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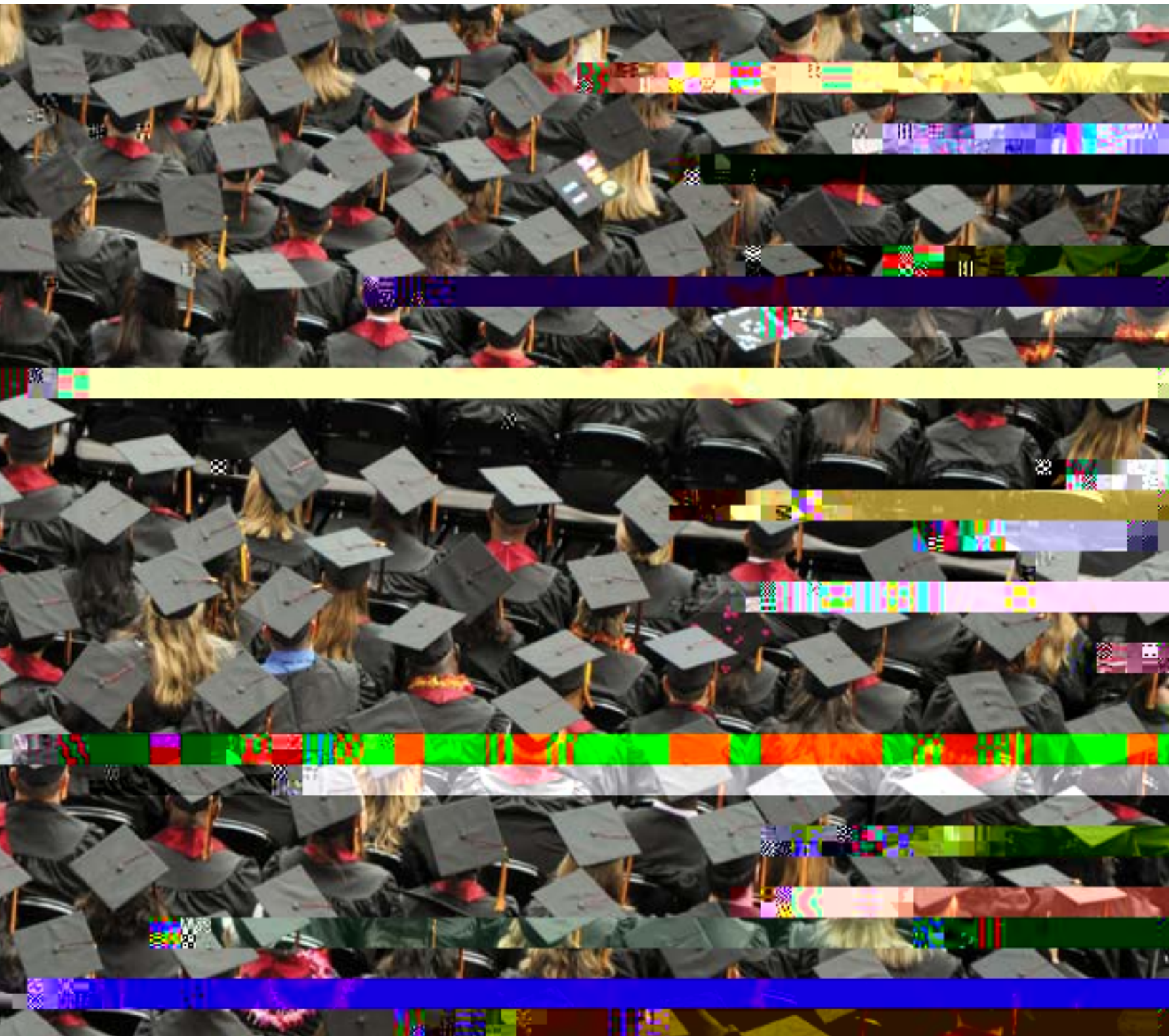
From Chair of the Board of Trustees

University of Phoenix holds a unique place in American higher education. Nearly 40 years

Table of Contents

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

Quality, Affordability and Long-Term Sustainability

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

This Report: Charting Progress, Commitment to Transparency

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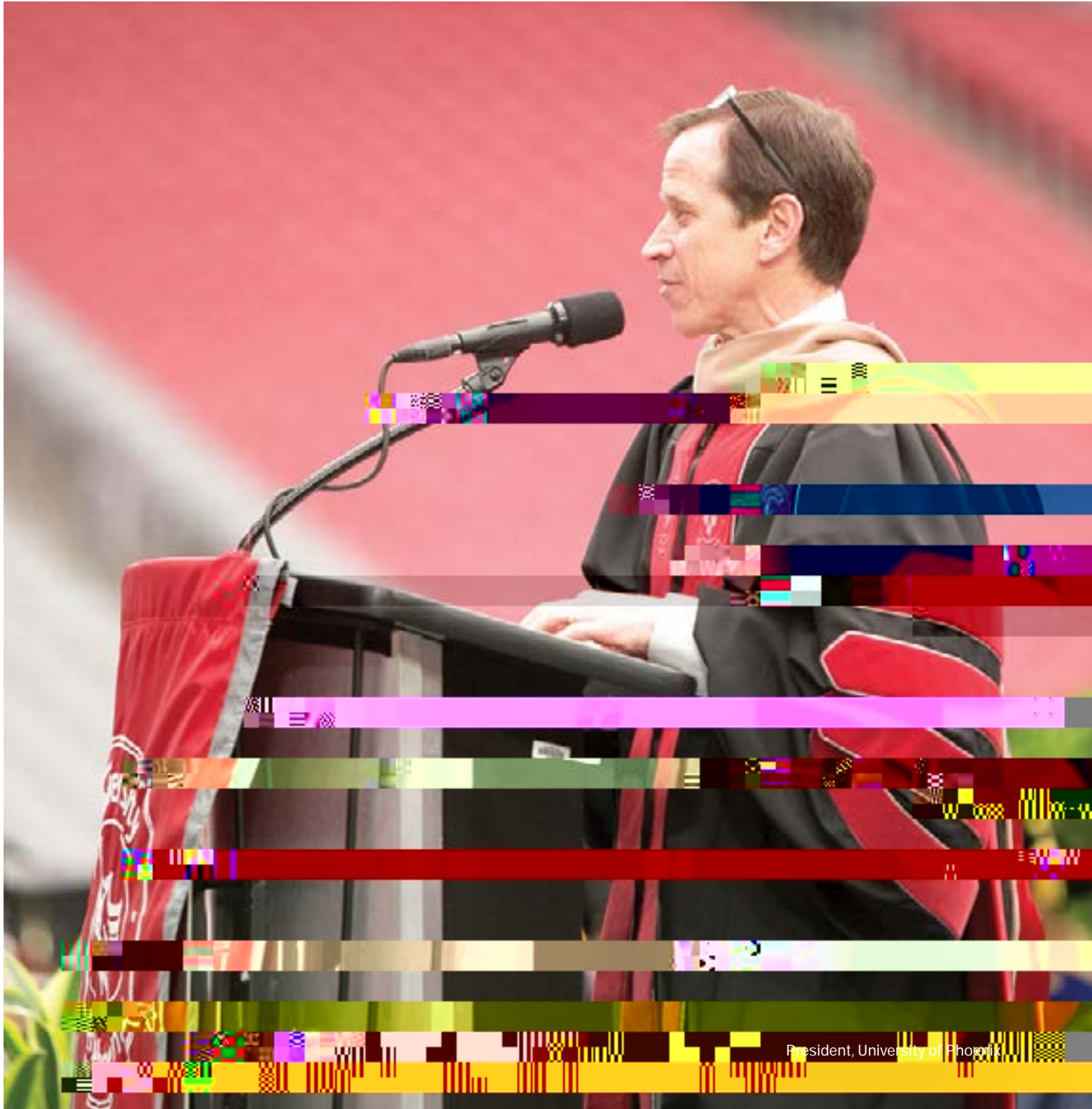
President, University of Phoenix

External Assurances of Quality: Accreditation and Employers

Our regional accreditor, the Higher Learning Commission (HLC), hlcommission.org, has continually ensured we are held to a high level of academic rigor and quality. And while validation of our quality starts with the HLC, it does not end there. Programmatic accrediting bodies[1], including the Accreditation Council for Business Schools and Programs, the National Council for Accreditation of Teacher Education, Commission on Collegiate Nursing Education, and the Council for Accreditation of Counseling & Related Educational Programs, ensure the quality of specific programs within the scope of their designated fields of study. And yet another important aspect of ensuring the quality of our degrees is aligning them to market needs so they are both useful to and valued by employers. The regular input and guidance we receive from our industry advisory councils that meet wmpithseing2-1.7 n1(t m)-6s. T9 (e)-9.6 (.3 (,)-10.4 (p)-7.7 (o)5087ic6 (n)1.5 (su)-2.5 (r)-5.2 (in)-3.8 (g t)1.5 (h)-s-alj(t)1.58(h) n,earnew-2.-4.-2.20.1 (.5 (ss(e r)6.8 (in)-')0.5 (f(e r)6.8 r)-37.9 (y 9.7 (e)-1.9 (t n.5 (s) o an)-3.7 e)-8.6 (g)1.6 ()0JTě)-2.1 (d)13.5

University of Phoenix Mission

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

University of Phoenix Vision

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

– Deep understanding of students' needs;

– Deep understanding of employers' needs;

– World-class assessment, analytics and innovation; and

– Operational excellence.

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

1. Differentiate our schools

Figure 1 | **Student Learning Model**
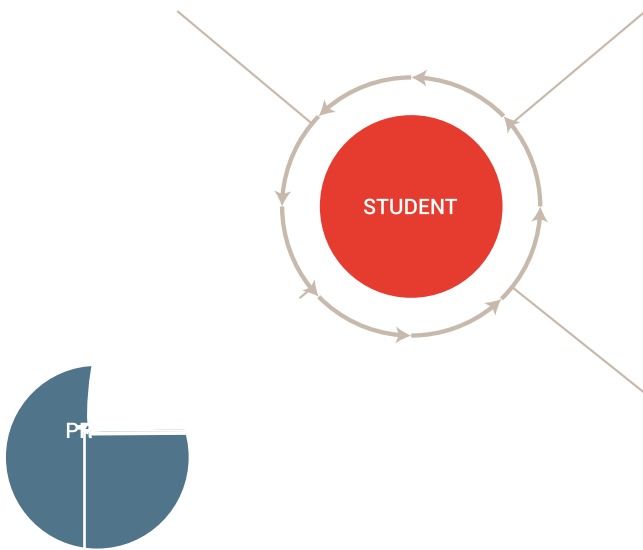
Examples

%Xą YZ \Vb ^ XVi 'dc, i] Z j hZ d[\Vb Z design elements in non-game educational contexts; interactive e-books that make it possible to read and annotate from any device; online tutoring; and Live Labs tied to particular courses. Together, these innovative learning tools make higher education more available than ever before.

GVb ^ XVi 'dc

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

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

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

6. **Phoenix Career Services.** The University offers a suite of career services that differentiates it from other academic institutions. The tools and patented technology available through the Phoenix Career Guidance System™ empowers students to create customizable career plans that connect their education to their professional goals. The system features 10 milestones that guide students through important stages of finding a job or career, via interactive tools, competency-based trainings and courses. The University also provides career coaches for students desiring assistance with this process or any aspect of the job hunt, including guidance with improving resumés and cover letters.

7. **Life Resource Center.** The University serves a diverse student population with a wide range of ages and job experience. The majority of our students are adults who juggle jobs, marriage, parenting and household budgets while attaining their degree. The Life Resource Center provides support that includes access to telephone or online clinical counseling services that are available 24 hours a day, 7 days a week. In addition to life coaching services, students have access to thousands of articles, tips, self-assessments and skill builders on topics such as being a wise consumer, health and housing options. The Life Resource Center also provides resources on improving time management, securing care for elderly family members, childcare

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

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

Figure 2 | **University of Phoenix Student Population Data**[1]

Employment

Employed

● Unemployed

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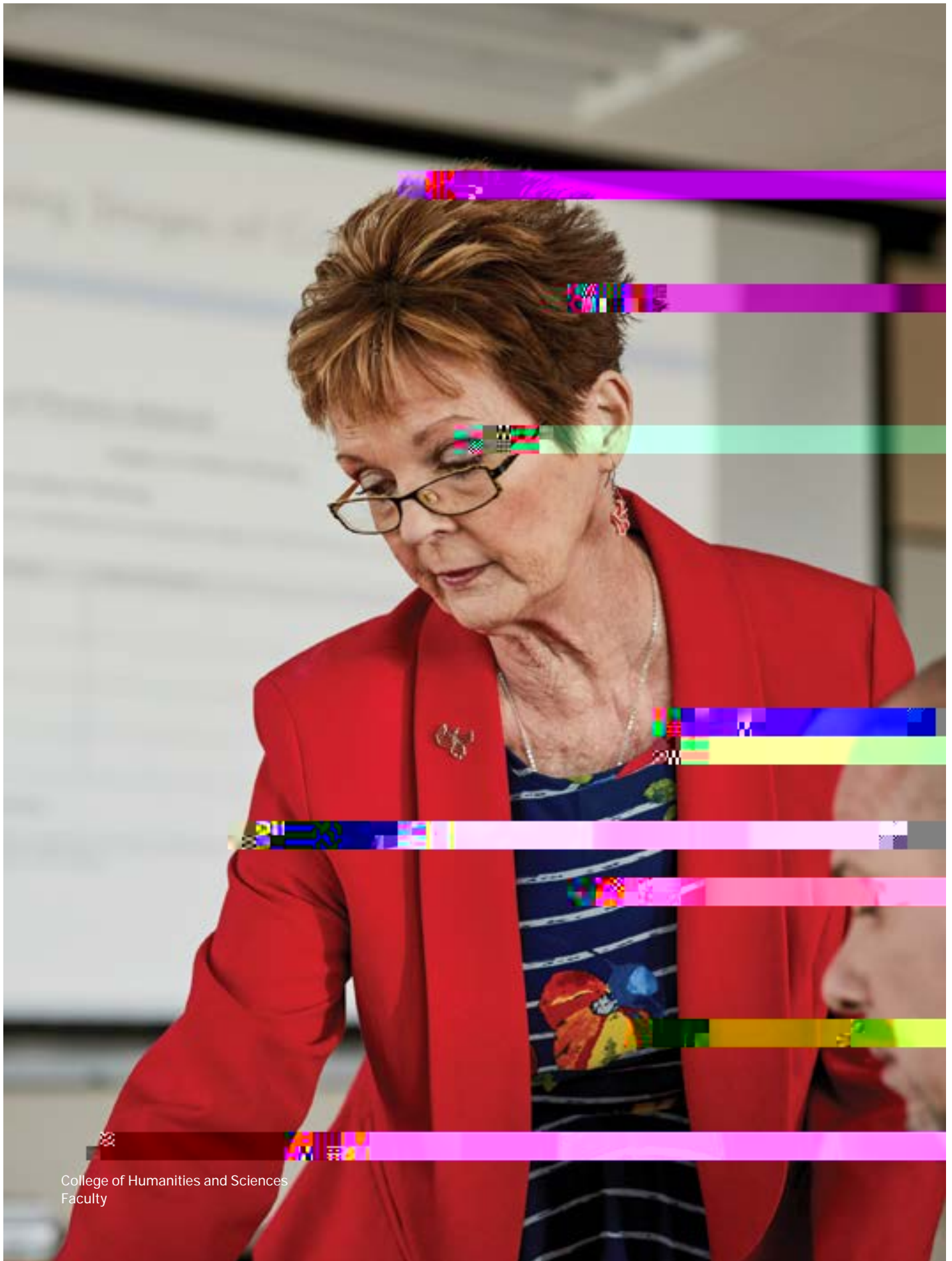
College of Humanities and Sciences
Faculty

