TO: The Academic Senate

FROM: Committee on Instruction and Curriculum

SUBJECT: Proposal for an Online MS in Health Care Administration

PURPOSE: For Action by the Academic Senate

ACTION REQUESTED: That the Academic Senate approve the attached proposal on the WASC Fast-Track Online MS in Health Care Administration; effective Fall 2011.

BACKGROUND INFORMATION:
At its meeting on November 15th, CIC voted (7 in favor, 0 opposed, 1 abstention) to approve the attached proposal on the WASC Fast-Track Online MS in Health Care Administration. Toni Fogarty, Chair of Public Affairs and Administration, was present to respond to questions.

The committee asked how certain outcomes will be met online, such as professionalism. Dr. Fogarty answered that students are encouraged to join a professional organization in the field. The committee discussed perennial on-line worries about academic honesty, such as knowing who is on the other end of course taking tests, etc. Dr. Fogarty answered questions about online security, and mentioned that they are looking into on ground tests and newer security procedures to ensure

One committee member asked about EO 802 compliance, making sure that student populations in the on ground MS HCA program and the online self-support program do not intersect. Brian Cook responded that EO 802 is now EO 1047 (which supersedes EO 802). Brian Cook and Dr. Fogarty affirmed this would not the case; a student could only be matriculated and eligible to take classes in one of the two programs.

One committee member asked about the availability of library materials, which may not be available through all online resources (like Link+ which only serves students within California). The concern is about the continually diminishing pie. The University infrastructure should be supported to support these programs to make sure that the resources are adequate. Dr. Fogarty responded that she had consulted with her Library liaison Tom Bickley, but she had not designated any specific funds for library resources, but that funds generated from the program would go to both the Department and to the University’s fund. What are the assurances that the 12% that the University takes will end up in the infrastructure that reflects the costs of new programs, and online programs in particular? Many committee members noted that this is a broader issue of self-support programs generally that should be asked by the Academic Senate.

Dr. Opp mentioned that this program is coming to CIC because it is going online and needs WASC approval, not because it is going on self-support. It is only coincidental that CIC is seeing a budget for this program.

CIC members discussed whether or not they should be addressing resources or whether this is CAPR’s domain. Members noted the fact that issues of instructional quality and student access to resources are instructional matters, and under the purview of CIC.
California State University, East Bay
Department of Public Affairs and Administration

Proposal for Online Master of Science in Health Care Administration (MS-HCA)

Submitted By
Toni E. Fogarty, Associate Professor and Chair
Expedited Review: Off-Campus or Distance Education

Program Description

Briefly describe the following:

A. Program Title

Online Master of Science in Health Care Administration (MS-HCA)

B. Site Location (Including Physical Address if applicable)

100% of the program will be offered via distance education – online via Blackboard.

C. Start Date

Fall 2011 quarter (September 2011)

D. Modality

100% of the program will be offered via distance education – fully online via Blackboard.

E. Anticipated FTE

Based on our current level of admission applications and enrollments, the current and projected growth in employment in the health care sector, and the accessibility of a fully online degree, we anticipate a strong demand for this program. We are conservatively projecting 50 admissions for Fall 2011, which will be managed in two cohorts of 25 students each. We anticipate that we will admit two cohorts of 25 students each in subsequent Fall quarters.

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 (two cohorts of 25 students each)</td>
<td>100 (includes 2nd year students from previous year)</td>
<td>100 (includes 2nd year students from previous year)</td>
</tr>
</tbody>
</table>

The program is geared for working adult learners, who have at least three years of health care experience. The program follows a cohort model, with students completing two courses per quarter, including the Summer quarters. In Fall 2011, there will be 50 students, each enrolled in two 4-unit courses. The projected FTES for Fall 2011 will be 33.3 (50 * 8 / 12). For Fall 2012 and subsequent Fall quarters, the FTES will be 66.7 (100 * 8 / 12).

