



STATE
UNIVERSITY
SYSTEM
of FLORIDA
Board of Governors

AGENDA
Budget and Finance Committee
Graham Center Ballroom
Florida International University
Miami, Florida
November 20, 2013
4:00 p.m. – 5:30 p.m.

or
Upon Adjournment of Previous Meetings

Chair: Mr. Tom Kuntz; Vice Chair: Mr. Ned Lautenbach
Members: Beard, Colson, Fassi, Huizenga, Levine, Tripp

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|----|---|---|
| 1. | Call to Order and Opening Remarks | Governor Tom Kuntz |
| 2. | Approval of Committee Meeting Minutes
Minutes, September 12, 2013 | Governor Kuntz |
| 3. | Preview of Fees under Consideration for Fall 2014 | Governor Kuntz |
| 4. | University Shared Services Initiatives | Ms. Shari Shuman
<i>Vice President,
Administration & Finance,
University of North Florida</i> |
| 5. | Performance Funding Update
Boards of Trustees Choice Metric | Governor Kuntz |
| 6. | Market Tuition Proposals | Governor Kuntz
University Representatives |
| 7. | Concluding Remarks and Adjournment | Governor Kuntz |

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: Approval of Minutes of Meeting held September 12, 2013

PROPOSED COMMITTEE ACTION

Approval of minutes of meeting held on September 12, 2013.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Committee members will review and approve the minutes of the meeting held on September 12, 2013 at New College of Florida.

Supporting Documentation Included: Minutes: September 12, 2013

Facilitators/Presenters: Governor Tom Kuntz

MINUTES
STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
BUDGET AND FINANCE COMMITTEE
UNIVERSITY OF SOUTH FLORIDA
SARASOTA, FLORIDA
SEPTEMBER 12, 2013

*Video or audio archives of the meetings of the Board of Governors
and its Committees are accessible at <http://www.flbog.edu/>.*

Mr. Tom Kuntz, Chair, convened the meeting of the Budget and Finance Committee at 9:10 AM. Members present were Ned Lautenbach; Norman Tripp; Carlo Fassi; Wayne Huizenga, Jr.; Alan Levine and Dean Colson. Other Board members present included Mori Hosseini, Matt Carter, Manoj Chopra, Ed Morton, Wendy Link, and Elizabeth Webster.

1. Call to Order

Mr. Kuntz called the meeting to order.

2. Approval of June 20, 2013, Meeting Minutes

Mr. Tripp moved that the Committee approve the minutes of the meeting held June 20, 2013 as presented. Mr. Colson seconded the motion, and members of the Committee concurred.

3. Public Notice of Intent to Amend Board of Governors Regulations

- a. Regulation 7.001 Tuition and Associated Fees**
- b. Regulation 7.003 Fees, Fines and Penalties**
- c. Regulation 7.008 Waiver of Tuition and Fees**
- d. Regulation 9.007 State University Operating Budgets**

Mr. Kuntz stated there were several regulations to be amended and asked Mr. Tim Jones to review the changes.

Mr. Jones indicated that amendments were being made to reflect statutory updates, technical changes and additional guidance/clarification for various initiatives. All of the proposed changes are found in the agenda item itself.

Mr. Lautenbach moved that the Committee approve the public notice of intent to amend Regulations 7.001, 7.003, 7.008 and 9.007. Mr. Huizenga, Jr. seconded the motion, and members of the Committee concurred.

4. Public Notice of Proposed New Regulation 9.014 Collegiate License Plate Revenues

Mr. Kuntz moved to item four and asked Tim Jones to present the proposed new regulation.

Mr. Jones reviewed the need for the regulation and indicated that the regulation provides some flexibility to the universities for making changes to their expenditure plans without having to come to the Committee each time. Committee approval will now only be necessary if the university modifies the expenditure plan for the revenues by more than 10 percent.

Mr. Fassi moved that the Committee approve the Public Notice of Proposed New Regulation 9.014, Collegiate License Plate Revenues. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

5. 2013-2014 Operating Budgets

Mr. Kuntz reminded the Committee that the Boards of Trustees have the day-to-day responsibility of managing their budget, but Regulation 9.007 does require Committee approval. Mr. Kuntz asked Mr. Jones to present this issue.

Mr. Jones presented a brief PowerPoint slide on the university system budget and the Board of Governors Office Budget.

Mr. Lautenbach moved that the Committee approve the 2013-2014 university operating budget. Mr. Levine seconded the motion, and members of the Committee concurred.

Mr. Lautenbach moved that the Committee approve the 2013-2014 operating budget for the Board Office and authorize the Chancellor to make budgetary changes as necessary to operate the budget. Mr. Huizenga, Jr. seconded the motion, and members of the Committee concurred.

6. Methodology for the Allocation of \$20 Million in Performance Funding.

Mr. Kuntz noted that Legislation passed last session provided the Board with \$20 million to be allocated on three metrics: 1) Percent of Graduates Employed or

continuing their education; 2) average wages of employed graduates, and; 3) average cost per graduate. Before the funds can be distributed, the Committee must adopt a methodology and submit to the Legislature by October 31.

Mr. Kuntz stated that we are including these three metrics in the 10 metric performance funding model that we have been working on over a year and we will talk more about that during the legislative budget request discussion.

The Committee reviewed the methodology and metric definitions that staff has developed. This information was provided on page 192 of the packet.

Mr. Jones reviewed the three metrics, the definitions, and data that is available for each metric.

Mr. Kuntz distributed a spreadsheet showing the allocation of the \$20 million based on the definitions and the data available. Mr. Kuntz noted that all universities will receive a portion of the \$20 million, with a range of \$434,000 to \$2.6 million. Mr. Kuntz stressed the importance of the Board's 10 metric model and the Board will continue to work on that model.

Mr. Levine reiterated that this is a work in progress and modifications will need to be made over time. It is important to recognize that our research universities, which are working to improve STEM degree production, will have higher degree costs. Mr. Levine also agreed that we need to continue working on our 10 metric model and look to see where we want to be in five years.

It was noted by Mr. Hosseini that we have overall support for the Board's 10 metric model and we will need to continue to work with Legislative partners to make changes going forward.

Mr. Fassi indicated support for the methodology and benchmarks and hopes that we are proactive during session to make modifications and give the Board flexibility to determine metrics and methodologies that would be used to distribute performance funds in the future.

After discussion, Mr. Fassi moved that the Committee approve the definitions and methodology. Mr. Tripp seconded the motion, and members of the Committee concurred.

7. 2014-2015 Legislative Budget Request

Mr. Kuntz noted that the final item is the review of the 2014-2015 legislative budget requests for the university system and the Board General office.

Mr. Kuntz stated that he was pleased to see a recent report about an improving economy and lower unemployment rates. Recently the state released revenue projections reflecting an increase in available revenue, so all the signs are reporting brighter days ahead. Even though the economy is improving, the universities must continue to look for efficiencies, best practices, or shared service initiatives. Included in the Committee materials is information on the various initiatives in which universities have been engaged.

The legislative budget instructions provided by the Legislature and Governor requests all state agencies, including the universities, to prepare a 5 percent budget reduction plan for next year. These are just reduction plans at this time, but it is a sign that the legislature remains cautious about the economy.

Mr. Kuntz stated that it is important that the Board provide a sound, reasonable budget that focuses on performance funding and key system issues. Mr. Kuntz requested Mr. Jones walk the Committee through the 2014-15 legislative budget request.

Mr. Jones presented a PowerPoint reviewing the state's Long Range Financial Outlook and historical funding for the university system. Mr. Jones highlighted three key initiatives in the legislative budget request; \$50 million for performance funding, \$17 million for workload and phase-in initiatives, and \$16 million for research and system initiatives. The budget request also includes funding requests made by the Moffitt Cancer Center and the Institute of Human and Machine Cognition. Mr. Jones indicated that the \$286 million in the major gift matching program and specific university requests to continue funding for initiatives funding in 2013-2014 are provided for information only.

After the presentation, Mr. Kuntz indicated that the Committee needed to propose two motions; one motion for university system request and a second motion for the Board Office request.

Mr. Tripp moved that the Committee approve the 2014-2015 legislative budget request for the state university system and the Board General Office, and have the Chancellor make technical changes as necessary. Mr. Lautenbach seconded the motion, and members of the Committee concurred.

Mr. Kuntz then asked the Committee to spend a few minutes discussing the Board's 10 metric performance funding model found on page 338 of the Committee packet. There are eight metrics that apply to each university (except for NCF which only has 7). The Committee reviewed potential metrics for the Board Choice Metric and the Board of Trustees Metric.

These two metrics should come from the existing metrics that we currently track. Mr. Kuntz asked Mr. Jones to briefly review the information.

Mr. Jones presented a powerpoint slide that listed the 10 metrics, specifically focusing on the Board choice metric. Mr. Jones reviewed the list of metrics that are identified for consideration and the staff recommendation for the top three metrics for each institution.

After member discussion and comments from university presidents, Mr. Lautenbach moved the following: that metric "Percent of Bachelor's Degrees without Excess Hours" be chosen for FAMU, FAU, FGCU, FIU, UCF, UNF, USF, and UWF; that metric "Faculty Award" be chosen for UF and FSU; and for NCF that two metrics be chosen; "National Ranking for Institutional and Program Achievements" and "Freshmen in Top 10 percent of Graduating High School Class." Mr. Colson seconded the motion, and members of the Committee concurred.

Mr. Kuntz then informed the universities that they will need to choose their metric from the approved list and report back to the Committee at the November meeting.

8. Concluding Remarks and Adjournment

Having no further business, the meeting was adjourned at 10:33 AM.

Tom Kuntz, Chair

Tim Jones, Chief Financial Officer

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: Preview of University Fees under Consideration for Fall 2014

PROPOSED COMMITTEE ACTION

For Information

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution; Board Regulation 7.003

BACKGROUND INFORMATION

Regulation 7.003 Fees, Fines and Penalties, requires boards of trustees to notify the Board of any potential new fees that are being considered by the university.

Attached is a summary of fee increases that universities are discussing on their campuses. If a university decides to move forward in proposing a new fee or an increase to an existing fee for the Board to consider, those proposals will be due March, 2014. The Budget and Finance Committee will consider those proposals in June, with a recommendation going to the full Board during the next scheduled meeting.

Supporting Documentation Included: University fees under consideration

Facilitators/Presenters: Governor Tom Kuntz

State University System of Florida
New University Fees & Increases to Existing Fees under Consideration
As of October, 2013

Pursuant to Regulation 7.003(23) – Fees, Fines and Penalties, universities are to notify the Board of new fees and increases to existing fees that are capped in statute that are under consideration and would require Board of Trustees and Board of Governors approval. Formal submissions will be due in March 2014.

University	Fee	Amount	Description
New Fees			
NCF	Course Request Late Submittal Fine	\$100	<p>The College adopted a course request system several years ago to gather information about student academic interest. When used effectively, the system allows the academic division chairs to hire additional adjunct faculty in critical areas to reduce or prevent curricular congestion. It also allows faculty and disciplines to plan courses and adjust their teaching strategy to meet student needs. When students can flow through the curriculum easily, it improves their academic experience. Students are required to input their course requests in the system, but the requests they enter are non-binding and students are free to change the courses requested at any point during the course registration process. The current challenge is that although students are required to input their requests by the published deadline, many fail to meet the deadline or even submit at all, adversely impacting the planning process, even though it is made clear to them that they can change their course requests at any point prior to final contract negotiations.</p> <p>Hopefully, this proposed \$100 fine to be effective Fall Semester 2014 will serve as sufficient "incentive" for students to take a few minutes to input the required information by the published deadline. The College would be pleased if the fine never had to be assessed.</p>
Increases to Existing Fees			
FGCU	CITF	\$2.00	Considering an increase from \$6.76 to \$8.76 effective Fall, 2014. The funds will be used to support currently planned projects.
UWF	CITF	\$2.00	Considering an increase from \$6.76 to \$8.76 effective Fall, 2014. The funds will be used to support currently planned projects.
FAU	Orientation	\$15	Considering an increase from \$35 to \$50. Funds are used to cover the costs associated with new student orientation services.

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: University Shared Services Initiatives

PROPOSED COMMITTEE ACTION

For information only.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

Recognizing there are efficiencies to be gained through collaborative efforts, universities work together on many financial issues. Numerous university councils meet on a regular basis to discuss issues, share ideas, and initiate shared services agreements and contracts. These councils consist of budget officers, controllers, facility planners, human resource directors, purchasing, police, and information technology. In addition, the university CFOs, who oversee many of these departments, meet on a regular basis.

Ms. Shari Shuman, Chair of the Council for Administrative and Financial Affairs (CAFA), will present initiatives underway at many of the universities.

Supporting Documentation Included: None

Facilitators/Presenters: Shari Shuman, Vice President, Administration
& Finance, University of North Florida

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: Performance Funding – Board of Trustees Choice Metrics

PROPOSED COMMITTEE ACTION

Consider for approval each university Board of Trustee choice metric.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Section 7, Florida Constitution

BACKGROUND INFORMATION

At the September 12, 2013 meeting the Board of Governors chose a metric for each institution and directed university each board of trustees to choose one metric to be presented at the November meeting.

University boards of trustees have each identified one metric and are recommending benchmarks for Excellence or Improvement. Staff will continue to work with the universities on the benchmarks and report back to the Board at the January meeting on final recommendations.

The attached matrix lists all metrics and color codes metrics that apply to all universities, have been chosen by the Board, and metrics recommended by the board of trustees.

Supporting Documentation Included: Metrics Approved by the Board and Proposed Board of Trustee Metrics

Facilitators/Presenters: Governor Tom Kuntz

Board of Governors Performance Funding Model

The Board of Governors Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues such as six-year graduation rates and cost per undergraduate degree. Note that one institution, New College, does not offer graduate programs and therefore a substitute metric was chosen at the September Board Meeting.

An important metric included in the model is the Board of Trustees Choice Metric, which is a metric that each institution's Board of Trustees will choose for each institution. This metric is an opportunity for each institution's Board to customize the model with a metric that best suits the individual goals and challenges of each institution.

The attached document lists all metrics associated with the Accountability Reports from which Board of Trustees members may choose. If the metric is shaded black for a particular institution then that specific metric is part of the model already or that metric does not apply to that university. Metrics that are not shaded for that institution are available for selection.

Metrics Included in Performance Funding Model

The worksheet lists the metrics already included in the Performance Funding Model in the top section. Metric #8 does not apply to New College and therefore an alternative for New College only has been selected by the Board and is listed as 8b. The metrics chosen for each institution as Board of Governors choice are listed as Metric #9a, b and c.

Metrics Common to All Universities

The next section lists metrics taken from the institutional Accountability Reports that are common to all the institutions with the exception of those regarding graduate programs for New College. The metrics that repeat those chosen for the performance funding model are blacked out as well as those not applying to New College.

Metrics Common to Research Universities

The next section, titled "Common to Research Universities," lists metrics from the Accountability Report that apply to research-focused institutions. Thus, the institutions that do not have a research focus or metrics that have already been chosen have metrics blacked out.

Institution Specific Metrics

The final section, titled "Institution Specific," lists metrics that the institutions may have chosen for themselves in their Work Plan. The choices made by each school are indicated with an "X." One metric is blacked out for New College because it was previously selected.

Board of Governors Performance Funding Model

	Metric applies to all universities
	Metric applies to all universities except New College
	Metric only applies to New College
	Board of Governors Choice Metric
	Board of Trustee Choice Metric
	Metric does not apply to that university or has already been chosen by the Board of Governors

METRICS	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
PERFORMANCE FUNDING MODEL (Metrics already adopted)											
1 Percent of Bachelor's Graduates Employed and/or Continuing their Education Further											
2 Average Wages of Employed Baccalaureate Graduates											
3 Cost per Undergraduate Degree											
4 Six Year Graduation Rate (Full-time and Part-time FTIC)											
5 Academic Progress Rate (2nd Year Retention with GPA Above 2.0)											
6 Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)											
7 University Access Rate (Percent of Undergraduates with a Pell-grant)											
8a Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (All universities except NCF)											
8b Freshman in Top 10% of Graduating High School Class (Only NCF)											
9 Board of Governors Choice:											
9a National ranking for institutional and program achievements											
9b Percent of Bachelor's Degrees Without Excess Hours											
9c Faculty Awards											
10 UBOT Choice (pick from list below)											
METRICS COMMON TO ALL UNIVERSITIES											
1 National ranking for institutional and program achievements											
2 Avg SAT score for incoming Freshman											
3 Avg. High School GPA for incoming Freshman											
4 Professional/Licensure Exam Pass Rates											
5 Percent of Undergraduate Seniors Participating in a Research Course											
6 Freshman Retention (included in #5 under Performance Funding)											
7 Graduation Rates (for FTIC)(included in #4 under Performance Funding)											
8 Graduation Rates (for AA Transfer)											
9 Percent of Bachelor's Degrees Without Excess Hours											
10 Bachelor's Degrees Awarded Annually											
11 Percent of Bachelor's Degrees in STEM (included in #6 under Performance Funding)											
12 Master's Degrees Awarded Annually											
13 Percent of Master's Degrees in STEM (included in #8 under Performance Funding)											
14 Annual Giving											
15 Endowments											
COMMON TO RESEARCH UNIVERSITIES (as Classified by Carnegie Foundation)											
1 Faculty Awards											
2 National academy memberships											
3 Number of post-doctoral appointees											
4 Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures											
5 Total Research Expenditures											
6 Science & Engineering Research Expenditures											
7 Percent of R&D Expenditures funded from External Sources											
8 Patents Issued											
9 Licenses/Options Executed											
10 Licensing Income/Royalties											

Board of Governors Performance Funding Model

	Metric applies to all universities
	Metric applies to all universities except New College
	Metric only applies to New College
	Board of Governors Choice Metric
	Board of Trustee Choice Metric
	Metric does not apply to that university or has already been chosen by the Board of Governors

METRICS	FAMU	FAU	FGCU	FIU	FSU	NCF	UCF	UF	UNF	USF	UWF
11 Startup Companies											
12 Science & Engineering research expenditures in non-medical/health sciences											
13 National rank higher than predicted by the Financial Resources ranking (based on U.S. News & World Report)											
14 Research Doctoral degrees awarded annually											
15 Percent Research Doctoral degrees awarded in STEM											
16 Professional Doctoral degrees awarded annually											
INSTITUTION SPECIFIC (an 'x' indicates the metric chosen by the university for reporting purposes in the Work Plan)											
1 Freshman in Top 10% of Graduating High School Class					X				X	X	
2 Eligible Programs with Specialized Accreditation											
3 Average Time To Degree for First-time in College Students											
4 Bachelor's Degrees Awarded to Minorities	X	X	X	X			X				X
5 Number of Adult (Aged 25+) Undergraduates Enrolled											X
6 Percent of Course Sections Offered via Distance and Blended Learning	X	X							X	X	
7 Bachelor's Degrees in All Areas of Strategic Emphasis			X	X	X	X	X	X	X		
8 Graduate Degrees in All Areas of Strategic Emphasis			X	X	X		X	X		X	
9 Number of Faculty Designated a Highly Cited Scholar											
10 Seek and/or Maintain Carnegie's Community Engagement Classification											X
11 Percentage of Students Participating in Identified Community & Business Engagement Activities		X				X					
12 Enrollment in Professional Training and Continuing Education Courses											
13 Percentage of Eligible Programs with Specialized Accreditation	X							X			
Note*: The 2012-2025 System Strategic Plan identified 28 metrics, one of which was Graduate Degrees Awarded (and in STEM) that has been split into two Work Plan metrics (reporting Master's and Doctoral separately).											

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS
Budget and Finance Committee
November 20, 2013**

SUBJECT: 2014 Market Tuition Proposals

PROPOSED COMMITTEE ACTION

Consider university market tuition proposals.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Article IX, Subsection 7, Florida Constitution; Board Regulation 7.001

BACKGROUND INFORMATION

Pursuant to Regulation 7.001 Tuition and Associated Fees, a university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when the courses constitute an approved degree program or college credit certificate program.

Since February 2011, the Board has reviewed and approved 45 market tuition programs. The regulation requires each university approved to offer market tuition rates for select programs to submit an annual status report. An update on those programs currently authorized is included in this packet.

Seven universities have submitted a total of 21 market tuition programs for consideration.

1. University of Florida
 - a. Doctorate of Business Administration
 - b. Master of Music in Music Education
 - c. Master of Fisheries & Aquatic Sciences
 - d. Master of Electrical Engineering
 - e. Master of Civil Engineering
2. University of South Florida
 - a. Graduate Certificate in Applied Behavior Analysis

3. Florida Atlantic University
 - a. Executive Master of Health Administration
 - b. Master of Science in Finance
 - c. Master of Business Administration
4. Florida International University
 - a. Master of Science in Human Resource Management
 - b. Master of Science in International Real Estate
 - c. Master of Science in Public Administration
 - d. Professional Master of Science Counseling Psychology
5. University of West Florida
 - a. Master in Educational Leadership
 - b. Masters in Curriculum & Instruction
 - c. Doctorate in Curriculum & Instruction
 - d. Master in Accountancy
6. University of North Florida
 - a. Master of Education in Special Education
 - b. Master of Science in Nutrition
 - c. Doctor of Nursing Practice
7. Florida Gulf Coast University
 - a. Transitional Doctor of Physical Therapy

Supporting Documentation Included:	<ol style="list-style-type: none">1. Market Tuition Overview2. Market Tuition Proposals Approved Year-to-Date3. Summary Update on Previously Approved Market Tuition Programs Plus University Submissions4. Excerpt of Regulation 7.001 on Market Tuition5. Summary of University 2013 Market Tuition Proposals Plus University Submissions
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Facilitators/Presenters:	Governor Tom Kuntz University Representatives
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Market Tuition Rates

At the November Budget & Finance Committee, presentations will be made by universities requesting market rate tuition for graduate-level online courses or graduate level courses currently offered through continuing education.

This briefing document provides an overview in preparation for the Committee discussion.

Overview

The issue of tuition and fee responsibility was decided in 2010 when the Legislature, Governor and Board of Governors entered into a Governance Agreement. This agreement culminated with the passage of HB 7237, which codified the shared responsibility that the Legislature, Governor and Board of Governors have in setting tuition and fees.

The statutory revisions delegated to the Board of Governors, or the Board's designee, the authority to set tuition for graduate and professional programs, and out-of-state fees. The Board has delegated this authority to the boards of trustees, along with the authority to set tuition for continuing education programs. However, the Board retained the authority to approve market rate tuition programs.

What is the difference between graduate, continuing education and market tuition rates?

- Graduate tuition - Rates are lower than continuing education and market tuition, as the State provides partial support for these education and general programs. The State support, plus the tuition, pays for 100 percent of the cost of implementing the graduate program. Boards of trustees set graduate tuition with increases limited to 15 percent.
- Continuing education - These programs receive no State support and can only set tuition that covers 100 percent of the cost; thus, they are self-supporting (Regulation 8.002). Boards of trustees set continuing education tuition based on the cost of the program.
- Market tuition - Rates are set at what the market will allow, with any additional revenue generated beyond the cost of the program allowed to be used for other instructional activities. The Board of Governors approves all market tuition programs.

Market tuition for certain graduate programs allows universities to offer competitive tuition rates that may, on occasion, generate additional revenue that can be put back into that program, or any other program, to improve the quality of the program.

Market Tuition

A Board of Governors special committee comprised of board members and university representatives spent the fall of 2010 developing the criteria to be used to review and implement market tuition rates for select programs, which resulted in revisions to Regulation 7.001. It was determined that a pilot program would be implemented in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board would approve no more than 5 new graduate-level degree programs or certificate programs per academic year. After 3 years, the university must present its findings to the Board budget committee. The 3 year pilot will end in the fall of 2014.

Market Tuition Rates

Some of the key criteria identified in regulation 7.001 for evaluating market rate tuition proposals include:

- Tuition at similar programs from at least 5 other institutions, including both private and public.
- A description of similar programs offered by other SUS institutions.
- A declaratory statement that offering the program at market tuition rate will not increase the state's fiscal liability.
- A description of any outcome measures that will be used to determine program success.
- An explanation of how the university will ensure sufficient courses are available to meet student demand and facilitate completion of each program.
- A description of how the revenues will be spent, including whether any private vendors will be used.

In addition, the following restrictions apply:

- The program must have already been approved pursuant to Regulation 8.011 Authorization of New Academic Degree Programs and Other Curricular Offerings.
- The program must not lead to initial licensing or certification for occupational areas identified as state critical workforce need. An exception can be made if it can be demonstrated that market tuition will lead to an increase in the number of graduates.
- If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.
- Credit hours generated by courses in market tuition rate cohorts cannot be reported as fundable credit hours and all costs shall be recouped by the market tuition rate.
- Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.

**Florida Board of Governors
Market Tuition Proposals Approved
(Date Approved)**

- A. University of Central Florida
 - 1. Professional Master of Science in Mgmt Degree Program (03/2011)
 - 2. Master in Business Administration (03/2011)
 - 3. Professional Master of Science in Real Estate Degree Program (03/2011)
 - 4. Professional Master of Science in Health Care Informatics (11/2011)
 - 5. Master of Science in Engineering Management (11/2012)
- B. Florida International University
 - 1. Master of International Business (03/2011)
 - 2. Master in Global Governance (03/2011)
 - 3. Master of Accounting Program (03/2011)
 - 4. Master of Business Administration (03/2011)
 - 5. Master of Science in Construction Management (11/2011)
 - 6. Masters in Mass Communication - Global Strategic Management (11/2011)
 - 7. Master of Science in Engineering Management (11/2011)
 - 8. Master of Science in Finance (11/2011)
 - 9. Executive Masters in Taxation (11/2011)
 - 10. Master of Science in Hospitality and Tourism Management (11/2012)
- C. Florida State University
 - 1. Master of Social Work (03/2011)
 - 2. Master in Library & Information Studies (03/2011)
 - 3. Master in Mgmt with major in Risk Mgmt & Insurance (03/2011)
 - 4. Master in Mgmt Information Systems (03/2011)
 - 5. Master in Business Administration (03/2011)
 - 6. Master in Criminal Justice (11/2011)
 - 7. Master of Science in Instructional Systems (11/2011)
 - 8. Graduate Certificate in Project Management (11/2011)
 - 9. School of Communication Science and Disorders' Bridge Certificate Program (11/2011)
- D. University of Florida
 - 1. Master in Outreach Engineering Program (03/2011)
 - 2. Master in Business Administration (03/2011)
 - 3. Master in Pharmaceutical Sciences (03/2011)
 - 4. Pharmaceutical Sciences Clinical Doctorate (03/2011)
 - 5. Doctor of Audiology (03/2011)
 - 6. Master of Arts in Mass Communication (11/2011)
 - 7. Master of Arts in Urban and Regional Planning (11/2011)
 - 8. Master of Science in Soil and Water Science (11/2011)
 - 9. Master of Arts in Art Education (11/2012)
 - 10. Master of Arts in Mass Communication with Specialization in Social Media and Web Design/Online Communications (11/2012)
 - 11. Master of Science of Architecture (11/2012)

**Florida Board of Governors
Market Tuition Proposals Approved
(Date Approved)**

12. Master of Science in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics (11/2012)
 13. Master of Science in Pharmacy with a Concentration in Medication Therapy Management and Clinical Pharmacy (11/2012)
- E. University of South Florida
1. Professional Master of Science in Electrical Engineering (11/2011)
 2. Master of Science in Entrepreneurship (11/2011)
 2. Master of Science in Management Information Systems (11/2011)
 3. Master of Science in Nurse Anesthesia (11/2011)
 4. Master of Public Administration (11/2011)
 5. Graduate Certificate in Business Foundations (11/2012)
 6. Master of Arts in Global Sustainability (11/2012)
 7. Masters in Business Administration with a Concentration in Sport and Entertainment Management (11/2012)
 8. Master of Education in Curriculum and Instruction with a Concentration in Secondary Education (11/2012)

2013 Market Tuition Annual Report Summary Comments

Background

Board Regulation 7.001(15) authorizes a university board of trustees to submit a proposal for market tuition for graduate-level courses offered online or courses offered through the university's continuing education unit. To determine the success of the program, the Board has established a pilot program that limits the number of approved programs to no more than five per academic year. After three years, the Board will determine the success of the program and if any recommendations should be made on changing the market tuition program.

