Apryl S.
MAEd/Curriculum
and Instruction, 2008

2016/2017 Academic Annual Report

WE RISE

University of Phoenix®

Contents

Susan H. | BSN, 2017

Foreword

From the Chairman of the Board of Trustees

For more than four decades, University of Phoenix has led the charge in making higher education accessible for working adults — a historically overlooked and underserved community. It has helped students gain a career-relevant education and open new opportunities for themselves, their families and future generations. At times it seems like the University has helped a countless number of students, but in reality we keep excellent track, and we are incredibly proud to report that the University is closing in on honoring its 1 millionth graduate.

That progress represents an incredible milestone reached by few, if any, other institutions in higher education. Nearing that impressive number of alumni is something that can only be achieved by a focus on quality and student service. The road to graduation for each student can be challenging, but their success is driven in part by an institution's dedication to cultivating a positive student experience, all the way from introduction to the University to well beyond the day they are awarded their degree. The board of trustees celebrates every one of the University's graduates and every member of the team who worked to support their success throughout the years.

Although new graduates are always the most important and exciting development for any university, there have been many other noteworthy changes at our institution since this report was last issued. As a subsidiary of Apollo Education Group, University of Phoenix completed a transition from a publicly traded institution to one that is privately held, providing resources and flexibility necessary to deliver a better student experience and drive better outcomes.

University of Phoenix also welcomed its eighth president, Peter Cohen, in May 2017. President Cohen has reinforced the University's commitment to innovation, excellence and continuous improvement in pursuit of our mission. His dedication to empowering employees and students to succeed has been inspiring, and I am confident that under his leadership, the University has a remarkably bright future.

In addition to these developments, many other data points help to tell the full story of the University's recent progress. The Academic Annual Report is an important tool for sharing that story through information that provides insight into the University's students, faculty, academic outcomes and, ultimately, its future.

Few institutions anywhere in higher education offer as clear a view of their operations as University of Phoenix does with this report. The information presented here is not just a glimpse into the trajectory of the University and its students; it is a testament to a longstanding commitment to accountability and transparency. In many ways, it is the University living out its new core values, which President Peter Cohen recently announced: University of Phoenix is Brave, Honest and Focused.

More than a record of the University's innovation, the Academic Annual Report is also a prime example of it. Just as many other institutions of higher education have followed the leadership of University of Phoenix by expanding their online services and acknowledging the needs of working adults, I hope many will also follow this example in providing a full and clear account of their institution's operations.

Of course this report, like all of our work, can and will continue to be improved, developed and refined with each new iteration. It is with this goal in mind that the University has decided to shift the report's publication to a biennial basis. We support this decision and are confident it will best allow the team behind this report to continue a tradition of transparency.

We are also confident that those who review this report will be met with a clear picture of a University dedicated to relentless, continuous improvement and constant striving toward being recognized as the most trusted provider of career-relevant higher education for working adults.

Celestino Fernández, PhD
Chairman of the Board of Trustees
University of Phoenix
Distinguished Professor Emeritus and Consultant
University of Arizona

Board of Trustees*

* University of Phoenix bylaws require that a majority of board trustees are independent from the University. At the time of publication, two independent seats on the board were open, waiting to be filled. With this in mind, Board of Trustee Member Gregory Cappelli recused himself from all board actions until the vacant independent seats were filled.

Message from the President

When I came to University of Phoenix in May 2017, I knew I was joining an institution with an important role in serving working adults and nontraditional students — and a history of innovation and success in pursuit of that goal. When Dr. John Sperling founded the University more than 40 years ago, he pioneered a new approach that focused on reaching an audience long overlooked and underserved by traditional higher education. Since then, this institution has established a record as a trailblazer in its constant efforts toward becoming the most trusted provider of career-relevant higher education for working adults.

Although I came here with a deep appreciation of our history, I had not yet witnessed the incredible passion and commitment of the team that writes that history through their hard work. Over the past year, I have had the opportunity to visit with employees and faculty members and, in each and every case, I met those truly passionate about our mission serving students and exhibiting great pride in the quality education we provide.

In this report, we identify 10 Guiding Principles for University of Phoenix. These principles are not merely an aspiration for our institution but rather a genuine articulation of our conduct. They are not just principles; they are a promise we uphold every day.

This spirit of perseverance is also prevalent — it is reflected not just by our team but by our students and graduates who constantly demonstrate a drive to help themselves, each other, their families and their communities.

While that spirit of perseverance can be felt throughout the University, it cannot be fairly measured. Fortunately, many other aspects of our work can be, and through measuring them we can both validate the steps we have taken and chart a clear course for whatever challenges lie ahead. This is part of the goal of the Academic Annual Report.

This report is intended to capture the accomplishments and sustained progress of our students, and to keep the University driving toward relentless, continuous improvement in changing the lives of working adult students. It is also a tangible expression of our commitment to transparency and accountability. Earlier this year, we formalized our core values — Brave, Honest and Focused — that demand we provide all of our stakeholders with an accurate appraisal of our collective performance.

As you will learn throughout this report, we have made remarkable progress over the past few years in our efforts to modernize our campus footprint and online programs. We have gone to great lengths to ensure our instruction focuses on the programs and skills that are most in demand in each market. The true value of these efforts is reflected in the continued gains we make in academic performance and student satisfaction and, just as importantly, in the bonds we are forging in communities across the nation.

It takes sustained focus and effort for any organization to move the needle on student success, and we have engaged in several initiatives to improve our results, starting with the work we have done to develop new course sequences and student pathways to acclimate new students to an academic atmosphere. We are moving apace in our drive to assess our individual schools and colleges and find opportunities to reorient and optimize our resources. We are also reaffirming, as the cornerstone of these efforts, a focus on the student experience — the student's full journey from enrollment through graduation and on to career.

Finally, as we compiled this report, we asked the same question we do in all of our other efforts: How can this process and the final result be improved? This report must not be exempt from the same type of critical reflection that allows us to identify opportunities throughout our University. If we want it to continue to be a useful tool, it must be adaptive and responsive, adjusting so that it continues to align with our strategy. After considering our long-term goals and the process necessary to produce a report that speaks substantively about our institution, we have determined that going forward, the Academic Annual Report will be published biennially.

The details contained in this report paint a picture of a University that is rapidly changing in response to a moment in higher education when technology and student needs are constantly evolving. Thus far, we have excelled at adapting to the educational landscape of the digital age, and helping working adult students acquire the essential skills that today's employers need. But I do not desire, nor do I intend, for us to rest on our laurels. I believe this is just the latest chapter in the history of achievement at University of Phoenix. There are many pages left to write.

To that end, we will continue to innovate in our online, in-classroom and blended-learning modalities to ensure we offer the most flexible options possible for any working adult in this country who wants to pursue higher education. We will set the standard for providing career development opportunities through next-generation learning tools, the use of data analytics for improved effectiveness, industry partnerships to maintain career relevance and the power of our phenomenal 1 million-strong alumni network.

I am deeply grateful for the hard work and dedication of the University employees and faculty who I know will join me in carrying out our mission and vision. It is together that we will achieve the greatest success in changing lives through higher education.

Sincerely,

Peter Cohen
President
University of Phoenix

Mission and Vision

University of Phoenix 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.

University of Phoenix Vision

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

– Deep understanding of students' needs

– Deep understanding of employers' needs

– World-class assessment, analytics and innovation

– Operational excellence.

Guiding Principles

We believe that students deserve quality academic programs that are career-relevant and are offered by accredited institutions, helping to ensure that the education they receive prepares them to meet the demands of their careers and their lives.

We believe that institutions of higher education should ensure students receive meaningful value for the time and resources invested in their program of study.

We believe that students should be supported throughout their entire academic journey by qualified staff and faculty, as well as by institutional efforts to help students persist by providing assistance to overcome obstacles and to aid them on the path to graduation.

We believe that students should have the freedom and ability to choose the educational institution that best meets their needs.

We believe that students are entitled to transparency so they can make informed choices about their educational and financial future.

We believe that an institution has an obligation to market itself responsibly and must demonstrate integrity in all of its materials, exposures and engagements by viewing standards as benchmarks to be exceeded when possible.

We believe in fostering a spirit of innovation that focuses on providing academic quality, convenience and career relevance to the working student and from which we are committed to contributing our insights to the broader sector.

We believe that educational providers should collaborate with employers, regulators, researchers and peer institutions to enhance the experience of and outcomes for the students they serve.

We believe all institutions of higher learning should be held accountable to their students, their regulators and the general public for the creation and production of high-quality educational programs that provide skills, knowledge and opportunities for students to advance their careers and improve their communities.

We believe the financial stability of the institution is a measure of accountability to our students, a means to provide for the long-term viability of the program offerings and to create opportunities to further invest in the student experience.

Instructional Framework

University of Phoenix originated from Dr. John Sperling's recognition that the higher education needs of adult learners differ greatly from those of the traditional 18- to 22-year-old undergraduate learner. To that end, the learning model of the University is rooted in an instructional framework grounded in adult learning theory that guides the development of the curriculum and programs while also influencing how content is taught by the institution's faculty members.

The mission of the University is to provide higher education opportunities to working adults. University of Phoenix® courses are intensive and interactive in nature, relying on innovative teaching and learning tools that allow for practical application of knowledge and skills. The curriculum, which is outcome- and standards-based, prepares students for careers and is designed to facilitate the acquisition of theoretical content and useful knowledge and skills identified as crucial to the academic and professional success of working adults.

Recognizing that adult students acquire skills and knowledge outside of the traditional classroom, the University provides a Prior Learning Assessment Professional Training Portfolio process, which evaluates whether learning obtained from relevant work and life experiences can be applied toward college credits, such as corporate and professional training, licenses, other coursework and experiential learning.

Programs and courses are sequenced to progress students along a learning continuum toward content mastery and achievement of defined learning objectives. Intentional design, sequencing and integration of technology aid learners in the construction of new knowledge on the foundation of existing knowledge. Programs are offered at times and places convenient to adult learners, and students are provided with flexible options for attending classes online, on campus or via a hybrid model, utilized in many locations that integrate face-to-face instruction and learning-team coursework at a local campus with the balance of coursework online.