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

Government data provides an incomplete picture of nontraditional working adult students. The Integrated Postsecondary Education Data System qcsole73.93 (t)31.3 (e) (od (t d

Bachelor of Science in Criminal Justice Administration
I ⁴] ˊVˇ8gˋb ˊcVáˀj hi ˊXZˊB VcV\ Zb Zci ˊ8Zgˆ^ XViZˇ
(Current Student)
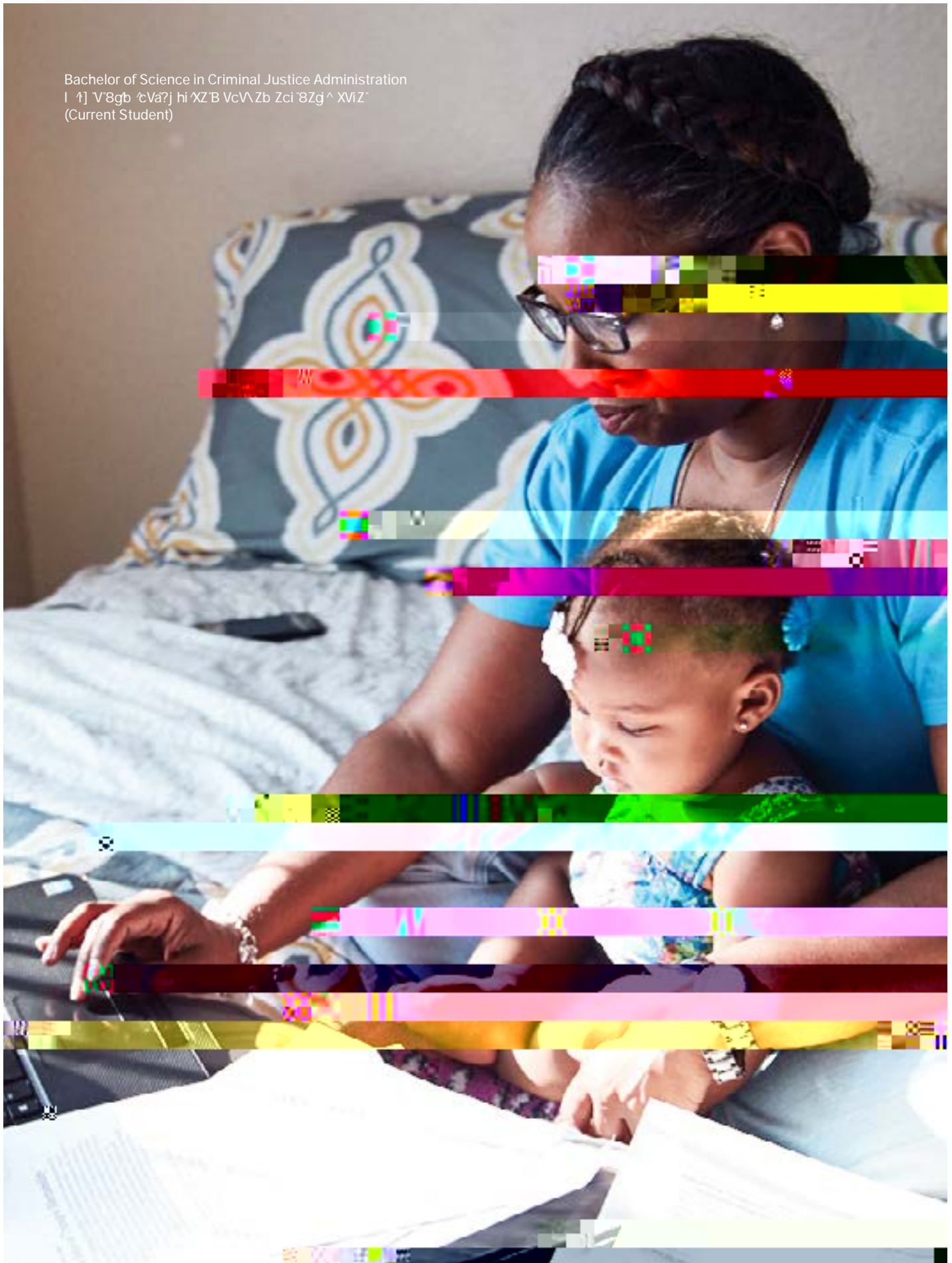
Retention Rates

Student readiness

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

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

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

Pathways

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

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

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

Faculty training

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

Graduation Rates

The University's institutional graduation rates demonstrate a much higher level of student success than do the Integrated Postsecondary Education Data System (IPEDS) rates published by the U.S. Department of Education. The University maintains institutional graduation rates to account for all students. Using IPEDS standard definitions and University of Phoenix institutional definition for all students disaggregated by degree level, the most recent four years of graduation rates for the University are displayed in Figures 5 and 6.

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

F^j gZ 5. Pc ʹkZghʹ nd[P] dZc ʹ m (2015). O[XZ d[FZYZ g\/aRZ\j a\/idgn A[[V ʹ gh. O[V ahij YZcih Zcgd a aZY Vi Pc ʹkZgh ʹ nd[P] dZc ʹ mVi Vcn i ʹ b Z Yj g ʹc\ FZYZ g\/aAI Vg\/ NZVg (AN) 2015, 10.4 eZg\/XZci I Zg\/Z F ʹ ghi -T ʹ b Z Fj a aT ʹ b Z hij YZcih Vh YZ cZY V\/ h IPEDS. T] Z 150 eZg\/XZci ʹ chi ʹ ij i ʹ dcVa\/ g\/Yj Vi ʹ dc g\/iZh g\/ ZXi i ʹ] Z eZg\/XZciV\/Z d[Pc ʹkZgh ʹ nhij YZcih ʹc i] Z Xd] dgi who had completed their program of study within 150 percent of the published length of the program. The 150 percent institutional graduation rates include students in the cohort if they began a program in the degree level during the cohort year and attended for at least 30 days (consistent with IPEDS logic). Students who became deceased prior to completion were excluded from the cohort. Completers are reported in the program they completed; non-completers are reported in the program they began. The 150 eZg\/XZci IPEDS \/ g\/Yj Vi ʹ dc g\/iZ g\/ ZXih i] Z eZg\/XZciV\/Z d[FTFT j cYZg\/ g\/Yj Vi Zh ʹc i] Z Xd] dgi ʹ I] d, Vh d[Aj \j hi 31 d[i] Z g\/edg ʹc\ nZVg Xdb e aZiZY i] Z g ʹ g dg\/ g\/b d[hij Yn I ʹ ↑] ʹ c 150 percent of the published length of the program (cohort years for IPEDS represented in Figure 5 are Fiscal Year (FY) FY07, FY08, FY09, FY10). The institutional graduation rates for each reporting year use a common student cohort. The institutional graduation rates presented in Figure 5 are disaggregated by degree level.
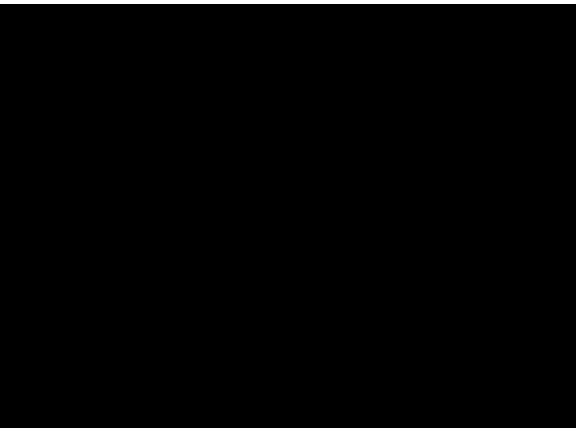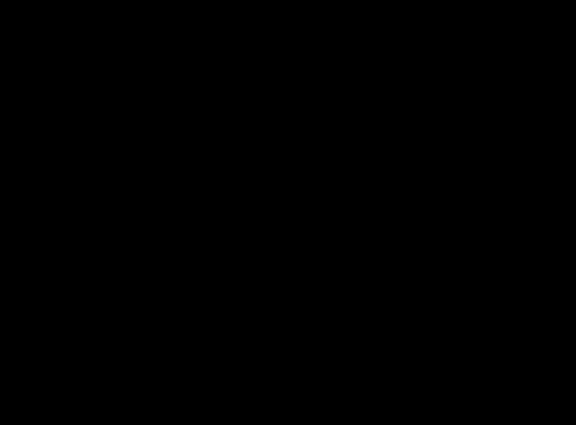
Information and resources are provided to
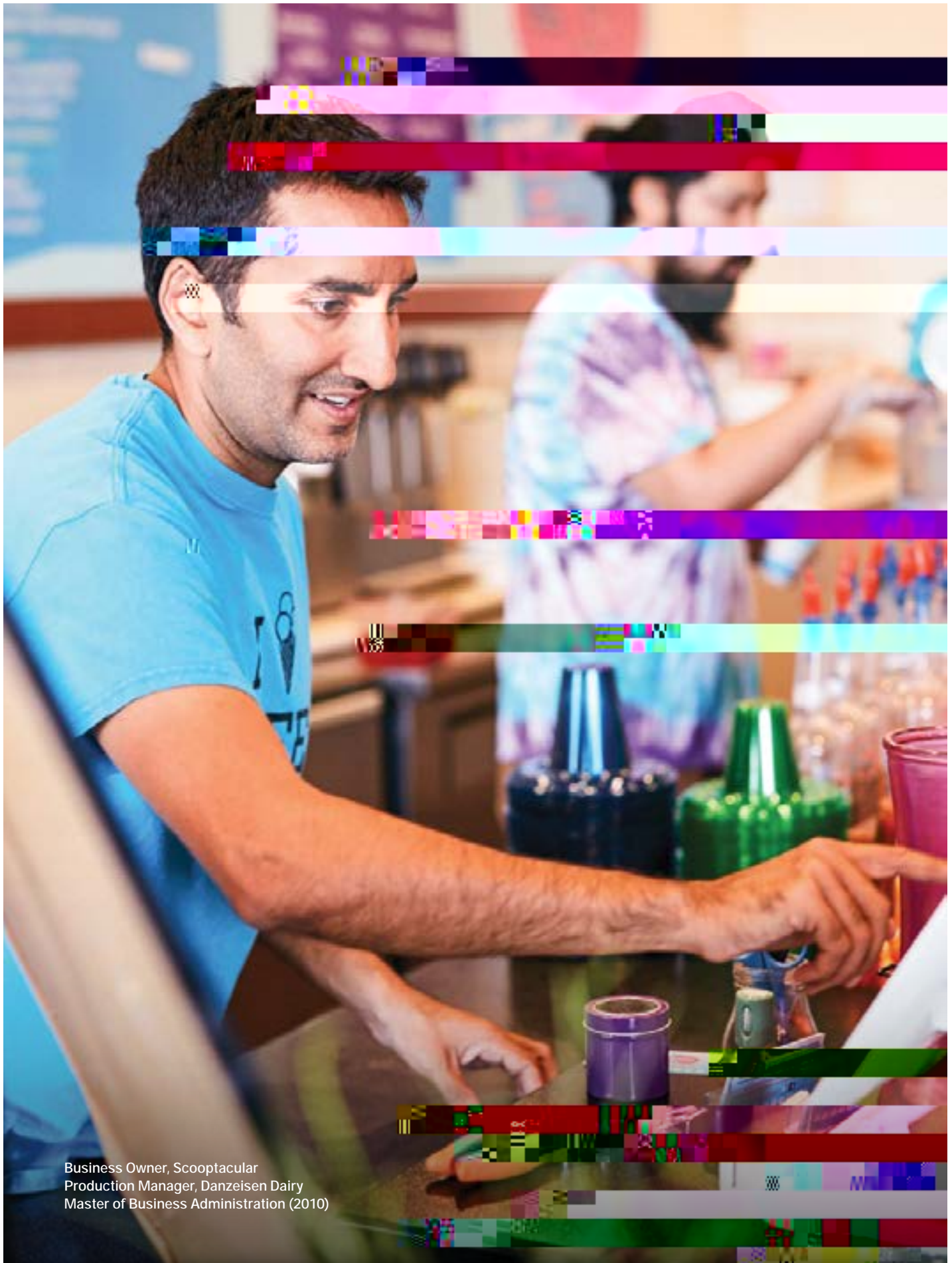
Business Owner, Scooptacular
Production Manager, Danzeisen Dairy
Master of Business Administration (2010)

Student Loan Cohort Default Rates

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

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

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

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

Figure 9 | **University of Phoenix Cohort Default Rates**
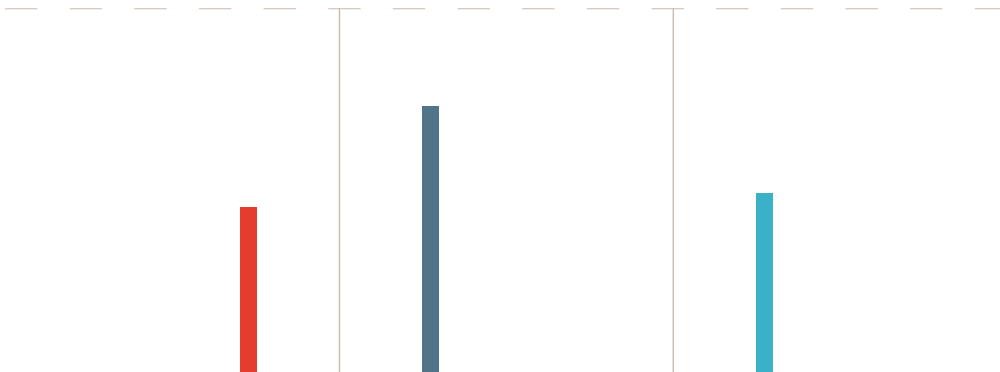
to evaluate whether students are attaining the necessary knowledge and skills needed for academic and career success. These efforts enhance students' educational experiences and promote a culture of evidence and continuous improvement.