As of 2013, the Board has authorized 45 programs across five universities (FIU, FSU, UCF, UF, and USF) to charge market tuition. Each university is required to submit an annual update on the status of the authorized programs. Several observations were made with this year's annual status reports:

Observations

- Though many market programs experienced enrollment growth, some programs (EMBA at UCF and the MBA at FIU) experienced enrollment decline from the prior year.
- Florida International University has delayed implementation of its Masters in Mass Communication market program.
- Several market tuition programs will see no change in tuition rates for the upcoming year. (Board regulation limits increases to no more than 15 percent.)
- Several market programs (Master in Social Work and Master in Library & Information Sciences at FSU) will see a decrease in the market tuition rate.
- The University of Central Florida included revenue and cost data for the university's market programs. Since this provides useful information to determine the success of the pilot, it is suggested that all programs be asked to report revenues over cost in future reports.

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: Florida International University		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Master of International Business	Master in Global Governance	Master of Accounting	Master of Business Administration (9 cohorts are offered with varying tuition.)	Master of Science in Construction Management (varying tuition rates depending on location)
	CIP Code	52.1101	30.2001	52.0301	52.0201	15.1001
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	November, 2011
3	Tuition prior to market tuition rate approval.	\$15,000 - \$32,091	\$0	\$18,000 - \$27,242	\$21,000 - \$58,000	\$14,000 - \$21,000
4	Current tuition.	\$20,000 - \$33,600	\$32,000	\$28,000 R / \$31,000 NR	\$21,000 - \$69,000	\$14,000 - \$24,000
5	Changes in tuition planned for the coming year.	\$22,000 - \$36,600	\$35,000	\$30,000 R / \$33,000 NR	\$21,000 - \$70,000	\$14,000 - \$27,600
6	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):					
7	Resident	63	0	105	423	33
8	Non-Resident	86	0	6	91	14
9	Total	149	0	111	514	47
10	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):					
11	Resident	0	0	111	41	150
12	Non-Resident	0	0	1	38	60
13	Total	0	0	112	79	210
14	eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):					
16	Resident	71	48	156	786	19
17	Non-Resident	102	6	5	540	17
18	Total	173	54	161	1326	36
19						
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See attached.	See Attached.	See Attached.	See Attached.	(1)

State University System
Annual Status Report on Market Rate Programs
FY 2012-13
Florida International University

Master of International Business

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Program enrollment increased from 153 in 2011-12 to 173 in 2012-13.
- 2) Student Satisfaction

An exit survey given to all students who graduated in 2012-13 was used to measure the students' satisfaction. Questions pertaining to (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program were used. A rating of at least 5.0 on a 7 point scale is acceptable. For quality of instructors' teaching effectiveness, the score was 4.88 in 2012-13. This was a decrease from the 2011-12 score of 5.19. The overall satisfaction with the program in 2012-13 also decreased to 5.12 from the 2011-12 score of 5.74.

Although, the overall score met the goal established, the score for teaching effectiveness did not meet established goals. The College of Business is committed to continuous improvement in its programs. The MIB program is planning a program review for fall 2013. The faculty director meets with program faculty at least twice a year to review survey results and to make any needed improvements.

Master of Arts in Global Governance

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

1) Student enrollment for this program increased from 26 in 2011-12 to 54 in 2012-13.

2) Student Satisfaction

A Program Exit survey was administered at the end of the Spring term 2013. The responses of the survey questionnaire were used to measure student satisfaction. On a scale from 0 to 5, where 0 indicated the greatest level of student's dissatisfaction and 5 indicated the greatest level of satisfaction. Unfortunately, students indicated a level 2 when referring to the overall satisfaction with the program. Program did not meet satisfaction criteria. Faculty and administrators met to discuss survey results and to develop a plan for improving student satisfaction levels for next cohorts.

Master of Accounting

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Student enrollment increased slightly from 112 in 2011-12 to 161 in 2012-13.
- 2) Student satisfaction

Student enrollment is expected to remain stable at approximately 160 students per year.

An exit survey given to all students who graduated in 2012-13 was used to measure (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program. An overall teaching effectiveness evaluation above 5.0 on a 7 point scale is acceptable. For quality of instructors' teaching effectiveness, the score was 5.10 in 2012-13. The overall satisfaction with the program in 2012-13 improved significantly to 5.76 compared to the 2011-12 score of 4.33.

Both goals were exceeded.

The new MACC curriculum commences in the Fall of 2013, with alternatives in audit and tax. All MACC students will be provided access to the Becker CPA Exam Review Course as a non-credit component of the MACC.

Master of Business Administration

Criteria: The University will monitor success of the policy using two metrics: 1) Increase in the number of students enrolled and 2) Increase student satisfaction levels.

- 1) Student enrollment for all MBA programs increased to 1,326 in 2012-13 from 1,311 in 2011-12.
- 2) Student satisfaction

An exit survey given to all students who graduated in 2012-13 was used to measure the students' satisfaction. Questions pertaining to (1) quality of instructors' teaching effectiveness and (2) overall satisfaction with the program were used. A rating of at least 5.0 on a 7 point scale or 7.5 if a 10 point scale is used is acceptable.

All MBA programs, measured on a 7 point scale, scored above 5.0 on quality of instructors' teaching effectiveness and had an overall score of 6.17 in 2012-13, which is a significant improvement from an overall score of 5.27 in 2011-12.

All MBA programs evaluated on a 10 point scale scored above 7.5 on quality of instructors' effectiveness in both 2012-13 and 2011-12. The overall score in 2012-13 increased to 8.81 from a score of 8.04 in 2011-12.

The exit survey results show that the students in the majority of the MBA programs are very satisfied with the quality of instruction and are very satisfied overall with the program. One of the MBA programs underwent a redesign in 2011-12 and a cohort was admitted into the program in fall 2012. Although the goals were met, the College of Business is committed to continuous improvement in its programs. The programs hold at least one meeting annually with its faculty to review assessment results and to make any needed improvements.

Board of Governors Committees and Meeting - Budget and Finance Committee

**State University System
2013 Annual Status Report on Market Tuition**

UNIVERSITY: Florida State University		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 8	Proposal 9
1	Degree Program	Master in Library & Information Studies	Master of Social Work	Master in Mgmt with major in Risk Mgmt & Insurance	Master in Management Information Systems	Master in Business Administration	Certificate in Project Management	Master in Criminal Justice	Master in Instructional Systems	Certificate in Communication and Science Disorders Bridge
2	CIP Code	250101	440701	520201	521201	520101		430104	130501	
3	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011	November, 2011	November, 2011	November, 2011	November, 2011
4	Tuition prior to market tuition rate approval.	\$ 453.00	\$ 485.00	\$ 485.00	\$ 603.00	\$ 603.00	\$ 539.31	\$ 1,114.68		\$ 434.50
5	Current tuition.	\$ 544.00	\$ 625.00	\$ 600.00	\$ 750.00	\$ 750.00	\$ 795.00	\$ 513.00	\$ 544.00	\$ 463.00
6	Changes in tuition planned for the coming year.	Decreased to \$513	Decreased to \$594.82	None	None	None	None	Increased to \$553.70	None	None
7	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):									
8	Resident	743	345	353	17	211	114	143	181	0*
9	Non-Resident	153	35	26	2	19	30	18	50	0*
10	Total	896	380	379	19	230	144	161	231	0
11	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):									
12	Resident	748	368	268	209	1227	116	150	189	45
13	Non-Resident	256	97	26	6	128	30	37	56	15
14	Total	1004	465	294	215	1355	146	187	245	60
15	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.		No					No		
16	Student Enrollment in market tuition cohort(s) (Headcount):									
17	Resident	5	23	59	28	165	2	7	8	45
18	Non-Resident	103	62	105	38	181	0	19	6	15
19	Total	108	85	164	66	346	2	26	14	60
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.	See Attached.

* Courses only were offered non-fundable

2013 Annual Report

FSU Market Tuition Program for the **MS in Library and Information Studies**

The Market Tuition program for the FSU School of Library and Information (SLIS) began accepting students in the Fall of 2011. Our main goal was attract out-of-state, online students to our Master's in Library and Information Studies with the program eventually growing to 120 students. The vast majority of the students in this program are working professionals and we felt this program would 1) provide all of our students with a broader, national perspective on the challenges, opportunities and innovations within the profession and 2) help reduce the overall cost of the program by spreading fixed costs across more people. The program was created to be identical to our regular (non-market rate) program, with the same faculty, courses, outcomes and admission standards.

Program Goal Assessment

- 1. Increase the number of non-resident students from 40 (the enrollment in Fall 2010) to 120 within two years.**

As stated in our proposal, the goal of our market rate program in Library and Information Studies was to grow the enrollment in the program to a total of 120 total students after 2 years. We currently have approximately 80 students enrolled in the program. We expect that number of reach 110 to 120 for the Fall semester of 2014. The program began admitting students in Fall 2011 (two months after it was formally approved – so the initial enrollments were very small – 18 students). It grew to 50 students by Fall 2012. We have

been intentionally limiting enrollment to manage growth. We admit students every semester and new students join the program in all three semester. Applications for Spring 2014 are up slightly (to 18) as of September 13, 2013 and we expect that number to grow before the Spring application period ends.

Academic Semester	Enrollment	Target Enrollment
Fall 2011	18	0
Fall 2012	50	60
Fall 2013	80	120
Fall 2014 (projected)	120	120

Strategically this program is doing exactly what we hoped it would do. It is attracting a number of high quality out-of-state students to our program. They bring with them their professional experiences and practices from a diverse range of geographic regions and settings. Their experiences complement the experiences of those students who are working in similar settings in Florida.

We have been able to cover all the cost of offering the program from the market rate fees collected and got access to residual funds earlier this fall. These funds are being reinvested in the MS program to improve the infrastructure that supports our online programs. Thus it is directly reducing the cost of the program for Florida Residents (who are not part of the market rate program).

One of the concerns others had about our program is that we would focus on market rate students rather than non-market rate students. That has not been the case. While the economy began impacting our overall enrollments negatively in 2008 we have been working very hard to recruit Florida students to our program. Despite our efforts, the overall size of

the degree program (market rate + non-market rate) shrank between 2008 and 2012 from 840 students in Fall 2008 to approximately 220 students in Fall 2012 (comprised of 50 market rate students and 170 non-market rate students). The vast majority of the decline occurred prior to the start of the market rate program. That downward trend stalled in Fall 2012 and reversed in Spring 2013. The upward enrollment trend has continued through Fall 2013. In the past three semesters non-market rate enrollments are up by approximately 75% over the previous three semester period (to roughly 290 non-market rate students). And, while we have been recruiting heavily in Florida, we believe this is due primarily to improvements in Florida's economy.

2. Maintain our ALA accreditation.

The program accreditation was reaffirmed by the American Library Association in January, 2013 for Fall 2013 to Fall 2020.

2013 Annual Report

FSU MSW Market Tuition Program

The Market Tuition MSW program for the FSU College of Social Work was approved in March 2011. The College has continued to recruit students to this program and enrollments have grown over the past two years. It is important to note that the College has continued to increase enrollments in courses that are state funded while increasing enrollments in the Market Tuition Program. This report will speak to the accountability measures that were submitted with the initial program proposal.

Accountability Measure 1: Increase enrollment of out-of state students by 100%

The non-resident headcount, prior to when market tuition was approved, was twenty-eight (28). The current headcount for the market tuition program is sixty-two (62). This headcount meets the goal to increase the enrollment of out-of-state residents eligible for the market tuition program by 100%.

Accountability Measure 2: Develop 3 new courses for online delivery

The College developed and implemented three new courses that were offered in Spring 2012, Summer 2012, and Fall 2012 respectively. The first two courses SOW5646, Gerontological Social Work and SOW5648, Physiological Aspects of Aging are components of the Certificate in Gerontology offered by the College. The third course, SOW5656, Child Welfare Practice has made it possible for students to complete the Child Welfare Practice

Certificate online. These two certificates were not available to online students, including fundable Florida residents, prior to this time. A fourth course, SOW5345 Program Evaluation, will be offered online for the first time in Fall 2013.

Accountability Measure 3: Add two faculty lines

The Market Tuition program has created enough revenue to allow for funds to be transferred to a residual account during the past fiscal year. The College administration is considering how these funds might be used towards adding additional faculty positions. These considerations have included discussions about the long-term sustainability of positions funded by this budget. As the College collects more data regarding the stability of Market Tuition enrollments, it will continue to explore how to use its residual account to increase faculty lines within the College. A modification to this accountability measure may be requested.

Accountability Measure 4: Add 1 student services positions to facilitate recruiting, advising, job placement, and academic skills development for in-state and out-of-state student in online and campus-based programs.

Market tuition is currently partially supporting three positions that advise and recruit students in both the market tuition program as well as the program for Florida fundable students. A new student services position will be advertised for hire within the next two weeks. This position will enhance services for all MSW students and fulfill this accountability measure.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: September 18, 2013

TO: Dr. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – MBA Program

The MBA market rate program began in Summer 2012. According to the proposal approved for the MBA market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2012: 32 students enrolled	Summer 2013: 263 students enrolled	Fall 2012: 54 students enrolled	Fall 2013: 270 students enrolled
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The data indicates that student enrollment has increased significantly. This trend reflects the transition from the legacy online program to the market rate program.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2012: average GMAT score 575	Summer 2013: average GMAT score 565	Fall 2012: average GMAT score 578	Fall 2013: average GMAT score 570
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The data indicates that the average GMAT score is leveling out at approximately 570.

The program has not been in place long enough to recruit any faculty.

Student satisfaction has been assessed in an exit survey. Sixty-one percent of respondents rated this program as overall “Excellent” while approximately twenty-four percent rated the program as “Good” and approximately fifteen percent rated the program as “Fair”. Ninety-four percent of the respondents would recommend this program to a friend or colleague. Students were very pleased with the flexibility of the program (i.e., manageable while maintaining employment) and really enjoyed the diverse (professionals) students with whom they interacted. One thing students would really like to see more of is the use of video lectures in their courses.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: September 18, 2013

TO: Dr. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – MIS Program

The MIS market rate program began in Summer 2012. According to the proposal approved for the MIS market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2012: 6 students enrolled	Summer 2013: 24 students enrolled	Fall 2012: 9 students enrolled	Fall 2013: 23 students enrolled
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The data indicates that student enrollment has increased significantly. This trend reflects the transition from the legacy online program to the market rate program.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2012: average GMAT score 620	Summer 2013: average GMAT 565	Fall 2012: average GMAT score 550	Fall 2013: average GMAT 552
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The data indicates that the average GMAT score is leveling out around 550.

The program has not been in place long enough to recruit any faculty.

Student satisfaction has been assessed in an exit survey. Sixty percent of respondents rated this program overall as “Good” while twenty percent rated it “Excellent” and the remaining twenty percent rated the program as “Low”. Eighty percent of the respondents would recommend this program to a friend or colleague. Students were very satisfied with the quality of program faculty. Students would like to see more IT based coursework offered in the program.



THE FLORIDA STATE UNIVERSITY
COLLEGE OF BUSINESS
Office of the Dean

M e m o r a n d u m

DATE: September 18, 2013

TO: Dr. Anne Blankenship
Assoc. VP for Academic Affairs

XC: Dean C. Beck-Dudley

FROM: Dr. David Paradice
Senior Associate Dean

RE: Market Rate Impact – RMI Program

The RMI market rate program began in Summer 2012. According to the proposal approved for the RMI market rate program, the success of the program would be measured in terms of four benchmarks: student enrollment, student quality, faculty excellence, and student satisfaction.

The goal for student enrollment was to maintain or increase the number of students in the program. The following table contains enrollment numbers:

Summer 2012: 22 students enrolled	Summer 2013: 42 students enrolled	Fall 2012: 1 student enrolled	Fall 2013: 40 students enrolled
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The data indicates that student enrollment has increased significantly. This trend reflects the transition from the legacy online program to the market rate program.

The goal for student quality was to maintain or increase the GMAT score of students entering the program. The following table contains GMAT scores:

Summer 2012: average GMAT score 532	Summer 2013: average GMAT score 530	Fall 2012: average GMAT score 530	Fall 2013: average GMAT score 538
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The data indicates that the average GMAT score is leveling out at approximately 535.

The program has not been in place long enough to recruit any faculty.

Student satisfaction has been assessed in an exit survey. This program was rated as “Very Good” by respondents surveyed in the program. All students would recommend this program to friends or colleagues. Students were very satisfied with the quality of faculty in the program and really enjoyed working with students in the program. Students would like to see a greater use of technology in this program through use of webinars, group chat and video conferencing.

2013 Annual Report

**FSU Market Tuition Program for the
Certificate in Project Management**

The Market Tuition program for the FSU School of Communication (COMM) began accepting applications in the Fall of 2012. The main goal was attract up to 30 out-of-state, online students into the program in an effort to increase diversity and reduce our overall cost for offering the program. We have two students now enrolled as market rate students. This is a new certificate program with a lot of private vendor competition. We anticipate it will take a little more time to attract students into the graduate program. The market rate program is designed to round out the enrollment in our non-market rate program by using market rate tuition to attract out of state students.

2013 Annual Report
FSU Market Tuition Program
FSU School of Communication Science and Disorders

The Market Tuition program for the FSU School of Communication Science and Disorders (SCSD) was approved in October of 2012. The first students were accepted into the program as a Market Tuition program in the Spring of 2013. The School has continued to advertise the program via the School website, and have had no difficulty maintaining an enrollment of approximately 60 students. It is important to note that the School has continued to increase enrollments in courses that are state funded while maintaining enrollments in the Market Tuition Program. The SCSD Market Tuition program draws students who have completed degrees in another field and are seeking to complete pre-requisite courses in order to enter a Communication Science and Disorders graduate program. As such, the program draws students from another pool than those who apply to current SCSD programs. This report will speak to the accountability measures that were submitted with the initial program proposal.

Accountability measures

1. Address critical shortages of speech-language pathologists (SLPs) in public schools and local communities.

Progress update: In the Spring and Summer semesters since the Market Tuition status was established, we enrolled a total of 39 students to the program. These students joined the students who were enrolled prior to the change to Market Rate status. As

reported, total enrollment is maintained at approximately 60 students. In the long term, adding fully prepared students to the pool of applicants for graduate enrollment will result in higher graduates to address the critical shortage of SLPs

2. Increase access to graduate training programs in Speech Language Pathology.

Progress update: Students who enroll in the Market Tuition program will have completed the typical pre-requisite coursework for entry into communication science and disorders graduate programs. Completion does not guarantee admission but increases the likelihood for acceptance.

3. Prepare students for graduate programs in Speech Language Pathology.

Progress update: Since the start of the Market Tuition program in the Spring of 2013, 39 students have enrolled. Seventeen students enrolled in the Spring, and another 22 students were added in the Summer. The attrition rate was 13 students or 33%.

Currently, 11 students are projected to complete the 3 semester program in the Fall of 2013. Those students will be prepared to apply for graduate programs in the Spring of 2014.

4. Offer an alternative to traditional classroom instruction.

Progress update: The students in the Market Tuition program are comprised primarily of non-traditional students who are leaving one field to prepare for entry into another (Communication Science and Disorders). Many of the students have families and work commitments. Offering this program through a distance learning modality, makes it

feasible to pursue another field of study without undue financial (not necessary to leave current employment) and time commitment (two courses per semester). Currently, accounting for attrition, there are 26 students enrolled since the inception of Market Tuition, with 11 projected to complete the program in the Fall of 2013.

Florida State University
Online Master's in Criminal Justice
 Annual Market Tuition Status Report

Year 1 Market Rate Assessment

Using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.

The College of Criminology and Criminal Justice's market rate proposal indicated 6 non-resident students were enrolled in the Criminal Justice Master's program at the time the request for market rate was submitted. The College estimated a 50% enrollment increase of non –residents in the first year from 6 to 9 students with the implementation of market rate tuition.

The data reported in the Annual Status Report on Market Tuition for 2012-13 (aggregate fall and spring HC) indicate that the College has exceeded its non-resident enrollment growth estimate.

19 non-resident students enrolled in market rate sections in online criminal justice master's courses during the 2012-13 fall and spring semesters.

10 non-resident students were enrolled in fall 2012 and 9 additional non-residents enrolled in spring 2013.

In fall 2012, after the implementation of market rate tuition, non-residents in the online master's program increased to 12% (based on fall 2012 HC) as indicated in the Table below.

Online Criminal Justice Master's Fall 2012 Head Count- after implementation of Market Rate Tuition		
In-state Students	72	88%
Out-of- State Students	10	12%
Total	82	100%

Source: FSU College of Criminology and Criminal Justice, Graduate Program Office.
 Student Demographics and Business Intelligence Reports

The increased number of non-residents in the online master's program since implementation of market rate is not surprising. Several out-of-state graduate students have expressed their enthusiasm for the market rate tuition program. Students are excited to be able to attend a highly ranked program at a nationally competitive rate. Without market rate the cost of attendance is prohibitive. One student noted that the cost of her graduate classes are the same as the cost of her undergraduate courses at another online university. Another student noted,

“When I was searching for masters programs for criminal justice I found that FSU was a nationally ranked school that offered a program online. Naturally, I believed that the tuition would be outrageous and while I would love to attend a nationally recognized program, I would be unable to afford it. Upon further investigation I found that the program had a market rate tuition program for online students. This has been the first and only program that offers these rates to online students.”

*Jacob Fuson
Las Vegas, Nevada*

Overall, 26 students (7 residents and 19-non-residents) enrolled in market rate sections during fall and spring semesters 2012-13. Market rate tuition was established for non-residents only, however, 7 Florida residents inadvertently registered for classes in market rate sections. The University and the College are working to prevent this from happening in the future. The College will closely monitor enrollment rosters in market rate sections to ensure Florida residents who inadvertently register in non resident sections are moved to resident sections.

Offering the online program at market rate to non-residents allows us to target a new student audience. Market rate has assisted the College in extending its # 1 national/international program ranking through the use of increased revenue.

Revenue due to enrollment growth of non-residents is used to pay for online master’s program costs for out-of-state sections. These costs include the hiring of faculty, graduate assistants, and operational costs that would have otherwise been funded by State funds and/or Distance Learning fees.

Market Rate Program in Instructional Systems

The Instructional Systems first began to offer Market Tuition Rates during Fall 2012. In our proposal, we expressed the desire to use Market Tuition Rate to attract non-resident students to our online MS program. When our MS program first began to be offered online, there were many non-resident students. However, once we were no longer able to attract those students with waivers and as the number of states approving our program in the Academic Common Market declined we quickly saw the number of non-resident students in our program dwindle to almost zero.

We proposed two accountability measures for Market Tuition Rate, each aligned with programmatic goals.

Accountability Measure 1:

Increase the number of students in the online MS program overall by increasing the number/proportion of non-resident students in the online MS program.

Result:

At the end of Year 1 we have had 14 students enrolled at Market Tuition Rate. This compares to 6 students paying non-resident tuition rates the previous year. Thus, we have seen an increase in non-resident students as anticipated. We believe that we will see even more non-resident students applying and enrolling as they become aware of our new tuition rates. Our overall enrollment in the online program has increased.

As stated in our proposal, we believe we have the capacity to double the number of students enrolled in our online program. We remain confident in this capacity and are focused on marketing and recruiting for non-resident students in this program.

Accountability Measure 2:

Recruitment and matriculation of highly qualified MS students into the Instructional Systems doctoral program.

Result:

In the past, we have been able to identify successful MS students – including students who have been enrolled in our online program – and recruit them into the PhD program. By increasing the pool of MS students, we hoped to increase the number of highly qualified applicants to our doctoral program. At the end of Year 1, the initial students admitted at this rate are still in the midst of their programs of study. It is too early to know if any of the current students will be interested in the doctoral program.

Other effects:

The Market Tuition Rate students are taking classes that would be otherwise offered for our other students, simply topping up the enrollment by a few students. There has been no noticeable effect by the instructors or students (e.g., courses being overloaded).

The money generated by the Market Rate Tuition has been used to support hiring doctoral students as graduate assistants and teaching assistants, meeting another critical programmatic need. Additionally, funds are being used to help promote the program.

ITEM: INFO-2

EDUCATIONAL PROGRAMS COMMITTEE
University of Central Florida

SUBJECT: State University System Annual Status Report on Market Tuition

DATE: September 26, 2013

PROPOSED BOARD ACTION

Information only.

BACKGROUND INFORMATION

Pursuant to Regulation 7.001(15)(c)(i), each university approved to offer market tuition rates shall provide an annual status report on the implementation of market tuition rates. Market tuition rates were first approved by the Board of Governors in February 2011, and many of the programs were not implemented in time to provide a status report to the Board of Governors last year. This annual status report will be provided to the Board of Governors in November 2013.

Supporting documentation: State University System Annual Status Report on Market Tuition

Prepared by: Diane Z. Chase, Executive Vice Provost

Submitted by: Tony Waldrop, Provost and Executive Vice President

State University System
Annual Status Report on Market Tuition

UNIVERSITY: University of Central Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
		Executive and Professional Master in Business Administration Degree Programs (EMBA/PMBA)	Professional Master of Science in Management Degree Program	Professional Master of Science in Real Estate Degree Program	Master of Science in Health Care Informatics Degree Program (Online Program)	Master of Science in Engineering Management Degree Program
1	Degree Program					
2	CIP Code	52.0101	52.0101	52.1501	51.0706	15.1501
3	Date the program was approved to charge market tuition.	March 2011	March 2011	March 2011	January 2012	*November 2012
4	Tuition prior to market tuition rate approval.	\$44,000 / \$35,000	\$24,500	\$29,500	\$29,484	\$29,490
5	Current tuition.	\$50,000/\$41,000	\$27,000	\$29,500	\$29,988	\$29,490
6	Changes in tuition planned for the coming year.	No changes proposed	No changes proposed.	No changes proposed.	No changes proposed	No changes proposed
7	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount): Fall 2010					
8	Resident	363	N/A	N/A	N/A	52
9	Non-Resident	19	N/A	N/A	N/A	0
10	Total	382	N/A	N/A	This program has never been offered as an E&G program	52
11	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount): Fall 2013					
12	Resident	361			N/A	N/A
13	Non-Resident	19			N/A	N/A
14	Total	380	N/A	N/A	This program has never been offered as an E&G program	This program has never been offered as an E&G program
15	eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No	No	No
16	Student Enrollment in market tuition cohort(s) (Headcount): Fall 2013					
17	Resident	130	28	25	93	0
18	Non-Resident	0	0	0	3	0
19	Total	130	28	25	96	0
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See attached.	See Attached.	See Attached.	This figure includes cohorts 3 and 4	Market Rate Tuition has not yet been implemented

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

**University of Central Florida
State University System
Annual Status Report on Market Tuition
September 26, 2013**

Proposal 1: Executive and Professional Master in Business Administration Degree Programs (EMBA and PMBA)
CIP Code: 52.0101

Accountability Measures

Number of cohort EMBA and PMBA degree programs offered

Year Started	EMBA	PMBA
2013	1	2
2012	1	2
2011*	1	2
2010	1	1
2009	1	2

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	EMBA	PMBA
Fall 2013	17	112
Fall 2012	37	113
Fall 2011*	36	83
Fall 2010	46	85
Fall 2009	47	79

*Market tuition rate implemented in Fall 2011.

Compliance with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and the Association to Advance Collegiate Schools of Business (AACSB) standards for accreditation:

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	EMBA	PMBA
Fall 2012, Spring 2013, Summer 2013	675	2,250
Fall 2011, Spring 2012, Summer 2012*	654	1,818
Fall 2010, Spring 2011, Summer 2011	825	1,582
Fall 2009, Spring 2010, Summer 2010	912	1,521

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2012-13	\$2,584,383	\$1,299,310
2011-12	\$2,590,063	\$1,068,080
2010-11*	\$2,178,080	\$1,454,363
2009-10	\$2,339,146	\$1,569,971

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

EMBA 2013 exit survey: overall satisfaction with degree program 8.8 of 10

EMBA 2012 exit survey: overall satisfaction with degree program 8.1 of 10

EMBA 2010 exit survey: overall satisfaction with degree program 8.9 of 10

PMBA 2012 exit survey: overall satisfaction with degree program 7.8 of 10

PMBA 2010 exit survey: overall satisfaction with degree program 7.9 of 10

Note: Surveys conducted by Perception Research (EMBA Council)

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF's degree programs. Since 2009, the following major central Florida employers have sponsored multiple employees to the EMBA and PMBA degree programs: Lockheed Martin, Walt Disney World, Harris Corporation, Pershing, LLC, Oracle, Siemens, and ABB, Inc. Other employment partners include Darden, Florida Hospital, and Duke Energy (formerly Progress Energy).