Figure 1 | **Student Learning Model**
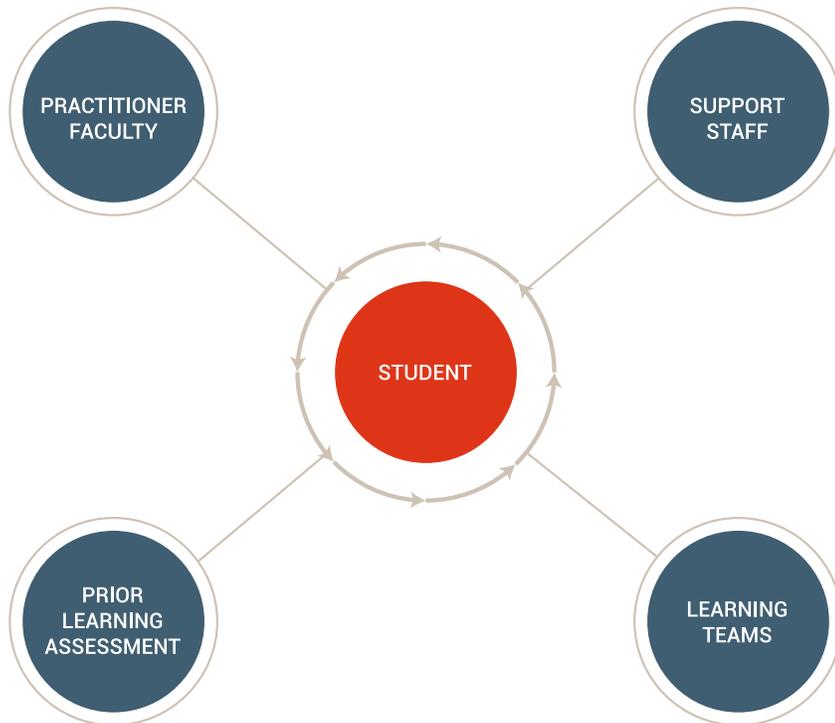
In 2016, the University followed the Student Learning Model for curriculum development, and in 2017, the University continued its curriculum development efforts through a Learn, Practice, Apply (LPA) model. In the Student Learning Model (Figure 1), instruction bridges the gap between theory and practice through faculty members who are practitioners in their fields, bringing relevant experience and knowledge to the classroom. Faculty members manage the learning process by involving students in a variety of individual and collaborative learning activities in acknowledgment that diverse ways of learning and knowing exist. Faculty members possess the subject knowledge and professional expertise and serve as working professional role models.

To support student development of the key knowledge and skills necessary to function in the 21st-century workplace, University Learning Goals are threaded throughout the curriculum. These include the development of professional competence and values, communication, critical thinking, collaboration and information utilization skills. These University Learning Goals, explained in greater detail on pages 32–33, join with a commitment to lifelong learning to enhance graduates' opportunities for career success.

The instructional framework applied in 2017 provides a common structure for all programs and courses at the University. While industry and professional standards determine the content of courses and programs, the instructional framework serves as the guiding document for the design, implementation and evaluation of teaching and learning.

The University's learning process and curriculum are designed to integrate academic theory and professional practice in an applicable manner to the students' work and life experiences. To that end, weekly course curriculum is designed for students to progress through an LPA sequence to meet the learning objectives each week.

The LPA model reinforces the importance of quality content, practice and feedback and student application of learning (Figure 2). It simplifies a complex instructional design process and leverages language that encourages authentic assessment. In addition, while the model provides structure and predictability, it also affords the flexibility for appropriate differentiation based on program and career outcomes.

LEARN: The Learn component of the design model promotes learning by providing content that supports the learning objectives and can activate existing knowledge and demonstrate new knowledge.

PRACTICE: The Practice component of the design model promotes engagement through social presence, interaction and prompt feedback. Discussion remains an important element of practice.

APPLY: Students from our target markets are motivated by opportunities to improve their career and earning goals. In support of those goals, University of Phoenix courses give students the chance to apply new knowledge and solve real-world problems.

Figure 2 | **Learning Structure Model**

LEARN

Delivery of content for students to acquire knowledge by study, instruction or experience. Concepts are explored using a variety of learning materials to ensure that a universal level of knowledge and understanding is attained.

PRACTICE

Check for understanding during the learning process. This formative assessment provides faculty information needed to adjust teaching and learning. It requires faculty to provide timely feedback for students to synthesize and make adjustments in future practice or apply activities.

APPLY

Synthesis, application or creation of a learning product that is based on the knowledge gained through the experience. A summative assessment brings the knowledge learned into action or use for a particular purpose (e.g., solving of a problem or the defining of a solution).

Improving Student Outcomes

University of Phoenix invests in numerous initiatives and resources to improve student retention and enhance academic success — from tutoring and workshops to tools that help students manage their finances and create a career plan that links education to their professional goals.

1. **Predictive Analytics and Faculty Dashboard.** Online education creates opportunities to capture useful information about students, such as academic resources they use, assignment performance, weekly attendance, length of time spent in online classrooms and the number of weekly posts. This data helps academic advisors and enrollment representatives identify students who may be struggling in their studies in order to offer support. In 2016, the University added a statistical model that predicts student academic success, with data that is available in a graphical format for advisors to use with all students. Additionally, the Faculty Dashboard, available to all faculty members, provides substantial data to help identify at-risk students. The data includes individual student assignment scores, accumulated points, learning activity participation, number of posts and projected grade, as well as resources for faculty performance.

2. **Tutoring.** Recognizing students may need additional academic support for challenging subjects, the University offers a wide variety of tutoring services. One service is called Live Labs, which are synchronous study environments where students can get help with specific, course-relevant concepts via an online whiteboard with visual and audio support. University faculty members facilitate these labs and explain weekly concepts and work practice problems while helping students with course questions. In addition to Live Labs, specialized labs are available, as well as live, one-on-one tutoring.

3. **Workshops.** Asynchronous and facilitator-led workshops help students expand their skills and gain more knowledge of topics such as student success, time management and career-relevant resources. For example, the New Student Orientation workshop acquaints incoming students with the University, while workshops on student success skills allow adult students to brush up on their academic abilities. University of Phoenix workshops feature structured support tools, including tutorials, tips, videos and other informative multimedia content.

4. **Facebook Study Sessions.** In an effort to create a more connected and supportive student experience, monthly study sessions are held on the University of Phoenix Facebook® page. In these sessions, students can connect with one another, share helpful tips and work through challenges with their peers. The sessions are designed to assist in student progression, providing a motivating environment for students. Topics and conversations include time management, study techniques and building a peer support network. Study session participants range from prospective students trying to understand what student life is like, to current students looking for study support and alumni offering wisdom and encouragement.

5. **iGrad.** To help students manage their finances responsibly while earning a degree, the University offers the iGrad® financial literacy resource, which is an online gateway to valuable information on personal finance and responsible borrowing. It includes articles, videos, courses and games. Topics cover budgeting, saving money, planning for the future, tax deductions, understanding future student loan payments and minimizing borrowing.

6. **Tuition and Fees Calculator.** Using the calculator, prospective students can select their desired program and method of delivery, whether at a local campus or online, and review estimated tuition and expenses while factoring in payment methods. The calculator prompts prospective students for potential funding sources, such as Military Tuition Assistance or tuition discounts from employer partners. The Tuition and Fees Calculator helps students estimate the cost they will incur for University programs, thereby providing them with the information they need to make an informed decision about their education.

7. **Phoenix for Life.** The University of Phoenix offers students and alumni lifetime career growth partnerships through the Phoenix for Life process. Career resources and services are embedded throughout the student experience and are delivered through both online self-service resources and student-facing staff and faculty via offerings such as programming, curriculum integration, student services and career coaching. Additionally, students and alumni can utilize career-planning resources, access employer contacts, apply for jobs and connect with alumni for mentoring and job shadowing through our PhoenixLink™ online careers platform. Career activation extends through life as the University continues to help our alumni determine their next career steps, becoming qualified through lifelong learning and connecting through University-employer relationships and our large alumni network.

8. **Life Resource Center.** The University serves a diverse student population, and the majority of our students are adults who juggle jobs, marriage, parenting and household budgets while attaining their degrees. The Life Resource Center provides support that includes access to telephone or online clinical counseling services that are available 24 hours a day, seven days a week. In addition to life-coaching services, students have access to thousands of articles, tips, self-assessments and skill builders on topics such as being a wise consumer, health and housing options, time management, child and elderly care and relocation.

9. **Centers for Writing and Mathematics Excellence.** The Center for Writing Excellence gives students real-time, online access to workshops, tutorials, guides and Live Labs to help with writing and formatting academic essays, grammar review and APA Style from the *Publication Manual of the American Psychological Association* (6th edition). Likewise, the Center for Mathematics Excellence gives students real-time, online access to math tutoring, along with workshops, videos, practice problems and other resources to help them review important concepts prior to taking courses such as algebra, statistics, accounting, finance and economics.

iGrad is a trademark of iGrad, Inc.

Ambition on a mission

Our Students

In 2016 and 2017, University of Phoenix taught a reported 165,500 and 123,900 students, respectively — a diverse population of learners, often overlooked and underserved by traditional colleges and universities.

The vast majority of the University's students are first-generation college students determined to pave a new path to success in life through higher education. Many are working adults over 30 years old who juggle work responsibilities and care for dependents at home while earning a degree — a milestone that not only changes their families but future generations. More than half (53 percent in 2016 and 54 percent in 2017) report as ethnic minorities, and more than 65 percent are female. Recognizing the size, demographic characteristics and makeup of the University's student population is key to comprehending the important role the University plays in higher education.

