2023 ASU Assurance Argument

Submitted to Higher Learning Commision on March 27, 2023

1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. The institution's mission is articulated publicly and operationalized throughout the institution.

ASU CHARTER

ASU is a comprehensive **public research university**, measured not by whom it excludes, but by **whom it includes** and **how they succeed**; advancing **research and discovery** of public value; and assuming **fundamental responsibility** for the economic, social, cultural and overall health of the **communities it serves**.

1.A.1. The mission was developed through a process suited to the context of the institution.

Under leadership of President Michael Crow, Arizona State University (ASU) has continually evolved toward the goal of becoming a [National Service University](#) dedicated to pursuit of excellence, access and impact. In 2002, upon his arrival at ASU, President Crow outlined a new model for ASU, the [New American University](#), intentionally designed to simultaneously enhance broad access to quality higher education; demonstrate comprehensive excellence; and create meaningful social impact.

[Nine design aspirations](#) guide ASU's evolution into the New American University (Vision). Aspirations were inspired by philosophical, practical and logical critiques of areas where American higher education has underperformed: 1) an inability to forge connections with the communities it serves; 2) an inability to birth new disciplines to keep pace with the world's rapidly changing needs; and 3) an inability to advance use-inspired research for local and global benefit. By taking on these challenges, ASU is becoming the New American University with a [public enterprise university model](#).

In 2014, the Arizona Board of Regents (ABOR) ratified the Vision as [ASU's official charter](#), retaining original elements and adding a commitment to student success. ASU's charter drives everything the university endeavors to do. Furthermore, the design aspirations, mission statements and goals continue to strengthen the New American University model, and outline how it will manifest and measure its progress. Each year ASU articulates updated goals and visualizes the path to the future of the New American University ([vision toward 2028 and beyond](#)). More specifically, a way of reinforcing commitment to the betterment of humanity, ASU formalizes practices that draw from its values, character, civic and intellectual assets to foster practical wisdom and outcomes for the institution, students, surrounding communities and global initiatives.

In 2021, ASU introduced its [ASU Public Enterprise](#) organizational design anchored by [three pillars](#): Academic Enterprise, Knowledge Enterprise and Learning Enterprise. Each enterprise is led by an executive vice president to ensure total focus on the objectives of increasing degree attainment, research and discovery, and broad access to learning resources at scale. [These pillars are supported](#) in advancement of their objectives by Enterprise Technology, ASU EdPlus, and Enterprise Marketing Hub.

Updates to the structure and continued commitment to ASU's charter were presented as part of the [president's annual report to ABOR in February 2022](#) (page 13, highlighted). The [executive vice president and chief operating officer](#) along with the executive vice president, treasurer and chief financial officer are responsible for ensuring the three enterprises have necessary resources and support to fulfill contributions to ASU's charter.

In February 2023, ASU announced a ninth design aspiration — [Practice Principled Innovation](#), which will enable ASU to be more intentional in decisions and actions by placing character and values at ASU's core. While ASU has consistently demonstrated care in teaching, research and operations, adoption of Principled Innovation will further support efforts with special attention to impact at every level. Introduction of this design aspiration reflects a commitment to innovation, also recognized by ASU's ranking as No. 1 in innovation for the eighth straight year ([US News & World Report](#)).

1.A.2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

In furtherance of ASU's charter and design aspirations, the institution's goals that outline specific actions to be taken to achieve academic excellence and accessibility at scale, expand its role as the leading center for interdisciplinary research and discovery, and enhance its impact and social embeddedness.

[**Academic Enterprise**](#) (AE) is focused on building faculty and leadership to ensure success, innovation and impact of our colleges, providing diverse pathways for access and [student success](#) in all modalities and building capacity for access to higher education locally, nationally and globally. ASU's emphasis on academic excellence is further articulated in goals included in the AE mission:
- Maintain the fundamental principle of accessibility to all students qualified to study at a research university.
- Maintain university accessibility to match Arizona's socioeconomic diversity with undifferentiated outcomes for success.
- Ensure that more than 90 percent of students continue studies beyond their first year.
- Enhance university graduation rate to greater than 85 percent and more than 40,000 graduates.
- Continuously enhance quality while maintaining affordability.
- Overcome geographic and financial barriers to education by enrolling 140,000 degree-seeking students.
- Continuously increase measured student development and learning outcomes.
- Engage learners of all socioeconomic, geographic and demographic backgrounds.

ASU's digital immersion portfolio is directly connected to its charter concept of "whom it includes" and "how they succeed." Creating space for students to learn where they are allows

ASU to expand reach and create educational opportunities for those who cannot be served through traditional means. Digital immersion learners receive special support from interest stage through enrollment and graduation by a dedicated group of support staff. Support structures are tied to academic units who own and deliver academic programming. Working in collaboration, these groups have launched over 300 fully online academic programs. EdPlus, the enterprise unit supporting online education, serves needs of the units and students and has successfully worked to increase student enrollment and success.

Knowledge Enterprise (KE) shows that game-changing, use-inspired discovery happens at ASU through research and economic development. ASU's emphasis on advancing research and discovery of public value is illustrated in KE's goals:
- Establish ASU as a leading global center for interdisciplinary research, discovery, and development by 2027.
- Enhance research competitiveness to more than $1 billion in annual research expenditures.
- Transform regional economic competitiveness through research and discovery, and value-added programs.
- Become the leading university academically in at least one department or school within each college and school.

In addition to advancing research, KE trains and supports entrepreneurs, leads economic development activities, engages with corporate partners and international development agencies, and facilitates technology transfer.

The **Learning Enterprise** (LE) was created to serve learners often excluded by the traditional education system while providing access to social and economic opportunity at every stage of life. Less than two years after its launch, LE's initial annual report shows that the number of enrolled learners doubled during the second year of operation. LE efforts have resulted in millions of page views of educational content and over 310,000 individuals enrolled in ASU learning offerings around three focus areas: Foundational learning, professional and career technical skills, and personal, cultural and civic learning.

1.A.3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

As the largest of three public Arizona research universities, ASU's foundational documents underscore dedication to serving all people of Arizona *(1.A.1.)*. ASU's charter is a new approach to measuring success of a higher education institution by simultaneously pursuing excellence at the highest levels of achievement in scholarly and creative endeavor, while providing access to all students in Arizona capable of college-level work, and assessing itself by how it impacts the communities it serves.

1.A.4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Critical to the university's access mission is meeting students where they are with the breadth of ASU's programs and services. This goal was the impetus behind the launch of digital immersion degrees. Since then, it has driven the university to expand realms of teaching and learning to include not only digital immersion but also additional innovations designed to increase engagement with ASU's learning resources.

Along with expansion of modalities to offer degree programs, ASU continues to launch new student support programs. ASU Local connects online students with other local students and success coaches, creating a sense of community and support. University College offers the Explore program, including four robust exploratory tracks and courses (Life by Design) to assist students in identifying strengths and interests and in choosing a major connected with individual goals.

ASU provides a wide range of support services *(3.D.1.)*, learning support resources *(3.D.2.)*, academic advising *(3.D.3.)*, and technology resources *(3.D.4.)* to facilitate student success. Student Advocacy and Assistance (SAA), in the Dean of Students Office, offers support to students experiencing difficulties (basic needs, academic probation, sexual assault, illness, grief/loss). SAA provides individualized case management specific to student needs and connections to appropriate university and/or community resources. SAA experienced an increase in cases by 66% across all locations during the past four years. The ASU Student Crisis Fund, supported by ASU families and donors, assists students who encounter critical financial situations. SAA processed and awarded 542 applications in academic year 2021–22, totaling $272,004 in support. ASU Family Resources provides support services to student parents.

ASU's commitment to excellence, inclusion, access, and success is written into the university charter and is reflected in the growth of degree-seeking student enrollment. Of note:
- In summer 2022, ASU was named a Hispanic-Serving Institution — a designation earned by institutions with at least 25% full-time undergraduate Hispanic student enrollment. In fall 2022, ASU enrolled 16,843 (25.7%) undergraduate Hispanic/Latino immersion students, with a total degree-seeking Hispanic/Latino enrollment of 31,816. More than 3,900 first-time, first-year students identify as Hispanic/Latino (1 in 4) — a university record. In addition, 1 in 3 ASU students are first-generation college students.
- ASU's four campuses are located in the Salt River Valley on ancestral territories of Indigenous peoples, including the Akimel O'odham (Pima) and Pee Posh (Maricopa) Indian Communities. ASU's total American Indian/Alaska Native enrollment for fall 2022 is 1,538 — representing 153 different tribal affiliations — with 347 degrees being awarded in 2021–22. Compared to public and private institutions within the Association of American Universities (AAU), ASU more than doubled the total degrees awarded to American Indian students for 2019–20.
- ASU is the proud home to nearly 11,000 veteran and military-affiliated students enrolled for fall 2022.
- Enrollment of Pell Grant recipients quadrupled to 44,762 between 2002–03 and 2020–21, representing 35% of fall 2020 students.
- ASU's international student enrollment in fall 2022 was 13,891. For the second consecutive year, ASU ranks as the top public university in the U.S. chosen by international students.

1.A.5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

The ASU charter and updated goals are published regularly and distributed to faculty, staff, students, alumni, and external stakeholders. Examples of these publications are provided in 1.A.1.

The ASU charter and design aspirations are posted prominently throughout the institution (including physical presence as granite monuments), and the statements are accessible through

ASU's website. Documents are also displayed in campus facilities and community venues, and are available through a multitude of electronic media. ASU leverages social media platforms (Twitter, Instagram, LinkedIn) to reach a broader audience than traditional pathways. Buses and shuttles providing transportation between campuses use "wrapped" banners to highlight elements of the mission statements. Billboards around the greater Phoenix area and region present ASU's standards while inviting readers to learn more.

1.B. The institution's mission demonstrates commitment to the public good.

ASU's charter acknowledges **fundamental responsibility** for the economic, social, cultural and overall health of the **communities it serves** *(1.A.)*.

1.B.1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

Fundamental to ASU is the imperative to provide opportunities for any qualified student to attend college. As the only university in the 6th largest US metropolitan area, ASU accepts responsibility to grow enrollment, associated services and financial aid at whatever rate is required to serve. ASU achieves this through institutional investment, philanthropy and unique partnerships. Starbucks and ASU have a comprehensive strategic partnership built around shared values of sustainability and educational access. Launched in 2014, the Starbucks College Achievement Plan, through which the coffeehouse and roastery company provides full tuition coverage for benefits-eligible employees and partners, is approaching 10,000 graduates. The two institutions also established the ASU-Starbucks Center for the Future of People and the Planet in 2021.

ASU is recognized as a global sustainability leader by the Times Higher Education Impact Rankings (2nd in the world; 1st in the US). In 2022, ASU ranked No. 1 in the world in three Sustainable Development Goal categories: sustainable cities and communities; life below water; and life on land. ASU is also ranked among the most sustainable universities in the world by the Association for the Advancement of Sustainability in Higher Education. Supporting these rankings are initiatives like the Zero Waste Effort, ASU's commitment to be Zero Waste by 2025, and installation of more than 24 MWdc of on-site solar power. The establishment of the Julie Ann Wrigley Global Futures Laboratory (GFL) created the only national lab scale endeavor focused on the health of the planet. GFL's mission is rooted in the conviction that we can and must make a meaningful contribution and that new academic structures are required to achieve objectives. The laboratory is a demonstration of ASU's commitment to education, discovery and accepting responsibility for the health of the global community. New collaborations connect efforts across oceans to support educational and research efforts in support of planetary health.

Fundamental to ASU's mission is to facilitate students' preparedness for higher education. To that end, the university operates a campus immersion, tuition-free college preparatory school and an online school, both serving students in grades K–12. ASU Prep Academy Network includes five campuses in Arizona. ASU Prep Digital provides online instruction directly to students, but also partners with districts nationwide and globally to ensure access to digital curriculum, college credit, and online instructors.

Veterans are a vital part of Arizona and the ASU Community. Launched in 2023, the Veteran's Commitment Plan enables Arizona high school seniors who plan to join the military after graduation the option of attending ASU immediately upon completion of their military service contract. This program makes it easy for Arizona's admitted high school graduates who choose

to become service members to pursue and fulfill educational goals by eliminating the need to reconnect with their high school to obtain transcripts, test scores and other items to apply for college admission after military service. The Veteran's Commitment plan is available to new Arizona high school graduates who meet ASU assured admission criteria, are Arizona residents, and enlist in the US military after high school. The Pat Tillman Veterans Center provides resources and services for veteran and military-affiliated students *(3.D.1.)*.

The New Economy Initiative (NEI) catalyzes a future of sustained prosperity for Arizona. The NEI aims to improve Arizona's competitiveness in emerging high-tech sectors that offer unprecedented opportunity to create jobs and drive prosperity for Arizona's families — including advanced manufacturing and materials, advanced communication technologies, cybersecurity, artificial intelligence, automation and robotics, digital media, virtual and augmented reality, big data and more. The NEI builds on ASU's role as catalyst for economic growth and resilience and two decades of enabling accessible, high-quality education and innovative research that meets needs of the market and society. Authorized by the legislature and governor, this effort is a forward-thinking investment leveraging Arizona's public universities to ensure a future of high employment and economic growth.

ASU continues to establish research space around Arizona, showing a commitment to advance the health and economic growth of Arizona. Innovation Zones have been established to offer corporate partners opportunities to collaborate with ASU. Through these spaces, faculty and students interact with companies, offering a synergetic relationship and the ability to develop solutions to real-world challenges.

1.B.2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

ASU is committed to its constitutional purpose including providing instruction as nearly free as possible. Delivering a high quality university education and increasing the number of Arizonans with a college degree or certificate remains central to ASU's mission as articulated in previous sections, as well as in ABOR's Strategic Plan.

ASU, as a public institution, does not have investors or a parent organization to drive or influence activities that do not contribute to the responsibility for education.

1.B.3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

ASU maintains a commitment to social embeddedness as a design aspiration found in its charter document. This includes the appointment of a Vice President of Social Advancement, a Vice President of Cultural Affairs, an Assistant Vice President of Cultural Relations, and a Senior Director of Social Embeddedness.

Building upon more than two decades of unparalleled advancement, ASU has built facilities, programs, and initiatives locally, across the U.S. and globally, to facilitate engagement for students, faculty, researchers and constituents we serve.

The locations of educational facilities and engagement with partners facilitate ASU students' learning and skill development, as well as contributions to surrounding communities. Located in downtown Phoenix, Watts College of Public Service and Community Solutions' faculty and students are close to the partners they serve. Public service is a cornerstone of the college's

academic programs, research and pre-professional experiences, so students engage in fieldwork, service, research, mentoring and internships with over 800 community organizations. Sandra Day O'Connor College of Law is also located in Downtown Phoenix near the courts, agencies, county and municipal governments, and non-profit organizations in which law students gain experience serving clients through legal clinics and during externships. ASU Law also offers special externships in Los Angeles and Washington, D.C. The Walter Cronkite School of Journalism and Mass Communication is located at the Downtown Phoenix campus with additional anchors in Los Angeles and Washington, D.C. Arizona PBS, the largest media outlet in the world operated by a journalism school, serves as hub of the journalism "teaching hospital" and as a testing ground for innovative journalism. Students produce a nightly newscast that reaches nearly 2 million Arizona households on four TV channels and multiple digital platforms. The school's locations enable access to internships, news events, sources at major sports and cultural complexes, and government agencies.

Mayo Clinic and ASU have joined together in the Mayo Clinic and Arizona State University Alliance for Health Care to accelerate cutting-edge research discoveries, improve patient care through health care innovation, and transform medical education to enhance health outcomes at individual, community and national levels.

ASU's focus on innovation and accessibility is addressing the healthcare workforce shortage in Arizona and beyond through creation of new pathways to earn nursing degrees beyond traditional pre-licensure clinical programs. In addition to the Downtown Phoenix campus, the Edson College of Nursing and Healthcare Innovation operates at the ASU West campus and ASU at Lake Havasu locations and plans to build programs at the Polytechnic campus and the ASU California Center. These strategies have enabled Edson College to increase enrollment 64% from 2019 to 2022.

ASU's Office of Economic Development works closely with external constituencies like Arizona Commerce Authority and Greater Phoenix Economic Council. Last year ASU supported 300+ regionally-focused economic development projects and participated in over 50 company visits. ASU collaborates with local communities to support economic development initiatives around the valley and state. These meetings are a necessary component of attraction and expansion of companies into Arizona. ASU is educating the necessary talent pipeline to support the new economy.

ASU supports the Global Growth Accelerator (GGA) to provide a soft-landings solution for international companies seeking to locate in Arizona. ASU also offers flexible space through the ASU Affiliate Program to help companies grow and expand. Economic development staff also volunteer in teaching and speaking assignments in coordination with Arizona's Association of Economic Development.

In 2020, ASU's Biodesign Institute directly served the public during the pandemic through free saliva testing. A $30 million partnership with Arizona's Department of Health Services launched hundreds of free testing sites around Arizona. Details regarding Biodesign's involvement can be found in the 2021 Year in Review.

ASU's Luminosity Lab leads interdisciplinary research to produce innovations aimed to enhance local impact and incite positive world change. Sample projects led by high-performing students demonstrate its impact. The PPE response network facilitated manufacturing and delivery of rapidly manufactured PPE during the pandemic; other projects have received prestigious awards.

ASU discoveries and inventions are disseminated into the marketplace through Skysong Innovations.

ASU meets needs of 21st century learners by providing space for the community to ideate, create, and build. For example, the J. Orin Edson Entrepreneurship + Innovation Institute meets entrepreneurs' needs by offering spaces with various tools, equipment, and/or training.

ASU Corporate Engagement and Strategic Partnerships (CESP) provides expert-driven business solutions, customized to an individual company's needs. CESP also uses a Practice Labs model for industry-university collaborations to provide a custom approach to identifying, addressing, and solving complex business issues.

The President's Community Council helps embed ASU in the community by identifying issues, opportunities for engagement and solutions with external stakeholders with a focus on community organizations and nonprofit groups.

ASU provides eligible employees up to 8 hours of paid time annually to volunteer at local 501(c)(3) organizations or to volunteer for local agencies of the federal, state, or local government.

1.C. The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1.C.1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

ASU provides curricular and co-curricular opportunities for students to learn and experience civic engagement in diverse, multicultural settings. ASU's current General Studies program *(3.B.2.)* requires completion of one course from each of the awareness areas of Cultural Diversity in the United States and Global Awareness. Curricular offerings will soon be revised as a result of ABOR Policy 2-210 to include a particular emphasis on informed citizenship including explicit requirements for exposure to American Institutions and civic engagement. Students in specific colleges [example] are required to complete credits in foreign language or demonstrate proficiency. ASU offers specialized study of human and cultural diversity via more than 41 undergraduate and 36 graduate degrees.

Next Generation Service Corps (NGSC) is a four-year (or two-year transfer track) leadership development program where undergraduates study their chosen major, engage in practical elements of leadership, learn cross-sector collaboration and complete summer internships in public, private and nonprofit sectors while pursuing a social mission. With the goal of creating character-driven, cross-sector leaders, NGSC provides tools and experiences needed to inform citizenship and develop workplace success while addressing complex social issues. First-time, first-year participants earn a required certificate (Cross-Sector Leadership).

ABOR sponsors an annual Regents Cup event to engage students in rigorous debate and celebrate civic engagement (won by ASU in 2019 and 2021) and to facilitate public discussion. A report evaluating free speech at Arizona public universities is released annually.

Co-curricular opportunities support cultivation of conscientious students and graduates who possess knowledge, skills, values, and motivation to actively and responsibly engage in issues of public importance. Changemaker Central @ ASU empowers students to apply their passion, knowledge, and expertise to create innovative solutions to local, national, and global challenges by providing space and opportunities to develop social ventures; connecting students with resources and funding opportunities for projects or ventures; coordinating community service opportunities to catalyze student-led social change; and facilitating sharing of resources and ideas so students can connect (Ignite@ASU).

Associated Students of ASU (ASASU), ASU's Student Government, provides student-led programs, services and events (Change the World; Welcome Week) and advocates for community outreach and civic engagement. ASASU voices students' concerns and interests and provides experience and training through political participation. Fraternity and Sorority Life, comprises more than 70 values-based, impact-driven organizations, and is centered on four community-focused aspirations (Learn and Grow, Build Relationships, Give Back, and Do the Right Thing). Over 1,000 clubs and organizations offer students opportunities to explore, develop, and enhance leadership and collaboration skills.

Public Service Academy supports students with a commitment to service to become instruments of change in their chosen careers through experience, curriculum, and training. Tracks promote collaboration across sectors: government, business, and nonprofit organizations.

Veterans Scholar Program is designed to enhance the academic, professional, and civic impact of student veterans. Pat Tillman Veterans Center and Public Service Academy provide training and success resources, employer connections, and networking.

Washington Monthly ranked ASU No. 9 in the country for dedication to community and national service, exemplifying its service-first charter. ASU's robust programming includes partnerships with Peace Corps, Teach For America, and AmeriCorps. Career and Professional Development Services (CPDS), Changemaker Central and other units collaborate with service organizations to promote programming, prepare students for applications and interviews (Peace Corps Prep), and connect with service alumni. Study abroad (A Taste of Peace Corps) enables participation in grassroots service projects related to Peace Corps' sectors.

Watts College, the nation's largest and most comprehensive public service college, is dedicated to integrating teaching, research, and service to address social problems. Degree programs covering the spectrum of public service, provide students with an educational and service-based experience. From day one, students are immersed in hands-on learning, including collaborating with community partners to tackle real-world problems and implement solutions. Through the Community Solutions Co-op, incoming undergraduates complete a community impact statement identifying a social issue that serves as a focus for coursework and facilitates critical thinking about service in their major. Watts College students' participation in experiential learning (bi-annual Day of Service, internships (ASU Public Allies; Sacramento Scholars), research, community impact labs, leadership development (Spirit of Service Scholars, Public Service Academy, and Study Abroad) prepares them for careers and to affect community change. Watts College students deliver more than half a million hours of service annually.

Internships, employment, volunteer work and other experiential opportunities enable undergraduate and graduate students to develop valuable workplace skills, gain experience in chosen fields, and increase competitiveness for post-graduation employment. Through these experiences, students apply classroom content to real world problems and settings, solidify

aspirations, network, and strengthen credentials (example). Career and Professional Development Services (CPDS) and academic units (example) assist students in securing internships through events (college; university) and Handshake. Some academic programs encourage or require internships for graduation (example). CPDS *(3.D.1)* provides services for students and alumni, including exploration communities, tools, assessments, advising, on-demand content and support, career fairs and hiring events, and a podcast. Specialized career centers are also available in several colleges.

The Graduate College supports experiential learning, professional development, and research support (Preparing Future Faculty and Professionals, Grad15 Webinar Series, CIRTL, RA/TA Training, Interdisciplinary Solutions for Social Impact, and digital portfolios).

