

**Comprehensive Planning Narrative
Kutztown University of Pennsylvania**

**As submitted
September 4, 2020**

Reports should be no more than 15 pages.

Executive Summary

Provide a brief (one page) narrative of the university's plan, based on the projected enrollment, revenue, and expenditure information provided in the completed templates. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.

Executive Summary:

Kutztown University's plan toward financial sustainability began with fiscal year 2018/19 when we balanced our E&G budget, without the use of cash reserves, for the first time in eight years. This was accomplished through a combination of new revenue and base budget reductions. We realized significant budget savings from position eliminations, faculty retirements, and reductions to our utilities and debt service obligations. Moving away from using cash reserves to balance the budget was a huge step in the right direction.

We have stayed committed to right-sizing our annual expenses by making even more significant reductions in FY 2019/20 as tuition revenue declined with enrollment. Kutztown University has maintained a hiring freeze for all staff positions since January 2019. This resulted in the elimination of 57 staff positions across the E&G and Auxiliary operations, redistribution of work, in some cases reduction of services, and careful review of any proposal to fill a vacant position at Cabinet. Work is continuing to review consolidation of services and reduction of the workforce in all areas of the university including non-represented employees. We cut \$1.1 million from operating budgets across the university and asked departments to reevaluate all nonessential spending. The University also reduced spending on non-deferred maintenance projects. We made significant reductions to the temporary faculty pool as enrollment declined. For the upcoming fiscal year 2020/21, the university will once again offset the loss of revenue due a decline in enrollment by implementing significant budget reductions. For 2020/21, we have eliminated 31 FTE faculty (20 recently vacated tenure-track faculty lines and 11 temporary faculty), 10 recently vacated staff positions, realized \$1.1 million in savings from faculty retirements, and plan to cut operating budgets by 10% again this upcoming year. In future years, we plan to make further cuts to budgeted faculty lines as we move toward increasing our student to faculty ratio. We have no plans to use unrestricted net assets or cash reserves to balance our annual operating budget.

Our overall success will require stabilizing enrollment and modest growth in revenue based on fee increases in line with the rate of inflation. Our plans to stabilize enrollment include increased recruitment efforts and improving our retention rate. The primary strategy to achieve this goal will be through financial aid optimization and an increased investment in institutional student aid over the next four years. Our additional investment in scholarships will be aided by the Kutztown University Foundation as they have embarked on a comprehensive fundraising campaign. In 2019/20, the Kutztown Foundation raised a record breaking \$8,841,458. The other strategies behind our enrollment goals are discussed in more detail in the following section. We believe that our enrollment projections are realistic and achievable. For Fall 2020, we had an 10% increase in the size of the freshmen class, as well as, a 2% increase in retention and a 1% increase in continuation.

The financial projection set forth in the sustainability template is attainable and as displayed will lead to small but steady improvement in our financial indicators resulting in Kutztown University being in good standing with the State System criteria for financial sustainability.

Part 1: Strategy Narrative

Complete one page for each of the university's top 2-3 strategies that are moving the university toward achieving their mission and strategic plan within the context of financial sustainability.

Consider copying and pasting from January 2020 Goals submission, then update as appropriate. Copy this page, as needed, to complete for each of the top strategies.

