0%).

***First-time undergraduate student enrollment increased a combined 10% in Fall 2022 and Fall 2023, while other enrollments are stabilizing.***

**FIGURE 13: Fall Enrollment by Student Type**



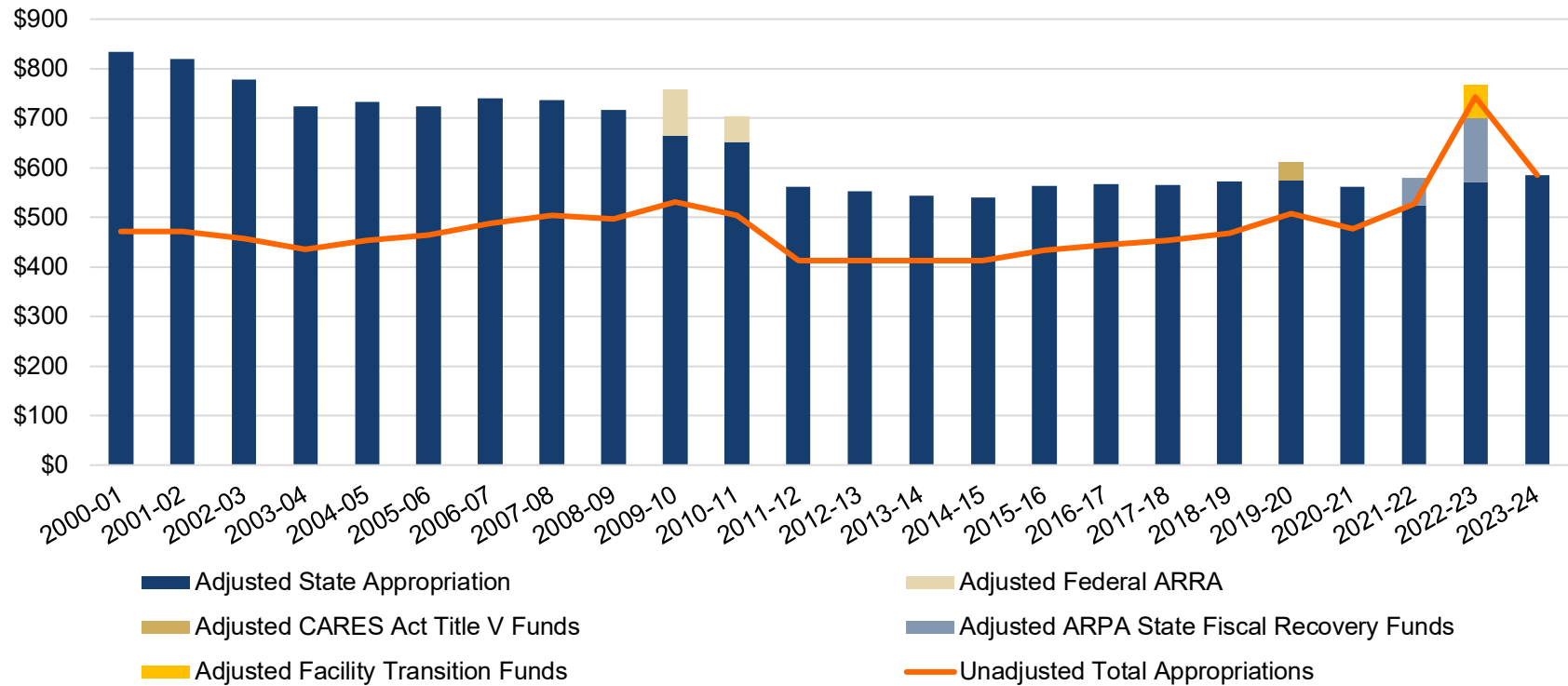
Source: State System Student Data Warehouse, Fall Census  
 Note: Enrollments for 2012 forward include clock hour students

The number and percentage of new **first-time undergraduate (UG) students increased for the second consecutive year in Fall 2023**, raising the proportion of this student group to its highest level in recent State System history. While it is too soon to know, this may signal the impact of successive tuition freezes and the abatement of COVID's effects on college going behavior.

The decline in enrollment observed in State System universities up to 2023 can be attributed to several factors, encompassing the **escalating cost of education**, a **decrease in the number of high school graduates**, and a **strong economy** that encourages a larger proportion of individuals to join the workforce.

**Recent growth in appropriation levels has enabled PASSHE’s ongoing tuition freeze, now in its sixth year.**

**FIGURE 14: State Appropriations Adjusted for Inflation**



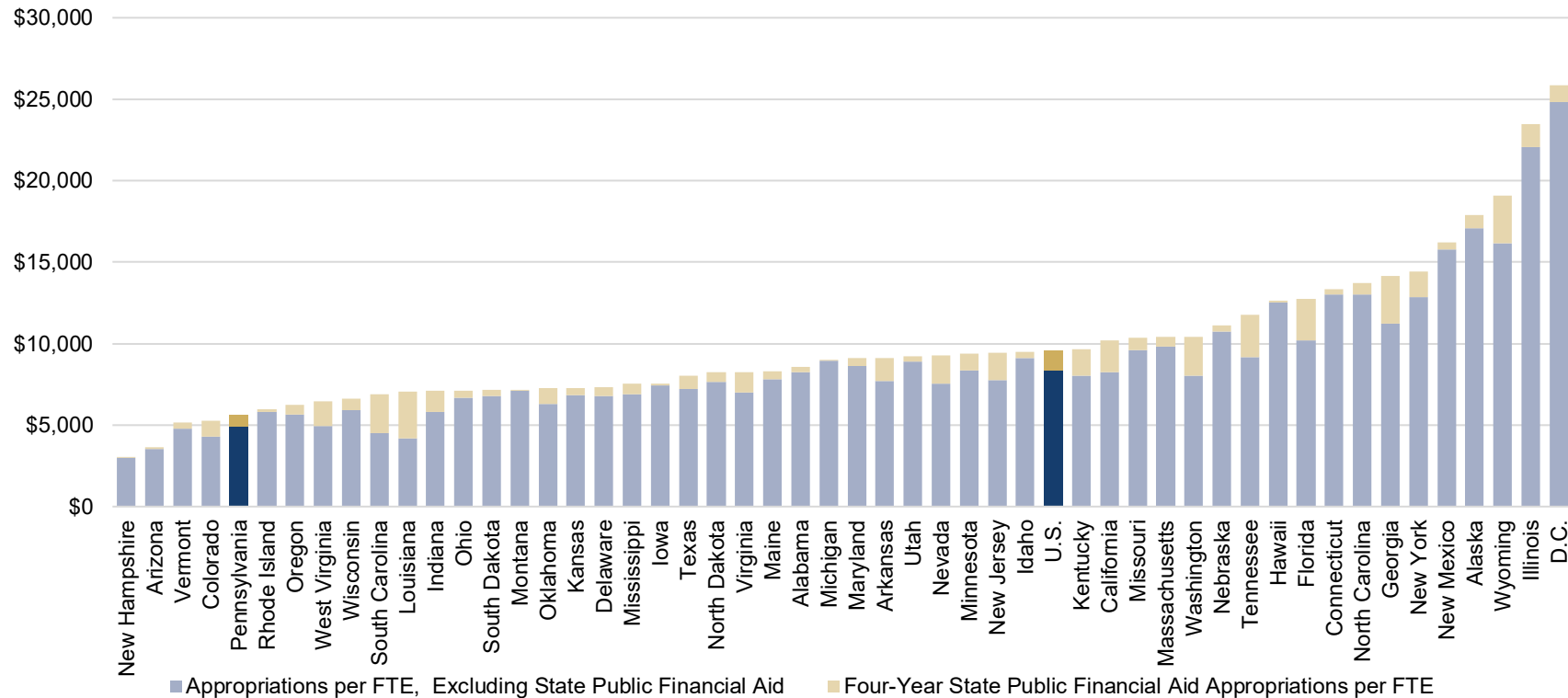
Source: State System Budget Reports

Note: Inflation adjustment based on actual CPI-U data through 2022-23 and 2023-24 projected inflation of 3.3% per Congressional Budget Office.

**The rising price of education** at PASSHE universities is directly related to the level of state funding, which is down \$249 million (30%) from 2000-01 in inflation-adjusted dollars (**Figure 14**). While the state appropriation only covers approximately 34% of the Educational and General (E&G) fund budget, consecutive growth in annual base state appropriation in both fiscal years 2022-23 and 2023-24 has been instrumental in PASSHE’s measures to address affordability, as demonstrated in freezing tuition for six consecutive years.

## Pennsylvania ranks 46<sup>th</sup> in state funding of 4-year public institutions, and below all neighboring states.

**FIGURE 15: Total Public 4-Year Education Appropriations per FTE, with State Public Financial Aid Appropriations per FTE, 2021-2022**



Source: State Higher Education Executive Officers Association/ FY 2022 State Higher Education Finance Report, 4-year Public Institutions

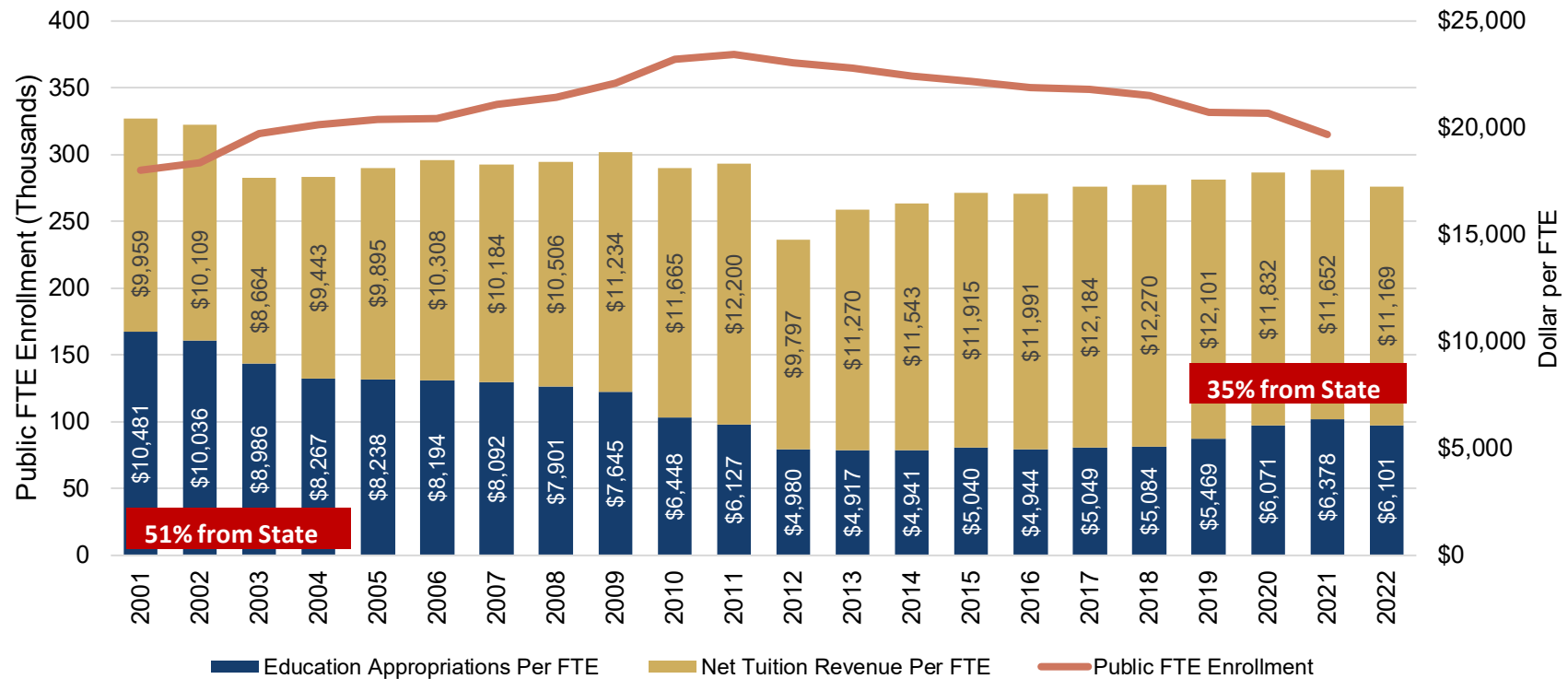
At this funding level, Pennsylvania ranks 46<sup>th</sup> of 50 states in terms of public four-year educational appropriation per student full-time equivalent (FTE) (**Figure 15**). For several years, student tuition increased consistently in response to the long-term pattern of state investment, resulting in an increase in the proportionate burden borne by students for the cost of their higher education. For the past six years, PASSHE has taken the unprecedented action of freezing tuition. The recent growth in state appropriation has been instrumental in these efforts to restore affordability (**Figure 16**).

Pennsylvania's public four-year institutions also rank low in terms of net tuition as a percentage of total education revenue, with an average student contribution of 72%, compared to the national average of 52%, as demonstrated in the FY 2021 State Higher Education Finance Report (SHEF).



**The proportion of higher education costs borne by students has increased from 49% in 2001 to 65% in 2022 for Pennsylvania public institutions.**

**FIGURE 16: Public FTE Enrollment and Funding per FTE, Pennsylvania\* FY 2000-01 to 2021-22**



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

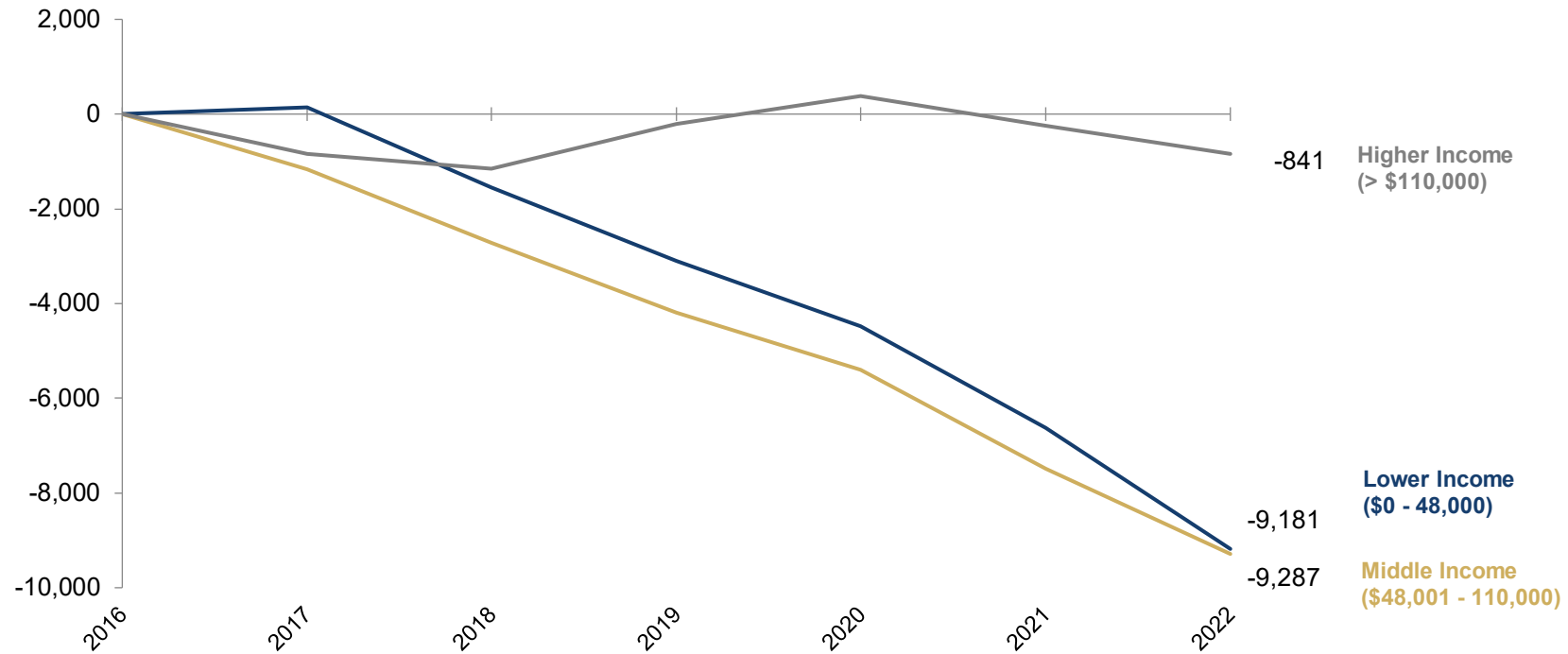
Source: State Higher Education Executive Officers Association FY22 State Higher Education Finance Report

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

These trends also hold when looking at both two-year and four-year public institutions in Pennsylvania. The proportion of the burden borne by students for the cost of their higher education was 65% in 2022, compared to 49% in 2001.

## As costs to students increase, enrollments for lower- and middle-income students have seen the largest declines.

**FIGURE 17: Change in Fall In-State Degree/Certificate-seeking Undergraduate Headcount Since 2016 by Family Income Level**



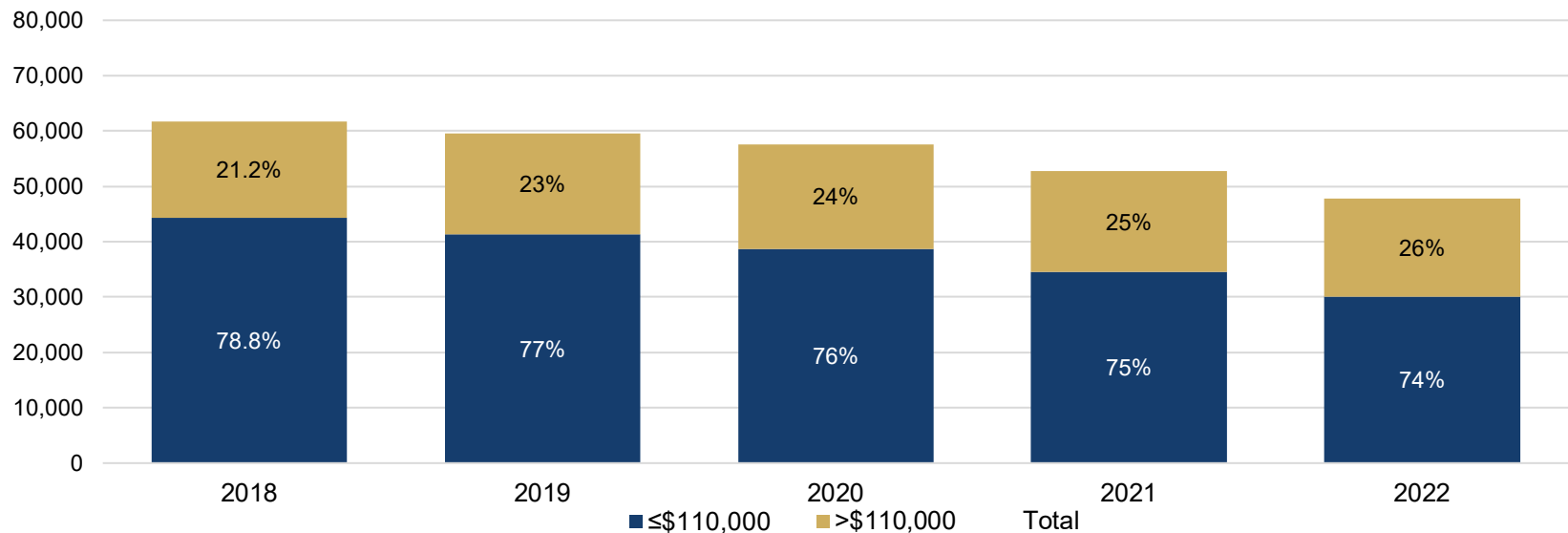
Source: State System Student Data Warehouse, Fall Census Enrollment, Reconciled Student Financial Aid, ISIR

Notes: For students who did not receive financial aid but did submit an FAFSA, the maximum non-rejected ISIR was used.

Historical tuition increases during periods of declining state funding have had a larger impact on the lower- and middle-income students that State System universities have historically served and that the state needs most to succeed in meeting workforce development goals. This is evident in **Figure 17**, which shows steeper enrollment declines for those students than for higher-income students. Due in part to the impact of the pandemic, PASSHE has seen a continued decline in enrollments of students from lower-income families, while student enrollments from higher-income families have remained steady or increased, mirroring the national trends.

**Since 2018, enrollment patterns have been uneven across family income levels, increasing 2% for students of families with income greater than \$110,000 and decreasing 32% for students of families with income less than \$110,000.**

**FIGURE 18: Fall In-State Degree/Certificate-seeking Undergraduate Headcount by Family Income Level**



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

Notes: For students who did not receive financial aid but did submit an FAFSA, the maximum non-rejected ISIR was used.

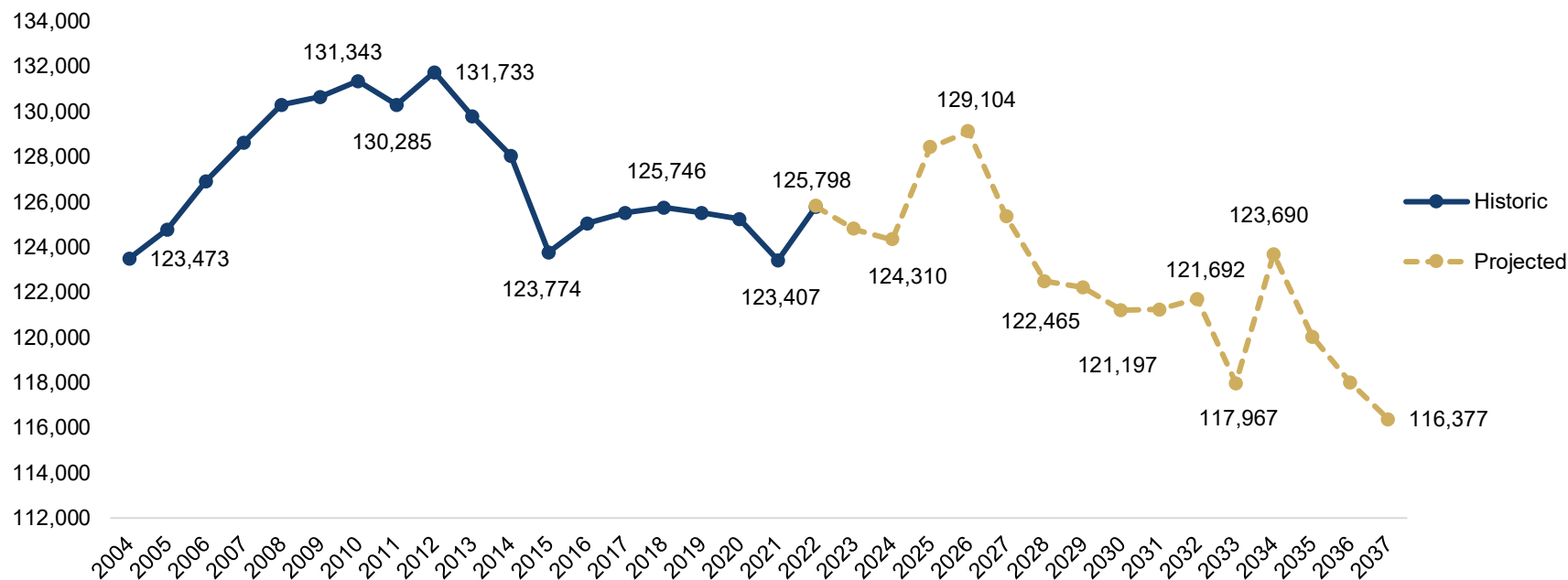
While the State System has made progress closing enrollment gaps defined by race/ethnicity, **Figure 18** shows the gap between lower- and higher-income students is growing. Since 2018, enrollments **increased 2%** for students of families with income **greater than \$110,000** and **decreased 32%** for students of families with income **less than \$110,000**.

In Fall 2018, undergraduate students of families with incomes less than \$110,000 represented 73% of the student population, whereas in Fall 2022 they represented 65% of the population.

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

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

FIGURE 19: Pennsylvania Public High School Graduates (Historic and Projected)



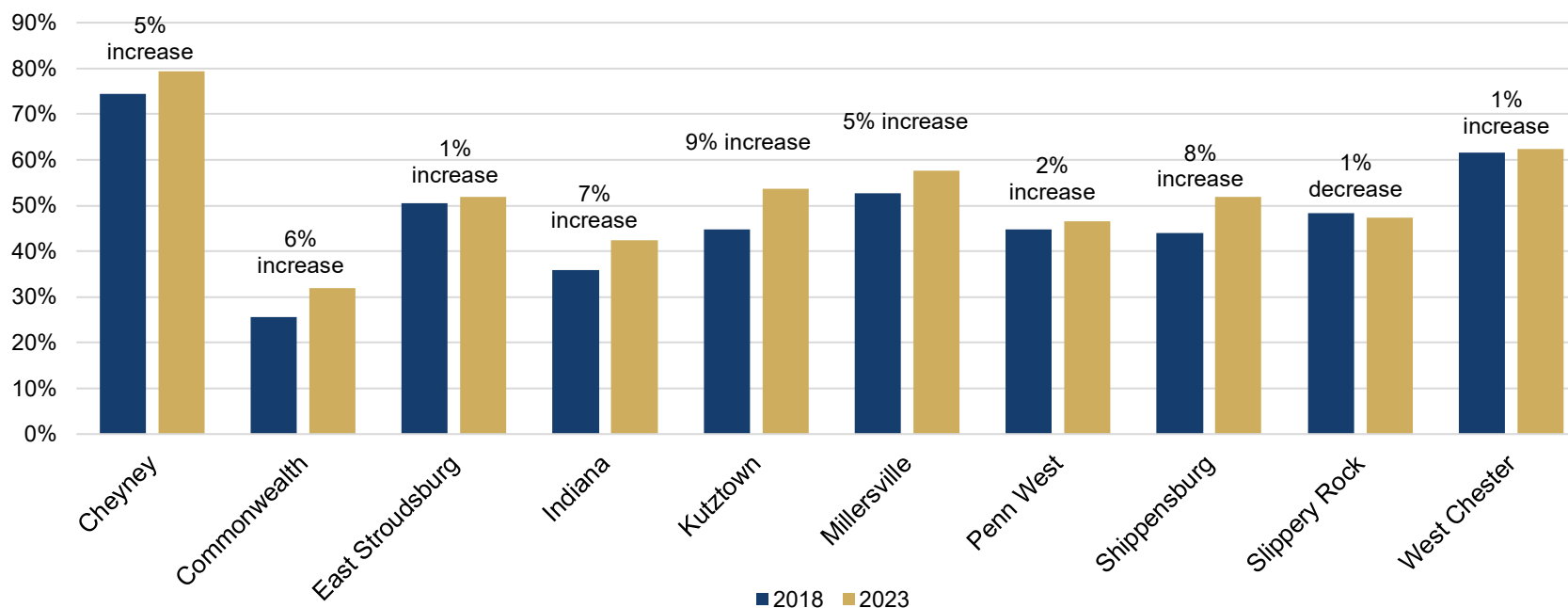
Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2020." Pennsylvania Department of Education Public High School Graduates 2003-2022. Pennsylvania Department of Education Public High School Enrollment 2003-2022. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. Updated by the office of Advanced Data Analytics July 1, 2023.

Declining enrollments can also be attributed, in part, to demographic shifts. Following a period of modest growth from 2020 to 2026, the anticipated trajectory for high school graduates in Pennsylvania suggests a substantial decline of up to 10% by 2037 (refer to **Figure 18**). **Figure 19** underscores an even more pronounced downturn—ranging between 27% and 28%—specifically in the feeder counties for Indiana University of Pennsylvania and Pennsylvania Western (PennWest) University. These demographic trends are poised to exert additional downward pressure on the enrollment of "traditional" students, referring to those who directly enter university after high school. These students currently make up almost 90% of all undergraduates at System universities, leading to potential enrollment challenges due to prevailing demographic trends.



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

FIGURE 20: Percent of Fall First-time in College (FTIC) Cohort from Top 5 Feeder Counties



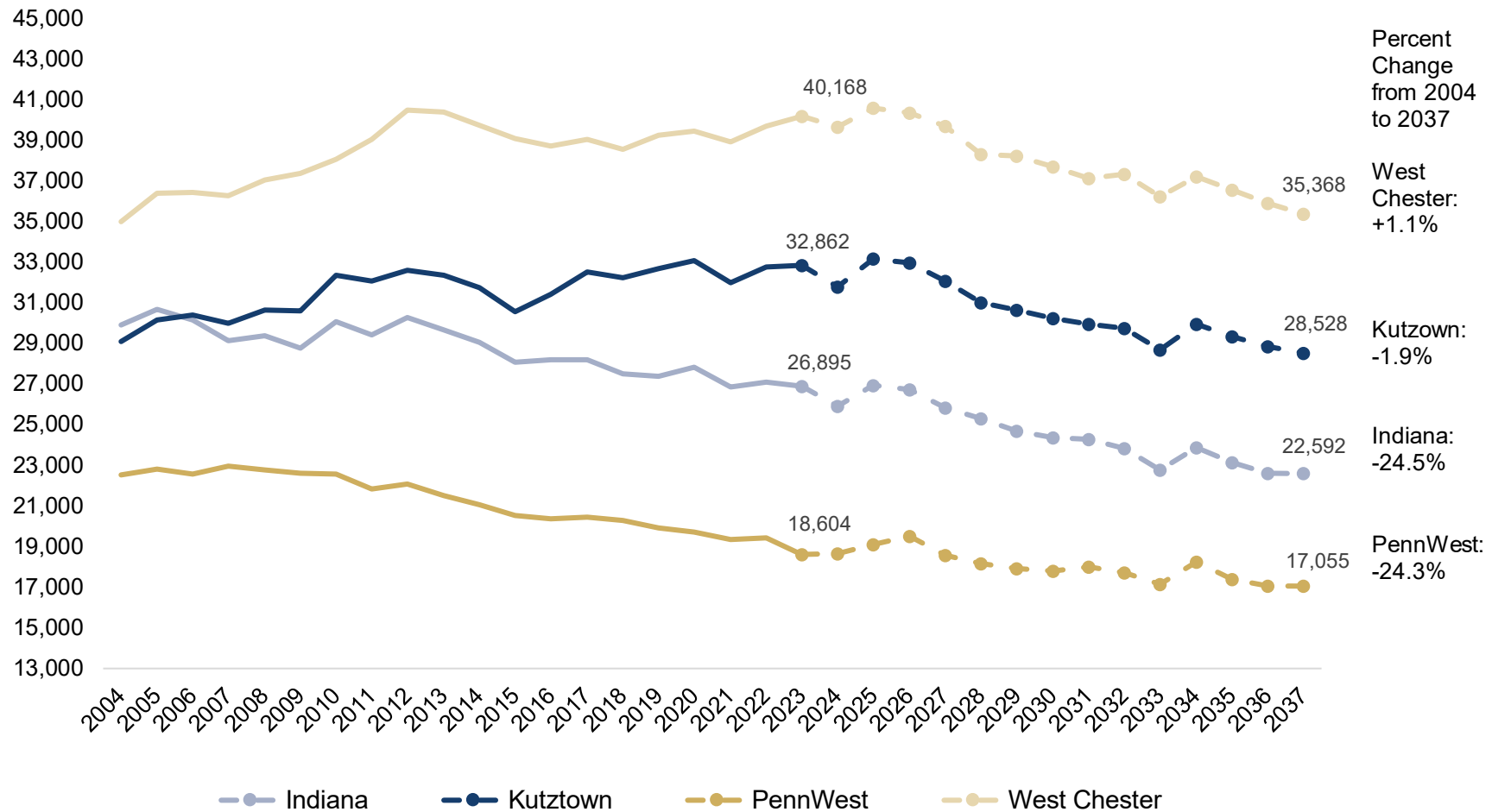
Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2020." Pennsylvania Department of Education Public High School Graduates 2003-2022. Pennsylvania Department of Education Public High School Enrollment 2003-2022. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. Updated by the office of Advanced Data Analytics July 1, 2023.

Notes: Percent increase shown is the percentage point increase.

**While the high school graduate population is declining, the proportion of high school graduates coming from universities' top five feeder counties continues to increase.** Figure 19 demonstrates universities' growing reliance on enrollments from surrounding. Although overall enrollment has declined, a higher proportion of the total enrollments are from the top five feeder counties. On average, universities are enrolling 3% of all high school graduates from these counties. This 3% yield makes up 50% of the new First-time in College (FTIC) cohort. As Figure 20 shows, the high school graduate population in the feeder counties has an impact on the universities that draw from those areas, with a positive impact for universities pulling from counties with increased high school graduates (such as West Chester on the eastern side of the state) and a negative impact for universities pulling from counties with decreased high school graduates (such as PennWest on the western side of the state).

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

**FIGURE 21: Pennsylvania Public High School Graduates (Historic and Projected) in University's Top 5 Feeder Counties**



Source: Pennsylvania Department of Health "Pennsylvania Vital Statistics 1997-2020." Pennsylvania Department of Education Public High School Graduates 2003-2022. Pennsylvania Department of Education Public High School Enrollment 2003-2023. Methods based on Western Interstate Commission for Higher Education (WICHE) "Knocking at the College Door: Projections of High School Graduates." Issued December 2012. Updated by the Office of Advanced Data Analytics, July 1, 2023.

## *PASSHE universities are recruiting more non-traditional students to offset fewer high school graduates and to meet workforce needs.*

### Responding to access and enrollment challenges

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

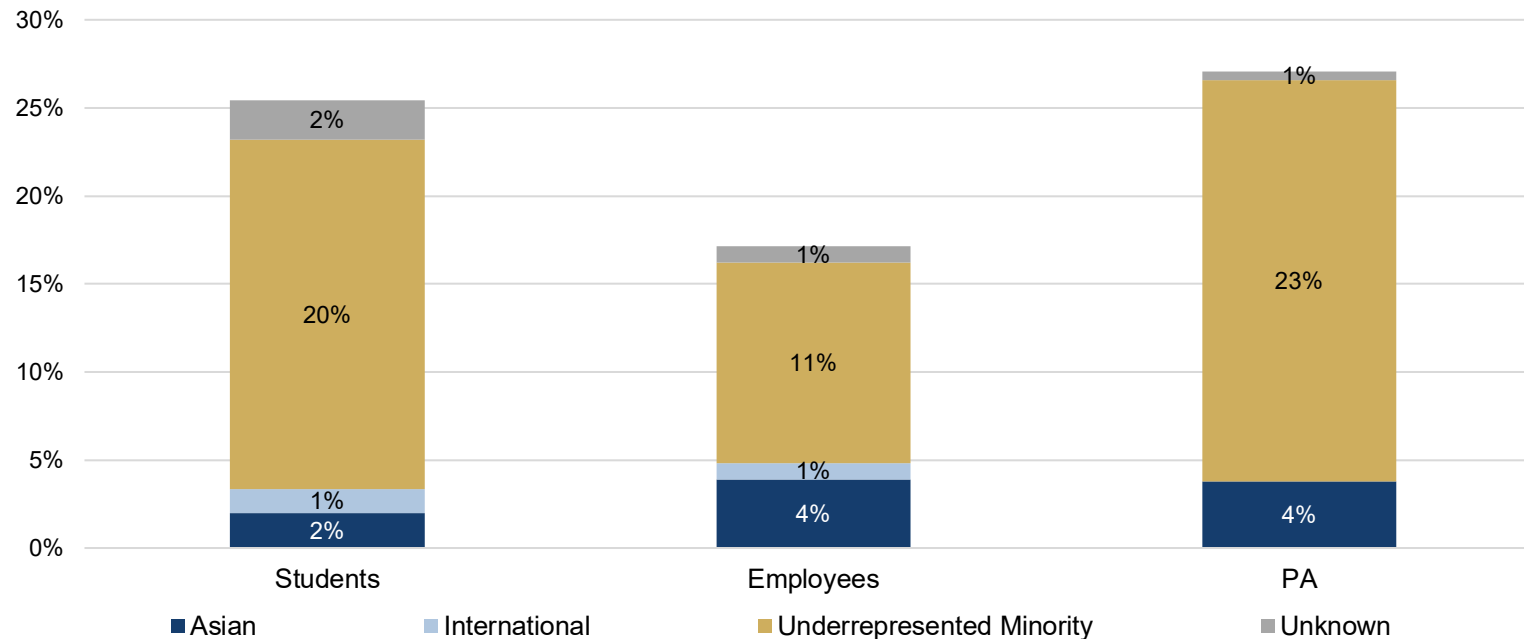
- Shift slightly toward graduate students the balance that currently exists between graduate and undergraduate students. (The economy of 2030 requires 15% more master's degrees and 8% more bachelor's degrees.)
- Grow the proportion of adult students, especially after 2026, when the high school leaving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

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

The enrollment gap between URM students at PASSHE universities and within Pennsylvania continues to widen. In Fall 2022, URM students made up 20% of the student body, compared with 23% in the general population and 11% in State System employees (**Figure 22**). Tracking demographic projections, it is estimated that between the classes of 2019 and 2036, the share of non-white public high school graduates will increase from 49% to 57%.

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

**FIGURE 22: PASSHE and Pennsylvania Minority Population as Percent of Total**



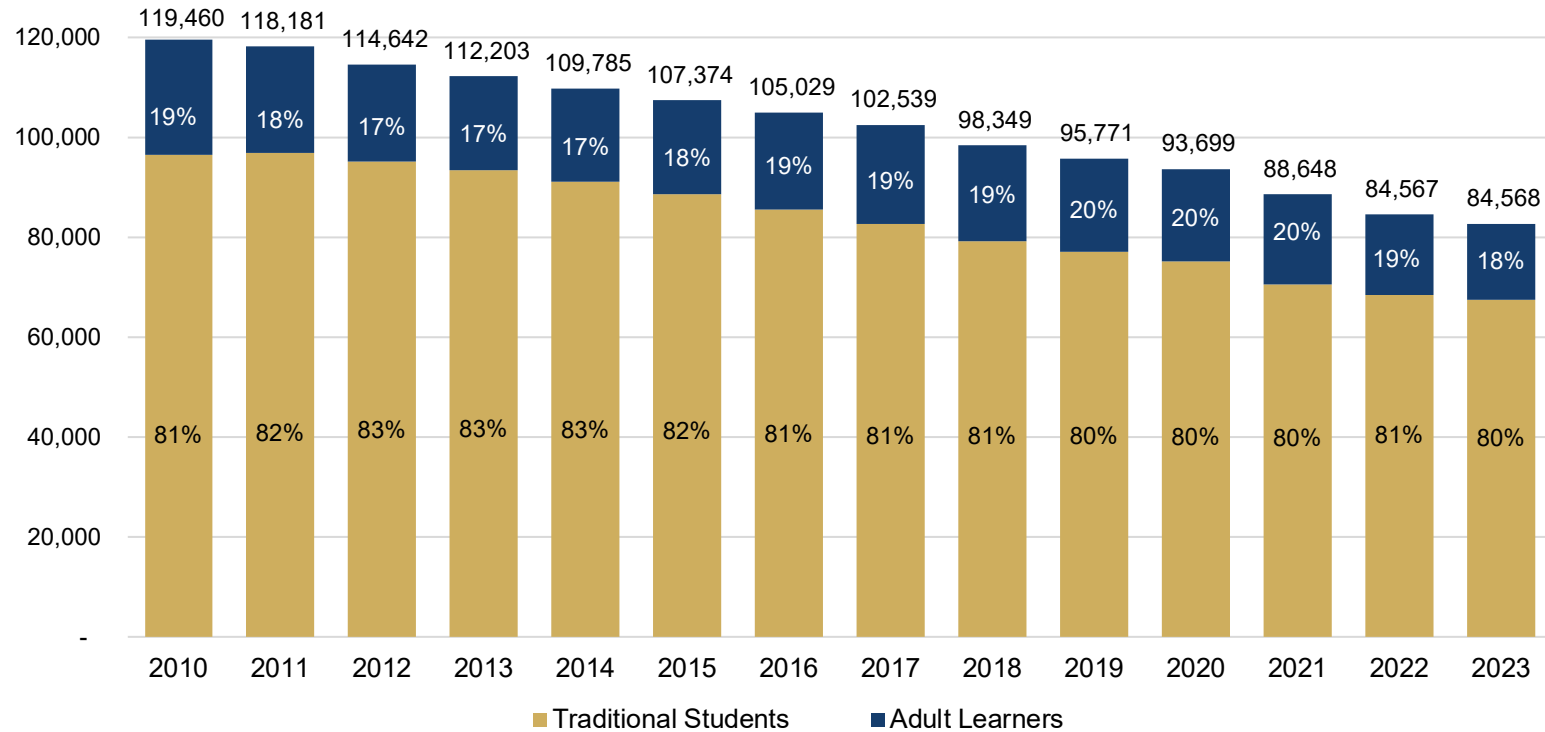
Source: State System Student Data Warehouse, Employee data as submitted to the Integrated Postsecondary Education Data System (IPEDS), ACS 1 year estimates, Fall 2022

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.

