



2015 ACADEMIC ANNUAL REPORT

WE RISE



University of Phoenix®

SAMANTHA K. ACETO
Bachelor of Science in
Communication (2013)

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FOREWORD

From Chair of the Board of Trustees

University of Phoenix holds a unique place in American higher education. Nearly 40 years ago, the University was founded to help individuals that had for too long been underserved and overlooked by traditional colleges and universities. And although nontraditional students still face many challenges in obtaining a quality higher education in America, the nation has come a long way in its service of these students, in no small part because of the innovative leadership role University of Phoenix has played.

Previously, the debate on how best to help nontraditional students was one conducted among a very small circle of academics. Today, all of higher education faces the same complicated question of how best to help students who are overlooked and underserved by American higher education. There is no doubt that the conversation has evolved significantly as leaders discuss how to prepare these individuals before they enroll, to develop curricula tailored to their specific needs as students and to support them even after they graduate.

This is a conversation University of Phoenix helped foster and develop — one in which the University still plays a central role today. Nearly 40 years after Dr. John Sperling developed a disruptive new educational model to address the needs of working adults, University of Phoenix still serves a student body that is widely underrepresented in higher education. Most important, these students have qualities that can be hard to measure but are immeasurably useful: resilience and grit, for example. And I believe they bring a determination unmatched by any other group of students at any other college or university in America.

The Board takes its obligation to these students to ensure delivery of affordable, career-relevant programs in an institution viable for the long term very seriously. We're proud of the work that President Timothy P. Slottow and his leadership team are undertaking to position the institution for long-term success. This leadership team is implementing a bold, strategic plan to transform University of Phoenix into a more trusted, higher-retaining, less complex and more focused institution. The 2015 Academic Annual Report, the second under President Slottow's leadership, shows the commitment to transparency and accountability to continuous improvement in student outcomes and overall institutional performance.

The progress charted by this report shows that the University continues to work toward fulfilling its mission. As University of Phoenix continues into its 40th year, it will continue to highlight new successes and unveil fresh innovations. For our part, this Board will continue to ensure we maintain our commitment to the highest standards of integrity, transparency and accountability. It is in that spirit, along with gratitude for the tireless work of the University's leadership, faculty and staff on behalf of so many remarkable students, that I invite you to read and share with others this important report.

Celestino Fernández, PhD

Distinguished Professor Emeritus and Consultant
University of Arizona, August 2016

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MESSAGE FROM THE PRESIDENT

In this Academic Annual Report, I am proud to showcase the important role University of Phoenix plays in serving diverse, working adult students at scale: providing high-quality, relevant and innovative certificate and degree programs with a sustainable model tailored to meet the needs of today's students and employers. In 2015, my leadership team and I began taking bold actions to improve outcomes for our students: to enhance their experience; to ensure the quality and career relevance of the academic offerings available to them; and to stabilize enrollment and financial performance. The strategic elements of our five-year plan amount to a University-wide transformation that is helping us meet University objectives and realize a vision to be recognized as the most trusted provider of career-relevant higher education for working adults.

Quality, Affordability and Long-Term Sustainability

My leadership team and I are squarely focused on ensuring a high-quality, career-relevant education that prepares students with skills that today's employers seek. Like other institutions, we're committed to ensuring that our educational programs remain affordable. And, like others in higher education, we are engaged in seeking balance to competing demands so as to guarantee the long-term sustainability of our institution. These are matters of seismic significance to the future landscape of American higher education, and ones University of Phoenix leaders had foreseen and have been confronting since the inception of our institution nearly 40 years ago. Our founder, Dr. John Sperling, developed a scalable and disruptive new University that catered to the needs of working adult learners. Today, we find ourselves returning to our roots, keeping open the door of access while recalibrating initiatives to help students return to school with purpose, make wise financial decisions, enjoy a satisfying learning experience, persist and complete degrees and certificates at higher levels, and pursue their career goals.

This Report: Charting Progress, Commitment to Transparency

As the University has begun to implement strategic, long-term plans to transform the institution into a more trusted, more focused, higher retaining and less complex institution, the importance of our Academic Annual Report has also become more pronounced. It offers clear data and fact-based evidence of the progress we are making, and demonstrates our continued commitment to transparency, accountability and integrity. In fact, you will see that this year's report includes significantly more data on student learning outcomes and student satisfaction, both for the University as a whole and by college. We do this because we believe these are arguably the most important metrics to measure our success as a university. If we succeed at improving on these while continually refining which career-relevant degrees and certificates we offer, then we believe student retention and graduation rates will follow along with student success with employers. As I wrote to faculty and staff throughout 2015, we are making investments in career-relevant degree and certificate programs; advancing the assessment of student learning outcomes; partnering with industry associations, companies and other employer groups; re-establishing a brand platform upon which the University's reputation will be enhanced; developing competency-based education programs; and further engaging and training our faculty to improve the student experience.



TIMOTHY P. SLOTTOW
President, University of Phoenix

External Assurances of Quality: Accreditation and Employers

Our regional accreditor, the Higher Learning Commission (HLC), hlcommission.org, has continually ensured we are held to a high level of academic rigor and quality. And while validation of our quality starts with the HLC, it does not end there. Programmatic accrediting bodies¹, including the Accreditation Council for Business Schools and Programs, the National Council for Accreditation of Teacher Education, Commission on Collegiate Nursing Education, and the Council for Accreditation of Counseling & Related Educational Programs, ensure the quality of specific programs within the scope of their designated fields of study. And yet another important aspect of ensuring the quality of our degrees is aligning them to market needs so they are both useful to and valued by employers. The regular input and guidance we receive from our industry advisory councils that meet with our school/college leadership provide that critical perspective necessary to ensure our programs are aligned with what employers need in this evolving economy.

Getting the input of industry advisory councils and boards is just one of many ways we've worked to develop a career-relevant curriculum. We partner with businesses and industry leaders to integrate the skills employers are looking for — as told by employers. Many of our programs also provide students the opportunity to earn en-route certificates along the way to their degrees, meaning that in the course of their studies they may earn industry-relevant certificates and be educationally prepared to sit for tests from third-party certifiers in their field. Additionally, we continue to align our curriculum with industry models and competencies, and even work with corporate leaders to develop new competency models. For example, our College of Security and Criminal Justice partnered with ASIS International, formerly the American Society for Industrial Security, to develop the new Enterprise Security Competency Model. The model, which was published by the U.S. Department of Labor, is a testament to our commitment of having programs that hone the skills our students will need in the workforce.

That commitment extends beyond those hard skills as well. Today's employers tell us they want workers who are adept at communication, collaboration, thinking critically and adapting to new technology. These "soft skills" are an integral part of career success, and we provide all of our students with an experience that develops them. Those skills are reflected in our five University Learning Goals (ULGs), and we are utilizing assessment tools to track how we are delivering on these skills for every student.

Alumni satisfaction is also an important measure of our quality. We now have over 950,000 alumni who have succeeded at attaining their degree at University of Phoenix and each year our most recent alumni tell us how satisfied they are with their academic experience, the skills they acquired and how both are helping them in the workplace. The value of our degrees is also further evidenced by the College Scorecard, released in September 2015 by the U.S. Department of Education. The first College Scorecard included data on 7,676 colleges and universities, including University of Phoenix, on a wide variety of criteria. In the Scorecard, University of Phoenix placed in the top 25 among large institutions in salary after attending.¹

¹ Source: U.S. Department of Education, College Scorecard. (2015). MERGED2011_PP.csv. Retrieved September 15, 2015 from <https://collegescorecard.ed.gov/>

University-Wide Progress/Conclusion

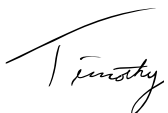
If the purpose of these reports is to define some of the characteristics of our students, our academic programs, and our faculty; outline our challenges; and describe our vision and approach to higher education, it is also to provide the data that verifies our success in fulfilling that vision. It validates our plan when we are on course and helps us correct it when we're missing the mark. I am driven by data. I believe that as an institution it is vital we be able to measure what is working and what is not and apply those results toward continuous improvement. This Academic Annual Report and the data within serves as a milestone on the road to transformation as a University.

Near the end of FY2015, we committed to a number of bold actions as part of our five-year strategic plan to achieve our University objectives and ensure that over the next five years we become a significantly higher-retaining, less complex, more trusted, and more focused institution:

- We completed analysis of different diagnostic instruments, part of our admissions guidelines and pathways efforts, and we are moving forward with an enhanced diagnostic instrument.
- We successfully implemented significantly fewer program and course starts in the majority of the University's Schools and Colleges, and have seen improved class size, decreased course cancellations and increased student attendance.
- As part of our strategy to build World-Class Assessment, we completed our 2015 Program Annual Assessment Reports (including information on the University's Learning Goals and General Education Student Learning Outcomes), and provided action plans for all of our Schools and Colleges. During FY2015 over 260,000 signature-assignment criteria were completed by students to provide the data for these assessment reports.
- We continue to improve our existing technology infrastructure for students through the release of self-service tools, including piloting a self-service option for students to apply for admissions and financial aid in the School of Business.
- We have started retiring associate degrees, and plan to continue reviewing our programs and retiring those that do not meet our enhanced evaluative criteria.
- We have restructured our marketing efforts including eliminating use of third-party marketing organizations so we can better control our communication directly with our prospective students and reduce cost while also redesigning our website to enhance the student and prospective student experiences.
- We have created a market investment strategy that involves establishing a strong regional presence on a smaller set of campuses to better serve students, alumni, employers and the community in 26 key markets.
- We continue to invest in colleges and their ability to mount even more targeted, career-relevant degree and certificate programs directly aligned with industry competencies.

While it is important that we look back on the progress we have made over the past year, it is also just as important that we look to the path ahead and the steps we will take to navigate it. Likewise, while we can look back on the last 40 years to marvel at our history of innovation and the unique, important role we've come to play in American higher education — providing career-relevant degrees and certificates to working adults — we are not complacent. We continue to be dedicated to striving harder, achieving more and being even better.

We must look ahead at how we will continue to keep the promise of our institution and fulfill our mission and vision.



Timothy P. Slottow, *President*
University of Phoenix, August 2016

MISSION AND VISION

University of Phoenix Mission

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

University of Phoenix Vision

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

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

OBJECTIVES

As a road map for success, the University relies on five broad, high-level objectives that provide a clear direction for day-to-day operations, actions and initiatives:

1. Differentiate our schools, colleges and programs.

Through the deep domain expertise of the University's nine distinct schools and colleges, deliver rigorous and relevant academic programs that meet University of Phoenix students' and employers' unique and ever-changing needs. An extraordinary team of executive deans lead each of the schools and colleges in delivering both degree and non-degree programs that arm students with the key skills they need to enter or enhance their chosen professions. By seeking and building meaningful partnerships with businesses and organizations, the institution continues to fine-tune its programs and curriculum to ensure it provides students career-relevant education in a rapidly changing world.

2. Improve student outcomes. The University is committed to improving student retention and academic success through reinvestment in quality career-relevant programs; faculty; partnerships with industry, community college and nonprofits; infrastructure (people and IT) and innovation. Students learn from practitioner faculty who are industry professionals with advanced degrees and an average of 20 years of professional experience. As a result, practitioner faculty members bring relevant, real-world knowledge into the classroom with 54 percent of faculty working or having worked for a Fortune 1000 company or a subsidiary. The University will be measuring student outcomes through traditional performance indicators (retention, graduation rate, cohort default rate) and new performance indicators related to learning and engagement, many of which are included for the first time in this year's Academic Annual Report.

3. Enhance the reputation of the University. Being a world-class university dedicated to the academic success of adult learners should not be a best-kept secret. The University must advance its reputation by partnering with employers, industry associations, universities, community colleges, and nonprofit and government agencies to develop a better understanding on how to improve adult learner outcomes and work together to achieve them.

4. Continuously improve operational excellence.

University of Phoenix is dedicated to continuing to improve its operational efficiency and effectiveness while maintaining or enhancing the student experience and faculty performance. This is necessary to achieve our core mission and ensure our degrees and certificates are affordable.

5. Build world-class assessment. Beyond ensuring ongoing compliance with the Higher Learning Commission (HLC) and our programmatic accreditors, the University is committed to building world-class, comprehensive and ongoing assessment programs of all aspects of the student experience and learning outcomes. By assessing student learning outcomes, the University can measure the effectiveness of teaching and overall quality of academic programs. Assessment data provides evidence of academic quality pertinent to external accrediting bodies, employers and potential students; internally, it also provides valuable feedback for continuous improvement throughout the University.

INSTRUCTIONAL FRAMEWORK

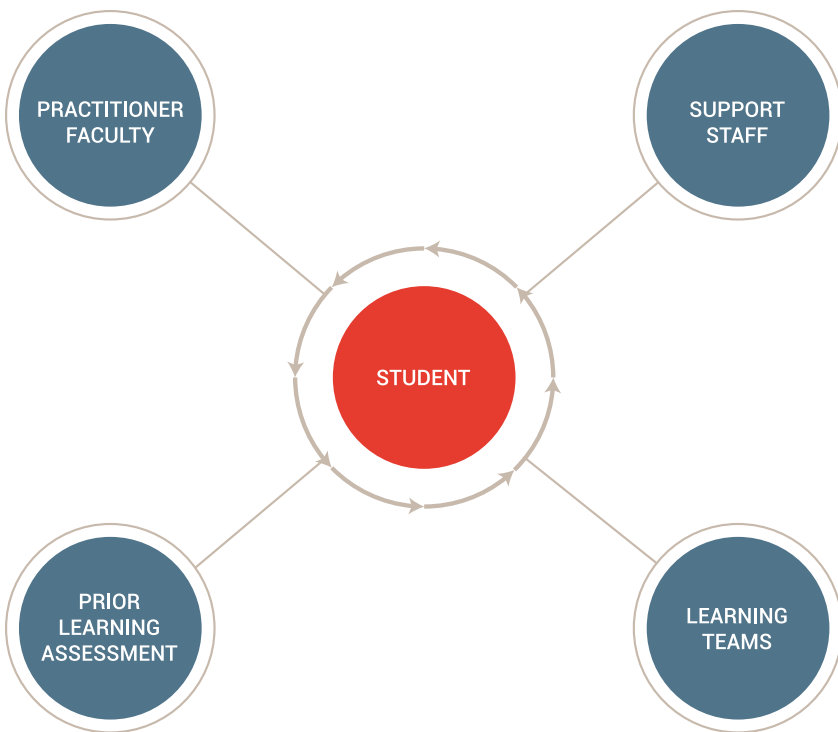
University of Phoenix originated from Dr. John Sperling’s recognition that the higher education needs of adult learners differ greatly from those of the traditional 18- to 22-year-old undergraduate learner. To that end, the learning model of the University is rooted in an instructional framework that draws from the theory of andragogy, as well as from constructivist and brain-based approaches. The model is designed to provide an active, engaging learning environment that allows for practical application of knowledge and skills.

Curriculum is faculty-developed and outcomes-focused, centering on real-world and relevant learning activities to prepare students to meet their professional life goals. Courses are intensive and interactive in nature to allow the learner to focus on achievement of the learning objectives, and to progress through a program in a time-efficient manner.

Instruction bridges the gap between theory and practice through faculty members who are practitioners in their field, bringing relevant experience and knowledge to the classroom. Faculty members manage the learning process by involving students in a variety of individual and collaborative learning activities in acknowledgment that diverse ways of learning and knowing exist.

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

Figure 1 | **Student Learning Model**



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

To support student development of the key knowledge and skills necessary to function in the 21st-century workplace, University Learning Goals are threaded throughout the curriculum. These include the development of professional competence and values, communication, critical thinking, collaboration and information utilization skills. These University Learning Goals, explained in greater detail on pages 40-41, join with a commitment to lifelong learning to enhance graduates' opportunities for career success.

LEARNING TOOLS AND RESOURCES

The latest advances in technology provide brand-new ways to motivate, engage and empower students to achieve academic success, and the University has been a leader in bringing these multifaceted learning tools to working adult students. Examples include gamification, the use of game design elements in non-game educational contexts; interactive e-books that make it possible to read and annotate from any device; online tutoring; and Live Labs tied to particular courses. Together, these innovative learning tools make higher education more available than ever before.

Gamification

Video games can inspire high levels of engagement, determination, attention to detail, persistence and problem solving, and all behaviors that enhance learning. As a tool for increasing student motivation and engagement, the University has introduced gamification, in the form of Toolwire GameScape™, into its Introductory Course Sequence (ICS), a series of three introductory courses that teach academic success, college writing and critical thinking. Incorporating elements of games into classroom learning offers students the freedom to act autonomously, learn through trial and error outside of graded assignments, and receive immediate feedback.

GameScape is a trademark of Toolwire, Inc. in the U.S. and certain other countries.

JULIO PRESENDIEU
Master of Health Administration (2013)



Interactive E-Books

The University has transitioned more than 600 courses to an e-book platform called VitalSource™, which has built-in, interactive features that make it possible for students to interact with their books by searching for topics, highlighting, taking notes, and even subscribing to classmates' and instructor's notes for a richer learning experience. Adult working students reap the benefits of being able to learn anytime, anywhere on the device of their choice — whether it's a smartphone, tablet or laptop. The digital solution makes it easier for students to access a textbook and also offers a feedback loop to instructors and colleges, making it possible to see how students interact with their textbooks — how many pages students are reading, how long they spend in each reading session and how they are annotating. This data on student engagement can be useful when colleges make textbook decisions.

VitalSource is a trademark of VitalSource Technologies Inc.

University Library

The University Library offers students instant digital access to expert librarians and a wealth of online resources with only the most up-to-date information. The Library fields thousands of "Ask a Librarian" requests each year, during which students receive answers to their most pressing research questions within a typical three-hour response time. Spending hours hunting down a stray document for research is not a typical hurdle for students, who have online access to librarians who can help them quickly locate the resource within the University collection or through an outside vendor. The University continues to grow its collection of e-books and journals, adding 16,595 e-books and 2,050 journals in the 2015 academic year. During this timeframe, library users accessed more than 30 million e-books, journals, multimedia and other content. Recent additions include Sage products that support faculty's quantitative and qualitative research, and BoardVitals™, a resource that makes it possible for nursing students to practice taking the certifying NCLEX online.

BoardVitals is a trademark of BoardVitals, Inc.

IMPROVING STUDENT OUTCOMES

University of Phoenix invests in numerous initiatives to improve student retention and enhance academic success — from tutoring and workshops to tools that help students manage their finances and create a career plan that links education to their professional goals. Here is a snapshot of eight current initiatives designed to help improve student outcomes:

- 1. Predictive analytics.** Online education creates opportunities to capture useful information about students, such as their study habits, academic resources they use and length of time spent in online classrooms. This data helps Academic Counselors and Enrollment Representatives identify students who may be struggling in their studies so staff can proactively offer help and support when students need it most. Statistical modeling teams have identified factors that impact students the most, an effort that ensures the system makes accurate predictions about student persistence risk. In 2015, this statistical data became available in an easy-to-use graphical format for advisors to use with all students.
- 2. Tutoring.** Recognizing students may need additional academic support for challenging subjects, the University offers a wide variety of tutoring services. One service is called Live Labs, which are synchronous study environments where students can get help with specific, course-relevant concepts via an online whiteboard with visual and audio support. University faculty members facilitate these Labs and explain weekly concepts and work practice problems, while helping students with course questions. In addition to Live Labs that offer generalized assistance with writing and math skills, specialized labs are available in a selection of advanced math, accounting and programming courses. Meanwhile, math and statistics students have access to live, one-on-one tutoring. Students can attend these tutoring sessions 24 hours a day, 7 days a week, to get help with challenging problems and concepts.
- 3. Workshops.** Asynchronous and facilitator-led workshops help students expand their skills and gain more knowledge of topics such as student success, time management and career-relevant resources. For example, the New Student Orientation workshop acquaints incoming students with the University, while workshops on Student Success Skills, Library Research Skills, Reading Skills, Grammar Skills, Essay Writing and Basic Critical Thinking allow adult students to brush up on their academic abilities. As students focus on their career development, they are equipped with essential knowledge from workshops to support them each step of the way. UOPX workshops feature structured support tools, including tutorials, tips, videos and other informative multimedia content.
- 4. iGrad.** To help students manage their finances while earning a degree, the University offers a resource called iGradSM, an online gateway to valuable information on personal finance and responsible borrowing that includes articles, videos and games. Topics cover budgeting, saving money, planning for the future, tax deductions, understanding future student loan payments and how to minimize borrowing.

iGrad is a trademark of iGrad, Inc.

The majority of our students are adults who juggle jobs, marriage, parenting and household budgets while attaining their degree.

- 5. Tuition and Fees Calculator.** The University created this tool for prospective students to research the cost of obtaining their degree. Using the calculator, students can select their desired program and method of delivery, whether at a local campus or online, and review estimated tuition and expenses while factoring in payment methods. The calculator prompts prospective students for potential funding sources, such as military tuition assistance or tuition discounts from employer partners. The Tuition and Fees Calculator helps students estimate the cost they will incur for University programs, thereby providing them with the information they need to make an informed decision about their education.
- 6. Phoenix Career Services.** The University offers a suite of career services that differentiates it from other academic institutions. The tools and patented technology available through the Phoenix Career Guidance System™ empowers students to create customizable career plans that connect their education to their professional goals. The system features 10 milestones that guide students through important stages of finding a job or career, via interactive tools, competency-based trainings and courses. The University also provides career coaches for students desiring assistance with this process or any aspect of the job hunt, including guidance with improving resumés and cover letters.
- 7. Life Resource Center.** The University serves a diverse student population with a wide range of ages and job experience. The majority of our students are adults who juggle jobs, marriage, parenting and household budgets while attaining their degree. The Life Resource Center provides support that includes access to telephone or online clinical counseling services that are available 24 hours a day, 7 days a week. In addition to life coaching services, students have access to thousands of articles, tips, self-assessments and skill builders on topics such as being a wise consumer, health and housing options. The Life Resource Center also provides resources on improving time management, securing care for elderly family members, childcare and relocating to a new community.
- 8. Centers for Writing and Mathematics Excellence.** The Center for Writing Excellence gives students online real-time access to workshops, tutorials and guides that help them with writing and formatting academic essays, grammar review and APA style from the Publication Manual of the American Psychological Association (6th edition). Among the resources on the site are two-hour Live Labs such as Write Right, where students receive help from faculty to hone their writing skills. Likewise, the Center for Mathematics Excellence gives students online real-time access to math tutoring, along with workshops, videos, practice problems and other resources to help them review important concepts prior to taking courses like algebra, statistics, accounting, finance and economics.

OUR STUDENTS

In 2015, University of Phoenix taught a reported 214,500 students, a diverse population of learners often overlooked and underserved by traditional colleges and universities. More than half of them are first-generation college students determined to pave a new path to success in life through higher education. Most are working adults over 30 years old who juggle work responsibilities and caring for dependents at home while attaining a degree — a milestone that not only changes their families, but future generations. Nearly half (46.4 percent) report as ethnic minorities, and 66 percent are female. Recognizing the size, demographic characteristics and makeup of the University’s student population is key to comprehending the important role the University plays in higher education.

A photograph of Albert Giacomazzi, a man with glasses, wearing a light purple dress shirt, a purple patterned tie, and a bright yellow-green high-visibility safety vest with reflective orange and grey stripes. He is standing in a construction site, looking slightly to his right. In the background, other workers in orange shirts are visible, and the structure of a building under construction is seen.

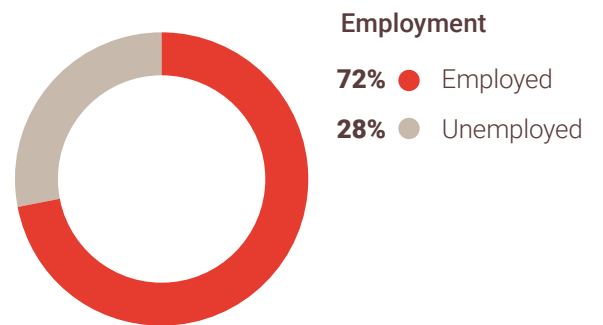
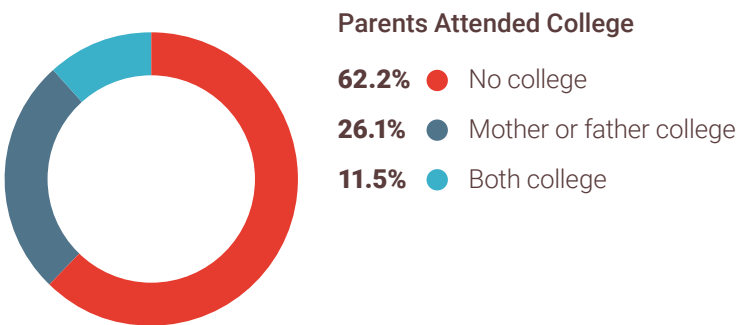
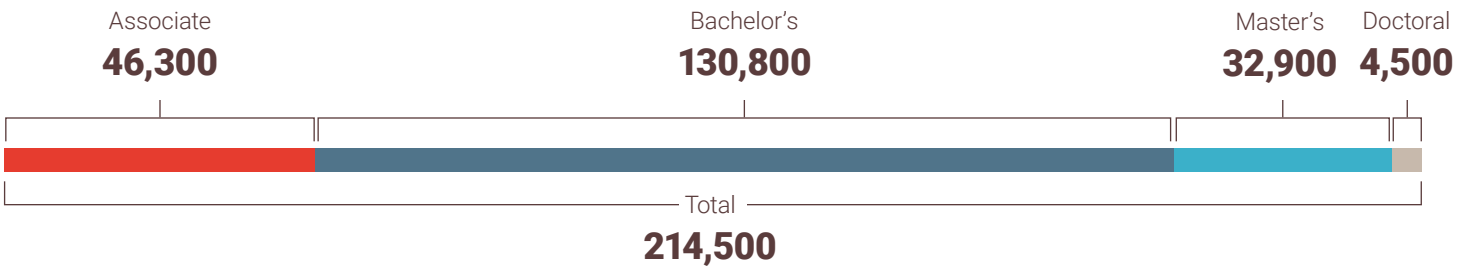
AMBITION ON A MISSION

ALBERT GIACOMAZZI

President/CEO, AMG & Associates, Inc.
Bachelor of Science in Business (2008)
Master of Business Administration (2010)

Figure 2 | University of Phoenix Student Population Data¹

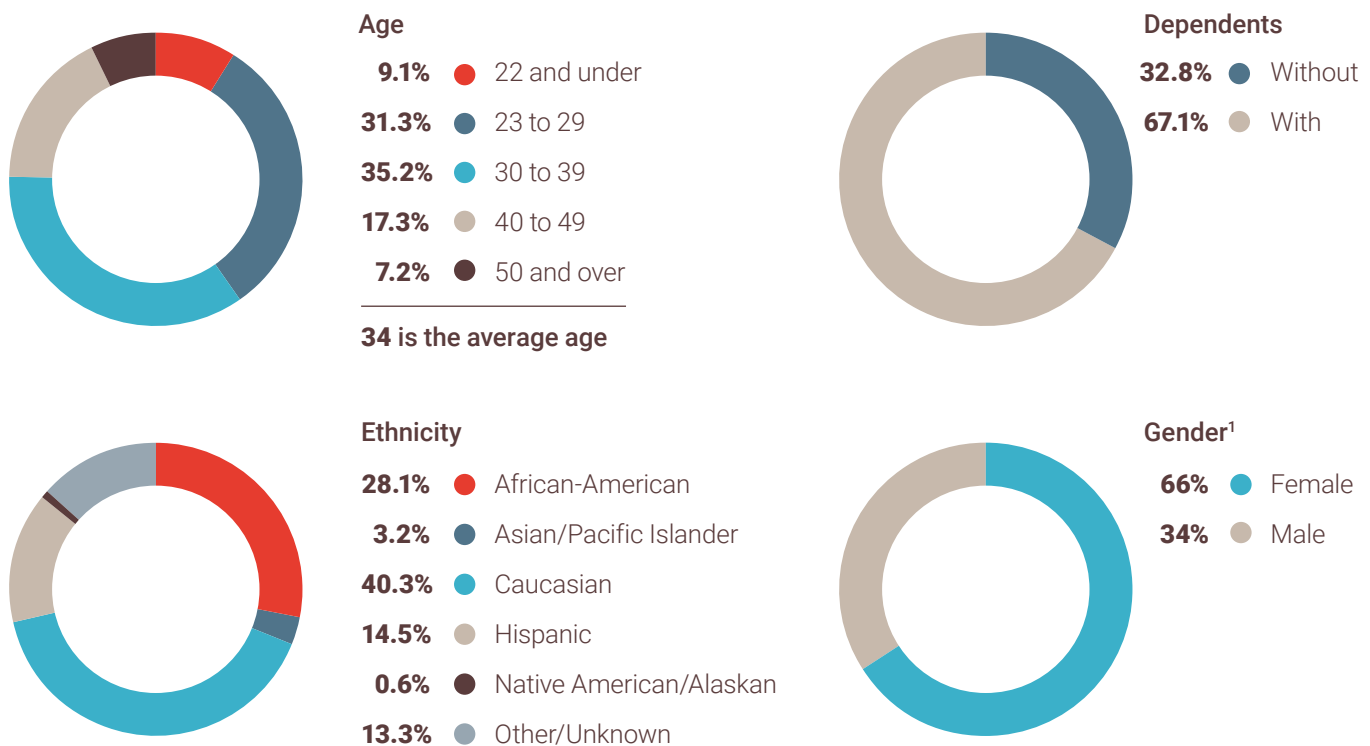
2015 Average Total Degree Enrollment



¹University of Phoenix. (2015). Office of Enterprise Performance Management. Student demographic data is voluntarily self-reported.

