2020

University of Phoenix
Academic Annual Report

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WHO WE ARE

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Quick-acting COVID-19 response

When the pandemic changed education almost overnight, we helped lead the way.

University of Phoenix acted rapidly when COVID-19 began to spread across the United States in March 2020. Our attention turned immediately and purposefully toward our students, especially those attending classes on local campuses. We notified almost 6,000 campus-based students and faculty about the move to online classes in the span of a weekend — an aggressive pace, even for a university well versed in distance learning.

This effort was not only quick, it was also successful: Our attendance and retention improved during this time. This owes to both the resilience of our students and our deep experience in distance learning.

We also moved quickly to find flexible solutions for our counseling, education and nursing students who needed to fulfill clinicals, field hours, residencies and other program requirements generally conducted in person in order to progress through their programs. Read more about those efforts on **pages 144, 163** and **172-173**.

The Spring 2020 issue of *Phoenix Scholar*™ journal features articles from college leaders that detail these efforts.

View journal: **phoenix.edu/SpringScholar** $\longrightarrow$

Sharing our experience

When the pandemic hit, we felt compelled to share our knowledge with educators outside University of Phoenix who had to pivot into an unfamiliar online world.

From April through June, we offered no-cost, continuing education courses from our College of Education (COE) to teachers in the K-12 and higher education communities about how to teach in a virtual environment. The school drew more than 32,000 visits to the course landing page and 3,400 enrollments in the eight free courses.

The COE also collaborated with the online educational technology company Blackboard® to form The Alliance for Virtual Learning. The Alliance brought a collective of leading experts with a mission of helping educators create a blueprint for the future of virtual education. As a result, the Alliance launched a Virtual Teaching Academy (VTA), which included a series of free online interactive events to help teachers and administrators adapt to the new virtual learning landscape for the 2020-21 school year.

VTA, which ran June 26 through July 1, 2020, had 5,940 total registrations. VTA also earned more than 3,000 earned media placements with almost 600 million positive media impressions.

Blackboard is a registered trademark of Blackboard Inc.

When the new school year arrived in fall 2020, we sent a link to 200,000 teachers nationwide to extend the reach of these pivotal webinars.

The recorded VTA sessions exist on a microsite, which can be viewed here:

▶ **phoenix.edu/VTA**

In addition to VTA, we offered free webinars hosted by deans, faculty and staff on a range of topics to help viewers navigate the unique parenting, financial, business and educational challenges during the pandemic. By May 2020, the webinars had received 22,000 views, a number that nearly doubled by Feb. 28, 2021.

More about those efforts can be found on page 173 of this report.

Looking ahead

When the pandemic struck, University employee safety was also paramount. From admissions to financial services to business operations, we equipped our University staff to work from home while still providing superior support to our students.

For employees who chose to work in the office, safety recommendations in accordance with applicable health authority recommendations were in place, including temperature checks, social distancing, and capacity limits in shared spaces during the height of the pandemic. We continue to follow Centers for Disease Control and Prevention guidelines for workplace safety.

Since March 2020, we have kept students, faculty and staff up to date through a central microsite for pandemic-related information, which can be viewed here:

▶ **phoenix.edu/news/covid19**

We all agree that 2020 was a year like no other. And while we navigated unprecedented challenges along with the rest of higher education, we believe, ultimately, our standing as the most experienced provider of online education benefited our students — as well as educators and students everywhere.

Virtual Teaching Academy

5,940
REGISTRATIONS

3,000
EARNED MEDIA PLACEMENTS

600M
POSITIVE MEDIA IMPRESSIONS

Defining the curve

Like our students, we're never resting, always pressing.

From our earliest beginnings as the University that changed higher education, University of Phoenix has embraced innovation. Even with challenges posed by a pandemic, 2020 was no different.

In fact, while many institutions spent last year pivoting, we spent it innovating. Whether we're linking curriculum to careers or offering preenrollment assessments to help prospective students fine-tune their goals, we're not just ahead of the curve. We're defining the curve.

> " Our students aren't looking for dorm life. They're looking for a better life. They're looking for tangible skills that will help them get a better job."
>
> **RUTH VELORIA**
> **Chief Strategy and Customer Officer**

Career Services for Life®

Through our new Career Services for Life® commitment, we're with our students and graduates from the day they enroll until they day they retire.

Our students and graduates get access to one-on-one career coaching, resumé building and interview prep for life. While outside career advising can cost over $200 an hour, at University of Phoenix it's built into your degree at no added cost.

Learn more: **phoenix.edu/careerservices** →

> " Most schools make students take or retake courses to prove they have learned. With competency-based education, we're acknowledging and valuing what students already know."
>
> **DORIS SAVRON**
> **Vice Provost**
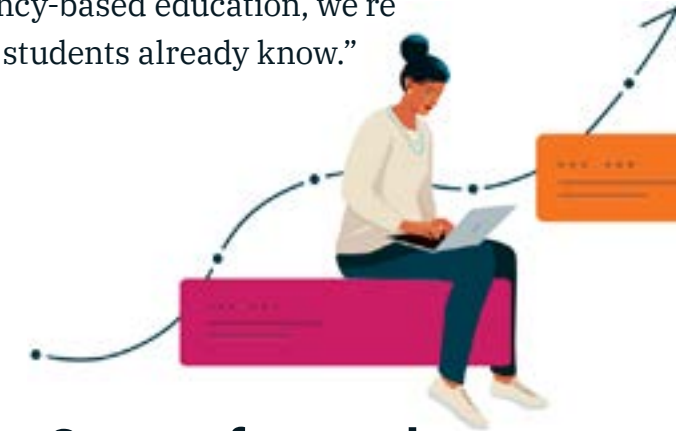
Competency-based degrees

With competency-based (CB) programs, working professionals can leverage their experience to earn a quality degree while making the most of their time and money. In fact, our competency-based programs can be completed in under a year for less than $11,000.

We launched four competency-based degrees in 2020:
- Master of Business Administration-CB
- Master of Health Administration-CB
- Master of Information Systems-CB
- RN to Bachelor of Science in Nursing-CB

Learn more: **phoenix.edu/competency-based** →

Career-focused education

We have begun an initiative that links programs to the types of skills employers seek. By embedding sought-after skills into curriculum outcomes, we help our students develop career-ready skills while advancing their educational goals.

Learn more: **phoenix.edu/skills** →

Professional development courses

We offer short courses that are skills-focused, self-paced and 100% online for those who want to stay competitive and learn about key skills employers want.

Learn more:
phoenix.edu/professional-development →

Around-the-clock support

As working adults, often with dependents, University of Phoenix students are master jugglers. That's why we provide around-the-clock online access to helpful tools like Phoebe, our 24/7 chat assistant; MyPhoenix, our always-on student portal; and interactive video courses that students can access when they have a block of precious time to view.

Learn more:
phoenix.edu/onlinetools →

3+1 Transfer Pathway

We want our students to come away with an agile, just-in-time education that allows them to hit the ground running in a rapidly changing economy. The University of Phoenix 3+1 Transfer Pathway is one way of achieving this goal.

This 3+1 option allows students to complete 87 credits at their community college and complete their remaining 33 credits at University of Phoenix to earn a BSM, BSIT, BSHM, or RN to BSN degree at a special rate.

Learn more: **phoenix.edu/pathway** →

From the chairman of the board of trustees

When time offers the benefit of perspective, a look back on 2020 will show us how much we overcame. COVID-19 forced us to navigate relationships, workplaces and education in new ways. On the latter point, we knew our deep expertise in online learning could help.

As a leading and longtime provider of online education, we shared our knowledge of remote instruction and provided access to courses via our College of Education — more than 3,400 teachers enrolled in these free courses — and we hosted a Virtual Teaching Academy in July. Just under 6,000 teachers, administrators and others registered for the summer Academy, a series of interactive workshops we co-hosted with education platform Blackboard®, which featured K-12 and higher education experts who donated their time to help struggling teachers figure out how to adapt to virtual learning.

From social distancing to social justice, 2020 taught us much about how we relate to each other too. Again, on the latter point, we knew we could help. Internally, we ramped up our efforts to ensure our institution continued to evolve in the Diversity, Equity, Inclusion and Belonging (DEIB) space. That manifested in several ways, including a deep review of our curriculum for bias; creation of *The Inclusive Café*, a virtual gathering space to hold regular, essential, sometimes difficult conversations around DEIB issues; and the donation of $100,000 to the City of Phoenix, our University's administrative headquarters, to support DEIB initiatives within their law enforcement organization.

There's more we are doing, and must do, in this vein; for example, efforts are underway to build a DEIB framework within our University to integrate and promote this consciousness throughout our organization.

> " Despite the challenges they faced during this difficult year, our students persevered and fought for their dreams."

Despite the challenges they faced during this difficult year, our students persevered and fought for their dreams. For example, our on-track metric, which captures progression and retention rates for students, continued a 40-month upward trajectory, improving every month in 2020 in a year-over-year comparison with 2019. It's incredible to consider how impressive this accomplishment is knowing that our students are predominantly parents who balanced work, home life and their children's schooling, in addition to their own homework, during this extraordinary time. Some of them were also campus-based students who had to pivot to online school while everything else in their lives was shifting as well.

Our students also continued to meet and exceed our University Learning Goals (ULGs) in 2020. ULGs are five overarching competencies or skills identified as valued in the workplace, things like critical thinking and problem solving, communication, collaboration, and information utilization. In all these areas, students performed above 90% for work emerging or accomplished. Worth noting too: For each of our degree programs, we also have Program Student Learning Outcomes (PSLO), which assess students' learning of career activities expected and necessary to succeed in a professional role or field. In PSLO assessments, students also performed above 90%.

There is more good news throughout this year's Academic Annual Report about our students' performance, and I hope you'll review it cover to cover. Most of all, I hope you take in the fact that our students are tough, they have grit, they never give up, and they strive every day for excellence. This past year and all they accomplished, as outlined in this report, can certainly be viewed as proof of that reality. And, as board members,

administrators, faculty and employees, we are deeply committed to their success. We are continuously evaluating how we are supporting them in their higher education journey, and we will always be evolving to meet their needs so they can meet the demands of today's workplace.
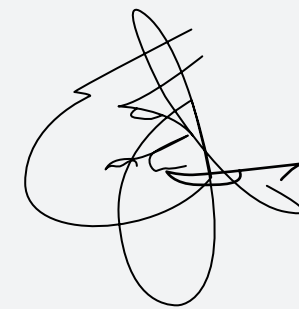
Everette J. Freeman, EdD
Chairman of the Board of Trustees,
University of Phoenix
President Emeritus, Community College of Denver

Cementing our status as a career university

As the world shifts and adjusts to pandemic-inflicted realities, and grapples with the unfortunate persistence of systemic racism in our society, workplaces are changing too.

Diversity, accessibility and mobility are increasing, and these are positive developments. Yet, according to Gensler Research Institute's U.S. Workplace Survey 2020, U.S. workplaces are lagging in performance compared with global markets. While the reasons for this are complex, a skills gap may be a contributing factor. As noted later in this report, 75% of human resources professionals who are having difficulty recruiting job talent attribute the gap to a mismatch between applicants' skills and the job they're seeking.

University of Phoenix is addressing the gap by aligning skills in our programs with workplace demands. Our career-focused education maps our programs to career-relevant skills sought after by employers. This gives our students, and their employers, confidence that University of Phoenix degrees, certificates and courses align to skills employers want. In 2020 we began laying groundwork for "skills badging," which allows students to track and showcase their acquired skills through badges placed on their personal dashboards. The program is now being piloted in select courses in our MBA and Nursing programs.

Last year, we also launched four competency-based (CB) degrees. With CB programs, working professionals can leverage their experience to earn their degree while making the most of their time and money. Our CB programs can be completed in under a year for less than $11,000.

For those who must upskill and meet employer needs quickly, our professional development courses can be a great option. Signing up for these short courses, which are skills-focused, self-paced and 100% online, can help students stay competitive and learn key skills employers want.

These efforts all point to our mission to be a university that supports individuals throughout their careers. Why do we care so much about careers?

> ❝ Helping adult learners prepare for success in the workplace has always been the core of what we do.❞

Helping adult learners prepare for success in the workplace has always been the core of what we do. It just looks different now than when we opened our doors in 1976. Workplaces are evolving quickly. Students need learning, reskilling and upskilling to remain relevant. Through a powerful combination of career-relevant education, personal support and flexible learning opportunities, we are uniquely positioned to partner with adult learners — creating an efficient, cost-effective path to higher education and lifelong learning.

Speaking of cost-effectiveness, we are committed to saving our students time and money as they pursue their educational goals. In fiscal year 2020, our students saved over $50 million in tuition between discounts, scholarships and other savings. These included community college partnerships and our Prior Learning Assessment, which allows students to apply to have their work and life experience evaluated for college credit. These savings are outlined in greater detail on **pages 96-101** of this report.

As I mentioned at the beginning of my letter, we are facing unprecedented disruption in our nation and in the world. Though the times we live in are uncertain, our commitment to our students and alumni is unwavering. This commitment comes to life every day through benefits including our:

Tuition Guarantee. While education costs have risen an average of 2.6% in the U.S. every year, our Tuition Guarantee offers students fixed tuition with no surprises.

Scholarships. A new program we introduced in 2020 features up to $1 million in monthly scholarship opportunities.

Career Services for Life®. Our students and graduates have a team of advisors invested in their success, helping build a personalized career plan and offering no-cost career advising for life.

Alumni resources. Alumni benefits are also available for life, including access to alumni chapters, events and resources, as well as exclusive tuition rates for alumni.

Finally, while we're excited about being known for our career support, I hope we are equally as regarded for our community support. We truly want to make the communities where we live, teach and serve better — through education, research, volunteerism, diversity initiatives and nonprofit support. Last year, we gave nearly $4 million in donations to charitable causes. We also created and curated free resources for educators, administrators and others who needed what we have: experience in online learning. More about those efforts can be found on **pages 172-173**.

Thank you for your interest in University of Phoenix. Please read on to gather a fuller picture of the many successes we achieved during a difficult year. To me, that makes our accomplishments shine that much brighter. I think you'll agree.

Peter Cohen

Peter Cohen
President, University of Phoenix

PETER COHEN
President

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

STEVE GROSS
Chief marketing officer

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

RAGHU KRISHNAIAH
Chief operating officer

Raghu Krishnaiah earned a Bachelor of Science and a Master of Science in Electrical Engineering from the Massachusetts Institute of Technology, and a Master of Business Administration from The Wharton School of the University of Pennsylvania.

CHRIS LYNNE
Chief financial officer

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

SRINI MEDI
Senior vice president and general counsel

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

CHERYL NAUMANN
Chief human resources officer

Cheryl Naumann earned a Bachelor of Arts in English and a Bachelor of Arts in Business Administration from the University of Texas at San Antonio.

ERIC RIZZO
Senior vice president of government affairs

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

JAMIE SMITH
Chief information officer

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

RUTH VELORIA
Chief strategy and customer officer

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

JOHN WOODS
Chief academic officer and provost

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

Mission

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

Vision

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

Deep understanding of students' needs

Deep understanding of employers' needs

World-class assessment, analytics and innovation

Operational excellence

We believe that our students:

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

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

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

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

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

We believe that as an institution, we should:

Ensure we are valuing students' time and money.

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

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

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

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

Providing accredited higher education for over 40 years

Institutional accreditation

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

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

What it means for our students:
You'll receive an education that meets recognized quality standards.

Programmatic accreditation

Some University of Phoenix programs carry specialized (or programmatic) accreditation. Programmatic accreditation represents an additional level of external peer evaluation and quality assurance that applies to specific programs within an institution.

This type of accreditation focuses on how a program prepares students for a specific field and how it leads to professional practice. Employers and students can trust that the program meets quality standards set by the profession.

What it means for our students:

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

ACCREDITATION

SOCIAL AND BEHAVIORAL SCIENCES

Council for Accreditation of Counseling and Related Educational Programs (CACREP®)

1001 N. Fairfax St., Suite 510
Alexandria, VA 22314
cacrep.org

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

The Master of Science in Counseling/School Counseling program* at the Utah Campus is accredited by the National Council for Accreditation of Teacher Education (NCATE), a specialized accrediting body. Following a merger of accreditors, NCATE accreditation is administered by the Council for the Accreditation of Educator Preparation (CAEP).

For additional information, please visit **caepnet.org**.

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

BUSINESS

Accreditation Council for Business Schools and Programs (ACBSP).

11520 W. 119th St.
Overland Park, KS 66213
acbsp.org

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

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

EDUCATION

Council for the Accreditation of Educator Preparation (CAEP)

1140 19th St. NW, Suite 400
Washington, DC 20036
caepnet.org

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

The following programs* (Hawaii-specific) are accredited:

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

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

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

HEALTHCARE

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

PO Box 911
Spring House, PA 19477

NURSING

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

*These programs are not available for new enrollment.

* These programs are not available for new enrollment.

Our faculty — experience counts

Our instructors bring a powerful combination of academic credentials and industry experience to every class they teach. With industry and University know-how, they understand what skills students will need in their chosen career fields as well as what works with adult learners.

Professional experience

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

Educational experience

In FY20, our instructors had an average of 13.6 years of University of Phoenix teaching experience and 26.9 years of professional experience. This means our instructors understand the educational nuances and needs of working adults who are not only juggling careers but also have career knowledge to bring to the classroom.

1,469	**585**	**169**	**140**	**78**
directors	presidents	chief executive officers	vice presidents	principals

60	**57**	**39**	**30**	**23**
chief financial officers	clinical directors	directors of nursing	education specialists	chief information officers

12	**10**
chiefs of police	district attorneys

Featured faculty

CHRISTOPHER WILSON

Grit and grades: Christopher Wilson brings both academic rigor and a real-world perspective to the classroom. A recipient of our 2020 Faculty of the Year Award, the former military veteran and healthcare professional teaches traditional and competency-based Master of Health Administration courses at the University and was a driving force behind the founding of the College of Health Professions' honor society, Upsilon Phi Delta. Wilson says the thrill of teaching is in finding that "spark" in a student. It's his favorite part of the job, and it's why his students describe him as both demanding and supportive.

"We meet students where they are and raise them up."

Read more: phoenix.edu/wilson ⟶

BEVERLY JENSEN, MSN, RN, CNE

Credentials and experience: Beverly Jensen has taught at the University since 2005, leading courses in the Master of Science in Nursing degree track. After previous roles working as a 911 dispatcher, a civil deputy sheriff, a nurse consultant working with foster kids for the state of Oregon and a community college nurse educator, Jensen had both the credentials and real-life experience to bring into the classroom. A 2020 Faculty of the Year winner, Jensen attributes her teaching success to making connections with her students, having empathy for those facing life difficulties and her strong belief in the value of education.

"I definitely understand how difficult it is for students who have a family and are going through [a crisis]."

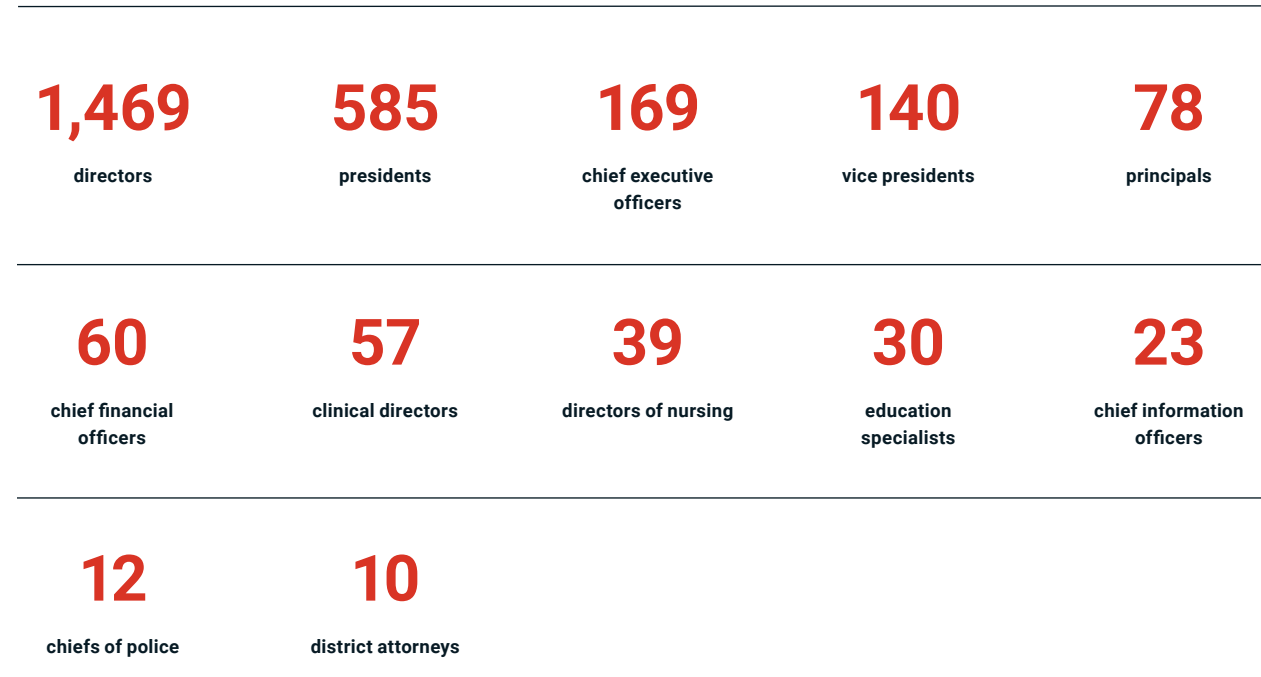**Read more: phoenix.edu/jensen** ⟶

SHARON GOLETT

Creativity and technology: Sharon Golett, an IT instructor at University of Phoenix and a 2020 Faculty of the Year nominee, is on a mission to help others understand how technology works — especially since we rely on it for work, entertainment and communication. She views her job as twofold: teaching her students how to think creatively because IT professionals must figure out solutions to problems that "someone else created," and being a translator of a new language of IT jargon. Golett earned associate, bachelor's and master's degrees in the IT field and worked as a programmer before switching to networking in the early 2000s. Her favorite part of teaching is when students come back and validate that they were able to apply her lessons from the classroom to a real-life situation.

"I was more interested in what was going on behind the wall of what my computer was connected to."

Read more: phoenix.edu/golett ⟶

Top-performing faculty

At University of Phoenix, our instructors are acknowledged and recognized for qualities such as improving student outcomes, earning positive student reviews and publishing research. To recognize our best faculty, we launched a three-tiered recognition program in FY20. The three tiers are:

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

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

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

In FY20, recipients included:

- **Ann Ordway** – Online and Local Campus, College of Social and Behavioral Sciences
- **Ann Wehrman** – Online Campus, College of General Studies
- **Beverly Jensen** – Online Campus, College of Nursing
- **Celine Cate** – Online Campus, College of Social and Behavioral Sciences
- **Christopher Wilson** – Online and Local Campus, College of Health Professions
- **Donna Lange** – Online Campus, College of Education
- **Elisabeth Miller** – Online Campus, College of General Studies
- **Erick Lear** – Online Campus, College of Social and Behavioral Science
- **Julie Ballaro** – Online Campus, College of Doctoral Studies
- **Karen Myers** – Online Campus, College of Nursing
- **Kristin Basinger** – Online Campus, College of General Studies
- **Patricia Riccio** – Local Campus, College of Nursing
- **Tracy Andrews** – Online Campus, College of Nursing
- **Tracy Crawford** – Online Campus, College of General Studies

85%

of our surveyed students would recommend their instructors to others.

Nandita Verma, College of Business and IT

Diverse faculty

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

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

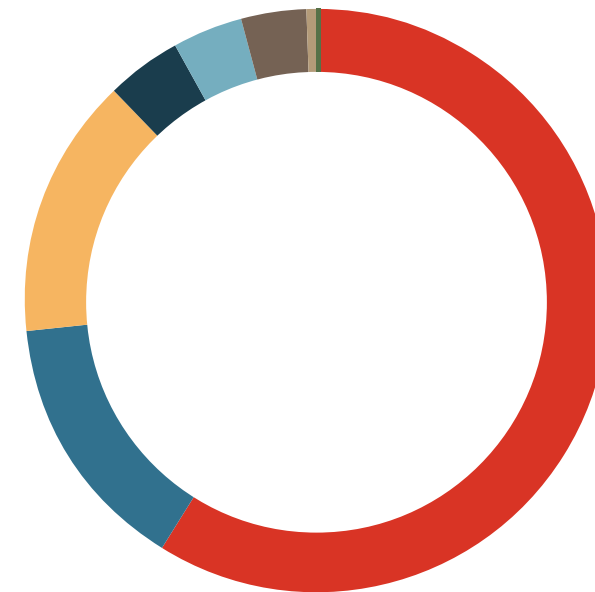The gender and ethnicity of our 4,120 FY20 faculty are reflected in **Figures 1 and 2**.