Learning Outcomes

A. Briefly describe the learning outcomes of the program.

The proposed online MS-HCA program is not a new degree; it is a new instructional modality. The online version of this existing degree will follow the same curriculum as the face-to-face program, with the same courses, course outlines, learning outcomes, and major assessments. Within health care administration and management education, there has been a movement towards competency-based education. The Health Care Leadership Alliance (HLA) has identified five competency domains that graduates from health care administration and management program should achieve and be able to demonstrate. The MS-HCA program has adopted those five domains, which are:

1. Communication and Relationship Management: The ability to communicate clearly and concisely with internal and external customers, to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups

2. Leadership: The ability to inspire individual and organizational excellence, to create and attain a shared vision, and to successfully manage change to attain the organization’s strategic ends and successful
performance

3. Professionalism: The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement

4. Knowledge of the Healthcare Environment: The demonstrated understanding of the healthcare system and the environment in which healthcare managers and providers function

5. Business Skills and Knowledge: The ability to apply business principles, including systems thinking, to the healthcare environment; basic business principles include (a) financial management, (b) human resource management, (c) organizational dynamics and governance, (d) strategic planning and marketing, (e) information management, (f) risk management, and (g) quality improvement

See: MS-HCA Curriculum Map with Competencies.docx

Faculty Resources

A. Briefly describe the qualifications, status and number of faculty who will deliver the program.

The program will be delivered by a combination of tenure-track and lecturer faculty. The tenure-track faculty includes:

- Toni Fogarty, Associate Professor and Department Chair
  - PhD, Health Services and Policy Analysis, University of California, Berkeley (UCB)
  - MPH, Health Care Policy and Administration concentration, UCB
- Ogwo (Jay) Umeh, Professor
  - PhD, Political Science, Texas Tech University
- Frank Scott, Associate Professor
  - DPA, University of LaVerne
- Michael Moon, Assistant Professor
  - PhD, Psychology, Columbia University
  - MBA, Human Resources and Organizational Change concentration, Yale University

The lecturer faculty includes:

- Harold Campbell
  - PhD, Education, Policy, Organization, Management, Evaluation concentration, University of California, Berkeley
  - MPA, Public Management option, CSUEB
- David Fraser, Lecturer
  - PhD, Business Administration, Touro University International
  - MBA, Management concentration, Southwest University
  - MPA, Public management option, CSUEB
- Grace Hernandez, Lecturer
  - MS, Nursing, University of San Francisco
  - MS, Health Care Administration, CSUEB
- Evelyn Launius
  - MBA, Management concentration, John F. Kennedy University
- Stephen Morewitz, Lecturer
  - PhD, Sociology, University of Chicago
  - MA, Sociology, College of William & Mary
- Jatinderpal Sahi, Lecturer
  - MS, Health Care Administration, CSUEB
  - MBA, Operations Management concentration, CSUEB

PUAD has been moving in the direction of offering a fully online MS-HCA degree program since we began experimenting with hybrid courses in the MS-HCA program in 2005. These hybrid courses were well-received by students, and in the course evaluation and department surveys many students indicated a preference for
more hybrid and fully online courses. PUAD faculty also has additional expertise in offering individual courses and degree programs via distance learning. The PUAD Department Chair, Toni Fogarty, serves as the Graduate Coordinator for the MS-HCA program, and has over twelve years experience in developing online courses for academia, non-profit organizations, and corporations. Clients include University of San Francisco, San Francisco Academy of Arts University, Nonprofit Risk Management Center, TWLK Knowledge Group, Golden Gate University, San Francisco Community Foundation, and the Women’s Resource Cancer Center in Oakland.

Professor Fogarty has presented papers and conducted workshops on the topic of distance learning and online curriculum development at a number of domestic and international conferences, including the Hawaii International Conference on Social Sciences, American Society on Aging Annual Meeting, International Annual Conference on ALN, Annual Learning on the Internet Conference, and the World Conference on Educational Multimedia, Hypermedia and Telecommunications. Professor Fogarty is serving or has served on the following distance education-related committees and subcommittees at CSUEB: Online/Hybrid Policy Implementation Special Subcommittee (of the Faculty Affairs Committee), Advisory Committee to the Online Campus, and the Subcommittee on Technology and Instruction (of the Committee on Instruction and Curriculum).