Recognizing the size, demographic characteristics and makeup of the University's student population is key to comprehending the important role the University plays in higher education.

Figure 2 | **University of Phoenix Student Population Data¹** (continued)



¹University of Phoenix. (2015). Office of Enterprise Performance Management. Student demographic data is voluntarily self-reported.

OUR FACULTY

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



INSTRUCTORS WITH INSIGHT

IRENE BLUNDELL
College of Humanities and Sciences
Faculty

Figure 3 | University of Phoenix Faculty Population Numbers¹

9,539

Number of faculty who have worked or are currently working for Fortune 1000 companies or a subsidiary

20.7

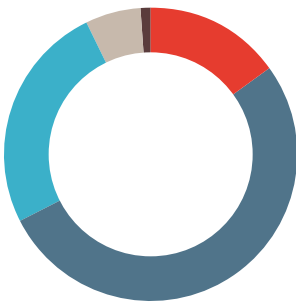
Average years of professional experience

8.4

Average years of UOPX teaching experience

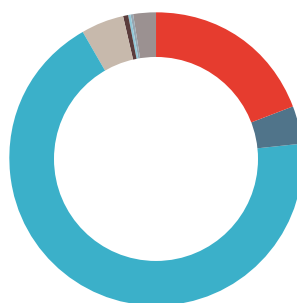
14.2

Average class size



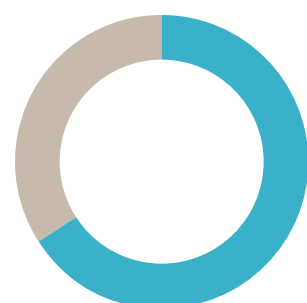
Average Years UOPX Teaching Experience

- 15% ● 0 up to 5
- 52% ● 5 up to 10
- 25% ● 10 up to 15
- 6% ● 15 up to 20
- 1% ● 20 and above



Ethnicity

- 19.3% ● African-American
- 4.0% ● Asian
- 68.2% ● Caucasian
- 4.9% ● Hispanic
- 0.5% ● Native American/Alaskan
- 0.2% ● Native Hawaiian/Other Pacific Islander
- 0.3% ● Not specified
- 2.4% ● Two or more races



Gender

- 57% ● Female
- 43% ● Male

¹University of Phoenix. (2015). Office of Academic Affairs. Employment and experience data are self-reported.

UOPX faculty serve as facilitators of learning, which emerges from the robust interaction of adult students in the classroom – whether online or face to face.

Figure 3 | **University of Phoenix Faculty Population Numbers** (continued)

Faculty Academic Credentials

University of Phoenix faculty with academic credentials from:

9,514 Carnegie “Research I” Universities

Schools that conferred 20+ research/scholarship doctoral degrees and rated as having “highest research activity”

2,886 U.S. News & World Report Top 50 Schools²

Prominent college ranking methodology with mix of public and private institutions

225 Ivy League Schools

Conference includes eight institutions: Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton and Yale

Each day the institution’s more than 17,000 faculty members create a potent academic force for good – as individuals with a love for teaching who work in their field and can provide students with real-world instruction. For example, **557 are chief executive officers, 166 are chief financial officers, 32 are chiefs of police, 91 are chief operating officers, 22 are chief technology officers, 120 are directors of nursing, 72 are district attorneys, 297 are school principals, and 45 are superintendents.** Students benefit from their expertise in small class sizes – with an average of 14 students per course.

University of Phoenix empowers faculty to excel as instructors through faculty meetings where they can discuss experiences and exchange ideas; assessment conferences in which data is reviewed that shows what and how students have learned; and numerous professional development workshops, which cover everything from publishing and presenting scholarly research to campus resources and improving student feedback.

²Brooks, E. & Krivian, A. (2015, September 9). National Universities 2016 edition as of September 9, 2015. U.S. News & World Report. Retrieved October 11, 2016 from Bob Morse, Chief Data Strategist, U.S. News & World Report.

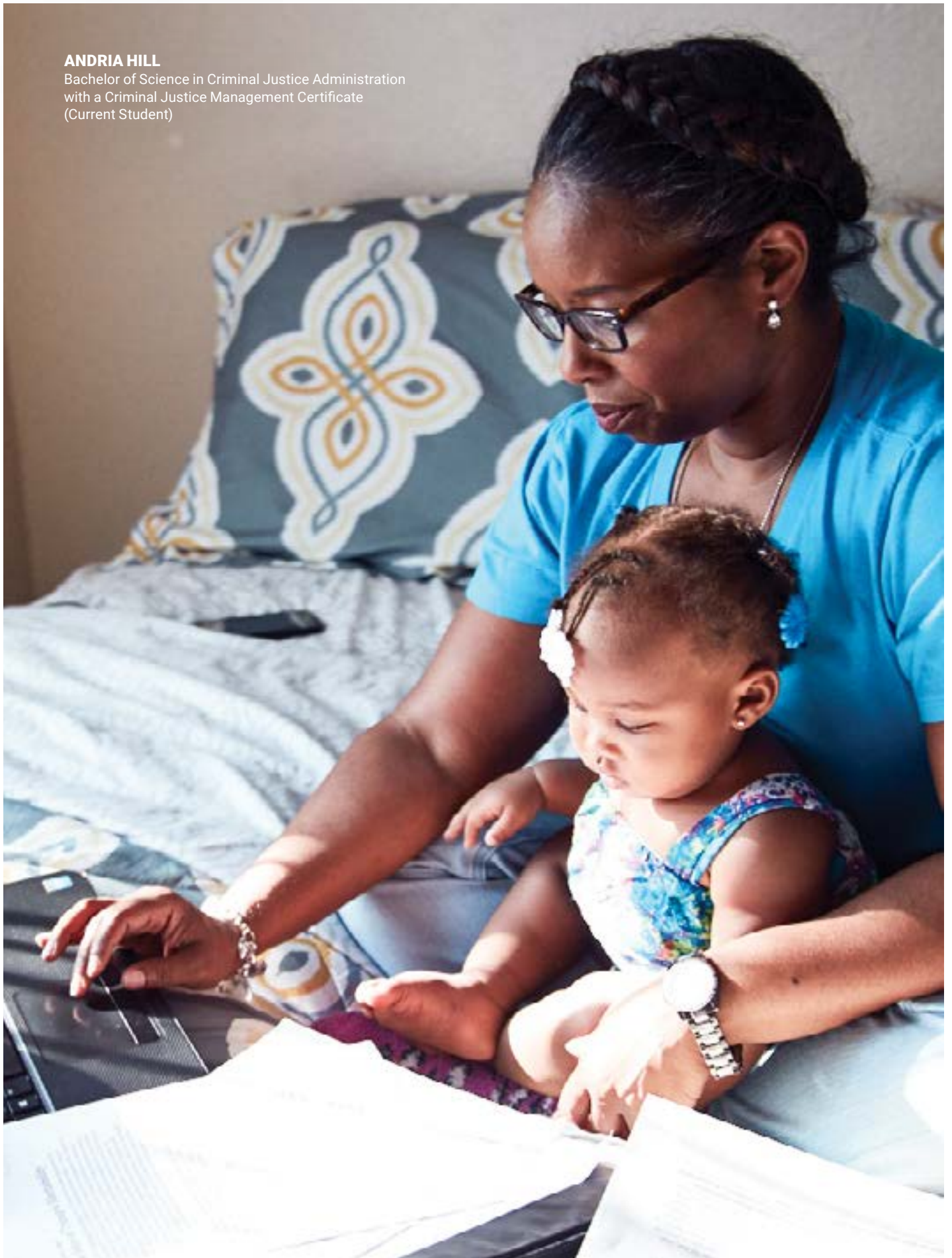
UNIVERSITY PERSISTENCE, RETENTION AND GRADUATION RATES

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

Government data provides an incomplete picture of nontraditional working adult students. The Integrated Postsecondary Education Data System (IPEDS) data reflect only first-time, full-time (FTFT) undergraduate students. As such, data sets derived using standard IPEDS definitions provide an incomplete picture of the performance of the University's students. The majority of the University of Phoenix student body (nearly 90 percent) has previously attended another institution of higher education, and would not be classified as FTFT students, and are not reflected in IPEDS data.

ANDRIA HILL

Bachelor of Science in Criminal Justice Administration
with a Criminal Justice Management Certificate
(Current Student)



Retention Rates

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

The FY2015 rates continue a downward trend seen over the last four years (see Figure 4). In June 2015, with the support of the University of Phoenix Board of Trustees, President Slottow and his leadership team unveiled bold strategic elements of a five-year plan intending to make the University a more focused, more trusted, less complex and higher-retaining institution. Increasing student retention is both implicit and explicit in many pilot initiatives, school- and college-specific efforts, University-sponsored research and other changes currently underway throughout University of Phoenix. Four specific University initiatives deserve mention for their potential to improve student retention: student readiness, course sequencing, pathways and faculty training.

The University's Institutional Retention Rates demonstrate a much higher rate of student retention than do the Integrated Postsecondary Education Data System (IPEDS) rates published by the U.S. Department of Education.

Figure 4 | UOPX IPEDS and Institutional Retention Rates

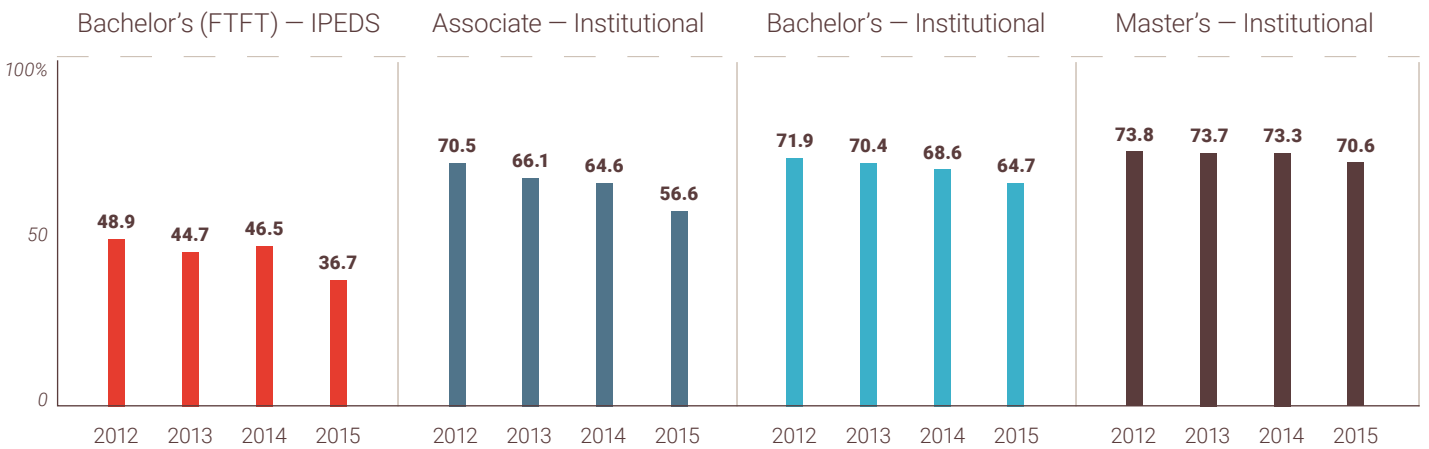


Figure 4. University of Phoenix. (2015). Office of Federal Regulatory Affairs. Of all students enrolled at University of Phoenix at any time during the Federal Award Year (AY) 2015, 10.4 percent were first-time, full-time students as defined by IPEDS. The IPEDS retention rates reflect the percentage of FTFT bachelor's students from the prior fall enrollment population (posted attendance in their first class between August and October) who are enrolled 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 he or she posted attendance in his or her fourth class within the designated timeframe. Rates reflect the percentage of students that posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 – June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following timeframes: (i) associate, 189 days; (ii) bachelor's, 175 days; (iii) master's, 210 days. The timeframes designate the standard length of five classes and account for varying class lengths at each degree level.

Student readiness

Helping students make an informed decision about their academic future, **University Orientation** is a self-paced orientation preparing students for success in University of Phoenix programs. Students practice navigating the online classroom, explore University resources available to support student success, and become familiar with the University mission and learning goals, including the role of collaboration in the learning model.

The University continues to offer a **Risk-Free Period Program** which conditionally admits qualifying students for the first three weeks of their first course if they have completed less than 24 previous college credits (as recognized by the University). This allows them time to gain familiarity with the online classroom, time-management demands and available student resources, and encompasses many of the topics covered in University Orientation. First-time students who participate in the Risk-Free Period Program will be eligible for unconditional admission to the University after meeting class attendance requirements in the fourth week of their first course. Students who decide not to continue in the Risk-Free Period Program may opt out with no financial obligation prior to meeting class attendance requirements for their fourth week in their first course with the University.

The University has successfully reduced the number of **new program start dates and its course frequency model**, which has significantly decreased course cancellations across the schools and colleges – enhancing and improving the student academic experience.

Course sequencing

The sequence of courses for new students is regularly evaluated and improved to support academic success. New students entering with fewer than 24 previous college credits as recognized by the University on the admissions application are required to complete the First-Year Sequence (which is evolving for some students into the Introductory Course Sequence). A new Student Success Series (“Series”) will soon enhance the first year of a student’s academic experience and include new opportunities to acclimate new students to the University community, foster intellectual engagement, and enhance curriculum to develop academic and life skills. Those changes will utilize student success data, benchmarked national norms in higher education and best practices for first-year students to identify components that support increased retention. The Series will include formative and summative assessments and developmental content built into a student’s introductory courses.

Pathways

In 2015, a diagnostic pilot was implemented for selected samples of potential undergraduate students. After completing three proctored assignments within the diagnostic, including Reading Comprehension, Sentence Skills and Elementary Algebra, students were then placed in either the standard pathway or the accelerated pathway. University leaders are using student data to inform not only new pathways, but new courses as well.

After completing analysis of different diagnostic instruments as part of potential admissions guidelines and pathways, the University recently implemented an enhanced diagnostic instrument. Information obtained from this analysis and the earlier pilot of different diagnostic instruments is being used to guide the work to create new undergraduate student pathways and new admissions practices in FY2017.

The Student Success Series also includes the development of Math pathways, which will offer program-specific math options (e.g., quantitative reasoning, statistics, STEM) based upon a student's major in lieu of the current college algebra. The math initiative is designed to increase retention in first-year math courses that have traditionally slowed student persistence in their programs.

Faculty training

Research is being conducted to measure student retention stemming in part from extensive training of faculty to improve the specific ways in which they provide feedback to students on coursework completed in the classroom. Since the launch of the training, nearly 2,000 faculty have completed the training, which has contributed to a net increase in student grades and retention.

Graduation Rates

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

The University's institutional graduation rates demonstrate a much higher level of student success than do the Integrated Postsecondary Education Data System (IPEDS) rates published by the U.S. Department of Education. 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 Figures 5 and 6.

Bachelor's-level graduation rates in FY2015 improved. As the University works toward improved retention efforts as stated previously (student readiness, course sequencing, pathways and faculty training) along with the addition of career-relevant degrees with imbedded industry-relevant certificates en route to the degree, we look to continue the progress with other degree levels in years to come.

Figure 5. University of Phoenix. (2015). Office of Federal Regulatory Affairs. Of all students enrolled at University of Phoenix at any time during Federal Award Year (AY) 2015, 10.4 percent were First-Time Full-Time students as defined by IPEDS. The 150 percent institutional graduation rates reflect the percentage of University students in the cohort who had completed their program of study within 150 percent of the published length of the program. The 150 percent institutional graduation rates include students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort. Completers are reported in the program they completed; non-completers are reported in the program they began. The 150 percent IPEDS graduation rate reflects the percentage of FTFT undergraduates in the cohort who, as of August 31 of the reporting year, completed their program of study within 150 percent of the published length of the program (cohort years for IPEDS represented in Figure 5 are Fiscal Year (FY) FY07, FY08, FY09, FY10). The institutional graduation rates for each reporting year use a common student cohort. The institutional graduation rates presented in Figure 5 are disaggregated by degree level.

Figure 5 | 150% IPEDS and Institutional Graduation Rates

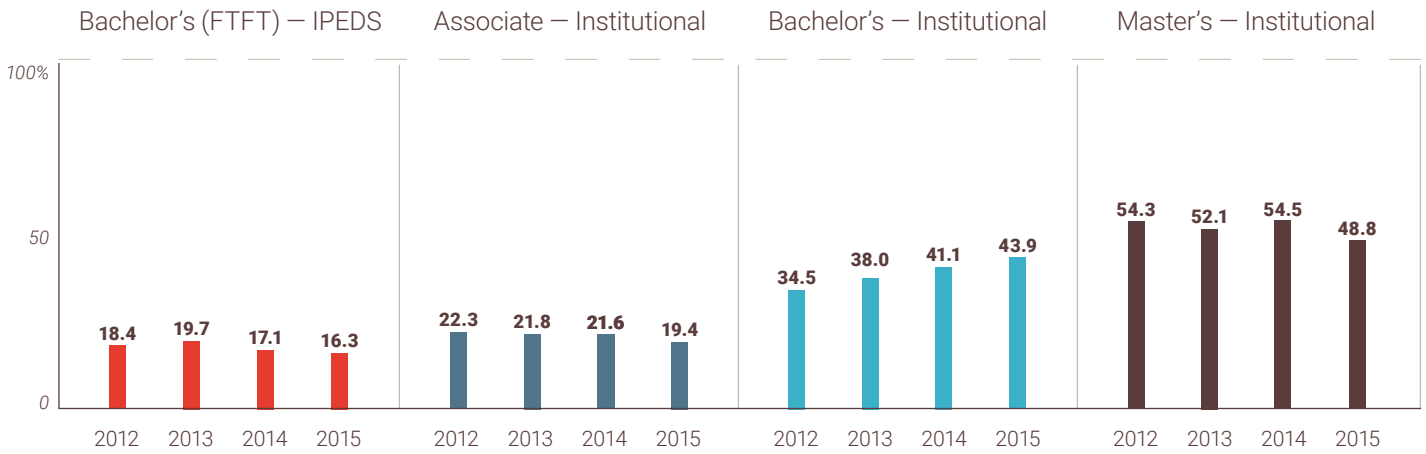


Figure 6 | 200% IPEDS and Institutional Graduation Rates

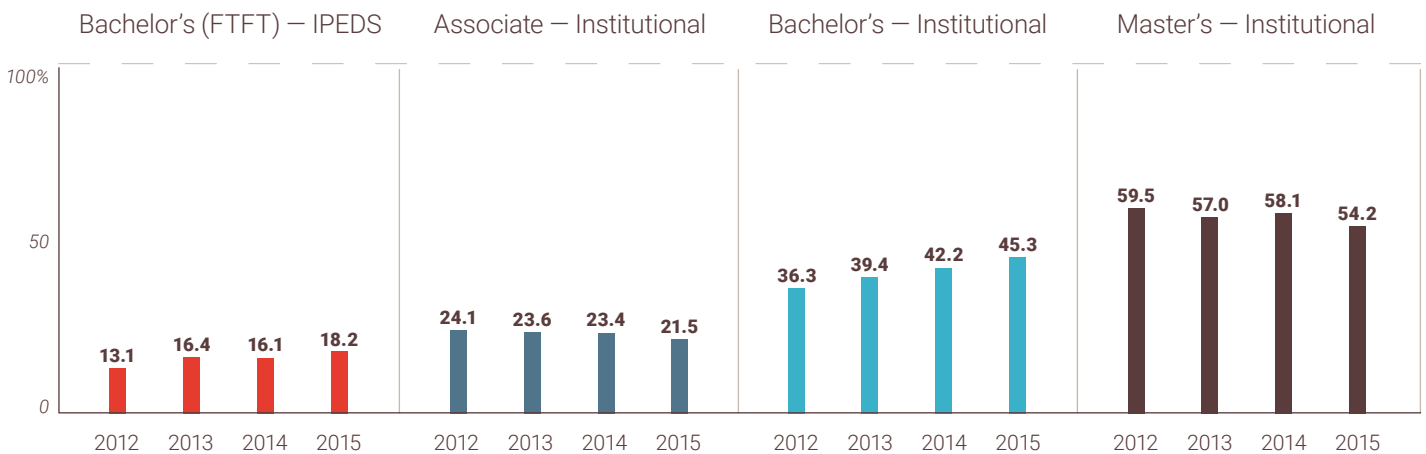


Figure 6. University of Phoenix. (2015). Office of Federal Regulatory Affairs. The 200 percent IPEDS graduation rates reflect the percentage of first-time, full-time bachelor's-level students in the cohort who, as of August 31 of the reporting year, completed their program of study within 200 percent of the published length of the program. Of all students enrolled at University of Phoenix at any time during Federal Award Year 2015, 10.4 percent were first-time full-time students as defined by IPEDS. Cohort years for IPEDS represented in Figure 6 are Fiscal Year (FY) FY05, FY06, FY07, FY08. The 200% institutional graduation rates reflect the percentage of University students in the cohort who had completed their program of study within 200 percent of the published length of the program. The 200 percent institutional graduation rates include students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort. Completers are reported in the program they completed; non-completers are reported in the program they began. The institutional graduation rates for each reporting year use a common student cohort. The institutional graduation rates presented in Figure 6 are disaggregated by degree level.

RESPONSIBLE AND APPROPRIATE BORROWING

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

The University's efforts include support of the U.S. Department of Education "Shopping Sheet," which helps students make 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, and analyze projected monthly loan payments.

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 access to Finance Advisors who provide counseling on how their annual tuition and fees are funded, and the implications of borrowing. Enrollment Representatives, Finance Advisors, other team members within Student Administrative Services, instructional design teams, and faculty all help promote responsible borrowing information throughout the student life cycle.

The responsible borrowing message continues into the classroom. In many students' first class, a responsible borrowing assignment involves viewing videos, reviewing their educational financial plan and reviewing related articles on PhoenixConnect®. In a later personal finance class, an educational funding assignment involves reviewing their current financial plan, considering options to reduce any borrowing, estimating total student loan debt and future monthly payments, and comparing total loan debt against anticipated salary ranges in occupations for which their college education prepares them.

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."¹

¹ U.S. Department of Education. April 6, 2015. Loan Counseling Requirements and Flexibilities. Retrieved from: <http://www.ifap.ed.gov/dpcletters/GEN1506.html>



ENCOURAGING RESPONSIBLE BORROWING

NINDI WADHWA
Business Owner, Scooptacular
Production Manager, Danzeisen Dairy
Master of Business Administration (2010)

RESPONSIBLE AND APPROPRIATE BORROWING

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 their maximum allowable under the Federal Student Aid program or cost of attendance. As shown in Figures 7 and 8, the University has seen a decrease in average debt levels for both completers and non-completers. With responsible borrowing counseling and initiatives in development, the University will continue to support students to make responsible financial decisions in funding their education.

Figure 7 | **University of Phoenix Completer Debt Levels**

Federal Award Year (AY)	Associate	Bachelor's	Master's	Doctorate	Overall Average
2013–2014	\$20,503	\$40,881	\$35,488	\$69,979	\$34,202
2014–2015	\$20,330	\$40,174	\$35,298	\$70,606	\$33,981
Change AY14–AY15	-\$173 (-0.8%)	-\$707 (-1.7%)	-\$190 (-0.5%)	+\$627 (+0.9%)	-\$221 (-0.6%)

Figure 7. University of Phoenix. (2016). Student Administrative Services. Data includes all borrowers who completed a program in the respective credential during the specified Federal Award Year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion – associate degree and undergraduate certificate loans; bachelor's degree completion – bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion – master's degree and graduate certificate loans; doctoral degree completion – doctoral degree, master's degree and graduate certificate loans.

Figure 8 | **Average Amount Borrowed for All University of Phoenix Students in Attendance 7/1/14 to 6/30/15¹**

Subsidized and/or unsubsidized loans only²

Federal Award Year (AY)	
2013–2014	\$24,955
2014–2015	\$24,463
Change AY14–AY15	-\$492 (-2.0%)

Figure 8. University of Phoenix. (2016). Student Administrative Services. (1) Includes all borrowers attending during July 1 to June 30 of respective Federal Award Year. Loans represent disbursed loans, net of returns to lender that were disbursed any time during the student's academic history at UOPX through June 30 of respective Federal Award Year. (2) Includes borrowers who obtained subsidized, unsubsidized and/or PLUS loans.

Student Loan Cohort Default Rates

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

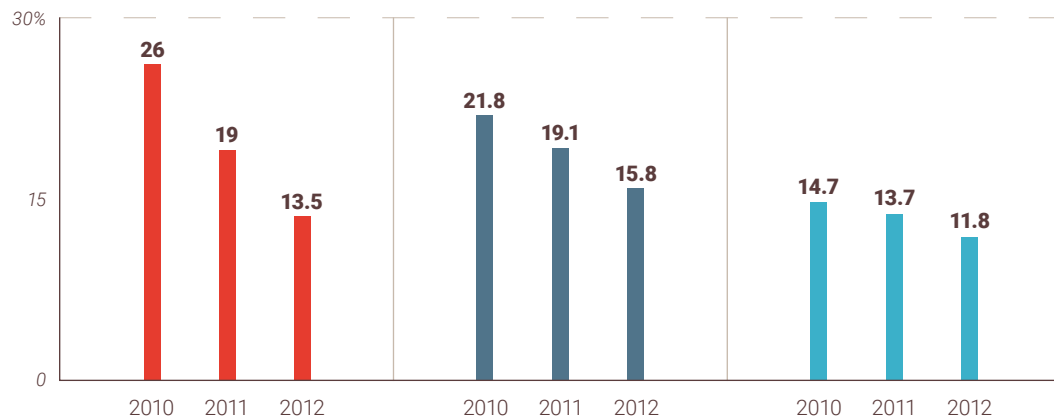
Evidence that more University of Phoenix former students are actively managing and repaying their loans is shown in the institutional three-year CDR declines from 26 percent to 19 percent to 13.5 percent from 2010 to 2012 (see Figure 9).

Additionally, the University calculates a CDR for graduates. The most recent three-year CDR for University of Phoenix graduates is less than 5 percent.