Figure 3 | University of Phoenix Student Population Data

FY2016

Average Total Degree Enrollment

Associate	Bachelor's	Master's	Doctoral
29,200	**107,100**	**25,600**	**3,600**

Total
165,500

FY2017

Average Total Degree Enrollment

Associate	Bachelor's	Master's	Doctoral
16,200	**85,100**	**19,600**	**3,000**

Total
123,900

FY2016

Parents Attended College

60.6% ● No college
25.7% ● Mother or father college
13.7% ● Both college

Employment

69% ● Employed

FY2017

Parents Attended College

60.4% ● No college
25.8% ● Mother or father college
13.8% ● Both college

Employment

73% ● Employed
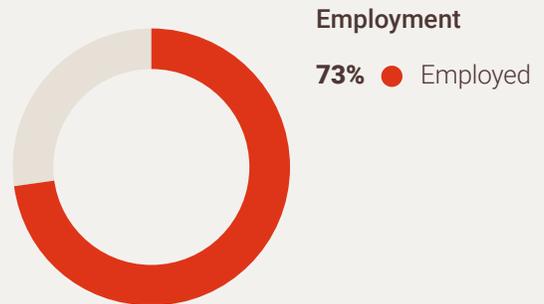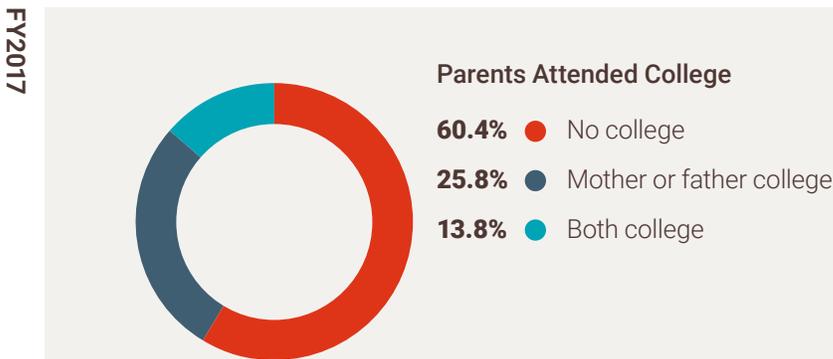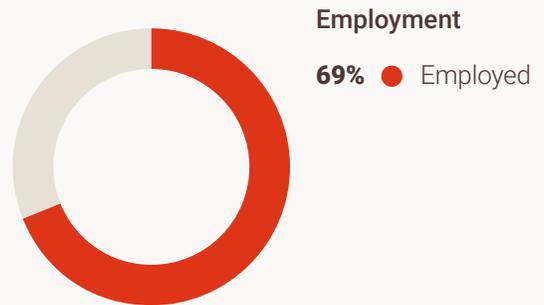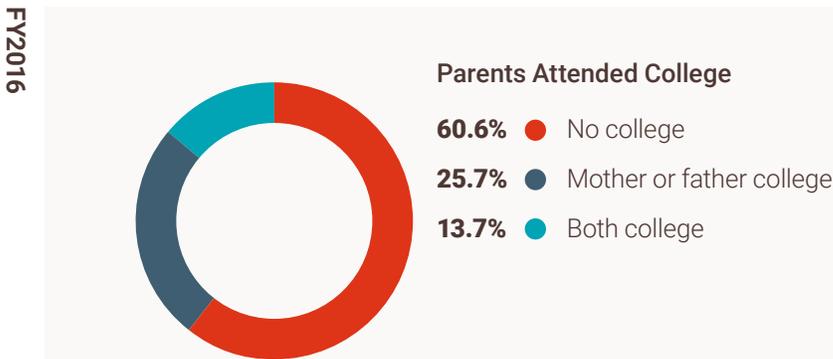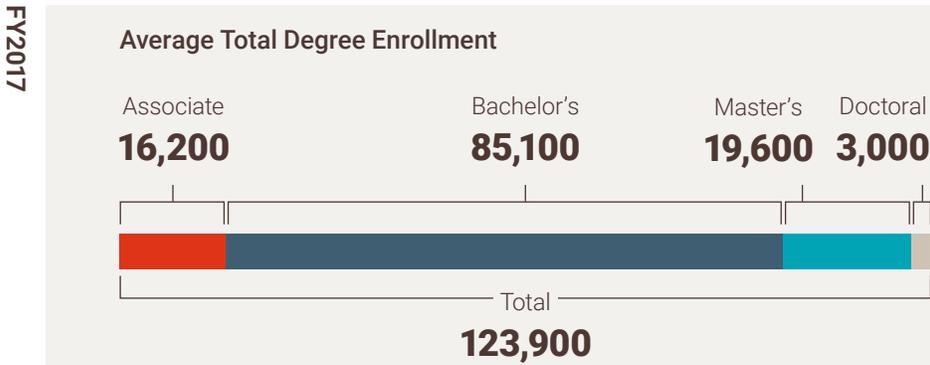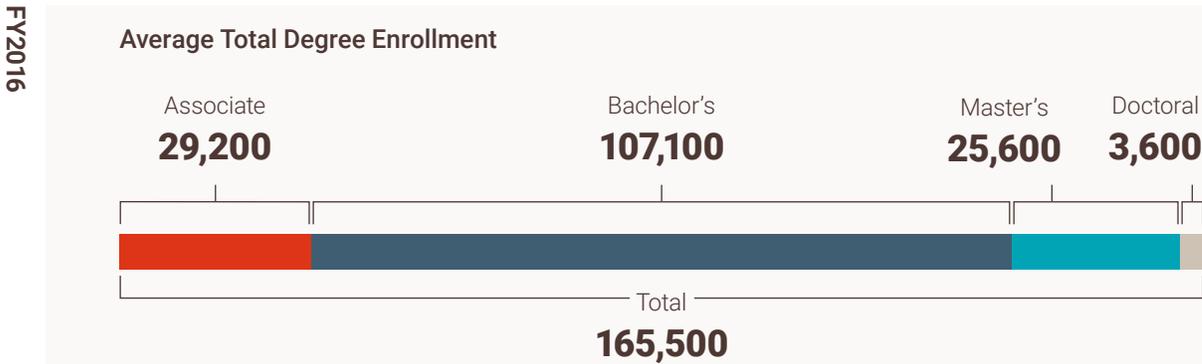
Figure 3 | **University of Phoenix Student Population Data** (continued)

FY2016

Age

7.6% 🔴 22 and under
30.1% 🔵 23 to 29
36.9% 🔵 30 to 39
17.9% ⚪ 40 to 49
7.5% ⚫ 50 and over

Dependents

67.88% 🔵 With
32.12% ⚪ Without

FY2017

Age

6.5% 🔴 22 and under
28.6% 🔵 23 to 29
38.1% 🔵 30 to 39
18.9% ⚪ 40 to 49
7.9% ⚫ 50 and over

Dependents

67.32% 🔵 With
32.68% ⚪ Without

FY2016

Ethnicity

32.0% 🔴 African-American
3.6% 🔵 Asian/Pacific Islander
42.3% 🔵 Caucasian
16.9% ⚪ Hispanic
0.8% ⚫ Native American/Alaskan
4.5% 🔵 Other/Unknown

Gender

66.3% 🔵 Female
33.7% ⚪ Male

FY2017

Ethnicity

32.8% 🔴 African-American
3.7% 🔵 Asian/Pacific Islander
40.9% 🔵 Caucasian
17.2% ⚪ Hispanic
0.8% ⚫ Native American/Alaskan
4.5% 🔵 Other/Unknown

Gender

65.5% 🔵 Female
34.5% ⚪ Male

Instructors with insight

Dondrell S. | School of Business, Faculty

Our Faculty

University of Phoenix faculty members are experienced practitioners. As educators engaged with working adult students, they play a different role in learning than faculty working with younger adults. University of Phoenix faculty members serve as facilitators of learning, which emerges from the robust interaction of adult students in the classroom — whether online or face-to-face. They lead students to an understanding of course content and the development of academic and professional competence. To achieve established student-learning objectives and increase student engagement, faculty members involve students in a variety of learning activities.

Each day, University faculty members create a potent academic force for good — as individuals with an average of 22.54 (2016) and 23 years (2017) of professional work experience. For example, in 2016, of the 15,836 faculty members, approximately **475 were chief executive officers, 147 were chief financial officers, 77 were chief operating officers, 38 were chief information officers, 42 were vice presidents of operations, 100 were directors of nursing, 125 were clinical directors, 28 were chiefs of police, 50 were district attorneys and 79 were education specialists**.

Similarly, for 2017, of the 11,854 faculty members, approximately **378 were chief executive officers, 124 were chief financial officers, 60 were chief operating officers, 34 were chief information officers, 30 were vice presidents of operations, 73 were directors of nursing, 115 were clinical directors, 23 were chiefs of police, 39 were district attorneys and 49 were education specialists**.

Figure 4 | **University of Phoenix Faculty Population Numbers**

FY2016

15,836
Number of Faculty

9.6
Average Years
University Teaching
Experience

6%
Percentage of
Faculty Members with
Military Experience

FY2017

11,854
Number of Faculty

10.8
Average Years
University Teaching
Experience

6%
Percentage of
Faculty Members with
Military Experience

FY2016
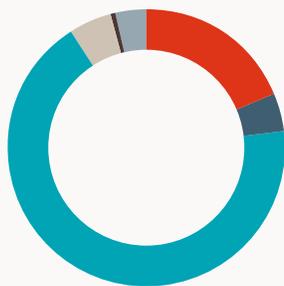
Ethnicity
- **18.8%** 🔴 African-American
- **4.4%** 🔵 Asian/Pacific Islander
- **67.8%** 🟢 Caucasian
- **5.1%** ⚪ Hispanic
- **0.6%** ⚫ Native American/Alaskan
- **3.4%** ⚪ Other/Unknown
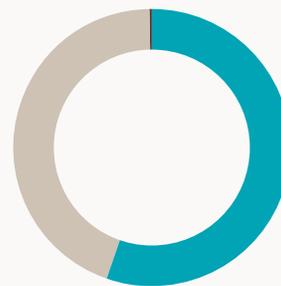
Gender
- **55.5%** 🟢 Female
- **44.4%** ⚪ Male
- **0.1%** ⚫ Not Disclosed

FY2017
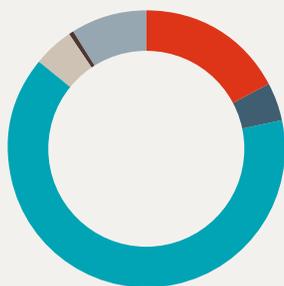
Ethnicity
- **17.3%** 🔴 African-American
- **4.4%** 🔵 Asian/Pacific Islander
- **64.4%** 🟢 Caucasian
- **4.7%** ⚪ Hispanic
- **0.5%** ⚫ Native American/Alaskan
- **8.7%** ⚪ Other/Unknown
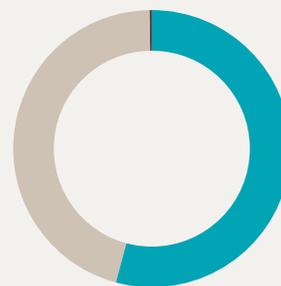
Gender
- **54.4%** 🟢 Female
- **45.4%** ⚪ Male
- **0.2%** ⚫ Not Disclosed

Molly P. | MAED/Elementary Teacher Education, Current Student

University Retention and Graduation Rates

When University of Phoenix students persist and reach graduation, it is an accomplishment of significance that represents remarkable skill in juggling the demands of family, work, community and life. The institution recognizes that for some students, external demands can seem unmanageable with the additional work required for an academic pursuit. The University continues to better understand how to support students in managing these challenges and overcoming the obstacles to re-entry and re-enrollment. At issue is the use of student learning data to better identify students at risk of leaving early in their programs; to understand the academic preparedness, financial or life-school integration issues that could hinder participation and retention; and which circumstances make it difficult or impossible for students to continue.

Government data provides an incomplete picture of nontraditional working adult students. The Integrated Postsecondary Education Data System (IPEDS) retention data reflect only first-time, full-time (FTFT) bachelor's students; IPEDS graduation data reflect only FTFT undergraduate students. As such, data sets derived using standard IPEDS definitions provide an incomplete picture of the performance of the University's students. A significant portion of the University of Phoenix undergraduate student body has previously attended another institution of higher education and would not be classified as FTFT students, and are not reflected in IPEDS data.

