

# INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)



STATE OF WISCONSIN  
EDUCATIONAL APPROVAL PROGRAM  
P.O. Box 8366  
MADISON, WISCONSIN 53708-8366  
(608) 266-1996

The Educational Approval Program (EAP) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. The EAP does not expect any school to divulge any sensitive, proprietary business information. The information must address the five elements identified below and provide the information requested.

## I. SCHOOL INFORMATION

Name of School:

The University of Arizona Global Campus

## II. PLANNING ELEMENTS

**A. MISSION.** Describe your school's mission and vision, which identifies its purpose and its core values.

Please see attached

**B. MARKET.** Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

Please see attached

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**C. MANAGEMENT.** Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

Please see attached

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**D. SWOT ANALYSIS.** Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

Please see attached

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**D. SWOT ANALYSIS** *(continued)*

Please see attached

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**E. FUTURE VISION.** Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

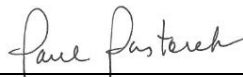
Please see attached

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**III. SUBMISSION**

*I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.*

Signature of Authorized School Official:



Print or Type Name and Title of Authorized School Official:

Paul Pastorek, Senior Vice President

Date:

9/1/2023

## **I. SCHOOL INFORMATION**

### **Name of School:**

The University of Arizona Global Campus

## **II. INSTITUTIONAL PLANNING**

### **A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.**

#### **Mission**

- The mission of the University of Arizona Global Campus (UAGC) is to provide a community of caring and guidance for academic, financial, mental health, and career support while providing a path that makes quality college education accessible to adult learners through online, flexible degree and certificate programs.

#### **Purpose**

- To transform the higher education landscape and make it accessible for everyone, no matter their background or circumstance.

#### **Core Values**

- To offer online educational programs that meet the needs of diverse learners and support student success and completion.
- To integrate current technology that cultivates student-centered learning experiences led by dedicated and qualified faculty wherein students gain knowledge and build skills that support personal and professional development.
- To provide learning opportunities that help students synthesize theory and practice, enabling them to respond ethically to contemporary issues and complex problems.
- To foster a rich student learning environment focused on diverse social, ethnic, economic, and educational experiences and thereby prepare and empower graduates to be collaborative and inclusive within their communities.
- To work closely with employers and workforce development experts to identify the workplace skills and competencies that will enhance our graduates' abilities to contribute to their organizations, achieve greater professional and personal success, and strengthen their organizations.
- To place priority on innovation, continuous assessment, and improvement of student learning, curriculum development, access to learning resources, and responsive student services.
- To maintain operational, financial, and strategic strength that ensures the future of the University of Arizona Global Campus.

### **B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to**

**enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.**

The University of Arizona Global Campus (UAGC) is a national university serving working students whose primary educational goals relate to career advancement and professional development. Twenty-six percent of UAGC students are associated with the military. Over 87 percent of students are over the age of 25, a majority are female, and they are more likely to be persons of color or from ethnic minority groups.

The university offers educational programs most often sought by the working students it serves. The curriculum is designed to develop the durable, adaptable, and transferable competencies most desired by employers as identified by the National Association of Colleges and Employers. These same competencies also prepare students to succeed in other areas of life. Our focus centers on approaches that foster retention and completion, shorten time to degree, manage costs to keep tuition and fees within reach, lower the cost of student borrowing, and, most importantly, build competence.

UAGC students participate as members of an active online learning community with fellow students from across the United States, as well as with a small number residing or deployed in other countries. Many UAGC students are employed already in their fields of choice and looking for career advancement within their organizations or professions. Others are employed but are pursuing a degree to gain the knowledge and skills that will allow them to make major career changes. Active-duty service members may be seeking to enhance their prospects for careers within the military. In addition, a portion of the student veterans are transitioning to civilian life.

