



**2015-2017**

**Arizona State University  
Five-Year Strategic Plan**

**Submitted to the  
Arizona Governor's Office of  
Strategic Planning and Budgeting**

**Revision  
October 01, 2015**

**University Office of Institutional Analysis**



## **Five-Year Strategic Plan**

### **ASU at the Tempe Campus**

**Revision  
October 01, 2015**

**University Office of Institutional Analysis**

**2015 - 2017 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

ASA 0.0	<b>Agency Summary</b>
	ASU - TEMPE
Dr. Michael Crow, President (480) 965-8972 A.R.S. § 15-1601 Plan Contact: Melinda Gebel, Director, Institutional Analysis (480) 965-2318	

**Mission:**

*To provide outstanding programs of undergraduate and graduate education, cutting-edge research, and public service for the citizens of the State of Arizona with special emphasis on the Phoenix metropolitan area.*

**Description:**

Arizona State University at the Tempe Campus, which includes the Downtown Phoenix campus, is a major public research university offering programs from the baccalaureate through the doctorate to about 73,500 Tempe campus and nearly 24,000 Downtown campus full-time and part-time students and applying the strongest features of the traditional major research university to the rapidly evolving needs of the metropolitan Phoenix area and Arizona. The Tempe campus plays an extensive role within Arizona State University by providing high quality graduate training at the doctoral level and serving as the only Carnegie Foundation-designated Doctoral/Research-Extensive campus in the metropolitan Phoenix area.

ASA 1.0	<b>Program Summary</b>
	INSTRUCTION
Melinda Gebel, Director Institutional Analysis (480) 965-2318 A.R.S. § 15-1601	

**Mission:**

*To offer high quality academic degrees, general studies, and honors programs that prepare graduates for personal growth, fulfilling careers, and lifelong contributions to the quality of intellectual life in the community, state, region, and nation.*

**Description:**

Instruction is comprised of activities carried out during the academic year, summer sessions, and other periods outside the regular term and associated with degree credit and non-credit academic courses. This program also includes faculty departmental research and public service activities that are not separately budgeted and academic administration where instruction plays an important role, such as at the dean and department chair levels.

◆ **Goal 1** To improve the quality of undergraduate education.

- Objective:** 1 FY2015: Improve student efficiency in time to baccalaureate degree completion in 2014-15  
FY2016: Improve student efficiency in time to baccalaureate degree completion in 2015-16  
FY2017: Improve student efficiency in time to baccalaureate degree completion in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Average years taken by freshman students to complete a baccalaureate degree program	4.4	4.4	4.3

- Objective:** 2 FY2015: Ensure availability of capstone and research-related courses for undergraduate students in 2014-15  
FY2016: Ensure availability of capstone and research-related courses for undergraduate students in 2015-16  
FY2017: Ensure availability of capstone and research-related courses for undergraduate students in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of undergraduate degree recipients participating in research related or capstone (case study) experience	90	91	91

- Objective:** 3 FY2015: Increase graduating seniors' FY 2014 level of satisfaction by 1%  
FY2016: Maintain graduating seniors' FY 2015 level of satisfaction  
FY2017: Increase graduating seniors' FY 2016 level of satisfaction by 1%

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of graduating seniors who rate their overall university experience as good or excellent	89	89	90

- Objective:** 4 FY2015: Ensure students have sufficient access to courses taught by ranked faculty in 2014-15  
FY2016: Ensure students have sufficient access to courses taught by ranked faculty in 2015-16  
FY2017: Ensure students have sufficient access to courses taught by ranked faculty in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of full-time undergraduate students enrolled per semester in three or more primary courses with ranked faculty	85	85	85

- Objective:** 5 FY2015: Increase baccalaureate degree production by 4% in 2014-15  
FY2016: Increase baccalaureate degree production by 3-4% in 2015-16  
FY2017: Increase baccalaureate degree production by 10-12% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of Bachelors degrees granted	12,852	13,409	15,067

◆ **Goal 2** To enhance the number and diversity of the most highly qualified students entering Arizona State University and the Barrett Honors College.

- Objective:** 1 FY2015: Increase Honors student enrollment by 10% in 2014-15 by focusing on out-of-state students  
FY2016: Increase Honors student enrollment by 15-20% in 2015-16 by focusing on high schools with large minority enrollments  
FY2017: Increase Honors student enrollment by 5-10% in 2016-17 by focusing on both in-state and out-of-state students

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Honors undergraduate headcount students	5,416	6,343	6,800

- Objective:** 2 FY2015: Increase the number of Barrett students completing the thesis and graduating with honors by 5-10% in 2014-15  
FY2016: Increase the number of Barrett students completing the thesis and graduating with honors by 5-10% in 2015-16  
FY2017: Increase the number of Barrett students completing the thesis and graduating with honors by 5-10% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
BHC degree recipients (i.e., with honors)	733	775	825

- Objective:** 3 FY2015: Increase the number of courses offered for honors credit by 5-10% in 2014-15  
FY2016: Increase the number of courses offered for honors credit by 5-10% in 2015-16  
FY2017: Increase the number of courses offered for honors credit by 5-10% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Courses offered for honors credit	2,967	3,200	3,400

◆ **Goal 3** To provide support services and courses that assist students in achieving academic success and planning programs of study within their chosen degree curricula.

- Objective:** 1 FY2015: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 2-3% in 2014-15  
FY2016: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 2-3% in 2015-16  
FY2017: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 2-3% in 2016-17

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<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of tutorials conducted by University Academic Success Programs	143,099	146,676	150,342

**Objective:** 2 FY2015: Increase the number of course offerings and student enrollment in UNI 110 and 150 in FY 2015 to engage the advising community more successfully  
 FY2016: Build upon FY 2015 undergraduate retention objectives by increasing course offerings and students served in all UNI courses by 30%  
 FY2017: Build upon FY 2016 undergraduate retention objectives by increasing course offerings and students served in all UNI courses by 30%

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of students enrolled in UNI Academic Success courses to transition successfully to college and achieve academic success	4,779	6,213	8,077

**Objective:** 3 FY2015: Provide sufficient course sections in UNI and ASU 101 in FY 2015 to improve retention and assist students in identifying their major of study  
 FY2016: Support exploratory students in FY 2016 by providing 10-15% more sections in UNI and ASU 101 courses to assist students who change majors once enrolled  
 FY2017: Support exploratory students in FY 2017 by providing 10-15% more sections in UNI and ASU 101 courses to assist students who change majors once enrolled

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Major and Career Exploration (UNI and ASU 101) course sections for exploratory students	171	200	220

**Objective:** 4 FY2015: Improve Run Performance and retention of the Degree Audit by 20% in 2014-15  
 FY2016: Improve Run Performance and retention of the Degree Audit by 10% in 2015-16  
 FY2017: Improve Run Performance and retention of the Degree Audit by 10% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of degree program course audits run by students and staff	1,548,816	1,703,697	1,874,067

**Objective:** 5 FY2015: Improve Run Performance and retention of the eAdvisor Audit by 20% in 2014-15  
 FY2016: Improve Run Performance and retention of the eAdvisor Audit by 10% in 2015-16  
 FY2017: Improve Run Performance and retention of the eAdvisor Audit by 10% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of eAdvisor tracking audits run by students and staff	1,101,387	1,211,525	1,332,677

◆ **Goal 4** To provide enriched educational opportunities to students by expanding accessibility and delivery of courses.

**Objective:** 1 FY2015: Increase summer sessions enrollment by 7% in 2014-15  
 FY2016: Increase summer sessions enrollment by 18% in 2015-16  
 FY2017: Increase summer sessions enrollment by 8% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Summer sessions headcount students	25,522	30,199	32,500

NOTE: Reflects total university

**Objective:** 2 FY2015: Increase the number of internet course registrations by 15-20% in 2014-15  
 FY2016: Increase the number of internet course registrations by 15-20% in 2015-16  
 FY2017: Increase the number of internet course registrations by 15-20% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Internet course registrations during the fall semester (duplicated enrollments)	92,870	110,267	130,115

NOTE: Reflects total university

**Objective:** 3 FY2015: Increase the number of internet course sections by 15-20% in 2014-15  
 FY2016: Increase the number of internet course sections by 15-20% in 2015-16  
 FY2017: Increase the number of internet course sections by 15-20% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Internet course sections offered during the fall semester	2,283	2,736	3,228

NOTE: Reflects total university

◆ **Goal 5** To improve graduate education by enhancing programs

central to the University's mission, promoting retention and graduation, and increasing the diversity of students.

**Objective:** 1 FY2015: Increase graduate enrollment by 5% in 2014-15  
 FY2016: Increase graduate enrollment by 6% in 2015-16  
 FY2017: Increase graduate enrollment by 6% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students enrolled in graduate degree programs	14,870	15,762	16,708

NOTE: Reflects a new metric added in FY15

**Objective:** 2 FY2015: Increase Master's degree production by 3% in 2014-15  
 FY2016: Increase Master's degree production by 15-20% in 2015-16  
 FY2017: Increase Master's degree production by 15-20% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Masters degrees granted	4,500	5,416	6,331

**Objective:** 3 FY2015: Increase doctoral degree production by 2% in 2014-15  
 FY2016: Maintain doctoral degree production in 2015-16  
 FY2017: Maintain doctoral degree production in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Doctorate degrees granted	668	668	668

**Objective:** 4 FY2015: Increase first professional degree production by 2% in 2014-15  
 FY2016: Maintain first professional degree production in 2015-16  
 FY2017: Maintain first professional degree production in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
First professional degrees granted	223	225	225

**Objective:** 5 FY2015: Increase minority graduate student representation by 4% in 2014-15  
 FY2016: Increase minority graduate student representation by 2-3% in 2015-16  
 FY2017: Increase minority graduate student representation by 1-2% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Minority graduate enrollment as percentage of total enrollment	22.3	23.0	23.5

ASA 2.0	<b>Program Summary</b>  ORGANIZED RESEARCH  Melinda Gebel, Director Institutional Analysis (480) 965-2318 A.R.S. § 15-1601
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**Mission:**

*To foster pre-eminent scholarship and creative activity that serves the citizens of Arizona through the development, application, and transfer of new knowledge especially beneficial to Arizona.*

**Description:**

Organized Research includes research activities taking place within centers, divisions, bureaus, institutes and experiment stations formally approved by the Arizona Board of Regents. These activities are specifically created and organized to produce research, whether separately budgeted within the university or commissioned by an external agency, as with federal grants and contracts.

◆ **Goal 1** To maintain and enhance the University's status as a major research institution.

**Objective:** 1 FY2015: Increase proposal volume in 2014-15 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2016: Increase proposal volume by 8% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2017: Increase proposal volume by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Dollar value of proposals submitted (in millions)	1,520.0	1,641.6	1,772.9

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**Objective:** 2 FY2015: Increase external dollars received by 8% in 2014-15 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2016: Increase external dollars received by 8% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2017: Increase external dollars received by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
External dollars received for research and creative activity (in millions of dollars)	300.1	324.1	350.0

**Objective:** 3 FY2015: Increase total research expenditures by 6% in 2014-15 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2016: Increase total research expenditures by 7% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2017: Increase total research expenditures by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Dollar value of total research expenditures (in millions)	428.5	457.1	495.1

**Objective:** 4 FY2015: Increase externally funded, non-research expenditures by 5% in 2014-15 as part of ASU's broader Knowledge Enterprise goals  
 FY2016: Increase externally funded, non-research expenditures by 5% in 2015-16 as part of ASU's broader Knowledge Enterprise goals  
 FY2017: Increase externally funded, non-research expenditures by 5% in 2016-17 as part of ASU's broader Knowledge Enterprise goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Dollar value of externally funded, non-research expenditures (in	32.9	34.5	36.3

**◆ Goal 2** To continue and improve University efforts to provide opportunities for undergraduate and graduate students to participate in research and creative activity.

**Objective:** 1 FY2015: Increase undergraduate student participation in ASU's Knowledge Enterprise in 2014-15  
 FY2016: Increase undergraduate student participation in ASU's Knowledge Enterprise by 2-3% in 2015-16  
 FY2017: Increase undergraduate student participation in ASU's Knowledge Enterprise by 2-3% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Undergraduate students supported by sponsored funds	1,830.0	1,875.8	1,922.6

NOTE: Reflects total university

**Objective:** 2 FY2015: Increase graduate student participation in ASU's Knowledge Enterprise by 2-3% in 2014-15  
 FY2016: Increase graduate student participation in ASU's Knowledge Enterprise by 2-3% in 2015-16  
 FY2017: Increase graduate student participation in ASU's Knowledge Enterprise by 2-3% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Graduate students supported by sponsored funds	1,680.0	1,722.0	1,765.1

NOTE: Reflects total university

ASA 3.0	<b>Program Summary</b>
	PUBLIC SERVICE
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**

*To serve the public by offering a public telecommunications system, by providing the finest available artists and productions in music, theater and dance, by establishing partnerships with local industry and educational institutions to foster community engagement, and by serving as a resource and focal point in providing information about various university services to the business community and economic development professionals.*

**Description:**

Public Service includes those activities established primarily to provide

services beneficial to individuals and groups external to the university to enhance corporate and community engagement. Public Service includes conferences, general advisory services, reference bureaus, public radio and television, consulting, continuing education and professional development programs, and similar services to particular sectors of the community.

**◆ Goal 1** To provide quality educational and informative television programs and improve services provided to the community, especially in rural areas.