The Assessment Cycle

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

Planning frames the process by defining multiple levels of outcomes by which to assess student learning. Program Student Learning Outcomes (PSLOs) comprise the knowledge and
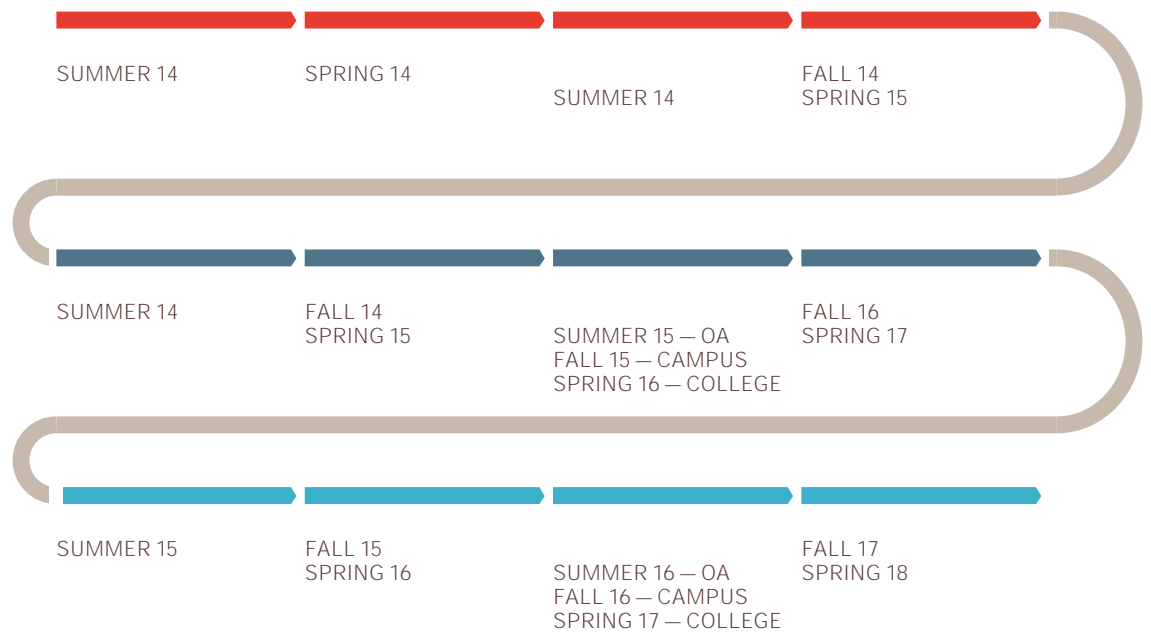
Figure 10 | **Assessment Feedback Loop**

IMPLEMENT
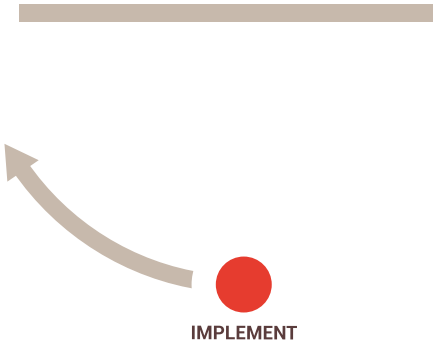
Assessment Timelines

University of Phoenix follows established practice to assess student learning outcomes in cycles spanning multiple years. To ensure adherence to this fundamental practice, the institution's schools and colleges assess student learning outcomes of selected

Figure 11 | **Institutional Assessment Timeline Example**

SUMMER 14   SPRING 14   SUMMER 14   FALL 14 SPRING 15

SUMMER 14   FALL 14 SPRING 15   SUMMER 15 — OA FALL 15 — CAMPUS SPRING 16 — COLLEGE   FALL 16 SPRING 17

SUMMER 15   FALL 15 SPRING 16   SUMMER 16 — OA FALL 16 — CAMPUS SPRING 17 — COLLEGE   FALL 17 SPRING 18

Direct and Indirect Assessment of Student Learning

Learning assessment is anchored by classroom interactions between students and faculty. All graded work in the classroom contributes to a student's attainment of course-level outcomes. Highlighted among all instructional activities are special "signature" assignments, crafted by faculty in collaboration with college instructional designers. These rubric-based performance assessments allow students to demonstrate attainment of PSLOs. Rubric criteria for signature assignments also align to ULGs and, for undergraduate

These ULGs represent the foundation for all student learning outcomes in all academic programs; the ULGs allow the University faculty and college leaders to measure student performance through multiple measures. One important method is with classroom signature assignments. As e.4 (o15 -x)i eplt7l (s i6.6 (g)8 (o17n.4 (.4 c)-7.9 l 2ea).716.3 42m)6 (p) 12 ( )y

Figure 12 | **Student Learning Outcomes Data**

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

3 Communication

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

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

4 Information Utilization

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

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

5 Collaboration

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

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

Figure 13 | General Education Student Learning Outcomes: Rate for Students Meeting or Exceeding Expectations, FY2015[1]

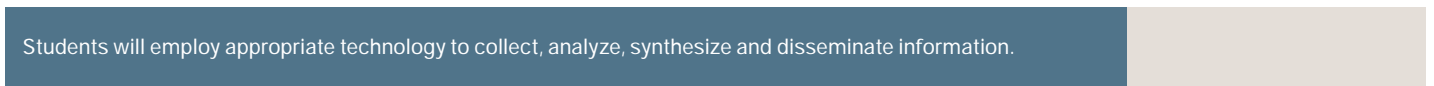&ˮHXʹZci^ XˮGZVhdcˮċ\ˋVcYˮ@cdl aZY\Z

2 Communication

Students will develop the necessary writing skills to share knowledge, present analysis and engage effectively in daily workplace communication.
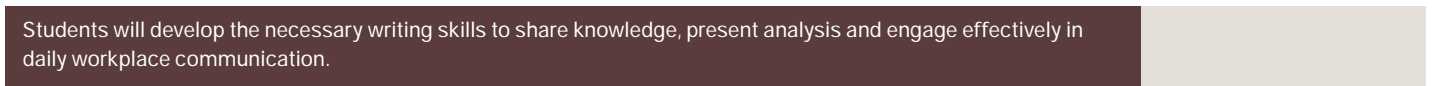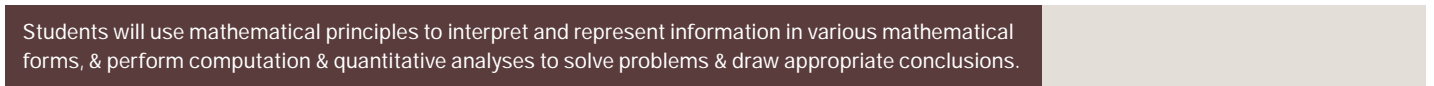
3 Technology

Students will employ appropriate technology to collect, analyze, synthesize and disseminate information.

4 Mathematical Principles

Students will use mathematical principles to interpret and represent information in various mathematical forms, & perform computation & quantitative analyses to solve problems & draw appropriate conclusions.

5 Social Sciences, History and Behavioral Sciences

6 Information Literacy

7 Diversity

8 Art and Literature

0   50   100%

Rate for student work meeting or exceeding expectations, FY2015 Signature Assignments,
all students by Gender and Age Group[1]
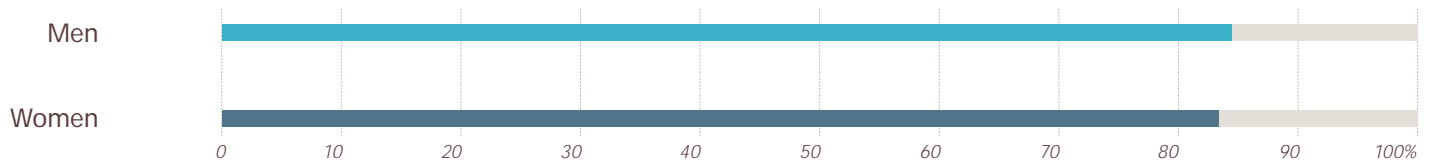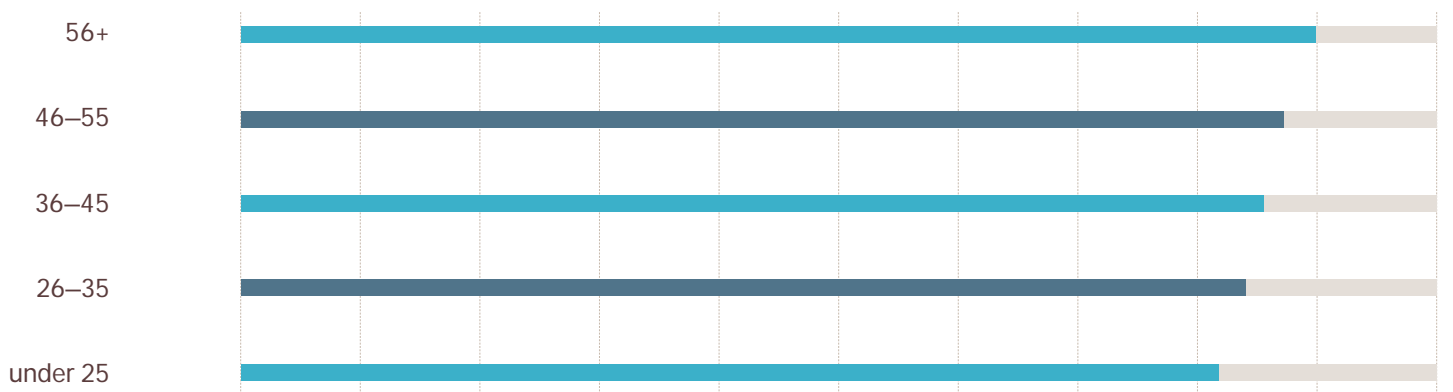
Figure 15 | **Students by Gender**

Figure 16 | **Students by Age Group**

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

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

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

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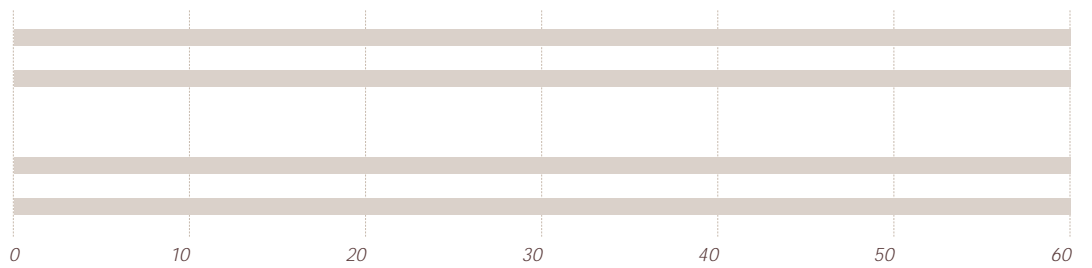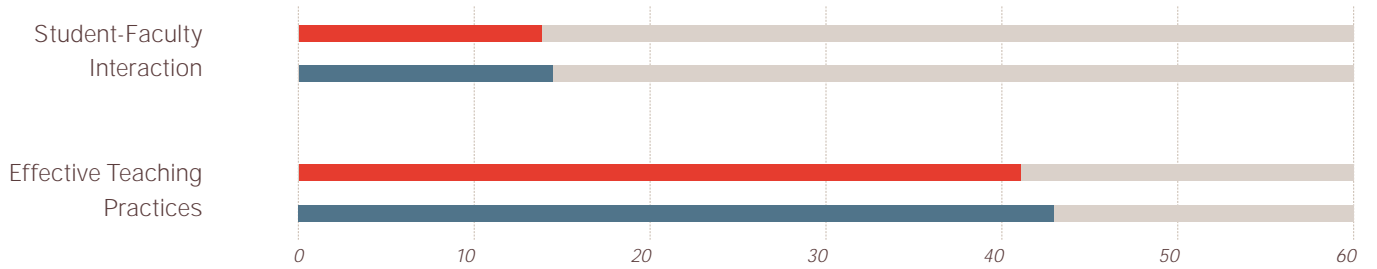2015 National Survey of Student Engagement (NSSE)