UAGC uses online marketing as well as traditional advertising to let existing and potential students know that UAGC is an affordable and accessible option to pursue higher education. University degree programs are marketed through search engine marketing (SEM), organic search, social media, programmatic, and aggregator and partner display vendors. The university adds relevant program keywords in SEM and display bidding. SEM involves the development of new search engine campaigns targeting people who are searching for online education or more specific terms. These campaigns may include text and digital display ads. The university also updates materials, emails, and web content using search engine optimization (SEO) keywords to generate organic results and tag pages for retargeting. For example, program pages on the university's main website ([uagc.edu](http://uagc.edu)) and various marketing landing sites provide a thorough description of the program and SEO to help attract additional potential students. Finally, the university uses aggregator and partner display vendors to market to prospective students. The aggregator and partner display vendors can discover the program students are seeking and compare the program against offerings from other universities. Targeted advertising is directed at potential students through LinkedIn,

Facebook, YouTube, Hulu, Spotify, and other media platforms. The targeting is based on users' interests and profiles that match existing students.

Marketing efforts for the University of Arizona Global Campus do not single out specific states, and the institution only accepts applications from students in states where the university is approved to operate.

A few comparison or competitor institutions include Purdue University Global, American Public University System, Capella University, Western Governors University, and Strayer University. UAGC's online delivery model, commitment to affordability, and the transferability of credits make prospective students' programs of interest highly accessible.

**C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.**

The University of Arizona Global Campus is governed by the Arizona Board of Regents (ABOR). ABOR serves as the UAGC board or similar authority, and ABOR is responsible for the mission, integrity, and oversight of UAGC within its authority over University of Arizona (UArizona) and under its delegation of authority to the UArizona President. UArizona's Senior Vice President (SVP) for UAGC was approved by ABOR and reports directly to the UArizona President. UAGC will operate with appropriate autonomy within UArizona while complying with all applicable state and federal laws, regulations, and policies, and all ABOR and UArizona policies.

The UAGC SVP guides institutional administration and positioning via the leadership of several appointed, cross-functional groups of institutional leaders who review data; deliver feedback and guidance; and communicate institutional directives to their functional areas. Through these layers of regular interdepartmental analysis and communication, the UAGC SVP ensures that UAGC faculty and staff at every level understand the institution's student success strategy and their responsibility to it:

- **Executive Leadership Team** – The UAGC SVP, Chief Academic Officer, Chief Operating Officer, Chief Financial Officer, Legal and Compliance Special Advisor, and Chief Information Officer meet weekly.
- **University Advisory Council** – Appointed department or division leaders meet with the UAGC SVP bi-weekly.
- **University Leadership Team** – Appointed full-time faculty and team leaders from each institutional functional area meet with the UAGC SVP monthly.

Meanwhile, the UAGC Chief Academic Officer (CAO) leads all facets of the UAGC academic experience. Along with the deans of the three UAGC colleges, the CAO oversees all academic programs. Also, the Office of the CAO includes a Faculty Affairs and Institutional Accreditation department – which 1) ensures instructional quality by supporting and developing the UAGC faculty body and 2) manages processes and communication associated with UAGC’s WSCUC accreditation – and the Office of Academic Experience, which 1) assures the measurement and continuous improvement of UAGC courses and 2) the seamless and forward momentum of the academic office and its students.

In addition to the guidance of the UAGC CAO, the expertise of advisory boards is important to ensure the curriculum is current and relevant. UAGC seeks their input to ensure that academic programs provide the skills and knowledge needed in today’s workplace. Current college advisory boards are described below:

- Established in 2015, the Forbes School of Business and Technology® Board of Advisors provides support and counsel to the dean of the Forbes School of Business and Technology® (FSBT) at UAGC. Members offer their expertise and experience as advocates in advancing the school and its mission. The Board of Advisors takes an advisory approach to student and institutional connections to the business community. The Board of Advisors also consults with the faculty in FSBT in the design and development of the business curriculum. The board plays an important role in ensuring alignment of the school’s work with the current market environment and provides a practitioner’s perspective on the anticipated evolution of business drivers that influence the skills and leadership capabilities expected of graduating students.
- The FSBT formed a Master of Business Administration (MBA) Program Advisory Council for its MBA program. The advisory council comprised of industry leaders, innovators, and international entrepreneurs serves as advocates for the program by providing support and counsel to program leadership and ensuring business program content remains current and relevant. They also play a key role in consulting with the faculty on the continued growth of the program.
- The Department of Education and Liberal Arts has a program advisory board for the Master of Arts in Special Education and a board for all early childhood education programs. These boards serve in an advisory capacity to support faculty, help forecast future trends in education, and keep program offerings current and relevant in the field of practice.
- The Department of Health Sciences has two program-specific boards: the Bachelor of Science in Health Information Management Advisory Board and the RN-Bachelor of Science in Nursing (RN-BSN) Program Advisory Committee. The BS in Health Information Management Advisory Board assists faculty and sponsoring educational