Identifying strategic goals within major strategy categories

Strategy Categories (Check all that apply):	X	Student Success	X	Financial Sustainability
	X	Affordability		Academic Program Array
	X	Diversity/Inclusion		Other
Strategic Goal:	Increase freshmen enrollment to 1,600 and increase transfer enrollment to 575 by fall 2021, increase graduate enrollment by 1.25% annually, with additional focus on continuing education.			
Strategic Goal(s) description and populations impacted:				
Student recruitment is essential to boosting excellence and enhancing diversity in an institution's student body, as well as, a foundation for financial sustainability. Increasing the new transfer enrollment from 505 to 575 is achievable based on historic transfer enrollment, and will add an additional 70 headcount to university enrollment and increasing the freshmen cohort from 1,400 to 1,600 is achievable given available projected high school graduates in KU's eight county region as well as the increase focus on NJ recruitment, and will add an additional 200 headcount to university enrollment.				
Anticipated student success or Financial Sustainability outcomes:				
<ul style="list-style-type: none"> • Increase freshmen enrollment to 1,600 and increase transfer enrollment to 575 by fall 2021, increase graduate enrollment by 1.25% annually, with additional focus on continuing education. <ul style="list-style-type: none"> ○ The Enrollment Management division led an effort to work collaboratively to increase new undergraduate student enrollment. ○ Freshmen net deposits were up 10% or roughly 150 students. Transfer net deposits were down 40 students or roughly 9% ○ Graduate new student net deposits are up 18.7% for fall 2020. An increase from 342 to 406. 				
Strategy funding and resources:				
Strategic Enrollment Management (SEM) Consultant				
Financial Aid Optimization: \$60,000 – Continuation for second year				
Multi-campus and Systemwide implications, if applicable:				
This initiative will put KU (as usual) in direct competition with other PASSHE Schools				
A coordinated effort between PASSHE schools who would accept students who are denied from another PASSHE school would assist in 'keeping' some students in the System instead of them going to other postsecondary schools.				

Part 1: Strategy Narrative

Complete one page for each of the university's top 2-3 strategies that are moving the university toward achieving their mission and strategic plan within the context of financial sustainability.

Consider copying and pasting from January 2020 Goals submission, then update as appropriate. Copy this page, as needed, to complete for each of the top strategies.

Identifying strategic goals within major strategy categories

Strategy Categories (Check all that apply):	X	Student Success	X	Financial Sustainability												
	X	Affordability	X	Academic Program Array												
		Diversity/Inclusion		Other												
Strategic Goal:	Increase freshmen cohort retention rate by 1%, annually, fall 2020-fall 2023, increase university persistence rate to 68% by fall 2023.															
Strategic Goal(s) description and populations impacted:																
Recognizing the opportunity to enhance retention and completion rates for students, KU will develop and implement additional programs and services designed to encourage student persistence to degree completion.																
Anticipated student success or Financial Sustainability outcomes:																
<ul style="list-style-type: none"> • Increase freshmen cohort retention rate by 1%, annually, fall 2020-fall 2023, increase university persistence rate to 68% by fall 2023 • As of August 30, 2020, Retention and Persistence rates are improving as follows: 																
<table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 20%;">Retention</th> <th style="width: 30%;">Continuation</th> </tr> </thead> <tbody> <tr> <td>Fall 2019, returning Fall 2020</td> <td style="text-align: center;">77.32%</td> <td style="text-align: center;">66.66%</td> </tr> <tr> <td>Fall 2018, returning Fall 2019</td> <td style="text-align: center;">75.59%</td> <td style="text-align: center;">65.61%</td> </tr> <tr> <td>Difference</td> <td style="text-align: center;">1.73%</td> <td style="text-align: center;">1.05%</td> </tr> </tbody> </table>						Retention	Continuation	Fall 2019, returning Fall 2020	77.32%	66.66%	Fall 2018, returning Fall 2019	75.59%	65.61%	Difference	1.73%	1.05%
	Retention	Continuation														
Fall 2019, returning Fall 2020	77.32%	66.66%														
Fall 2018, returning Fall 2019	75.59%	65.61%														
Difference	1.73%	1.05%														
Strategy funding and resources:																
Initiatives will be funded through grant, foundation and university funds.																
Additional revenues will be realized as part of increased tuition dollars as a result of increased overall enrollment.																
Multi-campus and Systemwide implications, if applicable:																
Kutztown University-Lock Haven University articulation agreement (B.S. Psychology/KU leading to M.S. Sport Science/LHU). Agreement signed and effective Fall 2020																
3+2 articulation agreement between Kutztown University and East Stroudsburg University (various KU CLAS B.S. and B.A. degrees leading to Master of Public Health at ESU). Under review by State System Academic Affairs and State System Legal; likely to be effective for Fall 2020																
4+1 agreement between Kutztown University and Slippery Rock University for SRU B.S. Computer Science students to pursue M.S. Computer Science degree at KU. Agreement under review by SRU administration																
3+2 affiliation agreement between Kutztown University and Slippery Rock University leading to M.S. Physician Assistant degree at SRU. SRU is currently drafting the agreement/conversations started																
MOU between KU B.A. Anthropology and Indiana University of Pennsylvania leading to M.S. Applied Archaeology degree. Agreement signed and effective Fall 2020																

Part 1: Strategy Narrative

Complete one page for each of the university's top 2-3 strategies that are moving the university toward achieving their mission and strategic plan within the context of financial sustainability.