ASU and University College encourage curricular and co-curricular activities that prepare for workplace success. Work+Learn (Experiential Learning Initiatives, Work+, and Explore) serves all learner types, integrates work and learning, and assists with academic exploration. The novel design of the Work+ program leverages thousands of existing student jobs and integrates career readiness support. Students simultaneously gain professional experience, while also learning to articulate transferable skills and competencies. Supporting especially economically disadvantaged students, Work+ is transforming student employment into an authentic learning experience by developing career readiness, coaching students to articulate professional stories, and training supervisors as mentors. The Explore program enables workplace success through courses and experiential learning that promotes self-discovery and informed decision making. Explore courses focus on career competencies and skills, networking, and leveraging experiences to inform post-graduation career plans and success.

ASU provides tools and resources to promote and support faculty efforts to incorporate work-integrated learning into their curriculum, including best practice guides and the Riipen platform which enables faculty to embed industry projects. Since 2019, over 100 courses have utilized this tool to offer students opportunities to work directly with employers as part of class.

1.C.2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

Inclusion is an enterprise-wide commitment fundamentally tied to ASU's charter. ASU's approach to inclusivity moves beyond numbers and inspires practices and philosophies through structural intervention generating greater outcomes of representation and success. These outcomes are enabled through initiatives, councils, committees, services and resources.

The César E. Chávez Leadership Institute seeks to improve higher education access for rising Arizona high school juniors and seniors providing a variety of enriching, no-cost experiences emphasizing leadership development and civic engagement, while also advocating for high school completion, college attendance and ASU educational opportunities. More than 1,300 students have participated since 1995.

LIFT, a university-wide effort launched to address social transformation, is committed to implementation of 25 actions designed to support Black faculty, staff and students. LIFT's 25 actions encourage collaboration and participation of ASU community members.

Black Excellence Experience Tour provides prospective students opportunities to interact with Black faculty, staff and student leaders. Through the experience, students learn about ASU admissions, financial aid and scholarships, academic resources, and student life.

RISE Summer Leadership Institute, a leadership and college readiness program, provides rising high school students with tools to cultivate leadership abilities while serving their schools and communities. Students receive resources for navigating the college-going process while gaining insight from Black alumni, staff, students and community members.

Sankofa Leadership Institute, a student-developed, staff-supported residential program, facilitates college transitions through workshops, engagement and early access to campus amenities. The program helps incoming students navigate a multi-campus institution and mitigate challenges for first-time students.

TRIO Talent Search and TRIO Upward Bound provide academic support, mentoring, university exposure, and wrap-around services for first-generation and/or low-income students interested in college. Programs are designed to improve academic performance, increase motivation, and facilitate transitions. TRIO Veterans Upward Bound [examples] assists veterans in exploring postsecondary interests and resources, improving academic skills, and transitioning to college.

Committee for Campus Inclusion (CCI), an advisory group to the provost, promotes a positive, harmonious campus environment that celebrates diversity, provides information, and resolves issues in a manner that respects individuals' dignity.

ADVANCE, funded by the National Science Foundation, translates expectations for inclusion and success of faculty at all stages. ADVANCE requires consideration of equity and inclusion in every decision that affects faculty. Expected outcomes include an increase in number, visibility, and success of women and faculty of color in STEM fields at all levels.

Office of Diversity, Equity and Inclusion supports and promotes equal opportunity and diversity personnel initiatives, providing leadership and hiring officials with clear and accessible data, timely and effective consultation and high-impact training. ASU promotes equal opportunity through affirmative action in employment and educational programs and activities. Discrimination is prohibited on the basis of race, color, religion, national origin, citizenship, sex, sexual orientation, gender identity, age, disability and qualified veteran status.

Student Accessibility and Inclusive Learning Services (3.D.1.) facilitates a culture of access and inclusion through collaboration with faculty, campus partners, and use of universal design principles.

American Indian Student Support Services (AISSS), home to ASU's Indigenous students, assumes fundamental responsibility for academic and personal success. AISSS recently completed a space redesign at all locations that honors cultural heritage of Indigenous people and is tailored to activities that support a sense of belonging and having a place to thrive. AISSS partners with Actionable Analytics to create a data-driven coordinated care community that offers wraparound services, including communication campaigns to engage students. AISSS collaborates with campus partners through the Indigenous Student Success Workgroup and American Indian Student Assessment & Coordination teams to assess and develop success programming.

GATE program was designed to support the success of ASU's neurodiverse population by facilitating growth, achievement, transformation, and enrichment. Participants engage in peer mentoring, tutoring and workshops; learn about employment and internships; and receive professional services. A pilot program for students experiencing autism will launch in fall 2023,

and GATE will expand to serve ASU's broader neurodiverse community in future semesters. Neurodiverse Devils, a student club dedicated to celebrating neurodiversity, spreads awareness, provides education, and creates connections.

Access Zone is a training program designed to increase faculty and staff awareness about different kinds of disabilities (learning disabilities, depression, anxiety or medical conditions) and how to support students.

The Pat Tillman Veterans Center aims to ensure military connected learners and student veterans receive support needed for success.

ASU students represent a wide range of economic diversity, as demonstrated by the increase of Pell-eligible students *(4.C.3.)*. Programs and resources are available to support success.

1.C.3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

ASU is committed to a positive educational and workplace environment in which faculty, staff and students respect each other. As part of this commitment, all members are required to complete Inclusive Communities training within 90 days of hire and with retraining every two years. Faculty/staff training modules include: ASU's charter and design aspirations' contributions to Diversity, Equity, Inclusion, and Belonging (DEIB) and innovation; power, privilege and bias; empathy; and utility of dialogue in making connections. Materials and activities in the student training emphasize awareness of assumptions, active listening, and strategies for healing conversations; and are designed to equip learners with information and skills to create a respectful and welcoming environment that engages all learners. Some academic units also offer additional student training. The W. P. Carey School of Business partnered with the Social Transformation Lab, EOSS, and the Graduate and Professional Students Association (GPSA) to offer a program designed to help students think about power, privilege and bias in new ways and establish connections with those different from themselves. The program's intention is to build a foundation for meaningful and inclusive interactions academically and professionally, making students more marketable to employers. The school also incorporated Implicit Bias and Microaggression training into new student orientation.

Multicultural Communities of Excellence are present at each campus to help provide a sense of place and support for students of color. Additionally, they celebrate, enhance, enrich and elevate identities of all historically underrepresented students.

Out@ASU promotes a campus that is open, safe and supportive by providing educational opportunities and advocacy programs that empower students of all gender identities and sexual orientations, and their allies, to thrive in an inclusive and affirming environment. SafeZONE workshops increase understanding and awareness of issues faced by LGBTQIA+ and other marginalized students.

Student organizations foster inclusion, affirm identity, promote civic engagement, and reflect ASU's diverse population. ASU has 77 politically-focused organizations, allowing students to engage with a variety of viewpoints. 93 religious/faith/spiritual organizations enable learning about various faith traditions and beliefs. The International Students Club offers opportunities for students to engage in weekly "Home Groups," listen to guest speakers, enjoy food and games, connect, and relax.

The Council of Coalitions collaborates to build community, foster a sense of belonging and respect, and provide community education. The Council offers diverse programming and activities, highlighting heritage months and incorporating intersectionality of students through collaborations. The Coalition of International Students (CIS) engages over 6,000 students at their annual International Night which is also live-streamed to increase access to family members and prospective students.

ASU offers resources and organizations tailored to unique needs of faculty and staff. Each group sponsors activities and events to support employees from all backgrounds.

2. Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A. The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

2.A.1. The institution develops and the governing board adopts the mission.

As an Arizona public university, Arizona State University is governed by the Arizona Board of Regents (ABOR). As such, ABOR is responsible for planning, executing, and evaluating all general, academic, and financial policies governing university operations. As stated in 1.A.1., the Mission and Vision statements were refined and are presented to ABOR annually (minutes)(page 12 of 15), as part of the 2021 Strategic Enterprise Plan. In 2015, the university's mission was formally adopted as its charter to institutionalize values and commitment.

2.A.2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

ASU has established procedures and practices to ensure open decision-making and ethical behavior by leadership, faculty, staff, and students aligned with ABOR policies. Policies are compiled into openly available manuals that address all functions. Manuals are maintained by the Office of General Counsel's University Policy Manuals Group. Policies are reviewed and updated to ensure consistency with applicable laws and best practices.

The Office of Human Resources (OHR) is responsible for coordinating recruitment, retention, and development of ASU's workforce, as well as providing services for payroll, compensation, benefits, and employee well-being. For academic personnel, recruitment and retention activity is supplemented by policies and procedures coordinated by the Provost's Office. OHR's Office of Diversity, Equity and Inclusion supports and fosters inclusiveness by promoting and assisting with equal opportunity, Title IX, and diversity initiatives.

Hiring processes are posted online and govern all university positions. Colleges and units manage day-to-day aspects of recruitment. The Provost's Office supports academic searches through workshops and applicant reviews. All personnel functions are implemented in compliance with local, state, and federal laws and best practices. HR approves staff offers; faculty offers are approved by the Provost's Office. Units conduct pre-employment reference checks. Criminal background investigations are conducted for final candidates.

The Staff Personnel (SPP) and Academic Affairs (ACD) manuals contain personnel policies and ensure functions are completed transparently, ethically, and responsibly. Policies address academic freedom, code of ethics, and professional conduct standards, including academics and research.

Manuals include policies regarding fair and ethical treatment of employees. Performance review and promotion processes for staff and non-faculty administrators are covered in the SPP manual; while academic personnel policies are governed by the ACD manual (faculty; academic professionals). Grievance processes assist in dispute resolution for classified staff, faculty and academic professionals, including mediation through the Ombudspersons Committee. The Senate's Committee on Academic Freedom and Tenure is charged with investigating allegations of infringements upon academic freedom or tenure, while the Academic Professional Grievance

Committee resolves disputes regarding academic professionals. Discrimination complaints are investigated by the Office of University Rights and Responsibilities. ASU observes all provisions of the Family and Medical Leave Act, participates in the Workers' Compensation Program, and complies with the Americans with Disabilities Act.

ASU's Student Services Manual includes policies governing admissions, registration, financial assistance, health and counseling services, graduation, and more.

Financial functions are overseen by the Office of Business and Finance. ASU adheres to an integrated policy system specified in the Financial Services Manual to ensure safeguarding of assets and accuracy of financial reporting. This comprehensive set of policies, procedures, and best practices establishes a framework for ethical and professional behavior. Policies address accounting, student business and treasury services; accounts payable; and tax compliance and reporting. Information regarding certification and financial controls, including cash handling and purchasing cards, is included in the online manual, and employee training must be completed prior to receiving access. ASU's Code of Business Conduct and Ethics Training Program and manual are provided through Knowledge Enterprise. Financial Controls, a unit within Financial Services, performs financial reviews, assists with process improvement, investigates improprieties, and facilitates education and training.

The Purchasing and Business Services Manual documents policy for the acquisition of goods and services and relationships with suppliers, and contains ABOR, federal and university policies, as well as best practices identified by the National Association of Educational Procurement. Policies provide a Code of Ethics and prohibit garnering improper benefit from employment. The manual also codifies signature authority, "green" purchasing standards, and standards for supplier relationships.

The Property Control Systems Manual contains policies and controls for ethical and responsible stewardship of capital resources. Provisions on how property is purchased, controlled, inventoried, transferred, and sold are addressed. Policies address acceptance of property donations, protection of personal equipment, surplus property, trade-in of equipment, and sale of property to employees.

Auxiliary units (bookstore, Memorial Union, housing, Intercollegiate Athletics, Parking and Transit, and Public Events) 'derive a substantial portion of their budgets from revenues generated from providing goods and/or services to the community and/or general public.' Those employed in auxiliary units are bound by the same policies applicable to employees in other areas, including codes of ethical and responsible conduct. When functions and services are outsourced, contracts with those operating in auxiliary units must follow the same guidelines. Some auxiliary units have additional sets of policies specific to their activities (Sun Devil Athletics) and also must adhere to supplementary policies provided in the Police Department and Parking and Transit Services manuals. University Housing provides student living, learning, and social spaces in compliance with state and federal laws and in compliance with university policies governing financial, personnel, and student activities. In some cases, auxiliary units also interact with outside agencies which provide review and certification with respect to standards and expectations promulgated by those agencies (ASU Health Services' accreditation by the Accreditation for Ambulatory Health Care).

ASU's Environmental Health and Safety Manual provides guidelines and information about services provided by Environmental Health and Safety Services and includes policies that ensure compliance with local, state, and federal laws. Guidelines cover operating practices to

protect human health and the environment, ensure regulatory compliance, and preserve university interests and assets.

ASU has an audit department that provides independent and objective assurance and consulting services focused on adding value and improving operations through effective controls. The department reports functionally to ABOR's Audit Committee and administratively to ASU's executive vice president, treasurer and CFO, as well as to the Internal Audit Review Board composed of senior leaders from Knowledge Enterprise, EOSS, and Financial Services. University Audit completes an annual enterprise risk assessment in support of the annual audit plan to ensure audit activity is focused on appropriate and current risk areas, and this assessment is approved by executive leadership and the ABOR Audit Committee. Projects assess key objectives, risks and control activities related to core university functions. Internal audits include a formal report with identified control deficiencies requiring a documented management plan to address identified risks. Control deficiencies are tracked and validated for implementation. University Audit follows a defined methodology, assessed in both design and operating effectiveness by an external quality team as required by Internal Auditing Standards. This assessment found ASU's team fully compliant.

The ASU Hotline provides members of the ASU community and public a means to report concerns about safety and any suspicion of non-compliance with laws, regulations, and policies applicable to ASU. To protect confidentiality, a third-party vendor provides the ability to report incidents via telephone or online. The service is available at any time and any day of the year, and is available in most languages. When the vendor is contacted, notification is made to University Audit, which then assigns an investigator. After the investigation is completed, University Audit reviews the report to determine action(s) required to resolve and/or close the incident.

2.B. The institution presents itself clearly and completely to its students and to the public.

2.B.1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

ASU's Academic Catalog is the sum total of all policies and procedures of how the university and individual units interact with a student academically. As such, it covers everything from admission to graduation. Academic policies are aggregated in the catalog and include such topics as the academic calendar, residency, registration, general education and graduation requirements, tuition and fees, academic integrity, and grading policies. The catalog also contains program descriptions and requirements for undergraduate degrees, minors, and certificates; and graduate degrees and certificates. Major maps for undergraduate degrees outline requirements and a recommended course sequence. The academic catalog is publicly available on ASU's website, in searchable and archived pdf formats, and its contents are also published to other key university websites. Academic and administrative units review and update the catalog annually. Staff and faculty receive training and resources to ensure an accurate and complete academic catalog is published on schedule. Academic requirements are also outlined on college and academic unit web pages.

MyPath2ASU allows any student at any domestically accredited institution to plan their personal multi-institution path from start to completion for any of ASU's 400 bachelor's programs. This transparent process allows students to optimize their completion route with regards to cost/time

and ensures full applicability of non-ASU credits to their ASU program. Admissions and recruitment teams support students during their transition to ASU. Students with more than 12 months left before transfer are engaged with monthly communications; while those with less than a year enter the supported path towards enrollment to ensure transparency and a streamlined experience.

Academic Alliances hires undergraduate Transfer Student Ambassadors (TSAs) to serve as points of contact for students interested in transferring to ASU. TSAs provide in-person and online guidance to students on all aspects of the process, including signing up for a pathway program, utilizing tools to monitor progress toward pathway completion, and transferring to ASU. Academic Alliances also collaborates with deans and staff to ensure that students transferring with credit(s) are included in strategic planning.

ASU operates an extensive communications strategy designed to guide prospective students through the application process to university enrollment. Communications professionals aim for transparent messaging on topics such as admission criteria; application processes; degree program offerings; research and learning opportunities; campus environments; tuition costs; and financial aid and scholarships. To ensure accuracy, content shared with prospective students is created in collaboration with leadership and staff in academic units, Admission Services, Financial Aid and Scholarship Services, University Registrar, and other university departments.

Prospective students receive communications through multiple channels including direct mail, email, website content, and social media. Applicants are also guided through the enrollment process by an AI-powered chatbot via text messaging that helps students complete admission tasks. Related communication campaigns are also developed and launched for families and guidance counselors.

The main online destination for ASU's admission-related content is admission.asu.edu. This website includes clearly articulated admission criteria for first-year students (Arizona residents, nonresidents and international students), transfer students and graduate students. The site also links to college/school websites as well as ASU's Degree Search tool (degrees.asu.edu). Degree Search lists every degree and its description; information about the campus(es) or location(s) at which the degree is offered; modality in which the degree is offered (on-campus, online); required courses; and additional program admission requirements. Students are also encouraged to visit ASU (in person or virtually).

Email serves as the main channel of direct communications for prospective students and families. Prospective students are contacted at critical points in the admission process, including but not limited to, 1) when the application for admission opens, 2) when ASU has received their application, 3) when an admission decision is made, and 4) when the financial aid and scholarship package has been decided. For target populations, email is supplemented with direct mailers (ASU Viewbook, congratulatory letter).

Transparency around cost of attendance is of critical importance. Tuition.asu.edu houses all tuition information including a tuition estimator, as well as descriptions of scholarships, grants and financial aid programs. After a student is admitted and scholarship and aid eligibility is determined, a student receives a Financial Aid Notification via mail and email. The Financial Aid Notification details all awards and remaining costs to provide the net price to attend the university.

ASU discloses the [accreditation status of its academic programs with the Higher Learning Commission](#), as well as with other individual programs with [specialized accreditation](#) on university websites. ASU also posts participation in [State Authorization Reciprocity Agreements](#).

ASU discloses names, credentials, and academic unit tenure home of [instructional faculty](#) on the ASU catalog website. Interested individuals may also use ASU's online directory and/or an academic unit's website to obtain further information about teaching assignments, service, and scholarly activities. ASU Search also provides contact information, and where provided, a biography and research activity, for staff members.

ASU posts Title IX Compliance on its [website](#), including reporting options and contact information, resources, relevant ASU policies, and training materials. See *3.D.1.* for information about Sexual Violence Prevention and Response support, resources, and programming.

Information about ASU's governing board and institutional leadership is posted on its [website](#) *(2.A.1., 2.C.1)*. ASU's shared governance structures are posted on its [website](#), and are described in *5.A.1*.

2.B.2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

ASU collects and shares evidence to support claims about contributions to educational experiences. One strategy is through publication of institutional data and support for decision making, planning, and reporting needs of the ASU community and beyond. [ASU Facts](#) enables users to view and manipulate Tableau dashboards to answer questions about students (enrollment trends, financial aid, retention and graduation rates), degrees awarded, and employees.

Institutional Analysis posts a variety of publicly available reports ([website](#)), including enrollment statistics; ASU's Common Data Set; ten-year review of students, faculty, and staff; and the State of Arizona master list submission. The Academic Program Profile, a comprehensive set of [program-level data](#) on students, employees and finance, is available to administrators for planning and reporting. Data relevant to enrollment management, student success, departmental administration, and institutional excellence are available to leadership via [Academic Enterprise Dashboards](#) *(5.A.2.)*.

ASU's [Office of Evaluation and Educational Effectiveness (UOEEE)](#) conducts surveys of incoming, current and soon-to-graduate students; recent graduates; and alumni 3 years post commencement. These institution-level, [annual surveys](#) cover a range of topics (experiences in academic majors, needed support/resources, ASU's contributions to skills/abilities, satisfaction with university programs/services, experience with faculty, and post-graduation employment and education/licensure pursuits, etc.).

Through [exit surveys](#), students are asked about participation in research, community service/volunteer work, study abroad, internships/field work, teaching, networking, and creation/launch of new enterprises. They also provide responses about the extent to which ASU experiences contributed to knowledge, skills, and personal development. Items include:
- Knowledge (Ethical standards, global issues, sustainability, research methods, subject matter in field)

- Skills (Writing, public speaking, quantitative analysis, teamwork, computer applications)
- Personal development (Incorporating multiple perspectives, engaging with community, demonstrating social responsibility, creativity, leadership/management)

UOEEE survey data are routinely used in academic assessment; program review and accreditation; strategic planning and decision making; and official reporting. Key results for academic units are posted in the [Academic Program Profile](#), via [UOEEE's survey-reporting site](#), and through [academic plan and department reports](#). Units use the survey-reporting site to request stock reports or create custom reports with charts and tables.

Colleges and schools also share outcomes data for graduates ([graduation](#), [exam passage](#), and [licensure](#) rates; [clinical placements](#); [employment data](#)) on their websites.

The following examples highlight collections of evidence to support claims about contributions to educational experiences through research and experiential learning.

The Online Undergraduate Research Scholars ([OURS](#)) Program, a collaboration between The College of Liberal Arts and Sciences and ASU Online, provides authentic research experiences at scale. Group-based experiences are offered to online students in remote and hybrid modalities. Officially launched in spring 2022, the OURS Program served 249 students across 21 group-based experiences, representing natural sciences, social sciences, and humanities. A central mission is to facilitate research experiences for students who would benefit from the experience. In fall 2022, participants were 74% women, 41% URM, 57% Pell-eligible, and 27% first-generation. Program participants demonstrated statistically significant improvement in levels of self-efficacy and researcher identity. To date, 19% have graduated and 67% have persisted at ASU.

The School of Life Sciences' Undergraduate Research ([SOLUR](#)) program promotes opportunities for hands-on biological research with faculty and mentors. In addition, students participate in a seminar and culminating poster symposium. Four levels of involvement (i.e., apprentice, researcher, scholar, fellow) enable students to learn about scientific investigation and acquire research skills. [Survey data](#) indicate satisfaction with experiences, perceived gains (clarification of career path, science writing skills, ability to integrate theory and practice, etc.), and the qualitative impact of the program.

ASU's eighth design aspiration is to engage globally. The Global Education Office ([GEO](#)) offers comprehensive support for design and delivery of a robust portfolio of programming including study abroad, internships, service learning and undergraduate research that serves students studying in-person or online in all academic disciplines. GEO is a member of the FORUM on Education Abroad and the Institute of International Education, and annually files an [Open Doors report](#).

2.C. The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

2.C.1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

ABOR is the governing board for the state's public universities *(2.A.1.)*. The board provides policy guidance in areas such as: academic and student affairs; finance and human resources; tuition, fees, and financial aid programs; capital development plans; strategic plans; legal affairs; and public and constituent outreach. The board consists of twelve members (eleven voting and one non-voting). This includes the governor and superintendent of public instruction as ex-officio members, each serving while they hold office, and two student regents. Except for ex-officio members and student regents, and as noted, a regent's term is eight years. As regents finish their terms, new regents are appointed by the governor and confirmed by the Senate.

