

Academic Program Review Self-Study Report

Arizona State University

Academic Year: **2011–2012**

Unit Name: **School of Letters and Sciences**

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I. OVERVIEW

The School of Letters and Sciences enables students across ASU to pursue excellence with the knowledge and skills to participate effectively in the dynamic world of the 21st century at local, national and global levels. The school offers undergraduate degree programs and foundational skill development in humanities, social and natural sciences, and mathematics for a rapidly changing marketplace, as well as cutting-edge graduate programs that advance practice and research in human-service fields. Faculty research and clinical and creative activities support knowledge-enterprise development and promote student discovery and innovation.

We are guided by the principles of student success, interdisciplinary inquiry and strategic partnerships within the university and the community. Theory, creativity and applied learning are integrated as students build entrepreneurial opportunities both inside the university and in their communities. In addition, the school serves the citizens of Arizona and the region by offering a variety of outreach programs that engage people in cultural events and lifelong learning.

The School of Letters and Sciences is organized around seven faculties and one center. An overview of the structure, with the name, campus base and function is as follows:

Faculty of Counseling and Counseling Psychology

Home Campus: Tempe

Faculty Head: Terence Tracey

Function: To offer the Masters of Counseling and PhD in Counseling Psychology

Faculty of Interdisciplinary and Liberal Studies

Home Campus: Tempe

Faculty Head: Duane Roen

Function: To offer university-wide degrees in interdisciplinary studies, liberal studies and organizational leadership

Faculty of Interdisciplinary Humanities and Communication

Home Campus: Polytechnic

Faculty Head: Ian Moulton (Spring 2013, Joni Adamson and Eva Brumberger, co-leaders)

Function: To offer liberal arts courses in the humanities for students at the Polytechnic campus and undergraduate degrees in communication, English, history, technical communication, a certificate in environmental humanities and a master's degree in applied ethics

Faculty of Languages and Cultures

Home Campus: Downtown Phoenix

Faculty Head: Barbara A. Lafford

Function: To offer liberal arts courses in the humanities for students on the Downtown Phoenix campus, undergraduate degrees in communication and general studies, and a certificate in Spanish

Faculty of Science and Mathematics

Home Campus: Polytechnic

Faculty Head: Chris Martin

Function: To offer liberal arts courses in mathematics and the sciences for students at the Polytechnic campus and bachelor's and master's degrees in biology

Faculty of Science, Mathematics and Social Sciences

Home Campus: Downtown Phoenix

Faculty Head: Richard Bauer

Function: To offer liberal arts courses in science, mathematics and social sciences for students at the Downtown Phoenix campus and a master's degree in global technology and development

Faculty of Social Science

Home Campus: Polytechnic

Faculty Head: Nicholas Alozie

Function: To offer liberal arts courses in the social sciences for students at the Polytechnic campus and an undergraduate degree in science, technology and society

Center for the Study of Race and Democracy

Home Campus: Downtown Phoenix

Director: Matthew C. Whitaker

Function: To serve as an interdisciplinary, problem-solving venture committed to engaged scholarship and informed dialogue involving the topics of race and democracy

The strengths of the school include the creative energy of its faculty and staff, unequivocal commitment to student success, and integral role with ASU as a New American University. The challenges we face include student retention, particularly at the junior-to-senior level, and recruitment of students to the undergraduate degree programs on the Polytechnic campus.

Table 1 provides an overview of the number of students enrolled in the school's undergraduate degree programs, master's degrees and doctoral degree programs. The table also includes the number of tenure and tenure track faculty, though the number of degrees awarded as a ratio of track faculty in the school needs to be understood in context of the structure of the school's three largest degrees, which draw from faculty throughout ASU to offer the courses in the major.

Table 1: Overview Data Summary of the Unit

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Undergraduate Headcount – Degree Seeking (Fall)¹	2,226	2,394	2,396	2,602	2,674	2,661	2,700	-
Undergraduate Headcount – All²	2,226	2,394	2,466	2,637	2,773	2,694	2,742	-
Master’s Headcount (Fall)	136	111	96	90	86	86	99	-
Doctoral Headcount (Fall)	51	55	52	47	100	136	145	-
# of Undergrad Degrees awarded	754	841	975	1,006	994	956	N/A	-
# of Master’s Degrees awarded	50	47	39	39	29	35	N/A	-
# of Doctoral Degrees awarded	9	8	8	16	4	24	N/A	-
Total degrees awarded per T/TT Faculty Headcount	-	896.0	1022.0	212.2	39.5	37.6	N/A	-
Total Student FTE	319	367	347	1,119	2,834	3,505	4,391	-
¹ Reflects enrollment of Letters & Sciences majors enrolled in degree programs. ² Reflects enrollment of Letters & Sciences majors, concurrent majors, and minors in associated programs when available adjusted for reorganization (fall 2008 to spring 2012; does not reflect fall 2012 reorganization numbers).								

II. MISSION AND STRATEGIC DIRECTIONS

The School of Letters and Sciences utilizes its resources to educate an expanding, and increasingly diverse and dispersed, student body to understand and address the major challenges of our time. Because no one discipline or perspective can address these challenges, the school has made a conscious attempt to provide students with platforms to design personalized academic programs that approach these problems with both skill and knowledge development from an interdisciplinary perspective.

The mission of the school is linked directly to the vision of ASU:

To establish ASU as the model for a New American University, measured not by who we exclude, but rather by who we include and how they succeed; pursuing research and discovery that benefits the public good; assuming major responsibility for the economic, social, and cultural vitality and health and well-being of the community.

The university is committed to access, excellence and impact, and while some argue that access and excellence are conflicting goals, the faculty of the School of Letters and Sciences offer a counter argument. By tapping into the vast and extraordinary resources of the university, students are given access to excellent educational opportunities. Degrees are structured in ways that not only foster interdisciplinary inquiry but also provide students with coursework from the other academic colleges at the university. In this way, the school embodies the principle of inclusion articulated through the New American University.

Goals

Within this context, the School of Letters and Sciences is designed to advance the goals of the university (president.asu.edu/about/asuvision), particularly in relation to academic excellence and accessibility. The university identifies four specific goals:

- Demonstrate American leadership in academic excellence and accessibility.
- Establish national standing in academic quality and impact of colleges and schools in every field.
- Establish ASU as the global center for interdisciplinary research, discovery and development by 2020.
- Enhance our local impact and social embeddedness.

Drawing from the university's goals, the faculty and staff of the School of Letters and Sciences strive to:

Demonstrate American leadership in academic excellence and accessibility.

- Maintain the fundamental principle of accessibility to all students qualified to study at a research university by offering university-wide, interdisciplinary degrees that take advantage of ASU's outstanding faculty.
- Maintain university accessibility to match Arizona's socioeconomic diversity on the Downtown Phoenix, Polytechnic and Tempe campuses, but also through collaborations at sites such as Eastern Arizona College and Lake Havasu City.
- Improve freshmen persistence to 90%.
- Enhance university graduation rate by increasing the sophomore-to-junior retention rate from 75.6% to the ASU mean average of 83.8%.
- Enhance the university graduation rate by increasing the junior-to-senior retention rate from 73.3% return plus 5.3% graduated to a combined rate of 85%. (The ASU average is 86.1%.)
- Increase enrollments in the school's ASU Online degree programs by 15% by 2015.
- Enhance linkages with community colleges by developing student-friendly Maricopa-ASU Pathway Programs and Transfer Admission Guarantees for every degree offered by the school, and by participating in new California-to-ASU initiatives.
- Enhance measured student development and individual student learning to national leadership levels.

Establish national standing in academic quality and impact of colleges and schools in every field.

- Attain national standing in academic quality for the ranked programs in counseling and counseling psychology.
- Attain national standing in the learning value added to our graduates.
- Attain national recognition for the school's undergraduate degree programs in interdisciplinary studies.

Establish ASU as the global center for interdisciplinary research, discovery and development by 2020.

- Contribute to the university's goal to become a leading global center for interdisciplinary scholarship discovery and development by hiring assistant professors who show promise of becoming the very best in their fields and supporting new research initiatives for tenured faculty.
- Enhance research competitiveness by increasing research expenditures by 10% each year.

Enhance our local impact and social embeddedness.