*The proportion of adult learners has remained steady, representing nearly one-fifth of PASSHE university enrollment.*

**FIGURE 23: Fall Enrollment of Adult Learners and Traditional Students**



Source: State System Student Data Warehouse

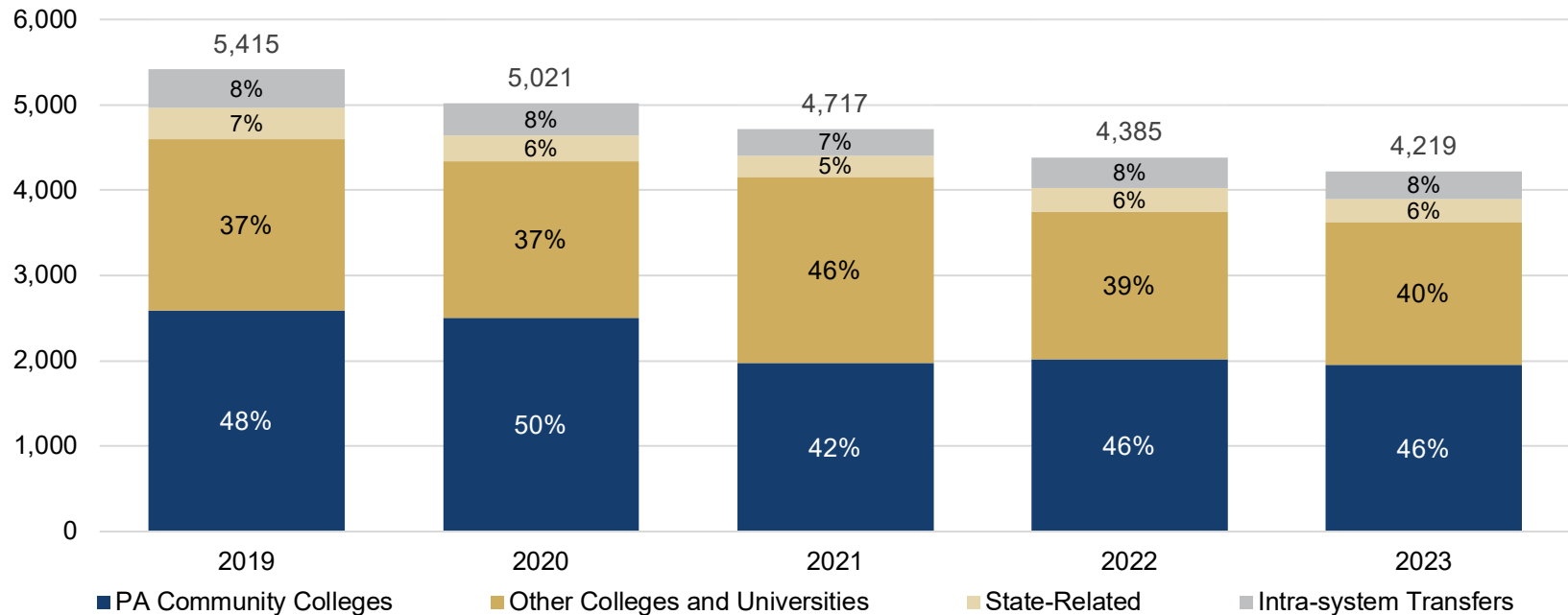
Note: Students with unknown age are omitted

**Adult learners** (defined as students over the age of 24) represent one-fifth of PASSHE universities' student enrollment. This has remained steady for nearly a decade (**Figure 23**). Fall adult learner enrollments continue to remain high within PASSHE. This is better than the national picture, where adult enrollments have declined by 5 percentage points over the same period. During the next five years, the State System expects the number of adult students to grow, reflecting programmatic shifts that target adult re-skilling and upskilling needs.



## Transfer enrollments are stabilizing, reflecting the System's strengthened transfer policy and improved affordability.

FIGURE 24: Fall Transfer Enrollment in PASSHE Universities, by University Sector



Source: State System Student Data Warehouse, Fall Census

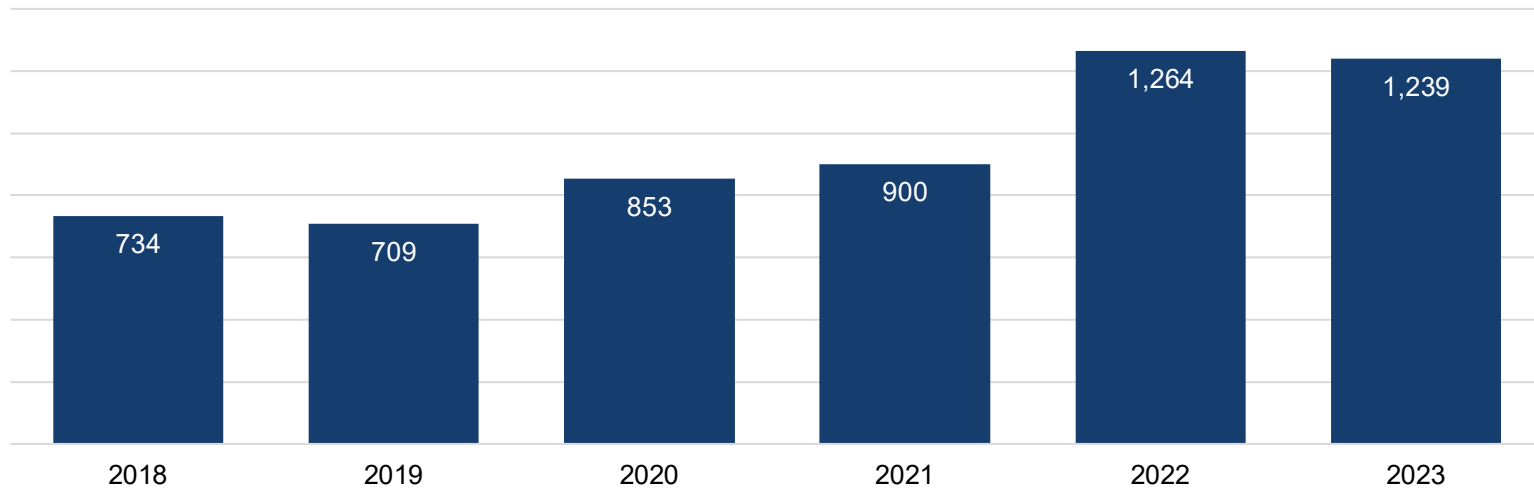
Note: Percentages are the proportion of transfer students from each sector

PASSHE universities **prioritize the expansion of transfer enrollments**, recognizing the pivotal role this avenue plays in providing affordable pathways to postsecondary education. Given the lower tuition structure at community colleges, transfer becomes a crucial means of **ensuring affordable pathways** into and through higher education. Moreover, it serves as a strategic approach to fostering diversity within the student body. Transfer students exhibit high **academic performance**, often matching or surpassing the graduation rates of native freshmen.

Transfer student enrollments have a decline 22% since 2019 reflecting decline in overall community college enrollments (**Figure 24**). The past year showed some improvement which likely reflects modest improvement in community college enrollments and PASSHE's new transfer policy which has been developed to smooth the transfer process.

*Dual credit enrollment has nearly doubled since 2018, increasing affordability and access for Pennsylvania high school students.*

**FIGURE 25: Fall Enrollment of High School Dual Enrolled Students**

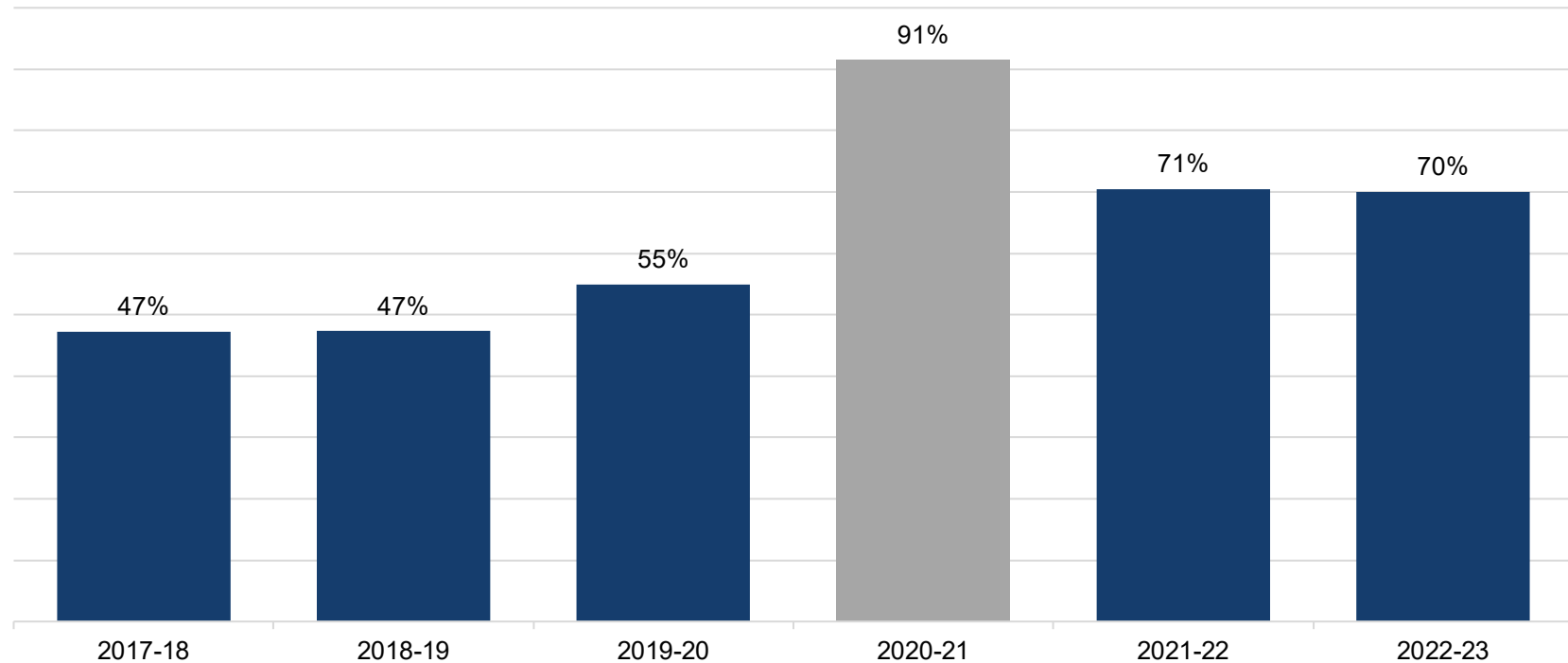


Source: State System Student Data Warehouse, Fall Census

Students who take credit-bearing college courses while still in high school (dual enrolled) do demonstrably better than those who do not, enrolling in and graduating from college at higher rates. Such programs also improve student affordability (students who participate in them accumulate credits toward their college degree at a lower per-credit cost) and help to diversify the student body. As was particularly apparent in Fall 2022, while early college high school programs are still relatively small, they are growing and will continue to do so as part of student affordability and student success efforts (**Figure 25**).

**Student interest in online courses continues to increase, with approximately 70% of students taking at least one course online.**

**FIGURE 26: Percentage of Students Enrolled in at Least One Distance Education Course (100% Online) During the Year**



Source: State System Student Data Warehouse, Annual Course Submission

Note: 2020-21 (gray bar) reflects impact of the pandemic

In 2022-23, 70% of State System students enrolled in at least one online course (**Figure 26**). 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 2017-18, the percentage of students enrolled in at least one online course has increased at each of the PASSHE universities, leading to a collective 23 percentage point increase (47% to 70%).

# SECTION 3:

## Student affordability

***PASSHE universities are the most affordable public 4-year option in Pennsylvania, but require additional state support if PASSHE universities are to continue as engines of workforce development and social mobility.***

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. Lowering the cost of attending a State System university will reverse the steep decline in enrollment of low and middle income students without whom the state cannot meet its workforce development needs, or provide upwardly mobile paths for its citizens. State System universities have adopted 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 awards at PASSHE is more economical than other four-year options in Pennsylvania. Ongoing efforts to improve student progress toward degree completion (section 4) and support community college transfers and high school dual enrollment options (section 2) contribute to lower-cost degree pathways. Strategic approaches to setting rates for tuition, fees, room, and board, coupled with initiatives to augment the availability of financial aid for students, as outlined in this section, further contribute to affordability.

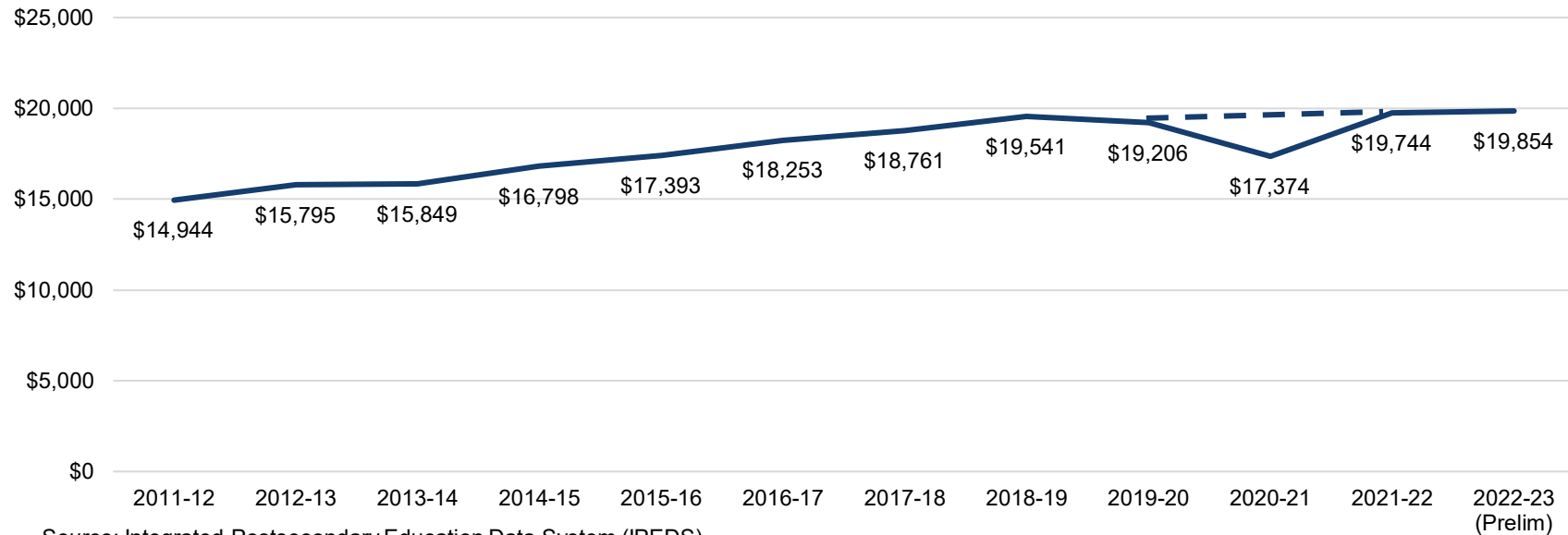
An important step taken by the PASSHE Board of Governors involves freezing tuition from Fall 2019 through Fall 2023—an unprecedented measure aimed at widening the price gap between PASSHE and the next affordable option in the state. While these efforts have rendered State System universities even more affordable than other in-state alternatives, they have not significantly impacted the national affordability rankings, with Pennsylvania slipping further behind other states. Of particular concern are the actions taken in contiguous states, such as the State University of New York (SUNY) intentionally targeting Pennsylvania residents by offering a lower net price of attendance at a SUNY school than is available within Pennsylvania.

The ability of State System universities, through administrative means mentioned above, to lower the net price of attendance enough to reverse declining enrollments of low- and middle-income students or position themselves competitively against other out-of-state providers is limited. Addressing this challenge necessitates increased public support, either through annual appropriations directly allocated to State System universities or through grants, scholarships, or other financial awards directly provided to students.



***PASSHE has kept the price students pay nearly the same for 5 years, but additional state investment is required to freeze tuition again and enable university sustainability.***

**FIGURE 27: Average Net Price**



The **average net price** includes the cost of attendance (typically tuition, mandatory fees, room, board, 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, full-time, in-state, undergraduate students.

Through the portfolio approach described above, PASSHE has stalled the upward trajectory in students' net price. It has gone from an annual average increase of 4.0% from 2010 to 2018 to an average annual increase from 2018-19 to 2022-23 of 0.3% (**Figure 27**). 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 27**, and the information for 2020-21 is grayed out in **Figure 28**.

***Although PASSHE universities have improved their affordability advantage compared to other PA public universities, attending a System university is still less affordable than in border states.***

**FIGURE 28: Average Net Price for First-time, Full-time In-state Undergraduate Students (Cost of Attendance minus Average Gift Aid)**

	2010-11	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23 (Prelim)	Percentage Change from 2010-11 to 2021-22
State System	\$14,272	\$18,761	\$19,541	\$19,206	\$17,374	\$19,744	\$19,854	38.3%
PA State Related	\$18,034	\$21,963	\$23,250	\$23,737	\$22,974	\$22,508	N/A	24.8%
PA 4 Year Private	\$24,446	\$27,816	\$28,026	\$28,901	\$26,535	\$28,813	N/A	17.9%
National 4 Year Public	\$10,990	\$13,280	\$13,533	\$13,826	\$13,785	\$14,411	N/A	31.1%
PA 4 Year Public	\$16,394	\$20,501	\$21,584	\$21,726	\$20,134	\$21,228	N/A	29.5%
DE 4 Year Public	\$10,796	\$11,899	\$12,724	\$14,141	\$13,415	\$12,794	N/A	18.5%
MD 4 Year Public	\$13,332	\$16,250	\$16,969	\$16,690	\$14,273	\$16,055	N/A	20.4%
NJ 4 Year Public	\$14,487	\$16,854	\$17,152	\$18,159	\$14,883	\$16,703	N/A	15.3%
NY 4 Year Public	\$9,603	\$10,858	\$10,876	\$11,365	\$11,106	\$12,175	N/A	26.8%
OH 4 Year Public	\$14,349	\$15,400	\$16,077	\$16,901	\$16,544	\$16,817	N/A	17.2%
WV 4 Year Public	\$8,666	\$10,401	\$10,533	\$11,034	\$11,069	\$10,638	N/A	22.8%

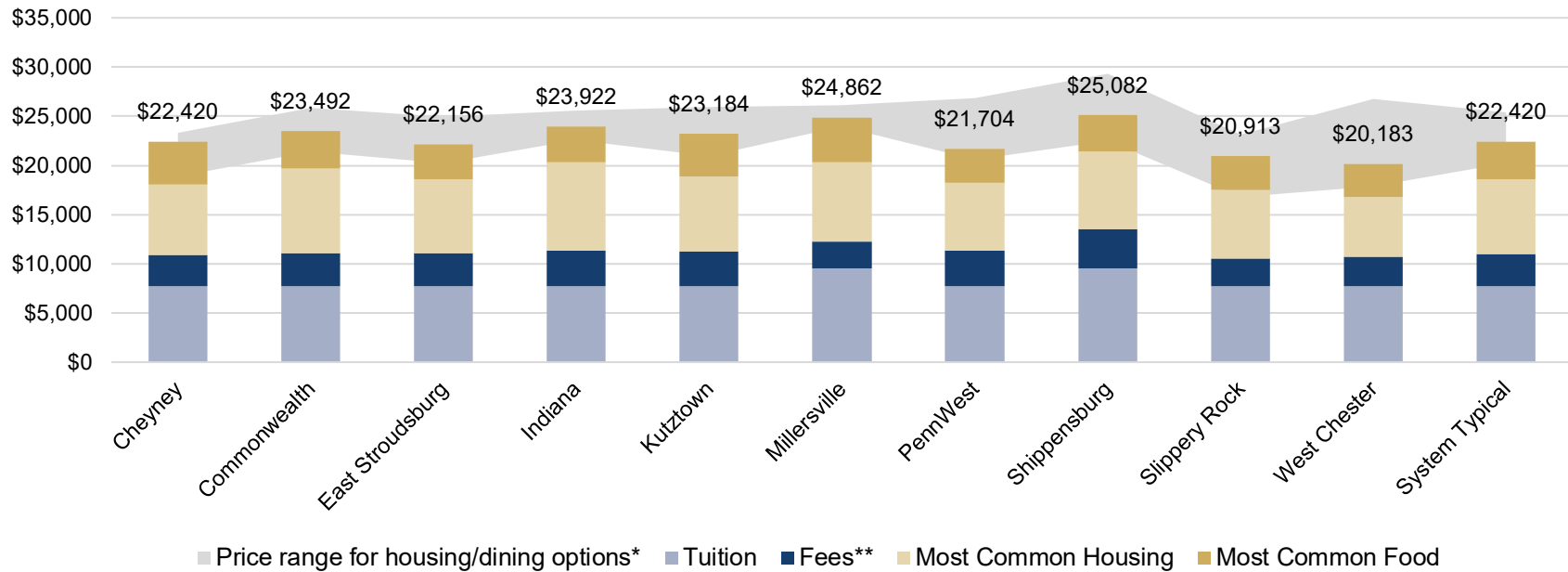
Source: Integrated Postsecondary Education Data System (IPEDS)

Notes: Cost of Attendance includes tuition, fees, room, board, books and supplies, and other expenses, as budgeted by the financial aid offices. Average Gift Aid: All "free" financial aid to the student (from federal, state, local, or institutional sources); that which does not need to be repaid. Includes need-based and merit-based awards (Pell grants, PHEAA grants, scholarships, waivers, tuition discounts, etc.). Room and board costs are weighted in IPEDS' calculation based on number of students reported in each housing status (on-campus, off-campus not with family, off-campus with family). For public institutions, data is for full-time, first-time, degree/certificate-seeking undergrads paying the in-state or in-district tuition rate that received federal, state, local, or institutional grants or scholarships. For private institutions, data is for all full-time, first-time, degree/certificate-seeking undergrads (private not-for-profit institutions and institutions reporting cost of attendance by program) that received federal, state, local, or institutional grants or scholarships. Previously published charts reported the average of the IPEDS-calculated university net prices. The current data is weighted based on the IPEDS cohort of first-time, full-time undergraduates receiving any grant or scholarship aid.

The gap between PASSHE and the next most affordable higher education options in the state began narrowing through 2017-18 but has expanded through 2019-20, as shown in **Figure 28**, reflecting many of the administrative changes referenced above. For comparative purposes, and to show how relatively expensive public higher education is in Pennsylvania, **Figure 28** includes net price of attendance for students in contiguous states who attend a comparable in-state four-year public university and is weighted by university enrollment. In 2021-22, not all universities had yet returned to their pre-pandemic levels of on-campus students, continuing to impact the Net Price for some universities. The average net price for PASSHE universities has shown a small increase in the preliminary Fall 2022 data from Fall 2021, due primarily to increases in room and board.

*The typical total price of attending a PASSHE university is \$22,420 in 2023-24, but varies primarily based on housing and dining options by university.*

**FIGURE 29: 2023-24 Price of Attendance for Typical First-time in College In-State Undergraduates Living On-campus**

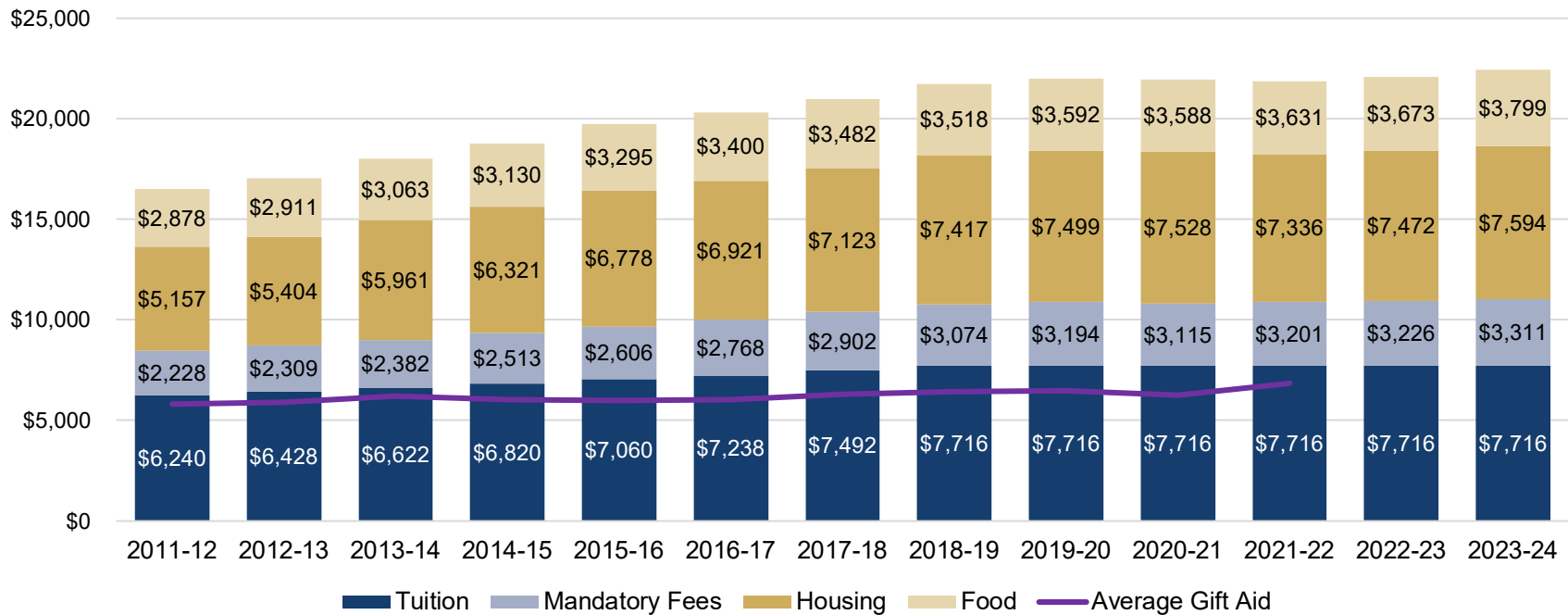


Source: Annual Data Collection, State System Student Data Warehouse

**Total price** includes tuition, fees, room, and board but does not include allowances for other expenses or take financial aid into account. The total price varies across PASSHE universities owing to different structures for tuition, student fees, and room and board. It also varies for students within a university, depending on the housing and dining options they choose. **Figure 29** shows price variation by university. The gray area reflects the price range for on-campus, in-state undergraduate students, based on the housing and dining options they choose.

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

**FIGURE 30: History of Price of Attendance with Average Federal, State, and Institutional Gift Aid For Typical First-time in College In-State Undergraduate Living on Campus**



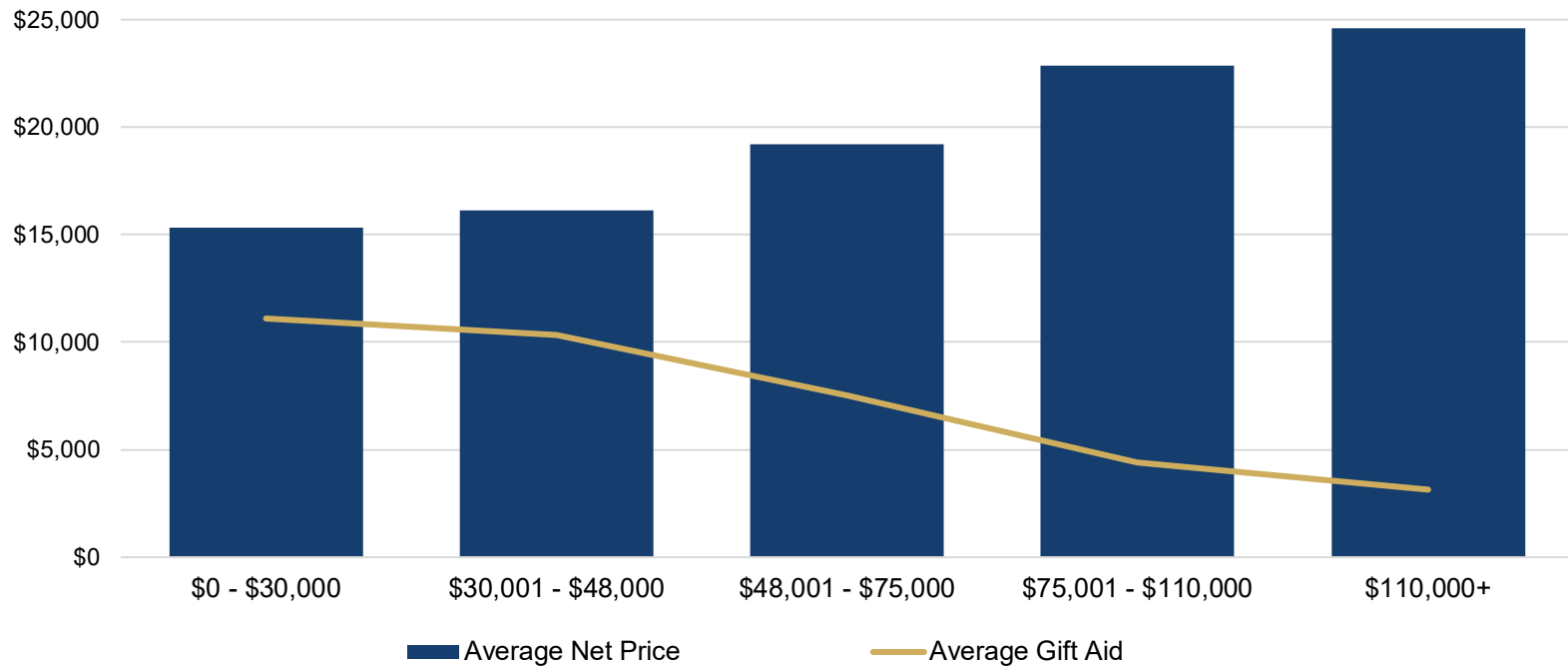
Sources: Costs - Annual Data Collection, State System Data Warehouse; Grants: The Integrated Postsecondary Education Data System  
 Notes: Tuition is the standard tuition as approved by the Board of Governors. Room and Board rates are average of most common university rates.  
 Average gift aid includes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

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 30** is the disparity between the cost of attendance and the gift aid received by a student.

The arresting of the upward trajectory in the cost of attendance is notably influenced by the implementation of tuition freezes and the augmentation of institutional aid. These measures have had a substantial impact on stabilizing the trajectory of the overall cost of attendance.

## Higher gift aid for lower-income students increases affordability and access for students with the most need.

**FIGURE 31: 2021-22 Average Net Price vs Average Grant Aid, by Family Income Level**



Source: The Integrated Postsecondary Education Data System

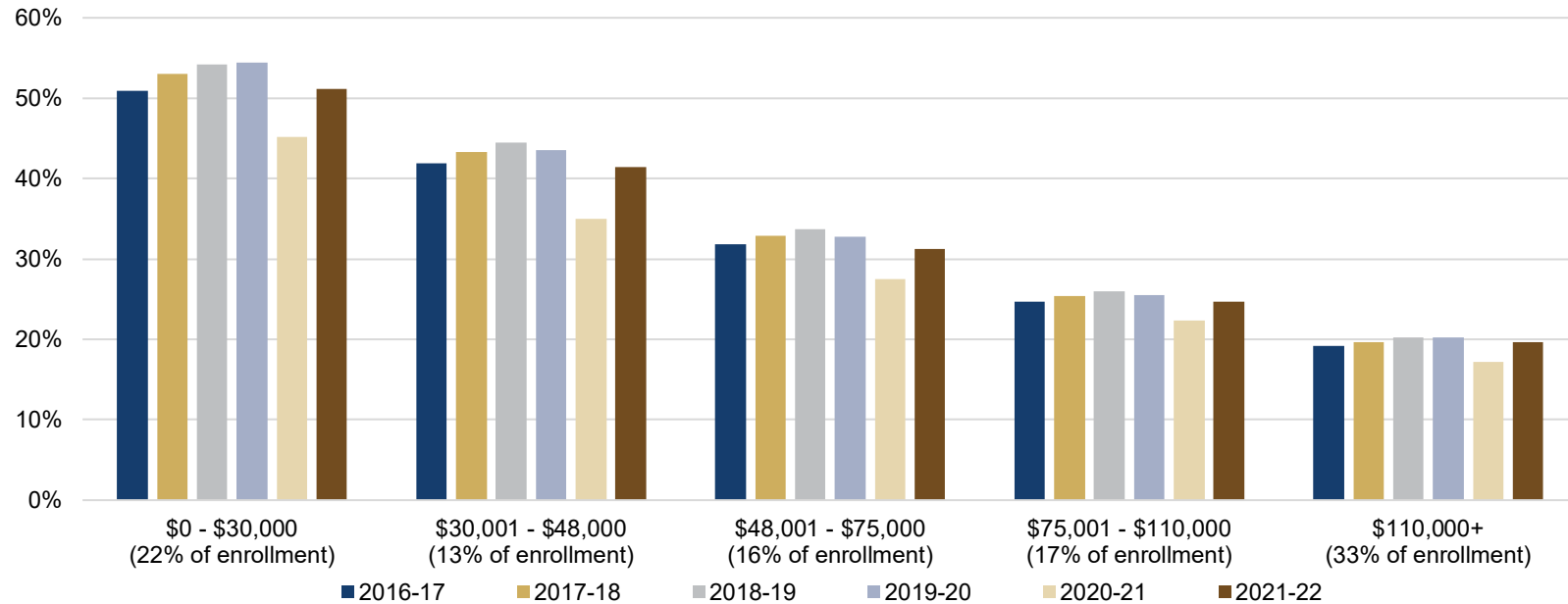
Notes: Data is for first time in college (FTIC), full-time, degree/certificate-seeking PA resident undergraduate students who received any Title IV financial aid.

Students with lower incomes receive a greater amount of gift aid, resulting in a lower net average cost of attendance compared to their higher-income counterparts (**Figure 31**).



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

**FIGURE 32: Net Price as Percent of Family Income for PASSHE Undergraduate Students**



Source: The Integrated Postsecondary Education Data System

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

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.

With the ongoing work around affordability, the proportion of family income to net price is decreasing for PASSHE students. This is most prominent in the two lowest income brackets, where the proportion has decreased between 2% and 3% since 2019-20. These students constitute a majority, almost 70%, of the total undergraduate enrollments at PASSHE universities.

**PASSHE universities have substantially increased institutional aid; however, this is not sustainable without additional state investment and still lags the national average.**

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

FIGURE 33: National 4-Year Public

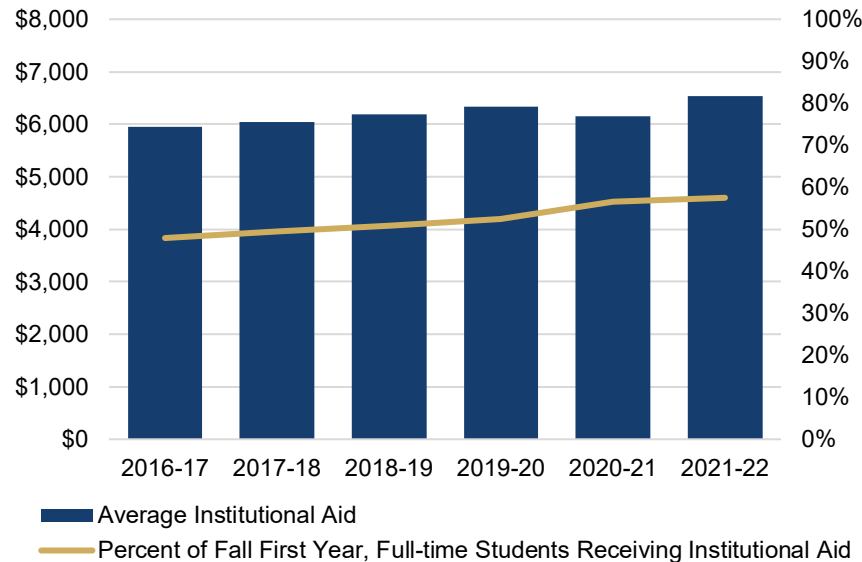
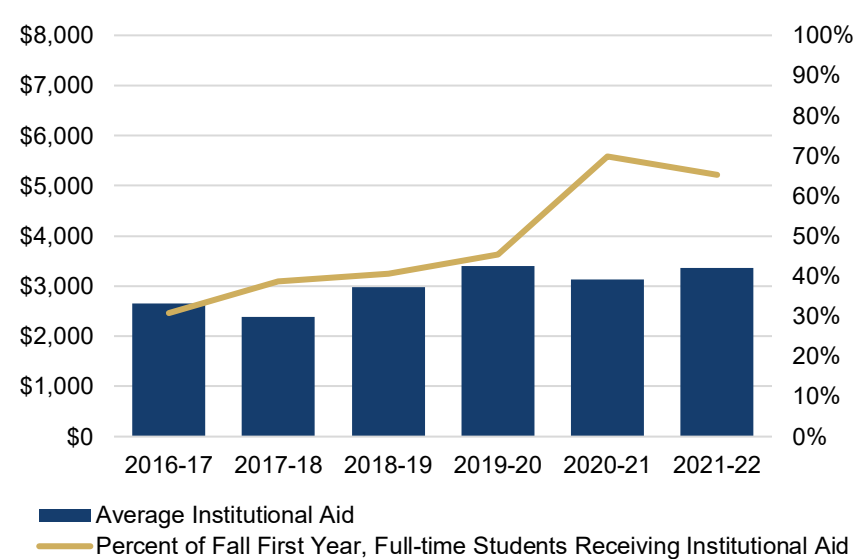


FIGURE 34: PASSHE



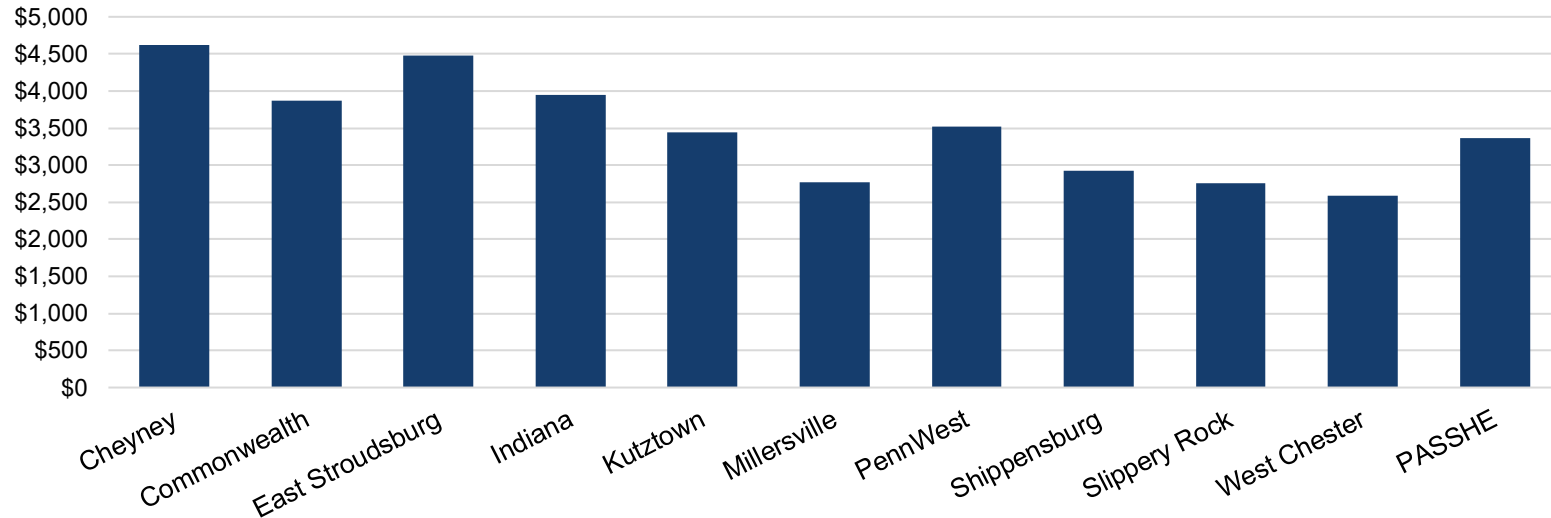
Source: The Integrated Postsecondary Education Data System

Notes: Institutional Aid includes grants, scholarships, and waivers. Comparator data is weighted by institution size. First year students include students entering with advanced standing who are entering higher education as degree- or certificate-seeking for the first time, excluding prior summer. Average institutional aid awards are for fall and spring terms.

