PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

BLOOMSBURG UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 6
- Other Areas of Distinction 8
- Strategic Goals 15
- University Strengths, Opportunities and Challenges 22

Key Performance Indicators

- Strategic Enrollment Management 30
- Performance Funding Indicators 31

Academic Programs 32

Financial Information 35

BLOOMSBURG UNIVERSITY OF PENNSYLVANIA
2015/2016 ACTION PLAN

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Bloomsburg University of Pennsylvania is an inclusive comprehensive public university that prepares students for personal and professional success in an increasingly complex global environment.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Bloomsburg University aspires to:

- Be a premier public comprehensive university, recognized as a center of thinking, learning and academic excellence.
- Anticipate and address the changing needs of the commonwealth.
- Be a diverse community that produces positive change.
- Provide resources to maximize opportunities for success.
- Be a good steward of our resources and the environment.
- Develop individuals to be contributing citizens.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

The section below is the Bloomsburg University Strategic Plan, Impact 2017: Building on the Past, Leading for the Future, an updated version of Impact 2015. The Plan has been approved by our Executive Staff and will be presented to the BU Council of Trustees in June for their approval.

Strategic Issue 1: Enhancing academic excellence

1.1. Create a learning environment for personal and professional success in a diverse and rapidly changing world.

1.1.1 Assess impact of current Centers of Excellence and Innovative Programs and evaluate and review emerging Centers; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.

1.1.2 Develop curricular and co-curricular programs that prepare students for personal and professional success.

1.1.2.1 Complete assessment of student achievement of learning goals in the general education program MyCORE; identify areas for improvement/revision.

1.1.2.2 Identify and develop opportunities for interdisciplinary programs and learning experiences.

1.1.3 Implement Professional U.

1.1.4 Assess mastery of core professional skills and competencies in each academic discipline.

1.2. Integrate diversity in the learning environment.

1.2.1 Expand opportunities for students' educational experience to incorporate diversity, inclusion, and global perspectives.

1.2.2 Increase the access, retention, and completion rates for Pell recipients, and URM populations, including transfer students.

1.2.3 Provide personnel training on the best practices that increase understanding and interaction among diverse population.

1.2.4 Recruit and retain diverse personnel.

1.3. Implement and monitor a systematic process of assessment.

1.3.1 Maintain and enhance the institutional structure to support a systematic assessment plan.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Strategic Issue 2: Achieving excellence while ensuring financial sustainability

2.1. Identify, examine, align and allocate resources to meet institutional priorities.

2.1.1. Continuously measure and assess the stewardship of university resources (fiscal, physical and human) to increase accountability and focus on results.

2.1.2 Invest in strategic initiatives that meet changing market demands, provide relevant academic and student support programs, and supplement the long-term viability of the university.

2.1.3 Maintain and refine the transparent process for communicating the budget with the university community.

2.2. Coordinate efforts to identify and develop new resources in accord with university strategic priorities.

2.2.1. Increase annual expenditures from grants, sponsored programs, and partnerships consistent with the university's mission.

2.2.2. Increase private giving through ***It's Personal***, Bloomsburg University's $50M Campaign.

Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.1. Assess and update membership in an Enrollment Management committee comprised of staff and faculty who will guide and support the institutional efforts to advance enrollment management initiatives.

3.2. Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.

3.3. Develop a multi-year, budget-sensitive, comprehensive enrollment management plan that supports student access and success

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Strategic Issue 4: Fostering and developing a strong sense of community

4.1. Communicate effectively among all stakeholders.

4.1.1 Continue to improve communication structure to create a more informed and engaged campus community aligned with university priorities and strategic vision.

4.1.2 Continue to strengthen relationships with campus, local and regional news media.

4.2. Create a community that accepts and supports cultural and social differences.

4.2.1 Improve campus and community participation and knowledge of diversity and inclusion.

4.3. Encourage environmental awareness and responsibility.

4.3.1 Improve community participation and knowledge of campus wide activities that support sustainability.

4.4. Improve town/gown relations.

4.4.1. Continue to improve the effectiveness of the town/gown committee to enhance relationships.

4.4.2. Increase number of engagement opportunities on campus and in the community.

4.5. Increase student engagement with the university and community.

4.5.1. Expand an inclusive, holistic student experience that facilitates engagement opportunities to deepen leadership development, advance a sense of citizenship and increase integrative learning.

4.5.2. Increase the number of students engaged in professional and career-related high impact practices with alumni, faculty and organizational partners.

4.6. Strengthen connection with alumni.

4.6.1. Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.

4.6.2. Develop and strengthen regional alumni engagement.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Business

Bloomsburg University's Bachelor of Science in Business Administration (BSBA) prepares more than 1,900 students to step into leadership positions in a wide range of profit and nonprofit organizations. BU's BSBA and graduate programs are accredited by AACSB International, the most prestigious accreditation for business schools worldwide. Only five percent of business schools worldwide hold this distinction. BU offers a range of strategic programs and initiatives that distinguish it among peer institutions:

- BU recently introduced a major in **Supply Chain Management**, which will be offered using face-to-face and online instruction in Bloomsburg and PASSHE Center City Philadelphia. The new **Nicholas J. Giuffre Center for Supply Chain Management**, made possible by a $2.5 million gift from Nicholas J. Giuffre, President and Chief Executive Officer of Bradford White Corporation, will support innovative teaching, experiential learning, and industry collaborations. The gift will also support the College of Business's **first distinguished professorship in supply chain management.**
- BU will offer **new Certificate of Management, Fast-Track MBA (one-year), and Professional MBA (part-time) programs** at both BU's home campus in Bloomsburg and PASSHE Center City campus in downtown Philadelphia beginning fall 2016. These new programs will provide new opportunities for Under Represented Minorities in Philadelphia and support local and regional businesses in northeast Pennsylvania. They are expected to generate more than $200,000 in additional revenue in its first year of operation.
- The **Zeigler Institute for Professional Development (ZIPD)** offers an (1) "Introduction to Business" course for freshmen that helps students understand the different functional areas of business and how they are integrated to create an effective organization, (2) sponsors an annual ZIPD conference that brings more than 85 executives and alumni to campus for presentations, workshops, and networking events, and (3) supports one-credit courses in professional development in each of a student's eight semesters at BU that help students identify their aptitudes and passions, choose the major that aligns their passions and career interests, and teaches them "soft skills" in critical thinking, communication, presentation, interviewing, dress, and business etiquette. These activities and programs support networking, internships, and career placement.
- The **BSBA Accounting program** has a 93 percent placement rate, making it a national leader. It was the first accounting program to offer an interdisciplinary program in fraud examination and first to create a nationally chartered chapter of the Student Association in Fraud Examination (SAFE). The Department of Accounting also offers one of only two Master of Accountancy (MAcc) programs in Pennsylvania.
- The **BSBA Finance program** has more than 200 majors, a 97 percent placement rate, and is home to the Benner-Hudock Center for Financial Analysis (BHCFA).
- The BSBA Management program offers **Human Resources Management (HRM)** in a nationally-ranked concentration certified by the Society of Human Resource Management**.**
- The BSBA Marketing program offers a minor in **Professional Sales**, which is now recognized as one of the top 100 programs in the United States.

Academic Programs of Distinction *(Continued)*

Educational Leadership

The College of Education (COE) at Bloomsburg University of Pennsylvania aspires to be recognized for the value of its preparation of effective educational leaders at the graduate level. The quality of educational outcomes for all students is often dependent upon the quality of leadership evident within the school setting they attend.
Leadership in education is vital for the development and administration of educational programs that support academic achievement.

As with all COE programs, the graduate programs are grounded in the practice of the McDowell Institute for Teacher Excellence in Positive Behavior Support, endowed by its benefactor, Susan McDowell. In part, the mission of the McDowell Institute is to cultivate excellence in all educational leaders by developing strong ethical standards and skills to address non-academic barriers to learning while promoting positive, prevention-oriented activities to support healthy development and learning by all children. It is through the leadership in schools that the potential for all educational professionals to meet the academic and non-academic needs of all children can be realized.

The COE graduate programs, as are the undergraduate programs, are CAEP (Council for the Accreditation of Educator Preparation) accredited. The six graduate educational leadership programs serve approximately 170 students in the areas of Special Education Supervisory, General Education Supervisory, Reading, Counseling, Principalship, and College Student Affairs. Our enrollment has been stable for the last several years in these programs while there have been tremendous enrollment losses around the state due to changes in K-12 education. Of note is the College Student Affairs (CSA) program, whose enrollment has been steadily rising for the past several years.

Allied Health Science

The Allied Health Science programs at Bloomsburg University (BU) leverage regional partnerships with health care providers in order to address critical healthcare needs locally, within the state and nationally, by graduating high quality healthcare providers and clinical researchers who successfully translate innovations in health care delivery into practice and policy. Several of our most distinctive health science programs, which enroll over 1,500 undergraduate and over 300 graduate students annually, include:

- A Nursing BSN with NCLEX pass rates consistently over 97% which are some of the highest in the state, a MSN program specializing in the Advanced Practice roles such as Family and Adult Nurse Practitioner, the only Nurse Anesthetist program within PASSHE (offered in partnership with Geisinger Health System) and a Doctor of Nursing Practice supported recently by the University's first-ever endowed professorship, a $2M gift creating the Breiner Professorship for Nursing.
- An ASHA accredited undergraduate Audiology/Speech Pathology major, an MS in Speech Pathology ranked nationally and the only Audiology Doctoral program in PASSHE (one of only three in Pennsylvania).
- The only Health Physics program in PASSHE.
- The only ASBMB-accredited Biochemistry program in PASSHE.
- A Medical Imaging program in partnership with Geisinger Medical System and Johns Hopkins University
- Accredited undergraduate and graduate programs in exercise science and clinical athletic training
- Pre-professional programs for medical school, pharmacy, physician assistants, physical therapy and medical laboratory science.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

UNIVERSITY WIDE:

Applied Liberal Arts
Beginning in the freshman year, students are provided opportunities to engage in ethical citizenship through service learning opportunities embedded in more than a dozen liberal arts First Year Seminars (FYS) and Living Learning Communities (LLCs). They are exposed to prominent experts who deliver public and classroom lectures, becoming linked with course assignments in general education courses, on major domestic and global issues. These experts are sponsored or co-sponsored by such entities as the Institute for Culture and Society, Department of Economics, Center for Leadership and Engagement, College of Education, Disability Advisory Committee, College of Science and Technology, Gender Studies Program, International Faculty Association, and Center for Diversity and Inclusion. More than 2,000 students participated in these programs in 2014-15.

With the sophomore year, students can continue their engagement with the LLCs. However, assuming leadership roles and participating in the diverse array of over 250 student committees, clubs and organizations -- such as the African Student Association, Autism Speaks U, Big Brothers/Big Sisters – Bloomsburg Chapter, Criminal Justice Society, Model United Nations, and Women Inspiring Strength & Empowerment (WISE) -- provides them with expanded opportunities to synthesize and apply the first year liberal arts content to team building for planning, problem solving and goal achievement with others from varied backgrounds. In addition, they can choose to participate in Sophomore Experiential Learning (SEL) Program through Professional U, BU's overarching professional and career development unit, designed to provide lower division students with early job shadowing in specific career fields that potentially align with their interests and developing skills.

With upper division status, students have a range of high impact activities and capstone experiences that press them to integrate the multiple disciplinary perspectives through the lens of their chosen major. Specifically, paid and unpaid internships, practica, co-ops, independent study, clinicals, undergraduate research, study away and abroad, prepare all majors for post-graduation. These activities and experiences are specially designed to serve as pathways to advanced study and the array of self-transforming careers that rely on the solid foundation of knowledge and skills of liberal studies majors: critical and creative thinking, problem-solving abilities, communicative skills, and an intellectual curiosity/inquiry that lasts a lifetime. The Center for Community Consulting and Research is the epicenter for high impact activities in applied liberal arts with no major's content area being treated as exclusive of others; twenty-nine students conducted significant community research under the Center's auspices in 2014-15, some as grant-paid student consultants, some as interns, and others as URSCA researchers.

Other Areas of Distinction *(Continued)*

UNIVERSITY WIDE *(continued):*

BU Good Work Initiative
The Bloomsburg University Good Work Initiative aims to increase the incidence of good work, to identify exemplars of good work—work that is excellent, engaging, and ethical—and to showcase good work wherever it exists on our campus and in our community. Since its inception in the Fall 2010, project leaders Dr. Joan Miller (Nursing), Dr. Mary Katherine Duncan (Psychology, the Joan and Fred Miller Distinguished Professor of Good Work), and Dr. Jennifer Johnson (Psychology)] have introduced incoming first-year students to the expectations of our academic community through the development, implementation, and assessment of Good Work-inspired Summer Assignments, Freshman Orientation workshops, and First Year University Seminar discussion groups. Additionally, the Good Work initiative provides the framework for the programming model used in the university's residence halls.

Approximately, three dozen faculty/staff and several dozen students have led or co-led these Good Work workshops. Project leaders have also showcased exemplars of good work through invited guest speakers, including two of the three originators of the GoodWork™ model: Dr. Howard Gardner (Harvard University) and Dr. William Damon (Stanford University) and a website (goodwork.bloomu.edu).

During the 2015-16 academic year, these efforts will also include a series of "Unleash Your Inner Husky" videos to profile faculty/staff/students who exemplify good work in their academic and professional lives. Furthermore, project leaders have created opportunities for members of the academic community to reflect on their commitment to doing Good Work through upper- and lower-division courses, online toolkits, on-campus presentations, and corrective activities for students who are referred to the Office of the Dean of Students. Finally, project leaders document the successes and challenges of implementing Good Work programming through ongoing outcomes assessments which are presented at local and regional conferences such as the Eastern Psychological Association's annual meeting and published in scholarly, peer reviewed journals such as the Journal of College Orientation and Transition. Many of these scholarly activities involve faculty-student collaborations.

Community Engagement
During 2013-14 Bloomsburg University students contributed more than 81,050 hours of service, and 82,490 hours during the 2014-2015 year and tens of thousands of fundraising dollars. Also during this year, Greek organizations contributed 19,589 hours and in 2014-2015, Greek organizations contributed 20,456 hours. We are very proud of their involvement in that they contributed approximately 24% of all the service hours while being around 10% of the total student enrollment. Additionally, more than 2000 students or roughly 20% of the student body participated in the annual community service day called "The Big Event" in 2014, and more than 2,200 in 2015.

Center for Leadership and Engagement
The Center for Leadership and Engagement was established in August of 2013 as an opportunity to provide Bloomsburg University students the resources, skills and insights into their own leadership capabilities to serve as a cornerstone for their own personal development, their university career and into their post-collegiate experiences. The mission of the Center is to facilitate and provide intentional opportunities through supporting and providing resources for student growth, development, involvement and learning through leadership education, engagement and service.

By participating in the Leadership Development program, students will gain knowledge of core leadership skill sets, enhance their co-curricular experiences and build meaningful and sustainable relationships to positively impact a diverse campus community and beyond.

Other Areas of Distinction *(Continued)*

UNIVERSITY WIDE *(continued):*

Center for Leadership and Engagement (continued)

The Center strives to provide a dynamic environment for the pursuit and integration of student leadership practices that fosters and sustains a culture of organizational effectiveness, community engagement and social justice.

Since the Center's inception less than three years ago, more than 2,000 students have enrolled in the Leadership Certification Program. The more than 260 workshops provided by the Center have been popular for students enrolled in the certification as well as for students attending for the subject matter alone. Workshop attendance from inception to end of fall 2015 was 14,123.

Participation Rates for the Center for Leadership and Engagement

	2013-2014	2014-2015	2015-2016*	Totals
Number of Workshops Offered	136	233	251	620
Student Workshop Attendance	4,396	4,516	5,211	14,123

** through February, 2016*

Greenly Center
The Bloomsburg University Foundation, through the generous philanthropic support of Duane and Susan Greenly, dedicated a newly-constructed, state-of-the art facility in the heart of downtown Bloomsburg in June, 2015. The Greenly Center is conveniently located two blocks from the university campus, and allows the university to expand its services and academic programs into the community. The four-story building has enabled the university to secure two floors of leased space that is designed to offer academic courses and programs, noncredit workshops, workforce development programs, corporate training opportunities, seminars, conferences, and community events. Since opening the facility, the university has served over 5,000 participants through its programs offered at the Greenly Center.

Professional U
Launched in the fall of 2013, the goal of Professional U is to match each student's aptitude and interests to an academic major; to engage each student in high impact, career-bridging experiences; and to develop each student's confidence and professional capabilities. Aligning with MyCore, Bloomsburg University's general education learning goals, Professional U's high impact, career-bridging experiences expand the analytical capabilities of our students, enhance their verbal and written communication skills, improve information literacy, provide exposure and understanding of concepts of culture and diversity, and build aptitude for citizenship. The Zeigler Institute for Professional Development in the College of Business, The McDowell Institute for Teacher Excellence and Positive Behavior Support in the College of Education, the Office of Research and Sponsored Programs, the Undergraduate Research, Scholarly and Creative Activity program, the Center for Professional Development and Career Experience, and the Global Education and Alumni Engagement offices currently serve as the Professional U core programs and services. Professional U also provides opportunities for faculty and staff professional development and scholarship through assessment fellowships, post-baccalaureate internships, exposure to industry and alumni connections, and student mentorship.

Other Areas of Distinction *(Continued)*

UNIVERSITY WIDE *(continued):*

Professional U (continued)
Since the launch of Professional U, 2,321 students completed an academic internship, 1,960 students completed a career assessment inventory, 560 students participated in job shadowing experiences through industry sponsored road trips, and the university community has engaged approximately 835 alumni through 3, 957 volunteer hours to impact the professional development of over 7,400 BU students. With the implementation of Professional U, Bloomsburg has secured $5.7 million in philanthropic gifts through the Bloomsburg University Foundation while fostering positive community and employer relationships. Throughout the admissions process and new student orientation, parents and students alike view Professional U as the "added value" to the Bloomsburg experience. We anticipate that with each student cohort, Professional U will support and boost admissions yields, student retention and satisfaction as well as graduation rates. Ultimately, as a distinctive program at Bloomsburg University, Professional U enhances Bloomsburg's reputation and brand and positions BU as an exceptional institution focused on the personal and professional success of its graduates.

***IT'S PERSONAL*, A Campaign for Bloomsburg University**
On October 16, 2015, Bloomsburg University publically launched ***It's Personal***, a $50M Campaign in support of *Impact 2017*, the University's Strategic Plan. The Campaign priorities include Scholarships that attract talented and diverse students, Faculty Support that helps recruit, retain and recognize great faculty, Professional U, an initiative that combines experiential learning opportunities with alumni engagement, professional development and networking for BU students and Emerging Opportunities that help create and expand current and new programs.

Since last year's action plan report, Bloomsburg donations have grown to a total of $41.4M (a 19% increase) in cash, pledges and documented estate intentions. New individual scholarships have grown from 72 to 106. Endowed professorships and fellowships have increased from five to eight, adding the Nicholas J. Giuffre Professorship of Supply Chain Management, The Vicki and John Mihalik Faculty Fellowship for Special Education and two Drs. Jessica S. and Stephen R. Kozloff Fellowships. In addition, donors have established five new professional experience grants to support students' career development.

Undergraduate Research, Scholarship and Creative Activity (URSCA) Summer Awards Program: URSCA Awards Summer Program
The number of students participating in the faculty-mentored undergraduate research summer program has grown over three years. A total of 28 students were selected for the program in 2012. The program grew to 30 (7% increase) students in 2013, 46 (51% increase) students in 2014, and 61 (54% increase) students in 2015. Over the years, participation by students from the College of Science and Technology (52%), College of Liberal Arts (42%), College of Business (3%), and College of Education (3%) has been consistent. The number of participants who are classified as underrepresented minorities (URM) has increased from 3.6% in 2012 to 11-12% in 2014 and 2015. This nearly equals the campus-wide URM percent enrollment at 14.9%. Our goal is to significantly increase participation in the URSCA Award program by URM students, as these students typically experience higher gains than non-URM students in student engagement and learning. Most (58%) students in the URSCA Award program receive some form of financial aid or grants while about one to two students per year were veterans.

Other Areas of Distinction *(Continued)*

UNIVERSITY WIDE *(continued):*

Assessment of URSCA Student Learning Outcomes
The Center for Undergraduate Research works with the Office of Planning and Assessment to construct, modify, and implement an assessment plan to measure the learning outcomes of undergraduates engaged in URSCA. Initial assessment involved an externally administered and validated computer-based survey of perceived learning gains. This assessment continues through present. The Center for Undergraduate Research hosted the President-elect of the Council on Undergraduate Research (Dr. Susan Larson) in November 2015 for a workshop on assessment on Undergraduate Research. In this workshop, a plan was developed to engage an undergraduate researcher in program assessment data collection and presentation. Currently this student is creating a bibliography of all presentations and publications produced by the URSCA Award program 2012- 2015. She is also preparing a survey of the faculty to measure the impacts (number of publications, grants, and presentations by faculty) of URSCA on faculty professional development and career satisfaction. Lastly, the student researcher is also preparing a rubric to assess URSCA Award final reports, which contain a reflection essay component, for evidence of student learning gains to corroborate findings of the external survey.

Professional Development Workshops
The Center for Undergraduate Research offers numerous workshops and seminars for students on: Responsible Conduct of Research, International Research Opportunities, and How to Give Presentations (poster and oral). The Office of Research and Sponsored Programs offered faculty professional development workshops that addressed grant funding opportunities, using electronic resources, the benefits of undergraduate research, assessment of undergraduate research (Dr. Susan Larson, Council on Undergraduate Research President-Elect), and bringing undergraduate research in-load with the teaching-scholar model (Dr. Jeffrey Osborn (Council on Undergraduate Research, Past-President).

BUSINESS
The Zeigler Institute for Professional Development (ZIPD)
In partnership with BU's Professional U, this year's annual ZIPD business conference provided 155 sessions that included relevant professional development and career interest topics to over 1250 College of Business students (a 40% increase). Eighty-six alumni and business professionals (a 30% increase) offered workshops, delivered presentations and served on panels. Sponsorship dollars increased to $21,500 (15%).

EDUCATION
McDowell Institute for Teacher Excellence in Positive Behavior Support
Since its inception in 2012, the McDowell Institute has trained nearly 2,000 of its student teachers in practical applications of Positive Behavior Support (PBS), such as Bullying Prevention, Youth Mental Health First Aid, and Culturally Responsive Positive Behavior Intervention Support (PBIS) school partnerships. This year a faculty and student scholarship was created for faculty and students to research PBS methodology, and a new McDowell Speaker Series commenced. With its inception, faculty, staff, students, and the community will be exposed to world-class speakers on a variety of topics focusing on key priorities of the McDowell Institute.

Other Areas of Distinction *(Continued)*

UNIVERSITY WIDE *(continued):*

LIBERAL ARTS

Center for Community Research and Consulting

Since its inception in the fall of 2012, the Center for Community Research and Consulting has enjoyed considerable success in this mission. In all, 42 projects have been conducted through or with the support of the CCRC. The CCRC's applied social science work benefits communities close to Bloomsburg University (e.g. the Berwick Elm Street Community Development Study) as well as the broader region (e.g., research on Marcellus Shale Development) and state (Rural Homelessness Project).

Under the direction of Dr. Heather Feldhaus (Sociology) and Dr. Christopher Podeschi (Sociology), interdisciplinary projects have been led or co-led by 10 faculty from four different departments across two colleges, and over 300 students have been involved as volunteers. Their work usually involves training in and execution of data gathering and data entry, i.e., they get hands-on experience with the basis for good research practice. In addition to these volunteers, the CCRC has offered leadership roles to more than forty students across nine different majors in two colleges. Those in leadership positions have access to the CCRC offices, work very closely with faculty mentors, and are involved in leading the design and execution of one or more projects. For example, students Stephen Staats (Criminal Justice) and Anthony Dibiase (Environmental, Geographical and Geological Sciences or EGGS) worked with Dr. Christopher Podeschi (Sociology) and Dr. Jeff Brunskill (EGGS) to help with every aspect of the design and coordination of our Downtown Bloomsburg Parking Study. They even had the opportunity to train, coordinate and supervise other students who are volunteering to do data gathering, thus gaining human relations skills in addition to learning good research practices.

SCIENCE AND TECHNOLOGY

Institute for Interactive Technologies (IIT)

The IIT provides practical learning experiences for students who are enrolled in the Master of Instructional Technology (MSIT) program by working on grant-funded projects and contracts with health care, educational, and governmental organizations. Revenues of approximately $300,000 annually fund professional project developers to mentor graduate students and provides graduate assistantship positions and extracurricular experiences for our students. A key component of the IIT is its Corporate Advisory Council (CAC).

Entering its 30th year, the CAC meets near the end of each academic semester as part of a 3-day conference. The conference includes educational and professional development programming for members, a full day session whereby responses to an RFP process prepared by students are judged by working professionals and CAC members. Another part of the conference allows CAC members the opportunity to provide input for the continued improvement of the MSIT program and to conduct student interviews for internships and jobs. This unique program leads to employment rates consistently over 95% for graduates of the MSIT corporate track and has also lead to the development of an instructional technology industry in our community as graduates start their own businesses or are hired by established businesses located in Bloomsburg because of the ready supply of qualified employees.

Other Areas of Distinction *(Continued)*

UNIVERSITY WIDE *(continued):*

PA Institute for Digital Forensics and the Digital Forensics Major
Home to the only digital forensics BS degree in PASSHE and one of the first established nationally, students, businesses, agencies and organizations turn to Bloomsburg University for educational programs and digital forensic services. The PA Institute for Digital Forensics, established initially through a state grant to support development of the new major, initially provided forensic services for local and state law enforcement. Today, the institute is developing new ways of providing training for professionals needing digital forensic expertise both regionally and internationally. Based on the model of the Institute for Interactive Technologies and its Corporate Advisory Council, the Digital Forensics major and Institute are partnering to provide experiences for advanced students working on real projects provided by institute partners.

Bloomsburg University cDNA Resource Center
The recently established BU cDNA Resource Center (**www.cdna.org**) accelerates scientific discovery in human biology and pathology by providing cDNA clones of human proteins involved in signal transduction processes to scientists throughout the world. This comprehensive collection grew out of the efforts of BU scientists, and now includes clones for hundreds of G protein coupled receptors, nuclear receptors, and transducer G proteins and their regulators. The collection is being maintained (and expanded) by BU faculty and students, and now includes epitope-tagged variants, constitutively active and dominant negative mutant proteins, and cell lines expressing specific receptors. In its first six months of operation, the Center has provided 563 clones to scientists at 103 institutions on four continents. Profits from clone sates (≈ $70,000 to date) will be used to fund student research, faculty development, and other college initiatives.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Goals and Strategies from the Bloomsburg University strategic action plan, *Impact 2017*, to implement **System Goal #1** (Ensuring academic program excellence and relevance.)

BU Strategic Issue 1: Enhancing academic excellence

1.1 Create a learning environment for personal and professional success in a diverse and rapidly changing world.

1.1.1. Assess impact of current Distinctive and Innovative Programs and evaluate and review emerging Centers; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.

1.1.2. Develop curricular and co-curricular learning experiences that prepare students for personal and professional success.

1.1.2.1. Complete assessment of student achievement of learning goals in the general education program MyCORE; identify areas for improvement/revision.

1.1.2.2. Identify and develop opportunities for interdisciplinary programs and learning experiences.

1.1.3. Implement Professional U.

1.1.4. Assess mastery of core professional skills and competencies in each academic discipline.

1.2. Integrate diversity in the learning environment.

1.2.1. Expand opportunities for students' educational experience to incorporate diversity, inclusion and global perspectives.

1.2.2. Increase the access, retention, and completion rates for Pell recipients, and URM populations, including transfer students.

1.2.4. Recruit and retain diverse personnel.

1.3. Implement and monitor a systematic process of assessment.

1.3.1. Maintain and enhance the institutional structure to support a systematic assessment plan.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from the Bloomsburg University strategic action plan, *Impact 2017*, to implement **System Goal #1** (Ensuring academic program excellence and relevance.) *(continued)*

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.2. Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.

3.3. Develop a multi-year, budget-sensitive, comprehensive enrollment management plan that supports student access and success.

BU Strategic Issue 4: Fostering and developing a strong sense of community

4.5. Increase student engagement with the university and community.

4.5.1. Expand an inclusive, holistic student experience that facilitates engagement opportunities to deepen leadership development, advance a sense of citizenship and increase integrative learning.

4.6. Strengthen connection with alumni.

4.6.1 Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.

4.6.2 Develop and strengthen regional alumni engagement.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from the Bloomsburg University strategic action plan, *Impact 2017*, to implement **System Goal #2** (Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.)

BU Strategic Issue 1: Enhancing academic excellence

1.1. Create a learning environment for personal and professional success in a diverse and rapidly changing world.

1.1.1 Assess impact of current Distinctive and Innovative Programs and evaluate and review emerging programs; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.

1.1.2 Develop curricular and co-curricular learning experiences that prepare students for personal and professional success.

1.1.2.1 Complete assessment of student achievement of learning goals in the general education program MyCORE; identify areas for improvement/revision.

1.1.2.2 Identify and develop opportunities for interdisciplinary programs and learning experiences.

1.1.3 Implement Professional U.

1.1.4 Assess mastery of core professional skills and competencies in each academic discipline.

1.2. Integrate diversity in the learning environment.

1.2.1 Expand opportunities for students' educational experience to incorporate diversity, inclusion and global perspectives.

1.2.2 Increase the access, retention, and completion rates for Pell recipients, and URM populations, including transfer students.

1.2.3 Provide personnel training on the best practices that increase understanding and interaction among diverse population.

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.2 Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.

3.3 Develop a multi-year, budget-sensitive, comprehensive enrollment management plan that supports student access and success.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from the Bloomsburg University strategic action plan, *Impact 2017*, to implement **System Goal #2** (Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.) ***(Continued)***

BU Strategic Issue 4: Fostering and developing a strong sense of community

4.1. Communicate effectively among all stakeholders.

4.2. Create a community that accepts and supports cultural and social differences.

4.2.1. Improve campus and community participation and knowledge of diversity and inclusion.

4.5. Increase student engagement with the university and community.

4.5.1. Expand an inclusive, holistic student experience that facilitates engagement opportunities to deepen leadership development, advance a sense of citizenship and increase integrative learning.

4.6. Strengthen connection with alumni.

4.6.1. Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.

4.6.2. Develop and strengthen regional alumni engagement.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from the Bloomsburg University strategic action plan, *Impact 2017*, to implement **System Goal #3** (Developing new funding strategies, diversifying resources and managing costs to preserve affordability.)

BU Strategic Issue 1: Enhancing academic excellence

1.1. Create a learning environment for personal and professional success in a diverse and rapidly changing world.

1.1.1 Assess impact of current Distinctive and Innovative Programs and evaluate and review emerging Programs; align sustaining resources and philanthropic efforts with those successfully contributing to realization of institutional mission.

BU Strategic Issue 2: Achieving excellence while ensuring financial sustainability

2.1. Identify, examine, align and allocate resources to meet institutional priorities.

2.1.2 Invest in strategic initiatives that meet changing market demand, provide relevant academic and student support programs, and supplement the long-term economic viability of the university.

2.1.3 Maintain and refine the transparent process for communicating the budget with the university community.

2.2. Coordinate efforts to identify and develop new resources in accord with university strategic priorities.

2.2.1. Increase annual expenditures from grants, sponsored programs, and partnerships consistent with the university's mission.

2.2.2. Increase private giving through ***It's Personal*** Bloomsburg University's $50 M Campaign.

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.2 Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.

3.3 Develop a multi-year, budget-sensitive, comprehensive enrollment management plan that supports student access and success.

BU Strategic Issue 4: Fostering and developing a strong sense of community

4.3. Encourage environmental awareness and responsibility.

4.6. Strengthen connection with alumni.

4.6.1 Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.

4.6.2. Develop and strengthen regional alumni engagement.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from the Bloomsburg University strategic action plan, *Impact 2017*, to implement **System Goal #4** (Increasing accountability and transparency, focusing on results and key performance indicators.)

BU Strategic Issue 1: Enhancing academic excellence

1.3. Implement and monitor a systematic process of assessment.

1.1.3 Maintain and enhance the institutional structure to support a systematic assessment plan.

BU Strategic Issue 2: Achieving excellence while ensuring financial sustainability

2.1. Identify, examine, align and allocate resources to meet institutional priorities.

2.1.1. Continuously measure and assess the stewardship of university resources (fiscal, physical and human) to increase accountability and focus on results.

2.1.2 Invest in strategic initiatives that meet changing market demand, provide relevant academic and student support programs, and supplement the long-term economic viability of the university.

2.1.3 Maintain and refine the transparent process for communicating the budget with the university community.

BU Strategic Issue 3: Designing an enrollment vision in terms of demand, program mix and capacity as part of the newly established Division of Strategic Enrollment Management (SEM)

3.2 Assess enrollment trends and projections in terms of capacity, student demographics, target populations and demand.

3.3 Develop a multi-year, budget-sensitive, comprehensive enrollment management plan that supports student access and success.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from the Bloomsburg University strategic action plan, *Impact 2017*, to implement **System Goal #4** (Increasing accountability and transparency, focusing on results and key performance indicators.) *(Continued)*

BU Strategic Issue 4: Fostering and developing a strong sense of community

4.1. Communicate effectively among all stakeholders.

4.1.1. Continue to improve communication structure to create a more informed and engaged campus community aligned with university priorities and strategic vision.

4.1.2. Continue to strengthen relationships with campus, local and regional news media.

4.2. Create a community that accepts and supports cultural and social differences.

4.2.1 Improve campus and community participation and knowledge of diversity and inclusion.

4.3. Encourage environmental awareness and responsibility.

4.4. Improve town/gown relations.

4.4.1. Continue to improve the effectiveness of the town/gown committee to enhance relationships.

4.4.2. Increase number of engagement opportunities on campus and in the community.

4.6. Strengthen connection with alumni.

4.6.1 Connect students with alumni through Professional U which includes internships, job shadowing, employment opportunities and recruitment.

4.6.2 Develop and strengthen regional alumni engagement.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

UNIVERSITY-WIDE:

Assessment
To date, the University has funded 44 Assessment Fellows in the Academic Affairs (AA) Division. The Fellows have developed an assessment protocol and process for *MyCore*, the unique, competency-based general education program. Assessment policy and procedures have been drafted and will begin the approval process in spring 2016. Importantly, the Student Affairs (SA) Division has received a full-year Assessment Fellow to assist with the development of divisional learning domains and student learning outcomes, which will be mapped to *MyCore* and *Impact 2017*. The Fellow will also provide assistance in transitioning Student Affair's structured, out- of-classroom learning activities into enriching co-curricular learning experiences. In addition, the Fellows assist departments with five-year program reviews and regional and specialty accreditation.

Facilities
Campus building and grounds in sound physical condition with 94% of current space less than 50 years of age, 63% less than 25 years. University facilities staff is stable, well experienced, and a dedicated work force with broad skill sets. University deferred maintenance backlog is lowest among all PASSHE institutions. Additional core capabilities include effective space management and capital planning. Recent campus master plan further improves the facilities management process.

Faculty
For the academic year 2014-2015 the TALE Center operated with a budget of $30,000 to provide a variety of Professional Development activities for faculty and staff throughout the year. $205,000 was allocated for Faculty Professional Development Travel by the Provost and President. The Office of Graduate Studies & Research assisted new faculty on a personal basis in their development as classroom instructors, scholars and professionals. The Office established a pool of Master teachers across the campus (all colleges were represented) to observe new faculty and offer recommendations to assist new faculty in enhancing their teaching. The Dean of Graduate Studies & Research worked as a mentor with eighteen new faculty members to provide one-on-one assistance and recommendations for professional growth.

Technology
Lifecycle Technology Budget Plan
The Office of Technology and Library Services (OTLS) meets the increasing technology expectations of its institutional constituents by maintaining a five year lifecycle budget for virtually all technology systems, services and resources. This budget plan ensures that all technology systems, services and resources are up to date, fully functional and responsive to the latest innovations.

Faculty, Staff and Student Technology Training
The OTLS meets the ever changing technology training needs of all campus constituents by sponsoring, administering and promoting the use of lynda.com, the premier provider of on-line, asynchronous training modules. The OTLS Instructional Design staff provides faculty with synchronous and asynchronous training related to the pedagogically sound integration of technology into their teaching and research activities.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities

UNIVERSITY-WIDE:

PASSHE Center City
Bloomsburg University is committed to support and expand the system opportunities that are available to students and the workforce in the greater Philadelphia metropolitan area. BU has identified several academic programs to enhance the existing opportunities provided by other PASSHE partners in Center City. Beginning this year, Bloomsburg is committed to offering several certificate, Bachelor's and Master's degrees in Philadelphia. Those programs include certificates in Business and Digital Rhetoric and Professional Writing, a Bachelor of Applied Science degree, with a major in Technical Leadership, in partnership with Community College of Philadelphia, and Master's programs in Reading, Instructional Technology, and Business Administration (offered as Professional MBA and Fast-Track MBA).

Wellness Center
The Center was established formally in Fall 2015 with a new director on board in January 2016. The executive director is conducting a comprehensive review of the services and programs, and is planning a new Healthy Campus Initiative to begin Fall 2016. A Wellness Center is a comprehensive approach and philosophy for providing functions and services related to student wellness and well-being. The Wellness Center will have greater functionality than its current component parts through a single reporting line, more streamlined and coordinated services, and an enhanced health education function that can address prevention and lifestyle concerns in a thorough manner. Ultimately, services currently found in our Student Health Center, Student Counseling Service, and Drug and Alcohol Wellness Network (DAWN) will be integrated into the new Wellness Center. In addition to combining existing services, the Wellness Center will provide improved wellness and health education.

EDUCATION
ASL/English Interpreting and Deaf Education Programs
These programs work in unison to support the deaf community. The ASL/English Interpreting program, intended for students seeking to become American Sign Language (ASL)/English interpreters for the Deaf/hard of hearing, prepares them for interpreting in a variety of job settings such as legal, educational, and medical. It is a highly competitive and rigorous course of study, requiring copious amounts of hands-on training that is obtained through in-class practice and personal interaction with the local Deaf population. One of just two four-year degree programs in the eastern U.S., this program provides specialized training for students seeking to become American Sign Language interpreters. In addition to learning to interpret, students also receive strong education in deaf culture and related communication issues. Currently, nearly 100 Bloomsburg University students major in ASL/English Interpreting. The Deaf Education Program is a Pennsylvania Department of Education (PDE) approved program at both the undergraduate and graduate levels. Bloomsburg University is the only university in the Commonwealth which is approved to prepare students for certification at the undergraduate level and one of only two which is approved at the graduate level. Bloomsburg University has certified approximately five students per year at the graduate level for the last several years, which does not meet the needs of the Commonwealth. The Department of Exceptionality Programs has modified its curriculum so that undergraduate students can also be certified. The first class of students was admitted in the 2015-2016 academic year. The cohort included 19 new majors.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities *(Continued)*

Utilizing the Frederick Douglass Program to Build Faculty Capacity in High Need/Low Volume Ph.D. Areas
For the academic year 2014-2015 the university successfully recruited eight Fredrick Douglass Scholars for temporary faculty positions. The Scholars teach in the College of Business, the College of Liberal Arts, and the College of Science and Technology in the following departments: Academic Enrichment; Chemistry; Communications; Environmental, Geographical, and Geological Sciences/Biology; History; Marketing; Mathematics; and Political Science. The Scholars have created and implemented a program that supports underrepresented minority and low income students at Bloomsburg University. The Alliance for Student Achievement Program (ASAP) utilizes a three-tiered mentoring structure whereby students get the support from a faculty member who looks like them, along with small group mentoring, while providing a space for the formation of diverse student-to-student networks. This initiative is also a pilot program that will provide Bloomsburg University with data about how to better serve freshmen of diverse backgrounds who may, otherwise, fall through the gaps.

LIBERAL ARTS
Center for Visual and Performing Arts
The CVPA links the University with the community by showcasing student talent through arts programming at various downtown locations, including the newly constructed Greenly Center. Signature events include Arts in Autumn and Taste of the Arts, the latter routinely engaging more than four hundred community members in informal, family-friendly arts programming. The associated CVPA Living and Learning Community is a planned four-year LLC that features a specially designed first-year seminar, travel to arts events in New York City, and leadership opportunities in planning and executing community. The first cohort of students was 21 in the fall 2015.

Digital Rhetoric and Professional Writing
The English Department has proposed a Digital Rhetoric and Professional Writing Certificate and Major Concentration to complement the existing successful minor in Digital Rhetoric and Professional Writing. The Certificate is designed for non-degree seeking professionals who desire the professional development opportunities that this writing program certification can facilitate. The Major Concentration is designed for BU undergraduates who plan careers in professional writing. It can serve as a stand-alone major or complement a major in another discipline. We plan to offer courses for the Major, Certificate, and minor in traditional classrooms on campus, in satellite locations in Philadelphia and Harrisburg, and online in order to attract a variety of student populations. Currently there are 50 students enrolled and a total of 60 will have completed the minor at the end of May 2016.

Interdisciplinary Studies
The Interdisciplinary Studies major offers two tracks of study--advanced studies and university studies- that require students to complete 30 credit hours of upper division (300 or 400 level) courses. A minimum of nine credits from upper-division courses in each of two or more academic departments are required, plus a three-credit integrative senior capstone experience in the form of an independent study project or internship. The Advanced Studies track offers students with unconventional academic interests, superior ability, and exceptional self-discipline the opportunity to design their own program of study. A total of nine students will graduate by May 2016.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities *(Continued)*

SCIENCE AND TECHNOLOGY:

Bachelor of Applied Science (BAS): Currently there are very few educational pathways in the Commonwealth of Pennsylvania that provide program-to-program articulation from an AAS, AA or AS career Associate degree to a baccalaureate degree. In addition, there are limited opportunities for graduates of community college degree programs to continue their education and earn a baccalaureate degree on their campus. The BAS in Technical Leadership resolves the dilemma for associate-degreed technicians who aspire to higher-level leadership and supervisory positions by providing a mechanism to have their credits transferred seamlessly into a bachelor's degree program that aligns with their previous educational background in meaningful ways. Bloomsburg University is the only PASSHE University to offer this degree. Instruction is currently delivered through a blend of online and face-to-face delivery on the campuses of Reading Area, Lehigh Carbon, Harrisburg Area, and Northampton Community Colleges. The program will be expanded in the near future to include Community College of Allegheny County (C.C.A.C.), Penn College, Luzerne County Community College, and PASSHE Center City, in partnership with Community College of Philadelphia. Program enrollment has grown 40% annually since its inception 3 years ago. There are currently 80 students enrolled and the program graduated it first students in May 2015.

Electrical Engineering: We propose to convert our ABET-accredited Electrical Engineering Technology (EET) program to an Electrical Engineering (EE) program. Our EET programs has been highly successful, and our graduates enjoy multiple job offers. Bloomsburg has four electrical engineers on its faculty and appropriate equipment and labs to support EE training. Accordingly, program initiation costs will be minimal. EE training will increase licensing, internship and career opportunities for our students.

Environmental Sciences Graduate Program: We are developing a 4+1 BS/PSM degree program culminating in a Profession Master of Science degree in Environmental Resources. The primary conduit of students entering the program will be from BU undergraduate programs in Environmental Geoscience and Environmental Biology, programs with high student demand and frequent requests to extend the program to the graduate level. The program will take advantage of faculty strengths in water, soil, mineral and land resources, surface and groundwater hydrology, water chemistry, forestry, remote sensing, geographic information systems, ecology, conservation biology, freshwater biology, botany and marine sciences. Facilities supporting the program include wet, dry and computer labs, the Chincoteague Bay Field station, and transportation vehicles for field work.

Human Genetics Counseling Program: Genetics counseling centers, including the nearby Geisinger Medical Center, are overwhelmed with workflow, including, data acquisition, data analysis, data interpretation, patient assessment, and patient counseling. Conversations with the genetics counseling team members at Geisinger support the creation of an alliance between our two institutions to address issues in Genetic Counseling. Implementation of this alliance entails:

- Establishment of an internship program in which BU Biology/Allied Health Science majors will have the opportunity to work in a clinical setting at Geisinger. This has been accomplished.
- Establishment of an advisement track within our BS Health Science degree program that prepares students both for careers in genetics counseling, and for graduate-level training in human genetics counseling. A program certifying students as human genetic counselor assistants is envisioned. This will require expansion of the internship experience, a new undergraduate course in medical genetics/genomics, a new course in statistics with a bioinformatics emphasis, and a faculty member trained in medical genetics/genomics whose primary responsibility is in this program.
- Establishment of an evaluation method for a degree program in human genetics/genomics either at the undergraduate or graduate level.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities *(Continued)*

IntraOperative NeuroMonitoring (IONM) certificate: A certificate of intraoperative neuromonitoring technology in the Department of Audiology/Speech Pathology was approved for implementation in the Fall semester 2016 (BOG notification pending). This 35 credit, four semester graduate program will prepare students for monitoring the status of nerve and muscle function during operative procedures. Clinical training will be completed in collaboration with clinicians at the Geisinger Medical Center.

Nursing Programs: The Department of Nursing, beginning in Fall 2016, will offer an on-line **RN to BSN program** for registered nurses trained in associate and diploma programs. A bachelor's degree is required for career progression and employment at most major medical centers. The **Doctorate of Nursing Practice** is scheduled to start in the summer of 2016.

Instructional Technology 4+1 Programs: An accelerated academic plan will allow students in a variety of majors, including English, Mass Communication, and Art, to begin graduate (M.S.) studies in Instructional Technology during their senior year. This option has been approved by the College and BU Curriculum Committees, and is consistent with recent changes in Board of Governor policies. This programs will provide an attractive career path for students from a variety of academic backgrounds in a growing discipline. Students will take up to 12 credits during their senior year of undergraduate study, allowing them to complete the graduate program, including an internship, within 12 months of finishing their undergraduate degree requirements.

University Strengths, Opportunities, and Challenges *(Continued)*

Challenges

UNIVERSITY-WIDE:

Financial Risk Assessment and Student Access and Success
Bloomsburg University is acutely aware that the one area of concern in the State System Financial Risk Assessment for the university is in the area of Market Demand. Although our projected demand is high (green on the dashboard) the brand strength component, defined as preparedness of incoming students, is weakening as measured by declining class rank and SAT scores (yellow on the dashboard). Of greatest concern is our declining matriculation (our only red dashboard element), measured as a percent of accepted students who enroll, which is consistently lower than the State System average matriculation.
We are also focused on improving the already high success through completion of our overall student body and closing the gaps for underrepresented minorities and low income students.
These important issues impacting the success of Bloomsburg University in carrying out our mission are being aggressively addressed by the plans and tactics summarized below that recently (Spring Semester 2015) have been consolidated in our new Division of Strategic Enrollment Management.

The new Division of Strategic Enrollment Management recently engaged Ruffalo Noel Levitz to guide the institutional efforts in the development of a new university enrollment management plan. Through this process, a steering committee has been established, comprised of executive leadership, campus administrators, and faculty leadership. Five working groups will support the development of the plan and include, Academic Programs, Student Success, Finance and Financial Aid, Marketing and Recruitment, and Graduate Programs. Chairpersons of the working groups will also serve the Steering Committee of the larger project. A separate data team was established to ensure a thorough data collection plan for the project, and will assist to identify research needs to support emerging key performance indicators for strategic enrollment planning, which will also align to system performance measures.

Increasing competition in the recruitment of all student groups. Actions taken include: Added a new, out of state recruiter that has increased BU's exposure in over 100 additional high schools in New Jersey, New York, and Connecticut, and added multiple instant decision days at these schools.
Established an institutional Academic Excellence scholarship that provides 40 renewable scholarships annually ($5,000) to high, academic-achieving students, with a focus on URM, Pell, and STEM students. This program supplements our increasingly robust fundraising efforts through the BU Foundation and positions BU for long-term success in retention and graduation results. Expanded on-campus events, to include an additional Accepted Students Day, additional Saturday visitation options for families, and personal student tours that are now available six days per week. As part of a broader effort to extend recruitment efforts beyond the admissions office, we have expanded our communication sequence to prospective students and applicants to include outreach from certain academic and student life departments across campus. Further cross-divisional collaboration includes admissions' participation in departmentally sponsored campus events that host high school and middle school students throughout the academic year. Targeted student transfer recruitment to include Transfer Tuesday days that link students to faculty for personal meetings, implementation of software to accelerate the review of credit evaluation for student notification, advertising (billboards) purposely positioned near partnering community colleges, dedicated orientation programming at "Transfer- mation" days, and a dedicated liaison to assist with scheduling in the Registrar office. Increased use of electronic media in the recruitment cycle that doubled the number of marketing emails sent to over 100,000 students, and added regular Facebook and Twitter admissions updates, and the addition of a live Chat in admissions managed by a current graduate student. As we continue to expand our partnership with Allentown School District, we have added Roberto Clemente Charter School and Lincoln Leadership Academy to this program for a total of 4 schools. We are hosting an on campus reception for both prospective students and administrators from these 4 high schools for the first time ever.

University Strengths, Opportunities, and Challenges *(Continued)*

Challenges *(Continued)*

UNIVERSITY-WIDE:

Improving retention-to-completion rates for all student subgroups: In June of 2014, BU committed to participation in the Student Success Collaborative (S.S.C.), a product of the Education Advisory Board (E.A.B.), with the goal to increase our student retention and improve graduation rates. S.S.C. combines technology research, process improvement and predictive analytics to help institutions improve outcomes for at-risk and off- path students. Actions taken include: S.S.C. analyzed BU's unique student data from 2005 to present. Starting in May, 2015, BU will conduct its first pilot group analysis, that will include all undeclared students, a group of close to 1,000 students. Following this pilot, a comprehensive training plan will be established to orient faculty and academic advisors to the S.S.C. during the Fall 2015 academic semester, with expected implementation to continue throughout 2015-2016. Starting in May 2015, BU conducted its first pilot group analysis of undeclared students and summer freshmen. An expanded group of academic advisors were trained in the SSC platform this past academic year. Starting summer of 2016, BU plans to create an SSC Fellows program to expand its usage across all four colleges, and work specifically with all incoming summer and fall freshmen over the course of the 2016/17 academic year.

Assessment: 1) Increasing costs associated with meeting regional and specialty accreditation standards. Actions taken include: OPA Director offers to meet with each department preceding and during a self-study or program review, and attends all external reviewer meetings with the Provost in order to identify possible opportunities, challenges and needs. The Director will also be included in the meetings with deans and departments to discuss the final report of external reviewers.
2) Keeping university constituents informed and responsive to the continually changing Middle States (MSCHE) and specialty accreditation standards and requirements. Actions taken include: OPA continues to use the developed expertise of 44 Assessment Fellows. In addition, OPA has received an administrative position to monitor all institutional compliance and accreditation needs. A search for a compliance coordinator is underway.

Faculty: 1) Increasing challenges in recruitment in high demand disciplines with low numbers of Ph.D. candidates nationwide. Actions taken include: Bloomsburg University has designed a "grow-your-own" nursing program that allows our department to hire MSN qualified nurses committed to earning a terminal degree prior to tenure. These faculty enroll in appropriate terminal degree programs and receive mentoring within their department as well as professional development support: financial, training and targeted alternate work load assignments. We have successfully hired eight new faculty under this program and have extended the concept to other high-demand, low supply disciplines.
2) Recruitment and Retention of Female and Underrepresented Minorities. Actions taken include: For the academic year 2015-2016 the university successfully recruited six female and two male Underrepresented Minority Frederick Douglass Scholars for temporary positions. It is the goal of the university to recruit these Scholars for tenure track positions.

Facilities: 1) Providing stable, recurring annual stewardship and asset reinvestment funding levels appropriate to the campus physical needs and consistent with the Sightlines funding guidelines. Actions taken include: master plan completed establishing development and planning guidelines; maintenance and improvements planning horizon expanded to four-year window; and operational annual budget surpluses placed into plant account for future work.
2) Maintaining strong Facilities staff skill sets with a large retirement eligible work force. Actions taken include: job descriptions are updated to reflect current and projected skill set needs when vacant; licensing training included as preferred qualifications in new job descriptions; and department training budget established to maintain and expand skill sets.
3) Maintaining and updating the landscape and hardscape conditions of the high density use campus with shortened work windows because of increased summer use. Actions taken include: summer work schedule developed for coordinated use and maintenance activities; expanding use of maintenance contracts for short window, high labor circumstances; and increased use of multi-year phased work schedules.

University Strengths, Opportunities, and Challenges *(Continued)*

Challenges *(Continued)*

UNIVERSITY-WIDE:

4) Maintaining and updating the academic and residential buildings' condition of the high density use campus with shortened work windows because of increased summer use. Actions taken include: summer work schedule developed for coordinated use and maintenance activities; expanding use of maintenance contracts for short window, high labor circumstances; and increased use of multi-year phased work schedules.
5) Training and retaining facilities staff with increasingly technical and complex building/campus infrastructures. Actions taken include: job descriptions are updated to reflect current and projected skill set needs when vacant; licensing training included as preferred qualifications in new job descriptions; and department training budget established to maintain and expand skill sets.
6) Improved real-time monitoring and reduction of overall campus utilities use. Actions taken include: utilities database development for all utilities completed in 2013; new equipment installations and replacements require digital output for utility use data; Campus central steam plant refurbishment underway where aged coal boilers are being replaced with energy efficient natural gas boilers. Savings anticipated from extended forecast of low natural gas prices.

Technology
Assuring the Security of Technology Systems and Data:
The Office of Technology and Library Services (OTLS) acknowledges the growing threat of highly organized, persistent and technologically sophisticated efforts to compromise the systems and data we rely on for most of our everyday activities. Actions taken include: The OTLS has employed basic threat prevention protocols, services and practices as recommended by a 2013 Oracle security assessment, a 2014 information security controls audit sponsored by Pennsylvania's State System of Higher Education and discussions with the chief security officer for the Commonwealth of Pennsylvania. OTLS is evaluating the need to engage third party security services to provide additional protection.

Consumerization of Technology Devices and Services:
The proliferation of multiple, mostly wireless personal computing devices (telephones, tablets, gaming apparatus, laptops, smart watches, etc.) and cloud based storage and application services present significant support and security challenges when integrated into the enterprise technology architecture of the university. Actions taken include: The OTLS is working with local shared governance committees to gain endorsement for a campus wide Information Security Policy that will create a foundation for the adoption of future security policies or practices. Several security related documents that support the new Information Security Policy have been created and approved by PASSHE legal counsel.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	21.9%	21.3%	24.0%	23.8%	23.6%	23.8%	24.0%
New Transfers	5.3%	5.1%	5.1%	4.7%	4.9%	5.0%	5.0%
Veterans	1.5%	0.8%	1.0%	1.2%	1.3%	1.4%	1.5%
Adult Learners	5.0%	4.5%	4.3%	4.5%	4.7%	4.7%	4.8%
Total Undergraduate Enrollment	9,065	9,044	9,245	9,109	8,931	8,865	8,807
Graduate Headcount Enrollment							
Master's	760	641	587	586	542	542	542
Research Doctorate	55	N/A	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	59	61	61	47	47	47
Total Graduate Enrollment	815	700	648	647	589	589	589
Certificates and Nondegree students							
	279	206	234	242	257	257	257
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	123	91	88	97	172	172	172
Traditional (On Campus)	9,467	9,358	9,464	9,215	8,656	8,598	8,546
Off Campus	125	62	66	91	14	14	14

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	80.3%	78.4%	80.6%	78.5%	76.6%	77.1%	78.2%
Third Year Persistence	70.4%	70.4%	67.0%	69.0%	68.8%	65.7%	66.3%
Fourth Year Persistence	69.5%	67.2%	66.8%	63.7%	65.7%	65.5%	62.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	43.3%	38.0%	37.8%	37.4%	39.1%	38.9%	35.6%
Six Year (or less)	64.3%	61.9%	64.8%	62.1%	61.6%	60.5%	61.4%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	127.3	127.7	127.5	128.0	128.0	128.0	128.0
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	2,020	2,074	2,177	2,236	2,132	2,199
Undergraduate Degrees per 100 FTE	19.5	18.5	19.2	20.7	22.2	22.3
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	49.0%	52.0%	47.8%	55.5%	52.7%	55.8%
Non-Pell Recipient Graduation Rate	67.0%	67.8%	65.5%	67.3%	N/A	N/A
Underrepresented Minority Graduation Rate	40.0%	47.3%	40.9%	51.1%	45.4%	48.1%
Non-Underrepresented Minority Graduation Rate	66.0%	66.0%	66.0%	68.0%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	32.5%	30.8%	32.3%	33.0%	33.9%	35.9%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	16.0%	14.0%	18.0%	18.5%	17.0%	18.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	14.0%	14.3%	13.3%	11.6%	14.6%	14.9%
Female Faculty	39.6%	37.9%	38.0%	38.8%	42.1%	43.4%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	70.3%	70.4%	70.4%	67.0%	71.7%	72.5%
Fourth Year Persistence	66.7%	67.2%	66.8%	63.7%	68.2%	68.9%
Student Learing Assessment						
Critical Thinking - Value Added Score		Below Expected	At Expected	Below Expected	At Expected	At Expected
Critical Thinking - Senior Score	110.70	110.97	111.95	109.70	112.10	112.20
Writing - Value Added Score		Below Expected	At Expected	At Expected	At Expected	At Expected
Writing - Senior Score	113.89	114.25	114.78	114.20	115.10	115.20
Closing the Transfer Access Gaps						
Pell Recipient Transfer	34.9%	38.6%	40.4%	37.6%	N/A	N/A
Low Income PA High School Graduates (ages 18-34)	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Underrepresented Minority Transfers	7.0%	11.2%	14.4%	14.2%	N/A	N/A
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	74.9%	69.3%	59.4%	70.3%	61.4%	62.4%
High Impact Practices						
Freshmen Participating in First Year Experience	66.5%	77.7%	71.4%	81.2%	70.5%	71.5%
Seniors Participating in High Implact Practices	86.4%	N/A	87.6%	88.3%	89.0%	89.9%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

Academic Programs

Academic Program Activity	
Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	3
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Associate Degree Programs	
Total Number of Associate Programs	0
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	53
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	40
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	75%
Master's Degree Programs	
Total Number of Master's Programs	19
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	13
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	68%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	1
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	1
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	100%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Minor's		
450702	Spatial Analysis and Geographic Information Systems	No
190702	Aging Studies and Gerontology	No
161101	Arabic Studies	No
450301	Archaeology	No
090702	Emergent Media	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Master's Degree Programs			
130401	Educational Leadership	Reorganized from the previous M.Ed. in School Counseling and Student Affairs	Yes

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
500703	Art History	No
500702	Art Studio	No

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
52.1101	International Business
Certificate's	
43.0116	Digital Forensics

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
	N/A

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$54.6	$56.3	$57.3	$57.7	$57.1	$56.7
Undergraduate Out-of-State Tuition	18.1	16.9	17.4	16.6	16.7	16.6
Graduate In-State Tuition	5.3	5.2	5.3	5.2	5.2	5.2
Graduate Out-of-State Tuition	1.4	1.2	1.4	1.2	1.2	1.2
TOTAL TUITION REVENUE	**$79.4**	**$79.7**	**$81.4**	**$80.7**	**$80.2**	**$79.7**
Total Fees	14.7	16.1	17.1	17.0	22.0	22.1
State Appropriations	33.0	33.0	34.0	32.8	33.1	33.1
All Other Revenue	4.9	5.6	4.8	4.7	4.8	4.8
Planned Use of Carryforward	0.0	5.6	9.5	8.2	1.3	0.0
Total E&G Revenue/Sources	**$132.0**	**$140.0**	**$146.9**	**$143.4**	**$141.4**	**$139.7**
E&G Expenditures/Transfers						
Total Salaries and Wages	$68.5	$70.9	$70.9	$69.7	$71.6	$71.3
Total Benefits	30.6	32.9	37.3	35.5	38.9	40.4
TOTAL PERSONNEL EXPENDITURES	**$99.2**	**$103.7**	**$108.3**	**$105.2**	**$110.5**	**$111.7**
Financial Aid	2.5	2.6	3.0	2.8	3.0	2.9
Utilities	2.9	2.4	2.5	2.5	2.6	2.7
Services & Supplies	18.6	19.7	25.8	25.5	23.4	22.3
Capital Expenditures and Transfers	6.2	6.8	7.3	7.4	5.8	5.7
Total E&G Expenditures/Transfers	**$129.3**	**$135.2**	**$146.9**	**$143.4**	**$145.3**	**$145.3**
Total E&G Fund Surplus/(Shortfall)	$2.7	$4.7	$0.0	$0.0	$(3.9)	$(5.6)
Annualized FTE Enrollment						
Undergraduate In-State	7,959.43	7,923.93	7,830.98	7,811.63	7,740.43	7,683.83
Undergraduate Out-of-State	1,087.34	988.40	970.03	928.27	917.83	910.00
Graduate In-State	498.67	482.50	477.72	465.33	465.33	465.33
Graduate Out-of-State	87.96	76.50	81.79	73.17	73.17	73.17
Total Annualized FTE Enrollment	**9,633.40**	**9,471.33**	**9,360.52**	**9,278.40**	**9,196.76**	**9,132.33**
E&G Annualized FTE Employees						
Faculty	503.63	502.50	477.75	477.25	485.25	485.25
AFSCME	329.64	322.64	321.14	322.64	323.64	323.64
Nonrepresented	100.82	98.12	101.12	102.12	102.12	102.12
SCUPA	52.13	57.63	59.63	58.63	58.63	58.63
All Other	56.37	54.77	54.77	54.77	54.77	54.77
Total E&G Fund Budgeted Annualized FTE Employees	**1,042.59**	**1,035.66**	**1,014.41**	**1,015.41**	**1,024.41**	**1,024.41**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Bachelor of Applied Science-Technical Leadership Program	$131,359	$118,094	$153,730
MyCore (outcomes based, student-centered general education program)	31,388	28,288	54,181
Undergraduate Research, Scholarship, and Creative Activity (URSCA)	195,632	233,041	280,068
Professional U. (professional experience throughout the college career)	25,080	41,940	144,141
Education Pathways-Bloomsburg Experience (Allentown School District)	52,259	70,032	16,513
STEM Magnet Program	34,836	63,321	37,060
Center for Leadership and Engagement	45,442	184,539	237,830
Out-of-State Admissions Recruiter	0	38,616	71,903
Outcomes Assessment	798,606	1,052,919	1,268,598
Strategic Enrollment Management	0	26,650	405,820
Strategic Enrollment Management Consultant (Ruffalo Noel Levitz)	0	0	166,500
Presidential Strategic Planning Grants	18,930	107,917	328,313
Education Advisory Board Student Success Collaborative	0	128,333	89,792
Greenly Center (home of BU Foundation and BU Corporate & Continuing Ed)	178,720	359,537	366,530
Academic Excellence Scholarships	0	0	200,000
Supply Chain Management Program	0	2,740	33,234

NOTE: 2013/14 = actual expenditures; 2014/15 = actual expenditures; 2015/16 = budgeted expenditures.

Total	**$1,512,252**	**$2,455,967**	**$3,854,213**
Sources of Funds for Reinvestment:			
Academic Enhancement Fee Revenue	$336,555	$604,572	$1,089,235
Technology Tuition Fee Revenue	178,720	37,670	0
Academic Enhancement Residual Carryforward - Unrestricted Net Assets	114,164	518,955	343,891
Gift Revenue	35,348	74,221	207,779
Transition Funding-State System	0	140,000	0
E&G General Fund Revenue/Sources	847,465	1,080,549	2,213,308

Total	**$1,512,252**	**$2,455,967**	**$3,854,213**

The strategic investments outlined above represent key initiatives in which the university has been investing resources as noted in the "sources of funds for reinvestment" section. Sources of funding range from E&G General Fund revenue sources to fee revenue to use of carryforward. The university has been engaged in a dynamic process of budget improvement initiatives since FY 2013/14 which has been necessary to balance original budget submissions, inclusive of the strategic investments outlined above. Examples of budget improvement initiatives to date, include: a 15% reduction to E&G General Fund base budgets, implementation of a winter session (effective winter 2013/14), Academic Enhancement and Technology Tuition fee contribution to the E&G General Fund, increase in the Transportation fee creating a full self-supporting model, position freezes, and use of institutional reserve and Vice President and Dean controlled residual budget carryforward fund balances. Moving into FY 2016/17, with the recent approval of the Council of Trustees, the university has implemented a student success fee which will positively affect E&G General Fund revenue while safeguarding access to programs that benefit all students, protecting and enhancing the quality of programs offered outside the classroom, and ensuring that high-quality programs are available so students may graduate on time. As Bloomsburg University continues its budget realignment efforts, strategies will continue to be a mix of sustainable and one-time (i.e. use of reserves) initiatives coupled with necessary structural adjustments. Every action will be taken to ensure that the institution's strategic priorities and mission are met.

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$13.2	$13.6	$13.6	$13.9	$14.4	$14.9
Housing Fees	20.0	21.1	21.2	21.5	23.1	27.1
Privatized Housing	0.0	0.0	0.0	0.0	0.0	0.0
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	4.2	4.4	3.6	5.0	3.8	3.8
Total Auxiliary Revenue/Sources	**$37.4**	**$39.2**	**$38.3**	**$40.4**	**$41.3**	**$45.8**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$5.7	$5.9	$6.6	$6.6	$6.7	$6.7
Total Benefits	3.5	3.7	4.4	4.4	4.7	4.7
TOTAL PERSONNEL EXPENDITURES	**$9.2**	**$9.6**	**$11.0**	**$11.0**	**$11.4**	**$11.4**
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	2.3	2.4	2.6	2.6	2.6	2.9
Services & Supplies	13.5	14.1	13.1	13.9	13.1	13.9
Capital Expenditures and Transfers	9.6	13.9	11.7	12.9	14.2	17.6
Total Auxiliary Expenditures/Transfers	**$34.5**	**$40.0**	**$38.4**	**$40.4**	**$41.3**	**$45.8**
Total Auxiliary Fund Surplus/(Shortfall)	$2.9	$(0.9)	$(0.0)	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**72.42**	**77.07**	**76.57**	**75.57**	**77.07**	**77.07**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$14.8	$15.9	$15.9	$15.9	$15.9	$15.9
State Grants & Contracts	9.3	9.7	9.7	9.7	9.7	9.7
Private Grants & Contracts	0.7	1.1	1.1	1.1	1.1	1.1
Gifts	0.0	0.2	0.2	0.2	0.2	0.2
All Other Restricted Revenue	0.3	0.1	0.1	0.2	0.2	0.2
Total Restricted Revenue	**$25.1**	**$26.9**	**$26.9**	**$27.1**	**$27.1**	**$27.1**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$1.5	$1.7	$1.7	$1.7	$1.7	$1.7
Total Benefits	0.3	0.4	0.4	0.4	0.4	0.4
TOTAL PERSONNEL EXPENDITURES	**$1.8**	**$2.1**	**$2.1**	**$2.1**	**$2.1**	**$2.1**
Financial Aid	22.7	24.2	24.2	24.4	24.4	24.4
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.9	1.0	1.0	1.0	1.0	1.0
Capital Expenditures and Transfers	(0.5)	(0.4)	(0.4)	(0.4)	(0.4)	(0.4)
Total Restricted Expenditures/Transfers	**$24.9**	**$27.0**	**$26.9**	**$27.1**	**$27.1**	**$27.1**
Total Restricted Fund Surplus/(Shortfall)	$0.2	$(0.0)	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**8.28**	**10.16**	**10.16**	**9.66**	**9.66**	**9.66**
Total University Revenue	**$194.5**	**$206.1**	**$212.2**	**$210.9**	**$209.8**	**$212.6**
Total University Expenses	**$188.8**	**$202.2**	**$212.2**	**$210.9**	**$213.7**	**$218.2**
Total University Surplus/(Shortfall)	**$5.8**	**$3.9**	**$(0.0)**	**$0.0**	**$(3.9)**	**$(5.6)**
Total University Budgeted Annualized FTE Employees	**1,123.29**	**1,122.89**	**1,101.14**	**1,100.64**	**1,111.14**	**1,111.14**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	1,592	1,672	1,830	2,430
Total Cost In-State Undergraduate Off Campus or At Home	**$8,582**	**$8,914**	**$9,326**	**$9,926**
Most Common Room and Board Rates	7,560	7,874	8,288	8,718
Total Cost In-State Undergraduate On Campus	**$16,142**	**$16,788**	**$17,614**	**$18,644**
Out-of-State Undergraduate				
Tuition (Most Common)	$16,556	$17,050	$17,650	$17,650
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	1,592	1,672	1,830	2,430
Total Out-of-State Undergraduate Off Campus or At Home	**$18,706**	**$19,364**	**$20,144**	**$20,744**
Most Common Room and Board Rates	7,560	7,874	8,288	8,718
Total Cost Out-of-State Undergraduate On Campus	**$26,266**	**$27,238**	**$28,432**	**$29,462**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	67	72	73	98
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$358**	**$374**	**$386**	**$411**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$690	$710	$735	$735
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	67	73	73	98
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$780**	**$810**	**$836**	**$861**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	$470	$470
Maximum	N/A	N/A	$541	$541
Most Common	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$87	$94	$96	$96
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	$705	$705
Maximum	N/A	N/A	$811	$811
Most Common	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$86	$90	$97	$97

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$31	$750
Activity Fee	$13	$296
Health Services/Wellness Fee (flat fee 9 credits and above; see notes below)	$0	$240
Student Union Fee	$9	$212
Transportation Fee (flat fee)	$12	$140
Recreation Fee	$8	$182
Registration/Transcript Fee (flat fee)	$1	$10
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$31	$750
Activity Fee	$13	$296
Health Services/Wellness Fee (flat fee 9 credits and above; see notes below)	$0	$240
Student Union Fee	$9	$212
Transportation Fee (flat fee)	$12	$140
Recreation Fee	$8	$182
Registration/Transcript Fee (flat fee)	$1	$10
Other: _____		

Notes: The average number of credits taken by part time in-state and out-of-state students during academic year 2015/16 was 5.84 and 5.94, respectively.

Housing Costs	2015/16 Full Time Academic Year
Traditional Housing	
Minimum	$5,360
Maximum	$8,040
Most Common (double occupancy, non-air conditioned)	$5,360
All Other Housing	
Minimum	$6,086
Maximum	$7,170
Most Common (Jessica Kozloff Apartments)	$7,170

Dining Costs - Students living on campus	# Meals/Week	2015/16 Full Time Academic Year
Minimum	5	$1,678
Maximum	17	$3,980
Most Common	14	$2,928

Other Optional Fees	2015/16 Full Time Academic Year
Orientation (Most Common)	$95
Parking-Resident	$150
Parking-Commuter	$74
Application (Most Common)	$35

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	850	777	725	642
Average Award	$4,218	$4,679	$4,937	$5,051
Total Dollars Awarded	$3,585,425	$3,635,762	$3,579,201	$3,242,786
% of Undergraduate Students Receiving Aid	9%	8%	7%	7%
Pennsylvania State Grants				
# of Students	2,928	2,890	3,058	2,983
Average Award	$2,475	$2,724	$2,630	$2,806
Total Dollars Awarded	$7,247,560	$7,870,998	$8,042,649	$8,369,869
% of Undergraduate Students Receiving Aid	30%	29%	31%	32%
Pell Grants				
# of Students	2,933	2,987	3,183	3,093
Average Award	$3,577	$3,732	$3,792	$3,895
Total Dollars Awarded	$10,490,290	$11,147,691	$12,071,439	$12,046,781
% of Undergraduate Students Receiving Aid	30%	30%	33%	33%
All Other Gift Aid*				
# of Students	1,436	1,406	1,699	1,630
Average Award	$2,097	$2,272	$2,694	$2,478
Total Dollars Awarded	$3,011,126	$3,194,470	$4,577,792	$3,972,145
% of Undergraduate Students Receiving Aid	15%	14%	17%	18%
Unduplicated Students Receiving Gift Aid				
# of Students	4,774	4,807	5,107	4,930
Average Award	$5,097	$5,377	$5,536	$5,605
Total Dollars Awarded	$24,334,400	$25,848,920	$28,271,081	$27,631,581
% of Undergraduate Students Receiving Gift Aid	49%	49%	53%	53%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	234	222	218	175
Total Dollars Awarded	$602,370	$589,442	$583,033	$470,216
% of Graduate Students Receiving Assistantships	27%	27%	28%	25%
Graduate Tuition Waivers				
# of Students	250	237	231	191
Total Dollars Awarded	$1,099,323	$1,071,408	$1,018,776	$924,841
% of Graduate Students Receiving Waivers	29%	29%	29%	27%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	6,656	6,899	7,026	6,823
Average Loan	$7,968	$8,134	$8,374	$8,452
Total Dollars Loaned	$53,035,567	$56,113,416	$58,833,120	$57,667,384
% of Undergraduate Students Receiving Loans	69%	70%	72%	74%
Graduate Loans (all known)				
# of Students	403	355	376	348
Average Loan	$13,529	$13,779	$13,562	$13,831
Total Dollars Loaned	$5,452,154	$4,891,536	$5,099,437	$4,813,078
% of Graduate Students Receiving Loans	46%	43%	48%	50%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	71%	75%	75%	77%
Average Amount of Debt *(of those graduating with debt)*	$27,223	$28,791	$29,661	$32,310
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	5.4%	6.3%	4.9%	6.0%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$8,914	$8,168	$1,200	$4,320	$22,602
In-State Undergraduate Off Campus, Living at Home	$8,914	$8,168	$1,200	$4,320	$22,602
Out-of-State Undergraduate On Campus	$19,364	$8,168	$1,200	$4,384	$33,116
Out-of-State Undergraduate Off Campus, Living at Home	$19,364	$8,168	$1,200	$4,384	$33,116

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	1,184	$15,352	$244	$8,653	$8,077
$30,001 - $48,000	710	$15,840	$1,103	$7,818	$7,540
$48,001 - $75,000	1,037	$18,878	$4,246	$4,656	$8,484
$75,001 - $110,000	1,223	$20,364	$5,769	$3,086	$9,254
$110,001 and Above	1,533	$19,932	$5,273	$3,496	$8,512

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Per-Credit Tuition

Pilot/Title:	BL01 — Per-Credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge tuition on a per-credit basis to all in-state undergraduate students. The tuition rate for in-state undergraduate students will lag one year behind the System's established per-credit rate set by the Board of Governors. Charge out-of-state undergraduate students 200% of the in-state undergraduate per-credit tuition rate. Effective fall 2015 through summer 2018.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

On April 17, 2015, in conjunction with the Board of Governors' vote to conditionally freeze tuition for FY 2015/16, Bloomsburg University made the decision to postpone implementation for FY 2015/16. Tentative implementation set for fall 2016. **Based on action taken at the March 2, 2016, Bloomsburg University Council of Trustees meeting, the university will not be implementing the per-credit tuition pricing pilot for undergraduate students.** Rather, a student success fee will be charged to all undergraduate students beginning in fall 2016 as it has been determined that implementation of a student success fee poses less risk and is more cost-effective to students while still providing the means to maintain or expand high-quality programs and services.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014

Observations:

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

CALIFORNIA UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 6
- Other Areas of Distinction 8
- Strategic Goals 10
- University Strengths, Opportunities and Challenges 11

Key Performance Indicators

- Strategic Enrollment Management 12
- Performance Funding Indicators 13

Academic Programs 14

Financial Information 17

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

President Jones described a three-pronged strategic vision for the advancement of California University during its leadership transition period shortly after her assumption of the duties of Acting President in May of 2012. The three components of this vision are:

1) Focus on our core mission: the academic education of our students

   The University is dedicated to providing a high-quality education and collegiate experience for all of our students, placing an emphasis on the incorporation of technology in diverse majors from engineering technology, to music and education, to health science, so that our students are prepared for career entry, enhancement, and advancement. Experiential education, including undergraduate and graduate research, scholarship, and creative activity, as well as internships, clinical, and other field-related experiences, is also emphasized. The University is committed to continuous improvement of all of its academic programs through various means, including seeking and maintaining accreditation; attracting, hiring, and retaining highly qualified faculty; and creating and maintaining high-caliber facilities and equipment. The University is also committed to raising its academic profile to attract higher-performing students through the Center for Undergraduate Research, the Honors program, International Programming, and specialized centers and institutes.

2) Stabilize and grow enrollment

   Amidst decreasing Commonwealth support and declining enrollment, due to demographic changes in southwestern Pennsylvania, the University faces budgetary challenges now and into the future. Clearly, increased enrollment and its associated tuition are needed to meet these challenges. The University has embarked on the development of a **strategic enrollment management plan**, which began with an admissions process optimization review. One component of the plan, for the Global Online and Graduate division, was completed in May 2014 and has produced positive enrollment gains. A second component of the plan, which focuses on academic success and student retention, has also been completed and implemented, and is producing positive results. The remaining portion of the plan, directed toward undergraduate enrollment, is underway with the assistance of our strategic enrollment consulting firm, Ruffalo Noel Levitz. Currently, we are unable to determine the impact Ruffalo Noel Levitz will have on projected enrollment; accordingly, our enrollment projections reflected on the accompanying spreadsheet represent conservative estimates.

   In order to attract additional students, the University is pursuing strategic initiatives, such as the development of new majors, concentrations, and minors; improving existing programs; and providing more opportunities for student access to higher education. In just the past year, new graduate programs have been developed, including Professional Science Master's degrees in cybersecurity and applied mathematics, as well as California's first doctoral program, the Doctor of Health Science (D.H.Sc.). In 2015-2016, the University began offering a combined MSN–MBA degree for business-minded nurses. Other programs, such as the BS in computer information systems, have added an online delivery mode, providing another option for undergraduate online students. Programs, such as nursing, applied criminology, and technology education have added additional starts, expanded existing cohorts, and modified course sequencing to better meet student demand. These strategies, particularly in Global Online and Graduate Studies, have produced a 22% enrollment increase. One aspect of the strategic enrollment plan, a two-year alternative tuition pilot for active-duty military in Global Online programs, produced a 50% increase in enrollments in its first year. Additionally, through the efforts of our Office of Articulation and Transfer Evaluation, we have entered into and/or renewed additional articulation agreements and plan to pursue others.

   In a recent Eduventures *Biggest Movers Retention Report* (2015), Cal U was rated as an "over-performer" with an 80% first-year retention rate. Also, Global Online was recognized as having the fourth-best graduation rate in the 2015 U.S. News & World Report *Online Education Best Six-Year Graduation Rates for Online Bachelor's Degree Programs*. To retain more students, the Office of Academic Success has increased the number of academic learning communities, which allow first-time students to take three to four classes with students in their major and connect with departmental faculty through the First Year Seminar course. Also, a peer mentoring program expands opportunities for transfer and online students to participate.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Mission *(Continued)*

Finally, the Support for Success (S4S) program continues to find ways for more students to take advantage of their services. For the past three years, students who participated in S4S not only had a significantly higher GPA, but also were retained at a higher rate than the entering freshman class.

3) Utilize sound business practices in the operation of the University

The University continues to address legacy-based financial challenges and is committed to the efficient and effective utilization of resources, which is driven by our strategic planning and linked to the assessment of the University's goals and objectives. The University strives to improve its business processes and financial circumstances to ensure that expenditures are aligned with our core mission of educating our students.

To improve our budget condition, in addition to controlling our personnel and other operational costs, we must increase enrollments. To increase enrollments, we must strategically and methodically focus increased time, effort, and talent on the task by restructuring our student acquisition and retention systems. Restructuring must be executed by employing sound business practices that reduce overall operating costs. We cannot continue to operate as we have and expect to produce different enrollment results. Restructuring for strategic enrollment management must be a campus-wide endeavor that targets increasing existing market share, creating new enrollment opportunities, and improving student retention and persistence rates. Each campus division must contribute to this effort with the ultimate goal of improving our bottom-line financial results. Part of this effort will be to continue improvements initiated by Institutional Research to help ensure data integrity for data-driven decision making and continuous improvement.

Located in Washington County, and being the sole public institution of higher education in the county, California University has always had, as part of our mission, a commitment to providing access to higher education for residents of Washington County and the surrounding counties in our region. The University has strived to provide the highest quality education at the lowest possible cost to the Commonwealth's citizens.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

1. **Strategic Enrollment Management: stabilize and grow enrollment by developing new programs, retaining existing students, catering to transfers and finding non-traditional learners**
    a. Reorganize for strategic enrollment management. The primary players will include Undergraduate Admissions, Graduate Admissions, Global Online, Academic Success, Summer College, Winter College, International Programming, Financial Aid, and Marketing; however, each division of the university must also significantly contribute to the effort. Our student acquisition and retention efforts must focus on strategic enrollment management while reducing the University's overall operating costs. Target areas include increasing existing student market share, creating new enrollment opportunities, improving student retention and persistence rates, studying process optimization to improve yields throughout the enrollment funnel, target marketing towards enrollment management, and our partnership with Ruffalo Noel Levitz.
    b. Continue the implementation of ***The Finish Line,*** our degree completion initiative, by developing undergraduate online degree completion programs to target the estimated 1.2 million Pennsylvanians who have some college coursework but no degree, and the 570,000 who have an associate's degree only, according to the Lumina Foundation (2014). California University of Pennsylvania will be known as the online and degree completion university in Pennsylvania's State System while simultaneously maintaining our high-quality, face-to-face, campus-based programs.
    c. Optimize processes to increase conversions in the enrollment management funnel from inquiry to graduation and beyond.
    d. Develop online undergraduate and graduate programs that are attractive to active-duty military and veteran students.
    e. Develop partnerships with overseas educational institutions to foster international student enrollment, study abroad opportunities for our students, faculty and student exchanges, and other international endeavors.
    f. Continue the holistic approach used by the Office of Admissions to enhance our access mission.
    g. Enhance our transfer-friendly status as an institution. Given ***The Finish Line***, we will expand our efforts to develop articulation agreements with Pennsylvania's community colleges.
    h. Pursue reverse transfer agreements with all of the Commonwealth's community colleges.
    i. Obtain state authorization in all 50 states, when financially feasible, as well as membership in the State Authorization Reciprocity Agreement (SARA) once the Commonwealth joins SARA.
    j. Evaluate and modify, if necessary, the academic success and retention strategies in the Office of Academic Success to assist all of our students in fulfilling their personal and professional goals.
    k. Raise the academic profile of the University.
    l. Expand undergraduate research, scholarship, and creative activity as a high-impact practice focused on student engagement for improved retention and progression through our Center for Undergraduate Research.

2. **Shared Governance: continue to improve our shared governance structure and provide a voice to campus constituencies in decision-making processes**
    a. Assess the effectiveness of our new shared governance structure that was approved in 2015 by the University's Council of Trustees.
    b. Continue to cultivate good working relationships among the University's represented and non-represented employees.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision *(Continued)*

3. **Student Achievement: serve the Commonwealth by producing graduates in high-demand fields and other needed disciplines**
    a. Identify and develop high-demand academic programs that meet Commonwealth needs and are aligned with the University's mission, resources, and capabilities.
        i. Deliver undergraduate and graduate degree and non-degree programs that address workforce needs.
        ii. Develop additional professional doctorate degree programs that build on the University's well-established graduate programs.
        iii. Expand our non-credit, continuing education program to enhance workforce training and professional development opportunities in our region and beyond with traditional programs and online delivery.
    b. Ensure that all academic programs exhibit recognized standards of quality and rigor.
    c. Employ assessment of student learning outcomes at the course and university level to improve teaching, learning, and program quality.
    d. Enhance student engagement in extra-curricular experiences and learning opportunities through clubs and organizations.
    e. Position intercollegiate athletics to enhance the education and persistence of our student-athletes.

4. **Personnel: make the best use of our workforce to achieve the University's mission and goals**
    a. Attract, hire, and develop quality faculty who have a student-centered and service-oriented focus with research, scholarship, and creative activity interests that can be used to enhance undergraduate and graduate education and scholarship.
    b. Attract, hire, and develop quality staff members who have a student-centered and service-oriented focus.
    c. Create a safe and welcoming environment for University students, employees, and guests.
    d. Strategically deploy personnel to maximize enrollment and other revenue-generating endeavors.
    e. Ensure that our workforce aligns with student enrollment trends.

5. **Resources: strategically deploy our resources and ensure the long term financial stability of the University**
    a. Strategically focus on the core mission of educating our students while ensuring effective and efficient utilization of resources.
    b. Create and maintain high-caliber facilities, equipment, and technology with an emphasis on academics.
    c. Conduct annual financial and performance reviews of academic programs in order to make decisions regarding future viability.
    d. Create a Preliminary Master Planning committee that will guide the University through a revised space utilization study and Campus Master Plan. This committee will focus on ensuring that our facility resources are appropriately aligned with the new strategic plan of the University. This Campus Master Plan will contain revised short- and long-term facility goals that support both current and future enrollment trends at the University.
    e. Investigate additional revenue-generating opportunities that align with the three-pronged strategic vision of the University.
        i. Promote grant-writing and development of revenue-generating contracts and other partnerships with funding agencies and private foundations.
        ii. Further utilize the Convocation Center to generate revenue, attract prospective students, and enhance the reputation of the University.
        iii. Investigate partnerships for revenue-sharing opportunities with other State System universities.
    f. Continue to manage cost avoidance through the efficient use of energy by the physical plant.
    g. Connect with our more than 55,000 living alumni and increase alumni giving by utilizing affinity groups and other approaches.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

California University of Pennsylvania is a state-owned, public, regional comprehensive university situated in the southwest corner of the Commonwealth. We draw approximately 60% of our students from the five counties surrounding the University and increasingly attract students from urban and suburban areas of southeastern Pennsylvania, as well as globally through our online programs. The University accomplishes its mission by providing access to high-quality, affordable educational programs to the residents of Pennsylvania, the four-state region and beyond. Many of our students are the first-generation in their family to earn a higher education credential. To be successful, California University of Pennsylvania must strategically manage its marketing and enrollment, cultivate quality faculty and staff, and marshal our resources to provide meaningful experiences to students, in and out of the classroom, through academic programs that are in-demand by employers and with activities that will allow each of our students to form a lifelong relationship with the University. All of this is to be accomplished in a community that is guided by continuous improvement in all aspects of the University.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

- STEM – As California University has a special mission in science and technology, many of our academic programs incorporate technology into the curriculum, including many non-STEM programs, such as special education and athletic training. Long-known as a national leader in producing high-quality technology education teachers, the University has added an array of other technologically intensive programs in engineering technology (computer engineering technology, electrical engineering technology) and other disciplines. The most recent of these technologically intensive programs has been the BS in Commercial Music Technology and the BS in Mechatronics Engineering Technology. The established engineering technology programs are accredited by ABET and produce graduates that find excellent jobs in and out of the Commonwealth.