institution personnel with the development and revision of program-specific goals and curriculum, monitors program needs and expectations, and ensures program responsiveness to change. The RN-BSN Program Advisory Committee considers current health care organizational, community-based, and system-level best practices in patient care as well as the evolving policy influences that have relevance for the RN-BSN program curriculum. Members review the established curricula of the program, instructional-related program materials, and periodic achievement of outcomes.

**D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:**

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**Strengths**

WSCUC, which is the UAGC accreditor, has identified the following institutional strengths in past reviews.

- **Pervasive understanding of institutional goals** – As a result of UAGC leadership's transparent and inclusive communication, all facets of the institution are able to articulate critical, strategic goals and their roles in work to achieve them.
- **Accountability to institutional goals** - The Director of Delivery, who reports to the UAGC SVP, and the Delivery Unit hold the relevant parts of the university accountable for achieving goals. The Delivery Unit is a small team that employs the Deliverology Framework (Delivery Associates, n.d.) to manage institutional performance related to UAGC's goals. The Delivery Unit ensures there are specific targets for these goals and corresponding plans and/or change initiatives; tracks and evaluates the likelihood of the university's achieving these goals; provides transparent analyses of challenges and progress to UAGC goal and initiative leaders; and supports issue resolution when needed.
- **Assessment** – Systematic efforts to assess student achievement inform concrete curricular and instructional development to ensure a quality student experience.
- **Faculty Support and Development** – The university's faculty professional development activities, for both full-time and associate faculty, support effective teaching and learning.



UAGC has a dedicated Faculty Affairs team that work with the UAGC faculty body to assure a teaching culture of student support.

## Weaknesses

- **Negative History** – UAGC carries a negative history associated with our legacy relationship with an operations program manager. **Solution:** UAGC separated from its shared services provider on July 31, 2022, which has placed the entirety of the UAGC student experience into the full and independent responsibility of the university. Also, UAGC integrated with the University of Arizona on July 1, 2023.
- **Student Retention** – As an open enrollment institution, UAGC provides equity in access for all learners and faces student retention challenges similar to other institutions who serve primarily working-adult students. These retention challenges prompted WSCUC to assign a Notice of Concern in 2019. **Solution:** WSCUC removed the Notice of Concern on July 14, 2023. This action is the result of a focused set of retention initiatives and mechanism for change that generated measurable improvements in UAGC student retention.
- **Defining our space in the Market** – With the post-covid shift that has increased choices related to online learning, UAGC needs to differentiate from other institutions (including Arizona Online). **Solution:** UAGC has formed a consistently collaborative relationship with University of Arizona marketing units and has engaged with outside consultancy to both broaden and deepen our marketing team to problem-solve the best way we can communicate our services and serve our students in the market.

## Opportunities

- **Align Courses to Institutional Learning Outcomes** - Continue to examine the process for the development and assessment of Institutional Learning Outcomes (ILOs) to ensure that it meets student and institutional needs. Assessment continues to be a strength for our university, and since July 2022, we have the Office of Assessment and Curricular Affairs managing course development which means a greater focus on the alignment of courses to all the student learning outcomes.
- **Develop new pathways to degree completion** – One of the institution’s goals is to identify and enact work related to ensure UAGC offers “High Value Credentials” that will help remove barriers that students face in completing their academic programs. The work has executive level sponsorship and includes key stakeholders from the colleges and operations.
- **Form stronger relationships with Academic Partners** – Partnerships with community colleges, career colleges, and military can help create transfer pathways to expediate time to degree completion at a reduced cost for students. We have a team, led by a previous

community college president, dedicated to managing articulation agreements and B2B partnerships in a way that is meaningful to students and their career goals.