Regents are selected based on experience and knowledge of higher education, government and other relevant background to ensure they are capable of providing oversight. Qualifications of current regents include a former White House deputy assistant to the president for intergovernmental affairs, past president of the Thunderbird School of Global Management and Colorado State University, and the former executive vice president and chief operating officer of Microsoft Corporation.

2.C.2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

As reflected in the purpose for the 2024 New Economy Initiative, developed by ABOR in partnership with the state, the initiative's purpose is to advance Arizona's workforce; provide financial aid; and generate capital support for the state's public universities. The initiative affirms ABOR's promise to increase postsecondary access and attainment while increasing quality, affordability and efficiency. Funding will produce the workforce of the new economy and offer a robust economic return on investment for the state.

2.C.3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

As part of ABOR's current strategic plan, Impact Arizona, Arizona's public university enterprise exists to provide opportunities for learning, discovery, research, public service and economic development for Arizona residents and the global community. ABOR employs an entrepreneurial approach with an innovative leadership and organizational design that recognizes each university's unique mission; holds the enterprise to the highest standards of quality and accountability; and collaborates to achieve statewide goals. The four overarching goals of Impact Arizona are:

1. Educate: drive student educational success and learning to deliver a high quality university education.
2. Achieve: advance educational achievement within Arizona to increase the number of Arizonans with a college degree or certificate.
3. Discover: create new knowledge, collaborations, inventions, and technology to solve critical problems and enhance lives.

4. Impact Arizona: engage and serve communities through initiatives, and partnerships focused on supporting, improving, and enhancing Arizona's economy and competitiveness.

2.C.4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

According to A.R.S. 15-1621, ABOR consists of ten appointive members, including two student members, and the governor and the superintendent of public instruction as ex-officio members. Board members, except for student members, are appointed by the governor for a period of eight years beginning and ending on the third Monday in January. Student members, also appointed by the governor, serve a two-year term. The governor and the superintendent of public instruction, while members, serve as ex-officio members with no vote.

ASU Enterprise Partners, which comprises five diverse resource-raising entities, including the foundation, which maintains its singular focus on philanthropy and development on behalf of ASU, is not under direct supervision by ABOR, and holds no influence over the decisions made by a quorum of its members.

ABOR's policy manual includes a strict Conflict of Interest policy which states, in part, "All regents and board and university employees must comply with Arizona conflict of interest laws. Civil and criminal penalties under applicable laws may result in individuals who fail to comply with these laws." Regents must disclose conflicts of interest in anything under Board consideration, as well as any relative with an interest in contracts or matters under Board consideration.

2.C.5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Arizona Revised Statute (A.R.S.) 15-1626 (General administrative powers and duties of the board: definition) states, in part, "…The board shall appoint and employ and determine the compensation of presidents with such power and authority and for such purposes in connection with the operation of the institutions as the board deems necessary." ABOR delegates the day-to-day management of the institution to each of the university presidents in the Arizona University System. The president is given the power to appoint persons to all positions within the institution and approves all faculty and staff changes, subject to ABOR policies and practices.

A.R.S. 15-1601 (State universities: location; faculty powers: report), states, in part, "…the faculty members of the universities, through their elected faculty representatives, shall share responsibility for academic and educational activities and matters related to faculty personnel. The faculty members of each university, through their elected faculty representatives, shall participate in the governance of their respective universities and shall actively participate in the development of university policy."

2.D. The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

ABOR believes free speech is critical to the mission and function of a healthy university system, and board and university policies and practices promote constitutional protections for free speech and expression.

In 2018, ABOR adopted Policy 1-124 (Free Expression) calling for establishment of a committee on free expression composed of representatives from the three universities and ABOR. At the August 3, 2022, ABOR Special Board Meeting the most recent annual report from the Committee on Free Expression was approved. The committee reviewed state universities and found no barriers or disruptions of lawful free expression. The committee further found ASU provides active support for free speech activities, earning the highest green light rating from the Foundation for Individual Rights and Education (FIRE) and stating that "ASU has ensured that its policies and regulations fully protect the freedom of expression of its students and faculty." FIRE further stated that ASU is one of only 38 institutions in the US, and the largest university, to earn the highest green light rating for campus free speech.

After consultation with the University Academic Council (2018), ASU formally adopted core principles of the Chicago Statement on Freedom of Expression. ASU's fundamental commitment is to the principle that debate or deliberation may not be suppressed because ideas put forth are thought by some or even by most members of the university community to be offensive, unwise, immoral, or wrong-headed. It is for individual members, not the institution, to make judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting ideas they oppose. Indeed, fostering the ability of all individuals to engage in such debate and deliberation in an effective and responsible manner is an essential part of the university's educational mission.

In 2019, President Crow renewed ASU's commitment to free speech, civil discourse and student conduct. The president's statement reinforced that ASU condemns behaviors and actions that threaten or intimidate any individual or group of individuals on the basis of race, color, religion, age, national origin, sex, sexual orientation, gender identity/expression, disability, veteran status, or any other particular status. His statement also reinforced that ASU is committed to free, robust and uninhibited sharing of ideas among all members of the university community and that ASU strives to provide an environment that fosters the fullest degree of intellectual freedom and free expression.

ASU's policy articulates that academic freedom is the right of every faculty member, academic professional, and other employees and students while engaged in teaching and/or research. ASU guarantees all members of the university community the broadest possible latitude to speak, write, listen, challenge, and learn.

EOSS sponsors a webpage detailing available resources in support of Free Speech@ASU. New students are required to watch a video about free speech as part of the orientation experience. Data are collected each fall to monitor completion of this requirement; most (78.98%) new students viewed the video in fall 2022. In part, the video tells students that, "ASU respects the First Amendment and honors the marketplace of ideas even if the ideas are different from our own. When we foster discussion, dialogue and debate, we succeed in creating a university that lives up to the ASU charter. So speak up and learn from each other and never underestimate the power of your voice."

2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

2.E.1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

ASU activities intended to expand and advance research require compliance with ethical standards set forth in federal regulations, state statutes, and ABOR and university policies. This framework ensures the continued excellence of the university Research Enterprise. ASU expects and requires that university community members uphold legal requirements and demonstrate high ethical standards in all university obligations.

The detailed framework for ethical and responsible conduct of research, whether funded by an external source or unfunded, is established in policies assembled in the Research and Sponsored Projects Manual (RSP). The Principal Investigator (PI) has primary responsibility for management of research programs in accordance with federal, state, university and sponsor requirements. RSP 103 references PI responsibilities from proposal preparation through project close out, citing ASU policies related to compliance; assurances; personnel management; purchasing, travel, and equipment; budgeting and finance.

To ensure ethical research conduct, ASU established the Office of Knowledge Enterprise Research Administration. Units supporting the Research Enterprise report to the vice president for research operations who is responsible for institutional oversight of research activities performed under the auspices of the university. Staff supporting these activities review research proposals for instances where ethical and safety concerns might arise with respect to human subject participants, biosafety, and general research activity. Policies and procedures address how to handle policy breaches. Committees provide expert review and ongoing oversight to ensure compliance and ethical standards are implemented.

Advisory and oversight groups include Institutional Review Boards (IRB), Institutional Animal Care and Use Committee (IACUC) and Institutional Biosafety Committee (IBC). Health and Safety issues are also monitored by the Public Safety Advisory Committee (PSAC).

ASU's IRB, established by RSP 201-01, guards the rights and safety of human subjects in research projects in a manner consistent with ethical principles of the Belmont Report and in compliance with federal assurance. ASU has a negotiated federal-wide assurance with the U.S. Department of Health and Human Services (DHHS) Office for Human Research Protections (OHRP). ASU practices comply with federal research regulations involving human participants, regardless of funding source. Two committees comprise the IRB (Social Behavioral and Bioscience). Protocols for human subject participants are examined by program staff and the responsible committee to ensure ethical principles are followed and research is reviewed and approved prior to initiation of proposed activities. All individuals engaged in research under purview of the IRB must complete required training offered through the Collaborative Institutional Training Initiative (CITI) (see below). IRB staff provide assistance through consultation and Responsible Conduct of Research activities.

ASU is committed to ethical and humane treatment of animals in advancing research that benefits humans, animals, and the environment. The Animal Care and Use Program, established by RSP 202, includes the IACUC; Department of Animal Care and Technologies (DACT); and Animal Users Advisory Committee (AUAC). The program has an assurance on file with the National Institutes of Health (NIH) Office of Laboratory Animal Welfare (OLAW) and is registered with the United States Department of Agriculture (USDA) Animal and Plant Health Inspection Service (APHIS). The program is also accredited by the Association for Assessment

and Accreditation of Laboratory Animal Care International (AAALAC). IACUC activities follow relevant federal regulations, and policies and processes described in ASU's IACUC Policies and Procedures Manual. All personnel who care for and/or use animals in research or teaching must complete IACUC Training and receive clearance from the Occupational Health and Safety Program.

The IBC, established by RSP 205, is responsible for review and oversight of research or teaching that utilizes recombinant or synthetic nucleic acid molecules, biohazards or infectious agents, select agents and toxins, or dual use research of concern (DURC). Research activities must be consistent with EHS policies in the ASU Biological Safety Manual which also specifies processes by which proposed research activity is reviewed by the IBC. Additionally, EHS regularly performs required biosafety inspections of laboratories performing research with biological and rDNA materials, conducts interviews with researchers and staff regarding protocol-directed work, and provides training.

ASU employees are expected to comply with policies and laws regarding conflicts of interest (COI). Disclosures are submitted to the Office of Research Integrity and Assurance (ORIA) based on annual employee self-disclosure, certification of a conflict on a specific proposal, or a disclosure through Arizona Technology Enterprises (AzTE). Training related to disclosures of financial interest is required prior to engaging in PHS or DOE-funded research and at least every four (4) years thereafter while engaged. This requirement also applies to research funded by sponsors who have adopted the PHS regulations.

ASU demonstrates a commitment to ethical research standards by implementing programs such as Responsible Conduct of Research, Code of Business Conduct and Ethics, and Combating Trafficking in Persons:
- Responsible Conduct of Research (RCR) implements ASU's plan for providing training in ethical and professional standards for conducting research. Training and requirements include online disciplinary oriented training (CITI); workshops in animal welfare, conflicting interests, data management, human participants, mentoring, misconduct in research, peer review, authorship and safe laboratory practices.
- The Code of Business Conduct and Ethics Program governs ethical conduct expected of employees engaged in research. The program's manual summarizes policies and departments that oversee ethical conduct policies related to fiscal reporting and oversight.
- Resources for Combating trafficking in Persons provide resources outlining responsibilities for identifying, reporting and monitoring compliance with restrictions on forced labor, as well as reporting concerns or violations.

2.E.2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

Misconduct in Research (RSP 210) governs the process for dealing with alleged research misconduct. In addition to addressing allegations, procedures protect innocent researchers and scholars from harassment, prevent interference with academic freedom, and protect from retribution those who report alleged misconduct. The vice president for research in the Knowledge Enterprise, delegated by the university president as the research integrity officer, is responsible for investigating allegations of research misconduct. Concerns may be reported to the Research Integrity Officer, through academic channels or using the ASU Hotline.

As described in 2.E.1., ORIA provides [extensive training and resources](#) promoting responsible conduct of research.

2.E.3. The institution provides students guidance in the ethics of research and use of information resources.

Responsibility for communication and education about academic integrity expectations and policies, as well as enforcement of infractions, is shared by ASU's administration, faculty, and staff. The Provost's Office hosts a website dedicated to [Academic Integrity](#) which contains information about [policies](#), importance of academic integrity, resources, and [contact information for college officers](#). [Faculty resources](#) include syllabus language, suggestions for designing assignments and assessments, and considerations for pedagogy. [Students](#) are provided with a [tutorial](#) and expectations for behaving with [Sun Devil Integrity](#), strategies for completing academic work with integrity and avoiding plagiarism, and guidance for avoiding contract cheating. Students are also introduced to policies regarding [computing and communications resources](#), [misuse of university assets](#), and [intellectual property](#). Individual colleges [[examples](#)] also post on their websites statements of commitment, expectations for student behavior, and processes for policy enforcement. Expectations, policies and procedures, and student resources are also conveyed via ASU's [Academic Catalog](#).

The College ensures students engage in ethical research and use of information resources by communicating university expectations in course syllabi, meeting with unit leadership and instructors to discuss expectations, and meeting with students to address issues that arise in coursework and research. The College's integrity officer works with academic units and speaks at faculty meetings to emphasize importance of the policy, while providing guidance on navigating student behavior that might violate policy. The aim is to ensure that educating students about the policy and ways to avoid violations remains at the forefront of interactions with students. Resources and the process by which [course](#) violations are investigated can be found on [The College's website](#). In addition, The College provides [sample syllabi](#) and policy [statements](#), with language appropriate for specific course types. The subject of academic integrity is also addressed in The College's "[Student Success Course](#)" required of all incoming first-year students.

Academic programs assess a variety of learning outcomes during annual assessment processes *(4.B.1.)*. Over 300 programs include outcomes pertaining to ethics, with some addressing research ethics [[examples](#)].

Honors students complete a thesis in collaboration with faculty who support and evaluate their work. Ethical behavior and research practices are covered in workshops and HON 498, taken by [Barrett College Fellows Undergraduate Research Program](#) participants. These experiences equip students with knowledge about logistics, resources, and expectations. The workshop also covers the IRB process and instructs students that research activities must be approved by the IRB before data collection can begin.

The Graduate College provides students guidance in the ethics of research and the use of information resources by requiring that all students complete an [academic and research integrity module](#). New TAs and RAs are also required to complete an additional [tutorial](#). The Graduate College manual instructs students about [responsible research and gaining required IRB or IACUC approvals](#) and supervisory committees are responsible for providing guidance on university regulations. The Graduate College commissioned a [fellow](#) who developed an

academic integrity course that was launched in Fall 2022. A [presentation](#) on academic integrity is included in the international student orientation.

All student researchers complete required CITI training and receive guidance regarding responsible conduct of research through Knowledge Enterprise (see 2.E.1.). Expectations for research conduct are also communicated via [ASU's Academic Catalog](#).

2.E.4. The institution enforces policies on academic honesty and integrity.

All ASU community members are expected to act with honesty and integrity in academic and research endeavors. Students are introduced to expectations during [orientation](#) and through the [Academic Catalog](#); faculty and students receive guidance via the provost's website and through policies and training programs *(2.E.1, 2.E.2., 2.E.3.)*.

All students are expected to adhere to [ABOR's Student Code of Conduct,](#) and ASU's [Student Code of Conduct](#) and [Honor Code](#) which expressly prohibit all forms of academic dishonesty, 'including but not limited to cheating, fabrication, facilitating academic dishonesty, and plagiarism.' Honesty is expected in all academic activities, including classroom activities and assignments, transactions and records. If a student violates the Student Code of Conduct's academic integrity provision, the college and the Office of Student Rights and Responsibilities will independently review the matter, make a determination concerning the violation(s), and issue appropriate [sanctions](#). Possible sanctions include, but are not limited to, grade penalties, loss of registration privileges, disqualifications, and dismissal. A summary of academic dishonesty [processes and procedures](#) is located on the provost's website, in ASU's Academic Catalog, and on college websites *(2.E.3.)*. A student who violates both the [Misconduct in Research](#) and Academic Integrity policies may be reviewed by both the college and Knowledge Enterprise. Each independently makes determinations concerning violations and sanctions.

ASU has established policies *(2.E.2.)* and [procedures](#) for dealing with alleged [research misconduct](#). Reporting procedures and consequences are communicated via ORIA's [website](#); allegations of research misconduct are handled by Knowledge Enterprise. Misconduct related to teaching and/or service and other improper behaviors that fall outside of research misconduct are addressed by the Provost's Office. Allegations of misappropriation of funds or financial irregularities are managed by Knowledge Enterprise under applicable university [policies](#).

3. Teaching and Learning: Quality, Resources, and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A. The rigor of the institution's academic offerings is appropriate to higher education.

Arizona State University is committed to rigorous, high quality and up-to-date academic programs. Through 17 colleges and schools representing a broad array of fields, ASU offers 443 undergraduate degrees, 288 undergraduate minors and certificates, 348 master's degrees, 142 doctoral degrees, and 111 graduate certificates. ASU's qualified faculty design, approve, assess, and revise curriculum at all locations and in all modalities.

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

ASU has a comprehensive set of review and approval processes to ensure currency and appropriateness of curriculum at both the undergraduate and graduate levels. These processes include internal curricular review and formal external academic program reviews every seven years. Review and approval processes are applied consistently across all campuses, degree programs, and delivery formats.

Per ABOR 2-223, all new academic degree programs, regardless of delivery modality, are reviewed and approved by both ASU and the Arizona Board of Regents (ABOR) to ensure currency, quality, and relevance. Annually, the provost initiates the academic planning process in which each academic dean submits a plan describing proposed new degrees, concentrations, minors, and certificates for the next year. Changes to existing program titles, program disestablishments, creation of new organizations, organizational changes and disestablishments, and other related academic initiatives are also included. A university master plan is constructed, reviewed and finalized by the provost. Proposals to create new degree programs or academic units are reviewed by ABOR's Academic Affairs and Educational Attainment Committee and recommended to the full board for approval. Name changes and program disestablishments are reviewed directly by the Executive Director of ABOR. Following ABOR approval, deans are notified they may develop more detailed proposals including curriculum for internal university review.

Regardless of delivery mode, all curricular proposals (new degrees, concentrations, minors, certificates, and courses) are developed by faculty in relevant academic units, and each college has processes for internal review preceding university-level review as summarized in this graphic. New degree proposals include program description and justification, student learning outcomes and assessment strategies, curricular maps, syllabi for new required courses, qualified faculty who will teach in the program, and resource requirements. Student learning outcomes and assessment strategies are developed in collaboration with the University Office of Evaluation of Educational Effectiveness. All materials are collected in the Kuali Curriculum management system to streamline recordkeeping and review.

Upon approval by the college dean, curricular proposals are reviewed by the Graduate College and the Provost Office and then disseminated to the appropriate review bodies [i.e., University Graduate Council (for graduate programs only), University Senate's Curriculum and Academic Programs Committee, and University Senate]. All program proposals are reviewed and, if

appropriate, [recommended to the provost for final approval](#). Once granted, the Provost's Office notifies units that academic action(s) can be implemented. Each review body, from the department to the provost, is charged with assessing academic timeliness and appropriateness of program level and rigor. The development process for concentrations, certificates and minors parallels that of degree programs, without requirement for ABOR review.

[New course proposals](#) require a [detailed syllabus](#) as specified by [Academic Affairs Policy 304-10](#) including outcomes, assignments, and grading system. Course proposals are reviewed by the proposing academic unit, Provost's Office, and University Senate. Courses in all delivery modes go through ASU approval processes to ensure currency, quality and relevance. Ensuring appropriateness of course and program content is the responsibility of each review body, beginning at the department level and finalized by the provost. Courses in the undergraduate general studies program are also reviewed using [published criteria](#) by the [General Studies Council](#). To remain in the program, [courses are reviewed](#) every five years to ensure currency.

Once approved, quality of academic programs is ensured via annual review of the program's assessment plan and program outcomes and the seven-year Academic Program Review involving external peers *(4.A.1.)*. Additionally, many ASU programs undergo [specialized accreditation](#) by relevant disciplinary agencies. For example, both Thunderbird School of Global Management and W. P. Carey School of Business are accredited by Association to Advance Collegiate Schools of Business International [(AACSB)](#), and Ira A. Fulton Schools of Engineering programs are accredited by the Accreditation Board for Engineering and Technology ([ABET](#)).

3.A.2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

Academic programs at all levels and of all types (degrees, minors, and certificates) are required to have program learning outcomes appropriate to the level of the program. [The University Office of Evaluation and Educational Effectiveness](#) provides [support](#) to academic units to develop and revise valid program learning outcomes and [assessment plans](#). To ensure prospective and current students are aware of the outcomes of their programs, program outcomes are being added to the [academic catalog](#) on a rolling basis, i.e., each year new programs are added and those programs undergoing academic program review are added in that year.

As outlined in 3.A.1., Academic Affairs Policy 304-10 requires all courses to have learning outcomes that are clearly articulated on the syllabus provided to students and reviewed by responsible university curricular bodies. Colleges provide [discipline-relevant guidelines](#) to faculty to support development of course learning outcomes. Following [ABOR policy 2-226](#), ASU also has a [course classification scheme](#) that differentiates courses for bachelor's degree students (with levels denoted 100, 200, 300, and 400) and graduate students (500 level and above). [As shown in these sample syllabi](#), at the undergraduate level, lower-division courses (100-200) are typically [introductory-level courses](#) or [general education courses](#), whereas upper-division courses (300-400) are intended for advanced study by students in the major and require prerequisite knowledge or experience as [reflected in course](#) prerequisites. To ensure consistency of expectations across course offerings, [ABOR policy 2-224](#) defines the unit of credit in terms of contact hours and work and is applied across all ASU courses and modalities.

3.A.3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

ASU's mission of access is exemplified in its wide reach. Not only has the university expanded its physical campuses across the state and country, it has also driven tremendous growth in synchronous and asynchronous online degree programs. As outlined above, all on-campus and online programs are developed, approved, and evaluated using a consistent set of university processes. Institutional policies require that course learning outcomes are the same across all modalities and locations. For example, the course MAT 142 is delivered online and at three campuses with identical learning objectives, assessment types, and grading policies. Similarly, institutional policies require that curricular requirements and program learning outcomes are the same for programs across all modalities in which they are offered. To ensure this consistency, degree programs and courses are governed and delivered by the same faculties in all modalities in which they are delivered.

The curricular requirements of degree and certificate programs are reviewed annually to maintain consistency in content and requirements across all locations and modalities. The provost's Curricular Activities and Actions Team reviews degree program maps and compares curricular requirements between online and on-campus versions of major maps to ensure consistent requirements across all modalities. For example, the BAE in Elementary Education is offered in-person at the Polytechnic, Tempe, and West campuses and via synchronous, virtual delivery (ASU Sync). All four options are taught by faculty of the Mary Lou Fulton Teachers College using the same curriculum presented to students on a single major map.

To ensure rigor across all delivery methods (asynchronous online, classroom-based instruction, and synchronous digital courses), ASU is an institutional subscriber to the Quality Matters program that serves as a national benchmark for online course design. Training and workshops are available to assist faculty in applying the QM rubric to the review of online courses, and instructional designers assess courses using the rubric before each offering. To ensure consistent quality of online courses, ASU Online program leads, faculty or staff in academic units utilize quality assurance dashboards to track status and progress of new course development and review course metrics (pass rate, course evaluation, and student-initiated escalations after each offering) for continuous improvement. The Learning Experience group also provides resources to support course development and delivery in all phases. Concomitant with the onset of the COVID-19 pandemic, ASU developed a comprehensive suite of professional development resources for faculty teaching synchronous online courses including a 'getting started' checklist; quick tips on key topics; on-demand, asynchronous training modules; and live training.