- Allied Health – The Eberly College of Science and Technology, as well as the College of Education and Human Services, offer outstanding programs that serve to improve the health and welfare of Commonwealth residents. The two-year Associate of Applied Science degree program in Physical Therapist Assistant is accredited by CAPTE and maintains a licensure examination pass rate of greater than 90%. Similar pass rates are experienced in the CAATE-accredited Bachelor of Science degree program in Athletic Training, which is operated jointly with Clarion University of Pennsylvania. Graduates of these two programs work with patients from the physically active to the disabled. The BS and MS degree programs in Communication Disorders are accredited by ASHA; the MS program is highly selective, choosing only 24 students each year from a pool that includes hundreds of applicants. Online delivery of our RN to BSN program has significantly increased enrollment in the Nursing department by providing working professionals the flexibility needed to complete their degree, amid a busy work schedule. Our new Doctor of Health Science program met the application and enrollment goals established for the first cohort, and a bachelor of science in Health Science proposal is currently under development, which aims to provide additional opportunities for existing students at the University to earn a health science degree.

- Teacher Education – Teacher Education is another distinctive group of academic programs at California University. California has an outstanding history of preparing teachers at all levels. Of the University's more than 55,000 living alumni, a great many are teachers or have made a career in public or private education, from instructors to principals and superintendents. One is hard-pressed to find a school district anywhere in the eastern United States that does not have at least one California University graduate employed. California's teacher education program prepares everyone from pre-school teachers to superintendents. All of our teacher preparation programs are accredited by CAEP, formerly known as NCATE.

Academic Programs of Distinction *(Continued)*

- Exercise Science – Exercise Science, with a BS and MS degree, is a relatively new discipline at the University, having only been offered since 2002. The MS program has five concentrations for students to choose, which include: Performance Enhancement and Injury Prevention, Wellness and Fitness, Rehabilitation Science, Sport Psychology, and Wellness Coaching. Both the undergraduate and graduate programs are partnered with discipline-specific associations, which drive quality and student demand. The following represent some of the discipline-specific associations: the National Academy of Sports Medicine (NASM), a world leader in fitness certification, education and performance; the National Speed and Explosiveness Association (NASE), a leading authority on speed improvement; and Wellcoaches, a premier provider of wellness coaching education. By providing these programs only through 100% online delivery, the University has been able to attract, recruit and enroll students from all over the globe. More than 80% of the students enrolled in Exercise Science are domiciled more than 150 miles from campus. Because of the popularity of exercise and wellness nationwide, but particularly on the west coast, California University has relationships with an array of institutions; one being Maricopa Community College in Arizona, the largest community college in the US, with over 260,000 students. Through the Exercise Science program and its asynchronous 100% online delivery, physical therapists, athletic trainers, strength coaches and other health and fitness professionals are able to complete their degree without interrupting their already established career. California's Exercise Science program boasts alumni with major and minor league teams in all of the major sports. California has graduates working for the Phoenix Suns and New York Knicks of the NBA, the Washington Capitals of the NHL, the Cleveland Browns and Green Bay Packers of the NFL, and the Seattle Mariners, Toronto Blue Jays and Pittsburgh Pirates of MLB, to name just a few.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

Global Online – With the largest number of 100% online offerings in the Pennsylvania's State System, it is imperative that California University of Pennsylvania maintains a support system for online students who often only set foot on campus for commencement. The Global Online Office supports students from inquiry, as a prospect, through application, admission, registration, billing, financial aid and, finally, commencement. The Global Online staff is multi-talented, comprehensively trained, and assists in the marketing of programs, in addition to their customer service responsibilities. In 2015, Global Online was recognized by the U.S. News & World Reports in three top-100 online program categories. Also, the national ranking placed the University's online bachelor's degree programs fourth in six-year graduation rates.

Accreditation - California University of Pennsylvania is accredited by the Middle States Commission on Higher Education and offers the following nationally recognized / accredited programs:

Art & Graphic Design (BFA)	National Association of Schools of Art and Design
Athletic Training (BS)	Commission on Accreditation of Athletic Training Education
Chemistry (BS)	The American Chemical Society
Clinical Mental Health Counseling (MS)	Council for Accreditation of Counseling and Related Educational Programs
Communication Disorders (BS & MS)	American Speech-Language-Hearing Association
Computer Engineering Technology (BS)	Engineering Technology Accreditation Commission of ABET
Computer Information Systems (BS)	Computing Accreditation Commission of ABET
Computer Science (BS)	Computing Accreditation Commission of ABET
Early Childhood Education (MEd & Certification)	National Association for the Education of Young Children
Electrical Engineering Technology (BS)	Engineering Technology Accreditation Commission of ABET
Geography, Travel & Tourism (BS)	World Tourism Organization TedQual Certification System
Graphic Communications & Multimedia (BS)	Accrediting Council for Collegiate Graphic Communications
Nursing (BSN & MSN)	Commission on Collegiate Nursing Education
Parks & Recreation Management (BS)	National Recreation and Park Association Council on Accreditation for Parks, Recreation, Tourism and Related Professions
Physical Therapist Assistant (AS)	Commission on Accreditation in Physical Therapy Education
Principals Program (MEd & Certification)	Educational Leadership Constituent Council
School Counseling (MEd)	Council for Accreditation of Counseling and Related Educational Programs
School Psychology (MS & Certification)	National Association of School Psychologists
Social Work (BSW & MSW)	Council on Social Work Education
Superintendents Program (Certification)	Educational Leadership Constituent Council
Teacher Education (BSEd, MEd, Certification)	Commission on Accreditation of Education Programs
Technology Management (AS & BS)	Association of Technology Management and Applied Engineering
Theater (BA)	National Association of Schools of Theater

Employee Productivity – California University's faculty has produced the highest instructional productivity in Pennsylvania's State System, as measured by the Student FTE/Faculty FTE. This claim is verified by IPEDS, System institutional research, and the Snyder Report. For at least the last 10 years, California received significant amounts of performance funding for its faculty productivity and, more recently, for its overall employee efficiency. Similarly, on the most recent annual performance indicators report, California produced an employee-to-student ratio that exceeded the System average.

Other Areas of Distinction *(Continued)*

Energy Conservation – With award winning, geothermal-heated residence halls and a commitment to sustainable practices, California University is a leader among Pennsylvania's State System in energy efficiency. For 2014-2015, California University's unit energy cost of $0.95 per square foot was the best energy consumption among the System institutions. When measured on the Energy Utilization Index, California University was -- again -- the best in the entire System for 2012-2013 and 2013-2014. For 2014-2015, California University came in second to West Chester on the Energy Utilization Index.

California led the System with the lowest central plant fuel costs for 2012-2013, 2013-2014, and 2014-2015, as well. In terms of efficient utilization of energy and associated cost avoidance, California University is well-positioned to continue as a leader for the System.

A recent financial gift to the University for facility renovation work has provided the necessary funds to replace all University street lamps with LED technology, thereby providing an estimated annual savings of $10,000 in electrical utility costs.

Athletics – California University of Pennsylvania has a long history of outstanding intercollegiate athletics and is a proud member of the nation's largest intercollegiate athletic conference, the Pennsylvania State Athletic Conference (PSAC). We currently sponsor approximately 400 student-athletes, competing in 18 men's and women's sports at the NCAA Division II level, which include:

- Men's and Women's Cross Country
- Men's and Women's Soccer
- Women's Volleyball
- Football
- Men's and Women's Basketball
- Men's and Women's Indoor Track
- Men's and Women's Track and Field
- Women's Tennis
- Men's and Women's Golf
- Baseball
- Softball
- Women's Swimming

California University was awarded the Dixon Trophy, which symbolizes the System's first place standing in overall athletic achievement, in 2008-2009 and 2013-2014. California has won four NCAA Division II National Championships, consecutively winning the softball championships in 1997 and 1998, and the women's basketball championships in 2004 and 2015. California's women's basketball team is still the only PSAC basketball team (men or women) to win the Division II title. California's athletic teams have won 67 PSAC championships in 12 different sports. Being an NCAA Division II member, California also stresses to student-athletes that the classroom is just as important as the competition. Since 2011-2012, seven teams have had the highest GPA in the PSAC, winning the PSAC Top Team GPA Award. Finally, 49 of California University's student-athletes have been named as CoSIDA Academic All-Americans.

High-Impact Practices – California University has implemented and utilizes many of the well-documented, high-impact practices in order to improve students' academic success and retention. We have established learning communities and a First Year Seminar course for incoming freshmen. We continue to promote the significance and benefits of advanced writing courses, experiential and service learning, study abroad, and internships. Our most recent high-impact implementation has been the establishment of the Center for Undergraduate Research, which promotes joint student/faculty research and provides support for students to conduct research throughout the calendar year. Additionally, we provide supplemental assistance for students who are determined to be academically at-risk.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Strategic Goal #1 – Core Mission-Academics

- Raise the institution's profile by continuing to seek accreditation of all programs that have specialized accreditation and promote the University Honors Program and the undergraduate research initiative
- Utilize technology fees to strategically enhance laboratory space and equipment
- Link assessment of academic programs to the strategic funding formula

Strategic Goal #2 – Stabilize and Grow Enrollment

- Complete the strategic enrollment plan that will encompass all admissions and recruiting functions on and off campus
- Redesign the University website to reflect best practices
- Continue to realize our role in providing higher education access in southwestern Pennsylvania and the surrounding region
- Support the Office of Academic Success' initiatives aimed at retaining an increasing number of students and improving both the four- and six-year graduation rates
- Develop additional new programs for 100% online delivery
- Target community colleges and CTCs for +2 programs and reverse transfer opportunities; complement our transfer friendliness with *Complete Your Degree PA*
- Leverage recruiting and income opportunities at the University Convocation Center by hosting events that bring potential students and their families to campus
- Make data-driven decisions that enhance our marketing efforts

Strategic Goal #3 – Utilize Sound Business Practices

- Review all low-enrolled academic programs and determine their utility for the Commonwealth's future needs, as well as their financial viability
- Align the use of resources with the University's core mission of academics
- Critically review all personnel attrition to determine if replacements are needed or where the replacement can be redeployed to best effect
- Collect additional funding via a per-credit assessment of the University instructional fee

Strategic Goal #4 – University Development

- Strengthen relationships with corporations in the surrounding region with emphasis on STEM companies and those located at Southpointe
- Increase alumni engagement and donation rate
- Continue to market the Convocation Center for comprehensive corporate meetings and other business purposes
- Meet or exceed our annual goals for private support.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

- Dedicated leadership team
- Well-qualified and productive faculty and staff
- Excellent facilities on a beautiful, energy efficient campus
- Commitment to STEM, allied health and education
- Excellent reputation, particularly in teacher preparation
- Many accredited and other high-quality programs
- Global Online attracts worldwide audience
- Experiential education utilizes internships, field work and other practical delivery methods
- Graduates are employed or further their education at an exceptionally high rate
- Dedicated to the access mission in southwestern Pennsylvania

Opportunities

- Establishment of 2 + 2, reverse transfer and other articulation and co-operative arrangements with community and other colleges and universities
- No limits to recruiting area with Global Online programs
- Collaboration with sister Universities in Pennsylvania's State System
- Revenue generation and recruiting advantage using the Convocation Center
- Retiring faculty provide ability to redeploy new faculty into high need areas

Challenges

- Precarious financial position
    - Difficulty in dedicating resources for deferred maintenance, new programs and building projects
    - Large debt from legacy bond-funding severely limits discretionary spending
    - Declining state support in the face of increasing fixed costs
    - Limited unrestricted net assets
- Changing demographics in our traditional recruiting region continues to negatively affect enrollment
- Collective bargaining agreements makes retrenchment extremely difficult and lessens positive economic impact of furloughs

Strategic Enrollment Management

Planned Enrollment by Student Type	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	17.4%	14.4%	17.0%	17.1%	16.3%	16.3%	16.1%
New Transfers	9.9%	9.5%	9.0%	11.6%	11.6%	9.4%	8.7%
Veterans	1.9%	2.1%	2.2%	2.4%	4.8%	1.6%	1.0%
Adult Learners	18.6%	19.0%	18.2%	18.2%	19.5%	18.1%	17.6%
Total Undergraduate Enrollment	7,341	6,633	6,385	6,016	5,701	5,565	5,472
Graduate Headcount Enrollment							
Master's	1,878	1,705	1,611	1,697	1,862	1,719	1,633
Research Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	5	20
Total Graduate Enrollment	1,878	1,705	1,611	1,697	1,862	1,724	1,653
Certificates and Nondegree students							
	264	270	247	265	291	236	224
Headcount Enrollment by Method of Instruction							
Distance Education (100% Distance Education)	2,162	2,059	2,147	2,300	2,619	1,850	1,554
Traditional (On Campus)	4,163	4,089	3,533	3,253	2,839	2,670	2,670
Off Campus	54	40	13	78	3	0	0

Persistence Rates	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	73.8%	78.0%	79.8%	76.6%	76.7%	76.9%	76.7%
Third Year Persistence	65.1%	63.0%	65.4%	65.5%	62.4%	64.9%	62.3%
Fourth Year Persistence	62.5%	58.3%	58.9%	61.2%	57.0%	59.4%	56.9%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	36.2%	34.2%	37.3%	39.1%	37.3%	35.4%	33.8%
Six Year (or less)	54.2%	53.2%	57.4%	51.5%	49.3%	55.0%	47.2%

Completers	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	129.7	130.7	129.4	130.1	130.0	129.8	130.0
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	2,345	2,508	2,582	2,452	2,496	2,533
Undergraduate Degrees per 100 FTE	19.8	21.4	24.8	25.6	21.5	21.6
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	52.0%	45.5%	50.8%	52.1%	52.5%	55.6%
Non-Pell Recipient Graduation Rate	55.0%	56.5%	54.4%	59.0%	N/A	N/A
Underrepresented Minority Graduation Rate	63.0%	45.2%	40.0%	55.9%	52.5%	55.6%
Non-Underrepresented Minority Graduation Rate	58.0%	57.9%	57.2%	59.8%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	37.6%	39.0%	39.1%	44.6%	38.0%	38.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	N/A	N/A
Underrepresented Minority Freshmen	8.7%	12.4%	18.0%	23.9%	13.8%	14.6%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	N/A	N/A
Faculty Diversity						
Underrepresented Minority Faculty	12.6%	13.8%	13.6%	14.2%	13.2%	13.4%
Female Faculty	44.9%	47.2%	47.3%	48.3%	46.8%	47.8%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	20.9%	24.2%	25.8%	24.6%	23.4%	23.8%
Distance Education Enrollment						
Students Enrolled in at Least One 100% Distance Education Course	50.8%	N/A	56.1%	58.1%	60.1%	61.6%
Support Expenditures						
	47.7%	48.3%	43.9%	42.4%	43.7%	42.7%
Employee Productivity						
Student Full Time Equivalent (FTE) / Faculty FTE Ratio	10.59	10.40	9.61	9.60	9.30	8.59
URM Transfer Access and Success						
Underrepresented Minority Transfer Students	12.9%	16.4%	19.6%	21.6%	N/A	N/A
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	N/A	N/A
Underrepresented Minority Transfer Graduation Rate	43.0%	57.1%	55.4%	57.9%	N/A	N/A
Non-Underrepresented Minority Transfer Graduation Rate	70.0%	68.4%	66.0%	71.0%	N/A	N/A

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

Academic Programs

Academic Program Activity	
Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	21
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	4
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	19%
Associate Degree Programs	
Total Number of Associate Programs	12
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	3
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	25%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	61
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	46
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	75%
Master's Degree Programs	
Total Number of Master's Programs	16
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	15
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	94%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
270304	Applied Mathematics	Yes
111003	Cybersecurity	Yes
Certificate's		
511599	Spiritual, Ethical, and Religious Counseling	Yes
310501	Performance Enhancement and Injury Prevention	Yes
512314	Rehabilitation Science	Yes
310599	Sport Psychology	Yes
310599	Wellness and Fitness	Yes
310504	Wellness Coaching	Yes
131309	Secondary STEM Education	Yes
131101	Student Affairs Practice	Yes
422805	School Psychology	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Ofference Via Distance Learning
Certificate's			
422805	School Psychology	Reorganized from the previous Teacher Certification to a Certificate	No
Bachelor's Degree Programs			
110101	Computer Information Systems	Delivery method changed to also include online	Yes

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
380101	Philosophy	
160905	Spanish Education	
131203	Middle Leve Grades 4-8 CONCENTRATION ONLY - Math and Language Arts/Reading	
131203	Middle Leve Grades 4-8 CONCENTRATION ONLY - Math and Science	
131203	Middle Leve Grades 4-8 CONCENTRATION ONLY - Math and Social Studies	
131203	Middle Leve Grades 4-8 CONCENTRATION ONLY - Science and Lang Arts/Reading	
131203	Middle Leve Grades 4-8 CONCENTRATION ONLY - Science and Social Studies	
160905	Spanish	

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
510000	BS in Health Science
270501	BS in Statistics and Data
Doctorate Degree Programs	
430103	Doctor of Criminal Justice

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Associate Degree Programs	
430203	Fire Science
Bachelor's Degree Programs	
430203	Fire Science
141901	Mechanical Engineering
141001	Electrical Engineering
144201	Mechatronic Engineering
Master's Degree Programs	
050108	Middle Eastern Studies
050201	African American Studies
320111	Workforce Education
Doctorate Degree Programs	
130411	Doctor of Education - Superintendent

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$36.8	$36.2	$35.0	$35.0	$33.6	$32.8
Undergraduate Out-of-State Tuition	6.9	6.6	6.6	6.6	6.3	6.2
Graduate In-State Tuition	12.8	13.7	15.2	15.2	14.7	14.4
Graduate Out-of-State Tuition	9.2	9.6	10.1	10.2	9.9	9.7
TOTAL TUITION REVENUE	**$65.7**	**$66.0**	**$67.0**	**$67.0**	**$64.5**	**$63.1**
Total Fees	11.3	11.7	11.6	11.6	12.3	12.0
State Appropriations	29.8	29.8	30.1	29.3	29.2	29.2
All Other Revenue	5.3	5.0	9.4	10.5	4.7	4.6
Planned Use of Carryforward	0.0	0.0	0.8	(0.8)	0.0	0.0
Total E&G Revenue/Sources	**$112.1**	**$112.5**	**$118.9**	**$117.6**	**$110.7**	**$108.9**
E&G Expenditures/Transfers						
Total Salaries and Wages	$56.0	$58.1	$58.1	$57.7	$55.9	$59.1
Total Benefits	24.0	25.5	27.7	27.5	28.3	29.8
TOTAL PERSONNEL EXPENDITURES	**$80.0**	**$83.6**	**$85.8**	**$85.2**	**$84.2**	**$88.9**
Financial Aid	4.3	6.0	4.9	4.9	4.9	4.9
Utilities	2.4	2.1	2.2	2.2	2.3	2.3
Services & Supplies	18.8	17.2	19.2	18.5	16.4	16.2
Capital Expenditures and Transfers	5.8	7.0	6.8	6.8	6.2	5.5
Total E&G Expenditures/Transfers	**$111.3**	**$115.9**	**$118.9**	**$117.6**	**$114.0**	**$117.8**
Total E&G Fund Surplus/(Shortfall)	$0.7	$(3.5)	$0.0	$0.0	$(3.3)	$(8.9)
Annualized FTE Enrollment						
Undergraduate In-State	5,485.00	5,225.00	4,933.00	4,923.00	4,736.00	4,627.00
Undergraduate Out-of-State	622.00	563.00	546.00	545.00	525.00	513.00
Graduate In-State	1,165.00	1,188.00	1,278.00	1,275.00	1,227.00	1,199.00
Graduate Out-of-State	544.00	700.00	716.00	715.00	688.00	672.00
Total Annualized FTE Enrollment	**7,816.00**	**7,676.00**	**7,473.00**	**7,458.00**	**7,176.00**	**7,011.00**
E&G Fund Budgeted Annualized FTE Employees						
Faculty	317.00	326.00	319.00	317.00	309.00	309.00
AFSCME	228.00	217.00	217.00	217.00	212.00	212.00
Nonrepresented	96.00	86.00	86.50	84.00	83.00	83.00
SCUPA	57.00	54.00	54.00	53.00	52.00	52.00
All Other	61.00	60.00	58.00	57.00	56.00	56.00
Total E&G Fund Budgeted Annualized FTE Employees	**759.00**	**743.00**	**734.50**	**728.00**	**712.00**	**712.00**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Funds below made available from budget cuts and/or savings initiatives were needed to balance the University's budget in each of the three fiscal years			
Total	**$0**	**$0**	**$0**
Sources of Funds for Reinvestment:			
Reduced departmental budgetary allocations	$3,350,000	$1,232,450	$720,000
Position vacancies and retirements not filled (faculty and staff)	600,000	850,000	338,000
Eliminated VenuWorks contract (company who operated Convocation Center)	330,000		
Reduce Vulcan Flyer and campus shuttle services	150,000	100,000	
Reduce Graduate Assistant program budget and International Tuition Waivers		310,000	
Faculty overload reductions			250,000
Staff furlough savings beginning March 2016			250,000
Total	**$4,430,000**	**$2,492,450**	**$1,558,000**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises – *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$6.7	$6.4	$6.4	$6.4	$6.4	$6.4
Housing Fees	0.0	0.0	0.0	0.0	0.0	0.0
Privatized Housing	3.6	3.8	3.7	3.7	3.6	3.6
Other Auxiliary Sales	2.1	1.9	1.9	1.8	1.8	1.8
All Other Revenue	1.5	1.7	2.2	2.2	2.1	2.1
Total Auxiliary Revenue/Sources	**$13.8**	**$13.8**	**$14.1**	**$14.1**	**$13.9**	**$13.9**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$2.9	$2.7	$2.7	$2.7	$2.7	$2.7
Total Benefits	1.0	1.1	1.2	1.2	1.3	1.3
TOTAL PERSONNEL EXPENDITURES	**$3.9**	**$3.8**	**$3.9**	**$3.9**	**$4.0**	**$4.0**
Financial Aid	(0.0)	0.0	0.0	0.0	0.0	0.0
Utilities	1.2	1.3	1.3	1.3	1.3	1.3
Services & Supplies	7.5	7.5	7.1	7.1	6.8	6.8
Capital Expenditures and Transfers	1.9	1.8	1.8	1.8	1.8	1.8
Total Auxiliary Expenditures/Transfers	**$14.4**	**$14.3**	**$14.1**	**$14.1**	**$13.9**	**$13.9**
Total Auxiliary Fund Surplus/(Shortfall)	$(0.6)	$(0.5)	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**23.25**	**20.00**	**20.00**	**20.00**	**20.00**	**20.00**
Restricted Funds – *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$13.2	$12.8	$12.8	$12.8	$12.8	$12.8
State Grants & Contracts	6.8	6.2	6.2	6.2	6.2	6.2
Private Grants & Contracts	0.4	0.4	0.4	0.4	0.4	0.4
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	0.8	0.1	0.1	0.1	0.1	0.1
Total Restricted Revenue	**$21.2**	**$19.5**	**$19.5**	**$19.5**	**$19.5**	**$19.5**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$1.7	$1.7	$1.7	$1.7	$1.7	$1.7
Total Benefits	0.4	0.4	0.4	0.4	0.4	0.4
TOTAL PERSONNEL EXPENDITURES	**$2.0**	**$2.0**	**$2.1**	**$2.1**	**$2.1**	**$2.1**
Financial Aid	17.4	16.4	16.5	16.5	16.5	16.5
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.4	0.9	0.9	0.9	0.9	0.9
Capital Expenditures and Transfers	0.0	0.0	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	**$20.8**	**$19.4**	**$19.5**	**$19.5**	**$19.5**	**$19.5**
Total Restricted Fund Surplus/(Shortfall)	$0.4	$0.1	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**21.19**	**11.00**	**11.00**	**11.00**	**11.00**	**11.00**
Total University Revenue	**$147.0**	**$145.8**	**$152.5**	**$151.2**	**$144.1**	**$142.3**
Total University Expenses	**$146.5**	**$149.7**	**$152.5**	**$151.2**	**$147.4**	**$151.2**
Total University Surplus/(Shortfall)	**$0.5**	**$(3.9)**	**$0.0**	**$0.0**	**$(3.3)**	**$(8.9)**
Total University Budgeted Annualized FTE Employees	**803.43**	**774.00**	**765.50**	**759.00**	**743.00**	**743.00**

Tuition and Fees

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)					
In-State Undergraduate					
Tuition	$6,428	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	358	368	422	436	436
University Mandatory Fees	2,229	2,249	2,315	2,440	2,513
Total Cost In-State Undergraduate Off Campus or At Home	**$9,015**	**$9,239**	**$9,557**	**$9,936**	**$10,009**
Most Common Room and Board Rates	9,622	10,530	10,086	10,086	10,086
Total Cost In-State Undergraduate On Campus	**$18,637**	**$19,769**	**$19,643**	**$20,022**	**$20,095**
Out-of-State Undergraduate					
Tuition (Most Common)	$10,286	$9,934	$10,230	$10,590	$10,590
Technology Tuition Fee	542	558	642	664	664
University Mandatory Fees	2,633	2,599	2,677	2,815	2,899
Total Out-of-State Undergraduate Off Campus or At Home	**$13,461**	**$13,091**	**$13,549**	**$14,069**	**$14,153**
Most Common Room and Board Rates	9,622	10,530	10,086	10,086	10,086
Total Cost Out-of-State Undergraduate On Campus	**$23,083**	**$23,621**	**$23,635**	**$24,155**	**$24,239**
Part Time Undergraduates (per credit)					
Price to Most Common Student Living Off Campus or At Home					
In-State Undergraduate Off Campus or At Home					
Tuition per Credit (Most Common)	$268	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	15	18	19	19
University Mandatory Fees Per Credit (on average)	93	94	96	102	105
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$376**	**$385**	**$398**	**$415**	**$418**
Out-of-State Undergraduate Off Campus or At Home					
Tuition per Credit (Most Common)	$429	$414	$426	$441	$441
Technology Tuition Fee Per Credit	23	23	27	28	28
University Mandatory Fees Per Credit (on average)	110	108	112	117	120
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$562**	**$545**	**$565**	**$586**	**$589**
Graduate Students (per credit)					
Price to Most Common Graduate Student Living Off Campus or At Home					
In-State Graduate Student Living Off Campus or At Home					
Tuition per Credit					
Minimum	N/A	N/A	N/A	$470	$470
Maximum	N/A	N/A	N/A	$517	$517
Most Common	$429	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$163	$145	$147	$155	$159
Out-of-State Graduate Student Living Off Campus or At Home					
Tuition per Credit					
Minimum	N/A	N/A	N/A	$705	$705
Maximum	N/A	N/A	N/A	$776	$776
Most Common	$644	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$197	$180	$183	$192	$197

University Undergraduate Fees

2015/16

University Undergraduate Mandatory Fees	Part Time per Credit	Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$31	$750
University Service Fee	$7	$170
Activity Fee	$23	$540
Student Union Building Fee	$12	$296
Student Center Maintenance	$11	$268
Herron Recreation & Fitness Center Fee	$13	$316
Transportation Fee	$4	$100
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$47	$1,125
University Service Fee	$7	$170
Activity Fee	$23	$540
Student Union Building Fee	$12	$296
Student Center Maintenance	$11	$268
Herron Recreation & Fitness Center Fee	$13	$316
Transportation Fee	$4	$100
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
Traditional Housing	
Minimum	$6,098
Maximum	$8,896
Most Common	$6,592
All Other Housing	
Minimum	$6,750
Maximum	$8,150
Most Common	$6,750

Dining Costs - Students living on campus	# Meals/Week	Full Time Academic Year
Minimum	10	$3,342
Maximum	19	$3,646
Most Common	14	$3,494

Other Optional Fees	Full Time Academic Year
Parking	$300
Application	$25

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	832	1,170	1,277	1,041
Average Award	$5,477	$4,051	$4,028	$4,615
Total Dollars Awarded	$4,557,238	$4,739,764	$5,144,059	$4,804,411
% of Undergraduate Students Receiving Aid	11%	17%	19%	18%
Pennsylvania State Grants				
# of Students	2,353	2,237	2,132	2,019
Average Award	$2,593	$2,799	$2,647	$2,604
Total Dollars Awarded	$6,101,249	$6,261,872	$5,644,348	$5,258,057
% of Undergraduate Students Receiving Aid	32%	32%	32%	35%
Pell Grants				
# of Students	2,764	2,687	2,549	2,622
Average Award	$3,567	$3,733	$3,769	$3,732
Total Dollars Awarded	$9,860,080	$10,030,566	$9,608,158	$9,785,222
% of Undergraduate Students Receiving Aid	38%	39%	39%	45%
All Other Gift Aid*				
# of Students	1,004	1,360	1,371	1,224
Average Award	$2,365	$2,960	$3,227	$3,428
Total Dollars Awarded	$2,374,784	$4,025,751	$4,423,725	$4,195,760
% of Undergraduate Students Receiving Aid	14%	20%	21%	21%
Unduplicated Students Receiving Gift Aid				
# of Students	4,113	4,130	3,996	4,012
Average Award	$5,566	$6,067	$6,211	$6,141
Total Dollars Awarded	$22,893,351	$25,057,953	$24,820,290	$24,636,381
% of Undergraduate Students Receiving Gift Aid	57%	59%	60%	69%
Graduate Student Aid				
Graduate Assistantship Stipends**				
# of Students	201	191	193	181
Total Dollars Awarded	$1,671,790	$1,529,984	$1,459,618	$1,409,146
% of Graduate Students Receiving Assistantships	9%	9%	9%	8%
Graduate Tuition Waivers				
# of Students	17	18	17	14
Total Dollars Awarded	$95,494	$97,848	$80,222	$77,328
% of Graduate Students Receiving Waivers	1%	1%	1%	1%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

****Graduate Assistantship Stipends include updated information from California that has not been submitted to the data warehouse*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	5,407	5,148	4,843	4,523
Average Loan	$7,777	$7,772	$7,823	$9,337
Total Dollars Loaned	$42,051,742	$40,008,925	$37,885,451	$42,230,449
% of Undergraduate Students Receiving Loans	75%	74%	73%	78%
Graduate Loans (all known)				
# of Students	1,514	1,397	1,455	1,500
Average Loan	$10,962	$11,598	$11,461	$12,859
Total Dollars Loaned	$16,596,749	$16,202,358	$16,675,621	$19,287,952
% of Graduate Students Receiving Loans	61%	60%	58%	73%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	76%	76%	80%	86%
Average Amount of Debt *(of those graduating with debt)*	$29,147	$28,812	$29,105	$27,998
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	7.2%	8.0%	7.4%	6.2%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,557	$10,086	$1,000	$4,350	$24,993
In-State Undergraduate Off Campus, Living at Home	$9,557	$2,250	$1,000	$6,250	$19,057
Out-of-State Undergraduate On Campus	$13,549	$10,086	$1,000	$4,350	$28,985
Out-of-State Undergraduate Off Campus, Living at Home	$13,549	$2,250	$1,000	$6,250	$23,049

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	974	$15,685	$(2)	$9,377	$8,491
$30,001 - $48,000	444	$15,450	$463	$9,002	$8,075
$48,001 - $75,000	627	$18,435	$3,322	$6,125	$8,487
$75,001 - $110,000	771	$20,110	$5,242	$4,164	$8,939
$110,001 and Above	678	$20,570	$5,289	$4,143	$8,907

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title:	CA01 — Active Military Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently $250 per credit) and graduate tuition at a fixed rate of $399 per credit to the following individuals enrolled in the Global Online Program: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and dependents and spouses of active duty members. Effective summer 2014 through summer 2016. Undergraduates taking 12-18 credits are charged the 12-credit rate.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

The pilot has been implemented as originally proposed and approved. The university considers this pilot to be successful and will seek approval to continue this pricing model after the completion of the pilot period, and expand it to include veterans and eligible dependents effective fall 2016.

				Difference	
Assessment Criteria	**Prior Year: Fall 2013**	**Prior Year: Fall 2014**	**Current Year: Fall 2015**	**Fall 2014 – Fall 2013**	**Fall 2015 – Fall 2014**
Cohort Access					
Headcount Pell Recipients	12.00	16.00	23.00	4.00	7.00
Percent Pell Recipients	13.0%	12.0%	14.0%		
Headcount Nonmajority Students	20.00	41.00	50.00	21.00	9.00
Percent Nonmajority	22.0%	31.0%	30.0%		
Other:					
Cohort Enrollment					
Fall FTE Students	51.27	74.60	96.23	23.33	21.63
Fall Headcount Students	90.00	133.00	166.00	43.00	33.00
Annualized FTE Students	85.29	119.83	148.19	34.54	28.36
Fall Revenue Associated with Cohort					
Tuition Revenue	$244,385	$313,406	$391,816	$69,021	$78,410
E&G Fee Revenue	17,942	34,068	47,919	16,126	13,851
Auxiliary Fee Revenue	0	0	0	0	0
Institutional Financial Aid *(negative number)*	0	0	0	0	0
Net Revenue	$262,327	$347,474	$439,735	$85,147	$92,261
Revenue Increase Due to Normal Rate Changes		538	1,193	538	655

Observations:

This pilot has far exceeded enrollment and revenue goals. Since fall 2013, headcount enrollment has increased 81% and tuition revenues have increased 58%.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

CLARION UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 6
- Other Areas of Distinction 8
- Strategic Goals 12
- University Strengths, Opportunities and Challenges 13

Key Performance Indicators

- Strategic Enrollment Management 15
- Performance Funding Indicators 16

Academic Programs 17

Financial Information 20

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission

Clarion University of Pennsylvania provides transformative, life-long learning experiences through innovative, nationally-recognized programs delivered in inclusive, student-centered environments.

Vision

Clarion University will be a leader in high-impact educational practices that benefit students, employers, and community partners.

Core Values

Students, faculty, staff and alumni of Clarion University value:

- Learning;
- Accomplishment;
- Encouragement;
- Diversity;
- Civility;
- Civic Engagement;
- Public higher education.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

CLARION UNIVERSITY STRATEGIC GOALS 2012-2017

Clarion University will:

Encourage student, faculty and staff success.

- Admit, retain and graduate students
- Prepare students for employment
- Infuse high impact practices
- Grow nationally recognized programs
- Encourage the professional development of faculty and staff

Create equitable, diverse environments.

- Promote a diverse student body and employee workforce
- Value the inclusion and experiences of all students and employees

Expand our engagement with society.

- Align knowledge and resources with community partners' needs
- Promote community service and volunteerism among students, faculty and staff
- Serve as an economic engine to the region

Thrive financially

- Ensure optimal stewardship of resources
- Expand enrollment
- Undertake a comprehensive capital campaign

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

Goals & Outcomes

GOAL 1: The Clarion University academic community will develop innovative curricular programs and classroom experiences that embody high impact practices.

- Develop a multicultural competency required of all university students
- Globalize the curriculum
- Complete the infusion of LEAP (Liberal Education, America's Promise) model into the curriculum
- Grow experiential learning opportunities
- Grow high-need programs (e.g., STEM, health professions) that benefit the commonwealth
- Develop more interdisciplinary majors and minors through interdepartmental and inter-college collaboration (including partnerships with other institutions)
- Participate in national benchmarking studies to determine progress toward best practices in programs, services, and facilities
- Develop an infrastructure that supports a comprehensive approach to community service and service learning.

GOAL 2: The Clarion University academic and student affairs communities will assist in creating an intentional comprehensive student experience, including co-curricular and extracurricular opportunities for personal and professional development.

- Increase intentional intersection between academic curriculum and student affairs programming, to include the adoption of a co-curricular transcript
- Implement a general education model that encourages academic preparation as well as life development
- Broaden faculty investment in the complete student experience beyond the classroom
- Coordinate with other university divisions to improve multicultural awareness of our students
- Implement CU Connect swipe card system for tracking student involvement and expand utilization of CU Connect as a source of internal university information
- Create a co-curricular plan and record that provides a framework for obtaining highly desired skills and experiences through student engagement and involvement
- Support the implementation of Living Learning Communities (LLC's)
- Collaborate with others to improve support for a student population with diverse backgrounds and needs
- Improve support for students identified as at-risk through the student success and retention platform
- Enhance programs and services for students who violate university AIcohol and Other Drugs policies
- Increase awareness and involvement of the Clarion community in the Good Neighbor Program
- Improve the physical environment to better serve student needs
- Explore the feasibility of implementing electronic medical records
- Increase financial support through partner-ships and external resources to enhance student programs and services

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Goals & Outcomes

GOAL 3: The Clarion University academic community will equip students with the skills, knowledge, and dispositions to seek career opportunities and lead successful lives from enrollment through graduation and beyond.

- Incorporate a system of credentials and degrees that allows for the flexibility of students of varying ability/preparation to step-in and -out of studies
- Develop tracks clearly designed for students who wish to pursue advanced degrees within their discipline
- Adopt best technology practices for education in a rural setting
- Increase student retention and completion rates at all credential levels
- Develop/shape a comprehensive enrollment plan linked specifically to the mission of the university and regional needs/assets (going beyond numbers and addressing quality/preparation)
- Enhance the student advising structure to incorporate a comprehensive approach that adopts best practices for multiple modalities of learning

GOAL 4: The Clarion University academic community will develop educational opportunities that address the demands and capitalize on the resources of the region.

- Define the university's future role as a leading health education provider
- Develop programs in eco-tourism
- Develop programs in the field of energy studies and sustainability
- Provide students the skills-based credentials (i.e., applied professional studies) desired by employers in the region
- Become a cultural center for the arts and humanities in the region
- Facilitate entrepreneurial growth in the region

GOAL 5: The Division of Student Affairs will improve communication with all internal and external constituencies.

- Survey divisional employees to understand their perspectives regarding the effectiveness of current methods for communicating key divisional information
- Develop a plan to improve Student Affairs units' online and digital presence to support the university's branding, marketing, and communication initiatives

GOAL 6: The Division of Student Affairs will build a culture of accountability through assessment and continuous improvement

- Improve the assessment skills of Student Affairs staff through professional development opportunities.
- Create a systematic assessment reporting process and timeline
- Develop and implement strategies to share the role and effectiveness of Student Affairs programs in advancing student learning, development, and success

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Goals & Outcomes

GOAL 7: The Student Affairs Division will expand engagement with others in support of Clarion University and its mission.

- Increase opportunities for engagement between the university and external communities
- Create a Parents and Family Advisory Board

GOAL 8: The Student Affairs Division will maximize resources to support learning, engagement, and achievement in an inclusive environment.

- Improve service delivery and operational efficiencies

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

The following are Clarion's Programs of Distinction listed in alphabetical order.

Business

Clarion's business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB) International, one of only 25 colleges in the Commonwealth to be so accredited and one of only five institutions in the System. Clarion University was the first college in the State System to be accredited by AACSB International at the graduate and undergraduate levels. The Paralegal program is accredited by the American Bar Association. The Human Resources major is certified by the Society of Human Resources Management, and the Certified Financial Planner program is approved by the Certified Financial Planner Board of Standards, Inc. In 2015, Clarion University's online Master of Business Administration program was ranked 62 nationwide by the *U.S. News and World Report*. Clarion's online MBA earned the highest ranking in the System. geteducated.com ranked Clarion's online MBA as a "Top 30 Best Buy." Last year, faculty in the program published 15 articles in refereed journals, 7 books, and presented 16 refereed papers. In addition, faculty serve as president of the Pennsylvania Economic Association, co-chair of the *International Human Resources Management and Cross-cultural Management* track of the European Academy of International Business (EIBA); co-organizer of the 2015 Professional Development Workshop program for the MED (Management Education and Development) division of the Academy of Management. Faculty have also received multiple research grants. Among recent student completion successes:

- A Clarion student was named Outstanding National Student by the Society for the Advancement of Management, and another Clarion student was named Outstanding Regional Student in 2015
- A Clarion student is one of the 4 semi-finalists for 2016 IARFC National Financial Plan Competition
- 2 Clarion students are semi-finalists in the CFA Society Financial Literacy Competition

Education

Clarion's history in teacher education is rich. CAEP and PDE accredited programs are offered in early childhood education, middle level education, secondary education, and special education. Students enrolled in these programs start observing/assisting in the field in their first semester and experience a half semester of field work before the semester long student teaching experience. A current emphasis on dual certifications in early childhood, middle level, secondary level, and special education has produced outstanding graduates who are highly marketable and sought after by school districts. Special education offers an undergraduate dual preparation for grades PreK-8 with 7-12 requiring a fifth year to secure Reading Specialist certification. This Intervention Specialist program is unique amongst the System universities and is only one of three such programs in the Commonwealth. Clarion was the first in the Commonwealth to create such an innovative professional preparation and its first graduates have found themselves in high demand. The minor in Diagnosis and Intervention for Students with Mathematical Disabilities is the only such minor offered in the Commonwealth. The School of Education also offers a Master's Degree in Education with concentrations in curriculum and instruction, reading education (K-12), early childhood, science, technology, and special education. Clarion's online graduate education programs ranked in the top third of the *U.S. News and World Reports* Best Online Graduate Education Programs survey for 2016. Clarion was ranked 7th in the nation for Student Service and Technology and 13th in the nation for Faculty Credentials. Endorsements are offered in online instruction, gifted education, and autism. Faculty currently serve as president of the PA Council for Exceptional Children and on the Board of Directors of Pennsylvania TASH.

Academic Programs of Distinction *(Continued)*

Health Sciences

The School of Health Sciences offers a wide range of disciplinary-accredited programs from the certificate to the doctorate. Jointly with Edinboro University, the School offers a Doctorate of Nursing Practice, a post Masters credential in Family Nurse Practitioner, and a Masters Degree program. The DNP program is ranked #2 on the Best Value Online Doctor of Nursing Practice Degree Programs by Best Medical Degrees. The MSN program is ranked 21st by the *U.S. News and World Reports.* Graduates of the Clarion-Edinboro program have a 100% pass rate on family nurse practitioner certifying exams. The MS in Rehab Science is ranked 18th nationally by gograd.org for top online programs in social work, 2016. The program is the top ranked program in PA and the only ranked System university. An average of 98% of the graduates of the Masters in Speech Language Pathology are employed in their field.

Bachelor's degrees are offered in Allied Health Leadership, Medical Imaging, Medical Technology, Nursing (4-yr & RN-BSN), Nutrition & Fitness, Rehabilitative Sciences, and Speech Pathology. Associates degrees are offered in Allied Health, Nursing, Rehabilitative Sciences, & Respiratory Care. Pass rates on licensing and certificate exams in many of these programs range from 96 to 100%. The four-year B.S. in Medical Imaging Sciences degree program with concentration a radiologic technology is a two-plus-two program in which Clarion partners with nationally accredited two-year hospital-based schools of radiologic technology. This partnership model affords students a high degree of experiential learning in a very cost-effective manner. Additionally Clarion's Biology faculty provide Pre-professional Studies programs in pre-pharmacy, pre-med, pre-occupational therapy, pre-dentistry, pre-chiropractic, pre-physician's assistant, pre-PT, pre-podiatry, and pre-optometry. An articulation agreement with Lake Erie College of Osteopathic Medicine (LECOM) allows high school students to be accepted at both Clarion and LECOM. These students complete a B.S. in Biology at Clarion and then, contingent upon grades at Clarion and successful completion of an interview, enter the pharmacy, osteopathic medicine, or dentistry programs at LECOM. A similar arrangement is in place with the Logan School of Chiropractic. Students wishing to pursue careers in Medical Technology.

Library Science

In Fall 2015, Clarion became the only university in the entire Commonwealth of PA to offer undergraduate coursework in library science. Clarion's Department of Information and Library Sciences is accredited by the American Library Association (ALA), one of only three programs in the Commonwealth to be so accredited and the only program with this accreditation in the System. Since many employers require an ALA-accredited master's degree for professional level positions, graduates from Clarion's ALA-accredited program have high job placement rates. Clarion's Department of Information and Library Sciences pioneered distance education at Clarion and within the System. Averaging 200 MSLS graduates a year, the program regularly attracts students from across the USA. In 2015, Clarion University's online MSLS program was ranked # 43 nationwide in the *U.S. News and World Reports* ranking of Best Online Library Science programs. geteducated.com ranked Clarion's online Masters in Library Science as a "Top 30 Best Buy." Faculty in the program continue to publish including a 2016 textbook entitled "Fostering Family History Services" and 8 peer reviewed journal articles. In addition, faculty presented papers at over 25 conferences and reviewed manuscripts for several disciplinary journals.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

Community engagement

- Student service. Clarion University students performed over 289,818 hours of service in 2015. Service included the CU Days of Service Initiative, Stand for Children, Read for a Cure, Relay for Life, Special Olympics, service provided by majors in Communication Sciences & Disorders at the Speech Clinic, Valentines for Veterans project, and the Venango County Visiting Veterans in Nursing Homes project. In 2014, Clarion University was named to President's Higher Education Community Service Honor Roll.
- Allegheny National Forest Heritage Research. Clarion University continued its partnership with the Heritage component of the Allegheny National Forest. Six undergraduate anthropology majors continue to work on an Allegheny National Forest grant. This grant is for the excavation and analysis of the King Farm Site near Tionesta. Students organized, cleaned, stabilized, and catalogued artifacts from the project.
- 537 Clarion Community Learning Workshop Housed on Main Street in Clarion, the Community Learning Workshop provides free critical educational opportunities to K-12 students and adults from Clarion and surrounding communities. This includes homework help, tutoring, GED preparation and programming, and workshops in areas of the arts, writing, computer literacy, workplace writing and much more. Co-directed by Clarion faculty members, the Community Learning Workshop has served more than 400 learners since it opened in 2013. The workshop is staffed by Clarion University students from multiple academic programs, including Education, Speech Language Pathology, and English. To date, more than 400 Clarion University students have served at the Workshop by providing homework help and tutoring, and developing, marketing, and facilitating events and programs.
- Small Business Community Development Center. Since 1980, Clarion University has supported the Small Business Community Development Center (SBDC) whose mission is to grow the economy of an 11 county region of western PA by providing entrepreneurs with the education, information and tools necessary to build successful businesses. The SBDC also works with students enrolled in MGMT 330 "New Venture Creation Lab" to create business plans for new businesses and helps to place students as interns in regional businesses in the region. In 2015, the SBCD provided 7,693 hours of one-on-one consulting to 461 clients and assisted 38 clients with securing financing for projects totaling $11,567,946. Fifty SBDC clients started businesses including four clients that purchased a business with assistance from the SBDC. The SBCD also provided training to 1,591 individuals at 86 events including 24 First Step seminars. Clarion University SBDC was one of seven Pennsylvania SBDCs to receive the 2015 Happy Client Award given to Centers that earned 100% for the client satisfaction metric. Two staff members of the SBCD were recognized as members of the PA SBDC 2 Million Dollar Club.
- Center for Applied Research and Intellectual Property Development. Clarion University's Center for Applied Research and Intellectual Property Development (CARIPD) serves to support, incubate, and accelerate individual entrepreneurs, start-up companies, and established companies as well as a provide a site for student internships and research. Located in the Barnes Center, CARIPD supports sponsored/contract research with individual entrepreneurs and industry partners, supports internal applied research from staff and students, and manages the private and shared facilities at Clarion University's Innovation Laboratories. Incubator facilities include the Innovation Laboratories which are comprised of 2,500 square foot of shared facilities designed for academic and industrial integration. These facilities offer two proprietary laboratory spaces in conjunction with communal laboratories and equipment for industrial clients. Other facility features also include electron microscopy, deconvolution fluorescent microscopy, and a class 10 clean room suited for semiconductor or aseptic processes.
- Northwest Pennsylvania Rural AIDS Alliance. The Northwest Pennsylvania Rural AIDS Alliance is a grant funded program that serves people living with HIV or those co-infected with HIV and the Hepatitis C Virus who reside in 13 counties in North Western PA. The NW Alliance provides medical case management, specialty clinics/care, patient care services, as well as high impact prevention services. Established in 1991, the NW Alliance receives funding through the PA Department of Health, Bureau of Communicable Diseases, Division of HIV/AIDS; Part B of the Ryan White CARE Act -Housing Opportunities for Persons with AIDS (HOPWA); State Appropriations; and Part C of the Ryan White CARE Act from the Health Resources and Services Administration.

Other Areas of Distinction *(Continued)*

- Barbara Morgan Harvey Center for the Study of Oil Heritage. The Barbara Morgan Harvey Center for the Study of Oil Heritage is located in the Charles L. Suhr Library at the Venango campus in Oil City, Pennsylvania. The Center offers scholars, students, and the community a place for discussion, study, and documentation of Pennsylvania's Oil Region's history and heritage. The collection includes a variety of books that document the history of the region, newspaper clippings from the early 1900s, minutes from the meetings of early oil companies from the late 1800s, maps, photographs, as well as videotaped oral histories of residents of the oil region.
- Mary L. Seifert cultural series and Venango Cultural Arts series. The Mary L. Seifert Cultural Series was established to provide the Clarion University community with cultural experiences that inspire learning through thoughtful discussions. The annual series of events are tied to a particular cultural theme. The 2015-16 theme is "Inside Politics" and includes presentations by Cornel West. Previous speakers include Spike Lee, Jamar Rogers, Maya Angelou, a week long visit from Tibetan Monks, Stephen Kuusisto, and Lisa Shifren, photographer of Holocaust Survivors. The Venango Cultural Arts and Entertainment series serves a similar function on the Venango Campus. Recent speakers include David Wheeler, whose son Benjamin was murdered at Sandy Hook Elementary; Elizabeth Smart, who was held captive for 9 months; and Matt Roloff, star of the reality show "Little People, Big World."
- Chautauqua Writers' Festival. The Chautauqua Writers' Festival at the Chautauqua Institute in Chautauqua N.Y. is in its 14th year. It is co-sponsored by Clarion University, Penn State Behrend, University of North Carolina at Wilmington, University of Pittsburgh at Greensburg, and Monmouth University. Occurring every June, the 4 day festival offers workshops, individual conferences, lectures, panels, open mic sessions, writing time, panel discussions on publishing and revising, and readings by nationally renowned poets and prose writers. In 2016, a nationally recognized songwriter will be included. Since its inception, the Chautauqua Writers' Festival has awarded full scholarships to over 25 Clarion students.
- Peirce Planetarium. The Peirce Planetarium presented approximately 45 shows for the community in the past year. Fourteen of those shows were presented to local elementary school students. Over 1,500 people (students, elementary school students, and people from the community) attended the shows.
- Collaborative summer research programs for high school students. The Department of Biology and Geosciences collaborates with the Honors Program to run a Summer Academy in Watershed Protection and Restoration. High achieving high school students from across Pennsylvania participate in the week long academy. Students conduct field research, learn data analysis skills, organize their results, and present the results of their research to an audience of peers, parents, and members of the community. Similarly, Drs. Karen Spuck and Susan Prezzano, supported by an NSF SEM grant, organized an outreach program which paired undergraduates with high school students on specific projects. For archaeology, 10 students from three high schools participated in imaging and analyzing charred, fragmented domesticated seeds to provide a baseline in identifying archaeobotanical remains.
- Kids in College. The Kids in College program on the Venango campus is a week-long summer enrichment program that focuses on academic, cultural, art, music, fitness, nature, and technology topics for children in kindergarten through eighth grade. In 2015, 50 children enrolled from Crawford, Clarion, Venango, and Forest counties, including 1 child from Colorado and 1 from Ohio. A Samuel Justus grant (local foundation) allowed us to offer 23 scholarships to children in 2015.
- Nanoday. Clarion hosted Nanoday for 30 K-12 students. Nanodays, a nationwide festival of educational programs about nanoscale science and engineering and its potential impact on the future, are organized by participants in the Nanoscale Informal Science Education Network. Coordinated by Clarion faculty, this event included activities in the physics research lab and an introduction to our Atomic Force and Scanning Electron Microscopes. Clarion students in the Society of Physics Students assisted in this event.
- Northwest PA GIS conference. Clarion has hosted the Northwest PA GIS conference for the 10th consecutive year. GIS supports new business markets, assists in 911 operations and natural disaster emergency management and handles data analysis for oil and gas exploration. The conference includes faculty, students, county representatives, and industry and business representatives.

Other Areas of Distinction *(Continued)*

- Undecided Students. Clarion University's Center for Career and Professional Development and Office of Admissions hosted Admissions Visit Days for prospective students who are undecided about their major. Students attending the programs complete an online Focus 2 Admissions career assessment and meet with staff from the University's career development, advising services, and counseling services offices to gain greater insight regarding their results. Family members join with their student and university career experts to discuss results of the career assessments. Family members also participated in sessions titled, Financial Aid 101, The ABCs of Being a College Parent and the Basics of Applying to College.
- Military-Friendly Designation. Clarion University has been designated a 2016 Military Friendly® School for the seventh consecutive year. Clarion waives the application fee for all active duty and veteran military personnel. It also provides scheduling priority for veterans and sponsors a Student Veterans Organization. The Venango Campus Veterans Club sponsors Flags for the Fallen Ceremony on Veterans Day to honor veterans who have died in recent wars in the Middle East.

Student Success

- 2015 NCAA Woman of the Year. Kristin Day was named 2015 NCAA Woman of the Year. Day is the first winner of the NCAA Woman of the Year Award from any Pennsylvania-based university and is only the fourth NCAA D-II Athlete honored with this award. A three-time NCAA Division II National Champion diver in her career, Day graduated from Clarion in May, 2015 with a perfect 4.0 GPA while completing 153 credits. She earned a degree in Chemistry with a concentration in Biochemistry. She is currently enrolled in medical school at Lake Erie College of Osteopathic Medicine on an NCAA Post-Graduate scholarship. Day was also named the 2015 Capital One NCAA D-II Academic all-America of the Year, two time At-Large Academic All-America of the Year (2015, 2014), the PSAC Pete Nevins Scholar Athlete of the Year, the NCAA D-II "Elite 89" award winner at swimming nationals, a three-time NCAA Division II National Champion and 8-time career All-American. She won the NCAA D-II one meter national title in 2015 and finished 4th on 3 meter. In 2014 she won both NCAA 1 meter and 3 meter championships. She was named the 2014 CSCAA NCAA D-II Female "Diver of the Year".
- Debate Team. The Clarion University debate team is the only nationally competitive debate team in the System. They participate in a range of tournaments across the northeastern United States. Several Clarion University debaters have earned national ranking. The Clarion team is the only State System university team to have qualified for the National Debate Tournament.
- Equestrian Team. The Venango Campus Equestrian Team competes in the Intercollegiate Horse Show Association (IHSA). Six Equestrian Team members have earned enough points in their class to qualify for the 2016 IHSA Regional Finals.
- Student Communication Award. Matthew Catrillo of Henryville, PA, a digital media senior in Clarion's Department of Communication took a first-place award for his television news package, "Shanksville Remembrance," at the Society for Collegiate Journalists 2015 National Contest.
- Undergraduate Research. The undergraduate research grant program awarded $22,000 in funds to support a total of 42 undergraduate research grants. These grants involved 98 students and 21 mentors. Students submitted 29 travel grant proposals that included at least 62 students travelling to state, regional, and national conferences. Eighty-one posters were presented at the Undergraduate Research Conference held in April. Six undergraduate students served as co-authors for published articles in physics, and another three have co-authored referred papers.

Other Areas of Distinction *(Continued)*

- CUMentor program.The CUmentor program, developed in fall 2015, links alumni and employer partners with current Clarion students. This two-year pilot program pairs the Center for Career and Professional Development staff with the College of Business Administration and Information Sciences faculty to engage students in academic courses required for their discipline. Students are exposed to a Professional Development Series beginning in their sophomore year. The Professional Development Series are delivered through the university's D2L online educational delivery system and as Professional Development Days, which include workshops, webinars, guest speakers and tasks that provide intermediate and advanced programming to enhance participants' career development and job search skills. Students have the opportunity to earn bronze, silver and gold digital badges and to become "mentor eligible." The CU Mentor program currently has 52 mentees and 71 mentors.
- Allied Health and Nursing Living Learning Communities (LLCs). Approximately 20 medical imaging sciences and nursing students enroll each year in these LLCs. The LLCs kick off the academic year with a two-day, off-campus leadership retreat and a student/faculty luncheon. A slate of Brown Bag Lunch events in the fall and spring semesters present topics that support student success on campus and as future health care professionals. A culminating activity finishes every semester. Students have visited a Level I trauma center in Pittsburgh, the Lake Erie College of Medicine's cadaver lab, and the National Institutes of Health in Bethesda, MD.

Faculty Service and Grants

- Clarion continues to be awarded grants for Educational Talent Search, Upward Bound, and TRIO.
- Dr. Chunfei Li was awarded $132,506.00 from the National Science Foundation for "RUI: Preparation of Free-standing Icosahedral Quasicrystalline Nanoparticles and Their Application in Self Assembly."
- Dr. Ning Chen was awarded two grants—"The Impact of Belief in Luck on Entrepreneurial Intentions" and "The Impact of Business Failure on the Pursuit of Entrepreneurship."
- Dr. Sandra Trejos is serving as a mentor for the 2015-2016 cohort of the Diversity Initiative for Tenure in Economics (DITE). Trejos is also the acting president of the 2015 Pennsylvania Economics Association Conference.
- Dr. Kevin Roth was awarded $292,653 from the Small Business Administration and $220,837 from the PA Department of Community and Economic Development for SBDC Funding.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

1. Ensuring academic program excellence and relevance.
    a. This is evidenced in our revisions to General Education as well as by the following goal in our academic strategic plan:
        i. The Clarion University academic community will develop innovative curricular programs and classroom experiences that embody high impact practices.
            1. Develop a multicultural competency required of all university students
            2. Globalize the curriculum
            3. Complete the infusion of LEAP (Liberal Education, America's Promise) model into the curriculum
            4. Grow experiential learning opportunities
            5. Grow high-need programs (e.g., STEM, health professions) that benefit the commonwealth
            6. Develop more interdisciplinary majors and minors through interdepartmental and inter-college collaboration (including partnerships with other institutions)

2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
    a. This is evidenced by the following goal in our academic strategic plan:
        i. The Clarion University academic community will equip students with the skills, knowledge, and dispositions to seek career opportunities and lead successful lives from enrollment through graduation and beyond.
            1. Incorporate a system of credentials and degrees that allows for the flexibility of students of varying ability/preparation to step-in and -out of studies
            2. Develop tracks clearly designed for students who wish to pursue advanced degrees within their discipline
            3. Adopt best technology practices for education in a rural setting
            4. Increase student retention and completion rates at all credential levels
            5. Develop/shape a comprehensive enrollment plan linked specifically to the mission of the university and regional needs/assets (going beyond numbers and addressing quality/preparation)
            6. Enhance the student advising structure to incorporate a comprehensive approach that adopts best practices for multiple modalities of learning

3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
    a. Reaching new markets of adult "completers".
        i. Add new online programs, such as Criminal Justice Administration, MS In Applied Data Analytics, and MS in Accounting, designed to assist working professionals finish degree requirements
        ii. Develop 7 week courses to appeal to adult online learners.
    b. Third year of a multi-year workforce plan.
        i. Continued emphasis on reorganization and restructuring of academic and support units that has seen a reduction in the number of academic colleges and departments and consolidation of services.
    c. Additional cost cutting measures include the elimination of the SSC software and replacement of the MapWorks software with Beacon.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

- The University has a sound curriculum, as indicated by accreditation in major professional areas. Recent additions to the curriculum, especially undergraduate programs in Criminal Justice Administration, Nutrition and Fitness, Sport Management and master's programs in Applied Data Analytics and in Accounting are attracting more students. A 2+2 degree completion program in Accounting at Butler County Community College is in its second year of operation. The University continues to be a leader in online education. As a result of student surveys and several off-campus focus groups, the University developed the infrastructure to offer online courses in a 7-week format to address the needs of working adults.
- The renovation of Becht Hall, which opened in August 2015, allows the University to provide a "one stop" for student services ranging from financial aid and registrar to the health clinic and writing lab. This enables a more streamlined approach for students and their families.
- The construction and debut of our Main Street Suites student housing in August 2015 and January 2016 provides opportunities for increased campus community connections as a result of the very deliberate and thoughtful mix of private and public spaces. Public spaces include a movie theatre, Starbucks, and The Den by Denny's.
- The renovation of the first floor of Ralston Hall was completed in August 2015. The Ralston Hall simulation laboratory, classroom, and office space provide new facilities for our health sciences.

Opportunities

The University has many new opportunities on the horizon.

- Physical Plant: Renovations to the Tippin Gymnasium will provide improved athletic and conditioning facilities.
- Student recruitment: The hiring of a full time Scholarship Director (funded by the Clarion University Foundation) is enabling the University to strategically allocate scholarship awards. Continued focus on recruitment and involvement of faculty has yielded a significant increase in applications.
- Student retention/success: During the 2014-2015 academic year, the University undertook a self study of our first-year experience. With the input from the John Gardner Institute staff, the results of the self study were used to formulate a comprehensive cohesive program for first year students with a resulting increase in retention. The first phase of this plan was implemented this year. Student Success Coaches were hired in January 2016. The College of Business and Information Sciences is piloting the use of business and industry mentors to boost retention in the College and the University. Academic Improvement Plans were instituted for all students with GPAs less than 2.0. Beacon software which measures non-cognitive readiness factors for students was selected to replace a more costly software package. The use of the Beacon prior to students' arrival on campus allows for strategic intervention with students at risk.
- Curriculum: The University piloted the use of Inquiry Seminars for freshmen in fall 2015, and the preliminary outcome data look promising. The General Education Council has proposed a new general education curriculum. Consultants were engaged in spring 2015 to explore the feasibility of developing majors in engineering and, in fall 2015 to explore the feasibility of developing a doctorate in Higher Education Leadership. After favorable feedback, the curriculum development process for these degrees is beginning. A part-time Assessment Coordinator and the expansion of our university-wide assessment committee will enable us to meet Middle States requirements by standardizing assessment practices for the University.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities *(Continued)*

- Infrastructure: The University is preparing the plans for a capital campaign to coincide with our 150th anniversary. The hiring of a part-time grants coordinator will enable growth in grant acquisition.
- Sports: Following from a 2014 university athletics task force recommendations, Clarion is expanding its women's athletics programs. The women's cross country/track and field program will be enhanced in order to increase the program by 59 new students over five years. Four athletic programs, women's volleyball, women's swimming and diving, men's football and men's wrestling, were identified as priority programs.

Challenges

Fiscal concerns, including unfunded mandates from the negotiated contracts, and enrollment continue to challenge the University.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	21.5%	21.2%	19.7%	18.8%	21.4%	21.4%	21.4%
New Transfers	6.9%	6.8%	9.4%	11.0%	8.2%	8.2%	8.2%
Veterans	2.5%	2.7%	2.8%	3.0%	2.5%	2.5%	2.5%
Adult Learners	16.1%	15.7%	16.2%	17.1%	17.2%	17.2%	17.2%
Total Undergraduate Enrollment	5,714	5,335	5,046	4,744	4,401	4,401	4,401
Graduate Headcount Enrollment							
Master's	1,083	980	852	766	782	782	782
Research Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	15	20
Total Graduate Enrollment	1,083	980	852	766	782	782	782
Certificates and Nondegree students							
	194	205	182	202	185	185	185
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	1,257	1,377	1,359	1,320	1,320	1,320	1,320
Traditional (On Campus)	4,155	3,636	3,060	2,941	2,574	2,574	2,574
Off Campus	637	543	504	456	381	381	381

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	70.2%	70.5%	75.7%	74.5%	73.5%	73.5%	73.5%
Third Year Persistence	61.8%	58.5%	60.3%	65.6%	63.0%	63.0%	63.0%
Fourth Year Persistence	56.1%	57.4%	55.5%	57.1%	59.4%	59.4%	59.4%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	29.5%	30.8%	35.6%	30.2%	35.0%	35.0%	35.0%
Six Year (or less)	48.4%	53.6%	49.7%	49.3%	50.0%	50.0%	50.0%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation*							
	129.3	127.6	128.2	127.6	127.6	127.6	127.6
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

*Current values include graduates of degree programs that require greater than 120 credits and are therefore temporary. Final values including only degree programs with Board approved requirements of 120 credits will replace the temporary values in the near future.

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	1,581	1,521	1,537	1,401	1,545	1,572
Undergraduate Degrees per 100 FTE	17.7	20.6	21.6	23.3	19.0	19.1
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	44.0%	36.6%	46.3%	43.2%	44.9%	47.6%
Non-Pell Recipient Graduation Rate	51.0%	53.1%	57.5%	52.4%	N/A	N/A
Underrepresented Minority Graduation Rate	34.0%	26.4%	36.5%	26.1%	34.3%	36.4%
Non-Underrepresented Minority Graduation Rate	50.0%	49.5%	55.2%	52.4%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	40.2%	44.2%	40.6%	43.5%	38.0%	38.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	10.9%	12.7%	9.8%	13.7%	11.8%	12.5%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	11.3%	12.1%	10.9%	11.4%	12.8%	13.2%
Female Faculty	47.1%	48.3%	47.8%	47.9%	48.1%	48.6%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Student Learing Assessment						
Critical Thinking - Value Added Score		At Expected	At Expected	At Expected	At Expected	At Expected
Critical Thinking - Senior Score		111.13	111.17	110.60	Annual Improvement	Annual Improvement
Writing - Value Added Score		At Expected	Above Expected	At Expected	Above Expected	Above Expected
Writing - Senior Score		114.66	115.21	114.10	Annual Improvement	Annual Improvement
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	27.1%	33.6%	32.3%	36.1%	33.3%	34.0%
Closing the Transfer Achievement Gaps - 6 Year Graduation Rates						
Pell Transfer Graduation Rate	48.0%	53.8%	56.5%	51.5%	N/A	N/A
Non-Pell Transfer Graduation Rate	54.0%	54.7%	59.5%	53.2%	N/A	N/A
Underrepresented Minority Transfer Graduation Rate	32.0%	56.7%	50.0%	33.3%	N/A	N/A
Non-Underrepresented Minority Transfer Graduation Rate	55.0%	55.5%	59.3%	55.2%	N/A	N/A
Distance Education Enrollment						
Students Enrolled in 100% Distance Education	36.1%	N/A	41.2%	40.2%	43.0%	46.4%
High Impact Practices						
Freshmen Participating in High Impact Practices	35.1%	N/A	52.0%	55.2%	38.1%	39.1%
Seniors Participating in High Implact Practices	83.0%	N/A	86.6%	83.3%	85.5%	86.3%

Academic Programs

Academic Program Activity	
Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	14
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	1
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	7%
Associate Degree Programs	
Total Number of Associate Programs	11
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	8
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	73%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	53
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	37
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	70%
Master's Degree Programs	
Total Number of Master's Programs	7
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	6
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	86%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
310507	Nutrition and Fitness	No
430103	Criminal Justice Administration	Yes
Certificate's		
131004	Gifted and Talented - Special Education	Yes
131299	Online Insturction Endorsement for PDE Certification	No
131013	Autism Spectrum Disorders	No
Minor's		
440401	Public Administration	No
520899	Finance	No
400699	Environmental Geoscience	No
400601	Geology	No
131099	Diagnosis and Intervention Strategies for Students with Mathematical Disabilities	No
050107	Latin American and Caribbean Studies	No
280301	Leadership	No
131001	Special Education	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Bachelor's Degree Programs			
230101	English	Delivery method changed to online for concentration only	Yes
Master's Degree Programs			
511599	Rehabilitative Services	Reorganized to provide more employment opportunities and ensure program viability	Yes

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
160901	French	No
131312	Music Education	No
Certificate's		
130501	Instructional Technology Specialist	Yes
Minor's		
160501	German	No

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Minor's		
261201	Biotechnology	No

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
14.35	BS in Industrial/management/systems engineering
11.0802	BS Predictive Analytics
51.0909	BS Respiratory Care (profession is moving from AS to BS for licensure)
Master's Degree Programs	
51.0913	MS in Athletic Training
Doctorate Degree Programs	
13.0406	EdD/EdS Higher Education Leadership
Certificate's	
13.0401	Teacher leadership PDE endorsement
51.2314	Concussion/MTBI Management
51.1501	Opiod Treatment Specialist
Minor's	
9.0906	Sport Media

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Certificate's	
43.0303	Cyber security

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$30.2	$28.8	$27.8	$27.7	$27.7	$27.7
Undergraduate Out-of-State Tuition	3.1	3.2	2.9	3.1	3.0	3.1
Graduate In-State Tuition	4.0	3.9	4.5	4.8	4.8	4.8
Graduate Out-of-State Tuition	2.0	1.9	1.5	1.6	1.6	1.6
TOTAL TUITION REVENUE	**$39.3**	**$37.7**	**$36.7**	**$37.2**	**$37.1**	**$37.2**
Total Fees	12.1	12.2	11.3	11.9	12.1	12.2
State Appropriations	22.3	23.2	24.2	23.0	23.3	23.3
All Other Revenue	4.6	4.2	3.3	3.2	3.5	3.5
Planned Use of Carryforward	0.0	0.0	6.9	7.5	0.0	0.0
Total E&G Revenue/Sources	**$78.2**	**$77.3**	**$82.6**	**$82.8**	**$76.0**	**$76.2**
E&G Expenditures/Transfers						
Total Salaries and Wages	$42.8	$42.8	$41.4	$41.4	$41.2	$40.5
Total Benefits	18.4	19.3	20.9	21.2	21.5	22.1
TOTAL PERSONNEL EXPENDITURES	**$61.1**	**$62.0**	**$62.2**	**$62.6**	**$62.7**	**$62.6**
Financial Aid	1.3	2.0	1.7	1.7	1.7	1.7
Utilities	1.7	1.7	1.7	1.6	1.6	1.5
Services & Supplies	15.1	14.5	15.2	14.7	13.2	12.3
Capital Expenditures and Transfers	2.0	4.2	1.8	2.2	1.8	1.1
Total E&G Expenditures/Transfers	**$81.1**	**$84.5**	**$82.6**	**$82.8**	**$81.0**	**$79.2**
Total E&G Fund Surplus/(Shortfall)	$(2.9)	$(7.1)	$0.0	$0.0	$(5.0)	$(3.0)
Annualized FTE Enrollment						
Undergraduate In-State	4,542.10	4,129.50	3,861.08	3,709.10	3,709.10	3,709.10
Undergraduate Out-of-State	288.00	304.57	293.59	293.20	293.20	293.20
Graduate In-State	345.20	357.50	391.67	288.30	288.30	288.30
Graduate Out-of-State	231.10	125.75	125.75	99.50	99.50	99.50
Total Annualized FTE Enrollment	**5,406.40**	**4,917.32**	**4,672.09**	**4,390.10**	**4,390.10**	**4,390.10**
E&G Fund Budgeted Annualized FTE Employees						
Faculty	277.36	266.92	261.07	261.07	264.26	263.40
AFSCME	184.22	187.39	174.65	173.95	169.50	169.52
Nonrepresented	75.72	79.18	81.82	79.07	80.10	81.50
SCUPA	20.59	27.69	29.43	29.43	30.68	30.69
All Other	40.52	39.90	38.95	38.95	38.95	38.06
Total E&G Fund Budgeted Annualized FTE Employees	**598.41**	**601.08**	**585.92**	**582.47**	**583.49**	**583.17**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Predictive Analytics:			
Education Advisory Board (EAB) Student Success Collaborative	$95,000	$95,000	
MAPWork EBI	25,958	25,958	
John Gardner Institute - First Year Experience		49,500	
Increased Clarion's first to second and second to third year retention rates.			
The result is net positive with gain in unrealized revenue.			
Student/Faculty/Staff Research and Development			
Education Advisory Board (EAB) Faculty Affairs Forum		29,500	
Faculty/Student Research including CURE (faculty release), proposal funding, etc.	132,000	132,000	
Increased research at Clarion University			
Invest in high demand academic programs such as four-year BSN			
Clarion began a traditional four-year BSN program.			
Clarion approach to budget realignment is achieved by simultaneously investing in growth and growth-supporting areas; eliminating areas of declining enrollments and activities that have not yielded desired results; and building enrollment through increased student retention, the university will achieve realignment as follows:	Fiscal Impact Forthcoming		
Reduce expenses in specific reductions of the workforce;			
Increase revenue through specific increases in student retention; and			
Reduce expenses as a result of increased operational efficiences and improvements.			
Meeting the university's program needs includes investing in the priority areas of education, business, science and technology, and health professions.			
Establish a new health and wellness model during the current academic year, in which student health services, counseling services, drug and alcohol education and intramurals and recreation will be combined under a single area with one director.			
Completed a taskforce effort authoring a plan to focus and advance intercollegiate athletics.			
Increase Enrollment/Recruitment			
Hired Director of Scholarships (Foundation funded)			0
Increased merit based scholarships (including Foundation funding)			200,000
Acquired larger potential applicant pool			25,000
Increase Retention			
Hired 3 Success Coaches			93,600
Implemented First Year Seminars (High Impact Practice)			0
Beacon software (Risk Analytics for non-cognitive student factors)			20,000
Business and Industry Mentors Program (College of Business & Info Sci pilot, fall 2015)			48,000
Total	**$252,958**	**$331,958**	**$386,600**
Sources of Funds for Reinvestment:			
Eliminated low enrolled major programs at both the undergraduate and graduate level: music education, certain languages, M.S. in biology.			
Reduction in faculty positions (Workforce Plan)		$(400,000)	
Merging many existing student support functions into the Center for Student Success.			
Reorganization of colleges along with consolidation of departments (Workforce Plan)		(324,000)	
Eliminated Mapworks (replaced with Beacon)			(54,000)
Faculty/Staff retirements/resignations not replaced or reallocated			(500,000)
Suspended participation in EAB Student Success Collaborative			(95,000)
Reduction in Temporary Faculty by eliminating low enrolled courses			(75,000)
Course Fee Pilot (Nursing Clinical)			(49,500)
Standardized ISF Calculations			(500,000)
Total	**$0**	**$(724,000)**	**$(1,273,500)**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$5.4	$5.6	$5.7	$5.7	$5.9	$6.2
Housing Fees	3.3	3.5	1.4	0.7	0.0	0.0
Privatized Housing	0.9	1.0	2.7	2.7	3.0	3.0
Other Auxiliary Sales	0.2	0.2	0.1	0.1	0.1	0.1
All Other Revenue	2.7	2.6	2.7	2.5	2.8	2.8
Total Auxiliary Revenue/Sources	**$12.5**	**$12.9**	**$12.6**	**$11.7**	**$11.8**	**$12.1**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$2.2	$2.1	$2.1	$2.1	$1.8	$1.8
Total Benefits	1.2	1.2	1.2	1.2	1.2	1.2
TOTAL PERSONNEL EXPENDITURES	**$3.4**	**$3.2**	**$3.2**	**$3.3**	**$3.0**	**$3.0**
Financial Aid	0.4	0.6	0.3	0.4	0.3	0.3
Utilities	0.8	1.0	1.1	1.1	1.1	1.1
Services & Supplies	5.3	5.7	6.1	5.0	6.2	6.5
Capital Expenditures and Transfers	2.6	3.6	1.9	1.9	1.2	1.2
Total Auxiliary Expenditures/Transfers	**$12.6**	**$14.1**	**$12.6**	**$11.7**	**$11.8**	**$12.1**
Total Auxiliary Fund Surplus/(Shortfall)	$(0.0)	$(1.2)	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**20.47**	**16.44**	**16.41**	**16.41**	**16.35**	**16.35**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$12.2	$11.8	$11.6	$11.6	$11.6	$11.6
State Grants & Contracts	7.3	6.2	6.0	6.0	6.0	6.0
Private Grants & Contracts	0.5	0.0	0.0	0.0	0.0	0.0
Gifts	0.9	1.1	1.0	1.0	1.0	1.0
All Other Restricted Revenue	0.6	3.6	0.1	0.1	0.1	0.1
Total Restricted Revenue	**$21.5**	**$22.8**	**$18.8**	**$18.7**	**$18.7**	**$18.7**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$2.4	$2.4	$2.1	$2.1	$2.1	$2.1
Total Benefits	0.9	0.9	1.0	1.0	1.0	1.0
TOTAL PERSONNEL EXPENDITURES	**$3.3**	**$3.3**	**$3.1**	**$3.1**	**$3.1**	**$3.1**
Financial Aid	16.1	14.9	12.2	12.2	14.2	14.2
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.6	1.6	3.4	3.4	1.4	1.4
Capital Expenditures and Transfers	(0.0)	0.1	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	**$21.0**	**$19.9**	**$18.8**	**$18.7**	**$18.7**	**$18.7**
Total Restricted Fund Surplus/(Shortfall)	$0.5	$2.9	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**30.78**	**32.78**	**32.33**	**32.33**	**32.33**	**32.33**
Total University Revenue	**$112.3**	**$113.0**	**$114.0**	**$113.2**	**$106.5**	**$107.0**
Total University Expenses	**$114.7**	**$118.4**	**$114.0**	**$113.2**	**$111.5**	**$110.0**
Total University Surplus/(Shortfall)	**$(2.4)**	**$(5.4)**	**$0.0**	**$0.0**	**$(5.0)**	**$(3.0)**
Total University Budgeted Annualized FTE Employees	**649.66**	**650.30**	**634.66**	**631.21**	**632.17**	**631.85**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$7,060
Tuition Pilot (Per-credit tuition)	N/A	N/A	N/A	N/A
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	2,414	2,546	2,694	2,694
Total Cost In-State Undergraduate Off Campus or At Home	**$9,404**	**$9,788**	**$10,190**	**$10,190**
Most Common Room and Board Rates*	7,478	8,152	10,682	10,682
Total Cost In-State Undergraduate On Campus	**$16,882**	**$17,940**	**$20,872**	**$20,872**
Out-of-State Undergraduate				
Tuition (Most Common)	$9,934	$10,230	$10,590	$10,590
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	2,745	2,888	3,406	3,406
Total Out-of-State Undergraduate Off Campus or At Home	**$13,237**	**$13,760**	**$14,660**	**$14,660**
Most Common Room and Board Rates*	7,478	8,152	10,682	10,682
Total Cost Out-of-State Undergraduate On Campus	**$20,715**	**$21,912**	**$25,342**	**$25,342**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	101	106	116	116
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$392**	**$408**	**$429**	**$429**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$414	$426	$441	$441
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	114	122	147	147
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$551**	**$575**	**$616**	**$616**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	$442	$454	$470	$470
Maximum	$486	$590	$611	$611
Most Common	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$111	$114	$184	$184
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum (on campus/GRAD/out-of-state)	$663	$681	$705	$705
Maximum	$729	$885	$917	$917
Most Common*	$663	$715	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$451	$481	$245	$245

*In FY 2014/15, the most common housing option was traditional housing, but beginning in spring 2016, this option was no longer available. Most Common room rate for FY 2015/16 is for Reinhard Village @$7,400 per year and a 14-meal/week dining plan @ $3,282 per year.

University Undergraduate Fees

	2015/16	
University Undergraduate Mandatory Fees	**Part Time per Credit**	**Full Time Academic Year (30 Credits)**
In-State		
Academic Support/Instructional Support Fee	$31	$750
Activity Fee	$21	$504
Student Fee	$30	$710
Student Union/Recreation Center Fee	$14	$266
Student Center Fee	$20	$464
One-Time Records Fee		$50
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$47	$1,126
Activity Fee	$21	$504
Student Fee	$45	$1,046
Student Union/Recreation Center Fee	$14	$266
Student Center Fee	$20	$464
One-Time Records Fee		$50
Other: _____		

Notes:

Housing Costs	**Full Time Academic Year**
Traditional Housing*	
Minimum	$5,292
Maximum	$6,784
Most Common	$5,292
All Other Housing	
Minimum	$6,900
Maximum	$9,710
Most Common	$7,400

Dining Costs - students living on campus	**# Meals/Week**	**Full Time Academic Year**
Minimum	14	$3,282
Maximum	Unlimited	$3,552
Most Common	14	$3,282

Other Optional Fees	**Full Time Academic Year**
Parking	$150
Application	$35 UG & $40 G

*Traditional housing available for fall 2015 semester only. Beginning spring 2016, traditional housing no longer available.

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	511	509	587	1,076
Average Award	$3,160	$3,535	$3,449	$2,268
Total Dollars Awarded	$1,614,935	$1,799,211	$2,024,605	$2,440,866
% of Undergraduate Students Receiving Aid	9%	9%	11%	22%
Pennsylvania State Grants				
# of Students	2,064	2,007	1,928	1,825
Average Award	$2,554	$2,920	$2,674	$2,766
Total Dollars Awarded	$5,270,796	$5,859,696	$5,155,671	$5,048,565
% of Undergraduate Students Receiving Aid	34%	36%	36%	37%
Pell Grants				
# of Students	2,280	2,171	2,034	1,896
Average Award	$3,561	$3,789	$3,799	$3,894
Total Dollars Awarded	$8,119,657	$8,224,936	$7,728,066	$7,382,478
% of Undergraduate Students Receiving Aid	38%	38%	38%	38%
All Other Gift Aid*				
# of Students	1,559	1,382	1,446	1,517
Average Award	$2,080	$2,285	$2,316	$2,526
Total Dollars Awarded	$3,242,668	$3,157,595	$3,348,772	$3,831,602
% of Undergraduate Students Receiving Aid	26%	24%	27%	31%
Unduplicated Students Receiving Gift Aid				
# of Students	3,573	3,321	3,173	3,391
Average Award	$5,107	$5,734	$5,754	$5,380
Total Dollars Awarded	$18,248,056	$19,041,438	$18,257,115	$18,244,159
% of Undergraduate Students Receiving Gift Aid	59%	59%	60%	69%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	0	0	0	0
Total Dollars Awarded	$0	$0	$0	$0
% of Graduate Students Receiving Assistantships	0%	0%	0%	0%
Graduate Tuition Waivers				
# of Students	97	35	21	21
Total Dollars Awarded	$478,485	$202,098	$114,546	$109,510
% of Graduate Students Receiving Waivers	8%	3%	2%	2%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	4,228	3,946	3,696	3,471
Average Loan	$7,722	$8,191	$8,392	$10,861
Total Dollars Loaned	$32,649,410	$32,321,610	$31,015,308	$37,697,577
% of Undergraduate Students Receiving Loans	70%	70%	70%	70%
Graduate Loans (all known)				
# of Students	536	452	431	467
Average Loan	$12,541	$14,699	$14,038	$15,937
Total Dollars Loaned	$6,721,784	$6,643,871	$6,050,561	$7,442,415
% of Graduate Students Receiving Loans	44%	43%	44%	48%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	81%	79%	78%	86%
Average Amount of Debt *(of those graduating with debt)*	$29,410	$25,398	$21,507	$26,276
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	9.2%	8.1%	7.6%	8.9%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,888	$9,645	$1,000	$3,771	$24,304
In-State Undergraduate Off Campus, Living at Home	$9,888	$0	$1,000	$3,786	$14,674
Out-of-State Undergraduate On Campus	$13,860	$9,645	$1,000	$3,622	$28,127
Out-of-State Undergraduate Off Campus, Living at Home	$13,860	$0	$1,000	$0	$14,860

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	717	$15,826	$317	$9,302	$8,847
$30,001 - $48,000	369	$16,887	$1,496	$8,216	$8,589
$48,001 - $75,000	552	$19,291	$3,760	$5,860	$8,916
$75,001 - $110,000	675	$21,588	$6,210	$3,461	$9,341
$110,001 and Above	522	$21,586	$5,911	$3,708	$9,170

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	CL02 — Course-Specific Instructional Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a course-specific instructional fee of 10% of tuition for the high-cost/high-demand undergraduate degree programs of nursing and communication and speech disorders (CSD). The fee will increase 10% per year until the programs are fully funded: 3 years for nursing, 1-2 years for CSD. If the pilot is successful, it may be expanded to other high-cost/high-demand undergraduate programs in future years, based on a cost/benefit analysis. Effective fall 2015 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

In fall 2015, a per-credit fee was established for five nursing clinical or lab courses: NURS 111, 112, 121, 211 and 212. The university decided not to apply the fee to CSD courses at the time of implementation. The fee will be expanded to cover all nursing, CSD, and other high-cost, high-demand science, technology, engineering, math, and health (STEM-H) courses by fall 2016. If approved by the Council of Trustees, the fee will be consistent with the nursing fee amounts originally approved by the Board of Governors.

Assessment Criteria:	**Prior Year: Fall 2013**	**Prior Year: Fall 2014**	**Current Year: Fall 2015**	**Difference Fall 2014 – Fall 2013**	**Difference Fall 2015 – Fall 2014**
Cohort Access					
Headcount Pell Recipients	6.00	9.00	8.00	3.00	(1.00)
Percent Pell Recipients	26.1%	40.9%	33.3%		
Headcount Nonmajority Students	0.00	0.00	0.00	0.00	0.00
Percent Nonmajority	0.0%	0.0%	0.0%		
Other:					
Cohort Enrollment					
Fall FTE Students	21.00	18.67	18.80	(2.33)	0.13
Fall Headcount Students	23.00	22.00	24.00	(1.00)	2.00
Annualized FTE Students	20.87	13.57	15.57	(7.30)	2.00
	2013/14	***2014/15***	***2015/16***		
Annual Revenue Associated with Cohort	***Annual***	***Annual***	***Annual***		
Tuition Revenue		$197,496	$178,425	$197,496	$(19,071)
New Pilot Student Fee Revenue		0	**49,410**	0	49,410
All Other E&G Fee Revenue		49,532	45,018	49,532	(4,514)
Auxiliary Fee Revenue		0	0	0	0
Institutional Financial Aid (negative number)		0	0	0	0
Net Revenue	$0	$247,028	$272,853	$247,028	$25,825
Revenue Increase Due to Normal Rate Changes			9,195	0	9,195

Observations:

Alignment of Program Net Cost

Nursing Program Deficit (Net Cost)		$(518,513)	$(198,266)	$320,248

Demand for nursing programs remains strong and the fee has not had a negative effect on enrollment. This fee will continue to be reviewed annually.

Enrollment by students in STEM-H fields at Clarion University has increased 24% since 2011 despite significant decreases in overall university enrollment. 42% of the university's undergraduates are majoring in STEM-H disciplines. The university has made significant investments in establishing the infrastructure necessary to provide the high-quality academic equipment and delivery of these courses. The laboratory, clinical and/or practicum/internship nature of STEM-H programs significantly increases the cost of providing a high-quality student learning environment; personnel costs are also higher in these areas due to accreditation-related costs and limited laboratory class sizes.

Establishing an instructional fee for these courses will increase the programs' net revenue and align more appropriately with course costs. Implementation of instructional fees in these courses will not adversely affect enrollments. Strong demand and quality of programs make the risk low.

Using the academic year 2014/2015 class schedule and enrollment as a model, $200,000 in additional revenue would have been generated from applying this fee to STEM-H courses.