**Objective:** 1 FY2015: Increase the Nielsen audience by 1% from May 2014 to May 2015  
 FY2016: Increase the Nielsen audience by 3% from May 2015 to May 2016  
 FY2017: Increase the Nielsen audience by 3% from May 2016 to May 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Persons viewing KAET-TV on a weekly basis (in thousands)	1,134	1,168	1,203

**Objective:** 2 FY2015: Increase the number of teachers served through educational support programming face to face and online by 3% from May 2014 to May 2015  
 FY2016: Increase the number of teachers served through educational support programming face to face and online by 3% from May 2015 to May 2016  
 FY2017: Increase the number of teachers served through educational support programming face to face and online by 3% from May 2016 to May 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Teachers served through educational support programming	65,089	67,041	69,052

**Objective:** 3 FY2015: Increase the number of students served through public community programming and online resource delivery in school settings by 3% from May 2014 to May 2015  
 FY2016: Increase the number of students served through public community programming and online resource delivery in school settings by 3% from May 2015 to May 2016  
 FY2017: Increase the number of students served through public community programming and online resource delivery in school settings by 3% from May 2016 to May 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students served through educational support programming	1,236,691	1,273,779	1,311,988

**◆ Goal 2** To continue to stage excellent cultural and other nonathletic special events for various diverse constituents.

**Objective:** 1 FY2015: Increase attendance levels at ASU Gammage programs, events and facilities in 2014-15  
 FY2016: Increase attendance levels at ASU Gammage programs, events and facilities by 1-2% in 2014-15  
 FY2017: Maintain attendance levels at ASU Gammage programs, events and facilities in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Persons attending University sponsored cultural events (in thousands)	478	487	487

**Objective:** 2 FY2015: Increase the number of University events that engage with community, local, state, federal, and international organizations by 5% in 2014-15  
 FY2016: Increase the number of University events that engage with community, local, state, federal, and international organizations by 3% in 2015-16  
 FY2017: Increase the number of University events that engage with community, local, state, federal, and international organizations by 3% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Special events coordinated	445	460	475

ASA 4.0	<b>Program Summary</b>
	ACADEMIC SUPPORT
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**

*To provide services and programs to faculty, staff and students in support of the instructional, research, and service mission of the university.*

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**Description:**

Academic Support services include the retention, preservation, and display of educational materials through libraries, museums and galleries; audio visual and other activities that aid in the transmission of information; separately budgeted course and curriculum development; and academic computing support.

◆ **Goal 1** To manage the number of books and periodical subscriptions owned by the university libraries for increased accessibility.

**Objective:** 1 FY2015: Ensure users have sufficient and timely access to the information resources they need in 2014-15

FY2016: Ensure users have sufficient and timely access to the information resources they need in 2015-16 as more print subscriptions are moved to online

FY2017: Ensure users have sufficient and timely access to the information resources they need in 2016-17 as more print subscriptions are moved to online

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Periodical subscriptions	59,719	59,000	59,200

**Objective:** 2 FY2015: Increase access to electronic resources in 2014-15 with readily available research and reference assistance

FY2016: Increase access to electronic resources in 2015-16 with readily available research and reference assistance

FY2017: Increase access to electronic resources in 2016-17 with readily available research and reference assistance

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Virtual/remote reference transactions	9,140	9,250	9,500

**Objective:** 3 FY2015: Provide access to the information resources and services users need through the Libraries web site in 2014-15

FY2016: Provide access to the information resources and services users need through the Libraries web site in 2015-16

FY2017: Provide access to the information resources and services users need through the Libraries web site in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Visits to Libraries web site	3,880,318	3,800,000	3,700,000

**Objective:** 4 FY2015: Provide access to the information resources and services users need through the Libraries Online Catalog in 2014-15

FY2016: Provide access to the information resources and services users need through the Libraries Online Catalog in 2015-16

FY2017: Provide access to the information resources and services users need through the Libraries Online Catalog in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Online catalog use (pageviews)	3,152,573	2,900,000	2,800,000

**Objective:** 5 FY2015: Increase access to electronic resources from convenient locations in 2014-15

FY2016: Increase access to electronic resources from convenient locations in 2015-16

FY2017: Increase access to electronic resources from convenient locations in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Online databases use (searches)	12,496,521	12,590,000	12,690,000

◆ **Goal 2** To increase impact and attendance by positioning the Museum as a center for research and discovery around new art forms and ideas for students and the public, utilizing strategies of presenting high quality exhibitions at ASU and international venues, international artist residencies, educational events for broad audiences including classes taught in the Museum, and transdisciplinary collaborative projects on and off campus.

**Objective:** 1 FY2015: Increase museum attendance by 20% in 2014-15 by integrating Museum exhibitions, collections, residencies and programs in student experience and curriculum

FY2016: Increase museum attendance in 2015-16 by integrating Museum exhibitions, collections, residencies and programs in student experience and curriculum

FY2017: Increase museum attendance in 2016-17 by integrating Museum exhibitions, collections, residencies and programs in student experience and curriculum

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Annual attendance at university art collections	97,300	100,000	120,000

**Objective:** 2 FY2015: Increase lecture/special events attendance by 20% in 2014-15 through greater programmatic excellence, relevancy and better communications with students and public

FY2016: Increase lecture/special events attendance by 10-15% in 2015-16 through greater programmatic excellence, relevancy and better communications

FY2017: Increase lecture/special events attendance by 10-15% in 2016-17 through greater programmatic excellence, relevancy and better communications

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Annual attendees of lectures and special events	35,000	40,000	45,000

◆ **Goal 3** To employ, provide, and maintain sufficient reliable microcomputer, network, and server resources to support the academic needs of the University.

**Objective:** 1 FY2015: Support the anticipated growth rate of mediated classrooms in 2014-15

FY2016: Support the anticipated growth rate of mediated classrooms in 2015-16

FY2017: Support the anticipated growth rate of mediated classrooms in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of mediated classrooms	433	443	453

**Objective:** 2 FY2015: Ensure all classrooms are equipped with mediation in 2014-15

FY2016: Ensure all classrooms are equipped with mediation in 2015-16

FY2017: Ensure all classrooms are equipped with mediation in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of classrooms with mediation	100	100	100

**Objective:** 3 FY2015: Maintain the existing number of common computing site seats in 2014-15

FY2016: Maintain the existing number of common computing site seats in 2015-16

FY2017: Maintain the existing number of common computing site seats in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of common computing site seats	827	827	827

**Objective:** 4 FY2015: Address the projected need to replace outdated equipment in 2014-15

FY2016: Address the projected need to replace outdated equipment in 2015-16

FY2017: Address the projected need to replace outdated equipment in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of site equipment out dated (>4 years old)	3	2	7

ASA 5.0	<b>Program Summary</b>
	STUDENT SERVICES
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**

*To foster the academic, social, emotional, and physical growth of learners by creating an inclusive holistic learning environment that offers services and opportunities for students to maximize their learning experience and become well-rounded productive citizens.*

**Description:**

Student Services includes functions and other activities with the primary purpose of contributing to students' emotional and physical well-being and intellectual, cultural and social development outside the context of the formal instruction program. These other activities include cultural events, student newspapers, intramural athletics, student organizations, nonacademic counseling and career guidance, student health services, and the administration at the senior vice presidential level.

◆ **Goal 1** To promote the emotional and physical well-being of students by providing quality health care services.

**Objective:** 1 FY2015: Increase the number of students served at the student health center by 3% in 2014-15

FY2016: Increase the number of students served at the student health center by 2% in 2015-16

FY2017: Increase the number of students served at the student health center by 2%

**2015 - 2017 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students receiving health care at the Campus Health Service	50,628	51,640	52,672

- Objective:** 2 FY2015: Increase the number of students registered with the Disability Resource Center by 1-2% in 2014-15  
 FY2016: Increase the number of students registered with the Disability Resource Center by 1-2% in 2015-16  
 FY2017: Increase the number of students registered with the Disability Resource Center by 1-2% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Disabled students served	2,079	2,120	2,150

◆ **Goal 2** To enhance the quality of students' educational experience by providing programs and services which promote involvement in university activities and enhance opportunities for future employment.

- Objective:** 1 FY2015: Increase the number of unique clubs and organizations available for students to participate in by 1-2% in 2014-15  
 FY2016: Increase the number of unique clubs and organizations available for students to participate in by 1-2% in 2015-16  
 FY2017: Increase the number of unique clubs and organizations available for students to participate in by 1-2% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Registered campus clubs and organizations	865	880	885

- Objective:** 2 FY2015: Increase the number of students participating in career-related programs by 3-5% in 2014-15  
 FY2016: Increase the number of students participating in career-related programs by 3-5% in 2015-16  
 FY2017: Increase the number of students participating in career-related programs by 3-5% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Student participation in advising services, workshops, career events, job fairs, on-campus interviews and special events offered by Career Services to assist students seeking employment and/or career guidance	73,333	75,530	77,800

- Objective:** 3 FY2015: Increase the overall number of employers recruiting on campus and posting jobs on Sun Devil Career Link by 1-3% in 2014-15  
 FY2016: Increase the overall number of employers recruiting on campus and posting jobs on Sun Devil Career Link by 3-5% in 2015-16  
 FY2017: Increase the overall number of employers recruiting on campus and posting jobs on Sun Devil Career Link by 3-5% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Organizations recruiting on campus	5,493	5,660	5,830

◆ **Goal 3** To provide services that enhance the likelihood of students' academic success.

- Objective:** 1 FY2015: Increase the participation in student orientation experiences by 3% in 2014-15  
 FY2016: Increase the participation in student orientation experiences by 2-3% in 2015-16  
 FY2017: Increase the participation in student orientation experiences by 2-3% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students participating in orientation	9,523	9,750	10,000

- Objective:** 2 FY2015: Provide a residential environment in 2014-15 that supports a smooth transition to the university  
 FY2016: Provide a residential environment in 2015-16 that supports a smooth transition to the university  
 FY2017: Provide a residential environment in 2016-17 that supports a smooth transition to the university

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students living in first-year residential communities	8,015	8,482	8,600

- Objective:** 3 FY2015: Increase the number of students receiving financial assistance by 3% in FY 2015  
 FY2016: Increase the number of students receiving financial assistance by 3% in FY 2016  
 FY2017: Increase the number of students receiving financial assistance by 3% in FY 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students receiving financial assistance in an academic year	77,649	79,978	82,378

NOTE: Reflects total university

- Objective:** 4 FY2015: Increase amount of financial assistance disbursed to students by 3% in FY 2015  
 FY2016: Increase amount of financial assistance disbursed to students by 3% in FY 2016  
 FY2017: Increase amount of financial assistance disbursed to students by 3% in FY 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Dollar volume for all financial assistance programs (dollars in thousands)	1,194,990	1,230,840	1,267,765

NOTE: Reflects total university

◆ **Goal 4** To provide opportunities for men and women by developing and sustaining programs which help student athletes achieve success, both academically and athletically.

- Objective:** 1 FY2015: Improve the academic performance of student athletes in FY 2015  
 FY2016: Improve the academic performance of student athletes in FY 2016  
 FY2017: Improve the academic performance of student athletes in FY 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Average GPA of student athletes (4.0 highest)	3.04	3.10	3.10

- Objective:** 2 FY2015: Increase the percent of student athletes graduating in six years in FY 2015  
 FY2016: Increase the percent of student athletes graduating in six years in FY 2016  
 FY2017: Increase the percent of student athletes graduating in six years in FY 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of student athletes graduating in six years based on NCAA Graduation Success Rate	82	84	86

**Program Summary**

ASA 6.0  
 INSTITUTIONAL SUPPORT

Melinda Gebel, Director  
 Institutional Analysis (480) 965-2318  
 A.R.S. § 15-1601

**Mission:**

*To provide timely, efficient, and effective support for the university's mission of instruction, research, and public service goals through executive management, administrative information and services, adequate and well maintained facilities, and strong partnerships with alumni, community leaders, and State decision makers.*

**Description:**

Institutional Support includes central executive level activities concerned with management and long-range planning for the entire university and the operation and maintenance of the physical plant. Administrative activities include planning and programming, legal services, fiscal operations, administrative data processing, space management, employee personnel and records, purchasing, stores, safety, security, printing, transportation services, community and alumni relations, and development and fundraising.

- ◆ **Goal 1** To provide efficient and comprehensive human resources programs and services to the university community in areas such as employment, training, employee relations, and other human resource activities.

- Objective:** 1 FY2015: Increase professional development opportunities and broaden the topic areas by using facilitators/trainers from outside HR in 2014-15  
 FY2016: Increase professional development opportunities for staff unable to leave their units by developing more online offerings and increasing offerings by trainers from outside HR in 2015-16

**2015 - 2017 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

FY2017: Increase professional development opportunities by improving the sophistication of leadership training with the development of prerequisite training and a "map" of online, in-person and cohort-based training in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of employees trained through targeted institutional programs	3,161	2,100	2,400

NOTE: Reflects a new metric added in FY15. Several large one-time-only programs were offered in FY15, hence the lower projections for FY16 and FY17.

**Objective:** 2 FY2015: Manage or decrease administrative costs as a % of state expenditure authority in FY2015

FY2016: Manage or decrease administrative costs as a % of state expenditure authority in FY2016

FY2017: Manage or decrease administrative costs as a % of state expenditure authority in FY2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Administration as a percentage of total cost	1.00	1.04	0.96

**Objective:** 3 FY2015: Continue outreach to increase the number of qualified applicants in 2014-15  
FY2016: Continue outreach to increase the number of qualified applicants in 2015-16  
FY2017: Continue outreach to increase the number of qualified applicants in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Job applications processed	55,096	62,800	71,600

NOTE: In FY14, a new applicant tracking system was implemented

**Objective:** 4 FY2015: Continue to fill positions as need to support the academic mission in 2014-15

FY2016: Continue to fill positions as need to support the academic mission in 2015-16

FY2017: Continue to fill positions as need to support the academic mission in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Positions filled	1,947	2,100	2,268

**Objective:** 5 FY2015: Reduce staff turnover by 5-7% in 2014-15

FY2016: Reduce staff turnover by 5-7% in 2015-16

FY2017: Reduce staff turnover by 5-7% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of agency staff turnover (classified staff only)	13.7	12.8	11.9

**◆ Goal 2** To provide customer-focused, high quality facilities and services to enhance a safe and secure environment in support of the University's mission.