FIGURE 1 GENDER

- Female – 55.24%
- Male – 43.73%
- Not disclosed – 1.02%

FIGURE 2 ETHNICITY

- White – 58.74%
- Black/African American – 14.54%
- Not disclosed – 14.27%
- Asian – 4.34%
- Hispanic/Latino – 3.91%
- 2 or more races – 3.5%
- American Indian/Alaska Native – 0.55%
- Native Hawaiian/other Pacific Islander – 0.14%

WHO WE SERVE

2

Our students

Phoenixes are as diverse as they are determined.

- More than half report as ethnic minorities
- Two in three are women
- Their average age is 37

Behind these statistics are stories rooted in sheer determination. Our students are working moms and dads who study during lunch breaks and sports practices, and who dream of better lives for their families. They're adult learners, late bloomers, dream-chasers and trailblazers.

The University embraces its unique role as a provider of quality, flexible education to students who often overcome obstacles to pursue degrees, certificates and critical job skills. We understand the key to serving our students well is knowing who they are.
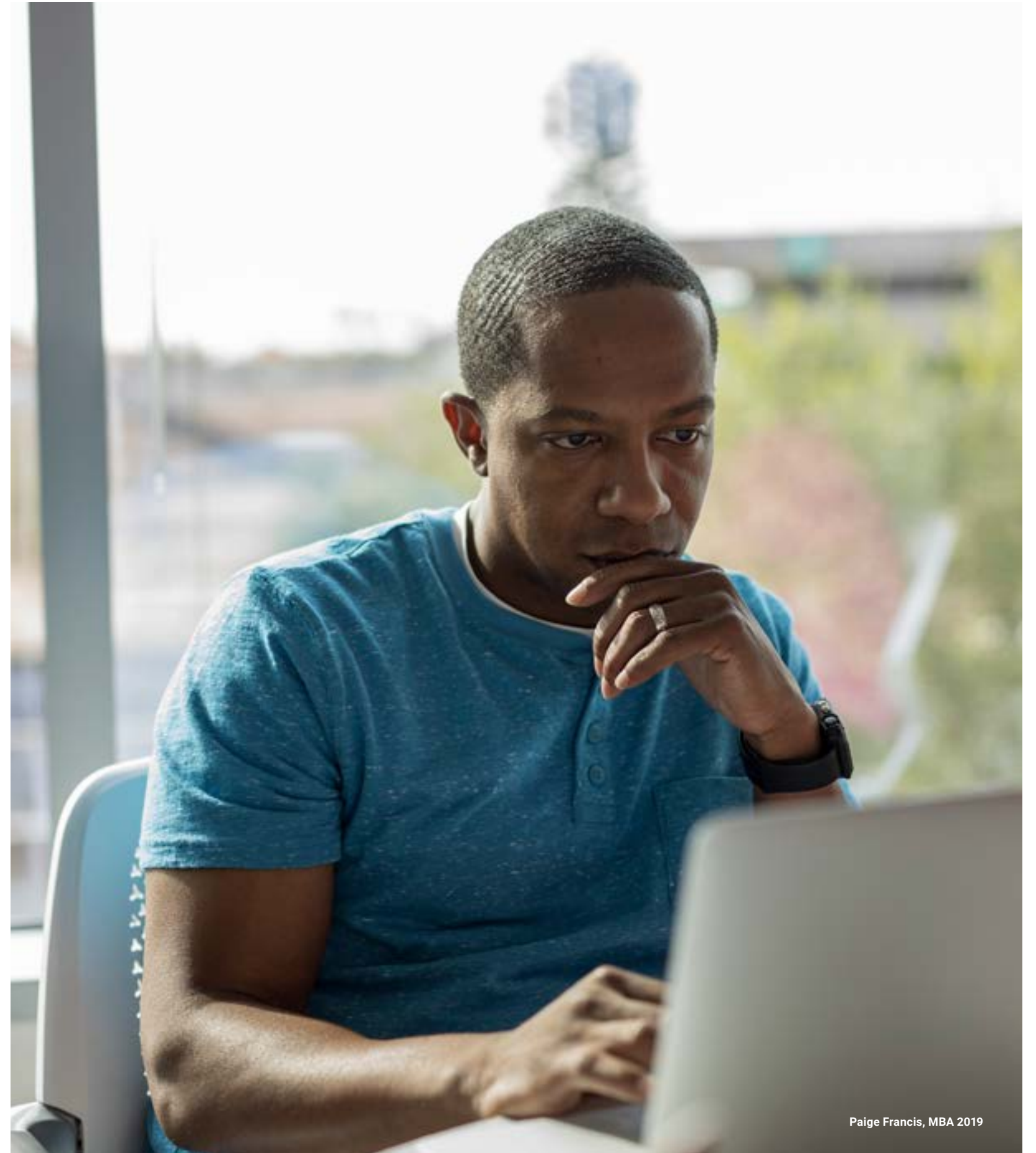
Paige Francis, MBA 2019

FIGURE 3 UNIVERSITY OF PHOENIX ENROLLED STUDENT POPULATION DATA, FY20

83,800

AVERAGE TOTAL DEGREED ENROLLMENT*

7,600

ASSOCIATE DEGREES

58,300

**BACHELOR'S DEGREES**

15,800

**MASTER'S DEGREES**

2,100

DOCTORAL DEGREES

* Total Degreed Enrollment (TDE) represents the counts of any students who attended a credit-bearing course during the year. The 83,800 figure represents the average TDE for the four quarters in the fiscal year and the fourth quarter TDE from the prior year.

FIGURE 4 UNIVERSITY OF PHOENIX FY20 ENROLLED STUDENT POPULATION DATA
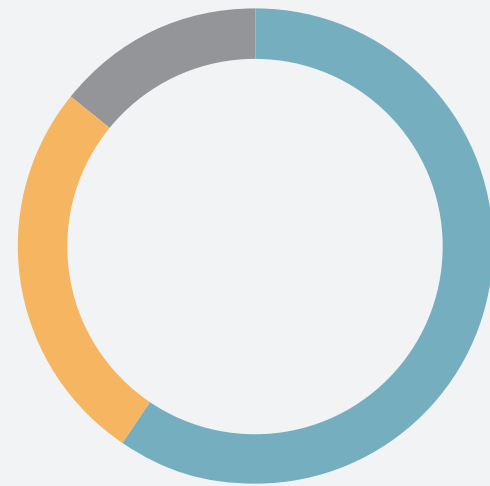
PARENTS ATTENDED COLLEGE

- No college - 59.7%
- Mother or father attended college - 26.2%
- Both attended college - 14.1%
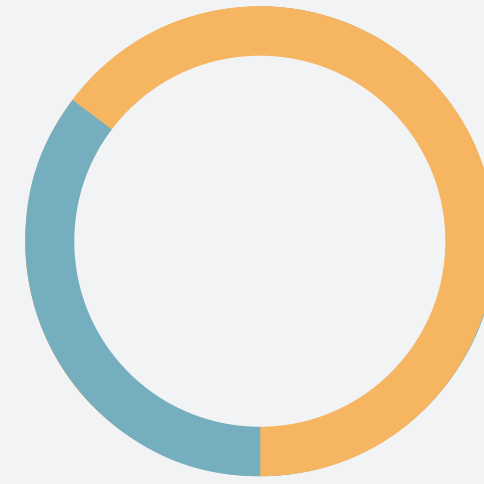
DEPENDENTS
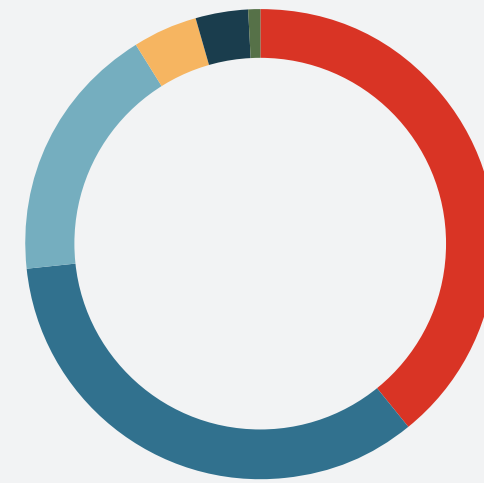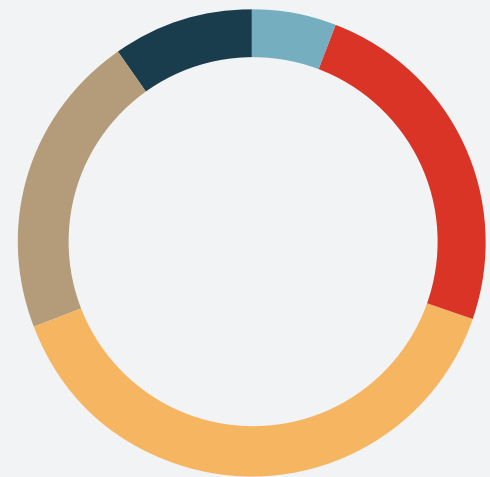
- Yes - 64.6%
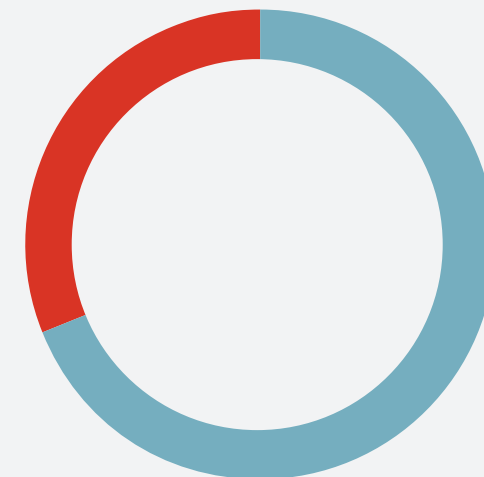- No - 35.4%

EMPLOYMENT

- Employed - 83.4%

ETHNICITY

- Caucasian - 39.1%
- African American - 34.1%
- Hispanic - 17.7%
- Other/Unknown - 4.6%
- Asian/Pacific Islander - 3.4%
- Native American/Alaskan - 1.1%

AGE

- 22 and under - 5.9%
- 23 to 29 - 24.5%
- 30 to 39 - 38.9%
- 40 to 49 - 21.1%
- 50 and over - 9.6%

GENDER

- Female - 68.9%
- Male - 31.1%

Ambition on a mission

Our commitment to military-affiliated students.

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

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

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

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

Our military community at a glance in FY20:

26,800+

military-affiliated students (21% of the student population) attended

9,800+

military-affiliated students were women (41% of military-affiliated students*)

6,000+

military-affiliated graduates (26% of FY20 graduates)

259

faculty members reported having military experience

269,600+

military-affiliated graduates in the history of the University (26% of all University graduates)

*Percentage is calculated based on the 23,997 military-affiliated students who reported their gender

For more than a decade, the University has honored the sacrifice of fallen service members with an annual flag-planting ceremony at our Phoenix campus the week before Memorial Day. While the pandemic kept us from planting flags in the soil, it couldn't keep us from honoring those who died defending it.

In 2020, we held our first-ever virtual Memorial Day ceremony. The theme, "Honor Their Sacrifice," featured a message from Gold Star mom and U.S. Army veteran Diana Pike, whose son U.S. Navy Chief Petty Officer Christian Pike was mortally wounded on the battlefield in 2013 at age 31.

"He was proud of his service and I was proud of his service," Pike said. She urges those who meet Gold Star families — families of military members who have died in the line of duty — to acknowledge their sacrifice. "We appreciate that someone recognizes that we gave something," Pike added.

The virtual event kicked off with a moving rendition of the national anthem, sung by Ishmael Evans, who went on to graduate with an MBA in 2021. Evans was the first University of Phoenix student to be given the honor of singing "The Star-Spangled Banner" at the Memorial Day ceremony.

Exceeding expectations

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

Principles of Excellence

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

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

To best support our military-affiliated students, student-facing staff are also required to be specially trained. This training ensures our staff possess basic knowledge of our military-affiliated student population — including information about finance options as well as information and resources available to active-duty and veteran service members.

DoD MOU

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

Yellow Ribbon

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

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

Saving students time and money

Military to college credit

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

Additionally, military-affiliated students with military credit from a Joint Service Transcript (JST) or an AARTS/SMARTS transcript, where the activities are evaluated through American Council on Education (A.C.E.), are eligible to apply those credits to their program. Because University of Phoenix accepts A.C.E. military credit, Active Duty military students saved an average of $3,825 on tuition in FY20. Additionally, Veteran students saved an average of $4,632 on tuition in FY20.

Military tuition rates

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

Resource fee waiver

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

Military-affiliated scholarships

We also have relationships with military professional associations, such as Enlisted Association of the National Guard of the United States (EANGUS) and Military Police Regimental Association (MPRA). The University provides a total of four opportunities for full-tuition scholarships to EANGUS and MPRA members and their spouses annually.

GEM courses

We are an approved General Education Mobile (GEM) school. This means Community College of the Air Force (CCAF) students can complete their 15 general education requirements with the University and be guaranteed the coursework will transfer to CCAF for degree completion. Learn more about our CCAF GEM program at **phoenix.edu/gem**.

AU-ABC Program

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

" SFC Dodd is the epitome of University of Phoenix student grit. He never gave up and he achieved his goals. And he's always pushing himself, and others, to be the best they can be. He's an inspiration and an example of the unwavering commitment of our students to achieve success."

BRIAN ISHMAEL
Vice President, Military and Veteran Affairs,
Government Partnerships

Mission complete

Whether serving in the Czech Republic or navigating testing and decontamination protocols ushered in by COVID-19, National Guard Sergeant First Class Ethan Dodd was determined to earn his MBA at University of Phoenix.

Dodd was the University's 2018 recipient of the Enlisted Association of the National Guard of the United States (EANGUS) scholarship.

"Quitting was out of the question," says Dodd (MBA, 2020), who works full time in Operations for the Nebraska National Guard. "What I was going through was temporary. The benefits of earning a degree outweighed not completing it." Dodd also earned his Bachelor of Science in Business/Management at University of Phoenix in 2017 while assigned to a unit where he led 90 National Guard members and traveled four to six months out of the year. It wasn't always easy to carve out time for his wife and three children, Colton, 12, Lily, 5, and Rylie, 4.

"I owe everything to my family. My wife, Anastasia, has never complained. This is her achievement too." Many evenings, he started on homework as soon as he got home. Other times, he had to care for guard members who needed extra guidance.

Dedicated support for those who serve

We care about the well-being of our students and understand that service members and veterans may have additional needs. University of Phoenix offers the following resources to help support their education:

Veterans Resource Centers

Select University campuses provide Veterans Resource Centers, which are a place to connect with peers, access helpful resources and establish a sense of community. These dedicated centers — hosting both events and workshops — provide support services geared toward the unique needs of military and veteran students.

Programs to equip faculty

The University has teamed up with the PsychArmor® Institute to develop interactive, scenario-based web tutorials for University faculty. The tutorials help equip faculty to understand the unique needs of our military-affiliated students in order to serve them effectively.

Programs to equip military students

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

- **American Corporate Partners (ACP)** — Provides active-duty service members, their spouses and honorably discharged post-9/11 veterans with opportunities for free one-on-one professional mentorships with volunteer mentors from leading companies, and access to ACP Advisor Net, which provides virtual mentorship, networking opportunities and career support.

- **Give an Hour** — Provides access to free, confidential mental wellness services for military members, veterans and their families, from a nationwide network of licensed professionals.

- **LIDA360** — Provides military-focused career webinars designed to help military-affiliated students and alumni transition to civilian life. University of Phoenix teamed up with Lida Citroen, of LIDA360, an expert in personal branding and reputation management, to create the webinars.

Diversity, equity, inclusion and belonging

No one could have imagined the life-changing events of 2020.

The COVID-19 pandemic touched everyone and changed how we approach health and safety protocols, shopping and work environments, education delivery modalities, and many other things — maybe forever.

Another pivotal shift in 2020 was the reinvigorated fight against systemic racism, which was brought to the forefront by the deaths of George Floyd, Ahmaud Arbery, Breonna Taylor and many others. Amid the lockdown necessitated by the pandemic, we were glued to our screens, watching the social protests and unrest. Many of us decided to act in hopes that maybe, once and for all, we could take meaningful, tangible and impactful steps toward creating a more equitable, inclusive and tolerant society.
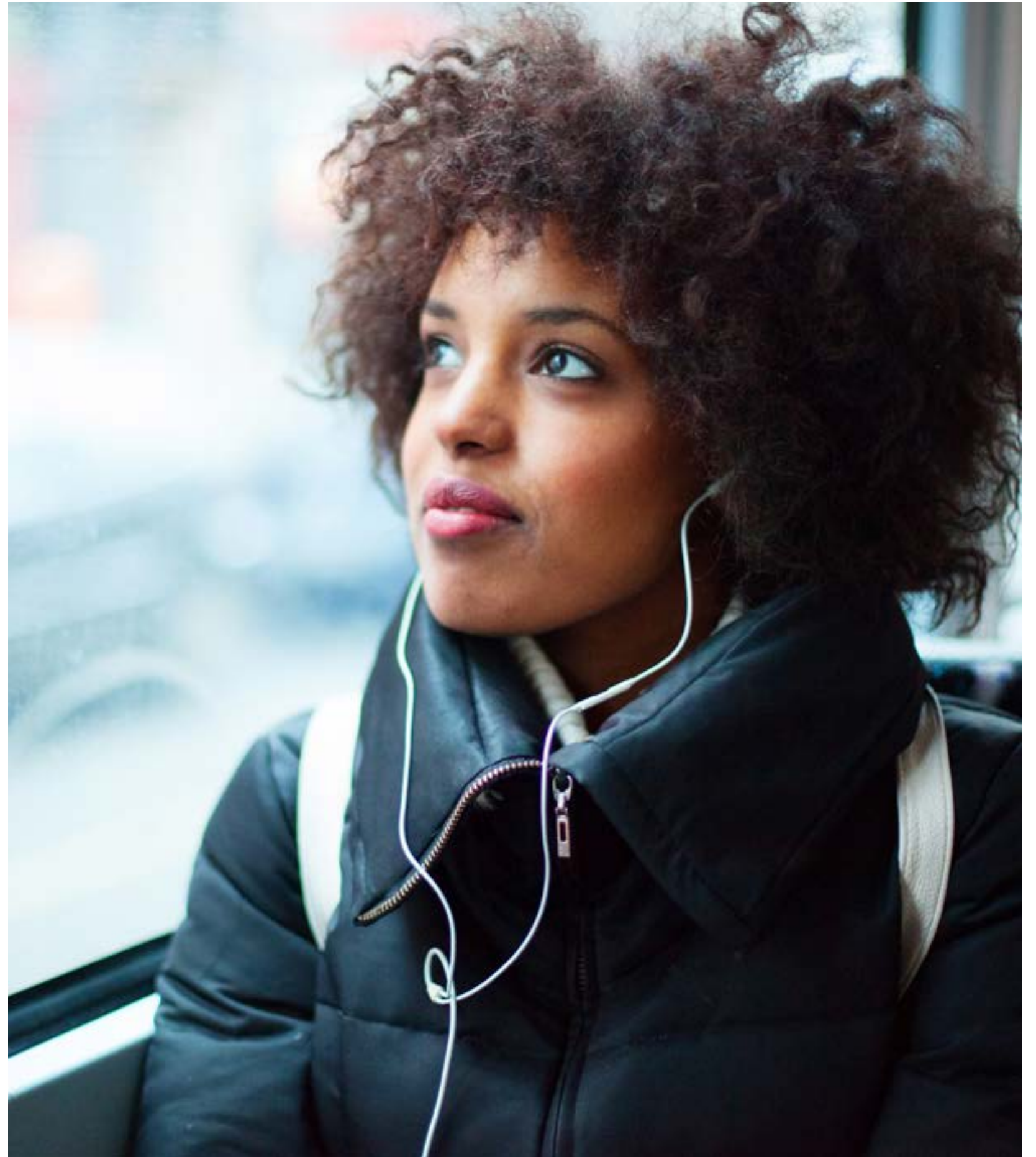
At University of Phoenix, we've long been focused on creating a diverse, equitable, inclusive and belonging (DEIB) environment. Whether through our active employee resource groups, community engagement or the regular review of our curriculum for bias, we are intently focused on continually evolving to ensure our entire University community experiences an environment in which all feel they belong. Among the actions we took in 2020 to continue to foster DEIB initiatives, we:

• Established *The Inclusive Café*, a virtual meeting place where our community tackles tough conversations necessary for organizational and personal growth.

• Produced a special edition of the College of Doctoral Studies' *Phoenix Scholar* journal, with articles about systemic inequity, the impact of the pandemic, and social justice reforms.

• Created the Cultural Competence Task Force, which brought a broad group of 22 stakeholders together to develop an integrated framework that fosters a more holistic approach to serving students of all backgrounds.

• Hosted an Inclusive Classroom series for faculty, produced and delivered by the Faculty Engagement and Development Team.

• Applied for and received, for the third year in a row, the Human Rights Campaign Foundation's recognition as a 2021 Best Place to Work for LGBTQ Equality.

• Hosted the *Essential Conversations* webinar series, in partnership with employers, think tanks, associations and others, that focused on how to create more diverse, equitable and inclusive organization and communities (more than 1,000 people attended the three-day series).

Read more: **phoenix.edu/equality** ⟶

Honoring our graduates

Perseverance through a pandemic paid off with a college degree.

The class of 2020 is a class like no other. Because of challenges created by COVID-19, on-campus students pivoted to online instruction. Some finished student teaching or clinicals in virtual environments. Others unexpectedly became homeschooling parents while persevering to graduate.

They also learned that crossing the finish line doesn't always mean crossing a stage. As a University, we introduced our first-ever virtual commencement ceremonies in 2020. Graduates created personalized ceremony slides and marked the occasion with their loved ones from the best seat in the house. *Their* house.

While commencement — and the road to it — may have looked different last year, that didn't stop more than 26,000 students from joining the ranks of over 1 million University of Phoenix alumni who have earned a degree or certificate with us.

Commencements from coast to coast

In 2020, we held four commencements: an in-person ceremony in San Diego in January, followed by three virtual commencements aired on the University of Phoenix YouTube channel in May, September and December. Even while social distancing, families and friends were able to tune in and cheer their graduates on, as the combined total views of the three virtual commencements in 2020 was 90,291.

Headlining our commencement speakers were two professional athletes and a former political advisor to President Barack Obama.

Commencement speakers:

> " I never stopped, and neither did you. That's because we are Phoenixes. We don't stop. We push through. We finish what we start. We find a way to achieve our goals no matter what."

Larry Fitzgerald (BS Communication, 2016), All-Pro NFL Arizona Cardinals wide receiver, applauded graduates for persevering through demanding schedules to finish what they started.

> " Humility is what we need much, much more of today. We need to put others before ourselves to begin to change the trajectory of our future, of our children's future, of our country's future."

Lisa Leslie (MBA, 2009), WNBA three-time MVP and four-time Olympic gold medalist, spoke of the value of humility against the backdrop of the pandemic and systemic racism.

> " I slowly learned that when the perfect plan crumbles, the adventure begins."

Valerie B. Jarrett, author and former Obama Administration senior advisor, shared a very personal story from earlier in her life of becoming a single mom and feeling like a failure. She commended the graduates' achievement and charged them with leading a positive, purposeful life of serving others.

COVID-style commencement

When their graduation ceremony went virtual, this Jacksonville trio made it personal.

After a 14-year wait to earn her bachelor's degree, Yesenia Hernandez (BSCJA, 2021) couldn't wait to cross the finish line.

Then, COVID-19 nearly robbed the Puerto Rican native of her big day.

"When I learned that my University of Phoenix graduation would be virtual, I was really down about it," she says. "Getting my degree took so much work. English is not my first language, so I struggled with all the writing. But I did it — I earned my degree, and I felt that deserved a celebration."

So, Yesenia, and her friends John Robinson (MHA/MBA, 2021) and Kelila Robinson (MHA, 2021) — a married couple also graduating from University of Phoenix — decided to celebrate together.

"For 'Yesi,' we knew how important this was for her. We were going to do whatever we needed to do to make this special," Kelila says.

Yesenia got to work — she created diplomas, designed a custom photo backdrop, ordered a personalized cake and created a guest list: John and Kelila and their young daughters; Yesenia's husband, her sister and brother-in-law, and, of course, her three dogs, Tito, Jet and Juliette. Extended family joined virtually via video conference.

On graduation day, Yesenia streamed the virtual commencement ceremony on her big-screen TV. Each graduate "walked" across the apartment, and family members handed them their makeshift diplomas.

"To be honest, now I wouldn't have graduation any other way," says Yesenia, who's now enrolled in the Jacksonville Sheriff's Office Academy.

