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| INNOVATIVE EDUCATION |
| MARKET RESEARCH BRIEF |
| Market Research for the **Online Masters of Education** **Curriculum and Instruction with *Instructional Technology Specialization*****July 2016** |

Table of Contents

[1) Executive Summary 3](#_Toc458071082)

[Research Conclusions 3](#_Toc458071083)

[2) Research Purpose and Methodology 5](#_Toc458071084)

[Task 5](#_Toc458071085)

[Methodology 5](#_Toc458071086)

[Research Challenges 5](#_Toc458071087)

[3) Factors Considered for Online Degree Market 6](#_Toc458071088)

[4) Job Market and Salary for Instructional Technology 7](#_Toc458071089)

[Outlook for Masters in Instructional Technology 7](#_Toc458071090)

[Job Titles for Instructional Technology 7](#_Toc458071091)

[Projected Job Growth in Instructional Technology 7](#_Toc458071092)

[Florida Population Growth 8](#_Toc458071093)

[Salary Data for Instructional Technology 8](#_Toc458071094)

[5) Choice of Universities and Programs for Comparison 10](#_Toc458071095)

[Profiled Universities for Instructional Technology Program Comparison with USF 10](#_Toc458071096)

[Program Curriculum Information 10](#_Toc458071097)

[Application and Admission Requirements 12](#_Toc458071098)

[Cost of Program 13](#_Toc458071099)

[6) Candidate Outreach 14](#_Toc458071100)

[Gender Distribution of Masters Students in Instructional Technology 14](#_Toc458071101)

[Student Age 14](#_Toc458071102)

[Student Race/Ethnicity 15](#_Toc458071103)

[Summary of Target Candidate Based on Student Profile 15](#_Toc458071104)

[7) Conclusions 16](#_Toc458071105)

[8) Referenced Sources 17](#_Toc458071106)

# Executive Summary

The College of Education’s Department of Education and Psychological Studies approached Innovative Education to research the viability of offering an online program for the Masters in Education degree in Curriculum and Instruction with a specialization in Instructional Technology. Research on the factors that would influence the success of an online Masters of Education (M.Ed.) in Instructional Technology covers the following six areas:

1) General preferences of online learners when selecting a specific program of study and institution;

2) The specific type of Instructional Technology jobs available to degree holders and the jobs projected to have the greatest growth; (This is a key factor because of its direct effect on the demand for the degree, the curriculum, and the marketing segmentation.)

3) Comparison of similar online and traditional masters programs at Florida universities offering an Instructional Technology specialization;

4) Program and curriculum requirements, admission requirements, and cost of the USF program compared to competing programs, as it affects student school choice;

5) Students most likely to pursue a master’s degree in Instructional Technology degree based on current USF student demographics;

6) Key factors for successful recruitment of students for an Online Masters in Instructional Technology.

## Research Conclusions

* *65% of students enrolled in online degree programs live within 100 miles of the institution.*
* *Websites are the primary source of information for students contemplating and choosing an online degree program.*
* *The top two factors in selecting an institution to pursue an online degree are cost and university reputation. Local branding is very important in the decision process.*
* *The job outlook for Instructional Technology related jobs in Florida is above the national average of 7% for all job categories. For the BLS job categories of training and development specialist and manager, the 2014-2024 job growth projections are 19.7% and 22.1% respectively. Instructional coordinators have an expected job growth projection of 16%. Teachers in Florida also have a higher than average job growth projection for the same timeframe, from 13% for K12 to 18% for postsecondary.*
* *Current median salaries for jobs in Instructional Technology vary widely, depending upon the type of job, employment sector, level of responsibility, job location, and source and date of salary data. For example, depending upon the data source, the median salary for an instructional coordinator in Florida can range from $45,000-$58,370. For a training and development specialist, the median salary in Florida can be anywhere from $51,000 to $57,190.*
* *The 2016 U.S. News and World Report top-ranked Online Masters of Education programs in the nation are University of Florida (#1) and Florida State University (#3). Both of these programs have technology specializations. USF will need to distinguish its program to compete with these established programs.*
* *Regarding cost of program, the lowest in-state cost for an online program is UCF for their MA program in Instructional Design and Technology at an estimated $12,198.45. USF follows that at $15, 887.19 for in-state tuition. Both UF and FSU have no difference between the resident and the non-resident cost of program. Similarly, FIU offers equivalent resident and non-resident tuition rates for the online MS in Curriculum and Instruction, although they do not currently offer the specialization in Instruction Technology.*
* *Currently, students seeking the M.Ed. in Instructional Technology degree are predominately female (66-68%), and 67-70% of the students are Caucasian, based on the INFOCENTER student profile at USF for the past two academic years, 2014-2015 and 2015-2016.*
* *There is a wide range of student ages. From the 2014-2015 academic year to those presently enrolled, 20% are between 23-29 years of age and 40% are between the ages of 30-39. However a significant percentage (20% ) over the past 2-3 years have been between the ages of 45-55 years of age, suggesting an updating of existing skills, or a change in career focus.*
* *Success in recruiting students for the Online Masters in Instructional Technology will be predicated on timely and expedient introduction of the program offering. A targeted recruitment campaign to fulfill enrollment requirements is critical to a cost effective and viable program.*
* *If the program and recruitment is expanded to include students with interests outside of the K12 educational market, specifically to meet business and industry instructional technology needs, this can help USF to build a reputation for a quality program.*
* *USF has a strong local brand which should be used to capitalize on recruitment of students.*
* *A significant investment to improve ease of accessing information and user-friendliness of the USF M.Ed. Instructional Technology website is strongly recommended.*