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 percent for any given year or 30 percent for three consecutive years.

Figure 9 | **University of Phoenix Cohort Default Rates**

The cohort default rate for University of Phoenix has also been below the proprietary school average for the cohort years 2011 and 2012.



ASSESSING STUDENT OUTCOMES

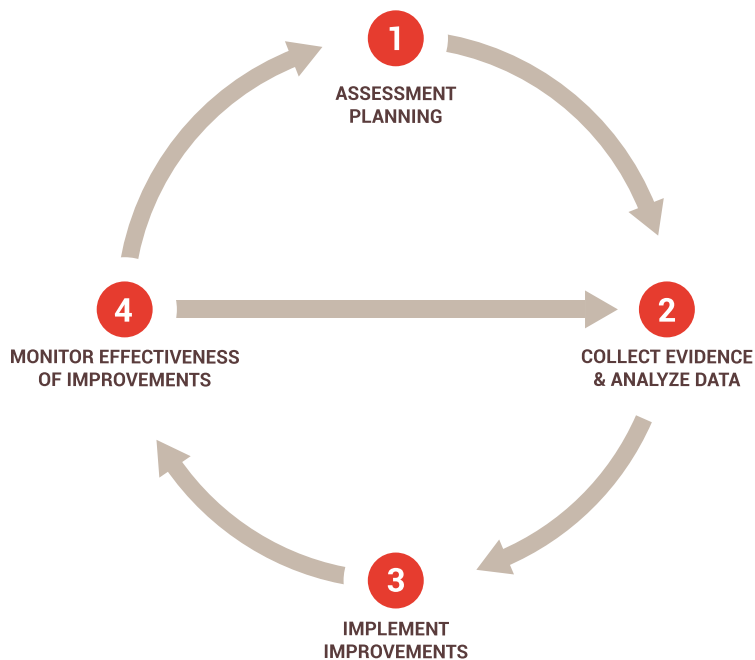
The University aspires to world-class assessment processes to evaluate whether students are attaining the necessary knowledge and skills needed for academic and career success. These efforts enhance students' educational experiences and promote a culture of evidence and continuous improvement.

The Assessment Cycle

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

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

Figure 10 | **Assessment Feedback Loop**

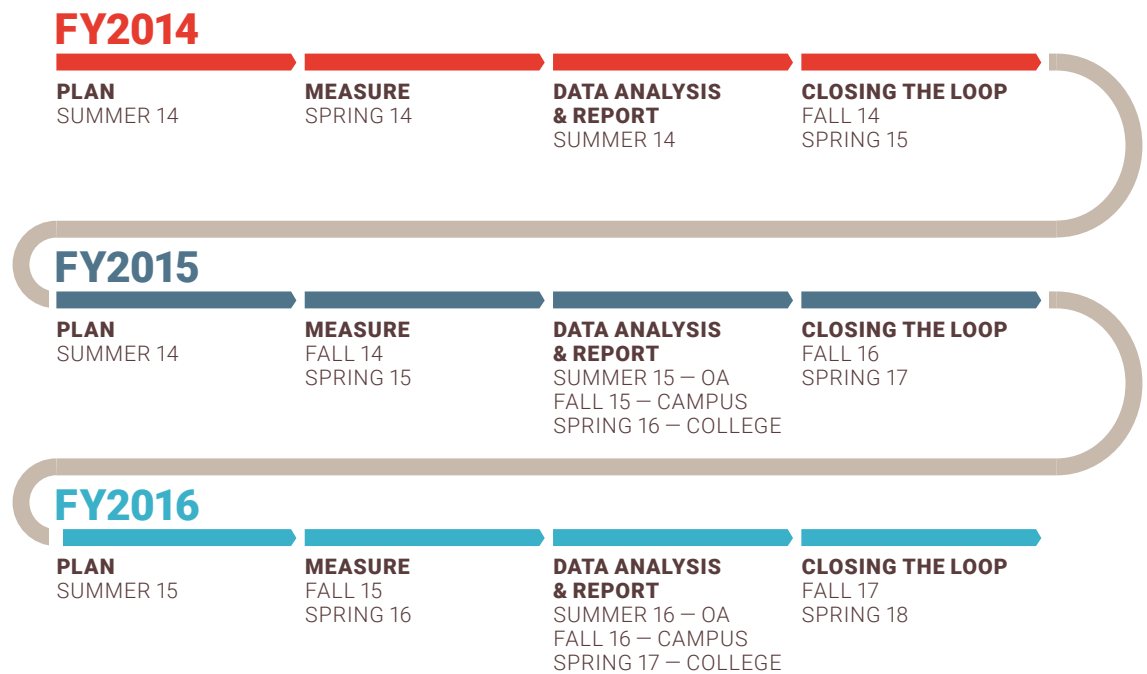


For all outcome levels, the learning data is collected and aggregated for reporting and analysis by various assessment stakeholders throughout the institution. Deans of Assessment in each of the University’s nine schools and colleges lead these activities for Program Student Learning Outcomes, assisted by more than 300 campus faculty assessment liaisons (CFALs) who, in turn, work with faculty in each college or school. During the 2015 academic year, CFALs held sessions with their faculty to analyze student learning data and report their findings. The campus reports included action items for enhancing student support services as well as suggestions for curricular improvements at the college level. Deans of Assessment then used these findings to write comprehensive reports with college assessment committees. At the same time, faculty and assessment staff reviewed and evaluated the effects of the previous year’s action plan, and they began collecting data anew for the current academic session. The General Education/University Learning Goals (GE/ULG) committee, comprising faculty members as well as leaders from each college, oversees a similar process to evaluate institution-level learning outcomes.

Assessment Timelines

University of Phoenix follows established practice to assess student learning outcomes in cycles spanning multiple years. To ensure adherence to this fundamental practice, the institution’s schools and colleges assess student learning outcomes of selected programs in staggered three-year timelines (see example in Figure 11). Not all student learning outcomes are assessed on an annual basis. Each college and school assessment committee or faculty council creates five-year assessment plans for each academic program. Similarly, the GE/ULG Committee created a 10-year assessment plan for institution-wide learning goals.

Figure 11 | Institutional Assessment Timeline Example



Direct and Indirect Assessment of Student Learning

Learning assessment is anchored by classroom interactions between students and faculty. All graded work in the classroom contributes to a student's attainment of course-level outcomes. Highlighted among all instructional activities are special "signature" assignments, crafted by faculty in collaboration with college instructional designers. These rubric-based performance assessments allow students to demonstrate attainment of PSLOs. Rubric criteria for signature assignments also align to ULGs and, for undergraduate programs, GESLOs as well. These institution-wide objectives provide a comprehensive and career-focused framework for expected achievement of all students. Thus, faculty ratings of student work inform the measure of multiple levels of learning. In the 2015 academic year, embedded signature-assignment rubrics captured learning data from more than 260,000 ratings of student work .

The University further validates its internal measures of institutional student learning goals with standardized testing and comparisons to other institutions. In 2015, the University piloted a new direct measure of student learning, the Collegiate Learning Assessment Plus (CLA+). Featuring an open-ended performance task, in addition to traditional structured response items, the CLA+ gives the institution another gauge of student learning that aligns to employment-related outcomes. The CLA+ asks students to demonstrate their problem solving, critical thinking, and written communication skills throughout the assessment, using source information to evaluate arguments and draw conclusions.

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

The aggregated results from data collection with the preceding instruments are displayed in multiple sections that follow.

NSSE is a registered trademark of THE TRUSTEES OF INDIANA UNIVERSITY.

UNIVERSITY LEARNING GOALS IN FY2015

All University of Phoenix graduates should be able to demonstrate five University Learning Goals (ULGs). These ULGs represent the foundation for all student learning outcomes in all academic programs; the ULGs allow the University faculty and college leaders to measure student performance through multiple measures. One important method is with classroom signature assignments. As explained previously, program faculty created and scored designated assignments using rubrics that align to ULGs as well as to Program Student Learning Outcomes (PSLOs). The institution uses these, along with standardized assessment measures such as the National Survey of Student Engagement, which compare UOPX students to those at other institutions, to measure student performance of University Learning Goals. Figure 12 offers a detailed explanation of each goal, along with direct and indirect assessment data measuring student attainment.

Figure 12 | **Student Learning Outcomes Data**

1 Professional Competence and Values

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

Student Learning Outcomes

84% of all aligned student work met or exceeded expectations on assessment criteria of success

2 Critical Thinking and Problem Solving

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

Student Learning Outcomes

84% of all aligned student work met or exceeded expectations on assessment criteria of success

Figure 12 | **Student Learning Outcomes Data** (continued)

3 Communication

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

Student Learning Outcomes

83% of all aligned student work met or exceeded expectations on assessment criteria of success

4 Information Utilization

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

Student Learning Outcomes

80% of all aligned student work met or exceeded expectations on assessment criteria of success

5 Collaboration

Students will work effectively in **diverse groups and teams**. Be a collaborator, **able to function well within a team** as both a leader and a follower. Embrace diversity and **treat others with respect**.

Student Learning Outcomes

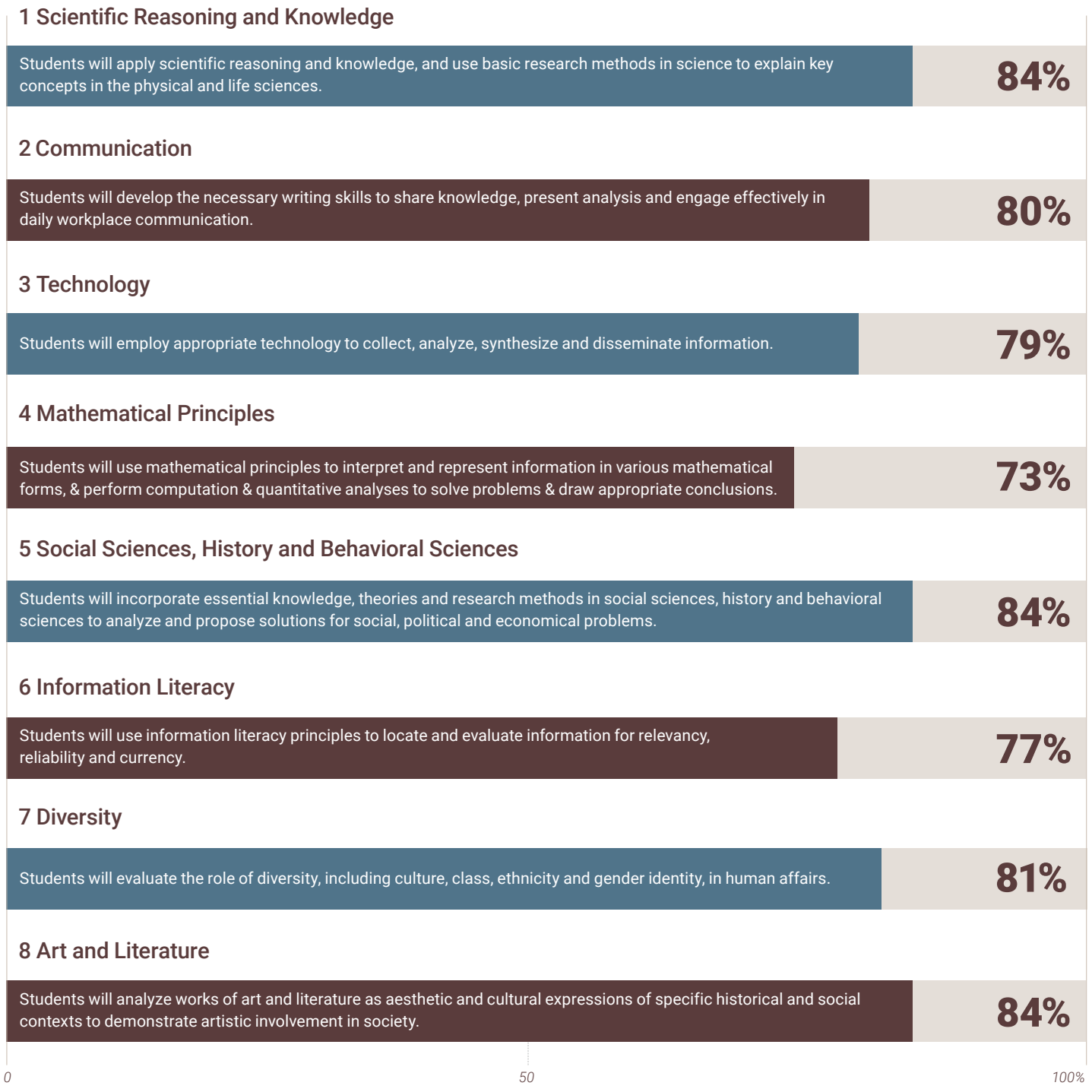
84% of all aligned student work met or exceeded expectations on assessment criteria of success

GENERAL EDUCATION STUDENT LEARNING OUTCOMES

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

The GE/ULG Committee employs multiple measures to track student attainment of these general education outcomes. Standardized tests and nationally normed surveys provide a baseline, comparative understanding of student performance and experience. Highlighted here, however, is the use of classroom signature assignments as an authentic, faculty-driven process to assess the GESLOs. College assessment leaders, along with faculty, aligned selected signature-assignment criteria to each GESLO. Figure 13 shows the percentage of the individual student work ratings that earned a “meets expectations” or “exceeds expectations” score from faculty.

Figure 13 | **General Education Student Learning Outcomes:
Rate for Students Meeting or Exceeding Expectations, FY2015¹**



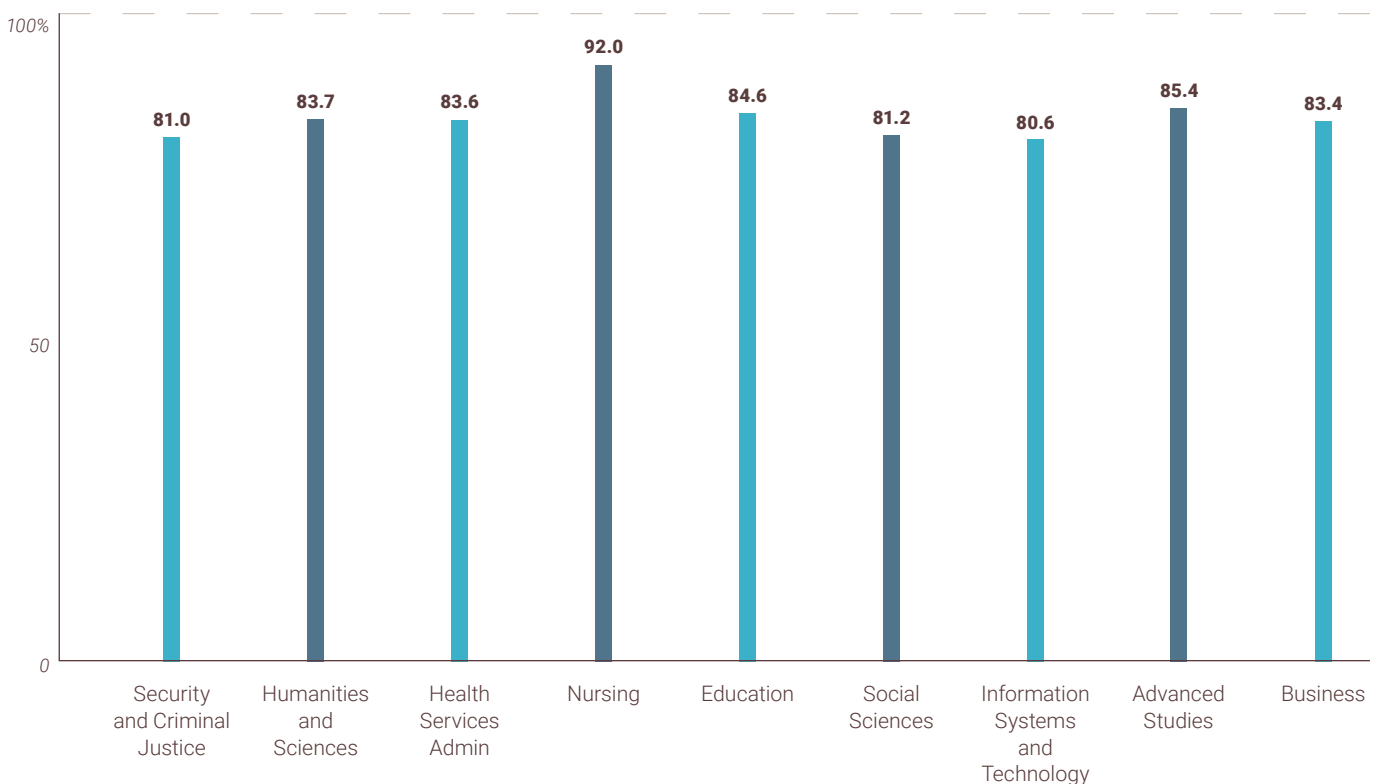
¹ Reflects the percentage of all student work achieving a score of "meets" or "exceeds expectations" as rated by faculty on assignments aligned with each GESLO.

PROGRAM STUDENT LEARNING OUTCOMES

FY2015 Signature Assignment Data by College

In 2015, faculty scored more than 260,000 individual rubric criteria on student signature assignments, using criteria-based rubrics created by faculty. These signature assignments principally align to Program Student Learning Outcomes (PSLOs), representing overall mastery of specific program-wide goals every student should attain. Of these, almost 220,000 rubric criteria met or exceeded expectations based on Program Student Learning Outcomes. At the program level, this percentage of student ratings meeting or exceeding expectations ranged from 71 percent to 97 percent. Aggregated to the college level, the percentage of student ratings meeting or exceeding expectations averaged 83 percent.

Figure 14 | **Rate for student work meeting or exceeding expectations, PSLOs by College, FY2015 Signature Assignments¹**



¹ University of Phoenix. (2015). Enterprise Performance Management. Student demographic data is self-reported.

Rate for student work meeting or exceeding expectations, FY2015 Signature Assignments, all students by Gender and Age Group¹

The aggregated ratings of student work can be categorized by various demographic variables to reveal additional insights. For example, the data in Figure 15 shows that men and women achieve at roughly the same rate in the classroom, while student achievement seems to improve as age increases, as indicated in Figure 16. Please note that all student demographic information used to analyze these data are self-reported.

Figure 15 | Students by Gender

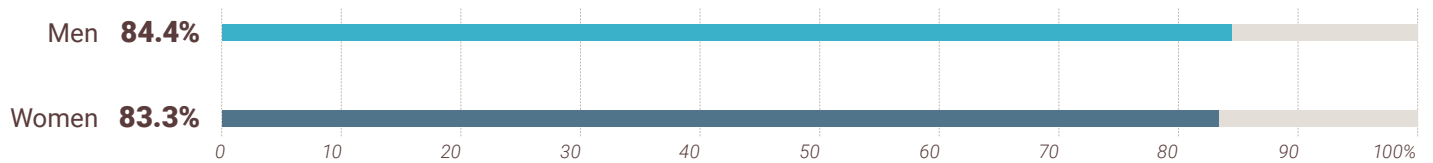
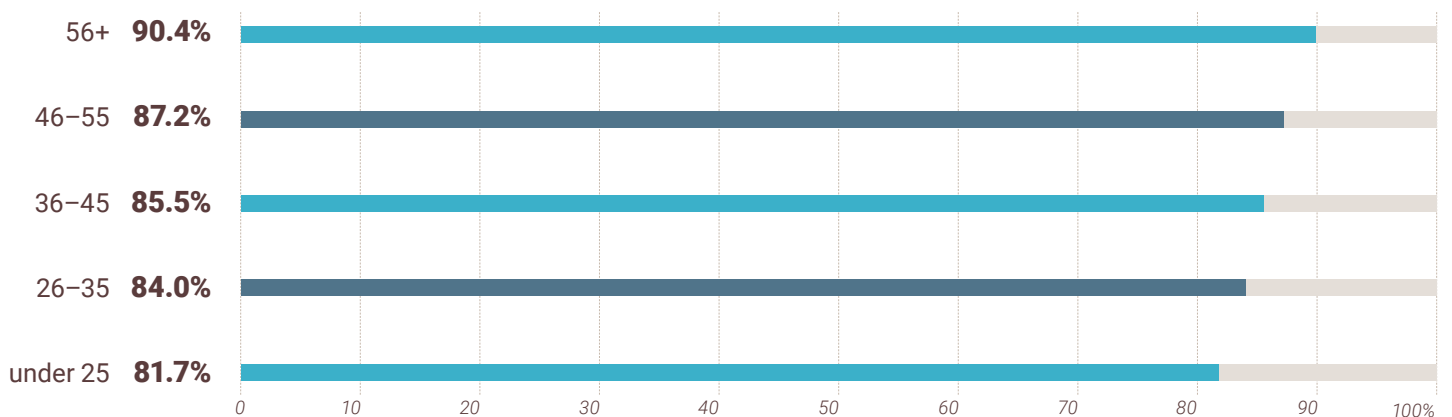


Figure 16 | Students by Age Group



¹ University of Phoenix. (2015). Enterprise Performance Management. Student demographic data is self-reported.

COLLEGIATE LEARNING ASSESSMENT PLUS

University of Phoenix Performance,
2015 Collegiate Learning Assessment Plus (CLA+)

As a standardized test, the Collegiate Learning Assessment allows comparison of students' demonstrated skill to those of other institutions.

The test's subject matter also aligns well to components of the institution's University Learning Goals and General Education Student Learning Outcomes. The CLA+ asks students to demonstrate their problem-solving, critical thinking and written communication skills throughout the assessment, using source information to evaluate arguments and draw conclusions. Moving forward, the assessment will continue to give the University valuable insight regarding student attainment of institutional learning goals.

Figures 17–20 compare University of Phoenix test-takers to those from other institutions. In the open-ended performance task (Figures 17 and 18), student work is judged from 1 (lowest) to 6 (highest), based on a criterion-referenced rubric. Fourth-year students show similar or slightly higher scores on each of the three task areas compared to students elsewhere, and the increase in first-year to fourth-year students' skill mirrors that found at other testing institutions. Figures 19 and 20 show similar comparative results on the three selected-response sections, for which scores are calculated from 200 to 800 based on items answered correctly and item difficulty.

Figure 17 | Mean section subscores on CLA+ Performance Task

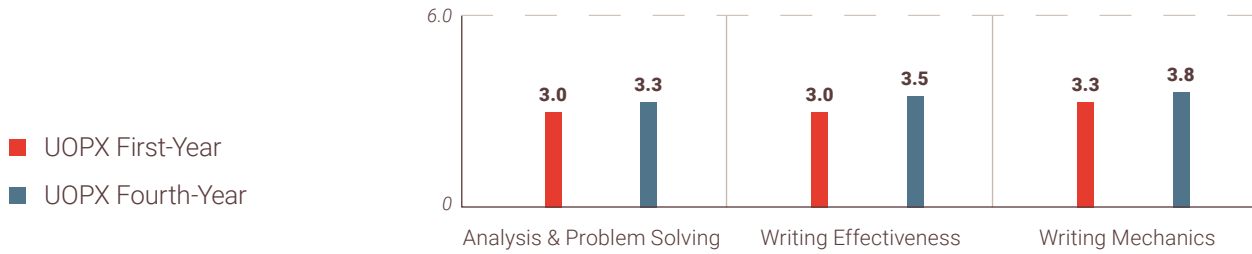


Figure 18 | Mean section subscores on CLA+ Performance Task, all CLA+ Institutions

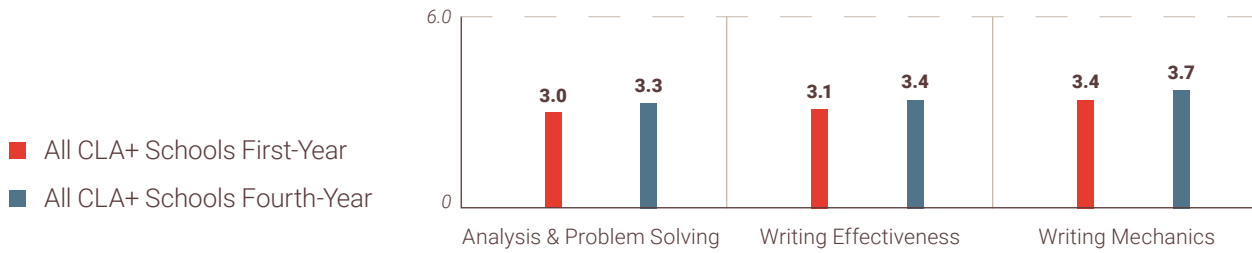


Figure 19 | Mean section subscores on CLA+ Selected-Response Items

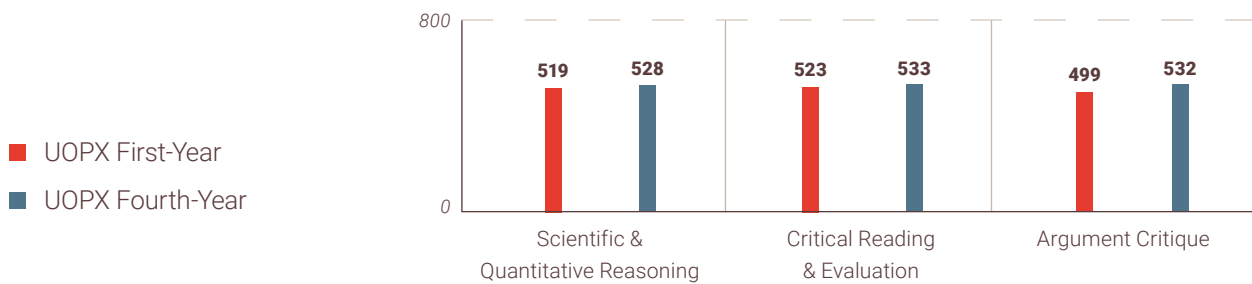
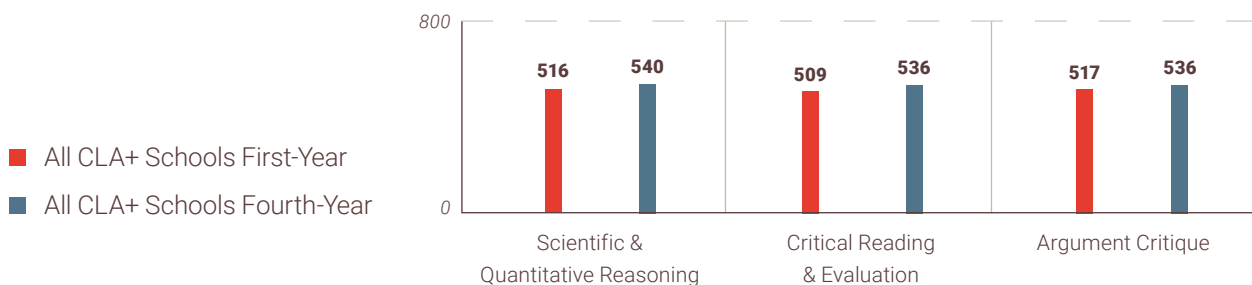


Figure 20 | Mean section subscores on CLA+ Selected-Response Items, all CLA+ Institutions



NATIONAL SURVEY OF STUDENT ENGAGEMENT

University of Phoenix Student Feedback,
2015 National Survey of Student Engagement (NSSE)

Like the CLA+, NSSE is a nationally normed assessment, allowing the University to compare its students to those at other institutions – and to choose specific cohorts of schools for comparison. The University has participated in NSSE since 2008. Randomly sampled cohorts of first-year and fourth-year students, both online and from specific ground campuses, were asked to reflect on various aspects of their academic experience. Figures 21–24 on pages 50 and 51 display comparative results from the 2015 NSSE administration.

The institutions making up the comparison cohort for the analysis were both public and private higher-education institutions that had enrollment larger than 5,000 students, at least two-thirds of which were distance-education students exclusively, according to 2013 IPEDS data. Fourth-year students indicated that University of Phoenix contributed greatly to their skill development in the areas related to academic challenge and peer learning, as compared to students from similar online institutions (see Figures 21 and 22 on page 50). Against the same comparison groups, fourth-year students surveyed indicated slightly lower positive experiences with faculty and slightly lower ratings of their campus environments (see Figures 23 and 24 on page 51).



