Schedule of Meetings

9:00 a.m. - 12:15 p.m. Special Board Meeting
(9:00 - 9:05 a.m. – Public Session – Call to Order - Executive Conference Room)
(9:05 a.m. - 12:15 p.m. – Executive Session – Executive Conference Room)
(9:05 a.m. - 9:10 a.m. Executive Session)
(9:10 a.m. - 10:25 a.m. Enterprise Executive Committee Annual Review)
(10:25 a.m. - 10:45 a.m. Break)
(10:45 a.m. - 12:15 p.m. President Robbins Annual Review)

12:15 p.m. - 1:00 p.m. Lunch Break

1:00 p.m. - 3:10 p.m. Finance, Capital and Resources Committee Meeting
(1:00 p.m. – 1:05 p.m. – Public Session – Call to Order – Executive Conference Room)
(1:05 p.m. – 1:25 p.m. - Executive Session – Executive Conference Room)
(1:30 p.m. – 3:10 p.m. – Public Session – Lincoln Conference Room)

3:10 p.m. - 3:25 p.m. Break

3:25 p.m. 5:00 p.m. Academic Affairs and Educational Attainment Committee Meeting – Lincoln Conference Room
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CALL TO ORDER, GREETINGS, AND ANNOUNCEMENTS FROM THE COMMITTEE CHAIR

ADOPTION OF CONSENT AGENDA ACTION ITEM

The item on the consent agenda is listed at the end of this agenda, underlined and marked with an asterisk (*). This item will be considered with a single motion with no discussion. All other items will be considered individually.

Approval of Minutes

The board office asks the committee to review and approve the minutes from the May 26, 2022, Academic Affairs and Educational Attainment Committee Meeting.

Discussion on ABOR Committee Restructure/Reorganization

The board office asks the committee to discuss how the board organizes its work and oversight.

Request for New Academic Program for Arizona State University

Arizona State University asks the committee to review and recommend for board approval the new AA in Professional Studies request effective in the 2022-2023 catalog year.
4:35 p.m. 4. **Request for Approval of Revised Online Metrics**

The board office and the universities ask the committee to review and recommend for board approval the revised online metrics.

4:45 p.m. 5. **Discussion of Northern Arizona University’s General Education Program Framework**

The committee will discuss Northern Arizona University’s General Education Program Framework.

4:55 p.m. 6. **Proposed Revision of ABOR Policy 2-222 “Descriptions and Definitions of Academic Units” (First Reading)**

The board office asks the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 2-222 “Descriptions and Definitions of Academic Units”.

4:56 p.m. 7. **Proposed Revision of ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs-Student Financial Aid” (First Reading)**

The board office and the universities ask the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs-Student Financial Aid”.

**CONSENT AGENDA**

This item was considered by a single motion with no discussion.

8. **Request for New Academic Program for Northern Arizona University**

Northern Arizona University asks the committee to review and recommend for board approval a request for a new in-person, Flagstaff Mountain Campus BS degree in Politics and Media.

5:00 p.m. **ADJOURN**

PLEASE NOTE: This agenda may be amended at any time prior to 24 hours before the committee meeting. Estimated starting times for the agenda items are indicated; however, discussions may commence, or action may be taken, before or after the suggested times. Any item on the agenda may be considered at any time out of order at the discretion of the committee chair. The committee may discuss, consider, or take action regarding any item on the agenda. During the meeting, the committee may convene in executive session pursuant to A.R.S. § 38-431.03(A)(3) for legal advice regarding any item on the agenda.
The Arizona Board of Regents’ Academic Affairs and Educational Attainment Committee meeting was held on May 26, 2022.

Committee Members present: Regent Penley, Chair, Regent DuVal, Vice Chair (via video), Regent Mata, Regent Herbold, Regent Pacheco (arrived at 10:02 a.m.), Regent Manson, Regent Kanyur, and Superintendent Hoffman

Other Regents present: Regent Brewster, Regent Dave and Regent Goodyear (via video)

From Arizona State University: Christine Wilkinson, Provost Gonzales, Kent Hopkins Christian Osmena, Seth Levine, Phil Regier Sheila Ainlay (via video)

From Northern Arizona University: Provost Pugliesi, Laurie Dickson, Bjorn Flugstad, Gayla Stoner (via video), Anika Olsen (via video)

From the University of Arizona: President Robbins, Art Lee, Kody Kelleher, Provost Folks (via video), Anika Olsen (via video), Jon Dudas (via video), Craig Wilson (via video), Kasey Urquidez (via video)

From the Board Office: Mark Denke, Jennifer Pollock, Samantha Blevins, Kevin Smith, Suzanne Templin, Rachel Malefors, Lorenzo Martinez, Sarah Harper, Jane Kuhn, Andrew Comrie, Larry Sandigo, Tom Merriam, Sue Sosa, Debbie Sale

Regent Penley called the meeting to order at 9:01 a.m.

**APPROVAL OF MINUTES** (Item 1)

The committee approved the March 24, 2022 Academic Affairs and Educational Attainment Committee Meeting minutes upon motion by Regent Penley, seconded by Regent Mata.

Regents Penley, DuVal, Manson, Mata, Herbold, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed. Regent Pacheco was not present for the vote.

**UPDATE ON DEPARTMENT OF EDUCATION** (Item 2)

Superintendent Hoffman presented to the committee.

Regents Penley and Herbold complimented the superintendent and ASU Digital Prep on the ongoing collaboration’s efforts to create the math momentum program, which is aimed at elevating math achievement in students. President Robbins lauded the superintendent’s efforts on supporting Native American Students and families with the Native SOAR program.
Regent Penley also thanked the superintendent for her staff’s work to make additional data available. On a different note, he also added that he appreciated the work done to recruit additional school counselors. In his discussions with students, there is a need for more counselors. He understands that adding more counselors would require more funding.

This was a discussion item; no action required.

NORTHERN ARIZONA UNIVERSITY ALLIED HEALTH PROGRAM UPDATE (Item 3)

Provost Pugliesi, NAU, presented to the committee.

Regents Penley and Manson were pleased with the presentation about NAU’s allied health expansion. Regent Manson asked if accreditation will be a limit to significantly increasing enrollments. Provost Pugliesi said that strategy is involved with adding sites versus waiting several years before they would be allowed to increase enrollments due to accreditation as some programs have more restrictive accreditation factors than other programs. The provost also addressed the addition of simulation facilities, which will help balance the requirements of clinical hours for certain programs. She also mentioned that NAU found they have more opportunity to expand Physical Therapy through a hybrid option, which provides greater access to professionals and others who are place-bound and would reduce the impact on facility requirements.

