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2

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University of Phoenix
Academic Annual Report

Table of contents

01

Who we are

06	University highlights
12	Career-focused research
16	Letter from trustees chair
17	Board of trustees
18	President's message
20	Leadership
22	Mission, vision and values
24	Accreditation
28	Faculty

02

Who we serve

36	Our students
42	Military-affiliated students
46	Diversity, equity, inclusion and belonging
48	Commencements
50	Alumni
60	Community engagement
64	Professional development
66	Employer solutions

03

What we do

76	Career-focused education
80	Student learning framework
82	Saving students time and money
88	Retention and graduation rates
94	Responsible and appropriate borrowing
98	Student outcomes
114	Colleges





ZACHARIAH BOWEN,
BSIT/ANT 2023

1
Who we are



Leading with excellence for a new era

We're connecting adult learners to what they need to pursue success.

From our earliest beginnings as the university that changed higher education, University of Phoenix has embraced excellence and innovation. Academic year 2023 was no different.

Through academic rigor, inclusivity and deep knowledge of the types of skills employers value, we strive to help our students prepare for today's ever-changing employment landscape.

Like our students, we're always pressing, never resting. Read on to discover how this came to life in 2023.

“ As an educational institution for adult learners, University of Phoenix balances the traditional rigors of higher education with job-focused, skills-mapped curriculum.”

EVE KRAHE BILLINGS, PhD
Dean of Academic Innovation & Evaluation

Skills-aligned programs

Our students can be confident that their degrees line up with real-world careers. How? Following our dynamic and institution-wide shift to skills-aligned learning, 100% of the University’s associate, bachelor’s and master’s degree programs open for new enrollment are now aligned to career-relevant workplace skills.

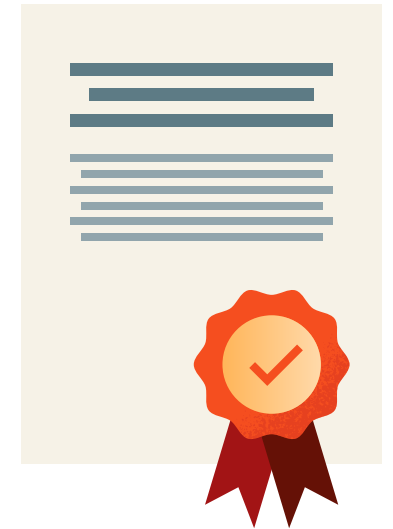
Learn more: phoenix.edu/skills-aligned-learning →



HLC accreditation

After a full, on-site review of the University’s mission, academic programs, governance, integrity, student experience and outcomes in 2022, University of Phoenix was reaccredited by the Higher Learning Commission (HLC) for another 10-year cycle in 2023. University of Phoenix has been continually accredited by the Higher Learning Commission (HLC), hlcommission.org, since 1978.

Learn more: phoenix.edu/accreditation →



“Continued accreditation of University of Phoenix by HLC demonstrates our commitment to our students and alumni in providing quality, career-relevant curriculum, certificates and degrees.”

JOHN WOODS, PhD
Provost and Chief Academic Officer

Digital badges

In today’s fast-paced job market, we understand how important it is for our students to showcase their achievements in real time. That’s why we teamed up with Credly® digital credentials to help students promote their skills online through verified digital badges. We offer 149 distinct badges, and as of December 2023, we had issued more than 450,000 badges.

Learn more: phoenix.edu/badges →



Career Navigator

With the launch of the Career Navigator platform in 2023, students now have a place where they can easily reference their skills profile, explore career goals and search job postings. The easy-to-use career guidance platform expands the ecosystem we’ve built around our Career Services for Life® commitment – helping students navigate their career journey with confidence.

Learn more: phoenix.edu/career-navigator →



Career Optimism Index® study

Now in its third year of studying American workers’ personal career perceptions, the Career Optimism Index again included perspectives from 500 U.S. employers. Research into the solutions that today’s employees and employers need positions University of Phoenix squarely at the intersection of higher education and the labor market.

Learn more: phoenix.edu/career-institute →



Leadership achievements

An organization is only as strong as its leaders. We're extremely proud that higher education, workforce and community organizations see the same thing we do – excellence in our leaders.

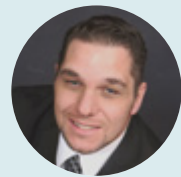
Here are some highlights from FY23 and early FY24.



DORIS SAVRON

MBA, Vice Provost

Appointed to the "Convergence: Credential Innovation in Higher Education" conference advisory board (presented jointly by UPCEA and the American Association of Collegiate Registrars and Admissions Officers, or AACRAO), and named to UPCEA's Council for Credential Innovation (CCI) Leadership, a volunteer group made of CCI representatives from UPCEA member organizations.



MARC BOOKER

PhD, Vice Provost

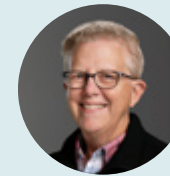
Received the Thomas A. Bilger Award from the American Association of Collegiate Registrars and Admissions Officers (AACRAO), selected as Advisory Committee Co-Lead for 2024 AACRAO Technology & Transfer Virtual Summit, and received the 2024 UPCEA Business & Operations Award for Operational Excellence.



GABRIELLE FICCHI

PhD, Faculty, College of Social and Behavioral Sciences

Received a Diane Lynn Anderson Memorial Award, presented by the Community Foundation for Southern Arizona.



