Key Parameters for High School Applications to ASU’s BA in “Future of Innovation in Society”

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# 1. Demographics

* **X\_instate (Arizona HS graduates, 2025):** Approximately **65,000–70,000** Arizona students will graduate high school in 2025. Arizona’s graduating classes have been relatively stable in size in the 2010s and early 2020s (​[news.harvard.edu](https://news.harvard.edu/wp-content/uploads/2014/02/ch2.pdf#:~:text=Arizona%E2%80%99s%20public%20graduating%20classes%20will,Nevada%E2%80%99s%20public%20graduating%20classes)). WICHE projections indicate Arizona averaged ~66,900 grads per year (2012–2032), peaking around 2024–2025 at roughly 10% above 2012 levels (​[wiche.edu](https://wiche.edu/az#:~:text=f%20Arizona%20is%20projected%20to,increase%20only%20slightly%2C%20to%2055)). This suggests on the order of *high* tens of thousands of AZ grads (likely in the upper-60k range) in 2025.
* **X\_OOS (Out-of-state U.S. HS graduates, 2025):** Roughly **3.7–3.8 million** high school graduates nationwide outside Arizona. 2025 is projected to be a peak year with about 3.8–3.9 million total U.S. grads (​[educationaladvisors.com](https://www.educationaladvisors.com/high-school-graduates-to-peak-in-2025-with-slightly-deeper-than-expected-declines-ahead/#:~:text=%2A%20,S)). Subtracting ~67k from Arizona leaves approximately **3.7 million** non-Arizona (out-of-state) graduates. In other words, Arizona produces only ~1.7% of the nation’s HS grads, and the rest (~98.3%) are out-of-state.
* **g\_growth (Growth/decline of AZ HS grads):** **Flat to slight growth** in the mid-2020s, turning to decline thereafter. Arizona’s high school graduate counts have plateaued – projections showed virtually **0% annual growth** through the 2010s and a net decline of ~6% in the late 2020s (​[news.harvard.edu](https://news.harvard.edu/wp-content/uploads/2014/02/ch2.pdf#:~:text=Arizona%E2%80%99s%20public%20graduating%20classes%20will,Nevada%E2%80%99s%20public%20graduating%20classes)). By 2025 the year-to-year change is minimal (peak plateau), and beyond 2025 a modest decline is expected as the smaller post-2008 birth cohorts reach graduation. Thus, for 2025 we can assume **no significant growth** (growth rate roughly 0%, with perhaps a **-1% to +1% range**). This means the pool of AZ graduates isn’t expanding and may soon shrink, an important context for recruitment.

# 2. Application Behavior

* **α (Fraction of HS grads applying to 4-year universities):** For Arizona students, on the order of **25–30%** apply to (and enroll in) four-year colleges immediately after high school. In recent data, about 27% of Arizona’s HS graduates went straight to a four-year university (Class of 2017) (​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=Current%20enrollment%20data%20reflects%20that,8%20percent2)​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=match%20at%20L734%2023.8,52.6)). This dipped during the pandemic (2020–2021 classes) but may rebound toward the high-20s by 2025. Nationally, the four-year college-going rate is higher – roughly **45–50%** of U.S. graduates enroll in a four-year college immediately (pre-2020, the total college-going rate was ~70%, split into ~44% four-year and ~26% two-year) (​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=has%20remained%20static%20over%20the,1)). Thus, out-of-state students (on average) have a higher propensity to pursue four-year universities than Arizona students. A realistic range for α in modeling might be **0.25–0.30 in-state**, vs. **~0.45 nationally** (acknowledging post-COVID uncertainty).
* **α\_CC (Fraction applying to community colleges):** In Arizona historically about **25%** of HS grads enroll in two-year colleges (community colleges) right after graduation (​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=match%20at%20L734%2023.8,52.6)). This was nearly on par with the four-year rate (Arizona’s college-bound split has been about 52% to four-year vs 48% to two-year among those who enroll​ ([azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=match%20at%20L744%2049.5,50))). However, community college enrollment saw a sharp **decline in 2020–21**, as many students delayed college or opted for work due to the pandemic (Arizona’s total immediate college enrollment fell to ~46% in 2020 (​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2021-Postsecondary-Attainment-Report.pdf#:~:text=Regents%20www,This%20decrease%20in%20enrollment))). Thus α\_CC likely dropped into the high teens at the pandemic’s worst. By 2025 it may recover toward the low-20% range. A reasonable estimate: **α\_CC ~0.20–0.25 in Arizona** (pre-pandemic ~0.25, but possibly ~0.20 in 2025 if not fully recovered). Nationally, around **20–25%** of grads go to community colleges immediately, similar to Arizona’s pattern (though this too fluctuated downward with COVID). In sum, expect roughly equal shares of Arizona grads choosing four-year vs. two-year paths (each ~1/4 of the cohort), meaning nearly half of AZ grads *do not* enter college right away (​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=Current%20enrollment%20data%20reflects%20that,8%20percent2)).