**Institutional aid** is money that universities take from operating budgets, donor gifts, and other sources and distribute to students as gift aid in order to reduce their total price of attendance. PASSHE universities fall behind public four-year universities nationally in terms of the average amount of aid distributed to each student (**Figures 33 and 34**). PASSHE universities have continued to grow in both the proportion of students receiving institutional aid dollars and the average aid per student. While the upward trend in available aid is promising, the high proportion of students in the last couple of reporting years reflects the availability of COVID relief funds and may not be sustainable without ongoing support from the state. As elsewhere, there is considerable variation among universities (**Figure 35**).

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

**FIGURE 35: 2021-22 Average Institutional Aid for Fall First Year, Full-time Undergraduate Students**



Source: The Integrated Postsecondary Education Data System

Notes: Institutional Aid includes grants, scholarships, and waivers

First year students include students entering with advanced standing who are entering higher education as degree- or certificate-seeking for the first time, excluding prior summer.

Because the price of attendance has grown more rapidly than available aid (**Figure 35**) and average family income, need has grown, driving greater reliance on student loans.

**Need is Cost of Attendance** (tuition, fees, room, board, and allowances for books and supplies, transportation, and miscellaneous expenses) minus **Expected Family Contribution** (the amount a student is expected to pay for their education as calculated based on a student's completed Free Application for Federal Student Aid, or FAFSA, form.) Need is met by students in a variety of ways, including through grants and scholarships, loans, on-campus work study, off-campus employment, tax credits, and private support.

***Efforts to stabilize price have stalled the growth in average loan levels, but proportionally low state support results in Pennsylvanians having more student loan debt than national averages.***

**FIGURE 36: Median Federal Student Loan Debt of Undergraduate Completers**

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

Source: NSLDS via College Scorecard

Notes: Data is for all undergraduate students that graduated during the reporting years. Cohorts are 'pooled' across 2 years (example: 2020-21 data is pooled across FY 2020 and FY 2021, while 2019-20 is pooled across FY 2019 and FY 2020). Data is for federal student loans that were 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.

Loan debt for PASSHE university graduates is high compared to other public universities outside of Pennsylvania (**Figure 36**), reflecting low overall state support and resulting in increases in student fees and housing costs. Despite this, the overall student default rate, prior to the national repayment pause, was 2.0%, which is lower than the average of 2.3% (**Figure 37**). This indicates that graduates are employable, getting good jobs that enable them to pay back their debt.

**Students at State System universities have a low loan default rate, indicating PASSHE graduates are employable, getting good jobs that enable them to pay back their debt.**

**FIGURE 37: Federal Stafford and Direct Loan Three-Year Cohort Default Rate**

	2015 Graduates	2016 Graduates	2017 Graduates	2018 Graduates	2019 Graduates	2020 Graduates
Cheyney University	28.0%	25.6%	23.3%	11.3%	5.8%	0.0%
Commonwealth University					2.5%	0.0%
Bloomsburg University	6.2%	7.0%	7.4%	5.6%		
Lock Haven University	7.1%	7.9%	8.1%	7.6%		
Mansfield University	9.5%	8.5%	9.9%	8.3%		
East Stroudsburg University	7.6%	8.1%	9.4%	7.9%	2.9%	0.0%
Indiana University	7.4%	7.3%	8.5%	7.0%	2.6%	0.0%
Kutztown University	6.7%	6.9%	7.4%	6.3%	1.8%	0.0%
Millersville University	6.4%	6.9%	6.1%	4.3%	1.4%	0.0%
PennWest University					2.1%	0.0%
California University	7.0%	7.4%	7.1%	5.9%		
Clarion University	8.3%	8.5%	10.0%	6.6%		
Edinboro University	8.7%	9.4%	9.5%	5.7%		
Shippensburg University	5.5%	6.8%	6.5%	4.8%	1.9%	0.0%
Slippery Rock University	5.0%	4.9%	5.5%	4.6%	1.5%	0.0%
West Chester University	4.1%	4.9%	4.4%	3.4%	1.2%	0.0%
<b>PASSHE Average</b>	<b>6.7%</b>	<b>7.1%</b>	<b>7.4%</b>	<b>5.8%</b>	<b>2.0%</b>	<b>0.0%</b>
<b>State Default Rate *</b>	<b>9.6%</b>	<b>9.2%</b>				
<b>National Default Rate</b>	<b>10.8%</b>	<b>10.1%</b>	<b>9.7%</b>	<b>7.3%</b>	<b>2.3%</b>	<b>0.0%</b>
<b>Public 4-Year</b>	<b>7.1%</b>	<b>6.8%</b>	<b>7.1%</b>	<b>5.4%</b>	<b>1.8%</b>	<b>0.0%</b>
<b>Private 4-Year</b>	<b>6.6%</b>	<b>6.3%</b>	<b>6.5%</b>	<b>5.0%</b>	<b>1.6%</b>	<b>0.0%</b>
<b>Proprietary 4-Year</b>	<b>14.3%</b>	<b>13.7%</b>	<b>13.1%</b>	<b>9.8%</b>	<b>2.6%</b>	<b>0.0%</b>

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

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

Due to COVID the federal government paused the required repayment of loans, resulting in default rates of 0% in 2020.

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



## SECTION 4:

# Student progression and completion

## ***Ensuring that more students who enroll in a PASSHE university complete and receive their degrees is a critical strategy in meeting the state's workforce development needs.***

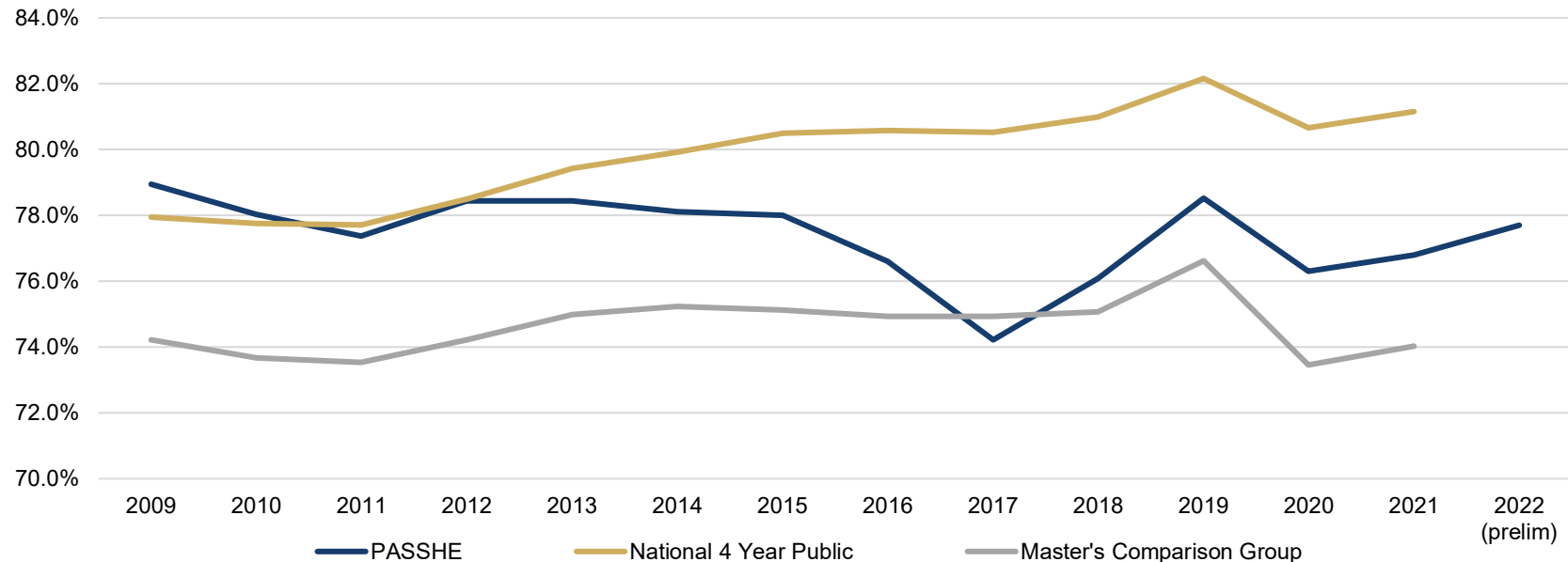
Helping students graduate in a timely manner drives down the overall price they pay for their higher education. It is also critical to PASSHE's work meeting the state's workforce development needs.

Students' educational outcomes are measured in terms of their progression to and completion of a credential. Currently, data are available for undergraduate degree-seeking students, who make up 80% of PASSHE university enrollments. Additional educational outcomes data on students seeking graduate degrees, certificates, and non-degree credentials are being developed and will be presented in the future.

Data are "disaggregated" to show outcomes for different student groups defined in terms of their race/ethnicity, income, etc. By disaggregating data, it is possible to identify and advance initiatives that eliminate attainment gaps between different groups. Of key concern are the attainment gaps that exist between white and non-white students, students from lower- and higher-income backgrounds, and students from rural and non-rural regions, respectively. The System's launch of the Diversity, Equity, and Inclusion (DEI) Dashboard in 2021 and this section of the accountability report illuminates attainment gaps by race/ethnicity and income. It helps to focus efforts to eliminate those gaps and hold ourselves publicly accountable for progress in doing so. Through System Redesign, these efforts and others that are intended to improve student outcomes generally are being accelerated, and we expect to see their impacts showing up in these pages.

**Three out of every four PASSHE students return for their sophomore year, above the national average for the comparator group.**

**FIGURE 38: Second-year Retention Rates by Comparator Universities**  
Fall First-time in College, Full-time, Bachelor's Degree-seeking Students, by the Entering Cohort Year



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

Notes: PASSHE data is System rate, which includes Intra-System transfers. Comparator data is weighted by institution size. Comparison groups are Public, 4 year or above, Degree granting institutions. Master's Comparison Group is based on Carnegie Classifications (2021).

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

**Student retention** measures the proportion of students who persist from their first to their second year—an important indicator of their likelihood of completing a degree. **Figure 38** shows that Systemwide, around 77% of first-time, full-time bachelor's degree-seeking students are retained, which is higher than the typical Master's Comparison group and compares to 81% for comparator institutions nationally, including top public institutions (Fall 2021 cohort returning in Fall 2022). **Figure 39** shows second-year persistence rates by university.

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

**FIGURE 39: Second-year Persistence Rates of First-time in College, Full-time, Bachelor's Degree-seeking Students, by the Entering Cohort Year**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022 (Preliminary)
Cheyney	45.0%	64.5%	54.3%	55.1%	44.1%	65.0%	55.8%	36.9%	70.3%	56.3%	62.4%	68.3%	68.2%
Commonwealth	75.9%	75.1%	76.2%	75.2%	74.9%	74.6%	72.4%	70.2%	72.4%	76.5%	73.3%	74.0%	74.8%
East Stroudsburg	78.4%	70.5%	71.3%	73.8%	72.0%	72.1%	69.8%	69.5%	67.0%	71.1%	66.8%	73.6%	71.0%
Indiana	74.4%	75.2%	73.4%	74.5%	75.6%	74.6%	71.6%	70.6%	72.3%	72.1%	71.3%	70.6%	71.0%
Kutztown	77.3%	71.4%	72.9%	73.5%	72.7%	72.9%	73.7%	74.4%	74.2%	77.4%	77.6%	79.3%	74.8%
Millersville	80.8%	79.1%	81.1%	76.7%	76.5%	77.3%	77.4%	75.0%	77.4%	75.5%	75.2%	76.6%	78.1%
PennWest	72.5%	71.8%	75.4%	73.9%	73.4%	71.9%	71.3%	72.6%	72.9%	73.5%	70.6%	69.9%	70.4%
Shippensburg	70.5%	68.1%	71.4%	73.9%	69.4%	74.4%	70.7%	72.3%	75.0%	77.4%	67.7%	68.5%	76.1%
Slippery Rock	81.2%	81.2%	82.4%	81.6%	83.3%	82.6%	81.1%	80.9%	83.3%	82.8%	81.8%	82.3%	81.5%
West Chester	86.1%	85.4%	87.4%	87.9%	87.9%	85.8%	85.1%	84.6%	85.5%	85.0%	84.8%	82.2%	84.4%
<b>PASSHE</b>	<b>78.0%</b>	<b>77.4%</b>	<b>78.4%</b>	<b>78.4%</b>	<b>78.1%</b>	<b>78.0%</b>	<b>76.6%</b>	<b>74.2%</b>	<b>76.1%</b>	<b>78.5%</b>	<b>76.3%</b>	<b>76.8%</b>	<b>77.7%</b>

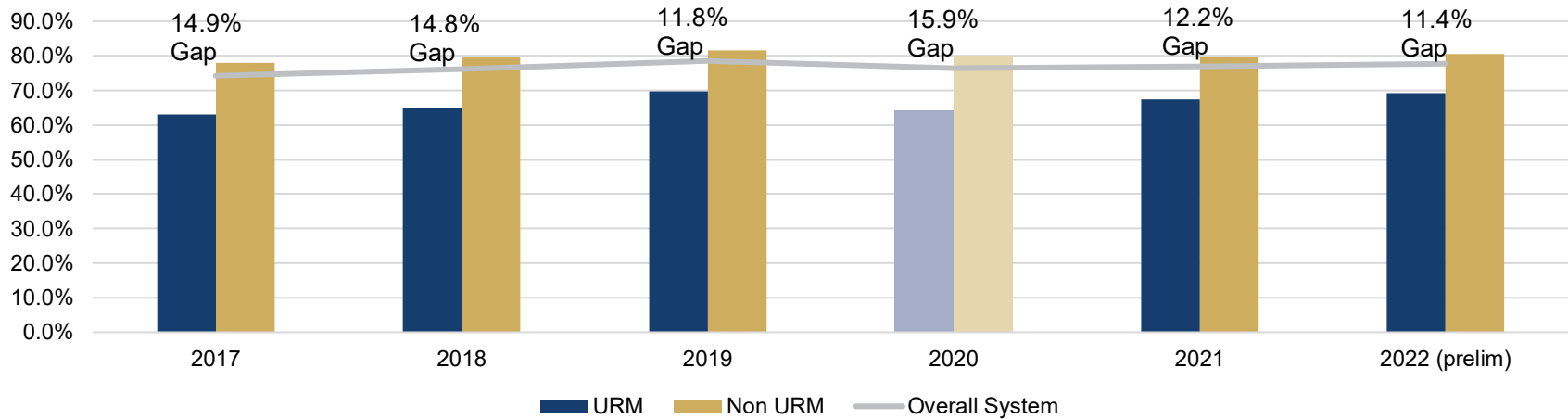
Source: State System Student Data Warehouse, Fall Census

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).

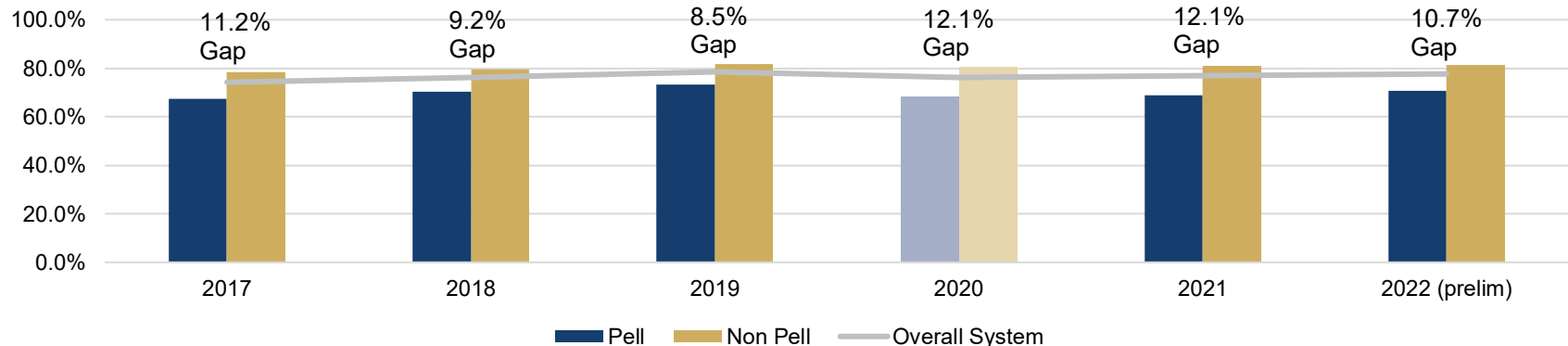
Persistence rates are the percentage of FTIC students enrolled as of the fall Census, and returning the following fall, or graduating prior to the following fall.

**By focusing on all students' success, PASSHE universities have narrowed gaps between URM and lower-income students and their counterparts, previously widened during the pandemic.**

**FIGURE 40: Second-year Persisters by Entering Cohort Year and URM Status, First-time in College, Full-time, Bachelor's Degree-seeking Students**



**FIGURE 41: Second-year Persisters by Entering Cohort Year and Pell Status, First-time in College, Full-time, Bachelor's Degree-seeking Students**

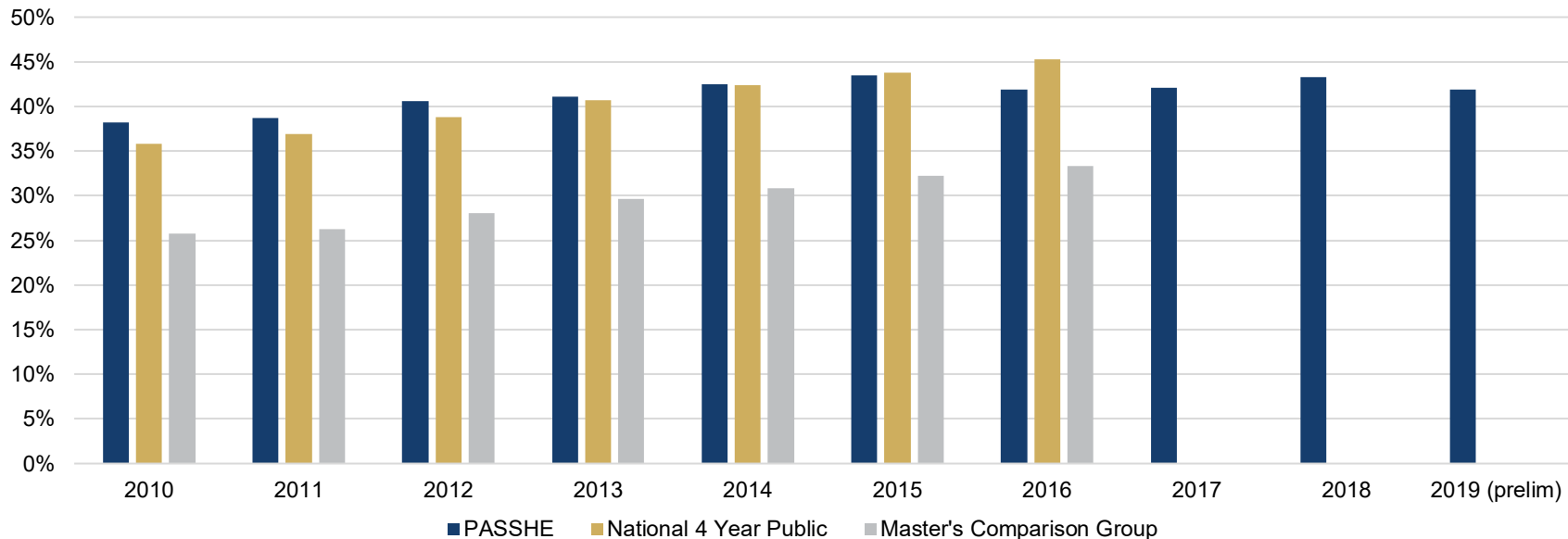


Source: State System Student Data Warehouse, Fall Census

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).

## Four-year graduation rates for PASSHE students are consistently above the average for comparator institutions and continue to grow.

**FIGURE 42: Four-year Graduation Rates by Comparator Universities**  
 Fall First-time in College, Full-time, Bachelor's Degree-seeking Students, by Entering Cohort Year



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

Notes: State System data is System rate, which includes Intra-System transfers. Comparator data is weighted by institution size. Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications (2021). First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

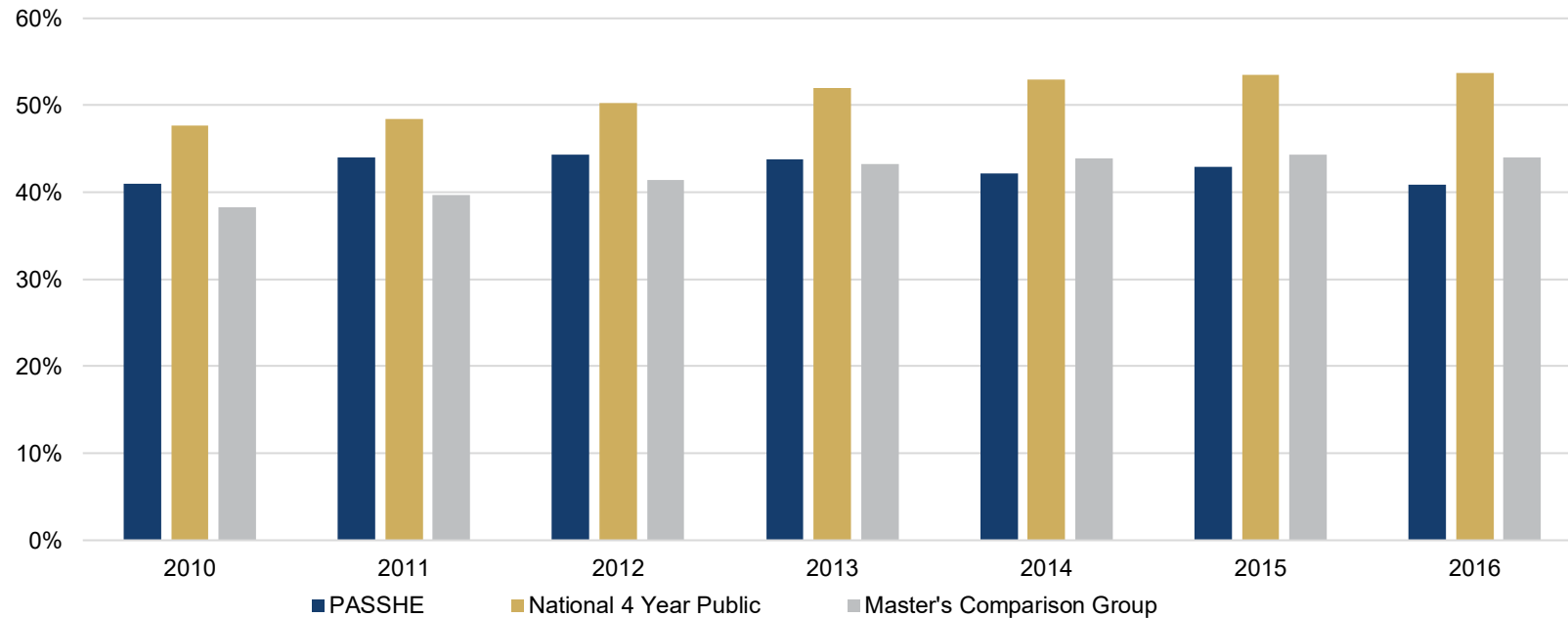
PASSHE's **four-year graduation rate** for first-time, full-time students is 42% (**Figure 42**), which continues to be higher than the comparison to master's degree-granting institutions but below the average for all four-year public universities nationally. The 2016 cohort was impacted by COVID, as their four-year graduation rates are calculated for 2020 graduations. The four-year graduation rate has increased by 4% from students entering in 2010 to those entering in 2019. In contrast, the six-year graduation rate of 58% remains largely unchanged since 2010, with the exception of a slight decline in more recent years for cohorts graduating during the pandemic. There is variance among universities, with over half of the System universities having seen modest improvement.

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



***Six-year graduation rates for PASSHE students are consistently above the average for comparator institutions, adding to the affordability advantage of a PASSHE education.***

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



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

Notes: Non-URM includes White, Asian, and Native Hawaiian or Other Pacific Islander. URM includes American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. Data excludes Nonresident Alien and Race Unknown. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Beginning with the Fall 2014 entering cohort, graduation rates have been impacted by the pandemic, resulting in lower graduation rates. The rates for students entering the university in Fall 2014 are based on graduations beginning in 2019-20. We anticipate that this impact may affect all entering cohorts between 2014 and 2019.

PASSHE universities continue to have graduation rates above the national comparator group (Master's Comparison Group).

*The pandemic depressed graduation rates at most universities. Recovery in first-to-second year retention suggests graduation rates will recover in the coming few years.*

**FIGURE 44: Six-year Graduation Rates of First-time in College, Full-time, Bachelor's Degree-seeking Students, by Entering Cohort Year**

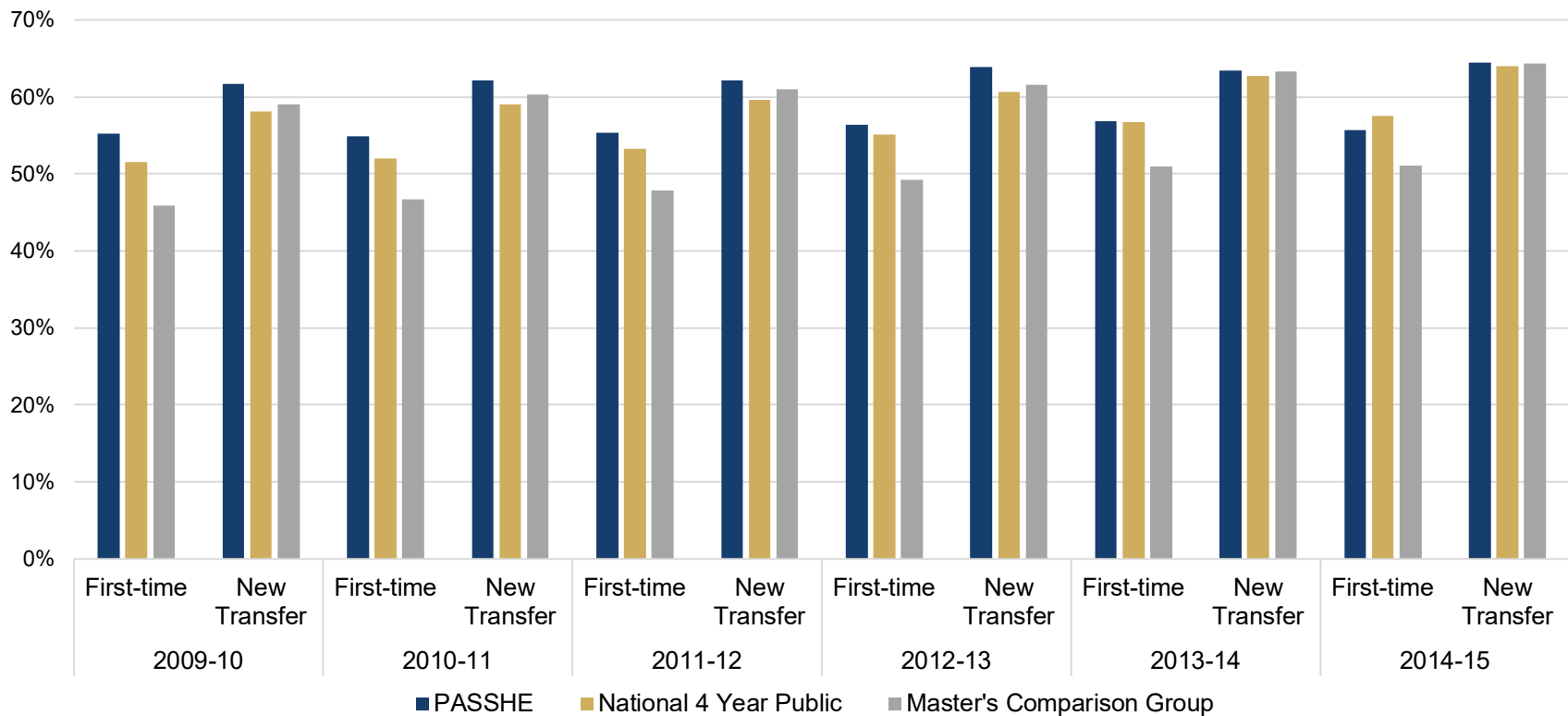
	2010	2011	2012	2013	2014	2015	2016	2017 (Preliminary)
Cheyney	15.9%	25.6%	15.2%	26.2%	27.1%	41.0%	14.9%	16.2%
Commonwealth	56.6%	56.6%	56.7%	57.4%	55.7%	57.6%	54.5%	54.0%
East Stroudsburg	57.3%	48.1%	49.8%	52.2%	50.4%	48.6%	45.7%	43.8%
Indiana	54.0%	55.9%	55.8%	55.6%	54.4%	56.8%	52.6%	52.8%
Kutztown	54.8%	53.1%	54.6%	54.1%	52.1%	53.9%	56.4%	54.1%
Millersville	61.1%	61.7%	60.1%	56.5%	56.3%	56.7%	57.0%	54.4%
PennWest	50.6%	51.0%	53.9%	50.9%	52.0%	51.7%	50.3%	52.4%
Shippensburg	56.1%	51.5%	52.6%	58.4%	51.4%	58.0%	50.2%	51.6%
Slippery Rock	68.3%	66.1%	66.6%	67.8%	69.0%	68.4%	66.5%	65.9%
West Chester	70.1%	72.6%	74.7%	76.7%	75.4%	72.8%	71.6%	69.8%
<b>PASSHE</b>	<b>59.4%</b>	<b>59.6%</b>	<b>60.5%</b>	<b>60.8%</b>	<b>59.8%</b>	<b>61.0%</b>	<b>58.6%</b>	<b>58.3%</b>

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).

**Students who transfer to a PASSHE university graduate at higher rates than students who enroll as freshmen.**

**FIGURE 45: Six-Year Graduation Rates of Annual Cohort of First-time in College (FTIC) and New Transfer Students, by Entering Cohort Year**



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

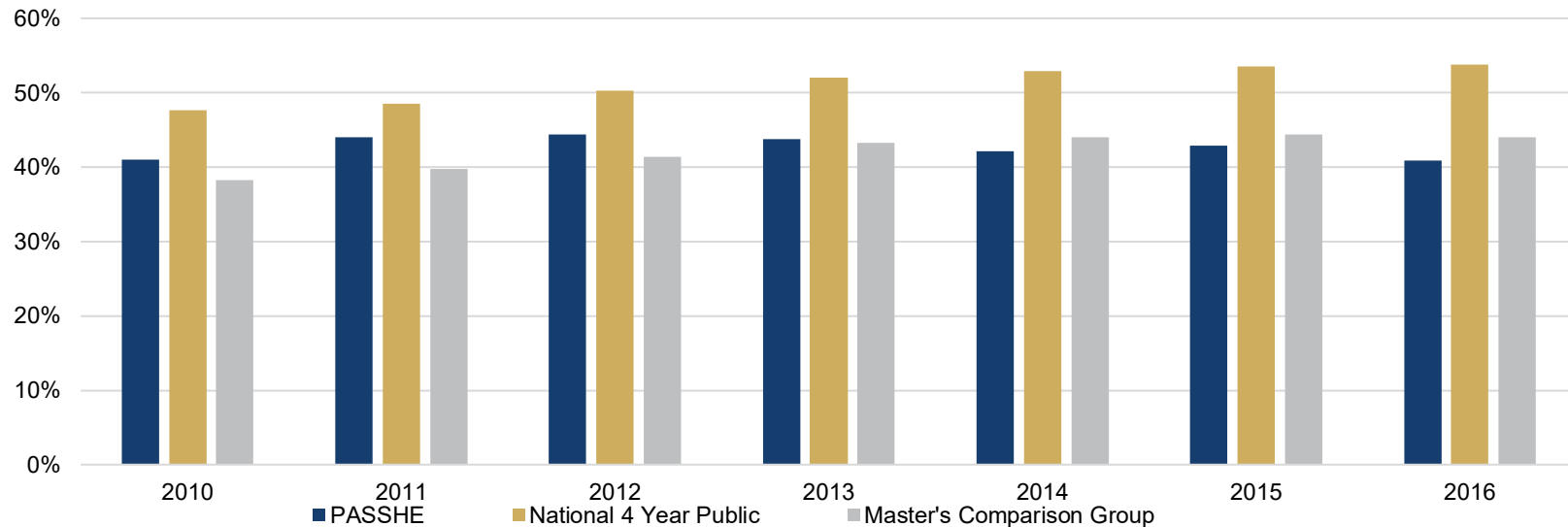
Note: Comparator Data is weighted by institution size. Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Master's

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

As is typical nationally, **transfer students** are more successful in completing their degrees than those who begin as first-year students at PASSHE universities (**Figures 45**). Here, too, PASSHE performs at or above the national averages for comparator institutions. At the same time, transfer graduation rates have been remarkably stable at a time when they are improving across higher education in general.

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

**FIGURE 46: Six-year URM Graduation Rates, Fall First-time in College, Full-time, Bachelor's Degree-seeking Students by Entering Cohort Year, with Comparator Universities**



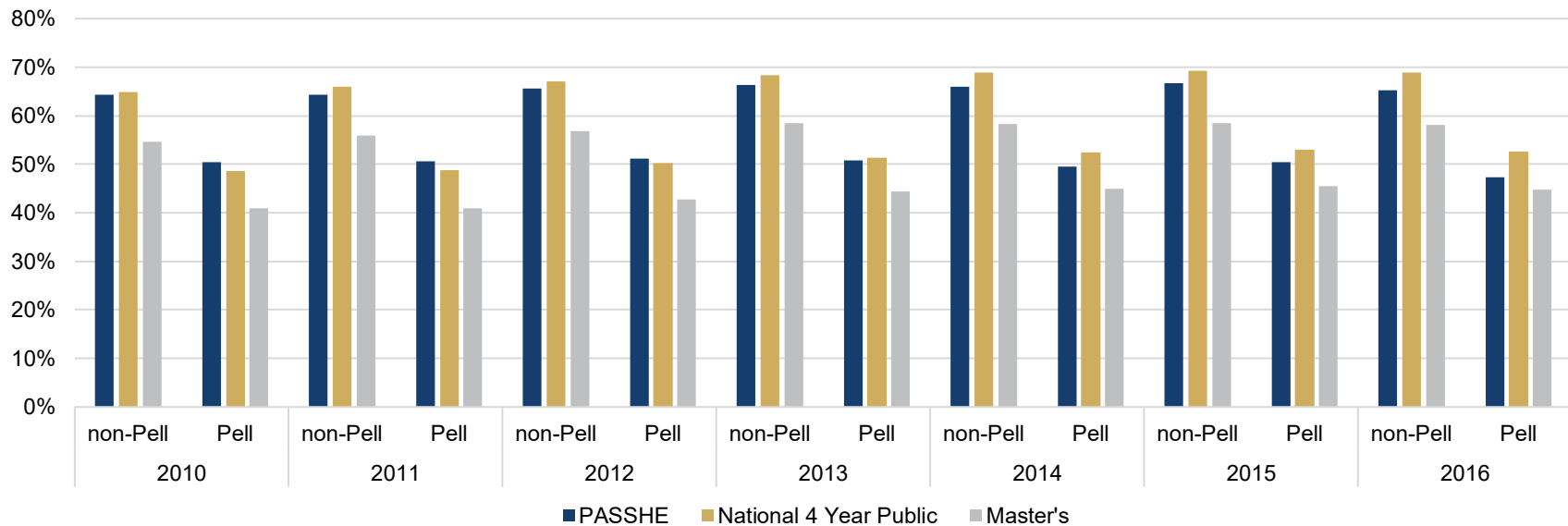
Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)

Notes: Non-URM includes White, Asian, and Native Hawaiian or Other Pacific Islander. URM includes American Indian or Alaska Native, Black or African American, Hispanic, and Two or More Races. Data excludes Nonresident Alien and Race Unknown. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Similar to the impact on retention rates, the modest improvement observed in graduation rates for URM students faced hindrance beginning with the 2014 cohort due to the pandemic, as evidenced in **Figure 46**. The non-URM cohorts were also affected, but with less impact. Compared with national trends, PASSHE universities do not perform as well with URM students. The attainment gaps between URM and non-URM students have grown for PASSHE universities beginning with the Fall 2013 cohort, whereas the national 4-Year and Master's comparator groups have reduced the gaps.