- Enhance linkage to local and regional social and community development groups, particularly in downtown Phoenix and the East Valley.
- Advance social discourse on topics related to race, culture, sexuality and democracy.

Attachment: [Vision and Goals Fall 2012](#)

Strengths and Areas of Prominence

Within ASU, the School of Letters and Sciences has been recognized for its responsiveness and willingness to change along with the university. The school was charged with building a liberal arts presence on the Downtown Phoenix campus for its 2006 opening, the faculty were among the first at ASU to develop online courses and degrees, and innovations in foundational coursework in composition and mathematics have roots in the school. Specific strengths and areas of prominence in the school include the following:

- The Writers' Studio offers students technology-rich experiences in first-year composition. In both iCourse and ASU Online sections, students craft multimodal and digital portfolios to demonstrate how they have met nationally developed learning outcomes that promote success. Instruction is also multimodal, with students engaging with course material and activities available in the online textbook, podcasts, short videos and discussion boards. When a student has demonstrated proficiency in all the learning outcomes for the course, the student has completed the course.
- As part of the university-wide initiative, faculty in mathematics played a pivotal role in the re-design of first year math at ASU. These math courses are delivered in an adaptive format to designed to personalize the learning experience. Students attend class in a lab setting, solve problems individually and in teams, and complete assignments in the lab. They receive immediate feedback on what they know and what they need to learn. The students can move ahead as soon as they are ready, and instructors and learning assistants are always available for personalized instruction.
- The career-based research programs in counseling psychology continue to gain international recognition. The Personal Globe Inventory, a career interest inventory developed by Professor Terence Tracey, has been implemented for use by every student in Singapore to help in their career planning. The Virtual Counseling Center, a service web site hosted by counseling and counseling psychology professor John Horan, is based on empirically evaluated interventions and assessments. The *CareerWISE* online resilience training program, under the direction of Professor Bianca Bernstein, was the topic of a press conference at the National Science Foundation in Arlington, Va. This program is designed to help women succeed in academic careers in science and engineering.
- Faculty in English have made significant contributions to the cultural life of the university and community. The Superstition Review, an online literary journal, was nominated for a Governor's Arts Award in the

Arts in Education, and an essay, “At Nile Badrawi,” from Issue 6 was nominated for a Pushcart Prize. “Write On, Downtown!” a journal of student writing at the Downtown Phoenix campus, has received the support of Women and Philanthropy, and the English faculty are working with English faculty on the Tempe campus in partnership with Metro Tech High School in a program that sends ASU students to intern at the high school.

- Faculty in Spanish have developed a program in Spanish for the Professions. This initiative is designed entirely around connections with local professional communities that have to work with Spanish speaking populations. Students planning to work in medical, legal, or business fields in Arizona will develop professional competence in the ability to communicate in Spanish.

III. PEER AND ASPIRATIONAL PEER COMPARISONS

The School of Letters and Sciences is a unique academic unit, and its scope and function within a large university do not compare with other units at similar universities. The selection of peer comparisons is more useful at a programmatic level. For this self-study, two of our programs are selected for peer comparisons, Technical Communication and Counseling Psychology.

Technical Communication

The Technical Communication (TC) program at ASU is unusual in several ways. First, we are part of a large university, but we are on a small polytechnic campus. Second, we are a stand-alone program that is not part of an English department (the most common academic home for technical communication). Finally, our program is currently taught almost entirely online. Each of these factors makes it difficult to select programs that are direct peers. Due to the first two of these factors, as well as the lack of a doctoral degree, our program is most comparable to programs at small private polytechnic schools, such as Clarkson. However, given the size and research status of ASU, the broader base of students who enroll in our courses, and the number of majors in our TC program, more useful comparisons can be made with programs located at large public institutions, typically those with an applied or polytechnic mission and with rigorous standards for tenure and promotion. Programs for comparison include the following:

- **Iowa State University**—B.S., technical communication; MA, rhetoric, composition and professional communication; Ph.D., rhetoric and professional communication
- **Michigan State University**—B.A., professional writing (with tracks in digital and technical writing, writing in communities and cultures, and writing, editing, and publishing); M.A., digital rhetoric and professional writing; Ph.D., rhetoric and writing
- **Texas Tech University**—B.A., technical communication; M.A., technical communication; Ph.D., technical communication and rhetoric
- **Virginia Tech**—B.A., English with concentration in professional writing; Ph.D., rhetoric and writing. Although Virginia Tech’s program is a concentration rather than a dedicated major, it has been included because 31 credits (almost two-thirds) of the major are from TC courses, which makes it more like a dedicated major than a concentration.

These programs all offer graduate degrees in addition to their undergraduate degrees; because ASU does not yet offer a graduate degree, undergraduate programs are focused upon for the purpose of this evaluation.

Table 2: Technical Communication Peer Data

	ASU	ISU	MSU	TTU	VT
Majors	127	25	200	40	105
Tenured/Tenure Track (T/TT)	2/1	4/2	4/3	13/2	5/2
Full-time Non-T/TT Faculty	2	5	4	2	8
Part-time/Faculty	28	0	2	3	0
Online Courses avail. to Local UG	Yes	Yes—only a few sections	Yes-summer; few during	Yes-priority to distance	Yes-service courses only
Online Degree	Yes	No	No	MA/PhD only	No
UG Class Sizes	30	26 (noted that	20	20 online; 19	23
TC Credits for Degree	33 + 12 cognate	30 + 6 cognate (+ internship)	33	30 + 18 minor	31
Experiential Learning	Internship elective	Internship required	SL/client projects; internship	SL/client projects; internship	SL/client projects; internship

One of the most visible strengths of our TC program is its online course offerings for on-campus students, as well as the availability of the bachelor’s degree through ASU Online. Because all of our courses are available online, we offer students enormous flexibility in scheduling that they cannot get from more traditional programs, and this flexibility helps us reach students who might otherwise not be able to complete a degree.

At the same time, however, the traditional modes of delivery favored by peer programs help to build a sense of community among students and faculty alike, and this is an area in which our program could be strengthened. Increasing our face-to-face course offerings to the program would bring students together and establish stronger connections between students and faculty. It could also facilitate collaborative service-learning and client projects, which would be beneficial to our students and would, in turn, build connections to the local community. Finally, face-to-face courses would also make the TC program more visible on the Polytechnic campus, where there are several programs that would pair very well with technical communication. This could, over time, lead students in other programs to add a TC major or minor.

As the table suggests, we have a very respectable number of majors for a technical communication program, and it is worth noting that most of the students in our classes are not majors, so we actually serve far more students than the table suggests. Our program is unusual in that non-majors can take any of our classes; we do not limit non-majors to so-called service courses, nor do we have pre-requisites in place that restrict enrollment.

The flexibility of our program is beneficial for the many non-majors who enroll in our courses, but it may be less so for our majors and for the program. Our peer programs use pre-requisites to ensure students acquire foundational knowledge in the field before moving into more advanced courses; this structure allows for course learning outcomes that build upon one another, culminating in the program capstone, and this is something we may wish to explore for some of our courses. We would want to achieve a compromise whereby we ensure our graduates are as well-prepared as they can be, but we also don’t want to turn away large numbers of students who benefit from our courses and could potentially become majors or minors.

Additionally, our current ability to serve a large number of students depends on two characteristics of the program that are not ideal, particularly when compared to peer programs: the number of part-time instructors and the class

sizes. Generally, TC programs with more tenure-line and full-time faculty and fewer adjunct faculty are, as in most fields, considered stronger and more credible, because the stability of a full-time faculty tends to lead to more consistency and continuity in course content, as well as a greater commitment to the program. Likewise, smaller class sizes are a hallmark of strong TC programs, where much of the learning takes place through revision, collaboration, and hands-on workshops.

This program comparison provides only a very basic snapshot. A more in-depth examination of peer programs (one that includes, for example, data about access to industry-standard technology) would undoubtedly reveal other aspects in which our own program excels, as well as some in which it could be stronger. The points discussed here suggest some areas we may want to examine more closely as we continue to build the program. Ultimately, we would like to see our TC program recognized as a top tier program that blends traditional pedagogy with skilled and forward-thinking use of instructional technology. We would like the program to be known for its innovations, its strong faculty, and, most importantly, its well-prepared graduates.

