

2022



University of Phoenix
Academic Annual Report



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Who we are



Charity Jennings,
EdD, MIS, MAEd



Leading with excellence for a new era

We're connecting adult learners to what they need to pursue success.

From our earliest beginnings as the University that changed higher education, University of Phoenix has embraced excellence and innovation. Academic year 2022 was no different.

Through academic rigor, inclusivity and deep knowledge of the types of skills employers value, we strive to help our students prepare for today's ever-changing employment landscape. In fact, on the latter point – using labor market data and a host of other internal resources – we are aligning our bachelor's and master's programs to career-relevant skills.

Like our students, we're always pressing, never resting. Read on to discover how this came to life in 2022.

“ In a new era of growing emphasis on skills in employer hiring practices, we are empowering learners and job seekers with degrees aligned to what employers want.”

JOHN WOODS, PhD
Provost and Chief Academic Officer

HIGHLIGHTS

Digital badges

In today's fast-paced job market, we understand how important it is for our students to showcase their achievements in real time. That's why we offer digital badges they can post on their resumés and social media channels as proof of the skills they're learning. We offer more than 200 distinct badges, and as of May 2023 we had issued more than 300,000.

Learn more:
phoenix.edu/badges →



“Creating inclusive learning environments is central to the University’s mission. The University increases access to higher education by welcoming all students, proactively thinking of their needs and providing a community where they belong.”

KELLY HERMANN
Vice President, Accessibility, Equity and Inclusion

Inclusive Leadership Summit

In 2022 we launched the Inclusive Leadership Summit, drawing 1,415 attendees from 22 countries. The virtual event was designed to help participants reimagine how diversity, equity, inclusion and belonging can be integral in their careers and workplaces. The event was so successful and well attended that a second annual summit was held in May 2023.

Learn more:
phoenix.edu/inclusiveleadership →

HLC accreditation

Building upon 45 years of continuous accreditation by the Higher Learning Commission (hlcommission.org), our institutional accreditation was once again reaffirmed in 2023 for 10 more years. The next reaffirmation is scheduled for 2032-2033. The accreditation decision was based on a comprehensive, on-site review of our mission, academic programs, governance, integrity, and student experience and outcomes.

Learn more:
phoenix.edu/accreditation →

Career Optimism Index study

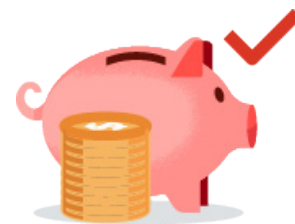
University of Phoenix Career Institute® research produced the second Career Optimism Index® study, expanding a comprehensive study of Americans’ personal career perceptions to include perspectives from 500 U.S. employers. The 2022 study provided comparison insights between workforce members and those who hire, train and retain them. Striking disconnects were revealed in compensation, training, advocacy, mental health and job security — as well as opportunities to address the gulf between those perceptions.

Learn more:
phoenix.edu/career-institute →

Savings Explorer tool

Students can quickly, and at no cost, use our expanded Savings Explorer® tool to see how their work, life and school experiences might give them a jump on their degree. Students saved a total of \$56 million in tuition and fees in 2022 by working with us to evaluate and identify transfer credits, eligible alternative credits and credits for prior learning.

Learn more:
phoenix.edu/savings-estimator →



Breaking down barriers

When students face barriers to learning and career opportunities, no one wins. That's why we continue to collaborate with external organizations to reduce or eliminate these barriers. In 2022 we collaborated with Jobs for the Future (JFF) to help address inequities for Black learners and workers, and with Give an Hour to increase access to mental health resources. We established learning agreements with community colleges, large employers and workforce companies to expand opportunities for their learners.

Learn more:
phoenix.edu/media-center →

Leadership achievements

An organization is only as strong as its leaders. We're extremely proud that higher education, workforce and community organizations frequently recognize our staff's excellence.

Here are some highlights from the 2022 academic year.



MARC BOOKER

PhD, Vice Provost of Strategy

Selected as dean of Leadership Development Institute for Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO)



McCEIL JOHNSON

JD, Vice President of Accreditation Regulatory Compliance

Appointed to University Professional and Continuing Education Association (UPCEA®) Board of Directors' Diversity & Inclusive Excellence Committee



SUN JONES

DNP, RN, FNP-BC, Leader of Systematic Plan for Evaluation and Curriculum for the College of Nursing

Recipient of Arizona Governor's Volunteer Service Pandemic Response Award 2022, and March of Dimes Heroes in Action Leadership Award



RAGHU KRISHNAIAH

Chief Operating Officer

Recognized in Top 100 Chief Operating Officers of 2022 by *C-Suite Spotlight*



SARAY LOPEZ

Director of Student Diversity & Inclusion

Honoree of the 2022 class of leading women in higher education by *Diverse: Issues In Higher Education*



CHRISTINE MARTINEZ

Manager of Military Outreach and a U.S. Navy Veteran

Inducted into Arizona Veterans Hall of Fame in 2022



TONDRA RICHARDSON

Director of Student Diversity & Inclusion

Honoree of the 2022 class of leading women in higher education by *Diverse: Issues In Higher Education*, and selected to serve as a new member of the National Conference on Race and Ethnicity in Higher Education (NCORE®)



DORIS SAVRON

Vice Provost

Appointed to Career Connectors Board of Directors, and appointed to UPCEA & American Association of Collegiate Registrars and Admissions Officers (AACRAO) 2023 Convergence Conference Advisory Board



ANDREA SIEGRIST-BAEZ

Director of Veterans Affairs Operations

Elected to the National Association of Veterans' Program Administrators Board of Directors as treasurer and Region VII delegate, and selected for Arizona Forward Emerging Sustainability Leaders Class of 2023



JAMIE SMITH

Chief Information Officer

Winner of ArizonaCIO 2023 ORBIE® Award, Enterprise ORBIE



KIMBERLY UNDERWOOD

PhD, MBA, Chair, Center for Workplace Diversity and Inclusion Research

Recipient of 2023 UPCEA Research and Scholarship Award



RUTH VELORIA

Chief Strategy and Customer Officer

Named one of the Most Influential Women in Arizona Business in 2022 by AZ Big Media

The Office of Educational Equity was the recipient of the UPCEA® Leadership In Diversity and Inclusive Excellence Award for 2023. The Competency-Based Education (CBE) Program team was named winner of the Anthology Catalyst Award for Teaching & Learning in 2023, and the Accessibility, Equity and Inclusion Team won the Anthology Catalyst Award for Diversity, Equity, Inclusion and Belonging in 2023.

Providing career-focused thought leadership

University of Phoenix Career Institute annual research expands to understand personal and employer career

The University of Phoenix Career Institute® center conducts research into solutions that American workers need, shares insights to inform problem-solving and partners with leading organizations to break down barriers Americans face in their careers.

In 2022 the institute, housed within the University's College of Doctoral Studies, conducted its second Career Optimism Index® study, one of the most comprehensive studies of Americans' personal career perceptions to date. New to the 2022 index – and based on findings uncovered in the first year's report – was the addition of employers as a surveyed group, alongside American workers.

For the annual study, more than 5,000 U.S. adults were surveyed about how they felt about their careers, including concerns, challenges, and the degree to which they were optimistic about core aspects of their careers, such as advancement. The study was conducted in the U.S. among a robust and diverse sample to allow for gender, generational, racial and socioeconomic differences. The 2022 study also explored insights from 500 U.S. employers who are influential or play a critical role in hiring and workplace decisions within a range of departments, company sizes and industries to provide comparison between the workforce and those who hire, train and retain them. Additionally, the report features an analysis of workers in the top 20 media markets across the country to uncover geographic nuances.

Seeking to understand and break down barriers faced by workers, the University of Phoenix Career Institute and Jobs for the Future (JFF) began working together

in 2022 to drive equitable economic advancement for Black learners and workers. We launched new research on the role of social capital in economic advancement to inform a strategic framework for higher education institutions and employers to better support career advancement.

Learn more about the study and its methodology:

phoenix.edu/career-institute.html →



2022 Key findings



81%

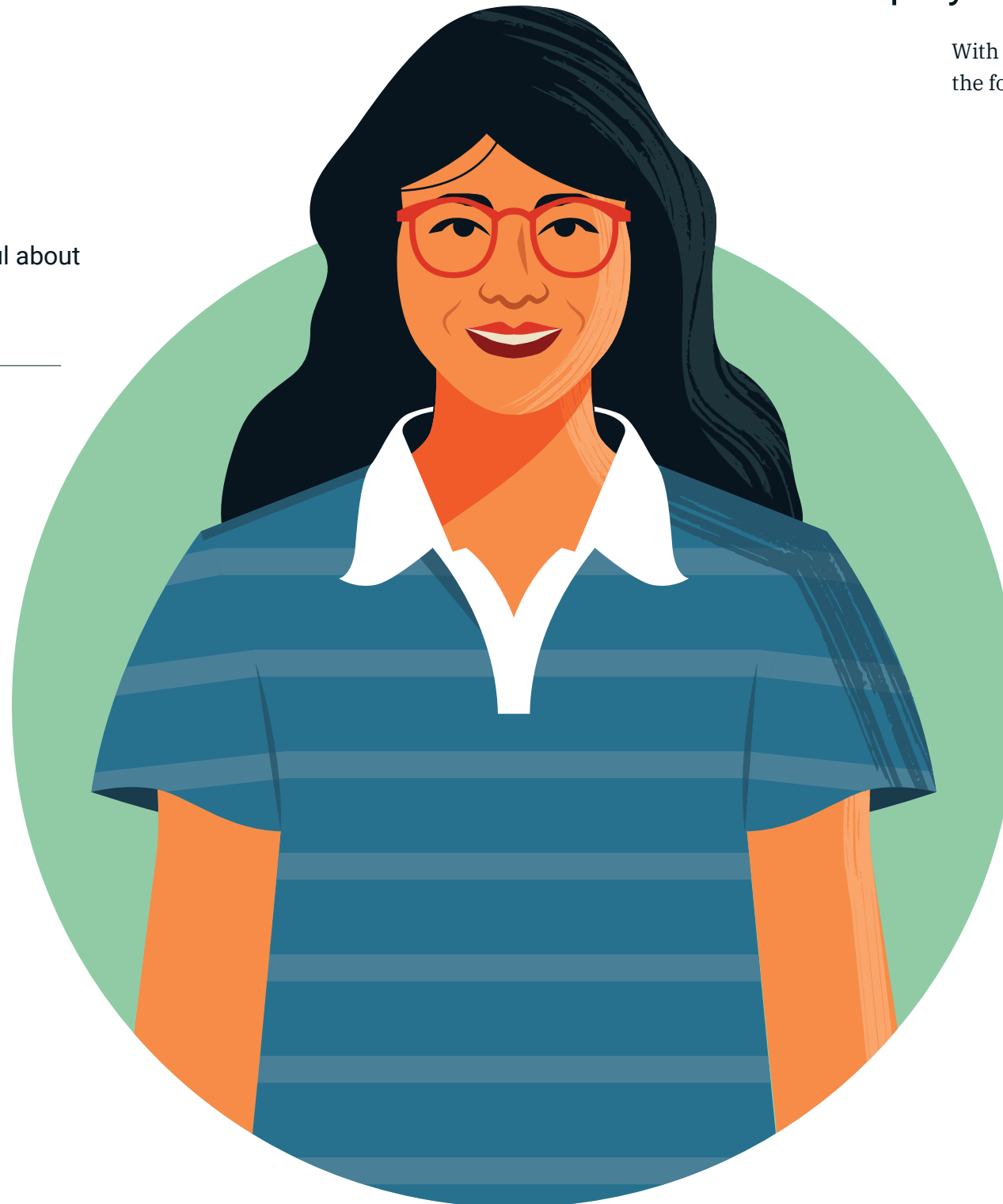
of American workers are hopeful about the future of their careers

1 in 3

Americans said they would quit their current jobs without having another job lined up.

69%

would consider staying in their current roles if their employer instituted key changes in the workplace.



In a year marked by the Great Resignation, there was a striking disconnect between employee realities and employer perceptions.

With **76%** of employers concerned about retention and **90%** prioritizing it, the following gaps in perceptions should be noted by employers:

Training

89% of employers said upskilling opportunities were provided frequently, in comparison to...



61% of employees who said such opportunities were provided frequently.

Advocacy

91% of employers believed their employees had someone in their professional life who advocates for them.



Only **63% of employees** agreed.

Compensation

86% of employers thought their employees were satisfied with their compensation.



In reality, **nearly half of employees** were unsatisfied and **56%** said they were living paycheck to paycheck.

Mental health

85% of employers said they offered or planned to offer mental health and wellness resources.



Yet only **62% of the workforce** reported that their employers offered or were going to offer such resources.

Job security

91% of employers believed their employees felt empowered in their job.



Only **78% of American workers** said they felt empowered, and **4 in 10** worried that their job skills would become outdated because of advancements in technology.

From the chair of the board of trustees

University of Phoenix is an innovative leader in higher education, and we have built a vibrant, strong and enduring community of learners, faculty and staff. In 2022 we leveraged our thought leadership in online higher education to help employers and our working adult learners understand and adapt to rapidly evolving workforce issues.

Our University of Phoenix Career Institute® center within the University’s College of Doctoral Studies focuses on studying American workforce dynamics to inform societal solutions that spur career growth. The institute conducted its second annual Career Optimism Index® study, this time measuring employee and employer attitudes, priorities and challenges to help identify barriers to career advancement and highlight solutions that can help workers – and workplaces – accelerate careers. The 2022 Career Optimism Index found a striking disconnect between employers and workers, with employers failing to understand how acute employees’ need for career advocates is and how limited skill development opportunities are.

The findings also informed that we were on the right track as a university.

We had already begun addressing this disconnect, between employers’ and employees’ perspectives, by understanding the critical ways that skills translate from jobs into curriculum building and back into career opportunities. We have been increasing our capacity for skills mapping and badging credentials. We are forming faster paths to degrees through competency-based learning. And we continue to identify how individuals’ life experiences can contribute to their credits and coursework.

We built working relationships and alliances with organizations like Jobs for the Future (JFF) and Executive Networks. These relationships provide an opportunity for us to learn more through research and identify actionable steps. With JFF, we worked on identifying a framework for Black learners and workers to build social capital in higher education and the workplace. With Executive Networks, we are developing a better understanding of how to close the gap between employer and worker understanding about opportunities for career advancement in the workplace, including internal talent mobility.

As a career-relevant university focused on the success of working adult students and finding solutions for employers, we continue to focus on being a leader, dedicated to our learners’ aspirations and the future of work.



Everette J. Freeman, EdD – Chair
Former President (retired),
Community College of Denver

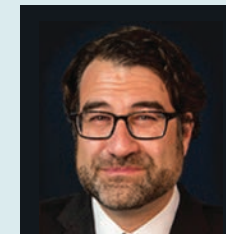
Independent trustees



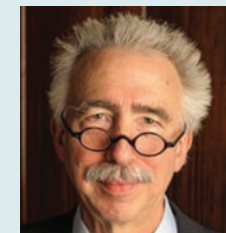
EVERETTE J. FREEMAN, EdD
Chair
Former President (retired)
Community College of Denver



CELESTINO FERNÁNDEZ, PhD
Vice Chair
Distinguished Professor Emeritus
and Consultant
University of Arizona



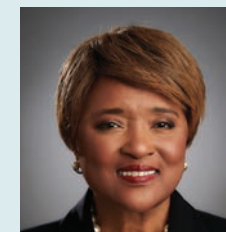
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Roblox



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The New York Academy of Sciences



BROOKE SKINNER RICKETTS
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Human Capital Development



ANTHONY W. MILLER
Managing Partner
Excolere Equity Partners



MARTIN H. NESBITT
Co-CEO
The Vistria Group, LLC

Leading in career-focused education

Career-focused adults who are parents, first-generation college students, military servicemen and servicewomen, veterans and family members, and who come from all walks of life, become part of the University of Phoenix community as they tread a path toward achieving their goals and improving their circumstances. Our legacy of seeking innovative ways to help meet their needs and career aspirations continued to guide us forward in 2022.

We embedded authentic assessments to our skills-mapping, helping students quickly identify skills they are building through their coursework, and opportunities to share those skills through digital badges on digital platforms and job boards. It is one of my honors to recognize student success for our semiannual President's and Dean's Lists, in a traditional and time-honored practice that also provides students with evidence of their academic commitment, progress and success. The recognition offered by these lists is now further enhanced by the University's progress in our skills-tagged curriculum and digital badging.

We continued to see increased use of our Career Services for Life® commitment, with students, graduates and alumni finding value in accessing the tools, resources and services that support their career aspirations.

As a learning institution where 97% of our learners are online, we prioritize around-the-clock support for our students, enhanced by our chatbot, Phoebe®, our Life Resource Center and a Virtual Student Union.

We understand the relevance of learning from work and life experience. That's why we helped our students save a total of \$56 million in alternative credit and prior learning credit in 2022. We leveraged that experience with our Savings Explorer® tool, designed to help prospective students understand the opportunities to save time and money at University of Phoenix. And we've maintained our commitment to our Tuition Guarantee promise for the length of a student's program since 2018 to increase our students' return on their education investment to enhance their career.

University of Phoenix is a thought leader in higher education and workforce issues. The work of our research centers, including University of Phoenix Career Institute® research and our annual study of workplace sentiment, the Career Optimism Index® study, contributes to knowledge and initiatives about addressing barriers to career and workforce well-being. Our research informs critical relationships we have built with organizations dedicated to creating solutions for working adult learners, from social capital and mentorship to how employers can support career advancement on the job with models for training and apprenticeship.

We are committed to establishing learning and workplace environments that support our students' sense of belonging. We launched our inaugural Inclusive Leadership Summit in spring 2022, broadcasting this seminal event as a public, free platform for learning, where attendees could earn a digital badge marking their skill as an inclusive leader. Our President's Advisory Council on

Diversity, Equity, Inclusion and Belonging (DEIB) is committed to developing and promoting strategies that foster a community of inclusion, value diversity of thought, experiences and culture, and lead to a sense of belonging for all. The Council supports the Inclusive Leadership Summit and numerous initiatives that move us forward together.

University of Phoenix has an empowered, values-focused culture with a highly engaged and purpose-driven workforce. Our people in all aspects of the University's leadership, operations, learning and administration focus on student success through innovative, career-relevant teaching, programs and support.

The stories of our students and alumni are the heart of University of Phoenix. As our students move into their future on their chosen educational and career pathways, we know that, Together, We Rise!



Chris Lynne
President,
University of Phoenix



LEADERSHIP



CHRIS LYNNE

President

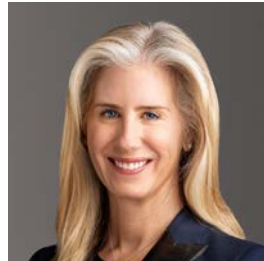
Chris holds a Bachelor of Science in Accounting from Purdue University and a Master of Business Administration from the Booth School of Business at University of Chicago.



JOHN WOODS

Provost and Chief Academic Officer

John holds a Bachelor of Arts and Master of Arts from Carleton University and a PhD in Higher Education Administration from Bowling Green State University.



BLAIR WESTBLOM

Chief Financial Officer

Blair is a graduate of Vanderbilt University, where she earned a Bachelor of Arts in Economics with a minor in Business Administration.



CHERYL NAUMANN

Chief Human Resources Officer

Cheryl 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

Senior Vice President of Government Affairs

Eric is based in Washington, D.C., and holds a Bachelor of Science in Marketing and Business Communications from Bentley University.



JAMIE SMITH

Chief Information Officer

Jamie 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.



RAGHU KRISHNAIAH

Chief Operating Officer

Raghu 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.



RUTH VELORIA

Chief Strategy and Customer Officer

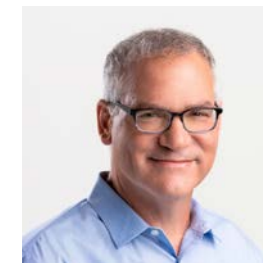
Ruth holds a bachelor's degree in chemistry from University of Oxford in the U.K. and a Master of Business Administration from the Kellogg School of Management at Northwestern University.



SRINI MEDI

Senior Vice President and General Counsel

Srinu holds a Bachelor of Business Administration in Accounting, a Master of Business Administration and a Juris Doctor from the University of Houston.



STEVE GROSS

Chief Marketing Officer

Steve 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.

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 our:

- Deep understanding of students’ needs
- Deep understanding of employers’ needs
- World-class assessment, analytics and innovation
- Operational excellence

Core values

Brave

Greatness doesn’t come from being comfortable. Our founder, John Sperling, knew it. When he saw that traditional college classes were out of reach for working adults, he dared to hold classes at night, then online. To move the University forward, we channel that spirit of bravery by saying what needs to be said, challenging the way things have been done, and having the courage to try new things.

Honest

To be the most trusted provider of higher education for working adults, we must show an unparalleled level of transparency. That means being honest with students, alumni, employers and, most importantly, each other — even when it’s hard. We keep our word and follow through on promises. Together, we acknowledge our failures, learn from them and pivot quickly.

Focused

If we want to be known for what we do, we have to do it better than anyone else. That can only happen when we center everything on our students, work on initiatives that support their needs, reduce complexity and do fewer things, better. Quality over quantity is more than a mantra — it’s our way forward.

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.

Providing accredited higher education for 45 years

Institutional accreditation

Accreditation is an independent evaluation of educational quality and rigor.

University of Phoenix is accredited by the Higher Learning Commission (hlcommission.org), an institutional accreditation agency recognized by the U.S. Department of Education. University of Phoenix has been continually accredited by the Higher Learning Commission since 1978.

What it means for our students:

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

Programmatic accreditation

Some University of Phoenix programs carry specialized (or 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. Employers and students can trust that programmatically accredited programs meet quality standards set by the accreditor.

What it means for our students:

Programmatic accreditation demonstrates that programs meet certain quality standards set by the accreditor.



ACCREDITATION

COUNSELING

The Master of Science in Counseling program in Clinical Mental Health Counseling offered at the Phoenix Campus is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®).

For additional information, visit cacrep.org.

Council for Accreditation of Counseling and Related Educational Programs (CACREP®)
500 Montgomery St., Suite 350
Alexandria, VA 22314

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 (CAEP)
1140 19th St. NW, Suite 400
Washington, DC 20036

SOCIAL WORK

University of Phoenix's Bachelor of Science in Social Work program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals, and the Commission on Accreditation has verified that a program demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, you may contact cswe.org/accreditation/info/contact-accreditation-staff.

BUSINESS

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

- 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

For additional information, visit acbsp.org.

Accreditation Council for Business Schools and Programs (ACBSP)
11520 W. 119th St.
Overland Park, KS 66213

HEALTHCARE

The Master of Health Administration (MHA) program is programmatically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME).

For additional information, visit cahme.org or call 301-298-1820.

Commission on Accreditation of Healthcare Management Education (CAHME)
PO Box 911
Spring House, PA 19477

NURSING

The baccalaureate degree program in nursing, master's degree program in nursing and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

* These programs are not available for new enrollment.

Our faculty — experience counts

In FY22 our 2,727 instructors brought a powerful combination of academic credentials and industry experience to every class they taught. With industry and University knowledge, they understand what skills students will need in their chosen career fields as well as what works with adult learners.



FIGURE 1 GENDER

- Female – 56.1%
- Male – 43.1%
- Not disclosed – 0.8%

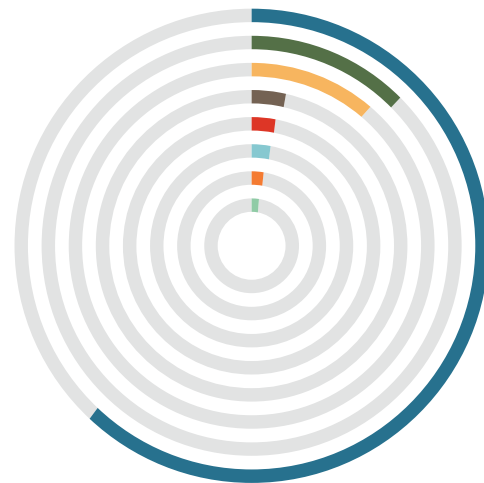


FIGURE 2 ETHNICITY

- White – 62.6%
- Not disclosed – 13.3%
- Black/African American – 12.4%
- 2 or more races – 3.8%
- Asian – 3.7%
- Hispanic/Latino – 3.4%
- American Indian/Alaska Native – 0.6%
- Native Hawaiian/other Pacific Islander – 0.1%

Professional experience

Our faculty practice what they teach. In fact, we call them instructors because alongside their professional knowledge, they’ve lived it. Our instructors are skilled professionals with advanced education.

Educational experience

In FY22, our instructors had an average of 15.3 years of University of Phoenix teaching experience and 28.8 years of professional 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.

1,046 directors	380 presidents	118 chief executive officers	96 vice presidents
54 principals	43 clinical directors	37 chief financial officers	28 directors of nursing
24 education specialists	14 chief information officers	10 chiefs of police	1 district attorney

spotlight

Faculty of the Year

GREGORY FRIESZ

College of Nursing

Gregory Friesz, DNP, MS, began his healthcare career as an EMT at the age of 19 and has since had hospital roles from staff nurse and chief nursing officer to executive director. He obtained his Doctor of Nursing Practice degree in 2019 from Walden University and is board-certified as a Nurse Executive-Advanced (NEA-BC) by the American Nurses Credentialing Center. Friesz holds a full-time position as Region 4 Nurse Director with the Correctional Managed Care division of the University of Texas Medical Branch. He lives in Nederland, Texas, with his wife, Shanna.



CHARITY JENNINGS

College of Education

Charity Jennings, EdD, MIS, MAEd, has more than 20 years of experience in educational leadership, talent development, curriculum design and instruction. Prior to her current position as Associate Dean of Academy at Wiley Edge, she worked for the Center for Allied Health Education in Brooklyn, New York, designing IT programs and supporting regulatory approvals. Before that, Jennings spent 16 years on the full-time staff at University of Phoenix, where she also earned EdD and MIS degrees. She lives in the Phoenix area with her husband, Chuck, and two sons.