Consider copying and pasting from January 2020 Goals submission, then update as appropriate. Copy this page, as needed, to complete for each of the top strategies.

Identifying strategic goals within major strategy categories

Strategy Categories (Check all that apply):	<input type="checkbox"/>	Student Success	X	Financial Sustainability
	X	Affordability		Academic Program Array
		Diversity/Inclusion		Other
Strategic Goal:	Continue to Right-size the Annual Operating Budget			
Strategic Goal(s) description and populations impacted:				
During this challenging period of declining revenues, the university is committed to eliminating positions and cutting operating costs to the level required to preserve our net assets. A balanced budget, where annual recurring revenues match our annual expenses is paramount.				
Anticipated student success or Financial Sustainability outcomes:				
<ul style="list-style-type: none"> • Continue to Right-size the Annual Operating Budget <ul style="list-style-type: none"> ○ Kutztown University has maintained a hiring freeze for all staff positions since January 2019. This has resulted in the elimination of 67 positions (57 from 2019/20 and 10 from 2020/21) across the E&G and Auxiliary operations, redistribution of work, in some cases reduction of services, and careful review of any proposal to fill a vacant position at Cabinet. Work is continuing to review consolidation of services and reduction of the workforce in all areas of the university including non-represented employees. ○ We have cut \$2.0 million from operating budgets across the university and asked departments to reevaluate all nonessential spending. The University has also reduced spending on non-deferred maintenance projects. ○ We have made significant reductions to the temporary faculty pool as enrollment has declined. Specifically, for 2020/21, we have eliminated 11 temporary FTE. ○ We have eliminated 20 recently vacated tenure track faculty lines, and realized \$1.1 million in savings from faculty retirements, ○ In future years, we plan to make further cuts to budgeted faculty lines as we move toward increasing our student to faculty ratio. ○ We have merged departments, realigned divisions, and eliminated upper level management positions. ○ We have no plans to use unrestricted net assets or cash reserves to balance our annual operating budget. 				
Strategy funding and resources:				
Cost of both phased retirement and faculty retirement incentives.				
<ul style="list-style-type: none"> • Raise \$6M+ annually <ul style="list-style-type: none"> ○ In FY 2020, the Foundation raised \$8,841,458. 				
Multi-campus and Systemwide implications, if applicable:				
KU has engaged in Shared Services with Bloomsburg and East Stroudsburg within the Procurement Services area in order to reduce personnel costs. In the near future, KU will be joining the new Eastern Region Procurement Organization and transitioning our current staff of two employees to the new organization. Additionally, KU is providing Human Resource Management for the Office of the Chancellor.				

Part 2: Enrollment Projections Used for Revenue Assumptions

Provide a brief description of the university's realistic enrollment projections, including:

1. Rationale for the projections and what the university is doing to achieve those projections (new academic programs, fees, etc.). Include only approved academic programs.
2. Explanation of any specific new revenue associated with those projections (new programs, pricing or fees (both E&G and Auxiliary).
3. Anticipated impact of the COVID-19 pandemic and the university's associated mitigation strategies on enrollment.

Rationale for enrollment trends and projections:

Kutztown University's overall enrollment plan will drive recruitment and awarding, with the goal of effecting yield, in conjunction with increased investment in institutional student aid (additional \$2 million per year). The new plan will be in place for Fall 2020 with the greater impact in Fall 2021 when we will have time to fully implement all phases of the new financial aid strategy. In addition, we continue to expand our reach and add new avenues toward attracting students. We have completely redesigned our website, we have completed a rebranding initiative, we have joined the common application, we have increased high school visits and bus trips, and we have developed new partnerships with local community colleges and surrounding high schools.