Counseling and Counseling Psychology

The Counseling and Counseling Psychology programs in the School of Letters and Sciences are two somewhat overlapping programs. The counseling program is a terminal master's program providing a Masters in Counseling degree with emphasis in clinical mental health counseling. This program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Counseling Psychology program produces Ph.D. level counseling psychologists and is accredited by the American Psychological Association. While there are some common courses across the two programs, most of the training is distinct. However, both programs share the same resources (e.g., faculty and facilities) so it is difficult to separate them. We note these aspects of the program to explain our justification for the naming of peer and aspirational programs.

Given our dual focus (CACREP accredited master's counselor training and APA accredited doctoral counseling psychologist training), we restricted our listing to programs that were roughly comparable in focus: state institutions that have both a large terminal masters program and an accredited APA counseling psychology program. We determined those of peer and aspirational stature using: *U.S. News and World Report* rankings, several studies of program research productivity, and our general assessment of quality programs (program mission and awards won, faculty quality, student quality, and placement).

Peer Programs

1. University of Maryland, College Park (15 full time tenured/tenure track faculty)
2. University of Missouri, Columbia (14 full time tenured/tenure track faculty)

We view our program, as do many others, as one of the top programs in the country in counseling and counseling psychology. Our competition for this spot is the University of Maryland and the University of Missouri.

IV. FINDING FROM LAST REVIEW

The School of Letters and Sciences has not had an academic program review, but in 2007-2008, we conducted a review of the bachelor of interdisciplinary studies (BIS) degree program. The site visitors were on campus in October 2007, and the summary report was prepared by Frederick C. Corey in March 2008 (Appendix A).

The reviewers offered six recommendations. What follows is a summary of the suggestions and the follow-up:

I. Align the Core Curriculum for the BIS Core

Update: The faculty convened and designed common learning outcomes for the four core courses in the bachelor of interdisciplinary studies degree program. The alignment strengthened our curriculum significantly.

II. Common Definition of the Word “Interdisciplinary”

Update: We have refined the website definition of the word “interdisciplinary,” but faculty come at this concept from their own perspectives, and some degree of autonomy should be granted to the faculty who consider the dimensions of interdisciplinarity.

III. Concentrations vs. Minors

Update: To the extent possible, all BIS concentrations are aligned with the academic minors. Thus, the degree is composed of the core curriculum plus two minors. This has improved the coherence of the degree structure.

IV. Academic Advising

Update: The advising cyberworkshop has been updated, and the role of advising as it relates to student success has improved dramatically due to some important changes in personnel.

V. Advisory Board

Update: The school created an advisory board through the ASU Office of Public Affairs, and it was formed to advance relations with leaders in the East Valley. The director of the board retired and the school does not have an advisory board at this time.

VI. Alumni Relations

Update: Alumni activities have improved over the years through social media, newsletters and annual events, though events continue to be the least successful strategy for connecting with alumni. The “signature events” were particularly unsuccessful, attracting fewer than 20 alumni and costing over \$2,000 to host. The scholarship campaign has raised \$4,486 to date, with \$25,000 needed for endowment.

The academic program review of the bachelor of interdisciplinary studies program, though narrowly defined, was productive. Complete documents from the study are available upon request.

V. UNDERGRADUATE EDUCATION

The School of Letters and Sciences offers undergraduate degrees in communication; biology; English; general studies; history; interdisciplinary studies; interdisciplinary studies with a concentration in organizational studies; liberal studies; science, technology and society; and technical communication. What follows is a brief description of each program. See Appendix B for the full catalog description of each degree, program fees, second language requirements, and the minimum math requirement. Admission to each degree program is the standard admission requirement at the university unless otherwise noted.

Table 3: Current Undergraduate Degree Program Description Summaries

Degree	Program Description
BS – Applied Biological Sciences (Applied Biological Sciences)	The applied biological sciences concentration, under the B.S. in applied biological sciences degree, provides students with an opportunity to prepare for applied professional studies in many health fields such as medicine, dentistry, veterinary or other related fields. This concentration is also well suited for who have a non-specific interest in the biology or plan on continuing to graduate school in the biological sciences.
BS – Applied Biological Sciences (Secondary Education in Biology)	The secondary education in biology concentration, under the B.S. in applied biological sciences degree, qualifies students for state of Arizona certification in secondary biology education. The concentration is a rigorous science-based curriculum, providing graduates with the ability to address, in the classroom, a wide range of biological and environmental issues.
BS – Applied Biological Sciences (Urban Horticulture)	The urban horticulture concentration, under the B.S. in applied biological sciences degree, focuses on the relationship of plants and people in urban and suburban environments, with major emphasis given to the sustainability of these environments. Set in a unique Southwestern desert location, students learn how to practice urban horticulture principles and develop skills to create aesthetically pleasing urban environments.
BS – Applied Biological Sciences (Wildlife Restoration Ecology)	The wildlife and restoration ecology concentration, under the B.S. in applied biological sciences degree, focuses on the application of ecological principles to the management of wildlife and the restoration of ecosystems. The concentration examines the management of wildlife species and their habitat and emphasizes the reconstruction of degraded ecosystems, to improve ecological structure and function and meet societal needs for sustainable and functional ecosystems.
BA – Communication	The B.A. in communication focuses on teaching students how communication processes create, maintain and transform identities, relationships, workplaces and communities. Our mission statement is: Through the study and critique of human communication, we generate knowledge, creativity and understanding to facilitate healthy relationships and workplaces, civil and secure communities, and constructive intercultural interaction.
BA – English	The B.A. in English focuses on effective writing, critical thinking and sophisticated reading of literary and non-literary texts. Our faculty teach courses in English, American and world literature, from the Classical period to the present; creative and academic writing; and American and international film.
BA – History	The B.A. in history focuses on American and European history, with a special emphasis on the history of the Southwest, environmental history and related fields. Students are trained in methods of historical research and study the development of human society from social, cultural, political and economic perspectives.
BAS – Applied Science (Tech Comm)	The B.A.S. is a flexible degree plan designed specifically for students who have earned an A.A.S. from a regionally accredited institution. This major combines the technical experience gained in the student's associate degree program with a broader education of management, leadership, critical thinking and communication skills.
BS Technical Communication	The B.S. in technical communication is the only undergraduate technical communication degree program available in the state of Arizona. Technical communication is applied workplace communication that makes technical information understandable and available to many audiences.
BGS – General Studies	The Bachelor of General Studies offers students a flexible, innovative path to degree completion. Graduates of the program will be informed and effective members of society, who are well-prepared for a changing global marketplace with its diverse cultures.
BIS – Interdisciplinary Studies	The Bachelor of Interdisciplinary Studies degree is one of the highest quality and best recognized interdisciplinary studies degree programs in the nation, ranking in the top five programs. It offers students the freedom to select two concentration areas from a rich menu of more than 140 possibilities, and it enables students to integrate those areas into a degree with interdisciplinary breadth, intellectual cohesion and practical value.

BIS Interdisciplinary Studies (Org Studies)	The B.I.S. in Organizational Studies is intended for students seeking an interdisciplinary degree and possessing a desire to learn about the dynamics of contemporary organizations. Via the organizational studies curriculum, students gain valuable knowledge of management styles, communication strategies, technologies, diversity, ethics and politics.
BLS – Liberal Studies	The Bachelor of Liberal Studies program helps to address student interests in a broad array of disciplines and subject matter. The program aims to provide students with the grounding to use knowledge in a manner that will help them to become more successful thinkers, decision makers and leaders. Flexibility and creativity.
BS – Science, Technology and Society	Questions surrounding the interaction of science, technology and human systems are highly interdisciplinary and cultural, requiring analytical techniques that transcend space and time. Thus, the science, technology and society program stresses the need to step outside both disciplinary and cultural boxes in pursuit of knowledge.

Undergraduate Minors and Certificates

In addition to the degree programs listed above, the school offers minors in applied biological sciences, English, history, and science, technology and society, and Spanish. The school also offers certificates in environmental humanities, Spanish for the professions, and technical communication. Proposals are in development to offer a degree in organizational leadership, minor in communication, and certificate in digital humanities.