Regent Manson said that the board will begin the necessary funding conversations with the legislature to support the program’s expansion. Regent Penley complimented Provost Pugliesi and President Cruz-Rivera on the strategy to address the board’s requests to increase the number of allied health graduates. Regent DuVal added that NAU’s proposal is completely in-line with the board’s fiduciary mission to meet the workforce needs of the state of Arizona. He complimented NAU’s ambitious and specific plan.

Regent Herbold asked what percentage of the programs they can implement now. Provost Pugliesi has a timeline in place for two programs to begin; one this summer, and they expect to expand nursing quickly in the coming year as soon as some key hires are made. Regent Herbold added that the excellence of the allied health programs is important for the university’s reputation.

Regent Mata was encouraged about the enrollment growth for these programs.

Superintendent Hoffman appreciated the projections of the future graduates working in these professions in Arizona.

Regent Penley commented that he lauds NAU’s commitment to increasing access to students who may not otherwise have the means to attend college, but he also encouraged NAU to tell the stories of excellence in so many areas such as forestry, neurology, education, and the music program.

He also encouraged NAU to expand to other parts of the valley besides their northwest location.
This was a discussion item; no action required.

**DISCUSSION OF ONLINE METRIC TARGETS FOR ARIZONA’S PUBLIC UNIVERSITIES AND THE UNIVERSITY OF ARIZONA GLOBAL CAMPUS (Item 4)**

Regent Penley noted that the board’s desire is to have aspirational metrics that challenge the universities to do even more in terms of the quality of the learning experience, recognizing that these are quite different students, who stop in and stop out in ways that other students do not. The committee will hear from the board office and the universities to better understand the challenges and how to create metrics to ensure a quality learning experience in this modality.

Jane Kuhn, ABOR, presented to the committee.

Regent Herbold asked what Ms. Kuhn thought the total online enrollment will be in five years. She answered that by this coming fall, she expects online enrollments will exceed traditional campus-based enrollments. Regent Herbold followed up by asking what the universities and board office are doing to research and understand the overall reputation of an online degree versus an on-campus degree.

Dr. Regier, ASU, recalled that they began intensive online offerings in 2009, and were mindful to uphold the university’s reputation. He said that this modality has the exact same learning outcomes whether the student is on campus or online. He noted that employers tend to value characteristics that online students bring as they tend to be a more mature workforce with life experience and good time management skills. He added that the ASU brand tracker has shown, no diminution in the brand of the university over the ten years that they have been growing online from four hundred students to the 58,000 that was presented.

Regent Herbold stressed that communication skills are so important. He asked if online students are missing out by not having in person interactions. Dr. Regier answered that ASU developed tools and processes for online students to engage with content, faculty, and other students. This is overseen by dedicated staff and faculty to ensure a quality program. Regent Herbold answered that Dr. Regier described a much more robust picture of online learning than he had initially thought and is interested in learning more about the modality. He added that he would be interested in being further educated about online learning.

Regent Herbold also asked about tuition for online students. Dr. Regier said that in development, the programs must be sustainable, and over the life of the development of the programs, residual amounts are returned to the university. He also noted that there is a cap for online resident undergraduate students, meaning that online students do not pay more than on campus students. Regent Penley added that because of low funding from the state, the universities have no option, but to deliver these programs at a loss to Arizona residents; and must make up that revenue through either international or out of state students.

In line with Regent Herbold’s request, Regent Penley added that the online leaders could provide further information to the committee about the online education process, from a student’s point of view.
Regent Brewster was interested in breakdown of the schools and degrees of choice, as the board looks at the growing number of students that are being served online.

Regent Mata stated that she would be interested in the demographics of the online students to look at and reduce the achievement gap.

Regent Duval would like to make sure that the board captures the correct strategy in developing metrics for online learning as opposed to the in-person metrics.

Jane Kuhn added that universities do have different distinctions as well as commonalities, and one suggestion is to look at it as the board has with the system where there are enterprise and institutional metrics.

Dr. Wilson, UArizona, added that the university has many corporate partners who hire online students, which speaks to the credibility of online degrees.

Dr. Stoner, NAU, supported Dr. Wilson’s comments about what corporate partners seek in graduates. She also believes that there will be a significant increase in online enrollments over the next 5 years, and it will be possible to incorporate more hybrid offerings, as well.

This was a discussion item; no action required.

**REQUEST FOR NEW ACADEMIC PROGRAM AND ESTABLISHMENT OF NEW ACADEMIC ORGANIZATIONAL UNIT FOR THE UNIVERSITY OF ARIZONA** (Item 5)

Provost Folks presented the University of Arizona’s requests for a new BS in Nutrition and Human Performance as well as the establishment of the Department of Africana Studies.

Upon motion by Regent Penley, seconded by Regent Manson, the committee approved forwarding to the full board for approval the University of Arizona’s request for a new academic program and to establish a new academic organizational unit.

Regents Penley, DuVal, Manson, Mata, Herbold, Pacheco, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

**REQUEST FOR NEW ACADEMIC PROGRAM FOR ARIZONA STATE UNIVERSITY** (Item 6)

Provost Gonzales presented Arizona State University’s request for a new BA in Applied Business and Technology Solutions.

Regent Manson asked Provost Gonzales to differentiate this W.P. Carey degree with other degrees in the same college that have more stringent admission requirements. Provost Gonzales explained that this BA degree is another pathway for students who may have another degree or credential but is looking to acquire some general business knowledge.
Upon motion by Regent Penley, seconded by Regent Manson, the committee approved forwarding to the full board for approval Arizona State University’s request for a new academic program.

Regents Penley, DuVal, Manson, Mata, Herbold, Pacheco, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

**APPROVAL OF LIST OF QUALIFYING EXAMINATIONS FOR HIGH SCHOOL AND HIGH SCHOOL TEACHER INCENTIVE BONUSES** *(Item 7)*

Mark Denke, ABOR, presented to the committee.

The committee approved forwarding to the full board for approval, the list of qualifying examinations for high school and high school teacher incentive bonuses upon motion by Regent Penley and seconded by Regent Herbold.

Regents Penley, DuVal, Manson, Mata, Herbold, Pacheco, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

**PROPOSED REVISION TO ABOR POLICY 6-201 “CONDITIONS OF FACULTY SERVICE” (FIRST READING)** *(Item 8)*

Andrew Comrie, ABOR, Provost Gonzales, ASU, Provost Pugliesi, NAU and Provost Folks, UArizona presented to the committee.

The committee approved forwarding to the board for first reading, the proposed revision to ABOR Policy 6-201 “Conditions of Faculty Service” upon motion by Regent Penley, seconded by Regent Mata.