ERICA PETERSON

College of Health Professions

Erica Peterson, MBA, has been working in healthcare for more than 32 years. She started out as a unit secretary in the neonatal intensive care unit for a hospital and now works as an administrative coordinator for the South Carolina Department of Mental Health. Peterson earned her MBA from Webster University and her undergraduate degree in Office Information Systems from the University of South Carolina. A lifetime native of South Carolina, some of her hobbies include traveling, reading, and spending time with family and friends.



Top-performing faculty

At University of Phoenix, our instructors are acknowledged and recognized for contributions such as improving student outcomes, earning positive student reviews and publishing research. To recognize our best faculty, the University uses a three-tiered recognition program consisting of:

On-the-spot recognition — a recognition by faculty supervisors or other University staff.

Phoenix500 — a recognition of our best-performing faculty, from which we select our Faculty of the Year recipients.

Faculty of the Year Award — a special recognition of faculty with consistently outstanding performance and their impact on student success, nominated by students and colleagues.

In FY22, Faculty of the Year recipients were:

- **Catherine Blanco** — PhD, MA
College of General Studies
- **Irene Blundell** — MA
College of General Studies
- **Bradley Carroll** — MBA
College of General Studies
- **Mark Cherry** — MS
College of General Studies
- **Gregory Friesz** — DNP, MS
College of Nursing
- **Charity Jennings** — EdD, MIS, MAEd
College of Education
- **Mitchell Jessip** — MS
College of Social and Behavioral Sciences
- **Jane King** — JD
College of General Studies
- **Eloise McFadden** — MA
College of General Studies
- **Erica Peterson** — MBA
College of Health Professions
- **Robert Schmitt** — DC
College of Health Professions
- **Harold Stinson** — MS
College of Business and Information Technology
- **Louise Underdahl** — PhD, MPA, MS
College of Doctoral Studies
- **Robert Vella** — MS
College of Health Professions
- **Christopher Wilson** — MS
College of Health Professions

8.9 /10
how likely our students are to recommend their instructors*

*Survey data is based on 96,098 student responses to our end-of-course survey. All responses were collected between 9/1/21 and 8/31/22.

2

Who we serve



Stephen Paskel,
BSB/M, MBA, 2022

Our students

Late bloomers, trailblazers and dream chasers.

In Greek mythology, the Phoenix is an immortal bird that rises to new life. Our students can relate.

Many of our students went to the school of life before taking their first class. Eight in 10 work and most are raising kids. Six in 10 are the first in their family to pursue a college degree.

Our students are as diverse as they are determined.

And somewhere in these overlapping circles of statistics, our students can be found head down, grinding through deadlines, fatigue and doubts about whether they'll make it – until, in true Phoenix form, they rise.

56%

More than half report as ethnic minorities

7/10

Seven in 10 are women

38 YRS

The average age of new students is 38

Juggling work, life and school

Immigrating, becoming a new dad and earning an MBA – all in a year? No sweat.



Jason Wells

Wells, 37, has a lot going on. So, it's no wonder he selected University of Phoenix's competency-based MBA program, a degree that can be completed in under 12 months for less than \$11,000. "You finish one block of courses and immediately start the next block, which I appreciated because I wanted to get it done quicker," he explains.

Before leaving South Africa in January 2020, Wells already had nine years of corporate management experience. The structure of the competency-based MBA allowed him to spend less time on material he knew and more time on new subjects.

So, in some ways, the competency-based MBA was built for him. Yet, Wells still had to press through. "It was one of the hardest things I've accomplished," says the proud Phoenix. "When you push yourself to do hard things, it adds to your confidence."

Read more: phoenix.edu/wells →

When he's not working with entrepreneurs, you might confuse Jason Wells (MBA, 2022) for a Renaissance man. An avid outdoorsman who can whip up a gourmet dinner or change a diaper with the best of them, he offers volunteer mentorship services to small business owners in his free time.

And that's after immigrating to the United States, earning his MBA during the COVID-19 pandemic and becoming a first-time dad.

The queen of can-do

Judith Felton just keeps going in one direction – forward.



Judith Felton has had to work for every college credit she's earned. She walked away from her college dreams in 2000 to raise two kids while working a 60-hour-a-week job. By the time she returned to school in 2013, her interests and opportunities led her in a different direction. She'd have to change programs.

Like many of our students, her journey to a degree had its starts and stops. And like some of our students, once she got the higher education bug, it was infectious.

After earning her bachelor's she returned to the University, this time for her Master of Science in Industrial-Organizational Psychology. The experience, she says, was not for the faint of heart.

"That was a tough degree. You had to step away from what you thought you knew to really expand and gain new knowledge," she explains.

But Felton is a Phoenix, and so she persevered. She got that master's degree while climbing the corporate ladder into her role as a high touch operations manager for Cisco. She's like a consultant who keeps her eye on a lot of moving parts, understanding how they're connected.

It's not unlike her own story – raising two children to be educated and fulfilled adults while working in banking, business and biopharmaceuticals. The kicker? She is currently enrolled in the Doctor of Management program. Her second chance at a bachelor's paved the way for so much more.

Read more: phoenix.edu/felton →

FIGURE 3
ENROLLED STUDENT POPULATION DATA & CREDENTIALS AWARDED, FY22

6,900

Associate degrees

53,800

Bachelor's degrees

13,100

Master's degrees

2,200

Doctoral degrees

20,743

Degrees

2,107

Certificates

76,000

Average total degreed enrollment*

22,850

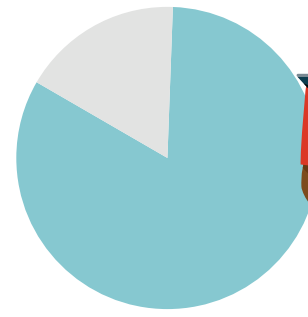
Total credentials awarded

*Total Degreed Enrollment (TDE) represents the counts of any students who attended a credit-bearing course during the year. The 76,000 figure represents the average TDE for the four quarters in the fiscal year and the fourth quarter TDE in the prior year.

OUR STUDENTS

FIGURE 4 ENROLLED STUDENT POPULATION DATA, FY22

EMPLOYMENT



Employed – 79.8%



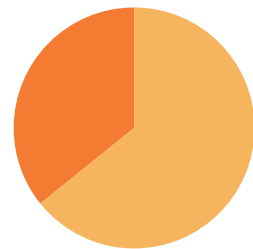
PARENTS ATTENDED COLLEGE



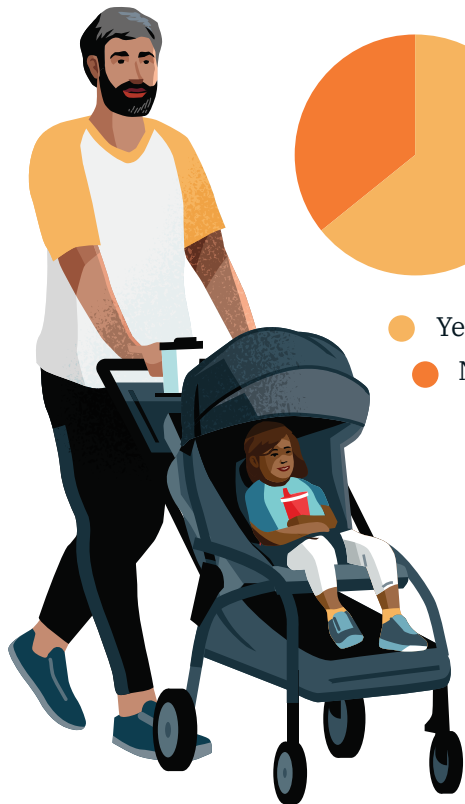
- No college - 59.7%
- Mother or father attended college - 26.6%
- Both attended college - 13.7%



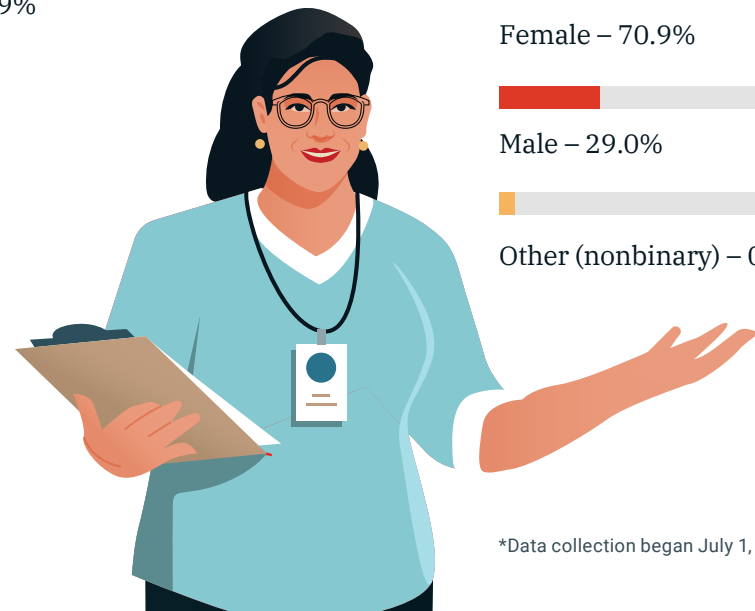
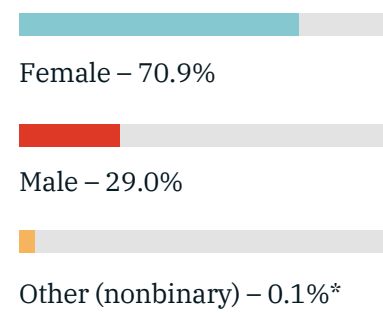
DEPENDENTS



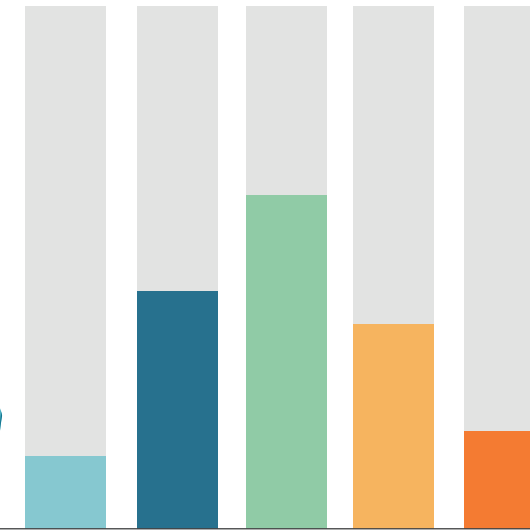
- Yes - 63.1%
- No - 36.9%



GENDER

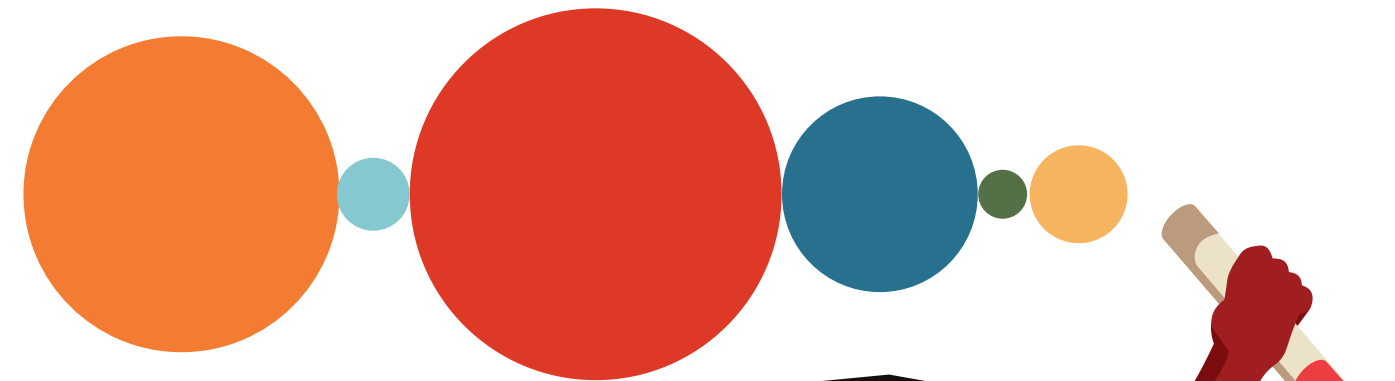


*Data collection began July 1, 2019.



AGE

- 22 and under – 7.0%
- 23 to 29 – 23.0%
- 30 to 39 – 37.5%
- 40 to 49 – 21.9%
- 50 and over – 10.6%



ETHNICITY

- African American – 35.1%
- Asian/Pacific Islander – 3.2%
- Caucasian – 38.8%
- Hispanic – 17.0%
- Native American/Alaskan – 1.2%
- Other/Unknown – 4.7%



Educating on a mission

Our commitment to military-affiliated students.

To those serving in the U.S. military, we salute you. Each of our military-affiliated students knows the personal sacrifices — overseas deployments, frequent relocations, and birthdays and holidays spent far from home — that go hand in hand with protecting our freedom.

We are proud to serve thousands of military-affiliated students each year and are 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 are also proud to employ hundreds of faculty and staff members who have worn the uniform of our armed forces. From our classrooms to our leadership, their own military service helps guide and inform the way we meet your educational needs.

Our military community at a glance in FY22:

20,000+

military-affiliated students
(16.8% of the student population)

8,600+

military-affiliated students
were women (44.3% of military-
affiliated students*)

4,700+

military-affiliated graduates
(20.9% of FY22 graduates)

175

faculty members reported having
military experience

276,100+

military-affiliated graduates in the
history of the University (25.4% of
all University graduates)

'ALWAYS REMEMBER'

Memorial Day tribute



University of Phoenix has a long-standing tradition of commemorating Memorial Day by planting thousands of American flags spelling out a special message as a reminder of the true meaning of the holiday. The tribute began in 2010, initiated by a group of University of Phoenix alumni, students and employees who wanted to create a meaningful University tribute honoring fallen service members and their families.

*Percentage is calculated based on military-affiliated students who reported their gender.

Exceeding expectations

We serve military-affiliated students the way they serve our country — by going above and beyond.

Veteran Supportive Campus

We know that support can make all the difference. University of Phoenix is proud to be a certified Veteran Supportive Campus (VSC) by the Arizona Department of Veterans' Services. As a VSC, we understand the unique needs of veterans and military students and strive to be continually responsive to those needs as well as to stay current on community issues. The University provides a place for military students and veterans to connect with peers, access helpful workshops and resources, and establish a sense of community.

Programs to equip military students

Additionally, the University also works with third-party organizations that provide services to help support military-affiliated students in their educational journeys. Featured resources available to students and alumni who are service members, veterans and family members include:

- **American Corporate Partners (ACP)** — Provides active-duty service members, their spouses and honorably discharged post-9/11 veterans with 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.
- **LIDA360** — Provides military-focused career webinars designed to help military-affiliated students and alumni transition to civilian life. University of Phoenix teamed up with Lida Citroen, of LIDA360, an expert in personal branding and reputation management, to create the webinars.



Principles of Excellence

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

Since the inaugural year, we've taken great pride in complying with the executive order, from implementing the financial aid "shopping sheet" (now called the College Financing Plan) to simplifying information about costs and financial aid to helping students make better-informed decisions.

To better support our military-affiliated students, we worked with PsychArmor™ to develop interactive training for our staff who serve military-affiliated students. The training equips staff with a basic understanding of military-specific topics, such as information and resources available to active-duty and veteran service members, including information about finance options.

PsychArmor™ is a trademark of PsychArmor Institute, Inc. CORPORATION CALIFORNIA 11199 Sorrento Valley Rd., Suite 203 San Diego CALIFORNIA 92121.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

DoD MOU

This Memorandum of Understanding between the University and the U.S. Department of Defense guides the practices we voluntarily adhere to in order to participate in the DoD Tuition Assistance program. The document, signed by the University president, guides the practices we follow with service members.

Yellow Ribbon

This program allows schools and the U.S. Department of Veterans Affairs (VA) to cover any tuition and fees expenses above the annual cap for students using post-9/11 GI Bill® benefits at a 100% eligibility. As a Yellow Ribbon school, we match 50% of the shortfall for our students with 100% eligibility. The VA pays the remaining 50% so students do not incur a balance. The combined amounts may not exceed the full cost of the school's tuition and fees.

Saving students time and money

Military to college credit

We worked with select military installations to offer on-site CLEP/DSST testing opportunities. The tests can lead to potential college credit, saving students time and money on the way to a certificate or degree.

Additionally, military-affiliated students with military credit from a Joint Service Transcript (JST) or an AARTS/SMARTS transcript, where the activities are evaluated through the American Council on Education (ACE), are eligible to apply those credits to their program. Because University of Phoenix accepts ACE military credit, active-duty military students saved an average of \$3,800 on tuition in FY22. Additionally, veteran students saved an average of \$4,212 on tuition in FY22.

Military tuition rates

Students can explore phoenix.edu/military-tuition for information on special tuition rates for eligible service members.

Resource fee waiver

We appreciate the service and sacrifices of our military-affiliated students. In that spirit, we waive the resource fee for eligible undergraduate students using Department of Defense military Tuition Assistance.

\$3,800

Average tuition savings for active-duty military students

\$4,212

Average tuition savings for veterans

EANGUS Scholarship

We also have relationships with military professional associations, such as Enlisted Association of the National Guard of the United States (EANGUS). The University provides a total of three opportunities annually for full-tuition scholarships to EANGUS members and their families. The EANGUS mission is to give voice on Capitol Hill to enlisted National Guard members, their families and retirees.

Three full-tuition scholarships were offered to the University through the EANGUS We Care for America Foundation. The FY22 scholarship winners were Kevin Brun, state command chief in the Nevada Air National Guard; Richard Ibah, information technology specialist, New Mexico Air National Guard; and Duane VanDeVendel, human relations SR specialist, South Dakota Air National Guard.

Military Police Regimental Association

The Military Police Regimental Association (MPRA) provides services and assistance to Military Police soldiers and their families. University of Phoenix collaborates with MPRA to offer one full-tuition scholarship each year. The 2022 full-tuition scholarship recipient was Aaron Cole, a veteran Military Police officer in the Massachusetts Army National Guard.

GEM courses

We are an approved General Education Mobile (GEM) school. This means Community College of the Air Force (CCAF) students can complete their 15 general education requirements with the University and be guaranteed the coursework will transfer to CCAF for degree completion.

Learn more about our CCAF GEM program at: phoenix.edu/gem →

AU-ABC

Our Bachelor of Science in Health Management and Bachelor of Science in Management degrees are Air University (AU)-Associate to Baccalaureate Cooperative (ABC)-approved. Students transferring an approved CCAF associate degree to University of Phoenix's BSM or BSHM program are guaranteed to transfer at least 60 credits from their associate degree, with 60 credits or fewer remaining to complete their bachelor's degree at the University.

Learn more about the AU-ABC program at: phoenix.edu/au-abc →

Diversity, equity, inclusion and belonging



At University of Phoenix, we focus on creating diverse, equitable and inclusive environments where all feel they belong. Our ever-evolving efforts prioritize the needs of our diverse students – as well as the faculty and staff who work to increase our students’ access to and participation in higher education. Whether through our active employee resource groups, our community engagement or the regular review of our curriculum for bias and inclusive content, we are continually evolving to ensure our University community members experience an environment where they belong and thrive.

In 2022, we:

- **Established** the President’s Advisory Council on Diversity, Equity, Inclusion and Belonging (DEIB). Six working groups inventoried existing DEIB-related activities at the University, establishing baseline metrics and benchmarking activities in relation to other higher education institutions and industry standards.
- **Hosted** the inaugural Inclusive Leadership Summit, called Creating the Intentional Leader of Today, Tomorrow and Beyond. More than 50 University faculty and staff helped plan and execute the event, which took place in April 2022 with more than 1,400 attendees from 22 countries and included a virtual career fair and 35 employers.
- **Worked** with Jobs for the Future (JFF) to help address inequities for Black workers and produced a comprehensive market scan titled “Building Professional Social Capital for Black Learners and Workers.”
- **Continued** the monthly Educational Equity webinar series, hosted by the Office of Educational Equity, to create a space for thought-provoking conversations about equity and inclusion in the classroom,

workplace and community. The series included sessions about Cultural Intelligence, Voices and Perspectives of a Multigenerational Workforce, Modeling Inclusive Leadership in a Post-COVID Era, and Mindful Consumerism, among others.

- **Developed** the framework for an inclusive classroom audit, led by the Curriculum Working Group of the President’s Advisory Council on DEIB, designed to measure the impact of the Inclusive Curriculum Guide. Representatives from each college, the Center for Teaching and Learning, Office of Assessment and Institutional Research and the Office of Educational Equity contributed to this work, which will identify how elements of the guide were implemented in overall course design.
- **Supported** the Inclusive Café, a biweekly virtual meeting designed to foster community building and raise awareness and dialogue about social justice and DEIB. In addition to hosting several takeovers of Café sessions by the University’s Employee Resource Groups (ERG), sessions were held on the Power of Social Media and Impact on BIPOC Communities, Suicide Prevention, Accessibility, Grit and Grace, and Talking About Race With the Kids We Love.
- **Applied** for and received, for the fifth year in a row, the Human Rights Campaign Foundation’s recognition as a 2022 Best Place to Work for LGBTQ Equality.
- **Offered** students and faculty the use of Anthology Ally, an accessibility tool embedded in the learning management system. It allows faculty to assess accessibility of the content shared with students and provides students the opportunity to download content in alternative formats to meet their needs. In 2022, more than 26,000 students downloaded almost 63,000 files in alternative formats (such as audio, ePub, Braille and accessible PDFs) in more than 13,000 courses.
- **Were recognized** as a Top Performer on Social Mobility by the latest *U.S. News & World Report Best Colleges* rankings, based on its graduation rates and graduation rate performance for Pell Grant students.
- **Were identified** as a Top 100 degree producer for minority graduates by *Diverse: Issues In Higher Education*.
- **Hosted** a voluntary 21-Day Equity Habit Building Challenge with 58 faculty and staff participants, including 23 who earned the Inclusive Leader: Self & Social Awareness badge. The purpose was to develop a deeper understanding of how inequity and racism affect our lives, our students, our alumni and the communities in which we live.

Read more: phoenix.edu/equity-and-diversity.html →

Honoring our graduates

Everything we do leads toward celebrating their success.

Commencement means beginning. For many of our students — 60% to be exact — a degree begins a new family trajectory, one in which higher education may become the standard for future generations. For others, it’s the beginning of career pursuits that previously seemed out of reach.

“Commencement is the culmination of our students’ time at the University. Everything we do drives toward that day,” says Jackie Klecka, senior director of event strategy and activation for University of Phoenix.

Last year, 20,730 students earned degrees and 2,104 earned certificates — joining the ranks of over 1 million University of Phoenix alumni who have earned a degree or certificate with us since 1978.

That’s 22,834 beginnings in FY22. And *that’s* something to celebrate.

Commencements from coast to coast

In FY22, we held six commencements: four in-person ceremonies from September 2021 through June 2022 in Atlanta, Hawaii, Phoenix and Orlando, and two virtual commencements, one in November and one in April. Aired on our YouTube channel, the virtual ceremonies had a combined total of 77,000 views from friends and family who tuned in to cheer their graduates on.

Digital diplomas

University of Phoenix now also provides all student graduates with digital diplomas as well as the traditional print diploma. Digital diplomas allow new graduates to share their degree achievements immediately via online platforms and job boards, helping in the pursuit of career opportunities.



“ The digital diploma meets the needs of our working adult graduates who are using online networking sites...”

JOHN WOODS, PhD
Provost and Chief Academic Officer

“The digital diploma meets the needs of our working adult graduates who are using online networking sites, job boards and digital platforms to communicate their achievements and career goals,” says John Woods, provost

and chief academic officer of University of Phoenix. “We are pleased to see how our graduates have found it both useful and inspirational, and are sharing their digital diplomas to tell the story of their academic journeys.”

Our graduates

Our alumni worked hard to earn their degrees — and we work hard for them too. Their careers matter to us. So, we've invested in tools to help them grow, long after they go.

Our Career Services for Life® commitment offers lifetime access to career coaches who are up on the latest hiring trends. Guidance tailored to graduates' goals is a service most people have to pay for, but at University of Phoenix it's no-cost. We also offer resumé-building tools, webinars and workshops.

If they want to continue on in their education, our graduates also have access to alumni scholarship opportunities and a special tuition rate.

Helping our alumni feel connected to one another and the University is also important to us. We have 30 alumni chapters, which welcomed 2,184 new members in 2022 (a 96% increase in new chapter members compared with 2021). This pushed our chapter membership numbers over 24,000.

In 2022, the University held 39 alumni chapter events, including 13 virtually.

Pressing on, as our students always do

Most University of Phoenix graduates in 2022 were not your average college student. More than 93% were older than 23 and more than 63% had dependents to care for, in addition to juggling their jobs and school. More than half of their parents did not attend college, so they are the first in their families to attain a college degree — an accomplishment that, for many, has generational impact.

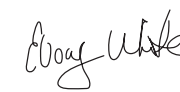
University of Phoenix graduates have something that others can't understand without walking in their shoes: the hard-fought, long-nights, missed-time-with-family, never-thought-would-happen chance to proclaim to the world, "I am a college graduate! And I am a Phoenix!"

On the following pages, we share where some of our shining alumni are today — as well as how University of Phoenix played a part.


Alumni association chapter leaders



Patricia Torres
Albuquerque



Ebony White
Atlanta



Jerome Dees
Bay Area, San Jose



Heather Sanchez
Central Valley



Wyona Eaton
Charlotte



Len Henley
Chicago



Tomika Johnson
Columbus



Greta P. Zeimetz, DBA
Dallas Fort Worth



Joseph Nash
DC Maryland Virginia



Sabrina Bartholuchi
Denver



Manny Alvarado Jr.
El Paso



Tyanna Hackney
Houston



J. Dianne Tribble
Jacksonville



Cori Smith
Memphis



Steven Tipton
Milwaukee



Dan Hedstrom
Minnesota



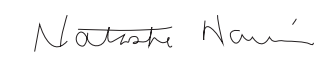
Jessica Shutiva
Native American



Dana Douglas
New Orleans



Renee Butts
Orlando



Natasha Harris Foster
Philadelphia



Andrew Smith, DM
Phoenix



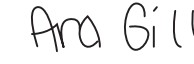
Anthony Maye, EdD
Raleigh



Jeffrey T. Evans, DHA
San Diego



Patrick Kendrick
Seattle



Ana Gill
South Florida



Cherry Roa
Southern California



Devon Moody-Graham
St. Louis



Mary O'Connell
Tampa



Ivoress Morris
Virginia Beach,
Hampton Roads



Mautra Jones, MBA 2006

Best in class: Mautra Jones

Alumna breaks boundaries
everywhere she goes.

