



2019

University of Phoenix
Academic Annual Report

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Here's a snapshot of who we are and who we serve:

Our faculty had an average of:

25.8 YEARS

professional experience
in FY19

12.7 YEARS

UOPX teaching experience
in FY19

How our students rated us:

Likely to recommend instructors to other students.



Effective curriculum allowed you to demonstrate knowledge and skills.



Satisfied with overall learning experience.



Snapshot of our students:

2/3



students are female

37



is the average student age

59.5 %



are first-generation college students

56.4 %



report as ethnic minorities

65.9 %



have dependents

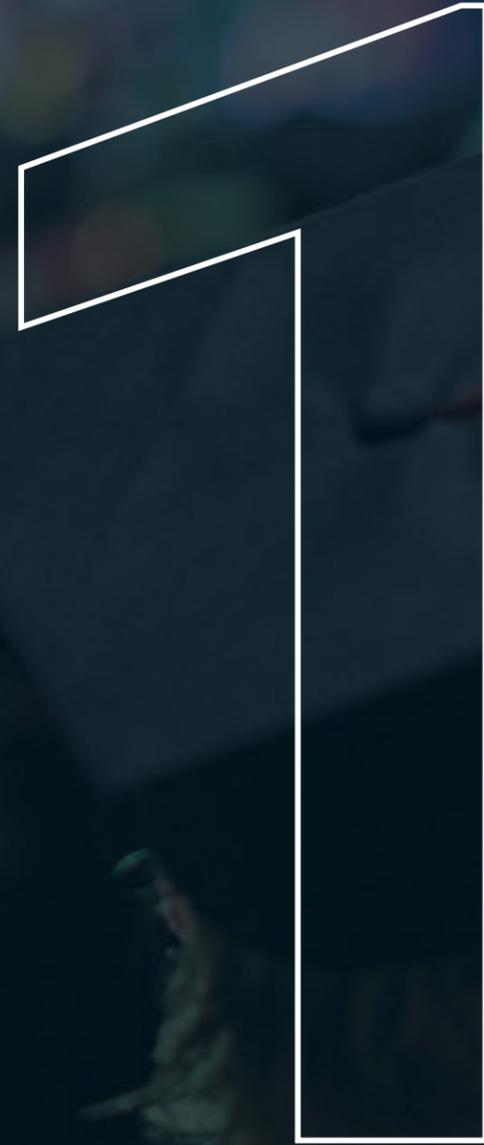
68.6 %



are employed while in school



WHO WE ARE



From the chairman of the board of trustees

On behalf of the University of Phoenix Board of Trustees, leadership, faculty and staff, I'm pleased to present our 2019 Academic Annual Report. Sharing the successes of our students and faculty, and our accomplishments as a University, is more critical than ever as our country faces historic challenges that our education system must address.

The virtual environment through which we engage and instruct our students has become crowded, with more and more traditional universities venturing into the online learning space. As a pioneer of virtual learning for over 30 years, we have a duty to continue to lead the way through innovation, outcomes and standards that not only continually evolve and deliver excellence, but also set a high bar for others to emulate. This annual report demonstrates many of the ways we are advancing our mission.

Many organizations are engaging in courageous conversations around diversity, equity and inclusion, and our university is no different. You'll read about some of our efforts in this report. I'm proud that one area in which we've made conscience strides over time is in the diversity of our Board of Trustees. We represent many different races, genders and cultures, and those differences play a pivotal role in our decisions.

Within this report, you'll discover our Learn, Practice, Apply approach to education. It pushes our students to put the lessons they learn in the virtual classroom into action in their workplaces to help solve real-world problems and enhance their careers. We also introduce you to our Industry Advisory Councils, comprised of leaders in their professional fields, that review industry needs with our colleges' leaders.

We also share insights about our amazing faculty members, who average 25 years of experience in the professions they teach, and more than 12 years of teaching experience across academia. They work in companies large and small, lead healthcare and IT staffs, and stand at the front of K-12 classrooms and on the front line of military operations, to name a few of their industries and professions. And they bring all that know-how into the classroom, providing our students with real-world practicality that demonstrates the efficacy of the academic theory they teach.

“ We represent many different races, genders and cultures, and those differences play a pivotal role in our decisions.”

Finally, you'll find stories about our inspiring students and alumni, whose grit and determination drive them, and us, every day. They represent all walks of life, and all facets of the workforce and society. Some chose University of Phoenix for the career-relevant programs we offer and the

flexibility and support we're known for. Others appreciate the rigor of our coursework and the scholarship of our faculty. As each one joins our ranks, their presence leaves a mark on us all. We're so proud of their achievements — and the impact they're making in their workplaces and communities.

Each year, as we compile this annual report, we reflect on our founder, Dr. John Sperling, and his enlightened vision leading to a university that meets the needs of adult learners. His indefatigable drive to build a place where anyone, anywhere — and at any time — could achieve an accredited education is still our north star today. We work relentlessly to remove obstacles for our students so they can achieve their career potential. It's as simple as that.

Thank you for your interest in our 2019 Academic Annual Report. I have no doubt you'll finish reading it feeling inspired and with a greater appreciation for University of Phoenix — a true pioneer in higher education that is as essential today to opening pathways to adult learners as it was decades ago. Enjoy!



Everette J. Freeman, EdD
Chairman of the Board of Trustees,
University of Phoenix
President, Community College of Denver

Independent trustees

Everette J. Freeman, EdD,
Chairman



President, Community College of Denver

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Gregory W. Cappelli



Executive Chairman, Vanta Education

Peter Cohen



President, University of Phoenix

Sean P. “Jack” Buckley, PhD



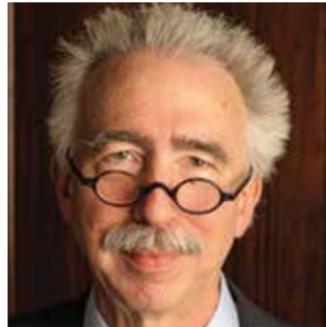
President and Chief Scientist, Imbellus

Brooke Skinner Ricketts



Chief Experience Officer, Cars.com

Nicholas B. Dirks, PhD



President and CEO, The New York Academy of Sciences

Larry Berg



Senior Partner, Apollo Global Management

Martin H. Nesbitt



Co-CEO, The Vistria Group, LLC

PRESIDENT'S MESSAGE

This Annual Academic Report highlights our fiscal year 2019, but it's impossible to not acknowledge how the current year, 2020, has been unprecedented.

We are in the midst of a global pandemic unlike anything seen since the 1918–1919 influenza, and it's altering, perhaps permanently, many aspects of both our professional and personal lives. In the U.S., we are also experiencing a renewed focus on eradicating systemic racism that sadly still exists, and the necessary actions needed for sustained change. University of Phoenix is certainly touched by both these life-altering occurrences and, as things progress, they will undoubtedly change the very fabric of our University in impactful ways.

Change is something we're very comfortable with at University of Phoenix — it's in our DNA. We were envisioned and realized by Dr. John Sperling, who looked at the conventional higher education world he was steeped in and knew it had to change; that there had to be a different path, a better path for adult learners. He watched as these students struggled to fit their adult life circumstances into an inflexible approach to higher education. Ironically, due to the repercussions of COVID-19, the typical campus learning environment in traditional higher education has now pivoted to our world, where we hold a trove of knowledge and experience. This puts us in a position, once again, to lead others by our example through this sea change that many institutions find themselves experiencing.

This Academic Annual Report can be a road map of sorts for those looking for examples about how to provide learning in a virtual environment, especially for busy, working adults. Among the insights we've provided in this report is how our collaborative learning ecosystem led by

practitioner faculty — and a 15:1 average faculty-to-student ratio — cultivates a hands-on learning environment conducive to those who want to apply their new knowledge directly to their places of work in real time.

We also share details about the unprecedented, student-centric support that permeates every aspect of the student experience — whether that be during the enrollment process, in the classroom or when life intervenes. As an accredited, open enrollment university, we welcome all who seek a higher education. With that comes certain obstacles that we are prepared to help our students problem-solve, be it financial or academic challenges or work-life balance. Our teams serve as guides for our students and work to help remove obstacles to their success.

In fact, we define our student experience by SPEAR, which stands for Simple, Personalized, Empowering, Always On and Relevant. SPEAR drives our persistent focus on removing barriers that could impede our students' success, which includes eliminating policies or practices that don't recognize their busy lives.

Our aim is always to help our students achieve their education goals efficiently and cost effectively, which is why we have a Tuition Guarantee that provides certainty throughout the entirety of the educational journey with us. We also offer the opportunity to earn credits for professional experiences through Prior Learning Assessments. Our PLA program resulted in approximately \$6.2 million in tuition savings for our students in 2019; over the past four years, that total exceeds \$28 million.

All our efforts drive toward one overarching aim: helping our students finish. One indicator of that is retention. If we can help our students progress forward and stay engaged in their degree programs, they can complete degrees efficiently and cost effectively. To help us track retention, we

use an internal “on-track” metric that consistently examines the continuous engagement of our students in their courses and programs. This helps us quickly identify unproductive trends in engagement and degree progression, and intervene with retention strategies. This approach to retention and, ultimately, graduation is making a difference. In FY19, our on-track metric went up every single month in a year-over-year comparison with both FY17 and FY18.

And speaking of graduation, our commencement ceremonies are deeply emotional testaments to the success our students are realizing. Our students work incredibly hard — often juggling jobs and families at the same time — so commencement is a time to celebrate the long-fought journey with fellow students and loved ones. We typically host commencements multiple times a year, and in person, in communities across America. But in 2020, due to COVID-19, we had to move to a virtual format. In May of 2020, we held our first virtual commencement, and it was a huge success with more than 8,000 attending! Once the pandemic lifts, we plan to get back to in-person ceremonies but will continue to host virtual commencements too, as the May event proved to be popular and convenient for our students, especially those serving in the military or living abroad.

Finally, I mentioned at the start of my letter that our country is seeking real progress on what Martin Luther King Jr. wrote in 1963 from his jail cell in Birmingham, Alabama: “Injustice anywhere is a threat to justice everywhere.” The majority of our students at University of Phoenix are people of color, with more than 34% identifying as Black Americans. This means that a large portion of our students are navigating life's challenges in the face of injustice and inequality. Our values at University of Phoenix include being brave, honest and focused — and inclusive. Right now, brave and honest conversations have never been more important within our community. As a university, we introduced to faculty and staff the Inclusive

Café as a virtual meeting space to connect and build community; it's become an important place to draw on the diverse perspectives of participants as we face this new reality together. Additionally, our Provost's Office, which regularly reviews and updates our programs, is taking a deeper dive into all aspects of our curriculum to see how our existing offerings can be augmented to further include topics related to race, bias and reform, and extend these offerings to students and organizations interested in training. There is more for us to do, and we are committed to being part of long-term solutions for our University, for our communities and for our country.

All the actions I've shared here today add up to our purpose at University of Phoenix: We relentlessly remove obstacles to ignite careers. We are committed to becoming our alumni's and students' career partners for life. That is realized in many of the examples I've shared, plus a strong national alumni association, networking and mentoring opportunities, and a team of career coaches. We are developing other tools that I look forward to sharing in next year's edition of our Academic Annual Report.

Thank you for your interest in University of Phoenix and please share our incredible stories with others.



Peter Cohen
President, University of Phoenix

2019 LEADERSHIP



PETER COHEN

Peter Cohen is the eighth president of University of Phoenix. Prior to joining the University, he served as executive vice president of McGraw-Hill Education, a leading global learning science company. He also held the position of group president of U.S. Education at McGraw-Hill, overseeing the company's U.S. K-12 and higher-education businesses.



STEVE GROSS

Steve Gross is the chief marketing officer. He holds a Bachelor of Arts in Economics and Political Science from State University of New York at Albany and a Master of Business Administration from The Wharton School of the University of Pennsylvania.



RAGHU KRISHNAIAH

Raghu Krishnaiah is the chief operating officer. He earned a Bachelor of Science and a Master of Science in Electrical Engineering from the Massachusetts Institute of Technology, and a Master of Business Administration from The Wharton School of the University of Pennsylvania.



DAN LITTERAL

Dan Litteral is special advisor to the president and past senior vice president and general counsel. He earned a Bachelor of Arts in Political Science from Wake Forest University and a Juris Doctor from the University of North Dakota School of Law. He is a veteran of the U.S. Army, where he served as an officer.



CHRIS LYNNE

Chris Lynne is the chief financial officer. He holds a Bachelor of Science in Accounting from Purdue University and a Master of Business Administration from the Booth School of Business at University of Chicago.



SRINI MEDI

Srini Medi is the senior vice president and general counsel. Formerly chief legal officer at Bisk Education, he holds a Bachelor of Business Administration in Accounting, an MBA and a Juris Doctor from the University of Houston.



CHERYL NAUMANN

Cheryl Naumann is the chief human resources officer. She earned a Bachelor of Arts in English and a Bachelor of Arts in Business Administration from the University of Texas at San Antonio.



ERIC RIZZO

Eric Rizzo is the senior vice president of government affairs, based in Washington, D.C. He holds a Bachelor of Science in Marketing and Business Communications from Bentley University.



JAMIE SMITH

Jamie Smith is the chief information officer. He holds a Bachelor of Arts in Business Administration from Iowa State University and has served as a board member for Junior Achievement and the Memphis IT Council.



RUTH VELORIA

Ruth Veloria is the chief strategy and customer officer. She holds a bachelor's degree in chemistry from University of Oxford in the U.K. and a Master of Business Administration from the Kellogg School of Management at Northwestern University.



JOHN WOODS

John Woods is the chief academic officer and provost. He holds a PhD in Higher Education Administration from Bowling Green State University, as well as a Master of Arts and Bachelor of Arts from Carleton University. He has served as a peer evaluator for the Higher Learning Commission.

Mission

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the performance of their organizations and provide leadership and service to their communities.

Vision

The vision of University of Phoenix is to be recognized as the most trusted provider of career-relevant higher education for working adults. The University will earn that trust through its:



Deep understanding of students' needs



Deep understanding of employers' needs



World-class assessment, analytics and innovation



Operational excellence

We believe that our students:

Deserve quality academic programs that are career-relevant and are offered by an accredited institution.

Should be supported by qualified staff and faculty, as well as by University efforts to help aid them on the path to graduation.

Should be the singular reason we continue to advance the quality, career-relevance and convenience of our academic programs.

Are entitled to transparency so they can make informed choices about their educational and financial future.

Should have the freedom and ability to choose the educational institution that best meets their needs.

We believe that as an institution, we should:

Ensure we are valuing students' time and money.

Market responsibly and demonstrate integrity in all of our materials, exposures and engagements.

Collaborate with employers, public or government officials and regulators, researchers and peer institutions to enhance the experiences and outcomes for our students.

Be accountable to our students, our regulators and the general public for delivering skills, knowledge and opportunities through our educational programs.

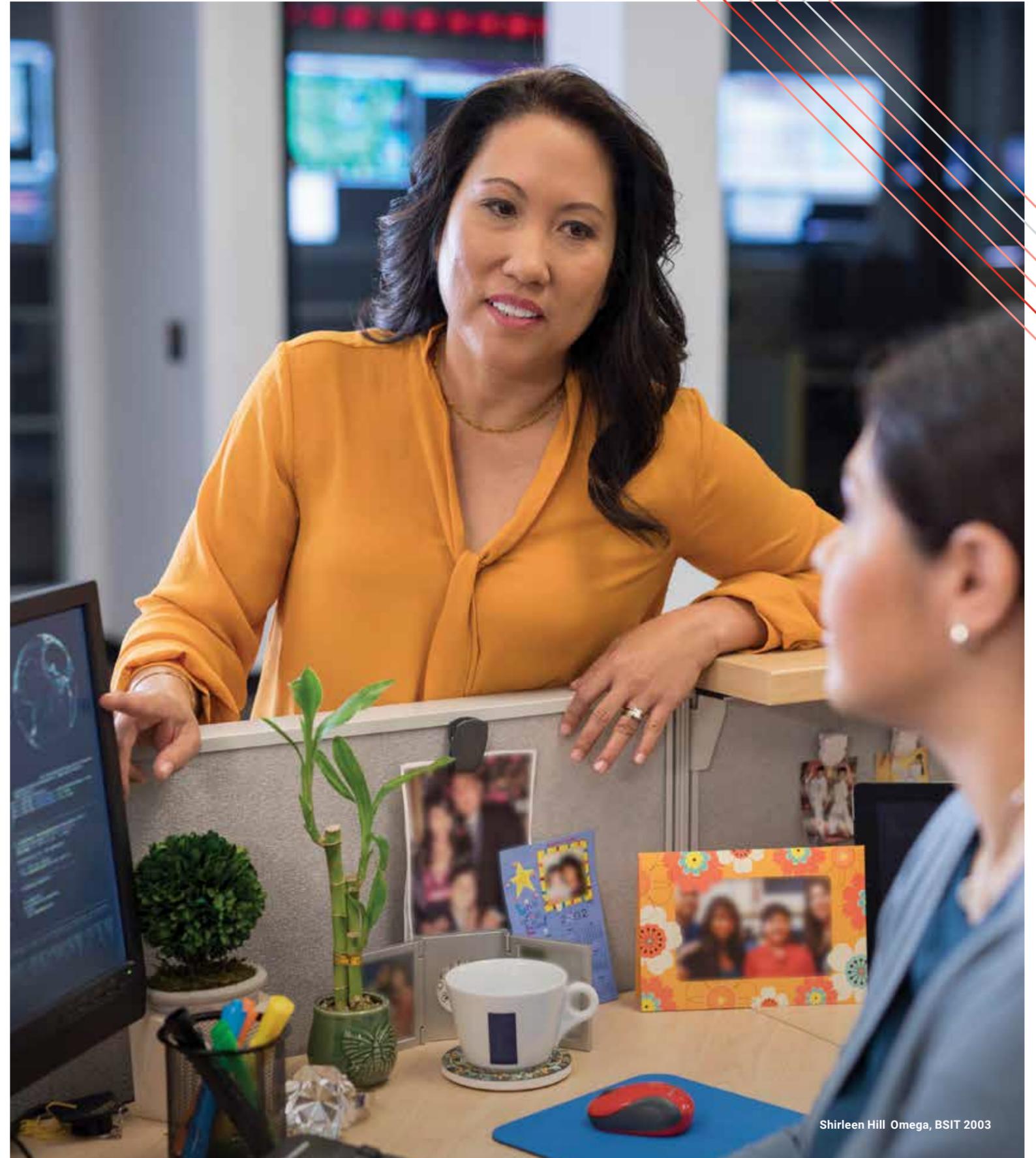
Maintain financial stability as a measure of accountability to students, a means to provide for the long-term viability of our programs, and an indicator of our ability to invest in the student experience.

College of Business and Information Technology

Providing innovative, industry-relevant and accessible education to solve tomorrow's business and IT challenges.

The mission of the College of Business and Information Technology (CBIT) is to provide innovative, industry-relevant and accessible higher education that prepares learners to be competent, responsible and ethical practitioners and leaders for career success.

Through its integrated network of faculty, staff, and business and IT collaborators, the College of Business and Information Technology helps to develop emerging leaders. We achieve this by delivering education solutions that are relevant and immediately applicable to solving business challenges.



Shirleen Hill Omega, BSIT 2003

Degree programs



The following programs offered by the College of Business and Information Technology or the College of Doctoral Studies are accredited by the Accreditation Council for Business Schools and Programs (ACBSP) through 2027:

Associate of Arts with a concentration in Accounting Fundamentals

Associate of Arts with a concentration in Business Fundamentals

Bachelor of Science in Accounting

Bachelor of Science in Business

Master of Business Administration

Master of Management

Master of Science in Accountancy

Doctor of Business Administration

Doctor of Management

The College of Business and Information Technology also offers the following programs:

Advanced Cybersecurity Certificate (undergraduate)

Advanced Network Certificate (undergraduate)

Advanced Software Developer Certificate (undergraduate)

Associate of Arts in Information Technology

Associate of Science in Cybersecurity

Bachelor of Science in Information Technology

Business Analytics Certificate

Financial Planning Certificate (undergraduate)

General Management Certificate (undergraduate)

Graduate Accounting Certificate

Graduate Business Analytics Certificate

Graduate Cybersecurity Certificate

Graduate Finance Certificate

Graduate Health Management Certificate

Graduate Human Resource Management Certificate

Graduate Marketing Certificate

Graduate Project Management Certificate

Human Resource Management Certificate (undergraduate)

Information Assurance and Security Certificate (undergraduate)

Marketing Certificate (undergraduate)

Master of Information Systems

Operations Management Certificate

Project Management Certificate (undergraduate)

Small Business Management and Entrepreneurship Certificate (undergraduate)

Key leadership

DEAN

KEVIN WILHELMSSEN, PHD

For more than 17 years Dr. Wilhelmsen has served the college as a dean, assistant dean, program dean and faculty member. He supports and manages the overall academic integrity of program curriculum design and development; assessment of student learning outcomes; regulatory affairs; faculty standards and scholarship, academic policy development; and various administrative functions. Dr. Wilhelmsen also serves as a site team lead evaluator and chairs the Business and Industry Relations Committee for ACBSP. Dr. Wilhelmsen holds a PhD in Business Administration and Organizational Leadership from Northcentral University, an MBA from University of Phoenix and a Bachelor of Science in Business from the University of Arizona.

ASSOCIATE DEAN

AHMED OMAR, DBA, CFE

Dr. Omar has served as the associate dean of Graduate Business Programs and the assistant program dean for Accounting and Finance for University of Phoenix since 2016. He holds a Doctor of Business Administration in Accounting from Argosy University, a Master of Science in Accounting from LaSalle University and a Bachelor of Science in Accounting from Peirce College. Dr. Omar also holds a Certified Fraud Examiner certification and has taught accounting and finance at the undergraduate and graduate levels for over 13 years. Prior to his role at University of Phoenix, Dr. Omar served in various academic leadership roles at national and international universities. Along with his experience in higher education leadership, Dr. Omar has also worked within the restaurant industry as an owner and operator of many quick-service restaurants and franchises.

ASSOCIATE DEAN

JOSEPH ARANYOSI

Mr. Aranyosi started at University of Phoenix in 2015 and serves in the role of associate dean of Undergraduate Business Programs in the College of Business and Information Technology. He supports the college in curriculum development, academic operations, project management, data analysis, faculty support, and administration. Mr. Aranyosi has more than 20 years of higher education experience in various roles such as academic dean and director of curriculum development, and previously worked in the fields of mental health and art. He holds a Master of Business Administration from Western Governors University, a Master of Fine Arts from Northwestern University and a Bachelor of Arts in Psychology, Art History and Studio Art from the University of Richmond. He is also a Prosci-certified Change Practitioner, and a member of the International Game Developers Association and the Royal Photographic Society.

ASSOCIATE DEAN

KATHRYN UHLES

Ms. Uhles has served University of Phoenix for 14 years in Student Services and Operations, as faculty and, most recently, as the associate dean of IT Programs in the College of Business and Information Technology. She has a Master of Science in Psychology and a Master of Information Systems from University of Phoenix as well as a Bachelor of Science in Elementary Education from Arizona State University. She has earned a Certificate in Desktop Support and holds both an Elementary and a Secondary Education teaching certificate for the State of Arizona. In her current role, Ms. Uhles oversees the program and curriculum development of the University's IT programs, which includes maintaining relationships with industry certification bodies like CompTIA®, EC-Council™ and Amazon Web Services®.

Industry advisory council

Education never stands still. That's why we have advisory councils made up of leaders in their fields. They meet periodically to review industry needs with our colleges' leaders.

- Elizabeth Messina – Senior VP and CIO, Blue Cross Blue Shield
- Kevin Rhode – CTO, JFCSAZ
- Marty Piscioti – Senior VP, Human Resources, T-Mobile
- Dr. Angelo Kinicki – Professor Emeritus, Management, Kinicki Consulting
- Dr. Steve Guell – VP, Veteran Affairs, U.S. Department of Veteran Affairs
- Matthew Rosenquist – Cybersecurity strategist, Intel Corporation
- Tim Crawford – Chief Information Officer, AVOA
- Vishwa Hassan – Chief Technology Officer, USAA
- Jamie Smith – Chief Information Officer, University of Phoenix
- Stephenie Gloden – VP, Agile Practice, Fidelity
- Patrick Soleymani – Associate dean, Business and Management, George Mason University
- Carlos Asarta – Director, Economic Education & Entrepreneurship, University of Delaware

2019 highlights



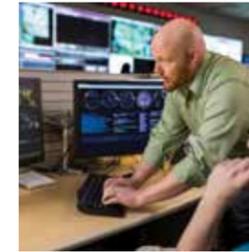
College launches more than 30 technology-enhanced courses

To help make courses more engaging and interactive, CBIT started more than 30 technology-enhanced courses, known as “t-courses,” in 2019. The courses added elements including video and interactive self-assessments so that students can get real-time feedback on activities and assignments. The courses also provide faculty with detailed learning data, allowing them to analyze and adjust facilitation practices to enhance student learning.



EC-Council presents Circle of Excellence Award for Cybersecurity programs

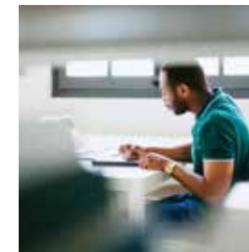
University of Phoenix has been awarded the 2019 Academic Circle of Excellence Award from the International Council of E-commerce Consultants (EC-Council), the world’s largest cybersecurity certification body. The University was selected for the award in part because of its commitment to educate and to make a difference in the cybersecurity workforce through continuous program development.



CBIT adds course content from Pluralsight®, uCertify™ and zyBooksSM

The college also added new course content from Pluralsight to help our students gain understanding of specific technology skills. This included the use of RoleIQ™ and SkillIQ™ assessment tools, which validate knowledge in specialized content areas. These tools can help students to measure their mastery of software, programming languages and more.