Retention Rates

University of Phoenix also actively collects and analyzes data regarding student retention to inform ongoing and continuous efforts aimed at improving student outcomes. The University's institutional retention rates demonstrate a much higher retention rate than do the IPEDS rates published by the U.S. Department of Education. The University maintains institutional retention rates designed to more meaningfully reflect actual student retention because the University rate accounts for all students attending a new program (many of whom are not considered FTFT), disaggregated by degree level.

The FY2016 and FY2017 rates continue a downward trend (Figure 5). Increasing student retention is both implicit and explicit in many initiatives underway throughout University of Phoenix.

Figure 5 | **UOPX IPEDS and Institutional Retention Rates**
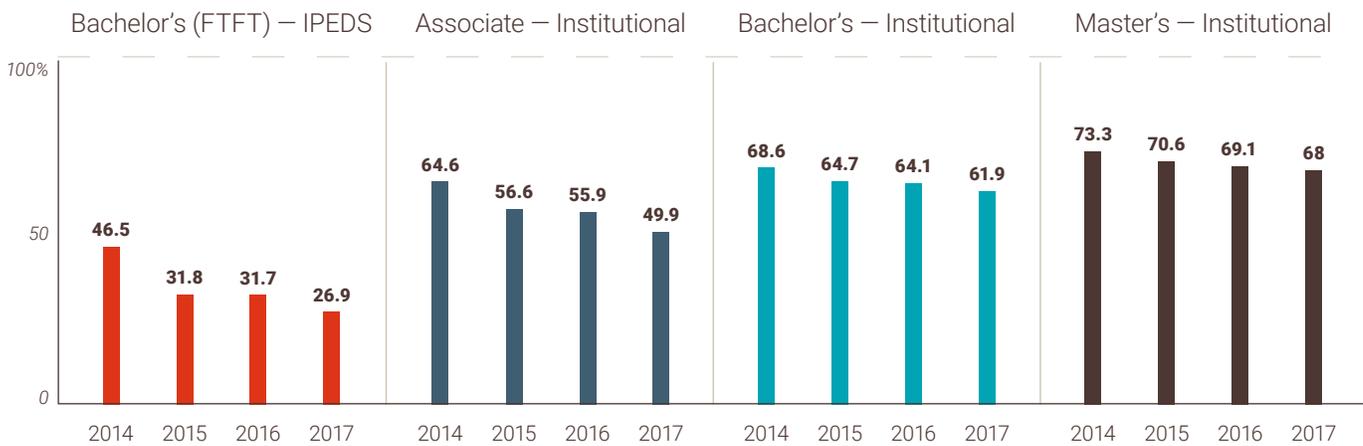
Figure 5. University of Phoenix. (2016, 2017). Office of Federal Policy and Reporting. Of all students first attending the University during Fall 2016 (2017 retention rates cohort), 15.6% were FTFT bachelor's students. The IPEDS retention rates reflect the percentage of FTFT bachelor's students from the prior fall enrollment population (posted attendance in their first class between August and October) who are enrolled as of August 1 of the current year. The University maintains institutional retention rates that account for all students beginning a new program, disaggregated by degree level. For the purposes of the institutional rates, a student is deemed "retained" if he or she posted attendance in his or her fourth class within the designated time frame. Rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 – June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days. The time frames designate the standard length of five classes and account for varying class lengths at each degree level.

Graduation Rates

University of Phoenix has implemented a number of important innovations and refinements designed to improve student graduation rates, and the University perceives this ongoing work as among its most important.

The University's institutional graduation rates demonstrate a much higher level of student success than do the Integrated Postsecondary Education Data System (IPEDS) rates published by the U.S. Department of Education. Undergraduate aggregated institutional graduation rates have improved year over year since 2015. Using IPEDS standard definitions and University of Phoenix institutional definition for all students, both aggregate and disaggregated by degree level, the most recent four years of graduation rates for the University are displayed in Figure 6 (page 26).

The University continues to work toward improved retention efforts, along with the addition of career-relevant degrees.

Figure 6 | **150% IPEDS and Institutional Graduation Rates**
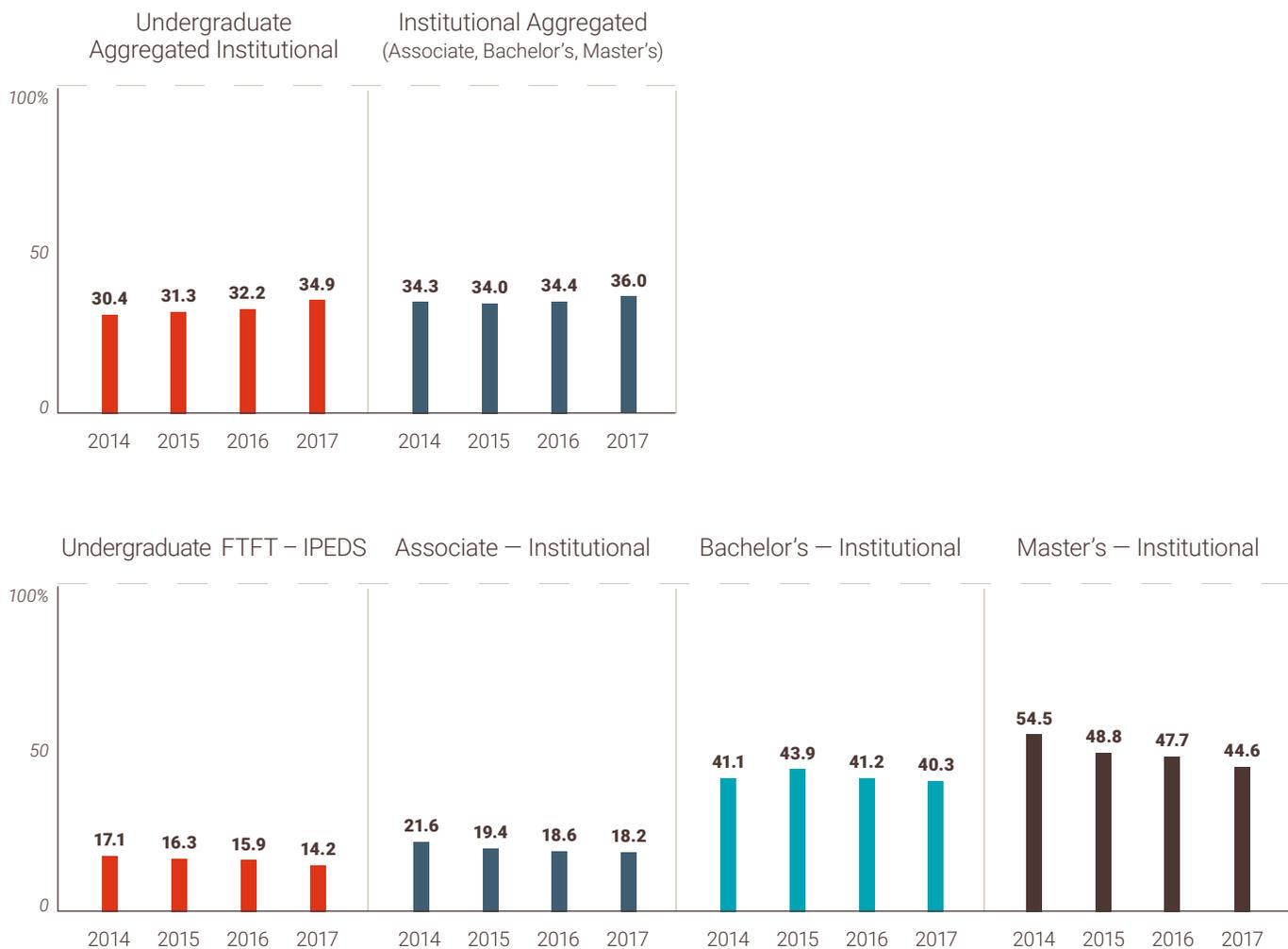
Figure 6. University of Phoenix. (2016, 2017). Office of Federal Policy and Reporting. Of all students (undergraduate and graduate degree and non-degree-seeking) first attending the University during FY2012 (2017 graduation rates cohort), 37.8% of the entering students were FTFT students. The 150 percent institutional graduation rates reflect the percentage of University students in the cohort who had completed their program of study within 150 percent of the published length of the program. The 150 percent institutional graduation rates include students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort years for the institutional graduation rates in Figure 6 are FY11, FY12, FY13, FY14 for associate and master's and FY07, FY08, FY09, FY10 for bachelor's. The 150 percent IPEDS graduation rate reflects the percentage of FTFT undergraduates in the cohort who, as of August 31 of the reporting year, completed their program of study within 150 percent of the published length of the program. The cohort years for IPEDS represented in Figure 6 are FY09, FY10, FY11, FY12. The institutional graduation rates presented in Figure 6 are disaggregated by degree level.

Encouraging responsible borrowing

Jean-Claude M. | BS in Information Technology, 2017

Responsible and Appropriate Borrowing

University of Phoenix strives to empower students to achieve their educational goals and to present appropriate information so they can make responsible borrowing decisions. Information and resources are provided to help all students make informed financial decisions regarding their education funding. Extensive tools and resources are made available to students — before and after enrollment — to help them develop financial literacy skills to encourage responsible borrowing.

Student Loan Cohort Default Rates

The U.S. Department of Education publishes an annual cohort default rate (CDR) for all institutions that participate in Title IV Federal Student Aid programs, including University of Phoenix. The currently applicable rate for each cohort is the percentage of students in the cohort who default on their student loans prior to the end of the federal fiscal year at the end of a three-year measurement period. The rate is a measure of default incidence, not a measure of dollar default.

To remain eligible to participate in Title IV Federal Student Aid programs, an educational institution must maintain CDRs below specific thresholds. Educational institutions will lose eligibility to participate in Title IV Federal Student Aid programs if the CDRs equal or exceed 40 percent for any given year or 30 percent for three consecutive years.

Evidence that more University of Phoenix former students are actively managing and repaying their loans is shown in the institutional three-year CDR declines from 13.5 percent to 13.3 percent to 12.8 percent from 2012 to 2014 (Figure 7).

Additionally, the University calculates a CDR for students who complete their program. The most recent CDR for University of Phoenix completers is approximately 5 percent.