Table 4: Current Undergraduate Degree Programs Offered¹

		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
BS – Applied Biological Sciences (Applied Biological Sciences)	Headcount (Fall)	36	46	70	116	122	84	99
	Degrees Awarded¹	-	-	-	-	-	-	112
BS – Applied Biological Sciences (Secondary Education in Biology)	Headcount (Fall)	5	5	4	53	16	6	3
	Degrees Awarded¹	-	-	-	-	-	-	9
BS – Applied Biological Sciences (Urban Horticulture)	Headcount (Fall)	14	10	16	12	11	12	18
	Degrees Awarded¹	-	-	-	-	-	-	16
BS – Applied Biological Sciences (Wildlife Restoration Ecology)	Headcount (Fall)	46	51	51	13	71	63	57
	Degrees Awarded¹	-	-	-	-	-	-	41
BA – Communication	Headcount (Fall)	-	-	-	-	-	-	14
	Degrees Awarded¹	-	-	-	-	-	-	N/A
BA – English	Headcount (Fall)	-	-	-	-	-	-	9
	Degrees Awarded¹	-	-	-	-	-	-	5
BA – History	Headcount (Fall)	-	-	-	-	-	-	5
	Degrees Awarded¹	-	-	-	-	-	-	1
BA – History & Culture	Headcount (Fall)	-	-	10	32	42	27	21
	Degrees Awarded¹	-	-	5	8	16	11	17
BAS – Applied Science (Multimedia Writing & Tech Comm)	Headcount (Fall)	-	-	3	0	0	1	1
	Degrees Awarded¹	-	-	1	0	0	0	N/A
BAS – Applied Science (Tech Comm)	Headcount (Fall)	-	-	-	-	-	2	0

	Degrees Awarded ¹	-	-	-	-	-	0	0
BS Technical Communication	Headcount (Fall)	-	-	-	-	13	74	120
	Degrees Awarded ¹	-	-	-	-	1	8	24
BGS – General Studies	Headcount (Fall)	-	-	-	-	20	81	113
	Degrees Awarded ¹	-	-	-	-	1	6	24
BIS – Interdisciplinary Studies	Headcount (Fall)	1,343	1,517	1,471	2,217	2,013	1,822	1,650
	Degrees Awarded ¹	743	826	915	888	770	683	558
BIS Interdisciplinary Studies (Org Studies)	Headcount (Fall)	0	1	33	114	169	176	236
	Degrees Awarded ¹	0	0	28	37	47	42	38
BLS – Liberal Studies	Headcount (Fall)	4	3	11	159	307	391	464
	Degrees Awarded ¹	0	6	15	49	126	171	164
BS – Multimedia Writing & Tech Comm	Headcount (Fall)	37	31	27	34	51	24	8
	Degrees Awarded ¹	11	9	11	13	17	13	9
BS – Science, Technology and Society	Headcount (Fall)	-	-	-	2	8	12	14
	Degrees Awarded ¹	-	-	-	0	0	3	3

¹ Numbers of headcount and graduates reflect majors, not FTE in School. Many programs are new; most have been designed for only online delivery. Some have been redesigned for online delivery.

Table 6: Undergraduate FTE Funding Targets

	Actual 21D	Target	Actual 21D	Target	Actual 21D	Target	Actual 21D	% Achieved	FTE Diff	Actual 21D	Target
UNDERGRADUATE FTE	Fall 2009	Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall Act/Targ	Fall Act/Targ	Spring 2012	Spring 2013
<u>COLLEGE/SCHOOL</u>											
Business	5,979.4	5,732.1	5,490.3	5,419.0	5,632.8	5,897.8	5,672.3	96.2	(225.5)	5,454.6	5,522.8
Engineering	2,870.0	2,957.0	3,065.6	3,325.7	3,346.2	3,600.1	3,691.9	102.5	91.8	3,243.4	3,497.0
Health Solutions	N/A	N/A	N/A	1,583.7	1,626.5	1,718.6	1,782.7	103.7	64.1	1,679.7	1,795.8
Herberger Institute	4,601.2	5,027.2	4,833.7	4,798.4	4,657.2	4,618.6	4,406.0	95.4	(212.6)	3,596.3	4,325.9
Honors	257.5	275.0	310.5	328.5	378.6	396.9	402.0	101.3	5.1	337.9	431.6
Humanities	7,321.5	7,780.1	6,934.5	7,780.1	6,640.7	6,692.8	6,417.9	95.9	(274.9)	5,915.2	5,935.8
Journalism	729.8	766.4	742.0	785.3	761.9	785.3	811.2	103.3	25.9	729.6	785.3
Law	61.7	57.3	66.1	68.8	126.0	68.8	113.9	165.6	45.1	109.0	68.8
Letters and Sciences¹	2,595.6	2,896.9	3,000.5	3,273.9	3,441.2	3,477.5	3,531.1	101.5	53.6	3,330.2	3,075.7
Liberal Arts & Sci - Other	104.7	140.0	135.5	150.4	112.5	115.3	54.1	46.9	(61.2)	22.6	16.4
Life Sciences	1,986.2	2,112.4	1,930.4	2,112.4	2,066.6	2,140.0	2,031.9	94.9	(108.1)	1,910.5	2,139.0
Natural Sciences	7,416.2	7,840.4	7,524.8	8,287.6	8,427.0	8,711.3	8,319.4	95.5	(391.9)	7,092.5	7,593.1
New College	2,695.3	2,817.2	2,789.8	2,953.0	2,955.1	3,034.7	3,099.3	102.1	64.6	2,861.3	2,939.7
Nursing	851.9	895.5	775.5	586.3	602.1	411.9	810.9	196.9	399.0	787.7	368.2
Nutrition & Health Promo	1,263.6	1,573.4	1,362.6	N/A	0.0	N/A	N/A	N/A	N/A	0.0	N/A
Provost	202.8	202.8	239.0	248.1	216.3	217.3	196.1	90.2	(21.2)	265.7	234.7
Public Programs	1,845.1	2,208.1	2,195.6	2,397.7	2,669.4	2,858.0	2,898.2	101.4	40.2	2,736.2	2,825.6
Social Sciences	7,988.8	8,787.4	8,471.9	8,905.5	8,583.2	8,905.5	7,868.0	88.3	(1,037.5)	8,869.0	8,905.5
Sustainability	149.1	181.4	186.2	319.2	268.9	319.2	323.5	101.3	4.3	366.3	319.2
Teachers College	3,329.0	3,457.0	3,423.7	3,457.0	2,903.0	2,741.1	2,448.3	89.3	(292.8)	2,675.2	2,550.9
Technology and	1,826.8	2,523.5	2,076.6	2,451.8	2,081.2	2,223.9	2,367.1	106.4	143.2	2,043.9	2,223.9

Innovation											
University College	236.3	212.0	204.4	200.3	244.8	242.4	224.7	92.7	(17.7)	73.9	68.4
TOTAL	54,312.5	58,443.1	55,759.2	59,432.7	57,741.2	59,177.0	57,470.5	97.1	(1,706.5)	54,100.7	55,623.3

¹The School of Letters and Sciences has increased its undergraduate FTE student production by 36 percent from fall 2009 to fall 2012 (from 2595.6 to 3531.1). The School also has exceeded its FTE student targets in each of the last three Fall sessions. In addition, spring enrollment in the School is running approximately 95% of fall enrollment. This ratio is slightly higher than the university overall percentage of 92.8.