* **β\_in (Fraction of AZ grads staying in-state for college):** The **majority (roughly 70–80%)** of Arizona high school grads who pursue higher education stay within Arizona. This includes those attending the state’s three public universities or local community colleges. Data show that **70.4%** of Arizona students who went to a four-year college chose one of the three major Arizona public universities (ASU, University of Arizona, or NAU) (​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=)). Since nearly all two-year college-goers also stay in-state (community colleges are local), the overall in-state retention is even higher. In practical terms, only about 15–30% of college-bound Arizona students leave the state. Therefore, **β\_in can be estimated around 0.75 (75%)** or higher. In other words, roughly *three out of four* Arizona students who continue to college remain in Arizona. This tendency may inch upward if cost or comfort factors keep more students local. A realistic range for modeling: **β\_in ≈ 0.75–0.85**.
* **β\_out (Fraction of AZ grads leaving Arizona for college):** Correspondingly, roughly **15–25%** of Arizona’s college-going grads attend college out-of-state. Honors-caliber students and those seeking specific programs or private colleges often leave, but they are a minority. For example, winning a top scholarship (Flinn, etc.) has helped increase the share of high-achieving Arizona students staying in-state in recent years (​[news.asu.edu](https://news.asu.edu/20170925-arizona-impact-asu-attracting-more-arizonas-top-high-school-graduates#:~:text=A%20growing%20tradition%20of%20excellence,leaving%20the%20state%20but)). Thus, β\_out is relatively low. We can estimate **β\_out ~0.15–0.25** (the complement of β\_in). In absolute terms this might mean on the order of only ~5–10% of the entire HS graduating class leaves AZ for college (since only ~50% go to college at all). This aligns with the notion that Arizona, like many states, retains most of its college-bound students through its in-state options.
* **β\_OOS (Fraction of U.S. out-of-state grads applying to Arizona universities):** This is a very **small fraction** – likely on the order of **1% or less** of non-Arizona graduates consider/apply to an Arizona university. Arizona’s universities do draw many out-of-state students, but in context, the national pool is enormous. For instance, Arizona State University’s Fall 2024 first-year class was ~17,000 students, of whom ~9,170 were Arizonans (​[news.asu.edu](https://news.asu.edu/20240812-university-news-asu-sets-multiple-enrollment-records-fall-semester-begins#:~:text=fall%20semester%20are%20new%20to,the%20university)). That leaves roughly 7,800 freshmen from out-of-state or abroad. Even accounting for University of Arizona and NAU, the total incoming out-of-state freshmen in Arizona might be on the order of 10,000–12,000. As a percentage of ~3.7 million out-of-state grads, that’s ~0.3%. Of course, more students *apply* than ultimately enroll. If ASU’s admit rate is ~90% and yield ~25%, perhaps ~4 out-of-state applications yield 1 enrolled student. So maybe on the order of **1–2%** of U.S. grads outside Arizona send an application to at least one Arizona school. This fraction will be higher in neighboring Western states (e.g. many California or Colorado students apply to ASU/UArizona) and lower in far-away regions. In summary, **β\_OOS is very low (well under 5%; likely ~1% in broad national terms)**. Arizona must work hard to attract out-of-state interest given competition from other states’ institutions.

# 3. University Choice

* **γ (Fraction of in-state applicants choosing a major Arizona university):** A very **high fraction of Arizona students who do pursue four-year college choose one of the big in-state universities**. As noted, about **70%** of Arizona four-year college-goers attend ASU, UArizona, or NAU (​[azregents.edu](https://www.azregents.edu/sites/default/files/reports/2018-College-Enrollment-And-Completion.pdf#:~:text=)). If we include in-state private options (like Grand Canyon University) this number might be slightly higher. Essentially, the three public universities dominate in-state college choice. Many Arizona students apply to at least one of them as a safety or preferred option. For modeling, one could set **γ ≈ 0.7–0.8**. This means that of all Arizona HS grads who apply to a four-year college, roughly three-quarters end up choosing an Arizona institution (with only the remainder opting for out-of-state schools). The strong preference reflects both familiarity and financial incentives (in-state tuition, scholarships).
* **γ\_OOS (Fraction of out-of-state applicants choosing ASU):** Among out-of-state students who decide to apply to an Arizona university, **ASU is by far the top choice**. Arizona State’s large size and national marketing reach give it the lion’s share of non-resident enrollees. For example, in Fall 2022 over **55% of ASU’s undergraduate student body was non-Arizona (out-of-state or international) (​**[**azregents.edu**](https://www.azregents.edu/sites/default/files/reports/2024_Fall_Enrollment_Report.pdf#:~:text=Together%2C%20these%20nonresident%20undergraduates%20now,all%20undergraduate%20students%20at%20ASU)**)**, reflecting how attractive ASU is beyond Arizona. We can infer that a substantial majority of out-of-state students who apply to “an Arizona university” have ASU on their list. The remaining share is split between University of Arizona (which is also a popular choice, especially for Californians) and NAU (which draws some Western-state students, partly through WUE tuition discounts). A plausible estimate is **γ\_OOS ~0.7 (70%)** or even higher favoring ASU. In other words, perhaps around **two-thirds to three-quarters** of out-of-state applicants to Arizona end up choosing ASU as their destination (with ~20–30% choosing UArizona, and a small sliver NAU or others). This aligns with ASU’s role as the flagship in terms of size and visibility.