Mautra Jones, EdD, enjoys the art of building. Building communities. Building programs. Building *people*. As the 11th president of the 17,000-student Oklahoma City Community College, she now gets to build on the college's legacy.

At 44, Jones is the first woman and the first person of color to lead "O Triple-C," as locals call the fourth-largest higher education institution in Oklahoma. Jones was also named National Mother of the Year in 2021 by *American Mothers*. Fittingly, she learned of the honor in between her kids' soccer games.

Success hasn't been easy. She had to overcome steep odds to get where she is. After getting her journalism degree at University of Oklahoma, she went on to earn her MBA from University of Phoenix in 2006. She had just been promoted to a newly created director of marketing position, and she needed business skills — fast. "I was so impressed with University of Phoenix. I literally walked into University of Phoenix, met with a counselor and they helped me get started."

Read more: phoenix.edu/jones →



Shirley Dominick, DM 2008

Helping military veterans rebuild

Shirley Dominick traded one life of service for another.

Born in South Carolina to farmer parents, Shirley Dominick (DM, 2008) was one of 11 children who grew up in a home without running water. (Plumbing arrived when she was in high school.)

“Our life was extremely simple,” Dominick recalls. “It was three things: You go to school, you go to church or you’re in the fields.”

Things changed when Dominick was in fifth grade, and her mother brought her along to the Piggly Wiggly store for groceries. There, Dominick encountered a Black woman wearing a blue uniform. She was captivated.

“I’d never seen anything like her,” Dominick says. “I followed this lady from aisle to aisle,” she says. This was Dominick’s first brush with destiny, for the woman was in the Air Force.

Dominick would go on to earn a bachelor’s degree in mathematics and then join the Air Force, which took her all over the country for the next 22 years.

Today she runs her own IT firm and is co-founder and president of Willing Warriors, a nonprofit that helps service members and veterans rest and recover. The organization offers one-of-a-kind experiences and customized programming, from faith-based guidance to helicopter tours, fly-fishing expeditions and massages.

Read more: phoenix.edu/dominick →



Reyes Medrano Jr., BM 1995

Born to lead

Reyes Medrano Jr. answers the call to public service.

If there were any question about whether University of Phoenix alumnus Reyes Medrano Jr. was born to lead, it would be resolved with a translation of his first name. Spanish for “kings,” Reyes is the kind of name you give to a first-born child, a son born on Epiphany, or a person who eventually becomes one of the longest-serving city managers in Arizona.

Medrano, for the record, is all these things.

Having served as the city manager of Tolleson, Arizona, since 2005, Medrano says he is simply answering a calling that brings him both happiness and purpose.

His leap into public service began from a layoff. Deciding that would be the first and last time that happened, he took a police dispatcher position for Tolleson – volunteering for the graveyard shifts so that he could go to school during the day. He earned a bachelor’s degree in business at University of Phoenix and, later, a master’s degree at another university.

Medrano progressed through his career while pursuing his education. Eventually, Tolleson’s city manager approached him about a management assistant position.

“By that time, I had four kids ... the words, ‘We want to train you to be city manager,’ kind of glossed over, and I thought, ‘I’ll do that.’”

Read more: phoenix.edu/medrano →



Deb Miller, MBA 2004

A true people-leader

Deb Miller shows how leaders step up for the team.

From her 10-year military career to the nearly 20 years she's dedicated to the United States Postal Service, Deb Miller has been inspired by the rewards of leadership as much as she has by the sacrifices it requires.

"I always knew I wanted to lead people," Miller says.

That passion inspired Miller to enlist in the Army after college as a commissioned officer. It led her to start her own business, earn her MBA and find ways to turn her knack for research into something that, as a sales industry specialist at USPS, she uses to support an array of people around her.

Her realization that she's at her best when she's managing people prompted her to enroll at University of Phoenix to pursue her MBA.

"You can either lead in a way that's convenient for 'me,' because it's all about 'me' and what 'I' need," Miller explains. "Or, you can lead in a way that's more responsive to the needs of your team." She gravitates toward the latter and fortified that natural preference during her MBA program.

Read more: phoenix.edu/miller →

Contributing to our communities

Community engagement and higher education go hand in hand.

At University of Phoenix, we understand that when we roll up our sleeves to help, we strengthen the communities we serve.

We actively collaborate with our communities – locally in Arizona and across the U.S. – on actions and initiatives supporting education, social justice, workforce solutions and philanthropy focused on career support. We support our faculty and staff and encourage them to engage in the community by volunteering with organizations that work to uplift and create more equitable conditions for underserved communities.



Supporting our communities is part of our DNA. Here's how we're making a difference.

We sponsor:

- ...the women-focused leadership development program, SHE Leads!™ by the Arizona Foundation for Women, which focuses on creating a better life for Arizona's women and children, in a years-long collaboration driven by employee engagement, leadership and service.
- ...the Jobs for Arizona's Graduates Mentorship Program, a mentoring program for high school students, which pairs employee volunteers/mentors with students and supports young people in considering their college and career goals after graduation.

We collaborate:

- ...with our National Society of Leadership and Success student chapter to engage volunteer services and support for Future for KIDS, a nonprofit providing mentor-driven, out-of-school programs and camps for youths facing adversity.
- ...with the nonprofit Achieving My Purpose to support the development and design of its programs and mission to inform, inspire and empower women.

We donate:

- ...to support City of Phoenix efforts for community engagement and opportunities in underserved

communities. The Office of Educational Equity oversees this effort and works quarterly with the City of Phoenix to monitor and discuss fund allocation.

We work:

- ...with the founders of the Arizona Multicultural Educational Conference to host the annual event promoting multicultural teaching and learning that affirms diversity and inclusion among educators, pre-service education majors, consultants and community members.
- ...with tribal leadership to support Native American, Alaska Native and Native Hawaiian students through our Tribal Operations team. Their framework to help our tribal students navigate and overcome educational barriers has resulted in higher course completion and retention rates.

We support:

- ...the annual Arizona Diamondbacks' Winter Classic event. As the presenting sponsor since 2012, our employees volunteer to provide schoolchildren from lower-income families in the greater Phoenix area with a day of celebration, fun and giving.
- ...our staff involvement with and active role in planning monthly workshops and the annual conference of the Diversity Leadership Alliance, a nonprofit providing

a forum for diversity and inclusion dialogue, as well as learning opportunities to enhance professional development, understanding, promotion and management of diversity as an essential part of business success.

- ...the Arizona Hispanic Chamber of Commerce in a decades-long alliance in which the University works with community leaders to conduct research on the economic impact of Hispanics in Arizona and publish an annual report, "DATOS: The State of Arizona's Hispanic Market." The report presents data and analysis on a wide range of topics, including small business ownership, technology, education and mass media, and how these issues affect Latino and non-Latino communities in the state.

We serve:

- ...on the Board of the Greater Phoenix Economic Council (GPEC) and work with GPEC to provide experience and expertise in developing better tools to help measure and assess diversity, equity and inclusion progress in the business community and the broader community at large.
- ...on the boards and the public affairs committees of the Arizona Chamber of Commerce & Industry and the Greater Phoenix Chamber of Commerce and work with these organizations on public policy and business solutions at the state and local levels.
- ...on the board and the education committee of the East Valley Partnership, a regional development organization for communities in Arizona, including Mesa, Chandler, Tempe, Gilbert and Queen Creek.



The power of stewardship

In Phoenix and in other communities across America, University of Phoenix believes in the power of stewardship. Employees are encouraged to support a spirit of service and collaboration, and they serve with local chambers of commerce, economic alliances, task forces, nonprofit boards and industry organizations. Our Workforce Solutions team engages with community workforce development agencies, chambers of commerce and professional associations across multiple regions to understand their needs and propose solutions to challenges their constituents face. The team identifies community workforce training opportunities and builds relationships and alliances to help companies strengthen their employees' knowledge and skills, while fostering economic advancement of communities.

In partnership with ER2, an IT asset management solutions company, we've created sustainability programs with environmental, security and social giving benefits. In 2022, we diverted 1,080,918 pounds of landfill waste and provided \$58,412 worth of donated devices to students. Through our shared goal to provide technology for underserved communities, the program enabled University of Phoenix and ER2 to provide laptops to students in need while helping improve access to online education and bridging the technology gap.

Business alliances

To meet the demands of the modern workplace, we align solutions to employer needs and prepare talent for opportunity.

New technologies and shifting workforce models are challenging organizations like never before. Keeping up requires an agile workforce that can respond to the evolving demands of the marketplace.

University of Phoenix works with employers to create a range of tailored solutions that attract new talent, upskill and reskill existing talent, and retain high-performing talent. Depending on employer needs, options can range from full degrees, competency-based education, six-to-eight-month role-aligned certificates, individual courses, apprenticeship pathways and skill-building workshops.

We currently offer upskilling education to employees at more than 2,700 organizations ranging from healthcare to telecommunications through employer or benefits provider alliances.

By offering education benefits, employers gain a better trained, educated, more engaged and higher-retaining workforce while employees gain new, career-enhancing skills while in their current roles.



ALLIANCES

University of Phoenix engages in alliances with external organizations where, one, it identifies customized bundles of single academic courses in which the curriculum aligns with desirable upskilling goals and, two, where the courses are appropriate to complete outside of a degree pathway. This strategy allows organizations to offer its employees not only course-based training within an upskilling strategy, but also academic credit that could be applied by the employee at a later time to satisfy degree completion efforts.

University of Phoenix also provides alternative pathways for students to earn academic credit through prior learning credit evaluation of third-party apprenticeship programs, training and certification courses. When a third-party entity provides its training program curriculum to University of Phoenix, academic leadership evaluates that material, potentially resulting in both lower-division and upper-division credit awarded to an enrolled student who has completed the third-party curriculum. University of Phoenix worked with several entities throughout 2022, including SkillStorm, Blue Prism and the American Institute of Certified Public Accountants, to establish this kind of alternative pathway.

Strong employee relationships

Our efforts to cultivate, strengthen and develop new employee relationships impact students in the long run through initiatives such as employer-based tuition incentives, retention efforts and on-the-job training opportunities.

32.6%

Year-over-year B2B growth rate*

*Compared with 2021, 32.6% more students in 2022 were able to continue their education at reduced or no cost based on the University's relationship with their employer.



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.

University of Phoenix also provides multiple tiers of alliances which offer a variety of benefits to provide for learners. Depending on the specific type of alliance established between an employer and University of Phoenix, a student could receive a tuition-free course after successfully completing a set number of courses.

In 2022, we continued to streamline and strengthen our programs by strategically working with clients that share our vision of utilizing tuition assistance as an effective lever for talent acquisition, development and retention as opposed to a spend line item.

We expanded the number of clients that offer TAP Cap while improving the employee-student experience. We also increased the level of support to the employer through new activation practices that increase the likelihood a tuition assistance program will succeed.

Some employers who offer either TAP Cap or alliance benefits include Manpower Group US Inc., T-Mobile USA, Inc., United Parcel Service, Inc. (UPS), and UnitedHealth Group, Inc.

Learn while you earn

Helping employees stay sharp in school, work and life.

When employees learn while they earn, everyone wins. Employees gain skills and educational credentials needed to enhance their careers. Employers cultivate a loyal, talented and highly skilled workforce that helps them stay in front of today’s rapidly evolving marketplace.

University of Phoenix helps connect those two objectives through B2B alliances that bring affordability, creativity and education together.

Here are a few ways we’re connecting employees, employers and skills-based learning:

Providing unique workforce solutions, including training and guidance on diversity, equity, inclusion and belonging (DEIB)

The University of Phoenix Workforce Solutions team offers companies across diverse industries, as well as community colleges, tailored learning pathways to support recruiting, upskilling, reskilling and retaining workforces, including the opportunity to address culture and diversity, equity, inclusion and belonging topics and initiatives. University of Phoenix was invited by Highmark Health as a thought leader and education alliance to co-host a business and employee resource group (BRG/ERG) annual leadership retreat in 2022.

“This educational retreat enabled us to reengage with Highmark Health’s BRG/ERG leaders,” says Erica Sumpter, program manager, Highmark Health Enterprise Equitable Health Institute. “Collaborating with the University of Phoenix helped us empower our teams, build an inclusive culture and identify goals specific to each BRG/ERG community.”

SHRM recognition and professional development credits

University of Phoenix received its Recertification Provider status with the Society for Human Resource Management (SHRM), the world’s largest association devoted to human resource management, to offer programs that qualify for recertification credits for the SHRM Certified Professional (SHRM-CP®) and SHRM Senior Certified Professional (SHRM-SCP®) credentials.



“The Society for Human Resource Management welcomes the opportunity to partner with University of Phoenix...”

ALEX ALONSO
SHRM’S CHIEF KNOWLEDGE OFFICER

“The Society for Human Resource Management welcomes the opportunity to partner with University of Phoenix to provide quality educational opportunities to support the recertification efforts of HR professionals who have attained their SHRM-CP or SHRM-SCP certifications,” says Alex Alonso, SHRM-SCP, SHRM’s chief

knowledge officer. Once certified, HR professionals have the opportunity to earn professional development credits from more than 3,400 Recertification Providers offering a variety of educational options. A mobile app and other tools make the recertification process simple and efficient.

Tribal alliances

Making education attainable and affordable for Indigenous students.

Indigenous students face many challenges in higher education. Studies show they often feel academically underprepared for college classes, are unsure how to manage work-school-family life balance, and struggle with self-esteem associated with education. Nationally, 15% of tribal students who enter college earn bachelor's degrees within six years, compared with 51% of Asians, 49% of Whites, 31% of African-Americans and 24% of Hispanics.

Tribal leaders list their top priorities as getting a return on their educational investment as measured by graduation rates, schools accurately administering tribal funds, and cost.

To provide solutions to these challenges, University of Phoenix spent two years researching the issues tribal higher-education officials encounter with students and postsecondary schools. We then focused on working with tribal leaders and supporting student academic success. Programs were launched to help mitigate educational barriers, increase retention, provide personalized support and work with diverse cultures and traditions.

As a result, tribal students successfully completed their first course in 2022 at a rate similar to that of the University of Phoenix student body. By the fourth course, tribal students were registering completion rates six points higher than average. By the end of eight classes, the equivalent of an academic year, tribal retention remained more than 10 points higher and tribal students completed more courses than the overall student average.

The number of tribal education and enterprise strategic alliances increased by 25% last year, totaling 61 in 2022, up from 48 in 2021 and 17 in 2020, when the initiative began.



Making college more relevant and affordable for tribal communities

The National Indian Education Association (NIEA), the only national nonprofit that advocates for improved educational opportunities for all Native students, has continued its Tribal Strategic Alliance Agreement with University of Phoenix that began in 2020.

The agreement provides members and employees of Native American, Alaska Native and Native Hawaiian communities an opportunity to take up to eight undergraduate, five graduate or three doctoral courses at a tuition rate of \$5,250 per benefit-term year to pursue a certificate or degree program at University of Phoenix.

Benefits apply to credit-bearing single courses, certificates, associate degree, bachelor’s degree, master’s degree and doctoral programs in the College of Education, the College of Health Professions, the College of Nursing and counseling programs in the College of Social and Behavioral Sciences.

The agreement supports the commitment of NIEA and the University to provide tribal students opportunities to earn a degree online, so they don’t have to leave their cultural surroundings, helping educate the members who want to live in the community and continue to share the customs and traditions of their ancestors.

Students who live on tribal lands, in remote villages or on the Hawaiian Islands — where campus accessibility and educational resources can be scarce — often do not return after leaving to pursue an education. The tuition assistance program allows them to stay home and continue supporting their community and culture.

“The University is honored to work with NIEA, continuing our commitment to the academic success of tribal students and communities.”

PATRICK HORNING
 University of Phoenix National Tribal
 Strategic Alliance executive

In addition to tuition assistance, NIEA and University of Phoenix entered into an alliance in 2022 and created three new courses focused on custom-based education to serve K-12 teachers working with Native students. These courses were created with original, newly developed content prepared by NIEA and instructionally designed within the professional development, non-credit bearing framework at the University.

The courses are available in a self-guided, online format using the easy-to-navigate Open edX Learning Management System. NIEA has made these courses available along with University of Phoenix’s professional development course on virtual instruction, exclusively available as a four-course bundle designed to support K-12 educators who teach Native students.

“The development of these courses, and the availability of this exclusive bundle,

represents a critical element for enhancing and enriching the quality of experience that Native students have in a K-12 classroom,” says Dr. Mark Vitale, client solutions architect for University of Phoenix, who led the effort in 2022 to create this unique and special endeavor between NIEA and University of Phoenix.

“The unique components of each of these courses, curated with original curriculum elements designed by subject matter experts in community and Indigenous pedagogical frameworks, are unparalleled in their content,” Vitale adds. “University of Phoenix’s national online model for education allows this important professional development opportunity to reach educators across the United States and helps to ensure that the quality of K-12 education for Native students is enhanced and enriched.”

The nonprofit organization Papa Ola Lokahi and the Native Hawaiian Health Board — a scholarship provider for Hawaiians seeking a degree or certificate in healthcare and mental health fields — have also joined the efforts of University of Phoenix and NIEA. Their involvement will help to provide affordable higher education opportunities to significantly more Native Hawaiians by leveraging the tuition savings provided through the alliance.

Community college alliances

Helping students save time and money with transfer pathways.

We work directly with community colleges to help support their students in completing a bachelor's degree. Articulation agreements with hundreds of colleges nationwide provide students with pathways to transfer their credits to University of Phoenix. In 2020, we launched a 3+1 Transfer Pathway program to ensure credits from community college graduates more easily transfer toward earning a bachelor's degree to help students save on tuition. When these students transfer in 87 associate credits, equivalent to three years, from a participating community college, they can complete their degrees in as little as 14 months for \$12,200, saving as much as \$2,804.

Our 3+1 program includes students from 42 participating community college alliances. In FY22, we added 128 students to the 3+1 Transfer Pathway program, for a total of 250 students at the end of FY22.

Eligible degree programs include:

BS in Health Management (BSHM)

BS in Information Technology (BSIT)

BS in Management (BSM)

RN to BSN

In the beginning of FY22 we implemented a 5+1 nursing benefit for our alliance community colleges outside of our 3+1 Transfer Pathway program. Students who take part in our nursing alliance for a BSN and take five courses can get the sixth one free.

4

New Community College Education Service Agreements

3

New 3+1 alliances

9

New articulation agreements

43

States with community college alliances

83.2%

Retention of CEP and BSN cohorts

3+1 Transfer Pathway participating colleges

Bergen Community College

Casper College

Central Wyoming College

Dallas County College District

- Brookhaven
- Cedar Valley
- Eastfield
- El Centro
- Mountain View
- North Lake
- Richland

Read more about the Dallas County College 3+1 Transfer Pathway at phoenix.edu/dallaspathway.

El Camino Community College

Houston Community College System

- Acres Homes Campus
- Alief Hayes Campus
- Alief Bissonnet Campus
- Brays Oaks Campus
- Central Campus
- Coleman Campus
- Eastside Campus
- Felix Fraga Academic Campus
- Gulfton Center
- Katy Campus
- Missouri Campus

Read more about the Houston Community College System 3+1 Transfer Pathway at phoenix.edu/houstonpathway.

Joliet Junior College

Read more about the Joliet Junior College 3+1 Transfer Pathway at phoenix.edu/jolietpathway.

Maricopa Community Colleges

- Chandler-Gilbert
- Estrella Mountain
- Gateway
- Glendale
- Mesa
- Paradise Valley
- Phoenix
- Rio Salado
- Scottsdale
- South Mountain

Northwest Career College

Tarrant County College District

- Northeast Campus
- Northwest Campus
- South Campus
- Southeast Campus
- Trinity River Campus

In 2022, we added these new 3+1 alliances:

Casper College

“We are excited to partner with University of Phoenix and provide another transfer option for our students after their associate degree,” says Dr. Brandon Kosine, vice president for academic affairs at Casper College. “Given the frontier nature of Wyoming, having online transfer options not only allows students to work while they finish their chosen degree programs, but also helps retain employees in high-demand jobs.”

Northwest Career College

“Northwest Career College is proud to be a 3+1 partner with University of Phoenix! NCC is on a mission to increase the accessibility of higher education to the community and populations that may not be able to pursue a traditional higher education pathway,” says Jilian Lopez, director of strategic partnerships at Northwest Career College. “Many of our students are working adults trying to balance their personal dreams with the difficult realities that come with supporting a family. We appreciate University of Phoenix for putting students first and helping every student feel like they can afford to continue investing in their education and themselves.”

Central Wyoming College

“Central Wyoming College is focused on preparing students for the next step in their educational journey,” says Dr. Kathy Wells, vice president for academic affairs at Central Wyoming College. “This partnership with University of Phoenix adds a wonderful option to our existing transfer articulation agreements.”





3

What we do

Career-focused education

Our programs help students develop and showcase skills that today's employers want.

When traditional education takes years to put into practice, it's time to break tradition. Our students earn career-relevant skills and can update their resumés in weeks, not years — getting value from their education before they even graduate.

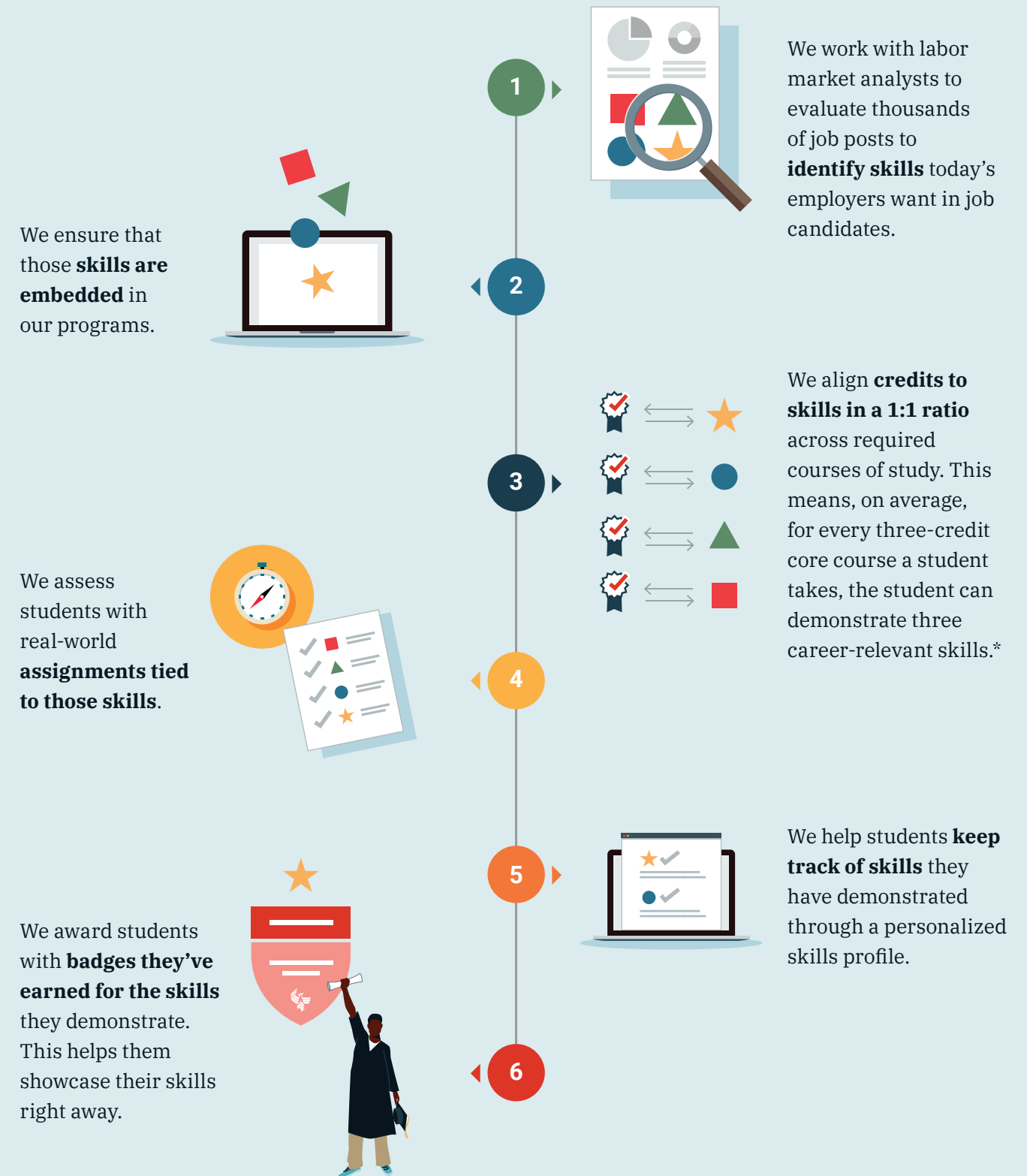
“With a skills-aligned curriculum, learners know what they're doing, why they're doing it, and they demonstrate skills in tangible, meaningful ways. Evidence that learners have competence in the skill for current or future employers is tied up in a nice, neat bow through skills-aligned authentic assessment,” says Eve Krahe Billings, PhD, dean of academic innovation and evaluation for University of Phoenix.

Using labor analytics data, advisory board input, and academic and faculty insights, we make sure our programs align to specific, in-demand skills — arriving at a truly innovative way of connecting curriculum to careers. “We balanced the urgent need to address the skills gap with skills-aligned curriculum that meets our long-standing, high academic standards,” Billings says.

The result? Students now have a clear way to communicate exactly to potential employers the skills they have learned.