The University has
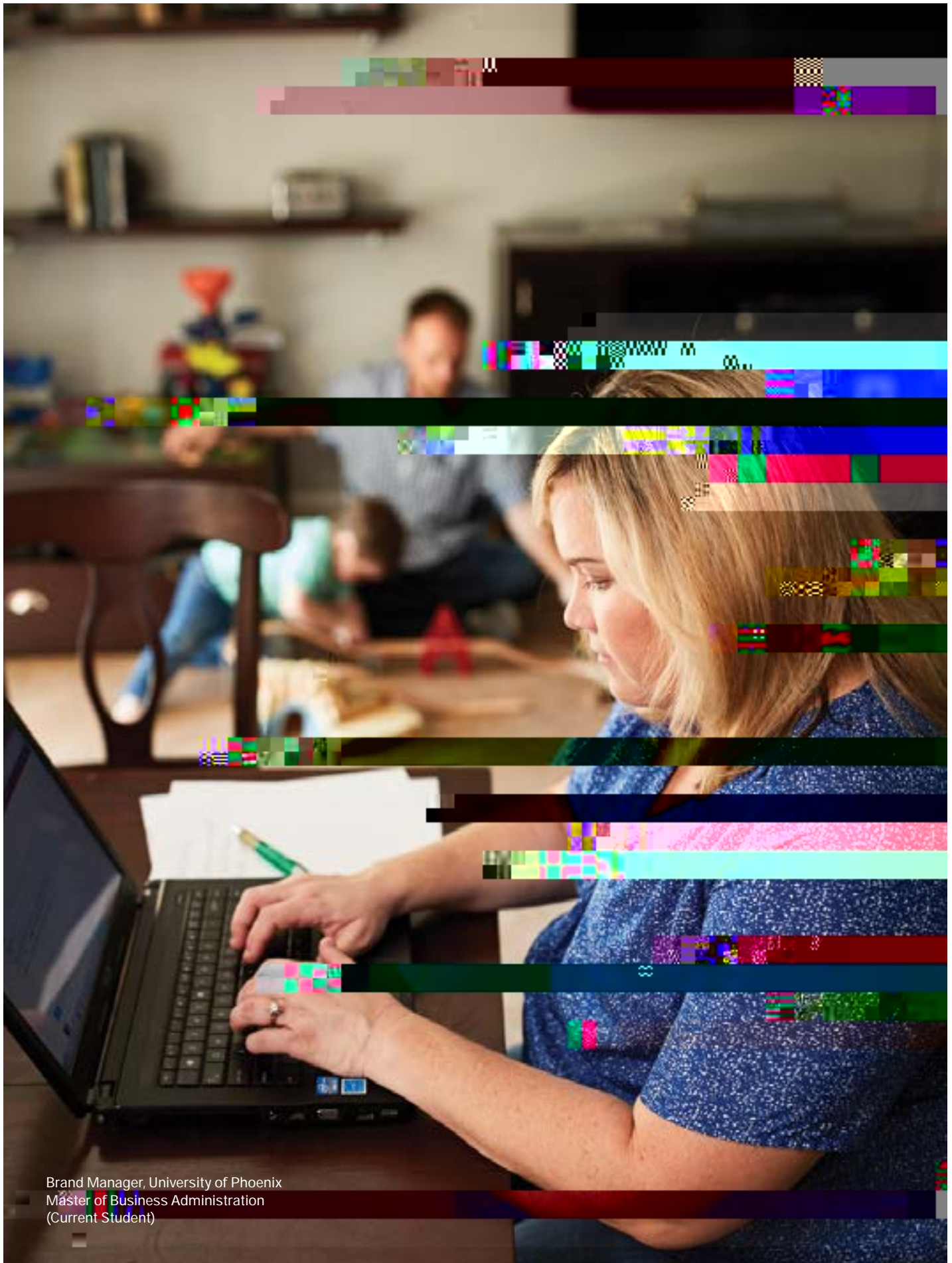
Brand Manager, University of Phoenix
Master of Business Administration
(Current Student)

Hig

Col

50

Some survey items relate to a student's academic experience, giving the University further perspective as to how students learn.

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

Figure 25 | **Student Experience Feedback from End-of-Course Surveys and Relationship Survey[1]**

10	10
9	9
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
0	0

(SOB)

(COE)

(CHP)

School of Nursing (NUR)
School of Health Services Administration (SHSA)

(CHS)

(CSS)

(IST)

(SCJ)

(SAS)

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

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

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

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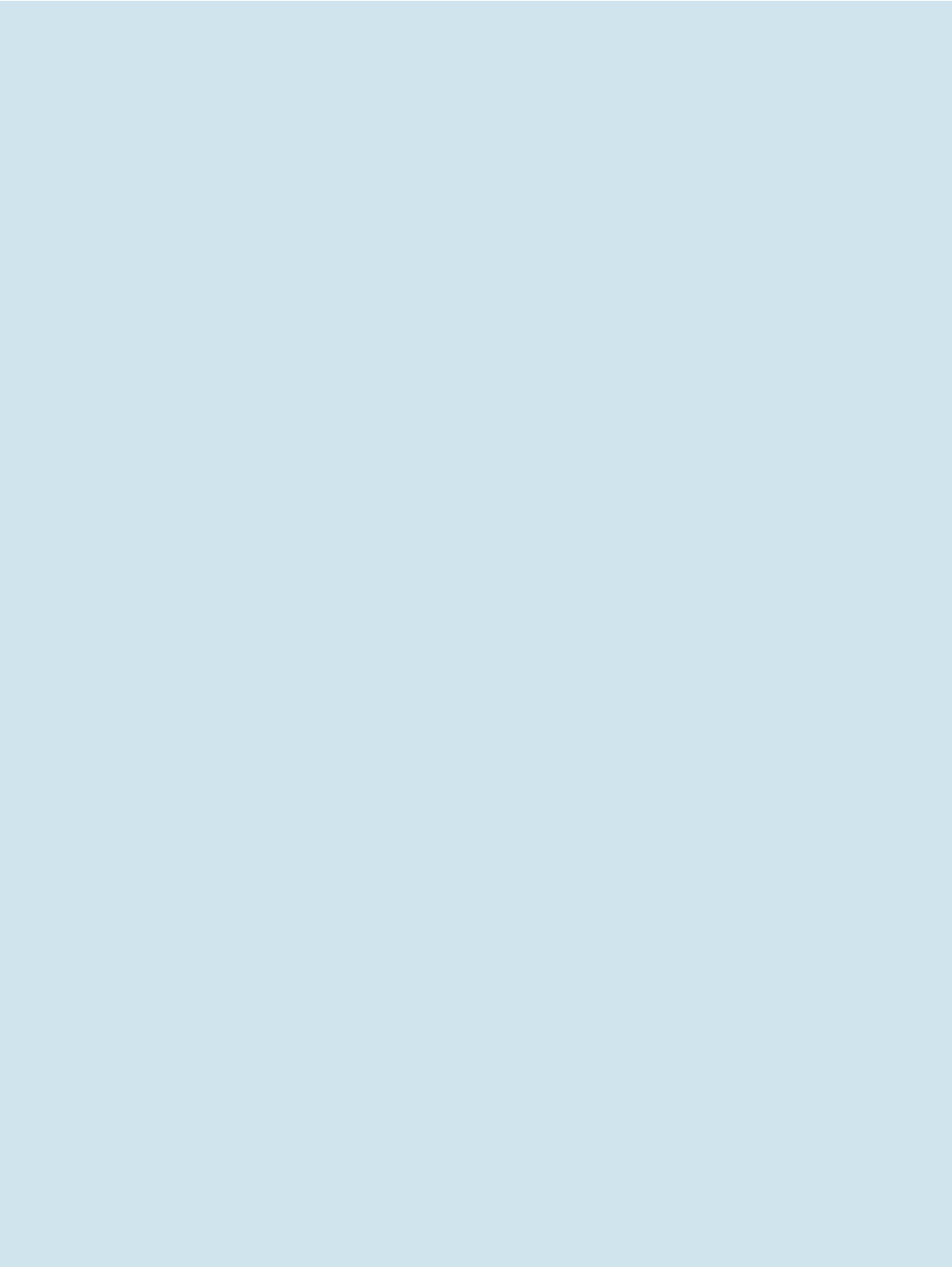
2015 Highlights

Providing thought leadership. Executive Dean Ruth Veloria contributed an article on intrapreneurship to CEO Magazine, highlighting the need for

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide

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

Number of School of Business Graduates

Associate — Bachelor's — Master's

Total
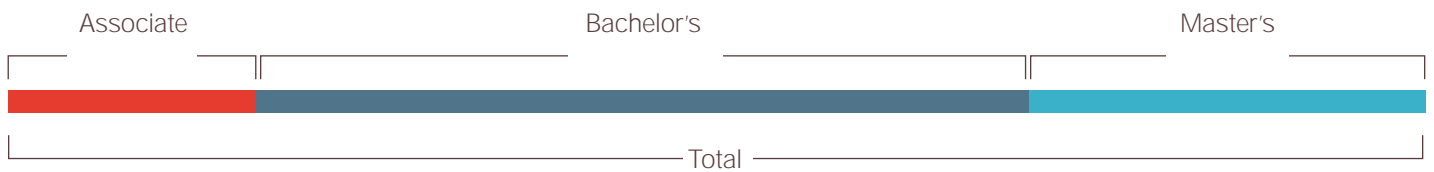
All-Time Number of Degrees Awarded

Faculty Information

At A Glance	Real-World Experience	Average Class Size
Number of faculty	Number of faculty who have worked or are currently working for Fortune 1000 companies or a subsidiary	Overall
Average years of UOPX teaching experience		Undergraduate
	Professional experience average years	Graduate

Student Learning Outcomes and Student Satisfaction Results

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Figure 28 | **Student Survey Feedback**[2]
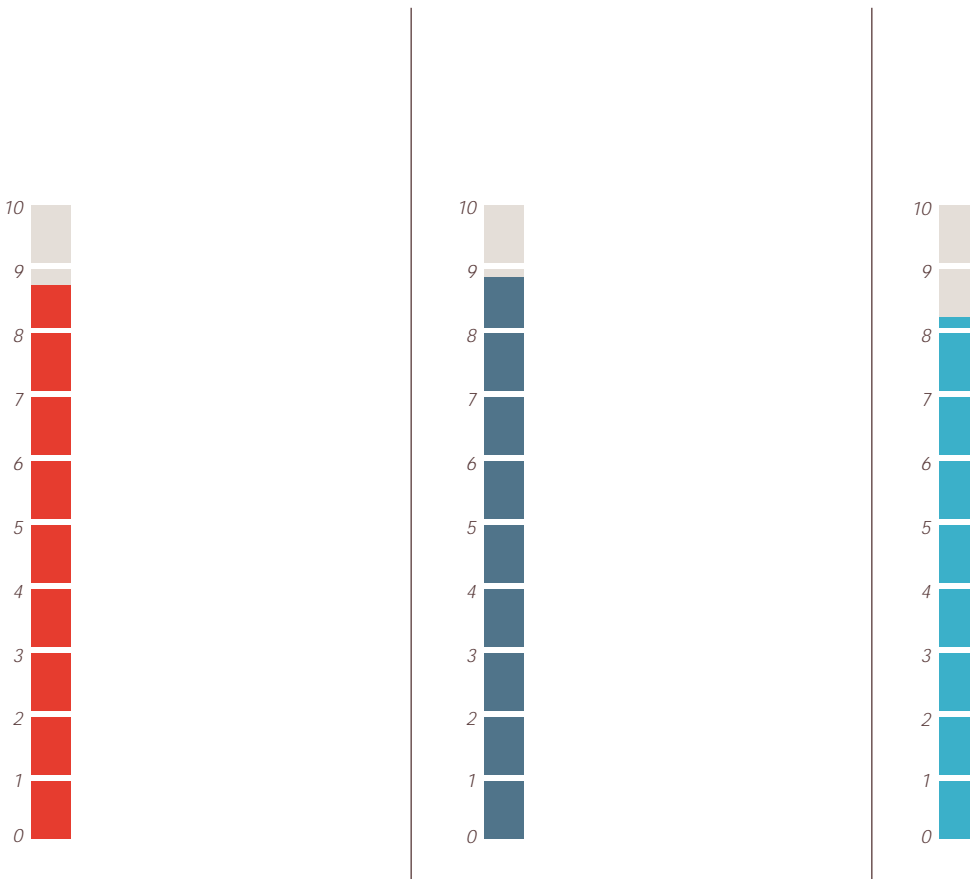
[2] Medallia, licensed database and analysis tool (2016).

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

[4] "T] ʼn Xdj ǧhŽ Vaɑdl ŽY b Ž id YŽb dchiǧViŽ b n ̀ cdl aŽY\Ž VcY h ̀ ʾah ʼc i] ʼn hj VlẐXi b ViiŽg dc VkŽglV\Z, [dgVɑaSOB hij YŽcih i] Vi Xdb ealZiZY ŽcY-d[-Xdj ǧhŽ hj ǧkŽnh ʼc program courses, FY2015.

[5] Pǧd\ǵlb -heZX^ X ǧlcYdb hVb ealŽ d[SOB hij YŽcih ʼc FN2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

The College of Education has been offering programs for educators since 1983 and has graduated over 83,000 individuals. As one of the first institutions of higher education to offer educator-preparation programs online, the College has continued its dedication to the creation and development of educators who will
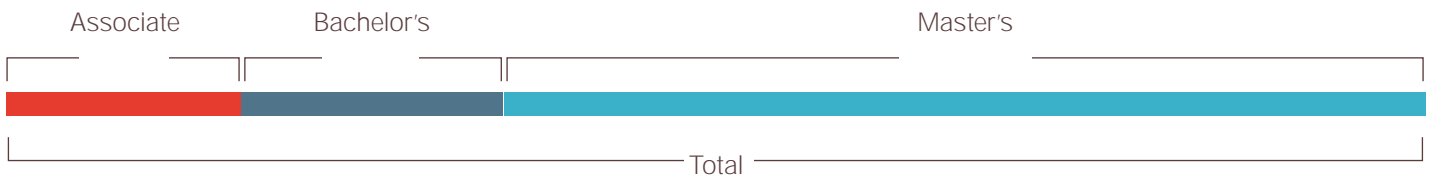
Master of Arts in Education/
Administration and Supervision (2014)

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

Number of College of Education Graduates

Associate   Bachelor's   Master's

Total

Real-World Experience

Professional experience
average years

Figure 29 |

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark

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

Figure 31 | **Student Survey Feedback[2]**
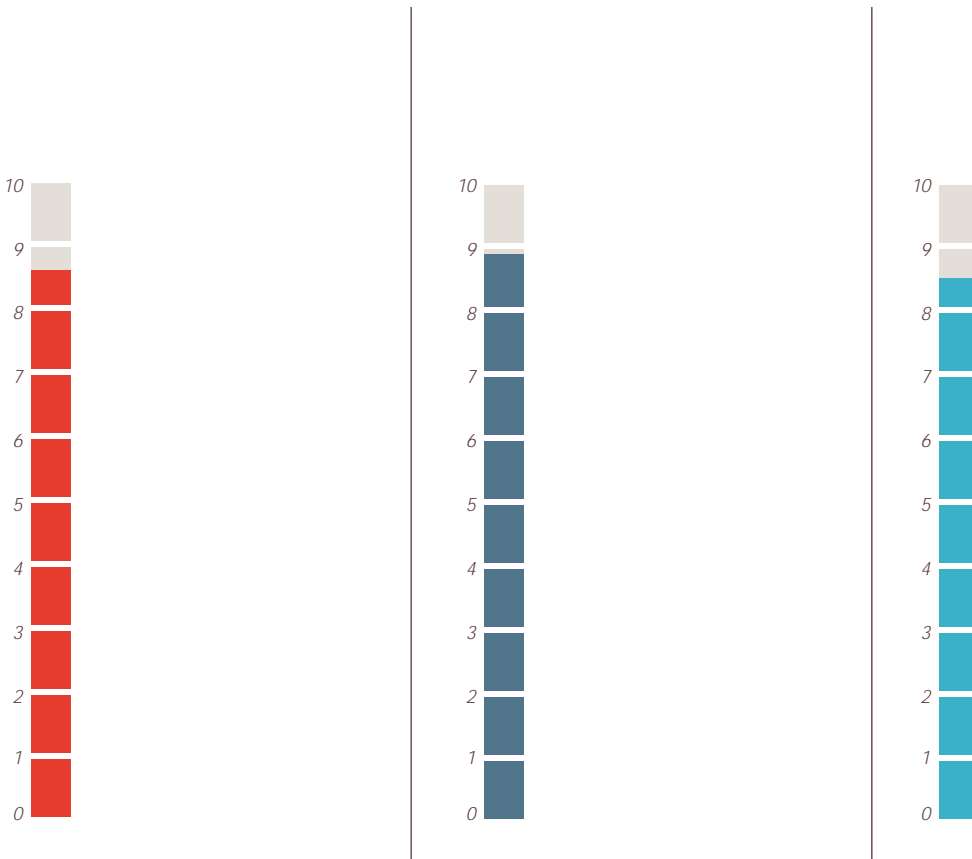
[2] Medallia, licensed database and analysis tool (2016).