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

**FIGURE 47: Six-year Pell Recipient Graduation Rates, Fall First-time in College, Full-time, Bachelor's Degree-seeking Students by Entering Cohort Year with Comparator Universities**



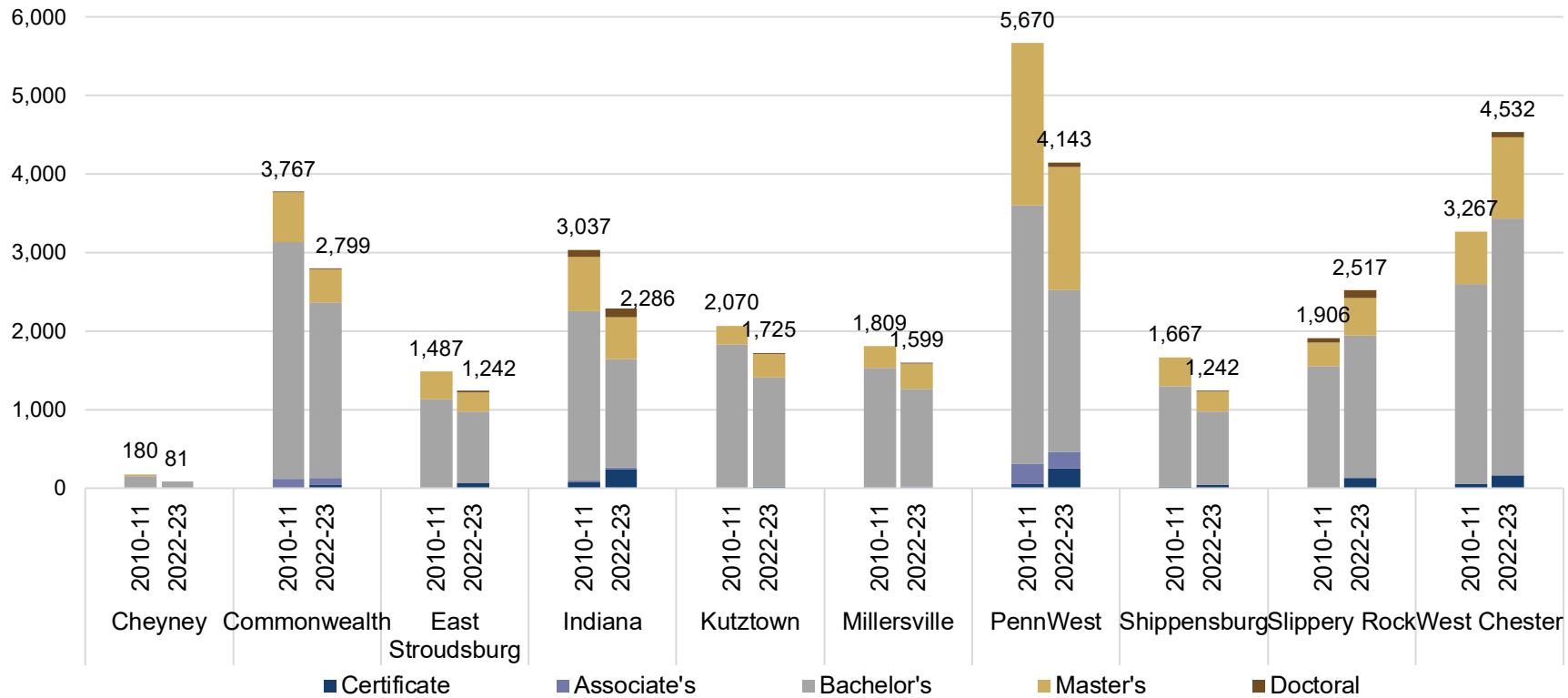
Source: State System Data - State System Student Data Warehouse, Annual Data Collection; Comparator data - Integrated Postsecondary Education Data System (IPEDS)

Notes: Pell Recipient indicates that the student received a Pell grant in their entering term. State System is System rate, which includes intra-System transfers. Comparator Data is weighted by institution size. First-time in College (FTIC), are first-time, first-year (Freshman) students attending an institution at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

The trend seen in URM students is also noticeable concerning the attainment gaps between Pell recipients and non-Pell students, as illustrated in **Figure 47**. The attainment gaps between Pell recipient and non-Pell recipient students, similar to the URM students, have also increased for PASSHE universities, whereas the National 4-Year and Master's comparator groups have remained constant. Closing these gaps and improving graduation rates for all students is one of the most important goals of System Redesign.

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

**FIGURE 48: PASSHE Annual Degrees and Certificates Conferred by University and Level**



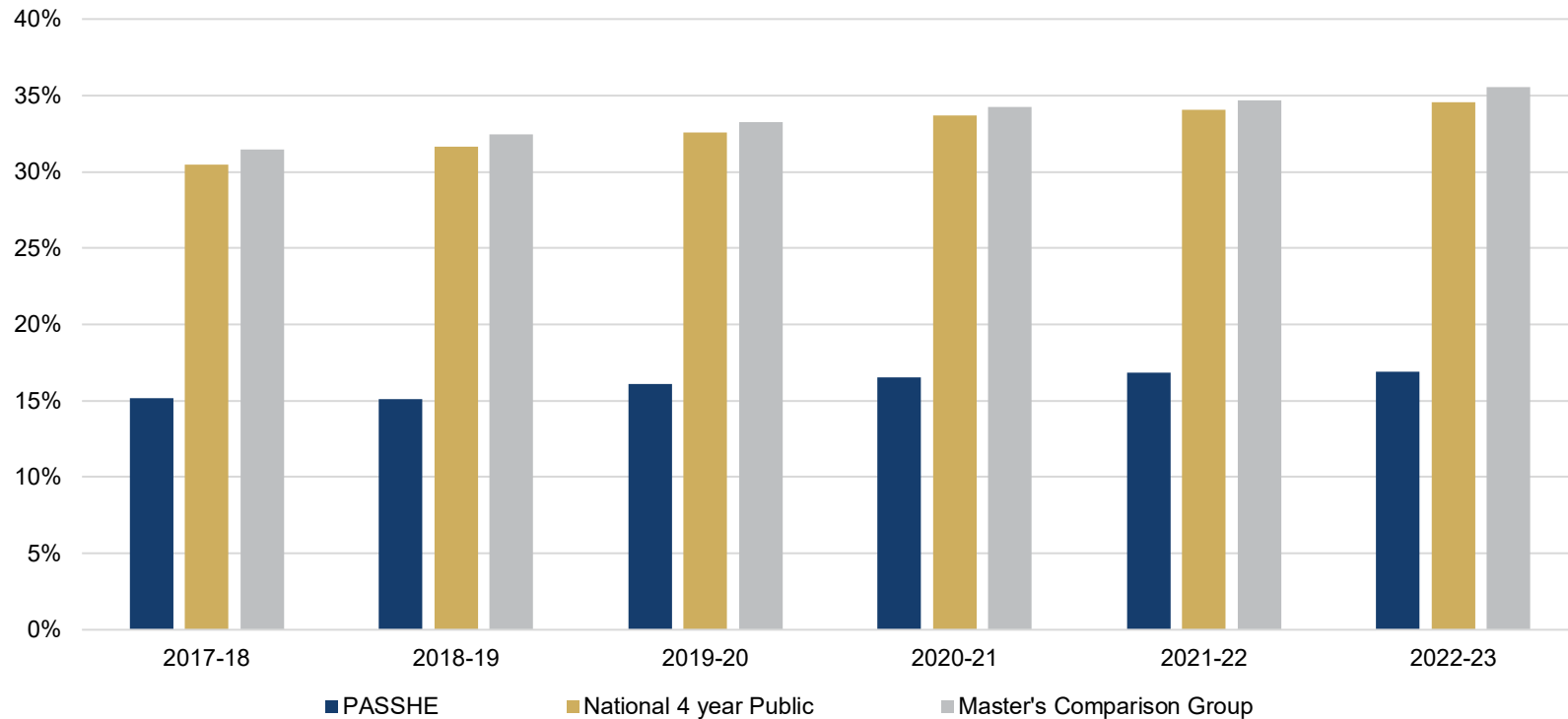
Source: State System Student Data Warehouse, Annual Data Collection

**Completion** data include the number of all awards (doctoral, master's, bachelor's, associate, and certificate) for each academic year. It does not yet include non-credit/workforce-aligned credentials. **The data reflect the declining enrollment of bachelor's degree-seeking students, and the universities' growing enrollments in other credentials, including certificates and doctoral awards.** Many 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 48**.



*As the proportion of enrolled minority students continues to grow, the percentage of credentials awarded to them has remained constant in recent years.*

**FIGURE 49: Percentage of Total Degrees and Certificates Conferred for URM Students, by Comparator Universities**



Source: Integrated Postsecondary Education Data System (IPEDS)

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

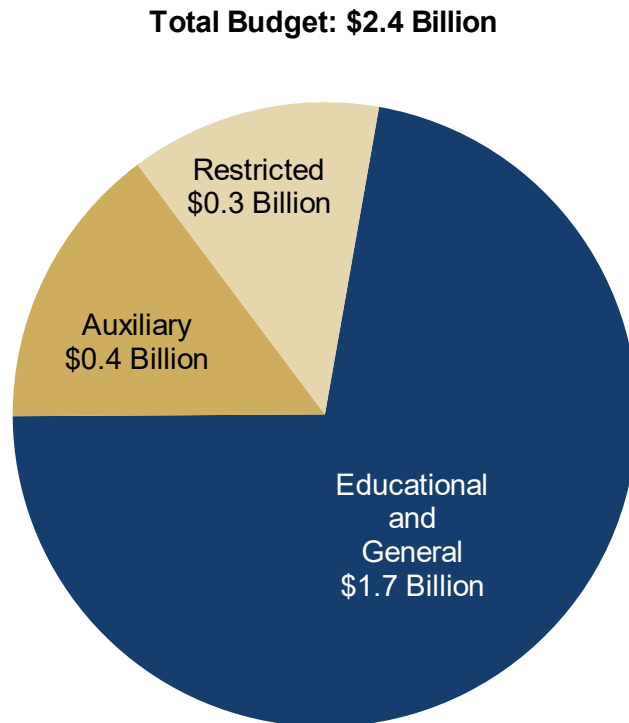
In this context, disparities persist between URM and non-URM students. Furthermore, PASSHE universities fall behind their national comparator groups in the percentage of total degrees awarded to underrepresented minorities. Despite the universities' relative success in expanding URM enrollment, these data underscore the imperative to significantly enhance URM student persistence and graduation rates, as depicted in **Figure 49**.

## SECTION 5:

# University financial efficiency and sustainability

***PASSHE has a \$2.4 billion budget, with the majority, \$1.7 billion, supporting expenditures aligned to instruction and student support services.***

**FIGURE 50: FY 2023-24 E&G Expenditure Budget**

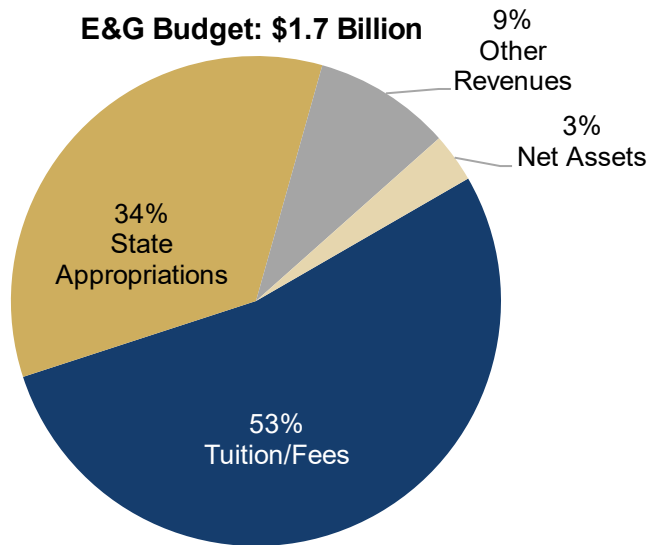


Source: State System Budget Reports

PASSHE's Fiscal Year (FY) 2023-24 budget, totaling \$2.4 billion, is distributed as follows: \$1.7 billion in educational and general (E&G) enterprises (all activity associated with instruction, student support services, athletics, and associated administrative and facilities operations), \$0.4 billion in auxiliary enterprises (self-supporting activities such as housing, dining, and student unions), and \$0.3 billion in restricted (funds for which uses are restricted by the provider) (**Figure 50**).

*The E&G revenues are highly reliant on student tuition and fees (53%). The greatest cost is employee salaries and benefits (70%).*

FIGURE 51: FY 2023-24 E&G Revenues

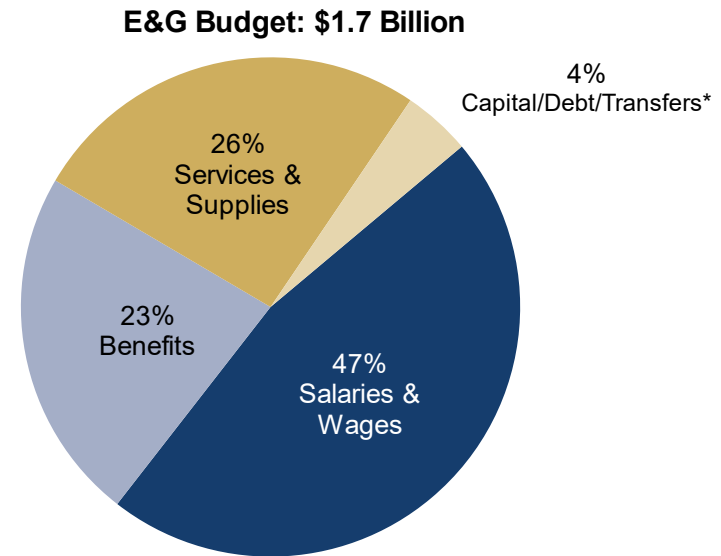


Source: State System Budget Reports

Notes: Numbers do not add due to rounding.

Other Revenues include gifts, investment income, and other miscellaneous revenues. Net assets used to support one-time strategic initiatives and sustainable operations.

FIGURE 52: FY 2023-24 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.

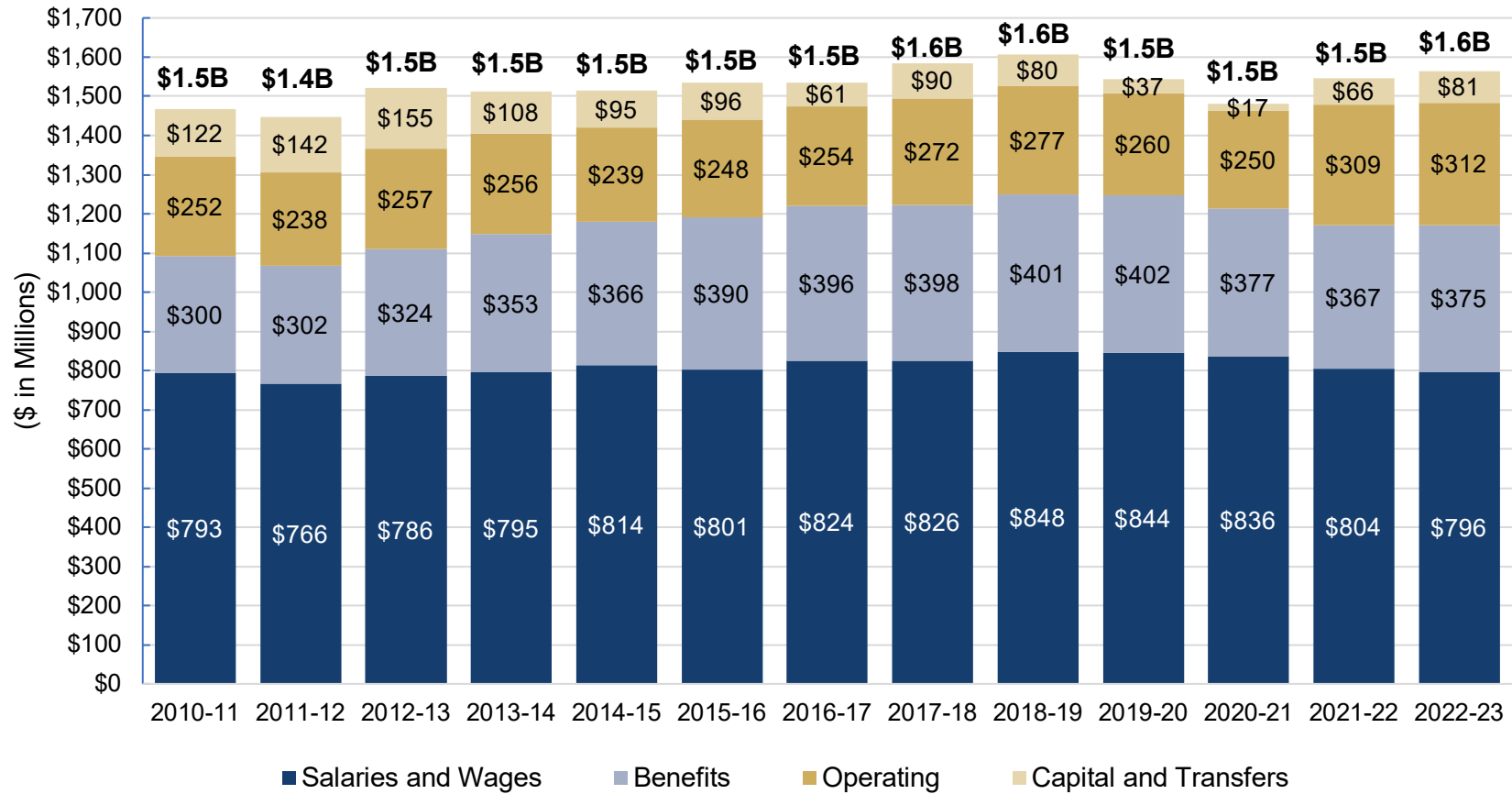
### Educational and General (E&G)

The E&G budget is funded by student tuition and fees (53%), state appropriations (34%), other miscellaneous sources (9%), and net assets (3%), which includes one-time federal coronavirus relief (**Figure 51**).

Seventy percent 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 (26%) and capital and transfers (4%). The transfers category represents universities' investments in the renewal and replacement of their physical infrastructure using the E&G budget (**Figure 52**). Notably, the overall expenditure distribution has undergone minimal change since 2010, as illustrated in **Figure 53**. The proportional expenditures by functional categories (e.g., instructional and academic supports, student services, etc.) is also fairly stable since 2010.

**PASSHE universities have contained cost increases over the past several years despite inflation and needed net-new investment.**

**FIGURE 53: History of Educational & General Expenditures**



Source: State System Financial Statements

In response to declining enrollment and the historical pattern of reduced state support, State System universities have proactively implemented efficiency measures to mitigate the upward pressure on students' net price of attendance. These efforts have included a reduction of approximately 2,600 annual Full-Time Equivalent (FTE) employees since the 2010-11 academic year, or 21% of the workforce.

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

In response, in 2019, PASSHE required that universities operate in financially sustainable ways, acting as all families do in this commonwealth, spending no more than they earn. The System's Sustainability Policy rests on four key financial health measures and associated requirements that universities maintain threshold targets in all but one of them (enrollments). The four measures are **annualized student FTE enrollment, operating margin ratio, primary reserve ratio, and university minimum reserves**. Universities also began tracking key efficiency measures, including expenditure per student and student-to-faculty ratio, since these are primary drivers of an institution's financial health.

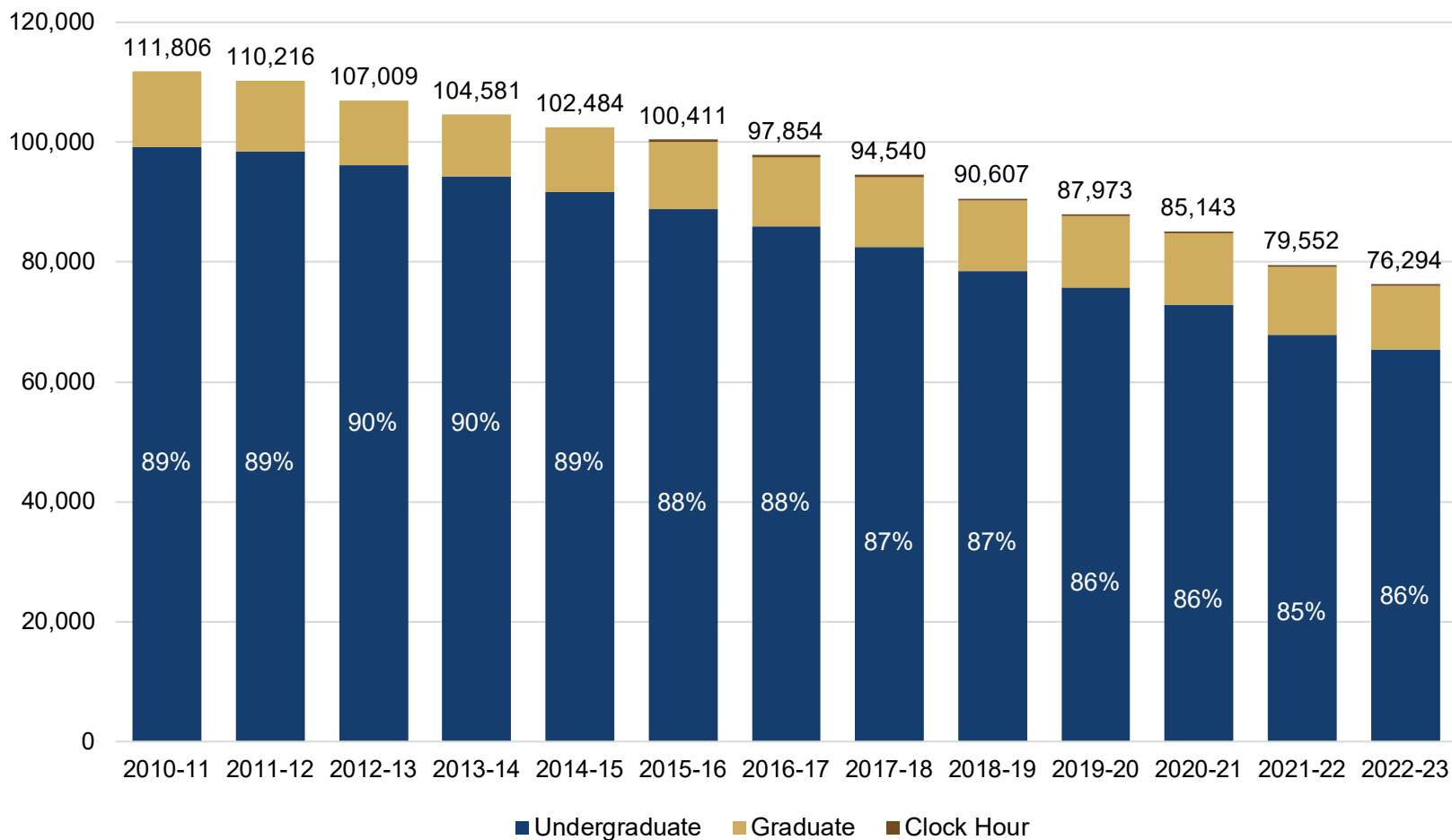
These measures, presented in the following pages, demonstrate the significant progress that has been made toward stabilizing PASSHE financially. There is more work to be done, to be sure, but the Sustainability Policy and associated accountabilities ensure that the System has the tools to live up to its commitment—living within its means and not burdening students with price increases that are driven by cost overruns.

Annualized Student FTE Enrollment (**Figure 54**) serves as a crucial revenue driver for State System universities, representing the impact on revenues from tuition, fees, and room and board collected from students. Universities collaboratively establish enrollment goals with the chancellor and present them to the Board of Governors for approval as part of their budget estimates. Importantly, universities are not obligated to increase enrollment; they are, however, required to align operating budgets with revenues earned at the target enrollment level. This strategic approach is yielding positive results, evidenced by a reduction of almost 1,900 (16%) FTE employees since FY 2018-19. While these measures necessitated challenging decisions by universities, they have been instrumental in sustaining university operations statewide amid declining enrollments.



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

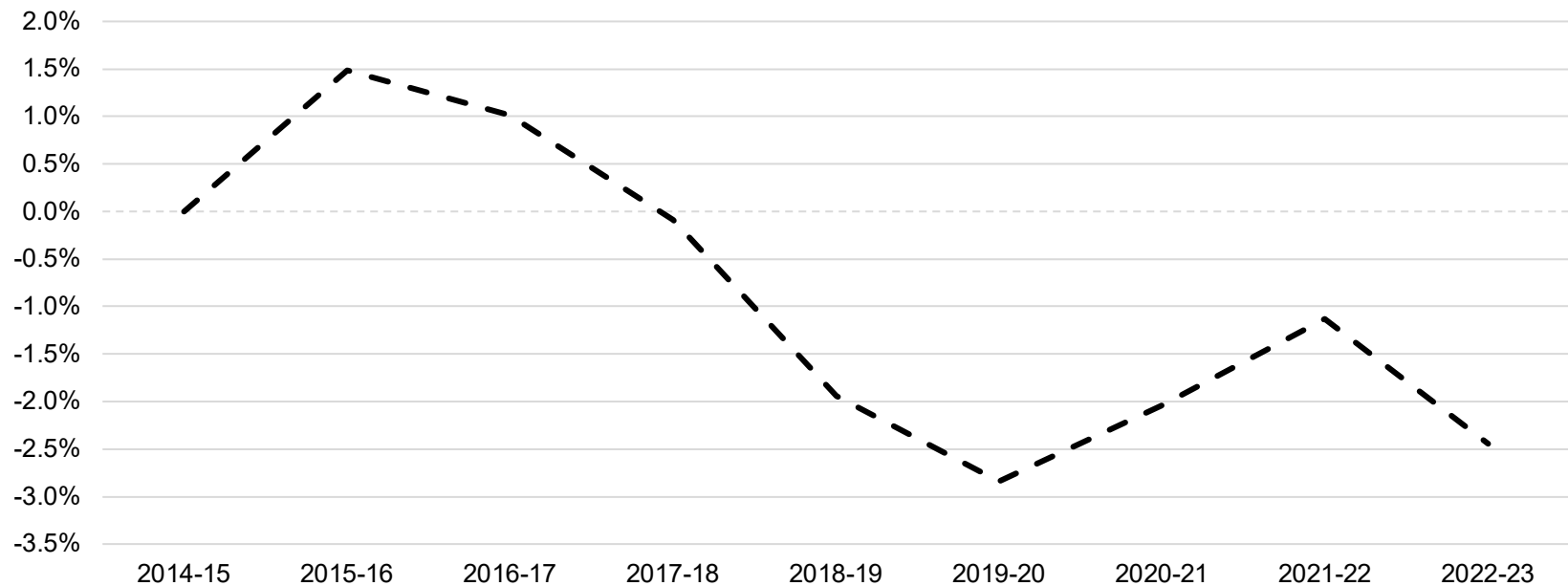
**FIGURE 54: Annualized Student FTE Enrollment**



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

*The steep downward trend in the annual operating margin has been stalled and reflects the work universities have taken on to stabilize their financial condition and align their costs with revenues, aided by COVID funding.*

**FIGURE 55: University Annual Operating Margin**



Source: University Financial Statements, State System Business Warehouse

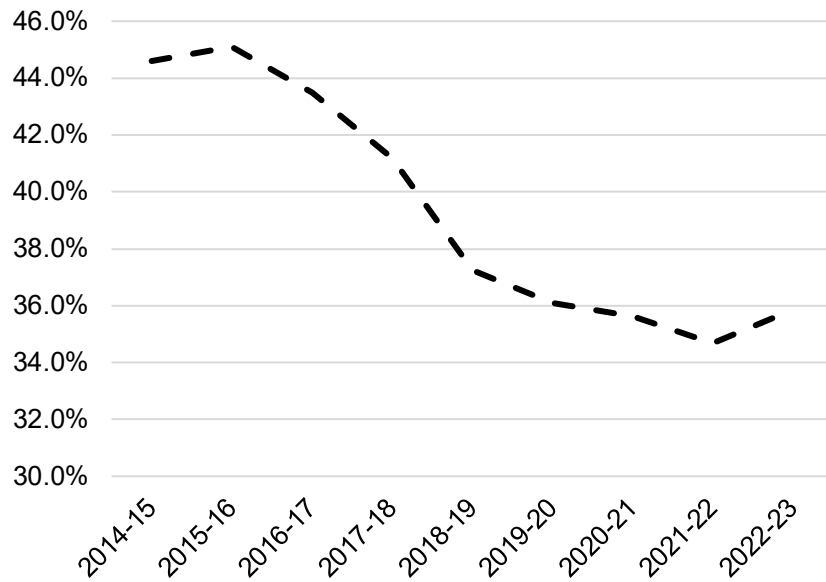
Note: Excludes System Office activity

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

PASSHE has adopted as a goal the recommended minimum range established by the National Association of College and University Business Officers (NACUBO)—that is, 2% to 4%. As shown in **Figure 55**, the steep decline has stalled, and universities are showing improvements from the years preceding the 2019 System Redesign work. However, the metric is still below the goal, representing a continuing threat to the System's long-term financial health.

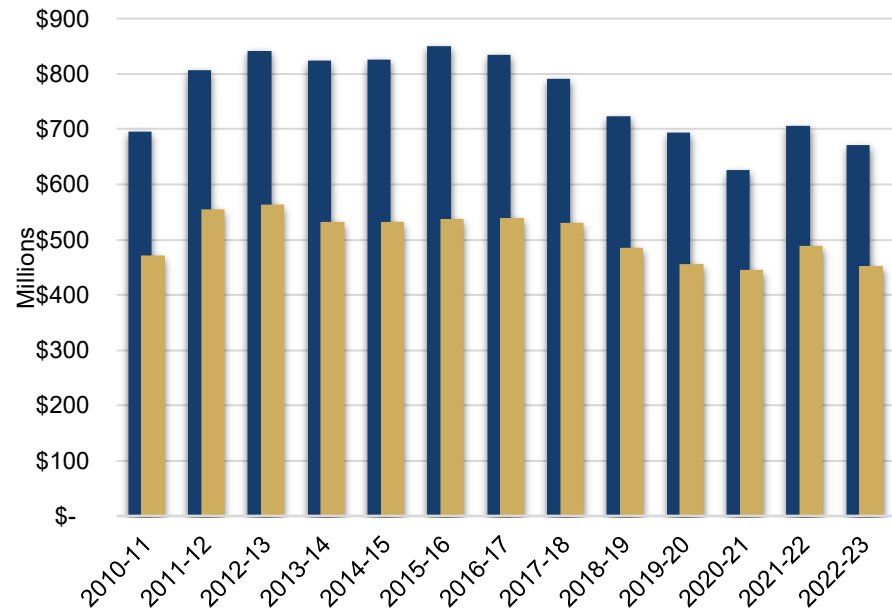
*As with the annual operating margin, the downward trend in the primary reserve ratio has been arrested and reflects the difficult work universities have taken on to stabilize their financial condition and align their costs with revenues, aided by COVID funding.*

**FIGURE 56: University Annual Primary Reserve Ratio**



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

**FIGURE 57: Unrestricted Net Assets without Long-Term Liabilities University Total**



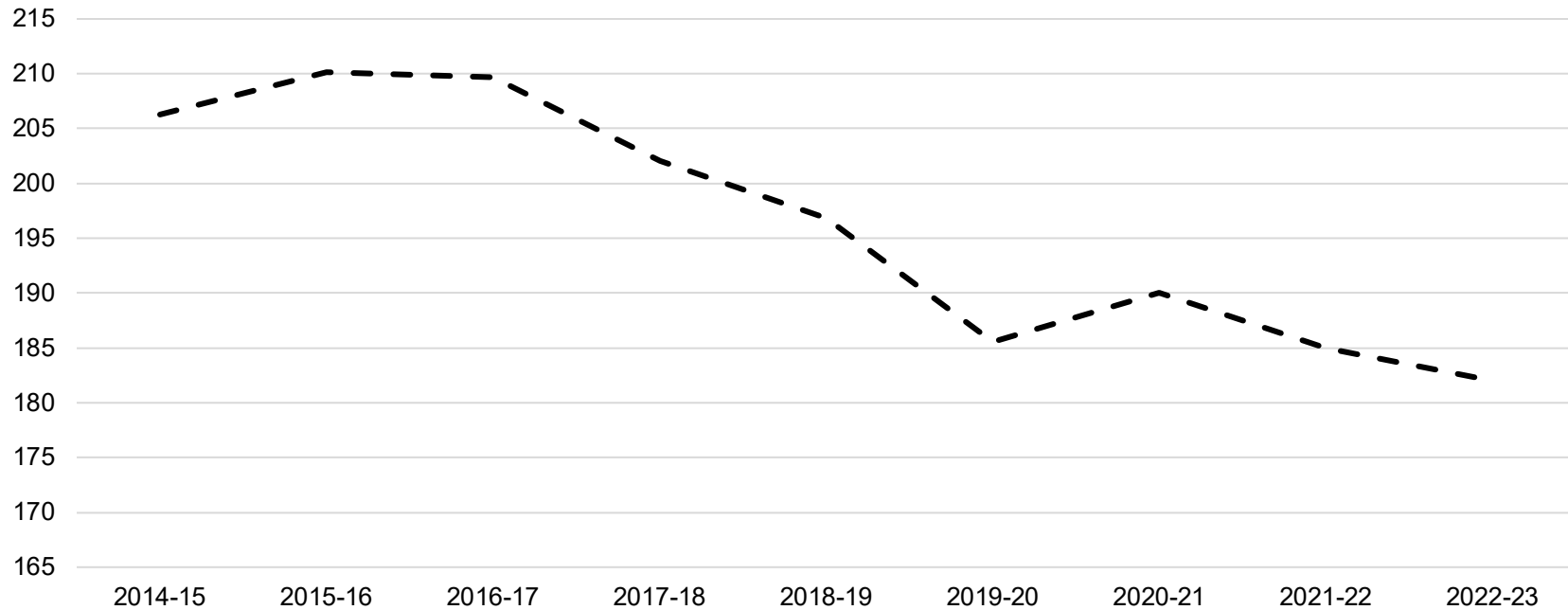
■ University Total Unrestricted Net Assets ■ E&G Unrestricted Net Assets  
 Source: University Financial Statements, State System Business Warehouse  
 Notes: University total excludes System Office activity.  
 Total unrestricted net assets excludes postretirement, compensated absence and pension liabilities.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

The **Primary Reserve Ratio** shows how long a university could function and pay its obligations, including debt, using existing net assets, and is one indicator of a university’s financial health. Here, too, PASSHE adopted as a goal NACUBO’s recommended minimum primary reserve ratio of 40%. Overall, the ratio for the State System has declined in recent years and is driven by underperformance at universities experiencing the steepest enrollment declines (**Figure 56**). Thanks to the Board’s implementation of the Sustainability Policy, that decline has been mitigated.

**Figure 57** reflects how universities have addressed the downward trajectory of net asset balances and improved them in more recent years.

***Minimum reserves have stabilized, resulting from the difficult work universities have taken on to address their financial condition and align their costs with revenues.***

**FIGURE 58: University Minimum Reserves, Number of Days Cash on Hand as of June 30**



Source: University Financial Statements, State System Business Warehouse

Notes: Excludes System Office activity.

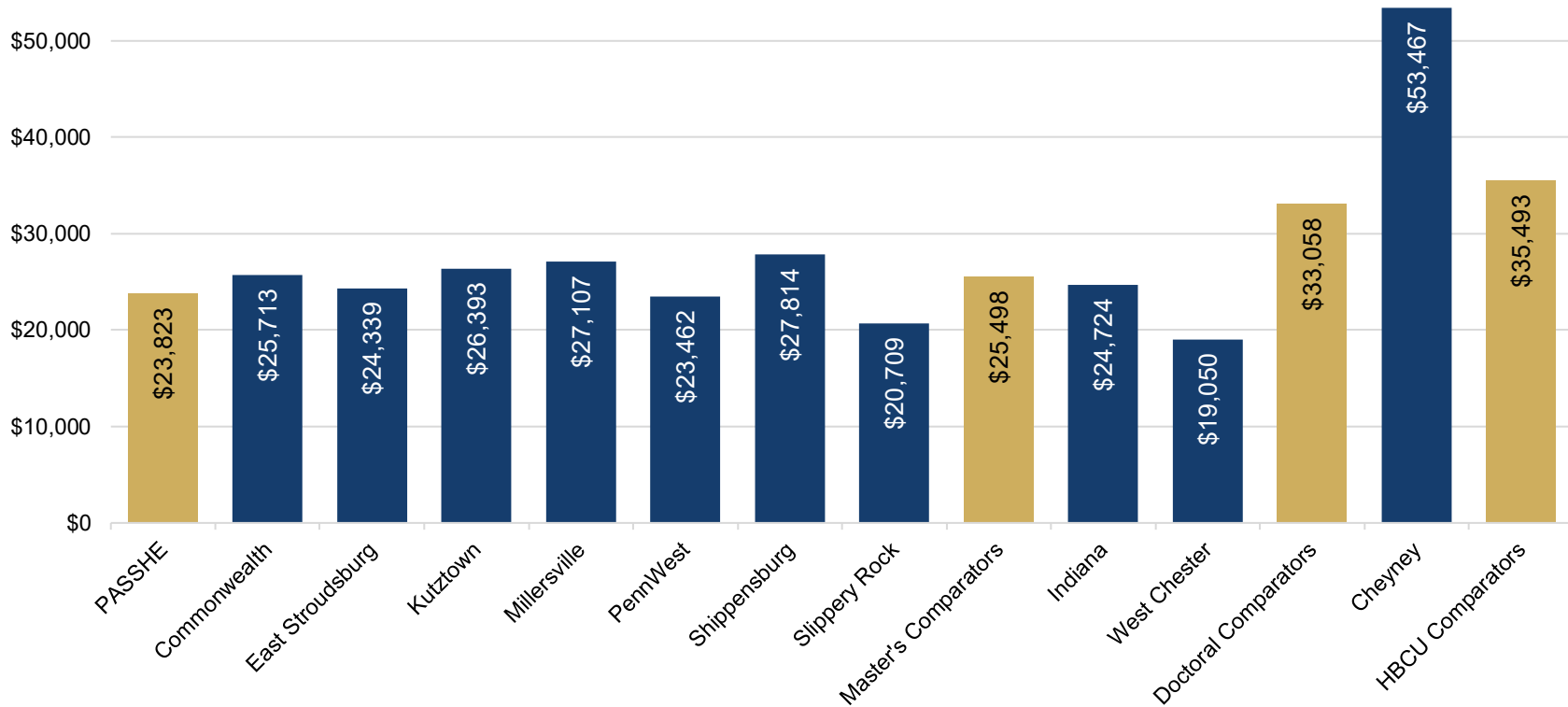
Includes System loans, where applicable.

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

PASSHE's adopted goal is NACUBO's recommended minimum, which is for each university to have at least enough reserves on hand for 180 days of operation. Minimum reserves have declined in recent years, particularly at schools suffering the steepest enrollment declines (**Figure 58**). Once more, the figure above shows this trend is being mitigated.

