

Appendix K

Final Report to the President of The University of North Carolina from the Team of Examiners for the Licensure Visit to the University of Phoenix's Proposed Bachelor's and Master's Degree Programs in Charlotte, North Carolina

**University of Phoenix
Maitland, Florida
October 23 – 24, 2002**

Team of Examiners:

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Dr. Jack T. Hogue, Assistant Dean for Student Affairs, Belk College of Business Administration, and Associate Professor of Information and Operations Management, University of North Carolina at Charlotte, Charlotte, North Carolina

Dr. George A. Antonelli, Associate Vice President for Student Services and Licensure, The University of North Carolina, Chapel Hill, North Carolina, *Ex Officio*

INTRODUCTION

The University of Phoenix, with headquarters in Phoenix, Arizona, has applied for a license to offer the following degree programs in Charlotte, North Carolina.

- Bachelor of Science in Business, with majors in Administration; e-Business; Management; and Marketing
- Bachelor of Science in Information Technology
- Bachelor of Science in Management
- Master of Arts in Organizational Management
- Master of Business Administration, with specializations in Accounting; e-Business; Global Management; Health Care Management; and Technology Management
- Master of Science in Computer Information Systems

Dr. George A. Antonelli, Vice President for Student Services and Licensure of The University of North Carolina, appointed a team of examiners to review the licensure application for compliance with the Standards and Guidelines contained in Rules and Standards: Licensing Non-public Institutions to Conduct Post-Secondary Degree Activity in North Carolina (Revised October, 1998).

Since the University of Phoenix does not have a physical presence in the State of North Carolina, the team of examiners visited the University's campus in Maitland, Florida, which is near Orlando. Dr. Neel, the team chair, had already visited the main campus of the University of Phoenix in Phoenix, Arizona on May 19 – 22, 2002 and the institution's Atlanta campus on September 15 – 17, 2002. On the Phoenix visit, Dr. Neel served as an observer from the Southern Association of Colleges and Schools for the visit to the University of Phoenix by a fifteen-member team from the North Central Association of Colleges and Schools, the Association which accredits the University of Phoenix. On the Atlanta visit, Dr. Neel was the Vice Chair of the interregional team

from the Southern Association of Colleges and Schools and the North Central Association of Colleges and Schools.

Either prior to the visit or during the visit, many items were reviewed by the team of examiners, including the following:

- The licensure application and the accompanying exhibits.
- Course modules and course syllabi for the proposed degree programs.
- Curriculum vitae for a pool of faculty members similar to the one from which the Charlotte faculty are likely to be selected.
- Library resources.
- Computer resources.
- Educational resources.
- Budget data.
- Audited financial statements.
- Student records.
- 2001-2002 Catalog for the Phoenix campus of the University of Phoenix.
- 2001-2002 Faculty Handbook.
- Library Handbook for the University Library.
- "Library Overview" brochure for the University Library.

During the visit, the team of examiners met with the following:

- Dr. Susan Mitchell, Vice Provost and Vice President for Regulatory Affairs
- David Bickford, University Librarian
- Jodie Ploessl, Southern Regional Vice President
- Lynn Mulherin, Vice President of Florida Campuses
- James Booker, Regional Director of Academic Affairs
- Justin Hallock, Associate Campus Director, Orlando Campus
- Dr. Debbie Townley, Director of Academic Affairs, Orlando Campus
- Thomas Morton, Director of Operations/Student Services, Orlando Campus
- Dr. Diane Shepard-Tew, Campus College Chair – General Education and Professional Studies, Orlando Campus
- Dr. Tricia Devin, Campus College Chair – Graduate Business, Orlando Campus
- Edythe McNickle, Campus College Chair – Undergraduate Business, Orlando Campus
- Shelby Fleming, Campus College Chair – Nursing and Health Care, Orlando Campus
- Jack Davis, Campus College Chair – Information Systems and Technology, Orlando Campus
- Twenty full-time and practitioner faculty members, including the Director of Academic Affairs and the five Campus College Chairs listed above.
- Six students.

The team of examiners would like to thank Dr. Susan Mitchell, Jodie Ploessl, and the other representatives of the University of Phoenix for their gracious hospitality, and their cooperation in providing the team members with information, and the thoroughness with which they prepared the licensure application.

The remainder of this report will be devoted to a review of the University of Phoenix's compliance with the licensure Standards.

COMPLIANCE WITH THE LICENSURE STANDARDS

Standard 1 (Charter)

The University of Phoenix is incorporated in the State of Arizona.

A. The University of Phoenix has a Certificate of Authority to Transact Business in the State of North Carolina. This Certificate of Authority was issued by the Secretary of State of the State of North Carolina and was dated May 23, 2002.

B. The articles of incorporation are on file and available through the University's Office of the President, and the University will provide a copy upon request. In addition, a copy of the Certificate of Authority to Transact Business in North Carolina is on file and available for inspection in the Office of the President of the University.

C. The University's central administrative offices are located at 4615 E. Elwood, Phoenix, Arizona 85040. This information is not published in the Catalog. The University of Phoenix has agreed to publish the address of the principal office of the corporation in the Catalog for the Charlotte campus.

D. The University of Phoenix is a wholly owned subsidiary of Apollo Group, Inc. The articles of incorporation for Apollo Group, Inc. are on file and available through the University's Office of the President, and the University will provide a copy upon request.

E. Ownership information regarding the University's parent company, Apollo Group, Inc., is found on page 1 of the Catalog. The names of the University's Board of Directors are found in the "Administration" section of the Catalog on page A-185.

The University of Phoenix Board of Directors consists of 10 members; 4 are internal members and 6 are public members. The Board of Directors at the University holds legal responsibility for the institution by virtue of the institution being duly incorporated in the State of Arizona. The Board meets regularly to review and approve policies that govern the institution.

F. The University's Online Campus is located in Phoenix, Arizona, and the University has secured a license for its distance education offerings from the Arizona State Board for Private Postsecondary Education. The University also seeks licensure to deliver its online programs where required by state law or regulation.

Standard 2 (Period of Operation)

In 1976 the University of Phoenix was founded in Phoenix, Arizona, as a private bachelor's and master's degree-granting institution. The University earned regional accreditation from the Higher Learning Commission (formerly known as the Commission on Institutions of Higher Education) of the North Central Association of Colleges and Schools in 1978.

Standard 3 (Program of Study)

The University of Phoenix is requesting licensure to establish a campus in Charlotte that would offer the following undergraduate and graduate degree programs:

Undergraduate Degree Programs

- Bachelor of Science in Business (BSB), with majors in: Administration; e-Business; Management; and Marketing
- Bachelor of Science in Information Technology (BSIT)
- Bachelor of Science in Management (BSM)

Graduate Degree Programs

- Master of Arts in Organizational Management (MAOM)
- Master of Business Administration (MBA), with specializations in Accounting; e-Business; Global Management; Health Care Management; and Technology Management
- Master of Science in Computer Information Systems (MSCIS)

(1) Courses

Curriculum development teams comprised of both full-time and practitioner faculty are selected to create a module for each University of Phoenix course.