**Objective:** 1 FY2015: Increase maintenance work order man hours by 2% in FY 2015 to maintain new and existing facilities

FY2016: Increase maintenance work order man hours by 1% in FY 2016 to maintain new and existing facilities

FY2017: Increase maintenance work order man hours by 1% in FY 2017 to maintain new and existing facilities

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Maintenance work order man-hours on buildings/tunnels/structures	205,867	207,926	210,005

**Objective:** 2 FY2015: Increase participation in Fire Safety Awareness and Prevention training classes by 10% in FY 2015

FY2016: Increase participation in Fire Safety Awareness and Prevention training classes by 8-10% in FY 2016

FY2017: Increase participation in Fire Safety Awareness and Prevention training classes by 8-10% in FY 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of faculty, staff, and students participating in fire and safety training classes	12,446	13,500	15,000

**Objective:** 3 FY2015: Maintain permit levels as more pay-as-you go options are provided while supporting ASU's sustainability goals in FY 2015

FY2016: Maintain permit levels as more pay-as-you go options are provided while supporting ASU's sustainability goals in FY 2016

FY2017: Maintain permit levels as more pay-as-you go options are provided while supporting ASU's sustainability goals in FY 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Annual Parking Permit Sales to students and staff	18,800	18,000	18,000

**Objective:** 4 FY2015: Increase community-based police assignments and contacts by 1-2% in FY 2015

FY2016: Increase community-based police assignments and contacts by 2-3% in FY 2016

FY2017: Increase community-based police assignments and contacts by 3-4% in FY 2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Community-based police assignments	368	375	386

**◆ Goal 3** To maintain support for all telecommunications systems throughout the University.

**Objective:** 1 FY2015: Support the need for a 3-4% increase in port counts in 2014-15 due to campus growth

FY2016: Support the need for a 3-4% increase in port counts in 2015-16 due to campus growth

FY2017: Support the need for a 3-4% increase in port counts in 2016-17 due to campus growth

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Centrally supported Ethernet connections	134,138	139,000	144,000

NOTE: Reflects total university

**Objective:** 2 FY2015: Increase the availability of internet bandwidth to meet an anticipated increase in university demand in 2014-15

FY2016: Ensure adequate availability of internet bandwidth to meet university demand in 2015-16

FY2017: Increase the availability of internet bandwidth to meet an anticipated increase in university demand in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Internet bandwidth available (in Gigabits)	20.0	20.0	30.0

**Objective:** 3 FY2015: Increase the availability of backup internet bandwidth to meet an anticipated increase in university demand in 2014-15

FY2016: Ensure adequate availability of backup internet bandwidth to meet university demand in 2015-16

FY2017: Increase the availability of backup internet bandwidth to meet an anticipated increase in university demand in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Internet bandwidth burstable (in Gigabits)	20	20	30

**Objective:** 4 FY2015: Support campus growth with higher access point density in 2014-15

FY2016: Support campus growth with higher access point density in 2015-16

FY2017: Support campus growth with higher access point density in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Wireless hours (in millions)	54.0	62.1	69.5

<p>ASA 7.0</p> <p align="center"><b>Program Summary</b></p> <p align="center">AUXILIARY PROGRAM</p> <p align="center">Not applicable</p>
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**Description:**

Not applicable

**◆ Goal**



# Agency 5-Year Plan

**Issue 1** Increase participation in postsecondary education and ultimately increase baccalaureate degree production

**Description:** To broaden access to a quality education for all segments of the population, ASU must be positioned to accommodate the expected growth in high school graduates, particularly minority populations and a growing pool of older students requiring new job skills. Never in the history of Arizona has a university education been more important. Our knowledge-based economy and an ever-increasing trend toward globalization are changing the skills needed for success in the labor force. Yet, rising costs, need for financial aid, and years of under-funding for higher education place the idea of access at risk. Tuition rates approved by the Board of Regents in recent years and future changes consistent with Board policy will help to meet some of the increasing need for financial aid and improve affordability for a greater number of students.

ASU is strongly committed to providing access to college for all qualified students. Furtherance of this goal requires bold and sustained planning to provide for the projected increases in enrollments, primarily of undergraduate students. Continued investment will be necessary to provide the infrastructure for the enrollment growth envisioned at each of the campuses.

**Solutions:**

Strategy 1: Increase efforts to enroll more Arizona high school graduates.

Strategy 2: Increase the diversity of the student population.

Strategy 3: Enhance partnerships with the community colleges to facilitate more effective transfer processes.

Strategy 4: Increase ASU Online program offerings to increase access for students seeking ASU degrees.

Strategy 5: Provide flexibility in course offerings and educational modalities.

Strategy 6: Increase financial assistance available to needy students.

Strategy 7: Establish Colleges@ASU sites that will provide an opportunity for students to complete baccalaureate degrees at lower costs.

**Issue 2** Improve the quality of undergraduate and graduate education

**Description:** Undergraduate and graduate education are the cornerstones of the university enterprise. Students seek a high quality education that prepares them to be successful in their careers, to contribute to society, and to become lifelong learners. Today's graduates must have strong communication, team building, and critical thinking skills as well as a global perspective to be successful.

A continued emphasis on providing a quality educational experience requires examining and evolving how the university designs and delivers its instructional programs to maximize the impact of education. Improvements can be accomplished through new pedagogical techniques, such as adaptive learning, collaborative learning, service learning, and other learner-centered approaches; through the appropriate use of technology to enhance the learning environment; through undergraduate education that focuses on the student as an individual; by providing seamless access to the services and resources required for learning and creative and intellectual inquiry; and by providing an environment that fosters student scholarship. ASU continues to conceptualize and create a wide range of new interdisciplinary schools, institutes, centers, and programs that will foster the development of new knowledge. In addition, ASU is enhancing learning environments that facilitate learner-centered delivery with improved instructional technologies and flexible room design. Necessary funding will provide the resources needed to improve the learning environments, to accommodate the increased student population, and to hire the faculty necessary to establish national standing for colleges and schools in every field.

**Solutions:**

Strategy 1: Increase the number of tenured and tenure-track faculty.

Strategy 2: Enhance the electronic systems that provide students with information to assist their academic planning and progress.

Strategy 3: Emphasize learning experiences that are outcomes-focused.

Strategy 4: Expand the use of alternative instructional methodologies and delivery methods.

**Issue 3** Recruit and retain faculty and staff in highly competitive national and local markets during a period of limited resources

**Description:** Quality faculty members are fundamental to a quality university education. Without the best faculty members, providing Arizona citizens the superior quality higher education they deserve and the output of research innovations they expect is impossible, and Arizona will not be able to achieve the necessary cultural and economic vitality required for the state to thrive. At ASU, hiring and retaining outstanding faculty members continues to be a concern. Like the other Arizona universities, ASU struggles to consistently compete in the demanding marketplace of top institutions. With the funding provided by the state for salaries between FY05 and FY08, ASU made some progress in improving faculty salaries, enabling the University to recruit and retain highly recognized and respected academics in a variety of fields. But the average salary for faculty members continues to fall below most of its peer institutions. Staff salaries also continue to fall further behind comparable jobs in the relevant markets. Turnover among staff continues to be a significant problem, in part due to salaries that are not competitive with the local market.

**Solutions:**

Strategy 1: Close the gap on salaries as defined in the Faculty Peer Salary Analysis through an ongoing commitment of performance salary adjustments. State investment in faculty salaries is critical at this time to retain key faculty members as well as enabling ASU to continue attracting and successfully competing for the highest qualified new faculty members.

Strategy 2: Adopt and implement an ongoing commitment of salary improvement to address the significantly negative market position of staff (non-academic) salaries by targeting budgetary funds at a level anticipating salary movement of 3 - 4% per year, with allocations tied directly to outcome driven performance measures.

Strategy 3: Develop and maintain the laboratory facilities and the network and computational resources required by the research community. Maintaining competitiveness in research, faculty and student recruitment and retention requires well-equipped modern facilities as well as secure access to high capacity network connectivity; computational, data, and analytic resources required to support researchers; and the systems and application support staffing required by individual researchers, clusters, and research teams.

Strategy 4: Maintain the program to improve salary and benefits for graduate research and teaching assistants. Other universities with whom ASU competes for top-quality graduate students have better salary and benefits packages. Excellent graduate students are essential for improving the quality of both graduate programs and the broader research enterprise.

**Issue 4** Expand research capabilities

**Description:** ASU continues to vigorously pursue long-term initiatives in such areas as health and biosciences, advanced materials, global security, renewable energy and sustainability, learning sciences, informatics and communications. ASU continues to be one of the fastest growing research enterprises, among U.S. universities with research portfolios exceeding \$100M in research expenditures [NSF Surveys]. ASU's goal is to establish itself as a global center for interdisciplinary research, discovery and development by growing its research expenditures to more than \$700M annually by 2020. To support our aspirations, ASU has defined seven strategies and four key focus areas that will allow us to continue our exceptional growth, serve the surrounding community and increase the impact of the research and scholarly work of our faculty.

**Solutions:**

Strategy 1: Differentiate ASU from the competition through the procurement of large projects (> \$10 million) in several key target areas; health and biosciences, sustainability, flexible electronic systems, light-inspired energy, personalized learning, global security, and complex adaptive systems.

Strategy 2: Pursue a University Affiliated Research Center (UARC)-like entity (a research laboratory) on the scale of \$50-\$100 million per year, in energy, sustainability, advanced materials, national security, or biosciences.

Strategy 3: Continue to promote and support ASU's projects from across the university through the improvement of the Office for Research and Sponsored Project Administration infrastructure, reduction of faculty burden and providing assistance to the academic units for opportunity identification and development.

Strategy 4: Continue to expand philanthropic funding for our research programs by working closely with the Foundation to support its activities.

Strategy 5: Expand our collaborative research activities with industry to take advantage of their desire to shift basic and applied research requirements to university labs.

Strategy 6: Continue to pursue angel and venture investment in emerging companies. Activities will include developing a best-in-class intellectual property team and extension of Sky Song's entrepreneurship agenda.

Strategy 7: Develop and implement plans to provide the research facilities and infrastructure that are required to meet the research goals of the University.

**Key Focus Area #1: Incorporate new approaches, including continued focus on interdisciplinary research**

In keeping with the spirit of the New American University vision, we will continue to expand our research capabilities through an interdisciplinary approach. Interdisciplinary research involves not only drawing upon the expertise across the University but also includes partners such as industry, national laboratories, academia and clinical entities. We are focusing our efforts in bringing together researchers from disparate disciplines to tackle complex questions central to the areas of strategic interest. The Biodesign Institute and its research centers exemplify this approach. We are working on new industry-university consortium models that bring together industry and University researchers working collaboratively to address national challenges and result in significant educational and economic impact. We are increasingly focusing our research on global problems with local relevancy. We are also creating the ecosystems for promotion of innovation and entrepreneurship activities.

**Key Focus Area #2: Increase participation in multi-institutional grants and consortiums**

It is a strategic goal of ASU to be successful in securing several multi-institution, multi-disciplinary, multi-year, multi-million dollar(4M) research projects. A specific goal is to secure a national research laboratory or its equivalent by 2020. To achieve this objective, we will cultivate, identify, target and develop 4M research opportunities leveraging ASU strengths in strategic research areas. Competitive teams and consortia will be constructed by bringing in complementary strengths through partnerships with national laboratories, academia, industry and government partners to successfully secure these grants.

**Key Focus Area #3: Accelerate technology transfer initiatives**

As ASU's research enterprise has expanded over the past several years, AzTE has undertaken a variety of activities in furtherance of its mission to facilitate advancement of University technology into the marketplace.

- Closely align AzTE functions and support with established and new research initiatives
- Continue focus and support of existing initiatives and programs
- Increase connectivity with investors and industry through conferences and other outreach activities
- Form a seed stage venture capital fund led by ASU to accelerate the number of faculty related spin-outs
- Increase technology exposure through cross marketing activities with other universities
- Increase faculty interaction and outreach, including the establishment of an AzTE office on campus to foster faculty relationships and commercialization activities

**Key Focus Area #4: Improve infrastructure to support research**

Achieving our research expenditure goals will require additional research space. The University must develop plans to repurpose existing space and construct new facilities. To develop these plans the University has undertaken an effort to survey unused and underused space, determine return on investment of allocated space and consistently revisit space allocation to respond to the dynamic research needs. Results will be shared with all stakeholders and plans to refurbish and repurpose will be developed to meet current and future needs. Funds for construction of new buildings will involve State, Federal and Philanthropic entities. The University will work with the State to clearly define research priorities and communicate current and future space requirements. Federal and Philanthropic funding opportunities will also be explored where appropriate to address the current and future space requirements.

The University's information technology infrastructure is continuously challenged to keep pace with the rapid increase in externally funded research. To meet the demands of research growth and to plan for future growth, new tools must be designed and implemented across the Research Enterprise in a way that leverages existing IT infrastructure and increases functionality for the entire Research community. Implementation of an end-to-end research administration system will allow for immediate process improvements and continued research expenditure growth. The improvement of the information technology infrastructure will be executed concurrently with the reorganization of research administration personnel and business processes.