Number of degrees conferred

Term	EMBA	PMBA
Fall 2012, Spring 2013, Summer 2013	17	53
Fall 2011, Spring 2012, Summer 2012*	16	29
Fall 2010, Spring 2011, Summer 2011	22	50
Fall 2009, Spring 2010, Summer 2010	24	21

*Market tuition rate implemented in Fall 2011.

Summary

A review of our performance on the above eight accountability measures shows that achievements since the programs began charging market tuition rate are similar to those outcomes prior to the initiation of market tuition rate, if not better in some instances. The competitive climate for the EMBA degree program has heightened this year, and we are currently evaluating ways to further solidify our place in the market. The College of Business Administration plans to maintain the same number of degree programs that they have had in the past and both increase and standardize enrollment numbers across cohorts.

Proposal 2: Professional Master of Science in Management Degree Program (PMSM)**CIP Code:** 52.0201**Accountability Measures****Number of PMSM degree programs offered**

Year Started	PMSM
2013	0
2012	1
2011*	0
2010	1
2009	0

*Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	PMSM
Fall 2013	28
Fall 2012	30
Fall 2011*	0
Fall 2010	28
Fall 2009	20

*Market tuition rate implemented in Fall 2011.

Compliance with SACSCOC and AACSB standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	PMSM
Fall 2012, Spring 2013, Summer 2013	507
Fall 2011, Spring 2012, Summer 2012*	186
Fall 2010, Spring 2011, Summer 2011	636
Fall 2009, Spring 2010, Summer 2010	306

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2012-13	\$446,964	\$178,860
2011-12	\$271,874	\$103,583
2010-11*	\$476,436	\$310,980
2009-10	\$264,548	\$251,120

*Market tuition rate implemented in Fall 2011.

Student satisfaction with the degree program

A compilation of end-of-semester surveys shows an average overall satisfaction level of 4.05/5 for the first three semesters of the PMSM degree program for the current cohort.

Note: Surveys conducted by Executive Development Center

Employer satisfaction with the degree program

Referrals and repeat business from employers are primary indicators of employer satisfaction with UCF's degree programs. The 2013 PMSM degree cohort is now being delivered. The following major central Florida employers have sponsored multiple employees to the PMSM degree program: Darden, Walt Disney World, Target, and Wyndham Vacation Hotels.

Number of degrees conferred

Term	PMSM
Fall 2012, Spring 2013, Summer 2013	0
Fall 2011, Spring 2012, Summer 2012*	0**
Fall 2010, Spring 2011, Summer 2011	26
Fall 2009, Spring 2010, Summer 2010	20

* Market tuition rate implemented in Fall 2011.

**Represents break in cohort enrollment.

Summary:

The current PMSM cohort, our third overall, is set to graduate 28 students in Fall 2013. We are actively recruiting to fill our next PMSM cohort, which is to begin in January 2014, and we feel that we can sustain enrollment at approximately 30 students, consistent with past years' enrollment.

Proposal 3: Professional Master of Science in Real Estate Degree Program (PMRE)**CIP Code:** 52.1501***Accountability Measures*****Number of PMRE degree programs offered**

Year Started	PMRE
2013	1
2012	0
2011*	0
2010	1
2009	0

* Market tuition rate implemented in Fall 2011.

Number of students enrolled

Term	PMRE
Fall 2013	25
Fall 2012	0
Fall 2011*	20
Fall 2010	25
Fall 2009	0

* Market tuition rate implemented in Fall 2011.

Compliance with SACSCOC and AACSB standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC and AACSB standards.

Faculty: Faculty credentials are consistent with SACSCOC and AACSB standards.

Credit hours generated

Term	PMRE
Fall 2012, Spring 2013, Summer 2013	0
Fall 2011, Spring 2012, Summer 2012*	120
Fall 2010, Spring 2011, Summer 2011	570
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

Program revenues relative to program costs

Fiscal Year	Revenues	Costs
2012-13	\$4,500**	\$ 13,700**
2011-12	\$210,627	\$ 70,711
2010-11*	\$355,244	\$259,426
2009-10	\$ 21,100**	\$ 68,264**

* Market tuition rate implemented in Fall 2011.

**Program start in June 2010 and September 2013; revenues lag expenses.

Student satisfaction with the degree program

A compilation of end of semester surveys shows an average overall satisfaction level of 3.93/5 for the PMRE cohort that graduated in 2011.

Note: Surveys conducted by Executive Development Center

Employer satisfaction with the degree program

We have experience with only one cohort, thus we do not yet have accurate information on referrals and repeat business from firms.

Number of degrees conferred

Term	PMRE
Fall 2012, Spring 2013, Summer 2013	0**
Fall 2011, Spring 2012, Summer 2012*	21
Fall 2010, Spring 2011, Summer 2011	0
Fall 2009, Spring 2010, Summer 2010	0

*Market tuition rate implemented in Fall 2011.

**Represents break in cohort enrollment.

Summary

Implementation of market tuition rate programs has gone well. Students have graduated from one PMRE cohort in Fall 2011. A new cohort will begin in Fall 2013. We originally planned to start the cohort in January 2013, but we believed a delay until fall was prudent given the challenging real estate market in Central Florida. Tuition for the Fall 2013 degree program will be the same as it was for the Fall 2011 cohort, and enrollment appears consistent with the previous year.

Proposal 4: Masters in Health Care Informatics Degree Program (HCI) (Online Program)
CIP Code: 51.0706

Accountability Measures

Year Started and number of cohorts

Semester Started	Cohorts
Cohort 5 – Fall 2013	4
Cohort 4 – Fall 2012	3
Cohort 3 – Fall 2011*	2
Cohort 2 – Fall 2010	1
Cohort 1 – Fall 2009	1

* Market tuition rate implemented in Spring 2012

Note: the cohort beginning in Fall 2011 ran one semester as “cost recovery” and then converted to market rate tuition in January of 2012.

Headcount at program inception

Semester Started	Headcount
Cohort 5 – Fall 2013	51
Cohort 4 – Fall 2012	53
Cohort 3 – Fall 2011*	54
Cohort 2 – Fall 2010	45
Cohort 1 – Fall 2009	26

* Market tuition rate implemented in Spring 2012. Headcount for each cohort is based on the number of students enrolled during the first term of the cohort. Program attrition is not computed into these data.

Students graduating from program by original cohort

Semester Started	Number of Graduates
Cohort 5 – Fall 2013	Just began program
Cohort 4 – Fall 2012	Not yet available
Cohort 3 – Fall 2011*	32
Cohort 2 – Fall 2010	15
Cohort 1 – Fall 2009	0

* Market tuition rate implemented in Spring 2012. Cohort-four students are set to graduate in Spring 2014. Cohort-five students just began the program.

Compliance with SACS standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACSCOC standards.

Faculty: Faculty credentials are consistent with SACSCOC standards.

Percent of full-time faculty teaching program section offerings

Semester	Percent of Sections	Percent of SCHs
Cohort 5 – Fall 2013	100%	100%
Cohort 4 – Fall 2012	79.0%	75.0%
Cohort 3 – Fall 2011*	75.0%	68.1%
Cohort 2 – Fall 2010	81.8%	85.7%
Cohort 1 – Fall 2009	88.9%	90.0%

*Market tuition rate implemented in Spring 2012. Cohorts four and five are in progress. Cohort five is in its first semester.

Student credit hours per cohort

Cohort	Cohort Duration	Total SCH Generated
Cohort 5 – Fall 2013	F13,S14,U14,F14,S15	384*
Cohort 4 – Fall 2012	F12,S13,U13,F13,S14	1374*
Cohort 3 – Fall 2011*	F11,S12, U12,F12, S13	1043
Cohort 2 – Fall 2010	F10,S11, U11,F11, S12	949
Cohort 1 – Fall 2009	F09,S10, U10,F10, S11	717

*Market tuition rate implemented in Spring 2012. Cohorts four and five are in progress.

Program revenues relative to program costs

Cohort	Revenues	Expenses
Cohort 5 – Fall 2013	Cohort Just Began	Cohort Just Began
Cohort 4 – Fall 2012	987,840	450,071
Cohort 3 – Fall 2011*	1,055,608	683,651
Cohort 2 – Fall 2010	630,802	481,070
Cohort 1 – Fall 2009	346,098	291,674

*Market tuition rate implemented in Spring 2012. Cohorts four and five are ongoing and still accumulating revenue and incurring expenses. Data are current to August 12, 2012.

Student Satisfaction

After the conclusion of each cohort, the program surveys all graduating participants and inquires about their satisfaction with the overall program. Surveys of the first three graduating classes yielded a total overall response rate of 80 percent.

Surveys from the first two cohorts prior to becoming market tuition rate indicated that 88.9 percent of the students were either *satisfied* or *very satisfied* with their overall education received from the M.S. in Health Care Informatics.

The results from the third cohort and the one in which students most recently graduated indicate that 22.2 percent of the 27 graduates completing the survey rated their experience in the program either *excellent*, *very good*, or *good*. These results appeared to be anomalous; mid-year surveys from the most recent cohort show a 92 percent satisfaction rating in these same categories.

Employer Satisfaction

At the conclusion of each cohort, an electronic survey is sent to students inquiring about their satisfaction with the program, their current place of employment, and their current supervisor's contact information. Using that information, an electronic survey is then distributed to each of the student's supervisor(s) requesting them to assess the level of satisfaction they have with the HCI graduate. The data for the employer satisfaction survey for cohort three (one that graduated in Spring 2013) is not available at this time due in part to a delay in students responding to the survey and providing their current supervisors information.

However, survey data from the first two cohorts indicate that overall 100 percent of employers feel that the HCI graduates had the requisite knowledge to do their job. Further, 87.5 percent said they would hire a HCI graduate in the future, and the same percentage stated that they were satisfied with the educational preparedness of their employee upon completion of the HCI degree.

Proposal 5: Master of Science in Engineering Management Degree Program (PEMP) (Online Program)

CIP Code: 15.1501

Accountability Measures

Year Started and number of cohorts

Semester Started	Cohort
Spring 2014*	6*
Spring 2012	5
Fall 2010	4
Summer 2010	3
Summer 2009	2
Spring 2009	1

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014. Cohorts 1-5 have been run as “cost recovery.”

Headcount at program inception

Semester Started	Headcount
Cohort 6 – Spring 2014*	TBD
Cohort 5 – Spring 2012	30
Cohort 4 – Fall 2010	16
Cohort 3 – Summer 2010	13
Cohort 2 – Summer 2009	16
Cohort 1 – Spring 2009	14

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Students graduating from program by original cohort

Semester Started	Number of Graduates
Cohort 6 – Spring 2014*	TBD
Cohort 5 – Spring 2012	30
Cohort 4 – Fall 2010	16
Cohort 3 – Summer 2010	13
Cohort 2 – Summer 2009	16
Cohort 1 – Spring 2009	13

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Compliance with SACs standards for accreditation

Curriculum: Curriculum structure and course content are consistent with SACs standards.

Faculty: Faculty credentials are consistent with SACs standards.

Percent of full-time faculty teaching program section offerings

Semester	Percent of Sections and SCHs
Cohort 6 – Spring 2014*	TBD
Cohort 5 – Spring 2012	70%
Cohort 4 – Fall 2010	70%
Cohort 3 – Summer 2010	70%
Cohort 2 – Summer 2009	80%
Cohort 1 – Spring 2009	70%

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Note: Since the program is offered in a lock-step format, the number of sections and percent of student credit hours are the same.

Student credit hours per cohort

Semester	Cohort Duration	Total SCH Generated
Cohort 6 – Spring 2014*	TBD	N/A
Cohort 5 – Spring 2012	S12,U12,F12,S13	900
Cohort 4 – Fall 2010	F10,S11,U11,F11	480
Cohort 3 – Summer 2010	U10,F10,S11,U11	390
Cohort 2 – Summer 2009	U09,F09,S10,U10	480
Cohort 1 – Spring 2009	S09,U09,F09,S10	381

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Program revenues relative to program costs

Semester	Revenues	Expenses
Cohort 6 – Spring 2014*	TBD	TBD
Cohort 5 – Spring 2012	\$782,550	\$569,908
Cohort 4 – Fall 2010	449,877	415,115
Cohort 3 – Summer 2010	388,350	387,770
Cohort 2 – Summer 2009	436,021	350,591
Cohort 1 – Spring 2009	242,240	337,773

* Market tuition rate will be implemented with the new cohort set to begin in the spring of 2014.

Board of Governors Committees and Meeting - Budget and Finance Committee

State University System Annual Status Report on Market Tuition

UNIVERSITY OF FLORIDA		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 8	Proposal 9	Proposal 10	Proposal 11		Proposal 12		Proposal 13	
1	Degree Program	Master of Business Administration (6 cohorts with varying tuitions Attachment 1)	Master of Science in Industrial & Systems Engineering (OEM)	Working Professional Doctor of Audiology Program	Master of Science in Pharmacy (3 specializations approved Attachment 5)	Working Professional Doctor of Pharmacy	Master of Arts in Mass Communication Global and Strategic Communications	Master of Science in Soil and Water Science - Environmental Science Track	Master of Arts in Urban & Regional Planning	Master of Architecture CityLab-Orlando	Master of Arts in Art Education	Master of Science Forest Resources and Conservation Ecological Restoration & Geomatics		Master of Arts in Mass Communication ---- Social Media & Web Design/Online Communications		Master of Science in Pharmacy Medication Therapy Management and Clinical Pharmacy	
	CIP Code	52.0201	14.2701	51.0202	52.2009	51.2001	09.0102	01.1201	04.0301	04.0201	13.1302	03.0599		09.0102		51.2009	51.2009
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011	November, 2011	November, 2011	November, 2011	November, 2012	November, 2012	Ecological Geomatics		Social Media Web Design		MTM Clinical	
												November, 2012		November, 2012		November, 2012	
3	Tuition prior to market tuition rate approval.		\$27,520	\$13,950.00*		\$472-\$630	New specialization	\$16,226.70	New Program	New Program	\$16,120	\$14,744	\$14,744	New specialization		615.53/cr. hr.	425.00/cr. hr.
4	Current tuition.		\$29,920	\$13,950.00*		\$594.63/cr.hr	\$28,500.00	\$14,673.00 (30 CR HR) \$17,118.50 (35 CR HR)	\$44,948	\$37,986	\$20,000	\$16,950	\$16,950	\$28,500.00	\$20,350	627.25/cr. hr.	425.00/cr. hr.
5	Changes in tuition planned for the coming year.		TBD-increase doubtful	No changes proposed		No changes proposed	No changes proposed	**Increased Fall 2013-see comment below	No changes proposed	None	increase; monitoring on a semester basis.	No changes proposed	No changes proposed	No changes proposed	No changes proposed	2% increase Spring 2014	No changes proposed
6	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):																
7	Resident		2	0		N/A	47	17	N/A	52	3	3	4	54	54	N/A	N/A
8	Non-Resident		4	0		N/A	59	7	N/A	42	1	4	1	85	85	N/A	N/A
9	Total		6	0		N/A	106	24	N/A	94	4	7	5	139	139	N/A	N/A
10	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):																
11	Resident		1	0		N/A	47	16	N/A	49	2	9	4	63	63	N/A	N/A
12	Non-Resident		2	0		N/A	65	6	N/A	34	1	8	2	95	95	N/A	N/A
13	Total		3	0		N/A	112	22	N/A	83	3	17	6	158	158	N/A	N/A
14	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.		No	No		No	No	No	No	No	No	No	No	No	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):																
16	Resident		68	1		51	13	28	13	32	37	21	6	0	14	9	0
17	Non-Resident		24	69		324	19	21	14	1	62	4	5	0	14	39	0
18	Total		92	70		375	32	49	27	33	99	25	11	0	28	47	0
19																	
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See Attachment 2	See Attachment 3	See Attachment 4	See Attachments 6-8	See Attachment 9	See Attachment 10	See Attachment 11	See Attachment 12	See Attachment 13	See Attachment 14	See Attachment 15		See Attachment 10		See Attachment 16	N/A see comment below.

Proposal #5 - Working Professional Doctor of Pharmacy - This program had tuition charges ranging from \$472.50-\$630.00 per credit hour until Spring 2012, when it was determined to offer the flat tuition rate of \$594.63 including all fees to all students.

Proposal #7 -Master of Science in Soil and Water Sciences ---Effective Fall 2012, Soil and Water Science adjusted our degree requirements for self-funded program to 30 credits for non-thesis program to better align with other self-funded programs in IFAS/EDGE. Students in the 35 credit hour program were offered the opportunity to switch into the 30 credit hour program, with advisor approval, however not all students were able to switch. **In 2012-13 The tuition rate was \$487.02 per credit hour, we increased tuition for 2013-14 to \$489.10 per credit hour, an increase of \$2.08 per credit hour. Our academic unit takes into account the on-book tuition rate set by the University of Florida Board of Trustees as well as the current economic climate before setting our tuition rates. We tell our students to plan for at least a 10% increase each year, but we don't always increase by 10%, with 2013 - 2014 being a prime example.

Proposal #8 *This is the only graduate online degree program in planning in the country, so there are no comparable programs.

Proposal #13 Clinical Pharmacy - This program is not enrolling students at this time. Proposed launch date is Summer, 2014.

State University System
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UNIVERSITY: University of Florida		Proposal 1					
		Master of Business Administration (6 cohorts are offered with varying tuition.)					
		Master of Business Administration Executive MBA	Master of Business Administration Professional Two Year MBA	Master of Business Administration Professional One Year MBA	Master of Business Administration Internet Two Year MBA	Master of Business Administration Internet One Year MBA	Master of Business Administration South Florida MBA
1	Degree Program and CIP Code						
	CIP Code	52.0201	52.0201	52.0201	52.0201	52.0201	52.0201
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011	March, 2011
3	Tuition prior to market tuition rate approval.	\$46,000	\$41,400	\$32,200	\$47,150	\$41,400	\$55,200
4	Current tuition.*	\$51,000	\$43,500	\$36,000	\$52,500	\$46,000	\$61,500
5	Changes in tuition planned for the coming year.	No changes proposed.	No changes proposed.	No changes proposed.	No changes proposed.	No changes proposed.	No changes proposed.
6	Student enrollment in similar state funded programs prior to implementing market tuition (Headcount):						
7	Resident	41	41	41	41	41	41
8	Non-Resident	30	30	30	30	30	30
9	Total	71	71	71	71	71	71
10	Student enrollment in similar state funded programs after implementing market tuition (Headcount):						
11	Resident	42	42	42	42	42	42
12	Non-Resident	31	31	31	31	31	31
13	Total	73	73	73	73	73	73
14	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):						
16	Resident	52	76	52	58	62	43
17	Non-Resident	4	4	6	36	37	0
18	Total	56	80	58	94	99	43
19							
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See attachment 2	See attachment 2	See attachment 2	See attachment 2	See attachment 2	See attachment 2

* Tuition only. Does not include per credit hours fees for capital improvement (\$6.76), student financial aid (\$22.43), technology (\$6.56) and athletics (\$1.90).

Attachment 1

Indicate how the university will monitor the success of the policy. Provide specific metrics to be used.

The success of the UF MBA Program hinges on our ability to deliver an outstanding MBA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MBA seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 35 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.

Assessment: At the time of this report, the UF MBA Program brought in (8) market rate professional cohorts in 2013. Enrollment in each of these cohorts was at or above 35 students.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MBA Program. Each working professional MBA cohort will have a minimum mean professional work experience of 4 years and satisfactory GMAT/GRE scores and GPAs.

Assessment: At the time of this report, the UF MBA Program brought in (8) market rate professional MBA cohorts in 2013. Mean work experience in each of these cohorts exceeded 4 years. All (8) cohorts had satisfactory mean GMAT scores above 575 and mean GPA's above 3.1.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize Warrington College of Business Administration professors in our working professional MBA program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Assessment: Students were given an opportunity to complete teaching evaluations for each market rate professional MBA course. The average overall teaching evaluation scores among all working professional MBA courses taught during the Fall 2012 and Spring 2013 terms exceeded a 4.0 on a 5.0 scale.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MBA's working professional program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MBA experience of the highest quality in all areas. The UF MBA Program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Assessment: The UF MBA Program brought in (8) market rate professional MBA cohorts in 2013. We are also in the process of transitioning from vendors that manage exit interviews for MBA programs (from EBI to GMAC). During this transition period, we do have exit interview data from (3) programs that graduated in Fall 2012 and Spring 2013. This data supports a high level of student satisfaction across all segments of the program. Highlights are listed below and scores are on a 0-10 scale, with a 0 = performed not well at all; 10 = performed extremely well):

- Overall MBA Program Satisfaction: 8.4
- Overall Quality of MBA Faculty: 8.2
- Overall Administration of Program: 8.9
- Likelihood to Refer a Friend to MBA Program: 8.8

Attachment 2

Accountability Measures: Results Assessment

The success of the UF OEM Program relies on our ability to deliver an outstanding Master's level educational experience to all students. In assessing success within the OEM program, the following measures have been established.

- **Student Enrollment.** Program pricing for OEM program offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top engineering Master's degree seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 30 top quality students is an indicator of a successful pricing strategy. This year's enrollment was 35.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF OEM Program. Students enrolling in the OEM program continue to have outstanding mean GRE scores and mean undergraduate GPAs, and are strongly recommended by established professionals.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize College of Engineering and Business professors in our OEM program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations have been utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program involves word-of-mouth advertising. Students and graduates of the OEM program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate level educational experience of the highest quality in all areas. The UF OEM Program continues to receive feedback indicating strong student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Student Quality:

All students entering the AuD program hold Master's degrees from accredited institutions with a graduate GPA of 3.0 or above and hold professional licensure.

Performance measures for the 2012-13 academic year indicate high levels of student success:

	Meet Criteria	Total	
Clinical Components			70% and up
Amplification Fitting Protocol (PA)	65	65	100%
Noise Survey Report (HC)	66	66	100%
Legal Scenario (HC)	66	66	100%
Virtual Patient Cases (BD)	50	50	100%
Informal Examination of Dizzy Patient (BD)	50	50	100%
CounselEar (CO)	39	39	100%
Total	297	297	100%
Research Papers/Project/Lit Review			82% and up
Research Paper (MA)	62	62	100%
Literature Review (PA)	65	65	100%
Literature Review (HC)	66	66	100%
Disorders Papers (BD)	48	50	96%
Resource Project (AR)	49	50	98%
Total	290	293	99%
Final Exam			70% and up
MA	62	62	100%
PA	53	65	82%
HC	65	66	98%
BD	50	50	100%
AR	50	50	100%
CO	35	39	90%
Total	315	332	95%
Final Grade			B and up
MA	62	62	100%
PA	58	65	89%
HC	63	66	95%
BD	48	50	96%
AR	50	50	100%
CO	38	39	97%
Total	319	332	96%

*Sixty-five students were enrolled at the start of the course. One student dropped out of the course/program prior to the final exam.

Student Satisfaction:

A survey is conducted one year post graduation:

- 100% of graduates completing survey report continued practice in clinical audiology at or above their previous employment level one year after graduation.
- 33% (5/15) reported a change within the field of Audiology. Three of these respondents gave the following clarification of change:
 - I was stuck in an ENT position with no possibility of advancement in pay or position. Since earning my AuD, I was finally able to obtain a position in the VA system which I've been trying to get for over ten years.
 - I went from practicing in a medical setting to working for Salus University as a clinical preceptor and educator. I recently was hired full time to precept students in our on-campus clinic and have teaching responsibilities for the lab on hearing aids and assistive devices.
 - Returned to work as an audiologist after not working for many years
- 40% (6/15) reported a salary increase

Faculty Excellence:

Teaching evaluations for classes average 4.20 on a 5.0 point scale indicating a high level of teaching proficiency throughout the program.

Evaluation Items

1. Description of course objectives and assignments
2. Communication of ideas and information
3. Expression of expectations for performance in class
4. Availability to assist students in or out of class
5. Respect and concern for students
6. Stimulation of interest in course
7. Facilitation of learning
8. Overall assessment of instructor

Evaluation Scale

1. Poor
2. Below Average
3. Average
4. Above Average
5. Excellent

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY of FLORIDA - Master of Pharmacy Specializations		Proposal 4		
1	Degree Program	Master of Science in Pharmacy Pharmaceutical Chemistry	Master of Science in Pharmacy Forensics	Master of Science in Pharmacy Pharmaceutical Outcomes and Policy
	CIP Code	51.2099	51.2099	51.2099
2	Date the program was approved to charge market tuition.	March, 2011	March, 2011	March, 2011
3	Tuition prior to market tuition rate approval.	\$460/credit hour	\$460/credit hour	\$650/credit hour
4	Current tuition.	\$525/credit hour	\$525/credit hour	\$750/credit hour
5	Changes in tuition planned for the coming year.	No changes planned	No changes planned	No changes planned
6	Student enrollment in similar state funded (E&G) programs prior to implementing market tuition (Headcount):			
7	Resident	N/A	N/A	N/A
8	Non-Resident	N/A	N/A	N/A
9	Total	N/A	N/A	N/A
10	Student enrollment in similar state funded (E&G) programs after implementing market tuition (Headcount):			
11	Resident	N/A	N/A	N/A
12	Non-Resident	N/A	N/A	N/A
13	Total	N/A	N/A	N/A
14	Have any similar state funded (E&G) programs been eliminated since market tuition was approved? Yes or No. If Yes, explain.	No	No	No
15	Student Enrollment in market tuition cohort(s) (Headcount):			
16	Resident			
17	Non-Resident			
18	Total	124	851	146
19				
20	In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation, including the impact to student enrollments and degree production. Provide any programmatic/student feedback related to the implementation.	See Attachment 6	See Attachment 7	See Attachment 8

Proposal 4 - These figures are based on the students stated home mailing address. We do not ascertain legal residency since we charge the same tuition rate regardless of residency. We have a flat rate tuition therefore no breakdown of resident or non resident enrollment is included for those columns.

Attachment 5

Master of Science in Pharmacy - Pharmaceutical Chemistry

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.

Outcome; Overall student enrollment has increased since implementing market rate tuition. Enrollment figures are down from last year as a result of excluding non-degree courses in our reporting, in an attempt to be consistent. Even so, total tuition revenue has increased over the previous fiscal year, and enrollment has increased by 12.5% between fall 2012 and Fall 2013.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.

Outcome: No change in the quality of students applying and being admitted to the MS programs. All have a BS degree with at least a 3.0GPA and competitive GRE scores as required by UF graduate school.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenue generated through market rate tuition has enabled us to expand the program offerings through the addition of additional adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We continue to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive, we reach out to alumni of the program through social media including Facebook and LinkedIn to determine the impact of graduating from UF has had on their career opportunities. Feedback is overwhelmingly positive, and students state that even with the tuition increase to market rate, there is still excellent value for money with this program

Master of Science in Pharmacy - Forensics

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below.

Outcome; Overall student enrollment has increased since implementing market rate tuition. Enrollment figures are down from last year as a result of excluding non degree courses in our reporting, in an attempt to be consistent. Even so, total tuition revenue has increased over the previous fiscal year, and enrollment has increased by 12.5% between Fall 2012 and Fall 2013.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree as well as a satisfactory GRE score and GPA.

Outcome: No change in the quality of students applying and being admitted to the MS programs. All have a BS degree with at least a 3.0GPA and competitive GRE scores as required by UF graduate school.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenue generated through market rate tuition has enabled us to expand the program offerings through the addition of additional adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We continue to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive, we reach out to alumni of the program through social media including Facebook and LinkedIn to determine the impact of graduating from UF has had on their career opportunities. Feedback is overwhelmingly positive, and students state that even with the tuition increase to market rate, there is still excellent value for money with this program.

