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Item Name: Arizona State University's Request to Offer a Two-Year Academic Program in Conjunction with the United States Navy

Action Item

Requested Action: Arizona State University asks the board to approve a new two-year academic program in Organizational Leadership to be offered solely online in partnership with the United States Navy for enlisted service men and women during 2021-2022 academic year.

Background

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

ASU requests the board approve a two-year Associate of Arts in Organizational Leadership degree. ASU will offer this degree exclusively online in partnership with the United States Navy.

This would be the first two-year degree offered by Arizona's public universities and is limited to enlisted sailors, marines and coast guards. The degree will not be offered at an Arizona location.

In recent years, public four-year institutions, including some state flagship universities, have joined community colleges and technical schools in offering Associate of Science and Associate of Arts degrees in a variety of disciplines.

Discussion

The new degree will be the first Associate of Arts offered at ASU (or any Arizona public university) and is designed as a partnership with the US Navy to provide training and degree opportunities to enlisted sailors, marines, and coast guards. ASU currently offers a successful BA degree in Organizational Leadership, which will provide the faculty for this AA degree. This degree will also create an opportunity for students to progress to the BA degree, if desired.

Other four-year university systems offer two-year degrees under limited circumstances. The Integrated Postsecondary Education Data System (IPEDS) data indicates that

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approximately forty-one four-year research I and II institutions have awarded associate degrees in fiscal year 2019. No western state public universities, however awarded an associate degree. Examples of four-year public state universities offering associate degrees include Penn State, University of Wisconsin, University of Florida, Florida State, N.C. State and the University of Maryland. These institutions generally offered these degree options at their regional branch campuses or through their online global campuses.

It should be noted that a majority of the four-year institutions awarding associates degrees are doing so as a form of “credit recovery” – i.e., they provide an option for students who have made considerable progress towards a four-year degree but not managed to complete it, to use their credits, through application to the university, for an associate degree.

In June 2021, Colorado enacted legislation that will allow four-year institutions to offer associate degrees to students who have dropped out despite making significant progress toward a bachelor’s degree. The initiative is part of larger efforts to encourage student retention, credit recovery for students who do not finish a four-year degree program and support students and workers who were dealt a blow by the pandemic.

In conjunction with ASU’s specific request, the committee is expected to discuss universities offering two-year degree programs.

Committee Review and Recommendation

The Academic Affairs and Educational Attainment Committee reviewed this item at its September 9, 2021 meeting, and recommended forwarding the item to the full board for approval.

Statutory/Policy Requirements

ABOR Policy 2-221 “Academic Degree Programs”

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

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Request to Establish New Academic Program in Arizona

University: Arizona State University

Name of Proposed Academic Program: Associate of Arts in Organizational Leadership
Academic Department: <i>The name of the academic department or unit that will primarily administer the academic program. If the proposed program will be jointly administered across more than one department, please list the(se) additional department(s).</i> College of Integrative Sciences and Arts
Geographic Site: <i>The physical site (campus, extended campus, etc.) or modality where the academic program will be primarily delivered or administered.</i> Online modality administered by Polytechnic
Instructional Modality: <i>The primary modality of the academic program (i.e. immersion, online, hybrid).</i> Online
Total Credit Hours: <i>The number of credit hours required to complete the academic program</i> 60
Proposed Inception Term: <i>The term and year in which the program will be first delivered (i.e. Spring 2021; Fall 2022).</i> Fall 2021
Brief Program Description: <i>A short outline of the content and skills that the proposed program will deliver. A brief description of how the program fits into the institutional mission of the university. If relevant, please provide succinct information about existing related or complementary academic programming.</i> <p>This degree is designed for a partnership with the US Navy to provide training to enlisted personnel sailors, marines, and coast guards. The Associate of Arts in Organizational Leadership uses transdisciplinary methods to prepare students to become leaders in organizations across all sectors: private, nonprofit, government and military. Students develop the skills that leaders need to solve problems, communicate effectively, assess programs, manage resources, and evaluate emerging technologies. This associate degree will draw from the successful BA in Organizational Leadership at ASU, and students who complete the AA can continue in the BA without any loss of credit. The flexible AA degree allows students to complete general education coursework and concentrated coursework in a second, disciplinary field to prepare them for leadership in a specific industry.</p>

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Learning Outcomes and Assessment Plan:

Define the core concepts and competencies that the program will convey and stipulate how these key learning outcomes will be measured and assessed.

Learning Outcome 1: Students will demonstrate associate degree-level proficiency in written communication.

