

**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?

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 | CIP Code | Degrees Awarded as a Direct Result of the Approval of Market Tuition Rate | Degrees Awarded for E&G Funded Program Offerings in the Same or Related CIP Code |
|--|----------|---|--|
| M.Ed. Educational Leadership | 13.0401 | 360 | NA |
| M.Ed. Curriculum & Instruction (Reading Endorsement-Cognate) | 13.0301 | 0 | 110 |
| Ed.D. in Curriculum & Instruction (Curriculum Studies) | 13.0301 | 0 | 33 |
| Master in Accountancy | 52.0301 | Market Rate Never Implemented | |

Note: The M.Ed. Curriculum and Instruction (Reading Endorsement Cognate) program is being phased out due to low enrollment, and the Master of Accountancy program was never implemented as a Market Rate program. There is not a related E&G program for CIP 13.0401.

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

| Program | CIP Code | Academic Year 2012-2013 Enrollments (Before Market Rate) | Academic Year 2014-2015 Enrollments (After Market Rate) | Additional Enrollments |
|--|----------|--|---|------------------------|
| M.Ed. Educational Leadership | 13.0401 | 246 | 607 | 361 |
| M.Ed. Curriculum & Instruction (Reading Endorsement-Cognate) | 13.0301 | 1 | 19 | 18 |
| Ed.D. in Curriculum & Instruction (Curriculum Studies) | 13.0301 | 0 | 58 | 58 |
| Master in Accountancy | 52.0301 | Market Rate Never Implemented | | |

Note: Academic year 2013-2014 was a transition year because market tuition rate was implemented in Spring 2014. Enrollments include all students who enrolled in at least one class during the academic year.

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

| | | Accountability Measures | | | |
|--|----------|--|---|--|---|
| | | Number of Enrolled Students | | Time to Graduation | |
| Program | CIP Code | Academic Year 2012-2013 Enrollments (Before Market Rate) | Academic Year 2014-2015 Enrollments (After Market Rate) | Academic Year 2012-2013 Enrollments (Before Market Rate) | Academic Year 2014-2015 Enrollments (After Market Rate) |
| M.Ed. Educational Leadership | 13.0401 | 246 | 607 | 3.2 | 2.3 |
| M.Ed. Curriculum & Instruction (Reading Endorsement-Cognate) | 13.0301 | 1 | 19 | See Note | See Note |
| Ed.D. in Curriculum & Instruction (Curriculum Studies) | 13.0301 | 0 | 58 | See Note | See Note |
| Master in Accountancy | 52.0301 | Market Rate Never Implemented | | | |

Note: The M.Ed., C&I Reading Endorsement is in teach out. The Doctoral degree track was not offered before market tuition rate was implemented and there has been insufficient time for any students to complete it.

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?

684 students were enrolled in the 2014-2015 academic year in Market Rate programs in CIP Codes 13.0401 and 13.0301. 374 students were enrolled in Fall, 2015 and 283 were enrolled in Spring 2016. 113 of these students were not enrolled in either Fall 2015 or Spring 2016 (16.5% attrition rate). 363 students earned their degree. There is not a related E&G funded program for CIP 13.0401. For 13.0301, the M.Ed., C&I-Reading Endorsement is in a teach out. The related Doctoral program has increased in enrollment in the identified terms (see question 3).

e. Provide other indicators of success:

Faculty participate in professional development to create high quality courses. Of the 7 directly involved faculty members in the M.Ed. in Educational Leadership, 6 have completed courses in Online Design, Online Teaching, Applying the QM Rubric and/or Improving Online Courses. Faculty in the Ed.D. program are also involved in professional development to improve their online courses.

Educational Leadership students have been surveyed to gauge their satisfaction and success. In a representative sample (n=41) of graduates in Summer 2014 and Fall 2014,

- 82.9% were employed in a school administrative position
- Had an average rating of 3.58 (out of 4) in Content, including assessment of skills related to monitoring student success, alignment of curriculum, instruction and assessment, ability to use benchmarks, human resources, mentoring, professional growth, leadership, and administration
- Had an average rating of 3.70 (out of 4) in Critical Thinking, including skills related to planning, collecting and analyzing data, using critical thinking and decision-making processes
- Had an average rating of 3.69 (out of 4) in Communication, including skills related to personal vision, collaboration skills, relationship building, and communication of student expectations and performance
- Had an average rating of 3.65 (out of 4) in Project Management, including structuring and monitoring school learning environments, planning and implementing technology, developing other leaders and managing school environments
- Had an average rating of 3.80 (out of 4) in Values/Integrity, including adhering to the Code of Ethics and demonstrating personal and professional behaviors
- Had an average rating of 3.68 (out of 4) in Diversity Skills, including engaging and employing faculty
- Had an average rating of 3.86 (out of 4) in an overall rating of the program