Pricing Flexibility Pilot for Per Credit Tuition

Pilot/Title:	CL01 – Per-Credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge tuition to all undergraduate students on a per-credit basis, in a revenue-neutral manner, by charging 90.5% of the System's per-credit rate. Effective fall 2015 through summer 2018.

Changes Made to Pilot since its Approval:

Clarion University has deferred the per-credit tuition pricing pilot to fall 2017.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients				0.00	0.00
Percent Pell Recipients					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Nonmajority Students				0.00	0.00
Percent Nonmajority					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Majority Students/NonPell				0.00	0.00
Percent of Total					
Average Number of Credit Hours Enrolled				0.00	0.00
Average Student Credit Hours Taken (12+ credits)				0.00	0.00
Average Student Credit Hours Taken (all undergraduates)				0.00	0.00
Comparison of Breakdown of Number of Credits Taken by Students (additional data may be attached):					
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Registered For More Credits Than They Had at End of Drop/Add Period				0.00	0.00
Number of Students Offered Institutional Aid				0.00	0.00
Average Institutional Aid Award				$0	$0
Other:					
Headcount FAFSA Filers				0.00	0.00
Total Institutional Aid Awarded				$0	$0
Cohort Enrollment					
Fall FTE Students				0.00	0.00
Fall Headcount Students				0.00	0.00
Annualized FTE Students				0.00	0.00
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue				$0	$0
E&G Fee Revenue				0	0
Auxiliary Fee Revenue				0	0
Institutional Financial Aid *(negative number)*				0	0
Net Revenue	$0	$0	$0	$0	$0
Revenue Increase due to Normal Rate Changes				0	0

Observations:

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

EAST STROUDSBURG UNIVERSITY of PENNSYLVANIA

2015-2016
Action Plan

Pennsylvania's
STATE SYSTEM
of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 7
- Other Areas of Distinction 10
- Strategic Goals 13
- University Strengths, Opportunities and Challenges 20

Key Performance Indicators

- Strategic Enrollment Management 22
- Performance Funding Indicators 23

Academic Programs 24

Financial Information 27

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission Statement

East Stroudsburg University of Pennsylvania will provide:

- Challenging and contemporary undergraduate and graduate curricula that engage and equip students to critically appraise and apply knowledge in their lives and chosen fields of study.
- A scholarly community that promotes diversity and views teaching as the university's primary focus.
- Varied opportunities for student and faculty research, creative endeavors and involvement in public service.
- Leadership and service in the educational, cultural and economic development of the region.

Values Statement

We are committed to the principles of intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Vision

ESU will be an innovative and entrepreneurial university-educationally, socially, organizationally, and culturally-with an emphasis on quality and collaboration in everything we provide. As a scholarly community, its faculty, students, staff, administrators, and affiliates will be encouraged to be innovative and to explore opportunities that will constantly energize and improve its mission as a learning community of the 21st Century. As a "university without walls," its sense of community will extend well beyond campus boundaries to embrace ESU's surrounding communities and region to become a model that other organizations will want to emulate.

University Goals

GOAL 1: STUDENT SUCCESS AT ESU
ACHIEVING HIGHER SATISFACTION, RETENTION AND GRADUATION RATES

This goal seeks to provide rich educational experiences for students that meet their intellectual, social, financial, and civic development needs so that they graduate and continue to be avid ESU alumni, accomplished professionals, and exceptional citizens. Specifically, our objectives are to provide integrated formal and informal opportunities for our students to:

- Develop an understanding of their own talents, possess the skills and knowledge to compete professionally, and gain the resilience and drive to succeed in their working and personal lives;
- Demonstrate the self-confidence and ability to articulate their ideas verbally and in writing, express and defend their opinions, ask penetrating questions, and engage in robust intellectual debate;
- Appreciate the value of and seek opportunities for continuous learning throughout their lives;
- Be active and knowledgeable citizens who seek opportunities to contribute positively to the lives of others.

GOAL 2: A STRONG SENSE OF COMMUNITY
UNDERSTANDING AND LIVING ESU'S MISSION AND VALUES AND BUILDING A COMMITMENT TO OUR COMMUNITY AND REGION

This goal seeks to build "our university without walls," defined by a sense of community respect, involvement, and excitement so that all members of ESU feel part of a vibrant on-campus environment and an engaged external community. Specific objectives are to:

- Build a strong campus community that is a positive space for learners, and collaborative and respectful for all.
- Develop a comprehensive community and university relations program that explores the opportunities of the past, present and future to create a welcoming and engaging environment with an eye toward innovation and prosperity; and
- Engage local and regional employers and citizens as partners in learning and thriving.

GOAL 3: A REPUTATION FOR INNOVATION AND ENTREPRENEURSHIP
CREATING A CURIOUS, INVENTIVE, AND RISK-TAKING CULTURE

This goal seeks to ensure that ESU is a campus community that:

- Accepts risk-taking and engages in innovative and entrepreneurial activities that create an exciting learning environment;
- Invests its time in collaborating with the community and the region;
- Shares with the region the responsibility of developing an economy that competes globally, is sustainable; and
- Prepares our students to become leaders, entrepreneurs, and innovators.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision *(Continued)*

GOAL 4: <u>INNOVATIVE FACULTY</u>
DEVELOPING A CULTURE OF RESEARCH AND SCHOLARSHIP AND RETHINKING THE PREPARATION OF SUCCESSFUL GRADUATES

This goal seeks to invest in ESU's faculty in ways that will enable them to redesign the academic experience. Specifically, our objectives as an institution are to:

- Design programs and opportunities in the overall curriculum that foster faculty-student collaboration across disciplines;
- Provide innovative learning experiences that enable students to develop their talents and confidence, thereby increasing their success and retention through to graduation;
- Convene faculty in regular conversations across disciplines to discuss their research, scholarship, and teaching;
- Use technology to enrich scholarship, research, and teaching and to reach a diverse audience of learners with ESU offerings that are attractive to constituencies beyond the East Stroudsburg campus.
- Provide opportunities for students to continue their education beyond the baccalaureate, with appropriate opportunities for graduate and professional school.

In pursuit of its mission and vision, East Stroudsburg University seeks to adhere to the following principles in both the implementation of its strategic plan and its ongoing decision-making processes.

Community Principles

- Providing quality, affordable academic programs as well as opportunities for lifelong learning, always focusing on student success.
- Sustaining an intellectually challenging environment that identifies and enhances its students' and the university community members' talents.
- Creating opportunities for innovation that focus on high impact teaching and learning both inside, and outside, of the classroom.
- Identifying, recruiting, and retaining students representing a multicultural world who by background, motivation, and commitment can benefit from higher education.
- Attracting and retaining a diverse, recognized, and credentialed faculty committed to excellence in teaching and continuing scholarship.
- Attracting and retaining exemplary faculty, staff members, and administrators who accept responsibility and accountability for the personal, professional, educational, and social values espoused by the University.
- Providing leadership, expertise, and service to its local, regional, and global societies.
- Encouraging opportunities for the university community to develop positive, healthy, and holistic lifestyles.
- Serving as a source of cultural and intellectual programs of importance to students and residents of the region.
- Building and maintaining partnerships to enhance opportunities for students, alumni, and the university community.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

Ongoing Strategy
As part of the University's ongoing strategy, there are individual implementation groups that are charged with implementing the strategic goals. The groups are as follows:

A. Goal 1- Student Success at ESU (Faculty-Chair)
B. Goal 2- A Strong Sense of Community (College Dean-Chair)
C. Goal 3- A Reputation for Innovation and Entrepreneurship (Faculty- Co-chairs)
D. Goal 4- Innovative Faculty (Faculty-Chair)
E. Metrics and Assessment (Associate Dean-Chair)
F. Academic Plan (College Dean-Chair)
G. Budget & Resources (VP of Admin & Finance-Chair)
H. Staff Advisory (Staff-Chair)

All of these groups include a cross-section of constituents that represent the campus community including students. There also continue to be roundtable discussions open to the entire campus community to allow for dialogue regarding implementation and appropriate revision of the rolling Strategic Plan.

This past year a new group of all of the respective group chairs was created by the Provost to better align the implementation, collaboration and resource allocations through the continued implementation process. There is now much more dialogue between all of the groups which has caused less possible duplication during the implementation.

Strategic Plan Updates 2015-2016

Fall 2015 saw the continuation of the implementation of ESU's 2014-2017 strategic vision: "Students First: Innovate ESU". As a means to increase communication and synergies between the implementation teams that were formed in the 2014-2015 academic year, the President charged the Provost to meet with implementation team chairs on a regular basis. The group, consisting of the chairs from seven implementation groups, met monthly to begin to prioritize strategies and create synergies where possible for each group. The groups represented and their initiatives are described below. This group will continue to meet in the Spring 2016 semester to determine what strategic funding may be available for these initiatives and begin implementation of prioritized initiatives.

Student Success (Goal 1): Achieving Higher Satisfaction, Retention and Graduation Rates

1. Establish a "Student Transition & Engagement Program" by auditing and integrating all student success support efforts at ESU for student target groups
2. Establish an advising and mentoring program for the above goal.
3. Integrate and test the "Student Transition & Engagement Program" into the Ellucian Pilot (retention software).
4. Fall Orientation Program- Implemented Fall 2015.

Strong Sense of Community (Goal 2): Understanding and Living ESU's Mission and Values and Building a Commitment to Our Community and Region

1. Establish a mentoring program for faculty, staff and administration.
2. Establish a mentoring program for department chairs.

A Reputation for Innovation and Entrepreneurship (Strategic Goal 3): Creating a Curious, Inventive, and Risk-Taking Culture

1. ESU Mini-Conference—Celebrate Entrepreneurial/Innovative Activities at ESU
2. Acknowledge Innovation and Entrepreneurship as Evidence for Employee Evaluation

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Innovative Faculty (Strategic Goal 4): Developing a Culture of Research and Scholarship and Rethinking the Preparation of Successful Graduates

1. Web-based center for scholarship, teaching, and innovations.
2. Centrally located campus space for center for scholarship, teaching, and innovation (this has already begun to be realized with the development of the C.R.E.A.T.E. lab described in the "other programs of distinction area")

Academic Strategic Planning Group:

NOTE CHANGE OF STRATEGY FROM 2014-2015 ACTION PLAN: Before the Chairs Implementation group was assembled, the Academic Strategic Planning group was already underway with a proposed initiative to send a template to all divisions at ESU to inventory initiatives already being conducted that would support the Academic Strategic Plan. However in order to eliminate unnecessary duplication of efforts and increase synergy the academic plan implementation will focus on the following four university-wide initiatives, for the first year of implementation.

1. Establish a university without walls coordinating group as a possible pre-cursor to an office of Civic Engagement
2. Strengthen the capacity and curriculum of the university-wide First Year Experience course
3. Strengthen the "Council of Chairs"
4. Appoint a Director of Graduate Studies and decentralize academic responsibilities to College Deans*

**This initiative has begun and a restructuring of the Graduate Studies area, to include ESU's Extended Learning office (adult degree completion) will be complete in the Spring 2016 semester.*

Staff Advisory Group

The staff advisory group was active throughout the year and planned the following campus-wide initiatives:

- Way of the Warrior Luncheon (launched Fall 2015)
- Yard Sale (possible donations)
- Work with community organization (e.g. Soup Kitchen)
- After work networking activities
  - Bowling nights
  - Social gatherings
- Lunch time networking activities
  - Family Feud
  - Jeopardy
  - Win, Lose, or Draw

Metrics Group:

This group is charged to assist with developing metrics and formulating assessment approaches for the strategic plan implementation. Progress updates are below.

- Analyzed the strategic plan to determine the overarching outcomes:
  - Improve Student Retention
  - Improve Student Graduation Rate
  - Improve Student Satisfaction

- Split into four liaison teams – each liaison team is meeting with their respective Team and developing a task list for each objective(s) that the Teams have laid out to do. The task list will serve as a way of tracking the accomplishment of each objective.

- Currently working on a simple and easy to understand method of displaying the metrics for the overarching outcome and progress to objective completion.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

General Education Revision

One of the major goals of the Strategic Plan (from Goal 1—Student Success) was a revised and robust general education curriculum.

As a result, ESU's University Wide Curriculum Committee approved a new GE curriculum in September 2015. Two oversight/implementation groups were also formed and continue to actively meet: a First Year Experience (FYE) Oversight Group (to develop the new FYE course requirement); and a General Education Implementation team. The new GE curriculum be in effective with the Fall 2016 semester.

Lehigh Valley and Philadelphia Sites

In response to national and state demands for an increasingly educated workforce, ESU continues to expand its offerings to non-traditional students. With an increasing number of adults with college credits but no degree, ESU seeks to attract this expanding student market with bachelor's degree completion programs in high demand areas including nursing, public health, computer science, and business. Niche graduate and post-bac programs are also offered at off campus locations to appeal to working adults wishing to advance their careers and education or transition into new careers or graduate programs.

The strategic vision of off-campus programming reflects ESU's assessment of educational needs and the resulting extension of access to meet the needs of students in regions not otherwise served by Pennsylvania's public universities.

For maximum convenience, marketability, and retention, programs are offered in a combination of formats (hybrid, face-to-face) in year round accelerated (7.5, 8 and 9 week) sessions at ESU's Lehigh Valley Center and on campus. ESU is also leveraging already strong partnerships and articulation agreements with local community colleges and in 2016 will launch two degree completion programs (BS in Nursing and BS in Management) on the campus of Northampton Community College.

To maximize resources and ensure quality program delivery, ESU will be transitioning its one degree completion program out of the State System at Center City location in Philadelphia beginning in 2017. A phase out plan will be implemented such that all students who are currently enrolled will be able to finish their degrees. With the phasing out of Philadelphia, resources will be reallocated and centralized to strengthen outreach at the Lehigh Valley Center and Northampton Community College.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

SCIENCE AND TECHNOLOGY

ESU's unique location provides students across multiple majors experiential learning in diverse environments to meet continued needs in the science and technology fields. ESU's surrounding natural areas provide students multiple opportunities for field research with the Delaware River Watershed Initiative and the Brodhead Watershed Association. These programs are further enhanced through unique academic facilities which not only provide undergraduate and graduate students with practical experience, but also serve as the basis for entrepreneurial opportunities including ESU's Wildlife DNA Forensics Lab and new 3D Design Lab which gave rise to a student entrepreneurial design agency named New Mind Design. Finally, unique partnerships and opportunities provide specialized experiences for students including ESU's partnership in the Chincoteague Bay Field Station that offers students field-based, hands-on educational and research opportunities in an area of abundant aquatic wildlife.

The Department of Biological Sciences, with the largest number of majors, offers a wide range of programs including the BA, BS, and an MS in Biology with concentrations in integrative animal behavior; integrative organismal biology, laboratory medicine, podiatric medicine, pre-medicine, pre-physical therapy, and pre-physician assistant; and BS degrees in Biotechnology, Environmental Sciences, Marine Science, and Medical Technology.

ESU also offers ABET-accredited programs in Computer Security (BS) and Information Security (MS). As one of only 7 institutions of higher education in Pennsylvania that is an National Security Agency (NSA) designated National Center of Academic Excellence in Information Assurance (IA)/Cyber Defense (CD), ESU distinguishes itself as being in the company of West Chester University, Carnegie Mellon, Penn State, and University of Pittsburgh.

Through a track, coursework, and a new certificate program within the BA in Art and Design (graphics), the Art Department highlights 3D Printing and Product Design and encourages student entrepreneurial skills through real-life agency design opportunities.

MANAGEMENT

ESU has the unique benefit of proximity to many businesses and tourism destinations which affords opportunities for partnerships with local, regional and national businesses and not-for-profit agencies. These partnerships ensure that ESU's programs address workforce development and the economic needs of the region. Students benefit from a faculty with a wide range of professional experience in the management, hospitality, tourism, and recreation industries. The department continues to stay current with industry by hiring faculty with specialized backgrounds in Operations Management, Supply Chain Management, and Quantitative Business Analysis. New concentrations, such as supply chain management, are beneficial to students and industry in light of the concentration of warehousing and distribution centers in the Lehigh Valley, within 40 miles from campus. Students across ESU's management majors also actively participate in student organizations such as Enactus and the Entrepreneurship club and engage with entrepreneurs and "incubating" companies in the University's Business Accelerator Program. In addition to benefiting from diverse internships, management students also participate with the University, State System and TecBridge (NEPA) Business Plan Competitions which have resulted in the incubation of student-owned and operated businesses developed through ESU's Division of Research and Economic Development.

The Department of Business Management, one of the largest majors at ESU, offers specialized concentrations in marketing, management, entrepreneurship, accounting, Supply Chain Management and finance within the BS in Management. Additionally, Northampton Community College & East Stroudsburg University have entered into an agreement to offer a degree completion program in Business Management that enables students to complete the BS degree in three (3) years all on the campus of Northampton Community College by attending year round.

Academic Programs of Distinction *(Continued)*

Management Cont.

Capitalizing on the synergies between two academic areas, ESU has recently merged its Hotel, Restaurant and Tourism Management department with its Recreation Services Management department to better meet the needs of the Pocono tourism/recreational region. The programs are accredited respectively by accrediting agencies ACPHA for HRTM and COARPT for RSM programs and have grown to a combined number of enrolled majors of more than 250. ESU's program is distinct in that it is one of only three hospitality programs offered by the State System.

HEALTH-RELATED and HUMAN SERVICES

ESU offers diverse and numerous majors across three colleges that lead students to occupations in the fields of health and human services, an area that continues to demand qualified liberally educated professionals. ESU's health programs hold distinctions across the State System including: the first State System school to offer public health; the only school with a public health program in rural Pennsylvania; the only school with an BS in Public Health, MS in Health and an Master of Public Health (MPH) that have maintained accreditation since 1990; the State System's only 3-year accelerated BS in Exercise Science; and the only dual MD/MPH program offered in collaboration with The Commonwealth Medical College. Additionally, ESU's Athletic Training programs were among the first offered in the State System and are currently the largest in student enrollment.

The academic programs (Athletic Training, Exercise Science, Public Health, and Social Work) within these areas are committed to industry excellence and hold national accreditations including: the Commission on Accreditation of Athletic Training Education (CAATE); the Commission on Accreditation of Allied Health Education Programs (CAAHEP); Council on Education for Public Health (CEPH) and the Council on Social Work Education (CSWE). Additionally, ESU is approved by the National Academy of Sports Medicine to provide students credentialing as Performance Enhancement Specialist, Corrective Exercise Specialist and as Physician Extenders to enhance students' contributions to the field upon entering the workforce.

Key to student success is the experiential learning opportunities offered to students pursuing a career in the health and human services professions. For example, graduate students in Athletic Training are supported by 23 externally funded graduate assistantships, which provide students the opportunity to work as athletic trainers with professional teams, collegiate teams, high school teams and health systems. Students in ESU's BS in Criminal Justice program learn from faculty with expertise in rural and urban issues of criminal justice and complete a required capstone internship in a variety of law enforcement, corrections, probation and juvenile justice settings. Students in ESU's BS in Rehabilitative Services not only benefit from internships, but from an opportunity for hands-on work with ESU's Career, Independent Living and Learning Studies (CILLS), a non-credit program on-campus that helps young adults with intellectual disabilities (ID) prepare to lead productive lives in their communities. ESU also offers additional academic and social experiences on campus through student organizations, living learning communities, and state-of-the-art equipped facilities and programs that provide innovative classroom and laboratory experiences. ESU's expert faculty are active researchers, well connected in their respective fields, providing students across diverse majors opportunities for internships and classroom experiences with numerous medical centers, human service agencies, rehabilitative settings, hospitals, and governmental entities across the region.

ESU prides itself on professional outcomes for graduates in these fields. While ESU's graduates are accepted into competitive graduate programs across the country, ESU also offers quality options within its own Graduate College. For example, graduates of the 3-year accelerated Exercise Science baccalaureate program can go on to complete ESU's MS in Exercise Science in one additional year. Graduates of the BS in Social Work can continue at ESU to earn an MSW with Marywood University through a unique partnership on ESU's campus.

Academic Programs of Distinction *(Continued)*

EDUCATION

The National Council for Accreditation of Teacher Education (NCATE) continues to accredit ESU's College of Education and all of its programs resulting in its most recent re-accreditation in 2012. A hallmark of ESU's programs in Early Childhood Education, Middle Level Education, and Special Education is the Professional Development School (PDS) partnership, which ESU shares with 17 schools in Monroe and Northampton Counties. Through these partnerships, ESU students work alongside master teachers in the field and serve a diverse population of children from inner-city schools, suburban schools, and rural schools. The PDS partnership begins during the student's freshman year with classroom observation. By the time students are juniors, they are paired with a master teacher who works alongside with them every week. ESU students conclude their PDS experience with student teaching under the supervision of their master teachers. Members of ESU's education faculty carefully supervise and shepherd candidates as they progress through the program in an effort to expand their knowledge and understanding of instruction.

ESU's PDS program first gained national exposure by winning the National Association of Professional Development School's (NAPDS) *Spirit of Partnership Award* in 2007. Since that point in time, faculty members representing the COE and its partner schools have been on the forefront of conducting research and presenting their findings at conferences across the nation. In 2015, ESU was nominated for the NAPDS' highest honor, *The Exemplary Professional Development School Achievement Award*. This award will be presented at the NAPDS conference in March, 2016.

In addition to its PDS program, ESU students also experience a myriad of other innovative and entrepreneurial programs designed to expand their knowledge and challenge their thinking. For example, the College of Education recently opened the C.R.E.A.T.E. Lab. The C.R.E.A.T.E. Lab (Connect ideas, Realize the curious, Engage the body, Attend to the aesthetic, Transform thinking, Expand possibilities) is inspired by the Reggio approach to education as developed in Reggio Emilia, Italy and grounded in creativity research in the field of education. In 2016, the COE is expanding the C.R.E.A.T.E. Lab. by opening a branch location in one of its PDS partner schools. Another innovative program implemented by the COE in 2015 is the *PreK-12 Educator Tuition Program*. This program establishes direct-billing agreements with local and regional school districts. Thereby, allowing teachers from local and regional school districts to enroll in post-baccalaureate courses tuition-free and increasing graduate enrollments.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

RESEARCH, INNOVATION AND LEADERSHIP

Student Research Symposium: Now in its fourth year, the Student Research Symposium has steadily grown to include over 180 undergraduate and graduate students. The Symposium showcases qualitative and quantitative research as well as the arts and innovative projects of undergraduate and graduate students representing all academic departments. At the 2015 Symposium, 189 students from virtually every major and department submitted projects. This was a 41% increase from 2014, and more than a 102% increase from 2013. The 2015 presentations were sponsored by 44 faculty and staff members.

The Institute for Public Health Research and Innovation (IPHRI): ESU has created an inter-organizational collaboration to harness the knowledge and skills of the area's health services professionals to develop solutions to the region's health challenges. The IPHRI addresses community health needs by improving existing infrastructure and building capacity of local organizations to identify the region's public health and health care issues and to develop innovative interventions and prevention initiatives. The IPHRI facilitates opportunities for research, training and implementation projects in collaboration with ESU faculty, students, and anchor healthcare and public health institutions in the region. IPHRI has secured over $1 million dollars in grants and contracts since its inception.

New Mind Design: New Mind Design, a student design agency managed by students and faculty from the Art + Design Department, offers innovative teaching through experiential education. The agency opened its doors in 2015 in ESU's Business Accelerator. New Mind Design aligns the curriculum with real world experiences in advertising, branding, marketing, 3D printing, and prototyping services for the university and the community. New Mind Design incorporates creative thinking, innovation, entrepreneurship, service learning, and basic business principles.

Entrepreneurship Leadership Center: The Entrepreneurial Leadership Center (ELC) was designed to create a sustainable culture that fosters entrepreneurship across the campus, community, and region. Services include workshops, student business plan competitions, business mentoring, entrepreneurial networking, presentations to university student members, Entrepreneurship Across the Colleges grants, Innovators Only events, and the Entrepreneurship Club.

Business Accelerator: The Business Accelerator Program provides an entrepreneurial environment that supports business start-ups, encourages innovation and enhances the economic vitality of northeastern PA. In FY 15-16, there are 21 participants including early stage companies, a not-for-profit, and university initiatives. More than 35 full-time and part-time employees and over 15 student interns participate in the program. Services include research, faculty, student internships, capital investment and business mentoring.

Business Accelerator J-1 Visa –International Innovation Program: The U.S. Department of State approved ESU to issue J-1 Visas to international companies interested in establishing businesses in the United States. The Visa provides a 5-year opportunity for businesses to locate in the ESU Business Accelerator while they plan an entry strategy in the U.S. Both international companies and ESU faculty and students will benefit from research collaboration, workforce solutions, mentoring and networking support. The program expands the global presence of the university and the region. Program partners include the Pennsylvania Department of Community and Economic Development International Investment Office, Welcoming Center for New Pennsylvanians, and the Philadelphia Chapter of the French-American Chamber of Commerce. It is anticipated that ten J-1 Visas will be issued to ESU sponsored international companies by June 30, 2017.

Annual Economic Outlook Summit – Monroe County, Pennsylvania: East Stroudsburg University initiated and hosts the Annual Economic Outlook Summit for Monroe County. The Summit, planned in collaboration with regional partners, is designed to raise awareness of the economic development initiatives underway in the county. In 2014, the university developed the first Monroe County Economic Scorecard which compares the economic vitality of the county with its neighboring counties. In 2015, the Scorecard compared Monroe County to Carbon, Lackawanna, Lehigh, Luzerne, Northampton, Pike and Wayne counties in the following six economic indicators: Employment, Earnings, Business Climate, Healthcare, Housing and Education.

Other Areas of Distinction *(Continued)*

UNIQUE ACADEMIC FACILITIES

The ***Schisler Museum of Wildlife & Natural History and McMunn Planetarium*** (SMMP) offer an exploratory, educational resource for the campus and local community, K–12 students, and tourists visiting the Pocono Mountains region. During the 2014–2015 fiscal year, more than 2,200 people visited SMMP. Several ESU courses including Art, Astronomy, Biology, Ecology, and Physics regularly use the museum and planetarium as classroom spaces. Numerous community groups, including more than a dozen K-12 school districts, have been enriched by the 141 taxidermy specimens, global insect collection, customized lesson plans, and challenging scavenger hunts that are designed for all ages. SMMP has to this point only been available to schools and community groups, and the planned public opening in 2016 will further position the museum and planetarium as a destination for community learning and regional tourism.

Northeast Wildlife DNA Laboratory: The Lab, located in the ESU Innovation Center, is an integrated service of the Department of Biological Sciences. The Northeast Wildlife DNA Lab assists state game and law enforcement agencies (primarily in PA and NJ) with handling and processing wildlife forensic evidence. The Lab also identifies vector-borne diseases, such as Lyme disease, and conducts wildlife genetic population studies. The Lab's genetic services include applications for wildlife conservation, management, research, and forensics. ESU's Northeast Wildlife DNA Lab is one of the few laboratories in the United States conducting wildlife DNA forensic analysis. As a part of the ESU student experience, the Lab provides an environment for original research, internships, and access to tools and techniques that prepare students for innovative scientific careers. The Lab is also the home of Lyme-Aid, a tick testing kit for people and pets. Lyme-Aid represents the first student-faculty research project commercialized in the 120-year history of ESU.

Speech and Hearing Center: The ESU Department of Speech Language Pathology has been running a Speech & Hearing Center for more than 50 years providing services in speech, language or hearing therapy services, including evaluations, intervention and audiological services to the community, and provides graduate students with hands-on experience. The clinic features all of the equipment and accommodations essential for a quality educational program in speech-language pathology. The clinic serves people of all ages, infancy through adult, from the surrounding Pocono area, the Lehigh Valley and New Jersey as well as students and faculty/staff from ESU who are in need of rehabilitation/habilitation services. The clinic is housed in a new facility in Monroe Hall which has a state-of-the-art observation room for parents/guardians and spouses, as well as students.

G3Design Lab: The ESU G3Design Lab, operated by the Art + Design Department, is located in the Fine and Performing Arts Center. The Lab features state-of-the-art advanced manufacturing and 3D printing technologies including 3D printers, 3D scanners, and CNC laser cutter and milling machines. The Lab provides interdisciplinary opportunities for faculty, students, staff and regional businesses to explore the world of 3D printing, develop prototypes, 3D modeling and design. The G3 Design lab is awaiting the arrival of a new multi-material, full color Stratasys printer that will transform 3D printing technology. ESU will be one of three universities in the North Eastern United States who will be receiving this printer. The addition of this printer establishes ESU as a Stratasys' Super Lab. The Art + Design Department has integrated the technology into course offerings with an eye toward development of a product and object design concentration.

STUDENT AFFAIRS

Peer Educator Distinguished Program: The East Stroudsburg University Health Education and Alcohol, Tobacco and Other Drug (AToD) Peer Educators are a diverse group of students who are trained to provide educational programs and outreach on responsible student decision-making towards health, wellness, and safety topics including but not limited to: alcohol, drugs, sexual violence, bystander intervention, sexually transmitted infections, and stress management. They deliver over 140 programs, reaching over 7500 participants annually, including but not limited to Orientation programs, Intercollegiate Athletic and Club Sport Teams, Greek Organizations, clubs, academic classes, residence halls, and others who express interest or need. Peer Education provides a way for students to talk to other students about lifestyle choices with the goal of harm reduction. The Peer Educators provide programs, information, and resources that empower students to have a greater understanding of themselves, their relationships, and their environment. Peer Educators develop trustful, nonjudgmental connections with students in order to support them in reducing risks in their behavioral choices.

Other Areas of Distinction *(Continued)*

EXPERIENTIAL LEARNING AND CRITICAL THINKING

Civil War Battlefields and Prisons: Every summer, ESU's Department of History and Geography takes undergraduate and graduate students on a three week course which occurs onsite at the battlefields of the Civil War and at the major prisons.

European Union Simulation Program: Every year, 12 to 20 ESU students of all majors, join together with over 200 students from 75 other universities in the US and across Europe, to participate in the International European Union Simulation, which is the largest simulation of its kind. Over the past ten years, ESU students prepared and presented position papers and negotiated agreements in Belgium, Poland, Germany, and Sweden. In 2013, ESU was proud to host this international event.

One Book, One Campus Program: Brings together the campus to focus during the Fall semester each year on a single book in discussion groups, classroom activities/discussions, presentations, and culminates with the book's author coming to campus to meet with the students, faculty, staff, and administrators. The program, in its third year, has produced a synergistic effect by bringing varied areas of the campus together, while at the same time improving student learning.

Study Abroad Programs: Each year ESU students are able to be a part of courses that are taught abroad in St. Croix, Costa Rica, Spain, Turkey, and China. The courses vary from Biology, Chinese, Geographic Information Systems, Spanish, and Psychology. Additionally, students have the opportunity to participate in short term studies abroad such as the International Nobel Peace Laureates Symposium, where ESU students have the opportunity to meet with several Nobel Peace Prize winners.

Chincoteague Bay Field Station: ESU is a leading member of the field station located at Wallops Island, Virginia. Each summer, over 30 students from ESU in Marine Science, Environmental Science, GIS, or Earth and Space majors, benefit from experiential learning. The field station also gives the opportunity for faculty to do research.

COMMUNITY OUTREACH AND SERVICE

Volunteer Income Tax Assistance (VITA): The Business Management Department offers free tax preparation assistance to community members through the Volunteer Income Tax Assistance Program (VITA) which, over the years, has helped hundreds of local area citizens in need of income tax assistance. VITA is supervised by faculty, with students gaining experience through this service learning project. This year, there were eight students, who are certified by the Internal Revenue Service, and two faculty that were responsible for over 200 tax returns with an excess of $200,000 in refunds for members of the local community.

Career and Independent Living and Learning Studies (CILLS): The Career and Independent Living and Learning Studies (CILLS) program helps young adults with intellectual and other developmental disabilities prepare to lead productive lives in their communities. Hosted by ESU's Department of Special Education and Rehabilitation, the CILLS program supports participants through high-quality learning experiences in an inclusive university setting. These experiences promote learning, establish friendships, and build self-confidence. Working hand-in-hand with ESU Special Education and Rehabilitation students, CILLS participants are engaged in experiences that prepare them to live independently, self-advocate, and secure future employment. Upon completion of the program, both the CILLS participants and the ESU students understand the mutually beneficial nature of their relationship- both are provided invaluable experiences that will positively impact the rest of their lives.

MLK Day of Service and Breakfast: The annual event has become the largest county-wide event bringing in over 400 attendees from the campus and local community. The service and outreach part of this program brings students, staff, faculty and community members together to participate in an annual specific service project that will create a direct impact to various community organizations.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU*, to fully support System Goal #1: "Ensuring Academic program excellence and relevance"

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.
- Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

Successful Graduate Students

- The graduate student experience, with support structures and practices, focusing on the needs of graduate students, but emphatically will be developed appropriate to the learning outcomes of departments, with a focus on employment, professional experiences, and/or doctoral study.

A University without Walls

- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Embed multidisciplinary "applied" entrepreneurial experiences into the curriculum and programs which create an innovative campus and community environment that fosters "idea" generation and new ventures.

- Establish multi-disciplinary entrepreneurship classes accessible to all students. Create diverse teams and networks that innovate and implement idea generation and new ventures.
- Utilize the opportunities provided through the Business Accelerator and Entrepreneurial Leadership Center to expand "applied" entrepreneurial experiences.
- Encourage Social Entrepreneurship by offering students the opportunity to work in teams to create unique, real-world, revenue generating products and services that address social concerns.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, "classroom" design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.
- Research high student learning-impact approaches to flexible scheduling that optimize the relationship between content and content delivery.

Mentoring and Professional Development

- Provide opportunities on- and off-campus for every faculty member to engage in professional development programs.
- Starting with the question: "What does it mean to be a faculty member at ESU?", build an early career development program that enables new faculty to achieve their goals in balance with ESU's mission to students and the community.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU*, to fully support System Goal #2: "Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.
- Explore how ESU can become a classroom without walls, where faculty can engage students learning outside the traditional classroom experiences.
- Look at how athletics support systems for student athletes can be modeled throughout the university and particularly how the coaches work together and separately to engender a set of high standards and discipline in the individual students and teams they coach.

Career Development

- Expand, link, and integrate career development throughout students' experiences at the University, starting with the First Year Experience course and continuing throughout each student's academic career.
- Assure integration and successful program progression for distinctive student populations, e.g. commuters, veterans, transfer students, adult students, international students, graduate students, and emerging special populations.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

Successful Graduate Students

- The graduate student experience, with support structures and practices, focusing on the needs of graduate students, but emphatically will be developed appropriate to the learning outcomes of departments, with a focus on employment, professional experiences, and/or doctoral study.

Strategic Goals *(Continued)*

University Goals *(Continued)*

An ESU Community with High Expectations

- Develop a concrete set of written standards and expectations for students, faculty, administrators, and staff that adhere to and, therefore, promote ESU's mission and values.
- Develop a campus-wide Code of Conduct that includes students, faculty, administrators, and staff, based on ESU's set of standards and expectations regarding civility, accountability and integrity.

Internal Communications and Social Opportunities

- Develop a mechanism to encourage appropriate respect for oral, written, and social media communication, regardless of the purpose.

A University without Walls

- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.

Embed multidisciplinary "applied" entrepreneurial experiences into the curriculum and programs which create an innovative campus and community environment that fosters "idea" generation and new ventures.

- Establish multi-disciplinary entrepreneurship classes accessible to all students. Create diverse teams and networks that innovate and implement idea generation and new ventures.
- Utilize the opportunities provided through the Business Accelerator and Entrepreneurial Leadership Center to expand "applied" entrepreneurial experiences.
- Encourage Social Entrepreneurship by offering students the opportunity to work in teams to create unique, real-world, revenue generating products and services that address social concerns.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, "classroom" design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.
- Research high student learning-impact approaches to flexible scheduling that optimize the relationship between content and content delivery.

Local and Regional Partnerships

- Establish strong partnerships with local and regional organizations, employers, service providers, nonprofits, alumni and other individuals/practitioners to increase experiential learning opportunities for ESU students.

State-Of-The-Art Technology

- Examine the technology infrastructure to determine how best to improve, maintain, and update our resources to support the needs of a 21st Century learning environment.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU*, to fully support System Goal #3: "Developing new funding strategies, diversifying resources and managing costs to preserve affordability."

An ESU Community with High Expectations

- Convene regular campus-wide discussions to explore who we are as a community (updates on student admissions and faculty, administrator, and staff data), introductions of new community members, their location, roles, and responsibilities, discussion of issues and challenges in higher education and at ESU, planning priorities, and other important information that will enable the campus to perform optimally.

A University without Walls

- Create a strong alliance between the university and regional community by being a catalyst for innovation and prosperity.

Encourage sustainable public and private involvement in the university's entrepreneurial and innovative activities

- Identify and Implement funding opportunities that support innovative ideas and research.
- Incorporate Intellectual Property and commercialization models that reward and encourage product development and research and development

State-Of-The-Art Technology

- Examine the technology infrastructure to determine how best to improve, maintain, and update our resources to support the needs of a 21st Century learning environment.
- Develop an inventory of faculty instructional, research and scholarship and workforce technological needs, and a plan to meet those needs.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goals and Strategies from ESU's Strategic Plan, *Students First: Innovate ESU*, to fully support System Goal #4: "Increasing accountability and transparency, focusing on results and key performance indicators."

An Intentionally Designed and Integrated Undergraduate Student Experience

- Integrate and implement a holistic first year transition plan for all new students that: reinforces core institutional values; connects students to academic majors, research and cross-disciplinary discourse; provides intensive advising and mentoring and student support; and advances social integration, students' sense of belonging and active engagement through existing and new programs delivered by faculty, staff, and peer facilitators.
- Integrate and implement a holistic plan for all transfer students that facilitates a seamless transfer experience, ensuring that students are not disadvantaged in advising, credit transfer, or their collegiate experience as they move to ESU.
- Design an innovative undergraduate General Education Program, creating General Education requirements that are a progressive foundation for learning by engaging students in active and interactive learning technologies, cross cultural and cross disciplinary literacy, and increasing levels of self-directed learning. The General Education Program must be adjusted to accommodate transfer students to ensure any requirements are intentional, and not repetitive, as academic experiences.
- Develop academic and academic support programs that link ALL students to progressive skill development within the chosen discipline(s) and increased expectations for student engagement that support ESU's espoused values (intellectual integrity, freedom of expression, the fair and equal treatment of all, good citizenship, environmental stewardship, and accountability for our actions and the resources entrusted to us).
- Identify and adopt non-academic requirements for graduation that complement classroom instruction; amplify student learning through leadership, service, cultural, and experiential opportunities; and encourage innovation, entrepreneurial thinking, civic engagement, global citizenship and concern for social justice.

Career Development

- Assure integration and successful program progression for distinctive student populations, e.g. commuters, veterans, transfer students, adult students, international students, graduate students, and emerging special populations.

Cross-Disciplinary and Cross-Unit Collaboration and Communication

- Create "think tanks" that develop cross-disciplinary literacy, and research projects, for both faculty and students.
- Promote, facilitate and support the development of cross- and interdisciplinary academic programs.
- Supplement lectures with more diverse ways of learning, i.e. interactive and differentiated instruction that both engages the students and increases student learning outcomes.

An ESU Community with High Expectations

- Convene regular campus-wide discussions to explore who we are as a community (updates on student admissions and faculty, administrator, and staff data), introductions of new community members, their location, roles, and responsibilities, discussion of issues and challenges in higher education and at ESU, planning priorities, and other important information that will enable the campus to perform optimally.
- Develop a concrete set of written standards and expectations for students, faculty, administrators, and staff that adhere to and, therefore, promote ESU's mission and values.
- Develop a campus-wide Code of Conduct that includes students, faculty, administrators, and staff, based on ESU's set of standards and expectations regarding civility, accountability and integrity.
- Review the employee evaluation process and consider best-practice evaluation methods to develop a culture of oversight that consists of articulated expectations, and honest evaluation of performance to ensure continuous improvement. The goal is to instill an expectation of accountability and quality in all we do.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Internal Communications and Social Opportunities

- Develop a strategy to improve professional communication, and thus collaboration, between all internal and external university constituents.
- Develop a mechanism to encourage appropriate respect for oral, written, and social media communication, regardless of the purpose.
- Hold unit-sponsored "Open Invitation Receptions"—perhaps theme-based—on a regular basis for students, staff, faculty, and administration to get together informally in order to break down silos and initiate conversations across the campus.
- Evaluate ways to bring the campus together as one, encouraging inter-office and inter-disciplinary collaboration.

A University without Walls

- Create a welcoming environment that focuses on how every academic and administrative unit can improve service to our constituents.
- Create a strong alliance between the university and regional community by being a catalyst for innovation and prosperity (see below, Goal 3: Innovation and Entrepreneurship).
- Explore current and potential future community-university opportunities and Internship and Workforce partnerships through the Innovation Center and throughout the University.
- Strengthen connections between the university and the community by having clearly identified on-campus points of contact for the different constituents who wish to partner with the institution. Develop a directory of campus expertise and collaborations already in progress.

Establish incentive and recognition procedures that motivate and reward faculty and staff engaged in entrepreneurship and acknowledge the academic value of research and activities in the entrepreneurial field

- Develop policies that encourage faculty and staff entrepreneurial endeavors to include:
  Create the infrastructure for a Peer to Peer Review system that recognizes outstanding work in the areas of entrepreneurship, innovation and risk taking.
  Encourage research and scholarly activities in innovation and entrepreneurship.
  Incorporate Social Entrepreneurship incentives for mentoring and developing ideas that promote innovation and address social change.

Curricular and Pedagogical Partners in Student Success

- Create a faculty-enrollment management project team to develop a first semester curriculum that can be offered to the student teams by their faculty-staff coaches.
- Create formal opportunities for students to be involved actively in their own learning, engaging them to take responsibility and be accountable for their own learning (flip classrooms, active/cooperative learning, peer group learning and tutoring, etc.). Support faculty design of their own teaching environments based on the learning outcomes they hope to achieve with their students, e.g. course size, "classroom" design, course duration and time, required learning tools, etc.
- Deploy technology to engage students through virtual learning and to accelerate and deepen their preparation as leaders for the mid-21st century.

Local and Regional Partnerships

- Establish strong partnerships with local and regional organizations, employers, service providers, nonprofits, alumni and other individuals/practitioners to increase experiential learning opportunities for ESU students.
- Seek opportunities to include external constituencies, including alumni, in on-campus activities, courses, and programs to improve the university-community relationships and to become a resource for the community.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

- With a 250+ acre campus in the scenic Poconos, ESU has a competitive advantage in the region with a geographic location conducive to reach into metro regions of PA/NJ/NY, as well as the growing vibrant Lehigh Valley area.
- Commitment to Diversity – we are among the System's most racially diverse campuses.
- Strategic Planning Focus on Students First and Innovation.
- Innovation Center – wildlife forensic lab; student design agency (New Mind Design); business accelerator of 20+ companies; significant opportunities for student involvement through hands-on experience and internships/externships.
- High Percentage of Faculty with terminal degrees and growing core of faculty with stronger research focus.
- Strong focus on the sciences, health sciences and sports-related disciplines.

Opportunities

- Location: ESU is located on Interstate 80 with easy access to New York and Philadelphia for faculty-led programming, internships and opportunities afforded by large metropolitan areas.
- As an economic engine of the Pocono region, ESU has the opportunity to help revitalize an economically challenged region of Pennsylvania.
- Articulation agreements and positive working relationships with a number of community colleges in the region (PA and NJ), will enable us to continue to increase transfer student enrollment and success. ESU has also seen a rise in the number of non-traditional students interested in degree completion, especially with the programs in place at our location in Bethlehem.
- Increased emphasis on innovative faculty and undergraduate research and entrepreneurship.
- Increased opportunities for research thru involvement of individual faculty and entire academic departments at the Innovation Center.
- Improve the quality of online instruction and the use of technology in the classroom.
- Increased support for external grant submission and acquisition.
- Innovative degree programs in health sciences, business, education, and the arts in competitive formats (accelerated, executive, learning communities/cohort, blended, online).
- Engagement of faculty and students in and out of the classroom through high impact best practices.
- Implementation of a new General Education Curriculum.
- Increased diversity of student population.
- Strong focus on increasing retention and graduation rates through a comprehensive retention plan.
- Increased flexibility of academic offerings year round – shorter modules, winter session, summer programs
- Greater collaboration with community partners, such as Pocono Health System, St. Luke's University Health Network, Lehigh Valley Health Network, Commonwealth Medical College, local school districts and other businesses through targeted initiatives.
- Although the local print media has in the past been very challenging to work with, (and last year's plan this actually fell in the challenges column) this past year there seems to be better communication and overall messaging from them. After lengthy meetings and discussions with members of the editorial board at The Pocono Record by ESU administrators and other members of the local community, it appears that the paper is taking a more open community approach with more positive stories about the university.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities *(Continued)*

- Made a commitment for the 2015-2016 academic year to develop quarterly tabs to be inserted in Sunday editions of The Morning Call (120,000 circulation) to educate the Lehigh Valley on opportunities to better know and understand all of the positive things occurring at ESU. Information in the tab is geared toward prospective students, parents, alumni and general audience.
- We continue to develop tremendous support with local radio stations that offer ESU media sponsorships for major events and on-air interviews to promote important community programming.
- Began inviting members of the East Stroudsburg business community to campus to meet with President Welsh to discuss ways to partner in order to bring goods and services to our students while supporting the small business community within walking distance. Attendance at these meetings is growing and a more positive and supportive relationship is beginning to emerge.

Challenges

- Historical lack of state-support which has not kept pace with the growth and cost of academic programs and student needs.
- Lack of control over personnel salaries, benefits and pension costs.
- Collective Bargaining contract costs and complexity of agreements.
- Declining enrollment of traditional high-school aged students.
- Aging facilities and deferred maintenance, particularly academic facilities to support growing programs, e.g. Exercise Science, Nursing, Athletic Training.
- Recruiting and retaining highly qualified faculty with research backgrounds in light of CBA requirements; nursing, business and some health professions and science degree programs are seriously challenged.
- Increased competition with surrounding two and four year colleges and universities in the region.
- Increased oversight and compliance, including but not limited to regional and national accreditors, PASSHE system, local municipalities, legislature, etc.
- Aging athletic facilities that make it very difficult to recruit strong academic students with interest in athletics.
- Deteriorating local community infrastructure continues to negatively impact student and personnel recruitment.
- Developing new and unique marketing and advertising strategies to help with student recruitment and overall name recognition given current state of the University budget and the relatively small allocation available for such initiatives.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	21.4%	20.2%	19.8%	21.0%	21.4%	21.9%	21.9%
New Transfers	10.2%	9.5%	10.6%	10.0%	9.1%	11.4%	11.4%
Veterans	0.0%	0.9%	1.3%	1.2%	0.7%	1.5%	1.5%
Adult Learners	9.0%	8.2%	8.4%	8.9%	9.9%	8.9%	8.9%
Total Undergraduate Enrollment	6,610	6,289	6,109	6,126	6,105	6,161	6,222
Graduate Headcount Enrollment							
Master's	589	482	467	512	533	522	550
Research Doctorate	41	56	48	64	56	55	65
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	630	538	515	576	589	577	615
Certificates and Nondegree students							
	113	116	154	118	134	115	130
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	11	22	35	42	98	47	135
Traditional (On Campus)	6,885	6,450	6,523	6,044	6,134	6,706	6,732
Off Campus	79	31	66	62	79	100	100

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	78.4%	70.5%	71.2%	73.8%	72.0%	72.5%	73.0%
Third Year Persistence	66.3%	66.7%	57.2%	58.4%	62.7%	59.5%	60.0%
Fourth Year Persistence	62.8%	61.5%	61.8%	53.6%	50.0%	54.2%	55.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	36.5%	34.7%	36.9%	27.3%	30.0%	31.0%	32.0%
Six Year (or less)	57.2%	56.0%	55.9%	54.6%	54.0%	55.0%	56.0%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	126.2	126.3	126.5	125.3	129.1	127.0	126.0
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

* East Stroudsburg University has been undergoing a data validation process that may result in minor differences in data as reported by the State System.

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	1,465	1,476	1,453	1,534	1460	1486
Undergraduate Degrees per 100 FTE	20.8	22.8	20.8	21.6	21.5	21.6
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	50.0%	46.0%	51.1%	47.6%	52.1%	55.2%
Non-Pell Recipient Graduation Rate	59.0%	59.2%	57.3%	57.5%	N/A	N/A
Underrepresented Minority Graduation Rate	47.0%	45.3%	52.5%	50.0%	51.3%	54.3%
Non-Underrepresented Minority Graduation Rate	58.0%	58.2%	58.2%	58.1%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	27.2%	32.3%	29.2%	35.3%	31.5%	33.3%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	19.7%	25.1%	23.9%	26.9%	26.0%	26.5%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	17.4%	16.1%	16.2%	17.2%	18.2%	18.5%
Female Faculty	45.6%	44.8%	44.6%	47.2%	47.5%	48.5%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
International Student Enrollment						
Number of International Students	64	76	87	96	98	111
Percentage of International Students	0.9%	1.1%	1.3%	1.4%	N/A	N/A
High Impact Practices						
Freshmen Participating in High Impact Practices	44.0%	N/A	52.2%	52.2%	47.0%	48.0%
Seniors Participating in High Impact Practices	79.4%	N/A	87.9%	87.9%	81.8%	82.6%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	23.7%	24.9%	29.7%	30.4%	28.8%	29.5%
Student Diversity						
Undergraduate Pell Grant Recipients	21.7%	29.5%	30.3%	32.3%	29.4%	30.3%
Nonmajority Students	14.3%	23.4%	26.2%	28.2%	20.1%	20.5%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	28.3%	37.6%	40.0%	43.0%	38.5%	39.2%
Low Income PA High School Grads (ages 18-34)	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Underrepresented Minority Transfer Students	15.5%	33.9%	39.0%	30.0%	35.9%	35.9%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%

Academic Programs

Academic Program Activity	
Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	3
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Associate Degree Programs	
Total Number of Associate Programs	1
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	50
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	33
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	66%
Master's Degree Programs	
Total Number of Master's Programs	22
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	15
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	68%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
500101	Integrated Art and Design	No
Certificate's		
310504	Advanced Sport Performance Coaching	Yes
310504	Sport Performance Coaching	No
Minor's		
310504	Athletic Coaching	No
310504	Sport & Exercise Psychology	No
310504	Sport Management	No
310301	Park Management	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Bachelor's Degree Programs			
500101	Integrated Art and Design	Reorganized from previous B.A. in Fine Arts	No
Master's Degree Programs			
231303	Professional and Digital Media Writing	Reorganized from the previous M.A. in Professional and New Media Writing and delivery method is 100% online	Yes

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
500101	Fine Arts	No

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Master's Degree Programs	
51.0701	Master of Science (MS) in Management and Leadership with a Concentration in Health Administration
Doctorate Degree Programs	
51.0701	Doctorate of Health Science (DHSC) in Policy and Administration
13.0401	Doctorate of Education (Ed.D) in Educational Leadership
Certificate's	
51.2207	Sub-Bac Certificate in Health Coaching
51.31	Sub-Bac Certificate in Nutrition
23.1303	Business Writing Certificate
45.0702	GIS Certificate (History and Geography)
52.0213	Leadership Certificate (Philosophy)
11.0803	3D Printing & Product Design (Art & Design)
51.1501	Crisis Intervention (Psychology)
Minor's	
50.1004	Entrepreneurship in Theater and Arts
27.0301	Applied Mathematics
27.0502	Mathematical Analytics
27.0399	Mathematics Statistics

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Bachelor's Degree Programs	
52.0801	Bachelor of Science (BS) in Finance
50.0502	Bachelor of Arts (BA) in Entertainment Technology (Theater Department)
51.0806	Bachelor of Science (BS) in Physical Therapy Assistant

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$30.0	$31.4	$32.5	$32.8	$32.8	$32.8
Undergraduate Out-of-State Tuition	24.2	23.1	24.0	22.4	$18.4	$18.4
Graduate In-State Tuition	3.8	3.9	4.0	4.4	$4.4	$4.4
Graduate Out-of-State Tuition	2.0	2.2	2.3	2.0	$2.0	$2.0
TOTAL TUITION REVENUE	**$60.0**	**$60.5**	**$62.8**	**$61.6**	**$57.6**	**$57.6**
Total Fees	10.6	11.5	11.9	11.9	12.2	12.2
State Appropriations	21.2	22.1	23.7	23.1	24.0	24.0
All Other Revenue	5.7	3.7	3.5	3.5	3.4	3.4
Planned Use of Carryforward	0.0	0.0	0.0	0.0	0.0	0.0
Total E&G Revenue/Sources	**$97.4**	**$97.8**	**$101.9**	**$100.1**	**$97.2**	**$97.2**
E&G Expenditures/Transfers						
Total Salaries and Wages	$47.2	$47.3	$49.3	$47.5	$48.4	$48.9
Total Benefits	19.5	20.4	23.8	21.9	24.9	25.7
TOTAL PERSONNEL EXPENDITURES	**$66.7**	**$67.7**	**$73.1**	**$69.4**	**$73.3**	**$74.6**
Financial Aid	2.9	3.3	2.5	2.5	2.5	2.5
Utilities	1.6	1.5	1.6	1.6	1.6	1.6
Services & Supplies	15.4	12.7	16.0	16.0	15.9	15.9
Capital Expenditures and Transfers	7.4	11.8	8.6	10.6	8.9	8.9
Total E&G Expenditures/Transfers	**$94.0**	**$97.0**	**$101.9**	**$100.1**	**$102.2**	**$103.5**
Total E&G Fund Surplus/(Shortfall)	$3.4	$0.8	$0.0	$0.0	$(5.0)	$(6.3)
Annualized FTE Enrollment						
Undergraduate In-State	4,278.80	4,448.00	4,501.00	4,501.00	$4,501.0	$4,501.0
Undergraduate Out-of-State	1,457.50	1,372.00	1,361.00	1,361.00	$1,361.0	$1,361.0
Graduate In-State	279.10	357.00	385.00	385.00	$385.0	$385.0
Graduate Out-of-State	108.00	151.00	138.00	138.00	$138.0	$138.0
Total Annualized FTE Enrollment	**6,123.40**	**6,328.00**	**6,385.00**	**6,385.00**	**6,385.00**	**6,385.00**
E&G Fund Budgeted Annualized FTE Employees						
Faculty	296.67	296.13	295.02	298.90	295.04	295.04
AFSCME	174.13	189.49	190.08	164.60	188.64	188.64
Nonrepresented	83.23	99.27	96.75	85.20	94.65	94.65
SCUPA	30.39	35.01	37.98	33.80	37.90	37.90
All Other	36.29	50.65	48.57	46.90	49.97	49.97
Total E&G Fund Budgeted Annualized FTE Employees	**620.71**	**670.55**	**668.40**	**629.40**	**666.20**	**666.20**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Over the past three years, the university was challenged to address escalating operating costs in the face of decreasing revenue, brought on by enrollment declines and steep reductions in state support. Given these challenges, the university investment strategy was centered on reallocating resources from lower priorities to areas with student growth and/or the core functions of the university. The corresponding data illustrates the amount of funding reallocated to address these needs.	$5,121,682	$4,333,722	$4,406,943
Total	**$5,121,682**	**$4,333,722**	**$4,406,943**

Sources of Funds for Reinvestment:

See above.

Total	**$0**	**$0**	**$0**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$7.3	$7.6	$7.6	$7.6	$7.6	$7.6
Housing Fees	6.6	6.8	6.8	7.0	7.2	7.2
Privatized Housing	2.5	2.6	2.8	2.8	2.9	2.9
Other Auxiliary Sales	0.4	0.4	0.5	0.5	0.5	0.5
All Other Revenue	1.7	1.7	1.8	1.8	1.8	1.8
Total Auxiliary Revenue/Sources	**$18.5**	**$19.2**	**$19.4**	**$19.7**	**$20.0**	**$20.0**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$3.7	$3.9	$3.9	$3.6	$4.0	$4.0
Total Benefits	1.9	2.1	2.3	2.2	2.4	2.4
TOTAL PERSONNEL EXPENDITURES	**$5.7**	**$6.0**	**$6.3**	**$5.8**	**$6.4**	**$6.4**
Financial Aid	0.2	0.4	0.2	0.2	0.2	0.2
Utilities	1.4	1.3	1.4	1.4	1.4	1.4
Services & Supplies	8.6	7.8	7.8	7.8	8.0	8.0
Capital Expenditures and Transfers	2.4	3.3	3.7	4.4	3.9	3.9
Total Auxiliary Expenditures/Transfers	**$18.3**	**$18.9**	**$19.4**	**$19.7**	**$20.0**	**$20.0**
Total Auxiliary Fund Surplus/(Shortfall)	$0.2	$0.2	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**72.24**	**79.44**	**70.65**	**67.34**	**78.29**	**78.29**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$10.0	$11.0	$10.8	$10.8	$10.8	$10.8
State Grants & Contracts	5.3	5.6	5.6	5.6	5.6	5.6
Private Grants & Contracts	0.1	0.0	0.0	0.0	0.0	0.0
Gifts	0.1	0.2	0.2	0.2	0.2	0.2
All Other Restricted Revenue	0.4	0.0	0.0	0.0	0.0	0.0
Total Restricted Revenue	**$15.9**	**$16.9**	**$16.6**	**$16.6**	**$16.6**	**$16.6**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$1.0	$1.0	$0.9	$0.9	$0.9	$0.9
Total Benefits	0.1	0.1	0.1	0.0	0.0	0.0
TOTAL PERSONNEL EXPENDITURES	**$1.1**	**$1.1**	**$1.0**	**$0.9**	**$0.9**	**$0.9**
Financial Aid	14.7	15.5	15.5	15.5	15.5	15.5
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.6	0.7	0.6	0.6	0.6	0.6
Capital Expenditures and Transfers	(1.0)	(0.9)	(0.4)	(0.4)	(0.4)	(0.4)
Total Restricted Expenditures/Transfers	**$15.4**	**$16.5**	**$16.6**	**$16.6**	**$16.6**	**$16.6**
Total Restricted Fund Surplus/(Shortfall)	$0.5	$0.4	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**4.99**	**7.43**	**4.35**	**6.97**	**4.00**	**4.00**
Total University Revenue	**$131.9**	**$133.8**	**$138.0**	**$136.4**	**$133.8**	**$133.8**
Total University Expenses	**$127.8**	**$132.4**	**$138.0**	**$136.4**	**$138.8**	**$140.1**
Total University Surplus/(Shortfall)	**$4.1**	**$1.4**	**$0.0**	**$0.0**	**$(5.0)**	**$(6.3)**
Total University Budgeted Annualized FTE Employees	**697.94**	**757.42**	**743.40**	**703.71**	**748.49**	**748.49**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	2,015	2,134	2,188	2,240
Total Cost In-State Undergraduate Off Campus or At Home	**$9,005**	**$9,376**	**$9,684**	**$9,736**
Most Common Room and Board Rates	7,646	7,980	8,126	8,390
Total Cost In-State Undergraduate On Campus	**$16,651**	**$17,356**	**$17,810**	**$18,126**
Out-of-State Undergraduate				
Tuition (Most Common)	$16,556	$17,050	$17,650	$17,650
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	2,015	2,134	2,188	2,240
Total Out-of-State Undergraduate Off Campus or At Home	**$19,129**	**$19,826**	**$20,502**	**$20,554**
Most Common Room and Board Rates	7,646	7,980	8,126	8,390
Total Cost Out-of-State Undergraduate On Campus	**$26,775**	**$27,806**	**$28,628**	**$28,944**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	84	89	90	94
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$375**	**$391**	**$403**	**$407**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$690	$710	$735	$735
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	84	89	89	93
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$797**	**$826**	**$852**	**$856**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$104	$110	$114	$117
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$103	$109	$112	$116

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$29	$706
Activity Fee	$13	$314
Health Services Fee	$14	$340
University Center Fee	$10	$244
Recreation Center Operations Fee	$13	$316
Recreation Center Programs Fee	$3	$82
Stony Acres	$1	$20
E Card Program Fee	$1	$32
E Card Operations Fee	$1	$26
Academic Records Fee (flat fee)	$1	$14
Transportation Fee (flat fee)	$4	$94
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$29	$706
Activity Fee	$13	$314
Health Services Fee	$14	$340
University Center Fee	$10	$244
Recreation Center Operations Fee	$13	$316
Recreation Center Programs Fee	$3	$82
Stony Acres	$1	$20
E Card Program Fee	$1	$32
E Card Operations Fee	$1	$26
Academic Records Fee (flat fee)	$1	$14
Transportation Fee (flat fee)	$3	$94
Other: _____		

Notes:

Housing Costs	2015/16 Full Time Academic Year
Traditional Housing	
Minimum	$5,490
Maximum	$8,240
Most Common	$5,490
All Other Housing	
Minimum	$6,860
Maximum	$9,780
Most Common	$7,800

Dining Costs - students living on campus	# Meals/Week	2015/16 Full Time Academic Year
Minimum	10	$2,090
Maximum	19	$2,636
Most Common	19	$2,636

Other Optional Fees	2015/16 Full Time Academic Year
Late Registration	$50
Late Payment	1.5% monthly
Application (Undergraduate)	$25
Orientation-student	$75
Orientation-parent	$55
Identification Replacement Card	$20
Bad Check	$25
Parking Fee	
Ridge/non-core permit	$45
Core commuter/res permit	$55

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	598	566	541	942
Average Award	$4,974	$5,025	$4,745	$3,043
Total Dollars Awarded	$2,974,395	$2,843,951	$2,566,846	$2,866,795
% of Undergraduate Students Receiving Aid	9%	9%	8%	15%
Pennsylvania State Grants				
# of Students	1,791	1,716	1,892	1,929
Average Award	$2,235	$2,803	$2,642	$2,856
Total Dollars Awarded	$4,003,340	$4,810,467	$4,998,857	$5,509,685
% of Undergraduate Students Receiving Aid	26%	26%	29%	32%
Pell Grants				
# of Students	2,058	2,158	2,301	2,353
Average Award	$3,801	$3,955	$4,089	$4,102
Total Dollars Awarded	$7,821,882	$8,534,109	$9,409,761	$9,652,005
% of Undergraduate Students Receiving Aid	30%	33%	35%	39%
All Other Gift Aid*				
# of Students	778	821	1,075	726
Average Award	$1,162	$1,238	$1,738	$2,232
Total Dollars Awarded	$904,177	$1,016,430	$1,868,033	$1,620,588
% of Undergraduate Students Receiving Aid	11%	12%	16%	12%
Unduplicated Students Receiving Gift Aid				
# of Students	3,090	3,120	3,389	3,469
Average Award	$5,082	$5,514	$5,560	$5,664
Total Dollars Awarded	$15,703,794	$17,204,956	$18,843,496	$19,649,073
% of Undergraduate Students Receiving Gift Aid	46%	47%	51%	57%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	181	155	165	113
Total Dollars Awarded	$652,953	$339,332	$1,135,153	$460,082
% of Graduate Students Receiving Assistantships	25%	21%	22%	19%
Graduate Tuition Waivers				
# of Students	177	135	116	162
Total Dollars Awarded	$894,868	$700,605	$558,420	$737,096
% of Graduate Students Receiving Waivers	25%	18%	15%	27%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	4,578	4,455	4,640	4,681
Average Loan	$9,122	$9,320	$9,467	$11,008
Total Dollars Loaned	$41,761,119	$41,522,784	$43,928,296	$51,528,030
% of Undergraduate Students Receiving Loans	67%	67%	70%	77%
Graduate Loans (all known)				
# of Students	316	284	292	304
Average Loan	$15,157	$16,468	$16,251	$18,753
Total Dollars Loaned	$4,789,713	$4,676,790	$4,745,262	$5,701,003
% of Graduate Students Receiving Loans	44%	38%	38%	50%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	77%	77%	69%	80%
Average Amount of Debt *(of those graduating with debt)*	$24,053	$27,356	$27,730	$32,494
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	6.3%	5.1%	5.2%	5.5%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,408	$10,067	$1,200	$3,037	$23,712
In-State Undergraduate Off Campus, Living at Home	$9,408	$2,800	$1,200	$4,804	$18,212
Out-of-State Undergraduate On Campus	$19,858	$10,067	$1,200	$3,807	$34,932
Out-of-State Undergraduate Off Campus, Living at Home	$19,858	$2,800	$1,200	$4,874	$28,732

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	876	$15,274	$732	$8,595	$8,827
$30,001 - $48,000	381	$15,053	$1,494	$7,857	$7,881
$48,001 - $75,000	495	$18,175	$4,584	$4,771	$9,086
$75,001 - $110,000	601	$19,743	$6,253	$3,110	$9,959
$110,001 and Above	693	$19,361	$5,568	$3,787	$9,916

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

East Stroudsburg University is committed to access for all students and is very diligent in offering services to all our students. For example, this current academic year Admnistration made a strategic decision to release PHEAA disbursements eventhough the Commowealth budget had not been passed. By doing this it assisted many students who might of had to consider other options, including possibly leaving the university.

Pricing Flexibility Pilot for Student Fees

Pilot/Title: EA02 — Clinical Nursing Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a semester-specific instructional fee of approximately 25% of the undergraduate tuition rate to all students in the Bachelor of Science in nursing (BSN) program. If successful, may expand to speech-language-pathology and athletic training or similar programs in second year. Effective fall 2014 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

This fee will be charged to nursing students in their clinical semesters, which begin in the second year of the nursing program. In response to students enrolled in the program prior to approval of this pilot, the University Council of Trustees authorized existing students to be grandfathered. While this program was approved effective fall 2014, new students in the nursing program begin taking nursing clinical courses in fall 2015. As such, the impact of this fee pilot cannot be measured until after fall 2015, when the 2014 freshman class reaches their second year.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	40.00	40.00	39.00	0.00	(1.00)
Percent Pell Recipiens	27.2%	25.3%	22.9%		
Headcount Nonmajority Students	29.00	28.00	33.00	(1.00)	5.00
Percent Nonmajority	19.7%	17.7%	19.4%		
Other:					
Cohort Enrollment					
Fall FTE Students	102.00	140.00	155.00	38.00	15.00
Fall Headcount Students	147.00	158.00	170.00	11.00	12.00
Annualized FTE Students	116.25	140.75	158.00	24.50	17.25
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue	$1,204,976	$1,260,800	$1,616,664	$55,824	$355,864
New Pilot Student Fee Revenue	**$0**	**$0**	**$61,416**	**0**	**61,416**
All Other E&G Fee Revenue	346,183	401,738	437,672	55,555	35,934
Auxiliary Fee Revenue	629,372	860,192	894,012	230,820	33,820
Institutional Financial Aid *(negative number)*	0	0	0	0	0
Net Revenue	$2,180,531	$2,522,730	$3,009,764	$342,199	$487,034
Revenue Increase due to Normal Rate Changes				0	0

Observations:

The fee has been implemented through collaboration with the Business Office and the College of Health science. The fee was attributed to key coursework in which nursing students enroll. The fee implementation has not had a noticeable impact on enrollment and has not caused any apparent disruption in the program.

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title: EA01 — Pennsylvania's State System @ Center City, Philadelphia

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 90% of the applicable tuition rate to students attending the Pennsylvania's State System at Center City Philadelphia location. The tuition rate would apply to all East Stroudsburg Center City programs, both undergraduate and graduate. Effective fall 2014 through summer 2016.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

The pilot has been implemented as originally proposed and approved. The university seeks to continue pricing model for Center City students.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	11.00	5.00	3.00	(6.00)	(2.00)
Percent Pell Recipients	64.7%	27.8%	16.7%		
Headcount Nonmajority Students	14.00	16.00	17.00	2.00	1.00
Percent Nonmajority	82.4%	88.9%	94.4%		
Other:					
Cohort Enrollment					
Fall FTE Students	13.75	9.25	12.25	(4.50)	3.00
Fall Headcount Students	17.00	18.00	18.00	1.00	0.00
Annualized FTE Students	10.00	10.00	15.00	0.00	5.00
Fall Revenue Associated with Cohort					
Tuition Revenue	$31,625	$41,827	$53,559	$10,202	$11,732
E&G Fee Revenue	7,489	9,368	12,622	1,879	3,254
Auxiliary Fee Revenue	0	0	0	0	0
Institutional Financial Aid *(negative number)*	0	0	0	0	0
Net Revenue	$39,114	$51,195	$66,181	$12,081	$14,986
Revenue Increase Due to Normal Rate Changes		1,536	1,522	1,536	(14)

Observations:

Program offered by East Stroudsburg University in Center City is still in transition. East Stroudsburg is actively working with the other System universities operating at this site to maximize utilization of this facility and to provide the programs that are in demand and can best be offered.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

EDINBORO UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 4
- Other Areas of Distinction 5
- Strategic Goals 6
- University Strengths, Opportunities and Challenges 7

Key Performance Indicators

- Strategic Enrollment Management 8
- Performance Funding Indicators 9

Academic Programs 10

Financial Information 13

EDINBORO UNIVERSITY OF PENNSYLVANIA
2015/2016 ACTION PLAN

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Edinboro University's Mission Statement describes its primary purpose and objectives. It is as follows:

> **Distinguished by its focus on individual attention to student success, commitment to diversity, and responsiveness to the evolving needs of the broader community, Edinboro University provides the highest quality undergraduate, graduate and co-curricular education.**

The Mission Statement drives our strategic planning and operations and is evidenced in a number of University initiatives.

In the area of **student success**, Edinboro launched its Academic Success Center (ASC) in 2012 as an investment to improve student retention and completion. The ASC offers advising support services for all students, coordinates tutoring services, and directs an early alert system for student referrals from faculty and staff. The focus on student success has also been expanded this year with the development of the Learning Commons, centrally located in the campus Library. The Learning Commons includes the ASC, but also brings together multiple other student support offices and services, including the Center for Career Development, the Office for Adult and Transfer Student Services, the International Student Services Office, the Testing Center, and Writing Center. Construction is currently underway to transform a large section of library space into a new modern home for the Learning Commons and will be fully opened in January 2017. The University has also launched the use of the Starfish Retention Solutions software to enhance advising and retention support; departmental faculty champions have been identified and trained on the software and adoption by both students and faculty has been widespread. Edinboro continues to support student success with an improved First Year Experience program, the delivery of specialized advising for undeclared students, and the introduction of an intrusive conditional admission program.

Edinboro's commitment to **diversity** is supported through targeted recruitment of underrepresented minority students and employees; investment in expanding the recruitment and retention of international students; and our Porreco College initiative in Erie to meet the region's community college educational needs. An example of our success is our extension of opportunity to diverse students through Porreco College, many of whom likely would not have otherwise pursued higher education. At this College, African American students represent more than 21% of the students body (compared to 9% on main campus), and Hispanic students represent 5.3%, compared to 1.2% on main campus. Many of these students are excelling in their studies and looking to continue their education. At the level of faculty and other employees, Edinboro has implemented very intentional processes to maximize consideration of underrepresented minorities in search pools. This approach has been developed and supported collaboratively between the offices of the Provost, Social Equity, and Human Resources and we expect that these processes will increase faculty and employee diversity to better serve the mentoring needs of our students. Lastly, Edinboro's more unique commitment to diversity is through its decades-long dedication to providing services for students with disabilities, with our programming ranked among the top in the nation for those with physical disabilities.

Edinboro is also **responsive to the needs of the broader community** by offering academic and cultural programming to support the economic development of the region and improve the quality of life. Examples include the recent launch of the Porreco College in Erie, partnerships with regional social service agencies to develop pathways for low-income and underrepresented residents, and partnerships with regional industry to provide academic and noncredit-bearing programming to meet workforce needs. Edinboro continues to actively evolve its academic program array by discontinuing academic programs no longer needed to meet mission, while developing new programs that will be in demand by both students and employers. These include programs in pre-professional allied health fields, international business, energy science, digital media, and music therapy, among others.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

The Edinboro University Vision Statement represents the institution's aspirations for the near future:

> **Edinboro University will be the first choice among students, employers, and the community for excellence in higher education.**

Edinboro aspires to be the leading institution for quality higher education in its service region, and nationally for its online programs. Edinboro's goal is unrelenting consistency in program quality and for students to have the best possible educational experience.

The University has made progress toward this vision in recent years with the introduction of the Porreco College in Erie; multiple partnerships with other educational providers and industry leaders to provide workforce-ready, high-demand programming; and through multiple national recognitions of the University and its programs. Some of these recognitions include: Edinboro University ranking in the top tier of best universities in the Northern region (*U.S. News & World Report's 2015 Best Colleges*); 2nd in Pennsylvania among most affordable online colleges (*Affordable Colleges Online 2014*); 21st for Nursing in the ranking of Best Online Graduate Programs (*U.S. News & World Report)*; 17th on the East Coast for Animation and Computer Animation programs, and 20th nationally among public colleges and universities (*Animation Career Review 2015*); 15th in the nation among public colleges for computer Game and Virtual World Development programs; 6th in the nation among the "Top 10 Accredited School Counseling Master's Degrees Ranked by Affordability" for the Master of Education in Educational Psychology program (*Best Counseling Degrees* website); and 6th in the U.S. for the Master of Social Work program from the Top 25 MSW Programs accredited by the Council on Social Work Education (*Social Work Degree Guide 2015*).

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

Edinboro University's Strategic Plan supports achievement of its mission and vision, and includes multiple objectives and specific initiatives to advance the University. The institutional goals as part of that Plan target improvements in program quality and student success, improving constituent experience through investments in faculty and staff excellence, enhancing the University's reputation and financial resources, improving institutional diversity, and actively engaging in the region to support its development. University resources are devoted to ensure success of each objective with allocation decisions recommended and assessed through an institutional Budget Planning Team.

Edinboro recognizes the financial challenges faced since 2011 and has developed and implemented multiple strategies to ensure its financial sustainability and success in meeting its mission and vision. A multi-year budget model was developed in spring 2015 that includes multiple scenarios based on potential enrollment and retention paths. The model addresses the need for institutional transformation through planned resource allocation in support of the core mission of the University in terms of instruction and student support. Edinboro will be guided by the developed model as it addresses continuing challenges. A decline in undergraduate enrollments in the current academic year and a recent downward revision in projections for high school graduates in our service region create greater pressure for use of reserve funds in the absence of significant action and redirection. Proactively, Edinboro's leadership is continuing to be aggressive in recruitment and retention investments while also continuing to reduce costs and seek efficiencies in areas across campus. The Academic Affairs division is actively changing scheduling and planning processes to improve student-faculty ratios and other metrics of academic and financial performance.

Undergraduate and graduate enrollment management plans have been developed and implemented, as has a student retention plan. Elements of these plans include redesigned campus visit programs and admitted student receptions; improvements in strategic name buy processes; targeting scholarship and financial aid as a leverage tool to impact yield; a graduate school assessment system for student satisfaction measurement and program improvement; a redesigned New Student Orientation program; a redesigned First Year Experience (FYE) program; an improved Living Learning Community program; a redesigned conditional admission program with significant student engagement; an improved program to support students on warning or probation; and improvements to academic advising through faculty professional development and technology investments.

An academic program array and faculty personnel plan has also been developed and implemented to strategically plan for the introduction of new programs, the reorganization or elimination of low-demand programs, and the efficient management of faculty resources to meet the needs of our stakeholders.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

(1) Arts and Digital Entertainment. Edinboro has a long history of offering quality studio arts programs, includes internationally-recognized artists among its faculty, and has many accomplished graduates. Faculty works have been exhibited at the Smithsonian, White House, and numerous galleries worldwide. Edinboro has also expanded its leadership beyond the studio arts disciplines with quality programs in the applied media arts, and in cinema and animation, in particular. The Art department includes 34 FTE faculty and more than 600 FTE student majors (in fall 2015) making it the largest in the PASSHE; the arts presence encompasses multiple facilities on campus, including two art galleries, and the programs are NASAD accredited. Edinboro also offers a Game and Virtual World Development program (an animation and computer science collaboration) that receives national ranking recognitions and has seen tremendous enrollment growth, even in years when enrollments university-wide were in decline.

(2) Mental and Social Health Services. Edinboro is dedicated to STEM-H programming and has had a long commitment to providing quality facilities and instruction in the mental and social health disciplines. Multiple high quality programs are represented in this area at both the undergraduate and graduate levels. These include nationally recognized and accredited programs in Nursing, Speech Language Pathology, and Social Work. Others include accredited programs in Counseling, with emphases in Art Therapy, College Counseling, Clinical Mental Health, School Counseling (PK-12), or Rehabilitation & Clinical Mental Health. The Art Therapy program is the first in the nation to be offered online and is currently ranked 8th in the nation for online Counseling programs. Also at the graduate level, Edinboro offers an EdS in School Psychology and an Autism Spectrum Disorder Endorsement (Graduate) Certificate. At the undergraduate level, Edinboro offers a strong research-focused program in Psychology which boasts strong enrollment, high levels of student engagement, and very positive student outcomes; multiple nominees for the PASSHE Ali Zaidi award have come from this program. In general, Edinboro has a developed expertise in the mental and social health fields that has garnered strong enrollments and placements in national rankings, along with validations through accreditation recognitions.

(3) Business. While nearly all PASSHE universities host business or similar programs, Edinboro considers its business programming as distinctive for multiple reasons. The School of Business was launched in 2011 to bring recognition to the quality, accredited programming in this area. While new incoming student enrollments have been weak since 2011 at the university-wide level, new enrollments in the business programs have been consistently strong compared to other discipline areas. This demonstrates the market recognition for this program, especially with similar programming offered at four other universities in the county. Distinctive features include the offering of a CFP Board® registered financial planning program, the hosting of a Financial Literacy Institute, programming in Forensic Accounting, very high graduate placement rates, and the hosting of a privately-funded Summer Business Academy targeted to at-risk youth. The business faculty developed and offered one of the first freshman engagement programs at the University, serving as a model for future university-wide programming. The School also offers an innovative student mentoring program that matches students with business executives for a year-long program of engagement and mentorship with very positive outcomes for students.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success and community engagement.

(1) Edinboro University – The Porreco College was launched in 2014 to assist in meeting the community college needs of the region. Located in Erie, the College offers associate degrees and other sub-baccalaureate programming at a cost consistent with that of a community college. This is accomplished by charging discounted fees and awarding scholarships through the Porreco Promise, a privately supported scholarship fund; when combined with federal and state gift aid, many students are able to attend at little or no cost. Edinboro has also engaged with regional business and industry partners to develop and offer programs that support workforce readiness and economic development in the region. During its first year, enrollments have exceeded initial projections; in fall 2014, the average student age was 26 and 72% of the incoming class was Pell eligible, with 46% representing the highest need. Edinboro University won the Exemplary Models Award in 2015 from the American Association of University Administrators for the Porreco College initiative.

(2) Office for Students with Disabilities (OSD). Edinboro University is ranked as a top five university in the nation for providing full services to students with disabilities. Edinboro's OSD recently celebrated its 40th year of service to promote confidence and independent functioning for all students and to increase understanding of students with disabilities across campus. Edinboro is a first choice in the PASSHE for students with disabilities, where comprehensive services are available. These services include an academic aide system, attendant care program, learning disability support services, life skills center, meal aides, occupational therapy, a tactile laboratory, social work services, van transportation, and wheelchair maintenance.

(3) Attendant Care Services. As an extension of OSD, Edinboro provides extensive attendant care services to address the personal needs of students with disabilities so that they may fully participate at the University. Students in the program are housed on a specially equipped floor in a traditional residence hall and are supported by a team of professionals that include a program nurse, occupational therapist, social worker and a student affairs professional. All care workers are employed by the University, including student personnel. Services include assistance with showering, dressing and grooming; laundry assistance; personal hygiene; room cleaning; assistance with braces and orthotics; service animal assistance; mobility, transferring, positioning and range of motion; and assistance with health and wellness.

(4) ROTC. Edinboro's ROTC program has brought in 100 freshmen in each of the last three years and the department consistently places in the top third of all forty-two schools in the Northeast for overall production of the highest quality lieutenants. Five (of ten) of the program's seniors graduated as distinguished military graduates (DMG), recognized as part of the top 10% out of over five thousand Cadets in their year group across the nation. As a group, this achievement for Edinboro was the third highest ratio out of the forty-two Northeast schools. In the last year, ROTC achieved forty-five students on contract with forty of those on scholarship across all year groups. The ROTC is a strong partner with the University for modeling academic excellence and student success.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Correspondence with PASSHE Goals is shown in brackets, [ ].

University Goals and Objectives include the following:

I. Ensure Program Quality and Student Success [1, 2, 4]
   - A. Involve all undergraduate students in high impact practices (HIPs) [1, 2, 4]
   - B. Provide all students effective academic and career advising [1, 2]
   - C. Engage all undergraduate students in co-curricular activities [1]
   - D. Implement processes and procedures to improve program and service quality in all departments, offices and academic programs [1, 2, 4]

II. Inspire Faculty and Staff Excellence [1, 4]
   - A. Support excellence in student services through professional development for all staff [4]
   - B. Support faculty excellence in teaching, scholarship and service [1, 4]

III. Enhance University Reputation and Resources [1, 2, 3, 4]
   - A. Create a culture of giving [2, 3]
   - B. Assess capacity, develop, and implement a capital campaign plan [3]
   - C. Develop and fund a comprehensive marketing and communication plan
   - D. Establish ambitious and achievable goals and strategies for recruitment, enrollment and retention [1, 2, 4]

IV. Foster a Respectful and Diverse Campus Community [2, 4]
   - A. Enroll and support a more diverse student body [2, 4]
   - B. Recruit and support a more diverse faculty and staff [4]
   - C. Advance a culture of mutual respect and well-being [2]

V. Influence the Development of a Thriving Region [1, 2, 3, 4]
   - A. Establish Edinboro University – Porreco College [1, 2, 3, 4]
   - B. Establish mutually beneficial partnerships [1, 2, 3, 4]

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

Core capabilities include the following: the Porreco College and its connection with the community; signature academic programs (studio arts, animation, social work) and non-academic programs (services for students with disabilities); nationally-recognized online academic programs across multiple disciplines; a successful graduate school with increasing enrollment; notable success in annual fundraising; nationally competitive athletic teams that attract out-of-state enrollments; strong budget planning and resource allocation; a commitment to excellence and continuous improvement; and successful alumni.

Opportunities

Opportunities include the following: a new Institute for Forensic Sciences leveraging expertise across multiple disciplines; an Institute for Financial Literacy with significant potential for both on-campus and community engagement; new graduate programming particularly in the areas of business and information technology; significant potential for expanded partnerships through the Porreco College; potential to reduce physical plant square footage on campus to improve energy and cost efficiencies; an employee age distribution supporting the potential for retirements to favorably and strategically adjust the employee complement; and expanded grant-funding opportunities, particularly for program and service improvement.