* **κ\_ASU (Fraction of in-state applicants choosing ASU):** ASU is the most popular choice for Arizona students among the three publics, capturing roughly **half or more** of the in-state four-year college market. In Fall 2024, ASU enrolled **9,170 Arizona first-year students** – a record high (​[news.asu.edu](https://news.asu.edu/20240812-university-news-asu-sets-multiple-enrollment-records-fall-semester-begins#:~:text=fall%20semester%20are%20new%20to,the%20university)). By comparison, UArizona and NAU enroll smaller numbers of AZ freshmen (likely on the order of 4–5k and 3–4k respectively in recent years). Thus, if ~17k Arizona students went to a four-year college, ASU got ~9k of them (~53%). Historically ASU’s share has been around *half to two-thirds* of those attending a major in-state university. We can reasonably set **κ\_ASU ~0.5–0.6**. This means ~50–60% of Arizona students who apply to/choose an in-state university end up at ASU specifically. The remainder opt for UArizona, NAU, or other in-state schools. Factors influencing this include program preference (some choose UArizona for certain majors or NAU for location), but ASU’s breadth of programs and proximity to Phoenix’s population center give it an edge. (For context, ASU Tempe’s campus alone has ~50,000 undergrads, so many locals find their niche in that large environment.)

# 4. Attractors (Campus Experience & Preferences)

* **v\_campus (Rating of ASU’s campus vibe/culture):** **High and positive.** Student satisfaction with ASU’s campus experience is generally strong. In student surveys, ASU’s “Campus Quality” is rated around **A−** and “Student Life” as **A+**, indicating an attractive campus vibe (​[niche.com](https://www.niche.com/colleges/arizona-state-university/campus-life/#:~:text=Campus%20Quality)). The Tempe campus is known for its energetic, inclusive atmosphere – a mix of Pac-12 school spirit, diverse student organizations, and modern facilities. In a recent poll, **88% of ASU students expressed positive opinions** about their school and campus community (​[niche.com](https://www.niche.com/colleges/arizona-state-university/campus-life/#:~:text=Based%20on%20582%20responses)) (38% “love everything” and 50% “like most things” about it). Common descriptors of ASU’s vibe include *vibrant*, *innovative*, and socially active. It’s a large campus with a big student population, which creates a lively environment (though at the cost of some crowding). Overall, on a 5-point scale one might rate student satisfaction with campus culture roughly **4+/5**. This favorable campus vibe can be a selling point for prospective students (especially those looking for a classic big-campus experience).
* **v\_size (Preference for large vs. small campus among applicants):** **Diverse preferences – many embrace large universities, while others prefer smaller settings.** Arizona students are generally accustomed to the idea of large public universities (ASU itself is one of the largest in the nation). A significant segment actively seeks the opportunities a big campus affords: numerous majors, extensive research facilities, vibrant social life, big athletics, etc. Evidence suggests that *having a wide range of programs and activities* (more common at large universities) is actually a top factor in college choice​ ([eab.com](https://eab.com/about/newsroom/press/top-factors-attract-students-to-colleges/#:~:text=Washington%2C%20D,in%20influencing%20students%E2%80%99%20college%20decisions)). For instance, EAB’s national analysis found the **“number of majors offered” and student organizations available** were among the highest drivers of student interest (​[eab.com](https://eab.com/about/newsroom/press/top-factors-attract-students-to-colleges/#:~:text=Washington%2C%20D,in%20influencing%20students%E2%80%99%20college%20decisions)). This implies many students favor institutions big enough to offer variety. On the other hand, a portion of students feel more comfortable in small-college environments with intimate class sizes and closer professor contact. It’s hard to pin exact percentages, but we might infer perhaps **50–60%** of college-bound students are open to or prefer a large campus, whereas **40–50%** lean toward a small or medium college. Arizona applicants who are considering ASU likely skew toward those *okay with a large campus*, given ASU Tempe has ~50k students. Meanwhile, those averse to size might self-select to smaller colleges (in-state that could mean community colleges or smaller privates). In summary, **v\_size preference spans a wide range**: many students (especially in-state) accept or even prefer the *“big school”* experience of ASU, but a notable minority will only thrive in a smaller community. The program’s recruitment should recognize that its large research university setting is a plus for some and a minus for others.