The curriculum development teams collaborate with a curriculum development manager who oversees the documentation process and an instructional designer who ensures that the course “maps” appropriately to program objectives and the University’s Learning Goals. The team agrees together on topics and objectives that should be part of a course and designs assignments that allow faculty members to assess student knowledge and competence. Additionally, a set of teaching notes is created to assist the preparation of the faculty member assigned to teach the course. Finally, the team identifies and describes the academic and professional qualifications a faculty member must have to be approved to teach the course.

Faculty members are also expected to develop a syllabus for each course they teach. The prescribed format and content for the syllabus are contained in the Model Syllabus.

The academic standards for courses delivered electronically are the same as those for courses delivered at the main campus of the University of Phoenix, Arizona. The academic standards for courses delivered on-site at off-campus locations are the same as those for courses delivered at the main campus. Each main campus, off-campus, and online course must use the same course module.

The University's assessment efforts are centered around the Academic Quality Management System (AQMS) focusing on the performance of educational support systems including faculty, curriculum, and student services and the Adult Learning Outcomes Assessment (ALOA) focusing on the measurement of student learning in both the cognitive and affective domains.

I. Academic Quality Management System (AQMS)

AQMS gathers information on academic processes and provides feedback for continuous improvement of those processes. Consisting of a group of instruments and measures, the system is designed to monitor ongoing educational processes involving student, faculty, curricular, and administrative services. Several surveys are administered on a continuous basis and provide assessments, which can measure the University's quality indicators. AQMS consistently includes the foundational components of the Registration Survey, the Student End-of-Course Survey (SEOCS), the Faculty End-of-Course Survey (FEOCS), and Comments to the Chair. Other assessments of academic quality are completed periodically, including special surveys of alumni, employers, and faculty, along with various longitudinal studies.

II. Adult Learning Outcomes Assessment (ALOA)

The primary objective of the ALOA system is to provide the University with a comprehensive picture of student-learning in both the cognitive and affective domains. ALOA consistently includes the foundational components of the Comprehensive Outcomes of Cognitive Assessment (COCA), the Professional and Educational Values Assessment (PEVA), the Communication Skills Inventory, the End of Program Assessment, and the Critical Thinking Assessment. Other assessments of learning outcomes have been completed from time to time to provide external validation.

This group of assessment systems produces numerous reports and analytical studies that inform and provide computerized decision support to the entire educational enterprise. Results from the various assessment activities are compiled in the following three assessment reports:

- The annual Student Academic Achievement Report;
- The semi-annual Faculty Report; and,
- The quarterly Campus Performance Indicators Reports.

These reports serve as working documents for use in academic planning, faculty support, and curriculum revision, as well as in the University's continuous quality improvement processes in all program areas.

The team of examiners has one curriculum concern, and it relates to the Master of Arts in Organizational Management degree program. The concern pertains to the almost complete absence of course material which will provide a student with an understanding of financial management.

In the Catalog which was provided to the team, the introductory paragraph to the Master of Arts in Organizational Management degree program (page 85) reads as follows:

"The Master of Arts in Organizational Management (MAOM) is designed to develop or enhance the management skills necessary to function effectively within private businesses, non-profit organizations, and public agencies. The program concentrates on managing human and fiscal resources within the structure, culture, and mission of any organization. The curriculum addresses executive management issues, human resources management, conflict management, strategic planning, managing technology, managing change, the learning organization, financial management, and market management."

This is an excellent statement. It indicates that "the program concentrates on managing human and fiscal resources." It also points out that the curriculum addresses "financial management," as well as several other areas. The team of examiners calls attention to the emphasis on "fiscal resources" and "financial management" in this statement.

In the catalog which was provided to the team, FIN 510, entitled "Money: The Bottom Line," is shown as a required course in this degree program. However, the team learned in Orlando that neither FIN 510 nor any other finance course will be required in this degree program in Charlotte.

The explanation for the deletion of this course is that finance is covered in SYS 540, entitled "Systems Thinking and Performance Measurement." The team has carefully reviewed the course module for SYS 540 and has found almost no coverage of any of the discipline of finance, whether it be business finance, public/governmental finance, or finance for not-for-profit organizations.

The team strongly believes that managers of all types of organizations should have a basic understanding of such financial management concepts as budgeting, budget procedures, costs and their control, financial statements, and financial controls. It is nearly impossible to provide this basic understanding in a course not devoted to financial management or accounting.

The team of examiners understands that this degree program is designed to enhance management skills within non-profit organizations and public agencies, as well as within private businesses (page 85 of the Catalog). There is a ready availability of materials in textbooks, academic journals, and professional and practitioner publications relating to financial management in all types of organizations in which a suitable course in financial management could be developed.

Recommendation: The team of examiners recommends that the University of Phoenix include in the Master of Arts in Organizational Management degree program in Charlotte a course in financial management which is consistent with the stated objectives of this degree program.

(2) Duration and Intensity

The University's bachelor's degree programs consist of a minimum of 120 semester credit hours. The University of Phoenix is a non-term institution. Accordingly, its master's degree programs consist of the equivalent of a minimum of one year of study. As a general rule, completion of any of the University's master's degree programs will result in program lengths well in excess of one year.

(3) General Education

The University requires exposure to the three divisions of human knowledge.

(4) Residence

For the baccalaureate degree programs to be offered in Charlotte, the residency requirement is met.

(5) Certification

Upon satisfactory completion of a program of study, the appropriate bachelor's or master's degree will be awarded to each student.

(6) Summer, Evening, and Distance Learning Instruction

The University is a non-term institution. In almost all cases, each course runs consecutively for either five weeks, in the case of undergraduate programs, or six weeks, in the case of graduate programs. As the University focuses on the education of working adults, all classes occur on evenings or weekends. This schedule is consistently followed throughout the academic year and does not vary during the summer.

The University of Phoenix offers online courses in North Carolina through the Online Campus, which is located at the main campus in Phoenix, Arizona. The Online Campus has no physical presence in North Carolina. No online instruction will originate from the Charlotte campus or elsewhere in North Carolina.

It should be noted that since the University centralizes its policies and procedures governing student services, faculty selection and evaluation, curriculum, library access, and academic governance at all of its campuses, the Online Campus operates under the same policies and procedures as all other University of Phoenix campuses.

(7) Degree-Related Activity Conducted by Out-of-State Institutions

As an out-of-state institution, the University of Phoenix has filed a licensure application and has been judged by the same standards as an institution located in North Carolina.