Challenges

Challenges include the following: uncertain State financial support; unfavorable high school graduate demographics in our primary service region; deferred maintenance needs of the physical plant; costs associated with the signature attendant care program; the financial sustainability of high-cost high-quality academic programs (e.g., Art, STEM-H); administrative and financial costs associated with state authorization of distance education programs; expanding federal mandates and regulations; and the need for a substantial and successful capital campaign.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	23.1%	20.6%	18.9%	22.5%	23.7%	23.1%	20.8%
New Transfers	5.3%	4.5%	8.0%	6.1%	6.0%	5.0%	5.9%
Veterans	2.2%	2.4%	2.5%	2.6%	2.4%	2.5%	2.5%
Adult Learners	15.7%	14.0%	13.2%	12.9%	12.9%	12.9%	12.9%
Total Undergraduate Enrollment	6,553	5,992	5,756	5,492	5,141	5,169	5,193
Graduate Headcount Enrollment							
Master's	1,441	1,250	1,115	1,120	1,152	1,162	1,199
Research Doctorate	N/A	N/A	N/A	N/A	11	25	25
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	1,441	1,250	1,115	1,120	1,163	1,187	1,224
Certificates and Nondegree students							
	268	220	227	225	246	225	225
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	1,014	789	790	831	990	1,010	1,042
Traditional (On Campus)	6,334	5,850	5,373	4,936	4,373	5,258	5,307
Off Campus	1,218	951	935	1,128	400	480	485

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	73.9%	68.5%	72.3%	70.0%	69.8%	71.0%	72.0%
Third Year Persistence	61.3%	60.8%	57.7%	61.7%	58.5%	58.8%	60.0%
Fourth Year Persistence	57.7%	56.9%	56.5%	54.1%	54.6%	55.1%	55.6%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	25.1%	24.6%	27.6%	26.8%	25.5%	26.0%	26.5%
Six Year (or less)	44.5%	46.0%	49.4%	49.0%	48.4%	48.9%	49.4%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/2016 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	126.7	127.3	125.6	126.3	126.5	126.4	126.2
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	1,596	1,627	1,628	1,592	1,636	1,664
Undergraduate Degrees per 100 FTE	19.8	17.6	19.6	22.1	21.6	21.7
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	38.0%	35.2%	36.0%	48.1%	38.7%	40.9%
Non-Pell Recipient Graduation Rate	48.0%	47.8%	51.6%	50.1%	N/A	N/A
Underrepresented Minority Graduation Rate	33.0%	29.7%	27.3%	48.9%	31.9%	33.7%
Non-Underrepresented Minority Graduation Rate	46.0%	45.0%	48.0%	49.5%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	42.9%	46.0%	44.7%	46.1%	44.0%	44.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	8.3%	10.9%	11.9%	13.0%	11.0%	11.7%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	7.8%	7.6%	7.1%	6.9%	9.4%	9.7%
Female Faculty	43.3%	43.5%	44.7%	43.5%	46.2%	47.1%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	14.7%	11.9%	13.6%	16.4%	16.8%	16.9%
Student Diversity						
Undergraduate Pell Grant Recipients	40.5%	45.8%	45.6%	45.2%	33.7%	33.7%
Nonmajority Students	10.4%	11.7%	12.6%	14.6%	13.0%	13.3%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	54.6%	59.1%	66.4%	67.0%	59.0%	60.0%
International Student Enrollment						
Number of International Students	64	83	108	113	115	133
Percentage of International Students	0.7%	1.1%	1.5%	1.7%	N/A	N/A
High Impact Practices						
Freshmen Participating in First Year Experience	21.1%	33.2%	23.7%	38.7%	25.1%	26.1%
Seniors Participating in High Impact Practices	69.9%	N/A	86.2%	87.4%	72.0%	72.7%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

Academic Programs

Academic Program Activity	
Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	16
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	7
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	44%
Associate Degree Programs	
Total Number of Associate Programs	11
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	6
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	55%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	47
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	28
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	60%
Master's Degree Programs	
Total Number of Master's Programs	17
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	14
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	82%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Certificate's		
513805	Nursing	No
131210	Art Infusion	Blended
Minor's		
090702	Digital Media Production	No
430111	Forensic Studies	No
090902	Public Relations Branding and Imaging	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
	N/A		

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Certificate's		
520207	Customer Relationship Management	No

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
050107	Latin American Studies	No
513101	Nutrition	No
Master's Degree Programs		
422801	Clinical Psychology	No
Certificate's		
111099	Information Technology	No
Minor's		
160901	French	No

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Associate Degree Programs	
Bachelor's Degree Programs	
Master's Degree Programs	
52.0201	Business Administration (MBA)
Doctorate Degree Programs	
Certificate's	
52.0301	Accounting (Post-baccalaureate)
52.0804	Financial Planning (Post-baccalaureate)
13.1014	Adapted Physical Education (Post-Baccalaureate)
Minor's	

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Master's Degree Programs	
42.2804	Industrial/Organizational Psychology
Certificate's	
19.0710	Nursing Psychology (Graduate)

Educational & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$32.1	$31.3	$32.5	$29.9	$29.3	$29.1
Undergraduate Out-of-State Tuition	7.8	7.1	6.7	7.0	5.7	7.3
Graduate In-State Tuition	7.7	7.8	8.9	7.6	8.9	9.0
Graduate Out-of-State Tuition	2.2	3.2	2.8	4.0	2.9	3.2
TOTAL TUITION REVENUE	**$49.8**	**$49.5**	**$51.0**	**$48.5**	**$46.8**	**$48.6**
Total Fees	11.1	12.4	12.4	12.5	12.3	12.5
State Appropriations	25.0	25.7	26.0	25.4	25.2	25.2
All Other Revenue	3.8	3.4	2.7	2.9	2.7	2.7
Planned Use of Carryforward	0.0	0.0	2.5	5.6	0.0	0.0
Total E&G Revenue/Sources	**$89.7**	**$90.9**	**$94.6**	**$94.9**	**$87.0**	**$89.0**
E&G Expenditures/Transfers						
Total Salaries and Wages	$47.8	$48.5	$47.6	$48.1	$48.5	$47.4
Total Benefits	22.5	23.6	25.6	25.4	25.3	25.9
TOTAL PERSONNEL EXPENDITURES	**$70.3**	**$72.1**	**$73.2**	**$73.5**	**$73.8**	**$73.3**
Financial Aid	2.2	2.3	4.0	4.1	5.1	5.2
Utilities	2.4	2.2	2.4	2.3	2.5	2.5
Services & Supplies	13.4	12.3	13.5	13.6	13.2	13.0
Capital Expenditures and Transfers	3.7	0.2	1.5	1.4	1.8	1.8
Total E&G Expenditures/Transfers	**$92.1**	**$89.1**	**$94.6**	**$94.9**	**$96.4**	**$95.8**
Total E&G Fund Surplus/(Shortfall)	$(2.4)	$1.8	$(0.0)	$0.0	$(9.4)	$(6.8)
Annualized FTE Enrollment						
Undergraduate In-State	4,531.47	4,355.00	4,370.00	4,030.00	3,969.00	3,938.00
Undergraduate Out-of-State	760.31	742.00	745.00	787.00	725.00	778.00
Graduate In-State	649.17	712.00	825.00	691.00	811.00	820.00
Graduate Out-of-State	146.05	239.00	198.00	303.00	211.00	229.00
Total Annualized FTE Enrollment	**6,087.00**	**6,048.00**	**6,138.00**	**5,811.00**	**5,716.00**	**5,765.00**
E&G Fund Budgeted Annualized FTE Employees						
Faculty	350.41	330.14	332.37	331.87	333.44	330.71
AFSCME	173.25	173.63	174.64	164.48	171.18	171.18
Nonrepresented	72.36	72.83	75.07	71.66	78.37	78.37
SCUPA	25.58	24.60	25.50	25.79	26.50	26.50
All Other	37.37	36.52	38.82	37.55	39.46	39.46
Total E&G Fund Budgeted Annualized FTE Employees	**658.97**	**637.72**	**646.40**	**631.35**	**648.95**	**646.22**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:	(Dollars in Millions)		
Renovated Butterfield Hall - School of Education			
Renovated Hendricks Hall - ROTC, Social Work, and elevator	$1.3		
Electrical Substation			
Porreco Garden House - classrooms			
Ross Hall Furniture and Equipment (Math and Computer Science, IT)	$0.7	$0.1	
Cooper Science Hall	$0.3	$0.4	
Math Emporium (remedial math courses)			
Doucette - Roof (Art building)			
Porreco College		$0.4	
Multiple roof replacements			$0.2
Multiple energy Efficiency Projects			$0.2
Additional projects include water/sewer/electric upgrades, asbestos remediation, sprinkler systems installation and roadway projects			$0.8
Total	**$2.3**	**$0.9**	**$1.2**
Sources of Funds for Reinvestment:			
Unrestricted Net Assets	$2.3	$0.9	$1.2
In addition, reductions have been made in the following areas in order to balance the current year E&G budget and create a more sustainable budget for future years:			
Personnel Reductions due to not replacing retirees/resignations; consolidation	$0.9	$2.3	
Reduced operating budget	$0.4	$0.1	
Total	**$3.6**	**$3.3**	**$1.2**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$6.9	$6.7	$6.8	$6.4	$6.4	$6.4
Housing Fees	1.8	1.4	1.6	1.4	1.4	1.4
Privatized Housing	2.7	2.8	2.8	2.8	2.8	2.8
Other Auxiliary Sales	1.3	0.0	1.3	1.2	1.2	1.2
All Other Revenue	1.4	2.6	1.6	2.8	3.1	3.3
Total Auxiliary Revenue/Sources	**$14.2**	**$13.5**	**$14.1**	**$14.6**	**$14.9**	**$15.1**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$4.1	$3.2	$3.6	$3.5	$3.7	$3.8
Total Benefits	1.8	1.7	1.9	1.8	1.9	2.0
TOTAL PERSONNEL EXPENDITURES	**$5.9**	**$4.9**	**$5.5**	**$5.3**	**$5.6**	**$5.8**
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	1.7	1.7	1.6	1.7	1.7	1.7
Services & Supplies	6.7	7.1	6.8	7.1	7.1	7.1
Capital Expenditures and Transfers	0.2	(0.1)	0.2	0.5	0.5	0.5
Total Auxiliary Expenditures/Transfers	**$14.5**	**$13.7**	**$14.1**	**$14.6**	**$14.9**	**$15.1**
Total Auxiliary Fund Surplus/(Shortfall)	$(0.3)	$(0.2)	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**50.53**	**48.72**	**50.96**	**49.84**	**53.61**	**53.61**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$11.9	$12.3	$12.1	$11.0	$11.0	$11.0
State Grants & Contracts	7.7	7.9	7.0	6.0	6.0	6.0
Private Grants & Contracts	0.1	0.0	0.0	0.0	0.0	0.0
Gifts	2.6	3.4	3.5	3.0	3.0	3.0
All Other Restricted Revenue	1.7	0.8	0.4	1.3	1.2	1.2
Total Restricted Revenue	**$24.2**	**$24.4**	**$23.1**	**$21.3**	**$21.2**	**$21.2**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$0.5	$0.6	$0.6	$0.6	$0.5	$0.5
Total Benefits	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL EXPENDITURES	**$0.5**	**$0.6**	**$0.6**	**$0.6**	**$0.5**	**$0.5**
Financial Aid	21.0	22.2	21.5	19.8	19.8	19.8
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.9	1.0	1.0	0.8	0.8	0.8
Capital Expenditures and Transfers	0.1	0.2	0.0	0.1	0.1	0.1
Total Restricted Expenditures/Transfers	**$22.6**	**$23.9**	**$23.1**	**$21.3**	**$21.2**	**$21.2**
Total Restricted Fund Surplus/(Shortfall)	$1.6	$0.5	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**0.13**	**0.33**	**1.00**	**1.00**	**0.00**	**0.00**
Total University Revenue	**$128.1**	**$128.8**	**$131.8**	**$130.8**	**$123.1**	**$125.3**
Total University Expenses	**$129.1**	**$126.7**	**$131.8**	**$130.8**	**$132.5**	**$132.1**
Total University Surplus/(Shortfall)	**$(1.1)**	**$2.0**	**$(0.0)**	**$0.0**	**$(9.4)**	**$(6.8)**
Total University Budgeted Annualized FTE Employees	**709.63**	**686.77**	**698.36**	**682.19**	**702.56**	**699.83**

Tuition and Fees

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)					
In-State Undergraduate					
Tuition	$6,428	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	358	368	422	436	436
University Mandatory Fees	1,792	1,859	2,014	2,040	2,040
Total Cost In-State Undergraduate Off Campus or At Home	**$8,578**	**$8,849**	**$9,256**	**$9,536**	**$9,536**
Most Common Room and Board Rates	7,362	8,366	8,612	11,154	11,154
Total Cost In-State Undergraduate On Campus	**$15,940**	**$17,215**	**$17,868**	**$20,690**	**$20,690**
Out-of-State Undergraduate					
Tuition (Most Common)	$9,642	$9,934	$10,230	$10,590	$10,590
Tuition Pilot (105% of In-State rate)	N/A	N/A	7,162	7,414	7,414
Technology Tuition Fee	542	558	642	664	664
University Mandatory Fees	2,131	2,209	2,377	2,415	2,415
Total Out-of-State Undergraduate Off Campus or At Home	**$12,315**	**$12,701**	**$13,249**	**$13,669**	**$13,669**
Most Common Room and Board Rates	7,362	8,366	8,612	11,154	11,154
Total Cost Out-of-State Undergraduate On Campus	**$19,677**	**$21,067**	**$21,861**	**$24,823**	**$24,823**
Part Time Undergraduates (per credit)					
Price to Most Common Student Living Off Campus or At Home					
In-State Undergraduate Off Campus or At Home					
Tuition per Credit (Most Common)	$268	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	15	18	19	19
University Mandatory Fees Per Credit (on average)	75	78	87	88	88
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$358**	**$369**	**$389**	**$401**	**$401**
Out-of-State Undergraduate Off Campus or At Home					
Tuition per Credit (Most Common)	$402	$414	$426	$441	$441
Tuition Pilot (105% of In-State rate)	N/A	N/A	298	309	309
Technology Tuition Fee Per Credit	23	23	27	28	28
University Mandatory Fees Per Credit (on average)	89	93	95	97	97
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$514**	**$530**	**$548**	**$566**	**$566**
Graduate Students (per credit)					
Price to Most Common Graduate Student Living Off Campus or At Home					
In-State Graduate Student Living Off Campus or At Home					
Tuition per Credit					
Minimum	$429	$442	$454	$470	$470
Maximum	$429	$486	$499	$517	$611
Most Common	N/A	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$97	$102	$104	$107	$107
Out-of-State Graduate Student Living Off Campus or At Home					
Tuition per Credit					
Minimum	$644	$663	$681	$705	$705
Maximum	$644	$729	$749	$776	$917
Most Common	N/A	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$130	$138	$142	$146	$146

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$31	$750
Activity Fee	$19	$410
Health Services	$13	$300
Student Center Maintenance	$22	$520
Student Success Fee (flat fee)	$5	$60
Out-of-State		
Academic Support/Instructional Support Fee	$47	$1,125
Activity Fee	$17	$410
Health Services	$13	$300
Student Center Maintenance	$22	$520
Student Success Fee	$5	$60

Housing Costs	Full Time Academic Year
Traditional Housing	
Minimum	$5,840
Maximum	$8,518
Most Common	$5,840
All Other Housing	
Minimum	$6,830
Maximum	$9,670
Most Common	$8,560

Dining Costs - students living on campus	# Meals/Week	Full Time Academic Year
Minimum	4	$1,290
Maximum	14	$3,544
Most Common	14	$2,594

Other Optional Fees	Full Time Academic Year
Orientation	$125
Parking	$60
Application	$30

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	828	902	1,566	1,841
Average Award	$3,658	$3,514	$2,578	$3,172
Total Dollars Awarded	$3,029,035	$3,169,206	$4,037,925	$5,839,649
% of Undergraduate Students Receiving Aid	13%	14%	26%	31%
Pennsylvania State Grants				
# of Students	2,436	2,230	2,319	2,024
Average Award	$2,570	$2,870	$2,667	$2,829
Total Dollars Awarded	$6,261,513	$6,399,829	$6,184,770	$5,725,337
% of Undergraduate Students Receiving Aid	37%	36%	38%	34%
Pell Grants				
# of Students	2,957	2,825	2,853	2,461
Average Award	$3,828	$3,942	$3,990	$4,042
Total Dollars Awarded	$11,320,646	$11,137,242	$11,384,032	$9,948,010
% of Undergraduate Students Receiving Aid	45%	45%	47%	41%
All Other Gift Aid*				
# of Students	1,620	1,373	1,356	1,406
Average Award	$2,544	$2,366	$2,476	$2,089
Total Dollars Awarded	$4,120,682	$3,248,543	$3,357,144	$2,937,616
% of Undergraduate Students Receiving Aid	25%	22%	22%	23%
Unduplicated Students Receiving Gift Aid				
# of Students	4,110	3,962	4,198	3,867
Average Award	$6,017	$6,046	$5,947	$6,323
Total Dollars Awarded	$24,731,877	$23,954,819	$24,963,871	$24,450,612
% of Undergraduate Students Receiving Gift Aid	63%	63%	70%	64%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	0	0	142	129
Total Dollars Awarded	$0	$0	$434,433	$453,330
% of Graduate Students Receiving Assistantships	0%	0%	10%	10%
Graduate Tuition Waivers				
# of Students	147	124	129	129
Total Dollars Awarded	$1,025,785	$940,217	$980,902	$1,049,709
% of Graduate Students Receiving Waivers	9%	8%	9%	10%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	5,083	4,836	4,620	4,102
Average Loan	$7,809	$8,055	$7,920	$9,411
Total Dollars Loaned	$39,694,052	$38,952,821	$36,592,114	$38,605,406
% of Undergraduate Students Receiving Loans	78%	77%	77%	68%
Graduate Loans (all known)				
# of Students	914	835	824	829
Average Loan	$14,257	$14,391	$15,182	$16,259
Total Dollars Loaned	$13,031,074	$12,016,092	$12,510,333	$13,478,451
% of Graduate Students Receiving Loans	56%	56%	56%	56%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	86%	88%	87%	89%
Average Amount of Debt *(of those graduating with debt)*	$30,692	$27,774	$32,587	$35,140
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	9.1%	10.5%	9.5%	9.5%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,256	$10,800	$1,000	$2,200	$23,256
In-State Undergraduate Off Campus, Living at Home	$9,256	$5,920	$1,000	$2,500	$18,676
Out-of-State Undergraduate On Campus	$13,249	$10,800	$1,000	$2,200	$27,249
Out-of-State Undergraduate Off Campus, Living at Home	$13,249	$5,920	$1,000	$3,200	$23,369

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	1,047	$15,196	$(184)	$9,358	$8,826
$30,001 - $48,000	449	$15,819	$897	$8,288	$7,626
$48,001 - $75,000	606	$18,788	$3,696	$5,528	$7,972
$75,001 - $110,000	670	$20,607	$5,371	$3,824	$8,952
$110,001 and Above	520	$20,297	$5,490	$3,707	$9,068

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	ED02 — Innovative Nursing Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a program-specific instructional fee of 25% of the undergraduate tuition rate to all students in the Bachelor of Science in Nursing (BSN) – Innovative Nursing program. The Innovative Nursing Program is designed for individuals who already have a baccalaureate degree (in any area). Effective fall 2014 through summer 2016.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

The pilot has been implemented as originally proposed and approved. The university considers this pilot to be successful and will seek approval to continue this pricing model after the completion of the pilot period.

Assessment Criteria	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	2.00	0.00	1.00	(2.00)	1.00
Percent Pell Recipients	5.3%	0.0%	2.6%		
Headcount Nonmajority Students	9.00	5.00	5.00	(4.00)	0.00
Percent Nonmajority	23.7%	13.5%	13.2%		
Other:					
Cohort Enrollment					
Fall FTE Students	41.40	37.87	38.93	(3.53)	1.06
Fall Headcount Students	38.00	38.00	39.00	0.00	1.00
Annualized FTE Students *	32.37	28.83	28.20	(3.53)	(0.63)
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual ****		
Tuition Revenue	$220,578	$210,234	$211,037	$(10,344)	$803
New Pilot Student Fee Revenue	**0**	**52,159**	**52,334**	**52,159**	**175**
All Other E&G Fee Revenue	42,212	45,431	47,176	3,219	1,745
Auxiliary Fee Revenue	31,948	15,272	14,738	(16,676)	(534)
Institutional Financial Aid *(negative number)*	(2,500)	(17,050)	0	(14,550)	17,050
Net Revenue	$292,238	$306,046	$325,285	$13,808	$19,239
Revenue Increase Due to Normal Rate Changes	8,577	11,735	7,896	3,158	(3,839)

*FY15/16 data is estimated.

Observations:

Edinboro University's 25% tuition surcharge for the BSN—Innovative Nursing Program took effect for all students in the program beginning fall 2014. In 2014/15, transitional financial aid was provided for students who were already enrolled in the program. These students have completed the program; there is no need to provide additional financial aid for students in this post-baccalaureate program. Demand for this program continued to be strong for the current fiscal year. However, in 2014 NCLEX pass rates for the traditional BSN program fell and the State Board of Nursing placed the programs on probation. Note that the Innovative program pass rates have continued to be over 90%. Quick steps were taken to address the traditional BSN program problem and pass rates for 2015 rose to 91%, and probation status was removed. We believe that probation has affected application rates, more so than the fee. At this point, we anticipate that we will achieve a full cohort for the Innovative program, but the backlog of applicants no longer exists. We are in the process of carrying out a marketing campaign to clear up any confusion that exists with regard to the status of the program.

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	ED03 — Art Course Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a course-specific instructional fee of 5% of the per-credit tuition rate for all students enrolled in a course with an ART prefix. For example, for an in-state student taking a three-credit Art course, the fee was $42.60 for fall 2014, and $44.10 for fall 2015. Effective fall 2014 through summer 2016.

Changes Made to Pilot since its Approval and/or Future Expectations of Pilot:

The pilot has been implemented as originally proposed and approved. The university considers this pilot to be successful and will seek approval to continue this pricing model after the completion of the pilot period.

				Difference	
Assessment Criteria:	**Prior Year: Fall 2013**	**Prior Year: Fall 2014**	**Current Year: Fall 2015**	**Fall 2014 – Fall 2013**	**Fall 2015 – Fall 2014**
Cohort Access					
Headcount Pell Recipients	323.00	295.00	258.00	(28.00)	(37.00)
Percent Pell Recipients	42.8%	43.3%	39.4%		
Headcount Nonmajority Students	54.00	58.00	52.00	4.00	(6.00)
Percent Nonmajority	7.3%	8.7%	8.2%		
Other:					
Cohort Enrollment					
Fall FTE Students	702.70	643.42	620.08	(59.28)	(23.34)
Fall Headcount Students	754.00	682.00	655.00	(72.00)	(27.00)
Total Annualized FTE Students taking Art Courses *	762.98	699.75	640.73	(63.23)	(59.02)
Annualized FTE Students created by Art Courses *	353.00	324.33	307.89	(28.68)	(16.44)
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual ****		
Tuition Revenue	$5,722,234	$5,516,382	$5,322,904	$(205,852)	$(193,478)
New Pilot Student Fee Revenue	$0	**148,371**	**150,398**	**148,371**	**2,027**
All Other E&G Fee Revenue	932,725	1,198,163	1,157,473	265,438	(40,690)
Auxiliary Fee Revenue	3,991,061	3,872,975	3,721,177	(118,086)	(151,798)
Institutional Financial Aid *(negative number)*	(444,558)	(514,979)	(767,828)	(70,421)	(252,849)
Net Revenue	$10,201,462	$10,220,912	$9,584,124	$19,450	$(636,788)
Revenue Increase Due to Normal Rate Changes	202,188	284,798	179,404	82,610	(105,394)

*FY15/16 data is estimated.

Observations:

The implementation of the Art fee has helped the university to cover higher costs associated with the nature of studio arts courses. These fees also assist in maintaining the specialized accreditation associated with each Art area to ensure the department's ongoing viability. In the two years since the fee was instituted, Edinboro's enrollments have decreased by 7.7%. Although the enrollments in studio arts have decreased more significantly than that of the University, it is not believed that this is a result of the implementation of the fee. In fact, the enrollment decrease in fall 2015 (-4.0%) is slightly better than the decrease in total university enrollments (-4.2%). The proportion of students impacted by this fee who receive Pell grants remains significant at nearly 41% compared to an Edinboro University overall average of 46%, and nonmajority representation as a percentage of all students has increased slightly. In both fall 2014 and fall 2015, Edinboro University significantly increased levels of institutional financial aid for students impacted by this fee.

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	ED04 — Undergraduate Nursing Program Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a program-specific instructional fee of 25% of the applicable tuition rate to all students enrolled in an undergraduate nursing program. Effective fall 2015 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations of Pilot:

N/A

Assessment Criteria	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients		96.00	81.00	96.00	(15.00)
Percent Pell Recipients		37.4%	34.8%		
Headcount Nonmajority Students		14.00	10.00	14.00	(4.00)
Percent Nonmajority		5.6%	4.4%		
Other:					
Cohort Enrollment					
Fall FTE Students		253.83	224.37	253.83	(29.46)
Fall Headcount Students		257.00	233.00	257.00	(24.00)
Annualized FTE Students *		240.30	222.77	240.30	(17.53)
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual ****		
Tuition Revenue		$1,986,139	$1,804,595	$1,986,139	$(181,544)
New Pilot Student Fee Revenue		**0**	**401,377**	**0**	**401,377**
All Other E&G Fee Revenue		428,539	389,988	428,539	(38,551)
Auxiliary Fee Revenue		1,476,557	1,324,611	1,476,557	(151,946)
Institutional Financial Aid *(negative number)*		(132,228)	(388,511)	(132,228)	(256,283)
Net Revenue	$0	$3,759,007	$3,532,060	$3,759,007	$(226,947)
Revenue Increase due to Normal Rate Changes	**0**	**97,802**	**62,375**	**97,802**	**(35,427)**

*FY15/16 data is estimated.

Observations:

The Pilot BSN Fee Revenue was implemented during the Fall 2015 semester. Students had been notified ahead of time that this fee was being implemented. Demand for this program continued to be strong for the current fiscal year. However, in 2014 NCLEX pass rates for the BSN program fell and the State Board of Nursing placed the programs on probation. Quick steps were taken to address the traditional BSN program problem and pass rates for 2015 rose to 91%, and probation status was removed. We believe that probation has affected application rates, more so than the fee. At this point, we are working hard to recruit a full cohort of students, including transfer students. We are in the process of carrying out a marketing campaign to clear up any confusion that exists with regard to the status of the program. While we are not ruling out the fact that the fee may be having some detrimental effect on enrollment, we believe that, even with the increased cost, the total cost of education at Edinboro University remains much lower that the other nursing programs in the region. We are closely monitoring this pilot.

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	ED04 — STEM-H Course Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a differential fee of $30 per credit for high-cost/high demand STEM-H courses, excluding specific courses required for nursing students. The feel will be reviewed annually; and may be adjusted, not to exceed a ten percent increase per year. Effective fall 2016 through summer 2018.

Changes Made to Pilot since its Approval and/or Future Expectations of Pilot:

N/A

Assessment Criteria:	**Prior Year: Fall 2013**	**Prior Year: Fall 2014**	**Current Year: Fall 2015**	**Difference Fall 2014 – Fall 2013**	**Difference Fall 2015 – Fall 2014**
Cohort Access					
Headcount Pell Recipients				0.00	0.00
Percent Pell Recipients					
Headcount Nonmajority Students				0.00	0.00
Percent Nonmajority					
Other:					
Cohort Enrollment					
Fall FTE Students				0.00	0.00
Fall Headcount Students				0.00	0.00
Annualized FTE Students				0.00	0.00
	2013/14 Annual	***2014/15 Annual***	***2015/16 Annual***		
Annual Revenue Associated with Cohort					
Tuition Revenue				$0	$0
New Pilot Student Fee Revenue				**0**	**0**
All Other E&G Fee Revenue				0	0
Auxiliary Fee Revenue				0	0
Institutional Financial Aid *(negative number)*				0	0
Net Revenue	$0	$0	$0	$0	$0
Revenue Increase due to Normal Rate Changes				0	0

Observations:

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title:	ED01 — Out-of-State Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 105% of the in-state tuition rate to all newly enrolled domestic out-of-state undergraduate students. Effective fall 2014 through summer 2016.

Changes Made to Pilot since its Approval and/or Future Expectations of Pilot:

The Board of Governors approved the extension of this pilot through summer 2017.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	84.00	113.00	180.00	29.00	67.00
Percent Pell Recipients	38.0%	49.1%	39.2%		
Headcount Nonmajority Students	50.00	62.00	104.00	12.00	42.00
Percent Nonmajority	22.9%	27.8%	30.3%		
Other:					
Cohort Enrollment					
Fall FTE Students	210.93	219.13	445.00	8.20	225.87
Fall Headcount Students	221.00	230.00	459.00	9.00	229.00
Annualized FTE Students	160.47	223.92	435.16	63.45	211.24
	2013/14	***2014/15***	***2015/16***		
Annual Revenue Associated with Cohort*	***Annual***	***Annual***	***Annual***		
Tuition Revenue	$6,797,670	$6,118,369	$6,048,210	$(679,301)	$(70,159)
E&G Fee Revenue	1,256,730	1,352,287	1,467,319	95,557	115,032
Auxiliary Fee Revenue	4,137,916	4,174,632	4,849,347	36,716	674,715
Institutional Financial Aid *(negative number)*	(108,021)	(55,125)	(488,032)	52,896	(432,907)
Net Revenue	$12,084,295	$11,590,163	$11,876,844	$(494,132)	$286,681
Revenue Increase Due to Normal Rate Changes	**$55,896**	**$89,186**	**$124,600**	**$33,289**	**$35,414**

*Includes revenue from all out-of-state students.

Observations:

Edinboro's out-of-state tuition reduction pilot is in its second year. The analysis above compares the characteristics of entering fall cohorts from fall 2013, 2014, and 2015. In its first year of implementation, Edinboro did not have the benefit of a full recruitment cycle and enrollments increased by only 9 (headcount) compared to the base year. In 2015, headcount enrollments increased by an additional 61 students with no significant changes in student demographics. The revenue analysis shown above compares total undergraduate out-of-state revenues for the last year before implementation of the pilot (2013/14) as well as for 2014/15 and 2015/16. Despite the increases in headcount enrollments, tuition revenues have decreased each year as out-of-state students paying the higher 150% rate are graduating. In addition, institutional financial aid associated with new students has increased significantly; Edinboro cannot definitively state that the additional recruitments are the result of the lower tuition rate, or (instead) the result of increased institutional financial aid. It is likely a combination of both factors that yielded additional students in fall 2015. From a net revenue perspective, the additional enrollments have benefited Auxiliary Fee Revenue significantly, at some considerable expense to E&G revenues for tuition and fees. Some portion of this Auxiliary Fee Revenue increase is attributable to reductions in on-campus housing availability in order to promote (higher cost) use of privatized housing on campus. The fee revenues shown include new fees for Art, Music and Nursing programs. While overall revenues from the pilot are positive, the loss of E&G revenue at a time when Edinboro is struggling with E&G budget deficits is problematic for core academic programs. In addition, Edinboro will soon reach its 5% caps on institutional financial aid and cannot continue to offer aid at these levels to incoming classes. Edinboro is evaluating alternative pricing strategies to achieve institutional financial and program goals, including allowing this pilot to lapse in Summer 2017.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

INDIANA UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 4
- Other Areas of Distinction 5
- Strategic Goals 6
- University Strengths, Opportunities and Challenges 7

Key Performance Indicators

- Strategic Enrollment Management 8
- Performance Funding Indicators 9

Academic Programs 10

Financial Information 13

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission Statement: Indiana University of Pennsylvania

Indiana University of Pennsylvania is a leading public, doctoral/research university, strongly committed to undergraduate and graduate instruction, scholarship, and public service.

Indiana University of Pennsylvania engages students as learners and leaders in an intellectually challenging, culturally enriched, and contemporarily diverse environment.

Inspired by a dedicated faculty and staff, students become productive national and world citizens who exceed expectations personally and professionally.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

In December 2013, a statement of IUP's Vision and its Values was approved by the University Senate and, subsequently, by the IUP Council of Trustees. This statement was the culmination of a 16-month long, inclusive effort led by President Driscoll to build a shared vision for what IUP will be when it celebrates its sesquicentennial in 2025. The Vision and Values statement also is a foundation for IUP's new Strategic Plan.

The Vision for IUP's Future

Indiana University of Pennsylvania is a community where teaching, research, and service empower students to become innovative leaders while enhancing communities throughout the world. Remaining true to its traditions, IUP assesses society's needs and opportunities and meets them.

Students are hardworking, ready to learn, and come from diverse cultures, places, and backgrounds. Energetic, dedicated, and diverse staff and faculty members welcome them to a personal, vibrant college home. Students participate in many intentional and interconnected learning experiences in their studies, in their lives, and in the world.

Professors are active scholars and teachers in their disciplines who work together to expand their impact. They engage students in carefully designed open-ended, hands-on experiences to reinforce and enrich what students learn in the classroom. Professors use technology to enhance student learning and augment the face-to-face and peer-learning experiences that are the foundation of excellent education.

Alumni say their student experience was the best preparation for work and life. They continue to find joy in the bonds they built as students and the new connections they make with faculty and staff members, students, and other alumni. They are proud and they choose to invest in IUP's future.

IUP and the communities it serves work together to build a strong society and robust economy. IUP uses partnerships and activities to connect community members, students, faculty and staff members, and alumni, building a commitment to their shared future.

IUP Values

- Demonstrating an excellent return on educational investment.
- Knowing students as individuals who work closely with faculty and staff members.
- Responding to the needs of students and society with a range of innovative programs and scholarship.
- Employing evidence in decision making and in demonstrating results.
- Drawing on IUP's tradition in Indiana and western Pennsylvania to serve students worldwide.
- Enjoying historic, inspirational, and functional campuses and facilities.
- Using technology to reach place-committed students and enhance learning for all.
- Celebrating engaged, successful alumni.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

IUP's mission and vision will be fulfilled in accord with the *IUP Strategic Plan 2015-2020,* which was ratified by the IUP Council of Trustees on May 7, 2015. The *IUP Strategic Plan*, shown below in outline form, comprises four goals, twenty-two strategies to attain those goals, and seventy-five tactics that outline specific actions and steps. (Tactics are not shown due to limitations of space.)

1. **Goal: Provide innovative academic programs of high quality and value.**
   - 1.1. Strategy: Offer academic programs that are responsive to disciplinary advances and aligned with the needs of students and society.
   - 1.2. Strategy: Bring forward new degree-granting programs that respond to student interest, reflect disciplinary advances, and serve the needs of society, with emphasis on interdisciplinary programs that leverage existing faculty expertise.
   - 1.3. Strategy: Explore relevant and sustainable non-degree, non-credit hour programs.
   - 1.4. Strategy: Strengthen IUP's academic value to students.
   - 1.5. Strategy: Advance IUP's status as a Doctoral Research University.
2. **Goal: Prepare all of IUP's students for success in work and life, in addition to academic success.**
   - 2.1. Strategy: Commit to student success.
   - 2.2. Strategy: Focus on access, support, and opportunity for students from traditionally underrepresented and underserved student populations.
   - 2.3. Strategy: Prepare students to work and live in a culturally diverse and global future.
3. **Goal: Secure IUP's financial future.**
   - 3.1. Strategy: Increase private philanthropic support to IUP.
   - 3.2. Strategy: Align unit funding with institutional priorities and goals.
   - 3.3. Strategy: Develop innovative models of tuition flexibility.
   - 3.4. Strategy: Improve the efficiency of conducting university business.
   - 3.5. Strategy: Employ best practices with regard to regulatory and legislative mandates.
   - 3.6. Strategy: Proactively focus on IT and network security for the protection of our students, faculty, staff, and off-campus partners.
   - 3.7. Strategy: Ensure that Campus Facilities Master Plan projects are fully funded.
4. **Goal: Strengthen IUP's value to our local, state, and global partners.**
   - 4.1. Strategy: Increase regional, state, and global recognition of IUP.
   - 4.2. Strategy: Advance civility and personal responsibility in the University and community.
   - 4.3. Strategy: Promote IUP as a destination for community enrichment.
   - 4.4. Strategy: Strengthen local, state, federal, and global partnerships in education, research, workforce development, and economic development.
   - 4.5. Strategy: Strengthen relationships with IUP's formally recognized affiliated organizations.
   - 4.6. Strategy: Engage alumni to advance IUP.
   - 4.7. Strategy: Reaffirm our commitment to IUP's most important resource, our people.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

The following are featured (in alphabetical order) among IUP's many distinguished programs:

Criminology (CIP 45): IUP offers the B.A. in Criminology, B.A. in Criminology/Pre-Law, M.A. in Criminology (in-person and online program versions), and the Ph.D. in Criminology. IUP's Ph.D. in Criminology is one of 47 doctoral programs in criminology/criminal justice in the United States. Graduates of the program hold positions with the FBI, Secret Service, and Drug Enforcement Administration, and are employed across the nation as probation officers, parole officers, jail and prison counselors, local police officers, state police, counselors in juvenile and adult programs, coordinators of private security for corporations, and investigators for insurance companies. IUP Criminology graduates go on to leadership positions in active service and in academia: Five of the top 50 most productive criminologists in the country hold IUP Ph.D. degrees.[1]

English (CIP 23): IUP offers the B.S.Ed. in English Education, the B.A. in English (with five tracks), the M.A. in Literature, M.A. in Composition and Literature, M.A. in Teaching English, M.A. in TESOL, the Ph.D. in Composition and TESOL, and the Ph.D. in Literature and Criticism. The IUP graduate programs in English are internationally recognized and they prepare students for careers in, among others, teaching English, writing, journalism, marketing, and publishing. IUP's graduate programs in English are the largest in Pennsylvania, and IUP consistently is among the top ten producers of English Ph.D.s in the nation. Quality accompanies quantity; a survey by the Modern Language Association found the IUP doctoral programs in English to be among the most successful in advancing graduates' careers. The majority of IUP's English Ph.D. students are employed as English teachers at two- or four-year colleges and universities, with others in secondary education.

Music (CIP 50): IUP offers the B.S. in Music Education, the BFA in Performance and Composition, and the B.A. in General Music, as well as the M.A. with concentrations in Performance or Music Education. Program graduates go on to careers in professional music, teaching, performance, recording, and related areas including music journalism, musicology, concert management, arts administration, music retail, music business, and music therapy.

Psychology (CIP 42): IUP offers the B.A. in Psychology and the Doctor of Psychology degree in Clinical Psychology (Psy.D.). The Psy.D. is accredited by the Commission on Accreditation of the American Psychological Association. It is recognized as being among the nation's top ten "hidden gem" clinical psychology training programs[2] and was listed as one of the nation's top five Psy.D. program in clinical psychology for 2016[3].

Safety Science (CIP 15): IUP offers the B.S. in Safety, Health and Environmental (SHE) Applied Sciences, M.S. in Safety Sciences (online), and the Ph.D. in Safety Sciences (online). A degree in safety sciences prepares for a career as a SHE Professional, with employment in construction, petrochemical, utility, transportation, insurance/consulting, healthcare, government and general industry. Placement rates within the SHE Profession within two months of graduation have averaged 75% the past five years and have been as high as 95%. The B.S. in SHE Applied Sciences has been ABET accredited since 1983 and is one of only twenty safety programs in the United States recognized by the Board of Certified Safety Professionals (BCSP) as a "Qualified Academic Program," and graduates of the program receive a GSP Designation by the BCSP at the time of graduation. In 2014, the American Society of Safety Engineers (ASSE) recognized the Student Chapter at IUP as the "Outstanding Student Section" in the United States.

1. Cohn and Farrington, 2014. Publication Productivity of Criminologists. *Journal of Criminal Justice Education* 25:275.
2. Callahan et al., 2013. Hidden gems among clinical psychology training programs. *Training and Education in Professional Psychology* 74:278.
3. http://www.bestcounselingdegrees.net/best/psy-d-programs-clinical-psychology/#here

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

Alumni Engagement: IUP Alumni totals over 120,000 individuals living across the country. In the last 3 years, there has been a dramatic increase in alumni engagement due to the visionary leadership of Dr. Driscoll, an approved university and alumni relations strategic plan and the beginning of a comprehensive fundraising campaign. The Comprehensive Campaign Executive Cabinet currently consists of 9 very successful alumni. Each academic college and the athletic department has also recruited successful alumni. The alumni volunteer councils have met twice with 72 alumni attending.

Community service and engagement: IUP works constructively with and within its community. IUP, with Indiana Borough, White Township, and Indiana County, are partners in the Indiana Community University District (ICUD) initiative to develop a comprehensive master plan for the area around the IUP campus. The ICUD plan will address housing, transportation and mobility, open space, and economic development. Moreover, IUP is a partner in IACT, the Indiana Area Collaborative Team, which is a coalition that also includes Indiana Borough, White Township, Indiana County, law enforcement agencies, and landlords and businesses. IACT was formed in 2014 to coordinate responses to disruptive celebratory behaviors, and has since become a vehicle for town/gown communications. Finally, for four years in a row, IUP has been named to President's Higher Education Community Service Honor Roll, which recognizes exemplary community service, by the Corporation for National and Community Service.

Doctoral/Research University: IUP is designated by the Carnegie Commission on Higher Education as a Doctorate-granting University (DRU: Doctoral/Research University) and is the only member of the State System to hold this designation. The designation includes institutions that awarded at least 20 research doctoral degrees per year and excludes doctoral-level degrees that qualify recipients for entry into professional practice, such as the J.D., M.D., Pharm.D., D.P.T., etc.

Honors College: The Cook Honors College at IUP successfully combines the resources of a mid-size university with the personal attention of a small college. Since its first students matriculated in 1996, awards and recognitions conferred on CHC graduates include nine Fulbright Awards, two Fulbright alternates, five Goldwater Awards, three NSF awards and an NSF Teaching award, two Marshall Awards and two Truman Award finalists, a Freeman Asia Award, a Pickering Award, and a Rhodes Scholar finalist. The CHC has been mentioned prominently in the *Chronicle of Higher Education* (2002) and was the only honors college profiled in Donald Asher's *Cool Colleges for the Hyper-Intelligent, Self-Directed, Late Blooming, and Just Plain Different* (2000 and subsequent revisions, including 2011).

International programs: IUP has thriving programs in international education that include faculty exchanges, study abroad opportunities, and programs that bring students from other countries to study at IUP. In Fall 2015, IUP hosted 969 undergraduate and graduate students from other countries, or 49% of the total for the State System.

Military and veterans: The Army Reserve Officers' Training Corps program (ROTC) was established at IUP in 1950. It is housed in one of the largest ROTC facilities on the East Coast, which includes classrooms with multimedia and Internet capability. The program benefits from a strong regional emphasis on patriotism and service, and rates of enrollment are among the highest in the country. The ROTC program is a recipient of the 2014 Douglas A. MacArthur Award, which honors the top ROTC units in the nation. Another succinct statement of success of IUP's ROTC program is that twelve graduates of the IUP ROTC program have become generals. IUP also is nationally recognized for its efforts to assist students who have military service experience. The IUP Military Resource Center opened in 2014 and works collaboratively with IUP programs and services to help veterans and military-affiliated students achieve their goals. *Military Advanced Education* recognized IUP as an "MAE 2015 Top School" for exhibiting best practices in military and veteran education. IUP has consistently been recognized by *G.I. Jobs* magazine as a "Military Friendly School" and by *Military Times* magazine as one of the nation's "Best for Vets" institutions. IUP was one of only 68 four-year colleges in the nation chosen for the "Best for Vets" listing.

Program Accreditation: Fifty-one of IUP's academic programs are eligible for specialized accreditation by agencies that are recognized by the Council on Higher Education Accreditation (CHEA). Of the eligible programs, 98% are accredited by an agency that is appropriate to the discipline. In addition, four programs have received accreditation from professional agencies that are not recognized by the CHEA.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #1:

- Provide innovative academic programs of high quality and value. (IUP 1)
  - Offer academic programs that are responsive to disciplinary advances and aligned with the needs of students and society. (IUP 1.1)
  - Bring forward new degree-granting programs that respond to student interest, reflect disciplinary advances, and serve the needs of society, with emphasis on interdisciplinary programs that leverage existing faculty expertise. (IUP 1.2)
  - Explore relevant and sustainable non-degree, non-credit hour programs. (IUP 1.3)
  - Strengthen IUP's academic value to students. (IUP 1.4)
  - Advance IUP's status as a Doctoral Research University. (IUP 1.5)

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #2:

- Provide innovative academic programs of high quality and value. (IUP 1)
  - Offer academic programs that are responsive to disciplinary advances and aligned with the needs of students and society. (IUP 1.1)
  - Explore relevant and sustainable non-degree, non-credit hour programs. (IUP 1.3)
- Prepare all of IUP's students for success in work and life, in addition to academic success. (IUP 2)
  - Commit to student success. (IUP 2.1)
  - Focus on access, support, and opportunity for students from traditionally underrepresented and underserved student populations. (IUP 2.2)
  - Prepare students to work and live in a culturally diverse and global future. (IUP 2.3)

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #3:

- Secure IUP's financial future. (IUP 3)
  - Increase private philanthropic support to IUP. (IUP 3.1)
  - Align unit funding with institutional priorities and goals. (IUP 3.2)
  - Develop innovative models of tuition flexibility. (IUP 3.3)
  - Improve the efficiency of conducting university business. (IUP 3.4)
  - Ensure that Campus Facilities Master Plan projects are fully funded. (IUP 3.7)

Goals and Strategies from the *IUP 2015-2020* strategic plan that advance System Goal #4:

- Secure IUP's financial future. (IUP 3)
  - Increase private philanthropic support to IUP. (IUP 3.1)
  - Align unit funding with institutional priorities and goals. (IUP 3.2)
  - Improve the efficiency of conducting university business. (IUP 3.4)
  - Employ best practices with regard to regulatory and legislative mandates. (IUP 3.5)
  - Proactively focus on IT and network security for the protection of our students, faculty, staff, and off-campus partners. (IUP 3.6)
- Strengthen IUP's value to our local, state, and global partners. (IUP 4)
  - Strengthen local, state, federal, and global partnerships in education, research, workforce development, and economic development. (IUP 4.3)
  - Strengthen relationships with IUP's formally recognized affiliated organizations. (IUP 4.4)

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

IUP's academic core is solid and strong. Our faculty members have an enviable strength of commitment to our students, to the quality of the programs they support -- baccalaureate, masters, and doctoral – and to the institution. Our academic programs are well regarded and IUP's students receive an education with high quality and good value. Next, IUP has stable, talented leadership and a shared sense of purpose and forward movement. This permits us to move with decisiveness, rather than deferral. For example, in the past year faculty and administration worked together to revise two key processes – curriculum review and approval, and promotion policies and procedures –that had languished for decades. Moreover, we enjoy a renewed sense of partnership and shared purpose with community and regional leadership. This establishes a fresh capability to explore educational and employment opportunities for our students, and to partner in regional economic development initiatives. We are fortunate to have an attractive campus and a dedicated, committed facilities team. Finally, we have a strong and large (over 125,000) base of living alumni that are ambassadors for IUP.

Opportunities

IUP has a renewed foundation of purpose and progress, which is articulated in and guided by *IUP 2015-2020,* our strategic plan. We also are approaching the culmination of our decennial accreditation review by the MSCHE. Both processes – formulating a new strategic plan and preparing for reaccreditation – were marked by inclusive and candid discussions about IUP's future. This shared sense of accelerating progress also accompanies the opportunities created by introducing new academic programs in public health, environmental engineering, and digital sciences and security; by a new, comprehensive enrollment management plan; by a sharp focus on student success that is driven by analytics; by vastly improved town/gown relationships; and by renovation/construction of our academic buildings, traditional residence hall as a multicultural center, and dining facilities. The university comprehensive enrollment five year strategic enrollment plan will help to identify new regional and out-of-state markets and expand our reach internationally. Opportunities sometimes come in the guise of challenges, as shown by a highly visible episode of racism late last year. IUP's ability to take on difficult issues through open discussion and shared purpose helped turn an ugly event into meaningful campus conversations on race, and this same sense of purpose will lead to social change.

Challenges

IUP and other members of the State System share common challenges. Indeed, many of these are common across public institutions of higher education in the US. They include financial pressures and recent declines in state funding, mandates to implement policies and procedures that respond to an increasingly nuanced political and regulatory environment, rapid changes in instructional technology and associated changes in pedagogical practice, and a suite of complex challenges posed by the changing characteristics and expectations of the students we serve. Overall financial health of the State System is an increasing concern. A challenge shared among institutions in Western PA and the Midwest comes from changing regional demographics. Smaller numbers of high-school graduates have created downward pressure on enrollment and this, in turn exacerbates fiscal challenges. IUP has emerged from institutional stagnation: Leadership now is stable and strong, and IUP has a renewed sense of direction and purpose. But, we must work on our identity and expectations, especially as it relates to town-gown relationships, becoming a steward of place, and developing standards that are consistent with being the State System's only nationally designated Doctoral Research University. We have made good progress on many key issues, but we continue to face internal and external roadblocks to innovation.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	23.1%	23.1%	21.9%	23.2%	22.2%	22.5%	22.5%
New Transfers	5.5%	5.4%	5.1%	4.7%	4.8%	5.0%	5.0%
Veterans	1.1%	1.1%	1.2%	1.2%	2.5%	1.8%	1.8%
Adult Learners	6.2%	5.7%	5.2%	5.3%	5.4%	6.5%	6.5%
Total Undergraduate Enrollment	12,660	12,690	12,108	11,774	11,162	10,951	10,951
Graduate Headcount Enrollment							
Master's	1,303	1,364	1,260	1,293	1,382	1,354	1,354
Research Doctorate	810	833	824	822	708	810	810
Professional Doctorate	N/A	N/A	N/A	N/A	65	65	65
Total Graduate Enrollment	2,113	2,197	2,084	2,115	2,155	2,239	2,239
Certificates and Nondegree students							
	359	709	733	645	624	625	625
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	194	250	242	302	360	302	300
Traditional (On Campus)	12,291	12,489	11,734	11,004	10,577	10,641	10,641
Off Campus	784	946	885	840	802	800	800

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	74.4%	75.3%	73.4%	74.5%	75.6%	74.0%	74.0%
Third Year Persistence	66.2%	63.3%	64.0%	64.4%	65.8%	63.5%	65.0%
Fourth Year Persistence	60.4%	62.3%	60.0%	61.4%	60.0%	60.0%	62.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	34.0%	35.6%	36.3%	38.0%	36.0%	36.0%	36.0%
Six Year (or less)	50.4%	51.2%	52.9%	54.9%	54.0%	54.0%	54.0%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	127.5	127.4	127.3	126.5	126.5	126.5	126.5
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	2,895	3,292	3,268	3,369	3,101	3,163
Undergraduate Degrees per 100 FTE	17.8	16.8	19.2	19.3	18.5	18.6
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	48.0%	41.6%	40.2%	42.8%	46.0%	48.7%
Non-Pell Recipient Graduation Rate	57.0%	53.9%	56.5%	57.4%	N/A	N/A
Underrepresented Minority Graduation Rate	40.0%	38.0%	32.9%	32.8%	39.3%	41.6%
Non-Underrepresented Minority Graduation Rate	56.0%	52.2%	55.5%	57.1%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	37.0%	38.3%	40.2%	40.9%	38.0%	38.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	13.4%	17.1%	20.6%	20.0%	18.0%	18.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	14.5%	15.4%	15.5%	16.1%	16.1%	16.4%
Female Faculty	45.4%	45.3%	44.8%	45.4%	49.4%	50.0%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	61.6%	66.2%	63.3%	64.0%	63.5%	65.0%
Fourth Year Persistence	58.4%	62.3%	60.0%	61.4%	60.2%	62.0%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	16.2%	17.4%	17.4%	18.4%	18.5%	18.6%
Support Expenditures						
	35.4%	35.0%	33.2%	34.1%	34.1%	32.9%
Individual Donors						
Growth Rate of Individual Donors*	1	1	1.1	1.1	>1	>1
External Grant Support						
Federal Grants per Faculty**	$18,585	$15,725	$14,225	$47,318***	N/A	N/A

*this measure is a ratio of the annual difference in the number of individual donors as compared to a set of peers. A value greater than one means IUP outperformed its peers.

**this measure is a ratio of the university's federal grants per faculty compared to the peer group's federal grants per faculty, but this chart only displays the university's federal grants per faculty

***this measure was revised for the 2014/15 Performance Report to include both Federal and State Grants. Previously only Federal Grants were included.

Academic Programs

Academic Program Activity

Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	21
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	7
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	33%
Associate Degree Programs	
Total Number of Associate Programs	2
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	1
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	50%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	73
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	59
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	81%
Master's Degree Programs	
Total Number of Master's Programs	38
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	30
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	79%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	1
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	1
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	100%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	9
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	9
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	100%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Certificate's		
310504	Athletic Coaching	No
500999	Popular Music	No
540105	Public History	No
131305	Reading Specialist	No
131001	Special Education	No
131401	Teaching English to Speakers of Other Languages (TESOL)	No
422805	School Psychology	No
Minor's		
260102	Biomedical Science	No
303301	Sustainablity Studies	No
510202	Audiology	

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Master's Degree Programs			
	Mathematics	Reorganized from the previous Master of Education in Elementary and Middle School Math to now include two concentrations covering Elementary and Middle School Math and Secondary	

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Minor's		
160905	Spanish for Elementary Teaching	No

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
131210	Early Childhood Education	No

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
500509	BA in Musical Theater (LOI submitted 2013)
512201	BS in Public Health (LOI to PASSHE 15-16)
220302	BS in Paralegal Studies (LOI to PASSHE 15-16)
150507	BS in Environmental Engineering (LOI to PASSHE 15-16)
Master's Degree Programs	
510913	MS in Athletic Training (Expedited review)
303001	MS in Data Analytics (LOI to PASSHE 15-16)
360117	MFA in Ensemble, Devised, Applied Theater (LOI to PASSHE 15-16)
Doctorate Degree Programs	
422899	Ph.D in Counseling (LOI to PASSHE 15-16)
Certificate's	
540199	Digital History
160101	Foreign Language Certificate with a concentration in Chinese, French, German, Japanese, or Spanish
131401	English as a Second Language Specialist
511504	Child and Adult Advocacy Studies
Minor's	
050208	Digital History
430106	Forensic Bioscience
511504	Child and Adult Advocacy Studies

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Bachelor's Degree Programs	
290207	BS in Cyber Security (LOI to PASSHE 15-16)
Master's Degree Programs	
520305	MS in Accounting and Finance (LOI to PASSHE 15-16)
290207	MS in Cyber Security (LOI to PASSHE 15-16)
040301	MS in Urban and Regional Planning (LOI to PASSHE in 15-16)
Doctorate Degree Programs	
520201	Ph.D. in Business Administration (LOI to PASSHE 15-16)

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$74.8	$75.2	$74.5	$73.4	$77.7	$80.4
Undergraduate Out-of-State Tuition	14.2	13.9	13.5	14.6	13.4	13.4
Graduate In-State Tuition	10.9	11.5	11.3	11.1	11.3	11.3
Graduate Out-of-State Tuition	8.1	8.6	8.3	9.1	9.4	9.4
TOTAL TUITION REVENUE	**$108.0**	**$109.1**	**$107.6**	**$108.2**	**$111.8**	**$114.5**
Total Fees	33.4	$35.1	$34.4	$34.5	$33.7	$33.7
State Appropriations	52.4	51.5	52.2	51.4	50.2	50.2
All Other Revenue	20.3	18.2	16.1	15.7	15.0	15.0
Planned Use of Carryforward	0.0	0.0	8.9	6.3	0.0	0.0
Total E&G Revenue/Sources	**$214.1**	**$213.9**	**$219.2**	**$216.1**	**$210.7**	**$213.4**
E&G Expenditures/Transfers						
Total Salaries and Wages	$104.7	$108.1	$108.2	$105.9	$108.2	$108.2
Total Benefits	46.3	50.0	54.2	53.5	59.7	61.8
TOTAL PERSONNEL EXPENDITURES	**$151.1**	**$158.2**	**$162.4**	**$159.4**	**$167.9**	**$170.0**
Financial Aid	6.9	$9.3	$9.5	$9.5	$12.0	$12.6
Utilities	6.0	4.6	6.2	6.0	6.4	6.5
Services & Supplies	31.1	30.1	31.8	31.5	32.8	33.7
Capital Expenditures and Transfers	23.3	10.4	9.3	9.7	5.8	5.8
Total E&G Expenditures/Transfers	**$218.3**	**$212.5**	**$219.2**	**$216.1**	**$224.9**	**$228.6**
Total E&G Fund Surplus/(Shortfall)	$(4.3)	$1.4	$0.0	$0.0	$(14.1)	$(15.2)
Annualized FTE Enrollment						
Undergraduate In-State	10,962.28	10,693.20	10,308.24	10,157.78	9,599.10	9,599.10
Undergraduate Out-of-State	1,292.08	1,126.45	1,052.52	1,101.27	1,101.27	1,101.27
Graduate In-State	1,016.06	1,030.21	1,037.21	989.46	989.46	989.46
Graduate Out-of-State	526.69	482.67	476.18	552.66	552.66	552.66
Total Annualized FTE Enrollment	**13,797.11**	**13,332.53**	**12,874.15**	**12,801.17**	**12,242.49**	**12,242.49**
E&G Budgeted Annualized FTE Employees						
Faculty	685.31	693.83	696.83	696.83	696.83	696.83
AFSCME	384.54	379.98	379.98	379.98	379.98	379.98
Nonrepresented	177.82	181.11	181.11	181.11	180.11	180.11
SCUPA	51.25	50.51	50.51	50.51	50.51	50.51
All Other	65.85	116.85	116.85	116.85	116.85	116.85
Total E&G Fund Budgeted Annualized FTE Employees	**1,364.77**	**1,422.28**	**1,425.28**	**1,425.28**	**1,424.28**	**1,424.28**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Marketing Initiative	$719,546	$866,200	$1,135,871
Engaging and Educating the Shale Gas Partners	23,302	20,700	0
State-of-the Art Image Analysis Facility	5,000	0	0
3 in 1 Proposals (12, 14 & 15) Latino, Bridge and Probation	78,000	9,500	0
Sutton Scholars Program	42,880	44,166	45,712
Veteran's Resource Group	33,900	66,000	0
Creation of Energy Research Cluster	175,916	175,916	175,916
Creation of Veterans Reintegration Cluster	175,916	175,916	175,916
Center for Academic Excellence Task Force	11,921	12,150	0
Instructional Technology (Geo Info System, OB Lab, X-Ray Equip)	19,513	0	0
Scholarship Initiative - IUP Grant	530,000	1,030,000	1,690,000
Strategic Visioning Task Force-President's Associate	39,074	0	0
Instructional Facility Renovation/Redesign	196,727	0	0
Exterior Campus Signage	200,000	0	0
Mapping Survey - Campus ADA Study	79,800	0	0
Planned Periodic Maintenance/Investment in Plant	136,250	140,000	1,275,200
Promote Community Interaction, Communication and Security	0	76,180	19,400
Background Checks	0	0	300,000
Academic Success Center			423,141
Note: Funds from unrestricted assets (reserves) will be used to balance the budget in FY2015-16.			
Total	**$2,467,745**	**$2,616,728**	**5,241,156**
***Sources of Funds for Reinvestment:**			
Carryover-Unrestricted Net Assets	$ 2,043,033	$ 1,190,730	$ 3,153,612
Educational and General Centeral Fund Realignments	$ 424,712	$ 1,425,998	$ 2,087,544
Total	**$2,467,745**	**$2,616,728**	**$5,241,156**

***IUP Note:**
Sources of funds for reinvestment include central realignments only and not those made at the divisional/departmental levels.

3 in 1 Proposals (12, 14 & 15) Latino, Bridge and Probation	$78,000	$9,500	$0
Sutton Scholars Program	0	0	0
Veteran's Resource Group	33,900	66,000	0
Creation of Energy Research Cluster	0	0	0
Creation of Veterans Reintegration Cluster	0	0	0
Partial Funding of "Time To Lead"	0	0	0
Security Vehicle	0	0	19,400
Security Radios	0	76,180	0
Total	**$111,900**	**$151,680**	**$19,400**
Sources of Funds for Reinvestment:			
Carryover-Unrestricted Net Assets (used to balance the budget)	$1,754,557	$844,550	$6,250,616
Total	**$1,754,557**	**$844,550**	**$6,250,616**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$16.7	$16.9	$17.4	$17.4	$17.9	$18.1
Housing Fees	4.3	3.9	3.8	3.8	3.3	3.0
Privatized Housing	5.7	0.0	6.3	6.3	6.5	6.5
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	2.0	7.2	1.7	1.7	4.0	4.0
Total Auxiliary Revenue/Sources	**$28.8**	**$28.0**	**$29.1**	**$29.1**	**$31.7**	**$31.6**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$4.6	$4.5	$4.6	$4.6	$4.6	$4.5
Total Benefits	3.4	3.5	3.8	3.8	3.9	3.8
TOTAL PERSONNEL EXPENDITURES	**$8.0**	**$8.1**	**$8.4**	**$8.4**	**$8.5**	**$8.3**
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	1.0	1.2	1.4	1.4	1.4	1.4
Services & Supplies	15.6	14.2	15.6	15.6	15.6	15.6
Capital Expenditures and Transfers	(4.4)	3.3	3.7	3.7	5.2	5.2
Total Auxiliary Expenditures/Transfers	**$20.2**	**$26.8**	**$29.1**	**$29.1**	**$30.7**	**$30.5**
Total Auxiliary Fund Surplus/(Shortfall)	$2.9	$0.0	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**75.22**	**68.40**	**68.70**	**68.70**	**68.20**	**68.20**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$25.8	$26.2	$26.2	$26.2	$26.2	$26.2
State Grants & Contracts	14.4	13.7	14.2	14.2	14.2	14.2
Private Grants & Contracts	0.3	0.4	0.4	0.4	0.5	0.5
Gifts	0.1	0.1	0.0	0.0	0.1	0.1
All Other Restricted Revenue	2.1	0.2	(0.1)	(0.1)	(0.2)	(0.2)
Total Restricted Revenue	**$42.8**	**$40.6**	**$40.7**	**$40.7**	**$40.8**	**$40.8**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$4.7	$4.8	$4.8	$4.8	$4.9	$4.9
Total Benefits	1.2	1.3	1.4	1.4	1.6	1.6
TOTAL PERSONNEL EXPENDITURES	**$5.9**	**$6.1**	**$6.2**	**$6.2**	**$6.5**	**$6.5**
Financial Aid	33.4	33.1	33.1	33.1	33.1	33.1
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.3	1.2	1.2	1.2	1.2	1.2
Capital Expenditures and Transfers	0.6	0.2	0.2	0.2	0.2	0.2
Total Restricted Expenditures/Transfers	**$41.3**	**$40.6**	**$40.7**	**$40.7**	**$41.0**	**$41.0**
Total Restricted Fund Surplus/(Shortfall)	$1.5	$0.0	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**42.06**	**38.30**	**38.30**	**38.91**	**38.91**	**38.91**
Total University Revenue	**$285.6**	**$282.5**	**$289.0**	**$289.1**	**$283.2**	**$285.8**
Total University Expenses	**$279.8**	**$279.9**	**$289.0**	**$289.0**	**$296.6**	**$300.1**
Total University Surplus/(Shortfall)	**$5.8**	**$2.6**	**$0.0**	**$0.0**	**$(13.3)**	**$(14.3)**
Total University Budgeted Annualized FTE Employees	**1,482.05**	**1,528.98**	**1,532.28**	**1,532.89**	**1,531.39**	**1,531.39**

Tuition and Fees

	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)			
In-State Undergraduate			
Tuition	$6,820	$7,060	N/A
Tuition Pilot (per-credit tuition)	N/A	N/A	8,190
Technology Tuition Fee	422	436	436
University Mandatory Fees	2,228	2,440	2,485
Total Cost In-State Undergraduate Off Campus or At Home	**$9,470**	**$9,936**	**$11,111**
Most Common Room and Board Rates	11,346	11,730	12,146
Total Cost In-State Undergraduate On Campus	**$20,816**	**$21,666**	**$23,257**
Out-of-State Undergraduate			
Tuition (Most Common) 170%	$11,594	$12,002	$12,002
Technology Tuition Fee	642	664	664
University Mandatory Fees	3,273	3,521	3,566
Total Out-of-State Undergraduate Off Campus or At Home	**$15,509**	**$16,187**	**$16,232**
Most Common Room and Board Rates	11,346	11,730	12,146
Total Cost Out-of-State Undergraduate On Campus	**$26,855**	**$27,917**	**$28,378**
Part Time Undergraduates (per credit)			
Price to Most Common Student Living Off Campus or At Home			
In-State Undergraduate Off Campus or At Home			
Tuition per Credit (Most Common)	$284	$294	$273
Technology Tuition Fee Per Credit	18	19	19
University Mandatory Fees Per Credit (on average) *	97	92	100
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$399**	**$405**	**$393**
Out-of-State Undergraduate Off Campus or At Home			
Tuition per Credit (Most Common) 170%	$483	$500	$500
Technology Tuition Fee Per Credit	27	28	28
University Mandatory Fees Per Credit (on average) **	125	116	125
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$635**	**$644**	**$653**
Graduate Students (per credit)			
Price to Most Common Graduate Student Living Off Campus or At Home			
In-State Graduate Student Living Off Campus or At Home			
Tuition per Credit			
Minimum	$454	$470	$470
Maximum	499	517	517
Most Common	454	470	470
Technology Tuition Fee Per Credit	24	25	25
University Mandatory Fees Per Credit (on average) - Masters***	119	129	136
University Mandatory Fees Per Credit (on average) - Doctoral***	143	154	161
Out-of-State Graduate Student Living Off Campus or At Home			
Tuition per Credit			
Minimum	$681	$705	$705
Maximum	749	776	776
Most Common	681	705	705
Technology Tuition Fee Per Credit	36	37	37
University Mandatory Fees Per Credit (on average) - Masters***	155	166	173
University Mandatory Fees Per Credit (on average) - Doctoral***	191	203	211

* Based on FY2014/15 actual - 4.3 credits taken by in-state undergraduate students

** Based on FY2014/15 actual - 3.5 credits taken by out-of-state undergraduate students

*** Based on FY2014/15 actual - both in-state and out-of-state Graduate students take an average of 5.8 credits

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$31	$750
Activity Fee (Includes Student Union/Rec Center)	$20	$810
Health Services	$14	$420
Student Services Fee*	$15	$360
Registration Fee (flat fee)	$15	$64
Transporation Fee (flat fee)	$8	$36
Other: I-Card Fee (one-time)_____	$15	$15
Out-of-State		
Academic Support/Instructional Support Fee	$76	$1,831
Activity Fee (Includes Student Union/Rec Center)	$20	$810
Health Services	$14	$420
Student Services Fee*	$15	$360
Registration Fee (flat fee)	$18	$64
Transporation Fee (flat fee)	$10	$36
Other: I-Card Fee (one-time)_____	$15	$15

**Supports the following student services: Improve out-of-classroom experiences, support from library and branch campus students, improve services that support graduate education, student recreation, career services, diversity services and programming, advisement, library availability, late night programming, safety, student organization advisement, academic support services and student leadership development.*

Housing Costs	2015/16 Full Time Academic Year
Traditional Housing	
Minimum	$5,472
Maximum	$8,146
Most Common	$5,472
All Other Housing - FIUP Residential Revival	
Minimum	$7,900
Maximum	$10,230
Most Common	$8,550

Dining Costs - students living on campus	# Meals/Week	2015/16 Full Time Academic Year
Minimum	14	$2,580
Maximum	19	$3,330
Most Common (14 weeks a semester plus $300 flex)	14	$3,180

Other Optional Fees	2015/16 Full Time Academic Year
Orientation - 1 day	$105
Orientation - 2 day	$190
Orientation - International	$125
Parking - annual	$200
Application	$50
Immigration Fee (per semester)	$75
Installment Payment Fee (per semester)	$40
Portfolio Application/Assessment fee	$15
Teacher Certificate Fee	$60
National Student Exchange Program Fee	$250
Advance Deposit Fees: Tuition (Freshman Only)	$150
Advance Deposit Fees: Housing (Fall Semester Only)	$80
Examination for Credit Fee	$40
International Student Placement Testing Fee	$45
Bad Check Charge	$34
Late Registration Fee - last day of current semester	$100
Late Registration Fee - after the first day of classes in the following semester	$200
Evacuation and Repatriation Fee - Fall Semester	$42.50
Evacuation and Repatriation Fee - Spring and Summer Semester	$56
Evacuation and Repatriation Fee - Summer Semester only	$30
Judicial Fees for Service	Various

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	1,370	1,333	1,591	1,772
Average Award	$4,042	$3,723	$3,608	$3,561
Total Dollars Awarded	$5,537,204	$4,962,564	$5,740,755	$6,309,866
% of Undergraduate Students Receiving Aid	10%	10%	12%	14%
Pennsylvania State Grants				
# of Students	4,511	4,244	4,245	4,285
Average Award	$2,539	$2,912	$2,744	$2,693
Total Dollars Awarded	$11,454,281	$12,356,657	$11,649,435	$11,537,411
% of Undergraduate Students Receiving Aid	33%	32%	33%	33%
Pell Grants				
# of Students	4,913	4,733	4,711	4,538
Average Award	$3,831	$3,972	$4,135	$4,118
Total Dollars Awarded	$18,820,648	$18,801,523	$19,480,479	$18,668,619
% of Undergraduate Students Receiving Aid	36%	36%	37%	35%
All Other Gift Aid*				
# of Students	3,173	3,013	3,287	3,509
Average Award	$1,792	$2,013	$2,122	$2,080
Total Dollars Awarded	$5,685,077	$6,064,273	$6,974,347	$7,298,419
% of Undergraduate Students Receiving Aid	23%	23%	26%	27%
Unduplicated Students Receiving Gift Aid				
# of Students	7,672	7,240	7,405	7,307
Average Award	$5,409	$5,827	$5,921	$5,999
Total Dollars Awarded	$41,497,211	$42,185,017	$43,845,016	$43,834,315
% of Undergraduate Students Receiving Gift Aid	56%	55%	58%	56%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	389	502	510	475
Total Dollars Awarded	$938,597	$2,387,977	$2,490,501	$2,479,778
% of Graduate Students Receiving Assistantships	15%	20%	20%	21%
Graduate Tuition Waivers				
# of Students	467	478	479	475
Total Dollars Awarded	$2,924,510	$2,983,922	$3,105,407	$3,227,856
% of Graduate Students Receiving Waivers	19%	19%	19%	21%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only.

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	9,996	9,519	9,445	8,872
Average Loan	$8,578	$8,734	$8,915	$8,909
Total Dollars Loaned	$85,741,476	$83,138,007	$84,206,744	$79,038,793
% of Undergraduate Students Receiving Loans	73%	73%	73%	68%
Graduate Loans (all known)				
# of Students	1,160	1,099	1,061	948
Average Loan	$15,818	$15,377	$15,741	$15,998
Total Dollars Loaned	$18,348,652	$16,899,074	$16,700,972	$15,166,378
% of Graduate Students Receiving Loans	46%	44%	43%	34%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	83%	85%	82%	82%
Average Amount of Debt *(of those graduating with debt)*	$35,229	$37,457	$33,807	$36,514
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	8.4%	8.8%	8.8%	8.8%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,470	$11,046	$1,100	$2,184	$23,800
In-State Undergraduate Off Campus, Living at Home	$9,470	$2,400	$1,100	$2,430	$15,400
Out-of-State Undergraduate On Campus	$20,965	$11,046	$1,100	$2,289	$35,400
Out-of-State Undergraduate Off Campus, Living at Home	$20,965	$2,400	$1,100	$0	$24,465

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	1,876	$15,080	$(88)	$9,448	$8,907
$30,001 - $48,000	979	$16,190	$1,122	$8,264	$8,467
$48,001 - $75,000	1,383	$19,103	$4,303	$5,054	$9,427
$75,001 - $110,000	1,635	$20,811	$5,938	$3,443	$10,119
$110,001 and Above	1,913	$20,828	$5,643	$3,701	$9,628

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters. Estimated Net Cost by Family Income data excludes clock hour students.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Per-Credit Tuition

Pilot/Title:	IN01 — Per-credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge tuition on a per-credit basis to all in-state undergraduate students. The University will phase in this program over three years, charging 93% of the System's per-credit tuition rate in year 1, 96% of the System's per-credit tuition rate in year 2, 99% of the System's per-credit tuition rate in year 3 and the System's per-credit tuition rate in year 4. The University will assess the program annually and may make appropriate adjustments to this plan. A scholarship pool associated with the university's Academic Success Initiative (ASI) will offer financial incentive to academically successful in-state undergraduate students for the equivalent of up to a two-credit-hour merit award in an academic year. The pool will be funded at $1.25 million and will increase annually as tuition increases. Effective fall 2015 through summer 2018.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

Implementation of the pilot has been deferred to fall 2016 through summer 2019.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients				0.00	0.00
Percent Pell Recipients					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Nonmajority Students				0.00	0.00
Percent Nonmajority					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Majority Students/NonPell				0.00	0.00
Percent of Total					
Average Number of Credit Hours Enrolled				0.00	0.00
Average Student Credit Hours Taken (12+ credits)				0.00	0.00
Average Student Credit Hours Taken (all undergraduates)				0.00	0.00
Comparison of Breakdown of Number of Credits Taken by Students (additional data may be attached):					
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Registered For More Credits Than They Had at End of Drop/Add Period				0.00	0.00
Number of Students Offered Institutional Aid				0.00	0.00
Average Institutional Aid Award				$0	$0
Other:					
Headcount FAFSA Filers				0.00	0.00
Total Institutional Aid Awarded				$0	$0
Cohort Enrollment (In-state Undergraduates)					
Fall FTE Students				0.00	0.00
Fall Headcount Students				0.00	0.00
Annualized FTE Students				0.00	0.00

Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue				$0	$0
E&G Fee Revenue				0	0
Auxiliary Fee Revenue				0	0
Institutional Financial Aid *(negative number)*				0	0
Net Revenue	$0	$0	$0	$0	$0
Revenue Increase due to Normal Rate Changes				0	0
Revenue Associated with Pilot		$0	$0	**$0**	**$0**

Observations:

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

KUTZTOWN UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 4
- Other Areas of Distinction 5
- Strategic Goals 7
- University Strengths, Opportunities and Challenges 11

Key Performance Indicators

- Strategic Enrollment Management 12
- Performance Funding Indicators 13

Academic Programs 14

Financial Information 17

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Kutztown University's mission is to provide a high quality education at the undergraduate and graduate level in order to prepare students to meet lifelong intellectual, ethical, social, and career challenges.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Kutztown University aspires to be a regional center of excellence providing opportunities for advanced academic, cultural, and public service experiences, within a caring community, designed to promote success in global society.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

OUR PURPOSE

Grounded in regional history and focused on innovative futures through the colleges of Business, Education, Liberal Arts & Sciences and Visual & Performing Arts; Kutztown University:

- offers a contemporary liberal arts education as the foundation for inspiring and challenging students to grow intellectually, professionally, ethically, civically, and socially;
- provides support for students to reach their unique potential;
- commits to access and diversity, drawing upon international, national, regional, and community partnerships to prepare new generations of global citizens;
- values the life experiences of students, faculty, and staff to create a caring community on a beautiful campus;
- cultivates opportunities for students to engage the world and pursue meaningful lives and careers through collaboration, mentorship, and intentional working relationships.

OUR GOALS

- Goal 1: Academic Excellence
  Kutztown University will promote, enhance, and recognize excellence in teaching, learning, creativity, scholarship, and research.

- Goal 2: Community Engagement
  Kutztown University will partner with the community to serve the needs of the people of the commonwealth and the region.

- Goal 3: Caring Campus Community
  Kutztown University will value and respect all campus constituents, celebrate diversity, and embrace shared governance.

- Goal 4: Stewardship of the University's Infrastructure
  Kutztown University will maintain and enhance physical, financial, and human resources necessary to fulfill its mission.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Visual and Performing Arts: These include undergraduate programs in Communication Design, Crafts, and Studio Art, as well as Music, Music Education, and Art Education. Also included are Masters level graduate programs in Art Education and Communication Design. All of these programs are accredited (NASM, NASAD, and NCATE) and have national reputations. In addition, Kutztown University is geographically located within easy reach of the major world art centers of New York City, Philadelphia, and Washington, D.C. This allows students and faculty to utilize the institutional and professional resources of these cities. The visual and performing arts programs at Kutztown occupy newly renovated and expanded state of the art facilities. Student retention for these programs is the highest at the University, averaging approximately 85 percent.

Kutztown University's Education programs are nationally recognized and accredited by NCATE (now CAEP – Council for the Accreditation of Educator Preparation). In the most recent review, Secondary Education: English, Secondary Education: Mathematics, Secondary Education: Modern Languages, Secondary Education: Science, Secondary Education: Social Studies, and Special Education received national recognition at the initial preparation (undergraduate) level. Library Science and Reading were nationally recognized at the advanced (graduate) level. Art Education and Music Education received national recognition through accreditation with NASAD and NASM. Graduate programs in counseling are accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs). One of the nationally recognized undergraduate programs, Special Education: Vision Impairment (VI) is the only undergraduate program in the Commonwealth of PA, and the largest of six undergraduate VI programs in the United States.

Sciences: STEM programming at Kutztown engages students with intensive hands-on learning in a wide variety of fields including: Astronomy, Biochemistry, Biology, Chemistry, Computer Science and Information Technology, Environmental Science, Geography, Geology, Marine Science, Mathematics, and Physics. Faculty are committed to teaching and working with undergraduates which includes significant opportunities for undergraduate research, internships, and practical field experience. Students are encouraged to prepare and defend their findings within their professional fields and regularly present at regional and national conferences. Many students have published the results of their research in peer-reviewed journals.

Computer Science and Information Technology: The Computer Science and Information Technology program prepares undergraduate and graduate students to meet the high skilled needs of our region and the Commonwealth. The MS program in Computer Science has been recognized as one of the top 100 programs in the country by The Financial Engineer, a business technology news entity. Our ranking of 93rd puts us 20 places above Lehigh, 14 above Drexel, 17 above NJIT, and 34 above Temple. We are the highest ranked program in PASSHE and 4th in the state behind Carnegie-Mellon, UPenn and Penn State.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

Undergraduate Research: Kutztown University is distinguished by our commitment to undergraduate research; we recognize that participation in research, creative activity, and scholarly discovery greatly enhances the undergraduate educational experience and is a high impact educational practice which increases student engagement and retention. While undergraduate students at Kutztown University have engaged in research for decades, the Kutztown University Undergraduate Research Fund was established nearly a decade ago to provide funding for students to conduct research and present their findings at academic conferences. Funding is divided into two categories, based on project disciplines (Sciences, and Humanities and Arts). Many of the undergraduate research projects are of the caliber that students serve as co-authors of presentations at national meetings and of publications in peer-reviewed journals. As a next step in our commitment to undergraduate research, we are launching a pilot project--KU BEARS. Beginning in summer 2016 this program is designed to support faculty/student summer research pairs. The goals are twofold: to develop the necessary skills for undergraduates to become student researchers and to provide faculty members with paid student research assistants. Undergraduate students selected for the program will receive summer pay for research tasks assigned by a faculty supervisor. By assisting faculty members in their research, students selected for the program will learn the knowledge and skills necessary for conducting advanced research in their field.

National Accreditation: Kutztown University has placed an emphasis on accreditation of academic programs. At this time, the university has successfully received accreditation for several programs by nine disciplinary accrediting bodies:

- New Recognitions
  - Association to Advance Collegiate Schools of Business (AACSB)
  - Commission on Sport Management Accreditation (COSMA)
  - Council for Accreditation of Counseling and Related Educational Programs (CACREP)
  - Council for the Accreditation of Educator Preparation (CAEP)
  - National Association of Schools of Art and Design (NASAD)
- Reaffirmations
  - National Association of Schools of Music (NASM)
  - National Council for Accreditation of Teacher Education (NCATE)
  - Council on Social Work Education (CSWE)
  - National Council for Accreditation of Coaching Education (NCACE)

Joint Collaborations: Kutztown University is currently engaged in two joint collaborations with State System sister institutions. The Doctor of Social Work in Leadership and Education is a collaboration between Kutztown and Millersville universities. This program is designed to offer education and training that prepares graduates to create, implement, and evaluate social work interventions – skills necessary for social work leaders – while simultaneously training them to teach advanced practice to undergraduate and graduate level students. Kutztown University has also collaborated with East Stroudsburg University for a joint procurement program. The establishment of this association will assist in the creation of an efficient procurement system and process that can leverage technologies and optimize economies of scale on a regional basis for collaborative sourcing and procurement opportunities and provide both universities with consolidation of effort and realized cost saving for both tangible goods and services.

All-Steinway School: Kutztown University made the decision to become an All-Steinway school in 2000. We achieved this landmark, spring 2016, with the purchase of a new Steinway D piano that graces the stage of Schaeffer Auditorium. Adding the All-Steinway School symbol to our recognized status in this area demonstrates a commitment to excellence in the study of music, with the best equipment available for students and faculty. Only about 170 institutions across five continents now display this prestigious symbol.

Other Areas of Distinction *(Continued)*

Kutztown University's national award winning Small Business Development Center (SBDC) provides entrepreneurial education and consulting to over 2,000 entrepreneurs each year in the southcentral and southeastern Pennsylvania region and over 30,000 people engage with the SBDC online learning portal making its website one of the top 10 ranked sites nationally for entrepreneurial education. The SBDC specialty programs for international trade, government marketing, small business innovation research, Latino Business Resource Center and Wednet provide regional businesses with strategic consulting support and certificate programs to support professional development with our technology and manufacturing sectors. The program provides experiential learning opportunities for students across disciplines who are interested in entrepreneurship.

The Applied Investment Management (AIM) program sets the Kutztown University College of Business apart by providing students with real-world investment experience. Developed in 2005 as an independent study under Professor Jonathan Kramer, the AIM program was started with a $50,000 grant from the KU Foundation & Alumni Relations. The Foundation since then has provided $250,000 in support, and the AIM students have increased the total value of their stock portfolio to more than $440,000. AIM is an invitational program for the best and brightest students in the College of Business. They can participate for two semesters, gaining invaluable hands-on experience and learning astute management and sound money-management principles that will launch them into successful business careers.

Living Learning Communities: Kutztown University has a variety of Living Learning Communities that give students a unique, inclusive residential learning experience that connects academic learning with residence life. Students enjoy all the usual advantages of living on-campus in a residence hall, with the added benefit of living among a group of students that shares academic goals and interests.

Veterans Services: Kutztown University is recognized as a Military Friendly School, by Victory Media and designated as a Best for Vets college or university by Military Times. These honors demonstrate colleges and universities that exhibit best practices in support of military students and employees. Kutztown University is the only state system university to receive the Best for Vets designation and KU is only one of three Pennsylvania colleges and universities to receive such a designation. In support of veterans and active military students Kutztown University participates in the Yellow Ribbon program which provides educational benefits for students in partnership with the Veterans Administration. University staff receive Green Zone training which aims to provide a safe environment for student veterans and military-affiliated students.

The Pennsylvania German Cultural Heritage Center at Kutztown University is an open-air folk life museum and research center dedicated to the preservation and promotion of Pennsylvania German ("Pennsylvania Dutch") culture, language and folkways. The Heritage Center serves a broad regional and international audience, bringing together the local and academic communities to explore a rich array of cultural resources, as well as diverse partners and affiliates in civic, museum, and language preservation organizations to participate in cultural programming.

Kutztown University's Astronomy Outreach Program provides an important contribution to our region of Pennsylvania by sharing the resources of the University's Planetarium and Observatory with the community. The 85-seat planetarium provides regularly scheduled public shows, special events, and private shows for larger community groups (e.g., schools, scouting troops, civic clubs, and retirement communities). The one hour shows are followed with question and answer periods with the planetarium director. Moreover, the University's Observatory is frequently open for public observing events, particularly with the occurrence of noteworthy astronomical events and following public planetarium shows; the University has a specialized telescope for viewing sunspots, solar flares, and surface details of the sun.

Science Olympiad: Kutztown University hosts the regional Science Olympiad and is recognized as a regional center of excellence in the natural and physical sciences. Seven counties are represented at the event: Adams, Berks, Chester, Lehigh, Montgomery, Northampton, Schuylkill, totaling 34 school districts and approximately 700 students (225+ from Middle Schools and 435+ from High Schools). There will be 46 official events and 7 trial events.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Goal 1: ***Kutztown University will promote, enhance, and recognize excellence in teaching, learning, creativity, scholarship, and research.***

Initiative/Strategies:

Develop and deliver distinctive and high-quality academic programs.

- Action 1: Expand and grow the honors program by offering (a) scholarships that facilitate the recruitment and retention of honors students (b) service-learning experiences, and (c) study abroad opportunities
- Action 2: Strengthen the University's culture of learning
- Action 3: Infuse high-impact practices throughout the student learning experience
- Action 4: Strengthen the General Education program to serve as a foundation for students in all disciplines
- Action 5: Utilize the academic program review process to ensure high-quality, viable, and innovative academic programs and services
- Action 6: Develop and implement a vibrant First Year Experience that connects undergraduate students to the University's academic experience
- Action 7: Increase domestic and international visiting scholars, executives, and artists-in-residence programs
- Action 8: Increase the internationalization of the campus by (a) recruiting and retaining international students and (b) providing study abroad opportunities for students

Attract and retain qualified, high performing faculty and staff.

- Action 1: Increase initiatives in grant writing
- Action 2: Increase incentives to faculty for scholarly activities (e.g., recognition, research, and travel funds)
- Action 3: Increase faculty/staff professional development programs
- Action 4: Ensure that faculty and staff have and are using current technological tools

Attract, retain, and support motivated, high performing students

- Action 1: Establish scholarships for high-achieving students
- Action 2: Raise admission standards
- Action 3: Increase the opportunities for undergraduate and graduate students to engage in professional-level scholarship
- Action 4: Create incentives for transfer students
- Action 5: Establish recruiting initiatives to enhance the number and quality of the student body
- Action 6: Develop department and college recruitment and retention initiatives
- Action 7: Develop and implement a multi-media marketing campaign that promotes the recruitment of motivated, qualified new, transfer, and graduate students

Alignment to System: Aligns to system strategic goal 1 – Ensuring academic program excellence and relevance

Strategic Goals *(Continued)*

UniversityGoals *(Continued)*

Goal 2: ***Kutztown University will partner with the community to serve the needs of the people of the Commonwealth and the region, enhancing and complementing the academic mission of the university, while developing and communicating an institutional culture of community engagement.***

Initiative/Strategies:

Provide increased access to educational opportunities for the region's citizens

- Action 1: Increase online educational experiences and non-traditional delivery methods (e.g., weekend academy, evening courses, non-traditional schedules)
- Action 2: Strengthen and grow graduate education
- Action 3: Provide lifelong learning opportunities for (a) adult learners, (b) non-degree seeking students oriented to regional culture, agriculture, business, and government, (c) seekers of certificates and specialized programs that address the needs of professionals in the workforce, and (d) non-degree seeking students that meet their personal needs
- Action 4: Promote dual admissions, dual enrollment, and other initiatives with community colleges as well as develop partnerships with other four-year institutions
- Action 5: Establish new integrated bachelors to masters programs
- Action 6: Increase educational opportunities for alumni

Increase the education-related experiences available to the public

- Action 1: Increase education-related entertainment and service events
- Action 2: Increase attendance at University cultural, entertainment, arts, and athletic programming by regional community residents
- Action 3: Increase activities of alumni in University events (e.g., dynamic alumni events calendar, alumni members of the KU ambassadors initiative)

Increase the participation of members of the University community in the wider community

- Action 1: Increase service-learning experiences and community service opportunities
- Action 2: Develop programs that encourage students to demonstrate good citizenship and social responsibility
- Action 3: Increase the number of hours of community engagement of students, faculty, and staff
- Action 4: Increase the number of community academic partnerships

Alignment to System: Aligns to system strategic goal 2 – Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goal 3: ***Kutztown University will value and respect all campus constituents, celebrate diversity, and embrace shared governance.***

Initiative/Strategies:

Mirror the diversity of the region within the campus community

- Action 1: Increase the diversity of the faculty through establishing fellowships and programs that bring faculty from diverse backgrounds to campus for extended periods
- Action 2: Increase the diversity of the student body, faculty, and staff by strengthening multi-cultural programming
- Action 3: Increase the diversity of the student body by developing enhanced programs to recruit veterans and military personnel and serve their unique needs
- Action 4: Increase the diversity of the student body by developing special programs to support female students in STEM areas
- Action 5: Increase the internationalization of the campus community

Encourage high levels of participation in University governance

- Action 1: Foster an environment in which all constituents have an equal opportunity to participate in the process of shared governance
- Action 2: Work with student leaders on establishing a "student bill of rights"

Ensure a campus culture that respects all campus constituents

- Action 1: Develop a welcoming and service-oriented culture for students' families and support networks, as well as members of the community, who visit our campus
- Action 2: Develop a service-oriented culture for students

Alignment to System: Aligns to system strategic goal 4 – Increasing accountability and transparency, focusing on results and key performance indicators. Specifically Strategy 4 – Expand and promote the role of State System universities in educating students of varied backgrounds, ages, and experiences.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Goal 4: ***Kutztown University will maintain and enhance physical, financial, and human resources necessary to fulfill its mission.***

Initiative/Strategies:

Enhance the University's human resources to better support the academic mission

- Action 1: Enhance the quality of the University's workplace experience by providing improved communication and employee engagement
- Action 2: Conduct 360-degree administrator evaluations
- Action 3: Conduct regular Presidential visits to all units and constituencies on campus by May 2016
- Action 4: Establish roundtable/advisory groups
- Action 5: Conduct regular Presidential meetings with faculty and employee governance leaders and groups as well as student leaders and groups

Enhance the financial resources of the University to better support the academic mission

- Action 1: Ensure all spending is essential and based on the University's planning and budgeting process
- Action 2: Reprioritize the budget to fund new initiatives resulting from the University's planning process
- Action 3: Initiate major capital campaign
- Action 4: Increase private giving through established and new fundraising sources and improved alumni support
- Action 5: Increase corporate giving
- Action 6: Ensure that colleges and divisions develop fundraising plans and initiatives
- Action 7: Achieve a balanced University budget without the use of non-recurring funds
- Action 8: Identify new sources of financial aid for students enrolled at the University
- Action 9: Engage in a fundraising initiative to raise funds to support student scholarships
- Action 10: Identify new sources of financial aid to be used to recruit freshman and transfer students
- Action 11: Increase work opportunities for students on campus
- Action 12: Identify strategies to reduce student indebtedness

Enhance the physical facilities to better support the University's academic mission

- Action 1: Renovate classrooms and faculty offices in Lytle Hall and DeFrancesco Building
- Action 2: Replenish campus computers
- Action 3: Initiate the library master plan

Alignment to System: Aligns to system strategic goal 3 – Developing new funding strategies, diversifying resources and managing costs to preserve affordability.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

Distinctive High-Quality Academic Programs

Highly Prepared and Engaged Faculty

Commitment to Inclusion and Diversity

Attractive Facilities and Grounds

Engaged Community Partner

Opportunities

Reputation for Quality and Affordability

New Programs

Location

Retention

Alumni Relations Outreach & Involvement

Customer Service

Strengthen University Brand

Challenges

Increased Competition for College-bound and Transfer Students

Retention

Perceived Value of a College Degree

Institutional Revenue/Expense Imbalance

Commonwealth Support for Public Higher Education

Student Academic Preparation for College Level Work

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	22.3%	22.4%	21.2%	20.9%	22.6%	23.3%	23.5%
New Transfers	6.4%	8.4%	8.2%	7.2%	7.2%	9.2%	9.3%
Veterans	1.6%	1.6%	1.7%	1.7%	2.2%	2.8%	2.8%
Adult Learners	6.6%	6.3%	5.9%	5.7%	5.8%	6.1%	6.2%
Total Undergraduate Enrollment	9,145	8,916	8,538	8,516	8,249	8,142	8,084
Graduate Headcount Enrollment							
Master's	730	627	649	606	659	681	701
Research Doctorate	N/A	N/A	N/A	N/A	8	16	24
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	730	627	649	606	667	697	725
Certificates and Nondegree students							
	408	261	326	96	84	85	85
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	116	108	88	86	129	105	105
Traditional (On Campus)	9,773	9,279	8,761	8,287	7,819	7,327	7,276
Off Campus	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	77.2%	71.5%	72.9%	73.5%	72.7%	74.0%	75.0%
Third Year Persistence	63.7%	64.0%	60.4%	62.6%	63.0%	63.0%	64.0%
Fourth Year Persistence	61.5%	59.6%	61.1%	58.0%	57.8%	59.0%	60.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	37.6%	34.7%	33.7%	35.1%	33.1%	32.3%	31.4%
Six Year (or less)	54.7%	54.9%	55.5%	54.0%	54.5%	54.3%	54.2%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation*							
	126.0	125.3	125.4	124.8	124.5	124.1	123.8
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

*Current values include graduates of degree programs that require greater than 120 credits and are therefore temporary. Final values including only degree programs with Board approved requirements of 120 credits will replace the temporary values in the near future.