By April 2023, 92% of our students were in skills-aligned programs. See the next page for a visual journey through the process.

FIGURE 5
THE SKILLS-MAPPING JOURNEY



*Throughout our general education curriculum, skills are aligned at the course level rather than at the credit level.

Digital badging

We're helping students promote their skills online through verified badges.

In today's competitive job market, skills matter. That's why University of Phoenix introduced digital badges aligned to career-relevant skills for select courses. Our students can gain career-relevant knowledge sought after by employers that can be put to work right away. Plus, they can showcase their earned, career-relevant skills on their resumés or LinkedIn® profiles before even graduating.

We've teamed up with Credly® digital credentials to help students promote their skills online through verified badges. We offer more than 200 distinct badges, and as of May 2023 we had issued more than 300,000. See the example below.



Emergency Preparedness Badge

Students with this badge have gained career-relevant knowledge of epidemiology, disease prevention, health promotion for at-risk populations, and preventive care for individuals, families and communities.

The three V's of digital badging

1 Visible

The University's big, bright images help your profile stand out to potential employers.

2 Verifiable

Badges contain metadata unique to you and can't be copied or stolen.

3 Valuable

You can build your personal brand on social media and your website, or via email.

“ We are bridging the gap between what a student learns in the classroom and can demonstrate in the workplace...”

JOHN WOODS, PhD

Provost and Chief Academic Officer

“We are bridging the gap between what a student learns in the classroom and can demonstrate in the workplace by aligning degree programs to skills employers want,” states John Woods, PhD, provost and chief academic officer.

Credly CEO Jonathan Finkelstein says digital badges help learners and employers speak a common language. “Individuals are better able to realize their full potential in the labor market when they can easily present trusted, real-time evidence of their skills and abilities,” he says.

See the full gallery of available badges: phoenix.edu/uopxbadges →

Putting students first

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 six 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 any less rigorous — only more practical, with flexible schedules that appealed to working adults and coursework that translated into the real-world skills that could be applied in the workplace.

Learn, practice, apply (LPA)

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



LEARN

Quality content, often informed by industry and professional standards, is the foundation of our courses.



PRACTICE

Assignments often integrate students' own work experiences so they can put what they're learning into practice.



APPLY

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

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

Using LPA, the student could:

- Learn the essentials of a business plan
- Create and present a business plan
- Incorporate feedback from their instructor and fellow students
- Use the business plan to start their business 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, 28.8 years of professional experience into the classroom. Their real-world experience allows them to translate theory into practical examples, often from their own workplaces.

Collaborative environment

University of Phoenix positions students to succeed in real-world collaborative environments. Assignments are built into courses that mimic teamwork students will see in the workplace. For example, students might be asked to:

- Conduct an online debate where there is a clear position A and B
- Participate in small breakout groups that report to a larger group
- Come together as a panel to arrive at a unified conclusion
- Offer peer reviews and feedback
- Lead or participate in group role-playing exercises

Of course, when instructor guidance or real-world expertise is needed, it's available. In 2022, the University had a 25.9 student-to-faculty ratio.

University of Phoenix started because our founder, Dr. John Sperling, understood the challenges adult learners face and he wanted to make a better way. With flexible schedules, practitioner faculty and real-world collaborative environments, we're carrying on his legacy by helping our students face those challenges head-on.

10 ways we help students save

Faster, more affordable degrees that attract a strong student body — without rising tuition.

University of Phoenix is committed to saving our students time and money. In fact, in FY22, our students saved over \$106 million in tuition between discounts, scholarships and other savings.

In addition to offering ways to help our students save, we offer fixed tuition that provides cost certainty for our students. With our Tuition Guarantee, our students can rely on one flat rate from the moment they enroll until the day they graduate from their program.



Brian Quigley,
MM 2012

SAVING STUDENTS TIME AND MONEY

Because we respect our students' time and value their life experiences, we offer 10 different time- and/or money-saving opportunities to help eligible students earn a degree faster, and for less.

1 Transfer credits

Prior eligible credits earned at accredited universities and colleges can cover up to 75% of a bachelor's degree, leading to graduation in as little as one year. On average, bachelor's students who applied eligible transfer credits in FY22 saved over \$14,000 off their degree.

Read more: phoenix.edu/transfercredits

2 Prior Learning Assessment

Students who have gained experience through on-the-job training, workplace certifications or life experience can apply for college credit through our Prior Learning Assessment (PLA). For every three credits earned, undergrad students graduate five weeks faster and save almost \$1,200 in tuition.

In 2022, the number of students who earned credit through PLA rose by more than 35%, up to 3,050 in FY22 from 2,257 in FY21.

Read more: phoenix.edu/pla

3 Self-paced alternative credit providers

We help students reduce their costs by accepting lower-cost, self-paced, online general education and elective courses through approved learning partners. These relationships, with StraighterLine, Sophia Learning and Study.com, may also help students earn their degree faster.

Read more: phoenix.edu/alternative-credit

4 National testing programs

Students with expertise in a specific subject may be able to earn credit based on their performance on national, standardized tests.

Tests we accept include:

- College-Level Examination Program® (CLEP)
- DSST Credit-by-Exam Program
- Excelsior College Exams
- Advanced Placement (AP)
- Berlitz® Language Evaluations
- Defense Language Proficiency Tests

Read more: phoenix.edu/nationaltesting

FIGURE 6
PRIOR LEARNING ASSESSMENT BY THE NUMBERS, FY22

3,050

undergraduate students earned credit through PLA

28,570

total credits were awarded

\$11.3M

total saved on tuition

\$3,719

saved on tuition per student, on average

ALTERNATIVE CREDIT BY THE NUMBERS, FY22

4,969

students took advantage of alternative credit

50,105

total credits were awarded

\$19.9M

total saved on tuition

\$3,379

saved on tuition per student, on average

NATIONAL TESTING BY THE NUMBERS, FY22

259

undergraduate students took advantage of national testing providers

1,950

total credits were awarded

\$774k

total saved on tuition

\$2,989

saved on tuition per student, on average

5 Competency-based degrees

Working professionals can leverage their knowledge and experience to earn a degree faster, and for less, through our competency-based (CB) degree programs. Our CB degrees can be completed in under a year for less than \$11,000.

We offer four CB degrees:

- Master of Business Administration-CB
- Master of Health Administration-CB
- Master of Information Systems-CB
- Bachelor of Science in Nursing-CB

Read more: phoenix.edu/cbe

6 Community college relationships

Through our 3+1 Transfer Pathway, students can transfer 87 credits — equivalent to three years — from a participating community college. We also waive tuition and the resource fee for one course, which provides students with additional savings up to \$1,220.

Read more: phoenix.edu/pathway

Additionally, faculty and staff at participating community colleges who pursue a University of Phoenix degree are eligible for special pricing. For every five classes they take, the sixth one is free.

Associate degree students who transfer into a University of Phoenix bachelor's program can save \$144 on every three-credit course with our special tuition rate.

Read more: phoenix.edu/associatetransfer

7 Scholarships and grants

Because we believe scholarships aren't just for the chosen few, we've expanded our scholarship offerings to make more opportunities available to working adults. Now starting with a student's first course, every qualifying new student — including doctoral students — can be awarded one of our scholarships, valued at up to either \$1,000 or \$3,000.

See [page 93](#) for more details about other scholarship opportunities.

Read more: phoenix.edu/scholarships

Based on financial need, some students may also qualify for federal grants when they fill out a Free Application for Federal Student Aid (FAFSA®). The most common is the Pell Grant, available for students working toward their first undergraduate degree. Approximately 73% of our undergraduate students are Pell Grant-eligible.

8 Military benefits

Active-duty service members in the U.S. Armed Forces and their family members are eligible for a lower military tuition rate. Additionally, in some cases they are not charged a resource fee for courses. University of Phoenix also participates in education benefits for veterans, including GI Bill® assistance. Additionally, students with prior military training may be eligible for credit based on American Council on Education recommendations.

Read more: phoenix.edu/military

9 Employer benefits

We provide education benefits to employees at more than 2,700 organizations through employer or benefits provider alliances. This can help students save money while gaining skills that directly help in their job, offering a benefit for both students and employers.

Read more: phoenix.edu/employer

10 Alumni savings

With more than 1 million graduates — and growing — we support the lifelong learning of our alumni. Alumni are eligible for special tuition rates and can save up to \$2,880 on a bachelor's degree and \$2,200 on a master's degree. Additionally, in 2022 we continued awarding 50 alumni scholarship opportunities per month, valued at up to \$2,000 each.

Read more: phoenix.edu/alumnisavings

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at <https://www.benefits.va.gov/gibill>.

Savings Explorer tool

We believe our students' experience matters. So, in 2021, we launched our Savings Explorer® tool, which helps prospective students explore how their work, life and school experiences might help them save money based on how other students saved.

Read more: phoenix.edu/savings-estimator





Scholarship opportunities

Scholarships worth up to \$1,000 or up to \$3,000 are available for qualified new, existing and returning students as well as alumni.

Additionally, we offer the following full-tuition scholarships for military-affiliated students:

University of Phoenix Las Vegas Assemblyman Tyrone Thompson Scholarship

This full-tuition scholarship is open to Nevada students who are pursuing an undergraduate degree. It honors the late Nevada Assemblyman Tyrone Thompson, who championed education, public health, and homelessness and employment anti-discrimination initiatives.

Scholarships for military-affiliated students

Additional scholarships are available through relationships with military professional associations. In FY22, this included three full-tuition scholarships that were offered to the University through the Enlisted Association of the National Guard of the United States (EANGUS) We Care for America Foundation. The EANGUS mission is to give voice on Capitol Hill to enlisted National Guard members, their families and retirees.

One full-tuition University of Phoenix scholarship was offered in FY22 in collaboration with the Military Police Regimental Association to provide services and assistance to Military Police soldiers and their families.



University retention and graduation rates

Data drives our efforts to support student success.

Behind the typical 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 and accurate picture of our students’ progress, we track and calculate institutional retention and graduation rates. Government retention and graduation data, available at nces.ed.gov/ipeds, measures only first-time, full-time students, who constitute only about 14% of students entering University of Phoenix in the most recent year.



Kellee Salas,
BSB/PS 2019

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 to inform ongoing and continuous efforts aimed at improving student outcomes.

We use a sophisticated predictive analytics tool to help us identify students who may need extra support. The tool indexes GPA, credit-earning pace, financial stability and other analytics that help us reach out directly to students with well-timed tools that may help students persist in their programs.

These efforts to identify students and reach out to them with helpful and timely assistance may be all that some students need to continue toward their educational goals. The University has various services available to students, including academic assistance, financial help and life management services, which can help students remain engaged and progressing toward degree completion.

Internally, we also use a checkpoint, called our “on-track metric,” to examine the continuous engagement of our students. This metric is a point-in-time measure of the percentage of students who remain on track to graduate on time from University of Phoenix. On-track helps us adapt retention strategies and offers a leading indicator of how we’re

doing, and shows us more quickly than we would see in the annual tabulation of retention and graduation rates. On-track averages consistently rose year-over-year from 2019 through the fourth quarter of 2021 (when they experienced a percentage dip of less than 1 percent). Since then they have remained steady within +/- 1.6 percentage points.

The on-track tool and predictive analytics help us intervene in the right ways at the right times, says Provost John Woods. “If we keep students in school and progressing through their programs, those students are better served,” he says.

In 2017, the University’s leadership expanded analytics and tools to track retention, evolving the focus on outcomes and reflecting the priority the University places on retaining and graduating our students.

Since then, retention rates reflect an overall positive trend – even through the uncertainty of the COVID-19 pandemic. As indicated in **Figure 7**, retention rates for associate, bachelor’s and master’s degrees are all up in a year-over-year comparison with 2021. (We designate our students 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.)

FIGURE 7 UNIVERSITY OF PHOENIX INSTITUTIONAL RETENTION RATES

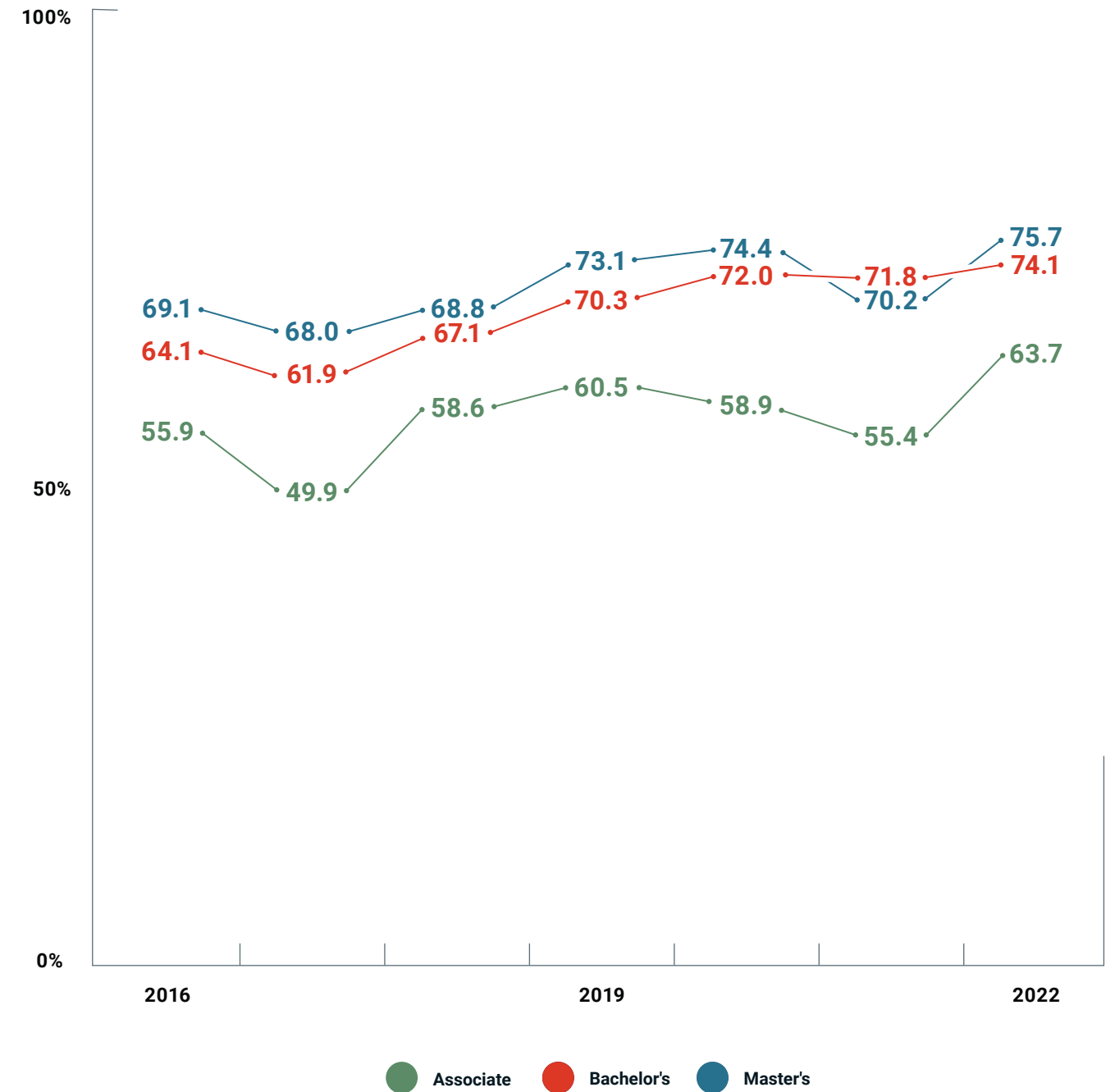


Figure 7. University of Phoenix. (2022). The Office of Federal Policy and Reporting. The University’s institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 – June 30). A student is deemed “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 (non-CBE), 175 days; (iii) master’s (non-CBE), 210 days; (iv) CBE, 133 days.

Graduation rates

The University continuously works to improve student graduation rates. We view this ongoing effort as among the most important work we do.

Of note, our student population often experiences one or more of the risk factors that can impede college graduation (e.g., full-time work, financial stress, age, race, recent life challenges). Due to the nature of flexible, online classes, some of the students who take classes at University of Phoenix move on to graduate somewhere else.

That said, improvements in retention typically correlate to improved graduation rates, so we pay close attention to retention rates both in the short term and as a leading indicator for future student success. 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.

It's important to note that while retention rates capture a picture of what's happening right now, graduation rates reach approximately six years back in time.

For example, the 2022 graduation rates reflect the cohort of students who began classes in 2016. Thus, we can project that the robust 2022 retention data will begin to show up in graduation rates for the 2028 academic year.

FIGURE 8 150% INSTITUTIONAL GRADUATION RATES

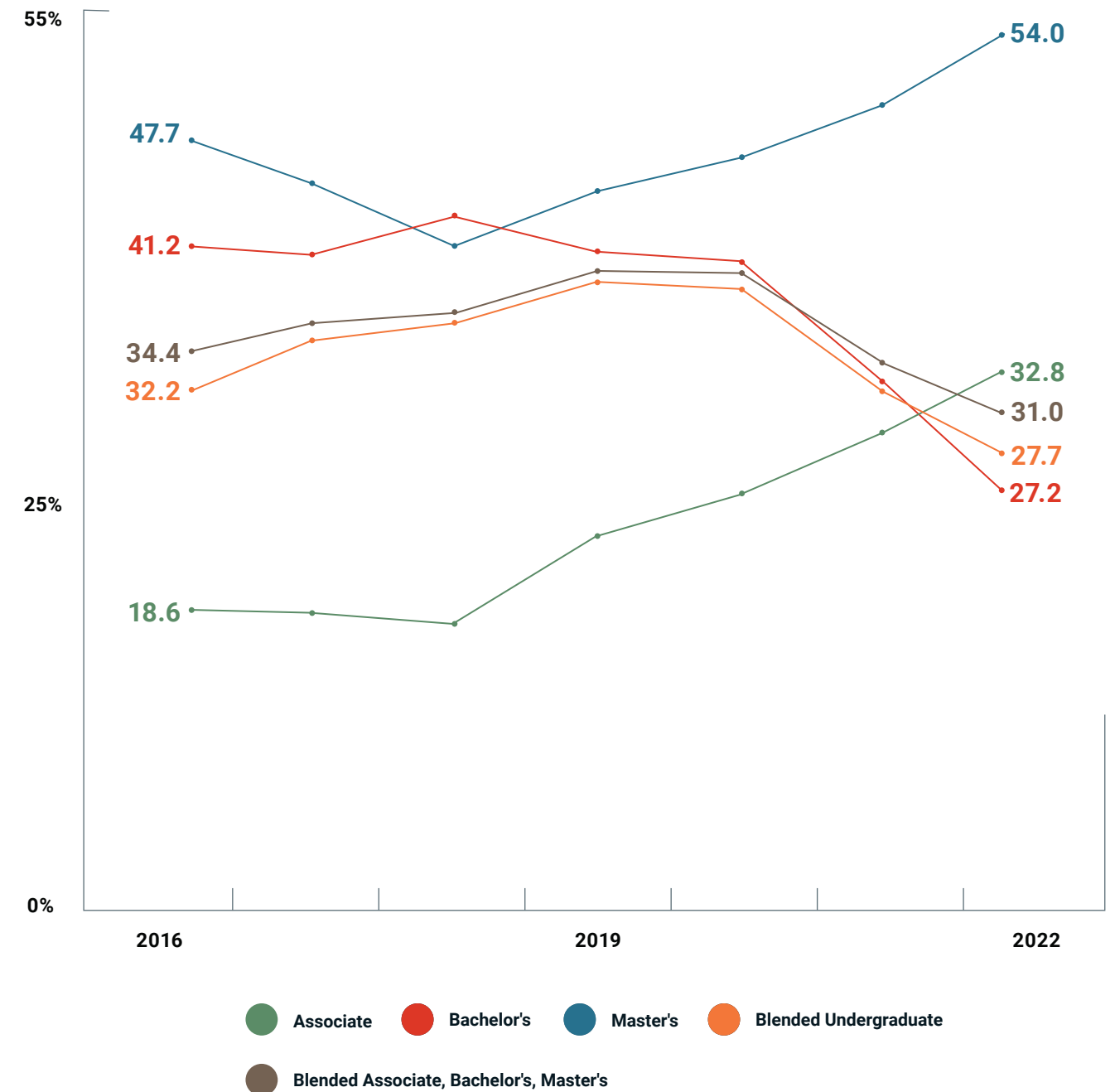


Figure 8. University of Phoenix. (2022). The Office of Federal Policy and Reporting.

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 the logic of the Integrated Postsecondary Education Data System, or IPEDS). Students who passed away prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort years for the 2022 institutional graduation rates in Figure 8 are FY19 for associate and master's and FY15 for bachelor's.

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 to help our students understand the different types of loans and determine the loan amounts that might be right for them. These resources include:

- Our Financial Plan, a personalized summary completed during enrollment that helps enrolling students identify potential funding sources and the estimated cost breakdown of their entire program
- University representatives who assist with tuition financing questions prior to and during students' programs
- Our Repayment Management team, which assists with understanding federal loan repayment options

- Free access to the iGrad® suite of resources and tools on financial planning, responsible borrowing and other general financial planning resources for saving, retirement, investing and everyday life

Financial consulting

To help our students with money management, we offer a resource through the University's student Life Resource Center. Students can access 30 consecutive days of free phone consultations for financial issues such as taxes, budgeting, planning and debt counseling on issues including credit card debt, mortgages, and student and general loans. Students also receive a discount on certified public accountant services.

Student loan cohort default

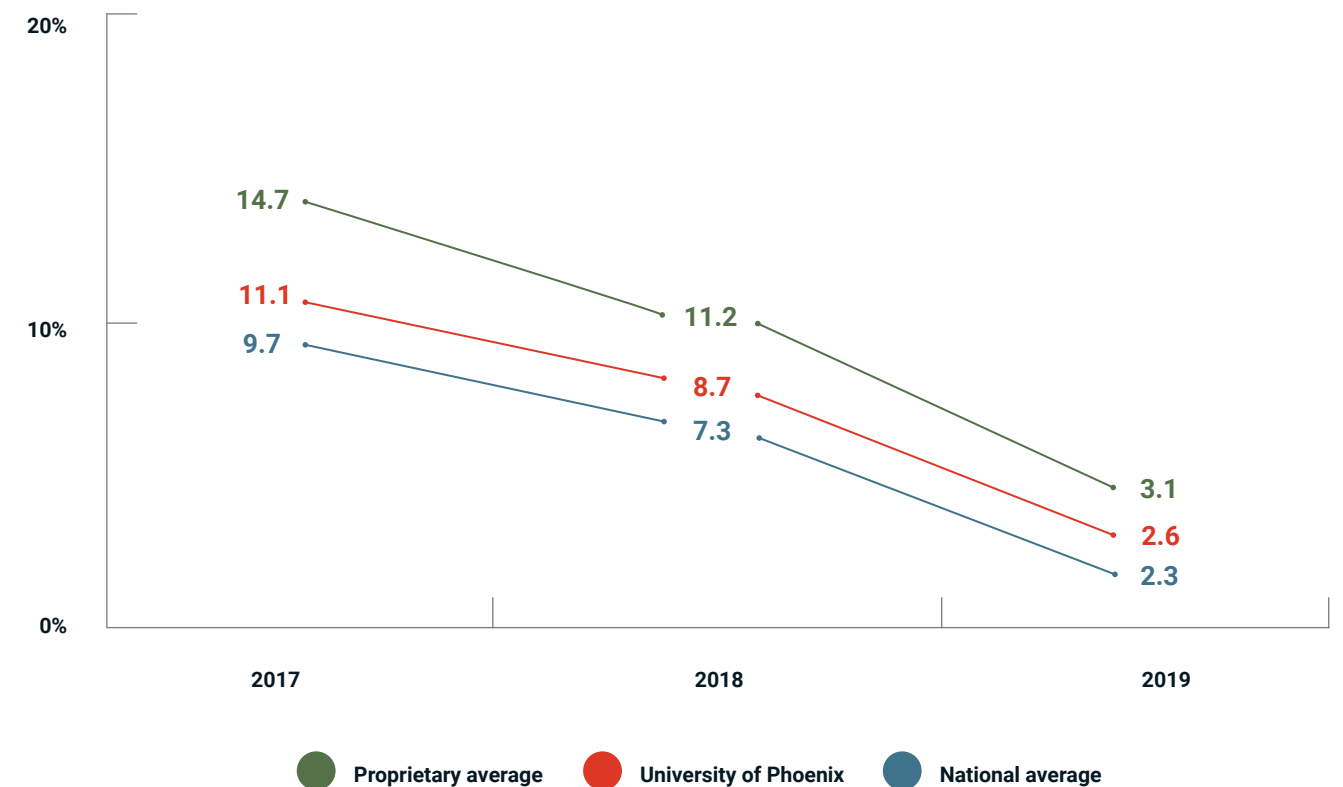
The U.S. Department of Education publishes an annual official cohort default rate (CDR) for all institutions, including University of Phoenix, that participate in Title IV Federal Student Aid programs. The CDR measures the percentage of students in the relevant cohort who default on their student loans within their cohort's three-year measurement period. For example, the 2017 CDR reflects borrowers who entered repayment in 2017 and defaulted in 2017, 2018 or 2019.

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 9**, the University's CDR remains below the average among proprietary schools.

Due to a COVID-19 student loan payment pause issued by Executive Order in March 2020, an artificially low drop in CDR is reflected in the 2019 rates. (This is also true in a less significant way for the 2018 rates, due to the pause affecting the second half of the third measurement year for the 2018 cohort.) As of summer 2023, the pause was still in effect, which likely will continue to affect subsequent CDR cycles.