The University's other primary goal in support of enrollment is to increase the freshmen cohort retention rate by 1% annually through Fall 2023. Achieving this goal would bring the university back to 78%. Retention efforts have been expanding over the past few years at KU and now include many best practices.

The University is showing declining enrollment for Fall 2020 and flat enrollment for Fall 2021. We believe it is realistic to show that declining trend finally changing due to the previously explained recruitment and retention initiatives that are funded and now in place. At that point our freshmen class will be back to 1,600, our new transfers will be at 575, and our retention rate will be on the rise. Our graduate enrollment is projected to increase by 5% over the next four years. Even in light of the projected decline of overall graduate degrees in higher education, we are projecting an increase due to the addition of the Counselor Education – Addictions Program and continued demand for graduate degrees in the education sector.

Explanation of any new specific revenue:

The current financial projection shows changes in revenue due to the above enrollment projections and a slight increase in fees of 1.0% in FY 2021/22 and beyond (as instructed). At this point, the University does not have an alternate tuition proposal in development. However, now that we have worked with a consultant to review our financial aid awarding process, it is possible the next step would be to review our current pricing. The University is also exploring new academic programs and collaborations, but plans that aren't approved are not displayed in the current financial projection.

FTE Enrollment

COPY AND PASTE FROM PROJECTIONS TEMPLATE

FY 2018-19 FY 2019-20 % Change FY 2020-21 % Change FY 2021-22 % Change FY 2022-23 % Change

	FY 2018-19	FY 2019-20	% Change	FY 2020-21	% Change	FY 2021-22	% Change	FY 2022-23	% Change
Fall FTE Enrollment									
Clock Hour	0.00	0.00	n/a	0.00	n/a	0.00	n/a	0.00	n/a
Undergraduate	7,052.80	6,609.80	-6.3%	6,449.00	-2.4%	6,449.00	0.0%	6,513.49	1.0%
Graduate	474.67	520.50	9.7%	501.25	-3.7%	501.25	0.0%	506.26	1.0%
Total Fall FTE Enrollment	7,527.47	7,130.30	-5.3%	6,950.25	-2.5%	6,950.25	0.0%	7,019.75	1.0%
Annualized FTE Enrollment									
Undergraduate (includes clock hour)	6,982.33	6,604.27	-5.4%	6,437.50	-2.5%	6,437.50	0.0%	6,501.88	1.0%
Graduate	618.71	655.46	5.9%	638.91	-2.5%	638.91	0.0%	645.30	1.0%
Total Annualized FTE Enrollment	7,601.04	7,259.73	-4.5%	7,076.41	-2.5%	7,076.41	0.0%	7,147.17	1.0%

Part 3: Financial Overview – E&G

Provide a brief description of the university's assumptions for the Educational and General (E&G) revenues and expenses. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.

E&G Revenues:

The university has seen its revenue decline over the past couple years in line with the drop-in enrollment and due to the lack of a tuition rate increase. Moving forward we are projecting a modest increase to revenue in line with the anticipated 1.0% annual increase to tuition and fees and due to a slight projected increase in enrollment of 1.0% in FY 2022-23. As instructed, state appropriations remain flat through the length of the plan.

E&G Expenses:

The University continues to make tough but necessary reductions to our personnel complement. We have eliminated approximately 40 vacant staff positions from the E&G budget over the past two years. For 2020/21, we have eliminated 31 FTE faculty (20 vacant tenure track faculty positions, reduced the temporary faculty pool by 11), and realized over \$1 million in savings from faculty. We will need to eliminate another 52 faculty positions over the next two years in order to meet the student to faculty ratio from 2010-11. This may require not filling tenure-track lines as they become vacant, a further reduction to our temporary faculty pool, course management optimization, and continued increases in student retention and persistence and therefore overall enrollment.