We also adopted content from uCertify and zyBooks, which provides interactive learning such as labs and simulations, for students in their courses. uCertify allows us to better align our curriculum to select industry certification exams from CompTIA, Microsoft® and ISACA®. zyBooks offers more guided content for students learning concepts like programming.



Associate degree in Cybersecurity launches

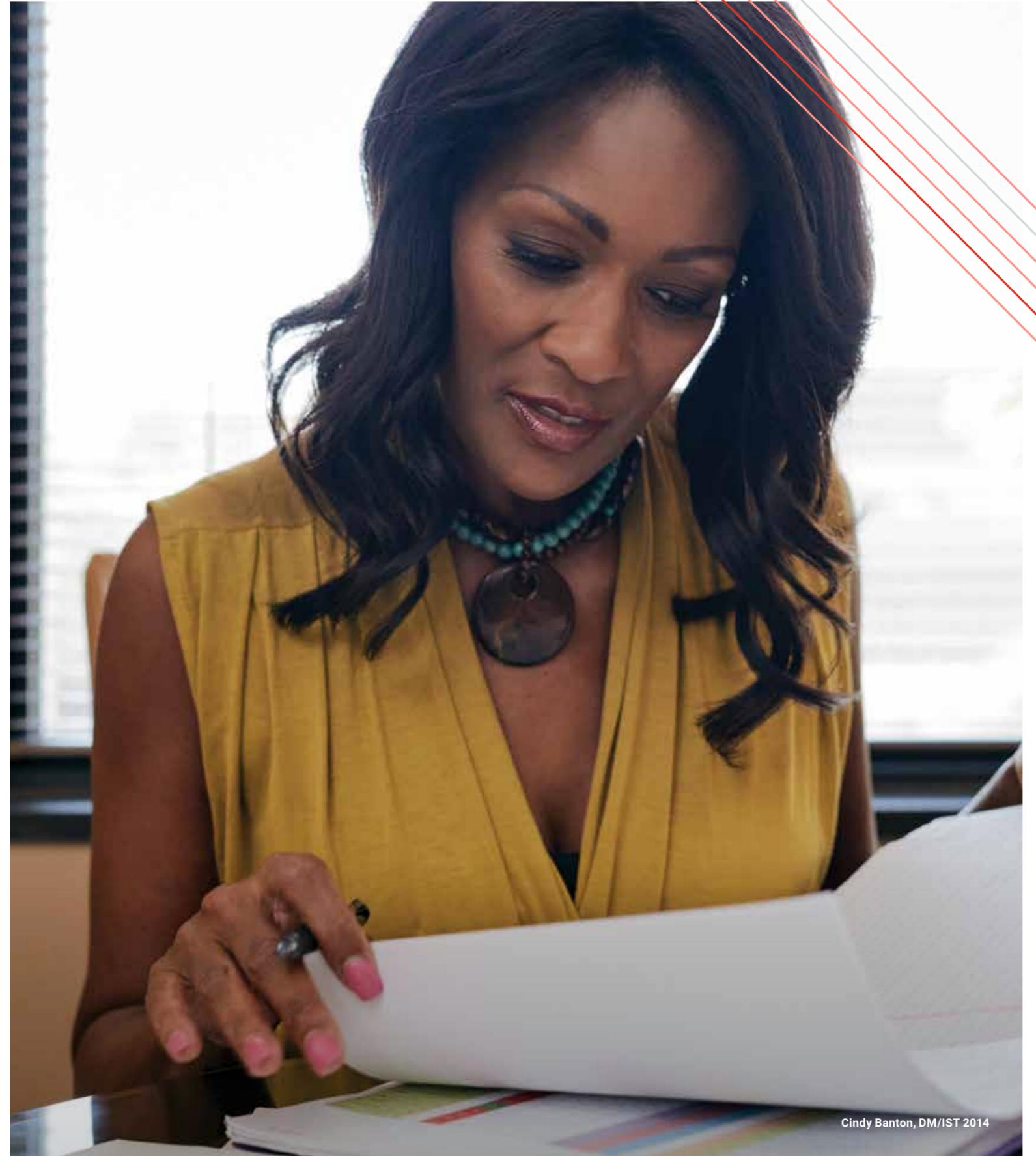
We also embarked upon the first of several planned programs in cybersecurity. On July 1, the Associate of Science in Cybersecurity degree launched as part of our alliance with EC-Council. This new degree program will help students to develop problem-solving tools and techniques to defend against cybercrimes.

CompTIA is a registered trademark of Computing Technology Industry Association Inc.
 EC-Council is a registered trademark of International Council of E-Commerce Consultants DBA EC-Council CORPORATION
 Amazon Web Services is a registered trademark of Amazon Technologies, Inc.
 Pluralsight is a registered trademark of Pluralsight, LLC.
 uCertify is a registered trademark of Pearson Education, Inc.
 zyBooks is a registered trademark of Zyante, Inc. CORPORATION
 RoleIQ is a trademark of Pluralsight, LLC.
 SkillIQ is a trademark of Pluralsight, LLC.
 Microsoft is a registered trademark of Microsoft Corp. in the U.S.
 ISACA is a registered trademark of Information Systems Audit and Control Association

College of Doctoral Studies

Developing scholar-practitioner leaders with an eye to influencing policy and guiding diverse organizations through effective decision-making.

The College of Doctoral Studies (CDS) develops high-level leaders, researchers and contributors who push organizational performance across many diverse fields. From education to business to healthcare administration, CDS graduates are equipped to blaze new trails as executives, administrators and researchers.



Cindy Banton, DM/IST 2014

Degree programs

Doctor of Business Administration

Doctor of Health Administration

Doctor of Education in Educational Leadership

Doctor of Education in Educational Leadership with a specialization in Curriculum and Instruction

Doctor of Education in Educational Leadership with a specialization in Educational Technology

Doctor of Education in Educational Leadership with a specialization in Higher Education Administration

Doctor of Management

Doctor of Management in Organizational Leadership with a specialization in Information Systems and Technology

Certificate programs

Post-Master's Certificate in Organizational Leadership and Decision-Making

Post-Master's Certificate in Research Essentials

Key leadership

VICE PROVOST

HINRICH EYLERS, PHD, PE

Dr. Eylers is the vice provost for Academic Operations and Doctoral Studies at University of Phoenix. Previously, he held the positions of executive dean, associate provost, and dean of the College of Natural Sciences at the University. Dr. Eylers earned a University Diploma in applied physics from the Technical University of Munich before attending the California Institute of Technology, where he received both a master's and PhD in environmental engineering sciences. He also holds an MBA from DeVry's Keller Graduate School of Management and is licensed as a professional environmental engineer in Arizona. He serves on the boards of Arizona Forward and Jobs for Arizona Graduates.

DEAN OF OPERATIONS

JOHN RAMIREZ, MBA, MS

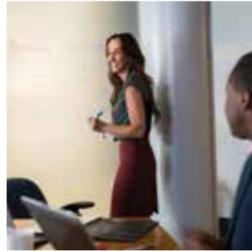
During his 16 years with University of Phoenix, Mr. Ramirez has held multiple positions including senior operations manager, director of operations, associate campus director for the School of Advanced Studies, and vice president of External Military Relations. Mr. Ramirez holds the rank of U.S. Army Command Sergeant Major (ret.) with 27 years of military service. His education includes both a bachelor's and a Master of Business Administration from Arizona State University, a Bachelor of Science in Psychology from University of Phoenix, and a Master of Science in Administration of Justice and Security with a concentration in Global and Homeland Security from University of Phoenix. He serves on the board of the Arizona Hispanic Chamber of Commerce and as vice president of the Board of Directors of Honoring America's Veterans.

Research and scholarship enterprise

CDS is helping to develop a strong culture of scholarship to support faculty and students across the University, especially for those pursuing practitioner doctoral degrees. The colleges operate three research centers focused on leadership, education and diversity with a public online information hub at research.phoenix.edu. CDS also sponsors *The Journal of Leadership Studies* (a Wiley publication) and publishes *The Phoenix Scholar*.

The research centers offer a schedule of regular workshops and seminars to support students and faculty in their research activities, and the dissertation-to-publication workshop series, which supports recent doctoral graduates in publishing their research in a peer-reviewed journal.

2019 highlights



20 years, big milestones and a new name: College of Doctoral Studies

In 2019 the College of Doctoral Studies celebrated its 20th anniversary and surpassed the milestone of 6,000 graduates. Known previously as the School of Advanced Studies, the college’s new name accompanies changes inspired by student feedback. In 2019 the college added more programs in high-demand fields including a Post-Master’s Certificate in Organizational Leadership and a Post-Master’s Certificate in Research.

A revamped dissertation process to better serve online learners

An all-new dissertation process, which went into effect in January 2019, builds in more support for students throughout their programs and reduces the number of program hours.

This new, student-centric format begins six months earlier than prior methods, employing a three-member dissertation committee from start to finish. This includes a committee chair, a research methodologist and a panel validator. These improvements eliminate the often “rotating panels” of the past and give students more time to prepare for and understand their dissertations.

“Our new processes really are focused on being student-centric, focused on working adults and our ‘2020 Vision’ of being a premier doctoral studies institution.”

DR. SHAWN BOONE

Associate Dean of Instruction



Online research summit reaches new heights

CDS continued the success of its annual Knowledge Without Boundaries™ virtual summit. Now open to all practitioner faculty inside and outside the University, the summit’s mission is to provide an opportunity to engage in an active community of online scholarship.

For a third consecutive year, CDS invited faculty, students and alumni to develop and achieve their professional research and scholarship goals. The 2019 online conference was an immense success, with hundreds in attendance. The events have been hosted in 12 states over the past three years, facilitating more than 150 total research collaborations with organizations across the country.



Doctoral candidate Thomas Kasel receives the 2019 Kerzner Award for Excellence in Project Management

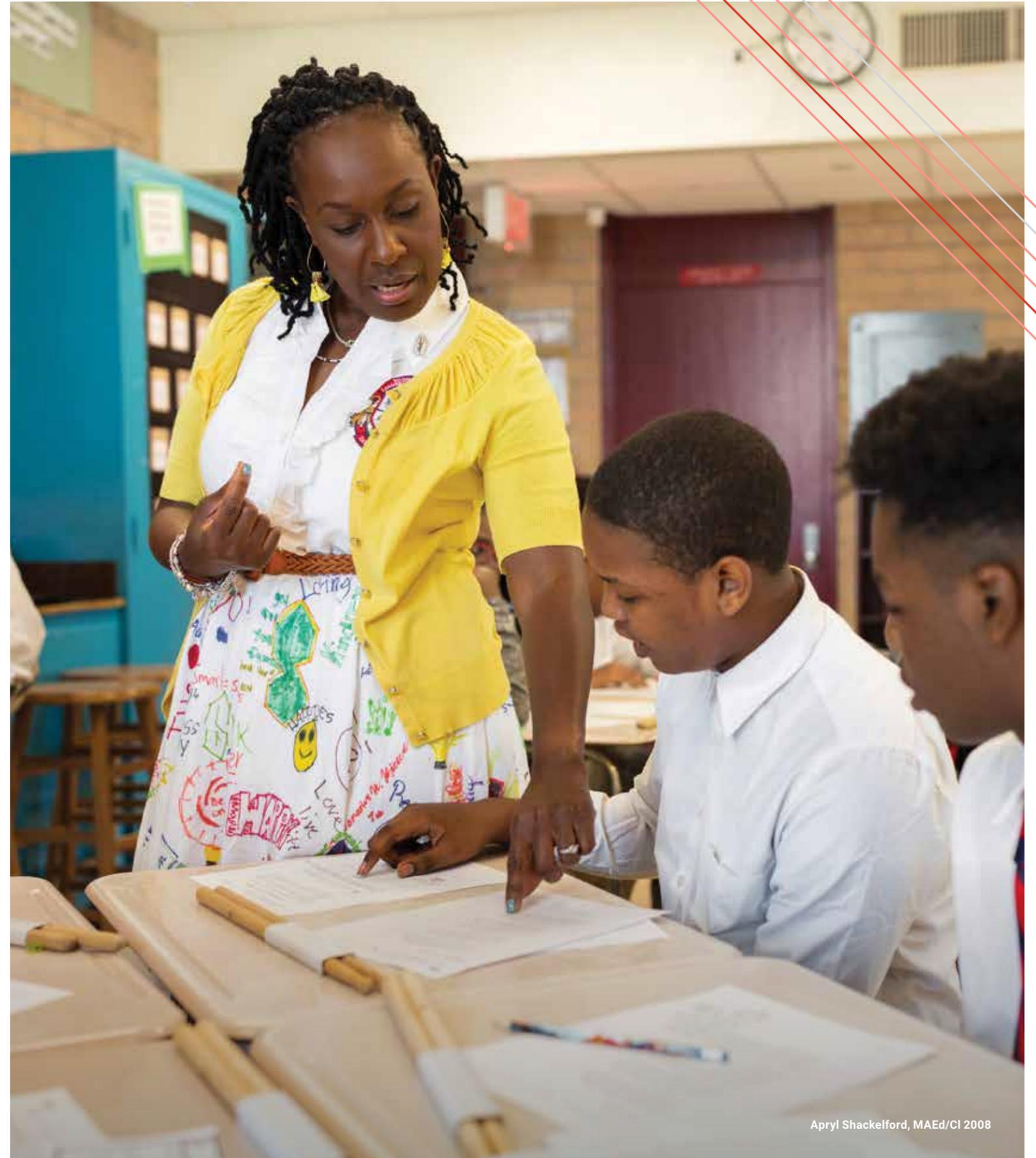
University of Phoenix doctoral studies candidate Thomas Kasel is sort of a celebrity in the project management world. His webinars and videos on managing business projects based on their value to the business reached a global audience and garnered responses from around the world. In October, he received the 2019 Kerzner Award for Excellence in Project Management from the Project Management Institute®.

news.phoenix.edu/kasel

College of Education

Improving the lives of our students, their families and their communities one educator and leader at a time.

The College of Education prepares students for diverse roles ranging from early childhood educator to district-level administrator. We offer an array of bachelor's and master's degrees. With an emphasis on classroom instruction, addressing state standards and incorporating technology into education, the College of Education prepares future educators to foster a lifelong love of learning.



Apryl Shackelford, MAEd/CI 2008

Degree programs

The following College of Education programs have been reviewed and approved by the Arizona Department of Education:

- Bachelor of Science in Education/Early Childhood Education
- Bachelor of Science in Education/Elementary Teacher Education
- Master of Arts in Education/Elementary Teacher Education
- Master of Arts in Education/Secondary Teacher Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Graduation Alternative Pathway/Elementary Education
- Graduation Alternative Pathway/Secondary Education
- Graduation Alternative Pathway/Special Education

The following College of Education programs have been reviewed and approved by the California Commission on Teacher Credentialing:

- Bachelor of Science in Liberal Studies
- Master of Arts in Education/Elementary Teacher Education
- Master of Arts in Education/Secondary Teacher Education

The College of Education also offers the following programs:

- Master of Arts in Education/Curriculum and Instruction
- Master of Arts in Education/Adult Education and Training

Key leadership

DEAN

PAMELA ROGGEMAN, EDD

Dr. Roggeman has over a decade of experience as a higher education leader in educator preparation. Previously, she was an award-winning high school English teacher for 18 years. As the dean, she oversees the strategy, operations and academic functions of the college along with faculty approval and oversight; student and faculty satisfaction and retention; academic policy and standards; and program evaluation.

ASSOCIATE FACULTY

GINA COFFARO, D.LITT

Dr. Coffaro has been a University of Phoenix faculty member for over 10 years. In addition to facilitating Teacher Preparation and Special Education courses for the College of Education, Dr. Coffaro has served as a Campus Faculty Assessment Liaison (CFAL). The role of CFAL includes supporting many aspects of the assessment cycle, data collection and student learning outcomes. Dr. Coffaro has also served as a member of the College of Education's Faculty Council, as a faculty supervisor

for student teachers in the field and as a subject matter expert, providing support to program development and revisions. In addition to her role at University of Phoenix, she serves as the superintendent of schools with Oakland Public Schools in Oakland, New Jersey, overseeing more than 350 staff members and 1,600 students. Dr. Coffaro holds a Doctor of Letters from Drew University.

ASSOCIATE FACULTY

SHANNON GILBERT-KEENAN, EDD

Dr. Gilbert-Keenan is a longtime faculty member with the Online College of Education. With 17 years of experience as course facilitator and associate faculty member, Dr. Gilbert-Keenan provides valuable practitioner experience to the students she interacts with. She has effectively contributed as a faculty supervisor for our student teachers in the field, as a Faculty Council member and as a subject matter expert, providing support to program development and revisions. Dr. Gilbert-Keenan is a fifth grade teacher and a recipient of Florida's coveted High Impact Teacher Award (2018).

Industry advisory council

Education never stands still. That's why we have advisory councils made up of leaders in their fields. They meet periodically to review industry needs with our colleges' leaders.

- Katherine Bassett – CEO, Tall Poppy, LLC
- Jemelleh Coes, PhD – Professor, University of Georgia
- Jeanne DelColle, PhD – Instructional development and strategic partners specialist, Stockton University
- Sydnee Dickson – State superintendent of education, Utah State Board of Education
- DT Magee – Superintendent, Iowa State Board of Education
- Gerard Robinson – CEO, Center for Advancing Opportunity
- Melody Schopp, PhD – Co-founder, Influential She
- Kareem Neal – Educator
- Katherine Wilcox – Educator
- Sharif El-Mekki – CEO, the Center for Black Educator Development
- Amanda Miliner – Assistant principal

2019 highlights



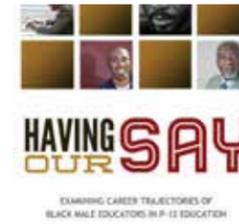
Dean honored with lifetime achievement award

When a lifelong educator receives an award named in honor of a personal hero, it can be a truly emotional experience. **Pamela Roggeman**, EdD, dean of the College of Education, was the first recipient of the Carolyn Warner Legacy Award for public education advocacy — named in honor of the iconic Arizona superintendent. Carolyn Warner’s tireless, lifelong dedication to improving Arizona schools has served as inspiration to Dr. Roggeman since she began her career as a high school English teacher.

The Arizona Education Foundation honored Dr. Roggeman with the award last fall. She was chosen for her lifelong dedication to teaching and her recent work with the National Network of State Teachers of the Year on various projects, all with the focus of helping educators to increase social justice efforts in K-12 schools.

“Education has been such a gift to me, as a tool and also as a profession,” said Dr. Roggeman. She added that it has been both an honor and a humbling experience to use her position at University of Phoenix to promote efforts aimed at increasing social justice in K-12 schools. To her, winning the Carolyn Warner Legacy Award is “a gift that I have to honor every day.”

Read more about Dr. Roggeman’s passion for education: [news.phoenix.edu/roggeman](https://www.aznews.com/story/news/2019/11/14/pamela-roggeman-lifetime-achievement-award/2500000001/)



Research partnership examines the role of Black male teachers

Educators call it the 2% problem, and it’s growing: A mere 2% of primary school teachers are Black males. Black men are not only a minority in America’s P-12 classrooms, but they also are conspicuously absent despite students of color constituting over 50% of current classroom populations (U.S. Department of Education, 2016).

Primary and secondary school students, particularly those of color, can benefit from having a Black male teacher and role model. A joint study by American University, Johns Hopkins University and the University of California, Davis found that having just one Black teacher during elementary school reduced low-income male students’ probability of dropping out by 29%. Other studies suggest that Black students, especially, can benefit from having a Black male teacher, as evidenced by lower dropout rates, fewer disciplinary issues, more positive views of schooling and better test scores.

Nonminority students can also benefit. Other studies have shown that the visibility of a Black male authority figure can dramatically decrease bias and prejudice in other races. Researchers have cited the presidency of Barack Obama as an example of this effect.

Examining the problem in depth

Research conducted by University of Phoenix has sought to examine the 2% problem. Led by Kimberly Underwood, PhD, College of Doctoral Studies University Research chair for the Center for Workplace Diversity and Inclusion Research, a team of research fellows examined the factors affecting the shortage of Black male teachers. The team published its findings in a recent white paper: “Having Our Say: Examining Career Trajectories of Black Male Educators in P-12 Education.”

Building a brighter future for Black P-12 educators

The critical point of the research is that there’s still work to be done: The purpose of the paper was not only to examine the numbers and the reasons behind a lack of growth, but also to look forward to what comes next. Educators at the university level need to be aware of the problem so we can all do our part.

At the end of the day, it’s not just about race, sex or statistics. It’s about educators contributing to the next generation and making a difference for all kids.

Let’s find ways to make 2% a problem of the past.

The publication is available at: [phoenix.edu/having-our-say](https://www.phoenix.edu/having-our-say)

College of General Studies

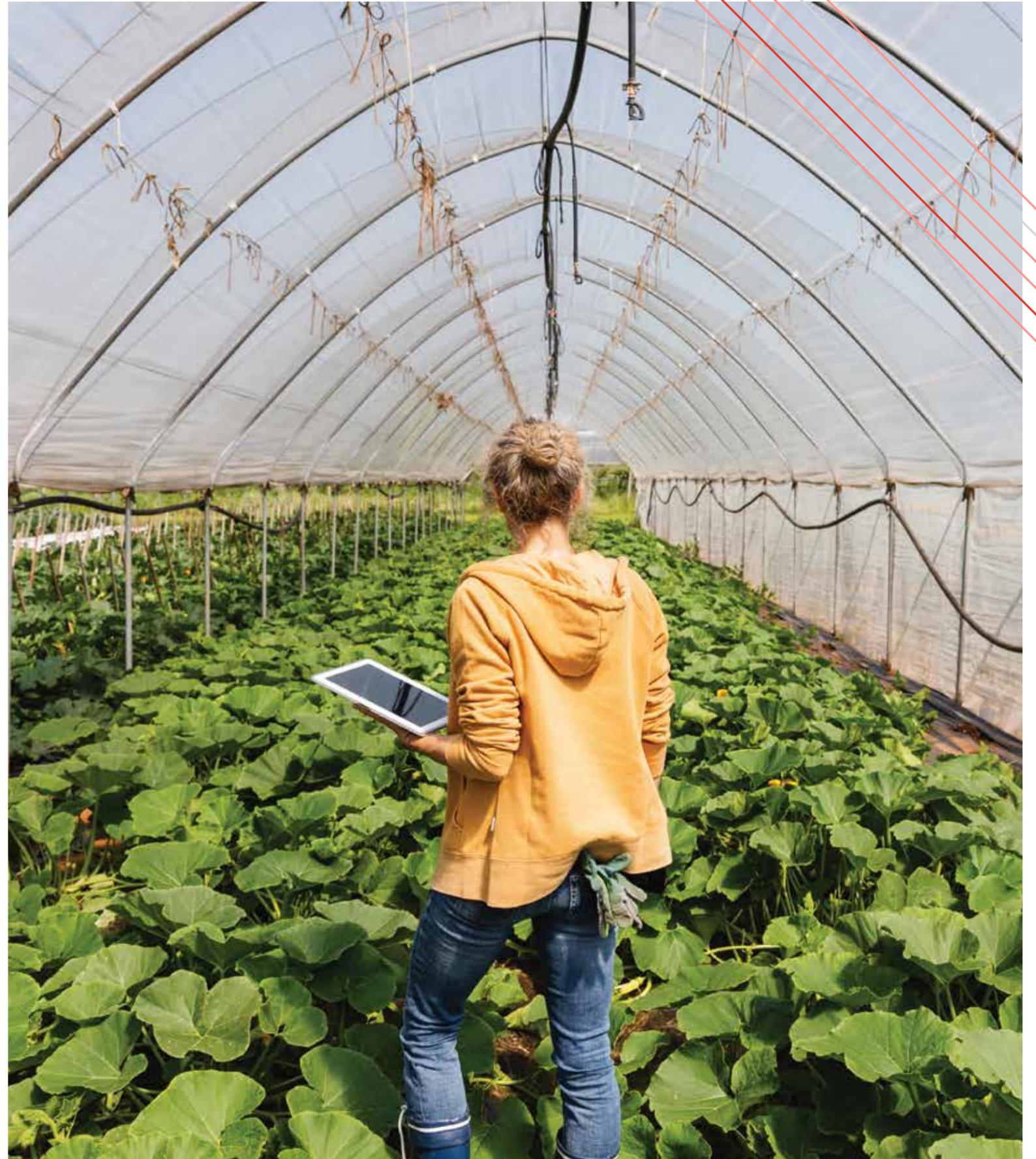
Preparing tomorrow's critical thinkers and communicators.

Creative thinking, reasoning, scientific thought and intercultural awareness. More than ever before, these skills have become vital to success in the 21st century. These fundamentals are what the College of General Studies (CGS) is working to cultivate in our students.

We achieve this through relevant and engaging programs and courses, an engaged body of faculty who inform curriculum decisions, and a commitment to understanding the changing needs of our students. As a result, our students are prepared to pursue their academic, personal and professional goals.

Degree programs:

- Bachelor of Science in Environmental Science
- Bachelor of Arts in English



Key leadership

DEAN

BRIANA HOULIHAN, MBA

Ms. Houlihan built her career at University of Phoenix, serving over 17 years as a dean, assistant dean, and campus and academic director. After earning her MBA from the University in 2007, Ms. Houlihan went on to earn a Graduate Project Management Certificate. She is also a graduate of University of Wisconsin–Madison.

ASSOCIATE DEAN

JACQUELYN KELLY, PHD

Dr. Kelly is an associate dean responsible for STEM courses and programs. She holds a PhD in Curriculum & Instruction–Science Education from Arizona State University, a Master of Science in Materials Science & Engineering from Arizona State University and an undergraduate degree in physics/chemistry from California State University San Marcos.

