Arizona State University

Strategic Enterprise Plan:
2016 Update & Operational and Financial Review

Arizona Board of Regents
February 4, 2016
Today’s Presentation

Progress towards achieving metric goals

The 2025 metric goals in context

Arizona’s current incomplete socio-economic/competitiveness trajectory and the critical role of higher education in preparing for future competition, change and opportunity

The current public investment model will not allow us to move as quickly as needed to play this critical role

ASU’s enterprise strategy and its emerging elements
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.
Responsibility and The Public Trust

The charter is a promise to the citizens of Arizona.

ASU has a responsibility to fulfill the requirements of the Arizona Constitution to provide public education.

The responsibility is not one that is conditional upon the actions of the legislature; it is ASU’s responsibility to find the means to fulfill its charter while seeking appropriate and fair public investment.
Progress on Key Metrics
Total Enrollment
Full Immersion/On-Campus and Digital Immersion/Online
Freshman retention increases through ongoing process improvement
Arizona Resident Graduation Rates

![Graph showing Arizona Resident Graduation Rates]

- **Freshman Cohort Graduation Rate**

- **4 Year ASU Graduation Rate**
- **5 Year ASU Graduation Rate**
- **6 Year ASU Graduation Rate**

- **Comparative universities**:
  - Ohio State: 58.5%
  - UT Austin: 57.8%
  - UC Riverside: 53.1%
  - Purdue: 51.5%
  - Iowa State: 43.6%
  - Kansas: 41.0%
  - Oregon State: 32.9%
  - Georgia State: 23.3%

**Note**: The graph illustrates the graduation rates for Arizona State University (ASU) along with comparative rates from other universities for the years 2002 to 2012.
Four Year Graduation Rates at UIA Campuses, 2013

- UC System Average: 59.3%
- Cal State System Average: 17.8%

N= 1,423
N= 687
N= 3,668

Source: IPEDS and internal ASU data
Numbers of Graduates: Total Degrees

Five Year Trends

- ASU
- Ohio State
- UT Austin
- Purdue
- Iowa State
Numbers of Graduates: High Demand Fields

<table>
<thead>
<tr>
<th>Year</th>
<th>STEM</th>
<th>Education</th>
<th>Health Professions</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY08</td>
<td>4,000</td>
<td>1,000</td>
<td>500</td>
</tr>
<tr>
<td>FY09</td>
<td>4,500</td>
<td>1,500</td>
<td>500</td>
</tr>
<tr>
<td>FY10</td>
<td>5,000</td>
<td>2,000</td>
<td>600</td>
</tr>
<tr>
<td>FY11</td>
<td>5,500</td>
<td>2,500</td>
<td>700</td>
</tr>
<tr>
<td>FY12</td>
<td>6,000</td>
<td>3,000</td>
<td>800</td>
</tr>
<tr>
<td>FY13</td>
<td>6,500</td>
<td>3,500</td>
<td>900</td>
</tr>
<tr>
<td>FY14</td>
<td>7,000</td>
<td>4,000</td>
<td>1,000</td>
</tr>
<tr>
<td>FY15</td>
<td>7,500</td>
<td>4,500</td>
<td>1,100</td>
</tr>
</tbody>
</table>
Enrollment in Engineering

The number of undergraduate engineering degrees will be rising since the most recent classes graduating are from the period prior to the recent spike in enrollments.

68% Freshman Retention

80% Freshman Retention
Funded research is a new venture at ASU. In 1980, the level was zero.
ASU competes successfully with the best universities

2014 National Science Foundation (NSF) Higher Education Research and Development (HERD) Rankings

Total Research Expenditures: 49 of 866 ahead of

- The University of Chicago
- Brown University
- Princeton University

Non-Medical School Expenditures: 31 of 866 ahead of

- Duke University
- Yale University

Total Research Expenditures among Institutions without a Medical School: 10 of 716 ahead of

- Caltech
- Princeton University
- Carnegie Mellon University
ASU competes successfully with the best universities

Humanities: 18th ahead of

[Logos of The Ohio State University, Cornell University, Princeton University, University of Illinois at Urbana-Champaign]

Engineering Expenditures: 22nd ahead of

[Logos of Carnegie Mellon University, Princeton University, Caltech, Harvard University]

NSF Funded Expenditures: 30th ahead of

[Logos of Harvard University, Duke University, Johns Hopkins University]
2025 Metric Goals and Strategies
2025 Metric Targets

The metric targets for 2025 are likely to be the bare minimum needed to build Arizona’s competitiveness.

