



2021

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WHO WE ARE



# Providing career-focused thought leadership

Career Institute research to keep pulse on personal career perceptions.

In 2021, we launched the **University of Phoenix Career Institute**®, with a mandate to conduct research into solutions that American workers need. Housed within the University's College of Doctoral Studies, the Institute will conduct research, share insights to inform problem-solving and partner with leading organizations to break down barriers that Americans face in their careers.

The Career Optimism Index® study launched under the umbrella of the University of Phoenix Career Institute in 2021 and is one of the most comprehensive studies of Americans' personal career perceptions to-date. The Institute will conduct this research annually to provide insights on current workforce trends and to help identify solutions – within the University as well as through community alliances – to support and advance American careers.

For the first annual study, more than 5,000 U.S. adults were surveyed about how they felt about their careers, including their concerns, their challenges, and the degree to which they were optimistic about core aspects of their careers, including advancement. The study was conducted in the U.S. among a robust and diverse sample to allow for gender, generational, racial and socioeconomic differences. It includes additional analysis of workers in the top 20 media markets across the country to uncover geographic nuances.

Learn more about the study and its methodology:

[phoenix.edu/career-institute](https://phoenix.edu/career-institute) →



## Americans are optimistic

78%

Hope and optimism prevailed, despite the challenges working Americans faced in the wake of COVID-19. **78% remained hopeful about the future of their careers.**

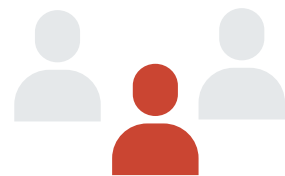
70%

While Americans felt their careers have been disrupted, they remained positive, with **70% saying that hope helped get them through the past year.**

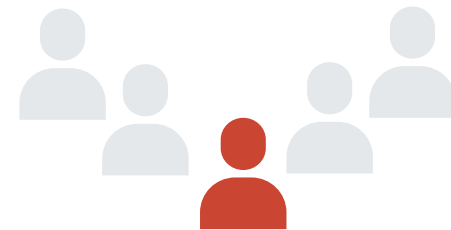


Americans are resilient. **7 in 10 felt prepared to search for a job** if they had to, and roughly **8 in 10 believed they are highly employable**, adapt easily to new work situations and are resilient when facing career challenges.

## Despite optimism, Americans faced significant career challenges



**One in three** Americans believed that COVID-19 had taken their career off course.



Automation was top of mind. **One in five (22%) Americans said their job had become automated** due to the pandemic, specifically. A full 42% of Americans said they were worried that their job skills would become outdated because of advancements in technology.



**Both emotional and structural barriers impacted career progression.** When asked to identify barriers that impact American careers, here's what rose to the top:

- Low self-confidence - 25%
- Fear of change - 25%
- Not having enough education - 24%
- Lack of opportunities for upskilling and development - 24%

## Americans need help with long-term career advancement

American workers need additional support and resources to translate their optimism into future career outcomes. Despite confidence in finding another job in the immediate term if they needed to, **42% of Americans didn't see a clear path forward** to advance their career.

43%

**43% wanted to expand their skill set** but didn't know where to begin.

American workers rank professional networking and skill development as top needs for advancing their careers. **Fifty-five percent needed help connecting with others** in their current or desired field, **54% needed help finding a mentor or advocate**, and **52% needed support in seeking out training programs.**

The University of Phoenix Career Institute has committed to fielding the Career Optimism Index every year, sharing the results broadly to help inform societal solutions to career advancement, and in future years, including employer perspectives to provide additional insights and action opportunities.

# Defining the curve

Like our students, we see a future full of possibilities.

From our earliest beginnings as the University that changed higher education, University of Phoenix has embraced innovation. Even with ongoing challenges posed by a pandemic, 2021 was no different.

In fact, while many institutions spent the last few years pivoting, we've spent them innovating. Whether we're aligning programs to the real-world skills valued by employers or awarding badges students have earned to help them showcase their achievements right away, we're not just ahead of the curve — we're defining the curve.

“ We are at the forefront of connecting student learning to employers' needs. Skills-based learning empowers our students — and their employers — with the knowledge that a University of Phoenix education can be a career-ready education.”

**JOHN WOODS, PhD**  
Provost and Chief Academic Officer



## Skills mapping

We're closing the gap between the classroom and the workplace by aligning degrees and courses to the skills employers want. We've worked with labor market researchers, including the analytics firm Emsi Burning Glass, and experienced faculty in their fields, to ensure our students have the opportunity to learn and demonstrate in-demand skills. More than 85% of our programs open for new enrollment were skills-mapped as of May 2022.

Learn more: [phoenix.edu/skills](https://phoenix.edu/skills) →

## Digital badges

To help students demonstrate the skills they are learning in coursework, we tested and started to introduce digital badges in select courses and programs. We plan to expand digital badges in 2022. Students can share the digital badges on their resumés, social media channels and digital platforms as proof of learning for potential employers, current employers and colleagues.

Learn more: [phoenix.edu/badges](https://phoenix.edu/badges) →

“Employers are looking for evidence that current or future employees have mastered the latest techniques. Our badges, with metadata on the assessments for each, provide tangible evidence that the student has mastered that knowledge.”

**RUTH VELORIA**  
Chief Strategy and Customer Officer

## Digital diplomas

All graduates now receive digital and physical diplomas. By offering digital diplomas, we're empowering our new graduates to celebrate their achievements immediately on social media, digital platforms and job boards. Plus, digital diplomas can be independently validated by future employers and licensing agencies.

Learn more: [phoenix.edu/digital-diploma](https://phoenix.edu/digital-diploma) →

## Career Services for Life<sup>®</sup>

In 2021, we remained committed to offering our students and graduates Career Services for Life, and since the program's launch in 2020, career coaching appointments have increased 148%. At University of Phoenix, career advising with one-on-one coaching, resumé building and interview prep is offered to students and graduates at no additional cost. It's part of our commitment to support our students from the day they enroll until the day they retire.

Learn more: [phoenix.edu/careerservices](https://phoenix.edu/careerservices) →

## A tool to see how much you can save on your degree

Because we believe experience matters, we launched a Savings Explorer™ tool in 2021 to help individuals quickly, and without any cost, explore how their work, life and school experiences might give them a jump start on their degree. This tool helps prospective students understand the value of pursuing various savings options by presenting how other similarly situated students saved.

Learn more: [phoenix.edu/savings-estimator](https://phoenix.edu/savings-estimator) →

## Finding the right program for your career

Prospective students can explore potential careers with our career assessment interest tool. All it takes is a few minutes to see how their interests align with real-world careers and the degree programs that can help them with the educational groundwork to pursue such careers. Plus, our career hub offers access to learn about the top 10 high-growth careers aligned to our degree programs.

Learn more: [phoenix.edu/career-hub](https://phoenix.edu/career-hub) →

## Our fastest, most affordable degree programs

With competency-based education (CBE) programs, working professionals can leverage their experience to earn a quality degree while making the most of their time and money. Our competency-based programs can be completed in under a year for less than \$11,000. By the end of FY21, our CBE programs, which launched in 2020, had 208 graduates.

Learn more: [phoenix.edu/competency-based](https://phoenix.edu/competency-based) →



## From the chair of the board of trustees

I began my service as board chair in February 2018 and, as so many other aspects of living through a pandemic, it feels like a lifetime ago. Throughout this time, University of Phoenix has supported a strong and enduring community of learners, faculty and staff who have become even more connected. I have come to the end of my term as chair and am grateful to share in what we've accomplished together as a community.

We launched around-the-clock student support and resources and our Career Services for Life® commitment during the pandemic. We have continued to evolve in the diversity, equity, inclusion and belonging (DEIB) space, and we have built a DEIB framework to integrate and promote this consciousness throughout our organization.

In 2021, we continued to build on this trajectory with our introduction of the new University of Phoenix Career Institute™ within the University's College of Doctoral Studies that is focused on studying American workforce dynamics to inform societal solutions that spur career growth. The Institute established its first annual Career Optimism Index® study, measuring working Americans' attitudes toward their careers to help identify barriers to career advancement and highlight solutions that can help all American workers accelerate their careers.

We learned from the 2021 Career Optimism Index study that, while 8 in 10 Americans say they are highly employable, adapt easily to new work situations and are resilient in facing new career challenges, more than half still need help connecting with others in their current or desired field, finding a mentor or advocate, or seeking out training programs. These findings help drive our actions as a university. We are seeking working relationships and alliances to learn more and

identify actionable steps to address inequities. We are building our capacity for digital 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.

These efforts coincided with the Great Resignation, a workplace exodus that saw more than 47 million individuals in 2021 deciding to leave their current workplace. The impact on the employer and employee paradigm has been profound. Companies are now seeking to understand how best to retain their talent by offering opportunities, upskilling and reskilling. University of Phoenix can help address this need; our Workforce Solutions team helps companies identify and address the skill gaps in an organization, and this can help reduce churn and increase employee satisfaction, supporting the long-term financial goals of the business and the individual.

It is an exciting and invigorating moment to be in the forefront of a career-relevant university that is laser-focused on the success of working adult students and finding solutions for employers. I welcome Dr. Celestino Fernández, my successor as board chair, and look forward to continuing our work together on the board of trustees.



**Everette J. Freeman, EdD**

Chair of the Board of Trustees,  
*University of Phoenix* (February 2018–March 2022)  
Vice Chair, Board of Trustees,  
*University of Phoenix*  
President Emeritus, *Community College of Denver*

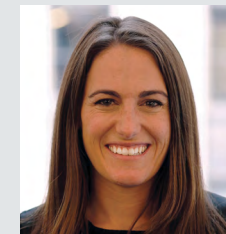
## Independent trustees



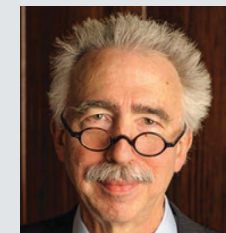
**EVERETTE J. FREEMAN, EdD**  
Chair  
President Emeritus  
*Community College of Denver*



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



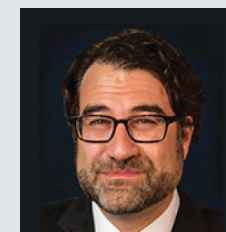
**BROOKE SKINNER RICKETTS**  
Chief Experience Officer  
*Cars.com*



**NICHOLAS B. DIRKS, PhD**  
President & CEO  
*The New York Academy of Sciences*



**RUTH WILLIAMS-BRINKLEY**  
President  
*Kaiser Foundation Health Plan of the Mid-Atlantic States*



**SEAN P. "JACK" BUCKLEY, PhD**  
Head of Assessment and Learning  
Sciences  
*Roblox Corporation*

## Other trustees



**ANTHONY W. MILLER**  
Former Deputy Secretary and Chief  
Operating Officer  
*U.S. Department of Education*



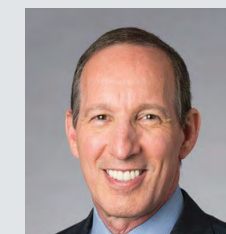
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Executive Chairman  
*Vanta Education*



**LARRY BERG**  
Senior Partner  
*Apollo Global Management*



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



**PETER COHEN**  
President Emeritus  
*University of Phoenix*



## Navigating during a time of transition

During the pandemic, our world as we know it was turned upside down, yet we've found new ways of living, learning, recreating and working. During this time, we continued to support our students facing their own personal challenges while moving the University to a fully remote workforce. The University provides a flexible, valuable and career-focused education. As a leading innovator in online higher education, we furthered our accomplishments in 2021 with:

- **Skills-mapping**, which helps students quickly identify skills they are building through their coursework.
- **Badging**, which allows students to share their achievements and skills quickly on digital platforms and job boards.
- **Around-the-clock support** for our students, enhanced by a new Life Resource Center and a Virtual Student Union.
- **Digital diplomas**, which are available immediately for sharing to social networks and job boards.
- Enhancement and increased use of our **Career Services for Life®** commitment.
- Opportunities for prospective and current students to learn more about the value of their current experience and their goals through our **Savings Explorer™ tool and our career assessment interest tools**.
- Reimagining the **opportunities and solutions** we provide employers.

We continue to add services like these to support our students' ability to Career with Confidence™, and we continue to maintain the lowest tuition possible for our students to increase their return on their education investment to enhance their career.

“ We continue to innovate and develop strategies and tools that bridge the gap between what a student learns in the classroom and the workplace.”

In 2021, the stellar quality of our online education was recognized by the University Professional and Continuing Education Association (UPCEA®), which reviews institutions providing online education and identifies whether they meet seven different standards, or hallmarks, of excellence, including support of students and faculty. We completed an extensive, six-month review and achieved recognition across all seven hallmarks of excellence, one of just a handful of institutions to do so.

Our students can have confidence in the commitment and dedication to their success by every University employee and faculty member. We've built an empowered, values-focused culture with a highly engaged workforce and a purpose-driven focus on student support and success that is the foundation of our work.

We enriched this in an important way in 2021 by creating the framework for the President's Advisory Council on Diversity, Equity, Inclusion and Belonging (DEIB), 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.

We continue to innovate and develop strategies and tools that bridge the gap between what a student learns in the classroom and the workplace by aligning degrees and individual courses to skills employers want. As we support our students moving into their chosen educational and career pathways, we celebrate their achievements and success!



**John Woods, PhD**

Provost and Chief Academic Officer,  
*University of Phoenix*



## LEADERSHIP



### PETER COHEN

President Emeritus

Peter Cohen served as president from May 2017 to January 2022. Prior to joining the University, he served as executive vice president of McGraw-Hill Education, a leading global learning science company. While there, he also oversaw the company's K-12 and higher education businesses in the U.S.



### STEVE GROSS

Chief Marketing Officer

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



### RAGHU KRISHNAIAH

Chief Operating Officer

Raghu Krishnaiah 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.



### CHRIS LYNNE

Chief Financial Officer

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



### SRINI MEDI

Senior Vice President and General Counsel

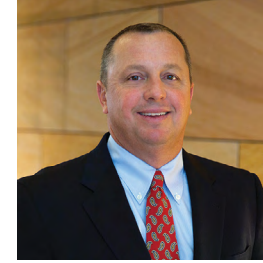
Formerly chief legal officer at Bisk Education, Srinu Medi holds a Bachelor of Business Administration in Accounting, an MBA and a Juris Doctor from the University of Houston.



### CHERYL NAUMANN

Chief Human Resources Officer

Cheryl Naumann 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 Rizzo 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 Smith holds a Bachelor of Arts in Business Administration from Iowa State University and has served as a board member for Junior Achievement and the Memphis IT Council.



### RUTH VELORIA

Chief Strategy and Customer Officer

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



### JOHN WOODS

Provost and Chief Academic Officer

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

## Mission

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

## Vision

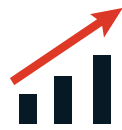
The vision of University of Phoenix is to be recognized as the most trusted provider of career-relevant higher education for working adults. The University will earn that trust through our:



Deep understanding of students' needs



Deep understanding of employers' needs



World-class assessment, analytics and innovation



Operational excellence

## We believe that our students:

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

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

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

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

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

## We believe that as an institution, we should:

Ensure we are valuing students' time and money.

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

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

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

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

Providing  
accredited higher  
education for over  
40 years



### Institutional accreditation

University of Phoenix is accredited by the Higher Learning Commission (HLC) ([hlcommission.org](http://hlcommission.org)).

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

**What it means for our students:**

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

### Programmatic accreditation

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 the program meets quality standards set by the profession.

**What it means for our students:**

Programmatic accreditation can be an important part of meeting licensure requirements or prerequisites for a specific job, such as nursing or counseling.

## ACCREDITATION



### SOCIAL AND BEHAVIORAL SCIENCES

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

For additional information, visit [cacrep.org](https://www.cacrep.org).

**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](https://www.caepnet.org).

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

#### Council on Social Work Education

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 it demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

\*These programs are not available for new enrollment.

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](https://www.cswe.org/accreditation/info/contact-accreditation-staff).



### BUSINESS

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

- Associate of Arts with a concentration in Accounting Fundamentals\*
- Associate of Arts with a concentration in Business Fundamentals
- Bachelor of Science in Accounting
- Bachelor of Science in Business
- Master of Business Administration
- Master of Management
- Master of Science in Accountancy\*
- Doctor of Business Administration
- Doctor of Management

For additional information, visit [acbsp.org](https://www.acbsp.org).

**ACBSP**  
11520 W. 119th St.  
Overland Park, KS 66213



### EDUCATION

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

The following programs\* (Utah-specific) are accredited:

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

For additional information, visit [caepnet.org](https://www.caepnet.org).

**Council for the Accreditation of Educator Preparation (CAEP)**  
1140 19th St. NW, Suite 400  
Washington, DC 20036  
[caepnet.org](https://www.caepnet.org)

\* These programs are not available for new enrollment.



### 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](https://www.cahme.org).

**CAHME**  
PO Box 911  
Spring House, PA 19477



### NURSING

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

# Our faculty – experience counts

Our instructors bring a powerful combination of academic credentials and industry experience to every class they teach. 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.

## 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 FY21, our instructors had an average of 14.4 years of University of Phoenix teaching experience and 27.6 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.

<b>1,233</b> directors	<b>457</b> presidents	<b>136</b> chief executive officers	<b>114</b> vice presidents	<b>65</b> principals
<b>45</b> chief financial officers	<b>44</b> clinical directors	<b>37</b> directors of nursing	<b>27</b> education specialists	<b>19</b> chief information officers
<b>10</b> chiefs of police	<b>5</b> district attorneys			

## Faculty helps turn aspirations into achievements



A faculty member and a Phoenix, Niraj Kohli helps students turn aspirations into achievement in school, business and society.

Kohli came to the United States from India in 1979 with \$50 in his pocket. The youngest of 10 kids, he remembers his father, a senior advocate in the Supreme Court of India, telling him before he left for America: “Work hard, get an education, and if you can help somebody, help somebody.”

### He’s checked all the boxes.

A recipient of the 2021 Faculty of the Year Award, Kohli has a long affiliation with University of Phoenix. He was a member of the second graduating class, earning his MBA in 1983. He was working at Motorola at the time, and University of Phoenix was the only path to an MBA that worked with his busy life.

Back then, the school was still in startup mode. “We didn’t even have a graduation ceremony until 1984. There weren’t enough students yet,” Kohli says.

For the last 21 years, Kohli has been a faculty member in the College of Business and Information Technology. “University of Phoenix

has always been creative and innovative, meeting students where they are,” he says. It’s why he jumped at a faculty mentor role with the Competency-Based MBA program – a faster, more affordable MBA that helps business professionals leverage their experience.

He understands that his students are juggling work, life and school, because he did that too. And that’s where his father’s advice to help others comes in. “I form connection with my students. I want them to know I care,” he says. The bond he forms with students is unmistakable.

“Niraj truly cares that students learn from him. He goes the extra mile,” says Patrick Sherman, DM, MPA, program chair for the College of Business and Information Technology.

At a recent commencement, Kohli found his graduating students’ names in the program, texted them and personally congratulated them as they walked onstage. “One of my colleagues was amazed that I had their numbers and I was texting them,” Kohli says. For him, it was just a natural way to keep cheering his students on.

Even though he has taught more than 750 University courses, he didn’t see Faculty of the Year coming. “When Dr. (John) Woods called me, obviously I was pleasantly surprised. Recognition is not the result I am looking for. To me, the students are the result.” He’s walked that talk. “I ran a quarter of a billion dollars’ worth of business at Motorola. To me, the business was my ‘performance review.’ I ran plants in Malaysia, Korea and China,” Kohli says. “That’s not bad for a kid who arrived to a new country he now calls home with \$50 to his name.”

“ Encouragingly, 11 of our 18 Faculty of the Year were College of General Studies faculty. Since every student in our undergraduate programs takes courses in General Studies, the impact of our general education faculty is wide-reaching. We’re pleased they’re among our top performers.”

**JOHN WOODS, PhD**  
Provost and Chief Academic Officer

Irene Blundell, College of General Studies  
2021 Faculty of the Year

## Top-performing faculty

At University of Phoenix, our instructors are acknowledged and recognized for qualities 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.

### In FY21, recipients included:

- **Irene Blundell** – College of General Studies
- **Bradley Carroll** – College of General Studies
- **Marlene Casel** – College of Business and Information Technology
- **Celine Cate** – College of Social and Behavioral Sciences
- **Mark Cherry** – College of General Studies
- **Brent Duncan** – College of Business and Information Technology
- **Heather Flatness** – College of General Studies
- **Charity Jennings** – College of Education
- **Karen Johnson** – College of Doctoral Studies
- **Jane King** – College of General Studies
- **Niraj Kohli** – College of Business and Information Technology
- **Elisabeth Miller** – College of General Studies
- **Patricia Prince** – College of General Studies
- **Jennifer Smith** – College of General Studies
- **Jeanette Trammell** – College of General Studies
- **Robert Vella** – College of Health Professions
- **Melissa Warren** – College of General Studies
- **Amy Winger** – College of General Studies

**8.8** /10

how likely our students are to recommend their instructors\*

\*Based on more 78,000 students who responded to a survey between 9/1/20 and 8/31/21 about how likely they would be to recommend their instructors on a 0 to 10 scale.