The University continues to reduce its annual operating budgets. We permanently cut \$1.1 million from the FY 2019/20 annual operating budget, and we have implemented plans to take another 10% reduction (\$960K) in FY 2020/21. This has been accomplished by thoroughly reviewing non-essential spending and cutting back on other expendables. We have also begun a university-wide print study to see how we can save on toner and equipment repairs. The only large increase in operating spending is due to our projected investment in student financial aid. Based on direction from RNL, we plan to increase our institutional aid by about \$2 million per year over the next four years. This is a strategic investment that comes with some risk but is intended to stop our enrollment decline and maintain our academic profile. Our financial projections show a decline in debt principal payments due to final payments on our Graduate Center building and changes in the AFRP entry. Based on our multi-year assumptions, we will be able to restore our previous level of E&G support toward deferred maintenance and in conjunction with our annual KEY 93 allocation, we will have a recurring source to help address our future needs.

Part 3: Financial Overview – AUXILIARY

Provide a brief description of the university’s assumptions for the Auxiliary revenues and expenses. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.

Auxiliary Revenues:

The University has a very strong auxiliary operation; however, the COVID-19 pandemic has caused some financial challenges in the most recent completed year (FY 2019/20). The university refunded \$9.4 million to students during the spring semester due to ceasing operations in the residence halls and dining facilities. Some of this loss will be offset by CARES Act funds and reduced expenditures (dining contract and utilities savings). For FY 2020/21, we have fully re-opened all auxiliary facilities, operations and services. As part of our proactive fall re-opening plan, FY 2020/21 reflects a 10% reduction in auxiliary fees as the university has decided to ask students to move off campus before Thanksgiving break, a reduction of about 2 weeks of on campus services. The future years financial projections are based on the previously discussed enrollment and conservative fee increases of 1.0%.

Auxiliary Expenses:

The University has eliminated 16 vacant staff positions from the auxiliary budget over the past two years. We continue to review and reduce operating budgets where feasible. We are participating in the joint RFP for Dining Services and hope to realize a substantial cost savings moving forward. We have made significant investments in recent years to renovate six of our eight traditional residence halls, as well as, our large dining facilities in support of our 24/7 dining program. These investments have left us in great shape and should only require typical deferred maintenance spending on some of our older auxiliary facilities. We have made the decision to close one of our older non-renovated residence halls, Johnson Hall, for the current fiscal year resulting in significant personnel and utilities savings. We will reassess our plans and potentially consider demolition of certain older auxiliary facilities as we move forward.

Unrestricted FTE Employees and Associated Metrics

COPY AND PASTE FROM PROJECTIONS TEMPLATE

	Target	FY 2018-19	FY 2019-20	Change	FY 2020-21	Change	FY 2021-22	Change	FY 2022-23	Change
				%		%		%		%
Fall FTE Faculty, net of shared faculty	n/a	441.22	428.21	-2.9%	396.75	-7.3%	376.75	-5.0%	344.75	-8.5%
Annualized Unrestricted FTE Faculty, net of turnover	n/a	437.87	425.04	-2.9%	396.75	-6.7%	376.75	-5.0%	344.75	-8.5%
Annualized Unrestricted FTE Nonfaculty, net of turnover	n/a	485.88	440.57	-9.3%	435.85	-1.1%	433.95	-0.4%	433.95	0.0%
Fall FTE Student/Fall FTE Faculty Ratio	20.4	17.1	16.7		17.5		18.4		20.4	
Annualized FTE Student/Annualized FTE Nonfaculty Ratio	n/a	15.6	16.5		16.2		16.3		16.5	

Part 4: Overall Impact on Unrestricted Net Assets

Provide a brief description of the university's planned use of unrestricted net assets, including any strategic initiatives and capital investments. Consider copying and pasting from Sustainability Plan Version 2 narrative, then update as appropriate.

Overall Impact on Unrestricted Net Assets:

The University was able to increase unrestricted net assets by \$2.7 million as of June 30, 2020. This was accomplished primarily due to the previously explained cost containment measures, including the university wide hiring freeze and a spending freeze that was implemented at the department level as the pandemic hit last spring. The University also benefitted from CARES Act funding which offset the loss in auxiliary revenue due to refunds and helped cover certain PPE related expenses.

