



The University of Arizona Global Campus Frequently Asked Questions (FAQs)

The University of Arizona is establishing **University of Arizona Global Campus (“Global Campus”)**, a separate nonprofit corporation. Global Campus will acquire the assets of Ashford University, which is a for-profit, all-online university accredited by the WASC Senior College and University Commission (WSCUC). Global Campus will be a private, not-for-profit university that will provide affordable, high-quality education to students around the world.

What is Global Campus and Why Now

What is University of Arizona Global Campus?

A new, nonprofit online university affiliated with and created by the University of Arizona. University of Arizona Global Campus will acquire the assets of Ashford University, a well-established and accredited online university that offers more than 50 associates, bachelor's, master's and doctoral degree programs to approximately 35,000 students.

Why is the University establishing Global Campus?

University of Arizona Global Campus will benefit the University of Arizona in several ways:

- 1) Extends the University of Arizona’s land-grant mission by offering online educational opportunities and access to a diverse group of students.
- 2) Embraces the opportunity to serve more international students — regardless of geographic location — who will benefit from the enhanced learning environment and resources provided by University of Arizona Global Campus.
- 3) With approximately 35,000 initially enrolled students, Global Campus will engage a diverse student body from around the country that is currently:
 - 88% over the age of 25
 - 32% African American
 - 15% Hispanic
 - 70% women
 - 56% Pell Grant recipients
 - 25% associated with the military
 - 76% from the South, Midwest or Northeast
- 4) Generates significant revenue for the University of Arizona and opportunities to substantially increase Arizona Online enrollment through transfer pathways.
- 5) Positions Arizona Online and Global Campus together as preferred leaders in online education worldwide.

What was the core purpose behind the establishment of Global Campus and acquisition of Ashford University’s assets?

(i) To expand educational access to the working-adult population, and to do so faster than organic growth would allow, recognizing that continuing education is a core need for individuals to succeed in the modern economy. (ii) To mitigate against expected softening of enrollments of on-campus students, as demographics shift quickly nationwide.

Academics & Operations

What is the relationship between Arizona Online and Global Campus?

Arizona Online is part of the University of Arizona, whereas Global Campus will be a separate, affiliated not-for-profit university with its own programs, faculty and accreditation. Arizona Online and Ashford University collectively offer 140 online degrees, with approximately 125 unique degrees between the two universities. Over time, we will work to further minimize overlap and to maintain complementary programs. We will also develop robust pathways from Global Campus to Arizona Online, which will continue to grow and offer premier online degrees.

What is the relationship between UA Global and Global Campus?

UA Global is and will remain part of the University of Arizona. UA Global's functions include global admissions and recruiting, international student services, study abroad, and international faculty and scholars. In addition, UA Global runs a network of over 150 microcampus locations around the world, where we deliver in-person and online University of Arizona academic programs. These UA Global initiatives will remain unchanged and the emphasis of UA Global. University of Arizona Global Campus will provide additional online educational offerings, which we will make available to students around the world through our network of global locations.

Why operate University of Arizona Global Campus in parallel to Arizona Online rather than fold it into Arizona Online?

It is not logistically possible at the outset to merge Arizona Online and Ashford University, given the different faculty, programs and accreditation of the two universities. Arizona Online and Global Campus will operate separately but in collaboration. The University of Arizona will have the option to eventually incorporate Global Campus into Arizona Online at its discretion in the future.

How will the University of Arizona ensure academic quality?

According to the National Survey of Student Engagement, Ashford provides an academic challenge that ranks with the top 10% of four-year colleges in the U.S. Last year, it received a favorable reaccreditation report by WSCUC, which is the same accreditor as the California and California State University systems. More than 50% of Ashford's current faculty hold a terminal degree, and the university repeatedly ranks among the top online institutions in terms of student satisfaction. Ashford is the nation's leader in courses certified by Quality Matters, the same benchmark for online courses followed by Arizona Online. We already accept many Ashford courses as transfer credits at the University of Arizona.