Professors Umeh and Moon have experience in developing and teaching online courses. Professor Umeh has developed and taught courses for the Division of Continuing and International Education at CSUEB and Professor Moon has taught several graduate online courses for the University of Phoenix. All PUAD faculty members have also participated in training workshops regarding best practice guidelines for integrating emerging technologies into course curricula and online course development from CSUEB’s Media and Academic Technology Services (MATS), Online and Hybrid Support Center, and Faculty Center for Excellence in Teaching.

Physical Resources

A. Briefly describe physical resources. Please attach SIGNED MOU’s or other agreements that support the proposed location or program.

The proposed online degree program will have no effect on the physical resource capacity of the University. None of the students in the online MS-HCA program is required to physically be on campus. This is possible, in part, due to the CSUEB Online Campus.

CSUEB has been building its Online Campus for over ten years, extending the University’s reach well beyond its geographic boundaries. The Online Campus accounts for approximately 15% of CSUEB enrollment, offering complete degree programs in fields of high student demand. The Online Campus website includes links to academic support for online students including Academic Advising and Career Education (AACE), study tips, technical support, the academic calendar, class schedules, technical requirements and tools, and tutoring. A link to the CSUEB University Libraries is also included on the Online Campus website.

The University Libraries provide online research help, research databases and electronic books, reference sources, journal articles, tutorials, and streaming video which can be accessed from the Libraries’ website with a campus NetID and password. The University Library has a link on its website entitled “Library Services for Students Enrolled in Online/Distant Education Classes.” The University Library offers a wide range of services to help both students and faculty, including information on how to access HAYSTAC, the Libraries’ online catalog, CSUEB’s more than 80 online full-text journals and databases, and off-campus databases. In addition, the site provides information regarding how to consult with a reference librarian and how to use InterLibrary Loan (ILL) services.

Budget

A. Please attach the program budget covering at least the next 3 years. Be sure to include income and expenditures, including line items for salaries and benefits.

See: Online MS-HCA 3-Year Budget.xlsx

Assessment

A. Briefly describe the plan for assessment.
MS-HCA Assessment Plan

CSUEB has an on-going assessment plan and cycle, such that every program is reviewed every five years. The online MS-HCA degree will be reviewed at the same time that the face-to-face MS-HCA program is reviewed by the University's Committee on Academic Program Review (CAPR). Adjustments to the program will be made as appropriate based on the results from the program review and recommendations from CAPR.

PUAD relies on a number of sources of information to assess student performance and the accomplishment of the MS-HCA program’s mission and desired program outcomes. Based on input from those sources and a survey of over 150 health care employers, PUAD conducted a major revision of the MS-HCA curriculum, and the new curriculum has been approved for implementation for Fall 2011. As part of that major curriculum revision, we developed a new assessment plan. The primary sources of input to the curriculum revision and assessment plan include:

- Input from the MS-HCA Advisory Board, which consists of representatives from health care employers located in the Greater San Francisco Bay Area, program alumni, and current students
- Relevant research findings regarding effectiveness in health care administration/management education, such as the five competency domains and Competency Directory developed by the Healthcare Leadership Alliance (HLA)
- Student course evaluations
- Results of pre/post tests in each course, excluding HCA 6899
- Exit survey, which is completed during HCA 6899
- Student performance in HCA 6899 (Project), the capstone experience
- Discussion and planning at the department meetings and annual retreat

MS-HCA Advisory Board

The members of the 2010-2011 MS-HCA Advisory Board include the following:

- Aaron Chang, MS-HCA student
- Peg Jackson, Partner, Peg Jackson and Associates
- Drew Kain, MS-HCA alumnus
- Elsie Lum, Director, Alameda County Training and Education Center
- Peggy McQuire, Executive Director, Women’s Cancer Resource Center
- Jignesh Parikh, MS-HCA student
- Amy Pradnan, Program Coordinator, Minority Training Program in Cancer Control and Research, University of California, San Francisco (UCSF)
- Tejal Shah, MS-HCA student
- Savannah Shaw, MS-HCA alumna
- Donna Siu, MS-HCA alumna
- Icurus Trang, MS-HCA alumnus
- Mary Welsh, Interim Director, Alameda County Human Resource Services Department
- Jeffrey Wong, MS-HCA alumnus
The Advisory Board will meet as a group late in the Winter 11 quarter to discuss the recent MS-HCA curriculum revision and the launch of the online MS-HCA program scheduled for Fall 2011.

