

**ARIZONA BOARD OF REGENTS
ARIZONA STATE UNIVERSITY
April 8 and 9, 2015**

Schedule of Events and Meetings

Wednesday, April 8, 2015

11:00 a.m. – 12:00 p.m.	Lunch – Gold Room and Cochise Room
12:00 p.m. – 12:45 p.m.	Business and Finance Committee Meeting – Turquoise Room
1:00 p.m. – 2:00 p.m.	Academic and Student Affairs Committee Meeting Turquoise Room
2:15 p.m. – 4:00 p.m.	Audit Committee Meeting – Turquoise Room
4:00 p.m. – 6:00 p.m.	Executive Session – Gold Room President Crow Review of Assignments

Thursday, April 9, 2015

8:30 a.m. – 12:00 p.m.	ABOR Meeting – Turquoise Room
12:00 p.m. – 1:30 p.m.	Executive Session – Gold Room 12:00 – 12:30 p.m. (ASU Athletic Director)
12:00 p.m. – 1:30 p.m.	Staff Lunch – Cochise Room
1:30 p.m. – 4:00 p.m.	ABOR Meeting – Turquoise Room

**UA Reception Honoring the Krishna Family [Invitation Only]
UA Cancer Center at St. Joseph's Hospital and Medical Center
625 N. Sixth Street, Phoenix 85004**

5:15 p.m. – Hard Hat Tour
6:30 p.m. – Reception and Program

This page intentionally left blank

**ARIZONA BOARD OF REGENTS
ARIZONA STATE UNIVERSITY
STUDENT MEMORIAL UNION
Thursday, April 9, 2015**

Wednesday, April 8, 2015

4:00 p.m. CALL TO ORDER -- EXECUTIVE SESSION ONLY

Thursday, April 9, 2015

8:30 a.m. GREETINGS AND ANNOUNCEMENTS FROM THE BOARD CHAIR

9:00 a.m. REMARKS FROM REGENT DOUG DUCEY

10:00 a.m. ABOR PRESIDENT'S REPORT

1. WITHDRAWN -- ABOR President's Report

The board will receive a report from ABOR President Eileen Klein.

10:15 a.m. ARIZONA STATE UNIVERSITY PRESIDENT'S WELCOME AND ANNUAL OPERATIONAL AND FINANCIAL REVIEW (ASU)

2. Annual Operational and Financial Review for Arizona State University

The board will receive a report on the Annual Operational and Financial Review for Arizona State University.

12:00 p.m. RECESS

1:30 p.m. CALL TO THE AUDIENCE

Per board policy 1-114, time has been set aside for Call to the Audience, an opportunity for people to express their views or concerns on matters of board governance to the entire board in a public setting.

THE BOARD WILL NOT TAKE COMMENTS ON THE ISSUE OF TUITION AND FEES BECAUSE THE REGENTS WILL CONDUCT A PUBLIC HEARING ON APRIL 20, 2015, TO RECEIVE COMMENTS ON THIS TOPIC.

2:00 p.m. 2. Annual Operational and Financial Review for Arizona State University (Cont'd.)

3:00 p.m. ADOPTION OF ALL CONSENT AGENDA ITEMS AND ACCEPTANCE OF ALL CONSENT INFORMATION ITEMS

All items on the Consent Agenda are listed at the end of this agenda, underlined and marked with an asterisk. These items will be considered by a single motion with no discussion. All other items will be considered individually.

3:05 p.m. ARIZONA STATE UNIVERSITY STUDENT LEADERS PRESENTATION (ASU)

3:20 p.m. STUDENT REGENT REPORT

3:30 p.m. REPORT FROM THE ARIZONA FACULTIES COUNCIL

3:40 p.m. BUSINESS AND FINANCE COMMITTEE

3. Report on the Business and Finance Committee

The board will receive a report from Regent Heiler on the April 8, 2015 Business and Finance Committee meeting.

3:50 p.m. AUDIT COMMITTEE MEETING

4. Report on the Audit Committee

The board will receive a report from Regent Patterson on the April 8, 2015 Audit Committee meeting.

4:00 p.m. ACADEMIC AND STUDENT AFFAIRS COMMITTEE

5. Report on the Academic and Student Affairs Committee

The board will receive a report from Regent Leonard on the April 8, 2015 Academic and Student Affairs Committee meeting.

6. Proposed Revision to ABOR Policy 2-121, "Undergraduate Admission" (First Reading)

The board is asked to review proposed revisions to ABOR Policy 2-121 "Undergraduate Admission" to add a career and technical education option as an alternative to the fine arts requirement for assured admission, and also to approve the revisions for immediate implementation.

7. Appointment of Regents' Professors (NAU)

The board is asked to approve Northern Arizona University's request to appoint Professor Bruce Hungate to the rank of Regents' Professor, effective AY 2015-2016.

4:15 p.m. LEGISLATIVE AFFAIRS**8. Report on Legislative Affairs**

The board will receive a report from ABOR Vice President of Public Affairs and External Relations Katie Paquet on the status of current legislative affairs.

4:25 p.m. ADMINISTRATIVE BUSINESS**9. Election of Officers**

The board is asked to elect officers for one-year terms beginning July 1, 2015.

4:30 p.m. INQUIRIES, REQUESTS, REPORTS, AND COMMENTS FROM REGENTS AND MEMBERS OF THE ENTERPRISE EXECUTIVE COUNCIL**CONSENT AGENDA**

These items were considered by a single motion with no discussion and approved earlier in the meeting.

*** Minutes**

- a. December 18, 2014 Special Executive Session
- b. January 14, 2015 Special Executive Session
- c. January 26, 2015 Special Executive Session
- d. February 5, 2015 Regular Board Meeting

ACADEMIC AND STUDENT AFFAIRS COMMITTEE**10. * Proposed Revision to ABOR Policy 2-122, "Enrollment" (Second Reading)**

The board is asked to approve a proposed revision to ABOR Policy 2-122.C.3 that would eliminate the cap on enrollment of full-time non-resident undergraduates.

11. *** Proposed Revisions to ABOR Policies 5-306 “Enforcement of the Code of Conduct,” 5-308 “Student Code of Conduct,” 5-401 “Student Disciplinary Procedures – General,” 5-403 “Disciplinary Procedures,” and 5-404 “Disciplinary Files and Records” (First Reading)**

The board is asked to review proposed revisions to ABOR Policies 5-306 “Enforcement of the Code of Conduct,” 5-308 “Student Code of Conduct,” 5-401 “Student Disciplinary Procedures – General,” 5-403 “Disciplinary Procedures,” and 5-404 “Disciplinary Files and Records.” The revisions would delegate to the universities the responsibility for student disciplinary procedures to enforce the Arizona Board of Regents’ Code of Conduct and Student Code of Conduct.

12. *** Addendum to Arizona State University’s 2015-2016 Academic Strategic Plan (ASU)**

The board is asked to approve the addendum for Arizona State University’s 2015-2016 Academic Strategic Plan.

13. *** Master of Sports Law and Business Academic Program (ASU)**

The board is asked to approve Arizona State University’s request to establish the Master of Sports Law and Business Academic Program that will be funded through program fees.

14. *** Addendum to 2015-2016 Academic Strategic Plan for Northern Arizona University (NAU)**

The board is asked to approve the addendum for Northern Arizona University’s 2015-2016 Academic Strategic Plan

BUSINESS AND FINANCE COMMITTEE

15. *** Sixth Amendment to the Arizona Board of Regents Cash Balance Pension Plan**

The board is asked to approve the Sixth Amendment to the Arizona Board Regents Cash Balance Pension Plan, which amends the definition of Pay-Based Credit in the Cash Balance Pension Plan.

16. *** Proposed Revision to ABOR Policy 3-101, “Accounts and Fund Depositories” (First Reading)**

The board is asked to review a proposed revision to ABOR Policy 3-101 that would delegate to the universities the authority to establish depository accounts at financial institutions.

17. *** Proposed Revision to ABOR Policy 4-103, "Collection of Fees" (First Reading)**

The board is asked to review a proposed revision to ABOR Policy 4-103 that would provide the Universities flexibility in managing student delinquent financial obligations.

18. *** Sale of Land Parcel at ASU Polytechnic Campus (ASU)**

The board is asked to approve Arizona State University's request to sell an approximately 4.758-acre parcel of land at the ASU Polytechnic Campus to the Corporation of the Presiding Bishop of the Church of Jesus Christ of Latter-Day Saints for a Religious Studies Institute.

19. *** Lease of Real Property for Student Housing (ASU)**

The board is asked to approve Arizona State University's request for standing approval to enter into leases with multiple commercial apartment facilities for the purposes of student housing at an annual cost exceeding \$500,000.

4:30 p.m. ADJOURN

PLEASE NOTE: This agenda may be amended at any time prior to 24 hours before the Board meeting. Estimated starting times for the agenda items are indicated; however, discussions may commence, or action may be taken, before or after the suggested times. Any item on the agenda may be considered at any time out of order at the discretion of the Board Chair. The Board may discuss, consider, or take action regarding any item on the agenda. During the meeting, the Board may convene in Executive Session regarding any item on the agenda.

This page intentionally left blank

EXECUTIVE SESSION AGENDA

April 8-9, 2015

NOTE: This agenda may be amended at any time prior to 24 hours before the Board meeting. The executive session is scheduled for 4:00 p.m. on Wednesday, April 8, 2015 and 12:00 p.m. on Thursday, April 9, 2015. The executive session may be recessed and continued as necessary.

Statutory Authorization

A.R.S. § 38-431.03

Items to be Discussed

- | | | |
|-----------|-----|---|
| (A.2) | I. | Review of minutes of previous Executive Session(s) |
| | II. | From the Board, System Office Staff or Counsel to the Board |
| (A.3 & 4) | A. | Report on pending or contemplated litigation |
| (A.1) | B. | Review of Assignments – Presidents |
| (A.1) | C. | Review of assignments with ASU Athletic Director |
| (A.3) | D. | Receive legal advice and discussion on Governance and Operations issues |

Instruction re: Confidentiality

Pursuant to A.R.S. §38-431.03(B) & (C) all are reminded that minutes of and discussions that occur in executive sessions are confidential by law and that violations of that confidentiality may subject the individuals involved to such penalties as are prescribed by law, including fines, costs, attorneys' fees, and removal from office.

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: **ABOR President's Report**

Action Item Discussion Item Information Item

<p>Issue: The board will receive a report from ABOR President Eileen Klein.</p>

There are no written materials for this item.

Recommendation to the Board

This item is provided for discussion only. No action is required by the board.

Contact Information:
Eileen I. Klein, ABOR

602-229-2500

eileen.klein@azregents.edu

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: **Annual Operational and Financial Review for Arizona State University (ASU)**

Action Item Discussion Item Information Item

Issue: The board will receive a report from Arizona State University on its Annual Operational and Financial Review.

Background & Discussion

The Operational and Financial Review (OFR) is a review of Arizona State University's academic, business and strategic plans to achieve the goals identified in the board's strategic enterprise plan.

The ASU's OFR is intended to provide a strategic look at the university's long-term strategy to assure the institution's success. The attached background materials coupled with the presentation to the board will provide insight into ASU's key strategic initiatives as well as provide an overview of the institution's financial and capital plans necessary to ensure the university's continued progress toward the enterprise plan goals.

The attached materials are intended to supplement ASU's presentation of its Strategic Enterprise Framework Update at the board meeting. The materials include financial reports, other background information and a brief narrative that provide context for the Operational and Financial Review presentation.

Recommendation to the Board

This item is provided for information only. No action is required at this time.

This page intentionally left blank



ARIZONA STATE UNIVERSITY

Strategic Enterprise
Framework Report

ABOR Meeting: April 9, 2015

Supplementary Tables
and Materials

This page intentionally left blank

March 27, 2015

To the Members of the Arizona Board of Regents:

The enclosed binder contains materials that will supplement ASU's presentation of its Strategic Enterprise Framework Update at the Board meeting on April 9, 2015.

It includes a number of financial reports in the formats designated by Board staff as well as other background information on ASU's enrollment and degree production history, and some peer comparisons that examine measures of cost effectiveness.

It includes a brief narrative that provides some context for the financial projections, and the fact that they remain a work in process in light of the recent state budget decisions and the potential longer term implications of those decisions on ASU's Strategic Enterprise Plan.

ASU will explore many of these areas of interest and other topics relevant to its work to achieve its Vision 2020 goals in the presentation.

This page intentionally left blank

Arizona State University
Strategic Enterprise Framework Report
ABOR Meeting April 9, 2015

Supplementary Tables and Materials

Operating Results

FY2014 Financial Highlights

Important Context for the Operating Budget Plan and other financial estimates: Changes to the ASU Strategic Enterprise Framework

Attachment A: Operating Budget Plan

Attachment B: Educational and General Expense Trends FY2014 actual and FY2015, and FY2020 estimates

Attachment C: Tuition and Fee Revenues FY2007 to FY2014 actual and FY2015 to FY2020 estimates

IPEDS Educational and General Revenue and Expense Peer Comparisons FY2008 to FY2013

Auxiliary Enterprises Operating Results FY2010 to FY2014 actual and FY2015 estimated

Outsourced Auxiliary Revenues FY2010 to FY2014 actual and FY2015 estimated

Enrollments and Degrees

Fall 2014 Enrollment and 2013/14 Degree Highlights

Headcount Enrollment Fall 2003 to Fall 2014

FTE Enrollment Fall 2003 to Fall 2014

Degrees Awarded 2002/03 to 2012/14

Peer Comparisons

FY2013 IPEDS Net Tuition and Fees and State Appropriations per Degree Awarded

FY2013 IPEDS Employee Counts per 100 FTE Students

Space Utilization by ASU and ASU Peers

Capital and Credit

Projected Debt Capacity FY2010 to FY2023

Credit Ratings History FY2004 to FY2015

Bond Ratings for ASU and ASU Peers for FY2010 to FY2014

Projects Substantially completed between January 1, 2010 and December 31, 2014

Current Projects on Capital Development Plan and First Year Capital Improvement Plan

Research and Economic Development

The Annual ABOR Research Report for 2014 will be completed next month.

In order to provide some background on the scale of the research enterprise at ASU, the following tables are included.

They are complete with FY2014 ASU data, but do not yet have the updated FY2014 comparison peer data that the final tables will show.

- Total Research Expenditures FY2010 to FY2014
- Net Assignable SF of Research Space FY2010 to FY2014
- Research Expenditures per NASF FY2010 to FY2014
- Invention Disclosures Transacted FY2010 to FY2014
- Invention Disclosures Transacted per \$10M in expenditures FY2010 to FY2014
- US Patents Issued FY2010 to FY2014
- US Patents Issued per \$10M in expenditures FY2010 to FY2014
- Startup Companies FY2010 to FY2014
- Startup Companies per \$10M in expenditures FY2010 to FY2014

Athletics

- Revenue and Expenses FY2014
- Institutional Support FY2005 to FY2014
- Athletic Programs and Cumulative GPA Performance AY2014
- Academic Progress Rates by Sport AY2014
- Graduation Rates by Sport AY2014

**Arizona State University
Financial Highlights FY 2014**

- ASU assets totaled \$3.0 billion as of June 30, 2014, an increase of \$186 million over fiscal year 2013. The increase in total assets is primarily due to completion of the College Avenue Commons and higher endowment and operating investments.
- Net position, the excess of assets over liabilities, grew \$103 million to \$1.4 billion during fiscal year 2014. The increase was due to growth of tuition revenues, auxiliary revenues, private gifts, and stronger than anticipated investment returns, offset by enrollment related expense increases.
- As of June 30, 2014, monthly days cash on hand supported 134 days of spending to support operations, a seven day improvement over FY 2013.
- Total annual debt service for FY 2014 was \$107 million, representing 5.8 percent of total expenses, well below the 8 percent statutory maximum.

Arizona State University Annual Operational and Financial Review: April 2015

Arizona State University's mission and goals remain consistent with those presented in past strategic enterprise reports, and they have now been captured and formalized in the 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.

The investments needed to continually strengthen the educational quality of our degrees, to provide the services needed to drive ongoing improvements in retention and on-time graduation results, and to build a research enterprise that provides the basis for both a quality education and for state economic diversification and advancement of the economic well-being of Arizona's citizens have not changed.

Need for Changes to the ASU Strategic Enterprise Framework

The strategies that we have presented in the past for pursuing these needed investments in support of the charter's mission and for achieving the metrics established by the Board of Regents, however, will require some substantial modification. This is due to the recent actions by the Governor and the State Legislature both to reduce State investment in higher education and to send clear signals that they are not supportive of performance-based assessments of value or funding methodology.

Because of this, we cannot rely upon one of the key elements of our past plans: the availability of moderate increases in State investments based solely on ASU's continued improvements in performance.

Other elements of our strategic enterprise plan remain unchanged in our thinking and planning. These include:

- Increased enrollment of domestic and international non-resident students and in ASU Online programs
- Market-based tuition structures for these groups
- Strategic use of partnerships to advance key objectives
- Focus on maintaining a cost-effective expense profile, using productivity improvements from good management and technology investments
- Continued modifications to organizational structures to support both trans-disciplinary work and administrative efficiency

Impact of the FY2016 State Budget Decisions

ASU will take immediate steps to moderate the level of new investment in the enterprise for the FY2016 cycle and will propose a range of modest tuition rate adjustments, some of which are greater than initially planned, to respond to the immediate impact of the State's budget decisions. But we cannot reduce the pace of investments needed in future years to keep up with enrollment growth without compromising its commitments to the affordability and access provided by a strong financial aid program, the commitment to improve retention and graduation performance, and the pursuit of strong research programs.

The results of eliminating the assumption of any increases in State appropriations while maintaining a very low level of resident tuition rate growth (0% to 1%) in the FY2017 to FY2020 period and making the investments needed to realize ASU's mission and 2020 Vision goals, is reflected in Attachment A below, and are reflected in figures in Attachment B and Attachment C at the end of this document.

UNIVERSITY OPERATING BUDGET

NOT FINAL -- DOES NOT REFLECT CHANGES NEEDED IN THE ASU STRATEGIC ENTERPRISE PLAN

FY 2012-2014 ACTUAL WITH PROJECTIONS THROUGH FY 2020

(\$ millions)

	ACTUAL			PROJECTED					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Revenues									
State General Fund Appropriation	\$ 307.7	\$ 297.4	\$ 314.5	\$ 338.0	\$ 284.7	\$ 284.7	\$ 284.7	\$ 284.7	\$ 284.7
State Appropriation - Research Infrastructure	14.5	14.5	14.5	14.0	11.4	11.1	13.4	13.4	13.4
Tuition and Fees	952.6	1,005.8	1,117.9	1,257.8	1,455.5	1,562.4	1,689.5	1,806.6	1,922.8
<i>less Scholarship Allowance</i>	(195.4)	(202.8)	(221.0)	(249.0)	(276.4)	(295.5)	(315.0)	(333.0)	(350.4)
Net Tuition and Fees	757.2	803.0	896.9	1,008.8	1,179.1	1,266.9	1,374.5	1,473.6	1,572.4
Grants & Contracts -- Research	\$ 280.7	\$ 281.0	\$ 281.1	\$ 285.0	\$ 300.0	\$ 345.0	\$ 395.0	\$ 455.0	\$ 530.0
Financial Aid Grants (Primarily Pell Grants)	110.2	104.4	106.9	115.4	118.9	122.5	126.2	130.0	133.9
Private Gifts	62.6	62.3	74.1	69.0	72.5	76.1	79.9	84.7	89.8
Technology & Research Initiative Fund (TRIF)	23.8	25.2	27.8	26.7	27.2	27.6	28.0	28.4	28.8
Auxiliary Revenues, Net	105.5	122.5	140.5	140.4	144.5	148.7	154.5	160.5	168.4
Other Revenues	73.9	88.9	106.1	96.0	114.5	120.0	125.8	138.6	147.3
Total Revenues	\$ 1,736.1	\$ 1,799.2	\$ 1,962.4	\$ 2,093.3	\$ 2,252.8	\$ 2,402.7	\$ 2,582.1	\$ 2,768.9	\$ 2,968.8
Expenses									
Salaries and Wages	\$ 679.6	\$ 712.0	\$ 761.8	\$ 824.0	\$ 867.9	\$ 938.2	\$ 999.6	\$ 1,069.4	\$ 1,145.0
Benefits	231.4	236.0	268.0	280.2	294.7	318.1	338.7	362.0	387.4
All Other Operating	432.1	480.8	523.9	570.0	651.0	698.5	769.1	842.1	924.0
Scholarships & Fellowships, Net of Scholarship	125.7	125.1	140.4	157.3	182.4	192.8	208.9	224.5	241.1
Depreciation	98.0	107.0	112.3	113.0	116.0	129.0	139.8	143.4	146.5
Interest on Indebtedness	48.1	53.3	52.7	56.4	64.0	67.0	86.9	90.0	91.2
Total Expenses	\$ 1,614.9	\$ 1,714.2	\$ 1,859.1	\$ 2,000.9	\$ 2,176.0	\$ 2,343.6	\$ 2,543.0	\$ 2,731.4	\$ 2,935.2
Net Increase (Decrease)	\$ 121.2	\$ 85.0	\$ 103.3	\$ 92.4	\$ 76.8	\$ 59.0	\$ 39.1	\$ 37.6	\$ 33.6

Proposed Changes to the ASU Strategic Enterprise Framework

The results from this set of assumptions are somewhat manageable in the short term, but then result in reversing the strong progress that ASU has made in building net assets. Given the importance of financial strength to our operating flexibility and access to the capital markets at reasonable rates, we must address that outcome with modifications to our strategic enterprise plan.

Deep expenditure reductions are not a feasible route to address this threat to our continued ability to be the most productive and cost-effective producer of graduates and research of direct value. Making damaging budget reductions that will reduce service levels to students, reduce financial aid support, and dismantle the research support structure are counter-productive and will undermine the foundation on which the entire financial structure is based. Lower service and quality are likely to result in higher attrition, fewer new graduates, less attractiveness to non-resident and domestic students—and therefore reduction in the projections for tuition revenue. They will make the pursuit of large new research centers—which are the most valuable kinds of additions to the economic fabric of the state—much more difficult because the complexity of building proposals of this kind requires a skilled and experienced team of research managers and faculty.

That would not be an acceptable approach. Other kinds of modifications to our strategic enterprise plans are needed. ASU's adjusted Strategic Enterprise Framework will now include plans for accelerating the wider enterprise initiatives that have been started in the past year to build new partnerships and new domestic and international markets for educational activities that are highly-leveraged with technology and which build on the strength and quality of the current ASU Online programs and development expertise.

We will discuss these new initiatives in some detail during the presentation to the Board on April 9, 2015, as well as some of the implementation and governance issues that accompany this kind of activity.

While the new Enterprise plan has to be rebuilt to take into account the highly unreliable nature of investments by the State and the pessimism that must accompany the recent budget decisions, we would be derelict if we did not work to restore the State's recognition of its constitutional responsibilities to public higher education. ASU will work to rebuild a coalition of government leaders and citizens that recognize the value of higher education to the future of Arizona and to the well-being of its citizens. The goal will be maintaining the current base of funding and beginning a process of reinvestment through either direct new appropriations or the creation of a state-financed financial aid structure.

All of this is a means of providing the support needed to maintain an affordable tuition environment for Arizona resident students. Without these kinds of resource enhancements, ASU would need to move from a zero-to-low resident tuition rate increase approach to an ongoing moderate rate increase assumption—with the possibility of even higher increases if there are further State investment reductions post FY2016- and/or a substantial revision to its financial relationship with the State.

While the levels of expenditure necessary to achieve our current plan are not reflected in the financial projections in Attachment A above, we believe that with hard work, modified strategies, and support from the Board of Regents, we will be able to rebuild a Strategic Enterprise Framework that permits us to continue to pursue our mission and our ABOR-assigned responsibilities.

The other materials in this advance package include a number of tables and charts that are outlined in the Board Office guidelines for the Operational and Financial Reviews. They are intended to supplement the presentation on April 9, in which many of the topics will be explored in greater detail.

EDUCATIONAL AND GENERAL EXPENSE TRENDS
FY 2014 ACTUAL WITH PROJECTIONS FOR FY 2015, FY 2016, FY 2020
(\$ thousands)

NOT FINAL -- DOES NOT REFLECT CHANGES NEEDED IN THE ASU STRATEGIC ENTERPRISE PLAN

	ACTUAL		PROJECTED											
	FY 2014		FY 2015				FY 2016				FY 2020			
	\$ (thousands)	\$ per FTE	\$ (thousands)	% change	\$ per FTE	% change	\$ (thousands)	% change	\$ per FTE	% change	\$ (thousands)	% change	\$ per FTE	% change
Revenue														
Tuition and fees, gross	\$ 1,117,857	\$ 14,636	\$ 1,244,000	11.3%	\$ 15,373	5.0%	\$ 1,400,600	12.6%	\$ 16,172	5.2%	\$ 1,790,700	5.5%	\$ 17,406	1.9%
Sales and services, educational departments	58,449	765	62,900	7.6%	777	1.6%	48,900	-22.3%	565	-27.4%	44,400	-3.3%	432	-6.6%
Other operating revenues	35,343	463	20,900	-40.9%	258	-44.2%	21,500	2.9%	248	-3.9%	24,600	3.8%	239	0.3%
State operating appropriations	314,493	4,118	338,000	7.5%	4,177	1.4%	284,700	-15.8%	3,287	-21.3%	284,700	0.0%	2,767	-3.4%
Fiscal Stabilization Funds	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Financial aid grants	106,855	1,399	115,400	8.0%	1,426	1.9%	118,900	3.0%	1,373	-3.7%	133,900	3.0%	1,302	-0.5%
Financial aid trust funds	12,393	162	12,100	-2.4%	150	-7.8%	12,500	3.3%	144	-3.5%	14,400	4.3%	140	0.8%
Revenues used to support E&G Expenses	\$ 1,645,390	\$ 21,543	\$ 1,793,300		\$ 22,162		\$ 1,887,100		\$ 21,789		\$ 2,292,700		\$ 22,286	
Year over Year Change	\$ 156,293	\$ 470	\$ 147,910	9.0%	\$ 1,142	5.3%	\$ 93,800	5.2%	\$ (373)	-1.7%	\$ 97,300	4.4%	\$ 191	0.9%
Cumulative Change since FY 08	\$ 526,742	\$ 3,066	\$ 674,652	60.3%	\$ 3,685	19.9%	\$ 768,452	68.7%	\$ 3,312	17.9%	\$ 1,174,052	105.0%	\$ 3,809	20.6%
<i>Revenues, net of scholarship expenses</i>	\$ 1,296,986	\$ 16,982	\$ 1,394,200		\$ 17,230		\$ 1,454,700		\$ 16,797		\$ 1,762,300		\$ 17,130	
Year over Year Change	\$ 123,059	\$ 660	\$ 97,214	7.5%	\$ 535	3.1%	\$ 60,500	4.3%	\$ (433)	-2.5%	\$ 73,300	4.3%	\$ 132	0.8%
Cumulative Change since FY 08	\$ 341,659	\$ 1,202	\$ 438,873	45.9%	\$ 1,450	9.2%	\$ 499,373	52.3%	\$ 1,017	6.4%	\$ 806,973	84.5%	\$ 1,351	8.6%
Operating Expense														
Instruction	\$ 617,091	\$ 8,080	\$ 691,100	12.0%	\$ 8,541	5.7%	\$ 742,200	7.4%	\$ 8,570	0.3%	\$ 936,400	5.4%	\$ 9,102	1.8%
Public Service	40,209	526	41,200	2.5%	509	-3.3%	41,900	1.7%	484	-5.0%	44,600	1.6%	434	-1.9%
Academic Support	225,853	2,957	241,900	7.1%	2,989	1.1%	253,000	4.6%	2,921	-2.3%	295,100	3.7%	2,868	0.1%
Student Services	72,409	948	77,700	7.3%	960	1.3%	81,300	4.6%	939	-2.2%	95,100	3.7%	924	0.2%
Institutional Support	136,334	1,785	146,100	7.2%	1,806	1.1%	152,900	4.7%	1,765	-2.2%	178,600	3.7%	1,736	0.1%
Operation and maintenance of plant	98,901	1,295	107,000	8.2%	1,322	2.1%	112,600	5.2%	1,300	-1.7%	133,800	4.1%	1,301	0.6%
Scholarships and Fellowships	348,404	4,562	399,100	14.6%	4,932	8.1%	432,400	8.3%	4,993	1.2%	530,400	4.7%	5,156	1.2%
Educational and General Cash Expenses	\$ 1,539,201	\$ 20,153	\$ 1,704,100		\$ 21,059		\$ 1,816,300		\$ 20,972		\$ 2,214,000		\$ 21,521	
Year over Year Change	\$ 143,811	\$ 608	\$ 206,800	13.4%	\$ 1,455	7.2%	\$ 112,200	6.6%	\$ (88)	-0.4%	\$ 98,100	4.6%	\$ 226	1.1%
Cumulative Change since FY 08	\$ 427,304	\$ 1,788	\$ 592,203	53.3%	\$ 2,694	14.7%	\$ 704,403	63.4%	\$ 2,606	14.2%	\$ 1,102,103	99.1%	\$ 3,155	17.2%
<i>Expenses, net of scholarship expenses</i>	\$ 1,190,797	\$ 15,591	\$ 1,305,000		\$ 16,127		\$ 1,383,900		\$ 15,979		\$ 1,683,600		\$ 16,365	
Year over Year Change	110,577	797	138,000	11.6%	848	5.4%	78,900	6.0%	(148)	-0.9%	74,100	4.6%	167	1.0%
Cumulative Change	242,221	(77)	356,424	37.6%	459	2.9%	435,324	45.9%	311	2.0%	735,024	77.5%	697	4.5%
Student FTE														
		76,376			80,919				86,607				102,877	
Year over Year Change		3,314			4,543			5,688		7,000			3,513	3.5%
Cumulative Change since FY 08		15,833			20,376			26,064		43.1%			42,334	69.9%
Non Operating Expenses Covered from Tuition and Fees														
Debt Service	\$ 57,708	\$ 756	\$ 55,913		\$ 691		\$ 64,500		\$ 745		\$ 74,200		\$ 721	
Capital investment	36,000	471	38,000		470		38,000		439		44,000		428	
Net Revenue Available/ (Supported by Other Sources)	\$ 12,481	\$ 163	\$ (4,713)		\$ (58)		\$ (31,700)		\$ (366)		\$ (39,500)		\$ (384)	

Note: Excludes revenue, expenses, and FTE enrollment associated with Thunderbird and the College Achievement Plan (Starbucks) in order to present consistent information about per FTE revenue and expenses.

UNIVERSITY TUITION AND FEE REVENUES

NOT FINAL -- DOES NOT REFLECT CHANGES NEEDED IN THE ASU STRATEGIC ENTERPRISE PLAN

(\$ thousands)

	ACTUAL			PROJECTED					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
NR UG	\$264,871	\$293,383	\$352,270	\$436,416	\$521,972	\$590,102	\$658,498	\$719,439	\$777,473
RES UG	360,229	363,563	375,716	388,089	404,572	413,253	426,291	437,858	449,086
NR Grad	76,502	82,717	99,113	113,361	148,510	166,854	185,955	204,094	221,715
RES Grad	55,893	55,891	57,683	55,695	62,609	63,913	67,069	70,330	73,661
Prog Fees/Diff									
UG	30,507	33,774	36,807	42,991	47,561	49,008	50,366	51,628	52,809
Grad	41,253	41,353	43,548	45,848	48,248	49,716	51,094	52,375	53,573
Course Fees									
UG	7,912	15,299	17,129	18,481	19,056	19,651	20,210	20,729	21,215
Grad	718	1,282	1,343	1,449	1,494	1,541	1,585	1,626	1,664
Extended Ed									
Non Degree									
Thunderbird					24,880	25,036	38,320	51,425	67,306
Summer Session	56,972	63,047	69,858	74,015	88,790	92,348	96,046	99,892	103,892
Mandatory Fees									
UG	27,574	22,977	24,645	34,207	35,295	36,422	37,480	38,464	39,384
Grad	5,682	4,730	5,053	7,013	7,236	7,467	7,684	7,886	8,075
Other Misc	24,450	27,755	34,694	40,235	45,253	47,063	48,946	50,904	52,940
Total Tuition & Fees	\$952,563	\$1,005,772	\$1,117,857	\$1,257,800	\$1,455,477	\$1,562,375	\$1,689,545	\$1,806,651	\$1,922,794
YEARLY CHANGE	17%	6%	11%	13%	16%	7%	8%	7%	6%

**EDUCATIONAL AND GENERAL EXPENSE TRENDS -
PEER COMPARISONS**

Source: IPEDS
(\$ thousands)

Institution Name	FY 2010					FY 2011				
	Total E&G Revenues	T&F & Appr Revenue \$'s/FTE	Total Revenue \$'s/FTE	Total E&G Expenses	Expense \$'s/FTE	Total E&G Revenues	T&F & Appr Revenue \$'s/FTE	Total Revenue \$'s/FTE	Total E&G Expenses	Expense \$'s/FTE
Arizona State University	1,212,751	17,640	19,590	1,204,336	19,454	1,337,447	18,459	20,705	1,294,150	20,035
Florida State University	601,984	15,245	16,444	674,067	18,413	666,544	16,145	17,859	717,763	19,232
Indiana University-Bloomington	984,727	23,200	25,048	1,021,626	25,987	1,034,572	24,241	26,177	1,036,890	26,236
Michigan State University	1,178,717	22,865	27,173	1,285,761	29,640	1,159,745	21,581	26,366	1,289,905	29,326
Ohio State University-Main Campus	1,366,338	22,515	26,702	1,667,290	32,584	1,466,254	23,727	28,271	1,753,802	33,815
Pennsylvania State University-Main Campus	1,880,618	36,656	42,812	1,945,058	44,279	1,981,415	37,677	44,696	1,963,207	44,286
Rutgers University-New Brunswick	1,266,803	31,931	35,440	1,338,247	37,439	1,332,915	32,861	36,215	1,364,873	37,083
The University of Texas at Austin	1,117,750	18,228	23,069	1,379,522	28,471	1,138,940	18,389	23,487	1,404,734	28,968
University of California-Los Angeles	2,002,196	32,781	53,482	2,103,140	56,178	2,079,617	31,267	53,916	2,264,789	58,716
University of Connecticut	998,476	34,340	37,171	980,165	36,489	1,053,081	34,926	38,331	1,065,980	38,801
University of Illinois at Urbana-Champaign	1,082,917	22,281	26,189	1,443,758	34,915	1,181,963	24,077	28,156	1,439,319	34,287
University of Iowa	742,745	23,489	28,360	829,294	31,665	766,181	23,419	28,990	784,039	29,665
University of Maryland-College Park	846,679	22,734	24,839	894,818	26,251	933,569	24,835	27,238	915,835	26,721
University of Minnesota-Twin Cities	1,463,628	28,186	33,476	1,894,093	43,321	1,424,485	28,863	32,416	1,871,465	42,588
University of Washington-Seattle Campus	1,155,526	23,764	30,047	1,707,926	44,411	1,290,012	25,329	33,237	1,786,851	46,038
University of Wisconsin-Madison	1,058,752	20,087	26,925	1,153,604	29,338	1,153,897	21,431	29,365	1,178,048	29,979
Peer Median	1,117,750	23,200	27,173	1,338,247	32,584	1,159,745	24,241	28,990	1,364,873	33,815
Northern Arizona University	337,897	14,144	15,838	332,724	15,595	376,468	15,468	17,493	371,910	17,282
University of Arizona	894,569	23,070	25,183	926,073	26,070	976,372	24,644	27,141	998,033	27,743

**EDUCATIONAL AND GENERAL EXPENSE TRENDS -
PEER COMPARISONS**

Source: IPEDS
(\$ thousands)

Institution Name	FY 2012					FY 2013				
	Total E&G Revenues	T&F & Appr Revenue \$'s/FTE	Total Revenue \$'s/FTE	Total E&G Expenses	Expense \$'s/FTE	Total E&G Revenues	T&F & Appr Revenue \$'s/FTE	Total Revenue \$'s/FTE	Total E&G Expenses	Expense \$'s/FTE
Arizona State University	1,423,665	19,499	22,026	1,342,632	20,773	1,465,438	19,253	21,650	1,404,504	20,750
Florida State University	675,515	16,458	18,260	709,955	19,191	623,668	15,321	16,759	733,560	19,712
Indiana University-Bloomington	1,067,097	24,854	27,303	1,078,717	27,600	1,033,121	24,139	25,142	1,131,891	27,545
Michigan State University	1,189,675	21,917	26,469	1,328,651	29,561	1,325,344	23,002	29,069	1,390,124	30,490
Ohio State University-Main Campus	1,394,301	24,790	26,893	1,747,641	33,708	1,373,451	25,208	25,972	1,873,215	35,422
Pennsylvania State University-Main Campus	1,978,719	37,669	44,465	2,173,354	48,838	2,429,197	40,784	53,499	2,075,987	45,721
Rutgers University-New Brunswick	1,373,223	33,402	36,873	1,447,264	38,861	1,353,460	29,637	31,329	1,501,499	34,756
The University of Texas at Austin	1,141,548	17,901	23,002	1,437,281	28,961	1,238,038	18,737	25,045	1,568,875	31,738
University of California-Los Angeles	2,262,237	31,188	57,514	2,576,459	65,502	2,365,370	32,720	58,868	2,789,895	69,433
University of Connecticut	1,013,522	39,223	43,592	1,088,111	46,800	1,022,337	39,766	43,035	1,157,343	48,718
University of Illinois at Urbana-Champaign	1,238,797	25,363	29,402	1,509,458	35,826	1,687,013	25,777	39,648	1,679,288	39,466
University of Iowa	810,702	24,158	30,385	824,461	30,901	708,824	26,271	26,880	986,330	37,403
University of Maryland-College Park	958,738	25,703	28,067	952,487	27,884	942,555	26,230	27,622	997,427	29,230
University of Minnesota-Twin Cities	1,470,707	29,251	33,561	1,891,225	43,157	1,484,611	29,809	34,041	1,960,370	44,950
University of Washington-Seattle Campus	1,360,967	26,085	34,373	1,867,450	47,165	1,405,546	28,747	34,786	2,023,241	50,073
University of Wisconsin-Madison	1,124,366	20,154	28,354	1,199,145	30,239	1,113,569	21,913	27,801	1,211,647	30,250
Peer Median	1,189,675	25,363	29,402	1,437,281	33,708	1,325,344	26,230	29,069	1,501,499	35,422
Northern Arizona University	378,012	14,456	16,805	384,539	17,095	395,753	15,017	17,301	413,158	18,062
University of Arizona	982,209	23,740	26,656	1,084,178	29,423	1,112,640	24,561	29,735	1,134,747	30,326



UNIVERSITY - AUXILIARY ENTERPRISE

(Dollars in thousands)

AUXILIARY ENTERPRISES

Residential Life & Dining
 Sun Devil Athletics
 Bookstore
 Other Auxiliaries
TOTAL AUXILIARY

REVENUES					
FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015 EST
\$ 47,422	\$ 51,260	\$ 49,124	\$ 58,586	\$ 67,869	\$ 70,500
40,759	38,306	42,467	47,007	53,643	61,800
37,738	39,231	-	-	-	-
35,458	34,166	35,704	40,142	42,110	39,100
\$161,377	\$162,963	\$127,295	\$145,735	\$163,622	\$ 171,400

AUXILIARY ENTERPRISES

Residential Life & Dining
 Sun Devil Athletics
 Bookstore
 Other Auxiliaries
TOTAL AUXILIARY

EXPENSES AND NET TRANSFERS OUT (IN)					
FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015 EST
\$ 45,600	\$ 51,926	\$ 49,607	\$ 58,937	\$ 67,765	\$ 70,400
42,376	39,468	47,996	46,925	53,475	61,500
37,677	39,075	7,601	111	-	-
28,491	38,629	34,732	40,437	43,702	42,800
\$154,144	\$169,098	\$139,936	\$146,410	\$164,942	\$ 174,700

AUXILIARY ENTERPRISES

Residential Life & Dining
 Sun Devil Athletics
 Bookstore
 Other Auxiliaries
TOTAL AUXILIARY

INCREASE (DECREASE) IN FUND BALANCE					
FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015 EST
\$ 1,822	\$ (666)	\$ (483)	\$ (351)	\$ 104	\$ 100
(1,617)	(1,162)	(5,529)	82	168	300
61	156	(7,601)	(111)	-	-
6,967	(4,463)	972	(295)	(1,592)	(3,700)
\$ 7,233	\$ (6,135)	\$ (12,641)	\$ (675)	\$ (1,320)	\$ (3,300)

AUXILIARY ENTERPRISES

Residential Life & Dining
 Sun Devil Athletics
 Bookstore
 Other Auxiliaries
TOTAL AUXILIARY

ENDING FUND BALANCE					
FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015 EST
\$ 1,833	\$ 1,167	\$ 684	\$ 333	\$ 436	\$ 536
(2,500)	(3,662)	(9,191)	(9,109)	(8,941)	(8,641)
7,598	7,754	111	-	-	-
20,549	16,086	17,058	16,763	15,171	11,471
\$ 27,480	\$ 21,345	\$ 8,662	\$ 7,987	\$ 6,666	\$ 3,366



UNIVERSITY - OUTSOURCED AUXILIARY

(Dollars in thousands)

OUTSOURCED AUXILIARY

Vista del Sol (ground lease)

Barrett (ground lease)

Bookstore (Follett)

TOTAL OUTSOURCED AUXILIARY

REVENUES					
FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015 EST
\$ 1,666	\$ 1,666	\$ 1,720	\$ 1,738	\$ 1,333	\$ 1,600
250	250	250	250	250	250
		3,863	3,502	3,514	3,800
\$ 1,916	\$ 1,916	\$ 5,833	\$ 5,490	\$ 5,097	\$ 5,650

Arizona State University
Fall 2014 Enrollment and FY2014 Graduation Highlights

- Total enrollment at ASU increased to 83,301 students in the Fall 2014 term. This represents a 8.5% increase over Fall 2013. The enrollment is made up of 69,551 students in immersion programs and 13,750 students in the online-only degree programs offered by ASU Online.
- Growth in enrollment was seen across the board. Undergraduates make up 67,507 of the total (81%) and graduate students make up 15,794 of the total (19%). Both populations grew at a substantial rate; the undergraduate increase is 8.7% and the graduate increase is 7.5%.
- Undergraduate increases took place in both immersion programs (2,009 students or 3.7%), and in the rapidly growing online programs (3,149 students or 44.8%). The graduate student increase took place in both immersion programs (470 students or 4.0%), which continues for a second year the reversal of the earlier trend of decline, and in the rapidly growing online programs (642 students or 21.9%).
- Increases in non-residents fueled the growth in both immersion and online programs, but the decline in resident undergraduate enrollment which was seen in Fall 2012 and Fall 2013 was halted, and resident undergraduate grew by 467. That previous decline was the result of a large increase in the numbers of students graduating after four-years and the impact of the smaller incoming freshman classes experienced in earlier years progressing in their careers. The new growth came as the numbers of new resident students increased in both freshman and transfer populations.
- Overall Fall 2014 FTE enrollment was 81,253, an increase of 6.4%. Immersion students sustained the trend of taking higher average course loads, which tend to lead to more students graduating in four years. Online course loads declined slightly; they are generally lower due to the age and employment demographics of the students.
- A total of 19,761 degrees were awarded in FY2014. 14,381 were undergraduate degrees and 5,380 were graduate degrees (4,584 Masters, 596 Doctoral, and 200 Law). This represented a 468 increase in undergraduate degrees (3.4%) and 377 increase in graduate degrees (7.5%). Both numbers exceed ASU's metric targets for FY13; the total is 8.8% above the target. The number of degrees in ASU Online programs grew from 1,716 to 2,468. More than 76% of the undergraduate degrees and over 50% of the graduate degrees were awarded to Arizona residents.
- The degree production in FY14 was a continuation of a strong growth trend. The total of 19,761 is 4,151 (27%) greater than the number awarded five years earlier, and 7,235 (58%) greater than years earlier.

ARIZONA STATE UNIVERSITY
Headcount Enrollment: Fall 2003 to Fall 2014

	ASU Totals				Resident / Non-Resident			Graduate Component				
	In-Person	Online	Total	Metric Target	Resident	Non-Resident	Total	Masters	Doctoral	Law	Non-Degree	Total Graduate
	Undergraduate Enrollment				Undergraduate Enrollment			Graduate Enrollment				
Fall 2003	45,430		45,430		34,854	10,576	45,430					
Fall 2004	46,670		46,670		35,889	10,781	46,670					
Fall 2005	48,955		48,955		37,364	11,591	48,955					
Fall 2006	50,755		50,755		38,568	12,187	50,755					
Fall 2007	51,311		51,311		38,446	12,865	51,311					
Fall 2008	53,004	294	53,298		40,738	12,560	53,298					
Fall 2009	53,383	894	54,277		42,170	12,107	54,277					
Fall 2010	54,907	1,655	56,562		43,282	13,280	56,562					
Fall 2011	55,090	3,314	58,404	58,716	43,782	14,622	58,404					
Fall 2012	54,366	5,016	59,382	61,257	43,152	16,230	59,382					
Fall 2013	55,023	7,026	62,089	64,037	42,597	19,492	62,089					
Fall 2014	57,332	10,175	67,507	67,290	43,064	24,443	67,507					
	Graduate Enrollment				Graduate Enrollment			Graduate Enrollment				
Fall 2003	12,113		12,113		8,309	3,804	12,113	6,256	2,737	517	2,603	12,113
Fall 2004	11,486		11,486		7,756	3,730	11,486	5,887	2,918	574	2,107	11,486
Fall 2005	12,078		12,078		7,682	4,396	12,078	6,382	3,140	637	1,919	12,078
Fall 2006	12,523		12,523		7,970	4,553	12,523	6,862	3,269	606	1,786	12,523
Fall 2007	13,083		13,083		7,771	5,312	13,083	7,416	3,426	577	1,664	13,083
Fall 2008	13,084	700	13,784		8,317	5,467	13,784	8,088	3,568	530	1,598	13,784
Fall 2009	12,855	932	13,787		8,204	5,583	13,787	8,309	3,859	561	1,058	13,787
Fall 2010	12,510	1,368	13,878		7,846	6,032	13,878	8,424	3,989	614	851	13,878
Fall 2011	12,070	1,780	13,850		7,453	6,397	13,850	8,512	3,925	602	811	13,850
Fall 2012	11,568	2,428	13,996	15,312	7,248	6,748	13,996	8,710	3,920	572	794	13,996
Fall 2013	11,749	2,933	14,682	16,276	6,940	7,742	14,682	9,340	3,984	569	789	14,682
Fall 2014	12,219	3,575	15,794	17,876	6,876	8,918	15,794	10,322	4,102	572	798	15,794
	Total Enrollment				Total Enrollment							
Fall 2003	57,543	-	57,543		43,163	14,380	57,543					
Fall 2004	58,156	-	58,156		43,645	14,511	58,156					
Fall 2005	61,033	-	61,033		45,046	15,987	61,033					
Fall 2006	63,278	-	63,278		46,538	16,740	63,278					
Fall 2007	64,394	-	64,394		46,217	18,177	64,394					
Fall 2008	66,088	994	67,082		49,055	18,027	67,082					
Fall 2009	66,238	1,826	68,064		50,374	17,690	68,064					
Fall 2010	67,417	3,023	70,440		51,128	19,312	70,440					
Fall 2011	67,160	5,094	72,254	58,716	51,235	21,019	72,254					
Fall 2012	65,934	7,444	73,378	76,569	50,400	22,978	73,378					
Fall 2013	66,812	9,959	76,771	80,313	49,537	27,234	76,771					
Fall 2014	69,551	13,750	83,301	85,166	49,940	33,361	83,301					

ARIZONA STATE UNIVERSITY
FTE Enrollment (21st Day): Fall 2003 to Fall 2013

	ASU Totals			FTE per Head	
	In-Person	Online	Total	In-Person	Online
	Undergraduate Enrollment			Undergraduate Enrollment	
Fall 2003	43,778		43,778	0.96	
Fall 2004	45,272		45,272	0.97	
Fall 2005	47,455		47,455	0.97	
Fall 2006	49,293		49,293	0.97	
Fall 2007	49,537		49,537	0.97	
Fall 2008	52,500	206	52,706	0.99	0.70
Fall 2009	53,936	676	54,612	1.01	0.76
Fall 2010	55,505	1,276	56,781	1.01	0.77
Fall 2011	57,427	2,585	60,012	1.04	0.78
Fall 2012	56,911	3,743	60,654	1.05	0.75
Fall 2013	58,285	5,048	63,333	1.06	0.72
Fall 2014	60,730	6,772	67,502	1.06	0.67
	Graduate Enrollment			Graduate Enrollment	
Fall 2003	8,487		8,487	0.70	
Fall 2004	8,601		8,601	0.75	
Fall 2005	9,445		9,445	0.78	
Fall 2006	9,775		9,775	0.78	
Fall 2007	11,007		11,007	0.84	
Fall 2008	10,725	581	11,306	0.82	0.83
Fall 2009	11,615	710	12,325	0.90	0.76
Fall 2010	11,597	1,081	12,678	0.93	0.79
Fall 2011	11,201	1,346	12,547	0.93	0.76
Fall 2012	10,765	1,643	12,408	0.93	0.68
Fall 2013	11,072	1,972	13,044	0.94	0.67
Fall 2014	11,499	2,252	13,751	0.94	0.63
	Total Enrollment			Total Enrollment	
Fall 2003	52,265		52,265	0.91	
Fall 2004	53,873		53,873	0.93	
Fall 2005	56,900		56,900	0.93	
Fall 2006	59,068		59,068	0.93	
Fall 2007	60,544		60,544	0.94	
Fall 2008	63,225	787	64,012	0.96	0.79
Fall 2009	65,551	1,386	66,937	0.99	0.76
Fall 2010	67,102	2,357	69,459	1.00	0.78
Fall 2011	68,628	3,931	72,559	1.02	0.77
Fall 2012	67,676	5,386	73,062	1.03	0.72
Fall 2013	69,357	7,020	76,377	1.04	0.70
Fall 2014	72,229	9,024	81,253	1.04	0.66

ARIZONA STATE UNIVERSITY
Degree Productivity: FY 2003 to FY 2014

	ASU Totals			Metric Target
	In-Person	Online	Total	
Undergraduate Degrees				
FY03	8,566		8,566	
FY04	9,116		9,116	
FY05	9,729		9,729	
FY06	9,855		9,855	
FY07	10,137		10,137	
FY08	10,706		10,706	
FY09	11,149	80	11,229	
FY10	11,604	206	11,810	
FY11	11,805	389	12,194	11,932
FY12	12,611	599	13,210	12,235
FY13	12,922	991	13,913	12,706
FY14	12,985	1,396	14,381	13,147
Graduate Degrees				
FY03	3,237		3,237	
FY04	3,410		3,410	
FY05	3,092		3,092	
FY06	3,200		3,200	
FY07	3,492		3,492	
FY08	3,738		3,738	
FY09	4,166	215	4,381	
FY10	4,241	329	4,570	
FY11	4,479	417	4,896	4,705
FY12	4,241	594	4,835	4,773
FY13	4,278	725	5,003	4,942
FY14	4,308	1,072	5,380	5,008
Total Degrees				
FY03	11,803		11,803	
FY04	12,526		12,526	
FY05	12,821		12,821	
FY06	13,055		13,055	
FY07	13,629		13,629	
FY08	14,444		14,444	
FY09	15,315	295	15,610	
FY10	15,845	535	16,380	
FY11	16,284	806	17,090	16,637
FY12	16,852	1,193	18,045	17,008
FY13	17,200	1,716	18,916	17,648
FY14	17,293	2,468	19,761	18,155

	Resident/ Non-Resident		
	Resident	Non-Resident	Total
Undergraduate Degrees			
	6,919	1,647	8,566
	7,381	1,735	9,116
	7,841	1,888	9,729
	8,012	1,843	9,855
	8,243	1,894	10,137
	8,643	2,063	10,706
	8,917	2,312	11,229
	9,565	2,245	11,810
	9,862	2,332	12,194
	10,686	2,524	13,210
	11,103	2,810	13,913
	10,976	3,405	14,381
Graduate Degrees			
	2,152	1,085	3,237
	2,154	1,256	3,410
	2,114	978	3,092
	1,980	1,220	3,200
	2,219	1,273	3,492
	2,441	1,297	3,738
	2,565	1,816	4,381
	2,827	1,743	4,570
	2,972	1,924	4,896
	2,780	2,055	4,835
	2,810	2,193	5,003
	2,759	2,621	5,380
Total Degrees			
	9,071	2,732	11,803
	9,535	2,991	12,526
	9,955	2,866	12,821
	9,992	3,063	13,055
	10,462	3,167	13,629
	11,084	3,360	14,444
	11,482	4,128	15,610
	12,392	3,988	16,380
	12,834	4,256	17,090
	13,466	4,579	18,045
	13,913	5,003	18,916
	13,735	6,026	19,761

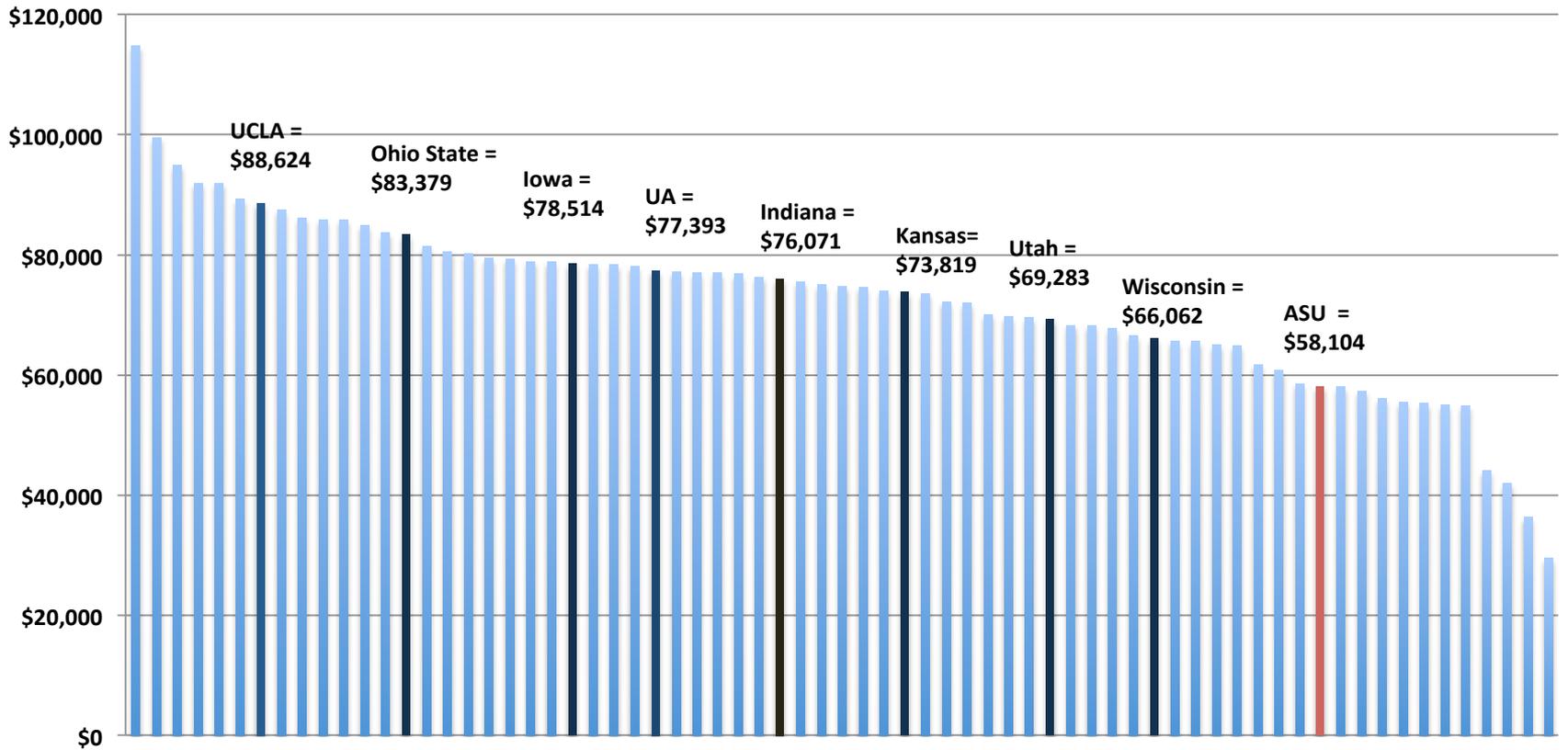
	Graduate Components		
	In-Person	ASU Online	Total
Masters Degrees			
	2,742		2,742
	2,886		2,886
	2,614		2,614
	2,631		2,631
	2,900		2,900
	3,082		3,082
	3,400	215	3,615
	3,585	329	3,914
	3,733	417	4,150
	3,421	586	4,007
	3,460	703	4,163
	3,547	1,037	
Doctoral Degrees			
	300		300
	355		355
	314		314
	389		389
	394		394
	418		418
	587		587
	490		490
	545		545
	603	8	611
	614	22	636
	561	35	596
Law Degrees			
	195		195
	169		169
	164		164
	180		180
	198		198
	238		238
	179		179
	166		166
	201		201
	217		217
	204		204
	200		200

