ASU Charter

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

- **Increase affinity** with Graduate College stakeholders
- **Foster a 21st Century graduate education** through new entryways and degrees, which serve more and increasingly diverse students
- **Enrich student and postdoctoral experiences** through increased funding and programmatic efforts
- **Steward resources wisely** within the Graduate College
Policies and procedures affect outcomes

Admissions:
- Requirements, like GRE and GMAT

Funding:
- Employment types (RA, TA, GSA, hourly)

Residency / Modality:
- Residency outside AZ

Curriculum milestones:
- Written comprehensive exam

Completion / culminating experience:
- Students that leave at the point of thesis/dissertation (ABD but don’t finish)
Graduate student persistence

Arizona State University
Graduation Rates for Graduate Degree Students

<table>
<thead>
<tr>
<th>Research Master’s</th>
<th>Professional Master’s</th>
<th>PhD</th>
<th>Professional Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Rates</td>
<td>Graduation Rates</td>
<td></td>
<td>Graduation Rates</td>
</tr>
<tr>
<td>2,306</td>
<td>3,337</td>
<td>619.3</td>
<td>467.5</td>
</tr>
<tr>
<td>85.6%</td>
<td>85.5%</td>
<td>90.1%</td>
<td>90.3%</td>
</tr>
<tr>
<td>One-Year Persistence Rate</td>
<td>One-Year Persistence Rate</td>
<td>One-Year Persistence Rate</td>
<td>One-Year Persistence Rate</td>
</tr>
</tbody>
</table>

Click here for filters -

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## Summary_Minrty

<table>
<thead>
<tr>
<th>Asu Minrty Stat Ld</th>
<th>Active</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>339</td>
<td>426</td>
</tr>
<tr>
<td></td>
<td>37.1%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>1,562</td>
<td>2,244</td>
</tr>
<tr>
<td></td>
<td>36.8%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>1,747</td>
<td>2,326</td>
</tr>
<tr>
<td></td>
<td>34.5%</td>
<td>45.9%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4,184</td>
<td>6,436</td>
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<tr>
<td></td>
<td>34.7%</td>
<td>53.4%</td>
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<tr>
<td>International</td>
<td>9,878</td>
<td>9,646</td>
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<tr>
<td></td>
<td>48.0%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>94</td>
<td>142</td>
</tr>
<tr>
<td></td>
<td>34.3%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Not Available</td>
<td>570</td>
<td>647</td>
</tr>
<tr>
<td></td>
<td>41.0%</td>
<td>46.6%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>863</td>
<td>1,238</td>
</tr>
<tr>
<td></td>
<td>36.0%</td>
<td>51.6%</td>
</tr>
<tr>
<td>White</td>
<td>11,520</td>
<td>21,292</td>
</tr>
<tr>
<td></td>
<td>30.7%</td>
<td>56.7%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>30,757</td>
<td>44,397</td>
</tr>
<tr>
<td></td>
<td>36.4%</td>
<td>52.6%</td>
</tr>
</tbody>
</table>

Count of Adm Appl Nbr and % of Total Count of Adm Appl Nbr broken down by Population vs. Asu Minrty Stat Ld. Color shows % of Total Count of Adm Appl Nbr. The marks are labeled by count of Adm Appl Nbr and % of Total Count of Adm Appl Nbr. The data is filtered on Exclude AC/No Reg, which keeps N.
Why Change?

• Including historically underrepresented groups, fresh research agendas, and novel methodologies in our academic institutions requires cultural change
  • What we’ve been doing—”business as usual”—doesn’t work for everyone
  • “Business as usual” = things happen according to unwritten rules and norms—or the avoidance of rules—that only some groups are aware of; also may not be effective for all individuals
  • Greater transparency and participatory decision making can get everyone on same page
  • Examples
  • We make the assumption that the program pace works for all individuals and that milestones can be met accordingly
  • We make the assumption that the 1:1 mentor model (typically who is a subject matter expert) sufficiently prepares all students for their future career
Examples: Changes to policies and procedures

Admissions (6)
1. Policy that requires US equivalent bachelor’s degree
   • Update: language updated to allow flexibility to approve programs case-by-case to have lower requirements
   • Update: WPC pilot program renewed to allow exceptions to requirement based on predefined criteria for EMBA
   • Update: Nursing masters approved to allow admit with associates degree + RN
2. Policy for types of conditional admission
   • Update: New option to assign graduate courses from master’s program as condition of admission
3. Policy for acceptable proof of English proficiency
   • Update: Allow Duolingo permanently
4. Policy for academic renewal
   • Update: Allows previous ASU students to request GPA reset so their old/poor GPA does not impact the GPA of a new program (within parameters)
5. Redirect denied applications that meet minimum admissions standards to alternative programs (pilot is manual and ongoing, need to automate)
6. Rebrand 4+1 to Accelerated Master’s

Funding (1)
1. Financial award system
   • Overhauled system to create checks and balances

Residency / Modality (2)
1. Policy that accelerated masters programs must be immersion to immersion or online to online
   • Update: Cross modality approved (campus to online; online to campus)
2. Professional doctoral degree (DPP)
   • Online and sync are options for this degree type
   • Tbird early adopter with sync only program
3. Policy that accelerated masters (4+1) programs require the master’s portion be completed immediately upon bachelors graduation
   • Update: Programs can invite students back within 3 year grace period for the +1
4. Policy that allows 12 credit previously earned credits to be used towards a degree
   • Update: Allow all ASU credits used towards certificate to also be used towards a degree program (in most cases this is 15 credits) – This sets the groundwork for stackable options
5. Policy that restricts non-credit courses be used towards academic degree programs
   • Update: Allow up to 15 credits of LE coursework be transcripted and used towards degree programs following pre-approved guidelines
6. Policy for 10-year maximum time limit for doctoral programs
   • Update: One-time extension of 2 years due to covid
7. Policy for submission of iPOS
   • Update: Require in first term to promote engagement between student/staff/faculty and to support analytics and progress tracking
8. Policy for minimum credit hour requirement for professional doctorate
   • Update: Minimum credit requirement 60 (previously 84)
9. Tracking student professional development

Curriculum milestones (9)
1. Policy for continuous enrollment
   • Update: Auto re-enrollment process implemented (when someone has dropped out – automatically offer them re-enrollment)
   • Update: Undergraduate deficiency courses listed on admit letter count toward continuous enrollment
2. Policy for dismissal of conditionally admitted students
   • Update: Allow programs to extend or remove condition if they feel the student can be successful and avoid dismissal
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Completion / culminating experience (5)
1. Policy for thesis/dissertation format
   • Update: Format tool now required – identifies nearly all formatting problems automatically
   • Update: Land acknowledgment example provided and optional for students to utilize
2. Policy for completing Survey of Earned Doctorates (SED)
   • Update: Survey must be completed as part of the format process
3. Add technology to allow audience to attend thesis/dissertation defenses via Zoom
   • Standard in-person policy still applies for student/committee
4. Tracking how thesis/dissertations connect to design aspirations
5. New defense results (pass/fail form) interface for thesis/dissertation students
Requests

- Higher stipends
- Health Insurance
  - Dependents
  - Dental
  - Vision
- Child care
  - On campus, drop in services – without cost
- Housing support
Discussion and Questions