# Diverse faculty

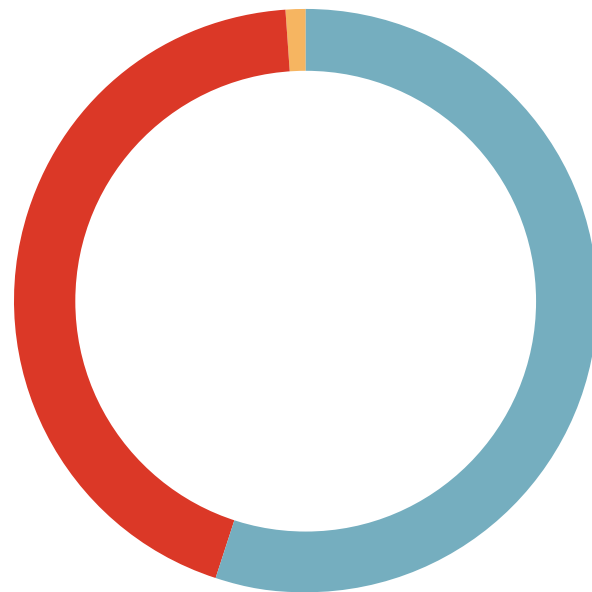
Just as our faculty bring professional experience to the classroom, they also bring ethnic diversity and gender equality reflective of the high value we place on diversity and inclusiveness.

While a recent *Forbes* article reports that ethnoracial diversity in higher education has experienced little overall growth, University of Phoenix outperforms national averages in faculty diversity. The connection between our faculty and our diverse student body leads to a more culturally responsive environment for our students.

The gender and ethnicity of our 3,350 FY21 faculty are reflected in **Figures 1 and 2.**

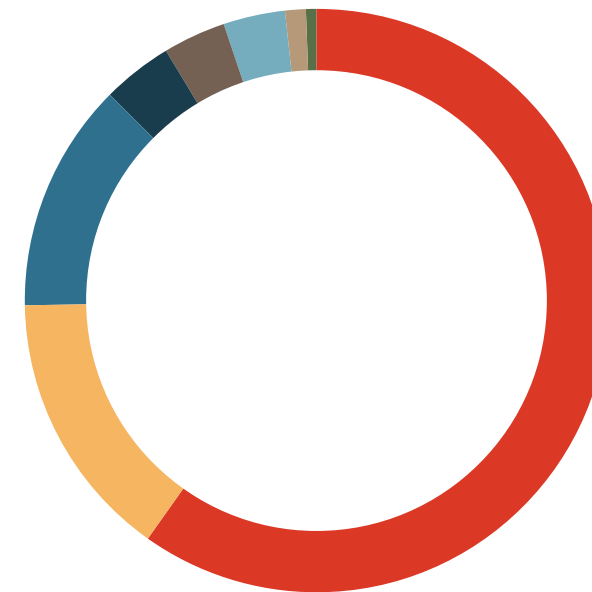
**FIGURE 1 GENDER**

- Female – 55.64%
- Male – 43.73%
- Not disclosed – 0.63%



**FIGURE 2 ETHNICITY**

- White – 60.48%
- Not disclosed – 15.10%
- Black/African American – 12.87%
- Asian – 3.94%
- 2 or more races – 3.52%
- Hispanic/Latino – 3.46%
- American Indian/Alaska Native – 0.51%
- Native Hawaiian/other Pacific Islander – 0.12%





**WHO WE SERVE**

2

# Our students

Phoenixes are as diverse as they are determined.

Because the identities and experiences of our students are so diverse, we value an environment that supports diversity, equity, inclusion and belonging (DEIB).

Statistically, our students are working moms and dads who study during lunch breaks and sports practices, and who dream of better lives for their families. They're adult learners, late bloomers, dream-chasers and trailblazers.

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

**50%+**

More than half report as ethnic minorities

**7/10**

Seven in 10 are women

**38**

The average age of new students is 38

## How to 'Mom' from the C-suite

When you first meet Tracie Morris, you might not immediately guess she's a mom to three adult children. Or that she's a yoga instructor. Or that she's the chief human resources officer for BMO Financial Group. But if her energetic persona belies these things, a conversation quickly reveals them. Morris exudes a steady thoughtfulness indicative of an effective C-suite mom.

She considers every comment or question before replying; she hears others out. So, it doesn't take long to realize that, beneath her inherent likability, there's mettle you shouldn't underestimate.



Tracie Morris, chief human resources officer for BMO Financial Group

Morris is part of the 28% of C-suite executives who are women, according to *Forbes*. This is a group that is asked daily to choose between work and family or between themselves and their professional goals.

Find tips on how to succeed as a C-suite mom.  
Read more: [phoenix.edu/blog/c-suite-mom.html](https://phoenix.edu/blog/c-suite-mom.html) →

Our students  
are remarkable  
anecdotally.

Here's who they  
are statistically.

FIGURE 3 ENROLLED STUDENT POPULATION DATA, FY21

78,600

AVERAGE TOTAL DEGREED ENROLLMENT\*

7,200

ASSOCIATE DEGREES

54,400

BACHELOR'S DEGREES

14,900

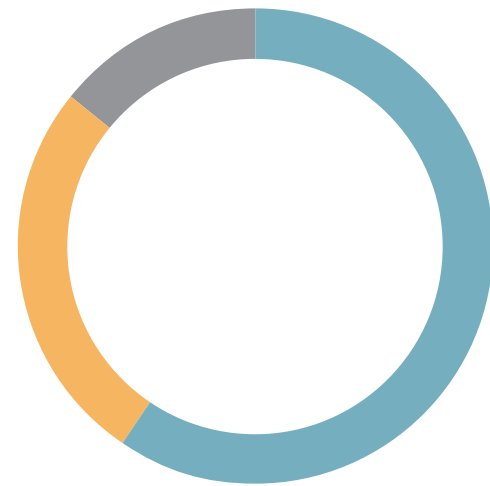
MASTER'S DEGREES

2,100

DOCTORAL DEGREES

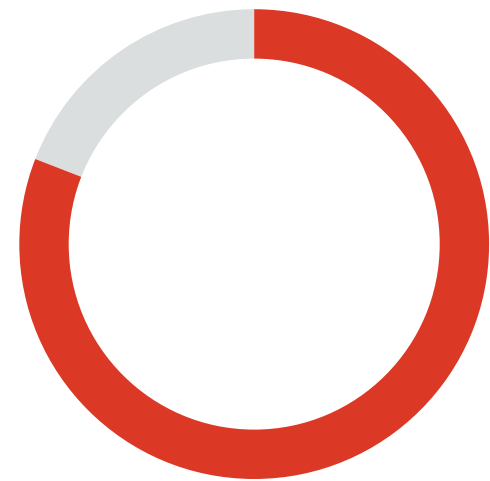
\*Total Degreed Enrollment (TDE) represents the counts of any students who attended a credit-bearing course during the year. The 78,600 figure represents the average TDE for the four quarters in the fiscal year and the fourth quarter TDE in the prior year.

FIGURE 4 ENROLLED STUDENT POPULATION DATA, FY21



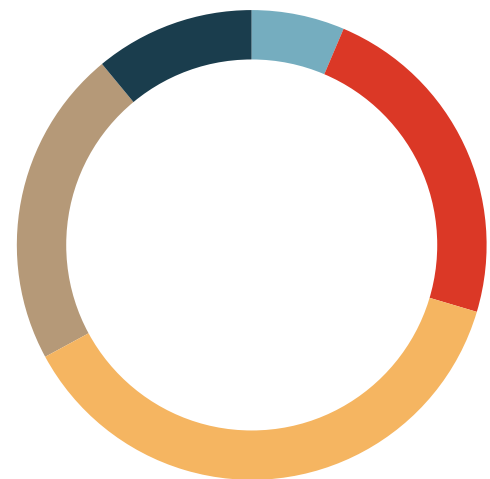
**PARENTS ATTENDED COLLEGE**

- No college - 59.5%
- Mother or father attended college - 26.5%
- Both attended college - 14%



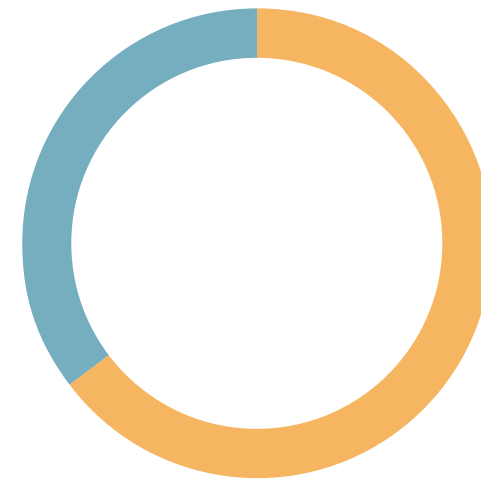
**EMPLOYMENT**

- Employed - 80.9%



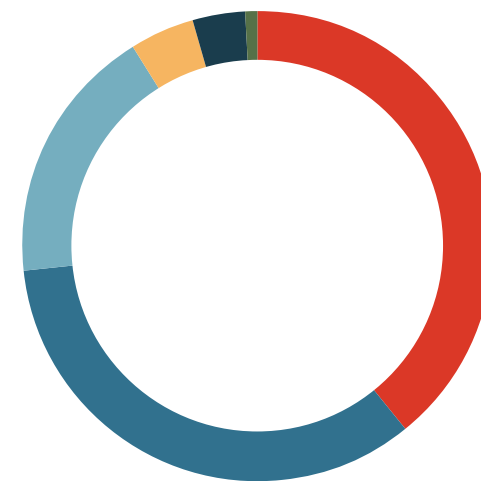
**AGE**

- 22 and under - 6.4%
- 23 to 29 - 23.2%
- 30 to 39 - 37.5%
- 40 to 49 - 21.9%
- 50 and over - 11%



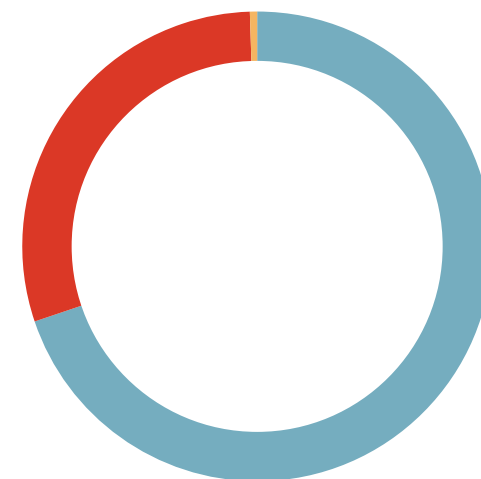
**DEPENDENTS**

- Yes - 63.6%
- No - 36.4%



**ETHNICITY**

- Caucasian - 38.4%
- African American - 34.5%
- Hispanic - 17.8%
- Other/Unknown - 4.7%
- Asian/Pacific Islander - 3.4%
- Native American/Alaskan - 1.1%



**GENDER**

- Female - 70.1%
- Male - 29.8%
- Other (Nonbinary) - 0.1%\*\*

\*\* Data collection began July 1, 2019.

# Ambition on a mission

Our commitment to  
military-affiliated students.

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

For years, pursuing higher education was out of reach for many service members. All of that changed when our founder, Dr. John Sperling, committed to making college education accessible to working adults. Today we are proud to serve thousands of military-affiliated students each year.

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

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



## Our military community at a glance in FY21:

21,800+

military-affiliated students (18.2% of the student population) attended

8,700+

military-affiliated students were women (42.5% of military-affiliated students\*)

5,600+

military-affiliated graduates (22.0% of FY21 graduates)

217

UOPX faculty members reported having military experience

145

University employees self-reported as veterans

272,700

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

\*Percentage is calculated based on 20,450 military-affiliated students who reported their gender.

### ★ '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.



ALWAYS  
REMEMBER

In 2021, 40 volunteers planted 12,000 flags to spell out our theme “Always Remember.” The flags were later donated to local military cemeteries ahead of Memorial Day.

The “Remembering our Fallen Tribute Towers,” a traveling photographic memorial honoring our nation’s military fallen from 2001 to 2021, was displayed in Arizona for the first time at University of Phoenix. Sponsored by the Office of Military & Veteran Affairs and the Office of Corporate Social Responsibility, the memorial was open to the public and included attendance by Gold and Blue Star families.

The University held a virtual Memorial Day ceremony, featuring retired College of Nursing Dean Kathleen O’Grady Winston, PhD, RN, daughter of Col. John Francis O’Grady (KIA 1967). Toineka Strong sang the national anthem — marking the second year in a row that a University student was selected for this honor.

## Exceeding expectations

We serve military-affiliated students by going above and beyond.

### Veteran Supportive Campus

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 needs of military students and strive to be continually responsive to those needs as well as to stay current on community resources.

### 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 help students make better-informed decisions.

To better support our military-affiliated students, we've teamed up with PsychArmor<sup>SM</sup> Institute 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.

### 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<sup>®</sup> 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 work 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 \$3,750 on tuition in FY21. Additionally, veteran students saved an average of \$4,776 on tuition in FY21.

### Military tuition rates

Students can explore [phoenix.edu/military-tuition](https://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.

### Scholarships

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.

### 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](https://phoenix.edu/gem).

### AU-ABC Program

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](https://phoenix.edu/au-abc).

PsychArmor<sup>SM</sup> Institute is a trademark of PsychArmor Institute, Inc. CORPORATION CALIFORNIA 11199 Sorrento Valley Rd., Suite 203 San Diego CALIFORNIA 92121

GI Bill<sup>®</sup> 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 [benefits.va.gov/gibill](https://benefits.va.gov/gibill).

“EANGUS appreciates the University of Phoenix’s continued support and commitment to the educational endeavors of the men and women of the National Guard. We are proud of SMSgt Uehara and wish her the best in her pursuit of a bachelor’s degree.”

KAREN CRAIG

Command Sergeant Major (Ret.),  
EANGUS President

## Proud Phoenix works her plan

SMSgt LeeAnn Uehara pursues college degree — and career goals — through EANGUS scholarship.

A mother’s sacrifice for her children knows no limits. In Air National Guard Senior Master Sergeant (SMSgt) LeeAnn Uehara’s case, that meant transferring college tuition benefits she would have been entitled to through the Post-9/11 GI Bill to her children.

That left her without an affordable path for her own college degree and career goals.

A full-time operations superintendent in Washington, D.C., Uehara decided to apply for the full-tuition University of Phoenix Scholarship provided in cooperation with the Enlisted Association of the National Guard of the United States (EANGUS).

“I thought scholarships were for younger kids to get college funding. The majority of sponsors were either vocational or technical. This scholarship was different,” she says.

The 2021 recipient of the EANGUS scholarship, Uehara now plans to complete her Bachelor of Science in Management (BSM) at University of Phoenix before she leaves the Air National Guard.

Uehara, a senior enlisted leader, has 30-plus years of experience in human resources, management and operations. Even with her experience, she acknowledges that

employers often want to see a college diploma. She views her college degree as “another way of sharpening my saw.”

Post-military, Uehara also hopes to use her experience consulting with other managers in “finding the right people for the right job.” She would also promote hiring veterans, because of their commitment, teamwork and work ethic.

“I need a university that understands me.”

Read more about why military veterans often make great leaders at [phoenix.edu/veteran-leaders](https://phoenix.edu/veteran-leaders).

Uehara offers advice for others who might not have considered applying for scholarships. “What’s the worst outcome? Even if you don’t get the scholarship, you gain from the experience,” she says. Uehara adds that she’s grateful and amazed she was selected for the University of Phoenix/EANGUS scholarship.

Excerpted and revised from an article originally published in *The New Patriot* magazine, and written by Christine Martinez, U.S. Navy Senior Chief (Ret.), Military Outreach Manager, University of Phoenix.



## Dedicated support for those who serve

We offer resources to help support military-affiliated students' education.

We care about the well-being of our students and understand that service members and veterans may have additional needs. Here are some of the ways we serve them:

### Veterans resources

The University provides a place for veterans to connect with peers, access helpful resources and establish a sense of community. Through workshops and support services geared toward the unique needs of military and veteran students, we know that support can make all the difference.

## Programs to equip military students

Additionally, the University also works with third-party organizations that provide services that can 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.



# 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 2021, we:

- **Developed** the framework for the President’s Advisory Council on Diversity, Equity, Inclusion and Belonging (DEIB), led by President Emeritus Peter Cohen and Provost Dr. John Woods together with a representative group of University stakeholders.
- **Built** upon the work of the Cultural Competence Task Force, Employee Resource Groups, the Office of Educational Equity, and the Accessibility Committee to form the Advisory Council on DEIB and its working groups, and develop strategies that foster a community of inclusion, value diversity of thought, experiences and culture, and lead to a sense of belonging for all.
- **Expanded** the Inclusive Café, a biweekly virtual meeting designed to foster community-building and raise awareness and dialogue about social justice and DEIB. Since its launch in June 2020, 3,254 University faculty and staff have attended these sessions, many of them multiple times. Nearly 800 employees have attended at least one Inclusive Café.

- **Co-hosted** a panel of diversity, equity and inclusion leaders across industries with Chicago United to share what their companies and organizations are doing to shift from simply mandating diversity to creating a more inclusive and equitable workplace.
- **Co-hosted** two other panels: one on Global Accessibility Awareness Day with leaders from Merck, Working Nation and the University, and the other on the diversification of the workforce with leaders from the Kent Chamber of Commerce in Washington, WorkForce Central and the University.
- **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 introducing *The New York Times’* 1619 Project and its impact on equity in our society. The webinar series has an average attendance of 328, with more than 3,900 total attendees from 29 countries since its inception.
- **Commissioned** The Harris Poll to conduct an online survey in April 2021 of 2,063 U.S. adults to better understand their perceptions of disability and online accessibility. The resulting Virtual Media Tour resulted in broadcasts on 117 morning TV news shows in markets including Chicago, New York, Los Angeles, Detroit, Atlanta, San Francisco and Washington D.C.
- **Produced** a guide, in collaboration with the University’s Center for Workplace Diversity and Inclusion Research and the Arizona Hispanic Chamber of Commerce, on how companies can create effective DEIB programs.
- **Established** the Accessibility Partner Program for the University staff responsible for creating and maintaining the University’s digital content. This professional development program allows staff to learn accessibility principles and guidelines and apply them to their work to create digital content with accessibility in mind.
- **Applied** for and received, for the fourth year in a row, the Human Rights Campaign Foundation’s recognition as a 2021 Best Place to Work for LGBTQ Equality.
- **Hosted** a voluntary 21-Day Equity Habit Building Challenge with 230 faculty and staff. 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.
- **Planned** the inaugural Inclusive Leadership Summit, *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.

# Honoring our graduates

## Perseverance through a pandemic paid off with a college degree.

Most of our students have worked for years to reach their goal of a college degree, and since early 2020 have had to navigate the ongoing challenges of the COVID-19 pandemic.

Some celebrated virtually and learned that crossing the finish line doesn't always mean crossing a stage. Virtual commencement ceremonies continued in 2021 while in-person ceremonies were reintroduced.

Either way our graduates chose to celebrate their achievement. All of them now join the ranks of over 1 million University of Phoenix alumni who have earned a degree or certificate with us since 1978.

## Commencements from coast to coast

In 2021, we held six commencements: three in-person ceremonies from April through October in Phoenix, Atlanta and Hawaii and three virtual commencements from March through November. Aired on our YouTube channel, virtual ceremonies had a combined total of 245,944 views from friends and family who tuned in to cheer their graduates on.



## Better together

### How three friends made earning their doctorate a team sport.



Natasha Myla, La-Toya Facey-Walker and Jennel E. Mayers have a friendship that predates most of their other roles. It stretches back to before their respective marriages, their careers, their children and the three higher education degrees (bachelor's, master's, doctorate) the trio earned together.

No one can pinpoint whose idea it was to pursue their doctorates in education. It simply evolved, like their friendship, out of like minds and goals. They live within 10 minutes of each other, they were working at the same Broward County, Florida, school district, and their kids — of course — play together.

“We said, ‘You know what? Let’s get our doctorates!’ We looked at each other like, ‘Let’s go for it,’” Myla recalls.

They had no idea what journey lay ahead. The program itself was rigorous, but life presented them with challenges outside the classroom too. They navigated family issues, child-rearing and significant health challenges. They all stepped away from the College of Doctoral Studies to reset. “We started together. We were going to finish together,” Myla says.

Read more: [phoenix.edu/friends-doctorates](https://phoenix.edu/friends-doctorates) →

Credentials awarded  
in FY21

25,796

Degrees

23,573

Certificates

2,223

## Completions per college



College of Business and  
Information Technology

14,800



College of Nursing

1,607



College of Social and  
Behavioral Sciences

3,591



College of Doctoral Studies

341



College of Health Professions

3,522



College of General Studies

289



College of Education

1,645

# Alumni — their stories are our story

Alumni are a vital part of our University family. With over 1 million graduates, the University has one of the largest alumni networks in the country. And aside from the alumni network, the University maintains active alumni chapters to facilitate connection and networking among our graduates. Every alum is eligible to join a chapter, and 1,113 new members were welcomed in 2021, pushing our chapter membership numbers over 22,000. In conjunction with our alumni chapter members, the University held 24 alumni chapter events, including 19 virtually.