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

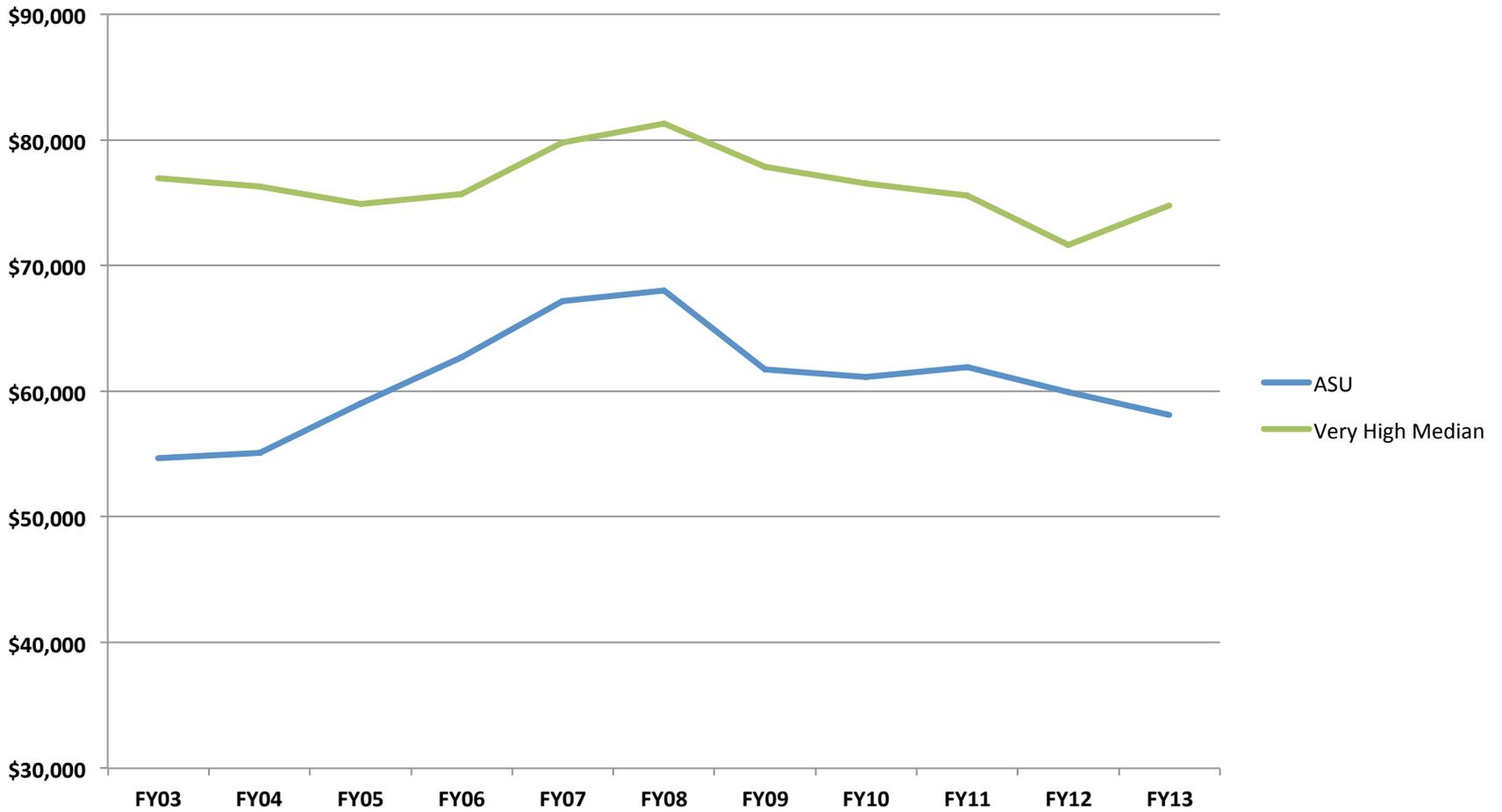
IPEDES FY13

This page intentionally left blank

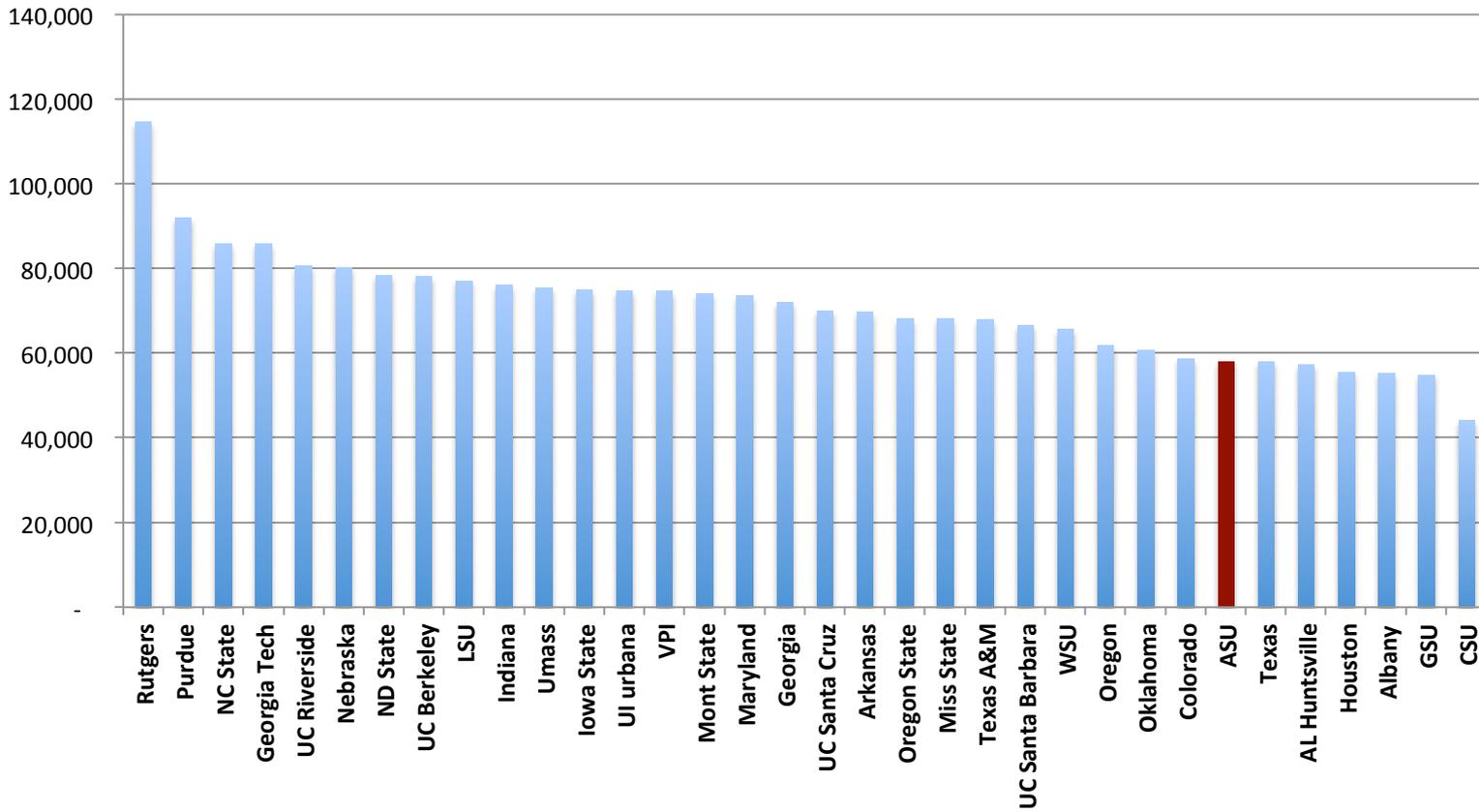
Tuition, Fees, and State Appropriations per Degree Awarded Very High Research Universities IPEDS FY2013



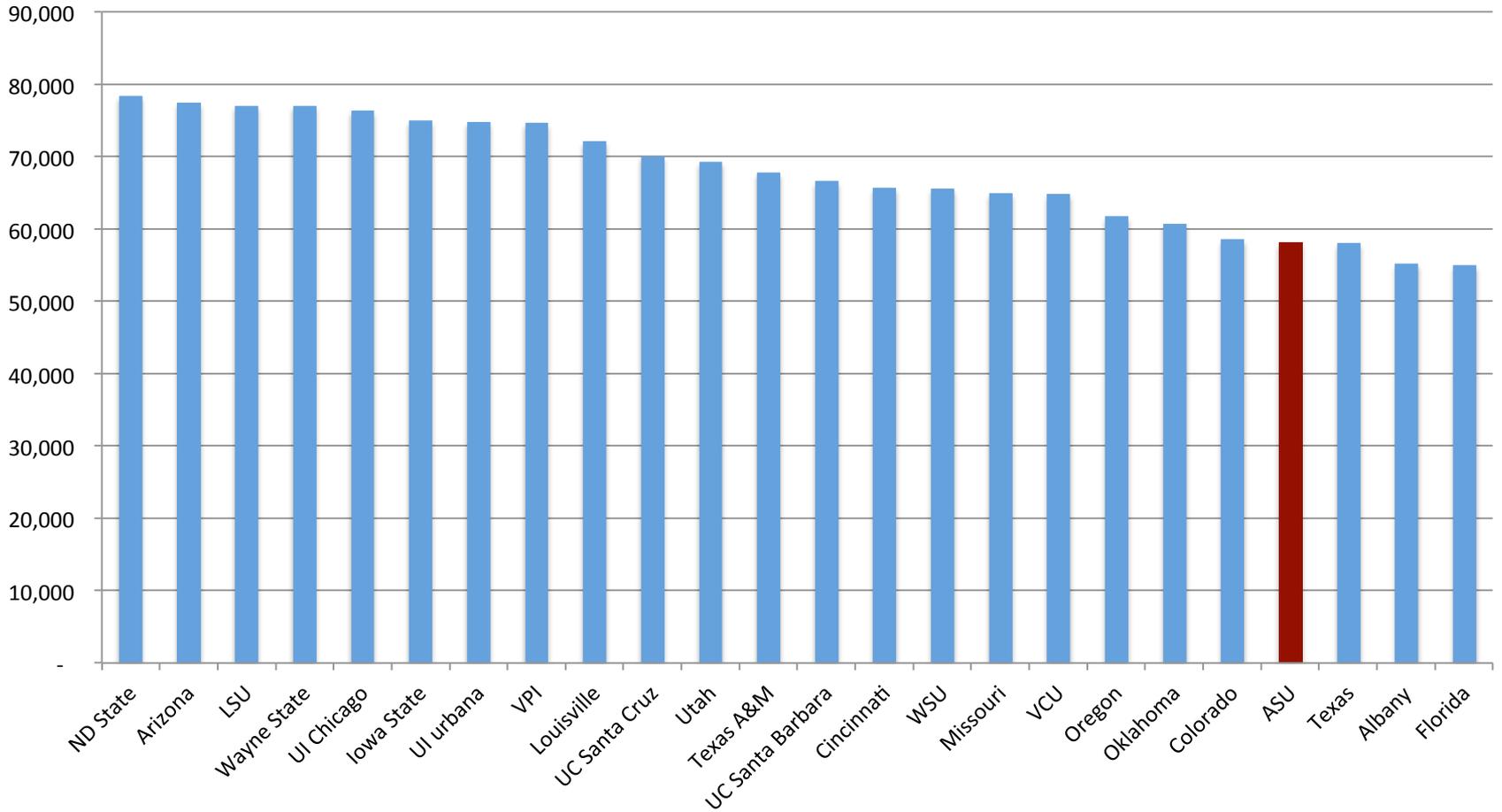
**Tuition, Fees, and State Appropriations per Degree Awarded
ASU and Median of Very High Research Universities
FY03 to FY13 IPEDS in Constant FY13 Dollars**



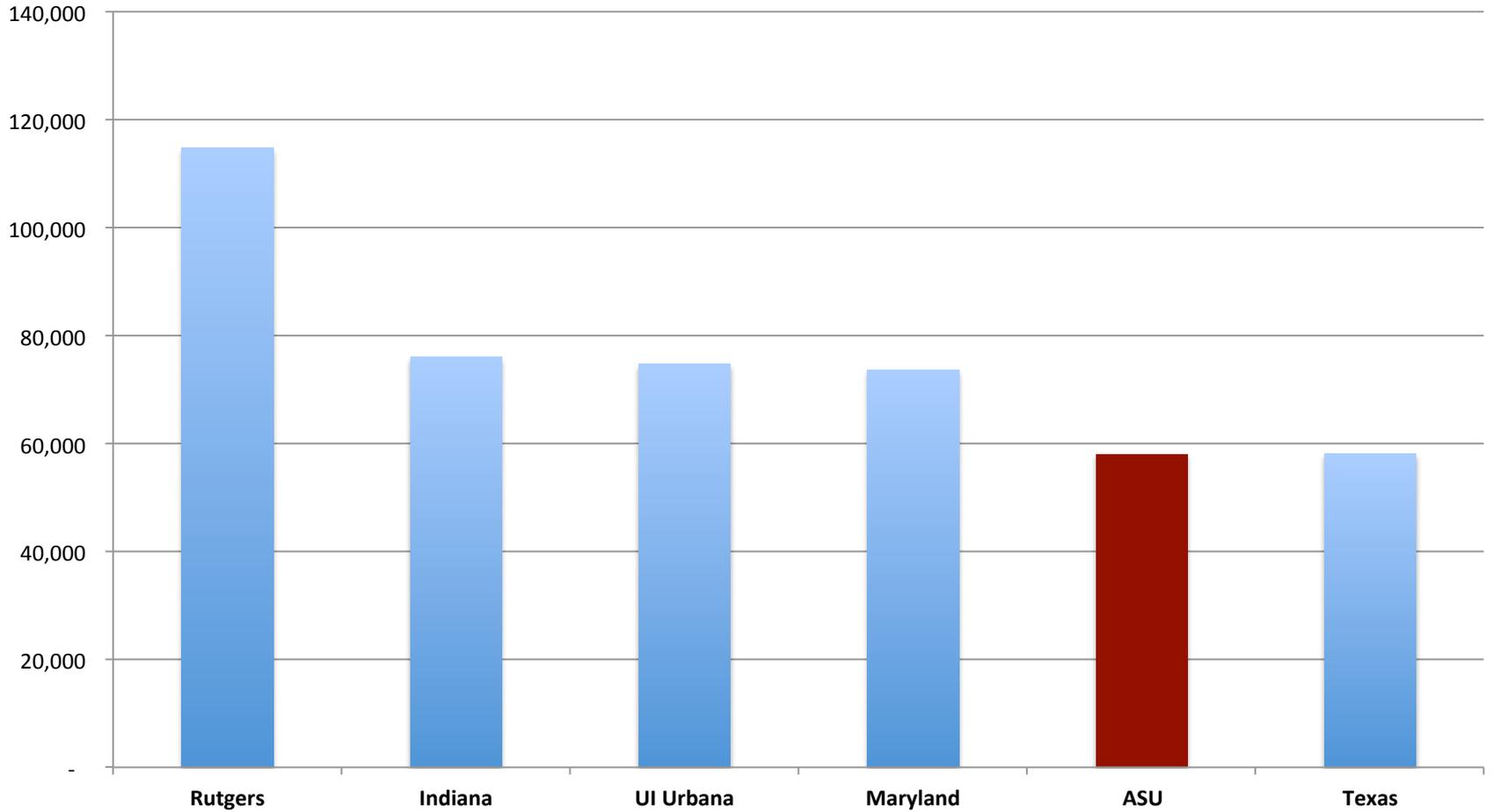
Tuition, Fees, and State Appropriations per Degree Awarded Very High Research Public Universities without Medical Schools IPEDS FY2013



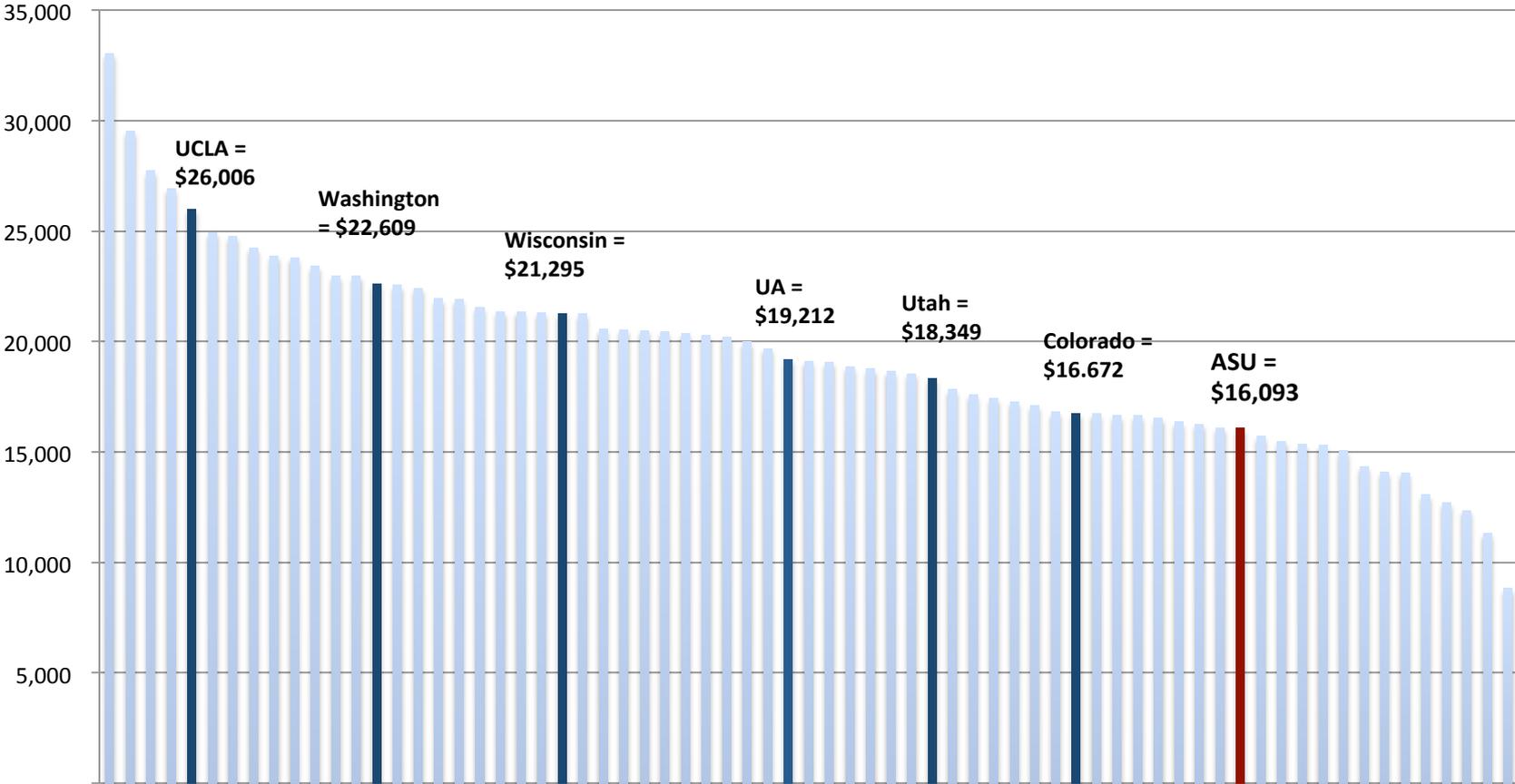
Tuition, Fees, and State Appropriation per Degree Awarded
Very High Research Public Universities with \$16,000 to \$20,000 per FTE
IPEDS FY2013



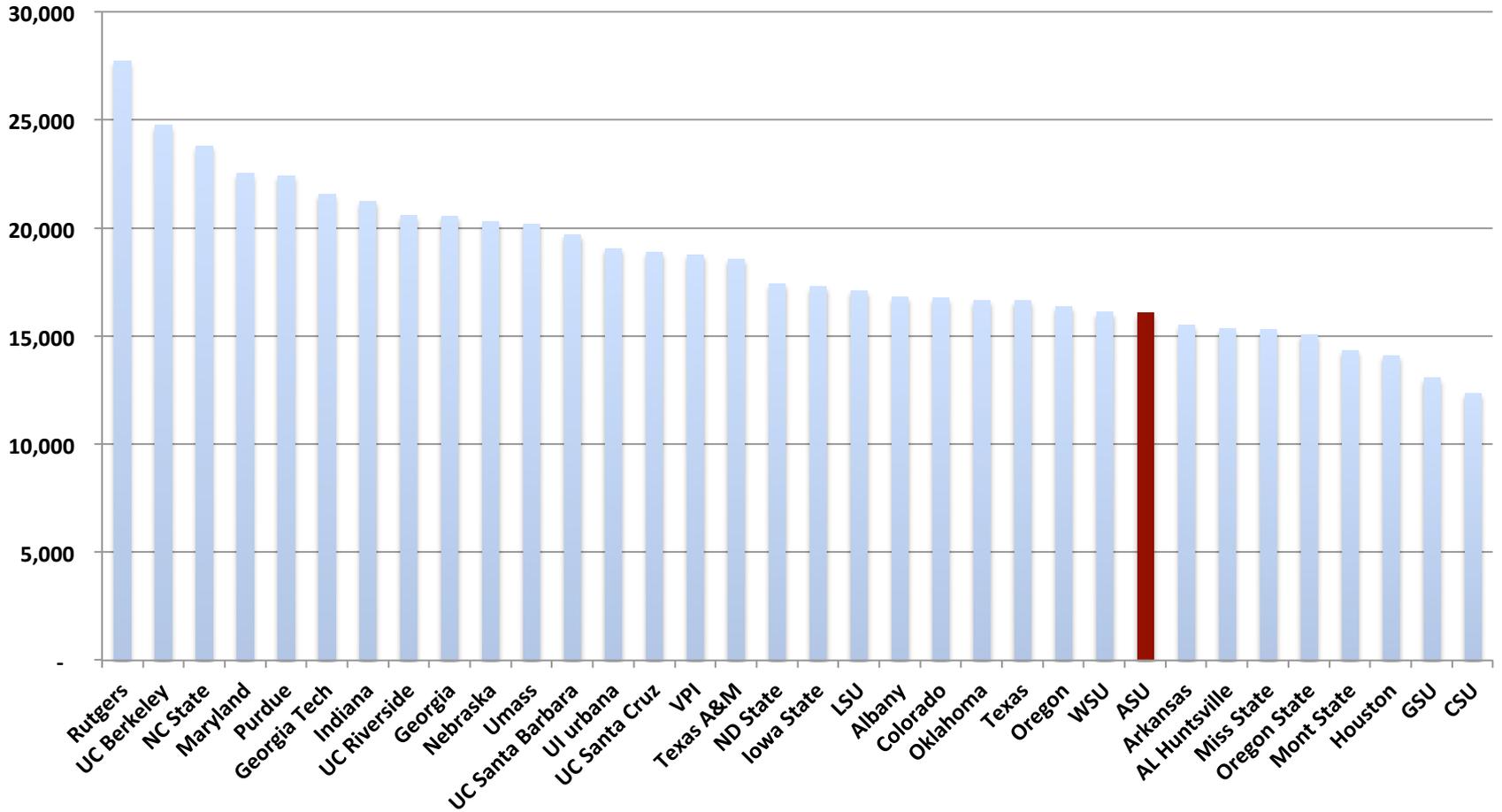
Tuition, Fees, and State Appropriation per Degree Awarded
ASU Peers without Medical Schools
IPEDS FY 2013



Tuition, Fees, and State Appropriations per FTE Student Very High Research Public Universities IPEDS FY2013



**Tuition, Fees, and State Appropriations per FTE Student
Very High Research Public Universities without Medical Schools
IPEDS FY2013**



This page intentionally left blank

FTE Employees per 100 FTE Students

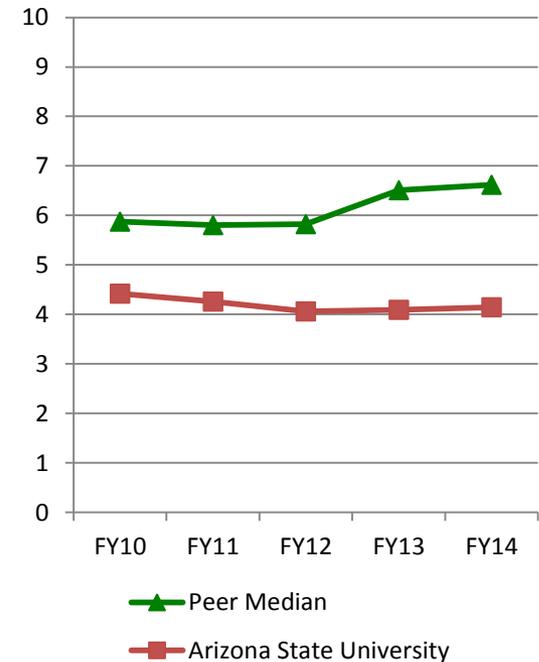
FY2010 to FY2014

Data extracted from
IPEDS Peers Analysis System

This page intentionally left blank

Faculty Employees FTE Employees Per 100 FTE Students (Excludes Medical School Employees)

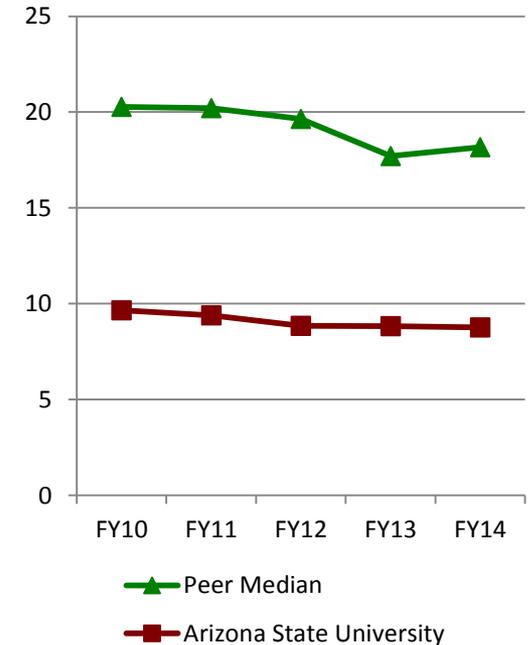
	FY10	FY11	FY12	FY13	FY14
University of Maryland-College Park	9.77	9.99	10.3	10.31	10.36
University of Minnesota-Twin Cities	8.16	8.08	8.08	8.82	9.13
University of Washington-Seattle Campus	5.19	5.73	5.6	8.31	8.67
Rutgers University-New Brunswick	8.03	7.58	7.81	8.27	8.28
Pennsylvania State University-Main Campus	7.58	7.63	7.56	8.05	8.14
University of Wisconsin-Madison	5.87	5.8	5.71	9.14	7.63
Michigan State University	5.73	5.56	5.52	5.27	7.22
University of Connecticut	5.24	5.25	5.37	6.45	6.62
University of California-Los Angeles	6.03	6.07	6.97	6.51	6.38
Indiana University-Bloomington	6.38	6.45	6.42	6.57	6.35
University of Illinois at Urbana-Champaign	6.34	6.06	5.86	5.98	6.07
University of Iowa	5.62	5.66	5.82	5.77	5.79
The University of Texas at Austin	5.68	5.48	5.42	5.43	5.76
University of Arizona	5.46	5.66	5.71	5.41	5.66
Florida State University	5.04	4.81	4.74	4.93	4.96
Ohio State University-Main Campus	4.92	4.84	4.70	4.85	4.86
Arizona State University	4.42	4.26	4.06	4.09	4.15
Peer Median	5.87	5.80	5.82	6.51	6.62



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.

Non-Faculty Employees FTE Employees Per 100 FTE Students (Excludes Medical School Employees)

	FY10	FY11	FY12	FY13	FY14
University of California-Los Angeles	21.90	21.94	20.38	20.16	22.05
University of Minnesota-Twin Cities	22.27	21.98	21.54	21.49	21.72
University of Connecticut	22.27	22.71	21.55	21.63	21.71
Pennsylvania State University-Main Campus	23.25	23.42	21.03	20.74	20.61
The University of Texas at Austin	22.46	23.52	23.35	27.34	20.24
University of Wisconsin-Madison	20.97	21.06	20.71	17.71	19.27
University of Illinois at Urbana-Champaign	20.28	18.79	18.39	18.47	19.08
Ohio State University-Main Campus	20.37	20.52	19.65	18.12	18.16
University of Iowa	17.78	17.30	17.39	17.55	17.71
Rutgers University-New Brunswick	15.66	15.11	15.20	15.63	17.39
University of Washington-Seattle Campus	18.32	20.21	20.00	16.13	16.62
University of Arizona	15.16	14.82	15.04	15.16	16.07
University of Maryland-College Park	14.80	14.27	14.61	15.45	15.64
Michigan State University	17.40	17.13	17.23	16.20	14.07
Indiana University-Bloomington	14.31	14.19	13.70	13.96	13.73
Florida State University	11.15	10.85	10.59	10.88	11.15
Arizona State University	9.67	9.39	8.84	8.84	8.77
Peer Median	20.28	20.21	19.65	17.71	18.16

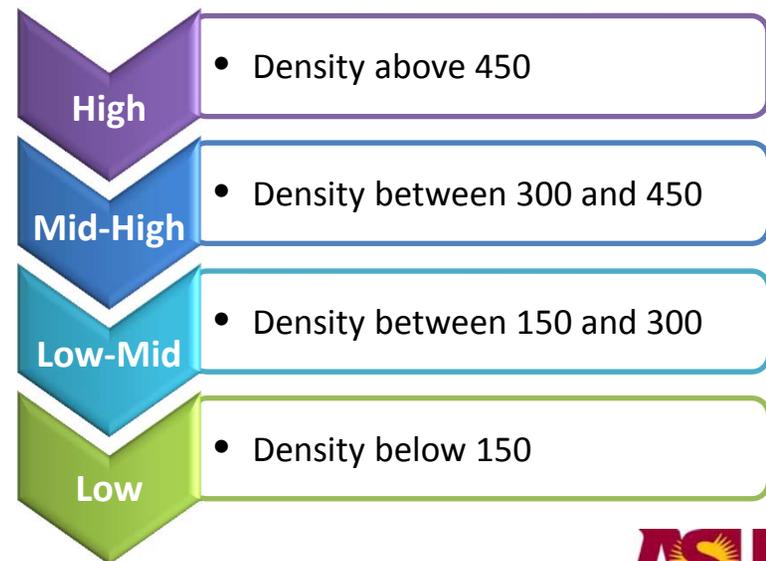
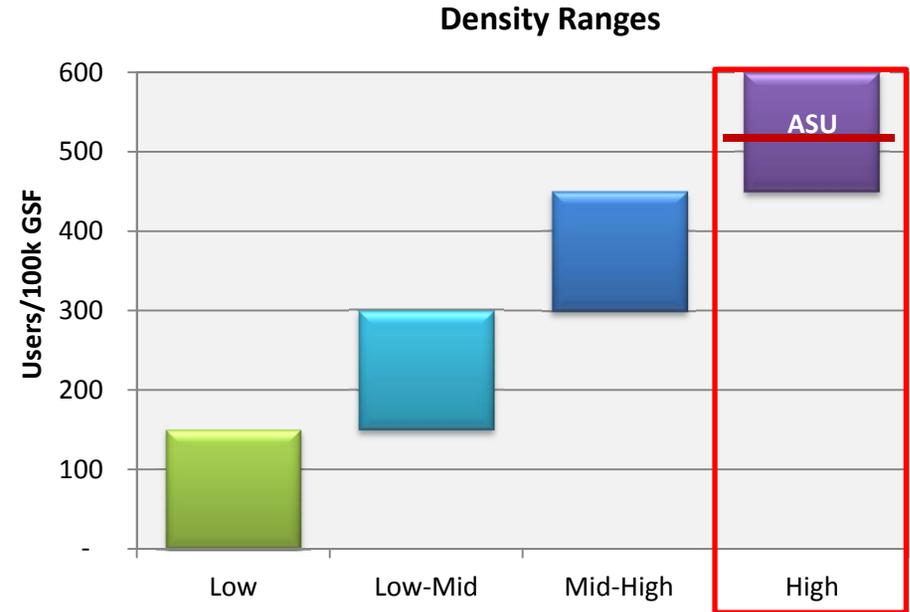
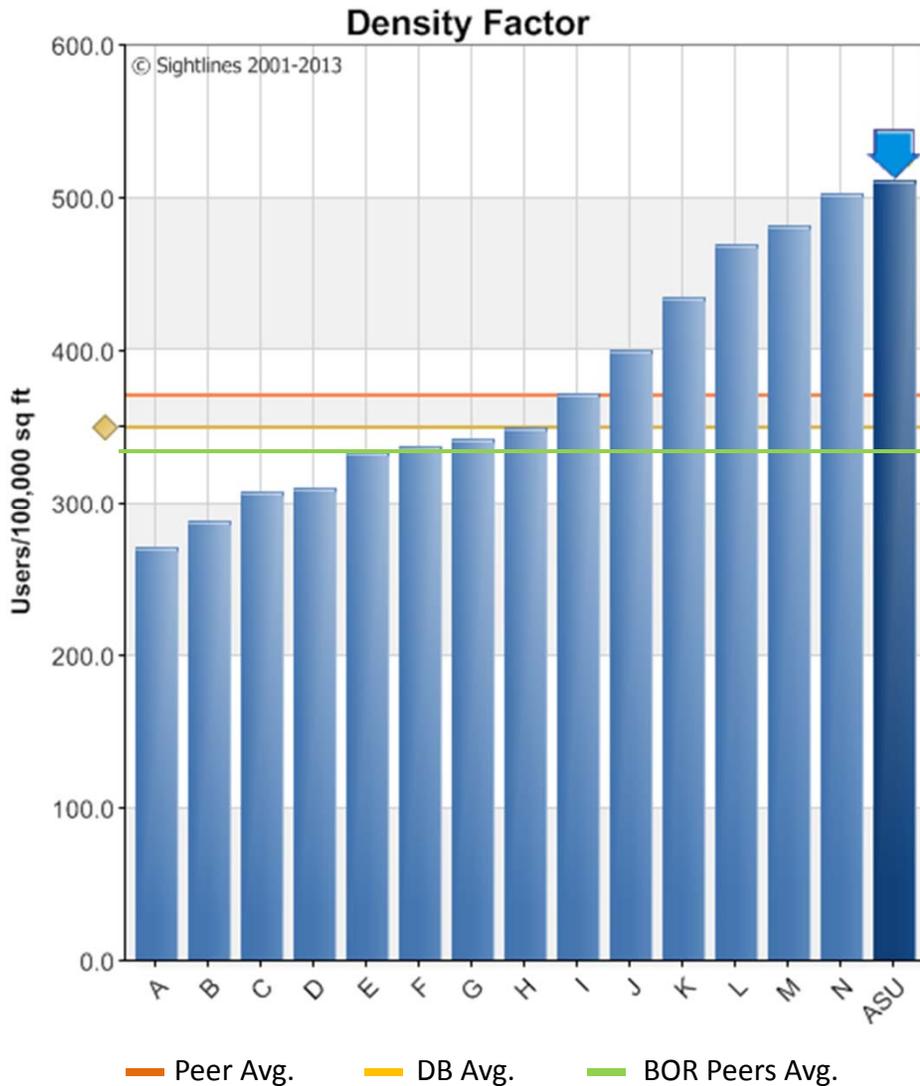


ASU's density factor in context

ASU's density is the highest among peers



Sightlines



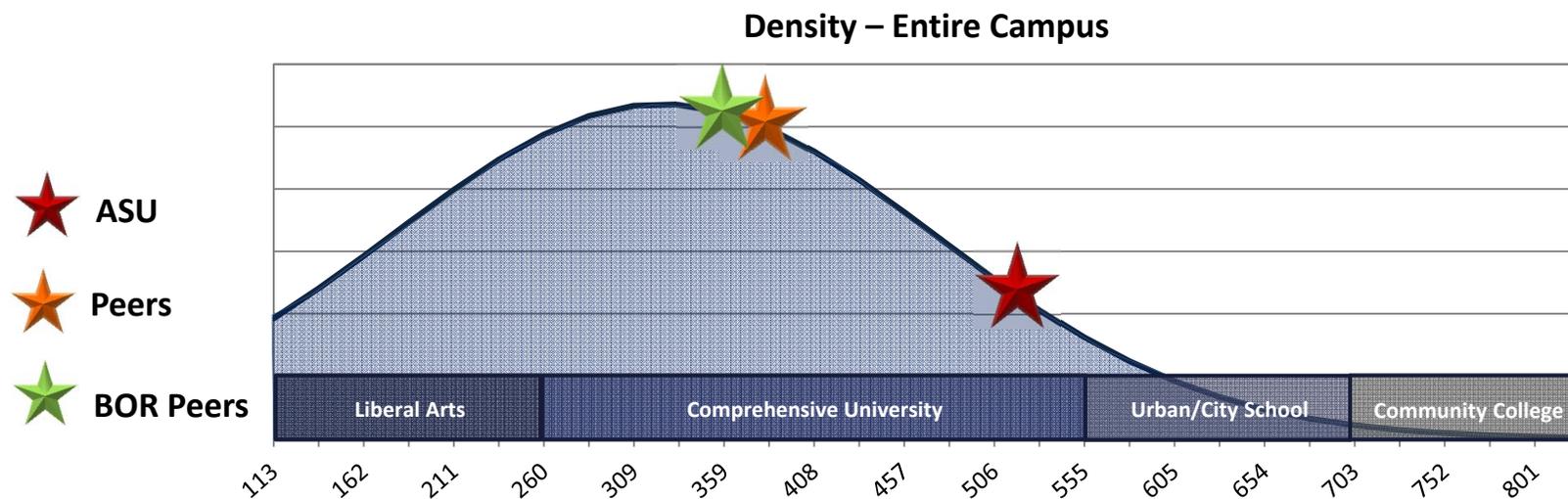
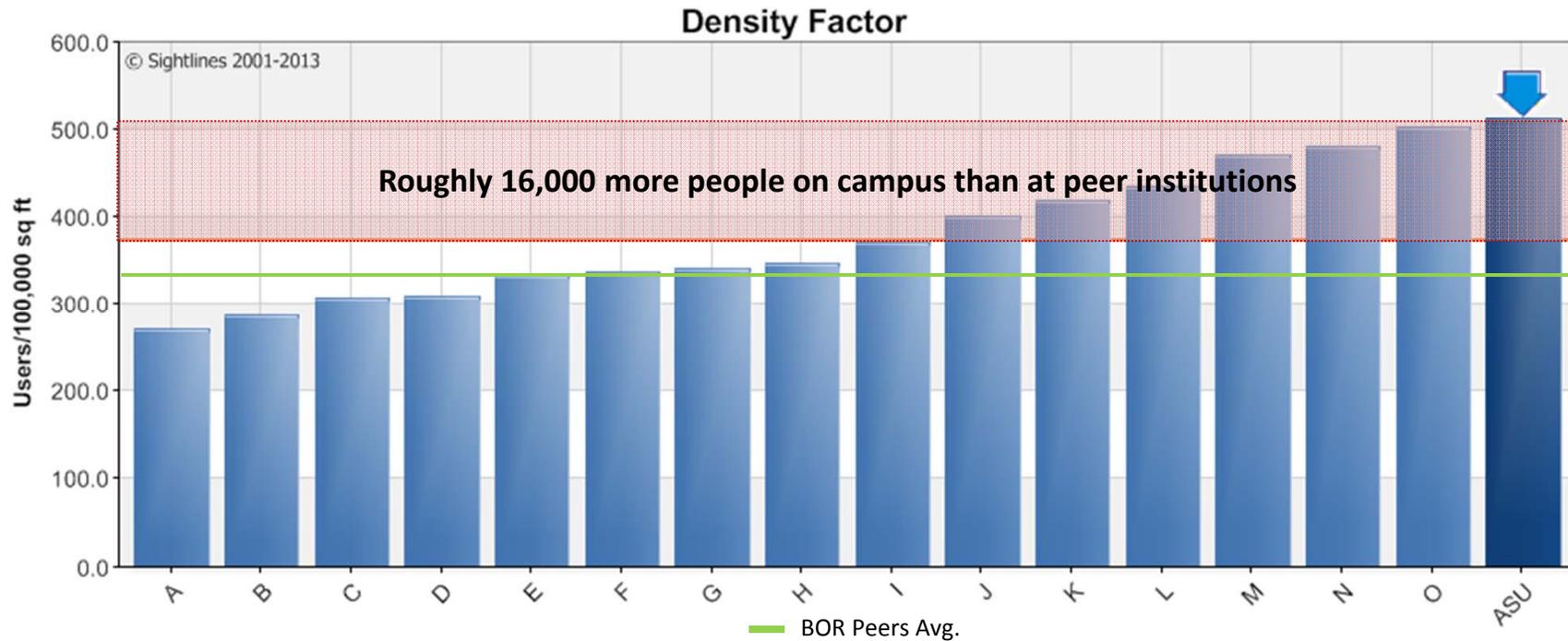
source: May 2013 report by Sightlines, LLC

ASU's density is high compared to other universities

High density levels can stress operational trades and wear out buildings faster



Sightlines



source: May 2013 report by Sightlines, LLC

Arizona State University
 Projected Debt Capacity
 FY2010 to FY2023

Fiscal Year	Total Expenses	Total Year End Debt	Debt Service Excluding SPEED	Debt Ratio Excluding SPEED	Debt Capacity Excluding SPEED	Debt Service Including SPEED	Debt Ratio Including SPEED
FY2010	\$1,507.0	\$992.5	\$78.1	5.2%	568.0	\$78.1	5.2%
FY2011	1,615.0	1,041.2	77.1	4.8%	560.0	78.3	4.8%
FY2012	1,614.9	1,164.8	80.6	5.0%	531.0	82.6	5.1%
FY2013	1,714.1	1,207.4	94.1	5.5%	592.3	96.7	5.6%
FY2014	1,859.1	1,238.2	107.0	5.8%	574.4	110.4	5.9%
FY2015 projected	1,961.1	1,353.7	102.4	5.2%	750.3	108.7	5.5%
FY2016 projected	2,031.9	1,462.1	112.8	5.6%	685.2	124.7	6.1%
FY2017 projected	2,113.7	1,508.1	104.9	5.0%	712.1	116.9	5.5%
FY2018 projected	2,235.5	1,449.7	119.3	5.3%	819.3	131.2	5.9%
FY2019 projected	2,340.0	1,389.0	119.3	5.1%	934.3	131.3	5.6%
FY2020 projected	2,449.7	1,325.6	119.3	4.9%	1,055.4	131.3	5.4%
FY2021 projected	2,576.5	1,259.0	119.6	4.6%	1,191.5	131.6	5.1%
FY2022 projected	2,710.1	1,190.6	118.1	4.4%	1,359.3	130.1	4.8%
FY2023 projected	2,851.3	1,119.0	118.1	4.1%	1,514.2	130.1	4.6%

Source: FY 2014 Debt Capacity Report.

Dollars in millions.

Debt projections include projects that have received Project Approval, Capital Development Plan Approval, or are included in the first year of the Capital Improvement Plan.

Debt capacity represents additional debt that can be issued in any given year based on the statutory 8% debt ratio maximum.

Arizona State University
Credit Ratings
FY 2004 through FY 2015

Fiscal Year	Moody's Rating			Standard & Poor's (S&P) Ratings		
	SRBs	COPs & SPEED	Outlook	SRBs	COPs & SPEED	Outlook
2004	Aa3	A1	Stable	AA	AA-	Stable
2005	Aa3	A1	Stable	AA	AA-	Stable
2006	Aa3	A1	Stable	AA	AA-	Stable
2007	Aa3	A1	Stable	AA	AA-	Stable
2008	Aa3	A1	Stable	AA	AA-	Stable
2009	Aa3	A1	Stable	AA	AA-	Stable
2010	Aa3	A1	Stable	AA	AA-	Negative
2011	Aa3	A1	Stable	AA	AA-	Negative
2012	Aa3	A1	Stable	AA	AA-	Stable
2013	Aa3	A1	Stable	AA	AA-	Stable
2014	Aa3	A1	Stable	AA	AA-	Stable
2015	Aa3	A1	Stable	AA	AA-	Negative

Rating Factors

Positive rating factors include ASU's role as a large, comprehensive, multi-campus research university with co-flagship status in the Arizona public higher-education system, in addition to ASU's growing enrollment and on-line program, strong and sustained growth of tuition revenue, increasing research presence and consistent positive operating results.

Offsetting factors include high debt burden and thin balance sheet resources, in addition to continued lower levels of state funding, and anticipated capital investment needed to accommodate growth and aging plant.

ASU and ASU Peers
Moody's and S&P Bond Ratings

	FY2010		FY2011		FY2012		FY2013		FY2014	
	<u>Moody's</u>	<u>S&P</u>								
Arizona State University	Aa3	AA								
Most Common Peer Rating	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa1/Aa2	AA
University of California - Los Angeles *	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa2	AA
University of Connecticut	Aa2	AA-								
Florida State University	Aa2	AA								
University of Illinois at Urbana-Champaign	Aa3	AA-								
Indiana University - Bloomington	Aaa	AA+								
The University of Iowa	Aa1	AA								
University of Maryland - College Park *	Aa1	AA+								
Michigan State University	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA+
University of Minnesota - Twin Cities	Aa1	AA								
The Ohio State University - Main Campus	Aa1	AA								
The Pennsylvania State University - Main Campus	Aa2	AA								
Rutgers, The State University of New Jersey - New Brunswick	Aa3	AA-								
The University of Texas at Austin	Aaa									
University of Washington - Seattle Campus	Aaa	AA+								
University of Wisconsin - Madison **	Aa3	AA	Aa2	AA	Aa2	AA	Aa2	AA	Aa2	AA

* Debt is issued at the System level and rating is for the System

** Debt is issued by the State of Wisconsin and the rating is for the State

ASU is currently rated Aa3 by Moody's, the fourth highest rating, and AA by S&P, the third highest rating.

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
North End Zone Demo	\$ 3,385,000	Caruso Tuley Scott	Hunt Construction	8/1/14
WPC Phase 3 Landscape	\$ 820,171	Logan Halperin	Jokake Construction	8/10/14
Polytechnic Prep Academy Creativity Hall Renovation	\$ 3,759,000	DLR/ESD	Hardison Downey	7/15/14
BA 2nd Floor Reno	\$ 762,650	FORE Dimensions Architects	Hardison Downey	7/18/14
Ceramics Research Center Relocation to Brickyard	\$ 800,000	Durkins Architect	Holder Construction	2/19/14
UC Bldg B Chiller Unit Replacement	\$ 275,819	Maven Engineering	Core Construction	5/15/14
University Towers Parking System	\$ 314,000	Desman Associates	SDB Construction	8/20/14
INTDS B Study Abroad Reno	\$ 334,988	Durkin + Durkin	Skyline Builders	4/29/14
Poly Academic Ctr Student Success Tutoring Center	\$ 325,000	Dick Fritsche Design Group	Jokake Construction	5/27/14
Centerpoint Bldg A EMCS System Upgrade	\$ 147,700	Johnson Controls	N/A	8/30/14
PSH 358 Physics Scale-Up Classroom Lab	\$ 350,000	CCBG Architects	McCarthy Builders	9/5/14
UNCTRA Psychology Clinic	\$ 168,007	Larson Associates Architects, Inc	John H. Wright & Company, Inc.	6/13/14
Farmer 1st Fl TI	\$ 262,574	Marlene Imirzian & Associates	Brycon Construction	7/10/14
ECF Fire Code Updating	\$ 133,384	33 North Architects	McCarthy Building Company	6/19/14
UCENT 3rd Floor Lab	\$ 500,000	Smithgroup	Holder	8/7/14
MU Starbucks Garage Door & Patio	\$ 438,270	Architekton	Kitchell	8/21/14
Center for Family Studies HVAC Upgrade	\$ 135,000	LSW Engineering	Kitchell Contractors	6/3/14
ISTB 4 clean room 115,101 Phx Valve Upgrade	\$ 252,870	HDR Architecture	Airtelligence Inc	6/9/14
Urban Systems Engineering Psychology Moves	\$ 200,000	A/E Group	S.D.Crane Builders, LLC	7/31/14

Arizona State University
 Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
BAC 3rd Fl Office Studio Space Conversion	\$ 275,000	Durkin Architects LLC.	Kitchell Construction	7/11/14
San Pablo Steam and Condensate Repair	\$ 368,000	N/A	IMCOR	8/7/14
Payne Hall Structural Beam Repair	\$ 700,000	Larson and Associates	Larson and Associates	9/30/14
GWC SEMTE Classroom Renovations	\$ 102,750	Larson Associates Architects, Inc	John H. Wright & Company, Inc.	8/4/14
UCB 2nd Flr UPS Backup Power-AC	\$ 119,666	Sequoia Trail Engineering LLC	Titan Power	7/31/14
West B1 Bldg and D3 Pedestrian Directional Signs	\$ 151,540	N/A	SDB	8/15/14
Poly B2 Vehicular Directional and Campus Directories Signs	\$ 140,980	N/A	SDB	8/8/14
Interdisciplinary Sciences and Technology Building 4	\$ 147,984,492	GLHN	SUNDT	3/24/12
Birchett House Stabilization and Site Improvements	\$ 283,234	Ryden Architects	Kitchell	11/15/14
McCord Hall Business School Facility	\$ 57,050,000	Kohn Pederson Fox (KPF)	DPR Construction	6/23/13
Health Services Expansion and Renovation	\$ 9,983,935	Orcutt/Winslow	Okland Construction	3/1/12
Aberration Corrected Electron Microscopy Ctr (TEMS)	\$ 3,159,583	Architectural Nexus	Holder Construction Group	1/17/11
College Avenue Commons (Block 12)	\$ 54,500,000	Gensler/Architekton	Okland Construction	7/1/14
Polytechnic Campus Student Housing	\$ 13,600,000	RSP Architects	Inland American Communities	7/19/12
PSD 2nd Fl Pettit Lab Renovation (Ph 4)	\$ 1,271,632	Design Plus LLC.	Holder Construction Company	11/28/11
LSA Sala and Ogle Ecology Lab Renovations (Ph 4)	\$ 702,966	Fore Dimensions Architecture	S.D. Crane Builders Inc.	7/15/11
SOLS Cybertaxonomist (Ph 4) Lab Renovation	\$ 393,749	Dick & Fritsche Design Group	SD Crane	5/24/12
LSC Angilletta Lab Renovation (Ph 4)	\$ 544,331	Fore Dimensions Architecture	S.D. Crane Builders Inc (JOC County)	6/22/11

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
Art Warehouse/Art Bldg Equipment Screening	\$ 118,933	Durkin - Durkin Architects	Sky Engineering, Inc	2/4/11
Social Sciences Navy ROTC Remodel (B11)	\$ 2,164,033	Larson Associates Architects, Inc.	SDB Contracting Services	1/7/13
Herberger Partnership for Digital Culture Program at Stauffer B (SP)	\$ 3,063,777	Architectural Nexus	SDB Contracting Services	1/13/11
Communications Rm 101 Fire Suppression System	\$ 143,454	N/A	Titan Power	10/20/11
Sun Devil Sports Performance Renovations (API)	\$ 945,285	Gould Evans	Gould Evans	8/24/11
Grounds Maintenance Bldg	\$ 390,124	Durkin and Durkin Architects	JE Bowen Const	10/10/11
Memorial Union Dock Expansion and Landscaping	\$ 418,314	Sage Landscape Architecture	JE Bowen Construction	6/3/11
Campus Wayfinding and Signage	\$ 586,620	N/A	SDB (05.2014)	8/1/14
Sun Devil Stadium On Going Repairs (B11)	\$ 727,348	LAM Structural Engineering	Core Construction	7/15/11
Computing Commons Renovations – Business Expansion	\$ 2,276,973	Durkin + Durkin	SDB	1/8/11
Reliability and Redundancy Phase 1 (SP)	\$ 2,366,179	Spectrum Engineers	SDB, Inc.	10/23/12
DPC NHI 2 4th Floor Renovations	\$ 1,012,004	SmithGroup	JE Bowen	6/30/11
Nelson Fine Arts Coating	\$ 1,497,532	RSP Architects	SDB Contracting	4/20/12
eSpace Innovation Labs in ECG	\$ 1,052,566	Cannon Design	Smith Construction Management	8/2/11
ABC 2nd Floor Lab Renovation	\$ 1,728,774	HDR	Kitchell	1/3/13
NHI 1 Instruction / Research Kitchen Renovations (B11)	\$ 1,584,750	LEA Architects	SDB	2/3/11
Solar House Site Prep and Alpha Drive Landscaping	\$ 178,802	N/A	SDB	6/30/13
Villas at Vista del Sol	\$ 22,053,872	DWL	ACC - Hardison / Downey	7/12/12

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
West Campus Student Dining Facility (B12)	\$ 9,500,000	ARCHITEKTON, Inc	Hardison Downey Construction	8/8/12
Polytechnic Sun Devil Fitness Complex (SRC)	\$ 25,590,000	Architekton	Gilbane Building Company	1/7/13
STS Relocation Coor to Interdisciplinary B (B11)	\$ 476,935	Durkin and Durkin	SDB	5/20/11
Demo Fraternity Slabs on Grade	\$ 310,622	NA	SDB, Inc	4/25/11
Polytechnic Ring Road Bluestake	\$ 274,200	City of Mesa	Hunter Contracting	6/15/12
Polytechnic TLAB Cooling Tower Lab Renovation	\$ 217,314	DRAFTEK	SDB	10/15/11
Armstrong Hall LL Classroom Renovations	\$ 279,050	Larson	Skyline	8/15/11
PE East Asbestos Abatement	\$ 189,742	N/A	ARGUS CONTRACTING	1/4/11
Downtown UCENT 371 Lab Renovation Exhaust Hoods	\$ 101,315	Smith Group	JE Bowen	1/14/11
Fab Annex Renovation for Young Scholars Academy	\$ 205,481	SPS	Skyline	3/20/11
CASI Cowden Adaptive Systems Computer Lab Renovation (B11)	\$ 218,904	CPMG Engineering Group	SDB	4/28/11
MU Elevator Renovation	\$ 227,978	N/A	KONE	6/15/11
CLAS PSD Ros 18 & 20 Air Quality (Ph 4)	\$ 310,060	ART LLC	Holder Construction Company	5/16/11
ECE Rm 104 & 106 Lind Lab Renovation (Ph 4)	\$ 314,971	Van Boerum & Frank Associates	Chasse Building team	7/28/11
PSD Williams NanoSims Lab Renovations	\$ 1,193,420	Design Plus LLC.	Holder Construction Company	11/28/11
SCIDSE 1.5 TI Remodel (Ph 4)	\$ 1,150,765	Dick & Fritsche Design Group	John H. Wright & Co., Inc.	8/12/11
Tunnel and Fire Lane Safety (B11)	\$ 738,113	Lam Structural Engineering	CORE Construction	6/30/13
Music Building Fire Alarm Replacement (B11)	\$ 323,989	N/A	Climatec	9/14/12

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
FY 11 Roof Replacements (B11)	\$ 996,207	N/A	Core Construction	6/30/12
Psychology New Hire Brewer Lab Renovation	\$ 314,698	DWL Architects + Planners, Inc.	S.D. Crane Builders Inc (JOC County)	6/22/11
Psychology New Hire Doane (Ph 4) Lab Renovation	\$ 209,531	DWL Architects + Planners, Inc.	S.D. Crane Builders Inc (JOC County)	6/15/11
Business District Landscape Improvements	\$ 2,341,136	Coe & Van Loo	Jokake Construction (JOC)	8/18/11
GWC Cosmology Expansion (Ph 4)	\$ 631,009	RNL DESIGN	JE Bowen	1/3/13
DPC Student Center at Post Office	\$ 4,744,082	Holly Street Studio	Caliente Construction, Inc.	1/4/13
Payne Hall Learning Sciences Institute Renovation	\$ 1,576,966	DWL Architects	MES Contracting	1/6/12
MU Veterans' Affairs Renovation	\$ 406,841	DWL Architects + Planners, Inc.	John H. Wright & Company, Inc.	8/11/14
North Campus Phased Improvements	\$ 3,392,648	Olsson Assoc	Valley Rain Construction Corp.	7/23/13
ISTB 2 Neithalath Lab Renovations (Ph 4)	\$ 251,648	Durkin and Durkin	Brycon Construction	9/16/11
Commercial Access Road to MU	\$ 1,493,500	Wood Patel	Sunland Asphalt	8/20/13
Monument Sign at Terrace	\$ 219,433	Norris Design	Valley Rain Construction Corp.	1/14/13
Cady Mall Site Improvements and Signage	\$ 283,537	E Group	JE Bowen	8/27/12
DPC Sun Devil Fitness Complex (SRC)	\$ 24,132,500	Sasaki/Lorant	Sundt Construction CMAR	8/20/13
Art Bldg Drywell	\$ 247,191	Dibble & Associates	SDB Contracting Services	8/21/13
Polytechnic Campus Dining Facility & Service Drive	\$ 9,812,675	RSP Architects	Inland American Communities	8/8/12
PSF wing Rm 10C Duct Work (Keck)	\$ 234,888	Marven Engineering	CORE Construction	2/15/13
BA 3rd Floor Restroom Renovations	\$ 496,114	Durkin and Durkin	Caliente Construction	8/1/11
West Sun Devil Fitness Complex (SRC)	\$ 25,140,000	Architekton/360 Architects	Haydon	1/7/13

Arizona State University
 Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
Tempe Sun Devil Fitness Complex Expansion (SRC)	\$ 32,155,000	Studio MA / Sasaki	Gilbane	8/23/13
Psychology Back Up Power (SP)	\$ 490,144	RSP Architects	Core	12/15/11
Wrigley Hall (GIOS) 3rd Floor Renovation	\$ 224,721	Larson Associates Architects	Holder Construction	8/19/11
Polytechnic Loop Road Landscape	\$ 1,999,979	EPS Group, Inc	Caliente Construction	1/31/13
Downtown APS Transformer Replacement	\$ 502,522	Spectrum Engineers	SDB, Inc.	3/5/12
Group 7 Roofing SSV, WFA, & INTDS B (SP)	\$ 3,764,938	Mapes	Core Construction	10/31/12
Computing Commons 3rd Fl Math Lab Renovations	\$ 521,035	RSP Architects	MES Contracting	12/31/11
Hayden Library 1st Fl Lab Renovations	\$ 631,991	RSP Architects	Westwind Tenant Improvements	12/31/11
Stormwater Retention Recreation Fields (SRC)	\$ 1,430,138	Wood Patel	SDB / DPR	8/15/11
Stauffer Consortium for Strategic Communication Expansion	\$ 106,288	RNL DESIGN	Hernandez Companies	11/28/11
Poly Infrastructure Upgrades & Sun Devil Mall	\$ 1,135,809	Wood Patel Civil Engineers	CORE Construction, Inc.	1/15/13
ERC Exterior Repairs	\$ 216,110	Slaysman Engineering	SD Crane Builders	1/15/13
West Campus Infrastructure Upgrades for New Bldgs	\$ 788,006	Beck Consulting	Haydon Building Corp	8/1/12
SCOB 3rd Fl Amazeen Renovation (Ph 4)	\$ 441,189	RNL Architecture/ESD Engineering	Johns H. Wright & Company, Inc.	3/23/12
BAC Exterior Façade Improvements	\$ 1,256,730	Richard + Bauer	DPR Construction	5/30/14
2012 ASU Preparatory Academy	\$ 455,114	EMC2 Achitects	SD Crane Builders	7/16/12
DPC School of Letters & Sciences Wet Lab Classroom Expansion	\$ 936,479	Smith Group	Holder Construction	8/22/12
DPC Mercado Nursing E SIM Lab	\$ 207,582	OUA	Holder Construction	8/6/13