JULIE FINK

Vice President of Human Resources

Received the 2023 Arizona LGBTQ+ Leader Award by the Arizona Diversity Council.



JOHN RAMIREZ

MBA, MS/AJS-GHS, USA CSM (retired)

Named one of the 50 Arizona business leaders to watch in 2024 by *AzBusiness* magazine.



HAL D. MORGAN

MBA, Senior Director of Accreditation and Online Education

Named an arbitrator with the Council for Higher Education Accreditation.



RAELENE BROOKS

PhD, RN, Dean, College of Nursing

Named to the 2023 "Who's Who in Healthcare: Industry Leaders" by *AzBusiness* magazine.



UNIVERSITY OF PHOENIX

University of Phoenix was named a finalist for the 2023 Gartner Eye on Innovation Award for Education in the category of "Enhancing IT People, Processes and Skills."

Providing thought leadership about career barriers and potential solutions

University of Phoenix Career Institute® research reveals strategies for employers to use in a “free agent” labor market.

The University of Phoenix Career Institute® center conducts research into solutions that American workers need, shares insights to inform problem-solving and partners with leading organizations to break down barriers Americans face in their careers.

In 2023 the institute, housed within the University’s College of Doctoral Studies, conducted its third Career Optimism Index® study – one of the most comprehensive studies of Americans’ personal career perceptions to date. Designed to identify barriers to career advancement and inform solutions to address them, the Career Optimism Index measures employee and employer attitudes, priorities and challenges.

For the third annual study, more than 5,000 U.S. adults were surveyed on how they feel about their careers, including their concerns, challenges and career optimism. The study was conducted among a diverse, nationally representative sample of U.S. adults. The robust sample allowed for gender, generational, racial and socioeconomic differences. It includes a workforce analysis in the top 20 designated markets across the country to uncover

geographic nuances. The study also explores insights from 500 U.S. employers who are influential or play a critical role in hiring and workplace decisions. Employers represent a range of departments, company sizes and industries to compare the workforce to those who hire, train and retain them.

Seeking to understand and break down barriers faced by workers, the University of Phoenix Career Institute deepened this work’s scope by furthering collaboration with external partners. There is our ongoing strategy work with Jobs for the Future’s Center for Racial Economic Equity to build social capital for Black learners and workers. And in our new partnership with Motherly in 2023, we developed the M.O.M.™ report detailing the experiences and opportunities to support working mothers.

Learn more about the study, its methodology and our partners: phoenix.edu/career-institute →



2023 Key findings



65%

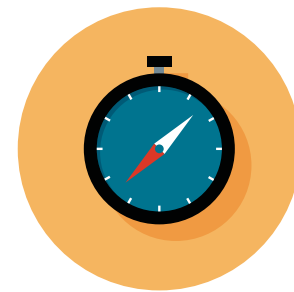
of Americans report living paycheck to paycheck.

80%

of Americans are hopeful about the future of their careers, but not with their current employer.

68%

of Americans would consider staying in their current roles if their employer instituted key changes in the workplace.



This outlook has led to a “free agent” labor market, where workers feel confident about opportunities available to them and are willing to pursue alternative job prospects.

The survey revealed three strategies for employers to retain talent: new skills, mentoring and workplace wellness.



Invest in skilling

70% of Americans say that if their company gave them more opportunities to apply new skills, they would be more likely to stay throughout their career.



Yet **40% of workers** say their company does not provide specific reskilling opportunities.

Mentoring advocacy

The majority of Americans (56%) say they do not have a mentor, and 42% of Americans say they do not have an advocate in their professional life.



A third of Americans believe a lack of mentorship/advocacy from a professional network has held them back in their careers (**34%**).

Nurture workplace wellness

74% of Americans say they feel stressed about their job/career.



39% of Americans say they have looked for mental health resources to help manage their work-related stress.

The University of Phoenix Career Institute has committed to fielding the Career Optimism Index every year, sharing the results broadly to help inform societal solutions to career advancement, and tapping employer perspectives to provide additional insights and action opportunities.

From the chair of the board of trustees

University of Phoenix is an innovative leader in higher education, and we take pride in fostering a vibrant and dedicated community of learners, faculty and staff. In 2023 we strategically harnessed our thought leadership in online higher education to help employers and to empower our working adult learners in understanding and navigating the swiftly changing landscape of workforce challenges.

Our University of Phoenix Career Institute® center within the University’s College of Doctoral Studies focuses on studying American workforce dynamics to inform societal solutions that spur career growth. The institute’s third annual Career Optimism Index® study examined how the challenges of the last few years have given way to a “free agent” labor market, where workers feel confident in the opportunities available to them and are willing to leave companies that don’t invest in foundational career support. The 2023 Career Optimism Index study found that despite the challenges of the past year, most Americans remain hopeful about the future of their careers. However, their hope is grounded in their own sense of personal efficacy, not in their current employers.

While our research indexed career sentiment, our academics delved into helping students earn skills in weeks, not years, by skills mapping our associate, bachelor’s and master’s degrees. We increased our capacity not only for skills mapping but also for badging credentials. Since 2022 we have issued more than 450,000 digital badges. We continue to foster paths to degrees through competency-based learning and identifying how individuals’ life experiences can contribute to their credits and coursework.