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

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

[5] Pgd\g\/b -heZX^ X g/cYdb hVb eaZ 'c FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

Case Manager, Accent Home Health and Hospice
Nursing Instructor in California
Bachelor of Science in Nursing (2009)
Master of Science in Nursing (2013)
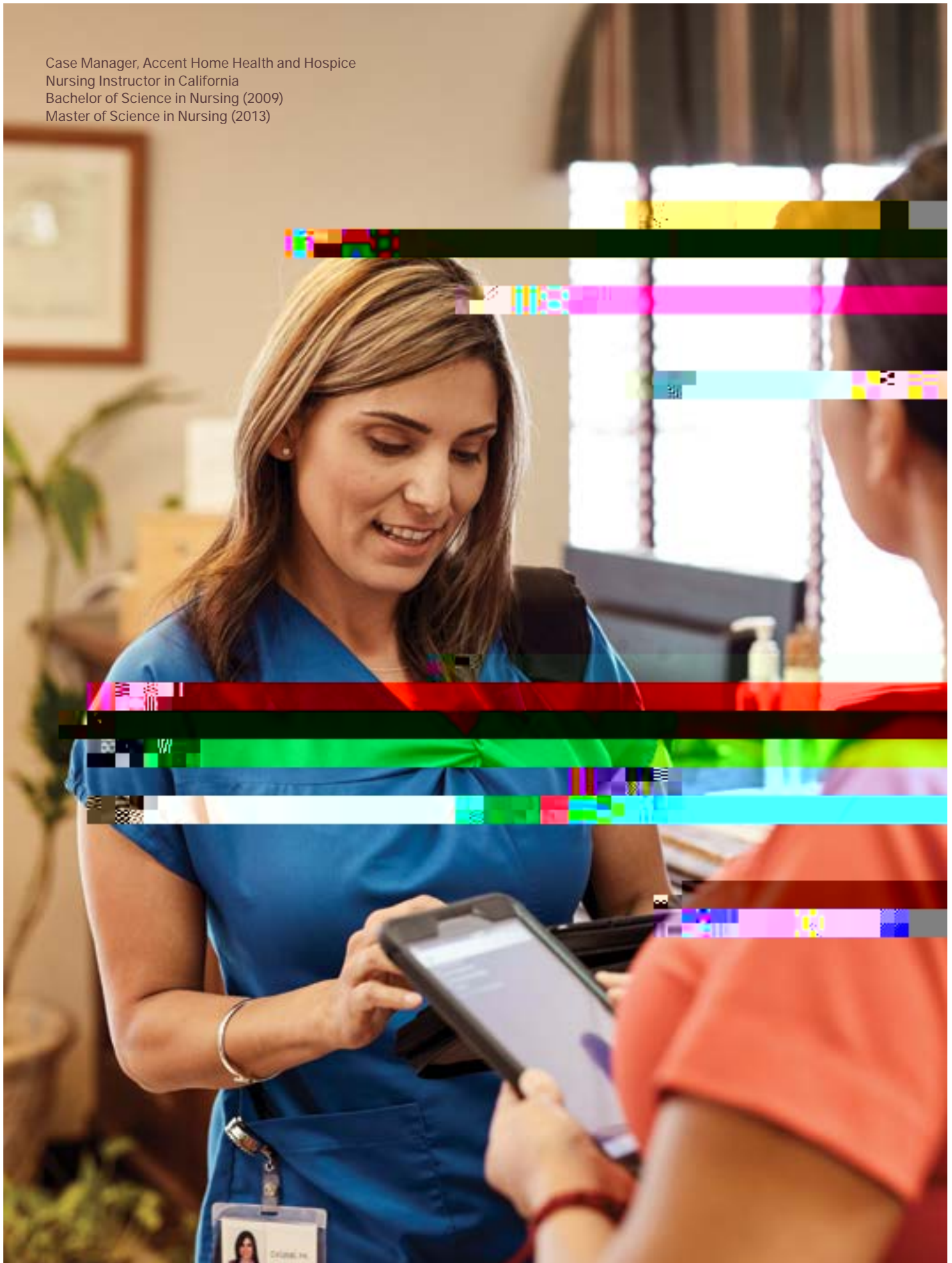
The School of Nursing has been educating students
for nearly 40 years, providing academic programs
and post-graduate certificates to registered nurses.
The first graduating class was in 1980.

As the healthcare industry rapidly evolves, it transforms the
roles of nurses and creates brand-new opportunities. To ensure
UOPX nursing graduates are ready to seize these opportunities
and move ahead in a quickly changing healthcare fieloiii0demei192 (( )TJ0 -1.33333 9 (m)10.o.3 (s)2o27.7 l(s)-0)10.1 (i)..graduarae

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

Distinguished Faculty

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

Robert Adams-Ghee, MBA

"I love the exhilaration I feel when I'm in front of a class of students and 'watching the light bulbs go on,'" said Adams-Ghee, who brings business acumen to his role as a College of Health Professions faculty member. He developed that acumen after earning a Master of Business Administration from Tennessee Technological University in Cookeville, Tenn., and working his way up the career ladder, first in the United Way of Metropolitan Nashville's finance department and later as Nashville CARES' first business manager. Today, he serves as a chief financial officer/
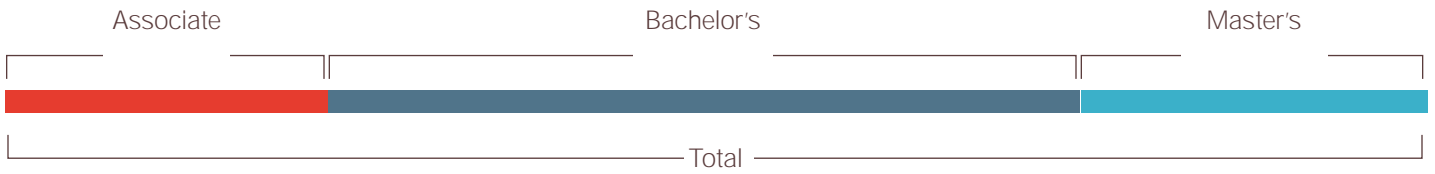c
T-7.7 1.333 TD[7 u (s m)-2.2 (an)-0.8 (a)1.7 (g)02)26dym3 (c)-9.5 (a)4.1 8.3 (o)-7(y u)-23.9 (f)-33 (t)20.5 (r)-2. (t)4.4 8,19.9 uts of s.3 (-7.7 1.3

Number of Graduates

Includes School of Nursing and School of Health Services Administration

Associate	Bachelor's	Master's

Total

Faculty Information

Includes School of Nursing and School of Health Services Administration

At A Glance

Overall

Student Learning Outcomes and Student Satisfaction Results

The University tracks academic student success at the program level through multiple measures. First, schools benchmark the percentage of student work that meets or exceeds faculty expectations on signature assignments using course-

BS in Health Administration

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

MS in Health Administration

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

MS Certificate: Gerontology Healthcare

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

BS in Nursing

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

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

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

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

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

[5] Pgd\g/b -heZX^ X g/cYdb hVb eaZ ℃ FN2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

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

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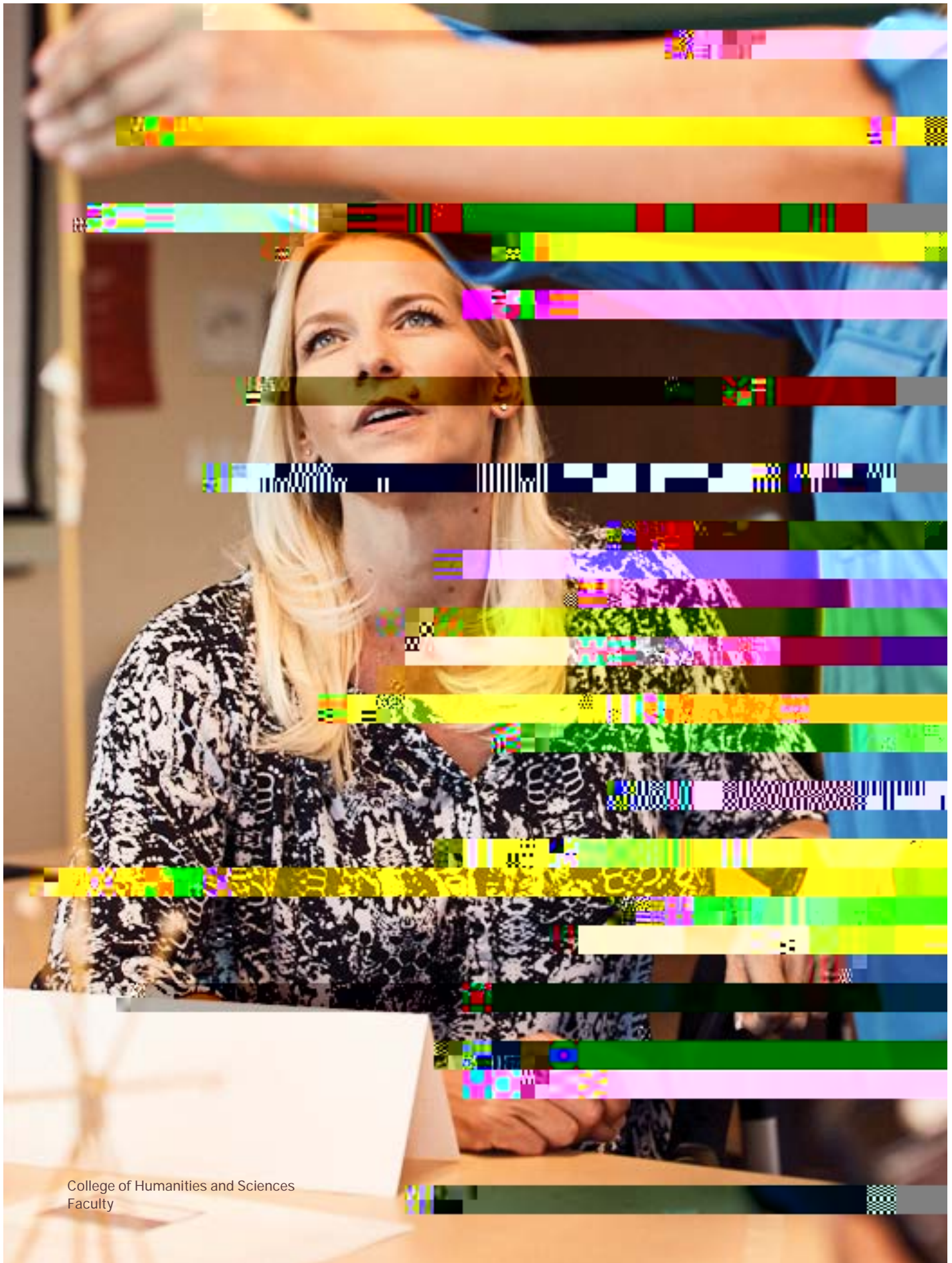
College of Humanities and Sciences
Faculty

2015 Highlights

Elena Mastors, PhD, dean of faculty for the College of Humanities and Sciences, is a contributing author of the textbook "Introduction to Political Psychology," published in 2015. She is also a lead author of a chapter titled "Intelligence Studies, Theory, and Intergroup Conflict Resolution Theory and Beyond" in the book "National Security and Counterintelligence in the Era of Cyber Espionage." In addition, College of Humanities and Sciences Dean of Assessment Bruce Brydges, EdD, presented two workshops at the Fifth Annual Assessment Conference. The workshops were titled "What Do We Mean by Mastery? Determining Performance Criteria at Associate's, Baccalaureate, Master's, and Doctoral Levels" and "The Importance of Reliability in the Assessment of Student Learning."
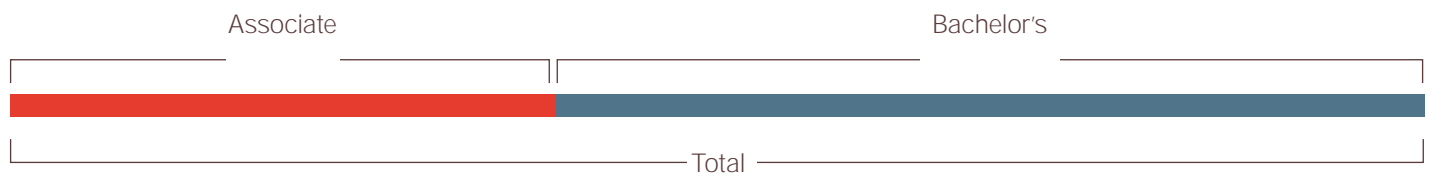
The College of Humanities and Sciences introduced interactive content such as VitalSource™ (an e-book platform) to First-Year Sequence (FYS) and Introductory Course Sequence (ICS) courses as well as YouSeeU in Introduction to Communications (COM 100) and InQuisitive