- **Concepts:** Audience, Purpose, Genre
- **Competencies:** Ability to write effectively through clear and logical structure appropriate for the intended audience.
- **Assessment Methods:** Students' writing in the final project of first-year composition (ENG 102, ENG 105 or ENG 108) will be evaluated to determine proficiency. The project directions will identify purpose, audience and writing situation, and the project will involve sustained writing engagement. A standardized rubric considering context and purpose for writing, content development, conventions of organization and conventions of syntax and mechanics will be employed.
- **Measures:** Faculty-designed rubrics will be used to evaluate students' abilities to demonstrate the competencies identified to meet outcome 1. Performance metrics will be disseminated to program faculty to guide program revisions.

Learning Outcome 2: Students will understand and recognize traits and skills of successful leaders.

- **Concepts:** Management, Leadership, Decision-making
- **Competencies:** Ability to evaluate their own leadership characteristics. Demonstrate the ability to make decisions through a variety of leadership scenarios.
- **Assessment Methods:** Students' projects in OGL 200 Introduction to Organizational Leadership will be evaluated with faculty-designed rubrics to determine proficiency. Assignments will require students to utilize leadership skills to analyze and improve their own leadership performance. Faculty will also assess assignments in which students articulate the difference between management and leadership activities.
- **Measures:** Faculty will assess results from the scoring rubrics used to identify patterns of competence and to revise curriculum to better meet student needs.

Learning Outcome 3: Students will assess and illustrate their leadership strengths, weaknesses, characteristics, values and skills.

- **Concepts:** Self-assessment, cultural understanding, group dynamics, motivational theories
- **Competencies:** Students will demonstrate the ability to utilize organizational behavior and interpersonal relationship skills and strategies.
- **Assessment Methods:** Students' projects in OGL 220 Behavioral Dynamics in Organizations will be evaluated with faculty-designed rubrics to determine proficiency. In the course, faculty will assess student coursework in which students demonstrate their ability to self-assess, reflect, and present achievements. Faculty will assess student coursework in which students demonstrate their ability to apply organizational

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learning and motivation theories in diagnosing the root cause(s) of performance problems at work and develop performance-related interventions.

- **Measures:** Faculty will assess results from the scoring rubrics used to identify patterns of competence and to revise curriculum to better meet student needs.

Projected Enrollment for the First Three Years:

Please provide anticipated enrollment numbers for each of the first three years of the proposed program

First Year – 350 students
Second Year – 700 students
Third Year – 700 students

Evidence of Market Demand:

Please provide an estimate of the future state-wide and national demand for graduates of the proposed academic program. Please specify the source (e.g. Burning Glass; Jobs EQ; US Department of Labor) of workforce demand data and detail the assumptions that underpin these projections. If job market data is unavailable or not applicable please explain why and elaborate another justification for the proposed program.

In 2020 there were 12,851 degree completions in organizational leadership nationally across 382 institutions, according to Emsi Analyst data. ASU Online currently holds 2.5% of this market share. Since 2012, distance education programs in organizational leadership have experienced over a 467% growth, while in-person immersion programs have grown by just under 59%. However, only 965 of the 12,851 degree completions were in credentials at the associate degree or lower level, meaning there is significant market share available for an associate degree program in this academic discipline. Graduates with credentials in organizational leadership obtain positions such as business analysts, operations managers, product managers, and business development managers in top companies such as Anthem, Oracle, Deloitte, and Amazon using skills such as communication, leadership, presentations, planning, and problem-solving. Between September 2016 and August 2020, there were over 10.5 million unique job postings for qualified individuals in organizational leadership. An associate degree in organizational leadership represents a flexible path for learners to earn a credential and enter better paying jobs across all sectors. The market demand for this degree has been determined via a partnership with the US Navy.

Similar Programs Offered at Arizona Public Universities:

List existing programs at Arizona public universities that deliver similar concepts and competencies to the proposed new program.

Neither of the other Arizona Public Universities offers an associate degree in this field. The University of Arizona Online offers a Bachelor of Applied Science in Organizational Leadership, and Northern Arizona University offers a Master of Organizational Leadership. The University of Arizona degree is a transfer degree in which students must already have an associate degree, i.e. the degree would be another opportunity in the state for holders of the proposed AA to complete a bachelor's degree with no or minimal loss of credits.

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Objection(s) Raised by Another Arizona Public University?	YES	NO
<i>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?</i>		
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.):		
<i>Please provide an estimate of the personnel and infrastructure requirements of the proposed new program and the corresponding costs. Please specify if the proposed program requires new resources (e.g. new faculty lines; a new laboratory; new teaching assistantships or scholarships) or whether resource needs may be met through the reassignment or extension of existing ones. If resource extension or reassignment will impact extant programs and/or operations, please make this clear.</i>		
No new resources will be required to support this program which will be managed initially by existing faculty.		
Plan to Request Program Fee/Differentiated Tuition?	NO	
Estimated Amount: N/A		
Program Fee Justification:		
If planning to levy a program fee, please justify the estimated amount. None		
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.		
Specialized Accreditation?	NO	
Accreditor:		
The name of the agency or entity from which accreditation will be sought		