# Research Purpose and Methodology

## Task

The initial goal was to determine the master’s programs in Instructional Technology which are currently available that would be comparable, and thus competitive, for the USF online master’s degree program. Research was also conducted on projected job growth and salaries in the Instructional Technology field since these factors also strongly influence program viability and cost decisions. Student demographic data was collected to determine the student profile for potential candidates for the online program.

Although the name of the specific USF program is M.Ed. in Curriculum and Instruction, Concentration in Secondary Education: Instructional Technology, for simplicity and comparison with similar programs, it will be referred to as a Masters in Instructional Technology in this report. Other institutions have similar programs, though program nomenclature may be Educational Technology or Instructional Design and Technology.

## Methodology

Data for this report was obtained using the Google search engine for information on program curriculum, admission requirements and costs of universities with CAEP accredited M.Ed., M.S. or M.A. programs, specifically those offering a concentration in instructional or educational technology. Data from the Bureau of Labor Statistics, data for job titles and median salaries, U.S. News and World Report Graduate Program Rankings and online masters programs in Instructional Technology were also obtained through website sources and the Google search engine. A full listing of all sources is given at the end of this report.

To obtain the USF student demographics for students currently enrolled in the degree program, internally sourced data from the USF INFOCENTER was accessed using SmartCubes and the Analysis Services database.

## Research Challenges

The major challenges in collecting the data for the market brief were consistency and availability of data. Specifically, the cost of each program varied depending on the academic year of the tuition costs given (2015-2016 vs. 2016-2017) and what fees were included. Also within a particular university, there was discrepancy depending on what webpage provided the cost data. For example, UCF had a wide variation on tuition cost ($44,917.08 vs $89,834.16 for non-resident) but fortunately, there was email resolution on 7-26-16 and UCF corrected their inconsistency.

Also, the veracity of the data for specific student age is difficult to determine due to the format of the data provided at the application/admission stage for USF. Better segmentation for age and also nationality would be beneficial in profiling potential candidates, particularly if the market is expanded to business and industry students.

Finally, the titles for the types of jobs available to instructional technology majors varies widely and is not altogether consistent when examining salaries, job growth and potential audiences for marketing of the program.

# Factors Considered for Online Degree Market

From the “*2015 Online College Students: Comprehensive Data on Demands and Preferences*” report by Learninghouse and Aslanian Market Research, [1] the following five key findings are used as primary factors in this market research analysis and the accompanying recommendations for the USF Online Masters in Instructional Technology program:

* “***In online education, everything is local****. Half of online students live within 50 miles of their campus, and 65% live within 100 miles. Even though these students rarely, if ever, visit the campus, it is nearby. Thirty-four percent of respondents reported that the recommendation of friends, colleagues and relatives was an important factor in deciding if a college had a good reputation.”*
* *“****The college or university website is a critical source of information****. It is likely that a significant percentage of students base their decision solely on information from the website, without ever speaking with someone from the institution. Sixteen percent of respondents reported having no contact with personnel at the institution prior to applying.* ***The website is prospective students’ top method of gathering information about a program****. Forty-nine percent reported turning directly to the college website [as a primary method of gathering information].”*
* *“****Affordability is a critical variable.*** *Forty-five percent of respondents to the 2015 survey reported that they selected the most inexpensive institution.”*
* *“****The program or major drives the selection process****. Sixty percent of respondents indicated they selected their program of study first and then considered institutions.”*
* ***Online students “pre-select” their preferred institution of study****. One-third contacted only one institution when deciding to pursue their education online. Colleges and universities must pay careful attention to these students in order to cultivate them successfully to enrollment.* ***It is critical that institutions have a strong local brand*** *so that they are at the top of students’ minds when they begin to search for a program of study.”*

Additionally, according to the Learninghouse and Aslanian research [1], when students were asked to select their top three factors in choosing an on line program, college reputation and cost have consistently been in the top two reasons as shown in the abbreviated table below:

|  |  |
| --- | --- |
| ***"Which of the following factors specifically related to you field of study were important in your selection of an online program ( select up to three)"*** | ***Percentage of Respondents*** |
| **2013** | **2014** | **2015** |
| Tuition and Fees | 35% | 24% | 23% |
| Overall Reputation of the college or university | 44% | 25% | 18% |
| Recognized in your field as a high-quality college or university | 27% | 14% | 17% |
| Number of hours of study required each week | NA | NA | 16% |
| No set class meeting times | 0.38 | 0.19 | 16% |
| Amount of transfer credits accepted | 32% | 9% | 13% |