Unrestricted net assets should continue to increase gradually over the next two years as we maintain a balanced budget and spend less on capital improvements. In fiscal year 2022-23, we anticipate renovating the DeFrancesco academic building that houses our College of Business. The bulk of this project is DGS funded but will require a contribution of more than \$2 million from the University which may slightly lower our unrestricted net assets.

Financial Projections
Unrestricted Activity (Educational & General and Auxiliary Enterprises)
COPY AND PASTE FROM PROJECTS TEMPLATE

	FY 2018-19	FY 2019-20	% Change	FY 2020-21	% Change	FY 2021-22	% Change	FY 2022-23	% Change
Total E&G Budget									
Total Revenues	\$128,336,244	\$125,112,503	-2.5%	\$122,524,118	-2.1%	\$122,391,458	-0.1%	\$124,108,994	1.4%
Total Expenditures and Transfers to Plant Funds	128,864,818	121,787,124	-5.5%	122,524,118	0.6%	122,391,458	-0.1%	124,108,994	1.4%
Revenues Less Expenditures/Transfers to Plant Funds	(\$528,574)	\$3,325,379	n/a	\$0	-100.0%	\$0	n/a	\$0	n/a
Surplus/(Deficit)--Excludes Transfers to Plant Funds	(\$663,520)	\$2,732,419	n/a	\$157,785	-94.2%	(\$135,109)	-185.6%	(\$308,139)	n/a
Total Auxiliary Budget									
Total Revenues	\$42,656,738	\$34,587,281	-18.9%	\$36,099,290	4.4%	\$39,514,331	9.5%	\$40,290,872	2.0%
Total Expenditures and Transfers to Plant Funds	42,624,288	35,415,057	-16.9%	36,099,290	1.9%	39,514,331	9.5%	40,290,872	2.0%
Revenues Less Expenditures/Transfers to Plant Funds	\$32,450	(\$827,776)	-2650.9%	\$0	n/a	\$0	n/a	\$0	n/a
Surplus/(Deficit)--Excludes Transfers to Plant Funds	\$6,663,291	\$2,731,192	-59.0%	\$3,730,467	36.6%	\$6,233,667	67.1%	\$4,889,986	-21.6%
Total Unrestricted (E&G and Auxiliary) Budget									
Total Revenues	\$170,992,982	\$159,699,784	-6.6%	\$158,623,408	-0.7%	\$161,905,789	2.1%	\$164,399,866	1.5%
Total Expenditures and Transfers to Plant Funds	171,489,106	157,202,181	-8.3%	158,623,408	0.9%	161,905,789	2.1%	164,399,866	1.5%
Revenues Less Expenditures/Transfers to Plant Funds	(\$496,124)	\$2,497,603	n/a	\$0	-100.0%	\$0	n/a	\$0	n/a
Surplus/(Deficit)--Excludes Transfers to Plant Funds	\$5,999,771	\$5,463,611	-8.9%	\$3,888,252	-28.8%	\$6,098,558	56.8%	\$4,581,847	-24.9%
Total Estimated Unrestricted Net Assets	\$56,496,131	\$60,142,837	6.5%	\$61,835,855	2.8%	\$65,536,517	6.0%	\$63,868,364	-2.5%
Total Estimated End of Year Cash Balance	\$71,785,178	\$74,440,708	3.7%	\$76,133,726	2.3%	\$79,834,388	4.9%	\$78,166,235	-2.1%

Projected Ratios resulting from the Annual Projection Plan - Will NOT Match Final Metric Results