## **Threats**

- **The potential of new federal legislation, increased competition, and the influence of negative media on perceptions of the university** – UAGC has built a Compliance and Regulatory team that reports directly to our Legal and Compliance Special Advisor. This team is focused on projects such as ensuring not only accuracy of advisement through review of advising calls, but more importantly via a proactive compliance effort through formal and informal training review and updates, advising document review and approval, as well as a stronger approach to collaboration between compliance, training, and advising teams.
- **Continuing enrollment declines** – UAGC is transforming its enrollment team and key processes to support incoming students.
- **Engage in international and other markets** – To continue our mission of serving students with limited access to higher education, we are piloting work in a country outside of the USA and continue to explore additional international partnerships.

## **The University of Arizona Global Campus – Annual/Strategic Work Plan**

UAGC’s critical student goals have driven annual and strategic work. These goals are:

1. By 2025, UAGC seeks to retain 50% of bachelor’s degree-seeking students during their first year of enrollment.
2. UAGC will support the completion of programs and educational goals by awarding 17,000 degrees or certificates between July 1, 2023, and July 1, 2025.
3. By 2028, 100% of UAGC offerings will indicate industry standards for marketable skills as measured by specialized, professional, or programmatic accreditation, alignment to industry credentials, or workforce needs analysis.
4. Through 2028, UAGC will enhance students’ economic return by ensuring that, at approximately two years post-graduation, bachelor’s degree alumni report a median salary equivalent to at least 3.7 times the average out-of-pocket cost incurred toward their degree and a median earnings growth of 21% since enrolling at UAGC.

The UAGC Director of Delivery and the Delivery Unit hold the relevant parts of the university accountable for achieving these goals and, at the same time, support the work of groups responsible for executing each goal. The Delivery Unit ensures there are specific targets for these goals and corresponding plans and/or change initiatives; tracks and evaluates the likelihood of the university’s achieving these goals; provides transparent analyses of challenges and progress to UAGC goal and initiative leaders; and supports issue resolution when needed.

## **Significant Accomplishments This Past Year**

Building Leadership Capacity - Within the past eight months, UAGC has welcomed three new leaders into positions key for improving student success. In December of 2022, a Vice President of Performance Marketing joined UAGC. This role is charged with delivering marketing strategies that support the institution's efforts to prepare its new student body for the UAGC experience and expectations of accelerated online study, and that focus outreach to prospective students whose academic goals align with UAGC programs. In January of 2023, UAGC appointed a new Senior Vice President of Enrollment who oversees the full student enrollment and advising experience – from application and financial services advising to academic advising throughout the student lifecycle – and reports directly to the UAGC SVP. In February of 2023, UAGC introduced a Director of Student Success, who is responsible for centralizing the strategy and ensuring accountability for institutional work on the four critical student goals – specifically student retention and completion – by coordinating across all student-serving units. These new leaders have already contributed to the institution's holistic approach to student success by facilitating the integrated institutional structure that will ensure that UAGC maintains a proactive, analytical, and responsive position regarding its students' learning experiences.

Reduced Course Starts - Better preparing UAGC students for successful online learning was supported by another key change – reducing the number of annual course starts. In 2023, UAGC implemented an annual course start date reduction plan. While this reduction applies to all degree levels and academic programs at the institution, it will impact general education courses most significantly. The general education program track typically serves students who enter the university with fewer than 30 credits from their previous education experience. About two thirds (68 percent) of students in the 2022 cohort fell into this category. Whereas UAGC historically offered 50 weekly general education start dates, the revised course start model offers only 33 total general education start dates in the 2023 calendar year.

