University of Phoenix®

2014 ACADEMIC ANNUAL REPORT

Foreword

I have been gratified to see the energy and passion Tim Slottow brings to the job as the seventh president of the University. He and his leadership team are fulfilling the mission of the University, and I am excited about its future. This 2014 Academic Annual Report is an important step in documenting the University's progress.

University of Phoenix has always been judged by outsiders in a complicated environment that cements ideological positions about postsecondary institutions of higher education. Furthermore, politics often interfere with the important work of our country's colleges and universities. The result is that leaders too often ignore the singular realities of today's diverse nontraditional college students that this institution, in particular, has served since its founding.

The realities faced by the majority of this country's college students are well understood by University of Phoenix leaders, a devoted group of professionals who hold themselves to the highest standards of integrity, transparency, accuracy, and accountability. In 2008, an Academic Annual Report was first released by the University to outline the realities that matter most to students: access to higher education, quality academics, gaining tools for career advancement, and the ability to meet financial goals.

I commend the University's leadership for committing anew to the release of this report, and more importantly, for never compromising their high standards. Their hard work in publishing this report will provide the transparency for current and prospective students—and others—to evaluate the University's success.

Those of us entrusted with overseeing the future of University of Phoenix are confident that this report can elevate a fact-based discussion of the institution's important role in American higher education. Its readers will, we believe, come to realize how much University of Phoenix holds open what President Lyndon B. Johnson once called the most important door that will ever open—the door to education.

Celestino Fernández

Celestino Fernández, PhD
Chair, University of Phoenix Board of Trustees
Distinguished Professor of Sociology
University of Arizona
October 2015

Message from Our
New President
Timothy P. Slottow

I have spent the last 16 years of my life helping to lead one of the world's great public research universities—the University of Michigan. I am proud of that experience and that wonderful institution. I am equally proud to be the new President of University of Phoenix. Indeed, even before my first day as president in 2014, I was approached by dozens of colleagues and friends from around the country who shared their stories of how University of Phoenix helped them, an adult family member, or a friend change their lives through a degree that they might not have otherwise attained.

University of Phoenix Students

I have spent time with hundreds of our students, and I still continue to be inspired by their commitment and determination to succeed. These are men and women who—almost universally—face a different set of challenges than the younger students at traditional research, public flagship, and elite liberal arts institutions.

The students and graduates of University of Phoenix are often described in different ways. The official U.S. Department of Education term for them is "nontraditional students." But they are also sometimes called "financially independent adult learners," "working adults," "military students," "single parents," or simply "older students." All of these definitions are right in some ways, yet they all leave something to be desired. Understanding exactly who these students are is an important task that speaks to the heart of our mission. So too is fully accounting for their successes: both academically and then, after graduation, in the workforce.

Indeed, the very nature and characteristics of our students—and their educational preparedness— have changed. Today, the vast majority of our students are working and caring for dependents at home; most of our students are working adults over 30 years old who are changing their families and future generations through the attainment of education. More than half of them are first-generation college students. Many of them are financially independent without economic support from other sources and are eligible for need-based grants made possible by Federal Student Aid.

Timothy P. Slottow
President, University of Phoenix

Working adult students have specific needs, and University of Phoenix understood those needs long before the rest of higher education. For that reason, the University has been a leader in building trust and serving students often overlooked and underserved by traditional colleges and universities. University of Phoenix earned its important place in higher education. It has conferred more than one million degrees[1] and certificates to more than 890,000[2] graduates. Experienced faculty at the University work professionally in the fields that they teach. Our faculty's passion and commitment to our students—their love of teaching—was apparent in my first meetings as president. Collectively, our more than 21,000[3] faculty are an academic force for good, committed to great teaching and the world-class facilitation of learning—and I am honored to lead them.

Our Philosophy

The University played a pioneering, groundbreaking role in making higher education accessible to previously underserved students. Starting in 1976, students came to University of Phoenix for reasons now deemed both disruptive and innovative[4], including:

[1] University of Phoenix. (2015). Office of Enterprise Performance Management.
[2] University of Phoenix. (2015). Office of Enterprise Performance Management.
[3] University of Phoenix. (2015). Office of Academic Affairs.
[4] Christensen, C., & Eyring, H. J. (2011). The Innovative University: Changing the DNA of Higher Education from the Inside Out . San Francisco, CA: Jossey-Bass. Horn, M. (2012). Retrieved from: http://www.forbes.com/sites/michaelhorn/2012/04/12/yes-university-of-phoenix-is-disruptive-no-that-doesnt-make-it-the-end-all/

- Practitioner faculty with advanced degrees who are also working in their field and can provide students with real-world instruction;

- Curriculum focused on how adults learn;

- Small class sizes (approximately 14 students per course) both online and at local campuses;[5]

- Local campuses and learning centers close to adult students, so they can drive to class after work or use public transportation to easily reach the classroom;

- Online degree programs, coursework, and innovative distance learning advances;

- Student technical support teams that provide technical assistance 24 hours a day, seven days a week;

- Electronic resources that improved the currency and access to learning materials, while providing students with more cost-effective books and materials;

- Individual advising and counseling staff who are in regular contact with students and responsive to their needs;

- Live Labs tied to specific courses;

- Online tutoring services; and,

- Student support resources, workshops and the University's Center for Writing Excellence and Center for Math Excellence.

Today, the University is working to build upon its innovative and responsive foundation with initiatives that are responsive to working adult students' needs, including:

- General Education courses and curriculum at the start of programs that promote academic preparedness;

- New programs built with the contributions of employer partners and directly aligned with industry competencies and standards; and,

- Employer-recognized certificates that provide students with credentials they can leverage in the workforce while continuing their pursuit of Associate's, Bachelor's, Master's, and practitioner Doctoral degrees.

[5] University of Phoenix. (2015). Office of Academic Affairs.

Our Vision

I have been overwhelmed by the vision and hard work of those who came before me. I am committed to continuing their work and confident that student learning and corresponding career outcomes will continue to grow and improve at University of Phoenix. Our vision is to be recognized as the most trusted provider of career relevant higher education for working adults.

Of course, this institution has complexities and challenges. Like all schools—especially those that serve working adult students—University of Phoenix is continuously in a mode of evaluating, assessing, and working to improve student learning outcomes and to enhance the entire student experience.

The University continues to hold a unique position and distinction in American higher education. It is an institution that spurs important, often transformative, change in the individual lives of students. We are a university community that has worked hard to achieve the respect we deserve.

Our mission is focused and steadfast. Our primary responsibility will always be to provide high-quality, rigorous, and relevant education to our students. Hundreds of thousands of students have chosen us for their education and we, in turn, are committed to provide them with a degree that is valued – both academically and professionally. We are intensely focused on professionally relevant education our students can use to improve their careers and the performance of their organizations and their communities.

It is to that end that we are working together with a growing number of researchers at top-tier, elite research universities, foundations, and leading organizations to better understand how our students learn and how we can further support the unique needs of working adult students. In the past year, the University has partnered with some of the nation's top researchers who are eager to develop insights into how we can measurably raise student learning outcomes and achievement.

Our work with the Bill and Melinda Gates Foundation and researchers at Stanford University, University of Michigan, and the ITHAKA organization are all just the beginning of what I hope will be a rich experimental learning environment for all devoted to the needs of working adult students. Our work with the Thurgood Marshall College Fund and Historically Black Colleges and Universities (HBCUs) will, I believe, expand online education capabilities and improve access to higher education.

We are unified by our work to create a deep understanding of our students' needs and how best to deliver education that leads to improved academic and career outcomes. University of Phoenix has always been a trailblazer in the andragogical assumptions of applied learning for working adults. Now we are setting a clear direction to become the most robust—and one of the most effective— higher education learning environments for working adult students.

We were led by a great man who always made clear that if we put the needs of students first, all else would fall into place. In 2014, we lost our founder, Dr. John Sperling. He was an iconoclast in higher education and a leader who left a legacy we are proud to uphold. This report, which will be published each year I am President, is a reflection of that legacy—a marker of our commitment to our fundamental mission, one that by its very nature is constantly improving. Dr. Sperling worked relentlessly to build an institution that would serve working-adult students who were too often overlooked and underserved by traditional colleges and universities. He succeeded. In academic year 2014 alone, University of Phoenix awarded more than 73,000[6] degrees. With the pace of change in higher education only accelerating, we are strongly positioned to play a major role in years to come.

Academic Annual Report

We should be known for the determination and passion of our students and our faculty— represented by the degrees awarded. But this Academic Annual Report must go further. It must stand as proof of our commitment to transparency and quality.

The purpose of this report is to provide a picture of the institution today and to outline areas for progress tomorrow. It describes our vision and approach to higher education. It outlines our challenges. It defines some of the characteristics of our students, our academic programs, and our faculty. It also includes important information that bears on our regional accreditation by the Higher Learning Commission (HLC). The University has adequately addressed the concerns expressed by the HLC in connection with its notice determination in July 2013. As a result, the University is pleased to announce that the notice sanction was removed effective June 28, 2015. The University will continue its commitment to quality and improved student outcomes and to demonstrating additional substantive progress in its HLC comprehensive evaluation scheduled for 2016-2017.

This report outlines the role of our nine distinct colleges and schools and how they respond differently to students' and employers' needs in today's complex, knowledge-based, information-rich global workforce—a labor environment vastly different than the one nearly 40 years ago when University of Phoenix awarded its first degree.

[6] University of Phoenix. (2015). Office of Enterprise Performance Management.

This report also revitalizes an effort initiated by my predecessor in 2008 to ensure the nature of our academic performance was formally documented and made public. Now, with just under a year of service to University of Phoenix, I perceive 2014 as the year that, going forward, will refine the nature and scope of our continuous improvements. And although we can't yet precisely quantify the nature and definition of all our goals, this report describes our vision, our priorities, and our broad approach to improvement.
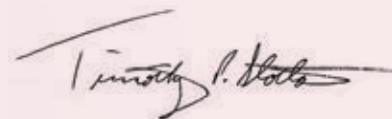
In subsequent reports, we will specify more metrics regarding our goals for student learning outcomes and other aspects of University performance—with the expectation that a similar report will be provided on an annual basis each spring. Publication of the Academic Annual Report demonstrates our belief that sharing data about who we are and what we do will strengthen our ability to tell the story of our successes and to document the strategies that made them possible.

Conclusion

University of Phoenix was founded with a commitment to our students and to continuous improvement and adaptation on their behalf. We have carefully and responsibly evolved in response to new ideas, new opportunities, and new realities. For all institutions of higher education—including the elite research university from which I came—evolution, change, and improvement must be constant.