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	2,049	1,987	1,938	2,113	1,906	1,946
Undergraduate Degrees per 100 FTE	19.6	20.5	20.4	20.4	22.3	22.4
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	40.0%	47.5%	42.6%	50.4%	46.1%	48.8%
Non-Pell Recipient Graduation Rate	59.0%	56.5%	58.5%	56.9%	N/A	N/A
Underrepresented Minority Graduation Rate	38.0%	40.7%	36.6%	42.1%	40.8%	43.2%
Non-Underrepresented Minority Graduation Rate	57.0%	56.9%	57.7%	57.5%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	26.8%	33.5%	34.6%	34.8%	33.6%	35.6%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	11.5%	18.9%	18.7%	16.4%	17.4%	18.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	14.0%	16.5%	17.0%	17.3%	16.7%	17.0%
Female Faculty	44.5%	45.0%	45.6%	45.6%	48.5%	49.5%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	13.0%	15.0%	16.7%	12.2%	13.4%	13.3%
Closing the Transfer Achievement Gaps - 6 Year Graduation Rates						
Pell Transfer Graduation Rate	60.0%	58.6%	60.7%	57.7%	N/A	N/A
Non-Pell Transfer Graduation Rate	67.0%	64.6%	66.7%	63.2%	N/A	N/A
Underrepresented Minority Transfer Graduation Rate	52.0%	58.8%	49.4%	47.1%	N/A	N/A
Non-Underrepresented Minority Transfer Graduation Rate	67.0%	63.8%	66.9%	63.5%	N/A	N/A
Student Diversity						
Undergraduate Pell Grant Recipients	20.5%	31.5%	31.6%	32.3%	27.5%	28.1%
Nonmajority Students	12.2%	16.6%	16.3%	18.9%	16.9%	17.2%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	30.6%	40.8%	40.1%	39.8%	51.4%	56.2%
Low Income PA High School Grads (ages 18-34)	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Underrepresented Minority Transfer Students	13.4%	18.0%	19.8%	20.5%	26.7%	29.9%
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	62.1%	71.9%	84.0%	95.0%	64.1%	64.1%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

Academic Programs

Academic Program Activity

Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	33
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Associate Degree Programs	
Total Number of Associate Programs	0
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	52
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	36
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	69%
Master's Degree Programs	
Total Number of Master's Programs	16
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	12
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	75%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Doctorate Degree Programs		
440701	Leadership and Education	No
Certificate's		
130409	Principal Certification	No
Minor's		
520203	Supply Chain Management and Logistics	No
100203	Audio Engineering	No
500910	Jazz	No
250101	Library Science	No
500902	Music History	No
160905	Spanish for Modern Business	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
	N/A		

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
13.1102	M.Ed. Student Affairs in Higher Education College Counseling Licensure	

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
09.0702	B.A. in Digital Communication and New Media
09.0900	B.A. in Public Relations
11.0103	B.S. in Information Technology
Master's Degree Programs	
30.1401	M.A. in Museum Education

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
	N/A

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$50.4	$50.4	$50.6	$50.2	$49.5	$49.5
Undergraduate Out-of-State Tuition	15.8	15.9	15.8	15.7	15.8	15.8
Graduate In-State Tuition	4.9	4.8	5.6	5.3	5.4	5.4
Graduate Out-of-State Tuition	0.3	0.4	0.3	0.5	0.5	0.5
TOTAL TUITION REVENUE	**$71.4**	**$71.5**	**$72.4**	**$71.7**	**$71.2**	**$71.2**
Total Fees	13.7	12.9	13.2	13.2	13.2	13.4
State Appropriations	33.1	32.9	33.6	32.5	32.2	32.2
All Other Revenue	3.3	4.0	3.5	3.6	3.6	3.6
Planned Use of Carryforward	0.0	0.0	4.5	5.7	4.2	2.1
Total E&G Revenue/Sources	**$121.5**	**$121.3**	**$127.1**	**$126.7**	**$124.4**	**$122.5**
E&G Expenditures/Transfers						
Total Salaries and Wages	$60.6	$62.4	$63.3	$61.1	$63.5	$63.2
Total Benefits	27.1	28.9	32.8	29.8	32.4	33.6
TOTAL PERSONNEL EXPENDITURES	**$87.7**	**$91.3**	**$96.1**	**$90.9**	**$95.9**	**$96.8**
Financial Aid	2.3	3.1	2.9	3.5	3.9	4.2
Utilities	2.7	2.8	2.8	2.4	2.5	2.6
Services & Supplies	18.8	18.6	19.1	21.7	18.8	19.0
Capital Expenditures and Transfers	13.6	4.4	6.2	8.2	6.2	5.2
Total E&G Expenditures/Transfers	**$125.1**	**$120.2**	**$127.1**	**$126.7**	**$127.3**	**$127.8**
Total E&G Fund Surplus/(Shortfall)	$(3.5)	$1.1	$0.0	$0.0	$(2.9)	$(5.3)
Annualized FTE Enrollment						
Undergraduate In-State	7,381.80	7,167.33	6,945.67	6,885.73	6,779.22	6,779.22
Undergraduate Out-of-State	998.90	982.40	939.81	970.90	975.28	975.28
Graduate In-State	442.46	343.33	416.29	471.21	465.08	465.08
Graduate Out-of-State	20.33	24.20	19.13	31.75	31.34	31.34
Total Annualized FTE Enrollment	**8,843.49**	**8,517.26**	**8,320.90**	**8,359.59**	**8,250.92**	**8,250.92**
E&G Budgeted Annualized FTE Employees						
Faculty	447.82	454.00	453.00	453.00	455.50	456.75
AFSCME	209.17	228.99	218.86	219.86	219.86	219.86
Nonrepresented	102.05	111.31	112.41	113.41	113.41	113.41
SCUPA	38.46	38.66	38.66	38.66	38.66	38.66
All Other	43.79	43.01	41.57	41.82	41.82	41.82
Total E&G Fund Budgeted Annualized FTE Employees	**841.29**	**875.97**	**864.50**	**866.75**	**869.25**	**870.50**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
VP of Enrollment Management & Staff	$483,224		
New faculty position for approved Masters in Fine Arts	84,610		
Director of College of Visual and Performing Arts Galleries and Community Outreach	95,000		
Creation of College of Readiness	568,030		
Creation of Center for Academic Success and Achievement	652,238		
Communication system for current and prospective students		106,816	
Reallocated funds for 2 application developers in Information Technology for PeopleSoft		152,872	
New Masters in Fine Arts including faculty costs, supplies, marketing		100,000	8,800
New Doctorate in Social Work including faculty costs, marketing, supplies		160,000	114,297
Background Checks		200,000	
Scholarships for Honors Program students			140,000
Brand Refresh Marketing			134,500
All Steinway School Designation - Steinway Model D Grand Piano			129,646
Install New Liquid Chromatograph Mass Spectrometer			117,000
Total	**$1,883,102**	**$719,688**	**$644,243**
Sources of Funds for Reinvestment:			
Use of unrestricted net assets	$1,883,102	$200,000	$381,146
Reallocated funds within existing budget		$259,688	$263,097
One-time Transition Funds		$260,000	
In addition, faculty positions have been reallocated due to changes in Sport Management & Leadership, Communication Studies, and Counseling & Student Affairs			
Total	**$1,883,102**	**$719,688**	**$644,243**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2018	2017/18 Projected March 2018
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$10.8	$10.7	$11.2	$10.9	$11.9	$12.1
Housing Fees	19.9	19.4	20.7	23.8	24.6	25.1
Privatized Housing	0.0	0.0	0.0	0.0	0.0	0.0
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	6.2	6.0	5.8	5.8	5.6	5.6
Total Auxiliary Revenue/Sources	**$36.9**	**$36.0**	**$37.7**	**$40.5**	**$42.1**	**$42.8**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$6.4	$6.3	$7.0	$6.3	$6.9	$6.9
Total Benefits	3.1	3.2	4.0	3.5	4.1	4.3
TOTAL PERSONNEL EXPENDITURES	**$9.5**	**$9.6**	**$11.0**	**$9.8**	**$11.0**	**$11.2**
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	2.0	2.2	2.2	2.3	2.4	2.5
Services & Supplies	10.6	10.3	10.4	10.4	11.8	12.0
Capital Expenditures and Transfers	15.1	13.8	14.0	18.0	16.9	17.1
Total Auxiliary Expenditures/Transfers	**$37.1**	**$35.9**	**$37.7**	**$40.5**	**$42.1**	**$42.8**
Total Auxiliary Fund Surplus/(Shortfall)	$(0.2)	$0.1	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**108.90**	**115.99**	**115.11**	**115.11**	**116.11**	**116.11**
Restricted Funds —*Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$13.4	$14.0	$14.0	$13.9	$13.9	$13.9
State Grants & Contracts	9.7	9.1	9.1	8.8	8.8	8.8
Private Grants & Contracts	0.1	0.1	0.1	0.1	0.1	0.1
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	0.8	0.9	0.9	0.9	0.9	0.9
Total Restricted Revenue	**$24.0**	**$24.1**	**$24.1**	**$23.7**	**$23.7**	**$23.7**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$1.2	$1.3	$0.8	$0.9	$0.9	$0.9
Total Benefits	0.3	0.4	0.4	0.4	0.4	0.4
TOTAL PERSONNEL EXPENDITURES	**$1.6**	**$1.7**	**$1.2**	**$1.3**	**$1.3**	**$1.3**
Financial Aid	21.2	21.3	21.7	21.2	21.2	21.2
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.4	1.2	1.2	1.1	1.1	1.1
Capital Expenditures and Transfers	0.1	0.0	0.0	0.1	0.1	0.1
Total Restricted Expenditures/Transfers	**$23.3**	**$24.2**	**$24.1**	**$23.7**	**$23.7**	**$23.7**
Total Restricted Fund Surplus/(Shortfall)	$0.8	$(0.1)	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**11.73**	**13.03**	**13.12**	**13.12**	**13.12**	**13.12**
Total University Revenue	**$182.5**	**$181.5**	**$188.9**	**$190.9**	**$190.2**	**$189.0**
Total University Expenses	**$185.4**	**$180.4**	**$188.9**	**$190.9**	**$193.1**	**$194.3**
Total University Surplus/(Shortfall)	**$(3.0)**	**$1.1**	**$0.0**	**$0.0**	**$(2.9)**	**$(5.3)**
Total University Budgeted Annualized FTE Employees	**961.92**	**1,004.99**	**992.73**	**994.98**	**998.48**	**999.73**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	2,208	1,857	1,915	1,914
Total Cost In-State Undergraduate Off Campus or At Home	**$9,198**	**$9,099**	**$9,411**	**$9,410**
Most Common Room and Board Rates	8,370	8,430	8,510	9,238
Total Cost In-State Undergraduate On Campus	**$17,568**	**$17,529**	**$17,921**	**$18,648**
Out-of-State Undergraduate				
Tuition (Most Common)	$16,556	$17,050	$17,650	$17,650
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	3,450	1,857	1,915	1,914
Total Out-of-State Undergraduate Off Campus or At Home	**$20,564**	**$19,549**	**$20,229**	**$20,228**
Most Common Room and Board Rates	8,370	8,430	8,510	9,238
Total Cost Out-of-State Undergraduate On Campus	**$28,934**	**$27,979**	**$28,739**	**$29,466**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	76	77	80	80
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$367**	**$379**	**$393**	**$393**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$690	$710	$735	$735
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	76	77	80	80
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$789**	**$814**	**$843**	**$843**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum*	$276	$284	$294	$294
Maximum**	$442	$454	$470	$470
Most Common	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$60	$61	$63	$61
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum**	$663	$681	$705	$705
Maximum*	$690	$710	$735	$735
Most Common	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$82	$84	$86	$85

*Part time students in Post Baccalaureate Teacher Certification program pay tuition rate appropriate to course level
**Standard graduate per credit rate

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$29	$706
Activity Fee	$11	$255
Health Center Fee	$10	$246
Student Union Fee	$16	$372
Recreation Center Fee (flat fee)	$11	$266
Transportation Fee	$3	$70
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$74	$706
Activity Fee	$11	$255
Health Center Fee	$10	$246
Student Union Fee	$16	$372
Recreation Center Fee (flat fee)	$11	$266
Transportation Fee	$3	$70
Other: _____		

Notes:

Housing Costs		2015/16 Full Time Academic Year
Traditional Housing		
Minimum	(Standard Double)	$5,552
Maximum	(Renovated Double)	$6,112
Most Common	(Standard Double)	$5,552
All Other Housing		
Minimum	(Honors Hall)	$6,448
Maximum	(Dixon Efficiency)	$9,400
Most Common	(GBVS Single)	$8,544

Dining Costs - students living on campus	# Meals/Week	2015/16 Full Time Academic Year
Minimum	14	$2,958
Maximum	19	$3,518
Most Common	14	$2,958

Other Optional Fees	2015/16 Full Time Academic Year
Orientation	$130
Parking	$50
Academic Records (one-time fee)	$50
Application	$35

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	393	400	1,126	1,508
Average Award	$5,944	$5,996	$2,574	$2,321
Total Dollars Awarded	$2,336,025	$2,398,298	$2,898,335	$3,499,509
% of Undergraduate Students Receiving Aid	4%	4%	12%	18%
Pennsylvania State Grants				
# of Students	3,110	3,036	3,052	2,911
Average Award	$2,627	$2,876	$2,651	$2,870
Total Dollars Awarded	$8,169,321	$8,731,313	$8,090,899	$8,354,182
% of Undergraduate Students Receiving Aid	32%	33%	34%	34%
Pell Grants				
# of Students	3,053	3,028	3,064	2,885
Average Award	$3,872	$3,953	$4,070	$4,073
Total Dollars Awarded	$11,819,899	$11,969,696	$12,469,843	$11,750,462
% of Undergraduate Students Receiving Aid	32%	33%	34%	34%
All Other Gift Aid*				
# of Students	1,524	1,433	1,795	1,736
Average Award	$2,028	$2,238	$2,412	$2,092
Total Dollars Awarded	$3,090,724	$3,207,667	$4,330,239	$3,631,680
% of Undergraduate Students Receiving Aid	16%	15%	20%	20%
Unduplicated Students Receiving Gift Aid				
# of Students	4,754	4,666	5,070	4,842
Average Award	$5,346	$5,638	$5,481	$5,581
Total Dollars Awarded	$25,415,969	$26,306,974	$27,789,316	$27,023,257
% of Undergraduate Students Receiving Gift Aid	49%	50%	56%	57%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	-	-	-	
Total Dollars Awarded	$0	$0	$0	
% of Graduate Students Receiving Assistantships	0%	0%	0%	
Graduate Tuition Waivers				
# of Students	95	99	98	114
Total Dollars Awarded	$688,909	$667,495	$719,632	$814,895
% of Graduate Students Receiving Waivers	12%	12%	12%	13%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	7,146	6,886	6,803	6,434
Average Loan	$8,960	$8,915	$9,005	$11,733
Total Dollars Loaned	$64,029,504	$61,389,834	$61,258,920	$75,490,156
% of Undergraduate Students Receiving Loans	74%	74%	75%	74%
Graduate Loans (all known)				
# of Students	325	356	356	360
Average Loan	$14,357	$14,497	$14,889	$15,208
Total Dollars Loaned	$4,665,875	$5,160,972	$5,300,585	$5,475,013
% of Graduate Students Receiving Loans	39%	42%	44%	43%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	81%	80%	81%	
Average Amount of Debt *(of those graduating with debt)*	$30,831	$32,901	$33,376	
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	7.3%	6.7%	5.6%	

Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,029	$9,518	$1,476	$3,720	$23,743
In-State Undergraduate Off Campus, Living at Home	$9,029	$9,518	$1,476	$3,720	$23,743
Out-of-State Undergraduate On Campus	$19,479	$9,518	$1,476	$3,720	$34,193
Out-of-State Undergraduate Off Campus, Living at Home	$19,479	$9,518	$1,476	$3,720	$34,193

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	1,207	$15,731	$100	$8,995	$9,363
$30,001 - $48,000	603	$16,689	$1,274	$7,846	$8,466
$48,001 - $75,000	934	$19,666	$4,214	$4,920	$8,931
$75,001 - $110,000	1,144	$21,752	$6,220	$2,876	$9,674
$110,001 and Above	1,342	$22,051	$6,476	$2,545	$9,225

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

LOCK HAVEN UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 4
- Other Areas of Distinction 5
- Strategic Goals 6
- University Strengths, Opportunities and Challenges 8

Key Performance Indicators

- Strategic Enrollment Management 9
- Performance Funding Indicators 10

Academic Programs 11

Financial Information 14

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Lock Haven University offers an excellent and affordable education characterized by a strong foundation in the liberal arts and sciences for all students, majors in the arts and sciences, and a special emphasis on professional programs. All programs are enhanced with real-world experiences and co-curricular activities that enable students to realize their full potential. In close personal interactions with faculty who are passionate about teaching, students are challenged to develop their minds and skills in order to be responsible citizens and to succeed in a global and technologically advanced society.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Lock Haven University will be nationally recognized for transforming students' lives by providing:

- A welcoming and inclusive community of supportive faculty and staff that prioritizes the well-being and intellectual life of our students and also challenges them to ever-greater success.
- An immersive, high-quality academic learning environment that combines traditional, interdisciplinary, and professional experiences in and out of the classroom.
- A strong academic foundation that promotes the collaboration, innovation, and critical thinking necessary for navigating and succeeding in an ever-changing world.
- An engaging community with a diversity of cultural perspectives that encourages students to be responsible global citizens.
- A commitment to public service as a resource for personal, educational, cultural, and economic development for the region and state

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

1. Student Success: promote, assess, and improve student engagement and learning.

1. Require each student to engage in real-world learning experiences such as internships, study abroad or service learning, and/or scholarship (presentation of research) exhibition or public performance.
2. Promote and encourage all students to be involved student clubs, activities, athletics and the arts.
3. Develop a comprehensive, coordinated first-year experience that includes a required orientation, a structured experience with a common set of learning outcomes, appropriate class schedule, and an early warning system to identify students who would benefit from additional assistance.
4. Maintain a safe campus environment.
5. Support the use of technology with appropriate equipment, training and technical support.
6. The University will assess student learning in curricular and co-curricular environments, use data to improve student learning, and share that information with constituents as appropriate.

2. Enrollment Management: Develop and implement a strategic enrollment plan.

1. Establish an enrollment management committee to address all aspects of a strategic enrollment plan including recruitment, admissions and retention.
2. Establish overall enrollment growth targets so as to achieve incremental growth, with specific targets for traditional, non-traditional, under-represented, graduate and international students, and program goals where possible. Review results every year and adjust when necessary to meet overall goals.
3. Undertake a review of program offerings and demand so as to recommend development of new emerging programs to meet the needs of the region and Commonwealth, expansion of already existing programs, and elimination of extremely low-enrolled, non-viable programs.
4. Review the general education program to ensure it meets university goals and student needs.
5. Create and implement a comprehensive marketing plan that includes improved web design.

3. Faculty and Staff: Attract, retain, support and develop a diverse faculty and staff committed to students.

1. Attract and retain a diverse and qualified faculty and staff committed to students.
2. Ensure that faculty and staff develop and maintain appropriate professional skills.
3. Enhance support of scholarly activities and development of grants.
4. Support use of technology with appropriate equipment, training and technical support.

4. Organization and Governance: Strengthen shared academic governance and organizational structure to achieve our mission in a changing environment.

1. Undertake a broad review of the university organizational structure for appropriate alignment of responsibilities, and to clarify and streamline administrative policies.
2. Clarify and document roles, responsibilities, and expectations of various constituencies in university governance (including clear charges for all committees).
3. Develop and implement a communication plan that ensures proposed policies and actions are publicized with sufficient notice to permit input and dialogue among campus constituencies.

5. Resources: Increase, allocate and use resources guided by assessment and mission.

1. Refine our mechanisms for ensuring that budget allocations and expenditures correspond to the university’s priorities.
2. Continue to improve campus academics and supported auxiliary facilities to better service student needs.
3. Collaboratively develop sequential steps to allow implementation of the Facilities Master Plan.
4. Increase community and alumni outreach to enhance relationships and strengthen university finances.
5. Work collaboratively with the LHU Foundation to meet the resource needs of the university in accordance with the university's mission and strategic plan

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Programs identified as programs of distinction are among Lock Haven University's academically excellent programs that are in high demand, address high-priority workforce needs in the Commonwealth, and are recognized as areas of particular strength that distinguish Lock Haven University among our peers.

51 Health Professions and Related Programs

Health Professions faculty are engaged nationally in research and leadership. Graduates' pass rates on credentialing exams and employment rates are consistently high. All programs are anchored in experiential learning, including a distinctive opportunity to learn anatomy in a cadaver lab. Health science students can apply the methods of nanoscience to their research, using instrumentation in a nanoscience clean room. Our programs provide for stackable credentials, allowing certificates to be applied toward an associate degree, and seamless transition into baccalaureate and masters study. The Master of Health Science Physician Assistant (MHS) program is accredited and nationally recognized, with teaching sites in four locations; programs in Athletic Training (MS), Community Health, and Nursing (ASN and BSN) are also fully accredited. Online Masters in Health Science (MHS) and in Clinical Mental Health Counseling (MS) allow healthcare professionals to acquire advanced knowledge and skills equipping them for leadership in high priority occupations. Health professions are an area of growth and new curriculum development.

26/40 Natural Sciences

Natural Sciences are in the College of Natural, Behavioral, and Health Sciences, designed to showcase high-quality STEM-HP programs and generate resources for them. The programs support a growing population of highly qualified students aspiring to careers in environmental sciences, medicine and medical technologies; many students in natural sciences (and other disciplines) also complete a popular minor in Environmental Studies. The Chemistry program is ACS-recognized. All programs support extensive undergraduate research and experiential learning. Lock Haven University participates in the Chincoteague Bay Field Station at Wallops Island, VA. This consortium provides opportunities for faculty and student research while providing curricular support for both Biology and Geology degree programs. The natural sciences are housed in a state-of-the-art science center that includes a nanoscience clean room; students in majors across the college can take advantage of the clean room to apply the interdisciplinary methodologies of nanoscience to their research. STEM, like HP, is targeted for curricular and enrollment growth.

31 Parks, Recreation, Leisure, and Fitness Studies

LHU has leveraged our location near the Pennsylvania Wilds and our tradition of high-quality programs in health, wellness, and sport to achieve a reputation for excellence in these fields of study at both the baccalaureate and masters levels. Partnerships with industry, non-profits, community organizations, parks and recreation departments, and the schools provide for a distinctive array of experiential learning sites and professional networking. Students can pursue majors in Recreation Management (BS), undergraduate and graduate programs in Sport Administration and Sport Science respectively (BS and MS), or Health and Physical Education (BS Ed) and complement their major with a minor in Environmental Studies. The Recreation Management and Health and Physical Education programs are accredited. BS Ed students can be certified to teach Pre-K to 12th grade in both Health and Physical Education; BS students can specialize in Sport and PE in Corrections Settings, Aquatics, or Coaching.

42/44 Behavioral Health Theory and Practice

Lock Haven University's BS in Social Work is accredited by CSWE; its graduates achieve high employment rates and high rates of admission into MSW programs. Our graduates work in a variety of settings including child welfare services, health care facilities and agencies, schools, mental health agencies, and drug and alcohol agencies. A distinction and strength of the Psychology program is the department's identity as scientist-practitioners, an identity and value that is congruent across their curriculum, mission and vision and that supports the admission of their graduates to prestigious graduate programs. Together with the Master of Science in Mental Health Counseling and a graduate Sport Science track in Sport and Exercise Psychology, the University has built a strong presence in behavioral and mental health that is a complement to our strength in health professions and related programs.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

- The only fully online Professional Science Masters in Actuarial Science in the United States.
- Experiential learning, including evidence-based high-impact practices: first-year experience, undergraduate and graduate research, internships, community-based learning, and service learning.
- Center for Excellence and Inclusion that supports the success of all students.
- Nationally recognized MountainServe Center for community service.
- Focus on Global Learning, including General Education, Global Honors Program, Institute for International Studies, and International Studies academic program.
- Broad and sustainable engagement with our communities through public and private partnerships for research, experiential learning, cultural enhancement, and service.
- Branch campus located in Clearfield, PA that provides higher education in a high-need / underserved rural region of the Commonwealth.
- Partnership with the Clearfield Area Agency on Aging to deliver the Clearfield Community Lifelong Learning Institute geared to retirees and seniors.
- Library media facilities and services.
- Robust, modern information technology and network infrastructure that allows use of the latest instructional technology methods and supports efficient university operations.
- Sustainability: Over an eleven-year period, $2.7 million dollars in avoided energy costs and reduction in carbon footprint by an estimated 16,156 metric tons of carbon dioxide equivalent; energy consumption per square foot of building space lower than 70% of all PA institutions of higher education.
- Strong Athletic Tradition with 18 NCAA Division I & II sports.
- Workforce and Economic Development Network (WEDnet PA) partner since 1999; awarded more than $3 million in funding, trained more than 25,000 employees.
- Two grant-funded Federal TRIO Programs: the Upward Bound Program and Student Support Services.
- Certified as a computer-based testing site since 2012 by PearsonVUE and ETS.
- A Small Business Development Center, which assists the local community and has helped hundreds of businesses start, grow and prosper and has provided $86.5 Million in capital funding to 350 clients.
- A BFA in visual arts with an impressive array of alumni working artists, a thriving relationship with the Clinton County Arts Council and a vibrant arts community in the region.
- The new Popular Music & Jazz major, unique in the northeast and collaborating with the Downtown Lock Haven and the Clinton Country Arts Council to establish an annual Jazz Festival, including master classes taught by our faculty.
- A Steinway School, one of only 200 worldwide.
- Education graduates highly sought after by K-12 schools.
- Business and Accounting programs closely aligned so that that students can earn a B.S. in both areas by taking a small number of additional courses.
- Nationally Accredited/Recognized Programs, including: Athletic Training (CAATE); Business Administration & Accounting Programs (ACBSP); Community Health (SOPHE/AAHE, SABPAC); Nursing (ACEN); Physician Assistant (ARC-PA),Recreation Management (NRPA); Social Work (CSWE); Teacher Education (NCATE/CAEP); Chemistry (ACS certified).
- PA Common Core Working Group (PK-12 partners, education faculty, and liberal arts and sciences faculty).
- An annual Celebration of Scholarship, showcasing the research and creative productions of faculty and students.
- A revised outcomes-based general education that promotes 21st century knowledge and skills that foster graduates' civic engagement, innovation, leadership, and quality of life.
- Revenue generation by the LHU Foundation, including a gift from Mr. Stephen and Mrs. Pam Poorman -- the single largest contribution in PASSHE and LHU history-- in support of entrepreneurship and to name the Stephen Poorman College of Business, Information Systems and Human Services, and athletic scholarship donations from the October Day of Giving exceeding the goal of $50,000 by $168,000 (and bringing in more than 500 new donors.
- Over 63% of undergraduates registered as active members of a club; over 75% of freshman participating in campus clubs and organizations.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Student Success: promote, assess, and improve student engagement and learning (Pennsylvania's State System Strategic Plan 2020 Goals 1 and 2)

- Achieve incremental increases in persistence through evidence-based and high-impact practices, including a coordinated First Year-Experience, orientation that cultivates a growth mindset, strategic improvements in student support services, coordination of initiatives by the Center for Excellence and Inclusion, an early alert system, a web-based academic planner aligned with scheduling and advising, faculty development in use of technology to scale up effective pedagogies and global learning, greater coordination and collaboration between Academic Affairs, Enrollment Management, and Student Affairs.

- Target improvements in student learning through increased participation in high-impact experiences and increasingly robust assessments; invest in faculty development to improve student learning in persistently high-DEWI rate courses.

- Target incremental increases in 4- and 6-year graduation rates by, among other means, using the Academic Planner in advisement and scheduling, expanding alternative delivery options, and implementing career development maps coordinated with academic plans.

- Enhance experiential learning and undergraduate and graduate research through expanded public-private research partnerships.

Enrollment Management: Develop and implement a strategic enrollment plan. (Pennsylvania's State System Strategic Plan 2020 Goals 1 and 2)

- Implement the Strategic Enrollment Management Plan to achieve enrollment and budget projections and align with academic program portfolio, workforce needs data, recruitment strategies, and reallocation of resources for investment in identified programs.

- Having completed a consultative and evidence-based Lock Haven University 2020 Program Array review in 2014-15 and a corresponding Academic Planning process in 2015-16, implement a five-year rolling Academic Plan, reallocating resources as indicated, and continue an iterative review of quantitative and qualitative data, adjusting the Academic Plan accordingly.

- Ensure that all programs that should be accredited meet standards and receive/continue accreditation.

- Develop collaborations with technical schools and community colleges to increase opportunities for students to stack credentials on the learn-certify-deploy-learn-certify-deploy model.

Strategic Goals *(Continued)*

University Goals *(Continued)*

Faculty and Staff: Attract, retain, support and develop a diverse faculty and staff committed to students (Pennsylvania's State System Strategic Plan 2020 Goal 1)

- Achieve performance funding targets for female and underrepresented minority faculty and staff.
- Continue offering new regular faculty reassigned time in the first year to provide mentoring and guidance in teaching effectiveness/assessment and in developing a scholarly growth agenda, with appropriate workload assignment; assess effectiveness.
- Target increase in grant submission and funding; review AWL agreement with a view to flexibility and to supporting greater numbers of faculty in scholarly development.
- Provide administrative and financial support to faculty development in innovative instruction models.

Resources: Increase, allocate and use resources guided by assessment and mission. (Pennsylvania's State System Strategic Plan 2020 Goal 3)

- Refine our mechanisms for ensuring that budget allocations and expenditures correspond to the University's priorities.
- Align personnel resources and organization with strategic enrollment plan.
- Continue to improve campus academics and supported auxiliary facilities to better service student needs.
- Collaboratively develop sequential steps to allow implementation of the Facilities Master Plan.
- Improve physical plant utilization by relocating programs and taking excess space offline.
- Increase community and alumni outreach to enhance relationships and strengthen University finances.
- Work collaboratively with the LHU Foundation to meet the resource needs of the University in accordance with the university's mission and strategic plan; complete the silent phase of the campaign.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

- Highly qualified faculty and staff and a stable and committed leadership team.
- Commitment to data-driven, student centered, and consultative decision-making and resource allocation.
- Community engagement.
- Sustaining academic excellence.
- Facilities for STEM and healthcare professions.
- High levels of post-graduate employment and success.
- Lock Haven University Foundation as a supportive partner of the University.
- Solid financial position.
- Streamlined administrative structure.
- Clearfield Campus: Striking facilities that are a recognized asset in the community and widely utilized by it; community engagement and partnerships.

Opportunities

In keeping with our strategy in the 2016 Middle States Periodic Review Report, we identify our strategic opportunities and our strategic challenges as two sides of the same historical realities:

- **Student demographics and enrollments:** declining to flat student demographic resulted in a decline in enrollment but also occasioned robust program array review, academic plan, resource reallocation and enrollment management plan
- **Growth in demand for healthcare professionals:** high-cost programs in high demand that tax our resources but also achieve regional and national recognition for high quality
  Trends in aligning undergraduate education with workforce needs: developing curriculum to meet workforce needs while providing robust liberal education in arts and sciences is a challenge for aligning resources and identifying long-term college-level professional opportunities but also advances our mission to serve the needs of the Commonwealth, partner with industry, and align higher education with employability.
- **Trends toward unbundling of higher education:** 'unbundled' or stackable credentials compete directly with the traditional degree market, but also create opportunities for us to participate in the stackable credential market by both providing short-term industry-recognized training and certifications and also packaging them for credit.
- **Location:** distance from population centers is a challenge for enrollments and partnerships but also an opportunity to leverage rural-based curriculum, collaborations, programming that addresses needs across the Commonwealth.

Challenges

And there are challenges for which it is difficult to identify a redeeming opportunity:

- **Increasing fixed and personnel costs** in a context of flat allocations and declining enrollments.
- **Ever-increasing regulatory environment** that taxes resources.
- **Aging physical plant** requiring a substantial investment over the next ten years.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	25.1%	23.7%	22.7%	21.0%	21.3%	24.9%	24.9%
New Transfers	5.0%	4.7%	4.4%	5.2%	4.3%	5.9%	5.9%
Veterans	2.9%	2.9%	3.0%	3.2%	1.6%	3.2%	3.2%
Adult Learners	8.6%	7.4%	8.7%	8.7%	9.0%	8.7%	8.7%
Total Undergraduate Enrollment	4,917	4,877	4,783	4,448	4,158	4,183	4,207
Graduate Headcount Enrollment							
Master's	318	335	397	392	387	402	417
Research Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	318	335	397	392	378	407	432
Certificates and Nondegree students							
	131	116	80	77	71	71	71
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	261	294	335	329	356	371	386
Traditional (On Campus)	3,943	3,700	3,511	3,177	3,020	3,026	3,043
Off Campus	223	186	188	153	73	73	73

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	68.9%	71.0%	70.2%	68.3%	70.0%	72.0%	74.0%
Third Year Persistence	59.0%	59.0%	62.3%	61.6%	59.9%	62.0%	64.0%
Fourth Year Persistence	53.4%	55.6%	53.4%	59.6%	56.3%	56.0%	58.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	28.1%	29.8%	31.6%	34.8%	35.0%	36.0%	37.0%
Six Year (or less)	46.7%	48.0%	47.5%	50.3%	50.0%	53.0%	53.0%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	128.5	128.8	127.9	127.2	12700.0%	126.9	126.8
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	965	1,067	1,148	1,131	1,011	1,031
Undergraduate Degrees per 100 FTE	18.0	19.7	19.9	21.2	18.9	19.0
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	46.0%	44.2%	44.4%	42.5%	47.6%	50.4%
Non-Pell Recipient Graduation Rate	57.0%	49.1%	49.2%	49.0%	N/A	N/A
Underrepresented Minority Graduation Rate	40.0%	34.0%	29.5%	38.7%	36.6%	38.8%
Non-Underrepresented Minority Graduation Rate	55.0%	49.7%	50.5%	48.1%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	37.6%	39.0%	43.9%	42.8%	43.0%	43.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	12.2%	9.9%	16.7%	15.2%	13.7%	14.5%
Underrepresented Minority PA High School Graduates	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	12.5%	14.4%	14.6%	15.5%	13.5%	13.7%
Female Faculty	44.8%	46.8%	48.5%	49.0%	46.0%	46.5%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	26.6%	30.2%	33.1%	37.3%	33.6%	34.3%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	36.6%	37.7%	39.9%	44.7%	N/A	N/A
Low Income PA High School Grads (ages 18-34)	36.0%	36.0%	36.0%	36.0%	N/A	N/A
Underrepresented Minority Transfer Students	9.4%	11.5%	16.5%	13.8%	N/A	N/A
Underrepresented Minority PA High School Graduates	19.0%	19.0%	19.0%	19.0%	N/A	N/A
Employee Productivity						
Sightlines Annual Facilities Investment Score	57.60	56.30	53.90	66.90	61.60	62.60
Distance Education Enrollment						
Students Enrolled in at Least One 100% Distance Education Course	26.6%	N/A	29.6%	32.0%	30.5%	32.5%
High Impact Practices						
Freshmen Participating in High Impact Practices	55.3%	N/A	64.8%	69.2%	58.3%	59.3%
Seniors Participating in High Impact Practices	90.5%	N/A	97.3%	95.7%	93.3%	94.2%

Academic Programs

Academic Program Activity	
Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	0
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Associate Degree Programs	
Total Number of Associate Programs	5
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	4
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	80%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	50
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	28
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	56%
Master's Degree Programs	
Total Number of Master's Programs	3
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	3
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	100%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15		
6-digit CIP	Program Name	Offered Via Distance Learning
Associate Degree Programs		
303301	Sustainability Studies	No
Bachelor's Degree Programs		
131203	Middle Level Grades with Special Education	No

Reorganized Programs for 2014/15		
6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
130401	Educational Leadership	No

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Associate Degree Programs	
30-9999	AS in Professional Studies
51-9999	AS in Healthcare Professions track in Patient Navigator
Bachelor's Degree Programs	
44-0701	BSW Completion Program (fully online)
30-9999	BAS Professional Studies
13-1210	BS PK-4 Non-certification track
23-1303	BA English track in Professional Writing
26-0202	BS Biochemistry
45-0602	BS Finance and Economics (reorganized from BS Economics, currently in moratoriu
Master's Degree Programs	
50-0401	MS in Data Science (tracks TBD)
50-0499	MS in Data and Information Visualization
Certificate's	
13-1401	ESL/TOEFL Endorsement (sub-baccalaureate)
13-1013	Endorsement in Autism Spectrum Disorders (sub-baccalaureate)
31-0101	NRPA Online Certificate in Leadership (graduate)
51-1508	Counseling certificate in Play Therapy (graduate)
15-1601	Nanoscience Tools and Techniques (sub-baccalaureate)
11-0203	Applied Computer Science certificate in Programming (CISCO, ORACLE) (sub-baccalaureate)
51-9999	Patient Navigator (sub-baccalaureate)
52-0101	Basic Business for Startups (sub-baccalaureate)
45-9999	Industrial Relations (sub-baccalaureate)
Minor's	
52-0701	Entrepreneurship

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Bachelor's Degree Programs	
23-1302	BFA in Creative Writing: non-fiction and script writing
Master's Degree Programs	
30-3301	MS Environmental Policy and Sustainability Management
42-2804	PSM in Industrial Organization
51-1508	MS Clinical Mental Health Counseling Track in Addictions Counseling
51-3817	MSN Nurse Educator
Doctorate Degree Programs	
51-	Doctor of Health Science (areas TBD)
51-1508	Ed D in Clinical Mental Health Counseling (areas TBD)
Certificate's	
11-0202	Applied Computer Science certificate in Web-based Applications (sub-baccalaureate)
51-1508	Graduate Counseling certificate in Addictions
52-0303	Certificate in Internal Auditing (sub-baccalaureate)

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$29.8	$28.6	$27.5	$27.5	$27.5	$27.8
Undergraduate Out-of-State Tuition	4.5	4.3	4.1	3.7	3.7	3.8
Graduate In-State Tuition	3.7	4.0	4.1	4.2	4.2	4.2
Graduate Out-State Tuition	1.4	1.2	1.3	1.1	1.1	1.2
TOTAL TUITION REVENUE	**$39.4**	**$38.2**	**$37.1**	**$36.6**	**$36.6**	**$36.9**
Total Fees	7.6	8.0	8.2	8.1	8.2	8.3
State Appropriations	20.0	21.2	22.9	22.5	23.2	23.2
All Other Revenue	1.7	1.5	1.6	1.8	1.7	1.7
Planned Use of Carry Forward	0.0	0.0	0.0	(0.2)	0.0	0.0
Total E&G Revenue/Sources	**$68.7**	**$68.9**	**$69.8**	**$68.8**	**$69.7**	**$70.1**
E&G Expenses						
Total Salaries and Wages	$35.5	$35.5	$36.1	$35.9	$37.0	$36.8
Total Benefits	15.5	16.4	18.9	18.5	19.7	20.4
TOTAL PERSONNEL EXPENSES	**$50.9**	**$51.8**	**$55.0**	**$54.4**	**$56.7**	**$57.2**
Financial Aid	1.3	1.6	1.4	1.4	1.6	1.6
Utilities	1.5	1.4	1.4	1.4	1.4	1.5
Services & Supplies	7.8	7.8	8.6	8.6	8.9	9.0
Capital Expenditures and Transfers	7.2	6.2	3.4	3.0	4.3	4.3
Total E&G Expenses	**$68.7**	**$68.9**	**$69.8**	**$68.8**	**$72.9**	**$73.7**
Total E&G Fund Surplus/(Shortfall)	$(0.1)	$0.0	$0.0	$(0.0)	$(3.2)	$(3.5)
Annualized FTE Enrollment						
Undergraduate In-State	4,370.48	4,038.40	3,750.55	3,765.22	3,720.80	3,742.58
Undergraduate Out-of-State	306.29	276.10	256.42	243.05	257.57	259.07
Graduate In-State	354.33	366.06	366.06	362.55	375.66	394.41
Graduate Out-State	85.48	76.15	76.15	72.26	84.05	89.05
Total Annualized FTE Enrollment	**5,116.58**	**4,756.71**	**4,449.18**	**4,443.08**	**4,438.08**	**4,485.11**
E&G Budgeted Annualized FTE Employees						
Faculty	252.36	241.00	240.37	237.94	241.00	241.00
AFSCME	157.30	152.29	153.54	150.30	155.20	155.20
Nonrepresented	46.27	48.03	50.25	50.28	50.52	50.52
SCUPA	15.50	14.67	18.07	16.82	17.25	17.25
All Other	39.00	36.59	38.57	36.24	39.10	39.10
Total E&G Fund Budgeted Annualized FTE Employees	**510.43**	**492.58**	**500.80**	**491.58**	**503.07**	**503.07**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Master of Science, Clinical Mental Health Counseling	$416,391	$500,588	$527,083
Master of Science, Sports Science	438,837	505,812	419,751
Master of Health Science		187,995	452,319
First Year Experience courses	278,161	336,662	334,250
Reallocated Tenure Track faculty lines in high demand programs	469,341	332,047	297,424
East Campus Science Center operations	571,795	592,145	609,910
Continuing investment in instructional technology	955,691	1,097,600	565,400
Expanded institutional student aid program - increase per capita	216,835	223,682	300,000
Website redesign to support recruiting			185,000
Enrollment Management software applications		36,000	55,000
Reassign time program for new tenure track faculty development			60,000
Total	**$3,347,051**	**$3,812,531**	**$3,806,137**
Sources of Funds for Reinvestment:			
Master of Science, Clinical Mental Health Counseling revenue	$607,409	$680,932	$715,353
Master of Science, Sports Science revenue	695,665	698,758	578,567
Master of Health Science revenue		90,910	218,118
Attrited faculty lines in low demand programs	406,616	761,983	614,486
Reduction of temporary faculty lines and overload		700,000	700,000
Administrative reorganization	593,384	1,184,530	1,000,000
Excess facility capacity taken off line	219,302	454,050	496,170
Per-credit educational services fee pilot program		320,355	677,379
Nursing fee pilot program			78,537
Server and Desktop virtualization	156,150	234,215	120,171
Avoided energy costs	290,084	367,645	371,028
Increased Performance Funding awarded	204,333	487,807	298,643
Total	**$3,172,943**	**$5,981,185**	**$5,868,452**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$7.2	$6.7	$6.5	$6.2	$6.7	$7.0
Housing Fees	5.6	4.7	4.3	4.2	9.9	10.1
Privatized Housing	2.4	2.5	2.5	2.5	0.0	0.0
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	1.5	1.3	1.2	1.4	1.3	1.2
Total Auxiliary Revenue/Sources	**$16.6**	**$15.3**	**$14.5**	**$14.3**	**$17.9**	**$18.3**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$4.1	$4.1	$4.0	$4.1	$4.0	$4.1
Total Benefits	1.9	2.1	2.4	2.0	2.1	2.1
TOTAL PERSONNEL EXPENDITURES	**$6.0**	**$6.3**	**$6.4**	**$6.1**	**$6.1**	**$6.2**
Financial Aid	0.0	0.1	0.1	0.1	0.1	0.1
Utilities	1.0	1.1	1.1	1.1	1.1	1.4
Services & Supplies	7.6	6.8	6.3	6.3	6.6	6.8
Capital Expenditures and Transfers	2.0	0.9	0.6	0.7	4.0	3.8
Total Auxiliary Expenditures/Transfers	**$16.7**	**$15.3**	**$14.5**	**$14.3**	**$17.9**	**$18.3**
Total Auxiliary Fund Surplus/(Shortfall)	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**48.08**	**39.37**	**38.24**	**30.88**	**28.10**	**28.10**
Restricted Funds —*Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$9.9	$9.1	$9.8	$8.3	$8.1	$8.1
State Grants & Contracts	$6.1	$5.6	$6.2	$5.0	$5.1	$5.1
Private Grants & Contracts	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Gifts	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
All Other Restricted Revenue	$0.2	$0.0	$0.0	$0.0	$0.0	$(0.0)
Total Restricted Revenue	**$16.2**	**$14.7**	**$16.0**	**$13.3**	**$13.2**	**$13.2**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$0.8	$0.7	$0.7	$0.7	$0.6	$0.6
Total Benefits	$0.2	$0.2	$0.2	$0.2	$0.2	$0.2
TOTAL PERSONNEL EXPENDITURES	**$1.0**	**$0.9**	**$0.9**	**$0.9**	**$0.8**	**$0.8**
Financial Aid	$14.5	$13.4	$14.7	$12.0	$11.9	$11.9
Utilities	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Services & Supplies	$0.5	$0.5	$0.4	$0.5	$0.4	$0.4
Capital Expenditures and Transfers	$0.0	$0.0	$0.0	$0.0	$0.0	$0.0
Total Restricted Expenditures/Transfers	**$16.0**	**$14.7**	**$16.0**	**$13.3**	**$13.2**	**$13.2**
Total Restricted Fund Surplus/(Shortfall)	$0.1	$0.0	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**8.00**	**6.29**	**7.00**	**7.00**	**7.00**	**7.00**
Total University Revenue	**$101.4**	**$98.9**	**$100.2**	**$96.4**	**$100.8**	**$101.6**
Total University Expenses	**$101.5**	**$98.9**	**$100.2**	**$96.4**	**$104.0**	**$105.1**
Total University Surplus/(Shortfall)	**$(0.1)**	**$0.0**	**$0.0**	**$(0.0)**	**$(3.2)**	**$(3.5)**
Total University Budgeted Annualized FTE Employees	**566.51**	**538.24**	**546.04**	**529.46**	**538.17**	**538.17**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	1,909	2,035	2,169	2,183
Total Cost In-State Undergraduate Off Campus or At Home	**$8,899**	**$9,277**	**$9,665**	**$9,679**
Most Common Room and Board Rates	8,352	8,752	9,344	9,588
Total Cost In-State Undergraduate On Campus	**$17,251**	**$18,029**	**$19,009**	**$19,267**
Out-of-State Undergraduate				
Tuition (Most Common)	$14,568	$15,050	$15,650	$15,650
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	1,909	2,035	2,169	2,183
Total Out-of-State Undergraduate Off Campus or At Home	**$17,035**	**$17,727**	**$18,483**	**$18,497**
Most Common Room and Board Rates	8,352	8,752	9,344	9,588
Total Cost Out-of-State Undergraduate On Campus	**$25,387**	**$26,479**	**$27,827**	**$28,085**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	126	128	129	130
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$417**	**$430**	**$442**	**$443**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$607	$627	$652	$652
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	163	163	130	130
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$793**	**$817**	**$810**	**$810**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$157	$160	162	163
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$191	$195	199	200

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$31	$939
Activity Fee (1-6 credits)	$63	$500
Health Services	$8	$180
Student Union/Recreation Center Fee	$20	$470
Transportation Fee (flat fee)	$8	$80
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$31	$939
Activity Fee (1-6 credits)	$63	$500
Health Services	$8	$180
Student Union/Recreation Center Fee	$20	$470
Transportation Fee (flat fee)	$9	$80
Other: _____		

Notes:

Housing Costs	2015/16 Full Time Academic Year
Traditional Housing	
Minimum	$5,964
Maximum	$7,806
Most Common (Double Room)	$5,964
All Other Housing	
Minimum	$6,536
Maximum	$8,682
Most Common (Suite Style Double)	$7,764

Dining Costs - students living on campus	# Meals/Week	2015/16 Full Time Academic Year
Minimum	10	$3,028
Maximum	19	$3,964
Most Common (14 meals)	14	$3,380

Other Optional Fees	2015/16 Full Time Academic Year
Orientation	$149
Parking	$40
Application	$25

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	383	333	356	273
Average Award	$3,598	$4,645	$4,647	$4,947.02
Total Dollars Awarded	$1,377,864	$1,546,881	$1,654,267	$1,350,536
% of Undergraduate Students Receiving Aid	7%	7%	7%	6%
Pennsylvania State Grants				
# of Students	2,154	1,923	1,852	1,831
Average Award	$2,593	$2,884	$2,658	$2,735.82
Total Dollars Awarded	$5,584,665	$5,546,441	$4,922,908	$5,009,279
% of Undergraduate Students Receiving Aid	41%	38%	39%	41%
Pell Grants				
# of Students	2,055	2,058	1,959	1,677
Average Award	$3,832	$3,936	$3,960	$4,324.64
Total Dollars Awarded	$7,874,227	$8,101,039	$7,757,682	$7,252,418
% of Undergraduate Students Receiving Aid	39%	40%	41%	38%
All Other Gift Aid*				
# of Students	1,207	1,148	1,072	879
Average Award	$1,692	$1,920	$2,048	$2,253.00
Total Dollars Awarded	$2,042,805	$2,204,714	$2,195,237	$1,980,390
% of Undergraduate Students Receiving Aid	23%	22%	22%	20%
Unduplicated Students Receiving Gift Aid				
# of Students	3,051	3,017	2,885	2,706
Average Award	$5,532	$5,767	$5,730	$5,747.61
Total Dollars Awarded	$16,879,560	$17,399,075	$16,530,094	$15,553,045
% of Undergraduate Students Receiving Gift Aid	58%	59%	60%	61%
Graduate Student Aid				
Graduate Assistantship Stipends**				
# of Students	31	32	29	26
Total Dollars Awarded	$160,470	$159,737	$130,325	$146,850
% of Graduate Students Receiving Assistantships	7%	7%	7%	6%
Graduate Tuition Waivers				
# of Students	25	31	25	26
Total Dollars Awarded	$196,314	$234,039	$187,275	$241,250
% of Graduate Students Receiving Waivers	6%	7%	6%	6%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

****Graduate Assistantship Stipends include updated information from Lock Haven that has not been submitted to the data warehouse*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	4,114	4,014	3,747	3,514
Average Loan	$7,918	$8,196	$8,470	$8,919.27
Total Dollars Loaned	$32,575,866	$32,899,581	$31,736,104	$31,342,320
% of Undergraduate Students Receiving Loans	78%	78%	78%	79%
Graduate Loans (all known)				
# of Students	253	271	283	214
Average Loan	$20,497	$20,317	$21,102	$19,001
Total Dollars Loaned	$5,185,757	$5,505,991	$5,971,944	$4,066,196
% of Graduate Students Receiving Loans	56%	59%	66%	50%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	85%	87%	82%	87%
Average Amount of Debt *(of those graduating with debt)*	$23,840	$24,387	$29,353	$31,806
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	8.0%	8.0%	6.9%	6.9%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,187	$8,445	$1,313	$3,605	$22,550
In-State Undergraduate Off Campus, Living at Home	$9,187	$2,060	$1,313	$3,605	$16,165
Out-of-State Undergraduate On Campus	$18,482	$8,445	$1,313	$4,120	$32,360
Out-of-State Undergraduate Off Campus, Living at Home	$18,482	$2,060	$1,313	$4,120	$25,975

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	741	$13,511	$203	$8,952	$8,550
$30,001 - $48,000	402	$14,052	$1,195	$7,985	$7,865
$48,001 - $75,000	591	$17,328	$4,469	$4,767	$8,993
$75,001 - $110,000	669	$19,195	$6,321	$2,882	$9,496
$110,001 and Above	579	$19,656	$6,072	$3,050	$9,540

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	LO01 — Per-Credit Educational Services Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge the educational services fee on a per-credit basis for all undergraduate students. The fee will be phased in over two years, with a charge of $15 per credit for all credits in excess of 12, beginning in fall 2014, and increasing to the full per-credit rate in fall 2015. Effective fall 2014 through summer 2016.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

The pilot has been implemented as originally proposed and approved. The university considers this pilot to be successful and will seek approval to continue this pricing model after the completion of the pilot period.

				Difference	
Assessment Criteria	**Prior Year: Fall 2013**	**Prior Year: Fall 2014**	**Current Year: Fall 2015**	**Fall 2014 – Fall 2013**	**Fall 2015 – Fall 2014**
Cohort Access					
Headcount Pell Recipients	1,852.00	1,752.00	1,539.00	(100.00)	(213.00)
Percent Pell Recipients	41.0%	42.1%	39.5%		
Headcount Nonmajority Students	535.00	504.00	503.00	(31.00)	(1.00)
Percent Nonmajority	11.8%	12.1%	12.8%		
Other:					
Cohort Enrollment					
Fall FTE Students	4,449.00	4,080.00	3,867.00	(369.00)	(213.00)
Fall Headcount Students	4,519.00	4,165.00	3,894.00	(354.00)	(271.00)
Annualized FTE Students	4,330.00	3,931.40	3,673.40	(398.60)	(258.00)
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue	$27,182,752	$26,102,388	$25,090,316	$(1,080,364)	$(1,012,071)
New Pilot Student Fee Revenue	**0**	**320,355**	**677,379**	**320,355**	**357,024**
All Other E&G Fee Revenue	4,945,465	4,794,735	4,541,698	(150,730)	(253,037)
Auxiliary Fee Revenue	1,360,531	1,266,217	1,210,810	(94,314)	(55,407)
Institutional Financial Aid *(negative number)*	(171,734)	(177,156)	(237,600)	(5,423)	(60,444)
Net Revenue	$33,317,014	$32,306,538	$31,282,603	$(1,010,476)	$(1,023,935)
Revenue Increase Due to Normal Rate Changes		899,916	1,002,048	899,916	102,132

Observations:

The revenue generated by the pilot program is generally in line with what was expected. There are no indications that the modest increase in this fee contributed to the enrollment decline, which was related to two large graduating classes and demographic factors affecting the size of the incoming class. There was a slight decline in the percentage of Pell recipients but the level still exceeds the statewide benchmark used in the performance measures.

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	LO02 — Nursing Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a course-specific fee for all students enrolled in nursing courses. The fee will be phased in over 2 years, with a charge of $45 per credit hour in year 1, and increasing to 30% of the undergraduate tuition rate in year 2. The instructional fee and course costs will be reviewed annually, and the fee could be adjusted, if warranted by the review. Effective fall 2015 through spring 2017.

Changes Made to Pilot since its Approval:

N/A

Assessment Criteria	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	43.00	37.00	42.00	(6.00)	5.00
Percent Pell Recipients	40.2%	38.1%	40.8%		
Headcount Nonmajority Students	1.00	3.00	6.00	2.00	3.00
Percent Nonmajority	0.9%	3.1%	5.8%		
Other:					
Cohort Enrollment					
Fall FTE Students	57.07	51.73	54.93	(5.34)	3.20
Fall Headcount Students	107.00	97.00	103.00	(10.00)	6.00
Annualized FTE Students	60.17	53.60	57.42	(6.57)	3.82
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue	$448,940	$428,001	$480,447	($20,938)	$52,446
New Pilot Student Fee Revenue	**$0**	**$0**	**$78,537**	**$0**	**$78,537**
All Other E&G Fee Revenue	$42,472	$42,805	$54,587	$333	$11,782
Auxiliary Fee Revenue	$0	$0	$0	$0	$0
Institutional Financial Aid *(negative number)*	($71,112)	($2,353)	($1,000)	$68,759	$1,353
Net Revenue	$420,299	$468,453	$612,572	$48,154	$144,118
Revenue Increase due to Normal Rate Changes	$14,313	$13,713	$18,093	($600)	$4,380

Observations:

The revenue generated by the pilot program is in line with what was expected, and has reduced the amount of direct instructional expense that is not covered by tuition and fee revenue. The percentage of Pell recipients has remained relatively consistent and the percentage of nonmajority students has increased in the first year of the pilot porgram. This program continues to experience strong demand with many more qualified applicants than available spaces. The fluctuations in institutional financial aid relate to different amounts of employee dependent tuition waivers from year to year.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

MANSFIELD UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 5
- Other Areas of Distinction 7
- Strategic Goals 10
- University Strengths, Opportunities and Challenges 12

Key Performance Indicators

- Strategic Enrollment Management 16
- Performance Funding Indicators 17

Academic Programs 18

Financial Information 21

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

MISSION AND PURPOSE
As Pennsylvania's premier public liberal arts institution, Mansfield University offers students a personalized education that emphasizes character development, scholarly growth, cultural awareness, and community service. By preparing our students for productive careers and meaningful lives, we positively influence the world.

OBJECTIVES FOR SUCCESS
Our primary objectives for success are represented in the four elements of the Mansfield Creed:

- CHARACTER
  We will hold ourselves to the highest standards of ethical behavior, incorporating respect for self, others, and our surroundings. We will devote ourselves to the holistic development of individuals, fostering personal accountability, honesty and advocacy through character education. Courage, integrity, and honor exemplify our core values.

- SCHOLARSHIP
  The Mansfield University community will foster a life of intellectual curiosity, celebrating the creation and dissemination of new ideas. We will embrace the use of rigorous, responsible, and critical inquiry to understand, acquire, and share knowledge. We apply what we learn by recognizing that each of us is both student and teacher engaged in the continuous pursuit of learning.

- CULTURE
  Mansfield University will lead the region and beyond in promoting diversity and cultural awareness. We will accomplish this mission by vigorously engaging with one another, capitalizing on the gifts bestowed on our community through the arts, and celebrating our similarities and differences. Through open discourse, we will create meaningful experiences that compel us towards understanding and compassion for all humanity.

- SERVICE
  Knowledge invests us with the power to improve our world and the responsibility to act. We will be engaged in our community. Our students, faculty, and staff will partake in volunteerism and service activities as a natural outgrowth of the University Mission in order to impact lives now and in the future.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

VISION

As Pennsylvania's only member of the Council of Public Liberal Arts Colleges and Universities (COPLAC), Mansfield University is the state's premier public liberal arts institution. We are committed to enhancing our identity as a small, distinctive, affordable alternative to private liberal arts colleges.

We are actively communicating our public liberal arts identity and raising our institutional profile in several ways:

- Creating and publishing Mansfield's Academic Promise and Academic Message Map.
- Forming a comprehensive Advancement team to claim and strengthen our brand as PA's premier Public Liberal Arts Institution.
- Implementing programs focused on increasing and enhancing internal and external affiliation with alumni, community and student engagement.
- Increasing market penetration in select sectors to assist in recruitment and retention efforts.
- Piloting a renewable, merit-based tuition incentive program called TEAM (Tuition Enhanced Award for Merit) available for high-achieving Pennsylvania resident, out-of-state, and international students.
- Piloting a per-credit tuition model featuring a tuition freeze over an eight-semester period.
- Raising overall mean SAT scores through 2020.
- Collaborating with other COPLAC institutions in the US and Canada and establishing a leadership role within that organization.
- Providing students with hands-on, experiential learning opportunities throughout our programs.
- Revising the Liberal Studies BA degree to include an "integrated studies" option, allowing students to pursue an individualized, interdisciplinary course of study.
- Creating a Center for Interdisciplinary Studies to further highlight the interdisciplinary aspect of our liberal arts identity.
- Expanding residence hall programming to attract and accommodate a larger portion of residential students.
- Raising enrollment smartly to 3,000 students by 2020. In 2016, we are aiming to have an annualized enrollment of 2281.
- Claiming our brand. From the local, regional, national, and international stages, we will increase our contributions and reputation for excellence.

Our institution's overall goals to achieve our public liberal arts vision are embodied in MU's 2020 Strategic Plan, as explained in the next section.

MANSFIELD's ACADEMIC PROMISE

Mansfield University provides a personal, interdisciplinary, liberal arts education that focuses on the values of our creed, preparing our students for their first and subsequent careers in a rapidly changing world.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

STATEMENT OF STRATEGY
Crafted under the guidance of the Strategic Planning Team, with input from a wide range of campus and community constituencies, the MU 2020 Strategic Plan was implemented on July 1, 2014. The Strategic Plan is a regularly reviewed, living document, and is being refined and amended as needed to ensure that the mission, vision, and plan are fully aligned. This process of monitoring and tracking the Strategic Plan is the purview of a newly implemented University-Wide Assessment Committee.

MU 2020 STRATEGIC PLAN: 2015-16

GOAL 1: STUDENT SUCCESS

Objective 1.1: MAINTAIN QUALITY PROGRAMS AND SERVICES

- Initiative 1.1.1: Use documented results of formative and summative assessments to improve continuously all MU programs, services, and activities.
- Initiative 1.1.2: Cultivate undergraduate and graduate programs that highlight Mansfield's distinctiveness.
- Initiative 1.1.3: Embrace the liberal arts as our PASSHE identity and core emphasis in all programs.
- Initiative 1.1.4: Integrate high-impact practices, such as service learning, leadership study, undergraduate research, and hands-on learning into all areas of study.

Objective 1.2: DEVELOP MANSFIELD'S LIBERAL ARTS IDENTITY

- Initiative 1.2.1: Hone and continually market our academic promise.
- Initiative 1.2.2: Promote the development of the whole student by emphasizing the values of the Mansfield Creed as a foundation for personalized education.
- Initiative 1.2.3: Increase the percentage of students who pursue post-graduate education or are employed in a chosen field.
- Initiative 1.2.4: Identify and celebrate traditions that are distinctive to Mansfield University.
- Initiative 1.2.5: Increase personal knowledge of our University and celebrate our success.

GOAL 2: RESOURCE MANAGEMENT

Objective 2.1: REVIEW AND REBALANCE STUDENT ENROLLMENT

- Initiative 2.1.1: Increase the quality of our incoming students' academic profiles.
- Initiative 2.1.2: Increase four- and six-year graduation rates and the total number of graduates annually.
- Initiative 2.1.3: Increase annual retention rates.
- Initiative 2.1.4: Increase the diversity profile of incoming students.
- Initiative 2.1.5: Strategically increase overall student enrollment to sustain fiscal integrity and academic quality.
- Initiative 2.1.6: Maintain and improve the affordability of a Mansfield education.

Objective 2.2: CLEARLY LINK RESOURCES TO UNIVERSITY MISSION

- Initiative 2.2.1: Institute a transparent and participatory budget process that aligns resources with University needs as assessed.
- Initiative 2.2.2: Achieve efficiencies through streamlined processes and improved communications
- Initiative 2.2.3: Identify, promote, implement, and effectively use up-to-date technologies.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

- Initiative 2.2.4: Maintain, enhance, and utilize attractive, efficient, and functional spaces for learning and working environments.
- Initiative 2.2.5: Increase private and philanthropic support annually.
- Initiative 2.2.6: Develop policies and procedures for achieving and documenting connections between strategic planning, resource allocation, and institution-wide assessment.

GOAL 3: STRATEGIC ENGAGEMENT

Objective 3.1: ATTRACT AND RETAIN AN ENGAGED, TALENTED, AND DIVERSE WORK FORCE

- Initiative 3.1.1: Become an employer of choice.
- Initiative 3.1.2: Recognize the success of staff and faculty who typify our Creed in the performance of their duties on campus and in support of our surrounding communities.
- Initiative 3.1.3: Promote employee engagement with students.
- Initiative 3.1.4: Increase support for the ongoing professional development of our employees.

Objective 3.2: BUILD STRONGER COMMUNITY RELATIONSHIPS

- Initiative 3.2.1: Match student service learning projects with community needs and programs.
- Initiative 3.2.2: Seek opportunities for students to participate in experiential learning with community partners.
- Initiative 3.2.3: Emphasize and track community involvement in the life of the university and embrace relationships with organizations in the area.

Objective 3.3: FOSTER AN ATMOSPHERE OF RESPECT FOR CULTURAL, SOCIAL, AND PERSONAL DIFFERENCES

- Initiative 3.3.1: Update the university-wide diversity plan.
- Initiative 3.3.2: Increase the number of international students on campus and the number of MU students studying abroad.

OBJECTIVE 3.4: ENGAGE IN A UNIVERSITY-WIDE ASSESSMENT SYSTEM

- Initiative 3.4.1 Develop matrices to organize the relationships among assessments at all levels of the institution.
- Initiative 3.4.2 Identify and communicate assessment timelines and accountability roles throughout the institution.
- Initiative 3.4.3 Develop, implement, and document policies and procedures for tracking and monitoring the strategic plan to ensure that key performance indicators exist, are measurable, and have baselines and benchmarks.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

MUSIC

Notable for the program's high quality and national/international reputation.

- The Department of Music offers a variety of high-quality music degree programs, including the Bachelor of Arts in Music; the Bachelor of Music in Music Education; the Bachelor of Music in Music Performance (with concentrations in Instrumental, Vocal, and Keyboard); and the Bachelor of Music with two concentrations: Elective Studies in Business and the Emphasis in Music Technology.
- Accredited by the National Association of Schools of Music.
- The program has a tradition of musical excellence dated to 1861. It is one of the first music teacher training programs in the U.S.
- The MU Concert Choir has won nine gold medals in international competitions and earned a championship in the Gospel & Spiritual category at the World Choir Games. The Choir has performed extensively in Europe and has recently performed at Carnegie Hall.
- The MU Wind Ensemble has seven instances of Grammy-nominated eligibility.
- The Music program features high-quality vocal and instrumental ensembles, including the MU Festival Chorus, the Mansfieldians (a vocal jazz and madrigal ensemble), the MU Symphony Orchestra, the MU Symphonic Band, the MU Marching Band (performed in conjunction with London Olympic Games), the MU Jazz Band, and the MU Brass Band (the only traditional British Brass Band in PASSHE).
- The Music program stages full opera and musical theatre productions annually.

HEALTH SCIENCES

Notable for high-quality, accredited programs with significant licensure and job placement rates.

- The Department of Health Sciences features high-quality, high-demand programs, including the Master of Science in Nursing, the Bachelor of Science in Nursing, the Master of Science in Nutrition, the Bachelor of Science in Nutrition, the Bachelor of Science in Community Health Education, the Associate of Applied Science in Radiology Technology, and the Associate of Applied Science in Respiratory Therapy.
- Accreditors include the Accreditation Commission for Education in Nursing (ACEN), the Accreditation Council for Education in Nutrition and Dietetics (ACEND), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Commission on Accreditation for Respiratory Care (CoArc).
- Graduates of the Nursing BSN program and the Respiratory Therapy AAS program have 100% job placement rates (Fall 2011-Spring 2016).
- Health sciences graduates seeking to become registered dietitians, registered nurses, radiology technologists, and respiratory therapist have a ninety-five percent or greater pass rate on licensure/registration examinations taken within one year of graduating.
- MU's Radiology Technology program is the only such AAS program in PASSHE, and MU's Bachelor of Science in Nutrition program is one of only three in PASSHE.
- MU's Respiratory Therapy program received the CoArc Distinguished Registered Respiratory Therapist Credential Success award in the past two years, the only program (of 21) in PA to do so, and one of 37 nationally (out of about 450) to receive this distinction.
- After a rigorous 2015 review by CoArc, Mansfield University's Respiratory Therapy program received continuing re-accreditation for ten years, the maximum length of time granted.
- After a rigorous 2015 review by JRCERT, Mansfield University's Radiology Technology program received continuing re-accreditation for eight years, the maximum length of time granted.

Academic Programs of Distinction *(Continued)*

BIOLOGY

Notable for integration of hands-on learning and independent undergraduate research into the program's curriculum.

- The Biology program offers a Bachelor of Science in Biology with concentrations in General Biology, Environmental Biology, Medical Laboratory Sciences, Cell and Molecular Biology, and Fisheries.
- The Medical Laboratory Sciences concentration is accredited by the National Agency for Clinical Laboratory Sciences and is the only such program concentration accredited within PASSHE.
- The MU Biology program is the only such program in PASSHE that requires students to conduct independent research. Biology students regularly present their research at the Commonwealth of Pennsylvania University Biologists conferences and have earned five first-place awards from 2012-15.
- The unique curriculum in Fisheries includes both aquaculture and fisheries management; it is the only program in PASSHE to offer a comprehensive degree focusing on Fisheries. Its graduates are certified as Associate Fisheries Professionals with the American Fisheries Society.
- The Biology program is the only program in PASSHE that features strong research connections with Cornell University in the areas of microbiology, genetics, genomics, and veterinary medicine.
- The recent $10 million dollar renovation to Grant Science Center features updated classrooms, a fisheries research facility, and three animal research labs.

CRIMINAL JUSTICE ADMINISTRATION

Notable for providing students with a quality, well-balanced education that prepares students for careers in criminal justice or graduate school.

- The CJA Department, one of the oldest in the state, offers two degree options, the Bachelor of Science and the Associate of Science, along with a minor in Criminal Justice Administration. The A.S. degree is offered both online and on campus.
- Mansfield University was recently ranked in the top 10 schools in Pennsylvania supporting careers in criminal justice and corrections by correctionalofficer.org.
- The CJA Department maintains a strong, competency-based curriculum that aligns with best practices of the Academy of Criminal Justice Sciences.
- CJA majors pursue a wide variety of internship and career opportunities such as local, state and federal law enforcement, adult and juvenile probation and parole, corrections, the judiciary, district attorney's office, private security, sheriff's office, juvenile detention, youth services and victim advocacy, among others. CJA faculty work closely with criminal justice agencies to insure that students who complete our program build the skills, knowledge and abilities that employers covet.
- CJA alumni are well-accomplished and employed in a variety of prominent careers. For instance, Martin Pane, class of 1987 MU graduate, was appointed by President Obama as US Marshal for the Middle District of Pennsylvania.
- Students can attend the Municipal Police Officers' Training Academy (ACT 120) offered at Mansfield University and transfer up to 19 credits towards an Associate's or Bachelor's Degree in Criminal Justice Administration. Students who want to work as police officers and who choose this option have a distinct advantage after graduation, as they are immediately employable in Pennsylvania.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

Council of Public Liberal Arts Colleges (COPLAC)
Mansfield University is Pennsylvania's only member of COPLAC, an organization of twenty-nine public liberal arts colleges and universities in the United States and Canada. As stated on the COPLAC website (coplac.org), member institutions are "dedicated to the advancement of high-quality, public liberal arts education in a student-centered, residential environment." COPLAC membership is a key component of Mansfield's institutional vision as Pennsylvania's premier public liberal arts university. With COPLAC membership, our faculty, staff, and students have the opportunity to work with their counterparts at other COPLAC institutions on collaborative research and service-learning projects. Mansfield students are now presenting their work at the annual COPLAC undergraduate conferences, and MU has taken the lead in creating an academic chair development program for COPLAC. MU will also serve as the host site for future COPLAC undergraduate conferences and annual meetings.

Tuition Enhanced Award for Merit (TEAM)
Through TEAM, Mansfield University offers renewable, merit-based awards to qualified Pennsylvania resident students, out-of-state students, and international students. The TEAM program is designed to support the recruitment, enrollment, and retention of high-achieving students. The average SAT scores for the initial cohort of TEAM students were higher than the overall student average by 100 points. Students in the initial cohort came from 8 different states. In the second year of this pilot, we have applicants from 19 states, 34% of whom have been accepted. Of these acceptances 48% have paid their deposits.

Light Up Mansfield Again (LUMA) and the Sprint Football Program
In 1892, Mansfield Normal played Wyoming Seminary in the first-ever night football game under electric lights. MU's annual Light Up Mansfield Again (LUMA) event commemorates this historic moment with a weekend of activities culminating in a night Collegiate Sprint Football League (CSFL) game at Karl Van Norman Field. Mansfield is the only non-military public institution of higher education that competes in the CSFL. The first LUMA event in 2013, when Mansfield hosted Princeton, drew 6,223 fans, the largest attendance ever for a CSFL contest. The event was broadcast to a national and worldwide audience via ESPN 3 and other outlets, receiving national pregame and postgame coverage with stories by the Associated Press and National Public Radio, among others. In 2016, Mansfield will celebrate the 125th anniversary of football at the University.

Honors Program
The recently redesigned Mansfield University Honors Program features a "Great Conversations" curriculum emphasizing inquiry-based, experiential learning in an interdisciplinary context. The MU Honors Program is a member of the National Collegiate Honors Council and its regional affiliate, the Northeast Regional National Collegiate Honors Council.

International Programs

- **Sino-American Cooperation on Higher Education Program Development (CHEPD) 1+2+1 Program**
  Mansfield University joined the Sino-American CHEPD 1+2+1 Program in 2007, the first PASSHE institution to do so. This program enables Chinese students to complete their first year of study at their home institution, the next two years at Mansfield University, and their final year back at their home institution. Upon successful completion of the program, the student earns degrees from both institutions. The program is administered in conjunction with the American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange (CCIEE). In addition to our continuing relationship with our existing Chinese partner institutions, MU signed a new 1+2+1 partnership agreement with Dalian Jiaotong University in January 2016.
- **Shaanxi University of Science and Technology: "The American Experience" Program**
  Through a new partnership agreement with Shaanxi University of Science and Technology in Xi'an, China, eight graduate students spent three months at MU as part of a special "travel-study" program that included graduate coursework in "The American Experience" and "Leadership Theory," home-stays with MU staff and community members, and excursions to a number of cities and tourist destinations, including New York City and Washington, DC. The students also visited area businesses.

Other Areas of Distinction *(Continued)*

- **International Exchange Programs**
  Mansfield University offers direct exchange programs with Charles Sturt University in Australia, Nipissing University in Canada, the Institut d'Etudes Politiques (Institute of Political Science) in France, and the Friedrich-Schiller-Universität (Friedrich Schiller University) in Germany. In addition, Mansfield students may also study abroad at more than 150 universities in 50 countries through MU's membership in the International Student Exchange Program.

- **Short-Term Study Abroad Opportunities**
  Each June, the Political Science program offers a two-week, short-term study abroad experience in Belize. The experience is linked to PSC 3385: Field Research Abroad, focusing on the politics, culture, and economy of Belize, particularly the way this developing country is trying to balance the need for economic development with environmental and historical conservation. The Belize program is now entering its third year; so far 28 students have participated. In May 2015, MU offered a new ten-day, short-term study abroad opportunity called "Paris: the City Experience" in conjunction with WLC 2500: Introduction to Paris. Mansfield is making an effort to increase its short-term study abroad opportunities in order to provide a broader set of affordable international experiences for its students. A possible short-term study abroad opportunity in partnership with the University of Matanzas in Cuba is currently being explored.

Graduate Transition to Work / Pathway to a Career Program
This program offers recent graduates temporary one-year positions in the University workforce, providing an opportunity for students to apply what they've learned in their field of study while also gaining first-hand employment experience. Six graduates have successfully participated in this program, meeting critical university needs at a substantial cost savings.

Social Media and Web Prominence
Mansfield University has a strong and distinct social media presence across all social networks. The university's Facebook page has over 17,307 members and is consistently ranked in the top 100 of the Meltwater Group's "Most Likeable" Facebook pages of all U.S. universities and colleges. In 2015, MU's Facebook and Twitter following grew by 19.88% and 27% respectively. The Mansfield Mountaineers Athletics social media presence, including Facebook, Twitter, and Instagram accounts, is ranked #59 (of 314) nationally among all NCAA Division II schools, and is the top ranked school in PSAC social media. Our newly redesigned web site is student focused with a strong brand identity; this change has resulted in substantially increased traffic to the Mansfield web page.

GEAR-UP Simulation Camp
Mansfield University successfully proposed a Summer 2016 "Simulation" Camp for rising ninth graders as part of the PASSHE's GEAR-UP-3 initiative funded by the US Department of Education. Designed for a cohort of 35-40 students from Allentown, Harrisburg, Lancaster, and Norristown city schools, MU's simulation camp follows our liberal arts tradition and introduces students to different degree programs and career paths by focusing on the way these areas of expertise would respond to an environmental crisis, such as a toxic spill in the local Tioga River. MU faculty and staff will lead students through four response modules, each with a different disciplinary/career focus: safety management/hazardous waste, chemistry/water testing, fisheries/aquatic systems, and crisis communication. At the conclusion of the camp, the students will integrate the responses into a final presentation.

Environmental Education Day
The first annual Environmental Education Day was held at nearby Mill Cove in October. Sponsored by MU's Institute of Science and the Environment and funded by a grant from the Department of Environmental Protection, the event attracted fifty juniors and seniors from five Tioga County high schools and featured hands-on learning sessions provided by faculty members from Geosciences, Biology, and Chemistry. Participants were also placed in contact with representatives of employers seeking to recruit college graduates with the skills highlighted in the hand-on sessions, including Remote Intelligence, the Game Commission, the Department of Conservation and Natural Resources, the US Army Corps of Engineers, Southwestern Energy, and Soil Specialists.

Other Areas of Distinction *(Continued)*

Endless Mountains Writing Project
The Endless Mountains Writing Project (EMWP) is MU's regional home for the National Writing Project, a federally funded, grant-based initiative. For the past ten years, the EMWP has offered professional development courses and workshops for area school teachers. It focuses on improving the teaching of writing in K-12 classrooms across the curriculum, with particular emphasis on writing as a tool for learning. The offerings range from in-service sessions and programs that are facilitated in the different schools, to sessions at state and national conferences, and one-, three- and six-credit graduate institutes.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

The majority of the initiatives in Mansfield University's recently implemented MU2020 strategic plan align with PASSHE's strategic goals, as indicated below. The plan itself focuses on three broadly defined strategic goal areas: (1) Student Success, (2) Resource Management, and (3) Strategic Engagement. Each goal area then includes related objectives supported by specific strategic initiatives.

1. **Ensuring academic program excellence and relevance.**

Objective 1.1: Maintain Quality Programs and Services

- Initiative 1.1.1: Use documented results of formative and summative assessments to improve continuously all MU programs, services, and activities.
- Initiative 1.1.2: Cultivate undergraduate and graduate programs that highlight Mansfield's distinctiveness.
- Initiative 1.1.3: Embrace the liberal arts as our PASSHE identity and core emphasis in all programs.
- Initiative 1.1.4: Integrate high-impact practices, such as service learning, leadership study, undergraduate research, and hands-on learning into all areas of study.

2. **Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.**

Objective 1.2: Develop Mansfield's Liberal Arts Identity

- Initiative 1.2.2: Promote the development of the whole student by emphasizing the values of the Mansfield Creed as a foundation for personalized education.

Objective 2.1: Review and Rebalance Student Enrollment

- Initiative 2.1.1: Increase the quality of our incoming students' academic profiles.
- Initiative 2.1.2: Increase four- and six-year graduation rates and the total number of graduates annually.
- Initiative 2.1.3: Increase annual retention rates.
- Initiative 2.1.4: Increase the diversity profile of incoming students.
- Initiative 2.1.5: Strategically increase overall student enrollment to sustain fiscal integrity and academic quality.
- Initiative 2.1.6: Maintain and improve the affordability of a Mansfield education.

Objective 3.2: Build Stronger Community Relationships

- Initiative 3.2.1: Match student service learning projects with community needs and programs.
- Initiative 3.2.2: Seek opportunities for students to participate in experiential learning with community partners.
- Initiative 3.2.3: Emphasize and track community involvement in the life of the university and embrace relationships with organizations in the area.

Objective 3.3: Foster an Atmosphere of Respect for Cultural, Social, and Personal Differences

- Initiative 3.3.1: Update the university-wide diversity plan.
- Initiative 3.3.2: Increase the number of international students on campus and the number of MU students studying abroad.

Strategic Goals *(Continued)*

University Goals *(Continued)*

3. **Developing new funding strategies, diversifying resources, and managing costs to preserve affordability.**

Objective 2.1: Review and Rebalance Student Enrollment

- Initiative 2.1.5: Strategically increase overall student enrollment to sustain fiscal integrity and academic quality.
- Initiative 2.1.6: Maintain and improve the affordability of a Mansfield education.

Objective 2.2: Clearly Link Resources to University Mission

- Initiative 2.2.1: Institute a transparent and participatory budget process that aligns resources with University needs as assessed.
- Initiative 2.2.2: Achieve efficiencies through streamlined processes and improved communications
- Initiative 2.2.3: Identify, promote, implement, and effectively use up-to-date technologies
- Initiative 2.2.5: Increase private and philanthropic support annually.
- Initiative 2.2.6: Develop policies and procedures for achieving and documenting connections between strategic planning, resource allocation, and institution-wide assessment.

4. **Increasing accountability and transparency, focusing on results and key performance indicators.**

Objective 2.2: Clearly Link Resources to University Mission

- Initiative 2.2.1: Institute a transparent and participatory budget process that aligns resources with University needs as assessed.

Objective 3.4: Engage in a University-Wide Assessment System

- Initiative 3.4.1 Develop matrices to organize the relationships among assessments at all levels of the institution.
- Initiative 3.4.2 Identify and communicate assessment timelines and accountability roles throughout the institution.
- Initiative 3.4.3 Develop, implement, and document policies and procedures for tracking and monitoring the strategic plan to ensure that key performance indicators exist, are measurable, and have baselines and benchmarks.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

- Mansfield University offers students a personalized, interdisciplinary, liberal arts education that focuses on the values of our creed, preparing students for their first and subsequent careers in a rapidly changing world.
- As Pennsylvania's only member of the Council of Public Liberal Arts Colleges and Universities (COPLAC), we are committed to enhancing our identity as a small, distinctive, affordable alternative to private liberal arts colleges.
- COPLAC offers our students, faculty, and staff additional opportunities to participate in joint research with consortium partners and to attend / present research results at regional and national sponsored conferences.
- Our academic programs emphasize hands-on, experiential learning as well as student-faculty research collaboration.
- Mansfield University offers its students the ability to tailor their programs to meet their individual needs.
- Mansfield University's campus features modern, updated facilities for academic study and student living, in a setting with abundant natural beauty.
- Our campus and the surrounding community provide our students with a safe and welcoming environment.
- Mansfield University is the economic engine for the region and one of the county's top employers.
- We offer students high-quality residential housing featuring an innovative residential experiential learning model designed to create cohesive first-year communities.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities

- Tuition Enhanced Award for Merit (TEAM): Through TEAM, MU offers renewable, merit-based awards to qualified Pennsylvania resident students, out-of-state students, and international students. The TEAM program is designed to support the recruitment, enrollment, and retention of high-achieving students. The average SAT scores for the initial cohort of TEAM students were higher than the overall student average by 100 points.

- Freeze Individualized Tuition (FIT): In response to shrinking state appropriations and rising costs, MU has developed an innovative way to generate more revenue while simultaneously increasing retention, student persistence, and four-year graduation rates. Beginning in Fall 2016, Mansfield will launch a new tuition pilot called "Freeze Individualized Tuition" or FIT. Under the FIT pilot, all undergraduate students will be charged tuition on a per-credit basis and have their tuition rate frozen for eight fall and spring semesters until the first degree is conferred, whichever occurs first. FIT will make tuition predictable and affordable for students and their families. FIT, coupled with TEAM, gives Mansfield University two distinctive marketing, recruitment, and retention programs that places our students and their success first. The Board of Governors approved both of these initiatives, thereby acknowledging our innovativeness while signaling their confidence in our success.

- Non-Resident Tuition Adjustment: Beginning in Fall 2016, MU will implement a non-resident undergraduate tuition rate of 165% of resident tuition for high school graduates with a 2.75 GPA or higher, or a 950 SAT or 20 ACT score or better. Transfer students will require a cumulative GPA of 2.5 or above to be eligible, and all students must maintain a minimum cumulative 2.5 GPA to retain the 165% tuition rate. If their GPA falls below 2.5, their tuition is adjusted to 200% until the GPA reaches or exceeds 2.5. In accordance with Mansfield University's Strategic Plan (MU2020), this adjustment focuses on assisting the University in increasing its enrollment, retention, student persistence, academic profile, and four-year graduation rates. The adjusted rate applies to all non-resident students with the required credentials as outlined above, regardless of state or country of origin outside Pennsylvania.

- Royall and Company: MU has partnered with the enrollment management corporation Royall and Company to elevate MU's applicant pool and enhance the application process. As of this writing, the total number of applications received is tracking significantly above the number of applications received at this time both last year and the year prior.