**Healthcare Leadership Alliance (HLA)**

In today's turbulent health care environment, administrators and managers are expected to demonstrate measurable outcomes and effectiveness and to practice evidence-based management. Within health care administration and management education, there has thus been a movement towards competency-based education. The Healthcare Leadership Alliance (HLA) is a consortium of major professional associations in the health care field that began to develop a directory of the knowledge, skills, and abilities all health care administrators and managers should possess for workplace effectiveness. The associations included:

- American College of Healthcare Executives (ACHE);
- American College of Physician Executives (ACPE);
- American Organization of Nurse Executives (AONE);
- Healthcare Financial Management Association (HFMA);
- Healthcare Information and Management Systems Society (HIMSS); and
- Medical Group Management Association (MGMA) and its educational affiliate, the American College of Medical Practice Executives (ACMPE)

The HLA has identified five competency domains that graduates from health care administration and management programs should achieve and be able to demonstrate. PUAD recently adopted those five domains for the MS-HCA program outcomes. Those competency domains are:

1. Communication and Relationship Management: The ability to communicate clearly and concisely with internal and external customers, to establish and maintain relationships, and to facilitate constructive interactions with individuals and groups
2. Leadership: The ability to inspire individual and organizational excellence, to create and attain a shared vision, and to successfully manage change to attain the organization's strategic ends and successful performance
3. Professionalism: The ability to align personal and organizational conduct with ethical and professional standards that include a responsibility to the patient and community, a service orientation, and a commitment to lifelong learning and improvement
4. Knowledge of the Healthcare Environment: The demonstrated understanding of the healthcare system and the environment in which healthcare managers and providers function
5. Business Skills and Knowledge: The ability to apply business principles, including systems thinking, to the healthcare environment; basic business principles include (a) financial management, (b) human resource management, (c) organizational dynamics and governance, (d) strategic planning and marketing, (e) information management, (f) risk management, and (g) quality improvement

These five competency domains are embedded in the MS-HCA curriculum and in the student learning outcomes for all of the MS-HCA courses. The curriculum map for the MS-HCA program shows the alignment of instruction with the desired five competency domains. The student learning outcomes for each individual course are also connected with each of the five competency domains. All of the courses address the fourth competency domain, knowledge of the health care environment, and all courses address multiple domains. For example, the student learning outcomes for HCA 6280 (Legal and Ethical Aspects of Health Care) also address the first (communication and relationship management) and third (professionalism) competency domains. The student learning outcomes for HCA 6280 are:

By the end of the course, the successful student should be able to:

- Provide a critical analysis of the legal and medical issues associated with the delivery of quality patient care
- Compare and contrast the different philosophies and principles of ethics
- Prevent, identify, or resolve ethical problems in the health care organization
- Identify the different sources of law (common, statutory, and administrative)
- Specify and discuss the three basic categories of tort law
- Explain the procedural aspects of criminal law
- Discuss the different types of contracts and their elements
- Outline the procedures leading up to and following a trial
- Summarize the areas of corporate liability
- Appraise the responsibilities and the legal risks of physicians, nurses, other health professionals, and health care organizations
- Explain the legal and ethical issues underpinning current health care controversies

We have developed course-specific student learning outcomes for six of the twelve courses in the MS-HCA program – HCA 6210, 6230, 6240, 6260, 6280, and 6899. The other six courses are new courses that were added as part of the major MS-HCA curriculum redesign. We plan to have the student learning outcomes for these six courses completed prior to the end of the Winter 2011 quarter.
# MS-HCA Curriculum Map