Standard 4 (Facilities and Library)

A. Facilities

As to facilities, the University's objective is to locate sites that enable a maximum number of students to reach the site within 15 to 20 minutes from their places of employment or their homes. For this reason, the University arranges for long-term building leases where it establishes offices and classrooms. These arrangements also ensure adequate parking spaces (if applicable), lounges, and local phone services. The University has established the following site criteria for the proposed North Carolina campus:

1. Class A building location
2. Excellent visibility from public thoroughfares
3. 10,000 square feet minimum; however, most campuses will be twenty thousand (20,000) to thirty thousand (30,000) square feet
4. Contiguous space
5. Ten classrooms to be approximately 750 to 900 square feet each
6. First floor location preferable
7. Preference to be the major tenant
8. Additional room for administration and clerical use
9. Close proximity to local corporate headquarters
10. After hours air-conditioning (evenings and weekends)
11. Other building services available after hours (evenings and weekends)
12. Easy access to high density areas
13. Reasonable build-out costs
14. Surrounding vacancy factors, including space availability for potential expansion
15. Appropriate surrounding demographics
16. Triple net lease rate
17. Typical lease term of five years with options
18. On-building signage

The University will await the decision on whether the licensure application is approved before leasing space for the Charlotte campus. The University stated in its licensure application that, upon securing a lease for the Charlotte campus, it will provide a copy of the lease and a specific site description to The University of North Carolina.

(1) Compliance with Safety and Health Laws

In the licensure application, the University states that it agrees to comply with all pertinent ordinances and laws relative to the safety and health of persons on the Charlotte campus.

(2) Laboratories and Equipment

The University's curricula do not require laboratories. The classrooms will be equipped with modern instructional technology.

(3) Supportive Services

The following statements appear in the license application:

"The University pays careful attention to such issues as the number of parking spaces, adequacy of parking lot lighting, the monitoring of safety features, and the optimization of available square footage to include appropriate student amenities. By design, campus and learning center buildings reflect a professional atmosphere and feature administrative and faculty office spaces, learning team meeting rooms, student lounge areas, and clean, attractive and comfortable classrooms. Administration offices are also located in these sites to allow students easy access to staff. Full-time faculty members have offices that are equipped with telephones, computer equipment, furniture, and other needed resources. Climate-controlled classrooms, generally averaging nine hundred (900) square feet in size, are designed for lecture, seminar format, and small-group section meetings and are generally equipped with instructional aids such as whiteboards, flipcharts, overhead projectors, and use of multimedia equipment. Other instructional aids available upon student or faculty request include

video players, televisions, and computer equipment with appropriate software and hardware."

The team chair found the above description of "Supportive Services" to be accurate based on his visit to the University of Phoenix main campus and the Atlanta campus, as did the team based on its visit to the Orlando campus.

(4) Housing

This Guideline is not applicable, since the University will not own, maintain, or approve housing for its Charlotte campus.

(5) Nonownership

The University typically leases facilities for at least five years. As soon as a lease is secured, the institution will provide a copy to The University of North Carolina.

B. Library

(1) Objectives and Policies

The objectives and policies of the library are described in the Library Handbook and "Library Overview," both of which were provided to the team of examiners.

The University of Phoenix has agreed to offer reimbursement to its Charlotte campus students for a borrower's card to a local research academic library. The University will provide its Charlotte students with general information about this service at the time of enrollment, along with reimbursement procedures.

The team of examiners wishes to point out that NCLive, which is a consortium of libraries in the State of North Carolina, offers faculty and students another means of obtaining research materials on the Web. All members of the Public Library of Charlotte

and Mecklenburg County (PLCMC) have access to NCLive. There is no charge for PLCMC membership.

(2) Staff

The library staff members are located at the University's main campus in Phoenix, Arizona.

The University Librarian, who has a master's degree in library science and several years of experience in library operations, manages the operations, user education, and collection development functions. Three Library Research Specialists, who are required to have a bachelor's degree or equivalent, provide reference service. These specialists are an immediate point of contact for students and handle straightforward reference questions. More advanced reference questions are referred to one of four Staff Librarians.

Four Staff Librarians are experienced research professionals with master's degrees in library science. In answering requests for research assistance, the librarians direct students and faculty members to the resources and techniques most likely to be successful in their research efforts.

Two Senior Library Resource Specialists act as liaisons between the University's academic colleges and the University Library. These specialists create selected readings pages, which provide online reserve reading in association with specific courses.

Two Library Web Administrators maintain the Library Web site and work to enhance the research experiences of Library users through the implementation of user-friendly Web page designs.

(3) Administration

The University Librarian reports to the Provost of the University and maintains direct lines of communication with the deans of the University's academic colleges. The University Librarian is guided in decision-making not only through informal interaction with the deans and provost, but also through the more formal mechanisms associated with the Provost's Council, a leadership group that meets regularly and includes the University Librarian as an *ex-officio* member. The Provost's Council serves as formal advisory board and supplements the contacts the University Librarian maintains with key academic officials.

(4) The Library Collection

The core of the Library is the Online Collection, a collection of databases containing thousands of scholarly journals and periodicals holding millions of full-text articles relevant to each degree program offered at the University. The databases included in the Online Collection are commercial products held by the University under licensing agreements with content providers. Usage statistics from the University Library indicate that University of Phoenix students download approximately 500,000 documents per month. For situations that may arise where documents are not available online, the University Library staff works with several document suppliers to arrange for document delivery and interlibrary loan.

The University Library develops collections at the graduate level in the following disciplines:

- Business and management
- Health sciences and nursing
- Information systems and technology
- Counseling

Collections are developed at the undergraduate level in the following disciplines:

- Humanities
- Sciences
- Social sciences

Collection development is the shared responsibility of the academic colleges of the University and the University Library's professional staff. University Library staff work with college deans to determine resources needed to support the University's curriculum. Additional input is received through faculty and student end-of-course surveys that specifically ask about the University Library's Online Collection. Resources under consideration for purchase are frequently made available on a trial basis to faculty members who teach in relevant subject disciplines. Feedback submitted by faculty members is considered when making purchasing decisions.

The current databases in the Online Collection are briefly described below. These databases are configured to provide full-text articles.

A. EBSCOhost

EBSCOhost includes the full text of nearly 4,000 periodicals, including over 2,000 scholarly journals such as the *Harvard Business Review*. This resource is appropriate for courses in all subjects.

B. InfoTrac OneFile®

InfoTrac OneFile® includes the full text of over 3,000 periodicals and newswires. This resource is appropriate for courses in all subjects.

C. ProQuest®

ProQuest® contains daily newspapers, including the *Wall Street Journal* and *New York Times*, and scholarly journals covering virtually all subjects. Searches in ProQuest® can be limited to a particular publication type (newspapers or periodicals) depending on specific research needs. This resource is appropriate for courses in all subjects.

Specialized Research Databases

These databases generally specialize in one subject or type of document. Some will contain full-text documents while others may be indexes that list all published literature regardless of online availability.

D. ACM Digital Library

The ACM (Association for Computing Machinery) Digital Library contains over 69,000 full-text and conference proceedings related to all aspects of computer science. This resource is recommended for courses in information systems and technology.

E. Alt-Healthwatch

This database focuses on alternative, complementary, holistic, and integrated approaches to health care and wellness and includes over 180 publications in full text. This resource is recommended for courses in nursing, health care, and nutrition.

