Michael M. Crow
11th Annual Trends Day Conference
Urban Land Institute
January 20, 2016
Where We’ve Been
<table>
<thead>
<tr>
<th>Category</th>
<th>Fall 2005</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Immersion Undergraduate and Graduate Students</td>
<td>61,033</td>
<td>71,338</td>
</tr>
<tr>
<td>First-time Freshmen</td>
<td>8,467</td>
<td>12,023</td>
</tr>
<tr>
<td>New Transfer Students</td>
<td>5,395</td>
<td>14,000</td>
</tr>
<tr>
<td>Out-of-state Students</td>
<td>11,591</td>
<td>16,000</td>
</tr>
<tr>
<td>International Students</td>
<td>3,055</td>
<td>9,600</td>
</tr>
<tr>
<td>Online Students</td>
<td>N/A</td>
<td>19,000</td>
</tr>
<tr>
<td>Student Credit Hours</td>
<td>724,922</td>
<td>1,006,814</td>
</tr>
</tbody>
</table>
Where We Are
#1 in the U.S. for innovation

2016 U.S. News & World Report

#1 ASU
#2 Stanford
#3 MIT
Why Is This Important?
Higher Education and Social Mobility

Why Should Arizona Care?
Between 2000-2010, Arizona experienced a 25% increase in population, the 6th largest increase nationally.
Arizona Population Growth by Ethnicity – 1990-2030

- Anglo
- Latino
- Black
- Native American
- Asian

1990
2000
2010
2020
2030

U.S. Census Bureau
## Arizona: Who are we?

<table>
<thead>
<tr>
<th>Race</th>
<th>AZ</th>
<th>U.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (not Hispanic)</td>
<td>56.7%</td>
<td>62.6%</td>
</tr>
<tr>
<td>Latino/Hispanic</td>
<td>30.3%</td>
<td>17.1%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>4.6%</td>
<td>13.2%</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>5.3%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Asian alone</td>
<td>3.2%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Native Hawaiian/Pacific Islander</td>
<td>0.3%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

2013 Census Update
88% of Arizona Latinos under age 20 are naturalized citizens or born in U.S.

97% of Arizona Latinos under 5 are naturalized citizens or born in U.S.

44% of Arizona’s K-12 age children are Latina/o
High School Diploma Gap

Arizona’s Four-year High School Graduation Rate, 2009
Percentage of All Youths Enrolling in Postsecondary Education
Undergraduate Enrollment as Percent of Population Aged 18-24 Years

<table>
<thead>
<tr>
<th>State</th>
<th>Enrollment Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utah</td>
<td>75%</td>
</tr>
<tr>
<td>Colorado</td>
<td>70%</td>
</tr>
<tr>
<td>Arizona</td>
<td>65%</td>
</tr>
<tr>
<td>Washington</td>
<td>60%</td>
</tr>
<tr>
<td>Texas</td>
<td>55%</td>
</tr>
</tbody>
</table>
Undergraduate College Enrollment as Percent of 18-24 Year Old Population, 2011-13

Source: ASU Analysis of 2011-2013 American Community Survey 3-Year Estimates, Tables C14002 and S0101
Bachelor’s Degree Attainment for Population Aged 25-34 Years

Source: ASU Analysis of American Community Survey 3-Year Estimates, Table S1501
College Attainment Gap

Percent educational attainment, 2005-2009, and Percentage Point Change in Arizona from 2000

<table>
<thead>
<tr>
<th>Ages</th>
<th>White (92%)</th>
<th>Latino (92%)</th>
<th>White (93%)</th>
<th>Latino (92%)</th>
<th>White (32%)</th>
<th>Latino (34%)</th>
<th>White (31%)</th>
<th>Latino (31%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(+2)</td>
<td>(+2)</td>
<td>(+1)</td>
<td>(+7)</td>
<td>(+2)</td>
<td>(+6)</td>
<td>(+1)</td>
<td>(+1)</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>63%</td>
<td>61%</td>
<td>9%</td>
<td>32%</td>
<td>34%</td>
<td>31%</td>
<td>11%</td>
</tr>
<tr>
<td>Obtained a <strong>High School Diploma</strong> or higher (Percentage point change from 2000 to 2005-2009)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Obtained a <strong>Bachelor’s degree</strong> or higher (Percentage point change from 2000 to 2005-2009)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Arizona’s 1981 per-capita income was projected at $9,496 per year.