* **v\_experience (Importance of research/study abroad opportunities):** **Significant importance, especially to motivated students.** Today’s students place considerable value on experiential learning opportunities like undergraduate research, internships, and study abroad. In fact, **nearly half of college students say that the availability of study abroad programs influenced their choice of college (**​[universitybusiness.com](https://universitybusiness.com/what-drives-student-interest-in-study-abroad-in-2024/#:~:text=Many%20students%20learn%20about%20study,to%20attend%20their%20chosen%20university)). Surveys in 2023 found **57% of students (who were interested in studying abroad) chose their college with study-abroad options in mind​ (**[**highereddive.com**](https://www.highereddive.com/news/study-abroad-affects-college-choice/643798/#:~:text=,would%20hold%20them%20back%20from)**)**, and fully **73% of students hope or plan to study abroad** during college (​[universitybusiness.com](https://universitybusiness.com/what-drives-student-interest-in-study-abroad-in-2024/#:~:text=An%20interest%20in%20intercultural%20experiences,countries%20during%20weekends%20and%20breaks)). This indicates that global learning opportunities are a notable attractor. Research opportunities are likewise important: ASU’s status as a top-tier research university means students can engage in real projects and innovation (which is pertinent for a program about the “future of innovation”). Many high-achieving applicants specifically seek out schools where they can do research or have hands-on projects as undergrads. We can qualitatively rate **v\_experience as high** – students increasingly expect colleges to provide experiences beyond classroom learning. However, cost and awareness can be barriers (e.g., 84% of students said cost could deter them from studying abroad​ ([highereddive.com](https://www.highereddive.com/news/study-abroad-affects-college-choice/643798/#:~:text=,them%20about%20financial%20aid%20options)), so financial support matters). Overall, expect that **strong research and study-abroad offerings will substantially enhance the program’s appeal** to prospective students who are looking for enrichment and “real-world” preparation.
* **v\_marketing (Influence of program visibility and outreach):** **Crucial for a niche program – currently low visibility, so outreach can make a big difference.** Because the B.A. in Future of Innovation in Society is a unique, relatively new offering, many students simply *don’t know it exists*. This means proactive marketing and visibility efforts (high school presentations, social media, brochures, partnerships) are key to attracting applicants. When a program is highly visible, it draws more interest; conversely, lack of awareness is a major limiting factor. Although hard to quantify, we can infer the impact by considering general college marketing: Institutions recognize that to stand out in a *“crowded market”* of college options, targeted marketing is essential (​[eab.com](https://eab.com/about/newsroom/press/top-factors-attract-students-to-colleges/#:~:text=%E2%80%9CUnderstanding%20what%20draws%20students%20to,%E2%80%9D)). In the case of this niche degree, effective marketing might involve highlighting success stories, clearly explaining career paths, and aligning the program with hot societal issues (e.g. technology ethics, sustainability) to catch students’ attention. If well-executed, outreach efforts could **significantly raise application numbers (possibly doubling or more)** because interest *can be generated* once students understand what the program offers. For modeling, one might treat v\_marketing qualitatively: e.g., *“low awareness currently, but high potential influence”*. A successful outreach campaign (open houses, mailers, involvement in high school innovation competitions, etc.) could move the needle from only a handful of applicants to dozens. In short, **program visibility is a modifiable attractor** – currently likely minimal, but with strong marketing it could become a strength. (It’s worth noting that ASU as a whole invests heavily in marketing – it’s known for outreach beyond Arizona – so leveraging that apparatus for this specific program could yield results.)

# 5. Program-Level Attractors

* **δ\_interest (Fraction of students interested in future-oriented/socially innovative majors):** **Relatively small, but non-negligible minority – perhaps on the order of 5–15%.** This program appeals to students with a specific mindset: those excited by *futures thinking, innovation policy, sustainability, and social impact*. While *almost all* students care about the future in a broad sense, few choose it as their academic focus. Traditional majors (business, engineering, biology, etc.) still attract far larger numbers. To gauge δ\_interest, we can look at analogous majors: for example, ASU’s School of Sustainability (one of the first of its kind) enrolls a few hundred undergraduates at most – a tiny fraction of ASU’s 75,000+ undergrads. Similarly, nationwide, interdisciplinary “future studies” or “science, technology and society” programs are niche. That said, today’s youth have strong interest in topics like climate change, social justice, and innovation. Surveys show Generation Z is highly concerned with issues of equity and the environment (often a majority express these values). The challenge is converting that general concern into enrollment in a less conventional major. A reasonable estimate is that **perhaps ~10% of college-bound students might be open to an explicitly future‐oriented or socially innovative course of study**, with a smaller percentage actively seeking it out. In Arizona, that could mean a few thousand of the ~65k grads *might* be intrigued by a program framing like “Future of Innovation in Society” if they heard of it. In practice, actual enrollment interest will be much lower without awareness. Thus, δ\_interest is **low but with some upside**: likely in the single-digit percentages under status quo, but potentially into low double-digits with broader awareness of careers in social innovation.
