**School of Education Proposal for
Differential Tuition
Department of Library and Information Studies
For the MLIS Program**

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The Department of Library and Information Studies (LIS) is the oldest LIS program in the state of North Carolina. It is highly respected in the state and ranked 22nd in the nation by *U.S. News and World Report*. In 2017, it was ranked as the number one online MLIS program in North Carolina and 14th in the U.S. by SR Education Group. Program enrollment has more than doubled from 150 students in 2012 to 347 students in Fall 2017.

This is an initial request for differential tuition for the LIS program that is needed due to the crucial need to enhance technology available to online learners and the increasing cost of providing high-tech training to LIS students. LIS education requires extensive hands-on training in emerging information technologies as mandated by national accreditation standards, which requires both off-campus access to the technologies and support for their acquisition, administration, and use. This request is for a $20.00 per student credit hour (SCH) increase, which will cost students a total $720.00 for the 36-hour degree.

## 1.    Brief Description of the Program and Rationale

LIS houses one MLIS degree with generalist and School library focuses. The degree requires 36 hours of coursework, including a one-hour capstone course. Our students take approximately 7.5 hours per semester, and the average time to degree is a little more than two years. The program is focused primarily on professional preparation. In a 2017 *Library Journal* Survey, 89% of our 2016 graduates reported finding employment either in an library & information science organization or in an library and information science capacity. Competence with emerging information technologies is consistently rated among the most desirable skills by employers in our field. Our distance program was launched in 2013, and since that time, our student population has transitioned from primarily main campus students to 82% distance learners. Currently, on-campus students have access to many more of the important technologies they need to learn than do distance learners. This inequity provides a significant challenge for technology instruction in our program, and it will be a source of concern for our accrediting body, the American Library Association, in our 2018 program review. Additional funding is needed to acquire remote access licenses for a variety of technologies and to provide support to the department for acquiring, administering and supporting these technologies. Additionally, increased technology support is needed for hybrid classroom technology (which blends online and face-to-face learners), including the new SOE polysynchronous classroom that has already been funded and is currently in the early planning stage. The differential tuition is requested for online students only.

## 2.      Trends in Enrollment

Table I – LIS Enrollment Growth (Headcount Enrollment)

| Fall MLIS | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|---|
| Enrollment | 150 | 200 | 249 | 260 | 307 | 347 |

## 3.      Tuition History and Impact of Differential Tuition on Students

This is the first request by LIS for differential tuition. We are requesting a $20.00 per SCH increase which will result in a $720.00 increase to the entire 36-hour degree. Historically the technology access and support provided by the School of Education (SOE) to the LIS department was adequate because all of its students were on campus, and our classes were taught in regular smart classrooms. However, given the rapid growth of our online program since 2013, these levels of support make it increasingly challenging to meet the technology training and support needs of distance learners and ensure they graduate with the skills that will be key to their employability. This difficulty is exacerbated by the rapid proliferation of the number and types of emerging technologies LIS professionals utilize in their everyday work.

In order to determine the impact of the proposed differential tuition on online LIS student's choice of programs, the department consulted its 16-member advisory committee, which includes current online students, program alumni, and community stakeholders, including employers of our graduates. This group discussed the proposal, and the current students concluded that differential tuition to support the quality of technology education in the LIS program would not have impacted their choice to complete a degree at UNCG. Furthermore, the committee enthusiastically recommended that the differential be adopted to maintain the high-quality of the technology curriculum. Unanimously committee members believed the differential tuition requested is reasonable and supported the proposed budget for spending the fund generated

## 4.      Peer Comparison Data as to Cost and Other Factors

In preparing this differential tuition request, the costs of in and out of state peer programs were reviewed to assess how this increase would impact LIS's competitiveness in the online market. It was determined that even with the small increase requested, the LIS will remain highly competitive with its in-state peers and significantly less expensive than it's out of state peers. Although it will increase slightly the already the existing difference in tuition between LIS and the programs at North Carolina Central University and Eastern Carolina University, our program is ranked significantly higher than either of them, and we still present a better value for the expense.