To enhance this solid foundation, the University of Arizona and Global Campus will form a Joint Academic Committee, consisting of an equal number of faculty members from Global Campus and University of Arizona to conduct comprehensive annual reports, including of academic programs and student performance. The Joint Academic Committee will make public recommendations to the Global Campus president and board of trustees regarding curriculum, new programs, discontinuation of programs, student success and support measures, as well as areas of potential collaboration between Global Campus and the University of Arizona.

What does this mean for current University of Arizona students and employees?

There will be no disruption or impact to University of Arizona students, faculty and employees. The University of Arizona will provide opportunities for students enrolled at University of Arizona Global Campus to experience our Tucson campus and programs, but there will be no expectation or requirement that they do so.

What was the internal process for reaching this decision? Were faculty consulted?

The decision to establish University of Arizona Global Campus and acquire Ashford University was reached after extensive discussion in which the advantages and disadvantages were debated and weighed with varied and valued input from more than 200 stakeholders across campus. These discussions included faculty from every college and more than 50 different departments, as well as faculty members of SPBAC, members of the Executive Committee of the Faculty Senate, the Academic Deans' Council, a group of Regents Distinguished Professors exploring new revenue opportunities, and the Financial Stability Emergency Response Task Force. Multiple discussions were held with the Arizona Board of Regents. Deans were also able to discuss the proposed acquisition with their leadership teams and department heads in their respective colleges. Feedback from these groups and individuals within different contexts and their valued input both for and against the transaction drove deeper due diligence processes and were instrumental in both the ultimate decision to move forward, and in determining the details of the final deal. Academic due diligence was conducted by University of Arizona faculty and led by Jeff Goldberg, former interim provost and dean emeritus of the College of Engineering. This consultative process was carried out under a non-disclosure agreement, required because of Zovio's status as a publicly traded company required confidentiality arrangement with Zovio, as a publicly traded company.

Who will lead the University of Arizona Global Campus?

The initial management board of the nonprofit corporation Global Campus will include University of Arizona President Robert C. Robbins, Provost Liesl Folks, James E. Rogers College of Law Dean Marc Miller, Vice Provost for Online and Distance Education Craig Wilson and Dean of Students Kendal Washington White. The original articles of incorporation were signed by Brent White as the President. The initial officers elected by the management board were Brent White as President, Lisa Rulney (CFO, UArizona) as Treasurer and Laura Todd Johnson (General Counsel, UArizona) as Secretary. These roles are not compensated and are temporary until new officers are elected. Subject to approval by WSCUC of the change of ownership, the University of Arizona president will nominate the president of Global Campus, subject to approval by the Global Campus Board of Trustees. The University of Arizona will appoint the initial nine members of the Global Campus Board of Trustees.

How were faculty governance principles followed during the evaluation of the Global Campus/Ashford transaction?

The consultation process for this transaction was necessarily limited because we were negotiating with a publicly traded company, and U.S. Securities and Exchange Commission regulations required that we protect the confidentiality of discussions and limit communication. Within those confines, we sought input from more than 200 people, including the Arizona Board of Regents, our college deans, and members of key campus governance bodies, and individual faculty members with key relevant expertise, many of whom provided robust and varied input, on both positives and negatives. The input from those stakeholders helped shape the due diligence process in large part, and also the structure of the final transaction and the decision to move forward.

With regard to identical or similar programs between UArizona (specifically CAST) and Ashford offerings, how will the university work to minimize overlap?

We will work with Global Campus to distinguish programs, but even programs that are similar in name will be different. Global Campus will be open access, with 50 starts a year, one course at a time. Arizona Online will continue to be selective, offer top ranked programs, and run on different calendar.

What other R1 institutions have done this?