As we approach our 40th anniversary, I believe this is a moment in time when we need to respond on a comprehensive scale to achieve our vision and build a sustainable, thriving, new breed of university, designed for working adults.

This is an incredibly exciting time for University of Phoenix, and I am thrilled to be part of it. I hope that everyone committed to improving higher education in America will take a closer look at who we are, how we educate, and what we accomplish. And we invite all to partner with us. I hope that this report provides readers with a deeper understanding of where we are today and where we are headed. This is the time for University of Phoenix to reinvent and reinvest so that the next 40 years can be even more successful than the first 40.

Timothy P. Slottow
President, University of Phoenix
October 2015

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University of Phoenix
Mission & Vision

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.

To be recognized as the most trusted provider of career-relevant higher education for working adults.

We will earn that trust through our:
- Deep understanding of students' needs;
- Deep understanding of employers' needs;
- World-class assessment, analytics and innovation; and,
- Operational excellence.

University of Phoenix Objectives

These broad, high-level objectives provide the University with a clear direction for day-to-day operations, actions, and initiatives. They are fundamental to the University's future and how its vision is achieved and are dependent on successful transformation into nine distinct schools and colleges.

Build World Class Assessment

- Ensure routine compliance with HLC and all programmatic accreditation while building world-class, comprehensive, and ongoing assessment programs of all aspects of student experience and outcomes.

Differentiated Schools, Colleges and Programs

- Deliver high-quality, differentiated, rigorous, and relevant academic programs that exceed the needs of students and employers as measured by well-accepted, transparent methods.

- Continue to support the ongoing transition to a college-based operating model.

- Develop unique strategies for the nine distinct schools and colleges to best serve both students and employer partners.

Improve Student Outcomes

- Improve student retention and academic success through reinvestment in quality and innovation.

Enhance the Reputation of the University

- Develop and execute a plan to advance our reputation and brand as a world-class university dedicated to the academic success of adult learners.

Continuously Improve Operational Excellence

- Continue to improve our operating efficiency and effectiveness while maintaining and enhancing the student experience and faculty performance.

Becoming the Most Trusted Provider of Career-Relevant Higher Education for Working Adults

LEARNING GOALS

The University's faculty leadership has established five broad learning goals that inform curriculum development, instruction, learning assessment, and program evaluation and improvement, and which represent the broadest level of learning the institution expects from its graduates. The University Learning Goals are:

1. Professional Competence and Values
2. Critical Thinking and Problem Solving
3. Communication
4. Information Utilization
5. Collaboration

The intent of these goals is to help all University of Phoenix graduates attain levels of theoretical and practical disciplinary knowledge appropriate to the levels of degree or credential they are earning, while developing competence in essential intellectual and social processes that will enable graduates to more successfully practice their professions.

LEARNING MODEL

Working adult students frequently come to formal learning activities with greater life and work experience than their younger peers at traditional research universities. This means that the learners themselves can be invaluable resources in enhancing their own and others' learning experiences. Traditional pedagogy emphasizes a top-down, vertical

The average age of a
College of Humanities
and Sciences student
is **31 years old**

transfer of information. Students with rich and varied experience find benefit in instructional practices at the University that encourage collaboration. This adds a robust horizontal dimension to the learning exchange as students teach and learn from one another. Good practice in education capitalizes on this dimension to the students' advantage.

Practitioner Faculty

Today, in every program and every discipline at the University, experienced practitioner faculty facilitate learning in small class sizes—with an average of 14 students per course[7]—and oversee courses provided online, at 105 local campuses and learning centers in more than 36 states, and in a hybrid model called Flexnet™ (which requires some instruction and learning team coursework at a local campus and the balance of coursework online).

Support Staff

The University assigns to each student an enrollment representative, academic counselor, and finance advisor—all aligned to one of nine distinct schools and colleges—to help students navigate their degree programs from pre-admission through graduation. Technical assistance is always available, around the clock and year-round. Academic counselors within the schools and colleges serve as a guide throughout a student's program to help ensure completion of the required courses to graduate, and to assist with challenges encountered along the way. Finance advisors help the student find a payment plan that encourages only responsible and appropriate levels of borrowing.

Competency–Based Education

The University was recently selected by the U.S. Department of Education to join its Experimental Sites Initiative for competency–based learning—as authorized by the U.S. Congress. The Experimental Sites Initiative will allow institutions to test the effectiveness of new learning programs while maintaining students' eligibility for Federal Student Aid programs. The initiative has the potential to inform public policy and regulations affecting all institutions of higher education.

[7] University of Phoenix. (2015). Office of Academic Affairs.

Prior Learning Assessment

The University has been recognized for its Prior Learning Assessment Professional Training Portfolio process, which identifies learning obtained from relevant work and life experiences that can be applied toward college credits. Students at the University may save time and money in completing a degree program using the Prior Learning Assessment process. The University has long held that learning obtained outside of the traditional classroom can be comparable to academic curriculum and may be assessed for college credit. Learning that is eligible for assessment includes: professional training, licenses, course work from non-transferable institutions, and experiential learning. Corporate training is also assessed in the Prior Learning Assessment Center for academic equivalency to college level classroom learning. The recognition of corporate training is aligned with accepted principles of adult learning and serves to validate the professional competence and learning experience achieved by students outside of a traditional college classroom while working toward their professional goals.

LEARNING RESOURCES

The University has multi-faceted learning resources in place to assist students in a variety of areas and with varying levels of interaction and engagement. Free workshops are available online to provide helpful information to students in areas such as goal setting, using the University Library, and citing sources. Workshops and labs are also available in foundational areas such as writing and mathematics. Additional assistance covering these important topics can also be found in the University's Centers for Writing and Mathematics Excellence.

The University's Center for Writing Excellence provides support services designed to improve students' writing skills. The tutorials and guides help students with the writing and formatting of academic essays, grammar review, and APA style from the Publication Manual of the American Psychological Association (6th edition). The Center for Mathematics Excellence gives students access to real-time online math tutoring, along with workshops, videos, practice problems, and other resources to help students review important concepts prior to taking courses like College Algebra and other courses such as those with specific applications in statistics, accounting, finance, and economics.

University of Phoenix
faculty have an average of
19.8 years of professional
experience

CLASSROOM ENVIRONMENT

The University's faculty-developed and centrally managed curriculum is outcomes focused and designed to engage students through both synchronous and asynchronous instructional strategies, whether online or in a physical classroom environment. Students are required to participate in weekly classroom-based learning activities including faculty instruction and collaborative learning team activities. Additional hours of faculty-directed student engagement can also involve a variety of instructional strategies and online learning activities, which are designed to support the course topics and objectives while aligning with identified student learning outcomes.

CURRICULUM

Programs of study at the University are defined and guided by professional standards, competencies, and/or proficiencies for student achievement of learning outcomes. Curriculum and course content at the University is developed based on the most current research in adult learning. Recognizing that necessary skills in the information age are constantly evolving, the University's approach hinges on students' ability to think critically, to problem-solve effectively, and to innovate. Developing competence in communication, critical thinking, collaboration, and information utilization helps enhance graduates' opportunities for career success—all are essential for the contemporary workplace.[8] University of Phoenix utilizes an instructional framework that is based on adult learning theory, constructivism, and brain-based learning research, establishing its leadership in innovative teaching and learning models.

The University's curriculum is designed to facilitate the acquisition of both theoretical content and the useful knowledge and skills identified as crucial to the academic and professional success of working adults. The curriculum is designed to integrate academic theory and professional practice in a manner applicable to the students' work and life experiences.

STUDENT PARTICIPATION

The University's learning model is based on the assumption that students' active engagement in the education process is essential to good practice. Thus, in all modalities, the University's classrooms are dynamic learning environments. Reflecting

[8] University of Phoenix Course Catalog. (2014-15). Page 1.

the University's andragogical model, instructors serve as facilitators who manage the learning process by engaging students in a variety of activities (lectures being but one) that lead to an understanding of course content and the development of academic and professional competence. Interaction and participation in classes and learning teams is expected of students in Bachelor's, Master's, and Doctoral degree programs. Students pursuing an Associate's degree are involved in collaborative learning activities, but are not required to participate in formal learning teams.

IMPROVING STUDENT OUTCOMES

The University offers early exposure to the classroom experience through orientation workshops and the University's risk-free period. Before committing to enrollment, students benefit from the hands-on orientation workshop through familiarity with the academic format, expectations, and requirements of the learning environment. This allows prospective students to make an informed decision about attending University of Phoenix through experiencing the rigors of the college classroom before incurring any financial obligations.

In 2010, the University implemented UNIV, a three-week, non-credit-bearing, no-cost orientation workshop in the student's selected modality (ground or online) for students who enrolled with fewer than 24 college credits. The vast majority of prospective students—regardless of whether they enrolled—reported the experience of UNIV as helpful. However, many regretted the lost three weeks of time that could have been dedicated to a credit-bearing course.

Based on that student feedback, the University replaced UNIV, but carried forward its commitment to first-time undergraduates with a risk-free period. Under this program, first-time attendees entering University of Phoenix with fewer than 24 previous college credits are conditionally admitted to their credit-bearing undergraduate academic program. The risk-free period allows students to experience the University's learning environment before incurring any financial obligation. Students can "test drive" an academic program and experience the University's learning environment for three weeks—and do so without losing time in non-credit orientation. The University's evolution toward a formal risk-free period was a direct result of feedback and data analysis around UNIV.

Additionally, first-time undergraduates now complete a pathway diagnostic before enrolling in their first credit-bearing course. The pathway diagnostic is designed to evaluate incoming students' reading and writing aptitude and determine the appropriate level of support to help students succeed at University of Phoenix. Based on the student's combined score on the reading and writing sections, they are placed in an accelerated pathway or standard pathway. The two pathways are designed to provide learners with an appropriate level of support and an immediate learning experience commensurate with the individual student's demonstrated skill level.

The University also makes available to students a wide-range of resources that allow students to focus on particular skills and improve their knowledge through programs that complement their degree coursework, employ adaptive learning technologies from third-party University partners, and help students understand and complete course assignments.

Enrollment, academic and financial counseling resources are available throughout each student's program, along with a Life Resource Center that provides free, confidential, 24/7 online and telephone support through a variety of services.

As the University's student population has shifted from experienced students seeking completion of Bachelor's or Master's degree programs to first-time students seeking Associate's or Bachelor's degrees, additional institutional efforts now seek to meet the needs of those new to higher education. While some of these resources have been offered for many years (e.g., enrollment representatives and academic counselors), the University has newly trained personnel who are focused on meeting the needs of students who are best served with different pathways into the academic rigors of higher education.