John agrees. In fact, all three of them flirt with returning to school for their next level of education. "That feeling of graduating, that feeling of winning — it tastes and feels so good," he says.

From left: Yesenia Hernandez, BSCJA 2021; Kelila Robinson, MHA 2021; and John Robinson, MHA/MBA 2021

Credentials awarded
in FY20

26,043

Completions per college

College of Business and Information
Technology

15,353

College of Doctoral Studies

388

College of Education

1,190

College of General Studies

356

College of Health Professions

3,169

College of Nursing

1,626

College of Social and
Behavioral Sciences

3,961

Alumni — in their own words

Alumni are a vital part of our University family. From January 2019 to January 2020, 877 new individuals joined our alumni chapters, which are 20,000+ members strong. We held 27 alumni chapter events, including 19 virtual events.

Digging deep in an unprecedented year

Most University of Phoenix graduates were not your average college student. More than 93% were over the age of 23, and almost 66% had dependents to care for, in addition to juggling their jobs and school. More than half of their parents did not attend college, so they are the first in their families to attain a college degree — an accomplishment that, for many, has had generational impact.

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

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

And so, in their own words, we share what becoming a college graduate — and a Phoenix — means to a University of Phoenix alum. Here are the perspectives of two, newly minted Phoenixes who finished their degrees during this unprecedented year:

> "It took me until my 30s to realize my priorities. It also took some maturity and knowing that an education can help to get ahead. The flexibility of choosing your classes, the counselors working with you, the due dates — UOPX was more adapted to the working adult."

HORACE WINSTON, NEW JERSEY
Master of Business Administration
January 2020

> "After my bachelor's, I started to see better financial and business opportunities that kept me moving forward. When I finished my master's, more and more opportunities started presenting themselves."

RYAN TIERNEY, TEXAS
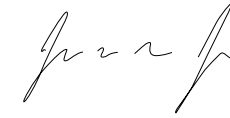Doctor of Management in Information Systems and Technology, April 2020

Alumni association chapter leaders

Patricia Torres — Albuquerque
Ebony White — Atlanta
Jerome Dees — Bay Area
Heather Sanchez — Central Valley
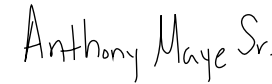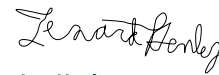
Dr. Anthony Maye Sr. — Charlotte
Len Henley — Chicago
Dr. Greta P. Zeimetz — Dallas Forth Worth
LaJoy Johnson-Law — DC Maryland Virginia

Sabrina Bartholuchi — Denver
Ron Wuestefeld — Hawaii
Tyanna Hackney — Houston
J. Dianne Tribble — Jacksonville

Troy Smith — Kansas City
Elizabeth Ewing — Las Vegas
Cori Smith — Memphis
Steven Tipton — Milwaukee

Dan Hedstrom — Minnesota
Jessica Shutiva — Native American
Dana Douglas — New Orleans
Horace Winston — New York, New Jersey
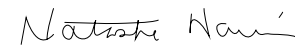
Renee Butts — Orlando
Natasha Harris Foster — Philadelphia
Andy Smith — Phoenix
LaToya Skinner — Raleigh

Deanna Vistal — Sacramento
Dr. Jeffrey T. Evans — San Diego
Patrick Kendrick — Seattle
Ana Gill — South Florida

Cherry Roa — Southern California
Devon Moody-Graham — St Louis
Mary O'Connell — Tampa
Ivoress Morris — Virginia Beach, Hampton Roads

Kassandra Spann, MBA 2020

The power of grit

While living with medical challenges, Kassandra Spann finished two degrees with determination and support from faculty.

Degrees:
BS in Business Management and MBA with an emphasis in Content Marketing.

Challenge:
Born with spina bifida and cerebral palsy, Kassandra uses a wheelchair. While living with medical challenges, she was determined to finish school.

Pivotal moment:
Instructor John Kautenberger took notice of Kassandra while teaching an online course about marketing. The class wasn't easy, but Kassandra put her heart into it. She talked to Kautenberger often to meet his expectations and he was happy to answer her questions and encourage her to succeed. Spann learned a great deal about marketing from Kautenberger's class, but she gained something even greater: a mentor.

Outcome:
Kassandra's determination coupled with faculty support helped propel her to complete and excel in earning both a bachelor's and master's degree at University of Phoenix. She pursued both degrees sequentially without a break. She still keeps in touch with Kautenberger and he motivates her, advises her and has encouraged her to become a role model for other students with disabilities.

" It is challenging to be in my body every day. ... But I believe that your attitude makes the difference."

Read more: **phoenix.edu/spann** ⟶

Angela Douglas (left), BSB/MK 2021, with her sisters, Andrea, MBA 2018, and Adrianna.

An unbreakable bond: Three sisters reach for their dreams

As a soon-to-be single mother, Angela Douglas knew during her pregnancy that she needed to provide stability to her unborn daughter by continuing her education.

While she had earned an associate degree in business administration in 2016, she didn't enjoy school and said she would never return. However, she began to feel left out in conversations about school with her older sister, Andrea, and her younger sister, Adrianna.

Andrea graduated from University of Phoenix in 2018 with an MBA and began working in a government position in the accounting field. The sisters kept in touch through a group text, where Andrea often talked about her program and homework.

Over time, Andrea influenced her middle sister's decision to return to school. One month before her daughter, Alani, was born in August 2019, Angela started working on her Bachelor of Science in Business at the University. Meanwhile, Adrianna expects to graduate with a business degree in 2022.

Read more: **phoenix.edu/douglas** ⟶

Ivoree Reinaldo, BSB/M 2010

From the streets of inner-city LA to the halls of Congress

Ivoree Reinaldo lost count somewhere around the hundredth time she received a rejection trying to secure insurance coverage for a growing nonprofit.

It was 2016, and despite Reinaldo being a longtime insurance advisor and risk management consultant, companies were not willing to insure a nonprofit organization linked to the newly organized grass-roots social movement Black Lives Matter.

Reinaldo, however, was not easily deterred. As a Black woman who overcame a childhood environment defined by gangs and drugs, the University of Phoenix graduate has shown resolve her entire life. She escaped her childhood struggles, put herself through college and joined ABD Insurance and Financial Services, a Silicon Valley-based insurance and financial services brokerage company, where she today serves as vice president and principal. Reinaldo serves private and publicly traded clients but is also fiercely passionate about serving organizations that help the world.

Her fight to bring awareness and seek justice by helping nonprofits throughout the nation has become another chapter of her journey and positioned her to make a difference, including with members of Congress.

"I feel inspired to be a warrior for what I really believe is right, to be a warrior for the industry that I love, and to be part of a solution instead of just sitting back and accepting something I know is wrong. This is not a political issue, but a people issue. I want to support organizations that are committed to making our world a better place," Reinaldo says.

Read more: **phoenix.edu/reinaldo** ⟶
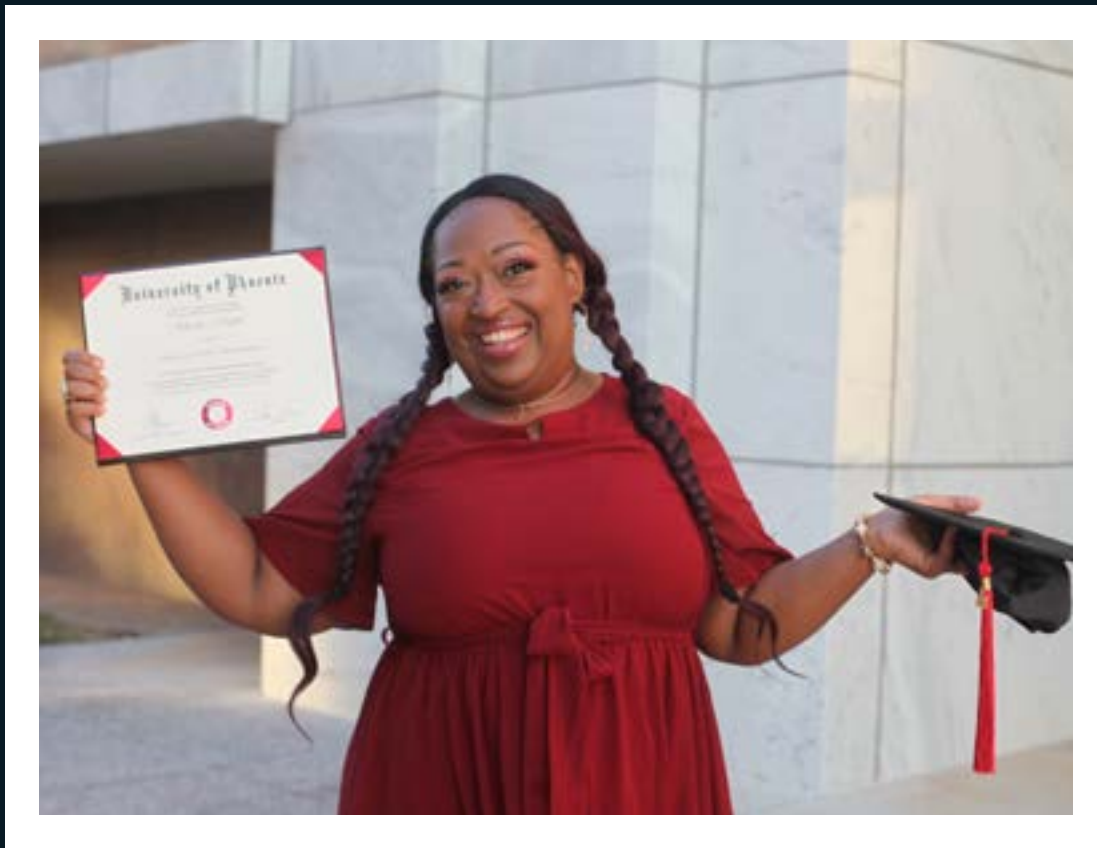
TaKisha Kegler, MPA 2020

Alum overcomes roadblocks to reach goals

More than a month into her new job as a registered behavior technician, TaKisha Kegler still can't help but smile with pride at how far she's come in reaching her dream.

Less than two years ago, she was feeling unfulfilled in her profession as a special education paraprofessional at the elementary and high schools in her district. She loved working with students, but she yearned to be a special education teacher — the next step in her professional progression.

For years, however, she hit roadblocks in the required licensure process and struggled to pass the required state exam. Kegler was working three jobs to make ends meet and was reluctant to pay for another failed attempt.

She was almost ready to give up on her dream when she saw a University of Phoenix video on television one night. It featured alumna Carmen Bravo, who had used her nursing education to save a man who had a heart attack. Kegler was a lot like Bravo, a female, minority, first-generation college student. Seeing her achieve her dream changed Kegler's perspective, providing an unexpected source of support and motivation.

For the first time in a long while, Kegler felt confident in earning an education. She didn't know it then, but that commercial would be the start of her new career journey.

Read more: **phoenix.edu/kegler** ⟶

Supporting our communities

Community service and higher education go hand in hand.

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

Often, when we serve others, we see quick results, such as when we read to kids and watch their eyes dance. Other times, we trust in results that may come later. We collect school supplies for underserved students, pack meals for food-insecure people halfway around the world, or award scholarships to students whose futures take flight long after our scholarship committees have met.

Supporting our communities is part of our DNA. Here's a snapshot of what we're doing to make a difference.

Food and monetary donation drives:

5,695

Meals provided - St. Mary's Food Bank Alliance

Donations:

$3,911,122

In donations to charitable causes

1,406

Total employee volunteer hours

$11,388

In-kind donations

Nonprofit support

In 2020, the University provided scholarships, volunteer hours, financial support and in-kind donations to a wide variety of nonprofit organizations, including:

American Red Cross

Arizona Cardinals Foundation

Arizona Chamber of
Commerce and Industry

Arizona Commerce Authority –
AZ Coronavirus Relief Funds

Arizona Diamondbacks Foundation

Arizona Educational Foundation

Arizona Forward

Arizona Foundation for Women

Arizona News Service

Arizona Science Center

Boys & Girls Clubs of
Metropolitan Phoenix

Expect More Arizona

Fresh Start Women's Foundation

Greater Phoenix Chamber of Commerce

Greater Phoenix Economic Council

Hackathon Jr.

House of Refuge

Jobs for Arizona's Graduates

Junior Achievement of Arizona

Los Angeles Football Club Foundation

NABI Foundation

Phoenix Children's Hospital

Parkinson's Foundation

Silicon Valley Leadership Group

Southwest Human Development

St. Mary's Food Bank Alliance

Valley of the Sun United Way

Gaming helps families in need

With the ongoing COVID-19 crisis, Phoenix Children's Hospital made the difficult decision to postpone Beach Ball 2021, an event University of Phoenix has supported year after year.

In light of the postponement, Phoenix Children's got creative by launching an online gaming fundraiser July 25-26. Gamers from all over the world participated in the first-ever Extra Life Phoenix online e-sports tournament, which included the Madden 2020 Tournament, sponsored by University of Phoenix.

The tournament itself raised over $100,000 toward critical funding needs at the hospital, which includes helping families offset costs and hardships due to the pandemic.

> " We are appreciative of University of Phoenix's commitment to helping us keep our promise to deliver family-centered care during such uncertain times."

ALISSA PARTEN
Corporate Development Officer
Phoenix Children's Hospital Foundation

▶ **Watch Extra Life Phoenix Online Tournament
for Phoenix Children's Hospital:** phoenix.edu/pchfundraiser

Business alliances

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

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

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

" 42% of the core skills needed to perform most jobs are expected to change by 2022."

ACCENTURE COVID-19 CONSUMER RESEARCH, MAY 2020

We currently provide education benefits to employees at more than 1,500 organizations ranging from healthcare to telecommunications through employer or benefits provider alliances. Learning while working can create a win-win: Employers gain a better trained, educated, more engaged and higher-retaining workforce while employees can gain skills and enhance their careers without leaving their current roles.

In 2020, we focused on:

- Increasing the level of support to our clients by implementing a dedicated Client Success and Engagement team, with account managers assigned to sustain productive engagement with our clients

- Streamlining and standardizing the activation process for strategic clients, including better alignment and seamless transition from business development to client success teams to match clients' needs through the life cycle

- Strengthening the alignment with our campus and market teams to drive account engagement, student retention, and develop deeper relationships with employers and community colleges across key markets throughout the U.S.

- Developing a strategic business alliance with marketing and PR leadership to support increased client engagement and awareness initiatives

Tuition cap benefits

Pursuing higher education on the job at low or no cost is an attractive employee benefit. For employers, it can also help to close the skills gap and improve employee retention. Our Tuition Assistance Programs (TAP) Cap does both while making every dollar count, combining client tuition assistance funding with significant University investments.

In 2020, we continued to streamline and strengthen our programs by strategically working with clients that share our vision of utilizing tuition assistance as an effective lever for talent development and retention as opposed to a spend line item.

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

Successful TAP Cap alliances

- Anthem, Inc.
- Ascension Health
- Banner Health
- BayCare Health System
- CIGNA Corporation
- Cleveland Clinic
- Comcast NBCUniversal
- CVS Health
- Daimler Trucks North America LLC
- HCA Healthcare
- Health Care Service Corporation
- HonorHealth
- Kindred Healthcare, Inc.
- LifePoint Health
- Medtronic, Inc.
- Quicken Loans, Inc.
- Rite Aid Corporation
- The Allstate Corporation
- United Parcel Service, Inc. (UPS)

15.1%

Year-over-year B2B growth rate

+3.7%

Actual vs. annual operating plan new degree enrollment

17%

B2B% of new degree enrollments
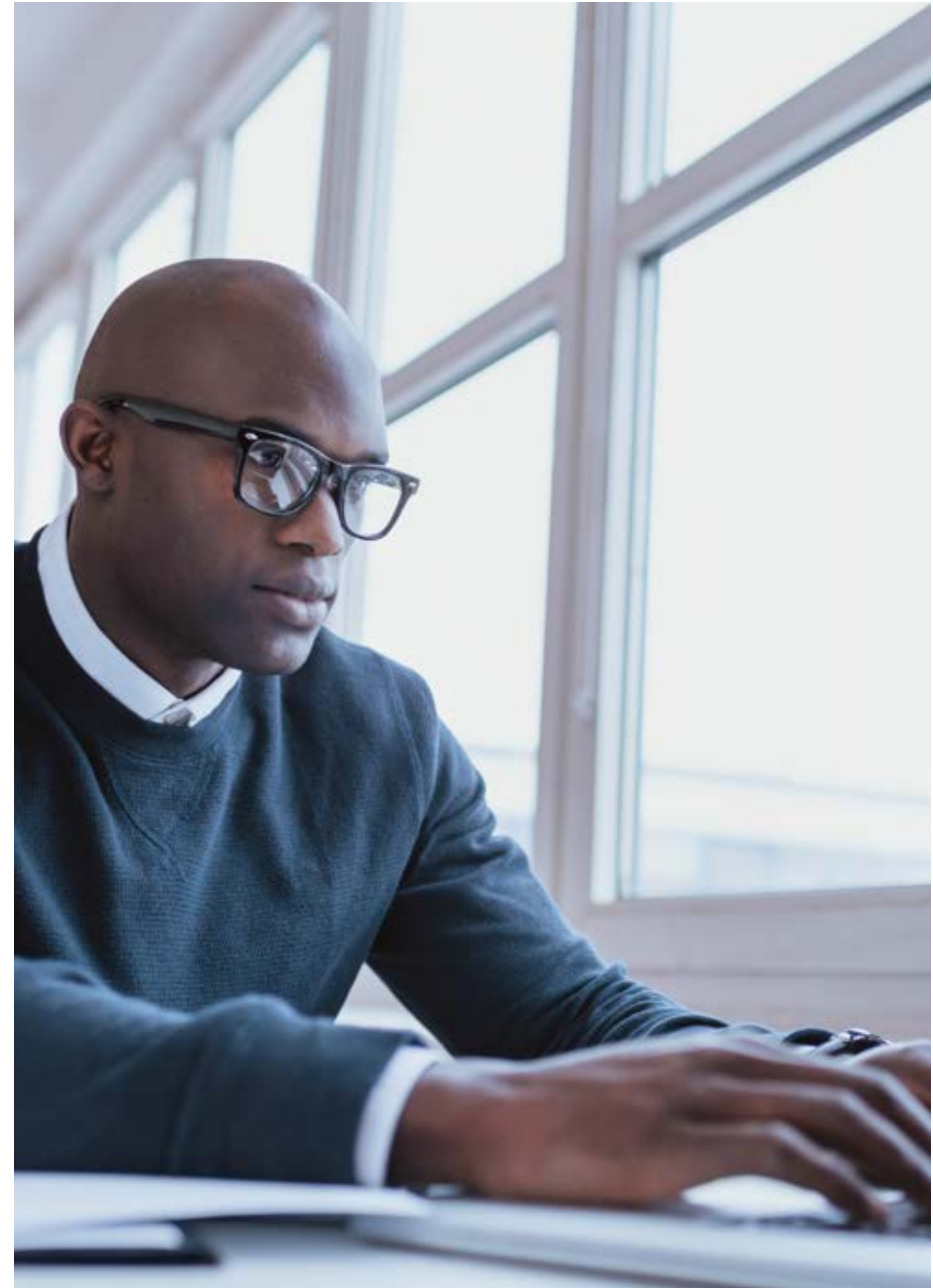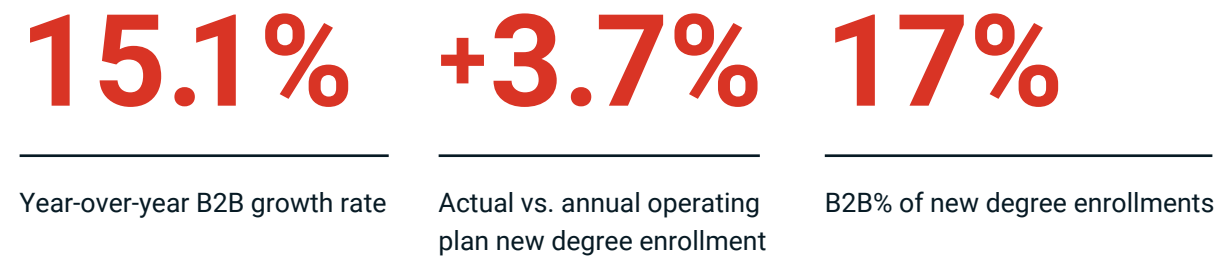
University of Phoenix and Woz Enterprise tackle skills gap in tech

Woz Enterprise, a division of Woz U, and University of Phoenix are combining technology and education as they work together on a U.S. Department of Labor Registered Apprenticeship Program to address the widening technology skills gap and put Americans to work. This world-class, transformative technology apprenticeship program trains community college graduates in STEM fields with day-one skills and places them in entry-level apprenticeship jobs, while setting them on a path to earn a bachelor's degree in an in-demand field.

"We have all heard about the tech talent gap. Hundreds of companies have been trying to address it, yet here we are in 2020, and the gap remains," said Chris Coleman, president of Woz Enterprise. "Truly offering relief to this talent-starved industry, at scale, requires collaboration from the private, education and government sectors. This apprenticeship model is the game-changer we have all been looking for."

Through this program, apprentices learn while receiving a salary and gaining valuable work experience. Woz Enterprise builds and delivers the customized technology curricula that can result in credits toward a Bachelor of Science in Information Technology (BSIT) at University of Phoenix.

"This unique program comes at a critical time as companies today are looking for solutions to adapt the skills of their workforce to match the velocity of change of their businesses," said Raghu Krishnaiah, chief operating officer of University of Phoenix. "University of Phoenix is pleased to work with Woz U to provide an unprecedented education pathway that includes validated learning outcomes for community college graduates."

The modern technology apprenticeship model launched in spring 2020 in 11 states in collaboration with Infosys, a global leader in digital, IT and consulting services. Selected candidates completed an intensive, eight-week pre-apprenticeship training program in one of seven technology tracks to gain essential day-one skills to start a career with one of Woz Enterprise's recruiting business partners.

Building on its initial, groundbreaking alliance with University of Phoenix and Infosys, Woz Enterprise will be working to expand and broaden the scope of the apprenticeship program.

"We believe it is a great value proposition for all involved, allowing us to supply quality training to meet the staffing needs of the technology industry in America while providing income and great, flexible higher education opportunities to individuals. We are embracing new perspectives and forming dynamic alliances to inject creativity and ingenuity in the technology sector."

CHRIS COLEMAN

President of Woz Enterprise

Learn more about Woz Enterprise modern technology apprenticeships: **woz-u.com/enterprise/apprenticeship.** ⟶

Tribal alliances

Making education attainable and affordable for Indigenous students.

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

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

To provide solutions to these challenges, University of Phoenix spent two years on face-to-face research to understand what issues tribal higher-education officials encounter with students and postsecondary schools. With detailed information in hand, a dedicated team was created with a singular focus of working with tribal leaders and supporting student academic success. Programs were launched to help mitigate educational barriers, increase retention, provide personalized support and work with diverse cultures and traditions.

The outcome? Tribal students successfully completed their first course in 2020 at a rate 4 percentage points higher than the average University of Phoenix student. By the fourth course, tribal students were registering completion rates 9 points higher than average. By the end of eight classes, the equivalent of an academic year, tribal retention remains higher than the overall student average.

University alliances with 17 tribes and three enterprises

San Carlos Apache Healthcare Corp.

Osage Nation

Pascua Yaqui Tribe

Coquille Tribe of Oregon

Tohono O'odham Nation

The Queen's Health Systems

Colorado River Indian Tribe

Oneida Tribe of Wisconsin

Ak-Chin Indian Community

San Carlos Apache Tribe

Salt River Pima-Maricopa Indian Community

Fort Mojave Nation

Mescalero Apache

Papa Ola Lokahi

Cow Creek Band of Umpqua

Delaware Tribe of Indians

Kalispel Tribe of Indians

Kaw Nation

Ponca Tribe of Nebraska

Ponca Tribe of Oklahoma

National Indian Education Association and University of Phoenix announce Tribal Strategic Alliance Agreement to make college more affordable for tribal communities

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

The agreement provides members of Native American, Alaska Native and Native Hawaiian communities an opportunity to pursue a certificate or degree program through online or ground campuses at the University for $5,250 per year if enrolled with University of Phoenix.

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

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

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

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

PATRICK HORNING
University of Phoenix National Tribal Strategic Alliance executive

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

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

Community college alliances

Helping students save time and money with transfer pathways.

Articulation agreements with hundreds of colleges nationwide provide students with pathways to transfer their credits to University of Phoenix. In 2020, we launched a 3+1 Transfer Pathway program to ensure credits from community college graduates more easily transfer toward earning a bachelor's degree. When these students transfer in 87 associate credits, equivalent to three years, from a participating community college, they can complete their degrees in as little as 14 months for $12,200, saving as much as $1,220. Our 3+1 program participants include 36 community colleges.