Live Learning Expansion - Live Learning sessions at UAGC are synchronous Zoom meetings among students and faculty. Sessions are designed to build students' sense of belonging and self-efficacy by reinforcing learning from asynchronous coursework and reminding students of institutional resources critical to academic success, all in a congenial interpersonal environment. UAGC designed Live Learning as a student success initiative after having engaged with Dr. George Kuh and the American Association of Colleges and Universities (AAC&U) High Impact Practices Institute. While not a high-impact practice itself, Live Learning draws on the principles of these important student engagement practices in a way that accommodates and enhances our institution's delivery model and student population. UAGC intends to have integrated Live Learning into the curriculum of all general education courses by January of 2024.

CHAMPS - The CHAMPS mentoring program is a unique student support program designed to help engender a sense of belonging for students and positively impact the institution's first-year cohort retention rate by supporting students to complete two courses in 12 weeks and four courses in 26 weeks. These two data points are the UAGC leading indicators of student success. Achieving these metrics is a product of recruitment to CHAMPS, pairing with a mentor, and completion of CHAMPS-related materials throughout a student's first year. By leveraging data and shared goals with fellow UAGC stakeholders, a review of program processes, and feedback from students, CHAMPS continues to seek and implement strategies to increase student participation. The program recently has implemented an outreach campaign that focuses on new

students whose online application characteristics suggest both their need for institutional support and their preparedness for engaging with a co-curricular program like CHAMPS. The CHAMPS team will continue to collaborate with the UAGC Office of Institutional Effectiveness (OIE), faculty, and student advising to track the success of their focused outreach effort, in terms of increasing the number of CHAMPS participants, and the impact of the CHAMPS program itself, in terms of the outcomes of students who participate.

### **Goals for the Coming Year**

- Scaling a new course development approach whereby courses and programs contribute to student engagement and retention via instilling student belongingness and self-efficacy.
- Continue a focused strategy to strengthen enrollment management and drive improvement in retention and completion by increasing the percentage of students who come with associate degrees or credits in transfer through targeted partnerships with large community college systems and established two-year institutions.
- Continue to work with leaders in the US Military and the UAGC Executive Team to develop a comprehensive plan to increase enrollment of active military personnel and veterans.
- Fully acculturate UAGC staff and faculty to the “Culture of Care” approach of empathetic, student-centric service.
- Conduct full-scale reviews of the curriculum by 2024 using the Diversity, Equity, and Inclusion rubric.

### **E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how it will be positioned in the marketplace.**

An enterprise within the University of Arizona, the University of Arizona Global Campus remains a separate university with its own academic programs, accreditation, and faculty. The institution is driven by shared goals of providing quality online, career-focused educational opportunities to working students through flexible programs and schedules; innovative academic support tools; and convenient, accessible student services that help students in achieving their educational goals.

The University of Arizona Global Campus maintains its current accreditation with the WASC Senior College and University Commission (WSCUC). WSCUC is an institutional accrediting commission recognized by the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA). In June 2019, WSCUC reaffirmed Ashford’s (now UAGC) accreditation for six years, with the next scheduled reaffirmation visit in 2025.

### **Impact of Changes in Terms of Direction, Focus, and Planning**

UAGC continues its focus on education for working students in its core programmatic areas. Nonetheless, the strategic direction of the university will continue to evolve over the next five years under the leadership and oversight of the University of Arizona and ABOR.

The University of Arizona president and SVP of UAGC have signaled that the next five years will see a significant emphasis on innovation in order to meet the challenges as the evolution of the higher education landscape continues to accelerate because of external forces and events.

Innovations will focus on integrating new digital and AI technologies into program, course, and curriculum design, content development and delivery, faculty/student engagement, learner support tools and services, scheduling technologies and processes, and student service delivery. All of these innovations will be focused on student progression and completion.

There will also be a continued and increasing focus on development of curricular and co-curricular innovations that combine academic and workforce competencies and that marry professional certifications and academic program completion.

UAGC will expand the reach of UArizona and its ability to serve a more diverse student population, more nontraditional students, and new populations of students across the United States and around the world. UAGC will also serve an important societal need in providing access to higher education to adult students, parents, workers, active-duty military members, and veterans. Finally, UAGC will bring a strong geographic representation for UArizona outside of Arizona.