Rapid progress in the short term is needed to build the base for achieving the targets. Building enterprise financial capacity is essential given current state investment indicators.

ASU has been assigned a very significant component of the targets and will need to expand its share of enrollment, degrees and research—greater than anything we have ever done.
2025 Enrollment Metric Targets

- Undergraduate immersion
- Graduate immersion
- Undergraduate online
- Graduate online
ASU Enrollment Compared to University Systems in Texas by Total FTE, Fall 2014

Data Source: IPEDS
Enrollment Efforts

Targets can be achieved if:

The pipelines from AZ high schools and community colleges are expanded
• ASU Prep
• High school programs
• me3

ASU brand reputation continues to grow in the United States and overseas. International student markets remain open and financially secure
• #1 school for innovation
• Intensive recruitment activities
• National visibility
• International partnerships

Sensible financial aid policies continue to be manageable within the overall University budget priorities
2025 Degree Metric Targets

[Graph showing degree metric targets from FY15 to FY25 with categories for Undergraduate immersion, Graduate immersion, Undergraduate online, and Graduate online.]
2025 Metric Targets for Degrees in High Demand Fields

The recent trajectory has shown a strong shift towards these high demand fields. The metric increase will be achieved if that trend continues. ASU will assure adequate capacity in these programs to allow that to happen.
Retention and Graduation Efforts

Targets can be achieved if:

Innovations to improve retention continue to be discovered
• ASU has pioneered many innovations over the last five years, leading to dramatic improvements
• Continued trial and error efforts must continue
• Seeking ideas from many sources; University Innovation Alliance is an example of this effort.

Net tuition after aid is maintained at an affordable level
• Public investment limitations make this challenging
• Because it is university-funded, financial aid investments compete with needs for faculty growth, student support services, and facility improvements

Student support structures are maintained and improved
• More closely targeted advising and mentoring are likely to be important

Arizona students preparation level improves
Funding for research programs in federal agencies is rebounding, and international and corporate sources are increasingly available. Universities able to build programs in areas of priority for funders can increase research volume.
Research Growth Efforts

Targets can be achieved if:

Adequate investment can be made in faculty and facilities
• Internal budget priorities must balance these needs against competing needs
• External support will be needed from efforts such as Research Infrastructure II and Velocity

Ongoing faculty efforts with traditional PI grants continue to grow steadily
• Effective central project acquisition and management support structures must scale as faculty efforts grow
• Work load balances must be well-managed by schools and departments

Progress continues with multi-investigator, multi-department, multi-institution proposals
National lab-level center is attracted to ASU

Global sources become an increasing component of the mix
• Building programs that can get ahead of anticipated funding agency priorities
• Reward and support structures for the significant faculty effort required for proposal development
Arizona’s Performance Challenges
State Per Capita GDP Relative to National Average

Washington
Texas
Colorado
Utah
Arizona

Source: ASU Analysis of Bureau of Economic Analysis Regional Dataset
Bachelor’s Degree Attainment for Population Aged 25-34 Years

Source: ASU Analysis of American Community Survey 3-Year Estimates, Table S1501
### Size of Industries in State Economies Relative to Size of Industries in National Economy, 2014

