



For each of the College's three Market Rate programs, four accountability measures for success were proposed. The first was growth in student enrollment in each of the degree programs. As seen in the table below, these numbers have steadily grown over the last few years.

The second measure was that of student quality, with success represented by an increase in GMAT scores for entrance and through class assessments and assurance of learning techniques. While the GMAT scores are covered in more detail below in section e, the data we have collected through class assessments, assurance of learning, and overall GPAs have demonstrated a consistent pattern of growth.

The third measure was that of Faculty Excellence. This measure focused on two areas, maintaining a high level of teaching quality and a high level of research as evidenced by peer reviewed publications. Teaching evaluations among the 26 faculty involved continue to be near the top of the college in terms of ranking, with most faculty receiving an "excellent" rating from the students in their online courses. The faculty who participate in the Market Rate program have maintained a high level of research publishing 596 peer refereed journal articles amongst the 26 faculty involved.

The final measure was student satisfaction and that will be covered in further detail in section e.

- 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?

The program with the closest comparisons are the MBA full-time and part-time programs that are offered on campus compared with the online MBA. When comparing these programs, we find that the attrition rates are generally the same regardless of whether the program is on campus or online. In order to try to combat the factors that cause this, the college periodically updates the curriculum involved in the program and have just transitioned MBA program directors, which will bring a fresh perspective to both the on campus and online programs. The college is continuing efforts to promote our online offerings and connect with alumni in order to spread the word on the value of an MBA degree from FSU. Additionally, the college is making inroads with industry to help grow the potential student base for the online market rate programs.

- e. Provide other indicators of success:

The College is continuing to measure the success rates of the programs. The College continues to monitor input measures such as GMAT scores for all the programs as well as student satisfaction measures.

For MBA and MIS the trends are similar.

MBA

Summer 2013: average GMAT score 565	Summer 2014: average GMAT score 578	Summer 2015: average GMAT score 563	Fall 2013: average GMAT score 570	Fall 2014: average GMAT score 569	Fall 2015: average GMAT score 549
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MIS

Spring 2013: average GMAT score 583	Spring 2014: average GMAT score 545	Spring 2015: average GMAT score 430	Fall 2013: average GMAT score 552	Fall 2014: average GMAT score 548	Fall 2015: average GMAT score 515
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The data indicates that the average GMAT score were lower in 2015. However, for the students starting summer 2015, the new College of Business GMAT waiver was in place. This means that for a candidate meeting key criteria, the GMAT can be waived, and their score is not reflected in the above data. Anecdotally, this helped to create a class with higher levels of work experience. The College is carefully monitoring trends in enrollment, quality and retention for these students.

However, for RMI, there actually was an increase in GMAT scores in 2015.

Summer 2013: average GMAT score 542	Summer 2014: average GMAT score 542	Summer 2015: average GMAT score 525	Fall 2013: average GMAT score 538	Fall 2014: average GMAT score 546	Fall 2015: average GMAT score 590
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For the MBA program, student satisfaction has been assessed in an exit survey. Sixty percent of respondents rated this program overall as “Excellent” while approximately thirty-five percent rated the program as “Good”. Over ninety-six 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.

sixty-one percent rated the MIS Program “Excellent.” Over 95 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 coverage of technical issues coursework offered in the program.

For the RMI Program, student satisfaction has been assessed in an exit survey. This program was rated as “Excellent” by sixty-eight percent of respondents and “Very Good” by thirty-two percent. 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 streaming lectures, group chat and video conferencing.

Given the nature of the online Market Rate programs, most students are currently working at full time jobs. The College of Business focuses on offering a superior level academic experience that will translate into the workplace, thus helping the student to advance with their current employer. The College of Business also offers “Corporate Networking Nights” which connect students with potential employers. In addition, online Market Rate students have the same access to The Career Center as

There has likely been very little decrease in enrollments between the market rate MBA and the E&G funded MBA as the delivery option (online vs. in person) seems to drive the preference rather than price. Many of our online students prefer the format because of the convenience and the ability to maintain jobs in other cities and/or family schedules that would not permit traditional classroom education.

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.