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
Learning Sciences Institute Phase 2 (B12)	\$ 735,318	DWL	Westwind Tenant Improvements	10/31/12
Stauffer A & B Phase 2 (SP)	\$ 2,822,269	DWL	CORE Construction	7/1/13
DPC UCENT 3rd FI Nursing Classroom Lab Renovation	\$ 409,044	Smith Group	L.W. French Construction	8/17/11
Old Main Fountain Upgrades	\$ 430,000	Green Choice Design Group	Baley Construction	8/15/14
Health Services Streetscape	\$ 134,333	Ten Eyck	Valley Rain	8/23/12
SOLS Collections Relocations	\$ 3,486,000	RSP Architects	Brignall Construction	4/21/14
NHI 2 TI 5th Floor	\$ 1,888,045	SmithGroup	DPR Construction	7/2/13
Alameda Warehouse TI for Storage	\$ 2,095,054	RSP Architects	Waltz Construction	10/9/12
Replace Metasys Reporting System	\$ 123,271	N/A	Climatec	2/22/13
PTS Parking Structural Repairs	\$ 642,421	Desman Associates	The Truesdell Corporation	9/12/12
PSD CLAS Trovitch Lab Renovation	\$ 1,146,296	RNL w/ Spectrum	Holder Construction Company	2/15/13
NHI2 Relocation of EAW staff to ABC I	\$ 101,511	N/A	Kearny Electric	7/28/11
DPS Antenna Relocation	\$ 107,838	Fore Dimensions Architecture	JE Bowen Construction	4/20/12
PSD Shared Support Lab Renovation	\$ 262,990	N/A	Holder Construction	11/28/11
SOLS LSE 722 & 725 Lab Renovation (Ph 5)	\$ 390,800	Dick & Fritsche Design	SD Crane	4/23/12
LSC SOLS Collaborative Classroom	\$ 141,990	Dick & Fritsche Design	SD Crane	7/27/12
Farmer 1st Floor Gaming Space	\$ 361,399	DWL Architects	Brycon Construction	3/13/13
Utility Building Upgrades Tempe Fire Pump Work	\$ 190,000	N/A	Climatec	1/23/13
BAC Bathroom Renovations - Two Levels	\$ 503,486	Durkin & Durkin Architects	SD Crane	11/30/12

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
ASU Energy Metering Project	\$ 1,096,613	Taylor Rymar & Associates	APSES	5/31/12
Polytechnic Ring Road Demo	\$ 303,692	N/A	Breinholt Demolition	3/6/12
SHESC HVAC Replacement	\$ 496,740	N/A	JOHNSON CONTROLS	7/31/12
Manzanita Renovation	\$ 50,525,258	StudioMa	ACC - Hardison/Downey	7/15/13
FY 13 West Campus Moves due to Reorganization	\$ 499,544	OUA	Core Construction	10/4/13
ECF espace Ph 2 Lab Renovation	\$ 1,059,219	Cannon Design	Brycon Construction	8/28/12
Health Services FF&E	\$ 140,000	Orcutt/Winslow & Lake Flato	Okland Construction	3/1/12
FY 12 Classroom Renovations (B12)	\$ 986,965	Larson Architects	Core Construction	8/15/12
DPC Post Office Learning Studio	\$ 1,185,467	Holly Street	Caliente	8/20/12
Hayden Library Learning Laboratory Renovation	\$ 4,279,516	AEI and Orcutt / Winslow	Holder	7/31/13
SHESC Lab Renovations	\$ 780,152	RNL architects	CORE Construction	8/26/13
GWC B20 Electron Microprobe	\$ 171,562	RNL	Holden Construction	4/27/12
ECD 131 Lab Renovation	\$ 993,082	33 North Architects	Brycon Construction	3/1/13
Bookstore HVAC Modifications	\$ 395,000	Spectrum Engineers	Johnson Controls	4/28/14
ISTB 1 MRRC Lab Renovation (Ph 4)	\$ 525,333	RNL	Holder Construction	9/21/12
PE West Dance Studio Renovations	\$ 199,026	N/A	Wholesale Floors	1/6/13
Farmer Bldg Teacher College Office Renovations	\$ 883,045	Richard+Bauer Architecture/ESD Engineering	Brycon Construction	8/23/13
SDS Suites Conversion (ICA)	\$ 555,733	RSP Architects	SDB Inc	8/23/12
SDS FY 12 Repairs (B12)	\$ 492,637	LAM Structural Engineering	CORE Construction	5/31/13

Arizona State University
 Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
DPC UCENT TI for MidFirst Bank	\$ 750,000	Architekton	180 degrees inc	8/16/13
MU Basement TI for MidFirst Bank	\$ 350,960	Architekton	Alexander Building Company	4/1/12
SOLS Office Renovations/ISAAC Security	\$ 185,606	N/A	S.D. Crane	8/1/12
ECF Tutoring Ctr	\$ 534,399	Cannon Design	Brycon Construction	8/23/12
Sun Angel Stadium Track Building Remodel (ICA)	\$ 642,385	RSP Architects	CORE Construction	3/15/13
Mona Plummer Pool Repairs and Shower Flooring Renovations	\$ 949,056	Maintenance Project	SDB Contracting Services	8/29/12
PS H Wing Rms 132 & 134 Instructional	\$ 271,968	Larson and Associates	MES Contracting	8/15/12
BA 3rd Fl Renovation	\$ 557,649	Fore Dimensions Architecture	Hardison Downey Construction	8/13/13
Wells Fargo Arena Upgrades and Renovation (ICA)	\$ 392,394	AVR for Sound System Design	AVR	9/13/12
Psychology North EEG Testing Lab Renovation	\$ 119,885	GLHN Architects & Engineers	Brycon Construction	8/31/12
ASU Chandler Innovation Center	\$ 3,585,643	Phoenix Design One	Haydon Building Company	10/25/13
IAFSE PE East Lab Renovations	\$ 940,808	Thirty Three North Architects	Caliente Construction	9/17/13
Solar West - 3 Parking Lots on West campus	\$ 22,498,084	Ameresco SW Inc, formerly APSES	Ameresco SW Inc, formerly APSES	2/19/11
Solar WEST - Open Land Area	\$ 16,203,140	Ameresco SW Inc, formerly APSES	Ameresco SW Inc, formerly APSES	2/19/11
Solar Schwada Classroom Office Building	\$ 772,000	Independent Energy Group of Arizona LLC	Laferty Electric Technologies, LLC	3/1/11
PSF Physics/SESE Student Support	\$ 281,948	RNL Design	S.D. Crane	2/15/13
Traffic Signal Installation at McAllister	\$ 188,936	Wood/Patel Engineers	City of Tempe	3/31/13
DPC UCENT 422, Decision Theater Renovation	\$ 179,787	SmithGroup	Holder Contracting	2/15/13

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
ERC 1st Floor QESST/Bertoni Renovation	\$ 2,036,579	33 North Architects	Haydon Building Company	4/29/13
Alpha Drive Demo Phase 2	\$ 1,475,410	N/A	DQD Demolition	8/20/13
Tempe Campus Hot Water Loop Improvements	\$ 150,125	Affiliated Engineers	SDB Contracting Services	5/14/13
DPC UCENT 171 (Student Success Expansion)	\$ 138,427	SmithGroup	Holder Contraction	12/18/12
Payne Hall 440 and 446	\$ 168,915	Larson Architects	MES Contracting	9/15/12
WPC Landscape Ph 2	\$ 390,647	Coe and Van Loo Consultants	Jokake Construction	5/30/13
Desert Arboretum Park Upgrades (ICA)	\$ 284,199	Lam Structural Engineering	CORE Construction	8/15/12
OKED Centerpoint Relocation	\$ 468,332	Larson Associates	SDB Contracting Services	7/22/13
BAC 5th Fl Finance Renovation	\$ 409,803	RSP Architects	Kitchell Contractors	8/2/13
DPC Post Office Building Renewal	\$ 996,080	Holly Street Studio	Caliente Construction	10/9/13
SHESC Archeological Collections Relocation	\$ 1,355,000	FORE Dimensions Architecture	SD Crane Builders	3/31/14
2013 ASU Preparatory Academy	\$ 4,620,157	Weddle Gilmore	CORE Construction of AZ	7/1/13
PSE Fire Protection System	\$ 146,696	Climatec	Climatec	10/30/12
Engineering Center A - F Fire Protection System	\$ 313,078	N/A	Climatec	2/1/13
Music Bldg Flooring and Lighting	\$ 655,257	Westlake Reed Leskosky	Kearney	7/15/14
Music Bldg Painting	\$ 124,330	N/A	Skyline	8/17/12
Polytechnic Barrett Honors Renovation	\$ 389,045	Durkin and Durkin	Core Construction	7/31/13
Fulton Ctr CLAS Renovations	\$ 108,947	Durkin & Durkin (CLAS contracted)	Hernandez Company	12/27/12
PSH Transformer Replacement	\$ 175,963	Spectrum Engineers	Cummins Rocky Mountain	10/30/12

Arizona State University
 Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
University Club Restroom Renovations	\$ 215,000	ASU A/E Group	McCarthy	8/2/13
DPC UCENT Suite 780 Remodel	\$ 242,420	SmithGroupJJR	Holder Construction Co.	6/28/13
LSC Wang Lab Renovation	\$ 399,436	DFDG	SD Crane	12/23/12
ABC 1st Floor Lab Renovation	\$ 678,781	HDR	Kitchell	2/4/13
PSYN 160A Liu Lab Renovation	\$ 384,405	Piping Systems	Holder Construction	7/22/13
BAC Basement and 1st Fl Renovation	\$ 789,701	Durkin + Durkin	Caliente Construction	9/24/13
BA Reconfiguration Program	\$ 245,582	RSP Architects	Core Construction	7/19/13
Polytechnic Water Tower Painting	\$ 343,778	N/A	Core Construction	12/20/13
College Avenue Streetscape	\$ 4,680,000	SmithGroupJJR	Okland Construction	8/13/14
Farrington Softball Press Box Enclosure	\$ 245,103	Maven Engineering	Core Construction	2/28/13
DPC Post Office Life Safety 2nd Fl	\$ 1,955,000	Holly Street Studio	Caliente Construction	8/11/14
Life Sciences Bldg Fire Panel Replacement	\$ 133,804	Maven Engineering	Climatec	8/5/13
W. P. Carey Fountains Drain Repair Work	\$ 220,000	Coe and Van Loo Consultants	Jokake Construction	1/10/13
PSB Biological Physics Shared Tissue Culture Lab Renovation	\$ 469,380	RNL Architects/Spectrum Engineering	RNL Architects/Spectrum Engineering	1/15/14
SCOB 330 Psy Lab Renovation	\$ 560,552	RNL Design	Kitchell Contractors	8/2/13
SCOB Psy Health Initiatives	\$ 1,156,426	RNL Architecture	Kitchell Contracting	2/3/14
PSF 307 CLAS Qing Lab Renovation	\$ 304,287	RNL	Kitchell	7/22/13
Design South Digital Lab Renovation	\$ 297,046	EMC2 Architects Planners	SD Crane Builders	11/8/13

Arizona State University
Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
Poly Parking Projects Lot 2	\$ 125,820	Wood/Patel @ associates Inc	Core Construction.	6/10/14
Engineering Psy North Relocation	\$ 309,974	DWL Architects	CORE Construction	2/5/14
Centerpoint IAFSE Moves and Renovations	\$ 2,100,000	EMC2 Architects Planners	Brycon Construction	12/15/13
FY 13 University Classroom Upgrades	\$ 2,000,000	Larson Architects	CORE construction	8/15/14
FY 13 SDS Repairs	\$ 539,825	LAM structural engineering	CORE Construction	8/15/13
DACT Relocation	\$ 191,630	Dick & Fritsche Design Group	Jokake Construction	7/29/13
FY 13 Roofs	\$ 2,000,000	WRECORP	CORE Construction	7/31/14
FY 13 Exterior Painting	\$ 748,510	N/A	FACMAN	9/30/13
Auxiliary Business Services Relocation	\$ 122,656	Maven Engineering	JCCR Electric	5/31/13
CIDSE BYENG 208 & 214	\$ 324,836	EMC2 Architects Planners	Brycon Construction	4/18/14
ABS HeadHouse Lab Renovation	\$ 138,945	MICHAEL A HALL	Colley Construction	4/2/13
FAC 28 and 122 Dance Floors	\$ 335,967	N/A	Wholesale Flooring	6/19/13
Havasu TI and Maintenance Rpt	\$ 828,125	ART-TEAM	Hardison Downey Construction	8/15/13
DPC Obesity Initiatives at Taylor Place	\$ 158,341	Durkin + Durkin	Caliente Construction	9/17/13
Polytechnic Monument Signage	\$ 150,000	ASU - OUA	Blier Industries	8/12/13
ECF 115,119, 121 Lab Renovations	\$ 160,350	Maven Engineering	Haydon Building Corp	3/21/14
Installation of Security Cameras	\$ 278,000	Rolf Jensen and Associates	CORE Construction	6/30/14
Gammage AC-01 Air Handler Replacement	\$ 495,000	Van Boerum & Frank Engineers	Bel-Aire Mechanical	6/1/14
Polytechnic Turf Basin	\$ 426,075	OUA	CORE Construction of AZ	10/1/13

Arizona State University
 Projects Substantially Completed between January 1, 2011 and December 31, 2014

Project Name	Project Budget	Design Professional	Contractor	Substantial Completion
Poly Lot 16 A Paving	\$ 577,409	EPS Group	Core Construction	8/10/13
ECD Power Electronics Lab Renovation	\$ 1,279,501	33 North Architects	McCarthy Building Company	6/2/13
Chandler Innovation FFE/IT	\$ 1,000,000	Maven Engineering	Haydon Building Corp	10/18/13
Biodesign A CVD installation	\$ 915,000	CH2M Hill	CORE Construction	8/1/14
Datacom for SDSP Bldg	\$ 200,982	Strand Associates	CORE Construction	7/15/13
Stauffer A 3rd Flr Renovation 306-316	\$ 106,542	Larson Architects	Westwind Tenant Improvements	8/15/13
MCMSC Reno/Relo to ECA 3rd Fl	\$ 540,277	DS3 Architects	Kitchell Contracting	2/25/14
Campus Solarization 2013 Power Parasols	\$ 5,884,621	Debartolo Architects	Hardison Downey	12/31/13
BA 4th Floor Ste	\$ 457,768	Thomas Durkin Architects	Kitchell Contracting	5/15/14
ERC Rm 178 Lab Renovation	\$ 575,600	33 North Architects	Haydon Building Corp	3/28/14
CDN Classroom 255 and 263 Wall Removal	\$ 421,810	Larson & Associates	McCarthy Building Companies	8/1/14
Gammage Parkway Landscape Improvements	\$ 631,013	Anderson-Baron Architects	Valley Rain Construction	9/15/14
LSE-Wing Synthetic Biology Lab Renovation	\$ 383,000	DFDG	Kitchell	2/7/14
ECE 113, 114 Lab Renovation	\$ 235,000	33 North Architects	McCarthy	6/13/14

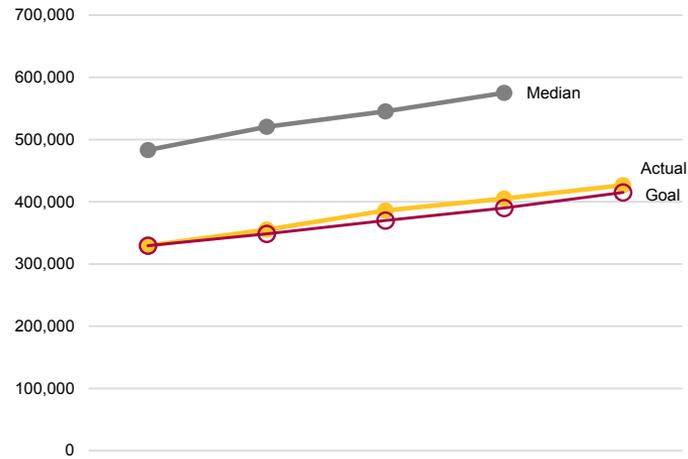
Arizona State University
Current Projects on the Capital Development Plan and Capital Improvement Plan

Project Name	Project Budget	Design Professional	Contractor
<u>Projects in Construction Phase (PA received)</u>			
Center for Law and Society	\$ 129,000,000	Ennead Architects/Jones Studio	DPR
Psychology Building Renovation	\$ 20,511,000	Smith Group	Holder Construction
Sun Devil Stadium Renovation Phase 1	\$ 65,700,000	Gould Evans/HNTB	Hunt/Sundt
<u>Projects on FY 15 Capital Development Plan (CDP)</u>			
Sun Devil Stadium Renovations Phase 2 and 3	\$ 190,300,000	Gould Evans/HNTB	Hunt/Sundt
<u>Projects on FY 16 Capital Improvement Plan (CIP)</u>			
Student Pavilion	\$ 36,500,000	Weddle Gilmore	Not Selected Yet

This page intentionally left blank

Enterprise Size

Total Research Expenditures (in Thousands)

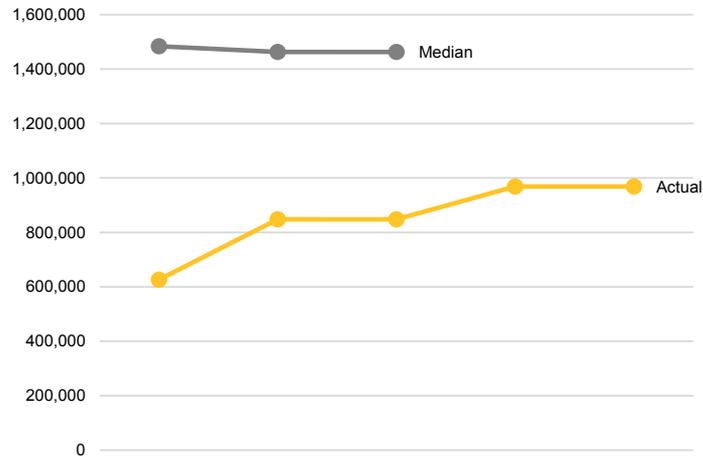


ABOR Enterprise Plan	2010	2011	2012	2013	2014
Actual	329,345	355,215	385,959	405,154	426,651
Goal	329,345	348,525	370,000	390,000	415,000
Difference	0	6,690	15,959	15,154	11,651

ABOR Peer Group	Med. Sch. NSF Adj.	2010	2011	2012	2013	2014	Rank
University of Washington - Seattle	X	1,022,740	1,148,533	1,109,008	1,192,513		1
University of Wisconsin - Madison	X	1,029,295	1,111,642	1,169,779	1,123,501		2
University of California - Los Angeles	X	936,995	982,357	1,003,375	966,659		3
University of Minnesota - Twin Cities	X	786,074	847,419	826,173	858,378		4
Ohio State University - Columbus	X	755,194	832,126	766,513	793,373		5
University of Illinois - Urbana-Champaign		515,133	545,669	583,754	743,487		6
Pennsylvania State University - University Park	X	682,233	692,708	695,177	730,212		7
University of Texas - Austin		589,502	632,171	621,538	634,132		8
Michigan State University	X	431,373	454,248	507,061	515,707		9
Rutgers the State University of NJ - New Brunswick	X	428,432	432,306	434,901	493,320		10
University of Maryland - College Park		451,415	495,382	502,406	491,998		11
University of Iowa	X	444,034	443,893	446,429	435,377		12
Arizona State University		329,345	355,215	385,959	405,154	426,651	13
Florida State University	X	227,329	230,411	225,378	250,877		14
Indiana University - Bloomington	X	177,520	184,096	184,486	197,897		15
University of Connecticut - Storrs	X	135,608	152,554	154,395	145,617		16
Median		483,274	520,526	545,408	574,920		

Enterprise Size

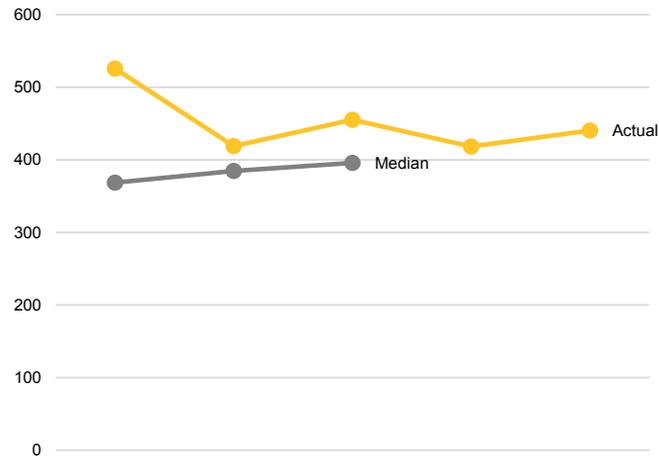
Net Assignable Square Feet



		2010	2011	2012	2013	2014	
Actual		626,416	847,836	847,836	968,595	968,595	
	Med. Sch. NSF Adj.	2010	2011	2012	2013	2014	Rank
ABOR Peer Group							
University of Illinois - Urbana-Champaign		4,561,500	4,631,400	4,631,400			1
University of Minnesota - Twin Cities	X	3,684,378	3,531,048	3,531,048			2
University of Wisconsin - Madison	X	2,844,272	2,935,571	2,935,571			3
University of California - Los Angeles	X	2,496,563	2,632,450	2,632,450			4
Pennsylvania State University - University Park	X	2,654,356	2,552,837	2,552,837			5
Michigan State University	X	2,324,423	2,274,375	2,274,375			6
University of Washington - Seattle	X	1,795,359	1,874,449	1,874,449			7
University of Texas - Austin		1,480,462	1,478,523	1,478,523			8
Ohio State University - Columbus	X	1,487,468	1,447,310	1,447,310			9
Rutgers the State University of NJ - New Brunswick	X	1,105,494	1,106,675	1,106,675			10
Arizona State University		626,416	847,836	847,836	968,595	968,595	11
University of Maryland - College Park		712,085	769,581	769,581			12
University of Iowa	X	616,700	659,913	659,913			13
Indiana University - Bloomington	X	1,387,317	591,765	591,765			14
University of Connecticut - Storrs	X	437,718	540,215	540,215			15
Florida State University	X	675,000	511,000	511,000			16
Median		1,483,965	1,462,917	1,462,917			

Enterprise Size

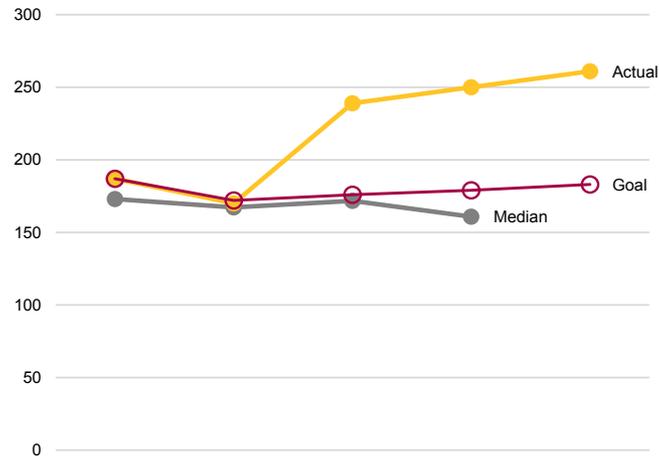
Total Research Expenditures per Net Assignable Square Foot



		2010	2011	2012	2013	2014	
Actual		526	419	455	418	440	
	Med. Sch. NSF Adj.						Rank
ABOR Peer Group							
University of Iowa	X	720	673	676			1
University of Maryland - College Park		634	644	653			2
University of Washington - Seattle	X	570	613	592			3
Ohio State University - Columbus	X	508	575	530			4
Arizona State University		526	419	455	418	440	5
Florida State University	X	337	451	441			6
University of Texas - Austin		398	428	420			7
University of Wisconsin - Madison	X	362	379	398			8
Rutgers the State University of NJ - New Brunswick	X	388	391	393			9
University of California - Los Angeles	X	375	373	381			10
Indiana University - Bloomington	X	128	311	312			11
University of Connecticut - Storrs	X	310	282	286			12
Pennsylvania State University - University Park	X	257	271	272			13
University of Minnesota - Twin Cities	X	213	240	234			14
Michigan State University	X	186	200	223			15
University of Illinois - Urbana-Champaign		113	118	126			16
Median		369	385	396			

Discovery and Scholarly Impact

Invention Disclosures Transacted

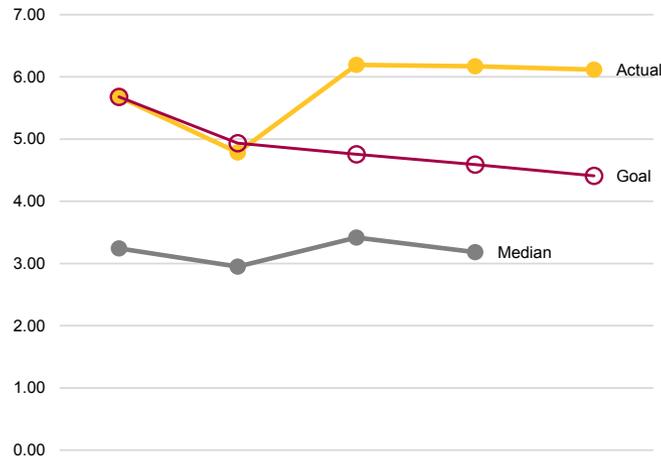


ABOR Enterprise Plan	2010	2011	2012	2013	2014
Actual	187	170	239	250	261
Goal	187	172	176	179	183
Difference	0	-2	63	71	78

ABOR Peer Group	Med. Sch. AUTM Adj.	2010	2011	2012	2013	2014	Rank
University of Washington - Seattle	X	354	356	462	410		1
University of Wisconsin - Madison	X	356	357	373	386		2
Ohio State University - Columbus	X	173	216	319	384		3
University of California - Los Angeles	X	379	299	343	359		4
University of Minnesota - Twin Cities	X	255	250	321	331		5
Arizona State University		187	170	239	250	261	6
University of Illinois - Urbana-Champaign		180	182	223	181		7
Pennsylvania State University - University Park	X	118	127	117	141		8
Rutgers the State University of NJ - New Brunswick	X	129	167	172	127		9
Michigan State University	X	116	110	127	122		10
University of Iowa	X	70	68	102	96		11
Indiana University - Bloomington	X	58	63	74	88		12
Florida State University	X	45	64	74	58		13
University of Connecticut - Storrs	X	52	40	49	43		14
University of Maryland - College Park							
University of Texas - Austin		200	157	167			
Median		173	167	172	161		

Discovery and Scholarly Impact

Invention Disclosures Transacted per \$10 Million in Total Research Expenditures

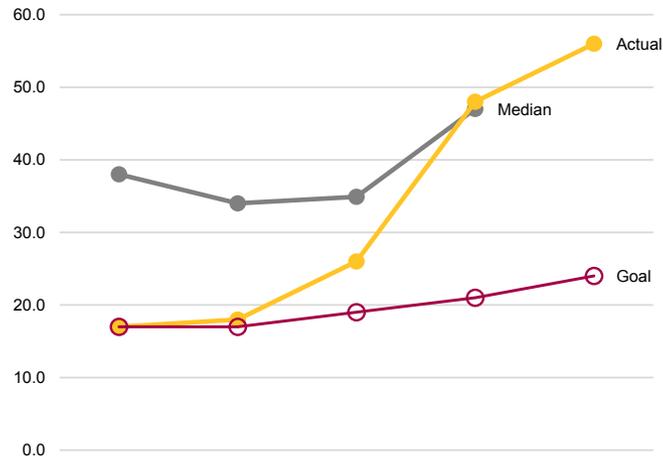


ABOR Enterprise Plan	2010	2011	2012	2013	2014
Actual	5.7	4.8	6.2	6.2	6.1
Goal	5.7	4.9	4.8	4.6	4.4
Difference	0.0	-0.1	1.4	1.6	1.7

ABOR Peer Group	Med. Sch.	NSF Adj.	AUTM Adj.	2010	2011	2012	2013	2014	Rank
Arizona State University				5.7	4.8	6.2	6.2	6.1	1
Ohio State University - Columbus	X			2.3	2.6	4.2	4.8		2
Indiana University - Bloomington		X	X	3.2	3.4	4.0	4.5		3
University of Minnesota - Twin Cities	X			3.2	3.0	3.9	3.9		4
University of California - Los Angeles	X			4.0	3.0	3.4	3.7		5
University of Washington - Seattle	X			3.5	3.1	4.2	3.4		6
University of Wisconsin - Madison	X			3.5	3.2	3.2	3.4		7
University of Connecticut - Storrs		X	X	3.8	2.6	3.2	2.9		8
Rutgers the State University of NJ - New Brunswick		X	X	3.0	3.9	3.9	2.6		9
University of Illinois - Urbana-Champaign				3.5	3.3	3.8	2.4		10
Michigan State University	X			2.7	2.4	2.5	2.4		11
Florida State University	X			2.0	2.8	3.3	2.3		12
University of Iowa	X			1.6	1.5	2.3	2.2		13
Pennsylvania State University - University Park		X	X	1.7	1.8	1.7	1.9		14
University of Maryland - College Park									
University of Texas - Austin				3.4	2.5	2.7			
Median				3.2	3.0	3.4	3.2		

Discovery and Scholarly Impact

U.S. Patents Issued

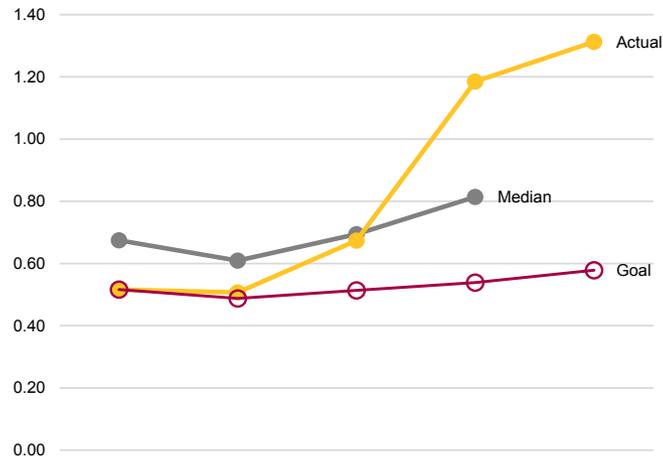


ABOR Enterprise Plan	2010	2011	2012	2013	2014
Actual	17	18	26	48	56
Goal	17	17	19	21	24
Difference	0	1	7	27	32

ABOR Peer Group	Med. Sch. AUTM Adj.	2010	2011	2012	2013	2014	Rank
University of Wisconsin - Madison	X	133	156	153	157		1
University of California - Los Angeles	X	47	56	74	95		2
University of Washington - Seattle	X	69	70	61	94		3
University of Illinois - Urbana-Champaign		69	68	76	72		4
University of Minnesota - Twin Cities	X	46	41	59	64		5
Ohio State University - Columbus	X	38	30	41	62		6
Arizona State University		17	18	26	48	56	7
Michigan State University	X	52	38	31	46		8
Florida State University	X	21	36	27	43		9
Rutgers the State University of NJ - New Brunswick	X	29	27	35	40		10
Pennsylvania State University - University Park	X	48	33	35	36		11
University of Iowa	X	32	31	31	24		12
University of Connecticut - Storrs	X	18	11	22	12		13
Indiana University - Bloomington	X	3	7	4	6		14
University of Maryland - College Park							
University of Texas - Austin		37	34	40			
Median		38	34	35	47		

Discovery and Scholarly Impact

U.S. Patents Issued per \$10 Million in Total Research Expenditures

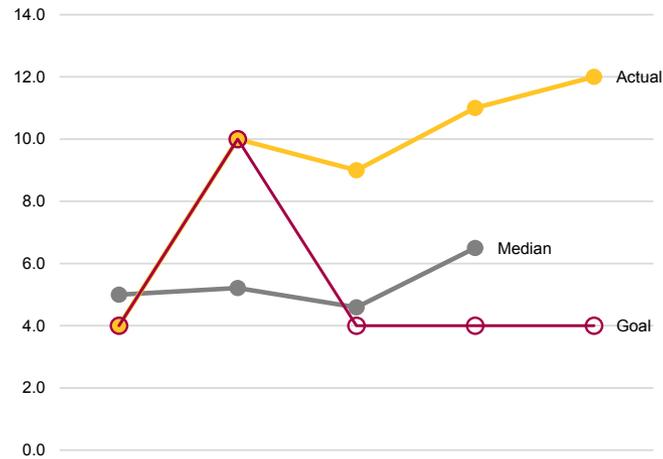


ABOR Enterprise Plan	2010	2011	2012	2013	2014
Actual	0.5	0.5	0.7	1.2	1.3
Goal	0.5	0.5	0.5	0.5	0.6
Difference	0.0	0.0	0.2	0.6	0.7

ABOR Peer Group	Med. Sch.	NSF Adj.	AUTM Adj.	2010	2011	2012	2013	2014	Rank
Florida State University	X			0.9	1.6	1.2	1.7		1
University of Wisconsin - Madison	X			1.3	1.4	1.3	1.4		2
Arizona State University				0.5	0.5	0.7	1.2	1.3	3
University of California - Los Angeles	X			0.5	0.6	0.7	1.0		4
University of Illinois - Urbana-Champaign				1.3	1.2	1.3	1.0		5
Michigan State University	X			1.2	0.8	0.6	0.9		6
University of Connecticut - Storrs		X	X	1.3	0.7	1.4	0.8		7
Rutgers the State University of NJ - New Brunswick		X	X	0.7	0.6	0.8	0.8		8
University of Washington - Seattle	X			0.7	0.6	0.6	0.8		9
Ohio State University - Columbus	X			0.5	0.4	0.5	0.8		10
University of Minnesota - Twin Cities	X			0.6	0.5	0.7	0.7		11
University of Iowa	X			0.7	0.7	0.7	0.6		12
Pennsylvania State University - University Park		X	X	0.7	0.5	0.5	0.5		13
Indiana University - Bloomington		X	X	0.2	0.4	0.2	0.3		14
University of Maryland - College Park									
University of Texas - Austin				0.6	0.5	0.6			
Median				0.7	0.6	0.7	0.8		

Economic Development

Startup Companies

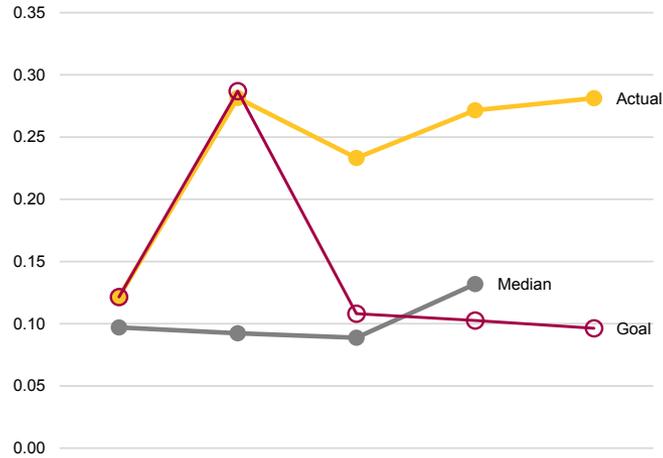


ABOR Enterprise Plan	2010	2011	2012	2013	2014
Actual	4	10	9	11	12
Goal	4	10	4	4	4
Difference	0	0	5	7	8

ABOR Peer Group	Med. Sch. AUTM Adj.	2010	2011	2012	2013	2014	Rank
University of California - Los Angeles	X	27	19	13	17		1
University of Washington - Seattle	X	7	9	9	17		1
University of Minnesota - Twin Cities	X	8	9	12	14		3
Arizona State University		4	10	9	11	12	4
Ohio State University - Columbus	X	8	6	5	10		5
Pennsylvania State University - University Park	X	4	4	4	9		6
University of Wisconsin - Madison	X	5	4	4	7		7
University of Illinois - Urbana-Champaign		5	12	5	6		8
University of Iowa	X	3	2	4	6		8
Indiana University - Bloomington	X	1	3	5	6		10
Florida State University	X	2	4	2	3		11
University of Connecticut - Storrs	X	3		3	2		12
Rutgers the State University of NJ - New Brunswick	X	7	7	5	2		13
Michigan State University	X	0	1	3	1		14
University of Maryland - College Park							
University of Texas - Austin		12	4	2			
Median		5	5	5	7		

Economic Development

Startup Companies per \$10 Million in Total Research Expenditures



ABOR Enterprise Plan	2010	2011	2012	2013	2014
Actual	0.1	0.3	0.2	0.3	0.3
Goal	0.1	0.3	0.1	0.1	0.1
Difference	0.0	0.0	0.1	0.2	0.2

ABOR Peer Group	Med. Sch.	NSF Adj.	AUTM Adj.	2010	2011	2012	2013	2014	Rank
Indiana University - Bloomington		X	X	0.1	0.1	0.3	0.3		1
Arizona State University				0.1	0.3	0.2	0.3	0.3	2
University of California - Los Angeles		X		0.3	0.2	0.1	0.2		3
University of Connecticut - Storrs		X	X	0.3		0.2	0.2		4
University of Minnesota - Twin Cities		X		0.1	0.1	0.1	0.2		5
University of Washington - Seattle		X		0.1	0.1	0.1	0.1		6
University of Iowa		X		0.1	0.0	0.1	0.1		7
Ohio State University - Columbus		X		0.1	0.1	0.1	0.1		8
Pennsylvania State University - University Park		X	X	0.1	0.1	0.1	0.1		9
Florida State University		X		0.1	0.2	0.1	0.1		10
University of Illinois - Urbana-Champaign				0.1	0.2	0.1	0.1		11
University of Wisconsin - Madison		X		0.0	0.0	0.0	0.1		12
Rutgers the State University of NJ - New Brunswick		X	X	0.2	0.2	0.1	0.0		13
Michigan State University		X		0.0	0.0	0.1	0.0		14
University of Maryland - College Park									
University of Texas - Austin				0.2	0.1	0.0			
Median				0.1	0.1	0.1	0.1		

This page intentionally left blank

ARIZONA STATE UNIVERSITY
SUN DEVIL ATHLETICS
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2014



Revenue Category	ASU FY14
Ticket Sales	\$12,885,132
Student Fees	\$0
Game Guarantees	\$1,400,000
Contributions	\$13,499,764
Compensation and Benefits by Third Party	\$421,930
Direct State or Other Support (Salaries)	\$0
Direct Institutional Support	\$8,541,670
Indirect Facilities and Admin Support	\$1,531,535
NCAA Conference Distributions	\$22,958,453
Broadcast Television Radio Rights	\$0
Program Sales, Concessions, Parking	\$2,099,371
Royalties, Licensing, Advertising, Spons	\$10,148,055
Sports Camps	\$184,888
Endowment and Investment Income	\$213,739
Other	\$844,732
Total Revenues	\$74,729,269
Expense Category	
Athletic Student Aid	\$12,701,824
Guarantees	\$1,447,006
Coaching Salaries, Benefits, and Bonuses Paid by the University and Related Entities.	\$16,437,330
Coaching Other Compensation and Benefits Paid by a Third Party	\$275,797
Support Staff/Administrative Salaries, Benefits and Bonuses Paid by the University and Related Entities	\$10,368,784
Support Staff/Administrative Other Compensation and Benefits Paid by a Third Party	\$146,133
Severance Payments	\$0
Recruiting	\$1,108,995
Team Travel	\$5,058,587
Equipment, Uniforms and Supplies	\$3,949,790
Game Expenses	\$3,513,601
Fund Raising, Marketing and Promotion	\$5,894,732
Sports Camp Expenses	\$189,288
Direct Facilities, Maintenance and Rental	\$5,742,131
Spirit Groups	\$0
Indirect Facilities and Administrative Support	\$1,531,535
Medical Expenses and Medical Insurance	\$1,595,842
Memberships and Dues	\$62,144
Other Operating Expenses:	\$4,529,588
Total Operating Expenses	\$74,553,107
Net Revenues Over (Under) Expenses	\$176,162

**ARIZONA STATE UNIVERSITY
SUN DEVIL ATHLETICS
INSTITUTIONAL SUPPORT
YEAR ENDED JUNE 30, 2014**



	<u>FY2005</u>	<u>FY2006</u>	<u>FY2007</u>	<u>FY2008</u>	<u>FY2009</u>	<u>FY2010</u>	<u>FY2011</u>	<u>FY2012</u>	<u>FY2013</u>	<u>FY2014</u>
Revenues										
Local Collections	9,195,482	10,539,986	15,812,936	560,000	560,000	560,000	560,000	560,000	560,000	560,000
Budgeted Support				1,838,400	1,860,000	1,860,000	1,860,000	1,860,000	1,820,900	1,820,900
One Time University Support				1,330,400						
Miscellaneous Transfers In					9,862		2,082	29		
Mona Plummer Support				141,900	141,900					141,900
State Salary Support				2,243,700	1,932,587	1,817,884	1,975,300 *	1,220,300	823,500	147,600
Tuition Waivers				4,493,900	4,470,959	4,765,651	4,927,094	5,255,838	5,413,575	5,871,271
Totals	9,195,482	10,539,986	15,812,936	10,608,300	8,975,308	9,003,535	9,324,476	8,896,167	8,617,975	8,541,671
Less Adjustments										
Reduce Mona Plummer Support					(141,900)					
Remove Internal Scoreboard Loan Repayments					(1,519,091)					
Add Utilities	1,000,000	1,000,000	1,039,310	1,070,489	1,102,604	1,342,691	1,336,477	1,447,674	1,502,434	1,531,535
Net Institutional Support	10,195,482	11,539,986	16,852,246	11,678,789	8,416,921	10,346,226	10,660,953	10,343,841	10,120,409	10,073,206

*Note the state salary support dollars are now local collections transfer dollars.

Revenue	41,334,126	50,268,561	54,735,430	54,833,180	51,892,028	56,505,162	55,294,117	59,855,508	65,673,950	74,729,269
% Revenue	24.67%	22.96%	30.79%	21.30%	16.22%	18.31%	19.28%	17.28%	15.41%	13.48%

ARIZONA STATE UNIVERSITY
SUN DEVIL ATHLETICS



LIST OF ATHLETIC PROGRAMS, NUMBER OF ATHLETES & CUMULATIVE GPA
YEAR ENDED JUNE 30, 2014

MEN'S TEAMS

Baseball
Basketball
Cross Country
Football
Golf
Indoor Track and Field
Outdoor Track and Field
Swimming and Diving
Wrestling

WOMEN'S TEAMS

Basketball
Cross Country
Golf
Gymnastics
Soccer
Softball
Swimming and Diving
Indoor Track and Field
Outdoor Track and Field
Sand Volleyball
Tennis
Volleyball
Water Polo

NUMBER OF STUDENT ATHLETES: 553

CUMULATIVE GPA: 3.07

*NOTE: Adding Men's Hockey in FY2016

**ARIZONA STATE UNIVERSITY
SUN DEVIL ATHLETICS
ACADEMIC PROGRESS RATE
YEAR ENDED JUNE 30, 2014**



Baseball	992
Men's Basketball	989
Men's Cross Country	965
Football	941
Men's Golf	971
Men's Swimming	975
Men's Track Indoor	981
Men's Track Outdoor	979
Wrestling	960
Women's Basketball	978
Women's Cross Country	988
Women's Golf	969
Gymnastics	986
Women's Soccer	986
Women's Softball	1000
Women's Swimming	991
Women's Tennis	1000
Women's Track Indoor	990
Women's Track Outdoor	992
Women's Volleyball	1000
Water Polo	996

**ARIZONA STATE UNIVERSITY
SUN DEVIL ATHLETICS
GRADUATION SUCCESS RATE
YEAR ENDED JUNE 30, 2014**



Overall	82
Baseball	78
Men's Basketball	80
Football	69
Men's Golf	100
Men's Swimming and Diving	73
Men's Cross Country/Track and Field	90
Men's Wrestling	54
Women's Basketball	93
Women's Golf	100
Women's Gymnastics	86
Softball	94
Women's Soccer	88
Women's Swimming	86
Women's Tennis	100
Women's Cross Country/Track & Field	85
Women's Volleyball	100
Women's Water Polo	83

This page intentionally left blank

Arizona State University

Strategic Enterprise Plan:

2015 Update & Operational and Financial Review

Arizona Board of Regents

April 9, 2015



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.

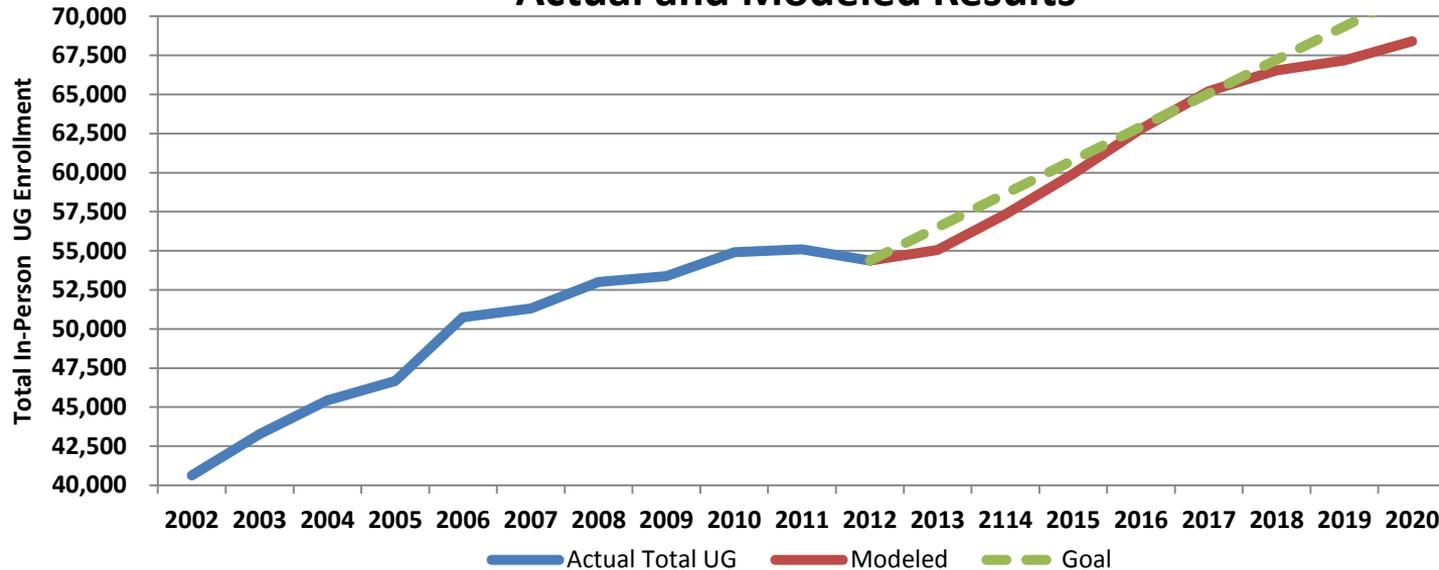
The responsibility is not one that is conditional upon the actions of the legislature; it is ASU's responsibility to find the means to fulfill its charter.

Performance and Metrics

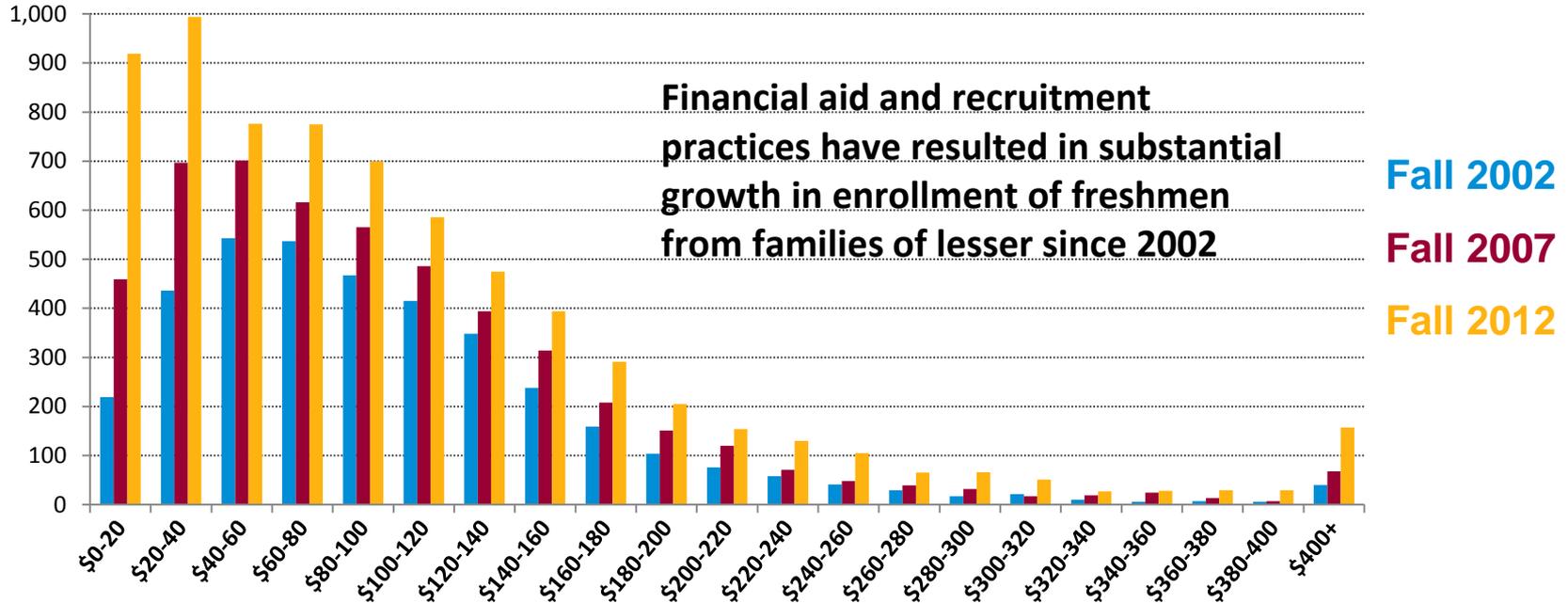
Who We Include

Total UG enrollment has increased by 34% since 2002

Total In-Person Undergraduate Fall Enrollment Actual and Modeled Results

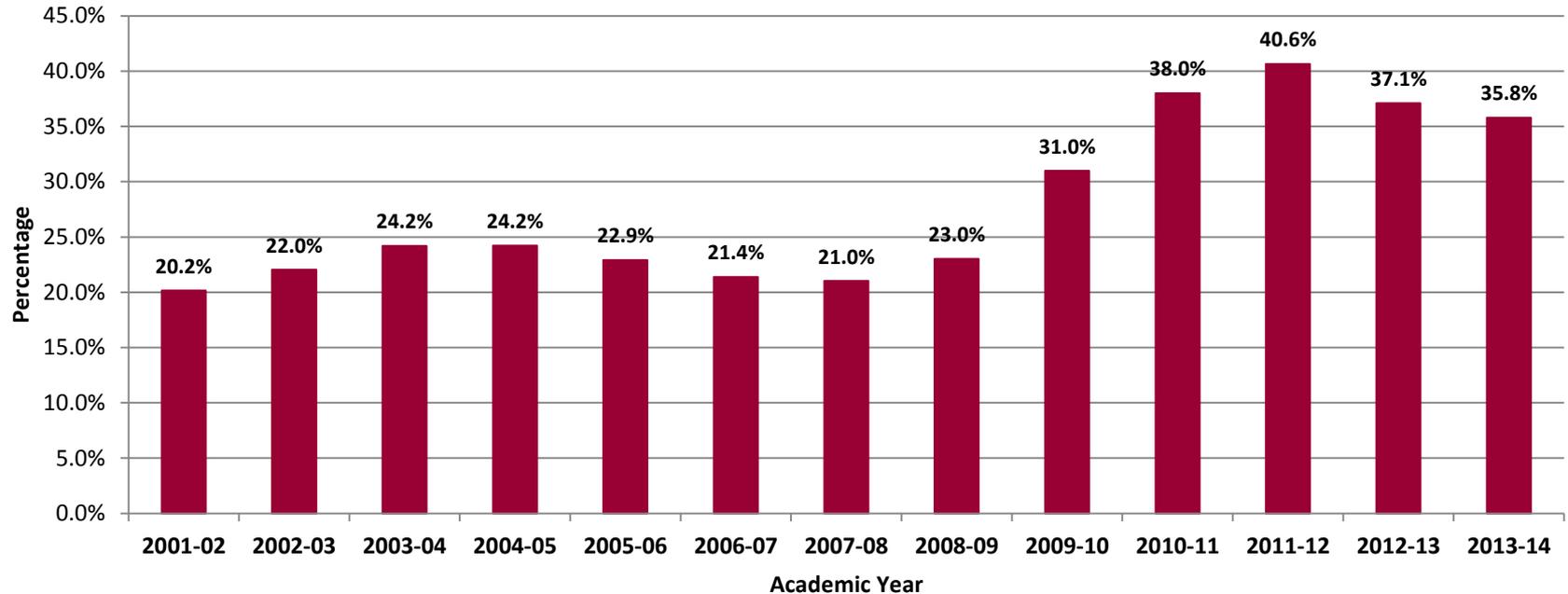


ASU Freshman Enrollment by Annual Family Income



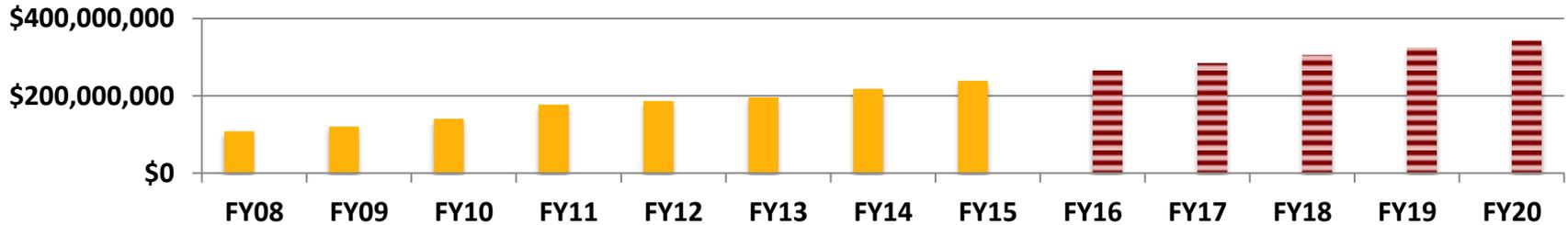
Pell recipients make up almost twice as much of the class as in 2002

Pell Recipients as Percentage of Total Undergraduates

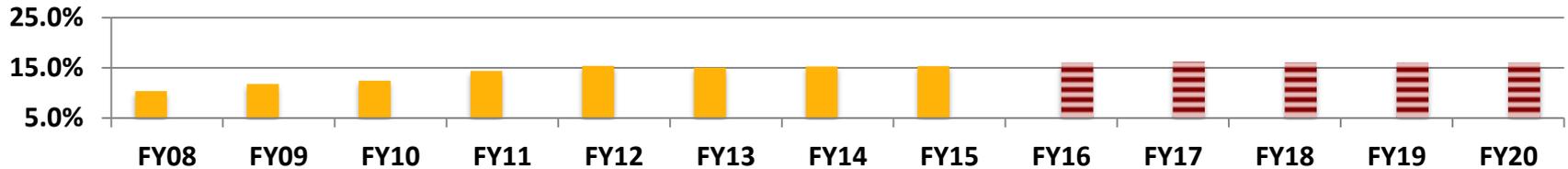


ASU has expanded and will maintain its commitment to scholarship and aid investments from its funds

Institutional Scholarship and Aid



Institutional Scholarship and Aid as a % of Gross E & G Revenues

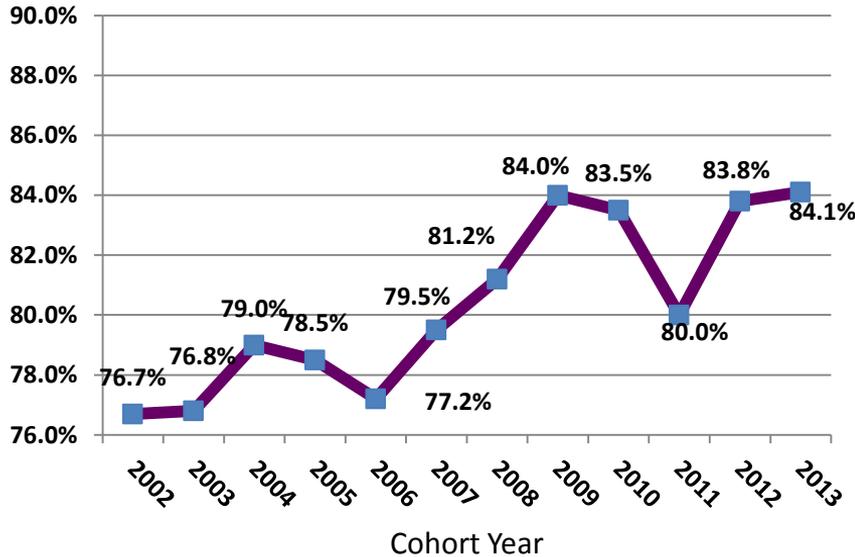


Actual Planned

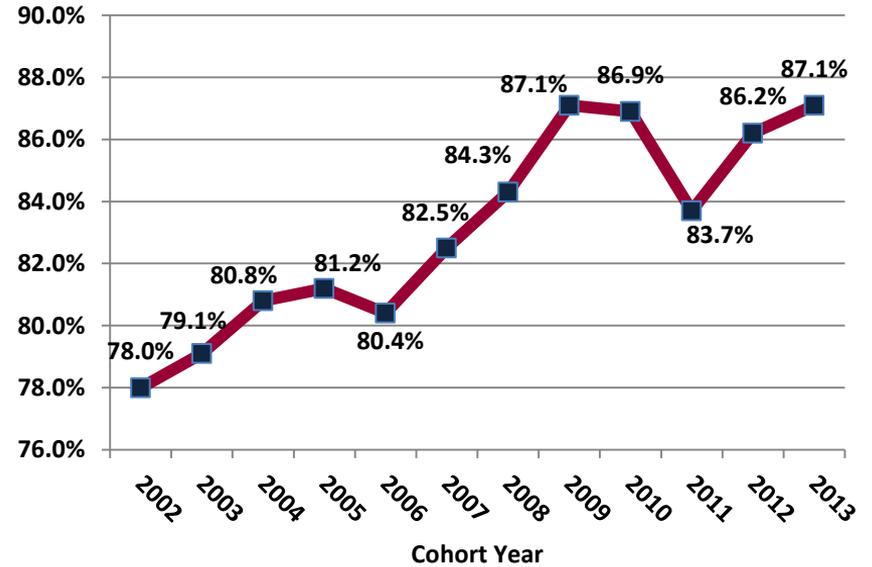
How They Succeed

Freshman retention increases through ongoing process improvement

Total Freshmen First Year Retention



Arizona Freshmen First Year Retention



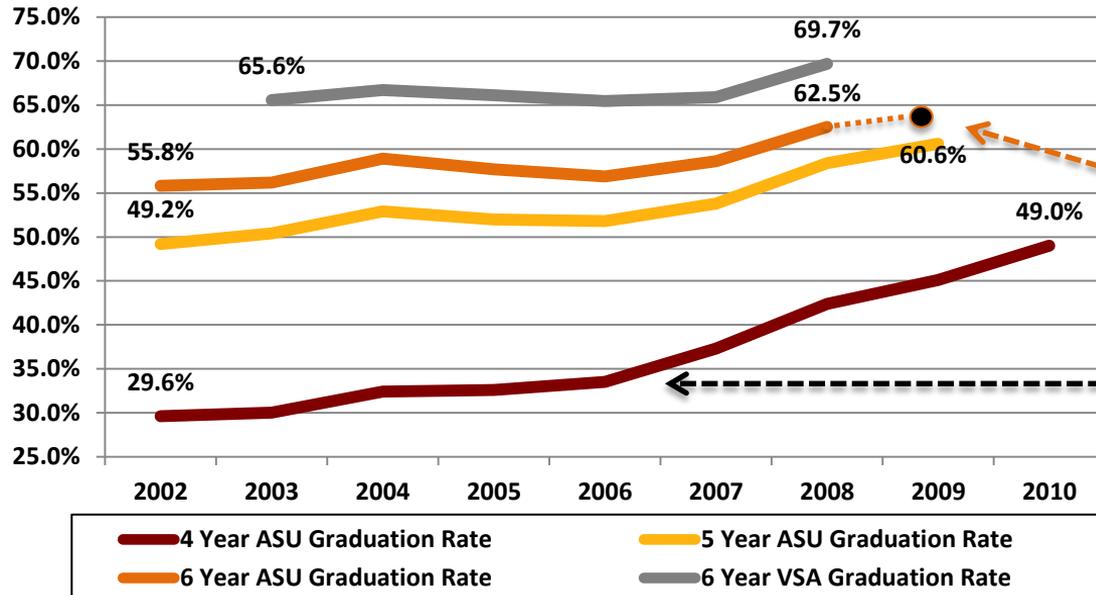
Ongoing efforts are pushing retention rates toward the metric goals

2007	2008	2009-2010
<p>ASU 101 eAdvisor ↑ tutoring Fall Welcome Orientation</p>	<p>JAC Critical Reading Living/Learning and SI: starts ↑ tutoring ↑ Advisors Math Placement UNI 220 Early warning</p>	<p>JAC Obama Facebook ↑ tutoring</p>
2011	2012	2013-2014
<p>Intro Math Academic recovery Tutoring</p>	<p>Full coaching Fall survey Early start Dashboard PASS Scholarship maintenance Living/Learning: complete</p>	<p>Work study pilot Transition advising Integrated academic, career, and financial advising hubs More adaptive courses New mentoring approach Get Set social network</p>

Graduation rate improvements are tracking retention increases

4 Year graduation rates are already up 20+ points

Total Freshman Cohort Graduation Rates

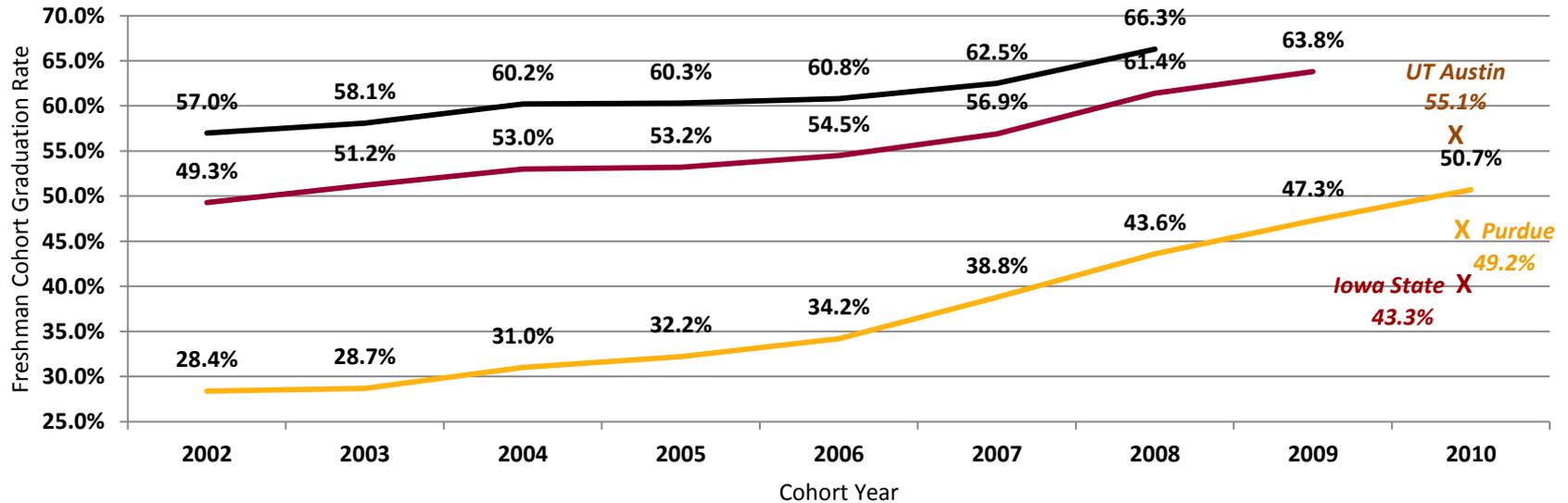


Graduation rates

- ✓ eAdvisor and other retention work started with the 2006 cohort
- ✓ The 6-year rate is projected to reach 64% next year.
- ✓ The 6-year VSA rate is 69.7% for the 2008 cohort and is estimated to be 71.2% next year.
- ✓ The 4-year rate has improved much faster than the 6-year rate.
- ✓ The acceleration of time-to-degree saves students tens of thousands of dollars.