To take our career-focused work even further, we strengthened relationships and alliances with organizations like Jobs for the Future (JFF) and Executive Networks, and formed a new relationship with the platform Motherly, which focuses on evidence-based practices to support the well-being of mothers.

- With JFF, we published a framework for Black learners and workers to build social capital in higher education and the workplace.
- With Executive Networks, we are working to help close the gap between employers’ perceived understanding of career advancement opportunities and that of workers.
- With Motherly, we published the inaugural Mothers Overcome More™ (M.O.M.™) report, which examines the barriers facing working mothers and what can be done to better support women in the workplace.

These relationships provide an opportunity for us to learn more through research and identify actionable steps.

As we embark on the journey ahead, we remain steadfast in our commitment to pioneering educational methodologies, fostering a culture of continuous learning and contributing meaningfully to the ever-changing needs of the global workforce. We look forward to another year of impactful innovation and collaborative growth.



Everette J. Freeman, EdD – Chair
Former President (retired),
Community College of Denver

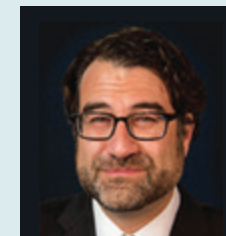
Independent trustees



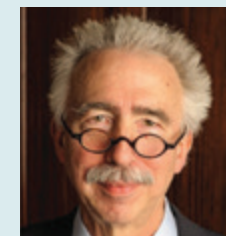
EVERETTE J. FREEMAN, EdD
Chair
Former President (retired)
Community College of Denver



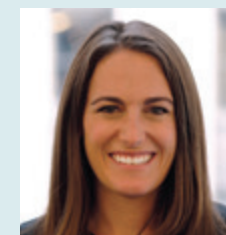
CELESTINO FERNÁNDEZ, PhD
Vice Chair
Distinguished Professor Emeritus
and Consultant
University of Arizona



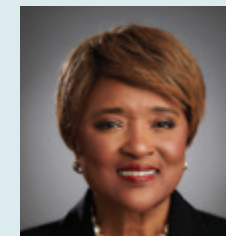
SEAN P. “JACK” BUCKLEY, PhD
Head of People Science and Analytics
Roblox



NICHOLAS B. DIRKS, PhD
President and Chief Executive Officer
The New York Academy of Sciences



BROOKE SKINNER RICKETTS
President & Co-Founder
Beyond Barriers Labs



RUTH WILLIAMS-BRINKLEY
President
Kaiser Permanente Foundation Health Plan of the Mid-Atlantic States

Other trustees



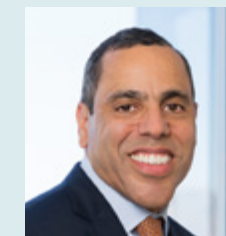
CHRIS LYNNE
President
University of Phoenix



THEODORE KWON
Partner, Private Equity
Apollo Global Management Inc.



GREGORY W. CAPPELLI
Chief Executive Officer
Human Capital Development



ANTHONY W. MILLER
Managing Partner
Excolere Equity Partners



MARTIN H. NESBITT
Co-CEO
The Vistria Group, LLC

Leading in career-focused education

University of Phoenix was created to serve career-focused adults — parents and caregivers, first-generation college students, military servicemen and servicewomen, veterans and family members — from all walks of life. In 2023 our legacy of seeking innovative ways to help meet their needs and career aspirations continues to guide us forward.

We've advanced our work embedding authentic assessments into our skills-aligned curriculum designed to help students quickly identify skills they are building throughout their coursework. Upon successful completion, students can promote their new skills through digital badges. In 2023 we achieved 100% skills-alignment in our associate, bachelor's and master's degree programs open for new enrollment.

In addition to building relevant career skills into our coursework, we continue to support our students' career aspirations through our Career Services for Life® commitment, which provides robust online resources and career coaching. We also prioritize around-the-clock support for our students, enhanced by our Phoebe®

chatbot, our Life Resource Center and a Virtual Student Union.

Support is just one key to success; affordability also matters. That's why we offer many ways our students can save time and money on their degrees, including alternative credits, prior learning credits, scholarships, competency-based programs, employer and community college benefits, and special pricing for alumni.

And to ensure we're attuned to the pressures facing employees and employers alike, University of Phoenix advances research into workforce issues. The work of our research centers, including University of Phoenix Career Institute® research and the Career Optimism Index® study, contribute to knowledge and initiatives addressing barriers to career and workforce well-being.

But it's the stories of our students and alumni that are the heart of University of Phoenix. As our students move into their future, supported by our highly engaged and purpose-driven staff, we practice the belief every day that, Together, We Rise!



Chris Lynne

President,
University of Phoenix



LEADERSHIP



CHRIS LYNNE, MBA

President

Chris 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.



JOHN WOODS, PhD

Provost and Chief Academic Officer

John holds a Bachelor of Arts and Master of Arts from Carleton University and a PhD in Higher Education Administration from Bowling Green State University.



BLAIR WESTBLOM, BA

Chief Financial Officer

Blair is a graduate of Vanderbilt University, where she earned a Bachelor of Arts in Economics with a minor in Business Administration.