- Enrollment: Our admissions yield program has expanded to engage faculty, staff, and current students to increase the number of new student deposits. We have also developed and implemented a retention blitz leadership team that targets unregistered students and those at risk of leaving the institution.

- Letters of Intent: We have submitted Letters of Intent to the Chancellor's Office proposing three new programs, including a BA in World Languages and Cultures, a BA in Environmental Studies, and an MS in Geosciences. These programs are consistent with our mission and vision, and each features a marketable set of knowledge and skills outcomes designed to attract additional students to our university.

- Reorganization: We have reorganized the BA in Sociology/Anthropology to an online BA in Sociology with a concentration in health.

- Graduate Certificates: We are developing "stackable," graduate-level certificate programs that will enable us to offer an individualized MA/MS degree in Liberal Arts and Sciences. Certificate subject areas under discussion include Military History, Leadership Studies, Criminal Justice Administration, International Security, and Teaching English as a Second or Other Language (TESOL).

- Act 120 Municipal Police Academy: We reactivated our Municipal Police Academy in 2015, made possible by a gift from the Tioga County Commissioners. There were 14 individuals from 7 different counties (6 in PA and 1 in NJ) in the initial graduating class.

- Institute for Security Studies: The Institute will have both academic and practical components, focusing on the changing aspects of security and intelligence in the 21st century.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities *(Continued)*

New and Ongoing Initiatives:

- We are re-committing ourselves to improving our advancement and development efforts, including a stronger engagement with alumni and external constituents.
- We are planning to increase athletic opportunities through the creation of women's lacrosse and volleyball teams.
- We are increasing student opportunities for outdoor recreation.
- We intend to grow our international population and increase student participation in study abroad. A short-term study abroad opportunity is currently being explored with the University of Matanzas in Cuba.
- We will promote our university through the development of a marketplace positioning statement, the heightening of brand awareness, and creating/supporting programs of distinction.
- We will continue building our institutional diversity, including diversity among faculty, staff, and students.
- We are increasing our community college and graduate school articulation agreements.
- We are building a stronger academic advisement model to support degree completion in four years.
- We will raise the visibility of our interdisciplinary programs and internship opportunities.
- We will continue to improve our community engagement efforts.

University Strengths, Opportunities, and Challenges *(Continued)*

Challenges

- We face ongoing budgetary challenges precipitated by a drop in state funding and a decline in enrollment, coupled with our inability to set the tuition rate or control collective bargaining agreements.
- We need time and support to resolve our structural deficit and realize our vision.
- Many areas on campus are understaffed as a result of repeated personnel cuts.
- Several consecutive years of program moratorium, faculty retrenchment, and staff furloughs have created a cloud of uncertainty that affects campus morale and our ability to recruit and retain students and employees.
- We are obligated to meet unfunded federal and state mandates that are not pro-rated for the size of our institution.
- Our geographic location in a relatively remote, rural area of northern Pennsylvania, hours from a metropolitan center, presents challenges for recruiting and marketing.
- The comparative lack of renewable institutional scholarship funds also presents a challenge for recruitment and retention.
- PASSHE's revised base funding model disadvantages smaller institutions, resulting in a projected $898,000 drop in appropriations for Mansfield.
- The distribution of the state appropriation is based on the relative size of the institution rather than its documented need.
- Our campus has an aging infrastructure.
- PASSHE guidelines instruct us to increase compensation without a matching increase in appropriation and tuition. Therefore, expenses continue to rise without increasing revenue, producing a negative net income. We have shown with FORECAST that when compensation increases are equivalent to appropriation and tuition increases, we have a net income that is sustainable.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	22.1%	21.4%	23.8%	21.8%	19.0%	22.0%	23.0%
New Transfers	7.1%	8.8%	6.1%	5.5%	6.0%	5.0%	5.0%
Veterans	2.7%	2.8%	3.0%	3.3%	2.1%	3.7%	3.7%
Adult Learners	12.4%	12.7%	12.0%	12.0%	10.9%	12.0%	11.0%
Total Undergraduate Enrollment	2,819	2,743	2,640	2,518	2,194	2,215	2,448
Graduate Headcount Enrollment							
Master's	373	293	238	153	118	46	58
Research Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total Graduate Enrollment	373	293	238	153	118	48	61
Certificates and Nondegree students							
	83	95	92	81	77	86	87
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	361	346	362	301	227	299	292
Traditional (On Campus)	1,932	1,542	1,849	1,556	1,321	1,559	1,533
Off Campus	461	447	451	383	86	100	100

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	73.0%	71.6%	71.9%	74.8%	76.3%	75.0%	76.0%
Third Year Persistence	57.4%	61.7%	63.9%	59.4%	63.2%	62.0%	63.0%
Fourth Year Persistence	60.7%	52.0%	58.3%	59.3%	59.9%	58.6%	60.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	37.6%	33.6%	33.0%	39.0%	39.5%	38.7%	39.6%
Six Year (or less)	47.7%	50.7%	54.3%	48.7%	52.7%	51.6%	52.8%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	129.7	130.7	129.2	127.6	132.4	132.4	132.4
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	717	699	646	654	656	677
Undergraduate Degrees per 100 FTE	19.8	21.5	21.5	21.6	21.5	21.6
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	43.0%	38.5%	46.0%	45.9%	45.2%	47.8%
Non-Pell Recipient Graduation Rate	47.0%	52.8%	53.5%	58.8%	N/A	N/A
Underrepresented Minority Graduation Rate	36.0%	28.3%	39.6%	48.9%	36.8%	39.0%
Non-Underrepresented Minority Graduation Rate	47.0%	50.5%	51.9%	53.9%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	45.6%	43.8%	43.1%	39.7%	38.0%	38.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	8.7%	9.6%	12.2%	8.8%	10.8%	11.5%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	12.0%	10.5%	9.9%	12.3%	12.7%	12.9%
Female Faculty	43.8%	42.5%	46.3%	48.7%	45.7%	46.6%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	58.9%	57.4%	61.7%	63.7%	60.4%	61.0%
Fourth Year Persistence	54.9%	52.0%	58.2%	59.3%	56.2%	56.7%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	19.4%	22.3%	24.9%	26.2%	25.2%	25.1%
Student Diversity						
Undergraduate Pell Grant Recipients	39.8%	46.0%	43.9%	44.3%	33.7%	33.7%
Nonmajority Students	10.8%	15.2%	14.9%	15.5%	13.0%	13.3%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	44.3%	55.2%	59.4%	67.6%	52.3%	54.4%
Student Diversity of First Time Degree Seeking Freshmen						
Percentage of Nonmajority First Time Degree Seeking Undergraduates	17.40	N/A	18.00	20.20	18.20	18.60

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

Academic Programs

Academic Program Activity

Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	0
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Associate Degree Programs	
Total Number of Associate Programs	5
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	4
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	80%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	28
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	21
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	75%
Master's Degree Programs	
Total Number of Master's Programs	3
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	3
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	100%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
513102	Nutrition	Yes
Minor's		
450701	Geographic Information Science and Technology	No
110101	Web Development	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
	N/A		

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
400601	Earth and Space Science Education	No
230101	English Education	No
270101	Mathematics Education	No
Master's Degree Programs		
521003	Organizational Leadership	Yes
250101	School Library and Information Technologies	Yes

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
03.0103	BA Environmental Studies
Master's Degree Programs	
3.0103	MS Geosciences

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Master's Degree Programs	
24.0101	MA/MS Liberal Arts and Sciences
Certificate's	
54.0108	Military History
52.0213	Leadership Studies
49.0999	International Relations and National Security Studies
43.0103	Criminal Justice Administration
13.1401	Teaching English as a Second/Other Language

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$13.9	$13.7	$12.1	$12.5	$16.4	$18.0
Undergraduate Out-of-State Tuition	6.3	5.1	4.3	4.2	4.1	4.1
Graduate In-State Tuition	0.8	0.6	0.5	0.5	0.4	0.5
Graduate Out-of-State Tuition	0.7	0.3	0.3	0.3	0.2	0.2
TOTAL TUITION REVENUE	**$21.7**	**$19.7**	**$17.2**	**$17.5**	**$21.1**	**$22.8**
Total Fees	4.0	3.7	3.6	3.6	3.8	4.2
State Appropriations	16.7	16.6	16.6	16.2	15.7	15.7
All Other Revenue	2.1	2.0	2.0	1.9	2.2	1.3
Planned Use of Carryforward	0.0	0.0	3.5	4.0	0.0	0.0
Total E&G Revenue/Sources	**$44.5**	**$42.0**	**$42.8**	**$43.2**	**$42.8**	**$44.0**
E&G Expenditures/Transfers						
Total Salaries and Wages	$25.9	$24.6	$24.4	$23.3	$23.6	$23.7
Total Benefits	11.3	11.2	12.6	12.1	12.6	13.2
TOTAL PERSONNEL EXPENDITURES	**$37.3**	**$35.8**	**$37.0**	**$35.4**	**$36.3**	**$36.9**
Financial Aid	1.4	1.2	1.1	1.3	2.4	2.6
Utilities	0.9	1.1	1.1	1.1	1.1	1.1
Services & Supplies	5.5	5.3	6.1	6.1	6.1	6.1
Capital Expenditures and Transfers	(0.5)	1.7	1.8	(0.6)	1.8	1.8
Total E&G Expenditures/Transfers	**$44.5**	**$45.1**	**$47.1**	**$43.2**	**$47.6**	**$48.5**
Total E&G Fund Surplus/(Shortfall)	$(0.0)	$(3.1)	$(4.3)	$0.0	$(4.8)	$(4.4)
Annualized FTE Enrollment						
Undergraduate In-State	2,072.23	1,986.00	1,688.10	1,682.60	1,742.29	1,920.58
Undergraduate Out-of-State	539.57	426.40	362.89	346.20	378.58	416.40
Graduate In-State	74.25	53.71	40.82	34.30	33.50	42.05
Graduate Out-of-State	44.55	20.38	17.49	11.80	9.12	11.90
Total Annualized FTE Enrollment	**2,730.60**	**2,486.49**	**2,109.30**	**2,074.90**	**2,163.49**	**2,390.93**
E&G Budgeted Annualized FTE Employees						
Faculty	171.76	154.11	152.91	151.00	143.75	144.75
AFSCME	115.89	112.87	112.92	111.12	108.22	108.22
Nonrepresented	53.64	53.05	55.42	52.48	58.95	58.95
SCUPA	14.23	13.86	13.43	12.00	11.35	11.35
All Other	26.61	25.62	26.96	27.78	27.51	27.51
Total E&G Fund Budgeted Annualized FTE Employees	**382.13**	**359.51**	**361.64**	**354.38**	**349.78**	**350.78**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Academic Program Initiatives - new programs, accreditation, IE	$ 230,000	$ 230,000	$ 58,310
Additional Investment in Marketing/Advancement	$ 200,000	$ 200,000	$ 336,000
Marcellus Institute	$ 8,000		
Reorganization/Realignment Student Affairs	$ 246,000		
Enrollment Management Initiatives			$ 476,600
Reinstate Police Academy		$ 130,000	$ 150,000
Support employee professional development		$ 75,000	$ 21,036
TEAM & TEAM PA			$ 347,500
Increase International Partnership Initiatives			$ 48,050
Transition to work employment opportunities			$ 169,926
Total	**$684,000**	**$635,000**	**$1,607,422**
Sources of Funds for Reinvestment:			
Academic Program Initiatives - tuition generated in new programs	$ 505,000	$ 472,000	
Police Academy Grant & Tuition Revenue		$ 165,000	$ 205,000
Reallocation of personnel savings			$ 167,211
Budget Efficiencies		$ 75,000	$ 155,070
Use of Reserves	$ 179,000		$ 1,080,141
Loan of of Auxiliary Reserves - used to help balance E&G budget			2,400,000
Total	**$684,000**	**$712,000**	**$4,007,422**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2106/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$4.4	$4.3	$3.8	$3.8	$4.2	$4.9
Housing Fees	1.6	0.0	0.0	0.0	0.0	0.0
Privatized Housing	3.9	4.1	4.0	3.5	4.0	4.0
Other Auxiliary Sales	0.1	0.1	0.1	0.1	0.1	0.1
All Other Revenue	1.7	1.5	1.5	1.7	1.6	1.7
Planned Use of Carryforward	0.0	0.0	0.0	2.4	0.0	0.0
Total Auxiliary Revenue/Sources	**$11.8**	**$10.0**	**$9.4**	**$11.5**	**$9.9**	**$10.6**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$2.3	$2.1	$2.1	$2.1	$2.6	$2.6
Total Benefits	1.6	1.4	1.5	1.3	1.4	1.4
TOTAL PERSONNEL EXPENDITURES	**$3.9**	**$3.6**	**$3.6**	**$3.4**	**$3.9**	**$4.0**
Financial Aid	0.0	0.2	0.1	0.3	0.3	0.3
Utilities	1.2	0.9	1.0	0.9	1.0	1.0
Services & Supplies	5.0	4.7	4.4	3.3	3.0	3.1
Capital Expenditures and Transfers	1.7	0.9	0.4	3.6	1.7	2.2
Total Auxiliary Expenditures/Transfers	**$11.9**	**$10.3**	**$9.4**	**$11.5**	**$9.9**	**$10.6**
Total Auxiliary Fund Surplus/(Shortfall)	$(0.1)	$(0.2)	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**17.30**	**20.27**	**20.62**	**17.47**	**17.35**	**17.35**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$6.0	$5.4	$4.6	$4.6	$5.0	$5.3
State Grants & Contracts	3.2	2.7	2.3	2.3	2.3	2.3
Private Grants & Contracts	0.0	0.0	0.0	0.0	0.0	0.0
Gifts	0.3	0.3	0.3	0.4	0.3	0.3
All Other Restricted Revenue	0.5	0.2	0.2	0.2	0.2	0.2
Total Restricted Revenue	**$10.0**	**$8.6**	**$7.3**	**$7.5**	**$7.8**	**$8.1**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$0.4	$0.4	$0.4	$0.4	$0.4	$0.4
Total Benefits	0.1	0.1	0.1	0.1	0.1	0.2
TOTAL PERSONNEL EXPENDITURES	**$0.5**	**$0.4**	**$0.5**	**$0.5**	**$0.6**	**$0.6**
Financial Aid	7.3	8.0	6.8	6.8	7.2	7.3
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	1.7	0.0	0.1	0.2	0.1	0.2
Capital Expenditures and Transfers	0.1	(0.0)	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	**$9.6**	**$8.4**	**$7.3**	**$7.5**	**$7.8**	**$8.1**
Total Restricted Fund Surplus/(Shortfall)	$0.5	$0.2	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**3.14**	**2.86**	**3.40**	**3.52**	**3.41**	**3.41**
Total University Revenue	**$66.3**	**$60.6**	**$59.6**	**$62.2**	**$60.5**	**$62.7**
Total University Expenses	**$66.0**	**$63.8**	**$63.9**	**$62.2**	**$65.3**	**$67.1**
Total University Surplus/(Shortfall)	**$0.4**	**$(3.1)**	**$(4.3)**	**$0.0**	**$(4.8)**	**$(4.4)**
Total University Budgeted Annualized FTE Employees	**402.57**	**382.64**	**385.66**	**375.37**	**370.54**	**371.54**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$8,910
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	2,202	2,284	2,310	2,310
Total Cost In-State Undergraduate Off Campus or At Home	**$9,192**	**$9,526**	**$9,806**	**$11,656**
Most Common Room and Board Rates	8,850	10,582	11,548	12,094
Total Cost In-State Undergraduate On Campus	**$18,042**	**$20,108**	**$21,354**	**$23,750**
Out-of-State Undergraduate				
Tuition (Most Common - Good Neighbor)	$10,928	$11,254	$11,650	$14,700
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	2,202	2,284	2,310	2,310
Total Out-of-State Undergraduate Off Campus or At Home	**$13,688**	**$14,180**	**$14,624**	**$17,674**
Most Common Room and Board Rates	8,850	10,582	11,548	12,094
Total Cost Out-of-State Undergraduate On Campus	**$22,538**	**$24,762**	**$26,172**	**$29,768**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$297
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	40	42	43	43
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$331**	**$344**	**$356**	**$359**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$455	$469	$485	$490
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	83	86	43	43
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$561**	**$582**	**$556**	**$561**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$442	$454	$470	$470
Technology Tuition Fee Per Credit	21	24	25	25
University Mandatory Fees Per Credit (on average)	70	74	77	77
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$663	$681	$705	$705
Technology Tuition Fee Per Credit	31	36	37	37
University Mandatory Fees Per Credit (on average)	70	74	77	77

Notes: Mansfield offers discounted out-of-state tuition to New York and New Jersey residents. While the discounted tuition has long been offered to New York residents, New Jersey residents first received a discounted rate starting in FY2011/12. Because the majority of Mansfield's out-of-state part-time undergraduates for fall 2012, 2013, and 2014 were from New York and New Jersey, the reported tuition per credit is based on the "good neighbor" rate. Rounding to the whole number, the mean credit load of part-time undergraduate residents was six for fall 2012, 2013, and 2014, while it was seven for each fall for New York/New Jersey residents. Some of Mansfield's fees are based on credit load ranges. For instance, the undergraduate activity fee for fall 2014 was $225 for students carrying between seven and 11 credits, while there is no fee for students credit loads less than seven. As another example, the community building fee at the undergraduate level is $60 for undergraduates carrying seven or eight credits, while it is $30 for students carrying between one and five credits. It is for these reasons that there are differences in mandatory per credit fees between Pennsylvania residents and New York/New Jersey residents, as apart from the State System-established technology fee, Mansfield's mandated fees do not vary by residency. The good neighbor rate does not exist at the graduate level. The mean credit load was four for part-time in-state and part-time out-of-state students for fall 2012, 2013, and 2014. Several fees mandated for undergraduates (health, activity, and fitness center fees) are optional for graduate students and are not reported here.

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Education Fee	$31	$750
Activity Fee	see note	$900
Health Fee	see note	$108
Community Building Fee	$5	$240
Fitness Center Fee	$7	$312
Out-of-State		
Education Fee	$31	$750
Activity Fee	see note	$900
Health Fee	see note	$108
Community Building Fee	$5	$240
Fitness Center Fee	$7	$312

Notes: The mean credit load of part-time resident students, and for part-time out-of-state students, was six credits. There are no activity or health fees for students with less than seven credits.

Housing Costs*	Full Time Academic Year
Minimum	$7,904
Maximum	$9,548
Most Common (Two person, private bedroom semi-suite with kitchenette and shared bathroom)	$8,476

Dining Costs - students living on campus	# Meals/Week	Full Time Academic Year
Minimum	10	$2,826
Maximum	19	$3,436
Most Common	14	$3,072

Other Optional Fees	Full Time Academic Year
Orientation - New student**	$75
Orientation - Transfer student**	$50
Parking - Resident	$50
Parking - Commuter	$25
Application	$25

***Beginning with FY 2014/15, traditional-style housing with shared/communal bathrooms was no longer offered. All housing units are either suites or semi-suites with private bathrooms.

** Orientation fees for fall orientation. For spring, the fee for new students and for transfer students is $30.

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	602	553	536	544
Average Award	$3,409	$3,567	$3,450	$4,199
Total Dollars Awarded	$2,052,204	$1,972,780	$1,848,969	$2,284,072
% of Undergraduate Students Receiving Aid	20%	19%	20%	22%
Pennsylvania State Grants				
# of Students	988	951	928	833
Average Award	$2,719	$2,963	$2,746	$2,646
Total Dollars Awarded	$2,686,232	$2,817,419	$2,548,730	$2,204,314
% of Undergraduate Students Receiving Aid	33%	33%	34%	34%
Pell Grants				
# of Students	1,322	1,270	1,167	953
Average Award	$3,905	$4,018	$4,102	$4,394
Total Dollars Awarded	$5,162,719	$5,102,783	$4,786,850	$4,187,250
% of Undergraduate Students Receiving Aid	44%	44%	43%	39%
All Other Gift Aid*				
# of Students	728	821	810	552
Average Award	$2,314	$1,833	$1,921	$2,800
Total Dollars Awarded	$1,684,675	$1,504,517	$1,555,832	$1,545,603
% of Undergraduate Students Receiving Aid	24%	28%	30%	22%
Unduplicated Students Receiving Gift Aid				
# of Students	1,978	1,878	1,809	1,581
Average Award	$5,857	$6,069	$5,937	$6,340
Total Dollars Awarded	$11,585,831	$11,397,500	$10,740,381	$10,023,390
% of Undergraduate Students Receiving Gift Aid	66%	65%	67%	64%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	30	0	0	0
Total Dollars Awarded	$84,074	$0	$0	$0
% of Graduate Students Receiving Assistantships	8%	0%	0%	0%
Graduate Tuition Waivers				
# of Students	30	26	20	16
Total Dollars Awarded	$184,041	$173,176	$106,577	$88,830
% of Graduate Students Receiving Waivers	8%	9%	11%	24%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	2,342	2,264	2,096	1,970
Average Loan	$8,586	$8,682	$8,951	$10,889
Total Dollars Loaned	$20,109,244	$19,655,097	$18,761,297	$21,451,263
% of Undergraduate Students Receiving Loans	78%	78%	77%	80%
Graduate Loans (all known)				
# of Students	89	76	46	44
Average Loan	$11,634	$9,884	$7,784	$7,138
Total Dollars Loaned	$1,035,410	$751,173	$358,084	$314,065
% of Graduate Students Receiving Loans	25%	27%	25%	66%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	87%	89%	86%	86%
Average Amount of Debt *(of those graduating with debt)*	$34,174	$34,155	$33,799	$35,928
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	8.9%	10.5%	8.0%	8.0%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,526	$10,536	$1,400	$2,800	$24,262
In-State Undergraduate Off Campus, Living at Home	$9,526	$5,840	$1,400	$2,800	$19,566
Out-of-State Undergraduate On Campus	$19,976	$10,536	$1,400	$2,800	$34,712
Out-of-State Undergraduate Off Campus, Living at Home	$19,976	$5,840	$1,400	$2,800	$30,016

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	412	$14,802	$(154)	$9,635	$9,158
$30,001 - $48,000	198	$15,568	$800	$8,711	$8,679
$48,001 - $75,000	268	$18,487	$3,978	$5,534	$8,851
$75,001 - $110,000	315	$20,269	$5,691	$3,809	$10,867
$110,001 and Above	258	$19,975	$5,440	$4,002	$10,602

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	MA03 — Course-Specific Instructional Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a course-specific instructional fee of $100 per course for specific high-cost courses in art, biology, chemistry, respiratory therapy, nursing, nutrition, math, computer information systems, music, and psychology. The proposed fee will be reviewed annually; and could be adjusted, if the review justifies. Effective spring 2015 through fall 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

Implementation was postponed until fall 2015. Pilot will be discotinued after summer 2016, per approval of the per-credit tuition pricing pilot in October 2015.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 - Fall 2013	Difference Fall 2015 - Fall 2014
Cohort Access					
Headcount Pell Recipients		334.00	325.00	334.00	(9.00)
Percent Pell Recipients		37.7%	38.9%		
Headcount Nonmajority Students		72.00	68.00	72.00	(4.00)
Percent Nonmajority		8.1%	8.1%		
Other:					
Cohort Enrollment					
Fall FTE Students		898.87	829.93	898.87	(68.94)
Fall Headcount Students		886.00	835.00	886.00	(51.00)
Annualized FTE Students		846.27	778.60	846.27	(67.67)
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue		$6,419,547	$6,150,775	$6,419,547	($268,772)
New Pilot Student Fee Revenue		**$255,800**	**$241,500**	**255,800**	**(14,300)**
All Other E&G Fee Revenue		1,068,951	1,017,224	1,068,951	(51,727)
Auxiliary Fee Revenue		6,032,926	5,407,013	6,032,926	(625,913)
Institutional Financial Aid *(negative number)*		(838,244)	(1,119,294)	(838,244)	(281,050)
Net Revenue	$0	$12,938,980	$11,697,218	12,938,980	(1,241,762)
Revenue Increase due to Normal Rate Changes			815,474.0	0	815,474

Observations:

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title:	MA01 — Active Military Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge undergraduate tuition at the most recent Military Tuition Assistance (TA) reimbursement rate (currently $250 per credit) and graduate tuition at a fixed rate of $399 per credit to following individuals enrolled in online programs: all active duty military (Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves); and dependents and spouses of active duty members. Undergraduates taking 12-18 credits are charged the 12-credit rate. Effective fall 2015 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients				0.00	0.00
Percent Pell Recipients					
Headcount Nonmajority Students				0.00	0.00
Percent Nonmajority					
Other:					
Cohort Enrollment					
Fall FTE Students				0.00	0.00
Fall Headcount Students				0.00	0.00
Annualized FTE Students				0.00	0.00
Fall Revenue Associated with Cohort					
Tuition Revenue				$0	$0
E&G Fee Revenue				0	0
Auxiliary Fee Revenue				0	0
Institutional Financial Aid *(negative number)*				0	0
Net Revenue	$0	$0	$0	$0	$0
Revenue Increase due to Normal Rate Changes				0	0

Observations:

There are no students currently taking part in this pilot.

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title:	MA02 — Reduced Out-of-State Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 105% - 150% of the in-state tuition rate to new out-of-state, full-time meritorious students in undergraudate degree programs that have enrollment capacity beyond existing enrollment (currently, music, nursing, radiology, respiratory therapy, and all online programs are excluded). University will set merit eligibility criteria applicable for specific tuition rates within this range, including eligibility for rate renewal. Effective fall 2015 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

All degree programs have been included in this program.

Tier	I	II	III	IV
Tuition Rate	105%	120%	135%	150%
Minimum GPA	3.70	3.50	3.35	3.25
Minimum SAT/ACT Score	1200/26	1150/25	1050/23	1000/21

Assessment Criteria:	**Prior Year: Fall 2013**	**Prior Year: Fall 2014**	**Current Year: Fall 2015**	**Difference Fall 2014 – Fall 2013**	**Difference Fall 2015 – Fall 2014**
Cohort Access					
Headcount Pell Recipients		35.00	26.00	35.00	(9.00)
Percent Pell Recipients		38.9%	38.2%		
Headcount Nonmajority Students		8.00	6.00	8.00	(2.00)
Percent Nonmajority		8.9%	8.8%		
Other:					
Cohort Enrollment					
Fall FTE Students		90.83	68.53	90.83	(22.30)
Fall Headcount Students		90.00	68.00	90.00	(22.00)
Annualized FTE Students		83.67	63.13	83.67	(20.54)
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue		$694,617	$516,263	$694,617	($178,355)
E&G Fee Revenue		136,980	97,408	136,980	(39,572)
Auxiliary Fee Revenue		7,708,450	5,816,116	7,708,450	(1,892,334)
Institutional Financial Aid *(negative number)*		(78,136)	(58,073)	(78,136)	20,063
Net Revenue	$0	$8,461,911	$6,371,714	8,461,911	(2,090,197)
Revenue Increase due to Normal Rate Changes			40,775	0	40,775

Observations:

Pricing Flexibility Pilot for Per Credit Tuition

Pilot/Title:	MA04 — Per-Credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge tuition on a per-credit basis to all undergraduate students with a rate frozen for up to eight semesters (fall and spring only) for each cohort. The frozen rate will be applicable over five years, or until the first degree is conferred, whichever occurs first. Effective fall 2016 through spring 2019.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

The university seeks to modify the pilot to create a separate cohort rate for fall 2016 returning students. The tuition for returning in-state and "good neighbor" students will be frozen at the current 2015/16 tuition rate plus 1%. Students with 90 or more credits may choose to be part of the returning cohort or pay the System's 2015/16 per-credit rate.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients				0.00	0.00
Percent Pell Recipients					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Nonmajority Students				0.00	0.00
Percent Nonmajority					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Majority Students/NonPell				0.00	0.00
Percent of Total					
Average Number of Credit Hours Enrolled				0.00	0.00
Average Student Credit Hours Taken (12+ credits)				0.00	0.00
Average Student Credit Hours Taken (all undergraduates)				0.00	0.00
Comparison of Breakdown of Number of Credits Taken by Students (additional data may be attached):					
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Registered For More Credits Than They Had at End of Drop/Add Period				0.00	0.00
Number of Students Offered Institutional Aid				0.00	0.00
Average Institutional Aid Award				$0	$0
Other:					
Headcount FAFSA Filers				0.00	0.00
Total Institutional Aid Awarded				$0	$0
Cohort Enrollment					
Fall FTE Students				0.00	0.00
Fall Headcount Students				0.00	0.00
Annualized FTE Students				0.00	0.00

Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue				$0	$0
E&G Fee Revenue				0	0
Auxiliary Fee Revenue				0	0
Institutional Financial Aid *(negative number)*				0	0
Net Revenue	$0	$0	$0	$0	$0
Revenue Increase due to Normal Rate Changes				0	0

Observations:

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

MILLERSVILLE UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 4
- Other Areas of Distinction 6
- Strategic Goals 7
- University Strengths, Opportunities and Challenges 9

Key Performance Indicators

- Strategic Enrollment Management 10
- Performance Funding Indicators 11

Academic Programs 12

Financial Information 15

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Mission
Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities.

Our ***common purpose*** is to foster intellectual, personal and professional growth in a caring, supportive community through discovery and inspiration.

Primary Objectives for Success

We will enhance revenues to address the structural deficit within three years by

- Borrowing resources from reserves to invest and grow enrollments in online programs (with a provision to replenish reserves)
- Piloting per-credit tuition models
- Increasing out-of-state and international student markets
- Enhancing student quality and increasing retention
- Increasing private giving
- Adding growth through new or reprioritized academic program development

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Vision
We will transform each learner's unique potential into the capacity for successful engagement in career and life opportunities.

We distinguish ourselves by:

- Our focus on learners that creates a competitive advantage for our graduates.
- Our comprehensive, collaborative spirit that mobilizes the power of our University community.
- Our graduates that contribute to their communities, regardless of what they do or where they live.
- Our value of the liberal arts and the student-faculty relationship that appreciates the life of the mind in the University experience.

University Goals

A. To ***engage learners*** to contribute positively to contemporary and future workplaces and communities.

Millersville University will provide a supportive and innovative learning environment to prepare individuals (students, faculty, staff, alumni and community members) to navigate their professional and personal growth with curiosity, confidence and compassion. We will accomplish this goal by embracing diversity of thought and ideas, encouraging artistic and creative expression, expanding use of current and emerging technologies and promoting outreach that engages the community.

B. To ***ensure long-term success*** of the University.

Millersville University will enhance its capacity to serve the public good as we build upon our reputation of academic excellence and expand our sustainability practices. We will accomplish this goal by managing our growth thoughtfully, practicing fiscal responsibility, promoting environmental and civic responsibility and seeking new markets and audiences to secure our long-term financial stability.

C. To ***embrace agility*** within our culture of excellence.

Millersville University will be adaptive, versatile and flexible as we seek to achieve goals to enhance our learner-focused environment and ensure our long-term success. We will accomplish this goal by fostering agility in all of our individual and collective practices, processes and structures where the community embraces creativity and innovation, supports risks and practices resiliency.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

Goal A: To engage learners.

- GA S1. Create a learner-focused environment that contributes to student success.
- GA S2. Develop a faculty and staff that distinguish themselves as creative, innovative and learner-focused leaders.
- GA S3. Identify student interests and workforce needs and prepare students to become career-ready across and within disciplines, including preparation for post-graduate education.
- GA S4. Lead in the development and adoption of experiential and innovative strategies that enhance student learning.
- GA S5. Nurture relationships between faculty, staff, and students with individuals and partners in our community.

Goal B: To ensure success.

- GB S1. Develop and execute a strategic enrollment management plan that identifies strategies to enhance markets for out-of-state and out-of-country recruitments and additional markets such as transfer students and program completers with the goal to systematically grow the University headcount to 9,000 by fall 2020 and pursuit 10,000 headcount as a longer-term target.
- GB S2. Enhance existing and develop new revenue streams including possible new tuition models, fee structures and housing models.
- GB S3. Increase and enhance fundraising and friend-raising efforts to support the University's prioritized needs.
- GB S4. Promote Millersville as a destination university by focusing on rebranding and marketing efforts that promote our quality experiences and excellence of programs to attract new markets and grow current markets within Pennsylvania.
- GB S5. Invest in the development of new, innovative academic programs or the revision of existing programs to meet emerging workplace needs.
- GB S6. Position Millersville to become a recognized leader in civic responsibility, global initiatives and sustainability–including environmental stewardship.
- GB S7. Create and maintain infrastructure, services and employee relations to support long-term success and fiscal stewardship.

Goal C: To embrace agility.

- GC S1. Establish new ways of doing business, reorganize structures, update technology, reconsider facility use, and review budgets and policies.
- GC S2. Change our institutional culture to one where we anticipate internal and external change to meet the needs of current and future students.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Earth and Atmospheric Sciences and Applied Engineering Technology: The Millersville Meteorology program, with about 130 majors, is one of the largest and most distinguished undergraduate programs in the United States. Sixty percent of graduates go on to earn advanced degrees, while employers include Accu-Weather, The Weather Channel, NOAA, NASA, J.P. Morgan-Chase, and several research universities. Students have been recipients of the highly competitive Ernest Hollings Scholarship among other honors. Faculty serve at the highest levels including the Board of Trustees of the University Corporation for Atmospheric Research (UCAR) and Chair of the AMS Board on Women and Minorities. They have received prestigious national awards such as the AMS Teaching Excellence Award. Distinguished elements include:

- A minor in Heliophysics and Space Weather, an M.S. in Integrated Scientific Applications creating a workforce of business savvy scientists, and an online M.S. in Emergency Management leading the way in in emergency response and hazards preparedness.
- Faculty, in collaboration with over 50 universities in the U.S. and internationally, have been awarded over $2.5 million in extramural funding since 2011, supporting over 100 undergraduate students participating in research projects of national and international scope. Students present their research at national conferences at rate of about 20 per year where they frequently receive awards for best student presentation.
- The Millersville University Atmospheric Research and Aerostat Facility (MARAF) is a unique platform directed toward atmospheric boundary layer research. The Department also supports the Weather Information Center, campus weather service, and the Student Chapter of the American Meteorological Society.

Millersville University's Department of Applied Engineering, Safety & Technology (AEST) undergraduate and graduate programs, fully-accredited by discipline-specific accreditation agencies, has an international reputation for academic excellence and student success. For example, the MU Robotics Team routinely brings home multiple awards at the Association of Technology, Management and Applied Engineering Robotics competition; including 1st place finishes in 2010, 2013, and 2015. Approved in 2015 by the BOG, Automation and Intelligent Robotics Engineering Technology is the newest degree program. Typical entry-level professions include: Process Engineer, Controls Engineer, Control Technician, Manufacturing Engineer, Robotic Technician, and Project Manager. Employment opportunities are excellent with starting salaries among the highest for new degree holders.

Multi-Disciplinary Studies: Millersville University's longstanding support for multidisciplinary programs recently led to the introduction of a truly innovative B.A. in Multidisciplinary Studies (MDST), designed to meet the needs of returning adult learners, transfer students, and existing students seeking new opportunities. This major allows student and faculty to craft new tracks to respond rapidly to specific career interests and the evolving workforce needs of the Commonwealth. The major has graduated 22 students since spring 2014 with 75 students currently enrolled within the fully-approved programs. In additional to recently approved programs in Sports Journalism, Educational Studies, and Entertainment Technology, other examples include:

- Digital Journalism positions our students competitively in today's convergent media environment. Drawing from the departments of Art & Design, Communications and Theatre, and English, this program trains students in storytelling, fact-gathering, and electronic media production to develop high-quality, ethical news content. The program features high-tech facilities, including our new $1.5M TV studio.
- Emergency Management is the academic discipline that educates and trains those interested in protecting and building disaster-resilient communities, a field that has shown significant growth as disasters and major emergencies become more frequent and costly.
- Disability Studies is an emerging field, drawing on the humanities, social sciences, and the arts, that examines issues related to the interplay between disability and various aspects of culture and society, including social services and government policy.

Academic Programs of Distinction *(Continued)*

Human and Health Services: Accredited by the Accreditation Commission for Education in Nursing, Inc., Millersville's Nursing program offers three distinctive program options to help students meet workforce demands: face-to-face at Millersville, face-to-face at the PASSHE Dixon University Center, and fully-online since fall 2015. The Nursing Department is seeking to prepare students across the full range of programs, from the RN to BSN program through their Doctor of Nursing Practice. Undergraduate enrollment has more than tripled in the last 5 years. In 2014-15, over 100 students contributed about 3,000 service learning hours in the region, and students in the MSN Family nurse practitioner program have a 100% pass rate on the certification exam since program inception and for those reporting.

Millersville's Social Work program (accredited by the Council on Social Work Education) partners with Shippensburg University to deliver a highly successful MSW (290 MU graduates since 2006). The department provides international internship opportunities for MSW students in Cape Town, London, and Dublin. The joint DSW with Kutztown was developed to address the need for master-level practitioners to become leaders capable of developing, implementing, and evaluating interventions that meet needs of diverse populations, as well as to prepare practitioners to teach in the academy. The growing BSW program (42% enrollment growth in the past 5 years) requires that undergraduate students complete 60 hours of service learning before their senior year, followed by 450 hours in a semester-long field placement in the senior year. Partnerships with NGOs in South Africa (with others expected in London and Dublin) allow students to complete the senior field placement internationally. In 2012, the Social Work licensure pass rate was an impressive 92% for first-time test takers.

Over 160 students graduate in undergraduate and graduate psychology programs annually, including master's degrees in clinical psychology, school psychology, and school counseling. In the alumni survey performed six to ten months after graduation, 96% of the 2013-14 bachelor degree recipients majoring in Psychology were employed, almost 71% in a position related to their major. Millersville University's School Psychology Certification Program was among the first in the nation to obtain full recognition by the National Association of School Psychologists.

Teacher Preparation and Educational Leadership: Millersville's teacher preparation program is nationally recognized due to the innovative Professional Development Schools (PDS) model, which allows teacher candidates to immerse themselves in a school community for one full year. The Millersville PDS faculty received the Exemplary Professional Development School Award at the National Association for Professional Development Schools' 2014 National Conference. On the heels of this success, PDS models are being expanded to the early childhood, early childhood/special education dual major, and middle level programs. The College of Education and Human Services has continued to develop programs that better prepare our teacher candidates to meet the emerging needs of our communities. Soon after PDE announced endorsements in online and STEM education, Millersville developed four new programs that were subsequently approved: a graduate endorsement in online teaching, a graduate STEM endorsement, a graduate endorsement in gifted education, and a minor in Integrative STEM Education Methods.

When teachers are ready to consider, they need look no further than Millersville's programs. Our relationship-building educational leadership programs, which prepare teachers to become administrators in their districts, boast a 100% pass rate on the corresponding Praxis exams. There are over 25 program alumni working as administrators in Lancaster County who earned their certificates from Millersville University. The School of Education recently added the first-ever doctoral program for Millersville University, the Ed.D. in Educational Leadership, delivered collaboratively with Shippensburg University. The program aims to prepare district-level leaders to solve problems of practice in their districts through rigorous research practices. The program also focuses its candidates on two major themes that currently impact all school districts: poverty and digital learning.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

Institutional Achievements:

- Millersville ranked within the 25 **"Top Public Schools" Regional Universities (North) in *US News & World Report***, and ranked 87th in the category of **"Best Regional Universities" in the North** Region.
- Our institution was ranked 3rd out of 67 rated colleges in Pennsylvania by the **Affordable Colleges Online** website ("AC Online").
- The Carnegie Foundation for the Advancement of Teaching selected Millersville University of Pennsylvania for its **Community Engagement Classification**.
- Millersville is recognized consistently for the **President's Honor Roll with Distinction**, most recently in 2014 for Community Service.
- For the fourth consecutive year Millersville University received the *INSIGHT into Diversity* magazine's **Higher Education Excellence in Diversity (HEED) Award**. This tremendous distinction recognizes our outstanding efforts and success in all aspects of diversity including race, ethnicity, gender, veterans, people with disabilities, and members of the LGBTQ community.
- Millersville University has been recognized by **Military Friendly Schools** as being among the top 20% of schools nationwide that deliver the best experience for military students. The ranking is based on military support on campus, academic credibility, percent of military students, flexibility of military students and post-graduation employment rates of military students.
- BestColleges.com has named Millersville University **one of the safest college campuses in America**. The website ranked Millersville number eight out of 23 schools listed for excellent campus safety.
- Millersville was selected by **Lockheed Martin Corporation as a partner university**, one of only 80 in the nation.

Student Achievements:

- 93 percent of 2013-14 bachelor's degree recipients reported job placement within six to ten months of graduation; 77% in positions related to their major.
- Students on the Department of Applied Engineering, Safety and Technology (AEST) Robotics Team that attended the 2015 Association of Technology, Management and Applied Engineering (ATMAE) Conference continue to receive recognitions that include 1st Place Poster, 1st Place Technical Poster, 1st Place in Electrical Control/Methodology, and 3rd Place in Manufacturing/Design). The team won their third ATMAE National Robotics Championship (2010, 2014, and 2015).
- Over 1,700 undergraduate students and close to 180 graduate students participated in nearly 100 service-learning courses providing approximately 38,100 hours of service by graduate students and 68,700 hours by undergraduate students. Nearly 190 students participated in internships with non-profit agencies or organizations, contributing over 41,000 hours of service, worth almost $1 million.
- The National Championship Field Hockey Team won the first NCAA Division II Championship in Millersville's women's athletics. The Marauder Baseball Team won the PSAC Championship. The Women's Golf Team won their first PSAC Championship in fall 2015.

Faculty Achievements:

- Millersville was awarded $4.2 million in new grants in 2014-15 and $5,585,723 in new awards between July 1 to December 31, 2015.
- Faculty reported publishing over 130 articles and 11 books, making over 360 presentations at regional, national, and international meetings and conferences during 2014-15. In addition, faculty had 60 articles or books published and presentations accepted with students listed as co-authors or presenters.

Civic and Community Engagement and Research Project:

- Houses three centers including the Walker Center for Civic Responsibility and Leadership, the Center for Public Scholarship and Social Change, and the Center for Sustainability.
- As a member of the Pennsylvania Environmental Resource Consortium, Millersville is collaboratively helping at a state-wide level to conserve and protect our natural resources for the benefit of current and future generations.
- Home to the American Democracy Project, a national, multi-campus initiative that fosters informed civic engagement in the United States. The project seeks to create a greater intellectual understanding and commitment to participate in the civic life of the United States.

Sustainability Focus:

- President Anderson signed the American College & University Presidents' Climate Commitment. MU has joined universities across the U.S. to become climate neutral and advance education on sustainability. The University's Climate Action Plan was forwarded to the American Colleges and Universities Presidents' Climate Commitment in January 2016.
- Millersville earned its fifth consecutive spot in the *2015 Guide to 322 Green Colleges* for its sustainability efforts and environmental initiatives. The guide is published by the Princeton Review.
- Received honorable mention as a Bicycle Friendly University.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

Millersville Goals that relate to **System Goal 1** include: **Goal A: Engage Learners** and **Goal B: Ensure Long-Term Success.**

MU initiatives include:

- Create and graduate students from engineering programs such as environmental engineering and audio engineering
- Double resources to support faculty development in areas specifically related to innovations in teaching and learning; including online program development
- Enhance multi-disciplinary studies offerings that meet workplace needs such as Applied Disability Studies, Digital Journalism, and Environmental Hazards and Emergency Management, Entrepreneurship
- Build upon existing Science programs of strength including Actuarial Science, Atmospheric Science/Meteorology, Chemistry and Biology
- Enhance Technology program offerings in areas that include Manufacturing Engineering Technology, Entertainment Technology and Robotics
- Create programs and graduate students from the new online nursing (RN to BSN) program, offer graduate nursing certificates programs at additional locations. Offer additional fully-online undergraduate degree completion programs.
- Graduate students from newly launched doctoral programs including Educational Leadership, Nursing Practice, and Social Work
- Use program analysis to enhance program options and student success
- Promote student learning outcomes and respective achievement on program websites
- Report alumni employment and continuing education rates six to ten months after graduation
- Emphasize high-impact learning opportunities through requiring students to engage in at least two of six high-impact learning experiences, such as undergraduate research, service learning, internships, first year living learning communities, study abroad, and capstone experiences.
- Clarify and then promote achievement of general education competencies and objectives

Millersville Goals that relate to **System Goal 2** include: **Goal A: Engage Learners** and **Goal B: Ensure Long-Term Success.**

MU initiatives include:

- Enhance markets for out-of-state and out-of-country recruitments and additional markets such as transfer students and program completers with the goal to systematically grow the University headcount
- Enroll increased percentage of traditional transfer students
- Enroll at least 60 students in new Masters and graduate-level certificate programs by 2020
- Establish a plan to implement new financial aid strategies that improve recruitment and retention and recognize academic achievement and diversity among students
- Increase private sources of funds to provide additional unrestricted financial aid to assist with improving enrollment
- Promote Millersville as a destination university by focusing on rebranding and marketing efforts that promote our quality experiences and excellence of programs to attract new markets and grow current markets within Pennsylvania
- Refine retention initiatives to close the gap for underprepared, underrepresented minorities, or low socio-economic-status students; that includes but is not limited to the evaluation and strengthening of the Lancaster Partnership Program and Millersville Scholars Program initiatives; adopt recommendations from the No Gap Agility Team
- Enhance initiatives that promote student success, including the creation of the Student Success Center, adopting an early warning advising intervention system, registration rallies, and first-year seminar for at-risk students admitted in spring semester, respond to recommendations to be made by the Smart Scheduling Agility Team
- Grow online and distance learning enrollments to 1,100 by 2020

Strategic Goals *(Continued)*

University Goals *(Continued)*

Millersville Goals that relate to **System Goal 3** include: **Goal B: Ensure Long-Term Success a**nd **Goal C: Embrace Agility**.

MU initiatives include:

- Implement and monitor a new tuition model based on a per-credit basis for all resident undergraduate students
- Implement and monitor a differential fee for high-cost, high-demand programs
- Meet goal of $38 million over three years for endowed funds (including all gifts)
- Submit and acquire more large multi-investigator collaborative grants
- Become carbon-neutral within the next few decades; including the construction of a net zero energy building
- Create mechanisms which will encourage faculty and staff to generate new ideas to improve the long-term success of the university
- Develop external partnerships in the state and local area to help the University achieve its strategic goals
- Develop a 5-year facilities capital plan

Millersville Goals that relate to **System Goal 4** include: **Goal C: Embrace Agility**

MU initiatives include:

- Closely align budget process with strategic needs
- Implement a systematic renewal and renovation plan for equipment, technology and facilities
- Each Cabinet member will conduct a comprehensive process review to identify and prioritize two processes per year for the next five years that could be eliminated, shortened, streamlined, enhanced or automated
- Create and empower agility teams with clear spheres of authority to resolve specific institution-wide challenges that have been identified by Cabinet
- Employ systematic, evidence-based decision making to promote continuous, institutional renewal – Plan. Do. Check. Act.
- Work on adapting contemporary best practices in Human Resources – job classifications/re-characterization
- Recruit a talented, highly qualified, and diverse workforce and retain effective faculty and staff through professional development and leadership development experiences and opportunities
- Increase digital process flow to enhance agility in approval processes that includes reducing reliance on paper, space for storage, and time to manage documentation

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

Strengths include:

- Talented faculty and dedicated staff (about 98% of our full-time faculty have terminal degrees)
- Job placement of our graduates
- Strong heritage of academic excellence that (1) integrates experiential learning (internships, undergraduate research, service learning first year experience including UNIV 103 and living learning communities) with vibrant student life experiences and (2) seeks interdisciplinary approach to prepare graduates to be career-ready
- Pride in civic and community engagement, both locally and globally
- Sustainability initiatives
- Low tuition within Commonwealth when compared to our private competitors
- Retention and graduation rates competitive with the national norms
- Efficient use of resources; sound fiscal management
- Caring and safe environment with new or upgraded facilities including residence halls, Winter Visual and Performing Arts Center and Ware Center, McNairy Library, Student Memorial Center
- Location

Opportunities

Opportunities include:

- Promoting innovative programs to attract students (existing and new markets)
- Promoting public mission through preparing students to be career-ready
- Growing enrollments in out-of-state, international, and adult learners (including degree completion students)
- Enhancing retention, including underprepared and under-represented students
- Employing advancements in technology and pedagogy to enhance student learning
- Building partnerships with business and industry to address workforce and adult learner needs
- Implementing and monitoring the new funding formula and per credit tuition model
- Leverage enhanced financial aid resources for students in a manner that is responsive to workforce demand
- Increasing diversity – increasingly diverse student population and above average retention and graduation rates for our under-represented students
- Supporting sustainability initiatives including reducing carbon footprint, new carbon-neutral building
- Reframing organizational structure to gain efficiencies in leadership, agility in management practices, and create opportunities for innovation
- Taking advantage of new technologies to empower student recruitment initiatives

Challenges

- Shifting demographics that includes declining traditional-aged student population, increased competition from other institutions in our region and other markets such as transfer students, out-of-state students and international students
- Fiscal realities that include addressing structural deficit among declining state support, mandated personnel costs by collective bargaining agreements, responsibilities to contribute to PSERs
- Performance funding model targets
- Facility and technology upgrades; focus has been on electrical infrastructure upgrades
- Reduced public trust of higher education creating a demand for more accountability and transparency
- Exceeded gross square foot (GSF) per student ratio System limit by 140,000 GSF; limiting capacity for capital funding awards

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	17.3%	18.0%	17.8%	19.2%	19.1%	18.3%	17.7%
New Transfers	9.5%	9.3%	9.4%	8.4%	8.7%	7.0%	6.9%
Veterans	1.9%	1.9%	1.9%	2.0%	1.6%	1.8%	1.8%
Adult Learners	10.2%	10.5%	10.6%	10.3%	10.6%	10.6%	10.8%
Total Undergraduate Enrollment	7,536	7,325	7,313	7,070	6,981	7,115	7,208
Graduate Headcount Enrollment							
Master's	727	709	683	671	681	712	740
Research Doctorate	N/A	N/A	N/A	N/A	13	14	21
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	27	47
Total Graduate Enrollment	727	709	683	671	694	726	761
Certificates and Nondegree students							
	462	334	283	306	313	312	312
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	100	118	130	145	204	208	211
Traditional (On Campus)	6,894	6,399	6,130	5,972	5,954	6,068	6,148
Off Campus	239	267	271	265	236	236	236

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	80.8%	79.1%	81.1%	76.7%	76.5%	76.0%	76.5%
Third Year Persistence	71.4%	69.9%	69.5%	70.2%	65.5%	66.5%	76.0%
Fourth Year Persistence	69.6%	67.3%	66.7%	67.2%	65.9%	62.5%	63.5%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	38.7%	36.0%	37.9%	36.2%	36.1%	36.2%	36.0%
Six Year (or less)	64.6%	61.1%	64.1%	61.9%	61.2%	63.0%	61.1%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	128.3	128.0	126.3	126.1	126.1	126.0	125.9
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Perfmorance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	1,723	1,720	1,754	1,715	1,769	1,806
Undergraduate Degrees per 100 FTE	20.3	21.5	20.6	22.1	21.3	21.4
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	48.0%	47.9%	42.9%	51.9%	49.2%	52.0%
Non-Pell Recipient Graduation Rate	65.0%	67.9%	66.8%	66.7%	N/A	N/A
Underrepresented Minority Graduation Rate	37.0%	43.1%	37.9%	48.1%	41.8%	44.2%
Non-Underrepresented Minority Graduation Rate	65.0%	69.4%	66.4%	68.0%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	26.5%	30.4%	33.4%	32.3%	32.0%	33.9%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	16.0%	17.5%	19.7%	19.6%	18.0%	18.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	16.3%	18.9%	19.0%	20.1%	17.2%	17.6%
Female Faculty	46.7%	47.5%	46.9%	45.7%	48.8%	49.8%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	67.9%	71.4%	69.9%	69.5%	68.7%	70.4%
Fourth Year Persistence	66.0%	67.3%	66.7%	67.2%	67.0%	68.7%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	18.2%	21.1%	23.7%	26.9%	21.3%	21.4%
Student Diversity						
Undergraduate Pell Grant Recipients	22.0%	30.1%	31.5%	33.2%	24.8%	25.3%
Nonmajority Students	13.2%	18.2%	20.0%	21.6%	15.2%	15.5%
Closing the Freshmen Second Year Persistence Rate Gap for Nonmajority Students						
Nonmajority Second Year Persistence Rate	69.6%	78.1%	73.1%	70.7%	N/A***	N/A***
Sustainability - Reducing Carbon Emissions						
Greenhouse Gas Emissions*	36,292	31,044	35,304	33,649	32,991	32,274
Fossil and Electric Emissions**	10.7	8.4	9.4	10.1	9.8	9.6

*Greenhouse Gas Emissions is measured in Metric Tons of Carbon Dioxide Emitted (MTCDE)
**Fossil and Electric Emissions is a measure of the Metric Tons of Carbon Dioxide Emitted (MTCDE) based upon fossil fuel and electricity consumption per Gross Square Foot (GSF) of Physical Plant

***These values are not the evaluated portion of the Performance Based Funding measure and therefore no projections are supplied

Academic Programs

Academic Program Activity

Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	21
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Associate Degree Programs	
Total Number of Associate Programs	1
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	52
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	35
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	67%
Master's Degree Programs	
Total Number of Master's Programs	19
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	15
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	79%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0

New Programs for 2014/15

15.0613	Program Name	Offered Via Distance Learning
Doctorate Degree Programs		
130411	Educational Leadership	No
440701	Leadership and Education	No
Certificate's		
131314	Coaching Education	Yes
Minor's		
500605	Photography	No
400899	Heliophysics and Space Weather	No

Reorganized Programs for 2016/2017

6-digit CIP	Program Name	Change	Offered Via Distance Learning
150699	MED in Innovation and Technology	MS in Innovation and Technology	
52.XXXX	MBA	MBA (specialized emphasis TBD)	

Academic Programs

Programs Placed in Moratorium for 2014/2015

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Programs Discontinued for 2014/2015

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
14.1401	BS in Environmental Engineering (LOI submitted in 2015/2016)
13.1001	BSE – Middle Level 4-8/Special Education PK-8 dual major
10.0203	BS in Entertainment Technology (LOI submitted in 2015/2016)
50.0913	BS in Music Business Technology
Master's Degree Programs	
51.0701	MS in Health Management (or MA in Health Management)
52.02	MBA (reorganized with special emphasis)
13.0101	MAT in Teaching
52.0701	MS in Innovation and Technology (reoganized from MED)
Doctorate Degree Programs	
42.2805	EDS in School Psychology

Certificate's
Graduate level certificates in Entrepreneurship & Innovation \ Communication and Leadership \ Disaster and Emergency Management
Applied Behavior Analysis, preparatory for BCBA certification
Graduate level Social Work certificates in Administration / Leadership / Program Evaluation
Graduate level Social Work certificates in Addictions /Home School Visitor/ Military or Veteran/ Expressive Arts Therapy
Minor's
German Studies, French Studies, Spanish Studies (all unique minors)
Musical Theatre

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Bachelor's Degree Programs	
15.0613	BS in Manufacturing Engineering Technology
43.0302	BS in Environmental Hazards and Emergency Management
23.1301	BA in Writing Studies
31.0504	BS in Sports Management
43.0106	BS in Forensic Science
45.0701	BS in Geography - Environmental Studies
11.0103	BS in Information Technology including Cyber Security and Data Analytics
51.1501	BS in Alcohol and Other Drug Counseling
51.0913	BS in Sports Medicine
Master's Degree Programs	
42.2804	MA or MS in Organizational Psychology / Industrial Psychology
51.3810	MSN in Psychiatric Nurse Practitioner
26.1501	MS in Cognitive Neuroscience
31.0504	MS in Sports Management (conversion of MED)
51.1501	MS in Alcohol and other Drug Counseling
52.0213	MA in Communication and Leadership
Doctorate Degree Programs	
13.1101	EDD in School Counseling

Certificate's			
Undergraduate certificate in Sales and Marketing			
Graduate certificate in Community (NonProfit) Leadership	Graduate certificate in Innovation and Technology		
Graduate certificate in Emergency Management	Graduate certificate in GIS		
Graduate certificate in Creative Writing	Graduate certificate in Museum Studies		
Graduate certificates in Early Childhood Music / Church Music			
Minor's			
Phototonics / Astronomy	Geography - Sustainability		
Disabilities Studies	Leadership	Public Relations	Creative Writing
Sports Management /Exercise Science / Sports Medicine / Health Coaching			
War, Holocaust and Genocide Studies			

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$45.9	$50.5	$53.6	$52.1	$54.5	$55.1
Undergraduate Out-of-State Tuition	5.5	5.6	6.4	6.3	6.9	7.5
Graduate In-State Tuition	6.3	6.5	6.8	6.9	7.1	7.4
Graduate Out-of-State Tuition	0.6	0.6	0.5	0.7	0.7	0.7
TOTAL TUITION REVENUE	**$58.4**	**$63.1**	**$67.3**	**$66.0**	**$69.3**	**$70.7**
Total Fees	13.3	14.0	14.6	14.6	15.0	15.5
State Appropriations	30.9	30.2	31.1	30.6	30.6	30.6
All Other Revenue	5.4	4.9	4.6	5.2	5.1	5.2
Planned Use of Carryforward	0.0	0.0	3.3	4.5	0.9	0.5
Total E&G Revenue/Sources	**$107.9**	**$112.1**	**$120.9**	**$120.9**	**$120.9**	**$122.5**
E&G Expenditures/Transfers						
Total Salaries and Wages	$57.3	$58.5	$60.7	$58.3	$60.4	$60.1
Total Benefits	24.6	26.4	30.1	31.2	33.2	34.4
TOTAL PERSONNEL EXPENDITURES	**$81.9**	**$85.0**	**$90.8**	**$89.4**	**$93.6**	**$94.4**
Financial Aid	1.7	2.6	2.8	2.9	2.8	2.8
Utilities	2.7	2.4	2.7	2.6	2.7	2.8
Services & Supplies	16.9	16.0	17.1	18.9	18.9	19.7
Capital Expenditures and Tranfers	7.2	7.5	7.5	7.1	7.7	7.8
Total E&G Expenditures/Transfers	**$110.4**	**$113.4**	**$120.9**	**$120.9**	**$125.7**	**$127.5**
Total E&G Fund Surplus/(Shortfall)	$(2.4)	$(1.3)	$0.0	$0.0	$(4.8)	$(5.0)
Annualized FTE Enrollment						
Undergraduate In-State	6,532.60	6,350.24	6,304.00	6,223.00	6,196.40	6,228.60
Undergraduate Out-of-State	346.37	353.67	382.50	361.20	399.50	434.00
Graduate In-State	597.17	593.06	608.50	606.50	615.40	643.90
Graduate Out-of-State	39.38	39.16	35.00	44.80	67.60	67.50
Total Annualized FTE Enrollment	**7,515.52**	**7,336.13**	**7,330.00**	**7,235.50**	**7,278.90**	**7,374.00**
E&G Budgeted Annualized FTE Employees						
Faculty	361.93	357.46	359.46	379.07	381.26	387.01
AFSCME	266.78	263.91	263.63	254.26	259.93	259.95
Nonrepresented	101.13	112.50	115.25	114.40	116.25	116.25
SCUPA	29.23	37.75	39.75	35.79	37.41	37.33
All Other	47.93	48.75	46.75	46.58	51.18	51.20
Total E&G Fund Budgeted Annualized FTE Employees	**807.00**	**820.37**	**824.84**	**830.10**	**846.03**	**851.74**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Created Transfer Credit Coordinator position	$97,747	$103,187	$107,050
Position focusing on International and Out-of-State Recruiting	$55,356	$70,168	$71,187
Student Affairs & Enrollment Management Strategic Alignment of Positions - elmination of 4 high level management positions for 10 lower level management & staff positions			$731,865
Enrollment Management - One-Time Funding	$442,200		$0
On-Line Administration		$96,238	$0
RN-BSN Program Start-up		$90,959	$49,530
Enrollment Management - Recruiting		$250,000	$246,384
Sustainability Initiatives		$20,000	$20,000
Increased financial aid		$762,681	$1,100,000
Doctorate of Social Work Program		$2,888	$0
Doctorate of Nursing Program			$5,608
International Student Success Center			$142,896
Funding new positions associated with new program development			$312,190
Available for other strategic items		$0	$339,373
Total	**$595,303**	**$1,396,121**	**$3,126,083**
Sources of Funds for Reinvestment:			
Personnel savings	$153,103	$173,355	$178,237
Student Affairs & Enrollment Management Strategic Alignment of Positions - elimination of 4 high level management positions for 10 lower level management & staff positions			$763,271
Use of Unrestricted Net Assets	$442,200		
BOG Waiver Excess		$125,888	
Health Care Reserve		$409,649	
Administrative Overhead for Shenks/Reighard Housing		$153,718	
13/14 Year-end Excess		$356,659	
14/15 Year-end Excess			$335,245
President's Discretionary Operating Budget		$20,000	$20,000
Increased revenue from per-credit tuition model		$1,100,000	$1,100,000
Unrestricted Revenue as a result of Privatized Housing Project			$150,000
Total	**$595,303**	**$2,339,268**	**$2,546,753**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Reviewed October 2015	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*							
Auxiliary Revenue/Sources							
Food Service Sales	$11.3	$13.7	$14.2	$11.1	$14.6	$11.1	$11.7
Housing Fees	11.4	8.0	4.0	4.0	0.0	0.0	0.0
Privatized Housing	2.4	3.5	6.3	4.5	11.6	4.4	4.6
Other Auxiliary Sales	2.9	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	6.4	5.2	5.5	8.2	4.3	7.8	8.7
Total Auxiliary Revenue/Sources	**$34.4**	**$30.3**	**$30.1**	**$27.8**	**$30.5**	**$23.4**	**$25.0**
Auxiliary Expenditures/Transfers							
Total Salaries and Wages	$9.1	$9.3	$8.8	$8.3	$8.9	$6.3	$6.3
Total Benefits	4.3	4.8	5.3	5.0	5.5	3.9	5.1
TOTAL PERSONNEL EXPENDITURES	**$13.4**	**$14.1**	**$14.2**	**$13.2**	**$14.4**	**$10.2**	**$11.4**
Financial Aid	0.0	0.1	0.0	0.0	0.0	0.0	
Utilities	1.6	1.4	1.7	1.1	1.7	0.9	0.9
Services & Supplies	8.8	8.9	9.5	9.2	9.7	8.4	8.6
Capital Expenditures and Transfers	9.7	6.5	4.7	4.3	4.7	3.8	4.1
Total Auxiliary Expenditures/Transfers	**$33.5**	**$31.0**	**$30.1**	**$27.8**	**$30.5**	**$23.4**	**$25.0**
Total Auxiliary Fund Surplus/(Shortfall)	$0.9	$(0.6)	$0.0	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**85.00**	**100.52**	**100.52**	**99.52**	**100.52**	**102.52**	**106.52**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*							
Restricted Revenue							
Federal Grants & Contracts	$13.3	$13.3	$13.6	$13.6	$13.6	$13.6	$13.6
State Grants & Contracts	7.6	6.9	7.0	7.0	7.0	7.0	7.0
Private Grants & Contracts	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Gifts	2.2	2.2	2.2	2.2	2.2	2.2	2.2
All Other Restricted Revenue	0.1	0.5	(0.2)	(0.2)	(0.2)	(0.2)	(0.2)
Total Restricted Revenue	**$23.3**	**$23.0**	**$22.7**	**$22.7**	**$22.8**	**$22.8**	**$22.8**
Restricted Expenditures/Transfers							
Total Salaries and Wages	$1.0	$0.9	$0.9	$0.9	$0.9	$0.9	$0.9
Total Benefits	0.3	0.2	0.3	0.3	0.3	0.3	0.3
TOTAL PERSONNEL EXPENDITURES	**$1.3**	**$1.1**	**$1.1**	**$1.1**	**$1.2**	**$1.2**	**$1.2**
Financial Aid	19.2	18.7	18.7	18.7	18.7	18.7	18.7
Utilities	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	2.8	2.8	2.9	2.9	2.9	2.9	2.9
Capital Expenditures and Transfers	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	**$23.3**	**$22.7**	**$22.7**	**$22.7**	**$22.8**	**$22.8**	**$22.8**
Total Restricted Fund Surplus/(Shortfall)	$(0.0)	$0.4	$(0.0)	$(0.0)	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**7.41**	**7.09**	**7.09**	**7.09**	**7.09**	**7.09**	**7.09**
Total University Revenue	**$165.7**	**$165.5**	**$173.7**	**$171.5**	**$174.1**	**$167.0**	**$170.3**
Total University Expenses	**$167.2**	**$167.1**	**$173.7**	**$171.5**	**$175.6**	**$171.8**	**$175.3**
Total University Surplus/(Shortfall)	**$(1.5)**	**$(1.6)**	**$(0.0)**	**$(0.0)**	**$(1.5)**	**$(4.8)**	**$(5.0)**
Total University Budgeted Annualized FTE Employees	**899.41**	**927.98**	**932.45**	**936.71**	**934.45**	**955.64**	**965.35**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	N/A	N/A	N/A
Tuition Pilot (per-credit tuition)	N/A	$7,920	$8,467	$8,730
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	1,876	1,926	2,022	2,076
Total Cost In-State Undergraduate Off Campus or At Home	**$8,866**	**$10,268**	**$10,925**	**$11,242**
Most Common Room and Board Rates	9,632	11,344	12,188	12,428
Total Cost In-State Undergraduate On Campus	**$18,498**	**$21,612**	**$23,113**	**$23,670**
Out-of-State Undergraduate				
Tuition (Most Common)	$16,556	$17,050	$17,650	$17,650
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	1,876	1,926	2,022	2,076
Total Out-of-State Undergraduate Off Campus or At Home	**$18,990**	**$19,618**	**$20,336**	**$20,390**
Most Common Room and Board Rates	9,632	11,344	12,188	12,428
Total Cost Out-of-State Undergraduate On Campus	**$28,622**	**$30,962**	**$32,524**	**$32,818**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$264	$282	$291
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	78	80	84	87
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$369**	**$362**	**$385**	**$397**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$690	$710	$735	$735
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	78	80	84	87
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$791**	**$817**	**$847**	**$850**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	N/A	$470
Maximum	N/A	N/A	N/A	$611
Most Common	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$101	$104	$109	$112
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	N/A	$705
Maximum	N/A	N/A	N/A	$917
Most Common	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$101	$104	$109	$112

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
General Fee*	$84.25	$2,022
Out-of-State		
General Fee*	$84.25	$2,022

**Used to support a variety of on-going student services and activities such as student government; student organizations; health services and wellness programs; and Student Center debt service, expansion, and capital replacement and maintenance.*

Housing Costs	2015/16 Full Time Academic Year
Traditional Housing	
Minimum	$5,982
Maximum	$8,974
Most Common	$5,982
All Other Housing	
Minimum	$7,486
Maximum	$11,844
Most Common	$9,064

Dining Costs - students living on campus	# Meals/Week	2015/16 Full Time Academic Year
Minimum	7	$3,819
Maximum	17	$4,650
Most Common	14	$4,154

Other Optional Fees	
Orientation - 15/16 miscellaneous fee file	$335
Parking (resident students only)	$105
Graduation	$30
Application	$40 on-line
Printer Paper	$.05 per side over 175 pages

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	835	949	1,928	1,484
Average Award	$3,331	$3,228	$1,925	$2,330
Total Dollars Awarded	$2,781,595	$3,063,718	$3,711,622	$3,457,782
% of Undergraduate Students Receiving Aid	10%	12%	25%	20%
Pennsylvania State Grants				
# of Students	2,628	2,542	2,460	2,450
Average Award	$2,541	$2,799	$2,578	$2,666
Total Dollars Awarded	$6,679,011	$7,115,826	$6,342,879	$6,531,747
% of Undergraduate Students Receiving Aid	33%	32%	32%	32%
Pell Grants				
# of Students	2,562	2,623	2,608	2,375
Average Award	$3,664	$3,774	$3,804	$3,813
Total Dollars Awarded	$9,388,067	$9,900,350	$9,919,717	$9,056,740
% of Undergraduate Students Receiving Aid	32%	33%	34%	31%
All Other Gift Aid*				
# of Students	1,083	1,088	1,170	846
Average Award	$2,670	$2,381	$2,330	$3,315
Total Dollars Awarded	$2,891,770	$2,590,899	$2,726,374	$2,804,527
% of Undergraduate Students Receiving Aid	13%	14%	15%	11%
Unduplicated Students Receiving Gift Aid				
# of Students	4,111	4,151	4,419	4,016
Average Award	$5,288	$5,462	$5,137	$5,441
Total Dollars Awarded	$21,740,443	$22,670,793	$22,700,591	$21,850,796
% of Undergraduate Students Receiving Gift Aid	51%	52%	58%	53%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	123	115	110	110
Total Dollars Awarded	$515,107	$508,643	$491,450	$470,000
% of Graduate Students Receiving Assistantships	11%	10%	10%	13%
Graduate Tuition Waivers				
# of Students	122	117	110	110
Total Dollars Awarded	$802,387	$813,177	$817,881	$823,249
% of Graduate Students Receiving Waivers	10%	11%	10%	13%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	5,571	5,466	5,275	5,081
Average Loan	$8,063	$8,134	$8,413	$11,146
Total Dollars Loaned	$44,916,877	$44,459,215	$44,380,574	$56,634,784
% of Undergraduate Students Receiving Loans	69%	69%	69%	67%
Graduate Loans (all known)				
# of Students	445	409	383	400
Average Loan	$12,583	$13,191	$13,113	$13,063
Total Dollars Loaned	$5,599,418	$5,395,044	$5,022,101	$5,225,137
% of Graduate Students Receiving Loans	38%	37%	35%	35%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	67%	69%	70%	81%
Average Amount of Debt *(of those graduating with debt)*	$30,210	$31,035	$29,791	$30,901
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	5.2%	5.5%	5.8%	5.8%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$8,684	$11,380	$1,000	$2,550	$23,614
In-State Undergraduate Off Campus, Living at Home	$8,684	$4,161	$1,000	$3,100	$16,945
Out-of-State Undergraduate On Campus	$19,618	$11,380	$1,000	$2,550	$34,548
Out-of-State Undergraduate Off Campus, Living at Home	$19,618	$4,161	$1,000	$3,100	$27,879

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	936	$16,454	$1,110	$8,793	$8,773
$30,001 - $48,000	471	$16,950	$2,005	$7,969	$8,303
$48,001 - $75,000	695	$19,522	$5,000	$5,053	$8,698
$75,001 - $110,000	925	$21,815	$7,298	$2,872	$9,243
$110,001 and Above	1,089	$22,829	$7,474	$2,574	$9,168

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Student Fees

Pilot/Title: MI02 — STEM-H Program Fee

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a differential fee for the following high-cost, high-demand undergraduate STEM-H programs: Applied Engineering, Safety and Technology; Biology; Chemistry; Computer Science; Earth Science; Industrial Technology; Mathematics; Physics; Nursing; Medical Technology; and Respiratory Therapy. The differential fee would be $100 per semester for a full-time student and $8.00 per credit for part-time. The fee would begin once a student has declared a major and has obtained at least 30 earned credit hours. Effective fall 2014 through summer 2016.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

After the implementation of the per-credit tuition pilot program, the STEM-H fee was revised to be a maximum of $96 (12 credits * $8) per semester. The university seeks to continue this pricing pilot for one more year as it continues to assess its effectiveness.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	455.00	455.00	451.00	0.00	(4.00)
Percent Pell Recipients	29.7%	30.9%	29.7%		
Headcount Nonmajority Students	258.00	271.00	294.00	13.00	23.00
Percent Nonmajority	16.8%	18.4%	19.4%		
Other:					
Cohort Enrollment					
Fall FTE Students	1,524.30	1,432.90	1,283.10	(91.40)	(149.80)
Fall Headcount Students	1,534.00	1,474.00	1,518.00	(60.00)	44.00
Annualized FTE Students	1,491.90	1,450.60	1,467.90	(41.30)	17.30
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue	$12,545,698	$13,942,324	$13,379,225	$1,396,626	($563,099)
New Pilot Student Fee Revenue	**0**	**285,209**	**292,457**	**285,209**	**7,248**
All Other E&G Fee Revenue	0	0	0	0	0
Auxiliary Fee Revenue	0	0	0	0	0
Institutional Financial Aid *(negative number)*	0	0	0	0	0
Net Revenue	$12,545,698	$14,227,533	$13,671,682	$1,681,835	($555,851)
Revenue Increase due to Normal Rate Changes		1,449,659	765,513	1,449,659	765,513

Observations:

The estimated revenue associated with the STEM-H fee was $300,000 based on 2013/14 enrollments and credit load. To date, actuals have been short of that initial projection due to overall university enrollment reductions. In the two years since the STEM-H fee was instituted, Millersville's enrollments (FTE) have decreased by 2.5%, while overall STEM-H enrollments (FTE) (including those with <30 credits) have increased by 4.0%. Current Year: Fall 2015 reflects actual revenue collected as of November 23, 2015, and projects revenue for the remainder of the year. No institutional aid is reflected for this pilot program, as aid was offered and reflected in conjunction with the per-credit tuition pilot program. There has been no impact on auxiliary housing revenue as Millersville is at or near capacity. "Revenue Increase due to Normal Rate Changes" reflects changes related to the System's tuition rate increases and the implementation of Millersville's per-credit tuition model.

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title:	MI01 — Pennsylvania's State System @ Center City, Philadelphia

Brief Synopsis of Pilot, as Approved by Board of Governors:

Millersville University would charge 90% of the tuition rate to students attending the PASSHE Center City in Philadelphia. The tuition rate would apply to all Millersville University programs, both undergraduate and graduate, starting summer 2014.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

University is ending pilot.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	0.00	0.00	0.00	0.00	0.00
Percent Pell Recipients	0.0%	0.0%	0.0%		
Headcount Nonmajority Students	0.00	0.00	0.00	0.00	0.00
Percent Nonmajority	0.0%	0.0%	0.0%		
Other:					
Cohort Enrollment					
Fall FTE Students		0.60	0.00	0.60	(0.60)
Fall Headcount Students		6.00	0.00	6.00	(6.00)
Annualized FTE Students		0.00	0.00	0.00	0.00
Other:					
Courses Offered		8.00	0.00	8.00	(8.00)
Courses Taught		1.00	0.00	1.00	(1.00)
Fall Revenue Associated with Cohort					
Tuition Revenue		$4,471	$0	$4,471	($4,471)
E&G Fee Revenue		0	0	0	0
Auxiliary Fee Revenue		0	0	0	0
Institutional Financial Aid *(negative number)*		0	0	0	0
Net Revenue		$4,471	$0	$4,471	$(4,471)
Revenue Increase due to Normal Rate Changes		0	0	0	0

Observations:

One summer course has been completed in the Philadelphia location. While multiple courses were offered over several different sessions, the interest needed to successfully offer the courses has not been generated. It costs Millersville $30,663 to rent the space in Center City Philadelphia.

Pricing Flexibility Pilot for Per-Credit Tuition

Pilot/Title: MI03 — Per-Credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge tuition on a per-credit basis to all in-state undergraduate students. The university will phase in this program over three years, by charging 93% of the State System's per-credit tuition rate in year 1, 96% of the State System's per-credit tuition rate in year 2, 99% of the State System's per-credit tuition rate in year 3, and the State System's per-credit tuition rate in year 4. The university will assess the program annually and may make appropriate adjustments to the plan. Effective fall 2014 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

N/A

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	2,390.00	2,383.00	2,163.00	(7.00)	(220.00)
Percent Pell Recipients	34.1%	35.1%	32.3%		
Average Number of Credit Hours Enrolled	13.70	13.50	13.33	(0.20)	(0.17)
Headcount Nonmajority Students	1,507.00	1,564.00	1,577.00	57.00	13.00
Percent Nonmajority	21.5%	23.0%	23.6%		
Average Number of Credit Hours Enrolled	13.22	13.06	12.81	(0.16)	(0.25)
Headcount Majority Students/NonPell	4,046.00	3,828.00	3,854.00	(218.00)	26.00
Percent of Total	57.7%	56.3%	57.6%		
Average Number of Credit Hours Enrolled	13.69	13.64	13.32	(0.05)	(0.32)
Average Student Credit Hours Taken (12+ credits)	14.53	14.47	14.31	(0.06)	(0.16)
Average Student Credit Hours Taken (all undergraduates)	13.64	13.54	13.29	(0.10)	(0.25)
Comparison of Breakdown of Number of Credits Taken by Students (additional data may be attached):					
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need	3,272.00	3,139.00	2,985.00	(133.00)	(154.00)
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need	2,765.00	2,640.00	2,389.00	(125.00)	(251.00)
Number of Students Registered For More Credits Than They Had at End of Drop/Add Period	417.00	414.00	317.00	(3.00)	(97.00)
Number of Students Offered Institutional Aid	126.00	1,157.00	594.00	1,031.00	(563.00)
Average Institutional Aid Award	$1,079	$379	$490	($701)	$111
Other:					
Headcount FAFSA Filers	5,838.00	5,613.00	5,423.00	(225.00)	(190.00)
Total Institutional Aid Awarded	$135,970	$438,003	$290,957	$302,033	($147,046)
Cohort Enrollment (In-state Undergraduates)					
Fall FTE Students	6,383.60	6,134.60	5,910.17	(249.00)	(224.43)
Fall Headcount Students	7,016	6,798	6,693	(218.00)	(105.00)
Annualized FTE Students	6,547.80	6,353.00	6,154.60	(194.80)	(198.40)
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue	$45,905,632	$50,455,525	$52,449,796	$4,549,893	$1,994,271
E&G Fee Revenue	0	0	0	0	0
Auxiliary Fee Revenue	0	0	0	0	0
Institutional Financial Aid *(negative number)*	(279,529)	(826,010)	(505,182)	(546,481)	320,828
Net Revenue	$45,626,103	$49,629,515	$51,944,614	$4,003,412	$2,315,099
Revenue Increase due to Normal Rate Changes		2,312,710	1,443,906	2,312,710	(868,804)

Observations:

Financial aid is as of November 30, 2015. Financial aid data for fall 2015 is not yet final, partly due to the delay in state grant awards; so numbers are subject to change. The university is committed to providing $1.1 million in institutional aid. There has been no impact on auxiliary housing revenue as Millersville is at or near capacity.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

SHIPPENSBURG UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1]Highlighted text represents changes from the 2014-15 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 6
- Other Areas of Distinction 9
- Strategic Goals 15
- University Strengths, Opportunities and Challenges 16

Key Performance Indicators

- Strategic Enrollment Management 20
- Performance Funding Indicators 21

Academic Programs 22

Financial Information 25

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Note: The Shippensburg University Strategic Plan 2016-2021 will guide the institution into its sesquicentennial when in 2021 Shippensburg University will celebrate its first 150 years. Approved by the University Strategic Planning Council in January 2016, Shippensburg's Strategic Plan 2016-2021 document continues through the review process which includes pending approval by the following:

- Executive Management Team
- Planning and Budget Council
- University Forum
- President's Cabinet
- Council of Trustees

Mission
Student learning and personal development through highly effective and innovative teaching, complemented by a wide variety of out-of-class experiences, continue to serve as the hallmarks of a Shippensburg University education.

Context
The ultimate goal is to have students develop to their utmost the intellectual, personal, and social capabilities they need to perform as competent citizens prepared to embark on a career immediately upon graduation or after advanced study.

Committed to public service and community-centered in its relationships to the region, the university works closely and collaboratively with other organizations at institutional, programmatic and individual levels to develop common goals, share resources and invest cooperatively in the future of the region.

Strategic Directions
STUDENT LEARNING AND ENGAGEMENT Build upon and support a personalized, balanced learning environment that engages students by utilizing high impact practices and providing additional experiential learning opportunities in the classroom and through co-curricular activities.

EXCELLENCE AND INNOVATION Enhance and promote areas of pre-existing excellence and a supportive climate of innovation.

COMMUNITY AND REGIONAL COLLABORATION Continue to practice civic engagement and collaboration among campus members. Our intent is to sustain and strengthen connections to the broader community and region.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Values

STUDENT-CENTERED We provide all students – undergraduate, graduate, non-traditional, and even non-degree seeking students – with access to high quality and challenging programs, co- and extracurricular activities, individual advisement and mentorship, support services, facilities, and resources to succeed at Shippensburg University and excel in their careers. We recruit and retain well-qualified faculty who have a passion for teaching and administrators whose greatest priority is providing high quality educational, administrative, and support services for these students.

LEARNING The pursuit and generation of knowledge through intellectual engagement and integrated learning are at the forefront of our mission. We provide a quality, comprehensive, and distinctive education that develops broadly educated individuals who will learn, lead, and adapt throughout their lifetimes. We value the importance of classroom instruction and the responsible application of instructional technologies, competency-based learning, and self-acquired knowledge and skills. Experiential learning such as student-faculty research, internships, study-abroad programs, and service-learning projects that enhance campus and surrounding community life are essential parts of the overall learning experience.

INNOVATION We are committed to continually improving our programs and services based on emergent trends and technologies, research-based practices, and professional standards. We also value the significant contributions made by student-faculty research to the growth and vitality of academic and professional disciplines and to the development of an “entrepreneurial spirit.”

ENGAGEMENT We encourage all members of the campus community to be full partners in all aspects of our local and extended community. In addition to formal educational experiences, this includes participation in shared university governance, campus events and organizations, community service, student recruitment and retention, and alumni relations as well as being engaged citizens at the state and national level.

ACCESS AND EQUITY We are a thriving campus community that strives for diversity among its members and equal access to educational and support resources for all. We value social equity and multiculturalism as means of promoting institutional innovation, problem solving, justice, fairness, and understanding.

COMMUNITY We are the Shippensburg University family. Relationships among current and former students, faculty, staff, and administrators are characterized by trust, mutual respect, support, communication, cooperation, and acceptance, and they last a lifetime. We take seriously our impact on the borough of Shippensburg and the surrounding municipalities and value our collaborations with businesses and organizations in the region, the Commonwealth of Pennsylvania, our nation, and the world. These collaborations and relationships provide students with real-world experiences and connections that reach far beyond the borders of Shippensburg University.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

Strategic Directions

STUDENT LEARNING AND ENGAGEMENT Build upon and support a personalized, balanced learning environment that engages students by utilizing high impact practices and providing additional experiential learning opportunities in the classroom and through co-curricular activities.

EXCELLENCE AND INNOVATION Enhance and promote areas of pre-existing excellence and a supportive climate of innovation.

COMMUNITY AND REGIONAL COLLABORATION Continue to practice civic engagement and collaboration among campus members. Our intent is to sustain and strengthen connections to the broader community and region.

Strategies

STUDENT LEARNING AND ENGAGEMENT

Support the central role of faculty in student learning and success and promote cross divisional as well as other collective and individual initiatives to

- Innovate and scale up successful practices to enhance the learning experience
- Diminish unnecessary barriers to progression and completion
- Review and redesign academic and non-academic policies as needed
- Provide students early feedback as well as flag and address early signs of risk
- Foster advising encompassing curricular as well as co-curricular student learning opportunities
- Provide mentoring experiences to foster sense of belonging and self-efficacy

Encourage learning that engages students through innovative pedagogy and by providing additional outside of the classroom experiential learning opportunities.

- Promote the use of technology that increases students' engagement in learning and ~~to~~ access learning resources outside of the classroom (reserving class time for deeper analysis of the content).
- Promote the value of and increase opportunities for high impact learning experiences including
    - Entry year seminars and experiences
    - Common intellectual experiences, such as campus-wide reading
    - Learning communities
    - Writing intensive courses
    - Undergraduate research/student-faculty research/conferences
    - Service learning/community-engaged learning
    - Collaborative assignments and projects
    - Study abroad and international exchange programs as well as other diversity/global learning
    - Internships
    - Capstone courses and projects

Foster the notion that holistic education takes place outside as well as inside the classroom.

- Expand Orientation/Academic Day activities and other entry year experiences to provide guided curricular and co-curricular activities throughout the first year.
- Develop a living-learning program for students residing in on-campus housing and a campus involvement program for commuter students.
- Expand community service opportunities for all students and establish a center to coordinate these activities.
- Expand and coordinate multicultural and international exchange initiatives and programs to support student learning in areas such as: international studies, modern languages, global business, etc.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

- Develop a student leadership academy.
- Expand career development programs and services to help students obtain suitable employment, pursue an entrepreneurial interest, or gain admission to graduate school and, overall, to enhance career satisfaction of graduates.
- Develop ways of accounting for and celebrating individual student experiences that occur outside the classroom and involve significant learning (such as, service learning, military experience, or other self-acquired knowledge).

Promote academic success for students who come from a variety of backgrounds and with a range of experiences.

Recruit, retain, and develop high quality students.

- Provide greater academic and social support services for all students.
- Expand academic enhancement and support services for at-risk students, athletes, international students, and students generally by delivering services in new locations and using various modalities (such as in residence halls and through the use of technology).
- Expand high-impact learning activities, e.g., living-learning opportunities and undergraduate research.
- Expand successful pilot initiatives related to advising /mentoring students and develop additional advising tools built on student data and research on student success

Recruit, retain, and develop high quality faculty, representing an innovative cadre of teacher-scholars

Rely upon national searches for terminally qualified faculty who demonstrate outstanding and student centered teaching as well as capacities for excellence in scholarship and service.

Recruit, retain, and develop staff, and administration dedicated to supporting student learning and engagement.

Continue to seek well-qualified personnel to provide administrative, educational, and student support services of the university that are essential to student learning and engagement.

Support faculty and recognize staff that are dedicated to promoting academic success in curricular and co-curricular activities

- Commit adequate funding for professional development.
- Expand opportunities for professional development training to high-impact practices.
- Provide continued recognition of all personnel with respect to their contributions to the university's mission.

EXCELLENCE AND INNOVATION

Develop and enhance academic programs and pedagogies of excellence that are simultaneously grounded in the hallmarks of a liberal arts education; develop independent, innovative, and analytic thinkers; are at the cutting edge of their field; and meet the workplace needs of the region.

Develop new and strengthen existing academic programs and facilities in science, technology, engineering, and math (STEM), and other programs, including professional doctorates that complement and support the 21st century information-based economy.

Develop innovative pedagogies and means to offer courses, programs, and services for new markets and audiences, and that are responsive to the changing needs and high-demand careers of regional and state communities and organizations.

Develop a means to systematically inventory, track, assess, and report the impact of activities that represent the University's areas of excellence and innovation.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Promote a diverse community that supports cultural and social differences.

Establish an environment and processes that facilitate and reward creativity and innovation that enhances the mission of the University.

Enhance enrollment management, with a more strategic approach and more aggressive implementation, demonstrating excellence and innovation.