* **δ\_awareness (Awareness of the BA in Future of Innovation in Society):** Currently **very low among high schoolers**. The program is part of ASU’s School for the Future of Innovation in Society (SFIS), which was established only in 2015. It’s not a household-name program like “engineering” or “psychology.” Unless a student has encountered ASU materials or knows someone in the field, they are unlikely to know such a degree exists. We can assume **<5%** of target students have any familiarity with the program at present (and even that may be generous nationally). In Arizona, awareness might be a bit higher due to ASU’s outreach, but still limited. In essence, δ\_awareness is **minimal** – this degree isn’t on most students’ radar. For modeling, one could treat it qualitatively (e.g. “awareness: low”) or assign a very low fraction (0.01–0.05) of the population as aware. The implication is that improving this metric (through marketing, as discussed) is critical. As awareness rises, the interested pool (δ\_interest) can translate into actual applications. Right now, lack of awareness is a bottleneck: *students can’t be interested in what they don’t know about*.
* **δ\_ROI (Perceived career potential/ROI of this degree vs. traditional majors):** **Moderate to uncertain.** From a student/family perspective, the return on investment of a specialized “Future of Innovation in Society” degree might not be immediately clear. Traditional majors (like Computer Science, Business, Nursing) have well-known job pathways and salary expectations. A futures/innovation degree is interdisciplinary, potentially preparing students for emerging careers (think tank researcher, innovation consultant, policy analyst, NGO program manager, etc.), but those outcomes are less familiar and not widely advertised. Many students might view this major as interesting but worry **“What job will I get?”** – thereby perceiving ROI as lower or riskier than a classic degree. Without data, we estimate that on a scale, if STEM degrees have a perceived ROI of 9/10 and general liberal arts maybe 6/10, this niche program might initially be seen around **5–7/10** in ROI. Students focused on earnings might shy away unless presented with strong evidence of career placement and salary. Those motivated by mission might be less concerned about immediate ROI, but parents, for example, may need convincing that this degree leads to gainful employment. In practical terms, expect that many will compare this program’s ROI to similar fields like Public Policy or Sustainability. Those fields often yield careers in government or nonprofits which are rewarding but not always high-paying, so the perception might be *“ROI is fair, but not as high as, say, engineering.”* One way to improve perceived ROI is to showcase alumni outcomes or link the curriculum to growing sectors (for instance, foresight analysts are increasingly hired in tech and policy sectors). As of now, however, **δ\_ROI is likely lukewarm**. We should assume **students are cautious**, rating the degree’s career payoff as average unless given reason to think otherwise.
* **δ\_mission (Alignment with values like environmentalism, equity, innovation):** **Potentially very strong for a subset of students.** This program’s content aligns with altruistic and forward-looking values – it likely emphasizes solving future challenges, ethical innovation, sustainability, inclusivity, etc. Such values resonate with Gen Z: surveys and polls show today’s students care deeply about making a positive impact and working on big societal issues. For students who prioritize purpose over paycheck, a program that explicitly focuses on shaping the future of society can be highly attractive. We might say perhaps **10–20%** of students place substantial weight on personal values and social impact in choosing their major. For those students, the “mission fit” of this BA could rate very high (8–10/10 alignment). They would see it as a chance to live their values through their studies. For example, a student activist interested in climate action might find the program’s emphasis on innovation for sustainability to be a perfect match. On the flip side, students who are more apathetic or who choose majors based on pragmatic reasons (e.g. job availability) might not care about the program’s mission. In modeling, **δ\_mission could be represented qualitatively** as a strong attractor for a niche audience. The key is that the program should broadcast its values clearly – those who share the same values will then self-select into the applicant pool. Given trends (increasing student interest in environmental and social justice causes), the alignment factor is a definite positive differentiator for recruitment, albeit one that appeals to a limited segment of all students.
* **δ\_curriculum (Appeal of interdisciplinary, futures-oriented curriculum):** **Moderately high appeal to curious, cross-cutting thinkers; lower for traditionalists.** The curriculum of this BA is likely highly interdisciplinary – blending social science, technology, policy, and future studies. Some students find this *exciting*: it breaks the mold of siloed disciplines and allows exploration of varied interests under a unifying theme. Such students might be those who don’t fit neatly into one department and are drawn to a “big picture” education. For them, the innovative curriculum is a selling point, offering intellectual breadth and creative thinking about real-world problems. However, other students might be wary of an interdisciplinary curriculum, worrying it’s too broad or not sufficiently technical in any one area. There’s also the issue of explaining the coursework to parents or employers (“What do you actually study?”). In terms of appeal, one might estimate perhaps **15–20%** of students strongly appreciate an interdisciplinary approach (these could include honors students, or those who might otherwise design their own major), whereas the rest prefer a conventional curriculum or are neutral. The futures-oriented aspect (learning about foresight, emerging technologies, etc.) is somewhat novel and could be intriguing – especially given the accelerating pace of change in society, some forward-thinking students will see this as very relevant. Overall, **δ\_curriculum’s appeal is mixed**: it’s a unique selling proposition for the right student audience but could be a barrier for those who are unsure. We could qualitatively rate it as **“medium”** – neither universally appealing nor off-putting, but a differentiator. Ensuring the curriculum has tangible outcomes (skills in scenario planning, innovation management, etc.) will help increase its appeal by showing that interdisciplinary doesn’t mean impractical.