F. CCH Health and Human Resources Network

This database provides in-depth coverage of legal aspects of both health care and human resources. This resource is recommended for courses in health care administration and human resources.

G. CINAHL

CINAHL (Currulative Index to Nursing and Allied Health Literature) is a comprehensive index of published literature in the nursing field. Some article listings will link to full text if available; other documents listed may be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing.

H. ERIC

ERIC is a comprehensive index of journal articles, dissertations, conference proceedings, and other research in all aspects of education. Some document listings will link to full text if available; other documents listed may be obtained from other databases or in hard copy. This resource is recommended for intermediate and advanced courses in education.

I. FACTS.com

FACTS.com includes the *Facts On File World News Digest*, *Editorials on File*, *Issues and Controversies on File*, *Reuters News Service*, *Today's Science on File*, and the *World Almanac and Book of Facts*. This resource is useful for all research about news events of the past 60 years and is especially recommended for courses in critical thinking and 20th century history.

J. Health and Wellness Resource Center

The Health and Resource Center includes approximately 300 pamphlets, links to journal articles from InfoTrac OneFile, and many encyclopedias, including the following titles: *Clinical Reference Systems*, *the Gale Encyclopedia of Childhood & Adolescence*, *The Gale Encyclopedia of Medicine*, *Medical and Health Information Directory*, *PDR Family Guide to Nutrition and Health*, and *the Gale Encyclopedia of Alternative Medicine*.

K. MEDLINE

MEDLINE is produced by the National Library of Medicine and functions as a comprehensive index of literature in medicine, nursing, dentistry, veterinary medicine, and health care. Some article listings will link to full text if available; other articles listed may be obtained from other databases or in hard copy. This resource is recommended for advanced courses in nursing.

L. Mental Measurements Yearbook

The Mental Measurements Yearbook is published by the Buros Institute of Mental Measurements and contains critical reviews and descriptive information for more than 1,000 commercially available psychological tests. This resource is recommended for courses in counseling and human services.

M. Ovid Essential Nursing Collection

The Ovid Essential Nursing Collection provides full-text access to 39 leading journals of nursing, covering subjects such as nursing theory, nursing management, patient care, and patient education. This resource is recommended for courses in nursing.

N. PsycINFO®

PsycINFO® is a comprehensive index of published literature in psychology and mental health. Some article listings will link to full text if available; other documents listed may be obtained from other databases or in hard copy. This resource is recommended for advanced courses in counseling and human services.

O. ProQuest Digital Dissertations

ProQuest Digital Dissertations is a comprehensive index of over 1.6 million doctoral dissertations and master's theses. Most dissertations published from 1997 to the present can be downloaded at no cost. Other dissertations can be ordered in hard copy. This resource is recommended for advanced courses, particularly at the graduate level, in all disciplines.

P. RDS Business Reference Suite™

The *RDS Business Reference Suite* incorporates three separate components: *TableBase*, a database of statistical tables drawn from a variety of sources; *Business and Management Practices*, an index of solutions to common workplace issues; and *Business and Industry*, a database of articles from trade

journal and industry newsletters. All three are available through a unique interface that allows highly advanced searching. This resource is recommended for intermediate and advanced courses in business.

Encyclopedias and Dictionaries

Q. American National Biography

American National Biography contains over 18,000 detailed portraits of people from all eras who have influenced and shaped American history and culture. All of the content of the 24-volume printed edition is included in the online version. This resource is recommended for courses in history.

R. Encyclopedia of Life Sciences

The *Encyclopedia of Life Sciences* includes over 3,000 specially commissioned, peer-reviewed, and continually updated articles covering various aspects of biology, bioethics, environmental science, and medicine. Articles are written at a variety of levels. This resource is recommended for courses in bioethics, biology, and nursing.

S. Grolier Online

Grolier Online includes both the *Encyclopedia Americana* and the *Grolier Multimedia Encyclopedia*. This resource is recommended for beginning courses in all subjects.

T. Grove Dictionary of Art

The online equivalent of the 34-volume printed set provides over 45,000 articles and over 22,000 image links related to all genres, schools, and media in the visual arts. This resource is recommended for courses in the humanities and art education.

U. Oxford English Dictionary

The *Oxford English Dictionary* is a prestigious resource containing not only definitions and pronunciations, but also extensive etymological information. Over 500,000 words are included and their history is documented by over 2.5 million quotations from a wide range of classic and contemporary sources. The online version contains all of the content of the 20-volume printed set and is updated with over 1,000 new entries each quarter. This resource is recommended for all courses that include written assignments.

V. Routledge Encyclopedia of Philosophy

The *Routledge Encyclopedia of Philosophy* features over 2000 original articles from over 1300 leading international experts across the discipline of philosophy. The articles cover topics such as ethics, moral development, and the world's religions. There is a summary at the beginning of each in-depth article,

enabling the encyclopedia to meet the needs of users at a variety of levels. This resource is recommended for courses in humanities, ethics, religion, and critical thinking.

Company Directories and Financial Reports

W. FISOnline

FISOnline contains detailed financial reports concerning public companies throughout the world. This resource is recommended for courses in finance.

X. Global Access™

Global Access™ contains detailed financial reports concerning public companies throughout the world. This resource is recommended for courses in finance.

Y. Hoover's

Hoover's Company Profiles provides access to in-depth profiles of 3,400 public and private companies in the U.S. and around the world. Each profile includes company operations and history, list of officers, products, key competitors, and a financial overview. *Hoover's Company Capsules* provides basic information on more than 13,500 public and private companies. These data include addresses, phone and fax numbers, names of key officers, sales and employment figures, and stock symbols. This resource is recommended for courses in business.

Z. Investext Plus

Investext Plus provides complete images in PDF format of analysts' reports on a variety of industries and publicly traded companies. The reports found in *Investext Plus* can be used for access to detailed information about earnings, growth, market share, and other aspects of company and industry performance. This resource is recommended for courses in finance, marketing, and management.

AA. Reference USASM

Reference USASM provides a comprehensive directory of businesses in the United States and Canada. Searches can combine multiple criteria, allowing for generation of customized lists of businesses. This resource is recommended for courses in business.

BB. Yellow Book™ Leadership Directories

There are 14 *Yellow Book™* directories, each covering a particular type of organization. *Yellow Book™* directories provide detailed contact information for 400,000 leaders of 40,000 U.S. government, business, professional, and nonprofit institutions. This resource is recommended for any courses that require research on companies or organizations.

Country Profiles and Economic Data

CC. Countrywatch®

Countrywatch® combines information from a variety of sources into one easy-to-use format. Statistics, breaking news, and overviews are available for virtually all of the world's nations. This resource is recommended for courses in geography and international business.

DD. Culturegrams™

Culturegrams™ provides concise, reliable cultural information for more than 175 countries of the world. Each entry includes detailed information about history, customs, lifestyle, and government. This resource is recommended for courses in geography, history, international business, and bilingual education.