## Pressing on, as our students always do

Most University of Phoenix graduates in 2021 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.

The hurdles University of Phoenix students must clear to achieve a higher education are often steep. But the glory of a college degree is, perhaps, valued most by graduates of the University.


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 what becoming a college graduate — and a Phoenix — has meant to several University of Phoenix alumni.

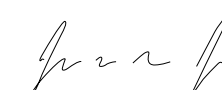
## Alumni association chapter leaders



**Patricia Torres**  
Albuquerque



**Ebony White**  
Atlanta



**Jerome Dees**  
Bay Area, San Jose



**Heather Sanchez**  
Central Valley



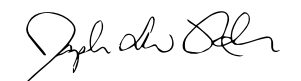
**Wyona Eaton**  
Charlotte



**Len Henley**  
Chicago



**Greta P. Zeimet, DBA**  
Dallas Fort Worth



**Joseph Nash**  
DC Maryland Virginia



**Sabrina Bartholuchi**  
Denver



**Manny Alvarado Jr.**  
El Paso



**Ron Wuestefeld**  
Hawaii



**Tyanna Hackney**  
Houston



**J. Dianne Tribble**  
Jacksonville



**Troy A. Smith**  
Kansas City



**Elizabeth Ewing**  
Las Vegas



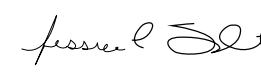
**Cori Smith**  
Memphis



**Steven Tipton**  
Milwaukee



**Dan Hedstrom**  
Minnesota



**Jessica Shutiva**  
Native American



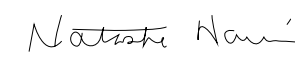
**Dana Douglas**  
New Orleans



**Horace Winston**  
New York, New Jersey



**Renee Butts**  
Orlando



**Natasha Harris Foster**  
Philadelphia



**Andrew Smith, DM**  
Phoenix



**Dr. Anthony Maye Sr.**  
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



**Ivoreess Morris**  
Virginia Beach,  
Hampton Roads



Shammai Terry, MBA 2020

# Nothing is limited

University of Phoenix alum's grit and determination prove that not even the sky's the limit.

Like many University of Phoenix students, Shammai Terry (MBA, 2020) didn't pursue college on a traditional path. Though she started college straight out of high school, she subsequently started a family, took a break from school and, by the time she enrolled at the University as a 23-year-old, she was a single mom with a 3-year-old daughter and a 1-year-old son.

At age 25, she completed her Associate of Arts in Criminal Justice and started right away on a bachelor's in business administration. Once again, life intervened. "In the latter part of 2010, I got laid off. I was a single mom, and it was either feed [my] kids or stay in school. I chose to feed my kids," she says. She paused her educational journey.

In 2017, she decided to finish her bachelor's degree. From the moment Terry decided to go back to school, she has added new skills that have helped enhance her career.

Read more: [phoenix.edu/terry](https://phoenix.edu/terry) →



Dennis Trujillo, MS/Global Management 2003

# Ready for takeoff

## How Dennis Trujillo took his aerospace career to new heights.

It's funny the details you remember when you look back on your first love, that indelible moment when the skies parted, your heart pounded ... and the jackrabbits scattered? That's how it went for Boeing Project Manager Dennis Trujillo (MS/Global Management, 2003) anyway.

He was 6 or 7 years old when he fell in love with airplanes. Trujillo romanticized them from the other side of the 4-foot chain-link fence where he spent his spare time "spotting" — the art of identifying aircraft from the ground.

He could tell a plane was close just by looking at nearby bushes. "All the jackrabbits would scatter when the ground shook. I always got such a kick out of that," says Trujillo.

Approaching his 40th anniversary working first for McDonnell Douglas and now Boeing, Trujillo has been project manager for major endeavors such as passenger-to-freight plane conversions and the reconfiguration of parked planes for new owners during the pandemic.

Looking back, Trujillo is glad he pursued a degree with University of Phoenix.

"The degree helped me. I was given bigger assignments. It prepared me for large-scale integration jobs," says Trujillo, who was already working as a program manager in the freighter conversion world. He gained the skills he needed to carry out his job responsibilities with confidence on the international stage.

Read more: [phoenix.edu/trujillo](https://phoenix.edu/trujillo) →



Jahmar Robinson, BS 2018

# Rising up and giving back

Jahmar Robinson didn't let a difficult childhood stop him from helping his community.

"It makes no sense to graduate from high school based on the statistics of your neighborhood."

Those were the discouraging words a guidance counselor once said to a 15-year-old Jahmar Robinson, advising Robinson against pursuing graduation.

Coming from a poverty-stricken home with parents who emigrated from Jamaica to the U.S., Robinson's upbringing wasn't easy. He and his family lived in a neighborhood known as the "Deepside" in Sunrise, Florida. It was marked by violence and gang activity. Robinson survived numerous evictions, homelessness and abuse as he grew up.

According to Robinson, now 28, it was hard to imagine graduating from high school, never mind college. But instead of letting that guidance counselor's comment stop him, he used it as motivation to graduate high school and give back to his community.

Eventually, Robinson decided to pursue a Bachelor of Science in Correctional Program Support Services at University of Phoenix in 2018. Today, Robinson remains committed to his community and to making a difference in other people's lives.

Read more: [phoenix.edu/robinson](https://phoenix.edu/robinson) →





Jake Clark, BA, Management 1995

# Fighting the good fight

How Jake Clark is saving one military veteran at a time.

By Jake Clark's own admission, his success is a surprise. His childhood was fraught with instability. Clark (Bachelor of Arts, Management, 1995) spent two and a half years in an orphanage when his parents couldn't care for him. He spent weekends visiting his mother in mental institutions when she was being treated for paranoid schizophrenia.

As an adult, he struggled with addiction and codependency even as his professional life followed an upward trajectory.

Clark's resumé has some impressive highlights. He joined the U.S. Army right out of high school, and he worked as a Secret Service officer, police officer and, later, criminal investigator in Los Angeles. After 9/11, he reenlisted in the California Army National Guard and was deployed to Kosovo, where he saw firsthand what it means for a society to recover from a genocidal conflict.

He went back to school to earn his bachelor's degree from University of Phoenix while he was working for the LAPD.

With an interest in mental health born from his childhood and the alarming trend in suicides among returning veterans, Clark went on to found Save a Warrior, an organization that helps military veterans and first responders cope with complex post-traumatic stress and suicidal ideation.

Read more: [phoenix.edu/clark](https://phoenix.edu/clark) →

# 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 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 that pairs employee volunteers/mentors with students and supports young people in considering their college and career goals following 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 its 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. In 2021, these efforts were recognized by the National Indian Gaming Association (NIGA), which presented University of Phoenix with the NIGA 2021 Business Leadership Award.

## We support

- ...the annual Arizona Diamondbacks' Winter Classic event. As the presenting partner 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 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 to publish an annual report, *DATOS: The State of Arizona's Hispanic Market*, presenting data and analysis on a wide range of topics, including small



business ownership, technology, education and mass media, as well as 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 committees of the Arizona Chamber of Commerce and Industry, the Greater Phoenix Chamber of Commerce and the East Valley Partnership, and work with these organizations on public policy and business solutions at the state and local levels.

The University's Workforce Solutions team engages with community workforce development agencies, chambers of commerce and professional associations across multiple regions to understand needs and propose solutions faced by their constituents.

In Phoenix and in local communities across America, University of Phoenix is a good steward of community through the concerted efforts of employees who live and work in service and collaboration, serving on local chambers of commerce, economic alliances, task forces, nonprofit boards and industry organizations. Our employees are engaged citizens providing expertise and insights on higher education, collaborating with career-focused groups for a wide variety of populations and needs, and attending hundreds of community events each year.

# Business alliances

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

Today’s increasingly fast pace of technology change, agile business practices and shifting workforce models continues to challenge organizations to keep their talent well positioned to respond to the constantly evolving demands of the marketplace.

To help businesses stay relevant, University of Phoenix works with employers to create a range of tailored solutions to 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.

“The number of organizations providing formal training to their employees for new skills increased from 45% in 2019 to 74% in 2020.”

**SOCIETY FOR HUMAN RESOURCE MANAGEMENT 2020  
EMPLOYEE BENEFITS REPORT**

We currently offer upskilling education to employees at more than 2,500 organizations ranging from healthcare to telecommunications through employer or benefits provider alliances. Learning while working can create a win-win: Employers gain a better trained, educated, more engaged and higher-retaining workforce while employees can gain skills and enhance their careers without leaving their current roles.

In fact, University of Phoenix and Emsi Burning Glass, a labor market analysis leader, collaborate to map skills taught in the classroom to those desired by today’s workplace.

Learn more: [phoenix.edu/ems-collaboration](https://phoenix.edu/ems-collaboration) —>

## Strong employee relationships

Our efforts to cultivate and strengthen new employee relationships impact students in the long run through initiatives such as employer-based tuition incentives, retention and on-the-job training opportunities. In 2021, we focused on:

- Establishing a new model for engagement between our Client Success team and our clients with best practices in account management. The team finished FY21 with 15% growth over 2020.
- Streamlining and standardizing the benefit launch process for strategic clients, including better alignment and seamless transition from business development to client success teams to match clients’ needs through the life cycle.
- Delivering a pre-hire workshop for a client that achieved 30% higher employee retention.
- Strengthening the alignment with our campus and market teams to drive account engagement and student retention and develop deeper relationships with employers and community colleges in key markets throughout the U.S.
- Enrolling students through Woz U (now Apprentice Now) to the University of Phoenix degree apprenticeship pathway.
- Increasing personalized support to our 1,500+ clients and their employees through a dedicated Client Success team, with account managers assigned to sustain productive engagement.
- Developing a strategic business alliance with marketing and PR leadership to support increased client engagement and awareness initiatives.

## 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.

In 2021, 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, and we increased the level of support to the employer through new activation practices that increase the likelihood a tuition assistance program will succeed.

### Some of our TAP Cap alliances are:

- Ascension Health
- Comcast NBCUniversal
- CommonSpirit Health
- COX Corporate Services, Inc.
- CVS Health
- General Dynamics Mission Systems
- Kaiser Permanente
- Manpower Group US Inc.
- PNC
- The Allstate Corporation
- T-Mobile USA, Inc. HQ
- United Parcel Service, Inc. (UPS)

**15%**

Year-over-year B2B growth rate\*

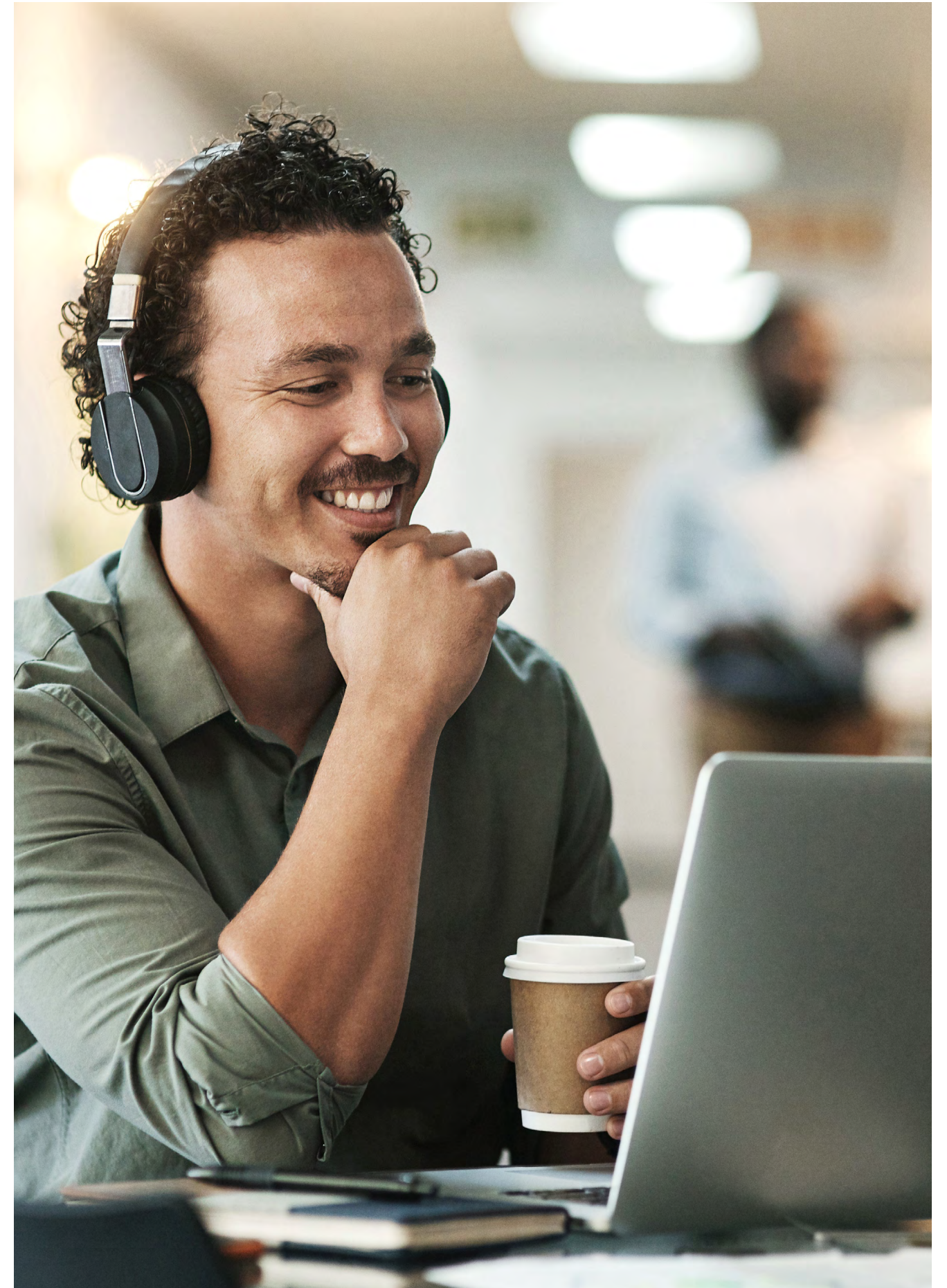
**+5%**

Actual vs. annual operating plan new degree enrollment

**87.4%**

Concurrent enrollment program cohort retention, up from 59.1% in FY20 to 87.4% in FY21

\*Compared with 2020, 15% more students in 2021 were able to continue their education at reduced or no cost based on the University's relationship with their employer.



## Learn while you earn

### Helping employees stay sharp in school, work and life.

When employees learn while they earn, everyone wins. Employees gain the 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:

#### Comcast uses education benefits to engage employees

Today's leaders need emotional intelligence and empathy to keep employees engaged, says Dennis Mathew, regional senior vice president of Comcast's Western New England Region.

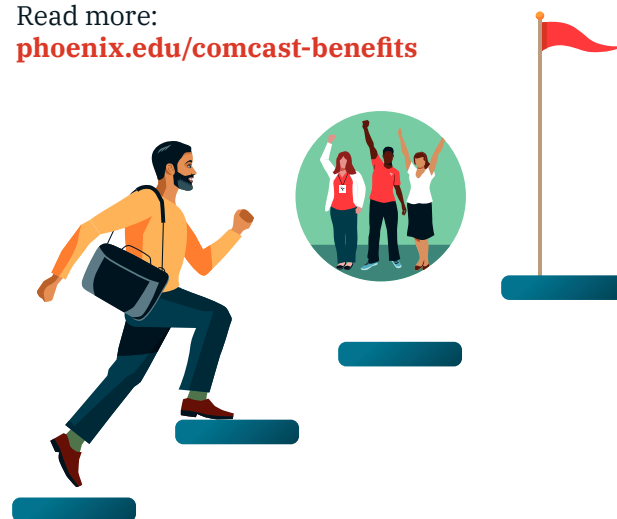
Tuition benefits don't hurt, either.

University of Phoenix and Comcast have a B2B alliance that helps close the gap between workforce needs and employee goals through education benefits for employees. Thus, while some companies spent 2020 and 2021 holding on for dear life, Comcast's leadership flipped the script on uncertainty, reinforcing their commitment to employee professional development. The ultimate goal was for employees to see their

potential, seek ways to enhance their career and pursue avenues for growth that mutually benefit both employees and employers.

"We encourage employees to continue to grow themselves and use this time to find areas they are interested in," Mathew says.

Read more: [phoenix.edu/comcast-benefits](https://phoenix.edu/comcast-benefits)



## Training tomorrow's tech leaders while paving the way to a BSIT degree

University of Phoenix and Woz Enterprise, a division of Woz U (now Apprentice Now), continue their alliance that trains community college graduates in science, technology, engineering and math (STEM) fields through a transformative technology apprenticeship program.

In FY21, we further leveraged community colleges as a pipeline for Woz U apprenticeships, and, ultimately a Bachelor of Science in Information Technology (BSIT) from University of Phoenix.

Here's how it works: Community college graduates in STEM fields are placed in entry-level apprenticeship jobs by Woz U. They receive a salary and gain valuable work experience. Then, when their apprenticeship is complete, they have enough credits to transfer in three years' worth of college credits to University of Phoenix. This leaves just one year left to complete a BSIT.

Read more: [woz-u.com/enterprise/apprenticeship](https://woz-u.com/enterprise/apprenticeship)

## Education and hospitality come together

University of Phoenix has been named a preferred education supplier for Best Western Hotels & Resorts, offering customized hospitality certificates that reflect the hotel chain's needs.

"Traveler expectations are changing, and our hoteliers must adapt to the evolving needs and wants of our guests," says Michael Morton, vice president of operations for Best Western. "We are proud to offer our hotel owners the ability to grow their skills and provide their staff members with learning and development opportunities. Not only does this allow individuals to

grow in their own career, but it helps them to deliver an enhanced guest experience."

Best Western's alliance with the University allows hotel staff members to earn credits toward their degrees for their on-the-job experience, which can help them save time and money on a college degree.

This is a great example, Morton says, of "the educational and the hospitality worlds coming together to create and enhance value."

Learn more: [phoenix.edu/bestwestern-benefits](https://phoenix.edu/bestwestern-benefits)

# Tribal alliances

## Making education attainable and affordable for Indigenous students.

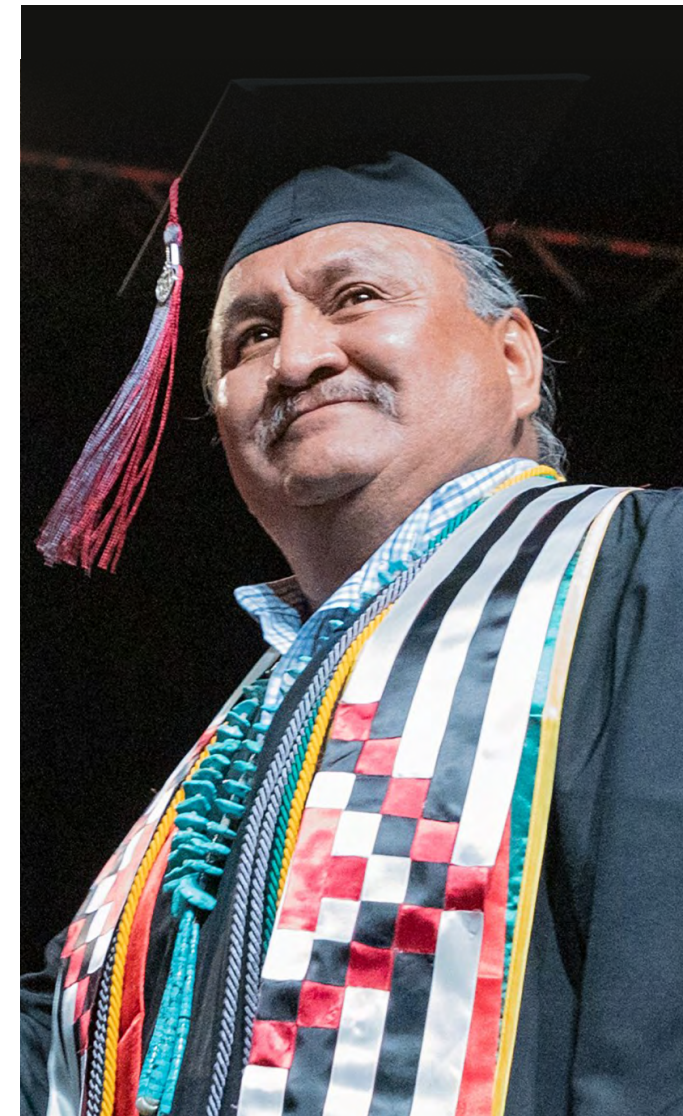
Indigenous students face many challenges in higher education. Studies show they often feel academically underprepared for college classes, are unsure how to manage work-school-family life balance, and struggle with self-esteem associated with education. Statistically, 15% of tribal students who enter 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 2021 at a rate similar to that of the University of Phoenix student body. By the fourth course, tribal students were registering completion rates nine points higher than average. By the end of eight classes, the equivalent of an academic year, tribal retention remained higher than the overall student average.

In 2021, the University had alliances with **48 tribes – up from 17 tribes in 2020.**



## Success and resilience amid COVID-19

COVID-19 hit tribal communities especially hard. A silver lining emerged as our tribal students – with the support of our Tribal Operations team – showed remarkable resilience. In fact, not only did tribal enrollment and retention not decline during the pandemic, we saw a 21% increase in continuing students in FY21.