Some University of Phoenix initiatives for beginning students are still quite new, but preliminary results show promise. Expanding and enriching a wide-range of special programs for beginning students ensures that highly accessible programs and enhanced student outcomes can co-exist—a foundational tenet at University of Phoenix. Successfully working with beginning students is as important to the University as its work with degree completing students who arrive with previous college experience.

FULL-TIME FACULTY AND
INTRODUCTORY COURSE SEQUENCE

Beginning students placed in the standard pathway will also matriculate into an intensive introductory course sequence that assesses and builds basic writing, communication, and study skills, while also providing instruction through full-time faculty. The University's full-time faculty members are trained specifically to work with first-time, beginning students. These faculty members are able to identify students at risk of withdrawing early and are—with the work of students' academic counselors—increasingly able to use predictive analytics to best intervene in support of students. Full-time faculty and engaged academic counselors are integral to the University's assessment processes in ensuring students demonstrate expected levels of learning in each course, and provide added value to students encountering personal circumstances that impede retention.

Introductory course sequences were first developed starting in 2010 as a set of eight introductory credit bearing courses designed and ordered to (i) comprise a solid and cohesive learning foundation for entering students, and (ii) enhance student interest and engagement. Feedback and results of introductory course sequencing allowed for improvements to the University's development of a wholly new learning model, which was first implemented on a limited basis beginning in late September 2013. The new learning model is now implemented across all undergraduate programs at the University and contains enhanced components aimed at improving student retention for undergraduates.

In addition, University of Phoenix has enhanced the curriculum at all levels to improve student engagement, including expanded use of interactive multi-media content and other resources. Without taking additional coursework, students have the option to earn certificates within their field of study en route to a Bachelor's degree. The early returns on the enhancements in the new learning model have been encouraging.

University of Phoenix has awarded **1,036,426** degrees and certificates

Student Population

In 2014, University of Phoenix faculty taught a reported 251,500 [9] students with approximately 21,000 [10] faculty members through its online modality and 105 local physical locations in 36 states, the District of Columbia, and Puerto Rico. Currently, the average University of Phoenix student is 34 years old. [11] Nearly 45% [12] of students report as ethnic minorities, and approximately 66% [13] are female. In 2014, the University served more than 50,000 students with benefits from the U.S. Department of Veterans Affairs, [14] and was recognized as a top Military Friendly School by GI Jobs® of Victory Media, Inc.

Recognizing the size, demographic characteristics, and make-up of the University's student population is key to comprehending the role the University plays in American higher education. Beyond the current student population, the University has awarded more than one million [15] degrees and certificates, which stands as a testament to the University's success and importance.

University of Phoenix remains committed to serving working adult students even as, since 2004, it has grown to serve not just those seeking to complete the remainder of their degree program, but also those who are just beginning their higher education journey. In 2014, 44% of University of Phoenix undergraduate students enrolled in programs without transferring credits. For those undergraduate students with transfer credits, the average credit hours transferred were nearly 17 in 2014. [16]

ALUMNI SATISFACTION

In August 2014, more than 12,000 graduates provided answers to a web-based questionnaire [17] where:

- 75% agreed or strongly agreed with statements regarding *satisfaction* with their University of Phoenix education;

- 92% of employed alumni agreed that their education at the University *prepared them sufficiently* or very well to function in their current employment role;

- 94% of alumni who are currently seeking another degree agreed that the University *prepared them sufficiently* or very well for the next level of education; and,

- 75% of undergraduates, and 81% of graduate-level alumni surveyed, agreed or strongly agreed that they *would recommend* University of Phoenix to others.

9   Apollo Education Group. (2014). 10-K filed with the U.S. Securities and Exchange Commission.
10 University of Phoenix. (2015). Office of the Provost.
11 University of Phoenix. Office of Enterprise Performance Management.
12 Based on voluntary reporting by students included in aggregate Total Degreed Enrollment. For 2013, 2012 and 2011, 67%, 71% and 68%, respectively, of the students attending University of Phoenix courses provided this information.
13 Based on voluntary reporting by students included in aggregate Total Degreed Enrollment.
14 University of Phoenix. (2015). Office of Enterprise Performance Management.

15 University of Phoenix. (2014). Office of Enterprise Performance Management.
16 University of Phoenix. (2014). Office of Enterprise Performance Management.
17 University of Phoenix. (2014). Office of Assessment. Academic Alumni Questionnaire Institutional Report Summary. Participating alumni may have had stronger feelings about the time spent at UOPX than alumni who chose not to participate. It is possible that alumni with strong positive feelings about UOPX were likely to respond than alumni who felt less satisfied with UOPX experience and/or education.

2014 Averaged
Total Degree Enrollment

251^K

251ᴷ
STUDENTS

- Associate's
- Bachelor's
- Master's
- Doctoral

First Generation

60%
FIRST GENERATION
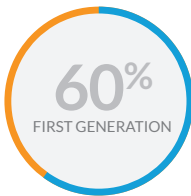
- No College 60%
- Mother OR Father College 40%

Working

76%
EMPLOYED

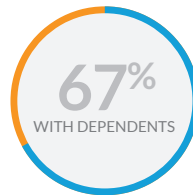- Employed 76%
- Unemployed 24%

Adults

34
AVG. AGE
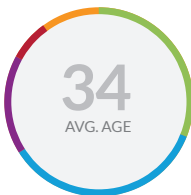
- < 23 10%
- 23 - 29 31%
- 30 - 39 35%
- 40 - 49 17%
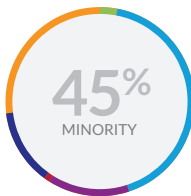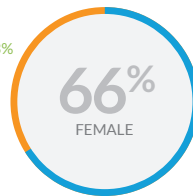- > 49 7%

67%
WITH DEPENDENTS

- with Dependents 67%
- without Dependents 33%

from Diverse Backgrounds

45%
MINORITY

- African-American 27%
- Asian/Pacific Islander 3%
- Caucasian 42%
- Hispanic 14%
- Native American/ Alaskan 1%
- Other/Unknown 13%

66%
FEMALE

- Female % 66%
- Male % 34%

Figure 1.
University of Phoenix. (2015). Office of Enterprise Performance Management.

University of Phoenix practitioner faculty have experience working at some of America's largest companies – **more than 1,200** faculty work or have worked at **Fortune 1,000 companies**.[18]

University faculty have an average of **19.8 years** of professional **experience**.[19] Average length of **time teaching** at University of Phoenix is **6.9 years**.[20]

[18] University of Phoenix. (2015). Office of Market Research.

[19] University of Phoenix. (2015). Office of the Provost. Professional experience includes all active faculty who have taught in the last year.

[20] University of Phoenix. (2015). Office of Market Research.

It has been a central tenet of the University of Phoenix since inception that faculty should be experienced practitioners working in the fields in which they teach. It is also axiomatic that faculty engaging with adult students play a different role in learning than those who work with younger adults. As such, University of Phoenix faculty serve as facilitators of learning that 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. Faculty involve students in a variety of learning activities to achieve established student learning objectives.

This active learning approach—combined with the University's large student body and the institution's commitment to keep class sizes small—requires the development of a faculty workforce that is as diverse as our student population. University of Phoenix recognizes that faculty are one of the most important factors in students' experience and, likely, their persistence.

In 2014, the University committed to improve its inclusion of faculty practitioners in the development and execution of strategic changes within its nine schools and colleges and to involve more faculty in the creation and structuring of new certificate and degree programs. Leaders within those nine schools and colleges now do more to recognize successful faculty and disseminate the best of their classroom practices and are instituting new ways to showcase faculty excellence and highlight positive student outcomes from within individual faculty member's classrooms.

University of Phoenix is also developing new communication methods to encourage more interaction among faculty with similar interests. Supporting faculty in their professions, and enhancing ways for faculty to contribute to the larger academic community, are important developments underway at the University. Inasmuch as the University maintains and builds unique opportunities for faculty, and invests in their development, leadership believes students will enjoy a richer, more transformative learning experience with improved outcomes.
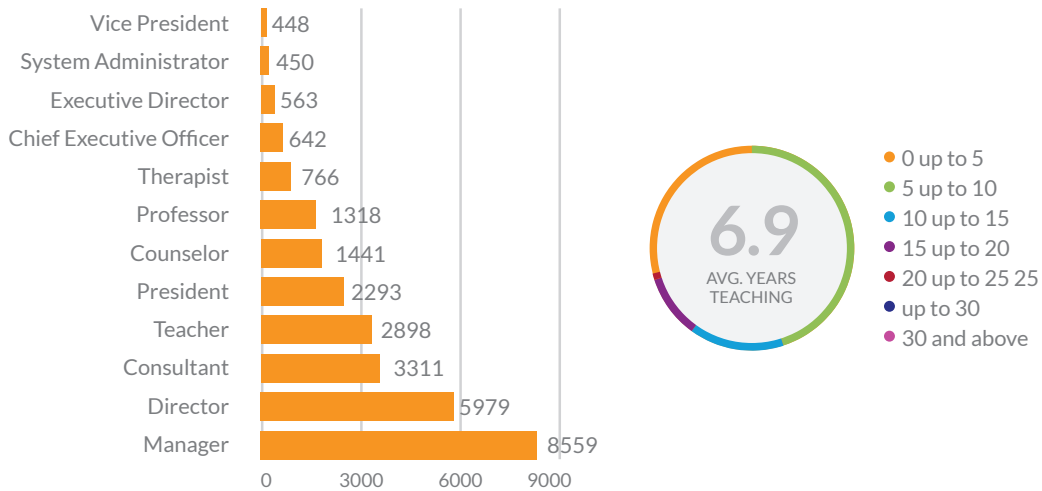
As the University continues to focus on providing quality education for working adult students, we will continue to focus on attracting and retaining highly qualified faculty from a broad variety of high quality institutions, including the most academically elite institutions. It is important to note that University of Phoenix already enjoys an incredibly well-qualified faculty committed to student outcomes. For example, at the end of academic year 2014, 78 faculty at University of Phoenix held a graduate degree from Johns Hopkins University, 57 from the University of Chicago, 56 from Columbia University, 55 from Harvard University, 48 from Vanderbilt University, 42 from Northwestern University, and 28 from Stanford University. We also have faculty who received their academic credentials from top rated public universities such as 106 from University of Michigan, 93 from Pennsylvania State University, 81 from The Ohio State University, 80 from University of Illinois-Champaign, 59 from University of Wisconsin-Madison, and 33 from University of California-Berkeley. In fact, 221 of our active faculty earned their degrees from Ivy League institutions and 932 from the Big 10. In addition, 728 faculty came from Association of Jesuit Colleges and Universities and 2,080 from U.S. News & World Report's top 50 colleges in 2014.[21]

When these academic credentials are combined with practical work experience and our award-winning faculty and development program,[22] we believe our faculty are positioned to provide excellent instruction, develop curriculum in new and advancing fields, and mentor students in their academic studies. The University will continue to recruit and develop an exceptional and diverse faculty population in keeping with its mission and purpose.
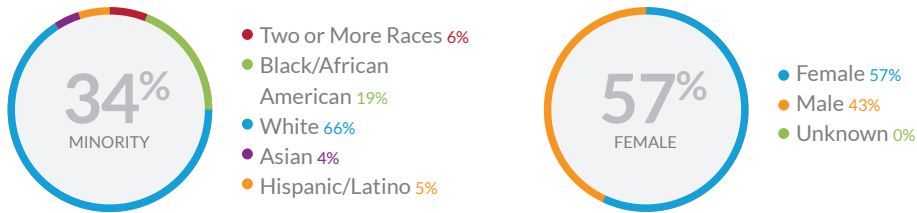
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[21] University of Phoenix. (2014). Office of Academic Affairs.