EE. National Trade Data Bank

This important resource from the United States Department of Commerce is particularly valuable for information about exporting and international markets. This resource is recommended for courses in international business.

FF. Political Risk Yearbook

The *Political Risk Yearbook* documents political trends in 106 countries with particular emphasis on risks that could affect business conditions and investments. This resource is recommended for courses in international business.

GG. State of the Nation

State of the Nation provides various financial and economic data from throughout the federal government and other related entities. This resource is recommended for courses in economics and finance.

Document Retrieval Services

While the majority of University of Phoenix students complete research projects using resources available online, there are needs that may arise for documents not available online. In these cases, the University Library works with several document suppliers to arrange for document delivery and interlibrary loan at no cost to the student.

Current vendors used for these services include the following:

- EBSCO Online
- InfoTrieve
- Ingenta
- Michigan Information Transfer Source

(5) Organization of Collection

Because the University Library relies on databases purchased from established information providers rather than an incrementally compiled monograph collection, a traditional classification system involving Dewey or Library of Congress cataloging is not applicable. Instead, each information provider offers a search interface matched to its content. University Library bibliographic instruction efforts focus on familiarization with proprietary search interfaces used by its information providers.

In addition to the search interfaces offered by its information providers, the University Library also offers several features to assist library users in database selection. An interactive database finder allows students to select appropriate databases based on the desired subject, the desired medium of information, or any combination of the two. This feature is particularly helpful for beginning students who might otherwise be overwhelmed by the volume of resources available to them. In addition, an electronic journal list allows students to identify which database is most likely to contain full text of a desired periodical. This feature simplifies the research process for those who are seeking access to specific publications.

(6) Budget and Finance

The library has an annual library operating budget. The total Fiscal Year 2003 budget for the University Library is \$1,922,904. Of this amount, \$522,324 is budgeted for University Library staff and \$1,238,809 for database subscriptions. The amount budgeted for database subscriptions represents 64 percent of the total budget for the University Library.

(7) Services and Use

The University Library provides services related to user education; research assistance and library orientation and training. One available resource is the Library Handbook which explains processes for gaining access to the Library, methods for selecting an appropriate database, and strategies for searching. The "Library Overview" brochure presents basic information about the library and its services such as contents of the Online Collection and Library contact information. "Ask a Librarian" is a feature on the pages of the Library Web site that allows the patron to direct specific reference or research strategy questions to University Library staff. Additionally, a University Library tutorial is available to students and as a training tool for faculty certification.

The team of examiners commends the University of Phoenix on the quality and usefulness of the Library Handbook.

The University Librarian also works directly with the Deans of the Colleges and their curriculum development managers to incorporate library skill-building activities into introductory courses for all degree programs.

Additionally, library research specialists and librarians are available to help students. Examples of the types of assistance the Library can provide include the following:

- Recommending specific Online Collection databases to use to locate various types of information;
- Offering guidance on effectively identifying and combining keywords for successful research;
- Providing referrals to Web sites outside the Online Collection and to other valuable sources of information;
- Assisting in locating specific articles, books, and other documents; and,
- Advising University Library users on how to print, save, or e-mail the material they find in the Online Collection.

(8) Library Quarters and (9) Equipment

The University's library is digital and centrally managed from Phoenix. Both students and faculty are required to have access to a computer and the Internet. For those students who have need for access to library resources while on any of the University of Phoenix campuses, a student resource center provides access to the Internet on site.

Standard 5 (Faculty and Other Personnel Qualifications)

A. Faculty

(1) Educational Credentials

All University of Phoenix faculty members possess master's or doctoral degrees earned at regionally accredited or international equivalent institutions of higher education. For every University of Phoenix course, "Faculty Course Approval Requirements" have been developed. These profiles specify the level of academic preparation and graduate level coursework required to teach that course. Additionally, professional experience requirements are detailed.

Recommendation: The team of examiners recommends that the University of Phoenix utilize at its Charlotte campus faculty who hold at least the master's degree or the equivalent in the field of specialization in which they are teaching with a majority of those faculty having satisfactorily completed work beyond the master's degree and with a significant number holding the doctor's degree.

Faculty candidates undergo a screening process and subsequent training designed to afford them the opportunity to become acquainted and well-versed with University rules, policies, procedures, and processes. Individuals who apply to teach at the University are required to undergo a content interview that focuses on their subject-area knowledge. They also complete an interactive assessment process designed to

evaluate their ability to facilitate learning. Prior to admission to the faculty, each candidate's application is scrutinized by the appropriate College Dean to ensure compliance with criteria governing academic and professional credentials. In order to be approved to teach a specific course, a faculty member must meet the academic and experiential requirements set forth in the faculty profile for the course.

Once an applicant has been approved by a College Dean to teach specific courses, he or she is appointed to the faculty and is required to complete a mentoring assignment with an experienced faculty member. The University's mentoring program helps new faculty members become acclimated to the University's teaching/learning model. This process involves observation, practice, coaching and feedback. In addition to the benefits derived by new faculty members, this process gives experienced faculty members an opportunity to share and learn from the experience of colleagues.

New faculty members also complete the following training modules:

- Adult Learning Theory
- Facilitation Skills
- Learning Teams
- Grading, Evaluation, and Feedback
- Human Equity
- Copyright Issues
- Evaluating Student Writing across the Curriculum
- Internet Research
- Administrative Policies

All faculty are required to maintain currency in their professional discipline. Therefore, each faculty member must demonstrate ongoing proficiency in his or her professional discipline. This proficiency may be demonstrated in a variety of ways, which may include:

- Continuing professional education;
- Consulting with outside clients (either paid or *pro bono*);

- Research and publication in the discipline;
- Seeking additional advanced degrees, certifications or professional licensure; or
- Recognized expertise in their field, demonstrated by presentations at national or regional conferences within the academic discipline.

(2) Size

At the proposed Charlotte campus, the University states that it will employ a minimum of five full-time faculty. This will include a Director of Academic Affairs and four Campus College Chairs (one each for undergraduate business, graduate business, information systems and technology, and general and professional studies). Sufficient practitioner faculty will be hired in order to maintain an average student-to-faculty ratio of 13:1. In addition to the faculty members who will be recruited and hired specifically for the Charlotte campus, the “mentor” campus will provide additional academic and administrative support as described above.

As the campus grows, the University states that it will hire additional full-time and practitioner faculty to meet the needs of the growing student base.

Recommendation: The team of examiners recommends that the University of Phoenix employ at its Charlotte campus sufficient full-time faculty to ensure continuity and stability of the educational programs and to provide adequate educational association between students and faculty.

(3) Definition of Responsibilities

Practitioner faculty members teach courses on a contract-by-contract basis and the faculty contract clearly outlines each party's rights and responsibilities. A copy of the faculty contract currently being used was provided to the team of examiners.

Full-time faculty are primarily responsible for curriculum development and revision, program administration, and academic governance and are required to teach a standard number of courses over a calendar year. In addition, full-time faculty may be involved in

student advisement, faculty recruitment, faculty assessment, investigation of grade grievances, peer evaluation, and other academic functions.