FIGURE 9 OFFICIAL COHORT DEFAULT RATES



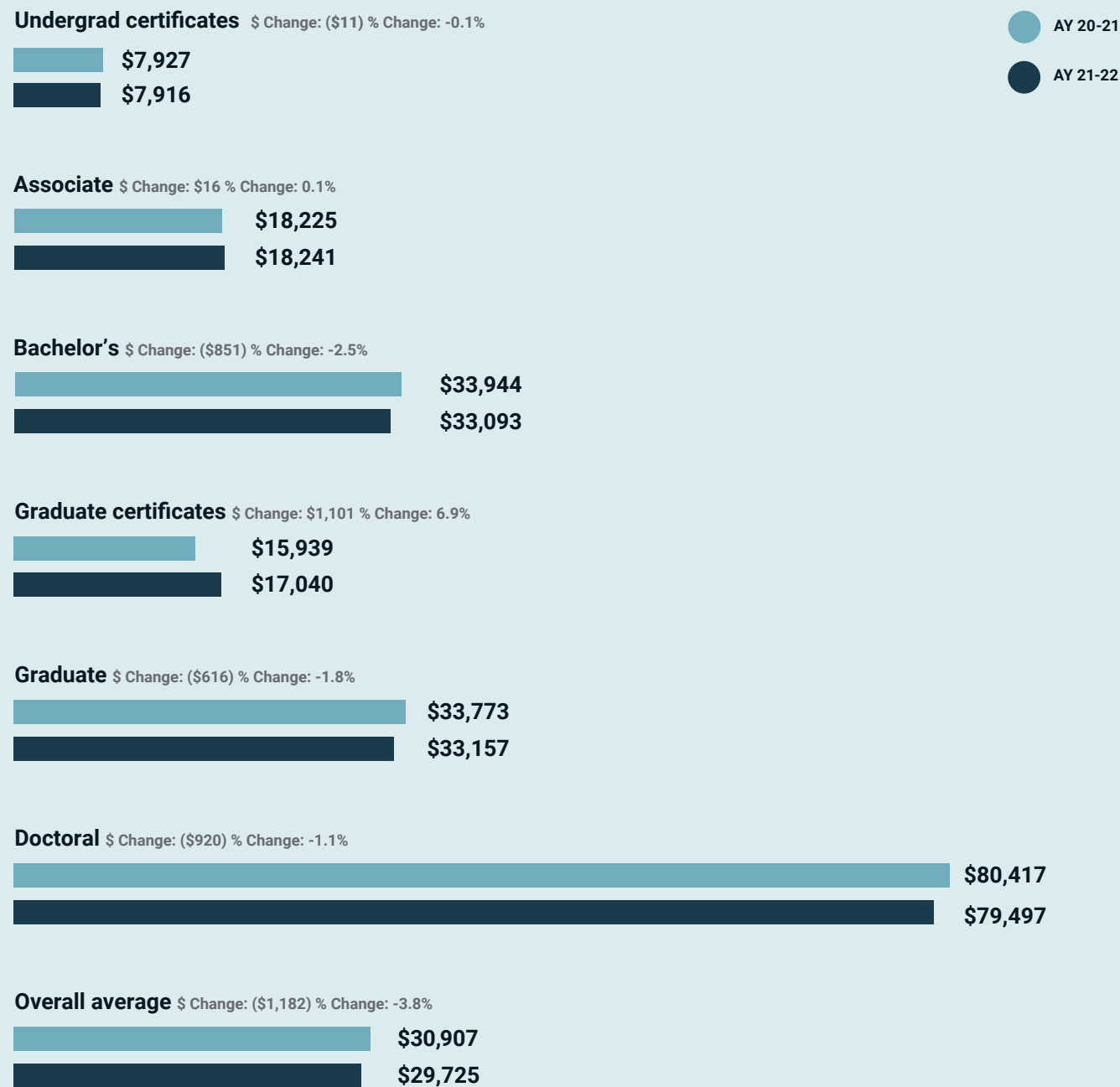
BORROWING

University of Phoenix debt levels

The University calculates an unofficial CDR for students who complete their program, so they can understand personally how program completion has a positive effect on loan repayment.

As shown in **Figure 10**, graduates in most certificate and degree programs borrowed less in 2022 than they did in 2021. Only associate degree and graduate certificate students borrowed more.

FIGURE 10 UNIVERSITY OF PHOENIX DEBT LEVELS FOR GRADUATES



Lifetime borrower indebtedness

Notably, **Figure 11** shows borrowing through June 30, 2022, which shows a decline in borrowing even during the COVID-19 pandemic.

FIGURE 11 UNIVERSITY OF PHOENIX AVERAGE LIFETIME BORROWER INDEBTEDNESS

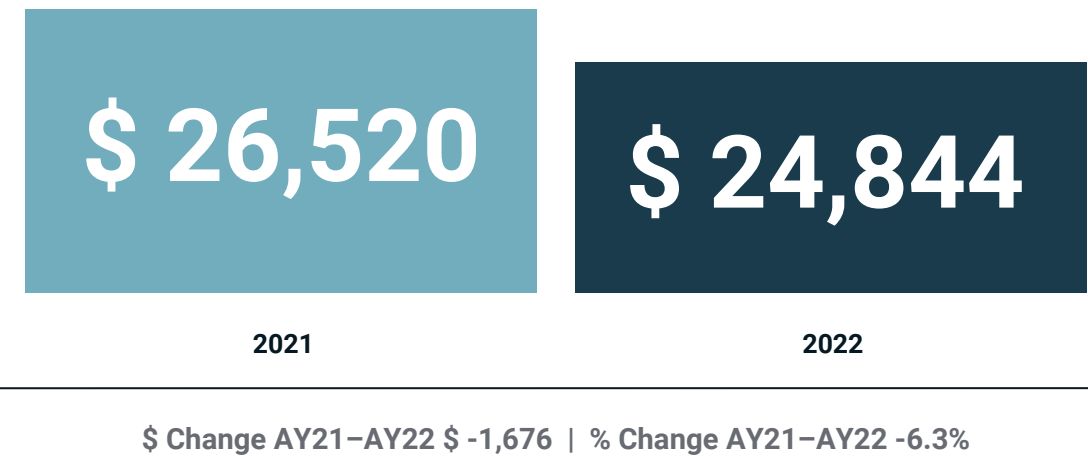


Figure 10. University of Phoenix, 2022. The Office of Federal Policy and Reporting.

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.

Figure 11. University of Phoenix, 2022. 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 at 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.

Improving student outcomes



Our students are never on their own. From academic counseling and tools that help students manage their finances to our Career Services for Life® commitment, here are some of the ways we help and support our students as they move toward their academic and career goals.

- **Career Services for Life® commitment.** Students and alumni have lifelong access to career tools and resources, including career exploration support, job search planning, resumé reviews, personal brand development, networking and interviewing. They can also schedule one-on-one sessions with a career coach. In the first quarter of FY23, career advisor appointments increased 54% compared with FY22 first quarter.
- **Tuition Guarantee.** Students have the peace of mind that comes with fixed, affordable tuition. With our Tuition Guarantee, students enjoy one flat rate from the moment they enroll until the day they graduate from their program.
- **Committed academic counselors.** We offer the support students need from day one through day done. Our academic counselors earned a 5-star rating from 85% of our students (and achieved 4.78/5 stars overall) based on survey responses from 28,510 students in FY22 (up from 10,581 responses in FY21). Using developmental coaching techniques, our academic counselors create personalized plans that can help students progress toward academic and professional goals.
- **Centers for Writing and Mathematics Excellence.** We understand how essential writing and math skills are for student success. That's why we offer online support. The Center for Writing Excellence offers access to tutorials, formatting aids and grammar guides. The Center for Mathematics Excellence offers videos, practice problems and other resources.
- **iGrad® tool.** 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 access at no additional cost to the iGrad online money-management tool and other resources, which students can use to learn how to budget, save, minimize borrowing and understand future student loan payments. Additionally, iGrad provides a scholarship search tool for non-University scholarships.
- **Life Resource Center.** We know the majority of our students juggle work, parenting and household budgets

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while going to school. Our Life Resource Center offers access to clinical counseling services and life coaching — plus tips, self-assessments and skill-building resources on topics such as health, housing options, time management, relocation, and child and elderly care.

- **On-demand resources.** From career resources to tips on time management and online learning, we offer workshops and one-click access to tutorials, tips, videos, and other academic and career-relevant content. We also serve the needs of students, faculty, staff and alumni with 24/7 access to 115 licensed research databases, more than 200,000 scholarly journals and periodicals, and more than 270,000 general interest e-books accessible anywhere, anytime. In FY22 the University Library had 3 million downloads.
- **Disability accommodations.** The support we offer is proven to help students persist in their programs. In FY22, Accessibility & Disability Services accommodated 15,462 students. Their average 30-day retention rate of 72% represents an 18.1% higher retention rate than students with disabilities who did not pursue accommodations.
- **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.
- **Virtual Student Union (VSU).** This site, launched in FY21, continues to offer students a centralized hub and quick access to student resources. The VSU offers links and locations for academic support, involvement opportunities, career services and alumni resources.
- **Chatbot team.** Our artificial intelligence chatbot, Phoebe, helps direct students virtually and quickly to information they seek. For example, our chatbot team has created scenarios — with specific answers — based on where students are in their educational journey. By accessing Phoebe through their secure student portal, students can:
 - Check GPA and grades
 - Change schedules
 - Find animated directions on how to access specific information in the student portal
 - Read articles that answer common questions
 - View credit balance information
 - View financial document status

Facebook® is a registered trademark of Facebook Inc.

Assessing student outcomes

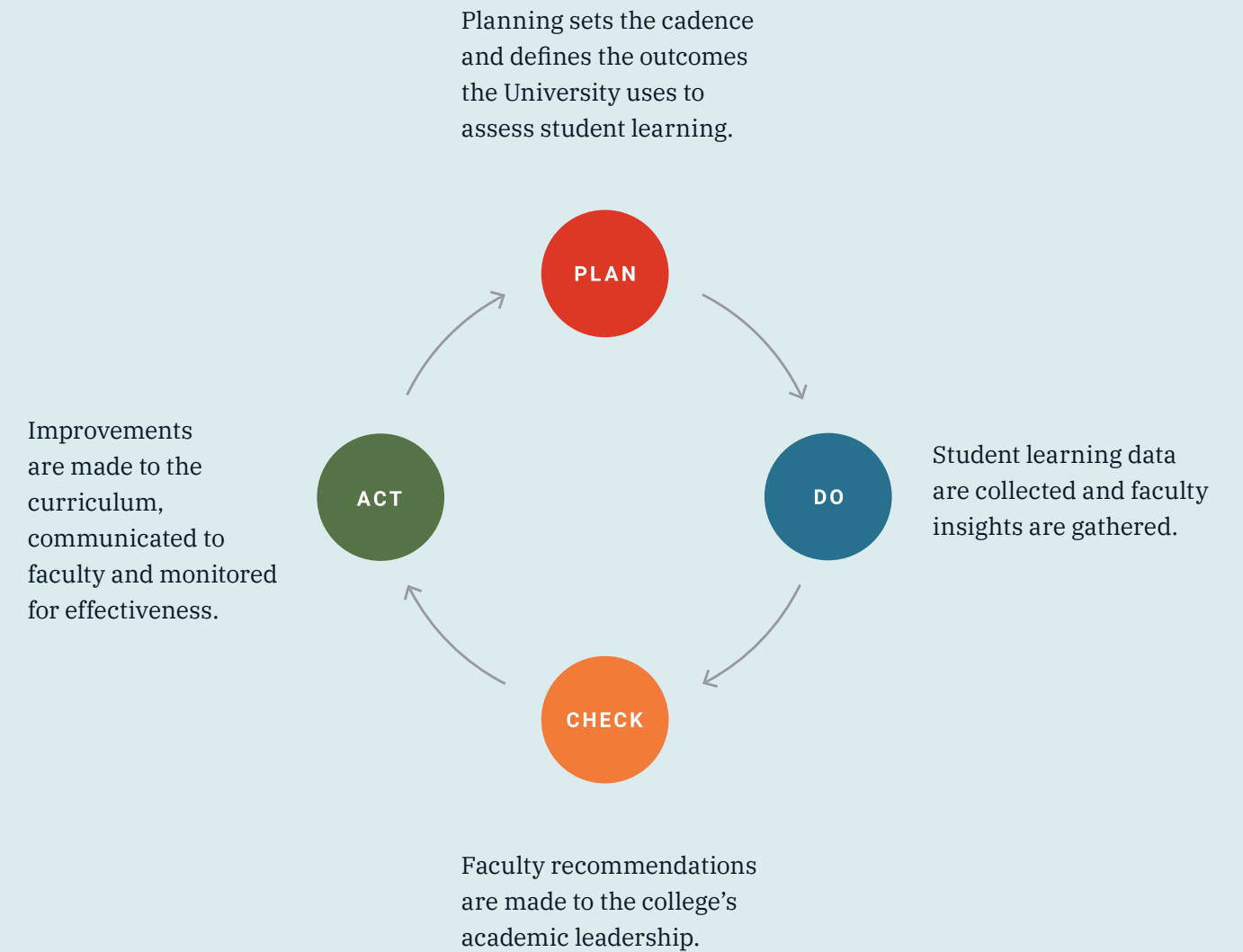
Measurement of student learning is an indicator of our effectiveness.

Are students learning? It's a question that keeps educators up at night. That's why we study the numbers.

At University of Phoenix, we've built rigorous assessments into our courses that yield data on how well students are learning. We use these data coupled with faculty insights 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.

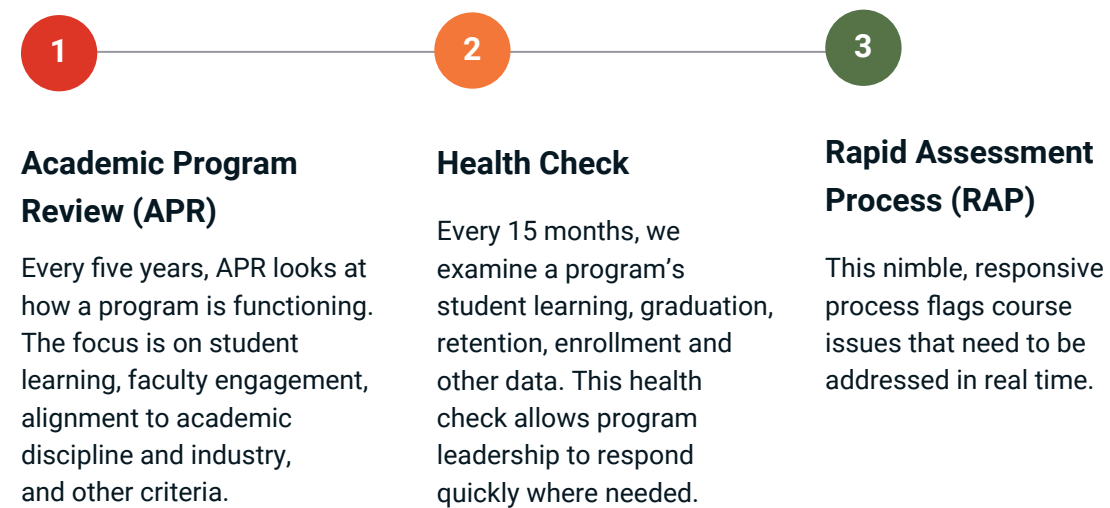
FIGURE 12 CONTINUOUS QUALITY IMPROVEMENT



Assessment timelines

We regularly assess student learning. In fact, we keep our academic programs nimble, rigorous and career-relevant, removing the bureaucratic barriers that can sometimes plague traditional higher education. We focus on what matters most: the needs of our students.

Our three assessment processes happen at different points in time.



“The Rapid Assessment Process is a differentiator for the University,” says Eve Krahe Billings, PhD, dean of academic innovation and evaluation. It’s seamless and responsive: Over one to three months, the University can identify a course’s problem spot, mobilize an assessment team, survey relevant faculty, perform a qualitative analysis and make improvements. In FY22, 1,117 faculty were invited to participate in the RAP process and 56% responded. “This affects thousands of students at a time. And it’s all grounded in best practices — we’ve just turned up the speed.”

What does this mean for University of Phoenix students? They can view their faculty and academic leadership as partners who are in their corner, making course adjustments quickly, and where needed.

Summative assessments

Based on each college’s assessment plan, faculty members review student learning outcomes data from summative assessments throughout the year. Summative assessments are robust, real-world deliverables that are aligned directly to course outcomes and career-relevant workplace skills. They are created by academic leadership and faculty to measure specific learning goals in a program.

Putting it all together

The importance of learning assessment can’t be overstated. The University, students, employers, regulators and accreditors all use assessments as proof of student learning. Student learning assessment is anchored by student-faculty classroom interactions and graded work. Summative assessments are also key to understanding how students are performing. These rubric-based performance assessments are built into courses and are aligned to Program Student Learning Outcomes, General Education Student Learning Outcomes and University Learning Goals.

In 2022, more than 640,000 measurements of student learning were captured through summative assessments. The University continuously leverages this large sample size to shape curriculum, instruction and student support.

Student surveys

Though not a direct assessment of student learning, surveys completed by our students offer valuable feedback on their experiences at the University.

Scores reflecting our students’ likelihood to recommend their faculty and the University, as well as their satisfaction with the level of service they received when interacting with University staff, are reported on **page 117**.



General Education Student Learning Outcomes

At University of Phoenix, general education requirements are much more than courses to complete on the way to core curriculum. They deliver career-relevant skills that set students up for success in their University and professional careers.

General Education Student Learning Outcomes (GESLOs) are how we measure this success. GESLOs define what the University expects undergraduate students to demonstrate in the areas of:

- Communication
- Quantitative Reasoning
- Scientific Thinking and Inquiry
- Critical and Creative Thinking
- Intercultural and Interpersonal Awareness

To help us collect direct evidence of student learning in these areas, each general education course has “summative assessments.” These assessments offer students the opportunity to demonstrate the relevant skill through a performance task, such as presenting an alternative-energy redesign plan or analyzing the effects of a specific form of mass media.

GESLOs provide foundational learning that students can build on as they move into more advanced courses aligned to the University Learning Goals (**page 112**) and Program Student Learning Outcomes (**page 114**).

FIGURE 13 BLOOM'S TAXONOMY

As students progress through a general education course, they also progress through six levels of learning, which academics will recognize as Bloom's Taxonomy.

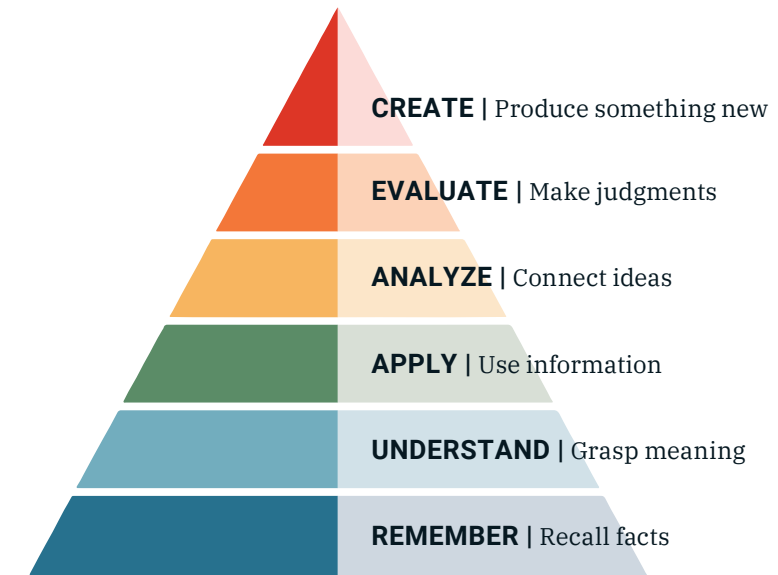


FIGURE 14 GESLOs: HOW STUDENTS PERFORMED

Figure 14 shows the percentage of student work scoring 70% or higher on the summative assessments aligned to each GESLO.*

96.98%

Communication

93.29%

Quantitative reasoning

98.48%

Intercultural and interpersonal awareness

96.16%

Scientific thinking and inquiry

97.44%

Critical and creative thinking

*Source: University of Phoenix, 2022, Power BI

University Learning Goals

University Learning Goals (ULGs) are a set of five overarching competencies that employers identify as top affective or “soft” skills and that University of Phoenix incorporates into its academic programs. ULGs perform two key functions:

- They help University faculty and college leaders measure student performance and ensure our graduates are assessed against skills that are in demand.
- They help our students gain the soft skills in demand by employers to make a difference in their workplaces and communities.

The latter point is timely as employers increasingly encounter

a skills gap in hiring. In 2020, a McKinsey Global Survey found that nearly 9 in 10 executives and managers said their organizations either faced skills gaps or were projected to by 2024. Meanwhile, a recent Korn Ferry report projects that by 2030, more than 85 million jobs could go unfilled because there won't be enough skilled workers to take them.

University of Phoenix is addressing this gap by aligning skills in our programs with workplace demands. This gives our students — and their employers — confidence that University of Phoenix degrees, certificates and courses assign and assess the skills employers want, as referenced on employment-related sites such as Indeed®, ZipRecruiter® and LinkedIn®.

ULGs by the numbers

Learning goals help us measure student outcomes and are a part of our grading criteria for classroom assignments. **Figure 15** offers a detailed explanation of the five competencies we measure against, along with the percentage of student work rated by faculty as “exemplary or proficient” from the sample of summative assessment criteria aligned to University Learning Goals during the calendar year 2022.

Indeed is a registered trademark of Indeed, a company owned by Recruit Holdings Co., Ltd.
 ZipRecruiter is a registered trademark of ZipRecruiter, Inc.
 LinkedIn is a registered trademark of LinkedIn Corporation and its affiliates in the United States and/or other countries.

FIGURE 15 ULGs: HOW STUDENTS PERFORMED

Percentage of student work, aligned to University Learning Goals, scoring 70% or higher by faculty:*

92.9 %

1. Cultural competence and ethics

Students will demonstrate the essential practices of cultural competence through proactively seeking to understand the differences in others, examining favored beliefs about themselves and others, and taking advantage of opportunities to grow and change when necessary.

83.5 %

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.

99.1 %

5. Collaboration

Students will work effectively in groups and teams. They will be collaborators, able to foster constructive interactions. They will build consensus by acknowledging the perspectives of others. They will function well as both a leader and a follower in working productively to achieve results.

*Source: University of Phoenix, 2022, Learning Management System

81.2 %

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.

91.5 %

4. Digital fluency

Students will access and ethically use information and data from a variety of sources. They will research and analyze the plausibility and accuracy of the information. They will learn to utilize digital tools to create new information or knowledge and responsibly disseminate it in a digital environment.

Program Student Learning Outcomes

FY22 summative assessment data by college.

In addition to University-wide goals for student learning, each academic program specifies a set of Program Student Learning Outcomes (PSLOs). The PSLOs detail what students should know and be able to do at the end of their program.

Each PSLO is measured by “summative assessments” within the program’s core courses. These authentic, career-relevant assignments (e.g., operational analysis or medical records coding) amount to direct evidence of student learning in a given program.

Figure 16 shows the percentage of student work scoring 70% or higher by faculty in PSLO-aligned summative assessments by field of study in FY22.

FIGURE 16 PSLOs: HOW STUDENTS PERFORMED

Percentage of student work scored at 70% or higher by faculty in PSLO-aligned summative assessments.*

88.0%

Doctoral Studies

79.8 %

General Studies

78.7 %

Business & Information Technology

94.7 %

Nursing

84.5 %

Education

80.8 %

Social and Behavioral Sciences

83.9 %

Health Professions

*Source: University of Phoenix, 2022, Power BI

Student experience surveys

Valuable feedback helps us improve our interactions with students.

It may sound obvious or even cliché, but “student-first” thinking informs 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. At various other points in time, students are asked to evaluate their learning experiences and their interactions with our support services.

Figure 17 illustrates student survey feedback regarding the University, faculty and interactions with support services.

FIGURE 17 STUDENT EXPERIENCE FEEDBACK FROM FY22 END-OF-COURSE SURVEY AND TRANSACTIONAL SURVEY*

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

0–10 scale, 10=Extremely likely



2. How likely are you to recommend the University to a colleague, friend or family member who may be interested in attending University of Phoenix?

0–10 scale, 10=Strongly agree



3. How satisfied were you with your service interaction**?

1–5 scale, 5=Awesome



* The numbers reflected in questions 1 and 2 summarize 96,098 student responses to our end-of-course survey. All responses were collected between 9/1/21 and 8/31/22.

**The data in question 3 summarize 84,314 student survey responses gathered between 9/1/21 and 8/31/22, following a qualified service interaction. A service interaction is defined as “any inbound or outbound call, lasting three minutes or more, including transfers, with an Enrollment Representative, Finance, Student Services, or TAC departments where both student and agent are identified in the data table.”

Ruffalo Noel Levitz survey reveals high student satisfaction

The survey shows 90% of UOPX students believe that their program is aligned to their career path.

University of Phoenix was a pioneer of online learning back when traditional academia viewed it with skepticism. Even though we’ve innovated for decades, the best measure of our success is our students.

So, we asked them to identify what’s important to them and tell us how they think we’re doing.

Findings from our first-time participation in the 2021 Ruffalo Noel Levitz (RNL) Priorities Survey for Online Learners (PSOL)* are promising. In fact, more than 2,400 University of Phoenix respondents indicated a higher level of satisfaction (between 2 and 12 percentage points higher) across all 26 survey items than their online peers at 141 other institutions.

Key findings among our students:

- 90% agreement with program alignment to their career path
- 88% satisfaction that the tools used to communicate with faculty and other students are appropriate
- 86% satisfaction with course format being easy to navigate and fitting into their busy lives

*The PSOL survey was administered to University of Phoenix students Aug. 16-Sept. 7, 2021. At University of Phoenix, the survey was sent to 20,000 students, selected as active, online students enrolled in online associate, bachelor’s, master’s and doctoral programs. The survey closed with 2,433 respondents for an institutional completion rate of 12.2%. Overall, survey participants included 89,261 online students enrolled in graduate and undergraduate programs at 141 private and public institutions.