<table>
<thead>
<tr>
<th>Competency Domains/ HCA Courses</th>
<th>Communication and Relationship Management</th>
<th>Leadership</th>
<th>Professionalism</th>
<th>Knowledge of the Healthcare Environment</th>
<th>Business Skills and Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 6200 Health Care System</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>B &amp; C</td>
</tr>
<tr>
<td>HCA 6210 Leadership</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>C &amp; B</td>
</tr>
<tr>
<td>HCA 6225 Org Theory</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>B, C, &amp; D</td>
</tr>
<tr>
<td>HCA 6230 IT</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>C &amp; E</td>
</tr>
<tr>
<td>HCA 6240 Finance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>A, C, D &amp; F</td>
</tr>
<tr>
<td>HCA 6250 Strategic</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>C &amp; D</td>
</tr>
<tr>
<td>HCA 6260 Policy</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>D</td>
<td></td>
</tr>
<tr>
<td>HCA 6270 Management</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>A, C, D, E &amp; F</td>
</tr>
<tr>
<td>HCA 6275 Managed Care</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>A, C, D, &amp; F</td>
</tr>
<tr>
<td>HCA 6280 Legal/Ethics</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>B, E, F &amp; G</td>
</tr>
<tr>
<td>HCA 6290 Quality</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>C, D, F &amp; G</td>
</tr>
<tr>
<td>HCA 6899 Project</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>A, B, C, D, E, F &amp; G</td>
</tr>
</tbody>
</table>
Student Course Evaluations

PUAD requires a student course evaluation for all courses taught in the MS-HCA program, both in the face-to-face and the online program. These evaluations provide good information regarding student learning and student satisfaction with the courses, which will be used to make needed course adjustments.

Pre/Post Tests

We have developed course-specific student learning outcomes (SLOs) for six of the courses in the revised MS-HCA curriculum that are assessed through a pre-test/post-test design. At the beginning of each course, a 15-question test is administered (pre-test) and the same test is administered (post-test) at the end of the course. The tests are then compared to assess the change in student learning. We plan to have all of the pre/post tests developed prior to the launch of the online MS-HCA program in Fall 2011.

Exit Survey, HCA 6899

Beginning Fall 2010, the MS-HCA program began to give students enrolled in HCA 6899, which is the capstone experience, an exit survey. The survey consists of 20 statements, with 5 possible responses:

- SA: Strongly agree
- AG: Agree
- DA: Disagree
- SD: Strongly Disagree
- DK: Don’t know
- NR: Not relevant

The statements include:

- I can identify the major providers of health care in terms of their characteristics, supply and demand, and their roles in the health service system
- I can identify and discuss the primary underlying principles of insurance
- I can discuss the legislative requirements of SOX and their management implications
- I can identify the primary issues in health care reform
- I can calculate and interpret liquidity ratios, profitability ratios, activity ratios, and capital structure ratios
- I can compare and contrast the underlying assumptions, values, and governing paradigms of various management methods
- I can discuss the evolution of health care policy in the US, including selected federal laws pertaining to health
- I can establish and nurture beneficial relationships within my health care organization
- I can discuss the responsibilities and the legal risks of physicians, nurses, other health professionals, and health care organizations
- I can assess health care quality issues that affect health outcomes.
- I can compare and contrast long-term care in the U.S. with other developed countries
- I can analyze and influence health care public policy environments
- I can participate in the strategic planning process, including analyzing the external and internal environment, service competitors, and competitive advantage
- I can use concepts, terminology, classifications, methods and trends in health care finance and budgeting
- I can utilize marginal costs, average total costs, and price elasticity in pricing decisions
- I can predict the impact of factors on market demand and supply for health care
I can discuss the roles played by governmental health agencies, nongovernmental health agencies, and quasi-governmental health organizations in public health.

I can calculate and interpret standardized measurements of health status, prevalence rates, and incidence rates.

I can articulate the principles of modern leadership and management.

I can describe the Medicare and Medicaid programs in terms of costs, benefits, and financing.

The results from the exit survey will be used for program modification, if warranted.

Student performance in HCA 6899 (Project)

HCA 6899 (Project) is an important component of the MS-HCA program, and it serves as the Capstone experience. As such, it is the work equivalent of a thesis but is more practice-oriented. The Project is a learning experience that gives the student an opportunity to show his/her individuality, interests, and originality, while using the knowledge and skills s/he developed in the program. In the Project, a student works with a health care organization to achieve a specific and limited goal. The goal is to create something for the health care organization that will enable the organization to better serve its clients, generate revenues, market itself, assess community demand, improve quality, or meet regulatory requirements.