CHERYL NAUMANN, BA

Chief Human Resources Officer

Cheryl 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, BS

Senior Vice President of Government Affairs

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



JAMIE SMITH, BA

Chief Information Officer

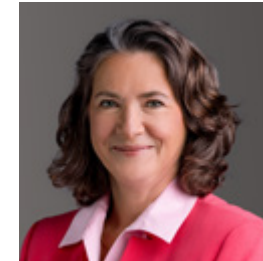
Jamie holds a Bachelor of Arts in Business Administration from Iowa State University and has served as a board member for Junior Achievement and the Memphis IT Council.



RAGHU KRISHNAIAH, MBA

Chief Operating Officer

Raghu 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.



RUTH VELORIA, MBA

Chief Strategy and Customer Officer

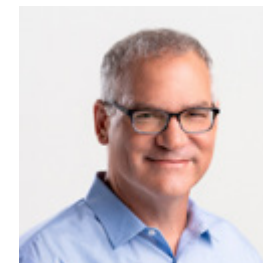
Ruth holds a bachelor's degree in chemistry from University of Oxford in the U.K. and a Master of Business Administration from the Kellogg School of Management at Northwestern University.



SRINI MEDI, JD, MBA

Senior Vice President and General Counsel

Srinu holds a Bachelor of Business Administration in Accounting, a Master of Business Administration and a Juris Doctor from the University of Houston.



STEVE GROSS, MBA

Chief Marketing Officer

Steve 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.

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

Core values

Brave

Greatness doesn’t come from being comfortable. Our founder, John Sperling, knew it. When he saw that traditional college classes were out of reach for working adults, he dared to hold classes at night, then online. To move the University forward, we channel that entrepreneurial spirit by saying what needs to be said, challenging the status quo, and having the fortitude to innovate.

Honest

To be the most trusted provider of higher education for working adults, we must show an unparalleled level of transparency. That means being honest with students, alumni, employers and, most importantly, each other — even when it’s hard. We keep our word and follow through on promises. Together, we acknowledge our failures, learn from them and pivot quickly.

Focused

If we want to be known for what we do, we have to do it better than anyone else. That can only happen when we center everything on our students, work on initiatives that support their needs, reduce complexity and do fewer things, better. Quality over quantity is more than a mantra — it’s our way forward.

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 more than 45 years

Institutional accreditation

Accreditation is an independent evaluation of educational quality and rigor.

University of Phoenix is accredited by the Higher Learning Commission ([hlcommission.org](https://www.hlcommission.org)), an institutional accreditation agency recognized by the U.S. Department of Education. University of Phoenix has been continuously accredited by the Higher Learning Commission since 1978.

The Higher Learning Commission (HLC) is recognized by the Council for Higher Education Accreditation (CHEA), which is a nonprofit organization focused on promoting academic quality through formal recognition of higher education accrediting bodies. HLC's CHEA recognition was reaffirmed in 2015.

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 programmatically accredited programs meet quality standards set by the accreditor.

What it means for our students:

Programmatic accreditation demonstrates that programs meet certain quality standards set by the accreditor.



ACCREDITATION



BUSINESS

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

- 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

For additional information, visit [acbsp.org](https://www.acbsp.org).

Accreditation Council for Business Schools and Programs (ACBSP)
11520 W. 119th St.
Overland Park, KS 66213

*These programs are not available for new enrollment.



COUNSELING

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

For additional information, visit [cacrep.org](https://www.cacrep.org).

Council for Accreditation of Counseling and Related Educational Programs (CACREP®)
500 Montgomery St., Suite 350
Alexandria, VA 22314

CACREP is a registered trademark of Council for Accreditation of Counseling and Related Educational Programs.



HEALTHCARE

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

For additional information, visit [cahme.org](https://www.cahme.org) or call 301-298-1820.

Commission on Accreditation of Healthcare Management Education (CAHME)
PO Box 911
Spring House, PA 19477



NURSING

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



SOCIAL WORK

University of Phoenix's Bachelor of Science in Social Work program is accredited by the Council on Social Work Education's Commission on Accreditation.

Accreditation of a baccalaureate or master's social work program by the Council on Social Work Education's Commission on Accreditation indicates that it meets or exceeds criteria for the assessment of program quality evaluated through a peer review process. An accredited program has sufficient resources to meet its mission and goals, and the Commission on Accreditation has verified that a program demonstrates compliance with all sections of the Educational Policy and Accreditation Standards.

Accreditation 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, you may contact [cswe.org/accreditation/info/contact-accreditation-staff](https://www.cswe.org/accreditation/info/contact-accreditation-staff).



Our 2023 faculty team

In FY23 our 2,416 instructors brought a powerful combination of academic credentials and industry experience to every class they taught.

Faculty

1,129 managers	1,104 directors	344 presidents
109 chief executive officers	108 executive directors	79 vice presidents
60 c-suite officers	56 principals	43 clinical directors
42 deans	27 directors of nursing	11 chiefs of police

Experience

2,416 Instructors
29.2 Average years of professional experience
16 Average years UOPX teaching experience
66% Faculty in leadership roles at work

Staff

3,185 FY23 Staff	10.9 Average years working at UOPX
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NIRAJ KOHLI
Faculty, College of Business and Information Technology