FIGURE 18 PSOL STRENGTHS AND CHALLENGES

STRENGTHS			
Survey Item	UOPX Student Importance	UOPX Student Satisfaction	National Benchmark for Satisfaction**
Appropriate technical assistance is readily available.	93%	89%	79%
Registration for online courses is convenient.	94%	92%	85%
Adequate online library resources are provided.	93%	87%	80%
I am aware of whom to contact for questions about programs and services.	93%	86%	74%
Billing and payment procedures are convenient for me.	92%	85%	81%
Course format is easy to navigate and fits into my busy life.*	95%	86%	n/a
Classroom technology allows me to be technically proficient in my career.*	93%	86%	n/a
My program aligns to my career path.*	95%	90%	n/a
The tools used to communicate with faculty and students are appropriate.*	94%	88%	n/a
CHALLENGES			
The quality of online instruction is excellent.	93%	79%	70%
Faculty are responsive to student needs.	93%	81%	75%
Feedback from my faculty member advances my learning.*	93%	82%	n/a

*These items were customized, University of Phoenix questions and do not have national comparison benchmarks.

**National Online Learners: PSOL reporting provides the average score of all PSOL responses between 2018 and 2021 for comparison purposes.

Seven colleges, diverse career goals

Everything our colleges do is tied to helping students reach their dreams.

At University of Phoenix, everything we do at the college level is tied back to educationally preparing students to achieve their career goals. We have seven colleges, whose deans work tirelessly to ensure our degrees align with real-world careers. We offer more than 100 online programs in growing fields aligned to 300+ occupations, and over 90% are in growing fields.



Our faculty

Our instructors aren't professors. They're accomplished professionals. In FY22, our instructors had an average of 15.3 years of University of Phoenix teaching experience and 28.8 years of professional experience.

Their passion for students' educational success is evident: When more than 96,000 students responded to an FY22 survey about how likely they would be to recommend their instructors, on a 0 to 10 scale they answered with an average of 8.9.

Faculty Councils

Our Faculty Councils advise and collaborate with each college to support student learning through high-quality programs, curriculum and instruction. Each college dean or designee chairs a Faculty Council with up to 12 faculty members who bring their expertise for each academic program. Faculty Council members' responsibilities include researching educational issues or potential programs, developing and reviewing new courses, and evaluating and making recommendations on the college's goals, programs, curriculum and practices. College administrators then analyze this feedback and partner with faculty to determine program and course improvements.



Industry Advisory Councils

Education never stands still. And neither does the workplace. That is why we have advisory councils made up of professionals who are leaders in their fields. The advisory councils meet periodically to review industry needs with our colleges' leaders. This helps inform our college leaders, who strive to offer career-relevant education that can help meet today's workplace needs.

Institutional accreditation

University of Phoenix is accredited by the Higher Learning Commission (HLC) ([hlcommission.org](https://www.hlcommission.org)). Accreditation is an independent evaluation of educational quality and rigor. Since 1978, the University has been continuously accredited by the HLC.

Programmatic accreditation

Programmatic or specialized accreditation represents an additional level of external peer evaluation and quality assurance that applies to specific degree programs. Simply put, a program that has programmatic accreditation is held to a higher standard.

University of Phoenix carries programmatic accreditation for select programs in business, healthcare, nursing, social work and counseling.

Read more: phoenix.edu/accreditation

College of Business and Information Technology

Equipping students with skills today to solve business and IT challenges tomorrow.

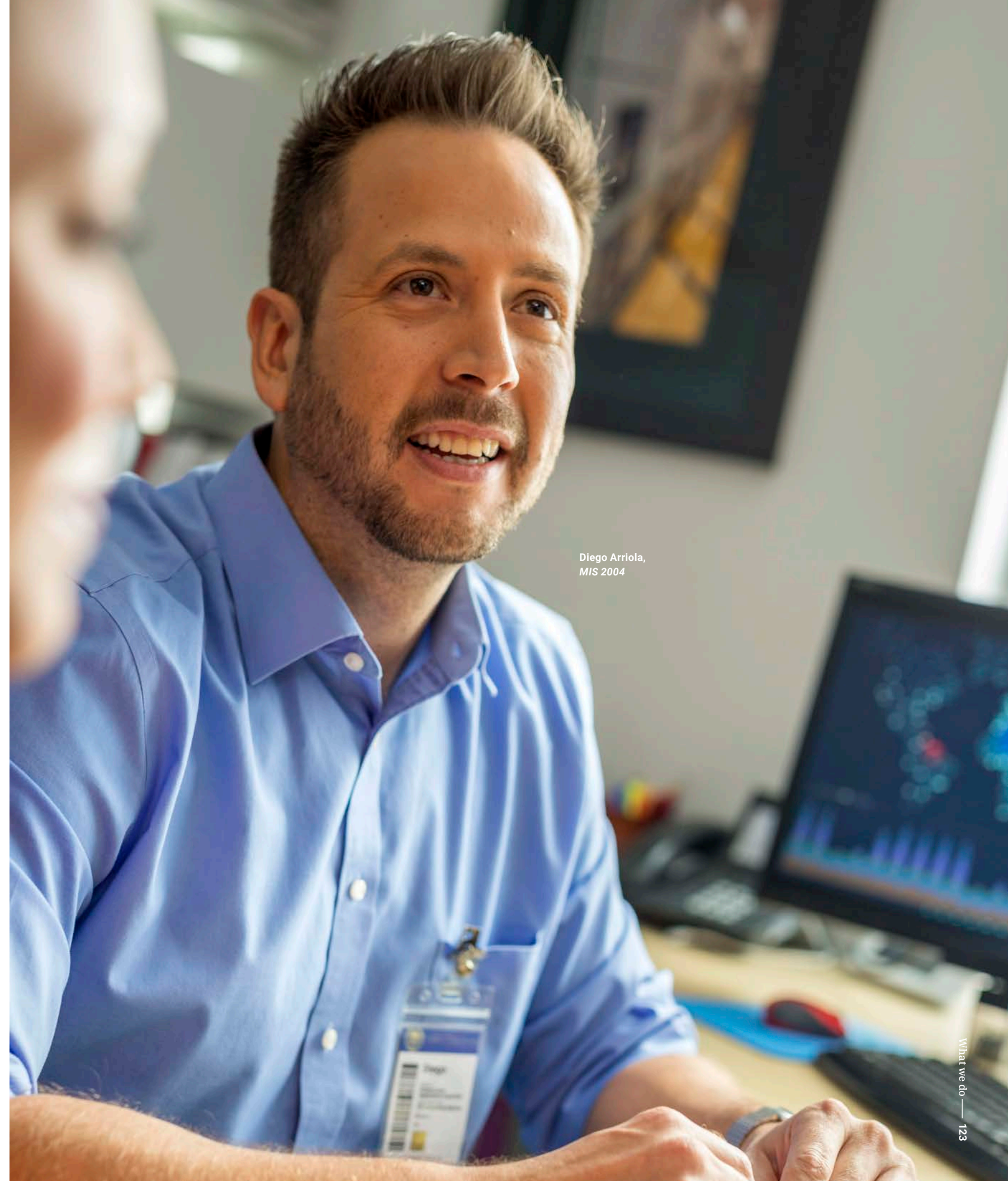
College highlights

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

CBIT helps to develop emerging leaders. We achieve this by delivering education solutions that are relevant and immediately applicable to solving business challenges, as highlighted in the following examples from the past year.

For the fourth consecutive year, University of Phoenix in 2022 received the Academia Circle of Excellence Award from the International Council of E-Commerce Consultants (EC-Council®), the world's largest cybersecurity certification body. Only three institutions out of more than 1,000 are selected for this award each year. In addition, the University released course collections for EC-Council-aligned certifications to help cyber professionals upskill or reskill. Students who successfully complete these courses are eligible for discounted EC-Council exam vouchers.

EC-Council is a registered trademark of International Council of E-Commerce Consultants DBA EC-Council Corporation



Diego Arriola,
MIS 2004

College highlights continued...

University of Phoenix achieved membership as a Recertification Provider with the Society for Human Resource Management (SHRM), the world's largest association devoted to human resource management. As a member of the SHRM Recertification Provider network, University of Phoenix can offer courses that qualify for recertification credits for the SHRM Certified Professional and SHRM Senior Certified Professional credentials. The University can also award professional development credits for its courses that relate to the SHRM Body of Applied Skills and Knowledge™.

CBIT pursues continuous, relentless improvement to the student experience and outcomes associated with our courses and programs. Current and future-facing initiatives for CBIT include digital badges, which students can share as proof of skills they have learned, microcredentialing and additional course collections to serve current degree-seeking students, alumni and those seeking professional development opportunities to upskill or reskill.

In 2022, CBIT launched the following new programs and revised program versions:

- Bachelor of Science in Data Science (January)
- Advanced Software Developer Certificate (Undergraduate) (January)
- Master of Science in Data Science (April)
- Operations Management Certificate (Undergraduate) (October)
- Bachelor of Science in Business with an Operations Management Certificate (October)
- Associate of Arts in Information Technology (October)

We are excited about these developments serving our students' career aspirations and skills needs, and we continue our evolution in service to our student community.

Kathryn Uhles

Kathryn Uhles, MIS, MSP

Dean, College of Business and Information Technology

Key leadership

DEAN

KATHRYN UHLES

Uhles has served University of Phoenix for 17 years in Student Services and Operations as faculty, as associate dean of IT Programs and now as dean of CBIT, a position to which she was appointed in January 2023. 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. Uhles is a member of the University Professional and Continuing Education Association (UPCEA) and the nonprofit association Educause. In her role as associate dean, Uhles oversaw the program and curriculum development of the University's IT programs, which included maintaining relationships with industry certification bodies like CompTIA®, EC-Council® and Amazon Web Services™.

ASSOCIATE DEAN

JOSEPH ARANYOSI

Aranyosi started at University of Phoenix in 2015 and serves in the role of associate dean of Business Programs in CBIT. He supports the college in curriculum development, academic operations, project management, data analysis, faculty support and administration. Aranyosi has more than 25 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 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 International Institute of Business Analysis.

ASSOCIATE DEAN

NATALIE PRATT

Pratt has served University of Phoenix since 2014 as faculty, in curriculum and design, and, most recently, as the associate dean of Business Programs in CBIT. She oversees curriculum design and development, faculty support, vendor relationships and academic operations. Pratt has more than 16 years of experience in education and currently holds a Secondary Education teaching certificate for the State of Arizona. She has a Master of Counseling from Arizona State University, and a Master of Education in Cultural Studies and a Bachelor of Science in Secondary Education from Ohio University. She recently completed her MBA at University of Phoenix.

ASSOCIATE DEAN

J.L. GRAFF

Graff has served University of Phoenix since 2002 and most recently served as the associate registrar/director in the Registrar's Office, where he oversaw student records, graduation and classroom operations. He has been a faculty member and mentor since 2008 and has taught courses for the CBIT. He also served as a Scaled Agile Framework (SAFe®) Product Owner for three years, a role in which he worked on enhancing and improving the University's business agility. He has served as a member of the board of examiners for Southwest Alliance for Excellence (SWAE) and the Future Data Reporting Group for the National Student Clearinghouse (NSC). He has served on committees for Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO) and the American Association of Collegiate Registrars and Admissions Officers (AACRAO). He has a Bachelor of Science in Business and an MBA, and is enrolled in the Doctor of Education program at University of Phoenix.

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):

- 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:

Degree programs

- Associate of Arts in Information Technology
- Associate of Science in Cybersecurity
- Bachelor of Science in Communication

- Bachelor of Science in Computer Science
- Bachelor of Science in Cybersecurity
- Bachelor of Science in Data Science
- Bachelor of Science in Information Technology
- Bachelor of Science in Management
- Master of Information Systems
- Master of Science in Cybersecurity
- Master of Science in Data Science
- Advanced Software Developer
- Business Analytics
- Cloud Computing
- Cyber and Network Defense
- Cybersecurity Digital Forensics
- Cybersecurity Network Forensics
- Cybersecurity Policy and Governance*
- Financial Planning
- General Management
- Human Resource Management
- Information Assurance and Security
- Leadership and Management
- Marketing
- Operations Management
- Project Management
- Scripted and Compiled Programming Languages
- Small Business Management and Entrepreneurship

Graduate certificate programs

- Accounting
- Business Analytics*
- Cybersecurity*
- Finance*
- Human Resource Management
- Marketing*
- Project Management

Undergraduate certificate programs

- Advanced Cybersecurity
- Advanced Networking*

FY22 program completions



*These programs are not available for new enrollment.

Industry Advisory Council

In 2022, the CBIT Industry Advisory Council advised on a range of topics designed to advance the college and better serve our students.

- Hamed Abbaszadegan, MD – Physician Executive, Stanson Health
- Markus Achord – Senior Director, Head of Inclusion, Diversity & Culture, Sunrun
- Carlos Asarta, PhD – Director, Professor of Economics, University of Delaware Center for Economic Education and Entrepreneurship
- Michael Baer – President, Trench-Ade; Director, Arizona Market Board of Advisors
- Stephanie Benoit-Kurtz – Regional Director of Security and Security Consultant, Trace3; Lead Faculty, University of Phoenix
- Celeste Boyd-Spear – VP, Multi-Product Marketing and Distribution, AT&T
- Bob Collins – Regional President, Central Plains Region, Sysco
- Michael Echols – VP, Global Cybersecurity Strategy, Las Vegas Sands Corp.
- Stephenie Gloden – SVP, Head of Enterprise Agile Enablement Center of Excellence, Fidelity Investments
- Manish Gupta – CEO, uCertify
- Vishwa Hassan – Director, Data and Analytics, USAA
- Matthew Rosenquist – Chief Information Security Officer, Eclipz.io, Inc.
- Jeffery Rhymes – VP, Global Technology Diversity, Equity and Inclusion Lead, JPMorgan Chase & Co.
- Jamie Smith – Chief Information Officer, University of Phoenix
- Robert Thompson – VP, Technical Product Management, Wells Fargo
- Blair Westblom – Chief Financial Officer, University of Phoenix
- Steve Zylstra – President and CEO, Arizona Technology Council

Faculty scholarship

College faculty members were active in publishing scholarly articles or presenting scholarly findings in FY22. They included:

Publications & Conferences

Bobbie Murray, “Women and Lifelong Employability,” University of Phoenix White Paper, Jan. 10, 2022

Carla D. Jones, presenter, “Virtual and In-Person Integration,” HRSA Annual Supervisors Conference Keynote, Jan. 5, 2022

Claude Toland, “COVID-19 Technology Transition: Impact of COVID-19 from a Global Perspective,” *Education Technology Insights*, December 2021

Diane Roberts, presenter, “Beyond the Pandemic: Creating Student Success in the Online Classroom,” USDLA Webinar, Dec. 17, 2021

Kathryn Moland, “How I Became a More Effective Teacher in My Third Decade of Teaching,” *Today’s Learner*, Feb. 25, 2022

Kristin Walle, presenter, “Making Friday Great Again: Digital Advancement in Corporate Payroll,” AFP Annual Conference, Nov. 8, 2021

Michael Lindquist, presenter, “Virtual Leadership: CEOs and C-Level Executives of Healthcare Organizations in the U.S. New Role as Virtual Leaders,” ILA 23rd Global Leadership Conference, Oct. 25, 2021

Omer Pamukcu, “Political Economy of Climate Stabilization: Implementation of Equimarginal Principle,” *Phoenix Scholar*, May 2022

Patricia Munson, presenter, “Reimagining African American Women in Leadership: Empowering Big Thinking to Address Systemic Racism,” ILA Geneva Conference, Oct. 25, 2021

Scott Romeo, “Student Performance in Ground Versus Online Sections of a Biological Science College Course: A Comparison Based on a Common Final Exam,” *Journal of College Science Teaching*, Nov. 1, 2021

Suchitra Veera, presenter, “Learning Analytics and AI in Higher Education,” Decision Sciences Institute Annual Conference, Nov. 17, 2021

College of Social and Behavioral Sciences

Preparing students to elevate the social and mental well-being of their communities.

College highlights

With an emphasis on knowledge, skills, character and lifelong learning, programs in the College of Social and Behavioral Sciences (CSBS) prepare students to positively influence their organizations and communities. CSBS programs help students address the community's mental, psychological, emotional, social and case management needs in counseling; social work; psychology and human services; and criminal justice and public administration. CSBS achievements from FY22 include the following highlights:

The Master of Science in Counseling/Marriage, Family and Child Therapy (MSC/MFCT) now has greater reach in California after an online version of the MSC/MFCT program launched in April 2022. The program helps students develop a professional identity as a therapist and be an advocate and steward for recovery-oriented care.



Chante Pantila,
MSC/CC 2010

College highlights continued...

In May 2022, the University received approval to join the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) membership, allowing eligibility to explore future accreditation for the Master in Public Administration (MPA) program. This institutional membership association is dedicated to ensuring excellence in education and training for public service.

As a university, we’ve worked with labor market researchers, including Lighthouse, and experienced faculty in their fields to ensure our students have the opportunity to learn and demonstrate in-demand skills. CSBS revised more than 80 courses in FY22, ensuring they are mapped and aligned with industry job skills. In CSBS, all program revisions are either complete or will be ready to launch by FY23.

CSBS launched a new Master of Science in Psychology – Direct Assessment (MSP-DA) program in August 2022 that gives students with professional experience more flexibility in how fast they can complete the program. The MSP-DA program allows students the opportunity to progress more quickly through their program as they master competencies.

In FY22, CSBS launched new and revised versions of programs focused on career-relevant pathways with the Master of Science in Industrial-Organizational Psychology (MSIOP) in January 2022, the Bachelor of Science in Industrial-Organizational Psychology (BSIOP) in April 2022 and the Bachelor of Science in Public Administration (BSPA) in October 2022.

The University’s Bachelor of Science in Social Work (BSSW) is accredited by the Council on Social Work Education’s Commission on Accreditation. In July 2022, CSBS expanded its reach of the BSSW program to 10 additional states, for a total of 18.

Christina Neider

Christina Neider, EdD
Dean, College of Social and Behavioral Sciences

Key leadership

DEAN

CHRISTINA NEIDER, EdD

Dr. Neider has served University of Phoenix for 18 years, and her career spans more than 30 years in academia, healthcare and the U.S. Air Force. In addition to her current role as dean of the College of Social and Behavioral Sciences, she has held several academic leadership roles at University of Phoenix, 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 the vice president of membership for the Arizona Chapter of the Healthcare Information and Management Systems Society (HIMSS).

ASSOCIATE DEAN

FRANZI WALSH, DBA, MPA

Dr. Walsh has served University of Phoenix for 25 years and currently is associate dean for Criminal Justice, Public Administration, and Security Programs within CSBS. Dr. Walsh holds a Master of Arts in Organizational Management and a Doctor of Business Administration from University of Phoenix, and a Master in Public Administration from Western International University.

ASSOCIATE DEAN

SAMANTHA DUTTON, PhD, LCSW

Dr. Dutton has served University of Phoenix for six years and is currently 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 of Social Work and Master of Social Work degrees from New Mexico Highlands University. She serves as president for the National Association of Social Work-Tennessee and is a values and ethics reviewer for several social work journals.

ASSOCIATE DEAN

DEAN ASLINIA, PhD, LPC-S, NCC

Dr. Aslinia has served University of Phoenix for five years and is currently the associate dean for the Psychology and Human Services programs. He is a Licensed Professional Counselor and board-approved supervisor in Arizona and Texas. He is also a National Certified Counselor, and a certified sexologist and sex therapist. He holds bachelor’s and master’s degrees in Psychology from the University of Houston, and a master’s and a doctorate in Counseling from Texas A&M University-Commerce. He has more than 25 years of combined graduate teaching and clinical counseling experience. He is the former president of both the Arizona Counseling Association and the Texas Association of Marriage and Family Counselors.

ACADEMIC DIRECTOR OF COUNSELING

SHEILA BABENDIR, EdD, LPC

Dr. Babendir has served University of Phoenix for 16 years and is currently the academic director of counseling for two University programs: Clinical Mental Health Counseling and Counseling/Marriage, Family and Child Therapy. She is a Licensed Professional Counselor in Arizona and has over 20 years of combined teaching, supervision and clinical practice experience. She is a past president and is the current (2022-24) president of the Arizona Counseling Association.

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 Correctional Program Support Services
- Bachelor of Science in Criminal Justice Administration
- 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
- 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 Industrial-Organizational Psychology
- Master of Science in Psychology
- Master of Science in Psychology (Direct Assessment)

FY22 program completions



*This program is not available for new enrollment.

Industry Advisory Council

The CSBS advisory councils meet periodically to discuss a range of topics designed to advance the college and better serve our students. In 2022, these discussions included emerging trends and skills gaps in their respective fields, learning and technology enhancements, and recommendations for program revisions, including feedback on changes in the Bachelor of Science in Social Work program. Additionally, the councils provided feedback on the Crisis Support Badge and the development of the online Master of Science in Counseling/Clinical Mental Health Counseling (MSC/CCMH) program.

Counseling, Psychology and Human Services council:

- Lacey Berumen, PhD – Director of Behavioral Science, TRACKtech, LLC
- LaVerne Collins, PhD – Clinical Director, New Seasons Counseling, Training, and Consulting, LLC
- Sheree Summers, LMFT – Mental Health Services Supervisor, Norco College
- Tori Torres, LPC – National Board for Certified Counselors Board of Directors, 2014-2020
- Nikki Watkins, PsyD, LMFT – Mental Health Clinician, San Diego Sheriff's Department

Criminal Justice, Security and Public Administration council:

- Jeff Glover – Chief of Police, Tempe, Arizona
- Reginald Grigsby – Chief Special Agent, Arizona Attorney General's Office
- Carl Nink – MTC Director of Research and Training, Arizona Department of Corrections, retired

- Rob Olding, PhD – Assistant Director, Treatment and Educational Services, Arizona Department of Corrections, retired
- Tommy Tunson, DBA – Professor of Criminal Justice and Director of Public Safety Training Programs, Bakersfield College
- Neal Young – Deputy County Manager, Coconino County, Arizona, retired

Social Work council:

- Faith I. Baker – HUD-VASH Social Worker, Healthcare for Homeless Veterans
- Krista Collins, PhD – Executive Director of Measurement & Evaluation, National Center for Missing & Exploited Children
- Amanda Fixsen, PhD – Director of Implementation, Invest in Kids
- Lindsey O'Connell – Executive Director, Mind Body Wellness; Owner and Psychotherapist, Lindsey O'Connell Counseling
- Bob Zylstra, EdD – Director of Behavioral Medicine, University of Tennessee, Chattanooga, College of Medicine

Faculty scholarship

Faculty members continued to position CSBS and University of Phoenix as thought leaders by publishing scholarly articles or presenting scholarly findings in FY22. Their work included:

Ellen Biros, author, *Recovering from Narcissistic Mothers: A Daughter's Workbook*, Aug. 31, 2022

Greggus Yahr, presenter, "Geriatric Psychopharmacology and Common Medications of Seniors," AMHCA National Conference, June 23, 2022

Jennifer MacNeil, presenter, "Human Rights of Women and Prevention of Femicide," International Women's Day event, Actopan, Mexico, March 8, 2022

Kesha Burch, co-author, *The Cambridge Handbook of Community Psychology: Interdisciplinary and Contextual Perspectives*, Cambridge University Press, Dec. 1, 2021

Kim Chosie, co-presenter, "The Efficacy of a Medical School Pre-Matriculation Program for Incoming First-Year Osteopathic Medical Students," American College of Physicians, June 18, 2022

Laura K. Harrawood, co-author, Chapter 17: Advocacy Training: Curriculum for Professional and Client Advocacy, *Professional Counseling Excellence Through Leadership and Advocacy*, Jan. 10, 2022

Monalisa McGee, presenter, "The Intersection: A Trauma Informed Approach: The Intersection of Mindfulness, Compassion, Clarity, and Cultural Awareness," 2022 NBCC Bridging the Gap Symposium, June 5, 2022

Paula May, author, "Changing the Culture to Prevent Officer Suicide," *North Carolina Police Chief Journal*, April 15, 2022

Robin A. Switzer, presenter, "Ethical Suicide Risk Documentation and Collaboration," Law and Ethics Conference, Feb. 8, 2022

Stewart Stanfield, presenter, "Mini-Certification to Enhance Faculty Engagement and Professional Development: A Mixed-Method Study," The Qualitative Report 13th Annual Conference, Jan. 19, 2022

Valerie Bradley-Holliday, co-author, "Reshaping Practitioner Higher Education Institutions to Serve Adult Learners: The COVID-19 Pandemic Implications," *Journal of Higher Education Theory and Practice*, March 31, 2022



Daniel Beckwidth,
BSCJA/CYB 2016

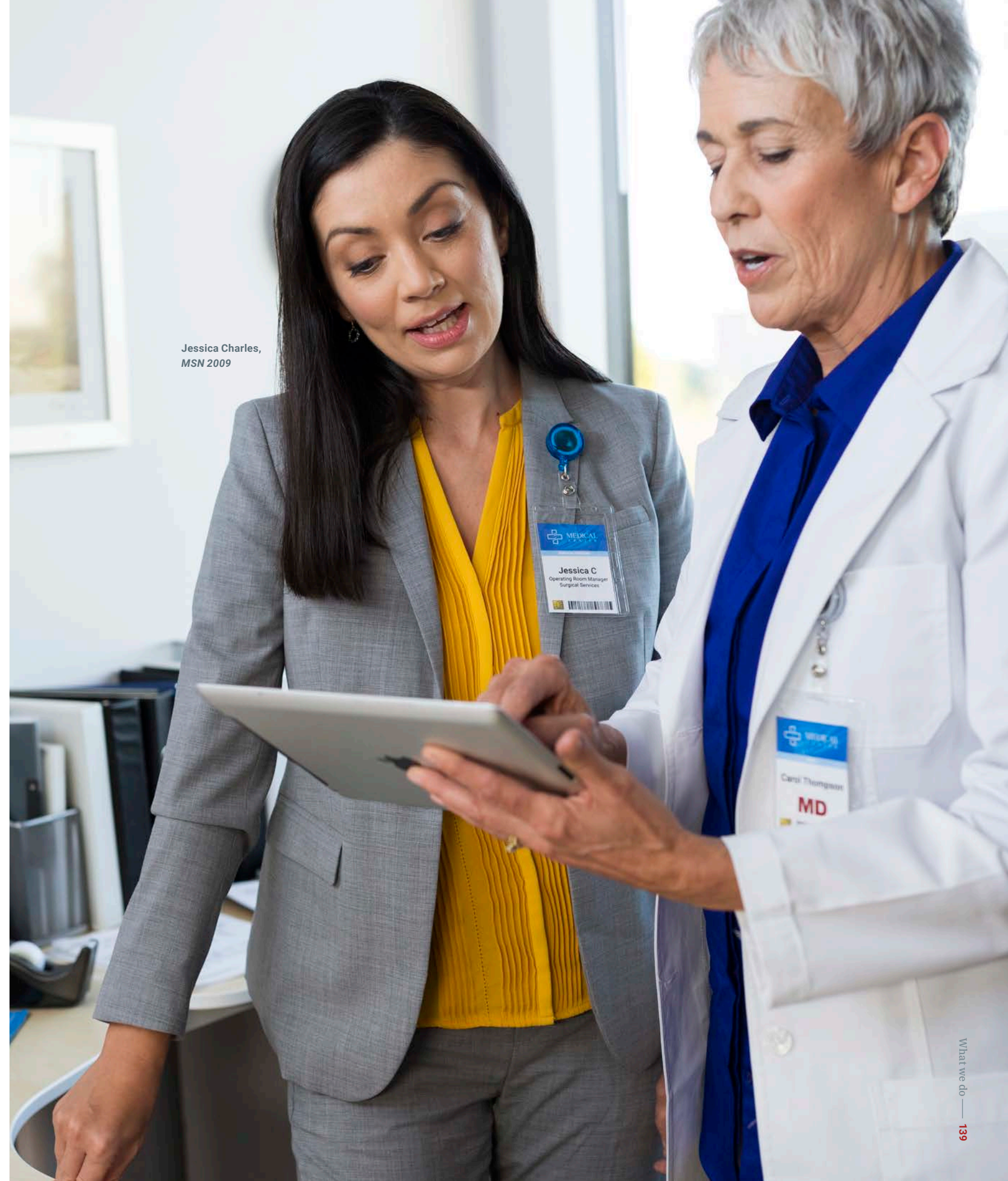
College of Health Professions

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

College highlights

The College of Health Professions (COHP) strives to equip students with a future-focused education that helps them succeed today and tackle tomorrow's healthcare challenges. Our programs place an emphasis on authentic assessment, real-world tasks and applied skills vital for a career in healthcare. COHP achievements in the last year include the following highlights:

COHP launched a new Bachelor of Science in Health Management-Direct Assessment (BSHM-DA) in January 2023. The new program provides students who have experience in their field a self-paced format with faculty support, and they can decide how quickly they move through the content. With faculty support, students create an individualized learning experience based on their previous knowledge.