Regents Penley, DuVal, Manson, Mata, Herbold, Pacheco, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

**PROPOSED REVISIONS TO ABOR POLICY 4-323E “TUITION WAIVER SCHOLARSHIPS AND INSTITUTIONALLY SUPPORTED FINANCIAL AID PROGRAMS – STUDENT FINANCIAL AID” (FIRST READING)** *(Item 9)*

Jane Kuhn, ABOR, presented to the committee.

Regent Manson would like to ensure consistency between the three universities when awarding this funding. Ms. Kuhn stated that the board office and the universities identified, specific criteria for awarding the Arizona Promise funding based on the student's Pell eligibility.

Regent Penley agreed with Regent Manson’s concern regarding consistency of awarding the Arizona Promise Program and would like to discuss the communication methods that universities have with Pell eligible students so that they receive a message that will entice them to attend one of the universities rather than discourage them. He will speak with the presidents and provosts about broader financial aid issues in order raise overall attainment rates.
The committee approved forwarding to the full board for first reading, the proposed revisions to ABOR Policy 4-323(E) “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid” upon motion by Regent Penley and seconded by Regent Herbold.

Regents Penley, DuVal, Manson, Mata, Herbold, Pacheco, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

Proposed Revisions to ABOR Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” (First Reading) (Item10)

Samantha Blevins, ABOR, presented to the committee.

The committee approved forwarding to the full board for first reading, the proposed revision to ABOR Policy 4-203 “Requirements to be Considered in Determining an Individual’s Residency Classification for Tuition Purposes” upon motion by Regent Penley, seconded by Regent Herbold.

Regents Penley, DuVal, Manson, Mata, Herbold, Pacheco, Kanyur, and Superintendent Hoffman voted in favor. None opposed and none abstained. Motion passed.

The meeting adjourned at 10:43 a.m.

Submitted by:

Debbie Sale, Committee Secretary
Item Name: Discussion on ABOR Committee Restructure/Reorganization

☐ Action Item

Requested Action: The board office asks the committee to discuss how the board organizes its work and oversight.

Background/History of Previous Board Action

The board is currently organized into four committees:

- Academic Affairs and Educational Attainment
- Audit
- Finance, Capital and Resources
- Research and Health Sciences

The board chair requested a review of board goals, usage of board time and the allocation of board resources with an objective of aligning board resources with board goals. The board office requests committee discussion on a proposed set of ABOR goals and a new committee structure.

After review, staff will work with regents, the presidents and university staff to develop policy, committee charters and meeting agendas to reflect the outcomes of discussion and feedback.

Discussion

GOALS

The following are a potential set of regent goals.

1. Set unique, precise presidential goals to drive Arizona university excellence as national and international exemplars of public higher education with distinctive and differentiated visions and missions.

2. Establish goals for Arizona’s public universities that serve the people of Arizona in terms of the inherent capabilities of higher education, examples include:
   a. Prioritize Arizona focused enrollment
   b. Address workforce needs (including health sciences and the Colleges of Medicine)
c. Improve quality of the K-12 pipeline of students and their college readiness
d. Increase FAFSA completion rates and family communication
e. Ensure access and affordability
f. Create new knowledge through basic and applied research

3. Demonstrate increased operational efficiency and academic progress.

4. Support Arizona’s public university presidents through:
   a. Delegating broad authority and responsibility to presidents and Enterprise Executive Committee
   b. Insisting on accountability through reporting, metrics, outcomes assessment and measurement
   c. Focusing on strategic initiatives that drive the universities toward excellence and propel the state through targeted goals (e.g., workforce development, diversification of AZ industry economics, health outcomes, educational attainment) (See Goal 2)

5. Mitigate disproportionate risk including but not limited to:
   a. Financial
   b. Reputational
      i. Operational
      ii. Public opinion
   c. Legal
   d. Regulatory
   e. Cyber security
   f. Campus safety.

6. Advocate effectively for Arizona’s public higher education through initiatives to:
   a. Build political capacity
   b. Improve relationships with constituencies
   c. Support public and private funding opportunities
   d. Promote of the value of higher education in life outcomes
   e. Respond to negative/false narratives
   f. Improve and target communications

DESIGN

1. Structure committees for efficiency and focus on the board’s Promise and its goals.
EXECUTIVE SUMMARY

a. New committees to reflect goals
   b. University Design and Operations Committee
      i. Collapse the work of Academic Affairs and Finance, Capital and Resources committees into a single committee
      ii. Reduce and where possible eliminate discussion around transactional items
      iii. Focus on General Education, metric outcomes, financial reviews and business plans, university budgets, pricing, strategic direction, operating efficiency.
   c. State Service Committee
      i. Replaces Research and Health Committee
      ii. Focus on TRIF allocations, Regents Grants, tech transfer, workforce development, attainment agenda, FAFSA, geographic access, international engagements, health sciences, K-12 partnerships, and Community College partnerships.
   d. Audit & Risk Management Committee

2. Structure board meetings around ABOR’s goals and eliminate agenda items that do not address university excellence, service to Arizonans, differentiation of universities, support of presidents, mitigation of risk, or advocacy.

3. Organize staff around ABOR’s goals.

4. Clarify, minimize and systemize statutory required reporting.

5. Simplify and increase predictability of tuition and fees.

6. Provide board members straightforward, essential preparation materials and expect that Regents will exercise their duty of care in preparing for meetings.

7. Structure review of assignments with presidents and the executive director around precise goals that drive the success of Arizona and excellence in our universities.

8. Create tools for capturing efficiencies and cost management.

Statutory/Policy Requirements

A.R.S. 15-1626 “General administrative powers and duties of board"
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Item Name: Request for New Academic Program for Arizona State University

☑ Action Item

Requested Action: Arizona State University asks the committee to review and recommend for board approval the new AA in Professional Studies request effective in the 2022-2023 catalog year.

Background/History of Previous Board Action

As provided in the board policy, new academic program requests may be submitted throughout the year with the approval of the Academic Affairs and Educational Attainment Committee.

Discussion

Arizona State University is requesting a new AA in Professional Studies. The degree will provide students with a pathway to higher education exploration while also ensuring students are able to receive a credential valuable to their career of choice. Students will complete ASU general education requirements and focus on specific track areas of interest to them.