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

**FIGURE 59: Expenditures per FTE Student (With Comparators), Fiscal Year 2021-22**



Source: Integrated Postsecondary Education Data System (IPEDS)

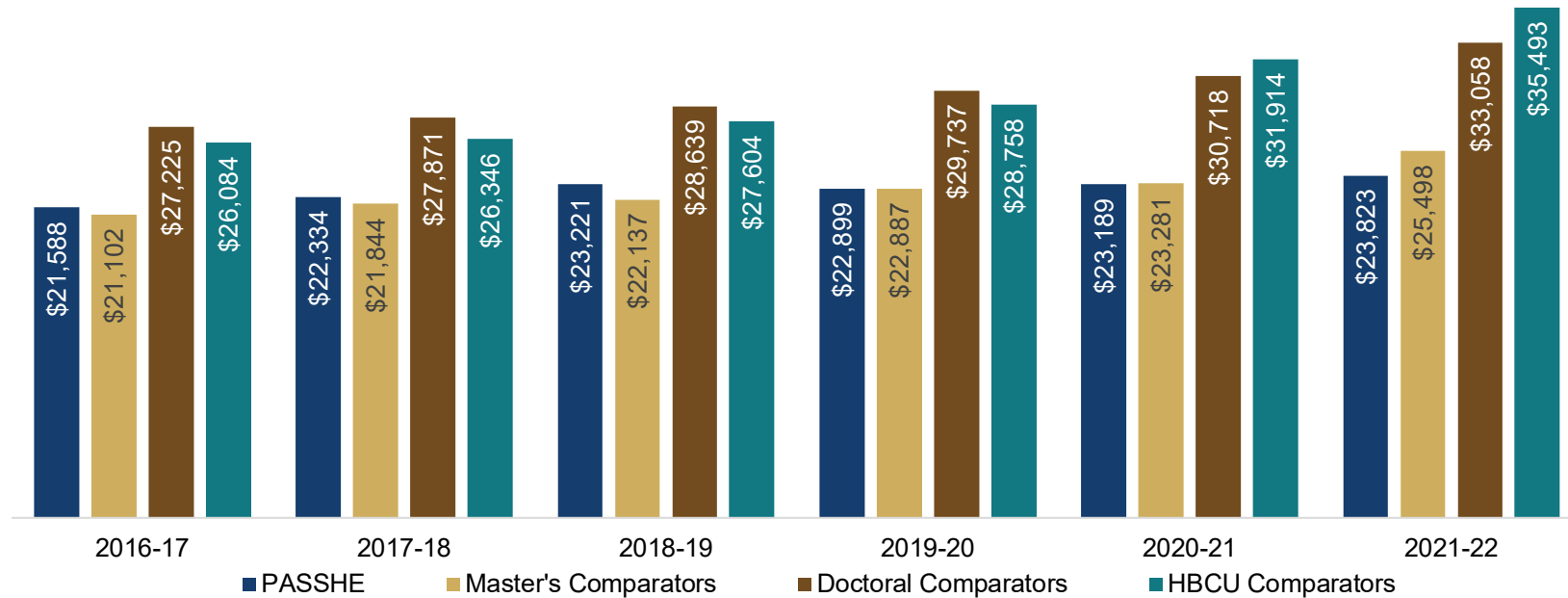
Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications.

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

**Figure 59** shows that in 2021-22, the State System is more efficient than its national comparators. Each university’s efficiency is a function of its cost structure, scale, and budgetary status.

*Since 2016, the cost of attending a PASSHE university has remained stable while the cost has grown at national comparator institutions.*

FIGURE 60: Expenditures per FTE Student



Source: Integrated Postsecondary Education Data System (IPEDS)

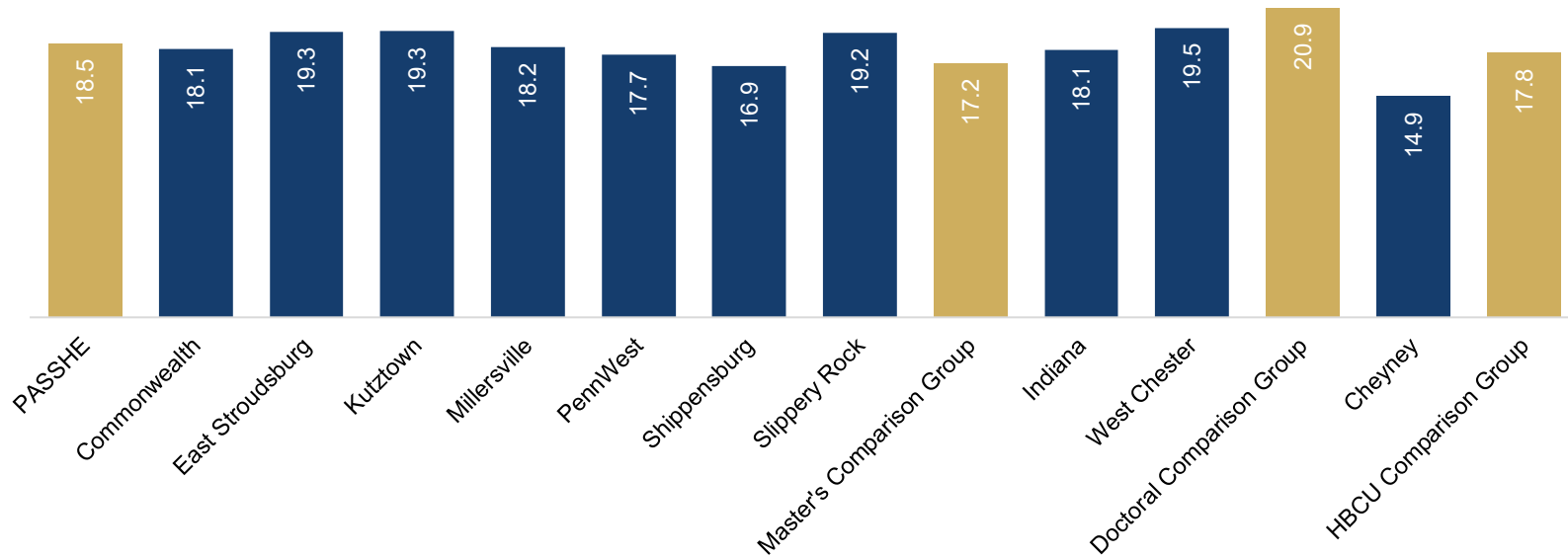
Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Doctoral Universities:

**Expenditure Per FTE Student (Figure 60)** is a measure of a university's operating efficiency. Expenditure per FTE student has increased 10% since 2016-17. While costs have increased, PASSHE universities have reversed the trend and are now spending less on a per-student basis than other master's degree comparator universities, reflecting steps taken by universities under the terms of the Sustainability Policy to reduce costs in response to declining enrollment. The System also has more closely aligned with other master's degree comparator universities for the past two years.



***PASSHE universities' student-to-faculty ratios are slightly higher but still on par with national averages due to sustainability efforts.***

**FIGURE 61: Student to Instructional Faculty Ratio, Fall 2022**



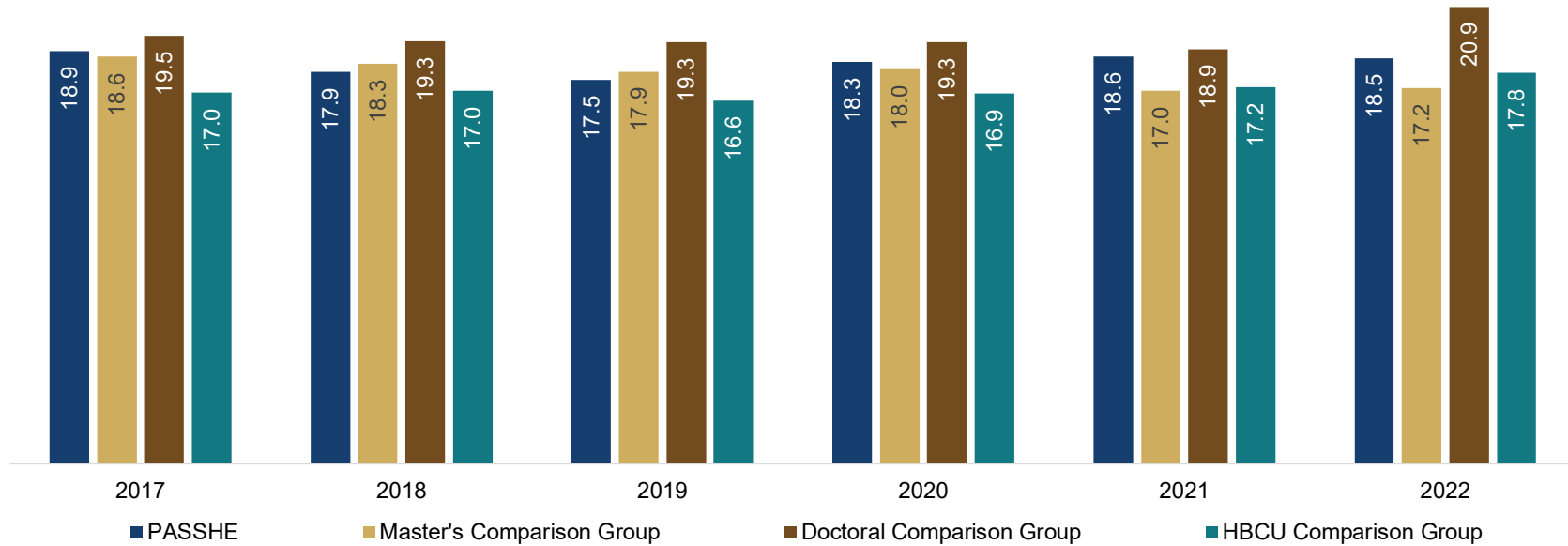
Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System  
 Note: Doctoral Comparator group includes Carnegie Classification Doctoral High Research Carnegie Classification

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

Universities are showing improved efficiency relative to comparator institutions nationally with regard to student-faculty ratio measures. **Figure 61** shows two things based on Fall 2022: First, six State System universities were more efficient than their comparator groups nationally (had higher ratios). And second, while PASSHE universities are becoming more efficient than comparator institutions, their student-to-faculty ratios are only modestly higher and well within the normal range.

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

**FIGURE 62: Student to Instructional Faculty Ratio**

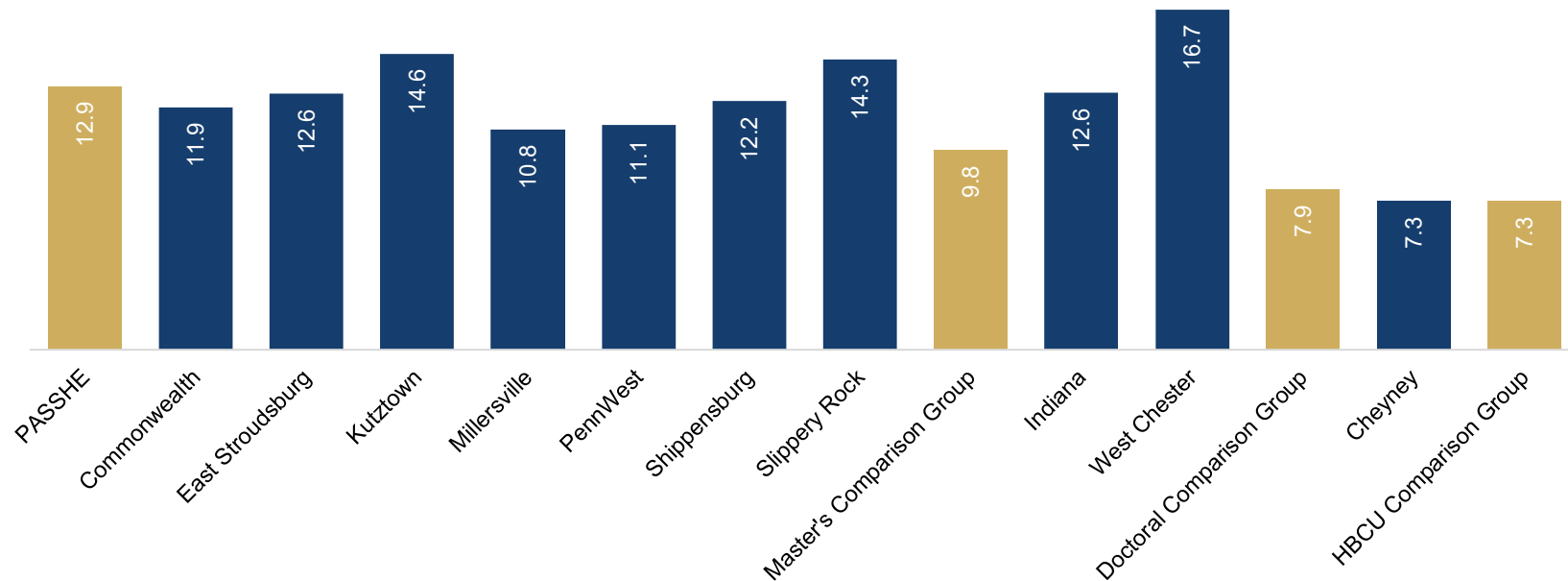


Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System  
 Note: Doctoral Comparator group includes Carnegie Classification Doctoral High Research Carnegie Classification.

**Figure 62** makes the same comparison over time and shows that PASSHE universities are at or above (as, or more efficient than) comparators in recent years, and that applicable rates are well within industry norms.

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

**FIGURE 63: Student to Non-Instructional Faculty and Staff Ratio, Fall 2022**

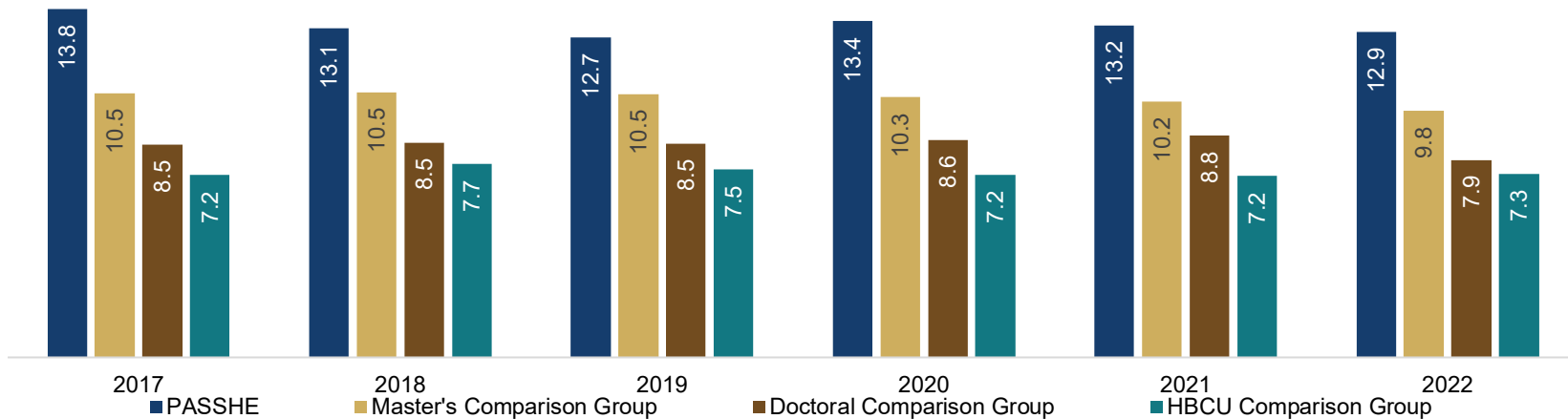


Source: Integrated Postsecondary Education System (IPEDS); Median value for Comparators, weighted average for System  
 Note: Doctoral Comparator group includes Carnegie Classification Doctoral High Research Carnegie Classification

Universities are showing progress toward efficiencies in ratios that compare the number of students with the number of staff (a category that includes non-instructional faculty). **Figure 63** shows data for student-to-combined non-instructional and staff ratios. All 10 PASSHE universities are now more efficient (higher ratios) than their comparator groups nationally, as compared to prior years.

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

FIGURE 64: Student to Non-Instructional Faculty and Staff Ratio



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

State System universities exhibit greater efficiency than their comparator institutions concerning non-instructional faculty and staff (**Figure 64**). This underscores the efforts undertaken by universities to synchronize the allocation of non-instructional faculty and staff with enrollment trends. Additionally, it is noteworthy that the disparities are more pronounced in student-to-staff ratios compared to student-to-faculty ratios. This disparity reflects the deliberate choices made by universities to pursue cost-saving measures more assertively in non-instructional activities than in instructional ones.

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

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

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

## Personnel

In FY 2022-23, personnel costs represented 75% of total E&G expenditures. They have grown by 5% since 2010-11, in nominal dollars; when adjusted for inflation, personnel costs have decreased by approximately 22% over the same time period.

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

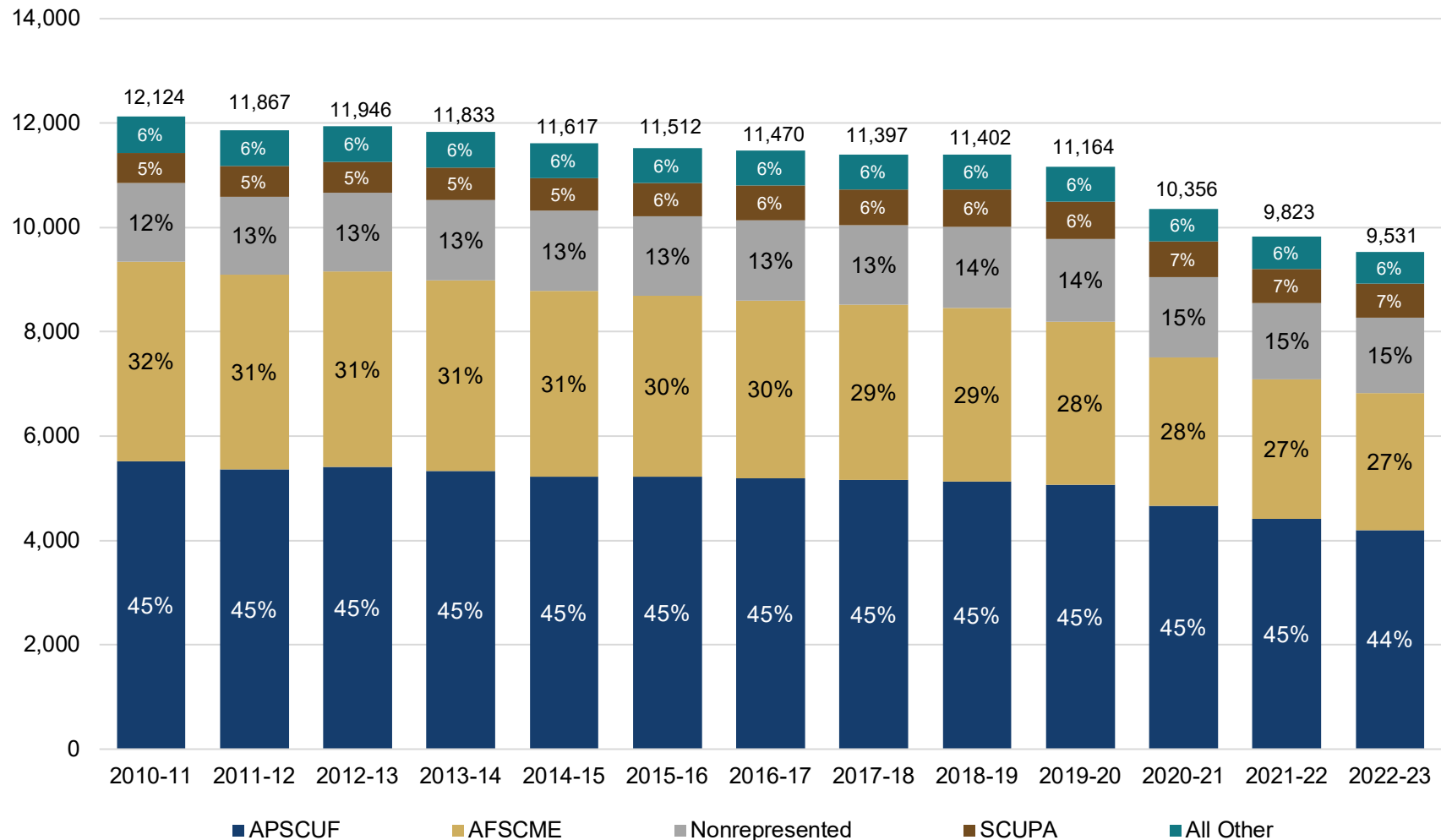
The number of employees at PASSHE universities has declined since 2010-11, responding to enrollment levels, as shown in **Figure 65**, which illustrates employees by collective bargaining unit (85% of PASSHE's employees belong to one of eight bargaining units with which the System has nine labor contracts), and in **Figure 66**, which represents employees by functional category.

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

Since 2010-11, PASSHE has seen a reduction of approximately 2,600 annualized FTE employees, or 21% (**Figure 65**). Further changes in staffing levels—increases as well as decreases—may occur in response to enrollment levels and financial sustainability goals aligned with the Sustainability Policy.

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

**FIGURE 65: PASSHE Annualized FTE Employees by Bargaining Unit**



Source: State System Business Warehouse, excludes student employees



***Universities have been aligning personnel counts and costs with their enrollment patterns, with increased focus on student-facing personnel, such as those providing instruction and student services.***

**FIGURE 66: PASSHE Employees by Functional Category (Annualized FTE)**

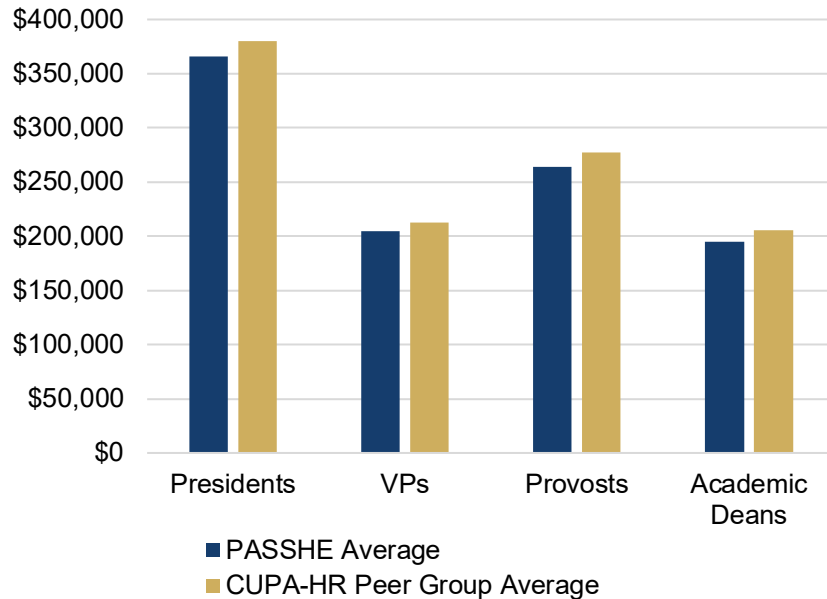
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Instruction	5,536	5,402	5,443	5,387	5,293	5,277	5,256	5,212	5,183	5,109	4,687	4,382	4,152
Research	15	15	10	9	12	12	12	15	19	18	17	18	21
Public Service	181	159	162	167	161	161	164	160	167	170	173	176	179
Academic Support	1,073	1,069	1,087	1,060	1,059	1,058	1,059	1,025	1,030	1,025	968	923	931
Student Services	1,393	1,388	1,415	1,418	1,388	1,384	1,396	1,418	1,440	1,453	1,385	1,344	1,320
Institutional Support	1,817	1,757	1,744	1,746	1,721	1,683	1,654	1,683	1,704	1,682	1,590	1,496	1,473
Operations and Maintenance of Plant	1,364	1,332	1,335	1,310	1,274	1,241	1,219	1,206	1,202	1,138	1,066	1,033	1,018
Student Aid	4	4	4	4	4	4	3	4	9	1	1	0	0
Auxiliary Enterprises	741	741	745	733	706	691	708	674	647	569	468	450	437
<b>PASSHE Total</b>	<b>12,124</b>	<b>11,867</b>	<b>11,946</b>	<b>11,834</b>	<b>11,617</b>	<b>11,512</b>	<b>11,470</b>	<b>11,397</b>	<b>11,401</b>	<b>11,164</b>	<b>10,356</b>	<b>9,823</b>	<b>9,531</b>

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 66**).

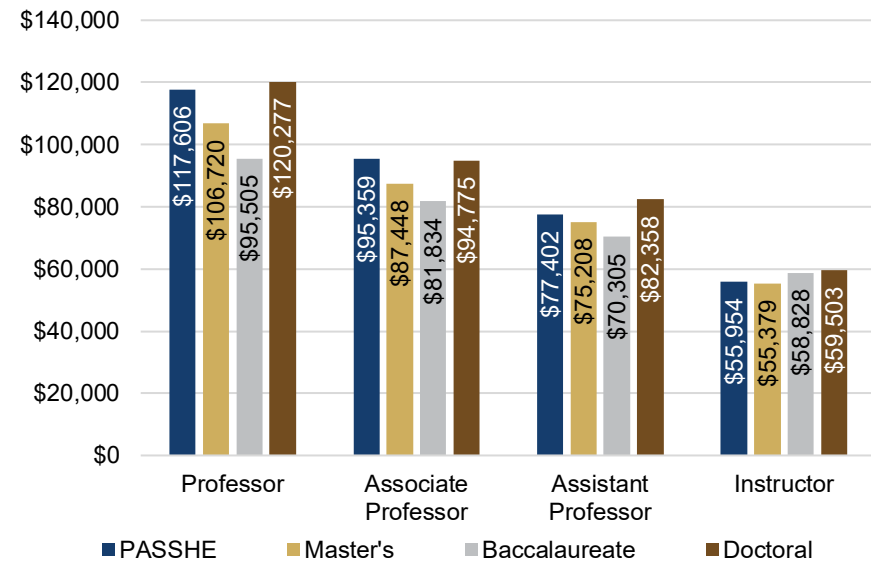
## PASSHE benchmarks executive and instructional faculty salaries against peer institutions.

**FIGURE 67: Average Executive Level Salaries, Fall 2022**



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

**FIGURE 68: Average Instructional Faculty Salaries at Public 4-Year Colleges and Universities, Fall 2022**

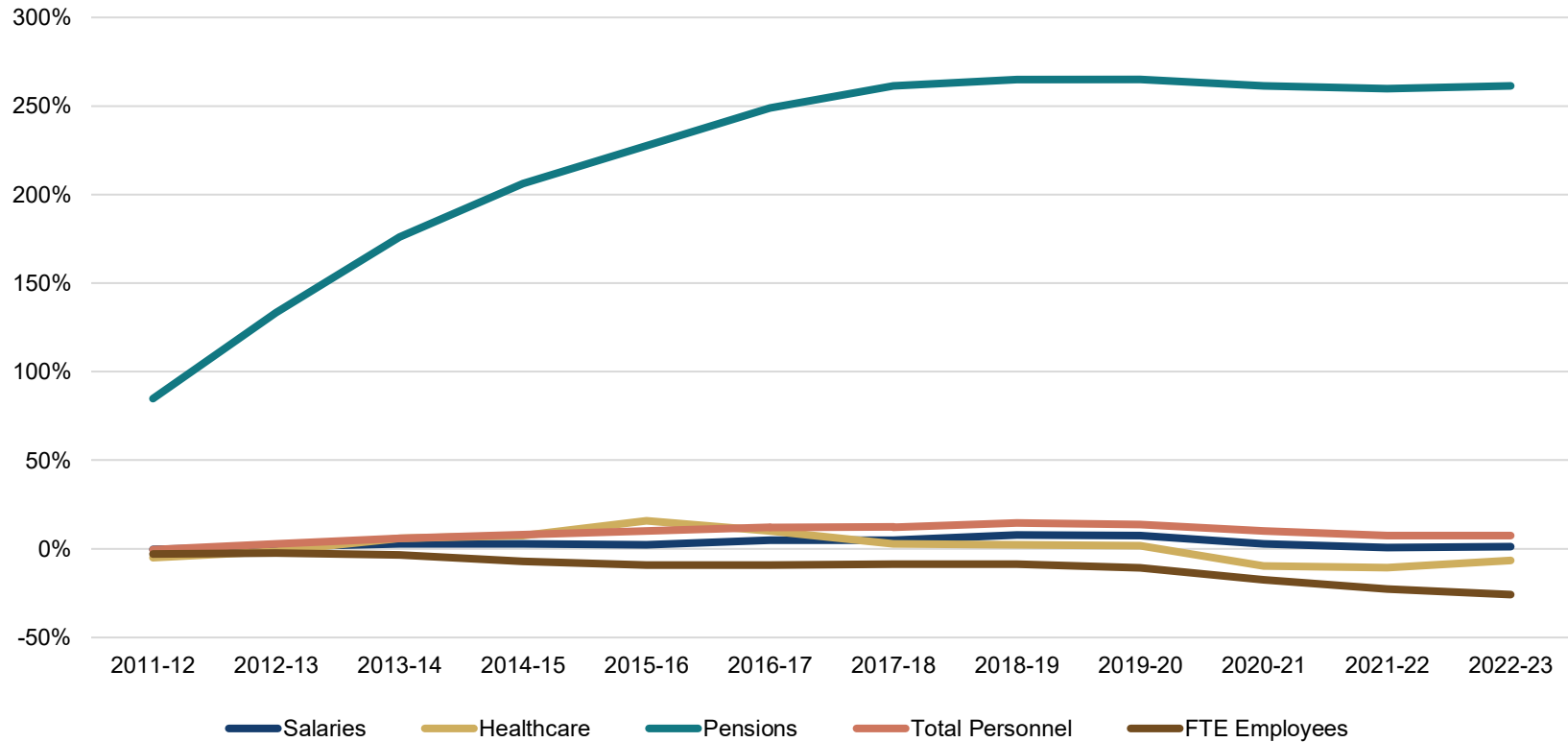


Source: Integrated Postsecondary Education Data System (IPEDS)  
 Notes: Comparison groups are Public, 4 year or above, Degree granting institutions, grouped by Carnegie Classifications. Bachelor's Comparator Group includes Baccalaureate Colleges: Arts & Sciences, Diverse Fields, Mixed Baccalaureate/Associate's.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

**Salary levels** for faculty and senior administration are tracked against national benchmarks [using data for senior administrators from the College and University Professional Association for Human Resources (CUPA-HR) and for instructional faculty from the Integrated Postsecondary Education Data System (IPEDS)]. According to these data, salaries of junior faculty (instructors and assistant professors) are comparable to those that apply at comparator universities nationally; senior faculty (associate professors and above), representing 52% of the System's faculty complement, are considerably higher than average, ranking in the first (top) quartile of faculty salaries at comparator institutions. Salaries for executives are generally on par with those at comparable institutions (**Figures 67 and 68**). In addition to job role, PASSHE also considers institution type and size, and geographic location in evaluating and benchmarking employee compensation.

***Pension costs have become a more significant part of personnel costs over the past 12 years; however, recent patterns for total personnel costs have been more stable.***

**FIGURE 69: Cumulative Percent Change in Personnel Expenditures and Employees**



**Notes:**

Includes All Funds

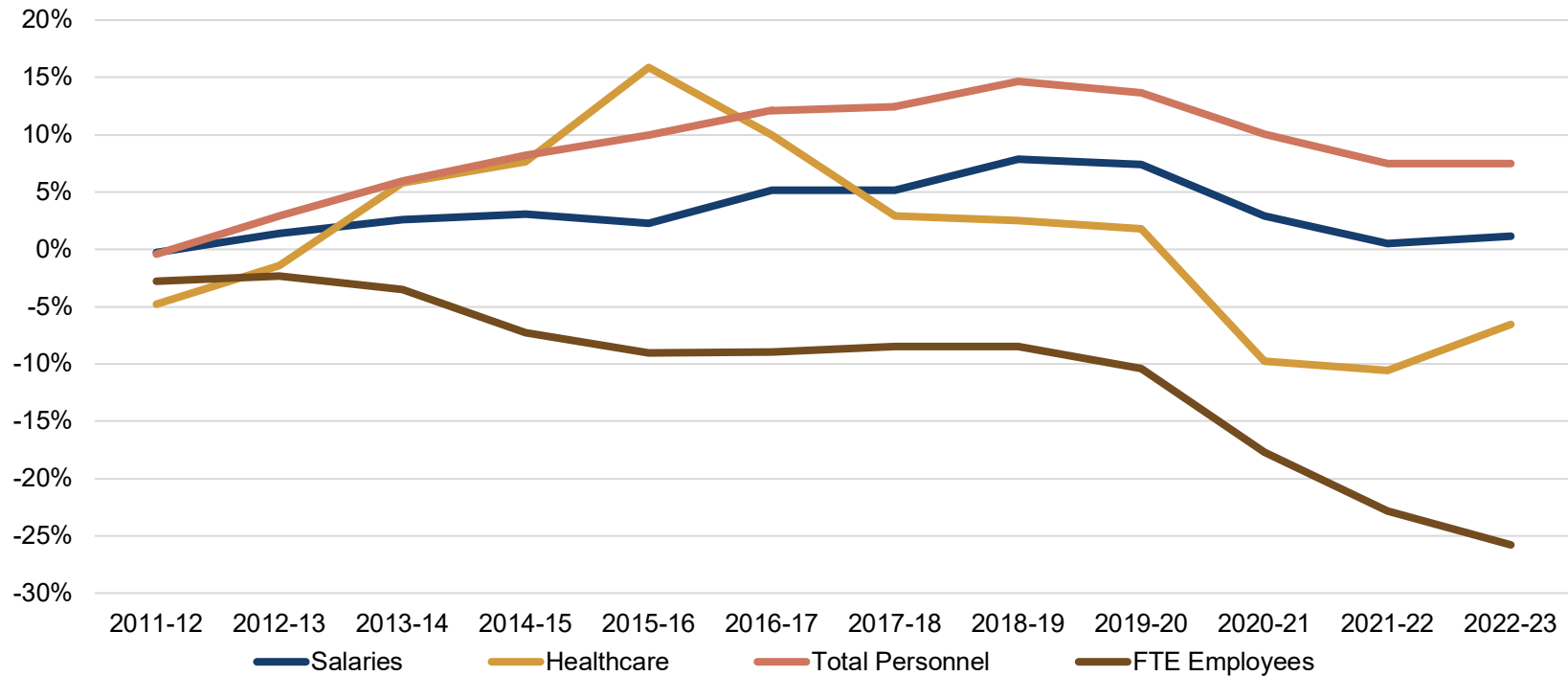
Total Personnel includes all salaries, wages, and benefits (healthcare, pensions, other retirement, social security, etc.)

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

**Pension costs** have experienced the steepest growth of all personnel costs over the 12-year period but have been leveling out in recent years (**Figure 69**); of those PASSHE employees enrolled in a retirement plan, 46% are enrolled in a pension plan.

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

**FIGURE 70: Cumulative Percent Change in Personnel Expenditures and Employees**



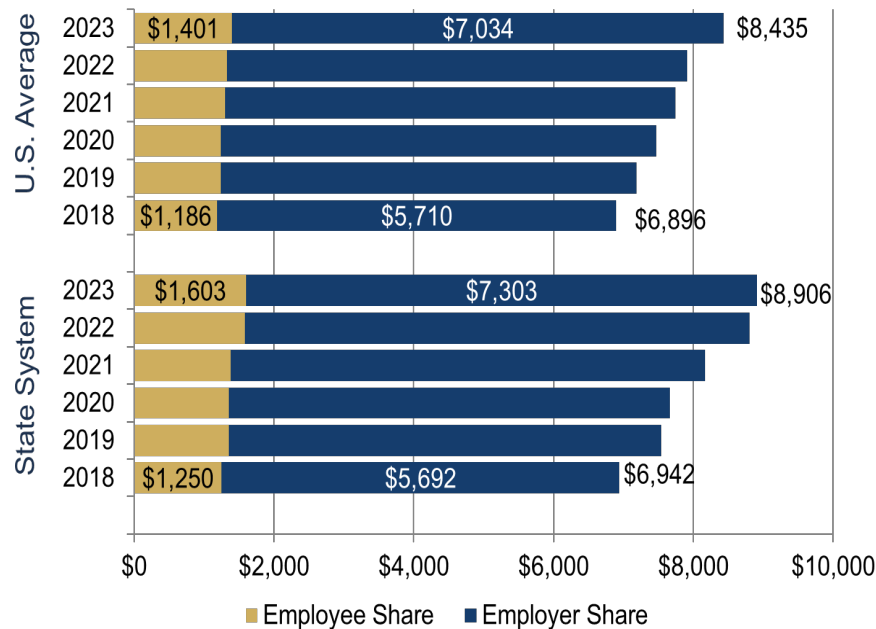
Notes: Includes All Funds

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

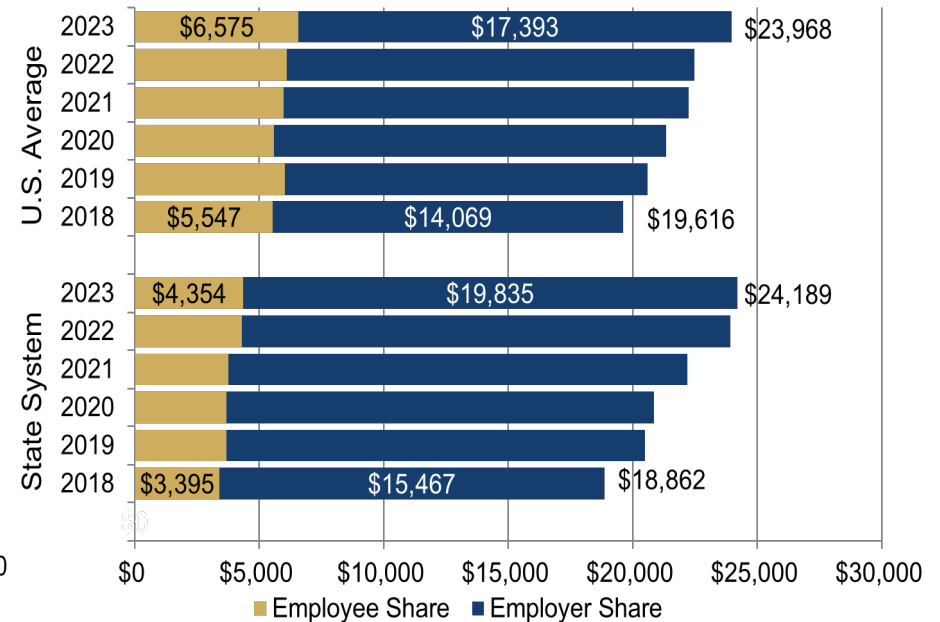
By removing the line for the cumulative percent change in pension costs shown in **Figure 69**, the scale of the chart in **Figure 70** is adjusted and the cumulative percent change in all other lines is shown in more detail. The increase in percent change of expenditures (**Figure 70**) has slowed since the implementation of the Sustainability Policy, including a large drop in the cumulative percent change in employees from 2019-20 to 2022-23. Despite a lower employee complement, healthcare costs continue to rise, reflecting national trends.