Via a bilateral consortium agreement, ASU partners with US Naval Community College to provide education for enlisted active-duty sailors, marines and coast guards. Degree programs in military studies and organizational leadership are currently offered via this program, and expansion is anticipated. These programs have been developed and are being delivered following all ASU policies. A 15-credit block is taught by USNCC, with the remaining 45-credits of each degree taught by ASU. The USNCC curriculum is regularly reviewed by ASU, and academic leadership from both institutions meet bi-weekly to resolve questions and ensure consistent curricular rigor and quality.

3.B. The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

3.B.1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

ASU's general [education](#) program complements coursework of undergraduate majors by providing a broad education with three key learning outcomes: develop critical learning skills, investigate the traditional branches of knowledge, and develop a broad perspective to appreciate diversity and change across time, culture, and national boundaries. These outcomes are consistent with ASU's mission as a public research university committed to access and responsibility to the community it serves. The outcomes are achieved via requirements to complete courses in all traditional areas of inquiry including: Literacy and Critical Inquiry; Mathematics; Computer, Statistics, and Quantitative Applications; Humanities, Arts and Design; Social-Behavioral Sciences; and Natural Sciences. Additionally, students must complete courses satisfying three awareness areas: Cultural Diversity in the United States; Global Awareness; and Historical Awareness.

As explained in [ASU's catalog](#), students in undergraduate degree programs are required to complete the same set of general education requirements across all locations, delivery modalities, and colleges. As outlined in 3.A.1., using clear, [faculty-developed criteria](#) for each requirement area, general studies courses are reviewed and approved by the [General Studies Council](#), the faculty body tasked with general studies program governance. Courses fulfilling general education requirements are marked as such in the [university course catalog](#), and the [class search application](#). This allows searches of course offerings to be filtered based on whether a course meets general education requirements.

3.B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

ASU's current general education program, the completion of which is required for all ASU undergraduate degrees, was designed by faculty to develop critical learning skills and impart broad knowledge across disciplines. In response to a new ABOR policy 2-210 defining new general education requirements for Arizona's public universities and as outlined below, ASU faculty are designing a new program consistent with both policy and scholarship to ensure development of skills and attitudes every college-educated person should possess.

ASU began redesign of general education in 2013 with an ad hoc task force that recommended creation of a program that would require students to select from a curated set of courses in each required knowledge area connected to a theme. In 2019, a General Studies Task force was charged with designing a theme-based model for general education that included a curriculum with early introduction to the theme, courses in each required knowledge area connected to the theme, and a capstone course. A pilot project was designed for implementation on the ASU West Campus with an initial theme of "Transformation." The model development and implementation involved extensive faculty consultation through committee representation and communication, and the pilot project was authorized via [senate resolution](#). Preliminary results from development and implementation of the pilot showed that the additional constraints of the

thematic approach were difficult to implement, especially in majors with limited electives or specialized accreditation.

Concomitant with the pilot, ABOR policy 2-210 (adopted 6/2019; revised 2/2021) defined a new framework for general education at Arizona's public universities. The challenges of the thematic pilot and the need to become compliant with the new ABOR policy led to creation of a new ad hoc general education committee consisting of faculty from all ASU colleges that teach undergraduates, academic advisors, assessment experts, and other stakeholders. This committee reviewed the project and proposed a general structure consistent with ABOR 2-210 to use for ASU's revised general education program. The proposed new structure implements requirements of ABOR 2-210 in a new collection of knowledge areas together with a set of core competencies. Public updates on ASU's work were provided simultaneously to the ABOR Academic Affairs committee (November 2021) and faculty senate.

In 2022, the provost invited faculty to participate in workshops to design required learning outcomes for the proposed knowledge areas. As a testament to broad faculty participation, more than 400 faculty participated in these workshops which generated more than 2,300 learning outcomes. Faculty steering committees were established; they are using products from workshops to articulate a description and minimal set of required learning outcomes for each knowledge area. In March 2022, ABOR approved the preliminary framework. Once complete, the formal proposal, including specific learning outcomes for each knowledge area, will be presented to the faculty senate for consideration.

The proposed general education program fulfills all aspects of ABOR 2-210 and draws inspiration from ASU's charter and design aspirations to create a program that is uniquely representative of ASU. The program is structured by three pillars: knowledge, competencies, and assessment. In addition to foundational courses in mathematics and written composition, required exposure to seven new knowledge areas and six cross-cutting competencies ensure students gain fundamental knowledge necessary to engage in problem solving, think across broad disciplinary contexts, excel in the workplace, and have tools for lifelong learning.

ASU is currently working on implementation plans for the revised program. A detailed crosswalk will be presented to ABOR in AY '23-24. By way of reference point, there are approximately 3,200 courses currently approved for inclusion in ASU's general education program. Considering the size and scope of proposed revisions, implementation will be staged over multiple academic years beginning in fall 2023. In the first phase, new courses will be developed, reviewed by faculty committees, and approved for inclusion. In parallel, the new requirements will be incorporated into university data systems and Academic Catalog. In the second phase, courses fulfilling new requirements will begin to be regularly offered, and the new program will become required for all new undergraduate students. The current program and courses fulfilling existing requirements will continue to be offered to students meeting degree requirements from prior catalog years, but students may choose to change to the new system. To facilitate this intermediate period, a crosswalk is being developed for courses that fulfill requirements in both systems. Finally, in the third phase, the current system will be dismantled. The implementation process will include workshops for faculty and advisors, detailed communications, and an information system for students and faculty.

As required by ABOR 2-210, assessment is an integral component of the new general education program and will follow the same process of best practice as our program assessment process including multimodal methodologies, faculty involvement and use of data for continuous improvement. Over the last ten years ASU has implemented and evaluated

multiple approaches to assess the general education program and develop a rigorous general education assessment infrastructure. As reported to HLC in ASU's 2019 Open Pathway Quality Initiative Proposal, from 2008 to 2012, ASU conducted a longitudinal study using the Collegiate Learning Assessment (CLA) to assess gains in general education outcomes. As a value-added constructed response approach to assessment, the CLA includes performance and writing tasks that require students to analyze diverse and complex materials and solve realistic problems. Students respond to prompts and are assessed on their ability to think critically, reason analytically, solve problems, and write clearly. In 2011, ASU transitioned to the ETS Proficiency Profile, an integrated, multiple choice assessment tool designed to measure the academic skills students develop in college rather than the subject matter taught in general education courses. It was expected that the Proficiency Profile would provide more specific quantitative detail and permit more precise analysis of ASU's general education than the CLA. Furthermore, the Proficiency Profile included an assessment of quantitative reasoning not included in the CLA. However, these external testing approaches proved unsuccessful for several reasons: they were expensive, difficult to administer, and did not provide the type, depth and breadth of student learning data required for making curricular and academic support decisions. Our approach now is to develop course-embedded models that involve faculty participation and analysis along with other relevant stakeholders.

At present, ASU is participating in a tri-university project with the other Arizona public universities and coordinated by ABOR's chief academic officer. This project is developing rubric-based assessment using the American Association of Colleges and Universities (AAC&U) Value Rubrics aligned with our own set of outcomes. The project will assess four areas of the curriculum. In AY 2021-2022, written composition was assessed. In AY 2022-2023, ASU is assessing quantitative reasoning. Future plans are to assess critical thinking followed by civic knowledge. The first assessment, written communication, was presented publicly at the ABOR academic affairs committee meeting (November 2022). Results from the written communication assessment were included in ASU's 2021 Quality Initiative Report. The tri-university project is both providing data on student learning and developing assessment approaches for general education consistent with ABOR 2-210.

3.B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

ASU students learn in a diverse, global, and multigenerational learning community. As articulated in the charter, ASU seeks to be "a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed." To affirm this promise, ASU established an enterprise-wide goal to "engage learners of all socioeconomic, geographic and demographic backgrounds," creating a student body of exceptional diversity. For example, in 2022, ASU was officially designated a Hispanic-serving Institution and recertified as a Seal of Excelencia Institution (a recognition of an institution's commitment to serving Latino students granted by Excelencia in Education). The geographic diversity of ASU's student body ranges from undergraduates representing 88% of Arizona high schools to, according to the Institute of International Education, ranking as the No. 1 public university chosen by international students [example]. To support international students, since 1974, ASU's Global Launch program has offered intensive English language programs that can serve as a pathway to university admission.

Diversity of student experience is uniquely enabled by ASU online programs. For example, more than 10,000 active-duty military and veteran students and their family members are currently attending ASU.

ASU's Learning Enterprise is dedicated to building lifelong learning opportunities. For example, Mirabella at ASU, is a retirement community embedded in ASU's Tempe campus. More than 100 Mirabella residents participate in ASU courses each semester, reflecting ASU's goal to create an intergenerational community. At the other end of the spectrum, ASU Prep Digital, an accredited K-12 online school associated with ASU, allows qualified high school students to join ASU classes facilitating a seamless transition to college and diversifying ASU's student body.

Exposure to human and cultural diversity both within the US and abroad is currently integrated into ASU's general education program as requirements in cultural, global, and historical awareness. Proposed program revisions include such exposure, creating a new requirement for students to complete a Global Communities, Societies, and Individuals course with learning objectives tied to developing the ability to recognize and analyze heterogeneity of experiences across dimensions of race, gender, socio-economic status, religion, language, citizenship, or other dimension of difference. Additionally, multiple academic units offer degree or certificate programs at the undergraduate and graduate levels specifically focused on diversity of human experience.

ASU's Global Education Office offers an extensive collection of international education experiences including traditional short-term faculty-directed programs and exchange programs as well as next generation programming like internships and online global learning that provide opportunities to develop global and intercultural competencies. From summer 2021 until fall 2022, nearly 2,000 students participated in the online Global Tech Program alone. Those students were more likely to be online learners and more likely to be Pell Grant eligible, demonstrating inclusion of a broader group of students with next-generation, online, international programming and an employment focus.

3.B.4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

As a research-intensive university, faculty, researchers and students contribute to, participate in, and benefit from ASU's commitment to discovery of knowledge. All ASU tenured and tenure-track faculty are expected to participate in research or creative activities relevant to their discipline, and ASU's Knowledge Enterprise serves as the hub to advance research, innovation, strategic partnerships, entrepreneurship and international development. ASU's total research expenditures, a direct measure of quality and impact, exceeded $797M in FY2022. According to the National Science Foundation's latest Higher Education Research and Development (HERD) rankings, ASU placed 6th in the US for research expenditures among universities without a medical school (FY2021). ASU also leads in entrepreneurship and technology transfer with 21 start-ups founded, 164 patents, and 305 invention disclosures in FY22.

All ASU students participate in the discovery of knowledge while they pursue degrees and certificates. In spring 2022, faculty offered more than 600 sections of independent study and research, 400+ sections of internships, 300+ sections of directed honors theses, and 145+ capstones, with hundreds of sections also available through ASU Online. In addition to curricular scholarship and creative opportunities, every college sponsors co-curricular programs that support, facilitate, and celebrate collaborations in the discovery of knowledge. Examples include:

- Barrett, the Honors College serves high performing, intellectually curious students from every college. Barrett requires honors students to work with faculty to complete a [thesis or creative project](#) and provides [funding](#) for theses, special projects, conference travel, and opportunities to work with experts. Honors students publish theses in the [Barrett Thesis Repository](#), and about 150 are selected for the annual Celebrating Honors Symposium.
- Undergraduate research positions exist through [college-hosted programs](#).
- Herberger Institute for Design and the Arts provides opportunities for students to share creative work in [public showcases](#) and also maintains an [active listing of faculty-led research and creative opportunities](#).
- Sandra Day O'Connor College of Law provides experiential legal education [through ten clinics](#).
- Entrepreneurship and innovation are supported via entities such as the J. Orin Edson [Entrepreneurship and Innovation Institute](#), [E+I@Fulton](#), [Innovation Space](#), and [Venture Devils](#).

Applied projects, research, and scholarly activity are expectations for all graduate degree programs. The Graduate College offers [awards](#), fellowships, [graduate appointments and assistantships](#), and other funding opportunities to support graduate student and [post-doctoral research](#), as well as [formal mentoring programs](#) and [professional development opportunities](#). Between 2017 and 2020, 46.4% (or 2,189) of current and graduated PhD students produced scholarly output in peer-reviewed journals, resulting in a total of 8,253 ASU-affiliated publications.

3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.

3.C.1. The institution strives to ensure that the overall composition of its faculty and staff reflects the human diversity as appropriate within its mission and for the constituencies it serves.

ASU seeks to build excellence, enhance access, and impact the community and beyond. These activities require that employees reflect a vast intellectual, ethnic and cultural diversity so students learn from broad perspectives. As such, ASU has strived to shift the faculty and staff [composition](#) to reflect the diversity of its students. For example, in fall 2021, 21.9% of faculty, 27.2% of staff and 40.5% of students identified as minority, compared to 18.9%, 21.9% and 31.4%, respectively, in 2011. ASU faculty diversity outpaces fall [2020 NCES statistics](#), indicating that 74% nationwide identified as white. Gender diversity followed a similar pattern, with 50% of faculty, 55.3% of staff and 55.3% of students identified as female in fall 2021, compared to 45.0%, 54.5% and 50.5%, respectively, in 2011.

ASU's commitment to diversity, equity, and inclusion starts *before* the hiring process, as evidenced in the [Affirmative Action Plan](#). Units begin by establishing essential functions and strategies to identify a qualified and diverse pool. Centralized support and resources are provided for the recruitment process ([faculty,](#) [staff](#)), beginning with guidance for composing effective advertisements ([faculty,](#) [staff](#)). ASU utilizes strategies to increase the representation of minority faculty and staff where they are underrepresented. [Cluster hiring](#), a mechanism for assembling interdisciplinary research teams around topical clusters, has allowed ASU to increase the number of diverse faculty members around common themes. The Sidney Poitier New American Film School has [hired two MacArthur Fellows](#) to launch the school's Latino filmmaking lab. The Center for Imagination in the Borderlands (in The College) [recruited a](#)

Pulitzer prize winning author and an American Academy of Arts and Letters' Metcalf Award winner, both faculty of color, for their creative writing program. ASU also has an institution-wide commitment and strategy to increase the number of indigenous scholars.

ASU emphasizes its commitment to a positive, respectful environment by requiring employees to complete Inclusive Communities, Preventing Harassment and Discrimination, and Title IX Duty to Report training within 60-90 days of hire. Optional training includes workplace diversity, implicit bias and microaggressions, and sexual harassment. In response to a request from long-time partner Starbucks, ASU developed the To Be Welcoming training for their employees, which is also available inside ASU. ASU also hosts an annual DEI conference.

The Office of Inclusive Excellence strives to create an inclusive environment through providing resources and initiatives. Core committees (Faculty Women of Color Caucus, Provost Native American Advisory Council) and key initiatives (ADVANCE, LIFT) are dedicated to advancing inclusion.

Academic units' diversity plans are another important aspect of recruiting and retaining diverse and inclusive employees. These plans include Diversity, Equity and Inclusion (DEI) objectives and metrics, as well as programs and training (examples).

3.C.2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

ASU policy outlines faculty responsibilities, and the size of the faculty enables the institution to fulfill diverse teaching, research, and service obligations. In fall 2021, ASU employed 5,248 faculty, including 2,049 tenure/tenure-track (39%), 1,908 regular contract (36.4%) and 1,291 temporary (24.6%) positions. The number of faculty has increased steadily over the past 10 years (5,248 in 2021 vs. 3,372 in 2011). Of ASU's 2,049 tenure line faculty (fall 2021), 842 (41%) had been with ASU for 10 or more years. In fall 2021, ASU employed 4,105 FTE faculty members for 104,167 FTE students, corresponding to a student to faculty ratio of approximately 25.4:1. Ratios for campus and digital immersion were 18.4:1 and 25:1, respectively.

Oversight of the curriculum *(see 3.A.)* is provided by faculty, with full participation in all processes, beginning at the unit (example) and proceeding through university-level approvals. Faculty also participate fully in assessment of student learning *(see 4.B.)*. Extensive faculty involvement in oversight and assessment ensures continuity and enhancement of expected standards of excellence. Teaching loads for tenure-line faculty vary by discipline, but all faculty are expected to teach. Academic units establish credentials for instructional staff, following guidelines implicit in ABOR and ASU policies.

3.C.3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

ASU's recruitment process ensures fair, ethical, and standard practices for identifying qualified applicants consistent with ASU's core mission and goals. Position descriptions state minimum qualifications [example] for instructor positions. Academic units review and verify required academic credentials [Curriculum vitae, academic transcripts, background checks (policy/process)], perform recruitment and hiring, and coordinate activities at the unit level, following policies and procedures established by the provost. ACD 505-06 outlines recruitment, selection, and appointment procedures for faculty and academic professionals. Further

guidance is located on the [provost's website](#) and in the [Faculty and Academic Professionals Search Handbook](#).

Each unit's hiring authority is responsible for organizing a [search process](#), including a committee with at least half from the unit's faculty. Typically, the committee reviews applicants, selects finalists and submits an [applicant list](#) to the dean and the executive vice president and university provost for approval. Hiring recommendations for tenure, tenure-eligible, and multi-year appointments also must be approved by the unit's hiring authority, the appropriate dean, and the executive vice president and university provost. This extensive multi-level review (as described in the Faculty and Academic Professionals Search Handbook and ACD 505-06 mentioned above) ensures commitment to hiring faculty with the ability to become or who are among the best in their fields.

Faculty that design and teach ASU Online courses are the [same faculty](#) that teach at physical locations. In fact, many faculty at all ranks regularly teach in both modalities. Online faculty are expected to have the same credentials (above) and meet the same standards of performance *(3.C.4)*.

Annual performance reviews, and promotion and tenure processes specify that instructors remain knowledgeable in areas of responsibility *(3.C.4)*. Processes and resources for ongoing professional development are described in 3.C.5. The same processes for assuring pre-hire qualifications and evaluating instructional performance are followed, regardless of instructional arrangement.

3.C.4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

ASU strives to ensure faculty are performing [responsibilities](#) as expected. To that end, faculty are evaluated in accordance with ACD policies (below).

Five types of assessments are performed:

1. **Student end-of-course evaluations** ([examples](#)) are a valuable source of data about instructional quality, and [ABOR](#) and [university](#) policies require provisions for [confidential](#) assessments. Academic units are responsible for administering [evaluations](#) to all registered students every term.

2. **[Annual performance reviews](#)**, required by [ABOR](#) and ASU policies, consider data from course evaluations, portfolios, syllabi, and peer evaluations. Policies provide ongoing assessment and encourage performance at levels beyond satisfactory; results are considered for performance-related salary adjustments. Reviews cover the previous 36-month period, with emphasis on the current year. Written results are communicated by the academic unit's chair/director and may be appealed to the next administrative level. Grievances are handled through the process described in Criterion 2.

3. **[Promotion and tenure reviews](#)** are governed by policies [ACD 506-05](#) and [ACD 506-04](#), respectively. Tenure is a property right authorized by ABOR, and through ABOR's delegation of authority, tenure is granted by the president to faculty based on a thorough review process. At ASU, a faculty member's tenure is located in a specific academic unit. Faculty appointments with tenure are those with a legitimate claim of entitlement to continue employment unless the tenured faculty member retires, resigns, or is dismissed

or released in accord with ACD 501. Evidence for Criterion 2 established that processes supporting ASU's decisions are both ethical and responsible.

Promotion and tenure processes provide a series of in-depth, multi-level reviews. Candidates prepare a portfolio documenting performance in research, teaching, and service since appointment (or since last tenure or promotion personnel action). The unit's review criteria, approved by the appropriate dean and executive vice president and university provost based on established guidelines (ACD 506-04 and ABOR 6-201), are used at each level of review to determine whether performance during the probationary period has been sufficient for promotion or tenure, and if the candidate shows continued promise for further achievement. External reviewers with in-depth knowledge of the candidate's field and with no ties to the candidate also provide confidential assessments based on the unit's review criteria. Recommendations are passed to subsequent stages for further review; the final decision is made by the president. In those cases where a faculty member believes denial of tenure was in violation of ASU policy, the faculty member may file a grievance in accord with ACD 509-02. When needed, expedited review processes exist for new positions and current tenure-eligible positions.

4. **Post-tenure reviews**: Unsatisfactory performance for tenured faculty members is addressed through the post-tenure review process in accord with principles and procedures provided by the Provost's Office. A series of individualized annual improvement plans are implemented for a period not exceeding three annual cycles until performance returns to satisfactory levels. These plans detail elements of unsatisfactory performance, provide written targets and criteria for achieving and assessing satisfactory performance, and identify deadlines for achievement. Should appropriate progress toward targets not be met, the dean may exercise the option to initiate the dismissal for cause process.

5. **Non-Tenure Eligible Faculty Review**: For non-tenure eligible positions there are promotion reviews and reviews for multi-year appointments that provide ongoing performance assessment. Performance criteria are defined by each unit following policy and guidelines set by the provost. Teaching, clinical faculty, and research faculty are eligible for promotion and are evaluated at several levels.

Colleges may implement different approaches to data collection; however, ASU utilizes a common system (Interfolio Faculty Information System) to house the collection process. Adopted in 2018, Interfolio contains the Academic Personnel Actions Reporting System (APARS) which streamlines and standardizes faculty evaluations, while supporting and securing the process. Implementation is being rolled out in phases across colleges through AY'23-24.

3.C.5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

ASU provides three primary types of support for faculty and instructional staff designed to ensure they are current in their disciplines and adept in their teaching roles:

1. **New Faculty Orientation**: ASU hosts an annual orientation which provides a university introduction and complements separate college events. New faculty resources are curated on the provost's website.

2. **Instructional resources**: Faculty have access to a wealth of resources to enhance ASU knowledge, augment pedagogy and assessment skills, support use of instructional technology, and improve effectiveness to teach online.
   ○ ASU resources (library orientation, responsible conduct of research, assessing student learning, teaching assistant resources)
   ○ Instructional technology: Campus IT resources, new technologies (community building, accessibility, creativity), 'Back to School' teaching, Learning Experiences, Teaching Toolkit
   ○ Online instruction: Online Faculty Center, Teach Online, Master Class for Teaching Online

3. **Funds and Leaves for Learning and Scholarship**: Academic units maintain specialized resources to ensure instructional knowledge is current in the discipline (Nursing, Business, Engineering, Psychology, School of Life Sciences) and provide funds for faculty travel, professional development and continuing education (Institute for Humanities Research; School of Historical, Philosophical and Religious Studies; School of Social Transformation). After six years of continuous service, faculty are eligible for sabbatical leave.

3.C.6. Instructors are accessible for student inquiry.

Academic courses and programs are the primary place where instructors and students engage and learn from each other. ASU policy requires that instructors are available to students outside of class sessions on a reasonable and regular basis. Faculty and students communicate in a variety of ways, including office hours, email, Slack, Canvas, text, etc. Instructor contact information is available in ASU Search, as well as in Canvas and course syllabi.