FIGURE 1 GENDER

- Female – 58%
- Male – 41%
- Not disclosed – 1%

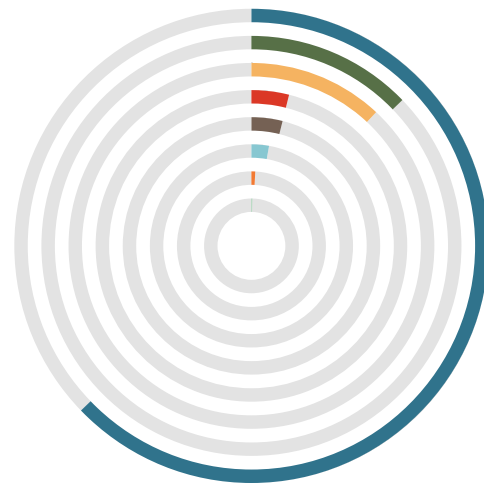


FIGURE 2 ETHNICITY

- White – 63%
- Not disclosed – 13%
- Black/African American – 12%
- Asian – 4%
- 2 or more races – 4%
- Hispanic/Latino – 3%
- American Indian/Alaska Native – 1%
- Native Hawaiian/other Pacific Islander – 0.1%

Top-performing faculty

To recognize our best faculty, the University uses a three-tiered recognition program consisting of:

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 recipients.

Faculty of the Year Award – a special recognition of faculty with consistently outstanding performance and their impact on student success, nominated by students and colleagues.

In FY23, Faculty of the Year recipients were:

- **Barbara Lombardi, MA**
College of General Studies
- **April Newman, MFA**
College of General Studies
- **William Stewart, MBA**
College of General Studies
- **Catherine Blanco, PhD**
College of General Studies
- **Mohammed Miah, EdD**
College of Business and Information Technology
- **James Traylor, DBA**
College of Business and Information Technology
- **Shawn Matheson, MBA**
College of Health Professions
- **Yvonne Richmond, DBA**
College of Business and Information Technology
- **Susan Olsen, MBA**
College of Business and Information Technology
- **John Hullar, MPA**
College of Social and Behavioral Sciences
- **Judith Sugg, PhD**
College of Social and Behavioral Sciences
- **Molly King, EdD**
College of Education
- **Annie Oakes, PhD**
College of General Studies
- **Jaime Davis, PhD**
College of Doctoral Studies
- **Josephine Bennion, DNP**
College of Nursing

9 /10

how likely our students are to recommend their instructors*

*Survey data is based on 144,080 student responses to our end-of-course survey. All responses were collected between 9/1/22 and 8/31/23.



Faculty research and scholarship

Recognizing the role and value that practitioner–scholars bring to the classroom, we encourage a culture of research, scholarship and professional currency among our faculty. We implemented a faculty scholarship model based on Boyer’s model that recognizes scholarship across four domains: discovery, application, integration, and teaching and learning.

- **Discovery:** building new knowledge through traditional forms of academic research
- **Application:** aiding society and professions in addressing problems
- **Integration:** interpreting the use of knowledge across disciplines
- **Teaching and learning:** studying and improving teaching models and practices to achieve optimal learning

Here is a visual summary from our seven colleges of the breadth of faculty scholarship activities over the year.

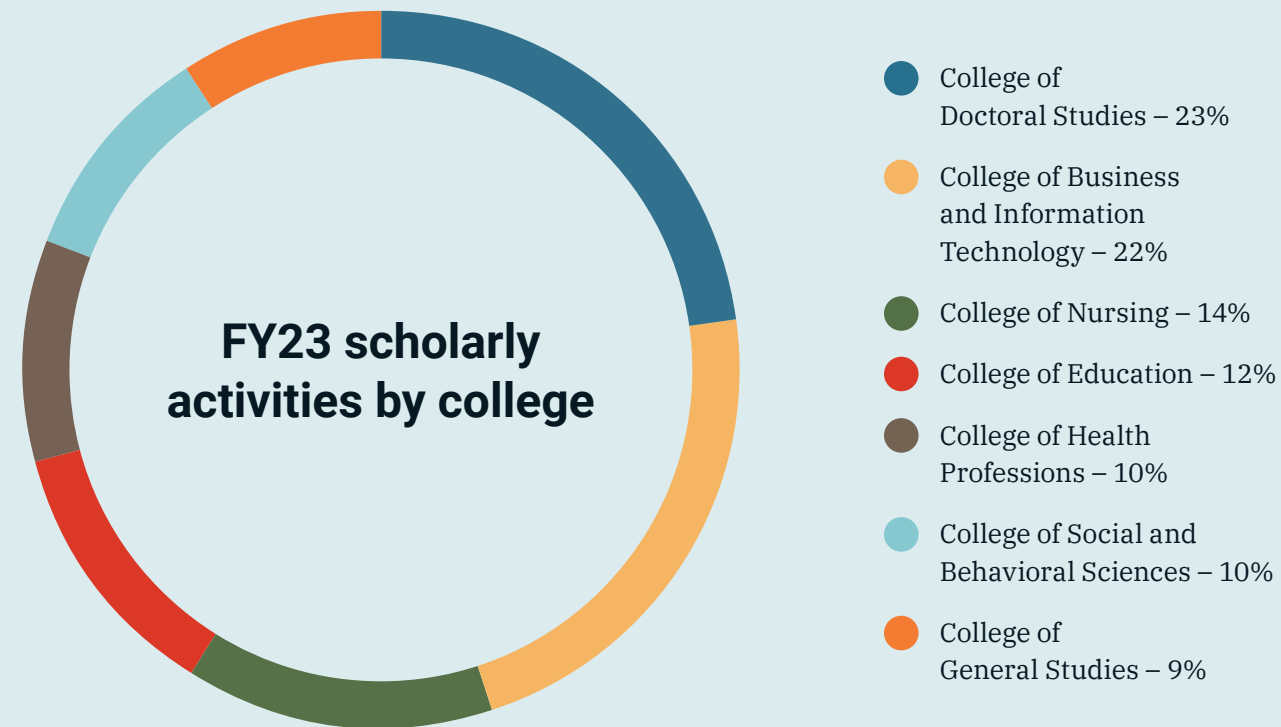
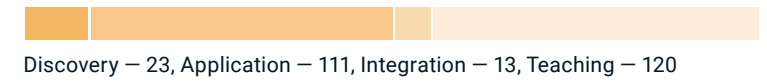


