



**Special Called Meeting  
October 31, 2023**

---

BOT – 2.3(a) Department of Information, Library, and Research Sciences (MS in Instructional Technology and Design)

1. Overview

The Department of Information, Library, and Research Sciences (ILRS) has recently launched a fully online Master of Science in Instructional Technology and Design (MS-ITD) program preparing students for careers in the growing and in-demand fields of instructional technology and instructional design.

The MS-ITD had historically been an M.Ed. in Teacher Education with a concentration in Instructional Technology, but was converted to the MS-ITD degree beginning in Fall of 2023 to align with market demand and multiple industries beyond education seeking this skill set. The newly launched MS-ITD requires 33 credit hours for completion.

This is a request for differential tuition for the MS-ITD program. The purpose of the differential tuition is to enhance the student support and access to the array of current technology required to preparation as a highly qualified professional in the fields of instructional design and instructional technology. The requested differential tuition is \$25 per student credit hour (SCH).

**Amount Requested:** \$25 per SCH for each course in the MS-ITD

**Total Expected Annual Revenue:** \$15,750 from the MS-ITD

**Total Increase in Student Cost:** \$825 for completion of the MS-ITD program

2. Description and Justification

Over the past decade, there has been a rapid proliferation of the number and types of emerging technologies that professionals in instructional technology and design utilize in their everyday work (see Lachheb & Boling, 2018). Meeting this growing demand for professionals in these areas requires extensive, hands-on training in instructional design authoring tools as well as in emerging instructional and communication technologies (see Klein & Kelly, 2018; Wang et al.,

2021). As a result, it is critical for the career success of our students in the MS-ITD program to gain mastery of this technology. At the same time, access to this technology – along with the needed support for learning how to use the software in real time – is challenging for online learners (recall that the MS-ITD is an online program); online learners are not able to make use of a physical computer lab in person, and providing additional online learning supports becomes critical.

To address this challenge, we seek to integrate the availability of current technology throughout their training, while also providing needed ongoing support in using the technology in practical contexts so that our graduates are adequately prepared to meet the professional demands of their career. Through the use of the differential tuition revenue, our MS-ITD program will provide students the following:

- a) Individual access to relevant instructional and communication technologies for students to use on their own computers through licensing keys.
- b) Support to the department for acquiring, administering, and supporting these technologies.

Specific technologies and supports, along with cost information, are provided below under the section #6, *Proposed Use of Differential Tuition Revenue*.

### 3. Trends in Program Enrollment

Enrollment data indicates a positive trend in enrollment in the MS-ITD program (see Table 1). Please note that the MS-ITD is in a new broader format as of fall 2023 (appealing to a much broader market space). Our anticipation of continued growth in enrollment is based on the growing need for instructional design professionals and outreach efforts by the department. The Bureau of Labor Statistics predicts a 7.2-8.1% growth in instructional design and technology positions through 2030 ([Bureau of Labor Statistics Occupational Projections](#)). The need for ITD professionals is also reflected at the state level, with employment for training and development specialists predicted to grow 12 percent in North Carolina by 2028 ([NC Employment Trends for Training and Development Specialists](#)).

**Table 1. Headcount Enrollment for MS-ITD Program**

| <b>Fall Enrollment for MS-ITD*</b> | <b>2020</b> | <b>2021</b> | <b>2022</b> | <b>2023*</b> | <b>2024 (projected)</b> | <b>2025 (projected)</b> | <b>2026 (projected)</b> |
|------------------------------------|-------------|-------------|-------------|--------------|-------------------------|-------------------------|-------------------------|
|                                    | 12          | 21          | 19          | 16**         | 20                      | 25                      | 35                      |

\*Degree changed from MEd in Teacher Education with a concentration in Instructional Technology to an MS in Instructional Technology and Design in Fall 2023

\*\* Official census data from Spring 2023, the most recent data available

#### 4. Cost and Impact of Differential Tuition

This is the first request for differential tuition for the MS-ITD program. We are requesting a \$25 per SCH increase which will result in a \$825 increase in total tuition cost for the completion of the MS-ITD program.

To determine the impact of the proposed differential tuition on students in the MS-ITD program, the department administered an anonymous online survey via Qualtrics to 44 current and former students of both the PBC-ID and MS-ITD programs. One question asked the extent to which a tuition increase of \$25 per credit hour (\$75 per class) would have negatively impacted their decision to enroll. This question used a 5-point Likert scale where 1=would NOT have impacted my decision and 5=would have impacted my decision a great deal. Additionally, we asked whether having access to content authoring software during their program would have impacted their decision to enroll, using the same 1-5 Likert scale. Lastly, we compared the tuition costs of comparative and aspirational online instructional design and technology programs (see next section for details).