In some academic units, faculty teaching larger sections also enlist support of undergraduate (example) and graduate (example) teaching assistants, and learning assistants (example) to ensure students receive necessary learning support.

Academic units often collect feedback about faculty availability, engagement, and responsiveness via end-of-semester course evaluations *(3.C.4.)*. Data about faculty/student interactions (discussions about coursework/careers, collaborations on projects) and students' perceptions of faculty are also collected in annual student experience surveys *(2.B.2., 5.A.2, 5.C.)*.

Instructors and faculty play an important role in supporting students outside the classroom. Engaging undergraduate students in research (example) is a powerful way to enrich student inquiry. Currently 63% of club advisors are faculty. Advisors serve a significant role in operation and impact of student organizations, promoting student development by serving as mentors and exploring and supporting personal and professional development. Faculty also help students explore professional development, community engagement, hobbies, and business ventures (example). With regard to professional development, the Tourism Student Association, faculty advised by Claire McWilliams and Erin Schneiderman, invites guest speakers, makes site visits, provides experiential learning opportunities, and hosts panels with former students who discuss internships and career opportunities. Another example of career development is the Black Professionals Conference presented by the National Society of Black Engineers. This student organization, similar to others, works with Career and Professional Development Services (CPDS) to promote and host a successful event. Lastly, Beta Alpha Psi Accounting Honorary regularly invites accounting and finance firms to give presentations and hold events. Companies

come to campus to meet with students, conduct mock interviews, and provide feedback on how to obtain a fulfilling career.

3.C.7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

ASU is committed to recruitment that results in hiring qualified staff applicants for student service positions. Hiring committees follow consistent policies and practices, and the Office of Human Resources provides support for hiring officials and committees.

ASU offers robust staff professional development to ensure successful onboarding, continued training and development, and recognition through retirement. Employees are entitled to 24 hours of annual release time for professional development in addition to department-level training. Via the Career EDGE platform, employees can access more than 14,000 options offered by ASU and LinkedIn Learning. ASU also offers a New Employee Orientation, technology workshops, and annual events (Commission on the Status of Women Conference, ASU Data Conference, Project Management Summit).

ASU staff are also further supported in professional development and academic pursuits through the Qualified Tuition Reduction Program. Established by ASU and ABOR policies, this program allows eligible employees to enroll in up to 9 credit hours per semester for a small fee.

ASU staff positions (academic advisors, financial aid counselors, success coaches, tutors/Supplemental Instruction leaders) receive additional specialized training.

Advising team members coordinate efforts and pursue professional development through the Council of Academic Advisors. Each college also identifies a delegate for the university-wide Advising Administrators Board, which supports the consistency of advising delivery. The provost's website maintains centralized resources (timelines, eAdvisor and Major Maps, NACADA training resources, transfer articulation links, Degree Audit Resource Center). Additionally, the Advising Community is an interactive, crowd-sourced digital platform through which advisors ask and answer questions, access an advising directory, and locate information from academic units. Departments use the Academic Advisor Training Manual to onboard new advisors.

Financial Aid and Scholarship Services (FASS) provides year-round development for its team. Institutional membership with the National Association for Financial Aid Administrators enables staff to participate in training, access tools and resources, and pursue certifications and professional credentials. Staff also regularly participate in seminars hosted by the US Department of Education and regional associations. Additionally, FASS designed and implemented a new onboarding experience consisting of core and specialized modules. FASS also regularly provides updates and training for advisors, coaches, and admissions representatives.

Online Success Coaches are required to hold a bachelor's degree as well as complete an extensive, initial two-week orientation program (consisting of FERPA, ASU systems and tools, learner resources, practice conversations, and shadowing). Coaches also participate in milestone training, as well as quarterly performance assessments and quality assurance evaluations. Program and process updates are shared weekly via email and Slack, and

Success Coaches engage in regular skill building and enhancement sessions via Canvas and Career EDGE.

The Student Success Center employs multiple structures to ensure student employees are adequately trained to provide coaching to ASU students. All coaches complete a rigorous 6-day course during which they learn the coaching framework, practice coaching with their peers, receive formative feedback from professional staff, and participate in programs about serving diverse student populations. Coaches participate in weekly topical sessions (Bystander Intervention, Secondary Trauma and Self Care, and Facilitating Difficult Conversations), and they receive ongoing feedback, coaching, and support from their professional staff supervisor.

University Academic Success Programs (UASP) provides students employed as tutors and Supplemental Instruction (SI) leaders with 10 hours of training prior to their start date, as well as an additional 9-10 hours of ongoing training each semester (example). Training sessions cover communication skills and inclusive language tips and tools; Zoom features and tools; UASP ethics and services; facilitation skills; and strategies for active listening, questioning, tutoring and managing expectations. Tutors participate in hands-on training, including scenarios and small group activities. SI leaders also attend all class sessions taught by the instructor(s). All tutors and SI leaders are required to be in good academic standing with the university and have a B- or better in the course(s) they support.

3.D. The institution provides support for student learning and resources for effective teaching.

3.D.1. The institution provides student support services suited to the needs of its student populations.

ASU provides a broad array of programs, services, and resources to support student success for campus immersion and online students. Following is a sample of offerings:
- Affordable and accessible Health Services.
- Free, confidential, time-limited Counseling Services (including 24/7 phone/chat). The 360 Life Services program is also available for online students.
- Health and Wellbeing Programs (campus/virtual).
- Advocacy and Assistance as students navigate through educational or personal hurdles.
- On/off campus residential living options, including residential colleges for first-year students.
- Financial Aid assistance and a Scholarship Search Portal to help pay for college.
- Family Resources connects student parents to assistance and resources.
- Success coaching tailored to students' interests, strengths and needs (immersion, online, athletes, transfer).
- Accessibility and Inclusive Learning Services (supportive activities, instructional guidance, and training).
- Sexual Violence Prevention and Response support and resources (programming; resource guides; reporting options; emergency contacts; Title IX Compliance).
- Resources and services for veteran and military-affiliated students (housing, health, counseling, career, disability resources, tutoring, VA benefits).
- Resources and support services for foster care alumni.
- International Students and Scholars Center supports students with immigration information, employment resources, and opportunities to connect with fellow students.
- American Indian Student Support Services engages indigenous students with staff, faculty and peers to ensure academic success and persistence to graduation.

- Global Education offers 250 programs in 65 countries, enabling immersion and online students from diverse disciplines to participate in credit-bearing programs ranging in length from 1 week to a year. The Global Flex program (6 weeks to 1 semester) allows enrollment in courses through ASU Online and the host country, as well as participation in an internship.
- Transfer Ambassadors assist incoming transfer students as they transition to the university.
- Student handbooks provide guidance about university and unit policies, processes, activities, acceptable behaviors, etc. [Student Code of Conduct, University Housing Policies Handbook, International Student Handbook, Graduate Student Policy Manual, TA/RA Policies and Procedures, college handbooks (examples)].

ASU provides diverse and engaging resources for students' ongoing career, professional and personal development, including:
- Undergraduate research through which students develop knowledge and skills, gain career experience, tackle challenges, and collaborate with faculty and students. The Online Undergraduate Research Scholars (OURS) program offers hands-on, experiential learning for ASU Online students, and builds upon the Undergraduate Research Apprenticeship which enables students to participate in research projects from anywhere in the world.
- Professional development and mentoring for graduate students and postdoctoral fellows.
- Career and Professional Development Services (career assessments, advising, interviewing practice, hiring events, networking, mentoring) and specialized centers (Business, Engineering, Journalism and Mass Communication, Law, and Liberal Arts and Sciences).
- Championship Life Program (workshops, services, and support) supports student-athletes' academic success and preparation for life after collegiate sports.
- Tip of the Fork Leadership Institute is a two-year program through which student-athletes develop leadership skills and create/implement a community service initiative.

Over 1,000 student clubs gather communities around sports, culture, politics, academics, advocacy, service, and other interests to create connections. Sun Devils Connect arranges networking opportunities and cultivates community for online students. ASU Events publishes an interactive calendar of diverse activities for students, employees, alumni, and the community (athletics, arts, service, speakers, screenings, book clubs, degree information sessions, professional development seminars, mixers, etc.)

Multicultural Communities of Excellence facilitate a sense of place and support for students of color at all locations. They are a central component of ASU's effort to address social transformation, as well as celebrate, enhance, enrich and elevate identities of historically underrepresented students.

Barrett, The Honors College offers a personalized academic experience for honors students (internships, research, events, study abroad) and a unique curriculum (lower-division, upper-division, online) that integrates seamlessly into ASU degree requirements.

ASU students are invited to complete surveys about university experiences at various points during enrollment and beyond. Students are asked about activities, experiences and needs; perceptions about programs, resources and services; postgraduate education and employment plans/pursuits; and how experiences in the workforce, education, and professional activities

relate to the ASU experience. Data from surveys are used for internal planning and decision-making, student outreach, and external reporting purposes *(2.B.2; 5.A.2., 5.C.)*.

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

ASU provides a virtual new student orientation experience (NSOE), tailored for first-year, transfer and international students, as well as families and guests. NSOE, comprising two digital modules and a live synchronous session, is based on four goals (scalability; customized; equitable; quality). As part of the intentional design, NSOE delivers information in a timely, relevant manner as students progress through the matriculation process. Students begin their experience via MyASU and complete a series of readiness modules. In the first module (ASU Essentials), students complete transactional tasks required for enrollment. Tasks include uploading a photo for an ID card and submitting immunization records. In the live session (Academic Orientation), students meet faculty, staff, and students from their school/college to learn more about their degree program and fully enroll for fall semester courses. Finally, in the third module (ASU Ready; released mid-summer), students receive pre-arrival details including housing assignments and the Welcome Week schedule.

Once a student submits an information request or begins an online campus application, they are contacted by an Enrollment Coach who provides support through the application process. Online students participate in a tailored orientation and are assigned a Success Coach upon enrollment in a credit-bearing course.

ASU Welcome is held prior to the start of the fall semester. A celebration across all locations for Sun Devils, ASU Welcome connects students, shares resources, hosts events, and celebrates traditions (Sun Devil Welcome, Echo from the Buttes, Sparky's Day of Service). Academic (Engineering; Music, Dance, and Theater; Journalism and Mass Communication) and administrative (veteran students, international students) units also sponsor events to foster students' sense of belonging on campus and provide awareness of support resources.

First-year students complete a seminar (ASU 101) during their first term that covers university services and resources and facilitates student success. Each college determines course delivery method and content (time/resource management, academic integrity, study habits, collaboration, careers).

To ensure students enter academic programs at the appropriate level, ASU provides placement processes and/or examinations in foreign languages, mathematics, and English composition. ASU also recognizes appropriate transfer credit and considers course placement based on CLEP and Advanced Placement test scores, as well as grades from dual-enrollment courses.

University College leverages technology to personalize learning experiences and support for undergraduate students, including peer coaching, experiential learning, major and career exploration, digital peer communities, and courses designed to develop confidence in researching, writing and speaking.

University Academic Success Programs (UASP) supports undergraduate and graduate students with free subject area tutoring, writing support, and supplemental instruction. Implemented in 2021, all UASP tutoring is provided in a dual modality model which enables students to participate in person at an on-campus center located across the four Phoenix-area campuses or

online live via Zoom. UASP provides the bulk of tutoring services; however, some units (Mathematical and Statistical Sciences; Arts, Media and Engineering; International Letters and Cultures) also provide support for select courses. Online students also have access to Smart Thinking 24/7.

Sun Devil Athletics provides tailored academic support (tutoring, mentoring, learning support, study programs) and facilitates connections to university resources for student-athletes.

3.D.3. The institution provides academic advising suited to its offerings and the needs of its students.

ASU maintains core advising expectations while using a distributed model, wherein each college determines how best to provide services (Liberal Arts and Sciences; Honors College; Health Solutions; Engineering). With the adoption of new instructional modes or inclusion of specialized populations (exploratory, pre-health, pre-law), this model has enabled flexibility and adaptability. Each undergraduate student has, at minimum, one assigned advisor or member of a team. Students locate advisors through the directory or MyASU (Sample).

Students and advisors in all colleges utilize eAdvisor™, a suite of advising technologies designed to support student success. Integrated systems support undergraduates in selecting or changing majors, adding or changing minors or certificates, and using major maps and degree audits to identify degree requirements. Timelines and workflows are available to advisors here.

- Degree requirements are clearly presented in Major Maps (sample) (sequenced into 8-term graduation pathways). Specific requirements considered diagnostic of success during the first four terms are marked with a critical requirements icon. If students experience difficulty meeting requirements during the correct term, the system alerts the student and the advisor. In terms five through eight, students complete courses indicated as necessary for a timely graduation. Students' progress to degree is visualized through an individualized version of the major map called My Major Map, as well as against a degree audit (DARS) (sample). The degree audit is used to monitor completion of degree requirements and confirm degree completion and conferral.
- eAdvisor™ also comprises Degree Search, an online presentation of the academic catalog and an engine that facilitates major exploration by interests and careers. Degree Search contains major maps, admission requirements, career pathways, and campus offerings for each undergraduate major. Students can explore additional or other degree choices and evaluate progress towards meeting those degree requirements through a function called "What If." Degree Search also includes me3, an interactive career exploration tool to help confirm current choice of major or help choose a new path.
- Schedule Planner is a tool integrated with PeopleSoft and used by advisors and students to develop an optimal schedule based on required courses and students' goals, time constraints, etc. Students search for classes using Class Search.
- Data surrounding historical undergraduate course-taking patterns, credit transfer, and educational goals are being used to inform a redesign of advising tools with a focus on the next generation learner. Two new tools, Credit Maximizer and Interactive Degree Planner, are being designed with support of internal and external investment with the intention of informing both a national marketplace as well as supporting students. These new tools combine degree progress results, course details, and recommended completion sequences to answer questions about remaining requirements and allow personalized planning.

Salesforce CRM's Advisor Portal (sample screenshots) has been used to manage undergraduate student outreach based on real-time, analytic retention indicators composed of academic, enrollment and financial data since 2016. Advisors receive guidance on outreach via Student Success Toolkits (formerly Nudge Library). The eAdvisor™ follow-up report enables advisors to render timely support. A pilot employing the Advisor Portal for outreach to graduate students with low GPAs in Mary Lou Fulton Teachers College launched in January 2023. The Graduate Advisor Portal adds useful information about graduate students, like degree level and RA/TA appointment. A student's interactions with service units are also documented in the student's contact record, and users may assign cases within the department and to other units. Students may view the status of open cases in My ASU.

ASU employs a chatbot (Sunny) to address common questions and create capacity for advising and support teams to have in-depth, timely, and developmental conversations with students. During the admissions process, Sunny helps students complete enrollment steps and answer questions related to attendance. Once classes begin, Sunny provides on-demand support and focuses on success and retention through nudges founded in growth mindset and motivation. Sunny is used to conduct proactive outreach based on retention indicators, and it may also be used to deploy triage and crisis management protocols in near real-time.

Graduate students work with advisors to complete the Interactive Plan of Study (iPOS), which serves as an agreement between the student, academic unit, and Graduate College. The iPOS enables students to navigate and plan requirements and track progress through coursework and milestones, creating transparency of expectations. Graduate advisors (example) also assist students with admission and registration processes, committee formation, thesis and dissertation formatting, and policies and procedures. In some units, students have both faculty and academic advisors who provide discipline-specific information and career options. Advisor names are available through iPOS.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

ASU provides necessary infrastructure and resources to support effective teaching and learning.

In AY'21-22, ASU had over 1,100 instructional spaces totaling approximately 1.8 million square feet across all locations. Instructional spaces include, but are not limited to, traditional classrooms, laboratories, outdoor spaces, and studios for art, dance, film and theater. Clinical instruction occurs in a variety of settings (Child Study Laboratory, Speech and Hearing Clinic, Music Therapy Clinic, Counselor Training Center, legal clinics, and healthcare simulation spaces). ASU also has an array of venues, facilities, and instructional spaces in which students create, perform and learn. Seven formal museum and gallery spaces, as well as smaller, informal gallery spaces adjacent to classrooms, are used to display student work. ASU's locations in Washington, DC and Los Angeles, CA provide unique opportunities for students to engage in academic programs and internships outside Arizona while accessing in-person instruction and a home base for classes and convenings.

In 2020, more than 800 classrooms on five campuses were enhanced with cameras, microphones and computers to engage learners via web conferencing platforms (Zoom) and

remote synchronous courses through ASU Sync. ASU also designed new technologies to support learners in labs, maker spaces, and performance studios.

Enterprise Technology (ET) provides computing services to support instructional and research needs across all metropolitan campuses and digitally beyond. More than 500 in-person labs, classrooms, and computing sites are supported with a common image, providing every student in every ET location the same software required for course work, with over 250 available package options. Students receive an ASU Digital Backpack containing 21st Century technologies (Zoom, Slack, Dropbox, Google Workspace, Adobe Creative Cloud) that enable creativity and collaboration with peers and faculty. Students access applications and software free of charge via MyApps.

In 2018, ASU implemented Instructure Canvas as the enterprise learning management system (LMS) to support teaching and learning at scale across multiple modalities. This cloud-hosted solution has enabled growth through a high-availability technology environment that can respond quickly to periods of high-demand. The Canvas LMS also enables extensibility where more than 80 different learning technologies can be embedded directly to support instruction in diverse disciplines.

ASU redesigned its Mobile App in 2018 with goals of career readiness, health and wellness, financial wellbeing, and academic support. Canvas LMS was integrated with the Mobile App in 2019, bringing course announcements, syllabi and assignments into an application students use daily. Unifying resources have driven the application's adoption, enabling ASU to push timely notifications of academic events directly to students' smartphones.

Learning Experience provides faculty professional development opportunities and resources to connect teaching and technology, including resources to enable easy integration of technology and third-party tools to promote learning engagement and student success. EdPlus supports full-digital and digitally-enabled instructional spaces through design, media production, technology support (Teach Online), and professional development (Master Class and seminars).

ASU's Adaptive Learning (25 courses, 35K+ enrollment/year) and VR initiatives (2 courses (BIO 100/BIO 181) ~5,000 enrolled/year) offer personalized learning experiences in large enrollment courses, as well as rich engagement in the content via state-of-the-art technologies. Initial studies show that students who participated in the Dreamscape Learn version of BIO 181 had dramatically higher lab grades and better engagement than their peers who took the conventional lab course. In 2021, ASU launched Dreamscape Learn (collaborative venture between ASU and Dreamscape Immersive) with a mission to merge advanced, experiential pedagogy with immersive, cinematic storytelling and deliver unique virtual reality and 2D labs, full course experiences, and research and development spaces. ASU currently has five Dreamscape Learn locations that support students and faculty in this emerging medium. Additional locations are in design.

ASU Library is a member of the distinguished Association of Research Libraries, Center for Research Libraries, and Greater Western Library Alliance. Encompassing nine facilities across four campuses, ASU Library holds 369 million print and digital resources, 31 million Open Access resources, 724 databases, 1,641,439 e-books, 180,918 journals (online and print), 3,584,693 print volumes, 55,299 digital repository uploads, 1,074,710 media resources, world-class collections, data centers, map and geospatial hub, and state-of-the-art makerspaces. One Search is ASU's online, comprehensive catalog which allows patrons to search print and e-books, electronic resources, digital collections, and more. ASU Library

participates in cooperative lending and borrowing networks which further extend its resource capabilities. In January 2020, ASU's Hayden Library completed a $90 million dollar [renovation](#) to maximize accessibility, engagement, and support for the university's growing student population. ASU library staff support teaching and learning for faculty and all students through [consultations](#), [reference services](#), [instruction](#), [resource guides](#) (including a [Guide for Online Students](#)), and other services ([home delivery for book requests](#)).

Several departments also host collections for instruction and research, including [art](#), [natural sciences](#), [anthropology](#) and [earth exploration](#).

4. Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A. The institution ensures the quality of its educational offerings.

4.A.1 The institution ensures the quality of its educational offerings: The institution maintains a practice of regular program reviews and acts upon the findings.

The Arizona Board of Regents (ABOR) requires in Policy 2-225 that academic programs undergo a formal Academic Program Review (APR) at least once every seven years. The process takes approximately 12 months and involves four phases: preparatory, development of self-study, site visit and report, and unit response and wrap-up.

The APR process is overseen by the executive director of University Program Review and Accreditation (UPRA), housed in the provost's office. The UPRA office maintains a calendar of reviews. For colleges or programs with specialized accreditation, such as Fulton Schools of Engineering (FSE), timing of the review is coordinated with review from the specialized accreditor, in this case Accreditation Board for Engineering and Technology (ABET).

APRs are generally organized around one of the university's schools or departments as the academic unit. All degree programs within that school or department are reviewed together. With ASU's interdisciplinary structure, at the school level (School of Human Evolution and Social Change, housed within the College of Liberal Arts and Sciences) and college level (the College of Global Futures, which houses other academic programs), the coordination and planning of APRs requires consideration of these structures. In the School of Geographical Sciences and Urban Planning, an academic unit in the College of Liberal Arts and Sciences representing two academic fields, the APR includes the review of five undergraduate degrees, four undergraduate minors and certificates, three master's degrees, and three PhD programs. The School of Geographical Sciences and Urban Planning, in addition to the APR, would also be reviewed by the Planning Accreditation Board (PAB) for the accredited Master of Urban and Environmental Planning (MUEP) degree. In other cases, the college serves as the academic unit, without individual departments or schools. In these cases, programs are either reviewed simultaneously (as they are in a school or department), or the college proposes thematic clusters that are reviewed together as nutrition-related programs are a thematic cluster in the College of Health Solutions.

The schools/departments/colleges prepare the self-study report according to the APR manual. Each report reflects what has transpired since the last review, and how the unit responded to any concerns. The report is submitted to the dean for review and approval. Once approved, the report is distributed to the site visitors. The external site visit team participates in a two-day site visit, and then submits a report noting strengths and areas for improvement.

All programs are reviewed regardless of geographic location or modality. Site visit reports are shared with the university provost, academic unit leader, and relevant dean's office for follow-up. Self-study report examples are provided for the School of Art and Biomedical Informatics and Diagnostics. The academic unit leader and the dean prepare a brief response to any concerns and recommendations in the site visitors' report, articulating planned unit responses. Following a meeting with input from the provost, the unit leader prepares the official Unit Response Report.

Short-term recommendations (faculty hiring or new resources) are determined together by the provost, dean, and unit leader. Longer-term actions are often embedded in the unit's strategic plan.

4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

4.A.3. The institution has policies that ensure the quality of the credit it accepts in transfer.

ASU has formal policies for the transfer of [undergraduate](#) and graduate course credit described in ABOR [2-224](#). This policy includes specifications on definitions of a unit of credit, credit for courses under contract, and credit for former or current military members.