“The tribal communities themselves were heavily affected by COVID-19, including the limited resources available for tribal academic support for students,” says Patrick Horning, University of Phoenix National Tribal Strategic Alliance executive.

The support we offered our tribal students was, for some, a lifeline.

With many tribal offices closed due to the pandemic, students relied on direct relationships with our tribal operations specialists to navigate the application process and overcome cultural, academic and financial barriers after enrollment. “Our team understands the cultural challenges. It’s almost like our tribal students have a super-dedicated academic counselor for their first four classes,” Horning says.

The numbers speak for themselves: In September 2020, just six months into the pandemic, 474 students were using a tribal benefit and being served by the Tribal Operations team. By the end of FY21, that number was 600.

## 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 of Native American, Alaska Native and Native Hawaiian communities \$5,250 per 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.



In addition to tuition assistance, NIEA and University of Phoenix are working on resources the University can develop to better serve rural teachers. Discussions are ongoing about developing and offering tribal-specific professional development courses that would provide more education-specific resources at little or no cost to rural teachers. This initiative is in the development phase but should be available in late 2022.

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

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.

“ University of Phoenix is dedicated to collaborating with tribal communities, enterprises and associations to provide educational opportunities.”

**PATRICK HORNING**  
University of Phoenix National Tribal Strategic Alliance executive



# Community college alliances

Helping students save time and money with transfer pathways.

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 \$1,220.

Our 3+1 program includes students from 42 participating community college alliances. At the end of FY21, we had 110 students participating in the 3+1 Transfer Pathway program.

**Eligible degree programs include:**

- BS in Health Management
- BS in Information Technology
- BS in Management
- RN to BSN

At the end of calendar year 2021, we also launched two new concurrent enrollment programs (CEP) for the BSIT and BSM degrees. CEPs allow students to simultaneously pursue an associate degree and a bachelor's degree.

10

New Community College Education Service Agreements

3

New 3+1 alliances

22

New articulation agreements

43

States with community college alliances

87.4%

Retention of CEP and BSN cohorts

## 3+1 Transfer Pathway participating colleges

### Bergen Community 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](https://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](https://phoenix.edu/houstonpathway).

### Joliet Junior College

Read more about the Joliet Junior College 3+1 Transfer Pathway at [phoenix.edu/jolietpathway](https://phoenix.edu/jolietpathway).

### Maricopa Community Colleges

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

### Tarrant County College District Northeast Campus

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

**In 2021, we added these new 3+1 alliances:**

### State Center Community College District

- Clovis Community College
- Fresno City College
- Madera Community College
- Reedley College

### College of Southern Nevada

### College of Western Idaho

## What college leaders are saying

We're working with a growing number of community colleges to allow graduates to more easily transfer their credits to University of Phoenix through programs such as our 3+1 Transfer Pathway and our special Associate Degree Transfer tuition rate.

This offers students exceptional cost savings and makes it possible for them to graduate with their bachelor's degree in as little as one year after transferring from their participating community college.

But don't take our word for it. Here's what community college leaders have to say.

“ This agreement will make achieving a bachelor's degree easier and more affordable.”

**DR. DOUGLAS HOUSTON**

Interim chancellor, State Center Community College District

“ College of Southern Nevada is pleased to align with University of Phoenix to help provide our students an opportunity to earn a degree they may never have thought was possible.”

**JAMES MCCOY**

Vice president for Academic Affairs, College of Southern Nevada

“ The pathway with University of Phoenix provides a very cost-effective option for students to earn both an associate degree and a bachelor's degree in high-demand areas.”

**ROSE ROJAS**

Director of transfer, Maricopa Community Colleges



WHAT WE DO



# Career-focused education

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

Many college students presume their college education will add up to a resumé packed with job-ready skills, only to discover that much of their coursework doesn't translate to workplace needs. But at University of Phoenix, every program is aligned to real-world skills valued by employers — skills that students can add to their resumé or LinkedIn profile as they progress, so they'll know exactly what they're learning and how it applies in real life.

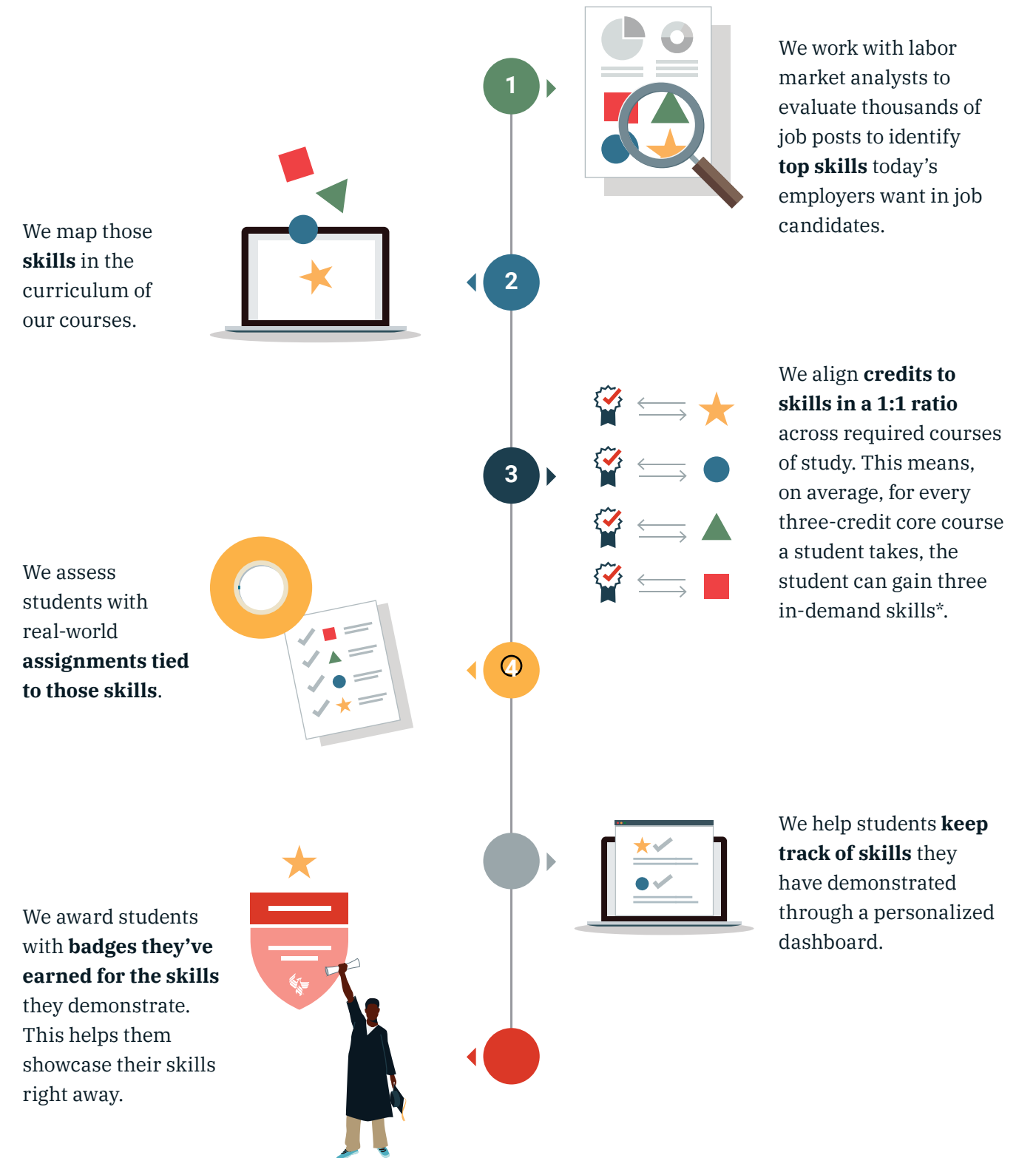
"There's value in a skills-aligned curriculum — learners know what they're doing, why they're doing it, and they demonstrate skills in tangible, meaningful ways. Proof for current or future employers is demonstrated through skills-aligned authentic assessment," says Eve Krahe Billings, PhD, dean of academic innovation and evaluation for University of Phoenix. "Still, overlaying skills onto existing curriculum is not enough."

That's why at University of Phoenix, we've gone further. "We've upended the learning experience itself, using new inputs that tie to skills-based outcomes, maintaining the rigor and socialization to higher education expectations that is so important for our learners while responding to employer needs," Billings says.

With input from industry professionals, academic teams, faculty, deans and student focus groups, much of this work took place in FY21. By summer 2022, about 85% of our students were in skills-aligned programs.

See **Figure 5** 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.

# 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.



Dr. John Sperling, Founder

## 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 both school 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, 27.6 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 2021, the University had a 24:1 faculty-to-student 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

We offer faster, more affordable degrees that attract a strong student body — without raising tuition.

University of Phoenix is committed to saving our students time and money. In fact, in FY21, our students saved over \$102 million in tuition between discounts, scholarships and other savings.

In addition to ways we help our students save, we offer fixed tuition that provides cost certainty for our students. Our Tuition Guarantee means our students enjoy one affordable rate from the moment they enroll to the day they graduate from their program. That's our promise.

Read more: [phoenix.edu/tuitionguarantee](https://phoenix.edu/tuitionguarantee) —>



Diego Arriola, MIS 2014

## 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, undergraduate students who applied eligible transfer credits in FY21 saved over \$14,000 off their degree.

Read more:

[phoenix.edu/transfercredits](https://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 2021, the percentage of students who earned credit through PLA rose by more than 12%, up to 2,257 in FY21 from 2,002 in FY20.

Read more: [phoenix.edu/pla](https://phoenix.edu/pla)

### 3 Alternative credit providers

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

Read more:

[phoenix.edu/alternative-credit](https://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](https://phoenix.edu/nationaltesting)

FIGURE 6

#### PRIOR LEARNING ASSESSMENT BY THE NUMBERS, FY21

2,257

undergraduate students earned credit through PLA

24,344

total credits were awarded

\$9.6M

saved on tuition

\$4,292

saved on tuition per student, on average

#### ALTERNATIVE CREDIT BY THE NUMBERS, FY21

7,585

students took advantage of alternative credit

52,984

total credits were awarded

\$21M

saved on tuition

\$2,778

saved on tuition per student, on average

#### NATIONAL TESTING BY THE NUMBERS, FY21

87

undergraduate students took advantage of national testing providers

710

total credits were awarded

\$255k

saved on tuition

\$2,931

saved on tuition per student, on average



## 5 Competency-based education degrees

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

**We offer four CBE degrees, with more to follow in 2022:**

- 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](https://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](https://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](https://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 student can be awarded one of our scholarships.

When we launched the initiative in 2020, we offered up to 400 scholarships per month. In 2021, we "uncapped" the number of scholarships, so anyone who qualifies can get up to a \$3,000 scholarship award.

See page 99 for more details about the many scholarship opportunities we offer.

Read more: [phoenix.edu/scholarships](https://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 76% 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.

Read more: [phoenix.edu/military](https://phoenix.edu/military)

## 9 Employer benefits

We provide education benefits to employees at more than 2,500 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](https://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 2021 we continued awarding 50 alumni scholarship opportunities, valued at \$2,000 each.

Read more: [phoenix.edu/alumnisavings](https://phoenix.edu/alumnisavings)

## Study.com credits help fast-track student's degree

### For Thomas Shelton, a company tuition reimbursement plan opened the door.

When Thomas Shelton (BSM, 2020) joined Comcast Corporation, then Time Warner Cable, 15 years ago, he was hired as an entry level, Tier 1 technical support provider. Today, he works at the analyst 5 level in software development & engineering.

#### The college experience

Higher education wasn't a given for Shelton. The Houston native had picked up a handful of credits at his local community college, but he "wasn't in love with the format of going into a classroom."

In 2018, he went for a position as a lead analyst and didn't get it. "I was upset because I really wanted that role," he says. Shelton couldn't be sure his lack of education was holding him back, but it was a hunch he couldn't ignore. He began exploring his options and discovered he could complete college online — and Comcast offered financial incentives to do it.

#### The online advantage

For Shelton, Comcast's tuition reimbursement plan was a game changer. And while Comcast employees have their pick of about 200 different educational partners, Shelton chose University of Phoenix. Shortly after starting his bachelor's degree program, Shelton got in touch with his academic advisor, who recommended that Shelton take classes

through Study.com to save time and money toward his degree. He was waiting out a temporary slowdown at work, so it was the perfect time to fast track his education. He completed roughly 30 credit hours over three months. (This experience is not typical for a University of Phoenix student but was made possible by Shelton's unique circumstances.)

Shelton is not alone in his resourcefulness. In FY21, 7,585 University of Phoenix students took advantage of alternative credit providers, such as Study.com. On average, these students saved \$2,778 on tuition.

"Opportunities such as these reflect the University's commitment to helping students save time and money, even when it means pointing them to lower cost general education and elective courses through alternative credit providers," says Devin Andrews, vice president of admissions and evaluation.

In Shelton's case, he was able to earn his Bachelor of Science in Management sooner. In May 2021, Shelton started his Master of Business Administration.

## Scholarship opportunities

### Expanded \$1 million scholarship commitment

Scholarship awards of 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 annually — including three in FY21 for military-affiliated students:

#### Focus to the Finish®

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

#### 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 employment anti-discrimination initiatives.

#### Scholarships for military-affiliated students

Additional scholarships are available through relationships with military professional associations. In FY21, 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 men and women, their families and retirees.

# Data drives our efforts to support student success

Behind every University of Phoenix graduate is a story of sheer determination — a working adult studying on lunch breaks, juggling life’s demands, and navigating doubts about getting it all done. Data could never adequately tell this story. Yet data helps us improve our understanding of how to support our students through the obstacles they face on the way to their degrees.

## Tracking the data

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

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



## Retention rates

Retention rates tell a story of the perseverance of our students and the success of our efforts to support them. University of Phoenix actively collects and analyzes retention data 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 target 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 faster than we would see in the annual tabulation of retention and graduation rates. On-track averages have showed quarter-over-quarter improvement each quarter from 2019 through 2021.

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.

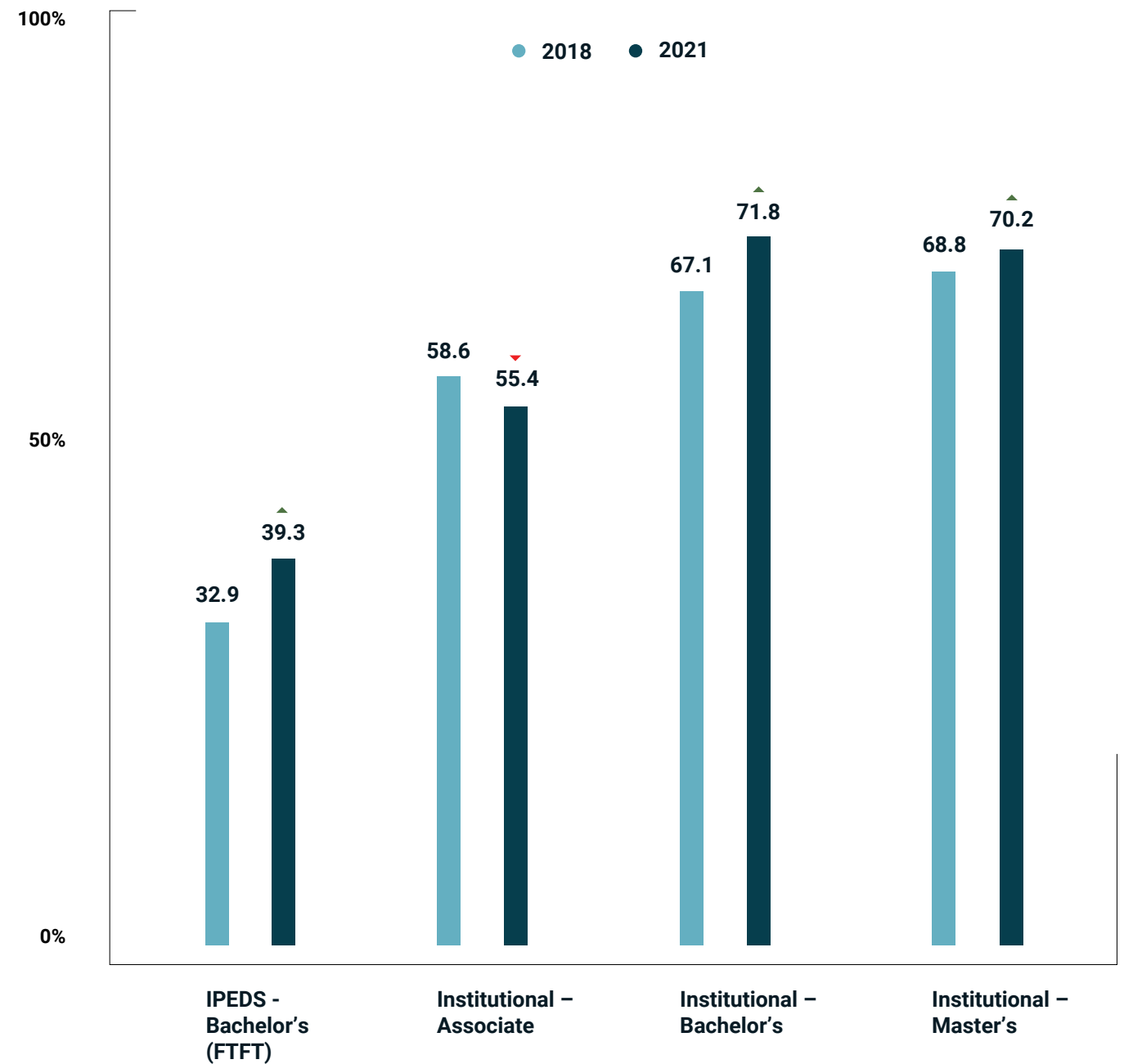
In 2017, under new leadership, expanded analytics and tools to track retention evolved the University’s focus on outcomes, reflecting the priority the University places on retaining and graduating our students. These quality improvement efforts were integral to the University supporting our students who had to, or chose to, pause their programs to manage other priorities due to the global COVID-19 pandemic.

As indicated in **Figure 7**, 2021 retention rates are measurably better in three of four categories when compared with the same data from three years ago. Our institutional bachelor’s retention rate is up more than 4.5 percentage points in that time frame, which spans the COVID-19 pandemic.

The University’s institutional retention rates – which include all students and not just the limited FTFT population – demonstrate far higher retention than the IPEDS retention rate. This is because the IPEDS retention rate measures whether a small cohort (8%) of University students – specifically FTFT bachelor’s students who posted attendance in their first class between August and October 2020 – remain actively enrolled the following Aug. 1. While this approach may be sensible for a traditional semester-based institution, it does not meaningfully measure retention at University of Phoenix, where classes start year-round, students complete one course at a time, and most students do not qualify as FTFT.

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

**FIGURE 7 UNIVERSITY OF PHOENIX IPEDS AND INSTITUTIONAL RETENTION RATES**



**Figure 7. University of Phoenix. (2021). 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, 126 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.

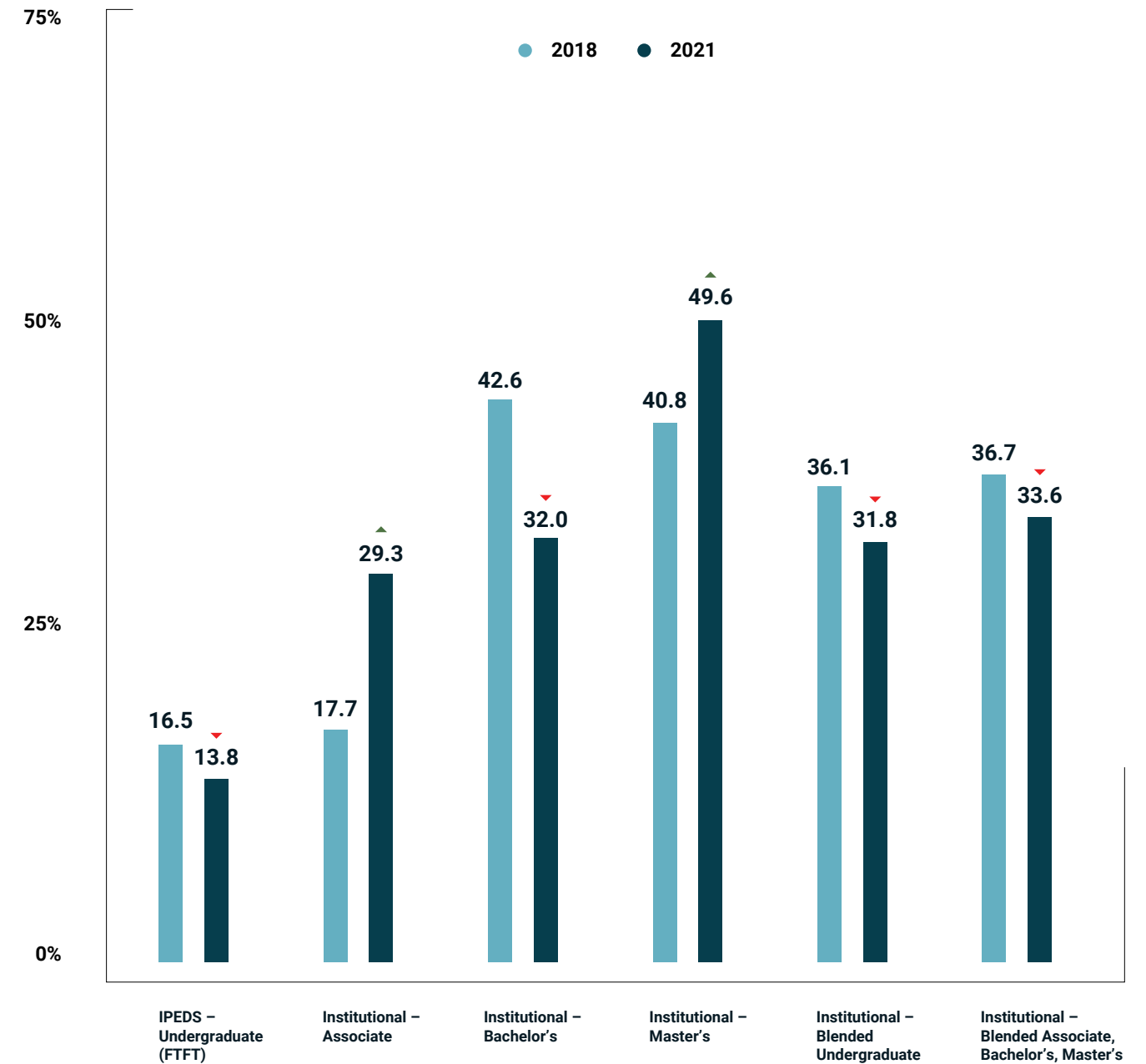
Improvements in retention often correlate to improved graduation rates, so we pay close attention to retention rates both in the short term and as a leading indicator for future student success. Additional graduation-focused measures, such as changes in course sequencing and near-grad support initiatives, help students make that final push to reach their goals.