In 2020, we also created a concurrent enrollment program (CEP) for our BS in Health Management with plans underway to support other CEPs, such as IT and management. CEPs allow students to simultaneously pursue an associate degree and a bachelor's degree.

Eligible degree programs include:

BS in Health Management

BS in Information Technology

BS in Management

RN to BSN

23.8%

Year-over-year new degree enrollment growth for cohorts

6

New articulation agreements

10

Community college education service agreements

19

States where eight community college strategy managers have alliances

365

Cohort starts for nursing

3+1 Transfer Pathway participating colleges

Bergen Community College

Dallas County College District
• Brookhaven
• Cedar Valley
• Eastfield
• El Centro
• Mountain View
• North Lake
• Richland

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

El Camino Community College

Houston Community College System
• Acres Homes Campus
• Alief Hayes Campus
• Alief Bissonnet Campus
• Brays Oaks Campus
• Central Campus
• Coleman Campus
• Eastside Campus
• Felix Fraga Academic Campus
• Gulfton Center
• Katy Campus
• Missouri Campus

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

Joliet Junior College

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

Maricopa Community Colleges
• Chandler-Gilbert
• Estrella Mountain
• Gateway
• Glendale
• Mesa
• Paradise Valley
• Phoenix
• Rio Salado
• Scottsdale
• South Mountain

Tarrant County College District
• Northeast Campus
• Northwest Campus
• South Campus
• Southeast Campus
• Trinity River Campus

University of Phoenix and Maricopa County Community Colleges District announce 3+1 Transfer program agreement

University of Phoenix and the Maricopa County Community Colleges District announced an agreement in September 2020 that will allow graduates of Maricopa Community Colleges to more easily transfer their credits to University of Phoenix toward earning a bachelor's degree.

The 3+1 Transfer Pathway program will allow students to save on the cost of their education by spending three years completing general course requirements at a community college, with a final year at University of Phoenix to secure a BS in Management, a BS in Health Management, a BS in Information Technology or an RN to BS in Nursing.

"We are excited to align with the Maricopa Community Colleges to help address the skills gap in popular industries such as nursing, management and healthcare," said University of Phoenix Provost John Woods. "Preparing students for fulfilling careers is a mission both institutions share, and this pathway means students save money while still completing their bachelor's in four years. Eligible students need to complete just 11 classes to finish their bachelor's degree and can graduate in as little as 14 months, when transferring 87 credits to University of Phoenix."

"Our agreement with University of Phoenix will allow students to attend a Maricopa college and get a head start in earning their bachelor's degree," said Rose Rojas, director of transfer, Maricopa Community Colleges. "Our colleges are committed to offering students the best path for their educational journey. The pathway with University of Phoenix provides a very cost-effective option for students to earn both an associate degree and a bachelor's degree in high-demand areas."

The agreement applies to all 10 Maricopa Community Colleges. Students can transfer up to 87 credits towards a bachelor's degree. If all 87 credits are transferred, students will need to complete only 33 credits to graduate. University of Phoenix offers undergraduate students one course at a time at five-week increments, with new courses starting monthly. Additionally, University of Phoenix will waive all fees and tuition for the first course and provides a special Associate Degree Transfer tuition rate for all remaining courses, which is a savings of $144 per course.

WHAT WE DO

3

Student learning framework

University of Phoenix founder Dr. John Sperling knew what it meant to beat the odds. He grew up poor, he battled a learning disability, and he worked his way through school to earn a PhD.

The challenges he faced inspired him to create a better path for students like him. He saw adult learners struggling with rigid class schedules, often taking six to 10 years to earn a degree. And it gave him a revolutionary idea: What if he created a university for working adults?

His experiment didn't make earning a degree any less rigorous— only more practical, with flexible schedules that appealed to working adults and coursework that translated into the real-world skills that could be applied in the workplace.
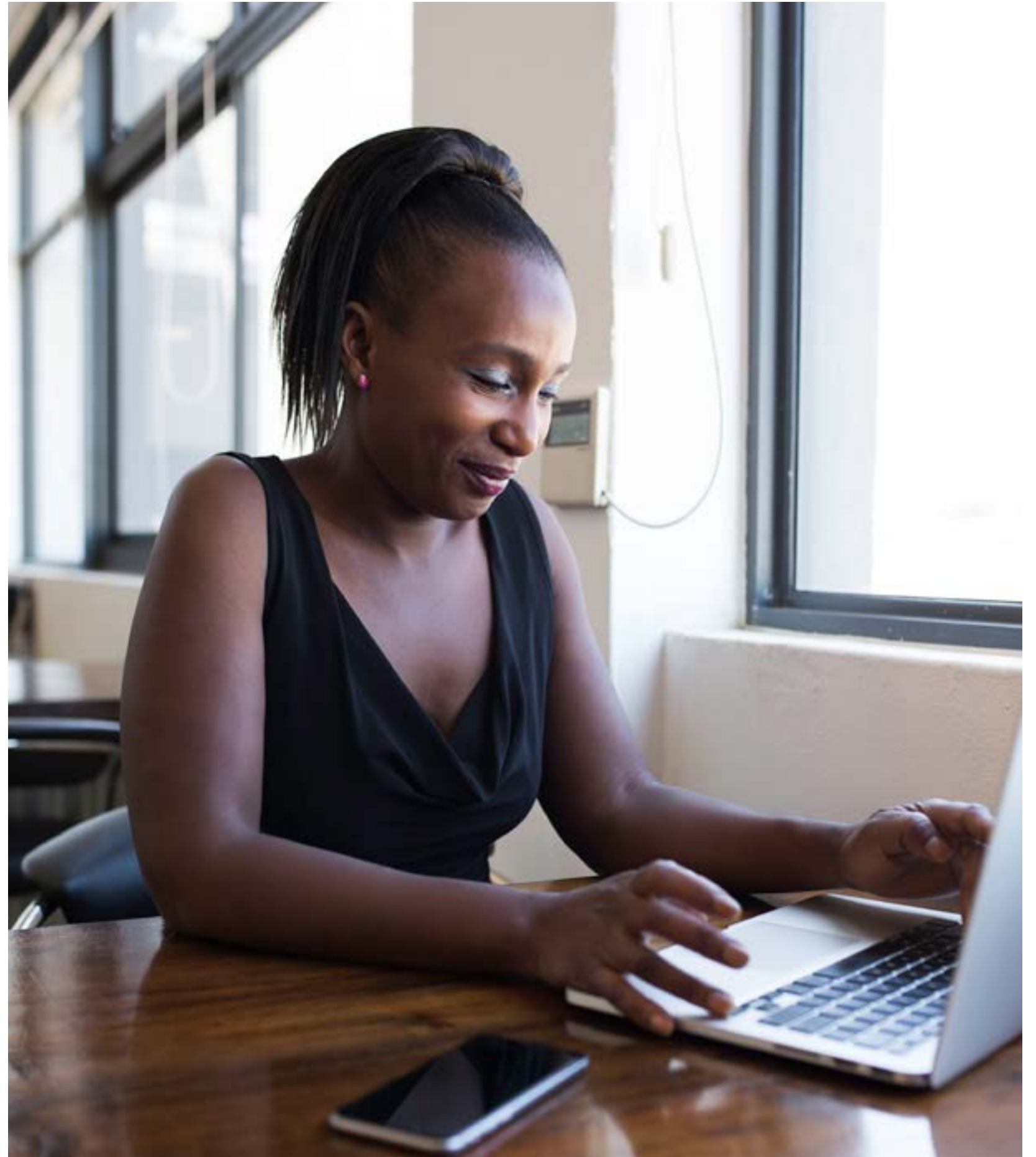
Learn, practice, apply (LPA)

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

LEARN

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

PRACTICE

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

APPLY

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

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

Using LPA, the student could:

- Learn the essentials of a marketing plan
- Create and present a marketing plan
- Incorporate feedback from their instructor and fellow students
- Use the marketing plan in their workplace or as a portfolio piece for a job interview

Practitioner faculty

Other universities have adopted similar LPA frameworks over the years. But at University of Phoenix, the additional "secret sauce" is our practitioner faculty. Our instructors help translate theory into skills that students can put into practice right away.

This is because they know firsthand what works and what doesn't.

Our instructors bring, on average, 26.9 years of professional experience into the classroom. Their real-world experience allows them to translate theory into practical examples, often from their own workplaces.

Collaborative environment

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

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

Of course, when instructor guidance or real-world expertise is needed, it's available. In 2020, the University had a 20:1 faculty-to-student ratio.

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

Saving students time and money

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

University of Phoenix is committed to saving our students time and money. In fact, in FY20, our students saved over $51.6 million in tuition between discounts, scholarships and other savings.

In addition to ways we help our students save, we offer fixed tuition that provides cost certainty for our students. While education costs have risen an average of 2.6% in the U.S. every year, our Tuition Guarantee ensures students pay one flat rate from start to finish of their program.

Read more: **phoenix.edu/tuitionguarantee** ⟶

Matthew Bauer, BSN 2011

Here's an overview of 10 different time- and/or money-saving opportunities that help eligible students earn a degree faster, and for less.

1 Transfer credits

Prior eligible credits earned at accredited universities and colleges can cover up to 75% of a bachelor degree, leading to graduation in as little as one year. On average, students who apply eligible transfer credits save over $13,000 off their degree.

Read more:
phoenix.edu/transfercredits

2 Prior Learning Assessment

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

Read more: **phoenix.edu/PLA**

3 Alternative credit providers

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

Read more:
phoenix.edu/alternative-credit

4 National testing programs

Students with expertise in a specific subject may be able to test out of one or more classes by taking national, standardized tests.

Tests we accept include:

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

Read more:
phoenix.edu/nationaltesting

FIGURE 5

PRIOR LEARNING ASSESSMENT BY THE NUMBERS

2,002
undergraduate students earned credit

$9.3M
saved on tuition

23,392
total credits were awarded

$4,650
saved on tuition per student, on average

ALTERNATIVE CREDIT BY THE NUMBERS

8,125
students took advantage of alternative credit

$25M
saved on tuition

62,895
total credits were awarded

$3,080
saved on tuition per student, on average

NATIONAL TESTING BY THE NUMBERS

305
Undergraduate students took advantage of national testing providers

$810K
saved on tuition

2,037
total credits were awarded

$2,658
saved on tuition per student, on average

5 Competency-based programs

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

We launched four competency-based degrees in 2020, with more to follow in 2021:

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

Read more: **phoenix.edu/cbe**

6 Community college relationships

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

Read more: **phoenix.edu/pathway**

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

Associate degree students who transfer into a University of Phoenix bachelor's program can save $144 on most courses with our special tuition rate.

Read more:
phoenix.edu/associatetransfer

7 Scholarships and grants

We offer numerous partial and full tuition scholarships — including a new program introduced in 2020 featuring up to $1 million in monthly scholarship opportunities. We also have scholarship agreements with other organizations. See **pages 102-103** for more details about the many scholarship opportunities we offer.

Read more:
phoenix.edu/scholarships

Read the press release on our program offering up to $1 million in scholarships: phoenix.edu/newscholarships

Based on financial need, some students may also qualify for federal grants when they fill out a Free Application for Federal Student Aid (FAFSA). The most common is the Pell Grant, available for students working toward their first undergraduate degree. Approximately 75% of our undergraduate students are Pell Grant-eligible.

8 Military benefits

Active-duty service members in the U.S. Armed Forces and their family members are eligible for a lower military tuition rate. Additionally, in some cases, they are not charged a resource fee for courses that started on or after April 27, 2020. University of Phoenix also offers military benefits for veterans, including GI Bill® assistance and tuition benefits.

Read more: **phoenix.edu/military**

9 Employer benefits

We provide education benefits to employees at over 1,500 organizations through employer or benefits provider alliances. This can help students save money while gaining skills that directly help in their job, offering a benefit for both students and employers.

Read more: **phoenix.edu/employer**

10 Alumni savings

Our alumni are 1 million strong — and growing. If they want to continue toward new educational goals, we can help. Alumni are eligible for special tuition rates and can save up to $2,880 on a bachelor's degree and $2,200 on a master's degree. Also in 2020, we began awarding 50 new alumni scholarship opportunities, valued at $2,000 each.

Read more: **phoenix.edu/alumnisavings**

Scholarship opportunities

Every time we remove an obstacle between a student and a degree, one more graduate becomes empowered to pursue a brighter future. That's why the University offers numerous partial and full-tuition scholarship programs. We also have scholarship agreements with other organizations.

In 2020, we introduced a new scholarship pilot so successful it led to an ongoing program awarding up to $1 million in scholarships each month. Scholarship awards of up to $1,000 to $3,000 are available for new and existing students and alumni.

In addition to financial need, scholarships are offered to attract outstanding students who have a track record of success from previous educational and work experience and high grade point averages.

In addition to new scholarships launched in 2020, we offer 16 full scholarships annually — including four for military-affiliated students.

> " These new scholarships will help students and alumni with a track record of success advance their education and career goals; and it is just one of the ways we're helping to meet the needs of working adults."

PETER COHEN
President of University of Phoenix

Focus to the Finish®

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

Scholarships for military-affiliated students

Four additional scholarships are available to our military-affiliated students:

- **Enlisted Association of the National Guard of the United States (EANGUS)**
  The EANGUS mission is to give voice on Capitol Hill to enlisted National Guard men and women, their families, and retirees. Three full-tuition scholarships were offered to the University through the EANGUS We Care for America Foundation.

- **Military Police Regimental Association**
  The Military Police Regimental Association (MPRA) provides services and assistance to Military Police soldiers and their families. One full-tuition University of Phoenix scholarship was offered in collaboration with MPRA.

University of Phoenix® Las Vegas Assemblyman Tyrone Thompson Scholarship

Nevada Assemblyman Tyrone Thompson, known as "T-Squared," was chairman of the Assembly Education Committee when he suddenly passed away on May 4, 2019, at the age of 51. Thompson was a champion in the areas of education, homelessness initiatives, public health issues and employment discrimination. However, his work and passion for people far exceeded his political endeavors.

His untimely passing inspired friend and colleague **Jeff Hendrickson,** University of Phoenix campus director in Las Vegas, to spearhead the creation of the University of Phoenix Las Vegas Assemblyman Tyrone Thompson Scholarship as a way for the University to honor Thompson for years to come. The full-tuition scholarship is open to prospective student applicants from Nevada who are pursuing an undergraduate degree.

Hendrickson described Thompson as "an incredible person to be around with an infectious personality."

> " I love what this may do for somebody's future who wouldn't have otherwise had the opportunity to go to college. The fact that it's in Tyrone's honor makes it all the more special."

JEFF HENDRICKSON
**Campus Director, Las Vegas**

University retention and graduation rates

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

Tracking the data

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

To provide a fuller picture, and to account for all students beginning a new program with the University, disaggregated by degree level, we internally calculate and track our institutional retention and graduation rates.
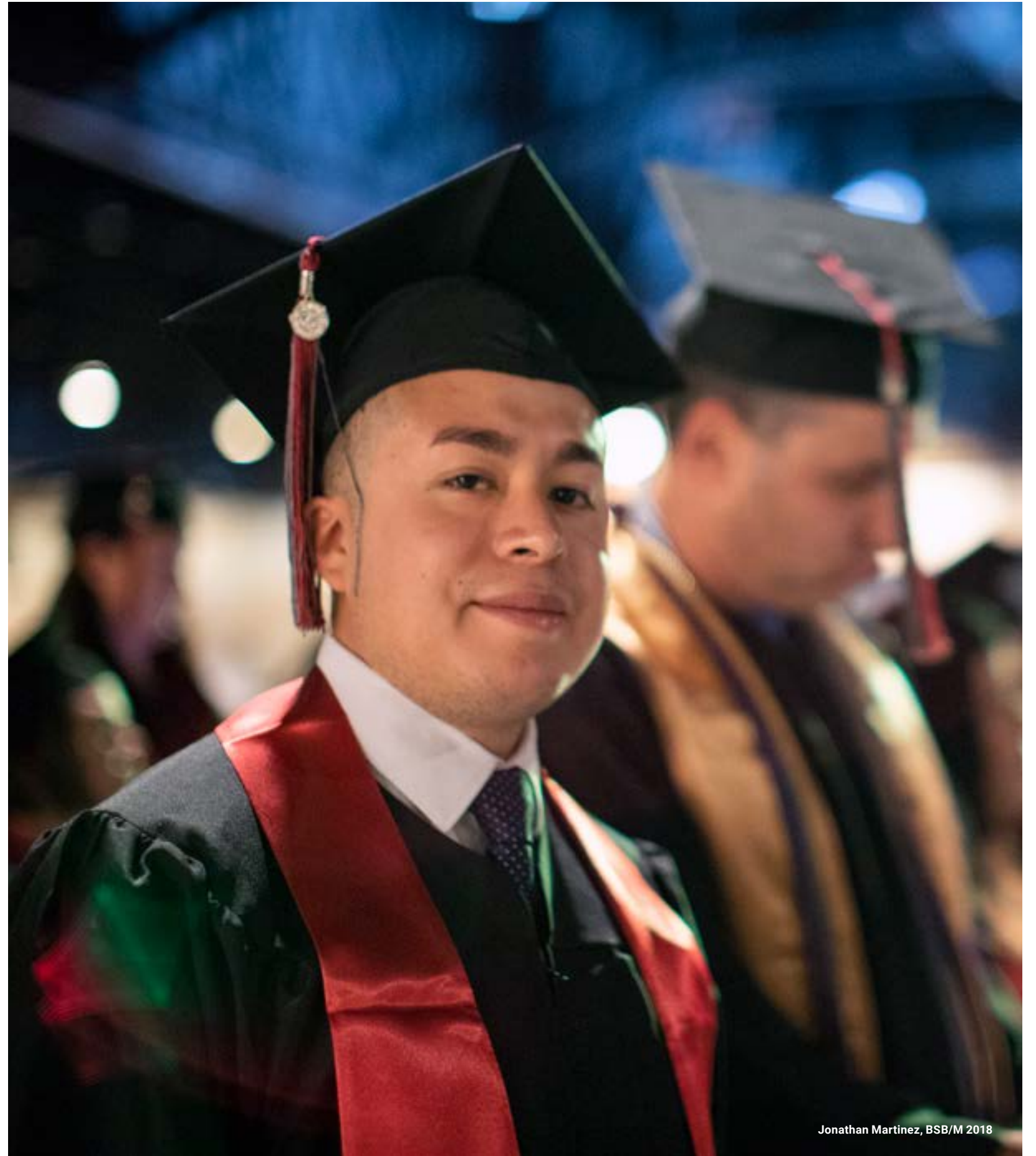
Jonathan Martinez, BSB/M 2018

Retention rates

Retention rates tell a story of the perseverance of our students and the success of our efforts to support them. University of Phoenix actively collects and analyzes retention data to inform ongoing and continuous efforts aimed at improving student outcomes.

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

These efforts to identify students and target them with helpful and timely assistance may be all some students need to continue toward their educational goals. The University has various services available to students, including academic assistance, financial help and life management services, which can help students remain engaged and progressing toward degree completion. Internally, we also use a checkpoint, called our "on-track metric," to examine the continuous engagement of our students. This metric is a point-in-time measure of the percentage of students who remain on track to graduate on time from University of Phoenix. On-track helps us adapt retention strategies and offers a leading indicator of how we're doing faster than we would see in the annual tabulation of retention and graduation rates.

In 2020, our on-track metric improved every month in a year-over-year comparison with 2019. In fact, as of April 2021, it has improved 40 months in a row.

The on-track tool and predictive analytics help us intervene in the right ways at the right times, says Provost John Woods. "We can anticipate that if we keep students in school and progressing through their programs, this will positively impact graduation rates," he says.

As indicated in **Figure 6**, 2020 retention rates show an upward trend across bachelor's and master's degree levels. In fact, most University retention rates improved even though some of the students in this measurement began their programs or were progressing through the early part of their programs during the pandemic.

The University's institutional retention rates — which include all students and not just the limited FTFT population — demonstrate far higher retention than the IPEDS retention rate. This is because the IPEDS retention rate measures whether a small cohort (7%) of University students — specifically FTFT bachelor's students who posted attendance in their first class between August and October 2019 — remain actively enrolled the following Aug. 1. While this approach may be sensible for a traditional semester-based institution, it does not meaningfully measure retention at University of Phoenix, where classes start year-around, students complete one course at a time, and most students do not qualify as FTFT.

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

Figure 6. University of Phoenix. (2020). The Office of Federal Policy and Reporting.
The University's institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 – June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's, 175 days; (iii) master's, 210 days.

Graduation rates

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

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

Again, some distinctions are necessary between our institutional graduation rates and IPEDS rates. The institutional graduation rates demonstrate a higher level of student success than does the IPEDS rate, which is limited to FTFT undergraduate students. Of all students first attending the University during the IPEDS 2020 graduation rate cohort, just 15.4% of the entering students were FTFT undergraduate students.

Our institutional rates for master's degrees have seen a steady increase since 2018, and our blended institutional graduation rates, which are a measure of multiple degree programs at the University, have also remained steady.

Bachelor's and master's degree students make up 80% of the University of Phoenix student body, so it's good news that the blended graduation rate remains steady. "With our robust retention efforts, we can anticipate that our graduation rates will climb in coming years," Woods says.

Using IPEDS FTFT student definitions and the University of Phoenix institutional definition for all students, both aggregated and disaggregated by degree level, the most recent four years of 150% graduation rates (those who completed the program within 150% of the published length of their program) for the University are displayed in **Figure 7**.
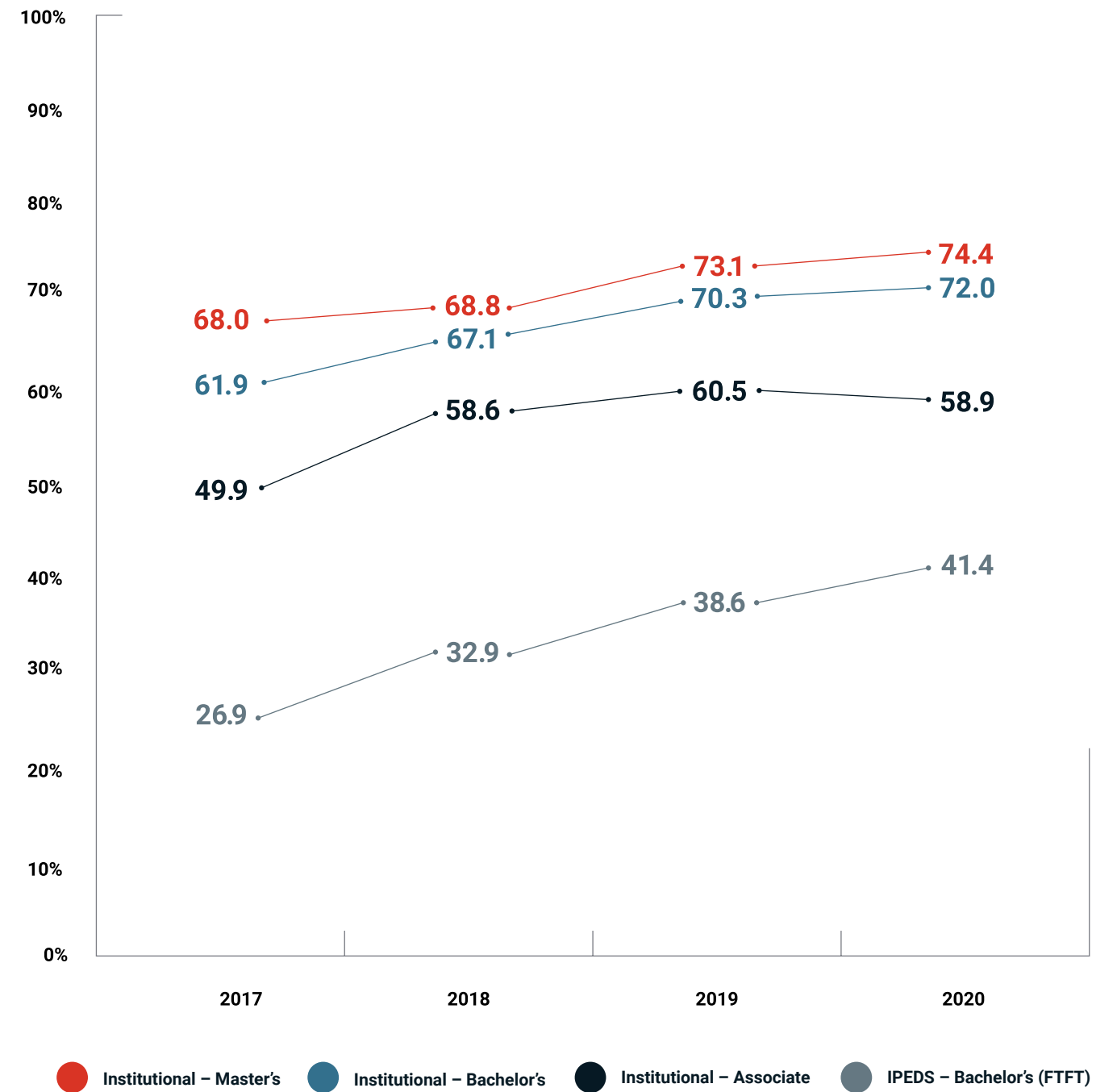
Figure 7. University of Phoenix. (2020). The Office of Federal Policy and Reporting.
The 150% institutional graduation rates reflect the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. The 150% institutional graduation rates include students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who passed away prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort years for the institutional graduation rates in Figure 7 are FY14, FY15, FY16, FY17 for associate and master's, and FY10, FY11, FY12, FY13 for bachelor's. The 150% IPEDS graduation rate reflects the percentage of FTFT undergraduates in the cohort who, as of Aug. 31 of the reporting year, completed their program of study within 150% of the published length of the program. The cohort years for IPEDS represented in Figure 7 are FY12, FY13, FY14, FY15. The institutional graduation rates presented in Figure 7 are disaggregated by degree level.