[Undergraduate policies](#) state that ASU accepts credit for traditional courses taught at another institution, military transcripts, and credit by examination. Credit for traditional courses with a grade of "C" or better may be transferred from regionally-accredited institutions. Up to 64 semester hours will be accepted as lower-division credit from a regionally accredited community, junior or two-year college, and an unlimited number of credit hours will be accepted from four-year institutions; however, for undergraduate degrees [at least 30 hours must be completed at ASU](#). Applicability of any credit transferred for satisfying requirements and for awarding degrees is subject to approval of the home academic unit and college. Military transcripts can be transferred to ASU including the Joint Services Transcript (JST) and the Air University Transcript, and ASU uses [American Council on Education](#) (ACE) guidelines to assess how to transfer military credits based on similar ASU courses. Military credits based on educational experiences in the armed services are not applicable toward General Studies requirements, but they do count toward the total number of credit hours. Transfer credit is not awarded for vocational certificates listed in ACE recommendations.

ASU policies allow students to transfer credit by [examination](#). This includes the College-Level Examination Program (CLEP), Advanced Placement (AP), Defense Support Subject Standardized Test, International Baccalaureate (IB), Cambridge International, comprehensive examinations, and proficiency examinations.

[Academic Transfer Credit Solutions](#) serves as a resource and administrator of transfer credit. The office supports the online [Transfer Guide](#) to assist prospective and current students in the transfer process. The transfer guide works by evaluating courses based on content and their applicability to ASU majors and building a pathway that pairs transfer courses to ASU majors. Embedded in the Transfer Guide is the [MyPath2ASU](#)™ tool, which allows students to explore which courses can be taken prior to transfer to minimize losing credits in the process. Academic Alliances also serves as a contact for community college employees, ASU faculty and staff, and issues resolution.

To coordinate undergraduate credit transfers with Arizona public community colleges and universities there is an agreed upon common structure for a general education core. This curriculum provides students attending Arizona public community colleges with the opportunity to build a general education program that is transferable to any state institution without credit loss. The [Arizona General Education Curriculum](#) (AGEC) assures that students who complete both the AGEC and an approved associate degree will be assigned junior class standing by

state universities. It does not guarantee the number of credits needed to complete degree requirements.

Policies for graduate student credit are managed through the Graduate Admissions office. The office evaluates transcripts to ensure that courses were taught at a regionally accredited institution in the U.S., or that the international institution is officially recognized by that country. Academic credits earned at institutions that base credit calculation on a different scale from ASU are subject to conversion before inclusion. In all cases, inclusion of transfer courses in a graduate program is subject to approval by the academic unit and vice provost/dean of the Graduate College and are evaluated by faculty content experts for rigor, content, and appropriateness. If supported by faculty experts, a final procedural review and approval is completed by the Graduate College. A maximum of 12 graduate-level credits hours with grades of "B" or better that were not used towards a previous degree can be considered.

Certain types of graduate credits cannot be transferred to ASU, including credits awarded:
- By post-secondary institutions that lack candidate status or accreditation by a regional accrediting association, or an equivalent international institution
- For life experience
- For courses taken at a non-collegiate institution (government agencies, corporations and industrial firms)
- For courses, workshops and seminars offered by other postsecondary instructions as part of continuing education programs
- For extension courses

4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Faculty are the ultimate authority for planning courses and degree programs. This includes prerequisites and course sequences; determining breadth, depth, and rigor; creating learning outcomes; as well as identifying core and elective courses for degree programs. Course and degree programs and their associated outcomes at the undergraduate and graduate levels are reviewed and approved through a comprehensive process governed by faculty, including reviews by the Graduate Council[1], Curriculum and Academic Programs Committee (CAPC), University Senate, and Office of the University Provost *(3.A., 3.B.)*. In fall 2021, ASU adopted the Kuali Curriculum Management system to handle curriculum proposals and review, which provides a streamlined and transparent approach to curricular actions, from high-level strategic planning to editorial changes. Academic units cooperate and collaborate to establish and maintain curriculum and use Kuali for communication. The potential impacts of the courses on other units are discussed throughout the approval process, including formal governance review.

One of the core areas of the undergraduate curriculum is the General Studies requirement. General Studies courses are being thoroughly modernized to reflect learning outcomes (knowledge, skills/competencies) expected in the 21st century *(3.B.2.)*.

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[1] For graduate courses and programs only.

To facilitate student success, a wide variety of learning resources are available for students including a first-year success center, faculty office hours, tutoring, supplemental instruction, library resources, LEAD program, and specialized support for targeted groups *(3.D.1., 3.D.2.)*. Within the Canvas Learning Management System (LMS), faculty have access to tools for filtering by grades, completed assignments, time spent in Canvas, and other student success indicators. Faculty can generate generic and customized messages to encourage students to consider course progress. Additionally, dashboards assess success and engagement in key first-year courses, and enable outreach to students who may be struggling. The university and colleges track student progress through retention and graduation rates. Reports are regularly shared among college deans, school directors and department chairs, with the expectation that units are monitoring student success and improving student outcomes *(5.A.2., 5.C.)*.

Faculty qualifications *(3.C.3.)* are handled within each academic unit through the hiring process, annual evaluations *(3.C.4.)*, and promotion criteria *(3.C.4.)*. Faculty qualifications for graduate student advising are managed through the University Graduate Council and the graduate faculty. Comprehensive systems are in place for faculty to improve their skills *(3.C.5.)*. Performance Improvement Plans (PIP) are created for individuals when performance slips below the university's standards *(3.C.4.)*. Instructional development resources are addressed in 3.D.4.

Courses are reviewed each term through online, anonymous student evaluations *(3.C.4.)*. Student feedback is used to improve course content and pedagogy, and results are included as one component of instructors' performance evaluations.

Dual credit is coordinated by AZTransfer. For example, schools under the Chandler Unified High School District have partnered with ASU to offer an AP Course in Environmental Science that provides credit for SOS 110 (Sustainable World). AZTransfer works with colleges to ensure that dual credit for high school students is equivalent in learning outcomes and levels of achievement to the ASU curriculum. ASU also offers selected courses to high school teachers. Funded by the Arizona Teachers Academy at ASU, ASU offers graduate-level credit, which can be applied to a degree or certificate, to high school teachers who want to teach dual enrollment courses.

4.A.5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

The executive director of UPRA serves as the University Accreditation Officer (UAO). Representing the president and the executive vice president and university provost, the UAO is charged with essential functions related to university-wide accreditation activities and with providing guidance and assistance throughout the process, leading to successful and productive accreditation visits.

In addition to APRs *(4.A.1.)*, the quality of academic programs is reinforced through specialized accreditation reviews. There are over fifty ASU programs with specialized accreditations from such organizations as the Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Board for Engineering and Technology (ABET), the American Psychological Association (APA), and the Council of Social Work Education (CSWE). Specialized accreditation reviews, like APRs, provide another quality assurance mechanism that includes comprehensive examination of appropriateness of program curricula, learning outcomes, and assessment strategies; quality of faculty; and relevance of student experiences.

4.A.6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

ASU uses university-wide measures to gauge graduates' success. For example, the University Office of Evaluation and Educational Effectiveness (UOEEE) conducts annual surveys of graduating students and alumni as indirect measures of learning and impact of ASU experiences. Surveys inquire about participation in internships and other types of learning experiences; post-graduation employment, enrollment and degree attainment; and completion of professional certification and/or licensure. UOEEE survey data are routinely used in program assessment, program review and accreditation, strategic planning and decision making, and official reporting. Key survey results for academic units are posted in the Academic Program Profile website, via UOEEE's data analytics site, and through academic plan and department reports.

ASU's Career and Professional Development Services (CPDS) provides enterprise-wide support for students across all modalities (coaching, workshops, resume reviews, employer events, mentorship, job and internship postings and career fairs, while sustaining and developing industry, employer and academic relationships) *(1.C.1., 3.D.1)*. CPDS is the central repository for career opportunities, engagement metrics, and career preparation outcomes.

Alumni Career Outcomes: ASU leverages the National Association of Colleges and Employers' (NACE's) First-Destination survey to understand post-college outcomes up to five months after graduation. This survey allows ASU to collect and analyze whether students have secured employment, and their related salary, job location and job function. Additionally, the survey allows ASU to identify which students have pursued advanced education, how students feel about career preparedness, and trends tied to academic majors and employment characteristics. This information is analyzed centrally and shared with colleges to help them reflect on students' preparation for careers and other post-college outcomes. The data is also used to identify socio-economic career outcome gaps and strategically strengthen employer partnerships to close such gaps. Ultimately, data help ASU to iteratively improve annual outcomes so students are prepared for advanced study or employment.

CPDS assists colleges with surveying graduates through the First Destination Survey. In a survey of College of Health Solutions (CHS) graduates (2019-2020), 600 of the 1,550 graduates responded. Among those who had earned ASU undergraduate degrees, 86% were employed or received a job offer within 90 days after commencement (median salary of $41,750), and nearly a quarter (20%) were pursuing further education. Most respondents who had earned graduate degrees (88%) were employed within 90 days (median salary of $66,000), and 11% were pursuing an additional degree. Nearly two thirds of graduates (62% undergraduate; 64% graduate) had completed student teaching, field experiences, clinical rotations, practica, and/or internships. To achieve these outcomes, CHS engages students in career coaching, career fairs, workshops and webinars, ASU's mentoring network, resume critiques, internship applications, and Handshake.

ASU uses additional university-wide measures to gauge success. For instance, for each of the last six years, ASU has been ranked as a top producer of educators by Teach for America. In 2022, ASU ranked No. 2 among contributing large enrollment institutions.

Individual colleges and programs also measure the success of their graduates. For example:

- 100% of Doctor of Audiology and 100% of Master of Communication Disorders graduates who took the Praxis exam from 2016 to 2022 received a passing score.
- Students from the Master of Counseling program had an average passage rate of 98.94% (from 2009 to 2021) on the National Counseling Examination for Licensure and Certification.
- Of the Mary Lou Fulton Teachers College graduates who took the Arizona Educator Proficiency Examination from 2013 to 2021, 88%-94% received a passing score (Title II report).
- The Sandra Day O'Connor College of Law has ranked first in the Arizona Bar exam passage rate for the past nine years.
- The Edson College of Nursing and Health Innovation's Bachelor of Science in Nursing graduates have an average National College Licensure Examination first-time pass rate of 95% (compared to the national average of 89.5%).
- Over the past ten years, graduates of ASU's Master of Science in Nutrition Dietetic Internship program have attained an average 97.3% pass rate (within one year after program completion) on the Registration Examination for Dietitians.
- In addition to measuring graduates' success, the College of Integrative Sciences and Arts (CISA), uses a range of strategies to align academic programs with workforce needs. For instance, in 2021-2022, CISA began implementing a predictive analytics approach using data generated by the Emsi Labor Market Analytics and Economic Database to drive decision-making around future programmatic offerings and configurations, as well as in reassessment of existing offerings to better align with the New Economy Initiative in the Phoenix East Valley and broader market demands on a global scale.
- The Ira A. Fulton Schools of Engineering (FSE) developed a strategic plan for enhancing graduates' employment outcomes, including early and frequent employer connections, internship preparation, career exploration events, recruiting events, speaker series, resume reviews, experiential learning, employer guidance and awareness, use of Handshake, and ASU Mentor Network. Further, to complement CPDS, the FSE Career Center offers diverse resources.
- In addition to CPDS' alumni survey, Thunderbird School of Global Management surveys graduates to determine employment status and location, title, salary, and timing of offer.

4.B. The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

4.B.1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Assessment Processes

UOEEE has university-wide oversight of assessment activities and consults with academic units as they develop and implement valid and reliable strategies to improve student learning at the program level and with general education. The primary goal is to develop a culture of continuous improvement which sustains data-based decision making.

All credit bearing programs, including degrees and certificates, participate in the assessment process. Involvement of multiple stakeholders is imperative, and includes students, faculty, staff and administrators.

Assessment of student learning begins with new program proposals which include a UOEEE approved assessment plan. After program establishment, UOEEE has regularly-scheduled interactions to develop and carry out assessment plans and provide feedback for annual reporting. UOEEE works with programs to re-evaluate and revise assessment plans during the time of the APR. At completion of the assessment cycle coinciding with the APR process, programs collect past assessment reports and write a reflective report explaining how well students have met the program learning outcomes (PLOs). These can be found in APR self studies. UOEEE is present throughout the assessment cycle, supporting efforts by developing and maintaining assessment infrastructure and facilitating knowledge sharing regarding best practices. Assessment plans and reports are housed in UOEEE's assessment portal, and UOEEE formally evaluates assessment practices at two points (proposal stage; time of APR), unless otherwise requested.

ASU assessment plans have comprehensive methodologies and processes. Assessment plan elements were either developed and required by ABOR or recommended by national assessment organizations and implemented by UOEEE. The 11 assessment plan elements are summarized on UOEEE's website and explained in detail in UOEEE's Assessment Handbook. Assessment plans are grounded in a program mission statement and goals, and align and support the university's charter. Program learning outcomes are evaluated for specificity, measurability and rigor. Outcomes are published for public viewing in Degree Search, which is part of the online academic catalog. Programs are asked to assess three outcomes per year with each outcome using at least two measures, resulting in a minimum of six data points. Assessment methodologies are required to include both direct and indirect data, and they should establish benchmarks or performance criteria for their outcomes. Assessment reports are required annually and summarize how well programs are meeting outcomes based on evidence collected, extent to which faculty and staff participate in the assessment process, and how findings fit into the program's effort for continuous quality improvement.

Designated staff in each college oversee assessment at the school or department level. Assessment delegates support the assessment process while also meeting specific needs of their own college, including specialized accreditation. Delegates review assessment plans each year and approve any changes, such as a change to an outcome or assessment tool. Each college also has processes they follow. Select assessment delegates have explained their college's assessment process in an overview. Delegates can request UOEEE "feedback" on an assessment plan or report. Annual reports for each program are submitted, and UOEEE staff provide feedback for the delegate to share with the program.

Because assessment is an iterative process that is continually being evaluated and improved, UOEEE staff work with delegates to improve the process. For example in 2022, a rating rubric was added to the annual report feedback process upon suggestions from delegates to help improve feedback loops. In 2021, UOEEE added a new point of evaluation requiring programs to re-evaluate their learning outcomes and assessment plan in preparation for the next seven-year cycle. The results of both have been very positive. The assessment plans over the last three years demonstrate the success of adding this review for both academic programs and certificates.

The UOEEE assessment portal allows for monitoring and reporting on the status of assessment activity. Executive reports are submitted biannually to the vice provost for undergraduate education.

Online Education

Online program assessment occurs through the same process as campus-immersion program assessment. Because online education is offered by academic departments that also offer immersion courses, and because online courses are taught by the same faculty as immersion programs, assessment of program outcomes and assessment plans are one in the same. In 2022, UOEEE requested that programs enrolling more than 20 online students disaggregate assessment data in their assessment reports to facilitate examination of learning for this important subpopulation.

An example of how assessment of online education occurs as part of a holistic examination of the program itself is the School of Historical, Philosophical, and Religious Studies (SHPRS) redesign of their history program. SHPRS took a comprehensive evidence-based approach to change following their last APR. Changes were based on data from annual assessment reports, survey data, and data from ASU's EdPlus Action lab. SHPRS shared the process with UOEEE, elaborating on curriculum changes and how data from multiple sources were used to design and implement changes. Other examples of how EdPlus and Action Lab contribute to program assessment are included in this document.

EdPlus manages the launch of academic programs online and then supports course development and quality assurance. Once academic programs are established online, the academic units review financials, enrollment, attrition, benchmarking, competition, and goals. These components, as well as others, influence review and revision of academic programs. For example, faculty receive evaluation information for individual courses directly at the end of each session. ASU Online program leads have access to 360 Reviews (including data on pass rates, course evaluation responses, course reviews), as well as additional data and reports for specific online programs. The EdPlus Academic Portfolio Management team facilitates dean meetings, and this sample deck was recently used to report information.

Assessment and Evaluation in EOSS
Educational Outreach and Student Services (EOSS) developed some organizational habits to ensure that units are data-driven and informed through assessment and evaluation while being oriented toward continuous outcomes improvement. To ensure that outcomes-based work is infused throughout the organization, EOSS offers training summits, dedicated work streams and resources for teams to track data in informative and actionable ways to foster student success.

EOSS also engages in annual reporting and reflection. Each office is required to submit an annual report that reflects on what was implemented, who was impacted, and the extent to which it was successful. To supplement this work, units are encouraged to complete a scorecard, which measures their progress over time on critical indicators. Many EOSS areas use dashboards to monitor progress in real-time and actionable ways. For example:
- University Housing uses a dashboard that articulates who their students are, and combines it with information about retention flags, retention risk, socio-emotional connection to the community, health and wellness needs, and career interest information. The information is used to enhance student connections, engage in outreach, and strategize around outcome improvement opportunities.
- CPDS tracks student engagement with services to determine which students are (not) engaging in readiness activities. Services are connected to NACE career readiness competencies, and information is shared with colleges to ensure student success.

EOSS uses surveys to assess student needs and successes before, during and after college; they are also used to help students as they progress to and through the university's pipeline. As an example, Fraternity and Sorority Life uses several surveys at different points in time to

understand the extent to which students are connected, making friends, well, and have interpersonal, teamwork and leadership skills. Surveys are also used to understand effectiveness of student interventions.

EOSS leverages the First-Year Connections survey to assess how students transition to the university broadly, and in particular, to specific aspects of EOSS' portfolio. For example, survey data inform University Housing about students' connectedness at the beginning of the term, and they use the data to increase engagement and connections in the halls.

The NACE First Destinations Survey (FDS) is used to assess career outcomes. This survey allows ASU to analyze information about post-college employment (related salary, preparedness, job location, and job function information). These data are used to iteratively improve annual outcomes so students are prepared for advanced study or employment.

EOSS consults focus groups routinely to gain feedback and perspective from students. Recent focus groups include determining the impact of the New Student Orientation Experience, off-campus commuter student needs, and needs of ASU college and pre-college families. Information is used by EOSS units to improve programming and offerings.

Assessment of General Education
The assessment of general education is described in 3.B.2.**,** along with the description of the program. ASU has been working continuously since our last re-accreditation on assessing the general education program. There have been several approaches used over the years with less-than-ideal results *(3.B.2.)*. With ABOR Policy 2-210, the current general education program is undergoing evaluation and revisions, including assessment. Program assessment will be incorporated into the general education infrastructure during the revision process, instead of as a supplement, resulting in a more seamless approach that provides formative feedback during program implementation.

ASU has been collaborating with the other Arizona public universities on a tri-university general education assessment project *(3.B.2.)*. The ABOR project and ASU's Quality Initiative *(3.B.2.)* have provided insight and recommendations into what is needed to build a successful general education assessment infrastructure. In addition, the ABOR project has led to a collaborative relationship around assessment among the three universities. Meetings have continued outside of the ABOR initiative, and have become an invaluable resource for all three universities.

4.B.2. The institution uses the information gained from assessment to improve student learning.

ASU's assessment infrastructure is built on strong foundations of measurable, thoughtfully designed program outcomes and valid and reliable assessment methodologies. The assessment process encourages reflection through annual reporting and comprehensive examination of outcomes and assessment measures every seven years. During annual reporting, programs communicate findings and how they might be used for curricular and pedagogical improvement. All reporting is done in the assessment portal allowing UOEEE to review findings across programs. A review of faculty responses to report questions identifies ways that programs are utilizing data to improve student learning.

Examples of changes proposed in annual assessment reports:

- **BS Health Sciences** worked with the curriculum committee, program director and faculty to complete an IRMA (Introduce, Reinforce, Master, Assess) review of degree curriculum, and modify and add courses and assignments that covered relevant health and wellness coaching competencies. A curriculum gap was identified in EXW 442, and the committee is working to address it.

- **Biochemistry**: The College reported (2021) plans to revise their methodology, changing the indirect measure so data provides more specificity. This will produce better data to determine success in meeting outcomes and interpret results. This demonstrates how programs re-evaluate methodologies based on evidence and outcomes.

- **Political Psychology** master's degree in The College noted in their 2021 assessment report that they plan to change their rubrics' rating scale. This report demonstrates use of rubrics and continual fine tuning. Specifically, the report described the level of faculty participation in the process and the ability for the assessment report template to collect information on how data is used for improvements in curriculum and assessment methodology.

- **Applied Behavior Analysis (Certificate)** reported plans to extend their rubric to include a secondary matrix. This is anticipated for further insight and to strengthen their ability to continuously evaluate students' course-level strengths and weaknesses.

Curricular and assessment process changes proposed during APR.
- **Speech and Hearing Science** conducted a comprehensive assessment plan review during 2020-21. Their review demonstrates how programs integrate specialized accreditation with APR requirements. Assessment methodologies incorporate both direct and indirect assessment, and faculty assessment teams review results, analyze meaning, and craft action plans. This process exemplified how a program reflected and decided to revise the plan to include new assessment tools.

- **School of Art** APR illustrates analysis of data and reflection about their plan to improve methodology and collection of meaningful evidence. The self-study highlighted the relationship between UOEEE and academic programs, particularly assessment support. The majority of the programs pivoted from collecting exam data to constructing rubrics. The MA in Art Education described development of a multimodal methodology to support data from their qualifying exam and the use of university surveys to support direct assessment.

- **Philosophy (BA) and Philosophy (Morality, Politics, and Law) (BA)** noted during their most recent comprehensive review provided an opportunity to evaluate the effectiveness of their assessment plan.

- **W. P. Carey School of Business** assessment activities incorporate criteria set for AACSB and HLC. The Master of Accounting, Marketing online, Marketing Digital and Integrated Communications programs collected multiple sources of direct and indirect data over the past five years, and established benchmarks for student achievement. Reports demonstrate annual analysis and recommendations, with awareness and perspective of longitudinal results.

Academic Program Review

The APR manual provides reflective questions to focus analysis of program learning outcomes and continuous improvement. For each program approaching APR, UOEEE provides individual annual reports, as well as aggregated summary data. Reviewing longitudinal data provides programs the opportunity to identify trends.

4.B.3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Assessment Practices
The UOEEE Assessment Portal has been vital to ASU's ability to examine institutional assessment practices, demonstrating a continual effort of growth and improvement in practices contributing to a culture of assessment and improvement. ASU recognizes there is work to be done, but overall, there are many examples of best practices across the community and in each college, school, and program. The ability to track assessment practices in the portal and communicate effectively and quickly with delegates has enabled ASU to identify problems and provide additional resources where needed. Improvements in overall participation, as well as consistency of practice is still needed; however, improvement in reporting has already been shown to be of great benefit. UOEEE developed audits for executive biennial reports, and these audits identify participation rates and direct focus on programs or colleges that may have dropped out of the assessment process.