	Target ¹	FY 2018-19	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23
Fall FTE Student/Fall FTE Faculty Ratio	20.4	17.1	16.7	17.5	18.4	20.4
<i>Fall FTE student/Fall FTE faculty</i>						
Estimated Student/Nonfaculty Ratio	n/a	15.6	16.5	16.2	16.3	16.5
<i>Annualized FTE Student/Annualized FTE Nonfaculty</i>						
Estimated Annual Operating Margin²	>2%	-3.2%	-3.5%	n/a	n/a	n/a
<i>End of Year Surplus/(Deficit)--excluding Transfers to Plant/Total Revenues</i>						
Estimated Annual Primary Reserve Ratio²	>40%	30.4%	33.2%	n/a	n/a	n/a
<i>Estimated End of Year Balance in Net Assets/Total Expenses</i>						
Estimated Minimum Reserves²	>180 days	169	189	n/a	n/a	n/a
<i>Unrestricted cash*365/total unrestricted expenses</i>						

¹ Target for student/faculty ratio is based on fall 2010 FTE student and fall 2010 FTE faculty. Other targets reflect the procedure/standard requirements for overall financial sustainability.

² Ratios are for one year only; ratios used in the sustainability scorecard are based on a three-year rolling average.

Part 5: Academic Program Strategies

Briefly describe anticipated changes to the academic program array, as applicable. Note: this is for academic planning and does not substitute for the new program proposal or notification process. It also does not preclude seizing upon unforeseen or innovative opportunities.

New credentials (degrees, credit-bearing certificates) to be added over the indicated planning period and a brief rationale for why *this* credential and why *this* university.

Next two years (add cells as needed):

6-Digit Program CIP Code	Credential level and type	Program Name	Brief Rationale
520501; 520701	UG-Track within BSBA	BSBA-Track in Entrepreneurship (fall 2020)	Track within the BSBA supporting small business/idea development
310504	Certificate-post baccalaureate	Health Coaching	COSMA-accredited Sport Management and Leadership major can provide additional certification.
520213	Certificate-post baccalaureate	Leadership	Stand-alone/Stackable credential as part of MBA redesign
520601	Certificate-post baccalaureate	Managerial Decision Making	Stand-alone/Stackable credential as part of MBA redesign
501001	Certificate-post baccalaureate	Music Business	Stand-alone/Stackable credential option as part of MBA redesign; post-baccalaureate credential for strong Music program graduates
130202	Graduate-MEd	MEd-Multicultural Education	Offered through the Special Education Department; awaiting PASSHE approval. Sitting between Reading and Allentown, KU provides teachers for these districts and provides graduate education for all teachers. It is imperative that multicultural education receive focus.
131001; 230101	UG-Track within BSEd	BSEd-Special Education PK-12; Elementary Education 4-8—Language Arts and Reading	Due to PDE changes
131001; 270101	UG-Track within BSEd	BSEd-Special Education PK-12; Elementary Education 4-8—Math	Due to PDE changes
131009; 230101	UG-Track within BSEd	BSEd-Visual Impairment; Elementary Education 4-8—Language Arts and Reading	Due to PDE changes
131009; 230101	UG-Track within BSEd	BSEd-Visual Impairment; Elementary Education 4-8—Math	Due to PDE changes
400801; 141201	UG-Track within Physics	BS Physics-Track in Engineering Technology (fall 2020)	In conjunction with local community colleges as a 2+2 to support local manufacturing industries

260202; 512001	UG-Track within Biochemistry	BS Biochemistry-Track in Pharmacy (fall 2020)	To better support students entering graduate programs in pharmacy
030104; 011201	UG-Track within Environmental Science	BS Environmental Science- Track in Regenerative Agriculture (fall 2021)	In conjunction with leadership and research scientists at Rodale Institute (pioneers of organic farming in US); the Rodale experimental farm is located 5 miles from campus. The Environmental Science program at KU has been a strong program since its inception in the mid-nineteen seventies.
090702	Certificate-sub baccalaureate	Digital Video Production	Stand-alone/Stackable credential for the Cinema, Television, and Media Production degree to address needs of individuals who have entered the industry without a degree or individuals who need to update skills
090701	Certificate-sub baccalaureate	Television Production	Stand-alone/Stackable credential for the Cinema, Television, and Media Production degree to address needs of individuals who have entered the industry without a degree or individuals who need to update skills
090102	Certificate-sub baccalaureate	Diverse Perspectives in Media Production	Stand-alone/Stackable credential for the Cinema, Television, and Media Production degree to address needs of individuals who have entered the industry without a degree or individuals who need to update skills. Collaborative credential with university in India.
090901	Certificate-sub baccalaureate	Organizational Communication	Stand-alone/Stackable credential for Communication Studies degree to address needs of individuals who have entered the industry without a degree or individuals who need to update skills.
131101; 511501	Graduate- Track within MEd in Counselor Education	MEd Counselor Education- Track in Addiction	Increased concern with substance abuse/addiction in Pennsylvania in schools and communities. Treatment centers, including the Caron Foundation, are partners with KU
500411	UG-BS degree	Game Development (fall 2022)	Responds to student interest in a growth industry with an interdisciplinary approach (distinct from related concentrations at other PASSHE schools); builds on academic offerings, new eSports facility and an NSF grant focused on women and minorities in STEM