Again, some distinctions are necessary between our institutional graduation rates and IPEDS rates. The institutional graduation rates demonstrate a higher level of student success than does the IPEDS rate, which is limited to FTFT undergraduate students. Of all students first attending the University during the IPEDS 2021 graduation rate cohort, just 13.5% of the entering students were FTFT undergraduate students.

Our institutional rates for master’s degrees have seen a steady increase since 2018. Our blended institutional graduation rates, which are a measure of multiple undergraduate and graduate degree programs at the University, reflect a modest drop during this three-year time span, which includes the pandemic.

Using IPEDS FTFT student definitions and the University of Phoenix institutional definition for all students, both aggregated and disaggregated by degree level, the 150% graduation rates (those who completed the program within 150% of the published length of their program) for the University in 2018 and 2021 are displayed in **Figure 8**.

**FIGURE 8** 150% IPEDS AND INSTITUTIONAL GRADUATION RATES



**Figure 8. University of Phoenix. (2021). 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 IPEDS logic). Students who passed away prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort years for the institutional graduation rates in Figure 8 are FY15 and FY18 for associate and master’s, and FY11 and FY14 for bachelor’s. The 150% IPEDS graduation rate reflects the percentage of FTFT undergraduates in the cohort who, as of Aug. 31 of the reporting year, completed their program of study within 150% of the published length of the program. The cohort years for IPEDS represented in Figure 8 are FY13 and FY16. The institutional graduation rates presented in Figure 8 are disaggregated by degree level.

# Responsible and appropriate borrowing

Financial tools helping students make smart choices.

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 the enrollment process that helps enrolling students identify potential funding sources and the estimated cost breakdown of their entire program
- Advisors 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 students with money management, we included a new resource in 2021 through the University's student Life Resource Center. Students can now 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 rates

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.

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.

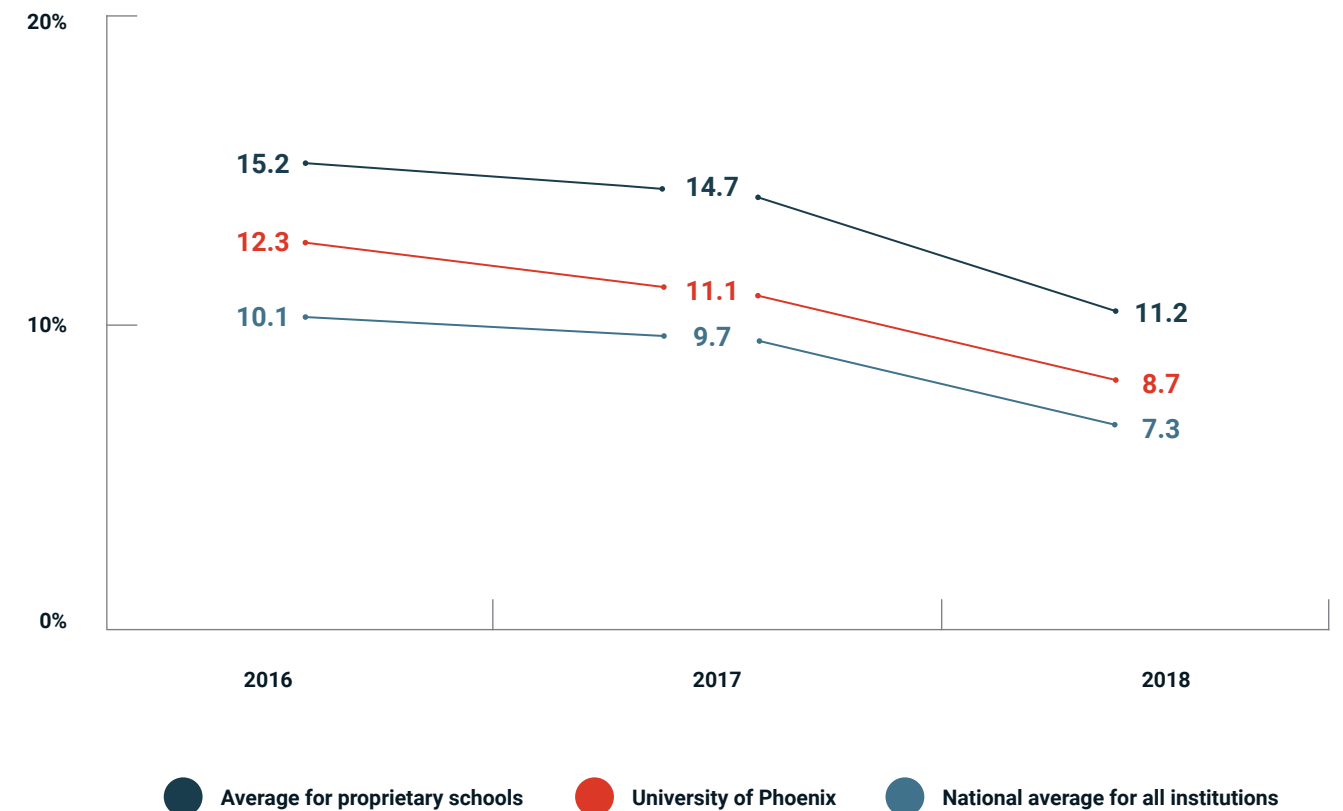
As indicated in **Figure 9**, the University's CDR

has declined over the three most recent cohort years. It also remains below the average among proprietary schools.

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

The 2018 CDR for these University of Phoenix "completers" is approximately 3%, down a full percentage point from the previous year. While program completion statistically influences positive loan repayment habits, this lower CDR rate also has been impacted by the global pandemic and the associated student loan repayment pause enacted by the U.S. Department of Education.

**FIGURE 9 OFFICIAL COHORT DEFAULT RATES**

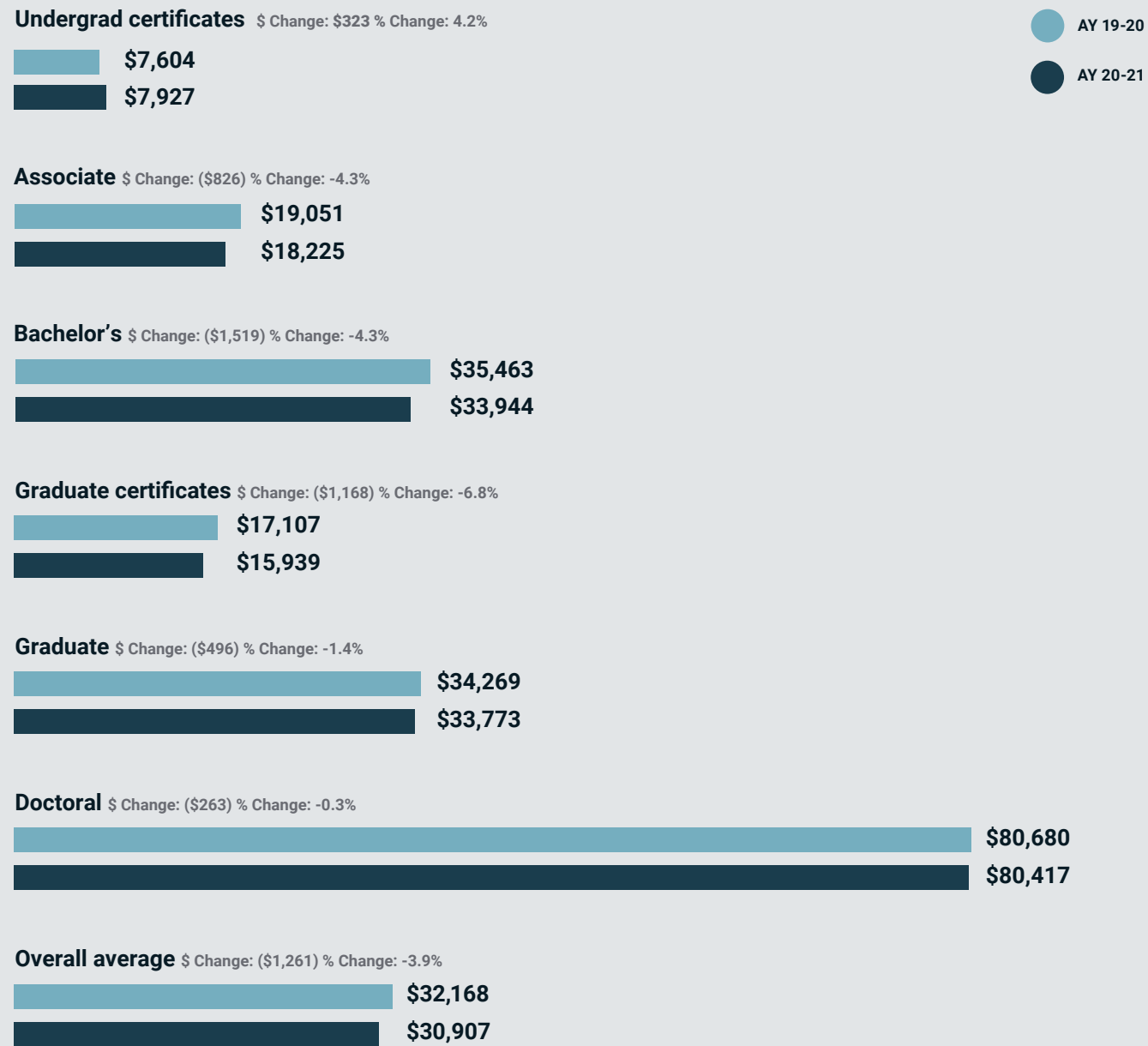


**BORROWING**

## University of Phoenix completer debt levels

As shown in **Figure 10**, student completers in most certificate and degree programs borrowed less in 2021 than they did in 2020. Only undergraduate certificate students borrowed more.

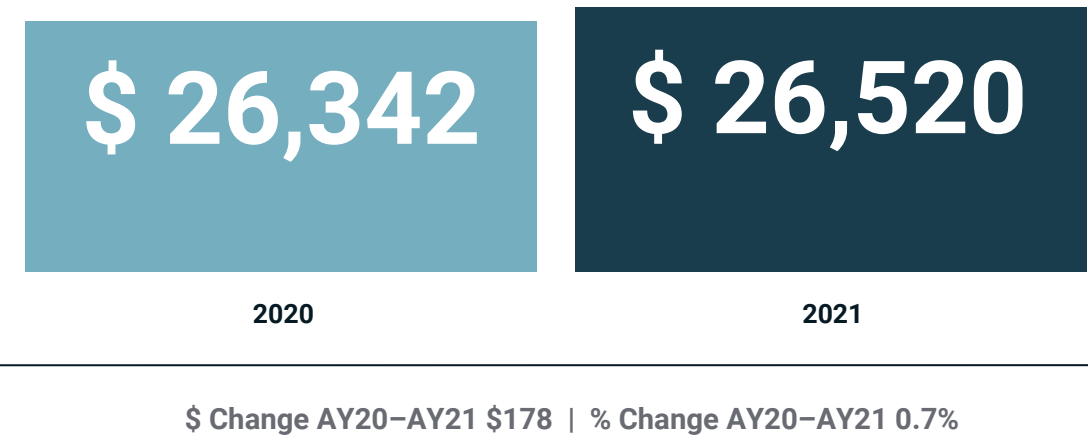
**FIGURE 10 UNIVERSITY OF PHOENIX COMPLETER DEBT LEVELS**



## Lifetime borrower indebtedness

Notably, **Figure 11** shows borrowing through June 30, 2021, which reflects minimal increases in borrowing even during the COVID-19 pandemic.

**FIGURE 11 UNIVERSITY OF PHOENIX AVERAGE LIFETIME BORROWER INDEBTEDNESS**



**Figure 10. University of Phoenix, 2021. 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, 2021. 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.** Every degree comes with online, on-demand career tools and resources. Students and alumni have lifelong access to support with career exploration, job search planning, personal brand development, networking and interviewing. They also can access resumé reviews and can schedule one-on-one sessions with a career coach. From FY20 to FY21, we saw a 148% increase in career advising appointments.
- Tuition Guarantee.** We are committed to helping students earn their degrees successfully, affordably and with predictable tuition. With our Tuition Guarantee, students won't pay more than \$398 per credit for an undergraduate degree, \$698 per credit for a master's degree or \$810 per credit for a doctoral degree for the length of their program. This fiscal certainty is important for working adults with lots of other obligations.
- Committed academic counselors.** We offer the support students' need from day one through day done. Our academic counselors, who have earned a 5-star rating from 90% of our surveyed students, use developmental coaching techniques to create personalized plans that can help students progress toward academic and professional goals. In addition, they partner with faculty to coordinate early interventions to help struggling students succeed. We know the types of obstacles that adult learners face — and we understand how to help our students navigate them.
- Centers for Writing and Mathematics Excellence.** We understand how essential writing and math skills are for student success. That's why we offer online support. The Center for Writing Excellence offers access to workshops, tutorials, formatting aids and grammar review. The Center for Mathematics Excellence offers workshops, videos, practice problems and other resources.
- iGrad®.** We take seriously the role we play in providing tools and resources to help our students manage their finances responsibly. That's why we offer 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 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 self-paced 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 120 licensed research databases, more than 200,000 scholarly journals and periodicals, and more than 250,000 general interest e-books accessible anywhere, anytime. In FY21 the University Library had more than 5.5 million downloads.
- Disability accommodations.** The support we offer is proven to help students persist in their programs. In FY21, Accessibility & Disability Services accommodated 11,088 students. Their average 30-day retention rate of 75.6% represents
- 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).** We launched the VSU 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.
- Laptop Relief Program.** We continued this technology support program in 2021, providing laptops to 200 students in need. We also introduced a new option for students to purchase discounted laptops.

a 23.7% higher retention rate than students with disabilities who did not use accommodations.



# Assessing student outcomes

Measurement of student learning is an indicator of our effectiveness.

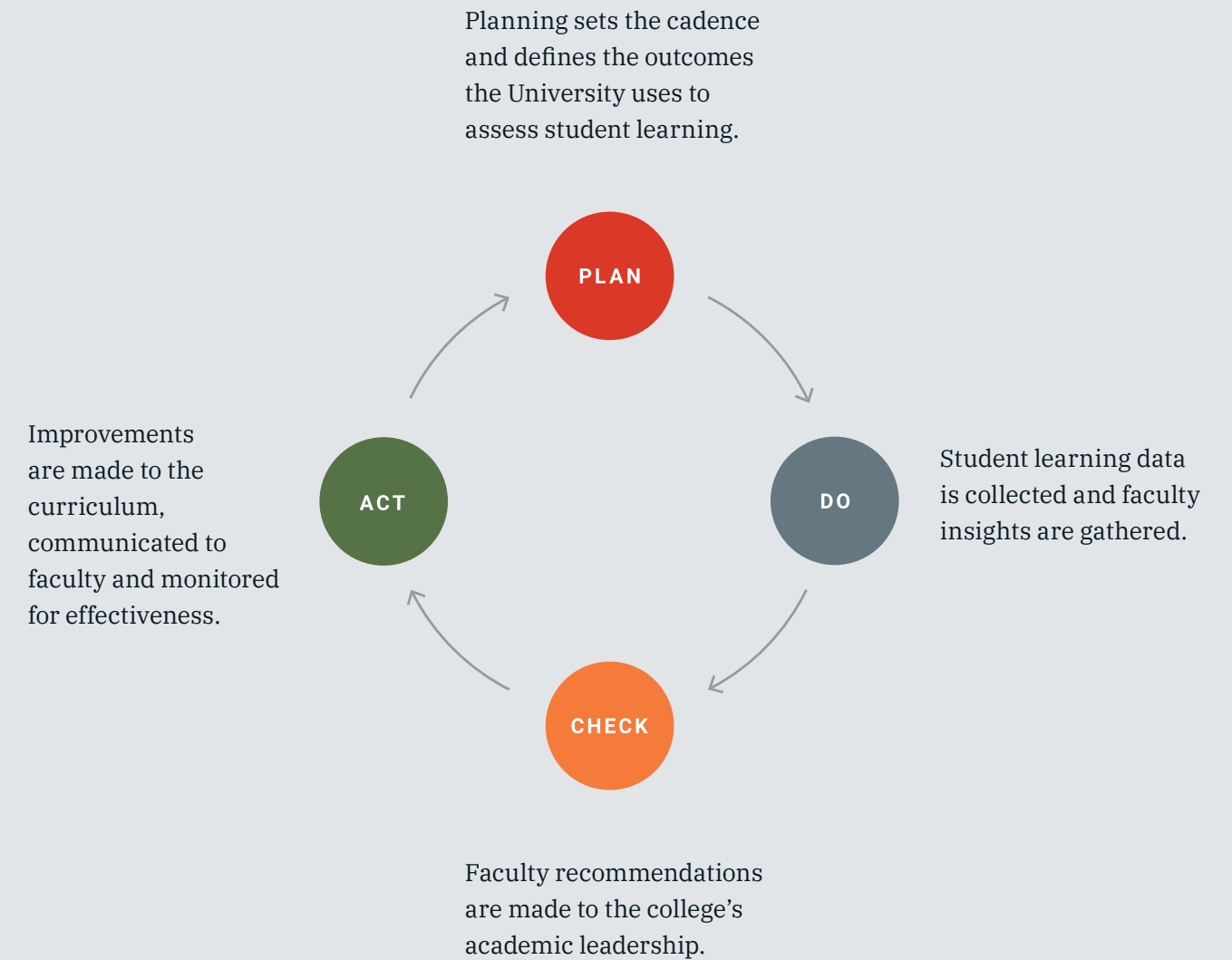
Are students learning? It's a question that keeps educators up at night. That's why we study the numbers.

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.

## The assessment model

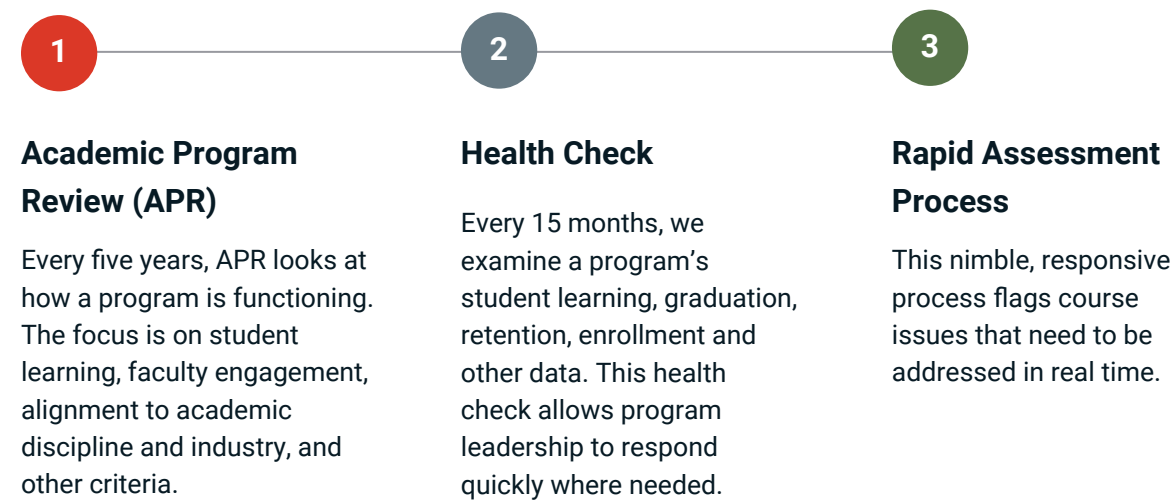
FIGURE 12 CONTINUOUS QUALITY IMPROVEMENT



## 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. “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 in-demand 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 and University Learning Goals.