It is germane to note that the respondents from the PBC-ID and MS-ITD programs share notable similarities: (a) there is substantial similarity in the career progression and the need for training in the technology supported by the differential tuition across the two programs; and (b) there is overlap in the populations completing the PBC-ID and the MS-ITD, whereby a portion of the students completing the PBC-ID later enroll in the MS-ITD. As a result of these similarities, it was decided to aggregate the students and alumni across both programs together into one single collapsed sample for the purposes of drawing statistical inferences about the impact of the differential tuition on students in the MS-ITD program.

In total, 9 people across both the PBC-ID ( $n = 2$ ) and MS-ITD ( $n = 7$ ) programs completed the survey for a participation rate of about 20%. Results are displayed below in Table 2. Students indicated a strong desire for access to content authoring software (mean response = 4.67, reflecting a strong positive impact on enrollment); all responses indicated this access would have greatly (5) or somewhat (4) positively impacted their decision to enroll in the program. The mean response for the impact of a \$25 differential tuition was 2.44, reflecting an overall low level of impact. Written responses clarified that a substantial portion of any expressed impact was that students were uncertain of the cost and importance of various authoring programs. Therefore, explaining the cost and employer expectation around authoring programs may help alleviate any negative perceptions of the increased tuition.

**Table 2. Current and Former Student Responses to Differential Tuition Survey**

| Survey Question   | Mean Response | Range | N |
|---|---------------|-------|---|
| Positive impact of access to authoring programs on intent to enroll | 4.67          | 4-5   | 9 |
| Negative impact of \$25 differential tuition on intent to enroll    | 2.44          | 1-4   | 9 |

### 5. Peer Comparison Data

In preparing this differential tuition request, the costs of in- and out-of-state peer and aspirational programs were reviewed to assess how this increase would impact the MS-ITD program's competitiveness in the online market. Benchmark cost analysis was conducted (see Table 3). The proposed tuition differential will slightly increase the already existing difference in tuition between UNCG and other comparative programs in the UNC system. For out-of-state students, the MS-ITD program's tuition would still be below 4 out of the 5 comparative programs in the UNC system. Outside of the UNC system, UNCG's MS-ITD program will remain less expensive than peer programs, and much less expensive than aspirational programs.

Additionally, free access to authoring tools as part of the program's learning experience is likely a unique offering in the UNC system. Our program website and marketing materials would be updated to highlight this unique offering, allowing the program to remain highly competitive despite the slight cost increase.

**Table 3. Tuition Costs for Benchmark Online Instructional Design and Technology Programs, 2022-23**

| University   | Per Credit Hour In-State | Per Credit Hour Out of State | Fees per Credit Hour | In State Full-Time Semester Total* | Out of State Full-Time Semester Total* | Source               |
|--|--------------------------|------------------------------|----------------------|------------------------------------|--|----------------------|
| UNCG   | 289.94                   | 579.88**                     | 50.54                | 3,078.36                           | 5,765.86**                             | <a href="#">LINK</a> |
| <b>Comparative Programs in UNC System Universities</b> |                          |                              |                      |                                    |  |                      |
| UNCC   | 248.17                   | 496.33**                     | 40.65                | 2,538.50                           | 4,772.00**                             | <a href="#">LINK</a> |
| ECU  | 263.83                   | 994.33                       | 26.72                | 2,614.95                           | 9,180.45                               | <a href="#">LINK</a> |
| UNCW   | 276.62                   | 1,119.73                     | 33.12                | 2,787.47                           | 10,375.47                              | <a href="#">LINK</a> |
| NCCU   | 298.73                   | 1,038.07                     | Unknown              | 2,688.57                           | 9,342.63                               | <a href="#">LINK</a> |
| App State  | 268.83                   | 1,102.72                     | 35.39                | 2,807.98                           | 10,312.99                              | <a href="#">LINK</a> |

| <b>Peer Institution Programs Outside of NC</b> |                                 |          |                     |                                   |             |                      |
|--|---------------------------------|----------|---------------------|-----------------------------------|-------------|----------------------|
| Georgia Southern                               | 358.00 (not based on residency) |          | 100.00              | 3,322.00 (not based on residency) |             | <a href="#">LINK</a> |
| Western Michigan                               | 764.76 (not based on residency) |          | 258.50 per semester | 6,882.84 (not based on residency) |             | <a href="#">LINK</a> |
| <b>Online University Programs</b>              |                                 |          |                     |                                   |             |                      |
| Arizona State Online                           | 565.00 (not based on residency) |          | 127.00              | 5,944.00 (not based on residency) |             | <a href="#">LINK</a> |
| Purdue Online                                  | 378.00                          | 420.00   | Unknown             | 3,402.00                          | 3,780.00*** | <a href="#">LINK</a> |
| <b>Aspirational University Programs</b>        |                                 |          |                     |                                   |             |                      |
| Indiana University                             | 320.00                          | 450.00   | 39.00               | 3,231.00                          | 4,401.00    | <a href="#">LINK</a> |
| University of Georgia                          | 629.00 (not based on residency) |          | 147.00              | 6,984.00 (not based on residency) |             | <a href="#">LINK</a> |
| NC State                                       | 525.50                          | 1,635.17 | 27.79               | 4,979.64                          | 14,966.64   | <a href="#">LINK</a> |