SHAUNA CARLSON
Brand Manager, University of Phoenix
Master of Business Administration
(Current Student)

Each NSSE Engagement Indicator (EI) is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never=0; Sometimes=20; Often=40; Very Often=60) and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

Figure 21 | **Academic Challenge**

Mean scaled scores for UOPX vs comparison institutions, NSSE Engagement Indicators

■ University of Phoenix students
■ Other online institutions

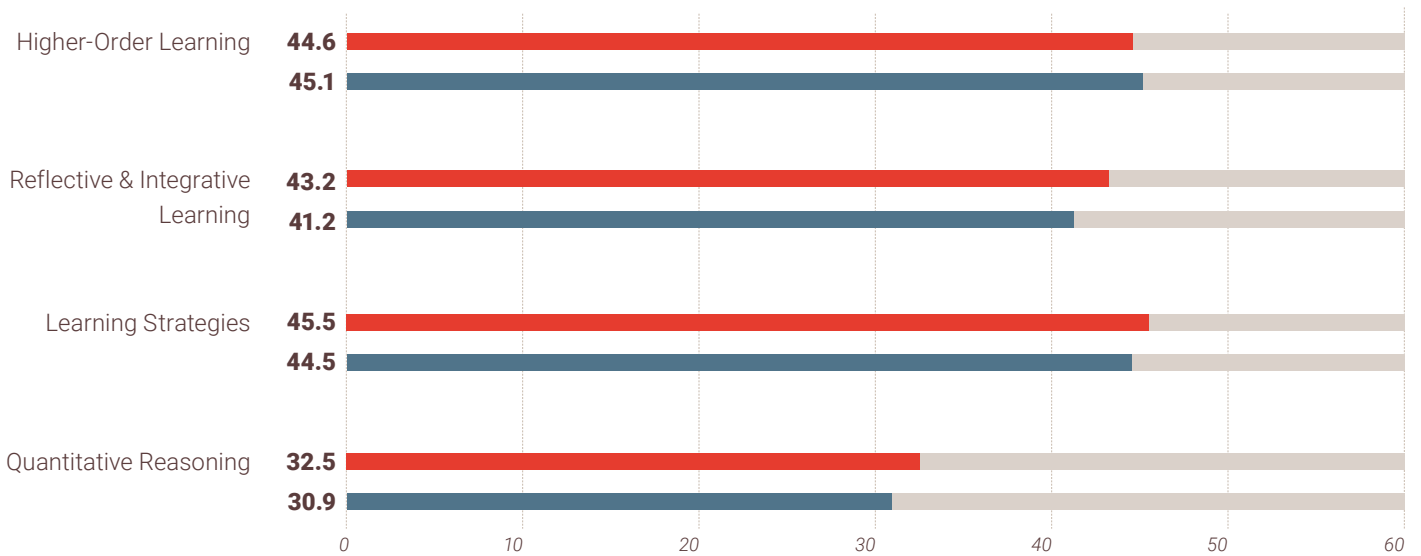


Figure 22 | **Learning with Peers**

Mean scaled scores for UOPX vs comparison institutions, NSSE Engagement Indicators

■ University of Phoenix students
■ Other online institutions

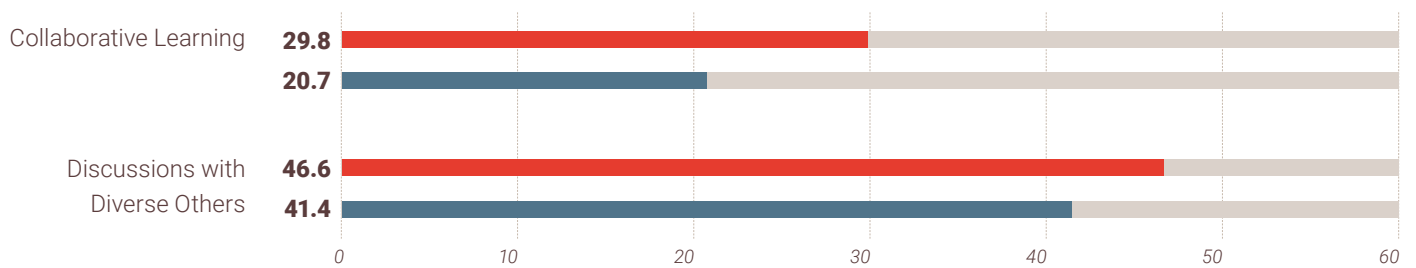


Figure 23 | **Experiences with Faculty**

Mean scaled scores for UOPX vs comparison institutions, NSSE Engagement Indicators

■ University of Phoenix students
■ Other online institutions

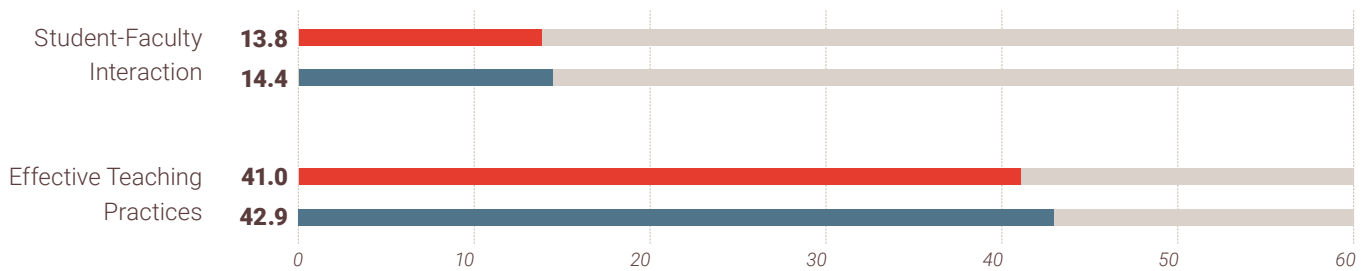
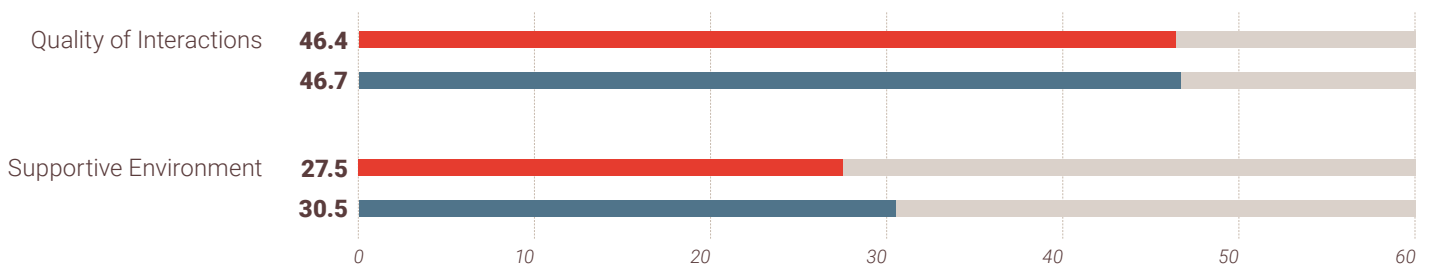


Figure 24 | **Campus Environment**

Mean scaled scores for UOPX vs comparison institutions, NSSE Engagement Indicators

■ University of Phoenix students
■ Other online institutions



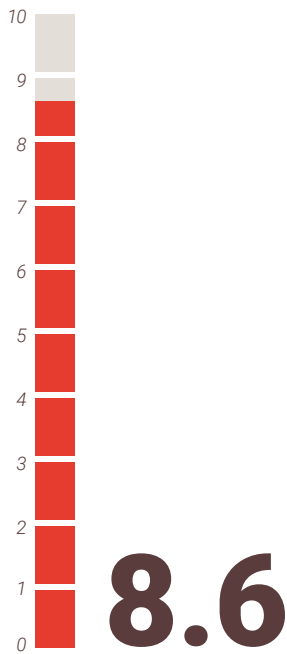
STUDENT END-OF-COURSE AND RELATIONSHIP SURVEYS

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

Every student is asked to complete an end-of-course survey upon completing each class. These include the survey items shown in Figure 25, assessing faculty recommendation and effective curriculum. The overall learning experience item is asked of random students on the institution's Relationship Survey, an assessment that asks students about numerous aspects of their overall learning experience at the University. The survey randomly samples students at two points: immediately after the second week of the student's first course, and on a recurring basis upon completion of the student's fourth course. If selected randomly to participate, students are quarantined from responding again for a period of 180 days. These items exemplify the general academic themes found on these surveys, which are complemented by other transactional student surveys focused on specific support services. These student survey data provide insight regarding a student's academic and learning experiences at specific points in time and overall. Figure 25 shows three such items, aggregated to represent the entire University. Similar metrics accompany direct classroom learning data in respective sections for each college.

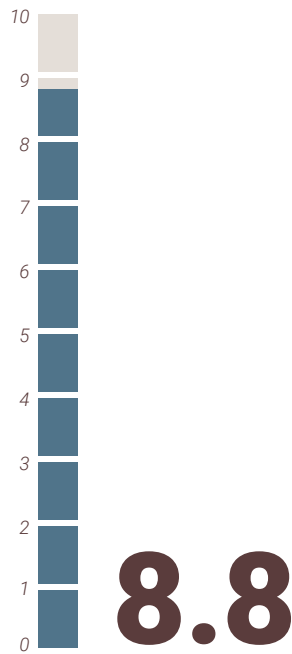
Figure 25 | Student Experience Feedback from End-of-Course Surveys and Relationship Survey¹

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



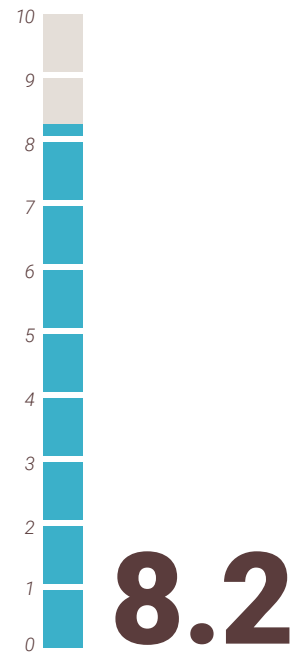
0-10 scale; 10 = Extremely Likely

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



0-10 scale; 10 = Strongly Agree

How satisfied are you with your overall learning experience?⁴



0-10 scale; 10 = Completely Satisfied

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

² "Likelihood to recommend instructor," on average, for all students completing end-of-course surveys in FY2015.

³ "This course allowed me to demonstrate my knowledge and skills in this subject matter" agreement rating by all students completing end-of-course surveys in FY2015.

⁴ "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)," of randomly sampled students in FY2015.

DIFFERENTIATED SCHOOLS, COLLEGES AND PROGRAMS

SCHOOL OF BUSINESS (SOB)

COLLEGE OF EDUCATION (COE)

COLLEGE OF HEALTH PROFESSIONS (CHP)

School of Nursing (NUR)

School of Health Services Administration (SHSA)

COLLEGE OF HUMANITIES AND SCIENCES (CHS)

COLLEGE OF SOCIAL SCIENCES (CSS)

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY (IST)

COLLEGE OF SECURITY AND CRIMINAL JUSTICE (SCJ)

SCHOOL OF ADVANCED STUDIES (SAS)

For more information about each of the programs that follow, including on-time completion rates, the median debt incurred by students who completed the program and other important information, please visit: <http://www.phoenix.edu/programs/gainful-employment.html>.



JENNIFER HAUSMAN

Business Owner, Denim Designer
President of JHaus
Master of Business Administration (2009)

PROGRAMS TAILORED TO THEIR GOALS

SCHOOL OF BUSINESS

The College of Graduate Business and Management and the College of Undergraduate Business and Management became units under the newly formed John Sperling School of Business (JSSB) in 2008. Later, the College of Graduate Business and Management and the College of Undergraduate Business and Management merged. The two colleges became one and was formally announced as the John Sperling School of Business. In late spring of 2010, JSSB was renamed the School of Business.

Throughout 2015, the School gained national recognition for groundbreaking initiatives that empowered students with the knowledge and skills needed to pursue their professional goals. For example, Lodging, the trade publication for hotel and hospitality professionals, took note when the School teamed up with the American Hotel & Lodging Educational Institute (AHLEI) to offer a concentration in Hospitality Fundamentals and corresponding Hospitality Fundamentals Certificate that educationally prepares students to sit for two AHLEI certifications. Likewise, the School forged ties with the National Retail Federation (NRF) to develop course content that educationally prepares students to pursue three specific NRF certifications. The School also collaborated with NRF and so far has awarded 70 full-tuition Dream BIG Scholarships to retail industry professionals. “Many of these individuals share a common goal to grow personally and professionally in the retail industry, and we want to help them get there,” said NRF President and CEO Matthew Shay. Shay also noted, “The Dream BIG Scholarship is more than just an opportunity to earn a degree. It’s a chance to help people recognize their full potential and prosper in their career path.”



CINDY BANTON
CEO, AVID Consulting
Bachelor of Science in Business (1990)
Master of Arts in Organizational Management (1997)
Doctor of Management in Organizational Leadership (2014)

2015 Highlights

Providing thought leadership. Executive Dean Ruth Veloria contributed an article on intrapreneurship to CEO Magazine, highlighting the need for innovation in today's organizations. This theme is key to the transformation of the Master of Management degree. Academic Dean and Program Dean Kevin Wilhelmsen, PhD, convened nearly 100 faculty members whose primary professional role is business analytics. The faculty members shared their professional insights as the School of Business develops new programs. Meanwhile, Dr. Wilhelmsen presented a hospitality advisory report to HR leaders at the AHLEI conference and developed a survey to elicit their participation in ongoing research for in-demand hospitality employee skills and competencies.

Preparing students for real-world professions. The Society for Human Resource Management (SHRM), the world's largest HR membership organization with more than 275,000 members, confirmed that both the Bachelor of Science in Business with a concentration or certificate in Human Resource Management and the Master of Business Administration with a concentration or certificate in Human Resource Management, follow the organization's HR Curriculum Guidelines. Aligning with SHRM standards and criteria ensures the education UOPX School of Business students receive is relevant and helps prepare them to pursue careers in human resources.

Strengthening community college pathways. The School launched a unique community college transfer option that allows Associate of Applied Science graduates, regardless of discipline, to link their applied degree to the School's newly redesigned Bachelor of Science in Management.

Enhancing curriculum quality. The School helped prepare the next generation of up-and-coming certified public accountants by integrating Wiley CPAexcel®, a CPA prep test with thousands of past CPA Exam practice questions, into the Master of Science in Accountancy curriculum. The School also integrated QuickBooks® Online into Principles of Accounting I and II, a pair of courses that are part of a program in which students can earn a lower-division certificate in bookkeeping.

CPAexcel is a registered trademark of John Wiley & Sons, Inc.
QuickBooks is a registered trademark of Intuit Inc.

Industry Advisory Council

The University maintains partnerships and affiliations with a number of organizations. The University enters industry and organizational affiliations to both: a) assist in the creation of 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.

The University gains insight on employers' needs through its industry advisory councils, a platform for receiving information and advice from senior industry leaders in tune with today's competitive job market. In 2015, the School of Business held three advisory boards to discuss the needs of hospitality and retail organizations and to receive input during the redesign of the Master of Management degree.

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the School of Business faculty.

Martin Armstrong, DBA



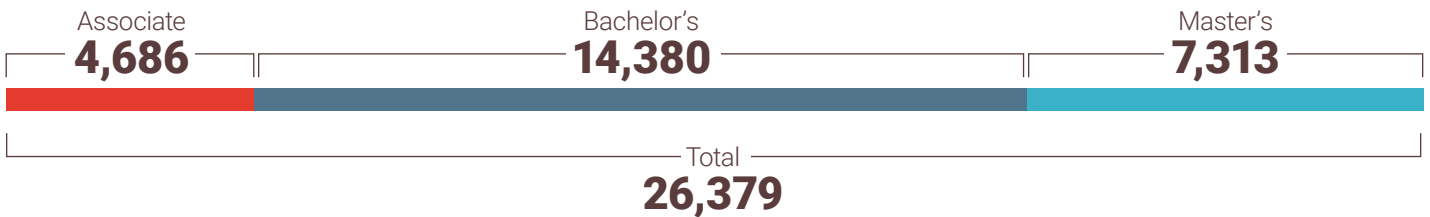
As vice president of payroll shared services for Charter Communications, Dr. Armstrong and his staff are responsible for the payroll processing, time and attendance, payroll accounting, employment taxes, garnishments, payroll technology and vendor management activities for 90,000 employees across eight lines of business in 45 states. In addition to his primary responsibilities, Dr. Armstrong is also

responsible for creating project budgets, lean process improvements, reviewing the financial aspects of Service Level Agreements, Statement of Work contracts, and calculating performance metrics to measure productivity. During 24 years of service, the retired Naval Reserve Supply Corps officer was responsible for supply chain, retail, food service and postal operation as well as financial reporting. Dr. Armstrong has more than 30 years of progressive experience as a financial professional, holding positions as a senior accountant, controller, tax manager, payroll manager and director of payroll.

He earned a doctorate in Business Administration from Argosy University, a master's in Business Administration from the University of Maryland University College, and a Bachelor of Science in Business Administration from University of Phoenix. Dr. Martin has also been a Certified Payroll Professional (CPP) since 1990.

Figure 26 | School of Business Demographics in the 2015 Fiscal Year

Number of School of Business Graduates



All-Time Number of Degrees Awarded

598,899

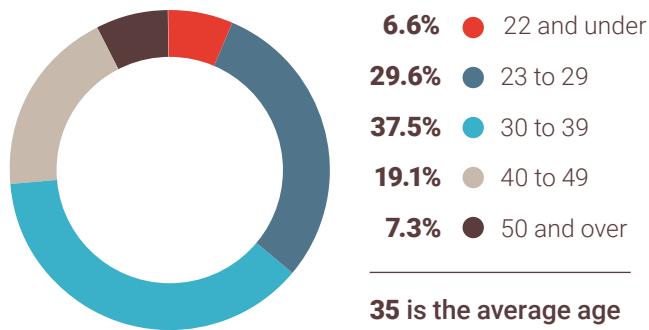
Faculty Information

At A Glance	Real-World Experience	Average Class Size
Number of faculty 5,082	Number of faculty who have worked or are currently working for Fortune 1000 companies or a subsidiary 3,196	Overall 14.5
Average years of UOPX teaching experience 9.7	Professional experience average years 23.7	Undergraduate 14.6
		Graduate 14.3

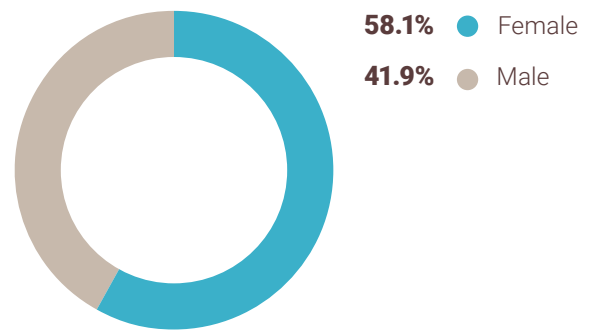
Figure 26 | School of Business Demographics in the 2015 Fiscal Year¹ (continued)

Student Information

Average Age

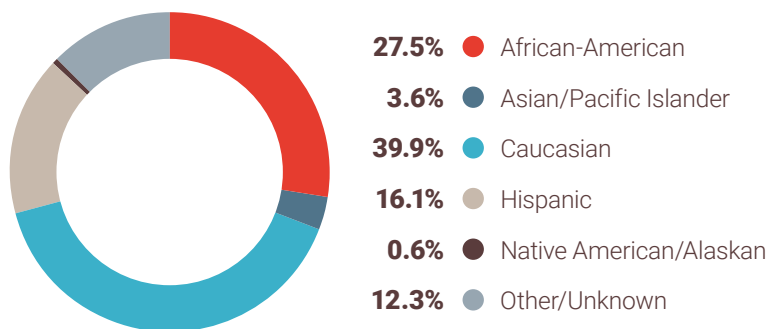


Gender

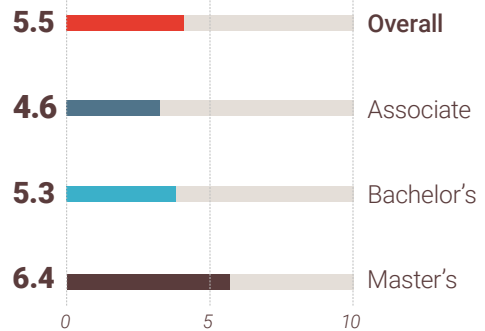


Ethnicity

% of reported



Average Years of Work Experience



Locations: 100 countries and 50 states

¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-embedded rubrics (Figure 27). Likewise, the University frequently solicits feedback from students via end-of-course surveys and a variety of other survey measures specific to the student’s academic and general University experience (Figure 28). As stated previously, PSLOs are assessed on staggered timelines.

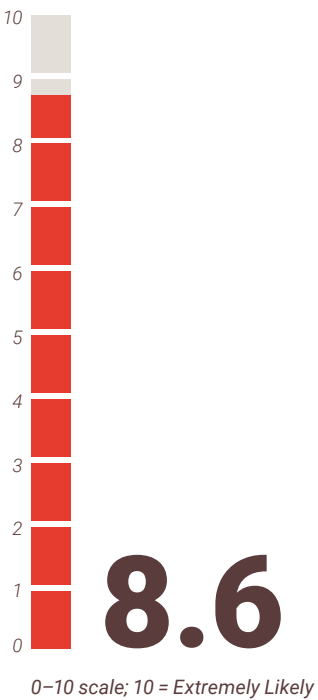
Figure 27 | **Program Student Learning Outcomes Data: Signature Assignment Data**

BS in Business		Master of Business Administration	
<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>	<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Interrelationships among distinct functional areas of an organization 	79%	<ul style="list-style-type: none"> – Decision-making skills to solve complex organizational problems – Managerial skills to foster innovation and lead change – Changing environmental factors impacting organizational choices 	84%
Master of Management		BS in Accounting	
<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>	<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Change and fundamental elements of management and leadership – Human and material resource management 	86%	<ul style="list-style-type: none"> – Interrelationships among distinct functional areas of an organization – Accounting in relation to ethical, legal and professional standards – Accounting principles applied to business issues in govt/nonprofit areas 	82%
MS/Graduate Certificate in Accounting		Certificate in Retail Management	
<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>	<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Supporting ethical, legal and professional standards – Evaluate decision-making options to advance organizational goals 	90%	<ul style="list-style-type: none"> – Apply competitive strategies in the retail environment 	85%

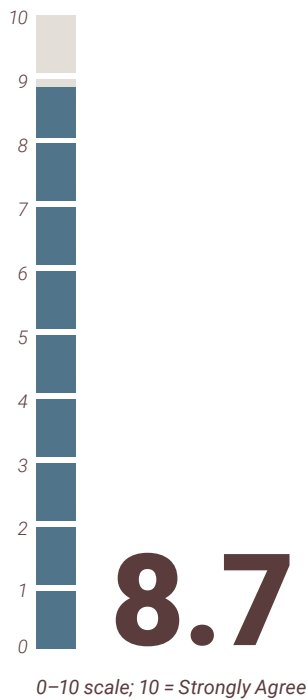
¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

Figure 28 | Student Survey Feedback²

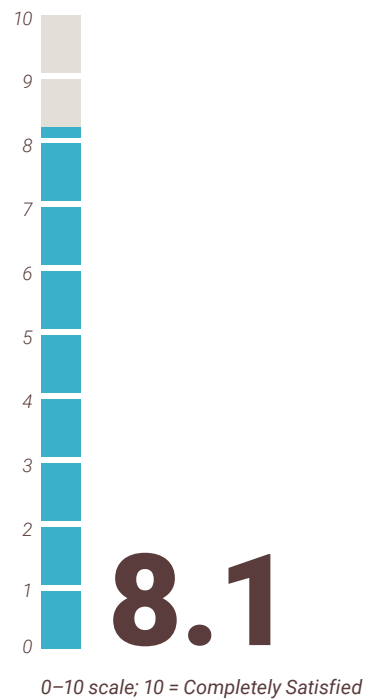
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool (2016).

³ "Likelihood to recommend instructor", on average, for all School of Business (SOB) students that completed end-of-course surveys in program courses in FY2015

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all SOB students that completed end-of-course surveys in program courses, FY2015.

⁵ Program-specific random sample of SOB students in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

COLLEGE OF EDUCATION

The College of Education has been offering programs for educators since 1983 and has graduated over 83,000 individuals. As one of the first institutions of higher education to offer educator-preparation programs online, the College has continued its dedication to the creation and development of educators who will have a lasting and positive impact on student learning and their communities. Alumni of the College of Education have been distinguished as Teacher, Principal and Administrator of the Year.

The College of Education at University of Phoenix is committed to being an innovator to help address the current and future needs of school districts across the nation. The College has adjusted its offerings to meet the training demands of the field and to bring high-quality educators into classrooms. The specific area of focus for initial teacher preparation is via post-baccalaureate pathway options, including alternative certification and master's-level degree programs. The rich, unique perspectives of individuals from other industries brings valuable life experience and content knowledge that have driven these individuals to choose to become teachers. We believe we can assist their passion and expertise to thrive in a classroom environment. In addition, the College is also focused on helping teachers grow professionally and be reflective in their practice through master's degree programs, Continuing Teacher Education and professional development coursework that are aligned with the dynamics in today's schools.



JENNA LEAHY
Master of Arts in Education/
Administration and Supervision (2014)

2015 Highlights

The College of Education meaningfully contributed to scholarship in various areas in academic year 2015.

The College of Education and Scholastic co-hosted a national webinar, “The Role of Assessment in Instruction,” that featured a member of the College faculty and a member of the National Network of State Teachers of the Year (NNSTOY) which drew more than 1,000 participants nationwide. Throughout 2015, the College shared its expertise at national and local conferences, including the National Council for Accreditation of Educator Preparation and National Association for Alternative Certification conferences. In addition, the College hosted an event to share its implementation of the highly rigorous teacher assessment, edTPA, with Arizona’s major education stakeholders, including the Arizona Department of Education, Arizona State University, Northern Arizona University, Grand Canyon University, Ottawa University and Rio Salado College.

The contemporary College of Education approach begins by continuing to support existing educators through Continuing Teacher Education and induction programs. In addition, the College of Education has placed a greater emphasis on a population of adult students who have a completed bachelor’s degree and wish to pursue a career in the teaching profession. We need people in education who are creative, want to develop and grow, are “intrapreneurial” within their careers and like the variety in each day that teaching provides. According to a July 2013 survey¹ conducted by Scholastic and the Bill & Melinda Gates Foundation on the views of more than 20,000 U.S. public school teachers, approximately one-in-four (27 percent) teachers had a career in another field and changed careers to go into teaching. Our purpose is to make sure their skills and life experiences complement the needs of their students.

¹ To access full survey, please see: <http://www.scholastic.com/primarysources/PrimarySources3rdEdition.pdf>

Industry Advisory Council

The University maintains partnerships and affiliations with a number of organizations. The University enters industry and organizational affiliations to both: a) assist in the creation of 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.

The University gains insight on employers’ needs through its industry advisory councils, a platform for receiving information and advice from senior industry leaders in tune with today’s competitive job market. Below are subject matter experts who have participated in focus groups for the College of Education.

- **Andrea Whittaker, PhD**, *National Director, edTPA Stanford Center for Assessment, Learning and Equity (SCALE)*
- **Frederick S. Lane**, *Computer Forensic Expert and Author*
- **Saroja Warner, PhD**, *Senior Director for Professional Issues, American Association of Colleges for Teacher Education (AACTE)*
- **Sally Ingles, PhD**, *President Dispositions Inc.*
- **Joshua Vollendorf, MS/MEd**, *Employee Learning Manager, Gateway Technical College*

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the College of Education faculty.