If "this" means to acquire all or part of another university directly or through an affiliated entity, then ASU, Purdue, NYU, and UMass are examples. Georgia State University is an example of a non-R1 which has done

a similar transaction in purchasing and improving an underperforming community college, Perimeter College, and turning it into one of the nation's best in a matter of a few years.

How does the establishment of Global Campus align with the land grant mission of the University of Arizona?

UArizona's land-grant mission centers on educational access, research and outreach. Since inception, our land-grant mission has expanded to include local and global impacts in a broad range of areas, due to societal shifts, demographic changes, enhanced technologies, and global and cross-border connections. The establishment of Global Campus allows us to greatly expand access to education in two ways; via increased capacity and via open access. ("Open access" means any student with a high school diploma or GED may be admitted.)

How will the establishment of Global Campus impact Arizona Online?

Arizona Online is part of the University of Arizona, whereas Global Campus will be a separate, affiliated not-for-profit, university with its own programs, faculty and accreditation. Over time, we will work to minimize overlap and maintain complementarity. We will also develop pathways from Global Campus to Arizona Online, which will continue to grow and offer premier online degrees. Zovio will not provide any services to Arizona Online.

Financials

Why financially invest in a new university at such a challenging time for the University of Arizona enterprise?

The establishment of Global Campus provides a compelling opportunity to reach a diverse group of approximately 35,000 students in furtherance of our land-grant mission. Moreover, University of Arizona Global Campus is investing only \$1 to acquire Ashford University. In return, Global Campus is guaranteed a substantial 15-year income stream of \$225 million, including an upfront payment of \$37.5 million. Global Campus will enter into an affiliation agreement with the University of Arizona, with upfront and ongoing payments to the University of Arizona that will have both immediate and long-term positive impacts on our university's fiscal health. Notably, we anticipate using initial revenues once the transaction closes in December to help alleviate the financial burden that we are currently facing. We look forward to a discussion as to how best to allocate this new revenue.

Why is Zovio willing to sell Ashford University to University of Arizona Global Campus for \$1?

Zovio has rebranded and retooled as an education technology services company and this allows Zovio to focus exclusively on providing high-quality education technology services to its clients. The sale of Ashford to Global Campus is a critical piece of its strategic shift. Global Campus will become Zovio's client. In addition, the affiliation with University of Arizona is expected to increase enrollment at Global Campus, as compared to Ashford University as a standalone university.

How much will Zovio make each year?

Zovio will receive 19.5% of the annual tuition revenue for the duration of the 15-year partnership in exchange for providing education technology services, only after priority payments to Global Campus totaling \$225 million.

What other universities or entities does Zovio partner with?

Zovio partners with over 135 universities, including University of San Diego, Louisiana State University, Caltech, Polytechnic State University – San Luis Obispo, University of North Florida, California State University – East Bay, Virginia Tech, San Jose State University and University of Oklahoma. More than 600

companies use Zovio's educational products and services. Examples of company partners include Amazon, AT&T, General Motors, McKesson, JP Morgan and Microsoft.

What compensation or rewards are offered to the President or other members of the Global Campus Board of Directors?

None. No compensation or reward of any kind has been offered or provided. The current officers and members of the Global Campus board are volunteer placeholders on an interim board, pending appointment of the independent board and President of Global Campus.

Are there any financial benefits to University of Arizona Administrators in the Ashford deal?

None.

Why was an NDA needed?

Because we were negotiating with a publicly traded company, and U.S. Securities and Exchange Commission regulations required that we protect the confidentiality of discussions and limit communication.

Ashford's History

Is the University of Arizona aware of past controversy regarding Ashford University?