Master of Science Pharmacy - Pharmaceutical Outcomes and Policy

Accountability Measures
<p>Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.</p> <p>The success of the UF MS Programs hinges on our ability to deliver an outstanding graduate experience to all students. In assessing success within the working professional program, the following accountability measures have been established.</p> <ul style="list-style-type: none"> • Student Enrollment. Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the programs to continue to grow in recruiting quality graduate students. Student quality is defined below. <p>Outcome; Student enrollment in the program has increased slightly (6%) over the past year. This modest growth has occurred despite negative economic conditions. We see this as an indication that our program is perceived as being valuable and appropriately priced.</p> <ul style="list-style-type: none"> • Student Quality. Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Working professional MS students must have a relevant undergraduate degree and satisfactory GRE & GPA. <p>Outcome: No change in the quality of students applying and being admitted to the MS programs. All have at least a Bachelor's Degree upon entering the program, and 68% have an advanced degree before entering. The average incoming GPA for students has remained above 3.0.</p> <ul style="list-style-type: none"> • Faculty Excellence. Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the University and where appropriate from industry. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program. <p>Outcome: Revenue generated through market rate tuition has enabled us to expand the program offerings through the addition of additional adjunct faculty and staff, and potential addition of specific courses.</p> <ul style="list-style-type: none"> • Student Satisfaction. A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of UF MS working professional programs are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF MS Programs will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program. <p>Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive, we reach out to alumni of the program through social media including Facebook and LinkedIn to determine the impact of graduating from UF has had on their career opportunities. Feedback is overwhelmingly positive, and students state that even with the tuition increase to market rate, there is still excellent value for money with this program. We continue to have a strong alumni TA program, which is a voluntary program in which program alums return to the program to serve as teaching assistants.</p>

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF WPPD Program hinges on our ability to deliver an outstanding experience to all students. In assessing success within the Working Professional PharmD program, the following accountability measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the program to continue recruiting remaining applicable students.

Outcome; Student enrollment has declined 9% during the 2012 – 2013 academic year; however, the overall decline in enrollment is at a slower rate than earlier projections of the program had predicted.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into the WPPD Program excel inside and outside the classroom, and will serve to strengthen the brand of the University of Florida. WPPD Program students must have a BS degree in Pharmacy or its international equivalent, be a current licensed pharmacist in the US or Canada, have a satisfactory GPA score, and satisfactory TOEFL ibt score if applicable.

Outcome: Though there is a declining prospective student base, students recruited and admitted to the WPPD Program continue to be of high quality. All have a BS degree in Pharmacy or its equivalent, hold current licensure and have at least a 2.0 GPA.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and preceptors from across the United States. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenues generated through market rate tuition have enabled us to continue the program offerings through the use of expert presenters from across the United States and the hiring of both full time and adjunct faculty and staff.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the UF Working Professional PharmD program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The UF WPPD program will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive we assess student feedback each semester through email surveys and personal phone calls provided via the program's marketing partner. Feedback we solicited from the program's students and faculty is used to continuously improve the program's quality.

College of Journalism and Communications Assessment for Market Rate Tuition 2013

Summary

The change to market rate tuition continues to have a positive impact on the College of Journalism and Communications' MAMC specializations in Global Strategic Communication, Social Media, and Web Design and Online Communication as indicated by our growing enrollments in the program. We also see no adverse effects to our in-residence programs as those enrollments have remained stable since launching our online programs. Our student learning outcomes for our distance master's program specializations are presented below. Because our initial online cohorts began in Spring 2012, we do not have assessment data yet, but our plan for assessment is outlined to evaluate the student learning outcomes.

Knowledge: By a thorough understanding and comprehension of subject matter relevant to the discipline.

Skills: By applying, analyzing, and synthesizing content knowledge to solve problems by identifying component parts, relationships and ideas.

Professional Behavior: By displaying ethical behaviors, cultural sensitivity, teamwork, professional conduct, and communication.

Student Learning Outcomes Assessment 2013-2014

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
Knowledge: Identify, describe, explain, and apply communication theory research methods, aiding in a synthesized perspective for evaluating and addressing professional or theoretical problems.	All master's students will successfully complete and defend a thesis, project in lieu of thesis, or capstone project or exam that is deemed satisfactory by the students' thesis or project committee or capstone instructor.	All students completing the program will possess these skills.

Use of Results for Improving Student Learning
Curriculum modification, development of new courses, and ongoing refinement of delivery methods used for instruction

University of Florida Graduate Programs

Student Learning Outcomes Assessment 2013-2014

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
Skills: Address communication subject matter and issues through application, analysis, or synthesis of subjects, theories, and methodologies.	All students completing the program will create a conceptual thesis, a project in lieu of thesis, a capstone project, or a capstone examination addressing issues in the communication field that demonstrate a synthesis of knowledge gained from the program.	All students completing the program will possess these skills.
Use of Results for Improving Student Learning		
Curriculum modification, development of new courses, and student advising		

University of Florida Graduate Programs

Student Learning Outcomes Assessment 2013-2014

Academic Unit: Mass Communication

Degree Program: Master's Degree

Delivery Method (on-campus, distance): Distance

Student Learning Outcome Stated in Measurable Terms	Assessment Method	Results (Data Summary and Interpretation)
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Professional Behavior: Display ethical behaviors, teamwork, cultural sensitivity/appreciation for diverse viewpoints, and meet professional standards for effective and ethical decision making.	These behaviors are incorporated into at least one required course. A satisfactory grade on all assignments in this class must be achieved to reach this competency as measured by the graduate faculty.	All students successfully completing our program will demonstrate these behaviors.
Use of Results for Improving Student Learning		
Curriculum modification, development of new courses to address deficiencies, and recruitment of diverse guest speakers		

Implementing Changes Based on Feedback Metrics

No major modifications have been made to the program specializations to date based on student learning outcomes data because our first cohorts will finish this academic year. However, we have been using a variety of metrics to assess our efforts so far, including instructor evaluations, student retention rates, and surveys. For example, an internal analysis of instructor evaluations at the graduate level in Spring 2013 showed little difference between on-campus and distance courses with scores of 4.40 for face-to-face and 4.21 for online, suggesting student are rating online courses as very good on the University's standard assessment scale. Retention rates of students consistently exceed 80 percent across online specializations. Attesting to the quality of students, new student survey data from Spring 2013 for our Global Strategic Communication specialization indicate that 54 percent hold manager or director titles, which indicates a high level of professional expertise of the online students.

The primary adjustments that have been made based on these data thus far are changing instructors when appropriate, modifying course content within existing courses, and identifying content areas to add electives to our three online specializations. Because of the professional focus of our program, job placement data will be crucial for monitoring success in the coming year.

Accountability Measures

The Master of Science in Soil and Water Science with an Environmental Science Track was approved to charge market tuition rate in November 2011. The department has reevaluated all distance education programs and determined a revision necessary for this particular track. The original offering was a 35 credit hour and beginning Fall 2012 the program has a 30 credit hour, non-thesis.

Student Enrollment: Student enrollment was down this year as reported 71 in 2010-11, dropping to 50 in 2011-12, and 47 in 2012-2013. We see this as an economic trend and a result of more online degree programs being offered at UF, but continue to believe the interest and participants will increase in the coming years.

Student Quality. We continue to receive qualified applicants and will not change the high standards to maintain the brand of the University of Florida and the UF SW-Environmental Science Program. Admission criteria for distance students remains equal to the criteria for students who are admitted into the on-campus program.

Faculty Excellence. Student evaluations for our faculty remain high and for this program as well as all the offerings in our distance learning portfolio.

Student Satisfaction. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce students who obtain experience of the highest quality in all areas. The program continues to monitor exit interview survey data to track student satisfaction..

Discussion of Metrics Used to Assess MAURP 2012-2013

The success of the on-line Master of Arts in Urban and Regional Planning (MAURP) program enables our ability to deliver an outstanding experience to all students. The first students enrolled in the Fall 2013 semester. In assessing success within the on-line program, the following metrics are used:

Student Enrollment

Metric: The on-line MAURP market rate program is expected to recruit an initial cohort of at least 50 students in the first year and, over time, reach a steady state of more than 200 enrollments per year. Achievement of student recruitment and enrollment described above will indicate a successful pricing structure.

Current Status: The current number of students in the program is 27. While our private sector partner, Pearson Embanet, has launched a robust marketing program, we are working together to assess reasons for the low number of applicants and to address student retention issues.

Student Quality

Students admitted into the on-line MAURP market rate program will be expected to meet the existing rigorous standards for admission to the program. Admission to the Department of Urban and Regional Planning is highly competitive. Decisions of our Admissions Committee are based on the student's statement of purpose or letter of intent, professional experiences and background, 3.0 undergraduate grade point average, and Graduate Record Examination (GRE) score of 1000.

Current Status: We require the same admissions criteria of our on-line students. While the number of conditional admits is more in the on-line degree program, these students often are already working in the field and perform well in their classes, allowing us to remove the conditional admit after one semester. Each entering class, fall, spring, summer, and now again fall, has maintained an average GPA and average GRE scores comfortably above the minimum with overall averages of 3.25 GPA and 1120 GRE.

Faculty Excellence

Market rate tuition will allow the on-line MAURP program to generate additional revenue necessary to continue to support faculty excellence and investment in faculty support which will strengthen the overall value proposition of the department and college. As with all programs teaching evaluations will be utilized to ensure faculty excellence is maintained.

Current Status: We are still in the early stages of the program, so all revenue is going directly to getting the courses developed and running. As the program grows, we anticipate using the funds to support a variety of initiatives including faculty training in on-line education and support for our doctoral students through teaching assistantships, which will also allow them to learn about teaching. Unfortunately, the number of students who have returned teaching evaluations has been low. Still, the overall satisfaction number has often exceeded that of the college.

Assessment of the CityLab-Orlando Market Tuition Implementation AY 2012-2013		
Metrics from Initial Proposal		AY 2012-13 Assessment of Program Progress
1	<i>This program is closely monitored because the program requires tight course tracking and alignment between Gainesville and CityLab-Orlando</i>	CityLab-Orlando has employed a staff person who works directly with the School of Architecture graduate program administration to oversee student progress and provide course tracking. Eighteen students began the program in the fall semester 2012 and every student has taken the required courses for the Major based on their progress in the program.
2	<i>The metrics for the program are prescribed by the National Architectural Accreditation Board (NAAB); the accrediting body for professional architecture programs in the US. CityLab-Orlando is included in the School of Architecture regular annual reporting and part of the NAAB accreditation visits</i>	CityLab-Orlando participated in the NAAB accrediting visit during the Spring 2013 semester, including a site visit and meetings with students and the program director. No deficiencies were noted, and the MArch program received a full 8 year accreditation term.
3	<i>Engage professionals in studio (project) reviews nominally two times each semester (mid-term and final) for assessment of student work and to provide feedback</i>	A) CityLab-Orlando had professionals in the field perform mid-term and final reviews for every studio project. B) CityLab had an exhibit and reception for all local professionals in December 2012 to solicit feedback on the progress of the students. C) Fall 2013 student teams worked with local professionals to produce a competition submission.
4	<i>Monitor successful academic progress</i>	All CityLab Students meet a minimum of two times a year with their Academic advisor to ensure they are making successful academic progress
5	<i>Monitor graduation rates</i>	CityLab Orlando has not graduated any students because it's first year of operation was AY 2012-13. Two students are scheduled to graduate Fall 2013 and 16 in Spring 2014.
6	<i>Monitor employment after graduation</i>	No graduates at this time (see no. 5 above)

Accountability Measures: Results Assessment

The success of the UF Master of Arts in Art Education Program relies on our ability to deliver an **outstanding Master's level educational experience to all students**. In assessing success within the program, the following measures have been established.

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MA-seeking educators in sufficient numbers. Average cohort enrollment that exceeds 20 top quality students is an indicator of a successful pricing strategy. Enrollment is now over 90 students compared to under 10 prior to implementation.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MA Program. Each cohort will have a minimum mean professional work experience of 4 years and satisfactory portfolios, essays, and GPAs. Cohort has mean experience of 7.5 years professional work. Average GPA is 3.48. Average portfolio rating is 84.5/100.
- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize UF College of Fine Arts professors and comparably qualified professors around the country in our MA program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program. Faculty includes current UF members and comparably qualified professors from around the country. Aggregate student evaluations for Spring 2013 semester: 4.84/5.00. Faculty profiles are online at <http://education.arts.ufl.edu/about-uf/faculty/>.
- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MA experience of the highest quality in all areas. The UF MA in Art Education program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program. Student satisfaction is high. Social media recommendations by our students to other students are strong. Follow link to program website for sample students testimonials: <http://education.arts.ufl.edu/art-students/graduates/>. We will also be implementing an exit survey this coming year for future reports.

The School of Forest Resources and Conservation will use a number of different measures to ensure program quality and accountability for our students and the university in these concentrations. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

Admissions criteria. Applicants to the online MS in Forest Resources and Conservation with Concentrations in Ecological Restoration and Geomatics are held to the same standards as other graduate students in the School of Forest Resources and Conservation, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.

Assessment:

Successful applicants have met all UF requirements, except in special cases where petition to the Graduate School has been warranted, and no students have been accepted without the commitment of a faculty advisor. Many of our admitted students hold previous MS, DVM, or JD degrees in addition to their basic qualifications.

Enrollment numbers. Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of restoration and surveying and mapping is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future.

Assessment:

Since the implementation of market rate tuition, enrollment in the self-funded MS with Ecological Restoration concentration has risen by 150% (from 10 students to 25). Enrollment in the Geomatics self-funded concentration has risen 900% (from 1 to 9 students).

Student evaluations of programs and instructors. Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

Assessment:

Students in these online programs were surveyed midway through the Spring 2013 semester using Qualtrics anonymous surveys. Only one respondent provided feedback for the Geomatics program, which is likely due to the fact that at that time, there were only three enrollees in the program. On all measures (content, instructor, community, technology) the students rated both Ecological Restoration and Geomatics online MS program courses as high or highest in terms of their satisfaction.

Student Learning Outcomes (SLO) assessments. Program quality will be closely monitored via SLO assessments conducted at regular intervals for each individual program. Data will be used to make modifications to program administration or courses as needed.

Assessment:

Student Learning Outcomes were assessed anonymously by faculty in May 2013 for these programs, with a completed sample size of 12 respondents in the non-thesis MS programs. The average scores for students in these programs on the areas of Knowledge, Skills, and Professional Behavior were 8.58, 8.42, and 9.08 out of ten, respectively. Students in these programs are meeting expectations for graduate-level study.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the MS-MTM Program hinges on our ability to deliver an outstanding experience to all students. In assessing success within the MS-MTM program, the following accountability measures have been established:

- **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions. Pricing will enable the program to continue recruiting applicable students.

Outcome: Overall, student enrollment has remained steady during the 2012 – 2013 academic year. This is a relatively new program and the marketing/ promotion of the program to prospective students is on-going. We have found that there is a long lead-time between the time a student inquires about the program and the time they actually enroll. A number of students have been admitted but postponed enrollment to a future semester.

- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program pricing will be set to ensure that the students recruited into the MS-MTM Program excel inside and outside the classroom, and will serve to strengthen the brand of the University of Florida. MS-MTM Program students must have a Doctor of Pharmacy degree or BS degree in Pharmacy (or it's international equivalent), must be a current licensed pharmacist in the US or Canada, and have a satisfactory GRE and TOEFL ibt score if applicable.

Outcome: Students recruited and admitted to the MS-MTM Program continue to be of high quality. All students are working professionals and have a PharmD, BS degree in Pharmacy or its equivalent, and hold current licensure.

- **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize highly qualified faculty and adjuncts from across the United States. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

Outcome: Additional revenues generated through market rate tuition have enabled us to utilize additional faculty experts from across the United States. In addition, we have been able to hire high-quality faculty facilitators for live online learning sessions.

- **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the MS-MTM program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce a graduate experience of the highest quality in all areas. The MS-MTM Program will continue to monitor students and alumni to track student satisfaction. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Outcome: We have increased our efforts to solicit student feedback from our online programs. In addition to standard course/instructor evaluations which remain very positive we assess student feedback each semester through email surveys and personal phone calls provided via the program's marketing partner. Feedback we solicited from the program's students and faculty is used to continuously improve the program's quality.

Board of Governors Committees and Meeting - Budget and Finance Committee

**State University System
Annual Status Report on Market Tuition**

UNIVERSITY: University of South Florida	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5	Proposal 6	Proposal 7	Proposal 7	Proposal 7
Degree Program and CIP Code	Master of Science in Management Information Systems (11.0501)	Master of Science in Entrepreneurship (52.0701)	Professional Master of Science in Electrical Engineering (14.1001)	Master of Public Administration (44.0401)	Master of Science in Nurse Anesthesia (51.1601)	Master of Education in Curriculum and Instruction with a Concentration in Secondary Education: TESOL (13.031)	Master of Arts in Global Sustainability (30.3301)	MBA in Business Administration with a Concentration in Sport and Entertainment Management (52.0201)	Graduate Certificate in Business Foundations (52.0101)
Date the program was approved to charge market tuition.	11/10/2011	11/10/2011	11/10/2011	11/10/2011	11/10/2011	11/8/2012	11/8/2012	11/8/2012	11/8/2012
Tuition prior to market tuition rate approval.	Resident: \$466.76/credit (\$15,403/program) Non-Resident: \$891.28/credit (\$29,412/program) 33 credits/program	Resident: \$466.76/credit (\$15,403/program) Non-Resident: \$891.28/credit (\$29,412/program) 33 credits/program	Resident: \$466.76/credit (\$14,002/program) Non-Resident: \$891.28/credit (\$26,738/program) 30 credits/program	Resident: \$430.85/credit (\$15,511/program) Non-Resident: \$855.37/credit (\$30,793/program) 36 credits/program	Resident: \$474.17/credit (\$34,140/program) Non-Resident: \$898.69/credit (\$64,704/program) 72 credits/program	Resident: \$430.85/credit (\$14,218/program) Non-Resident: \$855.37/credit (\$28,227/program) 33 credits/program	Resident: \$430.85/credit (\$14,218/program) Non-Resident: \$855.37/credit (\$28,227/program) 33 credits/program	Resident: \$466.76/credit (\$14,936/program) Non-Resident: \$891.28/credit (\$28,521/program) 32 credits/program	Resident: \$466.76/credit (\$7,468/program) Non-Resident: \$891.28/credit (\$14,260/program) 16 credits/program
Current tuition. (market tuition rate)	\$800/credit (\$26,400/program) 33 credits/program	\$1250/credit (\$41,250/program) 33 credits/program	\$1000/credit (\$30,000/blended program) \$1150/credit (\$34,500/fully online)	\$825/credit (\$29,700/program) 36 credits/program	\$800/credit (\$57,600/program) 72 credits/program	\$500/credit (\$16,500/program) 33 credits/program	\$750/credit (\$24,750/program) 33 credits/program	\$750/credit (\$24,000/program) 32 credits/program	\$950/credit (\$15,200/program) 16 credits/program
Changes in tuition planned for the coming year.	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes	No proposed changes
Student enrollment in similar state funded programs prior to implementing market tuition									
Resident	56	72	30	62	28	39	43	17	24
Non-Resident	31	18	28	5	2	7	17	4	4
Total	87	90	58	67	30	46	60	21	28
Student enrollment in similar state funded programs after implementing market tuition (Headcount):	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013		projected implementation: 2014	projected implementation: 2014	projected implementation: 2014	projected implementation: 2013
Resident					28				
Non-Resident					2				
Total					30				
Student Enrollment in market tuition cohort(s) (Headcount):	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013	projected implementation: 2013		projected implementation: 2014	projected implementation: 2014	projected implementation: 2014	projected implementation: 2013
Resident					46				
Non-Resident					12				
Total					58				
In a separate document, using the metrics in the initial proposal, assess the results of the market tuition implementation. Provide any programmatic/student feedback related to the implementation.					See attached				

State University System
Annual Status Report on Market Tuition – University of South Florida
September 2012

Master of Science in Management Information Systems
CIP 11.0501

The Master of Science MIS launched Summer 2013, and data will be included in the Annual Report for 2013-2014.

Master of Science in Entrepreneurship
CIP 52.0701

The Master of Science Entrepreneurship will launch in January 2014, and initial data will be included in the Annual Report for 2013-2014.

Master of Science in Electrical Engineering
CIP 14.1001

The Master of Science Entrepreneurship launched in Fall 2013, and initial data will be included in the Annual Report for 2013-2014.

Master of Public Administration
CIP 44.0401

The Master of Public Administration launched in Fall 2013, and initial data will be included in the Annual Report for 2013-2014.

Master of Science in Nurse Anesthesia (CRNA)
CIP 51.1601

The College of Nursing CRNA Market Based Tuition Program was approved in November 2011 with three accountability measures. The first cohort was admitted and enrolled in fall 2012 and will graduate in December 2014.

Data on the following measures will be collected during the life of, and at the end of, the program:

Measure 1 - Student Quality - will be measured against student pass rates of the National Certifying Exam (NCE) and engagement in productive anesthesia practice with ongoing employer evaluations.

Measure 2 - Student Satisfaction - will be measured using EBI alumni survey tools and are sent one to two years post-graduation.

The report on the third measure, faculty and clinical excellence as indicated by licensure and clinical practice, follows:

Measure 3 - All College of Nursing faculty members who supervise clinical students are Advanced Registered Nurse Practitioners and maintain a clinical practice to ensure competency in practice.

The nurse anesthesia faculty brings a wide range of practice experience and expertise to the program with current clinical practice positions at the James A. Haley Veteran's Hospital, Bayfront Medical Center, and in private practice. These faculty deliver the NA market-based tuition program.

Report: At the beginning of the fall 2012 semester, the CRNA program has 5 faculty positions and 2 adjunct positions. All faculty are Advanced Registered Nurse Practitioners or Medical Doctors in the field of anesthesia. Each faculty member maintains an outside practice to ensure competency in skills and expertise at a variety of clinical locations, including the James A. Haley Veteran's Hospital, Bayfront Medical Center and private practices.

**Master of Education in Curriculum and Instruction with a Concentration in Secondary Education:
TESOL**

CIP 13.031

The Master of Education in Curriculum and Instruction with a Concentration in Secondary Education: TESOL will launch in Fall 2014, and initial data will be included in the Annual Report for 2014-2015.

Master of Arts in Global Sustainability

CIP 30.3301

The Master Arts in Global Sustainability will launch in Fall 2014, and initial data will be included in the Annual Report for 2014-2015.

Master of Business Administration with a Concentration in Sports & Entertainment Management

CIP 52.0201

The MBA with a Concentration in Sports & Entertainment Management will launch in Fall 2014, and initial data will be included in the Annual Report for 2014-2015.

Graduate Certificate in Business Foundations

CIP 52.0201

The Graduate Certificate in Business Foundations will launch in January 2014, and initial data will be included in the Annual Report for 2013-2014.

Board Regulation 7.001(15) – Section related to Market Tuition

(15) A university board of trustees may submit a proposal for market tuition rates for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. Proposals shall be submitted to the budget committee for consideration by the committee during a November meeting.

(a) Proposals to charge market tuition rates for degree programs and college credit certificate programs shall be considered by the Board only if documentation is provided that demonstrates:

1. The programs have been approved in accordance with Regulation 8.011 and have established one or more separate market tuition rate student cohorts, each of which can be tracked for administrative and reporting purposes.
2. The programs do not lead to initial licensing or certification for occupational areas identified as state critical workforce need in the State University System of Florida Strategic Plan, 2005-2013, Areas of Programmatic Strategic Emphasis, as amended in 2009. A university may request establishment of market tuition rates for such programs for non-residents if such programs do not adversely impact development of other programs for Florida residents. A university, upon a written request for a special exception from the Chancellor, may submit a proposal for market tuition rate for a program leading to initial licensing or certification in a state critical workforce need area if it can be demonstrated to increase the number of graduates in the state.
3. The program admission and graduation requirements shall be the same as similar programs funded by state appropriations.

(b) If approved by the Board, the university shall operate these programs for a pilot period in order to collect sufficient information to determine the merit and success of market tuition rate courses. During the pilot period, the Board shall approve no more than five new graduate-level degree programs or college credit certificate program proposals per academic year. After three years, the university shall present its findings to the Board budget committee. The university findings shall include, but not be limited to, program enrollments, degrees produced, and enrollments in similar state funded programs. The budget committee will then make any appropriate recommendations to the Board for changes of market tuition rates programs.

(c) The proposal for market tuition rate programs shall be submitted in a format designated by the Chancellor and include at a minimum:

1. A description of the program and its compliance with the requirements outlined in (15)(a).
2. An explanation of the process used to determine the market tuition rate and the tuition at similar programs from at least five other institutions, including both private and public.
3. A description of similar programs offered by other state university system institutions.
4. An estimate of the market tuition rate to be charged over the next three years. Any annual increase shall be no more than 15 percent over the preceding year.
5. A description of how offering the proposed program at market tuition rate is aligned with the mission of the university.
6. An explanation and declaratory statement that offering the proposed program at market tuition rate does not increase the state's fiscal liability or obligation.
7. An explanation of any differentiation in rate between resident and non-resident students paying market tuition rate.
8. An explanation of any proposed restrictions, limitations, or conditions to be placed on the program.
9. A description of any outcome measures that will be used to determine the success of the proposal.
10. In addition, the following information will be included with the proposal:
 - a. An explanation of how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration.
 - b. A baseline of current enrollments, including a breakout of resident and nonresident enrollment, in similar state-funded courses.
 - c. An estimation of the economic impact that implementation of the proposal will have on the university and the student by identifying the incremental revenue the university anticipates collecting if the proposal is approved.
 - d. A description of how revenues will be spent, including whether any private vendors will be utilized, and which budget entity the funds will be budgeted.

(d) The Board of Governors will act upon the budget committee recommendation at the next scheduled meeting. If a university board of trustees' proposal is denied, within five days, the university board of trustees may request reconsideration by the Board's Tuition Appeals Committee,

which shall consist of the Chair of the Board and the Chair of each Board committee. The Tuition Appeals Committee will meet within ten days after the Board of Governors' denial to consider a university board of trustees request for reconsideration.

- (e) If a university charges a market tuition rate for a course within an approved program, preference shall be given to Florida residents in the admission process for similar state funded programs.
- (f) Enrollments and degrees granted in market tuition rate program cohorts shall be reported in a manner to be determined by the Chancellor.
- (g) Credit hours generated by courses in market tuition rate program cohorts shall not be reported as fundable credit hours and all costs shall be recouped within the market tuition rate.
- (h) Programs and associated courses approved for market tuition rate shall not supplant existing university offerings funded by state appropriations.
- (i) Each university approved to offer market tuition rates shall provide an annual status report in a format designated by the Chancellor.

Authority: Section 7(d), Art. IX, Fla. Const.; History—Formerly BOR Rule 6C-7.001, Adopted 4-8-79, Renumbered 12-16-74, Amended 6-28-76, 7-4-78, 8-6-79, 9-28-81, 12-14-83, 7-25-84, 10-2-84, 10-7-85, Formerly 6C-7.01, Amended 12-25-86, 11-16-87, 10-19-88, 10-17-89, 10-15-90, 9-15-91, 1-8-92, 11-9-92, 7-22-93, 8-1-94, 11-29-94, 4-16-96, 8-12-96, 9-30-97, 12-15-97, 8-11-98, 9-30-98, 8-12-99, 8-3-00, 8-28-00, 8-12-01, Amended and Renumbered as 7.001 09-25-08, Amended 12-10-09, 11-04-10, 01-20-11, 9-15-11.

Overview of Market Rate Tuition Proposals

Board Regulation 7.001(15) allows for a university board of trustees to submit a proposal for market tuition for graduate-level courses offered online or through the university's continuing education unit when such courses constitute an approved degree program or college credit certificate program. Currently, the Board of Governors has approved 45 market rate programs since 2011. This year, the Board has been asked to consider 21 programs across seven universities (FAU, FGCU, FIU, UF, UNF, USF, and UWF). Boards of Governors staff has reviewed the proposals and have the following observations:

Florida Atlantic University (3 proposals): Proposals to establish market rate for the Executive Master of Health Administration, Master of Business Administration, and Master of Science in Finance programs.

- The MS in Finance is currently an inactive program, but FAU is seeking to re-establish this program by offering it at market tuition rate. FAU states that offering the program at market rate will allow for sufficient resources to support the program's re-establishment.
- FAU plans to run two formats for its Master of Health Administration program: the E&G-funded MHA and the proposed Executive MHA program. If the proposal to establish market rate for the Executive Master of Health Administration program is not approved, the university does not plan to offer the executive program format.
- Compared to the tuition rate for E&G funded programs, tuition for the proposed market rate programs will be higher for in-state residents. The proposed rates for non-residents will be similar to the rate paid for the non-market rate programs.

Florida Gulf Coast University (1 proposal): A proposal to establish market rate for the transitional Doctor of Physical Therapy program.

- This program is designed for working professionals and responds to the national transition for physical therapists to hold advanced degrees as an entry-level requirement to practice.

Florida International University (4 proposals): Proposals to establish market rate for the Master of Science in Human Resource Management, Masters of Science in International Real Estate, Executive Masters in Public Administration, and Professional Masters of Science in Counseling Psychology programs.