# Job Market and Salary for Instructional Technology

## Outlook for Masters in Instructional Technology

According to the U.S. News website on the Online Instructional Technology Master’s Degree, [2] many students chose to get a masters in order to pursue careers teaching students or training teachers in the K12 setting, as well as postsecondary institutions. There is also an option for jobs in the business/industry sector as a technology trainer. A second source on jobs in educational technology [3] suggests that a specialty career in educational technology may also be pursued by career changers or those looking for advancement within the field of education. This source also indicated that both the educational and corporate environments employ specialists in instructional/educational technology, and that salaries in the business sector tend to pay higher than in the field of education.

## Job Titles for Instructional Technology

There are many different jobs that relate to the instructional technology field, not only in K12 but also post-secondary education, and in business and industry. The wide variety of positions and job titles applicable to a Masters in Instructional Technology include (but are not limited to) the following positions:

|  |  |  |
| --- | --- | --- |
| AV and Multimedia Specialist | Instructional Coordinator | Multimedia Specialist |
| Curriculum Coordinator | Instructional Design Manager | Online Course Developer |
| Curriculum Developer | Instructional Designer | Postsecondary Teachers Other |
| Curriculum Development Manager | Instructional Developer | Secondary School Teachers |
| Curriculum Development Specialist | Instructional Systems Specialist | Senior Instructional Designer |
| Curriculum Manager | Instructional Technologist | Technology Coach (K-12) |
| Curriculum Specialist | Instructional Technology Specialist  | Technology Director (K-12) |
| Distance Learning Coordinator | Kindergarten Teachers | Technology Integration Specialist |
| Education Teachers, Postsecondary | Learning & Development Facilitator | Technology Trainer for Education |
| Educational Technology Director | Learning & Development Specialist | Training & Development Manager |
| E-Learning Specialist | Middle School Teachers | Training & Development Specialist |
| Elementary School Teachers | Multimedia Instructional Designer | Education, Training & Library Work |

## Projected Job Growth in Instructional Technology

Projected growth in the field of instructional technology is based on the Bureau of Labor Statistics standard job titles of Training and Development Specialists, Instructional Coordinators, and Training and Development Mangers, as well as Elementary School, Middle School and High School teachers; Education, Training and Library Workers; and Postsecondary Education Teachers. Given the wide and varied application of Instructional Technology, this is by no means a comprehensive or exhaustive list of occupational projections.

The Projections Central website [4] provided projected growth in number of jobs and percent change in Florida for the 2014-2024 period as shown in the table below.

A second source, Careeronestop [5] sponsored by the U. S. Department of Labor, was also used for national projections for the same job titles. The expected growth in these areas is higher for Florida. This is likely, in part, due to the high population growth of the state in the past five years and expected continued population growth.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Job Title (from Careerinfonet.org)** | **U.S. Growth 2014-2024** | **% Change** | **Florida Growth 2014-2024** | **% Change** |
| Instructional Coordinators | 151,100 to 161,600 | 7% | 9,760-11,330 | 16.1% |
| Training and Development Specialists | 252,600 to 271,500 | 8% | 14,440-17,280 | 19.7% |
| Training and Development Managers | 32,900 to 35,200 | 7% | 1,180-1,440 | 22.1% |
| Elementary School Teachers, Exc. Spec Ed | 1,358,000 to 1,436,300 | 6% | 69,590-79,030 | 13.6% |
| Middle School Teachers, Except Special and Career/Technical Education | 627,500 to 664,200 | 6% | 31,170-35,420 | 13.6% |
| Secondary School Teachers, Except Special and Career/Technical Education | 961,600 to 1,017,500 | 6% | 42,830-48,690 | 13.7% |
| Educ., Training, & Library Workers other |  124,000 to 133,100 |  7% | 8,480-9,880 | 17.8% |
| Education Teachers, Postsecondary | 75,700 to 82,500 | 9% | 2,710-3,210 | 18.2% |

## Florida Population Growth

The above job projections are in concert with population growth in Florida from the U.S. Census Bureau website [6]. From April 1, 2010 to July 1, 2015 the growth in Florida’s population growth was 7.8% increasing from 18,804,623 to 20,271,272. According to an article in the Tampa Bay Times published on December 25, 2015, [7] Florida is the second fastest growing state and “the state’s population is predicted to rise to 26 million by 2030, according to the Bureau of Economic and Business Research at the University of Florida.”