[22] Arizona Quality Alliance Showcase in Excellence Awards were presented to University of Phoenix in 2009 for the Program Development Process and in 2010 for the Online Faculty Certification Program.

Experienced Practitioner Faculty

Role	Count
Vice President	448
System Administrator	450
Executive Director	563
Chief Executive Officer	642
Therapist	766
Professor	1318
Counselor	1441
President	2293
Teacher	2898
Consultant	3311
Director	5979
Manager	8559

6.9 AVG. YEARS TEACHING

- 0 up to 5
- 5 up to 10
- 10 up to 15
- 15 up to 20
- 20 up to 25 25
- up to 30
- 30 and above

from Diverse Backgrounds

34% MINORITY

- Two or More Races 6%
- Black/African American 19%
- White 66%
- Asian 4%
- Hispanic/Latino 5%

57% FEMALE

- Female 57%
- Male 43%
- Unknown 0%

leading Small Classes

14

using Learning Tools

57M Library Documents Downloaded

2.9M Grammerly© Submissions

2.8M One-on-One Tutoring Minutes
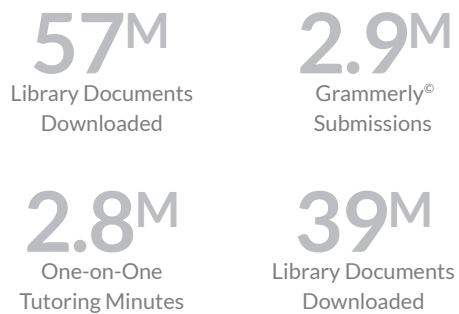
39M Library Documents Downloaded

Figure 2.
University of Phoenix. (2015). Office of Academic Affairs.
(September 2013 - August 2014)

Increasing Persistence, Retention, and Graduation Rates

When University of Phoenix students persist and reach graduation, it is an accomplishment of significance and one that represents remarkable skill in juggling the demands of family, work, community, and life. The University recognizes that for some students, external demands can seem unmanageable with the additional work required for an academic pursuit. Efforts continue to better understand how to support students in managing these challenges and identifying the obstacles students face to re-entry and re-enrollment. University leadership is working to better identify students at risk of leaving early in their programs; to understand whether academic preparedness, financial, or student experience issues hinder participation and retention; or, whether personal circumstances make it difficult or impossible for students to continue.
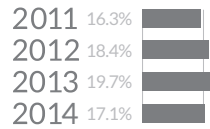
Graduation Rates

University of Phoenix has implemented a number of important innovations and refinements designed to improve student graduation and retention rates. Whereas the data indicate that these initiatives have had a generally positive impact, 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. The IPEDS data reflect only first-time, full-time (FTFT) undergraduate students. As such, datasets derived using IPEDS' standard definitions provide an incomplete picture of the University's performance. The majority of the University of Phoenix student body has previously attended another institution of higher education, and would not be classified as FTFT students. The University maintains Institutional Graduation Rates to account for all students. Using IPEDS standard definitions and University of Phoenix institutional definition for all students disaggregated by degree level, the most recent four years of graduation rates for the University are displayed in Figure 3 and 4.
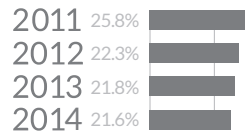
150% GRADUATION RATES
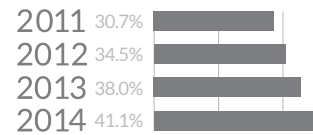
150% IPEDS Graduation Rates

FTFT Undergraduate
2011 16.3%
2012 18.4%
2013 19.7%
2014 17.1%

150% Institutional Graduation Rates

Associate's
2011 25.8%
2012 22.3%
2013 21.8%
2014 21.6%

Master's
2011 56.2%
2012 54.3%
2013 52.1%
2014 54.5%

Bachelor's
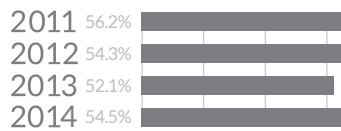2011 30.7%
2012 34.5%
2013 38.0%
2014 41.1%

Figure 3.

200% GRADUATION RATES

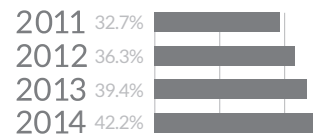## 200% IPEDS Graduation Rates

FTFT Bachelor's
2011 10.6%
2012 13.1%
2013 16.4%
2014 16.1%

200% Institutional Graduation Rates

Associate's
2011 27.9%
2012 24.1%
2013 23.6%
2014 23.4%
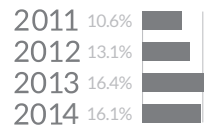
Master's
2011 60.9%
2012 59.5%
2013 57.0%
2014 58.1%

Bachelor's
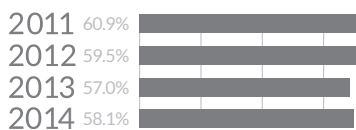2011 32.7%
2012 36.3%
2013 39.4%
2014 42.2%
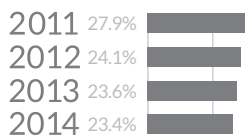
Figure 4.

Figure 3 University of Phoenix. (2015). Office of Federal Regulatory Affairs. Of all students enrolled at University of Phoenix at any time during Academic Year 2014, 9.3% were First-Time Full-Time students as defined by IPEDS. The 150% Institutional Graduation Rates reflect the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. The 150% Institutional Graduation Rates include students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort. Completers are reported in the program they completed; non-completers are reported in the program they began. The 150% 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% of the published length of the program (cohort years for IPEDS represented in Figure 3 are FY06, FY07, FY08 and FY09). The Institutional Graduation Rates for each reporting year use a common student cohort. For example, the Bachelor's-level 150% and 200% Institutional Graduation Rates reported for 2011 each report the outcomes of the FY04 student cohort. The Institutional Graduation Rates presented in Figure 3 and Figure 4 are disaggregated by degree level.

Figure 4 University of Phoenix. (2015). Office of Federal Regulatory Affairs. The 200% IPEDS Graduation Rates reflect the percentage of First-Time, Full-Time undergraduate students in the cohort who, as of August 31 of the reporting year, completed their program of study within 200% of the published length of the program. Of all students enrolled at University of Phoenix at any time during Academic Year 2014, 9.3% were First-Time Full-Time students as defined by IPEDS. Cohort years represented are FY04 through FY11. The Institutional Graduation Rates for each reporting year use a common student cohort. For example, the Bachelor's-level 150% and 200% Institutional Graduation Rates reported for 2011 each report the outcomes of the FY04 student cohort. Additionally, the Institutional Graduation Rates presented below are disaggregated by degree level. The 200% Institutional Graduation Rates reflect the percentage of University students in the cohort who had completed their program of study within 200% of the published length of the program. The 200% 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. Completers are reported in the program they completed; non-completers are reported in the program they began.

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. Datasets derived using IPEDS standard definitions for retention rates include a small subset of the University's overall population. The University maintains Institutional Retention Rates that account for all new students, disaggregated by degree level.

UNIVERSITY OF PHOENIX IPEDS AND INSTITUTIONAL RETENTION RATES

IPEDS Retention Rate

FTFT Bachelor's

Year	Rate
2011	49.1%
2012	48.9%
2013	44.7%
2014	46.5%

Institutional Retention Rate

Associate's

Year	Rate
2011	73.2%
2012	70.5%
2013	66.1%
2014	64.6%

Bachelor's

Year	Rate
2011	75.0%
2012	71.9%
2013	70.4%
2014	68.6%

Master's

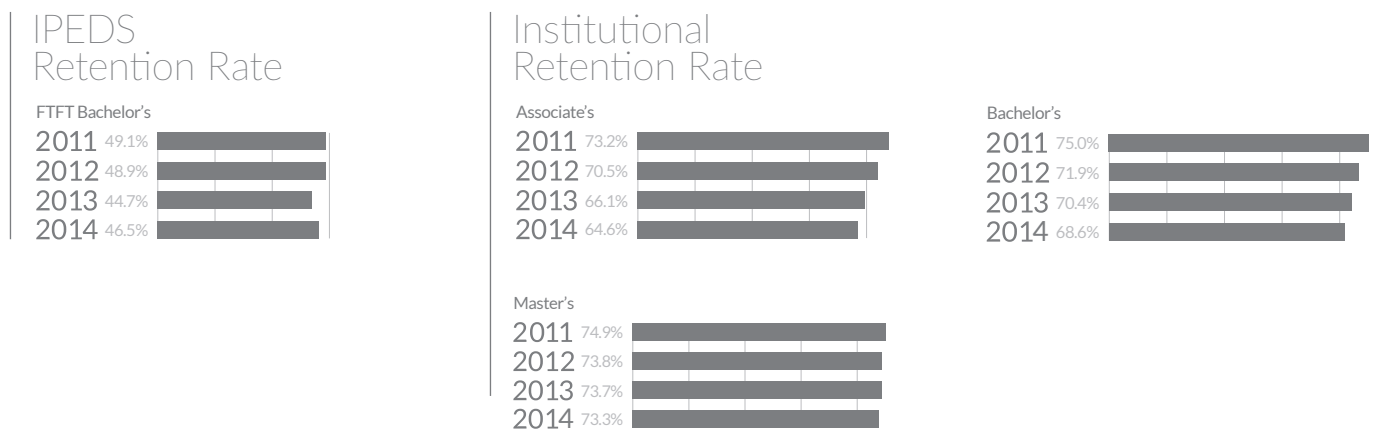| Year	Rate
2011	74.9%
2012	73.8%
2013	73.7%
2014	73.3%

Figure 5.