**Issue 5** Enhance and improve local impact and social embeddedness

**Description:** Development of ASU requires the university to be a fully engaged and integral part of the social, cultural, and economic fabric of the metropolitan area and the state of Arizona. ASU will demonstrate its social embeddedness to the extent that the faculty and staff are supporting and sustaining communities and solving problems through applied research, service, and partnerships in the P-12 education system, business and industry, government, and the community. ASU must assist in building a socially diverse and economically viable community, in developing civic and community leadership, and in addressing challenges such as poverty, growth, economic development and diversification, social infrastructure, and quality of life. Achieving a higher degree of social embeddedness requires a change in the internal culture of the university as well as a change in the role of the university in the eyes of the community. The university must continue to expect employees to contribute to community life through their expertise, intellect, and engagement. And the community must come to see the university as the key resource and place to get advice about community issues and solutions to community problems.

**Solutions:**

Strategy 1: Address the interests and workforce needs of the metropolitan area and state in times of diminishing economic resources.

Strategy 2: Enhance partnerships with the community and the state.

Strategy 3: Increase the number of qualified teachers to meet the K-12 educational demands of a growing population and provide opportunities for continuing development

**Issue 6** Maintain quality and breadth of baccalaureate degree programs in an environment of diminished resources and plans for cost constraints

**Description:** Between FY 2008, with the emergence of a fiscal crisis in Arizona and nationally, and FY 2012, Arizona State University experienced a reduction in state investment of \$196,305,700 while student FTE enrollment grew by over 12,000 (20 percent). In addressing the sudden and significant funding decline amidst increasing enrollment, the focus of resource reduction was to protect to the greatest extent possible the educational mission of the university, and to reduce the administrative and to a lesser extent student services functions rather than academic activities. Colleges and departments were consolidated, eliminating duplicate administrative structures. While the decline in state investment was real, a portion of the loss was partially offset by stimulus funds in FY 2010 and FY 2011. Increases in tuition permanently fill a part of the lost revenue, but most of the reduction was taken through efficiency measures and reductions in cost.

In 2011, in response to the FY 2012 Higher Education Budget Reconciliation Bill, the Arizona Board of Regents convened a work group to extensively study and propose a methodology to address the General Fund per FTE student funding disparity that existed among the three Arizona Universities. As an outcome of the study, ASU requested and received a total of \$45.5 million over the three fiscal year period of FY 2013 - FY 2015 and considers the legislative obligation to appropriate parity funding to be complete.

In addition to addressing the aforementioned funding disparity, ABOR endorsed the legislatively mandated funding model calling for performance funding based on metrics and goals set for each of the universities and developed an outcomes-based performance funding model. The metrics focus on degree completion, class enrollments, and research growth with added weight given to degrees related to the STEM fields (Science, Technology, Engineering and Mathematics) and other higher-value degrees that are in short supply or identified as essential to the State of Arizona's economic development strategy. Despite submitting performance funding requests in FY 2015 and FY2016 based on the legislatively mandated model, no funding was appropriated in response to the model. In fact, ASU's state investment was reduced by \$53.3 million.

The Governor addressed the Board of Regents in 2015 and challenged the Board to refashion the existing strategic plan into a sustainable, long-term business plan that counts on the State as one of many investors. The Board of Regents has endorsed a plan that requests that state funding be focused on supporting resident students with the current goal to work toward funding half of the Educational and General (E&G) expenses for such students coming from state appropriations. At present, the state supports approximately 38% of the E&G cost for resident students across the university system.

ASU's FY 2017 operating budget request of \$45.0 million is comprised of three components, partial restoration of the FY 2016 base budget reduction, funding for growth in resident student enrollment, and operations and maintenance support for resident students. A fourth component of the FY 2017 budget request is one-time in nature, a request for \$30.6 million in capital funding that will be matched with university funds on a dollar-for-dollar basis and to address both deferred maintenance and academic space needs.

**Solutions:**

Strategy 1: Restructure current funding mechanisms to create a sustainable enterprise financial model that relies on the State as one of many investors.

Strategy 2: Continue to introduce innovative curricula structures and student advising programs to improve outcomes within an efficient cost structure.

### Resource Assumptions

	FY2018 Estimate	FY2019 Estimate	FY2020 Estimate
<b>Full-Time Equivalent Positions</b>	140.0	140.0	140.0
<b>General Fund</b>	26,955.6	26,955.6	26,955.6
<b>Other Appropriated Funds</b>	27,561.0	28,939.1	30,386.1
<b>Non-Appropriated Funds</b>	34,138.2	35,162.3	36,217.2
<b>Federal Funds</b>	20,439.7	21,666.1	22,966.1



## **Five-Year Strategic Plan**

### **ASU at the West Campus**

**Revision  
October 01, 2015**

**University Office of Institutional Analysis**

**2015 - 2017 ARIZONA MASTER LIST OF STATE GOVERNMENT PROGRAMS**

AWA 0.0	<b>Agency Summary</b>
	ASU - WEST
Dr. Michael Crow, President (480) 965-8972 A.R.S. § 15-1601 Plan Contact: Melinda Gebel, Director, Institutional Analysis (480) 965-2318	

**Mission:**

*To become a comprehensive campus that balances the traditions of liberal arts education with responsiveness to the dynamics of workforce requirements. The West campus colleges and schools are committed to teaching and research that are innovative, interdisciplinary, collaborative and problem-based.*

**Description:**

ASU at the West campus is located in Phoenix and serves nearly 18,000 residential and commuter students of diverse ages, ethnicity, and experience through baccalaureate programs, master's programs, doctoral programs and certificate programs. The West campus focuses on developing a learning community that addresses the needs of a diverse metropolitan environment. It does this by offering learner-centered academic programs that enhance learning through teaching, service and enrichment opportunities; promoting discovery and innovation; pursuing new knowledge; introducing insights and creative ideas through instruction; encouraging direct involvement in new fields of inquiry; investigating important community-based issues; and integrating with the community through service based on scholarship.

AWA 1.0	<b>Program Summary</b>
	INSTRUCTION
Melinda Gebel, Director Institutional Analysis (480) 965-2318 A.R.S. § 15-1601	

**Mission:**

*To offer high quality academic degrees, general studies, and honors programs that prepare graduates for personal growth, fulfilling careers, and lifelong contributions to the quality of intellectual life in the community, state, region, and nation.*

**Description:**

Instruction is comprised of activities carried out during the academic year, summer sessions, and other periods outside the regular term and associated with degree credit and non-credit academic courses. This program also includes faculty departmental research and public service activities that are not separately budgeted and academic administration where instruction plays an important role, such as at the dean and department chair levels.

◆ **Goal 1** To improve undergraduate and graduate education.

- Objective:** 1 FY2015: Ensure availability of capstone and research-related courses for undergraduate students in 2014-15  
FY2016: Ensure availability of capstone and research-related courses for undergraduate students in 2015-16  
FY2017: Ensure availability of capstone and research-related courses for undergraduate students in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of undergraduate degree recipients participating in research related or capstone (case study) experience	94	93	93

- Objective:** 2 FY2015: Increase graduating seniors' FY 2014 level of satisfaction by 1%  
FY2016: Maintain graduating seniors' FY 2015 level of satisfaction  
FY2017: Increase graduating seniors' FY 2016 level of satisfaction by 1%

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of graduating seniors who rate their overall university experience as good or excellent	90	90	91

- Objective:** 3 FY2015: Ensure students have sufficient access to courses taught by ranked faculty in 2014-15  
FY2016: Ensure students have sufficient access to courses taught by ranked faculty in 2015-16  
FY2017: Ensure students have sufficient access to courses taught by ranked faculty in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of full-time undergraduate students enrolled per semester in three or more primary courses with ranked faculty	85	85	85

- Objective:** 4 FY2015: Increase full-time equivalent enrollment by 4% in 2014-15  
FY2016: Increase full-time equivalent enrollment by 18% in 2015-16  
FY2017: Increase full-time equivalent enrollment by 4% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Fall semester enrollment (full-time equivalent)	6,609	7,800	8,112

- Objective:** 5 FY2015: Increase minority graduate student representation by 1% in 2014-15  
FY2016: Increase minority graduate student representation by 1-2% in 2015-16  
FY2017: Increase minority graduate student representation by 1-2% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Minority graduate students as a percentage of total enrollment	27.4	28.0	28.5

◆ **Goal 2** To provide support services and courses that assist students in achieving academic success.

- Objective:** 1 FY2015: Ensure availability of internship and field experiences for undergraduate students in 2014-15  
FY2016: Ensure availability of internship and field experiences for undergraduate students in 2015-16  
FY2017: Ensure availability of internship and field experiences for undergraduate students in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of undergraduate students graduating with internships and field experiences	33	33	33

- Objective:** 2 FY2015: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 15% in 2014-15  
FY2016: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 2-3% in 2015-16  
FY2017: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 2-3% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of tutorials offered by Academic Success Programs	14,121	14,474	14,835

◆ **Goal 3** To retain students and help them graduate.

- Objective:** 1 FY2015: Maintain freshman persistence rates in 2014-15  
FY2016: Maintain freshman persistence rates in 2015-16  
FY2017: Maintain freshman persistence rates in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of first-time, full-time freshman persisting after one year	81.6	83.0	83.0

- Objective:** 2 FY2015: Maintain the graduation rate for upper-division transfers in 2014-15  
FY2016: Maintain the graduation rate for upper-division transfers in 2015-16  
FY2017: Maintain the graduation rate for upper-division transfers in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of first-time, full-time, upper-division, degree-seeking undergraduate students graduating in four years	77	75	75

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**Objective:** 3 FY2015: Increase total degree production by 2% in 2014-15  
 FY2016: Increase total degree production by 5-10% in 2015-16  
 FY2017: Increase total degree production by 10-15% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of degrees granted	1,704	1,863	2,121

**Objective:** 4 FY2015: Increase baccalaureate degree production by 3-4% in 2014-15  
 FY2016: Increase baccalaureate degree production by 3-4% in 2015-16  
 FY2017: Increase baccalaureate degree production by 10-15% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of Bachelors degrees granted	1,155	1,205	1,354

**Objective:** 5 FY2015: Increase Master's degree production by 3% in 2014-15  
 FY2016: Increase Master's degree production by 15-20% in 2015-16  
 FY2017: Increase Master's degree production by 15-20% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of Masters degrees granted	536	645	745

AWA 2.0	<b>Program Summary</b>
	ORGANIZED RESEARCH
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**  
*To foster pre-eminent scholarship and creative activity that serves the citizens of Arizona through the development, application, and transfer of new knowledge especially beneficial to Arizona.*

**Description:**  
 Organized Research includes research activities taking place within centers, divisions, bureaus, institutes and experiment stations formally approved by the Arizona Board of Regents. These activities are specifically created and organized to produce research, whether separately budgeted within the university or commissioned by an external agency, as with federal grants and contracts.

◆ **Goal 1** To provide a variety of research related opportunities for faculty so that they can improve their teaching and research activity skills.

**Objective:** 1 FY2015: Increase proposal volume in 2014-15 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2016: Increase proposal volume by 8% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2017: Increase proposal volume by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Dollar value of proposals submitted (in millions)	76.6	82.7	89.3

**Objective:** 2 FY2015: Maintain the level of external dollars received in 2014-15 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2016: Increase external dollars received by 5% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2017: Increase external dollars received by 5% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
External dollars received for research and creative activity (in millions)	24.1	25.3	26.6

**Objective:** 3 FY2015: Maintain the level of total research expenditures in 2014-15 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2016: Increase total research expenditures by 6% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals  
 FY2017: Increase total research expenditures by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Dollar value of total research expenditures (in millions)	11.7	12.4	13.5

**Objective:** 4 FY2015: Increase externally funded, non-research expenditures as part of ASU's broader Knowledge Enterprise goals  
 FY2016: Increase externally funded, non-research expenditures by 2% in 2015-16 as part of ASU's broader Knowledge Enterprise goals  
 FY2017: Increase externally funded, non-research expenditures by 5% in 2016-17 as part of ASU's broader Knowledge Enterprise goals

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Dollar value of externally funded, non-research expenditures (in millions)	18.0	18.4	19.3

AWA 3.0	<b>Program Summary</b>
	PUBLIC SERVICE
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**  
*To serve the public by offering a public telecommunications system, by providing the finest available artists and productions in music, theater and dance, by establishing partnerships with local industry and educational institutions to foster community engagement, and by serving as a resource and focal point in providing information about various university services to the business community and economic development professionals.*

**Description:**  
 Public Service includes those activities established primarily to provide services beneficial to individuals and groups external to the university to enhance corporate and community engagement. Public Service includes conferences, general advisory services, reference bureaus, public radio and television, consulting, continuing education and professional development programs, and similar services to particular sectors of the community.

◆ **Goal 1** To serve local businesses and communities through various partnerships, events, and activities.

**Objective:** 1 FY2015: Strengthen ties with local businesses and communities with an increased number of participatory events  
 FY2016: Strengthen ties with local businesses and communities with an increased number of participatory events  
 FY2017: Strengthen ties with local businesses and communities with an increased number of participatory events

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of community/business participatory events both on and off campus.	TBD	TBD	TBD

AWA 4.0	<b>Program Summary</b>
	ACADEMIC SUPPORT
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**  
*To provide services and programs to faculty, staff and students in support of the instructional, research, and service mission of the university.*

**Description:**  
 Academic Support services include retention, preservation, and display of educational materials through libraries, museums and galleries; audio visual and other activities that aid in the transmission of information; separately budgeted course and curriculum development; and academic computing support.

◆ **Goal 1** To develop a cohesive integrated tiered reference/research

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support service.