ASSOCIATE DEAN

SUSAN HADLEY, PHD

Dr. Hadley has spent the majority of her career in higher education, serving as associate dean, program dean, academic dean, faculty member and consultant for dozens of colleges and universities. She has advised higher education institutions throughout the country regarding academic program structure and design, accreditation, and academic policies and procedures incorporating operational and educational best practices. A lifelong learner, Dr. Hadley holds a PhD in psychology from Saybrook University, a Bachelor of Arts and Master of Arts in English, and a Bachelor of Science in Business Management.

2019 highlights



A new pathway into math

A redesigned mathematics course yields positive results for returning adult learners

College students, especially working adults going back to school, typically aren't eager to take general education math classes. So, when students proactively ask to be put on a waiting list for a math course that's already full, something special is happening.

This unusual situation occurred in October 2019 when CGS teamed up with zyBooks, a Wiley brand, to develop a pilot math course for MTH/215T and MTH/216T – two courses where students struggled with abstract concepts and test anxiety.

In the pilot, math problems are presented in contextual situations that an adult would encounter on any given day. The course assessment tests were also updated to help reduce test anxiety.

Dr. Kelly says that throughout the course, students often shared practical applications of their newfound perspective on math. She remembers one student who used lessons from the course to help him better calculate the number of baseboards he needed for a weekend home remodeling project. Other students reported similar experiences, saying the skills they learned helped them in their daily lives.

Read the full story: news.phoenix.edu/kelly

“

Changing math instruction to better reflect their lives can help students perform better in class, improving their chances significantly of staying in college and can improve their lives in other ways.”

DR. JACQUELYN KELLY

Associate Dean, University of Phoenix

More 2019 highlights



Revised courses build confidence in writing

For summer and fall 2019, CGS implemented new versions of both English 100 and 200. Revisions were informed by best practices in teaching and learning writing, with the goal of helping students build literacy skills using research-supported approaches.

The revised courses take a wider view of writing than a traditional composition course. Instead of focusing on the perfect five-paragraph essay, the courses focus on building students' confidence in writing while exposing them to different writing situations — all with the goal of developing essay skills before launching students into the degree courses.

End-of-course surveys have yielded encouraging student feedback:

“ This course allowed me to express myself in writing rather than speaking.”

“ It's been a long time since I've had to write an essay and I didn't even know what APA format was. This course challenged me in a positive way and now I am a little more confident in my writings.”



Interactive videos humanize online learning

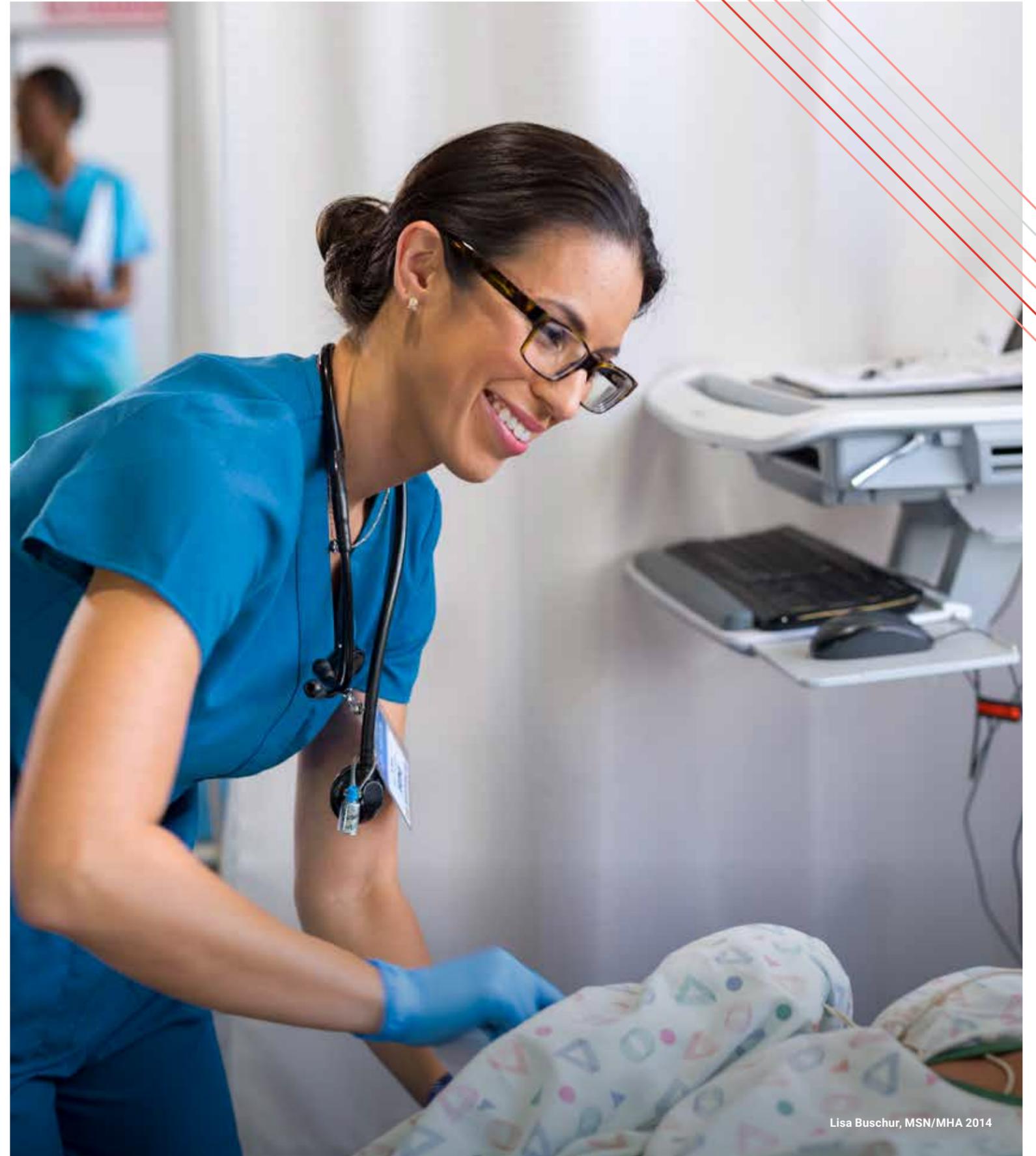
This year, CGS also implemented new, in-course video content. The videos were designed to humanize the academic experience with encouragement from veteran faculty, presenting students with best practices for success in modules and assignments. The videos also elaborate on course topics, bridging connections between course content and students' professional lives while also allowing students an opportunity to check their level of understanding of the content via an embedded quiz feature.

Reaction to the new videos has been overwhelmingly positive: Students are specifically referring to video content in their discussion responses. Faculty have reported fewer student questions about activities, assignments and content addressed in the videos.

College of Health Professions

Equipping students with the leading-edge training needed to succeed in today's dynamic healthcare environment.

The College of Health Professions strives to equip students with a future-focused education required to succeed in today's dynamic healthcare environment and to effectively tackle tomorrow's challenges. Our programs place an emphasis on authentic assessment, stressing real-world tasks and applied skills vital for a career in healthcare.



Lisa Buschur, MSN/MHA 2014

Degree programs

Bachelor of Science in Health Administration

Bachelor of Science in Health Management

Master of Health Administration

Master of Health Administration with a concentration in Informatics

Master of Health Administration/Master of Business Administration

Certificate programs

Graduate Healthcare Informatics Certificate

Health Information Systems Certificate (undergraduate)

Medical Records Certificate (undergraduate)

Key leadership

DEAN

MARK JÖHANNSSON, DHSC, MPH

In addition to five years as dean, Dr. Jöhanntsson has successfully spent over 30 years as a senior leader within corporate, academic, governmental and entrepreneurial settings. He specializes in healthcare administration, population health strategy, clinical research, higher education administration, senior client management and strategic leadership. Dr. Jöhanntsson holds a doctoral degree from Nova Southeastern University and a Master of Public Health from San Jose State University.

ASSOCIATE DEAN

HEATHER STEINESS, PHD, MPH

Dr. Steiness specializes in global public health with more than 20 years' experience designing, implementing and evaluating health and health systems globally. Dr. Steiness holds a doctoral degree from Arizona State University and a Master of Public Health from the University of Michigan.

Industry advisory council

Education never stands still. That's why we have advisory councils made up of leaders in their fields. They meet periodically to review industry needs with our colleges' leaders.

- Peggy Altamura, FACHE – Immediate past president, Arizona Healthcare Executives
- Paula Arceneaux Ivey – Director, HCA Conroe Regional Medical Center, Houston, Texas
- Dean Athanassiades – Senior director, Project Services, Philips Healthcare
- Denise Atwood, JD – Senior risk management consultant, MICA Insurance in Arizona, former VP of Hospital Operations, Maricopa Integrated Health System in Arizona
- Jennifer Bonilla, PhD, FACHE – CEO, Southwest Food Service
- Gilberto Colon, SGM – Division surgeon SGM 101st Airborne Division (Air Assault)
- Vincent DaCosta – Senior consultant, sales compensation program, Xactly Corporation
- Umberto D'Alessandro – Former director of Finance and Lean Transformation at Sodexo
- Demarico Davis – Health system specialist to chief of staff, Black Hills Health Care System, Virginia
- Joseph Dulin – Chief philanthropy officer, A New Leaf in Arizona
- James Flinn, JD, FACHE – CEO of St. Luke's Hospital System in Arizona, Arizona Regent, American College of Healthcare Executives
- Eboni Green, PhD, RN – Co-founder, Caregiver Support Services, Omaha, Nebraska
- Daniel Jones, FACHE – CEO, St. Francis Hospital System in Atlanta, Georgia
- Jonathan Todd Lehmenkuler, EDAC – Architect, Healthcare Design, Corgan architects group in Arizona
- Robert Libberton, FACHE – Principal, Physician Practice and Behavioral Health Consulting, former interim CEO, La Paz Regional Hospital in Arizona
- Steven Linerode, RN – Emergency management coordinator at Howard Regional Health System in Indiana
- Kevin Myers – Client director, GE Healthcare, Louisiana
- Julie Ritzman – Vice president of Risk Management Services at MICA Medical Foundation in Arizona
- Roxanne Schwans – Vice president, Managed Care Market Access for Horizon Pharma
- Maire Simington, PhD, FACHE – Former director, Physician Resources and Care Management at Banner Health, former Arizona Regent, American College of Healthcare Executives
- Marcia Smith, DBA – Grant consultant, Health Resources Services Administration, Substance Abuse and Mental Health Services Administration; sustainability expert in Tennessee
- Ajith "AJ" Thomas, AIA, ACHA, LEED AP, EDAC – Vice president, Healthcare Studio Leader at Corgan architects group in Arizona
- Elizabeth Warren – Director, Storytelling Institute at South Mountain Community College in Arizona
- Alejandro Zayas – Founder and CEO, AMC Group, Behavioral Health Services in Arizona

2019 highlights



College introduces Bachelor of Science in Health Management degree

New program lets students transfer eligible credits and experience

Early in 2019 the college launched our Bachelor of Science in Health Management degree, our newest program. This popular program was designed with transfer students in mind — specifically those who have already earned an allied health associate degree. Leveraging what students have learned, the BSHM program provides additional instruction in management and strategy. By recognizing the value of these prior educational experiences, our BSHM program is helping eligible transfer students to earn a bachelor's degree sooner, at a lower cost.



MHA degree program undergoes candidacy consideration with CAHME

With great enthusiasm, the College of Health Professions is moving toward specialized accreditation with the Commission on Accreditation of Healthcare Management Education (CAHME) for our Master of Health Administration degree. CAHME is the accrediting body for graduate programs in healthcare management in the United States and Canada.

Students selecting a CAHME accredited program are assured their program has met the high standards and criteria defined by leading academics and practitioners.

The CAHME accreditation period for the Master of Health Administration (MHA) program became effective Nov. 1, 2019. We received our notice of accreditation in May 2020, but it is retroactive to November 2019, which aligns to our site visit.

Programs aligned with new standards in 2019:

The Certificate/Medical Records program is now aligned to National Healthcareer Association (NHA) Certified Billing and Coding Specialist (CBCS) Certification.

The BSHA v 004 program is aligned to industry competencies from the American College of Healthcare Executives (ACHE).

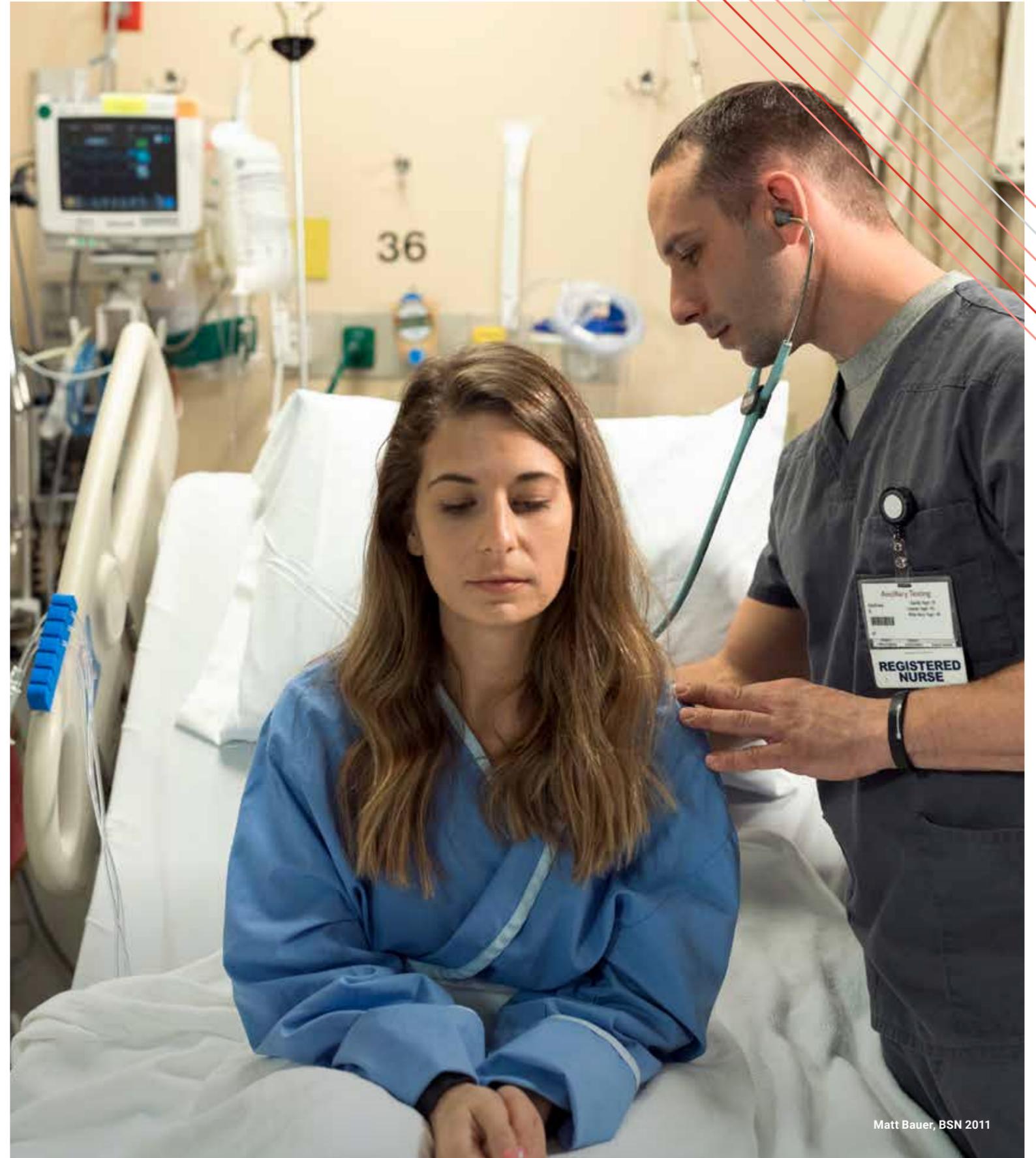
College of Nursing

Embodying the value of caring, excellence in practice, and leadership in the nursing profession.

The College of Nursing has become an innovative educational provider for post-licensure and graduate nursing programs for registered nurses. Since our first graduating class in 1980, we've rapidly become a well-recognized and respected leader in nursing education, meeting the career needs of professional nurses in the ever-changing healthcare landscape.

Nursing leadership is more than simply managing patients in a healthcare institution – it includes caring for individuals, families and communities from diverse backgrounds. To that end, cultural competence and inclusion as well as human caring are two values emphasized throughout our programs.

In addition, the curriculum for all nursing degree programs is aligned with AACN Essentials – the expected competencies of graduates of nursing practice programs – to ensure nursing graduates are prepared to pursue lifelong learning opportunities.



Matt Bauer, BSN 2011

Degree programs

RN to Bachelor of Science in Nursing

Master of Science in Nursing with a concentration in Informatics

Master of Science in Nursing with a concentration in Nurse Administration

Master of Science in Nursing with a concentration in Nurse Education

Master of Science in Nursing/Family Nurse Practitioner

Certificate programs

Post-Master’s Nursing Administration Certificate

Post-Master’s Nursing Education Certificate

Industry advisory council

Education never stands still. That’s why we have advisory councils made up of leaders in their fields. They meet periodically to review industry needs with our colleges’ leaders.

- Deb Bennett, PhD – Clinical simulation consultant
- Denise Boren, PhD – Professor, California State University San Marcos
- Julie Barkenbush, RN – CEO, Devenney Group
- Julie Longmire, FNP-C, RN – East Scottsdale Medical Group
- Margi Schultz, PhD, RN – Dean of Nursing, Maricopa Community College

Key leadership

DEAN

KATHLEEN WINSTON, PHD

Dr. Winston began her career as a registered nurse and has served as a clinician, educator and leader in nursing higher education. She served as a dean/director at three California community colleges and California State Universities – most recently at California State University San Marcos, before becoming dean of the College of Nursing at University of Phoenix. Dr. Winston believes in modeling servant-leadership and works collaboratively with her teams to provide evidence-based strategies for creating and improving nursing programs, curriculum and faculty engagement. She holds a bachelor’s degree from the University of Las Vegas, and both a master’s in Nursing Education and a PhD in Nursing Science and Educational Leadership from the University of San Diego.

ASSOCIATE DEAN

RAELENE BROOKS, PHD

Dr. Brooks is the associate dean of the Undergraduate and Master’s Non-FNP Nursing Programs. She has been a registered nurse for over 20 years and practiced extensively in the areas of ICU, trauma and critical care. As a nursing researcher, Dr. Brooks studied the long-term outcomes and weight regain in the bariatric surgery population. She has an extensive background in institutional effectiveness, program review, accreditations, student outcomes and curriculum. Dr. Brooks holds a PhD in Nursing Science from the University of San Diego, where she was named a Doris Howell Scholar, and has published in various nursing journals.

ASSOCIATE DEAN

FRANCINE NELSON, PHD

Dr. Nelson is the associate dean for Graduate and Doctoral Nursing Programs. A retired commander from the U.S. Navy Nurse Corps, she has over 19 years of experience in nursing higher education. She earned her PhD from University of Nebraska, her master’s in nursing from Vanderbilt University and her bachelor’s degree from University of Florida. Her research focus is pain perception and management, in which she is published. Her practice includes emergency medicine and trauma, pediatrics, aging, clinical nurse specialist ER/trauma military nursing, and federal and state regulations related to Medicare and Medicaid.

DIRECTOR OF OPERATIONS

BRANDI MORSE, MED

Ms. Morse is director of Operations for the College of Nursing. Her career includes 11 years at University of Phoenix, including roles as an academic counselor and in Academic Affairs prior to the College of Nursing. Her role as the director of Operations is to ensure operational efficiency for the college’s nursing programs in order to better the student experience. Ms. Morse holds a Bachelor of Arts in English from Arizona State University and a Master of Arts in Education from University of Phoenix with a focus on Adult Education and Training.

2019 highlights



Community college alliances create pathway for BSN-prepared nurses

The University of Phoenix Healthcare & Academic Alliances Workforce Solutions Group has worked closely with the College of Nursing leadership in refining pathways for the community college student to complete a BSN degree. With the increasing demand for baccalaureate-prepared nurses, we recognize that flexible and relevant educational programs are essential to prepare students for leadership in nursing practice.

To meet the challenge of preparing future nurses, the College of Nursing has designed the Concurrent Enrollment Programs (CEP) that provide nursing students the opportunity to complete coursework toward a baccalaureate nursing degree while enrolled in an associate degree nursing program.

The CEP are collaborative educational alliances with community colleges that began and were designed to help meet the Institute of Medicine's Future of Nursing (2010) goal of increasing the percentage of baccalaureate-prepared nurses to 80% nationwide by the year 2020. While much progress was made, the work goes on and University of Phoenix continues to do its part. The CEP are designed to facilitate accelerated completion of the BSN degree.



MSN/FNP program receives California state approval in 2019

This helps our California FNP students remain educationally prepared to apply for California Board of Registered Nursing (CA-BRN) certification – a prerequisite to practice as a family nurse practitioner in that state. At a national level, our MSN/FNP program prepares students to sit for national certification exams, such as the American Nurses Credentialing Center (FNP-BC) and the American Association of Nurse Practitioners (FNP-C).

SPE model applied across nursing disciplines

The Systematic Plan of Evaluation model was a change not only for the MSN-FNP program but was also applied throughout the college in 2019. The SPE model aligns the standards and criteria of CCNE accreditation with the University's goals and initiatives. We have established reporting of data that meets our accrediting bodies' standards – so when a course requires revision, the course is updated as standards change. The SPE model is part of our commitment to continuous improvement.



College of Nursing aligns MSN programs to national criteria

Curriculum mapping is an annual review and planning process that ensures our curriculum aligns with leading industry organizations. In 2019, we ensured that the curriculum in our Master of Science in Nursing programs (MSN/ADM, MSN/NED and MSN/INF) was aligned with the essentials of the American Association of Colleges of Nursing (AACN); the credentialing requirements for the American Nurses Credentialing Center (ANCC); and the National League for Nursing (NLN). Our MSN degree programs educationally prepare our students to sit for the national certification examinations offered by these organizations.



College launches new version of MSN-FNP program

The nursing professions are constantly changing and improving. To help our students keep pace, we launched a revised Nursing Advanced Practice graduate MSN-FNP program in 2019. This program revision operates using a Systematic Plan of Evaluation (SPE) model for continuous and relentless quality improvement. Systematic evaluation is the ability to trend data over time: semester, year or multiple years. A systematic evaluation plan is the “big picture” of what is changing and includes the evidence about what was done to support effectiveness and quality.

College prepares to offer DNP degree in 2020

Students may soon pursue nursing education at the doctoral level

In 2019, the College of Nursing completed curriculum development and course revisions for the Doctorate in Nursing Program (DNP). Designated for a spring 2020 launch, this degree is intended for the post-master's student pursuing the leadership skills to further their career. The program curriculum was designed using a research and application framework by both PhD and DNP faculty in accordance with the American Association of Colleges of Nursing (AACN) standards.

College of Social and Behavioral Sciences

Preparing students for opportunities to positively influence their organizations and communities.

Reorganized in 2019 into one college serving the helping professions, the College of Social and Behavioral Sciences (CSBS) is one of the University's newest colleges. We aspire to become a recognized leader of diverse academic programs in the social and behavioral sciences. With an emphasis on knowledge, skills, character and lifelong learning, CSBS prepares students to become change agents in their respective fields.



Kelly O Horo, MSC/CC 2010

Degree programs

Associate of Arts in Criminal Justice

Bachelor of Science in Applied Psychology with a concentration in Media and Technology

Bachelor of Science in Criminal Justice Administration

Bachelor of Science in Correctional Program Support Services

Bachelor of Science in Industrial-Organizational Psychology

Bachelor of Science in Public Administration

Bachelor of Science in Security Management

Bachelor of Science in Social Work (new in 2019)

Master of Public Administration

Master of Science in Administration of Justice and Security

Master of Science in Counseling/Clinical Mental Health Counseling

Master of Science in Counseling/Marriage, Family and Child Therapy

Master of Science in Psychology

Master of Science in Psychology with a concentration in Industrial-Organizational Psychology

Key leadership

DEAN

CHRISTINA NEIDER, EDD

Dr. Neider's career spans over 25 years in academia, healthcare and the U.S. Air Force. During her years at University of Phoenix she has held several academic leadership roles, including associate dean of Undergraduate Studies in the College of Health Professions, dean of Assessment and dean of Curriculum. Dr. Neider holds a Doctor of Education in Education Leadership from Northcentral University, and a Master of Arts in Education/Curriculum and Instruction and a Master of Science in Psychology from University of Phoenix. She is a board member for the Arizona Chapter of the Healthcare Information and Management Systems Society (HIMSS).

ASSOCIATE DEAN

FRANZI WALSH, DBA, MPA

Dr. Walsh serves as associate dean for Criminal Justice, Public Administration, and Security Programs within the College of Social and Behavioral Sciences. Dr. Walsh holds a Master of Arts in Organizational Management and a Doctor of Business Administration from University of Phoenix, a Master in Public Administration from Western International University and a Doctor of Education from Northern Arizona University.

ASSOCIATE DEAN

JEAN MILLER, PHD, LPC, NCC, ACS

Dr. Miller is the associate dean of Social Sciences (Counseling, Psychology, Human Services) in the College of Social and Behavioral and Sciences. She holds a doctorate in Higher Education Administration from University of Phoenix, and is a Licensed Professional Counselor, a Nationally Certified Counselor and an Approved Clinical Supervisor.