Figure 5 University of Phoenix. (2015). Office of Federal Regulatory Affairs. Of all students enrolled at University of Phoenix at any time during Academic Year 2014, 9.3% were First-Time Full-Time students as defined by IPEDS. The IPEDS Retention Rates reflect the percentage of FTFT Bachelor students from the prior Fall enrollment population (posted attendance in their first class between August and October) who are enrolled in the current Fall period. The University maintains Institutional Retention Rates that account for all students beginning a program, disaggregated by degree level. The Institutional Retention Rates include all students who enrolled in a particular cohort year. For the purposes of the Institutional Rates, a student is deemed "retained" if s/he posted attendance in their fourth class within the designated timeframe. The

Institutional Retention Rates demonstrate a general decrease over the most recent three years with the steepest declines in retention among students pursuing an Associate's degree. The Institutional Retention Rates also indicate a rate of decline year-over-year that is slowing among Bachelor's and Master's-level students. This trend suggests that recent initiatives undertaken by University of Phoenix have had a positive impact in improving retention trends. Rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (July 1 – June 30). A student is deemed "retained" if s/he post attendance in their fourth class within the following timeframes: (i) Associate's, 189 days; (ii) Bachelor's, 175 days; (iii) Master's. The timeframes designate the standard length of five classes and account for varying class lengths at each degree level.

University of Phoenix
has students from **145**
countries and **50** states

Improving the
Student Experience

The University works to identify opportunities to improve the overall student experience as well as address individual opportunities based on student feedback. In 2010, University of Phoenix began using the Net Promoter System to provide both an "inner" and "outer" closed loop system to collect feedback and resolve student concerns.

As displayed in Figure 6, the inner loop routes information to appropriate parties to investigate and resolve all student concerns and issues reported by individual students. Issues can be as simple as a student seeking a return call from an academic counselor or as complex as a student filing an official grievance with the University's Office of Dispute Management. Measures are in place to quickly identify issues, determine root cause and begin working on solutions. In all cases, university staff attempts to reach students within 48 hours of an issue being reported. Staff seek to understand a student's issues, determine the most appropriate action, and complete resolution. The University handles approximately 1,000 student alerts per month. The handling of the alerts consistently has a positive impact on the student experience and creates an environment of accountability within the University.
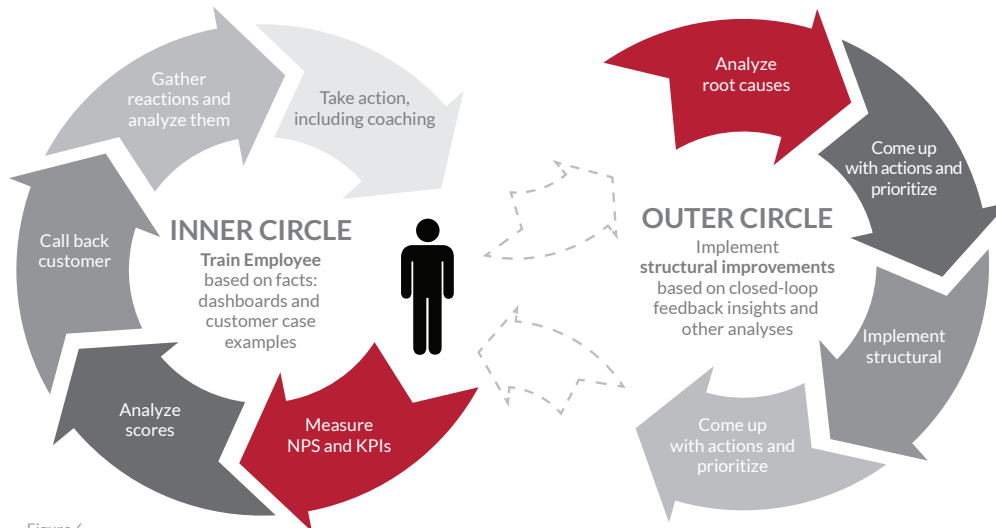
The Net Promoter System

Figure 6.
Markey, R., & Reichheld, F. (2012). Loyalty Insights: From Feedback to Action.
http://www.bain.com/Images/LOYALTY_INSIGHTS_From_feedback_to_action.pdf

The University's Net Promoter Score© is based on the question,

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

Students respond to the question using a 10-point scale.
Reponses are divided into three groups:

Detractor(0-6), Passive(7-8), Promoter(9-10)

The net score is calculated by subtracting the percentage of detractors from the percentage of promoters. The University has maintained a consistent range since 2012.[23]

The Net Promoter System© has helped the University improve its student experience through increased inbound answer rates, individual improvements to certification processes, and course technology enhancements.

The University's goal is to achieve a score greater than 50, which is widely accepted as positive by institutions delivering a higher education service.
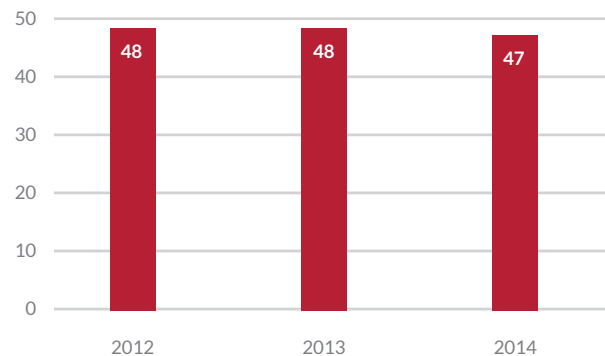
Net Promoter Score

Figure 7.
University of Phoenix. (2015). Office of Institutional Research and Reporting.

[23] University of Phoenix. (2015). Office of Institutional Research and Reporting.

Responsible and Appropriate Borrowing

University of Phoenix strives to empower students to achieve their educational goals and to present appropriate information so they 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 given to students—before and after enrollment—to help them minimize borrowing and apply financial literacy skills.

The University's efforts include support of the "Shopping Sheet," which helps students make better-informed choices about their higher education options and how to pay for them. The University also created a free online resource for students to develop a personalized financial plan, which allows students to estimate tuition and expenses for their entire degree program, analyze projected monthly loan payments, and compare loan debt against possible salary ranges in occupations for which their college education prepares them. The University offers tuition reduction and scholarship reward programs that focus on academic achievement and enhance affordability at the University.

Every student at the University has a finance advisor who provides counseling on the implications of borrowing. Enrollment representatives, finance advisors, other team members within Student Administrative Services, instructional design teams, marketing divisions, and faculty all help promote responsible borrowing materials to students.

Federal law prohibits institutions from denying, limiting, or preventing students from borrowing the maximum allowable amount in Federal Student Aid. Along with the National Association of Student Financial Aid Administrators (NASFAA), the University has long advocated for Congress to grant institutions the authority to limit a student's borrowing capacity under certain limited conditions. In April 2015, the Education Department reiterated again in a letter that "the borrower makes the decision of whether to borrow and how much to borrow (up to the statutory annual and aggregate limits) and not the institution."[24]

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[24] U.S. Department of Education. April 6, 2015. Loan Counseling Requirements and Flexibilities. Retrieved from: http://www.ifap.ed.gov/dpcletters/GEN1506.html

University-wide efforts to educate students and encourage responsible borrowing have proven effective. Approximately one-third of students at University of Phoenix today choose to borrow less than the maximum allowable under the Federal Student Aid program.[25]

Student Loan Cohort Default Rates

The U.S. Department of Education publishes an annual Cohort Default Rate (CDR) for all Title IV Federal Student Aid program-participating institutions of higher education, 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.

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 26.0% to 19.0% to 13.5% over the last three years.

The most recent three-year CDR for University of Phoenix graduates is less than 5%.[29]

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

Three-year Cohort Default Rates for University of Phoenix by Federal Fiscal Year

Figure 8.

	26.0%	19.0%	13.5%
0%	2010	2011	2012
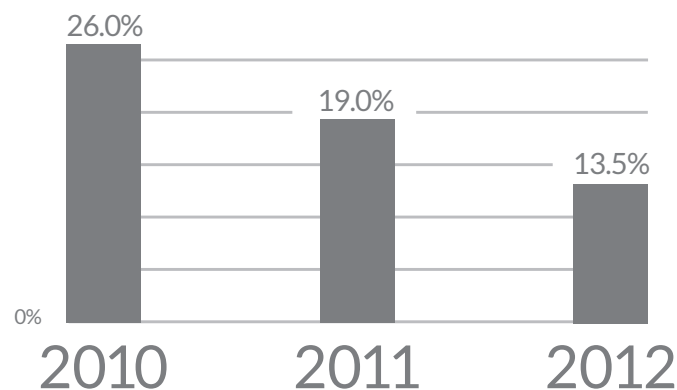
[25] University of Phoenix. (2015). Student Administrative Services.
[26] https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_3yrCY_2012.cfm
[27] https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_3yrCY_2012.cfm
[28] https://www.nslds.ed.gov/nslds/nslds_SA/defaultmanagement/search_cohort_3yrCY_2012.cfm
[29] University of Phoenix. (2014). Office of Financial Services. 2014 Repayment Management Annual Report.

Assessment, Analytics, and Innovation

The University's Office of Assessment has established an extensive and functional infrastructure that involves university personnel within central administration, at all local campuses, and for each of the distinct schools and colleges. Student learning outcomes were established via a rigorous, collaborative process among faculty, curriculum teams, schools, colleges, and the University's Office of Assessment to ensure clear focus on student achievement of learning outcomes at the completion of each course or program, as well as at the university level. The institutional, program, and course learning outcomes provide the necessary framework for the University's on-going academic assessment activities.

Outcomes Assessment

From the inception, University of Phoenix has focused on student outcomes. Continuous improvement and refinement of courses and course sequence in response to employer needs, emerging industries (like technology and health care), and student demands have always been at the heart of the University's learning model.

At the same time, the field of student outcome assessment has changed rapidly over the past 20 years and become more standardized and better defined. External demands from government for quantifiable evidence of student learning have escalated in recent years. Institutions are expected to have an evidence base for allocation of higher education resources in the face of budget and political pressure.

Accrediting bodies require institutions of higher education to have a systematic process for student learning outcomes assessment. In 2014, the University reinvented and realigned internal student learning outcomes assessment processes, and developed an electronic assessment management system to support broader assessment practice. The defined hierarchy of student learning outcomes includes University Learning Goals, General Education Student Learning Outcomes, Program Student Learning Outcomes (PSLOs), and Course Student Learning Outcomes. The online classroom at the University

is evolving to make course and program learning outcomes visible to all students and faculty, and to allow faculty and students to track individual progress toward meeting those goals.