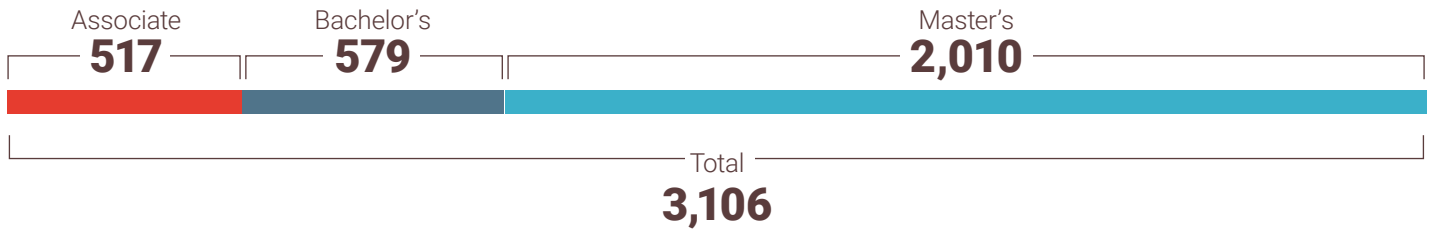
Gabriel Flores, EdD



Dr. Flores serves on the faculty of the College of Education and Center for Workplace Diversity Research, where he specializes in qualitative methodology, diversity and tolerance education, and multicultural education. His research has been published in peer-reviewed academic journals such as *The Journal for Understanding and Dismantling Privilege* and *American Journal of Sexuality Education*. He has presented at national and international conferences on topics such as “A More Inclusive and Balanced Multicultural Education through Children’s Literature,” “Teachers’ Attitudes in Implementing Gay-Themed Children’s Literature as Part of a Balanced Multicultural Education Curriculum,” and “The Language Experience with a Twist: An ELD Strategy.” He gained an in-depth background in education after working in the Los Angeles Unified School District for more than 18 years, teaching kindergarten through fifth grade. His academic credentials include an EdD in Educational Leadership from University of Phoenix and MA in Elementary Education from California State University, Northridge.

Figure 29 | College of Education Demographics in the 2015 Fiscal Year

Number of College of Education Graduates



All-Time Number of Degrees Awarded

89,487

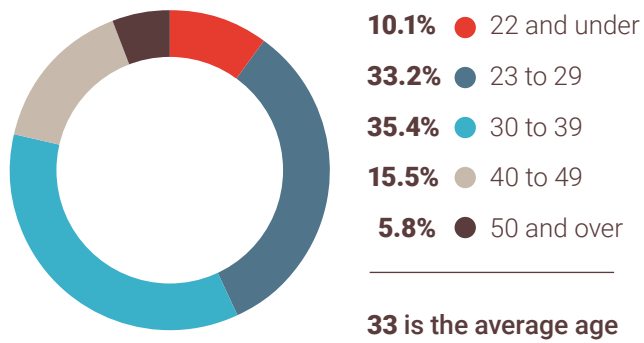
Faculty Information

At A Glance	Real-World Experience	Average Class Size
Number of faculty 1,683	Professional experience average years 20.5	Overall 11.0
Average years of UOPX teaching experience 8.6		Undergraduate 11.0
		Graduate 11.0

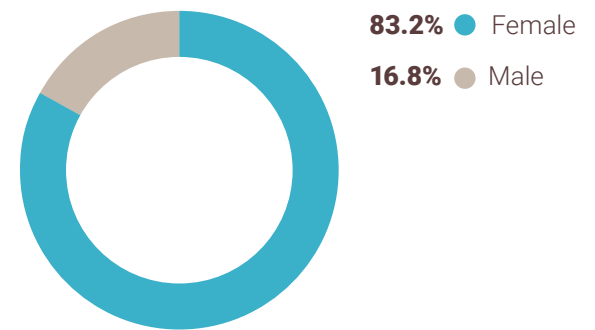
Figure 29 | College of Education Demographics in the 2015 Fiscal Year¹ (continued)

Student Information

Average Age

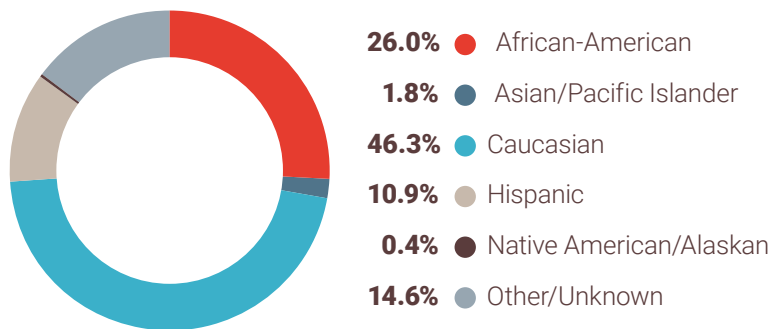


Gender

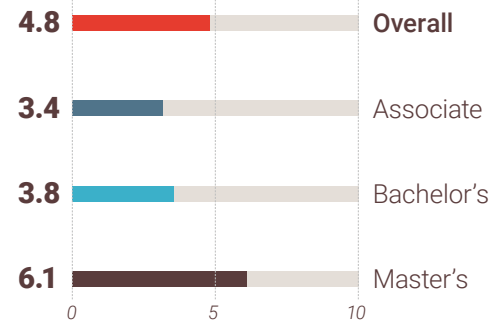


Ethnicity

% of reported



Average Years of Work Experience



Locations: 16 countries and 50 states

¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-embedded rubrics (Figure 30). Likewise, the University frequently solicits feedback from students via end-of-course surveys and a variety of other survey measures specific to the student’s academic and general University experience (Figure 31). As stated previously, PSLOs are assessed on staggered timelines.

Figure 30 | **Program Student Learning Outcomes Data: Signature Assignment Data**

AA with a Concentration in Education

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Identify effective professional practices in education – Apply learning principles to diverse P-12 student populations 	81%

Certificate: California Teachers of ELLs

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Designing effective instructional practices for English Language Learners 	87%

MA in Education/Adult Education and Training

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Designing instructional practices to impact adult learning – Organizational change and effective communication for stakeholders – Educational and training needs evaluation for an organization – Technology and innovation in adult education and training programs 	87%

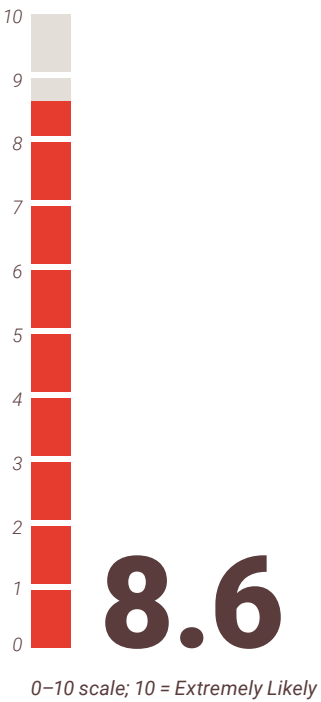
MA in Education/Curriculum and Instruction

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Students can synthesize multiple theories of curriculum and instruction to design effective professional development opportunities – Students can analyze assessment data to make informed decisions for continuous improvement of instructional programs – Students can create innovative strategies and incorporate technology to enhance student learning in the classroom setting 	88%

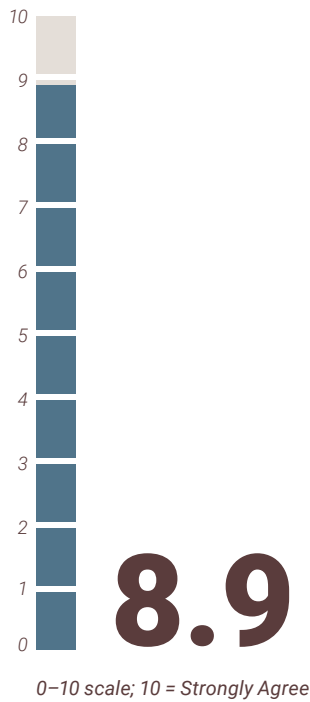
¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

Figure 31 | Student Survey Feedback²

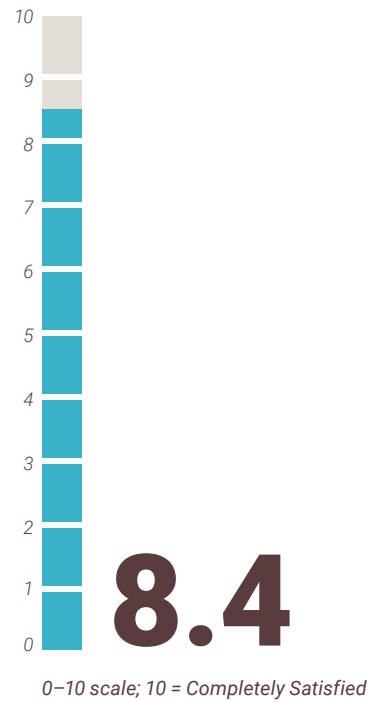
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool (2016).

³ "Likelihood to Recommend instructor," on average, for all students in program courses in FY2015.

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all students in program courses, FY2015.

⁵ Program-specific random sample in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

COLLEGE OF HEALTH PROFESSIONS

The College of Health Professions unveiled its new vision statement: “The College will be the premier provider of post-licensure nursing, healthcare administration, and healthcare support courses, certificates and programs. We will be known for providing innovative, relevant, applied education that anticipates and addresses the needs of adults, their employers and the health industry.” Accordingly, the College developed program design principles that will inform future program development and improvement efforts to ensure courses, certificates and programs remain relevant and competitive. Among the design principles are the following:

- Incorporate quality standards from industry and programmatic accreditation in all College program design.
- Embed content that prepares students to sit for third-party certification and licensure exams.
- Maximize opportunities for students to enter and exit programs according to their professional and educational backgrounds and goals.
- Design and deliver programs to minimize students’ time from entry to completion without compromising quality.
- Embed stand-alone certificate programs whenever possible.

The College of Health Professions consists of the School of Nursing and the School of Health Services Administration.

CRISTAL MORA

Case Manager, Accent Home Health and Hospice
Nursing Instructor in California
Bachelor of Science in Nursing (2009)
Master of Science in Nursing (2013)



SCHOOL OF NURSING

The School of Nursing has been educating students for nearly 40 years, providing academic programs and post-graduate certificates to registered nurses. The first graduating class was in 1980.

As the healthcare industry rapidly evolves, it transforms the roles of nurses and creates brand-new opportunities. To ensure UOPX nursing graduates are ready to seize these opportunities and move ahead in a quickly changing healthcare field, the School of Nursing aligns its curriculum with the profession's latest professional standards, such as the AACN (American Association of Colleges of Nursing) Essentials of Baccalaureate Education for Professional Nursing Practice and Essentials of Master's Education for Advanced Practice Nursing. Likewise, examples of industry standards include TIGER Informatics Competencies and the American Nurses Credentialing Center certification standards for nurse educators, nurse administrators and nurse informatics. To support nurses who seek to share their knowledge and expertise with the next generation of up-and-coming nurses, in 2015 the School introduced the Post-Master's Nurse Educator certificate and a Post-Master's Nurse Administrator certificate.

2015 Highlights

School deans and faculty contributed important new scholarship to their fields of specialization in books, academic journal articles and webinars. For example, a member of the nursing faculty on the Phoenix Campus, Susan Phillips, contributed a chapter to the book "Person and Family Centered Care," published by Sigma Theta Tau. The book received the American Journal of Nursing 2014 Book of the Year Award in the Nursing Management and Leadership category. The book resulted from collaboration between academia and nursing professionals from University of Phoenix, University of Minnesota School of Nursing and University of Pennsylvania. A member of the nursing faculty on the Denver/Lone Tree Campus, Jacqueline Shirley, published the article, "The Importance of Humor for a Healthy Pregnancy," in the International Journal of Childbirth Education. Meanwhile the School partnered with the leading journal Modern Healthcare to produce the webinar "Bringing Transparency to Healthcare."

Deans and faculty represented the School at a variety of conferences and events throughout the 2015 academic year. Judi Fernandez, South Florida Campus college chair, presented at the Association of Women's Health Obstetrics and Neonatal Nurses (AWHONN) Florida chapter on evidenced-based practice and the influence of outcomes on patient satisfaction and financial performance. Chris Neider, dean of assessment for health sciences, was selected to be on the Association of University Programs of Health Administration (AUPHA) Certification 2015 Panel Review Committee.

Industry Advisory Council

The University maintains partnerships and affiliations with a number of organizations. The University enters industry and organizational affiliations to both: a) assist in the creation of 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.

The University gains insight on employers' needs through its industry advisory councils, a platform for receiving information and advice from senior industry leaders in tune with today's competitive job market. Below are select members of the School of Nursing's 2015 National Advisory Board participants.

- **Gaurdia Banister, PhD, RN, FAAN**, *Executive Director*,
Institute for Patient Care at Massachusetts General Hospital
- **Betty Long, MHA, RN**, *President/CEO and Founder*,
Guardian Nurses Healthcare Advocate

SCHOOL OF HEALTH SERVICES ADMINISTRATION

Over the years, the School of Health Services Administration (SHSA) has evolved in name (from Health Sciences to Health Services Administration), structure and academic offerings to reflect changes in the healthcare industry.

The mission of the School of Health Services Administration (SHSA) is to provide our students with the knowledge, critical skills and guidance necessary to achieve their professional and personal goals. To accomplish our mission, we work closely with both our industry and academic partners engaging in the continuous quality improvement that is central to our curricula at both the undergraduate and graduate levels. Changes in consumer expectations, health policy, systems design and technology innovation in the health sector have made the need for close collaboration between academic institutions and industry partners of critical importance. Each year, we host an industry advisory summit to assist the school in establishing and maintaining cutting-edge educational programs that reflect emerging industry trends. The School uses the information and input gathered from the Industry Advisory Council and our Faculty Council in guiding the direction of new curricular offerings and the redesign of existing content areas, which allows the School to remain current and responsive to the diversity and complexity of the health sector, while maintaining academic rigor.

Industry Advisory Council

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The University gains insight on employers' needs through its industry advisory councils, a platform for receiving information and advice from senior industry leaders in tune with today's competitive job market. On the following page are members of the School of Health Service Administration's industry advisory council.

- **Denise Atwood, JD**, *Vice President of Hospital Operations*, Maricopa Integrated Health System (UOPX faculty)
- **Frank Benedetto**, *Market Head of Sales and Service*, Aetna Arizona
- **Pat McCann**, *Vice President*, Total Rewards, Apollo Group
- **Kevin Myers, MHI**, *Senior Client Director*, Louisiana, GE Healthcare
- **Maire Simington, PhD**, *Director*, Physician Resources and Care Management at Banner Health

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the College of Health Professions – School of Health Services Administration faculty.

Robert Adams-Ghee, MBA



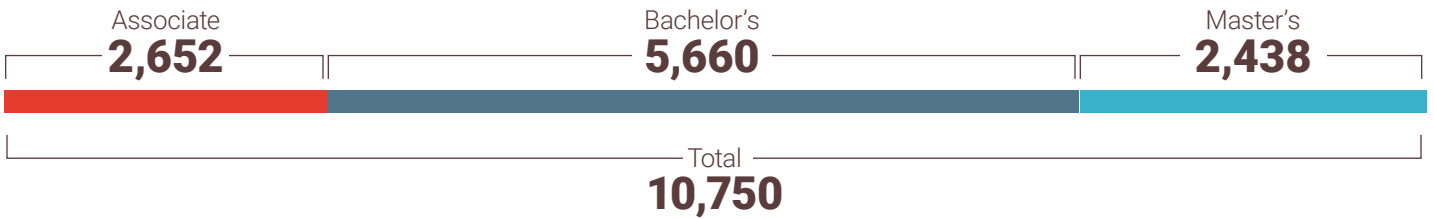
“I love the exhilaration I feel when I’m in front of a class of students and ‘watching the light bulbs go on,’” said Adams-Ghee, who brings business acumen to his role as a College of Health Professions faculty member. He developed that acumen after earning a Master of Business Administration from Tennessee Technological University in Cookeville, Tenn., and working his way up the career ladder, first in the United

Way of Metropolitan Nashville’s finance department and later as Nashville CARES’ first business manager. Today, he serves as a chief financial officer/ chief operating officer overseeing accounting, finance, facility management, information technology, human resources and insurance claims processing. He brings his real-world experience to University of Phoenix, where he teaches courses such as Financial Management in Healthcare, Healthcare Communication Strategies and Introduction to Financial Concepts, to name a few. He is a firm believer that education is the key to success in life, and being able to help his students attain a higher education is his way of paying it forward.

Figure 32 | College of Health Professions Demographics in the 2015 Fiscal Year

Number of Graduates

Includes School of Nursing and School of Health Services Administration



All-Time Number of Degrees Awarded

134,335

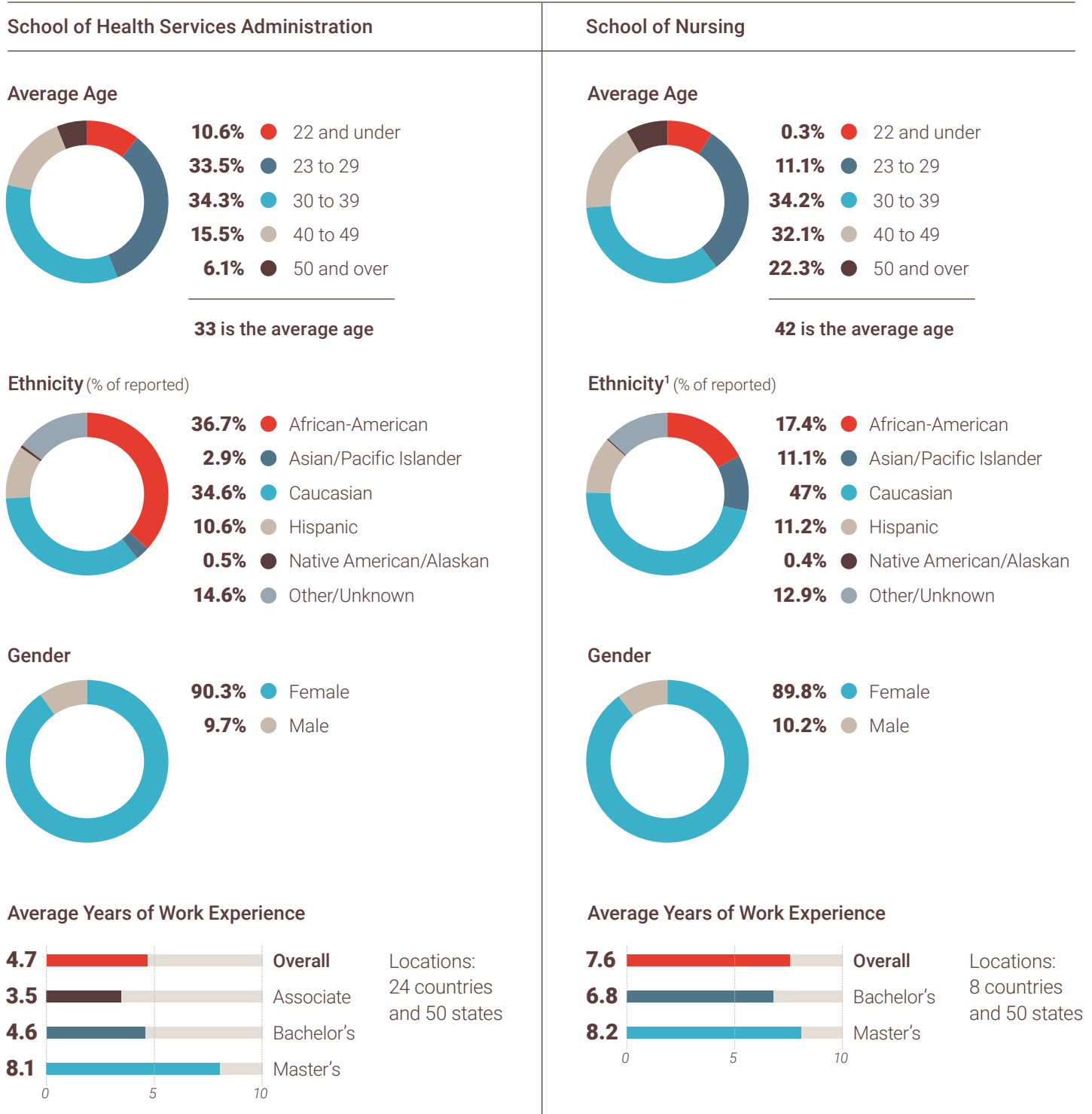
Faculty Information

Includes School of Nursing and School of Health Services Administration

At A Glance	Real-World Experience	Average Class Size
Number of faculty 2,475	Professional experience average years 20.8	Overall 13.9
Average years of UOPX teaching experience 7.5		Undergraduate 14.1
		Graduate 13.6

Figure 32 | College of Health Professions Demographics in the 2015 Fiscal Year¹ (continued)

Student Information



¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-embedded rubrics (Figure 33). Likewise, the University frequently solicits feedback from students via end-of-course surveys and a variety of other survey measures specific to the student’s academic and general University experience (Figure 34). As stated previously, PSLOs are assessed on staggered timelines.

Figure 33 | **Program Student Learning Outcomes Data: Signature Assignments Data**

BS in Health Administration

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Analyze a healthcare organization from a market-based perspective – Analyze financial and economic issues in the healthcare industry – Utilize, apply technology within a healthcare organization – Apply management, adaptable leadership skills in healthcare industry 	84%

MS in Health Administration

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Analyze a healthcare organization from a market-based perspective – Analyze financial and economic issues in the healthcare industry – Utilize, apply technology within a healthcare organization – Apply management, adaptable leadership skills in healthcare industry 	79%

MS Certificate: Gerontology Healthcare

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Foundational concepts to support the health of older adults – Evaluate resources available to support the aging process – Analyze business needs to promote gerontology services and products 	88%

BS in Nursing

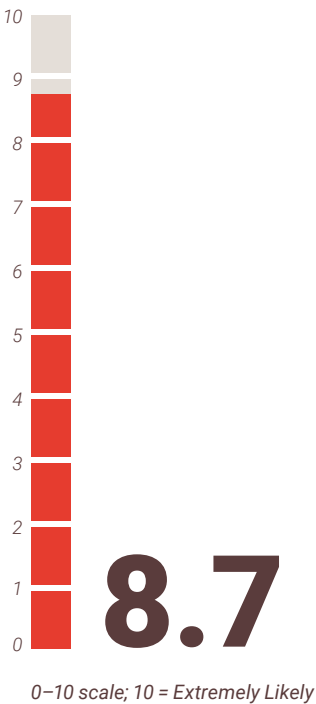
<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Policy, regulatory, legal, economic and sociocultural environments on healthcare delivery and practice in a variety of settings 	92%

¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

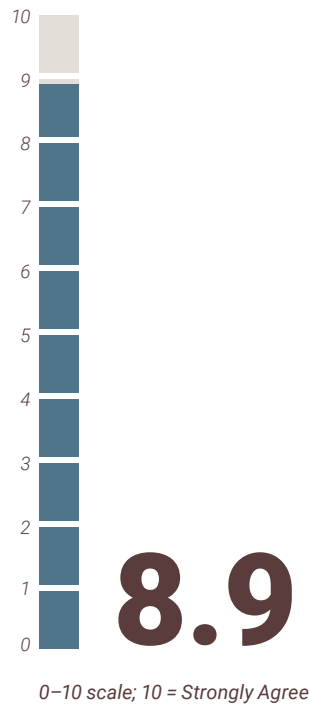
Figure 34 | College of Health Professions Student Survey Feedback²

Includes School of Nursing and School of Health Services Administration

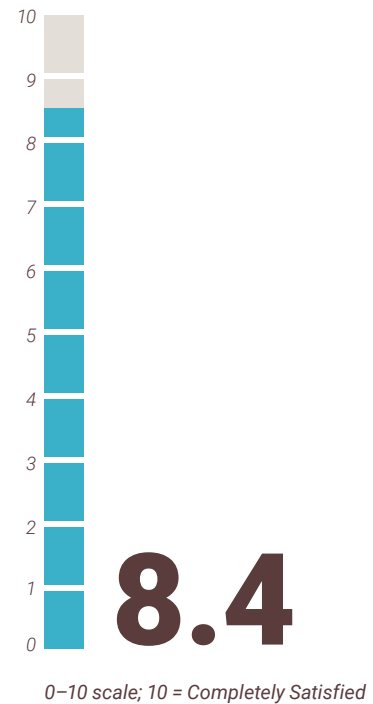
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool. (2016).

³ "Likelihood to recommend instructor," on average, for all students in program courses in FY2015

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all students in program courses, FY2015.

⁵ Program-specific random sample in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

COLLEGE OF HUMANITIES AND SCIENCES

The mission of the College of Humanities and Sciences is to promote world-class critical-thinking, communication, problem-solving and decision-making skills through applicable, relevant and engaging programs and courses to optimally prepare students to pursue their academic, personal and professional goals. The College remains committed to the time-honored ideals of collaboration, creativity and social justice to improve the human condition.

The vast majority of UOPX undergraduate students take courses offered by the College of Humanities and Sciences through its Introductory Course Sequence (ICS) offerings, developed to prepare students for academic success in their undergraduate program, regardless of their level of academic experience prior to enrolling at University of Phoenix. Within the College's four degree programs and more than 300 courses, students reaped the benefits of a variety of forward-thinking initiatives in 2015, from immersive learning simulations to new courses and programs. As part of its mission to promote student academic success, the College of Humanities and Sciences collaborated with Stanford University's Project for Education Research That Scales (PERTS), which studies student motivation to boost academic achievement and examines mindset, grit and resilience. The College deployed a PERTS pilot in its Introduction to University Studies (US 101) course.



ERIN BENEFIEL-MACDONALD
College of Humanities and Sciences
Faculty

2015 Highlights

Elena Mastors, PhD, dean of faculty for the College of Humanities and Sciences, is a contributing author of the textbook “Introduction to Political Psychology,” published in 2015. She is also a lead author of a chapter titled “Intelligence Studies, Theory, and Intergroup Conflict Resolution Theory and Beyond” in the book “National Security and Counterintelligence in the Era of Cyber Espionage.” In addition, College of Humanities and Sciences Dean of Assessment Bruce Brydges, EdD, presented two workshops at the Fifth Annual Assessment Conference. The workshops were titled “What Do We Mean by Mastery? Determining Performance Criteria at Associate’s, Baccalaureate, Master’s, and Doctoral Levels” and “The Importance of Reliability in the Assessment of Student Learning.”

The College of Humanities and Sciences introduced interactive content such as VitalSource™ (an e-book platform) to First-Year Sequence (FYS) and Introductory Course Sequence (ICS) courses as well as YouSeeU in Introduction to Communications (COM 100) and Inquisitive in General Psychology (PSY 300). These innovative course materials fit the way students study and learn in today’s digital world. Likewise, the College introduced Toolwire GameScapes, cutting-edge immersive learning simulations, in two ICS courses, University Studies (GEN 127) and University Writing (ENG 147) as part of a revised curriculum to boost student learning outcomes and retention.

Students often benefit from additional assistance with mathematics coursework, a need answered by the Center for Mathematics Excellence within the College of Humanities and Sciences. The Center gives students online real-time access to math tutoring, along with workshops, videos, practice problems and other resources to help them review important concepts while taking courses like algebra, statistics, accounting, finance and economics.

Lastly, the College of Humanities and Sciences created its first American Indian Studies course (AIS 300), and the course Critical Thinking in Everyday Life (HUM 115) was added to the Accelerated Pathway of the Introductory Course Sequence for students in all new programs, helping them learn one of the most in-demand soft skills sought by employers.