Figure 7 | **University of Phoenix Cohort Default Rates**

■ University of Phoenix
■ Proprietary Average
■ National average
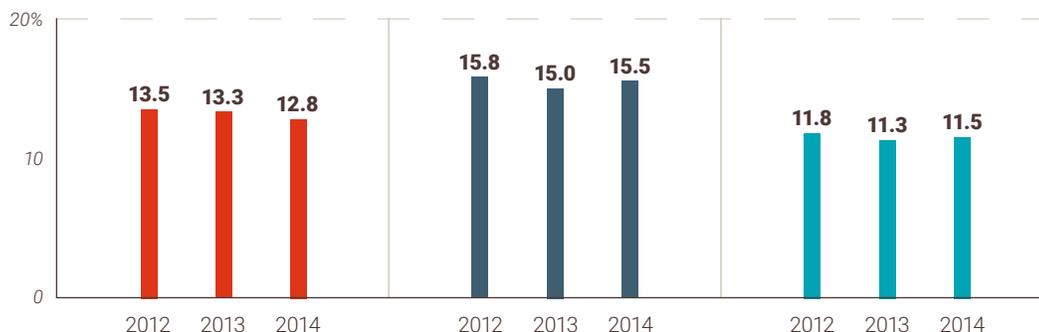
As shown in Figures 8 and 9, completer debt levels vary depending on degree level. Notwithstanding slight increases in Federal Award Year 2015-2016 for undergrad certificates, master's and doctoral degrees, the overall average of University of Phoenix completer debt levels declined between 2015 and 2017. Combined lifetime borrower debt levels, however, increased slightly. With responsible borrowing counseling and initiatives in development, the University will continue to support students to make responsible financial decisions in funding their education.

Figure 8 | **University of Phoenix Completer Debt Levels**

Federal Award Year (AY)	Undergrad. Cert	Associate	Bachelor's	Grad. Cert	Master's	Doctorate	Overall Average
2015–2016	$7,155	$20,166	$39,389	$16,176	$35,714	$71,185	$34,083
2016–2017	$7,891	$19,746	$38,664	$16,451	$36,055	$73,221	$33,926

Figure 8. University of Phoenix. (2016, 2017). The Office of Federal Policy and Reporting. Data includes all borrowers who completed a program in the respective credential 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: undergraduate certificate completion — undergraduate certificate loans only; associate degree completion — associate degree and undergraduate certificate loans; bachelor's degree completion — bachelor's degree, associate degree and undergraduate certificate loans; graduate certificate completion — graduate certificate loans only; master's degree completion — master's degree and graduate certificate loans; doctoral degree completion — doctoral degree, master's degree and graduate certificate loans.

Figure 9 | **University of Phoenix Average Lifetime Borrower Indebtedness**

The average amount borrowed by all University of Phoenix students in all programs during the entire enrollment period rose marginally in AY17.

Federal Award Year (AY)	
2015–2016	$25,493
2016–2017	$26,488

Figure 9. University of Phoenix. (2016, 2017). The Office of Federal Policy and Reporting. (1) Includes all borrowers attending during the specified aid year who obtained subsidized, unsubsidized and/or PLUS loans. Loans represent disbursed loans, net of returns to lender that were disbursed any time during the student's academic history at the University through June 30 of the specified aid year. (2) 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.

Assessing Student Outcomes

The University aspires to world-class assessment processes to evaluate whether students are attaining the necessary knowledge and skills needed for academic and career success. These efforts enhance students' educational experiences and promote a culture of evidence and continuous improvement.

The Assessment Cycle

Assessment work is structured around an iterative cycle, allowing educators to "close the loop" for student learning in their schools or colleges (Figure 10). The assessment cycle informs revisions of curriculum and educational processes for continuous improvement of academic quality and overall program effectiveness.

Planning frames the process by defining multiple levels of outcomes by which to assess student learning. Program Student Learning Outcomes (PSLOs) comprise the knowledge and abilities that make up any degree or certificate offering within the schools and colleges. General Education Student Learning Outcomes (GESLOs) gauge undergraduate attainment of a broad range of skills, and the University Learning Goals (ULGs) constitute a set of five overarching competencies on which the success of every student can be evaluated. The University utilizes multiple direct and indirect measures to assess these outcomes, including internally developed and external, nationally benchmarked instruments.

For all outcome levels, the learning data is collected and aggregated for reporting and analysis by various assessment stakeholders throughout the institution. Deans of assessment in each of the University's schools and colleges lead these activities for PSLOs, assisted by faculty assessment liaisons (FALs) who, in turn, work with faculty in each college or school. During the 2016 and 2017 academic years, FALs held sessions with faculty to analyze student-learning data, identify action items for the campus and recommend improvements to the college or school. Deans of assessment used these findings to write comprehensive reports that are shared with the college or school's academic leadership to inform future action plans. At the end of each annual reporting cycle, results of action items stemming from previous assessment findings are also documented.

Direct and Indirect Assessment of Student Learning

Learning assessment is anchored by classroom interactions between students and faculty. All graded work in the classroom contributes to a student's attainment of course-level outcomes. Highlighted among all instructional activities are "signature/benchmark" assignments, typically crafted by faculty in collaboration with college instructional designers. These rubric-based performance assessments are thoughtfully integrated into courses where course-level outcomes support expected mastery of PSLOs. These direct assessments allow students to demonstrate attainment of PSLOs. Rubric criteria for signature/benchmark assignments also align with ULGs, as appropriate. These institution-wide objectives provide a comprehensive and career-focused framework for expected achievement of all students. Thus, faculty ratings of student work inform the measure of multiple levels of learning. In the 2016 and 2017 academic years, embedded signature/benchmark assignment rubrics captured learning data from more than 500,000 ratings of student work for each year.

Figure 10 | **Assessment Feedback Loop**

National Survey of Student Engagement

Complementing data from direct assessments, the University employs indirect measures of student learning, including the National Survey of Student Engagement (NSSE®), course evaluations and other student surveys, such as end-of-program surveys. These indirect measures solicit students' reflections and opinions about their academic experience rather than testing abilities or knowledge. These instruments further provide evidence of student attainment of institutional learning goals, offering additional perspective regarding the student learning experience.

Standardized Assessment of Information Literacy Skills

The University further validates its internal measures of institutional student learning goals with direct assessments of student learning through staggering administration assessments to address a variety of learning goals. In FY2017, the University administered Standardized Assessment of Information Literacy Skills (SAILS) to evaluate ULGs. Results from SAILS allows the University to see how our students performed in information literacy skills compared to students from comparable institutions across the United States.

University Learning Goals in FY2016 and FY2017

All University of Phoenix graduates should be able to demonstrate five University Learning Goals (ULGs). These ULGs represent the foundation for all student learning outcomes in all academic programs; the ULGs allow University faculty and college leaders to measure student performance through multiple means. One important method is through classroom signature assignments. Program faculty created and scored designated assignments using rubrics that align with ULGs, as well as with Program Student Learning Outcomes (PSLOs). The institution uses these, along with standardized assessment measures, such as the National Survey of Student Engagement, which compare University of Phoenix students to those at other institutions to measure student performance of ULGs. Figure 11 offers a detailed explanation of each goal, along with direct and indirect assessment data measuring student attainment.

Figure 11 | **Student Learning Outcomes Data**

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 area of study and engage in **lifelong learning** to remain competent in their professional fields.

Student Learning Outcomes

Percentage of all aligned student work met or exceeded expectations on assessment criteria of success.

FY2016 **84%**   FY2017 **84%**

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.

Student Learning Outcomes

Percentage of all aligned student work met or exceeded expectations on assessment criteria of success.

FY2016 **84%**   FY2017 **83%**

Figure 11 | **Student Learning Outcomes Data** (continued)

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.

Student Learning Outcomes

Percentage of all aligned student work met or exceeded expectations on assessment criteria of success.

FY2016 **83%** FY2017 **83%**

4 Information Utilization

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

Student Learning Outcomes

Percentage of all aligned student work met or exceeded expectations on assessment criteria of success.

FY2016 **80%** FY2017 **82%**

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**.

Student Learning Outcomes

Percentage of all aligned student work met or exceeded expectations on assessment criteria of success.

FY2016 **86%** FY2017 **86%**

General Education Student Learning Outcomes

The mission of the General Education curriculum is to provide undergraduate students with a foundation for lifelong learning through integrative, cumulative and interdisciplinary courses that foster the development of critical and creative thinking, problem-solving skills, effective communication, quantitative and informational literacy, the application of science and technology and a capacity for ethical reasoning, with the ultimate goal of equipping students to succeed in a diverse global environment. GESLOs define what the University expects all undergraduate students to master.

College assessment leaders and faculty aligned selected signature assignment criteria to each GESLO. Figure 12 (page 35) shows the percentage of the individual student work ratings that earned a "meets expectations" or "exceeds expectations" score from faculty.

Figure 12 | **General Education Student Learning Outcomes:
Rates for Students Meeting or Exceeding Expectations, FY2016 and FY2017**[1]

|	FY2016	FY2017
1 Scientific Reasoning and Knowledge Students will apply scientific reasoning and knowledge, and use basic research methods in science to explain key concepts in the physical and life sciences.	**82%**	**82%**
2 Communication Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.	**83%**	**82%**
3 Technology Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.	**75%**	**85%**
4 Mathematical Principles Students will use mathematical principles to interpret and represent information in various mathematical forms, and perform computation and quantitative analyses to solve problems and draw appropriate conclusions.	**87%**	**87%**
5 Social Sciences, History and Behavioral Sciences Students will incorporate essential knowledge, theories and research methods in social sciences, history and behavioral sciences to analyze and propose solutions for social, political and economic problems.	**83%**	**84%**
6 Information Literacy Students will use information literacy principles to locate and evaluate information for relevancy, reliability and currency.	**78%**	**80%**
7 Diversity Students will evaluate the role of diversity, including culture, class, ethnicity and gender identity, in human affairs.	**86%**	**84%**
8 Art and Literature Students will analyze works of art and literature as aesthetic and cultural expressions of specific historical and social contexts to demonstrate artistic involvement in society.	**89%**	**83%**

[1] University of Phoenix. (2017). Assessment Management System. Reflects the percentage of all student work achieving a score of "meets" or "exceeds expectations" as rated by faculty on assignments aligned with each GESLO.

Program Student Learning Outcomes

FY2016 and FY2017 Signature Assignment Data by College

Faculty scored more than 500,000 individual rubric criteria on student signature assignments in FY2016 and FY2017, using criteria-based rubrics created by faculty. These signature assignments principally align to Program Student Learning Outcomes (PSLOs), representing overall mastery of specific program-wide goals every student should attain. We are pleased to report that of the assignments scored, 82.4 percent in FY2016 and 82.6 percent in FY2017 met or exceeded expectations based on PSLOs.