- Proposed resident tuition will be higher than the current rate charged for the E&G program, but will reflect a decrease for non-residents in all proposals except for the Master of Science in International Real Estate program.
- At the requested rate, the leadership of the Masters in Public Administration program believe they will be able to enroll more students by devoting more resources to marketing the program more broadly.

University of Florida (5 proposals): Proposals to establish market rate for the Doctor of Business Administration, Master of Electrical Engineering, Master of Civil Engineering, Master of Fisheries and Aquatic Science, and Master of Music in Music Education programs.

- The Doctor of Business Administration is a new program designed for working professionals and will complement the already existing Ph.D. degree.
- The Masters in Electrical Engineering and Masters in Civil Engineering are proposing market rate for non-residents only to extend an opportunity for active military and working professionals who are stationed or working at a distance.
- With exception of the newly proposed Doctor of Business Administration, these programs currently operate on a cost-recovery basis.

University of North Florida (3 proposals): Proposals to establish market rate for the Master of Education in Special Education (Autism concentration and ABA concentration), Master of Science in Nutrition, Doctor of Nursing Practice programs.

- UNF has requested a special exception to establish these programs, which lead to certification in a state critical workforce need area. UNF has stated that market rate status will allow for the institution to increase the number of graduates in critical workforce need areas.
- Following board staff questions, UNF still did not clarify whether the institution intends to eliminate its similar E&G-funded programs upon approval for market rate status of the proposed online programs.
- The proposed market tuition for non-residents will be reduced by 50%, yet residents will pay more in each program under the proposed market rate.

University of South Florida (1 proposal): Proposal to establish market rate for the Graduate Certificate in Applied Behavioral Analysis (ABA) programs.

- The proposed market rate for each program would provide increased tuition for residents in comparison to the current E&G rate for the ABA . The proposed tuition for non-residents would decrease with the proposed market rates.

University of West Florida (4 proposals): Proposals to establish market rate for the Master of Education in Educational Leadership, Master of Education in Curriculum and Instruction (Reading Endorsement Cognate), Doctor of Education in Curriculum and Instruction, General, and Master of Accountancy programs.

- Although an exact rate has not yet been determined for each market rate proposal, the range (up to \$500 per credit hour) reflects a possible increase for in-state residents and a definite tuition decrease for non-residents.
- UWF will be performing additional analysis on the rates and setting them accordingly prior to implementation.

**State University System
Market Tuition Proposals**

University: University of Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Doctorate of Business Administration	Master of Music in Music Education	Master of Fisheries & Aquatic Sciences	Master of Electrical Engineering	Master of Civil Engineering
2	CIP Code	52.0201	13.1312	3.0301	14.1001	14.0801
3	Has the program been approved pursuant to Regulation	Yes	Yes	Yes	Yes	Yes
4	Does the program lead to initial licensing or certification?	No	No	No	No	No
5	Is the program identified as a state critical workforce need?	No	No	No	No	No
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes	Yes
7	Current Tuition Rate	N/A	\$19,800	\$16,960	\$20,700	\$20,700
8	Proposed Market Tuition Rate	\$90,000	\$20,625	\$18,656	\$20,700	\$20,700
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No	No	No	Yes: Only non-FL resident market status request.	Yes: Only non-FL resident market status request.
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	Case Western Reserve Doctor of Management \$150,000	Auburn University \$15,396	Oregon State University \$29,484	North Carolina State \$23,281	North Carolina State \$22,530
12	University name and rate:	Oklahoma State Ph.D. in Business for Executives \$120,000	Boston University \$21,216	University of Idaho \$30,990	Iowa State \$19,569	Iowa State \$19,569
13	University name and rate:	Georgia State Executive Doctorate of Business \$109,000	Duquesne University \$28,980	TAMU - \$26,425	Arizona State \$26,880	Colorado State. \$22,368
14	University name and rate:	Kennesaw State Doctorate of Business Administration \$96,500	SUNY Buffalo \$26,127		Purdue \$34,020	Auburn University \$22,620
15	University name and rate:	Cranfield University (UK) International Executive Doctorate \$88,000	Stephen F. Austin IS \$13,530; OS 26,166		Virginia Tech \$39,562	Virginia Tech \$39,562
16	Length of Program (Student Credit Hours)	60	33	32	30	30
17	Current E&G Student Enrollment (Headcount):					
18	Resident	N/A	56	0	60	77
19	Non-Resident	N/A	65	0	0	0
20	Total	N/A	121	n/a (self-funded only)	60	77
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	No	Yes	No	Yes	Yes
22	University and program name:		*FSU - MSME		USF (MS in Electrical Engineering)	UCF (MS Civil Engineering)
23	University and program name:		**FSU - MMME			
24	University and program name:		***USF - MAME			
NOTE: *FSU - MS in Music Education; **FSU - MM in Music Education- summers only; ***USF - MA in Music Education; These schools also offer traditional resident programs.						
November, 2011						
Proposal 4 & 5 --All Engineering non-resident students are self-funded enrollments.						

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation
7.001(15)**

University: University of Florida

Proposed Market Tuition Program: Master of Music in Music Education

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	13.1312
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>This is an online graduate program designed to address the needs of K-12 music teachers. Pricing will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The UF MM in Music Education program in the College of Fine Arts requests market rate pricing for the program. The program is offered in a distance learning format to fully employed students who could not attend a full-time, weekday program. These cohorts do not generate fundable credit hours and therefore receive no state subsidy.</p> <p>The MM program is a classified instructional program established in accordance with BOG Regulation 8.011. The program does not lead to initial certification for Education, an occupational area identified as "Critical Needs Areas" in the State University System of Florida Strategic Plan, 2005-2013, as amended in 2009. Rather, it offers further skill development for educators.</p> <p>Program admission and graduation requirements for this MM program are the same as the full-time, in-residence MM (traditional) program that is funded by state appropriations. All applicants must provide official transcripts from an acceptable four-year accredited college or university, official test scores on the Test of English as a Foreign Language (TOEFL) exam (international applicants only), three letters of recommendation, written essay, and additional portfolio materials. A personal interview may also be required. To obtain a degree, all</p>	

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7.001(15)**

admitted students must successfully complete the 33-credit hour curriculum while maintaining a minimum grade point average of 3.0 on a 4.0 scale. All students, whether enrolled in the traditional or online MM program, receive the same degree.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Music in Music Education market rate policy will not result in an increase in the state's fiscal liability or obligation and will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The success of the UF MM in Music Education program hinges on our ability to deliver an outstanding MA experience to all students. In assessing success within the working professional program, the following accountability measures have been established.

☐ **Student Enrollment.** Program pricing for these offerings will reflect market rates and economic conditions within the state. Pricing will enable the program to recruit top MM-seeking educators in sufficient numbers. Average cohort enrollment that exceeds 20 top quality students is an indicator of a successful pricing strategy. Student quality is defined below.

☐ **Student Quality.** Student quality is an uncompromising component of overall program quality. Program admissions standards will be set to ensure that the students recruited into these cohorts will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida and the UF MM Program. Each cohort will have a minimum mean professional work experience of 4 years and satisfactory portfolios, essays, and GPAs.

☐ **Faculty Excellence.** Establishing market rate pricing enables us to continue to utilize UF College of Fine Arts professors and comparably qualified professors around the country in

**State University System
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Request to Establish Market Tuition Rates - Regulation
7.001(15)**

our MM program. This ensures a top quality experience for our students and strengthens our value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.

☐ **Student Satisfaction.** A large part of recruiting efforts for this program involves word of mouth advertising. Students and graduates of the program are very satisfied with the experience, and in turn, recommend the program to their colleagues and friends. For this reason, it is vital that we produce an MM experience of the highest quality in all areas. The UF MM in Music Education program will continue to monitor exit interview survey data to track student satisfaction in each working professional cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The College of Fine Arts has been offering the online program for one year. The program has already achieved national prominence and, as a result, exceeded initial enrollment expectations. Also, as a result, we have been able to attract highly qualified faculty to provide sufficient courses to meet student demand.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be neutral as the tuition will be based on market place comparisons. The projected revenue for the first year of this program will be \$17,211. The revenue will be utilized to support the program and any residual revenue will be utilized to support college activities (such as faculty, staff, and other indirect cost). It is anticipated that a private vendor may be used to provide marketing and student recruitment support for the program. The program will operate under the auxiliary budget entity through Distance and Continuing Education per BOG Rule 8.002.

**State University System
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Request to Establish Market Tuition Rates - Regulation
7.001(15)**

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

See attached spreadsheet.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates - Regulation
7.001(15)**

University: The University of Florida

Proposed Market Tuition Program: Master of Fisheries & Aquatic Sciences

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate online
CIP Code:	03.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The online Master of Fisheries and Aquatic Sciences (SFRC) is a 32-credit non-thesis degree offered in the School of Forest Resources and Conservation. This program is designed for working professionals in environmental sciences, fisheries, aquatic sciences, and natural resources, and marine biology fields who are interested in advancing their careers by earning a graduate degree. All courses are offered online and self-funded for place-bound students and a technical paper is produced as part of the graduation requirements.</p> <p>Tuition rates will be determined by market forces that may result in increases or decreases in price, but pursuant to BOG requirement, will not be increased by more than 15% per year. Prices will be based on competition, reputation, brand identity and delivery format.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The CALS mission is to provide “lifelong learning in the areas of food, agriculture, natural resources and life sciences as they relate to human resources, the environment, individual communities and a global society.” This program supports the SFRC mission to deliver integrated graduate programs with an aim at achieving social, economic and environmental sustainability by educating professionals, scientists, leaders, and citizens. Offering the MFAS degree has expanded the number of students educated by SFRC, broadened the diversity of students served, generated income to support development and teaching of online courses, and responded to needs expressed by working professionals in Florida and nationally.</p>	

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7.001(15)**

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The Master of Fisheries & Aquatic Sciences market rate policy will not result in an increase in the state's fiscal liability or obligation. Students enrolling in this self-funded program are otherwise unable to attend graduate school due to career constraints, family obligations, or other place-bound requirements and thus this program does not compete with existing E&G funded on-campus programs.

Restrictions/Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Pricing will be determined by market forces that may result in increases or decreases in price but, pursuant to BOG requirement, will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The School of Forest Resources and Conservation will use a number of different measures to ensure program quality and accountability for our students and the University. These measures will provide feedback regarding the appropriateness of the proposed tuition rates for each program. Individual program accountability will be measured in the following ways:

- Admissions criteria: Applicants to the online MFAS are held to the same standards as other graduate students in the SFRC, including acceptable GRE scores, minimum GPA requirements, letters of reference, and a vouching faculty member to serve as major advisor for each student.
- Enrollment numbers: Program growth is a metric that will be used to determine the success of our tuition rate. The number of professionals in the fields of fisheries and aquatic sciences is increasing, and market research has suggested that enrollment in these nearly-unique programs will rise for the foreseeable future. The minimum enrollment number for this program to be viable will be 20.
- Student evaluations of programs and instructors: Students will be polled and surveyed at regular intervals during the course of their studies in each program, as well as after completion, to ensure that they are satisfied with their experiences within the programs.

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- Student Learning Outcomes assessments: Program quality will be closely monitored via SLO assessments conducted at regular intervals for each individual program. Success of the program will be determined based on favorable letter grade distributions in each course. Data will be used to make modifications to program administration or courses as needed.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Courses for the MFAS program are established offerings taught primarily by full-time faculty in the School of Forest Resources and Conservation. We have courses taught by prominent professionals, as well, who are able to provide unique perspectives to students seeking real-world knowledge, and these individuals are paid by the revenues generated in the programs. As enrollment grows, we will continue to utilize professionals, graduate students, and adjuncts as needed for our offerings, without incurring resource costs to the University.

In fact, our ability to offer additional “on-book” E&G funded courses has and will continue to increase as a result of the revenue generated by self-funded programs; it is standard procedure in our programs that instructors teaching self-funded courses also teach non-self-funded sections for on-campus (E&G) students as part of the arrangement.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rate allows the university the ability to be competitive in the market place and generate much needed additional revenue. It is anticipated that the impact to the student will be neutral as the tuition will be based on marketplace comparisons. The projected revenue for the first year of market rate status (third year of self-funded status) in this program is approximately \$27,000. The revenue will be utilized to support the program staff, marketing, and operating costs, and any residual revenue will be utilized to support departmental activities (such as faculty, staff, and other indirect cost). The program operates under the auxiliary budget entity through Distance and Continuing Education per BOG Rule 8.002.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Master in Civil Engineering

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	14.0801
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The UF EDGE online program extends the opportunity of a UF graduate education to engineers in industry and the military who could not have otherwise received a UF education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF engineering master's degree. The master's degree in Civil Engineering is a non-thesis master's degree, consisting of 30 credit hours of course work.</p> <p>The Masters degree in civil engineering is simultaneously delivered to resident students and distance students. The resident students are registered as state-funded enrollments and pay the specified state tuition rate. The distance students are out of state students registered as self-funded enrollments and pay, currently, a fee based on cost recovery. Market rate is requested only for the latter cohort. The current tuition of \$690 per credit hour (cost recovery) will be maintained as shown on the UF EDGE tuition & fees page: http://www.ufedge.ufl.edu/degrees-and-certificates/tuition-and-fees.</p> <p>Market Price will begin at \$690 per credit hour for tuition in order to begin the market status program under the same tuition rate that students currently are assessed. This initial rate also matches the UF EDGE non-market status, non-FL resident tuition enabling students taking out-of-department electives to currently pay a single tuition rate. Market rate will be examined on an annual basis comparatively to peer public universities offering online Civil Engineering master's degrees to determine when tuition changes should be implemented.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The offering of market Civil Engineering online graduate courses aligns with the mission of the</p>	

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university and the Board strategic plan in the following manner:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching: The UF EDGE online program extends the opportunity of a UF graduate Civil Engineering education to engineers in industry and the military who could not have otherwise received a UF graduate education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF master's degree or graduate credits. The UF EDGE program leverages existing on-campus graduate courses taught by UF engineering faculty by holding them in studio classrooms to expand the class size to distance students using online video, thus minimizing any extra classroom instructional time for UF faculty. Using the same course lectures, assignments, online resources, and exams for both distance UF EDGE students and on-campus engineering graduate students ensures the program quality and academic standards are maintained at the same reputable level. Graduate status faculty receive supplemental funds from UF EDGE tuition collected based on the number of distance graduate students enrolled in their courses to support any additional work required to interact with distance students and arrange online materials for distance courses. Departments using instructors or other non-graduate status faculty receive support funds from UF EDGE tuition collected based on enrollments to support costs of instructor appointments. In addition to distance students, the UF EDGE videos are made available to campus students participating in the on-campus sections of courses, thus providing campus students the added academic benefit of the ability to review lectures in preparation for exams.

Research and Scholarship: Professional students enrolled in the distance online UF EDGE courses are employed at many of the businesses and national research laboratories that UF College of Engineering faculty collaborate with on sponsored research activities. Providing continuing educational opportunities to industry research partners worldwide strengthens and potentially expands research collaboration between the College of Engineering and industry. The UF EDGE classroom studio classroom facilities and online video delivery are also made available to College of Engineering faculty for use for educational outreach activities or seminars that are part of research proposals.

Service: The UF EDGE program fulfills the university's obligation *to share the benefits of its research and knowledge for the public good*. Preparing the engineering workforce through UF graduate education in advanced areas of engineering and technology equips the workforce to find solutions to engineering challenges facing society.

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Board of Governors, System Goals 2012-25:

Excellence

Goal: Strengthen Quality and Reputation of Academic Programs and Universities

Online offering of graduate Civil Engineering courses build the state's reputations for world-class academic programs and research capacity. Participation from professional distance students worldwide in the UF EDGE courses provides relevant interaction with UF faculty and feedback on curriculum from industry to strengthen the content of academic programs; making academic materials delivered from the UF College of Engineering more relevant to industry worldwide and UF graduates more equipped for the global workforce. Industry based UF EDGE distance learning students are employed at many of the companies and national research laboratories that sponsor UF College of Engineering research proposals. Building faculty interaction with engineers in industry through distance education can serve to strengthen research collaborations. A portion of UF EDGE funds generated are used to compensate faculty who are active in research, and campus based teaching assistants, many of whom are performing research thesis or dissertations.

Productivity

Goal: Increase Degree Productivity and Program Efficiency

Online delivery of graduate Civil Engineering courses provides opportunity for engineers anywhere in the state (and worldwide) to access a high quality graduate engineering education. The UF EDGE program helps UF fulfill the goal of meeting community educational needs by delivering access to high quality graduate engineering programs for professionals regardless of their location.

UF EDGE degree program students can directly apply the engineering and technical knowledge gained to their business operations to grow and strengthen those organizations. Online UF EDGE courses and degree programs provide opportunity for industry and the military to continue to educate and cross-train their workforce in engineering fields, without having to send their employees away from the office to attend courses.

Strategic Priorities for a Knowledge Economy

Goal: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis

The UF EDGE program from the UF College of Engineering offers worldwide access to engineering master's degrees from the University of Florida. The complete online delivery of courses leading to master's degrees from the college of engineering provides educational access to engineers in industry and the military that cannot attend the UF campus in person; producing

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engineering master's degrees from a population of students that would otherwise be excluded from a UF education due to geographical and time constraints.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF EDGE market rate policy for the Civil Engineering graduate courses will not result in an increase the state's fiscal liability or obligation and the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will be limited to no more than 15% per year; with each annual percentage change based on market conditions.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Enrollments: Program pricing for non-Florida residents will be based on market rates and conditions. Enrollment numbers in 2012-2013 for non-Florida residents in Civil Engineering courses was 72 course registrations. A successful pricing policy based on market rates for non-Florida residents will result in growth in current enrollment numbers under a market based tuition.

Student Quality: Student quality will not be compromised for distance learning students in graduate degree programs offered through UF EDGE. The standards for admission into the UF College of Engineering graduate programs will be maintained as the same reputable level for UF EDGE distance learning students as for on-campus graduate students. Maintaining the level of qualifications for admittance into UF EDGE offered degree programs, including GRE/FE exams scores and undergraduate program/GPA, is essential to maintaining the quality, reputation and ranking of College of Engineering graduate degree programs.

Student Feedback: The customer satisfaction of UF EDGE students for the quality and applicability of courses and programs offered for distance learning engineering students is an important metric to whether the UF College of Engineering is meeting industry needs for distance graduate education. UF EDGE students will be regularly surveyed on the quality and applicability of courses and programs offered online.

Faculty Quality and Feedback: Establishing market rate allows for proper compensation for

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the time and technical expertise of college of engineering faculty to deliver the most current curriculum and instructional methods for both the distance engineering students in industry and the campus graduate students participating in the same courses. UF EDGE funds are also used to investigate emerging instructional technologies for faculty to deliver content with more clarity for both distance and campus students in UF EDGE courses. A UF EDGE Teaching Faculty Advisory Committee (TFAC) meets biannually to ensure faculty input on the quality of instructional related policies for UF EDGE. It is comprised of active UF EDGE teaching faculty members from the 7 engineering departments offering master's degree programs online.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The UF College of Engineering has offered distance learning graduate courses since 1965 (then named the GENESYS: Graduate Engineering Education System, which used broadcast towers for course transmission across the State of Florida). The distance learning program has evolved since 1965 to the current online delivery of UF EDGE programs, based on dually purposing on-campus graduate courses held in studio classrooms delivered to distance students using online video and the UF course management system. The graduate courses that are part of the UF EDGE program have to be offered regularly for the degree program on-campus students, so the offering of the courses regularly is backed by the frequency they are needed for on-campus students in the College of Engineering. With distance students participating online, there is no enrollment cap for the distance courses since there is no physical classroom constraint for class size, thus assuring sufficient available 'seats' for demand in each online course offered through UF EDGE. The UF College of Engineering obtains a 2 year course plan for UF EDGE courses from each department to allow for distance learning students to adequately plan their program of study of courses they will participate in towards completion of their degree program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Establishing market rate for tuition for non-Florida residents participating in the UF EDGE Civil Engineering online graduate courses will bring in a new stream of revenue from outside of the state of Florida into the state economy. The majority of students participating in UF EDGE courses have their tuition supported by their employer, so the impact of establishing market rate tuition should be minimally burdened by individual students, and with starting market rate at current self-funded tuition, industry programs supporting tuition should be unaffected by market pricing.

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A continual increase in enrollments in the UF EDGE programs will demonstrate industry is willing to invest in their employees' continuing education, and if they are receiving a return on their educational investment through a more qualified professional engineering workforce from UF.

It is estimated that \$149,040 in tuition revenue will be generated the first year from non-Florida resident Civil Engineering distance learning student enrollments. Approximately 50% will be used to support the UF EDGE program (staff, IT, equipment, software, and other operating expenses).

The remaining 50% will be used to support faculty, departments, teaching assistants, college administration, and to pay university overhead.

- Infrastructure and instructional technologies developed in the UF EDGE program from market tuition funds serve combined classrooms of campus and distance students. Any technologies or equipment invested in will serve to enhance the educational quality for both UF campus and distance students.
- The College of Engineering faculty teaching UF EDGE courses take extra time and effort to interact with distance students and structure course materials for online delivery. Graduate faculty compensation for time and effort required for these activities is essential to ensuring the best research active college faculty are in the classroom for distance students. Faculty support funds to departments for instructors ensure departments are able to provide sufficient qualified instructors for non-research based course curriculums. Using market tuition funds from non-Florida residents for faculty support brings in a stream of out-of-state money to the local Florida economy though faculty use of these funds in daily activities.
- Participating faculty are exposed to technologies and staff support of the UF EDGE program and are able to develop instructional technology skills through participation in UF EDGE that benefit both campus and distance students and enhance the quality of College of Engineering academic programs.
- Teaching assistant support provided from market tuition funds ensure teaching assistant contact for both distance learning students and campus students in UF EDGE courses. Teaching assistant funds also enhance research at UF by supporting campus graduate students working on thesis or dissertations.
- Providing high quality educational opportunities for professional engineers in industry worldwide enhances the reputation and international reach of the College of Engineering academic programs.
- Contacts and relationships established with professional engineers in industry though online educational programs develops opportunities for engineering faculty to collaborate on funded research projects with industry worldwide.

Private vendors will not be utilized.

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Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Master of Electrical Engineering

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	January, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate online
CIP Code:	14.1001
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The UF EDGE online program extends the opportunity of a UF graduate education to engineers in industry and the military who could not have otherwise received a UF education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF engineering master's degree. The master's degree in Electrical Engineering is a non-thesis master's degree, consisting of 30 credit hours of course work.</p> <p>The Masters degree in electrical engineering is simultaneously delivered to resident students and distance students. The resident students are registered as state-funded enrollments and pay the specified state tuition rate. The distance students are out of state students registered as self-funded enrollments and pay, currently, a fee based on cost recovery. Market rate is requested only for the latter cohort. The current tuition of \$690 per credit hour (cost recovery) will be maintained as shown on the UF EDGE tuition & fees page: http://www.ufedge.ufl.edu/degrees-and-certificates/tuition-and-fees.</p> <p>Market Price will begin at \$690 per credit hour for tuition in order to begin the market status program under the same tuition rate that students currently are assessed. This initial rate also matches the UF EDGE non-market status, non-FL resident tuition enabling students taking out-of-department electives to currently pay a single tuition rate. Market rate will be examined on an annual basis comparatively to peer public universities offering online Electrical Engineering master's degrees to determine when tuition changes should be implemented.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The offering of market Electrical Engineering online graduate courses aligns with the mission of</p>	

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the university and the Board strategic plan in the following manner:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching: The UF EDGE online program extends the opportunity of a UF graduate Electrical Engineering education to engineers in industry and the military who could not have otherwise received a UF graduate education due to geographical or time constraints. The UF EDGE program extends the teaching mission of UF beyond the buildings of UF to expand the student population to engineers worldwide who want to earn a UF master's degree or graduate credits. The UF EDGE program leverages existing on-campus graduate courses taught by UF engineering faculty by holding them in studio classrooms to expand the class size to distance students using online video, thus minimizing any extra classroom instructional time for UF faculty. Using the same course lectures, assignments, online resources, and exams for both distance UF EDGE students and on-campus engineering graduate students ensures the program quality and academic standards are maintained at the same reputable level. Graduate status faculty receive supplemental funds from UF EDGE tuition collected based on the number of distance graduate students enrolled in their courses to support any additional work required to interact with distance students and arrange online materials for distance courses. Departments using instructors or other non-graduate status faculty receive support funds from UF EDGE tuition collected based on enrollments to support costs of instructor appointments. In addition to distance students, the UF EDGE videos are made available to campus students participating in the on-campus sections of courses, thus providing campus students the added academic benefit of the ability to review lectures in preparation for exams.

Research and Scholarship: Professional students enrolled in the distance online UF EDGE courses are employed at many of the businesses and national research laboratories that UF College of Engineering faculty collaborate with on sponsored research activities. Providing continuing educational opportunities to industry research partners worldwide strengthens and potentially expands research collaboration between the College of Engineering and industry. The UF EDGE classroom studio classroom facilities and online video delivery are also made available to College of Engineering faculty for use for educational outreach activities or seminars that are part of research proposals.

Service: The UF EDGE program fulfills the university's obligation *to share the benefits of its research and knowledge for the public good*. Preparing the engineering workforce through UF graduate education in advanced areas of engineering and technology equips the workforce to find solutions to engineering challenges facing society.

Board of Governors, System Goals 2012-25:

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Excellence**Goal: Strengthen Quality and Reputation of Academic Programs and Universities**

Online offering of graduate Electrical Engineering courses build the state's reputations for world-class academic programs and research capacity. Participation from professional distance students worldwide in the UF EDGE courses provides relevant interaction with UF faculty and feedback on curriculum from industry to strengthen the content of academic programs; making academic materials delivered from the UF College of Engineering more relevant to industry worldwide and UF graduates more equipped for the global workforce. Industry based UF EDGE distance learning students are employed at many of the companies and national research laboratories that sponsor UF College of Engineering research proposals. Building faculty interaction with engineers in industry through distance education can serve to strengthen research collaborations. A portion of UF EDGE funds generated are used to compensate faculty who are active in research, and campus based teaching assistants, many of whom are performing research thesis or dissertations.

Productivity**Goal: Increase Degree Productivity and Program Efficiency**

Online delivery of graduate Electrical Engineering courses provides opportunity for engineers anywhere in the state (and worldwide) to access a high quality graduate engineering education. The UF EDGE program helps UF fulfill the goal of meeting community educational needs by delivering access to high quality graduate engineering programs for professionals regardless of their location.

UF EDGE degree program students can directly apply the engineering and technical knowledge gained to their business operations to grow and strengthen those organizations. Online UF EDGE courses and degree programs provide opportunity for industry and the military to continue to educate and cross-train their workforce in engineering fields, without having to send their employees away from the office to attend courses.

Strategic Priorities for a Knowledge Economy**Goal: Increase the Number of Degrees Awarded in STEM and Other Areas of Strategic Emphasis**

The UF EDGE program from the UF College of Engineering offers worldwide access to engineering master's degrees from the University of Florida. The complete online delivery of courses leading to master's degrees from the college of engineering provides educational access to engineers in industry and the military that cannot attend the UF campus in person; producing engineering master's degrees from a population of students that would otherwise be excluded

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from a UF education due to geographical and time constraints.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The UF EDGE market rate policy for the Electrical Engineering graduate courses will not result in an increase the state's fiscal liability or obligation and the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Tuition increases will be limited to no more than 15% per year; with each annual percentage change based on market conditions.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Enrollments: Program pricing for non-Florida residents will be based on market rates and conditions. Enrollment numbers in 2012-2013 for non-Florida residents in Electrical Engineering courses was 64 course registrations. A successful pricing policy based on market rates for non-Florida residents will result in growth in current enrollment numbers under a market based tuition.

Student Quality: Student quality will not be compromised for distance learning students in graduate degree programs offered through UF EDGE. The standards for admission into the UF College of Engineering graduate programs will be maintained as the same reputable level for UF EDGE distance learning students as for on-campus graduate students. Maintaining the level of qualifications for admittance into UF EDGE offered degree programs, including GRE/FE exams scores and undergraduate program/GPA, is essential to maintaining the quality, reputation and ranking of College of Engineering graduate degree programs.

Student Feedback: The customer satisfaction of UF EDGE students for the quality and applicability of courses and programs offered for distance learning engineering students is an important metric to whether the UF College of Engineering is meeting industry needs for distance graduate education. UF EDGE students will be regularly surveyed on the quality and applicability of courses and programs offered online.