* **δ\_competition (Overlap with other programs):** **Moderate competition from related fields both within ASU and at other schools.** Students who might consider this degree have overlapping interests with several other majors. For example:
  + *At ASU*: degrees in **Sustainability, Public Policy, Global Studies, Political Science, Sociology, Innovation Entrepreneurship** and even certain tracks in Engineering or Business (like technological entrepreneurship or environmental engineering) could attract a similar profile of student. ASU’s College of Global Futures (which houses this program, Sustainability, etc.) offers multiple pathways to study innovation and the future, which means the **program competes for attention with its siblings**. A student interested in “making the world better” might be torn between Sustainability vs. Innovation in Society vs. maybe a more established Environmental Science major.
  + *At other universities*: There aren’t many programs exactly like “Future of Innovation in Society” at the undergrad level, but there are analogous options: e.g., **Science, Technology and Society (STS)** programs (offered at Stanford, MIT, etc.), **Human-Centered Design and Innovation** programs, or even **Interdisciplinary Studies** majors where students create a focus on technology & society. Additionally, a student inclined toward this field might simply choose a more common major and plan to incorporate their interests via electives (for instance, major in Computer Science but take ethics and policy courses).  
    This means the niche program is **competing in a broader sense with many programs for students who are globally and futuristically minded**. If, say, 100 such students exist in Arizona each year, they will scatter across various majors and universities unless convinced that this specific program is the best fit. For modeling, one might not assign a numeric fraction to δ\_competition, but qualitatively note that **competition is significant**. The program must differentiate itself from, and perhaps collaborate with, these overlapping areas. On the plus side, since it’s unique, it has a chance to *attract students from those other pools* by presenting itself as the only program that integrates all those interests. On the minus side, if not sufficiently differentiated, it could be passed over in favor of better-known alternatives. In essence, this BA program is in an *academic niche market* with a limited number of “customers” who have many choices. Recognizing the competitive landscape is important for admissions strategies (for example, highlighting how this program covers content that sustainability *and* innovation *and* policy majors cover separately could turn competition into a selling point).

# 6. Admissions and Yield

* **φ\_adm (Admission rate to ASU overall, and to the niche program):** **High admission rate (very accessible).** Arizona State University’s overall admit rate is around **85–90%** in recent years​[collegeessayguy.com](https://www.collegeessayguy.com/blog/asu-acceptance-rate#:~:text=ASU%E2%80%99s%20acceptance%20rate%20is%2089.8,you%20will%20need%20to%20perform). For example, for the 2022 freshman cycle ASU admitted ~61,600 of ~68,700 applicants (~89.8%) (​[collegeessayguy.com](https://www.collegeessayguy.com/blog/asu-acceptance-rate#:~:text=ASU%E2%80%99s%20regular%20decision%20admissions%20acceptance,our%20ASU%20admission%20requirements%20page)). ASU intentionally has a broad-access approach (it’s a public university with a mission to include). We can safely assume **φ\_adm ≈ 0.9** for the general university. For the BA in Future of Innovation in Society specifically, there is likely *no extra admissions hurdle* beyond ASU’s standard requirements. It’s not an impacted or capped program (unlike, say, nursing or engineering). If anything, the program might accept all who are admitted to ASU and choose that major. Therefore, the **program’s admission rate is essentially the same ~90%**, or effectively **open admission** to any student meeting ASU’s criteria (in-state that means certain GPA/class rank or test score minimums, which most applicants achieve). In modeling, one might use **φ\_adm ≈ 0.9 (90%)**. This implies that the number of applicants will be roughly equal to the number of admitted (only a small fraction are denied or redirected). The key constraint for enrollment isn’t getting admitted, but rather generating applications and then yield. (If any specific program screen exists, it might be an optional essay or interest statement, but given the inclusive philosophy, we assume minimal selectivity).