Figure 13 | **Rate for Student Work Meeting or Exceeding Expectations, PSLOs by Field of Study**

■ 2016   ■ 2017

Field of Study	2016	2017
Advanced Studies	90.8	93.3
Business	83.2	84.0
Education	85.7	87.3
Health Services Administration	83.3	83.1
Humanities and Sciences	82.9	83.5
Information Systems and Technology	79.8	80.7
Nursing	89.1	90.5
Security and Criminal Justice	82.1	80.5
Social Sciences	80.2	80.3
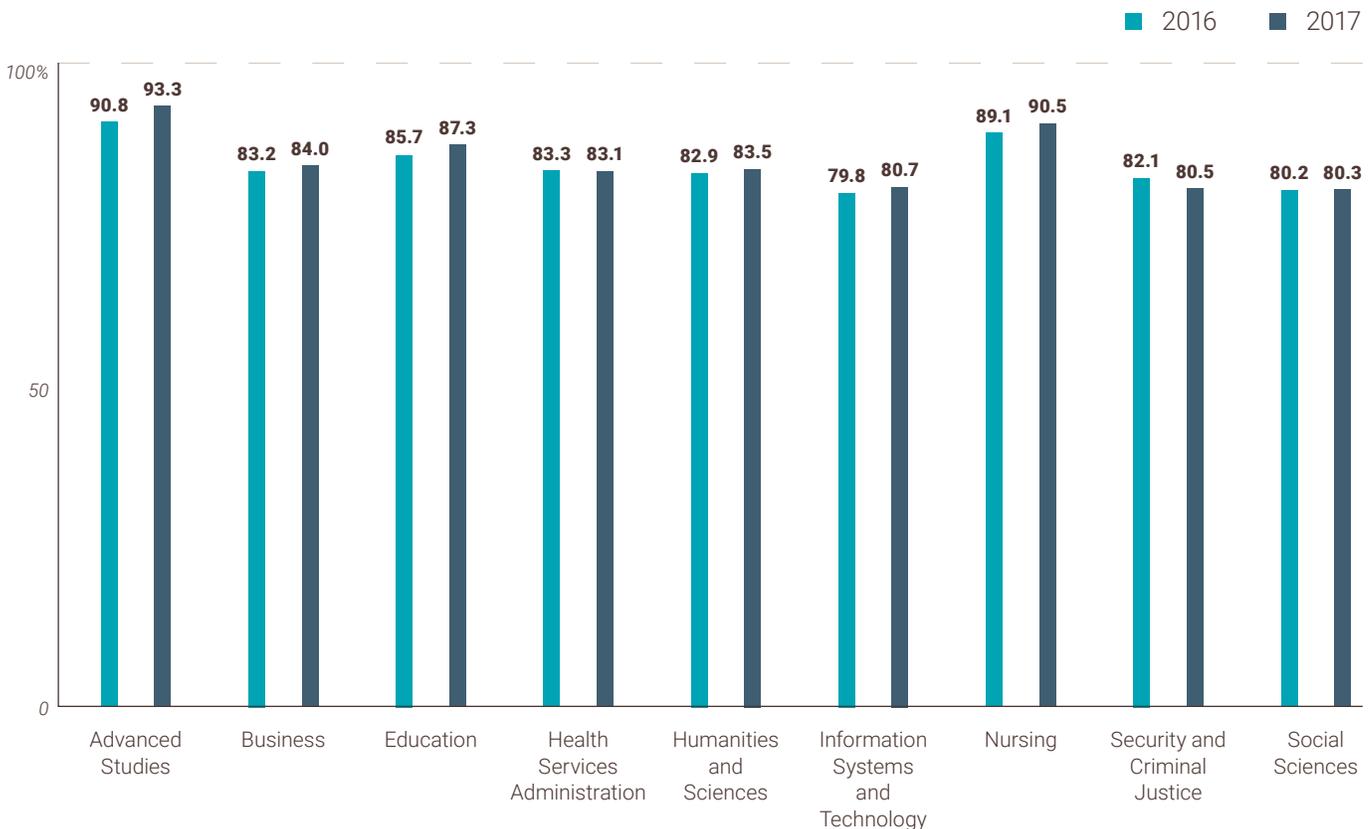
University of Phoenix. (2017). Assessment Management System.

Matt B. | BSN, 2011

National Survey of Student Engagement

University of Phoenix Student Feedback,
FY2017 National Survey of Student Engagement (NSSE)

NSSE is a nationally normed assessment, allowing University of Phoenix (UOPX) to compare its student outcomes to those at other institutions.
The University has participated in NSSE since 2008.* Randomly sampled cohorts of first-year and fourth-year students, both online and from specific ground campuses, were asked to reflect on various aspects of their academic experience. Each NSSE Engagement Indicator (EI) is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., never=0; sometimes=20; often=40; very often=60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

Figures 14–17 on pages 39–40 display comparative results from UOPX fourth-year, online students to a comparison cohort of fourth-year students from similar institutions with primarily distance-education students. Fourth-year online students indicated that UOPX contributed greatly to their skill development in the areas related to academic challenge and peer learning, as compared to students from similar online institutions (Figures 14 and 15 on page 39). Against the same comparison group, fourth-year online students surveyed indicated slightly lower positive experiences with faculty and slightly lower ratings of their campus environments (Figures 16 and 17 on page 40). Results from first-year students and specific ground campuses were not included because response rates did not allow for valid comparisons.

* University of Phoenix did not administer NSSE in 2016.

Figure 14 | **Academic Challenge**

Mean scaled scores for UOPX vs. comparison institutions

■ University of Phoenix fourth year online students
■ Other online institutions

|	Score
Higher-Order Learning	43 / 43
Reflective & Integrative Learning	42 / 40
Learning Strategies	43 / 43
Quantitative Reasoning	31 / 29
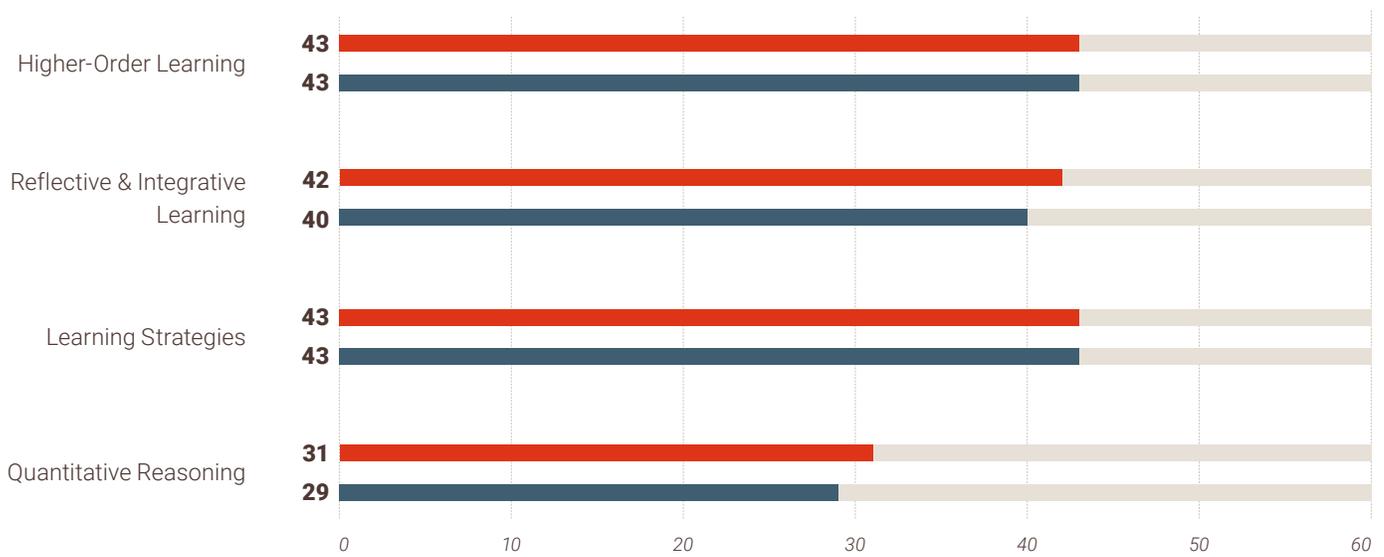
Figure 15 | **Learning with Peers**

Mean scaled scores for UOPX vs. comparison institutions

■ University of Phoenix fourth year online students
■ Other online institutions

	Score
Collaborative Learning	28 / 17
Discussions with Diverse Others	45 / 39
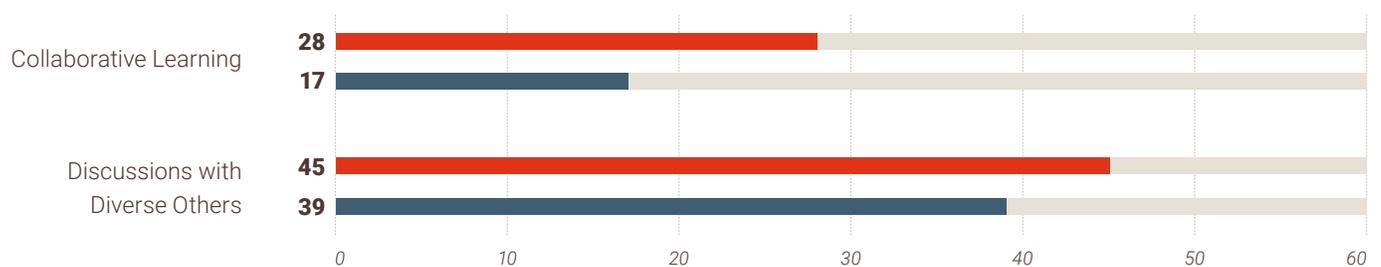
Figure 16 | **Experiences with Faculty**

Mean scaled scores for UOPX vs. comparison institutions

■ University of Phoenix fourth year online students
■ Other online institutions
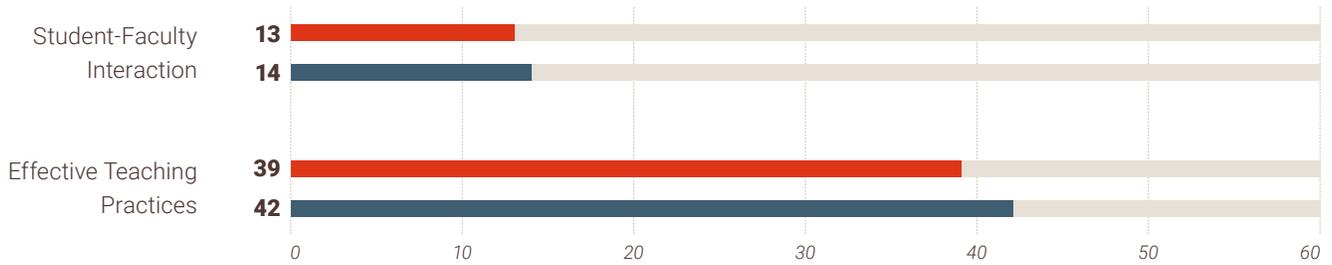
Figure 17 | **Campus Environment**