The Project has two components: the “product” and the “project report.” The product is what is created for the health care organization that is involved in the project. Examples of previous products include designing a diabetes workshop at a medical clinic for low-income parents of children with diabetes, and for whom English is not the first language, drafting the quality standards report for a health care plan as part of its accreditation review by the National Committee for Quality Assurance (NCQA), and creating an outreach plan for a cancer resource center that targets underserved populations in Oakland.

The project report is a 35 to 45-page paper that explores the research underpinnings of the product. In the case of the diabetes workshop, for example, in his/her report, the student based the design and content of the workshop on an extensive literature review of community health outreach, health education, cultural competency, adult learning, and the causes, prevention and control of diabetes. The project report reflects the “why” of the product design and includes an analysis of the skill sets or knowledge that were acquired from the MS-HCA program that were helpful in designing the product.

Discussion and planning at the department meetings and annual retreat

PUAD has an annual all-day retreat prior to the beginning of the Fall quarter to develop its plans for the upcoming academic year, review curriculum, discuss the results from the pre/post tests, and review the student course evaluations. For Fall 2011, a discussion regarding the exit survey will be a part of the retreat. The decisions made at the retreat and during the department meetings will be used for program modification, if warranted.
Online MS-HCA 3-Year Budget

<table>
<thead>
<tr>
<th>YEAR</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUITION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td>50</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Courses per Year</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Credit Units per Student</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>Total Credit Units</td>
<td>1600</td>
<td>3200</td>
<td>3200</td>
<td>3200</td>
</tr>
<tr>
<td>Charge per Credit Unit</td>
<td>295.00</td>
<td>309.75</td>
<td>325.24</td>
<td>341.50</td>
</tr>
<tr>
<td><strong>GROSS TUITION</strong></td>
<td>472000.00</td>
<td>991200.00</td>
<td>1040760.00</td>
<td>1092798.00</td>
</tr>
</tbody>
</table>

| TEACHING COSTS |   |    |    |    |
| Students | 50 | 100| 100| 100|
| Students per Cohort | 25 | 25 | 25 | 25 |
| Courses per Year per Cohort | 8 | 8 | 8 | 8 |
| Total Sections Taught | 16 | 32 | 32 | 32 |
| Average Faculty Cost per Section | 6500.00 | 6825.00 | 7166.25 | 7524.56 |
| Teaching Costs Before Benefits | 104000.00 | 218400.00 | 229320.00 | 240786.00 |
| Medicare Benefits @ 1.45% | 1508.00 | 3166.80 | 3325.14 | 3491.40 |
| **TOTAL TEACHING COSTS** | 105508.00 | 221566.80 | 232645.14 | 244277.40 |

| OPERATIONAL COSTS |   |    |    |    |
| Supplies and Miscellaneous | 5000.00 | 10500.00 | 11025.00 | 11576.25 |
| Marketing | 5000.00 | 5250.00 | 5512.50 | 5788.13 |
| **TOTAL OPERATIONAL COSTS** | 10000.00 | 15750.00 | 16537.50 | 17364.38 |

| OVERHEAD |   |    |    |    |
| Administrative Assistant Salary & Fringe | @ $3000/Month (12 Month) + 44% fringe | 51840.00 | 54432.00 | 54432.00 |
| DCIE (34% of Gross Tuition) | 160480.00 | 337008.00 | 353858.40 | 371551.32 |
| 4 WTUs Release per Quarter (12 per Year) | 33771.99 | 35460.59 | 37233.62 | 39095.30 |
| Chancellor's Office 2.5% of Gross | 11800.00 | 24780.00 | 26019.00 | 27319.95 |
| CSUEB 12% of Gross | 56640.00 | 118944.00 | 124891.20 | 131135.76 |
| **TOTAL OVERHEAD COSTS** | 314531.99 | 570624.59 | 596434.22 | 623534.33 |

| TEACHING+OPERATIONAL+OVERHEAD COSTS | 430039.99 | 807941.39 | 845616.86 | 885176.10 |

| NET CASH FLOW | 41960.01 | 183258.61 | 195143.14 | 207621.90 |