* **φ\_FA (Level of financial aid and scholarships):** **High prevalence of aid; financial aid substantially offsets costs for many students.** Money is a big factor for students, and ASU does provide considerable aid especially to in-state students and high-performing out-of-state students. Some key figures: **87% of ASU undergraduates receive *some* form of financial assistance** (grants, scholarships, etc.) (​[admission.asu.edu](https://admission.asu.edu/cost-aid/non-resident-first-year#:~:text=87)). Furthermore, **65% of first-year students earn merit scholarships** based on academics​([admission.asu.edu](https://admission.asu.edu/cost-aid/non-resident-first-year#:~:text=65)). In-state, this can include programs like the Arizona Promise (covering tuition for low-income students) or merit awards that reduce the ~$11K resident tuition. Out-of-state, ASU uses the **Western Undergraduate Exchange (WUE)** and its own merit awards to discount the ~$37K non-resident tuition – for example, the President’s Award for nonresidents is worth ~$15K/year (around 49% of tuition)​([admission.asu.edu](https://admission.asu.edu/cost-aid/non-resident-first-year#:~:text=Financial%20aid%20programs%20for%20nonresidents)), and WUE scholarships cover ~45% of tuition (​[admission.asu.edu](https://admission.asu.edu/cost-aid/non-resident-first-year#:~:text=45)) for eligible Western-state students. This means many out-of-state students do not pay full sticker price. On average, per College Board data, ASU’s net price after aid is about $15K for in-state and $30K for out-of-state, indicating substantial aid especially for residents (​[bigfuture.collegeboard.org](https://bigfuture.collegeboard.org/colleges/arizona-state-university/tuition-and-costs#:~:text=Arizona%20State%20University%20Tuition%20and,average%20aid%20package%20of%20%2417008)). For modeling φ\_FA, one could say **the majority of applicants will receive some aid**. Perhaps **80–90%** of those who enroll have a financial aid package, with grants/scholarships covering a meaningful portion of tuition (anywhere from a few thousand up to full tuition for top scholars). Qualitatively, financial aid is a **strong positive factor** in converting admits to enrollments: generous aid increases yield. We should also note that **need-based aid and FAFSA usage** play a role – Arizona has been pushing initiatives to get more students to complete FAFSA. Given the program is in a public university, many students (especially in-state) will leverage Pell Grants or state aid. Overall, we can describe φ\_FA as **“high – most students get aid; many get merit awards reducing cost significantly.”** From an applicant behavior perspective, this means cost might be less of a barrier than it appears, but *perceived* cost could still deter some who aren’t aware of aid (tying back to marketing, communicating aid availability is important).
* **θ (Yield rate for ASU):** **Relatively low yield (~20–30%), as ASU is often one of many options.** Yield rate is the percentage of admitted students who actually enroll. For ASU, given its high admit rate and many out-of-state admits, yield is not very high. Recent estimates put ASU’s yield around **25%**. For example, for Fall 2021 ASU Tempe had a yield of about **26%** overall (​[collegedroid.com](https://www.collegedroid.com/colleges/arizona-state-university-tempe/admission#:~:text=Trends%20www,admitted%20students%2C%20it%20was)). Other sources show yield in the low-to-mid 20s (e.g. ~22.7% for a recent cycle with ~14k enrolling of 62k admits) (​[shiksha.com](https://www.shiksha.com/studyabroad/usa/universities/arizona-state-university/acceptance-rate#:~:text=Students%20www,)). This is typical of large public universities that are not highly selective – many students apply as a backup or among several choices. In-state students likely yield at a higher rate (perhaps ~50% of admitted Arizona students enroll, since ASU might be their top in-state choice), whereas out-of-state yield is much lower (many nonresidents apply to ASU but only a fraction commit). For modeling, one could use **θ ≈ 0.25** (range 0.20–0.30). This means only about one-quarter of admitted students end up matriculating. It’s an important factor: for example, if 100 students are admitted to the program, only ~25 might enroll, so to get a target cohort, the admissions pool needs to be large. Note that ASU’s online campus and multiple start dates complicate yield calculations, but for traditional first-year fall students this ~25% figure is a good ballpark. The low yield underscores the need to actively convert admits to enrolls (through follow-up, visits, etc.).
* **θ\_program (Yield rate for the specific BA program):** **Uncertain, but potentially different from ASU’s overall – possibly moderate (e.g. ~40–50%) if interest is well-aligned, or conversely low if it’s a “second choice” program.** We don’t have published yield for this particular major (especially if it’s small). Two scenarios are plausible: (1) **High yield scenario:** Students who apply specifically to this niche program are likely *very interested in it*, so if admitted to ASU they are quite likely to enroll in the program. This could mean the program yields a higher percentage of its admits than the university average – perhaps on the order of 40–50% – because it attracts a self-selected group of passionate applicants. (For instance, a student who writes an essay about wanting to change the world through social innovation and applies for this major might not have many equivalent programs elsewhere, so if ASU accepts them, they’ll go.) (2) **Low yield scenario:** Alternatively, some students might list this major somewhat speculatively (or be undecided majors whom ASU places into this program), and they might also be considering other universities or majors. If their commitment to this specific field is not firm, they could easily choose another school/major over this one, leading to a lower yield. Without concrete data, a cautious estimate might split the difference: perhaps **θ\_program ~30–40%**. That is slightly above ASU’s overall 25%, assuming many who apply here have genuine interest, but not as high as, say, a binding honors program. It’s also possible the yield is initially low (if awareness is low and applicants are not entirely sure what the program is) but could increase as the program gains a reputation and draws more genuinely interested applicants. In practice, we should monitor how many admitted students actually declare this major. For now, modeling θ\_program in the range **0.3–0.5** seems reasonable, with the understanding that effective recruitment (e.g., personal contact from the program, showcasing its uniqueness) could push it to the higher end.