Arizona students show the highest rates and the greatest improvement

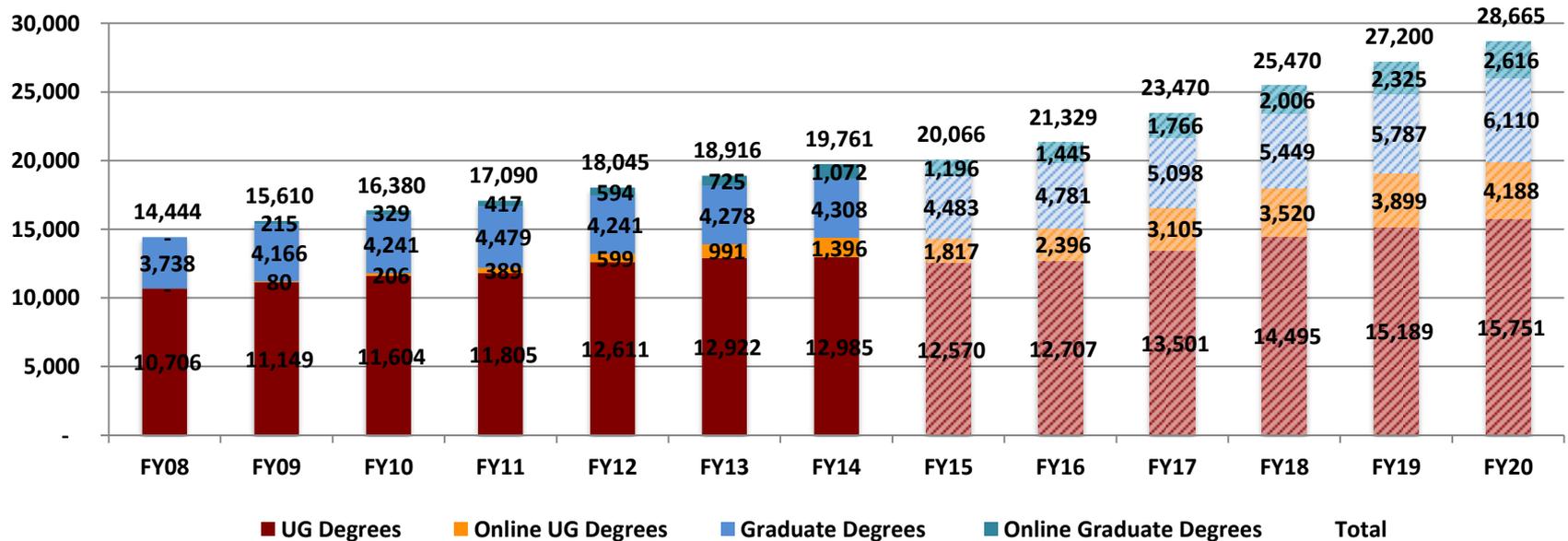
Arizona Graduation Rates



X 4-Years rates at peers — 4-Year Graduation — 5-Year Graduation — 6-Year Graduation

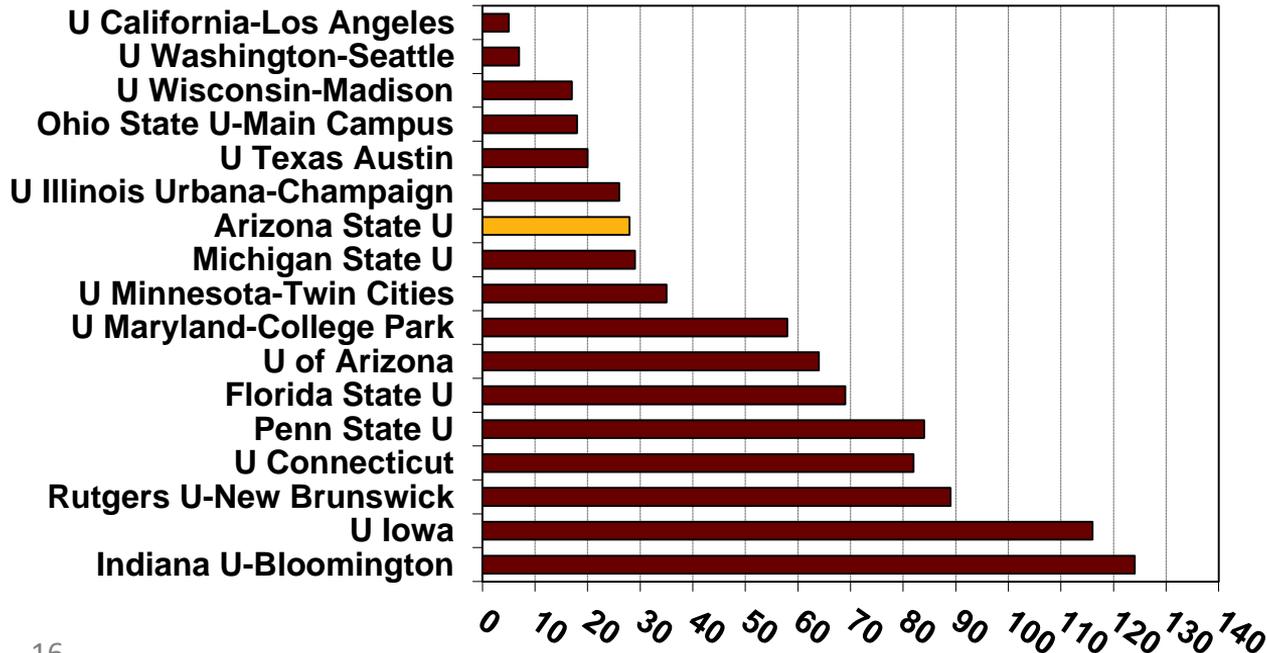
ASU is achieving its targets for degree production

Undergraduate and Graduate Degrees Awarded
Actual and Projected



ASU ranks 18th among Carnegie Doctoral Research Public Universities

ASU Peer comparisons (low score is best)



Washington Monthly's rating of national universities best corresponds to the course set by ASU, identifying three categories for ratings:

- Scientific and humanistic research
- Fostering social mobility
- Promotion of community service

US News and World Report ratings show high marks in many programs

	Business		Engineering		Educ Grad	Law	Nursing Grad	Pub Affairs Grad	Sciences* Grad	Soc Science & Humanities Grad **
	Undgrad	Grad	Undgrad	Grad						
Arizona	21	56	51	49	43	42	38	42	34	40
ASU	29	30	41	42	17	26	24	26	49	47
Cal Berkeley	2	7	3	3	17	8	--	8	2	3
Cal LA	--	15	18	14	13	16	19	16	14	9
Colorado	34	86	36	34	29	40	--	40	30	45
Oregon	51	79	--	--	12	82	--	82	53	54
Oregon State	113	U	73	76	124	--	--	--	68	--
Utah	51	70	57	56	59	42	26	42	45	74
Washington	21	23	22	27	6	28	4	28	18	27
Washington St	93	U	65	76	U	--	43	--	84	79

Among the most recognized rating systems is that of US News and World Report. While controversial for the factors and weights it uses, the ratings provide another perspective of quality of ASU programs relative to public universities in the PAC 12.

The citizens of Arizona are receiving very good value for their investment in their two PAC 12 institutions.

U University is unranked

* Average of biology, chemistry, computer science, earth science, math and physics

** Average of criminology, Economics, English, history, political science, psychology and sociology

Pass rates in licensure exams significantly exceed national averages

- 100% of ASU Clinical Psychology graduates who sat for the exam passed.
- 60% pass rate on the CPA exam. (National average is 48.2%)
- 86% of ASU graduates pass the Arizona bar the first time (statewide average is 80%)
- Nursing licensure examination rates exceed the national average in all categories (NCLEX = 92%; Adult Nurse Practitioner = 92%; Pediatric Nurse Practitioner = 93%; Family Nurse Practitioner = 95%; Adult Psychiatric Nurse Practitioner = 100%), all exceeding the national standard of 80%.
- 94% of ASU's graduates of the Mary Lou Fulton Teachers College passed the state teacher certification test last year.
- 100% of In the School of ASU dietetics program pass the National Examination for Registered Dieticians in 2013 (national average is 79%).
- Over 90% of graduates of the MAS degree in Marriage and Family Therapy in The Sanford School who have taken the AMFTRB exam pass.
- 96% pass the National Counseling Exam on their first try. The average score of ASU's graduates is 1.5-2 standard deviations above the national average.

Quality and Competiveness



Deviils in detail

How the 2014 Hyundai Sun Bowl teams match up off the field

	Sun Devils	Blue Devils
ACADEMIC ALL-AMERICANS	109	105
TEACH FOR AMERICA FELLOWS (ASU rank for large universities, Duke medium)	11 th	10 th
NUMBER OF VETERANS ENROLLED	4,400	250
VETERANS (as percent of enrollment)	3%	2%
PELL GRANTS AWARDED (in thousands)	24	1
NUMBER OF DIVISION I ATHLETICS TEAMS	23 <small>10 men's 13 women's</small>	29 <small>15 men's 14 women's</small>
RESEARCH RANKING (non-medical expenditures)	32 nd	67 th
STUDENT FULBRIGHT AWARDS	26	18
FACULTY NOBEL LAUREATES	2	1
PATENTS ISSUED (2015)	58	42
HIGH SCHOOL TOP 10 PERCENT ENROLLEES (in thousands)	25	6

Data used are the most recent publicly available from National Science Foundation, Washington Monthly, Princeton Review, Teach for America, College Factual, U.S. Dept. of Education, ASU, Duke



36
ASU

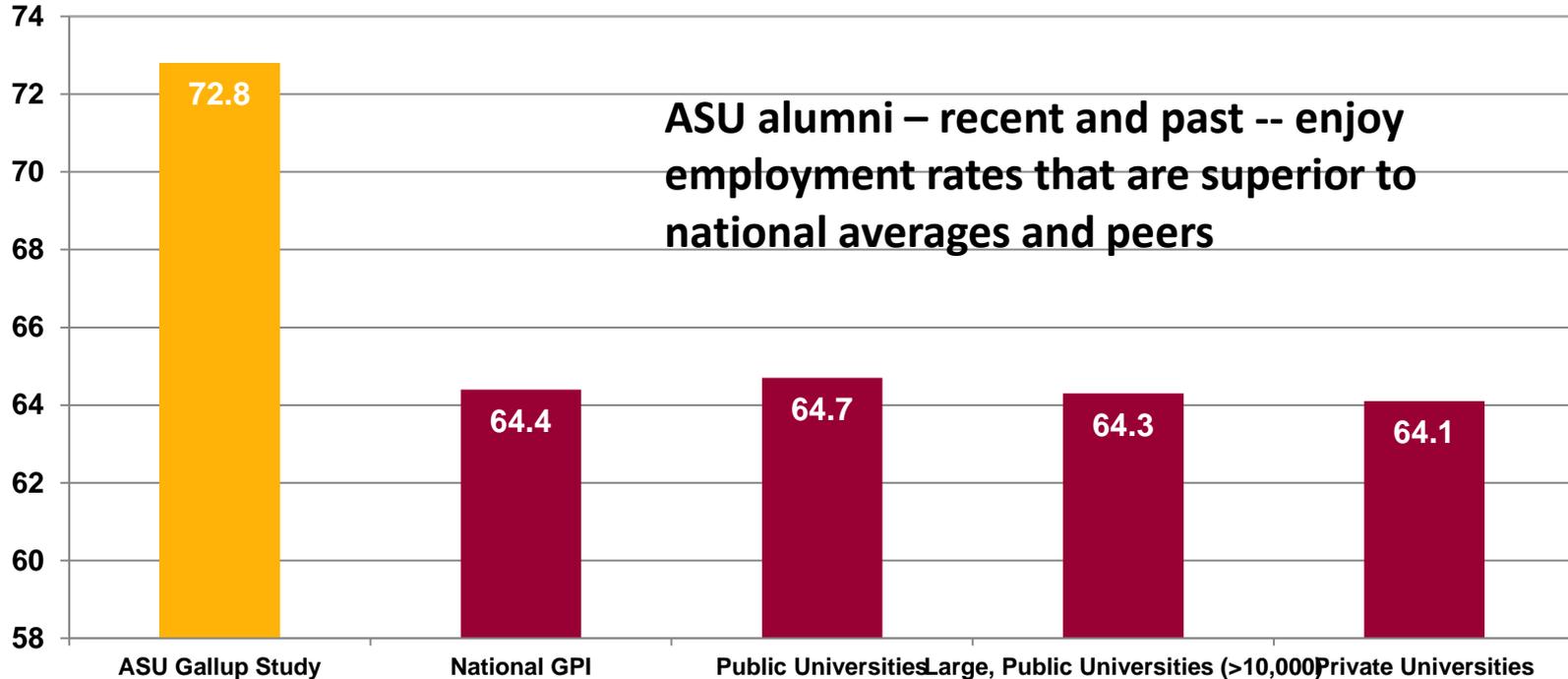


31
Duke

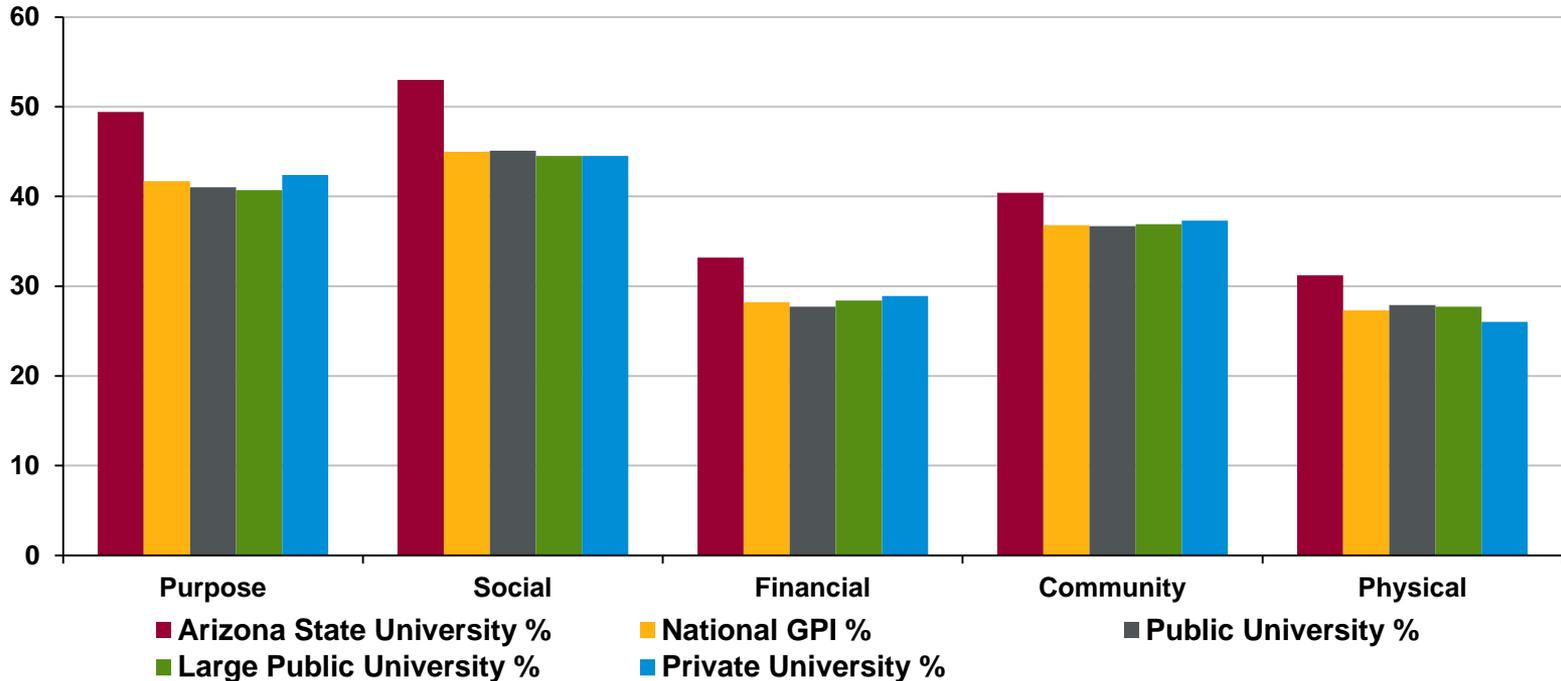
Congratulations, ASU and Duke, on a thrilling 2014 Hyundai Sun Bowl!

ASU ARIZONA STATE UNIVERSITY learn more at asu.edu

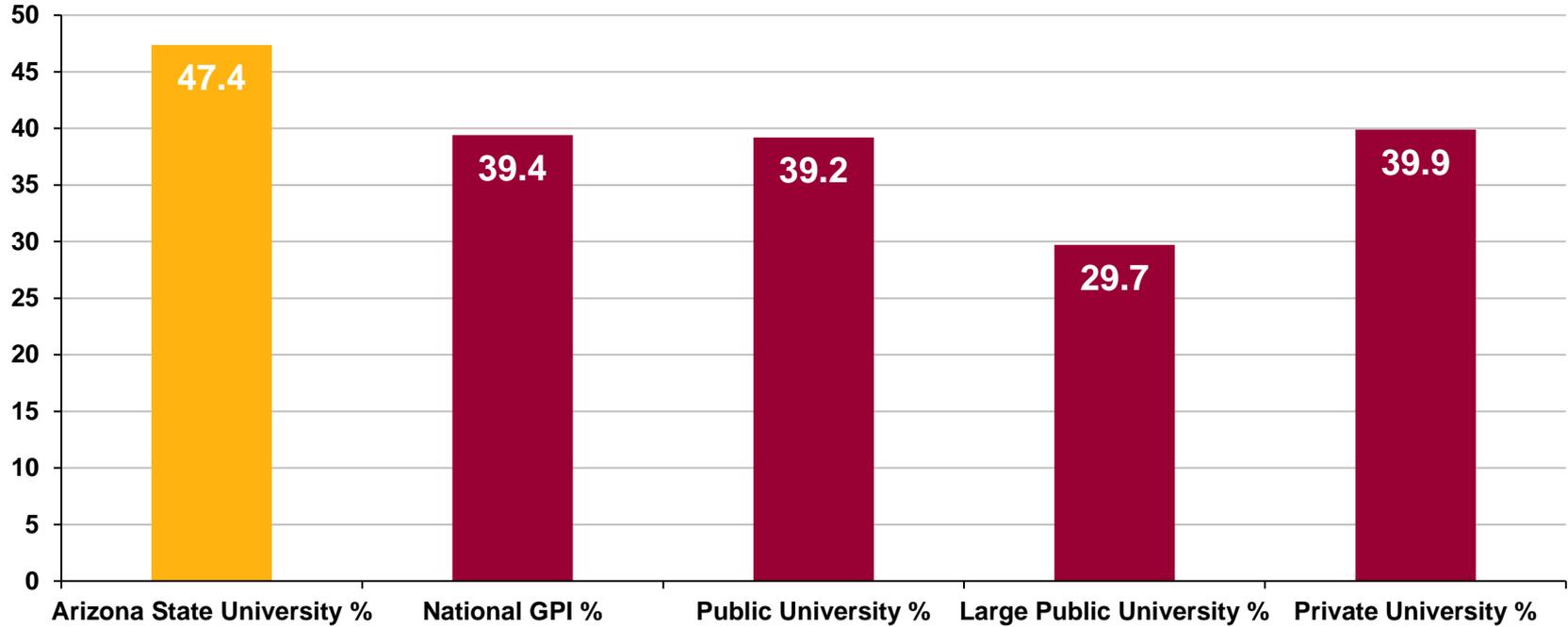
ASU Gallup Study-Alumni Full-time Employment



ASU Gallup Study-Alumni Sense of Social Well-Being

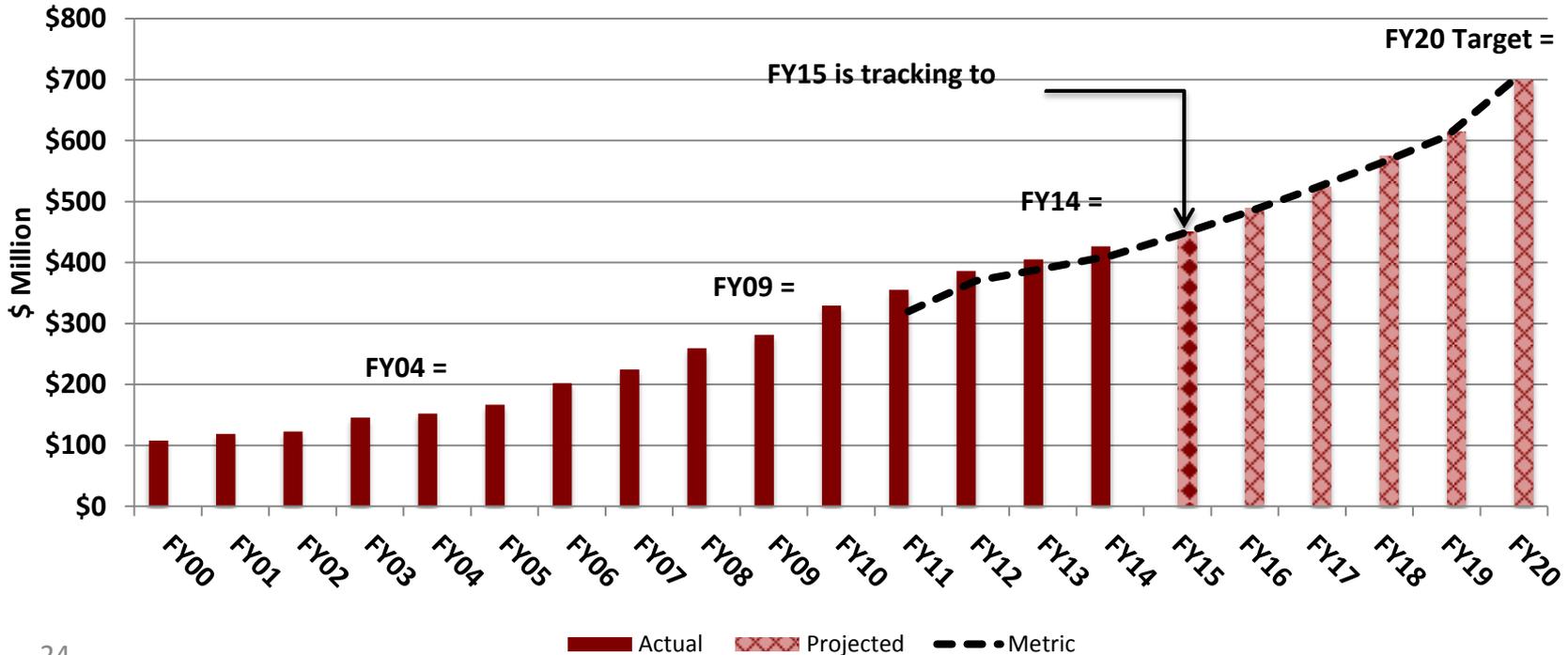


ASU Gallup Study-Alumni Engagement at Work



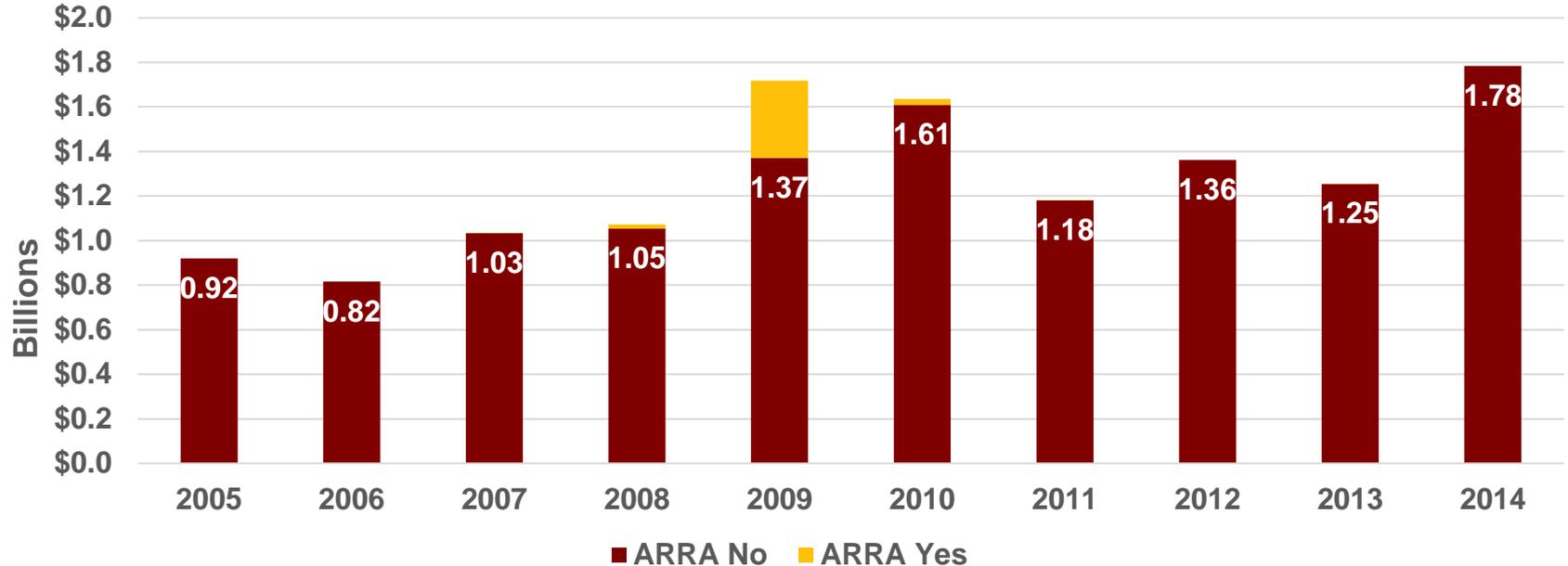
Advancing Research

Research expenditures have almost tripled in ten years and are tracking with the metric target



The key to increasing funded research is increasing proposals

Total Value of ASU Proposals by Calendar Year



ASU continues to rise in the national rankings

2013 NSF HERD Rankings

Total Research Expenditures	53 of 874
Total Research Expenditures without a Medical School*	12 of 728
NSF Funded Expenditures	28 of 874
HHS (including NIH) Funded Expenditures without a Medical School*	10 of 728
NASA Funded Expenditures	12 of 874
Department of Energy Funded Expenditures	28 of 874
Engineering Total Research Expenditures	21 of 874
Environmental Sciences	25 of 874
Social Sciences Research	8 of 874
Humanities Research	17 of 874

Large project acquisition is key to economic development and metrics

Engineering Research Center (ERC)

Existing NSF-DOE Center at ASU:

Quantum Energy and Sustainable Solar Technologies (QESST)

In 2014 - 4 out of 18 invitations nationally

2 in proposals in the final round of selection

- Bio-Mediated and Bio-Inspired Geotechnics (ASU)
- Nanosystems ERC for Off-Grid Nanotechnology Enabled Water Treatment (Partners with RICE)

International projects are an important new emphasis

PCASE Program

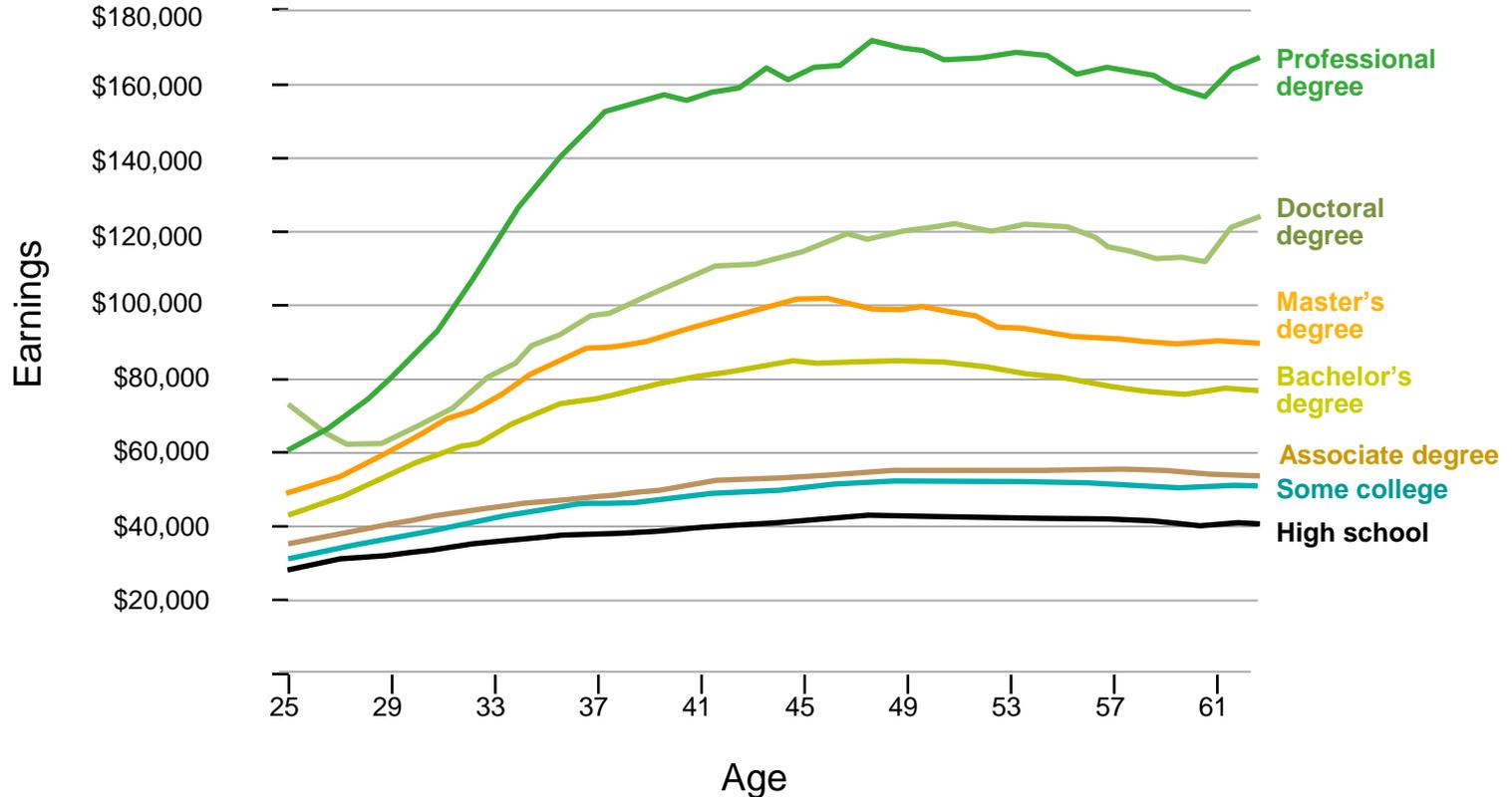
The Partnership Center for Advanced Studies in Energy (PCASE)

Designed to jumpstart training, research and innovation in renewable energy in Pakistan

- USAID funded centers (\$48M)
- ASU coordinated and managed program development
- National University of Sciences and Technologies (NUST, Islamabad)
- University of Engineering and Technology (CET-Peshawar)

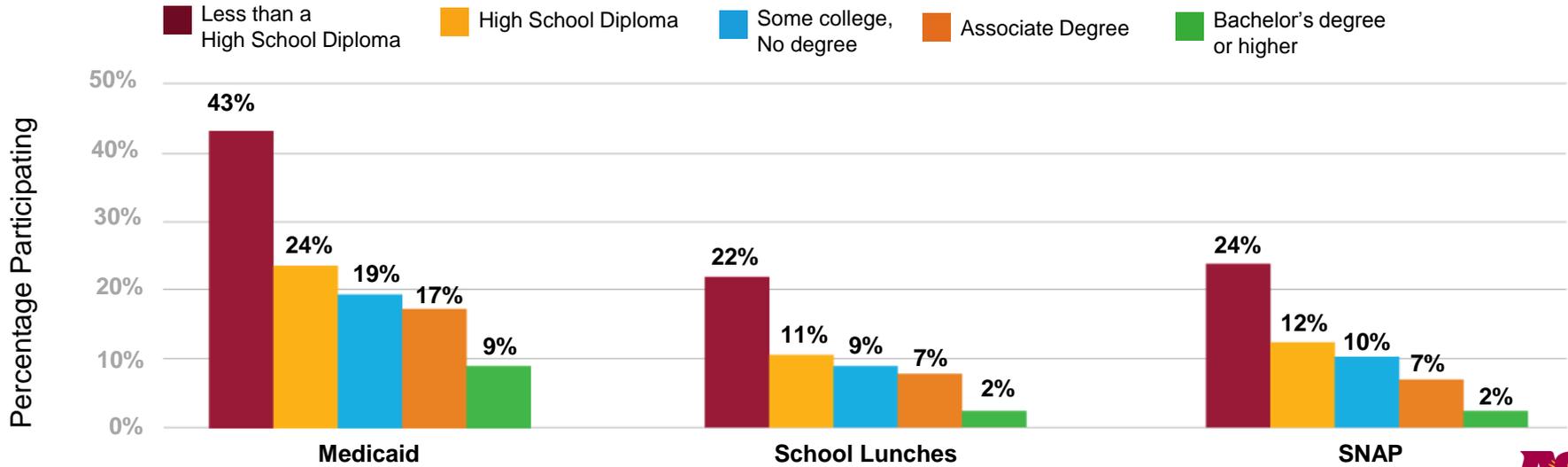


Mean Earnings by Age

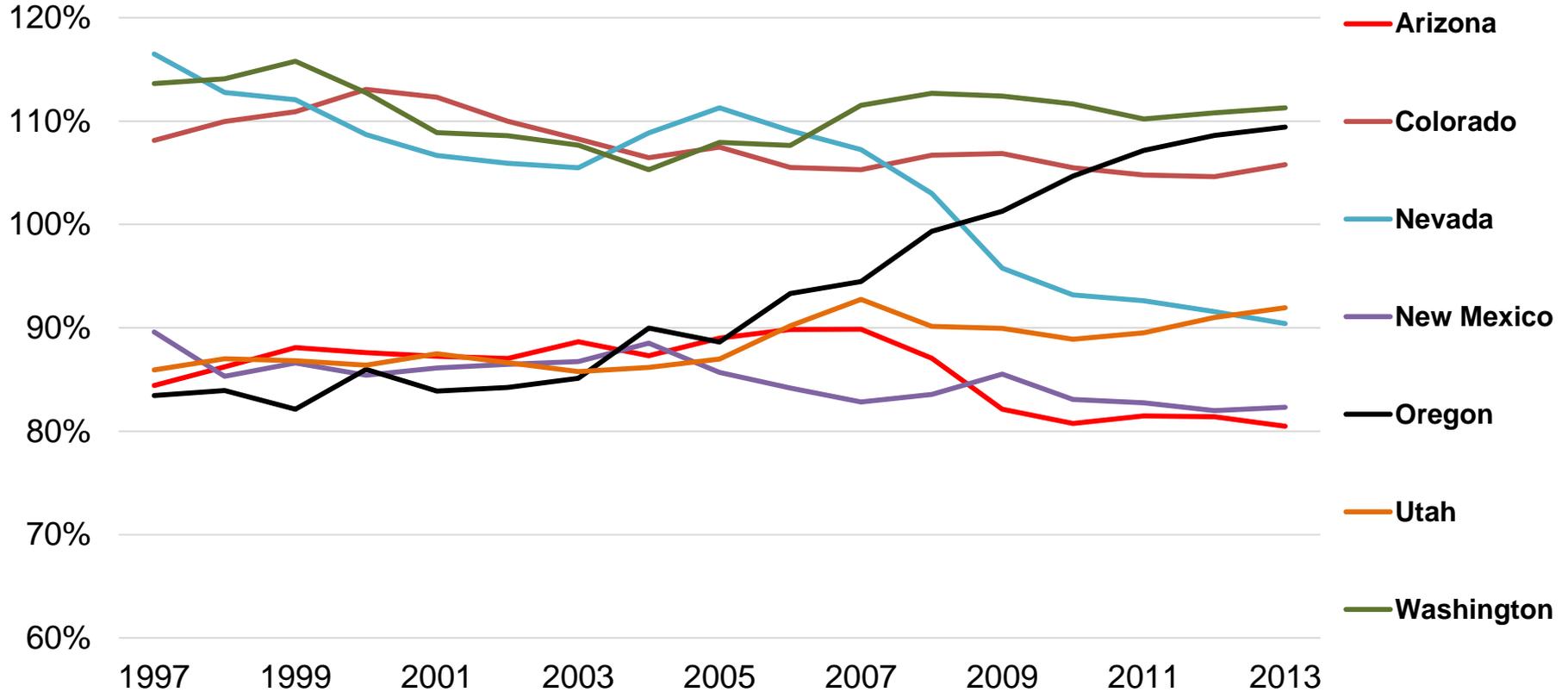


Educational Attainment and Public Assistance

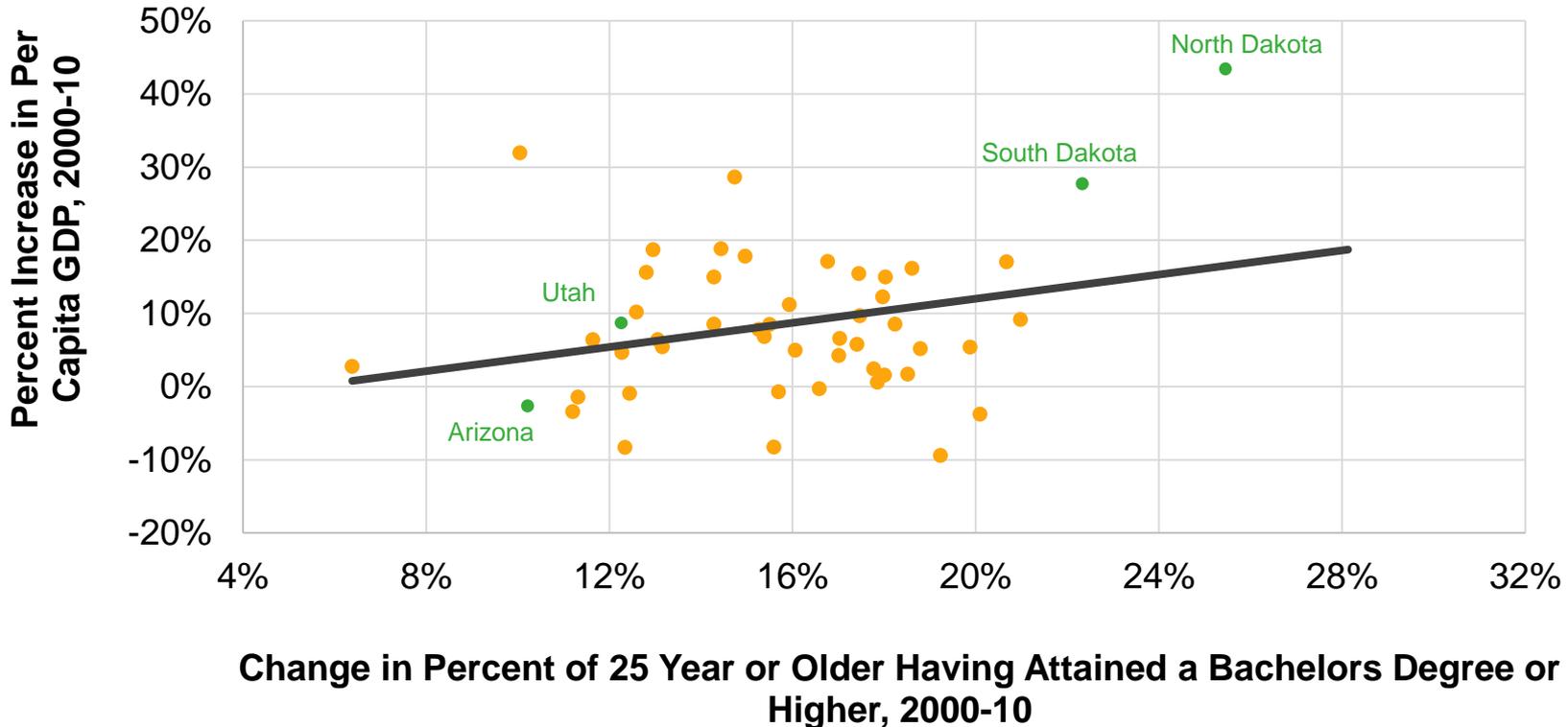
Percentage of individuals 25 and older living in households participating in selected public assistance programs by education level



Per Capita GDP Relative to US Average



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

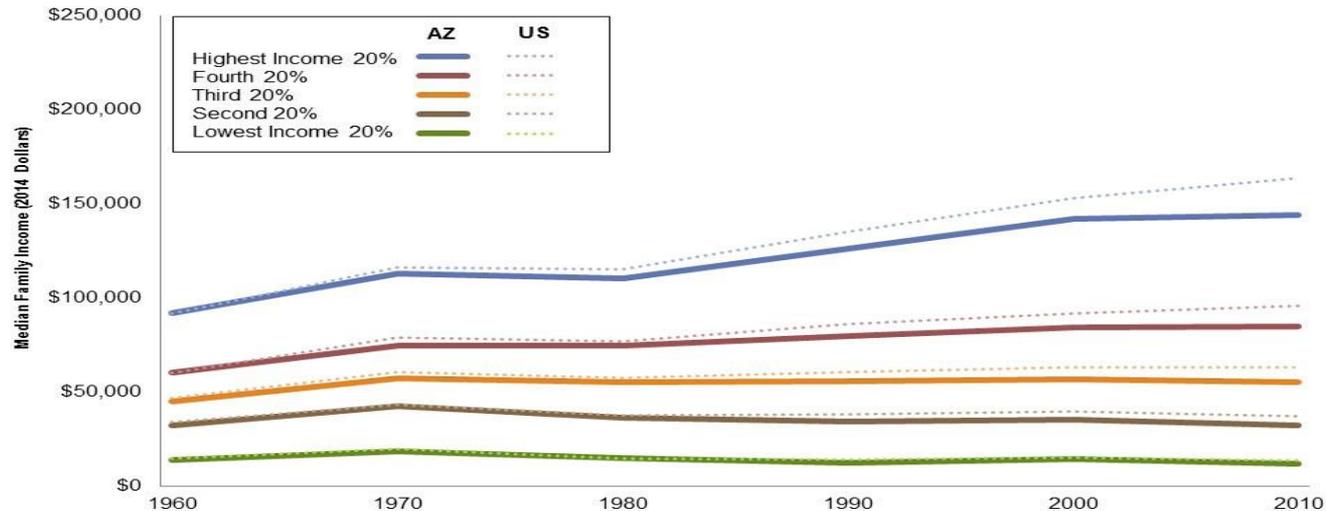


Data Sources: US Census Bureau,

Responsibility to the Community

Higher education needs to be available to all Arizonans

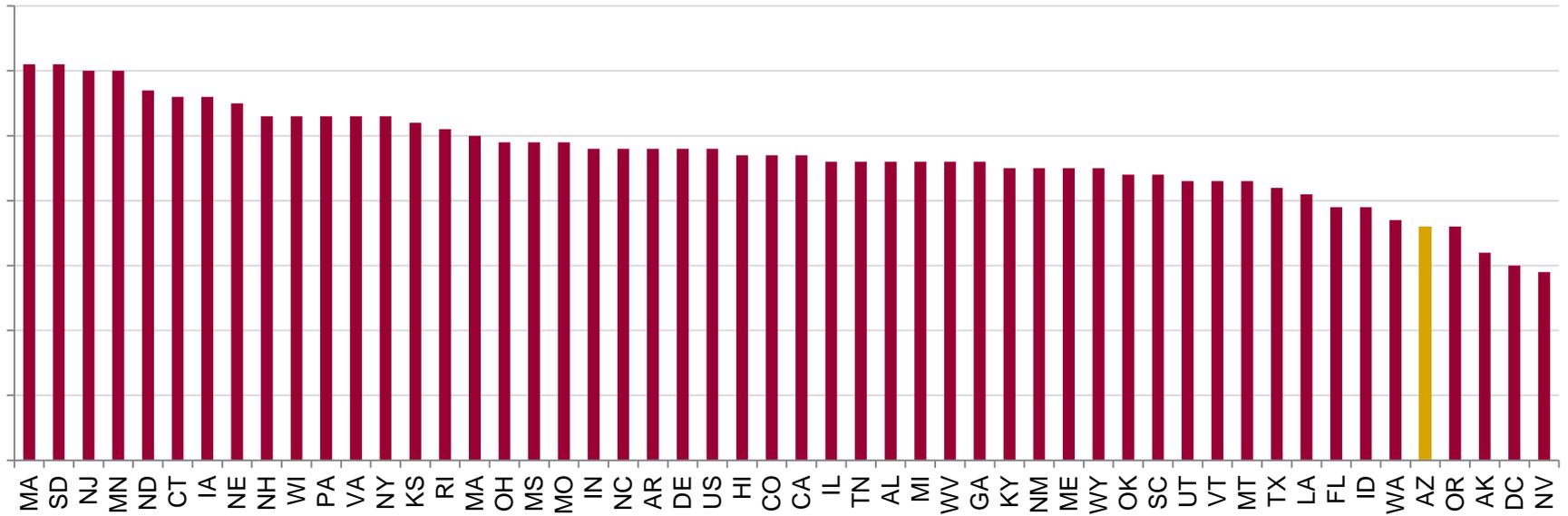
Growing Income Disparity Among Families with Children
Median Family Income by Quintile
Arizona



Details: Median Family Income by Quintile Among Families with Children
Data: 1960-2000 U.S. Decennial Census; 2008-2012 ACS Five-Year Estimates (2010)
Source: IPUMS-USA, University of Minnesota, www.ipums.org



Percentage of All Youths Enrolling in Postsecondary Education



ASU Prep Academy demonstrates that all students can succeed

Phoenix K-12 (Downtown Phoenix)

- 76% of students qualify for free or reduced lunch
- Was inherited as a “failing” school; is now rated B

Polytechnic K-12 (Mesa)

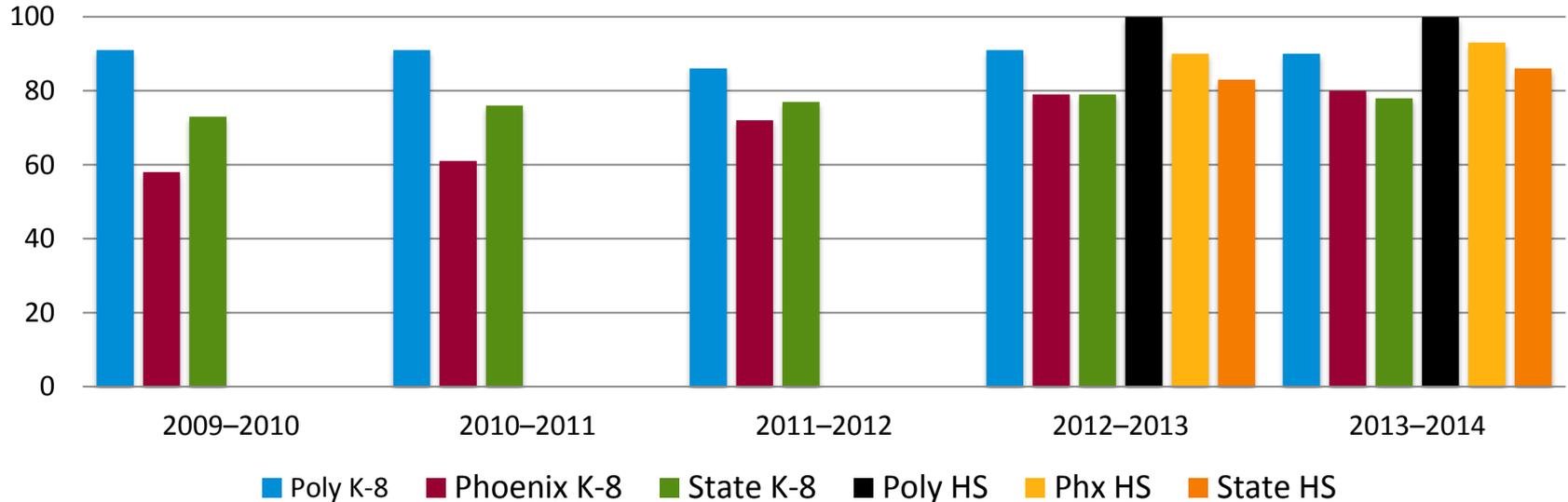
- A rated

Graduation Results

- 100% of its first senior class will graduate in June
- 72% have been accepted at a four-year university
- 92% have been accepted at a college or university: average rate of graduating Arizona seniors is 54%

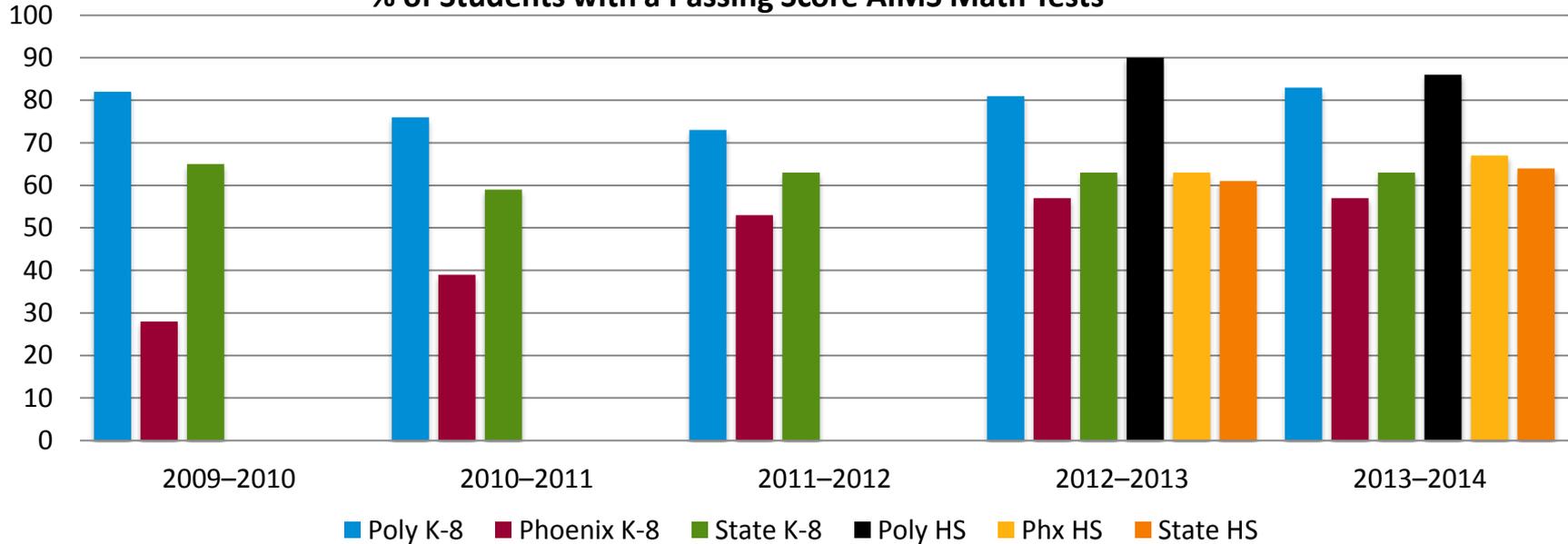
ASU Prep Academy demonstrates that all students can succeed

ASU Prep Academy
% of Students with a Passing Score on AIMS Reading Tests



ASU Prep Academy demonstrates that all students can succeed

ASU Prep Academy
% of Students with a Passing Score AIMS Math Tests



Enterprise Plan Review

Enterprise and Charter in the 21st Century Public University

The goals of the Charter are not conditional.

ASU's responsibilities under the Charter are not conditional.

The declining willingness of the State to invest in higher education does not mean that the need for public universities has decreased. In fact, 21st century advancement requires greater higher educational attainment than in previous generations.

An enterprise model is the only pathway to fulfilling the Charter.

ASU as Enterprise

ASU takes responsibility for finding the means to accomplish all aspects of its Charter.

The ASU enterprise model requires obtaining resources from a wide range of sources, developing the means for highly-efficient and highly effective program delivery, and creating partnerships of mutual benefit with like-minded public and private entities, while respecting its public purpose and its responsibilities to the citizens of Arizona.

The Charter, the Enterprise Plan and the ABOR 2020 Metrics

ABOR's metrics for performance were outlined in 2010 in the Vision 2020 plan.

The metrics provide the formal and measurable goals for ASU's performance and are entirely consistent with its Charter.

The enterprise plan was developed as a means of achieving the metric targets.

The Enterprise plan changes motivated by the public disinvestment may impact the speed at which targets will be achieved.

ASU's Strategic Enterprise Plan

The principal elements of the enterprise plan have been consistent for five years

- First presented in January 2010
- Updates presented in February 2011, February 2012, February 2013, and February 2014

ASU has been operating under the elements of the plan that have been presented and approved.

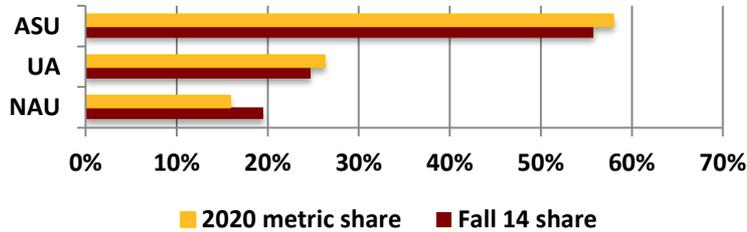
Alternations are now needed.