FIGURE 3 FACULTY SCHOLARSHIP BY COLLEGE

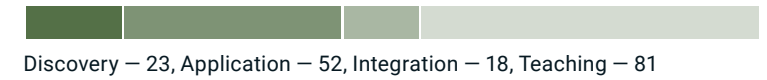
DOCTORAL STUDIES Total: 283



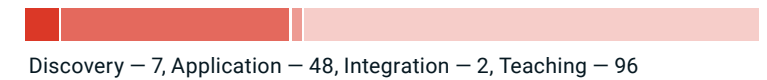
BUSINESS AND TECHNOLOGY Total: 267



NURSING Total: 174



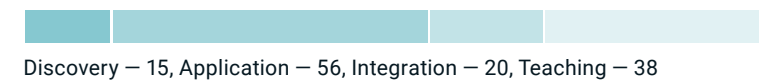
EDUCATION Total: 153



HEALTH PROFESSIONS Total: 125



SOCIAL AND BEHAVIORAL SCIENCES Total: 129



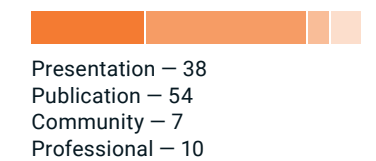
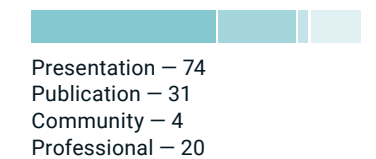
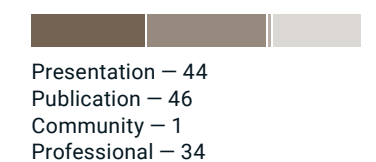
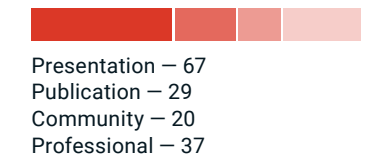
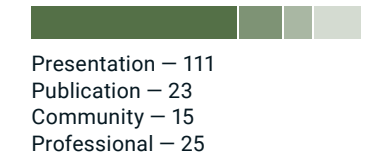
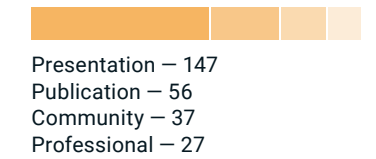
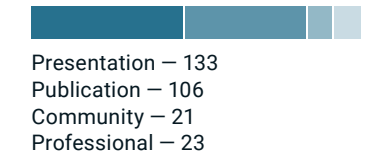
GENERAL STUDIES Total: 109



GRAND TOTAL: 1,240

Totals represent self-reported research and scholarship activity from faculty.

BY TYPE





LISA LEA,
DNP 2023

Who we serve

Our students

Late bloomers, trailblazers and dream chasers.

In Greek mythology, the Phoenix is an immortal bird that rises to new life. Our students can relate.

Many of our students went to the school of life before taking their first class. Eight in 10 work, and most are raising kids. Six in 10 are the first in their family to pursue a college degree.

Our students are as diverse as they are determined.

60%

More than half report as ethnic minorities

7/10

Seven in 10 are women

38 YRS

The average age of new students is 38

And somewhere in these overlapping circles of statistics, our students can be found head down, grinding through deadlines, fatigue and doubts about whether they'll make it — until, in true Phoenix form, they rise.

No limits

Jennifer Kohler overcomes adversity to earn an MBA.



A pivotal moment occurred when an interview for a desired tech position was derailed because she lacked a degree. Feeling discouraged, she initially settled for less challenging jobs.

However, her boyfriend's encouragement led her to start at a community college, eventually earning her Master of Business Administration from University of Phoenix in 2022. Kohler faced skepticism from friends and overcame adversity during her six-year educational journey, proving her determination.

Growing up near tech giants Google and Facebook, Jennifer Kohler aspired to a tech career, but college seemed unattainable because of her family's limited educational background and financial constraints. Despite this, she secured jobs in service and property management.

Today, at 39, she is a manager at Cisco, a leading software, networking and security company. Her story reflects the transformative power of education and resilience, challenging societal expectations and showcasing the possibilities of pursuing one's dreams against the odds.

Read more: phoenix.edu/blog/alumna-jennifer-kohler →

Going with Flo

Floretta Watson knows what it takes to make her dreams come true.



In her home office, Floretta Watson surrounds herself with motivational quotes, plants and reminders of her academic achievements from the University of Phoenix. Gazing out of her big picture window, she appreciates the changing seasons, but her focus often shifts to the three diplomas from University of Phoenix – associate, bachelor’s and master’s degrees – that she considers among the most beautiful sights. These achievements symbolize a journey that began in 2019 when Watson prioritized her own well-being, completing a degree she had started years earlier. Her story underscores the importance of self-care and perseverance, as she transformed her home into a productive workspace and reclaimed her educational aspirations.