ASSOCIATE DEAN

SAMANTHA DUTTON, PHD, LCSW

Dr. Dutton is the associate dean and program director for the Bachelor of Science in Social Work. Prior to her work in academia, Dr. Dutton served 27 years in the U.S. Air Force, retiring as a lieutenant colonel. She holds a PhD from Portland State University as well as Bachelor and Master of Social Work degrees from New Mexico Highlands University.

2019 highlights

A revamped college under new leadership

In 2019, the University brought together two existing content areas of the social sciences — counseling and criminal justice — into the newly named College of Social and Behavioral Sciences. In July 2019, Christina Neider, EdD, was named dean of the college, previously serving as associate dean, Undergraduate Health Administration Programs.

New degree offering: Bachelor of Science in Social Work

In April 2019 the college began offering a BS in Social Work in response to anticipated demand in this growing field. The Bureau of Labor Statistics estimates job growth for community, social service and social workers will be 11% between 2018 and 2028. This new degree program will prepare graduates to serve their communities with the knowledge, skills and social work values aligned with industry standards of the Council of Social Work Education Standards (CSWE). It will also prepare them to pursue state licensure or certification as a bachelor's-level social worker in select states.

“It was a blend of two existing disciplines. The content areas were under different leaders previously. What they have in common is they're disciplines that focus on actions and behaviors of people to support communities.”

CHRISTINA NEIDER, EDD

Dean, College of Social and Behavioral Sciences

Taking a practice-based approach

Counseling

Throughout 2019 the counseling program at the Salt Lake City Campus held free professional development workshops open to the community. These were designed to bring counseling professionals together while giving them an open forum to ask questions and share experiences. In addition, college leaders participate in the Marriage and Family Therapy Leadership Collaborative for the Marriage and Family Therapy (MFT) Consortium of California. The coordination of meetings in the region brings together universities and agencies involved in training MFT students to share best practices and recognize those in the counseling profession.

Criminal Justice

In 2019, the college worked closely with Las Vegas Sheriff Joseph Lombardo and other command-level officers to discuss education and the needs of law enforcement. During a panel discussion at the Las Vegas Campus, Sheriff Lombardo outlined a top priority for law enforcement — understanding and working with the mentally ill. He also spoke to the growing role of technology in law enforcement. Through these discussions the college is working to keep program curriculum relevant.

Providing accredited higher education for over 40 years



Institutional accreditation

University of Phoenix is accredited by the Higher Learning Commission (HLC) (hlcommission.org).

Accreditation is an independent evaluation of educational quality and rigor. Since 1978, the University has been continuously accredited by HLC and its predecessor. The University received its most recent 10-year Reaffirmation of Accreditation in 2012–2013. A mid-cycle comprehensive evaluation was completed in fall 2018. The next Reaffirmation of Accreditation is scheduled for 2022–2023.

What it means for our students:

You'll receive an education that meets recognized quality standards.

Programmatic accreditation

Programmatic accreditation represents an additional level of external peer evaluation and quality assurance that applies to specific programs within an institution. This type of accreditation focuses on how a program prepares students for a specific field and how it leads to professional practice. Programmatic quality is regularly benchmarked against specific criteria to prepare students for their industry of choice. Employers and students can trust that the program meets quality standards set by the profession.

What it means for our students:

Some University of Phoenix programs carry specialized (or programmatic) accreditation. Programmatic accreditation can be an important part of meeting licensure requirements or prerequisites for a specific job, such as nursing, teaching or counseling.

ACCREDITATION



SOCIAL AND BEHAVIORAL SCIENCES

Council for Accreditation of Counseling and Related Educational Programs (CACREP®)

1001 N. Fairfax St., Suite 510
Alexandria, VA 22314
cacrep.org

The Master of Science in Counseling program offered at the Arizona and Utah campuses is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®)

The Master of Science in Counseling/School Counseling program* at the Utah Campus is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

For additional information, please visit caepnet.org. Council for the Accreditation of Educator Preparation
1140 19th St. NW, Suite 400
Washington, DC 20036

*This program is not available for new enrollment.



BUSINESS

Accreditation Council for Business Schools and Programs (ACBSP)

11520 W. 119th St.
Overland Park, KS 66213
acbsp.org

The following programs offered by the College of Business and Information Technology or the College of Doctoral Studies are accredited by the Accreditation Council for Business Schools and Programs (ACBSP) through 2027:

- Associate of Arts with a concentration in Accounting Fundamentals
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Doctor of Business Administration
- Doctor of Management in Organizational Leadership



EDUCATION

Council for the Accreditation of Educator Preparation (CAEP)

1140 19th St. NW, Suite 400
Washington, DC 20036
caepnet.org

The following programs* are accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

CAEP accredited programs at the Hawaii Campus include:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education

CAEP accredited programs at the Utah Campus include:

- Bachelor of Science in Education/Elementary Education
- Master of Arts in Education/Elementary Education
- Master of Arts in Education/Secondary Education
- Master of Arts in Education/Special Education
- Master of Arts in Education/Administration and Supervision
- Master of Science in Counseling/School Counseling

* These programs are not available for new enrollment.



HEALTHCARE

Commission on Accreditation of Healthcare Management Education (CAHME)

6110 Executive Blvd., Suite 614
Rockville, MD 20852
301-298-1820

The following program was in candidacy status in 2019 to become accredited by the Commission on Accreditation of Healthcare Management Education (CAHME):

- Master of Health Administration

The CAHME accreditation period for the Master of Health Administration (MHA) program became effective November 1, 2019. We received our notice of accreditation in May 2020, but it is retroactive to November 2019, which aligns to our site visit.



NURSING

Commission on Collegiate Nursing Education (CCNE)

655 K St. NW, Suite 750
Washington, DC 20001
ccneaccreditation.org

The following programs offered by the College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE):

- Bachelor of Science in Nursing
- Master of Science in Nursing
- Master of Science in Nursing/Family Nurse Practitioner

Our faculty — experience counts

University of Phoenix instructors bring a powerful combination of academic credentials and industry experience to every class they teach. With industry and University know-how, they understand what works in the real world as well as what works with adult learners.

Professional experience

Our faculty practice what they teach. In fact, we call them instructors because rather than professing knowledge, they've lived it. Our instructors are skilled professionals with advanced education.

Educational experience

In FY19, our instructors had an average of 12.7 years of University of Phoenix teaching experience. This means our instructors understand the educational nuances and needs of working adults who are not only juggling careers, but also have career knowledge to bring to the classroom.

In FY19, our faculty had an average of 25.8 years of professional experience, and included:

2,138 directors	864 presidents	263 chief executive officers	203 executive directors	199 vice presidents
118 principals	96 chief financial officers	79 clinical directors	62 directors of nursing	42 educational specialists
27 chief information officers	20 district attorneys	14 chiefs of police		

Top-performing faculty

Student satisfaction and retention gains over the last few years can, in part, be attributed to an innovative model we introduced, refined and scaled, and has our top-performing faculty consistently scheduled to teach more often. In 2017, we started analyzing faculty performance to identify why our best faculty are the best. We looked for specific behaviors and activities, like responsiveness to students, that set them apart.

In 2018, we started experimenting with faculty scheduling to schedule our top-performing faculty for more courses more often. The next year we refined the model and by the end of 2019, 68% of the course sections included in the new model were taught by our top-performing faculty. To recognize our best faculty, we continued our Faculty of the Year award by recognizing 18 faculty members for their consistently outstanding performance and their impact on student success. Three are featured here.

Featured faculty



DON BRAUNSTEIN

Don Braunstein is a “superstar” among his peer faculty members and the students he teaches. His life has Hollywood movie status, but he remains genuine and focused on instruction. Sharing his vast knowledge from his life experiences helped earn him 2019 Faculty of the Year honors.

news.phoenix.edu/braunstein



THERESA ALEJADO

Theresa Alejado earned 2019 Faculty of the Year honors for her dedication to teaching the next generation of nurses. But, if you ask her peers around the University, her greatest impact is in her authentic care for her students from walking in their shoes. Alejado shares her journey of earning a degree as a single mother and cancer survivor to help others reach their goals.

news.phoenix.edu/alejado



STEPHANIE BENOIT-KURTZ

Cybersecurity Lead Faculty Stephanie Benoit-Kurtz is a champion for women and diversity in tech. When she started her cybersecurity career, women were underrepresented in IT leadership roles. Through hard work, she climbed the ladder to become director of cybersecurity for a casino system in Las Vegas. The 2019 Faculty of the Year recipient is a testament to a changing industry and helps female and minority students blaze their own trail in this male-dominated field.

news.phoenix.edu/newsarticles/benoitkurtz

Diverse faculty

Just as our faculty members bring professional experience to the classroom, they also bring ethnic diversity and gender equality reflective of the high value we place on diversity and inclusiveness. The ethnicity and gender of our 6,144 FY19 faculty are reflected in **figures 1** and **2**.

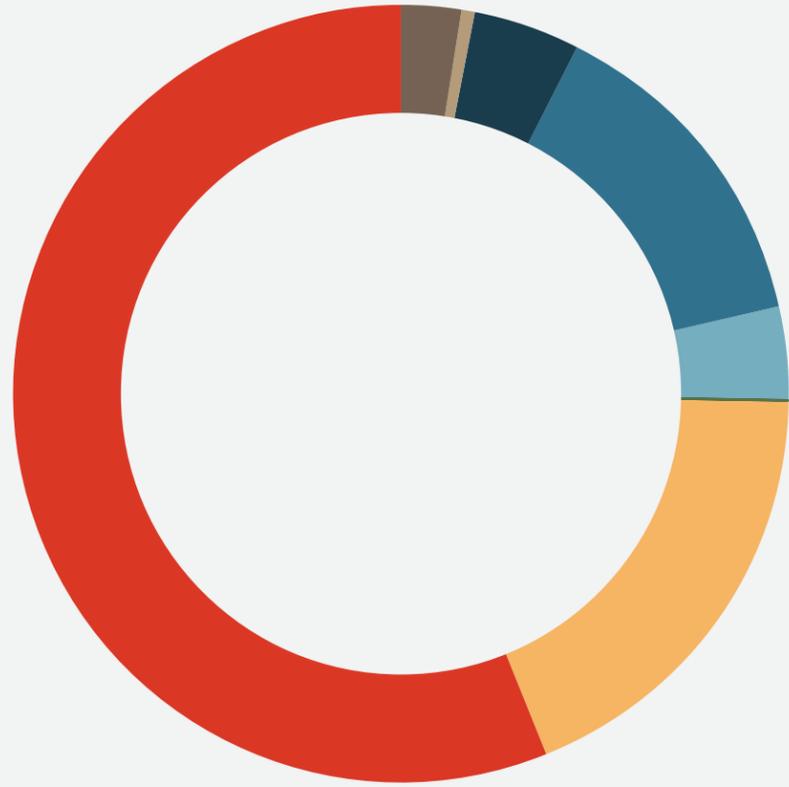


FIGURE 1 ETHNICITY - 2019

- 2 or more races - 2.65%
- American Indian/Alaska Native - 0.55%
- Asian - 4.38%
- Black/African American - 14%
- Hispanic/Latino - 3.81%
- Native Hawaiian/other Pacific Islander - 0.16%
- Not disclosed - 18.5%
- White - 56%

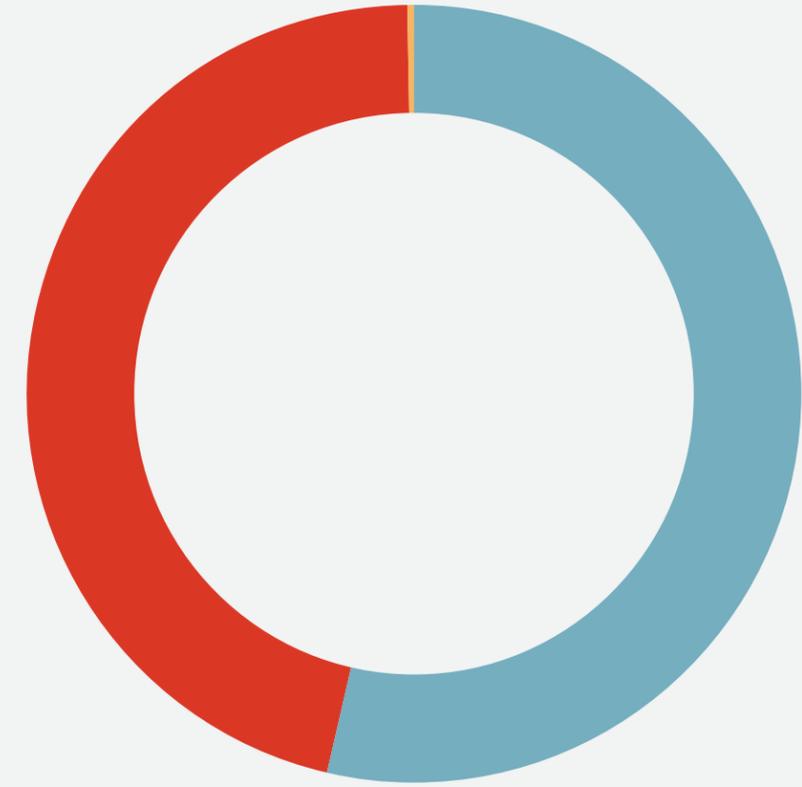


FIGURE 2 GENDER - 2019

- Female - 53.66%
- Male - 46.32%
- Not disclosed - 0.02%



WHAT WE DO



Student learning framework

University of Phoenix founder Dr. John Sperling knew what it meant to beat the odds. He grew up poor, he battled a learning disability, and he worked his way through school to earn a PhD.

The challenges he faced inspired him to create a better path for students like him. He saw adult learners struggling with rigid class schedules, often taking 6 to 10 years to earn a degree. And it gave him a revolutionary idea: What if he created a university for working adults?

His experiment didn't make earning a degree easier — only more practical, with schedules that made sense for working adults and coursework that translated immediately to the real world.



Learn, practice, apply (LPA)

At University of Phoenix, students are given more than just facts and information. They are pushed to apply their knowledge in real-world settings. Every course is built to help students learn, practice and apply.



LEARN

Everything hangs on quality content. Industry and professional standards guide the content of courses and programs.



PRACTICE

Students practice through assignments, often integrating their work experience. Students and instructors also give feedback.



APPLY

Students apply their knowledge to real-world problems, helping them move toward both school and career goals.

Here's how this translates to real life. In a traditional marketing class, a student might write a paper about how to create a marketing plan. At University of Phoenix, they actually create a marketing plan.

Using LPA, the student could:

- Learn the essentials of a marketing plan.
- Create and present a marketing plan.
- Incorporate feedback from their instructor and fellow students.
- Use the marketing plan in their workplace or as a portfolio piece for a job interview.

Practitioner faculty

Other universities have adopted similar LPA frameworks over the years. But at University of Phoenix, the additional “secret sauce” is our practitioner faculty. Our instructors help translate theory into skills that students can put into practice right away.

This is because they know firsthand what works and what doesn't.

Our instructors bring, on average, 25.8 years of professional experience into the classroom. They average 12.7 years of teaching instruction at University of Phoenix.

Collaborative environment

University of Phoenix also positions students to succeed in real-world collaborative environments. For example, students move through the LPA model each week in groups that simulate workplace environments.

And when instructor guidance or real-world expertise is needed, it's available. In 2019, students benefited from a 15:1 faculty-to-student ratio.

University of Phoenix started because John Sperling understood the challenges adult learners face. With flexible schedules, practitioner faculty and real-world team environments, we're carrying on his legacy by helping our students face those challenges head-on.

Prior Learning Assessment

At University of Phoenix, we understand that knowledge doesn't just happen in the classroom. In fact, in 2019, 68.6% of our students were employed. Additionally, the average age of our FY19 students was 37, and two out of three claimed dependents.

Jobs. Life. Kids. This adds up to a lot of experience, which can translate to tuition-saving credit through our Prior Learning Assessment (PLA) process.

PLA allows students to apply for credit for knowledge gained through on-the-job training, workplace certifications, military service or life experiences. For every three credits earned, students graduate five weeks faster and save almost \$1,200 in tuition.

“ Every course counts, and every credit earned makes a difference. We have practiced PLA for decades — and students have multiple ways they can, and do, earn credit because of our deep expertise in this area.”

DEVIN ANDREWS

Vice President, Admissions and Evaluation

How to apply

To utilize PLA, students can pursue several options:

Submit professional or personal documentation. We evaluate applicable industry certifications, licenses, vocational transcripts and workforce training.

Write journal entries that demonstrate mastery of approved topics. We evaluate based on Kolb's experiential model, a theory that validates experience as a source of learning as students move through these four cycles:

- Concrete learning
- Reflective observation
- Abstract conceptualization
- Active experimentation

Earn credit through testing. We accept passing scores from a number of national testing programs.

In all cases, our PLA team, which includes faculty evaluators, determines whether applications meet the rigor and content of college-level learning. If an application is approved for credit, the student is awarded credit(s) toward their degree program, in accordance with the University's PLA policies and/or state regulations.

FIGURE 3

FY19 by the numbers

1,287

undergraduate students took advantage of PLA

78%

of applications resulted in PLA credit on at least one submission item

15,774

total credits awarded through PLA

\$ 6.2M

approximate tuition saved through PLA

\$ 4,878

was saved on tuition per PLA student, on average

University retention and graduation rates

Behind every University of Phoenix graduate is a story of sheer determination — a working adult studying on lunch breaks, juggling life’s demands, and navigating doubts about getting it all done.

Data could never adequately tell this story. Yet data helps us improve our understanding of how to support our students through the obstacles they face on the way to their degrees.



Tracking the data

To get a full picture of our students’ progress, we look at retention and graduation rates from two angles — government data and University of Phoenix data. Here’s why: The Integrated Postsecondary Education Data System (IPEDS) retention and graduation rates published by the U.S. Department of Education reflect only the **first-time, full-time (FTFT)** undergraduate students. This leaves out the many University of Phoenix students who have previously attended another college or university.

To account for all students beginning a new program with the University, disaggregated by degree level, we internally calculate and track our institutional retention and graduation rates.

Retention rates

Retention rates tell a story of the perseverance of our students and the success of our efforts to support them. University of Phoenix actively collects and analyzes retention data.

We also use an internal checkpoint, called our “on-track metric,” to examine the continuous engagement of our students. This helps us adapt retention strategies. In 2019 our on-track metric went up every month in a year-over-year comparison with both 2017 and 2018.

As indicated in **figure 4**, 2019 retention rates show an upward trend across all degree levels. The University’s institutional retention rates demonstrate far higher retention than the IPEDS retention rate. This is because the IPEDS retention rate measures whether a small cohort (6.5%) of University students — specifically FTFT bachelor’s students who posted attendance in their first class between August and October 2018 — remain actively enrolled the following Aug. 1.

Our students enroll all year, so rather than defining their retention through the lens of a traditional academic calendar, we designate them as “retained” if they posted attendance in their fourth class within the amount of time required to complete five courses at their specific degree level.

Graduation rates

The University continuously works to improve student graduation rates. We view this ongoing effort as among the most important work we do. Improvements in retention will often correlate to increases in graduation rates. Additional graduation-focused measures, such as changes in course sequencing and near-grad support initiatives, help students make that final push to reach their goals.

Again, some distinctions are necessary between our institutional graduation rates and IPEDS rates. The institutional graduation rates demonstrate a higher level of student success than does the IPEDS rate, which is limited to FTFT undergraduate students. Of all students first attending the University during the IPEDS 2019 graduation rate cohort, just 18.8% of the entering students were FTFT undergraduate students.

Blended institutional graduation rates, which are a measure of multiple degree programs at the University, have improved year over year since 2016. Using IPEDS FTFT student definitions and the University of Phoenix institutional definition for all students, both aggregated and disaggregated by degree level, the most recent four years of 150% graduation rates (those who completed the program within 150% of the published length of their program) for the University are displayed in **figure 5**.

UNIVERSITY RETENTION AND GRADUATION RATES

FIGURE 4 UNIVERSITY OF PHOENIX IPEDS AND INSTITUTIONAL RETENTION RATES

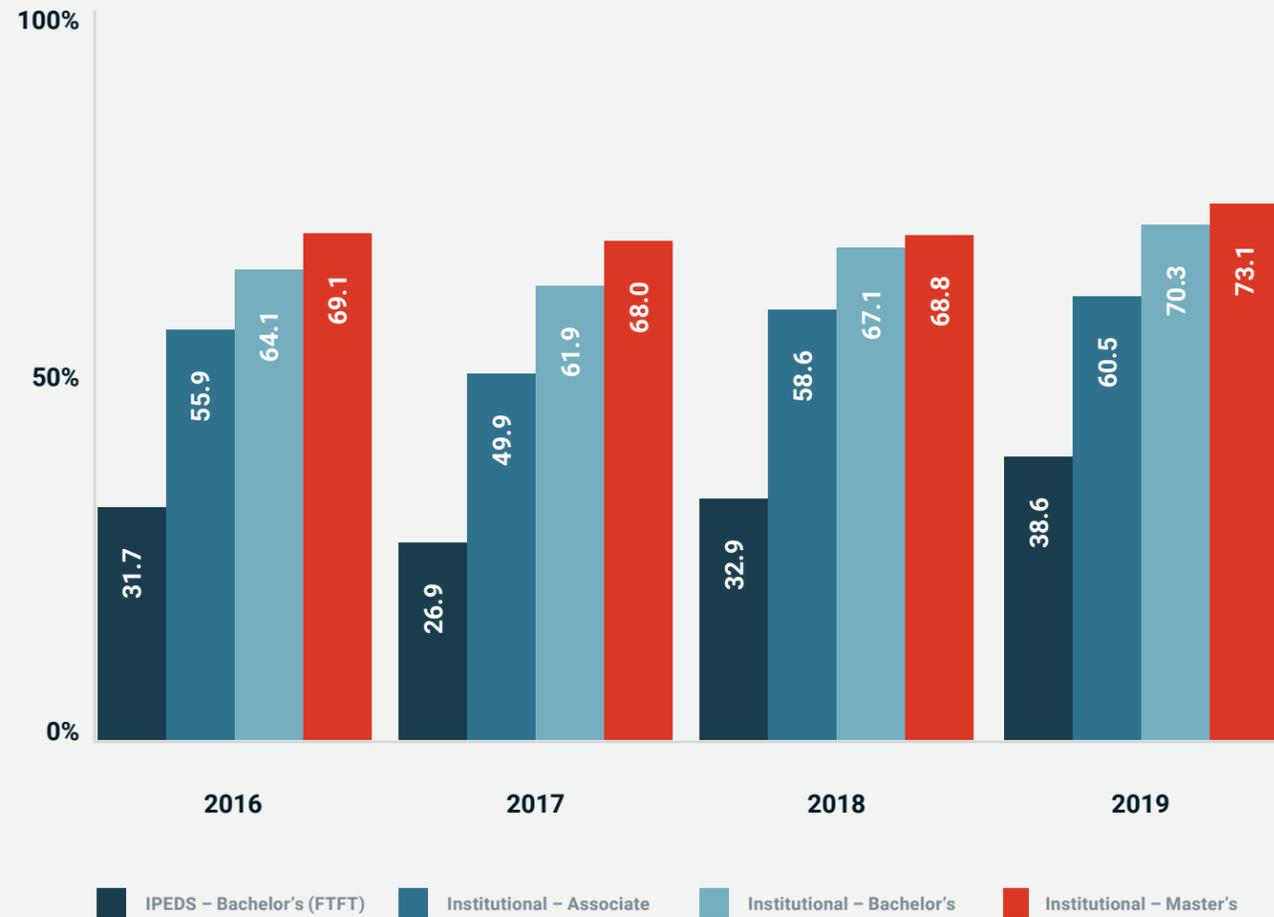


Figure 4. University of Phoenix. (2019). Office of Federal Policy and Reporting. The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 – June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days.

FIGURE 5 150% IPEDS AND INSTITUTIONAL GRADUATION RATES



Figure 5. University of Phoenix. (2019). Office of Federal Policy and Reporting. The 150% institutional graduation rates reflect the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. The 150% institutional graduation rates include students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort years for the institutional graduation rates in figure 5 are FY13, FY14, FY15, FY16 for associate and master's, and FY09, FY010, FY11, FY12 for bachelor's. The 150% IPEDS graduation rate reflects the percentage of FTFT undergraduates in the cohort who, as of Aug. 31 of the reporting year, completed their program of study within 150% of the published length of the program. The cohort years for IPEDS represented in figure 5 are FY11, FY12, FY13, FY14. The institutional graduation rates presented in figure 5 are disaggregated by degree level.

Responsible and appropriate borrowing

For many students, reaching academic goals could require some level of borrowing.

As a university, we take our role in helping our students make responsible decisions about student loans very seriously. We offer extensive tools and resources – before and after enrollment – to help our students understand the different types of loans and loan amounts that might be right for them.