The ASU Enterprise Plan: Goals

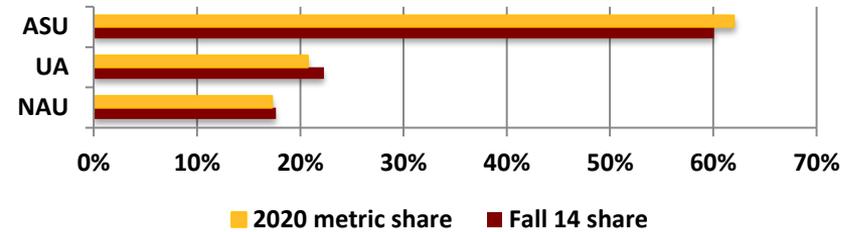
1. Provide capacity (with quality) to enroll all qualified Arizona residents in all programs of interest
2. Modest and predictable resident tuition increases
3. Maximize educational quality, graduation performance and student outcomes
4. Achieve ABOR metrics in research areas
5. Maintain cost effective program delivery

ASU Share of Degree and Enrollment Metrics

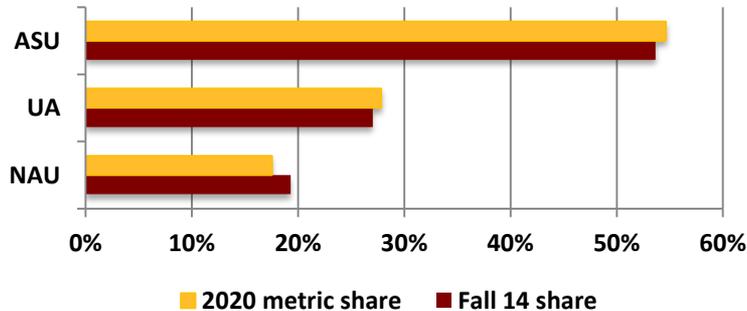
Share of Bachelor Degrees



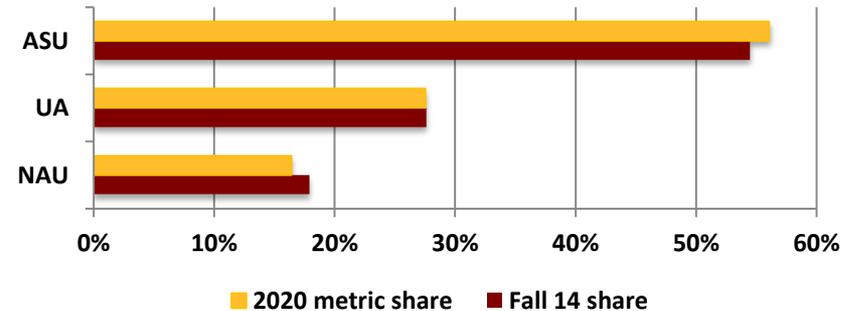
Share of Master's Degrees



Share of Undergraduate Enrollment

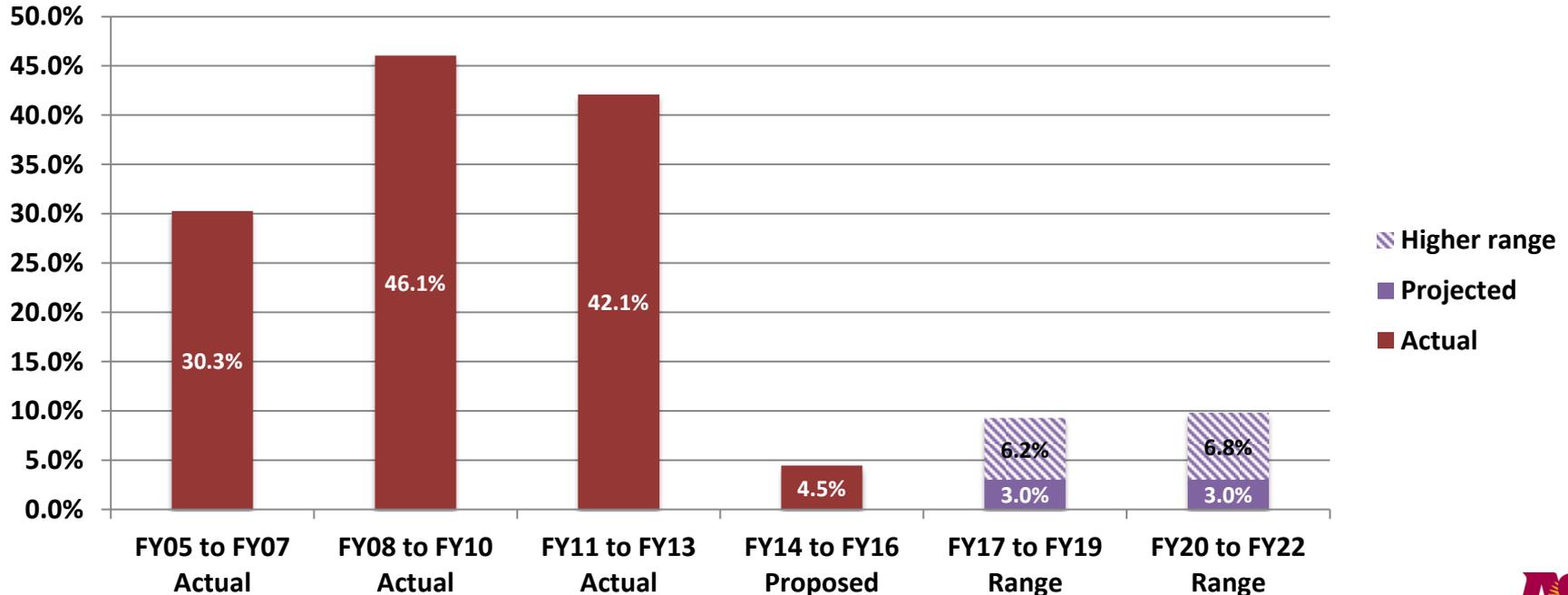


Share of Total Enrollment



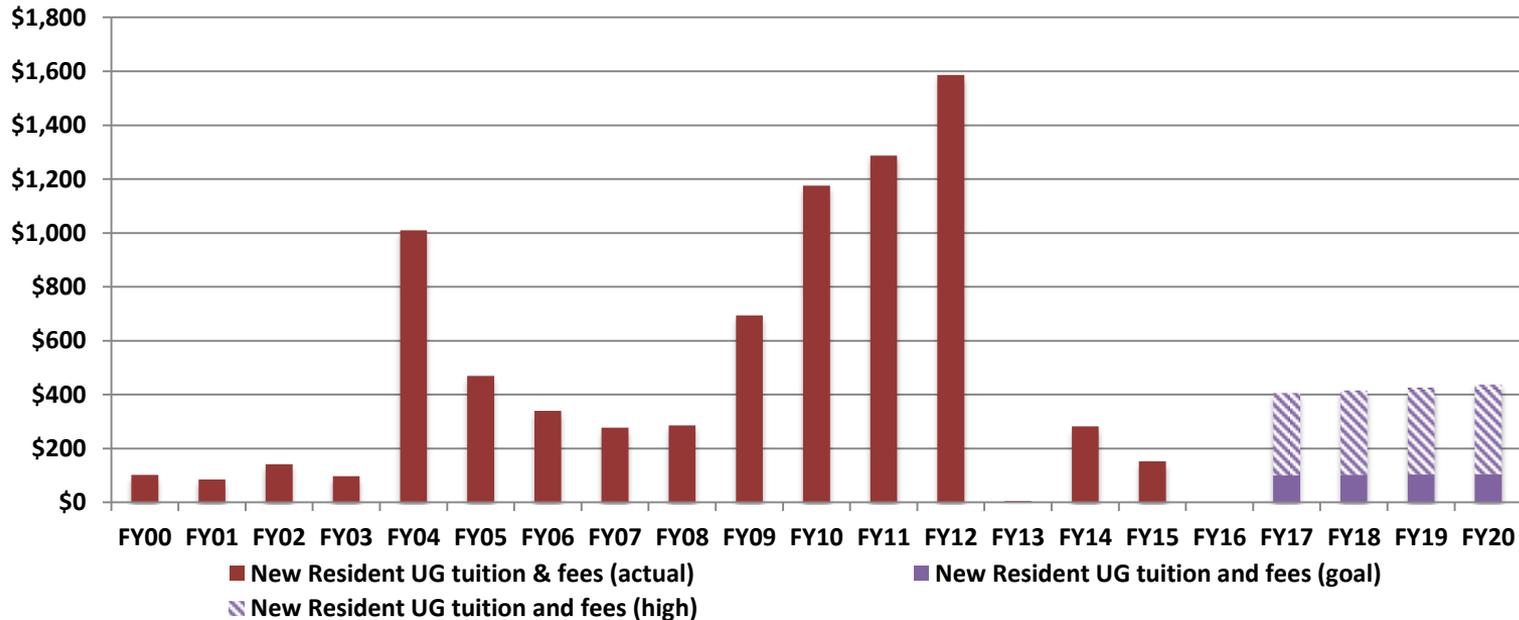
ASU has been able to implement a predictable low tuition plan since FY12

Resident UG Tuition Rate Increases



Total tuition and fee increases have been \$435 over the last 3 years

Annual Resident Undergraduate Tuition Increases



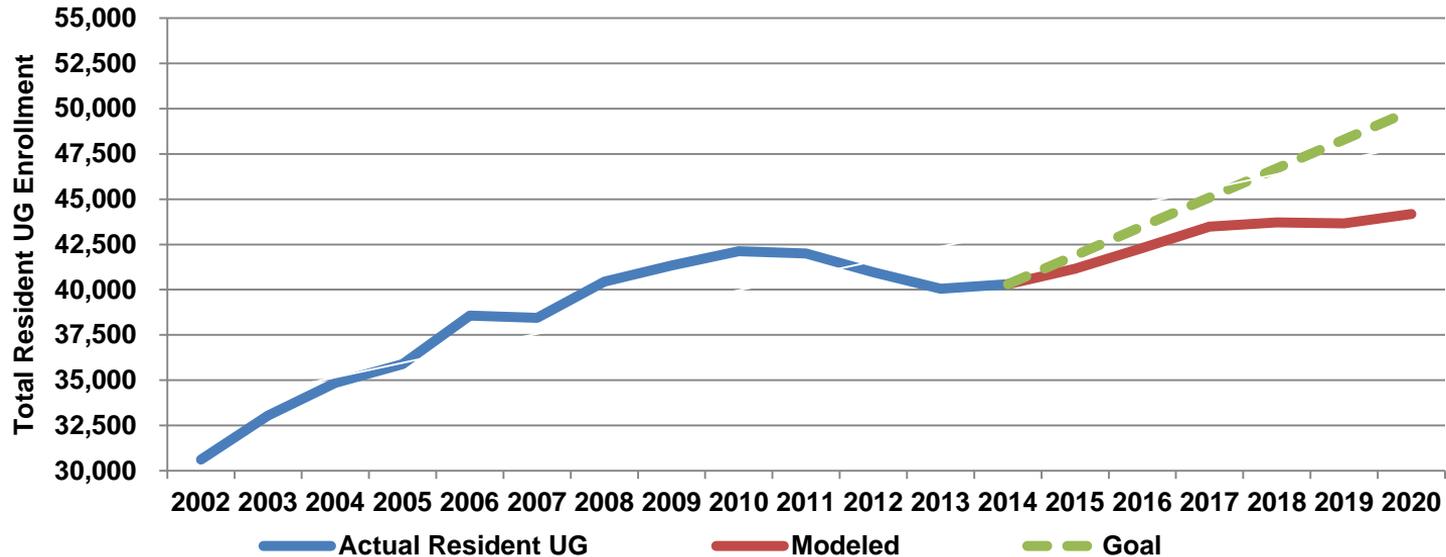
Enterprise Plan: Resources

1. Build new enrollments with tuition at market rates
2. Build total enrollments via improved retention
3. Grow ASU Online
4. Grow new educational modalities
5. Stabilize state investment and gain some performance-based funding
6. Leverage partnerships

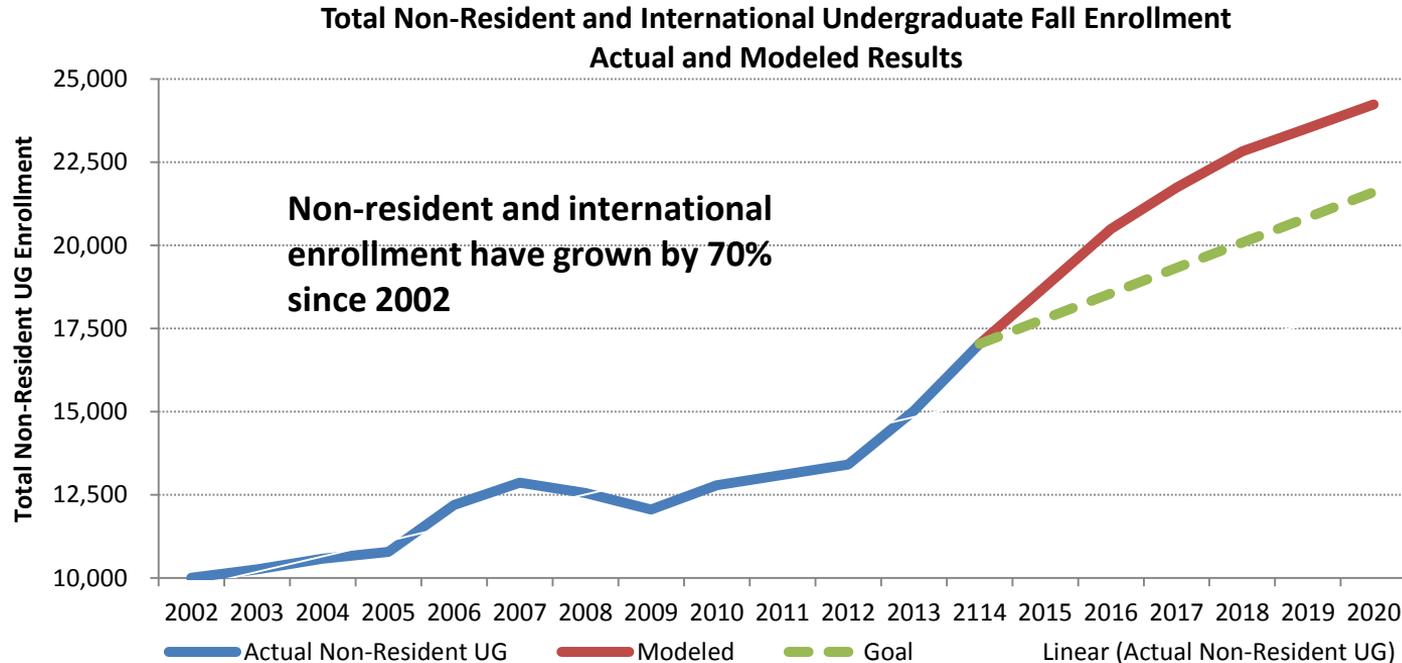
Many resource strategies also provide opportunities to develop improved educational services for our students

Growth has resumed after the recessionary downturn

Total Resident Undergraduate Fall Enrollment
Actual and Modeled Results

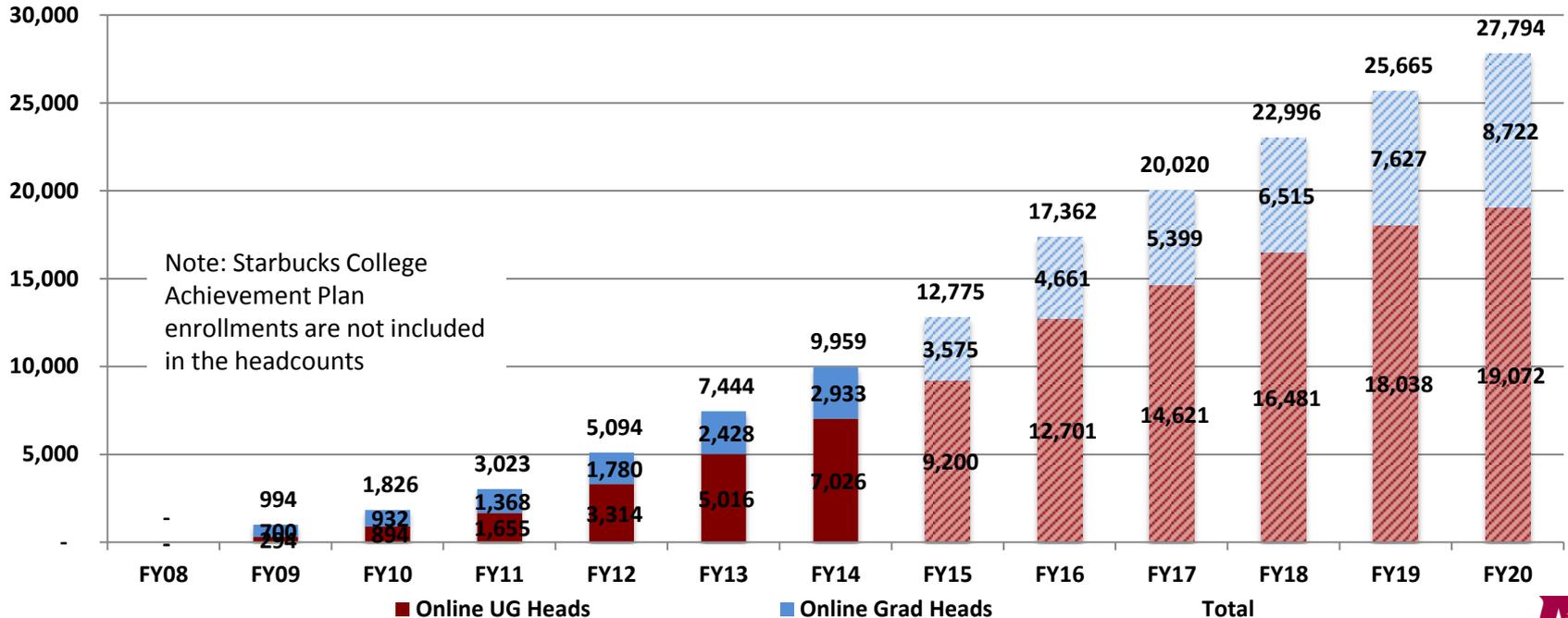


ASU's improving reputation and quality has resulted in steady growth

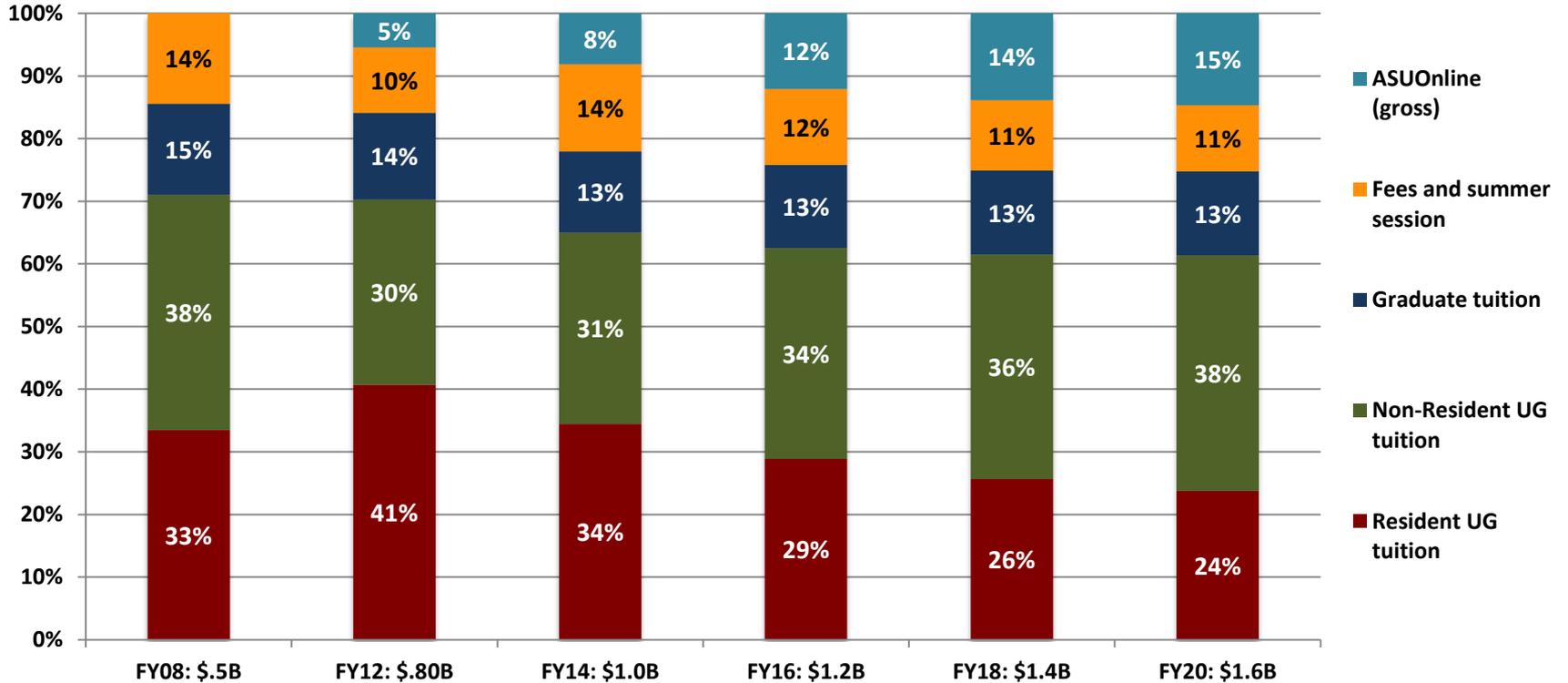


Enrollment will reach 17,000 students in FY16

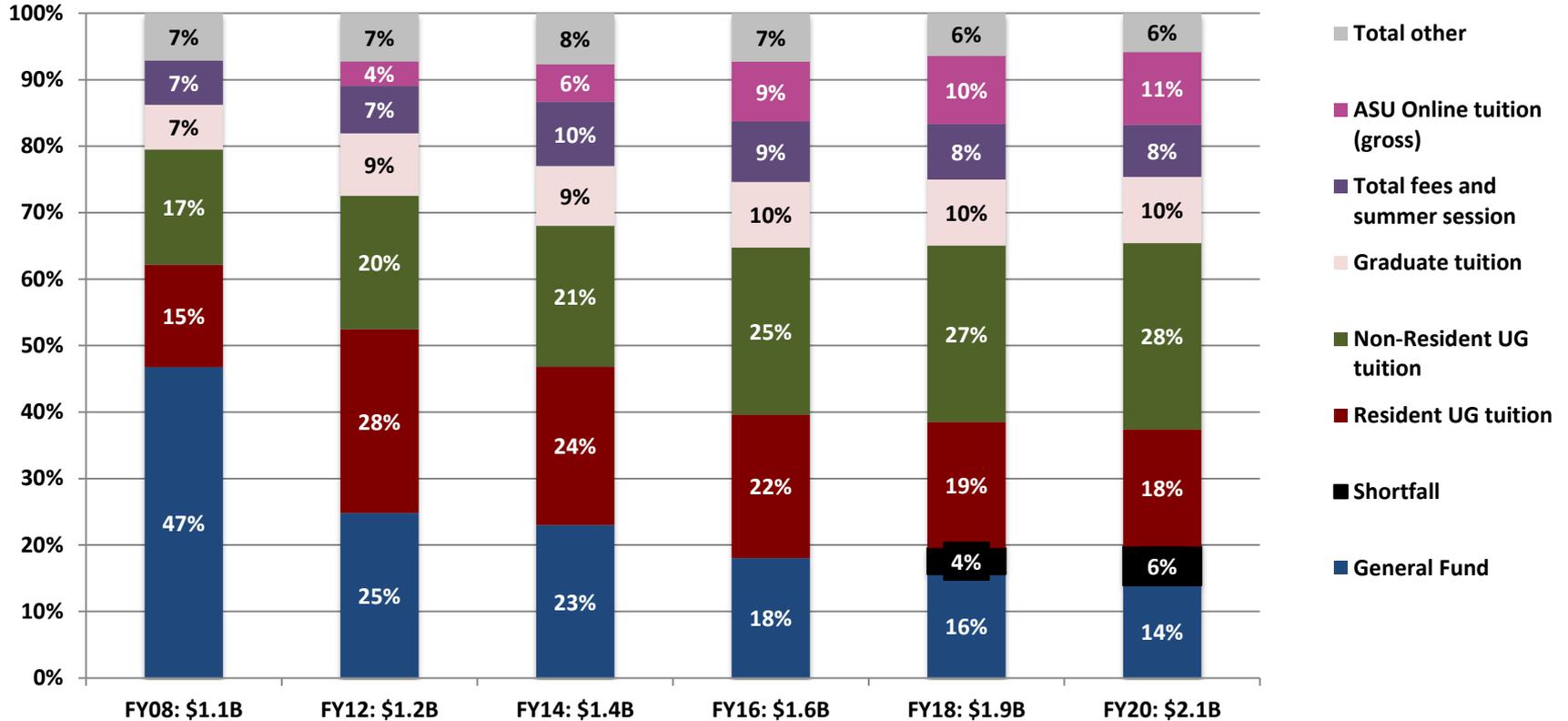
ASU Online Headcount Enrollment
Actual and Projected



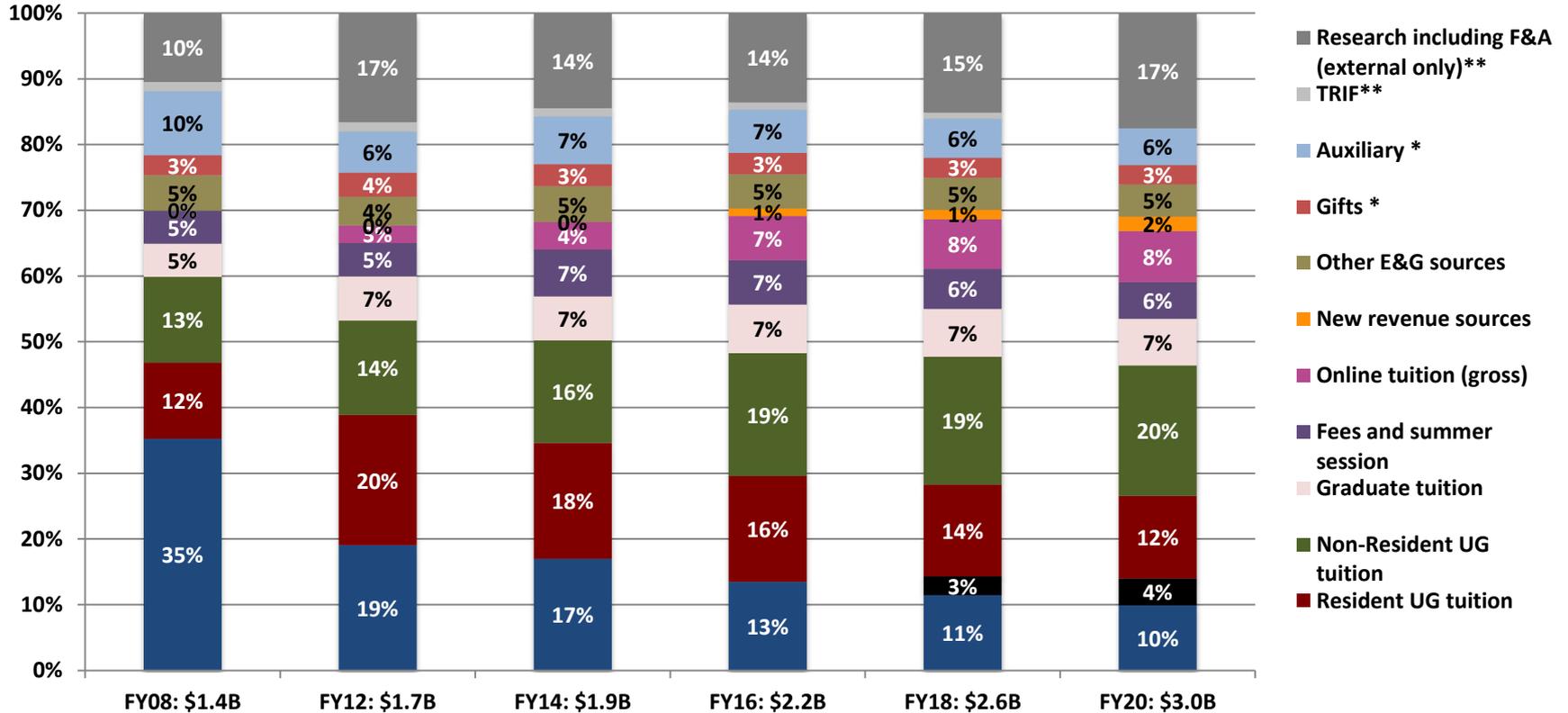
Revenue Sources: Gross Tuition and Fees



Education & General Revenue Sources



Gross Revenue Sources: All Funds



Enterprise Plan: Cost Effectiveness

Resources per degree at low end of the public universities

Employees per student ratio at the low end of public universities

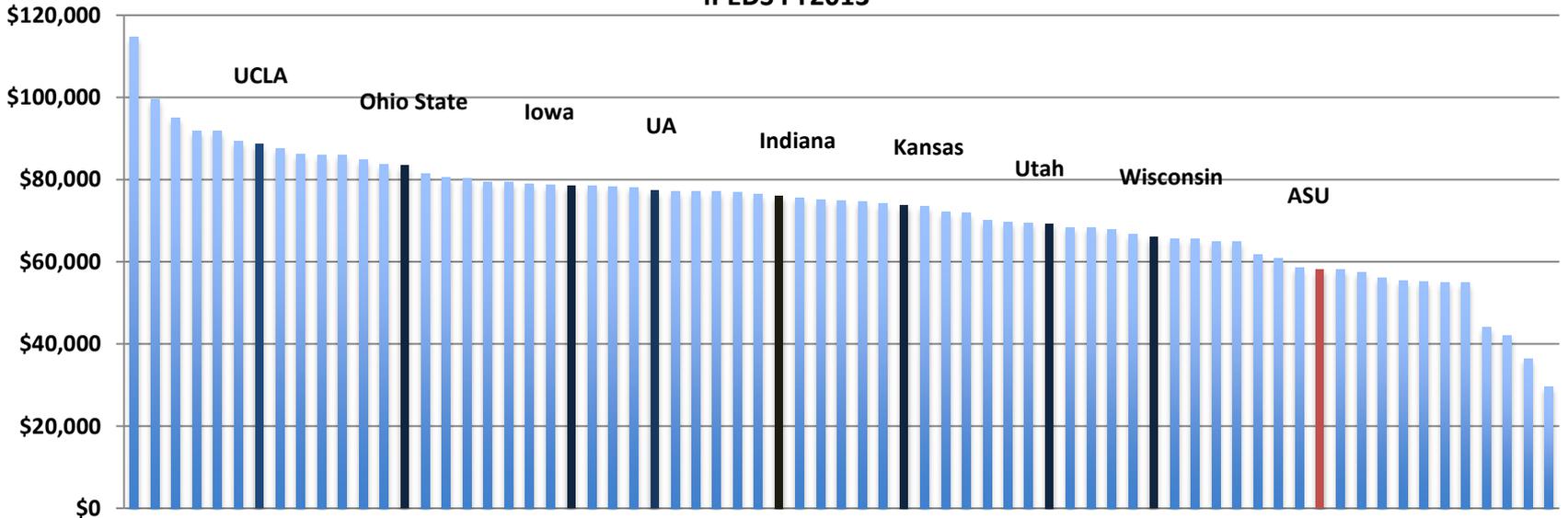
Leadership in application of technology to improved educational effectiveness with lower costs

Leadership in innovative organizational structure

Intensive facility use

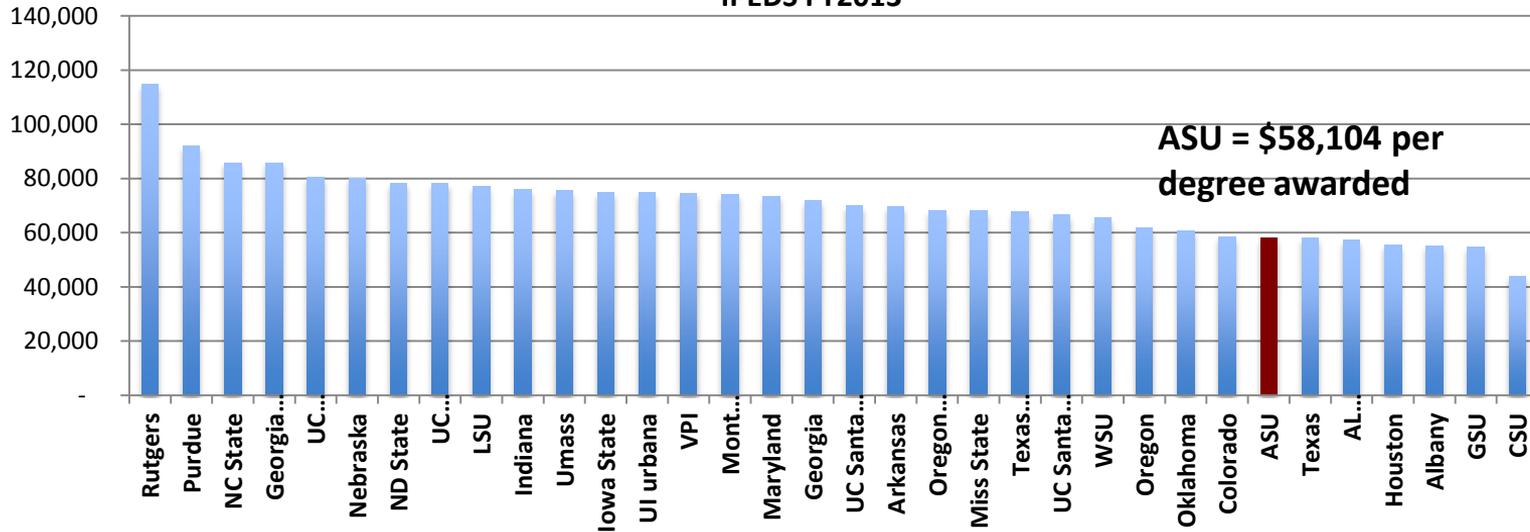
ASU level of resource use continues to compare very favorably to public research universities

Tuition, Fees, and State Appropriations per Degree Awarded
Very High Research Universities
IPEDS FY2013



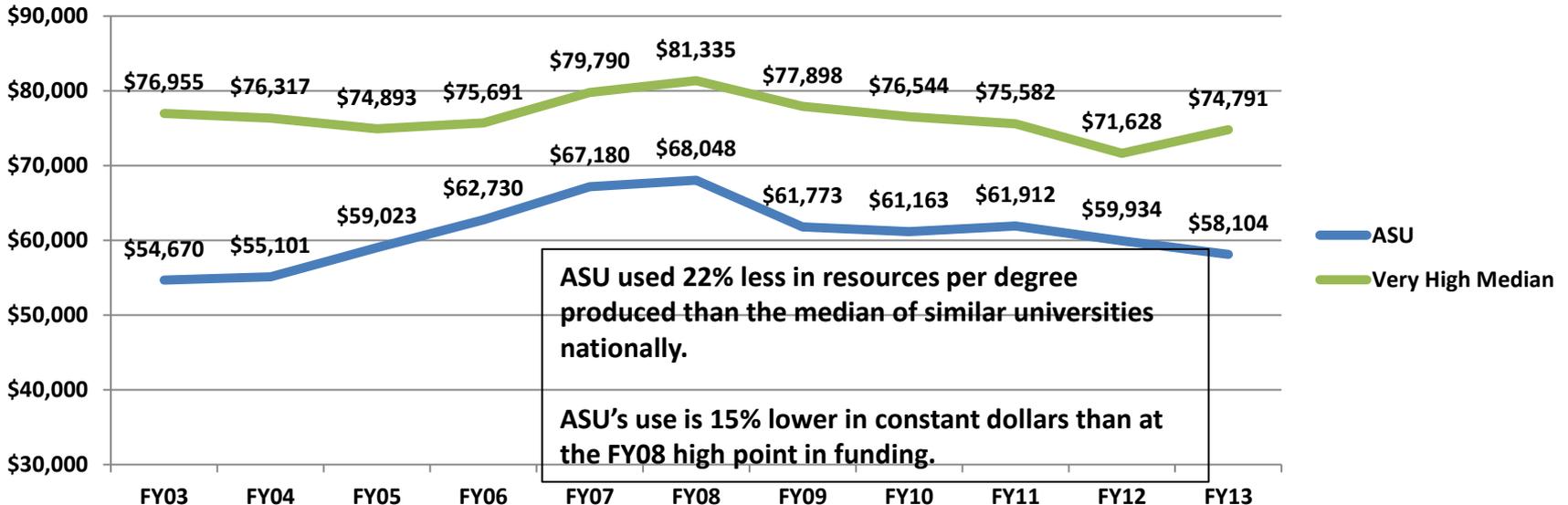
ASU's relative position remains consistent when compared only to universities without medical schools

Tuition, Fees, and State Appropriations per Degree Awarded
 Very High Research Public Universities without Medical Schools
 IPEDS FY2013



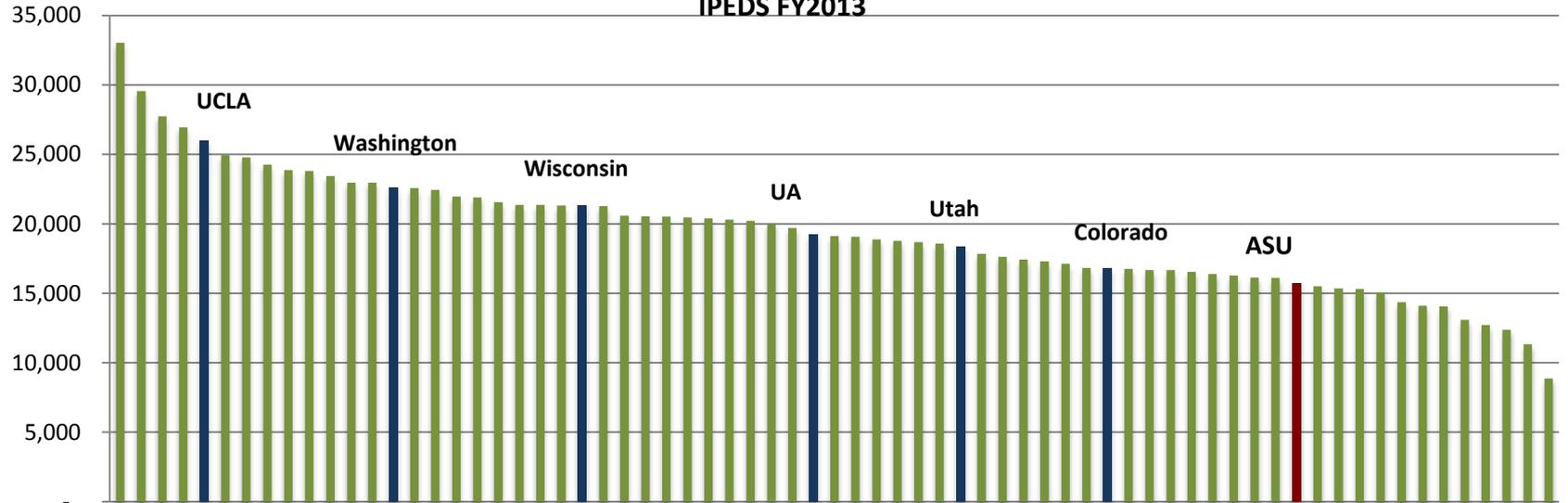
ASU's revenue per degree has consistently been at the low end among research universities

Tuition, Fees, and State Appropriations per Degree Awarded
ASU and Median of Very High Research Universities
FY03 to FY13 IPEDS in Constant FY13 Dollars



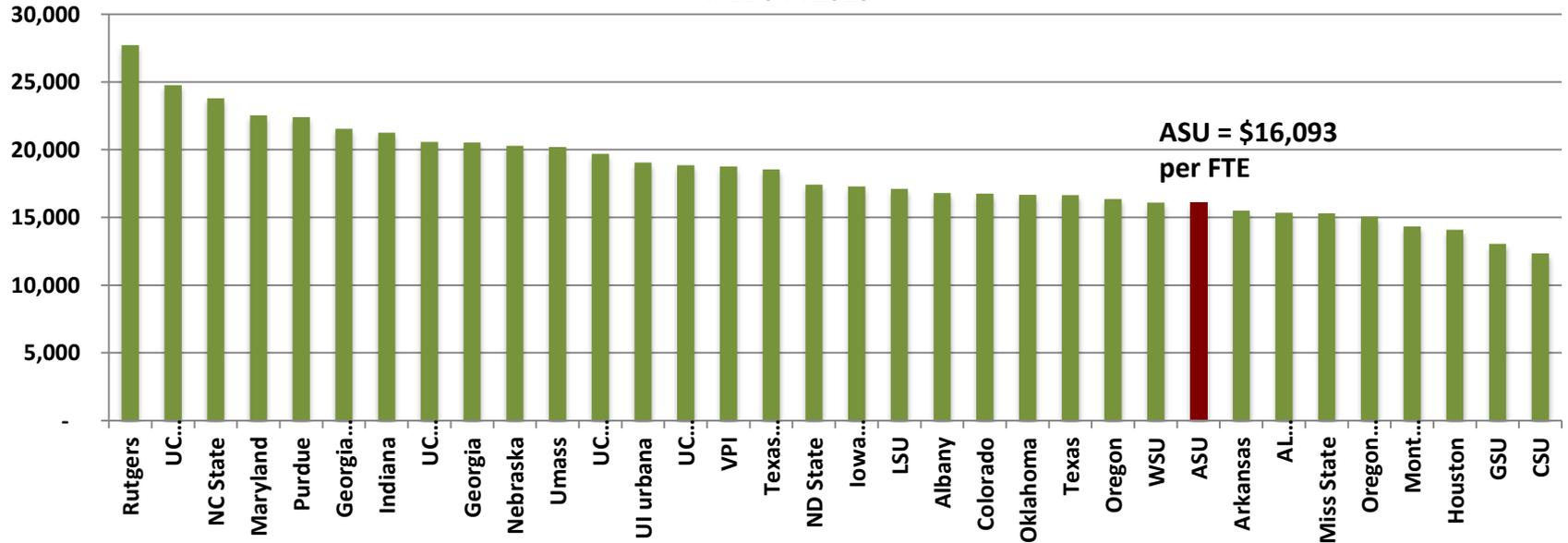
Per FTE measurements are less valid measures since they measure input and not results, but ASU remains at the low end of universities

Tuition, Fees, and State Appropriations per FTE Student
Very High Research Public Universities
IPEDS FY2013



Similar results are seen in per FTE resources compared to publics without medical schools

Tuition, Fees, and State Appropriations per FTE Student
 Very High Research Public Universities without Medical Schools
 IPEDS FY2013

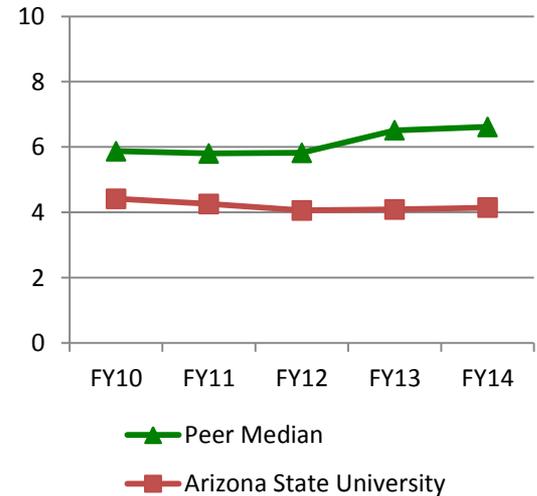


ASU faculty perform at a very high level of productivity

10-20% growth is required to achieve all of the metric goals

FTE Faculty Employees Per 100 FTE Students (Excludes Medical School Employees)

	FY10	FY11	FY12	FY13	FY14
University of Maryland-College Park	9.77	9.99	10.3	10.31	10.36
University of Minnesota-Twin Cities	8.16	8.08	8.08	8.82	9.13
University of Washington-Seattle Campus	5.19	5.73	5.6	8.31	8.67
Rutgers University-New Brunswick	8.03	7.58	7.81	8.27	8.28
Pennsylvania State University-Main Campus	7.58	7.63	7.56	8.05	8.14
University of Wisconsin-Madison	5.87	5.8	5.71	9.14	7.63
Michigan State University	5.73	5.56	5.52	5.27	7.22
University of Connecticut	5.24	5.25	5.37	6.45	6.62
University of California-Los Angeles	6.03	6.07	6.97	6.51	6.38
Indiana University-Bloomington	6.38	6.45	6.42	6.57	6.35
University of Illinois at Urbana-Champaign	6.34	6.06	5.86	5.98	6.07
University of Iowa	5.62	5.66	5.82	5.77	5.79
The University of Texas at Austin	5.68	5.48	5.42	5.43	5.76
University of Arizona	5.46	5.66	5.71	5.41	5.66
Florida State University	5.04	4.81	4.74	4.93	4.96
Ohio State University-Main Campus	4.92	4.84	4.70	4.85	4.86
Arizona State University	4.42	4.26	4.06	4.09	4.15
Peer Median	5.87	5.80	5.82	6.51	6.62

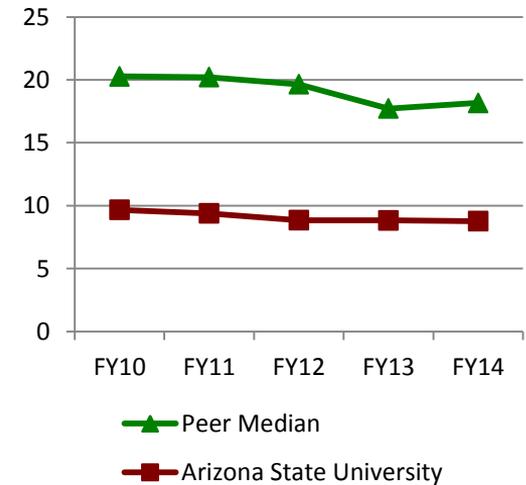


Full time equivalent postsecondary teachers whose principal activities are for instruction, research, and/or public service. They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or equivalent of any of those academic ranks.

ASU staff also perform at a very high level of productivity
The number per 100 FTE is 10% lower than four years earlier.

Non-Faculty FTE Employees Per 100 FTE Students (Excludes Medical School Employees)

	FY10	FY11	FY12	FY13	FY14
University of California-Los Angeles	21.90	21.94	20.38	20.16	22.05
University of Minnesota-Twin Cities	22.27	21.98	21.54	21.49	21.72
University of Connecticut	22.27	22.71	21.55	21.63	21.71
Pennsylvania State University-Main Campus	23.25	23.42	21.03	20.74	20.61
The University of Texas at Austin	22.46	23.52	23.35	27.34	20.24
University of Wisconsin-Madison	20.97	21.06	20.71	17.71	19.27
University of Illinois at Urbana-Champaign	20.28	18.79	18.39	18.47	19.08
Ohio State University-Main Campus	20.37	20.52	19.65	18.12	18.16
University of Iowa	17.78	17.30	17.39	17.55	17.71
Rutgers University-New Brunswick	15.66	15.11	15.20	15.63	17.39
University of Washington-Seattle Campus	18.32	20.21	20.00	16.13	16.62
University of Arizona	15.16	14.82	15.04	15.16	16.07
University of Maryland-College Park	14.80	14.27	14.61	15.45	15.64
Michigan State University	17.40	17.13	17.23	16.20	14.07
Indiana University-Bloomington	14.31	14.19	13.70	13.96	13.73
Florida State University	11.15	10.85	10.59	10.88	11.15
Arizona State University	9.67	9.39	8.84	8.84	8.77
Peer Median	20.28	20.21	19.65	17.71	18.16



Service partnerships are important elements in controlling costs and providing high quality service

Numerous educational technology partner provide tools for curricular development

Online services provided by Pearson

Public-private partnerships deliver state-of-the art student housing without ASU capital investment

Jointly managed help desk support with Blackboard

Privately-capitalized and constructed solar power plants producing almost 25MW of electricity on campus

Management services agreements providing bookstore management, custodial services, food service, event management, data center support, and other functions cost-effectively.

Why Changes are needed to the Enterprise Plan

Why Do We Need to Modify the Enterprise Plan?

State resources had been a moderate but crucial component of the prior plan.

The plan assumed a stable base post the 2009-2012 reductions with adjustments due to parity. This was accomplished.

The plan assumed modest additional growth due to performance (\$75 million over five years).

FY16 reduction reversed the entire parity adjustment (\$45M) plus and additional \$8M

Can no longer assume stable, modestly increasing State investment, and must find new pathways to preserve low tuition/high aid predictability

Resource investment needs do not change

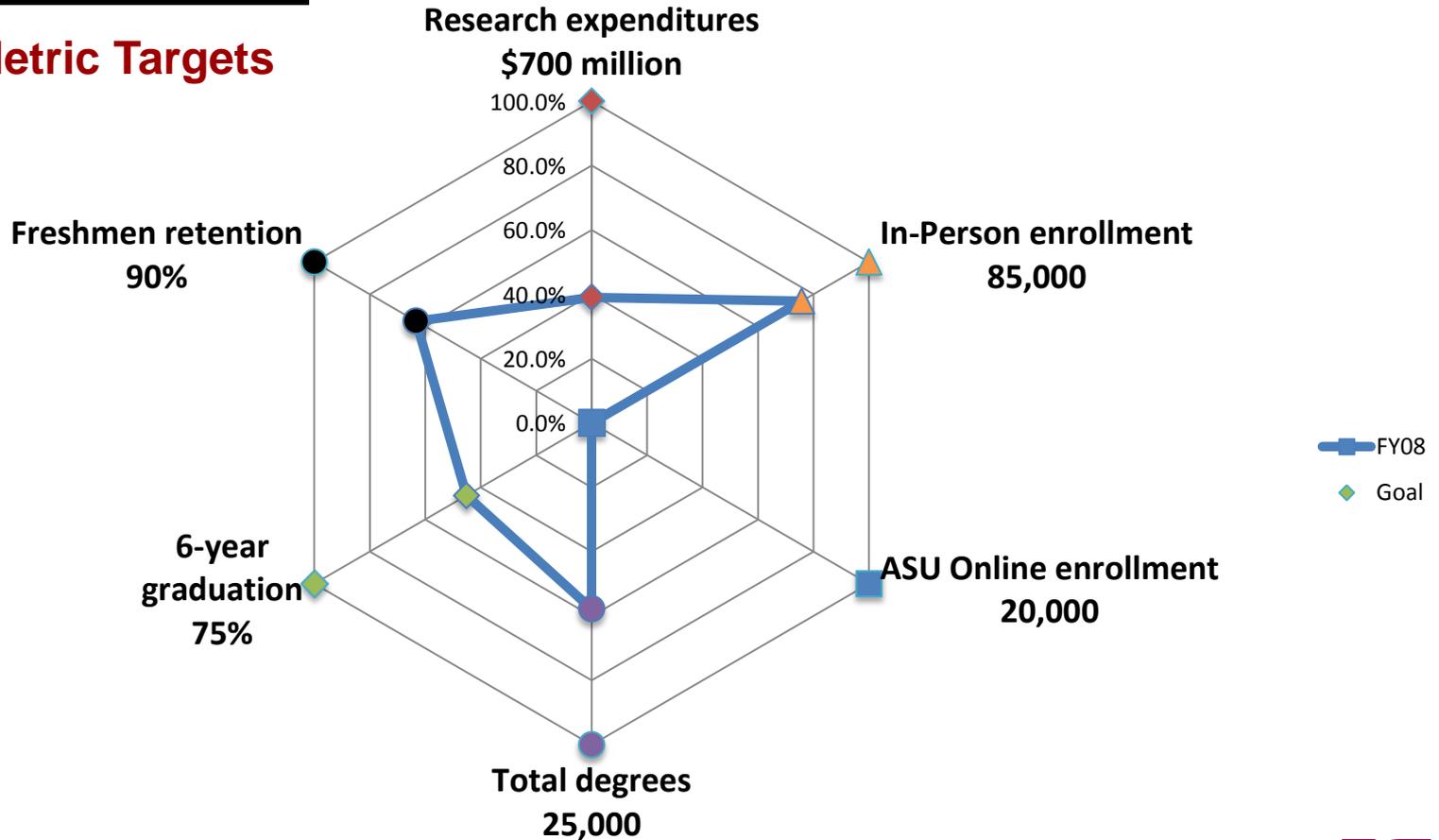
Teaching resources to properly support growth in enrollment demand

Faculty and facilities to achieve research growth and diversification

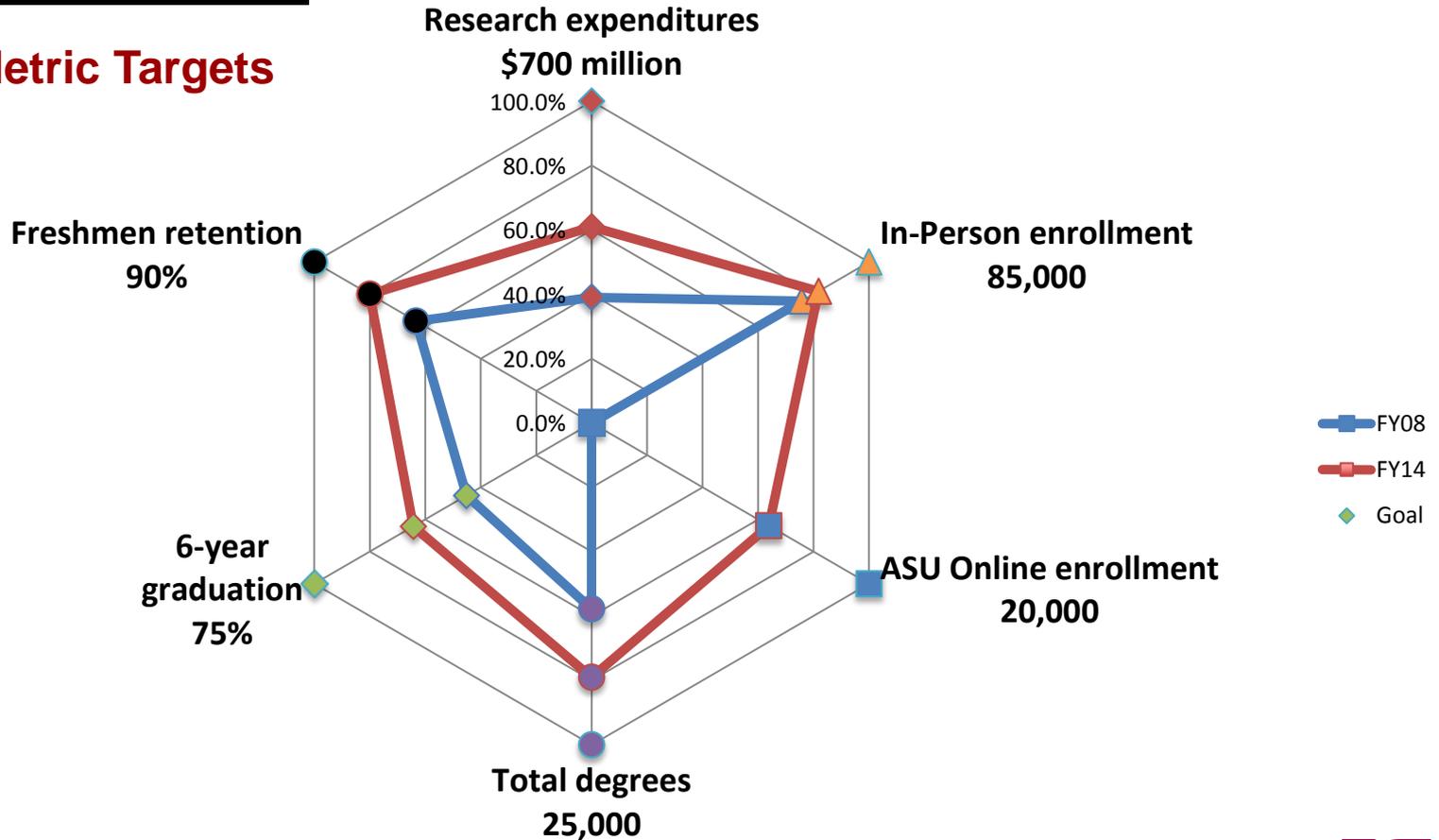
Technology to advance cost-effective teaching and retention improvements