In a one-year follow up survey in Spring of 2015, 11 students shared perspectives,

- 72.7% were employed in a school administrative position

- Had an average rating of 3.80 (out of 4) in Content, including assessment of skills related to monitoring student success, alignment of curriculum, instruction and assessment, ability to use benchmarks, human resources, mentoring, professional growth, leadership, and administration
- Had an average rating of 3.66 (out of 4) in Critical Thinking, including skills related to planning, collecting and analyzing data, using critical thinking and decision-making processes
- Had an average rating of 3.70 (out of 4) in Communication, including skills related to personal vision, collaboration skills, relationship building, and communication of student expectations and performance
- Had an average rating of 3.71 (out of 4) in Project Management, including structuring and monitoring school learning environments, planning and implementing technology, developing other leaders and managing school environments
- Had an average rating of 3.87 (out of 4) in Values/Integrity, including adhering to the Code of Ethics and demonstrating personal and professional behaviors
- Had an average rating of 3.78 (out of 4) in Diversity Skills, including engaging and employing faculty
- Had an average rating of 3.82 (out of 4) in an overall rating of the program

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?

Not applicable.

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?

| Degree Level | CIP Code | Academic Year 2010-2011 Enrollments in the Same or Related CIP Code Before Cost Recovery Tuition Rate was Implemented | Academic Year 2012-2013 Enrollments in the Same or Related CIP Code Before Market Rate Tuition was Implemented | Academic Year 2014-2015 Enrollments in the Same or Related CIP Code After Market Rate Tuition was Implemented |
|---------------------|----------|---|--|---|
| Masters (See Note) | 13.0401 | 125 | 246 | 607 |
| Masters (See Note) | 13.0301 | 6 | 1 | 1 |
| Doctoral (See Note) | 13.0301 | 51 | 44 | 54 |
| Masters | 52.0301 | Market Rate Never Implemented | | |

Note: Educational Leadership was operated under cost recovery tuition before market tuition rate was implemented. There are no other programs related to this

CIP. C&I: Reading Endorsement is being phased out for low enrollment. Related Doctoral program is C&I: Curriculum and Diversity Studies.

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 E&G funded program offerings in the same or related CIP code at the same level have been eliminated since the approval of market tuition rate.

5. How do program revenues compare to program costs?

| Program | CIP Code | Program Revenue (January 2014 - March 2016) | Program Costs (January 2014 - March 2016) |
|---|----------|--|--|
| M.Ed. Educational Leadership | 13.0401 | \$7,164,870.15 | \$5,939,443.76 |
| M.Ed. Curriculum & Instruction (Reading Endorsement- Cognate) | 13.0301 | \$152,639.06 | \$118,030.74 |
| Ed.D. in Curriculum & Instruction (Curriculum Studies) | 13.0301 | \$1,134,577.58 | \$854,856.20 |
| Master in Accountancy | 52.0301 | Market Rate Never Implemented | |

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

The program revenues are shown above in the answer to Question #5. The revenues have been used to pay for the following program-related expenses:

- Instructor salaries and fringe
- Program advisors salaries and fringe
- Graduate Assistant Stipends, Tuition waivers and scholarships
- Educational contractual services for marketing and student support
- Curriculum design and development
- Program management and administration
- Financial management

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

Positive aspects of the market tuition rate initiative:

- Provides flexibility in online program delivery
- Helps enable program investment to enhance program quality

- Provides financial resources for improving program delivery, student access, student support services, and student advising.

Negative aspects of the market tuition rate initiative:

- Increased administrative costs due to complexity in reporting.

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

All of the University's market tuition rate initiatives are being offered as approved online degree programs through the University's Continuing Education unit pursuant to Regulation 7.001.

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.

Answer: Yes. Because credit hours generated by courses in market tuition rate program cohorts cannot be reported as fundable credit hours, these programs are already administered by UWF's Continuing Education office. Therefore, adding these programs under regulation 8.002 would simplify the process.

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

Name: Dr. Karen Rasmussen

Title of campus contact: Assistant Provost, Chief Academic Strategist, Innovation Institute

Phone: 850-474-2301

Email address: krasmuss@uwf.edu

Any questions about this survey should be directed to Board of Governors staff Richard Stevens (Richard.stevens@flbog.edu) or Jennifer Nabors (Jennifer.nabors@flbog.edu).