In 2021, summative assessments captured learning data from more than 275,000 ratings of student work. 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, are reported on **pages 120 and 121**.



# 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. According to the Society for Human Resource Management, 75% of HR professionals who have difficulty recruiting blame it on a shortage of job applicants’ skills.

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 13** offers a detailed explanation of the five competencies we measure against, along with the percentage of aligned student work that met or exceeded expectations in FY21.

Indeed is a registered trademark of Indeed, Inc.  
 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 13** ULGS: HOW STUDENTS PERFORMED

Rates for students meeting or exceeding expectations for work that is either emerging or accomplished\*.

**92.9 %**

### 1. Professional competence and values

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

**91.6 %**

### 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.

**95.1 %**

### 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.

**92.8 %**

### 4. Information utilization\*\*

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

**94.8 %**

### 5. Collaboration

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

\*Source: University of Phoenix, 2021, Assessment Management System  
 \*\* The information utilization ULG was changed to digital fluency, effective January 2022.

# Program Student Learning Outcomes

FY21 summative assessment data by college.

In addition to University-wide goals for student learning, each academic program has clear learning goals called Program Student Learning Outcomes (PSLOs).

To help us collect direct evidence of student learning, aligned to our PSLOs, every program has “summative assessments.” These assessments reflect authentic career activities (e.g., an operational analysis or medical records coding).

**Figure 14** shows the rate for student work meeting or exceeding expectations in PSLOs by field of study in FY21.

**FIGURE 14** PSLOs: HOW STUDENTS PERFORMED

Rates for students meeting or exceeding expectations for work that is either emerging or accomplished.

91.6 %

Doctoral Studies

92.9 %

General Studies

92.8 %

Business & Information Technology

97.0 %

Nursing

93.9 %

Education

90.7 %

Behavioral Sciences

93.2 %

Health Professions

Source: University of Phoenix, 2021, Assessment Management System

## Student end-of-course and relationship surveys

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. Students are also asked to evaluate their learning experiences and their interactions with support services at various other milestones or following specific events.

**Figure 15** illustrates the general academic themes revealed by student surveys at specific points in time and overall.

**FIGURE 15** STUDENT EXPERIENCE FEEDBACK FROM FY21 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 79,583 student responses to our end-of-course survey. All responses were collected between 9/1/20 and 8/31/21.

\*\*The data in question 3 summarize 83,120 student survey responses gathered between 9/1/20 and 8/31/21, 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.”

# Standardized Assessment of Information Literacy Skills (SAILS)

Employees who can locate, access and analyze information for a job-related task or to make informed decisions are valuable to their employers. Called “information utilization,” this is one of our University Learning Goals.\* These goals are incorporated into our academic programs, positioning our students with the critical skills needed to be successful in their careers.

The Standardized Assessment of Information Literacy Skills (SAILS) helps us measure our students’ attainment of information utilization. SAILS also offers a benchmark of our students’ achievement in information literacy in comparison with other institutions.

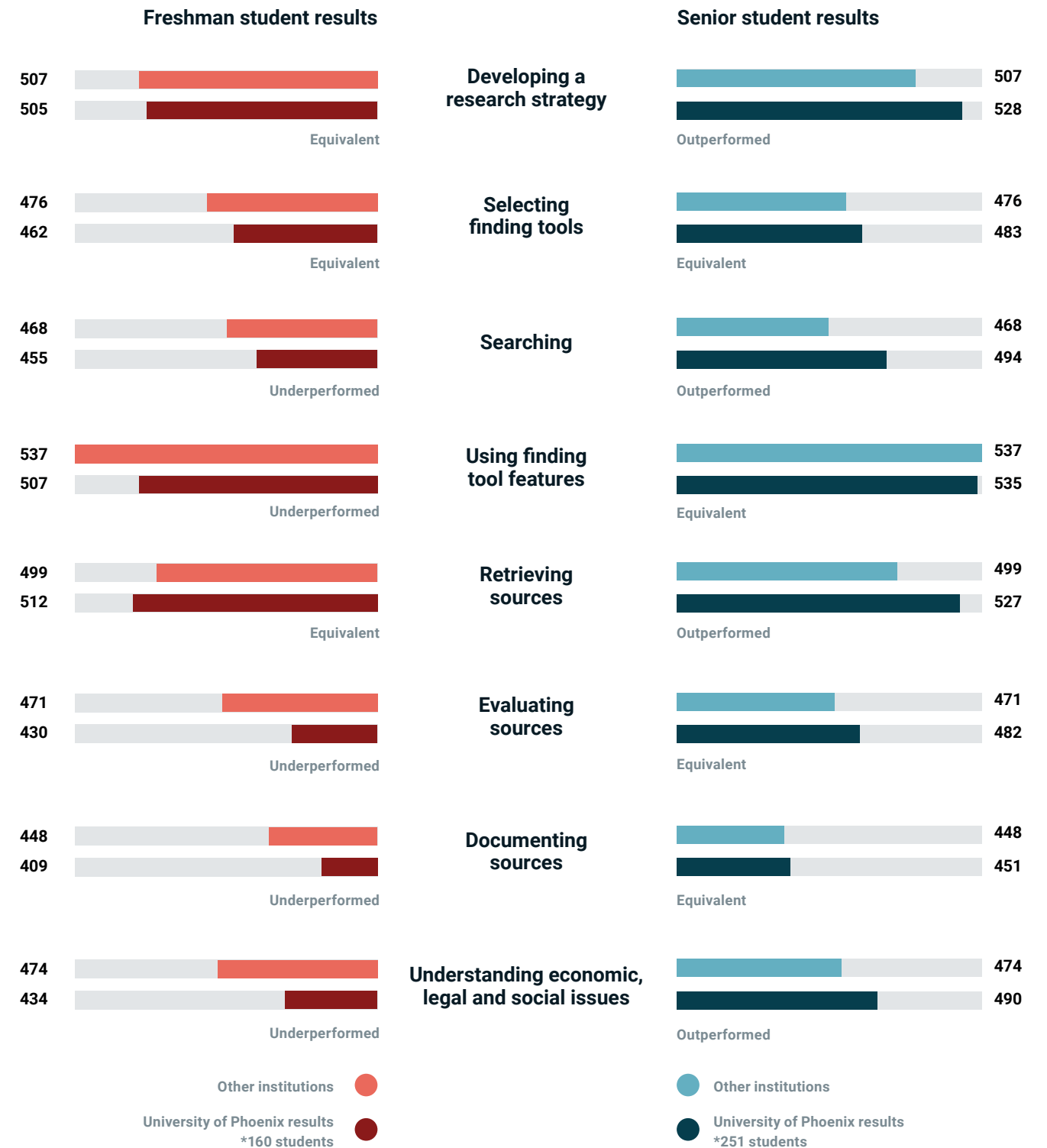
As shown in **Figure 16**, among the 251 University of Phoenix seniors\*\* who elected to participate in SAILS during the administration period from Jan. 27 to Feb. 18, 2021, our seniors outperformed seniors at other institutions in four skill sets – and were equivalent in all other skill sets.

The SAILS assessment, developed by Kent State University, is based on the Association of Colleges & Research Libraries’ competency standards, and measures the following skill sets, the descriptions of which have been excerpted and paraphrased from the assessment:

- **Developing a research strategy** through thoughtful topic selection, knowledge of primary and secondary sources and effective use of institutional resources.

- **Selecting finding tools** through awareness of the authority, scope, availability and other factors that impact suitability of research tools for a particular project.
- **Searching** for research sources with a solid grasp of techniques (such as keyword searching, proximity searching, nesting, truncation and field searching) that result in a rich collection of sources relevant to their research needs.
- **Using finding tool features** by differentiating among the types of resources included, search protocols, basic vs. advanced searching, and help options.
- **Retrieving sources** by navigating systems to obtain materials online and in print, both locally and remotely, including using interlibrary loan, within the needed time frame.
- **Evaluating sources** by applying established criteria, such as authority, point of view and timeliness to determine appropriateness of sources in meeting a particular information need.
- **Documenting sources** by recognizing types of information sources based on their citations and by knowing what elements to include in citations for various formats.
- **Understanding economic, legal and social issues** through advanced understanding of the concepts of intellectual property, copyright, fair use, freedom of speech, privacy and security.

**FIGURE 16**  
STUDENT RESULTS FROM 2021 SAILS ASSESSMENT



\*The information utilization University Learning Goal was changed to digital fluency, effective January 2022. \*\*For the purposes of the SAILS assessment, a University of Phoenix freshman is defined as having 0-24 credits completed. A senior is defined as having 73+ or more credits completed.

# Seven colleges, diverse career goals

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

At University of Phoenix, our deans work tirelessly to ensure our seven colleges prepare students for the real world. We offer more than 100 online programs aligned to 300+ occupations, over 90% of which are in growing fields.

## Experienced faculty

Our instructors aren't professors. They're accomplished professionals. In FY21, our instructors had an average of 14.4 years of University of Phoenix teaching experience and 27.6 years of professional experience. Their passion for students' educational success is evident: When more than 78,000 students responded to an FY21 survey about how likely they would be to recommend their instructors, on a 0 to 10 scale they answered with an average of 8.8.

## 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](http://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.

Programmatic accreditation can also be an important part of meeting licensure requirements or prerequisites for a specific job such as nursing or counseling. University of Phoenix carries programmatic accreditation for select programs in business, healthcare, nursing, social work and counseling.

Read more: [phoenix.edu/accreditation](http://phoenix.edu/accreditation)



# College of Business and Information Technology

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

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.



Shirleen Hill Omega, BSIT 2003



## Degree programs



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

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

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

### Degree programs

- Associate of Arts with a concentration 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

### Graduate certificate programs

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

### Undergraduate certificate programs

- Advanced Cybersecurity
- Advanced Networking
- 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

## Key leadership

### DEAN

#### KEVIN WILHELMSSEN, PhD

For more than 19 years Dr. Wilhelmsen has served the college as a dean, assistant dean, program dean and faculty member. He supports and manages the overall academic integrity of program curriculum design and development; assessment of student learning outcomes; regulatory affairs; faculty standards and scholarship, and academic policy development; and various administrative functions. Dr. Wilhelmsen also serves as a site team lead evaluator and serves on the Business and Industry Relations Committee for ACBSP. In addition, he is a case judge for the Society for Human Resource Management. Dr. Wilhelmsen holds a PhD in Business Administration and Organizational Leadership from Northcentral University, an MBA from University of Phoenix and a Bachelor of Science in Business from the University of Arizona.

### ASSOCIATE DEAN

#### JOSEPH ARANYOSI

Aranyosi started at University of Phoenix in 2015 and serves in the role of associate dean of Undergraduate 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 20 years of higher education experience in various roles such as academic dean and director of curriculum development, and previously worked in the fields of mental health and art. He holds a Master of Fine Arts from Northwestern University and a Bachelor of Arts in Psychology, Art History and Studio Art from the University of Richmond. He is also a Prosci-certified Change Practitioner and a member of the International Game Developers Association and the Royal Photographic Society.

### ASSOCIATE DEAN

#### KATHRYN UHLES

Uhles has served University of Phoenix for 16 years in Student Services and Operations, as faculty and, most recently, as the associate dean of IT Programs in CBIT. She has a Master of Science in Psychology and a Master of Information Systems from University of Phoenix as well as a Bachelor of Science in Elementary Education from Arizona State University. She has earned a Certificate in Desktop Support and holds both an Elementary and a Secondary Education teaching certificate for the State of Arizona. In her current role, Uhles oversees the program and curriculum development of the University's IT programs, which includes maintaining relationships with industry certification bodies like CompTIA®, EC-Council® and Amazon Web Services®. She was a Greater Phoenix Chamber Athena Award nominee in 2020 and also served as a Pluralsight live panelist.

### ASSOCIATE DEAN

#### NATALIE DUHANEY

Duhaney 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. Duhaney 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 is currently pursuing her MBA with University of Phoenix.

## Industry Advisory Council

- Markus Achord – Head, Diversity and Inclusion, Google
- Carlos Asarta – Director, Economic Education and Entrepreneurship, University of Delaware
- Michael Baer – Executive director, Sunland Asphalt & Construction
- Stephanie Benoit-Kurtz – Principal security consultant, TRACE3, and lead cybersecurity faculty, University of Phoenix
- Celeste Boyd-Spear – VP and general manager, AT&T
- Bob Collins – VP, operations, Sysco
- Michael Echols – VP, global cybersecurity and blockchain, Las Vegas Sands Co.
- Stephenie Gloden – VP, agile practice, Fidelity
- Manish Gupta – CEO, uCertify
- Vishwa Hassan – Chief technology officer, USAA
- Matthew Rosenquist – Chief information systems officer, Eclipz.io
- Jeffery Rhymes – VP, digital program management, JPMorgan Chase & Co.
- Beth Sarabia – VP, client solutions, TalentWave
- Jamie Smith – Chief information officer, University of Phoenix
- Greg Sylvester – VP, enterprise content, data and SEO, American Express
- Blair Westblom, VP, finance, University of Phoenix
- Steve Zylstra – President and CEO, Arizona Technology Council

## Industry Advisory Council activities

In 2021, the CBIT Industry Advisory Council advised on a range of topics designed to advance the college and better serve our students. Activities included:

- Mapping degree programs and certificates to hard skills relevant to the industry
- Joining forces with Credly, a digital credentialing platform, to offer skill badges that allow students to showcase career-relevant skills to employers
- Piloting short professional development and training courses, including Digital Marketing, Information Technology, and Web and Search Engine Marketing
- Offering new and revised degree programs with content in cybersecurity, machine learning/AI, and cost/risk management in our MIS program

## 2021 highlights



### Skills-mapping connects learning to employer needs

More than 90% of Business programs have been mapped to in-demand industry job skills. As a University, we've worked with labor market researchers, including Emsi Burning Glass, and experienced faculty in their fields to ensure our students have the opportunity to learn and demonstrate in-demand skills.

More than 85% of Business programs open for new enrollments were skills-mapped as of May 2022. CBIT was at the forefront of this effort through pilots of the MBA, MM, BSB and BSM degrees. To read more about skills mapping, see **pages 86-87** or visit [phoenix.edu/skills](https://phoenix.edu/skills).



### CBIT launches new programs

In 2021, we rolled out new EC-Council industry-aligned offerings in our Associate, Bachelor's and Master's in Cybersecurity programs, as well as in several of our certificate programs in cybersecurity.

These include:

- BS in Computer Science
- MS in Cybersecurity
- Cybersecurity Digital Forensics Certificate
- Cybersecurity Network Forensics Certificate
- Leadership and Management Certificate

These new programs add to the growing list of Business and IT certificates that help students advance their education or upskill. "Skilled computer science and cybersecurity professionals are in high demand as businesses and government entities work to address the growing complexity of technology issues. Our new programs are designed to upskill workers with career-ready skills," says Kevin Wilhelmsen, PhD, dean, CBIT.



### MBA digital badges allow students to showcase achievements

In 2021, the college's MBA program piloted badging in its first six courses. Digital badges work hand-in-hand with the skills-mapping of our coursework. Once students have earned and claimed a badge, they can share it on their resumé to demonstrate to employers the career-relevant skills they've gained. Preliminary results indicate that the MBA badge initiative has improved course progression.



### First competency-based MBA students graduate

Launched in 2020, our MBA-CB and MIS-CB programs are among the fastest, most affordable degrees we offer, allowing students to earn their master's for less than \$11,000 in less than a year. Both degree programs are designed for students with professional work experience. Rather than students taking or retaking courses to prove what they already know, CB degree programs allow them to demonstrate what they know, earn credit for it and move on through their program. In FY21, 79 students graduated from our competency-based Master of Business Administration.



### University honored with Elite EC-Council Circle of Excellence

For the third consecutive year, University of Phoenix received the 2021 Academic 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. We were selected for the award, in part, because of our high ratio of students who take EC-Council certification exams, student feedback and our commitment to educate the cyber workforce.



### Tech tools bring live, interactive feedback to students

CBIT continues to adopt learning technology innovations, such as uCertify™, Connect, MyEducator™ and zyBooks®. These providers allow students to complete work in live, interactive environments and get immediate feedback and correction. This allows students to learn, practice and apply concepts that assess the learning outcomes in their courses.



### New milestones achieved

Whether adapting to COVID-19 constraints or revising courses to better meet student needs, CBIT achieved many other milestones in 2021. These included:

- Converting all local campus courses to online learning through Blackboard Collaborate™ to meet COVID-19 safety measures.
- Renewing the Society for Human Resource Management Curriculum Guidelines approval for the BSB/HR and MBA/HRM degrees. This gives students peace of mind that their bachelor's and graduate HR programs have industry-aligned, third-party validation.
- Revising our top 25 enrolled courses to incorporate digital learning resources and assessment so that students can check their understanding of content before moving on. This resulted in improved grades and student progression.
- Improving program and course alignment in IT programs to industry certifications and standards from entities such as CompTIA®, Microsoft® and ISACA®.
- Launching and maintaining a new Competency-Based Education (CBE) faculty model through practitioner faculty and faculty mentor roles. In traditional programs, instructors change with each course and work with students only during the duration of the course. In the CBE program, faculty provide guidance and support in academic areas for their assigned students throughout the duration of the students' program.

## Business faculty in scholarship

Several college faculty members were active in publishing scholarly articles or presenting scholarly findings in 2021. They included:

**Omer Pamukcu**, “Implementation of Sustainable Development Goals Through the Equimarginal Principle and Circular Economy,” *Istanbul Journal of Economics*, January 2021

**Diane Roberts**, presenter, “Strategies that champion student persistence in the virtual classroom and help educational leaders meet the moment,” United States Distance Learning Association (USDLA)-sponsored webinar, Dec. 17, 2021

**Christian Teeter**, presenter, “COVID-19 and the Acceleration of Food Insecurity: A Southern California Case Study,” Southern California Conference for Undergraduate Research, Nov. 20, 2021

**Suchitra Veera**, presenter, “Role of Business Analytics in Education,” Decision Sciences Institute annual conference, Nov. 17, 2021.

**Claude Toland**, “The Importance of Leadership Development,” *Educational Technology Insights*, October 2021

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# College of Social and Behavioral Sciences

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

Programs in the College of Social and Behavioral Sciences (CSBS) help students address clients' mental, psychological, emotional, social and case management needs in counseling; social work; psychology and human services; and criminal justice and public administration.

With an emphasis on knowledge, skills, character and lifelong learning, CSBS prepares students to positively influence their organizations and communities.



Kelly O Horo, MSC/CC 2010

## Degree programs

Associate of Arts in Criminal Justice

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

Bachelor of Science in Criminal Justice Administration

Bachelor of Science in Correctional Program Support Services

Bachelor of Science in Industrial-Organizational Psychology

Bachelor of Science in Public Administration

Bachelor of Science in Security Management

Bachelor of Science in Social Work

Master of Public Administration

Master of Science in Administration of Justice and Security

Master of Science in Counseling/Clinical Mental Health Counseling

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

Master of Science in Psychology

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

\*The MS in Psychology with a concentration in Industrial-Organizational Psychology was retired effective December 2021. In January 2022, a new MS in Industrial-Organizational Psychology was launched.

## Key leadership

### DEAN

#### CHRISTINA NEIDER, EdD

Dr. Neider's 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 serves as 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 is the associate dean and program director for the Bachelor of Science in Social Work. Prior to her work in academia, Dr. Dutton served 27 years in the U.S. Air Force, retiring as a lieutenant colonel. She holds a PhD from Portland State University as well as Bachelor and Master of Social Work degrees from New Mexico Highlands University. She serves as president-elect 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 is 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 is 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 (2022-23) president of the Arizona Counseling Association.