Statutory/Policy Requirements

ABOR Policy 2-223 “Academic Locations, Degree Programs and Organizational Units”

Contact Information:
Nancy Gonzales, Provost  nancy.gonzales@asu.edu  480-965-9585
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
Request to Establish New Academic Program in Arizona

University: Arizona State University

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program:</th>
<th>AA in Professional Studies</th>
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<tbody>
<tr>
<td>Academic Department:</td>
<td>College of Integrative Sciences and Arts</td>
</tr>
<tr>
<td>Geographic Site:</td>
<td>Downtown, Polytechnic, Tempe and West campus; Online</td>
</tr>
<tr>
<td>Instructional Modality:</td>
<td>Immersion and Online</td>
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<tr>
<td>Total Credit Hours:</td>
<td>60</td>
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<td>Proposed Inception Term:</td>
<td>2023</td>
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**Brief Program Description:**

The Associate of Arts in Professional Studies is both a valuable credential that prepares students for careers and a pathway to efficient completion of a bachelor’s degree. The curriculum of the AA in Professional Studies is flexible, designed to fulfill general education requirements for a bachelor’s degree while preparing students for careers or further education in one of four professional tracks:

- Math, Physical Sciences, Engineering and Technology
- Health and Life Sciences
- Social and Behavioral Sciences
- Humanities, Fine Arts, and Design

ASU is collaborating with the Bill & Melinda Gates Foundation to co-develop a new model for degree attainment that will create new pathways to postsecondary education for students not currently attending college or university. The overall goal is always for students to pursue bachelor’s degrees and beyond. The AA in Professional Studies will demonstrate to students their ability to succeed in a college-level degree program and provide a valuable stopping point that facilitates quick re-entry for those who hit unanticipated hurdles.
The curriculum of the Associate of Arts in Professional Studies is modeled after the long-standing, non-degree-awarding exploratory academic program for bachelor-seeking undergraduate students offered by ASU’s University College. During the program, students will be exposed to the foundational skills and concepts needed for success that can lead to over 400+ bachelor degrees at ASU. The curricular program is designed to meet learners where they are, and provide deep interpersonal exploration, paired with experiential learning opportunities.

Learning Outcomes and Assessment Plan:

Learning Outcome 1: Students will demonstrate associate degree-level proficiency in written communication including the ability to use technology in communicating with diverse audiences for a variety of purposes.

- **Concepts:** audience, purpose, writing processes, critical thinking, rhetorical knowledge, research

- **Competencies:** Students will develop the rhetorical skills to write for multiple audiences across a range of purposes. Advanced writing skills will be developed through research and analysis addressing topics of interest.

- **Process:** To determine proficiency, a representative sample of students’ final projects from ENG 101, ENG 102, ENG 105 or ENG 108 will be reviewed by faculty using faculty-designed rubrics and summarized in an annual report. The project directions will identify purpose, audience, and writing situation, and the project will involve sustained writing engagement and research. Performance metrics will be disseminated to program faculty to guide program revisions. Assessment results will be used to continuously improve the first-year composition courses with a particular focus on integrating a broad range of disciplines and methodologies.

- **Measures:** In ENG 101: First Year Composition, students will compose a variety of written works demonstrating the ability to express ideas effectively for a variety of personal and professional purposes, audiences, and occasions. At least 80% of the students will earn a rating of at least "mastery" for their final project on the following five-point scale: 1=failing 2=unsatisfactory 3=adequate 4=mastery 5=superior. In ENG 102: First Year Composition, students will demonstrate the ability to research a topic of their choice and present an argument in writing in their final project. At least 80% of the students will earn a rating of at least "mastery" on the following five-point scale: 1=failing 2=unsatisfactory 3=adequate 4=mastery 5=superior.

Learning Outcome 2: Students will be able to communicate how quantitative data, interpretations, or models are connected to outcomes, predictions, decisions, explanations, or future states.
EXECUTIVE SUMMARY

- **Concepts:** quantitative reasoning, data, hypotheses, models, assumptions, data-informed decision-making

- **Competencies:** Students will develop quantitative reasoning skills and the fluency to communicate in quantitative contexts. They will learn to apply relevant mathematical, statistical, computational, and visualization methods in academic, social and personal settings.

- **Process:** To determine proficiency, artifacts from quantitative reasoning, or scientific thinking courses will be evaluated using a faculty-designed rubric. Student mastery will be rated based on the above five-point scale outlined in Learning Outcome 1. A report of student outcomes will be shared with program faculty to facilitate continuous improvement.

- **Measures:** A representative sample of student-generated course artifacts will be collected and reviewed by program faculty. Faculty-designed rubrics will be used to evaluate students’ quantitative reasoning skills. Faculty will review and analyze the results and develop the annual assessment report. Performance metrics will be disseminated to program faculty to guide program revisions. The goal of this process is to continuously improve individual courses, the integration of various disciplines and methodologies into the UNI courses, and the overall student experience.

**Learning Outcome 3:** Students will develop an academic plan outlining the skills and competences they seek to acquire in a bachelor’s degree aligned with their career interests and values.

- **Concepts:** skills, competencies, values, metacognition, lifelong learning, future thinking, career management, self-awareness

- **Competencies:** Using a futures-thinking framework, students evaluate their own career preferences and values, research academic options, and think critically about multiple possible futures. Students will explore and reflect upon various assessment tools, to identify interests that align with various major and career pathways.

- **Process:** A representative sample of student-generated academic plan course artifacts will be collected from UNI 270: Major and Career Exploration. Faculty will review and analyze the results and develop the annual assessment report. Performance metrics will be disseminated to program faculty to guide program revisions. The goal of this process is to continuously improve individual courses, the integration of various disciplines and methodologies into courses, and the overall student experience.
EXECUTIVE SUMMARY

- **Measures:** Students will research the knowledge and skills needed for a possible major or career, analyze personal barriers to these pathways, design and present “action plans” to overcome these barriers. At least 80% of the students will earn a rating of at least "mastery" on the following five-point scale: 1=failing 2=unsatisfactory 3=adequate 4=mastery 5=superior.

**Projected Enrollment for the First Three Years:**

Year 1: 50  
Year 2: 100  
Year 3: 200

**Evidence of Market Demand:**

The U.S. Bureau of Labor Statistics predicts faster growth of employment opportunities for holders of an associate degree (11% over the period 2016-2026) than overall job growth (7%). Similarly, median weekly income for associate degree holders ($938 in 2020) is significantly higher than those holding only a high school diploma ($781).

The U.S. Bureau of Labor Statistics Occupational Outlook Handbook estimates that employment in occupations connected to the exploratory tracks included in this degree will grow at the following rates from 2020-2030:

- Math, Physical Sciences, Engineering and Technology: 7-11%
- Health and Life Science: 10-16%
- Social and Behavioral Sciences: 12-17%
- Humanities, Fine Arts, and Design: 8-11%

**Similar Programs Offered at Arizona Public Universities:**

Neither of the other Arizona Public Universities offers associate degrees.