Student loan cohort default rates

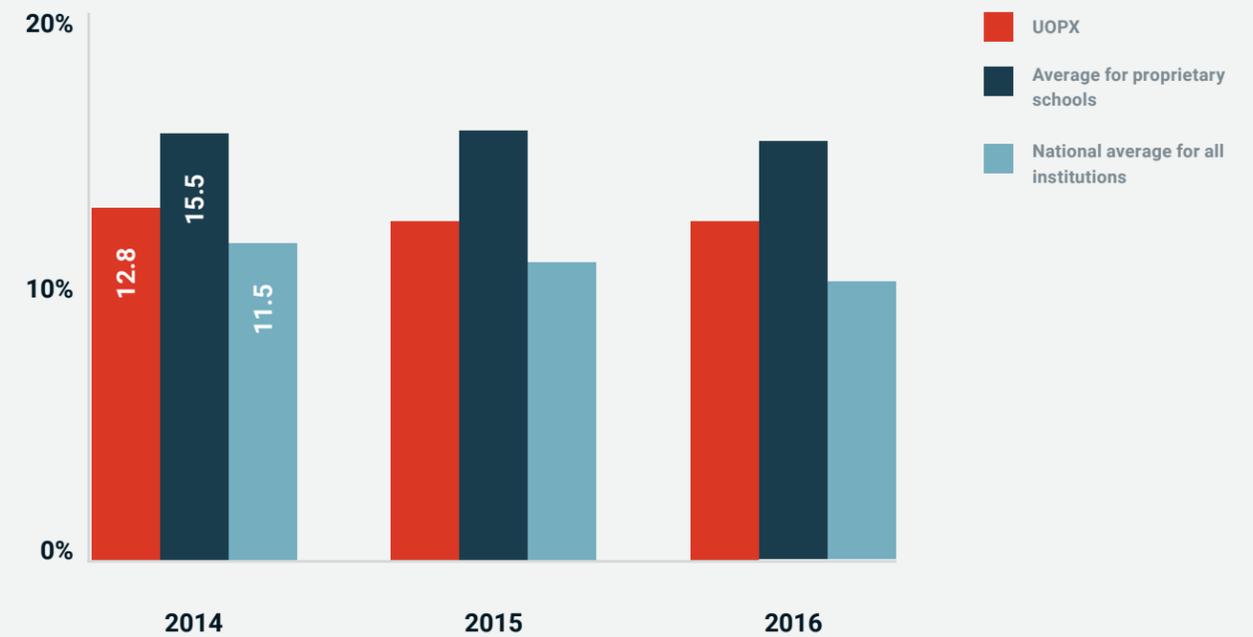
The U.S. Department of Education publishes an annual official cohort default rate (CDR) for all institutions that participate in Title IV Federal Student Aid programs, including University of Phoenix. The CDR measures the percentage of students in the relevant cohort who default on their student loans prior to the end of their cohort's three-year measurement period.

To remain eligible to participate in Title IV programs, an educational institution's three-year CDRs cannot equal or exceed 40% for any given year or 30% for three consecutive years.

As indicated in **figure 6**, the University's CDR has declined or held steady over the three most recent cohort years. It also remains below the average among proprietary schools.

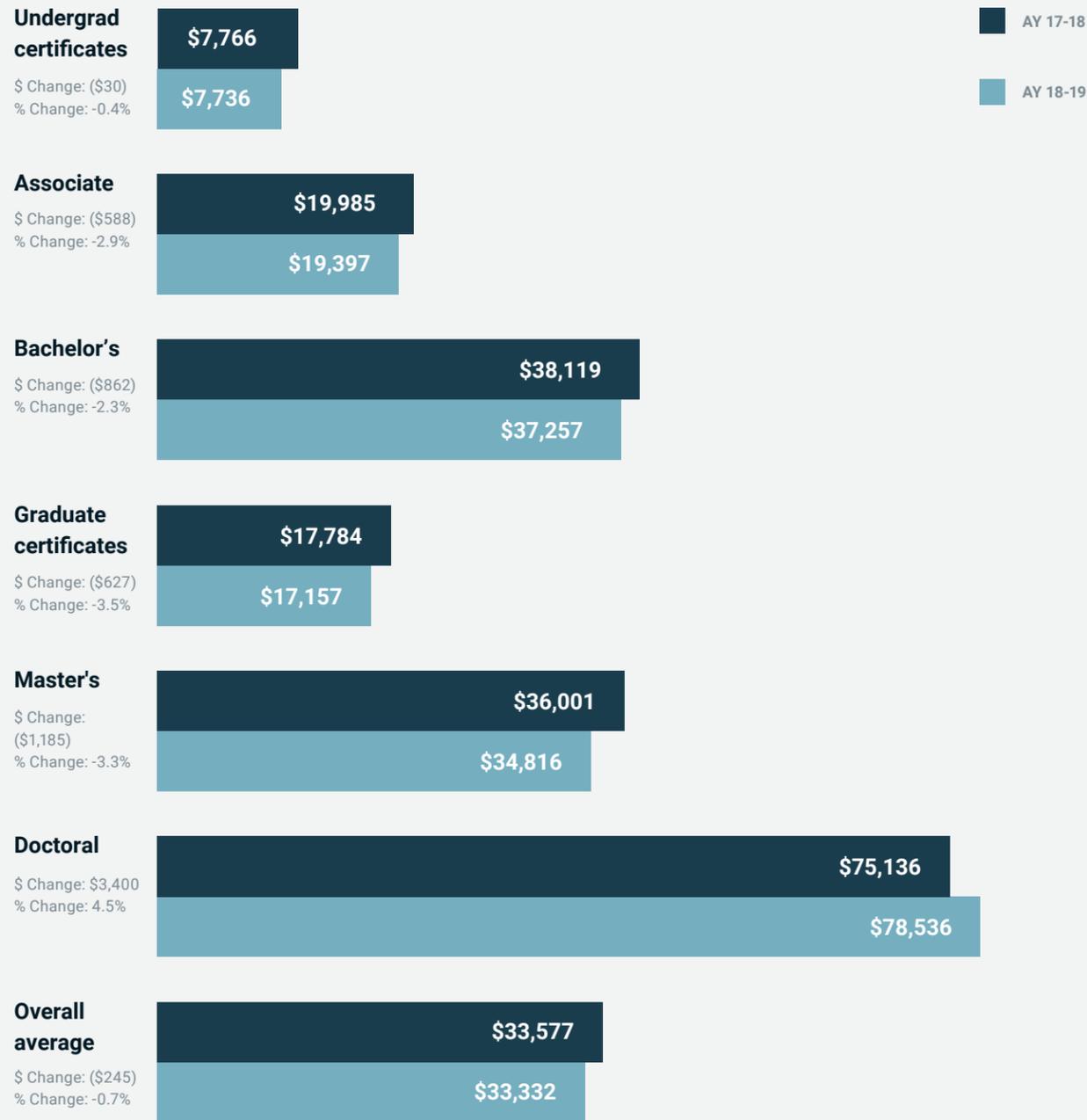
Additionally, the University calculates an unofficial CDR for students who complete their program. The most recent CDR for University of Phoenix "completers" is approximately 5%. This lower CDR suggests that program completion influences loan repayment habits – and reflects the importance of the University's retention and graduation initiatives.

FIGURE 6 OFFICIAL COHORT DEFAULT RATES



RESPONSIBLE AND APPROPRIATE BORROWING

FIGURE 7 UNIVERSITY OF PHOENIX COMPLETER DEBT LEVELS



University of Phoenix completer debt levels

As shown in **figure 7**, student completers in most certificate and degree programs borrowed less in 2019 than they did in 2018. Only doctoral students borrowed more.

Lifetime borrower indebtedness

Combined lifetime borrower debt levels have also seen a decrease, as shown in **figure 8**. While the decrease is small, it reverses a slight upward trend from the previous year.

FIGURE 8 UNIVERSITY OF PHOENIX AVERAGE LIFETIME BORROWER INDEBTEDNESS



Figure 8. University of Phoenix, 2019, the Office of Federal Policy and Reporting. Includes all borrowers attending during the specified aid year who obtained subsidized, unsubsidized and/or PLUS loans. Loans represent disbursed loans, net of returns to lender that were disbursed any time during the student's academic history at the University through June 30 of the specified aid year. Amount represents the average subsidized, unsubsidized and/or PLUS loans disbursed. These figures align with the average borrower indebtedness displayed in the University's loan exit counseling materials provided to borrowers.

Figure 7. University of Phoenix, 2019. The Office of Federal Policy and Reporting. Data includes all borrowers who completed a program in the respective credential level during the specified federal award year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion – associate degree and undergraduate certificate loans; bachelor's degree completion – bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion – master's degree and graduate certificate loans; doctoral degree completion – doctoral degree, master's degree and graduate certificate loans.



WHO WE SERVE

3

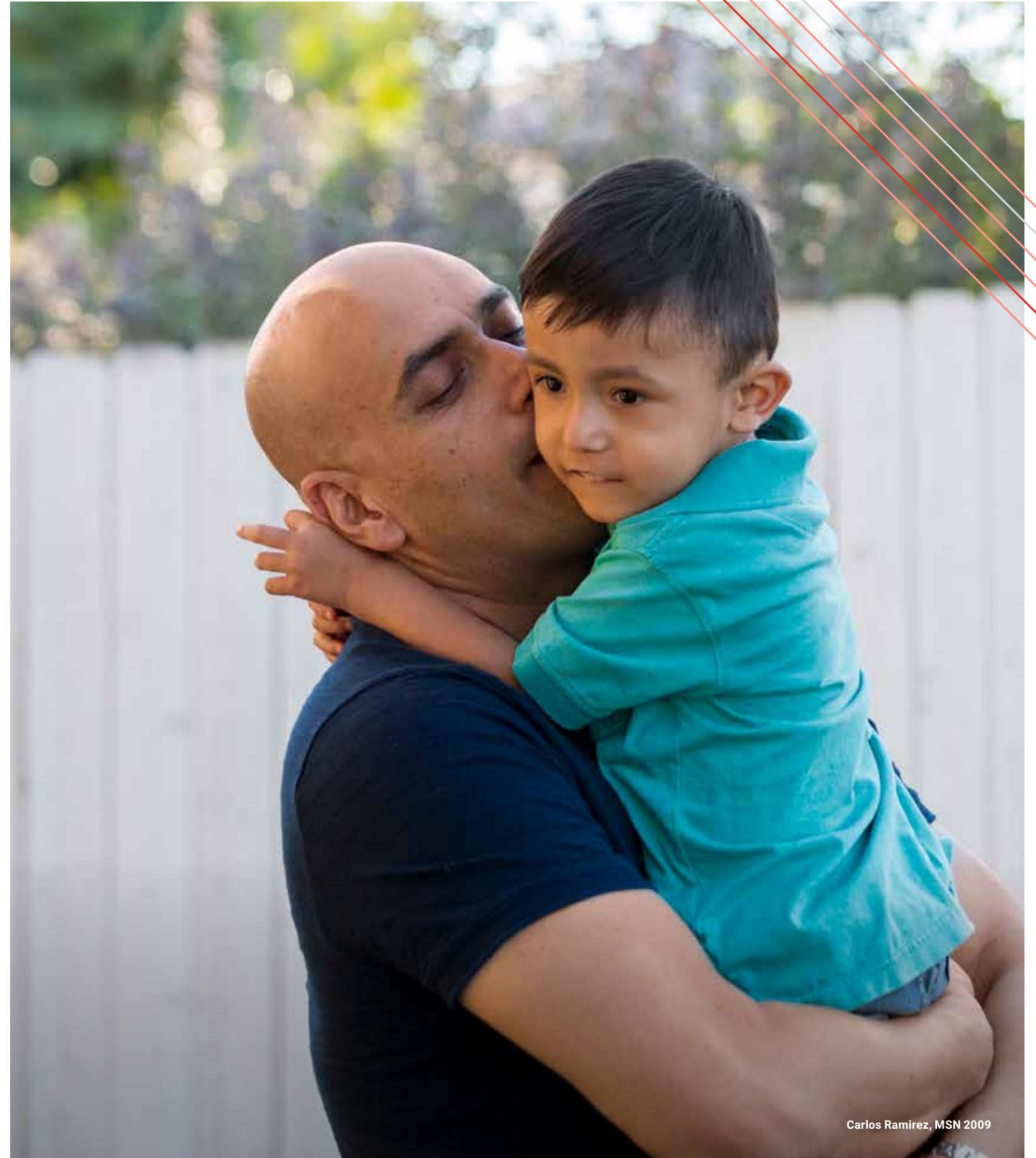
Our students

University of Phoenix students understand hard work. They're juggling jobs, kids, school and more — many of them as first-generation college students. And while the demands on their time are often similar, they are a very diverse group in other ways.

- More than half report as ethnic minorities
- Two in three are women
- Most are 30 or older
- Their average age is 37

Behind these statistics are stories rooted in sheer determination. Our students are working moms and dads who study during lunch breaks and sports practices, who dream of better lives for their families. They're adult learners, late bloomers, dream-chasers and trailblazers.

The University embraces its unique role as a provider of quality, flexible education to students who often overcome obstacles to pursue a college degree. We understand the key to serving our students well is knowing who they are.



Carlos Ramirez, MSN 2009

**Our students
are remarkable
anecdotally.

Here's who they are
statistically.**

FIGURE 9 UNIVERSITY OF PHOENIX FY19 ENROLLED STUDENT POPULATION DATA

AVERAGE TOTAL DEGREED ENROLLMENT*



ASSOCIATE



BACHELOR'S



MASTER'S



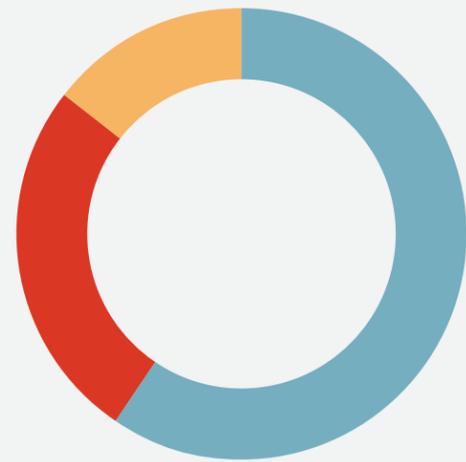
DOCTORAL



*Total Degreed Enrollment represents the counts of any students who attended a credit-bearing course during the year. The 87,400 figure represents the average of Total Degreed Enrollment for the four quarters in the fiscal year, and the fourth quarter TDE from the prior year.

OUR STUDENTS

FIGURE 10 UNIVERSITY OF PHOENIX FY19 ENROLLED STUDENT POPULATION DATA, CONTINUED



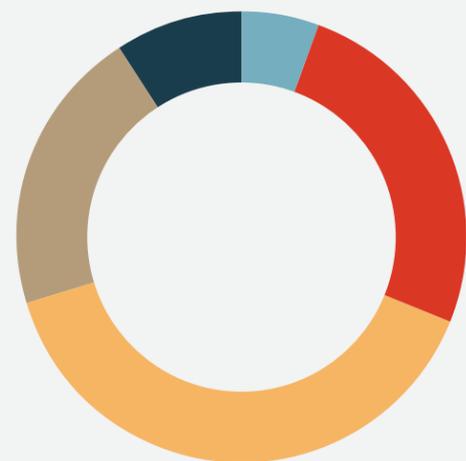
PARENTS ATTENDED COLLEGE

- No college - 59.5%
- Mother or father attended college - 26.1%
- Both attended college - 14.3%



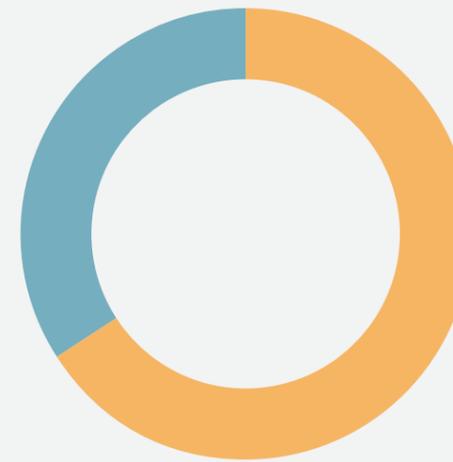
EMPLOYMENT

- Employed - 68.6%



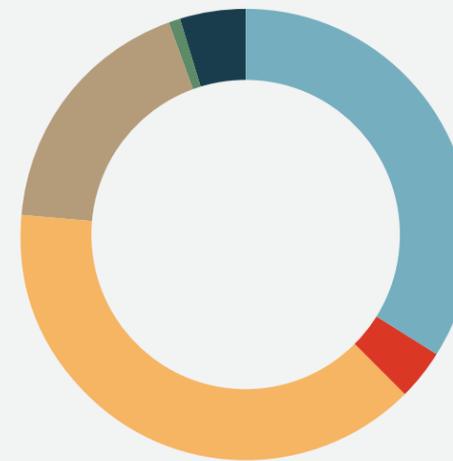
AGE

- 22 and under - 5.6%
- 23 to 29 - 25.6%
- 30 to 39 - 39.1%
- 40 to 49 - 20.6%
- 50 and over - 9.1%



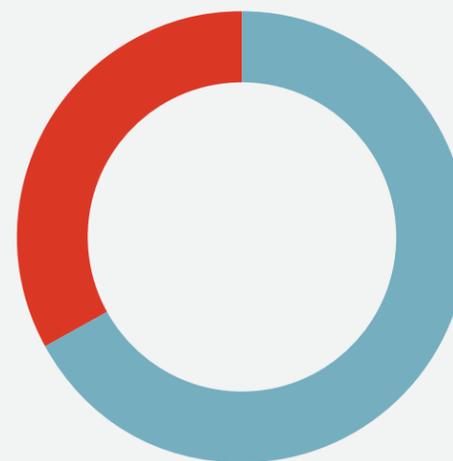
DEPENDENTS

- Yes - 66%
- No - 34%



ETHNICITY

- African American - 34%
- Asian/Pacific Islander - 3.5%
- Caucasian - 39.1%
- Hispanic - 17.9%
- Native American/Alaskan - 1%
- Other/Unknown - 4.5%



GENDER

- Female - 67%
- Male - 33%

Ambition on a mission

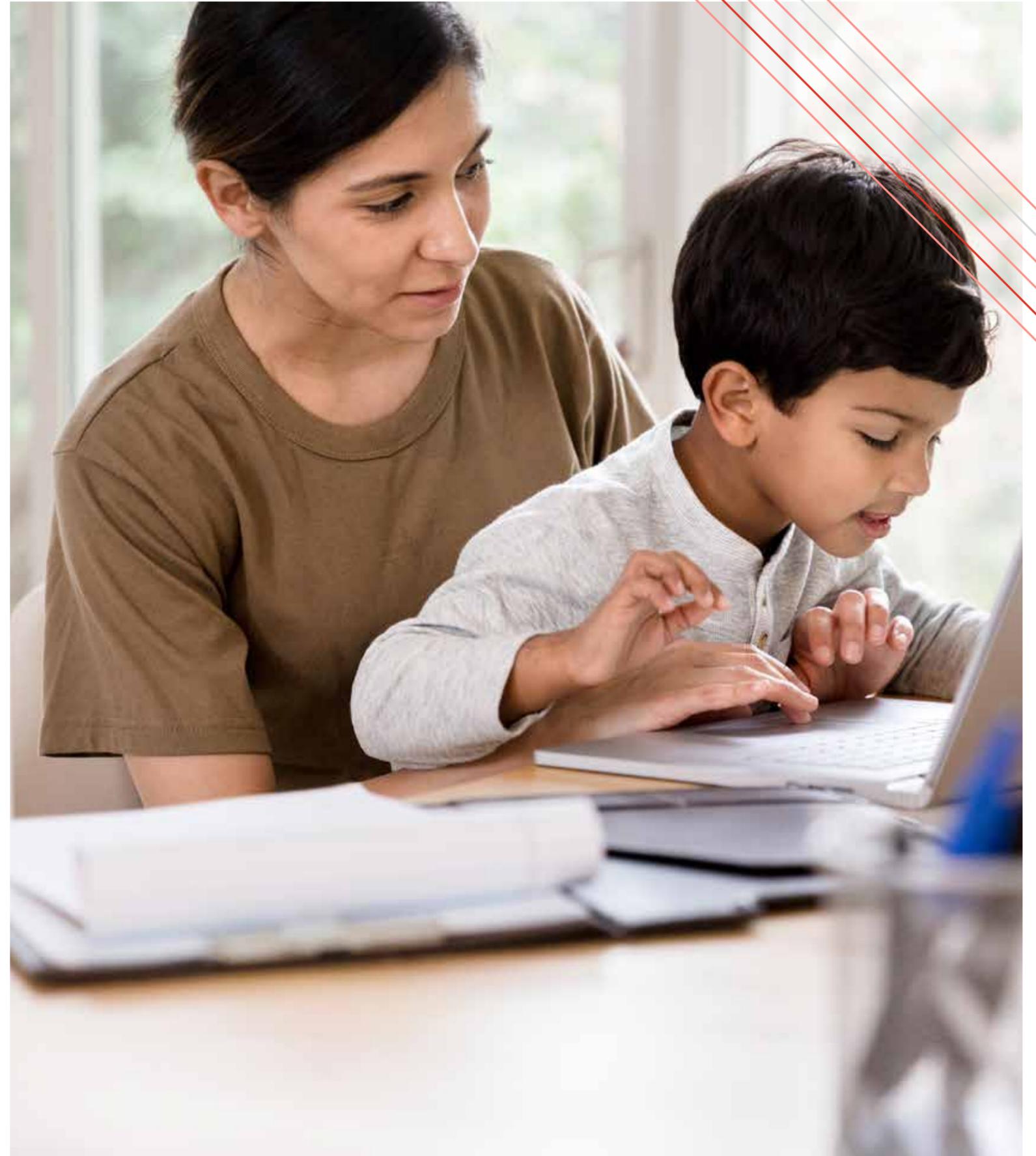
Our commitment to military-affiliated students.

To those serving in the U.S. military, we salute you. We know your mission is never easy. Each of our military-affiliated students knows the personal sacrifice that goes hand in hand with protecting our freedom. These can include overseas deployments, frequent relocations, and birthdays and holidays spent far from home.

For years, traditional on-campus degrees were out of reach for service members. All that changed when our founder, Dr. John Sperling, committed to making college education accessible to all. Today we are proud to serve thousands of military-affiliated students each year.

University of Phoenix is committed to helping those who protect us reach their military and civilian goals through accessible, career-relevant education. We will never forget the importance of this commitment – especially to our service members and veterans.

As a university, we also are proud to employ hundreds of faculty and staff members who have worn the uniform of our armed forces. From our classrooms to our executive boardroom, their own military service helps guide and inform the way we meet your educational needs.



MILITARY-AFFILIATED STUDENTS

Our military community at a glance in FY19:

OVER

31,100

military-affiliated students (23% of the student population) attended

OVER

10,300

of military-affiliated students were women (39% of military-affiliated students)

OVER

7,100

military-affiliated graduates (27% of FY19 graduates)

395

faculty members reported having military experience

OVER

265,700

military-affiliated graduates in the history of the University (26% of all University graduates)

As a university, we take our commitment to our military-affiliated students seriously. There are several ways we go above and beyond in order to meet voluntary and mandatory quality standards:

PRINCIPLES OF EXCELLENCE

Beginning in 2012, the Principles of Excellence Executive Order established guidelines for working with military-affiliated students in higher education.

University of Phoenix takes great care to ensure we are in compliance with the Executive Order. We require all student-facing staff to become military certified prior to working with students who have self-identified as military affiliated. This certification ensures our staff possess basic knowledge of our military-affiliated student population – including information about finance options as well as information and resources available to service members and veterans.

DOD MOU

The Department of Defense Voluntary Education Partnership Memorandum of Understanding (DoD MOU) is an agreement between the University and the Department of Defense defining requirements the University must follow to be eligible to participate in the DoD Tuition Assistance program. This is a significant document, signed by our University president, which guides the practices we follow with service members.

YELLOW RIBBON

Yellow Ribbon is a Veterans Affairs program that allows schools and the Department of Veteran Affairs (DVA) to cover any tuition and fees expenses above the annual cap for students using post-9/11 GI Bill benefits at a 100% eligibility. University of Phoenix is a Yellow Ribbon school, and as such, has elected to match 50% of the shortfall for all of our student veterans with 100% eligibility. We pay 50% of the shortfall, the DVA pays 50% of the rest, so that the student does not incur a balance. The combined amounts may not exceed the full cost of the school's tuition and fees.

Dedicated support for those who serve

We care about the well-being of all our students and understand that service members and veterans may have additional needs. University of Phoenix offers the following resources to help support your education:

Veterans Resource Centers

The University provides Veterans Resource Centers at select locations, which are a place to connect with peers, access helpful resources and establish a sense of community. These dedicated centers — hosting both events and workshops — provide support services geared toward the unique needs of students who are veterans.

Programs to support military students

The University has teamed up with the PsychArmor® Institute to develop interactive, scenario-based web tutorials to help bridge the gap between military and civilian life. The courses aren't just for students — they also help University of Phoenix faculty and staff to understand the unique needs of our military-affiliated students.

Additionally, the University also works with third-party organizations to provide additional services that can help support military students in their educational journeys. Featured alliances available to University of Phoenix active-duty students, students who are veterans, alumni and their families include:

- **American Corporate Partners (ACP)** — Provides active-duty service members, their spouses and honorably discharged post-9/11 veterans opportunities for free one-on-one professional mentorships with volunteer mentors from leading companies, and access to ACP Advisor Net, which provides virtual mentorship, networking opportunities and career support.
- **Give an Hour** — Provides access to free, confidential mental wellness services for military members, veterans and their families, from a nationwide network of licensed professionals.



Military to college credit

We work with select military installations to provide on-site CLEP/DANTES testing opportunities, so students can earn potential college credit for what they've learned in the military.

Military tuition rates

You can explore phoenix.edu/colleges_divisions/military/tuition.html for information about military tuition rates. Check your eligibility, create a financial plan or start a shopping sheet to compare University of Phoenix tuition to that of other institutions.

Military-affiliated scholarships

The University also has relationships with military professional associations, such as Enlisted Association of the National Guard of the United States (EANGUS) and Military Police Regimental Association (MPRA). The University provides a total of four opportunities for full scholarships to EANGUS and MPRA members or their spouses.