## Salary Data for Instructional Technology

Salaries also vary widely with a median range anywhere between $45,000- $76,500 nationally, and $39,000 to $67,000 in Florida for predominately business and industry positions. Within the field of education, nationally median salaries range from $44,000 - $102,000 (depending upon the level of responsibility) and in Florida, the range is from $35,000 to $97,000. The table below provides more detailed information from Payscale.com and Indeed.com. Job tiles highlighted in blue are in common with the BLS Website on salary data, careeronestop.org, as presented in the second table.

|  |  |  |
| --- | --- | --- |
| *Website queries on 7/15/16* | ***Payscale.com - last update 1/12/16*** | ***Indeed.com 7/18/16*** |
| **Job Title** | **Median U.S.** | **Range**  | **# of Data Pts** | **Median Florida** |
| Learning and Development Facilitator | $45,007 | $27,167-$62,609 | 58 | $51,000  |
| Curriculum Coordinator | $48,584 | $30,694- $79,580 | 145 | $43,000  |
| Instructional Coordinator | $48,819 | $33,893-$68,009 | 55 | $45,000  |
| Instructional Technology Specialist  | $49,261 | $34, 424 - $70,947 | 247 | $47,000  |
| Curriculum Development Specialist | $53,563 | $35,395- $77,271 | 75 | $50,000  |
| Curriculum Specialist | $53,928 | $39,185- $72,457 | 143 | $47,000  |
| Instructional Technologist | $54,509 | $39,655-$76,655 | 165 | $49,000  |
| E-Learning Specialist | $54,854 | $40,332-$81,017 | 139 | $39,000  |
| Training and Development Specialist | $55,391 | $38,885-$81,701 | 847 | $51,000  |
| Multimedia Instructional Designer | $55,735 | $40,360-$86,777 | 67 | $53,000  |
| Learning and Development Specialist | $57,298 | $38,347-$84,937 | 511 | $50,000  |
| Curriculum Developer | $58,680 | $37,508 - $88,875 | 273 | $67,000  |
| Instructional Designer | $60,233 | $42,620-$80,190 | 2,632 | $59,000  |
| Curriculum Manager | $71,527 | $44,353 - $97,022 | 66 | $53,000  |
| Training and Development Manager | $72,655 | $47,587-$108,305 | 1,999 | $62,000  |
| Senior Instructional Designer | $75,162 | $57,148-$97,704 | 874 | $67,000  |
| Instructional Design Manager | $76,581 | $53,350-$104,107 | 138 | $61,000  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Job Title (from BLS careeronestop.com)** | **2015 Median U.S.**  | **2015 Range**  | **2015 Mean Florida** | **Range** |
| AV & Multimedia Collections Spec | $45,890  | $26,090-$$74,990 | $36,890  | $21,550-$56,830 |
| Kindergarten Teachers, Exc Spec Ed | $51,640  | $33,940-$79,960 | $46,850  | $32,820-$63,170 |
| Elem School Teachers, Exc Spec Ed | $54,890  | $36,190-$85,550 | $47,630  | $33,940-$63,960 |
| Middle School Teachers, Ex Spec Ed | $58,760  | $37,350-$87,060 | $48,200  | $34,690-$64,640 |
| Secondary School Teachers, Ex Sp Ed | $57,200  | $37,800-$91,190 | $50,550  | $36,020-$70,460 |
| Training & Development Specialist | $58,210 | $32,170- $99,710 | $57,190  | $31,730-$89,610 |
| Education Teachers, Postsecondary | $61,560  | $31,340-$114,330 | $72,730  | $28,790-$117,170 |
| Instructional Coordinator | $62,270 | $35,950- $97,770 | $58,370  | $34,120-$88,600 |
| Educ., Train. & Libr. Workers, Other | $40,380 | $21,420-$75,170 | $60,250  | $32,040-$96,110 |
| Postsecondary Teachers, All Other | $63,000  | $23,100- $124,000 | $62,190  | $28,630-$90720 |
| Training & Development Manager | $102,640 | 55,850-180,360 | $101,970  | $49,980-156,720 |

# Choice of Universities and Programs for Comparison

## Profiled Universities for Instructional Technology Program Comparison with USF

For the purpose of this analysis, a list of seven CAEP-accredited programs which offer a Master’s degree (M.S., M.A., or M.Ed.) in Instructional/ Educational Technology were compared to USF. All universities are in Florida, and six of the seven are SUS institutions. The University of Tampa, although private, was included by request of the College of Education and its proximity to USF. Although some of the state universities fell outside of the nominal 100-mile student preferred radius, they were included for one or more of the following reasons: 1) the online graduate programs in education were nationally ranked by U.S. News and World Report, 2) the non-resident cost was market rate and therefore a lower cost than standard out-of-state tuition.The institutions and programs compared with USF were:

* University of Florida (public with *highly* ranked online degree)
* Florida State University (public with *highly* ranked online degree, market rate for non-resident)
* University of Central Florida (public with online degree and close proximity to USF)
* Florida Gulf Coast University (public with potentially lowest cost of degree)
* University of North Florida (public with ranked online degree)
* University of Tampa (private with low non-resident cost)
* Florida International University (public with ranked online degree and market rate for non-resident)

The categories of data collected for the eight profiled institutions were:

1) Program curriculum information

2) Application/admission requirements

3) Program cost information.