Jessica Charles,
MSN 2009

College highlights continued...

The college added two new full-time faculty members in FY22: Thomas Sloan and Jackie Lucas. Already experienced faculty with the University, they both joined COHP in a more robust capacity, lending their decades in the field and teaching. Their contributions to the Master of Health Administration (MHA) program have been significant, assisting the college in quickly implementing changes for continuous improvement and student support.

COHP celebrated the first set of Master of Public Health (MPH) graduates, who completed the program in December 2021. This cohort of four students began the program in April 2020 and worked diligently to finish without delays despite the pandemic, allowing them to contribute during a time in which public health was particularly relevant to the world.

COHP celebrated the first set of Master of Health Administration-Competency Based (MHA-CB) graduates. This cohort of nine students began the program in late November 2020 and finished in less than a year. Since the program launched in 2020, it has grown to over 400 current students and has already seen 214 students complete the program, with more reaching graduation every eight weeks.

The Master of Health Administration (MHA) program is programmatically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME). The University received accreditation by CAHME in 2020, becoming the largest university to be accredited by CAHME at that time. In early FY23, the University hosted a successful CAHME reaccreditation visit, including the completion of a self-study that highlighted improvements to the MHA program. This self-study was a significant undertaking, entailing a thorough review of the program, faculty, courses and the student experience.

Mark Jöhanntsson
Mark Jöhanntsson, DHSc, MPH
 Dean, College of Health Professions

Key leadership

DEAN

MARK JÖHANNTSSON, DHSc, MPH

Dr. Jöhanntsson has served University of Phoenix for seven years and has spent more than 30 years as a senior leader in corporate, academic, or 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. He sits on the Greater Phoenix Economic Council as a Health Innovation Council member.

ASSOCIATE DEAN

HEATHER STEINESS, PhD, MPH

Dr. Steiness has served University of Phoenix for three years, specializes in global public health and has over 25 years of experience designing, implementing and evaluating health and health systems globally. She has a PhD from Arizona State University and a Master of Public Health from the University of Michigan.

ASSOCIATE DEAN

NYE CLINTON, PhD, MHA

Dr. Clinton has served University of Phoenix for 19 years, during which time he has worked with faculty, curriculum and students. He holds a doctoral degree from University of Phoenix, an MA from SUNY Buffalo, and an MHA and MBA from University of Phoenix.

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 Healthcare Compliance and Privacy

Master of Health Administration with a concentration in Informatics

Master of Health Administration/Master of Business Administration

Master of Public Health with a concentration in Community Health Leadership

Certificate programs

Health Information Systems Certificate (undergraduate)

Medical Records Certificate (undergraduate)

Graduate Healthcare Informatics Certificate

Graduate Healthcare Compliance and Privacy Certificate

FY22 program completions



Industry Advisory Council

The College of Health Professions Industry Advisory Council hosted its annual meeting on May 19-20, 2022. The council discussed a range of topics designed to advance the college and better serve students, including sharing insights about industry trends, identifying needs that will benefit COHP programs and their curriculum, preparing students for tomorrow's job market, and fostering personal investment into programs by building a national network of professionals who are passionate about program offerings. Industry Advisory Council members include:

- Mosunmola Adeyemi – Clinical Quality Improvement Specialist, Tennessee Center for Patient Safety; University of Phoenix faculty
- Peter Albright – Practice Manager, Allegheny Health Network; University of Phoenix faculty
- Dean Athanassiades – Senior Director, Project Services, Philips Healthcare
- Frazier Ben Beatty, PhD – Program Director, Public Health, Regis College
- Michelle Clemons, Consultant, Florida Department of Health
- Vincent DaCosta – Director, Databricks
- DeMarico Davis – Executive Assistant to Associate Director, U.S. Department of Veterans Affairs Medical Center
- Lawrence Fergus, RN – Senior Consultant, Healthcare Management Insights
- Jamila Jones – Health Communication Officer, Centers for Disease Control and Prevention
- Jeff Kindrai – Director/Health Officer, Grant County Health Department
- Steven Linerode, RN – Director, Risk and Safety Management, Community Howard Regional Health System
- Jackie Lucas – Consultant, Creative Healthcare Solutions; Core Faculty, University of Phoenix
- Julie Ritzman – Vice President, Patient Safety and Risk Management, The Doctors Company
- Thomas Sloan – President, TJ Sloan & Associates; Core Faculty, University of Phoenix
- Roy Swift – Executive Director, Workcred
- Ajith “AJ” Thomas, AIA, NCARB, ACHE, LEED AP, BD+C, EDAC – Vice President, Healthcare Studio Leader, Corgan
- Robert Vella, MPH – Chief, Communicable Disease Bureau, Delaware Division of Public Health; 2019 and 2021 University of Phoenix Faculty of the Year
- Liz Warren – Faculty Director, Storytelling Institute, South Mountain Community College

Faculty scholarship

Several college faculty members were active in publishing scholarly articles or presenting scholarly findings in FY22. They included:

Crina Cotoc, “Race, Zoonoses and Animal Assisted Interventions in Pediatric Cancer,” *International Journal of Environmental Research and Public Health*, June 24, 2022

Dean Athanassiades, presenter, “Transforming Technology Experts into Consultants,” Technology & Systems World Conference, Oct. 19, 2021

Debra Sandberg, presenter, “Virtual Leadership: CEOs and C-Level Executives of Healthcare Organizations in the U.S. New Role as Virtual Leaders,” ILA 23rd Global Leadership Conference, Oct. 25, 2021

Heather Steiness, “Pot Song as a Novel Cancer Communication Intervention: Lessons Learned from Developing, Implementing, and Evaluating a Culturally Grounded Intervention for Breast Cancer Education in Rural Bangladesh,” *Journal of Cancer Education*, Nov. 30, 2021

Jennifer Cescolini, presenter, “Behavioral Health in Disaster Planning and Emergency Preparedness,” Behavioral Health Symposium, June 16, 2022

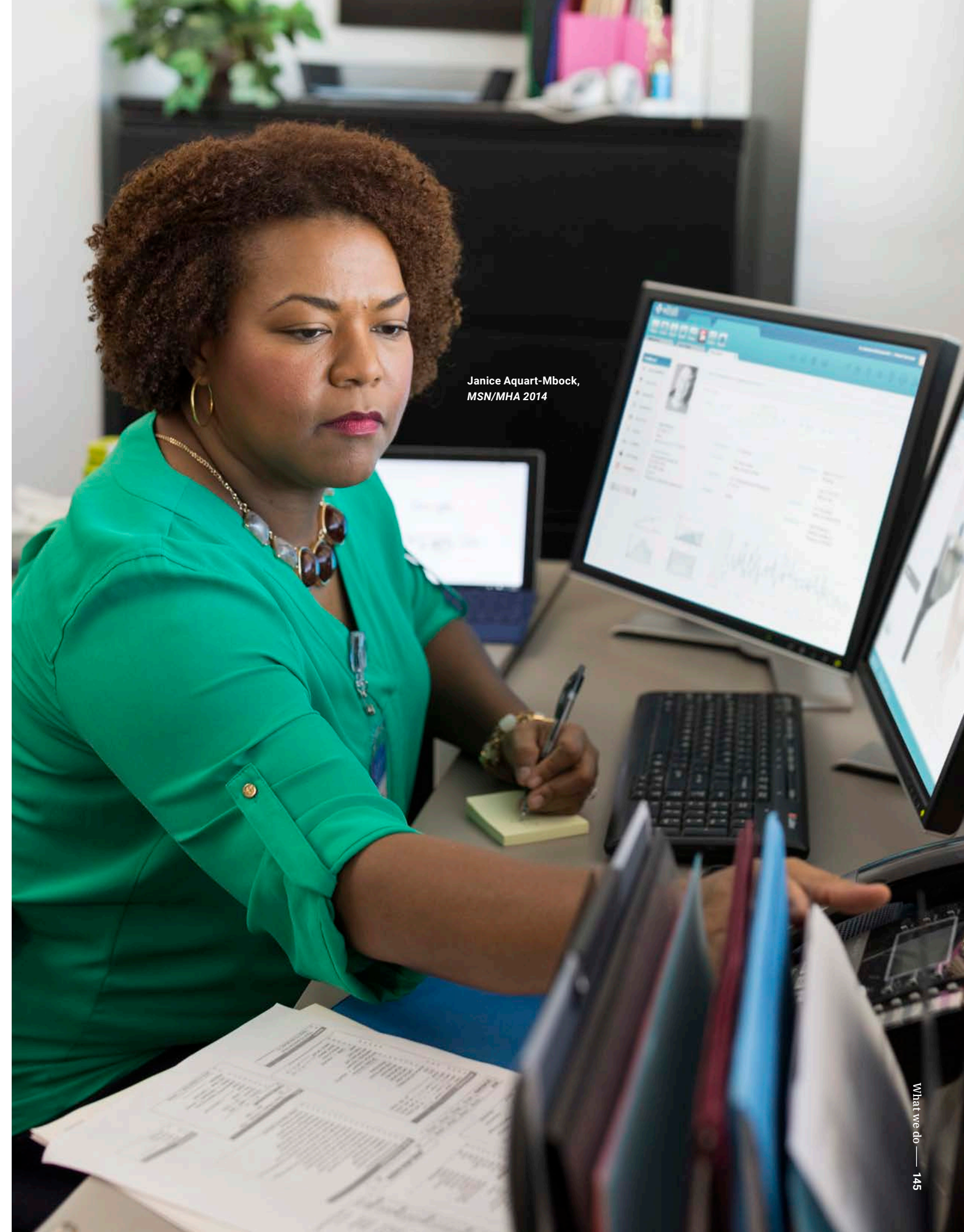
Katherine Weber, presenter, “Rise Up, Be Connected, Be the Connection,” Women’s Leadership Summit, Oct. 14, 2021

Robert Adams, presenter, “Fostering Psychological Safety,” Inclusive Leadership Summit, April 14, 2022

Robert Smiles, co-author, “The Implementation of E-portfolios in an Online Graduate Program,” *European Journal of Open Education and E-learning Studies*, Nov. 22, 2021

Steve Linerode, presenter, “Patient Safety Culture,” Network Patient Safety Council, Oct. 19, 2021

Thomas Sloan, presenter, “Reshaping Practitioner Higher Education Institutions to Serve Adult Learners: The COVID-19 Pandemic Implications,” *The Quality Report*, Jan. 21, 2022



Janice Aquart-Mbock,
MSN/MHA 2014

College of Nursing

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

College highlights

The College of Nursing (CON) 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.

The curriculum for all nursing degree programs is aligned with the American Association of Colleges of Nursing (AACN) Essentials – the expected competencies of graduates of nursing practice programs – to ensure nursing graduates are prepared to pursue lifelong learning opportunities.

In 2022, CON experienced a successful transition of new leadership, including a new dean and two new associate deans, and the addition of a new position: assistant dean of Operations and Faculty. We achieved initial accreditation from the Commission on Collegiate Nursing Education (CCNE) for our Doctor of Nursing Practice (DNP) program with a five-year term, and we added two full-time faculty in the DNP program to support student practice projects and program growth. We established the integration of one platform, Typhon, across all CON programs as a repository for clinical forms and clinical logs.

The CON programs are designed to provide students with career-relevant skills to support the trajectory of nursing education from



Matt Bauer,
BSN 2011

College highlights continued...

nursing undergraduate education through advanced graduate and doctoral education. We integrate concepts into our programs that support nursing as a discipline, increase the nursing breadth of knowledge, and strengthen applied experiences in diverse nursing practice settings. In 2022, we aligned resources to support skill acquisition and program outcomes. We implemented authentic application of skills into the updated Master of Science in Nursing (MSN) programs with concentrations in Informatics, Nursing Education and Nursing Administration; launched our Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program; and ensured California Community College alignment with our Bachelor of Science in Nursing curriculum to enhance transferability.

Our programs emphasize the dynamic intersectionality between individuals, groups, family, communities, and environmental, societal and economic influences. We are focused on nursing practice, evidence-based research, ethics in nursing, and continuous quality improvement to provide the framework needed to improve healthcare outcomes. In 2022, we welcomed the inaugural cohort of psychiatric mental health (PMH) nurse practitioner (NP) students. We strengthened community relationships and opportunities with organizations such as the Organization for Associate Degree Nursing (OADN) and our Sigma Theta Tau chapter, Omicron Delta, and provide ongoing leadership mentoring of OADN members. Additionally, we provided nursing thought leadership presentations for community partners such as OADN, Kaiser Permanente and Kindred Healthcare.

Our programs exemplify the uniqueness of nursing as a profession and reflect the diverse practice settings. Yet they share common interprofessional language recognized and understood across healthcare professions by employers, learners, faculty and the public. The end goal is to provide the graduate skills needed for the ever-demanding pace and accountabilities of the nursing workforce.

We strive to create an atmosphere of respect for differences within the classrooms both online and in person. Cultural competence, inclusion, safety, leadership and caring are core values emphasized throughout our programs.

Raelene Brooks

Raelene Brooks, PhD, RN

Dean, College of Nursing

Key leadership**DEAN**

RAELENE BROOKS, PhD, RN

Dr. Brooks was named dean of the College of Nursing in January 2022. Dr. Brooks joined University of Phoenix in 2019 as associate dean. She has more than 15 years of academic leadership and management experience, including as a faculty member, at the undergraduate and graduate nursing program levels. A registered nurse for more than 25 years, Dr. Brooks has an extensive background in institutional effectiveness, program review, accreditations, student outcomes and curriculum. She holds a PhD in Nursing Science from the University of San Diego, is a member of the National Education Progression in Nursing Special Interest Groups and is a committee member for the Organization for Associate Degree Nursing DEI workgroup. She also serves on the Yavapai Community College Advisory Council, ElevateEdAz Healthcare, the Greater Phoenix Chamber of Commerce Healthcare Council and the National Organization of Associate Degree Nursing DEI Council.

ASSOCIATE DEAN

KATHLEEN RUPP, PhD, MSN, RN, CNE

Dr. Rupp has served University of Phoenix for eight years and is the associate dean for the University's graduate Nursing programs. As an associate faculty member, she teaches leadership, nursing theory and research courses. A nurse for more than 30 years, she has extensive experience in mental health, critical care and leadership. Dr. Rupp is a two-time alumnus of University of Phoenix, with a PhD in Nursing and a Bachelor of Science in Nursing. She earned a Master of Science in Nursing Leadership from Grand Canyon University.

ASSOCIATE DEAN

LINNEA AXMAN, DrPH, MSN, FNP-BC, PMHNP-BC

Dr. Axman has served University of Phoenix for three years and is the associate dean for undergraduate and doctoral programs. Previously, she was program chair for the MSN/FNP Online and Southern California campuses. Dr. Axman has been an educator, primary

care provider, program director, regional director and chief operations officer in the United States and abroad. She has been published in peer-reviewed journals and has been principal and associate investigator and methodologist on externally funded projects. Her clinical and research interests include improving access to healthcare for medically underserved people and evaluating the effects of evidence-based interventions on health outcomes. Dr. Axman is a Fellow in the American Association of Nurse Practitioners.

ASSISTANT DEAN

BRANDI MORSE, EdD, MEd

Dr. Morse is the assistant dean of operations and faculty for the College of Nursing. She joined University of Phoenix in 2009 and has had roles as an academic counselor and in Academic Affairs prior to joining the College of Nursing. In her role, Dr. Morse ensures operational efficiency for the college's Nursing programs to improve the student experience and supports faculty engagement. Dr. Morse holds a Bachelor of Arts in English from Arizona State University, and a Master of Arts in Education with focus on Adult Education and Training and a Doctor of Education in Educational Leadership from University of Phoenix.

SYSTEMATIC PROGRAM AND CURRICULUM EVALUATOR

SUN JONES, DNP, RN, FNP-BC

Dr. Jones joined the University as associate faculty in 2011 and became program chair for the MSN/FNP Phoenix Campus in 2016. In her current systematic program and curriculum evaluator role, Dr. Jones works closely with associate deans in the College of Nursing to prioritize evaluation and assessment of nursing programs, as well as quality improvement and student achievement initiatives. She has more than 21 years of experience as a family nurse practitioner and is actively involved in providing healthcare access and education to the Asian American Pacific Islander community.

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

Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner

Doctor of Nursing Practice

Accreditation

The baccalaureate degree program in nursing, master’s degree program in nursing and Doctor of Nursing Practice program at the University of Phoenix are accredited by the Commission on Collegiate Nursing Education, 655 K St., NW, Suite 750, Washington, DC 20001, 202-887-6791.

FY22 program completions



Industry Advisory Council

During our 2022 Industry Advisory Council meetings, members were updated on the College of Nursing’s strategic goals and provided insights on industry trends and needs for nursing graduates. Advisory council meetings occur twice a year. Council members also engage throughout the academic year on initiatives.

- Manny C. Barbosa, DHA, MSN/Ed, RN, CCRN, PCCN – Surgical Intensive Care Unit Nurse Manager, U.S. Department of Veterans Affairs
- Candice Vaughan Griffin, DNP, RN, NEA-BC – Executive Director, Clinical Education and Professional Development, Banner Health
- Barbara Barney-Knox, MBA, MA, BSN, RN – Deputy Director Nursing and Chief Nurse Executive, California Correctional Health Care Services
- Linda MacIntyre, PhD, RN, PHN, FAAN – Chief Nurse, American Red Cross
- Donna Meyer, MSN, RN, ANEF, FAADN, FAAN – CEO Emeritus, Organization for Associate Degree Nursing
- Captain Thomas Pryor – Nurse Consultant, Centers for Medicare & Medicaid Services
- Lynn Sagara, MPH, RN – Board of Directors, Southern Arizona Chapter, Diversity, Equity & Inclusion Committee Chair, American Red Cross
- Jason Saude, DNP, FNP – Clinical Manager, Abdominal Transplant Manager, University of California San Diego Health
- Rhonda Thompson, DNP, MBA, RN, NEA-BC – Chief Nursing Officer, Senior Vice President of Patient Care Services, Phoenix Children’s Hospital
- Anne Marie Watkins, DNP, MSHCA, RN, CENP – Vice President, National Patient Care Services, Strategy and Operations, Kaiser Permanente

Non-voting council member:

- Antoinette Dziedzic, PhD, MSN, RN – Chapter President, Omicron Delta, Sigma Theta Tau International

Faculty scholarship

From publication in peer-reviewed journals and book authorship to national conference presentations and committee leadership, College of Nursing staff and faculty were active on the scholarship front in FY22. They included:

Amanda Hundley, presenter, “EBP QI Versus Primary Research,” Doctoral Education Conference, Jan. 18, 2022

Carol Bafaloukos, Jenny Brady and **Sun Jones**, co-presenters, “Innovative Methods to Improve FNP Student Readiness and Confidence in Their Clinical Assessment,” National Organization of Nurse Practitioner Faculties 48th Annual Conference, April 8, 2022

Gregory Friesz, presenter, “Compassion Fatigue Prevention,” National Commission on Correctional Health Care Conference, Nov. 17, 2021

Joanna Carrega, author, “Impact of Live Therapeutic Music on Stress Levels Among Healthcare Workers in a COVID-19 Critical Care Unit,” *Interprofessional Journal of Healthcare*, Sept. 1, 2021

Kathleen Rupp, poster presentation, “The Use of Virtual Clinical Replacement for Nursing Students,” National League for Nursing Nursing Education Summit, Sept. 27, 2022

Linnea Axman, interview, “Brain Foods: 9 Ways to Eat to Help Improve Concentration and Memory,” University of Phoenix Blog, Nov. 15, 2022

Linnea Axman, news interview, “Tips to Prevent Heat Exhaustion,” Fox 5 KVVU-TV Las Vegas, July 25, 2022

Mackenzie Cypher and **Linnea Axman**, co-authors, “Determinants of Location of Death: A Secondary Analysis Utilizing Multinomial Logistic Regression,” *American Journal of Hospice and Palliative Medicine*, March 2, 2022

Pamela Bryant, presenter, “Educating College Students About Human Papillomavirus,” California Association for Nurse Practitioners Annual Educational Conference, April 1, 2022

Patricia Finch-Guthrie, author, “Nurses’ Ability to Recognize and Prevent Opioid-Induced Respiratory Depression: An Evidence-Based Practice Project,” *Orthopedic Nursing*, Dec. 1, 2021

Patrick LaRose, presenter, “#Finding Their Voices: Promoting Political Competence and Advocacy Skills Through Social Media,” 2021 Association of Community Health Nursing Educators Annual Conference, Oct. 1, 2021

Randy Hamilton, Nancy Tahara and **Linnea Axman**, co-presenters, “Converting an Academic Course to a Badge: A Case Study,” Organization for Associate Degree Nursing Convention, Nov. 18, 2022

Sun Jones, contributing author, *Journey to Equity: Strengthening the Profession of Nursing*, Chapter 8: My Journey From Immigrant to Nurse Leader, Oct. 10, 2022

College of Education

Improving the lives of students, families and communities one educator and administrator at a time.

We prepare students for diverse roles ranging from early childhood educator to school administrator. We offer an array of bachelor's and master's degrees, along with a variety of continuing education courses, designed to deepen students' instructional methods. And we prepare future educators and administrators to foster a lifelong love of learning.

College highlights

The College of Education (COE) continued to adapt to the needs of the local schools that allow our teacher candidates to work and learn in. It is an exciting and challenging time to be an educator as pedagogical shifts necessitated by the remnant effects of the pandemic continue to iterate.

We remain committed to helping address the need for P-12 teachers, a challenge most communities face. We are accomplishing this by meeting the needs of working adult students who feel called to become educators. In this work, the requirements of local state education agencies drove much of our efforts this past year.



Apryl Shackelford,
MAEd/CI 2008

College highlights continued...

COE increased its reach to educators and students through 12 education licensure programs and three non-licensure programs in 44 states. One project that led to this broader reach was the revision of our Graduate Licensure Certificates to include both an extra credit hour in Special Education instruction and the inclusion of an approach to teaching literacy called The Science of Reading. Offering these Graduate Licensure Certificates in more states allows our educator preparation programs to help add more K-12 teachers in more states.

COE amended reading courses in the elementary teacher licensure programs to include The Science of Reading approach. It is based on a collection of evidence that informs how the ability to read and write develops in learners and how to teach to these science-based literacy skills. This addition is critical, as state education agencies are requiring this knowledge of their teaching workforce. The Science of Reading will help our teacher candidates become more proficient in this area.

COE programs that achieved either new or continuing approval status in FY22 included the following states:

- Initial approval by the North Carolina Department of Public Instruction:
 - Graduate Initial Teacher Certificate/Elementary
 - Graduate Initial Teacher Certificate/Secondary
 - Graduate Initial Teacher Certificate/Special Education
- Continuing approval by the Arizona Department of Education:
 - Graduate Initial Teacher Certificate/Elementary
 - Graduate Initial Teacher Certificate/Secondary
 - Graduate Initial Teacher Certificate/Special Education

COE continued to engage and learn from its faculty in 2022. The college regularly engaged with its practicum faculty — those who supervise and support student teachers in local schools — in synchronous meetings called Red Apple Round Tables. COE also regularly engaged synchronously with its traditional faculty in meetings called Fireside Chats. In both of these regular sets of meetings, faculty were encouraged to share best practices, learn about teaching practices to support students, and share what was happening in the national education landscape.