Investments in financial aid to assure affordability

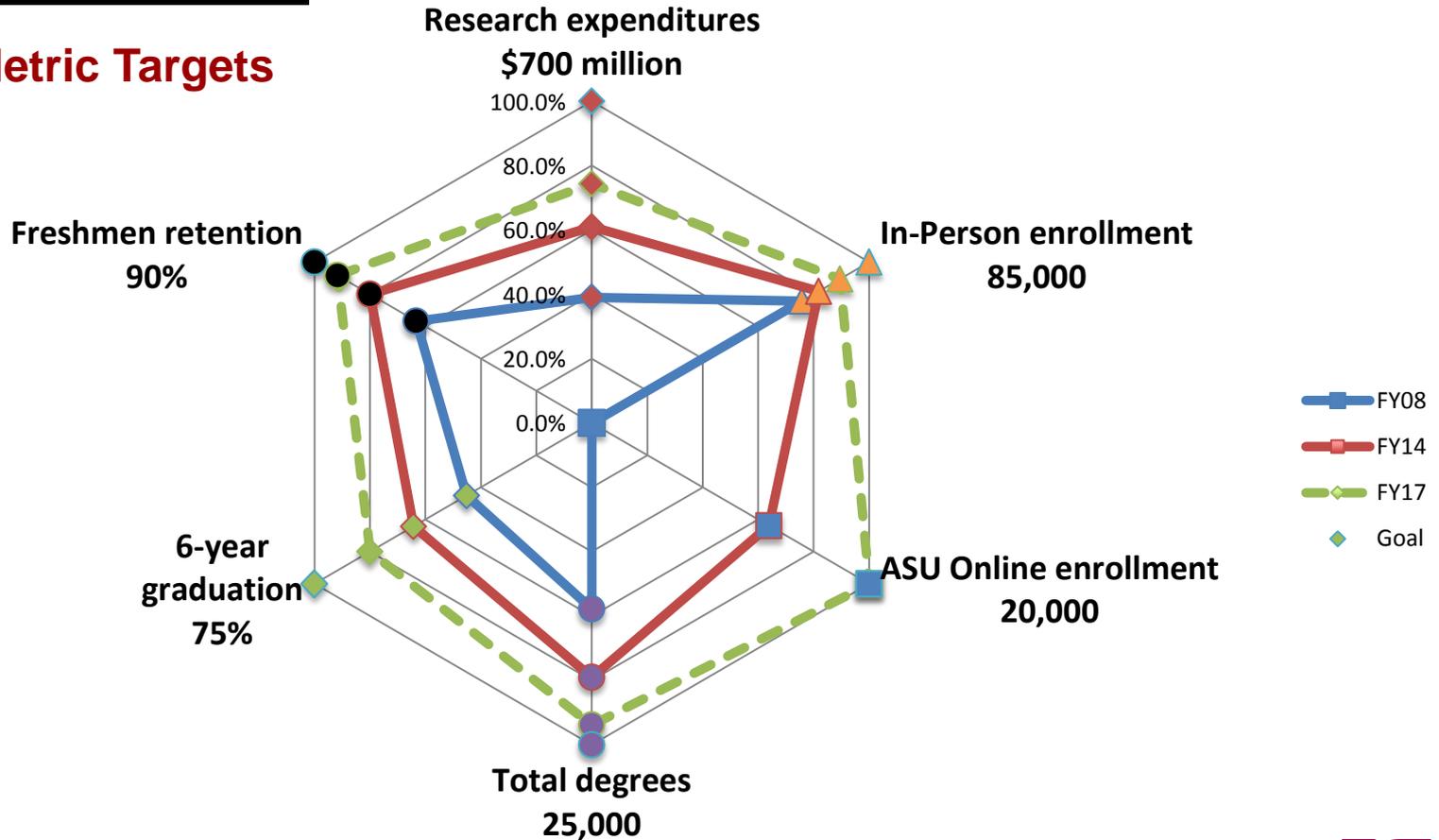
Towards Metric Targets FY 2008



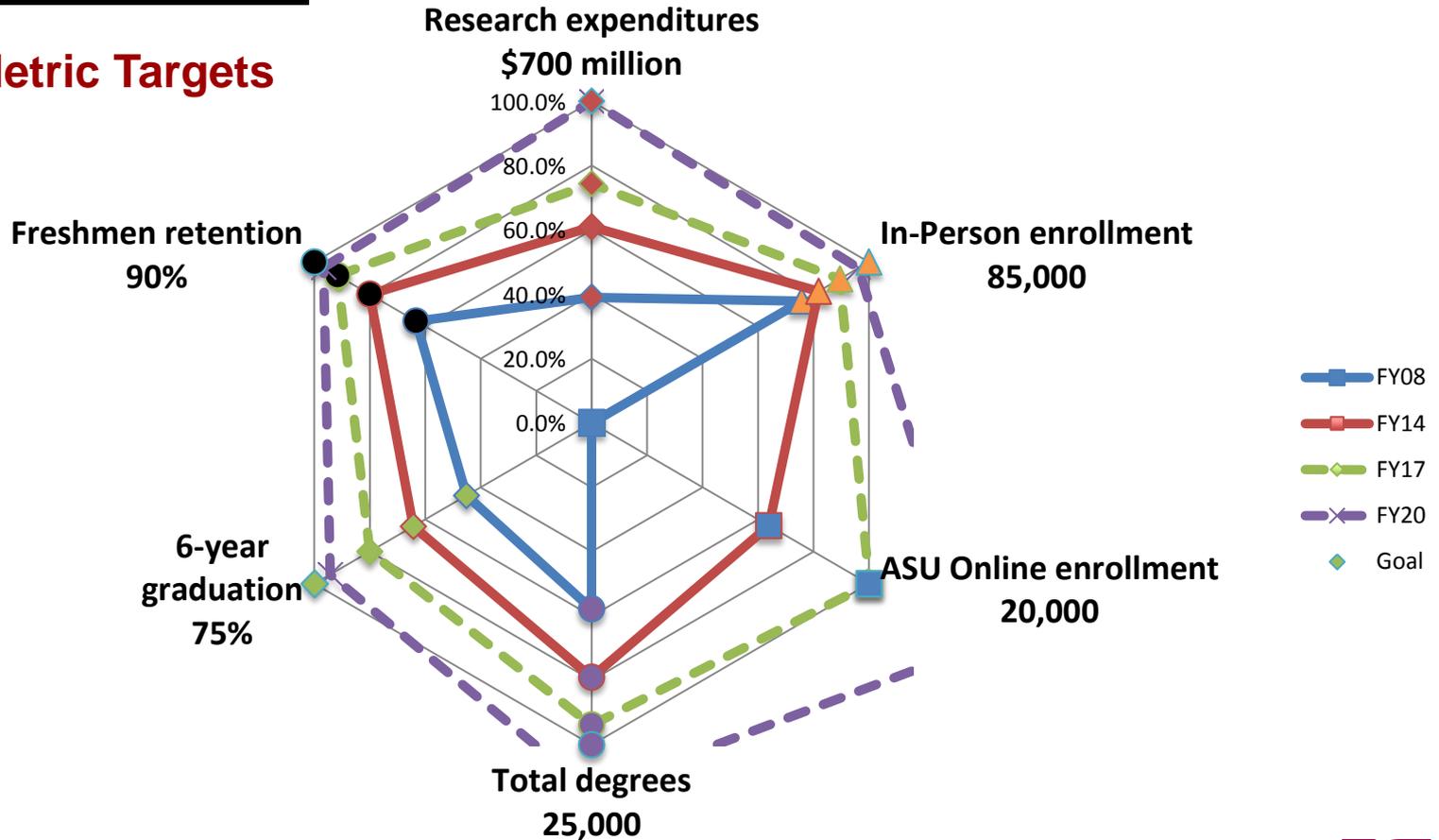
Towards Metric Targets FY2014



Towards Metric Targets FY2017



Towards Metric Targets FY 2020



Achieving the Metrics: FY16 to FY20

Planned growth in FTE students:

- 13,000 in immersion programs (18%)
- 11,000 in online programs (120%)

Required growth is the rough equivalent of growing a new research university the size of the University of California at Riverside

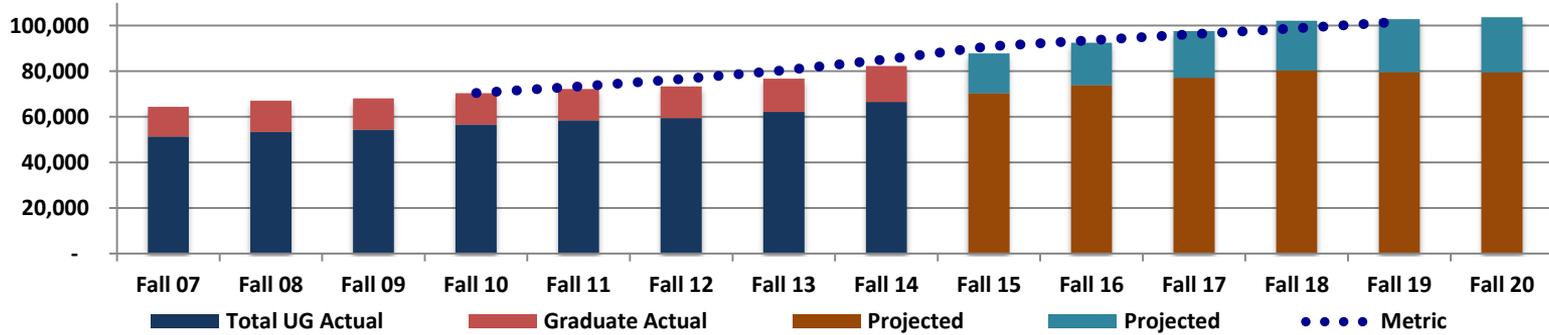
Planned growth in annual degrees awarded

- 4,800 in immersion programs (28%)
- 3,800 in online programs (125%)

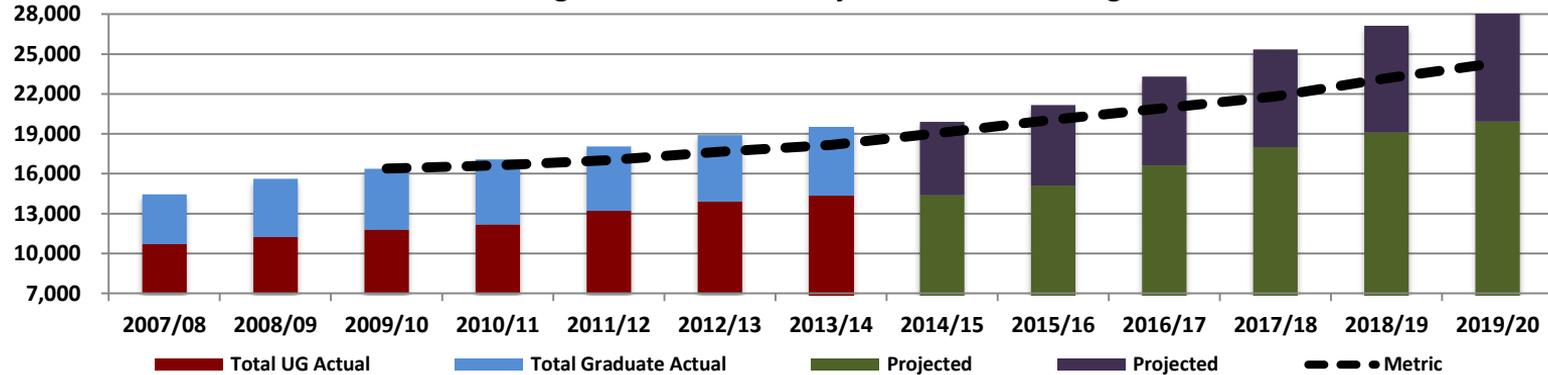
Planned growth in research expenditures

- \$100 million in base programs (25%)
- \$150 million in new centers and collaborative projects (200%)

Total Enrollment: Actual and Projected vs. Metric Target



Total Degrees: Actual and Projected vs. Metric Target



New investments needed by 2020 to reach the metrics

Supporting access and affordability

- Planned growth in financial aid to maintain access (\$100M)
- Represents approximately 20% of gross tuition growth

Supporting quality educational outcomes

- 500 new faculty to support higher enrollment (\$95M)
- A weighted hiring rate of one per 30-35 new FTE students
- Modest salary pools to retain faculty and staff (\$115M)
- Information technology enhancements (\$15M)
- Modest new construction and renovation/upgrading of existing facilities (\$200M to \$250M)

New investments needed by 2020 to reach the metrics

Expanding research of public value

- Faculty expansion (within the previous number)
- Equipment and other start-up costs (annual new investment \$15M)
- New lab facilities- (debt services and O&M on \$350M to \$450M of new construction)

Meeting externally-determined costs

- Benefits, utilities, inflation (\$35M)

Maintaining the physical plant and IT infrastructure

- Minimum of \$150M needed over 5 years

What does the state disinvestment mean in terms of the financial plan?

We cannot responsibly make the needed investments to achieve our charter without some replacement of the losses.

Recent actual increases in net assets are in the range of 4% to 7% of revenue. This is a modest but responsible level to maintain balance sheet strength, ensuring a healthy credit rating and the ability to withstand financial volatility

Without the FY16 cut of \$53M and the elimination of the previously modeled performance funding, the FY2020 net asset increases would remain in that healthy range.

UNIVERSITY OPERATING BUDGET

FY 2012--2014 ACTUAL WITH PROJECTIONS THROUGH
FY 2020 (\$ millions)

	ACTUAL			PROJECTED					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Revenues	\$ 307.7	\$ 297.4	\$ 314.5	\$ 338.0	\$ 284.7	\$ 284.7	\$ 284.7	\$ 284.7	\$ 284.7
State General Fund Appropriation									
State Appropriation -- Research Infrastructure	14.5	14.5	14.5	14.0	11.4	11.1	13.4	13.4	13.4
Tuition and Fees	952.6	1,005.8	1,117.9	1,257.8	1,455.5	1,562.4	1,689.5	1,806.6	1,922.8
<i>less Scholarship Allowance</i>	(195.4)	(202.8)	(221.0)	(249.0)	(276.4)	(295.5)	(315.0)	(333.0)	(350.4)
Net Tuition and Fees	757.2	803.0	896.9	1,008.8	1,179.1	1,266.9	1,374.5	1,473.6	1,572.4
Grants & Contracts ---- Research	\$ 280.7	\$ 281.0	\$ 281.1	\$ 285.0	\$ 300.0	\$ 345.0	\$ 395.0	\$ 455.0	\$ 530.0
Financial Aid Grants (Primarily Pell Grants)	110.2	104.4	106.9	115.4	118.9	122.5	126.2	130.0	133.9
Private Gifts	62.6	62.3	74.1	69.0	72.5	76.1	79.9	84.7	89.8
Technology & Research Initiative Fund (TRIF)	23.8	25.2	27.8	26.7	27.2	27.6	28.0	28.4	28.8
Auxiliary Revenues, Net	105.5	122.5	140.5	140.4	144.5	148.7	154.5	160.5	168.4
Other Revenues	73.9	88.9	106.1	96.0	114.5	120.0	125.8	138.6	147.3
Total Revenues	\$ 1,736.1	\$ 1,799.2	\$ 1,962.4	\$ 2,093.3	\$ 2,252.8	\$ 2,402.7	\$ 2,582.1	\$ 2,768.9	\$ 2,968.8
Expenses	\$ 679.6	\$ 712.0	\$ 761.8	\$ 824.0	\$ 867.9	\$ 938.2	\$ 999.6	\$ 1,069.4	\$ 1,145.0
Salaries and Wages	231.4	236.0	268.0	280.2	294.7	318.1	338.7	362.0	387.4
Benefits	432.1	480.8	523.9	570.0	651.0	698.5	769.1	842.1	924.0
All Other Operating	125.7	125.1	140.4	157.3	182.4	192.8	208.9	224.5	241.1
Scholarships & Fellowships, Net of Scholarship	98.0	107.0	112.3	113.0	116.0	129.0	139.8	143.4	146.5
Depreciation	48.1	53.3	52.7	56.4	64.0	67.0	86.9	90.0	91.2
Interest on Indebtedness									
Total Expenses	\$ 1,614.9	\$ 1,714.2	\$ 1,859.1	\$ 2,000.9	\$ 2,176.0	\$ 2,343.6	\$ 2,543.0	\$ 2,731.4	\$ 2,935.2
Net Increase (Decrease)	\$ 121.2	\$ 85.0	\$ 103.3	\$ 92.4	\$ 76.8	\$ 59.0	\$ 39.1	\$ 37.6	\$ 33.6

ASU and ASU Peers

Moody's and S&P Bond Ratings

	FY2010		FY2011		FY2012		FY2013		FY2014	
	Moody's	S&P	Moody's	S&P	Moody's	S&P	Moody's	S&P	Moody's	S&P
Arizona State University	Aa3	AA	Aa3	AA	Aa3	AA	Aa3	AA	Aa3	AA
Most Common Peer Rating	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa1/Aa2	AA
University of California - Los Angeles *	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa2	AA
University of Connecticut	Aa2	AA-	Aa2	AA-	Aa2	AA-	Aa2	AA-	Aa2	AA-
Florida State University	Aa2	AA	Aa2	AA	Aa2	AA	Aa2	AA	Aa2	AA
University of Illinois at Urbana-Champaign	Aa3	AA-	Aa3	AA-	Aa3	AA-	Aa3	AA-	Aa3	AA-
Indiana University - Bloomington	Aaa	AA+	Aaa	AA+	Aaa	AA+	Aaa	AA+	Aaa	AA+
The University of Iowa	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA
University of Maryland - College Park *	Aa1	AA+	Aa1	AA+	Aa1	AA+	Aa1	AA+	Aa1	AA+
Michigan State University	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA+
University of Minnesota - Twin Cities	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA
The Ohio State University - Main Campus	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA	Aa1	AA
The Pennsylvania State University - Main Campus	Aa2	AA	Aa2	AA	Aa2	AA	Aa2	AA	Aa2	AA
Rutgers, The State University of New Jersey - New Brunswick	Aa3	AA-	Aa3	AA-	Aa3	AA-	Aa3	AA-	Aa3	AA-
The University of Texas at Austin	Aaa	AAA	Aaa	AAA	Aaa	AAA	Aaa	AAA	Aaa	AAA
University of Washington - Seattle Campus	Aaa	AA+	Aaa	AA+	Aaa	AA+	Aaa	AA+	Aaa	AA+
University of Wisconsin - Madison **	Aa3	AA	Aa2	AA	Aa2	AA	Aa2	AA	Aa2	AA

* Debt is issued at the System level and rating is for the System

** Debt is issued by the State of Wisconsin and the rating is for the State

ASU is currently rated Aa3 by Moody's, the fourth highest rating, and AA by S&P, the third highest rating.

Arizona State University
Credit Ratings
FY 2004 through FY 2015

Fiscal Year	Moody's Rating			Standard & Poor's (S&P) Ratings		
	SRBs	COPs & SPEED	Outlook	SRBs	COPs & SPEED	Outlook
2004	Aa3	A1	Stable	AA	AA-	Stable
2005	Aa3	A1	Stable	AA	AA-	Stable
2006	Aa3	A1	Stable	AA	AA-	Stable
2007	Aa3	A1	Stable	AA	AA-	Stable
2008	Aa3	A1	Stable	AA	AA-	Stable
2009	Aa3	A1	Stable	AA	AA-	Stable
2010	Aa3	A1	Stable	AA	AA-	Negative
2011	Aa3	A1	Stable	AA	AA-	Negative
2012	Aa3	A1	Stable	AA	AA-	Stable
2013	Aa3	A1	Stable	AA	AA-	Stable
2014	Aa3	A1	Stable	AA	AA-	Stable
2015	Aa3	A1	Stable	AA	AA-	Negative

Rating Factors

Positive rating factors include ASU's role as a large, comprehensive, multi-campus research university with co-flagship status in the Arizona public higher-education system, in addition to ASU's growing enrollment and on-line program, strong and sustained growth of tuition revenue, increasing research presence and consistent positive operating results.

Offsetting factors include high debt burden and thin balance sheet resources, in addition to continued lower levels of state funding, and anticipated capital investment needed to accommodate growth and aging plant.

What does \$53 million mean in terms of resident students?

We cannot balance the budget on the backs of resident students

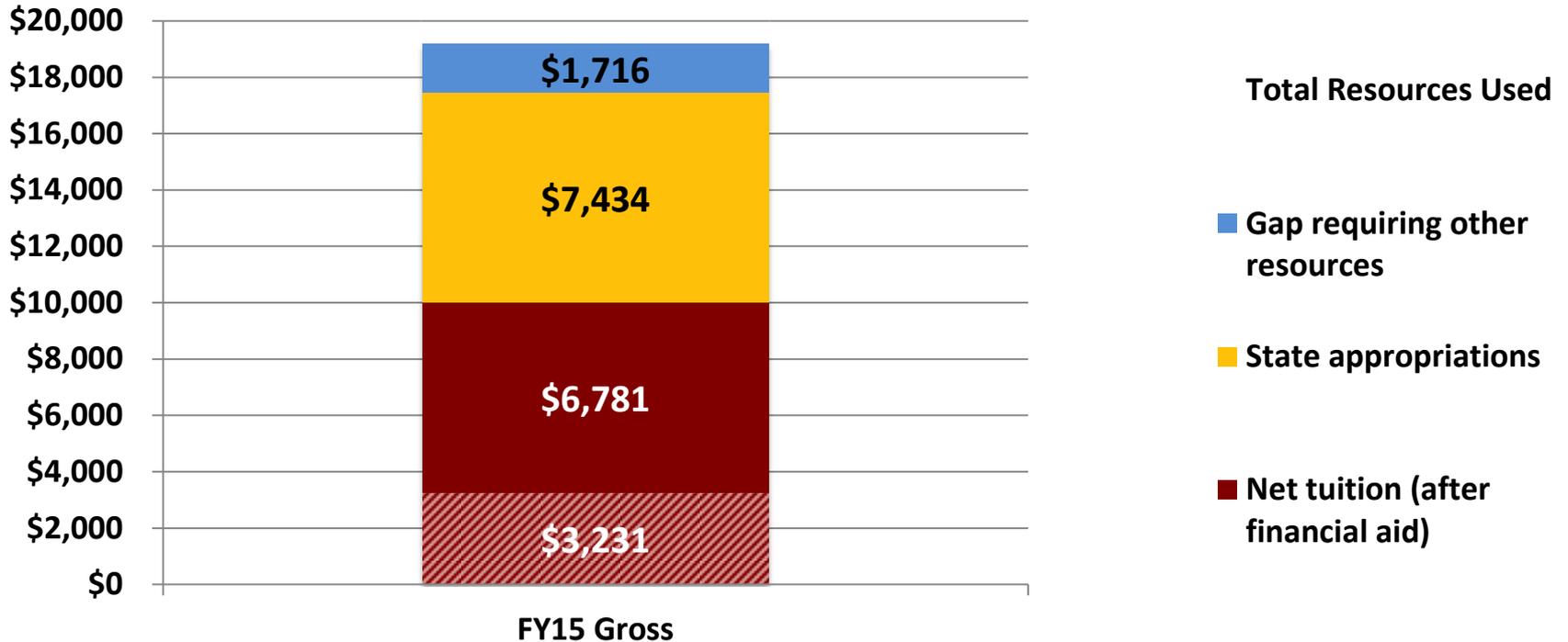
- Equivalent to the net tuition collected from 7,800 resident UG's
- 15% reduction in state investment per resident FTE: \$1,140
- 12% of the FY15 base resident UG & G tuition rate
- 17% of average FY15 net resident UG tuition after financial aid
- 35% of institutional financial aid to resident UG's

What does \$53 million mean in terms of our other students?

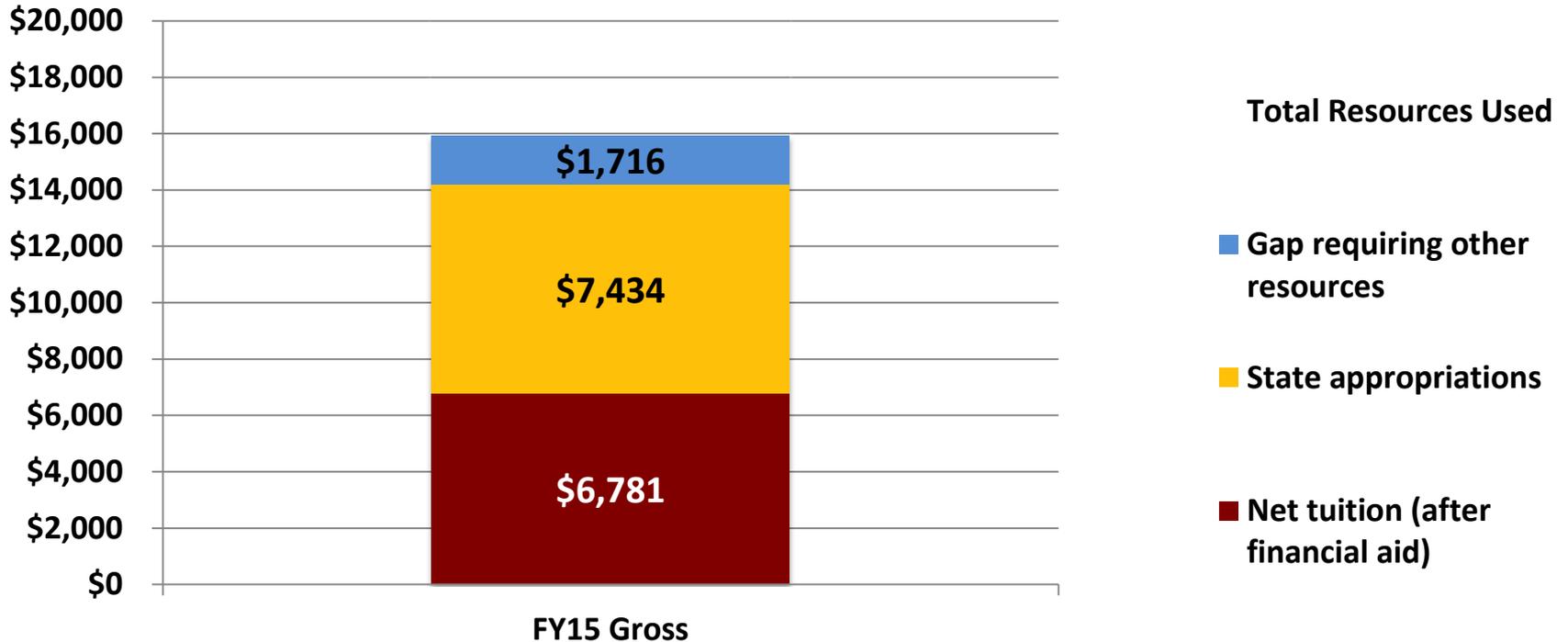
We cannot balance the budget on the backs of our other students

- Equivalent to the net tuition paid by 3,100 non-resident immersion students (roughly the growth over the last five years)
- Equivalent to a 12% increase in NR tuition— a substantial market risk
- Equivalent to the net revenue from over 8,500 FTE ASU Online students (roughly the growth since the inception of the program)

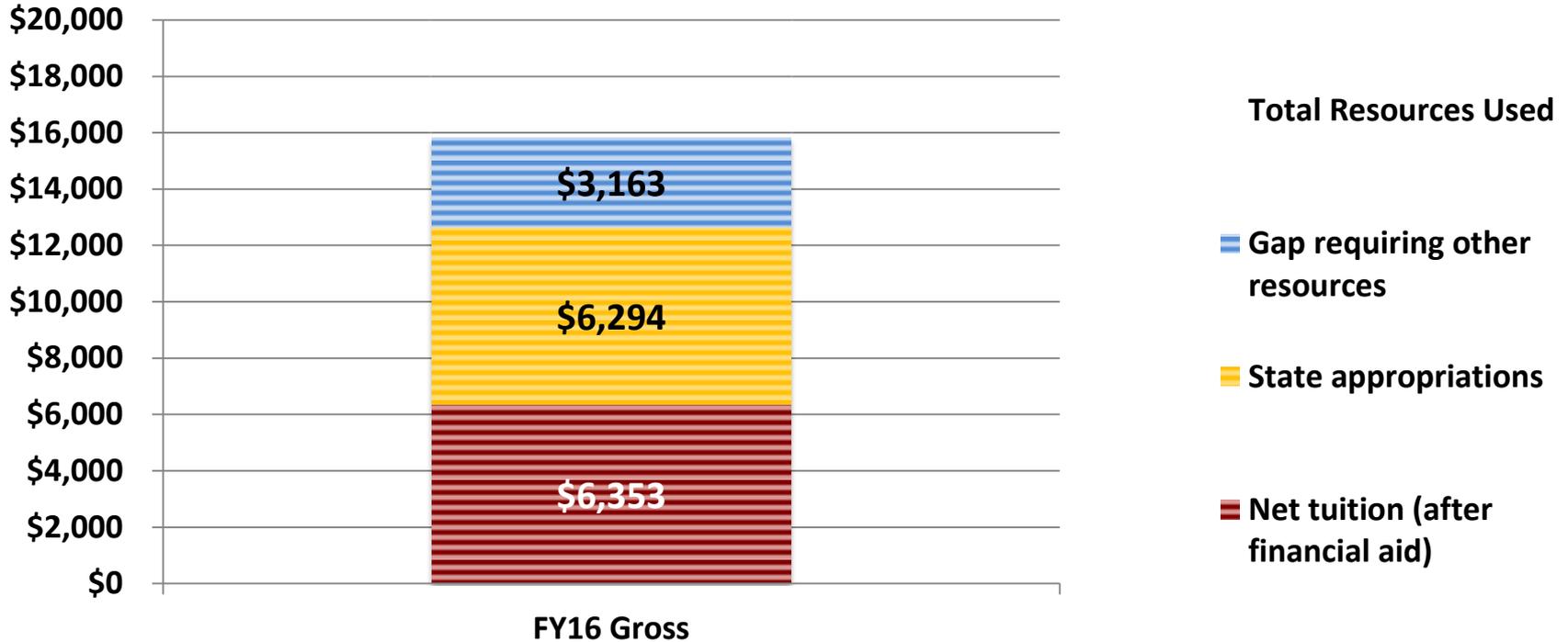
Educational Resources per Resident Student (including Institutional financial aid)



Educational Resources per Resident Student (including Institutional financial aid)



Educational Resources per Resident Student (including Institutional financial aid)



Can We Cut our Way to Handling \$53 million?

Faculty

- Equivalent to 320 faculty lines (15%)
- ASU currently has the lowest # of faculty per 100 FTE students

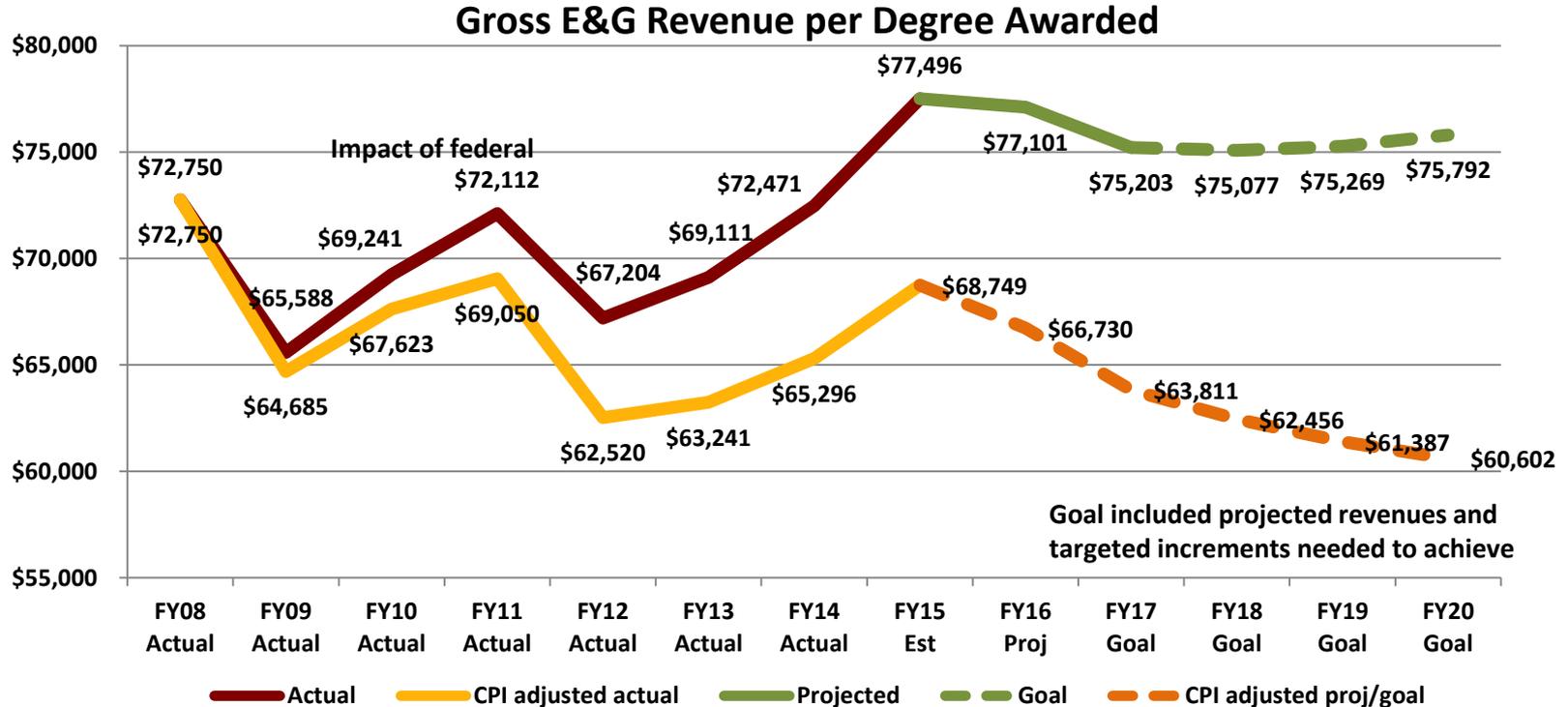
Staff

- Equivalent to 650-700 staff lines (25%)
- ASU currently has the lowest # of staff per 100 FTE students

Financial Stability:

- 55% of net asset growth forecast for FY15
- Eliminates the ability to build net assets

Moderate costs are assumed in the planning



Changes to the Enterprise Plan

The response to State disinvestment

Cutting to achieve financial balance is not a path to pursue-- we already operate at extremely low costs

Pushing tuition to unaffordable levels and/or reducing expenditures to poor quality and service levels cannot be the source of replacement funds over time if we are to achieve our degree goals and our state development responsibility role

Political environment suggests that ongoing dis-investment is as likely as any more positive outcome, and we will cannot be passive about preparing for that possibility

Some Things are Consistent

Seeking to achieve degree and research goals and developing the resources to do so

Operating at very high levels of efficiency and effectiveness as compared to competitors

Growth in all student cohorts: resident, non-resident and international

Aggressive growth in ASU Online

Seeking new partnerships

Key New Elements for FY 2016 to FY 2025

New educational products and partnerships.

Growth of executive education

Accelerated curriculum efficiencies

Re-establish the state partnership. State budget efforts become more political

Investment partnerships for economic development support

Goal is no change to current tuition policy, but success in new endeavors is crucial to accomplishing this

Short Term Changes: FY 2016

ASU will propose modestly higher rate increases than planned – but maintain market-driven tuition rates

Reduced rate of new investment- partially supported by base budget reallocations among all units

Continued pursuit of revenue growth in ASU Online

Develop new technology-driven educational vehicles for new domestic and international markets

Accelerate the creation of partnerships for new markets

Work to create a coalition of political support for investments in education

Review new asset monetization opportunities

Mid-Term Changes: FY 2017

ASU renews its commitment to a low tuition environment for immersion resident students and a mid-range and competitive rate for others

Modest rate of new investment- partially supported by base budget reallocations among all units

Active pursuit of restoration of State investment and future funding commitments

Continued pursuit of revenue growth in ASU Online

Begin to see net revenue from new markets and partnerships

The Longer Term: FY 2018 to FY 2025

Substantial new net revenue from new markets and partnerships begins to be realized

Substantial new revenue from executive education begins to be realized

Resource investments needed to fulfill the charter continue

Current tuition rate goals are dependent on success in generating new revenue and/or restoring the state partnership

More diverse commercial relationships and partnerships

What Will We Be Working to Achieve with the State?

Autonomy in benefit plan design

Autonomy in retirement plan design

Autonomy in insurance plan design

Potential savings from autonomy are estimated at \$15M to \$20M annually

Other deregulation items

Sufficient state funding to support low resident tuition via a minimum of \$8,500 per resident FTE, performance funding, or state-based financial aid

What Will We Be Working to Achieve with ABOR?

Multi-year tuition planning and flexibility to respond to additional state changes

Greater autonomy in establishing governance structures to pursue commercial and international partnerships

Support for developing novel sources of investment capital and commercial relationships for new ventures

Political support to pursue ASU's State goals

Partnerships

ASU's growth and improvement would not have been possible without the resources and talent infusion that comes with partnerships

Willingness to experiment and to move rapidly is the key to finding partners

The Enterprise Plan will be highly dependent on continuing to find ways to leverage our resources with those of compatible partners

Capacity to Serve More Students

Enrollment and Capacity Building

- City of Phoenix- downtown campus
- Community colleges- pathway programs
- City of Phoenix- athletics venues
- Mayo Clinic- nursing cohorts and BMI programs
- City of Mesa- Polytechnic infrastructure

Opening New Educational Opportunities

New Venues

- Lake Havasu Education Foundation- higher education in rural Arizona
- Eastern Arizona College– four year degrees

Experimenting with New Access Programs

- Starbucks- College Achievement Plan

Advancing Research

- Mayo Clinic- joint research activities
- State of Arizona- research infrastructure 1 (2005)

Promoting Economic Development

- City of Scottsdale- SkySong
- City of Chandler and TechShop- innovation center and maker space

Accelerating the Creation of New Teaching Tools

- Pearson- ASU Online services
- Knewton- adaptive learning
- Numerous technology vendors- ASU Online curriculum

Capital Investment

- American Campus Communities- student residence expansion
- Capstone- student residence expansion
- Inland America- student residence expansion
- State of Arizona- Athletic Facilities District
- Private sector partners- solar power expansion to 25 megawatts

New Opportunities

University Innovation Alliance- partnering with 10 universities to innovate to better serve lower income students

Desert Ridge biomedical campus- partnering with City of Phoenix, State Land Department, Mayo Clinic, and private sector developer

Pima County, Town of Oro Valley, pharmaceutical companies- build a bio-technology incubator to serve southern Arizona

China research initiatives

Banner – develop research capabilities to support clinical neuroscience activities

Dozens of universities in large scale research center proposals

Need to make the State a partner once again

What can we offer?

Improved outcomes

Expanded number of new graduates

Direct support for recruitment of new firms

Increased production of new technologies and businesses

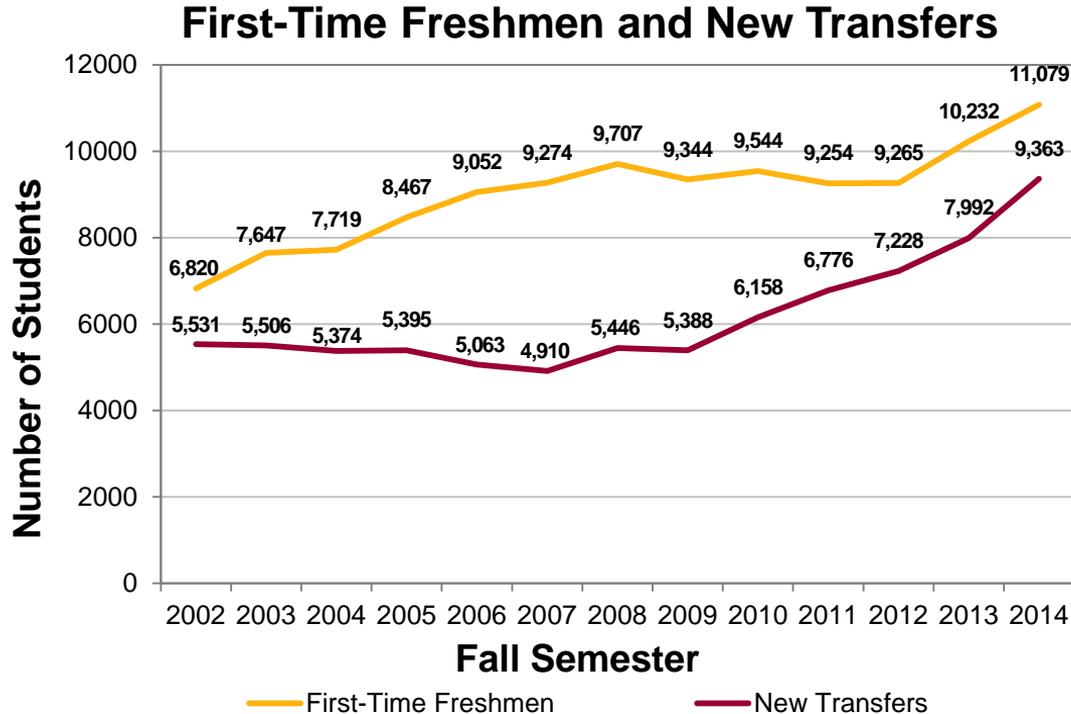
Better service to our communities

Increasing Graduates
Access
Cost Efficiencies
Quality



1. Progress in Degree Completion

1.1 Access: New Student Growth

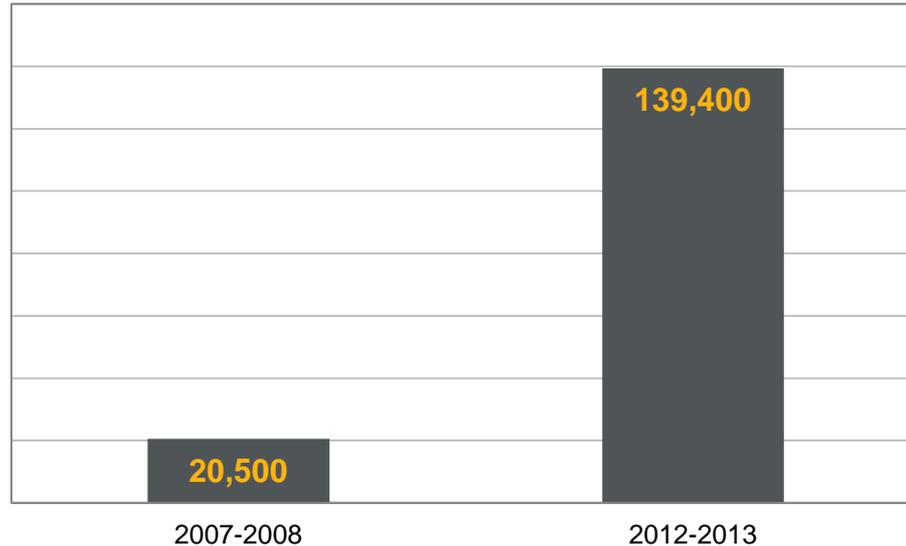


- The number of degrees conferred is related to the size of the freshman cohort and the number of transfer students.
- The freshman cohort has increased from 6,820 in 2002 to 11,079 in 2014.
- Transfer have increased from 5,531 in 2002 to 9,363 in 2014.

1. Progress in Degree Completion

1.2 Increase Learning Support to More Students

Total Visits to University Academic Student Success Centers

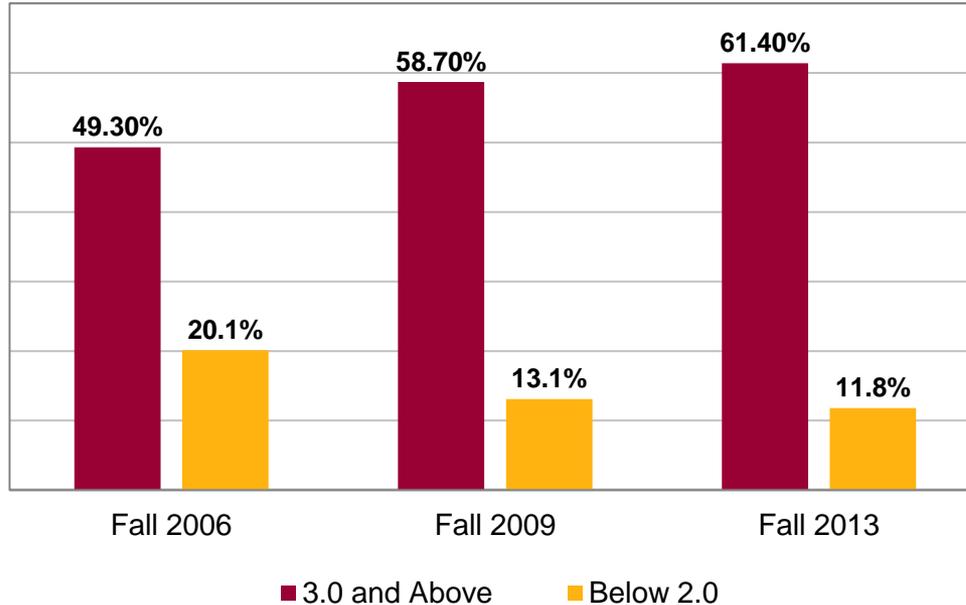


- Improving students' performance in classes is crucial to improving learning outcomes.
- Tutoring is now provided at 24 different locations across multiple campuses.
- In 2007, University Student Success Centers logged 20,500 visits.
- In 2013, University Student Success Centers logged 139,400 visits (46,000 in math) a nearly sevenfold increase.

1. Progress in Degree Completion

1.2 More Students with Improved Learning: GPA

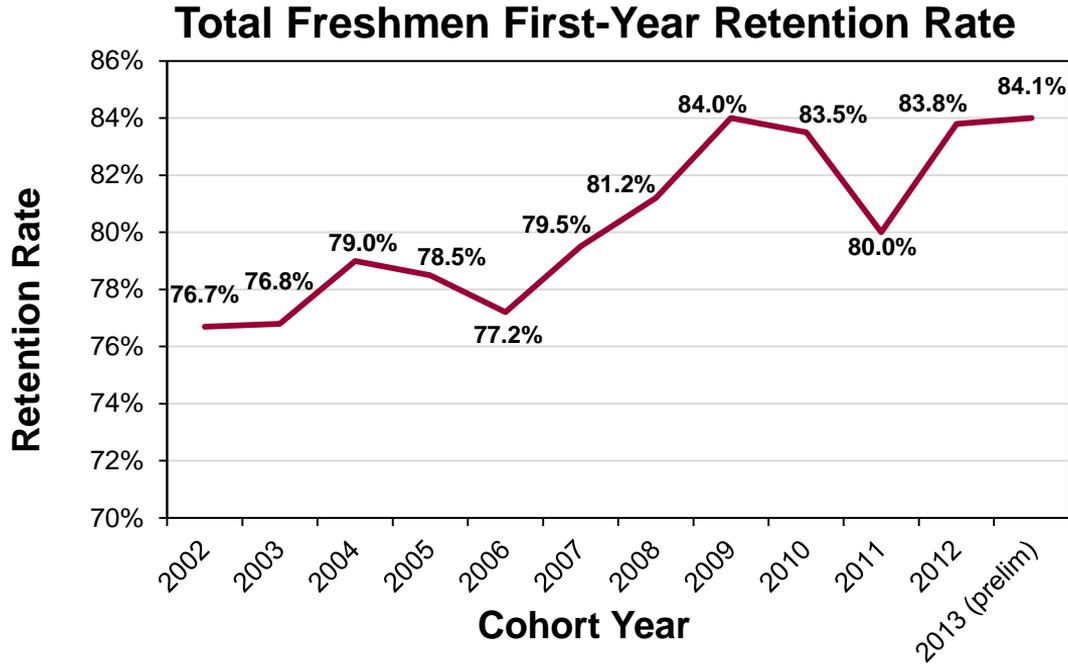
GPA Distribution for Freshmen



- ASU has overseen major improvements in GPA performance as learning support has been continuously expanded since 2006.
- The first semester GPA is a key predictor of retention and graduation.
 - ✓ Students with a GPA below 2.0 are retained at very low rates, well below 50%.
- Students who use learning support are retained at significantly higher rates.
 - ✓ Users were retained at a rate of 84%.
 - ✓ Non-users were retained at a rate of 76.6%.
 - ✓ Students with lower levels of academic preparation are retained at an average 10.8 percentage points higher than comparable students who did not use the services.

1. Progress in Degree Completion

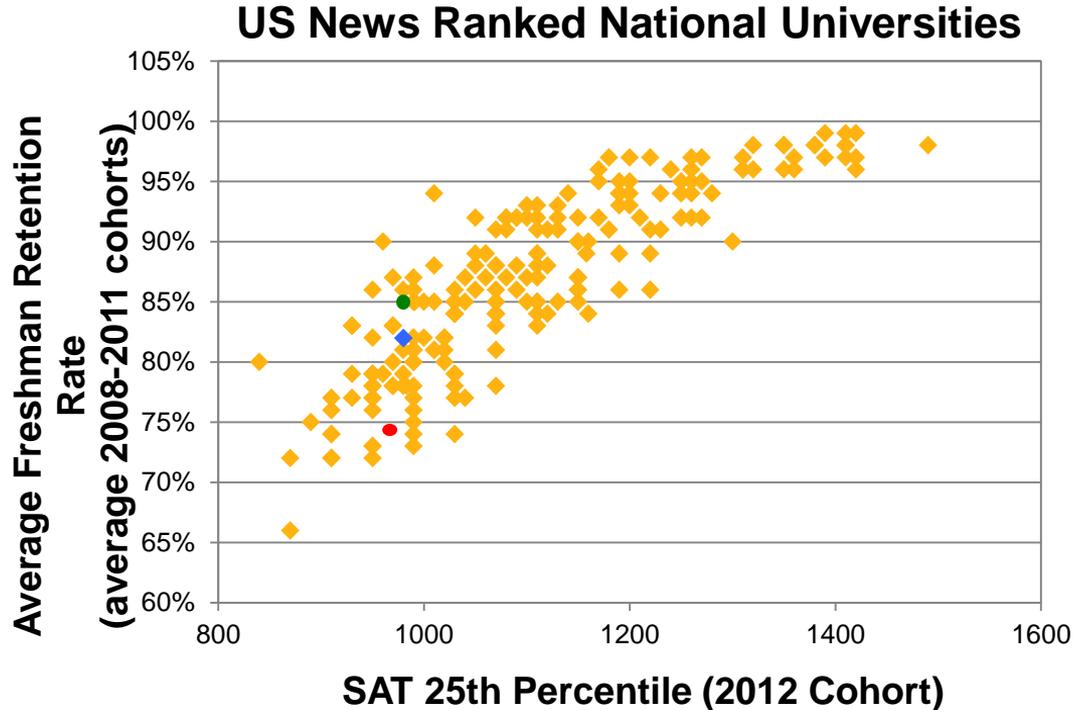
1.3 More Students with Improved Retention



- The first-year retention rate has improved from 76.7% for the 2002 cohort to a 84.1% for the 2013 cohort.
- **The rate for AZ students is now at 87.1%**
- Initiatives to impact retention started in 2007 and have increased substantially each year.
- The drop off for the 2011 cohort is due to multiple factors: increase in unmet cost of attendance, stricter renewal criteria for a scholars program, cumulative effect of the recession, increased number of students with math deficiencies.

1. Progress in Degree Completion

1.3 Improved Retention with Access



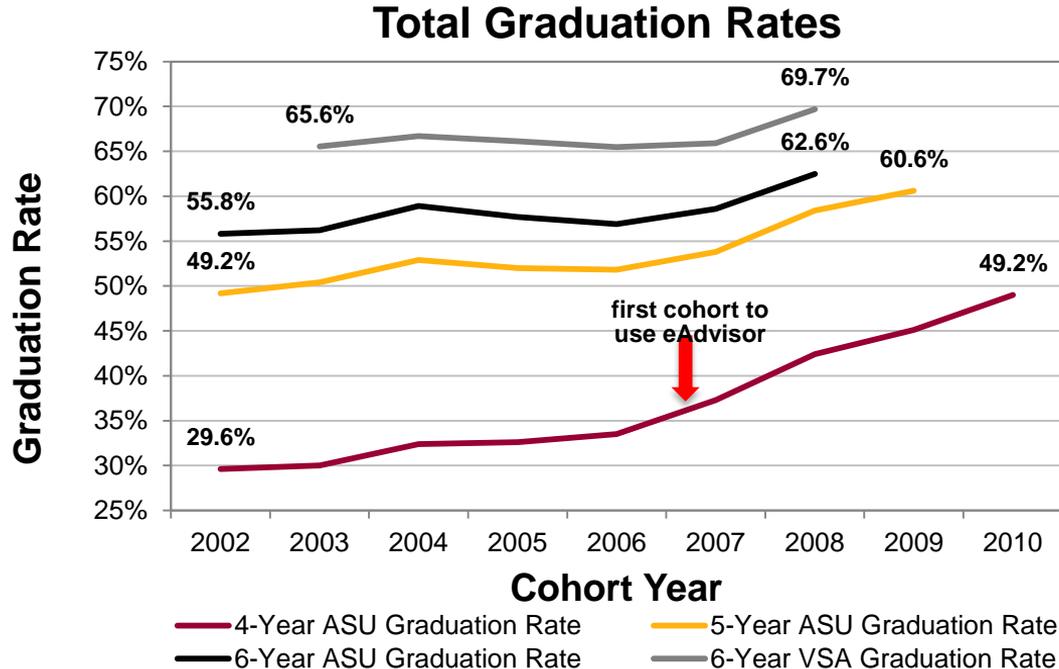
Continue to increase the retention rate to the enterprise goal of 89% while maintaining the mission of access.

Achieving the goals while maintaining access is a challenge few research universities outside of Arizona attempt.

- On the basis of a four-year average, ASU is outperforming many research universities with similar access challenges (blue dot).
- On a one-year basis, retention has improved from 77% in 2006 (red dot; slightly underperforming peers) to about 84% in 2013 (green dot; outperforming many peers) without changing admissions standards.

1. Progress in Degree Completion

1.4 Graduation Improvement Follows From Retention



6-year graduation rate has risen from 56.9% for the 2006 cohort to 62.6% for the 2008 cohort.

✓ It is projected at 64% next year.

✓ The 6-year rate for AZ students is now 66.3%

✓ The VSA rate is 69.7% for the 2008 cohort and is estimated at 71% next year.

4-year graduation rate has risen from 33.5% for the 2006 cohort to 49.2% for the 2010 cohort.

✓ The 4-year rate for AZ students is now 51%

1. Progress in Degree Completion

1.5 Reduce the Cost to Student

Concerted efforts to improve student success yields cost savings for students.

- ❑ Substantial increases in learning support decreased D/E/W grades from 19% to 14% for Freshmen in 2013 compared to 2006.

For freshmen alone, savings total \$6.6 million when they do not repeat these courses.

- ❑ The reduction in D/E/W reduced the percent of students with first semester GPA's below 2.0 from 20% to 12% in 2014 compared to 2006. On average, 60% of the students below 2.0 will not return the next year.

For a freshmen cohort of 10,000 students, 480 more students maybe retained. If they are not retained and the average tuition is \$10,000, the aggregate loss to the students is \$4.8 million

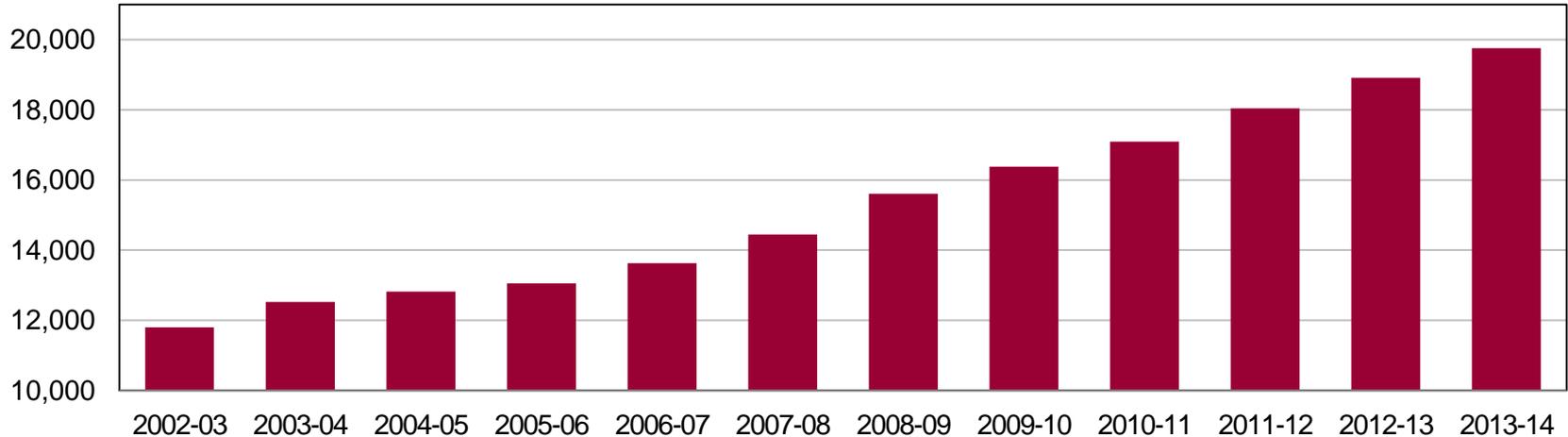
- ❑ Substantial increases in student support has accelerated graduation such that the four year graduation rate improved from 33.5% to 49.2%.

For a freshmen cohort of 10,000 students, 1,570 more students will save the 5th year of tuition, a savings of \$15.7 million @ \$10,000 tuition.

1. Progress in Degree Completion

1.6 Degrees Conferred

Total Degrees Awarded



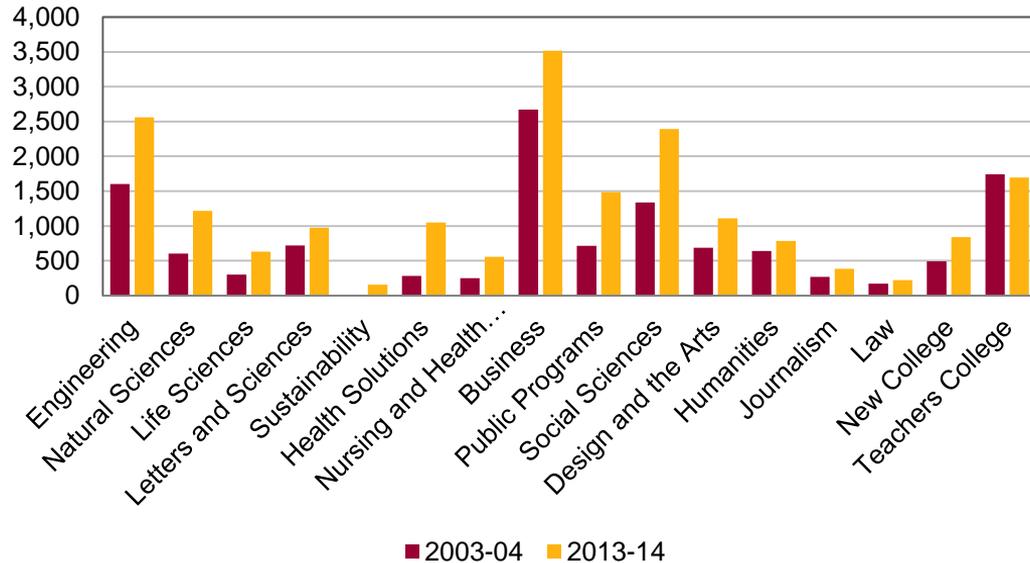
Degree growth, 2002-14:

- forty-five percent (45%) increase since 2006-07
- in 2013-14 degrees increased to 19,761
- **goal is 25,000 in 2020**

1. Progress in Degree Completion

1.6 Degrees Conferred

Degrees Awarded by College



Degrees by College 2013-14

STEM increases since 2006-07:

- Engineering: 2,562 from 1351 (90% increase)
- Natural Sciences: 1,216 from 689 (76% increase)
- Life Sciences: 633 from 360 (76% increase)

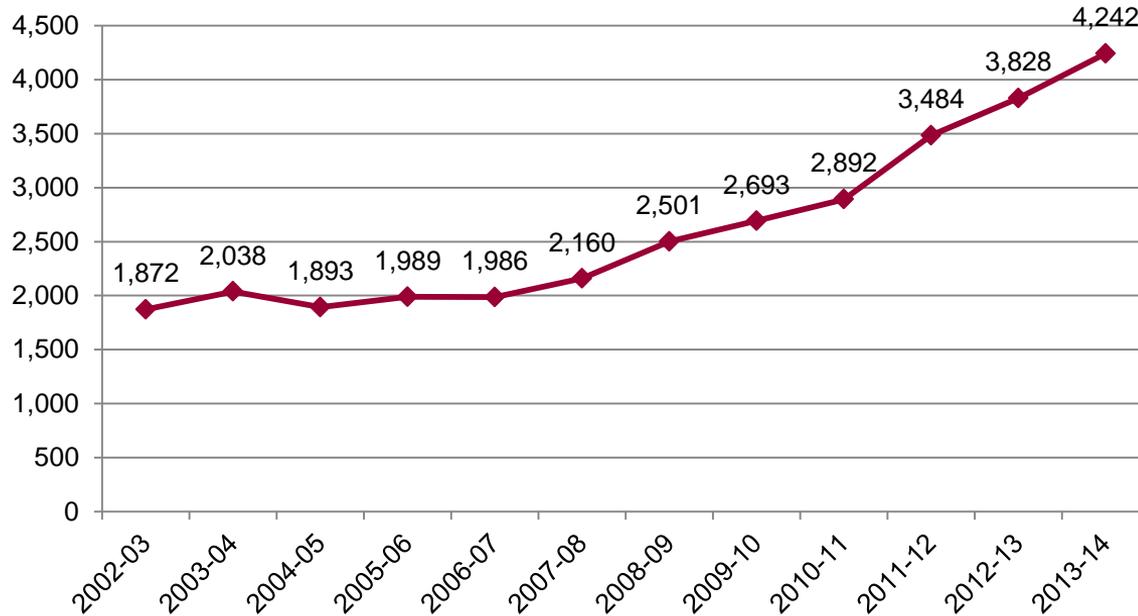
Some other significant increases:

- Health Solutions and Nursing: 1,604 from 778 (106% increase)
- Business and Economics: 3,659 from 2,819 (30% increase)
- Social Sciences and Public Programs: 62% and 83% increases respectively

1. Progress in Degree Completion

1.6 STEM Degrees Conferred

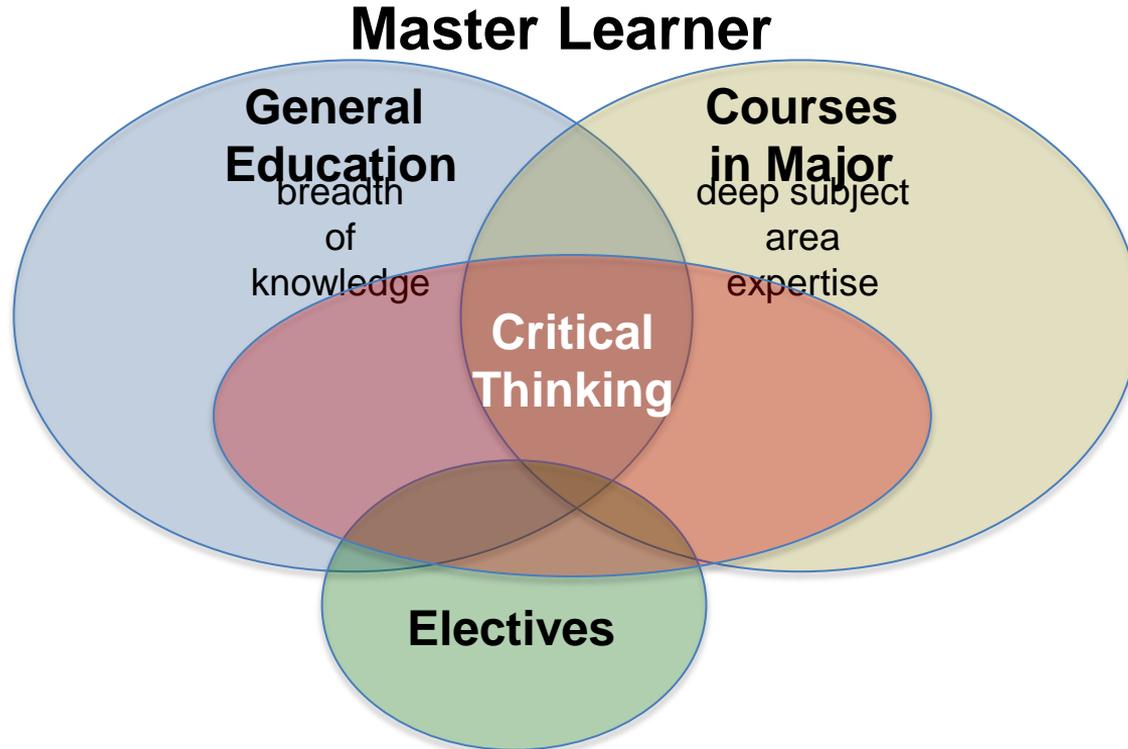
STEM Degrees Awarded



STEM degrees awarded by ASU will likely exceed 5,000 per year by 2015-16

2. Improving Learning Outcomes

2.1 Master Learner



2. Improving Learning Outcomes

2.1 Master Learner: Develop skills for the 21st Century

The goal is to improve content proficiency while also improving critical thinking and problem solving abilities.