<table>
<thead>
<tr>
<th>Industry</th>
<th>Arizona</th>
<th>Colorado</th>
<th>Texas</th>
<th>Utah</th>
<th>Washington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative and waste management services</td>
<td>145.9%</td>
<td>98.1%</td>
<td>101.1%</td>
<td>96.2%</td>
<td>90.1%</td>
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<tr>
<td>Retail trade</td>
<td>133.3%</td>
<td>91.8%</td>
<td>96.4%</td>
<td>117.5%</td>
<td>119.8%</td>
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<tr>
<td>Construction</td>
<td>118.8%</td>
<td>116.6%</td>
<td>128.7%</td>
<td>137.3%</td>
<td>98.0%</td>
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<tr>
<td>Utilities</td>
<td>117.9%</td>
<td>90.5%</td>
<td>143.4%</td>
<td>52.2%</td>
<td>51.7%</td>
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<tr>
<td>Arts, entertainment, rec, accomm, food services</td>
<td>117.4%</td>
<td>119.3%</td>
<td>82.7%</td>
<td>87.6%</td>
<td>88.4%</td>
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<tr>
<td>Health care and social assistance</td>
<td>114.0%</td>
<td>83.3%</td>
<td>72.5%</td>
<td>78.6%</td>
<td>87.8%</td>
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<tr>
<td>Finance, insurance, real estate, rental, and leasing</td>
<td>107.6%</td>
<td>93.8%</td>
<td>67.2%</td>
<td>105.2%</td>
<td>84.4%</td>
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<tr>
<td>Educational services</td>
<td>104.1%</td>
<td>67.3%</td>
<td>51.5%</td>
<td>119.0%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Transportation and warehousing</td>
<td>101.3%</td>
<td>95.9%</td>
<td>113.0%</td>
<td>115.1%</td>
<td>95.5%</td>
</tr>
<tr>
<td>Other services, except government</td>
<td>97.5%</td>
<td>102.1%</td>
<td>90.6%</td>
<td>132.2%</td>
<td>90.7%</td>
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<tr>
<td>Wholesale trade</td>
<td>93.7%</td>
<td>91.6%</td>
<td>117.2%</td>
<td>84.9%</td>
<td>91.9%</td>
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<tr>
<td>Mining</td>
<td>80.3%</td>
<td>232.6%</td>
<td>518.6%</td>
<td>116.8%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Professional, scientific, and technical services</td>
<td>78.7%</td>
<td>126.5%</td>
<td>85.9%</td>
<td>89.4%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>69.3%</td>
<td>58.7%</td>
<td>119.8%</td>
<td>102.3%</td>
<td>112.0%</td>
</tr>
<tr>
<td>Management of companies and enterprises</td>
<td>69.1%</td>
<td>106.5%</td>
<td>59.8%</td>
<td>77.5%</td>
<td>71.5%</td>
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<tr>
<td>Agriculture, forestry, fishing, and hunting</td>
<td>63.9%</td>
<td>87.7%</td>
<td>57.5%</td>
<td>46.9%</td>
<td>150.4%</td>
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<td>Information</td>
<td>59.6%</td>
<td>155.2%</td>
<td>67.7%</td>
<td>87.4%</td>
<td>222.6%</td>
</tr>
</tbody>
</table>

As measured by contribution to state gross domestic product. Source: ASU Analysis of Bureau of Economic Analysis Regional Dataset
Unemployment Rate and Median Weekly Earnings by Educational Attainment, 2014

<table>
<thead>
<tr>
<th>Unemployment Rate</th>
<th>Median Weekly Earnings</th>
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<tbody>
<tr>
<td>Less than high school diploma</td>
<td>$488</td>
</tr>
<tr>
<td>High school diploma</td>
<td>$668</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>$741</td>
</tr>
<tr>
<td>Associate’s degree</td>
<td>$792</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>$1,101</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>$1,326</td>
</tr>
<tr>
<td>Professional degree</td>
<td>$1,639</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>$1,591</td>
</tr>
</tbody>
</table>

Relationship between Change in Educational Attainment and Economic Development in US States, 2000-2010

Change in Percent of 25 Year or Older Having Attained a Bachelors Degree or Higher, 2000-10

Data Sources: US Census Bureau, US Bureau of Economic Analysis
State Funding Overview
Tuition, Fees and State Appropriations per FTE Student

FY03 to FY14 IPEDS data
FY15 and FY16 ASU actuals and estimates
Constant FY2015 Dollars

ASU
Arizona
Very High Median

ASU

UA

Very High Median
Tuition, Fees and State Appropriations per Degree Awarded
FY03 to FY14 IPEDS data
FY15 and FY16 ASU actuals and estimates
Constant FY2015 Dollars
FY2004 to FY2016 Higher Ed General Fund Appropriations
Per Resident Student (HC)- Three Universities
Nominal Dollars and Constant FY16 Dollars

Target = 50% of ed cost

De-investment

Actual Appropriations

Actual in FY16 constant dollars
Educational Resources Available at ASU

Tuition, Fees vs. State Appropriations per Degree Awarded and per FTE

Constant FY2015 Dollars  
FY03 to FY14 IPEDS data---FY15 and FY16 ASU actuals and estimates