University of Phoenix developed and implemented a 10-year Institutional Assessment Plan that outlines a comprehensive strategy for the assessment of student learning at its local and online campuses and within its schools and colleges. The Plan includes methods the University uses to assess student learning within the defined hierarchy. Assessment data are then used by the University to develop and implement strategies for continuous improvement of student learning. This work may additionally contribute to the body of knowledge about student learning outcomes assessment and may eventually set a standard consistent with best practice in academe. University of Phoenix intends to map this work as one of the largest education and learning experimental environments for researchers in the world.

The University's assessment system is also intended to enhance the institution's reputation through continuous improvement, transparency, and accountability. The system:

- Assures the integration of teaching, learning, and assessment in the classroom, facilitating student learning and faculty professional development and answering the question how well are adult students meeting general education, programmatic, and institutional learning outcomes;

- Reflects the institution's commitment to its mission and students, enabling compliance with regional and programmatic accreditation requirements, and providing applicable data and documentation;

- Applies the American Association for Higher Education's Principles of Good Practice for Assessing Student Learning as a benchmark of its efficacy;

- Utilizes a variety of direct, indirect, and methodologically sound measures of student learning and educational effectiveness through the strategic implementation of a 10-year Institutional Assessment Plan and innovative technology;

- Promotes student success and an exceptional student experience through improved academic and operational practices of the colleges/schools and administrative and educational support units (including, but not limited to, Student Administrative Services, Enrollment, the Library, Student Resource Centers, Career Services, Counseling Centers, and tutoring, math, and writing centers);

- Fosters the capacity of the University to aid alumni in successful career development;

- Facilitates continuous institutional learning and feedback regarding student outcomes such as persistence, progression, retention, and graduation or completion; and

- Supports decision-making for human, fiscal, and capital resource allocation and strategic planning.

Technology Innovation

Students benefit from technology innovations that make educational materials and the online classroom more convenient, interactive, and optimized to help student service teams respond to students' needs and challenges. Innovations in University of Phoenix technology include data-driven analytics that allow academic counselors to better serve students and offer support services. A centralized analytics application at the University gives those counselors real-time insights and perspectives into their students' academic progress and track record. Dashboards allow sharing across student-facing teams to better address an individual student's needs.

The University has also directed investment toward solutions that differentiate the institution's learning experience offered to students. The University of Phoenix mobile application, for example—available on both Apple iOS and Google Android platforms—makes classroom discussion, assignments, and interaction with faculty more available to students. Of surveyed online students at University of Phoenix, 21% access online coursework using a mobile tablet and 40% using a mobile smartphone.[30]

The University's close collaboration with Apollo Technology of Apollo Education Group allows for optimized data management innovations that have improved administrative systems and enhanced private and public cloud computing platform. Technology teams embedded within the University implement Software as a Service (SaaS) solutions, manage third-party providers' products, and focus proprietary systems and innovation on that which best serves adult students at the University.

[30] Eduventures, Inc. (2015). Online Enrolled Student Survey Benchmark, Eduventures Advisory Service for Higher Education Leaders.

There are **38** majors at the University of Phoenix

Differentiated Schools and Colleges at University of Phoenix

Since its inception, University of Phoenix has operated under a centrally managed academic organizational structure with local campus academic governance councils, matrixed reporting structures, and centralized institutional reporting and research efforts. But in 2009, as the University's program offerings and the needs of students and employers became increasingly diverse, University of Phoenix founder Dr. John Sperling envisioned the need to reorganize these functions under distinct schools and colleges within the University. His prescient insight foretold the University's ability to understand and influence the drivers of retention and graduation, along with the academic demands of delivering career-relevant programs that include attention to changing industry trends and employers' needs.

In 2014, the University's nine schools and colleges began providing more focused strategies to support university objectives and realize Dr. Sperling's vision. The University began this organizational transition by identifying Executive Deans for each of its colleges. Executive Deans bring demonstrated experience in the management and leadership of colleges and programs in their specialized fields of expertise. As a group, these Executive Deans offer new perspectives and an absolute commitment to academic quality, progress, and improvement. Executive Deans are supported and overseen by the Provost, who is responsible for ensuring academic quality across the university.

The University's transition to nine distinct colleges has entailed a rigorous operational restructuring. A process has been established to align faculty, enrollment representatives, academic counselors and finance advisors with the distinct schools and colleges.

The University's nine individual colleges are responsible for the continuous improvement of course subject matter content and learning activities within the University's overall instructional framework, and with the support of central, professionally trained, instructional design experts. Their advisory councils and content teams are creating programs that align with industry standards and meet programmatic accreditors' standards of quality and instructional content where applicable.

As the University continues to reinvest in quality that supports student outcomes, differentiated schools and colleges offer an improved student experience through which will come a more rigorous understanding of what drives retention and graduation.

College of Security and Criminal Justice

College of Education

College of Humanities and Sciences

College of Social Sciences

School of Health Services Administration

School of Nursing

College of Information Systems and Technology

School of Advanced Studies

School of Business

Schools & Colleges

Accreditation

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

The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year Reaffirmation of Accreditation in 2012–13. A comprehensive evaluation is scheduled for 2016–17, and the next Reaffirmation of Accreditation is scheduled for 2022–23.

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 actual curriculum and how it leads to entry-level practice within a chosen field or profession. With programmatic accreditation, the quality of the programs are 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 professionals who are knowledgeable in their specific field of study. See Table 1 for details on institutional and programmatic accreditation.

In addition to earning institutional and programmatic accreditation, the University maintains partnerships and affiliations with a number of organizations. The University enters industry and organizational affiliations to both: a) create industry standards and competencies for distinct disciplines and b) align its programs and curriculum with existing standards and competencies. The University also enters formal partnerships with employers, industry groups, and organizations to create certificates and programs to meet employee or member needs of partner organizations. See Partnerships and Organizational Affiliations on page 47.

Institutional and Programmatic Accreditation

Institution/Program	Accrediting Body (Year Accredited)	Status
University of Phoenix	The Higher Learning Commission of the North Central Association of Colleges and Schools (1978, reaffirmed in 1982, 1987, 1992, 1997, 2002, and 2013)	Comprehensive evaluation visit in 2016-2017 Reaffirmation visit in 2022-2023
School of Business programs • Associate of Arts/Concentration in Accounting Foundations • Associate of Arts/Concentration in Business Foundations • 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 (2007, reaffirmed in 2012)	Reaffirmation visit expected in 2017
School of Nursing • Bachelor of Science in Nursing	• Commission on Collegiate Nursing Education (2005) • Previously accredited by National League for Nursing Accrediting Commission from 1987 to 2005	Reaffirmation visit expected in 2020
College of Nursing • Master of Science in Nursing	• Commission on Collegiate Nursing Education (2005) • Previously accredited by National League for Nursing Accrediting Commission from 1996 to 2005	Reaffirmation visit expected in 2020
• Master of Counseling in Clinical Mental Health (Phoenix and Tucson, Arizona campuses)	• Council for Accreditation of Counseling and Related Educational Programs (2012)	Reaffirmation visit expected in 2018 OR 2019
• Master of Counseling in Mental Health Counseling (Salt Lake City, Utah campus)	• Council for Accreditation of Counseling and Related Educational Programs (2001, reaffirmed in 2010, and in 2012)	Reaffirmation visit expected in 2015 or 2016
College of Education – 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 • Principal Licensure Certificate • Master of Science in Counseling/School Counseling	• National Council for Accreditation of Teacher Education	Candidate for Accreditation, Initial Site Visit, Spring 2016
College of Education – 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	• National Council for Accreditation of Teacher Education	Accreditation with a Focused Visit, Spring 2016

Table 1.

Partnerships and Organizational Affiliations

School of Business

Partnerships
Hilton Worldwide: Hilton Internship Program
CKE Restaurants, Inc.

Organizational Affiliations
American Hotel and Lodging Educational Institute®
American Accounting Association
Manufacturing Institute
National Restaurant Association
National Retail Federation
Society for Human Resource Management

School of Health Services Administration

Partnerships
American College of Healthcare Executives/Health Education Network

College of Education

Partnerships
Educational Impact
National Network of State Teachers of the Year
Scholastic
Spark101

Organizational Affiliations
American Association of Colleges for Teacher Education
Council of Chief State School Officers
National Association of State Directors of Teacher Education and Certification
Teach to Lead
Troops to Teachers

College of Security and Criminal Justice

Partnership
ASIS International

College of Information Systems and Technology

Partnerships
CompTIA
EMC

College of Humanities and Sciences

Organizational Affiliations
Casualty Actuarial Society Standards and Exams

College of Social Sciences

Partnerships
National Alliance on Mental Illness
National Board for Certified Counselors
National Board for Certified Counselors International

Organizational Affiliations
Center for Credentialing and Education
Council for Standards in Human Service Education
National Organization for Human Services

School of Advanced Studies

Partnerships
John Wiley and Sons, Inc.

Organizational Affiliations
Academy of Management
Association of Leadership Educators
International Leadership Association

66% of University of Phoenix students are female

University of Phoenix
President

○ **Timothy P. Slottow** is the seventh president of University of Phoenix. He previously served as the executive vice president and chief financial officer at the University of Michigan. He earned a Bachelor's degree in human physiology from the University of California, Berkeley, and an MBA from the University of Washington.

University of Phoenix
President's Cabinet

○ **Meredith Curley, EdD** is the provost of University of Phoenix. She earned a Bachelor's degree in history from the University of Arizona, an MBA and secondary teaching certificate from University of Phoenix, and an EdD in higher education leadership from Argosy University.

○ **Joanna Acocella** is a vice president of external affairs, communications, and government relations at Apollo Education Group, Inc. She earned a Bachelor's degree in British history from the University of Chicago and a JD from the University of Notre Dame.

○ **Joan Blackwood** is the chief marketing officer for University of Phoenix. She earned a Bachelor's degree in journalism from the University of Indiana.

- **Dennis Bonilla** is the executive dean of the College of Information Systems and Technology. He earned a Bachelor's degree in nuclear engineering from State University of New York (SUNY), and an MBA from the Lubin School of Business at Pace University. He is a veteran of the U.S. Navy.

- **Andy Drotos, PhD** is the executive dean of the College of education. He earned a Bachelor's degree in business and a Master's degree in adult and continuing education from University of Phoenix, and a PhD in higher education leadership from Northcentral University.

- **Hinrich Eylers, PhD** is the 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.

- **Byron Jones** is the chief financial officer of University of Phoenix. He earned a Bachelor's degree in accounting from Tuskegee University and an MBA from the Darden School at the University of Virginia.

- **Dan Litteral** is vice president and deputy general counsel at Apollo Education Group, Inc. He earned a Bachelor's degree in political science from Wake Forest University and a JD from the University of North Dakota School of Law. He is a veteran of the U.S. Army where he served as an officer.