Jessica Wolford, MBA current student

Photographer: Raylee Hand

MILITARY-AFFILIATED STUDENTS

Congratulations, Jessica Wolford, 2019 MPRA Scholarship recipient

Military affiliation: U.S. Army

Degree program: Master of Business Administration with a concentration in Accounting

Life goal: To start her own accounting firm

Jessica Wolford is a busy mom, an Army wife and an aspiring accountant. After learning about the Military Police Regimental Association (MPRA) Scholarship from her husband, Bryce, a military police officer, Jessica applied and was awarded a full ride. She began her online Master of Business Administration with a concentration in Accounting in October 2019 at University of Phoenix. As a student and stay-at-home mom, she plans to rejoin the workforce after her husband's military service is complete.

The Office of Military and Veteran Affairs is proud to support MPRA and help create this scholarship opportunity for military families who serve our community in so many ways.

Congratulations, Jessica!

Our commitment to educational equity

Now more than ever, a spotlight on diversity is opening hearts and minds to the realization we have much to learn from each other.

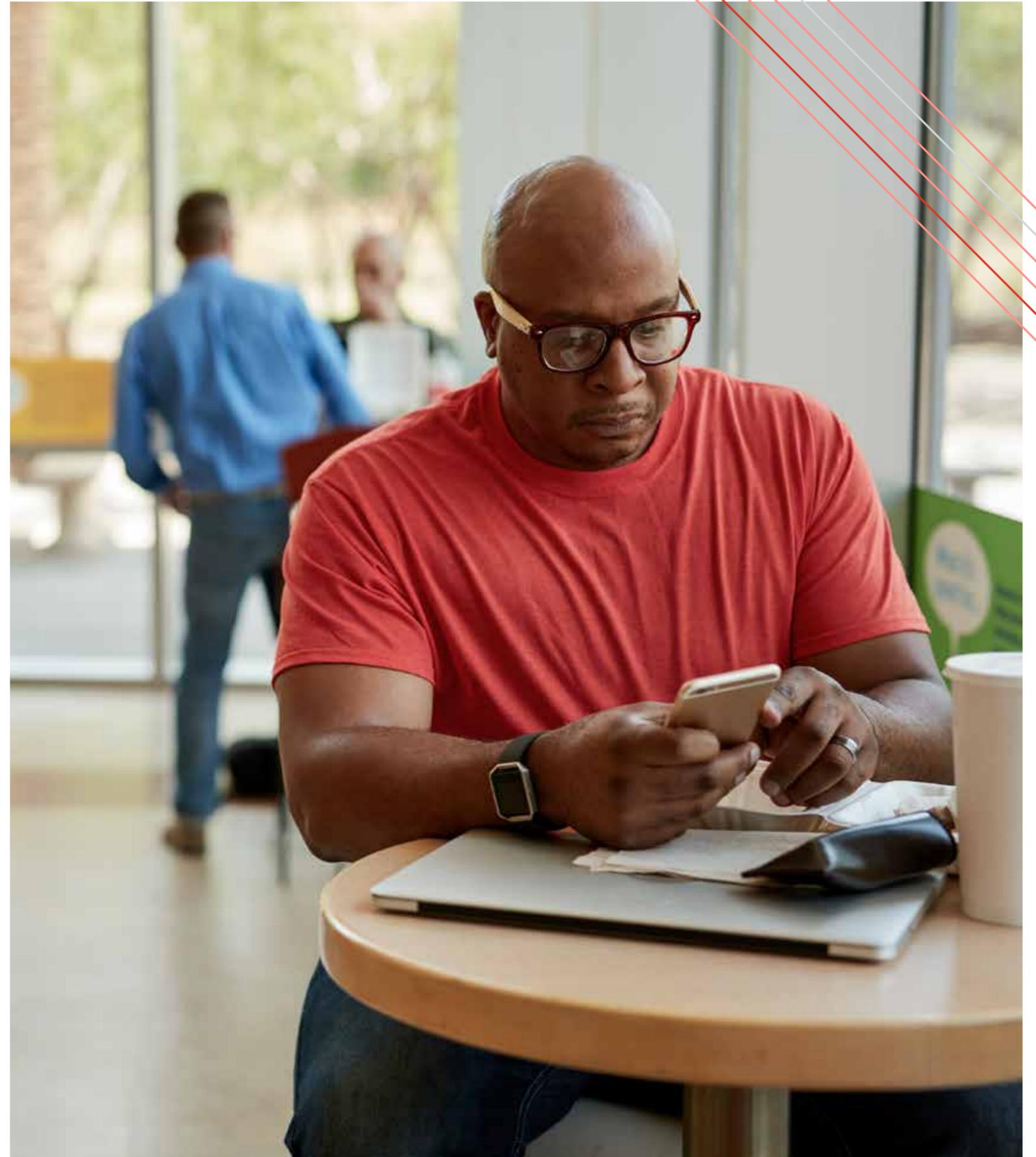
Diversity, equity and inclusion initiatives help ensure everyone has access to the same opportunities. They help everyone experience a sense of belonging.

University of Phoenix champions this spirit in everything we do — from making education attainable and inclusive to developing educational alliances that support our students and strengthen our communities.

The University's Office of Educational Equity (formerly the Office of Student Diversity, Equity and Inclusion) leads this charge by:

- Promoting cultural understanding
- Providing thought leadership
- Developing community alliances
- Promoting and sustaining diversity and inclusion initiatives

On the following pages are a few highlights of how we supported diversity, equity and inclusion initiatives for our students and our communities in 2019.



How we serve our students



University of Phoenix is committed to making higher education accessible to working adults. Inclusion initiatives — including resources to build cultural competency and career preparedness — are the heartbeat of this commitment.

Student organizations are one example of how this commitment comes to life.

At University of Phoenix, student organizations are under the banner of the Office of Educational Equity in an effort to engage our diverse student body. Simply put, this is where students can belong and connect, forming networking bonds that often carry over into their professional lives.

A snapshot of a few top student organizations:

SOCIETY FOR HUMAN RESOURCE MANAGEMENT, STUDENT CHAPTER (PHOENIX CAMPUS)

SHRM student membership, free for our students, supports networking between HR management students and HR professionals from multiple management levels and industries.

DELTA MU DELTA

This international honor society for students in business programs accredited by the Accreditation Council for Business Schools and Programs requires rigorous GPA requirements for entry. Many chapters provide networking events for alumni as well as access to speaker events.

PI LAMBDA THETA

This international honor society offers professional learning opportunities designed to help education students who meet academic eligibility requirements start or enhance their careers.

See a full list of student organizations: phoenix.edu/students/recognized-student-organizations.html

How we serve our communities

University of Phoenix is visible and vocal in our communities in ways that involve our students and invite community participation and success.

For example, in 2019 the University hosted the eighth annual AZ Multicultural Education Conference, a gathering for over 250 area pre-K to PhD-level educators. Dr. Kimberly Underwood, research chair of the Center for Workplace Diversity and Inclusion at University of Phoenix, keynoted the conference.

Read a white paper authored by Dr. Underwood and colleagues that examines reasons, implications and solutions for the lack of Black male educators in K-12 classrooms: phoenix.edu/having-our-say

The conference reflects our commitment to acknowledging the experiences that adult learners bring to the table. During the conference, our education, counseling and doctoral students engaged in roundtable discussions on cultural topics facing educators today.

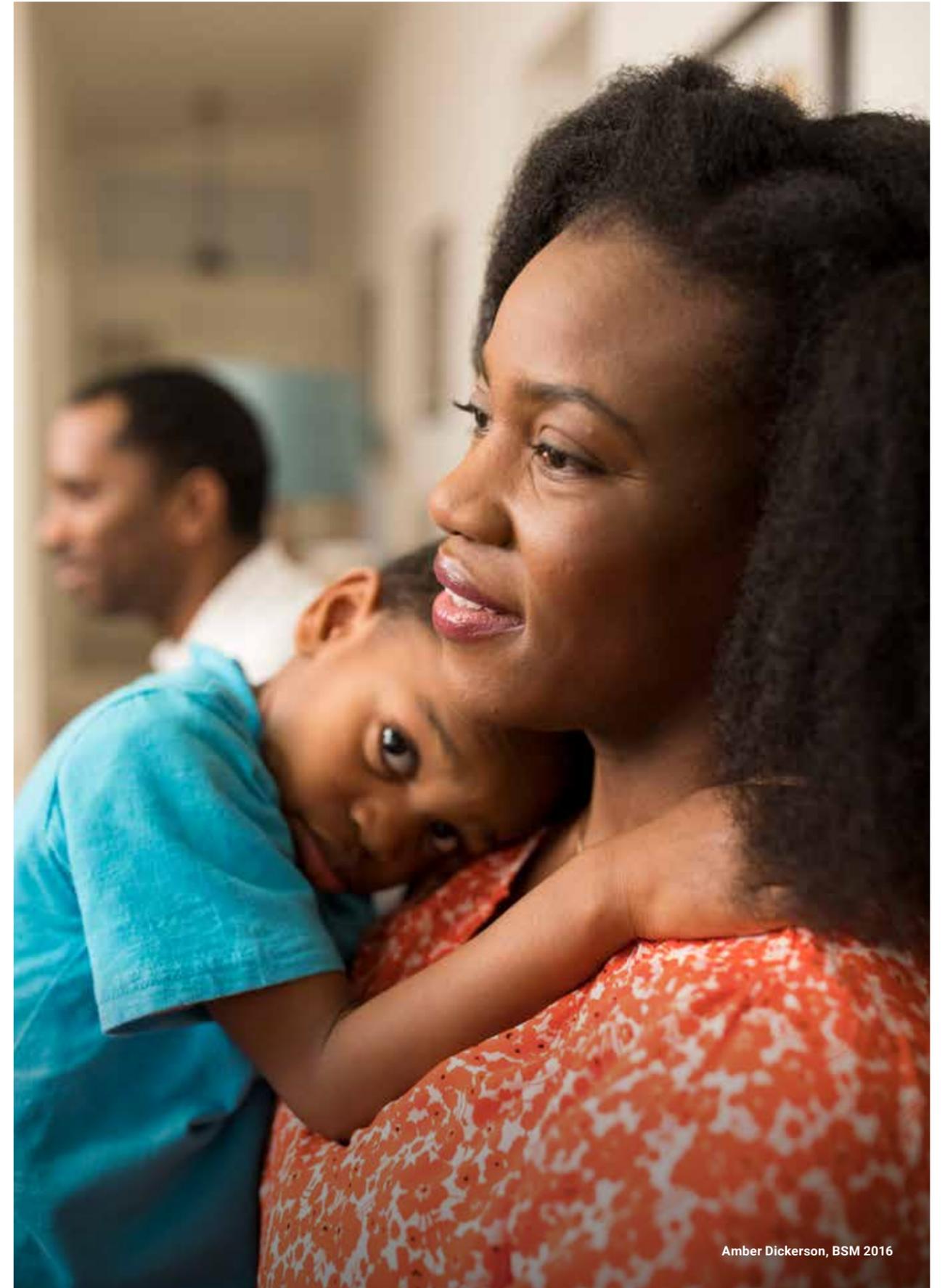
Historically Black Colleges and Universities

The University also has consortium agreements with two Historically Black Colleges and Universities (HBCU). These agreements serve to expand course offerings, help students enrolled at these institutions stay on track toward graduation when courses at their home institution are canceled or at capacity, and allow HBCU institutions to expand into online learning.

Tribal students and communities

In response to generally low college retention among tribal students, the University created a tribal-specific retention strategy. As a result, our tribal students progress 8 percentage points higher than our non-tribal students through their first four classes.

A tribal strategy alliance was created with the National Indian Education Association to help resolve tribal communities challenges associated with specialized staffing. University of Phoenix significantly reduced the cost of courses associated with Education, Healthcare, Nursing, and Mental Health.



Amber Dickerson, BSM 2016

How we've been recognized



“ Our LGBTQ employees are proud to work for an institution that so publicly supports them and is not afraid to say so. For employees and students, this is a statement of who we are as a University and what we stand for.”

JULIE FINK

Vice President of Human Resources

Our commitment to diversity isn't aimed at winning awards — it's aimed at making the many opportunities in higher education accessible to our diverse student body.

That said, it is rewarding when others acknowledge this commitment. In 2019:

The Human Rights Campaign acknowledged University of Phoenix as a “Best Place to Work for LGBTQ Equality.” For the third year in a row, HRC awarded the University a perfect score on the Corporate Equality Index.

Read more about how we continue to break through inequality barriers at: news.phoenix.edu/breaking-barriers

Saray Lopez, director of student diversity, equity and inclusion, was awarded the Inclusive Leader Award from the Diversity Leadership Alliance. The award recognizes her work developing a culture of inclusion at University of Phoenix.

Read more about why inclusion in higher education is a life goal for Lopez: news.phoenix.edu/lopez

We'll never rest on these laurels. In fact, just as we've been an innovator in higher education for 40 years, the University is ever reaching forward with diversity initiatives that influence our corporate culture, our campuses and our communities.

Improving student outcomes

Whether online or on campus, our students are never on their own. From tutoring and academic counseling to tools that help students manage their finances, here's a snapshot of how we help students move toward their academic goals.

- **Dedicated academic counselors.** We offer the support students need from day one through day done. Our dedicated academic counselors work with students to develop personalized academic plans, and they partner with faculty to coordinate early interventions to help struggling students succeed. We know the types of obstacles that adult learners face — and we understand how to help our students navigate them.
- **Centers for Writing and Mathematics Excellence.** We understand how essential writing and math skills are for student success. That's why we offer online tutoring and support. The Center for Writing Excellence offers access to workshops, tutorials, formatting aids and grammar review. The Center for Mathematics Excellence offers tutoring with a live person, camera and whiteboard experience — plus workshops, videos, practice problems and other resources.
- **iGrad®.** We take seriously the role we play in providing tools and resources to help our students manage their finances responsibly. That's why we offer memberships at no additional cost to the iGrad® online money management tool, which students can use to learn how to budget, save, minimize borrowing and understand future student loan payments.
- **Tuition Guarantee.** We are committed to helping students earn their degrees successfully, affordably and with predictable tuition. With our Tuition Guarantee, students won't pay more than \$398 per credit for an undergraduate degree, \$698 per credit for a master's degree or \$810 per credit for a doctoral degree for the length of their program.
- **Life Resource Center.** We know the majority of our students juggle work, parenting and household budgets while going to school. Our Life Resource Center offers access to clinical counseling services and life coaching — plus tips, self-assessments and skill builders on topics such as health, housing options, time management, relocation, and child and elderly care.
- **Robust career services.** We support our students with career coaching and career-planning resources.
- **University Library.** We serve the needs of students, faculty, staff and alumni with 24/7 access to nearly 200 online resources and regularly updated information through our University Library. We support users with reference consultations, interlibrary loans, document retrieval — and Ask a Librarian research assistance, even on weekends.
- **On-demand resources.** We are here with the support students need when they need it. From career resources to tips on time management and online learning, we offer self-paced workshops and one-click access to tutorials, tips, videos and other academic and career-relevant content.
- **Facebook Study Sessions.** We bring students together for connection, support and motivation through study sessions on the University of Phoenix Facebook® page. We talk time management, study techniques and network-building — all of which help with student connection and student progression.
- **Surveys.** We listen to our students and faculty so that we can regularly improve our courses.
 - **Student End-of-Course Surveys (SEOCS)** allow students to give faculty feedback on their instruction and course content.
 - **Faculty End-of-Course Surveys (FEOCS)** allow faculty to give the University feedback on course content, curriculum updates and technical issues.

Assessing student outcomes

Are students learning? It's a question that keeps educators up at night.

Thankfully, numbers don't lie. At University of Phoenix, we've built rigorous assessments into our courses that yield data on how well students are learning. We use this data to continuously improve the student experience.

It's behind-the-scenes work. But it's one of the most important things we do, because when our students succeed, we succeed.

“ We assess student learning as a measure of our own effectiveness. Assessment not only shows students what they have learned, but it also tells us where we might need to improve as a University.”

DR. JOHN WOODS

Provost, University of Phoenix

The assessment cycle

To help us gauge how well students are learning, we use a four-step assessment cycle, which is illustrated in **figure 11**.

1. PLANNING

Planning defines the outcomes the University uses to assess student learning. Students are measured on:

- **University Learning Goals (ULGs)** – Competencies on which the success of every student is evaluated
- **General Education Student Learning Outcomes (GESLOs)** – Outcomes measuring skills all undergraduate students should attain
- **Program Student Learning Outcomes (PSLOs)** – Outcomes measuring specific program-wide goals every student should attain

2. COLLECTION AND ANALYSIS

Student learning data is collected, reported and analyzed. Improvement recommendations are made to the college's academic leadership.

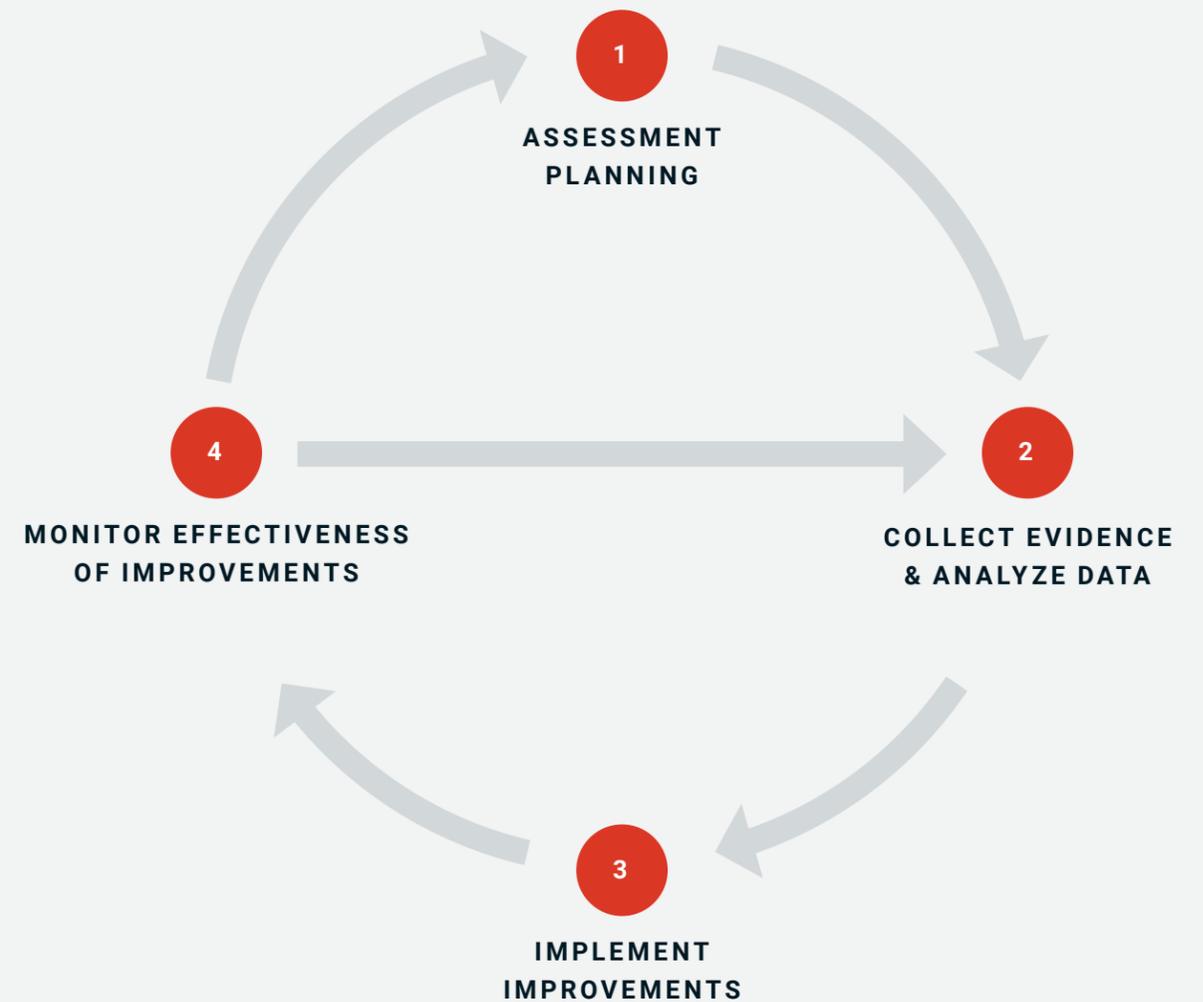
3. IMPLEMENTATION

Data-driven changes and improvements are made to the curriculum.

4. MONITORING

Improvements are monitored to see if students' learning improves based on the changes to the curriculum.

FIGURE 11 ASSESSMENT FEEDBACK LOOP



Assessment timelines



Based on each college's assessment plan, faculty members review student learning outcomes data from signature assignments throughout the year.

Our colleges review student learning outcomes information and data during an annual review of program health. The data analysis and curriculum changes are information used as part of our five-year academic program review.

Putting it all together

The importance of learning assessment can't be overstated. The University, students, employers, regulators and accreditors all use assessment as proof of student learning.

At its most basic level, student learning assessment is anchored by student-faculty classroom interactions and graded work. Academic professionals will understand that "signature assignments" are also key to understanding how students are performing. These rubric-based performance assessments are built into courses where PSLO attainment is expected. Rubric criteria also align with ULGs and, for undergraduate programs, GESLOs.

In 2019, signature assignment rubrics captured learning data from more than 135,000 ratings of student work. The University continuously leverages this vast sample size to shape curriculum, instruction and student support.

CLA+

The Collegiate Learning Assessment Plus (CLA+) offers another angle of insight into student learning. A standardized test that allows comparison of students' skills with students at other institutions, the CLA+ assesses students' problem-solving, critical-thinking and written communication skills. The test's subject matter also aligns to components of the ULGs and GESLOs.

In 2018, the last year for which data is available, 59 University of Phoenix first-year students and 52 fourth-year students volunteered to take the CLA+ test.

NSSSE is a registered trademark of The Trustees of Indiana University.

NSSE

The National Survey of Student Engagement (NSSE®) offers an "indirect" measure of student learning in that it solicits students' reflections and opinions about their academic experiences — rather than testing their abilities or knowledge. A nationally normed assessment, NSSE allows the University to compare our students with students at other institutions.

NSSE surveys students in four broad areas:

- Academic challenge
- Learning with peers
- Experiences with faculty
- Campus environment

The pages that follow take a deeper dive into the data collected in each of the assessment areas described above.

University Learning Goals

University Learning Goals (ULGs) are a set of five overarching competencies that University of Phoenix incorporates into its academic programs. ULGs perform two key functions:

- They help our students gain the skills to make a difference in their workplaces and communities
- They help University faculty and college leaders measure student performance

Learning goals help us measure student outcomes and are a part of our grading criteria for classroom assignments. **Figure 12** offers a detailed explanation of the five competencies we measure against, along with the percentage of aligned student work that met or exceeded expectations in FY19. ¹

FIGURE 12 ULGS: HOW STUDENTS PERFORMED

Rates for students meeting or exceeding expectations.

83 %

1. Professional competence and values

Students will become proficient in specific disciplinary knowledge and be able to apply this knowledge immediately in real-world settings. They will demonstrate values and ethics appropriate to their areas of study and engage in lifelong learning to remain competent in their professional fields.

83 %

2. Critical thinking and problem-solving

Students will reason clearly and critically. They will be problem-solvers able to identify and evaluate problems, utilize critical-thinking skills to recommend alternative solutions, select and implement a solution, and analyze the consequences and outcomes.

85 %

3. Communication

Students will communicate verbally and in writing in a clear, concise and correct manner. They will use proper grammar and punctuation. They will analyze the needs of the audience, adjust the content of messages, choose from a variety of communication tools and deliver their message accordingly.

83 %

4. Information utilization

Students will effectively assess and use information. They will research issues, gather information from a variety of sources, analyze the plausibility and accuracy of information and utilize it appropriately to address issues or inform action.

83 %

5. Collaboration

Students will work effectively in diverse groups and teams. They will be collaborators, able to function well within a team as both a leader and a follower. They will also embrace diversity and treat others with respect.

1. University of Phoenix. (2019). Assessment Management System. Reflects the percentage of all student work achieving a score of "meets" or "exceeds expectations" as rated by faculty on assignments aligned with each ULG.

General Education Student Learning Outcomes

General Education Student Learning Outcomes (GESLOs) define what the University expects all undergraduate students to master. Our integrative and interdisciplinary General Education courses foster the development of:

- Critical and creative thinking
- Problem-solving skills
- Effective communication
- Quantitative and informational literacy
- Application of science and technology
- Ethical reasoning

To help us collect direct evidence of student learning, aligned to our GESLOs, General Education courses have “signature assignments.” These assignments allow students to demonstrate the aligned general education outcome through a range of performance tasks, such as presenting an alternative-energy redesign plan or analyzing the effects of a specific form of mass media.

Figure 13 shows the percentage of the individual student work ratings that earned a “meets expectations” or “exceeds expectations” score from faculty in FY19.¹

FIGURE 13 GESLOS: HOW STUDENTS PERFORMED

Rates for students meeting or exceeding expectations.



1. University of Phoenix. (2019). Assessment Management System. Reflects the percentage of all student work achieving a score of “meets” or “exceeds expectations” as rated by faculty on assignments aligned with each GESLO.

2. Due to realignment of learning outcomes and curriculum revision, no specific classroom measurements were aligned to this outcome during FY19.

Program Student Learning Outcomes

FY19 signature assignment data by college

In addition to University-wide goals we have for student learning, we also believe learning should happen at the degree program level. Program-wide goals every student should achieve are called Program Student Learning Outcomes (PSLOs).

To help us collect direct evidence of student learning, aligned to our PSLOs, every program has “signature assignments.” These assignments reflect authentic career activities (e.g., an operational analysis or medical records coding) toward the end of a program to assess mastery of a PSLO.

Figure 14 shows the rate for student work meeting or exceeding expectations in PSLOs by field of study in FY19.

FIGURE 14 PSLOS: HOW STUDENTS PERFORMED

Rates for students meeting or exceeding expectations.