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

**FIGURE 71: Healthcare Premiums, Single Coverage, Average Annual (Faculty)**



**FIGURE 72: Healthcare Premiums, Family Coverage, Average Annual (Faculty)**



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

The two PASSHE plans were redesigned in 2018 to include higher member cost-sharing for certain medical services, along with an increased employee premium contribution. Although these plan changes helped to mitigate rising healthcare costs for the System, recent trends in healthcare spending are now on a level consistent with other employers nationally (**Figures 71 and 72**).

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

**FIGURE 73: Total Actual and Estimated Savings**

Total actual savings for FY 2019-20 through FY 2022-23 and estimated savings for FY 2023-24 As of December 2023	
Advanced Data Analytics	\$816,932
Facilities	\$43,302,848
Finance	\$120,355,804
Human Resources/Payroll	\$227,876,233
IT	\$5,191,787
Other	\$5,757,382
Procurement	\$33,295,635
<b>Total</b>	<b>\$436,596,621</b>

Source: System Budget Reports

### **Shared Services**

A Shared Services Center, governed by our universities and managed out of the System Office, collaboratively delivers services that improve efficiencies and reduce costs throughout PASSHE to better serve our students and employees. Currently, the portfolio of shared services work in this area includes human resources, labor relations, procurement, data analytics, information technology, and finance.

The cost savings shown in **Figure 73** include activities from the Shared Services Center and the single administrative and finance office (the Chancellor's Office) that performs treasury, facilities, and budget functions and interacts with universities as well as state and federal governments around education and related policies, budgets, and compliance reporting.

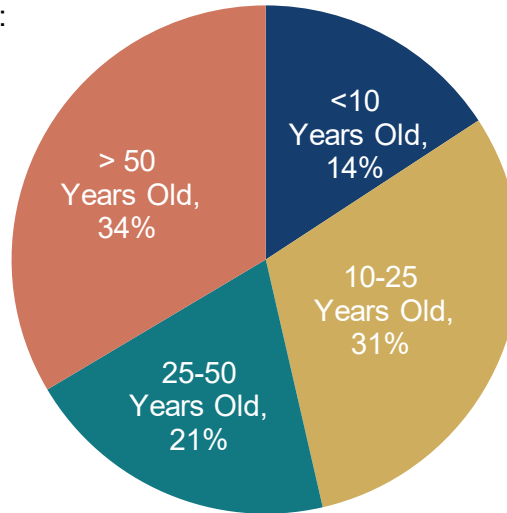
Savings estimates through the five years ending FY 2023-24 are nearly \$437 million, inclusive of the early retirement programs, negotiated contract savings for benefits, bond refinancing, and other negotiated savings.



**Space over 25 years old is at higher risk of failure if life cycles are not addressed in a timely manner. These are the buildings where campuses are feeling the financial pressure of failing systems through both capital risk and operational strain.**

FIGURE 74: Building Age

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



Source: State System Facilities Office

## Facilities

Facilities maintenance is an important component of PASSHE operations and one that presents significant challenges (**Figure 74**). PASSHE E&G facilities include 608 buildings with total gross square feet (GSF) of \$16.8 million. The replacement value of the buildings is estimated at \$8.4 billion, with a deferred maintenance and capital renewal backlog of \$2.3 billion. Fifty-five percent of E&G facilities have not had significant renovation in the last 25 years. At 25 years, facilities' maintenance and repair costs increase dramatically.

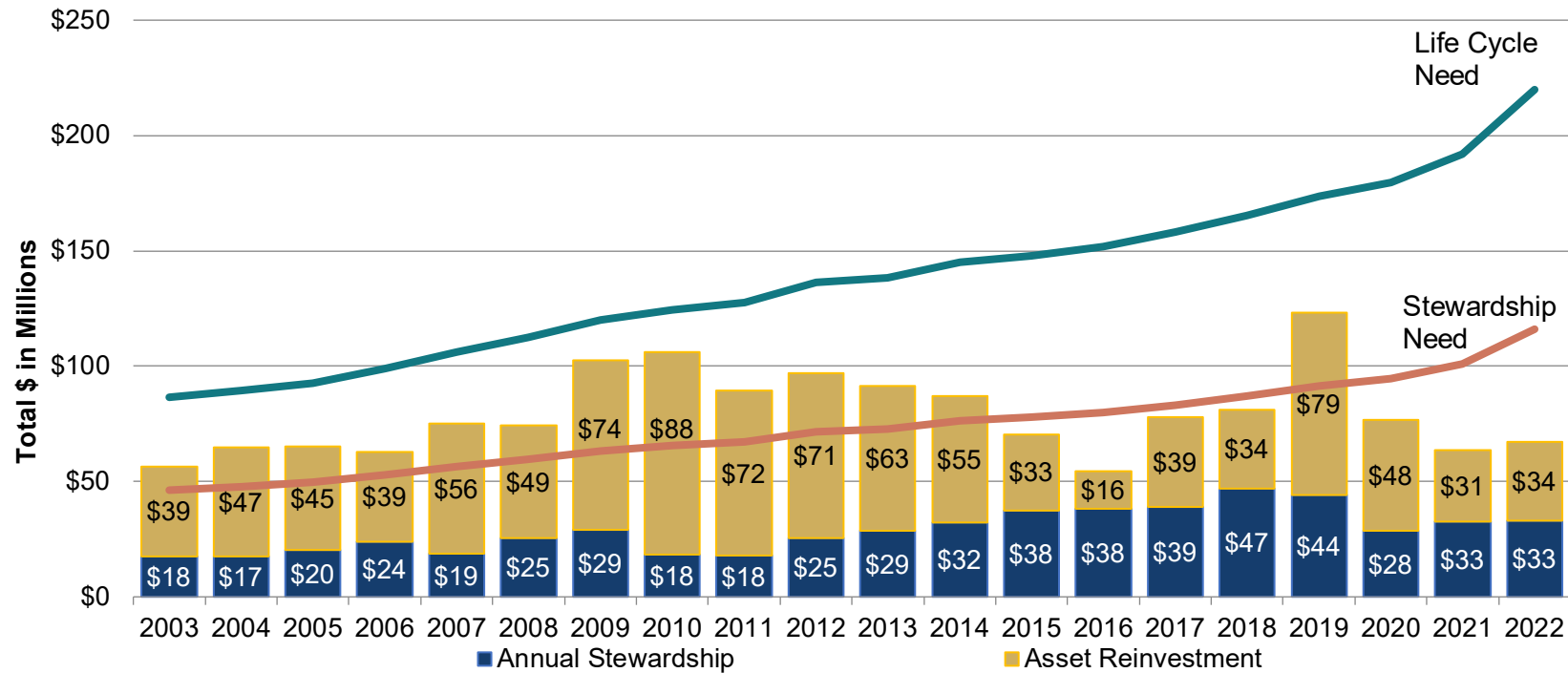
Commonwealth procurement requirements such as the Separations Act and Prevailing Wage Act increase construction durations and costs. Other Pennsylvania higher education sectors do not have these requirements. Although the universities invest annually in their facilities, PASSHE does not have sufficient resources to do so in the most cost-effective manner.

The universities have three primary sources for funding building maintenance.

- **University operating funds** are used for maintenance and operations of the physical plant, including grounds, janitorial, preventative maintenance, repairs, and deferred maintenance. Last year, PASSHE universities spent about \$26.6 million on repairs and modernization of their facilities; national models suggest at least \$115 million should be invested annually in this area to keep up with deferred maintenance (**Figure 75**).
- **Key '93 funds** also are used to help address the deferred maintenance backlog. The program was created by the legislature in 1993 and is funded with revenue from the Real Estate Transfer Tax. The System received about \$23.7 million in FY 2022-23 through this resource.
- **Commonwealth capital funds** are spent largely on renovation or replacement of existing buildings and infrastructure. The System received \$70 million in capital funds this year, similar to the level of funding received in recent years.

**Funding for life cycle and stewardship needs continues to fall short. This leads to universities becoming more reactive than proactive in their maintenance approach.**

**FIGURE 75: Capital Expenditures into Existing E&G Space**



According to Gordian (formerly Sightlines), a national firm that specializes in benchmarking higher education facilities, PASSHE is not investing adequately in its facilities (**Figure 75**).

National standards suggest PASSHE should invest at least \$218 million annually in its E&G buildings to prevent further degradation of the facilities. This amount includes a blend of “annual stewardship” (university operating budgets and Key '93 funds or equivalent for recurring maintenance and repair) and “asset reinvestment” (capital funds to address building life cycle renewal and replacement requirements).

The temporary increases in capital funding in recent years helped to minimize the impact of underfunding the annual stewardship. However, in seven of the last eight years, the combined investment in both annual stewardship and asset reinvestment fell short of the stewardship target. Continued facility investment at this level results in significant increases to the State System’s E&G deferred maintenance backlog, which is currently estimated at \$2.3 billion.

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

**FIGURE 76: Estimated Costs Avoided Through PASSHE's Energy Procurement Efforts**

Estimated Costs Avoided Through State System's Energy Procurement Efforts			
Fiscal Year	Electricity	Natural Gas	Total
2002-03	\$13,000	\$295,000	\$308,000
2003-04	0	1,495,000	1,495,000
2004-05	0	123,000	123,000
2005-06	0	3,248,000	3,248,000
2006-07	0	1,424,000	1,424,000
2007-08	0	1,990,000	1,990,000
2008-09	0	1,144,000	1,144,000
2009-10	1,771,000	1,127,000	2,898,000
2010-11	6,273,000	162,000	6,435,000
2011-12	1,199,000	257,000	1,456,000
2012-13	1,850,000	601,000	2,451,000
2013-14	5,868,000	1,246,000	7,114,000
2014-15	1,869,000	318,000	2,187,000
2015-16	12,116,000	631,000	12,747,000
2016-17	4,323,790	910,593	5,234,383
2017-18	3,381,594	1,737,243	5,118,837
2018-19	1,496,015	2,891,250	4,387,265
2019-20	(106,597)	2,184,582	2,077,985
2020-21	265,301	1,363,606	1,628,907
2021-22	(3,992,296)	7,596,832	3,604,536
2022-23	527,796	142,135	669,931
<b>Total</b>	<b>\$37,101,603</b>	<b>\$30,887,241</b>	<b>\$67,988,844</b>

Source: State System Facilities Office

Notes: Avoided cost estimate based on difference between procured energy cost and published rate from the local distribution company for estimated energy needs over the life of the contract period. Savings listed are for the term of the contract period; many contracts are for multiple years. In some cases, contract selected resulted in an estimated negative avoided cost vs. tariff hourly prices, since fixed-price contracts were selected to reduce price risk.

With assistance from the Penn State Facilities Engineering Institute, PASSHE has competitively procured energy since 2002. Currently, PASSHE utilizes Department of General Services contracts to maximize competition and drive more favorable pricing. This strategy has generated almost \$68 million in avoided energy costs over the last 21 years. **Figure 76** captures those avoided costs compared to the local utility tariff rate.

In addition to competitive energy procurements, System universities strive to reduce energy consumption. Measuring energy consumption per square foot, they have reduced consumption by as much as 44% since 2002. This avoids, on average, about \$16.2 million in energy costs per year or about \$323 million over the last 21 years. **Figure 77** provides data on this effort.

***PASSHE institutions have reduced energy consumption by as much as 44% since 2002. This avoids, on average, about \$16.2 million in energy costs per year, or about \$323 million over the last 21 years.***

**FIGURE 77: Estimated Cost Avoided Through PASSHE's Energy Conservation Effort**

Estimated Cost Avoided Through State System's Energy Conservation Efforts								
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
2002-03	23.62	3,866,459	\$33,565,091	\$8.68	163,661			
2003-04	24.58	3,872,844	\$33,867,182	\$8.74	157,564	3.7%	3.7%	\$1,310,000
2004-05	26.18	4,013,581	\$37,625,644	\$9.37	153,299	2.7%	6.3%	2,540,000
2005-06	26.45	3,796,335	\$43,720,415	\$11.52	145,749	4.9%	10.9%	5,460,000
2006-07	26.56	3,810,074	\$45,411,400	\$11.92	143,446	1.6%	12.4%	6,400,000
2007-08	26.72	3,648,264	\$46,053,980	\$12.62	136,517	4.8%	16.6%	9,160,000
2008-09	26.55	3,510,905	\$47,424,753	\$13.51	132,234	3.1%	19.2%	11,270,000
2009-10	27.40	3,213,945	\$41,807,009	\$13.01	117,288	14.1%	28.3%	16,530,000
2010-11	29.68	3,503,409	\$43,636,255	\$12.46	118,026	10.7%	27.9%	16,870,000
2011-12	32.93	3,499,504	\$40,873,698	\$11.68	106,261	9.4%	35.1%	22,080,000
2012-13	31.30	3,499,504	\$41,950,885	\$11.99	110,621	-4.1%	32.4%	19,900,000
2013-14	32.36	3,741,928	\$42,341,762	\$11.32	115,623	-4.5%	29.4%	17,590,000
2014-15	32.75	3,520,894	\$39,630,215	\$11.26	107,516	7.0%	34.3%	20,700,000
2015-16	31.96	3,286,024	\$35,988,733	\$10.95	101,728	5.4%	37.8%	21,680,000
2016-17	32.56	3,368,058	\$35,445,065	\$10.52	103,448	-1.7%	36.8%	20,630,000
2017-18	32.95	3,527,715	\$35,940,242	\$10.19	108,215	-4.6%	33.9%	18,610,000
2018-19	32.31	3,430,607	\$36,103,724	\$10.52	107,338	0.8%	34.4%	19,150,000
2019-20	32.19	3,061,671	\$30,749,867	\$10.04	96,164	10.4%	41.2%	21,820,000
2020-21	32.62	2,991,782	\$28,859,844	\$9.65	91,722	4.6%	44.0%	22,640,000
2021-22	32.21	3,303,119	\$37,698,901	\$11.41	102,556	-11.8%	37.3%	22,460,000
2022-23	32.48	3,279,420	\$42,721,885	\$13.03	100,965	1.6%	38.3%	26,530,000
<b>Total</b>								<b>\$323,330,000</b>

Source: State System Facilities Office

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

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

***PASSHE is actively reducing its space footprint to align to enrollment levels and generate cost savings.***

**FIGURE 78: Demolition and Sale of Under-utilized Facilities**

Status	# of Buildings	Gross Square Feet (GSF)
<b>Demolition</b>		
Demolition Complete	26	577,611
Demolition Ongoing	11	495,636
In design	10	95,836
Future Planned	47	738,148
<b>Sold/Transfer Complete</b>		
Sold/Transfer Complete	34	230,000
Sale Pending	0	0
<b>Total</b>	<b>128</b>	<b>2,137,231</b>

### **Demolition and sale of under-utilized facilities**

As enrollments decline, several facilities are under-, or even un-utilized, but nonetheless require ongoing expenditures for their maintenance. In response, PASSHE is actively seeking to sell facilities where buyers can be found and, using state capital dollars, to demolish selected facilities where the cost of demolition is repaid in ongoing operational savings. By the end of this fiscal year, almost \$20 million in estimated savings and/or avoided costs will be achieved.

Source: State System Facilities Office

## Shared educational programs and courses

Several opportunities for shared faculty and shared educational programs and courses are available by jointly developing credentialing programs that enable students at one university to take advantage of courses and programs at others. By acting in a more coordinated fashion in the design and delivery of educational programs, State System universities can ensure students have access, regionally or on their own campus, to:

- A full breadth of specialized degree programs in high-demand areas, including business, healthcare, education, and STEM, available at most or all State System universities.
- Courses and programs in important low-demand subjects such as physics, philosophy, and modern languages, where enrollments at one university can be too low to sustain a reasonable breadth of course offerings.
- A breadth of faculty expertise in subjects with multiple and highly specialized subfields.
- Courses they need to advance toward a degree but which, for a variety of reasons, may not be available in the semester or at the time they can take them.

State System universities have built established, scalable practices and procedures through implementing shared courses and collaborative academic programs on a small scale (70 courses shared in 2021, with over 700 students participating across more than 20 disciplines). As coordinated planning around delivery of the System portfolio of programs and technology infrastructure is developed, 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. Expansion in this area will take time and investment in the technology and business systems infrastructure required to enable it. Still, on these pages, we expect to track our progress in terms of:

- Number of credentials produced from jointly managed programs.
- Number of collaboratively designed and delivered academic programs.
- Efficiency, measured by student-to-faculty ratios.
- Number of students taking courses from other PASSHE universities.



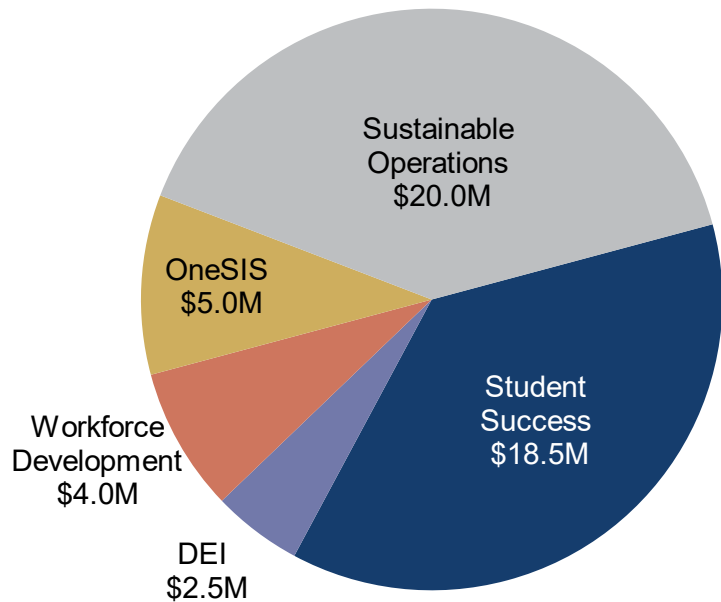
## One-time funds

Collectively, the System and the universities are deploying \$175 million of one-time funds for key priority areas. In FY 2021-22, PASSHE was allocated \$50 million of one-time Coronavirus State Fiscal Recovery Funds (CSFRF) by the General Assembly from the American Rescue Plan aid. In FY 2022-23, PASSHE universities were allocated an additional \$125 million of one-time funds from the same source.

These funds have been instrumental in supporting the changes being pursued as a system, such as university integration; student recruitment and retention practices; diversity, equity, and inclusion (DEI); workforce development; information technology infrastructure; financial aid for some of the universities' neediest students; and efforts to support university sustainability. Student success funds are addressing needs across the life cycle of the student experience, which contributes to overall enrollment, including student recruitment, student affordability, and student progression. DEI funds support a variety of efforts, each of which is designed to reduce attainment gaps, including by ensuring university communities are welcoming and supportive of all their members. Workforce development encompasses infrastructure to support the student experience more seamlessly in non-degree credentialing, increased marketing, and piloting new programs. An investment in the implementation of a student information system (OneSIS) will enable enhancements and collaboration across the System as our universities advance the IT system that is the backbone for the student experience.

**The \$50 million in one-time funds allocated to universities has made a significant impact in addressing university needs.**

**FIGURE 79: PASSHE's Use of \$50 Million CSFRF in Key Priority Areas**



**FIGURE 80: University Allocation of \$50 Million CSFRF**

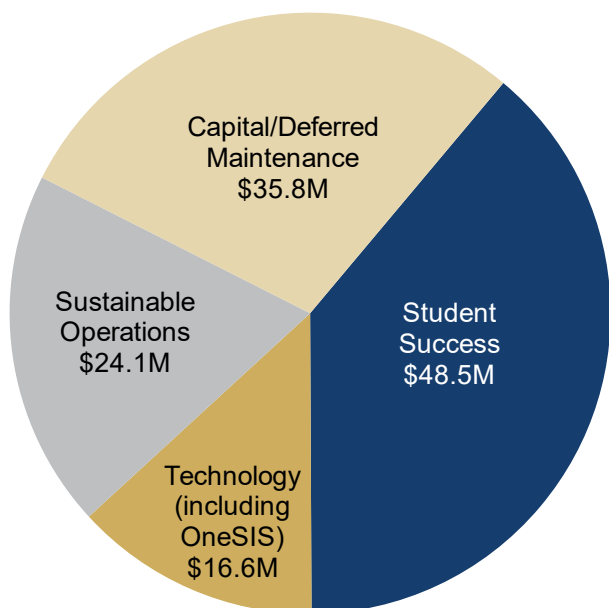
(\$ in Millions)	
University	Allocation*
Cheyney	\$0.9
Commonwealth	9.5
East Stroudsburg	2.4
Indiana	3.2
Kutztown	2.2
Millersville	2.2
PennWest	7.3
Shippensburg	2.3
Slippery Rock	2.3
West Chester	2.3
System	2.9
Debt Relief/Sustainability - PennWest	12.5
<b>Total</b>	<b>\$50.0</b>

\*Includes distributions for Enhanced Sick Leave Payout (ESLP) and other employee transition programs.

Universities have identified their investments across each area: student success, DEI, workforce development (non-degree credentials), and investments in information technology (**Figure 79**). Student success funds are addressing needs across the life cycle of the student experience, which contributes to overall enrollment, including student recruitment, student affordability, and student progression. DEI funds support a variety of efforts, each of which is designed to reduce attainment gaps, including by ensuring university communities are welcoming and supportive of all their members. Workforce development encompasses infrastructure to support the student experience more seamlessly in non-degree credentialing, increased marketing, and piloting new programs. An investment in the implementation of a student information system (OneSIS) will enable enhancements and collaboration across the System as our universities advance the IT system that is the backbone for the student experience.

**PASSHE's planned use of the additional \$125M in COVID relief funding is to be allocated primarily to student success, but also to capital/deferred maintenance, sustainable operations, and technology.**

**FIGURE 81: PASSHE's Planned Use of \$125 Million CSFRF**



**FIGURE 82: University Allocation of \$125 Million CSFRF**

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

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

In FY 2022-23, the General Assembly allocated an additional \$125 million of one-time funds from the American Rescue Plan aid to PASSHE universities (**Figure 81**). Universities continue to evaluate the most strategic uses of these funds; some uses already identified include strengthening student recruitment and retention practices and addressing affordability; information technology infrastructure; capital and deferred maintenance projects that will continue to address COVID mitigation efforts across campuses; and efforts to support university sustainability.

## *One-time funds have been instrumental in supporting a wide range of needs across universities.*

**FIGURE 83: Planned Use of \$175 Million One-Time Funds**

<b>Student Success</b> <b>\$67.0M</b>	<b>DEI</b> <b>\$2.5M</b>	<b>Workforce</b> <b>\$4.0M</b>	<b>Technology</b> <b>\$21.6M</b>	<b>Capital/Deferred Maintenance</b> <b>\$35.8M</b>	<b>Sustainable Operations</b> <b>\$44.1M</b>
<ul style="list-style-type: none"> <li>• Emergency grants</li> <li>• Targeted scholarships</li> <li>• Enhance outreach to community college/transfers</li> <li>• Grow dual enrollment</li> <li>• Expand adult completion market</li> <li>• Upgrade marketing platforms and technology</li> <li>• Target first generation underrepresented minority recruitment</li> <li>• Early alert and other advising enhancements</li> <li>• Student success programs</li> <li>• First year experiences and monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance college readiness and mentoring programs, tutoring</li> <li>• Student retention and support programs to help close the achievement gap</li> <li>• Build and support diverse workforce</li> <li>• Improve campus climate</li> </ul>	<ul style="list-style-type: none"> <li>• Non-degree credentials in partnership with employers and other education providers</li> <li>• Infrastructure to support non-degree credential programs and students</li> </ul>	<ul style="list-style-type: none"> <li>• One-SIS</li> <li>• Campus wide IT Network Infrastructure upgrades to support online courses and new technology uses</li> </ul>	<ul style="list-style-type: none"> <li>• HVAC replacements</li> <li>• Roof replacements</li> <li>• Campus building and safety upgrades</li> <li>• Grounds improvements</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted debt relief</li> <li>• Transitional funding for staff</li> <li>• Targeted operational needs</li> </ul>

## Appendix A

## Appendix A-1

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

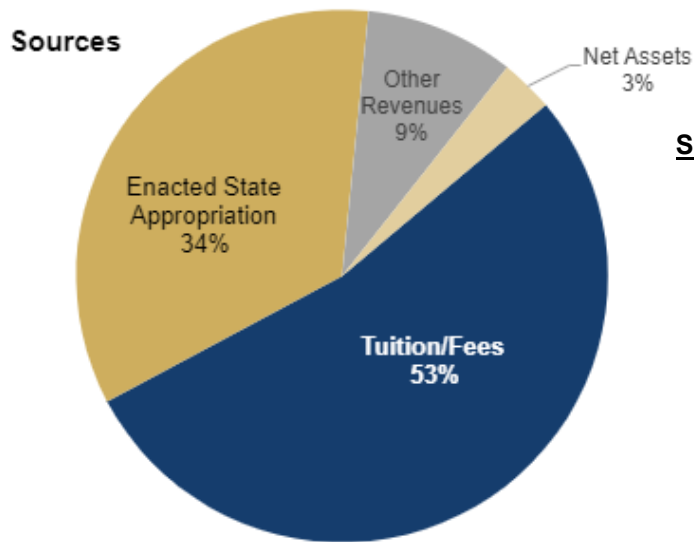
"The State System of Higher Education shall be part of the Commonwealth's system of higher education. Its purpose shall be to provide high quality education at the lowest possible cost to students. The primary mission of the System is the provision of instruction for undergraduate and graduate students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

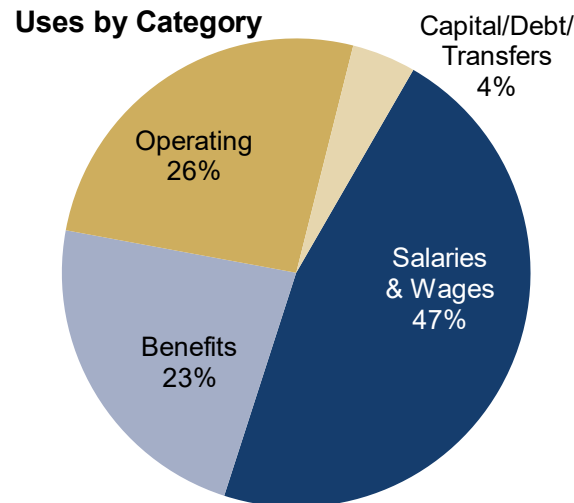
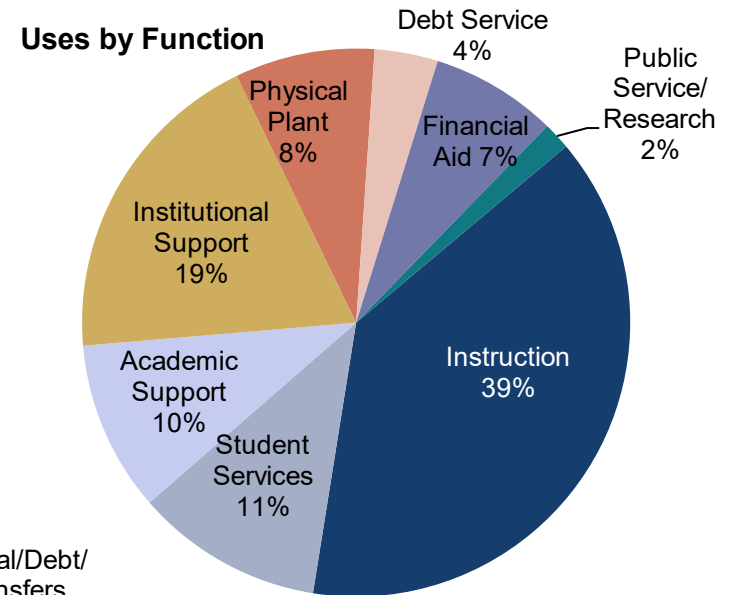


## Appendix A-2

### Pennsylvania's State System of Higher Education Summary of Sources and Uses FY 2022-23 Educational and General Budget



Sources	(\$000)
Tuition/Fees	908,267
Enacted State Appropriation	\$585,618
Other Revenues	154,429
Net Assets	<u>55,059</u>
<b>Total</b>	<b>\$1,703,373</b>



Uses by Category	(\$000)
Salaries/Wages	\$794,387
Benefits	<u>390,687</u>
<b>Total Personnel</b>	<b>\$1,185,074</b>
Operating	443,106
Capital/Debt/Transfers	<u>75,193</u>
<b>Total Expenditures/Transfers</b>	<b>\$1,703,373</b>

Uses by Function	(\$000)
Instruction	\$658,031
Institutional Support	326,568
Academic Support	171,300
Student Services	188,662
Physical Plant	140,595
Debt Service	63,640
Financial Aid	127,162
Public Service/Research	<u>27,415</u>
<b>Total</b>	<b>\$1,703,373</b>

**Notes:**

Numbers do not add due to rounding.

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

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

### Appendix A-3

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

	Actual 2022-23	Current 2023-24	Budget Request 2024-25	Governor's Budget 2024-25
<b>Source of Funds</b>				
State E&G Appropriation <sup>1</sup>	\$552,470	\$585,618	\$623,683	\$585,618
Augmentation:				
Educational and General <sup>2</sup>	1,124,386	1,117,755	1,051,659	1,051,659
Revenue Shortfall <sup>1</sup>				38,065
<b>Total</b>	<b>\$1,676,856</b>	<b>\$1,703,373</b>	<b>\$1,675,343</b>	<b>\$1,675,343</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$1,171,432	\$1,185,074	\$1,192,916	\$1,192,916
Operating Expenditures <sup>3</sup>	446,033	459,283	\$443,641	443,641
Capital Assets/Transfers	59,391	59,016	\$38,785	38,785
<b>Total</b>	<b>\$1,676,856</b>	<b>\$1,703,373</b>	<b>\$1,675,343</b>	<b>\$1,675,343</b>
<b>Students (FTE)<sup>4</sup></b>				
Undergraduate	65,771.76	65,125.85	65,652.02	65,652.02
Graduate	10,629.56	10,394.76	10,603.15	10,603.15
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>76,401.32</b>	<b>75,520.61</b>	<b>76,255.17</b>	<b>76,255.17</b>
<b>Employees (Annualized FTE)</b>	<b>8,827.65</b>	<b>8,841.63</b>	<b>8,675.54</b>	<b>8,675.54</b>

Source: State System budget reports

<sup>1</sup>Reflects the Educational and General Appropriation enacted for FY 2022-23 and FY 2023-24 and the System's appropriation request for FY 2024-25. The Governor's recommendation of \$585.6 million for FY 2024-25 is part of the \$974.3 million in funding proposed for the new higher education system that will bring the state-owned universities and the community colleges across the state together, under a new governance structure. The Governor's recommended funding level would provide a 15 percent increase over the appropriation amounts the two sectors received individually in FY 2023-24. It is unknown how much of this new combined funding would be allocated to state-owned universities; therefore, the budget above reflects level funding from the amount received in FY 2023-24.

<sup>2</sup>The augmentation includes an assumption of no tuition rate increase in FY 2024-25. However, the Board of Governors will set tuition prior to the beginning of the fiscal year, based upon the System's financial requirements and state appropriations at that time.

<sup>3</sup>Operating expenditures in 2024-25 have been adjusted to account for the appropriations recommended by the Governor.

<sup>4</sup>FTE Student is defined as follows: annual undergraduate credit hours produced divided by 30 credit hours; annual graduate credit hours produced divided by 24 credit hours.

Note: Numbers may not add due to rounding.

## Appendix A-4

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

	Actual 2022-23	Current 2023-24	Projection 2024-25	Governor's Budget 2024-25
<b>Source of Funds</b>				
Federal Appropriation	\$48,320	\$42,901	\$20,820	NA
Augmentation:				
Educational and General	0	0	0	NA
<b>Total</b>	<b>\$48,320</b>	<b>\$42,901</b>	<b>\$20,820</b>	<b>NA</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$5,150	\$1,979	\$0	NA
Operating Expenditures	29,189	38,713	15,783	NA
Capital Assets/Transfers	8,767	7,425	4,905	NA
<b>Total</b>	<b>\$43,106</b>	<b>\$48,117</b>	<b>\$20,688</b>	<b>NA</b>
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>NA</b>
<b>Employees (Unrestricted FTE)</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>

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

## Appendix A-5

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

Source of Funds	Actual 2022-23	Current 2023-24	Budget Request 2024-25	Governor's Budget 2024-25
Special Purpose Appropriation <sup>1</sup>	\$3,980	\$3,980	\$5,000	\$3,980
Other (PHEAA Augmentation) <sup>1</sup>	500	500	0	500
Revenue Shortfall	0	0	0	0
<b>Total</b>	<b>\$4,480</b>	<b>\$4,480</b>	<b>\$5,000</b>	<b>\$4,480</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$775	\$1,166	\$1,195	\$1,195
Operating Expenditures <sup>2</sup>	3,705	3,314	3,805	3,285
Capital Assets/Transfers	0	0	0	0
<b>Total</b>	<b>\$4,480</b>	<b>\$4,480</b>	<b>\$5,000</b>	<b>\$4,480</b>
<b>Students (Fall Headcount)</b>				
Undergraduate <sup>3</sup>	224	199	225	199
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>224</b>	<b>199</b>	<b>225</b>	<b>199</b>
<b>Employees (FTE)</b>	<b>4.37</b>	<b>6.26</b>	<b>6.26</b>	<b>6.26</b>

<sup>1</sup>The Governor's recommendation of a \$4.48 million appropriation (including a \$500,000 supplement from PHEAA) in FY 2024-25 provides level funding for the Keystone Academy Appropriation compared to the total amount received in FY 2023-24.

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

<sup>3</sup>If FY 2024-25 is funded at the Governor's recommended level, approximately 199 students may be served through this program. In fall 2023, 192 students were scholarship recipients.

Source: Cheyney University

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

## Appendix A-6

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

	Actual 2022-23	Current 2023-24 <sup>1</sup>	Budget Request 2024-25	Governor's Budget 2024-25
<b>Source of Funds</b>				
State E&G Appropriation	\$65,431	\$0	\$0	\$0
Augmentation:				
Educational and General	0	0	0	0
<b>Total</b>	<b>\$65,431</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Use of Funds</b>				
Personnel Expenditures	\$0	\$0	\$0	\$0
Operating Expenditures	0	0	0	0
Capital Assets/Transfers	0	65,431	0	0
<b>Total</b>	<b>\$0</b>	<b>\$65,431</b>	<b>\$0</b>	<b>\$0</b>
<b>Students (FTE)</b>				
Undergraduate	NA	NA	NA	NA
Graduate	NA	NA	NA	NA
First Professional	NA	NA	NA	NA
<b>Total</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
<b>Employees (Unrestricted FTE)</b>				
	NA	NA	NA	NA

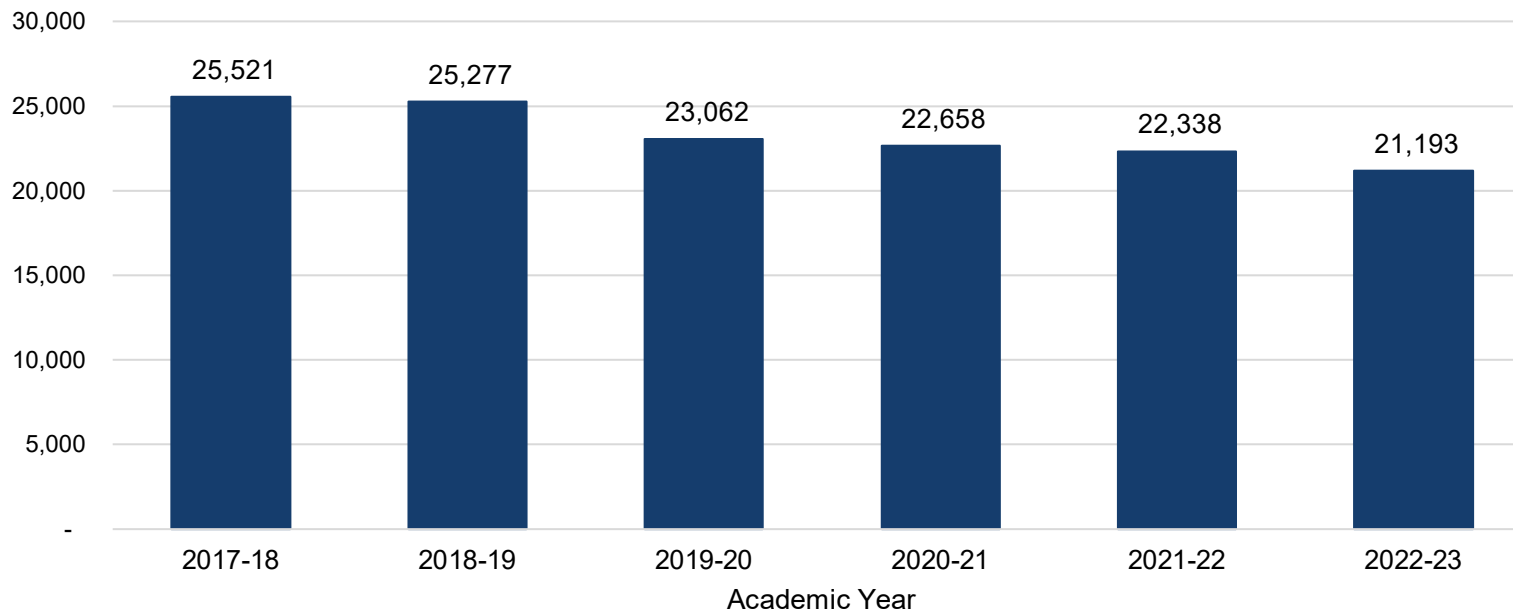
Note: All funds will be used for the defeasance of certain bonds at the California, Clarion, and Edinboro campuses of Pennsylvania Western University through fiscal year 2029-30.