Tuition and Fees per FTE

State Appropriations per FTE

Tuition and Fees per Degree

State Appropriations per Degree
ASU Financial Overview
ASU Financial Overview

ASU ‘s has built it financial strength over the last five years

ASU is already among the most efficient universities so substantial cost cutting is not an effective strategy option

Substantial investment in base operations planned for achieving metric goals

• 1,200 to 1,500 new faculty by 2025 (ratio to students will still decline)
• Over 500 new staff by 2025
• Teaching and research facilities

Revenue/margin from existing immersion and online activities will be inadequate to cover all of these costs

Large tuition rate increases are not a likely strategy, but the non-resident, international, and online markets must be regularly evaluated for opportunities.

New enterprise programs are the only pathway with reliable (but risky) potential for closing gaps
FY2015
Instructional Staff Per 100 FTE Students
ABOR Approved Peers
(Excludes Medical School Employees)

Full time equivalent postsecondary teachers whose principal activities are for instruction, research, and/or public service. They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or equivalent of any of those academic ranks.
FY2015
Non Instructional Staff Per 100 FTE Students
ABOR Approved Peers
(Excludes Medical School Employees)

Full time equivalent employees who are not classified in the Postsecondary Teachers category. Included are Management Occupations, Office and Administrative Support Occupations, and Other Occupations for the purpose of performing academic support, student services, institutional support, and maintenance of facilities.
In FY14, ASU used 20% fewer resources per degree awarded than the national median. If spending were at the median, costs would have been $300 million greater.
Tuition, Fees, and State Appropriations per Degree Awarded
Very High Research Public Universities without Medical Schools
IPEDS FY2014

ASU's use of resources per degree was 18.6% below the median for universities without medical schools.
ASU Enterprise Revenue Sources: Gross Tuition and Fees

FY08: $.5B
FY12: $.80B
FY16: $1.3B
FY18: $1.5B
FY20: $1.7B
FY25: $2.2B

- ASU Online tuition (gross)
- Fees and summer session
- Graduate tuition
- Non-Resident UG tuition
- Resident UG tuition
ASU Enterprise Education & General Revenue Sources

- **Total other**: 7%
- **ASU Online tuition (gross)**: 7%
- **Total fees and summer session**: 11%
- **Graduate tuition**: 9%
- **Non-Resident UG tuition**: 9%
- **Resident UG tuition**: 8%
- **Shortfall**: 8%
- **General Fund**: 7%

FY08: $1.1B
FY12: $1.2B
FY16: $1.7B
FY18: $2.0B
FY20: $2.2B
FY25: $3.0B
Enterprise Strategies and Initiatives
Why is The Enterprise Strategy Important?

A powerful higher education enterprise is needed if Arizona is to succeed and its citizens are to prosper financially and socially.

Continued new investment will be necessary to be that force and to meet or exceed our ABOR metric goals.

State investment at the needed levels is not a safe bet.

Current educational activities must grow at accelerated rates, but overall revenue assumptions are not enough to provide the needed resources without threatening affordability.

New enterprise programs are the only pathway with reliable (but risky) potential for filling the resource gap.
Moody’s recognizes the strength of the ASU enterprise model

Arizona State University
Excellent Strategic Position Driven by Programming and Partnerships

Arizona State University’s (Aa3 positive) strong culture of innovation supports an excellent strategic position that should translate into improved credit quality over time. ASU’s strategy includes the development of diversified programming and expanded enrollment points of entry, combined with new partnerships. Resulting healthy revenue growth and cash flow generation provide a strategic reinvestment source that partially offsets weak state funding, comparatively modest fundraising and historically high leverage.

- Diverse programming and rising brand recognition through strategic partnerships spurs robust enrollment growth. ASU’s strongest enrollment growth is occurring in online programs, though traditional on-campus enrollment is also increasing. Over the last 10 years, enrollment has grown by 56% to 88,742 full-time equivalent students in fall 2015. Steady growth of non-resident students speaks to the university’s broadened geographic reach and market draw, with programs such as the Starbucks College Achievement Plan increasing national awareness.

- Multi-year strong revenue trends provide funds for ongoing strategic investment. ASU’s extraordinary net tuition revenue growth (60% from fiscal year (FY) 2011 to 2015) is expected to continue. Over a decade of success diversifying student revenue and growing new lines of business underpins ASU’s momentum.