- Objective:** 1 FY2015: Maintain print collections through effective preservation to support research and information needs in 2014-15  
 FY2016: Maintain print collections through effective preservation to support research and information needs in 2015-16  
 FY2017: Maintain print collections through effective preservation to support research and information needs in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Library volumes	322,672	321,000	320,000

- Objective:** 2 FY2015: Ensure users have sufficient access to resources to meet research and information needs in 2014-15  
 FY2016: Ensure users have sufficient access to resources to meet research and information needs in 2015-16  
 FY2017: Ensure users have sufficient access to resources to meet research and information needs in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Items checked out including renewals	11,611	12,000	12,000

- Objective:** 3 FY2015: Increase user access to print collections outside of ASU in 2014-15 to support research and information needs  
 FY2016: Increase user access to print collections outside of ASU in 2015-16 to support research and information needs  
 FY2017: Increase user access to print collections outside of ASU in 2016-17 to support research and information needs

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Items borrowed from other ASU libraries	1,690	1,700	1,750

- Objective:** 4 FY2015: Increase user access to the entire collection of the ASU Libraries in 2014-15 with daily delivery of borrowed items  
 FY2016: Increase user access to the entire collection of the ASU Libraries in 2015-16 with daily delivery of borrowed items  
 FY2017: Increase user access to the entire collection of the ASU Libraries in 2016-17 with daily delivery of borrowed items

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Items borrowed from libraries outside ASU	1,136	1,150	1,200

◆ **Goal 2** To improve technology equipment access, training, and support for students.

- Objective:** 1 FY2015: Support the anticipated growth rate of mediated classrooms in 2014-15  
 FY2016: Support the anticipated growth rate of mediated classrooms in 2015-16  
 FY2017: Support the anticipated growth rate of mediated classrooms in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of mediated classrooms	61	63	65

- Objective:** 2 FY2015: Ensure all classrooms are equipped with mediation in 2014-15  
 FY2016: Ensure all classrooms are equipped with mediation in 2015-16  
 FY2017: Ensure all classrooms are equipped with mediation in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of classrooms with mediation	100	100	100

- Objective:** 3 FY2015: Maintain the existing number of common computing site seats in 2014-15  
 FY2016: Decrease the existing number of common computing site seats to lower maintenance overhead in 2015-16  
 FY2017: Maintain the existing number of common computing site seats in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of common computing site seats	144	125	125

- Objective:** 4 FY2015: Address any existing need to replace outdated equipment in 2014-15  
 FY2016: Address any existing need to replace outdated equipment in 2015-16  
 FY2017: Address the projected need to replace outdated equipment in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of site equipment out dated (>4 years old)	0	0	1

AWA 5.0

**Program Summary**

STUDENT SERVICES

Melinda Gebel, Director

Institutional Analysis (480) 965-2318

A.R.S. § 15-1601

**Mission:**

*To foster the academic, social, emotional, and physical growth of learners by creating an inclusive holistic learning environment that offers services and opportunities for students to maximize their learning experience and become well-rounded productive citizens.*

**Description:**

Student Services includes functions and other activities with the primary purpose of contributing to students' emotional and physical well-being and intellectual, cultural and social development outside the context of the formal instruction program. These other activities include cultural events, student newspapers, intramural athletics, student organizations, nonacademic counseling and career guidance, student health services, and the administration at the senior vice presidential level.

◆ **Goal 1** To promote the emotional and physical well-being of students by providing quality health care services.

- Objective:** 1 FY2015: Increase the number of student served at the student health center by 4-5% in 2014-15  
 FY2016: Increase the number of student served at the student health center by 4-5% in 2015-16  
 FY2017: Increase the number of student served at the student health center by 4-5% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students receiving health care on campus	1,734	1,803	1,876

- Objective:** 2 FY2015: Increase the number of students registered with the Disability Resource Center by 20% in 2014-15  
 FY2016: Increase the number of students registered with the Disability Resource Center by 15-20% in 2015-16  
 FY2017: Increase the number of students registered with the Disability Resource Center by 10-15% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Disabled students served	146	173	199

◆ **Goal 2** To enhance the quality of students' educational experience by providing programs and services which promote involvement in university activities and enhance opportunities for future employment.

- Objective:** 1 FY2015: Increase the number of on-campus student clubs and organizations by 5-10% in 2014-15  
 FY2016: Increase the number of on-campus student clubs and organizations by 5-10% in 2015-16  
 FY2017: Increase the number of on-campus student clubs and organizations by 5-10% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Registered campus clubs and organizations	55	60	65

- Objective:** 2 FY2015: Increase the number of students participating in career-related programs by 3-5% in 2014-15  
 FY2016: Increase the number of students participating in career-related programs by 3-5% in 2015-16  
 FY2017: Increase the number of students participating in career-related programs by 3-5% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Student participation in advising services, workshops, career events, job fairs, on-campus interviews and specials events offered by Career Services to assist students seeking employment and/or career guidance	8,151	8,395	8,646



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**Objective:** 3 FY2015: Increase the overall number of employers recruiting on campus by 1-3% in 2014-15  
 FY2016: Increase the overall number of employers recruiting on campus by 1-3% in 2015-16  
 FY2017: Increase the overall number of employers recruiting on campus by 1-3% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Organizations physically recruiting on campus	141	146	151

**Program Summary**

AWA 6.0  
 INSTITUTIONAL SUPPORT  
 Melinda Gebel, Director  
 Institutional Analysis (480) 965-2318  
 A.R.S. § 15-1601

**Mission:**

*To provide timely, efficient, and effective support for the university's mission of instruction, research, and public service goals through executive management, administrative information and services, adequate and well maintained facilities, and strong partnerships with alumni, community leaders, and State decision makers.*

**Description:**

Institutional Support includes central executive level activities concerned with management and long-range planning for the entire university and the operation and maintenance of the physical plant. Administrative activities include planning and programming, legal services, fiscal operations, administrative data processing, space management, employee personnel and records, purchasing, stores, safety, security, printing, transportation services, community and alumni relations, and development and fundraising.

◆ **Goal 1** To provide comprehensive administrative and human resource services to the campus community.

**Objective:** 1 FY2015: Continue outreach to increase the number of qualified applicants in 2014-15  
 FY2016: Continue outreach to increase the number of qualified applicants in 2015-16  
 FY2017: Continue outreach to increase the number of qualified applicants in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Job applications processed	3,788	4,900	6,400

**Objective:** 2 FY2015: Continue to fill positions as needed to support the academic mission in 2014-15  
 FY2016: Continue to fill positions as needed to support the academic mission in 2015-16  
 FY2017: Continue to fill positions as needed to support the academic mission in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Positions filled	97	126	158

**Objective:** 3 FY2015: Reduce staff turnover by 5% in 2014-15  
 FY2016: Reduce staff turnover by 2% in 2015-16  
 FY2017: Reduce staff turnover by 2% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of agency staff turnover (classified staff only)	12.8	12.6	12.4

**Objective:** 4 FY2015: Manage or decrease administrative costs as a % of state expenditure authority in FY2015  
 FY2016: Manage or decrease administrative costs as a % of state expenditure authority in FY2016  
 FY2017: Manage or decrease administrative costs as a % of state expenditure authority in FY2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Administration as a percent of total cost	1.60	1.75	1.64

◆ **Goal 2** To provide a safe and secure environment that responds to the needs of students, faculty, and staff.

**Objective:** 1 FY2015: Manage or reduce the number of crime incidences as the campus grows and

mitigate any possible disruptions to the university community in 2014-15  
 FY2016: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2015-16  
 FY2017: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Crime reports	115	127	140

**Objective:** 2 FY2015: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2014-15  
 FY2016: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2015-16  
 FY2017: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Calls for Service	1,872	2,078	2,307

**Program Summary**

AWA 7.0  
 AUXILIARY PROGRAM  
 ,  
 Not available

◆ **Goal**

# Agency 5-Year Plan

**Issue 1** Increase participation in postsecondary education and ultimately increase baccalaureate degree production

**Description:** To broaden access to a quality education for all segments of the population, ASU must be positioned to accommodate the expected growth in high school graduates, particularly minority populations and a growing pool of older students requiring new job skills. Never in the history of Arizona has a university education been more important. Our knowledge-based economy and an ever-increasing trend toward globalization are changing the skills needed for success in the labor force. Yet, rising costs, need for financial aid, and years of under-funding for higher education place the idea of access at risk. Tuition rates approved by the Board of Regents in recent years and future changes consistent with Board policy will help to meet some of the increasing need for financial aid and improve affordability for a greater number of students.

ASU is strongly committed to providing access to college for all qualified students. Furtherance of this goal requires bold and sustained planning to provide for the projected increases in enrollments, primarily of undergraduate students. Continued investment will be necessary to provide the infrastructure for the enrollment growth envisioned at each of the campuses.

**Solutions:**

Strategy 1: Increase efforts to enroll more Arizona high school graduates.

Strategy 2: Increase the diversity of the student population.

Strategy 3: Enhance partnerships with the community colleges to facilitate more effective transfer processes.

Strategy 4: Increase ASU Online program offerings to increase access for students seeking ASU degrees.

Strategy 5: Provide flexibility in course offerings and educational modalities.

Strategy 6: Increase financial assistance available to needy students.

Strategy 7: Establish Colleges@ASU sites that will provide an opportunity for students to complete baccalaureate degrees at lower costs

**Issue 2** Improve the quality of undergraduate and graduate education

**Description:** Undergraduate and graduate education are the cornerstones of the university enterprise. Students seek a high quality education that prepares them to be successful in their careers, to contribute to society, and to become lifelong learners. Today's graduates must have strong communication, team building, and critical thinking skills as well as a global perspective to be successful.

A continued emphasis on providing a quality educational experience requires examining and evolving how the university designs and delivers its instructional programs to maximize the impact of education. Improvements can be accomplished through new pedagogical techniques, such as adaptive learning, collaborative learning, service learning, and other learner-centered approaches; through the appropriate use of technology to enhance the learning environment; through undergraduate education that focuses on the student as an individual; by providing seamless access to the services and resources required for learning and creative and intellectual inquiry; and by providing an environment that fosters student scholarship. ASU continues to conceptualize and create a wide range of new interdisciplinary schools, institutes, centers, and programs that will foster the development of new knowledge. In addition, ASU is enhancing learning environments that facilitate learner-centered delivery with improved instructional technologies and flexible room design. Necessary funding will provide the resources needed to improve the learning environments, to accommodate the increased student population, and to hire the faculty necessary to establish national standing for colleges and schools in every field.

**Solutions:**

Strategy 1: Increase the number of tenured and tenure-track faculty.

Strategy 2: Enhance the electronic systems that provide students with information to assist their academic planning and progress.

Strategy 3: Emphasize learning experiences that are outcomes-focused.

Strategy 4: Expand the use of alternative instructional methodologies and delivery methods.

**Issue 3** Recruit and retain faculty and staff in highly competitive national and local markets during a period of limited resources

**Description:** Quality faculty members are fundamental to a quality university education. Without the best faculty members, providing Arizona citizens the superior quality higher education they deserve and the output of research innovations they expect is impossible, and Arizona will not be able to achieve the necessary cultural and economic vitality required for the state to thrive. At ASU, hiring and retaining outstanding faculty members continues to be a concern. Like the other Arizona universities, ASU struggles to consistently compete in the demanding marketplace of top institutions. With the funding provided by the state for salaries between FY05 and FY08, ASU made some progress in improving faculty salaries, enabling the University to recruit and retain highly recognized and respected academics in a variety of fields. But the average salary for faculty members continues to fall below most of its peer institutions. Staff salaries also continue to fall further behind comparable jobs in the relevant markets. Turnover among staff continues to be a significant problem, in part due to salaries that are not competitive with the local market.

**Solutions:**

Strategy 1: Close the gap on salaries as defined in the Faculty Peer Salary Analysis through an ongoing commitment of performance salary adjustments. State investment in faculty salaries is critical at this time to retain key faculty members as well as enabling ASU to continue attracting and successfully competing for the highest qualified new faculty members.

Strategy 2: Adopt and implement an ongoing commitment of salary improvement to address the significantly negative market position of staff (non-academic) salaries by targeting budgetary funds at a level anticipating salary movement of 3 - 4% per year, with allocations tied directly to outcome driven performance measures.

Strategy 3: Develop and maintain the laboratory facilities and the network and computational resources required by the research community. Maintaining competitiveness in research, faculty and student recruitment and retention requires well-equipped modern facilities as well as secure access to high capacity network connectivity; computational, data, and analytic resources required to support researchers; and the systems and application support staffing required by individual researchers, clusters, and research teams.

Strategy 4: Maintain the program to improve salary and benefits for graduate research and teaching assistants. Other universities with whom ASU competes for top-quality graduate students have better salary and benefits packages. Excellent graduate students are essential for improving the quality of both graduate programs and the broader research enterprise.

#### **Issue 4** Expand research capabilities

**Description:** ASU continues to vigorously pursue long-term initiatives in such areas as health and biosciences, advanced materials, global security, renewable energy and sustainability, learning sciences, informatics and communications. ASU continues to be one of the fastest growing research enterprises, among U.S. universities with research portfolios exceeding \$100M in research expenditures [NSF Surveys]. ASU's goal is to establish itself as a global center for interdisciplinary research, discovery and development by growing its research expenditures to more than \$700M annually by 2020. To support our aspirations, ASU has defined seven strategies and four key focus areas that will allow us to continue our exceptional growth, serve the surrounding community and increase the impact of the research and scholarly work of our faculty.

#### **Solutions:**

Strategy 1: Differentiate ASU from the competition through the procurement of large projects (> \$10 million) in several key target areas; health and biosciences, sustainability, flexible electronic systems, light-inspired energy, personalized learning, global security, and complex adaptive systems.