FIGURE 7 150% IPEDS AND INSTITUTIONAL GRADUATION RATES

Figure 7 charts: 150% IPEDS and Institutional Graduation Rates

IPEDS – Undergraduate (FTFT): 2017: 14.2, 2018: 16.5, 2019: 15.6, 2020: 11.8

Institutional – Associate: 2017: 18.2, 2018: 17.7, 2019: 23.0, 2020: 25.5

Institutional – Bachelor's: 2017: 40.3, 2018: 42.6, 2019: 40.5, 2020: 39.9

Institutional – Master's: 2017: 44.6, 2018: 40.8, 2019: 44.2, 2020: 46.3

Institutional, blended undergraduate degrees: 2017: 34.9, 2018: 36.1, 2019: 38.6, 2020: 38.2

Institutional, blended associate, bachelor's, master's: 2017: 36.0, 2018: 36.7, 2019: 39.2, 2020: 39.2

Responsible and appropriate borrowing

For many students, reaching academic goals could require some level of borrowing.

As a university, we take our role in helping our students make responsible decisions about student loans very seriously. We offer extensive tools and resources before and after enrollment to help our students understand the different types of loans and determine the loan amounts that might be right for them. These resources include our Financial Plan; advisors who assist with tuition financing questions and concerns prior to and during students' programs; our Repayment Management team, which assists with understanding federal loan repayment options; and access to the iGrad® online money-management tool.

Student loan cohort default rates

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

To remain eligible to participate in Title IV programs, an educational institution's three-year CDRs cannot equal or exceed 40% for any given year or 30% for three consecutive years.

As indicated in **Figure 8**, the University's CDR has declined or held steady over the three most recent cohort years. It also remains below the average among proprietary schools.

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

The 2017 CDR for University of Phoenix "completers" is approximately 4%. This lower CDR suggests that program completion influences positive loan repayment habits — and reflects the importance of the University's retention and graduation initiatives to help students persist through their programs.

FIGURE 8 OFFICIAL COHORT DEFAULT RATES

- **Average for proprietary schools**
- **University of Phoenix**
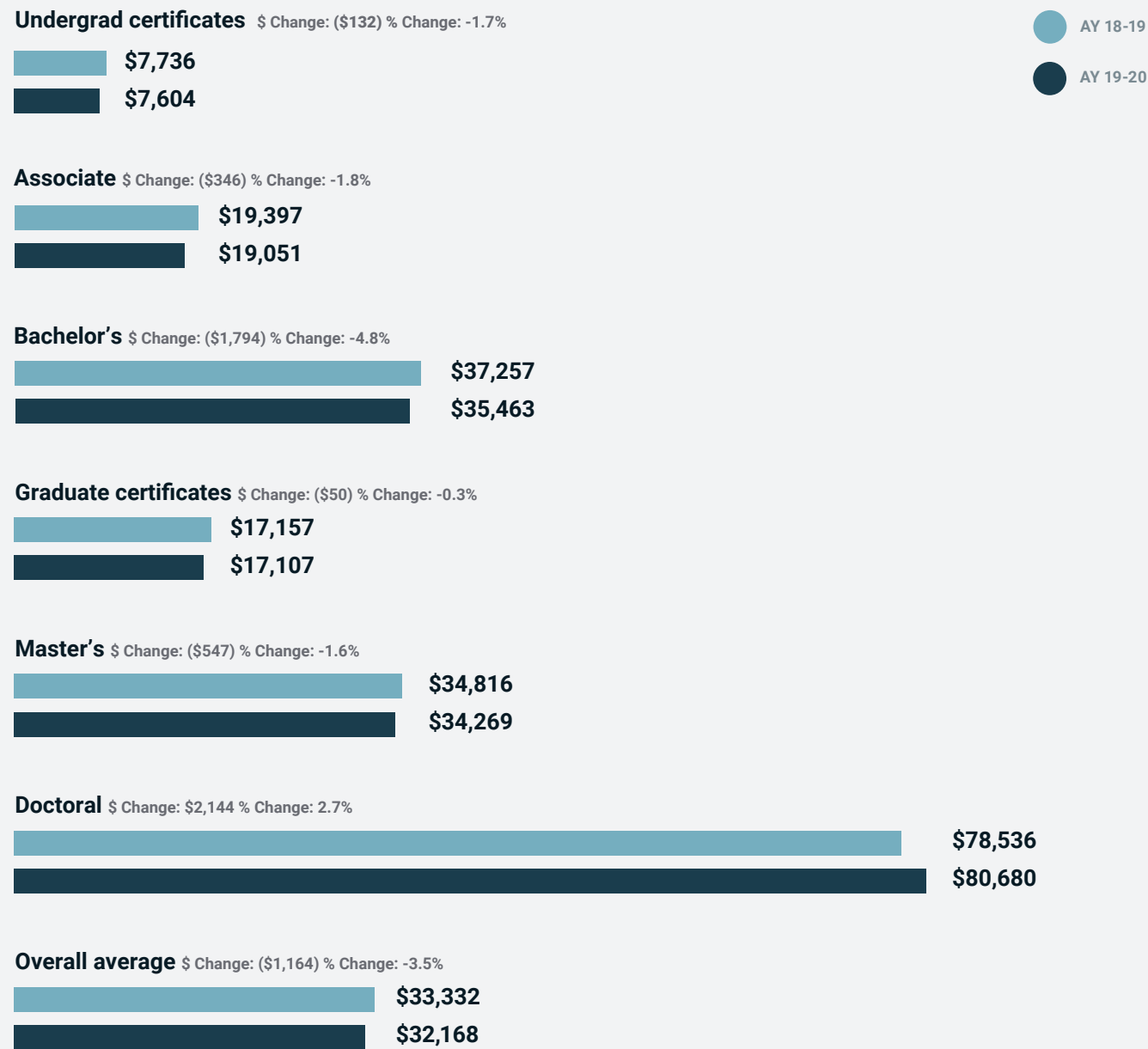- **National average for all institutions**
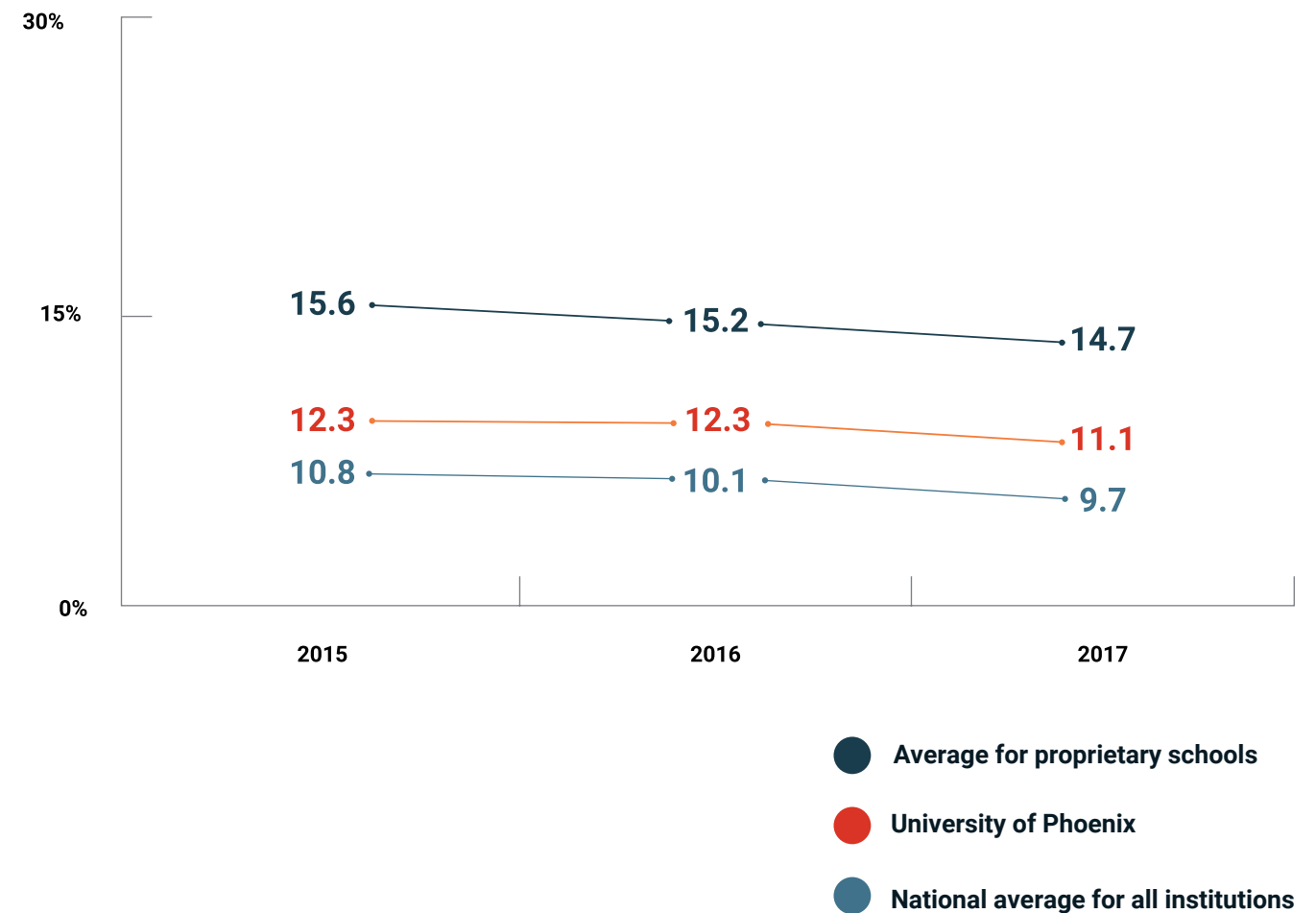
University of Phoenix completer debt levels

As shown in **Figure 9**, student completers in most certificate and degree programs borrowed less in 2020 than they did in 2019. Only doctoral students borrowed more.

Notably, **Figure 10** reflects borrowing through June 30, 2020, which reflects decreases in borrowing even during the first three and a half months of the COVID-19 pandemic.

FIGURE 9 UNIVERSITY OF PHOENIX COMPLETER DEBT LEVELS

Undergrad certificates $ Change: ($132) % Change: -1.7%

- AY 18-19
- AY 19-20

$7,736
$7,604

Associate $ Change: ($346) % Change: -1.8%
$19,397
$19,051

Bachelor's $ Change: ($1,794) % Change: -4.8%
$37,257
$35,463

Graduate certificates $ Change: ($50) % Change: -0.3%
$17,157
$17,107

Master's $ Change: ($547) % Change: -1.6%
$34,816
$34,269

Doctoral $ Change: $2,144 % Change: 2.7%
$78,536
$80,680

Overall average $ Change: ($1,164) % Change: -3.5%
$33,332
$32,168

Lifetime borrower indebtedness

Lifetime borrower debt levels have also seen a decrease, as shown in **Figure 10**.

FIGURE 10 UNIVERSITY OF PHOENIX AVERAGE LIFETIME BORROWER INDEBTEDNESS

$ 27,221 — 2019

$ 26,342 — 2020

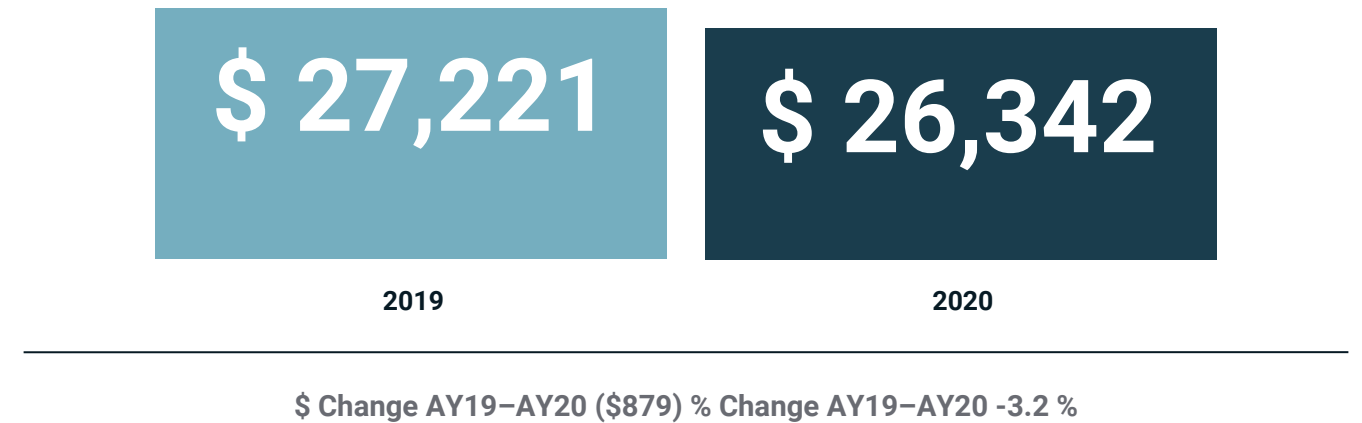**$ Change AY19–AY20 ($879) % Change AY19–AY20 -3.2 %**

Figure 9. University of Phoenix, 2020. The Office of Federal Policy and Reporting.
Data includes all borrowers who completed a program in the respective credential level during the specified federal award year and who obtained subsidized, unsubsidized and/or PLUS loans. Amounts represent the average subsidized, unsubsidized and PLUS loans disbursed. Loans are included as follows: associate degree completion — associate degree and undergraduate certificate loans; bachelor's degree completion — bachelor's degree, associate degree and undergraduate certificate loans; master's degree completion — master's degree and graduate certificate loans; doctoral degree completion — doctoral degree, master's degree and graduate certificate loans.

Figure 10. University of Phoenix, 2020. The Office of Federal Policy and Reporting.
Includes all borrowers attending during the specified aid year who obtained subsidized, unsubsidized and/or PLUS loans. Loans represent disbursed loans, net of returns to lender that were disbursed at any time during the student's academic history at the University through June 30 of the specified aid year. Amount represents the average subsidized, unsubsidized and/or PLUS loans disbursed. These figures align with the average borrower indebtedness displayed in the University's loan exit counseling materials provided to borrowers.

Improving student outcomes

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

- **Career Services for Life® commitment**. We offer access to career tools and resources, including access to resumé reviews for the duration of our active students' and graduates' careers. They also receive access to our career support services, which help with career transitions, job search planning and personal brand development — plus one-on-one career coaching.

- **Tuition Guarantee**. We are committed to helping students earn their degrees successfully, affordably and with predictable tuition. With our Tuition Guarantee, students won't pay more than $398 per credit for an undergraduate

degree, $698 per credit for a master's degree or $810 per credit for a doctoral degree for the length of their program. This fiscal certainty is important for working adults with lots of other obligations.

- **Committed academic counselors**. We offer the support students need from day one through day done. Our academic counselors work with students to develop personalized academic plans, and they partner with faculty to coordinate early interventions to help struggling students succeed. We know the types of obstacles that adult learners face — and we understand how to help our students navigate them.

- **Centers for Writing and Mathematics Excellence**. We understand how essential writing and math skills are for student success. That's why we offer online support. The Center for Writing Excellence offers access to workshops, tutorials, formatting aids and grammar review. The Center for Mathematics Excellence offers workshops, videos, practice problems and other resources.

- **iGrad®**. We take seriously the role we play in providing tools and resources to help our students manage their finances responsibly. That's why we offer access at no additional cost to the iGrad online money-management tool, which students can use to learn how to budget, save, minimize borrowing and understand future student loan payments.

- **Life Resource Center**. We know the majority of our students juggle work, parenting and household budgets while going to school. Our Life Resource Center offers access to clinical counseling services and life coaching — plus tips, self-assessments and skill-building resources on topics such as health, housing options, time management, relocation, and child and elderly care.

- **On-demand resources**. From career resources to tips on time management and online learning, we offer self-paced workshops and one-click access to tutorials, tips, videos, and other academic and career-relevant content. We also

serve the needs of students, faculty, staff and alumni with 24/7 access to nearly 200 online resources and regularly updated information through our University Library.

- **Disability accommodations**. The support we offer is proven to help students persist in their programs. In FY20, Accessibility & Disability Services accommodated 8,506 students. Their average 30-day retention rate of 74.7% represents an 18% higher retention rate than students with disabilities who did not use accommodations.

- **Facebook® Study Sessions**. We bring students together for connection, support and motivation through study sessions on the University of Phoenix Facebook page. We talk time management, study techniques and network-building — all of which help with student connection and student progression.

- **Surveys**. We listen to our students and faculty so that we can regularly improve our courses.
  - **Student End-of-Course Surveys (SEOCS)** allow students to give faculty feedback on their instruction and course content.
  - **Faculty End-of-Course Surveys (FEOCS)** allow faculty to give the University feedback on course content, curriculum updates and technical issues.

Facebook® is a registered trademark of Facebook Inc.
iGrad is a registered trademark of iGrad Inc.
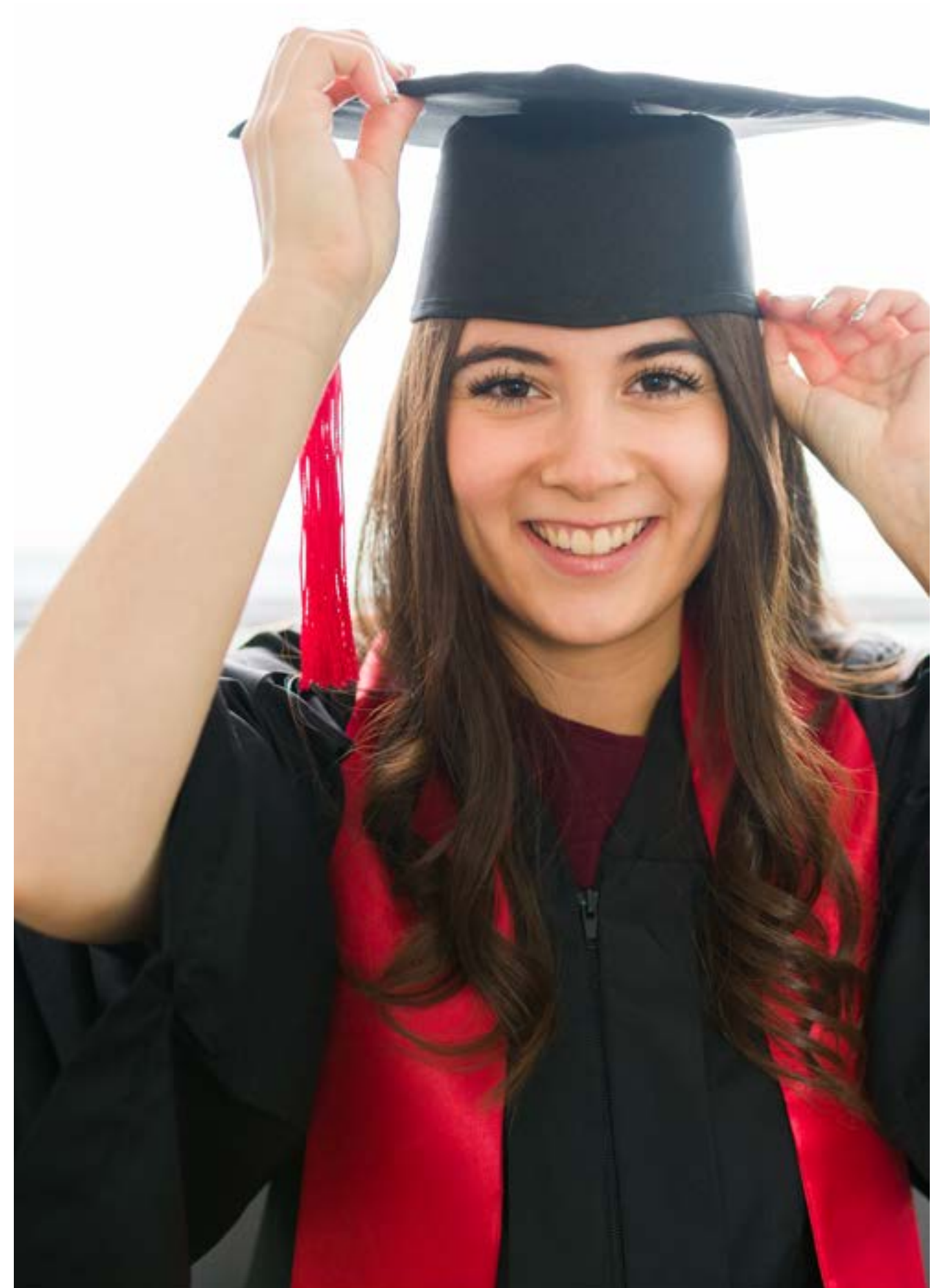
Assessing student outcomes

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

At University of Phoenix, we've built rigorous assessments into our courses that yield data on how well students are learning. We use this data coupled with faculty insights to continuously improve the student experience.

It's behind-the-scenes work. But it's one of the most important things we do, because when our students succeed, we succeed.
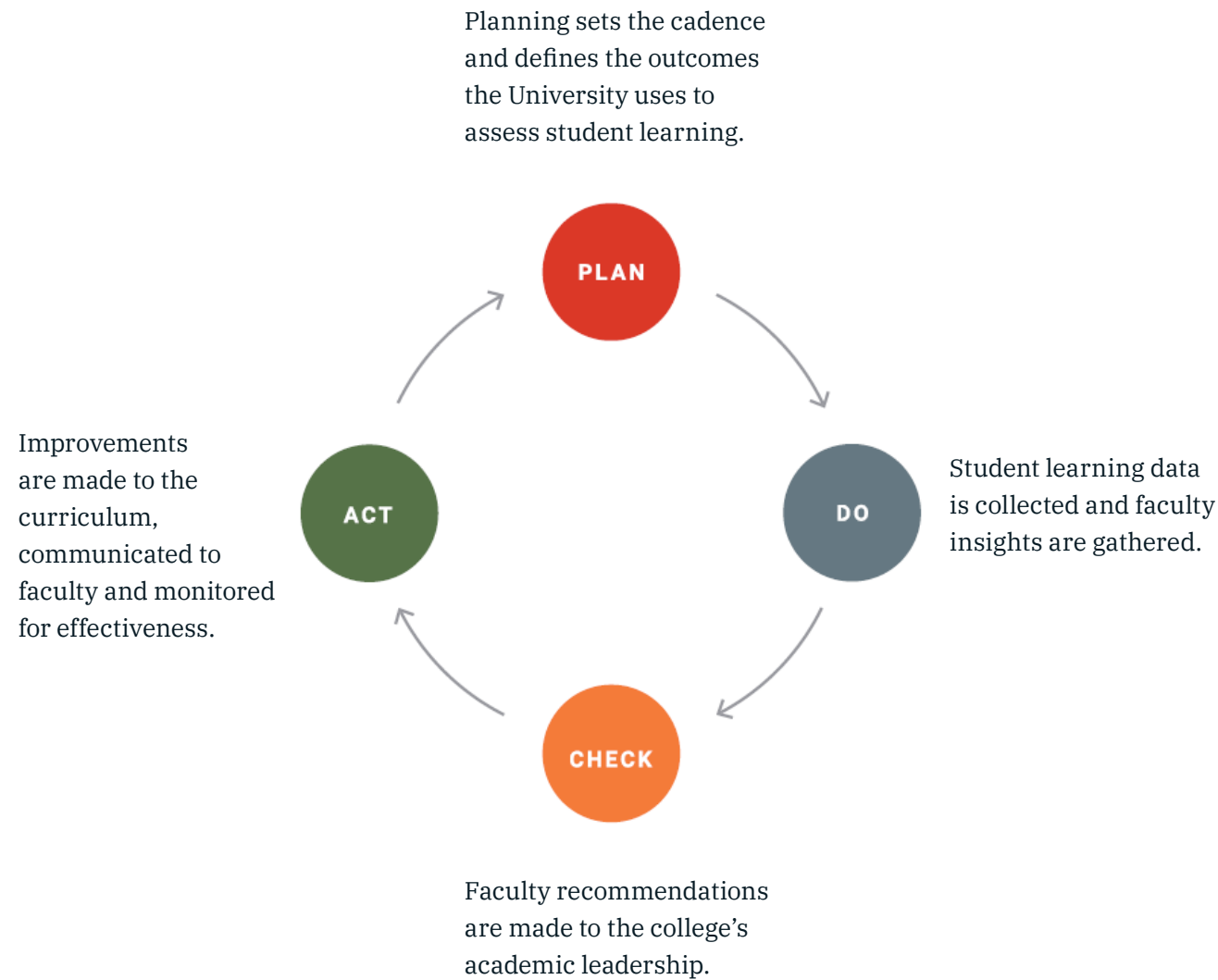
> " Assessment is critical. Students want to know what they have learned, as do employers, to assess job preparedness. And how much students learn is a measure of the institution's effectiveness."