Develop and implement a strategic marketing and engaging advocacy plan that promote the University's areas of excellence to prospective students, alumni, the community, and the legislature.
Recruit and retain faculty who will promote an academic culture of excellence, scholarship, and innovation.

Recruit, retain, and develop high quality faculty, staff, management, and administrators to provide the administrative, educational, and student support services of the university that are essential to excellence and innovation.

Establish and promote continued education opportunities in employee development and supervisory and administrative leadership skills and practices to promote excellence and innovation.

Develop campus physical facilities to more adequately support current programs and services as well as future directions and maintain a facilities master plan to assure efficient and effective allocation and use of space, long-term viability of facilities through adequate maintenance and repair programs, and regulatory and statutory compliance.

Maintain and enhance resource management systems and procedures that provide timely and accurate information and assure sufficient accountability and compliance.

Continue to identify, examine, align, and allocate resources to meet institutional priorities while maintaining fiscal responsibility and enhancing academic excellence.

COMMUNITY AND REGIONAL COLLABORATION

Leverage student, faculty and staff areas of interest and expertise to meet community needs and interests.

Promote multiple methods of student, faculty and staff community engagement including, but not limited to, service learning, community based research, professional service, volunteerism and civic engagement.

Fully engage SU alumni and friends in ongoing aspects of the university including recruitment, retention, career planning, fundraising and advocacy for the university.

Coordinate and strengthen community-university relationships.

Increase recognition and impact of the connection between regional economic growth and the university.

Recruit, retain, and develop high quality faculty, staff, and administrators to provide the administrative, educational, and student support services of the university that are essential to community and regional collaboration.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Accounting

Students are heavily recruited by international, national, regional and local CPA firms and large number of national, regional and local businesses that recruit and hire our accounting graduates for positions in industry and not-for-profit institutions. Graduates routinely hired by the Big 4 CPA firms (PricewaterhouseCoopers, KPMG, Ernst & Young, and Deloitte) as well as by large and small international and regional firms (Arthur Bell, Baker Tilly, BDO, Boyer & Ritter, Brown Schultz Sheridan & Fritz, Clifton Gunderson, Herbein + Company, McKonly & Asbury, Padden Guerrini, Parente Beard, Rager Lehman & Houck, Reinsel Kuntz Lesher, Rotz & Stonesifer, Seligman Friedman & Company, Smith Elliott Kearns & Company, Squire Lemkin & O'Brien, Stambaugh Ness, WTAS, and Zelenkofske Axelrod).

- Many firms provide internships, including many that are paid, for our students on a regular basis. Accounting program internships have averaged over 20 placements each year for the past 5 years
- All of this points to the facts that not only are these firms important to the Shippensburg accounting program but that we are also important to them, providing the quality students that they need.

- CPA Exam Performance –SU ranks in top 40 for 2013 and 2014 among medium sized programs for first time test takers' average pass rates on CPA examination as reported by the National Association of State Boards of Accountancy (NASBA). Medium sized programs are institutions with 21 to 60 reported candidates:
  - 2013 – Rank - 37th (tied) out of 280 medium sized programs
  - 2014 – Rank - 18th out of 265 medium sized programs
- Active Accounting student organizations providing numerous leadership and professional development opportunities for majors and others
  - Accounting Club hosts the annual Public Accounting Night and the annual Accounting Etiquette Dinner, resume and interview workshops for Accounting majors, and campus presentations/panel discussions by alumni and other representatives from public, private, and not-for-profit accounting fields
  - National Association of Black Accountants (NABA) Chapter sponsors numerous campus events and regularly participates in national & regional conferences.
- Service Learning: In the past 8 years, Accounting majors have completed 1,086 returns for low to middle income families and individuals in the region through the Volunteer Income Tax Assistance (VITA) program.
- 5-year BSBA/MBA Program in Accounting: an accelerated BSBA/MBA program designed for students who are qualified on the basis of scholastic aptitude, academic performance, and accounting, work-related experience.

Social Work

Millersville and Shippensburg, in a historic joint arrangement, began offering an MSW program in Fall 2006. When the program started there were a limited number of MSW social workers practicing in Southcentral Pennsylvania due to the lack of programs to educate students at this level. Now, not only do we have a program that has increased the number of practitioners (over 100 have been graduated since the program began), but we also can demonstrate that they have been educated in a program that has helped them to achieve high quality and competence to serve the needs of the people of our region and beyond. The MU-SU MSW program is accredited by the Council on Social Work Education.

Shippensburg graduates of the Millersville University-Shippensburg University Master of Social Work (MU-SU MSW) program passed the exam to become a licensed social worker in Pennsylvania at a rate far exceeding the national average. Seventy Shippensburg students who graduated between 2010 and 2013 and took the exam for the first-time had an average passing rate of 91 percent. The national average for the same time frame was 81 percent. The licensing exam is created by the Association of Social Work Boards (ASWB) which provides a standardized exam for licensing of social workers throughout the United States.

Academic Programs of Distinction *(Continued)*

In 2012 the Bachelor of Social Work degree completion program at the Dixon University Center received the Program Development award from the University Professional and Continuing Education Association's (UPCEA) Mid-Atlantic Region. The program provides a degree pathway for individuals who work full-time and have earned an associate's degree or transferrable credits in human/social services. The association noted that the program's faculty, administrative and financial structures, ongoing collaborative relationship with Harrisburg Area Community College and close partnership with the university's Office of Professional, Continuing, and Distance Education serve as a model for off-campus cohort programming. UPCEA is a leading association for professional, continuing and online learning in the higher education community.

In addition to the service learning activities embedded in most of the social work courses, each student in the BSW program is required to commit to 40 hours of service during the first two years of their education. In an average year BSW students provide over 1,000 hours of volunteer service in such activities as: weekly basketball games with community members with disabilities; providing companionship for senior citizens in nursing homes, personal care homes, and senior centers; tutoring and providing recreation and socialization for low income public school children; and organizing the local chapter of the Food Recovery network.

Counseling & College Student Personnel
The Department of Counseling and College Student Personnel is over fifty years old and one of the oldest master's level counseling programs in the United States. In the Commonwealth of Pennsylvania it is known for its academic excellence and has been recognized as the best counseling program in the state by the Pennsylvania Counseling Association.

Our faculty have been outstanding practitioners and leaders in the counseling field. From chair of the National Board for Certified Counselors-Dr. Kurt Kraus to President of the Pennsylvania Counseling Association-Dr. Ford Brooks, Editorial Board members for national journals and recipients of countless leadership awards, our faculty are leaders in the field. Publications include group therapy, addiction counseling and college student personnel (journals, chapters and books) in those areas. Of distinction too is the fact that all of our faculty sans one have their doctorates in counselor education which is truly distinct in counselor education programs in the state system. Of note too, Drs. Brooks and Carey were the initiators and first co-editors for the *Journal of the Pennsylvania Counseling Association* in 1999 which still is in publication today.

As a result of our department and the excellent instruction and experience, our students are extremely prepared for the National Counselor Examination (NCE) which they take in their final semester as graduate students. As of now we have a 92% of our students pass the NCE the first time around, scoring high consistently on research and statistics and group counseling as well as ethics and professional orientation to counseling. Our department is a designated testing site for the NCE and has been for over 18 years.

Counseling students are sought after by agencies, universities and schools as interns and also upon graduation. Mental health students obtain employment as counselors in the field within the first six months following graduation at least 95% of the time. Students from college student personnel are also well known nation-wide for their academic performance and commitment to excellence and obtain employment very quickly upon graduation. Our school counselors are employed mostly in the central PA area and have contributed to the enhancement and growth of counseling and advocacy work in school settings. When positions become available, they too are hired very quickly.

Of distinction is our accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) since 1986 for all of our programs (Clinical Mental Health, School Counseling, College Counseling and College Student Personnel). We were one of the first if not the first counselor education programs in the PASSHE system to achieve this status and continue with it until now.

Academic Programs of Distinction *(Continued)*

Our graduates go on to be hired by local school districts, universities, agencies and hospitals. Some have pursued their doctorates from schools such as Temple, Duquesne, Ohio State, and Penn State. Employment for our graduates includes college counseling and adjunct positions at LaSalle University and University of Pennsylvania; hospital positions at Penn State Medical, Holy Spirit; agency positions at Diakon, and Gaudenzia as well as positions at TrueNorth and Steven's Center. Many of our college student personnel graduates become senior leaders in the field as evidenced by Dr. Jody Harpster, President of Shippensburg University, and Dr. Tom Segar, Vice President for Student Affairs at Shepherd University.

Our confidence in this program and its faculty have led us to propose a part time doctoral program in Counseling and Supervision. If approved by PASSHE, in due course it will be the only part time doctoral program in the State and will support Counseling Supervision in Central Pennsylvania and beyond. Our program will be designed for approval by our accreditor CACREP.

Department of Computer Science and Engineering – Undergraduate and Graduate Programs
The Department of Computer Science and Engineering has been a hive of activity and an innovative leader in new program development in Engineering. Over that past several years the department has planned, proposed, and implemented three new program areas of strategic importance to Shippensburg University: Software Engineering, Computer Engineering, and Electrical Engineering. Importantly, these new programs have developed in ways that have fostered continuing revisions within the Computer Science major and have leveraged the department's unique faculty expertise and strengths, especially pertaining to their focus on first year student success.

The long-standing B.S. in Computer Science program has continued to maintain its excellence and to sustain its accreditation by the Computing Accreditation Commission of ABET. The Computer Science M.S. degree has also continued to grow and is a leader in attracting international students as well as providing courses that support the post-graduate educational needs for practicing professionals. The department continually works with local businesses to place students in internships and also provides consulting, involving both faculty and students, through their BROADSIDE Center. Graduates of Computer Science find employment across the region and nationally. A timeline of notable events for the department, as referenced on their website is:

- Mid 1970s: B.S. in Computer Science created within the Mathematics Department
- May 2000: Department of Computer Science created
- April 2004: Programming Team competed in the ACM International Programming Competition World Finals
- October, 2004: B.S. in Computer Science accredited by ABET, Inc.
- Spring 2005: BROADSIDE Center created
- September, 2011: B.S. in Computer Engineering launched
- Summer 2012: Computer Engineering laboratory created
- September, 2012: B.S. in Software Engineering launched
- Summer 2013: Software Engineering laboratory created
- April 2013: Department name changed to Department of Computer Science & Engineering
- Summer 2014: B.S. in Electrical Engineering proposed
- Fall 2015: Crews are created
- Fall 2015: B.S. in Electrical Engineering launched

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

University Wide Programs and Marks of Distinction

- Academic Program Portfolio Diversification: First in the State System to establish Bachelor of Science in Engineering programs including Computer Engineering (Fall 2011), Software Engineering (Fall 2012) and Electrical Engineering (Fall 2015). First to establish an Ed.D. in Educational Leadership with a distinguishing focus on poverty and technology. First to establish a Bachelor of Science in Business Administration in Entrepreneurship.
- Engineering programs collectively represent an emerging Academic Program Area of Distinction for Shippensburg University. The 2016 University Strategic Plan document states that the institution will: "Develop new and strengthen existing academic programs and facilities in science, technology, engineering, and math (STEM), and other programs, including professional doctorates that complement and support the 21st century information-based economy." The University's 2013 Academic Master Plan reflects future curricular directions, including an "Engineering program that would complement Shippensburg's existing strengths in the sciences and mathematics." Shippensburg University has clearly established Engineering as an emergent Academic Program of Distinction. Following the acquisition of ABET accreditation, preparations for which are well underway, Engineering will represent an established Academic Program of Distinction for Shippensburg University.
- Signature High Impact Practice: Student/faculty mentored undergraduate research has emerged as a signature high impact practice that has benefited from private support via the SU Foundation. Academic year investments averaging more than $72,000 for undergraduate research projects, support for 12-15 student/faculty teams through the Summer Undergraduate Research Experience (SURE) program, several hundred student/faculty projects presented each spring in our Minds@Work conference, and deep engagement in disciplines across the university have been hallmarks.
- Other Emerging High Impact Practices: The innovative Financial Services Interdisciplinary Team Internship, nine living learning communities (LLCs) with genesis in Honors Program LLC, and service learning coordination by the Career and Community Engagement Center.
- Academic and non-academic quality affirmed via college and program accreditation or certification by AACSB, ABET, ACS, CACREP, CSWE, IACS, NAEYC and NCATE as well as distinctions around accreditation by ACEJMC (only PASSHE institution having secured and one of only three in Pennsylvania) and certification by ACJS (only PASSHE institution having secured and at the time one of only six in the nation).
- Shippensburg University was once again ranked among the top 100 universities in the North by *U.S. News & World Report* as part of its annual rankings.
- Shippensburg University was again recognized as one of the best colleges in the nation for which to work, according to a recent survey by *The Chronicle of Higher Education*. The publication announced the results of its seventh "The Great Colleges to Work For" survey July 21, 2014).
- Shippensburg University has ranked among top universities nationally for return on investment by students and has been top in Pennsylvania. PayScale.com, a research company, ranked over 1,300 colleges and universities based on total cost and alumni earnings for its 2014 College ROI Report.
- The Ezra Lehman Library Research Mentorship Program features a robust program of scheduled research consultations of librarians with students and supports the faculty-student research program by awarding to Minds @ Work conference presenters Best Literature Review awards of $500 and $300.
- The Ship Says No More Campaign and the Connections Program promote a safe learning environment through education, support groups, assessments, and new guidelines such as the Medical Amnesty Policy.
- Counseling Center and Health Center co-located under a Wellness Model.
- Developed a Veterans Affairs Office, created a Veterans Resource Center which includes a Veterans Lounge, and dedicated a staff member almost exclusively to the coordination of Veterans Services.
- In addition to adopting the Student Success Collaborative Advising Platform and the Early Alert Program, established Centers for Advising in the School of Academic Programs and Services as well as in the College of Arts and Sciences.

Other Areas of Distinction *(Continued)*

- Sustainability accomplishments include that
  - Shippensburg University replaced its aged coal-fired central steam plant with modern gas-fired condensing boilers and its distributed chilled water system with a modern central chilled water plant, reducing the overall carbon footprint by 40% and reducing energy costs by an anticipated one-third of a million dollars annually.
  - The University received LEED certification for three new residence halls; certification is pending for four other buildings including the Student Union. Shippensburg University also received recognition for Sustainability in Higher Education from the Central PA Chapter of the Green Building Council.
  - The Campus Organic Farm has partnered with Shippensburg Produce Outreach to provide fresh produce to community residents in need.
  - Chartwells dining services has championed and implemented sustainability practices earning recognition in 2014 by the PA Environmental Resource Consortium.
- Grace B. Luhrs University Elementary School (GBLUES) - GBLUES has been with the University for many years as a lab school for the community and the faculty and staff of the University. In its most recent iteration the school is jointly operated by the University and Shippensburg Area School District. The school is unique in that it is a progressive school committed to innovation and working with our Teacher Education Department to model best practices working with our students in the classes and in teacher education classes. In any given year several thousand students and observers visit the school and often become engaged in the school's programs and activities. This school belongs to the International Association of Laboratory Schools. This year our new director, Steven Smith, worked with faculty and staff to prepare our candidacy for recognition as the Laboratory School of the Year. This organization includes lab schools at Florida State University and the University of Pittsburgh. We are unique, however, in being jointly operated as a public school. This year we have obtained this prestigious recognition. The award will be presented in April at the annual meeting in Puerto Rico. Director Steve Smith and Professor Konnie Serr will be there to receive the award. This recognition underscores the long term success of the school, its staff, and, most of all, its students.

Professional, Continuing, and Distance Education (PCDE)

- Co-founded the Southcentral Pennsylvania Education Collaborative (SPEC; 2014), a regional network of PK20 educational institutions engaged in activities designed to meet the common STEM and technology-enhanced education needs of its students, teachers, and faculty. SPEC is composed of 11 school districts, 2 intermediate units, and Ship. In 2015-2016, SPEC has 1) developed and implemented a peer exchange among PK12 teachers and university teacher education faculty, two PK12 teacher workshops, and a day-long PK12 educational technology conference, 2) successfully submitted educational programming grants to the PA Department of Environmental Protection, and 3) engaged in a comprehensive analysis of the strategic STEM, educational technology, and teacher/faculty development plans of SPEC members.
- Co-founded the Collective for Academic Innovation and Transformation (CAIT, 2014), a collaborative partnership of higher education faculty development and research centers that explores and advances efforts to transform teaching and learning in the academy. Additional co-founders include Penn State World Campus, State University of New York (SUNY) Office of the Chancellor, University System of Maryland's Kirwan Center for Academic Innovation, and University of Massachusetts Boston. In 2015-2016, CAIT has developed a matrix based on nationally-based emerging and innovative pedagogies, strategies, and technologies that can be used to drive innovation within institutions; link teaching, learning, research, and faculty development interests across institutions; and link institutional activities and grants to national initiatives and funding sources. The Online Learning Consortium (OLC, formerly known as Sloan-C) is currently adopting the matrix for inclusion in its products and services.
- Engagement in invitation-only national academic innovation leadership initiatives funded by the Bill and Melinda Gates Foundation: 1) Leading Academic Change Summit, led by the University System of Maryland Kirwan Center for Academic Innovation (2015), 2) Leading Academic Transformation Summit, led by the EDUCAUSE Learning Initiative (2016), and 3) Implementation of Next Generation Courseware Summit (2016).

Other Areas of Distinction *(Continued)*

- Developed the Innovation Symposium Series, designed to focus on particular trends in higher education and attract participants from colleges and universities within the Mid-Atlantic region (2014). Its goals are to inform Ship's practices, develop a new revenue stream, and raise Ship's profile in the innovation space. Outcomes include: 1) 6 symposia, 2) 300 total attendees, 75% from non-PASSHE institutions and 23% from non-Ship PASSHE institutions, 3) total net profit of $17K, and 4) practices of other institutions have been applied at Ship to improve faculty development, academic advising, and enrollment management. Received University Professional, Continuing, and Distance Education (UPCEA) Mid-Atlantic Region's Faculty & Staff Development Award (2105).
- Developed a multi-organization partnership to provide on-site credit-bearing general education classes for dual-enrolled international high school students. In fall 2015 and spring 2016, a total of 17 Global Vision Christian School (GVCS; South Korea) students living at the Winebrenner Theological Seminary (Scotland, PA) are dual enrolled at the Broadfording Christian Academy (Hagerstown, MD) and Shippensburg University. Non-credit programming for 60 GVCS middle school students will be provided in spring-summer, 2016.
- Partnered with *Central Penn Business Journal* and the John L. Grove College of Business to conduct needs analyses and develop a non-credit professional training series for the sales industry in central PA (2015-2016).
- Launched Ship's first micro-credentials, in the form of digital badges for non-credit programming (2015).
- WEDnetPA partner since 1999 with invoicing of more than $7.4 million on behalf of regional companies, which trained 29,783 employees using WEDnetPA funding.
- Office of Professional, Continuing, and Distance Education (PCDE) provides access to innovative and flexible credit and non-credit opportunities online and off-campus in response to individual, community, and professional needs. Established in FY98/99; became fully self-supporting unit in FY11/12; has achieved an average annual profit margin of $749,479 since FY08/09.
- The annual number of unique online courses grew 75% from Fiscal Year 2009-2010 through Fiscal Year 2014-2015 (61 to 107 unique online courses); the annual number of duplicated headcount online course enrollments grew 46% over the same period (1880 to 2756 duplicated headcount enrollments).

Student Achievements and Marks of Distinction

- Investment Management Program (IMP) students, sole portfolio managers of a real dollar endowment of nearly $150,000, won a first-place award in one of the six categories of investments at the 2015 Quinnipiac University Global Asset Management Education Forum held March 19-21 in New York City where more than 1,200 students from 140 colleges in 39 states and over 40 countries participated.
- Shippensburg Army ROTC Cadet Collin Brackin was named U.S. Army Command Cadet of the Year. He was ranked #1 on the national order of merit list out of over 5300 university senior cadets across the U.S. after the release of the 2015 Accessions Board results. This singular accomplishment by Cadet Brackin distinguishes Shippensburg University above all 275 universities in the nation that host Army ROTC battalions. Cadet Brackin's honor is a tribute to his personal commitment and individual achievement but also to Raider Battalion Commander Lieutenant Colonel Matthew Sober and his staff. Also of significance, this national commissioning class will be the 100th anniversary of ROTC.
- Members of Raider Battalion, Shippensburg University's Army ROTC unit, in 2015 bested more than 40 other universities for a top honor in a regional leadership competition. Sixty percent of SU cadets participating in the annual Leader Development and Assessment Course achieved its highest competency rating, called "exceeds the standard," a rate more than twice the national average and higher than any other battalion in the 2nd ROTC Brigade.
- Student Research Achievement includes
  - Average 77 undergraduate research projects (135 students) funded annually over the past 5 years accounted for to date; total institutional investment of $342,000 via SU Foundation.
  - Average 20 graduate research projects funded annually over the past 5 years; total institutional investment of $62,000.
  - Minds @ Work conference: between 300–400 student research projects presented annually.

Other Areas of Distinction *(Continued)*

- Athletic Graduation Rates v. General Student Body
  - 2008 cohort (Graduate in 6 years)
  - Student Body: 56%
  - Student-athletes on aid meeting definition above: 63%
  - Total student-athlete (scholarship and non-scholarship) in cohort: 76%
- Student –athletes earned 3.0 semester QPA for Spring 2016.
- Shippensburg University senior field hockey player Lucy Kauffman has been named the female recipient of the highly prestigious 2015 Walter Byers Scholarship as awarded by the National Collegiate Athletic Association (NCAA). The Walter Byers Scholarship, established in 1988, is considered the NCAA's highest academic award. It is presented annually to one male and one female student-athlete in recognition of outstanding academic achievement and potential for success in postgraduate study.
- Two Shippensburg students have received Fulbright awards in the last six years.
- Honors Program Students earning national and international awards:
  - Ashley Seyler selected for a German Academic Exchange (DAAD) University Summer Course Grant. DAAD is the German agency promoting international exchange and cooperation. Ashley studied at Martin-Luther-Univeristatt Halle-Wittenberg in Halle, Germany in summer 2015.
  - Shelby Coghill was selected for the Teach for America Program (in spring 2015, for 2015-2016).
  - Kelsey Mengle was selected for a National Science Foundation Graduate Fellowship (in spring 2015), began doctoral studies University of Michigan in fall 2015, studying Materials Science and Engineering. NSF Graduate Fellowship first on record for a Shippensburg graduate.

Faculty Fulbrights

- A total of 15 SU faculty members have received Fulbright awards since 1998, including six in the last six years.

Programs and Marks of Distinction across Colleges, Departments, and Centers

John L. Grove College of Business

- Successfully completed AACSB review and achieved accreditation for five additional years. First PASSHE school accredited in 1981.
- Beta Gamma Sigma Chapter recognized as Highest Honors Chapter 2014-2015.
- Ranked by *US News & World Report* for undergraduate and graduate programs.
- Ranked by the *Princeton Review* as one of the best business schools in the nation in *The Best 296 Business Schools: 2016 Edition* annual publication.
- SU's online MBA program named in top 100 distance education MBA programs by *U.S. News & World Report*.
- Human Resource MBA ranked the HR undergraduate program #10 in the nation.
- In 2016, ranked for the third consecutive year in the top 40 institutions in pass rates for first time takers of the CPA examination among the 265 institutions in the mid-sized school category.
- Small Business Development Center: The SBDC serves Adams, Cumberland, Franklin, and York counties. Housed within the John L. Grove College of Business, the Shippensburg University SBDC joined the Pennsylvania network of Small Business Development Centers (PASBDC) in January 2007.
- Dedicated the Brad E. Hollinger ('76) Stock Trading Room which will provide Grove College of Business Students a distinct advantage in the job market since the students will have direct access to a Bloomberg Terminal, a Wall Street trading platform used by investment bankers and equity traders.

College of Arts and Sciences

- STEM-UP PA: The Science, Technology, Engineering, Math-University Partnership for the Advancement of Academic Women in Pennsylvania (STEM-UP PA) is a recently concluded (January 31, 2016) program funded by NSF at $750,000 over four-years). STEM-UP PA was a collaborative program whose partners included Shippensburg University (lead institution), Harrisburg University of Science and Technology, Elizabethtown College, and the Innovation Transfer Network (ITN). STEM-UP PA identified barriers and best practices for women faculty's advancement, educating faculty and administrators on gender equity issues, developing a mentoring program, and offering professional development and support networks for female STEM academics.

Other Areas of Distinction *(Continued)*

- Department of Geography and Earth Science - Center for Land Use and Sustainability
  The Center for Land Use and Sustainability was established by the Department of Geography and Earth Science to engage externally with the community and to offer community service. It is a way for faculty and students to gain "real-world" experience and to engage in applied research activities. As outlined in the recent proposal to establish the center: "The vision for the Center for Land Use and Sustainability is to become a nationally recognized interdisciplinary center that that leverages the expertise of SU faculty, staff, and students to promote sustainable land use, economic development, and communities at local, regional, and global scales. The mission of the Center for Land Use and Sustainability is to support science-based solutions to interdisciplinary sustainability challenges. The goals of the CLUS are:
  - To promote applied interdisciplinary research on issues related to land use and sustainability.
  - To support affordable, sustainable solutions in our local, regional, and global communities.
  - To create professional development opportunities for faculty and staff, and high-impact learning experiences for students.
- Watershed Research Expertise
  - William Penn Foundation – In 2014, a $1 million grant was awarded to SU Geography/Earth Science faculty Drs. Claire Jantz and Scott Drzyzga to study and map land use impacts on the Delaware Valley river basin and watershed.
  - Chesapeake Watershed Collaborative Eco-studies Unit - In February 2012, Shippensburg University was approved as a new member in the Chesapeake Watershed Cooperative Ecosystem Studies Unit (CW-CESU). CESUs bring together scientists at academic and non-profit institutions with resource managers at participating federal agencies to work together on collaborative, applied projects across multiple disciplines. As part of the CW-CESU, SU faculty and staff can now easily partner with federal agencies on funded projects that address immediate management or monitoring needs.
- Shippensburg University Fashion Archives and Museum (SUFAM): SUFAM has a nationally known historic costume collection valued at nearly $750,000. Shippensburg University is the only school in the PASSHE system having a museum and archive approaching the quality and quantity of this collection. SUFAM advances the hands-on education of students, serving as a campus resource for students through internships, research opportunities, and classroom projects across many departments. It also provides public access to the collection through its new home in the Davis House.

College of Education and Human Services

- Juvenile/Criminal Justice Distinction
  - The Department of Criminal Justice in 2015 received certification of its undergraduate program from the Academy of Criminal Justice Sciences (ACJS), becoming just the sixth such program in the country to earn the accolade. SU is the only university in Pennsylvania's State System of Higher Education to hold certification of its bachelor's degree program in criminal justice.
  - Established in 1982, the Center for Juvenile Justice Training and Research (CJJT&R) at Shippensburg University is regarded as the state and nationally recognized training, education, and research center for juvenile justice in Pennsylvania.
- Reading Recovery Center: Shippensburg is one of twenty-three university Reading Recovery training centers in Canada and the United States and serves school districts in Maryland, Virginia, West Virginia, and Pennsylvania. SU shares in a $46 million federal grant to expand the program between 2011 and 2015. Ohio State University is the lead partner, with SU being one of 14 sub-recipients.
- School Study Council: The Shippensburg University School Study Council, in cooperation with the Department of Educational Leadership and Special Education, is a consortium of school districts, vocational-technical schools, and intermediate units working with the university to improve instruction, communication between educational agencies, and to offer quality programs and services that enhance professional development for education personnel in the region. Shippensburg University has supported the council since 1986 and continues to support it through its resources and personnel.

Other Areas of Distinction *(Continued)*

- Educational Leadership Center: Originally created as part of the Widener University Educational Leadership Doctoral Program partnership, the initial arrangement was discontinued with the genesis of our own Shippensburg University/ Millersville University Educational Leadership Doctoral Program. The center has become a vehicle to provide services to clients from the Shippensburg University School Study Council. Most recently, Cumberland Valley School District and its Superintendent Fred Withum, who adjuncts in the Letter of Eligibility program, has sought out the university's College of Education and Human Services faculty to work with leaders and staff in his district to offer training leading to an Instructional II certificate and possibly a master's degree in Educational Administration. The Center will provide coordination for this effort. In summary, this center focuses on supporting the work of educational leadership faculty in tandem with assisting public schools and the Pennsylvania Department of Education in developing leadership and instructional best and breakthrough practices for today's classrooms.
- Institute for Social Inclusion established in 2016 with mission to advance and support activities that promote social inclusion of vulnerable populations such as people with disabilities, people of color, LGBT populations, the elderly, children and youth, women, migrant populations, and people in poverty, through (a) research and program evaluation; (b) training; and (c) development of demonstration models. In pursuing this mission, the Institute shall seek to obtain and expand external funding support from both private and public sources.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

University Goals - Strategic Directions

The following three Strategic Directions identify the primary areas upon which the university will be focused in the coming years:

- **STUDENT LEARNING AND ENGAGEMENT** Build upon and support a personalized, balanced learning environment that engages students by utilizing high impact practices and providing additional experiential learning opportunities in the classroom and through co-curricular activities. **RELATES TO STATE SYSTEM GOALS** 2 AND 4

- **EXCELLENCE AND INNOVATION** Enhance and promote areas of pre-existing excellence and a supportive climate of innovation. **RELATES TO STATE SYSTEM GOALS 1, 2, 3, AND 4**

- **COMMUNITY AND REGIONAL COLLABORATION** Continue to practice civic engagement and collaboration among campus members. Our intent is to sustain and strengthen connections to the broader community and region. **RELATES TO STATE SYSTEM GOALS 1, 2, and 4**

In the next major phase of the institution's strategic planning process, the current Shippensburg University Strategic Plan document approved by the University Strategic Planning Council in February 2016 is being reviewed for approval by the Executive Management Team, University Planning and Budget Council, University Forum, President's Cabinet, and the Council of Trustees.

The subsequent phase will be characterized by the respective university Divisions examining the initiatives/strategies reflected in the University Strategic Plan document. Following this review by each Division, the respective units will then identify additional Divisional objectives and initiatives/strategies aligned with the University Strategic Plan document and the institution's three overarching Strategic Directions. Once a full iteration of Divisional additions to the University Strategic Plan has been completed, initiatives/strategies will be aggregated, reviewed, and prioritized. Many will be cross-divisional initiatives/strategies. The highest priority initiatives/strategies will be those judged to possess the greatest potential to drive improvement and advancement towards university goals.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

The following proven strengths and capacities will position Shippensburg University for the next 3 years and beyond as the university approaches its sesquicentennial:

1. Faculty: The university's most significant investment has been in its outstanding faculty whose exceptional credentials, accomplishments, and participation in shared governance position the university for greater success around other core capabilities
2. Planning and Budgeting: Over the past five years, Shippensburg University has 1) developed and implemented its first Academic Master Plan (AMP); 2) revitalized the University Strategic Planning Council (USPC); 3) created an Athletic Facilities Master Plan; and 4) enhanced the role of the University's Planning and Budget Council.
3. Refining and Developing Academic Programs: Despite the financial challenges of this decade, Shippensburg University's faculty and administration have worked to refine existing academic programs and to develop new programs that are unique within PASSHE. In addition to initiatives by individual departments and across disciplines, Shippensburg University has taken significant steps forward in revisiting its General Education Program.
4. Rebuilding Campus Infrastructure: Shippensburg University has been physically transformed over the past five years with major building initiatives that position the institution for the future. The campus has witnessed the construction and occupancy of six new residence halls. Within these new residence halls, nine (9) living-learning communities (LLCs) have been established for students. Major renovations and additions have been completed on Huber Arts Center, the Ceddia Union Building, and the Ezra Lehman Memorial Library. Each of these renovations or additions was deliberately designed to provide more spaces for student collaboration. In addition to these capital improvements, a master plan for athletic facilities was completed, and a feasibility study for renovating Franklin Science Center is underway. Finally, the University is upgrading its heating and cooling systems. It has been estimated that the University will save approximately $330,000 per year in electricity costs, as well as make a significant reduction in its carbon footprint.
5. Establishing and Enhancing Best Practices in Higher Education: Shippensburg University has continued its long-standing traditions of promoting best practices in higher education. In addition to refining assessment processes, Shippensburg has completed various initiatives to enhance its position; these include: 1) undertaking the Center for Urban Education Equity Scorecard Project; 2) reviewing policies and practices to enhance transfer-student friendliness; 3) hiring a new Associate Vice-President for Enrollment Management; 4) implementing information security and risk assessment plans for all units; and 5) developing clearer search processes for faculty and administrative positions.
6. Nearing the Conclusion of a Comprehensive Campaign: In October 2012, the Shippensburg University Foundation launched a comprehensive campaign: *Charting the Course, Lighting the Way*. The ambitious campaign has focused on three key areas for contributions: people, programs, and places. Continuing its history of providing scholarship funds, the campaign has emphasized the need for additional resources to keep a Shippensburg education within the reach of many in our region. The *Charting the Course, Lighting the Way* campaign will conclude later in this calendar year and at this point has well exceeded its $45 million goal.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities

Promoting Collaborative Arrangements
Shippensburg University should continue to leverage its reputation for academic excellence by expanding collaborative arrangements within its walls, within PASSHE, and with other institutions, businesses, and the community.

At the University level, embracing interdisciplinary programs will be essential to strengthen educational offerings. The newly-established major in International Studies and the minor in Disability Studies can serve as models for inter-departmental/inter-college cooperation. One possible new program that can bring greater academic recognition to Shippensburg could be the creation of an undergraduate forensic science major that promotes collaboration between the Departments of Chemistry, Criminal Justice, and Accounting/Management Information Systems and a regional crime laboratory. Such a program can become a destination degree as a result of being situated within an experiential ecosystem stemming from a unique university-government laboratory partnership.

Beyond developing new academic programs, stronger links between the Divisions of Academic Affairs and Student Affairs can support Shippensburg's core values and promote community engagement. The Community Engagement Task Force proposed the development of the Center for Engagement, Service and Learning. This center, now established, is designed to integrate the efforts of the Divisions of Academic and Student Affairs in promoting service learning and civic engagement. This initiative while in its infancy holds great promise to strongly support the University's continued integration of best practices in higher education into its programs.

Outside of the University, creating new partnerships with corporations in our region to help meet their workforce needs will be crucial to the University and community. Shippensburg is fortunate that two global corporations (Volvo and Proctor & Gamble) are developing facilities within five miles of campus. Establishing programs through which our students and faculty can work with corporate partners is a win-win situation. Additionally, Shippensburg needs to continue to capitalize on its venue, the H. Ric Luhrs Performing Arts Center (LPAC). Since its opening in 2006, the number of shows and seats sold has increased significantly. A regional economic impact survey will be commissioned by the LPAC; the results will undoubtedly show the benefits to the region of the facility and the need to promote it more widely.

Recently PASSHE's Board of Governors approved a new doctoral program in Educational Leadership between Shippensburg University and Millersville University. As with our joint programs with Millersville in the Master of Social Work Degree, this collaboration has been highly successful. The faculties work together and plan together and have developed an innovative program that focuses on mitigating poverty and utilizing technology in the application of school improvement. While no students have yet had time to graduate we are preparing to open the third cohort this summer and individuals have already applied to be admitted to the fourth and fifth cohorts of 15 students each. This strong interest deeply underscores the innovative program design and collaborative relationships relying on the best talents in each university.

Recognizing and Embracing New Ideas in Higher Education
While maintaining its traditions, Shippensburg University is poised to embrace new initiatives in higher education, particularly those related to undergraduate research, community engagement, and distance education.

The University was pleased when PASSHE included undergraduate research as one of its performance indicators based upon our recommendation. Increased attention to undergraduate research has been one of the University's most visible high-impact practices. The external review by the Council on Undergraduate Research (CUR) provided the campus with recommendations about growing the numbers of undergraduate students involved in research, including centralizing coordination of the undergraduate research program (now housed in the Institute for Public Service) and encouraging greater faculty participation The Celebration of Student Research now called Minds@Work, held each April, provides undergraduate and graduate students from all disciplines the opportunity to present their original research or performance. In addition showcasing their work during the April event, students are encouraged to seek internal grant funding for their projects and to present their research at regional discipline-specific conferences.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities *(Continued)*

With coordination, support, and leadership by the Office of Professional, Continuing, and Distance Education (PCDE), Shippensburg continues working to increase its distance education offerings, via both online and off- campus locations. The University reorganized its instructional design staff over the last academic year; these changes promise to provide additional support for faculty in the development and reconfiguration of courses using new pedagogical approaches supported through online delivery systems. This support is critical as the number of faculty who have taught one or more online courses increased by 64% in the last two fiscal years.

Shippensburg University has made significant progress in the past five years in expanding access to higher education and meeting the needs of adult, part-time, working, non-traditional students. This progress is demonstrated in the growth of online and off-campus programming and capacity. This growth has included the creation of three new programs (the online MBA, the post-baccalaureate certificate in Supply Chain Management as well as in Finance, and the Early Childhood Director Credential program), all of which are offered solely in the fully online format, the expansion of off-campus offerings for three existing programs at six off-campus sites, and the conversion of the pilot Winter term to a standard University term.

The Board of Governors recently approved the Entrepreneurship major in the Grove College of Business to be implemented Fall 2016. If offered in different delivery modes, there is the potential for these programs to reach new audiences. In addition, the MBA program faculty is working on the development of a Healthcare Management and Finance program. The Master of Arts & Teaching in STEM has expanded to include Business Education/ Information Technology program. At this time, the Grove College of Business has submitted a Letter of Intent to the State System for development of a Doctor of Business Administration (DBA) program. As reflected in the SH Action Plan section labeled New and Emerging Academic Programs, located elsewhere in the overall document, Shippensburg University continues to explore need and demand for a number of potential programs, of which several would be designed to serve adult, part-time, working, and non-traditional students.

University Strengths, Opportunities, and Challenges *(Continued)*

Challenges

Maintaining Shippensburg University's Culture Emphasizing Caring and Quality
Over the past five years, Shippensburg University has faced hard choices. As budgetary pressures are unlikely to ease in the next three academic years due to external constraints, the institution will struggle to make the necessary budget reductions while maintaining the Shippensburg culture, emphasizing both caring and quality. After all, it is that very culture that has sustained Shippensburg and kept it moving forward.

Competing for Undergraduate and Graduate Students
Like other institutions in the Commonwealth of Pennsylvania, Shippensburg University faces a declining number of high school graduates over the next three to five years. At the same time, the traditional-aged student population will become more diverse, with projected growth of Hispanic and Asian/Pacific Islander populations of more than fifty percent. Given the location of the University, these two trends will increase the challenge for Shippensburg to meet its enrollment targets. Thus, the new Strategic Enrollment Plan is critical to this effort. The university launched a marketing and branding initiative in Fall 2015 to raise the university profile and support the university's enrollment goals. It comprises a redesigned university website that focuses on the prospective student, a multi-media strategic media plan, and the introduction of a university tagline.

Filling Administrative, Faculty, and Staff Vacancies
Having administrators, staff, and faculty members who work together to maintain the core values of Shippensburg is extremely important for the institution's future. Shippensburg University has recently faced and successfully met the challenge of filling its presidency, and over the next five years, could possibly face the challenge of filling other senior administrative positions. Furthermore, the institution is poised to see the retirement of a large group of senior faculty members who have been leaders at Shippensburg for more than two decades. Searches for administrators, faculty members, and staff will take significant amounts of time and resources over the next five years.

Recruiting and retaining staff in the technology area remains a challenge as well. The demand for individuals with specialized technical skills has remained strong even through the economic downturn, and the significantly higher salaries offered by business and industry make it difficult to be competitive.

Finally, while search processes have been streamlined, the intangible in filling critical vacancies relates to our first challenge – the institution needs individuals who share the vision and values of Shippensburg University. This is why Shippensburg's commitment to the individuals who work here is critical to its success.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	24.8%	22.3%	23.4%	23.6%	23.3%	23.0%	24.0%
New Transfers	5.9%	5.5%	6.0%	5.4%	5.3%	5.5%	5.4%
Veterans	2.0%	2.1%	2.2%	2.3%	1.5%	2.4%	2.0%
Adult Learners	5.7%	5.8%	5.6%	5.7%	5.1%	5.6%	5.2%
Total Undergraduate Enrollment	7,066	6,654	6,493	6,246	5,963	6,058	6,000
Graduate Headcount Enrollment							
Master's	917	871	878	873	926	873	900
Research Doctorate	N/A	N/A	N/A	N/A	10	30	40
Professional Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	
Total Graduate Enrollment	917	871	878	873	936	903	940
Certificates and Nondegree students							
	200	199	177	236	159	220	200
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	18	70	70	158	149	160	160
Traditional (On Campus)	7,886	7,338	7,144	6,889	6,643	6,680	6,650
Off Campus	226	193	191	354	174	360	330

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	70.5%	68.1%	71.4%	73.9%	69.3%	73.0%	72.0%
Third Year Persistence	64.3%	61.7%	58.6%	60.4%	64.4%	60.0%	61.0%
Fourth Year Persistence	58.6%	60.8%	59.1%	55.1%	56.0%	59.0%	59.0%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	37.2%	40.0%	40.6%	33.7%	40.0%	42.0%	42.0%
Six Year (or less)	57.2%	54.8%	55.0%	56.6%	54.0%	54.0%	55.0%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	124.5	124.2	124.4	124.1	12400.0%	123.9	123.8
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	1,634	1,810	1,750	1,593	1,778	1,833
Undergraduate Degrees per 100 FTE	19.5	20.7	22.8	23.1	21.4	21.5
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	51.0%	47.4%	47.3%	42.3%	51.6%	54.6%
Non-Pell Recipient Graduation Rate	63.0%	59.4%	56.9%	57.9%	N/A	N/A
Underrepresented Minority Graduation Rate	36.0%	35.3%	41.5%	39.8%	39.9%	42.3%
Non-Underrepresented Minority Graduation Rate	62.0%	60.3%	56.4%	58.2%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	29.0%	31.7%	31.5%	31.3%	32.7%	34.6%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	10.7%	16.2%	19.3%	19.7%	19.0%	19.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	13.3%	14.4%	15.9%	16.6%	15.0%	15.3%
Female Faculty	42.4%	42.6%	43.5%	42.3%	44.4%	45.3%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Student Learing Assessment						
Critical Thinking - Value Added Score	N/A	N/A	Proficient	N/A	Proficient	Proficient
Critical Thinking - Senior Score	N/A	N/A	1,160	1,133	1,160	1,180
Closing the Transfer Achievement Gaps - 6 Year Graduation Rates						
Pell Transfer Graduation Rate	62.0%	64.6%	57.9%	48.2%	N/A	N/A
Non-Pell Transfer Graduation Rate	64.0%	64.5%	69.3%	63.2%	N/A	N/A
Underrepresented Minority Transfer Graduation Rate	38.0%	41.7%	51.9%	46.9%	N/A	N/A
Non-Underrepresented Minority Transfer Graduation Rate	66.0%	67.0%	69.1%	61.2%	N/A	N/A
Faculty Career Development						
Percentage of Nonmajority Faculty who are Associate Professors	44.6%	45.2%	42.6%	46.8%	N/A	N/A
Percentage of Female Faculty who are Associate	37.7%	42.5%	43.5%	43.0%	N/A	N/A
Percentage of Total Faculty who are Associate Professors	34.6%	38.3%	37.9%	40.6%	N/A	N/A
Percentage of Nonmajority Faculty who are Full Professors	24.9%	28.6%	29.8%	29.8%	N/A	N/A
Percentage of Female Faculty who are Full Professors	26.9%	29.1%	26.0%	31.4%	N/A	N/A
Percentage of Total Faculty who are Full Professors	32.5%	35.6%	35.2%	37.1%	N/A	N/A
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	30.0%	34.0%	38.4%	43.0%	N/A	N/A
Low Income PA High School Grads (ages 18-34)	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Underrepresented Minority Transfer Students	9.5%	14.0%	12.3%	22.3%	N/A	N/A
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
Undergraduate Research						
Number of Undergraduates participating in Research		355	397	314	380	385
Percentage of Students who Worked on a Research Project with a Facutly Member Outside of Course or Program Requirements	16.2%	N/A	31.8%	25.7%	21.0%	22.0%

Academic Programs

Academic Program Activity

Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	14
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	3
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	21%
Associate Degree Programs	
Total Number of Associate Programs	0
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	45
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	34
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	76%
Master's Degree Programs	
Total Number of Master's Programs	17
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	17
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	100%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
141001	Electrical Engineering	No
Master's Degree Programs		
520801	MBA in Business Administration-Finance concentration	
Doctorate Degree Programs		
130411	Educational Leadership	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
	N/A		

Academic Programs

Programs Placed in Moratorium for 2015/16

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
521301	Information Technology for Business Education	No

Programs Discontinued for 2015/16

6-digit CIP	Program Name	Offered Via Distance Learning
Minor's		
131210	Early Childhood Education	No
451001	Government	No

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

	6-digit CIP	Program Name
Bachelor's Degree Programs		
	520701	Entrepreneurship
	141901	Engineering-Mechanical
	240199	Professional Studies-Liberal Studies
Master's Degree Programs		
	510701	MBA Healthcare concentration
	131013	MEd Special Education with a concentration in Autism
	131299	MEd Literacy Studies
Doctorate Degree Programs		
	131101	EdD Counselor Education and Supervision
Certificate's		
UG	131210	Early Childhood
G	520801	Finance
G	430103	Criminal Justice Leadership & Management
G	440701	Social Work
G	440799	Leadership certificate
G	140903	Software Engineering
G	110401	IT Leadership
G	110802	Big Data/Analytics
G	422814	Board Certified Behavioral Analyst
G	131299	Literacy Studies
G	131401	English as a Second Language/PDE certification
G	131399	Math and Special Education Dual certificate/PDE certification
Minor's		
	270503	Mathematics with Statistic's Concentration
	110401	Data Science
	430106	Forensics

New Programs for Possible Consideration by the Board of Governors in 2017/18

	6-digit CIP	Program Name
Bachelor's Degree Programs		
	240101	Liberal Studies
	303301	Sustainability Studies
	140801	Engineering-Civil
	160103	Foreign Language Translation
	520901	Hospitality Management / Administration
	512208	Community Health / Public Health
	011099	Fermentation Studies / Brewery Science
Master's Degree Programs		
	520201	MBA Business Analytics concentration
	131203	MEd with Post Bac Certification, Middle Level
Doctorate Degree Programs		
	520201	Doctor of Business Administration (DBA)
Certificate's		
UG	131401	Teaching English as a Foreign Language
UG	450204	Cultural Resource Management
UG	090702	Digital Communications in Contemporary Workplace and Society
UG	231302	Creative Writing
G	521302	Business Analytics
G	430199	Victim Studies
G	511504	Patient Advocacy
G	340103	Health and Wellness Coach/Advisor
G	131099	Board Certified Behavioral Analyst-Special Education Certificate
G	131013	Special Education/Autism certificate/PDE certification
G	131011	Disabilities Studies
Minor's		
	430199	Victim Studies
	131401	Teaching English as a Foreign Language
	380104	Ethics
	131203	STEM Endorsement (PDE) for Middle Level Math/Science Option

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$40.0	$39.5	$38.7	$39.4	$43.4	$44.6
Undergraduate Out-of-State Tuition	6.1	6.4	6.5	6.3	6.3	6.3
Graduate In-State Tuition	5.9	6.3	6.5	6.6	6.7	6.7
Graduate Out-of-State Tuition	1.1	1.4	1.5	1.5	1.5	1.5
TOTAL TUITION REVENUE	**$53.2**	**$53.6**	**$53.2**	**$53.8**	**$57.9**	**$59.1**
Total Fees	11.5	11.8	11.5	11.4	11.5	11.5
State Appropriations	28.2	28.4	28.9	27.0	26.9	26.9
All Other Revenue	4.5	4.8	4.8	4.8	4.8	4.8
Planned Use of Carryforward	0.0	2.5	2.3	2.8	2.3	2.3
Total E&G Revenue/Sources	**$97.4**	**$101.0**	**$100.7**	**$99.8**	**$103.4**	**$104.6**
E&G Expenditures/Transfers						
Total Salaries and Wages	$56.4	$56.7	$55.1	$55.3	$56.2	$56.2
Total Benefits	25.1	25.9	28.3	28.2	29.2	31.1
TOTAL PERSONNEL EXPENDITURES	**$81.5**	**$82.6**	**$83.4**	**$83.5**	**$85.4**	**$87.3**
Financial Aid	1.5	1.6	1.4	1.4	2.9	2.9
Utilities	1.7	1.4	1.3	1.3	1.3	1.3
Services & Supplies	13.4	13.1	12.6	12.1	12.1	12.1
Capital Expenditures and Transfers	3.5	2.2	2.0	1.5	2.7	2.7
Total E&G Expenditures/Transfers	**$101.4**	**$101.0**	**$100.7**	**$99.8**	**$104.4**	**$106.3**
Total E&G Fund Surplus/(Shortfall)	$(4.0)	$0.0	$0.0	$0.0	$(1.0)	$(1.7)
Annualized FTE Enrollment						
Undergraduate In-State	5,776.73	5,503.50	5,351.10	5,299.50	5,299.50	5,299.50
Undergraduate Out-of-State	466.94	471.60	464.55	453.31	453.31	453.31
Graduate In-State	551.71	579.54	577.63	597.38	597.38	597.38
Graduate Out-of-State	73.29	90.50	93.17	103.63	103.63	103.63
Total Annualized FTE Enrollment	**6,868.67**	**6,645.14**	**6,486.45**	**6,453.82**	**6,453.82**	**6,453.82**
E&G Budgeted Annualized FTE Employees						
Faculty	367.40	310.00	302.00	302.00	302.00	302.00
AFSCME	226.00	193.50	174.50	174.50	174.50	174.50
Nonrepresented	98.50	87.50	83.50	83.50	83.50	83.50
SCUPA	29.54	28.04	23.04	23.04	23.04	23.04
All Other	35.70	37.70	31.70	31.70	31.70	31.70
Total E&G Fund Budgeted Annualized FTE Employees	**757.14**	**656.74**	**614.74**	**614.74**	**614.74**	**614.74**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Expanded institutional student aid program		$100,000	$100,000
Continuing investment in instructional technology	295,868	295,868	295,868
Continuing investment in faculty professional development and accreditation	540,000	540,000	430,000
Marketing Initiative		272,500	350,000
Web Redesign Initiative/Web Content Writer Position	67,000	221,000	97,500
Admissions Recruitment/Enrollment Process Analysis			30,600
Enrollment Management-New Position and Reorganization	158,000	164,000	168,000
Admissions Counselors-Out of State/Graduate	122,200	188,800	130,000
Report Writer/Technical Specialist-Registrar's Office	74,500	80,100	81,600
Transfer & Outreach Services Coordinator		75,900	72,300
Coordinator Distance Ed Compliance	61,200	62,600	63,500
Communications Director	62,900	63,600	82,200
Early Alert Coordinator			25,000
Education Advisory Board-Student Success Collaborative	412,500		58,125
Computer Engineering/Exercise Science/Accounting Faculty Positions	331,000	345,000	359,000
Deferred Maintenance Projects	1,082,200	672,600	440,000
Franklin Science Center Feasability Study			127,550
Renovation of Electrical and Telecommunications Distribution System		2,800,000	
Classroom and Laboratory Space Utilization Study			93,600
Integrating Utilization Study with FSC feasibility study			72,000
Mini-update of University Facilities Master Plan			125,000
Total	**$3,207,368**	**$5,881,968**	**$3,201,843**
Sources of Funds for Reinvestment:			
Carryforward - Unrestricted Net Assets	$2,365,700	$4,630,100	$1,229,000
Personnel Savings	485,068	881,568	1,159,393
Administrative Reorganization	356,600	370,300	395,300
Operating Budget Reallocation			418,150
Total	**$3,207,368**	**$5,881,968**	**$3,201,843**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$12.9	$12.9	$13.2	$12.9	$12.9	$12.9
Housing Fees	6.3	2.4	2.4	1.4	1.4	0.5
Privatized Housing	2.6	5.2	5.2	5.2	5.9	6.0
Other Auxiliary Sales	0.0	0.0	0.0	0.0	0.0	0.0
All Other Revenue	6.1	9.1	7.6	8.4	8.4	8.4
Total Auxiliary Revenue/Sources	**$28.0**	**$29.5**	**$28.4**	**$27.9**	**$28.6**	**$27.8**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$4.4	$4.8	$4.8	$4.9	$4.9	$4.9
Total Benefits	2.5	2.8	2.9	2.9	3.0	3.0
TOTAL PERSONNEL EXPENDITURES	**$6.8**	**$7.6**	**$7.7**	**$7.8**	**$7.9**	**$7.9**
Financial Aid	0.0	0.1	0.0	0.1	0.1	0.1
Utilities	1.3	1.5	1.5	1.5	1.6	1.6
Services & Supplies	12.3	12.2	12.6	12.6	12.1	11.3
Capital Expenditures and Transfers	6.9	7.8	6.5	5.9	6.9	6.9
Total Auxiliary Expenditures/Transfers	**$27.4**	**$29.3**	**$28.4**	**$27.9**	**$28.6**	**$27.8**
Total Auxiliary Fund Surplus/(Shortfall)	$0.6	$0.2	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**78.00**	**78.80**	**77.80**	**77.80**	**77.80**	**77.80**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$10.8	$10.8	$10.7	$10.6	$10.9	$10.9
State Grants & Contracts	8.5	8.4	8.6	8.6	8.8	8.8
Private Grants & Contracts	1.2	1.2	1.2	1.2	1.3	1.3
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	(0.2)	0.0	0.0	0.0	0.0	0.0
Total Restricted Revenue	**$20.3**	**$20.4**	**$20.5**	**$20.4**	**$21.0**	**$21.0**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$1.0	$0.9	$1.0	$1.0	$1.0	$1.0
Total Benefits	0.3	0.3	0.4	0.4	0.4	0.4
TOTAL PERSONNEL EXPENDITURES	**$1.3**	**$1.3**	**$1.3**	**$1.4**	**$1.4**	**$1.4**
Financial Aid	16.3	16.3	16.0	16.0	16.3	16.3
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	2.7	2.8	3.2	3.0	3.3	3.3
Capital Expenditures and Transfers	0.0	(0.1)	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	**$20.4**	**$20.3**	**$20.5**	**$20.4**	**$21.0**	**$21.0**
Total Restricted Fund Surplus/(Shortfall)	$(0.0)	$0.1	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**12.00**	**14.00**	**14.00**	**14.00**	**14.00**	**14.00**
Total University Revenue	**$145.6**	**$150.9**	**$149.6**	**$148.1**	**$153.0**	**$153.4**
Total University Expenses	**$149.1**	**$150.6**	**$149.6**	**$148.1**	**$154.0**	**$155.1**
Total University Surplus/(Shortfall)	**$(3.5)**	**$0.3**	**$0.0**	**$0.0**	**$(1.0)**	**$(1.7)**
Total University Budgeted Annualized FTE Employees	**847.14**	**749.54**	**706.54**	**706.54**	**706.54**	**706.54**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	N/A
Tuition Pilot (per-credit tuition)	N/A	N/A	N/A	$8,190
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	2,458	2,532	2,556	2,556
Total Cost In-State Undergraduate Off Campus or At Home	**$9,448**	**$9,774**	**$10,052**	**$11,182**
Most Common Room and Board Rates	7,660	10,694	11,002	11,226
Total Cost In-State Undergraduate On Campus	**$17,108**	**$20,468**	**$21,054**	**$22,408**
Out-of-State Undergraduate				
Tuition (Most Common)	$14,900	$15,346	$15,886	$15,886
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	2,458	2,532	2,556	2,556
Total Out-of-State Undergraduate Off Campus or At Home	**$17,916**	**$18,520**	**$19,106**	**$19,106**
Most Common Room and Board Rates	7,660	10,694	11,002	11,226
Total Cost Out-of-State Undergraduate On Campus	**$25,576**	**$29,214**	**$30,108**	**$30,332**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$273
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	102	105	106	106
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$393**	**$407**	**$419**	**$398**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$621	$639	$662	$662
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	102	105	106	106
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$746**	**$771**	**$796**	**$796**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	$470	$470
Maximum	N/A	N/A	$611	$611
Most Common	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$106	$109	$112	$112
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	N/A	N/A	$705	$705
Maximum	N/A	N/A	$917	$917
Most Common	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$106	$109	$112	$112

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$31	$748
Activity Fee	$22	$528
Comprehensive Health Fee	$14	$330
Student Union/Recreation Center Fee	$24	$580
Recreation Fee	$15	$370
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$31	$748
Activity Fee	$22	$528
Comprehensive Health Fee	$14	$330
Student Union/Recreation Center Fee	$24	$580
Recreation Fee	$15	$370
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
Traditional Housing	
Minimum	$4,576
Maximum	$4,576
Most Common	$4,576
All Other Housing	
Minimum	$5,256
Maximum	$9,516
Most Common	$7,502

Dining Costs - students living on campus	# Meals/Week	Full Time Academic Year
Minimum	12	$3,066
Maximum	unlimited	$4,500
Most Common	15	$3,500

Other Optional Fees	Full Time Academic Year
Orientation	$150
Parking	$75
Graduation-per graduation for undergraduates	$35
Graduation-per graduation for graduates	$60
Application	$45
Transcript Fee - electronic	$8
Transcript Fee - paper	$10
Bad check fee - per check	$35
Credit by Exam - per exam	$80
Placement Retesting fee - per retake	$10
Field Placement Fee - per semester	$100
Off Campus Support fee - (for courses taken at specific locations - charged per credit)	$10
Health Center Visit Fee - per visit	$20
Counseling Center Missed Appt fee - per appt	$25
Late Payment Fee - per event	$100
Miller Analogies Test - per test	$80

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	447	514	487	518
Average Award	$4,347	$3,964	$3,793	$3,524
Total Dollars Awarded	$1,943,263	$2,037,647	$1,847,044	$1,825,615
% of Undergraduate Students Receiving Aid	6%	8%	7%	8%
Pennsylvania State Grants				
# of Students	2,214	2,180	2,218	2,098
Average Award	$2,707	$2,867	$2,685	$2,704
Total Dollars Awarded	$5,992,212	$6,250,026	$5,955,622	$5,673,242
% of Undergraduate Students Receiving Aid	31%	32%	34%	33%
Pell Grants				
# of Students	2,133	2,115	2,074	1,945
Average Award	$3,728	$3,887	$3,956	$3,986
Total Dollars Awarded	$7,951,375	$8,220,127	$8,204,325	$7,753,235
% of Undergraduate Students Receiving Aid	30%	31%	31%	31%
All Other Gift Aid*				
# of Students	1,615	1,480	1,564	1,538
Average Award	$2,760	$2,802	$2,976	$3,285
Total Dollars Awarded	$4,457,580	$4,147,166	$4,654,796	$5,052,103
% of Undergraduate Students Receiving Aid	23%	22%	24%	23%
Unduplicated Students Receiving Gift Aid				
# of Students	3,742	3,624	3,594	3,602
Average Award	$5,437	$5,699	$5,749	$5,630
Total Dollars Awarded	$20,344,430	$20,654,966	$20,661,787	$20,279,401
% of Undergraduate Students Receiving Gift Aid	53%	53%	55%	57%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	168	178	168	172
Total Dollars Awarded	$715,254	$716,716	$729,571	$602,951
% of Graduate Students Receiving Assistantships	13%	14%	13%	14%
Graduate Tuition Waivers				
# of Students	181	189	180	158
Total Dollars Awarded	$1,249,750	$1,285,114	$1,310,421	$1,172,654
% of Graduate Students Receiving Waivers	14%	15%	14%	13%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	5,094	4,904	4,815	4,696
Average Loan	$8,441	$8,870	$8,882	$9,289
Total Dollars Loaned	$42,999,031	$43,496,857	$42,765,179	$43,619,174
% of Undergraduate Students Receiving Loans	72%	72%	73%	75%
Graduate Loans (all known)				
# of Students	360	399	398	404
Average Loan	$13,084	$12,438	$12,947	$13,845
Total Dollars Loaned	$4,710,140	$4,962,758	$5,152,792	$5,593,192
% of Graduate Students Receiving Loans	28%	31%	30%	32%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	78%	81%	80%	78%
Average Amount of Debt *(of those graduating with debt)*	$27,661	$29,437	$29,988	$31,436
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	5.9%	5.7%	5.4%	5.4%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,774	$10,724	$1,200	$3,244	$24,942
In-State Undergraduate Off Campus, Living at Home	$9,774	$0	$1,200	$3,824	$14,798
Out-of-State Undergraduate On Campus	$18,520	$10,724	$1,200	$3,244	$33,688
Out-of-State Undergraduate Off Campus, Living at Home	$18,520	$0	$1,200	$3,824	$23,544

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	712	$14,322	$299	$9,455	$8,868
$30,001 - $48,000	503	$15,286	$1,779	$7,993	$8,201
$48,001 - $75,000	692	$18,194	$4,546	$5,214	$9,071
$75,001 - $110,000	934	$19,562	$5,938	$3,811	$10,544
$110,001 and Above	1,067	$19,680	$5,800	$3,915	$9,316

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Per Credit Tuition

Pilot/Title:	SH01 Per-Credit Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge tuition on a per-credit basis to all in-state undergraduate students. The University will phase in this program over three years, charging 93% of the System's per-credit tuition rate in year 1, 96% of the System's per-credit tuition rate in year 2, 99% of the System's per-credit tuition rate in year 3 and the System's per-credit tuition rate in year 4. The University will assess the program annually and may make appropriate adjustments to this plan. Effective fall 2016 through summer 2019.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

N/A

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients				0.00	0.00
Percent Pell Recipients					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Nonmajority Students				0.00	0.00
Percent Nonmajority					
Average Number of Credit Hours Enrolled				0.00	0.00
Headcount Majority Students/NonPell				0.00	0.00
Percent of Total					
Average Number of Credit Hours Enrolled				0.00	0.00
Average Student Credit Hours Taken (12+ credits)				0.00	0.00
Average Student Credit Hours Taken (all undergraduates)				0.00	0.00
Comparison of Breakdown of Number of Credits Taken by Students (additional data may be attached):					
Number of Students Taking More Than 13 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Taking More Than 15 Credits Who Filed a FAFSA and Had Unmet Need				0.00	0.00
Number of Students Registered For More Credits Than They Had at End of Drop/Add Period				0.00	0.00
Number of Students Offered Institutional Aid				0.00	0.00
Average Institutional Aid Award				$0	$0
Other:					
Headcount FAFSA Filers				0.00	0.00
Total Institutional Aid Awarded				$0	$0
Cohort Enrollment (In-state Undergraduates)					
Fall FTE Students				0.00	0.00
Fall Headcount Students				0.00	0.00
Annualized FTE Students				0.00	0.00
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue				$0	$0
E&G Fee Revenue				0	0
Auxiliary Fee Revenue				0	0
Institutional Financial Aid *(negative number)*				0	0
Net Revenue	$0	$0	$0	$0	$0
Revenue Increase due to Normal Rate Changes				0	0

Observations:

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

SLIPPERY ROCK UNIVERSITY of PENNSYLVANIA

2015-2016 Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 4
- Other Areas of Distinction 6
- Strategic Goals 7
- University Strengths, Opportunities and Challenges 8

Key Performance Indicators

- Strategic Enrollment Management 9
- Performance Funding Indicators 10

Academic Programs 11

Financial Information 14

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

Our Mission

The fundamental educational mission of Slippery Rock University (SRU) is to transform the intellectual, social, physical, and leadership capacities of students in order to prepare them for life and career success. Complementary missions are to engage in scholarly activity and professional service.

SRU is committed to serving a diverse student body and empowering anyone regionally, nationally, and internationally who can benefit from its programs and lifelong learning opportunities. Thereby SRU addresses the educationally-related economic, health, environmental, social, cultural, and recreational needs of the communities served by the university.

In pursuit of SRU's educational purpose, talented faculty and staff provide creative integrated curricula and experiences that are connected to the world in which graduates will work and live. Students are taught using powerful and engaging pedagogies in appropriate learning spaces employing state-of-the-art technology. They study in an open, caring, nurturing, and friendly environment, and live in a safe community with access to high-quality student services. SRU strives to be a best-value institution with an affordable cost and substantial student financial support.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

Our Vision

Slippery Rock University will excel as a caring community of lifelong learners connecting with the world.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

The strategies pertain to the goals on page 7.

1. Increase enrollment while enhancing student quality and diversity.
   - Tailor data-driven recruitment, marketing, communication and financial aid/scholarship approaches to market segments (freshmen, transfers, graduates, internationals, adults).

2. Offer a quality, flexible, agile, and integrated curriculum and co-curriculum.
   - Be responsive to the needs of employers and the interests of students.
   - Ensure the curriculum has a meaningful liberal arts and sciences foundation.
   - Enhance the curriculum with programs and courses reflecting global trends such as demographics; resources and sustainability; science and technology; globalization; inequality; health and wellness; and security (data, cyber, national).
   - Interweave value-adding co-curricular activities with curricula.
   - Offer programs at times, in places, and using modalities accessible to target audiences.
   - Engage in accreditation, assessment and program review to improve programs.

3. Fuel learning with powerful pedagogies and transformational experiences.
   - Increase the number of students participating in courses and non-credit activity which involves study away, undergraduate scholarship, and service learning, among other things.
   - Raise the level of student engagement in learning through providing challenging courses, opportunities for peer learning, faculty-student interaction, and effective teaching practices.

4. Maintain an unwavering focus on success for all students.
   - Invest in data-driven initiatives that increase retention and graduation rates for students in general, and that distinguish the needs of different classes and special populations.

5. Provide a caring campus experience, supported by quality housing, dining, recreation, health, safety and administrative services.
   - Optimize student facilities and services, balancing quality and cost.
   - Strive for quality interactions and a supportive environment through training.

6. Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators.
   - Train those involved in hiring to recruit and select desirable employees.
   - Make SRU an attractive place to work.
   - Develop employees to help them to be more successful in their positions.

7. Increase financial resources, enhance physical facilities, employ cost-effective technology, and adopt sustainable practices.
   - Prioritize activities that lead to greater state appropriations, enrollment and hence tuition revenues, grants, and donations.
   - Promote continuous improvement through efficiency, effectiveness, productivity, use of available technology, and the development of technological solutions.
   - Steward our physical resources to support the mission.
   - Reduce risk to the campus community.

8. Engage alumni and friends in the life of the university.
   - Develop a greater appreciation for the transformative effects of an SRU education.
   - Increase alumni participation in the Alumni Association and campus activities.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

50. Visual and performing arts
Art, Dance, Music and Theater are four accredited programs that make SRU arts unique in the System. Respected scholars and artists provide students with significant creative curriculum, research and artistic activities at the national and international level (Colombia, Scotland, Poland, France). Innovative community engagement opportunities are available during weekend and summer arts programs as well as the two week-long Kaleidoscope Arts Festival held each spring. The renovation of Miller Auditorium and the Pearl K Stoner Instructional Complex emphasize the significance of the arts and their innovative connections to education, the humanities, the sciences, technology and business and promote more progressive programming and collaboration between student actors, dancers, visual artists, writers, musicians and professional artists visiting campus. The Bachelor of Arts in Dance program is among the top 16 in the nation and the only one of its kind in the state system. The Bachelor of Music in Music Therapy program, established in 1977, is one of the longest running programs in the nation. Based on these successes, we have also added a Bachelor of Fine Arts in Dance and a Master of Music Therapy to our offerings.

Highlights: BA Dance - nationally ranked at #16 (Dance-Colleges.com); only accredited program in system; 50% of students drawn from out-of-state.

52. Business, management, marketing, and related support services
Management provides the core organizational theme of the College of Business. Safety Management is the nation's second largest producer of bachelor's degrees in this program of study. Management is also the foundation of our Bachelor of Science in Business Administration core, which supports the full complement of business curricula: accounting, economics, finance, management, and marketing. The University also offers career-oriented degrees in Health Care Administration and Management and in Management Information Systems. The new Integrated Marketing Communication major combines public relations in communications with business marketing, giving graduates a highly desirable career skill set. The field of Communication offers a full set of practical, hands-on degree programs in public relations, journalism and digital media. Students may also earn degrees in hospitality, event management and tourism, and in sport management. ROTC offers a rich theme of leadership fundamentals. Finally, the Master of Business Administration program targets adult learners by using a career-friendly mix of face-to-face and online instruction tailored for the working professional.

Highlight: BS Safety Management – 2nd in US for number of graduates.

Programs slated to begin after the spring 2016 semester include the Bachelor of Science in Corporate Security, and the Bachelor of Science in Homeland Security.

Academic Programs of Distinction *(Continued)*

51. Health professions and related programs
Slippery Rock University is nationally known for its health professions and related programs. There are several accelerated (3+3 and 3+4) programs using articulation agreements to matriculate students into health-related graduate programs. These include Physical Therapy (at SRU and elsewhere), Physician Assistant Studies (at SRU and elsewhere), Pharmacy, Dentistry, Osteopathic Medicine and Chiropractic programs. Slippery Rock's Physical Therapy program was the third in the country to transition to the doctoral level. The percentage of graduates passing the licensure Board exam is above the national average (three year national average- 86.6%; SRU average – 93.1%).

Exercise Science is one of the first six programs to be accredited by the Commission on Accreditation of Allied Health Programs (CAAHEP) and 80% of students successfully go on to earn professional graduate degrees. Recently the program was recognized as a "Gold Level Campus" by the 2015 Exercise is Medicine Global Showcase of the American College of Sports Medicine. This followed the 2011 recognition as the outstanding international "Exercise is Medicine" campus program by the same organization.

Highlights: Doctorate of Physical Therapy – one of first two in US to be created; BS Exercise Science – largest major at SRU; MS Adaptive Physical Activity – Outstanding Adapted Physical Education Program Award (offered by the Adapted Physical Education/Activity Special Interest Group of SHAPE America). Master of Public Health taught at the Regional Learning Alliance near Pittsburgh.

Programs slated to being after the spring 2016 semester include Master of Science in Physician Assistant Studies, the Master of Science in Health Informatics, the Master of Public Health and the Bachelor of Science in Petroleum and Natural Gas Engineering.

13. Education
The College of Education offers programs at the undergraduate, masters, and doctoral degree levels that prepare educators to effectively teach all students in inclusive classrooms. The programs use online technologies, learning environments, and research-based pedagogies that are attractive, convenient, and high-quality. Of note, Slippery Rock has the largest online special education master's degree in the state of Pennsylvania. This program was recognized as a "Best Online Special Ed Program" by Best Online Colleges. The Reading Specialist and Elementary Math/Science master's degrees are all online and were both recognized as "top 25 in the US" by bestcolleges.com. The blended doctoral degree in special education is the only one of its kind in the state system and prepares highly sought-after graduates to be teachers and leaders in higher education and beyond.

Highlights: Ed D Special Education – unique in system; M Ed Technology for Online Instruction- unique in system; M Ed Reading Specialist – top 25 in US (bestcolleges.com); M Ed Elementary Math and Science – top 25 in US (bestcolleges.com); M Ed Master Teacher in Special Ed – a Best Online Special Ed Program (Best Online Colleges). College of Education—Best for the Money, College Factual. Special Education—Best for the Money, College Factual. Top 5% nationally, College Factual.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

Services

- Unique retention programs include Professor-Protégé program in Education; freshman research in Health and Science.
- Retention and graduation:
  - Six-year graduation rate is #1 in the state system: 68%. (Master's institutions 6-year grad rate is 50%.).
  - FYRST Seminar – Learning Community Clusters – national award for improving academic and social integration from Noel-Levitz.
- Food service: #16 in PA (NICHE 2015).
- Student Health Services: Open 24/7; first in the state system to be accredited.
- Security: 14th Safest Campus in America (Daily Beast).
- Residence Halls: #19 nationally, #2 in PA (NICHE 2015); Top 10 nationally (LendEDU).
- Campus Recreation: state-of-the-art equipment; second largest intramural program in the state system.

Programs

- Undergraduate research:
  - 2015 Symposium - 156 students, 61 faculty, 20 programs represented.
  - 2 state system STEM Undergrad Research Conferences held at SRU.
  - 10 students presented at NCUR.
- Study abroad:
  - 506 students in 14-15.
  - SRU is #9 in master's institutions (IIE).
- Leadership: 3-stage development program for over 4000 students.
- Student newspaper: more accolades than other the state system university.
- Sustainability: 91st in the world in the Green Metric World University 2015 survey.
- Student veterans: on-campus veterans' center and tele-health program.
- Online Winter Session courses: #1 in the state system in 2015.

Community engagement

- Service learning/volunteerism: students volunteered over 30,000 hours in 2014-15 (worth over $650K).
- Sustainable Enterprise Accelerator: economic development through new venture creation and business consulting, involving students.
- Government Contracting Assistance Center: matches local businesses with government contracts; offers workshops to enhance success (worth $6 million to local firms).
- Center for Public Humanities: public programs at the Old Stone House; Humanities Ladder at Aliquippa HS.
- Disabilities e.g., Storm Harbor Equestrian Center, Autism Conference.
- Veterans: Regional Conference.
- Exercise is Medicine: best in nation in Active U Challenge; Gold Star from ACSM.

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability. Initiatives and strategies should address mitigation of financial risk.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

1. Increase enrollment while enhancing student quality and diversity. (state system Goals 1.1, 1.3, 2.3-2.5)
2. Offer a quality, flexible, agile, and integrated curriculum and co-curriculum to develop the intellectual, social, physical, and leadership capacities of students. (state system Goals 1.1-1.5)
3. Fuel learning with powerful pedagogies and transformational experiences in and out of the classroom. (state system Goal 1)
4. Maintain an unwavering focus on success for all students. (state system Goals 1.1, 2.1, 2.2, 3.1, 3.2)
5. Provide a supportive campus experience through quality housing, dining, recreation, health, safety and administrative services, and a caring community. (state system Goal 2)
6. Attract, retain, and develop highly qualified and diverse faculty, staff, and administrators. (state system Goal 1)
7. Increase financial resources, enhance physical facilities, employ cost-effective technology, and use sustainable processes and procedures. (state system Goals 1.6, 3.3-3.5, 4.3)
8. Engage alumni and friends in the life of the university. (state system Goal 3)

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

Resources:
- Physical location- rural (hence safe) but close to city and airport (accessible); space for growth (600 acres).
- Facilities – modern student center, dining, residence halls.
- Financial risk low – ranks 2nd in the state system scorecard.
- Human resources – quality faculty, staff and administrators.

Processes:
- Enrollment management – from recruitment to retention to graduation.
- Labor relations – cooperation with APSCUF to advance the university.

Priorities:
- New student market segments.
- Niche programs.

Opportunities

Political:
- Growing flexibility of the state system.

Economic:
- Employer needs fit SRU internal strengths.

Social:
- Positive relationships between unions and management, and with external communities.

Technological:
- Developments in productivity and analytical software.

Demographic:
- Growing student markets – graduate, international, adult completers, online.

Legal/organizational:
- Reorganization of VP divisions.

Challenges

Political:
- Uncertainty about budget and tuition when determined late in year.

Economic:
- Constrained appropriations, tuition, and capital funds; escalating retirement and CBA costs, increasing deferred maintenance.

Social:
- Growing student mental health and disability issues; off-campus environment.

Technological:
- Serving the academic and other needs of online students.

Demographic:
- Declining high school graduates reducing freshman and transfer market segments.

Legal/organizational:
- Compliance with state laws, BOG policies, and audits; unfunded mandates.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	19.5%	19.9%	18.7%	21.1%	20.4%	21.1%	20.9%
New Transfers	7.6%	8.1%	8.2%	8.0%	7.7%	8.3%	8.1%
Veterans	2.3%	1.5%	3.0%	3.1%	2.5%	2.9%	2.8%
Adult Learners	7.9%	7.8%	7.9%	7.5%	7.4%	7.6%	7.5%
Total Undergraduate Enrollment	7,881	7,769	7,540	7,526	7,471	7,566	7,744
Graduate Headcount Enrollment							
Master's	532	477	548	690	781	894	986
Research Doctorate	131	N/A	N/A	N/A	23	41	62
Professional Doctorate	N/A	130	135	134	143	135	135
Total Graduate Enrollment	663	607	683	824	947	1,070	1,183
Certificates and Nondegree students							
	168	183	124	145	210	166	144
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	500	569	633	840	1,003	1,023	1,054
Traditional (On Campus)	7,651	7,394	6,888	6,798	6,465	6,595	6,797
Off Campus	29	29	23	44	36	37	38

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	81.3%	81.2%	82.4%	81.6%	83.3%	82.0%	82.2%
Third Year Persistence	73.5%	73.9%	72.7%	74.2%	74.2%	74.5%	74.7%
Fourth Year Persistence	71.1%	70.4%	71.9%	70.1%	70.2%	69.7%	69.9%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	49.1%	51.7%	50.9%	49.5%	51.0%	51.3%	51.5%
Six Year (or less)	62.1%	62.8%	67.5%	68.0%	67.6%	68.0%	68.2%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation*							
	129.1	130.5	130.9	130.7	130.7	130.6	130.5
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

*Current values include graduates of degree programs that require greater than 120 credits and are therefore temporary. Final values including only degree programs with Board approved requirements of 120 credits will replace the temporary values in the near future.

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	1,882	2,131	2,016	2,077	1,976	2,016
Undergraduate Degrees per 100 FTE	20.5	22.1	22.9	22.0	21.4	21.5
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	55.0%	57.7%	54.0%	59.7%	59.0%	62.5%
Non-Pell Recipient Graduation Rate	63.0%	63.5%	66.5%	70.3%	N/A	N/A
Underrepresented Minority Graduation Rate	42.0%	47.3%	52.0%	55.2%	50.0%	53.0%
Non-Underrepresented Minority Graduation Rate	62.0%	63.6%	64.3%	69.2%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	32.2%	33.6%	32.9%	34.8%	35.0%	37.0%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	9.7%	10.7%	11.5%	10.8%	11.3%	12.0%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	18.1%	17.6%	18.5%	19.0%	18.9%	19.3%
Female Faculty	47.1%	48.4%	49.4%	49.8%	48.5%	48.9%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	70.3%	73.5%	73.9%	72.7%	72.0%	72.3%
Fourth Year Persistence	67.7%	70.4%	71.9%	70.1%	70.1%	72.1%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	27.9%	29.6%	30.4%	34.4%	32.8%	33.5%
Facilities Investment						
Sightlines Annual Facilities Investment Score*	52.9%	51.8%	53.9%	58.0%	58.8%	59.9%
Student Engagement						
Percent of Students Involved in Volunteering	36.5%	50.5%	51.1%	71.6%	42.5%	46.5%
Study Abroad						
Percent of Graduates who Studied Abroad	25.6%	26.3%	28.5%	26.2%	25.6%	25.6%

*Composite Score = ((2 X Three-year average of Capital and Operating Stewardship) + (Operating and Effectiveness and Operating Stewardship) + (Service))/4

Academic Programs

Academic Program Activity	
Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	10
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Associate Degree Programs	
Total Number of Associate Programs	0
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	60
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	43
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	72%
Master's Degree Programs	
Total Number of Master's Programs	17
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	17
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	100%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	1
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	1
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	100%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
110101	Computing	No
Master's Degree Programs		
230101	English	No
130501	Technology for Online Instruction	Yes
510912	Physician Assistant Studies	No
Certificate's		
130603	Applied Research, Statistics, and Measurement	Yes
500901	Teaching Music Online	Yes
239999	Written Literate Practices	Yes
510000	Humanities and Health	No
540105	Applied History	No
500401	Design	No
500401	Digital Media	No
500409	Graphic Design	No
500605	Photography	No
050107	Latin American Studies	No
231302	Creative Writing and Book Arts	No
Minor's		
300000	Leadership	

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
Bachelor's Degree Programs			
110101	Computing	Reorganized from the previous B.S. in Computer Science and B.S. in Information Technology	No
512309	Recreational Therapy	Reorganized from the previous B.S. in Therapeutic Recreation Services	No
310301	Park and Resource Management	Reorganized from the previous B.S. in Parks and Recreation	No
511503	Special Education Transition Programming	Reorganized from the previous B.S. in Parks and Recreation	No

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Bachelor's Degree Programs		
270101	Mathematics	No
110101	Computer Science	No
110103	Information Technology	No
Certificate's		
270101	Elementary School Mathematics	No
270101	Middle School Mathematics	No
270101	Statistical Applications	No
Minor's		
050207	Women Studies	No
110103	Information Technology	No

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Certificate's		
301101	Gerontology	No

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
14.4501	BS Bio-Engineering
14.0701	BS Chemical Engineering
14.0901	BS Computer Systems Engineering
43.0303	BS Cyber Security
14.1001	BS Electrical Engineering
50.0509	BFA Musical Theater
Master's Degree Programs	
52.1201	MS Healthcare Information Management
01.0308	MS Horticulture
44.0701	Master of Social Work
52.0201	MBE Master of Business Engineering
513820	MSN Clinical Nurse Leader
Doctorate Degree Programs	
51.2306	Doctor of Occupational Therapy (OTD)
Certificates	
13.1004	Gifted Education
11.1003	Leadership in Information Security
51.2706	Leadership in Health Information
52.1001	Leadership in Human Relations
13.1299	College Teaching

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Bachelor's Degree Programs	
16.0101	BA Modern Languages and Cultures
30.0000	BA Multidisciplinary Studies (with Criminology, Safety, Nursing, Business and other fields)
52.1001	BS Human Resource Mgmt
52.1101	BS International Business
44.0501	BS Public Policy
14.0501	BS Bio(medical) Engineering
14.0901	BS Computing Engineering
Master's Degree Programs	
42.2814	MED Applied Behavior Analysis
11.0401	MS Information Science
52.1005	MA Human and Organizational Development and Leadership
51.2310	MA Rehabilitation Counseling
Doctorate Degree Programs	
51.2001	Doctor of Pharmacy
13.0406	EdD in Higher Education Administration
Certificates	
50.0705	Art: Drawing
50.0711	Art: Ceramics
50.0712	Art: Fibers
50.0703	Art: History
50.0713	Art: Metalsmithing
50.0708	Art: Painting
50.0710	Art: Printmaking
50.0709	Art: Sculpture
13.0409	Principal Certification (revision of current Education Leadership)
16.0905	Spanish for the Professions
Minors	
45.0501	Applied Demography
16.1101	Arabic
43.0112	Corporate Security
05.0210	Disability Studies
16.0901	French - Professional
43.0301	Homeland Security
05.0127	Japanese
52.0213	Leadership Studies (major revision of existing minor)
05.0108	Middle East Studies
16.0103	Translation
44.0702	Youth Services

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$46.0	$47.3	$49.3	$48.9	$49.2	$50.3
Undergraduate Out-of-State Tuition	$9.2	$9.4	$9.7	$9.9	$9.9	$10.1
Graduate In-State Tuition	7.4	9.1	10.0	10.1	12.2	13.5
Graduate Out-of-State Tuition	1.7	2.0	2.2	2.0	2.4	2.7
TOTAL TUITION REVENUE	**$64.4**	**$67.7**	**$71.2**	**$70.9**	**$73.7**	**$76.6**
Total Fees	13.8	15.0	16.1	15.9	16.3	16.9
State Appropriations	32.6	32.6	34.4	33.1	33.6	33.6
All Other Revenue	4.2	4.2	4.2	4.2	4.2	4.3
Planned Use of Carryforward	0.0	0.0	0.0	0.0	0.0	0.0
Total E&G Revenue/Sources	**$115.0**	**$119.6**	**$125.9**	**$124.1**	**$127.7**	**$131.3**
E&G Expenditures/Transfers						
Total Salaries and Wages	$61.8	$61.9	$65.1	$64.1	$68.0	$68.4
Total Benefits	28.1	28.5	32.9	32.4	34.6	36.0
TOTAL PERSONNEL EXPENDITURES	**$89.9**	**$90.4**	**$98.0**	**$96.5**	**$102.6**	**$104.4**
Financial Aid	2.9	3.8	3.4	3.4	4.0	4.0
Utilities	2.7	2.7	2.8	2.7	2.8	2.9
Services & Supplies	15.2	15.4	16.7	16.9	17.2	17.6
Capital Expenditures & Transfers	4.7	7.2	4.9	4.6	5.2	4.5
Total E&G Expenditures/Transfers	**$115.4**	**$119.3**	**$125.9**	**$124.1**	**$131.8**	**$133.3**
Total E&G Fund Surplus/(Shortfall)	$(0.4)	$0.3	$0.0	$0.0	$(4.0)	$(2.1)
Annualized FTE Enrollment						
Undergraduate In-State	6,850.77	6,858.38	6,864.06	6,818.25	6,853.52	7,012.00
Undergraduate Out-of-State	893.60	897.03	913.16	904.43	909.11	930.13
Graduate In-State	681.83	813.63	888.28	883.10	1,062.00	1,174.89
Graduate Out-of-State	122.63	134.96	146.50	140.61	169.09	187.07
Total Annualized FTE Enrollment	**8,548.83**	**8,704.00**	**8,812.00**	**8,746.38**	**8,993.72**	**9,304.08**
E&G Budgeted Annualized FTE Employees						
Faculty	395.13	397.28	414.52	414.52	435.69	442.69
AFSCME	266.26	276.97	278.45	278.45	281.14	281.14
Nonrepresented	92.59	95.65	94.33	94.33	96.60	96.60
SCUPA	32.45	34.27	33.00	33.00	34.67	34.67
All Other	51.78	53.74	52.49	52.49	54.43	54.43
Total E&G Fund Budgeted Annualized FTI	**838.21**	**857.91**	**872.79**	**872.79**	**902.53**	**909.53**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Campus physical enhancements for high-impact areas and safety (North Hall Welcome Center, trash cans, benches)	346,430		
New university website	160,284		
New campus signage for various entrances, buildings, maps, and building and street identification for 911		118,295	57,071
Program Directors and faculty for new programs		437,141	1,532,106
Internationalism (travel and other investments to establish partnerships and recruit overseas)	95,626	192,875	197,491
Additional Scholarship Investment			498,500
Classroom & academic facility improvements or renovation projects, including:	833,191	1,722,572	5,333,105
Advanced Technology & Science Building Labs, Bailey Library Renovations, Baseball Field Pads, Eisenberg Classroom Renovations, Har-Mer Building for PA Program, Morrow Field House Pool Repair, Vincent Science Classroom Renovation, Ongoing Classroom Renovations, Art/Ceramics Building Improvements, and the Morrow Field House Basketball Court.			
Campus building & infrastructure improvements or renovation projects, including:	1,187,206	1,184,840	1,881,123
Bailey Library Maintenance, Dinger Building Renovations/Maintenance, Green Roof & HVAC, East/West Gym Pool Roof, Eisenberg Roof Replacement, Lowry Center Renovation Design, Morrow Field House Roof & Other Renovation, North Hall Renovations, Patterson Hall Renovations/Maintenance, Spotts Renovation/Maintenance, and Track Resurfacing.			
Total	**$2,622,737**	**$3,655,723**	**$9,499,396**
Sources of Funds for Reinvestment:			
Plant Funds	0	33,416	4,009,607
Institutionally Funded	1,780,336	1,515,099	1,518,790
Academic Enhancement Fee Revenue Funds	842,401	1,670,067	1,940,394
Growth in Enrollment/Revenue	0	437,141	2,030,606
Total	**$2,622,737**	**$3,655,723**	**$9,499,396**

Library investments to repurpose space for new learning approaches and student needs
Mathematics Emporium (Library)
Renovation of former staff center into Collaborative Classroom (North Hall)
Morrow Field House (building infrastructure upgrades and renovation for PE Dept)

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$9.2	$9.9	$10.2	$9.7	$10.5	$10.7
Housing Fees	2.9	3.0	3.1	3.0	3.2	3.2
Privatized Housing	3.9	3.8	3.9	3.9	3.9	3.9
Other Auxiliary Sales	0.6	0.5	0.6	0.6	0.6	0.6
All Other Revenue	5.3	5.7	6.4	6.2	5.6	5.6
Total Auxiliary Revenue/Sources	**$22.0**	**$23.0**	**$24.2**	**$23.4**	**$23.7**	**$24.1**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$2.5	$2.5	$2.6	$2.5	$2.5	$2.5
Total Benefits	0.8	0.9	1.0	0.9	1.0	1.0
TOTAL PERSONNEL EXPENDITURES	**$3.3**	**$3.4**	**$3.6**	**$3.5**	**$3.5**	**$3.5**
Financial Aid	0.4	0.4	0.4	0.4	0.4	0.4
Utilities	0.9	0.9	1.0	1.0	1.0	1.0
Services & Supplies	12.1	12.6	12.8	13.2	13.5	13.7
Capital Expenditures & Transfers	4.8	5.5	6.3	5.3	5.3	5.4
Total Auxiliary Expenditures/Transfers	**$21.5**	**$22.8**	**$24.2**	**$23.4**	**$23.7**	**$24.1**
Total Auxiliary Fund Surplus/(Shortfall)	$0.5	$0.2	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**26.93**	**25.76**	**25.76**	**25.76**	**25.78**	**25.78**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$10.9	$11.3	$11.7	$11.7	$11.7	$11.7
State Grants & Contracts	7.6	7.3	7.2	7.2	7.2	7.2
Private Grants & Contracts	0.1	0.0	0.0	0.0	0.0	0.0
Gifts	0.0	0.0	0.0	0.0	0.0	0.0
All Other Restricted Revenue	3.5	4.0	4.2	4.2	4.2	4.2
Total Restricted Revenue	**$22.1**	**$22.6**	**$23.1**	**$23.1**	**$23.1**	**$23.1**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$0.5	$0.6	$0.6	$0.6	$0.6	$0.6
Total Benefits	0.0	0.1	0.1	0.1	0.1	0.1
TOTAL PERSONNEL EXPENDITURES	**$0.6**	**$0.6**	**$0.6**	**$0.6**	**$0.6**	**$0.6**
Financial Aid	21.4	21.9	22.3	22.3	22.3	22.3
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.1	0.1	0.1	0.1	0.1	0.1
Capital Expenditures & Transfers	0.0	0.0	0.0	0.0	0.0	0.0
Total Restricted Expenditures/Transfers	**$22.1**	**$22.7**	**$23.1**	**$23.1**	**$23.1**	**$23.1**
Total Restricted Fund Surplus/(Shortfall)	$(0.0)	$(0.0)	$0.0	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**0.90**	**0.67**	**0.67**	**0.67**	**0.67**	**0.67**
Total University Revenue	**$159.1**	**$165.2**	**$173.2**	**$170.6**	**$174.5**	**$178.4**
Total University Expenses	**$159.1**	**$164.8**	**$173.2**	**$170.6**	**$178.6**	**$180.5**
Total University Surplus/(Shortfall)	**$0.1**	**$0.5**	**$0.0**	**$0.0**	**$(4.0)**	**$(2.1)**
Total University Budgeted Annualized FTE Employees	**866.04**	**884.34**	**899.22**	**899.22**	**928.98**	**935.98**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	2,067	2,097	2,179	2,179
Total Cost In-State Undergraduate Off Campus or At Home	**$9,057**	**$9,339**	**$9,675**	**$9,675**
Most Common Room and Board Rates	9,598	9,794	10,022	10,110
Total Cost In-State Undergraduate On Campus	**$18,655**	**$19,133**	**$19,697**	**$19,785**
Out-of-State Undergraduate				
Tuition (Most Common)	$9,934	$10,230	$10,590	$10,590
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	2,067	2,097	2,179	2,179
Total Out-of-State Undergraduate Off Campus or At Home	**$12,559**	**$12,969**	**$13,433**	**$13,433**
Most Common Room and Board Rates	9,598	9,794	10,022	10,110
Total Cost Out-of-State Undergraduate On Campus	**$22,157**	**$22,763**	**$23,455**	**$23,543**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	85	86	90	90
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$376**	**$388**	**$403**	**$403**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$414	$426	$441	$441
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	85	86	90	90
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$522**	**$539**	**$559**	**$559**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$442	$454	$470	$470
Grandfathered Full-time Rate*	$8,912	N/A	N/A	N/A
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$127	$130	$135	$135
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit	$663	$681	$705	$705
Grandfathered Full-time Rate*	$14,257	N/A	N/A	N/A
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$161	$164	$170	$170

*Doctor of Physical Therapy students in fall 2010 and fall 2011 cohorts were grandfathered to pay a flat, full-time rate in fiscal year 2012/13 and 2013/14.