The University of Arizona is aware of past controversies and investigations related to Ashford University and its parent company, Zovio. Ashford has worked to address those concerns and to ensure that it adheres to best practices in recruitment, enrollment and all areas of engagement with its current and potential students. The University and its outside advisers and attorneys have conducted due diligence on Ashford University over several months and the University of Arizona will assume no responsibility for any past financial or legal liabilities. The University of Arizona is confident in the establishment of Global Campus and the acquisition of Ashford's assets, as part of a larger strategic focus on significantly growing the University of Arizona's online educational programs. University of Arizona Global Campus benefits the entire University of Arizona community and positions the Global Campus as a leader in delivering high-quality, evidence-based education that meets the needs and schedules of its students. The University of Arizona is steadfast in its resolve to further its strong reputation as a world-class leader in higher education. This new venture will position the Global Campus as a desirable online university, while continuing the University of Arizona's long tradition of ethical oversight and management of its operations and programs.

What is the latest information from WSCUC on Ashford's recruiting practices?

In addressing the question of Ashford's recruiting practices, the WSCUC Team Accreditation Visit for Reaffirmation to Ashford University from April 3-5, 2019, noted the following:

The Team's review of Ashford's performance in this area cannot address Ashford's history; however, current practices and procedures are evidence of Ashford's commitment to operate with integrity (CFR 1.7). The Team determined that Ashford is using state of the art methods and technologies to ensure open, honest communication with prospective and current students about material matters, thus providing demonstrable evidence that the University is adhering to WSCUC policies (CFR 1.8).

Based on the institutional report, the massive amount of additional information provided, and the Team's site visit interviews, observations and study of additional documents, it appears that Ashford is operating with integrity and dedication to its mission. Our review of student support and efforts to improve student outcomes including faculty development, attention to student services and co-curricular programming, and upgrading technology platforms support this observation.

This excerpt from the WSCUC Team Accreditation Visit for Reaffirmation to Ashford University from April 3-5, 2019, can be found online at pages 51-52:

<https://wascsenior.box.com/shared/static/u51alzke46qb8s1ukdfuhsp32i1sijyk.pdf>

What are Ashford's retention and graduate rates?

Ashford's first-time, full-time student (FTFT) retention rate is 24% and its FTFT six-year graduation rate is 7%. It is important to note that federal graduation and retention rates in IPEDS are based on **first-time, full-time students only**. The FTFT category **excludes 83% of Ashford students** who are transfer students. Notably, based on U.S. Department of Education survey statistics, Ashford students that identify as primarily working students (70%) complete their degrees at a rate almost twice the national average. The FTFT data also does not include students who persist in their education at another institution. Ashford's progression analysis using National Clearinghouse data shows that 69% of Ashford students are active or graduate a year later either at Ashford or another institution. We are committed to increasing retention, graduation and persistence rates to best-among-peer levels within five years.

Can Ashford University students use the GI Bill to pay for their education in California?

Yes. On Feb. 14, 2020, the U.S. Department of Veterans Affairs approved the application from Ashford University for continued eligibility to certify VA education benefits through the State of California.

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FINDINGS OF THE WSCUC TEAM REPORT
Accreditation Visit for Reaffirmation
To Ashford University
April 3-5, 2019¹

Ashford University is currently accredited by the Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC). Ashford's accreditation was reaffirmed in June 2019.

The accreditation review team was led by Dr. George Kuh, founding director of the National Institute for Learning Outcomes Assessment, Chancellor's Professor Emeritus at Indiana University, and one of the country's leading experts on student engagement, assessment, and institutional improvement.

The following is a summary of key findings from the WSCUC team report, which led to reaffirmation of accreditation.

INTEGRITY IN RECRUITING

- Ashford appears to operate with integrity in pursuit of enacting its educational mission. Its faculty, staff, and leadership exhibit a zealous affinity for that mission. (Page 15)
- Current practices and procedures are evidence of Ashford's commitment to operate with integrity. The Team determined that Ashford is using state of the art methods and technologies to ensure open, honest communication with prospective and current students about material matters, thus providing demonstrable evidence that the University is adhering to WSCUC policies. (page 52)
- Ashford meets federal requirements for recruiting students and provides required information regarding degree completion, cost, careers, and employment. (Page 29)
- Ashford's policies about transfer credit are publicly available and readily accessible from its website. (Page 30)
- The institution collects appropriate information and provides services for transfer students that are described on its public website. (Page 17)