Strategy 2: Pursue a University Affiliated Research Center (UARC)-like entity (a research laboratory) on the scale of \$50-\$100 million per year, in energy, sustainability, advanced materials, national security, or biosciences.

Strategy 3: Continue to promote and support ASU's projects from across the university through the improvement of the Office for Research and Sponsored Project Administration infrastructure, reduction of faculty burden and providing assistance to the academic units for opportunity identification and development.

Strategy 4: Continue to expand philanthropic funding for our research programs by working closely with the Foundation to support its activities.

Strategy 5: Expand our collaborative research activities with industry to take advantage of their desire to shift basic and applied research requirements to university labs.

Strategy 6: Continue to pursue angel and venture investment in emerging companies. Activities will include developing a best-in-class intellectual property team and extension of Sky Song's entrepreneurship agenda.

Strategy 7: Develop and implement plans to provide the research facilities and infrastructure that are required to meet the research goals of the University.

#### **Key Focus Area #1: Incorporate new approaches, including continued focus on interdisciplinary research**

In keeping with the spirit of the New American University vision, we will continue to expand our research capabilities through an interdisciplinary approach. Interdisciplinary research involves not only drawing upon the expertise across the University but also includes partners such as industry, national laboratories, academia and clinical entities. We are focusing our efforts in bringing together researchers from disparate disciplines to tackle complex questions central to the areas of strategic interest. The Biodesign Institute and its research centers exemplify this approach. We are working on new industry-university consortium models that bring together industry and University researchers working collaboratively to address national challenges and result in significant educational and economic impact. We are increasingly focusing our research on global problems with local relevancy. We are also creating the ecosystems for promotion of innovation and entrepreneurship activities.

#### **Key Focus Area #2: Increase participation in multi-institutional grants and consortiums**

It is a strategic goal of ASU to be successful in securing several multi-institution, multi-disciplinary, multi-year, multi-million dollar(4M) research projects. A specific goal is to secure a national research laboratory or its equivalent by 2020. To achieve this objective, we will cultivate, identify, target and develop 4M research opportunities leveraging ASU strengths in strategic research areas. Competitive teams and consortia will be constructed by bringing in complementary strengths through partnerships with national laboratories, academia, industry and government partners to successfully secure these grants.

#### **Key Focus Area #3: Accelerate technology transfer initiatives**

As ASU's research enterprise has expanded over the past several years, AzTE has undertaken a variety of activities in furtherance of its mission to facilitate advancement of University technology into the marketplace.

- Closely align AzTE functions and support with established and new research initiatives
- Continue focus and support of existing initiatives and programs
- Increase connectivity with investors and industry through conferences and other outreach activities
- Form a seed stage venture capital fund led by ASU to accelerate the number of faculty related spin-outs
- Increase technology exposure through cross marketing activities with other universities
- Increase faculty interaction and outreach, including the establishment of an AzTE office on campus to foster faculty relationships and commercialization activities

#### **Key Focus Area #4: Improve infrastructure to support research**

Achieving our research expenditure goals will require additional research space. The University must develop plans to repurpose existing space and construct new facilities. To develop these plans the University has undertaken an effort to survey unused and underused space, determine return on investment of allocated space and consistently revisit space allocation to respond to the dynamic research needs. Results will be shared with all stakeholders and plans to refurbish and repurpose will be developed to meet current and future needs. Funds for construction of new buildings will involve State, Federal and Philanthropic entities. The University will work with the State to clearly define research priorities and communicate current and future space requirements. Federal and Philanthropic funding opportunities will also be explored where appropriate to address the current and future space requirements.

The University's information technology infrastructure is continuously challenged to keep pace with the rapid increase in externally funded research. To meet the demands of research growth and to plan for future growth, new tools must be designed and implemented across the Research Enterprise in a way that leverages existing IT infrastructure and increases functionality for the entire Research community. Implementation of an end-to-end research administration system will allow for immediate process improvements and continued research expenditure growth. The improvement of the information technology infrastructure will be executed concurrently with the reorganization of research administration personnel and business processes.

**Issue 5** Enhance and improve local impact and social embeddedness

**Description:** Development of ASU requires the university to be a fully engaged and integral part of the social, cultural, and economic fabric of the metropolitan area and the state of Arizona. ASU will demonstrate its social embeddedness to the extent that the faculty and staff are supporting and sustaining communities and solving problems through applied research, service, and partnerships in the P-12 education system, business and industry, government, and the community. ASU must assist in building a socially diverse and economically viable community, in developing civic and community leadership, and in addressing challenges such as poverty, growth, economic development and diversification, social infrastructure, and quality of life. Achieving a higher degree of social embeddedness requires a change in the internal culture of the university as well as a change in the role of the university in the eyes of the community. The university must continue to expect employees to contribute to community life through their expertise, intellect, and engagement. And the community must come to see the university as the key resource and place to get advice about community issues and solutions to community problems.

**Solutions:**

Strategy 1: Address the interests and workforce needs of the metropolitan area and state in times of diminishing economic resources.

Strategy 2: Enhance partnerships with the community and the state.

Strategy 3: Increase the number of qualified teachers to meet the K-12 educational demands of a growing population and provide opportunities for continuing development

**Issue 6** Maintain quality and breadth of baccalaureate degree programs in an environment of diminished resources and plans for cost constraints

**Description:** Between FY 2008, with the emergence of a fiscal crisis in Arizona and nationally, and FY 2012, Arizona State University experienced a reduction in state investment of \$196,305,700 while student FTE enrollment grew by over 12,000 (20 percent). In addressing the sudden and significant funding decline amidst increasing enrollment, the focus of resource reduction was to protect to the greatest extent possible the educational mission of the university, and to reduce the administrative and to a lesser extent student services functions rather than academic activities. Colleges and departments were consolidated, eliminating duplicate administrative structures. While the decline in state investment was real, a portion of the loss was partially offset by stimulus funds in FY 2010 and FY 2011. Increases in tuition permanently fill a part of the lost revenue, but most of the reduction was taken through efficiency measures and reductions in cost.

In 2011, in response to the FY 2012 Higher Education Budget Reconciliation Bill, the Arizona Board of Regents convened a work group to extensively study and propose a methodology to address the General Fund per FTE student funding disparity that existed among the three Arizona Universities. As an outcome of the study, ASU requested and received a total of \$45.5 million over the three fiscal year period of FY 2013 - FY 2015 and considers the legislative obligation to appropriate parity funding to be complete.

In addition to addressing the aforementioned funding disparity, ABOR endorsed the legislatively mandated funding model calling for performance funding based on metrics and goals set for each of the universities and developed an outcomes-based performance funding model. The metrics focus on degree completion, class enrollments, and research growth with added weight given to degrees related to the STEM fields (Science, Technology, Engineering and Mathematics) and other higher-value degrees that are in short supply or identified as essential to the State of Arizona's economic development strategy. Despite submitting performance funding requests in FY 2015 and FY2016 based on the legislatively mandated model, no funding was appropriated in response to the model. In fact, ASU's state investment was reduced by \$53.3 million.

The Governor addressed the Board of Regents in 2015 and challenged the Board to refashion the existing strategic plan into a sustainable, long-term business plan that counts on the State as one of many investors. The Board of Regents has endorsed a plan that requests that state funding be focused on supporting resident students with the current goal to work toward funding half of the Educational and General (E&G) expenses for such students coming from state appropriations. At present, the state supports approximately 38% of the E&G cost for resident students across the university system.

ASU's FY 2017 operating budget request of \$45.0 million is comprised of three components, partial restoration of the FY 2016 base budget reduction, funding for growth in resident student enrollment, and operations and maintenance support for resident students. A fourth component of the FY 2017 budget request is one-time in nature, a request for \$30.6 million in capital funding that will be matched with university funds on a dollar-for-dollar basis and to address both deferred maintenance and academic space needs.

**Solutions:**

Strategy 1: Restructure current funding mechanisms to create a sustainable enterprise financial model that relies on the State as one of many investors.

Strategy 2: Continue to introduce innovative curricula structures and student advising programs to improve outcomes within an efficient cost structure.

### Resource Assumptions

	FY2018 Estimate	FY2019 Estimate	FY2020 Estimate
<b>Full-Time Equivalent Positions</b>	20.0	20.0	20.0
<b>General Fund</b>	2,851.5	2,851.5	2,851.5
<b>Other Appropriated Funds</b>	2,212.1	2,322.7	2,438.8
<b>Non-Appropriated Funds</b>	2,998.7	3,088.7	3,181.4
<b>Federal Funds</b>	909.5	964.1	1,022.0



## **Five-Year Strategic Plan**

### **ASU at the Polytechnic Campus**

**Revision**

**October 01, 2015**

**University Office of Institutional Analysis**

AXA 0.0	<b>Agency Summary</b>
	ASU - POLYTECHNIC
Dr. Michael Crow, President (480) 965-8972 A.R.S. § 15-1601 Plan Contact: Melinda Gebel, Director, Institutional Analysis (480) 965-2318	

**Mission:**

*To emphasize professional and technological programs based in the liberal arts and sciences and engage in intellectual inquiry focused on addressing societal needs by offering undergraduate and graduate programs primarily in professional and technological fields and in selected areas of the liberal arts and sciences; engaging in forms of scholarship involved with discovering, integrating, applying, and transmitting knowledge to address the conditions and concerns of society; and working with community partners in accomplishing all aspects of this mission.*

**Description:**

Arizona State University at the Polytechnic campus serves about 14,500 students and the metropolitan area through baccalaureate and graduate degree programs as well as through applied research and service. All programs at ASU at the Polytechnic campus provide students with the knowledge and extensive technological competence to succeed in their chosen professions and further learning. ASU at the Polytechnic campus offers a campus environment that places students at the center, embraces diversity and interdisciplinary inquiry, and strives to integrate the academic and social lives of students. ASU at the Polytechnic campus offers programs with outcomes directly relevant to the needs of society and the community, emphasizing collaboration and partnership to foster the educational, economic, and cultural development of local communities, the metropolitan area, the state, and the nation.

AXA 1.0	<b>Program Summary</b>
	INSTRUCTION
Melinda Gebel, Director Institutional Analysis (480) 965-2318 A.R.S. § 15-1601	

**Mission:**

*To offer high quality academic degrees, general studies, and honors programs that prepare graduates for personal growth, fulfilling careers, and lifelong contributions to the quality of intellectual life in the community, state, region, and nation.*

**Description:**

Instruction is comprised of activities carried out during the academic year, summer sessions, and other periods outside the regular term and associated with degree credit and non-credit academic courses. This program also includes faculty departmental research and public service activities that are not separately budgeted and academic administration where instruction plays an important role, such as at the dean and department chair levels.

◆ **Goal 1** To improve undergraduate and graduate education.

**Objective:** 1 FY2015: Maintain graduating seniors' FY 2014 level of satisfaction  
FY2016: Increase graduating seniors' FY 2015 level of satisfaction by 1%  
FY2017: Increase graduating seniors' FY 2016 level of satisfaction by 1%

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Percent of graduating students who rate their overall experience at ASU Polytechnic as good or excellent	82	83	84

**Objective:** 2 FY2015: Ensure students have sufficient access to courses taught by ranked faculty in 2014-15  
FY2016: Ensure students have sufficient access to courses taught by ranked faculty in 2015-16  
FY2017: Ensure students have sufficient access to courses taught by ranked faculty in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Percent of full-time undergraduate students enrolled per semester in three or more primary courses with ranked faculty	84	85	85

**Objective:** 3 FY2015: Increase total degree production by 3% in 2014-15  
FY2016: Increase total degree production by 5-10% in 2015-16  
FY2017: Increase total degree production by 10-15% in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Number of degrees granted	1,073	1,156	1,311

**Objective:** 4 FY2015: Increase baccalaureate degree production by 4% in 2014-15  
FY2016: Increase baccalaureate degree production by 3-4% in 2015-16  
FY2017: Increase baccalaureate degree production by 10-15% in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Number of Bachelors degrees granted	835	871	979

**Objective:** 5 FY2015: Increase Masters degree production by 2% in 2014-15  
FY2016: Increase Masters degree production by 15-20% in 2015-16  
FY2017: Increase Masters degree production by 15-20% in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Number of Masters degrees granted	232	279	326

**Objective:** 6 FY2015: Improve student efficiency in time to baccalaureate degree completion in 2014-15  
FY2016: Improve student efficiency in time to baccalaureate degree completion in 2015-16  
FY2017: Improve student efficiency in time to baccalaureate degree completion in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Average number of years taken to graduate for student who began as freshmen	4.7	4.6	4.6

**Objective:** 7 FY2015: Increase headcount enrollment by 9% in 2014-15  
FY2016: Increase headcount enrollment by 15% in 2015-16  
FY2017: Increase headcount enrollment by 4% in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Fall semester enrollment (headcount)	12,290	14,550	15,132

◆ **Goal 2** To provide support services and courses that assist students in achieving academic success.

**Objective:** 1 FY2015: Increase the percent of graduating students who have done/plan to do a practicum, internship, co-op experience, or clinical assignment by 1-2% in FY 2015  
FY2016: Maintain the percent of graduating students who have done/plan to do a practicum, internship, co-op experience, or clinical assignment in FY 2016  
FY2017: Increase the percent of graduating students who have done/plan to do a practicum, internship, co-op experience, or clinical assignment by 1-2% in FY 2017

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Percent of graduating students who 'have done' or 'plan to do' a practicum, internship, co-op experience, or clinical assignment	59	59	60

**Objective:** 2 FY2015: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 8% in 2014-15  
FY2016: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 2-3% in 2015-16  
FY2017: Contribute to retention progress by increasing student visits to academic support services areas and tutorials conducted by 2-3% in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Number of tutorials conducted by University Academic Success Programs	14,357	14,715	15,082

AXA 2.0	<b>Program Summary</b>
	ORGANIZED RESEARCH
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**

To foster pre-eminent scholarship and creative activity that serves the citizens of Arizona through the development, application, and transfer of new knowledge especially beneficial to Arizona.