92.1 %

Doctoral Studies

82.5 %

Business

86.8 %

Education

81.2 %

Health Services Administration

81.5 %

General Studies

86.5 %

Information Systems and Technology

90.2 %

Nursing

83.2 %

Security and Criminal Justice

84.2 %

Social Sciences

Source: University of Phoenix, 2019, Assessment Management System

Collegiate Learning Assessment Plus

The Collegiate Learning Assessment Plus (CLA+) is a standardized test of problem-solving, critical-thinking and written communication skills. Aligned to University Learning Goals (ULGs) and General Education Student Learning Outcomes (GESLOs), the CLA+ complements embedded classroom assessments as another direct measure of student learning at the University. Test results show University of Phoenix student performance compared with peers at the same class level both within the University and across other CLA+ institutions.

In 2018, the last year for which data is available, 59 University of Phoenix first-year students and 52 fourth-year students volunteered to take the CLA+ test. How they fared in the test's two major components – the Performance Task and Student-Selected Response Questions – is illustrated in **figures 15 and 16**.

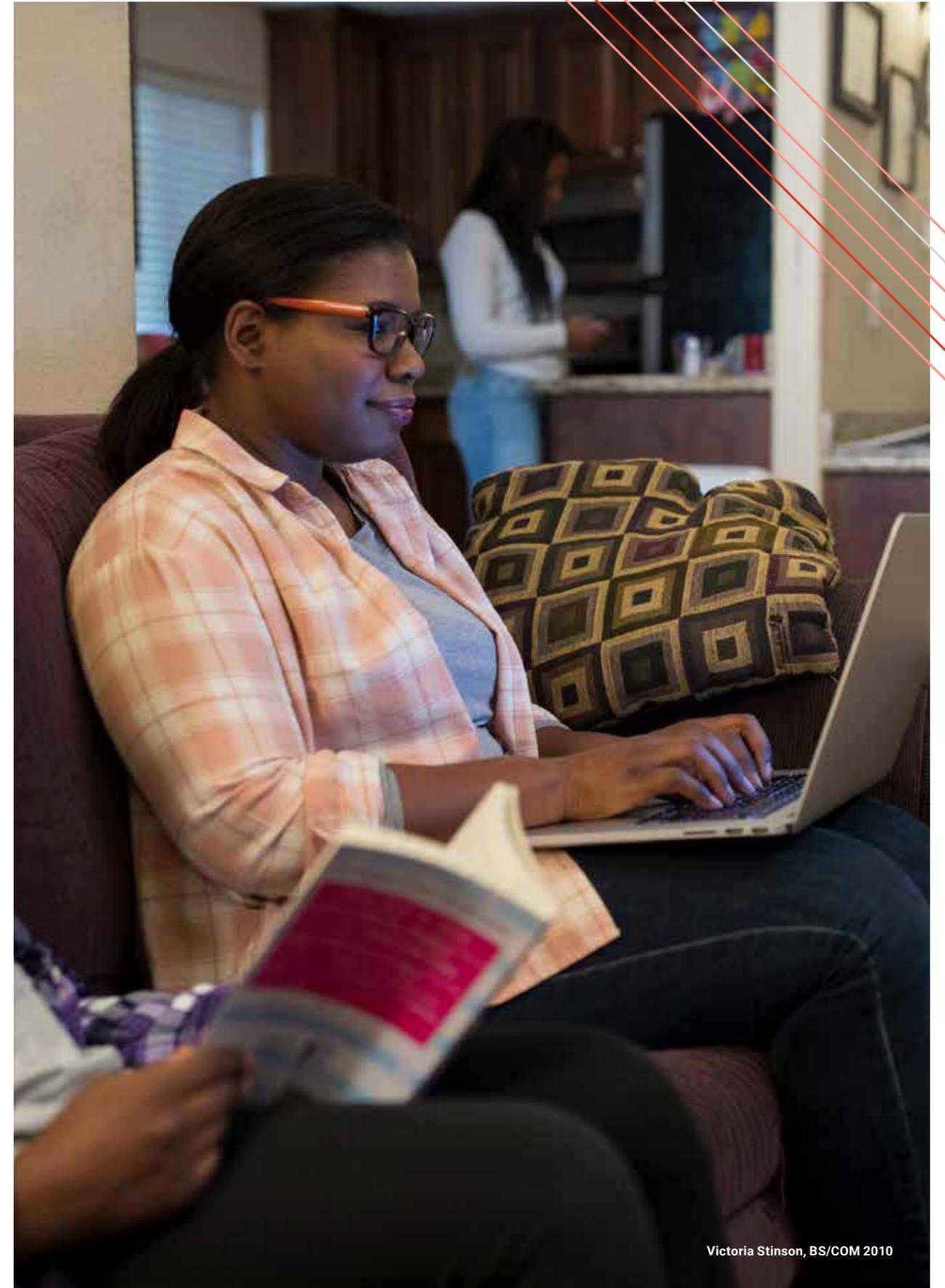
While the small sample size of University of Phoenix test-takers isn't a statistically significant sample of our student population, the CLA+ scores still offer a snapshot of where we can make improvements.

Performance task

The open-ended performance task gives students a score from 1 (lowest) to 6 (highest) for the following three skills:

- Analysis & problem solving
- Writing effectiveness
- Writing mechanics

The following charts illustrate the percentage of first-year and fourth-year students for each performance task subscore.



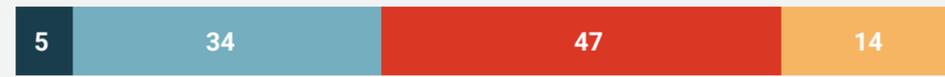
Victoria Stinson, BS/COM 2010

STUDENT OUTCOMES CLA+

FIGURE 15 FIRST-YEAR

ANALYSIS & PROBLEM SOLVING

UOPX



CLA+



Score



WRITING EFFECTIVENESS

UOPX

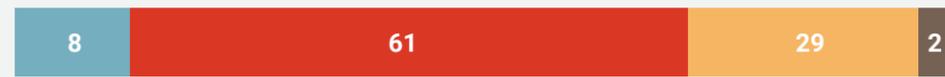


CLA+



WRITING MECHANICS

UOPX



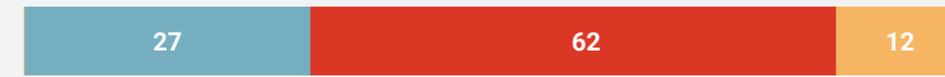
CLA+



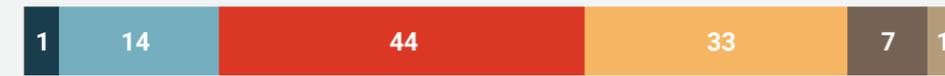
FIGURE 16 FOURTH-YEAR

ANALYSIS & PROBLEM SOLVING

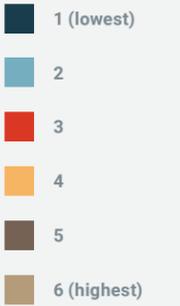
UOPX



CLA+



Score



WRITING EFFECTIVENESS

UOPX

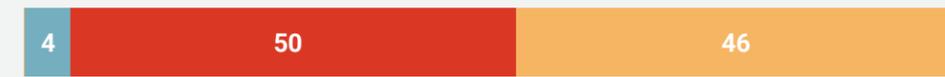


CLA+



WRITING MECHANICS

UOPX



CLA+



Benchmark data is from the first cycle of CLA+ testing in 2013-2014. This is the latest data available and per CLA+, the sample is monitored to ensure it reflects the current sample.

Selected-response questions

The test’s 25 selected-response questions test:

- Scientific and quantitative reasoning
- Critical reading and evaluation
- Critiquing an argument

Test-takers are scored on a scale ranging from 200 to 800. University of Phoenix fourth-year students scored higher than first-year students, illustrating development in the measured competencies over the course of their University of Phoenix enrollment.

Fourth-years scored higher than first-years (but slightly lower than their CLA+ peers) in the reasoning and reading categories. In the critiquing an argument category, University of Phoenix first-year students scored slightly higher than CLA+ counterparts, but dipped under CLA+ scores by their fourth year. These results show us the opportunities where we can make adjustments to improve student outcomes through curriculum revisions, faculty development and other initiatives.

FIGURE 17 SELECTED-RESPONSE: FIRST-YEARS

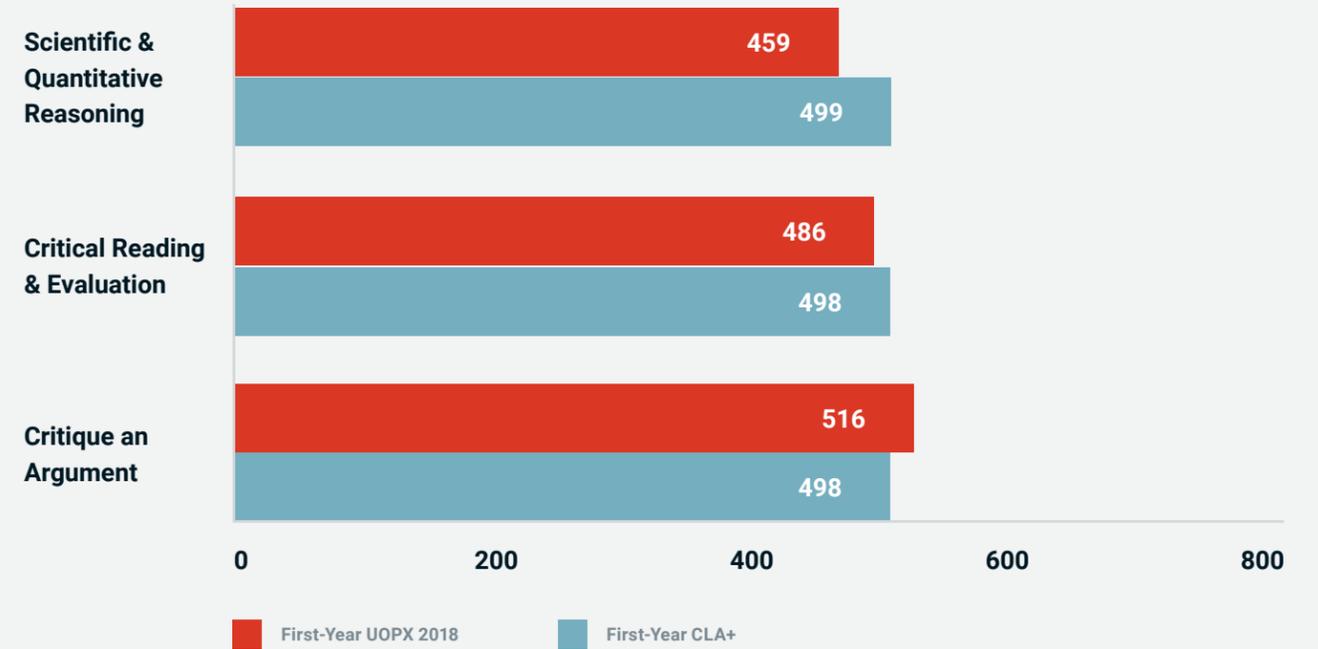
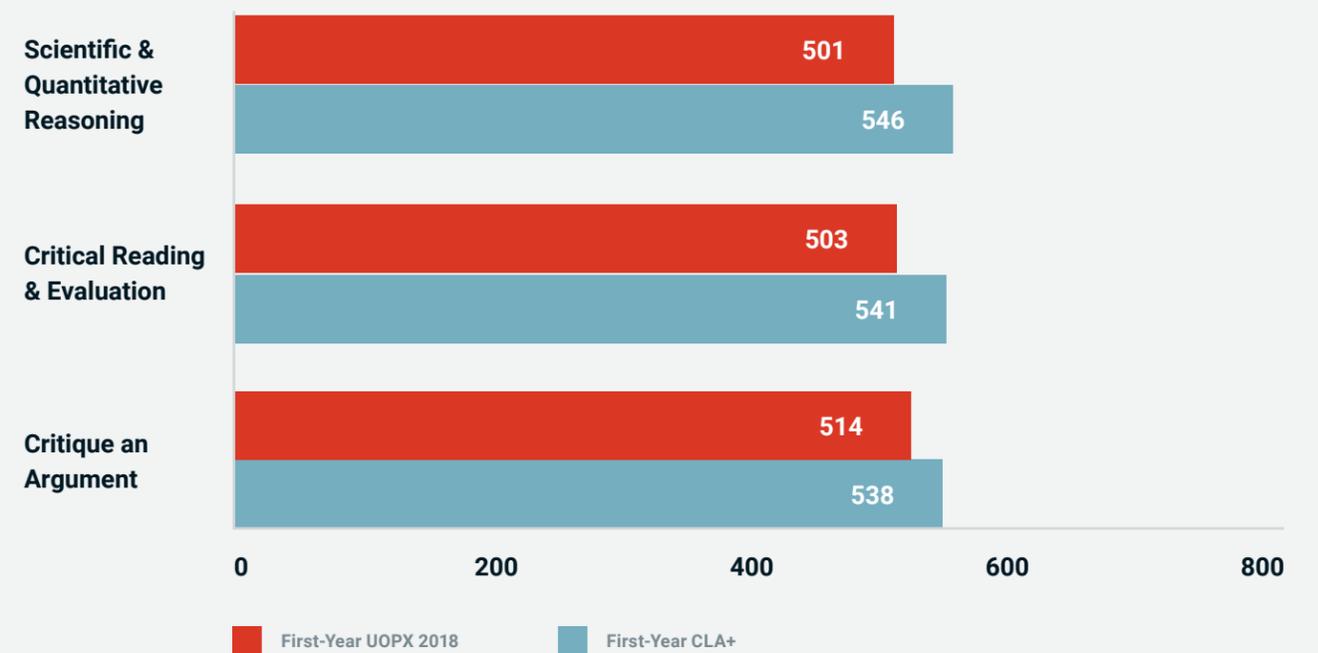


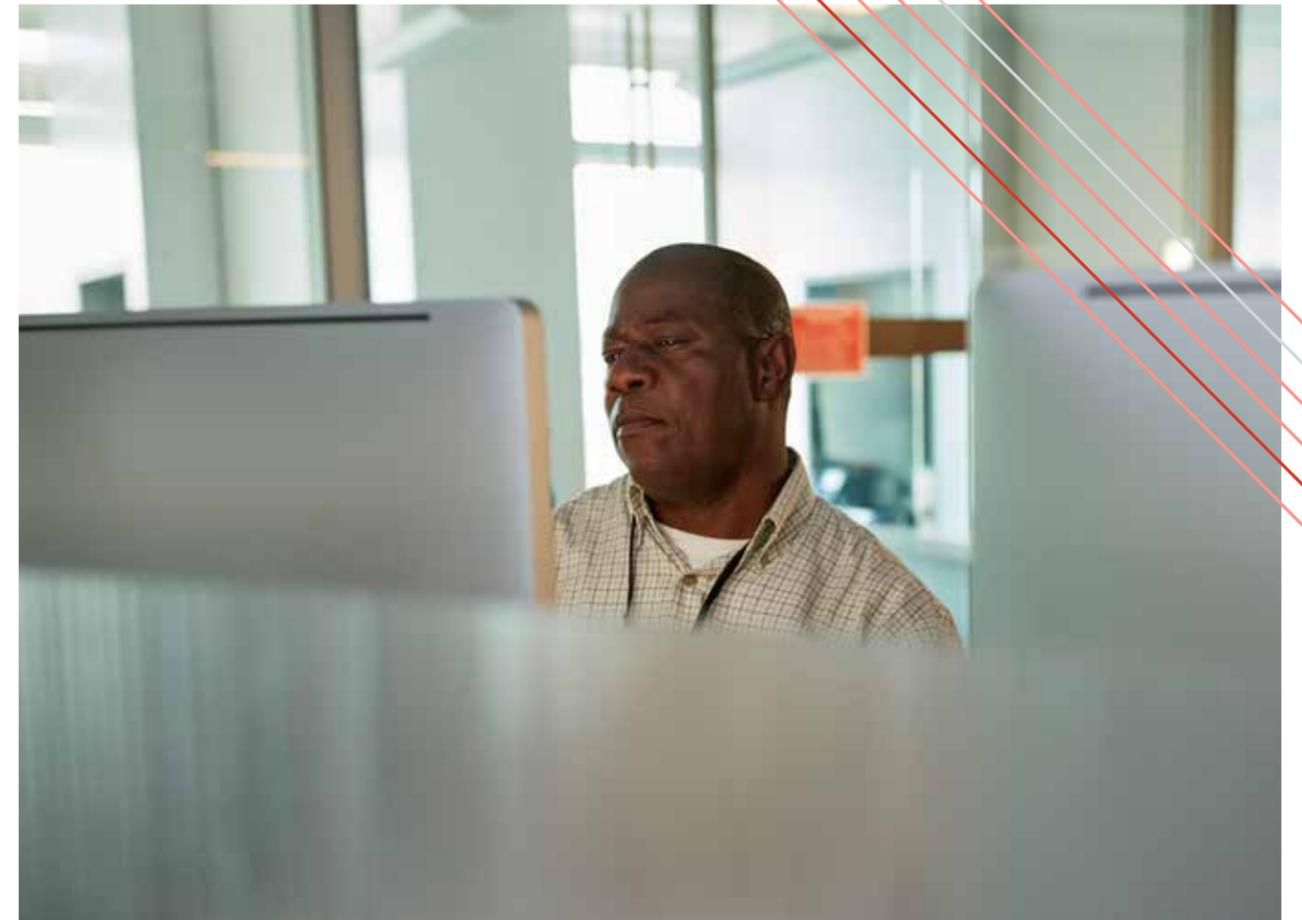
FIGURE 18 SELECTED-RESPONSE: FOURTH-YEARS



National Survey of Student Engagement (NSSE)

The National Survey of Student Engagement (NSSE®) solicits fourth-year students' reflections and opinions about their academic experiences. The survey provides educators with an understanding of what their students gain from attending college.

Like the CLA+, the NSSE is a nationally normed assessment, allowing the University to compare our students with students at other institutions. We can also choose specific cohorts of schools for comparison.



Figures 19-22 compare the scores of Arizona and online University of Phoenix seniors with seniors at 812 higher-education institutions that participated in the NSSE in 2018 or 2019. NSSE surveys students in four broad areas:

- Academic challenge
- Learning with peers
- Experiences with faculty
- Campus environment

Each of these areas has two or more engagement indicators, with responses that are converted to a 60-point scale. (Never = 0, Sometimes = 20, Often = 40, Very often = 60). Scores are then averaged.

University of Phoenix student scores outperformed the NSSE peers at their respective colleges and universities in all categories of academic challenge, as well as in discussions with diverse others (learning with peers) and quality of interactions (campus environment).

Other scores reflect lower positive experiences in collaborative learning, interaction with faculty and a supportive campus environment. The University is actively addressing these areas of opportunity in response to student feedback. For example, leadership commissioned a redesign of collaborative learning experiences, and multiple initiatives continue to enhance the University's models for faculty support and engagement.

FIGURE 19 ACADEMIC CHALLENGE

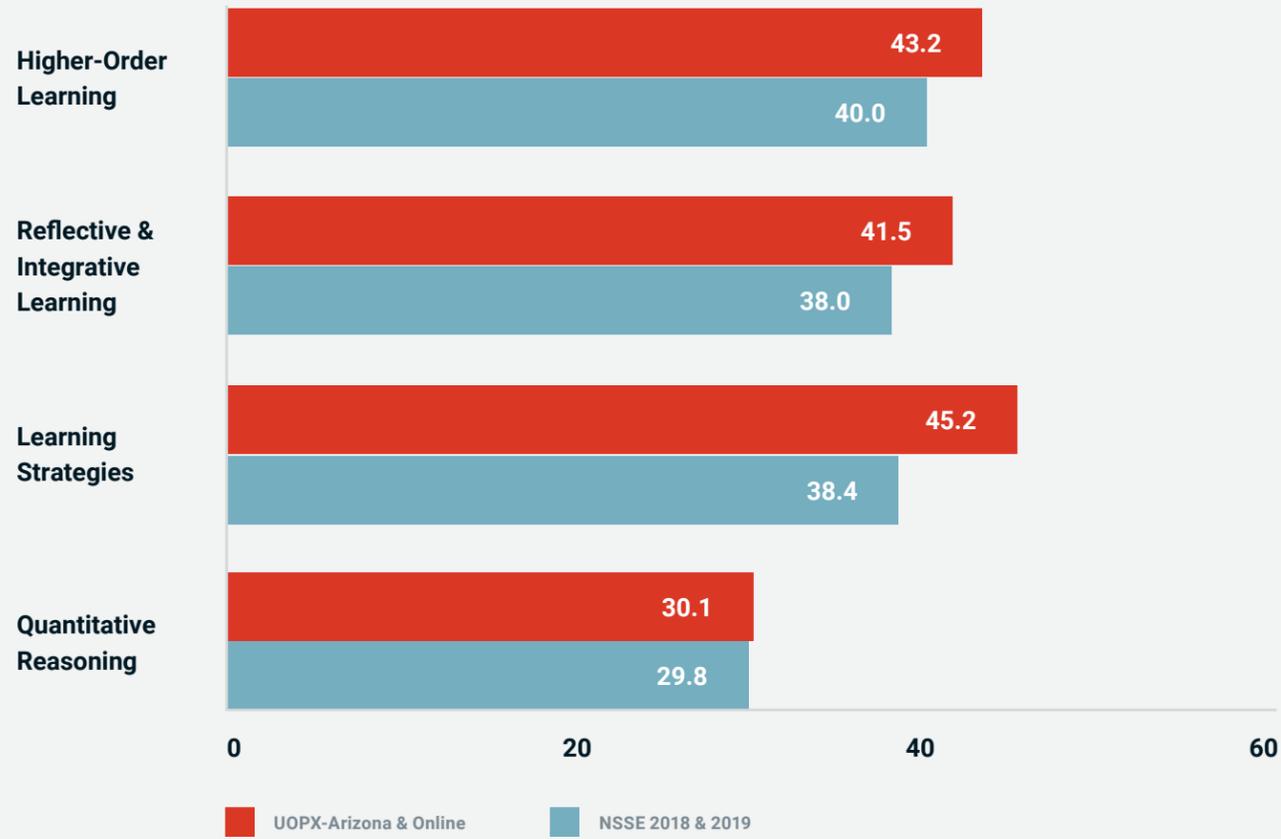


FIGURE 20 LEARNING WITH PEERS

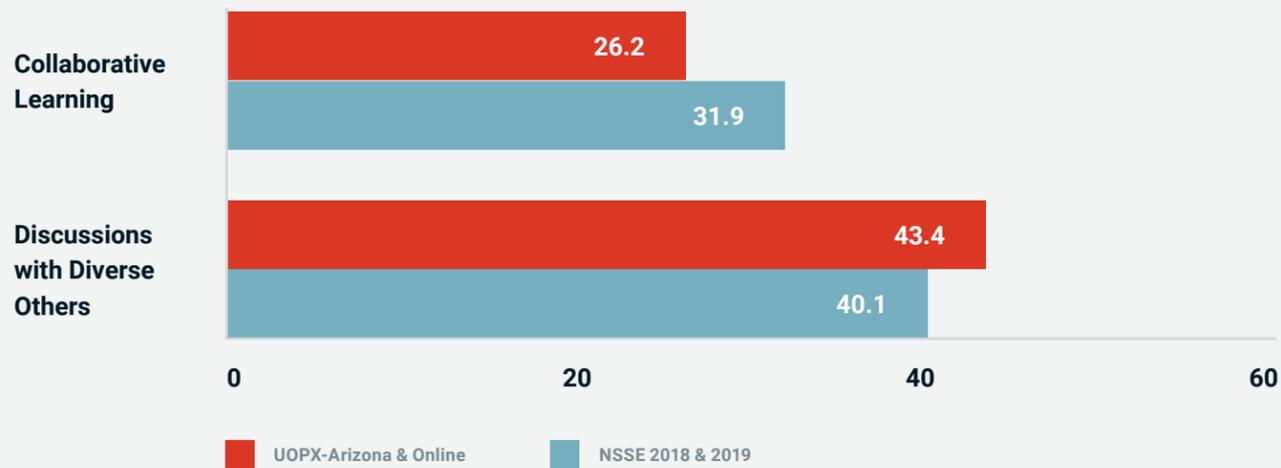


FIGURE 21 EXPERIENCES WITH FACULTY

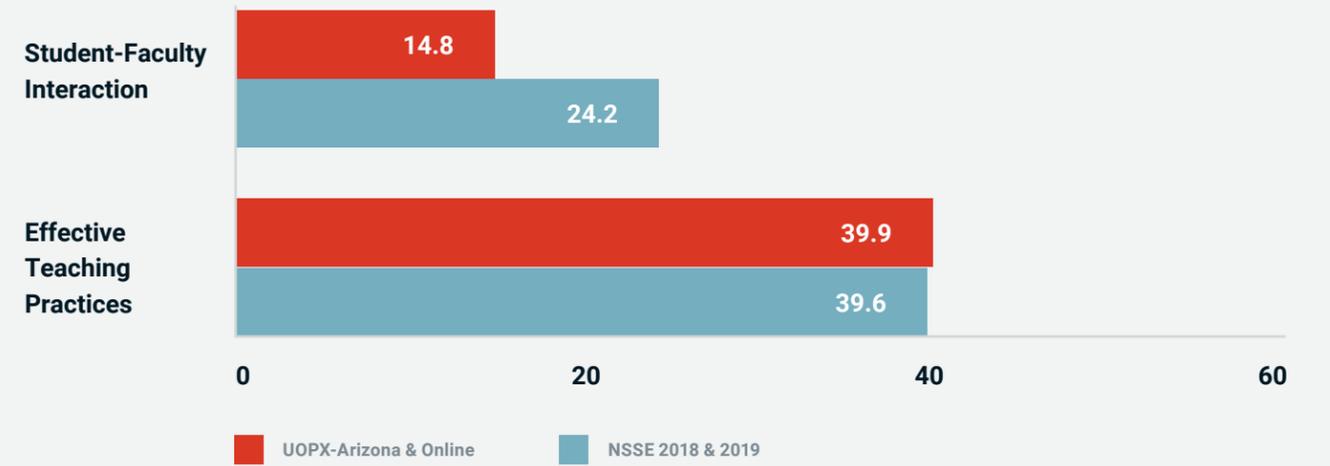
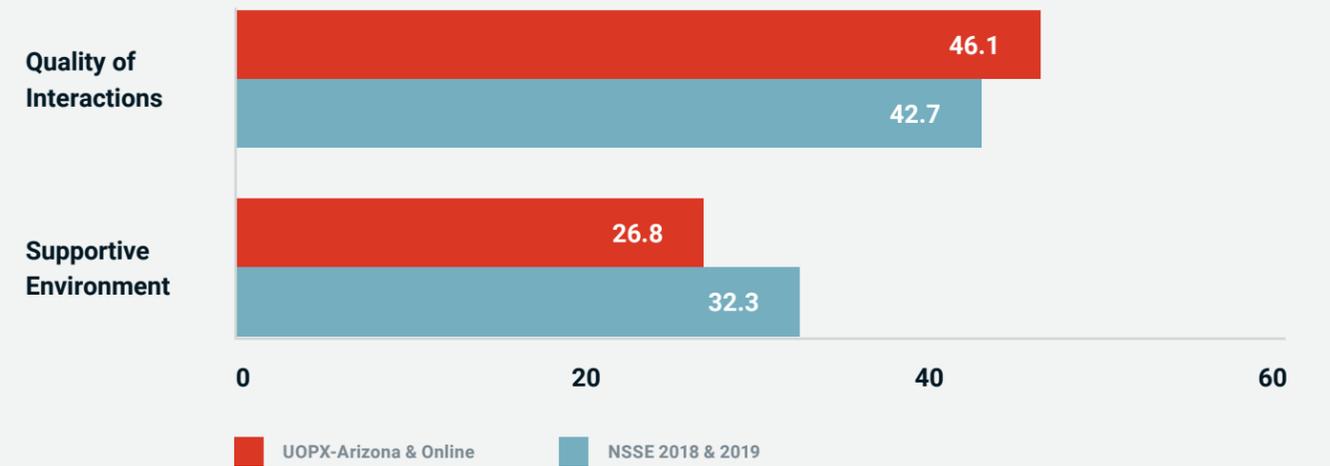


FIGURE 22 CAMPUS ENVIRONMENT



Student end-of-course and relationship surveys

It may sound obvious or even cliché to say, but “student-first” thinking guides every key decision we make as a university. Part of holding ourselves to this standard is listening to our students. One way we do this is through surveys.