Table 7: Undergraduate Student Profile

		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	College 11-12
Total Undergrad Headcount (Fall)¹		2,226	2,394	2,466	2,637	2,773	2,694	2,742	2,742
% Women		44.6% (993)	46.2% (1,105)	46.2% (1,140)	45.2% (1,192)	47.1% (1,306)	46.8% (1,262)	47.9% (1,314)	47.9% (1,314)
% Ethnicity	American Indian	1.3% (29)	1.2% (28)	1.5% (36)	2.1% (55)	2.3% (65)	1.9% (51)	1.7% (47)	1.7% (47)
	Asian American	4.0% (89)	3.5% (38)	3.4% (83)	3.8% (99)	4.2% (116)	3.9% (105)	3.9% (107)	3.9% (107)
	Pacific Islander⁵	-	-	-	-	-	0.1% (4)	0.3% (7)	0.3% (7)
	African American	6.0%	6.2%	6.7%	6.9%	7.5%	7.8%	9.0%	9.0%
	Hispanic American	10.9% (243)	12.4% (296)	11.6% (287)	12.8% (337)	13.0% (361)	15.2% (409)	17.2% (472)	17.2% (472)
	2 or More Races⁵	-	-	-	-	-	0.6% (16)	1.4% (39)	1.4% (39)
	White	73.0% (1,624)	72.7% (1,741)	72.1% (1,777)	69.7% (1,839)	66.6% (1,848)	65.7% (1,770)	63.4% (1,739)	63.4% (1,739)
	Unknown	3.8% (84)	3.2% (77)	3.9% (96)	3.9% (103)	5.3% (146)	3.7% (101)	2.4% (66)	2.4% (66)
% Minority Total		22.2% (495)	23.2% (555)	23.2% (571)	25.5% (672)	27.0% (750)	29.5% (795)	33.5% (918)	33.5% (918)
% International		1.0% (23)	0.9% (21)	0.9% (22)	0.9% (23)	1.0% (29)	1.0% (28)	0.7% (19)	0.7% (19)
Total Degrees awarded⁴		754	841	975	1,006	994	956	N/A	N/A
¹ Reflects all undergraduate students including degree-seeking students (primary and concurrent majors), certificate seeking, and students enrolled with minors beginning with the fall 2008 semester. Prior to fall 2008, only degree-seeking majors are included. Values adjusted to reflect reorganizations. ² Percentage of first-time, full-time freshmen who returned to the university for a second year. ³ Percentage of first-time, full-time freshmen who returned to the department for a second year. ⁴ Total degrees awarded for the academic year beginning in the summer and including fall and spring semesters. ⁵ New Federal reporting categories for ethnicity are in effect beginning in fall 2010.									

The undergraduate student profile in the School of Letters and Sciences has become more diverse as enrollment has grown. Minority enrollment was 33.5% in 2011-12, slightly ahead of the ASU minority percentage of total enrollment of 31.4%. Specifically, the percentage of minority students has increased from 22.2% in 2005-06 to 33.5% in 2011-12. Representation of different ethnic groups has varied. With regard to American Indian students, representation of this group in the School of Letters and Sciences ranged has increased by 62.1%, ranging from 1.3% (29 students) in 2005-06 to 1.7% (47 students) of our undergraduate students in 2011-12. In contrast, representation by Asian American students has not changed much from year to year, although still increasing 20.22% between 2005-06 and 2011-12, with Asian American students ranging between 3.4% (2007-08) and 4.2% (2009-10) of our undergraduate students. In 2011-12, there were 107 Asian American students, 3.9% of our undergraduate student base. Representation by African American students has increased a dramatic 83.6% between 2005-06 and 2011-12, and has steadily risen from 6.0% of our students in 2005-06 (134 students) to 9.0% in 2011-12 (246 students). Likewise, representation by Hispanic students has increased significantly. In 2005-06, Hispanic students made up 10.9% of our undergraduate student base (243 students). More recently, in 2011-12, Hispanic students made up 17.2% of our undergraduate student base, or a 94.24% increase over that six-year period. Representation by white students has decreased from 73.0% (2005-06) to 63.4% (2011-12) of our undergraduate student base. We have achieved significant growth in minority enrollment in the School of Letters

and Sciences, and we anticipate that our undergraduate student profile will continue to become more diverse. This success is tied to the efforts of all campuses, but the Downtown campus has been especially able to fulfill its founding charge to serve its community and to socially embed its presence in the area.

Women, as a percentage of undergraduate student enrollment in the school, have also been generally increasing, with women accounting for 44.6% of the undergraduate student base in 2005-06 to 47.9% of the undergraduate student base in 2011-12. This is slightly less than ASU's current total enrollment percentage of women, which is 50.5%.

International students, as a percentage of undergraduate student enrollment in the school, are somewhat few and have been relatively steady between 2005-06 and 2011-12, ranging between 0.7% to 1% of the undergraduate student base. This is considerably less than ASU's current total enrollment percentage of international students, which is currently at 6.1.

With respect to percentage of returning freshmen to the university, it bears noting that the numbers available for analysis are statistically insignificant and one must therefore draw conclusions extremely carefully. In fall 2010, we had 22 freshmen, and 19 persisted with a retention rate of 86.4%. In fall 2011, we had 36 freshmen, and only 23 persisted with a retention rate of 63.9%. These rates are highly problematic, but part of the problem is that the students who declare our programs as freshmen are using them as placeholders and do not enter the university with the intent to stay. This is a problem to analyze with Admissions. Historically, the majority of students in the school have been associated with the Bachelor of Interdisciplinary Studies program, which does not admit freshmen. Indeed, a number of the options offered to undergraduate students within the School of Letters and Sciences are transfer programs with no freshman enrollment.

The statistically significant populations in the School of Letters and Sciences are sophomores, juniors and seniors. Table 8 and Table 9 outline the retention rates for these student groups. As the data show, of the 315 sophomores from the fall 2011 cohort, only 238 enrolled in fall 2012. The university lost 77 of these students. Of the 1,022 juniors, 749 returned and 54 graduated. Within this group, 219 students left ASU without completing the degree. These numbers point to the most pressing problem facing the school.

Table 8: Sophomore-to-Junior Retention Rates

Fall 2010 Cohort # Enrolled	Fall 2011 Enrolled	Retention Rate
322	249	77.3%

Fall 2011 Cohort # Enrolled	Fall 2012 Enrolled	Retention Rate
315	238	75.6%

Table 9: Junior-to-Senior Retention Rates

Fall 2010 Cohort # Enrolled	Fall 2011 Enrolled	Fall 2011 Graduated	Combined Retention and Graduation Rate
997	738 (74.0%)	71 (7.1%)	81.1%

Fall 2011 Cohort # Enrolled	Fall 2012 Enrolled	Fall 2012 Graduated	Combined Retention and Graduation Rate
1,022	749 (73.3%)	54 (5.3%)	78.6%

Student Learning Outcomes Assessment

As part of an ongoing climate of assessment of student learning at Arizona State University, the school faculty have identified two distinct learning outcomes for each program. Each outcome has two measures, and faculty provide summaries of student course work each term in support of obtaining learning goals. Each faculty group reviews this process to assure that there are no gaps and that expectations are updated every year.

These assessment plans can be found in Appendix C.

Undergraduate Student Satisfaction Survey

As part of overall assessment efforts, the University surveys students when they file for graduation, both at the undergraduate and graduate levels. The survey results for the School of Letters and Sciences are in Table 10 and indicates the percent of graduating seniors who say experiences at ASU contributed ‘very much’ or ‘quite a bit’ to knowledge, skills, and personal development in the areas noted.

Table 10: Undergraduate Student Satisfaction Survey¹

Student Satisfaction Item	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	College 10-11
Speaking clearly & effectively	64% (569)	69% (650)	100% (2)	71% (707)	73% (784)	72% (724)	-	72% (724)
Using computing and IT	66% (568)	70% (651)	50% (2)	73% (708)	76% (786)	73% (724)	-	73% (724)
Writing clearly & effectively	70% (560)	74% (640)	100% (2)	78% (708)	82% (788)	77% (721)	-	77% (721)
Acquiring work-related knowledge and skills	62% (568)	71% (649)	50% (2)	68% (710)	60% (788)	68% (725)	-	68% (725)
Overall academic experience in major	92% (560)	93% (635)	100% (2)	92% (677)	95% (761)	96% (695)	-	96% (695)
Concern of faculty for individual students	85% (560)	85% (636)	50% (2)	78% (667)	86% (737)	86% (685)	-	86% (685)
College/Department advising on courses & requirements	83% (563)	85% (643)	50% (2)	81% (667)	86% (753)	89% (696)	-	89% (696)
Availability of required courses	73% (565)	76% (643)	50% (2)	78% (676)	81% (761)	83% (709)		83% (709)

¹ From Graduating Senior Report Card

² 2011-12 survey data are not yet available. College values for the 2010-11 survey years have, therefore, been provided for comparison purposes.

³(#) reflects total number of students who responded to the specified question.