**Description:**

Organized Research includes research activities taking place within centers, divisions, bureaus, institutes and experiment stations formally approved by the Arizona Board of Regents. These activities are specifically created and organized to produce research, whether separately budgeted within the university or commissioned by an external agency, as with federal grants and contracts.

◆ **Goal 1** To provide support mechanisms for ASU Polytechnic researchers in an effort to increase research and sponsored project activities.

- Objective: 1** FY2015: Increase proposal volume to allow for ASU to continue to meet ABOR Enterprise Plan goals
- FY2016: Increase proposal volume by 8% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals
- FY2017: Increase proposal volume by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Dollar value of sponsored project proposals submitted (in millions)	49.3	53.2	57.5

- Objective: 2** FY2015: Increase external dollars received to allow for ASU to continue to meet ABOR Enterprise Plan goals
- FY2016: Increase external dollars received by 8% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals
- FY2017: Increase external dollars received by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
External dollars received for research and creative activity (in millions)	6.9	7.5	8.0

- Objective: 3** FY2015: Maintain the level of total research expenditures in 2014-15 to allow for ASU to continue to meet ABOR Enterprise Plan goals
- FY2016: Increase total research expenditures by 6% in 2015-16 to allow for ASU to continue to meet ABOR Enterprise Plan goals
- FY2017: Increase total research expenditures by 8% in 2016-17 to allow for ASU to continue to meet ABOR Enterprise Plan goals

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Dollar value of total research expenditures (in millions)	9.9	10.5	11.4

- Objective: 4** FY2015: Increase externally funded, non-research expenditures in 2014-15 as part of ASU's broader Knowledge Enterprise goals
- FY2016: Increase externally funded, non-research expenditures by 5% in 2015-16 as part of ASU's broader Knowledge Enterprise goals
- FY2017: Increase externally funded, non-research expenditures by 5% in 2016-17 as part of ASU's broader Knowledge Enterprise goals

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Dollar value of externally funded, non-research expenditures (in	1.5	1.6	1.7

AXA 3.0	<b>Program Summary</b>
	PUBLIC SERVICE
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**

To serve the public by offering a public telecommunications system, by providing the finest available artists and productions in music, theater and dance, by establishing partnerships with local industry and educational institutions to foster community engagement, and by serving as a resource and focal point in providing information about various university services to the business community and economic development professionals.

**Description:**

Public Service includes those activities established primarily to provide services beneficial to individuals and groups external to the university to enhance corporate and community engagement. Public Service includes conferences, general advisory services, reference bureaus, public radio and television, consulting, continuing education and professional development programs, and similar services to particular sectors of the community.

◆ **Goal 1** To partner with industry and the community to develop innovative solutions and to provide high quality continuing education courses and training programs.

- Objective: 1** FY2015: Strengthen corporate and community engagement by promoting participation in professional activities in 2014-15
- FY2016: Strengthen corporate and community engagement by promoting participation in professional activities in 2015-16
- FY2017: Strengthen corporate and community engagement by promoting participation in professional activities in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Number of people served in professional activities.	122	121	125

NOTE: FY15 reflects activities for The Polytechnic School

- Objective: 2** FY2015: Strengthen corporate and community engagement by promoting sponsor-supported research projects for students in 2014-15
- FY2016: Strengthen corporate and community engagement by promoting sponsor-supported research projects for students in 2015-16
- FY2017: Strengthen corporate and community engagement by promoting sponsor-supported research projects for students in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Number of iProject and external (non-agency) research sponsors.	54	44	54

◆ **Goal 2** To provide meaningful community engagement opportunities through education.

- Objective: 1** FY2015: Expand community engagement by increasing attendance at educational activities in 2014-15
- FY2016: Expand community engagement by increasing attendance at educational activities in 2015-16
- FY2017: Expand community engagement by increasing attendance at educational activities in 2016-17

Performance Measures	FY 2015	FY 2016	FY 2017
	Actual	Estimate	Estimate
Number of attendees at K-12 outreach activities.	8,319	9,309	10,350

AXA 4.0	<b>Program Summary</b>
	ACADEMIC SUPPORT
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**

To provide services and programs to faculty, staff and students in support of the instructional, research, and service mission of the university.

**Description:**

Academic Support services include retention, preservation, and display of educational materials through libraries, museums and galleries; audio visual and other activities that aid in the transmission of information; separately budgeted course and curriculum development; and academic computing support.

◆ **Goal 1** To provide Library Services as an integral and essential



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component in the academic success of students and faculty.

- Objective:** 1 FY2015: Increase student faculty usage in 2014-2015 by providing a comfortable environment conducive to study and research.  
 FY2016: Increase student faculty usage in 2015-2016 by providing a comfortable environment conducive to study and research.  
 FY2017: Increase student faculty usage in 2016-2017 by providing a comfortable environment conducive to study and research.

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Library gate count	122,941	125,000	130,000

- Objective:** 2 FY2015: Ensure users have sufficient access to resources and computers during the 2014-2015 year.  
 FY2016: Ensure users have sufficient access to resources and computers during the 2015-2016 year.  
 FY2017: Ensure users have sufficient access to resources and computers during the 2016-2017 year.

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Workstations available for public use in library facilities	29	30	30

- Objective:** 3 FY2015: Ensure users have sufficient access to resources and computers during the 2014-2015 year.  
 FY2016: Ensure users have sufficient access to resources and computers during the 2015-2016 year.  
 FY2017: Ensure users have sufficient access to resources and computers during the 2016-2017 year.

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of hours the library is open each week	87	87	87

- ◆ **Goal 2** To provide students and faculty with the technological resources and services needed to support accomplishment of their academic goals.

- Objective:** 1 FY2015: Support the anticipated growth rate of mediated classrooms in 2014-15  
 FY2016: Support the anticipated growth rate of mediated classrooms in 2015-16  
 FY2017: Support the anticipated growth rate of mediated classrooms in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of mediated classrooms	95	98	100

- Objective:** 2 FY2015: Ensure all classrooms are equipped with mediation in 2014-15  
 FY2016: Ensure all classrooms are equipped with mediation in 2015-16  
 FY2017: Ensure all classrooms are equipped with mediation in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of classrooms with mediation	100	100	100

- Objective:** 3 FY2015: Maintain the existing number of common computing site seats in 2014-15  
 FY2016: Maintain the existing number of common computing site seats in 2015-16  
 FY2017: Maintain the existing number of common computing site seats in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Number of common computing site seats	93	93	93

- Objective:** 4 FY2015: Address any existing need to replace outdated equipment in 2014-15  
 FY2016: Address any existing need to replace outdated equipment in 2015-16  
 FY2017: Address the projected need to replace outdated equipment in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percentage of site equipment outdated (>4 years old)	0	0	1

*by creating an inclusive holistic learning environment that offers services and opportunities for students to maximize their learning experience and become well-rounded productive citizens.*

**Description:**

Student Services includes functions and other activities with the primary purpose of contributing to students' emotional and physical well-being and intellectual, cultural and social development outside the context of the formal instruction program. These other activities include cultural events, student newspapers, intramural athletics, student organizations, nonacademic counseling and career guidance, student health services, and the administration at the senior vice presidential level.

- ◆ **Goal 1** To promote the emotional and physical well-being of students by providing quality health care services.

- Objective:** 1 FY2015: Increase the number of students served at the student health center by 9% in 2014-15  
 FY2016: Increase the number of students served at the student health center by 8% in 2015-16  
 FY2017: Increase the number of students served at the student health center by 8% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students receiving health care at the Student Health Center (provider/nurse visits)	2,005	2,165	2,339

- ◆ **Goal 2** To enhance the quality of students' educational experience by providing programs and services which promote involvement in university activities and enhance opportunities for future employment.

- Objective:** 1 FY2015: Create educational experiences that embrace the needs of the students in 2014-15  
 FY2016: Create educational experiences that embrace the needs of the students in 2015-16  
 FY2017: Create educational experiences that embrace the needs of the students in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Events and activities held for students each year	617	620	640

- Objective:** 2 FY2015: Increase the number of on-campus student clubs and organizations by 5-10% in 2014-15  
 FY2016: Increase the number of on-campus student clubs and organizations by 5-10% in 2015-16  
 FY2017: Increase the number of on-campus student clubs and organizations by 5-10% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Registered campus clubs and organizations	70	76	80

- Objective:** 3 FY2015: Increase the overall number of employers recruiting on campus by 1-3% in 2014-15  
 FY2016: Increase the overall number of employers recruiting on campus by 3-5% in 2015-16  
 FY2017: Increase the overall number of employers recruiting on campus by 3-5% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Organizations physically recruiting on campus	133	138	144

- ◆ **Goal 3** To provide services that enhance the likelihood of students' academic success by providing experiences that are designed to facilitate a smooth transition to the university.

- Objective:** 1 FY2015: Increase participation in student advisement and registration experiences by 9% in 2014-15  
 FY2016: Increase participation in student advisement and registration experiences by 5% in 2015-16  
 FY2017: Increase participation in student advisement and registration experiences by 5% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students participating in student advisement/registration workshops	452	475	500

AXA 5.0	<b>Program Summary</b>
	STUDENT SERVICES
Melinda Gebel, Director	
Institutional Analysis (480) 965-2318	
A.R.S. § 15-1601	

**Mission:**

*To foster the academic, social, emotional, and physical growth of learners*

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**Objective: 2** FY2015: Increase the number of new freshmen living in residential halls by 19% in 2014-15  
 FY2016: Increase the number of new freshmen living in residential halls by 6% in 2015-16  
 FY2017: Increase the number of new freshmen living in residential halls by 6% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Students living in first-year residential communities	400	425	450

AXA 6.0  Melinda Gebel, Director Institutional Analysis (480) 965-2318 A.R.S. § 15-1601	<b>Program Summary</b>  INSTITUTIONAL SUPPORT
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**Mission:**

*To provide timely, efficient, and effective support for the university's mission of instruction, research, and public service goals through executive management, administrative information and services, adequate and well maintained facilities, and strong partnerships with alumni, community leaders, and State decision makers.*

**Description:**

Institutional Support includes central executive level activities concerned with management and long-range planning for the entire university and the operation and maintenance of the physical plant. Administrative activities include planning and programming, legal services, fiscal operations, administrative data processing, space management, employee personnel and records, purchasing, stores, safety, security, printing, transportation services, community and alumni relations, and development and fundraising.

◆ **Goal 1** To provide comprehensive administrative and human resource services to the campus community.

**Objective: 1** FY2015: Continue outreach to increase the number of qualified applicants in 2014-15  
 FY2016: Continue outreach to increase the number of qualified applicants in 2015-16  
 FY2017: Continue outreach to increase the number of qualified applicants in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Job applications processed	1,715	1,700	1,750

NOTE: In FY14, a new applicant tracking system was implemented

**Objective: 2** FY2015: Continue to fill positions as needed to support the academic mission in 2014-15  
 FY2016: Continue to fill positions as needed to support the academic mission in 2015-16  
 FY2017: Continue to fill positions as needed to support the academic mission in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Positions filled	57	51	51

**Objective: 3** FY2015: Reduce staff turnover by 5% in 2014-15  
 FY2016: Reduce staff turnover by 2% in 2015-16  
 FY2017: Reduce staff turnover by 2% in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Percent of agency staff turnover (classified staff only)	15.8	15.5	15.2

**Objective: 4** FY2015: Manage or decrease administrative costs as a % of state expenditure authority in FY2015  
 FY2016: Manage or decrease administrative costs as a % of state expenditure authority in FY2016  
 FY2017: Manage or decrease administrative costs as a % of state expenditure authority in FY2017

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Administration as a percentage of total cost	0.88	1.13	1.03

◆ **Goal 2** To provide a safe and secure environment that responds to the needs of students, faculty, and staff as the campus grows.

**Objective: 1** FY2015: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2014-15  
 FY2016: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2015-16  
 FY2017: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Crime reports	99	80	65

**Objective: 2** FY2015: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2014-15  
 FY2016: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2015-16  
 FY2017: Manage or reduce the number of crime incidences as the campus grows and mitigate any possible disruptions to the university community in 2016-17

<b>Performance Measures</b>	<b>FY 2015 Actual</b>	<b>FY 2016 Estimate</b>	<b>FY 2017 Estimate</b>
Calls for service	2,103	2,250	2,408

AXA 7.0  ,  Not available	<b>Program Summary</b>  AUXILIARY PROGRAM
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◆ **Goal**

# Agency 5-Year Plan

**Issue 1** Increase participation in postsecondary education and ultimately increase baccalaureate degree production

**Description:** To broaden access to a quality education for all segments of the population, ASU must be positioned to accommodate the expected growth in high school graduates, particularly minority populations and a growing pool of older students requiring new job skills. Never in the history of Arizona has a university education been more important. Our knowledge-based economy and an ever-increasing trend toward globalization are changing the skills needed for success in the labor force. Yet, rising costs, need for financial aid, and years of under-funding for higher education place the idea of access at risk. Tuition rates approved by the Board of Regents in recent years and future changes consistent with Board policy will help to meet some of the increasing need for financial aid and improve affordability for a greater number of students.