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Faculty Quality and Feedback: Establishing market rate allows for proper compensation for the time and technical expertise of college of engineering faculty to deliver the most current curriculum and instructional methods for both the distance engineering students in industry and the campus graduate students participating in the same courses. UF EDGE funds are also used to investigate emerging instructional technologies for faculty to deliver content with more clarity for both distance and campus students in UF EDGE courses. A UF EDGE Teaching Faculty Advisory Committee (TFAC) meets biannually to ensure faculty input on the quality of instructional related policies for UF EDGE. It is comprised of active UF EDGE teaching faculty members from the 7 engineering departments offering master's degree programs online.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The UF College of Engineering has offered distance learning graduate courses since 1965 (then named the GENESYS: Graduate Engineering Education System, which used broadcast towers for course transmission across the State of Florida). The distance learning program has evolved since 1965 to the current online delivery of UF EDGE programs, based on dually purposing on-campus graduate courses held in studio classrooms delivered to distance students using online video and the UF course management system. The graduate courses that are part of the UF EDGE program have to be offered regularly for the degree program on-campus students, so the offering of the courses regularly is backed by the frequency they are needed for on-campus students in the College of Engineering. With distance students participating online, there is no enrollment cap for the distance courses since there is no physical classroom constraint for class size, thus assuring sufficient available 'seats' for demand in each online course offered through UF EDGE. The UF College of Engineering obtains a 2 year course plan for UF EDGE courses from each department to allow for distance learning students to adequately plan their program of study of courses they will participate in towards completion of their degree program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Establishing market rate for tuition for non-Florida residents participating in the UF EDGE Electrical Engineering online graduate courses will bring in a new stream of revenue from outside of the state of Florida into the state economy. The majority of students participating in UF EDGE courses have their tuition supported by their employer, so the impact of establishing market rate tuition should be minimally burdened by individual students, and with starting market rate at

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current self-funded tuition, industry programs supporting tuition should be unaffected by market pricing. A continual increase in enrollments in the UF EDGE programs will demonstrate industry is willing to invest in their employees' continuing education, and if they are receiving a return on their educational investment through a more qualified professional engineering workforce from UF.

It is estimated that \$132,480 in tuition revenue will be generated the first year from non-Florida resident Electrical Engineering distance learning student enrollments. Approximately 50% will be used to support the UF EDGE program (staff, IT, equipment, software, and other operating expenses).

The remaining 50% will be used to support faculty, departments, teaching assistants, college administration, and to pay university overhead.

- Infrastructure and instructional technologies developed in the UF EDGE program from market tuition funds serve combined classrooms of campus and distance students. Any technologies or equipment invested in will serve to enhance the educational quality for both UF campus and distance students.
- The College of Engineering faculty teaching UF EDGE courses take extra time and effort to interact with distance students and structure course materials for online delivery. Graduate faculty compensation for time and effort required for these activities is essential to ensuring the best research active college faculty are in the classroom for distance students. Faculty support funds to departments for instructors ensure departments are able to provide sufficient qualified instructors for non-research based course curriculums. Using market tuition funds from non-Florida residents for faculty support brings in a stream of out-of-state money to the local Florida economy though faculty use of these funds in daily activities.
- Participating faculty are exposed to technologies and staff support of the UF EDGE program and are able to develop instructional technology skills through participation in UF EDGE that benefit both campus and distance students and enhance the quality of College of Engineering academic programs.
- Teaching assistant support provided from market tuition funds ensure teaching assistant contact for both distance learning students and campus students in UF EDGE courses. Teaching assistant funds also enhance research at UF by supporting campus graduate students working on thesis or dissertations.
- Providing high quality educational opportunities for professional engineers in industry worldwide enhances the reputation and international reach of the College of Engineering academic programs.
- Contacts and relationships established with professional engineers in industry though online educational programs develops opportunities for engineering faculty to collaborate on funded research projects with industry worldwide.

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Private vendors will not be utilized.

Funds will be budgeted through the university's Distance and Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of Florida

Proposed Market Tuition Program: Doctor of Business Administration (DBA)

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Program:	Graduate Online/Hybrid
CIP Code:	52.0201
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Doctor of Business Administration (DBA) is a program in the Warrington College of Business Administration focused primarily on practical business applications that will aid the advancement of business professionals. It will complement the College's already existing Ph.D. degree, which focuses on basic research. The DBA program will be offered as a professional track under the CIP code 52.0201 currently used for the Ph.D. Recipients will receive a Doctor of Business Administration, not a Ph.D. The designation will be clearly indicated on the diploma and the official transcript of a candidate who completes the program.</p> <p>The DBA differs substantially from the Ph.D., which is research-oriented with specific foci and is designed to train people to assume roles as faculty or researchers in particular academic areas. In contrast, the DBA is more interdisciplinary in orientation and, although not a research Ph.D. degree, it is still a theory-based program. The DBA places greater emphasis on the testing and application of existing theory on particular sets of cases and less emphasis on the development of theory. Ph.D. research often begins from an identified gap in the literature. Alternatively, DBA research often begins with a problem or an issue arising from the professional practice of management.</p> <p>The DBA program aims to integrate the theory and practice of business within the context of current issues that the business world faces. The DBA program will be available to a small, select group of experienced executives in senior leadership positions who hold a master's degree in a business or related field and are committed to pursuing a formal, rigorous program as practitioner-scholars. The program is designed to meet the special requirements of working professionals. Students meet the program's requirements by a mix of online and in-residence delivery and by successfully defending their final project.</p>	

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Market factors including competition, reputation, brand identity and delivery format will determine tuition rates for the DBA program.

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan.

The Warrington College of Business Administration DBA is well aligned with both the mission of the University of Florida and the Board strategic plan:

University of Florida Mission Statement:

The university welcomes the full exploration of its intellectual boundaries and supports its faculty and students in the creation of new knowledge and the pursuit of new ideas.

Teaching. The DBA will enable graduates to acquire faculty positions in academic institutions. The Doctoral Faculty Commission (DFC), which was commissioned by the Board of Directors of AACSB International to analyze past and future trends in the supply and demand of business doctoral faculty and offer solutions in the event of market imbalances, issued its report in December 2002. The DFC concluded that there is a significant shortage of business Ph.D.'s and that this shortage is expected to grow. A soon to be released report by the Doctoral Education Task Force (DETF) expresses concerns about the supply and demand of faculty with doctorates and urges institutions to think broadly about access and scalability. Part-time models targeted at working professionals and nontraditional delivery methods including the utilization of online technology are among the recommended solutions.

The reasons for the expected shortage in doctoral faculty are two-fold: (a) a reduction in the production of business doctoral-level scholars and (b) increased demand for individuals with business doctorate degrees. The trend is particularly noticeable among the top 50 accredited doctoral producers in the US, the world's largest producer of business doctorates. The DFC report identified the following as the most important reasons for the decline in the production of doctorates:

- Heavy emphasis for business schools to produce MBA degrees
- High cost of financial support for doctoral students
- High cost of faculty resources to support doctoral programs
- The substantial time required to complete a full-time doctorate program (usually four to six years), which discourages many good candidates from applying.

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The DFC identified the following reasons for increased demand for doctoral faculty:

- The growth in undergraduate and graduate business school enrollment in the US and worldwide.
- More and more business schools have sought to become more research-oriented, resulting in desire to hire more doctoral faculty.
- AACSB International and EQUIS accreditation require schools with global aspirations to exceed minimum standards for faculty qualifications.

To address the doctoral faculty shortage, the DFC included the following as one of their recommendations:

“Different models of Ph.D. programs to address faculty shortages, e.g., “teaching doctorates”, “professional doctorate,” or executive Ph.D.’s”, may be viable to address the needs of alternative segments of the business school industry, e.g., those with a non-research mission, and to augment the teaching capacity of research faculties.”

Research and Scholarship. The proposed DBA program is in response to the doctoral faculty shortage problem in the industry and is in accordance with the above DCF and DETF recommendations. Many top-rated business schools in the US have already established practitioner faculty positions. A typical graduate of the UF DBA program will have an appreciation for the scientific method and the importance of theory and will be a very strong candidate for practitioner faculty positions in high-quality business schools.

Service. Although an important objective of the proposed program is to train individuals who will be able to acquire faculty positions in academic institutions, the potential value of the program in training senior executives and consultants in the private sector should not be overlooked. The DBA program will help candidates develop proficiency in applied research by improving their methodological and analytical skills. The DBA program will thereby prepare candidates to apply research-based practice in business and management. The analytical and research skills of the candidates will help them advance in their career paths as senior managers and consultants.

Board of Governors Strategic Plan:

Goal 1: Access to and production of degrees

Goal 2: Meeting statewide professional and workforce needs

Goal 3: Building world-class academic programs and research capacity

Goal 4: Meeting community needs and fulfilling unique institutional responsibilities.

Graduates of the DBA program at the University of Florida will help the State of Florida meet many of its professional needs as outlined in the BOG Strategic Planning Goals including teaching and academic research at Colleges of Business all over the state and country. The program will

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prepare professionals who will help reduce the critical doctoral faculty shortage for practitioner scholars in the field of business administration in the state of Florida as well as across the whole country. Some of the graduates of the DBA program may choose to serve as key leaders in public or private institutions or in the private sector, particularly in the service industry.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline.

The UF DBA will not result in an increase in the state's fiscal liability or obligation nor will the program supplant an existing E&G funded degree program in business administration.

Restrictions/ Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy.

Tuition increases will depend on market conditions but will be limited to no more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The following accountability measures will monitor the success of the UF DBA:

- **Student Enrollment.** Program pricing for the DBA will reflect market rates and economic conditions within the state and country. Strategic pricing will enable the program to recruit top DBA seeking professionals in sufficient numbers. Average cohort enrollment that exceeds 15 top quality students is an indicator of a successful pricing approach. Student quality is defined below.
- **Student Quality.** Student quality is an uncompromising component of overall program quality. Program admissions standards will be set to ensure that the students recruited into the DBA program will excel inside and outside of the classroom, and will serve to strengthen the brand of the University of Florida. Each DBA cohort will have a minimum mean professional work experience of 12 years and satisfactory GMAT/GRE scores and GPAs.
- **Faculty Excellence.** Establishing market rate pricing enables UF to utilize Warrington College of Business Administration professors in the DBA program. This ensures a top quality experience for students and strengthens UF's value proposition and mission alignment. Teaching evaluations are utilized to ensure that faculty quality is maintained throughout the program.
- **Student Satisfaction.** A large part of recruiting efforts for this program will involve

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word of mouth advertising. It is vital that we produce a DBA experience of the highest quality in all areas. The College will monitor exit interview survey data to track student satisfaction in each DBA cohort. Proactive measures will be taken to improve and innovate when warranted to continue to produce a highly valuable and successful program.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The course schedule and instructors will be determined before students are admitted into a cohort. The students are required to take 60 credit hours and the program is expected to take approximately 3 years to complete.

The program consists of the following components:

1. Foundations Review: 12 half-day sessions where each half-day session consists of four hours of instruction (3 credit hours).
2. Managerial Statistics: 5 days, 8 hours of instruction per day (3 credit hours).
3. Six terms: In each term participants take 6 credit hours for a total of 36 credit hours. Courses in terms 1-6 have both an online and in-residence component.
4. Final Project: Terms 7 and 8 are devoted to the final project (18 credit hours).

Given that the students will have a master's degree in business or related field, and given that they will complete a one-week MBA level foundations review, the courses to be offered in the program are expected to be more advanced than the MBA curriculum. In fact, a great majority of the courses to be offered are already existing Ph.D. level courses.

No similar E&G courses will be eliminated or scaled back due to DBA implementation.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

As state revenues continue to fluctuate, the ability to assess and charge a market tuition rate becomes increasingly important for the university as a means to find alternative sources of funding. The ability to charge market rates for the UF DBA program offers one such avenue while

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simultaneously providing a service that is clearly in demand. The College has to date received close to 100 inquiries about the DBA program. Many of these inquiries come from the graduates of our Professional and Executive MBA programs.

Assuming a class size of 20 and market rate tuition of \$90,000 per student (includes laptop hardware/software and books/supplies/refreshments) the DBA is expected to have a positive cash flow beginning with the first year. Therefore, no E&G or Contracts and Grants funding will be needed. Start-up funding will be provided from the College's DOCE funds. Any revenues exceeding expenses will be used to support college activities including faculty and Ph.D. support.

There are no plans to utilize private vendors for program delivery. Funds will be budgeted through the University's Division of Continuing Education auxiliary.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

The most important benefits of the UF DBA program include the following:

- Increased graduate enrollment.
- Establish the University and the College as leaders in Professional doctoral education in the field of Business Administration.
- Provide important financial support to College faculty research and Ph.D. program.
- Address the business faculty shortage in both the state and the country.

The supplemental form is attached.

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University: University of South Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
		Graduate Certificate Applied Behavior Analysis (ABA)				
1	Degree Program					
2	CIP Code	42.999				
3	Has the program been approved pursuant to Regulation	Yes				
4	Does the program lead to initial licensing or certification?	Yes				
5	Is the program identified as a state critical workforce need?	No				
6	Are the program's admission & graduation requirements the same as other programs?	Yes				
7	Current Tuition Rate	\$7,755 Res and \$15,3967 NR				
8	Proposed Market Tuition Rate	\$12,600				
	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No				
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	Umass Lowell: \$8,175				
12	University name and rate:	Penn State: \$13,698				
13	University name and rate:	Florida Institute of Technology: \$16,110				
14	University name and rate:	University of Cincinnati: \$13,050				
15	University name and rate:	University of West Florida (courses, but no certificate): \$6,838				
16	Length of Program (Student Credit Hours)	18				
17	Current E&G Student Enrollment (Headcount):					
18	Resident	28				
19	Non-Resident	16				
20	Total	44				
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes				
22	University and program name:	UWF: Online BCBA Program				
23	University and program name:	No other online SUS programs				
24	University and program name:					
25	University and program name:					

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University: University of South Florida

Proposed Market Tuition Program: Graduate Certificate, Applied Behavior Analysis

Date	
University Board of Trustees approval date:	09/04/13
Proposed Implementation Date (month/year):	Summer 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	42.999
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The online Graduate Certificate in Applied Behavior Analysis is an extension of the existing well-regarded USF Master's of Arts in Applied Behavior Analysis (ABA) and utilizes the core six courses from the existing MA program which are approved pursuant to regulation 8.011. The coursework covers the content required to take the certification exam from the Behavior Analyst Certification Board.</p> <p>The ABA Graduate Certificate will allow students to seek certification to become Board Certified Behavior Analysts (BCBAs). BCBAs work in a variety of important and impactful fields including education, developmental disabilities, autism, child protective services, mental health, residential supports, and rehabilitation.</p> <p>Students seeking certification as a Behavior Analyst can come from a variety of backgrounds, and this program is aimed at individuals with master's degrees in related fields such as Education, Special Education, Psychology, or Counseling who need the required ABA coursework. Offering an online program will allow greater access to working professionals who would not otherwise be able to attend on-campus courses. USF is already an approved provider of university training through the Behavior Analyst Certification Board, and the online graduate certificate will allow increased access to this valuable content.</p> <p>A proposed market tuition rate of \$700 per credit hour was determined by analyzing factors including competition, reputation, brand identity, and delivery format. The College of Behavioral & Community Sciences worked in conjunction with University College to conduct a detailed market analysis to determine the appropriate competitive tuition rate and the program's market viability.</p>	
Mission Alignment	

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Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The online graduate certificate in ABA fully aligns with the University of South's Florida's approved 2013 – 2018 Strategic Plan.

USF Goal 1: Well-educated and highly skilled global citizens through our continuing commitment to student success

- USF's outstanding and well-established reputation in this field will attract high-quality students who would otherwise not be able to attend an on-campus program, contributing to their career and personal success.
- Behavior analysts are in high demand in areas of Autism, Intellectual Disabilities, Special Education, Education, Parent Training, and Organizational Behavior Management.

USF Goal 2: High-impact research and innovation to change lives, improve health and foster sustainable development and positive societal change

- The ABA Graduate Certificate teaches evidence based strategies for producing positive and sustainable behavior change in individuals which has the powerful potential to change lives, improve health, and lead to positive societal changes. All course content is based on established research findings, often produced by USF's own faculty members.

USF Goal 3: A highly effective, major economic engine, creating new partnerships to build a strong and sustainable future for Florida in the global economy

- Students obtaining the ABA Graduate Certificate will be eligible for certification as a Board Certified Behavior Analyst and, once certified, will join the ranks of well-paid professional in the state of Florida and beyond.
- With many opportunities for Board Certified Behavior Analysts in Florida, graduates will contribute to the economic well-being of the state and help build a strong and sustainable future.

USF Goal 4: Sound financial management to establish a strong and sustainable economic base in support of USF's continued academic advancement

- The proposed tuition and student enrollment potential of the online ABA Graduate Certificate will enable the department to fully self-fund the program development and delivery.
- Residual revenue will add to the department's ability to attract and retain talented graduate faculty, to provide assistantships and scholarships, and will contribute to the continued growth of the ABA minor, master's degree and doctoral degree programs.

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The online ABA Graduate Certificate closely aligns with the Florida Board of Governors' 2025 points of emphasis including Excellence, Productivity, and Strategic Priorities for a Knowledge Economy, which inform the Goals as laid out in the 2012 – 2025 Strategic Plan.

Teaching and Learning

USF's has an outstanding reputation in the area of Applied Behavior Analysis as part of the Department of Child & Family Studies (CFS). In 2012, 9 students in the existing Master's program had papers/chapters published, 18 students presented at the 2012 ABA national conference with 25 students presenting papers as the Florida ABA conference. Students in the program provided over 35,000 hours of community service through practicum placements. The adult students that will enroll in the online program will benefit from the department's research and make a meaningful, positive difference in their communities in Florida and beyond. The online program will also strengthen the USF brand in the national and international market, as students around the globe can take this coursework to achieve certification as a BCBA.

Scholarship, Research, Innovation

The creation of this online program will allow more working professionals to broaden their employment opportunities and potentially to become certified as Applied Behavior Analysts. Certification is impossible without the required academic coursework, and USF currently is approved to offer this training, but can help a larger audience of students access the material and knowledge through an online format. Additionally, the online program's on-going and residual revenues will allow for support of doctoral students within the department, increasing scholarship and research within the College of Behavioral & Community Sciences.

Community and Business Engagement

Professionals that practice Applied Behavior Analysis help people at every stage of life to improve behavior and function in society. Positive behavioral changes improve learning outcomes for children/teens and ultimately contribute to their ability to learn, earn degrees, and contribute to the economic well-being of the state of Florida and our nation. Certified Behavior Analysts work with and improve the lives of people living with Autism, intellectual disabilities, and special education needs. They also help improve work environments and ultimately business outcomes through their skills and training in Organizational Behavior Management.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

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USF's market rate policy will not result in an increase in the state's fiscal liability or obligation. The existing E&G program will continue to grow and thrive, and enrollments will remain completely separate between the existing program and the new online graduate certificate.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Program pricing will be determined by market forces that may result in an increase or decrease in price. Per the BOG requirement, pricing will not be increased by more than 15% per year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

USF continuously reviews all of its academic programs with respect to student learning outcomes and other quality indicators. Annual assessment plans with expected learning outcomes are maintained for all degree programs and in-depth reviews are conducted at least once every seven years.

The success metrics for the proposed online Graduate Certificate in Applied Behavior Analysis market tuition program also include:

- **Student Enrollment:** Student enrollment is expected to launch at 15 students, and with appropriate market outreach, will grow year over year. The program has potential to attract students from a variety of fields, and the student demographic will be monitored to encourage enrollment growth.
- **Student Quality:** Students admitted in the online program will be expected to meet the same rigorous standards for admission into the college's on-campus programs. Part of the admissions criteria will include a master's degree in a related field, so the students will have an established track record of success in an academic program. Student grades in the program will be tracked as an indicator of student quality. Students must achieve a grade of A or B to pass each class and to qualify to test for certification.
- **Student Placement:** We will survey students upon receipt of the Certificate to identify their success in obtaining their Board Certified Behavior Analyst certification and to

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identify their success in obtaining employment.

- **Student Satisfaction:** The department will perform a culminating survey upon receipt of the Certificate to identify student satisfaction with the program. In addition, students will complete individual evaluations of each course taken, and satisfaction will be assessed from the course evaluations.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The courses associated with the online ABA Graduate Certificate are courses that are regularly utilized and scheduled within existing degree options within the department. These courses will continue to be offered as long as the college is offering the program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Students who complete this online graduate certificate will have the coursework needed for certification as a Board Certified Behavior Analyst. With this credential, numerous jobs are available in which individuals can earn from \$50,000 to \$90,000+, depending upon where they live and practice. Many individuals with such certification form their own businesses and employ others as well, thereby positively impacting the economy in their community.

This program will attract students from myriad backgrounds, and will generate in excess of \$2.8 million in revenue the first 5 years, creating the ability to fully self-fund the online course conversion and delivery, as well as the program faculty, administration and management. Residual revenues will be generated that allow the College/Department the ability to attract and retain talented graduate faculty, to provide assistantships and scholarships, and will contribute to the continued growth of the ABA minor, master's, and doctoral degree program.

Private vendors will be utilized under the supervision of USF's University College to recruit highly qualified students into the program. The budget will run through University College as an auxiliary account, and all revenue and expenses will be tracked and monitored to meet BOG regulations and requirements.

Other Information

Provide any additional information if necessary, and complete the attached supplemental

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form.

Please see the attached supplemental form.

Board of Governors Committees and Meeting - Budget and Finance Committee

**State University System
Market Tuition Proposals**

University: Florida Atlantic University

	Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1 Degree Program	Executive Master of Health Administration	Master of Science in Finance	Master of Business Administration	N/A	N/A
2 CIP Code	52.0701	52.0801	52.0201		
3 Has the program been approved pursuant to Regulation?	Yes	Yes	Yes		
4 Does the program lead to initial licensing or certification?	No	No	No		
5 Is the program identified as a state critical workforce need?	No	No	No		
6 Are the program's admission and graduation requirements the same as other programs?	Yes	Yes	Yes		
7 Current Tuition (Resident/Non-Resident)	\$11,464.42 / \$31,769.11	\$11,094.60 / \$30,744.30	\$15,902.26 / \$44,066.83		
8 Proposed Market Tuition Rate	\$30,000.00	\$30,000.00	Executive MBA: 44,390 Professional MBA: \$41,400 Online MBA: \$36,800		
9 Different Market Tuition Rate for Resident vs. Non-Resident Student?	No	No	No		
10 5 Other Public/Private Rates for Similar Program:			Resident/Non-Resident		
11 University name and rate: (Resident/Non-Resident)	University Southern California \$57,000 / \$57,000	FIU: \$30,000 / \$33,600	FIU EMBA: \$65,000 / \$70,000 FIU PMBA: \$46,000 / \$50,000 FIU Online MBA: \$42,000 / \$42,000		
12 University name and rate: (Resident/Non-Resident)	University of Minnesota \$59,500 / \$59,500	University of Texas \$43,000 / \$48,000	UF EMBA: \$51,000 / \$51,000 UF PMBA: \$43,500 / \$43,500 UF Online MBA 1 Year: \$46,000 UF Online MBA 2 Year: \$52,500		
13 University name and rate: (Resident/Non-Resident)	Western Kentucky University \$23,250 / \$23,250	FSU: \$15,286 / \$35,491	UCF EMBA: \$50,000 / \$50,000 UCF PMBA: \$39,000 / \$39,000		
14 University name and rate: (Resident/Non-Resident)	University of Colorado Denver \$51,000 / \$51,000	UF: \$16,786 / \$39,997	UM EMBA: \$84,500 / \$84,500 UM PMBA: \$84,500 / \$84,500		
15 University name and rate: (Resident/Non-Resident)	University of Central Florida \$36,652 / \$36,652	USF: \$14,003 / \$26,738	FSU Online MBA: \$29,250 / \$29,250		
16 University name and rate: (Resident/Non-Resident)			NSU Online MBA: \$34,271 / \$34,271		
17 Length of Program (SCH)	30	30	46		
18 Current E&G Student Enrollment (Headcount)					
19 Resident	Master of Health Administration (MHA): 42	N/A: Launching Fall 2014	Online MBA: N/A Launching Fall 2014 PMBA: 60 (Not E&G funded) EMBA: 210 (Not E&G funded)		
20 Non-Resident	N/A: Launching fall 2014	N/A: Launching fall 2014	Online MBA: N/A Launching Fall 2014 PMBA: 2 (Not E&G funded) EMBA: 1 (Not E&G funded)		
21 Total	N/A: Launching fall 2014	N/A: Launching fall 2014	Online MBA: N/A Launching Fall 2014 PMBA: 62 (Not E&G funded) EMBA: 211 (Not E&G funded)		
22 Similar Program at other SUS Institutions (if yes, provide university and program name)	UCF Executive MHAS	See Above	See Above		

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University:

Proposed Market Tuition Program:

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	
Graduate online or Graduate Continuing Ed. Course:	
CIP Code:	
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	

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Mission Alignment

Declaratory Statement

Restrictions / Limitations

May 2013

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

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Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University:

Proposed Market Tuition Program:

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	
Graduate online or Graduate Continuing Ed. Course:	
CIP Code:	
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	

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Mission Alignment

Declaratory Statement

Restrictions / Limitations

May 2013

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

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Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University:

Proposed Market Tuition Program:

Date	
University Board of Trustees approval date:	
Proposed Implementation Date (month/year):	
Graduate online or Graduate Continuing Ed. Course:	
CIP Code:	
Description of the Program and the Market Tuition Rate Process	
Describe the program and explain the process used to determine market tuition.	

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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

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Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

Board of Governors Committees and Meeting - Budget and Finance Committee

State University System Market Tuition Proposals

University: Florida International University		Proposal 1	Proposal 2	Proposal 3	Proposal 4
		Master of Science in Human Resources Management (Online)	Masters of Science in International Real Estate	Executive Master's in Public Administration	Professional Masters of Science in Counseling Psychology
1	Degree Program				
2	CIP Code	52.1001	52.1502	44.0401	13.1101
3	Has the program been approved pursuant to Regulation	Yes	Yes	Yes	Yes
4	Does the program lead to initial licensing or certification?	No	No	No	Yes
5	Is the program identified as a state critical workforce need?	No	No	No	No
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes
7	Current Tuition Rate	\$32,500	\$25,000R/ \$29,000NR	\$32,000	\$32,000
8	Proposed Market Tuition Rate	\$35,000R/NR with up to 15% increase each year thereafter	\$26,000 R/ \$30,000 NR plus up to 15% each year thereafter	\$33,000R/NR plus up to 15% each year thereafter	\$36,000R/NR plus up to 15% each year thereafter
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No	Yes (\$26,000 R/ \$30,000 NR)	No	No
10	5 Other Public/Private Rates for Similar Program:				
11	University name and rate:	NYU, \$63,462R/NR, 42 credits	NOVA Southeastern U, \$29,326R/NR	Barry University, \$35,080R/NR, 36 Credits	Nova Southeastern U (M.S. in Mental Health Counseling), \$36,300R/NR, 60 credits
12	University name and rate:	Penn State, \$25,575R/NR, 33 credits	UCF (MSRE), \$29,500R/\$34,000NR	University of Miami, \$59,100R/\$60,100NR, 36 Credits	University of Miami (M.S. in Mental Health Counseling), \$103,800R/NR, 60 credits
13	University name and rate:	Devry Univ. \$33,824R/NR, 48 credits	U of Miami (MSRED) \$53,120R/NR	Nova Southeastern U, \$28,500R/NR, 40 credits	St. Thomas University (M.S. in Mental Health Counseling), \$52,740R/NR, 60 credits
14	University name and rate:	Villanova Univ. \$27,899R/NR, 30 credits	University of San Diego \$46,080R/NR		Barry University (M.S. in Clinical Psychology), \$57,600R/NR, 60 credits
15	University name and rate:	Univ. of Scranton, \$33,617R/NR, 39 credits	DePaul University \$44,800R/NR		
16	Length of Program (Student Credit Hours)	36	30	42	60
17	Current E&G Student Enrollment (Headcount):				
18	Resident	0	0	0	0
19	Non-Resident	0	0	0	0
20	Total	0	0	0	0
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	No	No	No, not in Executive delivery format	No
22	University and program name:	n/a	n/a	n/a	n/a
23	University and program name:	n/a	n/a	n/a	n/a
24	University and program name:	n/a	n/a	n/a	n/a
25	University and program name:	n/a	n/a	n/a	n/a

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Master of Science in Human Resource Management

Date	
University Board of Trustees approval date:	June 12, 2013
Proposed Implementation Date (month/year):	Fall 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate online
CIP Code:	52.1001
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition. Explain the process used to determine market tuition.</p> <p>The market rate tuition for the Online Master of Science in Human Resource Management (MSHRM) program was determined by benchmarking against other national and State of Florida programs. All associated costs of managing the program are also included in the rate.</p> <p>Below are other factors that are taken into account when determining the rate:</p> <ul style="list-style-type: none"> - Development cost and support for online courses. - Marketing and recruitment. - Additional services provided to students including a 4-day residency, graduation reception, and course materials including electronic and academic preparation. <p>The demand for online programs, particularly professional master's degrees is increasing. Analysis of other online master's degrees in the human resource management presents a favorable environment for program success.</p> <p>Several factors point to program success.</p> <ol style="list-style-type: none"> 1. Relatively low number of programs being offered online by reputable institutions. 2. Current demand experienced in FIU's on-campus MSHRM program. 3. We believe there is a demand for the program in all Caribbean countries, especially Puerto Rico that operates under same legal framework for HR. 4. The program was previously successfully offered in Jamaica and the success in Jamaica makes us believe there will be continuous demand for the program in the region due to FIU CBA reputation. 5. We also expect demand from the northeast where few accredited schools exist other than Cornell University and the name recognition of our faculty is higher in other schools in the Northeast except for Cornell. 6. The average minimum time to completion of comparable online MSHRM degree is 	

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24 months. FIU's proposed online MSHRM degree program utilizes mini-terms and thus is completed in half that time (12 months).