STUDENT SUPPORT, SUCCESS AND SATISFACTION

- Ashford engages in a range of ongoing efforts supporting student success by showing interventions that have a positive impact, emerging interventions, and best practices implemented. (Page 8)
- Ashford has allocated substantial resources to institutional research, which allows staff to do as much as possible, to foster student success. (Page 15)
- Advising appears to be well organized and responsive to student needs in a timely manner. Groups of advisors are specifically trained to work with students in specific program areas and

¹ WSCUC Team Accreditation Visit for Reaffirmation to Ashford University from April 3-5, 2019.
<https://wascsenior.box.com/shared/static/u51alzke46qb8s1ukdfuhsp32i1sijyk.pdf>

with students with certain background characteristics (e.g., military students). This approach facilitates ready access to a knowledgeable advisor. (Page 17)

- University Services within Ashford assists students with managing their academic responsibilities with other life challenges, such as natural disasters, illness, and so on. (Pages 21-22)
- The institution tracks systematically persistence and graduation rates, periodically evaluates a large number of academic initiatives, analyzes information from program reviews, and undertakes and utilizes the results from surveys including but not limited to alumni, National Survey of Student Engagement (NSSE), Noel-Levitz Adult Learner Inventory and Priorities Survey for Online Learners. (Page 25)
- Students with whom the Team met were generally positive; most were enthusiastic about their educational experiences at Ashford. (Page 35)
- Ashford seems to have made considerable progress toward reinventing itself since its last accreditation visit. This is especially evident in the institution-wide commitment to enhancing student learning, persistence, and graduation. (Page 36)
- Ashford evinces an almost palpable desire to foster higher levels of student success as demonstrated by the broad array of initiatives it has implemented. (Page 39)
- Program reviews demonstrated high quality effort to gain insights into programs and activities and their impact on students. (Page 41)
- Additionally, as an online university, Ashford continually tests and implements new digital tools to foster online learning, such as “one-to-one” tutoring, chatbots, “cohort of one model” and tutoring on demand. This area is a strength of Ashford. Furthermore, Ashford’s Civitas platform allows faculty to quickly view and assess all students via data driven analysis. (Page 45)

ACADEMIC QUALITY

- The content and coverage of Ashford’s academic programs are appropriate, as are its standards of performance, rigor, and nomenclature for the degrees awarded. Faculty resources are sufficient for its curricular offerings. (Page 16)
- Examinations of Ashford syllabi, the academic catalog, and program reviews indicate degree programs are clearly defined and guided by well-defined principles. Syllabi and curriculum maps show Ashford has well-articulated aligned institutional, program, and course learning outcomes along with student assignments and activities that support students toward achieving these outcomes. (Page 16)
- The institution employs a robust program review process that includes participation of external reviewers and informs action plans for program improvement. (Page 16)
- Ashford University’s investments in technology and online course development -- necessities for an online institution -- are areas of strength. (Pages 21-22)
- The University has a deep bench of course designers, responsible for continual course evaluation and implementation of incremental improvements. (Pages 21-22)
- Ashford is committed to robust quality assurance processes and procedures, and continuous improvement, demonstrated in a number of ways. (Page 25)
- Inventory of Educational Effectiveness Indicators (IEEI): Ashford’s IEEI employs systematic approaches to assess student learning that can inform, guide, and evaluate institutional improvement efforts. All programs offered by Ashford University undergo systematic program review, which includes analyses of student achievement of the program’s learning outcomes;

persistence and graduation rates; and, where appropriate, evidence from external constituencies. Both direct and indirect evidence of student learning are considered and evaluated as part of the assessment process. (Page 30)