## Program Curriculum Information

When comparing the USF program curriculum with the other seven institutions, the following observations can be made:

* The number of credit hours required at USF, 33, is less than the 36 hours most institutions require.
* Four other institutions besides USF offer an online degree with a specialization in educational or instructional technology: UF, FSU, UCF and UNF.
* USF and FSU are the only two programs that require a comprehensive exam.

The table below provides a comparison of programmatic requirements for each of the eight universities.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **USNWR Rank** | **School & Program** | **Credits** | **Fully Online** | **Full Time or Part Time** | **Time to Completion**  |  **Admit Terms** | **Additional Requirements/Notes** |
| **#78 Gr. Program #36 Online** | **USF - M.Ed. C&I: Instructional Technology**  | 33 | Yes  | Full Time Part Time | 18 Months | Fall Spring | Comprehensive Exam |
| **#30 Gr. Program #1 Online** | **UF - M.Ed. Educational Technology** | 36 | ***Yes*** | Part Time | 2 Years | Fall Spring Summer | 16 Week Practicum in Ed. Media - Spring Only |
| **#37 Gr.Program #3 Online** | **FSU - MS Instructional Systems & Learning Tech** | 36 | ***Yes*** |   | 2 years | Fall Spring Summer | Comprehensive Exam and Summer Internship |
| **#91 Grad Program** | **UCF - MA Instructional Technology –Online** | 39 | ***Yes*** | Not Specified | Not Specified | Fall Spring Summer | Tracks: Educational Tech, Instructional Systems, e-Learning |
| **#91 Grad Program** | **UCF - M.Ed. Educational Technology** | 33-36 | No | Not Specified | Not Specified | Fall Spring Summer | Research Study & Capstone Project/Thesis Req'd |
| **#180 Grad Program** | **FGCU - MA C&I: Educational Technology** | 36 | No | Not Specified | Not Specified |   | Practicum/Internship or Research/Capstone |
| **#46 Online** | **UNF - M.Ed. Leadership - Educational Technology**  | 39 | ***Yes*** | Not Specified | 2 Years | Fall Spring Summer |   |
| ***Not Ranked*** | **U of Tampa- MS Instruct. Design & Tech** | 36 | No | Not Specified | Not Specified | Not Specified | Internship Required |
| ***#83 Online*** | **FIU - MS C&I - Online** | 36 | ***Yes*** | FT | 1 year | Fall Summer | Action Research Project Required |
| ***Not Ranked*** | **FIU - MS C&I Learning Technologies** | 36 | No | Not Specified | Not Specified | Not Specified |   |

## Application and Admission Requirements

USF currently shows the highest minimum GPA entrance requirement, however the GRE score minimums are slightly lower than UF and FSU. It is also only one of two universities that does not require recommendation letters. The table below summarizes the minimum admission requirements.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Application/ Admission Min. Requirements*** | **GRE (1)** | **Min. GPA (2)** | **Letters of Rec.** | **Resume/CV** | **Interview** |  **Statement of Purpose** | **Additional Requirements/Notes** |
| **USF - M.Ed. Instructional Technology**  | V 149 Q 147 | 3.25 | No | Yes | No | 1-pg Goals Statement | If not (1) or (2), FACTS Transcript for USF Cert *or* 3.5 GPA Grad Degree from Accr. Univ |
| **UF - M.Ed. Educational Technology** | Yes\* V 155 Q 155  | 3.0 | 3 | Yes | No | Yes | How to Apply Checklist for Grad Admissions |
| **FSU - MS Instructional Systems & Learning Tech** | V 152, 4.0 Anal Writing | 3.0 | 3 | Yes | No | Yes | [Excellent ISLT slide show LINK](https://docs.google.com/presentation/d/1RSHlhsl3S96pcXbvpuXvkyPVJYFWvJdQO0dKVCrwJO0/present?slide=id.g17817df2f_2_135) |
| **UCF - MA Instructional Technology Online** | No | 3.0 | Yes | Yes | No | Yes | Target Populations: ***Educators*** K-12, Higher Ed; ***Instr Designers***-Business & Industry ***Application checklist*** |
| **UCF - M.Ed. Educational Technology** | No | 3.0 | No |   | No |   |   |
| **FGCU - MA Curric & Instr: Educational Technology** | No | 3.0 | 3 | Not Specified | Yes | Not Specified | Target Population: PK12 & Business and Industry |
| **UNF - M.Ed. Leadership - Educational Technology**  | No | 3.0 | 3 | Yes | No | Yes w/ Goals  | Copy of Teaching Certif. or Statement of Eligibility; 1yr Teaching Experience |
| **U of Tampa- MS Instruct. Design & Tech** | No | 3 | 2 | Yes | Possibly | Yes, 3 Topics |   |
| **FIU - MS Curriculum & Instruction- Online** | No | 3 | 2 | Yes | No | 500 Words, w/ Goals | Valid Teaching Cert. or Statement of Eligibility |
| **FIU - MS C&I Learning Technologies** | No | 3 | 2 | Yes | No | 500 Words, w/ Goals | Valid Teaching Cert. or Statement of Eligibility |