Passive learning environments such as large lectures produce the worse critical thinking skills.

- Adaptive + Active learning in general education courses
- LEAD
- PROMOD

2. Improving Learning Outcomes

2.2 Curricular Innovations: Adaptive/Active Learning in General Education Classes



2. Improving Learning Outcomes

2.3 Curricular Innovations: LEAD

LEAD (Learn, Explore, Advance, Design) for academically at-risk students

- First-year curriculum that is project based learning
- Builds fundamental skills necessary for success in other courses.
- Three courses integrated around university success, communication and critical thinking
 - ✓ Fall: Critical Reading & Writing; COM 101; University Success Course
 - ✓ Spring: Applied logic (Philosophy); Multimedia Communication; University Success Course
- Involves team work, debates and projects that integrate the skills learned from the same conventional courses as taken by other students.
- First semester results exceed expectations considerably
 - ✓ Spring Retention: **LEAD 95% vs Non-LEAD Comparison 89%**
 - ✓ FALL GPA: **LEAD 3.04 vs Non-LEAD 2.55**

2. Improving Learning Outcomes

2.3 Curricular Innovations: PROMOD

First in the World Grant—\$4 million provides:

- Project-based learning in a degree program from freshman thru senior year that integrates the learning around critical thinking, problem solving and team work.
- Cohere elective courses, general education courses and courses in the major around a single integrated project so that all of the courses have direct applicability to the major
- Measuring and mastering learning objectives instead of time in seats
- Applications of the learning objectives to projects central to the degree
- Ten majors to launch pilots in fall 2015

3. Measuring Learning

3.1 Quality of Learning: Critical Thinking, Reading, Writing and Quantitative Reasoning

ASU measures the acquisition of general learning skills associated with a college education with more planned in the immediate future.

- Critical thinking, writing and numerical reasoning are being measured by the Educational Testing Service (ETS) Proficiency Profile in a longitudinal study of ASU students.
- ASU students were tested as incoming freshmen in fall 2011.
- They were retested in spring 2013, after their first two years at ASU.
- The study will be completed in spring 2015 as the students from the 2011 cohort conclude eight semesters at ASU.
- **It is notoriously difficult to conduct these tests as universities across the country have learned. One national expert explains:**

“One of the biggest reasons is that universities quickly find that it's easy to get incoming students to take tests during freshman orientation (and take them seriously); it's difficult to get seniors to do the same.

3. Measuring Learning

3.4 Quality of Learning: ePortfolio

A new method that seems superior to standardized tests involves the use of an ePortfolio.

- Students have an ePortfolio from their freshmen year through their senior that contains samples of work.
- Progress isn't scientifically measured, as in the ETS or CLA, but superior qualitative judgments of progress will be available based on samples of academic work entered into the ePortfolio.
- Students will own their portfolio, which they can edit and produce for a job market search or entrance into post-graduate programs.
- Personalized electronic resumes also can be produced showing competencies that specific employers are seeking,
 - ✓ It could have samples of work demonstrating critical thinking, quantitative reasoning, team work and all manners of communication.

4. Co-Curricular Innovations

4.2 Finishing Skills for Employment

Provide training for general career skills

It is common to hear employers contend that the ability of students to convert academic preparation to career readiness is low.

ASU is starting a pilot project with an external partner to fill the gap.

Fullbridge is one such company, providing career-building skills for colleges and universities as well as companies. Among others, they have partnered with:

- Harvard Law
- Washington University
- Bowdoin
- Wesleyan
- Google
- Intel
- Citi®

4. Co-Curricular Innovations

4.3 Degree Completion: The Arizona Solution – Improve the Arizona Pipeline



The (Me3) Project: Expanding eAdvisor to high schools.

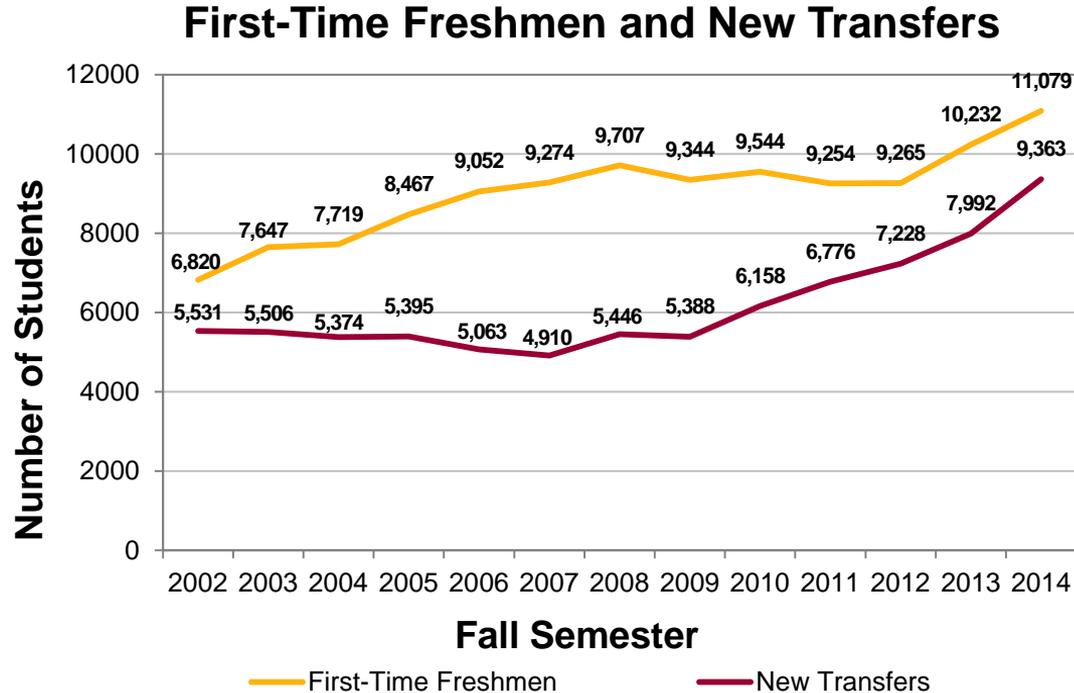
- Connect student interests and skills to academic majors
- Provide high school major maps designed to prepare students for their selected major
- Interactive tool to motivate students to prepare, attend and complete college

Increasing Graduates
Access
Cost Efficiencies
Quality



1. Progress in Degree Completion

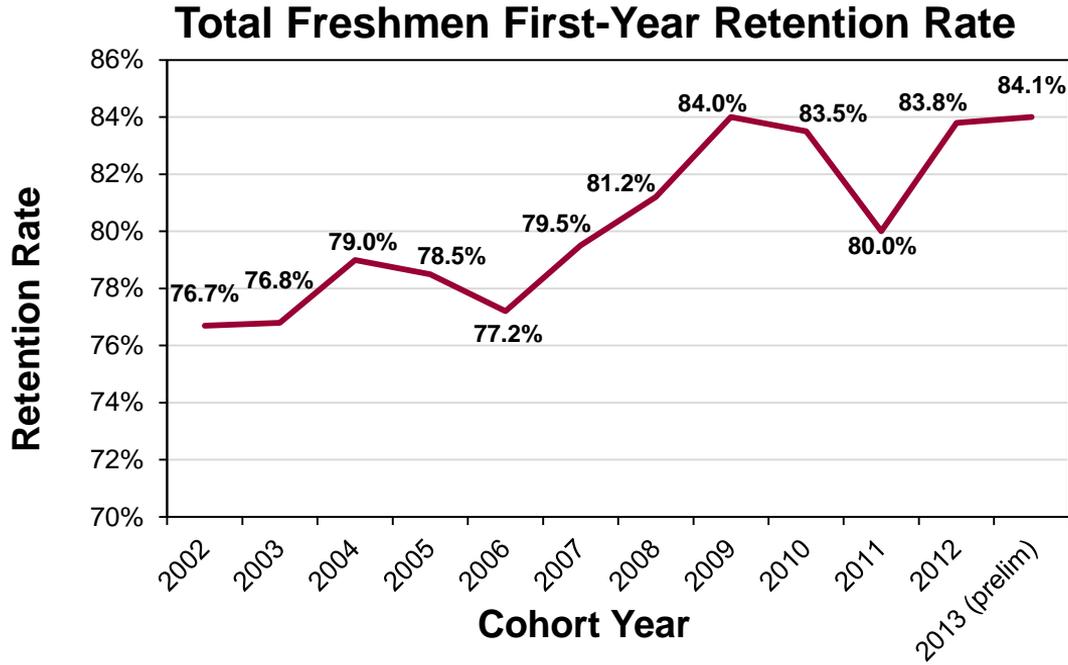
1.1 Access: New Student Growth



- The number of degrees conferred is related to the size of the freshman cohort and the number of transfer students.
- The freshman cohort has increased from 6,820 in 2002 to 11,079 in 2014.
- Transfer have increased from 5,531 in 2002 to 9,363 in 2014.

1. Progress in Degree Completion

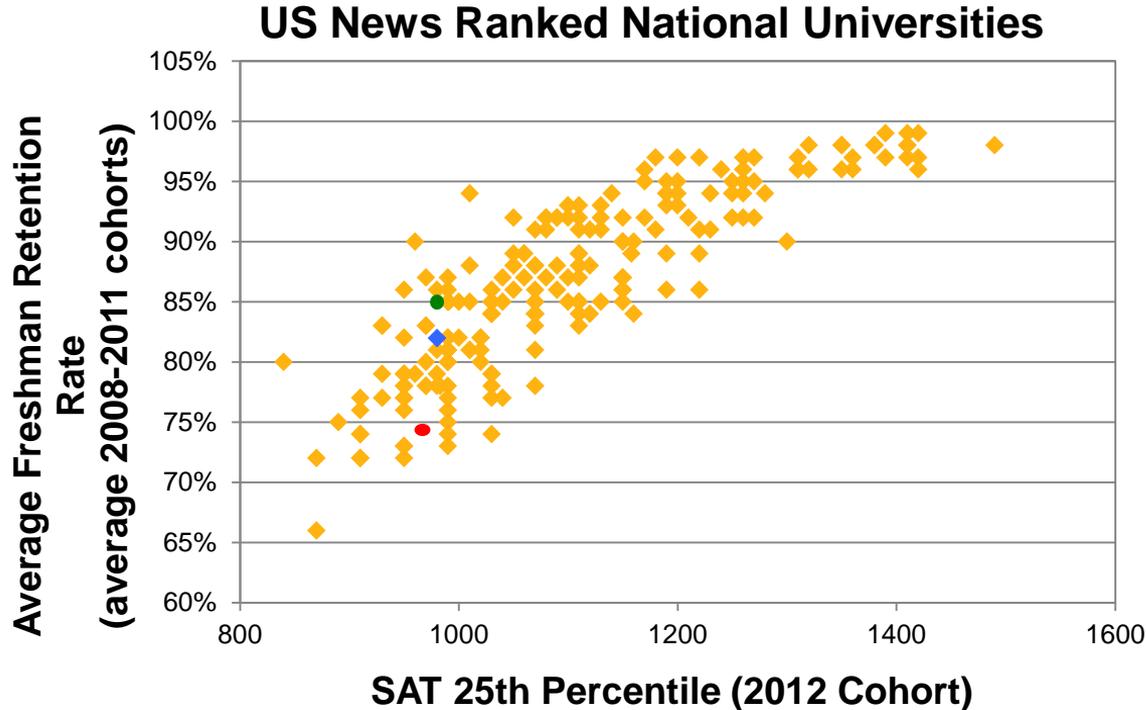
1.2 More Students with Improved Retention



- The first-year retention rate has improved from 76.7% for the 2002 cohort to a 84.1% for the 2013 cohort.
- **The rate for AZ students is now at 87.1%**
- Initiatives to impact retention started in 2007 and have increased substantially each year.
- The drop off for the 2011 cohort is due to multiple factors: increase in unmet cost of attendance, stricter renewal criteria for a scholars program, cumulative effect of the recession, increased number of students with math deficiencies.

1. Progress in Degree Completion

1.3 Improved Retention with Access



Continue to increase the retention rate to the enterprise goal of 89% while maintaining the mission of access.

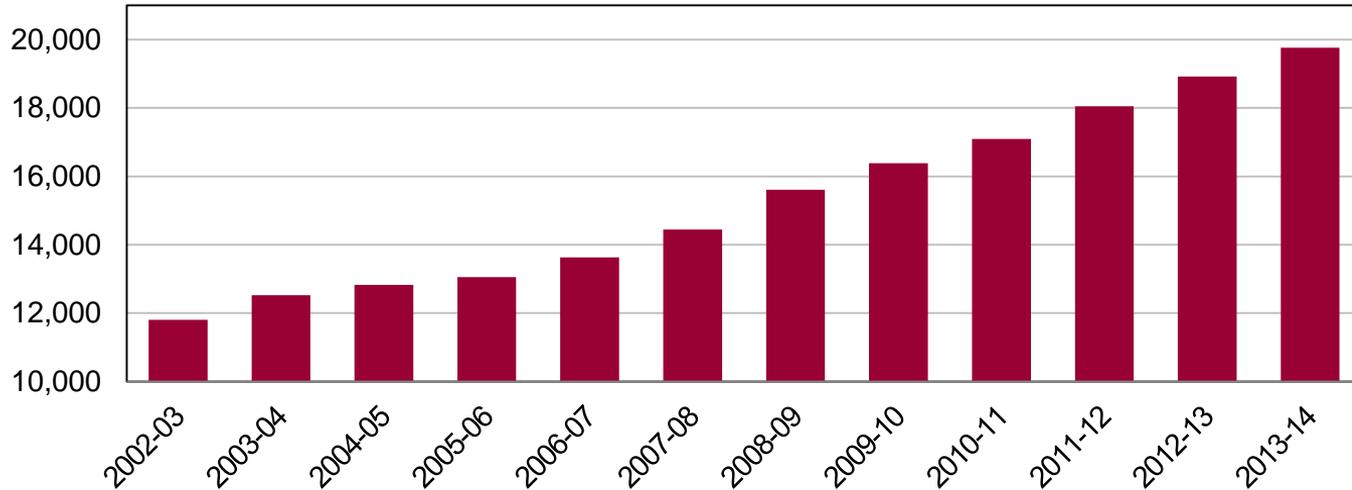
Achieving the goals while maintaining access is a challenge few research universities outside of Arizona attempt.

- On the basis of a four-year average, ASU is outperforming many research universities with similar access challenges (blue dot).
- On a one-year basis, retention has improved from 77% in 2006 (red dot; slightly underperforming peers) to about 84% in 2013 (green dot; outperforming many peers) without changing admissions standards.

1. Progress in Degree Completion

1.4 Degrees Conferred

Total Degrees Awarded



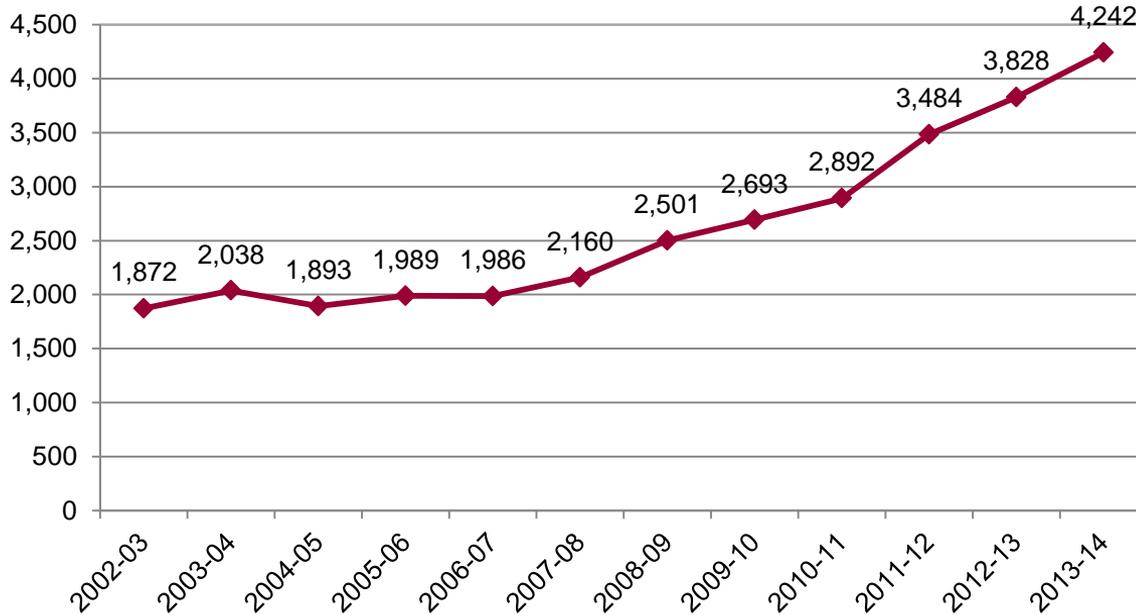
Degree growth, 2002-14:

- forty-five percent (45%) increase since 2006-07
- in 2013-14 degrees increased to 19,761
- **goal is 25,000 in 2020**

1. Progress in Degree Completion

1.5 STEM Degrees Conferred

STEM Degrees Awarded

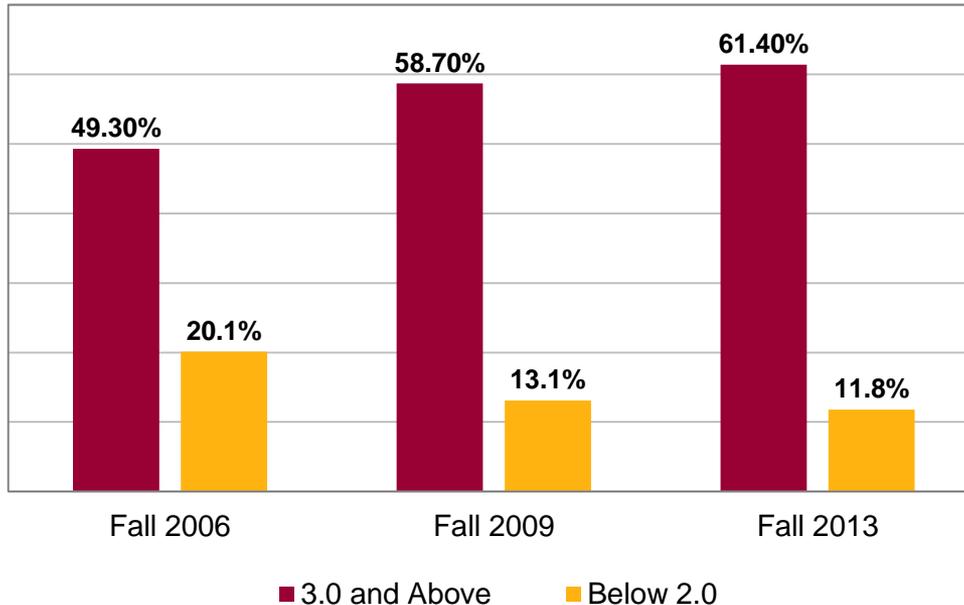


STEM degrees awarded by ASU will likely exceed 5,000 per year by 2015-16

1. Progress in Degree Completion

1.6 More Students with Improved Learning: GPA

GPA Distribution for Freshmen



- ASU has overseen major improvements in GPA performance as learning support has been continuously expanded since 2006.
- The first semester GPA is a key predictor of retention and graduation.
 - ✓ Students with a GPA below 2.0 are retained at very low rates, well below 50%.
- Students who use learning support are retained at significantly higher rates.
 - ✓ Users were retained at a rate of 84%.
 - ✓ Non-users were retained at a rate of 76.6%.
 - ✓ Students with lower levels of academic preparation are retained at an average 10.8 percentage points higher than comparable students who did not use the services.

1. Progress in Degree Completion

1.7 Reduce the Cost to Student

Concerted efforts to improve student success yields cost savings for students.

- Substantial increases in learning support decreased D/E/W grades from 19% to 14% for Freshmen in 2013 compared to 2006.
For freshmen alone, savings total \$6.6 million when they do not repeat these courses.
- The reduction in D/E/W reduced the percent of students with first semester GPA's below 2.0 from 20% to 12% in 2014 compared to 2006. On average, 60% of the students below 2.0 will not return the next year.
For a freshmen cohort of 10,000 students, 480 more students maybe retained. If they are not retained and the average tuition is \$10,000, the aggregate loss to the students is \$4.8 million
- Substantial increases in student support has accelerated graduation such that the four year graduation rate improved from 33.5% to 49.2%.
For a freshmen cohort of 10,000 students, 1,570 more students will save the 5th year of tuition, a savings of \$15.7 million @ \$10,000 tuition.

2. Improving Learning Outcomes

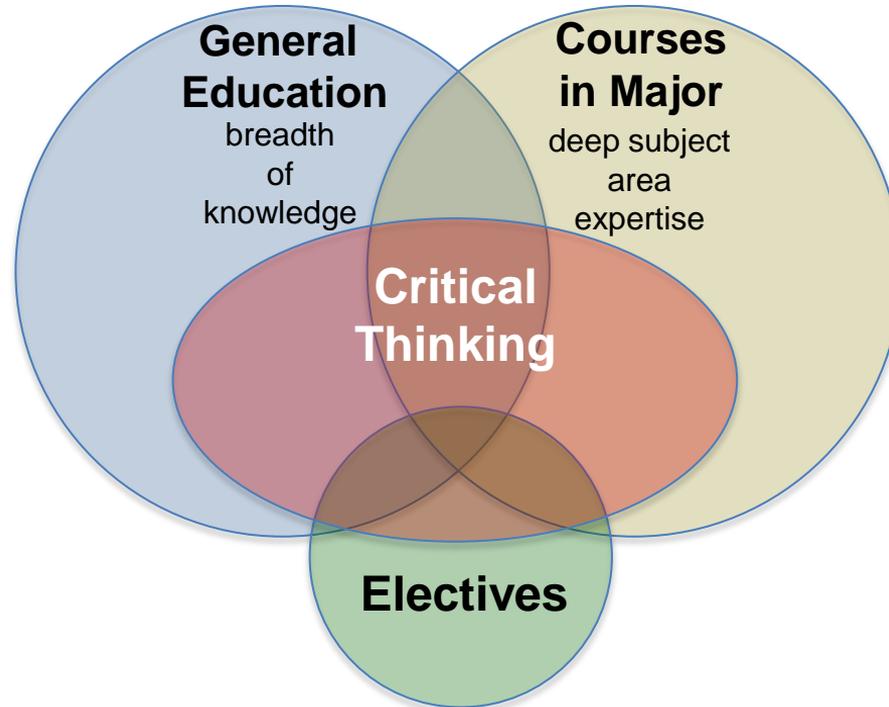
2.1 Curricular Innovations: Adaptive/Active Learning in General Education Classes



2. Improving Learning Outcomes

2.2 Master Learner

Master Learner



2. Improving Learning Outcomes

2.3 Curricular Innovations: LEAD

LEAD (Learn, Explore, Advance, Design) for academically at-risk students

- First-year curriculum that is project based learning
- Builds fundamental skills necessary for success in other courses.
- Three courses integrated around university success, communication and critical thinking
 - ✓ Fall: Critical Reading & Writing; COM 101; University Success Course
 - ✓ Spring: Applied logic (Philosophy); Multimedia Communication; University Success Course
- Involves team work, debates and projects that integrate the skills learned from the same conventional courses as taken by other students.
- First semester results exceed expectations considerably
 - ✓ Spring Retention: **LEAD 95% vs Non-LEAD Comparison 89%**
 - ✓ FALL GPA: **LEAD 3.04 vs Non-LEAD 2.55**

2. Improving Learning Outcomes

2.4 Curricular Innovations:

Project Based Modular Learning (PROMOD)

First in the World Grant—\$4 million provides:

- Project-based learning in a degree program from freshman thru senior year that integrates the learning around critical thinking, problem solving and team work.
- Cohere elective courses, general education courses and courses in the major around a single integrated project so that all of the courses have direct applicability to the major
- Measuring and mastering learning objectives instead of time in seats
- Applications of the learning objectives to projects central to the degree
- Ten majors to launch pilots in fall 2015

3. Measuring Learning

3.1 Quality of Learning: Critical Thinking, Reading, Writing and Quantitative Reasoning

ASU measures the acquisition of general learning skills associated with a college education with more planned in the immediate future.

- Critical thinking, writing and numerical reasoning are being measured by the Educational Testing Service (ETS) Proficiency Profile in a longitudinal study of ASU students.
- ASU students were tested as incoming freshmen in fall 2011.
- They were retested in spring 2013, after their first two years at ASU.
- The study will be completed in spring 2015 as the students from the 2011 cohort conclude eight semesters at ASU.
- **It is notoriously difficult to conduct these tests as universities across the country have learned. One national expert explains:**

“One of the biggest reasons is that universities quickly find that it's easy to get incoming students to take tests during freshman orientation (and take them seriously); it's difficult to get seniors to do the same.

3. Measuring Learning

3.2 Quality of Learning: ePortfolio

- A new method that seems superior to standardized tests involves the use of an ePortfolio.
 - ✓ Provides both academic and public facing environments.
- Students have an ePortfolio from their freshmen through their senior year that contains samples of their work.
- Progress isn't scientifically measured but superior qualitative judgments of progress will be available based on samples of academic work entered into the ePortfolio.
- Students will own their portfolio, which they can edit and produce for a job market search or entrance into post-graduate programs.
- Personalized electronic resumes also can be produced showing competencies that specific employers are seeking,
 - ✓ It could have samples of work demonstrating critical thinking, quantitative reasoning, team work and all manners of communication.



4. Innovations

4.1 Improving the Arizona Pipeline

- Phoenix K-12 (Downtown Phoenix)
- Polytechnic K-12 (Mesa)
- ✓ K-16 Mathematics alignment
- ✓ First in the World with Phoenix Union High School District

Responsibility to the Community

ASU Prep Academy demonstrates that all students can succeed

Phoenix K-12 (Downtown Phoenix)

- 76% of students qualify for free or reduced lunch
- Was inherited as a “failing” school; is now rated B

Polytechnic K-12 (Mesa)

- A rated

Graduation Results

- 100% of its first senior class will graduate in June
- 72% have been accepted at a four-year university
- 92% have been accepted at a college or university: average rate of graduating Arizona seniors is 54%

4. Innovations

4.2 Improving the Arizona Pipeline



The (me3) Project: Expanding eAdvisor to high schools.

- Connect student interests and skills to academic majors
- Provide high school major maps designed to prepare students for their selected major
- Interactive tool to motivate students to prepare, attend and complete college

asu.edu/me3

EXECUTIVE SUMMARY

Item Name: Report on the Business and Finance Committee Meeting

Action Item Discussion Item Information Item

Issue: The board will receive a report from Regent Heiler on the April 8, 2015 Business and Finance Committee meeting.

There are no written materials for this item.

**AGENDA HIGHLIGHTS
BUSINESS AND FINANCE COMMITTEE**

1. Proposed Revision to ABOR Policy 4-103, "Collection of Fees" (First Reading)
2. Proposed Revision to ABOR Policy 3-101, "Accounts and Fund Depositories" (First Reading)
3. Lease of Real Property for Student Housing (ASU)

Recommendation to the Board

This item is provided for information only. No action is required by the board.

Contact Information:

John Arnold 602-229-2507 john.arnold@azregents.edu
Lorenzo Martinez 602-229-2525 lorenzo.martinez@azregents.edu
Gale Tebeau 602-229-2522 gale.tebeau@azregents.edu

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Report on the Audit Committee Meeting

Action Item

Discussion Item

Information Item

<p>Issue: The board will receive a report from Regent Patterson on the April 8, 2015 Audit Committee meeting.</p>
--

There are no written materials for this item.

**Agenda Highlights
Audit Committee
April 8, 2015**

1. Review of Audit Reports
2. Audit Plan Status Reports for the Fiscal Year Ended June 30, 2015

Recommendation to the Board

This item is provided for information only. No action is required by the board.

Contact Information:
Rick Gfeller

602-229-2592

rick.gfeller@azregents.edu

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Report on the Academic and Student Affairs Committee Meeting

Action Item Discussion Item Information Item

Issue: The board will receive a report from Regent Leonard on the April 8, 2015 meeting of the Academic and Student Affairs Committee.

Academic and Student Affairs Committee Meeting

April 8, 2015

1. Proposed Revisions to ABOR Policies 5-306 “Enforcement of the Code of Conduct,” 5-308 “Student Code of Conduct,” “5-401 “Student Disciplinary Procedures – General,” 5-403 “Disciplinary Procedures,” and 5-404 “Disciplinary Files and Records” (First Reading)
2. Proposed Revisions to Board Policy 2-121 (Undergraduate Admission)
3. Addendum to the 2015-2016 Academic Strategic Plan for Arizona State University
4. Master of Sports Law and Business Academic Program (ASU)
5. Addendum to the 2015-2016 Academic Strategic Plan for Northern Arizona University
6. Appointment of Regents’ Professor

Contact Information:

Stephanie Jacobson, ABOR 602-229-2529 stephanie.jacobson@azregents.edu

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Proposed Revisions to ABOR Policy 2-121 “Undergraduate Admission” (First Reading)

Action Item Discussion Item Information Item

Issue: The board is asked to review proposed revisions to ABOR Policy 2-121, “Undergraduate Admission” that add a career and technical education option as an alternative to the fine arts requirement for assured admission, and also to approve the revisions for immediate implementation.

Background

- Current ABOR Policy 2-121, “Undergraduate Admissions” sets forth requirements for undergraduate admission to Arizona’s public universities.
 - The “assured admissions” process provides assured admission for eligible students who meet general aptitude and basic competency requirements. The policy describes the requirements for establishing each competency.
 - The basic competency areas now include: English, mathematics, laboratory science, foreign language, social science, and fine arts.
 - Career and technical education (CTE) is not mentioned as a competency for assured admission.
 - Current policy instructs each university to consider certain high school CTE credits as part of the “delegated admissions process.” The delegated admissions process permits a university to exercise discretion in admitting students who have not met all of the requirements for undergraduate admission.
- The proposed revision would modify the undergraduate admissions requirement to add CTE as an alternative to the fine arts requirement for assured admissions. If approved, this revision will permit students to demonstrate either the fine arts competency or the CTE competency in applying for assured undergraduate admission. The proposed revision would not alter the consideration of CTE in delegated admission.

Discussion

- The proposed revision to ABOR Policy 2-121 would allow students to demonstrate a competency in either fine arts or CTE for assured admission.
- The proposed revisions do not change the requirements for establishing the fine arts competency and do not change any other competency requirements.

Contact Information:

Stephanie Jacobson, ABOR 602-229-2529 Stephanie.Jacobson@azregents.edu

EXECUTIVE SUMMARY

- In comparing graduation success of students who entered the universities in 2008 and had been graduated by 2013-14, the latest year for which we have data, there is little difference in the graduation rate of students who enter with no admission competency deficiency (62.9%) and those who enter with a fine arts deficiency (61.4%).

	Freshmen in 2008-09	Graduated by 2013-14	Graduation Rate
No Deficiencies	12,665	7,960	62.9%
One Deficiency	4,034	2,151	53.3%
In English	219	128	58.4%
In Mathematics	1,189	550	46.3%
In Laboratory Science	515	266	51.7%
In Foreign Language	618	307	49.7%
In Social Science	154	78	50.6%
In Fine Arts	1,339	822	61.4%
Two Deficiencies	996	437	43.9%
All Students	17,870	10,670	59.7%

- The board and universities will continue to evaluate undergraduate admissions requirements to confirm that admissions requirements are related to competencies that contribute to student success at the universities.
- To assist students and universities planning for Fall 2015, the board is asked to approve the proposed policy revision for immediate implementation pursuant to board policy 1-202 (J), to remain in effect for 90 days. In May, the board will be asked to make the changes permanent.

Committee Review

- The Academic and Student Affairs Committee will review this proposal at its April 8, 2015 meeting.

Recommendation to the Board

It is recommended that the board review the proposed revisions to ABOR policy 2-121, “Undergraduate Admission” on first reading and approve the revisions, which add a career and technical education option as an alternative to the fine arts requirement for assured admissions, to be effective immediately and to be in effect for 90 days pursuant to 1-202(J).

EXECUTIVE SUMMARY

2-121 Undergraduate Admission

A. Requirements for assured admission for residents of Arizona.

1. Each university will admit all undergraduate applicants who are residents of Arizona and who meet the following general aptitude and basic competency requirements. Because of their strong academic performance in high school, these students will be recognized as "Regents' Graduates."

a. General aptitude

Applicants from a regionally accredited high school may demonstrate aptitude for academic work by ranking in the 75 to 100 percentile (upper 25 percent/first quartile) of their high school graduating classes.

b. Basic competencies

Applicants must demonstrate academic competency in each of the subjects listed below. Students who choose to demonstrate their competency in a subject by completing appropriate high school or college courses must attain an overall grade point average for courses in that subject of at least 2.00 on a 4.00=A scale. A high school credit is defined as 1 year of ~~student~~ STUDY.

(1) English

English language proficiency is fundamental to success in a university. High school English courses taken to satisfy this competency requirement must include literature and substantial emphasis on grammar and composition. Courses such as Journalism, Business Communications, Speech, and others that often include some emphasis on grammar or composition may improve a student's ability in English. However, they are not devoted exclusively to the study of English and may not be substituted for a regular English course.

Applicants may demonstrate competency in English by any of the following options:

EXECUTIVE SUMMARY

- (a) Completes 4 high school credits in English, or
- (b) Completes 1 transferable course, equivalent to a 3-semester credit hour, in English composition from a regionally accredited institution of higher education, or
- (c) Attains a score of at least 21 on the American College Test (ACT) English Test or 530 on the Scholastic Assessment Test (SAT) verbal test.

(2) Mathematics

Applicants may demonstrate competency in Mathematics by any of the following options. It is strongly recommended that students take mathematics during their Senior Year of high school.

- (a) Completes 4 high school credits in college preparatory mathematics including Algebra I and II, Geometry, and culminating in 1 credit of advanced mathematics for which Algebra II is a prerequisite, or
- (b) Completes 1 transferable course, equivalent to a 3-semester credit hour, in mathematics for which at least Algebra II (the second year of high school Algebra) or its equivalent is a prerequisite from a regionally accredited institution of higher education, or
- (c) Attains a score of at least 24 on the ACT Mathematics Test or 540 on the SAT Mathematics Test.

(3) Laboratory Science

Applicants must demonstrate competency in Laboratory Science by completing at least 1 credit in each of 3 different Laboratory Sciences selected from the following:

Chemistry, Physics, Earth Science, or Biology. A Laboratory-based Integrated Science course may be

EXECUTIVE SUMMARY

allowed to substitute for 1 of the 3 required courses. An advanced placement course, a higher level international baccalaureate course, or other honors course taken in the last 2 years of high school in the same subject will satisfy the third course requirement. It is preferable that students take 3 years of different laboratory science subjects before taking an advanced/honors course in the same subject. It is strongly recommended that students take a fourth year of Laboratory Science (including advanced placement, higher level international baccalaureate and other honors courses) in biology, chemistry, or physics or in other laboratory sciences such as physical science.

A Laboratory Science course is defined as a course in which at least 1 class period each week is devoted to providing an opportunity for students to manipulate equipment, materials, or specimens, to develop skills in observation and analysis, and to discover, demonstrate, illustrate, or test scientific principles or concepts.

Competency may be demonstrated by any one or any combination of the following options:

- (a) Complete 3 high school credits in Laboratory Science courseS , including the 3 different laboratory sciences outlined above, or
- (b) Complete 3 transferable courses, each equivalent to 4-semester credit hours, in Laboratory Science courses from a regionally accredited institution of higher education, including the 3 different Laboratory Sciences outlined above or
- (c) Attains the following minimum scores on any of the following standardized tests:

<u>SAT II: Subject Test</u>	<u>ACT</u>
Chemistry Achievement - 600	Natural Science - 20
Biology Achievement	

EXECUTIVE SUMMARY

- 590	
Physics Achievement - 620	

(4) Foreign Language

Applicants must demonstrate competency in Foreign Language by any of the following options or any combination of the following options. It is strongly recommended that students take a third year of the same foreign language and that they take a foreign language during their Senior Year of high school.

- (a) Complete 2 high school credits in the same Foreign Language; or
- (b) Complete 2 transferable courses, each equivalent to 3-semester credit hours, in the same foreign language from a regionally accredited institution of higher education; or
- (c) Attain a minimum score as stated in the University general catalog on a national standardized foreign language test (such as a college board advanced placement examination, college level examination program – CLEP subject examination or SAT II Subject Test.) Special assessment procedures will be available for those desiring to demonstrate minimum proficiency in a foreign language for which such standardized tests do not exist; or
- (d) Be certified as having been placed into the third semester or above in a foreign language at a regionally accredited institution of higher education based on results of a standardized foreign language placement test administered by that institution.

(5) Social Science

Applicants must demonstrate competency in Social Science by completing at least 1 year of student

EXECUTIVE SUMMARY

STUDY in American History and at least 1 additional year of ~~student~~ STUDY in 1 other social science field such as: European or World History, Economics, Sociology, Geography, Government, Psychology, or Anthropology.

Competency may be demonstrated by any one or any combination of the following options:

- (a) Complete 2 high school credits in Social Science courses including the 2 different Social Sciences listed above, or
 - (b) Complete 2 transferable courseS, each equivalent to 3-semester credit hours in Social Science from a regionally accredited institution of higher education including the 2 different Social Sciences listed above, or
 - (c) Attains the minimum SAT II Subject Test scores of 560 in American History and Social Studies or 580 in World History.
- (6) Fine Arts OR CAREER AND TECHNICAL EDUCATION

COMPETENCY MAY BE DEMONSTRATED BY EITHER OF THE FOLLOWING FINE ARTS OR CAREER AND TECHNICAL EDUCATION OPTIONS:

- (a) FINE ARTS

Fine Arts courses are defined as those that provide the opportunity to gain experience and knowledge in the production and performance; analysis, interpretation, and evaluation; and historical and cultural aspects of the visual and performing arts. Courses must combine theory and practice and include critical thinking skills.

Applicants must demonstrate competency in Fine Arts by completing any of the following options:

EXECUTIVE SUMMARY

- ~~(a)~~ (1) Completes 1 high school credit in a Fine Art or any combination of 2 semesters of high school Fine Arts courses; or
- ~~(b)~~ (2) Completes 1 transferable course, equivalent to 3-semester credit hours, in Fine Arts from a regionally accredited institution of higher education

(b) CAREER AND TECHNICAL EDUCATION

APPLICANT MUST DEMONSTRATE COMPETENCY IN CAREER AND TECHNICAL EDUCATION (CTE) BY COMPLETING AT LEAST 1 YEAR OF STUDY IN A CTE COURSE THAT IS PART OF A CTE PROGRAM APPROVED BY THE CTE DIVISION OF THE ARIZONA DEPARTMENT OF EDUCATION (ADE).

COMPETENCY MAY BE DEMONSTRATED BY ANY ONE OF THE FOLLOWING OPTIONS:

- (1) COMPLETE 1 HIGH SCHOOL CREDIT IN A CTE COURSE OR 2 SEMESTERS OF HIGH SCHOOL CTE COURSES INCLUDED IN THE SAME CTE PROGRAM APPROVED BY ADE, OR
- (2) COMPLETE 1 COURSE, EQUIVALENT TO 3-SEMESTER CREDIT HOURS, FROM A REGIONALLY ACCREDITED INSTITUTION OF HIGHER EDUCATION IN CTE CORRESPONDING TO A CTE PROGRAM APPROVED BY ADE OR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM AT THAT INSTITUTION.

- 2. Each university will admit all undergraduate applicants who are residents of Arizona and who complete the Arizona General Education Curriculum (AGEC-A, AGECE-B or AGECE-S) and have a

EXECUTIVE SUMMARY

minimum cumulative grade point average of 2.5 or have an Associate or higher degree from a regionally accredited institution of higher education and have a minimum 2.00 on a 4.00=A scale.

3. Each university will admit all home schooled students who meet common criteria to be established by the universities.

B. Delegated undergraduate admission

1. Each university may use its discretion in admitting non-resident and resident applicants for undergraduate admission who do not meet the requirements in ABOR Policy 2-102A (Undergraduate Admission, Requirements for Assured Admission of Residents of Arizona) provided the applicants lack no more than 1 credit in 2 of the basic competency subjects required in ABOR Policy 2-102A.1.b. (Undergraduate Admission Requirements for Assured Admission for Residents of Arizona, Basic Competencies), except not in both Mathematics and Laboratory Science, and
 - a. Have fewer than 24 transferable college or university credit hours and rank in the upper 50-74 percentile (second quartile) of their high school graduating class or have a cumulative high school grade point average of 2.50 or above on a 4.00=A scale, or
 - b. Have completed the Arizona General Education Curriculum (AGEC) with cumulative grade point average of at least A 2.00 on a 4.00=A scale, or
 - c. Have 24-59 transferable college or university credit hours in academic courses such as English, Mathematics, Social Science, Physical or Life Sciences, Foreign Languages, or the Humanities with a cumulative grade point average of at least 2.50 on a 4.00=A scale, or
 - d. Have 60 or more transferable college or university credit hours with a cumulative grade point average of at least 2.00 on a 4.00=A scale.
2. Students admitted under the conditions in ABOR Policy 2-121B.1.a and B.1.b (Undergraduate Admission, Delegated Undergraduate Admission) must satisfy any deficiencies in the basic competencies and may be required to participate in special programs designed to strengthen academic preparedness for University-level courses.

EXECUTIVE SUMMARY

3. Each University will consider a high school credit in career and technical education as part of the delegated admissions process. Career and technical education courses are defined as those high school courses in career and technical disciplines that include competencies beneficial to college preparation. These courses should be selected from those that include the highest level of competencies in the Arizona secondary school curriculum for career and technical education.
4. A University may require that, in order to complete an application for admission, applicants must submit scores on additional standardized tests for placement in basic proficiency courses.
5. Each University may limit the number of qualified non-residents admitted if the University concludes that exceeding that number may have a negative impact on the services and the quality of education provided for resident students.
6. Each University may adopt alternative admission requirements for applicants who are age 22 or older and who demonstrate readiness for college-level study.
7. Each University may establish a special University admission committee that may admit students who meet at least one of the criteria listed below. No more than 10 percent of the students admitted for each semester may be admitted by the special admission committee unless authorized by the Board. Students who are required to meet the basic competencies of ABOR Policy 1-121A.2 (Undergraduate Admission) yet lack 1 credit in only 1 or 2 of the competency subject areas, are not included in the 10 percent limitation.
 - a. Students who have high school grant point averages of at least 2.00 on a 4.00=A scale and either upward grade trends during high school or upward grade trends during the Senior Year in academic courses such as Mathematics, English, Social Science, Science and Foreign Languages; or
 - b. Students who have positive written recommendations from professional individuals who are personally familiar with their academic potential as demonstrated by work experience leadership ability, or extracurricular activities.

EXECUTIVE SUMMARY

8. Honorably discharged veterans who have served in the Armed Forces of the United States for a minimum of 2 years and who were previously enrolled at a University of Community College in Arizona may be admitted by the criteria in ABOR Policy 2-121A or B. (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona or Delegated Undergraduate Admission) except that no failing grades received by such veterans at any Arizona University of Community College prior to their military service may be considered. Students readmitted under this Section are subject to progression, retention, graduation, and other academic regulations and standards of the University. (A.R.S. §15-1626)
- C. Undergraduate Admissions for Northern Arizona University Joint Admission Programs and NAU-Yavapai
1. Joint Admission Programs and NAU-Yavapai consist of formal agreements between Northern Arizona University and an Arizona public Community College.
 2. Northern Arizona University may admit students who are regularly admitted to the Community College into Joint Admission Programs and NAU-Yavapai Undergraduate Programs. Students admitted into these programs are exempt from meeting other admissions requirements described elsewhere in this Policy.
 3. If the Community College determines, through transcript evaluation, placement testing or other methods, that a student lacks any basic competencies needed to complete college-level coursework, the student will be required to successfully complete developmental coursework before being permitted to enroll in Northern Arizona University courses.
 4. To remain in good standing and progress through the program, students admitted into the Joint Admission Programs and NAU-Yavapai must participate in academic advising and academic planning, as required by Northern Arizona University, and meet all requirements for continuing students at Northern Arizona University including minimum grand point average.
 5. Students in the Joint Admission Programs and NAU-Yavapai who wish to participate or enroll in another NAU Campus or Program must meet the admission requirements for Community College transfer students.

EXECUTIVE SUMMARY

- D. The Board of Regents prescribes that the institutions under its jurisdiction evaluate, without prejudice, applicants for admission from regionally accredited institutions of higher education or higher education institutions that are candidates for regional accreditation on the individual merits of their academic achievement and individual capability to complete the courses and the curriculum requirements. No institution under the jurisdiction of the Board will refuse, on the basis of Policy, to recognize the degrees or accept the transfer of credits from a regionally accredited institution of higher education or higher education institutions that are candidates for regional accreditation.
- E. Special Admission of Students
1. Each university will establish admission requirements that allow the admission of students under age 18, home schooled students and students seeking admission through general education development (GED) test scores.
 2. Students will not be denied admission because of age, lack of a high school diploma or high school certificate of equivalency, grade in school, lack of permission of school officials, or lack of concurrent enrollment in a public or ~~private~~-PRIVATE school.
 3. Student who are degree seeking must meet basic competency requirements outlined in ABOR Policy 2-121A.1.b (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona, Basic Competencies).
 4. The University may establish a maximum number of semester credit hours in which a student admitted under this section may enroll. The maximum will not be fewer than 6 semester credit hours per semester.
- F. Exception for Students who Graduate from Non-accredited Arizona Public Charter Schools
1. Students who graduate from non-accredited Arizona Public Charter Schools shall be evaluated for admission using the requirements outlined in ABOR Policy 2-121A and B (Undergraduate Admission, Requirements for Assured Admission for Residents of Arizona and Delegated Undergraduate Admission).
- G. The Universities will report annually to the Board on the use of discretion in the admission of applicants as described under ABOR Policy 2-121B

EXECUTIVE SUMMARY

(Undergraduate Admission, Delegated Undergraduate Admission) using a format approved by the President of the Board. Performance measures necessary for evaluating the achievement of Board-approved goals for access to the University System by eligible high school graduates and persistence to completion of Baccalaureate degree programs by University undergraduates will also be reported on an annual basis.

This page intentionally left blank

PROPOSED REVISION TO ABOR POLICY 2-121 “Undergraduate Admissions”

Presenter: **Stephanie Jacobson**
**Associate Vice President,
Academic and Student Affairs**

Date: **April 9, 2015**

High School Course Competencies for University Admissions

- English 4 years
- Math 4 years
- Social Science 2 years
- Lab Science 3 years
- Foreign Lang 2 years
- Fine Arts 1 year

	Fresh: 2008-09	Grads: 2013-14	Grad Rate
No Deficiencies	12,665 71%	7,960	63%
One Deficiency	4,034 23%	2,151	53%
Fine Arts	1,339	822	61%
English	219	128	58%
Lab Science	515	266	52%
Social Science	154	78	51%
Foreign Lang	618	307	50%
Mathematics	1,189	550	46%
Two Deficiencies	996 6%	437	44%

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Appointment of Regents' Professors (NAU)

Action Item Discussion Item Information Item

Issue: The board is asked to approve Northern Arizona University's request to appoint Bruce Hungate to the rank of Regents' Professor, effective AY 2015-2016.

Background:

- ABOR Policy 6-208 permits the rank of Regents' Professor to be awarded only to full professors with exceptional achievements which have brought national or international distinction. This highest of faculty ranks may be awarded to no more than three percent of the total tenured and tenure-track faculty members.
- With the adoption of the Academic and Student Affairs Committee Charter in September 2010, the Regents' Academic and Student Affairs Committee has responsibility for reviewing the selection of Regents' Professors.
- Northern Arizona University requires all nominations for Regents' Professor to come from faculty members. Nominations are submitted to a nominating committee consisting of eight full professors of outstanding accomplishment (two appointed by the President, and one each from each of the six colleges). The nominating committee makes its recommendations to the President, who decides which names should go forward for the board's consideration.
- On this occasion, one person is recommended by President Cheng.

Professor Bruce Hungate
Biological Sciences
College of Engineering, Forestry and Natural Sciences

Dr. Bruce Hungate is a member of the Department of Biological Sciences and the Director of the newly created Center of Ecosystem Science & Society at NAU. His research focuses on biogeochemical responses of ecosystems to global-scale environmental factors; in particular, Hungate's work focuses on the responses of the complex communities of microbes that carry out processes such as decomposition that are so important to the productivity and function of ecological systems and natural resources. His work has shown how the ecology of microorganisms affects element cycling, biochemistry, antibiotic resistance, and human infection. His research has pioneered a new technique in microbial ecology, dual and quantitative stable isotope

Contact Information:

Laura F. Huenneke, NAU (928) 523-2230
Provost and Vice President for Academic Affairs

Laura.Huenneke@nau.edu

EXECUTIVE SUMMARY

probing, yielding \$3M in grant funding. His work is at the forefront of a new era in microbial ecology, making him a leading scientist worldwide in efforts to understand the earth systems that underpin human welfare.

Dr. Hungate has published 133 publications, including a number in premier journals in science (*Science, Nature*). Many other papers appeared in top journals in his field. He has received approximately \$35M in total funding, and his extramural grants have supported numerous undergraduates, graduate students and post-doctoral scholars. His expertise has been recognized by numerous invitations to serve on national and international panels on environmental science issues, including membership on grant review panels for NASA, the National Science Foundation, and the Department of Energy. He has given 15 invited presentations, including keynote addresses at international meetings, as well as more than 100 scientific presentations at national and international meetings.

Professor Hungate's teaching record extends beyond his department and discipline. He co-developed an interdisciplinary course which served as the inspiration for the Professional Science Master's degree in Climate Science & Solutions (including the NSF funding that allowed NAU to launch the program). His research projects have helped to improve the laboratory experience and he helped to write and implement high school curriculum as part of another large NSF project.

Dr. Hungate's research in microbiology, biogeochemistry and ecosystem ecology has consistently challenged the boundaries of interdisciplinary science and produced a significant body of scholarship on ecosystem science. His scholarship and reputation in this area have made lasting contributions to the university's teaching, research and service.

Committee Review and Recommendation

The Academic and Student Affairs Committee will review this request at its meeting on April 8, 2015.

Recommendation to the Board

It is recommended that the board approve Northern Arizona University's request to appoint Professor Bruce Hungate to the rank of Regents' Professor, effective August 2015, and to award the salary increase that customarily accompanies these appointments.

EXECUTIVE SUMMARY

Item Name: **Report on the Legislative Affairs**

Action Item Discussion Item Information Item

<p>Issue: The board will receive a report from ABOR Vice President of Public Affairs and External Relations Katie Paquet on the status of current legislative affairs.</p>
--

There are no written materials for this item.

Recommendation to the Board

This item is provided for information only. No action is required by the board.

Contact Information:

Katie Paquet, ABOR
Kody Kelleher, ABOR

602-229-2543
602-229-2509

katie.paquet@azregents.edu
kody.kelleher@azregents.edu

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Election of Officers

Action Item Discussion Item Information Item

Issue: The board will elect officers for one-year terms beginning July 1, 2015.

Background

The Bylaws of the board provide the following with respect to the election of officers:

- At a meeting of the board at least 60 days prior to June 30, the board will elect a Chair, Vice Chair, Secretary and Treasurer for the upcoming fiscal year beginning July 1. Each officer holds office for twelve months and until a successor is duly elected. (Article VI)
- Pursuant to the Bylaws, the immediate past Chair serves as the Treasurer. The voting Student Regent serves as the Assistant Treasurer. (Article VI)
- It is anticipated the following individuals will be nominated for board offices:

Chair	Jay Heiler
Vice Chair:	Greg Patterson
Secretary:	Ram Krishna
Treasurer:	Mark Killian
Assistant Treasurer:	Mark Naufel

Recommendation to the Board

It is recommended that the board vote to elect board officers as set forth above.

Contact Information:

Nancy Tribbensee, ABOR 602-229-2510 nancy.tribbensee@azregents.edu

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Proposed Revision to ABOR Policy 2-122 “Enrollment” (Second Reading)

Action Item Discussion Item Information Item

Issue: The board is asked to approve a proposed revision to ABOR Policy 2-122.C.3 that would eliminate the cap on enrollment of full-time non-resident undergraduates.

Background

- Current ABOR Policy 2-122.C.3 limits full-time non-resident undergraduate enrollment to 30%.
- In 2009, 2011, and 2013, the board voted to approve two-year exceptions to ABOR Policy 2-122.C.3, to allow Arizona universities to increase their enrollment of non-resident undergraduate students up to 40% of that University’s total undergraduate enrollment.
- The proposed revision would remove the cap on non-resident undergraduate enrollment.
- This policy was presented for First Reading at the March 2015 board meeting.

Strategic Implications

- By permitting greater flexibility in non-resident enrollment decisions, the proposed revision allows the universities to enhance revenue.

Discussion

- The Enterprise Executive Committee has reviewed the proposal and requests that the board eliminate the cap on non-resident undergraduate enrollments.
- This change will not negatively affect the numbers of qualified resident undergraduates who are admitted to the universities, but will facilitate a source of funds to help manage the costs of providing the programs and services required to deliver quality undergraduate education.
- Below is a chart indicating the current non-resident undergraduate enrollment percentage for each institution.

EXECUTIVE SUMMARY

	Fall 2013	Fall 2014
Arizona State University	28.5%	31.2%
Northern Arizona University	29.3%	30.1%
University of Arizona	31.2%	33.1%

Recommendation to the Board:

It is recommended that the board approve the proposed revision to ABOR Policy 2-122.C.3 to eliminate the non-resident undergraduate enrollment cap, as described in this executive summary.

EXECUTIVE SUMMARY

2-122 Enrollment

A. Enrollment Reporting

1. Each University shall design and install a system of internal control to provide adequate audit trails and produce reliable information for enrollment reports.
2. Reports will include head count and full time equivalents, will be in compliance with the ABOR Guidelines for Enrollment Reporting (Guidelines can be found at the end of the Policy Manual), and in a format approved by the President of the Board.

B. Statutory Enrollment Reporting

1. In accordance with State law (A.R.S. §15-1661), Full-time student enrollment shall be counted for each budgetary unit on the 45th day after the official first day of each Fall and Spring semester approved by the Board, and divided by 2.
2. Full-time equivalent student enrollment shall be calculated as follows:
 - a. Lower division count: The total number of enrolled Fall and Spring semester credit hours in 100- and 200-level credit courses, divided by 15.
 - b. Upper division count: The total number of enrolled Fall and Spring semester credit hours in 300- and 400-level credit courses, divided by 12.
 - c. Graduate: The total number of enrolled Fall and Spring semester credit hours in graduate level credit (500 and above) courses, divided by 10.

C. Accountability Enrollment Reporting

1. Full-time student enrollment shall be counted for each budgetary unit on the 21st day after the official first day of each Fall and Spring semester approved by the Board.
2. Full-time equivalent reporting shall be calculated as follows:
 - a. Lower division count: The total number of enrolled Fall and

EXECUTIVE SUMMARY

- Spring semester credit hours in 100- and 200-level credit courses, divided by 15.
- b. Upper division count: The total number of enrolled Fall and Spring semester credit hours in 300- and 400-level credit courses, divided by 12.
 - c. Graduate: The total number of enrolled Fall and Spring semester credit hours in graduate level credit (500 and above) courses, divided by 10.
3. Non-resident undergraduate headcount enrollment SHALL BE COUNTED for students taking 7 or more semester credit hours at each University. ~~shall not exceed 30 percent of the University's total undergraduate headcount enrollment.~~

EXECUTIVE SUMMARY

Item Name: Proposed Revisions to ABOR Policies 5-306 “Enforcement of the Code of Conduct,” 5-308 “Student Code of Conduct,” “5-401 “Student Disciplinary Procedures – General,” 5-403 “Disciplinary Procedures,” and 5-404 “Disciplinary Files and Records” (First Reading)

Action Item Discussion Item Information Item

Issue: The board is asked to review proposed revisions to ABOR Policies 5-306 “Enforcement of the Code of Conduct,” 5-308 “Student Code of Conduct,” 5-401 “Student Disciplinary Procedures – General,” 5-403 “Disciplinary Procedures,” and 5-404 “Disciplinary Files and Records.” The revisions would delegate to the universities the responsibility for student disciplinary procedures to enforce the Arizona Board of Regents’ Code of Conduct and Student Code of Conduct.