**Objection(s) Raised by Another Arizona Public University?**  
YES  NO

Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?

**If Yes, Response to Objections:**

Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.
**EXECUTIVE SUMMARY**

<table>
<thead>
<tr>
<th>New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.):</th>
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<tbody>
<tr>
<td>Internal resources already allocation to the College of Integrative Sciences and Arts will be reallocated to launch this program and student enrollment will support growth.</td>
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<tr>
<th>Program Fee/Differentiated Tuition Required?</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Estimated Amount:</td>
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<tr>
<td>Program Fee Justification:</td>
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<table>
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<tr>
<th>Specialized Accreditation?</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Accreditor:</td>
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Program Fee/Differentiated Tuition Required?  YES  NO
Estimated Amount: None
Program Fee Justification: None
Specialized Accreditation?  YES  NO
Accreditor: None
Item Name: Request for Approval of Revised Online Metrics

☐ Action Item

Requested Action: The board office and the universities ask the committee to review and recommend for board approval the revised online metrics.

Background/History of Previous Board Action

In recent years, Arizona’s public universities online programs grew significantly in the past several years. Since 2018, online degree program enrollment across the ABOR system increased 81.6% percent. During that same time on campus enrollment increased 1.4%.

In Fall 2022, Arizona’s public universities enrolled more than 70,995 online degree seeking students. Last fall, online degree program students comprised 33.3% of total system enrollment.

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1 See generally Arizona Board of Regents Fiscal Year 2022 Enrollment Report.

2 All enrollment numbers are presented in Head Count consistent with federal Integrated Postsecondary Education Data System definitions.

Contact Information:
Jane Kuhn, ABOR  jane.kuhn@azregents.edu  602-229-2500
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
In 2020, Arizona State University was the largest public university online program in the country, and ASU online students now constitute 27% of Arizona’s public university students.

In addition, the University of Arizona Global Campus enrolled 68,923 students (head count) during the 2020-2021 academic year.

Given the growth and university activity in this area, the board continues to work with the universities to better understand their online activities and programs and develop online education success metrics and accompanying targets.

**Discussion**

At its September 2021 meeting, the board approved six online metrics and the university submitted proposed metric targets for each metric this Spring (the metrics adopted by the board are attached below).

On March 24, 2022, the Committee recommended that the board approve the online metric targets.

Upon further reflection, the board removed the online metric target item from its April 6 board meeting consent agenda and asked that the academic affairs committee to engage with the universities in further review and discussion of the universities’ and UAGC’s online enterprises with the goal of further refining the metric targets consistent
with the goals and purposes of the universities’ online activities.

The board further engaged with the university presidents to better understand their institution’s online education vision and strategy. Based on those discussions, Regent representatives worked with the universities and board office to further revised the online metrics.

The 11 revised metrics and reporting measure focus on:

- Online student course completion rate
- The average credits completed in an academic year
- The Percentage of courses taught and designed by faculty with a doctoral or other relevant terminal degree
- Percentage of courses taught and designed by faculty who are benefits eligible
- Online programs US News & World Report online program ranking
- Number of online and online STEM degrees awarded annually
- The rate of students awarded a degree within 6 and 8 academic years; and
- Number and rate of online students that persist from one academic year to the next.

The board office will continue to collect and report information about online students as part of its annual reporting.

Once approved, the board office will work with the universities to propose three-year targets for each metric.

The 11 revised online metrics and their definitions are attached below.

**Statutory/Policy Requirements**

A.R.S. § 15-1626 “General Administrative Powers and Duties of Board"
## Previous Online Metrics Adopted by the Board in September 2021

<table>
<thead>
<tr>
<th>Dimension/Purpose</th>
<th>Metric</th>
<th>Metric Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of the Online Student Experience</td>
<td>1. Online Course Completion Rate</td>
<td>The ratio of total online course credits completed (for an A-C grade or a pass in a pass/fail course), to total online course credits attempted across an academic year</td>
</tr>
<tr>
<td></td>
<td>2. Online Student Continuation and Persistence Metric</td>
<td>Number of completions and continuing students, and stop-out behavior over a 5-year period</td>
</tr>
<tr>
<td></td>
<td>3. Pace of Progression to Online Degree</td>
<td>Average credits completed per student in an academic year</td>
</tr>
<tr>
<td></td>
<td>4. Courses taught by faculty with Doctorate or other relevant Terminal Degree</td>
<td>The percentage of online courses taught be faculty with a doctorate or other terminal degree in the field of instruction</td>
</tr>
<tr>
<td></td>
<td>5. Courses taught by faculty who are benefits eligible</td>
<td>The percentage of online courses taught by instructional faculty who are benefits eligible</td>
</tr>
<tr>
<td>University Brand and Reputation</td>
<td>6. Online Program Rank (USNWR)</td>
<td>USNWR Online Program Rankings - Best Online Bachelor's Programs</td>
</tr>
</tbody>
</table>
### Revised Online Metrics Proposed for Board Adoption

<table>
<thead>
<tr>
<th>Revision</th>
<th>#</th>
<th>Enterprise metric</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing</td>
<td>1</td>
<td>Course completion rate</td>
<td></td>
</tr>
<tr>
<td>Existing</td>
<td>2</td>
<td>Average credits completed in an academic year</td>
<td>For reporting only. No specific numeric target.</td>
</tr>
<tr>
<td>Existing</td>
<td>3</td>
<td>Percentage of courses taught by faculty with a doctoral or other relevant terminal degree</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>4</td>
<td>Percentage of courses designed by faculty with a doctoral or other relevant terminal degree</td>
<td></td>
</tr>
<tr>
<td>Existing</td>
<td>5</td>
<td>Percentage of courses taught by faculty who are benefits eligible</td>
<td></td>
</tr>
<tr>
<td>New</td>
<td>6</td>
<td>Percentage of courses designed by faculty who are benefits eligible</td>
<td></td>
</tr>
<tr>
<td>Existing</td>
<td>7</td>
<td>US News &amp; World Report online program ranking</td>
<td>For reporting only.</td>
</tr>
<tr>
<td>New</td>
<td>8</td>
<td>Number of online degrees awarded annually</td>
<td>Same goal as submitted for ABOR Enterprise-wide metrics.</td>
</tr>
<tr>
<td>-----</td>
<td>----</td>
<td>------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>New</td>
<td>9</td>
<td>Number of STEM online degrees awarded annually</td>
<td>For reporting only. No specific numeric target.</td>
</tr>
<tr>
<td>New</td>
<td>10</td>
<td>Percentage of new students who began in the same academic year who were awarded a degree within 6 and 8 academic years</td>
<td>For reporting only. No specific numeric target.</td>
</tr>
<tr>
<td>New</td>
<td>11</td>
<td>Number and percentage of students that were enrolled in the previous academic year, any term, that were enrolled in the next academic year, any term</td>
<td></td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Item Name: Discussion of General Education Program Framework for Northern Arizona University

Action Item

Requested Action: The committee will discuss Northern Arizona University’s General Education Program Framework.