DR. JOHN WOODS
Provost, University of Phoenix

The assessment model

FIGURE 11 CONTINUOUS QUALITY IMPROVEMENT

Planning sets the cadence and defines the outcomes the University uses to assess student learning.

Student learning data is collected and faculty insights are gathered.

Improvements are made to the curriculum, communicated to faculty and monitored for effectiveness.

Faculty recommendations are made to the college's academic leadership.

PLAN

DO

ACT

CHECK

Assessment timelines

Based on each college's assessment plan, faculty members review student learning outcomes data from signature assignments throughout the year. Signature assignments are unique assessments created by University academic leadership and faculty to measure specific learning goals in a program.

Our colleges review student learning outcomes information and data during an annual review of program performance, or "health," in which we take a look at student learning, development, retention, progression and other data.

The data analysis and curriculum changes that come from this review are used as part of our five-year academic program review.

Putting it all together

The importance of learning assessment can't be overstated. The University, students, employers, regulators and accreditors all use assessments as proof of student learning.

Student learning assessment is anchored by student-faculty classroom interactions and graded work. Academic professionals will understand that signature assignments are also key to understanding how students are performing. These rubric-based performance assessments are built into courses and are aligned to Program Student Learning Outcomes and University Learning Goals.*

In 2020, signature assignments captured learning data from more than 120,000 ratings of student work. The University continuously leverages this large sample size to shape curriculum, instruction and student support.

Student surveys

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

Scores reflecting our students' likelihood to recommend their faculty and the University, as well as their satisfaction with the level of service they received, are reported on **page 125**.

*Student performance scores reported on pages 121 and 123 do not reflect every student performance scored by faculty in their courses. They reflect a nonrandom sample derived from 166 signature assignment rubrics that were developed using our newer assessment model and rubric format during FY20.

University Learning Goals

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

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

The latter point is timely as employers increasingly encounter a skills gap in hiring. According to the Society for Human Resource Management, 75% of HR professionals who have difficulty recruiting blame it on a shortage of job applicants' skills.

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

ULGs by the numbers

Learning goals help us measure student outcomes and are a part of our grading criteria for classroom assignments. **Figure 12** offers a detailed explanation of the five competencies we measure against, along with the percentage of aligned student work that met or exceeded expectations in FY20.

FIGURE 12 ULGS: HOW STUDENTS PERFORMED

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

92.4 %

1. Professional competence and values

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

92.2 %

2. Critical thinking and problem-solving

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

92.3 %

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.

90.7 %

4. Information utilization

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

92.7 %

5. Collaboration

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

Source: University of Phoenix, 2020, Assessment Management System

Program Student Learning Outcomes

FY20 signature assignment data by college

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

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

Figure 13 shows the rate for student work meeting or exceeding expectations in PSLOs by field of study in FY20.

FIGURE 13 PSLOS: HOW STUDENTS PERFORMED

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

91.87 %

Doctoral Studies

91.06 %

General Studies

93.37 %

Business & Information Technology

95.48 %

Nursing

92.86 %

Education

90.45 %

Behavioral Sciences

94.07 %

Health Professions

Source: University of Phoenix, 2020, Assessment Management System

Student end-of-course and relationship surveys

It may sound obvious or even cliché, but "student-first" thinking informs every key decision we make as a university. Part of holding ourselves to this standard is listening to our students. One way we do this is through surveys.

Every student is asked to take an end-of-course survey upon completion of each course, which includes questions about faculty and curriculum. Students are also asked to evaluate their learning experiences and their interactions with support services at various other milestones or following specific events.

Figure 14 illustrates the general academic themes revealed by student surveys at specific points in time and overall.

1. How likely are you to recommend your instructors to other students?
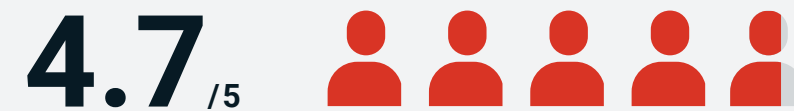
0–10 scale, 10=Extremely likely

8.7/10

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

0–10 scale, 10=Strongly Agree

8.9/10

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

1–5 scale, 5 = Awesome

4.7/5

*A service interaction is defined as "any inbound or outbound call, lasting three minutes or more, including transfers, with an Enrollment Representative, Finance, Student Services, or TAC departments where both student and agent are identified in the data table."

Seven colleges, diverse career goals

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

At University of Phoenix, everything we do at the college level is tied back to helping students achieve their career goals. We have seven colleges, whose deans work tirelessly to ensure our degrees align with real-world careers. We offer more than 100 online programs aligned to 300+ occupations, and 80% of our programs are in high-growth fields.

Our faculty

Our instructors aren't professors. They're accomplished professionals. Our faculty have spent an average of 13+ years in the classroom and 26+ years in their professions. Their passion for students' educational success is evident: **85% of surveyed students would recommend their instructors to others**.

Industry Advisory Councils

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

All of our colleges, except our College of Doctoral Studies, convened Industry Advisory Councils in 2020.

Institutional accreditation

University of Phoenix is accredited by the Higher Learning Commission (HLC) (hlcommission.org). Accreditation is an independent evaluation of educational quality and rigor. Since 1978, the University has been continuously accredited by HLC and its predecessor.

Programmatic accreditation

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

Programmatic accreditation can also be an important part of meeting licensure requirements or prerequisites for a specific job such as nursing, teaching or counseling. Eighteen University of Phoenix programs carry programmatic accreditation.

Read more: **phoenix.edu/accreditation**

College of Business and Information Technology

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

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

CBIT helps to develop emerging leaders. We achieve this by delivering education solutions that are relevant and immediately applicable to solving business challenges.

▶ **Watch: 'The Crafty Chica' earned a business degree and built 'Mucho Más'**

Kathy Cano-Murillo, BSB/M 2004, also known as "The Crafty Chica," turned her passion into a profession when she left her desk job as a journalist to pursue her love of crafting by building Mucho Más' Art Studio. View her story: **phoenix.edu/cano-murillo**

Jean-Claude Mbock, BSIT/AIS 2017

Degree programs

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

Associate of Arts with a concentration in Accounting Fundamentals

Associate of Arts with a concentration in Business Fundamentals

Bachelor of Science in Accounting

Bachelor of Science in Business

Master of Business Administration

Master of Management

Master of Science in Accountancy

Doctor of Business Administration

Doctor of Management

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

Degree programs

Associate of Arts in Information Technology

Associate of Science in Cybersecurity

Bachelor of Science in Cybersecurity

Bachelor of Science in Information Technology

Master of Information Systems

Graduate certificate programs

Accounting Certificate

Business Analytics Certificate

Cybersecurity Certificate

Finance Certificate

Health Management Certificate

Human Resource Management Certificate

Marketing Certificate

Project Management Certificate

Undergraduate certificate programs

Advanced Cybersecurity Certificate

Advanced Network Certificate

Advanced Software Developer Certificate

Business Analytics Certificate

Cloud Computing Certificate

Cyber Policy and Governance Certificate

Cyber Network Defense Certificate

Financial Planning Certificate

General Management Certificate

Human Resource Management Certificate

Information Assurance and Security Certificate

Marketing Certificate

Operations Management Certificate

Project Management Certificate

Scripted and Compiled Programming Languages Certificate

Small Business Management and Entrepreneurship Certificate

Key leadership

DEAN
KEVIN WILHELMSEN, PHD

For more than 18 years Dr. Wilhelmsen has served the college as a dean, assistant dean, program dean and faculty member. He supports and manages the overall academic integrity of program curriculum design and development; assessment of student learning outcomes; regulatory affairs; faculty standards and scholarship, academic policy development; and various administrative functions. Dr. Wilhelmsen also serves as a site team lead evaluator and serves on the Business and Industry Relations Committee for ACBSP. In addition, he is a case judge for the Society for Human Resource Management. Dr. Wilhelmsen holds a PhD in Business Administration and Organizational Leadership from Northcentral University, an MBA from University of Phoenix and a Bachelor of Science in Business from the University of Arizona.

ASSOCIATE DEAN
AHMED OMAR, DBA, CFE

Dr. Omar has served as the associate dean of Graduate Business Programs and the assistant program dean for Accounting and Finance for University of Phoenix since 2016. He holds a Doctor of Business Administration in Accounting from Argosy University, a Master of Science in Accounting from LaSalle University and a Bachelor of Science in Accounting from Peirce College. Dr. Omar also holds a Certified Fraud Examiner certification and has taught accounting and finance at the undergraduate and graduate levels for over 14 years. Prior to his role at University of Phoenix, Dr. Omar served in various academic leadership roles at national and international universities. Along with his experience in higher education leadership, Dr. Omar has worked within the restaurant industry as an owner and operator of many quick-service restaurants and franchises.

ASSOCIATE DEAN
JOSEPH ARANYOSI

Aranyosi started at University of Phoenix in 2015 and serves in the role of associate dean of Undergraduate Business Programs in CBIT. He supports the college in curriculum development, academic operations, project management, data analysis, faculty support, and administration. Aranyosi has more than 20 years of higher education experience in various roles such as academic dean and director of curriculum development, and previously worked in the fields of mental health and art. He holds a Master of Business Administration from Western Governors University, a Master of Fine Arts from Northwestern University and a Bachelor of Arts in Psychology, Art History and Studio Art from the University of Richmond. He is also a Prosci-certified Change Practitioner and a member of the International Game Developers Association and the Royal Photographic Society.

ASSOCIATE DEAN
KATHRYN UHLES

Uhles has served University of Phoenix for 15 years in Student Services and Operations, as faculty and, most recently, as the associate dean of IT Programs in CBIT. She has a Master of Science in Psychology and a Master of Information Systems from University of Phoenix as well as a Bachelor of Science in Elementary Education from Arizona State University. She has earned a Certificate in Desktop Support and holds both an Elementary and a Secondary Education teaching certificate for the State of Arizona. In her current role, Uhles oversees the program and curriculum development of the University's IT programs, which includes maintaining relationships with industry certification bodies like CompTIA®, EC-Council® and Amazon Web Services®. She was a Greater Phoenix Chamber Athena Award nominee in 2020 and also served as a Pluralsight live panelist.

Through our 3+1 Transfer Pathway, students can transfer 87 credits from a participating community college, earning a BSIT or BSM in as little as 14 months.

Industry advisory council

- Rhonda Abrams – CEO, PlanningShop
- Markus Achord – Head, Diversity and Inclusion, Google
- Carlos Asarta – Director, Economic Education and Entrepreneurship, University of Delaware
- Michael Baer – VP, division manager, Sunland Asphalt
- Tim Crawford – Chief Information Officer, AVOA
- Todd Fennell – VP, information security, American Express
- Jennifer Gamage – VP, supply chain, Nestlé/Starbucks
- Stephenie Gloden – VP, agile practice, Fidelity
- Vishwa Hassan – Chief Technology Officer, USAA
- Matthew Rosenquist – Cybersecurity strategist, consultant
- Beth Sarabia – SVP, Sterling
- Patrick Soleymani – Associate dean, Business and Management, George Mason University
- Greg Sylvester – VP, enterprise content, data and SEO, American Express
- Robert Thompson – VP, technology management, Wells Fargo
- Steve Zylstra, CEO, Arizona Technology Council

Industry advisory council activities

In 2020, the CBIT Industry Advisory Council advised on a range of topics designed to advance the college and better serve our students. These included:

- Equipping students to navigate the global marketplace by focusing on key conceptual, strategic and operational differences globally
- Helping students solidify the decision-making and problem-solving skills that will help them adapt to an increasingly agile marketplace
- Preparing students to work with agile, cross-functional business and IT teams through core competencies that prepare them to navigate both disciplines

2020 highlights

Competency-based degrees take flight

In February 2020, University of Phoenix launched a competency-based Master of Business Administration. In this self-governed program designed for students with professional work experience, students learn advanced business skills, including management, decision-making and leveraging technology. Since students may have some of these skills already, they can demonstrate what they know quickly, earn credit for it and move on.

It's the fastest, most affordable MBA we offer, allowing students to earn their MBA for less than $10,000 in less than a year.

Our first students graduated from the program in February 2021. In October 2020, CBIT also launched a competency-based Master of Information Systems.
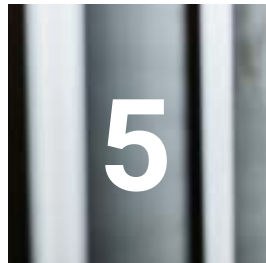
CBIT launches five new programs

Continuing to prepare pathways for students into the always-evolving world of information technology, CBIT launched five new programs in 2020. These include our Bachelor of Science in Cybersecurity degree and undergraduate certificates in Cyber Policy and Governance, Cyber Network Defense, Cloud Computing, and Scripted and Compiled Programming Languages.

Graduate students with work and life experience can now apply to waive a course

University of Phoenix began providing students with the option to waive a graduate-level course through Prior Learning Assessment (PLA). With PLA, students can leverage the work and life experience they already have. If this experience qualifies them for a course waiver, they can graduate faster — saving time and money.

Lead Cybersecurity faculty member Stephanie Benoit-Kurtz was featured as an Inspirational Woman in Tech by *Authority Magazine,* Jan. 7, 2020.

Interactive tools give students real-time feedback

The University continued to offer learning opportunities through uCertify™ and zyBooks℠, content that allows students to use live, interactive environments to complete work and get feedback and correction. uCertify allows the University to better align our curriculum to select industry certification exams from CompTIA, Microsoft® and ISACA®. zyBooks offers more guided content for students learning concepts like programming.

The college also added new course content from Pluralsight to help our students gain understanding of specific technology skills. This included the use of RoleIQ™ and SkillIQ™ assessment tools, which validate knowledge in specialized content areas.
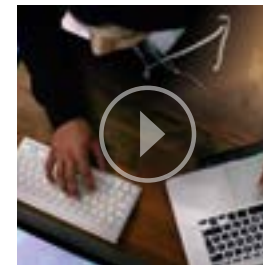
College rolls out 14 more technology-enhanced courses

To help make courses more engaging and interactive, CBIT added 14 more technology-enhanced "T-Courses" in FY20, bringing the total number to more than 44. The courses help students gain real-time video and self-assessment feedback on activities and assignments. This can give students confidence as they progress through their program and skills they can apply immediately in the workplace. The courses also provide faculty with detailed learning data, giving them insight into how to best help students learn.

University again joins EC-Council Circle of Excellence

University of Phoenix received the 2020 Academic Circle of Excellence Award from the International Council of E-commerce Consultants (EC-Council), the world's largest cybersecurity certification body. We were selected for the award in part because of our commitment to the type of program development that prepares cybersecurity graduates for the workforce. This was the second consecutive year the University has earned this award.

Business faculty in scholarship

Several college faculty members were active in publishing scholarly articles or presenting scholarly findings in 2020. They included:

Publications

- Lillie Hibbler-Britt, PhD, "The Impact of COVID-19 in the African-American Community," *Transnational Journal of Business*, Fall 2020.

- Patrick Sherman, DM, peer reviewed a chapter ("Exploration of Micro-credentials as a Solution for Continuing Education of Adult Learners: The Adult Student/Consumer Model") in the book *Ensuring Adult and Non-Traditional Learners' Success With Technology, Design, and Structure*, IGI Global, 2021.

- Charity Jennings, EdD, edited the book *Ensuring Adult and Non-Traditional Learners' Success with Technology, Design, and Structure,* IGI Global, 2021.

- George Love, DBA, was peer reviewer for a chapter in *The Use of Objectives and Feedback in a Competency-based Curriculum*, IGI Global, 2021.

- Dr. Timothy Allison-Aipa, PhD, co-authored a research article on "Changes in Self-Reported Depression, Anxiety and Post-Traumatic Stress Disorder Symptomatology from the Emotion Code Energy Healing Modality," in *Alternative and Integrative Medicine*.

Conferences

- Scott Backstrom presented a paper on "Transitioning a Hands-on Lab to Online" under the topic "COVID-19 Strategies for Educators and Simulations for Learning" at the 2020 EdMedia + Innovative Learning Conference.

- Christine Healy gave the keynote presentation for the Utah Municipal Clerk's Association Conference, titled "Lighting the Flame – Leadership and Project Management" (June 2020), and presented to the Utah Division of Arts and Museums Change Leader Conference on "Workplace Reunification – It's Not Just Physical" regarding how to engage the workforce after the remote work conditions triggered by the pandemic.

- Stephanie Benoit-Kurtz presented "Making Organizations Stronger with Diversity, Networking and Mentorship" at the PCI Security Standards Council.
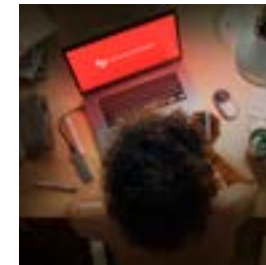
New milestones achieved

Whether adapting to COVID-19 constraints, cultivating faculty satisfaction, or pushing new boundaries to benefit students, CBIT achieved many other milestones in 2020. These included:

- Converting all local campus courses to online learning through Blackboard Collaborate™ to meet COVID-19 safety measures.

- Piloting the University's skills-mapping model (MBA, MM, BSB, BSM) to align and map program outcomes to top-growing occupations and in-demand job skills. The University uses algorithms based on government data and real-time job postings developed by EMSI, a leader in labor market analysis. We then develop curriculum and programs that teach career-ready skills mapped back to those in-demand occupations. CBIT has been at the forefront of this effort.

- Renewing the Society for Human Resource Management Curriculum Guidelines approval for BSB/HR and MBA/HRM. This gives students peace of mind that their bachelor's and graduate HR programs have industry-aligned, third-party validation.

- Revising our top 25 enrolled courses to incorporate digital learning resources and assessment so that students can check their understanding of content before moving on. This resulted in improved grades and student progression.

- Improving program and course alignment in IT programs to industry certifications and standards from entities such as CompTIA, Microsoft and ISACA.

- Launching and maintaining a new Competency-Based Education (CBE) faculty model through practitioner faculty and faculty mentor roles. This model allows students to move through programs more quickly by demonstrating competence in specific areas.

College of Social and Behavioral Sciences

Preparing students to make a difference through counseling, social work or correctional support services.

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

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

In 2020, the global pandemic required us to place an even greater emphasis on students' needs. We helped our students progress in their programs and complete field and clinical hours, while still meeting regulatory requirements and remaining safe. This was no small feat — and it's one we're exceptionally proud of.

Andrew Bucholtz, BSCJA/CJHS 2016

Degree programs

Associate of Arts in Criminal Justice

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

Bachelor of Science in Criminal Justice Administration

Bachelor of Science in Correctional Program Support Services

Bachelor of Science in Industrial-Organizational Psychology

Bachelor of Science in Public Administration

Bachelor of Science in Security Management

Bachelor of Science in Social Work

Master of Public Administration

Master of Science in Administration of Justice and Security

Master of Science in Counseling/Clinical Mental Health Counseling

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

Master of Science in Psychology

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

Key leadership

DEAN
CHRISTINA NEIDER, EDD

Dr. Neider's career spans over 25 years in academia, healthcare and the U.S. Air Force. During her years at University of Phoenix she has held several academic leadership roles, including associate dean of Undergraduate Studies in the College of Health Professions, dean of Assessment and dean of Curriculum. Dr. Neider holds a Doctor of Education in Education Leadership from Northcentral University, and a Master of Arts in Education/Curriculum and Instruction and a Master of Science in Psychology from University of Phoenix. She is the vice president of membership for the Arizona Chapter of the Healthcare Information and Management Systems Society (HIMSS).

ASSOCIATE DEAN
FRANZI WALSH, DBA, MPA

Dr. Walsh serves as associate dean for Criminal Justice, Public Administration, and Security Programs within CSBS. Dr. Walsh holds a Master of Arts in Organizational Management and a Doctor of Business Administration from University of Phoenix, and a Master in Public Administration from Western International University.

ASSOCIATE DEAN
JEAN MILLER, PHD, LPC, NCC, ACS

Dr. Miller is the associate dean of Counseling in CSBS. She holds a doctorate in Higher Education Administration from University of Phoenix, and is a Licensed Professional Counselor, a Nationally Certified Counselor and an Approved Clinical Supervisor. Dr. Miller is the board vice president for the National Alliance on Mental Illness (NAMI) Colorado.

ASSOCIATE DEAN
SAMANTHA DUTTON, PHD, LCSW

Dr. Dutton is the associate dean and program director for the Bachelor of Science in Social Work. Prior to her work in academia, Dr. Dutton served 27 years in the U.S. Air Force, retiring as a lieutenant colonel. She holds a PhD from Portland State University as well as Bachelor and Master of Social Work degrees from New Mexico Highlands University. She serves as director at large for the National Association of Social Work and is a values and ethics reviewer for the *Journal of Social Work*.

ASSOCIATE DEAN
DEAN ASLINIA, PHD, LPC-S, NCC

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

College faculty have an average of 26.5 years of professional experience.

Industry advisory council

Counseling, Psychology and Human Services council:

• Lacey Berumen, PhD – Director of Behavioral Science, TRACKtech, LLC

• Laverne Collins, PhD – Clinical director, New Seasons Counseling, Training, and Consulting, LLC

• Sheree Summers, LMFT – Administrative services manager, Riverside University Health System – Behavioral Health

• Justin Jones, MD – Child and adolescent psychiatrist, JMP Psychiatry, Private Practice

Criminal Justice, Security and Public Administration council:

• Reginal Grigsby – Chief special agent, Arizona Attorney General's Office

• Jeff Glover – Assistant chief of police, Tempe, retired

• Rob Olding, PhD – Assistant director, Treatment and Educational Services, Arizona Department of Corrections, retired

• Neal Young – Deputy county manager, Coconino County

• Carl Nink – MTC Director of Research and Training, Arizona Department of Corrections

Social Work council:

• Krista Collins, PhD – Director of Research and Evaluation, The David P. Weikart Center for Youth Program Quality

• Vonda L. Ware Branch – Chief, Airman & Family Sustainment, U.S. Air Force

• Amanda Fixsen, PhD – Director of Implementation, Invest For Kids

• Faith I. Baker – HUD-VASH social worker, Healthcare for Homeless Veterans

• Bob Zylstra – Director of Behavioral Medicine, University of Tennessee, Chattanooga, College of Medicine

Industry advisory council activities

In 2020, we had one large session with all of our new council members and then held breakout sessions by college discipline. Each council tackled a range of topics designed to advance the college and better serve our students. These included:

• Emerging trends and skills gaps in their respective fields

• Technology and learning enhancements

• Revision of programs launching in 2021

2020 highlights

COVID response helps students finish — with flexibility

Students completing field and clinical placements were hit hard by the pandemic, but the college helped them navigate the crisis with flexibility and modified policies. For example, to help our CCMH, MFCT and CSBS students stay on track to graduate, we introduced telehealth as a way for students to continue to see clients virtually while still earning clinical hours. We also introduced virtual residencies and adjusted our field experience hours.

The allowances enabled students to complete hours over a longer period, to progress in their programs, and to complete training in a safe, virtual environment — all while maintaining regulatory and accreditation compliance requirements.
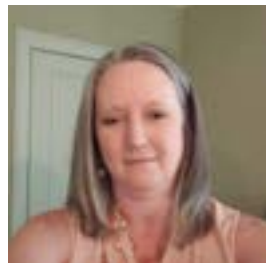

DR. ASLINIA

Leaders carve a strong media presence

During the pandemic, two of our assistant deans spoke to local, national and international media outlets. They offered expertise on a range of psychological, familial, mental health and political issues. Samantha Dutton, PhD, and Dean Aslinia, PhD, covered topics including:

- Psychological wellness during COVID-19
- Missing major family milestones
- Strategies to address depression and anxiety
- Having civil political conversations in an election season
- Supporting mental health of veterans
- First responders and mental health
- Addressing the mental health stigma for first responders

DR. DUTTON

▶ **Watch Dr. Aslinia's interview with *Good Day Chicago* about healthy ways to approach social distancing: phoenix.edu/socialdistancing**

▶ **Watch Dr. Aslinia's interview with Fox2 San Francisco on how to recognize potential warning signs of suicide: phoenix.edu/warningsigns**

Read an article in the *Carolina Fire Rescue EMS Journal* written by Dr. Dutton on the mental health stigma faced by first responders: phoenix.edu/mentalhealth

Thought leaders continue scholarship activity

Several college faculty members continued to position CSBS and University of Phoenix as thought leaders by publishing scholarly articles or presenting scholarly findings in 2020.