Table 2  - Tuition Costs for Benchmark Online MLIS Programs, 2017-2018

| University | Per Credit Hour In-State | Per Credit Hour Out of State | Fees per Semester | In State Full-Time Semester Total* | Out of State Full-Time Semester Total* | Source |
|---|---|---|---|---|---|---|
| UNCG | 255.83 | 534.41** | 22.75 | 2,507.22 | 4,809.69 | https://csh.uncg.edu/wp-content/uploads/2017/10/Spring_2018-Fee.pdf |
| UNC | 487.00 | 1,331.00 | 26.42 | 4,409.42 | 12,005.42 | https://cashier.unc.edu/files/2017/07/17_18YR.pdf |
| NCCU | 247.06 | 882.06 | 24.29 | 2,438.12 | 8,153.12 | http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1590 |
| ECU | 232.79 | 877.5 | 16.47 | 2,111.58 | 7,912.62 | http://www.ecu.edu/cs-admin/financial_serv/customcf/fees_cont_ed_fall_2017.pdf |
| USC | 552.25 | 672.25 | 17.00 | 4,987.25 | 6,050.25 | https://www.sc.edu/study/colleges_schools/cic/library_and_information_science/about/tuition_and_fees.php |
| UTK | 626.00 | 1,687.00 | 50.00 | 6,071.00 | 15,165.00 | http://www.sis.utk.edu/sites/default/files/docs/Fees17-18.pdf |
| Florida State | 544.26 | 1,175.66 | 30.16 | 4,928.50 | 10,611.10 | http://ischool.cci.fsu.edu/admissions/financial/#coa |
| Dexel | 1,228.00 | 1,228 | 0 | 11,052.00 | 11,052.00 | https://online.drexel.edu/online-degrees/information-sciences-degrees/ms-di/index.aspx#tuition |

\* Tuition is based on 9 graduate SCH hours
\*\* Out of NC rate.

5.      Proposed Use of Projected Revenue

If approved, this differential tuition will ultimately generate an estimated $108,000.00 per year.
LIS will set aside 14% of these funds, by the third year, to support student retention and
success. See Table 3 for details.

Technology Licenses 28%

| Product | Course | Simultaneous Users | License Per Unit Cost | Total |
|---|---|---|---|---|
| Adobe Creative Cloud With Adobe Captivate | Information Literacy Instruction; Instructional Design; Web Production | 40 | 10,000 for 20 Users | 20000 |
| Omeka.Net | Archives/Special Collections; Metadata | 50 | | 1000 |
| MapMe | Special Collections; | 30 | 50 per month | 600 |
| ArchivesSpace via Lyrasis - http://archivesspace.org/registered-service-providers/current-rsps/ | Archives | 30 | | |
| Camtasia | Digital Storytelling; Special Collections | 30 | 200 per simult. user | 6000 |
| RDA | Knowledge Organization; Cataloging | 30 | | 500 |
| Eportfolio Software | Capstone | 100 per year | | 500 |
| Web Hosting service | LIS 630; LIS 640; LIS 641 | 25+ | | 240 |
| Hootsuite | Manage dept. Social media | | $99 per month | 1188 |
| Appie Pie | Create and manage dept. mobile app. | | $50 per month | 600 |
| | | | | $30,628 |

Support Personnel and Faculty Costs (58%)

Personnel funds will be used for a new staff position, because these technology resources will not be directly supported through the university's IT staff. The person in this position will be charged with negotiating licenses, administering password access, troubleshooting, system maintenance, and providing technical support to faculty and online students. They will also help the faculty evaluate the ongoing utility of currently licensed products and stay abreast of new products that should be considered as some become obsolete. They may also be asked to teach technology courses for the department. Finally, this position will support and help maintain the new polysynchronous classroom for SOE. He or she will also train and supervise several graduate assistants who assist with classroom support.

Support Student Retention and Success (14%)

15% of these tuition revenues will be used to support student retention and success initiatives. A portion will be used to purchase laptops to loan to online students who exhibit very high need through the FAFSA. They will also be used to contribute to stipend packages to support

appropriate graduate assistant positions that will help provide the SOE polysynchronous classroom support.

Table 3 – Differential Tuition Revenue and Expenses

| Projected Revenues | 2018 – 2019 *1st Year Students Only | 2019 – 2020 1st & 2nd year Students | 2020-2021 1st, 2nd, and 3rd Year Students |
|---|---|---|---|
| DT/SC | $20.00 | $20.00 | $20.00 |
| Average SCH Per Student Per Year | 18 | 18 | 18 |
| Anticipated enrollment | 100 | 100 | 100 |
| Total SCH per year subject | 1800 | 3600 | 5400 |
| ESTIMATED REVENUES | 36,000 | 72,000 | 108,000 |
| | | | |
| Projected Expenditures | 2018 – 2019 | 2019 – 2020 | 2020-2021 |
| Technology Licenses | 30,628.00 | 30,628 | 30,628 |
| Support Personnel | 5372 | 30,960 | 61,920 |
| Student Retention &Success | 0 | 10,412 | 15,452 |

*Differential tuition, if approved for the 2018-2019 year, will be for first year students only. Revenue and expenses for subsequent years include 1st, 2nd and 3rd year students.

6. Any other information to support the need for differential tuition

As can be seen from the comparative cost data, the costs of graduate education at UNCG is less expensive than any of the other out of state programs and a better value than other in state programs at only a slightly higher cost. Subsequently, instituting a differential tuition of $20/sch ($720.00 for the full program) preserves the cost effectiveness of the LIS program while allowing us to significantly improve instruction in emerging information technologies.

7. Fee Information, if any
There are no fees charged in addition to those charged by the University for all graduate students.