Over time, enrollments in the E&G funded programs in Risk Management and Management Information Systems have declined. However, the College has expanded offerings at the master's level in Accounting and Finance to offset these decreases.

5. How do program revenues compare to program costs?

A goal of the market rate programs was to create additional revenue streams to support the market rate online MBA, increase faculty research support, and create additional graduate faculty lines. Since their inception, the Market Rate programs have collected approximately \$8.3 million in revenue. Of this revenue approx. \$6.3 million has gone into the teaching, administration, and technology support of the three market rate programs while approximately \$2 million has been used to enhance research efforts. There has not been a consistent track record of steady revenue that would support additional faculty hires. It is the College's hope that if the Market Rate program continues, this consistent stream of revenue can be established and the hiring of additional faculty can commence.

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

During the course of the Market Rate programs at the College of Business, the MBA (\$6.04 mil), RMI (\$1.3 mil), and MIS (\$958k) programs have collected approximately \$8.3 million in revenue. \$1.9 million of this revenue was used to support the teaching and instructional efforts of faculty serving the programs. Additionally, this revenue was to support and enhance the research efforts of the College's world renowned faculty with approximately \$2 million spent on those efforts. The Market Rate supported research conducted by our faculty in turn enhances the class experience for the Market Rate students as the research information is shared through the classes and is used by faculty during course development.



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.

One potential challenge may come in the event that a class used in a program is also offered for another program that is E&G funded. The current regulations will not allow for offering a course in both formats. Otherwise, the details would relate to the flexibility needed for funding and any potential issues with transfer credit if the student decides to move to an E&G program.

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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?

This is not a degree program so no degrees have been awarded.

This program is designed specifically to help students with a degree in something other than speech language pathology take 6 courses required to gain admission to most master’s programs.

Some students can receive a certificate, but it is not required and most do not. In fact many of the students report being accepted into graduate programs in speech language pathology without completing all 6 of the required courses.

- 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?

We admit one cohort of 35 to 40 students every other year and are thinking about changing that to every year.

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

All of them since this program does not exist as a degree program.

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

This program has achieved success in a number of ways:

It has created an online path for students who needed a specific set of courses to get into graduate school.



It has provided resources that have enabled us to expand our online master's in communication science and disorders. Expanding this program helps reduce the bottleneck in getting students into the profession.

- 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?

Over the last three years 70% (115/169) of the students who entered the Bridge program completed all 6 courses. We have found that few of them really want the certificate because they can achieve their goal of getting into graduate school without it. The 30% who did not complete the program included those who simply dropped out as well as a sizable number who just needed one or two courses to be eligible to apply to graduate school.

- e. Provide other indicators of success:

The outside reviewer examining our programs (a former president the American Speech-Language Hearing Association - ASHA) identified the Bridge program as one of the most innovative programs he had seen.

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?

The area of communication science and disorders (speech language pathology) is in an area identified as a state critical workforce need. The specific degree required to practice in this area is the master's degree. This program has helped students fro2pplt8d(te school without it. )TJ4.425a(1001 Tw(169) of thetice in th.00 Tw1-.000sch



only be used to cover the direct costs of the program. There is no provision that allows for collection of revenues above the level for cost recovery. Funding from the continuing education budgets cannot be used to improve or extend E&G funded programs.

Market Rate Tuition- Under the standards for market rate tuition, the program tuition can be set at a competitive market rate. Because these budgets allow for revenues that are above the level of cost recovery, after covering direct expenses for the program, the residual amount can be placed in a budget that can fund expenses incurred by other programs to include E&G funded programs. By growing the market rate tuition program, more resources are available for the E&G funded program. These resources enhance program access and quality for E&G funded students.

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.

If regulation 8.002 was amended to allow programs to charge a fee that is based upon a market analysis while allowing the program to collect revenues above the level for cost recovery, it could take the place of market tuition for future programs.

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2013-2014	156	81%	30	19%
2014-2015	116	82%	21	18%
2015-2016	76	85%	11	15%

It was also our goal to keep this program size between 10 and 15% of our total program size. However, changes in the economy and the job market led to major reductions in the number of students seeking an MIS degree. Our overall enrollment dropped by over 60% from its peak about 2 years before the market rate program was established. That trend is just now starting to stabilize. This is a national phenomenon, not just at FSU. As a result we overshot our percentage enrollment target and had to correct our market rate admissions downward.