Undergraduate Student Satisfaction Survey Analysis

The survey data provide useful information on perceived strengths and weaknesses of the educational experience. Specifically, the students want more confidence that they are acquiring work-related knowledge and skills, practice speaking in public, and additional skill development in computing and information technology. Within the school, we have expertise in career planning, public speaking and computing. We need to take advantage of those resources as we refine our curricula. The students rate the overall educational experience as favorable, along with academic advising and concern for the individual. As we move forward, we want to maintain these strengths.

VI. GRADUATE EDUCATION

The graduate programs within the School of Letters and Sciences represent four programs among three faculties. These programs are diverse in their histories, student bodies, and curriculum focus. The Masters in Counseling (MC) and Ph.D. in Counseling Psychology (CPY) are long-standing programs within ASU; however, recent reorganizations of academic programs led to these programs joining the School of Letters and Sciences from the then-Mary Lou Fulton College of Education in 2009. This transition coincided with the establishment of a new doctoral program, the Doctor of Behavioral Health Program, which moved to the College of Health Solutions in January 2013, and a new Masters degree in Applied Ethics and the Professions within the Science, Technology, & Ethics faculty. The masters in applied biological sciences is part of the recent reorganization, and that degree program became part of the School of Letters and Sciences in January 2013. During the spring semester, the faculty are meeting to discuss the direction of this program. The masters in global technology and development started in 2012, and the early enrollments are promising, with 27 enrolled in fall 2012 and over 50 in spring 2013. Table 11 provides an overview of the graduate degrees. See Appendix D for the full catalog description of each degree program and requirements.

Table 11: Current Graduate Degree Program Description Summaries

Degree	Program Description
MS – Applied Biological Sciences	The M.S. in applied biological sciences is designed to prepare students who are technically proficient in the laboratory and the field, who know the technical literature in their field of research, who are articulate in oral and written communication and who understand the societal and policy implications of their work. Knowledge and skills learned prepare students for careers as biologists, natural resource managers, environmental consultants, other professional areas or doctoral studies.
MA – Applied Ethics (Science, Tech, and Ethics)	The science, technology and ethics concentration of the applied ethics and the professions degree focuses on the ethical issues arising from the multiple challenges involved in balancing economic, technological, environmental, social and cultural development in a world increasingly affected by science and technology. It provides the student with a general background in ethics and ethical systems with an emphasis on ethical issues in science and technology.
MC – Counseling	The mission of the M.C. program is to prepare students to become professional mental health counselors or school counselors, culturally competent to work with diverse clientele in a variety of mental health settings in Arizona and other states. Clinical mental health counselors seek to prevent or treat psychological problems and to promote the health of individuals, families, groups and organizations in a multicultural and diverse society. The M.C. program was designed according to the standards for clinical mental health and school counseling set by the Council for the Accreditation of Counseling and Related Educational Programs.
PhD – Counseling Psychology	The doctoral program in counseling psychology closely adheres to the scientist-practitioner training model in preparing graduates for employment in academic and service delivery settings. Although faculty interests are diverse, there is a common emphasis on empirical data as the basis for professional practice. The faculty has endorsed the multicultural counseling competencies of the American Counseling Association, the guidelines on multicultural education, training, research, practices and organizational change for psychologists, and the guidelines for psychotherapy with lesbian, gay and bisexual clients of the American Psychological Association (APA).
MS – Global Technology and Development	The M.S. in Global Technology and Development is a program in international social, economic and political development, which highlights the variable of technology in these development processes, and analyzes change within the context of the current era of globalization. One of the central concerns addressed in the program is the global disparity in wealth and access to resources and basic needs, both between and within countries. Students are encouraged to pursue unique research questions in the developed or the developing worlds, which engage them in social science research on issues related to technology and human socioeconomic and political development.

Table 12: Current Graduate Degree Programs Offered by Unit

Graduate Degrees		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
MS – Applied Biological Sciences	Fall Enrollment (Headcount)	18	26	21	19	23	18	15
	Degrees Awarded ^{1,2}	0	0	0	0	1	0	3
MA – Applied Ethics & the Prof (Science, Tech & Ethics)	Fall Enrollment (Headcount)	-	-	-	-	2	4	3
	Degrees Awarded ^{1,2}	-	-	-	-	0	2	N/A
MC – Counseling	Fall Enrollment (Headcount)	136	111	96	90	84	82	96
	Degrees Awarded ^{1,2}	50	47	39	39	29	30	N/A
DBH – Behavioral Health	Fall Enrollment (Headcount)	-	-	-	-	58	92	102
	Degrees Awarded ^{1,2}	-	-	-	-	0	19	N/A
PHD – Counseling Psychology	Fall Enrollment (Headcount)	51	55	52	47	42	44	43
	Degrees Awarded ^{1,2}	9	8	8	16	4	5	N/A
MS – Global Technology & Development	Fall Enrollment (Headcount) ³	-	-	-	-	-	-	-
	Degrees Awarded ^{1,2,3}	-	-	-	-	-	-	-

¹ Reflects degree-seeking graduate Letters & Sciences majors adjusted for recent reorganizations.

² Total degrees awarded for the academic year beginning in the summer followed by fall and spring semesters.

³ The MS in Global Technology and development (GTD) is a new graduate degree program that launched in fall 2012. The GTD is offered as both an in-person and ASU Online-managed program. The total degree program enrollment in fall 2012 was 27. Prior to fall 2012, the GTD was offered as a concentration through the College of Technology and Innovation.

Table 13: Graduate FTE Funding Targets

	Actual 21D	Target	Actual 21D	Target	Actual 21D	Target	Actual 21D	% Achieved	FTE Diff	Actual 21D	Targ
GRADUATE FTE	Fall 2009	Fall 2010	Fall 2010	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall Act/Targ	Fall Act/Targ	Spring 2012	Spring 2013
COLLEGE/SCHOOL											
Business	2,045.9	2,173.5	2,086.6	2,099.0	1,862.2	1,766.3	1,699.3	96.2	(42.0)	1,760.7	1,760.7
Engineering	834.3	884.5	1,036.6	1,063.0	1,314.2	1,393.8	1,575.5	113.0	157.1	1,212.0	1,374.0
Graduate College	3.2	16.2	13.9	25.3	8.4	1.3	8.9	684.6	7.2	3.4	1.4
Health Solutions				58.1	67.8	62.5	68.5	109.6		85.5	61.7
Herberger Institute	557.6	612.8	547.8	612.8	582.4	583.0	577.0	99.0	(10.0)	554.2	582.4
Honors	0.0	0.0	0.7	0.0	2.8	0.0	0.1		0.1	0.1	0.0
Humanities	228.5	260.4	258.0	274.0	282.5	274.0	251.1	91.6	(29.8)	263.0	274.0
Journalism	54.5	68.0	81.7	90.9	96.8	98.4	98.9	100.5	1.1	81.2	71.9
Law	55.8	55.8	71.8	71.4	71.7	92.0	46.0	50.0	(45.8)	52.8	85.6
Letters and Sciences *	16.8	112.2	93.6	93.7	114.6	122.4	121.3	99.1	(1.6)	98.8	113.6
Liberal Arts & Sci - Other	0.0	0.0	0.0	0.0	0.0	0.0	0.6		1.2	0.0	0.0
Life Sciences	67.6	70.0	64.9	70.0	50.9	51.4	48.7	94.7	(3.1)	31.1	39.0
Natural Sciences	237.8	246.2	212.3	246.2	220.5	229.6	196.2	85.5	(42.6)	211.4	207.4
New College	105.0	140.0	132.4	145.5	130.2	145.5	107.2	73.7	(39.1)	102.1	145.5
Nursing	263.9	283.4	257.4	270.6	256.6	262.6	253.0	96.3	(13.7)	228.9	221.0
Nutrition & Health Promo	42.4	45.3	41.2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Provost	11.9	11.9	21.9	22.6	19.1	20.7	18.2	87.9	(2.5)		1.7
Public Programs	1,036.2	1,120.8	1,110.8	1,206.8	1,057.4	1,206.8	1,035.4	85.8	(200.2)	1,031.0	1,206.8
Social Sciences	279.2	307.3	248.9	307.3	281.9	283.4	273.3	96.4	(17.4)	248.7	263.7
Sustainability	21.4	34.0	15.8	18.5	20.9	19.9	18.2	91.5	(2.2)	17.4	20.4
Teachers College	1,998.7	1,997.9	1,605.2	1,765.8	1,246.2	1,110.3	1,076.7	97.0	(53.7)	1,074.4	883.0
Technology and	226.6	231.5	243.9	237.5	227.6	249.0	188.6	75.7	(64.6)	191.7	249.0

Innovation											
University College	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0	0.0
TOTAL	8,087.3	8,671.7	8,145.4	8,679.0	7,914.7	7,972.9	7,662.7	96.1	(401.6)	7,248.4	7,563

¹ Please note, this table does not include historical FTE target data for the Applied Biological Sciences (ABS) programs. The ABS programs were moved to the School in January 2013, and, therefore, we not included in the FTE student targets developed by the Provost's Office.