COE faculty are thought leaders in education, presenting experiences, innovations and research at national conferences in 2022, including:

- “Rethinking Clinical Practice: What 2020 Taught Teacher Preparation,” presented by Pamela Roggeman and Lisa Ghormley at the National American Association of Colleges for Teacher Education conference.
- “Rethinking Clinical Practice: What 2020 Taught Teacher Preparation,” presented by Lisa Ghormley and Ashley Bartley at the National Association of State Directors of Teacher Education and Certification conference.
- “Rethinking Professional Learning Experiences: How 2020 Accelerated Virtual Teaching and Learning,” presented by Ashley Bartley, Lisa Ghormley and Pamela Roggeman at the Online Learning Consortium Accelerate conference.
- “Professional Learning in My PJ’s? Professional Learning Experiences for Distance Learners,” presented by Ashley Bartley, Lisa Ghormley and Pamela Roggeman at the Online Learning Consortium Innovate conference.

Pamela Roggeman

Pamela Roggeman, EdD

Dean, College of Education

Key leadership

DEAN

PAMELA ROGGEMAN, EdD

Dr. Roggeman has served University of Phoenix for nine years and has more than 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 dean of the College of Education, 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. Dr. Roggeman was the 2020 winner of the Carolyn Warner Education Legacy Award. In 2021, she was named president of the Arizona Educational Foundation. She earned her bachelor's in Secondary Education and her master's in Educational Psychology from University of Arizona. She also holds an EdD in Education Leadership and Innovation from Arizona State University.

ASSOCIATE DEAN

LISA GHORMLEY

Ghormley has served University of Phoenix for 11 years. She began her career as an elementary classroom teacher and helped open a progressive charter school in conjunction with Arizona State University. While there, she led an effort to implement the Teacher Advancement Program throughout her school, serving as a full-time master teacher. At University of Phoenix, Ghormley has served as faculty member, program manager and the College of Education's edTPA coordinator. As associate dean, Ghormley oversees the Arizona teacher preparation initial licensure programs. She also leads all University of Phoenix efforts in alternative teacher certification. She earned her bachelor's degree in Elementary Education at Grand Canyon University and her master's degree in Educational Leadership at Northern Arizona University.

ASSOCIATE DEAN

ASHLEY BARTLEY

Bartley has served University of Phoenix for 16 years and has more than 15 years of experience in higher education. As associate dean, she oversees the design, development and management of College of Education program and course curriculum to ensure the highest academic integrity using principles of instructional design, assessment data of student learning outcomes, regulatory requirements and faculty expertise. Bartley works as the administrative head of the college's advanced preparation programs, the California teacher licensure programs, and continuing education coursework. She earned a bachelor's in Elementary Education at Arizona State University and a master's in Adult Education at University of Phoenix.



Pamela Roggeman, EdD
Dean

Degree programs

The following College of Education teacher preparation 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
- Alternative Pathway/Elementary Education*
- Alternative Pathway/Secondary Education*
- Alternative Pathway/Special Education*
- Graduate Initial Teacher Certificate/Elementary
- Graduate Initial Teacher Certificate/Secondary
- Graduate Initial Teacher Certificate/Special Education

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

- Bachelor of Science in Liberal Studies (California only)
- Master of Arts in Education/Elementary Teacher Education (California version)
- Master of Arts in Education/Secondary Teacher Education (California version)

*This program is not available for new enrollment.

Additionally, the following programs have been reviewed and approved by the North Carolina Department of Public Instruction:

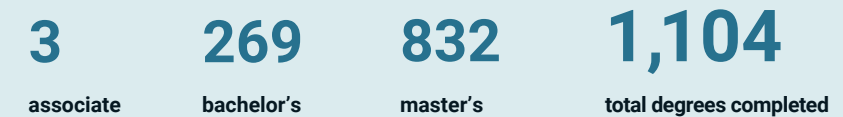
- Graduate Initial Teacher Certificate/Elementary
- Graduate Initial Teacher Certificate/Secondary
- Graduate Initial Teacher Certificate/Special Education

Additionally, the College of Education offers three state-approved graduate level, non-degree courses for California teachers seeking the Crosscultural, Language, and Academic Development (CLAD) certificate.

The College of Education offers the following non-licensure programs:

- Master of Arts in Education/Curriculum and Instruction
- Master of Arts in Education/Adult Education and Training (not K-12 focused)

FY22 program completions



Industry Advisory Council

In FY22 the College of Education hosted a meeting with its National Industry Advisory Council and California Industry Advisory Council.

National Industry Advisory Council

- Katherine Bassett – Chief Executive Officer, New Jersey Tutoring Corps Inc.
- Jemelleh Coes, PhD – Director, Teacher Leadership programs, Mount Holyoke College
- Jeanne DelColle, PhD – Executive Director, Center for Future Educators, The College of New Jersey
- Duane (D.T.) Magee – Superintendent of Schools and Director of Human Resources, Norwalk Community School District
- Amanda Miliner – School Principal, Houston County Board of Education; former Georgia State Teacher of the Year
- Dewayne J. McClary – Executive Director, Strategic Partnerships, engage2learn; Founder and Managing Partner, Educational Equity Partnership
- Kim Kross – Chief Operations Officer, Big Blue Marble Academy
- Kim Graham – Executive Director, Arizona Educational Foundation
- Lindsey Jensen – Early Career Development & Student Director, Illinois Education Association; former Illinois State Teacher of the Year
- Mandy Manning – Digital Content Specialist, Washington Education Association; former National Teacher of the Year
- Joseph Fatheree – Innovation Specialist, Oak Ridge Schools; Top 10 Finalist 2016 Global Teacher Prize; former Illinois State Teacher of the Year
- Nancy Parra-Quinlan – Teacher, Mesa Public Schools; Air & Space Forces Association 2022 Teacher of the Year
- Michael Lindblad – Culturally Responsive Educational Specialist, Oregon Department of Education; former Oregon State Teacher of the Year
- Sydnee Dickson, EdD – State Superintendent of Public Instruction, Utah State Board of Education

California Industry Advisory Council

- Alec Barron, EdD – Director, San Diego Science Project, University of California San Diego
- Ruben Diaz – Superintendent, Baboquivari Unified School District (USD)
- Michelle Gosnell – Principal, Pauba Valley Elementary School, Temecula Valley USD
- Nic Levitt – Earth Science Teacher, Carlsbad High School, Carlsbad USD
- Rachel Diana Millstone, EdD – Lecturer; Supervisor of Secondary Science and English Language Arts Teacher Candidates, University of California San Diego
- Matt Moody – English Language Development Teacher, San Diego USD
- Leslie Perry – Math Program Specialist, Cajon Valley Union School District
- Kristie Remaly – Course Instructor, Western Governors University; Contributing Faculty, Walden University; Faculty and Student Teacher Faculty Supervisor, University of Phoenix
- Valerie Saylor – Coordinator, New Teacher Development Department, Bakersfield City School District
- Frank Patrick – Faculty Supervisor, University of Phoenix

Faculty scholarship

College faculty members were active in publishing scholarly articles or presenting scholarly findings in FY22. They included:

Alana Morales, “Not All Was Lost: Hidden Benefits of the COVID-19 Pandemic on Education,” *Phoenix Scholar*, Dec. 16, 2021

Andrea Wilson, “Education Licensure Candidates During the Time of COVID-19: University Supervisors Reflections About the Forgotten Few,” *Journal of Education Research and Practice*, Nov. 11, 2021

Cheryl Burleigh, “COVID-19: Teacher Interns Perspectives of an Unprecedented Year,” *The Qualitative Report*, June 17, 2022

Edmund Gooch Jr., presenter, “Creating an Assessment Map at the LEA/District/School Levels,” Pennsylvania Department of Education Standards Aligned System Institute, Dec. 7, 2021

Jeff Warshaw, presenter, “Coaching Improvement Teams,” Carnegie Summit on Improvement in Education, April 24, 2022

Ronald Malcolm, “I Have Autism? Why It Is Important for YOU to Tell Your Child They’re Autistic,” *Autism Parenting Magazine*, July 1, 2022

Ronald Malcolm, “Preparing Your Deaf or Hard of Hearing Child to Navigate the Hearing World,” *Exceptional Needs Today*, Nov. 1, 2021

Sean Spear, presenter, “Setting Up and Facilitating an Online Classroom for Effective Student Engagement,” Online Learning Consortium Accelerate 2021 Conference, Sept. 20, 2021

Victoria Merrill-Washington, presenter, “Behavior Management: Where to Start,” 33rd Excellence in Early Childhood Conference, March 26, 2022



Jason Finch,
MAEd/TED-E 2004

College of Doctoral Studies

Developing leaders whose research influences policy and guides diverse organizations through decision-making.

College highlights

Since 1999, the College of Doctoral Studies (CDS) has delivered quality doctoral programs comprising relevant, career-focused curriculum and facilitated by a highly skilled and professional team of dedicated faculty. In 2022, we celebrated our 23rd anniversary and another year of accomplishments by our students, faculty and college.

The College of Doctoral Studies is a uniquely dedicated doctoral school surrounding each student with an extensive Doctoral Education Ecosystem™ approach to help them apply the knowledge, acumen and rigor they need to succeed on the demanding path to a terminal degree. In 2022, we enhanced this ecosystem with a series of scholarly and research student support workshops, the CDS Alumni Mentor Program Pilot, and the launch of short-burst learning videos for research methods at Research Methodology Group.



Camille Salter,
DM 2012

College highlights continued...

Our doctoral programs are designed to readily transform postgraduate students into successful scholars, subject matter experts and innovators in their field. Applying our unique Scholar-Practitioner-Leader™ model, courses are focused on applying knowledge, critical thinking and leadership to address real-world problems. In 2022, 25 CDS faculty were recognized by the Phoenix500, a University-wide faculty excellence award.

Our vibrant community of thought leaders and extensive network of tools and training are designed to optimize, enrich and expedite the doctoral journey. Our graduates are thought leaders who can drive change and make significant contributions to their organizations and communities. In 2022, nine CDS scholars — faculty, staff and alumni — presented at the 24th Annual International Leadership Association Conference. We held our ninth annual research summit, Knowledge Without Boundaries, attended by more than 600 researchers from around the world. Our scholars participated in more than a dozen major top-tier conferences for research.

In fall 2022, we began work on the new Research Hub 2.0 migration, an online platform that will allow us to further enrich and share our thought leadership. Finally, our *Phoenix Scholar*™ periodical received an official ISSN# from the Library of Congress. Since its first edition, *Phoenix Scholar* has released 15 issues and 250 articles.

As we look toward the future, the College of Doctoral Studies recognizes that the continued success of our students rests on quality engagement with our faculty. The college is committed to strengthening our cadre of highly skilled professionals and bolstering a collaborative, supportive and transparent culture to attain, retain and support our faculty and our students.

Hinrich Eylers

Hinrich Eylers, PhD, PE

Vice Provost

Doctoral Studies and Academic Operations

Transformational journey



ACCESS - Advancing Community, Critical Thought, Engagement, Scholarship, and Success (first 5 courses of all programs)
CDS CENTRAL - repository containing all support materials and accessible to students and faculty
SRM - (Student Relationship Management) Institutional Student Management custom platform in Salesforce
CDS Dissertation Management - An array of support platforms (ARIES, SAM, Microsoft Teams, TK20, and Net) dedicated to support students during the phases of their program

Key leadership

VICE PROVOST

HINRICH EYLERS, PhD, PE

Dr. Eylers has served University of Phoenix for 13 years and is the vice provost for Academic Operations and Doctoral Studies. 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 a PhD in environmental engineering sciences. He also holds a Master of Business Administration 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

Since joining University of Phoenix in 2004, Ramirez has held multiple positions including senior operations manager, director of operations, associate campus director for the School of Advanced Studies (renamed College of Doctoral Studies in 2019), and vice president of External Military Relations. Ramirez obtained the rank of U.S. Army Command Sergeant Major (ret.) with 27 years of military service. His education includes 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 as board chair of the Arizona Hispanic Chamber of Commerce. Ramirez is an Arizona Veterans Hall of Fame inductee.

Degree programs

Doctor of Business Administration (DBA)

Doctor of Education (EdD)

Doctor of Health Administration (DHA)

Doctor of Management (DM)

Students enrolled in the DM and EdD programs can select a specialized elective track:

DM elective tracks:

Organizational Leadership

Information Systems and Technology

EdD elective tracks:

Educational Leadership

Curriculum and Instruction

Educational Technology

Higher Education Administration

Certificate programs

Post-Master's Certificate in Business Administration

Post-Master's Certificate in Curriculum and Instruction

Post-Master's Certificate in Educational Leadership

Post-Master's Certificate in Educational Technology

Post-Master's Certificate in Health Administration

Post-Master's Certificate in Higher Education Administration

Post-Master's Certificate in Information Systems and Technology

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

Post-Master's Certificate in Research Essentials

Program completions

208

total degrees/certificates completed in FY22

7,328

Lifetime of college total degrees/certificates completed

Research and Scholarship Enterprise

The College of Doctoral Studies 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. Developing leadership competency — the ability to drive change — is at the core of what we do.

The college's Research and Scholar Enterprise delivers multidisciplinary research and development solutions in the areas of leadership, workplace diversity and educational technology research. This established Enterprise builds a strong culture of scholarship to support University faculty and students, especially those pursuing practitioner doctoral degrees.

Under its umbrella, the college operates three research centers – Center for Leadership Studies & Organizational Research, Center for Workplace Diversity and Inclusion Research, and Center for Educational and Instructional Technology Research – and a public online information hub, research.phoenix.edu. CDS also sponsors the *Journal of Leadership Studies* (a peer-reviewed, Wiley publication) and publishes *Phoenix Scholar*, a quarterly academic publication that spotlights key University evidence-based research. In FY22, *Phoenix Scholar* released three new editions and 52 articles.

The research centers offer regular workshops and seminars to support students and faculty in their research, covering a variety of professional development topics. In FY22, CDS offered 35 workshops and webinars to more than 200 participants. Additionally, the Dissertation to Publication workshop supports

recent doctoral graduates in publishing their research in a peer-reviewed journal. Since its inception in 2014, more than 9,000 presentations and publications have been produced through the CDS Research and Scholarship Enterprise. This includes more than 5,500 published articles and 3,300 presentations, including the *Research Addendum* newsletter, with more than 60 news features in FY22.

CDS launched Research to Publication (R2P) in 2022 for professionals seeking to publish, and continued support for Dissertation to Publication (D2P), with 60 completed submittals to publishing houses for consideration in FY22. The college also established Research Services to provide support for third-party research for corporations and industry partners.

In addition, the college's Research and Scholar Enterprise drew more than 600 attendees at its annual virtual Knowledge Without Boundaries summit in October 2022, including researchers from Japan, Canada, the Philippines, Oman, Nigeria, India, United Kingdom, Trinidad and Tobago, Puerto Rico, Mexico, Korea, Republic of Kenya, Jamaica, Ghana, Egypt, Croatia and the Bahamas. Many are current and former students or faculty.

CDS researchers also support the University's Career Institute and its annual Career Optimism Index® study by analyzing index data and findings. Following the initial release of the index in 2021, the Institute released more than 20 white papers telling a more complete story of the data and creating a wellspring of resources and guidance on how workplaces and companies could apply meaningful changes to meet worker needs.

Faculty scholarship

Approximately 280 CDS faculty members published articles or presented findings in scholarly publications, conventions and conferences in FY22, including the following:

Andrew Maus, DBA, author, "Social, Behavioral, and Educational Research Ethics Post COVID-19," *Phoenix Scholar*, May 22, 2022

Ashraf Esmail, PhD, author, "Police Unions: Shielding Police Abuse and Brutality," *Journal of Education and Social Justice*, June 17, 2022

Daniel Smith, PhD, author, "Relatedness Factors Defining a Mutual Personal Trainer-Client Relationship to Realize Success: A Qualitative Descriptive Study," *Journal of Performance Psychology*, Issue 16, Aug. 9, 2022

Donald Munday, EdD, author, "Breaking Down Barriers: The Importance of Collaboration Between a City Manager and Chief of Police in Today's Society," Center for Leadership and Organizational Studies, White Paper, Feb. 5, 2022

Dorothy Dulko, PhD, author, "The Effect of Burnout on Quality of Care Using Donabedian's Framework," *National Library of Medicine*, March 15, 2022

Geoffrey A. VanderPal, DBA, author, "Exploratory Study of Polyvagal Theory and Underlying Stress and Trauma That Influence Major Leadership Approaches," *Journal of Applied Business and Economics*, March 8, 2022

Jorja Brittany Wright, author, "Learning How to Smartly and Adaptively Manage High Functioning Safety Cultures in US Healthcare Organizations During COVID-19," *International Journal of Smart Education*, Jan. 18, 2022

Louise Underdahl, PhD, presenter, "An Action Learning Led 21st Century Model Towards Sustainable Startup Entrepreneurship Success: Competitive Abstract," 2022 Small Business Institute Conference, Feb. 24, 2022

Shawn Boone, EdD, author, "Critical and Creative Thinking Strategies Can Prepare Students for Career and College Readiness," Educational Leadership, May 2, 2022

Susanne Beier, PhD, co-author, *Multidisciplinary Approach to Diversity and Inclusion in the COVID-19-Era Workplace*, IGI Global, Aug. 15, 2022

College of General Studies

Preparing students with essential skills to foster lifelong learning, academic and professional achievement and service to their communities.

College highlights

The College of General Studies (CGS) manages Liberal Arts degree programs that offer students depth and breadth of knowledge in specific disciplines that align to in-demand careers, such as digital content creator or environmental protection specialist. In addition, our General Education courses, including the six courses that most undergraduate students take within their first year, prepare students with foundational skills they can build upon to carry them successfully through graduation and beyond.

Creative thinking, communication, quantitative reasoning, scientific inquiry and intercultural awareness are vital to success in the 21st century workplace. We are passionate about our role in helping students cultivate these skills. We achieve this through innovative course design and engaged faculty and advisory councils that help us understand the changing needs of students and employers to inform our curriculum decisions.

Briana Houlihan, MBA, G-PM, SA
Dean, College of General Studies



College highlights continued...

CGS achievements in FY22 include the following highlights:

In November 2021, after implementing a monthly faculty communication strategy, the college saw an improved faculty satisfaction score of 79, with 81% of comments favorable and a 41% response rate.

Our improvement and innovation of first-year course design continues to bear fruit with key accomplishments in FY22 and FY23. We published a new version of PSY/110 Psychology of Learning in December 2021 and revised our first-year Economics and Finance course in June 2022. Student completion rates in both have improved.

CGS launched a new version of its Associate of Arts in Professional Focus program in January 2022. This unique program is designed to serve students in approved registered apprenticeship programs, giving them a shorter and less costly path to an associate degree and meeting employer needs by fostering the development of soft skills in their apprentice employees.

In support of the University's curriculum-to-careers strategies, the college launched eight academic digital skills badges in first-year classes in April 2022. These badges give students a tangible artifact representing the skills they are demonstrating in their classes, which they can share with family and friends, on social media platforms, and with employers or potential employers.

Based on feedback from the college's Industry Advisory Council, Associate Dean Dr. Jacquelyn Kelly executed a targeted video strategy within select courses in the Bachelor of Science Environmental Science (BS/EVS) program to help students learn how to read and interpret technical texts. As a result of her exemplary collaboration with faculty subject matter experts and the University's multimedia team, students enrolled in the BS/EVS program now have an engaging way to learn how to consume and make sense of technical texts, such as journal articles, permits or regulatory documents.

Our ongoing efforts to improve student outcomes in first-year courses will continue in 2023, including implementation of synchronous faculty-student interactions in our undergraduate introductory course,

In support of the University's career strategy, CGS mapped its two bachelor's programs to in-demand skills in FY22. Consulting data from labor market researchers, including Lightcast, as well as faculty and industry advisory councils, the college aligned program outcomes to top industry job skills to ensure our students have the opportunity to learn and demonstrate in-demand skills in the respective career fields. All courses in the BS/EVS program have been revised and course outcomes aligned to identified skills. Significant progress is being made to revise BA/ENG program courses.

A journal article on the college's experience in reducing attrition in online undergraduate math courses was accepted for publication in the *International Journal of Research in Education and Science*, April 2022 edition. Co-authors included Associate Dean Dr. Jacquelyn Kelly and College Curriculum Manager Jim Bruno, in collaboration with zyBooks.

Briana Houlihan

Briana Houlihan, MBA, G-PM, SA
Dean, College of General Studies

Key leadership

DEAN

**BRIANA HOULIHAN, MBA,
G-PM, SA**

Houlihan has built her 20-plus-year career in higher education at University of Phoenix, serving as a college dean, assistant dean of operations, campus and academic director, and faculty member. As dean of the College of General Studies, she is responsible for all academic operations impacting the student experience and outcomes, including curriculum effectiveness, program assessment, faculty oversight and engagement, student support and retention initiatives, and academic policy and standards. Leveraging the strengths of her team and with student needs at the forefront, she sets the strategic vision for the college and ensures college goals are aligned to University objectives. Houlihan serves on the University President's Council for Diversity, Equity, Inclusion and Belonging and is passionately committed to the mission of providing inclusive learning experiences and higher education access for all. Houlihan also teaches first-year students, with a focus on building connections to foster a safe space for learning where students feel heard and empowered to achieve their educational goals. She earned her Master of Business Administration and a Graduate Project Management Certificate from University of Phoenix and has a Bachelor of Arts in Journalism and Mass Communication from University of Wisconsin-Madison.

ASSOCIATE DEAN

JACQUELYN KELLY, PhD

Dr. Kelly is an associate dean with more than 15 years of experience in science and math education. Her expertise is in translating STEM education research into practice at institutions of higher education. She earned her doctorate in Curriculum and Instruction with a specialization in Science Education from Arizona State University. Her master's degree is in Materials Science and Engineering from Arizona State University. Her undergraduate degree is in Physics and Chemistry from California State University, San Marcos. Dr. Kelly has dedicated her work to scaling and sustaining research-based practice in math, science and engineering education. She has been principal investigator and co-principal investigator of multiple federal grant projects to develop science education support for rural K-12 teachers and to develop student government science officer roles in K-12. Her previous positions include science teaching, teacher evaluator for the county education service agency, and program director for professional development programs for science and math educators.

ASSOCIATE DEAN

SUSAN HADLEY, PhD

Dr. Hadley has served University of Phoenix since 2017, and has spent the majority of her career in higher education serving in various dean roles, as a faculty member across degree levels, and as a 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. Dr. Hadley holds a PhD in psychology from Saybrook University, a Master of Arts in English from Emporia State University, a Bachelor of Arts in English from Hastings College, and a Bachelor of Science in Business Management from Bellevue University.

Degree programs

Associate of Arts in Professional Focus

Bachelor of Arts in English

Bachelor of Science in Environmental Science

Student success story

I remember a cover letter assignment I had in English Composition II, where I decided to use an email to demonstrate a rhetorical pattern. While doing the research on the assignment, I used principles we were studying to apply for a job from another employer and to negotiate with my current employer. During my conversation with my current employer, they stated how much of an asset I was, and [that] they could not lose me as an employee, so my negotiation was successful. I want to thank my teachers and UOPX for helping me develop real-world skills that have helped me!

- Melissa Holder,

*University of Phoenix student,
Bachelor of Science in Accounting program*



Industry Advisory Council

During 2022, the CGS held Industry Advisory Council meetings in the winter and summer. They focused on discussion of new industry trends and any new challenges facing employers in the respective fields; sharing program vision progress and highlighting where council feedback was implemented; discussing course-specific revisions or new courses we have developed and if they hit the mark in terms of employer needs; and asking about any additional skills council members would expect graduates to have.

English division:

- Regina Edwards – Former CEO, Arizona YMCA Metro Phoenix
- Anissa Stringer – Senior Editor, Ruffalo Noel Levitz
- Emily Wood – Vice President of Instructional Design, Ruffalo Noel Levitz
- Jay York – Senior Technical Writer, Gogo Business Aviation

Environmental Science division:

- Hunter Moore – Senior Partner, Consilium Consulting; former Policy Advisor to former Arizona Gov. Doug Ducey
- Gerald Roose – Director, North American Environmental Operations, Freeport-McMoRan Copper & Gold Inc.
- Frederick Tack – President-elect, Arizona Society of Professional Engineers; Project Director/Team Leader, Wastewater Treatment, GHD
- Marc Wicke – Senior Scientist, Salt River Project

Leadership and faculty scholarship

College leaders and faculty members were active in publishing scholarly articles or presenting scholarly findings in FY22. They included:

Jacquelyn Kelly, presenter, “Closing the Gap: Strategies for Research to Practice in Online Undergraduate STEM General Education,” Online Learning Consortium Innovate 2022 Virtual Conference, March 29, 2022

Jacquelyn Kelly, presenter, “Creating and Using a Philosophical Framework to Bring Theory into Practice in Undergraduate General Education STEM,” American Association of Colleges and Universities 2021 Transforming STEM Higher Education Conference, Nov. 6, 2021

Jacquelyn Kelly and **Alex Edgcomb**, co-presenters, “Best Practice and Course Reconceptualization in Online Undergraduate Quantitative Reasoning,” Online Learning Consortium Innovate 2021 Virtual Conference, March 20, 2021

Denese Wolff and **Nora Clarke**, co-presenters, “Rethinking Virtual Education in Times of Change,” 2nd International DIY Workshop Symposium, March 7, 2022

Joann Iglinski, **Michelle Palaroan** and **Summer Van Pelt**, co-presenters, “Lights, Camera, Support! Shedding Light on Collaboration and Faculty Support to Thrive within the Pandemic,” Online Learning Consortium Accelerate Conference, Oct. 7, 2021

Judy Drilling, presenter, “How Instructor-Hosted Live Sessions Can Build Empathy and Encourage Student Persistence,” TCC Worldwide Online Conference, April 12, 2022

Ketwana Schoos, presenter, “Title IX: Critical Issues Facing Community Colleges,” Community College Diversity Institute, Sept. 23, 2021

Kimberly Long and **Marsha Morgenstern**, co-presenters, “Effective Engagement and Accessibility in an Online Environment,” TCC Worldwide Online Conference, April 12, 2022

Michelle Palaroan and **Summer Van Pelt**, co-presenters, “Supporting Student Academic Success During and Post-COVID-19,” Online Learning Consortium Accelerate Conference, April 12, 2022