Read more: phoenix.edu/blog/alumna-floretta-watson →

FIGURE 4
ENROLLED STUDENT POPULATION DATA & CREDENTIALS AWARDED, FY23

8,000

Associate degrees

56,200

Bachelor’s degrees

13,500

Master’s degrees

2,300

Doctoral degrees

20,246

Degrees

2,476

Certificates

80,000

Average total degreed enrollment*

22,722

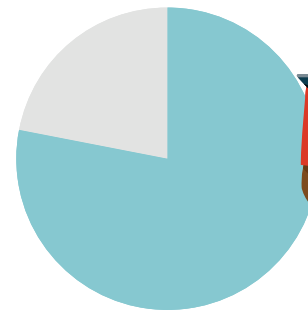
Total credentials awarded

*Total Degreed Enrollment (TDE) represents the counts of any students who attended a credit-bearing course during the year. Figure 4 represents the average TDE for the four quarters in the fiscal year and the fourth quarter TDE in the prior year.

OUR STUDENTS

FIGURE 5 ENROLLED STUDENT POPULATION DATA, FY23

EMPLOYMENT



Employed – 78.1%



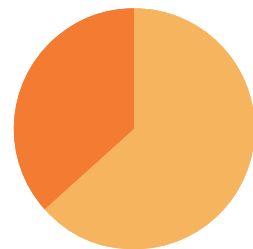
PARENTS ATTENDED COLLEGE



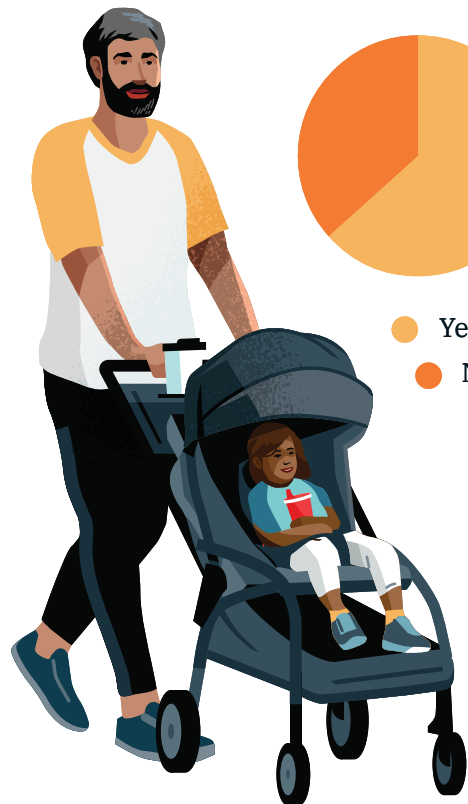
- No college – 60.4%
- Mother or father attended college – 26.3%
- Both attended college – 13.3%



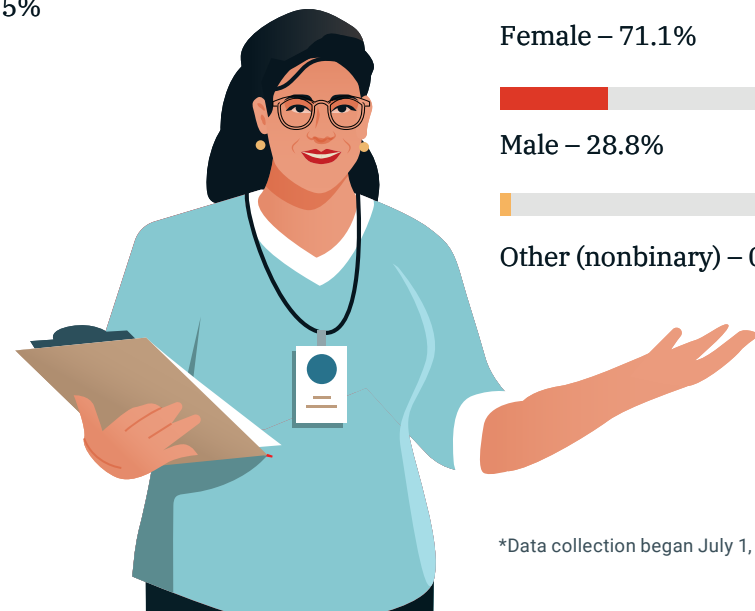
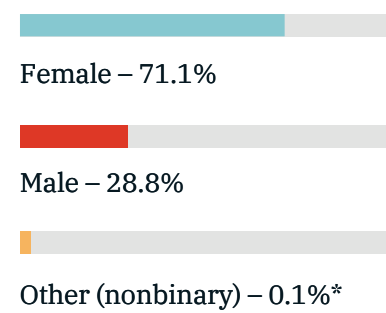
DEPENDENTS



