

Market Tuition Rate 2016 Pilot Program Review Survey

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?**

It would be difficult to make a direct connection between the approval of a market rate program and the number of degrees awarded from that program due to the number of variables to be considered. That being said, since our market rate programs are relatively new, there were no graduates for the 2014/2015 academic year.

- 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?**

Program	Number of Degrees Awarded In 2014/2015 Market Rate	Number of Degrees Awarded In 2014/2015 E&G funded
Special Education, Autism	0	1
Nutrition	0	15
DNP	0	8

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

It would be difficult to make a direct connection between the approval of a market rate program and the number of students enrolled in that program due to the number of variables to be considered. However, the total number of students enrolled in 2014/2015 in each program, both Market Rate and similar E&G programs, are presented below.

Program	Total Students Enrolled In 2014/2015 Market Rate	Total Students Enrolled In 2014/2015 E&G funded
Special Education, Autism	33	1
Nutrition	15	37
DNP	25	31

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

Our internal outcome measures for all three market rate programs include overall increase in enrollment in the program (reported in 1.b. above), retention rates (reported below in this response), graduate rates (reported in 1.a. above), and overall student satisfaction with the program as measured by an end of program survey which has yet to be administered, due to the relative newness of each program and the lack of a significant pool of graduates.

In calculating retention rates, we examine the 6 term starts for the 2014/2015 year. The average retention rate for each program is given below.

- Special Education, Autism – 82%
- Nutrition – 55%
- DNP – 80%

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?

Due to the fact that our Market Rate Programs have only completed one full academic year, attrition comparisons cannot be made at this time.

e. Provide other indicators of success:

- 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?**

All three programs (Special Education, Autism; DNP; Nutrition) are in areas of critical workforce needs (i.e., Education and Health). In that our programs just began in Fall 2014 (summer 2014 for the Special Education Program), it is too early to identify an increase in graduates. Enrollment in the DNP program does suggest a net increase in the number of graduates can be expected.

- 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?**

Enrollment in two of the three programs (Nutrition and DNP) is greater in the E&G funded programs than the Market Rate Programs. Enrollment in the Special Education, Autism program are greater in the Market Rate Program. It should be noted that the enrollment in general in Special Education, Autism was declining significantly prior to creating the fully online, Market Rate 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.**

To date, no E&G funded program offerings in the same, or related CIP code, have been eliminated from the institution. One program, the graduate degree in Special Education with focus on Autism, was a program that had low enrollments prior to establishing the Market Rate program. The Market Rate program was a hopeful solution to growing the program. That growth has not yet been realized and future consideration of the program as whole is needed.

- 5. How do program revenues compare to program costs?**

The table below shows the revenue and expenses for each of the three Market Rate Programs.

UNF Market Rate Programs FY14 - FY16 (YTD as of April 12, 2016)

FY	Special Ed		Nursing (DNP)		Nutrition & Dietetics	
	Revenue	Expense	Revenue	Expense	Revenue	Expense
2014	\$18,768.00	\$0.00				
2015	\$180,881.40	\$153,129.80	\$191,536.11	\$183,943.67	\$44,183.06	\$44,649.32
2016	\$146,027.03	\$123,840.88	\$426,693.84	\$286,658.30	\$122,374.15	\$82,295.28

6. How much revenue has been generated by market tuition rate cohorts and how has the revenue been used?

The revenue generated by the Market Rate programs is tracked by programs (see the table above in the response to question 5), but not cohorts since the current programs do not restrict student admission or progression to cohorts only.

Revenue is used for instructional costs (e.g., faculty, academic learning coaches, etc.), faculty development, student assistants for the program and learning experience, and technology support.

7. Describe the positive aspects of the market tuition rate initiative.

The Market Rate initiative at UNF enabled the university to establish programs that are responsive to student needs (e.g., accelerated learning experience, fully online degree programs, access to courses in innovative delivery methods, times, and duration) as well as in alignment with the costs of courses and degrees. For fully online degree programs, the market rate initiative allowed the establishment of a single tuition rate for both in-state and out-of-state students that allowed the programs to be competitive both across the state and in the United States.

a. Describe the negative aspects

The limitation of the market rate initiative to graduate programs only.

8. How does the market tuition rate initiative compare to Continuing Education?

The Market Rate programs at UNF are each operated as an Auxiliary within Academic Affairs and not through Continuing Education. This decision was

made primarily because of the collaboration with a third-party entity to assist with recruitment and enrollment services and the fact that there were not additional services needed. Another clear difference is that in accordance with state regulation 8.002, programs delivered via continuing education are intended to be cost-recovery and part of the impetus for using a market rate approach is to allow individual programs, departments, and colleges to retain funds generated in excess of costs for use to support other initiatives.

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.

Yes, assuming some key benefits to using the Market Rate approach are incorporated into regulation 8.002 and institutions are afforded the flexibility of using the continuing education support or simply running the program as an Auxiliary outside of continuing education, then the regulation could be used for future programs. Two key issues would need to be addressed, including the ability to have both undergraduate and graduate “market rate” or auxiliary programs and the ability to set tuitions for the programs.

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