Mean scaled scores for UOPX vs. comparison institutions

■ University of Phoenix fourth year, online students
■ Other online institutions

National Survey of Student Engagement. (2017). Institutional Report 2017. Bloomington, IN: Indiana University Center for Postsecondary Research
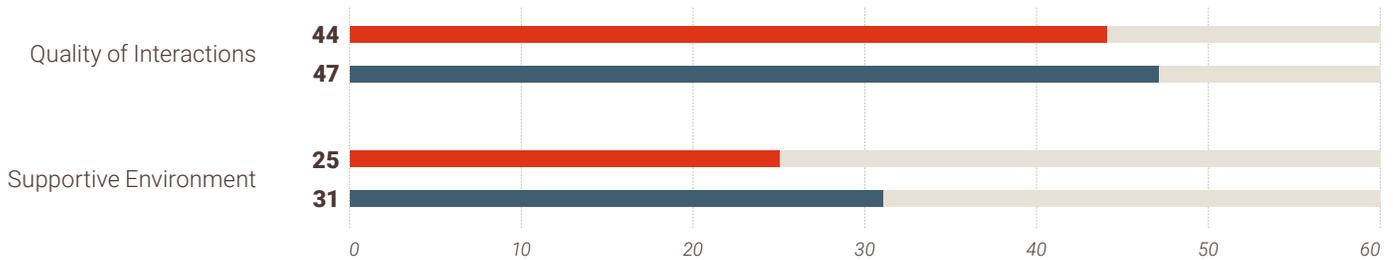
Student End-of-Course and Relationship Surveys

Internal surveys gather student feedback at the end of every course, after specific interactions with staff and randomly at other points during their academic relationship with the school. Some survey items relate to a student's academic experience, giving the University further perspective as to how students learn.

Every student is asked to complete an end-of-course survey upon completion of each course, which includes the survey items shown in Figure 18 (page 42) assessing faculty recommendation and effective curriculum. The overall learning experience item is asked of random students on the institution's Relationship Survey, an assessment that asks students about numerous aspects of their overall learning experience at the University. The survey randomly samples students at two points: immediately after the second week of the student's first course and on a recurring basis upon completion of the student's fourth course. These items exemplify the general academic themes found on these surveys, which are complemented by other transactional student surveys focused on specific support services. The student survey data provide insight regarding a student's academic and learning experiences at specific points in time and overall. Figure 18 shows three such items, aggregated to represent the entire University.

Figure 18 | Student Experience Feedback from End-of-Course Surveys and Relationship Survey[1]

How likely are you to recommend your instructors to other students?[2]

10		
9		
8		
7		
6		
5		
4		
3		
2		
1	FY2016	FY2017
0	**8.7**	**8.7**

0–10 scale; 10 = Extremely Likely

Did effective curriculum allow you to demonstrate knowledge and skills?[3]

10		
9		
8		
7		
6		
5		
4		
3		
2		
1	FY2016	FY2017
0	**8.9**	**8.9**

0–10 scale; 10 = Strongly Agree

How satisfied are you with your overall learning experience?[4]

10		
9		
8		
7		
6		
5		
4		
3		
2		
1	FY2016	FY2017
0	**8.3**	**8.4**

0–10 scale; 10 = Completely Satisfied

[1] All surveys retrieved from Medallia, licensed database and analysis tool (2016, 2017).

[2] "How likely are you to recommend your instructors to other students?" on average, for all students completing end-of-course surveys in FY2016, FY2017.

[3] "This course allowed me to demonstrate my knowledge and skills in this subject matter?" agreement rating by all students completing end-of-course surveys in FY2016, FY2017.

[4] "Overall satisfaction with my learning experience (including setting course expectations, relevancy of course material, and fellow students)" of randomly sampled students in FY2016, FY2017.

Standardized Assessment of Information Literacy Skills

In an effort to benchmark student achievement in information literacy when compared to students from similar institutions, and to make internal University of Phoenix comparisons, the University administered the Standardized Assessment of Information Literacy Skills (SAILS) in FY2017 to 455 students. Based on the results, benchmark comparisons were made against U.S. educational institutions participating in this assessment.

The table below (Figure 19) indicates that University of Phoenix student performance is comparable, if not slightly better than their peers. Additionally, data indicate higher levels of performance for University of Phoenix students as they progress in credit hours.

Figure 19 | **Individual Scores Benchmark Data for FY17 SAILS**

The figure below is based on the number of students who scored correctly on 55 questions. For each class standing, SAILS averages correct scores by dividing the total number of correct scores by the number of students.
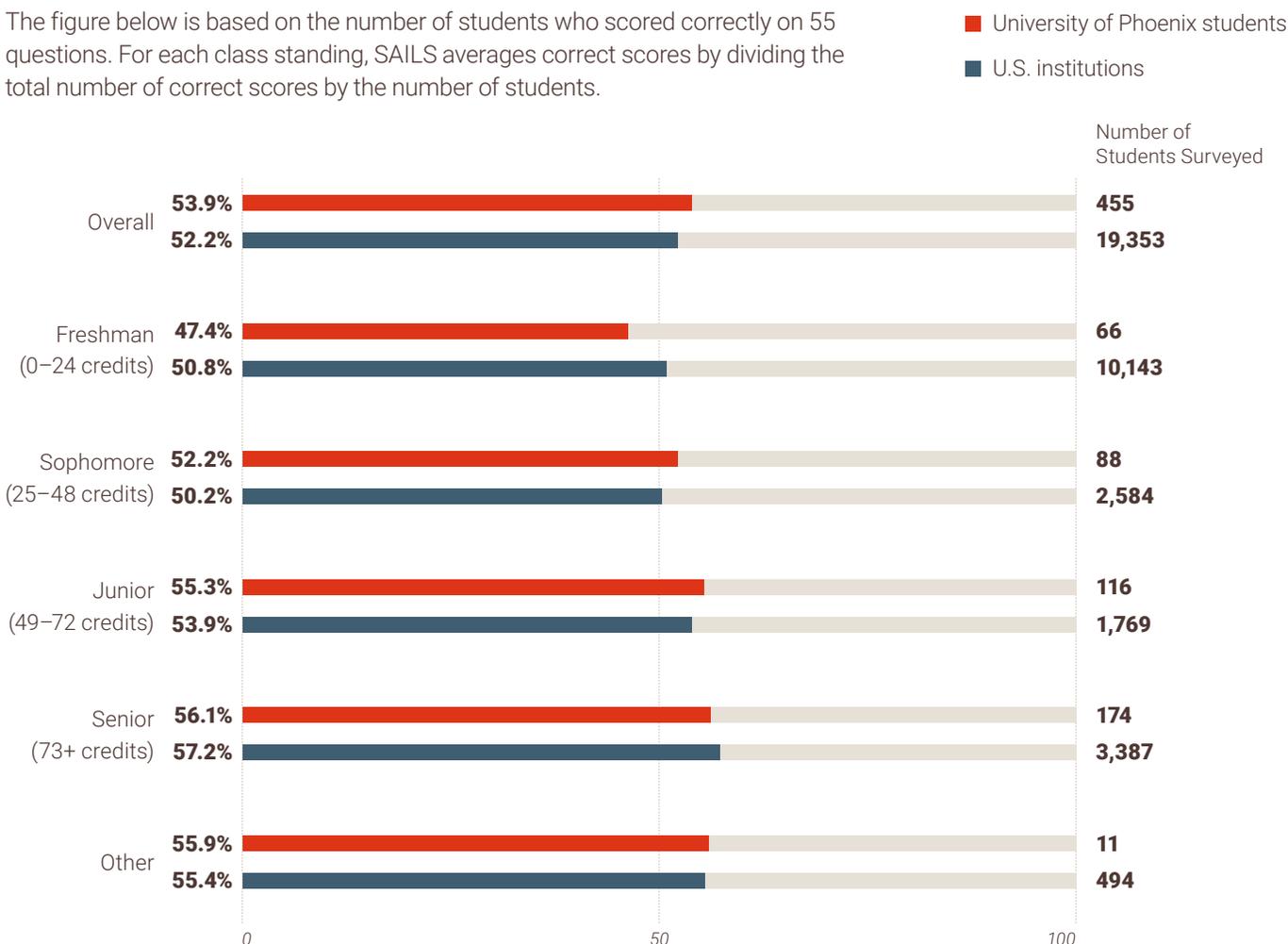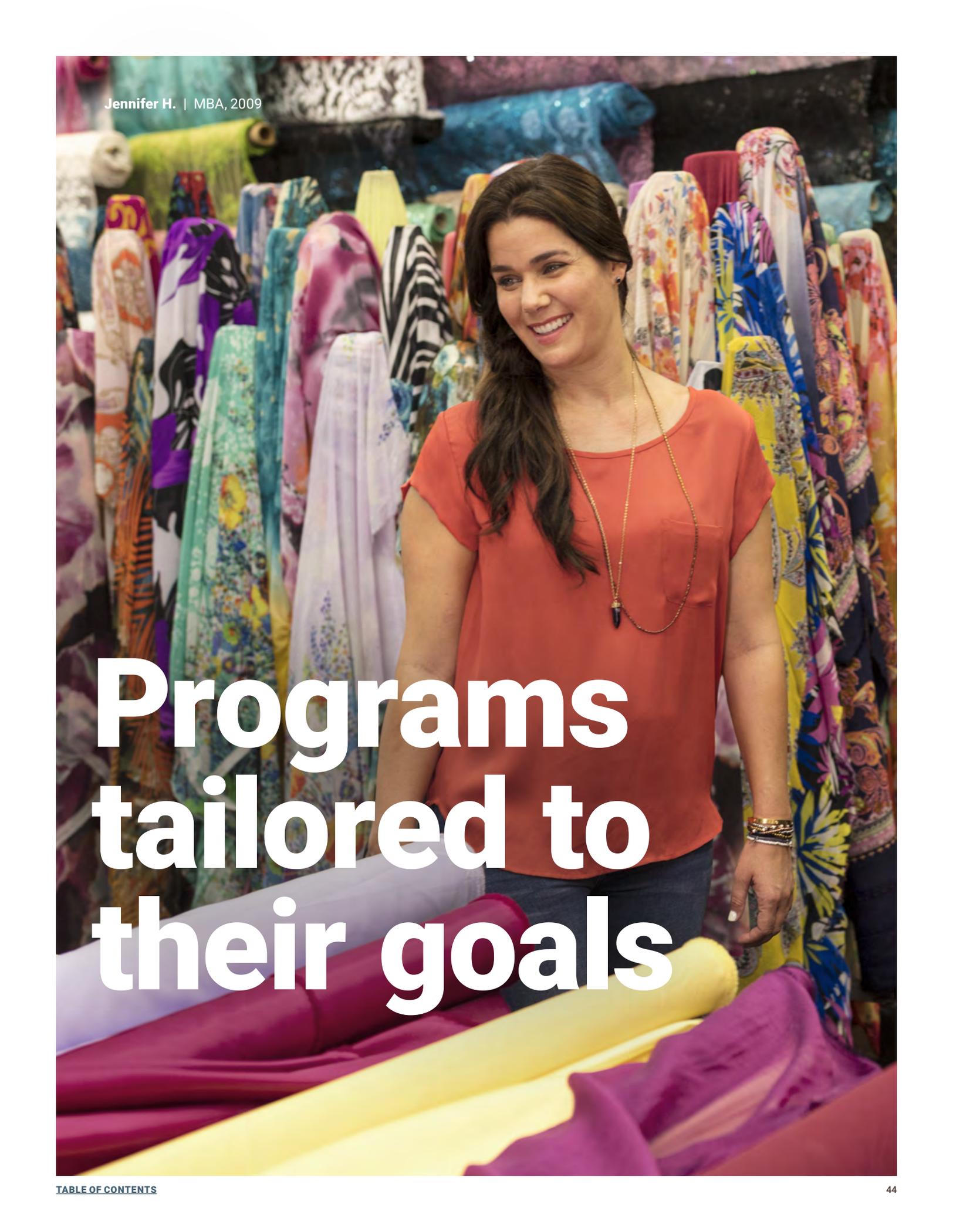
■ University of Phoenix students
■ U.S. institutions