ASU is strongly committed to providing access to college for all qualified students. Furtherance of this goal requires bold and sustained planning to provide for the projected increases in enrollments, primarily of undergraduate students. Continued investment will be necessary to provide the infrastructure for the enrollment growth envisioned at each of the campuses.

**Solutions:**

Strategy 1: Increase efforts to enroll more Arizona high school graduates.

Strategy 2: Increase the diversity of the student population.

Strategy 3: Enhance partnerships with the community colleges to facilitate more effective transfer processes.

Strategy 4: Increase ASU Online program offerings to increase access for students seeking ASU degrees.

Strategy 5: Provide flexibility in course offerings and educational modalities.

Strategy 6: Increase financial assistance available to needy students.

Strategy 7: Establish Colleges@ASU sites that will provide an opportunity for students to complete baccalaureate degrees at lower costs.

**Issue 2** Improve the quality of undergraduate and graduate education

**Description:** Undergraduate and graduate education are the cornerstones of the university enterprise. Students seek a high quality education that prepares them to be successful in their careers, to contribute to society, and to become lifelong learners. Today's graduates must have strong communication, team building, and critical thinking skills as well as a global perspective to be successful.

A continued emphasis on providing a quality educational experience requires examining and evolving how the university designs and delivers its instructional programs to maximize the impact of education. Improvements can be accomplished through new pedagogical techniques, such as adaptive learning, collaborative learning, service learning, and other learner-centered approaches; through the appropriate use of technology to enhance the learning environment; through undergraduate education that focuses on the student as an individual; by providing seamless access to the services and resources required for learning and creative and intellectual inquiry; and by providing an environment that fosters student scholarship. ASU continues to conceptualize and create a wide range of new interdisciplinary schools, institutes, centers, and programs that will foster the development of new knowledge. In addition, ASU is enhancing learning environments that facilitate learner-centered delivery with improved instructional technologies and flexible room design. Necessary funding will provide the resources needed to improve the learning environments, to accommodate the increased student population, and to hire the faculty necessary to establish national standing for colleges and schools in every field.

**Solutions:**

Strategy 1: Increase the number of tenured and tenure-track faculty.

Strategy 2: Enhance the electronic systems that provide students with information to assist their academic planning and progress.

Strategy 3: Emphasize learning experiences that are outcomes-focused.

Strategy 4: Expand the use of alternative instructional methodologies and delivery methods.

**Issue 3** Recruit and retain faculty and staff in highly competitive national and local markets during a period of limited resources

**Description:** Quality faculty members are fundamental to a quality university education. Without the best faculty members, providing Arizona citizens the superior quality higher education they deserve and the output of research innovations they expect is impossible, and Arizona will not be able to achieve the necessary cultural and economic vitality required for the state to thrive. At ASU, hiring and retaining outstanding faculty members continues to be a concern. Like the other Arizona universities, ASU struggles to consistently compete in the demanding marketplace of top institutions. With the funding provided by the state for salaries between FY05 and FY08, ASU made some progress in improving faculty salaries, enabling the University to recruit and retain highly recognized and respected academics in a variety of fields. But the average salary for faculty members continues to fall below most of its peer institutions. Staff salaries also continue to fall further behind comparable jobs in the relevant markets. Turnover among staff continues to be a significant problem, in part due to salaries that are not competitive with the local market.

**Solutions:**

Strategy 1: Close the gap on salaries as defined in the Faculty Peer Salary Analysis through an ongoing commitment of performance salary adjustments. State investment in faculty salaries is critical at this time to retain key faculty members as well as enabling ASU to continue attracting and successfully competing for the highest qualified new faculty members.

Strategy 2: Adopt and implement an ongoing commitment of salary improvement to address the significantly negative market position of staff (non-academic) salaries by targeting budgetary funds at a level anticipating salary movement of 3 - 4% per year, with allocations tied directly to outcome driven performance measures.

Strategy 3: Develop and maintain the laboratory facilities and the network and computational resources required by the research community. Maintaining competitiveness in research, faculty and student recruitment and retention requires well-equipped modern facilities as well as secure access to high capacity network connectivity; computational, data, and analytic resources required to support researchers; and the systems and application support staffing required by individual researchers, clusters, and research teams.

Strategy 4: Maintain the program to improve salary and benefits for graduate research and teaching assistants. Other universities with whom ASU competes for top-quality graduate students have better salary and benefits packages. Excellent graduate students are essential for improving the quality of both graduate programs and the broader research enterprise.

#### **Issue 4** Expand research capabilities

**Description:** ASU continues to vigorously pursue long-term initiatives in such areas as health and biosciences, advanced materials, global security, renewable energy and sustainability, learning sciences, informatics and communications. ASU continues to be one of the fastest growing research enterprises, among U.S. universities with research portfolios exceeding \$100M in research expenditures [NSF Surveys]. ASU's goal is to establish itself as a global center for interdisciplinary research, discovery and development by growing its research expenditures to more than \$700M annually by 2020. To support our aspirations, ASU has defined seven strategies and four key focus areas that will allow us to continue our exceptional growth, serve the surrounding community and increase the impact of the research and scholarly work of our faculty.

#### **Solutions:**

Strategy 1: Differentiate ASU from the competition through the procurement of large projects (> \$10 million) in several key target areas; health and biosciences, sustainability, flexible electronic systems, light-inspired energy, personalized learning, global security, and complex adaptive systems.

Strategy 2: Pursue a University Affiliated Research Center (UARC)-like entity (a research laboratory) on the scale of \$50-\$100 million per year, in energy, sustainability, advanced materials, national security, or biosciences.

Strategy 3: Continue to promote and support ASU's projects from across the university through the improvement of the Office for Research and Sponsored Project Administration infrastructure, reduction of faculty burden and providing assistance to the academic units for opportunity identification and development.

Strategy 4: Continue to expand philanthropic funding for our research programs by working closely with the Foundation to support its activities.

Strategy 5: Expand our collaborative research activities with industry to take advantage of their desire to shift basic and applied research requirements to university labs.

Strategy 6: Continue to pursue angel and venture investment in emerging companies. Activities will include developing a best-in-class intellectual property team and extension of Sky Song's entrepreneurship agenda.

Strategy 7: Develop and implement plans to provide the research facilities and infrastructure that are required to meet the research goals of the University.

#### **Key Focus Area #1: Incorporate new approaches, including continued focus on interdisciplinary research**

In keeping with the spirit of the New American University vision, we will continue to expand our research capabilities through an interdisciplinary approach. Interdisciplinary research involves not only drawing upon the expertise across the University but also includes partners such as industry, national laboratories, academia and clinical entities. We are focusing our efforts in bringing together researchers from disparate disciplines to tackle complex questions central to the areas of strategic interest. The Biodesign Institute and its research centers exemplify this approach. We are working on new industry-university consortium models that bring together industry and University researchers working collaboratively to address national challenges and result in significant educational and economic impact. We are increasingly focusing our research on global problems with local relevancy. We are also creating the ecosystems for promotion of innovation and entrepreneurship activities.

#### **Key Focus Area #2: Increase participation in multi-institutional grants and consortiums**

It is a strategic goal of ASU to be successful in securing several multi-institution, multi-disciplinary, multi-year, multi-million dollar(4M) research projects. A specific goal is to secure a national research laboratory or its equivalent by 2020. To achieve this objective, we will cultivate, identify, target and develop 4M research opportunities leveraging ASU strengths in strategic research areas. Competitive teams and consortia will be constructed by bringing in complementary strengths through partnerships with national laboratories, academia, industry and government partners to successfully secure these grants.

#### **Key Focus Area #3: Accelerate technology transfer initiatives**

As ASU's research enterprise has expanded over the past several years, AzTE has undertaken a variety of activities in furtherance of its mission to facilitate advancement of University technology into the marketplace.

- Closely align AzTE functions and support with established and new research initiatives
- Continue focus and support of existing initiatives and programs
- Increase connectivity with investors and industry through conferences and other outreach activities
- Form a seed stage venture capital fund led by ASU to accelerate the number of faculty related spin-outs
- Increase technology exposure through cross marketing activities with other universities
- Increase faculty interaction and outreach, including the establishment of an AzTE office on campus to foster faculty relationships and commercialization activities

#### **Key Focus Area #4: Improve infrastructure to support research**

Achieving our research expenditure goals will require additional research space. The University must develop plans to repurpose existing space and construct new facilities. To develop these plans the University has undertaken an effort to survey unused and underused space, determine return on investment of allocated space and consistently revisit space allocation to respond to the dynamic research needs. Results will be shared with all stakeholders and plans to refurbish and repurpose will be developed to meet current and future needs. Funds for construction of new buildings will involve State, Federal and Philanthropic entities. The University will work with the State to clearly define research priorities and communicate current and future space requirements. Federal and Philanthropic funding opportunities will also be explored where appropriate to address the current and future space requirements.

The University's information technology infrastructure is continuously challenged to keep pace with the rapid increase in externally funded research. To meet the demands of research growth and to plan for future growth, new tools must be designed and implemented across the Research Enterprise in a way that leverages existing IT infrastructure and increases functionality for the entire Research community. Implementation of an end-to-end research administration system will allow for immediate process improvements and continued research expenditure growth. The improvement of the information technology infrastructure will be executed concurrently with the reorganization of research administration personnel and business processes.

**Issue 5** Enhance and improve local impact and social embeddedness

**Description:** Development of ASU requires the university to be a fully engaged and integral part of the social, cultural, and economic fabric of the metropolitan area and the state of Arizona. ASU will demonstrate its social embeddedness to the extent that the faculty and staff are supporting and sustaining communities and solving problems through applied research, service, and partnerships in the P-12 education system, business and industry, government, and the community. ASU must assist in building a socially diverse and economically viable community, in developing civic and community leadership, and in addressing challenges such as poverty, growth, economic development and diversification, social infrastructure, and quality of life. Achieving a higher degree of social embeddedness requires a change in the internal culture of the university as well as a change in the role of the university in the eyes of the community. The university must continue to expect employees to contribute to community life through their expertise, intellect, and engagement. And the community must come to see the university as the key resource and place to get advice about community issues and solutions to community problems.

**Solutions:**

Strategy 1: Address the interests and workforce needs of the metropolitan area and state in times of diminishing economic resources.

Strategy 2: Enhance partnerships with the community and the state.

Strategy 3: Increase the number of qualified teachers to meet the K-12 educational demands of a growing population and provide opportunities for continuing development

**Issue 6** Maintain quality and breadth of baccalaureate degree programs in an environment of diminished resources and plans for cost constraints

**Description:** Between FY 2008, with the emergence of a fiscal crisis in Arizona and nationally, and FY 2012, Arizona State University experienced a reduction in state investment of \$196,305,700 while student FTE enrollment grew by over 12,000 (20 percent). In addressing the sudden and significant funding decline amidst increasing enrollment, the focus of resource reduction was to protect to the greatest extent possible the educational mission of the university, and to reduce the administrative and to a lesser extent student services functions rather than academic activities. Colleges and departments were consolidated, eliminating duplicate administrative structures. While the decline in state investment was real, a portion of the loss was partially offset by stimulus funds in FY 2010 and FY 2011. Increases in tuition permanently fill a part of the lost revenue, but most of the reduction was taken through efficiency measures and reductions in cost.

In 2011, in response to the FY 2012 Higher Education Budget Reconciliation Bill, the Arizona Board of Regents convened a work group to extensively study and propose a methodology to address the General Fund per FTE student funding disparity that existed among the three Arizona Universities. As an outcome of the study, ASU requested and received a total of \$45.5 million over the three fiscal year period of FY 2013 - FY 2015 and considers the legislative obligation to appropriate parity funding to be complete.

In addition to addressing the aforementioned funding disparity, ABOR endorsed the legislatively mandated funding model calling for performance funding based on metrics and goals set for each of the universities and developed an outcomes-based performance funding model. The metrics focus on degree completion, class enrollments, and research growth with added weight given to degrees related to the STEM fields (Science, Technology, Engineering and Mathematics) and other higher-value degrees that are in short supply or identified as essential to the State of Arizona's economic development strategy. Despite submitting performance funding requests in FY 2015 and FY2016 based on the legislatively mandated model, no funding was appropriated in response to the model. In fact, ASU's state investment was reduced by \$53.3 million.

The Governor addressed the Board of Regents in 2015 and challenged the Board to refashion the existing strategic plan into a sustainable, long-term business plan that counts on the State as one of many investors. The Board of Regents has endorsed a plan that requests that state funding be focused on supporting resident students with the current goal to work toward funding half of the Educational and General (E&G) expenses for such students coming from state appropriations. At present, the state supports approximately 38% of the E&G cost for resident students across the university system.

ASU's FY 2017 operating budget request of \$45.0 million is comprised of three components, partial restoration of the FY 2016 base budget reduction, funding for growth in resident student enrollment, and operations and maintenance support for resident students. A fourth component of the FY 2017 budget request is one-time in nature, a request for \$30.6 million in capital funding that will be matched with university funds on a dollar-for-dollar basis and to address both deferred maintenance and academic space needs.

**Solutions:**

Strategy 1: Restructure current funding mechanisms to create a sustainable enterprise financial model that relies on the State as one of many investors.

Strategy 2: Continue to introduce innovative curricula structures and student advising programs to improve outcomes within an efficient cost structure.

### Resource Assumptions

	FY2018 Estimate	FY2019 Estimate	FY2020 Estimate
<b>Full-Time Equivalent Positions</b>	16.0	16.0	16.0
<b>General Fund</b>	2,253.3	2,253.3	2,253.3
<b>Other Appropriated Funds</b>	1,786.1	1,875.5	1,969.2
<b>Non-Appropriated Funds</b>	1,533.0	1,579.0	1,626.4
<b>Federal Funds</b>	607.6	644.1	682.7