Every student is asked to take an end-of-course survey upon completion of each course, which includes questions about faculty and curriculum.

Students are also asked to evaluate their learning experiences in the University’s Relationship Survey. The survey randomly samples students at two points: immediately after the second week of the student’s first course and on a recurring basis upon completion of the student’s fourth course.

Figure 23 illustrates the general academic themes revealed by student surveys at specific points in time and overall.

FIGURE 23 STUDENT EXPERIENCE FEEDBACK FROM END-OF-COURSE SURVEYS AND RELATIONSHIP SURVEY

1. How likely are you to recommend your instructors to other students?¹

0–10 scale, 10=Extremely likely



2. Did effective curriculum allow you to demonstrate knowledge and skills?²

0–10 scale, 10=Strongly Agree



3. How satisfied are you with your overall learning experience?³

0–10 scale, 10=Extremely Satisfied



¹ “How likely are you to recommend your instructors to other students?” on average, for all students completing end-of-course surveys in FY19.
² “Did effective curriculum allow you to demonstrate knowledge and skills?” agreement rating by all students completing end-of-course surveys in FY19.
³ “Overall satisfaction with my learning experience (including setting course expectations, relevancy of course material, and fellow students)” of randomly sampled students in FY19.

Honoring our graduates

We recognize the tremendous achievement of earning a college degree.

Most of our students have worked years to reach this goal, and many were first-generation college students. In 2019 our new graduates joined the ranks of over 1 million University of Phoenix alumni who have earned a degree or certificate with us since 1978.



Commencements from coast to coast

A University of Phoenix commencement is an unforgettable experience where pride, triumph and tears of joy are on full display. Since 1979 we've honored our students with an inspiring ceremony and presentation of diplomas.

In 2019 we held 13 commencements with 10,703 who registered to attend. Ceremonies took place throughout the U.S.: Phoenix, Southern California, Fresno, Sacramento, Las Vegas, Hawaii, Washington, D.C., Atlanta, Chicago, Dallas and Jersey City.

2019 commencement speakers included:

- Pete Van Helden, University of Phoenix alumnus and CEO of Stater Bros. Markets
- Detective Danny Kim, University of Phoenix alumnus
- Eartha Franklin, member of the University of Phoenix New Jersey Board of Trustees and founder and CEO of WOWCATIONS, LLC

Credentials awarded
in 2019

24,970

degrees

1,697

certificates

COMMENCEMENTS

Completions per college in 2019



College of Business and Information
Technology

15,363



College of Doctoral Studies

433



College of Education

1,237



College of General Studies

429



College of Health Professions

3,034



College of Nursing

1,495



College of Social and Behavioral
Sciences

4,642

Serving first-generation students

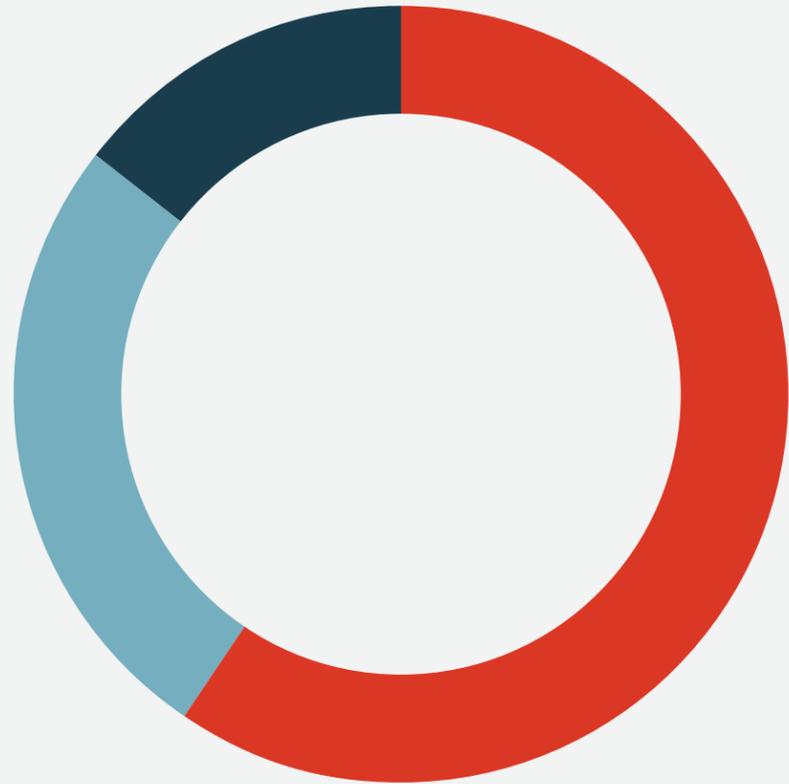


FIGURE 24 FIRST-GENERATION STUDENTS - 2019

Students in 2019 had parents:

- Who never went to college - 59.5%
- Of whom one went to college - 26.1%
- Who both went to college - 14.3%

A diverse graduating class

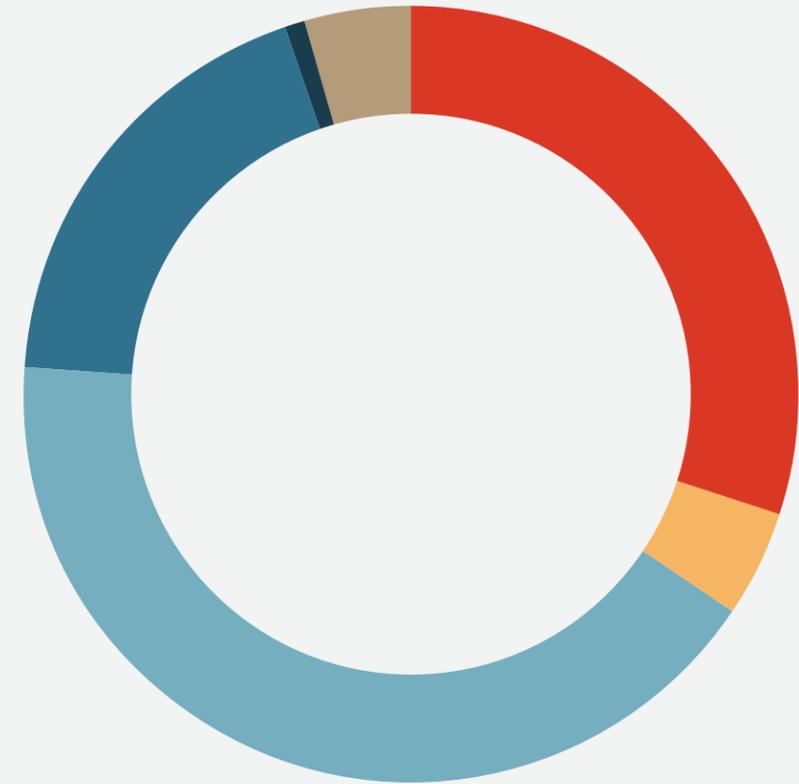


FIGURE 25 GRADUATING CLASS - 2019

- African American - 30%
- Asian/Pacific Islander - 4.6%
- Caucasian - 41.6%
- Hispanic - 18.5%
- Native American/Alaskan - 0.8%
- Other/Unknown - 4.4%

Alumni events and homecomings

Alumni are a vital part of our University family.

- From January 2018 to January 2019, 976 new members joined our alumni chapters
- We held 106 alumni chapter events, including over 6,461 alumni attendees
- 3,950 alumni attended Homecoming in 2019

In 2019 we held nine alumni receptions after our commencements. The University also held 14 homecoming celebrations and 106 alumni chapter events to help keep our alumni network supported and connected. These social events ranged from bowling and mini-golf to volunteering at a food bank.



David Fletcher, Class of 2019

THE POWER OF A MENTOR

David Fletcher's journey from military to management

“ In the [mentorship] program, I was able to move mountains and accomplish things I never thought possible.”

Degree: MBA Marketing, 2019

Challenge: At age 24, after nearly eight years in the Army, David struggled to translate his military experience into marketable skills that employers sought.

Pivotal moment: While earning his MBA from University of Phoenix, David learned about a mentorship opportunity with American Corporate Partners — a nonprofit that pairs military-affiliated students with volunteer business leaders. David applied and was paired with a senior leader at Merriam-Webster. Over the year, the two worked closely to polish his presentation and communication skills.

Outcome: David transitioned from his military career to vice president of sales and marketing for an office furniture supplier in Southern California.

Message from University of Phoenix alumni association chapter leaders

We are Phoenixes — and there are more than a million of us across the U.S. and the world. We are kindred spirits with life experiences that we uniquely understand. We grew close by supporting each other when life got tough juggling our jobs, our families and the rigor of our studies. We discovered that even though our friendships were mostly forged through direct engagement via computer or an after-work night class on campus, these relationships — our relationships — are among the strongest we've ever had. They have been built for life.

We are a community of individuals who transcend generations and geographical boundaries. We serve and work in numerous professions, in hundreds of places, in families of every description and configuration. We are entrepreneurs, educators, nurses, data analysts and public servants, to name a few. Differences may abound within our community of alums, but we are committed to service, a belief in access and opportunity for all — especially for those who are not well served by traditional colleges and universities — and the drive to make a positive difference in the world around us.

We are proud of our degrees, which were hard-earned, and symbolize the resilience, courage and determination required to graduate from college as a working adult and, for many of us, as a parent too. We are thankful for our instructors who have decades of experience combined in the fields they teach, who worked overtime to help us succeed, and who are the types of professionals we aspire to be. Most

importantly, we are grateful to our families and our co-workers for how they inspired, encouraged and supported us throughout our journey, and played a critical role in our ability to achieve our goals and accomplish our academic and, ultimately, professional success.

We are alumni leaders who work with our fellow alums in chapters across America to create opportunities for career advancement through local networking, and improvement in our local communities through volunteering together. We advocate on behalf of our University in state legislatures and on Capitol Hill, because we are passionate about University of Phoenix, our alma mater, and its rightful place in higher education.

We are proud of our University and what it has provided us, and what we believe it can provide others. While skeptics may doubt what we're all about, we know our own experiences and what they have meant for us professionally and personally. We are builders, we are dreamers, we are innovators, and we are Phoenixes. And together, we rise!

Ebony White
Atlanta

Torye Nguyen
Bay Area

Greta P. Zeimetz
Dallas – Fort Worth

Heather Sanchez
Fresno

Ron Wuestefeld
Hawaii

J. Dianne Tribble
Jacksonville

Troy Smith
Kansas City

Steven Tipton
Milwaukee

Jessica Shutiva
Native American

Horace Winston
New Jersey

Karen Franke
Oregon

Renée Butts
Orlando

Natasha Harris Foster
Philadelphia

Andy Smith
Phoenix

Deanna Vestal
Sacramento

Dr. Jeffrey T. Evans
San Diego

Patrick Kendrick
Seattle

Cherry Roa
Southern California

Mary O'Connell
Tampa

Jacob Vigil
Tucson

Ivory Morris
Virginia Beach, Hampton Roads

LaJoy Johnson Law
Washington, D.C.

Ana Gill
South Florida

Devon Moody Graham
St. Louis

Patricia Torres
Albuquerque

Hope Nicole
Las Vegas

Cori Smith
Memphis

Supporting our communities

At University of Phoenix, we understand that community support and higher education go hand in hand. When we roll up our sleeves to help, we strengthen the communities we serve.

Often, when we serve others, we see quick results, like when we read to kids and watch their eyes dance. Other times, we trust in results that may come later. We collect school supplies for underserved students, pack meals for food-insecure people halfway around the world, or award scholarships to students whose futures take flight long after our scholarship committees have met.

Supporting our communities is part of our DNA. The following pages outline what we're doing to make a difference.

“ When you volunteer, you submit to being the best version of yourself you can be. There is something about volunteering that reminds you we're all connected.”

HARPER LINES

Senior Manager of Corporate Social Responsibility

Read more about Harper's passion for volunteerism at:
news.phoenix.edu/lines

Nonprofit support

In 2019, the University provided scholarships, volunteer hours, financial support and in-kind donations to a wide variety of nonprofit organizations, including:

American Diabetes Association	Junior Achievement of Arizona
American Red Cross	My Good Deed, D.B.A. 9/11 Day
Arizona Chamber of Commerce and Industry	Phoenix Children’s Hospital Foundation
Arizona Diabetes Association – Camp AZDA	Phoenix Public Library
Arizona Diamondbacks Foundation, Inc.	Phoenix Veterans Day Parade
Arizona Forward	St. Mary’s Foodbank
Arizona Foundation for Women	The Salvation Army Metro Phoenix
Arizona Humanities Council, Inc.	Treasures 4 Teachers
Arizona Pet Project	Valley of the Sun United Way
Arizona Science Center	VolunteerMatch
Boys & Girls Clubs of Metropolitan Phoenix	
Buffalo Soldiers of The Arizona Territory	Annual drives:
Feed My Starving Children	Boys & Girls Club – Back 2 School Donation Drive
Fresh Start Women’s Foundation	St. Mary’s Foodbank – Holiday Drive
Greater Phoenix Chamber of Commerce	
Greater Phoenix Economic Council	
Hackathon Jr.	
HandsOn Greater Phoenix	
Jobs For Arizona’s Graduates	

Educational support

Two annual projects are close to the heartbeat of our mission as an educational institution – the Falcon Flight program with Los Angeles Football Club (LAFC) and the D-backs School Challenge.

Falcon Flight. University of Phoenix sponsors the falcon flight, a ritual that takes place before the start of every LAFC home soccer match. Our sponsorship also supports the falcon and falconer going to LA schools to teach students about the science of flight, STEM and environmental sustainability.

D-backs School Challenge. The D-backs School Challenge, presented by University of Phoenix, was founded in 2012. Each year, teachers and administrators make their “best pitch” for up to \$5,000 to fund education programs, innovation and technology, nutrition and fitness, and school and campus improvements. Since 2012, the University and the Arizona Diamondbacks Foundation have funded 223 grants totaling \$1,065,843.



Provost John Woods serves as falconer prior to LAFC match

“ Over the past eight years, we have received thousands of stellar applications from great teachers statewide. We could not have done it without the enthusiasm, expertise and support of University of Phoenix. They participate in every phase of the program, including the evaluation process, selecting the winning applications and celebrating the winners at Chase Field and in the community.”

DEBBIE CASTALDO

Arizona Diamondbacks Senior Vice President of Corporate and Community Impact

Scholarships

Every time we remove an obstacle between a student and a degree, one more graduate becomes empowered to pursue a brighter future. That's why the University offers numerous full-tuition scholarship programs through partner organizations and on our own.

Of note are four scholarships available only to our military-affiliated students. Thus, our military-affiliated students have access to all of the University-sponsored scholarships for which they are eligible, plus the additional military-affiliated scholarships.

Here, we'll highlight four of the scholarships we offered in 2019.

FOCUS TO THE FINISH®

University of Phoenix created the Focus to the Finish® scholarship program to provide students the opportunity to finish what they started — their degree. The University offers 11 full-tuition scholarships to deserving students who want to finish their undergraduate or master's degree at University of Phoenix.

EANGUS – ENLISTED ASSOCIATION OF THE NATIONAL GUARD OF THE UNITED STATES

The EANGUS mission is to give voice on Capitol Hill to enlisted National Guard men and women, their families, and retirees. Three full-tuition scholarships were offered to the University through the EANGUS We Care for America Foundation.

MILITARY POLICE REGIMENTAL ASSOCIATION

The Military Police Regimental Association (MPRA) provides services and assistance to Military Police soldiers and their families. One full-tuition University of Phoenix scholarship was offered in collaboration with MPRA.

TEAMING UP FOR EDUCATION

The Arizona Diamondbacks Foundation focuses on homelessness, indigent healthcare and children's programs of all types. The foundation has also created strategic charitable programs that address community needs, including education. University of Phoenix and the Arizona Diamondbacks Foundation again came together in 2019 to offer five full-tuition scholarships to the University.

The University gave:

\$ 3.9M

in value to the communities we served through scholarships, corporate social responsibility budget, and employee donations

6,268

employee volunteer hours

5,138

items through school supply and in-kind donations

\$ 38,552

in employee donations

Business alliances

When it comes to meeting the demands of the modern workplace, both employers and employees can benefit from education.

University of Phoenix has alliances to provide educational benefits with major employers in diverse businesses ranging from healthcare to telecommunications. Learning while working can create a win-win: Employers gain a better trained and educated workforce while employees can gain skills and enhance their careers without leaving their current roles.

In 2019 we focused on simplifying our benefit offerings, providing greater value while improving student progression. Our goal is to help businesses maximize the investments they're making in their people. We also focused on decreasing time-to-degree attainment through earned credit for prior education, training and life experiences — all while maintaining a focus on high-quality education designed for the working adult.



Tuition cap benefits

Pursuing higher education on the job at low or no cost is an attractive employee benefit. For employers, it can also help to close the skills gap and improve employee retention. Our Tuition Assistance Programs (TAP) Cap does both while making every dollar count, combining client tuition assistance funding with significant University investments. Research has shown that similar programs have a positive impact on employee acquisition, retention and engagement, while saving money on talent acquisition costs and employee turnover.

Successful TAP Cap alliances

Because of the successful results of our first two TAP Cap clients, in 2019 we identified additional interest in our program, entering into six new TAP Cap agreements. This year we delivered on goals established during program launches to activate new benefits. We also realized significant growth in employee use of TAP Cap tuition benefits within select alliances.

One such success story was the RN to Bachelor of Science of Nursing pathway for Kaiser Permanente®. We created a low-to-no-cost option that not only decreased the financial burden on Kaiser Permanente nurses but also maximized the healthcare system's education budget — offering tuition assistance for more employees.

University helps two Kaiser Permanente hospitals reach prestigious designation

Strategic alliance in nurse education helps lead to Magnet® Recognition.

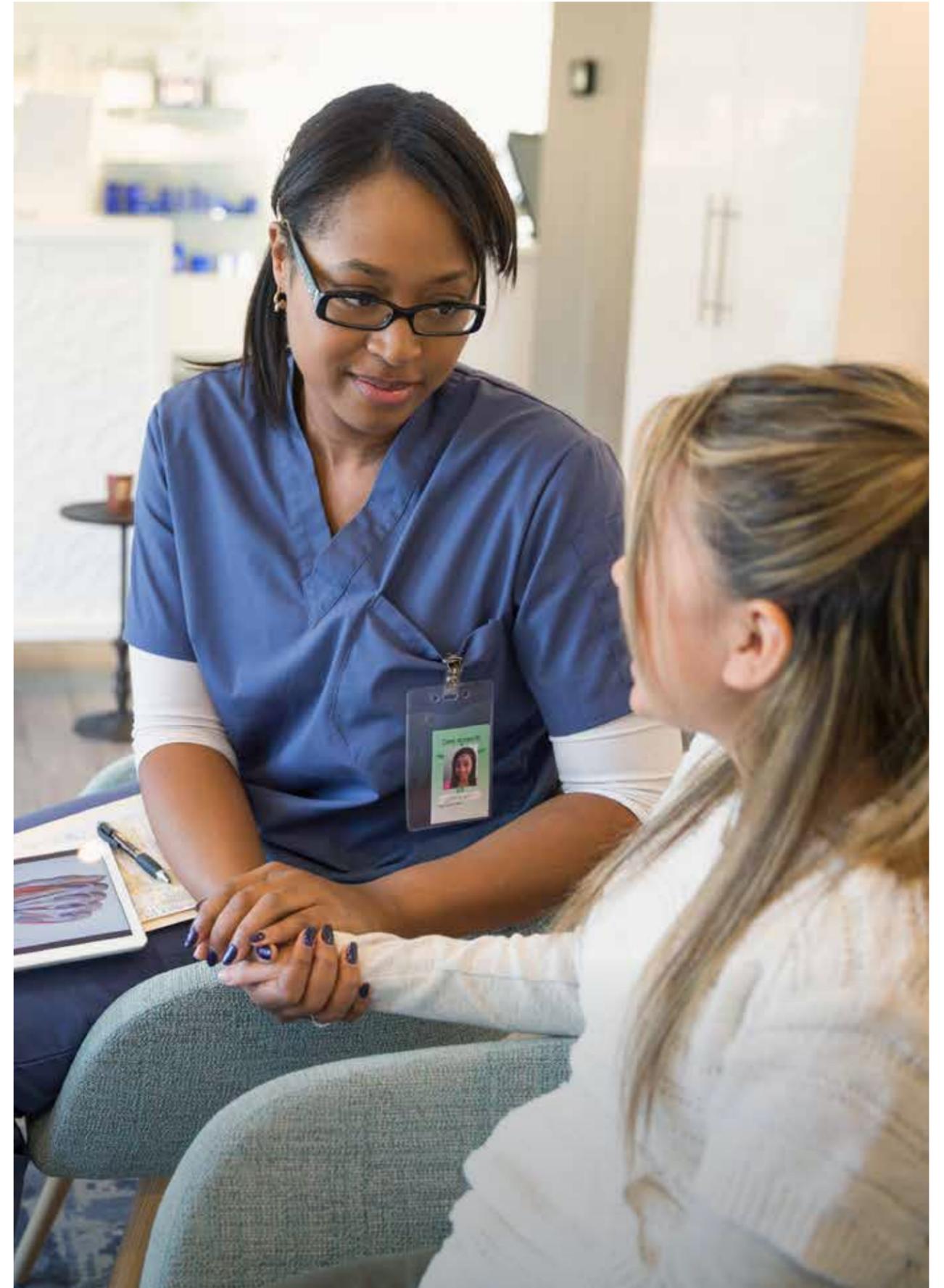
It was 2017 when Kaiser Permanente® Irvine Medical Center in Southern California received the prestigious Magnet® Recognition from the American Nurses Credentialing Center (ANCC).

The very next year, Anaheim Medical Center also achieved Magnet Recognition, becoming the second of Kaiser Permanente's 36 California hospitals to do so. This was a momentous accomplishment, as about 8% of hospitals nationwide have achieved the designation. Magnet Recognition is considered the quintessential recognition of quality patient care and innovations in nursing practice for hospitals.

The success story started in 2015 when the Irvine hospital reached out to University of Phoenix to aid in increasing the percentage of its nurses with at least a Bachelor of Science in Nursing degree. Since then, the University has helped Kaiser Permanente nurses advance from a two-year degree to a bachelor's. Some nurses continued on to earn master's degrees in nursing and business administration as well.

Qualifying for Magnet Recognition has many layers, including a requirement that a high percentage of a hospital's nurses have at least a bachelor's degree in nursing. That's where University of Phoenix entered the story. The University created a learning center on the Irvine hospital campus, which required setting up a classroom with appropriate access to meet Higher Learning Commission approval.

Kaiser Permanente recognizes that finding time to go back to school can be hard for nurses, who routinely work three or four 12-hour shifts a week. Through its flexible online programs, University of Phoenix has been able to collaborate with Kaiser Permanente to understand nurses' needs, time constraints and desire to ensure that they received the best educational training available.





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