	University of Phoenix students	U.S. institutions	Number of Students Surveyed (UoP)	Number of Students Surveyed (U.S.)
Overall	53.9%	52.2%	455	19,353
Freshman (0–24 credits)	47.4%	50.8%	66	10,143
Sophomore (25–48 credits)	52.2%	50.2%	88	2,584
Junior (49–72 credits)	55.3%	53.9%	116	1,769
Senior (73+ credits)	56.1%	57.2%	174	3,387
Other	55.9%	55.4%	11	494

Programs tailored to their goals

Schools and Colleges

School of Business (SOB)

College of Education (COE)

College of Health Professions (CHP)

School of Nursing (NUR)

School of Health Services Administration (SHSA)

College of Humanities and Sciences (CHS)

College of Information Systems and Technology (IST)

School of Advanced Studies (SAS)

School of Continuing Education

Community Service

Making the Community Stronger Through Social Responsibility

Beyond improving the world through higher education, the University demonstrates its social responsibility by investing educational resources in making communities stronger. The institution has forged philanthropic partnerships with key programs and organizations to provide wide-ranging support, including cash, in-kind contributions, curriculum and instructional assistance, volunteerism and scholarships to deserving students who might otherwise be unable to afford a higher education. In 2016 and 2017, the University's annual giving exceeded $11 million in value each year to the communities it served.

Access to higher education creates a ripple effect through communities, and the University is dedicated to removing barriers that prevent the nation's best and brightest students from achieving their academic goals. It is with this in mind, and in conjunction with local, state and national organizations, that the University awarded a substantial amount of its giving dollars in the form of full-tuition scholarships to adult learners seeking an undergraduate or master's degree in 2016 and 2017.

Each day, University employees make a difference in their communities through volunteerism, whether it's spending one-on-one time reading to students, scoring scholarship applications or providing career mentorship to youth. The University encourages those efforts by providing two paid days per year of community service leave to its employees, who logged more than 30,500 volunteer hours in 2016 and more than 36,000 hours in 2017.

Diamondbacks Winter Classic

Commitment to Diversity

In its Annual Top 100 Graduate Degree Producers report, *Diverse Issues in Higher Education* recognized University of Phoenix for having graduated more underrepresented students with master's degrees in Business and Healthcare than any other university in the nation. For the past three years, Minority Access honored University of Phoenix as an institution committed to diversity during the National Role Models Conference.

Throughout its history, the University has strived to provide underserved populations with access to higher education. For example, in FY2016 and FY2017, University of Phoenix had an ongoing collaboration with the Hispanic Foundation of Silicon Valley to offer attendees and graduates of the Latino Board Leadership Academy scholarships. As an investment in the educational achievement, leadership development, research and engagement of the Hispanic community, the program aimed to improve the quality of life for Latinos in Silicon Valley and beyond.

In addition, the University has forged ties with more than 550 Native American tribes, making it possible to connect Native American students to educational funding from their respective tribes, as well as develop strategic plans for success that address individual needs and foster rising retention rates.

Meanwhile, University of Phoenix fosters and supports underserved student populations by hosting Diversity Fairs and Diversity Employment Career Fairs that connect staff, faculty and students to the community. These fairs include active panel discussions and workshops around current events, as well as resumé writing and interviewing skills.

Finally, the University advocates diversity in education by active participation in statewide efforts, such as the Arizona Minority Education Policy Analysis Center (AMEPAC). The center stimulates statewide discussion and debate on diversity and inclusion issues while improving minority awareness and access throughout the academic pipeline, from preschool to college.

Torre J. | BSB/Human Resource Management, 2017

Institutional and Programmatic Accreditation

Institutional Accreditation

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

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

Programmatic Accreditation

Programmatic or specialized accreditation represents an additional level of external peer evaluation and quality assurance that applies to specific programs within an institution. The focus of programmatic accreditation is on the curriculum for a specific program(s) and how it leads to professional practice. With programmatic accreditation, the quality of the programs is continuously benchmarked against specific criteria that prepare students for the industry of choice. Employers and students can trust that the program of study meets quality standards set by the profession.

Figure 20 | **Institutional and Programmatic Accreditation**

COLLEGE OF EDUCATION

Programmatic Accreditation

The University of Phoenix College of Education 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).

The following programs are accredited at the Hawaii Campus:

- 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

The following programs are accredited at the Utah Campus:

- 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

Additionally, University of Phoenix College of Education programs have been reviewed and approved by state education agencies in Arizona, California, Colorado, Hawaii, Indiana, Missouri, Nevada, New Mexico, Texas and Utah. College of Education programs offered in Florida are based on home-state approval (Arizona).

Council for the Accreditation of Educator Preparation
1140 19 St. NW, Ste. 400
Washington, DC 20036

caepnet.org

COLLEGE OF SOCIAL SCIENCES

Programmatic Accreditation

The University of Phoenix College of Social Sciences is accredited for the following program at its Arizona and Utah campuses by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®):

- Master of Science in Counseling in Clinical Mental Health Counseling.

Council for Accreditation of Counseling and Related Educational Programs
1001 North Fairfax St., Ste. 510
Alexandria, VA 22314

cacrep.org

SCHOOL OF BUSINESS

Programmatic Accreditation

The University of Phoenix School of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) for the following programs:

- 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

Accreditation Council for Business Schools and Programs
11520 West 119th St.
Overland Park, KS 66213

acbsp.org

SCHOOL OF NURSING

Programmatic Accreditation

The University of Phoenix School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) for the following programs:

- Bachelor of Science in Nursing
- Master of Science in Nursing

Commission on Collegiate Nursing Education
655 K St. NW, Ste. 750
Washington, DC 20001

aacnnursing.org/CCNE

University Leadership

Peter Cohen is the eighth president of University of Phoenix. Prior to joining the University, he served as executive vice president of McGraw-Hill Education, a leading global learning science company. He also held the position of group president of U.S. Education at McGraw-Hill, overseeing the company's U.S. K–12 and higher education businesses. Earlier in his career, he was CEO of Pearson Education's School division and CEO of Sylvan Learning Center and Educate Inc. He earned his Bachelor of Arts in Business at University of Redlands.

The president's cabinet consists of the following leaders, in alphabetical order:

1 Joanna Acocella is vice president, corporate communications and external affairs. She earned a bachelor's degree in British History from the University of Chicago and a JD from the University of Notre Dame.

2 Joan Blackwood is senior vice president and chief marketing officer, overseeing all aspects of the University brand, as well as marketing for the individual colleges and schools. She has more than 25 years of marketing experience in building global brands, including Computer Associates, Monster.com, 1-800-CONTACTS, Glasses.com and Zumba Fitness, LLC. She graduated with a Bachelor of Arts in Journalism from Indiana University.

3 Dennis Bonilla is the executive dean of the School of Business and College of Information Systems & Technology. He earned a bachelor's degree in Nuclear Engineering from University of the State of New York (Albany) and an MBA from the Lubin School of Business at Pace University. He is a U.S. Navy veteran.

4 Hinrich Eylers, PhD, is vice provost and executive dean of the School of Advanced Studies. He earned an Engineering Physics degree from Technische Universität München, an MBA from the Keller School of Management at DeVry University and a PhD in Environmental Engineering Sciences from the California Institute of Technology.

5 Byron Jones is the chief financial officer. He earned a bachelor's degree in Accounting from Tuskegee University and an MBA from Darden School of Business at University of Virginia.

6 Raghu Krishnaiah is the chief operating officer. He earned both a bachelor's degree and a master's degree in Electrical Engineering from the Massachusetts Institute of Technology and an MBA from The Wharton School at University of Pennsylvania.

7 **Dan Litteral** is senior vice president and general counsel. He earned a bachelor's degree in Political Science from Wake Forest University and a Juris Doctor from the University of North Dakota School of Law. He is a veteran of the U.S. Army, where he was an officer in the Adjutant General's Corps and the Corps of Engineers.

8 **Cheryl Naumann** is the chief human resources officer. She has served 25 years as an HR executive with large organizations, including Hyatt, Phoenix Suns, Arizona Diamondbacks and Avnet. She earned bachelor's degrees in English and Business Administration from the University of Texas at San Antonio.

9 **Doris Savron** is the executive dean of the College of Health Professions, College of Education and College of Humanities and Sciences. She has spent 20 years in healthcare, information technology and academia. She earned an MBA from Cleveland State University and is completing her doctorate in Health Administration from University of Phoenix.

10 **Kathleen Schnier, PhD, CCEP,** is vice provost of Institutional Effectiveness. She has more than 20 years in higher education, with 15 years in leadership positions. She earned a PhD in Cultural and Educational Policy Studies from Loyola University-Chicago and holds a certificate in Data Analytics from Northwestern University.

11 **Ruth Veloria** is the chief strategy and customer officer. She earned a bachelor's degree in Chemistry from the University of Oxford in the United Kingdom and an MM in Marketing and Finance from the Kellogg School of Management at Northwestern University.

12 **John Woods, PhD,** is provost. He has been an instructor, administrator and accreditation evaluator for more than 20 years. He has served in chief academic officer roles for Education Corporation of America, Career Education Corporation and Rasmussen College. He was associate provost for Harrison College and dean of Continuing Education at Ohio Dominican University. He earned a PhD in Higher Education Administration from Bowling Green State University, specializing in adult learning theory.

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