Distinguished Faculty

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

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

Number of College of Humanities and Sciences Graduates

Associate   Bachelor's

Total

Faculty Information
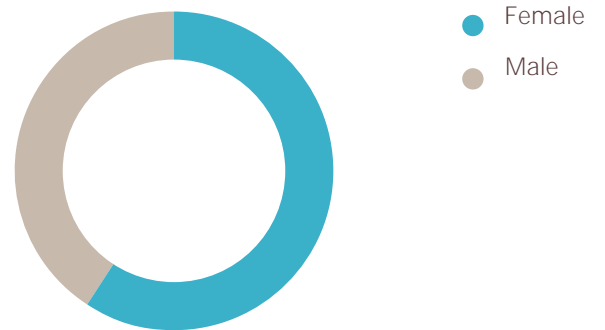
At A Glance

Number of faculty

Average years of UOPX

Student Information

Average Age

- 22 and under
- 23 to 29
- 30 to 39
- 40 to 49
- 50 and over

is the average age

Gender

- Female
- Male

Ethnicity
% of reported

- African-American
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Native American/Alaskan
- Other/Unknown

Average Years of Work Experience

Overall

Associate

Bachelor's

Master's

0   5   10
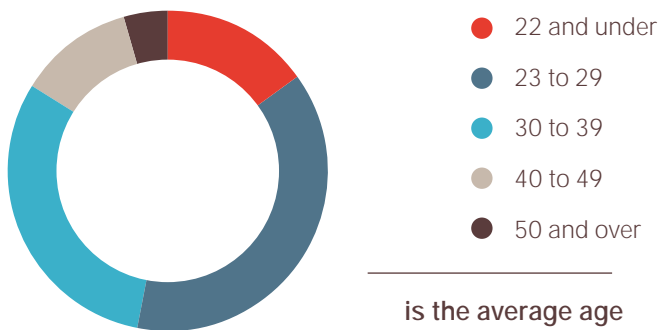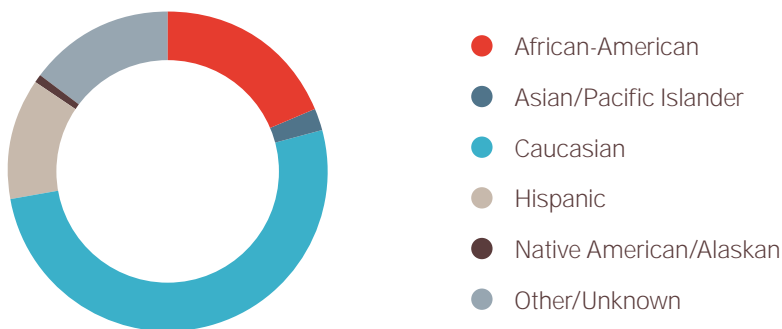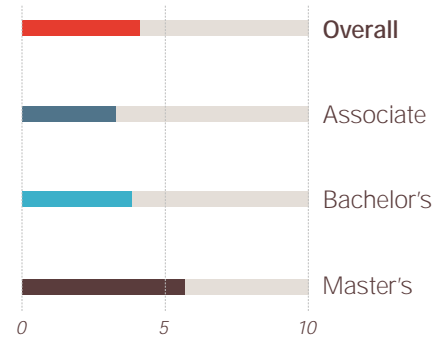
Locations: 39 countries and 50 states

Student Learning Outcomes and Student Satisfaction Results

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

Master in Community Counseling (2010)

Industry Advisory Council

The University maintains partnerships and affiliations
with a number of organizations. The University enters

Distinguished Faculty

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

Marni Finkelstein, PhD

Faculty member Marni Finkelstein, PhD, works in the field known as applied anthropology, which is the use of anthropological methods to research real-life problems. Based in New York City, she conducts research on at-risk populations, including the experiences of homeless street youth, substance abuse, sexual assault victimization, access to healthcare, and adolescent runaways from the foster care system. She published a book titled "With No Direction Home: Homeless Youth on the Road and in the Streets," based on her two-year study of homeless nomadic street youth. The book documents how the homeless youth traverse the country by hitchhiking and hopping freight trains, along with their experiences with substance abuse (primarily heroin), violence and victimization, and subsistence activities, such as panhandling, drug dealing, stealing and prostitution. She has a PhD in Anthropology from the New School for Social Research in New York City.
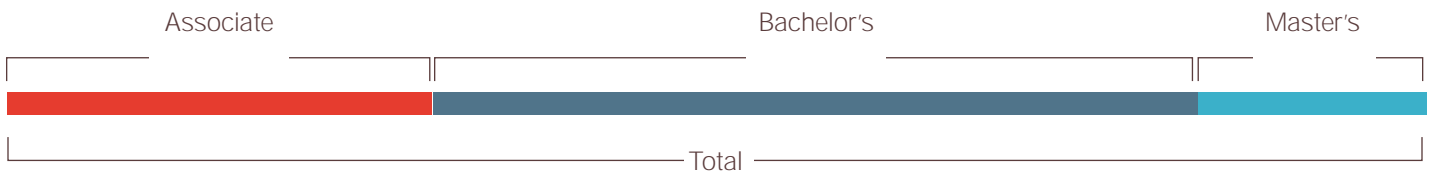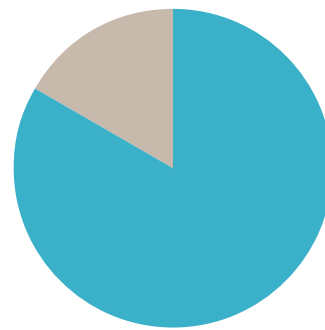
Associate   Bachelor's   Master's
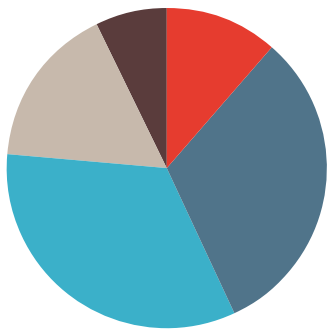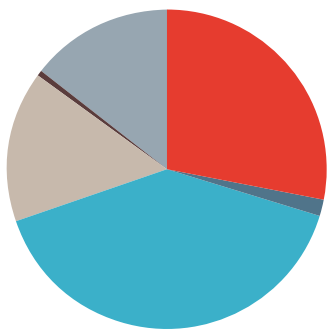
Total

Average Age

Gender

- Female
- Male

Ethnicity
% of reported

- African-American
- Asian/Pacific Islander
- Caucasian
- Hispanic
- Native American/Alaskan
- Other/Unknown

Average Years of Work Experience

BS in Psychology

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]		Percentage of Meets/Exceeds[1]

BS in Human Services

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

MSC/Marriage, Family and Child Therapy

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

MSC/School Counseling

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

MSC/Clinical Mental Health Counseling

Program Student Learning Outcomes	Percentage of Meets/Exceeds[1]

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

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

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

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

5 Pgd\g/b -heZX^ X g/cYdb hVb eaZ d[CSS hij YZci h ℃ FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

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

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

The College teamed up with its fellow UOPX schools and colleges to provide cross-disciplinary offerings in cyber security, entrepreneurship, healthcare IT, instructional design and data science/analytics. On the national front, the College partnered with STEMconnector for a roundtable event in Washington, D.C., the National STEM Forum on Security Risks and Emerging Workforce Solutions, where Dean Bonilla led a panel of experts discussing the need for increased STEM education and greater corporate investment in cyber security-trained professionals.
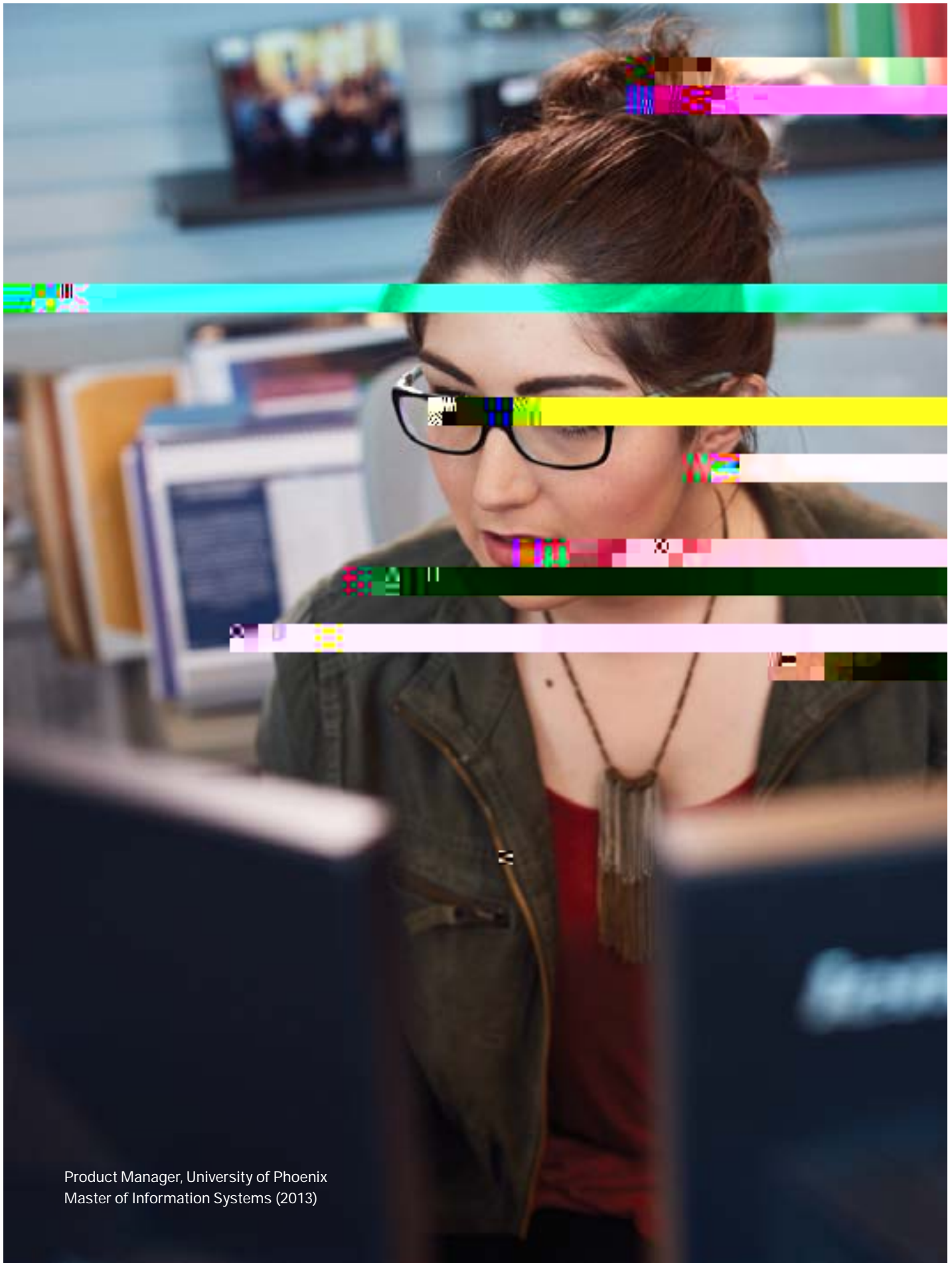
Product Manager, University of Phoenix
Master of Information Systems (2013)

2015 Highlights

Equipping more students with technical skills. In today's Information Age, no student can succeed without technical skills. In response, the College made its Cyber Security certificate available to students pursuing a Bachelor of Science in Security in the College of Security and Criminal

Distinguished Faculty

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

Mark Tabladillo, PhD

A national thought leader in data science (including machine learning, data mining, predictive analytics and Big Data), Dr. Tabladillo has served as a University of Phoenix associate faculty member for a decade. During this time, he mentored seven students through the completion of a Doctor of Management degree. He brings enterprise data science analytics advice and solutions to the University, with expertise in Microsoft Azure Machine Learning, Microsoft SQL Server Data Mining, SAS, SPSS, R, F#, Python and Microsoft Business Intelligence (SSAS, SSIS, SSRS, SharePoint, Power BI and .NET). Over the last 17 years, he has provided instructional leadership and presented research on topics such as "Machine Learning Smackdown" and "Predictive Analytics for Absolute Beginners" at national and international conferences, including Microsoft TechEd, PASS Business Analytics Conference, Predictive Analytics World, SAS Global Forum, PASS Summit and Hong Kong Tech Days. He earned a PhD in Industrial Engineering at Georgia Institute of Technology in 1996.