Full-time faculty receive a letter of appointment from the University. They are subject to employment and personnel policies provided in writing and electronically accessible through the Human Resources Department.

All full-time and practitioner faculty receive a copy of the Faculty Handbook, which describe faculty rights and responsibilities. A copy of the Faculty Handbook was provided to the team of examiners.

(4) Professional Growth

The University supports the professional development of its faculty. Each campus offers faculty training and development in areas such as facilitation techniques, study group management, and grading/evaluation.

As a way to assist faculty who do not hold doctorates, the University has established collaborative arrangements with institutions offering doctoral degrees. In February, 1996 the University of Phoenix initiated professional courtesy partnerships with several institutions to allow for and encourage University faculty to complete additional education. These doctoral program partnerships negotiate reduced tuition benefits for University of Phoenix faculty members who wish to pursue their doctoral studies.

Several of the practitioner faculty at the Orlando campus are currently enrolled in doctoral programs.

The University requires continuing faculty development with respect to University sponsored programs and activities outside of the University. Professional development

within the University includes, but is not limited to, subjects such as teaching methodology, best practices, theory and practice and specialized additional training sponsored by individual colleges. The University also strongly encourages participation of the faculty in academic research, professional research and community service. Library access, data analysis, periodical literature, and similar research services are provided, as is University support for participation in conferences and workshops.

(5) Appointment

All full-time and practitioner faculty receive a contract describing the conditions of employment and personnel policies with regard to academic freedom and academic security.

(6) Stability

Since the University of Phoenix does not have a campus yet in Charlotte, it is not possible to determine faculty stability locally.

Recommendation: The team of examiners recommends that the University of Phoenix employ at its Charlotte campus sufficient full-time faculty to ensure continuity and stability of the educational programs and to provide adequate educational association between students and faculty.

B. Administration

The President of the University of Phoenix holds a doctorate and all of the academic officers hold at least a master's degree, with most of them holding a doctorate.

Standard 6 (Catalog)

The team of examiners was provided with a copy of the 2001-2002 Catalog for the Phoenix campus of the University of Phoenix. It contains all of the information typically included in a university catalog.

Should licensure be approved, the University will publish a Catalog for its Charlotte campus.

- A. The University outlines its Mission and Purposes on page 2 of the Catalog.
- B. Ownership information is found on page 1 of the Catalog.
- C. Information regarding the filing of student grievances is found on page 23 of the Catalog. The University states that it will publish the name, title and office location of the officer responsible for receiving student complaints for the Charlotte campus in the Charlotte Catalog.
- D. The University states that it will include the requested information regarding the location and accessibility of the tuition guaranty bond in the Catalog for the Charlotte campus.
- E. Corporate headquarters for Apollo Group, Inc., parent company of the University of Phoenix, are located at 4615 E. Elwood, Phoenix, Arizona 85040. The University states that it will include this information in the Catalog for the Charlotte campus.
- F. The University states that it will include a statement about the availability of health services and the degree of responsibility of the institution for providing such services in the Catalog for the Charlotte campus. The University will not provide health services at its Charlotte campus.
- G. The University's refund policy is described on pages 160-161 of the Catalog.
- H. The University does not originate any electronically delivered courses from within the State of North Carolina. The University's OnLine Campus, located in Phoenix, Arizona, does originate online degree programs worldwide. All such course delivery originates in the State of Arizona.

For courses delivered electronically, the Catalog, on pages 7-10, provides detailed information on the nature of faculty/student instruction, prerequisite competencies and skills, technical equipment requirements, and availability of academic support services.

Standard 7 (Program Completion Credentials)

Upon satisfactory completion of a program of study, the appropriate bachelor's or master's degree will be awarded to each student.

Standard 8 (Student Records)

The University's student records contain information on attendance, progress, or grades for each enrolled student.

A. Student permanent records (paper files) for all active students are stored at the University's records management facility in Tempe, Arizona. Files are stored in a brick building located in an office park, a short drive from the University's headquarters in Phoenix, Arizona. Staff have controlled access to the building with key cards required for entry, and there are personnel gatekeepers at the public entrance. Visitors are escorted to offices by staff and not allowed to roam the building. Each campus also maintains a file on each active student with appropriate security procedures.

When a student graduates, his/her permanent record/file is "imaged" for electronic storage on compact disk. Once the file has been retained electronically and backed-up, the paper file is shredded. Campus files are also shredded once the student graduates and an electronic record is established. Shredding machines are locked with limited access; staff can put files through the shredder but they cannot retrieve any material from the shred bin. Shredded files are then further destroyed by a credentialed, secure disposal service and a certificate of destruction is issued after completion.

The University has initiated a process to convert all paper permanent records to imaged records. Starting with five University of Phoenix campuses, all new student files are immediately imaged upon receipt along with any active files from that campus. Eventually, all active student records will be imaged, eliminating the central storage of paper files. Campuses will retain their active files until the student graduates.

Records of enrollments and evidence of academic progress are maintained on the main computer system by the Office of University Services for each enrolled student. Each campus has full access to these electronic student records.

The Office of University Services issues an official transcript, in accordance with relevant law and academic convention, upon receipt of the student's written request to release this information and payment of the transcript fee.

B. In the event of the discontinuance of operations, the University's records will be disposed of in accordance with regulations of the Division of Archives and History of the State of North Carolina.

**Standard 9
(Compliance with Ordinances and Laws)**

The University states that it agrees to comply with all pertinent ordinances and laws relative to the safety and health of persons on the Charlotte campus.

**Standard 10
(Finance, Organization, and Student Services)**

A. Finances

(1) Stability

One measure of financial stability and adequacy is the current ratio, which is derived by dividing current assets by current liabilities. An examination of the balance sheet of the University of Phoenix indicates that its current ratio as of August 31, 2001 was 2.08, which was slightly above the accepted standard of 2 to 1 (2.0):

	<u>August 31, 2001</u>	<u>Current Ratio</u>
<u>Current Assets</u>	<u>\$268,441,000</u>	2.08
<u>Current Liabilities</u>	<u>129,245,000</u>	

Another indicator of stability is the continuous operation of the University since its founding in 1976. Further, the University has never closed a campus during its 26 years of operation.

The University of Phoenix had revenues of \$689,634,000 for the year ended August 31, 2001 compared to costs and expenses of \$538,386,000, resulting in income from operations of \$151,248,000. For the year ended August 31, 2000, income from operations was \$101,400,000.

It is the judgment of the team of examiners that the University of Phoenix has stable financial resources so that the institution is capable of maintaining operational continuity for an extended period of time.

(2) Adequacy

For the year ended August 31, 2001, the University of Phoenix had tuition and other revenues, net, of \$689,634,000.