Data Analysis

The analysis of graduate enrollments will focus on counseling and counseling psychology, as this is the most stable of the current programs. Counseling and counseling psychology transitioned to the school in 2009 and saw decreases in their enrollment and graduation rates between 2005 and 2008, which have either stabilized (CPY) or returned to pre-reorganization enrollment numbers (MC). Graduation rates for the MC program peaked in 2008-2009 to 43%, and stabilized to roughly 36% since joining the school. Similarly, the graduation rates for the CPY program peaked in 2008-2009 at 34%. However, in the subsequent two years, graduation rates declined to 9.5% in 2009-2010, and 11% in 2009-2010. The decline is likely due to the natural ebb and flow of graduation rates by year and the fact that CPY students are taking more field work courses to improve their competitive edge in obtaining APA or APPIC accredited internships.

Table 14: Headcount of Students Concurrently Enrolled in Majors or Graduate Certificates in the Unit

Graduate Degrees		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
MC – Counseling	Fall Enrollment (headcount)	-	-	-	1	0	1	0
PHD – Counseling Psychology	Fall Enrollment (headcount)	-	-	3	1	1	3	0
¹ Data regarding concurrent degrees did not become available until fall 2008.								

Each year, the Counseling Psychology program admits the most qualified students, regardless of whether they have previously obtained their masters degree. Students directly admitted from their undergraduate programs (“direct admits”) take foundational courses upon admission, which goes towards what is commonly referred to as a “masters in passing.” The degree was previously a Master’s in Education when Counseling was housed in the College of Education. However, since the transition to the School of Letters and Sciences these students now receive a Master of Arts. The number of direct admits in the Counseling Psychology program has varied from 0-3 over the past few years, and is contingent on the qualifications of the applicants.

Table 15: Masters of Counseling Student Admissions and Profile

Master's programs		2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Number of Applicants		209	197	159	160	120	137	117
Number of Admissions		75	60	70	79	66	67	78
Number of New Students Enrolled		47	41	35	35	41	31	45
Selectivity ¹		35.9%	30.5%	44.0%	49.4%	55.0%	48.9%	66.7%
Yield ²		62.7%	68.3%	50.0%	44.3%	62.1%	46.3%	57.7%
Verbal		510	541	518	498	544	523	488
Quantitative		598	602	607	601	597	611	566
Headcount (Fall)		136	111	96	90	86	86	99
% Women		77.2% (105)	79.3% (88)	78.1% (75)	75.6% (68)	76.7% (66)	77.9% (67)	82.8% (82)
% Ethnicity	American Indian	0.7% (1)	0.9% (1)	0.0% (0)	0.0% (0)	1.2% (1)	1.2% (1)	1.0% (1)
	Asian American	2.9% (4)	2.7% (3)	4.2% (4)	3.3% (3)	2.3% (2)	3.5% (3)	1.0% (1)
	Pacific Islander ⁵	-	-	-	-	-	0.0% (0)	0.0% (0)
	African American	1.5% (2)	2.7% (3)	1.0% (1)	3.3% (3)	3.5% (3)	5.8% (5)	2.0% (2)
	Hispanic American	8.1% (11)	11.7% (13)	13.5% (13)	8.9% (8)	9.3% (8)	9.3% (8)	15.2% (15)
	2 or More Races ⁵	-	-	-	-	-	3.5% (3)	15.2% (15)
	White	60.3% (82)	46.8% (52)	59.4% (57)	70.0% (63)	69.8% (60)	67.4% (58)	66.7% (66)
	Unknown	25.7% (35)	34.2% (38)	19.8% (19)	10.0% (9)	3.5% (3)	1.0% (1)	1.0% (1)
% Minority Total		13.2% (18)	18.0% (20)	18.8% (18)	15.6% (14)	16.3% (14)	23.3% (20)	25.3% (25)
% International		0.7% (1)	0.9% (1)	2.1% (2)	4.4% (4)	8.1% (7)	5.8% (5)	7.1% (7)
Total Degrees awarded ³		50	47	39	39	29	35	N/A

A review of the data reveals a few notable trends: since 2005, there has been a substantial (roughly 55%) decrease in applications to the master's program, the greatest decrease in applications and enrolled student occurring during the transition of counseling to the School of Letters and Sciences. Additionally, as a result of decreased application numbers, in order to maintain a consistent headcount, a larger number of applicants have been accepted each year, leading to higher selectivity percentages (35.9% of applicants were accepted in 2005-2006; 66.7% of applicants were accepted for the 2011-2012 academic year). While speculative, there may be a number of reasons for the decrease in applications, including: a) an increasingly difficult job market for master's level behavioral providers in the Phoenix area given a current glut of professionals, and b) increases in fees for Counseling students to help cover the costs of recent state-of-the-art upgrading of the Counselor Training Center on the Tempe Campus.

Both the master's in counseling (MC) and the Ph.D. counseling psychology programs receive well over 100 applications for admission every year. The MC program is selective, accepting about 50% of all applicants over the past 8 years. The Ph.D. program is highly selective, accepting less than 10% of all applicants over the past 8 years.

Consistent with gender representation in the helping professions, master's-level students in program are predominantly women (82.8%). While slightly higher than the representation of women in this program in 2005-2006 (77.2%), this appears consistent with national trends. Of note is the efforts put forth to recruit a more diverse student body over the past eight years. In 2011-2012, minorities accounted for 25.3% of all master's students, up from 13.2% in 2005-2006. Additionally, increased emphasis has been placed on the recruitment and retention of international students, with 7.1% of students in the School of Letters and Sciences master's programs representing countries outside of the United States. This is a significant increase from 2005-2006, when only one student (or .7% of the student body) was international.

The counseling psychology faculty actively recruits students from ethnic minority populations and we welcome international students. The data in Table 15 reflects our commitment to, and our success in maintaining a diverse student body. The Ph.D. program was the recent (2006) recipient of the Suinn Minority Achievement Award. This is a national award presented by the American Psychological Association.

VII. FACULTY

Table 16: Faculty Profile—UNDERGRADUATE

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	College 11-12 ⁵
Tenured/Tenure Track faculty headcount¹	0	1	1	5	26	27	N/A	N/A
Total degrees awarded per T/TT faculty Headcount	-	896.0	1,022.0	212.2	39.5	37.6	N/A	N/A
% Women Tenured/Tenure Track Faculty¹	0.0%	100.0%	100.0%	60.0%	46.2%	40.7%	N/A	N/A
% Minority Tenured/Tenure Track Faculty¹	0.0%	0.0%	0.0%	40.0%	26.9%	18.5%	N/A	N/A
Total Faculty Headcount²	12	18	24	36	96	105	N/A	N/A
Tenured/Tenure track Faculty FTE³	0.0	1.3	1.0	3.8	24.7	30.4	N/A	N/A
Total Faculty FTE^{2,3}	12.0	18.6	25.3	36.2	93.5	102.9	N/A	N/A
Student FTE/Faculty FTE ratio	26.6	19.7	13.7	30.9	30.3	34.0	N/A	N/A
Staff FTE³	11.0	15.0	19.0	16.0	28.4	27.3	N/A	N/A
RA/TA FTE⁴	0.0	3.8	0.3	0.8	6.3	20.7	N/A	N/A

¹ Headcount - Full-time tenured / tenure track faculty (50% or more FTE), including department chairs.

² Total faculty includes professors, instructors, lecturers and faculty associates.

³ Employees FTE paid from state funds only as of the end of September.

⁴ RA/TA FTE paid from state, local, and sponsored funds as of the end of September based on Arizona Board of Regents (ABOR) code 7.