VitalSource is a trademark of VitalSource Technologies Inc.

Industry Advisory Council

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The University gains insight on employers' needs through its industry advisory councils, a platform for receiving information and advice from senior industry leaders in tune with today's competitive job market. In the 2015 academic year, the College hosted inaugural industry advisory councils to promote dialogue with professionals and leaders in both the private and public sectors on key issues, including curriculum, current trends, employer needs, new developments, industry best practices and legislation. Notable participants included:

- **Sherrie Madia, PhD**, *Executive Director, Communications*, University of Pennsylvania, The Wharton School
- **Brian O'Leary, MBA**, *Founder and Principal*, Magellan Media Partners

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the College of Humanities and Sciences faculty.

Melinda Butsch Kovacic, PhD



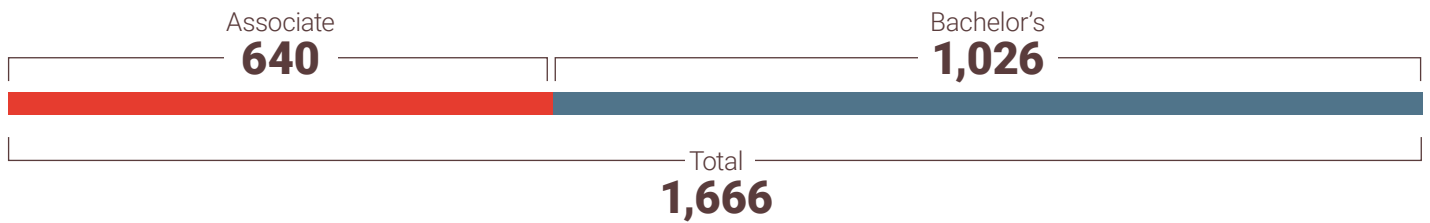
As an epidemiologist and public health researcher, one of Dr. Butsch Kovacic's long-term goals is to improve the understanding of how the environment modifies chronic disease risk in genetically and/or economically vulnerable

children. Leading numerous grant-funded, highly collaborative projects, her studies are primarily quantitative in design, but she published her first qualitative study in 2014. In the same year, she became the associate dean of research at the University of Cincinnati's College of Allied Health Science, where she mentors many junior research faculty members. She has served as part of the University of Phoenix faculty for nearly six years, first as a course facilitator for first-year undergraduate students and more recently as a chair/committee member for Doctor of Health Administration and Nursing programs in the School of Advanced Studies.

She completed her PhD in biochemistry at Ohio State University in 2002, a Master of Public Health in quantitative methods at Harvard University in 2003, and a postdoctoral fellowship at the National Cancer Institute in 2006.

Figure 35 | College of Humanities and Sciences Demographics in the 2015 Fiscal Year

Number of College of Humanities and Sciences Graduates



All-Time Number of Degrees Awarded

18,218

Faculty Information

At A Glance

Number of faculty

8,388

Average years of UOPX teaching experience

8.6

Real-World Experience

Professional experience average years

20.2

Average Class Size

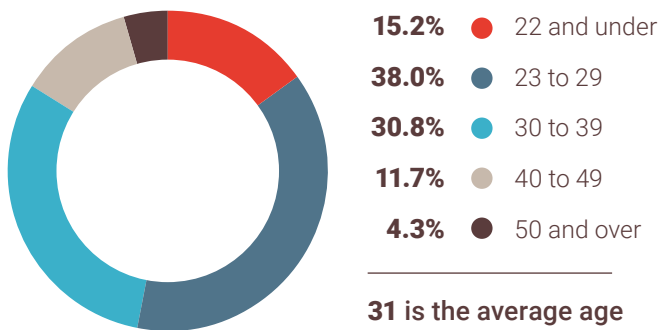
Overall

15.5

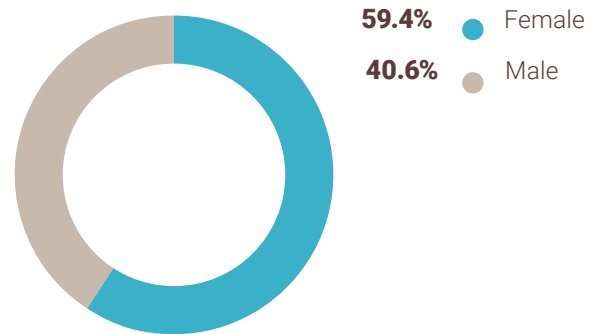
Figure 35 | College of Humanities and Sciences Demographics in the 2015 Fiscal Year¹ (continued)

Student Information

Average Age

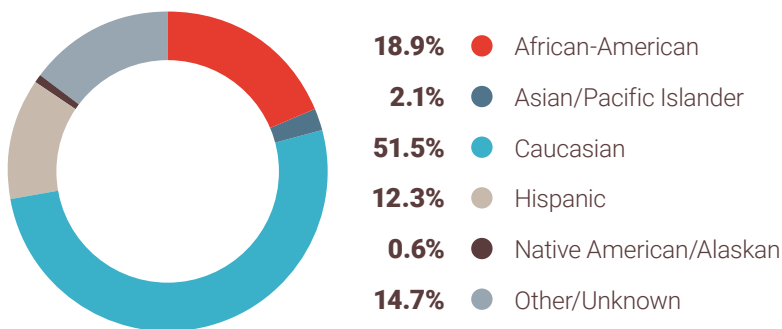


Gender

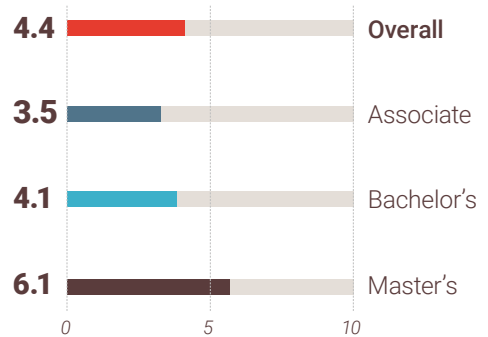


Ethnicity

% of reported



Average Years of Work Experience



Locations: 39 countries and 50 states

¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-embedded rubrics (Figure 36). Likewise, the University frequently solicits feedback from students via end-of-course surveys and a variety of other survey measures specific to the student’s academic and general University experience (Figure 37). As stated previously, PSLOs are assessed on staggered timelines.

Figure 36 | **Program Student Learning Outcomes Data: Signature Assignment Data**

BS in Communication		BA in English	
<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>	<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Theoretical concepts and techniques of communication – Interaction strategies in multiple settings using multiple media – Evaluate communication effectiveness in the workplace – Historical foundations of communication forecasting trends in society – Ethical principles to all communication channels and strategies – Legal implications of the use of all types of communication – Apply research methods in the field of communication 	80%	<ul style="list-style-type: none"> – Mastery of written and spoken English – Applying rhetorical concepts in texts – Compare and contrast literature across genres – Research to deepen comprehension of written works – Evaluate literary and rhetorical works for quality and purpose – Importance of literature, etc., to society 	80%

¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

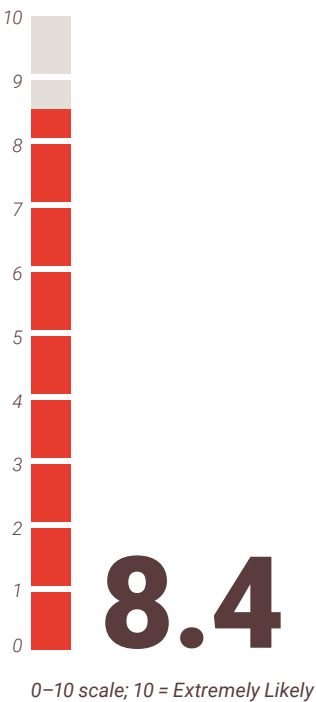
Figure 36 | Program Student Learning Outcomes Data: Signature Assignment Data (continued)

BS in Environmental Science

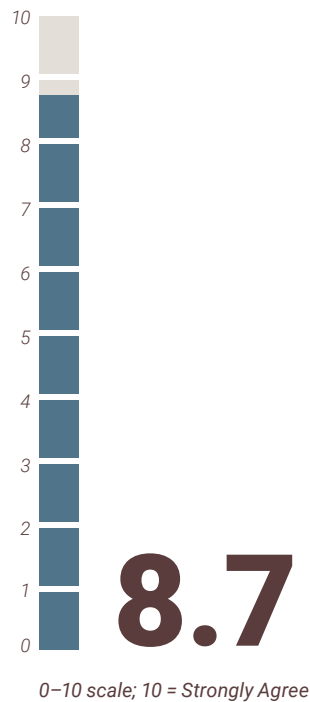
Program Student Learning Outcomes	Percentage of Meets/Exceeds ¹
<ul style="list-style-type: none"> – Key concepts and theories in the physical and life sciences – Environmental issues using the fundamentals of physical, life sciences – Scientific reasoning to critically analyze environmental issues – Apply basic research methods in science – Professional knowledge and ethical responsibilities in environmental science – Solving environmental problems based on interdisciplinary knowledge – Effective communications of theory, etc. in a scientific manner – Utilize laws and policies when evaluating environmental issues 	<h1>86%</h1>

Figure 37 | Student Survey Feedback²

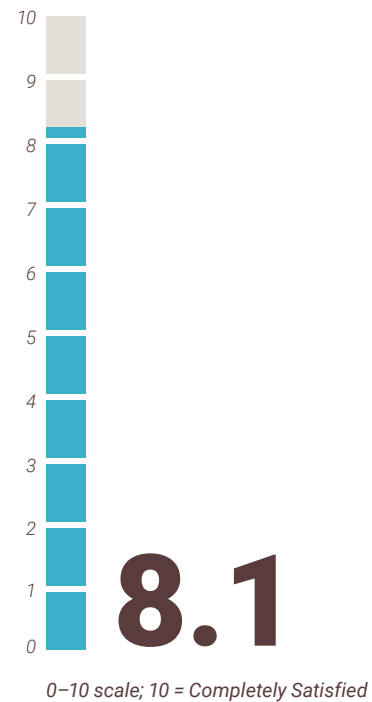
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool. (2016).

³ "Likelihood to recommend instructor", on average, for all COHS students that completed end-of-course surveys in program courses in FY2015

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all COHS students that completed end-of-course surveys in program courses, FY2015

⁵ Program-specific random sample of COHS students in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

COLLEGE OF SOCIAL SCIENCES

The mission of the College of Social Sciences is to deliver innovative programs designed to teach core competencies for students dedicated to achieving their academic and professional goals as agents of change in the global community.

The College of Social Sciences became a distinct college and expanded its program offering to include bachelor's degrees in Psychology, Human Services and most recently, Correctional Program Support Services. The College has also expanded its master's degree offerings to include Psychology, Industrial-Organizational Psychology and School Counseling.

The College of Social Sciences is committed to preparing students to become social heroes in their communities and to inspire global transformation through visionary educational engagement in the social sciences. Women comprise more than 80 percent of the College's student population. Beyond its commitment to student academic success, the College contributed to the national conversation on mental health through the release of its 2014 Mental Health Survey Report based on research conducted by the Harris Poll on behalf of the University and with a data set containing information gathered from more than 2,000 U.S. adults.



KELLY O'HORO
Founder and Counselor, Infinite Healing & Wellness LLC
Master in Community Counseling (2010)

2015 Highlights

In 2015, there were many instances of college faculty members providing thought leadership to their academic fields. To the right is a small sample of the scholarship within the College of Social Sciences. Former Program Dean for Counseling and Human Services Stephen Sharp, PhD, presented at the 2014 National Human Services Conference in Las Vegas in a session titled “Transformational Human Service Work through Global Engagement and Domestic Grassroots Advocacy Programs.”

Industry Advisory Council

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The University gains insight on employers’ needs through its industry advisory councils, a platform for receiving information and advice from senior industry leaders in tune with today’s competitive job market. In the 2015 academic year, the College hosted inaugural industry advisory councils to promote dialogue with professionals and leaders in both the private and public sectors on key issues, including curriculum, current trends, employer needs, new developments, industry best practices and legislation. Notable participants included:

- **Tom Clawson, EdD**, *President and CEO*, National Board of Certified Counselors
- **J. Scott Hinkle, PhD**, *Director of Professional Development*, National Board of Certified Counselors
- **Theresa DeGard**, *Program Manager*, Corrections Corporation of America
- **Denise Stravia**, *Planning & Special Projects Coordinator*, Arizona Department of Corrections

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the College of Social Sciences faculty.

Marni Finkelstein, PhD

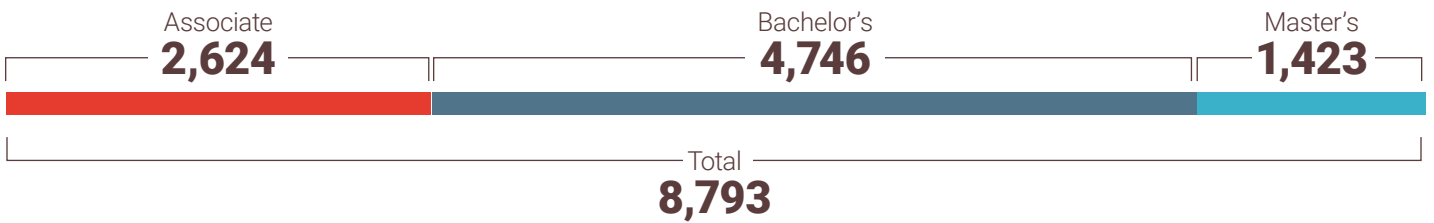


Faculty member Marni Finkelstein, PhD, works in the field known as applied anthropology, which is the use of anthropological methods to research real-life problems. Based in New York City, she conducts research on at-risk populations, including the experiences of homeless street youth, substance abuse, sexual assault victimization, access to healthcare, and adolescent runaways from the

foster care system. She published a book titled “With No Direction Home: Homeless Youth on the Road and in the Streets,” based on her two-year study of homeless nomadic street youth. The book documents how the homeless youth traverse the country by hitchhiking and hopping freight trains, along with their experiences with substance abuse (primarily heroin), violence and victimization, and subsistence activities, such as panhandling, drug dealing, stealing and prostitution. She has a PhD in Anthropology from the New School for Social Research in New York City.

Figure 38 | College of Social Sciences Demographics in the 2015 Fiscal Year

Number of College of Social Sciences Graduates



All-Time Number of Degrees Awarded

95,868

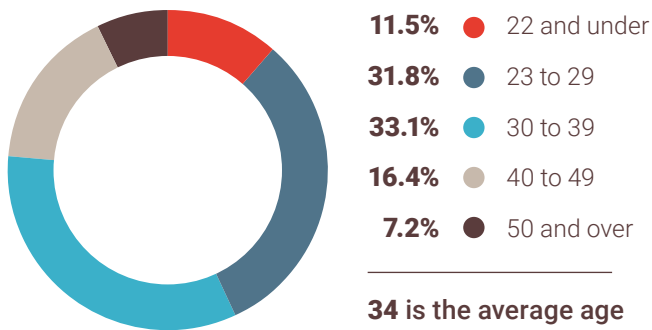
Faculty Information

At A Glance	Real-World Experience	Average Class Size
Number of faculty 2,874	Professional experience average years 19.4	Overall 13.3
Average years of UOPX teaching experience 8.2		Undergraduate 13.7
		Graduate 11.4

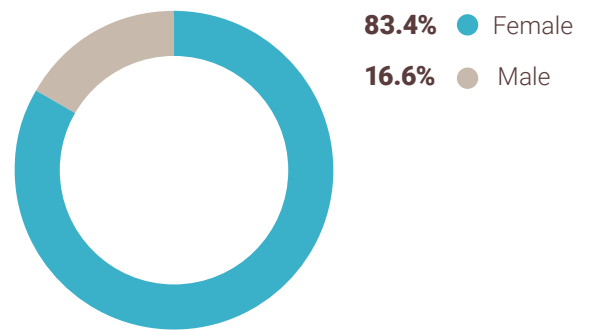
Figure 38 | College of Social Sciences Demographics in the 2015 Fiscal Year¹ (continued)

Student Information

Average Age

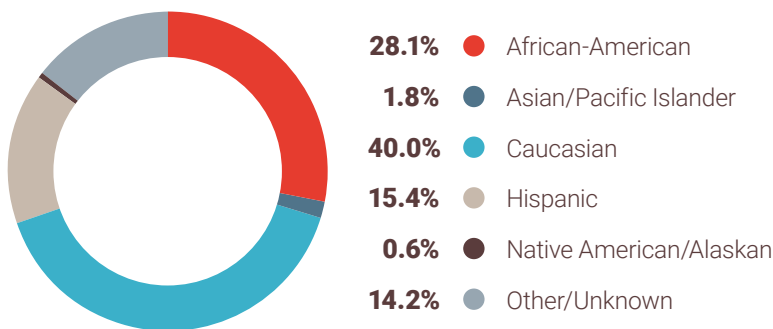


Gender

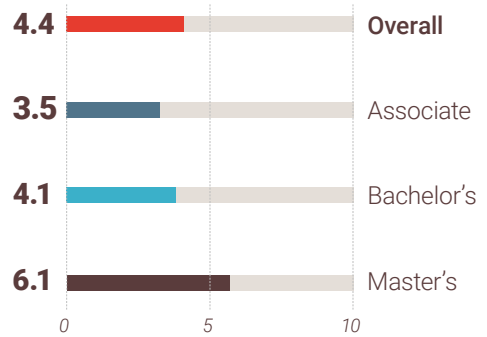


Ethnicity

% of reported



Average Years of Work Experience



Locations: 39 countries and 50 states

¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

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Figure 39 | **Program Student Learning Outcomes Data: Signature Assignment Data**

BS in Psychology

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Theories, concepts, and research for psychological phenomena analysis – Research methods for basic psychological research studies 	80%

MS in Psychology

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Scientific method for research-related activities in psychology – APA code of ethics for human behavior issues, psychological research 	85%

BS in Human Services

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Historical development of human services and human systems theory – Interpreting and judging the scope of human conditions 	81%

MSC/Marriage, Family and Child Therapy

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Legal and ethical standards of the counseling profession – Historical, philosophical and theoretical foundations of counseling 	90%

MSC/School Counseling

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Legal and ethical standards of the counseling profession – Developing a professional counselor identity 	97%

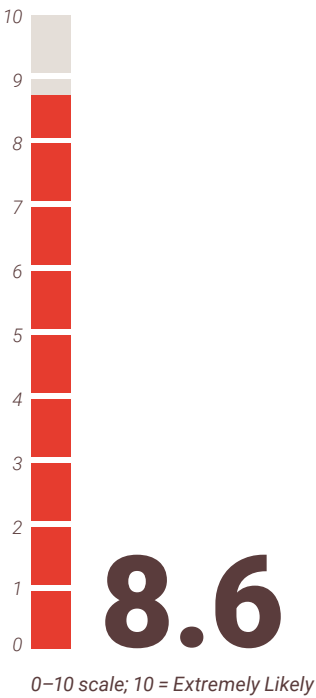
MSC/Clinical Mental Health Counseling

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Legal and ethical standards of the counseling profession 	97%

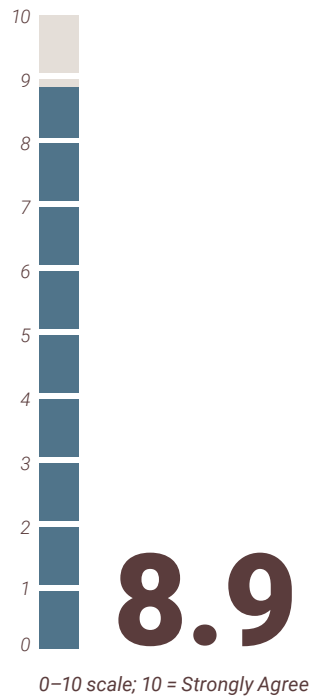
¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

Figure 40 | Student Survey Feedback²

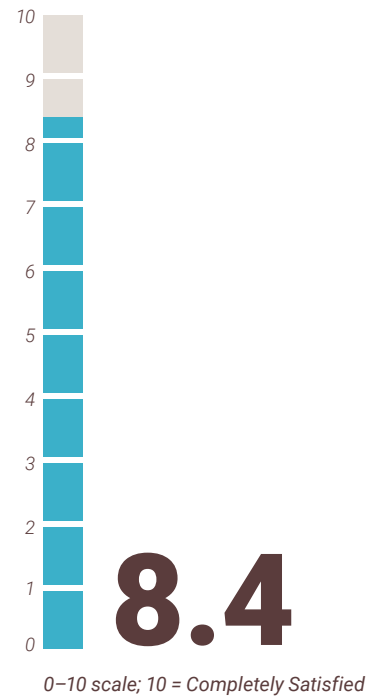
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool. (2016).

³ "Likelihood to recommend instructor," on average, for all CSS students in program courses in FY2015

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all CSS students that completed end-of-course surveys in program courses, FY2015

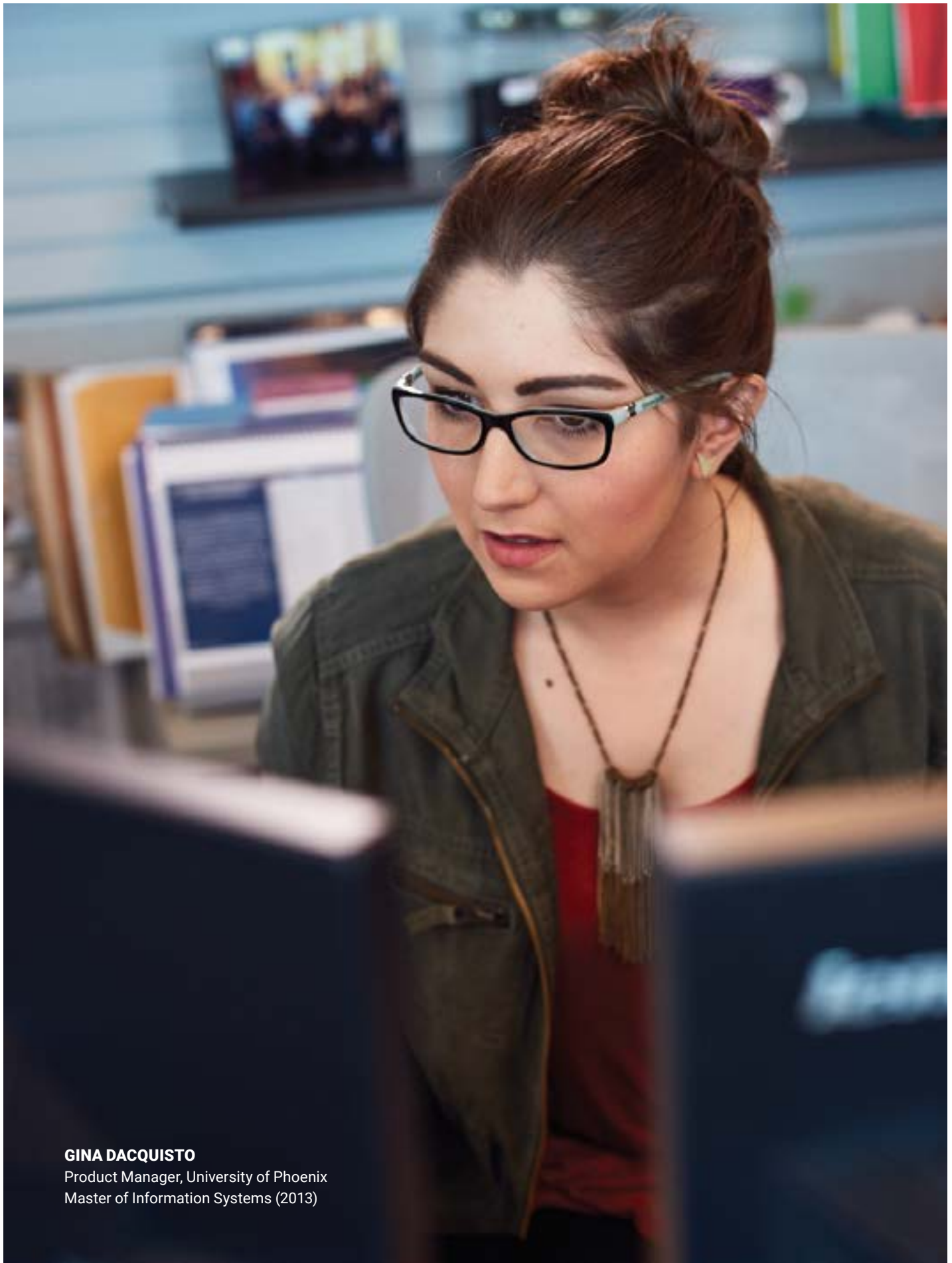
⁵ Program-specific random sample of CSS students in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

COLLEGE OF INFORMATION SYSTEMS AND TECHNOLOGY

In the early chapters of the College's history, programs were geared to students already working in the technology field who needed a degree to enhance their professional experience. As technology evolved and expanded, the College adapted to the needs of the industry by shifting technical, leadership and business/management skills across its degree and certificate programs.

While technology changes at breakneck speed, the College of Information Systems and Technology keeps pace by forging strategic partnerships with leading high-tech employers, such as Microsoft and Oracle Corporation, to ensure students are equipped with the skills employers need. An advocate for the development and advancement of IT in global business operations, the College's Executive Dean, Dennis Bonilla, led the way with a variety of groundbreaking initiatives in the 2015 fiscal year.

The College teamed up with its fellow UOPX schools and colleges to provide cross-disciplinary offerings in cyber security, entrepreneurship, healthcare IT, instructional design and data science/analytics. On the national front, the College partnered with STEMconnector for a roundtable event in Washington, D.C., the National STEM Forum on Security Risks and Emerging Workforce Solutions, where Dean Bonilla led a panel of experts discussing the need for increased STEM education and greater corporate investment in cyber security-trained professionals.



GINA DACQUISTO

Product Manager, University of Phoenix
Master of Information Systems (2013)

2015 Highlights

Equipping more students with technical skills. In today's Information Age, no student can succeed without technical skills. In response, the College made its Cyber Security certificate available to students pursuing a Bachelor of Science in Security in the College of Security and Criminal Justice. Likewise, students enrolled in the Bachelor of Management and Bachelor of Science in Business programs can now earn selected College of Information Systems and Technology certificates, while students enrolled in Bachelor of Science in Information Technology and Master of Information Systems programs can earn selected School of Business certificates.

Enhancing the curriculum. The College sought out input from employer partners such as Oracle and VMware on curriculum, programs and courses. As a result, the College enhanced and fine-tuned curricular offerings in communication technology, data storage and enterprise software. Likewise, the College collaborated with CompTIA, the nonprofit trade association of the information technology industry, to more closely align lower-division Information Assurance and Security certificates with industry certifications such as CompTIA Security+® and CompTIA Mobility+®.

Improving student outcomes. College academic teams evaluated curriculum interventions in the course Algorithms and Logic for Computer Programming, resulting in the revamping of course content and introduction of two new Live Labs, synchronous study environments where students can get help with specific, course-relevant concepts via an online whiteboard with visual and audio support. College faculty members facilitated these Labs, explaining weekly concepts and work practice problems while helping students with coursework questions.

Providing networking opportunities. The College hosted free Technology Conferences at the Phoenix, Honolulu, Washington, D.C. and San Diego campuses that provided more than 300 students and community members the opportunity to improve job skills, develop mobile and web applications, master IT security techniques, and network with local company leaders looking to hire IT talent.

Industry Advisory Council

The University maintains partnerships and affiliations with a number of organizations. The University enters industry and organizational affiliations to both: a) assist in the creation of 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.

The University gains insight on employers' needs through its industry advisory councils, a platform for receiving information and advice from senior industry leaders in tune with today's competitive job market. Below are examples of leading employers and senior industry leaders who are guiding lights for the College of Information Systems and Technology.