Associate	Bachelor's	Master's

At A Glance

Number of faculty

Average years of UOPX
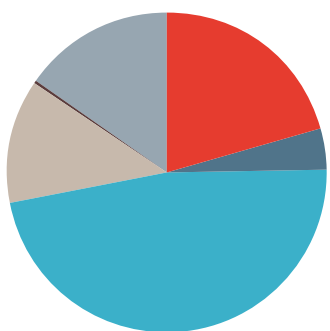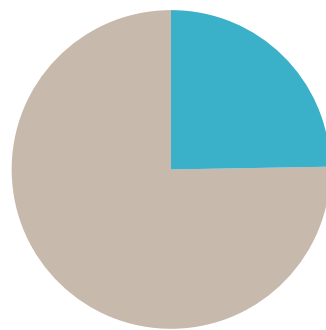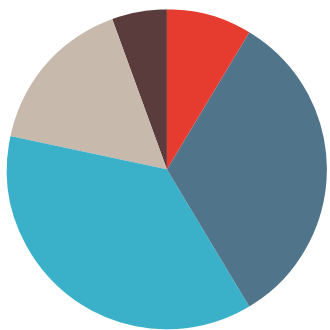teaching experience

Real-World Experience

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

Professional experience
average years

Avr-agxass S

Overall

Bachelor of Science in Criminal Justice Administration (2011)
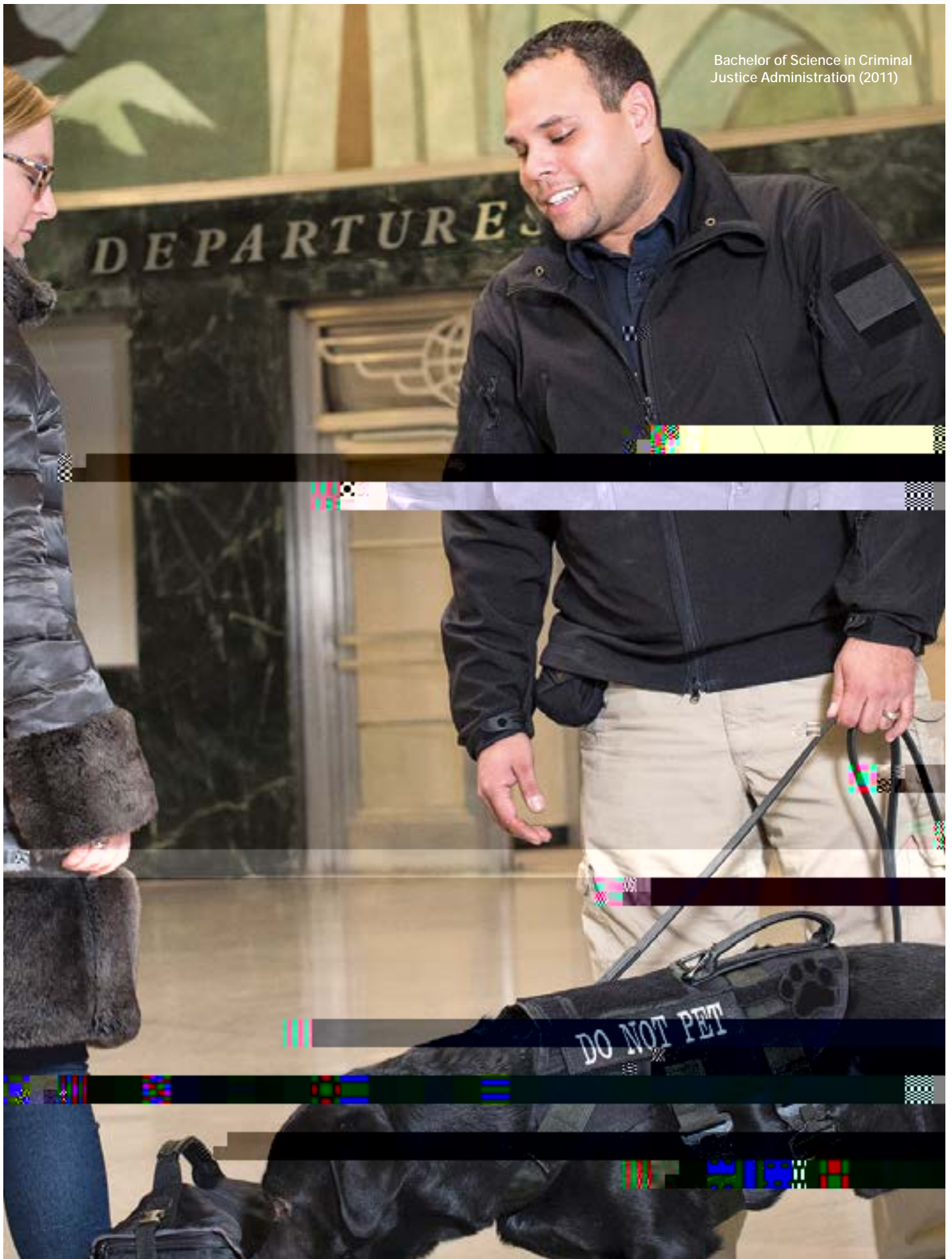
2015 Highlights

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

New degree programs. The College has launched two new degree programs — the Associate of Arts in Security Management and the Bachelor of Science in Security Management — to provide advanced training to aspiring professionals who have expressed interest in security-related careers or have worked in security, law enforcement or other criminal justice-related fields. The Associate of Arts in Security Management prepares students to work in loss prevention and asset protection, specifically in the retail industry, while the Bachelor of Science in Security Management trains students in risk mitigation and crisis management, skills that are applicable across multiple industries (e.g., energy, manufacturing, hospitality T9   8i7hle2,   hn

Distinguished Faculty

University of Phoenix has many qualified faculty members who reflect a wide range of backgrounds,

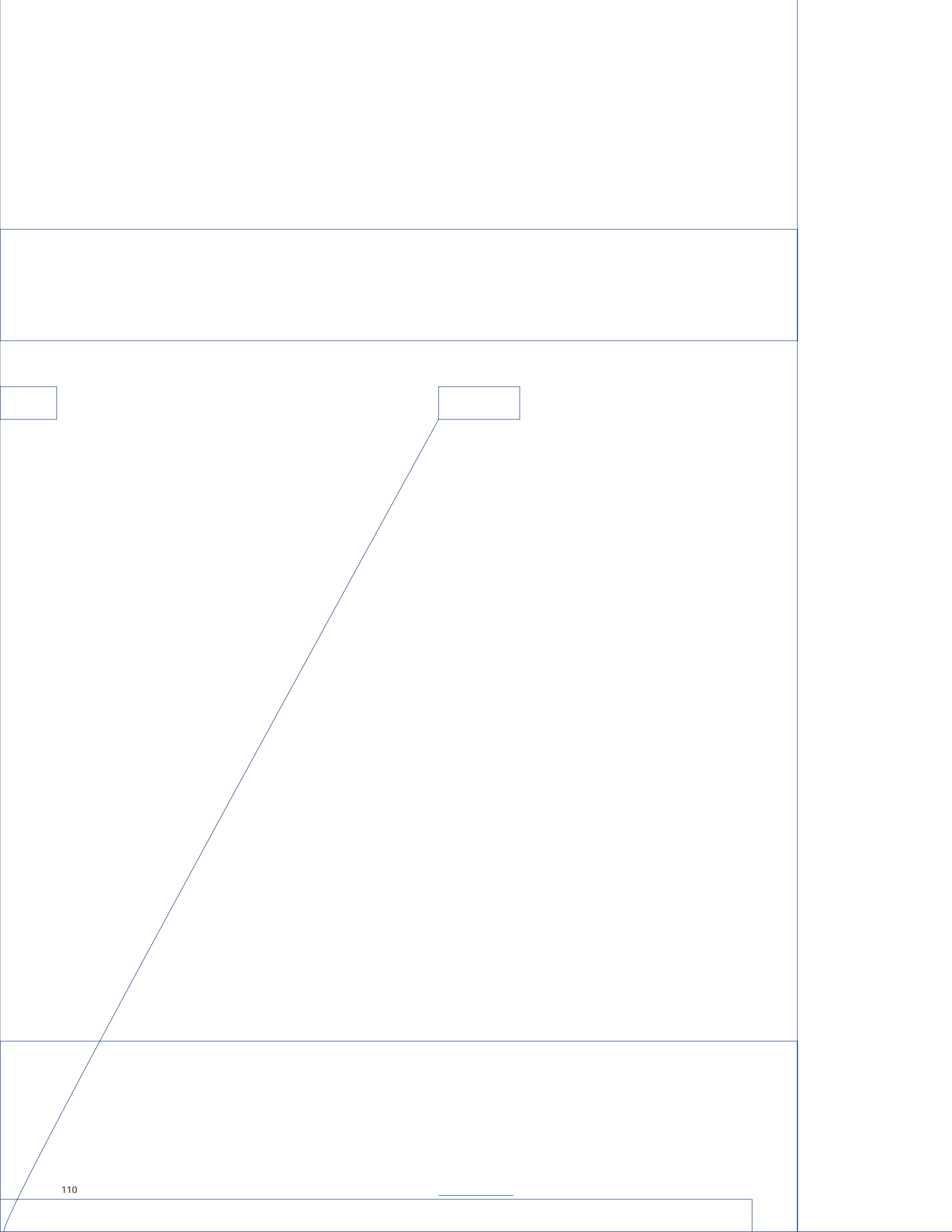Figure 46 | **Student Survey Feedback**[2]
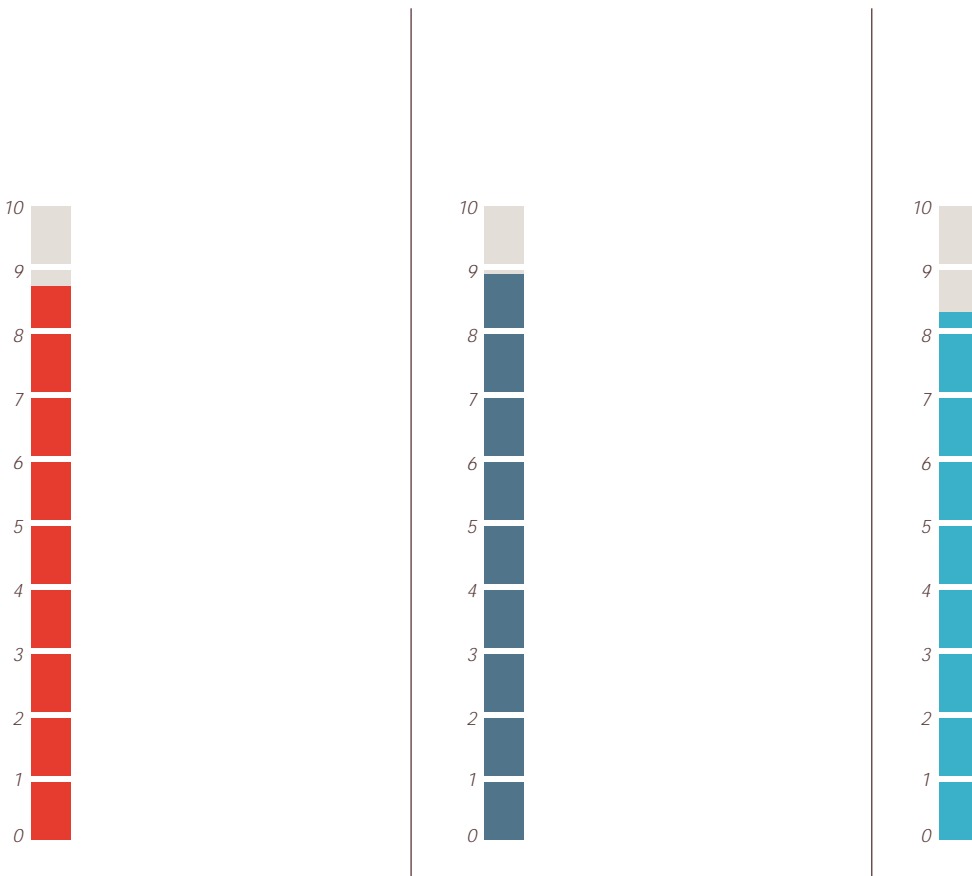
[2] Medallia, licensed database and analysis tool (2016).

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

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

5 Pgd\g\b -heZX^ X g\cYdb hVb eaZ 'c FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students.

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

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

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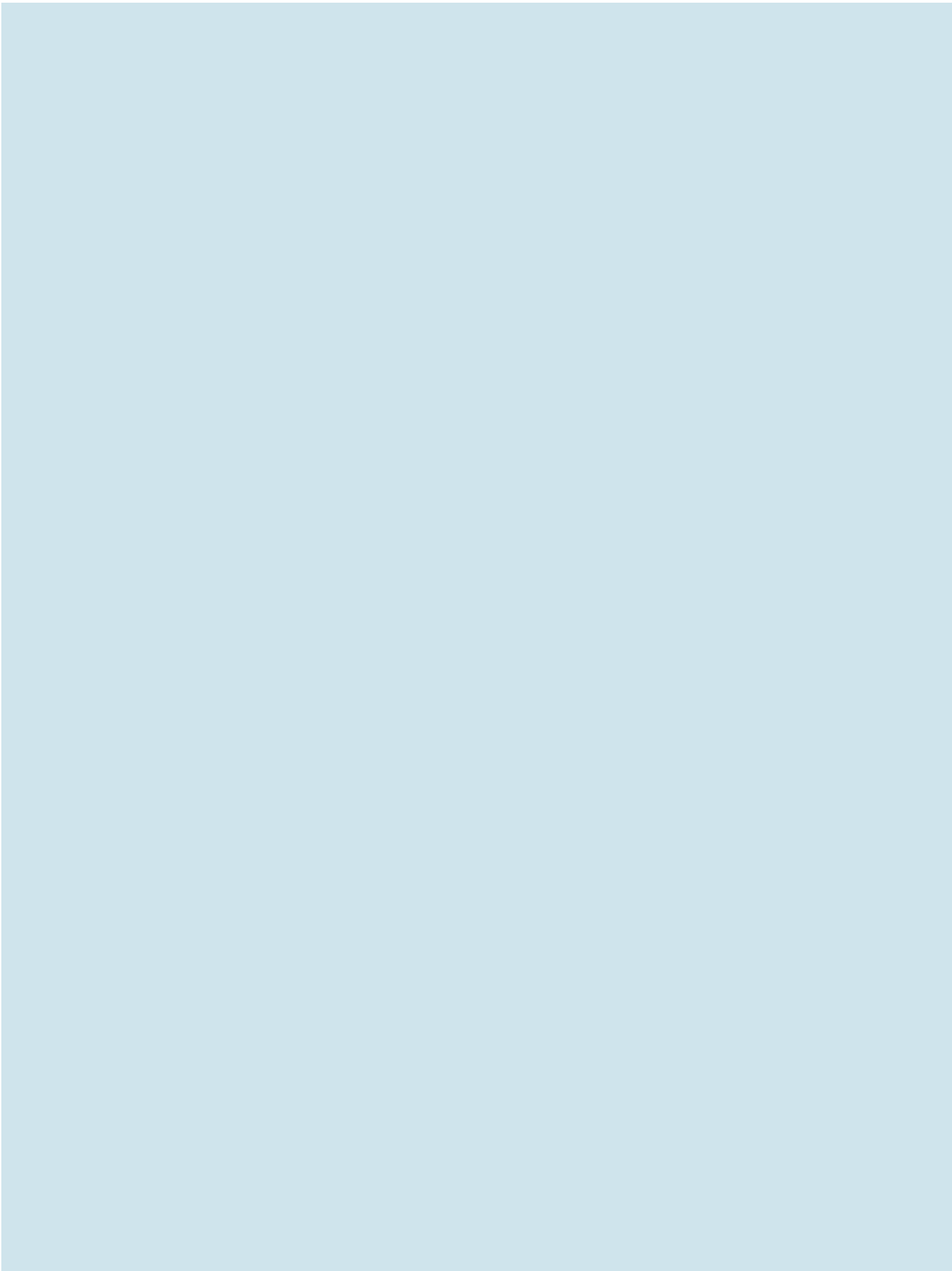
Research fellows and center-affiliated faculty