## Cost of Program

Determining the accurate cost of each program is not entirely straightforward due to both website ease of use and determining fee structure for each institution. Fees that occur once per semester are dependent on whether a student pursues the program part time or full time and how many semesters they are enrolled. Due to this variability, the table below is a best estimate, and ***does not*** include the fees per semester if those are separately listed on the university tuition website.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| ***Cost Information*** | **Application Fee** | **Credit Hours** | **Tuition/ CH - Resident** | **Resident Cost** | **Tuition/CH - Non-Resident** | **Non-Resident Cost** | **Notes/Market Rate Availability** |
| **USF - M.Ed. Instructional Technology**  | $30 | 33 | $481.43 | $15,887.19 | $927.17 | $30,596.61 | tuition + $50 DL per CH included |
| **UF - M.Ed. Educational Technology** | $30 | 36 | $489.73  | $17,630.28  | $489.73  | $17,630.28  | $41/CH DL fee incl. Non-res Cost for 100% Online only |
| **FSU - MS Instructional Systems & Learning Tech** | $30 | 36.0 | $530.32 | $19,091.52 | $544.00  | $19,584.00 | Incl. DL fee; Market rate for non-resident  |
| **UCF - MA Instructional Design & Technology Online\*** | $30 | 39 | $327.32  | $12,765.48  | $1151.72  | $44,917.08  |  |
| **UCF - M.Ed. Educational Technology** | $30 | 33-36 | $369.65 | $12,198.45 -$13,307.4 | $1,194.05 | $39,403.32 -$42,985.80 |   |
| **FGCU - MA Curric & Instr: Educational Technology** | $30 | 36 | $373.38 | $13,441.68 | $1,300.66  | $46,823.76 |   |
| **UNF - M.Ed. Leadership - Educational Technology**  | $30 | 39 | $493.68  | $19,253.52  | $1,044.42  | $40,732.38  |   |
| **U of Tampa- MS Instr Design & Tech** | $40 | 36 | $588  | $21,168  | $588  | $21,168  |   |
| **FIU - MS Curriculum & Instruction- Online** | $30 | 36 |   | $18,300  |   | $18,300  | Market Rate for Non-FL Resident |
| **FIU - MS C&I Learning Technologies** | $30 | 36 | $456  | $16,403.04  | $1,002  | $36,060.84  |   |

It should be noted that the above cost for USF includes a **$50 per credit hour distance learning fee** as currently stated on the USF Tuition and Fees website, and the fee may be reduced in the coming academic year to less than the currently stated amount. Given that cost is a key selection criteria for online students, **USF compares well with other state institutions for in-state tuition.** However, **a market rate for non-residents should be considered in order to be cost-competitive with UF and FSU, given those universities have an established and well-ranked online program. Also if the degree is expanded to business and industry, it could be advantageous to have a lower non-resident cost or market rate**.

# Candidate Outreach

Research was completed on the USF Instructional Technology student profile in terms of gender, age, and race/ethnicity using the data from the INFOCENTER and Smart Cubes.

## Gender Distribution of Masters Students in Instructional Technology

Based on the last two academic years of USF enrollment for Instructional Technology students, the following gender information is provided with regard to target market for the online program. Please note that although the 2016-2017 enrollment data included below is not complete, the trends indicate a similar gender proportion as in past academic years.

|  |
| --- |
| **USF M.Ed. Instructional Technology Gender Distribution** |
| **Year** | **Female Count** | **%** | **Male count** | **%** | **Total Count** |
| Academic Year 2014-2015 | 42 | 65.6% | 22 | 34.4% | 64 |
| Academic Year 2015-2016 | 39 | 68.4% | 18 | 31.6% | 57 |
| Academic Year 2016-2017\* | 14 | 58.3% | 10 | 41.7% | 24 |
| \*data collected on 7-20-16 from USF Analysis Services, Smart Cubes INFOCENTER |

## Student Age

From the academic years of 2014-2015 and 2015-2016, for USF students pursuing a M.Ed. Curriculum & Instruction with a specialization in Instructional Technology, the following age distribution is provided:

|  |  |
| --- | --- |
| 2014-2015 Academic Year  | 2015-2016 Academic Year  |
| # of students | 42 Female | 22 Male | # of students | 39 Female | 18 Male |
| **Age** | **Female %** | **Male %** | **Age** | **Female %** | **Male %** |
| 20-29 | 21.11% | 14.64% | 20-29 | 21.33% | 16.67% |
| 30-39 | 38.89% | 43.90% | 30-39 | 44.00% | 33.33% |
| 40-49 | 21.11% | 19.51% | 40-49 | 12.00% | 27.78% |
| 50-65 | 18.89% | 21.95% | 50-65 | 22.67% | 22.22% |

Examination of the data shows that a majority (40% overall) of the USF students pursuing the Masters in Instructional Technology are in their 30’s, and typically in the age range of between 34-38 years of age. This coincides with a motivation of enhancing qualifications or changing career directions for educators. U.S. New graduate program data also indicated that the average age for USF student pursuing a M.Ed. was 36 years of age. It should be noted, however, that there is also a larger percentage of students between the ages of 40-65 pursuing this degree than may typically be seen in other fields of study.

