Market Tuition Rate
2016 Pilot Program Review Survey
FGCU
Transitional Doctor of Physical Therapy Program

Only one survey response per university. This survey includes the totality of the market tuition rate programs approved by the Board of Governors for your university.

1. How has this market rate tuition program achieved “success?”

   a. How many degrees have been awarded as a direct result of the approval of market tuition rate? 16 transitional Doctor of Physical Therapy have been awarded to date in 2014 and 2015.

      i. How does this number compare to the number of degrees awarded for E&G funded program offerings in the same or related CIP code? The entry level DPT program awarded 23 DPT degrees in 2014, and 22 in 2015.

   b. How many additional students have enrolled as a direct result of approval of market tuition rate? 28

   c. How has each approved program achieved success in terms of outcome measures in original program proposal?

      i. Enrollment: Enrollment has exceeded the estimate in the original proposal of 10 per year, with an average headcount in 2013-2015 of 14

      ii. Graduation rate: 16/18 members of the 2013/14 cohort have graduated

   d. How does attrition for the market tuition rate program offering compare to attrition rates for E&G funded program offerings in the same or related CIP code?

      i. The attrition rate for the t-DPT program is 10%, compared to approximately 5% for the entry level DPT program. The t-DPT attrition rate is still very low, considering that the t-DPT degree is not a practice requirement for physical therapists, but rather a voluntary program for enhancement of knowledge of already practicing physical therapists.
e. Provide other indicators of success: The large majority of the graduates maintain employment within the university’s service area.

2. If market tuition rate was approved for a program identified as a state critical workforce need, how has implementing market tuition rate increased the number of critical need graduates overall? N/A

3. What has been the impact on similar existing E&G funded program offerings in the same or related CIP code at the same degree level? The t-DPT is a post-professional program for practicing physical therapists, the program has no impact on the entry-level DPT program.

4. Have any E&G funded program offerings in the same or related CIP code at the same level been eliminated since the approval of market tuition rate? If so, please explain. No

5. How do program revenues compare to program costs? Program revenues exceed program costs. Total revenue since program inception in Spring 2014-Spring 2016 was $180,612, total expenses Spring 2014-Spring 2016 are $103,960, for a positive margin of $76,652

6. How much revenue has been generated by market tuition rate cohorts and how has the revenue been used? Revenue by AY is as follows: AY13-14 $51,147, AY 14-15 $71,392, AY 15-16 $58,073. Program revenue has been used for faculty compensation, marketing expenses, equipment enhancement, and faculty professional development.

7. Describe the positive aspects of the market tuition rate initiative.
   a. The initiative has allowed the institution to offer this program on a competitive market rate basis, allowing for revenue used to enhance the resources of the department. The program also filled a need identified by practicing physical therapists wanting to increase their knowledge base to the current standard.
   b. Describe the negative aspects: no negative aspects have been identified.

8. How does the market tuition rate initiative compare to Continuing Education? FGCU currently doesn’t offer credit-bearing programs through its office of Continuing Education.

9. If the Board’s Continuing Education Regulation 8.002 was modified to allow greater flexibility, could this take the place of market tuition rate for future
programs? Please explain. Potentially, if the regulation would provide for flexibility in setting tuition allowing for revenue to exceed program costs.

Campus contact for any follow-up questions about this survey:

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