For 2014-2015, the online MSHRM program tuition will be \$35,000 for residents and non-residents. All these may be adjusted by up to 15% for 2015-16 and each year thereafter.

The following comparable programs were used to set the market rate tuition:

NYU, \$63,462R/NR 42 credits
Penn State, \$25,575R/NR 33 credits
Devry Univ. \$33,824R/NR, 48 credits
Villanova Univ. \$27,899R/NR, 30 credits
Univ. of Scranton, \$33,617R/NR, 39 credits

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Online MSHRM program is well aligned with the mission of the University, the College of Business Administration, and the Department of Management and International Business.

In serving the mission of the University, the Online MSHRM program promises to engage our local and global community by providing greater access to this program's AACSB accredited first rate education via the flexible online format.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant the existing E&G funded degree program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

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Accountability Measures
<p>Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.</p> <p>The university will monitor success of the policy using two metrics: 1) the number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all graduate programs. An end of the program survey will be used to measure student satisfaction. The goal is to enhance a globally recognized graduate program in human resource management.</p>
Course Availability
<p>Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?</p> <p>The program will be managed in a lock-step cohort format that will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. No similar E&G courses will be eliminated or scaled back if this program is implemented.</p>
Economic Impact
<p>Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.</p> <p>The program will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.7 million for one year of the program. The revenue will be spent to cover direct and indirect instructional costs, program administration, enhanced student career and academic services, marketing, course development (online and face to face) and online delivery, technical support, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise. The expected enrollment per cohort is 50 students.</p>
Other Information
<p>Provide any additional information if necessary, and complete the attached supplemental form.</p> <p>See attached supplemental form.</p>

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Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Master of Science in International Real Estate

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Continuing Education
CIP Code:	52.1502
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The market tuition for the Master of Science in International Real Estate (MSIRE) was determined by benchmarking against other national and State of Florida programs. Hence, revenues are based on comparable market tuition rates of competing schools. All associated costs of managing this program were included in the cost projections.</p> <p>The Master of Science in International Real Estate is a one-year (10-month) program that provides a strong foundation of knowledge and skills required by the real estate industry with a focus on analysis and decision-making. Graduates pursue many career paths in real estate including commercial brokerage, direct and securitized real estate investments, investment management, commercial underwriting, development, property management, residential sales and management and other areas. The program differentiates itself from existing programs by embedding international aspects of the profession into a well-focused skills and knowledge based program.</p> <p>MSIRE is currently offered as a continuing education self-supporting program. For Fall 2012, there are 66 students enrolled in the program in both traditional face to face classroom settings and on-line. FIU is the only AACSB accredited school to provide formal graduate level education in real estate in the on-line format. The proposal is for all delivery modes in this degree program to be offered at market tuition rates in all locations.</p> <p>For 2014-15, the resident market tuition rate for the Master of Science in International Real Estate degree program offered in a classroom setting for residents will be \$26,000 with non-residents at \$30,000. The on-line tuition will be \$30,000 for residents and non-residents. All of these may be adjusted by up to 15% for 2015-16 and each year thereafter.</p> <p>The following comparable programs were used to set the market tuition:</p> <p>NOVA Southeastern U, \$29,326R/NR UCF (MSRE), \$29,500R/\$34,000NR</p>	

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U of Miami (MSRED), \$53,120R/NR
University of San Diego, \$46,080R/NR
DePaul University, \$44,800R/NR

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The market tuition will enable the Master of Science in International Real Estate program to provide students with better support from career services, a greater number of graduate teaching assistants, and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem-solving engagement.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) the number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of the program survey will be used to measure student satisfaction. The goal is to enhance a globally recognized graduate program in real estate.

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Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. All instruction and program administration will be performed by University faculty and staff. No similar E&G courses be eliminated or scaled back if this program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the University to offer the program and provide a needed service to the community. It is expected that the program will generate total revenue of approximately \$1.8 million during the one year program. The revenue will be spent to cover direct and indirect instructional costs, program administration, enhanced student career and academic services, marketing, course development (online and face to face) and online delivery, technical support, professional development, facility rental, and university and college initiatives. A vendor will not be used. The funds will be budgeted in the auxiliary enterprise.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

See attached supplemental form.

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Executive Master of Science in Public Administration

Date	
University Board of Trustees approval date:	June 14, 2012
Proposed Implementation Date (month/year):	Spring 2015
Graduate online or Graduate Continuing Ed. Course:	Graduate Continuing Education
CIP Code:	44.0401
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The market rate tuition for the Executive Masters in Public Administration was determined by benchmarking against other national and State of Florida programs. All associated costs of managing the program are also included in the rate.</p> <p>This program provides graduate professional education to executives and upper management public service professionals and is currently a continuing education self-supporting program at the Downtown at Brickell location with 15 students. The program delivers the curriculum in a unique schedule that meets the needs of this population.</p> <p>For 2014-15, the resident and non-resident market tuition rate will be \$33,000 which may be adjusted by up to 15% for 2015-16 and each year thereafter.</p> <p>The following comparable programs were used to set the market tuition:</p> <p>University of Miami, \$59,100R/\$60,100NR Nova Southeastern U, \$28,500R/NR Barry University, \$35,080R/NR</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The market tuition will enable the Executive Master of Public Administration to provide students with better support from career services and professional development for faculty enhancing FIU's commitment to providing quality learning, state-of-the-art research and creative activity, and problem solving engagement. Specifically it will enhance the following goals:</p>	

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▪ Goal 1: Access to and production of degrees

The EMPA is scheduled in a way that current executives in the public and non-profit sector can access it. It allows FIU to better serve the community of public sector and non-profit sector executives.

▪ Goal 2: Meeting statewide professional and workforce needs

It is estimated that within 10 years, the public sector workforce will lose 30-40% of current employees to retirement. This program also enhances opportunities for those already in public service to assume higher executive leadership positions.

▪ Goal 3: Building world-class academic programs and research capacity

Compared to other public administration programs, the FIU EMPA is the only NASPAA-Accredited EMPA program in the State of Florida.

• Goal 4: Meeting community needs and fulfilling unique institutional responsibilities

As Miami's first and largest public institution, FIU has the responsibility to train and prepare a qualified public service workforce to assume the challenges of managing the complicated public and non-profit sectors.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant an existing E&G funded degree program in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using two metrics: 1) number of students enrolled and 2) student satisfaction levels. Retention and graduation rates are currently accountability measures for all programs. An end of program survey will be used to measure student satisfaction.

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Course Availability
<p>Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?</p> <p>Courses will be offered in a 16-month lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate program completion. All instruction and program administration will be performed by University faculty and staff. No similar E&G courses will be eliminated or scaled back if this program is implemented.</p>
Economic Impact
<p>Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.</p> <p>There is no economic impact on the University as the proposed program targets a population segment that is currently not served by the on-Campus MPA program. The new program might help provide more exposure to the traditional MPA program.</p> <p>The expected revenues of \$825,000 will be used to support the direct and indirect instructional costs, program administration, enhanced student career and academic services, marketing, professional development, facility rental, and university and college initiatives. The funds will be budgeted in the auxiliary enterprise. The expected enrollment per cohort is 25.</p>
Other Information
<p>Provide any additional information if necessary, and complete the attached supplemental form.</p> <p>See attached supplemental form.</p>

**State University System
Florida Board of Governors
Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: Florida International University

Proposed Market Tuition Program: Professional Master of Science in Counseling Psychology

Date	
University Board of Trustees approval date:	September 11, 2012
Proposed Implementation Date (month/year):	Fall 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Continuing Education
CIP Code:	13.1101
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The market tuition for the Professional Masters of Science in Counseling Psychology (PMSCP) was determined by benchmarking against other national and State of Florida programs. All associated costs of managing this program are also included in the rate.</p> <p>The program consists of 60 credit hours of graduate study. Students are trained to utilize various methods in examining and implementing evidence based treatments in mental health and psychotherapy that have a significant impact on maladaptive and adaptive functioning with populations that range across the life span within multi-cultural environments. The program is designed to train practitioners and researchers who can function in a variety of mental health settings in both the private and public sector.</p> <p>The program leads to students' eligibility for a license to practice as a Mental Health Counselor (LMHC) in Florida. The LMHC is not identified as a state critical workforce need area.</p> <p>The market tuition rate will be \$36,000 for completion of the 60 credit program. This market rate tuition may be adjusted by up to 15% for 2015-16 and each year thereafter. The following table provides cost data for five similar programs at other institutions.</p>	

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Degree/Institution	No. Credits	Cost (in-state)	Cost (out-of-state)
Nova Southeastern University (M.S. in Mental Health Counseling)	60	\$36,300	\$36,300
University of Miami (M.S. in Mental Health Counseling)	60	\$103,800	\$103,800
St. Thomas University (M.S. in Mental Health Counseling)	60	\$52,740	\$52,740
Barry University (M.S. in Clinical Psychology)	60	\$57,600	\$57,600
University of Central Florida (M.A. in Counselor Education)	63	\$23,143	\$75,080

Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The Professional Counseling Psychology MS is aligned with FIU's mission to provide state-of-the-art educational opportunities and collaborative engagement with our local and global communities. It is also fully aligned with University's Goal 2: To educate graduate and professional students.

The overall mission of the counseling psychology master's program is to prepare students for advanced study in psychology as well as provide students with the knowledge and competencies necessary to become licensed by the Florida Board of Social Work, Marriage & Family Therapy, and Mental Health Counseling.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

This policy will not increase the state's fiscal liability or obligation nor will the cohorts supplant an existing E&G funded degree program in the same discipline.

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Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations or conditions on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor success of the policy using three metrics: 1) Number of students enrolled, 2) student satisfaction levels and 3) license exam pass rates. Retention and graduation rates are currently accountability measures for all graduate programs. A survey will be used to measure student satisfaction.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will be managed in a lock-step cohort format which will ensure that sufficient courses are available to meet student demand and facilitate completion of the program. To maintain high quality teaching in the program, all courses will be taught by university faculty and academically qualified adjuncts. No similar E&G courses will be eliminated or scaled back if this program is implemented.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

The Professional Counseling Psychology Master's program will provide excellent employment opportunities to its graduates in a variety of institutions such as hospitals, schools, clinics, and community mental health agencies. Graduates from the program are eligible for a professional license in mental health counseling that allows professionals to function as private practitioners in areas of clinical practice, research, and teaching.

The program will provide a needed service to the community. It is expected that the program will generate total revenue of \$1,260,000 per cohort of 35, which will be used to cover direct and indirect instructional costs, program administration, enhanced student, career and academic services, marketing, professional development, and university and college initiatives. Outside vendors will provide marketing and promotional material, as budgeted. The funds will be budgeted in the auxiliary enterprise.

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Other Information
Provide any additional information if necessary, and complete the attached supplemental form. See attached supplemental form.

**State University System
Market Tuition Proposals**

University: University of West Florida	Proposal 1	Proposal 2	Proposal 3	Proposal 4
Degree Program	M.Ed. In Educational Leadership*	M.Ed. Curriculum & Instruction (Reading Endorsement-Cognate)	Ed. D. In Curriculum & Instruction General	M. Accountancy
CIP Code	13.0401	13.0301	13.0301	52.0301
Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes	Yes
Does the program lead to initial licensing or certification?	Yes	No	No	No
Is the program identified as a state critical workforce need?	No	No	No	No
Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes	Yes
Current Tuition Rate (resident and non-resident, includes fees)	\$379.91 / \$1,039.55	\$379.91 / \$1,039.55	\$379.91 / \$1,039.55	\$379.91 / \$1,039.55
Proposed Market Tuition Rate**	up to \$500 up to 15% increase/year	up to \$500 up to 15% increase/year	up to \$500 up to 15% increase/year	up to \$500 up to 15% increase/year
Different Market Tuition Rate for Resident vs. Non-Resident Student? <i>If yes, list.</i>	No	No	No	No
5 Other Public/Private Rates for Similar Program: ***				
Appalachian State University	\$235.0/\$820.75	-	-	-
Georgia Southern University	-	-	-	\$515.00/\$1,322.00
Kennesaw State University	\$1,051.50/\$1,745.50	-	-	-
LSU-Shreveport	\$498.44/\$810.31	\$292.46	-	-
New Mexico State University	-	-	\$259.20/\$818.50	-
Northeastern University	-	-	\$641	-
Nova Southeastern University	\$600	\$500	\$955	\$816.00
Stephen F Austin State University	\$332.00/\$452.00	\$332.00/\$452.00	-	-
Stetson University	-	-	-	\$784
University of Alabama, Birmingham	-	\$424/\$904	-	\$530.00/\$983.00
University of Connecticut	-	-	-	\$680.00
University of Louisiana at Monroe	-	-	590.50/\$1,254.25	-
University of South Alabama	\$444	\$444	-	\$465.00
Valdosta State University (GA)	-	\$453.50/\$1,051.50	\$453.50/\$1,051.50	-
Length of Program (Student Credit Hours)	33	36	66 (excludes 11 hours of seminar credit)	30
Current E&G Student Enrollment (Headcount):				
Resident	0	9	0	28
Non-Resident	0	7	0	2
Total	0	16	0	30
Similar Program at other SUS Institutions <i>(if yes, provide university and program name)</i>	Yes	No	No	No
Florida State University	Educational Leadership, M.S.	--	--	--
University of Florida	Educational Leadership, M.Ed.	--	--	--

*non-FTE generating program effective 2011-2012 academic year

**UWF Board of Trustees will approve exact market prices closer to actual market rate implementation to account for any changes in competitive market rates

***peer, aspirant, similar institutions, similar online programs

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Request to Establish Market Tuition Rates – Regulation 7.001(15)**

University: University of West Florida

Proposed Market Tuition Program: M.Ed., Educational Leadership

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	13.0401
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The M.Ed., Educational Leadership is a 33 hour program that prepares students to attain the skills required to prepare them for administrative and supervisory positions such as principal, assistant principal, district supervisor, in-service director, curriculum developer, or dean in public and private elementary and secondary schools. The program is designed to support non-traditional students throughout the State of Florida and beyond who are unable to attend traditional offerings. There is an expanding market of students who would be able to participate in advanced education in the Educational Leadership area.</p> <p>The market tuition for the M.Ed., Educational Leadership was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation for an analysis of the different institutional tuitions, in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The proposed market rate tuition for the M.Ed., Educational Leadership will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state workforce needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are</p>	

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critical to degree completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, M.Ed., Educational Leadership will not increase the State's fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.
- Student Quality: Quality for the program will be determined by standardized test scores, GPAs, and student performance.
- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student

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demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses have been eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue from the market rate tuition for the M.Ed., Educational Leadership is \$540,000 for 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

The program will provide students with a critical set of professional skills that will have a direct positive impact on the success of their own students back in the classroom. Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

Currently, this program is offered through cost recovery through Continuing Education.

See attached supplemental form.

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University: University of West Florida

Proposed Market Tuition Program: M.Ed., Curriculum & Instruction: Reading Endorsement Cognate

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	13.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The M.Ed., Reading program is designed to support non-traditional students throughout the State of Florida and beyond who are unable to attend traditional offerings. Reading is one of several specializations in the C&I Masters and will be the only specialization delivered through Market Rate. There is an expanding market of students who would be able to participate in advanced education in the Reading area.</p> <p>The M.Ed. is a 36 credit hour program which combines a professional core with a Reading specialization. The professional core combines concepts of issues in Teacher Education, Exceptionalities, Assessment, and Classroom Management with an applied research sequence that directly aligns to practice. For the Reading Endorsement Cognate, students complete 15 hours of Florida DOE approved coursework related to Reading Assessment, Literacy, Differentiating Instruction, and Practicum.</p> <p>The market tuition for the M.Ed., Curriculum & Instruction: Reading Endorsement Cognate was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation for an analysis of the different institutional tuitions in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p>	

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The proposed market rate tuition for the M.Ed., Curriculum & Instruction, Reading Endorsement will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state workforce needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are critical to degree completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, M.Ed. in Curriculum and Instruction, Reading Endorsement will not increase the State's fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.
- Student Quality: Quality for the program will be determined by standardized test

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scores, GPAs, and student performance.

- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses have been eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue for the market tuition M.Ed., C&I-Reading Cognate is \$540,000 for the equivalent of 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

See attached supplemental form.

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University: University of West Florida

Proposed Market Tuition Program: Ed.D., Curriculum & Instruction: Curriculum Studies (specialization)

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	13.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Ed.D., Curriculum & Instruction: Curriculum Studies specialization is 66 (excludes 11 hours of seminar credit) credit hours which students can complete in 4 years. This is a new specialization in the Ed.D. Curriculum and Instruction degree. The program is designed to support non-traditional students throughout the State of Florida and beyond who are unable to attend traditional campus-based offerings. There is an expanding market of students who would be able to participate in advanced education related to leading instructional systems framed by a curriculum and instruction program of study.</p> <p>The program consists of a professional core that includes a foundational knowledge base made up of psychology, philosophy, research and technology. The specialization includes courses in curriculum, instructional design, assessment, measurement, and technology and is designed to prepare students for a broad range of leadership positions in postsecondary education, training, governmental, and social and military settings. Students participate in the equivalent to a 1-credit hour seminar class each semester from the beginning of their program of study to facilitate completion by working on research, statistics, and dissertation.</p> <p>The market tuition for the Ed.D., Curriculum & Instruction: Curriculum Studies was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation for an analysis of the different institutional tuitions, in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	

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Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

The proposed market rate tuition for the Ed.D., Curriculum and Instruction: Curriculum Studies program will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state workforce needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are critical to degree completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, Ed.D., Curriculum and Instruction: Curriculum Studies will not increase the State's fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.

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- Student Quality: Quality for the program will be determined by standardized test scores, GPAs, and student performance.
- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses will be eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue for the market tuition Ed.D., Curriculum and Instruction: Curriculum Studies is \$540,000 for the equivalent of 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

The program will provide students with a critical set of professional skills that directly impact success of students back in their own career setting. Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of West Florida

Proposed Market Tuition Program: Masters of Accountancy

Date	
University Board of Trustees approval date:	September 20, 2013
Proposed Implementation Date (month/year):	August, 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online Continuing Education Program
CIP Code:	52.0301
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The M.Acc. Degree is a 30 hour program that is designed to help students develop analytic and communications skills in the areas of governmental, financial and managerial accounting, contemporary professional issues, auditing, tax, and financial management. Graduates pursue careers in public accounting as auditors, consultants, and tax practitioners; in industry as financial and operational managers; and in government in a variety of roles.</p> <p>Plans are to offer this program fully online to provide greater access to working adults. This is a one-year program that prepares students for the CPA exam which is an important credential for career advancement in Accounting and related fields.</p> <p>The market tuition for the Masters in Accountancy was determined by 1) reviewing top 6 institutions of total equivalent degrees conferred in public institutions in the Southeastern U.S. and 2) by reviewing programs and tuition at peer and aspirant institutions. A matrix was the foundation of an analysis of different institutional tuition rates in comparison to UWF tuition rates. In addition, costs for delivery were included in an algorithm to create a tuition range for submission. UWF BOT will approve exact market rate prices closer to actual market rate implementation to account for any changes in competitive market rates.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The proposed market rate tuition for the Masters in Accountancy will enable UWF to offer the program in a format that will increase student access and enable UWF to build on existing strengths to respond to regional and state needs. This proposal aligns with UWF's Mission to provide students with access to high-quality, relevant, and affordable learning experiences that are offered with high levels of student support services that are critical to degree</p>	

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completion and student success.

Through this effort, the program will be fulfilling UWF Strategic Direction 1 for Enhanced Student Access, Progression and Learning and Development and UWF Priority 2.1 to respond to the changing needs of the region, state, and nation by investing strategically to support innovative instruction and high-quality, relevant, and distinctive academic programs.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The market tuition program, Masters in Accountancy will not increase the State's fiscal liability or obligation. In addition, Market Tuition Rate program cohorts will not supplant existing E&G funded degree programs in the same discipline.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

Any annual increase in approved market tuition rates shall be no more than 15% over the preceding year.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

Success will be determined by 1) number of enrolled students, 2) time to graduation, and 3) student satisfaction. All programs conduct an annual assessment of student performance on specific learning outcomes and in-depth program reviews are conducted. Specific data that will be reviewed include:

- Student Enrollment: Cohort groups of 20-30 meet minimum requirements for success as defined by increased access and revenue generation for ongoing program investment and support. Retention and graduation rates will be used as continuing and exit measures.
- Student Quality: Quality for the program will be determined by standardized test scores, GPAs, and student performance.
- Student Satisfaction: Satisfaction will be measured by exit surveys.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any

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similar E&G courses be eliminated or scaled back if this program is implemented?

The program will use a cohort model with specific courses to be delivered in identified semesters so that efficiency can be maximized. This model will be created well before delivery so that faculty can be committed to delivering the courses. Demand beyond faculty resources would be met by hiring SACS-qualified adjuncts with program-generated funds.

No courses have been eliminated or scaled back in this program offering.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

Estimated annual revenue from the market rate tuition Masters in Accountancy is \$540,000 for the equivalent of 3 cohorts of 30 students each, with staggered starts throughout the year. The revenue will be used to cover the cost to deliver the program. In addition, the revenue will be used to enhance student success and retention efforts by providing increased funding for student support services such as advising and career planning.

The program will provide students with a critical set of professional and analytical skills that will have a positive impact on their career progression. Working professionals who are unable to take advantage of on-campus offerings will have access to a program that is directly applicable to current and future career needs.

The University has a partnership with a private vendor who will support the effort with services related to marketing, recruitment, curriculum sequence and implementation. In addition, support services for program orientation design and development are included. The funds will be budgeted in the continuing education auxiliary account. Partnership costs are up to 50% of total revenue generated.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

Supplemental form attached.



OFFICE OF THE PRESIDENT

UNIVERSITY of
NORTH FLORIDA

September 27, 2013

Jan Ignash, Interim Chancellor
State University System of Florida
325 West Gaines Street, Suite 1614
Tallahassee, Florida 32399

Dear Chancellor Ignash:

The University of North Florida (UNF), in accordance with Board of Governors Regulation 7.001(15)(a)2, is requesting a special exception to establish market-rate tuition for three graduate programs that lead to certification in a state critical workforce need area. The exception is requested because market rate tuition will increase the number of graduates in Florida. The three graduate programs are:

- M.Ed. in Special Education, Autism and Applied Behavior Analysis concentrations
- M.S. in Nutrition and Dietetics
- Doctor of Nursing Practice

These three graduate programs will be delivered fully online and with the market-rate tuition, UNF will see an increase in the number of students admitted to each program and, therefore, the number of graduates from each program will increase.

The M.Ed. in Special Education, Autism and Applied Behavior Analysis concentrations will be fully online and will prepare graduate students for positions as professional clinical practitioners who work with exceptional individuals. The majority of these clinical practitioners become teachers in self-contained classes or resource rooms while others serve in positions such as consulting teacher, behavior analyst or parent-infant specialist.

The M.S. in Nutrition and Dietetics is a 43 credit-hour program that will be delivered fully online and is designed for those students who wish to emphasize the application of advanced nutrition knowledge in clinical or community-based health programs.

The Doctor of Nursing Practice is 48 credit hours in length and will be delivered fully online. The program is designed as a post-graduate degree program for those who already possess, at a minimum, a M.S. in Nursing and specialty certification.

We look forward to a favorable review and approval of this request for an exception. The completed *Request to Establish Market Tuition Rates* for each of these three programs has been submitted to your office.

Sincerely,

John A. Delaney

1 UNF Drive Jacksonville, Florida 32224-2645
Tel: (904) 620 2500 Fax: (904) 620 2515

Board of Governors Committees and Meeting - Budget and Finance Committee

State University System Market Tuition Proposals

University: University of North Florida		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Master of Education in Special Education (Autism concentration and ABA concentration)	Master of Science in Nutrition	Doctor of Nursing Practice		
2	CIP Code	13.1001	51.3101	51.3818		
3	Has the program been approved pursuant to Regulation 8.011?	Yes	Yes	Yes		
4	Does the program lead to initial licensing or certification?	No	No	No		
5	Is the program identified as a state critical workforce need?	Yes	Yes	Yes		
6	Are the program's admission & graduation requirements the same as other programs?	Yes	Yes	Yes		
7	Current Tuition Rate	\$14,691.60 R, \$33,573.96 NR	\$17,548.30 R, \$40,102.23 NR	\$19,588.80 R, \$44,765.28 NR		
8	Proposed Market Tuition Rate	\$16,500	\$19,708.19	\$22,000.00		
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No	No	No		
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	Georgia State University \$ 12,096.00	University of Alabama \$ 12,600.00	Georgia Southern University \$ 12,953.33		
12	University name and rate:	University of Alabama \$ 15,120.00	Liberty University \$ 19,530.00	Georgia State University \$ 15,853.50		
13	University name and rate:	University of South Carolina \$ 16,908.00	Northeastern University \$ 22,880.00	University of Alabama \$ 11,220.00		
14	University name and rate:	Georgia Southern University \$ 9,468.00	University of Bridgeport \$ 29,725.00	Walden University \$41,075		
15	University name and rate:	Mississippi State University \$ 20,880.00	Drexel University \$ 48,825.00	Drexel University \$ 38,016.00		
16	Length of Program (Student Credit Hours)	36	43	48		
17	Current E&G Student Enrollment (Headcount):					
18	Resident	20	43	26		
19	Non-Resident	0	0	0		
20	Total	20	43	26		
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes	No	Yes		
22	University and program name:	FGCU M.Ed. Special Education (online)	FSU M.S. Nutrition (traditional)	FIU DNP (web assisted)		
23	University and program name:	FSU M.S. Special Education (online)	UCF M.S. Sport Nutrition (traditional)	UCF DNP (online)		
24	University and program name:	UWF M.A. Exceptional Student Education (online)	USF M.S. Metabolic & Nutritional Medicine	UF DNP (online)		
25	University and program name:	UF M.Ed. Special Education (online)		USF DNP (web assisted)		

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University: University of North Florida
Proposed Market Tuition Program: Master of Education, Special Education

Date	
University Board of Trustees approval date:	October 15, 2013
Proposed Implementation Date (month/year):	May 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	13.1001
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Master of Education (M.Ed.) in Special Education, with emphasis on Autism or Applied Behavior Analysis, is a graduate program in Special Education that prepares graduate students for positions as professional clinical practitioners who work with exceptional individuals. The majority of these clinical practitioners become teachers in self-contained classes or resource rooms while others serve in positions such as consulting teacher, behavior analyst, or parent-infant specialist. Practitioners may serve individuals with special needs ranging in age from preschool through adulthood. Additionally they may work with the families of individuals with special needs. The degree program is 36 credit-hours. The current M.Ed. in Special Education is not offered online.</p> <p>The market tuition for the M.Ed. in Special Education was determined by first reviewing the tuition of similar degree programs offered within Florida and throughout the US and reviewing all associated costs of delivering the program.</p> <p>Approval is being sought to charge market tuition in the amount of \$ 458.33 per credit hour or \$ 1375.00 for a 3-credit hour course for both resident and non-resident students in the fully online degree program. For the 2014/2015 year, the total market tuition for this program will be \$ 16,500.00.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The online graduate degree program in the area of special education supports the mission of the College of Education and Human Services (COEHS) by preparing educators who are competent and contributing professionals for diverse learning communities. In addition, the COEHS seeks to enhance teaching and learning of K-12 students and the addition of the</p>	

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online degree program would increase the overall impact of the COEHS on K-12 students and teachers.