## Student Race/Ethnicity

For the past two academic years, the following data are provided from the INFOCENTER smart cubes on race percentages for USF Masters students in Instructional Technology enrollment. These data indicate that there is roughly a 31-33% minority constituency of our students pursuing the degree.

|  |  |  |  |
| --- | --- | --- | --- |
| **Race/Ethnicity** | **2014-2015** | **2015-2016** | **Total Percentage** |
| Asian | 2 | 3.05% | 2 | 3.60% | 3.38% |
| Black | 4 | 6.87% | 5 | 8.11% | 7.89% |
| Hispanic | 5 | 9.92% | 4 | 9.01% | 9.02% |
| Non-Resident Alien | 6 | 9.16% | 5 | 7.21% | 7.52% |
| Not-Reported | 1 | 2.29% | 1 | 1.80% | 2.26% |
| Two or More Race | 2 | 1.53% |   |   | 0.75% |
| White | 44 | 67.18% | 40 | 70.27% | 69.17% |
| ***Total*** | **64** | **100%** | **57** | **100%** | 100% |

For comparative purposes with other online Masters in Education programs, the following data are provided from U.S News and World Report on online graduate program rankings in Education [8].

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Female %** | **Male %** | **Average age of new students** | **% Minority** |
| UF - M.Ed.  | 73.3% | 26.2% | 30 | 23% |
| FSU - M.Ed. | 72% | 28% | 32 | 26% |
| UNF | 83.2% | 16.8% | 36 | N/A |
| FIU | 79% | 21% | 32 | N/A |

## Summary of Target Candidate Based on Student Profile

Based on the above data for USF and the other universities, the following conclusions can be drawn:

* At USF, 65-68% of the Masters students in Instructional Technology students are female (Roughly 2/3). Other state universities offering an online M.Ed. have a slightly higher percentage of female students.
* 40% of students are in their 30’s, with a concentration between 34-38 years of age. There are also more students between 40-55 years of age (24-32%) than 20-29 years of age (14-21%).

# Conclusions

With the projected growth in the field of Instructional Technology, particularly with a focus on extending the degree to the business and industry sector, there is **likely to be a high demand** for instructional technology related jobs for the next 8-10 years, both nationally and regionally. Given that there are currently very few options for students in the Tampa Bay region to pursue a master’s degree in Instructional Technology online, **USF is in a favorable position to offer an Online Masters in Instructional Technology.**

***The following points must be considered when initiating the Online* Instructional Technology** ***program at USF:***

* It cannot be overstated that a crucial component of success is having a user-friendly, clear and informative website and landing pages for a Google search of the program. It is absolutely critical to student recruitment and program success. Currently the existing USF M.Ed. in Instructional Technology website is not up-to-date for today’s students and internet-savvy users. A significant investment to bring the website/pages up to date could be the difference in success and failure of an online program.
* Offering both a full-timeand part-time option would help distinguish USF from the existing programs at UF, FSU and UCF. A reduced time to completion could be an appealing factor to the target audience.
* Given that both UF and FSU have an established and reputable online program, **the lower pricing of a comparable USF program** may be key to success and could be a prominent factor in drawing students to the program.
* Broadening the Instructional Technology degree to appeal to the business and industry market would **provide additional revenue to the USF** while also fulfilling a need within that population of the Tampa Bay community. A **market rate offering to be cost competitive** with other similar programs would be beneficial in drawing students from the business sector.
* Six universities in Florida currently offer an Instructional Technology degree that is NOT offered on line, however, this could change in the future, so **time to market** for USF is key.

# Referenced Sources

[1} Clinefelter, D. L., & Aslanian, C. B. (2015). Online college students 2015: Comprehensive data on demands and preferences. Louisville, KY: The Learning House, Inc. [*http://www.learninghouse.com/wp-content/uploads/2015/07/OnlineCollegeStudents2015.pdf*](http://www.learninghouse.com/wp-content/uploads/2015/07/OnlineCollegeStudents2015.pdf)

[2] U.S. News and World Report: Educations Rankings and Advice- Online Instructional Technology Master’s Degree; Accessed July 7, 2015

<http://www.usnews.com/education/online-education/instructional-technology-masters-degree>

 [3] Educational Technology Careers & Jobs; Website geteducated.com accessed on July 8, 2016: <http://www.geteducated.com/career-center/detail/instructional-technologist-and-instructional-coordinator>

[4] Projections Central- State Occupational Projections - Long Term Occupational Projections for Florida <http://www.projectionscentral.com/Projections/LongTerm>