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

Number of School of Advanced Studies Graduates

At A Glance

Number of faculty
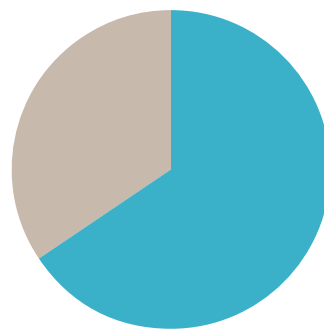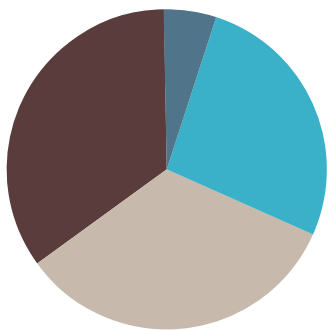
Average years of UOPX
teaching experience

Real-World Experience

Professional experience
average years

Ave A86

Average Years of Work Experience
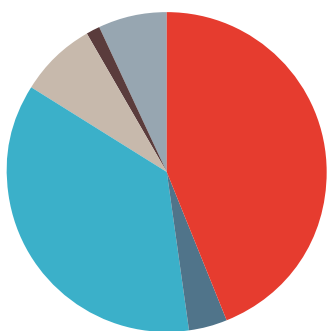
African-American

Asian/Pacific Islander

Cau8 Tc3e7.086 l50.077 46.8er

Doctor of Business Administration

Program Student Learning Outcomes

Percentage of Meets/Exceeds[1]

Doctor of Health Administration

Program Student Learning Outcomes

Percentage of Meets/Exceeds[1]

Doctor of Education in Education Leadership

Program Student Learning Outcomes

Percentage of Meets/Exceeds[1]

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

Figure 49 │ **Student Survey Feedback**[2]
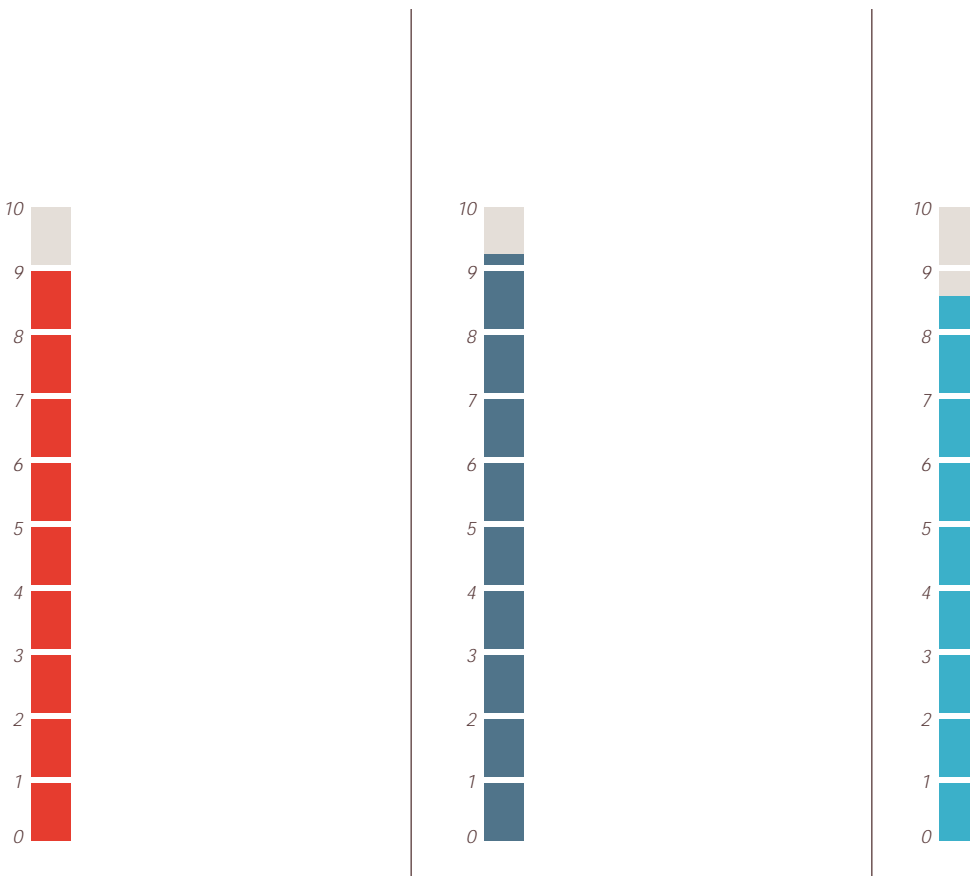
[2] Medallia, licensed database and analysis tool. (2016).

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

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

5 Pgd\g/b -heZX^ X g/cYdb hVb eaZ d[SAS hij YZci h 'c FY2015: "Please rate your overall satisfaction with the learning experience (including setting course expectations, relevancy of course material, and fellow students)."

Making the Community Stronger Through Social Responsibility

The institution has forged philanthropic partnerships with key programs and organizations to provide wide-ranging support, including cash, in-kind contributions, curriculum and instructional assistance, volunteerism and scholarships to deserving students who might otherwise be unable to afford a higher education. In 2015, the University's annual giving exceeded $15 million in value to the communities it served.

Access to higher education creates a ripple effect through communities, and the University is dedicated to removing barriers that prevent the nation's best and brightest students from achieving their academic goals. It is with this in mind, and in conjunction with local, state and national organizations, that the

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Volunteers paint a mural for a local elementary school.
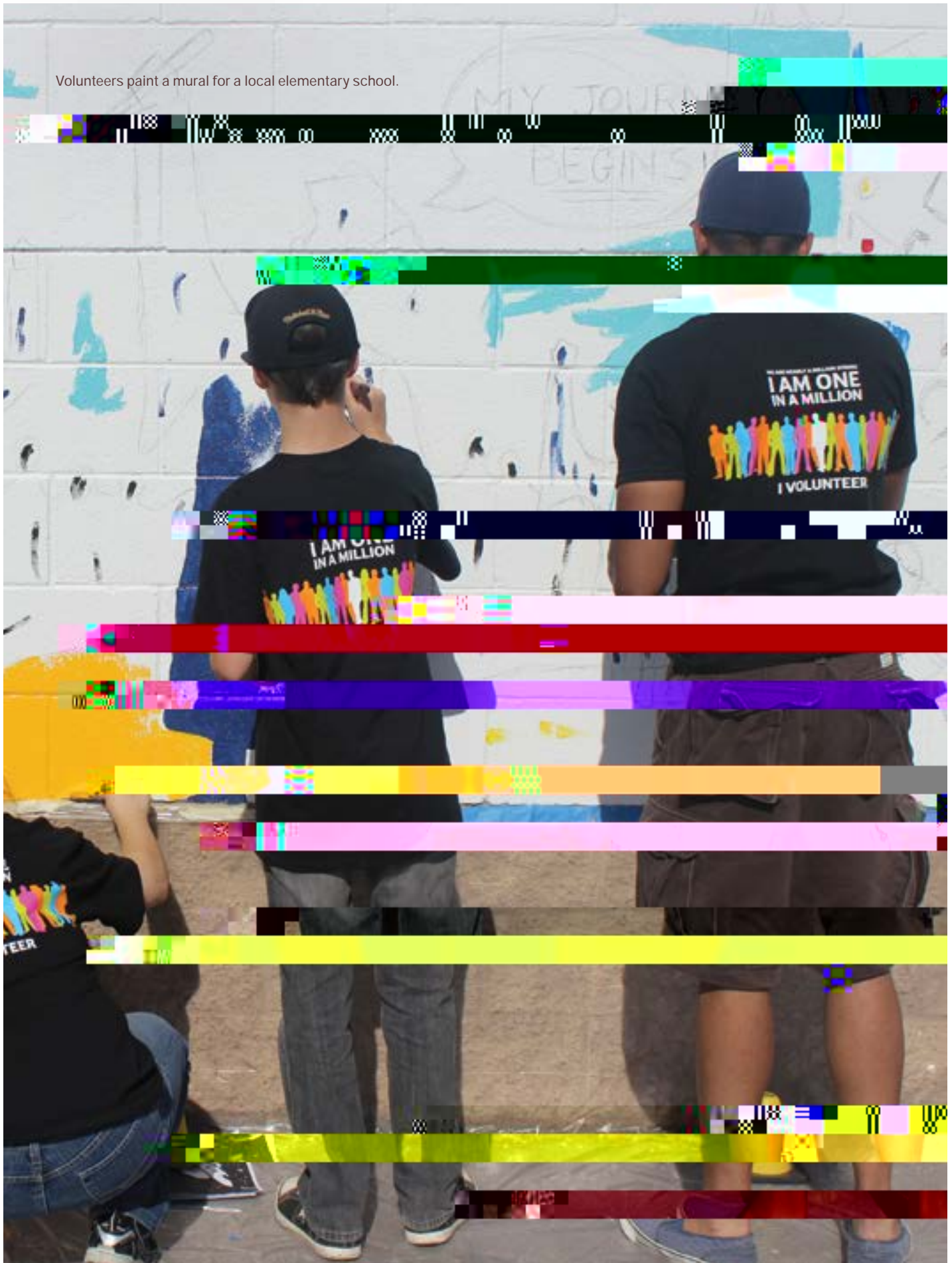
Supporting Our Communities

The University is proud to provide in-kind donations, scholarships, volunteers and other e] ²a̸Vci] gde⁄X hj eedg̸i d i] Z [da̸dl ⁀c̸\ 41 cdceg̸d i dg̸\Vc⁄oVi⁄dch:

— America's Promise

— American Red Cross

— AMVETS National Headquarters

— Ann & Robert H. Lurie Children's Hospital of Chicago

— Arizona Chamber of Commerce and Industry

— Arizona Diamondbacks Foundation, Inc.

— Arizona Educational Foundation

— Arizona Forward

— Arizona Hispanic Chamber of Commerce

— Banner Health Foundation

— Beat the Odds Institute

— Boston College Center for Corporate Citizenship

— Boys & Girls Clubs of America

— Boys & Girls Clubs of Chicago

— Boys & Girls Clubs of Metropolitan42B8t5 766xp

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

"Prior to working at University of Phoenix, I can't say that I ever participated in any volunteer opportunity. In the recent years, I have become active with different volunteer events, and the feeling that it gives is beyond words. Whether it is

feeling of accomplishment when I am done is indescribable."

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

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

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The University partnered with Boys & Girls Clubs of America (BGCA) to offer 30 full-tuition scholarships that made it possible for recipients to pursue an undergraduate or master's degree, either online or at a local campus. Through the organization's Emerging Leaders Scholarship program, the institution assists aspiring leaders in developing the knowledge, skills and abilities necessary to lead in the Boys & Girls Clubs Movement and in local communities. This scholarship programs CQuA6)rGJC`

The University's Commitment to Diversity

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

Throughout its history, the University has strived to provide underserved populations with access to higher education. Today, one of the biggest barriers to attaining a college degree is low income, a nationwide problem the institution addresses in key initiatives. The University collaborates with the Hispanic Foundation of the Silicon Valley to offer Latino Board Academy Scholarships as an investment in the educational achievement, leadership development, research and engagement of the Hispanic community. These full-tuition scholarships enable prospective students to pursue undergraduate or graduate degrees at the institution. In addition, the University has forged ties with more than 550 Native American tribes, making it possible to connect Native American students to educational fundi6.7 (T.333 TD[an)-3.7 (d2u13 (e)-0.83 (p)-6.5 (n)2(N)2 TD[(5)-9.2 (5)-20.7 4 (o)-6.5 (n V)27.f)-2

Institutional Accreditation

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

The goal of accreditation is to ensure that education provided by institutions of higher education meets acceptable levels of quality. Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obtained its most recent 10-year

University of Phoenix is accredited by the Higher Learning Commission (http://hlcommission.org). Since 1978, University of Phoenix has been continually accredited by the Higher Learning Commission and its predecessor. University of Phoenix obchns

9 **Dan Litteral, JD,** is vice president and deputy general counsel at Apollo Education Group, Inc. He earned a bachelor's degree in Political Science from Wake Forest University and a JD from the University of North Dakota School of Law. He is a veteran of the U.S. Army where he served as an officer in the Adjutant General's Corps and the Corps of Engineers.

10 **Cheryl Naumann** is the chief human resources officer of University of Phoenix. She earned a bachelor's degree in English and a bachelor's degree in Business Administration from the University of Texas at San Antonio.

11 **Sherri Ondrus, PhD,** is the chief of staff for University of Phoenix. She earned her bachelor's degree in Interdisciplinary Studies from Baldwin-Wallace University in Ohio and her MA and PhD in Social Psychology from the University of Toledo. She is a certified executive coach through the International Coach Federation.

12 **Constance St. Germain, JD, EdD,** is the executive dean of the College of Humanities and Sciences and the College of Social Sciences. She earned a bachelor's degree in History from George Mason University, a JD from the University of Baltimore School of Law, and an EdD in Higher Education and Organizational Change from Benedictine University. She is a veteran of the U.S. Army where she served as an officer in the Office of the Judge Advocate General.

13 **Michael Sajor** is chief information officer at Apollo Education Group, Inc. He earned a bachelor's degree in Engineering from Monmouth University and a master's degree in Electrical Engineering from Columbia University.

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

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

16 **Ruth Veloria** is the executive dean of the School of Business. She earned a bachelor's degree in Chemsstry from the University of Oxford in the United Kingdom, and an MM in Marketing and Finance from the Kellogg School of Management at Northwestern University.

When we speak with our families, friends and colleagues
about our experiences at University of Phoenix, we do
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