- David Engstrom, PhD, presented at the American Mental Health Counselors Association (AMHCA) virtual conference.

- Missy Wheeler, PhD, presented at the National Career Development Association 2020 virtual conference and the Law & Ethics Conference in New Orleans.

- Kristen Samuels, field director, Social Work, published "Field Education Management Software in Social Work" in *Field Educator* in May 2020.

- Sheila Hebers, PhD, full-time faculty, Social Work, presented at the NVivo Virtual Conference 2020, the American Psychological Association, and the Association for Psychological Science virtual poster showcase.

155,609 total graduates have earned

a degree and/or certificate from CSBS.

2020 highlights, continued

Having essential conversations

University of Phoenix and the National Diversity Council brought together law enforcement, healthcare and University leaders for a four-day webinar series in October titled "Essential conversations in diversity, equity and inclusion."

The series united leaders across industries to foster essential conversations on the impact of systemic inequities in criminal justice, healthcare and higher education. Assistant Dean Franzi Walsh, DBA, moderated the second day of the webinar series.

▶ **Watch the keynote conversation and access the webinar recordings:** phoenix.edu/essentialconversations

Faculty of the Year highlighted

The Faculty of the Year Award is earned through the testimonials of students, faculty and staff, as well as a record of instructional excellence in the classroom. This year, CSBS received more than 1,300 nominations, and 15 were selected. "We read many powerful stories that reminded us once again about the commitment and dedication of our faculty," says Dean Christina Neider, EdD.

In the end, three winners stood out for their excellence and the high level of engagement they show in supporting our students. They are highlighted here.

Ann Ordway, JD, PhD, has been teaching for the University for three years — and her contributions have had immediate impact. She has a reputation for enthusiasm and for making tough concepts enjoyable. One student's testimonial speaks volumes:

DR. WALSH

> " I think of Dr. Ordway as the role model I have always yearned to have my entire life, and I am 47 years old. The wait has been worth it."

Celine Cate has taught for the University for 12 years and has a reputation for going the extra mile to help students learn. One of the students who nominated her wrote, "Going into a statistical reasoning class made me very nervous because I am not a math person. ... However, she made me feel comfortable on the first day." Whether she's putting math anxieties to rest or simply helping students reach their goals, Cate influences the lives of students every day.

Erick Lear, PhD, has taught for the University for 11 years and is making an impact. One nominating student wrote, "Dr. Lear has provided me with guidance, constructive criticism, and has made me a better writer and researcher. He challenged me every day to explore my critical thinking." Another student who nominated him appreciated the time he takes to offer feedback that leads to improvement. "He is hands-down the best instructor I have had as he has challenged his students to do great and be great," the student wrote.

CSBS seeking accreditation for Social Work program

Our Social Work program is a candidate for accreditation with the Council on Social Work Education (CSWE).*

* The Bachelor of Science in Social Work has achieved Candidacy for Accreditation by the Council on Social Work Education's Commission on Accreditation.

Candidacy for a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it has made progress toward meeting criteria for the assessment of program quality evaluated through a peer review process. A program that has attained Candidacy has demonstrated a commitment to meeting the compliance standards set by the Educational Policy and Accreditation Standards, but has not yet demonstrated full compliance.

Students who enter programs that attain Candidacy in or before the academic year in which they begin their program of study will be retroactively recognized as having graduated from a CSWE-accredited program once the program attains Initial Accreditation. Candidacy is typically a three-year process and attaining Candidacy does not guarantee that a program will eventually attain Initial Accreditation. Candidacy applies to all program sites and program delivery methods of an accredited program. Accreditation provides reasonable assurance about the quality of the program and the competence of students graduating from the program.

For more information about social work accreditation, visit:
https://www.cswe.org/Accreditation/Information/Contact-Accreditation.aspx.

College of Health Professions

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

The College of Health Professions strives to equip students with a future-focused education that helps them succeed today and tackle tomorrow's healthcare challenges. Our programs place an emphasis on authentic assessment, real-world tasks and applied skills vital for a career in healthcare.
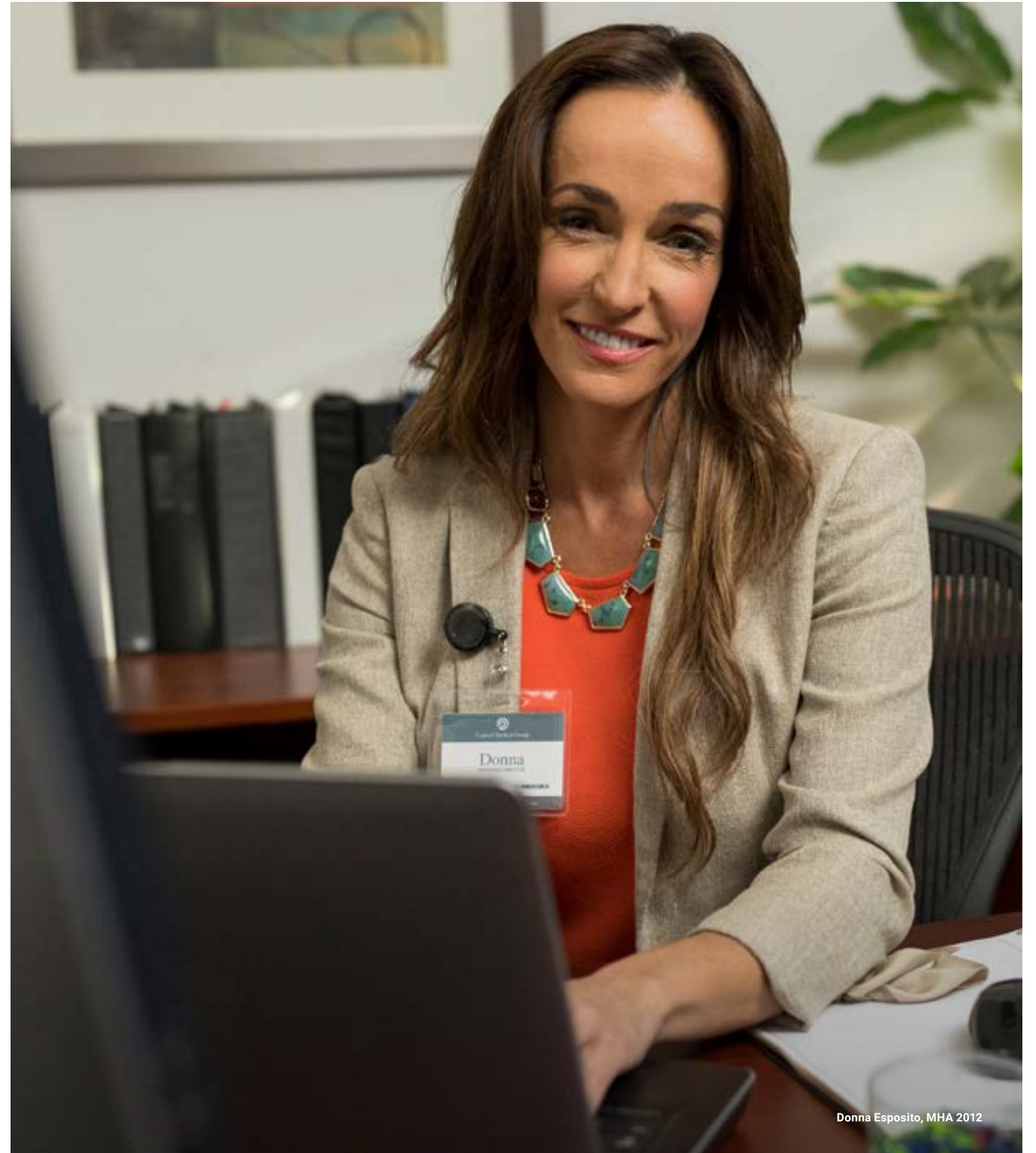
Donna Esposito, MHA 2012

Degree programs

Bachelor of Science in Health Administration

Bachelor of Science in Health Management

Master of Health Administration

Master of Health Administration (Competency-Based)

Master of Health Administration with a concentration in Informatics

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

Master of Health Administration/Master of Business Administration

Master of Public Health with a concentration in Community Health Leadership

Certificate programs

Health Information Systems Certificate (undergraduate)

Medical Records Certificate (undergraduate)

Graduate Healthcare Informatics Certificate

Graduate Healthcare Compliance and Privacy Certificate

Key leadership

DEAN
MARK JÖHANNSSON, DHSC, MPH

In addition to six years as dean, Dr. Jöhannsson has spent more than 30 years as a senior leader in corporate, academic, governmental and entrepreneurial settings. He specializes in healthcare administration, population health strategy, clinical research, higher education administration, senior client management and strategic leadership. Dr. Jöhannsson holds a doctoral degree from Nova Southeastern University and a Master of Public Health from San Jose State University. He sits on the Greater Phoenix Economic Council and is a Health Innovation Council member.

ASSOCIATE DEAN
HEATHER STEINESS, PHD, MPH

Dr. Steiness specializes in global public health and has more than 20 years of experience designing, implementing and evaluating health and health systems globally. Dr. Steiness holds a doctoral degree from Arizona State University and a Master of Public Health from the University of Michigan.

Industry advisory council

- Mosunmola Adeyemi – Clinical quality improvement specialist, Tennessee Center for Patient Safety; University of Phoenix faculty
- Peter Albright – Practice manager, Allegheny Health Network; University of Phoenix faculty
- Peggy Altamura, FACHE – CEO, Morgan Paris Consulting, past president, Arizona Healthcare Executives
- Paula Arceneaux Ivey – Director, HCA Conroe Regional Medical Center, Houston
- Dean Athanassiades – Senior director, Project Services, Philips Healthcare
- Jennifer Bonilla, PhD, FACHE – Consultant, former CEO, Southwest Foodservice Excellence
- Vincent DaCosta – Principal strategy consultant, OpenSymmetry
- Demarico Davis – Health system specialist to chief of staff, Black Hills Health Care System, Virginia
- Larry Fergus – Senior consultant, Healthcare Management Insights
- Jill Firtell – Assistant director of online program development, University of Rhode Island; University of Phoenix faculty
- Linda Gordon – Associate director of MPHI, Center for Health Equity Practice
- Joseph Hussar – COO, Vision Health and Surgery Centers Management, LLC
- Daniel Jones, FACHE – Former CEO, St. Francis Hospital System, Atlanta
- Jeff Kindrai – Director, health officer, Grant County Health Department
- Jonathan Todd Lehmenkuler, EDAC – Architect, healthcare design, Corgan, Arizona
- Robert Libberton, FACHE – System redesign coordinator, U.S. Department of Veterans Affairs
- Steven Linerode, RN – Emergency management coordinator, Howard Regional Health System, Indiana
- Kevin Myers – Alzheimer's team, Biogen
- Julie Ritzman – Vice president of Risk Management Services, MICA Medical Foundation, Arizona
- Roxanne Schwans – Head of Market Access, Johnson & Johnson
- Ajith "AJ" Thomas, AIA, ACHA, LEED AP, EDAC – Vice president, Healthcare Studio Leader, Corgan, Arizona
- Robert Libberton, FACHE – System redesign coordinator, U.S. Department of Veterans Affairs
- Liz Warren – Director, Storytelling Institute, South Mountain Community College, Arizona
- Alejandro Zayas – Founder and CEO, AMC Group, Behavioral Health Services, Arizona

Industry advisory council activities

During a two-day virtual meeting, the College of Health Professions Industry Advisory Council tackled a range of topics designed to advance the college and better serve our students. These included:

- Analysis of how COVID-19 may lead to permanent changes in healthcare, such as significantly increased prevalence of telehealth
- Reviewed curriculum for the MHA program and suggested potential changes, which we will implement when the program is revised
- Provided guidance on how the field placement experience in the MPH program is handled, which was incorporated into the planning for the two courses that will have a field placement experience

2020 highlights

MHA degree program earns prestigious CAHME accreditation

After a rigorous, multiyear effort, the college's Master of Health Administration program received Commission on Accreditation of Healthcare Management Education (CAHME) accreditation* in May 2020. Our MHA program is one of the largest university programs to receive this prestigious designation.

CAHME is the accrediting body for graduate programs in healthcare management in the United States and Canada. Students selecting a CAHME-accredited program are assured their program meets the high standards and criteria defined by leading academics and practitioners.

College hosts its first virtual industry advisory council meeting
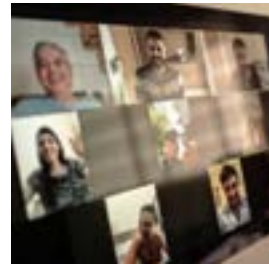
The pandemic forced everything within academia and healthcare to pivot, and the annual meeting of our industry advisory council was no exception. Out of necessity, the college shifted 2020's meeting from a gathering in Phoenix to a successful two-day virtual meeting. Our council shared healthcare insights and updates.

Faculty on the front lines to fight COVID

Several College of Health Professions faculty were on the front lines in the fight against COVID, including those in public health roles in Utah, Delaware and Wisconsin among other places.

- Family Health Director Audrey Stevenson and her team in the Salt Lake City Health Department coordinated the health department's implementation of an incident command structure. Her team conducted contact tracing and created quarantine and isolation units for individuals who required shelter as part of social distancing measures.

- Clinical Quality Improvement Specialist/Infection Preventionist Mosunmola (Lizzy) Adeyemi worked with hospitals across Tennessee to develop infection prevention plans in response to COVID-19.

* The Master of Health Administration (MHA) program is programmatically accredited by the Commission on Accreditation of Healthcare Management Education (CAHME), PO Box 911, Spring House, PA 19477, 301-298-1820.
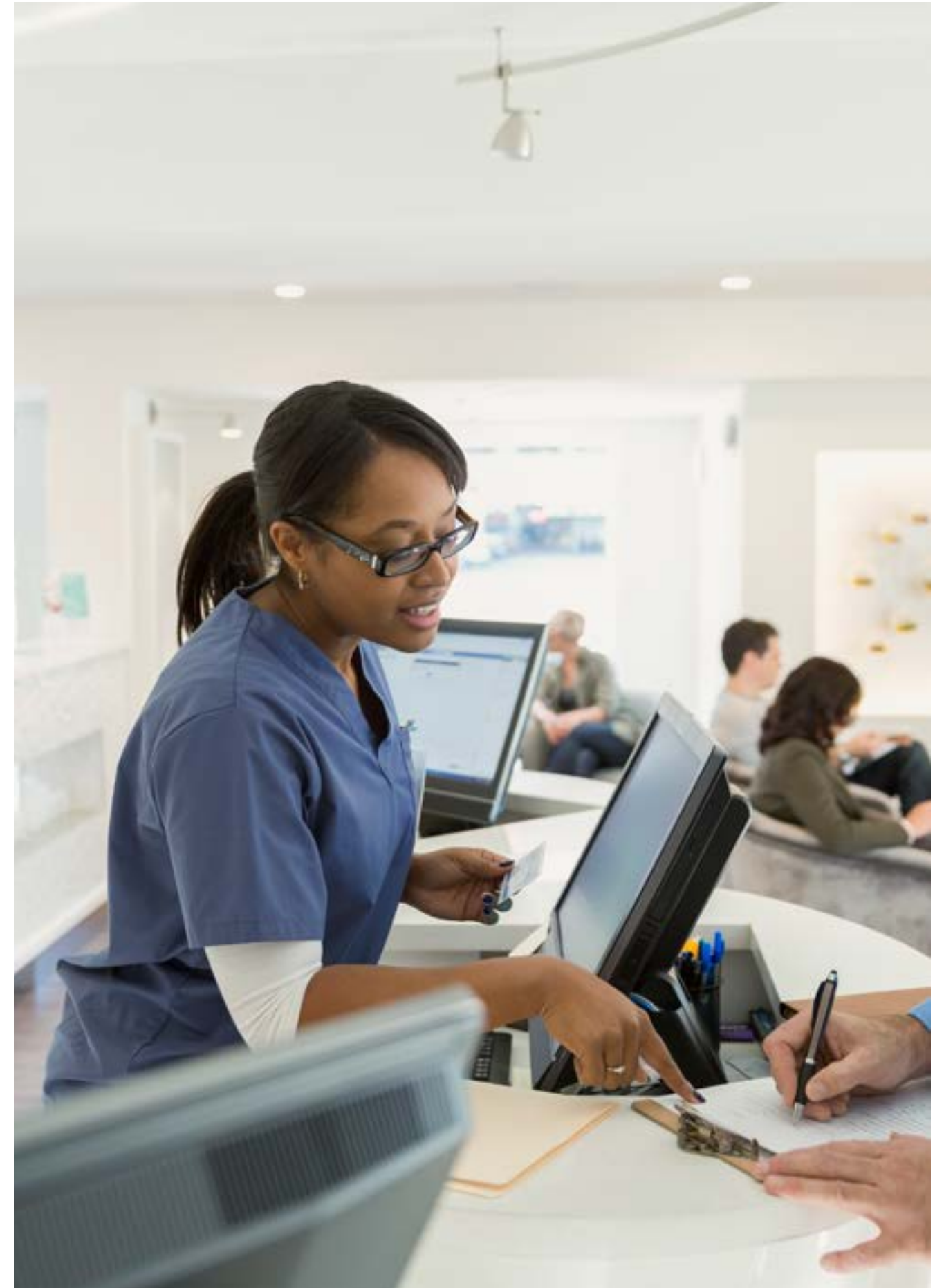
2020 highlights, continued

College launches new degrees, certificates

The College of Health Professions has launched several new degrees and certificates in response to the changes in healthcare delivery and employer demands for new skills.
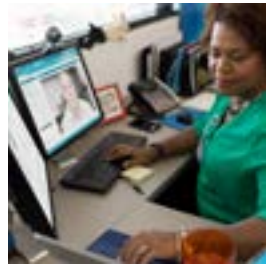
Master of Public Health with a concentration in Community Health Leadership

Strong leadership is invaluable in a healthcare crisis. In January 2020, the College of Health Professions launched the Master of Public Health with a concentration in Community Health Leadership. This new degree program provides training in core public health competencies as well as leadership skills in community health settings. Students will graduate with a portfolio of demonstrated public health leadership skills to use for career enhancement. The first graduating class is expected in December 2021.

Competency-based Master of Health Administration

This new competency-based MHA is our fastest, most affordable MHA ever. Designed for working professionals with high-level experience in healthcare, the self-governed program enables students to earn a quality degree while making the most of their time and money. Master's students can learn healthcare leadership, analysis and planning in less than 12 months for less than $11,000.

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

The college launched this degree in mid-2020 to help healthcare professionals navigate the complexities of healthcare privacy laws and regulations. Students will learn how to create compliance and privacy practices and evaluate ethical issues concerning compliance and privacy, as well as other measures designed to keep patients and providers safe.
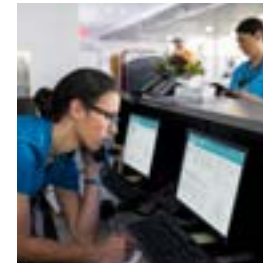
Graduate Healthcare Compliance and Privacy Certificate

This graduate-level certificate is for healthcare professionals who need a focused program to help navigate the dynamic healthcare privacy regulatory world. The certificate is a five-course, 15-credit program that builds expertise in ensuring patient privacy and complying with frequently changing regulations.

In 2020 our **first group of 57** Bachelor of Science/Health Management students completed their program. This unique program is designed to allow allied health professionals to leverage prior education to enhance their careers.

College of Nursing

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

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

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

The curriculum for all nursing degree programs is aligned with AACN Essentials — the expected competencies of graduates of nursing practice programs — to ensure nursing graduates are prepared to pursue lifelong learning opportunities.

▶ **Watch: University of Phoenix puts the care in healthcare by going to COVID's front lines**

When COVID-19 swept through New York City, Tanya Marie Stramel, MBA/MHA, 2021, dropped everything at home in Las Vegas to pick up the fight on the front lines. View her story: **phoenix.edu/stramel**

Carmen Bravo, MSN 2017

Degree programs

RN to Bachelor of Science in Nursing

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

Master of Science in Nursing with a concentration in Informatics

Master of Science in Nursing with a concentration in Nurse Administration

Master of Science in Nursing with a concentration in Nurse Education

Master of Science in Nursing/Family Nurse Practitioner

Doctor of Nursing Practice

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

Certificate programs

Post-Master's Nursing Administration Certificate

Post-Master's Nursing Education Certificate

From March 2020 to March 2021, Dean Kathleen Winston, PhD, participated in more than **100 interviews and articles** on healthcare topics. The interviews resulted in 155 million media impressions.

Key leadership

DEAN
KATHLEEN WINSTON, PHD

Dr. Winston began her career as a registered nurse and has served as a clinician, educator and leader in nursing higher education. She served as a dean/director at three California community colleges and California State Universities — most recently at California State University San Marcos, before becoming dean of the College of Nursing at University of Phoenix. Dr. Winston believes in modeling servant-leadership and works collaboratively with her teams to provide evidence-based strategies for creating and improving nursing programs, curriculum and faculty engagement. She holds a bachelor's degree from the University of Las Vegas, and both a master's in Nursing Education and a PhD in Nursing Science and Educational Leadership from the University of San Diego. She is a member of the National Education Progression in Nursing (NEPIN) Special Interest Groups.

ASSOCIATE DEAN
RAELENE BROOKS, PHD

Dr. Brooks is the associate dean of the Undergraduate and Master's Non-FNP Nursing Programs. She has been a registered nurse for over 20 years and practiced extensively in the areas of ICU, trauma and critical care. As a nursing researcher, Dr. Brooks studied the long-term outcomes and weight regain in the bariatric surgery population. She has an extensive background in institutional effectiveness, program review, accreditations, student outcomes and curriculum. Dr. Brooks holds a PhD in Nursing Science from the University of San Diego, where she was named a Doris Howell Scholar, and has published in various nursing journals. She is a member of the NEPIN Special Interest Groups and is on the board of the Yavapai College Nursing Advisory Council, Prescott Campus.

ASSOCIATE DEAN
FRANCINE NELSON, PHD

Dr. Nelson is the associate dean for Graduate and Doctoral Nursing Programs. A retired commander from the U.S. Navy Nurse Corps, she has over 20 years of experience in nursing higher education. She earned her PhD from University of Nebraska, her master's in nursing from Vanderbilt University and her bachelor's degree from University of Florida. Her research focus is pain perception and management, in which she is published. Her practice includes emergency medicine and trauma, pediatrics, aging, clinical nurse specialist ER/trauma military nursing, and federal and state regulations related to Medicare and Medicaid. She is a member of the University of Phoenix Institutional Review Board.

DIRECTOR OF OPERATIONS
BRANDI MORSE, MED

Morse is director of Operations for the College of Nursing. Her career includes 12 years at University of Phoenix, including roles as an academic counselor and in Academic Affairs prior to the College of Nursing. Her role as the Director of Operations is to ensure operational efficiency for the college's nursing programs in order to better the student experience. Morse holds a Bachelor of Arts in English from Arizona State University and a Master of Arts in Education from University of Phoenix with focus on Adult Education and Training.

Among **College of Nursing faculty,**
7 are CEOs, 2 are CNOs, 2 are COOs, 21 are Directors of Service, and 1 is VP of Operations.

Industry advisory council

- Manny C. Barbosa, DHA, MSN/Ed, RN, CCRN, PCCN – ICU nurse educator/faculty, VA Palo Alto Health Care System
- Julie Barkenbush, RN – CEO, Devenney Group
- Deb Bennett, PhD – Manager/faculty, California Simulation Alliance
- Denise Boren, PhD – Professor, California State University San Marcose
- Martha DeSoto, MSN, RN, NE-CB – Chief Nursing Officer, Kaiser Anaheim
- Candice Vaughan Griffin, BSN, MS – Senior director, clinical education, Banner Health
- Barbara Barney-Knox, MBA, MA, BSN, RN – Deputy director nursing and statewide chief nurse executive, California Correctional Health Care Services
- Julie Longmire FNP-C, RN – Nurse Practitioner, East Scottsdale Medical Group
- Linda MacIntyre, PhD, RN – Chief Nurse, American Red Cross-National Headquarters
- Michael Manyak, MD, FACS – Physician and medical affairs lead, Global Medical Urology GlaxoSmithKline
- Donna Meyer, MSN, RN, ANEF, FAADN, FAAN – CEO, Organization for Associate Degree Nurses
- Ann Powell – Healthcare policy & advocacy director, Johnson & Johnson
- Capt. Thomas Pryor – Nurse consultant, Centers for Medicare & Medicaid Services
- Lynn Sagara, MPH, RN – Volunteer partner executive director, American Red Cross, Southern Arizona Chapter; Regional academic service learning coordinator, American Red Cross AZ/NM/EP "New EIZona" region
- Jason Saude, DNP, FNP – Manager, Kidney Transplant Program, University of California San Diego
- Ann Marie Watkins, DNP, MSHCA, RN, CENP – VP operations, National Patient Care Services, Kaiser Foundation Hospitals and Health Plan, Inc.