- The quality of Ashford degree programs is overseen by highly qualified faculty and staff and innovative efforts to foster student engagement presented at the Teaching and Learning Conference for students and faculty as well as numerous professional development activities designed for faculty, such as departmental webinars and web-based conferences. (Page 32)
- Additionally, many Ashford degree programs are externally validated through programmatic accreditors such as the Commission on Collegiate Nursing Education (CCNE), the International Accreditation Council for Business Education (IACBE) and the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). (Page 32)
- Ashford has established processes and procedures to ensure the quality and integrity of its degrees including a comprehensive program review process, course reviews through Quality Matters, faculty mentoring and shadowing, and widespread assessment of student outcomes using the Waypoint system. (Page 32)
- With regard to curricular integrity, degree programs adhere to a common framework that emphasizes skill and knowledge acquisition often culminating in a final integrative capstone course, thesis, or dissertation. Curricular rigor is appropriate for the degree level and standardized using faculty developed rubrics that are shared with students. Interviews with students and faculty confirmed that Ashford's culture is to make academic policies and procedures transparent, further ensuring integrity. (Page 33)
- In summary, Ashford has commendable practices for defining and ensuring the meaning, quality, and integrity of its degrees. (Page 33)
- Ashford demonstrates a commitment to academic quality by submitting its courses to Quality Matters for review. Indeed, more than 95% of Ashford's courses have been certified through Quality Matters. Certification is based on three individual faculty reviewing the curriculum using a set of eight general standards and 42 specific review standards. (Page 42)

ASSESSMENT AND LEARNING OUTCOMES

- A review of Ashford's learning outcome definition and assessment documents indicates the university has a sophisticated system for collecting, analyzing, and applying data regarding student achievement of learning outcomes. This system seems to be widely understood and used throughout the university by faculty and staff. (Pages 33-34)
- Ashford has made great progress in the assessment of learning outcomes at the course and program level. Ashford's assessment plan is well detailed from course level outcomes (CLOs) through program learning outcomes (PLOs) to institutional level outcomes (ILOs), even though ILOs are not required under WSCUC Standards. (Page 34)
- Review of meeting minutes and interviews with staff demonstrated a true passion and commitment for assessment and quality improvement. The Team was impressed with Ashford's comprehensive assessment practices and culture of evidence. (Page 42)

FACULTY SUPPORT, VOICE, TRAINING AND EVALUATION

- Ashford uses a carefully designed faculty evaluation model based on the Boyer Model of Scholarship, as described in the Full-Time Faculty Handbook. (Page 16)

- All new full-time and associate faculty members are required to participate in the New Faculty Experience course, a comprehensive three-week onboarding faculty development program. The program utilizes feedback from constituents to revise its structure and content, and supports efforts for iterative improvement. (Page 19)
- As evidenced in the Faculty Senate Constitution, Meeting Minutes, and conversations with faculty, voice is given to faculty via the nascent faculty senate. (Page 24)
- Ashford provides many professional development options for all faculty including extensive training in the use of assessment systems, tracking the performance of those who participate in professional development modules, and following up with faculty whose performance needs a boost. As described earlier, assessment of associate faculty teaching effectiveness suggests they perform on par with full-time faculty. In addition, the associate faculty with whom the Team met reported excellent communication from and access to their program chairs. (Page 35)

FINANCIAL

- Ashford demonstrates commitment aligning adequate resources with educational purposes. (Page 9)
- Despite enrollment declines over the last several years, Ashford appears to be financially stable, with enviable scale and healthy net income. (Page 19)
- University management has done a commendable job in reducing expenses while maintaining stable key indicator ratios, such as student/faculty ratio, in a declining revenue environment, a difficult feat to say the least in today's volatile higher education environment. (Page 19)