- **Barry Brueseke**, *Vice President*, INetwork, Inc.
- **Aaron Franko**, *Manager*, Ingram Micro
- **John Horton**, *Owner*, Layer 3 Technology
- **Joe Ksiazek**, *Vice President*, IT Services, Exelon
- **Sundar Nagaratham**, *VP*, Global Professional Services and Education, VMware
- **Mike O'Brien**, *Chief Technology Officer*, Applied Logic, Inc.
- **James Stanger**, *Senior Director of Product Development*, CompTIA
- **Mike Warner**, *Advisory Technical Education Consultant*, EMC Corporation
- **Tejas Vashi**, *Director of Product Strategy and Marketing*, Cisco
- **Howard Schmidt**, *Retired Special Assistant to the President of the United States*

CompTIA Security+ and Mobility+ are registered trademarks of CompTIA Properties, LLC.

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the College of Information Systems and Technology faculty.

Mark Tabladillo, PhD

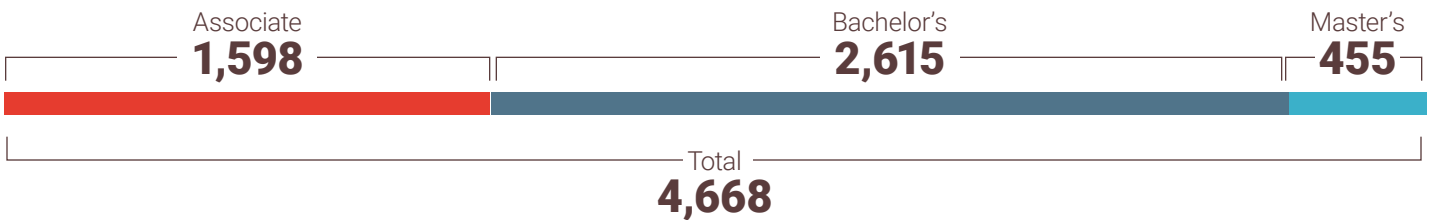


A national thought leader in data science (including machine learning, data mining, predictive analytics and Big Data), Dr. Tabladillo has served as a University of Phoenix associate faculty member for a decade. During this time, he mentored seven students through the completion of a Doctor of Management degree. He brings enterprise data science analytics advice and solutions to the University, with expertise in Microsoft

Azure Machine Learning, Microsoft SQL Server Data Mining, SAS, SPSS, R, F#, Python and Microsoft Business Intelligence (SSAS, SSIS, SSRS, SharePoint, Power BI and .NET). Over the last 17 years, he has provided instructional leadership and presented research on topics such as “Machine Learning Smackdown” and “Predictive Analytics for Absolute Beginners” at national and international conferences, including Microsoft TechEd, PASS Business Analytics Conference, Predictive Analytics World, SAS Global Forum, PASS Summit and Hong Kong Tech Days. He earned a PhD in Industrial Engineering at Georgia Institute of Technology in 1996.

Figure 41 | College of Information Systems and Technology Demographics in the 2015 Fiscal Year

Number of Information Systems and Technology Graduates



All-Time Number of Degrees Awarded

83,096

Faculty Information

At A Glance

Number of faculty

1,188

Average years of UOPX teaching experience

10.3

Real-World Experience

Number of faculty who have worked or are currently working for Fortune 1000 companies or a subsidiary

842

Professional experience average years

23.4

Average Class Size

Overall

13.5

Undergraduate

13.6

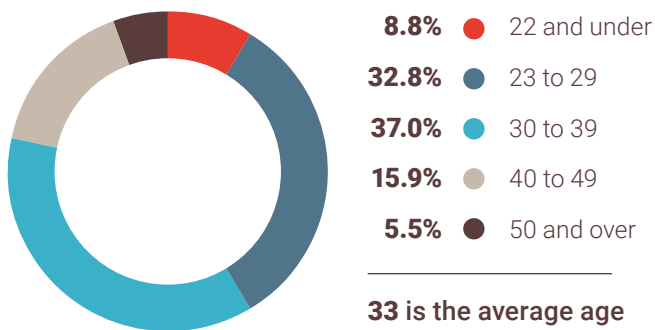
Graduate

12.3

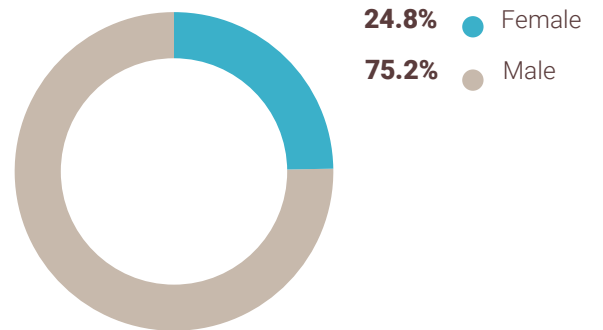
Figure 41 | College of Information Systems and Technology Demographics in the 2015 Fiscal Year¹ (continued)

Student Information

Average Age

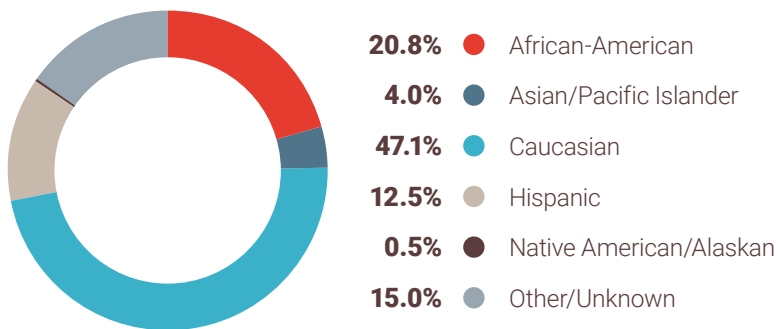


Gender

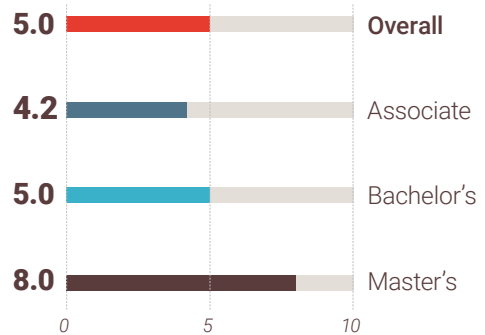


Ethnicity

% of reported



Average Years of Work Experience



Locations: 50 countries and 50 states

¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-embedded rubrics (Figure 42). Likewise, the University frequently solicits feedback from students via end-of-course surveys and a variety of other survey measures specific to the student’s academic and general University experience (Figure 43). As stated previously, PSLOs are assessed on staggered timelines.

Figure 42 | Program Student Learning Outcome Data: Signature Assignment Data

AA with a Concentration in Information Technology

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
– Identify basic information technology concepts	85%

BS in Information Technology

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
– Implementation, integration and maintenance for IT applications	79%
– Information systems security standards	
– Professional web design principles and standards	

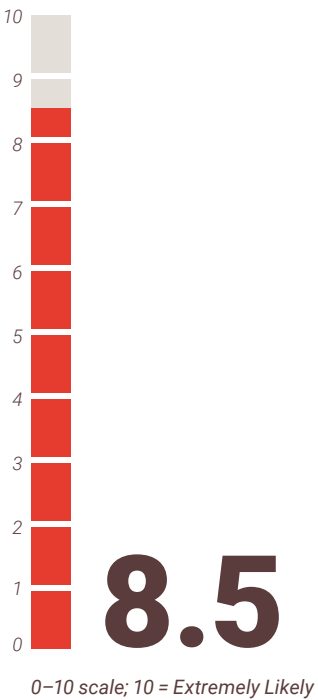
MS in Information Technology

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
– Communication and processes to manage IT resources	81%

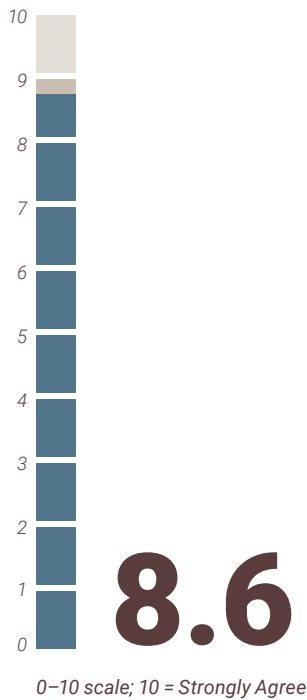
¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

Figure 43 | Student Survey Feedback²

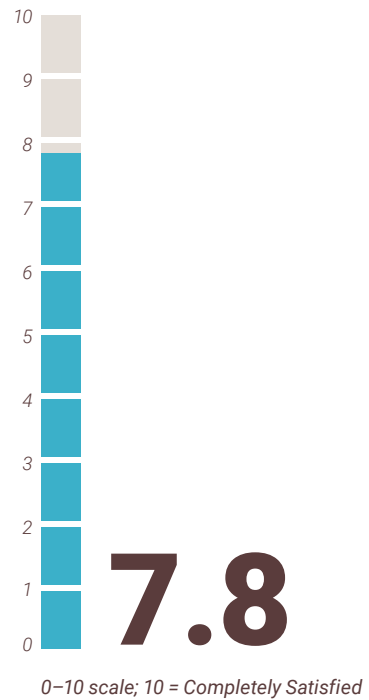
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool (2016).

³ "Likelihood to recommend instructor," on average, for all students in program courses in FY2015

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all students in program courses, FY2015.

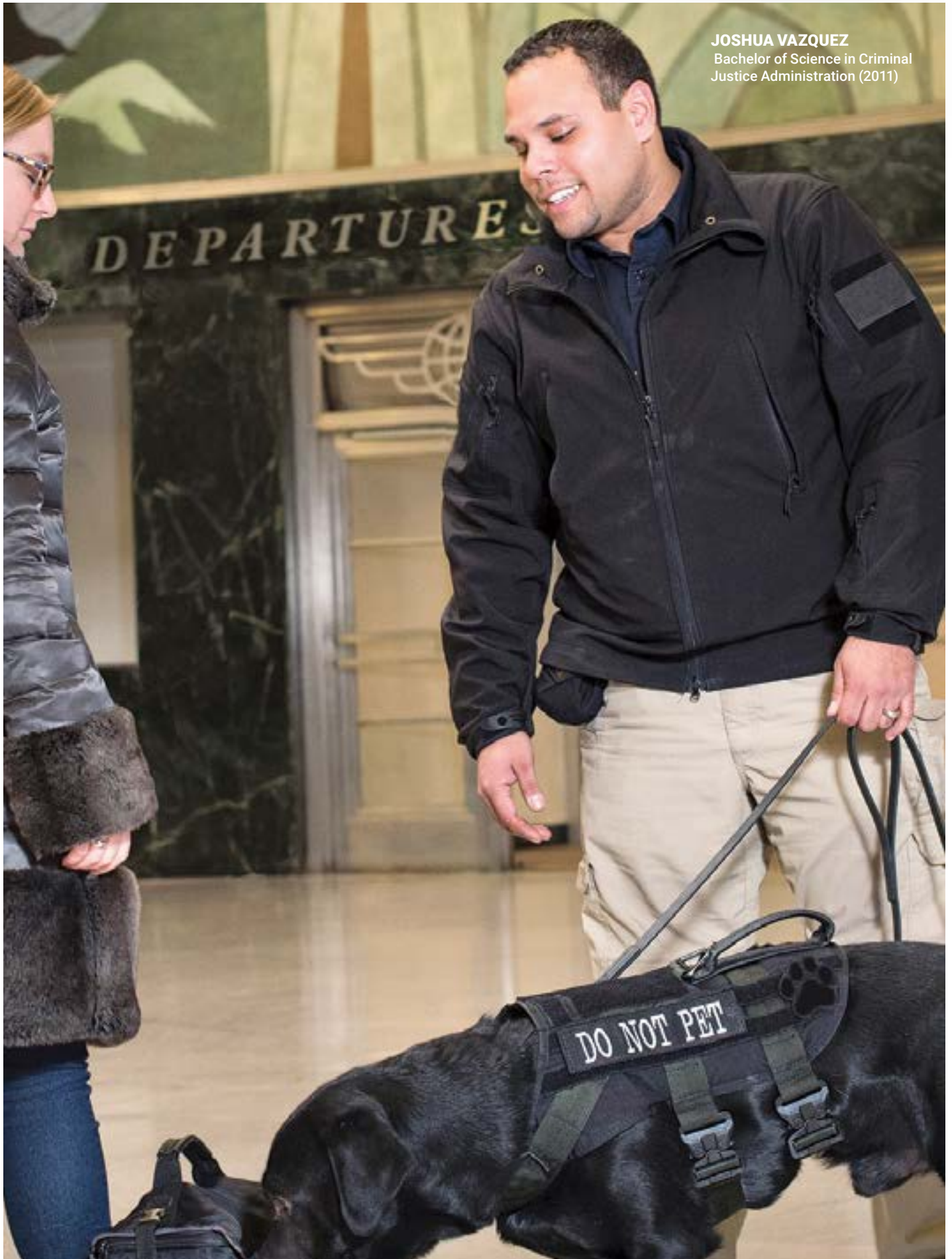
⁵ Program-specific random sample in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

COLLEGE OF SECURITY AND CRIMINAL JUSTICE

The College of Security and Criminal Justice provides career-relevant education for students seeking an exciting career in the world of security and criminal justice. The College gained national recognition in the 2015 academic year, when the U.S. Department of Labor adopted its Enterprise Security Competency Model (<http://www.careeronestop.org/competencymodel/competency-models/Enterprise-Security.aspx>) detailing the core set of skills and knowledge that industry practitioners are expected to have. Written by the University in collaboration with the ASIS Foundation, a leading security organization, the model serves as a resource to inform discussions among industry leaders, educators, economic developers and public workforce investment professionals. To keep pace with the growing security management industry, the College launched two new degree programs, the Associate of Arts in Security Management and the Bachelor of Science in Security Management.

The College also enhanced its ability to assist degree-seeking students already in the corrections industry. Potential students from the corrections industry now can utilize their experience and education from the Corrections Academy to apply up to 15 college credits through a Prior Learning Assessment toward a Bachelor of Science in Criminal Justice Administration degree.

JOSHUA VAZQUEZ
Bachelor of Science in Criminal
Justice Administration (2011)



2015 Highlights

The Enterprise Security Competency Model. Based on input from hundreds of security professionals, including executives from Saudi Aramco, Northrop Grumman, Time Warner Cable, Securitas, Johnson & Johnson and AIG, College leaders wrote this competency model that is now available on the U.S. Department of Labor website and was featured at the ASIS International Conference in July 2015. The model serves as a foundation for human resource functions, such as recruitment and hiring, training and development, and performance management.

New degree programs. The College has launched two new degree programs – the Associate of Arts in Security Management and the Bachelor of Science in Security Management – to provide advanced training to aspiring professionals who have expressed interest in security-related careers or have worked in security, law enforcement or other criminal justice-related fields. The Associate of Arts in Security Management prepares students to work in loss prevention and asset protection, specifically in the retail industry, while the Bachelor of Science in Security Management trains students in risk mitigation and crisis management, skills that are applicable across multiple industries (e.g., energy, manufacturing, hospitality and gaming).

Aligning courses with the security profession. The College collaborated with ASIS International, the leading professional organization for security professionals, to develop curricula aligned with industry-based standards.

Thought leadership. College leaders and faculty provided thought leadership through keynote speaking engagements, roundtable discussions and webinars. Partnering with the College of Information Systems and Technology and the STEMconnector group, the College hosted a series of roundtables featuring companies from government and a variety of industries to discuss how the industry can align with education to better prepare up-and-coming professionals in the field.

The College of Security and Criminal Justice also participated in The Bridge Forum in Phoenix, bringing together chiefs of police from Denver, Seattle, Cleveland, Oakland and Phoenix to discuss the topic of community policing. This day-long discussion brought together members of the community and is a springboard for a current study within the Center of Research Excellence, or CORE.

CORE is the research arm for the College of Security & Criminal Justice and is working with NOBLE and other law enforcement agencies to study the opportunities that exist to bring together law enforcement and communities. This includes the development of a national law enforcement competency model in collaboration with Sam Houston State University and law enforcement organizations, such as the International Association of Chiefs of Police (IACP), the Commission on Accreditation for Law Enforcement Agencies (CALEA) and the International Association of Directors of Law Enforcement Standards and Training (IADLEST). In addition CORE continues to develop relations with various criminal justice-oriented organizations that provide assistance in developing a framework process for faculty scholarship opportunities.

Industry Advisory Council

The University maintains partnerships and affiliations with a number of organizations. The University enters industry and organizational affiliations to both: a) assist in the creation of 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.

- American Society for Industrial Security Foundation
- American Society for Industrial Security
- FBI National Academy
- Inter-Con Security
- Security Industry Association

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the College of Security and Criminal Justice faculty.

Roy Diaz, JD



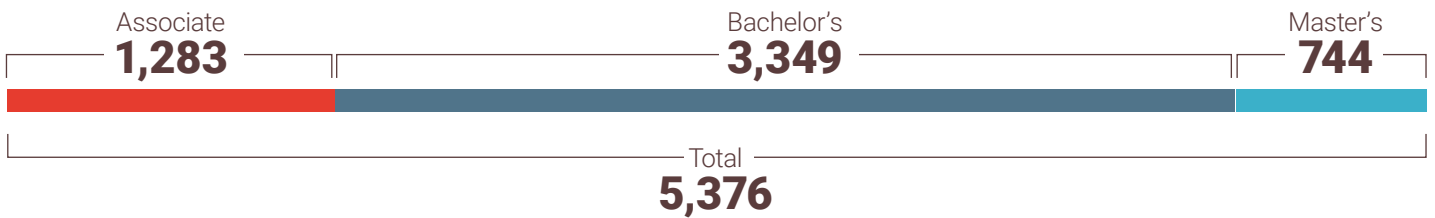
A California attorney specializing in criminal defense and immigration, Diaz spent more than 15 years in some of California's finest law enforcement agencies, including the Los Angeles Police Department,

San Bernardino Police Department and Monterey County District Attorney's Office.

In 2015, Diaz was named Monterey County District Attorney Investigator of the Year for his discovery and investigation into a public corruption matter, which resulted in the arrest of several public officials. This investigation brought national attention and has resulted in both state and federal legislative change. A full report of this investigation is being developed for scholarly work. A recipient of the University of Phoenix Award of Excellence in 2010, he serves as a member of the CSCJ Faculty Council and supports the College development of the Associate of Science in Paralegal Studies, to be launched in late 2016. He earned a JD at Southwestern University School of Law in 2001.

Figure 44 | College of Security and Criminal Justice Demographics in the 2015 Fiscal Year

Number of College of Security and Criminal Justice Graduates



All-Time Number of Degrees Awarded

56,242

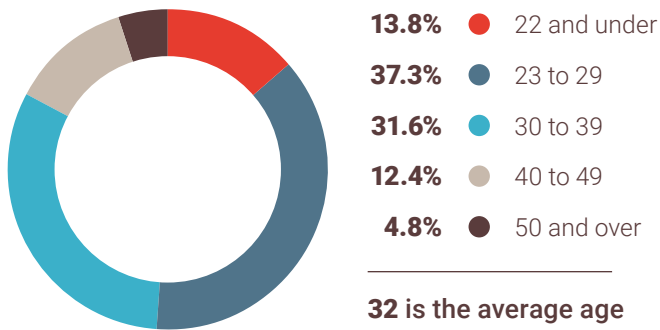
Faculty Information

At A Glance	Real-World Experience	Average Class Size
Number of faculty 1,509	Professional experience average years 23.2	Overall 12.4
Average years of UOPX teaching experience 7.6		Undergraduate 12.4
		Graduate 12.9

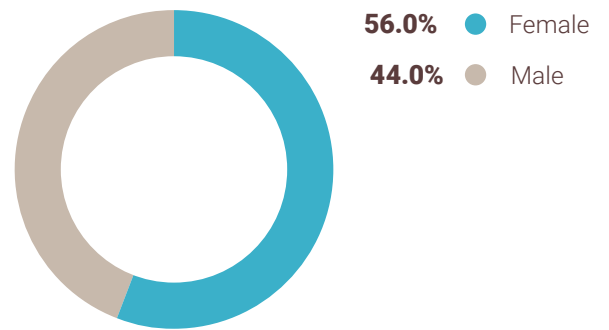
Figure 44 | College of Security and Criminal Justice Demographics in the 2015 Fiscal Year¹ (continued)

Student Information

Average Age

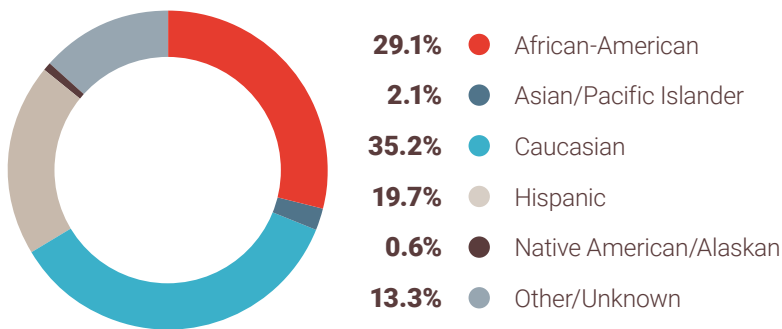


Gender

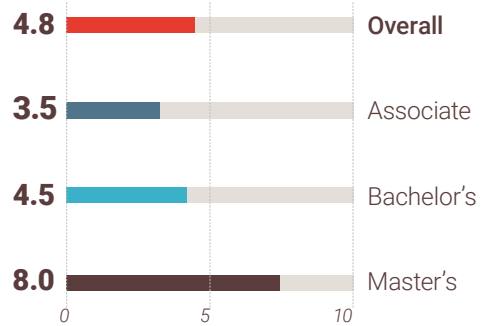


Ethnicity

% of reported



Average Years of Work Experience



Locations: 24 countries and 50 states

¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-embedded rubrics (Figure 45). Likewise, the University frequently solicits feedback from students via end-of-course surveys and a variety of other survey measures specific to the student’s academic and general University experience (Figure 46). As stated previously, PSLOs are assessed on staggered timelines.

Figure 45 | Program Student Learning Outcomes Data: Signature Assignment Data

BS in Organizational Security Management

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Security-based problem-solving; risk assessment methods – STEM competencies – Strategic design of security specializations and processes 	84%

BS in Criminal Justice Administration

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Ethical principles, standards for the criminal justice system – Human, organizational factors to resolve conflict, outcomes 	79%

MS in Public Administration

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Human capital theory for managing diverse populations – Analysis techniques for strategic planning, decision-making – Leadership, org, strategic, behavioral theories for management – Effects of different environments for management 	88%

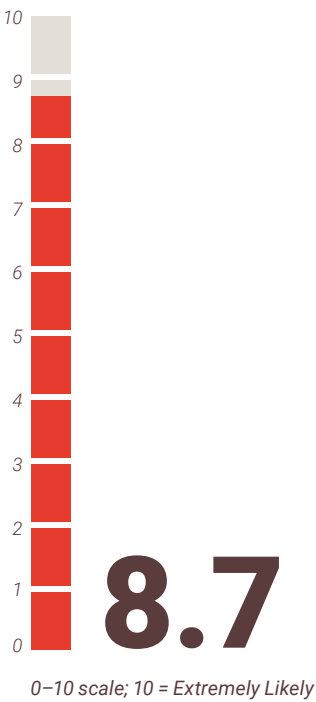
MS in Administration of Justice and Security

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> – Ethical principles, standards for the criminal justice system – Human, organizational factors to resolve conflict, outcomes 	83%

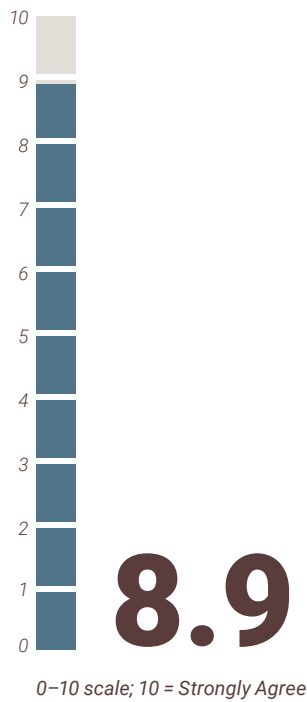
¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

Figure 46 | Student Survey Feedback²

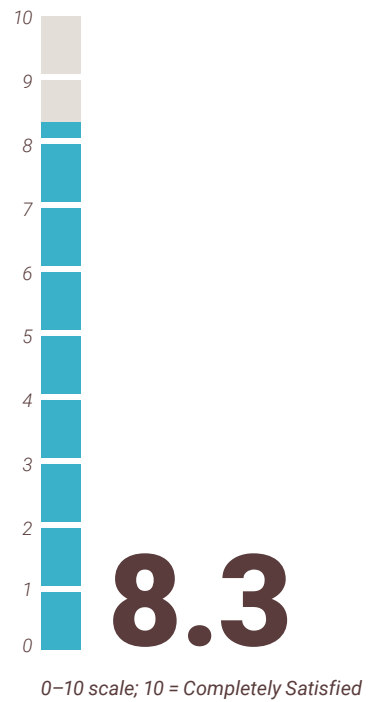
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool (2016).

³ "Likelihood to recommend instructor," on average, for all students in program courses in FY2015

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all students in program courses, FY2015.

⁵ Program-specific random sample in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students."

SCHOOL OF ADVANCED STUDIES

The mission of the School of Advanced Studies is to develop scholar-practitioner-leaders who conduct research as a foundation for creative action to influence policy and guide diverse organizations through effective decision-making.

The School of Advanced Studies (SAS) was founded in 2002 to create a unique doctoral experience for students at University of Phoenix. Over the years, the School has grown to not only serve as home to doctoral programs at the University, but also foster faculty scholarship university-wide.

The School develops leaders who create new models that explain, predict and improve organizational performance in their fields. Serving master-prepared learners who want to gain insight on how to lead organizations and improve decision-making through the effective use of research, SAS offers advanced degrees such as Doctor of Management in Organizational Leadership, Doctor of Education in Educational Leadership and Doctor of Health Administration. In addition, it provides nine Research Centers that will help develop and sustain a strong culture of scholarship to support all UOPX faculty and students, especially those pursuing practitioner doctoral degrees. The Research Centers focus on education, healthcare, and business and management — key areas that create scholastic synergy within UOPX academic programs. SAS created a public online information hub for the Research Centers, research.phoenix.edu, with micro-sites for each Center that feature the latest research, recent events and faculty members' profiles. To provide faculty with research, dissertation information and other resources, the site features an informative blog titled "The Research Process." The first blog, "How to Find Journals for Publishing Your Research," was part of a larger thought leadership series titled "Getting Published."



CARLOS RAMIREZ

Executive Director, AccentCare Home Health and Hospice
Nursing Professor in California
Bachelor of Science in Nursing (2006)
Master of Science in Nursing (2009)
Doctor of Health Administration (Current Student)

2015 Highlights

SAS launched IRBNet, an industry-leading system customized to support electronic submission, review and results reporting for student and faculty Institutional Review Board (IRB) applications. The system provides applicants with vital IRB approvals swiftly and automated updates. The new system replaced a manual, email-based process. SAS also made numerous improvements to its internal systems and processes to better support students particularly with resources and in the dissertation phase.

Research chairs, research fellows and faculty affiliated with research centers continually provide thought leadership through their research and by participating in public events such as academic conferences and workshops. By way of example, Research Chair Ellen Daroszewski, PhD, and her Center for Health Engineering Research fellows presented their research development work at the American Association of Colleges of Nursing's 2015 Doctoral Education Conference. At a HOSA event attended by leaders from the Centers for Medicare & Medicaid Services and U.S. Departments of Defense, Education, Health and Human Services, and Labor, University Research Chair James Gillespie, PhD, led a discussion on how to overcome the barriers in optimizing collaboration between the "six P's": patients, providers, payers, pharmaceuticals, pharmacies and policymakers.

