



**University of Phoenix: Then and Now**

<b>STUDENTS DIVERSIFY:</b>	
<b>Always a mission to learn, to apply knowledge, and to improve their lives</b>	
<b>Then</b>	<b>Now</b>
<p>In 1976, John Sperling realized that working students were thirsty for learning and had a desire to work together to solve real-life problems.</p> <p>Many of the first students who came to the University were policemen, firemen, and other working adults with demanding schedules; they required a class schedule that would accommodate their lives, and were not interested in the social and communal activities offered to residential, traditional college students.</p> <p>Students had to be at least 23 years old, have transferable college credit, and be working. It was important that students have work and life experiences to contribute to the learning model.</p>	<p>Today's University of Phoenix students are a diverse group. They may be pursuing an associate degree from Axia College, or undergraduate or graduate degrees as working executives, nurses, counselors, or educators. Those in the School of Advanced Studies are working toward doctoral degrees.</p> <p>The University has responded to evolving student need by expanding programs and delivery options, while maintaining and ensuring academic quality.</p> <p>Enrollment at University of Phoenix institutions exceeds 300,000, making it the largest private university in North America.</p>
<b>EMPLOYEES MULTIPLY:</b>	
<b>Greater numbers with a singular commitment</b>	
<b>Then</b>	<b>Now</b>
<p>Led by John Sperling, then in his 50s, early University of Phoenix employees shared the common traits of entrepreneurial spirit, dedication, and commitment. Staff members were energized by a commitment to creating something big. They were progressive thinkers addressing a very real need.</p> <p>Staff members blazed a trail to benefit not only students, but society. They planted a seed and worked around the clock to help it grow.</p>	<p>The University has grown to over 10,000 employees worldwide in 2006, and it remains a great place to work.</p> <p>Today's employees have the same great spirit as their predecessors. They realize their work is at the forefront of education, and that the University enables thousands around the world to improve their lives.</p>

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<b>PROGRAMS EXPAND: Degrees mirror the changing economy</b>	
<b>Then</b>	<b>Now</b>
<p>In 1976, the University first served working adults with 60 or more college credits seeking senior-year study in business-related bachelor's programs.</p> <p>Prior Learning Assessment was used to award college credit for demonstrable knowledge learned from work and life experience.</p> <p>Student needs led the University to expand its offerings to include nursing, education and graduate business programs, and to reduce credits required to 45.</p> <p>By the mid 1990s, the University had expanded its programs to include health care, counseling and information technology, and had a solid foundation of general education courses that would become the College of Liberal Arts and Sciences.</p>	<p>In response to global shifts toward a knowledge and service-based economy, the University has evolved from a degree-completion institution to a comprehensive university system premised on innovations that benefit students.</p> <p>The University now offers programs at the associate, bachelor, master, and doctoral levels.</p> <p>The School of Advanced Studies created in 2002 now houses six doctoral programs.</p> <p>Axia College, incorporated into the University of Phoenix system in 2006, provides rich offerings at the associate degree level, online and to an international community of students.</p> <p>Students may enter the University with few or no transferable credits.</p>
<b>LOCATIONS BLOSSOM: From the local corner to every corner of the world</b>	
<b>Then</b>	<b>Now</b>
<p>University of Phoenix began as an entrepreneurial effort to bring higher education to those who lacked access for many reasons, not the least of which was geographic. The locations chosen in the early years of the University were sites that were readily available by car or public transportation. Some classes were held temporarily in hotels and other public facilities until permanent campus and learning centers could be established.</p> <p>Many students went to class at their place of employment, as the University partnered with employers to offer reimbursed degree programs.</p> <p>In the first decade of operation, University of Phoenix operated learning centers and campuses in Arizona, California, Colorado, New Mexico, Puerto Rico, and Utah.</p>	<p>Today there are 191 learning centers and campuses in 39 states, Puerto Rico, Canada, the Netherlands, Mexico and military bases worldwide. Through the Online Campus, access is ubiquitous to students and faculty via the Internet.</p> <p>Today, the University continues to locate campuses in places that are easily accessible to students' work and homes, with ample parking and public transportation.</p> <p>A pioneering effort in online education eliminates the geographic barriers to higher education, while University of Phoenix academic advances and support structure eliminate social and economic barriers.</p>

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<b>FACULTY MIGRATE: Eager for a dynamic teaching experience</b>	
<b>Then</b>	<b>Now</b>
<p>In 1976, John Sperling was also a master teacher to students and faculty, sharing his theories on the adult learning model and how to put it into practice in the classroom.</p> <p>From the beginning, stringent faculty assessment was used to judge classroom management skills and to measure the depth of theoretical and practical field knowledge. No faculty member was hired without “performing” before an assessment panel of peers. An individual interview with a faculty member in the candidate’s content area was the final portion of the assessment process.</p>	<p>Today University of Phoenix has more than 20,000 faculty members.</p> <p>The faculty assessment process has expanded to require certification in specialized training and development for local campuses, the Online Campus, or a combination of both. Following the certification process, all faculty members participate in a mentorship program with a seasoned faculty member.</p> <p>Axia College faculty are specially selected for their ability to teach foundational skills to students who are new to higher education.</p>
<b>RESOURCES DIGITIZE: Enlightened learning before its time</b>	
<b>Then</b>	<b>Now</b>
<p>In 1976, students received textbooks from staff, and in some cases by John Sperling himself.</p> <p>Soon campuses opened bookstores stocked with course modules containing assignments, activities, and readings from sources such as the Harvard Business Review. Faculty issued their own syllabi and were, of course, the ultimate learning resource available to students.</p> <p>The Online Campus debuted in 1989, predating Amazon.com and the World Wide Web itself. Soon after, University of Phoenix provided direct access to digitized materials from its virtual library. This was controversial in the early 1990s, but today, it is the standard for higher education.</p>	<p>Today, students get their textbooks and a myriad of other learning materials delivered individually to them electronically through rEsource. With the rich media contained in rEsource the University is able to address a variety of learning styles. This rich media includes:</p> <ul style="list-style-type: none"> <li>• Custom business simulations that allow learning through discovery in a real-world decision-making environment</li> <li>• Inside Stories™ where the student is a player in real world stories and issues</li> <li>• Virtual organizations where students assess the minute details of a real-world work setting and practice solving workplace problems</li> <li>• The University eBook Collection, a digitized anthology that frees students from the limitations of a single textbook or author</li> </ul> <p>Writing skills are critical to both academic and professional success. Today, students have access to The Center for Writing Excellence, a central repository for grammar and writing tools.</p>