For the year ended August 31, 2001, the University of Phoenix had costs and expenses of \$538,386,000, divided into the following three categories:

- Instructional costs and services \$370,174,000 (69%)
- Selling and promotional \$127,334,000 (24%)
- General and administrative \$40,878,000 (7%)

As these figures show, the University devoted nearly 70 percent of its costs and expenses to instructional costs and services in the year ended August 31, 2001.

Of the University of Phoenix total liabilities of \$136,417,000 for the year ended August 31, 2001, it had long-term liabilities, less the current portion (\$127,000), of only \$7,172,000. Of the current liabilities of \$129,245,000 for the year ended August 31, 2001, 86 percent (\$110,833,000) were student deposits and deferred revenue.

(3) Plan for Financial Development

The University of Phoenix has a financial plan for the long-range management of the institution.

The University's long-range financial plan is contingent on the growth of its existing campuses through new program offerings, more efficient recruitment efforts, and through the growth of new campuses both in states where the University currently operates and in those where applications are pending. The University is a wholly owned subsidiary of The Apollo Group, Inc. and receives no gifts or grants.

The University budgets tuition and revenue based on the anticipated enrollment and estimated tuition income. Students attend courses of five to six weeks in length and tuition revenue is recognized evenly over the five to six weeks of each course. The budget for fees and materials also corresponds to the anticipated enrollment levels as projected. The University derives all tuition revenues and fees from current students.

If enrollment is less than projected, local campus management will react to control costs. In addition, some expenses are variable (practitioner faculty and, to some extent, space and materials costs). For coverage of fixed costs, the strength of the University's financial statements and those of its parent company, The Apollo Group, Inc., ensures consistent continuation of services until enrollments increase. In addition, the enrollment numbers in the budget are considered conservative (to avoid overburdening a new site with aggressive expectations). The University has never closed a campus. Similarly, if enrollment exceed budget, the University expends additional amounts as needed to support the programs.

No expenses will be included at the Charlotte campus for centralized administrative services, since these services will be provided by the University of Phoenix central administration or the University's parent organization. The Apollo Group, Inc. administrative services include: 1) information systems development and support, 2) human resources, 3) central administrative accounting, 4) executive administration, and 5) other departmental services.

(4) Financial Records

The team of examiners was provided with audited financial statements for the University of Phoenix. These financial statements were audited by PricewaterhouseCoopers LLP, an independent certified accountant according to generally accepted auditing standards.

The accounting firm states that, in its opinion, the financial statements present fairly, in all material respects, the financial position of the University of Phoenix, Inc.

(5) Management

The Vice President of Finance is responsible for managing all financial matters related to the University and for overseeing campus accounting functions through the Apollo Group accounting department staff. The Vice President of Finance reports to the Executive Vice President of the University.

Annual budgets are formally prepared for each fiscal year (September 1 – August 31) and are reviewed prior to the second half (March 1 – August 31) for mid-year adjustments. The budget process derives from a review of the University's strategic goals, taking into account both internal circumstances and the current external environment.

Each campus and central administration department is responsible for adherence to the budget. Monthly variance reports and other supporting information provide a financial management information system for monitoring budgeted versus actual results. Budgets may be somewhat adjusted throughout the year based on extenuating circumstances.

University of Phoenix campuses are responsible for the following financial management-related tasks:

- Approval, ordering, receiving, and coding of all goods and services provided by the campus;
- The administration of accounts receivable policies including charging, billing, collection activities, deposits, write-offs, use of collection agencies, establishment of direct bill arrangements, processing of student financial aid applications, and the initiation of requests for the refunding of credit balances; and,
- The safeguarding of University assets including cash, furniture, fixtures, and inventories.

(6) Insurance

The University of Phoenix carries bodily injury and property damage liability in the amount of \$1 million per occurrence through Travelers Insurance Company. This policy covers all of the University's operational exposures nationwide. This coverage will also apply to the campus established in Charlotte. In addition, the University carries workers compensation and employer liability through Hartford Insurance Company. This policy covers exposures in all states other than those that require coverage through the state itself.

(7) Bonding

The University states that it will comply with this Guideline by having in place, at start-up, a bond in the amount of \$10,000 and will increase the amount of the bond, as necessary, at the end of the Charlotte campus' first fiscal year of operation.

(a) The University has stated that it will provide the statement from an independent certified public accountant which is required by this Guideline as soon as possible after the Charlotte campus has opened.

B. Organization

(1) Statement of Purpose

The University's Mission and Purposes are published on page 2 of the Catalog.

(2) Incorporation

The University of Phoenix has operated as a for-profit institution of higher education since 1976 and is incorporated in the State of Arizona.

(3) Governance

The University of Phoenix Board of Directors consists of 10 members; 4 are internal members and 6 are public members. The Board of Directors at the University holds legal responsibility for the institution by virtue of the institution being duly incorporated in the State of Arizona. The Board meets regularly to review and approve policies that govern the institution. The Board exercises all of the powers and responsibilities specified in this Guideline of the Standards, and its minutes are available for review upon request.

(4) Administration

(a) The team of examiners was provided with organizational charts for the University, as well as job descriptions of the senior administration of the University.

(b) The team of examiners was provided with information on the governance and administrative structure of the University at both the University and the campus levels.

C. Student Services

(1) Admissions

The University of Phoenix admission policy is applicable for all campuses of the institution. The admission requirements vary by degree programs and are stated in the Catalog in the section where the requirements for each degree program are described.

(2) Counseling and Guidance

Prior to meeting with University of Phoenix personnel, it was determined that student advising was required primarily during the initial admission process and rarely thereafter (page 35 – University of Phoenix response to the Standards). Additionally, student advising issues are addressed briefly in the University of Phoenix Catalog (page 33), and the topic is not indexed or listed in the Table of Contents of the Catalog.

During informal discussions with University of Phoenix students at the Orlando campus, the team of examiners asked, "If there were one thing about the University of Phoenix that you would change, what would it be?" While there were only six students in attendance at the session, five of the six students responded that they would like to see an improvement in advising.

The majority of comments from the students focused on two issues. First, inaccuracies or difficulties with initial evaluation of transfer credits result in

misunderstandings of remaining degree requirements. Often, they indicated, these inaccuracies do not come to light until just prior to graduation. Second, the students indicated difficulties reaching advisors over the course of their degree work, and inadequate knowledge levels of advisors. The difficulty of reaching advisors was primarily in the form of unanswered e-mail inquiries. Inadequate knowledge levels of advisors seemed to the students to parallel frequent changes in staff.

Recommendation: The team of examiners recommends that the University of Phoenix adopt measures to improve student advising 1) by more visibly disseminating information in the University of Phoenix Catalog, and 2) through a comprehensive review of, and implementation of changes to, the advising process.

Students have opportunities to meet with faculty outside of class to ask for assistance with respect to course material, to discuss evaluation of student assignments, or other program- or course-related issues. Faculty members are required to specify their office hours in the syllabus they distribute at the beginning of each course. Faculty members are also available to students via telephone and e-mail.

(3) Health Care Services

Since the University does not provide health care services at any of its campuses, such services will not be provided at the Charlotte campus.