## Industry Advisory Council

### 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 – Administrative services manager, Riverside University Health System – Behavioral Health
- Tori Torres, LPC – National Board for Certified Counselors Board of Directors, 2014-2020
- Nikki Watkins, PsyD – Clinic director, Steven A. Cohen Military Family Clinic at the Center for Enriching Relationships

### Criminal Justice, Security and Public Administration council:

- Reginal Grigsby – Chief special agent, Arizona Attorney General’s Office
- Jeff Glover – Chief of police, Tempe
- Rob Olding, PhD – Assistant director, Treatment and Educational Services, Arizona Department of Corrections, retired
- Neal Young – Deputy county manager, Coconino County
- Carl Nink – MTC Director of Research and Training, Arizona Department of Corrections, retired

### Social Work council:

- Krista Collins, PhD – Director of Research and Evaluation, The David P. Weikart Center for Youth Program Quality
- Lindsey O’Connell – Chief operating officer, Freeman Recovery Center
- Amanda Fixsen, PhD – Director of Implementation, Invest For Kids
- Faith I. Baker – HUD-VASH social worker, Healthcare for Homeless Veterans
- Bob Zylstra – Director of Behavioral Medicine, University of Tennessee, Chattanooga, College of Medicine

## Industry Advisory Council activities

The CSBS advisory councils meet periodically to discuss a range of topics designed to advance the college and better serve our students. In 2021, these included:

- Emerging trends and skills gaps in their respective fields
- Learning and technology enhancements
- Recommendations for program revisions to be launched in 2022

Additionally, councils for individual fields of study met and provided feedback on key areas for possible program improvement, which will be reviewed by college leadership. Topics discussed among the councils are outlined below:

### Counseling

- Adding rigor in curriculum to improve training for counseling students
- Increasing groundwork for licensure through test preparation
- Increasing connection with support staff, which could improve students’ performance and program completion
- Continuing post-COVID use of telehealth to help students achieve practicum and internship program requirements

### Psychology and Human Services

- Defining clear program outcomes for the Psychology and Human Services programs (BSCPSS, BSIOP and BSAP/MT) to ensure proper student expectations
- Gaining industry feedback on badge/certificate content areas, including substance abuse, military services, criminal justice and family support services

### Criminal Justice and Security

- Prioritizing cultural diversity and ethics in the academic setting
- Possibly incorporating “transformational policing” into courses, and supporting the need for reengaging criminal justice agencies with their communities

### Public Administration

- Potentially revising coursework and professional development to address the increase in cybercrime and ransomware

### Social Work

- Soliciting feedback on high-demand positions, such as caseworkers, family protection specialists, foster care social workers and community advocates
- Discussing possible course revisions/program enhancements relating to research skills, interviewing skills, and knowledge and skills in communicating with diverse groups

## 2021 highlights



### Social Work program earns accreditation

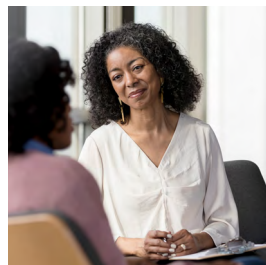
After a rigorous multiyear effort, which culminated with a final accreditation benchmark report and visit from the Council on Social Work Education (CSWE) in FY21, the online Bachelor of Science in Social Work earned CSWE accreditation in March 2022. Associate Dean Samantha Dutton, PhD, LCSW, says this is especially good news for communities that do not have access to other forms of social work education. “This program offers the opportunity for people to become social workers while living and working in their own communities,” she says. “This is a real game changer for communities that do not have academically trained or licensed social workers.”



### Connecting learning to career readiness

CSBS revised eight programs in FY21, ensuring that they are mapped and aligned with top industry job skills. As a University, we’ve worked with labor market researchers, including Emsi Burning Glass, and experienced faculty in their fields to ensure our students have the opportunity to learn and demonstrate in-demand skills.

More than 85% of the University’s programs open for new enrollment were skills-mapped as of May 2022. In CSBS, all program revisions are either complete or will be ready to launch by FY23.



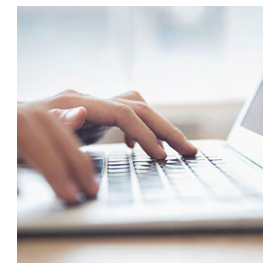
### New online Master of Science in Counseling for California

The Master of Science in Counseling with a Marriage, Family and Child Therapy (MSC/MFCT) specialization now has greater reach in California. Formerly a campus-based degree program, the MSC/MFCT was revised to an online modality in FY21, and launched April 1, 2022. “We are pleased to be able to offer the MSC/MFCT program in California and help students develop a professional identity as a therapist as well as an advocate and steward for recovery-oriented care,” says Dean Christina Neider, EdD.



### Keeping faculty informed

Engaged faculty can lead to engaged students. That’s why CSBS leadership now holds regular, virtual meetings with faculty, an initiative that began in FY21. The meetings are designed to keep faculty in the loop with University-wide initiatives and college-level priorities and program launches. “The more our faculty know about what we’re doing at the college level, the more confident they’ll be in what’s happening in the curriculum,” says Dean Christina Neider, EdD. “If they understand the ‘why’ behind what we’re doing, it helps them better engage our students in their courses.”



### MS in Psychology gains HLC approval

In FY21, the college prepared to launch a new Master of Science in Psychology that gives students with professional experience more flexibility on how fast they can go. The MS in Psychology will be similar to the University’s Competency-Based Education (CBE) courses in that the program allows students to progress through their program when they’ve mastered a competency. The program gained Higher Learning Commission (HLC) approval and is planned for launch in late 2022 or early 2023.

Read more: [phoenix.edu/degrees/psychology/master-psychology.html](https://phoenix.edu/degrees/psychology/master-psychology.html)



## Leadership presentations

Faculty presented, moderated or participated in community events throughout FY21. These included:

**Monalisa McGee**, presenter, “Unconscious Bias: Supporting Marginalized Communities,” TSA, Jan. 8, 2021

**Franzi Walsh, DBA**, moderator, “Addressing Diversity, Equity and Inclusion Through Police Reform,” Essential Conversations in Diversity, Equity and Inclusion, University of Phoenix and National Diversity Council, Oct. 7, 2020

**Samantha Dutton, PhD**, presenter, “Post-Traumatic Stress May be Impacting Your Life and You Might Not Know It,” University of Phoenix Veterans Employee Resource Group, May 19, 2020

**Christina Neider, EdD**, “Moving Beyond Conversations to Address Systemic Inequities,” University of Phoenix PhoenixBlog, Nov. 15, 2020

**Christine Hustedde**, presenter, “Trends in Aging,” University of Missouri, Sept. 28, 2021

**Christine Karper**, presenter, “Counseling Cancer Patients with Mindfulness Based Interventions,” Orlando Health Cancer Institute, May 28, 2021

**Hector Garcia**, presenter, “Leadership Development,” California Department of Probation, April 6, 2021

## Faculty scholarship

Several faculty members continued to position CSBS and University of Phoenix as thought leaders by publishing scholarly articles or presenting scholarly findings in 2021. They include:

**Bryan McNutt**, “Addressing Racial and Ethnic Bias in the Workplace,” *Journal of Employee Assistance*, April 1, 2021

**Dana Y. Matthews**, chapter co-author, “Achievement in Urban Schools: Linking Schools, Families, and Communities,” Jan. 1, 2021

**Michelle Perepiczka**, primary author, “Determining Evidence-Based Outcomes Using Free-Access Screening Assessment Instrument,” *Counseling Australia*, Aug. 1, 2021



Victoria Stinson, BS/COM 2010

# College of Health Professions

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

The College of Health Professions strives to equip students with a future-focused education 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.



Janice Aquart Mbock, MSN/MHA 2014

## Degree programs

Bachelor of Science in Health Administration

Bachelor of Science in Health Management

Master of Health Administration

Master of Health Administration (Competency-Based)

Master of Health Administration with a concentration in Informatics

Master of Health Administration with a concentration in Healthcare Compliance and Privacy

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

## Key leadership

### DEAN

**MARK JÖHANNSSON, DHSC, MPH**

In addition to seven years as dean, Dr. Jöhanntsson 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 and is a Health Innovation Council member.

### ASSOCIATE DEAN

**HEATHER STEINESS, PhD, MPH**

Dr. Steiness specializes in global public health and has 25 years of experience designing, implementing and evaluating health and health systems globally. She holds a doctoral degree from Arizona State University and a Master of Public Health from the University of Michigan.

## Industry Advisory Council

- 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
- Peggy Altamura, FACHE – CEO, Morgan Paris Consulting, past president, Arizona Healthcare Executives
- Paula Arceneaux Ivey – Director, HCA Conroe Regional Medical Center, Houston
- Dean Athanassiades – Senior director, Project Services, Philips Healthcare
- Ben Frazier Beatty – Program director, Regis College Public Health program
- Jennifer Bonilla, PhD, FACHE – Consultant, former CEO, Southwest Foodservice Excellence
- Vincent DaCosta – Director, Microsoft GitHub
- Demarico Davis – Health system specialist to chief of staff, Black Hills Health Care System, Virginia
- Lawrence Fergus, RN – Senior consultant, Healthcare Management Insights
- Linda Gordon – Associate director of MPH, Center for Health Equity Practice
- Jeff Kindrai – Director, health officer, Grant County Health Department
- Jonathan Todd Lehmenkuler, EDAC – Architect healthcare design, Corgan, Arizona
- Steven Linerode, RN – Emergency management coordinator, Howard Regional Health System, Indiana
- Kevin Myers – Alzheimer’s team, Biogen
- Julie Ritzman – Vice president of Risk Management Services, MICA Medical Foundation, Arizona
- Roxanne Schwans – Head of Market Access, Johnson & Johnson
- Roy Swift – Executive director, Workcred
- Ajith “AJ” Thomas, AIA, ACHA, LEED AP, EDAC– Vice president, Healthcare Studio Leader, Corgan, Arizona
- Robert Vella, MPH – Chief, Communicable Disease Bureau, Delaware Division of Public Health, 2019, 2021 University of Phoenix Faculty of the Year
- Liz Warren – Director, Storytelling Institute, South Mountain Community College, Arizona
- Alejandro Zayas – Founder and CEO, AMC Group, Behavioral Health Services, Arizona

## Industry Advisory Council activities

The College of Health Professions Industry Advisory Council hosted its annual meeting Aug. 19-20, 2021. The council discussed a range of topics designed to advance the college and better serve our students, including:

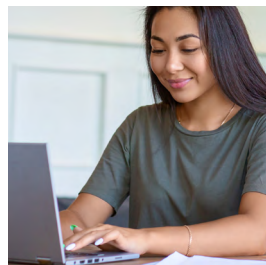
- Insights about industry trends
- Identifying needs that will benefit COHP programs and their curriculum, as well as preparing students for tomorrow’s job market
- Fostering personal investment into our programs by building a national network of professionals who are passionate about program offerings

## 2021 highlights



### COHP holds faculty summit

The College of Health Professions hosted a four-day faculty summit in May 2021. The goal was to provide the MHA degree program leadership with a clear understanding of any gaps in the MHA curriculum. A select group of subject matter experts are reviewing and taking action on the suggested revisions and content needs to help close the identified gaps.



### College rolls out T-courses

To help make courses more engaging and interactive, COHP added technology-enhanced “T-courses” in FY21. Featuring auto-graded assignments that provide immediate feedback on work, T-courses help students can gain confidence and relevant job skills as they progress through their program. Plus, faculty are then freed up to focus on the more important elements of classroom discussions. Early results indicate that T-courses improve student performance and lead to better student retention.

## Faculty scholarship

Several college faculty members were active in publishing scholarly articles or presenting scholarly findings in 2021. They included:

**Evelyn Bell**, “Exploring perspectives of legal nurse consultants as entrepreneurs: a case study,” Nursing Education Summit 2021

**Diane Hunt-Wagner**, presenter, “Mini-Certification to Enhance Faculty Engagement and Professional Development: A Mixed-Method Study,” KWB Annual Summit 2021, Aug. 12, 2021

**Regina Alexander**, presenter, “Don’t Give Up the Ship! How to Find and Turn Hidden Privileging, Credentialing and Enrollment Compliance Risks into Treasure,” HCCA Webinar, July 28, 2021

**Laura Veltri**, primary author, “Keys to Utilizing Technology in the Healthcare Setting,” Methodist Le Bonheur Healthcare, May 26, 2021

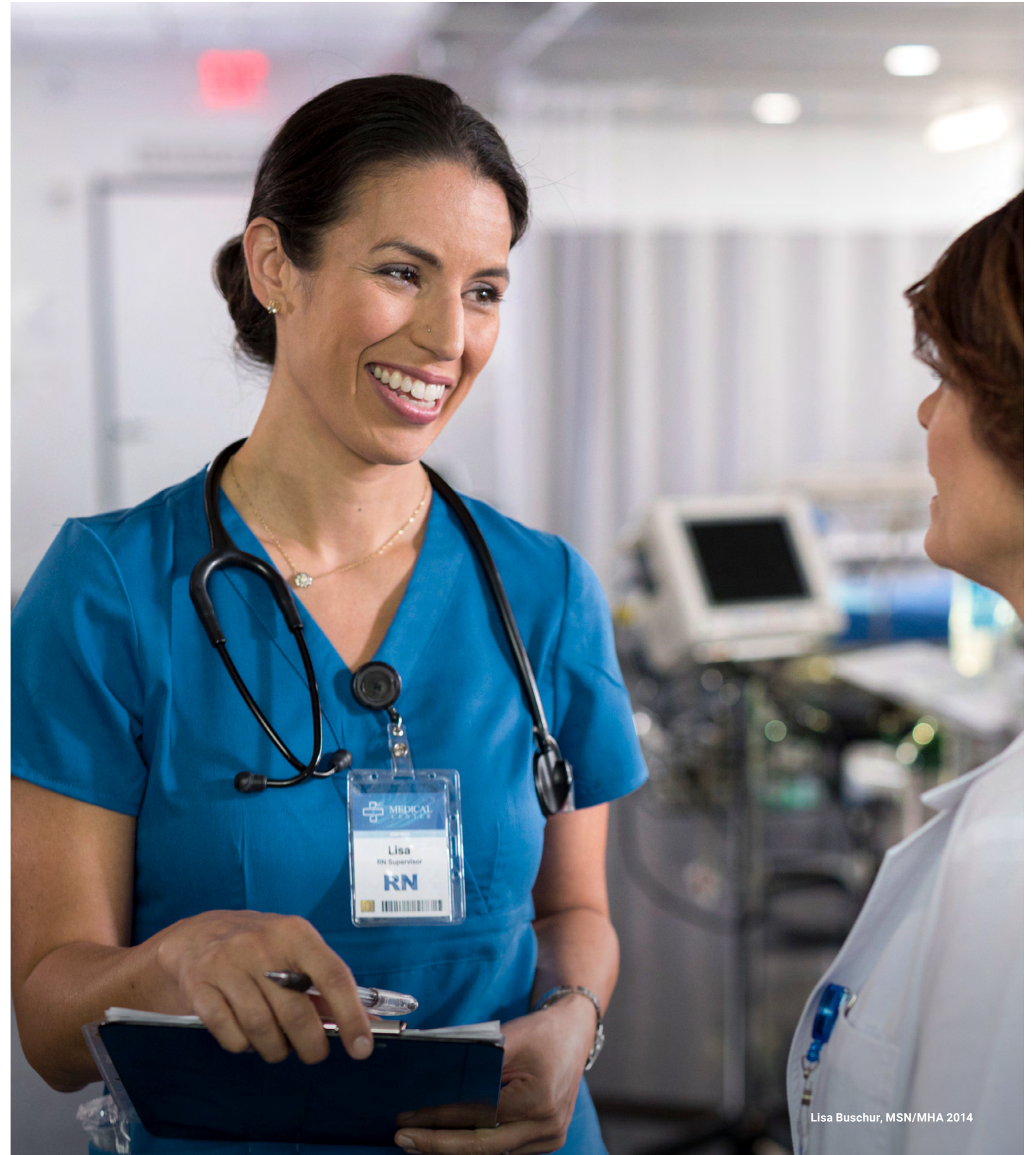
# College of Nursing

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

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

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

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.



Lisa Buschur, MSN/MHA 2014

## Degree programs

RN to Bachelor of Science in Nursing

RN to Bachelor of Science in Nursing (Competency-Based)

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

Doctor of Nursing Practice

### Accreditation

The baccalaureate degree program in nursing and master's degree program in nursing 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.

## Key leadership

### DEAN

**RAELENE BROOKS, PhD, RN**

Dr. Brooks was named dean of the College of Nursing in January 2022 upon the retirement of Kathleen Winston, PhD\*. 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 sits on the Yavapai Community College Advisory Council.

### ASSOCIATE DEAN

**KATHLEEN RUPP, PhD, MSNL, RN, CNE**

Dr. Rupp 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 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.

\*College leadership as of January 2022.

### DIRECTOR OF OPERATIONS

**BRANDI MORSE, EdD, MEd**

Dr. Morse 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. As operations director, Dr. Morse ensures operational efficiency for the college's Nursing programs to improve the student experience. 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.

## Industry Advisory Council

- Manny C. Barbosa, DHA, MSN/Ed, RN, CCRN, PCCN – ICU nurse educator/faculty, VA Palo Alto HealthCare System
- Denise Boren, PhD – Dean, Pacific College
- Martha Dispoto, MSN, RN, NE-CB – Chief nursing officer, Kaiser Permanente Anaheim
- Candice Vaughan Griffin, BSN, MS – Executive director, clinical education and professional development, Banner Health
- Barbara Barney-Knox, MBA, MA, BSN, RN – Deputy director nursing and statewide chief nurse executive, California Correctional Health Care Services
- Julie Longmire FNP-C, RN – Nurse practitioner, East Scottsdale Medical Care
- Linda MacIntyre, PhD, RN – Chief nurse, American Red Cross-National Headquarters
- Donna Meyer, MSN, RN, ANEF, FAADN, FAAN – CEO, Organization for Associate Degree Nursing
- Ann Powell – Healthcare policy and advocacy director, Johnson & Johnson
- U.S Public Health Service Capt. Thomas Pryor – Nurse consultant, Centers for Medicare & Medicaid Services
- Lynn Sagara, MPH, RN – Volunteer partner executive director, American Red Cross, Southern Arizona Chapter; Regional academic service-learning coordinator, American Red Cross AZ/NM/EP “New ElZona” region
- Jason Saude, DNP, FNP – Manager, Kidney Transplant Program, University of California San Diego
- Anne Marie Watkins, DNP, MSHCA, RN, CENP – Vice president, operations, National Patient Care Services, Kaiser Foundation Hospitals and Health Plan, Inc.

## Industry Advisory Council activities

During our 2021 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. These included:

- Providing skills badging in the area of emergency preparedness
- Integrating diversity, equity, inclusion and belonging in our curriculum and college core values
- Focusing on short-burst learning opportunities
- Expanding Nurse Practitioner programs, including the Psych Mental Health Nurse Practitioner Program
- Making improvements to our existing programs by evaluating Program Student Learning Outcomes (PSLOs) for industry relevance

Advisory council meetings occur twice a year. Council members also engage throughout the academic year on initiatives.

## 2021 highlights



### College achieves quality designation

In 2021, the College of Nursing applied for the National Education Progression in Nursing (NEPIN) Quality Designation for Academic Progression, and in January 2022 learned the designation was awarded. NEPIN recognizes colleges for their work enhancing, empowering and encouraging opportunities for nurses to obtain higher levels of education.

### Front-line support with COVID-19 vaccines

As COVID-19 vaccines became widely available, the College of Nursing was on the front lines of volunteering and organizing. For example, Carolyn Machold, RN, BSHA, MBA, MSN, CNS-AP, adjunct faculty, volunteered in January 2021 through Arizona First Assistants to vaccinate vulnerable populations.



Sun Jones, DNP, RN, FNP-BC, systematic program and curriculum evaluator and faculty member, spearheaded efforts to increase vaccine accessibility for minority populations through development of community clinics.

As a result, Dr. Jones and College of Nursing colleagues Carol Bafaloukos, Jenny Brady, Randy Hamilton, Linda Alvarez and Thomas Falletta were part of a team of volunteers who administered vaccines at an event in Mesa that led to nine more like it in Phoenix and the East Valley. Many of the volunteers were bilingual, helping to serve the different languages spoken by those in attendance, including Chinese, Vietnamese, Thai, Laotian, Korean, Spanish and Filipino. Nearly 2,300 community members received vaccinations at these events from March to December 2021.

For her efforts, Dr. Jones received the Governor’s Volunteer Service Award for Pandemic Response on May 2, 2022.



## 2021 highlights, continued



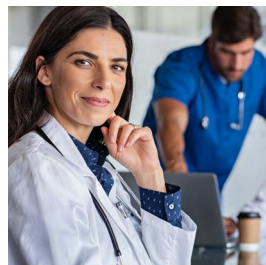
### College helps FNP students progress

As FNP students continue to navigate restrictions due to COVID-19, the College of Nursing has helped them move toward their educational goals as seamlessly as possible. By issuing IP, or In Progress, grades the college has enabled students to progress in their programs while they complete any outstanding, required practicum hours.



### Competency-based RN to BSN continues to put students on the fast track

Our competency-based RN to BSN degree continues to be our fastest, most affordable BSN degree. The program and course outcomes are the same as the traditional RN to BSN, but this self-governed program allows experienced nursing students to finish in as little as 12 months for less than \$10,000. This allows experienced nurses to earn a quality degree while making the most of their time and money.



### College progressing toward psych/mental health APRN program

The College of Nursing continues toward the launch of a new Post-Master's Certificate/Psychiatric Mental Health Nurse Practitioner APRN program. This will expand our advanced practice offerings and address an industry need for psych/mental health APRNs.