### Appendix A-7

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

	2022-23 Actual Degree Completers	2023-24 Projected Degree Completers
Associate Degree Completers	329	316
Bachelor's Degree Completers	15,308	14,877
Graduate Degree Completers	5,556	5,210
<b>Total Degree Completers</b>	<b>21,193</b>	<b>20,403</b>

### Total Degree Completers



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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Total</b>										
Applications	65,324	65,782	66,645	67,768	64,822	66,406	63,538	56,814	59,156	62,649
Admissions	51,153	52,318	52,766	54,500	53,289	56,094	56,561	52,400	53,435	54,891
Admitted Enrollments	17,428	16,514	15,878	15,927	15,296	15,280	14,303	12,809	13,636	14,228
% Admitted	78.3%	79.5%	79.2%	80.4%	82.2%	84.5%	89.0%	92.2%	90.3%	87.6%
% Admitted Enrolled	34.1%	31.6%	30.1%	29.2%	28.7%	27.2%	25.3%	24.4%	25.5%	25.9%
<b>Black or African American</b>										
Applications	12,543	13,624	13,809	14,391	13,166	13,608	13,859	10,552	11,474	12,130
Admissions	7,854	8,830	8,980	9,515	9,189	9,781	11,091	8,961	9,455	9,532
Admitted Enrollments	2,095	1,994	1,981	2,020	1,865	1,854	1,706	1,489	1,649	1,580
% Admitted	62.6%	64.8%	65.0%	66.1%	69.8%	71.9%	80.0%	84.9%	82.4%	78.6%
% Admitted Enrolled	26.7%	22.6%	22.1%	21.2%	20.3%	19.0%	15.4%	16.6%	17.4%	16.6%
<b>American Indian or Alaska Native</b>										
Applications	135	150	186	210	167	131	169	215	238	172
Admissions	81	107	111	128	114	107	143	196	209	145
Admitted Enrollments	25	36	27	41	38	31	37	53	58	44
% Admitted	60.0%	71.3%	59.7%	61.0%	68.3%	81.7%	84.6%	91.2%	87.8%	84.3%
% Admitted Enrolled	30.9%	33.6%	24.3%	32.0%	33.3%	29.0%	25.9%	27.0%	27.8%	30.3%
<b>Asian</b>										
Applications	1,199	1,169	1,417	1,521	1,481	1,516	1,496	1,532	1,478	1,725
Admissions	888	896	1,097	1,209	1,254	1,286	1,392	1,436	1,387	1,508
Admitted Enrollments	208	201	223	213	245	245	208	248	210	220
% Admitted	74.1%	76.6%	77.4%	79.5%	84.7%	84.8%	93.0%	93.7%	93.8%	87.4%
% Admitted Enrolled	23.4%	22.4%	20.3%	17.6%	19.5%	19.1%	14.9%	17.3%	15.1%	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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Hispanic</b>										
Applications	4,542	4,687	4,962	5,765	5,231	6,038	6,029	4,622	5,524	6,997
Admissions	3,234	3,504	3,665	4,376	4,020	4,822	5,201	4,188	4,858	5,820
Admitted Enrollments	983	1,002	956	1,130	989	1,106	994	930	1,116	1,249
% Admitted	71.2%	74.8%	73.9%	75.9%	76.8%	79.9%	86.3%	90.6%	87.9%	83.2%
% Admitted Enrolled	30.4%	28.6%	26.1%	25.8%	24.6%	22.9%	19.1%	22.2%	23.0%	21.5%
<b>White</b>										
Applications	43,447	42,737	42,120	41,835	39,653	40,501	37,961	36,399	35,469	37,263
Admissions	36,438	36,342	35,698	36,082	34,585	36,328	35,257	34,482	33,075	34,078
Admitted Enrollments	13,292	12,426	11,822	11,639	11,122	11,080	10,549	9,391	9,912	10,148
% Admitted	83.9%	85.0%	84.8%	86.2%	87.2%	89.7%	92.9%	94.7%	93.3%	91.5%
% Admitted Enrolled	36.5%	34.2%	33.1%	32.3%	32.2%	30.5%	29.9%	27.2%	30.0%	29.8%
<b>Native Hawaiian or Other Pacific Islander</b>										
Applications	55	60	62	59	40	47	33	34	32	38
Admissions	38	38	36	46	30	38	29	32	31	28
Admitted Enrollments	17	6	8	15	6	8	13	11	12	3
% Admitted	69.1%	63.3%	58.1%	78.0%	75.0%	80.9%	87.9%	94.1%	96.9%	73.7%
% Admitted Enrolled	44.7%	15.8%	22.2%	32.6%	20.0%	21.1%	44.8%	34.4%	38.7%	10.7%
<b>Two or More Races</b>										
Applications	2,315	2,509	2,662	2,761	2,253	2,347	2,591	2,056	2,193	2,221
Admissions	1,763	1,937	2,098	2,195	1,897	1,917	2,247	1,817	1,888	1,857
Admitted Enrollments	596	664	645	652	587	517	532	406	513	459
% Admitted	76.2%	77.2%	78.8%	79.5%	84.2%	81.7%	86.7%	88.4%	86.1%	83.6%
% Admitted Enrolled	33.8%	34.3%	30.7%	29.7%	30.9%	27.0%	23.7%	22.3%	27.2%	24.7%

**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	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Race/ethnicity unknown</b>										
Applications	1,080	844	1,418	1,215	2,830	2,212	1,399	1,403	2,743	2,102
Admissions	849	662	1,072	941	2,199	1,809	1,200	1,287	2,527	1,923
Admitted Enrollments	211	184	211	212	444	433	263	280	162	525
% Admitted	78.6%	78.4%	75.6%	77.4%	77.7%	81.8%	85.8%	91.7%	92.1%	91.5%
% Admitted Enrolled	24.9%	27.8%	19.7%	22.5%	20.2%	23.9%	21.9%	21.8%	6.4%	27.3%
<b>Non-Resident Alien</b>										
Applications	8	2	9	11	1	6	1	1	5	1
Admissions	8	2	9	8	1	6	1	1	5	0
Admitted Enrollments	1	1	5	5	0	6	1	1	4	0
% Admitted	100.0%	100.0%	100.0%	72.7%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%
% Admitted Enrolled	12.5%	50.0%	55.6%	62.5%	0.0%	100.0%	100.0%	100.0%	80.0%	0.0%

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

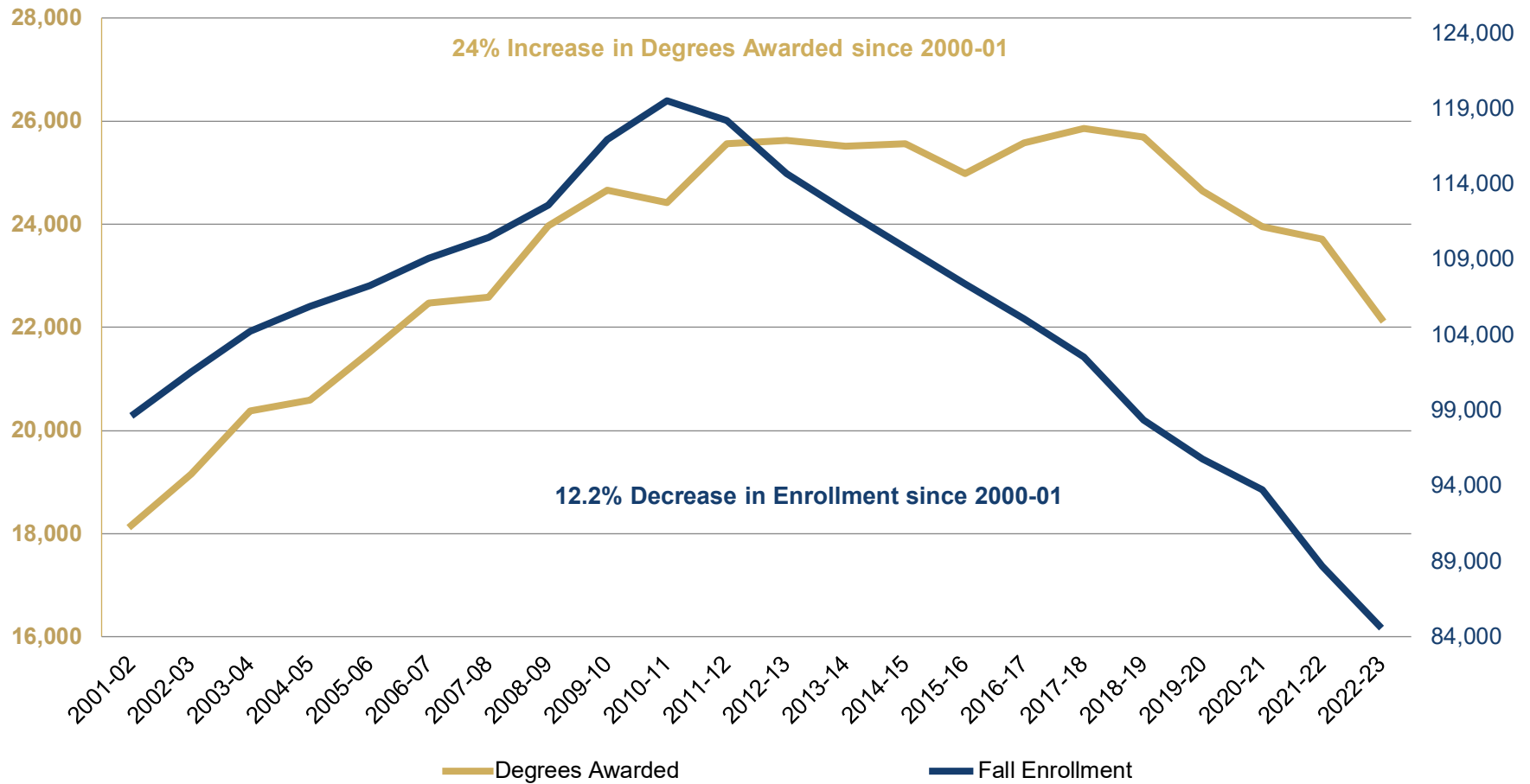
Note: Beginning in 2014, Nonresident Alien applicants who meet domicile requirements are included in Pennsylvania counts. Previously, they were considered out-of-state students.

## Appendix B

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

### Appendix B-1

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

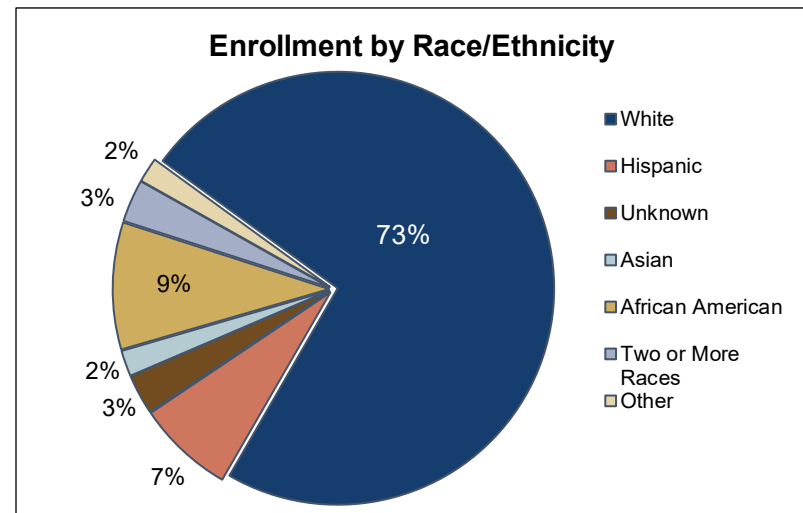
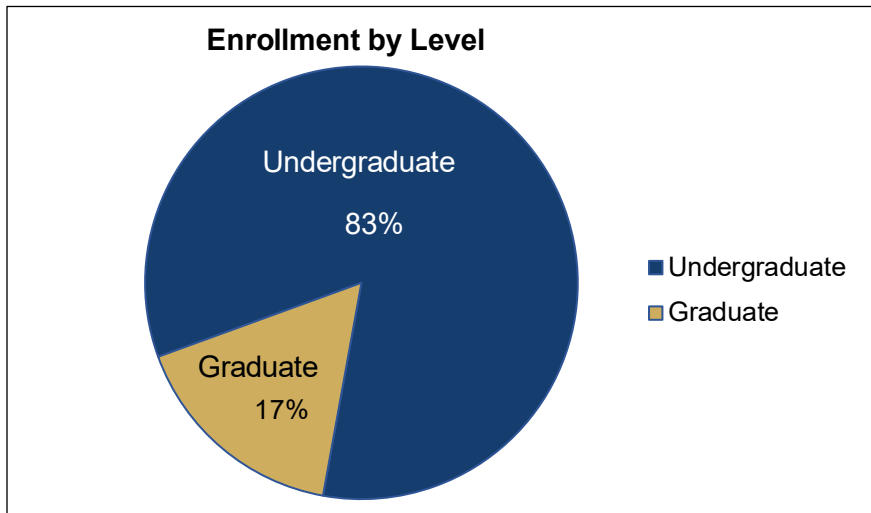
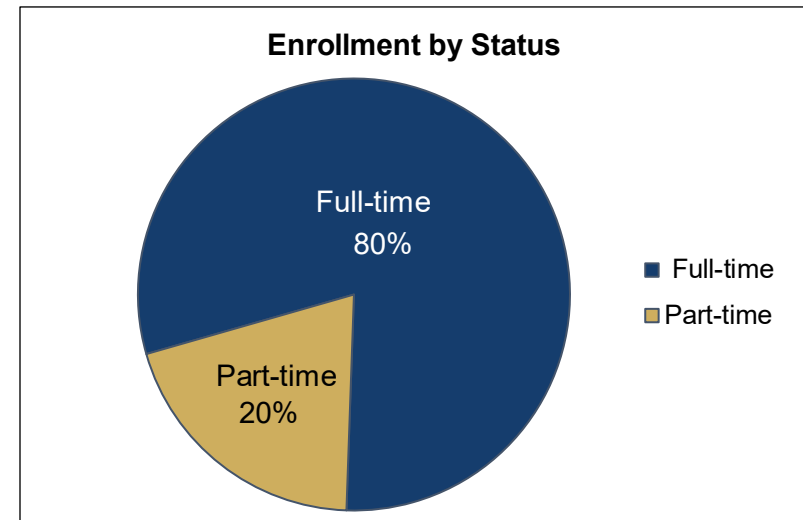
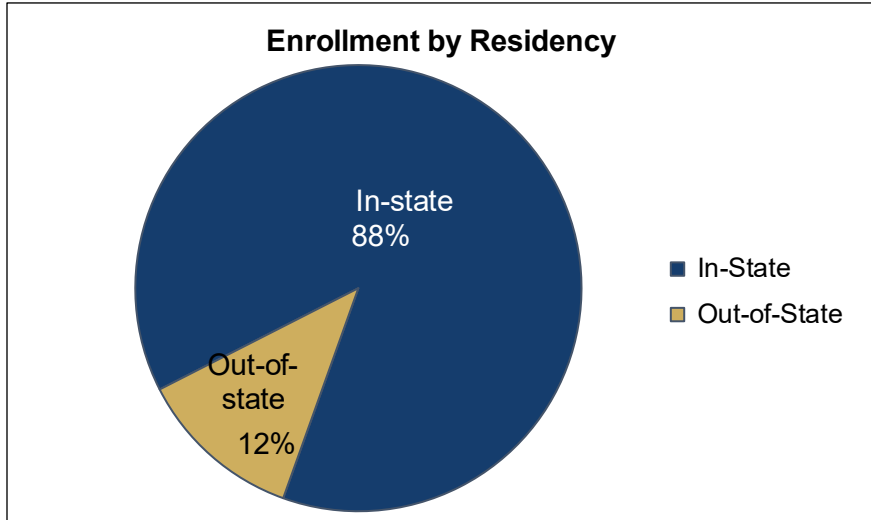


Source: State System Student Data Warehouse, Annual Awards Conferred

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

## Appendix B-2

### Pennsylvania's State System of Higher Education Fall 2023 Enrollment Demographics Headcount: 82,688

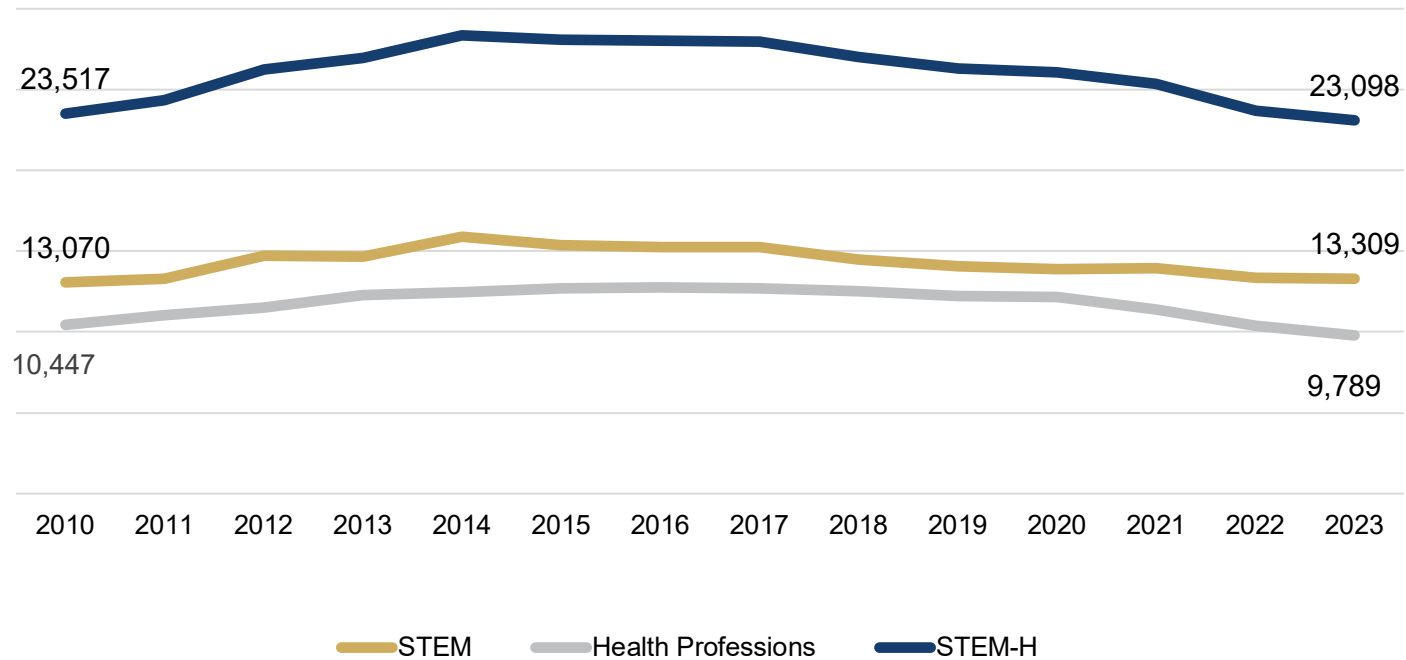


Source: State System Student Data Warehouse  
Note: Fall Census Headcount enrollment (undergraduate, graduate, full-time, and part-time).



### Appendix B-3

## Pennsylvania's State System of Higher Education STEM and Health Professions 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-4

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

	2010	2018	2019	2020	2021	2022	2023 Preliminary	Change from 2010 to 2023	% of 2023 Total Transfers
<b>A. Community Colleges</b>									
Allegheny County	445	330	292	275	268	220	173	-61.1%	4.1%
Beaver County	79	51	51	60	36	37	36	-54.4%	0.9%
Bucks County	169	163	128	126	115	126	131	-22.5%	3.1%
Butler County	186	196	185	160	153	127	141	-24.2%	3.3%
Delaware County	354	355	380	395	379	291	290	-18.1%	6.9%
Harrisburg Area	604	466	409	400	325	316	258	-57.3%	6.1%
Lehigh Carbon	243	189	174	173	168	147	151	-37.9%	3.6%
Luzerne County	163	124	84	80	68	56	47	-71.2%	1.1%
Montgomery County	278	233	198	184	180	160	190	-31.7%	4.5%
Northampton County	452	317	311	299	252	207	245	-45.8%	5.8%
Pennsylvania Highlands	45	45	45	49	38	40	45	0.0%	1.1%
Philadelphia	77	105	110	135	130	133	100	29.9%	2.4%
Reading Area	124	108	87	75	78	71	68	-45.2%	1.6%
Westmoreland County	184	112	138	95	94	85	78	-57.6%	1.8%
<b>Total Community Colleges</b>	<b>3,403</b>	<b>2,794</b>	<b>2,592</b>	<b>2,506</b>	<b>2,284</b>	<b>2,016</b>	<b>1,953</b>	<b>-42.6%</b>	<b>46.3%</b>
Percent of URM Community College Students	13.5%	20.3%	21.8%	22.6%	20.4%	25.4%	23.6%	10.0%	
Community Colleges as % of Transfer Total	44.4%	47.4%	47.9%	49.9%	48.4%	46.0%	46.3%	1.9%	
Community Colleges as % of Total New UG Students	11.6%	12.0%	11.5%	11.8%	11.8%	10.0%	9.6%	-2.0%	
<b>B. State-Related</b>									
Lincoln	9	4	12	8	3	9	7	-22.2%	0.2%
Penn State	384	223	200	170	143	146	146	-62.0%	3.5%
Pitt	123	107	97	71	81	53	51	-58.5%	1.2%
Temple	49	45	48	55	78	73	63	28.6%	1.5%
<b>Total State-Related</b>	<b>565</b>	<b>379</b>	<b>357</b>	<b>304</b>	<b>305</b>	<b>281</b>	<b>267</b>	<b>-52.7%</b>	<b>6.3%</b>
State-Related as % of Total	7.4%	6.4%	6.6%	6.1%	6.5%	6.4%	6.3%	-1.0%	
<b>C. Intra-system Transfers</b>	<b>766</b>	<b>534</b>	<b>456</b>	<b>378</b>	<b>379</b>	<b>357</b>	<b>323</b>	<b>-57.8%</b>	<b>7.7%</b>
<b>D. Other Colleges and Universities</b>	<b>2,937</b>	<b>2,183</b>	<b>2,010</b>	<b>1,833</b>	<b>1,749</b>	<b>1,731</b>	<b>1,676</b>	<b>-42.9%</b>	<b>39.7%</b>
<b>Total New Undergraduate Transfer Students</b>	<b>7,671</b>	<b>5,890</b>	<b>5,415</b>	<b>5,021</b>	<b>4,717</b>	<b>4,385</b>	<b>4,219</b>	<b>-45.0%</b>	<b>100.0%</b>
Percent of URM Transfer Students	14.5%	21.5%	21.8%	22.0%	20.5%	23.7%	22.9%	8.4%	
New Transfer Students as Percent of Total New UG	26.1%	25.3%	23.9%	23.7%	24.4%	21.9%	20.7%	-5.4%	

Source: State System Student Data Warehouse, Fall Census, Official Reporting Date: End of 15<sup>th</sup> day of classes.

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

## Appendix B-5

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

Fiscal Year	E&G Appropriation, Unadjusted	% Change From Prior Year	% Of Total E&G Budget	Total Appropriations, Unadjusted	% Change From Prior Year	Total Appropriations, Adjusted for Inflation <sup>2</sup>	In-State Undergraduate Tuition Rate <sup>1</sup>	\$ Change From Prior Year	% Change From Prior Year	Typical Price of Attendance for In-state Undergraduate <sup>3</sup>	Total Annualized FTE Enrollment
2006-07	\$467,622,000	5.0%	37%	\$487,873,000	4.9%	739,874,128	\$5,038	\$132	2.7%	\$12,372	102,712
2007-08	\$483,989,000	3.5%	37%	\$504,240,000	3.4%	737,408,599	\$5,177	\$139	2.8%	\$13,184	103,566
2008-09	\$477,322,367	-1.4%	35%	\$497,168,470	-1.4%	717,000,966	\$5,358	\$181	3.5%	\$13,782	105,447
2009-10	\$444,470,000	-6.9%	31%	\$530,423,000	6.7%	757,638,909	\$5,554	\$196	3.7%	\$14,670	109,885
2010-11	\$444,470,000	0.0%	30%	\$503,355,000	-5.1%	704,781,574	\$5,804	\$250	4.5%	\$15,495	111,806
2011-12	\$412,751,000	-7.1%	27%	\$412,751,000	-18.0%	561,489,593	\$6,240	\$436	7.5%	\$16,503	110,216
2012-13	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	552,323,030	\$6,428	\$188	3.0%	\$17,052	107,009
2013-14	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	543,808,959	\$6,622	\$194	3.0%	\$18,028	104,581
2014-15	\$412,751,000	0.0%	27%	\$412,751,000	0.0%	539,896,664	\$6,820	\$198	3.0%	\$18,784	102,484
2015-16	\$433,389,000	5.0%	27%	\$433,389,000	5.0%	563,062,232	\$7,060	\$240	3.5%	\$19,739	100,411
2016-17	\$444,224,000	2.5%	28%	\$444,224,000	2.5%	566,756,826	\$7,238	\$178	2.5%	\$20,327	97,854
2017-18	\$453,108,000	2.0%	28%	\$453,108,000	2.0%	565,325,016	\$7,492	\$254	3.5%	\$20,999	94,540
2018-19	\$468,108,000	3.3%	28%	\$468,108,000	3.3%	572,189,219	\$7,716	\$224	3.0%	\$21,674	90,607
2019-20 <sup>4</sup>	\$477,470,000	2.0%	30%	\$477,470,000	2.0%	574,641,955	\$7,716	\$0	0.0%	\$21,909	87,973
2020-21	\$477,470,000	0.0%	30%	\$477,470,000	0.0%	561,663,334	\$7,716	\$0	0.0%	\$21,900	85,143
2021-22 <sup>4</sup>	\$477,470,000	0.0%	30%	\$477,470,000	0.0%	524,116,356	\$7,716	\$0	0.0%	\$21,838	79,552
2022-23 <sup>4</sup>	\$552,470,000	15.7%	33%	\$617,901,000	29.4%	638,264,740	\$7,716	\$0	0.0%	\$22,026	78,251
2023-24	\$585,618,000	6.0%	34%	\$585,618,000	-5.2%	585,618,000	\$7,716	\$0	0.0%	\$22,365	75,521

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

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

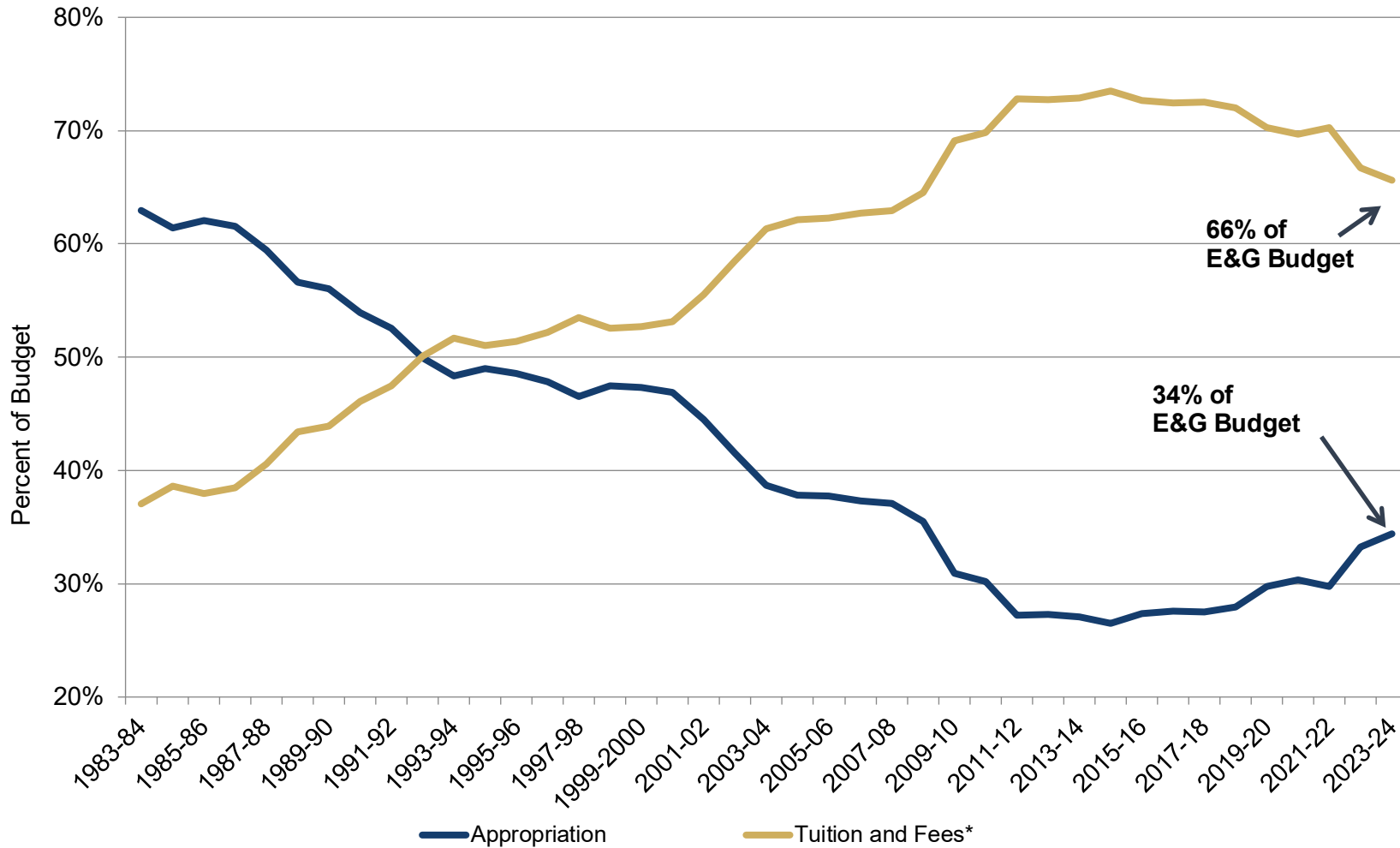
<sup>2</sup>Includes ARRA funds

<sup>3</sup>Includes the most common tuition rate charged to in-state students

<sup>4</sup>Total Appropriations exclude \$30 million of Title V CARES Act Funds as well as \$50 million and \$125 million in Coronavirus State Fiscal Recovery Funds in 2019-20, 2021-22, and 2022-23, respectively. Total Appropriations for 2022-23 include \$65 million of Facility Transition funds received to be used for the defeasance of certain bonds at the California, Clarion, and Edinboro campuses of Pennsylvania Western University through fiscal year 2029-30.

## Appendix B-6

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



Source: State System Budget Reports

Note: Includes all other miscellaneous revenue sources and net assets used to support one-time strategic initiatives and sustainable operations

## Appendix B-7

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

#### Number of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2015-16	41,972	3,335	<b>30,400</b>	31,464	23,202	968	6,721	138,062	5,198	143,260
2016-17	40,455	2,582	<b>28,934</b>	29,598	22,410	813	5,309	130,101	4,776	134,877
2017-18	41,892	2,019	<b>28,424</b>	29,484	21,629	777	4,429	128,654	4,737	133,391
2018-19	42,701	2,115	<b>27,400</b>	28,504	27,718	815	3,371	132,624	4,741	137,365
2019-20	40,406	1,742	<b>25,381</b>	26,426	22,149	727	3,188	120,019	4,347	124,366
2020-21	37,128	1,343	<b>22,423</b>	24,933	18,665	688	2,548	107,728	4,019	111,747
2021-22	32,921	1,117	<b>19,012</b>	22,365	15,788	688	2,539	94,430	3,386	97,816
2022-23	36,195	1,145	<b>18,643</b>	22,840	15,171	729	2,176	96,899	3,920	100,819

#### Value of Awards

Year	Independent		State System	State-Related	Community Colleges	Nursing	Business & Technical	Total PA	Out-of-State	Total
	4-Year	2-Year								
2015-16	\$139,076,524	\$9,874,881	<b>\$85,537,267</b>	\$103,252,807	\$25,746,922	\$2,729,820	\$18,386,469	\$384,604,690	\$2,761,213	\$387,365,903
2016-17	\$136,193,414	\$7,476,051	<b>\$83,164,859</b>	\$98,336,295	\$26,611,912	\$2,223,516	\$14,543,872	\$368,549,919	\$2,517,717	\$371,067,636
2017-18	\$134,389,258	\$5,420,346	<b>\$77,456,413</b>	\$92,855,145	\$24,516,874	\$2,000,097	\$11,504,503	\$348,142,636	\$2,380,185	\$350,522,821
2018-19	\$132,968,610	\$5,881,996	<b>\$73,794,345</b>	\$88,360,117	\$28,394,050	\$2,057,547	\$8,806,856	\$340,263,521	\$2,356,065	\$342,619,586
2019-20	\$127,090,003	\$4,861,699	<b>\$69,142,807</b>	\$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	<b>\$66,231,482</b>	\$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	<b>\$62,003,291</b>	\$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	<b>\$69,343,771</b>	\$94,328,855	\$22,169,995	\$2,286,699	\$8,182,448	\$346,180,533	\$2,208,031	\$348,388,564

#### 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								
2015-16	\$3,751	\$3,658	<b>\$3,145</b>	\$3,682	\$1,950	\$3,585	\$3,697	\$3,375	\$572	\$3,261
2016-17	\$3,780	\$3,666	<b>\$3,197</b>	\$3,729	\$2,018	\$3,564	\$3,719	\$3,407	\$569	\$3,295
2017-18	\$3,604	\$3,462	<b>\$3,048</b>	\$3,539	\$1,947	\$3,361	\$3,592	\$3,257	\$544	\$3,150
2018-19	\$3,518	\$3,493	<b>\$3,013</b>	\$3,483	\$1,751	\$3,306	\$3,531	\$3,131	\$543	\$3,032
2019-20	\$3,564	\$3,475	<b>\$3,044</b>	\$3,530	\$1,850	\$3,381	\$3,551	\$3,209	\$543	\$3,106
2020-21	\$4,005	\$3,747	<b>\$3,366</b>	\$3,898	\$2,115	\$3,655	\$3,930	\$3,598	\$591	\$3,478
2021-22	\$4,428	\$4,084	<b>\$3,697</b>	\$4,320	\$2,306	\$4,026	\$4,316	\$3,989	\$613	\$3,864
2022-23	\$4,530	\$4,448	<b>\$4,193</b>	\$4,640	\$2,552	\$4,564	\$4,897	\$4,283	\$619	\$4,128

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

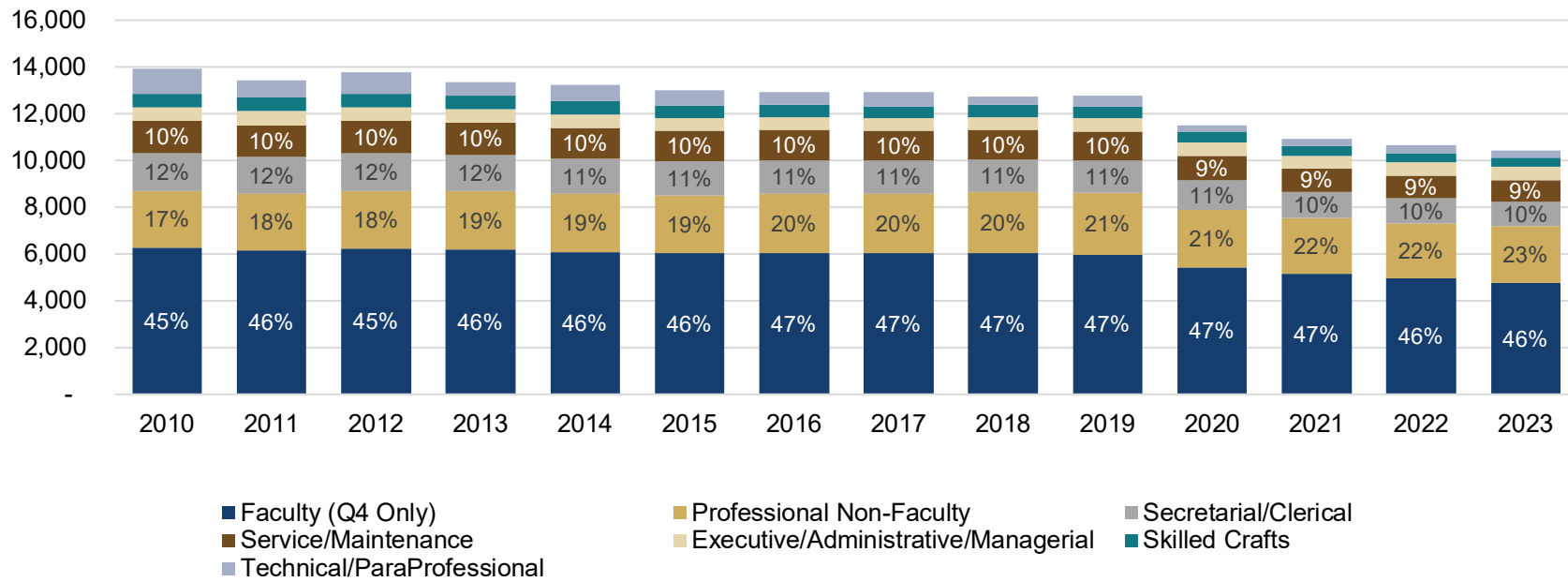
## Appendix B-8

### Pennsylvania's State System of Higher Education

#### Fall 2023 Employee Headcount by Category

	Full Time	Part Time	Total
Executive/Administrative/Managerial	541	16	557
Faculty (Q4 Only)	3,698	1,066	4,764
Professional Non-faculty	2,209	201	2,410
Service/Maintenance	910	45	955
Secretarial/Clerical	1,001	38	1,039
Skilled Crafts	405	3	408
Technical/Paraprofessional	232	65	297
<b>System Total</b>	<b>8,996</b>	<b>1,434</b>	<b>10,430</b>

#### Fall 2023 Employee Headcount Trend



Source: State System Business Warehouse, Fall Headcounts as of October 31, 2022, excludes student employees



## Appendix B-9

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

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 YTD
APSCUF (Faculty)	250	112	204	112	190	132	182	119	192	126	305	219	102	46
AFSCME	154	104	115	101	213	176	114	160	182	136	255	181	137	43
All Others	92	65	75	69	85	86	93	100	105	96	168	91	82	18
<b>Total</b>	<b>496</b>	<b>281</b>	<b>394</b>	<b>282</b>	<b>488</b>	<b>394</b>	<b>389</b>	<b>379</b>	<b>479</b>	<b>358</b>	<b>728</b>	<b>491</b>	<b>321</b>	<b>107</b>

Source: State System SAP, Human Capital Management

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

2023-24 data is Year to Date (YTD) as of 12/31/2023

Enrollment in Retirement Plans	Percent of Total
SERS	38%
PSERS	8%
Alternative Retirement Plan (ARP)	54%

Source: State System Business Warehouse, Data as of 10/31/2023

Notes:

SERS and PSERS: Defined Benefit and Hybrid Defined Benefit/Contribution Plans

ARP: Defined Contribution Plan

## Appendix B-10

### Pennsylvania's State System of Higher Education Programs and Services for Military Members and Veterans



State System universities offer a wide range of programs and services for military members, veterans, and their families. We are committed to supporting their success. PASSHE's Veterans Network exists to advance the recruitment, retention, and graduation of military-affiliated students within the State System. Our universities provide military veterans with preference in course scheduling. The universities also offer in-state tuition rates to qualified veterans and their dependents regardless of state residency status under the federal Veterans Access, Choice and Accountability Act of 2014 and other state laws such as Act 287 of 1982, as amended by Act 14 of 2023. Additionally, all System universities allow a member of the military to withdraw without financial penalty when called to active duty, and they offer a military-affiliated student his or her own space on campus.