(4) Job Placement

The University states that because it serves employed adults, it does not maintain a formal placement center. In addition, because the majority of its students receive some form of tuition assistance from their employers, the University does not deem it appropriate or necessary to provide this type of service. The University specifically notes in its Catalog that it cannot offer guarantees of job placement, advancement, or

continued employment. However, at each campus the University's Alumni Network offers some services to assist alumni in their career endeavors. For instance, Career Network is an online job posting board that provides employers the opportunity to publish career opportunities for University of Phoenix alumni and students. This is not a job placement service but alumni and students are free to avail themselves of the opportunity to pursue the jobs listed. Students and alumni may also choose SkillSearch®, a career planning service that links members with potential employers. SkillSearch® members must have at least a bachelor's degree and two years of related work experience.

(5) Financial Aid

The University of Phoenix participates in the Federal Financial Aid Programs, offering the Federal Stafford Student Loans, the Federal PLUS Loans, the Federal Pell Grants, the Federal Supplemental Education Opportunity Grants, and the Federal Perkins Loans. The University also participates in the Department of Veterans Affairs education benefits program.

The University's financial aid policies and procedures are described on pages 155-159 of the Catalog.

The amount of financial assistance awarded for FY 2000 was \$377,149,938 in FFELP loans to 45,858 students and \$14,414,752 in Pell Grants to 11,720 students. The total amount awarded was \$391,564,690 to 46,560 students.

The most recently published cohort default rates for the University, released by the United States Department of Education, are as follows:

FY '93 = 5.0%
FY '94 = 5.1%

FY '95 = 5.8%
FY '96 = 5.8%
FY '97 = 5.6%
FY '98 = 4.1%

(6) Records

The Charlotte campus will maintain student records on each active student. The Office of University Services in Phoenix, Arizona houses the official educational records. Paper copies of academic records are stored in a locking file room with limited access. Records are maintained in individual student files, filed alphabetically by last name, in lateral locking file cabinets and imaging systems.

Records of enrollments and evidence of academic progress are maintained on the main computer system by the Office of University Services for each enrolled student. Each campus has full access to these electronic student records.

For additional information, please refer to Standard 8 (Student Records).

Standard 11 (Business Practices)

The team of examiners found no indication that the University of Phoenix, through itself or those with whom it may contract, engages in promotion, sales, collection, credit, or other practices of any type which are false, deceptive, misleading, or unfair. The team of examiners reviewed a sample of the University's promotional materials.

The University has developed electronic and printed publications for students, faculty and employees that describe the institution's relationship with its constituencies. The University seeks to ensure integrity in all its printed materials by developing standard language which central administration and campus staff use to create catalogs, handbooks, and promotional materials. This helps to ensure dissemination of

information and materials that are consistent across the campuses and central administration departments and appropriately aligned with the University's mission and purposes.

The University's policy approval process is managed by the Department of Implementation and Training Services (ITS) within University Services. This process ensures that new policies or policy changes are integrated into appropriate publications, including the University of Phoenix Catalog, the Faculty Handbook, the Student and Faculty Web, the University of Phoenix homepage, the internal employee Web (The Source), and promotional materials. Designated administrative personnel review all materials for accuracy.

**Standard 12
(Professional Conduct)**

The University administration states that it is not aware of any unprofessional conduct or incompetence on the part of the chief executive officer or any of the groups listed in this Standard. The team of examiners found no information that would call this statement into question.

**Standard 13
(Student Housing)**

The University will not own, maintain, or approve student housing at the Charlotte campus.

**Standard 14
(Cancellation and Refund Policy)**

The University has a standard cancellation and refund policy for all of its campuses; this policy will apply to the Charlotte campus. It is described on pages 160-161 of the Catalog.

Standard 15
(Institutional Agent)

The University administration states that it is not aware of any unprofessional conduct or incompetence on the part of contracted persons or agencies that would call into question the University's quality.

The team of examiners found no information that would call this statement into question.

SUMMARY OF RECOMMENDATIONS

***Recommendation:** The team of examiners recommends that the University of Phoenix include in the Master of Arts in Organizational Management degree program in Charlotte a course in financial management which is consistent with the stated objectives of this degree program.

Recommendation: The team of examiners recommends that the University of Phoenix utilize at its Charlotte campus faculty who hold at least the master's degree or the equivalent in the field of specialization in which they are teaching with a majority of those faculty having satisfactorily completed work beyond the master's degree and with a significant number holding the doctor's degree.

Recommendation: The team of examiners recommends that the University of Phoenix employ at its Charlotte campus sufficient full-time faculty to ensure continuity and stability of the educational programs and to provide adequate educational association between students and faculty.

Recommendation: The team of examiners recommends that the University of Phoenix adopt measures to improve student advising 1) by more visibly disseminating information in the University of Phoenix Catalog, and 2) through a comprehensive review of, and implementation of changes to, the advising process.

***Special Note:** This Recommendation is no longer applicable since the University of Phoenix has withdrawn its request for licensure for the Master of Arts in Organizational Management degree program.

STATEMENT OF THE CONCLUSIONS OF THE TEAM OF EXAMINERS

A. Compliance with Each Licensure Standard

A summary of the University of Phoenix's compliance with each licensure standard follows below:

- Standard 1: (Charter): Compliance
- Standard 2: (Period of Operation): Compliance
- *Standard 3: (Program of Study): Partial Compliance
- Standard 4: (Facilities and Library): Compliance
- Standard 5: (Faculty and Other Personnel Qualifications): Partial Compliance
- Standard 6: (Catalog): Compliance
- Standard 7: (Program Completion Credentials): Compliance
- Standard 8: (Student Records): Compliance
- Standard 9: (Compliance with Ordinances and Laws): Compliance
- Standard 10: (Finance, Organization, and Student Services): Partial Compliance
- Standard 11: (Business Practices): Compliance
- Standard 12: (Professional Conduct): Compliance
- Standard 13: (Student Housing): Not Applicable
- Standard 14: (Cancellation and Refund Policy): Compliance
- Standard 15: (Institutional Agent): Compliance

*Special Note: The University of Phoenix is now in "Compliance" with this Standard. The reason for the "Partial Compliance" was related to the Master of Arts in Organizational Management degree program, for which the University of Phoenix has withdrawn its request for licensure.

B. Statement of Concluding Recommendations

The team of examiners recommends that the University of Phoenix be granted a license to offer the following new degree programs at Charlotte, North Carolina subject to compliance with all of the recommendations of the team of examiners.

- Bachelor of Science in Business, with majors in: Administration; e-Business; Management; and Marketing
- Bachelor of Science in Information Technology
- Bachelor of Science in Management
- Master of Business Administration, with specializations in Accounting; e-Business; Global Management; Health Care Management; and Technology Management
- Master of Science in Computer Information Systems

If licensure is granted, a further recommendation is that a team of examiners review these new degree programs at Charlotte, North Carolina one year from the start of the first classes for compliance with all of the recommendations contained in this report and for maintenance of the licensure standards.