* **y\_visit (Impact of campus visit on decision):** **Very high impact – visiting can strongly boost yield probability.** Like many universities, ASU finds that students who visit campus are far more likely to enroll. This is supported by general admissions experience and specific examples: *“Colleges know that a student who visits their campus is much more likely to enroll if admitted.”* (​[saraharberson.com](https://www.saraharberson.com/blog/what-you-need-to-know-for-your-college-visits#:~:text=Harberson%20www,be%20part%20of%20the)). A dramatic example from Marquette University showed that **students who visited were 7.5× more likely to matriculate** than those who did not visit (​[today.marquette.edu](https://today.marquette.edu/2023/11/secrets-of-tour-guides-success/#:~:text=Through%20some%20combination%20of%20this,the%20heart%20of%20this%20influence)). While that figure is for a private school, the principle holds at large publics too. A campus tour personalizes the college, builds excitement, and often addresses student and parent concerns. For ASU, which has a huge campus, a visit can help a student picture themselves there and showcase resources (honors college, dorms, labs) that might sway them. We can qualitatively state that **y\_visit = “strong positive influence.”** In numeric terms, one might incorporate it as: an admitted student who has toured/attended an event at ASU has, say, a 50+% chance to enroll, versus maybe <20% if they never set foot on campus (exact numbers vary, but directionally true). The enrollment management team often tracks “demonstrated interest” like visits as a predictor of yield. Therefore, encouraging visits (or virtual tours in modern times) for this program’s prospects would likely increase yield. Bottom line: **the campus visit experience greatly increases the likelihood of choosing ASU (**​[insidehighered.com](https://www.insidehighered.com/news/2012/09/27/lynn-university-personalized-campus-visit-bid-attract-more-students#:~:text=Image%3A%20Hamill%20setting%20up%20a,other%20institutions%20they%20were%20visiting%3F%E2%80%9D)​[today. marquette.edu](https://today.marquette.edu/2023/11/secrets-of-tour-guides-success/#:~:text=Through%20some%20combination%20of%20this,the%20heart%20of%20this%20influence)).
* **y\_peer (Peer and family influence on decision):** **High influence from parents and to a lesser extent peers.** The choice of college is often a family decision in the U.S. Parental input, in particular, is crucial. A recent survey found **48% of high school seniors rated parental influence among their top 5 information sources in choosing a college (up from ~35% just a couple years prior) (​**[**insidehighered.com**](https://www.insidehighered.com/opinion/blogs/call-action/2024/11/12/parents-are-key-college-choice-how-market-them#:~:text=It%E2%80%99s%20easy%20for%20higher%20education,2019%20and%2037%C2%A0percent%20in%202020)**)**. Parents often guide considerations of cost, reputation, and fit. In Arizona, for example, parents might encourage staying in-state for lower tuition or safety reasons. Peer influence is also notable: students are influenced by where their friends apply or go. Research shows that having college-bound friends significantly **increases the likelihood a student will apply to college (and to four-year colleges in particular) (​**[**sciencedirect.com**](https://www.sciencedirect.com/science/article/abs/pii/S0049089X12001196#:~:text=College,for%20White%20and%20Latino%20students)**)**. Likewise, if a student has friends or older siblings attending ASU, they may be more inclined to choose ASU to follow that social network or because they’ve heard positive firsthand accounts. On the flip side, if a student’s close friends are all choosing out-of-state schools, that might nudge them to consider leaving as well. Additionally, “peer pressure” in the context of high achieving environments (like a top high school) can normalize going to prestigious or out-of-state colleges, affecting an individual’s decision. For modeling purposes: **y\_peer could be conceptualized qualitatively as a major factor** – e.g., strong family encouragement can tip a student toward ASU or away from it, independent of other factors. To quantify, one might say a student with supportive parents favoring ASU is X% more likely to enroll. But it’s complex. Overall, it’s safe to assert **peer/family influence is among the top influencers**. Many students say their final decision involved consulting family the most. So, ensuring parents are informed about the program’s value (and not wary of its unconventional nature) is important for yield. In summary: *Family approval and peer plans can significantly sway enrollment decisions.* Nearly **half of students cite parents as a major influence (​**[**insidehighered.com**](https://www.insidehighered.com/opinion/blogs/call-action/2024/11/12/parents-are-key-college-choice-how-market-them#:~:text=It%E2%80%99s%20easy%20for%20higher%20education,2019%20and%2037%C2%A0percent%20in%202020)**)**, and friends’ choices and advice also play a considerable role (though harder to quantify). Programs often involve parents in recruiting (sending info, inviting them to visit days) precisely because of this influence.

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