Support from administration and ABOR has been key to growth in the use of assessment. ABOR requested that all new program proposals include well-defined program learning outcomes and comprehensive assessment plans. ASU's Provost's Office reviews all program proposals including assessment plans before submission to curriculum committees and ABOR. Provost staff are trained in reviewing assessment methodologies and work closely with UOEEE.

UOEEE works with academic units to implement best practices by providing assessment resources and training. Improvements include moving away from using grades and exams to applying rubrics to measurable outcomes which allows more specification of strengths and weaknesses. UOEEE has also focused on ways to implement indirect assessment to support direct assessment practices. UOEEE has developed tools in the portal to include university survey data (job placement, further education and degree completion, and certification and licensure). Almost all W. P. Carey School of Business programs include two indirect forms of assessment (exit and alumni surveys) with each assessment measure, along with a rubric-based direct measure. This is a clear example of programs integrating both direct and indirect measures. Academic units are also asked to consider formative and summative assessment data when needed to address learning outcomes. ASU also requires units to establish performance criteria for the majority of students to meet or exceed. This process helps establish rigor and provides a mechanism to differentiate acceptable performance.

Assessment methodologies include critical elements needed to conduct valid and reliable data collection. There are new or revised elements in assessment reports and plans that have led to improved practice. For example, ABOR requires programs to include "concepts" and "competencies" with their assessment plans. While concepts and competencies were elements required by ABOR, ASU has used them to improve understanding of how individual measures and artifacts align with and inform program outcomes, resulting in improvements in overall assessment.

Academic units that have recently participated in APR, demonstrate excellence in assessment methodologies, as evidenced in assessment plans sampled from the past three cycles. ASU's assessment requirements and reporting are rigorous. Each assessment methodology requires that three outcomes are chosen for review and have two data points. All certificate programs also participate in annual assessment choosing two outcomes for analysis. Artifacts come from varied mediums, including class-embedded assignments, internships, performances, practical demonstrations, and theses. UOEEE also requires mapping, and many programs incorporate complex mapping.

- **Mary Lou Fulton Teachers College (MLFTC**) initiated a re-examination of their assessment approach, beginning with program learning outcomes (2018). Prior to 2018, each of six program areas in the Division of Teacher Preparation had their own set of unrelated outcomes. MLFTC faculty embarked on a four-year, faculty-driven initiative to develop a set of unified outcomes across programs. The process involved multiple meetings to discuss curriculum and student learning. Faculty mapped and aligned PLOs with existing standards at the national- (InTASC, ISTE) and state-levels (ADE) as well as with the college's vision and values. Ultimately, 15 PLOs were identified and organized into three domains. PLOs have since been aligned with courses associated with the six program areas as part of a division-wide redesign, such that each course gathers evidence related to individual students' progress toward mastery on at least two different PLOs via "common assessments." A new survey was developed to collect student input and indirect data, and faculty are currently conducting student interviews to gather reliability and validity evidence.

Each college has delegates who provide assessment guidance. Delegates assist in developing methodologies, support changes to plans, and evaluate assessment plans and reports. Delegates are knowledgeable about best practices and provide training, resources, and oversight of the process. UOEEE works closely with delegates, providing training and supporting use of ASU's assessment portal. UOEEE staff and delegates frequently co-lead college/unit workshops to meet needs of individual academic units, including those with specialized accreditation requirements.

UOEEE's Assessment portal is an internally developed and maintained site that allows programs to create and edit program assessment plans, and submit annual reports that include data from measures outlined in plans. It also serves as a data repository for programs to examine past data for trends and patterns related to student success. The portal is continuously being upgraded based on feedback from users and already includes many features to promote high quality assessment including:
- A built-in feedback/comment system that allows for providing feedback related to an overall plan or specific elements. Users can respond to individual comments or mark them as resolved as they incorporate feedback into plans.
- A handbook feature that presents requirements and components, within the plan editing page.
- The ability to link measures with survey items, providing updated program figures, within report edit pages.
- A program archive that aggregates previous years' data into an easily readable table, allowing for identification of trends, patterns, as well as areas of strength and weakness.
- Accurate tracking of programs that have completed annual requirements.

UOEEE has extensive [resources](#), including the website, [Assessment Handbook](#), [Canvas Site](#), [UOEEE survey data](#), and dashboards. Combined, these assets provide a wealth of information related to assessment. The UOEEE site provides brief digestible summaries of components needed for plans, reports and APR, including a bi-annual newsletter summarizing policy updates, new requirements, and deadlines. While the website produces short digestible pieces of information, the [handbook](#) provides greater detail. The [Canvas site](#) acts as a repository of UOEEE resources and includes blank templates and examples, recorded webinars on developing plan components, and walk-through videos of the portal. UOEEE also offers workshops, one-on-one consultations, personalized review and feedback of plans, and custom data reports.

UOEEE conducts [surveys](#) with students and alumni *(4.A.6., 5.A.2.)*, and data can be filtered to the college and program levels and made available directly in assessment reports.

The newest component of UOEEE assessment infrastructure are [dashboards](#) (created by UOEEE/ET) which display data related to artifacts and performance criteria within an academic program's plan. Dashboards show how close programs were to specific criteria, as well as historical data within one display. The biggest benefit is the ability for units to disaggregate data by any number of variables (race, gender, Pell status), by specific academic programs, and learning modalities.

4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

4.C.1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

ASU has defined institutional goals for student retention, persistence, and completion that are appropriate for its [mission](#) and student population. These goals, revised and measured annually, demonstrate continuous improvement over the past 20 years as well as the expectation of further ongoing improvement. As such, the 2023 goals (below) are official but should not be considered static.

ASU's teaching and learning environment is also active and evolving. At the time of the last HLC visit, ASU's online programs were just beginning. In 2012, ASU Online (now part of ASU [EdPlus](#)) had 5,016 undergraduates enrolled in 58 degree programs. In 2021, there were 42,711 students enrolled in 248 online programs. Although the curriculum, degree requirements, and instruction for ASU Online are the same as for on-campus, the student populations are quite different. Online students, on average, transfer more [credit hours](#) (online: 63.7; campus: 57.7). These students are older, have been out-of-school much longer, quite often have full-time occupations and are far more likely to be part-time students. For these reasons, student retention and persistence are often measured differently, for campus-immersion and online modalities. Thus, ASU, in collaboration with ABOR, has also set student success metrics [specific to the online enterprise](#).

As noted in ASU's [Strategic Enterprise Plan 2022](#), the following goals and metrics have been established for 2023 and beyond:

- Adhere to a goal of accessibility whereby the first-year student population matches Arizona's extensive socioeconomic diversity. At the same time, provide academic support and personal support so that educational outcomes for success are undifferentiated. This applies equally to on-campus and online students.
- Increase student enrollment to 71,000 on-campus undergraduate students and 14,000 graduate students (Fall 2025). For online, the goals are 73,000 undergraduate students and 23,000 graduate students (Fall 2025).
- Improve first-year retention rates to 90% for the first-time, full-time freshman cohort as reported to IPEDS.
- Improve online course completion rate for online students to 90%.
- Achieve 14 average credits completed per academic year for online students.
- Increase six-year graduation rate to 73% for the first-time, full-time freshman cohort graduating in 2023; and continue to improve it to 85% with more than 15,000 graduates. The goal for online bachelor's degrees awarded is 9,900 in 2023.
- Increase the number of graduate degrees awarded to over 15,000 by 2025, an increase of more than 3,000 degrees from 2021. Ultimately, increase total graduation of online and immersion graduates to 40,000 per year.
- Increase the number of ASU Online graduates to more than 26,000 annually by 2026.
- Consistent with our commitment to a diverse student body, ASU has set a target of graduating between 124,000 and 133,000 additional Black, Hispanic, Indigenous, and Pell-eligible students between now and the end of academic year 2035. This is an average compound annual growth rate in the number of degrees earned annually by those students of 5.4%, achieved through closing equity gaps and creating alternative onramps for learners.

To achieve this level of accessibility, ASU has set admissions policies to provide financial aid, and academic support that enable enrollment growth, at the same time, increasingly educating the underserved populations.

4.C.2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

As demonstrated in the 5 Year Strategic Plan and the 2022 Strategic Enterprise Plan presentation to ABOR, ASU continuously tracks and monitors a range of data related to student success. University Office of Institutional Analysis (UOIA) calculates official retention, persistence and completion rates and provides data dashboards, common data set submissions, historical summaries, and strategic planning summaries that support institutional decision-making, planning, and reporting. The same data are produced by ethnicity, Pell eligibility, first-generation status, residency, etc. Because data-driven decisions about retention, persistence, and completion are important, the provost and deans frequently discuss relevant data to develop student success strategies at the university, college, and unit level (Deans Council agenda items).

Colleges also collect and analyze retention, persistence, and completion data. Barrett, the Honors College analyzes student retention, persistence, and completion rates. Watts College of Public Service and Community Solutions collects data, makes adjustments based on findings, and shares results with leadership, faculty and staff. University College collects retention and graduation rates for specific groups (Indigenous students).

4.C.3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

Continued improvements in retention and graduation rates are central to ASU's mission of an inclusive approach to access and a corresponding commitment to success of all enrolled students, as expressed in its Charter. Unlike other research universities, ASU has not improved traditional success measures by increasing enrollment of students most likely to succeed (higher GPAs, higher family income, better high school preparation). Instead of simply limiting the cohort, ASU has systematically improved retention and graduation through continuous innovations designed to enable success of students of every background. In the absence of continuous innovations, ASU's graduation and retention rates would cease improving at the current rate.

Since 2006, when ASU began implementing technological innovations, Pell students' retention has increased by 13 percentage points, from 71.7% to 84.4% in 2019. In contrast, non-Pell students improved 8.7 percentage points, from 78.3% to 87.0%. In this same time period, the first-year retention rate for white students improved 8 percentage points. The rate for underrepresented minorities improved 13.1 points.

Operating at ASU's scale requires close cooperation among central offices (e.g, Provost's Office, EdPlus, and EOSS) and academic units. Ongoing meetings are held in which data are shared, problems are discussed, and best practices are presented. Because colleges are held accountable for retention within the university, not merely within their college, they are willing and active participants. Meetings between deans and the provost are held monthly. Associate deans, along with senior staff from EOSS and the Provost's Office, meet bi-monthly to discuss student success. There are additional monthly meetings with academic specialists on "Data Analytics," and quarterly meetings on Digital Engagement.

The entire retention apparatus is centered on university-level retention and completion. Academic units monitor students' progress using eAdvisor and Persistence Outlook, intervene when students display an inability to progress in their major or disinterest in their chosen major(s), and assist in finding majors that better fit their skills and interests. Colleges [example] also examine year-to-year enrollment and participation data by academic program, degree type, and other subgroups to develop strategies for facilitating student success. Staff analyze and use participation data (percentage of successful students who engaged in a particular program or used a specific university service) to refine existing programs and services and develop new initiatives [examples]. First-year students engage in a variety of special programming *(3.D.1., 3.D.2.)* to facilitate engagement.

ASU monitors the academic success of student-athletes. On June 13, 2022, the National Collegiate Athletic Association announced that ASU achieved an Academic Progress Rate of 995 for the four-year period (2017-18 to 2020-21), an all-time high for ASU and the highest in the PAC-12 for that reporting period.

Colleges have detailed plans for retention, persistence, and completion. Watts College of Public Service and Community Solutions' plan includes strategies for engagement and interaction, financial interventions, faculty engagement, and curricular design. Edson College of Nursing and Health Innovation's plan includes advising, student engagement, communication, and affinity building.

General education courses with suboptimal success rates have been redesigned while maintaining rigor. Many large introductory courses with relatively low pass rates are now taught as blended active/adaptive courses. Successful efforts include introductory math, biology, economics and psychology courses. In the college algebra course, the pass rate improved from 63% to 84%. Students from all backgrounds improved at statistically significant rates.

4.C.4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

ASU's processes for collecting and analyzing retention, persistence, and completion data reflect best practice. UOIA and UOEEE follow protocols for collection, analysis, and reporting. They use consistent data definitions, and items on *ASU's Persistence Survey* were worded and pilot-tested prior to implementation. Appropriate analytical procedures are followed, and quality control mechanisms are implemented to ensure accuracy of calculations and reports. Data are analyzed for aggregate as well as for meaningful subgroups. Institutional dashboards are used to analyze enrollment, retention, persistence, and graduation rates (Enrollment Trends by Campus of Major, First-Year Students by College - Campus Immersion, Retention and Graduation Rates for Full-Time First-Year Students - Campus Immersion, and Degrees Awarded Trends by Campus). Administrators use data to drive planning and decision making.

5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of educational offerings, and respond to future challenges and opportunities.

5.A. Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

5.A.1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

Arizona Revised Statute 15-1601(B) establishes that the Arizona Board of Regents (ABOR) will be responsible for maintaining state universities in particular locations throughout the state including campuses for Arizona State University. This statute also provides for shared governance by faculty, through elected representatives, for academic and educational activities and personnel matters.

ASU's leadership delivers annual briefings about the institution at ABOR meetings and provides ongoing updates in subcommittee meetings (example). The institution also presents an Annual State of the ASU Enterprise report, including metrics goals, targets, and forecasts *(5.A.2.)* to ABOR.

ASU's commitment to shared governance is reflected in principles established by the University Senate:

> Shared governance establishes the ethos and structures that enable divergent ideas to be placed on the table, debated for their merits, shaped for the larger good of the university community, and put to use in a timely manner. Shared governance is the keystone that enables the Academic Assembly and the administrative leadership to sustain and advance the university's mission, effectiveness, and reputation.

The faculty senate works closely with the provost's office in approving academic programs, curricula and degrees, as well as communicating faculty issues and concerns. The provost and vice provost for academic personnel attend all senate meetings, as well as monthly meetings of the leadership and the University Academic Council (UAC). The provost provides updates on enrollment figures, budget, and new initiatives and answers questions. This close communication offers a firm grounding for productive collaboration and reminds faculty of the joint responsibility for advancing student success and increasing enrollment and retention.

The senate is included on search committees for deans and faculty grievance processes. One recent example of the close working relationship between the senate and provost relates to career-track faculty. Partly in response to senate concerns regarding titles and working conditions, the provost developed a plan to increase the base salary for teaching faculty. This initiative was driven by mutual concern about rising costs in metropolitan Phoenix and the need to identify teaching faculty by titles that better reflect their professional status. Those who were formerly identified as lecturers are now assistant, associate, or teaching professors. The plan was initially shared with the UAC and faculty senate, and modifications were made to titles in

response to senate concerns. At request of the president, the senate can also establish conciliation committees as a means to avoid formal hearings and resolve differences.

The leadership team's organizational structure was described in 1.A.1. In addition to the matrixed EVP team, the president has an executive committee and multiple topical working groups to ensure engagement with university stakeholders. The University Council (including senior university officials) and student government's Council of Presidents convene quarterly to review progress toward goals and discuss new initiatives and programs.

Shared institutional governance is also demonstrated by faculty and staff serving on a variety of provost-, senate-, and university-level committees.

ASU Staff Council, an elected group of employees, serves in an advisory capacity to the president, and provides guidance and feedback on issues that affect staff. This council addresses a range of topics (compensation, professional development, advancement, inclusion), and has several university-wide committees to address specialized challenges. Committee membership is open to any staff member.

Associated Students of Arizona State University (ASASU) comprises five student governments: Undergraduate Student Governments at the Downtown Phoenix, Polytechnic, Tempe and West campuses, and the Graduate and Professional Student Association. The Council of Presidents routinely meets with senior administrators to discuss and address student priorities. Student leadership sets priorities, supports activities, and oversees the student fee, which supports clubs through an appropriations process. Student Government also supports university-wide events and engages students in diverse programming.

5.A.2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

ASU has developed a data-driven organizational culture to identify strategic opportunities, develop new programs, improve resource allocation, and assess educational effectiveness. Leaders across the organization are expected to be entrepreneurs in achieving ASU's charter. Thus, responsibility to use data to make stronger decisions is distributed across the public enterprise at all levels. To support a data-centric decision environment, ASU has created several offices specifically for producing, analyzing and disseminating data for the benefit of the university and its constituents.

The Office of Enterprise Planning is responsible for integrating ASU's growth plan to support strategic investments that advance ASU's charter over a long-term horizon. It is charged with facilitating use of data and information to improve decision-making, including monitoring and regularly reporting on outcomes of the public enterprise. Examples of this work include:
- Annual State of the ASU Public Enterprise and Arizona State University presentation.
- Regular reporting on metrics, goals, targets and forecasts, including progress toward various metrics determined by ABOR and ASU.

The Public Enterprise Office, the senior leadership team in the President's Office, prioritizes the use of data in informing the enterprise strategy. Notably, it houses the Enterprise Intelligence Unit (EIU), which, guided by the values and objectives expressed in the ASU charter and other foundational university documents, characterizes opportunities and threats facing the ASU Enterprise. The EIU is charged with performing research and analysis that informs enterprise-wide strategy and increases capacity of other units across the enterprise to perform

high quality intelligence work within their units. The work of the EIU focuses across three key domains:

1. **Organizations**: External organizations may be current or potential strategic partners, funders, regulators, competitors, or vendors to the ASU Enterprise. The activities of these organizations may have a significant impact on ASU's strategic and tactical decision making. Analysis of organizations by the EIU focuses on monitoring and characterizing the opportunity presented to the ASU Enterprise (organizational activities, leadership interests, financial resources, technologies, products/processes) and the risk presented to the ASU Enterprise (state of competitive technologies, associational/reputational risk, and funding volatility). Examples of recent work products include regular updates on the financial performance of educational technology company partners and overview analyses of corporations.

2. **Technologies**: The EIU focuses on strategic analytical needs, including evaluating social and economic contexts/implications, understanding the competitive landscape, and evaluating potential use cases for technology. Analytical needs that are more tactical or operational in nature, including decisions on accessing technology (internally developing, partnering, or purchasing) or deploying technology, occur in the Enterprise unit(s) that would deploy the technology. Examples of shareable work include analyses of start-ups and the underlying technologies they are advancing.

3. **Markets**: All ASU Enterprise activities exist within markets that both influence and are influenced by macro trends in economic, social, technological, policy, and other domains. The premise is that the ASU Enterprise can anticipate and prepare for possible futures suggested by these emerging trends. The EIU continuously monitors future-oriented work from consulting firms, think tanks, government agencies, and individual thought leaders that speak to emerging trends. Examples of original work products that characterize potential addressable markets and unmet need for higher education programs include the Arizona-California economic integration slide deck; analyses of associate's degree production and graduate degree production in large metropolitan areas; and datasets that merge labor market, demographic, and regional economic data that inform decisions on program offerings.

In addition to the work above, the EIU regularly produces a news scan for the President and senior enterprise leaders. These news scans collect and organize news stories, externally-created reports, legislation, and other items into a framework that facilitates strategic discussion and incorporation of insights into the enterprise's decision making.

The Public Enterprise Office also coordinates with other key ASU offices, including the Office of the University Economist. This unit has two primary functions: 1) respond to strategic and tactical needs of the Office of the President and the university as a whole related to ASU's role in economic development, and 2) administer the Productivity and Prosperity Project: An Analysis of Economic Competitiveness. The office produces an annual report [2022 update] of ASU's economic impact.

Academic Enterprise data teams lead ASU's work to use data to improve educational effectiveness. The teams consolidate metrics and operate dashboards through the Academic Enterprise Dashboard landing page, allowing easy navigation and agile central redirection of leadership, faculty and staff toward reports and dashboards relevant to enrollment management, student success, administration and institutional excellence. Pages related to enrollment and

student success are governed through common protocols to ensure seamless and appropriate access. Additionally, the Academic Enterprise Enrollment team circulates weekly and daily reports (depending on proximity of term start) created by Registrar Services and Enrollment Analysis to track enrollment, retention overall and key segmentation strategies. Central Enrollment Management teams use data (monthly or weekly depending on proximity of term start) to monitor enrollment trends for undergraduate, graduate, new and continuing students by market for campus immersion and by channel for digital immersion. Season-to-date indicators where enrollments are lagging or leading prior cycles are communicated to key constituents in financial aid and college leadership. Overall enrollment projections are recalibrated throughout the monitoring cycle and those projections inform the Office of Budget and Planning and Enterprise Planning constituents.

ASU launched its Actionable Analytics, in-house Predictive Modeling and Student Success coordinated care team in 2019 as a partnership between the Provost's Office and Enterprise Technology. Development and strategic direction for tools and related ecosystems (data mart, campaign (list) builder, predictive models and related dashboards) are regularly reviewed with provost and college student success leadership for campus and digital immersion undergraduate students. This team provides data science capability and analytic insights and builds staff facing tools to meet data needs of student success and services teams.

ASU's Office of the University Provost facilitates data-driven decision making in support of personalized support services across the academic enterprise. The Data Strategy, Analysis and Planning team provides leadership in using data to inform student success strategy and planning activities, as well as ensuring the institution has a data infrastructure that enables contemporary methodologies and systems for acting on data insights at all levels. This team collaborates with Student Success Innovations to design data-driven strategies to provide personalized student support through "retention campaigns." A retention campaign is a university-wide coordinated outreach based on a retention indicator or combination of indicators. Coordination of retention campaigns occurs across various academic and service units, as well as, leveraging multiple outreach strategies (e.g. Advisor Portal) and communication channels (email, ASU Mobile App, SMS messaging, and Sunny Chatbot).

The University Office of Evaluation and Educational Effectiveness (UOEEE) administers and distributes a cadre of student surveys to students and alumni on diverse topics, including experiences, academic and post-graduation outcomes, and needed support/resources *(2.B.2, 4.A.6.)*. Surveys of new first-year students, transfer students and veterans are designed to identify emergent needs for support and services. Responses from the Connections Surveys are curated and posted weekly for service unit and college interventions. Data files are used to target emails, phone calls, check-ins and programming based on issues raised by individual students. In contrast, Report Card Surveys collect data about students' entire university experience, and First-Destination and Alumni surveys cover postgraduate education and employment. Data from these surveys are routinely used in assessment; program review and accreditation; strategic planning, evaluation and decision making; and official reporting. University personnel use UOEEE's survey-reporting site to request stock reports or create custom reports based on data needs. For example, the Enterprise Marketing Hub uses UOEEE survey data to examine student experiences and build Alumni Affinity and Alumni Segment models. Educational Outreach and Student Services (EOSS) uses Connections and First-Year Student Survey data to build an analytics dashboard for Housing and other service units. The W. P. Carey School of Business (WPC) uses student skills' data in their annual review of academic programs.

ASU's data-driven culture of decision making extends to the level of individual colleges. For example, to assure desired programmatic outcomes are maintained and continuously improved (CI), Mary Lou Fulton Teachers College (MLFTC) uses a full evaluation feedback cycle to ensure activities are data-driven, faculty-led, and focused on students' academic and professional best interests. Faculty receive program assessment results and operations data, and student academic and professional placement outcomes annually. Areas for improvement are identified and prioritized by faculty and support staff, interventions are planned and implemented, and continuous assessment of program effectiveness is systematically repeated to ensure effective and up-to-date curriculums are delivered in every program. In addition to faculty and staff oversight of CI activities, active Topical Action Groups aid in assessing and coordinating improvement efforts and work closely with college and university administration to implement improvements, thereby, assuring high program quality.