Next three to five years (add cells as needed):

6-Digit Program CIP Code	Credential level and type	Program Name	Brief Rationale

Credentialing programs being considered for curtailment over the indicated planning period--whether by moratorium or by consolidating with program(s) at one or more State System universities in order to share delivery, and a brief rationale.

Next two years (add cells as needed):

6-Digit Program CIP Code	Credential level and type	Program Name	M	C	Brief Rationale
131001 (131203); 131399	Track within BSE	Special Education-Elementary Education 4-8—Math & English/Language Arts and Reading	x		Due to PDE changes—program will be taught out Special Education PK-12 – Grades 4-8 Language Arts & Reading will be added to our array to address PDE changes
131001 (131203); 131399	Track within BSE	Special Education-Elementary Education 4-8 Math & Science	x		Due to PDE changes—will be taught out Special Education PK-12 Grades 4-8 Math will be added to our array to address PDE changes
131001 (131203); 131399	Track within BSE	Special Education-Elementary Education 4-8 Math & Social Studies	x		Due to PDE changes—will be taught out
131001 (131203); 131399	Track within BSE	Special Education-Elementary Education 4-8 Science & English/Language Arts & Reading	x		Due to PDE changes will be taught out
131001 (131203); 131399	Track within BSE	Special Education-Elementary Education 4-8 Science and Social Studies	x		Due to PDE changes will be taught out
131009 (131203);	Track within BSE	Special Education -Visual Impairment Elementary Education 4-8 Math & English/Language Arts & Reading	x		Due to PDE changes—will be taught out Visual Impairment- Elementary Education 4-8 Language Arts & Reading will be added to our array to address PDE changes
	Track within BSE	Special Education-Visual Impairment Elementary Education 4-8 Math & Science	x		Due to PDE changes-will be taught out Visual Impairment Elementary Education 4-8 Math will be added to our array to address PDE changes

	Track within BSE	Special Education-Visual Impairment 4-8 Math & Social Studies	x		Due to PDE changes-will be taught out
	Track within BSE	Special Education-Visual Impairment 4-8 Science & English/Language Arts & Reading	x		Due to PDE changes—will be taught out
	Track within BSE	Special Education-Visual Impairment 4-8 Science & Social Studies	x		Due to PDE changes—will be taught out

What impact will the above actions have on the academic program array metrics (i.e., student/faculty ratio, average section size, number of programs) in the coming years?

Teaching out these education program/tracks and substituting programs to meet the new PDE requirements will not cause an immediate increase in the student/faculty ratio due to the teach-out requirement to serve the students in the programs.

New tracks leverage existing relationships with local industry and employers and respond to demand from those industries (Engineering Tech Track for East Penn, Regenerative Agriculture Track with Rodale Institute) or position students to use articulation agreements to continue their educational journeys and respond to local workforce need for trained medical professions with graduate schooling requirements using articulation agreements (Pharmacy Track and LECOM/PCOM). The new certificate programs are projected to increase students taking classes that will enhance industry specific skills taught in current course offerings (i.e. increasing average section sizes for those courses).

The new certificates/tracks/programs will not require additional faculty, will increase enrollment, and therefore, positively influence the student/faculty ratio.