Background/History of Previous Board Action

The board strongly believes it is a responsibility of ASU, NAU and UArizona to graduate students who are not only prepared for the workplace, but also equipped to participate as contributing members in our constitutional republic. The board believes the general education curriculum is a foundational platform to prepare our graduates.

The board structured General Education reform in four phases. The first phase of the reform was implemented in 2019 with the establishment of the General Education policy directing Arizona’s public universities to revise their general education requirements to include the identified concepts, skills competencies, and intellectual habits as outlined in the policy.

Throughout 2020 and 2021, the board implemented the second phase of the project as it reviewed and approved each university’s general education frameworks. The frameworks serve as a structural outline that guide the university in the development of General Education courses. The board approved Northern Arizona University’s proposed General Education Program Framework on September 30, 2021.

In the third phase, each university is developing courses that satisfy the requirements set forth in the adopted framework.

Once a list of courses is developed, each university will submit a “crosswalk” aligning its general education framework and the actual courses offered to meet the general education requirements. The board is expected to review each universities’ general education course crosswalk as they are completed.

Finally, the board’s policy also requires each university assess its general education program’s academic outcomes. The universities implemented a writing assessment and are in the process of developing the additional assessments in quantitative reasoning, critical thinking, and civics. The assessments’ outcome will guide adjustments or clarifications to board policy, the university’s general education frameworks or the courses themselves.

Contact Information:
Karen Pugliesi, Interim Provost  karen.pugliesi@nau.edu  928-523-1593
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
Discussion

The committee will discuss potential modifications to NAU's General Education Program Framework as well as the process for reviewing ASU and UArizona's general education courses “crosswalks” as they are completed.

Statutory/Policy Requirements

ABOR Policy 2-210, “General Education”
Item Name: Proposed Revision of ABOR Policy 2-222 “Descriptions and Definitions of Academic Units” (First Reading)

Action Item

Requested Action: The board office asks the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 2-222 “Descriptions and Definitions of Academic Units”.

Background/History of Previous Board Action

The policy 2-222 describes and defines departments and other academic units but it does not define colleges, which are academic organizational units. Other policy sections (primarily 2-223 “Academic Locations, Degree Programs and Organizational Units”) references 2-222 in defining which new or modified academic units need board approval.

Discussion

The proposed new policy language defines a college using the same key elements approach as employed for the existing unit definitions. The proposed amendments clarify, which new or modified colleges come before the board.

In addition, the preamble now includes language that enables the universities to use local working names for units that fit these policy definitions functionally without having to use the exact language in the policy for all their units. The prime example of this is the term “school” – the universities have units called schools that variously function as a department or as a college depending on context and campus naming conventions.

The other proposed changes are minor language clarifications. The proposed policy changes have been reviewed with the three university provosts.

Statutory/Policy Requirements

ABOR Policy 2-222 “Descriptions and Definitions of Academic Units”
ABOR Policy 2-223 “Academic Locations, Degree Programs and Organizational Units”
2-222 Descriptions and Definitions of Academic Units

The following descriptions and definitions will be used by the Universities to obtain consistency in FUNCTION AND IN terminology for new and existing organizational units, which encompass teaching, research, and public service programs. AN ACADEMIC UNIT AT A UNIVERSITY CONSTITUES ONE OF THE BELOW DEFINITIONS REGARDLESS OF ITS WORKING TITLE.

A. Department

1. Offers degrees and course work in a field of study;
2. Has assigned faculty and staff;
3. Is responsible for all-major teaching, research, and public service in a field of study;
4. Has separate identification in University operating budget.

B. Committee

1. Administers a teaching and research program, usually graduate level and usually results in awarding of degrees;
2. Depends primarily upon cross-listed courses or courses taught by other units;
3. Includes faculty from more than one existing administrative organization;
4. Uses resources, but is not a budget center.

C. Center or Institute

1. Emphasizes research and/or public service;
2. Includes faculty or staff from several disciplines to coordinate research or public service;
3. Disseminates new knowledge or provides technical assistance;
4. Has separate identification in University operating budget;
5. Has assigned faculty and staff;
6. Is recognized by federal agencies providing budgetary support on a temporary basis;

7. May offer course work and continuing education.

D. Laboratory or Bureau

Laboratory: Primarily for research
Bureau: Primarily for public service

1. Does not offer courses or degrees;
2. Is usually found within a single discipline and established for a specific purpose;
3. Has separate identification in University operating budget;
4. Has assigned faculty and staff.

E. Other Academic Units (INCLUDING, BUT NOT LIMITED TO office, agency, or unit)

1. Is not necessarily budgeted separately in university operating budget;
2. Coordinates course offerings, research efforts, or public service activities within other approved academic units.

F. COLLEGE

1. HAS SEPARATE IDENTIFICATION IN UNIVERSITY OPERATING BUDGET;
2. IS LED BY A DEAN OR EQUIVALENT SENIOR ADMINISTRATOR;
3. MEETS THE DEFINITION OF A DEPARTMENT OR IS COMPRISED OF MULTIPLE ACADEMIC UNITS, BUT IS ABOVE A DEPARTMENT IN THE UNIVERSITY ORGANIZATIONAL HIERARCHY.
Item Name: Proposed Revision of ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs-Student Financial Aid” (First Reading)

Action Item

Requested Action: The board office and the universities ask the committee to review and forward to the full board for first reading the proposed revisions to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs-Student Financial Aid”.

Background/History of Previous Board Action

In 2021, Arizona established the Arizona Promise Program administered by the board and the Legislature appropriated state funding to support the program.

Under the program, the universities must award funds to new first-time, full-time, resident students who admitted into the institution after the Fall semester 2021 and who timely complete a Free Application for Federal Student Aid (FAFSA) and are eligible for the maximum Pell award and/or have a Zero ($0) Expected Family Contribution (EFC).

The Arizona Promise award amount is up to the actual cost of in-state tuition, mandatory fees, and program fees.

The award is a last-dollar award amount, which means the student’s other federal, state, private or public scholarship, grant, or gift aid reduces the student’s Promise award.

The board is responsible for developing and implementing centralized administrative processes for distributing the fund each fiscal year. The board adopted policy governing the administration of the program at its February meeting.