[5] Careeronestop Occupational Profiles; Website accessed July 12, 2016 <http://www.careerinfonet.org/Occupations/select_occupation.aspx?next=occ_rep&level=&optstatus=111111111&id=1&nodeid=2&stfips=12&jobfam=25&menuMode>=

[6] United States Census Bureau QuickFacts Florida; Website accessed July 11, 2016 [http://www.census.gov/quickfacts/table/PST045215/12,00](http://www.census.gov/quickfacts/table/PST045215/12%2C00)

[7] O’Donnell, Christopher, “Squeezing them in: Florida’s growing population will come at a price” Tampa Bay Times, December 25, 2015 <http://www.tbo.com/news/politics/squeezing-them-in-floridas-growing-population-will-come-at-a-price-20151225/>

[8] U.S. News and World Report Best Master’s in Education Programs 2016; <https://www.usnewsuniversitydirectory.com/us-news-rankings/best-online-programs/graduate-education/>

Additional Sources Used in Spreadsheet Data

* U. S News and World Report graduate School Ranking (Compass Access) <http://premium.usnews.com/best-graduate-schools>
* BLS Labor Force Statistics from the Current Population Survey for 2015 <http://www.bls.gov/cps/cpsaat11.htm>
* Bureau of Labor Statistics: Occupational Employment Statistics May 2015 National Occupational Employment and Wage Estimates United States - <http://www.bls.gov/oes/current/oes_nat.htm#25-0000>
* Salary.com <http://www1.salary.com/Instructional-Designer-Salary.html>
* PayScale.com <http://www1.salary.com/Instructional-Designer-Salary.html>
* Indeed.com <http://www.indeed.com/salary?q1=Learning+and+Development+Facilitator&l1=Florida&tm=1>

**University Websites**

* **USF**

Program: <http://www.coedu.usf.edu/it/curriculum/med/>

Admission Rqmts: <http://www.coedu.usf.edu/it/curriculum/med/admissions.cfm#application_information>

Cost: <http://usfweb.usf.edu/graduate-studies/tuition-and-fee-calculator/Default.aspx>

* **UF**

Program: <https://education.ufl.edu/educational-technology/online-masters/>

Admissions Rqmts: <https://education.ufl.edu/school-teaching-learning/admissions/>

Cost: <https://education.ufl.edu/school-teaching-learning/admissions/>

* **FSU**

Program: <http://education.fsu.edu/degrees-and-programs/instructional-systems-and-learning-technologies>

Online Program: <https://distance.fsu.edu/students/instructional-systems-and-learning-technologies-ms>

Admissions Rqmts: <http://education.fsu.edu/degrees-and-programs/instructional-systems-and-learning-technologies>

Cost Market rate: <http://education.fsu.edu/degrees-and-programs/instructional-systems-and-learning-technologies>

* **UCF**

MA Instructional Technology: <http://education.ucf.edu/insttech/master.cfm?subid=2>

Online Inst Tech: <http://www.ucf.edu/online/degree/instructional-design-technology-m-a/>

MEd Edu Tech Program: <http://www.graduatecatalog.ucf.edu/programs/program.aspx?id=5068&tid=3850&track=Educational%20Technology>

Admissions Rqmts: <https://www.graduatecatalog.ucf.edu/programs/program.aspx?id=1484&tid=1282&tpm=1#admissions>

Cost Online : <http://www.ucf.edu/online/costs/graduate-tuition-and-fees/>

Cost M.Ed.: <http://tuitionfees.ikm.ucf.edu/>

* **FGCU**

Program: <http://coe.fgcu.edu/c-iedtechma/index.asp>

Admission Rqmts: <http://coe.fgcu.edu/c-iedtechma/admissions.asp>

Cost: <http://www.fgcu.edu/Cashiers/tuition-and-fees.html>

* **UNF**

Program: <http://www.unf.edu/coehs/lscsm/leadership/Technology_Program.aspx>

Admission Rqmts: <http://www.unf.edu/graduateschool/academics/programs/Educational_Leadership.aspx>

Cost: <http://www.unf.edu/tuition/>

* **FIU**

Program: <http://www.fiuonline.com/programs/online-graduate-degrees/master-of-curriculum-and-instruction.php>

Admission Rqmts: <http://www.fiuonline.com/programs/online-graduate-degrees/master-of-curriculum-and-instruction.php>

Cost Online: <http://www.fiuonline.com/programs/online-graduate-degrees/master-of-curriculum-and-instruction.php>

Cost: <http://finance.fiu.edu/controller/UG_Calculator.htm>

* **University of Tampa**

Program: <https://www.ut.edu/InstructionalDesignandTechnology/>

Admission Rqmts: <http://ut.smartcatalogiq.com/current/catalog/Graduate-and-Continuing-Studies/Graduate-and-Continuing-Studies-Degree-Programs/Graduate-Study-in-the-College-of-Social-Science-Mathematics-and-Education-CSSME/Master-of-Science-in-IDT>

Cost: <https://www.ut.edu/tuition/>

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