Economic projections released by Valley National Bank in 1980 showed that by the end of the following year, Arizona would be looking at per-capita income of $9,496.

The bank’s report, released Dec. 9, 1980, was cited in one of the Phoenix Business Journal’s first issues. Adjusted for inflation through 2013, that projection would equal $24,521 in current dollars.

Since then, Arizonans’ income has grown to $25,667 per capita – a 35-year increase of only 4.7 percent from the adjusted 1981 figure.

Valley National Bank was the largest bank operating in Arizona back then. (It has gone through a couple of mergers since then, and now is part of JPMorgan Chase & Co.)

1980 had been slow for the state’s economy. But B. Paul Jones, senior vice president of investments and economic planning for the Phoenix Society of Financial Analysts (now known as CFA Society Phoenix), said the second half of 1981 was expected to show better growth. This mirrored economists’ predictions at the 2015 SRP Economic Forum co-sponsored by the Business Journal in October 2014.

Jones also said Arizona had unique business opportunities and the state’s population would come close to 2.8 million in 1981.

“In Arizona, we have not only land, but also copper, coal and various minerals, Ponderosa pine forests and other resources,” he said. “Our mountain Southwest has the natural resources to support a much larger population base.”

He was right about that. The U.S. Census Bureau projects a 2015 population of 6.4 million, and the Arizona Department of Administration projects a workforce of 2.6 million this year.

One of his predictions fell short: He thought Congress would approve interstate banking on a regional basis rather than a contiguous state basis. Today, interstate banking has virtually no geographic limits.

— Eric Jay Toll
Per Capita GDP Relative to US Average, 1997-2014

Source: ASU Analysis of Bureau of Economic Analysis Regional Dataset
An estimated 68% of all jobs in Arizona will require post-secondary education by 2020.
55,000 jobs open up every year requiring training beyond high school.

Arizona sends 32,000 high school graduates to college, and 25% of those are not prepared for college-level work.
A New Economy Requires a New Kind of University
ASU Charter

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

- General Education: Breadth of Knowledge
- Courses in Major: Deep subject area expertise
- Electives: Critical Thinking
ASU Teaching and Learning Realms

01
Full Immersion
On-campus
Technology Enhanced

02
Digital Immersion
Online
Technology Enhanced

03
Digital Immersion
Massive Scale
Technology Enhanced

04
Education through Exploration
Technology Enhanced
Teaching and Learning Realm #1
Starbucks College Achievement Plan

CAP was launched in June 2014 and expanded to all Starbucks partners in April 2015.

It provides 4 years of full tuition coverage to partners who attend one of ASU’s 49 online degree programs.

4,500 partners have enrolled to date.

Goal: **25,000 graduates** by 2025
Teaching and Learning Realm #2

Global Freshman Academy

Students earn freshman credit after completing digital immersion courses hosted by edX and designed and taught by ASU.

More than 40,000 students from 163 countries participated in GFA since August 2015.
Global Freshman Academy

edX

edX was founded in 2012 by Harvard and MIT.

Mission: To increase access, teaching and learning innovation and the advancement of education through research.

ASU is an edX charter member, along with MIT, Harvard, Berkeley, Caltech and others.
New Teaching Philosophy:

• Explore the unknown instead of mastery of the known.

• Focus on transdisciplinary questions instead of disciplinary silos.

• Design, develop, deploy and research interactive, exploration-based learning using digital platforms and teaching networks.
If We Only Do One Thing...
Impact of Ignoring the Latino Education Gap

- Inability for Arizona to compete economically
- Stagnating average incomes statewide
- Diminished purchasing power
- Sluggish consumer demand
- Flat per-capita tax revenues
- More poverty
- More unemployment
- More Arizonans without health insurance
- Greater demand for government services
How do we work together to achieve the outcomes Arizona needs?