University Undergraduate Fees

University Undergraduate Mandatory Fees	2015/16 Part Time per Credit	2015/16 Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$29	$706
Activity Fee	$15	$371
Health Services Fee	$13	$311
Recreation Center Fee	$9	$221
Student Center Maintenance	$18	$421
Student Life Enhancement	$5	$150
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$29	$706
Activity Fee	$15	$371
Health Services Fee	$13	$311
Recreation Center Fee	$9	$221
Student Center Maintenance	$18	$421
Student Life Enhancement	$5	$150
Other: _____		

Notes:

Housing Costs		Full Time Academic Year
Traditional Housing		
Minimum	*Triple (no bath)*	$3,144
Maximum	ROCK Apartment	$5,570
Most Common	Double (2 beds)	$3,488
All Other Housing		
Minimum	*Double Studio(2 beds/bath)*	$6,620
Maximum	2 Single Suite (2 beds/2 baths)	$8,566
Most Common	Double Studio(2 beds/bath)	$6,620

Dining Costs - students living on campus	# Meals/Week	Full Time Academic Year
Minimum	6	$2,988
Maximum	unlimited	$3,742
Most Common	12	$3,402

Other Optional Fees	Full Time Academic Year
Orientation	$75
Student ID	$15
Parking	$25
Application	$30

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	1,150	1,352	1,366	1,731
Average Award	$2,914	$2,467	$2,635	$2,217
Total Dollars Awarded	$3,351,017	$3,335,729	$3,599,865	$4,117,486
% of Undergraduate Students Receiving Aid	14%	17%	17%	20%
Pennsylvania State Grants				
# of Students	2,676	2,637	2,630	2,440
Average Award	$2,582	$2,835	$2,662	$2,792
Total Dollars Awarded	$6,908,158	$7,476,607	$7,002,357	$6,811,438
% of Undergraduate Students Receiving Aid	32%	33%	33%	31%
Pell Grants				
# of Students	2,665	2,539	2,593	2,399
Average Award	$3,695	$3,845	$3,897	$4,038
Total Dollars Awarded	$9,846,623	$9,761,542	$10,104,284	$9,686,081
% of Undergraduate Students Receiving Aid	32%	31%	32%	30%
All Other Gift Aid*				
# of Students	2,484	2,494	2,392	2,231
Average Award	$2,313	$2,061	$2,478	$2,428
Total Dollars Awarded	$5,746,339	$5,139,545	$5,928,295	$5,417,137
% of Undergraduate Students Receiving Aid	30%	31%	30%	28%
Unduplicated Students Receiving Gift Aid				
# of Students	4,774	4,439	4,620	4,529
Average Award	$5,415	$5,793	$5,765	$5,599
Total Dollars Awarded	$25,852,137	$25,713,422	$26,634,801	$25,359,767
% of Undergraduate Students Receiving Gift Aid	57%	55%	57%	57%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	130	82	107	97
Total Dollars Awarded	$391,927	$232,748	$313,541	$323,136
% of Graduate Students Receiving Assistantships	15%	9%	9%	8%
Graduate Tuition Waivers				
# of Students	128	88	114	119
Total Dollars Awarded	$1,094,749	$785,231	$1,031,001	$1,035,022
% of Graduate Students Receiving Waivers	15%	9%	10%	9%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	6,133	5,927	5,881	5,665
Average Loan	$8,135	$8,233	$8,524	$8,765
Total Dollars Loaned	$49,889,765	$48,796,546	$50,132,248	$49,655,704
% of Undergraduate Students Receiving Loans	73%	73%	73%	71%
Graduate Loans (all known)				
# of Students	472	526	616	590
Average Loan	$14,127	$14,554	$14,479	$15,126
Total Dollars Loaned	$6,667,834	$7,655,599	$8,919,132	$8,924,048
% of Graduate Students Receiving Loans	56%	55%	53%	46%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	85%	87%	86%	86%
Average Amount of Debt *(of those graduating with debt)*	$28,959	$29,722	$30,458	$32,039
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	5.7%	5.2%	4.4%	4.9%

Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,309	$9,794	$1,517	$1,980	$22,600
In-State Undergraduate Off Campus, Living at Home	$9,309	$5,371	$1,517	$4,273	$20,470
Out-of-State Undergraduate On Campus	$12,939	$9,794	$1,517	$2,200	$26,450
Out-of-State Undergraduate Off Campus, Living at Home	$12,939	$5,371	$1,517	$4,433	$24,260

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	872	$13,712	$(414)	$9,831	$8,537
$30,001 - $48,000	587	$14,196	$233	$9,045	$7,816
$48,001 - $75,000	901	$17,743	$3,852	$5,457	$8,866
$75,001 - $110,000	1,175	$19,568	$5,595	$3,682	$9,303
$110,001 and Above	1,241	$19,497	$5,810	$3,452	$9,235

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Student Fees

Pilot/Title:	SL02 — Instructional Fee for STEM-H Courses

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge a differential fee for the following high-cost/high-demand undergraduate Science, Technology, Engineering, Mathematics, and Health (STEM-H) courses: applied engineering, safety and technology, biology, chemistry, computer science, earth science, mathematics, physics, and medical technology. The differential fee would be $90 for each specialized 100- and 200-level lab course and $30 per credit for selected specialized 300- and 400-level STEM-H courses. The fees will be phased in over four years, with fees for 100-level courses beginning in year 1, 200-level courses in year 2, 300-level courses in year 3, and 400-level courses in year 4. The proposed fee would be reviewed annually; the fees would be adjusted as the review justifies. Effective fall 2015 through summer 2018.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

N/A

Assessment Criteria:	**Prior Year: Fall 2013**	**Prior Year: Fall 2014**	**Current Year: Fall 2015**	**Difference Fall 2014 – Fall 2013**	**Difference Fall 2015 – Fall 2014**
Cohort Access					
Headcount Pell Recipients		158.00	203.00	0.00	45.00
Percent Pell Recipients		35.1%	35.9%		
Headcount Nonmajority Students		29.00	48.00	0.00	19.00
Percent Nonmajority		6.4%	8.5%		
Other:					
Cohort Enrollment					
Fall FTE Students		586.83	711.58	0.00	124.75
Fall Headcount Students		450.00	565.00	0.00	115.00
Annualized FTE Students		397.97	542.40	0.00	144.43
Annual Revenue Associated with Cohort	***2013/14 Annual***	***2014/15 Annual***	***2015/16 Annual***		
Tuition Revenue		$5,881,287	$7,099,116	0	$1,217,829
New Pilot Student Fee Revenue		-	102,573	**0**	**102,573**
All Other E&G Fee Revenue		2,547,124	2,624,151	0	77,027
Auxiliary Fee Revenue		7,753,829	7,862,797	0	108,968
Institutional Financial Aid *(negative number)*		(535,941)	(596,793)	0	(60,852)
Net Revenue		$15,646,299	$17,091,845	$0	$1,445,546
Revenue Increase due to Normal Rate Changes		429,504	499,121	0	69,617

Observations:

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title:	SL01 — Active Military Tuition

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge undergraduate tuition at 85% of the current applicable tuition rate to the following individuals enrolled exclusively in online undergraduate programs: all active duty military (U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, National Guard, and Reserves) and spouses of active duty members. Effective fall 2015 through summer 2017.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

N/A

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients				0.00	0.00
Percent Pell Recipients					
Headcount Nonmajority Students				0.00	0.00
Percent Nonmajority					
Other:					
Cohort Enrollment					
Fall FTE Students				0.00	0.00
Fall Headcount Students				0.00	0.00
Annualized FTE Students				0.00	0.00
Fall Revenue Associated with Cohort					
Tuition Revenue				$0	$0
E&G Fee Revenue				0	0
Auxiliary Fee Revenue				0	0
Institutional Financial Aid *(negative number)*				0	0
Net Revenue	$0	$0	$0	$0	$0
Revenue Increase due to Normal Rate Changes				0	0

Observations:

There are currently no participants in this pilot program.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

WEST CHESTER UNIVERSITY of PENNSYLVANIA

2015-2016
Action Plan

Pennsylvania's STATE SYSTEM of Higher Education

Action Plan Preface

Looking to the future while understanding where we are today

The System's Strategic Plan 2020: *Rising to the Challenge* calls for the development of detailed annual actions plans for each university for transparency and to document progress toward system and university strategic goals. By their very nature, strategic plans look to change over a period of years; in contrast, action plans are designed to look at annual changes in the university and its context[1]. Action plans chronicle where a university has been (previous year), where it is (current year) and where it is going (in the next two years). The format for annual action plans calls for universities to detail—in the context of university mission, vision and strategic directions—distinctive programs and accomplishments, opportunities and challenges, trends in enrollment, student success, and financial management. Looking at action plans annually is important because *proposed* directions in academic program development, enrollments, and finances are often shaped and re-shaped by critical changes and emerging conditions in student markets, educational interests, and regional economies. As such, they highlight the important balance between thoughtful longer-term planning and the flexibility needed to respond to changing dynamics.

Aligning institutional results and reports

To present a clear picture of the university, where it has been, and where it is going, it is essential that it is aligned with existing data reports, financial information, performance funding, and annual reporting on progress towards strategic goals. Over time, it is anticipated that episodic university reports be minimized and that more of them will be incorporated and summarized within the context of action plans to provide a more thorough understanding of university efforts to meet their mission and that of the State System.

[1] Highlighted text represents changes from the 2014-2015 Action Plan

Action Plan

2015-2016

Table of Contents

Preface

Strategy

- University Mission, Vision, and Statement of Strategy 1
- Academic Programs of Distinction 5
- Other Areas of Distinction 7
- Strategic Goals 11
- University Strengths, Opportunities and Challenges 13

Key Performance Indicators

- Strategic Enrollment Management 15
- Performance Funding Indicators 16

Academic Programs 17

Financial Information 20

WEST CHESTER UNIVERSITY OF PENNSYLVANIA
2015/2016 ACTION PLAN

University Mission, Vision, and Statement of Strategy

University Mission - Please provide a description of your university's purpose and primary objectives for success.

West Chester University, a member of the Pennsylvania State System of Higher Education, is a public, regional, comprehensive institution committed to providing access and offering high-quality undergraduate education, selected post-baccalaureate and graduate programs and a variety of educational and cultural resources for its students, alumni, and citizens of southeastern Pennsylvania.

West Chester University is dedicated to excellent academic programs while supporting an academic environment that ensures student success. As a university owned by the citizens of Pennsylvania, we value and uphold our mission to provide the best educational opportunities possible which will enable the University community to successfully address the concerns of a global society. To this end, West Chester University focuses on teaching students to think clearly and critically, to make logical and ethical judgments, and to communicate effectively with others.

In support of its mission, WCU is particularly proud of several elements of our teaching and learning initiatives that are directly related to student success, both at WCU and in the lives students will lead upon graduating from WCU:

- Each of our academic departments has a Department Teacher Scholar Model (DTSM) that is focused on the ways in which faculty not only define expectations and standards related to their own research, but how that research relates to their teaching. The goal of the DTSMs is to provide a framework for faculty to bring teaching into their research and research into their teaching. This lays a strong foundation for the emphasis we place on undergraduate and graduate student research.
- Each and every WCU student (even transfer students who have completed their general education requirements before coming to WCU) must take at least one Diverse Communities course at WCU as part of their general education experience. Embracing the goal of graduating students who are committed to creating a just and equitable society, Diverse Community courses focus on historically marginalized groups and are framed by theories that lend understanding to the analysis of structural inequities. They seek to foster an informed and reasoned openness to an understanding of difference and are directly linked to our General Education goal of responding thoughtfully to diversity.
- Building on our commitment to the liberal arts tradition, there is a strong link between the goals of our General Education program and the student learning goals that faculty have defined for their programs. These goals are at the heart of preparing students and include effective oral and written communication, critical thinking, ethical decision-making, quantitative literacy, and responding thoughtfully to diversity. In this manner, we seek to give students the toolkit they need to lead rich, productive lives as democratic citizens, with a broad range of skills and abilities to enable them to thrive in the changing conditions of work in the 21st century and to participate in a global society.

University Mission, Vision, and Statement of Strategy *(Continued)*

University Vision - Please provide a description of your university's goals and aspirations for the years ahead.

West Chester University is dedicated to academic excellence. University faculty and staff will create a dynamic and supportive learning environment that prepares students for successful and rewarding personal, professional and civic lives. Moreover, WCU is committed to partnering with other schools, government, businesses and nonprofits to enhance economic development and the quality of life for all.

West Chester University will build on its standing as a national model for excellence for public regional comprehensive universities. The institution is especially noted for:

- Undergraduate programs that actively engage students in connecting the life of the mind to the world in which they live and work.
- The responsiveness of its graduate and post-baccalaureate programs to regional needs.
- Its focus on providing lifelong learning, technical, and applied skills essential to graduates' success now and in the future.
- A commitment by faculty, staff, and administrators to provide access and to serve effectively the educational needs of a diverse student body.
- Its role as a leading educational and cultural resource and partner in fostering the economic, social, and cultural vitality of southeastern Pennsylvania.

Our discussions with area schools, government, and business leaders have resulted in strategic planning for our academic programs. To this end, WCU is launching a Doctor of Education in Education Policy, Planning, and Administration this summer and recently received Board of Governors approval for master's degrees in athletic training, community nutrition, and clinical mental health counseling. Several additional academic programs are in various stages of development/approval, all based on satisfying needs in the Commonwealth of Pennsylvania. These programs include bachelor's degrees in: international business; planning; industrial and operations engineering; biomedical engineering; applied and computational mathematics; peace and conflict studies; global studies; and psychological sciences. Programs at the master's level include planning, human resource management, anthropology, financial economics, and a PSM in pharmaceutical chemistry/MS in industrial chemistry. An applied doctoral program, the Doctor of Psychology in Clinical Psychology, also is under BOG consideration.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy - Please provide a description of the strategy for fulfilling your university's vision and mission, given your university's current strengths, challenges, and available resources.

West Chester University is committed to the success of every student and to advancing the Commonwealth by delivering academic excellence and innovative programming that addresses the most pressing issues of our time, strengthening diversity and inclusion, and increasing collaborative relationships locally, regionally and internationally to advance the public good.

The University's strategic plan, *Building on Excellence*, provides the foundation for transforming WCU from the excellent university it is today to the extraordinary university it will become in the future. The plan, which is in Year 3 of its first phase, features a series of specific goals and objectives centered around five central themes: *Academics, Enrichment, Sustainability, Diversity and Engagement.*

WCU's Strategic Planning Assessment and Advocacy Committee coordinates campus assessment, review, and implementation of the strategic plan, ensuring that *Building on Excellence* achieves its goals.

Academics
West Chester University is dedicated to building and sustaining excellent academic programs, while supporting and developing an academic environment that ensures student success. Specific objectives include enhancing student learning through measurable learning outcomes; providing an academic environment where students prosper; expanding access to academic programs via both traditional and non-traditional methods of delivery; and strengthening pedagogy, technology, and facilities in support of teaching excellence.

Since the plan has launched, key Academic Theme achievements include:

- All undergraduate and graduate programs were evaluated using the Assurance of Student Learning (ASL) rubric, which evaluates the assessment efforts of all programs of study. This effort is critical to maintaining the high standards of national and program accreditation.
- New graduate professional doctorate programs were approved, including doctorates in public administration and education.
- Implementation of OnBase, a documentation management system.
- Advising Task Force preparing recommendations, to be issued in summer 2016, to support faculty in meeting the standard of advising.
- Increased numbers of WCU students studying abroad as well as growth in international enrollment on the campus.

Enrichment
WCU provides numerous programs and activities that enhance the campus's quality of life as well as that of the region, nation and world. These activities – which include artistic, athletic, cultural and co-curricular events -- are central to the University's educational mission, providing students with experiences that expand and shape their understanding of the world.

Since the plan has launched, key Enrichment Theme achievements include:

- The Office of Student Leadership and Involvement increased participation in academic and professional clubs and academic musical organizations by almost 20%.
- The leadership minor was launched in fall 2015
- The Athletic Mentoring program has shown strong results in contributing to improved student-athlete academic performance.
- Athletics has significantly increased the rental of WCU athletic facilities to community groups.
- Creation of innovative new initiatives for Alternative Spring Break trips, which focus on community service.

University Mission, Vision, and Statement of Strategy *(Continued)*

Statement of Strategy *(Continued)*

Sustainability
WCU has adopted a broad definition of sustainability that emphasizes the importance of appropriate growth and development and integrates environmental, social and economic opportunities. The University views sustainability as integral to education and research, operations and design, fiscal management, campus health and safety, and institutional vitality and effectiveness over the long term.

Since *Building on Excellence* has launched, key Sustainability Theme achievements include:

- Development of an improved budget process, including a University Budget Review Committee to play a key role in strategic resource and budgetary decisions.
- Developed 896 partnerships with business, government, and nonprofits that address critical sustainability issues.
- Geothermal project nearing completion. In 2014, WCU formally decommissioned its 50-year-old, coal-fired power plant.
- Surpassed 80% of the Becoming More Campaign target of $50 million.
- WCU faculty submitted 60 proposals for $8.1 million proposed funding of which $2.2 million was awarded from externally sponsored awards.
- In-house employee development programs increased 29%.

Diversity
As a public University which promotes academic excellence and emphasizes global education, WCU is committed to providing educational and employment opportunities to previously excluded, disadvantaged, challenged and marginalized populations. West Chester University recognizes that each member of the community brings a unique and diverse combination of background, experiences, and perspectives and that the contributions of each individual bring value our collective diversity.

Since the plan has launched, key Diversity Theme achievements include:

- African American and Latino/a enrollment has increased.
- Communication Studies Trans-cultural Literacy program is flourishing and includes more than 3,000 students in WCU's first Massive Open Online Course (MOOC).
- 17 University Forum proposals for diversity programming were funded, more than double the previous year.
- Campus Climate Survey – the University's second such survey -- was conducted in fall 2015. Campus leaders will use survey results, which will be distributed in spring 2016, to continue to develop an environment that ensures that every student and employee feels fully welcomed and has every opportunity to reach their goals at WCU.
- WCU has been designated a "Military Friendly School" by Victory Media, publisher of GI Jobs magazine. WCU also is now a "top school" in the 2016 MAE&T Guide to Colleges & Universities published by Military Advanced Education and Transition.

Engagement
WCU is committed to building mutually beneficial relationships with external stakeholders locally and globally. These collaborations will extend the University's impact, attract new resources to advance learning and community well-being, and focus campus talent on the pursuit of the public good.

Since the plan has launched, key Engagement Theme achievements include:

- The Office of Service-Learning and Volunteer Programs increased course selection, resulting in 800,000-plus hours of service in the community, earning WCU the President's Higher Education Community Service Honor Roll.
- The University's main social media networks continue to be a top marketing and engagement tool- connecting with more than 300,000 people per week.
- Alumni events and outreach continue to grow, more than 80 alumni events were held this past academic year.

Academic Programs of Distinction

Academic Programs of Distinction - Please identify your university's top 3 or 4 Program Areas of Distinction (An Academic Program of Distinction is defined as a two-digit CIP level which includes general groups of related programs such as Business and Education. You may also use related areas that cross CIP codes such as Visual and Performing Arts or Allied Health Professions. STEM as a Program of Distinction is too broad but Technology and Engineering or Engineering and Math would be a suitable Program of Distinction.) Please provide a brief rationale or narrative as to what makes these programs distinctive.

Academic Program Area of Distinction 1: Management and Administration (CIP Codes 52 and 44.0401)

- **52 Business, Management, Marketing, and Related Support Service (52.02, 52.03, 52.06, 52.11, 52.14)**
  The School of Business within the College of Business and Public Affairs houses business programs that are all AACSB accredited. AACSB-accredited schools have the highest quality faculty, relevant and challenging curriculum, and provide educational and career opportunities that are not found at other business schools. AACSB accreditation represents the highest standard of achievement for business schools worldwide. AACSB-accredited schools produce graduates that are highly skilled and more desirable to employers. In addition, a new B.S. in International Business is being submitted for approval at the April BOG meeting. If approved, the program would be the only International Business major offered by an AACSB-accredited System university in the eastern part of the state.
- **44.0401 Public Administration Program**
  The Master of Public Administration is the only NASPAA accredited program in the State System. Further, the program is only one of five NASPAA accredited program in the Commonwealth, joining the ranks of Penn State, Carnegie Mellon, University of Pittsburgh and Villanova. NASPAA is the Network of Schools of Public Policy, Affairs and Administration. NASPAA is the gold standard accreditation for schools of public policy and administration. The accreditation evaluates faculty and the curriculum to ensure quality. In addition, the department developed and now offers the first Doctor of Public Administration (DPA) in the State System.

Academic Program Area of Distinction 2: Urban Education and Leadership

- **13.0410 Youth Empowerment and Urban Studies**
  Unique in country, the Youth Empowerment program minor is open to all students and combines a focus on social change among urban youth with learning the theory and practice of popular movements and education. The core of the program is experiential learning. Students interested in careers in public policy, social work, government, psychology, language and literacy, education/teaching, sociology, and criminal justice will benefit from the connections, experiential learning and skills and knowledge gained through the minor. This minor helps to provide school districts with teachers who understand diversity and local context; non-profits with creative and critical thinkers who have had leadership experience; and businesses, such as banks and real estate agencies, with employees who can work effectively with members of the community.

Academic Program Area of Distinction 3: Health Professions and Related Programs (CIP Code 51)

- **51.1102 Pre-Medical Program**
  While the pre-medical program is not a baccalaureate degree, it prepares students in a number of majors (pre-and post-baccalaureate) for application to the health professional schools of medicine, dentistry, veterinary medicine, optometry, podiatry, physician assistant programs, as well as careers in biomedical research. Students are advised both academically and professionally so that they will be better prepared for professional schools. The program includes several early assurance programs with professional schools including medical, veterinary, and dental and physician assistant schools. These affiliations benefit WCU students by allowing them to apply to professional schools early and receive provisional acceptance to these schools, thereby reducing the stress and costs of applying to multiple professional schools. For over forty years, the placement rate for students who are recommended by the Pre-Medical Committee has been approximately 95 percent.
- **51.0806 Adapted Physical Education Program**
  This program encompasses two minors, the adapted physical activity minor and the deaf studies minor. The adapted physical activity minor is one of approximately five adapted physical education minors in the United States and also includes aspects of this field such as disability sport, pre-physical therapy and pre-occupational therapy majors. Content from adapted physical activity may be useful for other majors to incorporate into their future practices. The program also consists of an on-campus service learning component, which adds greatly to the value of this program. Annually, students provide about 3,000 hours of community service, volunteering for such programs as an adapted physical education program, adapted lifetime fitness program, and Special Olympics teams.

Academic Programs of Distinction *(Continued)*

- **51.0806 Adapted Physical Education Program** *(Continued)*
  The minor in deaf studies enables students to have a greater awareness of, understanding of, and expertise in the deaf community, including their culture and language. Practical applications of language use, cultural appreciation and understanding of deafness from a diversity viewpoint are stressed through three minor tracks. The minor prepares students from various majors to better understand the population in which they provide services (diversity track), the culture in which the deaf individual is a member (culture track), and develop proficiency in the cultural language of American Sign Language (language track). The deaf studies minor is open to any WCU student.
- **51.2399 Athletic Training**
  The B.S. in Athletic Training within the department of sports medicine in the College of Health Sciences has been preparing athletic trainers since 1971. The profession of athletic training prepares individuals prevent, treat, rehabilitate, and recondition injury and illnesses in the active population. WCU's athletic training program was one of the first six National Athletic Trainers' Association (NATA) approved Athletic Training education programs in the United States and the very first in Pennsylvania to offer a recognized pathway to prepare students to become athletic trainers. According to the most recent three-year aggregate statistics by the Commission of Accreditation for Athletic Training Education, West Chester University boasts the second largest athletic training program in the country based on the number of students graduating each year (32) and the number who pass their certification exam each year (31). WCU athletic training graduates have an overall first time pass rate of 85% on the Board of Certification exam, considerably above the national average of 78% for bachelor's degree programs. It is important to note that responding to changes in both employment demand and accreditation standards, the program will phase into a recently BOG-approved Master of Science in Athletic Training in Fall 2017.
- **51.3102 Clinical Nutrition/Nutritionist**
  WCU offers a thriving and nationally known major in nutrition. Campbell Soup Company selects a junior or senior nutrition major to participate in its summer internship program. WCU interns work in the global nutrition and regulatory team at Campbell's world headquarters in Camden, N.J. Campbell's also offers the *V8* Protein Student Ambassador program, exclusive to WCU nutrition majors. Campbell's chooses 10 majors to be ambassadors with the task of promoting the *V8* protein product via social media. Four students are selected as winners and are invited to headquarters for a tour of the facilities and networking opportunities with nutrition and industry professionals.
- **51.2006 Clinical and Industrial Drug Development**
  The Pharmaceutical Product Development program is one of only a few degree-granting programs in the nation that focuses on the pharmaceutical industry. Situated in the heart of the U.S. pharmaceutical industry hub, WCU is ideally situated to prepare students for careers in this rapidly changing industry. The curriculum for the degree is interdisciplinary in nature and was established in conjunction with industry experts. Students acquire foundational training in biology, chemistry and pharmaceutical sciences, as well as experience in technical writing, statistical computing, economics, and biomedical ethics. A unique feature of the program is capstone courses that introduce aspects of the pharmaceutical industry that are not normally presented in an academic environment including regulatory affairs, high-throughput screening and computer design of drugs. In order to present the most up-to-date information about these subjects, some of these lectures are given industry experts. In addition, summer internships in the biopharmaceutical industry are required. This novel program prepares graduates for both the pharmaceutical industry and careers in medicine, biomedical research and pharmacy.
- **51.0908 Respiratory Care**
  West Chester University, in conjunction with Bryn Mawr Hospital, offers a Bachelor of Science degree in respiratory care. Respiratory care professionals evaluate, treat, and care for patients with breathing disorders. Patients include premature infants, those with lung disease, and those requiring assistance from life support technology. The uniqueness of this relationship allows for immediate access to state-of-the art medical equipment and to medical personnel, as well as clinical affiliate relationships (currently 14 clinical affiliates). During the past three years, students in the program have had a 100 percent pass rate on the National Board for Respiratory Care's Written Secured Self-Assessment Exam. The program has CoARC recognition for Distinguished Registered Respiratory Therapist Credentialing Success (2014).
- **14.0501 Biomedical Engineering and 14.3501 Industrial and Operations Engineering**
  It is important to note that WCU has submitted LOIs for two engineering programs that are clearly tied to this academic area of distinction, building on our strong foundation. The B.S. in Biomedical Engineering would focus on bioinstrumentation, biomechanics, biomaterials, and bioinformatics while the B.S. in Industrial and Operations Engineering would focus on processes and systems to eliminate waste, improve quality, and improve productivity within the healthcare industry.

Other Areas of Distinction

Other Areas of Distinction - Please describe your university's admirable characteristics and accomplishments, including services, programs, student success, and community engagement.

The Southeastern Pennsylvania Autism Resource Center (SPARC)
The Southeastern Pennsylvania Autism Resource Center (SPARC) is a nonprofit clinic primarily serving individuals on the autism spectrum. SPARC provides center- and community-based diagnostic, therapeutic, and educational services as well as consultative services to educational and community organizations, such as parent groups, schools, daycares, hospitals, and other medical providers.

More than a decade ago, Phillip Duncan, a professor at West Chester University–now professor emeritus–began placing undergraduate students as therapists working with children on the autism spectrum. One of Dr. Duncan's students, Jennifer Dawson (Class of '97)–greatly inspired by her undergraduate experiences–dedicated her career to working with individuals with developmental disabilities, within the field of behavior analysis. In partnership with West Chester University, Dr. Duncan applied for and received grant funding to conduct a regional needs assessment for behavioral-based autism services. Dr. Dawson worked with Dr. Duncan on the resulting grant to determine a significant need for high quality services for individuals with autism. This evidence provided Drs. Duncan and Dawson the opportunity to establish SPARC.

SPARC first opened in March 2007 and partnered with the West Chester University Foundation in May 2007, receiving its nonprofit 501c3 status in October 2007. During the early days, Dr. Dawson provided behavioral feeding treatment, behavioral consultations, and diagnostic evaluations to area families. Dr. Corinne Murphy, currently chair of WCU's department of special education, joined the clinic in the summer of 2007 as a volunteer and research consultant, running SPARC's first social skills group and has served as the Center's executive director since 2012.

The current partnership between SPARC and WCU offers greatly expanded educational opportunities, providing both graduate and undergraduate students majoring in psychology, communicative disorders, and special education, the opportunity for training in autism and applied behavior analysis, as well as the opportunity to provide direct service to the center's clients under the supervision of top clinicians in the field. WCU students completing work at SPARC are heavily recruited by the top graduate programs in the country for studying applied behavior analysis and autism, including Western Michigan, Ohio State, North Texas, and Temple universities.

HEAT Institute
The HEAT (Heat Illness Evaluation Avoidance and Treatment) Institute supports nationally recognized independent research on heat illness prevention, evaluation, analysis and treatment.

The institute is dedicated to conducting independent research related to the evaluation, avoidance and treatment of heat-related illness in athletes. The institute is interested in collaborating with individuals and private foundations seeking to support and promote independent and unbiased research on thermoregulation and body fluid balance in athletes at risk for heat illness.

The institute's research is published in peer-reviewed journals such as the *American Journal of Sports Medicine, British Journal of Sports Medicine, Journal of Athletic Training and Medicine* and *Science in Sports and Exercise*. The institute's numerous studies involve athletes who routinely practice and play in environmentally stressful conditions and include investigations into the following:

- Core temperature responses
- Sweat rates and fluid turnover
- Sweat sodium losses
- Hypovolemic hyponatremia
- Fluid and electrolyte replacement
- Mechanisms implicated in exercise-associated muscle cramping

Other Areas of Distinction *(Continued)*

Assurance of Student Learning
The Academic Affairs division has instituted a process for evaluating student learning assessment plans for all graduate and undergraduate programs. The goal of this process was to better understand the quality of program-level assessment plans and communicate a consistent message to faculty as to what needs to be included in a high-quality assessment plan. Through the use of the assurance of student learning (ASL) rubric there is now more transparency with regard to the institutional expectation related to academic program student learning assessment. Under the direction of the faculty associate for teaching, learning, and assessment, the university assessment advisory committee and the associate deans have been responsible for reviewing program plans each year and providing feedback (using the rubric as a guide) to programs. In addition to scores for each element of the rubric, feedback is provided so programs can improve plan where appropriate in an effort to obtain better student learning outcome results.

Center for Contemplative Studies at West Chester University
Contemplative Studies is an interdisciplinary field focused on the application of contemplative practices drawn from the full range of philosophical and spiritual traditions to promote human flourishing in the lined spheres of intellectual, physical, and spiritual development. The center has three areas of activity. First, it delivers educational opportunities in contemplative studies for students, professionals, clinicians, and educators. For students, the center offers an 18-credit undergraduate minor in contemplative studies, as well as significant opportunities for graduate students (in public health, social work, nursing, and counseling) to accomplish their field placement hours as paid graduate assistants and volunteer research assistants. For the professional community, the center presents a monthly continuing education series on contemplative topics. Second, the center supports the WCU community and local organizations with contemplative programs. WCU students, staff, and faculty are offered daily opportunities to practice mindful movement and mindfulness meditation, as well as occasional retreat days. Local organizations can request programs, from workshops to 8-week courses, and retreats, to fit their needs and schedules. Third, the center's faculty is committed to adding to the research base in mindfulness-based interventions.

Dr. Edwin Cottrell Entrepreneurial Leadership Center
The Dr. Edwin Cottrell Entrepreneurial Leadership Center serves as a catalyst for regional economic development by promoting entrepreneurship at West Chester University, in Chester County, and throughout southeastern Pennsylvania. The center offers seminars and workshops, guest lectures, and online resources. Each year, the center participates in Global Entrepreneurship Week, designed to celebrate entrepreneurship around the globe; hosts the annual WCU Business Idea Competition; and partners with the Pennsylvania State System to host a business plan competition.

Center for Social and Economic Policy Research
The Center for Social & Economic Policy Research specializes in public opinion research. The center provides up-to-date quantitative research, combining superior service with academic expertise. It supports local economic development by conducting marketing and opinion surveys, evaluation studies and other types of attitudinal research.

WCU's Marching Band
The Incomparable Golden Rams Marching Band is truly a program of distinction. With 325 students representing all WCU colleges, this ensemble frequently presents shows throughout the region, winning numerous prizes and awards. In 2015, the Golden Rams Marching Band was invited to the Macy's Thanksgiving Day Parade in New York City. They performed before a crowd of 3.5 million spectators, in addition to 50 million people worldwide who watched on TV.

Twardowski Career Development Center
The Career Development Center supports student and alumni success by providing programs, services, employment and networking opportunities that give WCU graduates a competitive edge in the job market. The center assisted individuals via 1,743 appointments and drop-ins in 2014-15, a 10% increase from the previous year. The center conducted more than 220 programs, class presentations, and career events, serving more than 6,000 participants. Ram Career Network, WCU's centralized career management system, connects hundreds of employers and students via on-campus recruiting, job postings, and career fairs. There were more than 61,000 visits to the site in 2014-15. The On-Campus Recruiting Program connected 68 organizations with WCU students and alumni, for a total of 808 interviews. In addition, six career fairs and networking events brought 191 hiring organizations to campus to connect with some 1,200 students and alumni.

Other Areas of Distinction *(Continued)*

Student Leadership Training
The Office of Student Leadership and Involvement set new participation records this past academic year. A total of 2,662 students enrolled in formal leadership training programs in the 2014-15 academic year. The fall Involvement Fair and spring Organization Fair were well attended; more than 2,000 students attended the spring event. The Community Engagement Scholars program piloted this fall and in spring, with 10 faculty and 10 student leaders from nine academic departments participating. Community Engagement Scholars attended workshops to build their leadership skills, which helped to support the service-learning and community engagement portion of the course.

Service-Learning and Volunteer Programs
The Office of Service-Learning and Volunteer Programs experienced a very successful 2014-2015 academic year, with nearly 7,500 students performing more than 812,000 hours of public service through service-learning coursework. This set a new record for service-learning at WCU. Co-curricular service programs generated an additional 93,000-plus hours of student public service, for a grand total exceeding 900,000 hours of service. Additionally, students raised $146,371 for local organizations. In 2015, Service-Learning and Volunteer Programs facilitated six Alternative Break service trips, providing WCU students the opportunity to volunteer with community organizations throughout the nation and world. As a result of the University's culture of community service, WCU was selected for the President's Higher Education Community Service Honor Roll. WCU also is the recipient of the Carnegie Foundation for the Advancement of Teaching's Community Engagement Classification, which recognizes outstanding outreach and partnerships, as well as community engagement efforts.

Demonstration and Application Center
The Demonstration and Application Center is a hands-on technology center hosting new and emerging products offered by the technology industry and WCU business partners. The center provides a platform for sharing ideas and access to cutting-edge technology and resources. Information Services team members, faculty, staff and students are able to analyze usability and integration of technology within the context of higher education settings. In addition, Information Services team members work with business partners to understand their technology product offerings and determine feasibility, potential use and benefits of the technology via product demonstrations or training presented at the center.

RECAP Conference
Since 1996, WCU's Information Services has hosted the RECAP (Resources for the Electronic Classroom: A Faculty-Student Partnership) conference, which brings faculty and IT professionals together to share knowledge on technology use in the classroom. This year's conference included participants from 16 universities statewide, as well as the Office of the Chancellor and five other educational organizations. The conference shares best practices and innovations, encourages collaboration, and addresses current topics of interest in the use of technology in the classroom.

Summer Undergraduate Research Institute
Embedding research into the undergraduate experience greatly enhances student development. To provide such a platform, in 2014 the Council on Undergraduate Research and Office of Research and Sponsored Programs established WCU's Summer Undergraduate Research Institute. The program provides students time to pursue their academic passions – from traditional research in a laboratory setting to creating musical compositions - without distraction. The month-long program is supported by a community of faculty mentors. During the following semester, students are provided with an opportunity to present their work as part of Fall Research Day. Experiential learning opportunities such as those provided by the Summer Undergraduate Research Institute give WCU students an edge when they apply to graduate school or seek employment.

Speech and Hearing Clinic
The University's Speech and Hearing Clinic provides superior professional diagnostic and treatment services in speech-language pathology and audiology while offering excellence in clinical education to students in the department of communication sciences and disorders. Students are supervised by certified speech-language pathologists and audiologists, who observe students during clinical sessions via video technology. Evaluation and treatment services are provided in a range of areas, including: articulation/phonology, autism spectrum disorders, developmental disorders, stuttering and other fluency disorders, apraxia, dysarthria, aphasia, traumatic brain injury, and central auditory processing disorders.

Other Areas of Distinction *(Continued)*

Military Programming & Services
West Chester University is committed to providing the very highest standard of services to its student veterans, military service members, reservists, and their families. The Veterans Center, which opened in 2011, is the hub of campus programming for military members. This center works with Financial Aid and other units on campus to help military members access their educational benefits. This center also plays a vital role in forging connections between military students.

In 2010, there were only six ROTC cadets at WCU; today the University's 55-member Delta Company is one of the largest in the "Dauntless Battalion" – a multi-campus ROTC program. The University also has worked to secure additional funding sources for military scholarships – in the last year alone ROTC scholarships have grown by $20,000 and scholarships for returning veterans by an additional $10,000. WCU's military services also include the Troops to Teachers program, which has been recognized for its achievements in placing veterans into America's schools. The Troops to Teachers regional office housed at the West Chester University Foundation is responsible for serving veterans in Pennsylvania and eight other states.

Green Dot Program
Green Dot is a bystander intervention program that asks everyone to take action against sexual assault, stalking, and domestic or dating violence. It was launched in 2007 and since then has trained 4,000 individuals nationwide. The University introduced the program in 2015 to bolster WCU campus norms that violence will not be tolerated and that every member of the University community needs to do his or her part to shape our campus culture and be a force for positive change. Green Dots can be gained by proactive steps (learning about campus resources) or reactive steps (responding to a potential situation).

Strategic Goals

University Strategic Goals – Please describe the initiatives/strategies that will drive improvement towards university goals. Please include how your university goals align to the System strategic goals below.

1. Ensuring academic program excellence and relevance.
2. Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.
3. Developing new funding strategies, diversifying resources and managing costs to preserve affordability.
4. Increasing accountability and transparency, focusing on results and key performance indicators.

University Goals

WCU's strategic plan, *Building on Excellence,* aligns clearly with the System strategic goals. *Building on Excellence* provides a blueprint for institutional growth and development based on the solid foundation established over the past decades. The WCU community strives to attract and retain a diverse student body and faculty and staff to provide the highest quality academic experience for its students; to offer a productive and supportive environment for its faculty, staff and students; and to act as a highly responsive and engaged partner in its region, the nation, and the world. In order to achieve this, we have developed the following goals that are clearly aligned with the System strategic goals:

WCU Goals that Support System Goal #1: Ensuring academic program excellence and relevance.

- ***System Strategy:*** *Engage faculty in innovative instruction, employing proven course and program redesign strategies to enhance student learning.*
  - **WCU Goal:** Use the Assurance of Student Learning process to evaluate and improve student learning assessment plans for all graduate and undergraduate programs. The divisions of Academic and Student Affairs have partnered on a pilot program of eight redesigned and collaborative courses in 2016.
  - **WCU Goal:** Incorporate predictive analytics into student and faculty consideration of courses via such methods as the implementation of Degree Compass, a course recommendations software which enables faculty to offer more nuanced advice to their advisees.
- ***System Strategy:*** *Provide opportunities and services that enable all students graduating from a State System university to demonstrate competencies that prepare them to contribute to society.*
  - **WCU Goal:** Implement major revision of General Education curriculum. This outcomes-based curriculum will provide students with a strong liberal arts foundation as well as prepare them for citizenship in a technologically advancing global society.
  - **WCU Goal:** Achieve and maintain the highest accreditations possible in every academic discipline. One such example is the AACSB accreditation achieved by all programs within WCU's School of Business. This accreditation recognizes WCU's high quality faculty, relevant and challenging curriculum, and educational and career opportunities not found at other business schools. Less than 5 percent of the world's 13,000 business programs have earned this accreditation.
- ***System Strategy:*** *Promote the use of research-based educational practices to enhance student achievement through programs such as internships, undergraduate research or scholarship, study abroad or first-year experiences.*
  - **WCU Goal:** Continue to expand WCU's international learning experiences so students can better understand cultural, religious and ideological differences. In 2014-15, the University sponsored 454 student international learning experiences, a 28% increase over the previous year. This included traditional study abroad programs, as well as participation in conferences such as Knowledge Crossing Borders, research opportunities, service learning, and music performances
  - **WCU Goal:** Promote undergraduate research through such initiatives as the Summer Undergraduate Research Institute and the student-focused Fall Research Day, presented by WCU's Office of Research and Sponsored Programs and Council on Undergraduate Research.

Strategic Goals *(Continued)*

University Goals *(Continued)*

WCU Goals that Support System Goal #2: Enabling more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship.

- ***System Strategy:*** *Adopt standards for awarding credit obtained through such activities as Advanced Placement, CLEP, prior learning experiences, military experience, and dual enrollment to reduce the time to degree and overall cost of educational attainment.*
  - **WCU Goal:** Expand dual-enrollment program that was launched in 2015. The program offers qualified students the opportunity to simultaneously earn college credits through WCU and high school credits through their respective schools.
  - **WCU Goal:** Encourage military members to use services and support offered by WCU's Veterans Center to help them translate their military training and experience into academic credit.
- ***System Strategy:*** *Attract, retain, and graduate students beyond the traditional 18- to 22-year-old, on-campus, residential population.*
  - **WCU Goal:** Provide delivery options advantageous to nontraditional students, such as distance education, which is on a steep trajectory upward at WCU, showing a 455 % increase from three years ago.
  - **WCU Goal:** Bring more undergraduate and graduate programs to the State System's Center City Philadelphia site, where WCU program enrollment increased more than 80 percent this academic year.
  - **WCU Goal:** Attract, retain and graduate more transfer students, including underrepresented minority (URM) students by providing a variety of supports, such as an orientation program specifically designed for transfer students. The Admissions Office focuses on transfer students via an increased presence at community colleges with higher URM populations, provides more campus visitation opportunities, and assists URM transfer applicants through the admissions process.
- ***System Strategy:*** *Provide appropriate developmental education opportunities for students – traditional and nontraditional – to promote the success of all students admitted.*
  - WCU Goal: Expand programming that ensures that students persist to the completion of their college degree. The Undergraduate Studies and Student Support Services unit regularly adopts research-based strategies to increase the ability of all WCU students to successfully complete college-level work such as Smarthinking, an online tutoring and academic support service, to better meet students' tutoring needs.

WCU Goals that Support System Goal #3: Developing new funding strategies, diversifying resources and managing costs to preserve affordability.

- ***System Strategy:*** *Balance, diversify and grow financial resources (state funding, tuition and fees, private giving, and entrepreneurial activities) and control expenditures to enable the State System and its universities to achieve their missions.*
  - **WCU Goal:** Work to realize the *"Becoming More"* campaign goal of $50 million. The campaign is the largest in WCU's history and features such projects as the Business and Public Affairs Center, expansion of space for the health sciences, new program development, and endowment.
  - **WCU Goal:** Further grow WCU's endowment, which has more than doubled from $16 million in 2010 to more than $33 million in 2015.
- ***System Strategy:*** *Increase private fundraising, grants, and sponsored activities in support of university missions.*
  - **WCU Goal:** Grow sponsored research to a level that reflects the skills represented by faculty and staff across the campus. In 2015, faculty received $2.3 million in new funding to support scholarly activities for themselves and their students, compared to $1.8 million in 2014. Based on National Science Foundation data, WCU has the highest amount of research expenditures in the State System.

WCU Goals that Support System Goal #4: Increasing accountability and transparency, focusing on results and key performance indicators.

- ***System Strategy:*** *Develop university and System "dashboards" detailing student achievement, financial efficiency, and economic impact.*
  - **WCU Goal:** Launch new web presence for the University Budget Review Committee, which is responsible for reviewing the University's preliminary annual budget and making recommendations to the President for revisions to the budget prior to finalization. These web pages, which will go live by summer 2016, will be regularly updated to keep the University community apprised of the committee's work.
  - **WCU Goal:** Produce an annual WCU online report (launched in 2015) as a way to communicate student and faculty achievements and the University's economic impacts with stakeholders that include taxpayers, legislators, community partners, alumni, donors, and prospective students and their parents.

University Strengths, Opportunities, and Challenges
(Anticipated within the next 3 years)

In addition to identifying university strengths, please identify specific opportunities and challenges that the university will be addressing (currently or within the next 3 years), including financial conditions, enrollment trends, community/regional engagement, and student experiences and outcomes.

Core Capabilities

- An academic environment that promotes student success as seen in WCU's strong persistence, retention and graduation rates.
- Accomplished faculty who have distinguished themselves by their excellence in teaching, advisement and research.
- Experienced leadership coupled with a strong group of emerging leaders across the institution. The University has fully implemented distributed leadership, which increases individual accountability for achieving excellence.
- Outstanding stewardship of the University's financial, physical, and human resources through such measures as efficient and sustainable operations, and robust fundraising.
- Staunch dedication to justice and inclusiveness, recognizing the need to prepare WCU students for life in a richly diverse and global society.
- The growing internationalization of WCU as reflected in a 28% increase in study abroad participation in the past year as well as new agreements between WCU and international partners for cultural, educational, and scholarly exchanges.
- All undergraduate and graduate programs have now been evaluated using the Assurance of Student Learning (ASL) rubric, which evaluates the assessment efforts of all programs of study. Student learning assessment plans are critical to obtaining better student learning outcome results as well as in maintaining the high standards of national and program accreditation.
- A culture of service that meets community needs while helping to place students on a lifelong path of active citizenship. In 2014-15, WCU students performed more than 812,000 hours of public service through service-learning coursework, setting a new record. Co-curricular service programs generated an additional 93,000-plus hours.
- A leader in sustainability, as illustrated by the fact that WCU now heats and cools 50 percent of its buildings square footage with geothermal energy and 50 percent by high-efficiency natural gas boilers. By transitioning to these energy sources, the University reduced its annual carbon foot print by 16,000 tons of CO2 annually.
- A commitment to community engagement and the establishment of beneficial alliances with external partners. One example is the development of the Center for Community Solutions, which links business and civic leaders who have research needs with University faculty and staff who can address those needs. Focusing campus talent on the pursuit of the public good benefits external stakeholders while providing WCU students with experiences that enhance their learning and commitment to leadership.

University Strengths, Opportunities, and Challenges *(Continued)*

Opportunities

- Respond to the strong demand for a WCU education by multiple strategies, all of which build revenue streams. Specific initiatives include expansion of distance education as well as co-located programs, such as WCU's presence at the State System's Center City Philadelphia location and dual enrollment options at Chester County high schools.
- Continue to increase educational opportunities in science, technology, engineering and mathematics (STEM) as well as the health sciences to respond to a critical need for skilled workers. Occupations in health care are the fastest growing in the U.S. and occupations in STEM fields are the second-fastest growing. In 2014-15, WCU awarded 931 STEM and health sciences degrees, in contrast to our peer institutions, which awarded, on average, 618 STEM and health sciences degrees in 2014-15.
- Strategically grow graduate education, as illustrated by the 2015 launch of two new doctoral programs, the Doctor of Public Administration and the Doctor of Education in Policy, Planning and Administration. In 2015, WCU also introduced master's degrees in applied and computational math and in clinical health counseling. These programs meet critical educational needs for local employers.
- Prepare students to be career-ready through the development of internship and co-op relationships with regional businesses, nonprofits and government organizations. These relationships begin early via the WCU Shadows program, which pairs sophomores with WCU alumni who are working in their desired field of study.
- Create new initiatives related to sponsored research, with a long-term annual goal of $10 million in annual sponsored program expenditures, reflecting the creativity and entrepreneurship of WCU faculty and staff as well as their command of their disciplines.
- Close the gap in enrollment, persistence and graduation rates for underrepresented minority students via tutoring, mentoring and other programs, many of which are housed in the Undergraduate Studies and Student Support Services (USSSS) area.
- Close the access and achievement gap for transfer underrepresented minority students through such measures as an orientation program specifically designed for transfer students and by providing more campus visitation opportunities to such students.
- Secure new agreements between WCU and international partners for cultural, educational, and scholarly exchanges while fully developing the many new partnerships that have been forged in the last two years alone.
- Continue to improve academic advisement for all students -- undergraduate, graduate, transfer, and non-degree. An Advising Task Force is currently collecting data to issue recommendations in summer 2016 to support faculty in meeting the highest standard of advising.
- Strengthen the link among planning, assessment and resource allocation to provide more flexibility to move resources across divisions. Expand campus transparency with the University Budget Review Committee recommendations and reporting out to all campus constituencies.

Challenges

- Tuition levels that have not aligned with mandatory cost increases, such as collective bargaining agreements, medical insurance costs and mandatory reporting, resulting in a widening gap between revenues and expenditures that universities must accommodate. Declining state support only exacerbates this gap.
- Overcrowded office and research conditions for faculty, which will be partially improved when the 90,000 square-foot Business and Public Affairs Center opens in 2017. Policies and procedures of Pennsylvania's Department of General Services hinder the ability to keep construction on time and on budget.
- Operating in a highly regulated setting, which limits the University's ability to respond nimbly to a rapidly changing environment.
- On WCU's main campus, an aging infrastructure in need of facility and technology upgrades, with very limited room for expansion.
- Campus expansion that is restricted by multiple municipal zoning ordinances.

Strategic Enrollment Management

Planned Enrollment by Student Type

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual	Fall 2016 Projected	Fall 2017 Projected
Undergraduate Headcount Enrollment - Associate and Bachelor's Degree Seeking							
New Freshmen	18.3%	17.9%	17.1%	17.3%	17.2%	17.8%	17.7%
New Transfers	10.2%	10.1%	9.7%	9.6%	10.0%	9.9%	10.0%
Veterans	0.8%	1.0%	1.2%	1.2%	1.1%	1.0%	1.0%
Adult Learners	9.0%	8.8%	8.3%	8.6%	9.3%	9.0%	9.0%
Total Undergraduate Enrollment	12,521	13,053	13,456	13,610	13,956	14,007	14,100
Graduate Headcount Enrollment							
Master's	1,746	1,696	1,753	1,823	1,973	2,017	2,035
Research Doctorate	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Professional Doctorate	N/A	N/A	N/A	32	78	115	149
Total Graduate Enrollment	1,746	1,696	1,753	1,855	2,051	2,132	2,184
Certificates and Nondegree students							
	833	662	636	621	599	579	515
Headcount Enrollment by Method of Instruction							
Distance Education							
(100% Distance Education)	75	106	174	333	475	590	625
Traditional (On Campus)	14,006	14,160	14,156	14,255	13,938	14,150	13,900
Off Campus	404	284	307	238	567	575	600

Persistence Rates

	Fall 2011 Actual	Fall 2012 Actual	Fall 2013 Actual	Fall 2014 Actual	Fall 2015 Actual/ Projected	Fall 2016 Projected	Fall 2017 Projected
Persistence Rates of First-time Bachelor's Degree Seeking Students							
Second Year Persistence	86.1%	85.4%	87.4%	87.9%	87.9%	88.1%	88.4%
Third Year Persistence	78.0%	79.5%	79.9%	80.9%	82.3%	83.3%	84.3%
Fourth Year Persistence	73.6%	75.9%	76.5%	76.9%	78.4%	79.5%	80.6%

Note: Persistence rates are for those students who are returning in or have graduated by the provided year

Graduation Rates

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Graduation Rates for Bachelor's Degree Seeking Students							
Four Year (or less)	43.8%	42.6%	45.3%	47.7%	48.6%	49.3%	49.9%
Six Year (or less)	68.9%	68.8%	67.1%	70.7%	70.3%	70.8%	72.1%

Completers

	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected	2016/17 Projected	2017/18 Projected
Average Time to Degree (Bachelor's) (methodology under consideration)							
Average Credits at Graduation							
	126.4	125.9	125.6	125.3	125.5	125.4	125.3
Graduates Employed in Pennsylvania (methodology under consideration)							
Bachelor's Degree Graduates Continuing Their Education (methodology under consideration)							

Performance Funding Indicators

Of the ten (10) performance funding indicators, five (5) are required of all system universities while five (5) others are chosen by each of the universities to reflect what is most important to their mission and strategic goals. Further refinements in the System's performance funding program are anticipated in 2016.

Common to All Universities

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Degrees Conferred						
Number of Degrees Conferred	3,094	3,473	3,761	3,845	3,367	3,471
Undergraduate Degrees per 100 FTE	20.7	21.5	21.2	22.4	21.9	22.0
Closing the Achievement Gaps - 6 Year Graduation Rates						
Pell Recipient Graduation Rate	57.0%	61.9%	57.5%	63.8%	62.5%	66.1%
Non-Pell Recipient Graduation Rate	67.0%	70.0%	70.9%	67.9%	N/A	N/A
Underrepresented Minority Graduation Rate	54.0%	55.3%	52.1%	59.3%	57.2%	60.5%
Non-Underrepresented Minority Graduation Rate	67.0%	70.7%	71.1%	68.5%	N/A	N/A
Closing the Freshman Access Gaps						
Pell Recipient Freshmen	19.5%	23.3%	22.3%	23.2%	23.1%	24.4%
Low Income PA High School Graduates (ages 18-24)	38.0%	38.0%	38.0%	38.0%	38.0%	38.0%
Underrepresented Minority Freshmen	12.0%	17.8%	16.7%	18.3%	16.5%	17.4%
Underrepresented Minority PA High School Graduates (ages 18-24)	18.0%	18.0%	18.0%	18.0%	18.0%	18.0%
Faculty Diversity						
Underrepresented Minority Faculty	14.6%	15.7%	15.0%	15.3%	15.7%	16.1%
Female Faculty	49.8%	51.9%	52.3%	53.3%	50.0%	50.0%

University Selected

	Baseline	2012/13 Performance Report	2013/14 Performance Report	2014/15 Performance Report	2015/16 Targets	2016/17 Targets
Persistence Rates of First-time Bachelor's Degree Seeking Students						
Third Year Persistence	77.2%	78.0%	79.5%	79.9%	77.2%	77.2%
Fourth Year Persistence	73.2%	75.9%	76.5%	76.9%	75.7%	75.9%
STEM and Health Profession (STEM-H) Degree Recipients						
Percentage of Total Degrees Awarded that are STEM-H	21.8%	24.1%	26.2%	25.4%	25.8%	25.5%
Closing the Access Gap for Transfer Students						
Transfer Pell Recipients	21.7%	27.0%	28.7%	31.8%	N/A	N/A
Low Income PA High School Grads (ages 18-34)	36.0%	36.0%	36.0%	36.0%	36.0%	36.0%
Underrepresented Minority Transfer Students	13.3%	14.3%	15.5%	18.4%	N/A	N/A
Underrepresented Minority PA High School Graduates (ages 18-34)	19.0%	19.0%	19.0%	19.0%	19.0%	19.0%
International Student Enrollment						
Number of International Students	94	101	104	126	145	192
Percentage of International Students	0.6%	0.7%	0.7%	0.8%	1.1%	0.7%
Distance Education Enrollment						
Students Enrolled in at least one 100% Distance Education Course	2.0%	N/A	4.4%	7.6%	5.5%	5.5%

Academic Programs

Academic Program Activity

Number of Programs in 2014/15 and the Total Number of Completers from 2010/11 through 2014/15	2014/15
Certificate Programs	
Total Number of Certificate Programs	46
Number of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	12
Percentage of Certificate Programs with a Total of 10 or More Completers Over the Previous 5 Years	26%
Associate Degree Programs	
Total Number of Associate Programs	0
Number of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0
Percentage of Associate Programs with a Total of 25 or More Completers Over the Previous 5 Years	0%
Bachelor's Degree Programs	
Total Number of Bachelor's Programs	51
Number of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	46
Percentage of Bachelor's Programs with a Total of 30 or More Completers Over the Previous 5 Years	90%
Master's Degree Programs	
Total Number of Master's Programs	33
Number of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	32
Percentage of Master's Programs with a Total of 20 or More Completers Over the Previous 5 Years	97%
Professional Doctorate Degree Programs	
Total Number of Professional Doctorate Programs	0
Number of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0
Percentage of Professional Doctorate Programs with a Total of 10 or More Completers Over the Previous 5 Years	0%
Research Doctorate Degree Programs	
Total Number of Research Doctorate Programs	0
Number of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0
Percentage of Research Doctorate Programs with a Total of 5 or More Completers Over the Previous 5 Years	0%

New Programs for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
Master's Degree Programs		
270304	MS in Applied and Computational Mathematics	No
511508	MS in Clinical Mental Health Counseling	No
190504	MS in Community Nutrition	Yes
Doctorate Degree Programs		
440401	Doctor of Public Administration	Yes
130401	EdD in Policy, Planning, and Administration	No
Certificate's		
91001	Graduate Certificate in Publishing	No
Minor's		
050211	Minor in Deaf Studies	No
309999	Minor in Civic and Professional Leadership	No

Reorganized Programs for 2014/15

6-digit CIP	Program Name	Change	Offered Via Distance Learning
	N/A		

Academic Programs

Programs Placed in Moratorium for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Programs Discontinued for 2014/15

6-digit CIP	Program Name	Offered Via Distance Learning
	N/A	

Planned New and Emerging Academic Programs

New Programs for Possible Consideration by the Board of Governors in 2016/17

6-digit CIP	Program Name
Bachelor's Degree Programs	
140501	BS in Biomedical Engineering
143501	BS in Industrial and Operations Engineering
521101	BS in International Business
040301	BS in Planning
Master's Degree Programs	
131203	MEd in Secondary Education (Initial Certification)
130406	MS in Higher Education Student Affairs
521001	MS in Human Resource Management
040301	MS in Planning
130401	MS in Transformative Education
Doctorate Degree Programs	
512201	Doctor of Public Health
Certificate's	
091001	Graduate Certificate in Publishing
521402	Graduate Certificate in Business Analytics
520211	Graduate Certificate in Project Management
Minor's	
270599	Minor in Applied Statistics
520305	Minor in Business Law
161101	Minor in Critical Languages
309999	Minor in Digital Humanities and New Media
520799	Minor in Entrepreneurship
520399	Minor in White Collar Crime

New Programs for Possible Consideration by the Board of Governors in 2017/18

6-digit CIP	Program Name
Bachelor's Degree Programs	
302001	BA in Global Studies
300501	BA in Peace and Conflict Studies
270301	BS in Applied and Computational Mathematics
301701	BS in Psychological Sciences
Master's Degree Programs	
450201	MA in Anthropology
520601	MS in Financial Economics
510912	MS in Physician Assistant Studies
512009	PSM in Pharmaceutical Chemistry/MS Industrial Chemistry
Certificate's	
270301	Graduate Certificate in Applied and Computational Mathematics
131016	Graduate Certificate in Evidence-Based Trauma Treatment
440504	Graduate Certificate in Human Rights
422804	Graduate Certificate in Industrial and Organizational Psychology
360110	Undergraduate Certificate Artist Diploma
302801	Undergraduate Certificate in Conflict Management and Transformation
140903	Undergraduate Certificate in Software Engineering
Minor's	
500913	Minor in Creative Music Technology
520701	Minor in Entrepreneurship
302001	Minor in Global Studies
270502	Minor in Mathematical Statistics

Education & General (E&G) Fund

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
E&G Revenue/Sources						
Undergraduate In-State Tuition	$79.1	$83.1	$87.6	$87.8	$89.0	$90.1
Undergraduate Out-of-State Tuition	29.4	29.9	31.0	31.3	31.0	31.6
Graduate In-State Tuition	13.9	15.4	15.8	16.4	16.1	16.3
Graduate Out-of-State Tuition	3.0	3.2	3.5	3.3	3.3	3.3
TOTAL TUITION REVENUE	**$125.5**	**$131.6**	**$137.9**	**$138.8**	**$139.3**	**$141.2**
Total Fees	24.2	26.4	28.1	28.4	28.7	28.9
State Appropriations	49.9	48.0	49.4	47.8	47.9	47.9
All Other Revenue	8.6	9.9	8.4	8.4	8.8	8.8
Planned Use of Carryforward	0.0	0.0	0.5	0.0	0.0	0.0
Total E&G Revenue/Sources	**$208.2**	**$215.8**	**$224.3**	**$223.5**	**$224.7**	**$226.8**
E&G Expenditures/Transfers						
Total Salaries and Wages	$104.9	$112.6	$115.0	$114.8	$120.3	$119.6
Total Benefits	43.9	48.4	55.7	56.0	59.1	60.9
TOTAL PERSONNEL EXPENDITURES	**$148.9**	**$161.0**	**$170.7**	**$170.9**	**$179.4**	**$180.5**
Financial Aid	2.6	3.4	3.5	3.5	3.5	3.5
Utilities	3.4	2.8	2.9	2.3	3.1	3.1
Services & Supplies	25.1	25.3	32.8	28.3	35.0	35.0
Capital Expenditures and Transfers	26.3	21.3	14.4	18.5	13.4	13.4
Total E&G Expenditures/Transfers	**$206.3**	**$213.8**	**$224.3**	**$223.5**	**$234.4**	**$235.5**
Total E&G Fund Surplus/(Shortfall)	$1.9	$2.0	$0.0	$0.0	$(9.7)	$(8.7)
Annualized FTE Enrollment						
Undergraduate In-State	11,544.67	11,784.10	12,051.64	11,976.97	12,189.04	12,316.92
Undergraduate Out-of-State	1,777.98	1,761.15	1,762.19	1,778.82	1,763.86	1,793.64
Graduate In-State	1,274.54	1,376.02	1,409.51	1,415.54	1,437.75	1,444.56
Graduate Out-of-State	195.69	200.50	206.49	195.08	193.54	195.13
Total Annualized FTE Enrollment	**14,792.88**	**15,121.77**	**15,429.83**	**15,366.41**	**15,584.19**	**15,750.25**
E&G Budgeted Annualized FTE Employees						
Faculty	791.62	804.12	826.62	826.37	859.87	862.52
AFSCME	347.30	354.20	355.18	352.89	357.90	358.91
Nonrepresented	173.97	180.27	188.84	188.84	194.84	195.84
SCUPA	58.36	63.36	70.12	69.12	77.01	76.14
All Other	55.97	58.47	59.58	59.37	61.58	61.62
Total E&G Fund Budgeted Annualized FTE Employees	**1,427.22**	**1,460.42**	**1,500.34**	**1,496.59**	**1,551.20**	**1,555.02**

Strategic E&G Budget Realignment

Strategic University Specific Budget Realignment Information

This page will be used for information regarding the E&G budget realignment plans of each university, including objectives and how they will be achieved. It should reflect how the budget is being realigned with the university's strategic priorities--new investments vs. reduced emphasis.

Description	2013/14 Amount	2014/15 Amount	2015/16 Amount
Strategic Investments:			
Strategic Plan (see Strategic Goals section)			
Sustainability Outcomes	40,000	86,000	425,034
Diversity Outcomes	60,500	25,000	25,000
Engagement Outcomes	132,000	151,000	825,000
Enrichment Outcomes	469,500	83,750	271,143
Academic Outcomes	842,800	894,000	1,685,000
Technology Upgrades Mitchell Hall Renovation		750,000	
Technology Outfitting for Business and Public Affairs Building	750,000	750,000	750,000
DNP Program Start-up	44,787	40,251	
Center City Philadelphia Site	346,867	487,438	
Distance Education	435,364	456,057	1,381,000
Quad Improvement	179,909		
Graduate Assistantships			250,000
Total	**$3,301,727**	**$3,723,496**	**$5,612,177**
Sources of Funds for Reinvestment:			
Carryforward Unrestricted Net Assets	$1,731,996	$1,280,001	$1,888,197
Technology Fee Revenue	1,185,364	1,500,000	750,000
E & G budget realignment	384,367	487,438	
Distance Education Fees		456,057	1,381,000
1% of gross revenue (previously designated for WCU's Campus Master Plan); funds have been redesignated to support strategic initiatives. (Unrestricted Net Assets)			1,592,980
Total	**$3,301,727**	**$3,723,496**	**$5,612,177**

Auxiliary Enterprises, Restricted, and Total Funds

Dollars in Millions

	2013/14 Actual	2014/15 Actual	2015/16 Reviewed October 2015	2015/16 Projected March 2016	2016/17 Projected March 2016	2017/18 Projected March 2016
Auxiliary Enterprises — *Associated with auxiliary units that are self-supporting through fees, payments, and charges. Examples include housing, food services, student unions, and recreation centers.*						
Auxiliary Revenue/Sources						
Food Service Sales	$13.6	$14.0	$14.3	$14.5	$15.1	$15.5
Housing Fees	13.4	11.1	10.9	12.4	12.2	12.5
Privatized Housing	2.1	2.2	2.3	2.5	2.4	2.4
Other Auxiliary Sales	0.2	0.2	0.2	0.4	0.1	0.1
All Other Revenue	6.8	7.3	7.4	6.8	7.0	7.2
Total Auxiliary Revenue/Sources	**$36.0**	**$34.8**	**$35.2**	**$36.5**	**$36.7**	**$37.6**
Auxiliary Expenditures/Transfers						
Total Salaries and Wages	$5.1	$5.1	$5.5	$5.8	$5.7	$5.7
Total Benefits	3.0	3.0	3.3	3.7	3.9	4.1
TOTAL PERSONNEL EXPENDITURES	**$8.1**	**$8.1**	**$8.8**	**$9.5**	**$9.6**	**$9.7**
Financial Aid	0.0	0.0	0.0	0.0	0.0	0.0
Utilities	2.2	2.2	1.5	2.3	1.8	1.8
Services & Supplies	14.7	15.1	15.0	14.5	16.7	16.7
Capital Expenditures and Transfers	10.7	9.2	9.9	10.2	8.6	9.4
Total Auxiliary Expenditures/Transfers	**$35.8**	**$34.6**	**$35.2**	**$36.5**	**$36.7**	**$37.6**
Total Auxiliary Fund Surplus/(Shortfall)	$0.3	$0.2	$0.0	$0.0	$0.0	$0.0
Total Auxiliary Fund Budgeted Annualized FTE Employees	**107.53**	**81.26**	**81.64**	**97.85**	**101.21**	**101.21**
Restricted Funds — *Resources are received from federal, state, or private sources for specified purposes, typically for conducting research, public service activities, and/or providing external financial aid.*						
Restricted Revenue						
Federal Grants & Contracts	$15.5	$16.3	$16.7	$16.7	$17.7	$17.7
State Grants & Contracts	10.5	10.5	10.5	10.5	10.6	10.6
Private Grants & Contracts	0.2	0.2	0.2	0.2	0.2	0.2
Gifts	1.1	1.1	1.2	1.2	1.3	1.3
All Other Restricted Revenue	6.0	1.3	1.5	1.5	1.6	1.6
Total Restricted Revenue	**$33.2**	**$29.5**	**$30.1**	**$30.1**	**$31.4**	**$31.4**
Restricted Expenditures/Transfers						
Total Salaries and Wages	$1.1	$0.6	$1.2	$1.2	$1.2	$1.2
Total Benefits	0.2	0.2	0.2	0.2	0.2	0.2
TOTAL PERSONNEL EXPENDITURES	**$1.2**	**$0.8**	**$1.4**	**$1.4**	**$1.4**	**$1.4**
Financial Aid	26.2	27.5	28.7	28.7	30.0	30.0
Utilities	0.0	0.0	0.0	0.0	0.0	0.0
Services & Supplies	0.8	1.0	1.0	1.0	1.0	1.0
Capital Expenditures and Transfers	0.6	(1.0)	(1.0)	(1.0)	(1.0)	(1.0)
Total Restricted Expenditures/Transfers	**$28.8**	**$28.3**	**$30.1**	**$30.1**	**$31.4**	**$31.4**
Total Restricted Fund Surplus/(Shortfall)	$4.4	$1.1	$(0.0)	$0.0	$0.0	$0.0
Total Restricted Fund Budgeted Annualized FTE Employees	**8.25**	**4.20**	**4.20**	**4.20**	**4.20**	**4.20**
Total University Revenue	**$277.4**	**$280.1**	**$289.6**	**$290.1**	**$292.8**	**$295.8**
Total University Expenses	**$270.9**	**$276.7**	**$289.6**	**$287.3**	**$302.5**	**$304.5**
Total University Surplus/(Shortfall)	**$6.5**	**$3.4**	**$(0.0)**	**$2.8**	**$(9.7)**	**$(8.7)**
Total University Budgeted Annualized FTE Employees	**1,543.00**	**1,545.88**	**1,586.18**	**1,598.64**	**1,656.61**	**1,660.43**

Tuition and Fees

	2013/14 Actual	2014/15 Actual	2015/16 Actual	2016/17 Request
Full Time Undergraduates (academic year only; 30 credits)				
In-State Undergraduate				
Tuition	$6,622	$6,820	$7,060	$7,060
Technology Tuition Fee	368	422	436	436
University Mandatory Fees	1,860	1,902	1,966	1,987
Total Cost In-State Undergraduate Off Campus or At Home	**$8,850**	**$9,144**	**$9,462**	**$9,483**
Most Common Room and Board Rates	7,316	7,376	7,440	7,929
Total Cost In-State Undergraduate On Campus	**$16,166**	**$16,520**	**$16,902**	**$17,412**
Out-of-State Undergraduate				
Tuition (Most Common)	$16,556	$17,050	$17,650	$17,650
Technology Tuition Fee	558	642	664	664
University Mandatory Fees	1,860	1,902	1,966	1,987
Total Out-of-State Undergraduate Off Campus or At Home	**$18,974**	**$19,594**	**$20,280**	**$20,301**
Most Common Room and Board Rates	7,316	7,376	7,440	7,929
Total Cost Out-of-State Undergraduate On Campus	**$26,290**	**$26,970**	**$27,720**	**$28,230**
Part Time Undergraduates (per credit)				
Price to Most Common Student Living Off Campus or At Home				
In-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$276	$284	$294	$294
Technology Tuition Fee Per Credit	15	18	19	19
University Mandatory Fees Per Credit (on average)	77	79	82	83
Total Cost Per Credit In-State Undergraduate Off Campus or At Home	**$368**	**$381**	**$395**	**$396**
Out-of-State Undergraduate Off Campus or At Home				
Tuition per Credit (Most Common)	$690	$710	$735	$735
Technology Tuition Fee Per Credit	23	27	28	28
University Mandatory Fees Per Credit (on average)	77	79	82	83
Total Cost Per Credit Out-of-State Undergraduate Off Campus or At Home	**$790**	**$816**	**$845**	**$846**
Graduate Students (per credit)				
Price to Most Common Graduate Student Living Off Campus or At Home				
In-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	$442	$454	$470	$470
Maximum	$575	$590	$611	$611
Most Common	$442	$454	$470	$470
Technology Tuition Fee Per Credit	$21	$24	$25	$25
University Mandatory Fees Per Credit (on average)	$85	$87	$90	$90
Out-of-State Graduate Student Living Off Campus or At Home				
Tuition per Credit				
Minimum	$663	$681	$705	$705
Maximum	$862	$885	$917	$917
Most Common	$663	$681	$705	$705
Technology Tuition Fee Per Credit	$31	$36	$37	$37
University Mandatory Fees Per Credit (on average)	$85	$87	$90	$90

University Undergraduate Fees

2015/16

University Undergraduate Mandatory Fees	Part Time per Credit	Full Time Academic Year (30 Credits)
In-State		
Academic Support/Instructional Support Fee	$29	$706
SSI Fee	$14	$329
Health Services Fee	$11	$269
Student Center Maintenance	$6	$154
Sykes Expansion Fee	$5	$120
Recreation Center Fee	$12	$281
Parking Improvement Fee	$4	$107
Other: _____		
Out-of-State		
Academic Support/Instructional Support Fee	$29	$706
SSI Fee	$14	$329
Health Services Fee	$11	$269
Student Center Maintenance	$6	$154
Sykes Expansion Fee	$5	$120
Recreation Center Fee	$12	$281
Parking Improvement Fee	$4	$107
Other: _____		

Notes:

Housing Costs	Full Time Academic Year
Traditional Housing	
Minimum	$4,848
Maximum	$8,160
Most Common	$4,848
All Other Housing	
Minimum	$8,220
Maximum	$9,880
Most Common	$8,490

Dining Costs - students living on campus	# Meals/Week	Full Time Academic Year
Minimum	9	$2,301
Maximum	Unlimited	$3,279
Most Common	14	$2,653

Other Optional Fees	Full Time Academic Year
Orientation	$155
Parking	$30
Graduation	$82
Application	$45

Financial Aid: Gift Aid by Award Year

	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Gift Aid				
Institutional Aid*				
# of Students	1,331	1,400	1,508	1,400
Average Award	$3,606	$3,794	$3,800	$4,200
Total Dollars Awarded	$4,799,949	$5,312,024	$5,730,112	$5,880,000
% of Undergraduate Students Receiving Aid	9%	10%	10%	10%
Pennsylvania State Grants				
# of Students	3,268	3,218	3,413	3,250
Average Award	$2,551	$2,794	$2,579	$2,750
Total Dollars Awarded	$8,335,110	$8,991,274	$8,802,692	$8,937,500
% of Undergraduate Students Receiving Aid	23%	22%	23%	23%
Pell Grants				
# of Students	3,426	3,579	3,786	3,750
Average Award	$3,814	$3,890	$3,925	$3,950
Total Dollars Awarded	$13,066,191	$13,924,024	$14,860,563	$14,812,500
% of Undergraduate Students Receiving Aid	24%	24%	25%	26%
All Other Gift Aid*				
# of Students	1,328	1,262	1,504	1,200
Average Award	$2,758	$2,328	$2,433	$2,450
Total Dollars Awarded	$3,662,221	$2,937,618	$3,659,265	$2,940,000
% of Undergraduate Students Receiving Aid	9%	9%	10%	8%
Unduplicated Students Receiving Gift Aid				
# of Students	5,828	5,939	6,334	6,100
Average Award	$5,124	$5,248	$5,218	$5,339
Total Dollars Awarded	$29,863,471	$31,164,940	$33,052,632	$32,570,000
% of Undergraduate Students Receiving Gift Aid	41%	41%	43%	42%
Graduate Student Aid				
Graduate Assistantship Stipends				
# of Students	214	291	325	350
Total Dollars Awarded	$820,718	$954,285	$1,016,495	$1,100,000
% of Graduate Students Receiving Assistantships	8%	11%	12%	13%
Graduate Tuition Waivers				
# of Students	215	291	326	350
Total Dollars Awarded	$1,565,100	$2,060,522	$2,206,850	$2,300,000
% of Graduate Students Receiving Waivers	8%	11%	12%	13%

**Institutional Aid includes Board of Governors' waivers; tuition, room and board waivers; etc.*

***All Other Gift Aid includes foundation scholarships, miscellaneous PHEAA grants, grants from other states, third party scholarships, etc.*

Notes: Number of students and aid awarded are for fall and spring semesters only

Data is only provided for students with an enrollment record during the fall or spring semester.

Financial Aid: Loans, Cost of Attendance, Family Income

Loans	2012/13 Actual	2013/14 Actual	2014/15 Actual	2015/16 Projected
Undergraduate Loans (all known)				
# of Students	9,012	9,291	9,506	9,500
Average Loan	$8,408	$8,711	$8,864	$8,800
Total Dollars Loaned	$75,768,905	$80,934,956	$84,260,997	$83,600,000
% of Undergraduate Students Receiving Loans	63%	63%	64%	66%
Graduate Loans (all known)				
# of Students	941	1,013	1,073	1,050
Average Loan	$14,648	$14,316	$14,715	$14,700
Total Dollars Loaned	$13,783,315	$14,501,820	$15,789,009	$15,435,000
% of Graduate Students Receiving Loans	36%	39%	39%	43%

Student Debt Summary	2011/12 Actual	2012/13 Actual	2013/14 Actual	2014/15 Projected
Bachelor's Degree Recipients				
Percent of Recipients with Debt	71%	73%	74%	75%
Average Amount of Debt *(of those graduating with debt)*	$30,345	$30,366	$30,881	$31,000
All Students (undergraduate and graduate)				
Student Loan Default Rate, 3 year	4.7%	5.2%	3.8%	4.0%

Note: Default rates are for students that defaulted on their Federal Stafford and Direct student loans in 2010-2012, 2011-2013 and 2012-2014

FY 2014/15 Cost of Attendance *(Academic Year)*	Tuition and Mandatory Fees	Room and Board	Books and Supplies	Transportation, Personal, Other Expenses	Total
In-State Undergraduate On Campus	$9,144	$12,694	$1,200	$2,958	$25,996
In-State Undergraduate Off Campus, Living at Home	$9,144	$2,244	$1,200	$4,358	$16,946
Out-of-State Undergraduate On Campus	$19,594	$12,694	$1,200	$2,958	$36,446
Out-of-State Undergraduate Off Campus, Living at Home	$19,594	$2,244	$1,200	$4,358	$27,396

Note: Costs are based on financial aid packaging costs, not most common

FY 2014/15 Estimated Net Cost by Family Income
PA Resident Undergraduates Enrolled Full Time in the Fall and Spring who Filed a FAFSA

Family Income Groups	Headcount	Average Net Cost of Attendance	Average Net Cost Tuition and Fees	Average Gift Aid Amount	Average Loan Amount
Below $30,000	1,379	$16,735	$663	$8,424	$8,763
$30,001 - $48,000	752	$17,544	$1,306	$7,786	$7,891
$48,001 - $75,000	1,127	$20,469	$4,321	$4,790	$8,534
$75,001 - $110,000	1,498	$22,065	$5,924	$3,177	$9,364
$110,001 and Above	2,469	$21,758	$5,419	$3,620	$8,898

Notes: Only includes students who completed a FAFSA. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Average Gift Aid** includes all grants and scholarships from Federal, State, University, and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- and off- campus) minus the average Gift Aid amount. **Net Tuition & Mandatory Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) minus the average Gift Aid amount (see page University Undergraduate Fees for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct) and all private student loans known to the university. The bottom-line **Average** represents the average of all full-time undergraduate Pennsylvania residents. Tuition and Mandatory Fees include all reported mandatory fees and tech fee. Full-time students are considered those with 12 or more attempted credits in both Fall and Spring semesters.

Comments:

Commitment to Access:

Pricing Flexibility Pilot for Reduced Tuition

Pilot/Title:	WE01 — Pennsylvania's State System @ Center City, Philadelphia

Brief Synopsis of Pilot, as Approved by Board of Governors:

Charge 90% of the applicable tuition rate to students attending the Pennsylvania's State System at Center City Philadelphia location. The tuition rate would apply to all West Chester Center City programs, both undergraduate and graduate. Effective fall 2014 through summer 2016.

Changes Made to Pilot since its Approval and/or Future Expectations for Pilot:

The pilot has been implemented as originally proposed and approved. The university considers this pilot to be successful and will seek approval to continue this pricing model after the completion of the pilot period.

Assessment Criteria:	Prior Year: Fall 2013	Prior Year: Fall 2014	Current Year: Fall 2015	Difference Fall 2014 – Fall 2013	Difference Fall 2015 – Fall 2014
Cohort Access					
Headcount Pell Recipients	1.00	40.00	100.00	39.00	60.00
Percent Pell Recipients	2.8%	23.8%	32.3%		
Headcount Nonmajority Students	27.00	125.00	230.00	98.00	105.00
Percent Nonmajority	75.0%	74.0%	74.0%		
Other:					
Cohort Enrollment					
Fall FTE Students	17.65	93.55	184.50	75.90	90.95
Fall Headcount Students	36.00	168.00	310.00	132.00	142.00
Annualized FTE Students	32.15	109.81	209.94	77.66	100.13
Fall Revenue Associated with Cohort					
Tuition Revenue	$99,753	$459,241	$905,514	$359,488	$446,273
E&G Fee Revenue	14,694	75,204	155,982	60,511	80,778
Auxiliary Fee Revenue	0	0	0	0	0
Institutional Financial Aid *(negative number)*	(5,423)	(12,857)	(29,286)	(7,435)	(16,429)
Net Revenue	$109,024	$521,588	$1,032,210	$412,564	$510,622
Revenue Increase due to Normal Rate Changes		2,693	14,466	2,693	11,773

Observations:

Both undergraduate and graduate students are enrolled at the Philadelphia site. Since fall 2013, headcount and FTE have increased dramatically (headcount is up 85% since fall 2014). Headcount and FTEs (calculated by academic career level) use fall freeze data and will not correspond exactly to revenue which is end-of-term data. FTEs are calculated on the total number of credits in which the students were enrolled at the freeze regardless of course location, as the 10% differential is applied at the student level and not at the course level. For the annualized FTES for the current year 2015-16, summer 2016 (May 2016) credit hours for the FTES calculation were approximated as Philadelphia scheduling has not yet begun for that term.