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

This market rate program was designed to help compete for out-of-state students who are seeking a masters in information studies. This is a very competitive degree with almost all of the top ranked national programs being offered online, almost all of which (public and private) offer “tuition discounts”. As a result we were one of the most expensive online programs offering an MIS degree. Without the market rate program it is very likely that none of these stud

large program enrollments, because with small program enrollments such as specialized courses don't attract enough enrollment to be offered.

: It allowed us to attract a significant cohort of out-of-state students to our program. These students brought experiences and challenges from libraries, museums and other information organizations into the classroom.

: information schools such as the one at FSU build at least a part of their reputation on the number and quality of their graduates. As national enrollments have dropped in this field, we have done better than most. This leadership has enabled us to maintain high national rankings (#1 in School Media, #5 in Digital Libraries and #11 Library and Information Studies).

- 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?

The students in the program are enrolled in the same courses as the students enrolled in the normal E&G courses. Our student information system uses different sections to set costs, so the market rate sections can be "cohorted" with the normal E&G sections. As a result, market rate students directly reduce the costs borne by the E&G students in our courses by spreading the fixed costs over a broader group of students.

- e. Provide other indicators of success:

The program was re-accredited by the American Library Association in 2014.

The market rate program in MIS was part of the reason we were able to develop an online masters in information technology (this is a regular E&G program, not a market rate 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?

This program has not been so identified.

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 impact has been very positive as noted above.

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?

The program revenues exceed program costs by approximately 12%.

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

The program currently generates approximately \$270,000 per year (we don't track revenue by cohort but it should work out to roughly the same amount of money since the average number of cohorts equals the average number of years required to complete the degree). From these funds, approximately 52% are paid out in faculty salaries and benefits, 28% program administration, 6% are used to pay for graduate students and 2% are used to pay for technology. The remainder is returned to the School of Information and used to support graduate student assistants. Since the instructional costs are fixed costs (at least once a class is scheduled) additional market rate students would reduce the cost for everyone and a larger percentage of the funds would flow through to the School.

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

The market rate program is having a very positive impact on our normal program by reducing the costs borne

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

Continuing Education- Under the current standards for continuing education, the program has to be operated in a cost recovery, revenue neutral fashion. The revenue from programs that are set up this way can only be used to cover the direct costs of the program. There is no provision that allows for collection of revenues above the level for cost recovery. Funding from the continuing education budgets cannot be used to improve or extend E&G funded programs.

Market Rate Tuition- Under the standards for market rate tuition, the program tuition can be set at a competitive market rate. Because these budgets allow for revenues that are above the level of cost recovery, after covering direct expenses for the program, the residual amount can be placed in a budget that can fund expenses incurred by other programs to include E&G funded programs. By growing the market rate tuition program, more resources are available for the E&G funded program. These resources enhance program access and quality for E&G funded students.

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.

If regulation 8.002 was amended to allow programs to charge a fee that is based upon a market analysis while allowing the program to collect revenues above the level for cost recovery, it could take the place of market tuition for future programs.

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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?

This is not a degree program so no degrees have been awarded. Certificates are awarded after students complete 4 courses and students qualify to sit the Project Management Professional (PMP) exam after one course.

- 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?

Very few people have taken advantage of our market rate program to date (seven to date).

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

7 students through 2015.

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

The project management program has not achieved success primarily based on the number of students enrolled. On the plus side, the program was built so that the cost of the program is tied directly to the number of students enrolled.

- 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?

The students in the program are enrolled in the same courses as the students enrolled in the normal E&G courses. Our student information

system uses different sections to set costs, so the market rate sections can be “cohorted” with the normal E&G sections.

- e. Provide other indicators of success:

The small number of students enrolled in this program make it difficult to claim great successes. However, it is clear that our funding model adequately addresses costs even when there are very few students. What it doesn't do is generate enough revenue to adequately market the program.