\* Tuition is based on 9 graduate SCH hours

\*\* Reflects the “outside of NC” rate for distance programs

\*\*\* Program requires 60 credits

#### 6. Proposed Use of Differential Tuition Revenue

If approved, this differential tuition will ultimately generate an estimated average of \$15,750 per year. Table 4 presents a summary of revenue generation in the first three years.

**Table 4. Differential Tuition Revenue**

| <b>Projected Revenues</b>        | <b>2024-2025<br/>*1<sup>st</sup> Year<br/>Students Only</b> | <b>2025-2026<br/>1<sup>st</sup> &amp; 2<sup>nd</sup> year<br/>Students</b> | <b>2026-2027<br/>1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup><br/>Year Students</b> |
|----------------------------------|---|--|---|
| Differential Tuition per SCH     | \$25  | \$25   | \$25  |
| Average SCH Per Student Per Year | 18  | 18   | 18  |
| Anticipated enrollment           | 20  | 25   | 35  |
| Total SCH per year subject       | 360   | 450  | 630   |
| <b>Estimated Revenues</b>        | <b>\$9,000</b>  | <b>\$11,250</b>  | <b>\$15,750</b>   |

\*Differential tuition, if approved for the 2024-2025 year, will be for first year students only.

Revenue and expenses for subsequent years include 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students.

This revenue will be used to enhance student support and access to the array of current technology required to preparation as a highly qualified professional in the fields of instructional design and instructional technology.

### (A) Technology Licenses

Please see Table 5, below, for an example list of commonly used content authoring tools and their associated costs. Throughout the program, students complete real world instructional projects individually and in small groups. Based on the budget and current trends in the field, we would select from the tools below and incorporate these into current coursework (at any point in time, some of these examples would be in use, but not all). Additionally, if approved, students enrolled in the post-baccalaureate certificate in Instructional Design program will also pay differential tuition, increasing the total amount we are able to spend on technology licenses. Through team/multi-user discounts, and also knowing that each student only requires access to a particular software for a part of the year (e.g., just one semester while it is used in a particular course), we will be able to take advantage of our economy of scale to ensure each student has access to needed software.

**Table 5. Cost of Content Authoring Tools Commonly Used in Instructional Design**

| <b>Content Authoring Tool</b>                | <b>Annual Cost Per Student</b>  | <b>Notes</b>   |
|--|---|--|
| Articulate 360 (includes Storyline and Rise) | \$699 per user with discounts on 10+ users (team)                     | Industry standard; “Most in demand technical skill for instructional designers” ( <a href="#">Devlin Peck Blog</a> ) |
| Adobe Captivate                              | \$407.88 per user with potential discount for education users         | Excellent for software simulation and training   |
| EdApp  | Free option is appropriate for our needs                              | Excellent for mobile and microlearning   |
| iSpring Suite                                | \$670 per user with discount for 5+ users (team)                      | Similar to Articulate 360, including multiple tools/options  |
| Chameleon Creator                            | \$12,000 for 10 users (team; \$1,500 per user for freelance accounts) | Onboarding, corporate environments   |
| Brainshark                                   | Pricing by contract only  | Combination content authoring and LMS; popular in corporate settings   |

### (B) Support Student Retention and Success

About 25% of these tuition revenues will be used to support student retention and success. In particular, a portion will be used to contribute to stipend packages to support appropriate

graduate assistant positions for our more experienced MS-ITD students who will provide technical and instructional design support to other students in the MS-ITD program (e.g., creating technology tool tutorials, providing 1:1 technology support). Graduate assistantships will also support the program by assisting with marketing and student recruitment efforts (i.e., supporting access), and program assessment and evaluation.

## 7. References

Klein, J. D., & Kelly, W. Q. (2018). Competencies for instructional designers: A view from employers. *Performance Improvement Quarterly*, 31(3), 225-247.

Lachheb, A., & Boling, E. (2018). Design tools in practice: Instructional designers report which tools they use and why. *Journal of Computing in Higher Education*, 30, 34-54.

Wang, X., Chen, Y., Ritzhaupt, A. D., & Martin, F. (2021). Examining competencies for the instructional design professional: An exploratory job announcement analysis. *International Journal of Training and Development*, 25(2), 95-123.