Discussion

The board office and the universities ask the board to revise the policy to allow greater flexibility to administer the program. The revised policy allows the universities to award Promise funding one-time, and not recalculate the students financial aid award if the student receives additional aid after receiving the Promise award unless it benefits the student.

Statutory/Policy Requirements

Contact Information:
Chad Sampson, ABOR        chad.sampson@azregents.edu       602-229-2512
A.R.S. §15-1701 “Arizona Promise Program; eligibility requirements; award; fund; definitions”

ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs – Student Financial Aid”
Proposed revision to ABOR Policy 4-323 “Tuition Waiver Scholarships and Institutionally Supported Financial Aid Programs-Student Financial Aid”.

E. Arizona Promise Program

1. Universities shall award the Arizona Promise as established by A.R.S. §15-1701 to a student who:

   a. Is admitted to an ABOR institution as a new first-time, full-time, on campus degree seeking student during and after the Fall semester 2021;
   b. Is an Arizona resident per A.R.S. §15-1802;
   c. Graduated from an Arizona high school;
   d. Graduated with a minimum 2.5 cumulative high school grade point average on a 4.0 scale;
   e. Timely completes and submits to the United States Department of Education the Free Application for Federal Student Aid (FAFSA); and,
   f. Meets the eligibility criteria for the Federal Pell Grant. For the purposes of this program, Federal Pell Grant means the maximum Federal Pell Grant award with a zero expected family contribution.

2. Student must enroll at university at the beginning of the Fall semester immediately after Arizona high school graduation, with only breaks or gaps in enrollment allowed by institutional policy.

3. The StudentS WHO must submit to the United States Department of Education the FAFSA form with the ABOR university appropriately listed no later than April 1 of the academic year SPRING-preceding the academic year in which the student is applying WILL BE GIVEN FUNDING PRIORITY.

4. The Arizona Promise tuition and fee award amount will be up to the full cost of tuition, mandatory fees and program fees. The amount of the award shall be
APPLIED AFTER AND reduced by the amount of any OF THE FOLLOWING RECEIVED BY THE STUDENT:

A. other federal AID;
B. state AID;
C. private AID AND SCHOLARSHIPS;
D. or public scholarshipS OR grantS, or gift aid received by the student.


6. All institutional need-based gift aid ANY INSTITUTIONAL GIFT AID granted to qualifying students FOR TUITION, MANDATORY FEES, AND PROGRAM FEES shall be identified as Arizona Promise. AN ARIZONA PROMISE AWARD, HOWEVER, DOES NOT PREVENT A UNIVERSITY FROM AWARDING A STUDENT OTHER INSTITUTIONAL NEED-BASED GIFT AID FOR OTHER COSTS OF ATTENDANCE.

7. Students are eligible for the Arizona Promise program for eight academic semesters or their equivalent. Semesters must be continuous Fall and Spring with breaks allowed by institutional policy.

8. To renew the Arizona Promise Program award a student must:
   A. Complete and submit to the United States Department of Education the FAFSA form no later than April 1;
   B. Maintain at least full-time status as determined by federal student financial aid guidelines;
   C. Maintain satisfactory academic progress as required for eligibility for federal student financial aid; and
D. Continue to meet the eligibility criteria for the Federal Pell as defined in this policy.
Item Name: Request for New Academic Program for Northern Arizona University

Action Item

Requested Action: Northern Arizona University asks the committee to review and recommend for board approval a request for a new in-person, Flagstaff Mountain Campus BS degree in Politics and Media.

Background/History of Previous Board Action

This program is requested as an update / improvement over the previous program, the BS in Journalism and Political Science, which is being discontinued. The Politics and Media BS curriculum reflects currency and expansion of content to ensure that students are receiving the most up-to-date and relevant preparation for this degree, with a name is current and recognized in the field.

Discussion

The Bachelor of Science degree in Politics and Media, offered through the Department of Politics and International Affairs, is planned for a fall 2023 implementation. This program will provide civicly active students with knowledge in social theoretical frameworks and skills in empirical and rhetorical analysis and communications necessary to pursue careers in media, strategic communication, politics, government. Designed to prepare students for 21st century careers, the BS in Politics and Media will focus on research methodology, political polling, data processing, and analytical skills. The program of study will reflect the shift in media production and consumption from traditional news outlets to online delivery modes, requiring considerable technological understanding and flexibility.

The proposed BS in Politics and Media degree program integrates the faculty expertise of the Department of Politics and International Affairs and the School of Communication. These faculty are dedicated to engaging students in and out of the classroom - a hallmark of both units within the College of Social and Behavioral Sciences. The commitment to co-curricular learning is formalized within the program requirement, which provides students with opportunities to apply what they learn to a broader, global and/or professional context. Students participate in independent research projects with faculty, study abroad programs, internships, student clubs, or learning communities. Students will also have opportunity for pre-professional hands-on learning in the School of Communication Media Innovation Center.

The proposed program, comprised of 54 credit hours, is built upon learning outcomes that emphasize deep understanding of complex issues and development of strong communication skills needed to navigate this important terrain. The program proposal has been vetted at numerous levels from departmental faculty to the Deans’ Council and the Provost’s Office prior to submission to ABOR.

Statutory/Policy Requirements

ABOR Policy 2-223 “Academic Locations, Degree Programs and Organizational Units”

Contact Information:

Karen Pugliesi, NAU  karen.pugliesi@nau.edu  928-523-1593
Chad Sampson, ABOR  chad.sampson@azregents.edu  602-229-2512
Request to Establish New Academic Program in Arizona

University: Northern Arizona University

<table>
<thead>
<tr>
<th>Name of Proposed Academic Program:</th>
<th>Politics and Media BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Department:</td>
<td>Department of Politics and International Affairs</td>
</tr>
<tr>
<td>Geographic Site:</td>
<td>Flagstaff</td>
</tr>
<tr>
<td>Instructional Modality:</td>
<td>In-person</td>
</tr>
<tr>
<td>Total Credit Hours:</td>
<td>54 credit hours</td>
</tr>
<tr>
<td>Proposed Inception Term:</td>
<td>Fall 2023</td>
</tr>
</tbody>
</table>

Brief Program Description:
The Bachelor of Science Politics and Media program provides civically active students with knowledge in social theoretical frameworks and skills in analysis and communications necessary to have a meaningful positive impact on society. This degree encompasses knowledge related to research methodology, political polling, data processing and analytical skills. Legacy models of media consumption and production are rapidly transitioning from traditional news outlets to online delivery applications that require greater technological flexibility.