## Leading the way through scholarship

From publication in peer-reviewed journals and book authorship to national conference presentations and committee leadership, College of Nursing faculty were active on the scholarship front in 2021. They included:

**Raelene Brooks, PhD**, author/presenter, “Implicit Bias Review: Opportunities to Strengthen DEI in Nursing Education. It Starts with Me,” 2021 AACN Transform Conference

**Raelene Brooks, PhD**, author/presenter, “Competency-Based Curriculum Redesign Providing a Creative Pathway,” 2021 OADN The Power of Nursing Education to Move Beyond 2020

**Dorothy Hawthorne-Burdine, PhD**, co-author/co-presenter, “A Phenomenological Inquiry with Academic Failure by Licensed Vocational Nurses,” 2020 OADN Research Convention

**Patricia Finch-Guthrie, PhD**, co-author/co-presenter, “Effectiveness of a Delirium Prevention Initiative on an Inpatient Neuroscience Unit,” *Journal of Neuroscience Nursing*, April 1, 2021

**Phillip Davidson, PhD**, presenter, “Mini-Certification to Enhance Faculty Engagement and Professional Development: A Mixed-Method Study,” Knowledge Without Boundaries conference, Aug. 12, 2021

# 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.



Jason Finch, MAEd/TED E 2004

## Degree programs

The following College of Education (COE) 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

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)

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)

## Key leadership

### DEAN

#### PAMELA ROGGEMAN, EdD

Dr. Roggeman 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 fall 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

A career educator, Ghormley began 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 (TAP) throughout her school, serving as a full-time master teacher. At University of Phoenix, Ghormley has served as faculty member, instructional designer 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 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.

## California Industry Advisory Council

- Alec Barron, EdD – Director, San Diego Science Project, University of California San Diego
- Gary Brannon – Principal, Pine Valley Middle School, Mountain Empire Unified School District (USD)
- Conni Campbell, EdD – Coordinator, human resources, San Diego County Office of Education
- Ron Cordell – Teacher, social studies, Sage Creek High School, Carlsbad USD
- Ruben Diaz – Assistant superintendent, curriculum and instruction, Parlier USD
- Claudine Dumais, EdD – English Language Development consultant; adjunct faculty/supervisor of student teachers, Irvine Valley College; University of Phoenix
- Mary Dolan – Administrator, new teacher and leadership development, Tulare County Office of Education
- Mindy Fullerton – Instructional coach, Elk Grove USD
- Michelle Gosnell – Principal, Pauba Valley Elementary School, Temecula Valley USD
- Nic Levitt – Science teacher and department head, Carlsbad High School, Carlsbad USD
- Virginia Loh-Hagan, EdD – Director, Asian Pacific Islander Desi American Resource Center, San Diego State University
- Rachel Millstone, EdD – Lecturer; supervisor of secondary science and English language arts teacher candidates, University of California San Diego
- Matt Moody – Consulting teacher; peer assistance and review and teacher preparation and support, San Diego USD
- Lindsay Nicoll (Bordine) – Teacher, physical education, Parkway Middle School, La Mesa-Spring Valley School District
- Leslie Perry – Instructional coach, mathematics, Cajon Valley Union School District
- Kristie Remaly – Associate faculty, supervisor of student teachers, University of Phoenix
- Buck Roggeman – Principal, president of ACSA Elementary Education Council, Forest Grove Elementary, Pacific Grove USD
- Valerie Saylor – Coordinator I, new teacher support, Bakersfield City School District
- Christie Schmit – Coordinator, Poway Professional Assistance Program, Poway USD
- Cristian Aquino-Sterling, PhD – Associate dean for Diversity and International Affairs; associate professor in School of Teacher Education, San Diego State University
- Marjorie Treger – Resource teacher, theatre arts, San Diego USD
- Helen Tocco – Associate faculty, supervisor of student teachers, University of Phoenix
- Frank Patrick – Supervisor of student teachers, University of Phoenix
- Dawn Zwibel – Executive director; former assistant superintendent human resources, MY Academy Charter School; Poway USD

## Industry Advisory Council activities

In 2021, the California COE Industry Advisory Council\* advised on a range of topics designed to advance the college and better serve our students. These included:

- Surfacing the greatest needs/challenges for P-12 students brought on by the pandemic
- Solutioning steps the Educator Preparation Program (EPP) can take to better equip new teachers to address the needs/challenges
- Brainstorming ways the EPP can help teacher candidates develop a “teachers as leaders” mindset

\* The College of Education also has a National Industry Advisory Council, which did not meet during the FY21 reporting time frame.

## 2021 highlights



### Student teachers persist through pandemic

During the fall 2020 and spring 2021 semesters, 937 teacher candidates completed their student teaching clinical experience. “The fact that the college was able to help more than 900 teacher candidates complete their programs is a special feat,” says Pam Roggeman, EdD, dean of the College of Education. “Because we serve districts across the country, our student support teams, faculty and staff were all navigating ever-changing school COVID restrictions, closures and requirements. Given teacher shortages, we were committed to doing all we could to get new teachers into classrooms of their own.”

To support students through COVID restrictions at campuses, the college also revamped its simulated school – a tool that helps students obtain field experiences in a virtual environment. Additionally, the college enhanced its virtual supervision model, working hard to equip faculty supervisors with tools, training and resources to support teacher candidates.



### COE adopts new student teaching evaluation

The college also launched a new research-based student teaching evaluation, CFAST, created and owned by The Ohio State University. CFAST provides University of Phoenix the opportunity to compare the performance of our candidates with those of candidates at institutions across the country. Data collected will be used to help identify areas of strength in the program and to guide continuous improvement efforts.



### Skills-mapping connects learning to employer needs

COE’s largest enrolled program, the Bachelor of Science in Education/Elementary Teacher Education, has been mapped and aligned with top industry job skills. As a University, we’ve worked with labor market researchers, including Emsi Burning Glass, and experienced faculty in their fields to ensure our students have the opportunity to learn and demonstrate in-demand skills. To read more about skills-mapping, see **pages 86-87** or visit [phoenix.edu/skills](https://phoenix.edu/skills).



### Dean helps shape public discourse for parents, educators

As the COVID-19 pandemic continues to impact education, Dean Pamela Roggeman has maintained an authoritative, steady voice in helping parents and teachers navigate new educational realities. She conducted numerous press interviews in FY21, including:

- An interview on Las Vegas’ 8newsnow on the importance of parents being hands-on in their children’s workload and school performance as they return to in-person instruction.  
Read more: [phoenix.edu/childs-needs](https://phoenix.edu/childs-needs) →
- An article in *Authority* magazine highlighting how to be a highly effective educator or teacher.  
Read more: [phoenix.edu/5things](https://phoenix.edu/5things) →
- A Business Wire press release announcing Harris Poll findings that 82% of parents have a greater appreciation for teachers since the start of the COVID-19 pandemic.  
Read more: [phoenix.edu/teacher-appreciation](https://phoenix.edu/teacher-appreciation) →
- A PRWire article highlighting how Elevate K-12 is working with University of Phoenix to combat the teacher-shortage crisis.  
Read more: [phoenix.edu/teacher-shortage](https://phoenix.edu/teacher-shortage) →



### Article spotlights diversity

The College of Education Diversity Council co-authored an article titled “Affecting Change: Influencing Communities through K-12 Teachers” in the Fall 2020 issue of *Phoenix Scholar*, the College of Doctoral Studies’ periodical for research and scholarship.

The article highlights the diversity, equity and inclusion efforts led by the council – including efforts designed to help current faculty and future teachers to “walk the talk” of inclusivity. The piece also reflects the primary aim the council was built upon when it formed in 2019: developing inclusive, self-aware and compassionate teachers.

Read the article: [phoenix.edu/phoenixscholar-diversity](https://phoenix.edu/phoenixscholar-diversity) →

## Faculty scholarship

Several college faculty members were active in publishing scholarly articles or presenting scholarly findings in 2021. They included:

**Carol Woehler**, co-author, “Do Teacher Status, Gender, and Years of Teaching Experience Impact Job Satisfaction and Work Engagement?” *Education and Urban Society*, Feb. 1, 2021

**Charity Jennings**, editor, *Ensuring Adult and Non-Traditional Learners’ Success with Technology, Design, and Structure*, April 2021

**Gretchen Oltman**, co-author, *What’s Your Leadership Story? A School Leader’s Guide to Aligning How You Lead with Who You Are*, August 2021

**Kristina Kalb**, co-presenter, “Virtual Community Engagement,” Tennessee Association of Independent Schools, Jan. 22, 2021

**Sonja Lamppa**, researcher, book chapter, “Virtual Reality Considerations for Curriculum Development and Online Instruction,” June 18, 2021



Apryl Shackelford, MAEd/CI 2008

# College of Doctoral Studies

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

The College of Doctoral Studies (CDS) develops high-level leaders, researchers and contributors who push organizational performance across many diverse fields. From education to business to healthcare administration, CDS graduates are equipped to blaze new trails as executives, administrators and researchers. Developing leadership competency — the ability to drive change — is at the core of what we do.

Our curriculum is grounded in the scholar, practitioner, leader (SPL) model, which is a paradigm of three elements that continually interact in school, career and life.

- SCHOLAR:** — Lifelong learner
- PRACTITIONER:** — Social and workplace contributor
- LEADER:** — Positive influencer



Carlos Ramirez, DHA 2021

## Degree programs

Doctor of Business Administration (DBA)

Doctor of Health Administration (DHA)

Doctor of Education (EdD) in Educational Leadership

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

Post-Master's Certificate in Research

## Key leadership

### VICE PROVOST

**HINRICH EYLERS, PhD, PE**

Dr. Eylers 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 holds 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 on the board of the Arizona Hispanic Chamber of Commerce and is vice president of the board of directors of Honoring America's Veterans. Ramirez is an Arizona Veterans Hall of Fame inductee.

## Research and Scholarship Enterprise

The college's Research and Scholarship Enterprise delivers multidisciplinary research and development solutions in the areas of leadership, workplace diversity and educational technology research.

Research and Scholarship 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 and an online information hub, [research.phoenix.edu](https://research.phoenix.edu). CDS also sponsors *The Journal of Leadership Studies* (a peer-reviewed, Wiley publication) and publishes *The Phoenix Scholar*.

The research centers offer regular workshops and seminars to support students and faculty in their research. 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. These include:

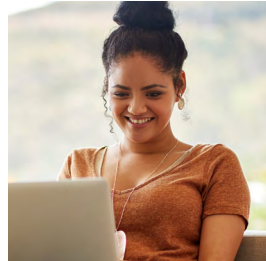
- 5,500+ published articles
- 3,300 presentations

During 2021, 227 faculty members published articles or presented findings in scholarly publications, conventions and conferences.

In addition, the college's Research and Scholarship Enterprise drew more than 400 attendees at its annual Knowledge Without Boundaries summit, "The Nexus of Change" in August 2021.



## 2021 highlights



### Taking the fear out of the dissertation process

It's no secret that many students enter doctoral programs with trepidation about the dissertation. Our Dissertation to Publication (DTP) workshops are designed to help.

The mission of the workshop is to empower students to become published researchers by helping them develop a publishable manuscript based on research. Students are then encouraged to submit this work to a peer-reviewed journal.

Throughout the workshops, students:

- Identify which journals they'd like to target
- Meet monthly online with faculty and peers
- Receive help organizing their manuscripts into three sections: introduction, method and results
- Work closely with faculty to review, revise and finalize their manuscripts

By the end of the DTP workshops, participants submit their manuscripts to their target journals and receive a certificate of completion.

During FY21, 74 scholarly articles were published.



### Bringing Career Institute data to life

CDS researchers supported the University's Career Institute and its inaugural annual Career Optimism Index® study by analyzing index data and findings. In FY21, more than a dozen white papers disseminating additional findings were published, 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.

Research highlighted data findings in career pathways and assessment and examined a host of aspects related to the pandemic, on job optimism and in specific job markets and industries, and on educators, working parents, military and veterans.



### The Phoenix Scholar continues to showcase academic endeavors

From the impact of the pandemic on education to how diversity efforts are reshaping organizations, *The Phoenix Scholar* continues to be a relevant, research-led voice.

The quarterly academic publication, launched in 2017, spotlights key University evidence-based research while also offering an avenue for a growing list of external partners to publish their research contributions to their respective industries.

*The Phoenix Scholar* recently published:

- The Fall 2020 special edition, "Diversity, Equity, Inclusion and Belonging." This edition looked at diversity through an organizational lens as it relates to education, healthcare and business. This issue served not only as the launchpad for focused DEIB efforts for the University, but it also created opportunities for our research to influence other organizations and institutions.
- A 2021 special edition titled, "Reshaping Education through Innovation — the Pandemic Response." In this issue, we shared innovative approaches for managing disruptions caused by COVID-19, as well as a thoughtful look into what was gained through the pandemic. As a longtime provider of online education, we also shared proven insights into how to support online students.



### CDS white paper urges workplace diversity

"Diversity, inclusion, equity and belonging are not just words to be used without purpose and meaning. These are ACTIONS that must be woven into the DNA of all successful organizations." This statement from the Arizona Hispanic Chamber of Commerce introduces a guide to achieve just that — a white paper that seeks to build strong solidarity from the insecurity of our differences.

Kimberly Underwood, PhD, research chair of the University's Center for Workplace Diversity and Inclusion Research, and Mark Slaven, PhD, published this best practices white paper in 2021, outlining DEI strategies for the workplace.

Read the white paper: [phoenix.edu/dei-whitepaper](https://phoenix.edu/dei-whitepaper) →

## 2021 highlights, continued



### Faculty restructure enhances doctoral experience

In FY20, CDS launched a new faculty model designed to enhance and refine the doctoral student experience, reduce time to graduation, and combat “doctoral isolation.”

As part of this new model, faculty roles were revised and restructured in FY21 to include six full-time lead faculty area chairs, 68 part-time faculty and 184 associate faculty. Dissertation chairs and committee members are selected from this faculty body and assigned to students at specific points in their programs. This model enables more cohesive, dedicated support to our students throughout the entire program, especially as students develop their doctoral proposal and dissertation.



### 100% of doctoral classes now mapped to sought-after skills

In FY21, CDS completed a 100% assessment and revision of the college’s courses, mapping and aligning them with top industry job skills. As a University, we’ve worked with labor market researchers, including Emsi Burning Glass, and experienced faculty in their fields to ensure our students have the opportunity to learn and demonstrate in-demand skills.

More than 85% of the University’s programs open for new enrollment were skills-mapped as of May 2022.

## Publications and conferences

Several CDS faculty, students and alumni were active in publishing scholarly articles or presenting scholarly findings in 2021. They included:

**Kimberly Underwood, PhD**, “Diversity, Leadership and the ‘New Normal,’” *Journal for Leadership Studies*, Spring 2021

**Jeffery Rhymes, Sandra Sessoms-Penny**, “Transforming K-12 Educational Leadership Through Diversity Awareness, Executive Coaching, and Closing the Digital Divide,” *Journal for Leadership Studies*, Spring 2021

**Rodney Luster, Henry A. Cooper, Gena Aikman, Kim Sanders, Garry Jacobs, Ryan Tierney**, “Relational Leadership: Perspectives of Key Constructs on Diversity, Inclusion, and Social Equity in Higher Education,” *Journal for Leadership Studies*, Spring 2021

**Mansureh Kebritchi, PhD, Ryan Rominger, PhD**, Center for Educational and Instructional Technology Research, College of Doctoral Studies, white paper, “The COVID-19 Pandemic’s Impact on the Job Market Across U.S. Major Metropolitan Areas: American Workers’ Perceptions,” Feb. 25, 2021

**Kimberly Underwood, PhD, Joy Taylor, EdD, Donna Smith, EdD, J. Medgar Roberts, EdD**, “Exploring the Career Trajectories of Black Male Educators in P-12 Education,” *Journal for Multicultural Education*, Nov. 17, 2020.

**Melissa Shank, EdD**, white paper author, “COVID-19 effects on work-life balance for working parents, military workers, and veterans,” 2021

# College of General Studies

Preparing tomorrow's critical thinkers and communicators.

The College of General Studies (CGS) manages two Liberal Arts programs, as well as the University's General Education catalog, including the six courses that constitute the first-year experience for most students. CGS is responsible for preparing 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. We take seriously our role in helping students cultivate these skills. We achieve this through engaged faculty and industry advisory council members who help inform our curriculum decisions, as well as our strong commitment to understanding the changing needs of our students and employers.



Paige Francis, MBA 2019

## Degree programs

Bachelor of Science in Environmental Science

Bachelor of Arts in English

## Key leadership

### DEAN

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

Houlihan has built her career at University of Phoenix, serving as a college dean, assistant dean of operations, campus and academic director, and faculty member. 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. Houlihan teaches in the College of General Studies, using what she has learned about empathy, grit and a growth mindset to help students achieve their educational goals.

### ASSOCIATE DEAN

**JACQUELYN KELLY, PhD**

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

### ASSOCIATE DEAN

**SUSAN HADLEY, PhD**

Dr. Hadley has spent the majority of her career in higher education, serving as associate dean, program dean, academic dean, faculty member and consultant for dozens of colleges and universities. She has advised higher education institutions throughout the country regarding academic program structure and design, accreditation, and academic policies and procedures incorporating operational and educational best practices. 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.

## Industry Advisory Council

### English division

- Regina Edwards – Former CEO, Arizona YMCA Metro Phoenix
- Susan Franklin – Professor of English, Hastings College
- Anissa Stringer – Senior editor, Ruffalo Noel Levitz
- Emily Wood – Director 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 Arizona Gov. Doug Ducey
- Gerald Roose – Director of North American Environmental Operations, Freeport-McMoRan
- Frederick Tack – Engineer associate and Envision sustainability professional, GHD
- Marc Wicke – Senior scientist, Salt River Project

## Industry Advisory Council activities

During 2020-2021, the CGS held a series of four Industry Advisory Council (IAC) meetings to gather feedback and to share a road map with the IAC for updates to its Bachelor of Arts in English and Bachelor of Science in Environmental Science programs.

For the BA in English, discussion focused on proposed enhancements to the degree program, including updated Program Student Learning Outcomes and additional courses. We solicited feedback from the council related to aligning course and program outcomes with career-relevant skills to allow students to more clearly reflect how their skills apply to employer needs.

For the Bachelor of Science in Environmental Science, we gathered feedback about an interactive video project, Program Competency Portfolio, and micro internship opportunities – all to prepare students with the skills needed for careers in environmental science.

For both programs, discussion with IAC members also focused on industry trends, employer needs for specific fields, and any opportunities to strengthen program curriculum. We also discussed elective course opportunities, updates to program learning outcomes, and course requirements.

## 2021 highlights



### Our commitment to scholarship

Continuing our long history of developing and sharing best practices for supporting working adults, CGS leaders presented at academic conferences in FY21.

- Associate Deans Susan Hadley, PhD, and Jacquelyn Kelly, PhD, presented at the American Association of Colleges and Universities General Education, Pedagogy, and Assessment Conference. In their presentation, “General Education Student Learning Outcomes: Assessing Learning and Creating Relevance,” they showcased the University’s innovative approach to assessing student learning within General Education courses.
- Dr. Kelly also presented at the Online Learning Consortium Innovate 2021 conference, sharing improvements in student outcomes in undergraduate math courses. By making math more interactive — through the addition of animation, auto-graded questions, immediate feedback and other improvements — students have become more engaged, leading to higher retention.

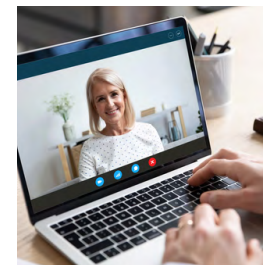


### Closing the theory-to-practice gap

In FY21, CGS redesigned pivotal courses in the student journey. This effort is showing promise in improving student outcomes and retention. More than 7,000 students completed redesigned composition and science courses in FY21. Student success and persistence in both courses improved compared to previous versions of the courses.

- **GEN/201:** Foundations for University Success is the first course taken by nearly all undergraduate students at the University. The GEN/201 redesign included development of myBook, a digital interactive textbook powered by zyBooks®. The myBook was custom-authored by CGS full-time faculty and contains embedded activities that provide students immediate feedback. More than 19,500 students enrolled in GEN/201 after its revision in FY21. Outcomes from the revision include improved student performance in the course, decreased reliance on technical support and positive student and faculty feedback.

- **English revisions:** ENG/100: Critical Reading and Composition and ENG/200: Rhetoric and Research were replaced with ENG/110: English Composition I and ENG/210: English Composition II in April and June 2021, respectively. The courses now take a research-based approach to developing writers, their skills and their voices. The team also developed assessments that incorporate authentic writing situations in a variety of genres.
- **Science revisions:** CGS revised SCI/220T: Human Nutrition and SCI/163T: Elements of Health and Wellness, its two highest-volume sciences courses. New, customized myBooks, powered by zyBooks, were used in the redesign of both courses. SCI/163T also includes scenarios and participation activities designed to destigmatize student requests for ADA accommodations.



### Welcome videos help students acclimate, engage

A course-level analysis of a welcome video pilot program found that faculty who included a welcome video as part of a “meet your faculty and peers” discussion saw higher video views and lower withdrawal rates in the courses. Student feedback regarding welcome videos was strongly positive. As a result, CGS implemented faculty welcome videos as a requirement in students’ first course, GEN/201: Foundations for University Success.

## Faculty scholarship

Several college faculty members were active in publishing scholarly articles or presenting scholarly findings in 2021. They included:

**Lori Brooks**, co-presenter, “Using Welcome Videos to Establish Social Presence in the Online Classroom” and “How Classroom Leadership and the Use of Technology Affect the Learning of the Online Student,” 2021 TCC Worldwide Online Conference

**Lenis Brown**, chapter co-author, “Contemporary Peer Mentoring in Higher Education,” *Accessibility and Diversity in the 21st Century University*, May 2021