Industry advisory council activities

During our 2020 industry advisory council meetings, members provided insights on industry trends and needs for nursing graduates. These included:

- A focus on short-burst learning opportunities
- Expanding Nurse Practitioner programs
- Making improvements to our existing programs by evaluating Program Student Learning Outcomes (PSLOs) for industry relevance

2020 highlights

College launches two new programs

**Students may now pursue a Doctor of Nursing Practice**
The College of Nursing launched the Doctor of Nursing Practice degree for post-master's students to further their leadership skills. The program curriculum was designed using a research and application framework by both PhD and DNP faculty in accordance with the American Association of Colleges of Nursing (AACN) standards. This helps nursing students develop the knowledge and skills to be able to explore and resolve practice problems.

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

Students get help through COVID-19 barriers

As voluntary and mandated quarantines became realities in 2020 due to COVID-19, the College of Nursing acted quickly to address potential barriers to success. For example, multiple nursing courses and programs require in-person work at a clinical site, so we adapted. We found ways for students to continue with their programs and meet the requirements through alternative or delayed activities. For example, the MSN/FNP in-person residency was initially halted due to COVID, but the college worked with stakeholders throughout the University to resume residency sessions with safety protocols in place.
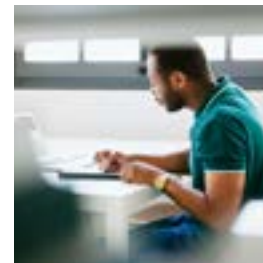
College looks ahead to psych/mental health NP programs

Always pressing forward into new and relevant degree areas, the College of Nursing is working toward the launch of new Psych/Mental Health Nurse Practitioner (PMHNP) programs. This will expand our advanced practice offerings and address an industry need for psych/mental health NPs. The proposed programs will include an MSN/PMHNP and a post-graduate certificate in PMHNP.

Leading the way through scholarship

From publication in peer-reviewed journals and book authorship to national conference presentations and committee leadership, College of Nursing faculty were active on the scholarship front in 2020. They included:

SELECTED PUBLICATIONS

Christy Torkildson

Torkildson, C. (2021). "Moral distress during the COVID pandemic." *Pediatric Palliative Care e-Journal*. 62; 13-16. NHPCO; available at nhpco.org/pediatrics

Levine, A., Torkildson, C., & Agrawal, A., (2020). "Risk of zoonotic infection with animal assisted therapy in immunosuppressed pediatric hematology/oncology patients." *Pediatric Blood and Cancer* (In review, Authorea)

Bogetz, J., Collura, C., & Torkildson, C. (2020). "Children with complex care needs" in *Textbook of Interdisciplinary Pediatric Palliative Care*, 2nd ed. Wolfe, Hinds and Sourkes (eds). Elsevier, Philadelphia

SELECTED PRESENTATIONS

Christy Torkildson, Presentation and Workshop: Extraordinary Measures: The Science and The Ethics; Arizona and Colorado; 2020

Barbara Trent, "Innovative learning activity: Pragmatic application of leadership." *Journal of Nursing Education*, May 2020

Amanda Hundley, Virtual Podium Presentation OADN conference Nov. 23, 2020: "Simulation to Increase Confidence in Leadership Competencies in Prelicensure RN Students"

Gregory Friesz

• Presenter, Jan. 11, 2020: American Corrections Association Annual Conference: "Preventing Compassion Fatigue in Caregivers"

• Keynote speaker, Lamar University Beaumont/Dishman Department of Nursing White Coat Ceremony, March 23, 2020

Jean Pickus, Phoenix 500 faculty

Georgia Rothstein, Phoenix 500 faculty

Pat Riccio, Faculty of the Year, University of Phoenix

Beverly Jensen, Faculty of the Year, University of Phoenix

College of Education

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

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

During the immediate shift to online learning necessitated by COVID-19, our mission didn't change. We did, however, roll up our sleeves and press into new realities with ingenuity, determination and leadership.

Read more about this on **pages 172-173.**

▶ **Watch Learning from home with 'Lessons and Lattes'**

When COVID-19 brought the classroom to the dining room, Rebekah Poe, BA/ENG 2015, evolved her "Lessons and Lattes" blog into an online resource to help parents and students. Watch her story: **phoenix.edu/poe**

Jenna Leahy, MAEd/ADM, 2014

Degree programs

The following College of Education programs have been reviewed and approved by the Arizona Department of Education:

Bachelor of Science in Education/Early Childhood Education

Bachelor of Science in Education/Elementary Teacher Education

Master of Arts in Education/Elementary Teacher Education

Master of Arts in Education/Secondary Teacher Education

Master of Arts in Education/Special Education

Master of Arts in Education/Administration and Supervision

Alternative Pathway/Elementary Education

Alternative Pathway/Secondary Education

Alternative Pathway/Special Education

The College of Education also offers the following programs:

Master of Arts in Education/Curriculum and Instruction

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

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

Bachelor of Science in Liberal Studies (California only)

Master of Arts in Education/Elementary Teacher Education

Master of Arts in Education/Secondary Teacher Education

Additionally, the College of Education offers continuing education classes that help California teachers attain their California English Learner Authorization (CLAD) credential.

Key leadership

DEAN
PAMELA ROGGEMAN, EDD

Dr. Roggeman has more than a decade of experience as a higher education leader in educator preparation. Previously, she was an award-winning high school English teacher for 18 years. As dean of the College of Education, she oversees the strategy, operations and academic functions of the college along with faculty approval and oversight; student and faculty satisfaction and retention; academic policy and standards; and program evaluation. Dr. Roggeman is the 2020 winner of the Carolyn Warner Education Legacy Award and is a board member of the Arizona Educational Foundation. In December 2020, she was the keynote presenter for the Virginia Association of School Personnel Administrators. Dr. Roggeman earned her bachelor's in Secondary Education and master's in Educational Psychology from University of Arizona, and her EdD in Education Leadership and Innovation from Arizona State University.

ASSOCIATE FACULTY
GINA COFFARO, D.LITT.

Dr. Coffaro, who holds a Doctor of Letters from Drew University, has been a University of Phoenix faculty member since 2009. In addition to facilitating Teacher Preparation and Special Education courses for the College of Education, Dr. Coffaro has served as a Faculty Assessment Liaison (FAL). The role of FAL includes supporting many aspects of the assessment cycle, data collection and student learning outcomes. She has also served as a faculty supervisor for student teachers in the field and as a subject matter expert, providing support to program development and revisions. In addition to her role at University of Phoenix, Dr. Coffaro is the superintendent of schools with Oakland Public Schools in Oakland, New Jersey, overseeing more than 350 staff members and 1,600 students.

ASSOCIATE FACULTY
SHANNON GILBERT-KEENAN, EDD

Dr. Gilbert-Keenan is a longtime faculty member with the College of Education and has 18 years of experience as course facilitator and associate faculty member. Dr. Gilbert-Keenan has effectively contributed as a faculty supervisor for our student teachers in the field, as a Faculty Council member and as a subject matter expert, providing support to program development and revisions. Dr. Gilbert-Keenan is a fifth grade teacher and received Florida's coveted High Impact Teacher Award in 2018.

Of our 321 teacher candidates completing their student teaching in K-12 schools across the country when the pandemic began in 2020, 317 graduated. That's 98.75%!

Industry advisory council

National industry advisory council

- Katherine Bassett – CEO, Tall Poppy, LLC; New Jersey Teacher of the Year, 2000
- Jemelleh Coes, PhD – Professor, University of Georgia; Georgia Teacher of the Year, 2013
- Jeanne DelColle, PhD – Executive director, Center for Future Educators, The College of New Jersey; New Jersey Teacher of the Year, 2012
- DT Magee – Superintendent, Norwalk Schools, Norwalk, Iowa
- Sharif El-Mekki – CEO, Center for Black Educator Development
- Amanda Miliner – Assistant principal, Matt Arthur Elementary School, Kathleen, Georgia; Georgia Teacher of the Year, 2014

- Kareem Neal – Special educator, Phoenix Union High School; Arizona Teacher of the Year, 2019
- Gerard Robinson – Vice president, Advanced Studies in Culture Foundation; former Florida Commissioner of Education; former Secretary of Education for the Commonwealth of Virginia
- Melody Schopp, PhD – Former South Dakota Secretary of Education
- Katherine Wilcox – Executive director, EnCorps STEM Teachers

By the end of 2020, nearly 6,000 educators, administrators and others registered for our Virtual Teaching Academy, a free, online teaching academy designed in partnership with Blackboard™ to help educators adapt to the new virtual learning landscape.

Apryl Shackelford, MAEd/CI, 2008

Quick COVID-19 response helps educators pivot to virtual learning

In spring 2020, COVID-19 rocked education, forcing educators around the world to transition to immediate online learning. Dean Pamela Roggeman, EdD, says the College of Education's leadership rolled up their sleeves and asked, "Who can we serve? What can we share? How can we help?"

The result was a trifecta of no-cost services that helped thousands of educators and others from all over the country pivot to the world University of Phoenix knows best — the world of virtual instruction.

"Most K-12 school districts had a weekend to shift to online learning when the pandemic hit. Because we are the pioneer in online education at a higher level, we had so much to offer," says Dr. Roggeman.

Here are four programs the College of Education rolled out in response to COVID-19.

Virtual Teaching Academy

When COVID shifted instruction from classrooms to living rooms, most teachers had to learn a new modality in a matter of weeks. We knew we could help.

We teamed up with our learning management system Blackboard™ to form the Virtual Teaching Academy (VTA), a free, online teaching academy designed to help teachers and administrators adapt to the new virtual learning landscape.

"How do you transfer good principles of effective instruction to a virtual space? When is it necessary to meet as a classroom and when is it OK to send students off to do their own research? Authentic expertise in the virtual space is tricky. As an online education leader, we provided expertise in these areas," Dr. Roggeman says.

All recordings, presentations and closed-captioning for the VTA sessions were made available to school communities at no cost. The University provided a certificate of completion to all attendees who requested one.

▶ **Watch the VTA sessions: phoenix.edu/VTA**

No-cost continuing education

When the doors of brick-and-mortar schools temporarily closed, we flung our virtual doors open to help K-12 and higher education leaders shifted to our area of expertise — online education.

Between April and June 2020, more than 3,400 educators and others enrolled in our no-cost Continuing Education courses, which focused on using apps, social media, Google tools and other technology in the classroom.

University Provost Dr. John Woods also recorded a webinar on how to convert K-12 schools from on-campus to online.

Free webinars

As an immediate response to address the challenge of managing virtual, at-home learning, University of Phoenix created a series of free webinars. By May 2020, the webinars had received 22,000 views, and by Feb. 28, 2021, that number had almost doubled to more than 42,000 views.

College of Education thought leaders led webinars designed to help parents transition to school-at-home teaching and provided tips for keeping kids busy at home. The webinars helped parents navigate new roles with actionable tips and support.

Turning the spotlight inside

Even as it was helping educators navigate COVID-related changes, the College of Education had an internal opportunity on its hands too. When schools shut down in March, there were 321 student teachers in those classrooms.

The college reviewed state agency allowances and developed quality alternative/virtual options to address the immediate needs of student teachers in the field. These efforts resulted in helping 98.75% of these students cross the graduation finish line.

"We immediately set as our north star graduating as many students as possible," Dr. Roggeman says. Student teachers created assessments and action plans and were supervised virtually, just as they would have been in person. "Our student teachers were placed across the country and each state/district pivoted differently," Dr. Roggeman says. "We created quality alternative and virtual experiences for our candidates and helped them meet their unique needs. And we worked with state departments of education so students who were in practicum placements had an alternative to completing their degree.

"Of our 321 student teacher candidates for graduation, 317 accomplished that goal," Dr. Roggeman says. "This was absolutely the college's greatest accomplishment last year. I've never been so proud of my team."

2020 highlights

Dean helps shape public discourse for parents, educators

Dean Pamela Roggeman was on the forefront of helping parents and teachers through the unprecedented stress that a pandemic and politics placed on children in 2020. She conducted numerous media interviews, covering topics ranging from teaching kids about civil political discourse to how to help nurture them through the pandemic.

DR. ROGGEMAN

▶ **Watch her interview with Fox2 San Francisco on how to talk to kids about politics**: **phoenix.edu/kidsandpolitics**

Read a March 16, 2020, article on Good Morning America about how to keep the peace with kids at home: **phoenix.edu/kidsathome** ⟶

▶ **Watch her interview on Fox31 Denver on helping kids who are falling behind**: **phoenix.edu/kidsfallingbehind**

Article spotlights diversity

The College of Education Diversity Council was formed in 2019 with the primary aim to develop inclusive, self-aware and compassionate teachers. The council co-authored an article titled "Affecting Change: Influencing Communities through K-12 Teachers" in the Fall 2020 issue of *Phoenix Scholar*, the College of Doctoral Studies' periodical for research and scholarship. The article highlights the diversity, equity and inclusion efforts led by the Council, including efforts designed to help current faculty and future teachers to "walk the talk" of inclusivity.

Read the article: **phoenix.edu/phoenixscholar-diversity** ⟶

COE Central: one-stop shop

The College of Education created a single site, called COE Central, that contains a large collection of College of Education-specific resources that helped both students and faculty navigate 2020 amid temporary school closures and changes in state licensure requirements due to the pandemic.

Leading the Collaboration 2020 charge

The College of Education led the Collaboration 2020 drive, a broad-based initiative that provided the first-ever refresh to the University's Learning Team model. The team created alternative assignments, new work strategies and other measures designed to foster and measure student collaboration. The result is a strategy that benefits students by placing them in real-world collaborative situations.

The college added 110 new school/ district partners for student-teaching placements to the existing 600-plus school/ district partners, opening up more opportunity for students.

College of Doctoral Studies

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

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

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

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

▶ **Watch Tackling the '2%' problem**

Black male educators represent less than 2% of the total teaching population. Medgar Roberts, EdD/ET, 2015, is teaming up with other Black male educators and University of Phoenix to promote diversity in education. Watch his story: **phoenix.edu/roberts**

Renee Roberts-Turner, DHA, 2011

Degree programs

Doctor of Business Administration (DBA)

Doctor of Health Administration (DHA)

Doctor of Education (EdD) in Educational Leadership

Doctor of Management (DM)

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

DM elective tracks:
Organizational Leadership
Information Systems and Technology

EdD elective tracks:
Educational Leadership
Curriculum and Instruction
Educational Technology
Higher Education Administration

Certificate programs

Post-Master's Certificate in Business Administration

Post-Master's Certificate in Curriculum and Instruction

Post-Master's Certificate in Educational Leadership

Post-Master's Certificate in Educational Technology

Post-Master's Certificate in Health Administration

Post-Master's Certificate in Higher Education Administration

Post-Master's Certificate in Information Systems and Technology

Post-Master's Certificate in Organizational Leadership

Post-Master's Certificate in Research

Key leadership

VICE PROVOST
HINRICH EYLERS, PHD, PE

Dr. Eylers is the vice provost for Academic Operations and Doctoral Studies at University of Phoenix. Previously, he held the positions of executive dean, associate provost, and dean of the College of Natural Sciences at the University. Dr. Eylers earned a University Diploma in applied physics from the Technical University of Munich before attending the California Institute of Technology, where he received both a master's and a PhD in environmental engineering sciences. He also holds a Master of Business Administration from DeVry's Keller Graduate School of Management and is licensed as a professional environmental engineer in Arizona. He serves on the boards of Arizona Forward and Jobs for Arizona Graduates.

DEAN OF OPERATIONS
JOHN RAMIREZ, MBA, MS

Since joining University of Phoenix in 2004, Ramirez has held multiple positions including senior operations manager, director of operations, associate campus director for the School of Advanced Studies (renamed College of Doctoral Studies in 2019), and vice president of External Military Relations. Ramirez holds the rank of U.S. Army Command Sergeant Major (ret.) with 27 years of military service. His education includes both a bachelor's and a Master of Business Administration from Arizona State University, a Bachelor of Science in Psychology from University of Phoenix, and a Master of Science in Administration of Justice and Security with a concentration in Global and Homeland Security from University of Phoenix. He serves on the board of the Arizona Hispanic Chamber of Commerce and is vice president of the Board of Directors of Honoring America's Veterans.

Research and Scholarship Enterprise

The college's Research and Scholar Enterprise delivers multidisciplinary research and development solutions in the core areas of leadership, workplace diversity and educational technology research. Our work impacts communities and the personal and career aspirations of our faculty, students and alumni.

Research and Scholar Enterprise builds a strong culture of scholarship to support University faculty and students, especially those pursuing practitioner doctoral degrees. Under its umbrella, the college operates three research centers and a public online information hub, **research.phoenix.edu.** CDS also sponsors *The Journal of Leadership Studies* (a peer-reviewed, Wiley publication) and publishes *The Phoenix Scholar*.

Since 2014, we've produced more than 3,800 research publications and conducted more than 3,400 scholarly research presentations.

The research centers offer a schedule of regular workshops and seminars to support students and faculty in their research activities. Additionally, the Dissertation-to-Publication workshop series supports recent doctoral graduates in publishing their research in a peer-reviewed journal.

2020 highlights

Updated programs built for adult learners

In January, CDS launched four significantly revised doctoral programs in business, healthcare and higher education. The programs (listed on **page 178**) have evolved along with the needs of our students.

For example, to minimize travel requirements, our on-campus residency requirement transitioned to two, eight-week online symposiums. This was especially timely in light of social distancing recommendations due to COVID-19.

The dissertation process now spans a student's entire program rather than being backloaded toward the end. This eliminates stress and allows students to work on it over time, with input from assigned dissertation chairs and committee members.

CDS also introduced a new Dissertation Guide, which offers a comprehensive road map for dissertation development steps and criteria. The overview helps students break their dissertation down into manageable pieces.

New certificates launch

The college launched nine post-master's certificates to help students develop as leaders who strategically manage and lead processes related to their organizations and community. Credits are transferable toward our doctoral programs, as these certificates align with the elective tracks listed on **page 178.**

RAMIREZ

Dean John Ramirez joins prestigious group

John Ramirez, dean of operations for CDS, was named a member of the Arizona Veterans Hall of Fame class of 2020. This prestigious honor is bestowed upon veterans for significant post-military contributions on a local, state or national level.

U.S. Army Command Sergeant Major (ret.) Ramirez held numerous leadership positions throughout his 27-year military career. Since 2004, he has brought this same incredible spirit of leadership and service to his work at University of Phoenix.
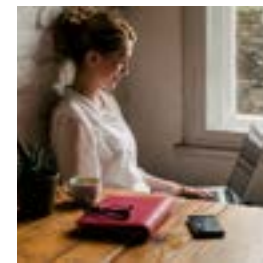
New faculty model introduced

As part of our ongoing efforts to enhance and refine the doctoral student experience wherever possible, reduce time to graduation, and combat "doctoral isolation," we made significant changes to our dissertation process and faculty structure. This further improves the level of support for students throughout their doctoral program.

Key to the new College of Doctoral Studies faculty model are staff positions for University research methodologists, ACCESS (introductory course) faculty, and dissertation chairs. These faculty teach most core and some content courses, serve on dissertation committees, and answer direct questions when students are outside of class.

This model enables more cohesive, dedicated support to our students throughout the entire program, especially as students develop their doctoral proposal and dissertation.

More than 6,600 students have earned their doctoral degrees since the College of Doctoral Studies was founded in 1999 as the School of Advanced Studies.

College of General Studies

Preparing tomorrow's critical thinkers and communicators.

The College of General Studies (CGS) manages two Liberal Arts programs, as well as the University's General Education catalog, including the six courses that constitute the first-year experience for most students. CGS is responsible for preparing students with foundational skills they can build upon to carry them successfully through graduation and beyond.

Creative thinking, communication, quantitative reasoning, scientific inquiry and intercultural awareness are vital to success in the 21st century. We take seriously our role in helping students cultivate these skills. We achieve this through engaged faculty and industry advisory council members who help inform our curriculum decisions, as well as our strong commitment to understanding the changing needs of our students and employers.

Degree programs

Bachelor of Science in Environmental Science

Bachelor of Arts in English

Key leadership

DEAN
BRIANA HOULIHAN, MBA

Houlihan built her career at University of Phoenix, serving over 18 years as a dean, assistant dean, and campus and academic director. After earning her Master of Business Administration from the University in 2007, Houlihan went on to earn a Graduate Project Management Certificate. She has a Bachelor of Arts in Journalism and Mass Communication from University of Wisconsin–Madison.

ASSOCIATE DEAN
JACQUELYN KELLY, PHD

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

ASSOCIATE DEAN
SUSAN HADLEY, PHD

Dr. Hadley has spent the majority of her career in higher education, serving as associate dean, program dean, academic dean, faculty member and consultant for dozens of colleges and universities. She has advised higher education institutions throughout the country regarding academic program structure and design, accreditation, and academic policies and procedures incorporating operational and educational best practices. Dr. Hadley holds a PhD in psychology from Saybrook University, a Bachelor of Arts in English from Hastings College, a Master of Arts in English from Emporia State University, and a Bachelor of Science in Business Management from Bellevue University.

Industry advisory council

English division

- Regina Edwards – Former CEO, Arizona YMCA Metro Phoenix
- Susan Franklin – Director of Libraries, Hastings College
- Anissa Stringer – Senior editor, Helix Education
- Emily Wood – Director of Instructional Design, Helix Education
- Jay York – Senior technical writer, Gogo Business Aviation

Environmental Science division

- Hunter Moore – Senior partner, Consilium Consulting, former policy advisor to Arizona Gov. Doug Ducey
- Gerald Roose – Director of North American Environmental, Freeport-McMoRan
- Frederick Tack – Engineer associate and Envision sustainability professional, GHD
- Marc Wicke – Senior scientist, Salt River Project

Industry advisory council activities

In 2020, the objectives for our inaugural meeting of the College of General Studies Industry Advisory Council were to educate council members about our programs and students, and to discuss targeted questions we had about potential program improvements. Topics included:

- Concentrations or areas of specialty that would best represent the industry within the English and Environmental Science fields
- The addition of portfolio assignments in the Environmental Science program that will allow students to better represent the knowledge learned through their coursework to potential employers
- Ideas and considerations for how best to incorporate permitting and regulations into the Environmental Science courses
- Ideas on how to best incorporate technical or discipline-focused writing skills into English courses

2020 highlights

DR. KELLY

Math redesign continues to turn heads

In April 2020, Associate Dean Dr. Jacquelyn Kelly and zyBooks, an online provider of science, technology, engineering and math (STEM) learning, co-presented how the Quantitative Reasoning math pathway courses they redesigned in 2019 have led to fantastic student results.

By making math more interactive — through the addition of animation, auto-graded questions, immediate feedback and other interventions — students became more engaged yet could work at their own speed. These efforts not only promoted greater understanding and retention of the math concepts, but also successfully reduced the student dropout and failure rate.

In a pilot study of two courses, the attrition rate was reduced from 18% to 5% in Quantitative Reasoning 1 and from 14% to 4% in Quantitative Reasoning 2.

For more information about the session, titled "Best Practice and Course Reconceptualization in Online Undergraduate Quantitative Reasoning," visit: **phoenix.edu/mathredesign**

Emphasizing career-relevant skills

Drs. Jacquelyn Kelly and Susan Hadley collaborated with the CGS Faculty Council and University assessment team to develop new General Education (GE) Student Learning Outcomes that reflect the career-relevant skills students will gain through completion of their GE requirements.

Evidence suggests that skills employers deem essential, such as communication, teamwork, and critical thinking and problem-solving, are addressed in GE courses. We are working to help students connect what they're learning to the real world.

Faculty members receive honors

Full-time faculty member Carla Gull was awarded the Doug Waldman President's Award by the current president of the Environmental Education Association of Indiana (EEAI) in recognition of her work in chairing the EEAI's 2020 conference.

Full-time faculty member Nathan Coley recently had his 25th short story accepted for publication, in *The World of Myth* Magazine.

Following the college's math redesign in 2019, the attrition rate was reduced from 18% to 5% in Quantitative Reasoning 1 and from 14% to 4% in Quantitative Reasoning 2.