The Center for Educational and Instructional Technology Research was represented at the Association for Educational Communications and Technology annual convention in 2015 with multiple peer-reviewed presentations from University Research Chair Mansureh Kebritchi, PhD, and other members of the center including Program Dean Angie Lipschuetz, PhD.

University Research Chair Fiona Sussan, PhD, led an SAS delegation to form new partnerships with researchers from one of Russia's top universities, the Higher School of Economics in Moscow. Afterward, the two institutions teamed up to create a collaborative workshop that was accepted for presentation at the 2015 International Council for Small Business World Conference.

The Journal of Leadership Studies, the SAS peer-reviewed research journal, received a sixth APEX award in publishing excellence, an ongoing recognition of the journal's quality and relevance.

Industry Advisory Council

The University maintains partnerships and affiliations with a number of organizations. The University enters industry and organizational affiliations to both: a) assist in the creation of 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.

The School of Advanced Studies operates nine Research Centers aligned with the curricular content of its doctoral programs and supporting faculty and student scholarship at SAS and the University in general. Research Centers, their agendas, current projects, and publications can be explored at research.phoenix.edu. The Centers are:

Business and Management:

- Center for Global Business Research
- Center for Management and Entrepreneurship
- Center for Workplace Diversity Research

Education:

- Center for Educational and Instructional Technology Research
- Center for Leadership Studies and Educational Research
- Center for Professional Responsibility in Education

Healthcare:

- Center for Behavioral Health Research
- Center for Health Engineering Research
- Center for Healthcare Research

Research fellows and center-affiliated faculty are affiliated with numerous businesses and institutions, and many scholarly collaborations have been created between University of Phoenix and these organizations.

Several Research Centers have formed executive advisory boards to advise on research agenda and current challenges in their respective industries. For example, the Center for Healthcare Research has engaged over 50 industry leaders, including company presidents/CEOs, vice presidents, chief medical officers and chief nursing officers for its advisory boards.

The University is also building partnerships with external researchers from other institutions and universities with the goal to contribute to the understanding of adult learning and improve adult learning outcomes nationwide through leveraging University of Phoenix classroom data.

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds, experiences and advanced educational credentials. Below is one example of a leading member of the School of Advanced Studies faculty.

Lynne E. Devnew, DBA



Dr. Devnew teaches leadership as an associate faculty member in the University's practitioner-doctorate programs and serves as a research fellow in its Center for Leadership Studies and Educational Research. Dr. Devnew was a former senior

mid-level manager at IBM. Dr. Devnew is a member of the Academy of Management and the International Leadership Association, where she is very active in the Women and Leadership Affinity Group, serving as program chair for their next conference. With research focused on women's development of their leader identities and women's decision-making role on corporate boards of directors, she has given many presentations, including "Chutes and Ladders: Following the Twisted Trail of Women's Leader Identity Development" and "Exploring Women Directors' Influence on Decision Making of Corporate Boards in a STEM Industry."

She has degrees from Simmons College and Columbia University's Master Degree Program for Executives, and earned her DBA in Strategy from Boston University in 2001.

Figure 47 | School of Advanced Studies Demographics in the 2015 Fiscal Year

Number of School of Advanced Studies Graduates

Doctoral 518	All-Time Number of Degrees Awarded 4,660
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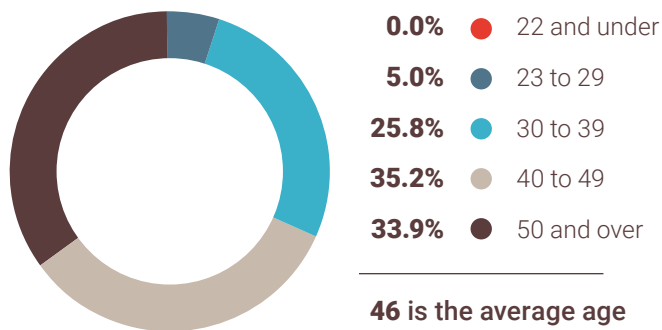
Faculty Information

At A Glance Number of faculty 881 Average years of UOPX teaching experience 9.8	Real-World Experience Professional experience average years 23.6	Average Class Size Overall 10.0
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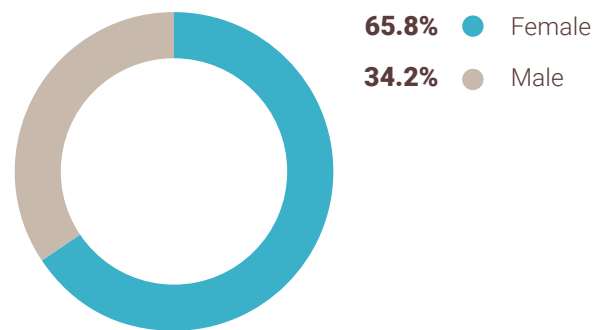
Figure 47 | School of Advanced Studies Demographics in the 2015 Fiscal Year¹ (continued)

Student Information

Average Age

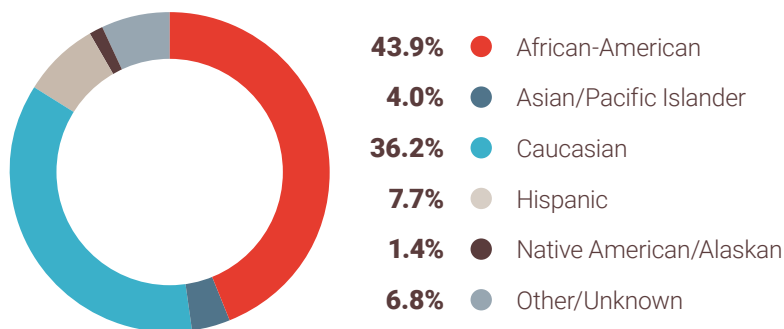


Gender



Ethnicity

% of reported



Average Years of Work Experience

Doctoral

10

Locations: 60 countries and 50 states

¹ University of Phoenix. (2015). Office of Enterprise Performance Management. Demographic and work experience data are self-reported.

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-embedded rubrics (Figure 48). Likewise, the University frequently solicits feedback from students via end-of-course surveys and a variety of other survey measures specific to the student’s academic and general University experience (Figure 49). As stated previously, PSLOs are assessed on staggered timelines.

Figure 48 | Program Student Learning Outcome Data: Signature Assignment Data

Doctor of Business Administration

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> Principles of ethical leadership and change management processes 	86%

Doctor of Health Administration

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> Components, systems and interfaces to improve healthcare systems Leadership theories/models/principles for complex healthcare organizations 	71%

Doctor of Education in Education Leadership

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> Apply leadership theories and principles to guide organizations Legal and regulatory compliance issues within educational organizations 	88%

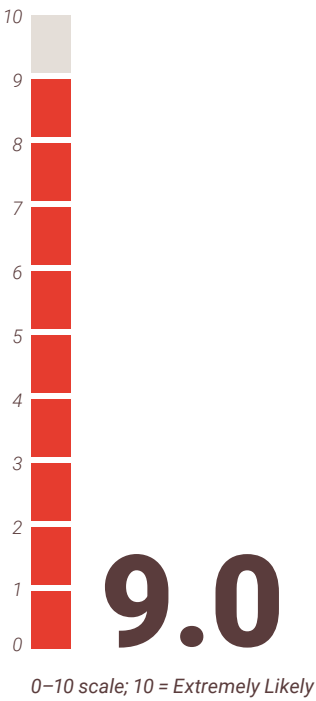
Doctor of Management in Organizational Leadership

<i>Program Student Learning Outcomes</i>	<i>Percentage of Meets/Exceeds¹</i>
<ul style="list-style-type: none"> Apply leadership theories to solve challenging business problems Organizational theory and knowledge management to develop sustainable systems 	85%

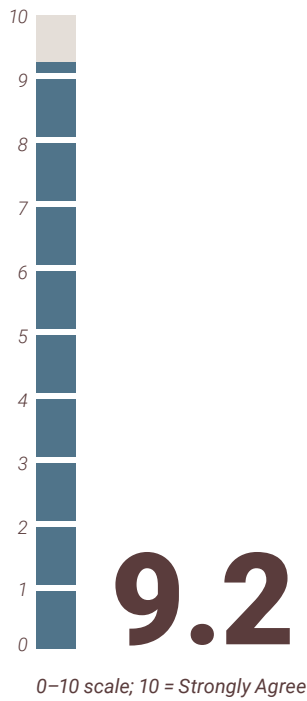
¹ Percentage of student signature assignment rubric criteria rated as having met/exceeded expectations with PSLO-aligned rubrics within FY2015 assessment cycle.

Figure 49 | Student Survey Feedback²

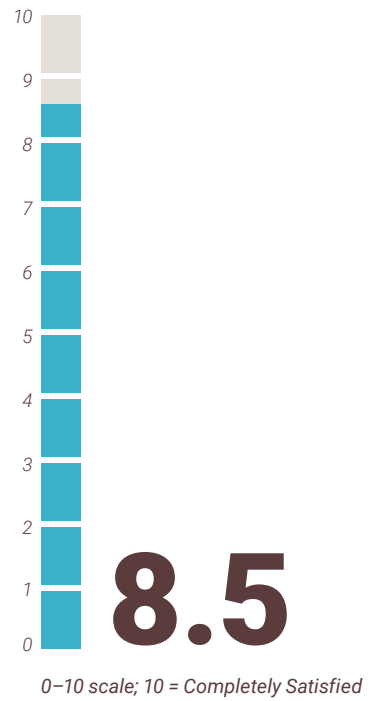
How likely are you to recommend your instructors to other students?³



Did effective curriculum allow you to demonstrate knowledge and skills?⁴



How satisfied are you with your overall learning experience?⁵



² Medallia, licensed database and analysis tool. (2016).

³ "Likelihood to recommend instructor", on average, for all SAS students who completed end-of-course surveys in program courses in FY2015

⁴ "This course allowed me to demonstrate my knowledge and skills in this subject matter," on average, for all SAS students who completed end-of-course surveys in program courses, FY2015

⁵ Program-specific random sample of SAS students in FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

COMMUNITY SERVICE AND DIVERSITY

Making the Community Stronger Through Social Responsibility

Beyond improving the world through higher education, the University demonstrates its social responsibility by investing educational resources in making communities stronger. The institution has forged philanthropic partnerships with key programs and organizations to provide wide-ranging support, including cash, in-kind contributions, curriculum and instructional assistance, volunteerism and scholarships to deserving students who might otherwise be unable to afford a higher education. In 2015, the University's annual giving exceeded \$15 million in value to the communities it served.

Access to higher education creates a ripple effect through communities, and the University is dedicated to removing barriers that prevent the nation's best and brightest students from achieving their academic goals. It is with this in mind, and in conjunction with local, state and national organizations, that the University awarded a substantial amount of its giving dollars in the form of full-tuition scholarships to adult learners seeking an undergraduate or master's degree in 2015.

Each day, University employees make a difference in their communities through volunteerism, whether it's spending one-on-one time reading to students, scoring scholarship applications or providing career mentorship to youth. The University encourages those efforts by providing two paid days per year of community service leave to its employees, who logged 34,000 volunteer hours in 2015.

CITYWIDE DAY OF SERVICE
Volunteers paint a mural for a local elementary school.



BEYOND THE CLASSROOM

Supporting Our Communities

The University is proud to provide in-kind donations, scholarships, volunteers and other philanthropic support to the following 41 nonprofit organizations:

- America’s Promise
- American Red Cross
- AMVETS National Headquarters
- Ann & Robert H. Lurie Children’s Hospital of Chicago
- Arizona Chamber of Commerce and Industry
- Arizona Diamondbacks Foundation, Inc.
- Arizona Educational Foundation
- Arizona Forward
- Arizona Hispanic Chamber of Commerce
- Banner Health Foundation
- Beat the Odds Institute
- Boston College Center for Corporate Citizenship
- Boys & Girls Clubs of America
- Boys & Girls Clubs of Chicago
- Boys & Girls Clubs of Metropolitan Phoenix
- Chicago Cares
- Cleantech Open
- DonorsChoose.org
- Expect More Arizona
- Florence Crittenton Services of Arizona, Inc.
- Fresh Start Women’s Foundation
- Goodwill Industries of Central Arizona, Inc.
- Greater Phoenix Chamber of Commerce
- Greater Phoenix Economic Council
- HandsOn Greater Phoenix
- Heard Museum
- Jobs for America’s Graduates
- Junior Achievement of Arizona
- Junior Achievement of Central Arizona
- Keep Phoenix Beautiful
- Opportunity Nation
- Phoenix Children’s Hospital Foundation
- Roadtrip Nation
- SEED SPOT
- STEMconnector
- Teach for America – Chicago
- Teach for America – Phoenix
- U.S. Chamber of Commerce Foundation
- Valley of the Sun United Way
- VolunteerMatch
- Working in the Schools

Volunteerism is a real win-win for University of Phoenix employees and the community. Here is a sampling of the feedback the University received from employee volunteers:

"Prior to working at University of Phoenix, I can't say that I ever participated in any volunteer opportunity. In the recent years, I have become active with different volunteer events, and the feeling that it gives is beyond words. Whether it is volunteering with an individual person, a group of people or for a nonprofit, the feeling of accomplishment when I am done is indescribable."

"When I speak to friends, family and co-workers, I am proud to say that University of Phoenix gives back to our community in various ways. I always get such a great feeling about being able to help those less fortunate than myself. I think it's awesome to see what we're able to accomplish with nothing more than some willing people and some of their time!"

"I love my job because I get to support our students as they work hard to attain their educational goals. To be able to extend our services to our community in various ways makes this a very special place."

Removing Financial Barriers to Higher Education

The University holds open what President Lyndon B. Johnson once called the most important door that will ever open – the door to education. Recognizing that too many bright and talented students are barred from higher education due to financial constraints, the institution offered numerous full-tuition scholarship programs through partner organizations and its own offerings in the 2015 academic year. Here is a snapshot of four of these programs:

Teacher Appreciation Scholarship

With schools across the country facing significant teacher shortages, the ability to recruit and retain talent in the teaching profession is critical. To encourage aspiring educators to enter the profession and to empower current teachers to achieve advanced degrees and further their careers, the University of Phoenix College of Education awarded 40 full-tuition scholarships. The scholarships make it possible for prospective students to complete either a Bachelor of Science in Education or a Master of Arts in Education degree.

AMVETS

Founded in 1944 to support the needs of World War II veterans, AMVETS now assists active service members and veterans from all military branches – from World War II to the present. An advocate for veterans' education, the organization joined the University to award 20 full-tuition scholarships to active-duty service members, eligible family members and veterans to pursue a bachelor's or master's degree, either online or at a local campus.

"We are so very grateful for our long-standing education partnership with University of Phoenix. This is truly a commitment that changes the lives of the recipients. These scholarships are an important part of our mission to help all veterans. In particular, our post-9/11 recipients can attain their educational goals as they strive to make a successful reintegration back into the civilian world."

Larry E. Via | AMVETS National Commander

Boys & Girls Clubs of America

The University partnered with Boys & Girls Clubs of America (BGCA) to offer 30 full-tuition scholarships that made it possible for recipients to pursue an undergraduate or master's degree, either online or at a local campus. Through the organization's Emerging Leaders Scholarship program, the institution assists aspiring leaders in developing the knowledge, skills and abilities necessary to lead in the Boys & Girls Clubs Movement and in local communities. This scholarship program levels the playing field for up-and-coming community leaders once held back by the lack of higher education.

"We are pleased to once again have this wonderful opportunity for the alumni, parents and staff who remain dedicated to helping our young people achieve their educational goals. Through our relationship with University of Phoenix, these individuals will now have the chance to pursue their career goals and continue to be strong role models for our youth."

Kimberly Boyd | National Vice President of Programs, Training & Youth Development Services at BGCA

Focus to the Finish®

The University teamed up with Arizona Cardinals wide receiver Larry Fitzgerald to create this program for individuals who started their college education and, like Mr. Fitzgerald, put their higher education on pause to pursue their career. In honor of Super Bowl XLIX, held at the University of Phoenix Stadium in 2015, the institution offered 49 full-tuition scholarships to deserving men and women who were motivated to complete what they started: their undergraduate or master's degree.

"I know earning a degree isn't easy, especially later in life when you have other obligations to your job and to your family. That's why I'm excited to be part of this scholarship program that helps those who have realized, just like I did, the importance of finishing what you start by completing their college degree."

Larry Fitzgerald | Arizona Cardinals Wide Receiver

Making Higher Education Accessible to Working Students

The University takes its social responsibility to students and the communities it serves seriously, as evidenced by its commitment to granting full-tuition scholarships to working students. Below are three nontraditional students whose lives were transformed by a full-tuition scholarship in 2015:

Darrell Guyton | University of Phoenix Road to Success Scholarship Awardee

Three years ago, Guyton became blind as a complication of diabetes, but that didn't deter him from advancing his education. The scholarship made it possible for him to pursue an MBA with a certificate in Information Systems Management after serving more than four years as the Informational Technology manager for the Community Service Programs of West Alabama in Tuscaloosa. "I want to show I am capable of managing a team and that I am serious about furthering my expertise in IT," he said. "Why would a person not want to give themselves the great hiring potential of being able to exemplify the ability to lead and the ability to move a company forward in technology?"

Joy Brough | Forever A Phoenix Scholarship Awardee

As the mother of five biological children, six adopted children and more than 50 foster children, Brough has managed to earn a UOPX bachelor's degree in Human Services, volunteer for eight years with the Utah Division of Child and Family Services, and serve as the president of the Utah Foster Adoptive Family Association, a nonprofit organization that advocates for children and families in the foster care system. The scholarship has made it possible for Brough to pursue a master's degree in Public Administration. "I plan to use my education to assist children and families through nonprofit organizations to better mental health services for abused and neglected children," she said. "My ultimate professional goal is to open the eyes of lawmakers by helping them to recognize and understand the levels of damage caused by childhood abuse and neglect. I aspire to begin my own nonprofit organization that will facilitate positive change in current child welfare laws."

Jeff Arnswald | Federal Bureau of Investigation National Academy Associates Scholarship Awardee

After a long and distinguished career in law enforcement, Arnswald didn't have the financial resources to pursue an advanced degree and put his three children through college. But the Federal Bureau of Investigation National Academy Associates (FBINAA) Scholarship has made it possible for the California Highway Patrol captain who serves as commander of the Collision Investigation Unit to pursue a Master of Science in Administration of Justice and Security/Global Homeland Security. Over the years, he has taught classes and provided oversight of advanced Accident Investigation courses throughout California, and now he plans to broaden his teaching scope. "With a master's degree, I would be able to expand my audience by teaching at one of many local colleges or universities," he said. "It is imperative that those in positions of influence reach out and share their thoughts and knowledge with others."

The University's Commitment to Diversity

The University has earned national recognition for graduating more underrepresented students with master's degrees in business, health services and information systems management than any other university in the nation. The distinction was noted in *Diverse Issues in Higher Education's* annual Top 100 Graduate Degree Producers report for 2015, a national report on the ability of U.S. colleges and universities to award associate, bachelor's, graduate and professional degrees to African-American, Hispanic, Asian-American and Native American students.

Throughout its history, the University has strived to provide underserved populations with access to higher education. Today, one of the biggest barriers to attaining a college degree is low income, a nationwide problem the institution addresses in key initiatives. The University collaborates with the Hispanic Foundation of the Silicon Valley to offer Latino Board Academy Scholarships as an investment in the educational achievement, leadership development, research and engagement of the Hispanic community. These full-tuition scholarships enable prospective students to pursue undergraduate or graduate degrees at the institution. In addition, the University has forged ties with more than 550 Native American tribes, making it possible to connect Native American students to educational funding from their respective tribes, as well as develop strategic plans for success that address individual needs and foster rising retention rates.

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

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

INSTITUTIONAL AND PROGRAMMATIC ACCREDITATION

Institutional 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 May 2017, and the next Reaffirmation of Accreditation is scheduled for 2022–23.

Programmatic Accreditation

Programmatic or specialized accreditation represents an additional level of external peer evaluation and quality assurance that applies to specific programs within an institution. The focus of programmatic accreditation is on the curriculum 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.

Figure 50 | Institutional and Programmatic Accreditation

<h2>UNIVERSITY OF PHOENIX</h2>	<h3>Institutional Accreditation</h3>
<p>University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org). 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 2012–2013. A comprehensive evaluation is scheduled for May 2017, and the next Reaffirmation of Accreditation is scheduled for 2022–2023.</p>	<p>Higher Learning Commission 230 S. LaSalle St., Ste. 7-500 Chicago, IL 60604-1411</p>
<h2>COLLEGE OF EDUCATION</h2>	<h3>Programmatic Accreditation</h3>
<p>University of Phoenix maintains NCATE accreditation for the following programs at its Hawaii campus:</p> <ul style="list-style-type: none"> – Bachelor of Science in Education/Elementary Education – Master of Arts in Education/Teacher Education-Elementary – Master of Arts in Education/Teacher Education-Secondary – Master of Arts in Education/Special Education <p>NCATE accreditation is currently administered by CAEP.</p>	<p>Council for the Accreditation of Educator Preparation 1140 19 St. NW, Ste. 400 Washington, DC 20036</p>
<h2>COLLEGE OF SOCIAL SCIENCES</h2>	<h3>Programmatic Accreditation</h3>
<p>The University of Phoenix College of Social Sciences is accredited by CACREP for the following programs:</p> <ul style="list-style-type: none"> – Master of Science in Counseling/Clinical Mental Health Counseling (Arizona campuses) – Master of Science in Counseling/Clinical Mental Health Counseling (Utah Campus) 	<p>Council for Accreditation of Counseling and Related Educational Programs 1001 North Fairfax St., Ste. 510 Alexandria, VA 22314</p>
<h2>SCHOOL OF BUSINESS</h2>	<h3>Programmatic Accreditation</h3>
<p>The University of Phoenix School of Business is accredited by ACBSP for the following programs:</p> <ul style="list-style-type: none"> – Associate of Arts/concentration in Accounting Fundamentals – Associate of Arts/concentration in Business Fundamentals – Bachelor of Science in Accounting – Bachelor of Science in Business – Master of Business Administration – Master of Management – Master of Science in Accountancy – Doctor of Business Administration – Doctor of Management 	<p>Accreditation Council for Business Schools and Programs 11520 West 119th St. Overland Park, KS 66213</p>
<h2>SCHOOL OF NURSING</h2>	<h3>Programmatic Accreditation</h3>
<p>The University of Phoenix School of Nursing is accredited by CCNE for the following programs:</p> <ul style="list-style-type: none"> – Bachelor of Science in Nursing – Master of Science in Nursing 	<p>Commission on Collegiate Nursing Education One Dupont Cir. NW, Ste. 530 Washington, DC 20036</p>

UNIVERSITY LEADERSHIP



1 **Joanna Acocella, JD**, 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.

2 **Joan Blackwood** is the chief marketing officer for University of Phoenix. She earned a bachelor's degree in Journalism from the University of Indiana.



3 **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.

4 **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.



5 **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 North Central University.

6 **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.



7 **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.

8 **Raghu Krishnaiah** is the chief operating officer for University of Phoenix. Raghu earned both a bachelor's degree and a master's degree in Electrical Engineering from the Massachusetts Institute of Technology, and a MBA from The Wharton School of the University of Pennsylvania.



9 **Dan Litteral, JD**, 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 in the Adjutant General's Corps and the Corps of Engineers.

10 **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.



11 **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.

12 **Constance St. Germain, JD, 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.



13 **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.

14 **Doris Savron** is the executive dean of the University of Phoenix College of Health Professions, consisting of the School of Nursing and the School of Health Services Administration. She earned a bachelor's degree in Political Science, Pre-law from Ohio University, her MBA from Cleveland State University, and is completing her Doctorate of Management in Organizational Leadership at University of Phoenix.



15 **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.

16 **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 United Kingdom, and an MM in Marketing and Finance from the Kellogg School of Management at Northwestern University.

FOR OUR ALUMNI

An Open Letter to All Alumni from University of Phoenix Alumni Association Chapter Leaders

We, the alumni chapter presidents for University of Phoenix, want you to know how seriously we take the reputation of our alma mater. We are proud of the quality education University of Phoenix provides to current and future working adult students.

When we speak with our families, friends and colleagues about our experiences at University of Phoenix, we do so proudly. Our degrees were earned, and symbolize the resilience, courage and determination required to graduate.

We speak respectfully of the faculty members who have years of experience in the fields they teach, working overtime to help students succeed, many of whom we stay in touch with today. Most importantly, we express gratitude to our families for how they provided inspiration, encouragement and support to achieve our goals and accomplish academic success.

As University of Phoenix graduates, we recognize the perseverance, grit and tenacity required to complete higher education while working full- or part-time, raising or providing for a family, and navigating life's infinite challenges.

This year, University of Phoenix will celebrate its 40th anniversary, and we will soon welcome the one-millionth graduate to our ranks. While skeptics may question the value of our degrees — as they did in the media in 2015 — we will set the record straight on the qualifications of our fellow alumni. We are able to speak eloquently of our experiences and defend our degrees and the work required to succeed. We lived it, we did it.

The inspirational stories of some of our friends and colleagues have been beautifully chronicled by the “We Rise” University brand platform in addition to the “I am a Phoenix” legacy. We know the value of education. We know University of Phoenix changes the lives of its students, their families and future generations through higher education. We know because we have lived it.

Our work as University of Phoenix alumni leaders is to create opportunities for career advancement and improve our communities. If you're a University of Phoenix alum who is not involved in your local alumni chapter, please consider lending your voice, time and talents to support our local efforts.

If there is not a local alumni chapter in your area, please connect with us virtually, starting at <https://alumni.phoenix.edu/>.

We will continue to proclaim that while we are made from a desire, hard work and a dream, we leave nothing up to fate. We have the skill and the will, and we will not let ourselves be ignored. There are nearly one million of us, and we stand in unity as #WeRise!

Sincerely,

Atlanta, GA
Chapter President

Kansas City, MO
Chapter President

Richmond, VA
Chapter President

Diamond Bar, CA
Chapter President

Sacramento, CA
Chapter President

Augusta, GA
Chapter President

Memphis, TN
Chapter President

St. Louis, MO
Chapter President

El Paso, TX
Chapter President

Salt Lake City, UT
Chapter President

Baton Rouge, LA
Chapter President

Miami, FL
Chapter President

Tampa, FL
Chapter President

Fresno, CA
Chapter President

San Antonio, TX
Chapter President

Boston, MA
Chapter President

Milwaukee, WI
Chapter President

Virginia Beach, VA
Chapter President

Hawaii
Chapter President

San Diego, CA
Chapter President

Charlotte, NC
Chapter President

Minnesota, MN
Chapter President

Washington, D.C.
Chapter President

Houston, TX
Chapter President

San Jose, CA
Chapter President

Chicago, IL
Chapter President

Nashville, TN
Chapter President

Albuquerque, NM
Chapter President

Las Vegas, NV
Chapter President

Seattle, WA
Chapter President

Columbus, OH
Chapter President

New York/New Jersey
Chapter President

Bakersfield, CA
Chapter President

Los Angeles County, CA
Chapter President

Tucson, AZ
Chapter President

Cleveland, OH
Chapter President

New Orleans, LA
Chapter President

San Francisco Bay Area, CA
Chapter President

Oklahoma City, OK
Chapter President

Yuma, AZ
Chapter President

Detroit, MI
Chapter President

Orlando, FL
Chapter President

Boise, ID
Chapter President

Orange County, CA
Chapter President

Indianapolis, IN
Chapter President

Philadelphia, PA
Chapter President

Denver, CO
Chapter President

Phoenix, AZ
Chapter President

Jacksonville, FL
Chapter President

Raleigh, NC
Chapter President

Dallas/Ft. Worth, TX
Chapter President

Portland, OR
Chapter President



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