- Increasing flexibility in the university’s operating model enables ASU to adjust to market changes. Against a backdrop of dynamic sector-wide changes, ASU is taking steps in multiple areas to improve its ability to adjust. These include building reserves, changing employment models, and partnering with third parties for capital investment.
New Enterprise Programs: Principles

Stay consistent with ASU’s educational and research charter.

Expand institutional capacity to achieve ABOR metric goals.

Build institutional capacity to close resource gaps.

Support efforts to improve Arizona’s economic performance.

Build global partnerships in support of the mission.

Serve as exemplars of New American University goals to demonstrate ways to expand educational opportunities to under-served groups and to provide new methodologies for higher education.
Five Forces Are Reshaping Higher Education

1. Economic and social disruption is continuing to accelerate, which is placing many institutions at risk.

2. The globalization of education is accelerating.

3. New business and delivery models are gaining traction.

4. Greater transparency about student outcomes is becoming the norm.

5. Student and family demands are rising for a greater return on investment in higher education.
Advancing Learning and Knowledge
Core Enterprise Structure
ASU Teaching and Learning Realms

01 Full Immersion
On-campus
Technology Enhanced

02 Digital Immersion
Online
Technology Enhanced

03 Digital Immersion
Massive Scale
Technology Enhanced

04 Education through Exploration
Technology Enhanced

TBD

The ideas and means of the university
Innovations in teaching and learning can be leveraged across the realms to improve outcomes and reduce cost.
Teaching and Learning Realm 1
Full Immersion / On-campus / Technology Enhanced

Immersion campuses are the home for the faculty which are the heart of all of the current and future activities in all of the four learning realms.

Immersion campuses are the home of all of the research activities that are crucial to innovative contributions to economic development.

Goals:
- Broad admission standards
- Fluid interface with community colleges
- Socioeconomic status predicts nothing
- All students are science and technology literate
- 2-3 majors are common
- Costs are lowered for all
- Scalable to 3x the historic norm
Full Immersion - On Campus - Technology Enhanced
72,000 students growing to 100,000

Four metropolitan campuses: Tempe, West, Polytechnic, and Downtown Phoenix

Four regional centers: Lake Havasu, Yuma, Safford, and Tucson

Anticipate substantial enrollment expansion and limited expansion in numbers of locations
New Programs in Realm 1
Global Launch

Intensive English (non-credit) for international students seeking admission to American universities

Pathway Programs: preparation for ASU and other US degree programs combining intensive English and freshman courses

Specialty short duration non-credit programs for global cohorts such as STEM training for Brazilian teachers
Teaching and Learning Realm 2
Digital Immersion - Online - Technology Enhanced

20,000 students growing to 100,000 +

Provides the capability to advance degree attainment numbers by reaching potential students not able to reach campus

Goals:
• College completion for the majority
• Lifelong personalized learning
• Lifelong network learning
Digital Immersion - Online - Technology Enhanced

ASU Online

- Largely a domestic student body
- Different age and work demographics than on campus
- Requires major marketing efforts
- Anticipate continued rapid and substantial enrollment expansion

Starbucks College Achievement Plan

- Targets a population that might otherwise be shut out of college educational opportunities
- Serves as an experiment in reaching new populations
- Corporate partnership reduces marketing efforts sharply

Will be taking steps and making investments to refine the operating models to increase internal reinvestment
New Programs in Realm 2
PLuS Alliance

Consortium with King’s College London and University of New South Wales

Expansion of ASU Online into international markets

- Under-served populations
- Mix of certificates and degree programs
- Varied delivery modalities are likely
- Working with international partners to expand reach, broaden potential offerings, and to enhance reputation
Teaching and Learning Realm 3
Digital Immersion – Massive Scale - Technology Enhanced

In start-up mode at ASU, with a demonstrated capacity to reach a million learners

Provides the ability to reach learners with limited resources that will benefit from the teaching prowess of a research university

Goals:
• Enhance social scale learning
• Enhance learning activation
• Enhance college pipeline
• Move at social speed
New Programs in Realm 3
Global Freshman Academy

Core freshman classes taught by prestigious ASU faculty in an enhanced MOOC format.