James "Spider" Marks is the executive dean of the College of Security and Criminal Justice. He earned a Bachelor's degree in engineering from the U.S. Military Academy at West Point, a Master's degree in international affairs from the University of Virginia and a Master's degree from the School of Advanced Military Studies at U.S. Army Command and General Staff College. He is a retired senior intelligence officer of the U.S. Army where he attained the rank of Major General.

Cheryl Naumann is the chief human resources officer of University of Phoenix. She earned a Bachelor's degree in English and a Bachelor's degree in business administration from the University of Texas at San Antonio.

Sherri Ondrus, PhD is the chief of staff for University of Phoenix. She earned her Bachelor's degree in interdisciplinary studies from Baldwin-Wallace University in Ohio and her MA and PhD in social psychology from the University of Toledo. She is a certified executive coach through the International Coach Federation.

Tamara Rozhon, EdD is the executive dean of the College of Health Professions, consisting of the School of Nursing and the School of Health Services Administration. She earned a Bachelor's degree in journalism from Northern Illinois University, a MAEd in adult education from National Louis University, and EdD in higher education management from the University of Pennsylvania.

Michael Sajor is chief information officer at Apollo Education Group, Inc. He earned a Bachelor's degree in engineering from Monmouth University and a Master's degree in electrical engineering from Columbia University.

○ **Constance St. Germain, EdD** is the executive dean of the College of Humanities and Sciences and the College of Social Sciences. She earned a Bachelor's degree in history from George Mason University, a JD from the University of Baltimore School of Law, and an EdD in higher education and organizational change from Benedictine University. She is a veteran of the U.S. Army where she served as an officer in the Office of the Judge Advocate General.

○ **Jerrad Tausz** is the chief operating officer for University of Phoenix. He earned his Bachelor's degree in communications from University of Iowa and holds a Master's degree in Organizational Management from University of Phoenix.

○ **Ruth Veloria** is the executive dean of the School of Business. She earned a Bachelor's degree in chemistry from the University of Oxford in the U.K., and an MM in marketing and finance from the Kellogg School of Management at Northwestern University.

College of Security and Criminal Justice (CSCJ)

[1] University of Phoenix. (2015). Office of Enterprise Performance Management.

Faculty Information[2]

[1] **CSCJ faculty** have an average of **22.6 years** of professional experience

[2] Average class size: **12.7**

Undergrad: 12.7   Grad: 12.4

[3] Faculty numbers

1,845

[4] **CSCJ faculty** have an average of **6.3 years** of UOPX teaching experience

[5] **CSCJ faculty** have cumulative **experience** in the following areas:

- **55** Commanders
- **28** Directors, VP of Security
- **70** District Attorneys
- **40** Judges

- **114** Lieutenants
- **18** Sheriffs
- **4** Wardens

Student Demographics[3]

[1] The average **CSCJ** student is **32 years old**

[2] **All-time** degrees and certificates awarded: **52,161**
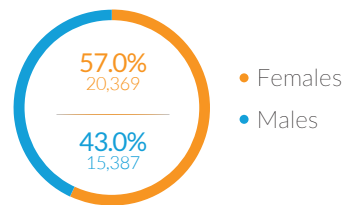
[3] **CSCJ undergraduate** students have an average of **4.9 years** of work experience

CSCJ graduate students have an average of **6.1 years** of work experience

[4] Gender Distribution
Unreported: 26

57.0%
20,369

43.0%
15,387

- Females
- Males

[6] Race and Ethnic Distribution
of Reported

African-American	29.1% - 7,414
Asian/Pacific Islander	2.1% - 535
Caucasian	37.8% - 9,620
Hispanic	19.5% - 4,963
Native American/Alaskan	0.8% - 196
Other/Unknown	10.7% - 2,737

Not Reported Volume: 10,317

[7] Age Distribution
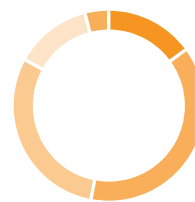
22 and under	15.1% - 2,235
23 to 29	37.2% - 5,484
30 to 39	30.4% - 4,485
40 to 49	13.0% - 1,916
50 and over	4.3% - 635

[9] Student Locations

34
Countries

50
States

College of Education (COE)

[1] University of Phoenix. (2015). Office of Enterprise Performance Management.

Faculty Information [2]

[1] **COE faculty** have an average of **19.6 years** of professional experience

[2] Average class size: **10**

Undergrad: 11.1   Grad: 9.3

[3] Faculty numbers

2,003

[4] **COE faculty** have an average of **7 years** of UOPX teaching experience

[5] **COE faculty** have cumulative **experience** in the following areas:

- **40** Superintendents
- **224** Principals
- **1,146** Teachers

Student Demographics [3]

[1] The average **COE student** is **33 years old**

[2] **All-time** degrees and certificates awarded: **86,766**
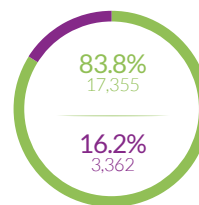
[3] **COE undergraduate** students have an average of **4.3 years** of work experience

COE graduate students have an average of **5.3 years** of work experience

[4] Gender Distribution
Unreported: 4

83.8%
17,355

16.2%
3,362

- Females
- Males

[6] Race and Ethnic Distribution
of Reported

African-American	26.3% - 4,160
Asian/Pacific Islander	1.6% - 253
Caucasian	49.1% - 7,775
Hispanic	10.4% - 1,643
Native American/Alaskan	0.5% - 85
Other/Unknown	12.1% - 1,908

Not Reported Volume: 4,897

[7] Age Distribution

22 and under	10.9% - 997
23 to 29	33.6% - 3,070
30 to 39	34.1% - 3,117
40 to 49	15.5% - 1,416
50 and over	6.00% - 549

[9] Student Locations

20
Countries

50
States

College of Humanities and Sciences (CHS)

Faculty Information [2]

[1] **CHS faculty** have an average of **19.4 years** of professional experience.

[2] Average class size: **15.4**

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[3] Faculty numbers

10,813

[4] **CHS faculty** have an average of **7.1 years** of UOPX teaching experience

Student Demographics [3]

[1] The average **CHS** student is **31 years old**

[2] **All-time** degrees and certificates awarded: **23,780**
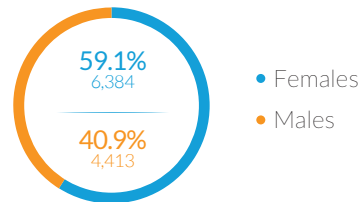
[3] **CHS undergraduate** students have an average of **5.1 years** of work experience

[4] Gender Distribution
Unreported: 10

59.1%
6,384

40.9%
4,413

● Females
● Males

[6] Race and Ethnic Distribution
of Reported

African-American	18.6% - 1,486
Asian/Pacific Islander	2.1% - 164
Caucasian	54.4% - 4,331
Hispanic	11.9% - 948
Native American/Alaskan	0.7% - 53
Other/Unknown	12.4% - 986

Not Reported Volume: 2,839

[7] Age Distribution

22 and under	16.5% - 584
23 to 29	38.3% - 1,354
30 to 39	31.0% - 1,095
40 to 49	10.1% - 357
50 and over	4.00% - 142
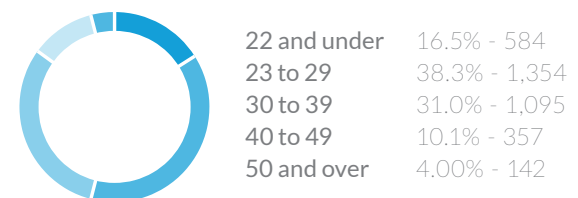
[9] Student Locations

41
Countries

50
States

College of Social Sciences (CSS)

Faculty Information [2]

[1] **CSS faculty** have an average of **18.6 years** of professional experience

[2] Average class size: **13.5**

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Undergrad: 13.9   Grad: 11.3

[3] Faculty numbers

3,382

[4] **CSS** have an average of **6.8 years** of UOPX teaching experience

[5] **Psychology faculty** have cumulative **experience** in the following areas:
- **7** Behavior Health Specialists
- **22** Behaviors Therapists
- **94** Clinical Directors
- **58** Clinical Supervisors
- **7** Consulting Psychologists
- **3** Counseling Psychologists

- **3** Educational Psychologists
- **2** Forensic Psychologists
- **19** Mental Health Specialists
- **8** Neuro-Psychologists
- **3** Psychological Consultants
- **333** Psychologists
- **8** Psychology Associates
- **13** Psychometrists
- **6** Research Psychologists

- **75** School Psychologists
- **36** Staff Psychologists

Counseling faculty have cumulative **experience** in the following areas:
- **55** Clinical Directors
- **248** Counselors
- **5** Crisis Counselors
- **75** Family Therapists

- **4** Licensed Professional Counselors
- **2** Marriage and Family Counselors
- **20** Mental Health Counselors
- **112** Psychologists
- **95** Social Workers
- **235** Therapists

There are **27** Directors of Programs and Grants teaching in Human Services

Student Demographics [3]

[1] The average **CSS** student is **33 years old**

[2] **All-time** degrees and certificates awarded: **89,319**
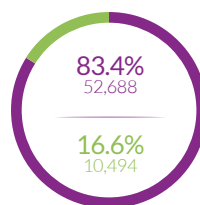
[3] **CSS undergraduate** students have an average of **4.6 years** of work experience

**CSS graduate** students have an average of **5.5 years** of work experience

[4] Gender Distribution
Unreported: 38

83.4%
52,688

16.6%
10,494

- Females
- Males

[6] Race and Ethnic Distribution
of Reported
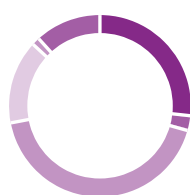
African-American	27.5% - 12,956
Asian/Pacific Islander	1.8% - 841
Caucasian	42.7% - 20,068
Hispanic	15.3% - 7,176
Native American/Alaskan	0.7% - 351
Other/Unknown	12.0% - 5,651

Not Reported Volume: 16,177

[7] Age Distribution
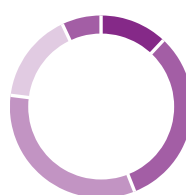
22 and under	12.3% - 3,241
23 to 29	32.5% - 8,597
30 to 39	32.6% - 8,613
40 to 49	15.9% - 4,196
50 and over	6.7% - 1,782

[9] Student Locations

46
Countries

50
States

College of Health Professions

School of Health Services Administration (SHSA)

Faculty Information [2]

[1] **SHSA** have an average of **20.2 years** of professional experience

[2] Average class size: **14.5**

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Undergrad: 14.4   *Grad: 14.8*

[3] Faculty numbers

2,312

[4] **SHSA faculty** have an average of **6.4 years** of UOPX teaching experience