STUDENT DEBT, FINANCIAL SUPPORT AND CAREER OUTCOMES

- Ashford seeks to limit debt incurred by students whose performance indicates they are not presently able to meet Ashford's standards. Ashford undergraduate students who do not earn passing grades in three consecutive courses are withdrawn, and graduate students are withdrawn following two or more unsuccessful course grades, whether consecutive or not. (Page 8)
- While enrollment and tuition revenues have declined between 2016 and 2018, the amount of scholarship dollars have increased by about 36% during the same timeframe. On a related point, Ashford has developed 187 corporate partnerships that provide full tuition grants to Ashford students. (Pages 19-20)
- The University has maintained unqualified independent financial audits and complies with the U.S. Department of Education ("USDE") 90/10 and Cohort Default Rate rules. (Page 45)
- Additionally, cohort default rates for the latest three-year periods (2013, 2014 and 2015) are well below the 30% threshold. Consequently, the Team sees evidence that Ashford appears to comply with these specific federally-mandated regulations related to for-profit institutions. (Pages 45-46)
- With regard to the Gainful Employment rule, none of Ashford's programs was classified as "failing" any of the accountability measures (i.e., graduates have annual loan payments greater than 12% of total earnings and greater than 30% of discretionary earnings).

AREAS FOR IMPROVEMENT

- The Team recommends Ashford review the merits of achieving more balanced representation of full-time and associate faculty on the faculty senate to facilitate greater participation of associate faculty. (Page 24)
- Ashford does not appear to have established a framework to prioritize and use effectively the data generated by the Institutional Research and Institutional Effectiveness Offices, which are needed to support institutional strategic planning and operational effectiveness along with meeting reporting compliance requirements required for strategic planning and decision making (Page 27)
- The current process for assessing ILOs includes annual assessment of all ILOs, including sub-outcomes, by the Office of Learning Assessment and Program Review. Ashford is urged to consider involving full-time and associate faculty in these assessments and perhaps revise the schedule of assessment to allow for more focused analysis on each outcome. (Page 31)
- Further attention should be given to aligning the core competencies, especially oral communication, with other ILOs throughout the curriculum. (Page 34)
- There often is a long lag period between the beginning of a regularly scheduled program review and its completion, and the implementation of a revised program. As a result, some courses and programs can and have become outdated to the detriment of students. (Page 35)
- Ashford would do well to continue its efforts of co-curricular alignment with academic goals and systematic assessment of these activities with an eye toward identifying practices that help students form affinity groups and foster a sense of belonging. (Page 36)
- Despite these numerous, well-intentioned efforts, persistence and graduation rates have not improved. (Page 38)
- Despite the current, ongoing efforts and the amount of energy invested in these initiatives, Ashford has yet to discover -- in its own words -- the “secret sauce” or effective approaches to enhance student accomplishment. (Pages 39-40)
- Ashford would do well to further examine and refine its approaches to framing evidence-based stories about how the institution uses student outcomes data for improvement. (Page 41)
- The University is encouraged to expand the use of student participation in program reviews. (Page 41)
- While Program reviews demonstrated high quality effort to gain insights into programs and activities and their impact on students, many of the reports relied heavily on descriptive information about programs in contrast with an analysis of factors related to student performance and improving teaching. (Page 41)
- Ashford is urged to continue to invest in support of academic functions such as regular course reviews and revisions to make these more timely and efficient. (Page 43)
- With regard to the Gainful Employment rule, two of Ashford’s programs, Associate of Arts in Early Childhood Education and Bachelor of Arts in Early Childhood Education/Administration, fell within the “zone,” meaning that graduates have annual loan payments between 8% and 12% of total earnings and between 20% and 30% of discretionary earnings. (Page 46)

- Progress realizing higher rates of student persistence and completion is critical for Ashford's future success, especially as the needs and demands of students in higher education evolve. (Page 48)
- Participation of associate faculty in the program review process continues to be a concern. (Page 41)
- According to students, faculty are inconsistent in their use of grading rubrics to evaluate the quality of student work, an issue that warrants Ashford's attention. (Page 42)
- The Team identified one significant area of concern associated with the Ashford-Zovio relationship: Zovio is able to pull cash from Ashford at any time for any reason. (Page 21)
- Co-curricular programming is an area warranting additional attention. (Page 17)

FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

COMMENDATIONS

- **Mission** – The Team commends Ashford for the authentic, enthusiastic, and passionate commitment of its Board of Trustees, administration, faculty, and staff to enacting the University's mission of serving students from underserved groups.
- **Data Informed Actions to Foster Student Success** – The Team commends Ashford for its efforts to collect actionable data to develop and implement policies and programs intended to guide institutional improvement and promote higher levels of student accomplishment.
- **Assessment** – The Team commends Ashford for its systematic efforts to assess student achievement aimed at providing a high quality student experience.
- **Faculty** - The Team commends Ashford for its ongoing faculty development activities, both for full-time and associate faculty, that feature promising practices in learning and teaching.
- **Financial management** – The Team commends Ashford for its robust, holistic budgeting process and effective financial leadership.

RECOMMENDATIONS

- **New Initiatives** – The Team recommends Ashford consider developing and explicating a coherent strategy for determining which improvement initiatives to prioritize, evaluate, and enact.
- **Faculty Workload** – The Team recommends Ashford consider reviewing its current workload and compensation practices for full-time and associate faculty to determine whether they are appropriate and equitable.
- **Faculty Governance** -- The Team recommends Ashford examine whether associate faculty representation and participation in faculty governance and efforts to evaluate educational effectiveness are appropriate and adequate.
- **Student Learning Assessment** – The Team recommends Ashford consider examining its process for ILO development and assessment to determine that it is satisfactory and meeting student and institutional needs.
- **Student Success** – The Team recommends Ashford continue to analyze and interpret quantitative and qualitative institutional data from curricular and co-curricular programs in

order to implement effective efforts aimed at ameliorating potential obstacles to student persistence and completion and documenting its graduates' career paths.

- **Balancing Resource Allocation.** The Team recommends Ashford consider developing a policy to balance return to institution and return to shareholder/parent.
- **Financial Governance.** The Team recommends Ashford consider involving the entire Board of Trustees in examining annual financial reports to support a comprehensive understanding of the financial standing and practices of the University.



STATEMENT
August 3, 2020
FOR IMMEDIATE RELEASE

Contact: Sarah Harper, (602) 402-1341, sarah.k.harper@azregents.edu

University of Arizona to expand online offerings via new Global Campus
Statement from ABOR Chair Larry E. Penley

“The challenges facing public higher education are arguably steeper now than at any point in decades. Universities must adapt quickly in the face of a pandemic that touched every aspect of these institutions, innovate to provide instruction that meets students wherever they are, and think entrepreneurially to meet changing market expectations.

“With today’s announcement, University of Arizona President Robbins has demonstrated he is thinking big. This partnership by the University of Arizona and its subsequent launch of the University of Arizona Global Campus further empowers the university’s land-grant mission of providing educational opportunity and access to a broader and more diverse population of students. The arrangement also instantly makes the university a significant player in online higher education, and has the potential to create a stable and much-needed additional revenue stream to support Arizona resident student education and university operations.

“President Robbins is delivering on his strategic plan and the board supports his leadership and his goals with the University of Arizona Global Campus. It will be incumbent on President Robbins and the University of Arizona Global Campus leadership to ensure the success of this significant educational opportunity. The board anticipates a public meeting this month to formalize the University of Arizona Global Campus progress report requirements for President Robbins and the leadership team.

“The board believes this opportunity aligns with its promise to Arizona to increase affordable access to quality education at Arizona’s public universities, as well as its commitment to innovation and entrepreneurialism which makes Arizona’s public universities among the best in the world.”

A land-grant university is an institution designated to receive the benefits of the [Morrill Acts](#) of 1862 and 1890. At UArizona, the land-grant legacy emphasizes educational access, research and outreach.

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