Another plus is that this program regularly catches the attention of U.S. military personnel. They initially apply to the market rate program. We redirect them to the E&G funded program and charge them the lower in-state rate.

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?

This program has not been so identified.

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?

No.

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. The current program enrolls either 140+ or 110+ students a year, depending on how many sections we offer in a given year. These variations are due to the availability of PMP's to teach.

5. How do program revenues compare to program costs?

Program revenues exceed program costs by approximately \$248 per course on a per student basis. So the 7 enrollments between program initiation and the current time have generated a net of approximately \$1736. Program costs are not incurred until students apply for admission into the program's courses.

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

The program has not generated significant revenue at this point in time. We have used the above funds to pay for program administration (28%), and to pay the portion of the instructor's time used to provide instruction for market rate students (55%). The remaining funds (\$400) have been kept as a reserve in the auxiliary.

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

We had hoped that this would provide us a way to grow this program beyond our current (mostly in-state) efforts and use the revenue to enhance the courses offered to all of our students and the technologies required to deliver the program online.

- a. Describe the negative aspects

We did not have funding needed to market this program beyond some of the least expensive avenues. As a result, it did not grow as we had hoped it would.

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

Continuing Education- Under the current standards for continuing education, the program has to be operated in a cost recovery, revenue neutral fashion. The revenue from programs that are set up this way can only be used to cover the direct costs of the program. There is no provision that allows for collection of revenues above the level for cost recovery. Funding from the continuing education budgets cannot be used to improve or extend E&G funded programs.

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**Table 1. MASTER'S DEGREES AWARDED FOR CIP CODE 43.0104  
ON-CAMPUS MASTER'S IN CRIMINOLOGY AND ONLINE MASTER'S  
CRIMINAL JUSTICE STUDIES**

Degree Year	<u>ONLINE MASTER'S</u>			Total
	On Campus MS Fl./Non-Res Fundable	Fl.Resident Fundable	Non-resident Market Rate- Non fundable	
2012-13	27	41	3*	71
2013-14	17	21	2	40
2014-15	30	22	15	67
2015-16	28	16	11	55
<b>Total Degrees</b>	<b>102</b>	<b>100</b>	<b>31</b>	<b>233</b>

Fall 2012.

The attrition rate for non-residents in the online master's program is virtually the same as the attrition rate for Florida residents in the online master's. The attrition rate for both non-residents and resident students in the online master's is higher than on-campus master's students. A higher attrition rate is expected for online master's students, the majority of whom have been out of College for a considerable amount of time, are employed full time and may find difficulty balancing work demands against the demands of an academically rigorous master's program.

The program has increased access to and production of degrees and has extended the College of Criminology and Criminal Justice's #1 national and international ranking and has assisted in helping meet state and national community needs by providing world class education thereby preparing graduates as community, state and national leaders. The online master's in criminal justice studies at FSU was





to distance learning space, and to enhance the educational and research environment. Residual revenue from market rate tuition has been used to support state funded graduate and undergraduate programs.

Opportunity for non-residents to earn a master's degree from Florida State University at a nationally competitive rate.

Increased teaching assistance and funding opportunities for Ph.D. graduate assistants who were previously supported with state funds.

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If regulation 8.002 was amended to allow programs to charge a fee that is based upon a market analysis while allowing the program to collect revenues above the level for cost recovery, it could take the place of market tuition for future programs.

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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?

Four degrees have been awarded so far.

- 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?

At this time, the market rate MS program in Instructional Systems and Learning Technologies (ISLT) awards degrees at a slower rate than the E&G funded MS degree in ISLT.

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

24

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

The Master in Instructional Systems had two original outcome measures. The first was to increase overall enrollments, since market rate students would be taught in the same classes as E&G students. This has been implemented, and the two programs benefit each other by filling class sections. Our second accountability measure was to recruit and matriculate highly qualified MS students from market rate into our ISLT doctoral program. It is still early to comment on success in this area.

- 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?

Attrition rates are comparable across programs.

e. Provide other indicators of success:

Our market rate graduates thus far are excellent representatives of the ISLT program at FSU. We anticipate that they will continue to represent our program in the work force and become active members of our alumni association.