⁵ Fall 2011 employee data is not yet available in the APP. Values do not take into account any reorganizations.

See Appendix E for faculty expertise table.

Faculty Analysis

The analysis of the faculty, including their classifications, credentials and responsibilities, is best understood within the context of the school and its academic offerings. In general terms, there are three classifications of faculty: those with tenure or who are on tenure track, contract faculty, and faculty associate who are hired on a per-class basis.

The tenured and tenure track faculty are on par with those at any major research university and are held to the same university standards that apply to all track faculty at the university. The track faculty are expected to achieve and maintain excellence in their research profiles, publish in major outlets relative to their fields, secure funding for their research as appropriate to their disciplines, and help define the future of the problems identified as important within their disciplines. Excellence in teaching is expected as well. From its track faculty, the school expects assessments of student learning, curriculum development, degree program development, the creation of new courses, technological and pedagogical innovations, and workshops conducted for teachers and graduate students. The faculty should attend to regular classroom instruction as well as the advisement of undergraduate and graduate students. Through service to the university, community and profession, the track faculty are expected to be significant, meaningful and recognized. The normal assignment distribution for a track faculty member is 40% instruction, 40% research and 20% service. The university has an increasing need to support research through external funding sources, and all faculty in the school, including those in the humanities and social sciences, need to increase the proposals for research grants.

Given the nature of the school, with its responsibilities to offer the foundational liberal arts and sciences at the Polytechnic and Downtown Phoenix campuses, contract faculty play a significant role. The lecturers, instructors and clinical faculty have a typical assignment distribution of 80% instruction and 20% service. The contract faculty are expected to be outstanding teachers, and their success as teachers is measured by student learning, the appropriateness of course content, curriculum development, program development, the currency of taught courses, the creation of new courses, technological and pedagogical innovations, workshops conducted for teachers and graduate students, and the contributions of courses to the school's curriculum, pedagogy and scholarship of instruction. Some contract faculty supervise instructional areas and oversee and science labs, others oversee the counselor training program. The contract faculty play a vital role in the success of the school.

The faculty associates provide the school with the flexibility required to offer students the classes they need when they need them to stay on track to graduation. Through its Major Maps and eAdvisor, ASU is committed to ensuring students have access to every class needed to stay on track, and this commitment requires a degree of flexibility and ability to respond to demands quickly. The faculty associates are highly-skilled teachers who work under close supervision to offer core courses to our undergraduates.

All tenured and tenure track faculty in the school have PhDs in their respective disciplines or interdisciplinary areas of study. The school conducts national searches and is competitive with the best universities in the country as we seek to build the strongest, most ambitious faculty possible. All but a few of the contract faculty have doctoral degrees in their respective fields, and those with masters have been hired based on their exceptional teaching skills. Given their central role in the instructional mission of the school, the terminal degree is an important credential. All faculty in the school, including faculty associates, have, at minimum, a masters degree in the subjects they are teaching.

As the faculty in the school grow, the trajectory will be to hire tenured and tenure track faculty in those disciplines or areas where the school offers graduate and undergraduate degrees. The role of the contract faculty will remain vitally important, and we will continue to hire outstanding teachers who are committed to student achievement, currency of course content and innovations in pedagogy.

VIII. PROGRAM RESOURCES

Resources Related to Technology

University Information Technology (UTO) staff provides services to the school at all campus locations. UTO has maintained adequate service levels despite budget cuts affecting technology staff attrition. UTO staff generally is responsive and attentive to faculty and staff needs. UTO staff also has provided critical support for installation and implementation of state-of-the-art equipment upgrades in the science labs and the Counselor Training Center. Productivity would be seriously compromised without support from this critical university central services area.

Technology staff supporting ASU Online has provided critical instructional design and development experience for school managed program offerings. School faculty have engaged and collaborated with ASU Online staff to develop innovative online curriculum in undergraduate mathematics and numerous other courses serving students in online managed programs. The collaborative relationship between ASU Online and the school provides opportunities to expand ASU's interdisciplinary instructional reach beyond its physical campuses and serve students regionally, nationally and globally.

Resources Related to Human Resources

The school has undergone reorganizations during the last seven years. These reorganizations have provided opportunities to shape the enrollment profile in strategic ways that benefit the university and the school. As is evident in previous tables, growth in tenured and tenure track faculty has enabled the school to expand its majors and course offerings on three campuses and online. It also has provided depth to the undergraduate student experience and enabled the school to strategically expand and enhance graduate programs. Key areas of investment have included tenure track hires in communication, technical communication, English, and counseling psychology.

The addition of the Center for the Study of Race and Democracy has elevated the school's scholarly activities and provided the community with an interdisciplinary, problem-solving approach to critical race-related issues of the nation. The Center is supported by presidential initiative funds and will be a self-supported entity in three years. The move of the center to downtown Phoenix provides greater opportunity for community embeddedness and a means for faculty and students to engage in relevant discourse benefitting the state and its ever changing, diverse population.

Mentoring of Junior Faculty

The school is dedicating additional resources (both monetary and senior faculty assistance) to mentor and progress assistant professors toward tenure and advancement. One component is summer salary and operational support to seed faculty research proposals and projects. On the graduate level, track faculty start-up packages include monetary investments for research assistantships, and dedicated space for research engagement.

Advising and Student Support

The school continues to enhance academic advising resources to its majors, thereby, directly affecting retention and graduation rates. The mission of the school's advising unit is to provide academic support services advocating student success, retention and graduation through purposeful academic relationships and community building. Through maintaining consistent, intentional academic advising strategies available on all four ASU campuses and ASU Online, advisors are able to provide direct interactions with students needing assistance to accomplish their academic goals. Advisor to student ratios are carefully managed to ensure students are able to meet with advisors in a timely manner, and advisors are able to reach out and provide proactive communication with students

regarding academic success initiatives such as academic status reports, registration for future semesters, and academic difficulty issues.

Table 18: Advisor Case Workloads

Advisors (13 total)	# of School of Letters & Sciences students	# of University College Students	Total #
Linda Zygmund	186	39	206
Kim Keck	153	69	222
Ryan Brady	142	-	142
Tempe (Contreras, Meyers, Lewenstein, Pokora)	299	-	299
Cindy Rasmussen	202	81	283
Christine Rosario	75	-	75
Monica Minjarez	300	-	300
New Advisor (formally Gerry West's case load)	300		
Jennifer Shea	294	-	294
Gerry West	225	-	225
Total	2,176	189	2365
		Advisor: Student Ratio =	1 : 181.9

Resources Related to Physical Space

During the last two years, the school has funded over \$1.1 million to renovate its physical facilities for Counseling and Counseling Psychology on the Tempe campus. This comprehensive renovation included modernization of the Counselor Training Center, including installation of a state-of-the-art digital capture system (used in medical settings) for masters in counseling candidates' client sessions. Faculty are able to view and hear all sessions simultaneously and provide online feedback to students, without compromising patient confidentiality. The school also renovated additional research space for new counseling psychology tenure track hires, and upgraded office space for all faculty and staff. The Arizona Board of Regents approved a new program fee of \$300 per credit hour for masters in counseling students in order to fund these critically needed renovations, and to maintain these instructional and research improvements and enhancements for years to come. Affected students have overwhelmingly approved of the fee and the programmatic investments it funds. See Appendix F for a list of classroom labs by campus.

Resources Related to University Libraries

The University Libraries are supportive of faculty in both their instructional and research efforts. Specific librarians are assigned to each degree area. These librarians serve both student and faculty needs. The librarians are available in person and online or via the phone to help students with projects for classes. Librarians will visit classes with help on specific projects.

Each discipline has a LibGuide, a listing of the prominent journals in the field, on the Library homepage. These journals are accessible online for student and faculty use. Librarians often assist faculty in setting up courses resources within the course shells so that the library materials are compliant with copyright regulations. The materials used in courses include books, journals and other periodicals, and video resources. This is particularly important as faculty redesign courses for online delivery. The availability of these resources especially in online courses is a great asset to the instruction efforts of the School.

Each year faculty are consulted about what journals should be purchased by the Library for use, a critical stage of input in resource allocation. The ASU libraries are extensive and provide full support of the university's research enterprise.