Students will gain foundational knowledge in the history, structure and processes American government and political institutions, while providing students with the research and analytic capacities to investigate and identify patterns, dynamics and issues in contemporary politics. The program develops communication skills necessary for media dissemination or a variety of other professional endeavors. Students will learn and practice persuasive arguments, public relations, methodological techniques in the management and visualization of data, and strategic communication. The program will ensure that students will understand salient aspects of contemporary society and politics, including but not limited to economics, social stratification, and demographics.

Drawing on the expertise of both the Department of Politics and International Affairs and the School of Communications, program faculty are dedicated to innovative teaching and research who engage students in and out of the classroom. Our students are required to participate in one of the following: independent research projects with faculty, study abroad programs, internships, student clubs, and learning communities. The program is also designed to provide students with the skills for productive civic participation and positive impact on society. Graduates will have strong skills for careers in the realm of media and
politics, informed by knowledge, guided by the value of integrity and high ethical standards, skilled in research, analysis and strategic communication.

Learning Outcomes and Assessment Plan:

<table>
<thead>
<tr>
<th>Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundational knowledge of the political world by:</td>
</tr>
<tr>
<td>- Analyzing the history, theoretical background, laws, and ethics of politics.</td>
</tr>
<tr>
<td>- Explaining the role of politics and media in society.</td>
</tr>
<tr>
<td>- Explaining the role of demographics, economics, media, government, and political parties have on politics</td>
</tr>
<tr>
<td>2. Effective communication, orally, written, and visually, of social phenomena and methodology by:</td>
</tr>
<tr>
<td>- Applying methodological techniques in order to assemble stories on local governments, police, courts, schools, and other public or citizen entities.</td>
</tr>
<tr>
<td>- Producing complete political stories from concept to finished product under tight deadlines, while choosing the appropriate media to tell the best story.</td>
</tr>
<tr>
<td>- Effective civic participation by recognizing the role of storytelling in different communities and the effects of cultural, political, historical, religious, ideological, and economic forces on the dissemination of information.</td>
</tr>
<tr>
<td>3. Critical use of research methods to develop empirical and persuasive arguments in a political world by:</td>
</tr>
<tr>
<td>- Applying the theory and art of journalism, data visualization, persuasion, strategic communication, political analysis, and communication of potential ethical issues in real-world environments including experience of difference, the internship program, travel abroad and independent study.</td>
</tr>
<tr>
<td>- Selecting the best media format(s) to tell stories in the most compelling and accurate manner.</td>
</tr>
<tr>
<td>- Demonstrating the effective use of storytelling in a modern digital world by finding and verifying important information and presenting it in a compelling manner that engages their intended audiences.</td>
</tr>
<tr>
<td>- Analyzing and evaluating events in the political world through the use of qualitative and quantitative techniques as part of communication strategy.</td>
</tr>
</tbody>
</table>

Assessment will occur in the POS 421C Capstone. Each class will have a similar assignment that is consistent across each section, requiring the student to engage in the following 3 components:

1. Engage in a research project exploring a political topic using available media techniques learned in the program
2. Write up the research project in a paper or series, the total amount of text being at least 25 pages
3. Present the research project in a public forum—e.g., in a class setting, undergraduate symposium, or conference.

This research project integrates the Distribution Block of Social and Political Worlds by requiring students to explore theoretical and empirical components of political and social systems and study the patterns that characterize systems and relationships through the use of multiple media competencies.

Assessment will be based upon rubrics, which will be used by all professors across all sections. There is one departmental assessment for the written paper, and a second departmental assessment for the oral presentation, in addition to individual faculty rubrics.

At the end of the first semester, one faculty member will gather all of the completed grading rubrics across all sections and aggregate and summarize the results. These results will then be discussed in a meeting of all faculty who teach this course in order to spur future course improvements and conversations among faculty regarding assessment of this course.

### Projected Enrollment for the First Three Years:

- **Year 1** – 20 students
- **Year 2** – 30 students
- **Year 3** – 40 students

### Evidence of Market Demand:

Student demand for studying political science at NAU has increased since Fall 2015 at a rate of 25% up to Spring 2020 (p. 6). Simultaneously, as recorded by the Pew Research Center, the increased participation of citizens in political debate and discussion on new media platforms has altered the landscape of the workforce (pp. 3, 8).[1] The strong demand for degree programs in political science, communication, media, and journalism are among the most popular majors available at American colleges (p. 4).[2]


### Similar Programs Offered at Arizona Public Universities:

- ASU: Mass Communication and Media Studies, BA (Online)
- UArizona: Journalism and Mass Communication, BA; Political Science, BA (Both in-person)

As illustrated here by this list of similar existing program in Arizona, most current offerings do not compete in the niche identified by this proposal. For the one program that does, ASU’s Mass Communication and Media Studies, the emphasis is less on the political dimensions of the field. The remaining degree programs, all of which use in-person delivery structures, the focus is either concentrated only on communication courses or on political science specializations (pp. 16-17). Consequently, the market need is great enough for additional academic program growth in this niche. Furthering the analysis in support for this proposal, NAU’s approach to this field, one that focuses on meeting the needs present within the undersupply of skills noted by the workforce data and analysis, gives NAU a competitive edge.

Given that NAU has many of the necessary resources already in place to launch this new degree program, the gap in the delivery of an online BA in Politics and Media is clearly illustrated in the table above. While acknowledging that the market competition for political...
### EXECUTIVE SUMMARY

Science is in general somewhat limited, the degree program in politics and media, with an emphasis on “hard-skills” for the purposes of public relations for public and private employers is a potential market niche for NAU to fill.

<table>
<thead>
<tr>
<th>Objection(s) Raised by Another Arizona Public University?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has another Arizona public university lodged a written objection to the proposed program with the proposing university and the Board of Regents within seven days of receiving notice of the proposed program?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**If Yes, Response to Objections:**
Please provide details of how the proposing university has addressed the objection. If the objection remains unresolved, please explain why it is in the best interests of the university system and the state that the Board override it.

| New Resources Required? (i.e. faculty and administrative positions; infrastructure, etc.): |
| None. The degree is replacing the Journalism and Political Science BS merged major with a restructuring of existing communications and political science courses, while expanding the scope of the degree. This degree is a better utilization of the departments’ curriculum portfolio. |

<table>
<thead>
<tr>
<th>Plan to Request Program Fee/Differentiated Tuition?</th>
<th>NO</th>
</tr>
</thead>
</table>

**Estimated Amount:**
If planning to levy a program fee, please justify the estimated amount.

Note: The fee setting process requires additional steps, and forms need to be completed. Please work with your university and the ABOR Finance team (Leatta.McLaughlin@azregents.edu) to complete a fee request.

<table>
<thead>
<tr>
<th>Specialized Accreditation?</th>
<th>NO</th>
</tr>
</thead>
</table>