The online graduate degree program in the area of special education will support UNF's goal to provide distinctive programs that prepare individuals to make significant contributions to their communities in the region and beyond. By providing a fully online degree program in this area with a market rate tuition, UNF will be able to attract more students to the degree program resulting in not only an increase in enrollment, but also in the number of graduates from the program who will be well-equipped to make a significant impact on the field.

The online graduate degree program in the area of special education aligns with the system goals of the Board of Governors as follows:

Teaching & Learning

Increase degree productivity and program efficiency – The proposed program is delivered fully online in an effort to increase accessibility for working professionals, or individuals who may not be local to NE Florida, to enroll and complete the program. Delivering the program online would provide greater access to the degree to students in Florida as well as to students across the US and globally. Residual revenue will be used to enhance other teaching and learning initiatives with the college, as well as supporting academic research efforts of college faculty.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The market tuition set for the University of North Florida's Master of Education in special education program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

In accordance with BOG regulation 7.001, any annual increase in the approved market tuition will be no more than 15% above the tuition set the preceding year. There are no additional proposed restrictions, limitations or conditions on this policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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The university will monitor the success of the market rate tuition program through the use of the following metrics: (a) overall increase in enrollment within the program, (b) student satisfaction with the program (e.g., delivery mode, length of course terms, etc.) as measured by an end of program survey, and (c) as with all academic programs at UNF, retention and graduation rates.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program will follow a cohort model and a specific block schedule of courses. The academic department has identified an exact schedule of courses needed to efficiently schedule program courses. This will allow UNF to ensure that sufficient courses are offered to meet student needs and to assist with the timely completion of the degree program. There is no plan at this time to eliminate similar E&G courses or to scale back similar programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and in which budget entity the funds will be budgeted.

By establishing market rate tuition programs, UNF will be able to be competitive in the market for key programs that will in turn allow the graduate programs to increase in enrollment. In addition the creation of market rate tuition programs will allow for the generation of additional revenue that will support the academic programming and innovation of the department, college, and university. The overall impact on students is anticipated to be minimal in that the market rate tuition is set based on market comparisons.

This online degree program will be offered in collaboration with Academic Partnerships and has been designed in an effort to meet the needs of students across Florida and the United States for fully online degree programs. This program will be budgeted as an auxiliary entity.

This market rate tuition proposal will allow UNF to offer the program fully online and at a higher per course capacity by using the revenue to cover costs, both direct and indirect, associated with the instructional delivery of the program including the provision of teaching assistants for larger capacity courses as well as program administration, program marketing and recruitment, further expansion of distance academic programs, and enhancements to existing department and college academic programming.

The anticipated revenue for the first year is \$ 495,000.00 and the revenue will be used to cover

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the costs of delivering the program. The forecasted residual balance (i.e., after all expenses) is \$ 174,969.00 and will be used to support department and college initiatives.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of North Florida
Proposed Market Tuition Program: MS in Nutrition

Date	
University Board of Trustees approval date:	October 15, 2013
Proposed Implementation Date (month/year):	May 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	51.3101
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Master of Science in Nutrition and Dietetics is designed for those students who wish to emphasize the application of advanced nutrition knowledge in clinical or community-based health programs. There are two options (i.e., thesis, non-thesis) to this 43-semester hour, fully online degree program. The Master of Science in Nutrition thesis option allows students to pursue an independent research project as a culminating experience in their master's program. The Master of Science in Nutrition non-thesis option allows students to complete 12 pre-approved credits through a series of project, field experience, and independent study courses. These two options are designed for Registered Dietitians who wish to pursue graduate training with an emphasis in clinical or community dietetics.</p> <p>The market tuition for the M.S. in Nutrition and Dietetics was determined by first reviewing the tuition of similar degree programs offered within Florida and throughout the US and reviewing all associated costs of delivering the program.</p> <p>Approval is being sought to charge market tuition in the amount of \$ 458.33 per credit hour or \$ 1375.00 for a 3-credit hour course for both resident and non-resident students in the fully online degree program. For the 2014/2015 year, the total market tuition for this program will be \$ 19,708.19.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p> <p>The online graduate degree program in nutrition supports the mission of the Brooks College of Health (BCH) by developing competent and caring health professionals for the 21st century who are diligent in the pursuit of knowledge, make significant contributions to the communities and individuals that they serve, and become leaders of their chosen profession. The addition of the online degree program at market rate would increase the number of</p>	

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prepared professionals.

The online graduate degree program in nutrition will support UNF's goal to provide distinctive programs that prepare individuals to make significant contributions to their communities in the region and beyond. By providing a fully online degree program in this area with a market rate tuition, UNF will be able to attract more students to the degree program resulting in an increase not only in enrollment but in the number of graduates from the program who will be well-equipped to make a significant impact on the field and the nutritional status and health of the public.

The online graduate degree program in nutrition aligns with the system goals of the Board of Governors as follows:

Teaching & Learning

Increase degree productivity and program efficiency – The proposed program is delivered fully online in an effort to increase accessibility for working professionals, and individuals who may not be local to NE Florida, to enroll in and complete the program. Delivering the program online would provide greater access to the degree to students in Florida as well as to students across the US and globally. Residual revenue will be used to enhance other teaching and learning initiatives within the college as well as supporting academic research efforts of college faculty.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The market tuition set for the University of North Florida's Master of Science in Nutrition will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

In accordance with BOG regulation 7.001, any annual increase in the approved market tuition will be no more than 15% above the tuition set the preceding year. There are no additional proposed restrictions, limitations or conditions on this policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

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The university will monitor the success of the market rate tuition program through the use of the following metrics: (a) overall increase in enrollment within the program, (b) student satisfaction with the program (e.g., delivery mode, length of course terms, etc.) as measured by an end of program survey, and (c) as with all academic programs at UNF, retention and graduation rates.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program will follow a cohort model and a specific block schedule of courses. The academic department has identified an exact schedule of courses needed to efficiently schedule program courses. This will allow UNF to ensure that sufficient courses are offered to meet student needs and to assist with the timely completion of the degree program. There is no plan at this time to eliminate similar E&G courses or to scale back similar programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and in which budget entity the funds will be budgeted.

By establishing market rate tuition programs, UNF will be able to be competitive in the market for key programs that will in turn allow the graduate programs to increase in enrollment. In addition the creation of market rate tuition programs will allow for the generation of additional revenue that will support the academic programming and innovation of the department, college, and university. The overall impact on students is anticipated to be minimal in that the market rate tuition is set based on market comparisons.

This online degree program will be offered in collaboration with Academic Partnerships and has been designed in an effort to meet the needs of students across Florida and the United States for fully online degree programs. This program will be budgeted as an auxiliary entity.

This market rate tuition proposal will allow UNF to offer the program fully online and at a higher per course capacity by using the revenue to cover costs, both direct and indirect, associated with the instructional delivery of the program including the provision of teaching assistants for larger capacity courses as well as program administration, program marketing and recruitment, further expansion of distance academic programs, and enhancements to existing department and college academic programming.

The anticipated revenue for the first year is \$ 825,000.00 and the revenue will be used to cover the costs of delivering the program. The forecasted residual balance (i.e., after all expenses) is

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\$ 298,074.00 and will be used to support department and college initiatives.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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University: University of North Florida
Proposed Market Tuition Program: Doctor of Nursing Practice

Date	
University Board of Trustees approval date:	October 15, 2013
Proposed Implementation Date (month/year):	May 2014
Graduate online or Graduate Continuing Ed. Course:	Graduate Online
CIP Code:	51.3818
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Doctor of Nursing Practice (DNP) is designed as a post-graduate degree program for those who already possess, at a minimum, a Master of Science in Nursing and specialty certification. The program's objectives are based on the American Association of Colleges of Nursing essentials for Doctoral Education for Advanced Practice (2006). The program objectives build upon those for the masters in nursing program. The objectives (graduate learning outcomes) for the DNP program state that upon completion of the program the graduate will be able to, among other things, develop, implement, and evaluate new practice approaches based on scientific knowledge; ensure accountability for quality care and patient safety for populations with whom they work; develop, evaluate, and provide leadership for health care policy which shapes health care financing, regulation, and delivery; work collaboratively with transdisciplinary teams to meet health care needs of individuals and populations; and, base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, ethical and nursing science as appropriate to the area of specialization. The degree program is 48 hours in length.</p> <p>The market tuition for the DNP was determined by first reviewing the tuition of similar degree programs offered within Florida and throughout the US and reviewing all associated costs of delivering the program.</p> <p>Approval is being sought to charge market tuition in the amount of \$ 458.33 per credit hour or \$ 1375.00 for a 3-credit hour course for both resident and non-resident students in the fully online degree program. For the 2014/2015 year, the total market tuition for this program will be \$ 22,000.00.</p>	
Mission Alignment	
<p>Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:</p>	

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The online graduate DNP program supports the mission of the Brooks College of Health (BCH) by developing competent and caring health professionals for the 21st century who are diligent in the pursuit of knowledge, make significant contributions to the communities and individuals that they serve, and become leaders of their chosen profession. The addition of the online degree program at market rate would increase the number of prepared professionals.

The online graduate degree program will support UNF's goal to provide distinctive programs that prepare individuals to make significant contributions to their communities in the region and beyond. By providing a fully online degree program in this area with a market rate tuition, UNF will be able to attract more students to the degree program resulting in not only an increase in the enrollment, but also in the number of graduates from the program who will be well-equipped to make a significant impact on the field.

The online graduate degree program in the area of nursing practice aligns with the system goals of the Board of Governors as follows:

Teaching & Learning

Increase degree productivity and program efficiency – The proposed program is delivered fully online in an effort to increase accessibility for working professionals, or individuals who may not be local to NE Florida, to enroll and complete the program. Delivering the program online would provide greater access to the degree to students in Florida as well as to students across the US and globally. Residual revenue will be used to enhance other teaching and learning initiatives within the college, as well as supporting academic research efforts of college faculty.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation:

The market tuition set for the University of North Florida's DNP program will not increase the State's fiscal liability or obligation.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

In accordance with BOG regulation 7.001, any annual increase in the approved market tuition will be no more than 15% above the tuition set the preceding year. There are no additional proposed restrictions, limitations or conditions on this policy.

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Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The university will monitor the success of the market rate tuition program through the use of the following metrics: (a) overall increase in enrollment within the program, (b) student satisfaction with the program (e.g., delivery mode, length of course terms, etc.) as measured by an end of program survey, and (c) as with all academic programs at UNF, retention and graduation rates.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

This program will follow a cohort model and a specific block schedule of courses. The academic department has identified an exact schedule of each course needed to efficiently schedule program courses. This will allow UNF to ensure that sufficient courses are offered to meet student needs and to assist with the timely completion of the degree program. There is no plan at this time to eliminate similar E&G courses or to scale back similar programs.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and in which budget entity the funds will be budgeted.

By establishing market rate tuition programs, UNF will be able to be competitive in the market for key programs that will in turn allow the graduate programs to increase in enrollment. In addition the creation of market rate tuition programs will allow for the generation of additional revenue that will support the academic programming and innovation of the department, college, and university. The overall impact on students is anticipated to be minimal in that the market rate tuition is set based on market comparisons.

This online degree program will be offered in collaboration with Academic Partnerships and has been designed in an effort to meet the needs of students across Florida and the United States for fully online degree programs. This program will be budgeted as an auxiliary entity.

This market rate tuition proposal will allow UNF to offer the program fully online and at a higher per course capacity by using the revenue to cover costs, both direct and indirect, associated with the instructional delivery of the program including the provision of teaching assistants for larger capacity courses as well as program administration, program marketing

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and recruitment, further expansion of distance academic programs, and enhancements to existing department and college academic programming.

The anticipated revenue for FY 13/14 is \$ 825,000.00 and the revenue will be used to cover the costs of delivering the program. The forecasted residual balance (i.e., after all expenses) is \$ 323,910.00 and will be used to support department and college initiatives.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.

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Market Tuition Proposals**

University:		Proposal 1	Proposal 2	Proposal 3	Proposal 4	Proposal 5
1	Degree Program	Transitional Doctor of Physical Therapy Program				
2	CIP Code	51.2308				
3	Has the program been approved pursuant to Regulation	Yes				
4	Does the program lead to initial licensing or certification?	No				
5	Is the program identified as a state critical workforce need?	Yes				
6	Are the program's admission & graduation requirements the same as other programs?	Yes				
7	Current Tuition Rate	NA				
8	Proposed Market Tuition Rate	\$450 / credit hour				
9	Different Market Tuition Rate for Resident vs. Non-Resident Student? If yes, list.	No				
10	5 Other Public/Private Rates for Similar Program:					
11	University name and rate:	University of South Florida: \$475 per credit hour				
12	University name and rate:	Nova Southeastern University: \$500 per credit hour plus \$250 student activity fee per semester				
13	University name and rate:	program)				
14	University name and rate:	University of Tennessee - Chattanooga: \$3675.00 per semester for in-state, \$4075.00 per semester for out of state (30 credit hour program)				
15	University name and rate:	the entire degree program (# of credits determined on portfolio evaluation)				
16	Length of Program (Student Credit Hours)	30 credit hours				
17	Current E&G Student Enrollment (Headcount):					
18	Resident	NA - we anticipate 8 in-state (per year)				
19	Non-Resident	NA - we anticipate 2 in-state (per year)				
20	Total	10 (per year)				
21	Similar Program at other SUS Institutions (if yes, provide university and program name)	Yes				
22	University and program name:	University of South Florida - Transitional DPT				
23	University and program name:					
24	University and program name:					
25	University and program name:					

It will cost ~\$1000.00 per credit hour to deliver the program
(~\$15,000.00)

A minimum of 5 students will need to be run in the program to
double instructional costs; a maximum of 20 students will be
enrolled per year.

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University: Florida Gulf Coast University

Proposed Market Tuition Program: Transitional Doctor of Physical Therapy Program

Date	
University Board of Trustees approval date:	June 2013
Proposed Implementation Date (month/year):	January 2104
Graduate online or Graduate Continuing Ed. Course:	Online
CIP Code:	51.2308
Description of the Program and the Market Tuition Rate Process	
<p>Describe the program and explain the process used to determine market tuition.</p> <p>The Department of Physical Therapy and Human Performance proposes to offer a Transitional Doctor of Physical Therapy (t-DPT) program, in addition to currently existing entry-level DPT program. The t-DPT program is designed to meet the needs of the practicing physical therapist. The program allows physical therapists to augment their knowledge and skills to reflect contemporary physical therapy practice at the clinical doctoral level. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through acquiring skills that aid them in being resourceful scholars and clinicians.</p> <p>Physical Therapy (PT) has been evolving as a profession since its founding of “Reconstruction Aides” following World War I. As the profession has matured, the level of education has expanded in response to the needs of the practice and demands from consumers. In 1989, an American Physical Therapy Association (APTA) task force recommended to the APTA Board of Directors that the Doctorate in Physical Therapy (DPT), which is a clinical doctorate degree, should be the appropriate entry-level degree for physical therapists based on the framework of practice and academic requirements (Detweiler,1999). Entry-level refers to the professional education that prepares graduates for entry into the practice of physical therapy in contrast to a post-professional Doctorate in Physical Therapy, which reflects education for the advancement or practicing physical therapists. This perceived need for change in the entry-level degree was facilitated by observed changes in society’s expectations for health, wellness and prevention of disease and disability, changes in health care delivery systems, and expanding scope of practice.</p> <p>In June 2000, APTA’s House of Delegates endorsed the APTA Vision Statement for Physical Therapy 2020 which envisions physical therapy will be provided by physical therapists who are doctors of physical therapy:</p> <p>“Physical therapy, by 2020, will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct</p>	

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access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants who are educated and licensed to provide physical therapist-directed and supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidenced based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences. While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct patient/client care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves."

The APTA Vision Sentence that was also approved in June 2000 states:

"By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy, recognized by consumers and other healthcare professionals as the practitioners of choice to whom consumers have direct access for the diagnosis of, interventions for, and prevention of impairments, functional limitations, and disabilities related to movement, function, and health." The APTA is unequivocally committed to a fully inclusive transition to the status of a doctoring profession. Inclusiveness means that every US-licensed physical therapist will be afforded the opportunity to attain degree parity with those practitioners who possess the DPT. In addition to the benefits for the physical therapist, an inclusive transition also benefits the profession as a greater critical mass of physical therapists are prepared to practice using the most current body of knowledge and skills, including all aspects of patient/client management.

In response to this vision, the increasing number of programs offering the entry-level DPT and an increasing number of graduates earning the entry-level DPT degree, there is a growing demand from practicing physical therapists who entered the practice of physical therapy with either a bachelor or master degree for a "Transitional" DPT (t-DPT) or sometimes called post-professional DPT. These practicing therapists are seeking to demonstrate continued competence through a t-DPT that will signify and recognize the acquisition of knowledge that could more strongly position the graduate in the current practice environment and in the future health care marketplace. The t-DPT program is intended to provide an academic augmentation that is analogous to the current professional education DPT standard, and that focuses on the changes that have occurred in physical therapy practice over the past 5 to 10 years. The t-DPT degree is conferred upon completion of a structured, post-professional educational experience and enables the US-licensed physical therapist to attain degree parity with therapists who hold the entry-level professional DPT by "filling in" any gaps between

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their professional baccalaureate or master's degree or post baccalaureate certificate in PT education and the current academic standards for the professional entry-level DPT degree education.

Although the specific number of practicing PT's who possess a BSPT or MPT degree is not exactly known, according to the 2010 Physical Therapist Member Demographic Profile conducted by the APTA, 24.7% and 32.0% of the membership's highest degree earned is the BSPT or the MSPT, respectively. Moreover, only ~35% of the total membership has a DPT or t-DPT. These data strongly suggests the continued demand for offering the t-DPT to meet expanding educational needs for BSPT and MPT prepared therapists. Additionally, in the July 2008 PT Magazine published by the APTA, they indicated that a strong possibility exists for graduates with a BSPT to continue practicing for another 20 to 30 years because the final dissolution of accredited BSPT programs occurred in 2002. If we project a career span of 40 years, the majority of BS-prepared PTs will retire around 2027, with some perhaps practicing through 2040. Additionally, the number of accredited Master's degree programs in PT (MPT) peaked in 2000, so it can be surmised that nearly all MPT-prepared individuals will be retired by around 2040. Given these data, the APTA anticipates a period of at least 20 years during which Physical Therapists with a BSPT or MPT will be in practice. Given that the t-DPT at FGCU would be available to students nationwide, we anticipate no shortage of prospective students who would apply and be admitted to our proposed program.

The decision to develop a t-DPT program is fully within the prerogative of institutions of higher education since post-professional physical therapist education programs are not accredited by CAPTE. CAPTE presumes in most cases, quality is assured by virtue of the fact that rigorous standards are applied by regional accrediting agencies to the higher education institutions and by CAPTE to the professional programs (entry-level), which offer the transition DPT programs. Although t-DPT programs are not subject to accreditation by CAPTE, APTA has chosen to take a supporting role for programs that choose to develop the t-DPT through the development of voluntary products/resources that have been designed to serve the interests of licensed physical therapists, entry level DPT programs and the entire profession.

The purposes of the t-DPT at FGCU are to provide:

1. a quality educational program, through an on-line curricular format, that reflects an augmentation in the physical therapist professional body of knowledge and practice over the last 5-10 years, allowing Physical Therapists to complete the program in a format that supports continued employment
2. a mechanism whereby experienced Physical Therapists may augment their knowledge and skills in areas that, together with any specialized knowledge and experience acquired over the years, would position them more strongly as a provider of physical therapy in a competitive health care system.

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3. a valuable and exciting context for learning, including the rich and diverse interactions between Physical Therapists whose respective experiences provide an invaluable source of shared learning.
4. a curriculum that is customized to particular learners based on the date and degree level awarded in physical therapy, and their knowledge and experience, thereby minimizing the prospects for duplication of content.
5. a learning context, including the learner's experience and discourse, that reflects a breadth and depth of experience that cannot be present in a professional degree program with students who have no clinical experience.
6. credentialing at the clinical doctorate level with the opportunity for graduates to achieve parity with other clinical and associated professions that have converted to the doctorate level including Optometry, Podiatry, Audiology, Pharmacy and Law.

Has the program been approved pursuant to regulation 8.011?

Yes. The CIP code is: 51.2308.

Diploma: Doctor of Physical Therapy

Does the program lead to initial licensing or certification?

No, the t-DPT program is designed for physical therapists who are already licensed to practice physical therapy in the students as respective state. Students for this program will need to show evidence that they are currently licensed to practice physical therapy in the state where they currently reside.

Is the program identified as a state critical workforce need?

Yes, physical therapists are absolutely in high demand in the state of Florida is a critical workforce need. Physical therapists rank within the top 10 of workforce shortage needs within health professions. Nationally, according to the US Bureau of Labor Statistics, employment of physical therapists is expected to increase 39% from 2010 to 2020 much faster than the average for all occupations. The demand for physical therapy services will continue to rise in large part to the aging baby boomer generation. Due to the large amount of physical therapists who are currently practicing who hold a bachelors or Master's degree in physical therapy, the desire for current physical therapist to receive their DPT through transitional programs such as the one proposed will be large. Additionally, the Southwest Florida region has a significant cohort of FGCU PT alumni who graduated with a Master of Science degree in Physical Therapy for whom this proposed program would be appropriate and attractive. Data from the program evaluation surveys indicates the large majority (>75%) are interested in pursuing the t-DPT. The Office of Graduate Studies reports frequent

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inquiries about a t-DPT program, both from FGCU alumni and other licensed physical therapists.

Are the program's admission and graduation requirements the same as other similar programs?

Yes, the admissions criteria for the proposed-DPT are very similar to the current criteria used for entrance into the Doctor of Physical Therapy degree at FGCU.

Students seeking admission into the t-DPT must successfully meet the following admission criteria:

1. A Bachelor's or Master's degree in Physical Therapy from a program accredited by the Commission on Accreditation of Physical Therapy Education (CAPTE).
2. An active Physical Therapy license issued by the State of Florida.
3. A minimum GPA of 3.0 or greater (on a 4.0 scale) for the last 60 hours of the baccalaureate degree in physical therapy, or a minimum GPA of 3.0 for the Master's degree in physical therapy. If the GPA is less than 3.0, then an applicant must have a minimum entrance score on the Graduate Record Exam (GRE).
 - a) A minimum score of 4.0 on the Analytical portion of the Graduate Record Examination (GRE).
 - b) A minimum total Quantitative-Verbal GRE score of 1000, with a minimum score of 400 on both the Quantitative and Verbal portions of the GRE, if taken prior to August 2011 or Equivalent Quantitative-Verbal (combined and individual) scores for GRE tests taken after August 1, 2011.

The graduation requirements for the t-DPT program are as follows:

Students entering program with a baccalaureate degree in physical therapy will complete all coursework listed above for a total of 30 credit hours. Transcripts of students entering the program with a master's degree in physical therapy will be evaluated for course equivalency and e provided an individualized program of study. Additionally, students must apply for graduation per university guidelines and timeline; they must satisfy all university and program graduation requirements as outlined in the catalog and the DPT Student Guidebook; students must follow a Program of Study approved by the student's faculty advisor; students must receive a grade of "B" ("S" if applicable) or better on all courses within the program curriculum; and students must maintain a minimum cumulative GPA of 3.0 for all required courses in their program. Collectively, these graduation requirements are the same as the current DPT program because we are bringing the original BSPT and MPT graduates up to the current minimal graduation requirements for the DPT.

What is the market tuition rate to be charged for each of the next three years? What is the current tuition rate? Explain the process used to determine market tuition. Provide a tuition

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rates from at least five other human institutions (private and public).

What is the market tuition rate to be charged for each of the next three years?

The market tuition rate includes all associated student fees, marketing, faculty development, and instructional costs:

Cohort beginning January 2014: \$67,500.00 (10 students x 15 credits a yr x 450.00 / credit hr)

Cohort beginning January 2015: \$67,500.00

Cohort beginning January 2016: \$67,500.00

The following process was used to establish the market tuition rate.

The market tuition for the program was determined by benchmarking against other transitional doctor of physical therapy programs nationally and throughout the State of Florida. Additionally, all associated costs for managing the program were incorporated into determining the final tuition rate.

Describe any similar programs offered by another State University institution.

Currently, there is only 1 t-DPT program currently being offered as a completely distance (online program) in the State of Florida SUS system (University of South Florida). USF is scheduled to shut their t-DPT program down in 2014 as their external 3 year contract that outsources the program will not be renewed; thus, there will not be a State of Florida SUS institution delivering a t-DPT program beyond 2014. Nationally, there are only 24 distance t-DPT programs. Additionally, there are 2 other t-DPT programs offered in the State of Florida as a hybrid programs (Nova Southeastern and University of St. Augustine). Based on the available data from distance programs, we propose to charge a tuition rate of \$450 per credit hour which is \$25.00 less per credit hour than the University of South Florida. Moreover, it represents \$15.00 and \$50.00 less than University of St. Augustine's and Nova Southeastern's programs, respectively.

University of South Florida: \$475.00 per credit hour (30 credit hour program)

Nova Southeastern University: \$500.00 per credit hour with student activity fee of \$250 / semester (30 credit hour program)

University of St. Augustine: \$465.00 per credit hour (60 credit hour program)

Here are some data for distance programs that are out of state:

University of Tennessee - Chattanooga: \$3675.00 per semester for in-state, \$4075.00 per semester for out of state (30 credit hour program)

Arizona School of Health Sciences at A.T. Still University: \$9500.00 for the entire degree program (# of credits determined on portfolio evaluation)

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Mission Alignment

Describe how offering the proposed program at market tuition aligns with the mission of the university and the Board strategic plan:

Central to the mission of the Program in Physical Therapy are the mission and goals of Florida Gulf Coast University and the College of Health Professions and Social Work. Reflective of this, the academic program is designed to meet the needs of the practicing physical therapist. The program allows physical therapists to augment their knowledge and skills to reflect contemporary physical therapy practice at the clinical doctoral level. Students become proficient in employing current sources of information as they relate to learning and evidence-based practice. Students develop into self-directed learners through acquiring skills that aid them in being resourceful scholars and clinicians.

Declaratory Statement

Provide a declaratory statement that the policy will not increase the state's fiscal liability or obligation and that the Market Tuition Rate program cohorts will not supplant an existing E&G funded degree program in the same discipline:

The policy will not increase the State's fiscal liability or obligation for this program.

Restrictions / Limitations

Identify any proposed restrictions, limitations, or conditions to be placed on the policy:

There are no proposed restrictions, limitations, or condition on the policy.

Accountability Measures

Indicate how the university will monitor the success of the policy. Provide specific metrics that will be used.

The University will monitor the success of the policy utilizing two metrics. It will monitor the number of students enrolled on an annual basis. It will also monitor the graduation rate for each cohort.

Course Availability

Explain how the university will ensure that sufficient courses are available to meet student demand and facilitate completion of each program submitted for consideration. Will any similar E&G courses be eliminated or scaled back if this program is implemented?

The program will be managed in a lock-step cohort format which will insure that sufficient courses are available to meet student demand and facilitate completion of the program. No

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similar E & G courses will be eliminated by the implementation of this program.

Economic Impact

Provide economic impact that this proposal will have on the university and the student, anticipated revenue collection, how the revenue will be spent, whether any private vendors will be used, and which budget entity the funds will be budgeted.

This proposal will allow the university to offer the program and provide a needed service to the community. The program is expected to generate ~\$67,500.00 annually based on 10 students completing 15 credits each year at \$450.00 /credit hour. We anticipate the program will not be able to accept more than 20 students a year based on current faculty resources available to deliver the program.

The revenue generated from the t-DPT will be expended to cover the direct and indirect instructional costs, marketing, program administration, further enhance professional development of the faculty in the Department of Physical Therapy & Human Performance. No private vendors will be utilized, and the budget for the program will be placed in an auxiliary fund.

Other Information

Provide any additional information if necessary, and complete the attached supplemental form.