Options to purchase ASU credit after completion

Launched in Fall 2015 (Astronomy, Human Origins, Western Civilization)

Partnership with edX for promotion and delivery

Initial enrollment of 50,000 in the first three courses with 30% to 40% in the demographic of potential interest in receiving credit

Over 50,000 students enrolled from 192 countries in the first three GFA courses
New Programs in Realm 3
ASU Digital Academy

To be built upon the ASU Prep Academy successes in making ALL students successful

Will offer high-level coursework to high school students in schools with limited offerings and diplomas to Arizona students unable to attend physical schools

Curriculum design by ASU Prep Academy teachers with EdPlus instructional designers

Currently exploring the market with hopes of deployment within a year
Teaching and Learning Realm 4
Education through Exploration - Technology Enhanced

Extend educational opportunities for to millions of under-served students globally

Provide new ways to learn through interactive short lessons

Provide initial contact with potential students for realms one, two, and three

Global impact

Goals:
• Global scale engagement
• Totally personalized learning
New Programs in Realm 4
Center for Education Through Exploration

New Teaching Philosophy:

- Explore the unknown instead of mastery of the known
- Focus on transdisciplinary questions instead of disciplinary silos
- Design, develop, deploy and research interactive, exploration-based learning using digital platforms and teaching networks
- Explore the unknown instead of mastery of the known
- Focus on transdisciplinary questions instead of disciplinary silos
- Design, develop, deploy and research interactive, exploration-based learning using digital platforms and teaching networks
Advancing the ASU Charter’s research and community responsibility missions through innovation

- Supporting entrepreneurship

- Accelerating technology transfer

- Encouraging new businesses through the Innovation Zones @ ASU

- Advancing community health and biomedical investments

- Expanding the population of college-ready students in all communities

- Sharing and scaling innovations in student success
Economic Development: Entrepreneurship

Technology Transfer (FY15)

- 270 invention disclosures
- 63 U.S. patents
- 12 new start-up companies
- 81 major licensing and option transactions
- $500M to ASU spin-outs

Support for Entrepreneurs

- Innovation Challenges, Launch Days, and Start-up Spring Break engaged over 12,000 students last year
- Entrepreneurship Outreach Network, Startup School
- Furnace
Economic Development: The Regional Environment

Innovation Zones @ ASU

- ASU Research Park in south Tempe- 1.8 million SF serving as the home to 48 companies and over 4,500 employees
- SkySong in south Scottsdale- home to a wide range of technology companies and ASU EdPlus
- Chandler Innovation Center- home to TechShop and ASU student innovation programs
- ASU Polytechnic Innovation campus- in the planning stages
- ASU-Mayo Health Solutions Innovation Center- in the planning stage at Desert Ridge adjacent to Mayo Hospital

Regional Planning Support

- The Central Idea”: a concept plan to spur the Phoenix Arts District
- “Downtown Assembled”: a study to contribute to Mesa’s intensive planning efforts
- “Nexus City”: a schematic proposal for the Polytechnic- Gateway area
ASU and the Mayo Clinic
Innovation in Individual and Community Health

Shared facilities
Collaborative research
Shared faculty, appointments and graduate students
Mayo Medical School in Arizona in collaboration with Arizona State University (2017)
Joint education programs
Joint seed-fund program
Proton-beam therapy program
School for the Science of Health Care Delivery
Two charter schools located in downtown Phoenix and East Mesa on the ASU Polytechnic campus.

Operating principles = “The Four Pillars”:
- Academics
- Partnership
- Leadership
- Innovation

2,000 students in pre-K to grade 12

1,000+ students on the waitlist

76% low income students in Phoenix

330% enrollment increase in 3 years

ASU Prep Phoenix Performance

- Improved achievement levels across all grades
- 23% in Reading
  3.7% overall average growth in state
- 24% in Math
  3.6% overall average growth in state
me3
College Planning Needs to Start Early in High School

A mobile-friendly and visually-oriented tool designed for early year high school students

Asks simple questions about student interests

Pairs those interests with possible career options and college majors

Identifies what high school classes are needed to be accepted and when to apply to college

Gives insights about life after college
University Innovation Alliance
Sharing Resources and Best Practices

A unique consortium of public research universities established to help more students from all socioeconomic backgrounds graduate from college.

UIA members share information about innovative practices at their campuses that have been implemented at their campuses in the effort to increase retention and graduation rates.

The UIA members have collectively pledged to increase the number of graduates from lower income backgrounds by 68,000 by 2025.