Additionally, because the market rate students enroll in our regularly offered online courses for in-state online students, on occasion we have been able to offer additional electives to our in-state online students. For example, rather than offering one elective solely to in-state online students, we've been able to offer two elective courses and offer the in-state and market rate students a choice of electives, ensuring sufficient enrollment in both class sessions.

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?

This is not a program identified, as a state critical workforce need.

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?

There has been no impact on our E&G funded program offerings aside from occasionally being able to offer more choice of electives to students across differently funded programs as described above in 1e.

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?

The program generates an annual surplus.

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

So far, each year the market rate cohort has generated approximately \$65-75 thousand in annual revenue, and about one-half of that amount has been spent on program expenses (proportional amounts of instructor / TA salaries; Office of Distance Learning overhead fees). Surplus funds have been spent to support other program functions (e.g., GA positi

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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. Fifty-three (53) degrees have been awarded to students participating in market rate tuition program.
  - ii. How does this number compare to the number of degrees awarded for E&G funded program offerings in the same or related CIP code?

MSW Degrees Awarded Spring 2012 Fall 2015			
	Distance Learning	On Campus	Grand Total
E&G Funded	334	577	911
Market Rate	53		53
Grand Total	387	577	964

- b. How many additional students have enrolled as a direct result of approval of market tuition rate?
  - i. Ninety-five (95) market rate tuition students have enrolled since the approval of market rate tuition.
- c. How has each approved program achieved success in terms of outcome measures in original program proposal?
  - i. The Market Tuition MSW program for the FSU College of Social





i. The market rate tuition program has experienced a 13% attrition rate. This is comparable to the E&G funded program.

e. Provide other indicators of success:

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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?

a. The Social Work program is not considered a critical need program.

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?

a. All programs at the master's degree level within the College of Social Work fall under the same CIP code. After the market rate tuition program was implemented, enrollment for the E&G funded program has grown. Additionally, the number of elective courses available to students participating in the E&G funded programs has increased. This increase in elective options has allowed students the opportunity to choose from a wider array of courses. The choices allow students in the E&G funded program to specialize their focus of their studies. In summary, since the inception of the market rate tuition program more Florida residents are participating in the E&G funded program. Increased elective options have allowed those students to specialize their studies allowing them to be better prepared to enter their chosen area of professional practice.

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.

a. No

5. How do program revenues compare to program costs?

a. Revenue & Cost Data- Fiscal Year 2014-15

Program Revenue	Program Expenses
\$476,614.76	\$415,998.46

6. How much revenue has been generated by market tuition rate cohorts and how has the revenue been used?
  - a. For fiscal year 2010-2011 through fiscal year 2014-2015, the market rate tuition program grossed \$1,769,994. Of that money, seventy-seven percent (77%) has been used to cover direct expenses for the program (\$1,012,370) and thirty-three percent (33%) was surplus revenue that was moved to a market rate residual account (\$589,000). Fifty-five percent (51%) of total revenue (\$894,126) was used to cover instruction and administration costs, five percent (5%) was paid to the Office of Distance Learning (ODL) for overhead (\$76,944), and the remaining seven percent (11%) was used for marketing, tr

- a. Continuing Education- Under the current standards for continuing education, the program has to be operated in a cost recovery, revenue neutral fashion. The revenue from programs that are set up this way can only be used to cover the direct costs of the program. There is no provision that allows for collection of revenues above the level for cost recovery. Funding from the continuing education budgets cannot be used to improve or extend E&G funded programs.
  - b. Market Rate Tuition- Under the standards for market rate tuition, the program tuition can be set at a competitive market rate. Because these budgets allow for revenues that are above the level of cost recovery, after covering direct expenses for the program, the residual amount can be placed in a budget that can fund expenses incurred by other programs to include E&G funded programs. By growing the market rate tuition program, more resources are available for the E&G funded program. These resources enhance program access and quality for E&G funded students.
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- a. If regulation 8.002 was amended to allow programs to charge a fee that is based upon a market analysis while allowing the program to collect revenues above the level for cost recovery, it could take the place of market tuition for future programs.

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