The College of Health Solutions' (CHS) Academic Success Hub, in collaboration with faculty program directors, oversees all critical activities for academic program needs. Examples of using data to drive informed decisions include using analytics dashboards to review DEW rates in critical courses as well as persistence and retention.This information is reviewed regularly by faculty program directors and Academic Success leadership, and is discussed in program-level curriculum committee meetings. Using these informed collaborations to support student success, major maps may be altered (add or remove courses) and courses may be revised (ensure proper knowledge scaffolding, adjust prerequisite requirements).

A large majority of ASU Online courses are offered during Session A or B as 7.5-week courses. For several years, faculty in The College of Liberal Arts and Sciences have tested the hypothesis that 15-week courses produce better outcomes than 7.5 week courses for ASU Online students. To inform future scheduling, EdPlus in collaboration with the Provost's Office charged the Action Lab research team to evaluate the impact of 15-week courses on student outcomes in 100-200 level math and Spanish courses. As shown here, 15-week courses did not significantly improve, and in most cases lowered, student outcomes. As a result, the Provost's Office decided to discontinue 15-week offerings of these courses.

Every year, benefits-eligible faculty participate in an annual review process *(3.C.4.)* that involves all aspects of employment, according to specifications of their particular position. Non-benefits eligible faculty are also reviewed, but processes are locally administered. Course evaluations are one of the most important elements of annual faculty teaching evaluations, and they are utilized in promotion and tenure considerations *(3.C.4)*. When course evaluations indicate potential teaching challenges, they are used as a starting point (together with observations, mentoring, and other feedback mechanisms) for conversations about improvement. Ultimately, the faculty member might be placed in a Unit Development Plan (UDP), for cases where one area is underperforming, or a Performance Improvement Plan (PIP), in cases where overall performance has been deemed to be unsatisfactory. Either plan outlines specific actions, support, and expected outcomes. Subsequent course evaluations can be used to track improvement and/or areas for further consideration. On the other hand, course evaluations are one of the components used when determining merit and excellence, including salary adjustments.

5.A.3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

ASU's administration ensures that faculty, staff, and students are involved in setting academic requirements, policy, and processes through collective structures.

New academic programs are initiated at the department level and secure approvals from college curriculum committees, deans and the Curriculum and Academic Programs Committee of the University Senate; final approval is by vote of the Senate *(3.A.1.)*. The University Senate Personnel Committee serves in a policy-forming and advisory capacity in the study, clarification, and formulation of policies and procedures affecting faculty and academic professionals (hiring, development, promotion and tenure, grievance, and retirement). The Senate's Student-Faculty Policy Committee serves in a policy-forming and advisory capacity in matters related to students (e.g., admission/readmission, advising, grading, academic integrity, and graduation requirements). During the past 3 years, the committee has addressed academic integrity through discussing policy and procedures and raising concerns about tuition assistance websites. The committee discussed matters with provost leadership, senators, and college integrity officers. The presence on this committee of ex-officio representatives from student government ensures student input. Faculty and senators also can submit requests for consultation to review a question. Requests are then reviewed by the appropriate committee in consultation with relevant faculty and staff before making recommendations.

Graduate College leadership collaborates with faculty, staff, and students to update requirements and policies. The University Graduate Council (UGC), composed of appointed members from each college, meets monthly with leadership to review academic planning and approve program additions and changes. The graduate dean solicits feedback annually from college deans. Graduate support staff share policy/procedural suggestions based on interactions with students and faculty during monthly training sessions. College leadership meets annually to review recommendations and trends and discuss catalog updates for the next academic year. Monthly meetings are held with the GPSA to discuss issues, and a student advisory group provides input on graduate policy, in particular through the lens of inclusion.

A recent example of the collaborative process used by ASU's administration can be found in the development of a new strategic plan for WPC, an ambitious planning process led by the school's incoming dean in January 2022. The process involved a steering committee consisting of more than 20 WPC senior leaders that met weekly over a span of six months to identify needs and develop priorities to advance the school over the next five years. The process began with a review of the school's vision and mission as well as a school-level SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis. This led to an updated vision and mission, and articulation of a set of core tenets that are now the school's foundational principles. Stakeholder input was solicited from close to 300 undergraduate and graduate students. More than 140 faculty, 140 staff, 950 alumni and 70 corporate partners provided perspectives and ideas. Strategic planning continued in each unit with a unit-level SWOT analysis used to create a set of charges for each leader that aligned with the school-level plan and served as the basis for unit faculty and staff to develop their own strategic plan [example]. The WPC strategic plan reflects both where the school is today and where it is going in the future and captures its commitments to advance the school and its community.

5.B. The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

5.B.1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

ASU's qualified and trained operational staff and strong infrastructure support its ability to deliver operations at all locations.

Staff qualifications and training
ASU strives to hire qualified employees by developing detailed position descriptions *(3.C.1)*, implementing strategic recruitment plans, and offering competitive salaries and benefits. The institution also offers robust onboarding; coaching, training and professional development; evaluation, and recognition through retirement *(2.A.2., 3.C.4, 3.C.5, 3.C.7., 2.E.1.)*. Forbes recently named ASU one of the 'Best Large Employers in the U.S.' and in Arizona. As a demonstration of ASU's commitment to a positive educational and workplace environment, employees are required to complete Inclusive Communities training *(1.C.3.)*.

Human resources
In Fall 2021, ASU had a total of 17,154 employees compared to 12,532 in 2011. Faculty and staff comprised approximately 28% and 42% of ASU's employee total in 2021.

Fiscal resources
ASU's revenue is derived from public investment, tuition and fees and other sources. For the past 10 years, the university has experienced an annual positive change in net position every year. Net revenues have exceeded $4 billion since FY'21.

Physical Resources
ASU invests in necessary infrastructure to support academic offerings on four metropolitan Phoenix campus locations and in other locations. In the last 10 years, ASU has added or renewed over 5.8 million gross square feet of space through new construction, significant renovations, acquisitions or long-term leases to support our teaching and discovery mission. See 3.D.4. for a summary of instructional spaces. Highlights include:

> The Rob and Melani Walton Center for Planetary Health serves as a gateway to the Tempe campus and houses the Julie Ann Wrigley Global Futures Laboratory, the Global Institute of Sustainability and Innovation, the Rob and Melani Walton Sustainability Solutions Service, the College of Global Futures, the School of Sustainability, and the Institute of Human Origins.

> The Media and Immersive eXperience (MIX) Center, a joint project between the City of Mesa and ASU, houses Herberger Institute of Design and the Arts academic programs related to digital and sensory technology, entrepreneurial support, experience design, film production and immersive media.

> The Herald Examiner Building houses the ASU California Center and supports academic and public programs that leverage ASU's global vision for the New American University in Los Angeles.

> The Health Futures Center represents the collaboration between ASU and Mayo Clinic with the shared goal of improving community health and well-being outcomes.

Fusion on First provides a vibrant space for innovative programs on the Downtown Phoenix campus, along with housing for upper division and graduate students.

The F. Francis and Dionne Najafi Thunderbird Global Headquarters houses the Thunderbird School of Global Management and builds upon the critical mass of professional schools and dynamic urban environment of the Downtown Phoenix campus.

Technology

Technology innovations are at the core of ASU's ability to deliver a scalable yet personalized student experience. In 2022, the University Technology Office changed its name to ASU Enterprise Technology emphasizing a dedication to supporting all modalities of teaching and learning. The 2022 Year in Review showcases accomplishments, including such highlights as the release of a chatbot to assist students with financial aid questions, implementation of a near real-time dashboard to track student-athletes' academic progress, and advancement of ASU's Digital Equity Initiative to connect the under- and unconnected across Arizona.

The Sunny Chatbot system *(3.D.2.)*, built on Amazon's Web Services Lex platform, is supported by multiple ASU units. A dedicated team of software developers in Enterprise Technology maintains the product, while the Provost's Office serves as product owner and collaborates with numerous departments to support students. Employees complete training to gain access to and use the system, further ensuring program and system integrity.

Enterprise Technology developed a data dashboard that enables individualized support to student-athletes. Prior to its release, academic coaches relied on four grade checks per semester. The new dashboard facilitates more active engagement, through display of Canvas course data in current and prior terms, in conjunction with grade checks and professor feedback.

ASU is leading a $34.6M effort to bridge the digital divide for learners in Maricopa County, through advancing broadband, community support, equipment, and training. Enterprise Technology, is collaborating with Sun Corridor Network and the Digital Equity Institute, along with hundreds of faculty, students and staff, to bolster digital proficiency and distribute internet-connected devices to households lacking adequate internet performance needed for remote work, downloading homework or streaming.

Beginning in 2020, ASU launched the design and implementation of ASU Sync *(3.D.4)* as a new learning modality that emphasizes live and interactive experiences that extend participation beyond the physical classroom. Accomplishing ASU Sync required an ambitious enhancement of digital capabilities of more than 900 classrooms including cameras, microphones and digital displays to support interactions. This modality provides flexibility for remote/hybrid courses, as well as capability to include outside speakers, record courses for later review, and support learners. A multi-layered training approach supports faculty and instructional support staff through workshops, consultations, and orientations. Infrastructure has continued to evolve with innovations like 'Sync Studio' that offers virtualized teaching spaces for live, fully remote classes with the engagement and feeling of a traditional classroom.

A summary of Enterprise Technology's computing services in support of administrative, instructional and research needs may be found in 3.D.4., and staff financial, HR, and CRM systems are noted in 3.D.3. and 5.B.3.

5.B.2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

ASU's continued success depends on generation of revenues to support required investments in academic, research and related activities. Net revenues for ASU and component units have more than quadrupled over the past two decades exceeding $4 billion since fiscal year 2021. Sources of revenue include public investment, tuition and fees and many other sources as detailed in this excerpt from the president's financial review to ABOR (February 2023). In addition, during the period from 2013 to 2022, the university has had a positive change in net position every year.

As evidenced in the FY2022 annual review, key metrics demonstrating ASU's financial health have consistently increased year over year including the operating margin ratio and monthly day's cash on hand. Continued steady growth in student enrollment is a positive indicator toward expected future tuition and fees revenue. In February 2023, the university announced the ASU Foundation's endowment reached $1.39 billion and improved ASU's NACUBO ranking, rising 17 spots to 99 out of 689 institutions. Grant and contract revenue is expected to exceed $800 billion in FY23, in part because of ASU's unique positioning relative to increased federal funding priorities including the CHIPS and Science Act.

5.B.3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

ASU employs a well-developed process for planning, budgeting, forecasting, and monitoring performance throughout each fiscal year. Departments use Workday Adaptive Planning, a top-tier, cloud-based budgeting software system, to record all budgeting and forecasting data by unit, fund, and program. This system is integrated with ASU's financial and human resource systems to enable management reporting for functional staff at all levels.

Each spring, departments develop their budget for the following fiscal year, which starts on July 1. The Office of Planning and Budget (OPB) produces guidelines, training, and management reports to facilitate this exercise. Departments regularly update their forecast — at least quarterly — to reflect new factors and changing conditions since the original budget was developed. At the end of each fiscal quarter, departments explain budget variances and submit a mitigation plan if forecasting a negative, year-end fund balance. Furthermore, OPB facilitates mid-year reviews between unit leadership and ASU's chief financial officer to discuss current year performance, risks, opportunities, and future plans.

ASU's unit-driven budgeting and forecasting process informs the enterprise-wide budget and forecast presented biannually to ABOR. This presentation is based on generally accepted accounting principles (GAAP) and comports with ASU's audited annual annual comprehensive audited annual comprehensive financial report (ACFR). Many statistics and ratios in the ACFR are included in ASU's annual financial review report, submitted annually to ABOR (January) for review and discussion.

Working Group Finance is the primary venue in which public enterprise leaders ensure coherence between budgetary and financial considerations — at both university and enterprise levels — with the strategic, operational, and tactical plans of the public enterprise. Members include the president, executive vice presidents, senior vice president and university planner, senior vice president and chief of staff, vice president for budget and planning, and the vice president for enterprise planning. The group oversees budget and financial management, revenue and margin enhancement, financial aid management, and strategic innovations. Data

used to facilitate these discussions include budget and financial data, institutional benchmarking, and relationship between enrollment management and budget forecasts. Finally, the executive vice president and university provost meets biannually with each dean and university leaders to review the colleges' financial status and to understand investment opportunities to ensure success of academic and research programs.

5.B.4. The institution's fiscal allocations ensure that its educational purposes are achieved.

ASU ensures its educational purposes are achieved through a combination of formula-based allocations, which guarantee academic units have the resources they need to deliver quality instruction based on enrollments, and an investment process through which the institution is both continually improving students' educational experiences and broadening opportunities.

Enrollment growth is supported by:
- Instructional allocations for both campus immersion and digital immersion course delivery. As an example, College Funding Guidelines show a base allocation methodology for academic units (FY21).
- Academic fees, related to the costs of delivering programs and are allocated to units offering those programs.
- Other student fees, allocated to EOSS to support student services that advance the student experience.

Through the Enterprise's annual budget process, ASU identifies needs and allocates resources for other areas central to the student experience. Specifically, the institution funds central units (EdPlus; Enterprise Technology) to ensure they are delivering high-quality academic experiences through technology and uses central funds to invest in strategic opportunities. One such example is completing the portfolio for the College of Global Futures to have access to both oceans via partnership with Bermuda Institute of Ocean Sciences (BIOS) and the creation of the School of Ocean Futures. As a public research university, it is an institutional priority to allocate funds to hire new faculty in key disciplines. For example, an initial investment of $23M (Fall 2021 - Fall 2022) from the New Economy Initiative intended to address technological and economic changes in Arizona funded faculty in the Fulton Schools of Engineering.

5.C. The institution engages in systematic and integrated planning and improvement.

Processes by which ASU develops and allocates fiscal resources were described in 5.B.3. and 5.B.4., respectively. As part of its constitutional responsibility to ensure Arizona's public universities accomplish their public purpose and mission, ABOR conducts an annual review of ASU's finances *(5.B.3.)*. The institution also presents an annual State of the Enterprise report, including institutional priorities *(1.A.1., 1.A.2.)*, goals, metrics, targets, and forecasts *(5.A.2.)*, to ABOR.

As described in 5.A.2. and 5.B.3., ASU's Office of Enterprise Planning facilitates use of data to improve decision-making, including monitoring and reporting. ASU works to ensure that anticipated resources will be sufficient to support existing and planned capacity through multi-year planning, budgeting, forecasting, and monitoring processes. Enrollment projections provide guidance on expected demand for instructional personnel, facilities, technology, and support services. Projections of research and development activities, driven by measured and anticipated proposal revenues, provide guidance for laboratory facility planning. Resource

projections allow budget planning and capital budget planning outcomes to assign resources to identified needs.

Potential fluctuations in areas that can impact resource availability and capacity demand are monitored and modeled through the multi-year strategic and budget planning structure; and multiple enrollment and tuition rate scenarios are evaluated. Enterprise planning prepares landscape analyses of threats and opportunities (*5.A.2*).

Ad hoc committees composed of faculty and staff (Digitally Enhanced Teaching and Learning Ad Hoc Committee) provide consultation and recommendations to Enterprise Technology and EdPlus on technology matters that affect faculty and students. Examples include a current ad hoc committee that is developing guidance for considering future uses of AI in teaching, learning, and scholarship; as well as a 2020-21 ad hoc committee that provided recommendations on how to position new Sync offerings.

Planning activities are linked, driven by, and are consistent with goals and outcomes; uniting academic program goals, ABOR metrics, and budget planning. ASU's deans work with the Provost's Office to annually review college performance metrics and set forward targets. Metrics include enrollment management, financial and student outcomes (proximal and long-term), and review and target setting processes facilitate ongoing alignment of goals.

Arguments presented in 5.A.1. demonstrate ASU's commitment to shared governance. Policies, developed through shared governance, guide long-range institutional planning and associated budget processes to meet goals defined by ASU and ABOR strategic plans. University Senate committees (University Services and Facilities) provide input into ASU's strategic planning process. Deans and academic units provide key input to guide the planning process through annual budget submissions *(5.B.3)* that are aligned with ASU's charter and goals. ASU's president and academic leadership hold town hall meetings to garner input from faculty, staff, and students when considering issues that have broad impact on the university [examples].

ASU's planning and decision making processes integrate perspectives of internal (Working Group Finance, college deans, faculty senate, student government, and staff council) and external constituent groups [4 example advisory boards]. The following example highlights collaboration among university leadership, student government, and other internal stakeholders. Student leadership identified the need for a venue that could accommodate 1,000+ students, offer collaborative workspace for student organizations, and provide areas for studying and connection. As a result, they proposed construction of the Student Pavilion (STPV). In 2015, students and EOSS identified a location, developed a vision, and secured funding. The Facility Fee Board, composed of student representatives across all locations, met with project representatives and endorsed use of the fee. Once approved, a student steering committee was formed with representatives from student government, Planning and Activities Board, Council of Coalitions, Fraternity and Sorority Life, and the Residence Hall Association. Working with the Office of the University Architect, they incorporated a Net Zero design, demonstrating students' commitment to sustainability. In 2017, the project was completed and opened to students.

ASU links processes for student learning assessment and evaluation of operations with planning, budgeting, and continuous improvement. Assessment is a key component of ASU's academic planning cycle, Academic Program Reviews (APR), and reviews mandated by specialized accrediting agencies. APR's are reported to ABOR and include assessment data and other indicators of student success, as well as strategic initiatives, future directions and resource implications *(4.A.1.; 4.B)*.

The Student Success Leadership Council, consisting of associate deans and service unit leads (including EOSS), convenes every two weeks to [align around data](#), [initiatives and student success](#) and is the space where continuous attention to evolving operational improvements toward student outcomes plays out regularly.

EdPlus in partnership with the Provost's Office leverages program and course data to identify strategic areas for iterative improvement in collaboration with colleges and academic units. The [high-level approach](#) targeting high-impact courses and programs, works across colleges and modalities, and identifies and supports students. Strategies and tactics are based, in part, on recent improvements in student outcomes.

The following examples demonstrate how colleges and administrative units integrate assessment and evaluation results into planning, budgeting and decision making.

The College of Liberal Arts and Sciences, ASU's largest provider of general education credits, strategically approaches decisions impacting students, courses, instructional resources, budgeting and operations using relevant and timely data. Their approach begins with dean's office leadership, resources and guidance and is bolstered and individualized by academic units. Demand projections, budgeting and curricular inputs, directly inform planning and budgeting decisions (number/type of courses, staff support, organizational structure, course design), as well as the level of teaching investments. This proactive approach of managing course offerings and instructional resources ensures availability of high-demand courses. Student outcomes are regularly reviewed, discussed, and acted upon by leadership, and centralized [self-service tools](#) and [reports](#) support these efforts.

Each fall, College of Health Solutions program directors use [assessment reporting](#) to evaluate student performance in key success measures. During the spring, leadership conducts a systematic review of each program, linking processes for learning assessment, evaluation of operations, planning and budgeting. This process engages faculty program directors, and student success, finance and academic success personnel to analyze metrics including trends in enrollment, retention, and persistence over time and across cohorts. These data-focused discussions inform enrollment forecasting, recruitment strategies, faculty hiring plans, budget requests, and programmatic updates. This process is refined annually to achieve intended outcomes for student and operational success.

To inform annual strategic and curricular planning, Herberger Institute of Design and the Arts (HIDA) reviews data from academic programs, persistence and [national trends](#), and participates in a [national alumni survey](#). Recently, HIDA's success team examined a program's online curriculum, course caps and scheduling, and recommended changes in pre-/co-requisites to address pedagogical scaffolding, enrollment growth, and progression to graduation. Recommendations for addressing systemic challenges were integral to developing the school's action plan and were presented to the executive council during a discussion about hiring plans and centralized support.

Faculty and leadership from WPC's Undergraduate Curriculum Committee (UGC) meet bi-weekly and discuss [assessment results](#), course changes, retention and DEW rates, and program proposals. The UGC considers student and faculty data, resource constraints, and stakeholder needs and makes curricular recommendations. Academic programs are also reviewed at longer intervals [BA (annually); BS (5 years)] for [retention](#), curricular issues, extracurricular engagement and learning assurance by the UGC, as well as staff overseeing

enrollment, advising, engagement, curriculum and assessment. Discussions focus on such topics as program continuation, faculty/staff support and curricular changes, with the overarching goal of enhancing educational quality. First-year students are required to take CIS 105, and evidence suggests that course success is tied directly to retention. For years, the school emphasized tutoring, supplemental instruction, office hours, study groups, and course cohorts including WPC 101. In 2019, the school launched the 'A+ program,' extending the strategy by housing students from the same CIS 105 section in the same residence hall (Hassayampa A) and integrating group study, targeted programming by upper-class students and instructor office hours. Positive results (retention, GPA) led to the Business Community Advantage program's expansion across the residential college on three campuses and includes general engagement for WPC 101 students.

Co-curricular activities are evaluated on both an ongoing and annual basis *(4.B.1.)*. EOSS embeds a focus on data and analytics into its organizational structure to drive student outcomes. A leadership group convenes quarterly to ensure outcome measurement is a priority, and a data skills development group meets to train staff on data and evaluation work to support those leaders (example). Annually, EOSS areas submit information about opportunities provided to students, student engagement, and associated outcomes. This information is used in strategic planning, cross-organizational collaboration, and budget planning. In addition to annual reporting, data are relied on to improve student outcomes through monitoring progress and recalibrating necessary student support services.

Participation in co-curricular activities is messaged through dashboards to provide actionable insights related to academic retention. This information is linked to annual surveys to assess students' needs and outcomes. The following examples demonstrate how data inform practice:
- Housing reviews survey results to educate operations and residential life staff before Fall move-in, with a focus on determining ways to better support students and improve experiences.
- New Student Programs uses fall orientation survey data to evaluate learning outcomes. Orientation focus groups are used to improve programming for the following year.
- Career and Professional Development Services leverages a post-graduation survey to understand if students are getting jobs and if they feel prepared to find and succeed in a career. Results are used with academic partners to determine how career readiness teams can better equip students with skills and experiences for finding and succeeding in employment. Strategies are documented in a dashboard so academic and career staff can monitor progress.
- Student Connections and Community, and Fraternity and Sorority Life teams use dashboards and surveys to track engagement and student success, while also tracking area-specific metrics like philanthropy and service [example].
- ASU Health and Counseling leverages post-visit surveys to improve operations.

These EOSS examples demonstrate that internalized strategic planning and evaluation processes [example] are in place to ensure that data are actionable to improve student outcomes throughout the year, and reflected upon appropriately to improve operational decisions.