[5] **SHSA faculty** have cumulative **experience** in the following areas:

- **111** Chief Executive Officers
- **25** Chief Financial Officers
- **31** Chief Operating Officers
- **11** Vice Presidents of Operations
- **6** Directors of Sales
- **112** Directors of Services
- **5** VP/Directors of Finance

Student Demographics [3]

[1] The average **SHSA** student is **33 years old**
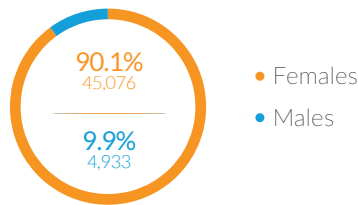
[2] **All-time** degrees and certificates awarded: **67,422**

[3] Gender Distribution
Unreported: 15

90.1%
45,076

9.9%
4,933

- Females
- Males

[6] Race and Ethnic Distribution
of Reported
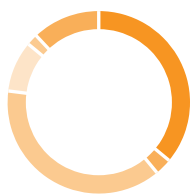
African-American	36.1% - 13,568
Asian/Pacific Islander	2.9% - 1,102
Caucasian	38.0% - 14,268
Hispanic	10.5% - 3,930
Native American/Alaskan	0.6% - 235
Other/Unknown	11.9% - 4,488

Not Reported Volume: 12,433

[7] Age Distribution
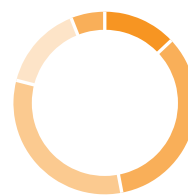
22 and under	12.3% - 2,762
23 to 29	33.5% - 7,545
30 to 39	32.6% - 7,344
40 to 49	15.4% - 3,456
50 and over	6.2% - 1,394

[9] Student Locations

32
Countries

50
States

College of Information Systems and Technology (CIST)

Faculty Information [2]

[1] **CIST faculty** have an average of **22.7 years** of professional experience

[2] Average class size: **13.6**

Undergrad: 13.7   Grad: 12.2

[3] Faculty numbers

1,437

[4] **CIST faculty** have an average of **8.9 years** of UOPX teaching experience

[5] **CIST faculty** have cumulative **experience** in the following areas:

- **55** Chief Executive Officers
- **15** Chief Technology Officers
- **58** Vice Presidents
- **5** Web Administrators
- **26** Chief Information Officers
- **407** Directors
- **280** Information Technology/ System Administrators

Student Demographics [3]

[1] The average **CIST** student is **33 years old**

[2] **All-time** degrees and certificates awarded: **79,835**
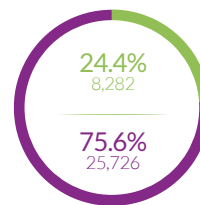
[3] **CIST undergraduate** students have an average of **5.3 years** of work experience

**CIST graduate** students have an average of **6.6 years** of work experience

[4] Gender Distribution
Unreported: 31

24.4%
8,282

75.6%
25,726

- Females
- Males

[6] Race and Ethnic Distribution
of Reported

African-American	20.6% - 5,275
Asian/Pacific Islander	3.9% - 997
Caucasian	50.5% - 12,944
Hispanic	12.2% - 3,132
Native American/Alaskan	0.7% - 170
Other/Unknown	12.2% - 3,137

Not Reported Volume: 8,384

[7] Age Distribution
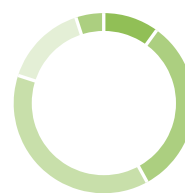
22 and under	9.7% - 1,355
23 to 29	32.8% - 4,569
30 to 39	36.8% - 5,132
40 to 49	15.3% - 2,141
50 and over	5.4% - 753

[9] Student Locations

59
Countries

50
States

College of Health Professions

School of Nursing (SN)

Faculty Information [2]

[1] **SN faculty** have an average of **20.4 years** of professional experience

[2] Average class size: **14.2**

Undergrad: 14.4   Grad: 13.9

[3] Faculty numbers

2,581

[4] **SN faculty** have an average of **6.5 years** of UOPX teaching experience

[5] **SN faculty** have cumulative **experience** in the following areas:

- **207** Nurse Practitioner
- **184** Registered Nurse
- **114** Chief Executive Officers
- **82** Director of Nursing
- **5** Chief Nursing Officers

Student Demographics [3]

[1] The average **SN** student is **41 years old**

[2] **All-time** degrees and certificates awarded: **58,569**

[3] Gender Distribution
Unreported: 7

90.0%
11,634

10.0%
1,295

- Females
- Males
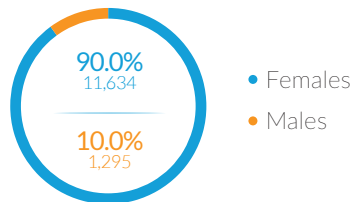
[6] Race and Ethnic Distribution
of Reported
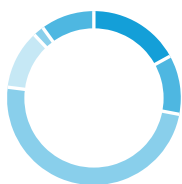
African-American	17.6% - 1,698
Asian/Pacific Islander	10.8% - 1,044
Caucasian	50.4% - 4,875
Hispanic	10.8% - 1,041
Native American/Alaskan	0.4% - 43
Other/Unknown	10.0% - 966

Not Reported Volume: 3,269

[7] Age Distribution
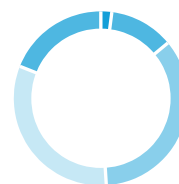
22 and under	0.3% - 11
23 to 29	12.1% - 527
30 to 39	35.1% - 1,522
40 to 49	33.5% - 1,455
50 and over	19.0% - 824

[9] Student Locations

12
Countries

50
States

[2] University of Phoenix. (2015). Office of Academic Affairs.
[3] University of Phoenix. (2015). Office of Enterprise Performance Management.

School of Advanced Studies (SAS)

Faculty Information [2]

[1] **SAS faculty** have an average of **23.2 years** of professional experience

[2] Average class size: **10.4**

[3] Faculty numbers

968

[4] **SAS faculty** have an average of **8.7 years** of UOPX teaching experience

[5] **SAS faculty** have cumulative **experience** in the following areas:

- **55** Chief Executive Officers
- **7** Chief Financial Officers
- **9** Chief Operating Officers
- **3** College Presidents
- **217** Consultants

- **7** Curriculum Coordinators
- **2** Curriculum Directors
- **6** Curriculum Specialists
- **54** Deans
- **12** Deans of Students
- **1** Director of Nursing
- **9** Education Specialists
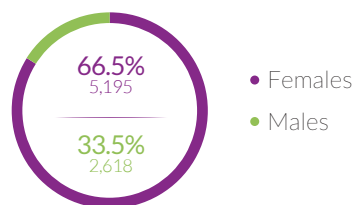- **4** Elementary Principals
- **45** Executive Directors

- **220** Instructors
- **41** Lecturers
- **190** Presidents
- **42** Principals
- **106** Professors
- **5** Provosts
- **3** Registrars
- **11** Superintendents
- **27** Vice Presidents

Student Demographics [3]

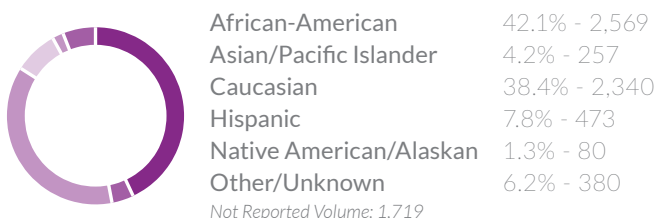[1] The average **SAS student** is **46 years old**

[2] **All-time** degrees and certificates awarded: **4,212**

[3] **SAS** students have an average of **8.8 years** of work experience

[4] Gender Distribution
Unreported: 5

66.5%
5,195

33.5%
2,618

- Females
- Males

[6] Race and Ethnic Distribution
of Reported

African-American	42.1% - 2,569
Asian/Pacific Islander	4.2% - 257
Caucasian	38.4% - 2,340
Hispanic	7.8% - 473
Native American/Alaskan	1.3% - 80
Other/Unknown	6.2% - 380

Not Reported Volume: 1,719

[7] Age Distribution

22 and under	0.0% - 0
23 to 29	5.0% - 95
30 to 39	26.2% - 501
40 to 49	35.0% - 669
50 and over	33.9% - 648
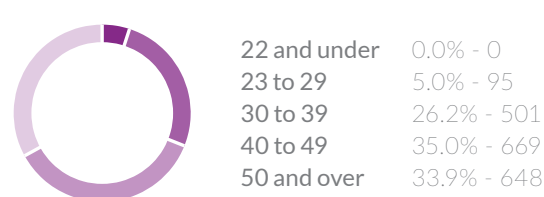
[9] Student Locations

66
Countries

50
States

School of Business (SB)

Faculty Information [2]

[1] **SB faculty** have an average of **22.9 years** of professional experience

[2] Average class size: **14.3**

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●●●●●●●●○○

Undergrad: 14.5   Grad: 13.9

[3] Faculty numbers

6,174

[4] **SB faculty** have an average of **8.3 years** of UOPX teaching experience

[5] **SB faculty** have cumulative **experience** in the following areas:

- **1** Chief Accounting Officer
- **355** Chief Executive Officers
- **161** Chief Financial Officers
- **72** Chief Operating Officers
- **1,373** Presidents

- **303** Vice Presidents
- **3,675** Managers
- **2,307** Directors
- **46** CPAs

Student Demographics [3]

[1] The average **SB** student is **35 years old**

[2] **All-time** degrees and certificates awarded: **574,812**
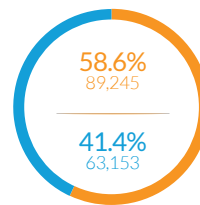
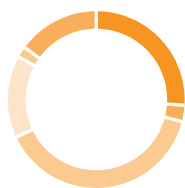[3] **School of Business undergraduate** students have an average of **5.9 years** of work experience

**School of Business graduate** students have an average of **6.0 years** of work experience

[4] Gender Distribution
Unreported: 360

58.6%
89,245

41.4%
63,153

- Females
- Males

[6] Race and Ethnic Distribution
of Reported

African-American	26.0% - 30,333
Asian/Pacific Islander	3.4% - 3,932
Caucasian	40.1% - 46,814
Hispanic	14.8% - 17,222
Native American/Alaskan	0.7% - 791
Other/Unknown	15.1% - 17,562

Not Reported Volume: 36,104

[7] Age Distribution
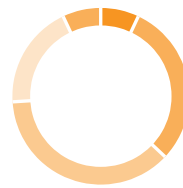
22 and under	7.0% - 4,033
23 to 29	30.0% - 17,401
30 to 39	37.1% - 21,509
40 to 49	18.9% - 10,979
50 and over	7.1% - 4,099

[9] Student Locations

119
Countries

50
States

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