Background

- ABOR policies 5-301 “Code of Conduct” and 5-308 “Student Code of Conduct” were adopted pursuant to the board’s authority under A.R.S. §13-2911 (D) to adopt rules for the maintenance of public order on property it owns, operates or controls. These board policies identify prohibited conduct and set forth administrative sanctions that may be imposed for violations of these conduct policies.
- ABOR policies 5-401 through 5-404 describe the current disciplinary procedures used to address violations of the Code of Conduct or the Student Code of Conduct by a student or student organization.
- In response to rapidly evolving changes in law and agency guidance with respect to student misconduct, and in particular with respect to allegations involving sexual misconduct, in 2012 the board delegated authority to the universities to adopt student disciplinary procedures to supplement the board’s disciplinary procedures. Each university has adopted those procedures.
- The proposed revisions will delegate full responsibility to the universities for adoption of procedures to address violations of the Code of Conduct and Student Code of Conduct and will repeal the board level procedures.

Contact Information:

Nancy Tribbensee, ABOR 602-229-2510 nancy.tribbensee@azregents.edu

EXECUTIVE SUMMARY

Discussion

- The proposed revision to ABOR Policy 5-403 will continue to require each university to adopt student disciplinary procedures that are consistent with board policy and applicable laws and regulations.
- ABOR Policy 5-403 “Student Disciplinary Procedures” will be repealed and replaced by disciplinary procedures to be adopted by each university.
- As shown in the attached, references to the current board-level disciplinary procedures in other board policies will be revised to reflect the proposed changes.
- If approved by the board, the revisions would be effective as of July 1, 2015.

Committee Review

The Academic and Student Affairs Committee is expected to review the proposed revisions at its April 8, 2015 meeting.

Recommendation to the Board:

It is recommended that the board review on first reading the proposed revisions to ABOR Policies as described in the executive summary.

EXECUTIVE SUMMARY

5-306 Enforcement of the Code of Conduct

- A. The provisions of this Code of Conduct shall be enforced through use of the following administrative procedures:
1. Faculty shall be subject to those procedures set forth in ABOR Policy 6-201.L (Conditions of Faculty Service, Hearing Procedures for Faculty).
 2. Administrators shall be subject to those procedures set forth in ABOR Policy 6-101.H (Conditions of Administrative Service, Termination and Release).
 3. All other university employees shall be subject to the applicable grievance procedures existing at the university.
 4. Students shall be subject to STUDENT DISCIPLINARY PROCEDURES ADOPTED BY EACH UNIVERSITY PURSUANT TO ABOR Policy 5-401. ~~et seq. (Student Disciplinary Procedures) adopted by the Board.~~
- B. For purpose of enforcement of this Code of Conduct, a group or organization shall be subject to the same procedures as the majority of its members would be subject to if charged on an individual basis with a violation of this Code of Conduct.

EXECUTIVE SUMMARY

5-308 Student Code of Conduct
(Page 15)

I. Enforcement

1. Student sanctions shall be enforced through use of disciplinary procedures adopted by each university that are consistent with Board Policies and applicable laws and regulations. ~~and the April 24, 2011, "Dear Colleague Letter" guidance issued by the U.S. Department of Education, Office for Civil Rights.~~
2. Sanctions for organizational misconduct shall be enforced through the use of the disciplinary procedures adopted by each university, consistent with Board Policies and applicable laws and regulations, ~~and the April 24, 2011, "Dear Colleague Letter" guidance issued by the U.S. Department of Education, Office for Civil Rights.~~

J. Miscellaneous provisions

1. The description of prohibited conduct shall be interpreted as broadly as consistent with applicable law.
2. The Presidents are authorized by the Board to take other actions or to adopt other rules to protect university property and the safety and well-being of members of the university community and the public.

EXECUTIVE SUMMARY

D. STUDENT DISCIPLINARY PROCEDURES

5-401 Student Disciplinary Procedures - General

- A. The purpose of ~~this policy~~ is **STUDENT DISCIPLINARY PROCEDURES ARE** to guide the enforcement of the Student Code of Conduct. Student disciplinary procedures are applicable to any student or student organization that is charged with a violation of the Student Code of Conduct.
- B. Student disciplinary procedures are designed to allow for fact-finding and decision-making in the context of an educational community, and to encourage students to accept responsibility for their own actions. The intent is to provide adequate procedural safeguards to protect the rights of the individual student and the legitimate interests of the university.
- C. The universities may use mediation or conciliation procedures in addition to or in place of ~~these~~ student disciplinary procedures in accordance with policies and procedures adopted by each university **AND AS PERMITTED BY LAW.**
- D. Student records generated during the information gathering/decision-making process associated with ~~these~~ **STUDENT DISCIPLINARY** procedures are subject to the Family Educational Rights and Privacy Act (FERPA).
- E. Each university shall adopt Student Disciplinary Procedures that are consistent with Board Policy and applicable laws and regulations, ~~and the April 24, 2011, "Dear Colleague Letter" guidance issued by the U.S. Department of Education, Office for Civil Rights.~~

EXECUTIVE SUMMARY

REPEALED

~~5-403 Disciplinary Procedures~~

~~A. Initiation of Charges Investigation~~

- ~~1. A disciplinary investigation may be initiated by submitting a written referral to the Dean of Students. The Dean also may initiate an investigation based on media reports or other reliable information.~~
- ~~2. A written referral must state sufficient facts, including specific names(s), date(s), locations and descriptions of the alleged act(s) of misconduct to enable the Dean of Students to decide whether further fact-finding is necessary.~~
- ~~3. Where the alleged misconduct is related to discrimination or harassment, the Dean of Students will consult with the Affirmative Action Office to determine whether an affirmative action investigation is warranted. A determination by the Dean of Students will be made following consultation with the Affirmative Action Office.~~
- ~~4. Each university may adopt policies and procedures for reviewing allegations of academic dishonesty. If the sanction imposed includes expulsion, suspension, or revocation of a degree, then the student is entitled to a hearing according to the procedures set forth in ABOR Policy 5-403D, with the following modifications: each university may develop policies to define academic dishonesty, and procedures for resolution of allegations each university may determine the composition of its academic integrity hearing boards, and has the discretion to determine the final decision-maker in matters of academic integrity.~~

~~B. Interim Action~~

- ~~1. The Dean of Students may restrict or suspend a student for an interim period prior to the resolution of a disciplinary proceeding if the Dean becomes aware of reliable information that supports an allegation of misconduct, and determines that the continued presence of the student on the university campus or at university sponsored events poses a threat of harm or substantial disruption.~~

EXECUTIVE SUMMARY

- ~~2. The decision to restrict or suspend a student for an interim period will be communicated in writing to the student, and will become effective immediately as of the date of the written decision.~~
- ~~3. A student who is restricted or suspended for an interim period will be provided an opportunity to respond to the allegations of misconduct no later than 5 days following the effective date of the interim action.~~
- ~~4. The interim action will remain in effect until a final decision has been made on the pending charges or until the Dean determines that the reasons for imposing the interim action no longer exist.~~
- ~~5. The Dean of Students may impose other forms of interim action, such as immediate removal from university housing or exclusion from one or more classes or other locations.~~

~~C. Review and Decision by Dean of Students~~

- ~~1. The Dean of Students will make an initial determination as to whether there is a sufficient basis to believe that a violation of the Student Code of Conduct may have occurred. The Dean may decide to interview the complainant and other witnesses or to request additional information from the complainant.~~
- ~~2. If the Dean determines that there is a sufficient basis to believe that a violation of the Student Code of Conduct may have occurred and chooses to pursue the violation under the student code of conduct then the Dean of Students will timely notify the student in writing of the alleged violation and will gather further information, if needed, by interviewing witnesses and reviewing documents. Prior to concluding that a student has violated the Student Code of Conduct, the Dean of Students will provide the student with an opportunity to respond to information gathered in the investigation that the dean believes supports the conclusion that the student may have violated the Student Code of Conduct. Members of the university community will be expected to comply with any request or directive issued by the Dean in connection with a disciplinary proceeding, unless compliance would result in significant personal hardship or substantial interference with normal university functions.~~
- ~~3. A student who is charged in a Student Code of Conduct referral will be provided an opportunity to meet with the Dean of Students.~~

EXECUTIVE SUMMARY

~~Students may accept responsibility for Student Code of Conduct violations and waive their rights to procedures provided by this policy. A student who fails to attend the meeting with the Dean will forfeit his/her right to respond on his/her behalf regarding the alleged violation, unless the student can demonstrate that an extraordinary circumstance prevented his/her appearance. If the student fails to attend the meeting, the Dean may proceed as described in paragraph 6 of this subsection.~~

- ~~4. The student will be provided with the following:
 - ~~a. An explanation of the charges which have been made;~~
 - ~~b. A summary of the information gathered;~~
 - ~~c. A reasonable opportunity for the student to reflect upon and respond on his/her own behalf to the charges; and~~
 - ~~d. An explanation of the applicable disciplinary procedures, including the student's right to request a hearing before a University Hearing Board if suspension, expulsion, or degree revocation is imposed.~~~~
- ~~5. If necessary any further information gathered will be presented to the student and an additional opportunity to respond will be provided.~~
- ~~6. The Dean of Students will determine whether it is more likely than not that a violation of the Student Code of Conduct has occurred and, if so, the appropriate disciplinary sanction to apply. In determining the sanction, the Dean will consider any mitigating or aggravating factors, including any prior violations of the Student Code of Conduct.~~
- ~~7. The Dean of Students will inform the student of the decision, in writing, within 7 days of the student's last opportunity to respond. When feasible, this information will also be communicated in a face-to-face meeting.~~
- ~~8. The written decision will include a statement of the charges, the determination, and the sanction to be imposed, if any. This decision is final, unless the student requests a hearing to review a decision to suspend, expel, or revoke a degree. The effective date of a~~

EXECUTIVE SUMMARY

~~suspension (except for interim suspension) or expulsion may be no sooner than 20 days following the date of the notice.~~

- ~~9. If the sanction imposed includes either expulsion, suspension, or degree revocation, the student will be informed of his/her right to request a hearing before a University Hearing Board by filing a written request with the Dean of Students no later than 20 days following the date on the notice. The student may request a hearing related to the determination that a violation occurred, related to the sanctions imposed, or both.~~
- ~~10. The filing of a timely written request for a hearing will suspend the imposition of the disciplinary sanction, except for interim suspension, pending the outcome of the hearing. If the sanction is suspension or expulsion, and the student requests a hearing, the student will not be permitted to graduate until the hearing process has been concluded. If the sanction is degree revocation, the university may refuse to release an official transcript until the hearing process has been concluded. If the student elects not to request a review of the Dean's decision, then that decision is a final decision which becomes effective immediately.~~

~~D. Review by University Hearing Board~~

~~1. Purpose of the Hearing Board~~

~~— The Hearing Board is the body that conducts hearings concerning suspensions, expulsions, and degree revocations. The Hearing Board is advisory to the Vice President for Student Affairs who will make the final decision. The purpose of the Hearing Board is to formulate a recommendation to the Vice President for Student Affairs regarding the student's appeal. This recommendation may have two parts depending on the nature of the appeal. First, the Hearing Board may make a recommendation as to whether a violation of the Student Code of Conduct was more likely than not to have been committed by the student. Second, the Hearing Board may make a recommendation as to whether the imposed sanctions should remain as imposed or should be modified if appropriate.~~

~~2. Composition of the Hearing Board~~

- ~~a. Student disciplinary hearings will be conducted by a Hearing Board composed of 5 members, including 2 students, 2~~

EXECUTIVE SUMMARY

~~faculty members, and 1 non-faculty employee. One member, designated the Chair, will serve as the presiding officer.~~

~~b. Each university will establish its own rules to govern the selection process for Hearing Board members.~~

~~3. Pre-Hearing Procedures~~

~~a. The Hearing Board members will be notified in writing of their selection.~~

~~b. Based on the availability of Hearing Board members, the Chair will convene the Hearing Board within a reasonable time following receipt of the student's written request for a hearing.~~

~~c. The Chair will prepare and send a written notice of the hearing to the student and the Dean of Students no less than 20 days prior to the date set for the hearing. The notice will be delivered personally or by mail directed to the address furnished by the student on his/her hearing request. The notice will include:~~

~~(1) A statement of the date, time, location, and nature of the hearing;~~

~~(2) A written statement of the charges which specifies the allegations of misconduct in sufficient detail to enable the student to respond;~~

~~(3) Notice of the right to be assisted by an advisor, who may be an attorney;~~

~~(4) A copy of or link to the Student Code of Conduct and these Student Disciplinary Procedures; and~~

~~(5) A list of the names of all Hearing Board members, and the university address of the Chair.~~

~~d. If the student cannot attend the hearing on the date scheduled for the hearing due to extraordinary circumstances, he/she must notify the hearing board Chair in writing. The Chair will determine whether to approve or deny the request to reschedule the hearing.~~

EXECUTIVE SUMMARY

- e. ~~No later than 5 days prior to the hearing, the parties will exchange the following information in writing:~~
 - (1) ~~A list of the names and addresses of the witnesses who may be called to speak at the hearing;~~
 - (2) ~~A concise summary of the anticipated statements of each witness;~~
 - (3) ~~Copies of all documents to be presented at the hearing; and~~
 - (4) ~~The name and title of the University Representative who will present the evidence on behalf of the university, and the name of the advisor, if any, who will be present to assist the student.~~

- f. ~~A student may challenge the participation of any member of the Hearing Board on the grounds of personal bias by submitting a written statement to the Chair setting forth the basis for the challenge no later than 7 days prior to the hearing. The Chair will determine whether to sustain or deny the challenge. If the challenge is sustained, a replacement member will be appointed to serve on the Hearing Board. If a challenge is filed against the Chair, the President will rule on the challenge.~~

- g. ~~Members of the university community will be expected to comply with any request or directive issued by the Chair in connection with a disciplinary proceeding, unless compliance would result in significant personal hardship or substantial interference with normal university functions.~~

- h. ~~For good cause shown by either party, the Chair may extend the times and deadlines required by these rules.~~

4. ~~Conduct of the Hearing~~

- a. ~~In order to preserve the confidential nature of the disciplinary process, and to protect the privacy interests of the student who is charged with the violation and the witnesses who may be called to testify, the hearing conducted by the Hearing Board will be closed.~~

EXECUTIVE SUMMARY

- b. ~~The Chair will preside at the hearing and will rule upon all procedural matters. The formal rules of evidence will not apply, although objections to the introduction of specific statements or documents may be considered by the Chair. Irrelevant, immaterial, privileged, or unduly repetitious information will be excluded. The Chair may establish reasonable limits upon the time allotted to the student and the University Representative for oral presentation and examination of witnesses.~~
- c. ~~The University Representative will present the information that supports the charges and sanction imposed, consistent with general principles of administrative law, the University Representatives will have the burden of showing that a violation of the Student Code of Conduct was more likely than not to have been committed by the student. If the student accepts responsibility for the violation charged, then the Hearing Board may focus the hearing on the appropriate sanction. A student may request that evidence regarding the appropriate sanction not be presented until after the Hearing Board has reached a decision regarding violation of the Student Code of Conduct.~~
- d. ~~Information regarding prior misconduct will not be used as proof of a current violation, but may be admitted for other purposes, such as to show that the student had prior experience relevant to the charge or to show that the student had previously been informed that the conduct was not acceptable. Evidence of prior misconduct may be considered by the Hearing Board in determining an appropriate sanction.~~
- e. ~~A student who fails to appear at the hearing will be deemed to have abandoned his/her request for an appeal, unless the student can demonstrate that an extraordinary circumstance prevented his/her appearance.~~
- f. ~~The student who is charged with the misconduct may be assisted throughout the proceeding by an advisor. If the student is represented by an attorney, the University Representative may also be represented by an attorney.~~

EXECUTIVE SUMMARY

- ~~g. The hearing will be recorded manually or by a recording device and will be transcribed in whole or in part on request of the student charged with the misconduct. The cost of such transcript will be paid by the student unless assessment of the cost is waived by the Vice President for Student Affairs.~~
- ~~h. Except as otherwise permitted by the Hearing Board Chair, witnesses will be excluded from the hearing except during their own testimony. However, a victim, as defined by applicable law and provided rights to attend such hearings by law, will be permitted to attend the hearing.~~
- ~~i. The order of presentation will be as follows:
 - ~~(1) The University Representative will present an opening statement, which summarizes what the information that has been gathered is expected to show.~~
 - ~~(2) The student or his/her legal representative may present an opening statement, or may reserve it until the presentation of his/her case.~~
 - ~~(3) The University Representative will call witnesses to provide statements under oath. Witnesses will be questioned by means of direct examination with no leading questions permitted. A leading question is one which suggests the desired response.~~
 - ~~(4) At the conclusion of each witness's statements, he or she may be questioned by the student or his/her legal representative, at which time leading questions are permitted.~~
 - ~~(5) Following the questioning by the student or his/her legal representative, the University Representative and the members of the Hearing Board may ask further questions of each witness.~~
 - ~~(6) Following the testimony of all witnesses called by the University Representative, the student then presents his/her case.~~
 - ~~(7) Each witness for the student is called to testify. The procedure remains the same as described above.~~~~

EXECUTIVE SUMMARY

- ~~(8) — Following the close of the student's presentation, the University Representative may call witnesses to refute statements made by the student or the student's witnesses. If such witnesses are called, they will be subject to the same procedure outlined above.~~
- ~~(9) — Throughout the proceeding, the parties may introduce written documents or other evidence previously disclosed.~~
- ~~(10) — Following the presentation of witnesses, the parties will be allowed to present closing statements which summarize the information that has been presented. The University Representative presents his/her closing statement first, followed by the student.~~

~~E. — Hearing Board Deliberations and Recommendation~~

- ~~1. — Following the presentation of information and closing statements, the members of the Hearing Board will discuss the information that has been presented and the reasonable inferences to be drawn from this information prior to reaching their decision. Only the members of the hearing board and its legal advisor, if any, may be present during the deliberations.~~
- ~~2. — Based solely upon the information presented during the hearing, the Hearing Board will formulate a recommendation to the Vice President for Student Affairs and others permitted to receive this information consistent with applicable law or policy, as to whether a violation of the Student Code of Conduct was more likely than not to have been committed by the student and what the appropriate sanction should be. At least three votes are necessary to make any recommendation.~~
- ~~3. — The Hearing Board will not deliberate on the appropriate sanction unless and until it determines that a violation of the student code of conduct occurred or the student has accepted responsibility for the violation. In determining the appropriate sanction, the hearing board may consider any mitigating or aggravating circumstances.~~
- ~~4. — The Hearing Board will render its recommendation after conclusion of hearing and deliberations, and will communicate the recommendation to the student, the Dean of Students, and to the Vice President for Student Affairs in writing no later than 3 days~~

EXECUTIVE SUMMARY

~~following the conclusion of the hearing. The written recommendation will include findings of fact and a statement of the reasons for the recommendation, and will be signed by the Chair.~~

~~F. Review and Decision by Vice President for Student Affairs~~

~~Following a review of the Hearing Board's recommendation, the Vice President for Student Affairs will render a decision which either affirms, denies or modifies the recommendation of the Hearing Board. If the Vice President does not accept the recommendation of the Hearing Board, the Vice President will explain any variance from the recommendation in the final decision. If the final decision does not support the student's position, the letter from the Vice President will also provide notice to the student of the right to seek judicial review pursuant to A.R.S. § 12-904. The Vice President will issue a written decision no later than 20 days following receipt of the Hearing Board's recommendation, except when it becomes necessary to conduct further investigation or to remand the matter to the Hearing Board, in which case the written decision will be transmitted no later than 20 days following completion of the investigation or the subsequent recommendation of the Hearing Board. Copies of the written decision will be promptly transmitted to the parties and to all members of the Hearing Board.~~

~~G. Request for Review or Rehearing~~

~~1. A student who is dissatisfied with the decision reached by the Vice President for Student Affairs may request a rehearing or review by filing a written request with the Vice President no later than 15 days following the date of delivery of the written decision. The decision of the Vice President is a final decision from the date it is issued, unless the student requests review or rehearing within 15 days after it is issued. A review or rehearing is not an appeal; it is an opportunity for the student to make the decision-maker aware of irregularities or illegalities in the proceedings or of significant new evidence that could not have been provided to the Hearing Board for consideration prior to decision. The request shall be based on one or more of the following grounds:~~

~~a. Irregularities in the proceedings, including but not limited to any abuse of discretion or misconduct by the Hearing Board or by the Dean, which has deprived the student of a fair and impartial disciplinary process;~~

~~b. Newly discovered material evidence which could not have been presented during the fact-finding or hearing process;~~

EXECUTIVE SUMMARY

- ~~c. Excessive severity of the sanction; or~~
- ~~d. The decision is not reasonably justified by the evidence or is contrary to law.~~
- ~~2. Following receipt of the student's request for review, the Vice President for Student Affairs will first determine whether the student's request sets forth a proper ground for review or rehearing and then will make whatever review is deemed necessary to resolve the issues that have been raised.~~
- ~~3. The Vice President for Student Affairs will respond in writing to the student's request for review or rehearing within 15 days of receipt of the request. The Vice President may uphold or modify the previous decision, or grant a rehearing on the issues raised by the request. The decision of the Vice President is final.~~

EXECUTIVE SUMMARY

5-404 Disciplinary Files and Records

A. Holds on Records

The ~~Dean of Students' office~~ UNIVERSITY may place a hold on a student's academic and other institutional records ~~should~~ IF the student refuseS to respond to, or comply with, the procedures or sanctions imposed in accordance with ~~these rules~~ UNIVERSITY DISCIPLINARY PROCEDURES.

B. Student Disciplinary Records

1. Disciplinary records will be maintained in accordance with each university's retention policies. Disciplinary records may be retained for a longer period, or permanently, if so specified in the sanctions applied.

This page intentionally left blank

Executive Summary

Item: **Addendum to Arizona State University’s 2015-2016 Academic Strategic Plan (ASU)**

Action Item Discussion Item Information Item

Issue: The board is asked to approve the addendum for Arizona State University’s 2015-2016 Academic Strategic Plan.

Background

At the November 2014 ABOR meeting, the board approved Arizona State University’s academic plan for 2015-2016. As provided in the board policy, Academic Strategic Plans may be modified during the year with the approval of the Academic and Student Affairs Committee.

Statutory/Policy Requirements

ABOR Policy 2-223.A, “The Academic Strategic Plan”

Discussion

ASU proposes the establishment of a Bachelor of Science in Human Systems Engineering in response to industry and student demand in a unique market.

ASU also proposes the disestablishment of “high demand” programs that have not had any student enrollment, are duplicative due to reorganizations, or have been modified into a different program.

Committee Review and Recommendation

The Academic and Student Affairs Committee will review this request at its meeting on April 8, 2015.

Recommendation to the Board

It is recommended that the board approve the addendum to the 2015-2016 Academic Strategic Plan for Arizona State University, as presented in this executive summary.

Contact Information

Robert E. Page, Jr., Provost, ASU 480-965-1244 robert.page@asu.edu
Stephanie Jacobson, ABOR 602-229-2529 stephanie.jacobson@azregents.edu

Executive Summary

Arizona State University

ACADEMIC PROGRAMS

Table 1 - Proposed New Programs

Name of Proposed Degree (degree type and major)	College/School (location)	Program Fee Required? (Yes or No)	Additional State Funds Required? (Yes or No)	Brief Description/Justification (max 100 words).	Projected 3 rd Year Enrollment & Implementation Date
Bachelor of Science in Human Systems Engineering	Ira A. Fulton Schools of Engineering/ Polytechnic School (Polytechnic)	Yes	No	The BS in Human Systems Engineering provides students who design and build technology and systems for humans with the theoretical background and methodological skills to build systems that place humans at the center. Students will be well-grounded in psychological science and capable of understanding the implications of this science for engineering endeavors. Human Systems Engineering skills are increasingly valued by industry, yet are not typically covered in traditional psychology or engineering programs. The existing differential tuition for students in the Ira A. Fulton Schools of Engineering will apply. <i>Delivery Method: On-Campus and ASU Online</i>	150 Fall 2015

Executive Summary

Table 2 - High Demand Programs Proposed for Elimination

Program	College/School (location)	Justification/Brief Description (max 100 words)	Impact on Current Students (max 100 words)
Undergraduate Degree Programs			
B.S. in Health Systems Management TSHSYMBS 51.0701	College of Health Solutions (Downtown Phoenix)	The BS in Health Systems Management was established through the College of Technology and Innovation at the Polytechnic campus. The degrees in health-related fields are now consolidated in the College of Health Solutions. The BS in Health Systems Management is being disestablished because students will be served better through the BS in Science of Health Care Delivery and BS in Public Health, both offered by the College of Health Solutions.	The 2 current students will be advised into a new major or allowed to continue until they graduate by fall 2018
B.S. in Engineering Interdisciplinary Studies ESEISBS 14.9999	Ira A. Fulton Schools of Engineering (Tempe)	Established in the 1970s, this program has not seen any enrollment since 2007 and is dormant.	No students are currently enrolled in the program.
B.S. in Product Development and Manufacturing Technology TSMETBS 15.0613	Ira A. Fulton Schools of Engineering/ Polytechnic School (Polytechnic Campus)	Low program enrollment does not support the continuation of degree.	The 5 current students will be given the opportunity to complete their degree through spring 2017.

Executive Summary

Graduate Degree Programs			
Doctor of Nursing Practice in Adult Nurse Practitioner NUANPADDNP 51.3818	College of Nursing and Health Innovation (Downtown Phoenix)	National certification requirements changed to require Adult-Gerontology Nurse Practitioner instead of Adult Nurse Practitioner focus. A new program has already been established to address industry demand. This program is now dormant.	No students are currently enrolled in the program.
Doctor of Nursing Practice in Adult Psychiatric Mental Health Nurse Practitioner NUANPPMDNP 51.3818	College of Nursing and Health Innovation (Downtown Phoenix)	National certification requirements changed to require Child/Family Psychiatric Mental Health Nurse Practitioner. A new program has already been established to address industry demand. This program is now dormant.	No students are currently enrolled in the program.
Doctor of Nursing Science in Nursing NUNURDNS 51.1601	College of Nursing and Health Innovation (Downtown Phoenix)	This program has been transitioned to the PhD in Nursing and Health Innovation.	No students are currently enrolled in the program.
Master of Education in Teaching and Learning EDDCIMED 13.1202	Mary Lou Fulton Teachers College/ Educational Leadership & Innovation Division (Tempe)	The following three concentrations have been created in the Curriculum and Instruction MEd: Autism Spectrum Disorders, Applied Behavior Analysis, or Gifted Education. The creation of these three new concentrations has aligned the coursework that was the MEd in Teaching and Learning, thus making the program now duplicative.	This program is currently closed for admissions. We will allow the students (192 enrolled) that are currently in this program to finish under this degree or they have the option of switching to one of the other programs that has the appropriate concentration name (Autism Spectrum Disorders, Applied Behavior Analysis, or Gifted Education) in Curriculum and Instruction Med

Executive Summary

Doctor of Philosophy in Educational Technology EDTECHPHD 13.0501	Mary Lou Fulton Teachers College/ Educational Leadership & Innovation Division (Tempe)	Our PhD in Learning, Literacies, and Technologies embeds technology which makes this program now duplicative.	This program is currently closed for admission. We will allow the 22 currently enrolled students to complete the program and thus will have no impact on them. After all students have graduated, which will be no later than fall 2023, we will finalize the paperwork.
--	---	---	--

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Master of Sports Law and Business Academic Program (ASU)

Action Item Discussion Item Information Item

Issue: The board is asked to approve Arizona State University's request to establish the Master of Sports Law and Business academic program that will be funded through program fees.

Background

- As required by ABOR Policy 2-223.B.4, a new program proposed on the Academic Strategic Plan that will require a program fee to implement requires additional approval by the Academic and Student Affairs committee prior to the university submitting the fee request to the board.

Policy Requirements

ABOR Policy 2-223.B. – Academic Degree Programs

Discussion

Arizona State University requests to implement the Master of Sports Law and Business in the Sandra Day O'Connor College of Law, which will be funded through a program fee. Please refer to Attachment A for the request.

Committee Review and Recommendation

The Academic and Student Affairs Committee will review this request at its meeting on April 8, 2015.

Recommendation to the Board

It is recommended that the board approve Arizona State University's request to establish the Master of Sports Law and Business academic program that will be funded through program fees, as presented in this executive summary.

Contact Information:

Robert E. Page, Jr., Provost, ASU
Stephanie Jacobson, ABOR

(480) 965-1224
602-229-2529

robert.page@asu.edu
stephanie.jacobson@asu.edu

Attachment A – Arizona State University

Request to Establish a New Academic Program Requiring a Program Fee

Program Name / Degree:	Master of Sports Law and Business				
Requested by	Sandra Day O'Connor College of Law (Tempe)				
Initial Student Enrollment (Sem/Yr)	Fall 2015				
Level	Graduate				
CIP Code	22.9999				
Program Description	The Sandra Day O'Connor College of Law at Arizona State University, in partnership with the W. P. Carey School of Business and in full cooperation with ASU's Athletics Department, will offer the only graduate program in the United States that provides students with the training to understand the regulatory (legal and policy) and revenue (business, branding, operations, and marketing) forces that drive the global sports industry.				
Justification for Program (State /regional need; relationship to institutional and system strategic plans)	The Master of Sports Law and Business is currently an emphasis area in the Master of Laws degree program, and this new degree will be the only graduate degree in the United States designed to provide students with the training to understand the regulatory (legal and policy) and revenue (business, branding and marketing) forces that drive the increasingly global sports industry. The degree will be offered in partnership with the W.P. Carey School of Business and Sun Devil Athletics. Problem- and project-based legal and business curricula will prepare students with necessary skills to address difficult issues present in the sports industry.				
Projected Student Demand	5-year projected annual enrollment				
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
	30	35	40	45	50

Description of and Rationale for Program Fee	<p>Program Fee Per Semester: \$36,500 (resident)/ \$43,200 (non-resident), inclusive of tuition.</p> <p>The program fee is necessary to provide an intensive and career-focused program for students. It is very difficult for students to enter the sports industry unless they have experience solving the kinds of problems that are unique to that industry. This program is designed to provide small classes in which students are exposed to the major problems arising in the sports industry. This close engagement with faculty and professionals is critical in order to prepare students for entry, as problem-solvers, into the sports industry. Without these kinds of experiences, they lack marketability to work in the industry. Also, entry into the sports industry is exceedingly competitive and requires specialized and individually focused career counseling. This program, therefore, includes a strategic career planning and internship/special projects class, designed to help the students develop a plan that will optimize the likelihood of their obtaining employment within the industry.</p>
---	--

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Addendum to the 2015-2016 Academic Strategic Plan for Northern Arizona University (NAU)

Action Item Discussion Item Information Item

Issue: The board is asked to approve the addendum for Northern Arizona University's 2015-2016 Academic Strategic Plan.

Background

- At the March 2015 ABOR meeting, the Academic Strategic Plan for Northern Arizona University was approved. As provided in board policy, Academic Strategic Plans may be modified during the year with the approval of the Academic and Student Affairs Committee.

Statutory/Policy Requirements

ABOR Policy 2-223. A.4 – The Academic Strategic Plan

Discussion

Northern Arizona University proposes the following changes to the 2015-2016 Academic Strategic Plan:

- Increase the number of credits from 120 to 121 credits required for the Bachelor of Science in Special and Elementary Education

The description and rationale for the proposed changes are in Attachment A.

Committee Review and Recommendation

The Academic and Student Affairs Committee will review this request at its meeting on April 8, 2015.

Recommendation to the Board

It is recommended that the board approve the addendum to Northern Arizona University's 2015-2016 Academic Strategic Plan, as presented in this executive summary.

Contact Information:

Laura F. Huenneke, NAU 928-523-2230
Stephanie Jacobson, ABOR 602-229-2529

Laura.Huenneke@nau.edu
stephanie.jacobson@azregents.edu

EXECUTIVE SUMMARY

Attachment A

Northern Arizona University
2015-2016 Academic Programs

Table 1 – Program Changes

Other Changes (> 120 hours programs; > 64 transfer credits)	College/School	Brief Description	Justification
>120 Credit Hours	College of Education	The Bachelor of Science in Education, Special and Elementary Education will need to increase the number of required credits from 120 to 121 credits.	The change in credit hours is necessary as a result of Arizona Department of Education changes to the special education certification requirements which include the addition of practicum hours and an additional special education course.

EXECUTIVE SUMMARY

Item Name: Sixth Amendment to the Arizona Board of Regents Cash Balance Pension Plan

Action Item Discussion Item Information Item

<p>Issue: The board is asked to approve the Sixth Amendment to the Arizona Board Regents Cash Balance Pension Plan, which amends the definition of Pay-Based Credit in the Cash Balance Pension Plan.</p>
--

Background

- History of the Cash Balance Pension Plan:
 - In 1997, Congress enacted changes to the Internal Revenue Code of 1986 (the “Code”) which would allow the Board to create a qualified Cash Balance Pension Plan (“Plan”).
 - In June 1998, the Board was asked to replace the Deferred Compensation Agreements with the Plan for the benefit of the University Presidents and the Board President. This Plan was more appropriate for several reasons:
 - The University and Board Presidents could be 100% vested in his or her accrued benefits held under the Plan. The benefits are not subject to substantial risk of forfeiture and did not require the participant to be employed as of a specific vesting date.
 - Accrued benefits under the Plan are not subject to employment taxes (Social Security and Medicare) at the time the benefits are contributed to the Plan or when distributed.
 - Accrued benefits under the Plan are not subject to federal and state income tax until actually received by the participant.
 - Plan benefits received by a participant may be rolled over tax-free to an IRA or another qualified plan, permitting the individual to defer the payment of any federal and state income tax on the benefits until the participant has attained age 70½.

Contact Information:

Mary Adelman, Mary.Adelman@azregents.edu, 602-229-2523

EXECUTIVE SUMMARY

- The Board approved the Plan in June 1998 with an effective date of July 1, 1998. The Plan was amended and restated in 2008 and the Board received a favorable letter of determination from the IRS in April 2011.
- Presidents Cheng, Crow, Hart, Klein and Presidents Emeriti Coor and Haeger currently participate in the Plan.

Discussion

- The Board has received legal advice regarding the Cash Balance Pension Plan from its tax counsel Mr. Charles Whetstine, who has prepared the proposed amendment.
- The proposed amendment includes a change to the definition of Pay-Based Credit. The change is required to mirror the terms of President Cheng's, President Crow's, President Hart's and President Klein's contracts.

Recommendation to the Board

It is recommended that the board approve the Sixth Amendment to the Cash Balance Pension Plan as presented in this executive summary.

EXECUTIVE SUMMARY

**SIXTH AMENDMENT
TO
ARIZONA BOARD OF REGENTS
CASH BALANCE PENSION PLAN
AS RESTATED EFFECTIVE JULY 1, 2008**

WHEREAS, the Arizona Board of Regents (the "Board"), a body corporate created by the Arizona Constitution with powers enumerated in Article 2, Chapter 13, Title 15, Arizona Revised Statutes (A.R.S. sections 15-1621, et seq.), adopted in amended and restated form the Arizona Board of Regents Cash Balance Pension Plan (the "Plan"), effective July 1, 2008, to provide retirement benefits to certain employees of the Board and Universities; and

WHEREAS, the Board is authorized, pursuant to Section 12.01 of the Plan, to adopt amendments to the Plan; and

WHEREAS, the Board desires to adopt amendments to the Plan to designate the Pay-Based Credit to be made on behalf of the Presidents of the Universities and the President of the Board of Regents.

NOW, THEREFORE, pursuant to the authority granted in Section 12.01 of the Plan, the following amendments are adopted, effective as hereafter provided:

1. Section 1.25, "Pay-Based Credit," of SECTION 1, DEFINITIONS, is amended in its entirety, effective July 1, 2010, to read as follows:

"1.25 'Pay-Based Credit,' except as set forth below, for a Participant in a given Plan Year means 18% of Compensation for that Plan Year. For the Plan Years beginning on or after July 1, 2012 and before July 1, 2017, for the Participant who was the President of the University of Arizona as of July 1, 2012, 'Pay-Based Credit' means \$85,500 for each Plan Year. For the Plan Years beginning

EXECUTIVE SUMMARY

on or after July 1, 2012 and before July 1, 2014, for the Participant who was the President of the Arizona State University as of July 1, 2012, 'Pay-Based Credit' means \$85,500 for each Plan Year. For the Plan Year beginning on or after July 1, 2014 and before July 1, 2015 for the Participant who was the President of the Arizona State University as of July 1, 2012, 'Pay-Based Credit' means \$95,475 for such Plan Year. For the Plan Years beginning on or after July 1, 2015 and before July 1, 2019 for the Participant who was the President of the Arizona State University as of July 1, 2012, 'Pay-Based Credit' means \$102,600 for each Plan Year. For the Plan Year beginning on or after July 1, 2013 and before July 1, 2014, for the Participant who was the President of Northern Arizona University as of July 1, 2013, 'Pay-Based Credit' means \$54,000 for such Plan Year. For the Plan Years beginning on or after July 1, 2014 and before July 1, 2017, for the Participant who was the President of Northern Arizona University as of August 15, 2014, 'Pay-Based Credit' means \$70,200 for such Plan Years. For the Plan Years beginning on or after July 1, 2013 and before July 1, 2017, for the Participant who was the President of the Board of Regents as of February 4, 2013, 'Pay Based Credit' means \$54,000 for each Plan Year. If a Participant is actively employed for less than a full Plan Year, the 'Pay Based Credit' dollar amount sent forth above shall be multiplied by a fraction where the numerator is the number of whole months during a Plan Year that the Participant was actively employed by the Employer and the denominator is twelve (12).

For Participants over Normal Retirement Age, the 'Pay-Based Credit' for a Plan Year will be the greater of the credit defined above and the amount required to increase the Account Balance in an Actuarially Equivalent manner to the end of the Plan Year."

2. Nothing in this Fifth Amendment shall be construed to adversely affect the rights of any Participant to any benefit provided under the Plan or to decrease any accrued benefit under the Plan, except to the extent permitted under the Code or necessary to maintain the Plan as one qualified under Section 401(a) of the Code.

Executive Summary**Item Name: Proposed Revision to ABOR Policy 3-101, “Accounts and Fund Depositories” (First Reading)** Action Item Discussion Item Information Item

Issue: The board is asked to review a proposed revision to ABOR Policy 3-101 that would delegate to the universities the authority to establish depository accounts at financial institutions.

Background

- ABOR Policy 3-101, Accounts and Fund Depositories currently requires that each university deposit its funds only in accounts authorized by the board. These accounts must be in banks or other financial institutions that have been approved in advance by the board.

Discussion

- The universities typically issue a request for proposal for banking services. A university committee is then established to evaluate the proposals. Firms are selected based on many criteria, such as qualifications and experience, customer service, reporting, pricing and quality.
- However, there are circumstances when the university must act quickly to take advantage of investments in money market funds or other interest-bearing accounts that may pay higher interest rates, but still provide more liquidity than longer-term investments.
- The proposed revisions would delegate authority to the universities to establish depository accounts at financial institutions consistent with Board policy 3-103, which delegates to the university president the ability to execute contracts when the delegation of authority is warranted to improve efficiency and effectiveness of university operations; and Board policy 3-301 which provides guidance on university investments and provides flexibility for investment of university funds.
- The revisions are consistent with board practice of delegating authority for operational decisions to the university presidents.

Recommendation to the Board

It is recommended that the board review on first reading the proposed revisions to ABOR Policy 3-101, “Accounts and Fund Depositories,” as presented in this Executive Summary.

BUSINESS AND FINANCE

A. AUTHORIZATION

3-101 Accounts and Fund Depositories

- A. ~~Each university may deposit its funds only in accounts authorized by the Board. These accounts must be in banks or other financial institutions which have been approved in advance by the Board of Regents as acceptable depositories for university funds.~~

EACH UNIVERSITY MAY SELECT ONE OR MORE DEPOSITORIES AS PLACES OF DEPOSIT FOR ITS UNIVERSITY FUNDS. UNIVERSITY FUNDS SHALL BE EITHER DEPOSITED IN THE DEPOSITORY BANK OR BANKS OR INVESTED AS AUTHORIZED BY BOARD POLICY 3-301.

Executive Summary**Item Name: Proposed Revision to ABOR Policy 4-103, "Collection of Fees"
(First Reading)** Action Item Discussion Item Information Item

Issue: The board is asked to review a proposed revision to ABOR Policy 4-103 that would provide the Universities flexibility in managing student delinquent financial obligations.

Background

- ABOR Policy 4-103 requires that the universities collect, at the time of registration, the payment or promise of payment of fees owed to the university by the student.
- Currently students with delinquent obligations of \$200 or more are not allowed to register for classes and receive other services.
- In 2008, board policy was revised to increase the maximum student delinquent financial obligation at registration from \$25 to \$200. At the time, raising the limit to \$200 allowed students to register for classes unimpeded by relatively minor outstanding bills.
- However, with the increase in tuition, impact of the great recession, and complexity of financial aid and other payment arrangements, additional flexibility is useful in assisting individual students to meet their financial obligations while pursuing higher education.

Discussion

- Delays in registration can have severe consequences since registration is allowed for a relatively brief time before the start of each semester. Missing the registration window due to temporary or minor outstanding financial obligations cause students to face circumstances such as lost financial aid and delayed graduation.

Jennus Burton, NAU
Morgan Olsen, ASU
Gregg Goldman, UA
Gale Tebeau, ABOR

928.523.8871
480.727.9920
520.621.5977
602-229.2522

jennus.burton@nau.edu
morgan.r.olsen@asu.edu
ggoldman@email.arizona.edu
gale@azregents.edu

Executive Summary

- The Universities will continue to implement policies for payment and collection of tuition, university student fees, residence hall/meal plan charges, and other charges.
- Federal financial aid may not be used to pay prior year financial obligations unless authorized by the student. Title IV money will pay up to \$200 of past term charges provided the student has authorized the university to do so. This restriction will not change.
- The policy revision provides the Universities flexibility to work with an individual student which greatly benefits the student, particularly those who support themselves. This flexibility allows a student to remain enrolled and to make progress toward a degree while meeting their financial obligations. Lost tuition revenue from students failing to enroll far exceeds the potential fee revenue for delinquent accounts.

Recommendation to the Board

That the board review on first reading the proposed revisions to ABOR Policy 4-103, "Collection of Fees," as presented in this Executive Summary.

Executive Summary

4-103 Collection of Fees

- A. The universities shall collect at the time of registration, the payment or promise of payment of those fees which are required for the proper operation of the universities and which are subject to the control of and disbursement by the universities.
- B. Each university shall establish procedures to collect outstanding obligations owed by students and former students.

B.4.C. Each university shall maintain a system to record all delinquent financial obligations owed to that university by students and former students.

1. A UNIVERSITY MAY TAKE ANY OR ALL OF THE FOLLOWING ACTIONS FOR DELINQUENT STUDENT ACCOUNTS:
 - a. DENY OR CANCEL REGISTRATION;
 - b. WITHHOLD cash refunds (to the extent permitted by law) and the PROVISION OF SERVICES, GRADE REPORTS, TRANSCRIPTS, DIPLOMAS, AND GRADUATION;
 - c. TERMINATE AGREEMENTS FOR STUDENT OR FAMILY HOUSING and/or take other action WHEN financial obligations RELATE TO HOUSING;
 - d. Use outside collection agencies, REPORT TO CREDIT BUREAUS, and assess related fees;
 - e. Follow accepted accounting principles and business practices to determine when to write-off delinquent financial obligations; and
 - e. OTHER MEASURES AS PERMITTED BY LAW.

~~3. Students with delinquent obligations shall not be allowed to register for classes, receive cash refunds or obtain transcripts, diplomas or certificates of degree without university approval. The university may allow students to register for classes if the delinquent obligation is \$200 or less. The university will not allow students to obtain transcripts, diplomas or certificate of degree if the delinquent obligation is \$25 or more.~~

~~4. Unpaid obligations shall remain a matter of record until students and former students satisfy their financial obligations or until satisfactory arrangements for repayment are made with the university.~~

~~5. The university may write off delinquent financial obligations of students according to accepted accounting principles and after appropriate collection efforts. No such write-off shall operate to relieve the student of liability for the obligation nor shall such write-off entitle the student to release of any transcript, diploma or certificate of degree or to register for further university classes, except as permitted in this policy, until such obligation is actually paid.~~

~~6. Each university shall include this policy in its bulletin or catalog.~~

This page intentionally left blank

EXECUTIVE SUMMARY

Item Name: Sale of Land Parcel at ASU Polytechnic Campus (ASU)

Action Item Discussion Item Information Item

Issue: The board is asked to approve Arizona State University's request to sell an approximately 4.758-acre parcel of land at the ASU Polytechnic Campus to the Corporation of the Presiding Bishop of the Church of Jesus Christ of Latter-Day Saints for a Religious Studies Institute.

Statutory/Policy Requirements

- ABOR Policy 7-204(A) requires Business and Finance Committee review and board approval of the sale of real property valued at over \$250,000.
- ABOR Policy 7-204(A) requires sales of real property by public auction.
- ABOR Policy 7-204(A) requires that any request for authorization to sell property shall include a legal description of the property.
- ABOR Policy 7-206(B) requires two appraisals for the sale of real property over \$1,000,000. All appraisals shall be independent, unilaterally requested and paid for by the University.

Background

At the November 17, 2012 meeting, the board authorized Arizona State University (ASU) to enter into a 99-year Ground Lease of approximately 4.92 acres at the Polytechnic Campus to the Corporation of the Presiding Bishop (CPB), which required the CPB to use the site for a Religious Studies Institute similar to that operated by the CPB on its site on the Tempe campus. A subsequent survey indicates the parcel of land contains approximately 4.758 acres of land (the "Property").

CPB has offered to purchase the Property and assume all liability and responsibility for the Property. ASU has determined that it is in its best interest to sell the Property to the lessee and to terminate the 99-year Ground Lease. An auction of the Property is not practical, and ASU requests a waiver of the auction requirement.

Contact Information:

Morgan.R.Olsen, Executive Vice President, Treasurer and CFO; (480) 727-9920; Morgan.R.Olsen@asu.edu

EXECUTIVE SUMMARY

Strategic Implications/Key Findings

- The Religious Studies Institute will provide enhanced opportunities to ASU's student body and further the academic mission of ASU.
- The Property will be subject to a recorded use restriction requiring it to be used as a Religious Studies Institute.
- ASU will retain the right to approve future design and development of improvements on the Property. This will ensure that the design of the Property will be consistent with ASU's Campus Master Plan; promote an integrated approach to development, protection, maintenance and improvement of the Polytechnic Campus; and enhance the attractiveness and desirability of the Polytechnic Campus.

Summary of Terms

- The sale price for the Property (vacant land value) is \$984,477.
- ASU obtained two appraisals for the Property dated July 12, 2014, and August 14, 2014, the dates of which are within the spirit of the ABOR appraisal requirement.
- The Property will be encumbered by certain use, development and maintenance covenants as a requirement of the sale.

Fiscal Impact and Management Plan

- Proceeds from the sale will be used to fund capital improvements of facilities and infrastructure on the ASU Polytechnic Campus.

Committee Review and Recommendation

The Business and Finance Committee will review this item at its April 8, 2015 meeting.

Recommendation to the Board

It is recommend that the board authorize Arizona State University to sell the Property to the Corporation of the Presiding Bishop of the Church of Jesus Christ of Latter-Day Saints for the sales price of \$984,477, and that the President of ASU, the Executive Vice President, Treasurer and Chief Financial Officer of ASU, and the Assistant Vice President for University Real Estate Development of ASU are each separately authorized in the name of and on behalf of the board, to take all appropriate actions to finalize negotiations and to execute and deliver any and all documents associated with

EXECUTIVE SUMMARY

and to consummate the sale of approximately 4.758 acres of land located at the Polytechnic Campus on the northwest corner of Sterling Street and Innovation Way, Mesa, Arizona, on substantially the terms described herein.

Appendix

Exhibit A - Legal Description

Exhibit B - Location Map

EXECUTIVE SUMMARY

EXHIBIT A - LEGAL DESCRIPTION

**Real Property Legal Description
Approved Religious Studies Institute Site**

That portion of the Southwest Quarter of Section 30, Township 1 South, Range 7 East, Gila and Salt River Base and Meridian, Maricopa County, Arizona, more particularly described as follows:

Commencing at the West quarter corner of said Section 30, said point being a found Maricopa County Highway Department Brass Cap in Handhole, from which the Southwest corner of Section 30 bears South 00 degrees 56 minutes 53 seconds East, for a distance of 2631.43 feet, said point being a found Maricopa County Department of Transportation Brass Cap in Handhole;

Thence North 88 degrees 42 minutes 19 seconds East, for a distance of 1450.81 feet, to a found Brass Cap flush stamped "WGA 1995", said point being the Northeast corner of the most Northerly property line of that certain described property recorded in Document No. 2004-0996390, of the official records of the Office of the County Recorder for Maricopa County, Arizona;

Thence South 89 degrees 39 minutes 19 seconds East, along said Northerly property line, for a distance of 892.78 feet, to a found Brass Cap flush stamped "WGA 1995";

Thence South 00 degrees 31 minutes 42 seconds West, along an Easterly property line of that certain described property recorded in Document No. 2004-0996390, of the official records of the Office of the County Recorder for Maricopa County, Arizona, for a distance of 896.12 feet, to a found Brass Cap flush stamped "WGA 1995";

Thence South 02 degrees 49 minutes 15 seconds West, for a distance of 212.48 feet, to a point on a non-tangent curve, concave to the West, whose center bears South 81 degrees 26 minutes 07 seconds West, for a distance of 766.00 feet, said non-tangent point being the **POINT OF BEGINNING**;

Thence Southerly along said curve, through a central angle of 09 degrees 30 minutes 34 seconds, for an arc length of 127.13 feet, to a non-tangent point;

Thence South 00 degrees 54 minutes 30 seconds West, for a distance of 479.38 feet;

Thence South 45 degrees 39 minutes 03 seconds West, for a distance of 42.62 feet;

Thence North 89 degrees 36 minutes 24 seconds West, for a distance of 305.77 feet;

Thence North 00 degrees 54 minutes 30 seconds East, for a distance of 425.45 feet;

Thence North 01 degrees 31 minutes 43 seconds East, for a distance of 178.54 feet;

EXECUTIVE SUMMARY

Thence North 84 degrees 44 minutes 11 seconds East, for a distance of 325.26 feet, to the **POINT OF BEGINNING.**

EXCEPT all geothermal and mineral rights as reserved in Deed recorded in Document No. 96-0730906 of the official records of the Office of the County Recorder for Maricopa County, Arizona.

[END OF LEGAL DESCRIPTION]

EXECUTIVE SUMMARY

EXHIBIT B - LOCATION MAP



EXECUTIVE SUMMARY

Item Name: Lease of Real Property for Student Housing (ASU) Action Item Discussion Item Information Item

Issue: The board is asked to approve Arizona State University's request for standing approval to enter into leases with multiple commercial apartment facilities for the purpose of student housing at an annual cost exceeding \$500,000.

Statutory/Policy Requirements

ABOR Policy 7-207(A)(2) requires Business and Finance Committee review and board approval for leases of real property by Arizona State University ("ASU") if the annual rent including tax, insurance and maintenance payable by the University exceeds \$500,000.

Background

In February 2014, the board approved ASU's request to enter into a Sublease with subsidiaries of American Campus Communities requiring annual payment in excess of \$500,000. This strategy has proven instrumental in allowing ASU to expand and provide housing to Barrett Honors College and registered Fraternity/Greek Organization students. As overall demand for student housing continues to grow, the University intends to create additional residential communities by leasing facilities proximate to current University locations. Increased housing demand is driven by freshman enrollment, upperclass renewal, transfer students, and international programs. The ability for ASU to incorporate leased facilities into local operational planning and decision making is a key element in managing student growth over the next several years.

Strategic Implications

University Housing exists to provide safe, clean, affordable housing that encourages connection, engagement, and involvement through student programming opportunities. Student success and student retention rates improve significantly when students reside on campus. Among first-time full-time freshman, 83% of those who live on campus return the following year as compared to 80% of those who reside elsewhere. ASU has determined that these retention efforts are supported in a significant way through management and programming of housing facilities. Purposeful student programming and the relationship development that occurs by having staff living in and interacting directly with students has been proven to increase student satisfaction, involvement and retention across the nation.

Contact Information:

Morgan R. Olsen, Executive Vice President, Treasurer and CFO; (480) 727-9920; Morgan.R.Olsen@asu.edu

EXECUTIVE SUMMARY

ASU views leasing of facilities proximate to campus locations as a key component in managing student residential housing demand as well as providing the opportunity to further pursue the strategic initiative to manage and program student housing across ASU's four campuses.

Key Data/Findings

Demand for University managed student housing continues to grow. Last year, ASU denied over 600 applications to live on campus from upperclass students. The demand for International student programs requiring housing tripled last year and is expected to continue to increase next year. With slightly more than four months remaining until the start of the Fall 2015 Semester, in addition to the 2,100 upperclass students already assigned to beds, there are currently 1,460 applicants for the remaining 135 available beds. ASU anticipates that demand for University managed student housing will continue to grow in future years and seeks flexibility to lease facilities to provide the requested housing.

Summary of Sublease Terms

- ASU proposes to lease facilities proximate to campus locations for periods of time up to thirty-six (36) months.
- The number of leased units will be adjusted annually based on projected student demand.
- ASU will lease units annually at the then current leasing rates based on apartment configuration plus utilities. ASU will further license the units to students with all revenue from the licenses accruing to ASU. ASU license revenue will be used to fund the lease payments.
- ASU will annually provide to board staff a report of leases entered into in accordance with this approval.

Fiscal Impact and Management Plan

Leases will be funded by University Housing revenues.

Recommendation to the Board

It is recommended that the board approve Arizona State University's request to enter into leases with commercial apartment facilities in accordance with the terms and conditions described in this executive summary, including the ability to enter into leases requiring annual payment in excess of \$500,000. The President of ASU, the Executive Vice President, Treasurer and Chief Financial Officer of ASU, and the Assistant Vice President for University Real Estate Development of ASU are each separately

EXECUTIVE SUMMARY

authorized in the name of and on behalf of the board, to take all appropriate actions to finalize negotiations and to execute and deliver any and all documents associated with and to consummate the lease transactions and licenses on substantially the terms described herein.

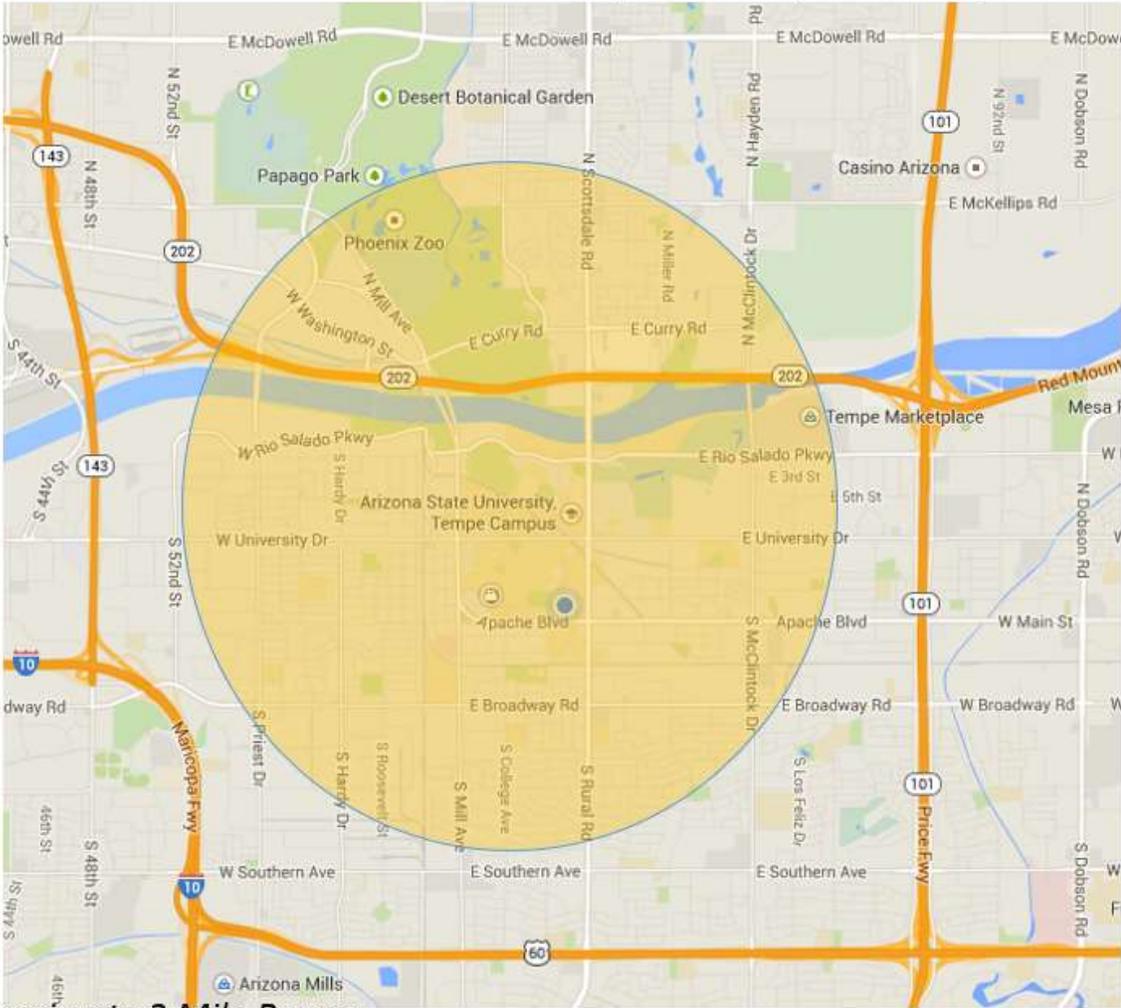
Appendix

Exhibit A - Campus Location Maps

EXECUTIVE SUMMARY

EXHIBIT A - CAMPUS LOCATION MAPS

Arizona State University - Tempe Campus



Approximate 2 Mile Range

EXECUTIVE SUMMARY

Arizona State University – Downtown Campus



Approximate 2 Mile Range