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

- **Cheyney University** welcomes all veterans, eligible dependents, members of the National Guard and Reserves, and active-duty personnel. Cheyney is committed to meeting their educational and campus community goals. The Office of Student Financial Services provides information about GI Bill and other available educational benefits and is the office where veterans, eligible dependents, members of the National Guard, and selected reserves may apply for their benefits.
- **Commonwealth University** offers a robust package of services and benefits for military-connected students at each of its three campuses. Bloomsburg features the Office of Military and Veterans Resources, which provides military-connected students with community and assistance accessing services. The university provides a military-specific academic advisor for all military students for anything the students need. Lock Haven hosts Veterans' Appreciation Month activities, celebrated in November, including an on-campus Community Veterans' Expo, and a Veteran Pinning Ceremony. Mansfield also hosts an Office of Military and Veterans Affairs, which counsels enrolled veterans on benefits, career resources, and more. The Veterans Support Group at MU is composed of campus and surrounding community professionals who meet regularly to discuss and implement ways to support military and veteran students, faculty, and staff. Each Commonwealth University campus has a Student Veterans Organization that provides peer engagement, support, and resources to the military students on each campus. Commonwealth University also features its Military Academic Credit Review Board (MACRB), an innovative program designed to translate military training and experience into experiential college-level credit on an individual basis.
- **East Stroudsburg University's** Student Veterans Center is a one-stop-shop that assists students with everything from applying for financial aid and veterans' benefits to registering for classes and helping to ensure they are prepared for graduation. It processes all veteran education benefits, including Federal Tuition Assistance, the Educational Assistance Program, GI Bill, and ROTC scholarships for Army and Air Force. The center, which is a designated Green Zone, also hosts a series of weekly meetings for veterans on a variety of topics ranging from employment opportunities to healthcare.

## Appendix B-10 (continued)

### Pennsylvania's State System of Higher Education Programs and Services for Military Members and Veterans

The Veterans Task Force meets regularly to identify issues that student veterans are experiencing and implements strategies to help alleviate some of these issues and concerns. ESU extends credit for military training and service, DANTES, and CLEP tests. The university holds a veterans meet-and-greet every academic semester, a 9/11 moving flag tribute, and a Veterans Day celebration. The office assists with the organization, set-up, and commencing of the Monroe County Veterans Day Parade. The Veterans of ESU Club is part of the Student Veterans of America. ESU is part of the National Association for Veterans and Program Administrators, Monroe County Veterans Association, and the Association of Veteran Education Certifying Officials.

- Indiana University of Pennsylvania's** Military and Veterans Resource Center (MVRC) serves as a one-stop-shop, providing a wide range of services for military, veterans, and military-affiliated students and family members. Student workers who are veterans or military-affiliated staff the center. More than 4,000 individuals have visited the MVRC since its opening, and staff members have helped more than 800 IUP students to use their GI Bill benefits. The center also coordinates special Veterans Day events and campus-wide programming. IUP has an active Veterans Outreach Committee that meets regularly to improve university services to students who are veterans, a Veterans Support Group, and a Student Veterans Organization. The MVRC director sits on several advisory boards of organizations that provide assistance to veterans and their families. Through two different endowments, IUP has funds to provide veterans and their family members with funding during a financial emergency. IUP students have used these funds to help pay for day care, utilities, rent, books, and other expenses. IUP has one of the largest Reserve Officer Training Corps (ROTC) in Pennsylvania, commissioning its 2,000th cadet in May 2015 and counting 12 generals among its ROTC graduates. The IUP ROTC program has earned the MacArthur Award, a national award given to the top programs in the country. IUP ROTC is also a three-time recipient of the Governor's Trophy, presented to the most outstanding military science program at a Pennsylvania college or university. IUP is a Yellow Ribbon university and is recognized routinely by military publications for excellence. IUP was recognized as a Top 10 Large Public Military-Friendly University by Victory Media and a Best for Vets University.
- Kutztown University's** Military & Veterans Services serves as a one-stop shop, providing a multitude of services for military, veterans, and military-affiliated (family members) students, to include military benefits assistance and camaraderie. KU offers veteran onboarding designed to ease the transition from military to college. Military-aware and knowledgeable faculty and staff are dedicated to meeting the needs of our students. Veterans Liaisons assist with priority class registration, military-excused absences and deployment, academic advising, career planning, counseling, disability services, and more. KU processes GI Bill, Tuition Assistance, Educational Assistance Program, and MyCAA spouse benefits. Students receive academic credit through DANTES and equivalent military training. Leadership opportunities are provided through Army Reserve Officer Training Corps (ROTC), Student Veterans Association, and SALUTE Veterans National Honor Society. With assistance from local businesses, the American Legion, and Folds of Honor, KU provides emergency funds and scholarships. Honor cords and honor society stoles are provided to graduating veteran students. KU's Challenge Coin of Excellence is presented to the community recognizing significant achievement. Veterans Green Zone Awareness training, an advisory board that meets to improve university services, and our Alumni Veteran Infinity Group enhance campus support. Kutztown University has received the Military Times' Best for Vets distinction since 2015.

## Appendix B-10 (continued)

### Pennsylvania's State System of Higher Education Programs and Services for Military Members and Veterans

- **Millersville University** welcomes and supports all service members, including active duty, reservists, and veterans. The Veterans Resource Center (VRC) provides resources and information for veterans on campus. All veterans and family members are welcome to come share their experiences and explore opportunities for resources and leadership positions on and off campus. Millersville University participates in the Concurrent Admissions Program with the Army, Army Reserves, and Army National Guard. In addition, Millersville University offers a two-part, four-year program in military science through ROTC. Students can earn academic credentials through the minor in Military Science program. Millersville University's School Certifying Official in the Financial Aid Office handles all the required paperwork for individuals applying for education benefits through the Department of Defense (tuition assistance) and the Department of Veterans Affairs (GI Bill) and ensures current service members and veterans receive all the benefits they are entitled to, including qualification for in-state tuition. Millersville University coordinates with the VA's veteran work study program to ensure that the students staffing the VRC are also GI Bill recipients.
- **PennWest University's** Military and Veterans Success Center serves as a one-stop resource for veteran and military-affiliated students across the university's three campuses. The university provides access to campus resources and GI Bill® benefit programs. The center provides military veterans, current service members, and their dependents with access to an affordable, high-quality education and comprehensive support services to meet their individualized and diverse needs. At PennWest:
  - Student veterans are recognized for their achievements with patriotic honor cords worn at commencement.
  - The ROTC program is open to both male and female students who desire to earn a commission as a second lieutenant in the U.S. Army. Students in the first two years of the four-year program incur no military obligation by enrolling in the ROTC program. Additionally, first-year and sophomore-level Military Sciences courses are offered without cost to full-time students and may be applied toward graduation requirements. Necessary books and equipment are also furnished at no cost to the student.
  - PennWest's School Certifying Official handles all the paperwork for individuals applying for education benefits who wish to use Tuition Assistance and the GI Bill; the official also ensures that current service members, veterans and eligible dependents receive all the benefits they are entitled to, including qualification for in-state tuition or our military tuition discount for associate, bachelor's, or master's degree programs.
  - Col. Arthur L. Bakewell Veterans Scholarship recipients have been recognized at the annual Veterans Day celebration since 1984. Funded through the generosity of the Veterans Scholarship Fund 500 Club, the scholarship honors the memory of Bakewell, the university's first Veterans Club advisor.

## Appendix B-10 (continued)

### Pennsylvania's State System of Higher Education Programs and Services for Military Members and Veterans

- Shippensburg University** offers a variety of programs and assistance-based services for military-affiliated students (veterans and dependents using benefits). These services are centralized through the Veterans Service Office, whose mission is to help simplify the transition to continuing education and to advocate for students. The Veterans Resource Center in the student union building is a relaxing place to study, eat, and connect with those with a shared experience. Additional learning and outreach opportunities for student veterans include an active Student Veterans of America chapter and the Army ROTC Raider Battalion. Our campus's Career Center offers one-on-one consultations with veterans to connect to employment opportunities, and the director recently received a professional certificate as a Certified Career Services Provider (CCSP). The campus is an easy commute from the Letterkenny Army Depot, U.S. Army War College in Carlisle, Navy Support Activity in Mechanicsburg, National Guard Training Center at Fort Indiantown Gap, and Army Medical Command installation at Fort Detrick. Shippensburg University is recognized as a Military Friendly® School by Victory Media and in 2023 received the Silver classification.
- Slippery Rock University** sponsors a Student Veterans Center, providing veterans, their dependents, active-duty personnel, reserve and National Guard members, and ROTC cadets a place to gather, share information, and relax. The center's location in the Smith Student Center supports synergy and integration among student veterans, the Student Government Association, and other student activities, and is involved in fundraisers to benefit veteran-facing organizations. SRU is utilizing grant money from the U.S. Department of Veterans Affairs for an equine-assisted recreation program that provides recreational therapy to veterans at the university's Storm Harbor Equestrian Center. Students are eligible to participate in the Army Reserve Officers Training Corps program. The university annually promotes several "Salute to the Military" activities at which former, current, and future military personnel are recognized and receive free admission. SRU's chapter of Student Veterans of America (SVA) offers opportunities for social and educational activities. In addition to fundraisers that benefit organizations such as the Wounded Warrior Foundation and the American Red Cross, the SVA has partnered with New Hope Assistance Dogs Inc. to raise funds and provide service dogs to student veterans at SRU.
- West Chester University** offers a culture where student veterans, active military, reservists, and dependents of service members can feel understood, accepted, and develop a sense of belonging. In addition, students can participate in the Army and Air Force Reserve Officers' Training Corps (ROTC) programs. WCU offers scholarships for returning veterans and provides a variety of services through its Greg and Sandra Weisenstein Veterans Center and the Student Veterans Group. The Veterans Center is centrally located on the main campus and furnishes a welcoming space for students to network, study, participate in a variety of programming, or just relax. WCU's Veterans Center regularly connects with local area veteran services organizations for support and networking opportunities. It facilitates communication among campus offices to provide a coordinated system of service for a meaningful transition from the military to college. In addition, WCU has a licensed counselor dedicated to student veterans. West Chester University has received the Military Friendly School distinction since 2014, and the Military Friendly School Gold Status distinction for the last three years.



## Appendix B-10 (continued)

### Pennsylvania's State System of Higher Education Programs and Services for Military Members and Veterans

**2023-24 Military Friendly® Schools (as designated by Victory Media, publisher of G.I. Jobs magazine):** Shippensburg, Slippery Rock, and West Chester universities.

**Yellow Ribbon Program participants (with U.S. Department of Veterans Affairs):** Commonwealth-Bloomsburg, East Stroudsburg, Indiana, Kutztown, Commonwealth-Mansfield, and West Chester universities.

**2023 Best for Vets Colleges (published by Military Times):** Indiana and Kutztown universities.



## Appendix B-11

### Pennsylvania's State System of Higher Education Fall 2023 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	201	155.3	2,791	41	417	65,227
2	Erie	Democrat	Merski, Robert	287	230.8	3,599	44	489	65,669
3	Erie	Democrat	Bizzarro, Ryan	467	396.0	6,207	72	850	65,250
4	Erie	Republican	Banta, Jacob	577	493.7	5,797	168	990	64,282
5	Berks	Republican	Jozwiak, Barry	424	370.8	4,395	43	572	65,035
6	Crawford, Erie	Republican	Roae, Brad	432	362.5	5,172	60	675	64,059
7	Mercer	Republican	Wentling, Parke	344	310.7	3,924	32	545	65,917
8	Butler, Lawrence	Republican	Bernstine, Aaron	554	491.9	5,865	131	880	65,051
9	Lawrence	Republican	Brown, Marla	420	378.7	3,912	49	619	63,610
10	Philadelphia	Democrat	Brown, Amen	126	107.1	788	11	146	61,532
11	Butler	Republican	Mustello, Marci	487	428.1	5,613	68	858	64,833
12	Butler	Republican	Scialabba, Stephenie	516	462.4	5,645	100	751	64,712
13	Chester	Republican	Lawrence, John	649	579.3	4,020	78	939	64,075
14	Beaver	Republican	Marshall, Jim	298	268.9	3,579	13	526	66,854
15	Beaver, Washington	Republican	Kail, Joshua	299	270.7	3,294	11	491	66,277
16	Beaver	Democrat	Matzie, Robert	265	230.7	3,107	10	474	64,976
17	Butler, Mercer	Republican	Bonner, Timothy	678	615.7	5,595	380	1,062	65,933
18	Bucks	Republican	Tomlinson, Kathleen	192	182.6	1,331	2	230	63,773
19	Allegheny	Democrat	Abney, Aerion	167	138.7	1,383	10	220	61,450
20	Allegheny	Democrat	Kinkead, Emily	199	174.3	3,410	20	402	61,715
21	Allegheny	Democrat	Powell, Lindsay	200	164.3	2,941	11	403	62,076
22	Lehigh	Democrat	Siegel, Joshua	210	187.0	1,173	8	223	62,468
23	Allegheny	Democrat	Frankel, Dan	72	50.4	1,082	26	126	61,580
24	Allegheny	Democrat	Mayes, La'Tasha	121	103.7	1,045	8	208	61,444
25	Allegheny	Democrat	Markosek, Brandon	312	266.8	3,589	20	565	64,844
26	Chester	Democrat	Friel, Paul	485	421.4	4,685	57	710	64,162

Appendix B-11 (continued)

Pennsylvania's State System of Higher Education  
Fall 2023 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	181	154.3	2,700	8	401	61,874
28	Allegheny	Republican	Mercuri, Robert	361	327.1	4,225	31	563	63,153
29	Bucks	Democrat	Brennan, Tim	328	307.7	3,012	8	403	65,554
30	Allegheny	Democrat	Venkat, Arvind	295	267.3	3,842	33	439	63,488
31	Bucks	Democrat	Warren, Perry	313	289.2	2,689	4	438	66,821
32	Allegheny	Democrat	McAndrew, Joe	287	249.2	3,442	20	546	64,205
33	Allegheny	Democrat	Steele, Mandy	232	199.3	2,857	20	413	61,859
34	Allegheny	Democrat	Salisbury, Abigail	152	123.0	1,946	17	271	61,582
35	Allegheny	Democrat	Gergely, Matthew	250	217.8	2,157	7	401	64,711
36	Allegheny	Democrat	Benham, Jessica	205	181.9	1,984	3	323	61,727
37	Lancaster	Republican	Fee, Mindy	443	366.9	5,109	35	601	66,593
38	Allegheny	Democrat	Pisciottano, Nick	263	229.4	3,190	8	537	64,487
39	Allegheny, Washington	Republican	Kuzma, Andrew	437	386.2	5,139	36	895	65,835
40	Allegheny, Washington	Republican	Mihalek, Natalie	370	329.8	4,822	42	719	66,305
41	Lancaster	Republican	Miller, Brett	630	504.9	5,844	165	782	64,434
42	Allegheny	Democrat	Miller, Dan	214	187.1	3,429	29	412	63,959
43	Lancaster	Republican	Greiner, Keith	317	268.3	3,090	15	465	64,434
44	Allegheny	Republican	Gaydos, Valerie	327	291.7	3,670	18	489	66,419
45	Allegheny	Democrat	Kulik, Anita Astorino	259	223.0	3,103	17	424	65,880
46	Allegheny, Washington	Republican	Ortitay, Jason	427	374.5	4,449	31	599	66,666
47	York	Republican	D'Orsie, Joseph	495	425.5	3,381	20	565	64,984
48	Washington	Republican	O'Neal, Timothy	430	369.2	4,762	52	725	65,851
49	Lancaster	Democrat	Smith-Wade-El, Ismail	429	315.4	2,928	171	560	62,983
50	Greene, Washington	Republican	Cook, Bud	528	448.1	4,438	129	984	66,562
51	Fayette	Republican	Krupa, Charity Grimm	371	321.6	3,770	47	679	65,033
52	Fayette	Republican	Warner, Ryan	377	335.1	4,026	86	682	63,125

Appendix B-11 (continued)

Pennsylvania's State System of Higher Education  
Fall 2023 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	264	245.2	2,753	7	395	64,733
54	Montgomery	Democrat	Scott, Greg	250	214.3	2,107	11	347	63,471
55	Westmoreland	Republican	Cooper, Jill	336	290.5	4,185	47	593	66,435
56	Westmoreland	Republican	Dunbar, George	379	340.4	4,571	22	630	64,562
57	Westmoreland	Republican	Nelson, Eric	305	263.5	4,458	45	592	66,577
58	Westmoreland	Republican	Davanzo, Eric	340	305.6	4,548	52	644	64,556
59	Westmoreland	Republican	Rossi, Leslie	321	274.4	3,833	31	545	66,601
60	Armstrong, Westmoreland	Republican	Major, Abby	490	463.5	5,030	33	705	64,259
61	Montgomery	Democrat	Hanbidge, Liz	325	290.3	2,959	9	379	63,924
62	Indiana	Republican	Struzzi, James	1,072	851.5	7,835	674	1,564	64,920
63	Armstrong, Clarion	Republican	Oberlander, Donna	792	672.6	7,177	335	1,315	65,048
64	Crawford, Venango	Republican	James, R. Lee	561	473.9	6,309	86	989	62,365
65	Crawford, Forest, Warren	Republican	Rapp, Kathy	395	338.3	4,538	55	658	61,937
66	Indiana, Jefferson	Republican	Smith, Brian	563	495.7	5,323	143	905	62,378
67	Cameron, McKean, Potter	Republican	Causer, Martin	301	264.3	2,964	8	501	61,546
68	Bradford, Tioga	Republican	Owlett, Clint	623	504.3	4,668	228	736	63,772
69	Somerset	Republican	Metzgar, Carl Walker	245	206.0	2,537	11	436	63,457
70	Montgomery	Democrat	Bradford, Matthew	438	402.5	3,905	24	571	65,364
71	Cambria, Somerset	Republican	Rigby, Jim	315	279.4	2,930	11	488	62,849
72	Cambria	Democrat	Burns, Frank	391	331.8	3,364	26	613	64,105
73	Cambria, Clearfield	Republican	Kephart, Dallas	530	460.6	3,681	26	768	61,454
74	Chester	Democrat	Williams, Dan	492	420.1	4,066	92	754	64,829
75	Clearfield, Elk	Republican	Armanini, Mike	558	512.5	4,825	18	809	63,767
76	Clinton, Union	Republican	Borowicz, Stephanie	637	534.0	3,916	276	787	62,712
77	Centre	Democrat	Conklin, Scott	200	165.6	1,987	21	268	61,876
78	Bedford, Fulton	Republican	Topper, Jesse	243	217.8	2,185	4	348	62,267
79	Blair	Republican	Schmitt Jr., Louis	224	194.6	1,894	3	368	63,269

Appendix B-11 (continued)

Pennsylvania's State System of Higher Education  
 Fall 2023 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	Gregory, Jim	247	223.2	2,517	9	383	62,295
81	Franklin, Huntingdon	Republican	Irvin, Rich	431	347.2	3,589	150	526	64,708
82	Centre	Democrat	Takac, Paul	232	204.2	1,836	32	319	62,294
83	Lycoming, Union	Republican	Flick, Jamie	397	332.3	3,122	43	458	63,798
84	Lycoming, Sullivan	Republican	Hamm, Joe	519	462.3	4,050	56	654	64,134
85	Juniata, Mifflin, Snyder, Union	Republican	Rowe, David	429	374.5	2,994	32	529	66,424
86	Juniata, Perry	Republican	Stambaugh, Perry	288	240.9	2,824	12	375	64,092
87	Cumberland	Republican	Kutz, Thomas	425	369.6	5,123	43	692	66,300
88	Cumberland	Republican	Delozier, Sheryl	420	347.7	5,351	44	670	64,646
89	Franklin	Republican	Kauffman, Rob	570	445.2	4,185	104	686	66,531
90	Franklin	Republican	Schemel, Paul	375	321.1	2,639	18	510	64,923
91	Adams	Republican	Moul, Dan	338	293.2	2,924	17	489	65,612
92	York	Republican	Keefer, Dawn	403	352.7	4,205	21	561	66,531
93	York	Republican	Jones, Mike	378	340.5	2,731	11	474	65,319
94	York	Republican	Fink, Wendy	393	327.5	2,707	31	469	63,281
95	York	Democrat	Hill-Evans, Carol	206	170.6	1,340	8	247	66,193
96	Lancaster	Democrat	Sturla, P. Michael	456	365.2	5,031	111	631	63,476
97	Lancaster	Republican	Mentzer, Steven	568	450.7	5,810	192	752	65,859
98	Lancaster, Lebanon	Republican	Jones, Tom	426	355.9	4,339	43	586	66,784
99	Berks, Lancaster	Republican	Zimmerman, David	319	268.7	3,312	18	482	64,103
100	Lancaster	Republican	Cutler, Bryan	279	229.1	2,481	49	386	64,207
101	Lebanon	Republican	Schlegel, John	252	210.6	2,482	7	351	65,422
102	Lebanon	Republican	Diamond, Russ	302	265.2	3,103	11	381	65,771
103	Cumberland, Dauphin	Democrat	Kim, Patty	306	261.8	3,431	42	415	64,346
104	Dauphin	Democrat	Madsen, Dave	197	163.3	1,828	5	298	65,491
105	Dauphin	Democrat	Fleming, Justin	312	254.8	3,762	20	554	62,825
106	Dauphin	Republican	Mehaffie, Thomas	372	314.0	3,876	31	551	66,872

Appendix B-11 (continued)

Pennsylvania's State System of Higher Education  
Fall 2023 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	530	459.6	3,341	33	570	65,921
108	Montour, Northumberland	Republican	Stender, Michael	659	569.2	4,184	92	774	65,258
109	Columbia	Republican	Leadbeter, Robert	867	731.6	5,313	510	1,189	64,825
110	Bradford, Wyoming	Republican	Pickett, Tina	348	309.4	3,028	6	465	63,536
111	Susquehanna, Wayne	Republican	Fritz, Jonathan	222	204.5	2,397	1	359	65,251
112	Lackawanna	Democrat	Mullins, Kyle	220	205.7	2,231	4	325	62,766
113	Lackawanna	Democrat	Donahue, Kyle	154	140.8	1,478	4	233	62,709
114	Lackawanna	Democrat	Kosierowski, Bridget	175	161.0	1,861	7	233	62,413
115	Monroe	Democrat	Madden, Maureen	768	675.9	5,325	111	893	62,673
116	Luzerne, Schuylkill	Republican	Watro, Dane	298	274.7	1,645	11	340	63,945
117	Luzerne	Republican	Cabell, Mike	422	375.4	3,007	72	486	61,755
118	Lackawanna, Luzerne	Democrat	Haddock, Jim	195	182.8	1,852	8	248	61,770
119	Luzerne	Republican	Ryncavage, Alec	254	226.3	1,785	15	285	61,334
120	Luzerne	Republican	Kaufer, Aaron	211	197.3	2,042	9	299	61,645
121	Luzerne	Democrat	Pashinski, Eddie Day	112	104.6	1,128	5	163	61,466
122	Carbon	Republican	Heffley, Doyle	403	342.7	3,371	12	518	64,866
123	Schuylkill	Republican	Twardzik, Tim	409	370.6	3,179	19	554	65,886
124	Berks, Schuylkill	Republican	Barton, Jamie	511	444.7	4,617	213	761	64,846
125	Dauphin	Republican	Kerwin, Joe	383	330.3	4,112	15	595	64,693
126	Berks	Democrat	Rozzi, Mark	328	292.0	2,945	38	500	63,936
127	Berks	Democrat	Guzman Jr., Manuel	166	135.1	1,420	13	240	62,627
128	Berks	Republican	Gillen, Mark	561	507.4	4,736	45	764	62,731
129	Berks	Democrat	Cepeda-Freytiz, Johanny	378	332.7	3,380	34	477	63,444
130	Berks	Republican	Maloney, David	609	546.0	5,152	168	780	65,179
131	Lehigh, Montgomery, Northampton	Republican	Mackenzie, Milou	450	402.1	4,064	38	599	65,219
132	Lehigh	Democrat	Schlossberg, Michael	430	369.3	4,120	76	562	63,677
133	Lehigh	Democrat	McNeill, Jeanne	387	331.8	3,753	30	542	65,425



Appendix B-11 (continued)

Pennsylvania's State System of Higher Education  
Fall 2023 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	290	247.7	2,455	24	400	62,882
135	Northampton	Democrat	Samuelson, Steve	262	208.7	2,920	24	396	65,793
136	Northampton	Democrat	Freeman, Robert	318	277.8	2,671	21	458	63,648
137	Northampton	Republican	Emrick, Joe	504	443.1	4,515	48	697	65,856
138	Northampton	Republican	Flood, Ann	592	518.7	4,997	58	738	66,215
139	Pike, Wayne	Republican	Adams, Joseph	340	311.0	2,768	16	542	63,297
140	Bucks		Vacant	272	253.0	2,085	1	402	61,806
141	Bucks	Democrat	Davis, Tina	166	154.9	1,196	0	233	64,322
142	Bucks	Republican	Hogan, Joe	291	267.7	2,449	2	406	65,233
143	Bucks	Republican	Labs, Shelby	417	387.8	3,362	10	556	65,742
144	Bucks	Democrat	Munroe, Brian	415	390.4	2,631	1	500	65,208
145	Bucks	Republican	Staats, Craig	421	385.3	3,170	9	538	63,152
146	Montgomery	Democrat	Ciresi, Joe	482	423.7	3,928	21	613	65,008
147	Montgomery	Republican	Scheuren, Donna	615	552.7	4,524	15	830	65,711
148	Montgomery	Democrat	Daley, Mary Jo	170	152.9	1,456	21	174	63,587
149	Montgomery	Democrat	Briggs, Tim	226	182.0	2,217	30	372	64,410
150	Montgomery	Democrat	Webster, Joe	425	392.4	3,863	23	629	63,779
151	Montgomery	Democrat	Cerrato, Melissa	354	323.3	2,925	12	471	63,765
152	Montgomery	Democrat	Guenst, Nancy	310	286.7	2,112	5	383	61,386
153	Montgomery	Democrat	Sanchez, Benjamin	255	232.1	2,131	12	358	62,313
154	Montgomery	Democrat	Nelson, Napoleon	248	221.3	1,962	15	295	63,038
155	Chester	Democrat	Otten, Danielle Friel	754	641.3	6,401	153	1,150	64,311
156	Chester	Democrat	Pielli, Chris	904	721.0	7,937	380	1,668	66,169
157	Chester	Democrat	Shusterman, Melissa	377	312.7	3,068	59	469	62,988
158	Chester	Democrat	Sappey, Christina	689	587.1	4,844	117	876	62,792
159	Delaware	Democrat	Kazeem, Carol	238	208.8	1,721	18	338	61,801
160	Chester, Delaware	Republican	Williams, Craig	752	630.7	4,857	108	939	63,956



Appendix B-11 (continued)

Pennsylvania's State System of Higher Education  
Fall 2023 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	418	361.6	3,502	42	615	63,804
162	Delaware	Democrat	Delloso, David	409	353.2	2,613	17	565	64,947
163	Delaware	Democrat	Boyd, Heather	376	304.1	2,502	27	531	63,755
164	Delaware	Democrat	Curry, Gina	313	257.8	1,574	24	432	63,129
165	Delaware	Democrat	O'Mara, Jennifer	450	393.4	3,734	36	655	62,800
166	Delaware	Democrat	Vitali, Greg	436	377.7	3,693	37	660	63,050
167	Chester	Democrat	Howard, Kristine	616	497.3	5,482	163	901	63,435
168	Delaware	Democrat	Borowski, Lisa	267	214.3	2,745	29	466	62,978
169	York	Republican	Klunk, Kate	301	275.2	2,138	3	377	64,977
170	Philadelphia	Republican	White, Martina	165	153.5	904	0	215	62,661
171	Centre, Mifflin	Republican	Benninghoff, Kerry	307	278.6	2,717	28	447	65,554
172	Philadelphia	Democrat	Boyle, Kevin	115	106.8	701	1	185	64,450
173	Philadelphia	Democrat	Gallagher, Pat	127	116.8	625	3	174	62,913
174	Philadelphia	Democrat	Neilson, Ed	139	123.4	757	0	203	62,812
175	Philadelphia	Democrat	Isaacson, MaryLouise	46	31.0	603	17	83	62,108
176	Monroe	Republican	Rader, Jack	606	532.1	4,726	88	814	62,863
177	Philadelphia	Democrat	Hohenstein, Joseph	129	118.1	577	6	189	62,232
178	Bucks	Republican	Marcell, Kristin	413	389.2	2,914	4	510	65,518
179	Philadelphia	Democrat	Dawkins, Jason	115	105.1	496	2	116	61,563
180	Philadelphia	Democrat	Giral, Jose	75	65.6	443	2	87	62,540
181	Philadelphia	Democrat	Kenyatta, Malcolm	127	107.5	895	8	139	62,079
182	Philadelphia	Democrat	Waxman, Ben	40	30.9	824	21	82	66,317
183	Lehigh, Northampton	Republican	Mako, Zachary	486	428.2	4,742	27	716	66,148
184	Philadelphia	Democrat	Fiedler, Elizabeth	82	68.4	604	12	105	64,108
185	Delaware, Philadelphia	Democrat	Young, Regina	241	216.2	949	6	280	61,863
186	Philadelphia	Democrat	Harris, Jordan	123	100.7	902	10	155	62,436
187	Lehigh	Republican	Mackenzie, Ryan	670	583.8	5,029	80	791	66,296

Appendix B-11 (continued)

Pennsylvania's State System of Higher Education  
Fall 2023 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	102	84.2	551	13	118	61,778
189	Monroe, Pike	Democrat	Probst, Tarah	881	765.5	6,505	208	1,008	61,876
190	Philadelphia	Democrat	Green, G. Roni	183	159.3	1,199	7	179	61,771
191	Delaware, Philadelphia	Democrat	McClinton, Joanna	270	232.9	1,280	15	315	62,629
192	Philadelphia	Democrat	Cephas, Morgan	274	242.6	1,382	7	251	61,419
193	Adams, Cumberland	Republican	Ecker, Torren	541	437.3	4,043	164	686	64,302
194	Philadelphia	Democrat	Khan, Tarik	164	132.9	1,728	21	213	62,236
195	Philadelphia	Democrat	Bullock, Donna	107	99.0	833	10	138	62,205
196	York	Republican	Grove, Seth	345	284.6	2,735	6	406	65,953
197	Philadelphia	Democrat	Burgos, Danilo	79	70.8	445	5	127	62,586
198	Philadelphia	Democrat	Parker, Darisha	173	150.4	969	7	214	63,729
199	Cumberland	Republican	Gleim, Barbara	453	366.3	4,141	134	618	64,111
200	Philadelphia	Democrat	Rabb, Christopher	201	183.7	1,669	17	272	65,563
201	Philadelphia	Democrat	Kinsey, Stephen	214	189.8	1,130	9	210	66,430
202	Philadelphia	Democrat	Solomon, Jared	96	87.7	442	3	136	64,695
203	Philadelphia	Democrat	Bellmon, Anthony	189	167.2	867	1	223	65,519
<b>Totals</b>				<b>72,734</b>	<b>63,023.0</b>	<b>650,027</b>	<b>10,095</b>	<b>104,616</b>	<b>13,002,700</b>

## Appendix B-12

### Pennsylvania's State System of Higher Education Fall 2023 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	241	192.4	2,539	60	374	250,243
2	Philadelphia	Democrat	Tartaglione, Christine	451	408.0	2,165	10	597	260,277
3	Philadelphia	Democrat	Street, Sharif	590	521.9	3,445	28	672	263,993
4	Montgomery, Philadelphia	Democrat	Haywood, Art	918	827.1	6,912	56	1,146	268,248
5	Philadelphia	Democrat	Dillon, Jimmy	580	531.6	3,080	4	810	267,205
6	Bucks	Republican	Farry, Frank	1,345	1,264.8	9,696	10	1,722	269,699
7	Montgomery, Philadelphia	Democrat	Hughes, Vincent	855	735.4	6,257	56	932	263,697
8	Delaware, Philadelphia	Democrat	Williams, Anthony	887	758.3	4,500	51	1,101	256,726
9	Chester, Delaware	Democrat	Kane, John	2,083	1,781.5	14,413	249	2,779	252,137
10	Bucks	Democrat	Santarsiero, Steven	1,196	1,112.3	9,630	15	1,587	269,925
11	Berks	Democrat	Schwank, Judith	1,502	1,305.2	14,081	336	2,214	263,931
12	Montgomery	Democrat	Collett, Maria	1,305	1,192.6	11,305	41	1,757	263,688
13	Berks, Lancaster	Republican	Martin, Scott	1,669	1,303.2	14,704	489	2,218	262,878
14	Lehigh, Northampton	Democrat	Miller, Nick	1,434	1,239.3	13,061	109	1,931	267,292
15	Dauphin	Republican	DiSanto, John	1,205	996.5	13,154	84	1,885	260,164
16	Bucks, Lehigh	Republican	Coleman, Jarrett	2,031	1,805.8	16,730	184	2,666	265,055
17	Delaware, Montgomery	Democrat	Cappelletti, Amanda	981	829.8	9,026	102	1,439	258,156
18	Lehigh, Northampton	Democrat	Boscola, Lisa	1,627	1,407.0	14,799	144	2,204	263,814
19	Chester	Democrat	Comitta, Carolyn	2,486	2,047.8	20,592	722	4,008	253,763
20	Luzerne, Pike, Susquehanna, Wayne, Wyoming	Republican	Baker, Lisa	1,184	1,070.0	9,491	57	1,620	269,942
21	Butler, Clarion, Erie, Forest, Venango, Warren	Republican	Hutchinson, Scott	2,428	2,101.2	24,457	764	4,150	258,167
22	Lackawanna, Luzerne	Democrat	Flynn, Marty	662	615.6	6,251	22	847	251,084
23	Bradford, Lycoming, Sullivan, Tioga, Union	Republican	Yaw, Gene	2,059	1,753.6	15,767	363	2,474	263,353

Appendix B-12 (continued)

Pennsylvania's State System of Higher Education  
Fall 2023 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	2,184	1,976.6	16,952	137	2,807	262,737
25	Cameron, Centre, Clinton, Elk, Jefferson, McKean, Potter	Republican	Dush, Cris	1,726	1,517.4	13,892	367	2,540	265,569
26	Delaware	Democrat	Kearney, Timothy	1,584	1,342.0	11,452	112	2,318	255,232
27	Columbia, Luzerne, Montour, Northumberland, Snyder	Republican	Schlegel Culver, Lynda	2,609	2,252.1	16,416	712	3,153	260,244
28	York	Republican	Phillips-Hill, Kristin	1,433	1,255.5	10,501	60	1,747	262,475
29	Carbon, Luzerne, Schuylkill	Republican	Argall, David	1,541	1,373.7	11,687	68	1,959	264,845
30	Blair, Fulton, Huntingdon, Juniata, Mifflin	Republican	Ward, Judy	985	882.3	8,821	20	1,451	249,843
31	Cumberland, York	Republican	Regan, Mike	1,455	1,236.5	13,236	68	1,919	259,208
32	Bedford, Fayette, Somerset, Westmoreland	Republican	Stefano, Patrick	1,233	1,076.2	12,603	149	2,146	252,099
33	Adams, Franklin	Republican	Mastriano, Doug	1,738	1,421.2	13,702	300	2,301	260,301
34	Cumberland, Dauphin, Perry	Republican	Rothman, Greg	1,857	1,540.7	18,463	382	2,629	266,501
35	Cambria, Centre, Clearfield	Republican	Langerholc, Wayne	1,655	1,433.4	13,969	97	2,446	260,141
36	Lancaster	Republican	Aument, Ryan	1,955	1,620.3	20,528	292	2,631	269,182
37	Allegheny	Republican	Robinson, Devlin	1,255	1,119.3	15,182	99	2,170	248,858
38	Allegheny	Democrat	Williams, Lindsey	1,098	974.3	14,165	84	1,915	251,647
39	Westmoreland	Republican	Ward, Kim	1,346	1,181.5	17,753	160	2,454	261,704
40	Lackawanna, Monroe, Wayne	Republican	Brown, Rosemary	2,330	2,053.7	18,986	400	3,015	256,698
41	Armstrong, Indiana, Jefferson, Westmoreland	Republican	Pittman, Joe	2,427	2,070.6	21,594	878	3,627	254,701
42	Allegheny	Democrat	Fontana, Wayne	748	633.5	9,941	59	1,308	250,536
43	Allegheny	Democrat	Costa, Jay	574	474.0	6,842	66	1,046	251,870
44	Berks, Chester, Montgomery	Democrat	Muth, Katie	2,294	1,988.6	19,992	319	3,259	264,849
45	Allegheny	Democrat	Brewster, James	1,121	974.1	12,155	53	2,056	249,661

\*

Appendix B-12 (continued)

Pennsylvania's State System of Higher Education  
 Fall 2023 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				
46	Beaver, Greene, Washington	Republican	Bartolotta, Camera	1,640	1,412.3	16,819	241	2,851	250,466
47	Beaver, Butler, Lawrence	Republican	Vogel, Elder	1,444	1,286.2	16,457	152	2,267	256,105
48	Berks, Lancaster, Lebanon	Republican	Gebhard, Chris	1,466	1,270.4	14,335	161	1,950	269,151
49	Erie	Republican	Laughlin, Daniel	1,561	1,301.4	18,549	343	2,782	261,100
50	Crawford, Lawrence, Mercer	Republican	Brooks, Michele	1,756	1,554.7	18,980	360	2,736	263,540
<b>Totals</b>				<b>72,734</b>	<b>63,023.0</b>	<b>650,027</b>	<b>10,095</b>	<b>104,616</b>	<b>13,002,700</b>

## Appendix B-13

### Pennsylvania's State System of Higher Education Outstanding University and Affiliate Debt As of June 30, 2024

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

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

University	State System			Total State System	Affiliate	Total	Total University & Affiliate Housing Debt
	Educational & General (e.g., academic buildings)	Housing	Other Auxiliary (e.g., dining, recreation center)		Housing	University & Affiliate Debt	
Cheyney	\$46,955	\$0	\$239,679	\$286,634	\$0	\$286,634	\$0
Commonwealth							
Bloomsburg	3,783,374	62,653,650	12,608,403	79,045,427	9,620,000	88,665,427	72,273,650
Lock Haven	0	28,420,000	2,344,811	30,764,811	9,455,000	40,219,811	37,875,000
Mansfield	274,514	65,875,000	0	66,149,514	0	66,149,514	65,875,000
East Stroudsburg	13,067,756	51,495,000	79,713	64,642,469	56,508,395	121,150,864	108,003,395
Indiana	4,870,535	3,611,249	12,775,252	21,257,036	173,062,512	194,319,547	176,673,760
Kutztown	4,771,487	56,510,000	1,978,863	63,260,350	11,360,000	74,620,350	67,870,000
Millersville	5,724,552	130,020,000	17,660,406	153,404,958	0	153,404,958	130,020,000
Pennsylvania Western							
California	0	53,975,000	6,683,196	60,658,196	25,075,000	85,733,196	79,050,000
Clarion	0	0	0	0	82,941,263	82,941,263	82,941,263
Edinboro	0	87,860,000	0	87,860,000	0	87,860,000	87,860,000
Shippensburg	0	115,610,000	17,289,776	132,899,776	0	132,899,776	115,610,000
Slippery Rock	23,416,390	0	11,625,615	35,042,004	91,965,707	127,007,712	91,965,707
West Chester	62,752,500	0	24,480,747	87,233,247	155,765,000	242,998,247	155,765,000
<b>Total</b>	<b>\$118,708,063</b>	<b>\$656,029,899</b>	<b>\$107,766,461</b>	<b>\$882,504,422</b>	<b>\$615,752,876</b>	<b>\$1,498,257,299</b>	<b>\$1,271,782,775</b>

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

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





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