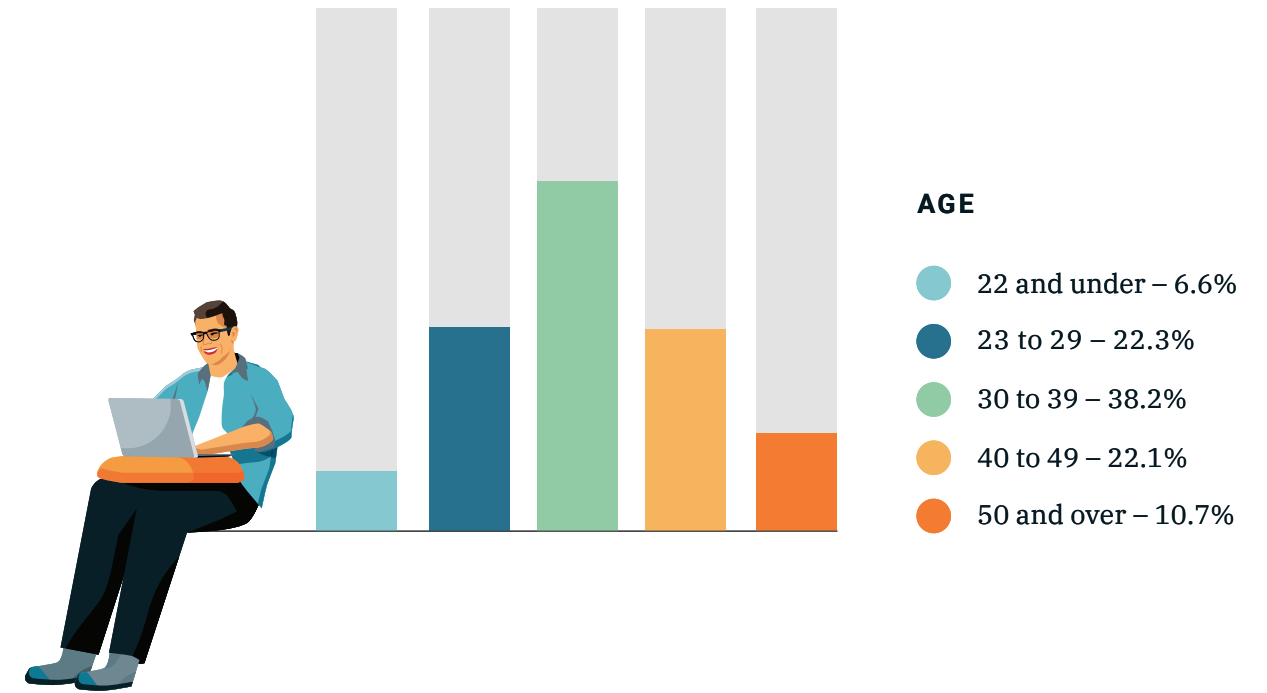
- Yes – 63.5%
- No – 36.5%



GENDER

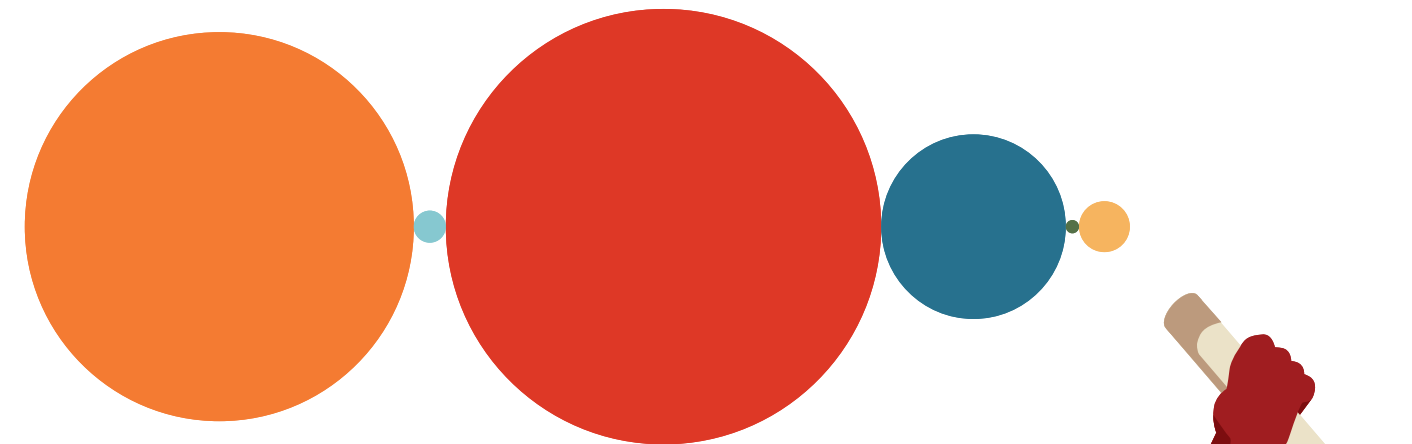


*Data collection began July 1, 2019.



AGE

- 22 and under – 6.6%
- 23 to 29 – 22.3%
- 30 to 39 – 38.2%
- 40 to 49 – 22.1%
- 50 and over – 10.7%



ETHNICITY

- African American – 35.2%
- Asian/Pacific Islander – 2.9%
- Caucasian – 39.4%
- Hispanic – 16.7%
- Native American/Alaskan – 1.2%
- Other/Unknown – 4.6%



Educating on a mission

Our commitment to military-affiliated students.

We are proud to serve thousands of military-affiliated students each year and are 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 are also proud to employ hundreds of faculty and staff members who have worn the uniform of our armed forces. From our classrooms to our leadership, their own military service helps guide and inform the way we meet your educational needs.

Our military community at a glance in FY23:

19,700

military-affiliated students
(15.3% of the student population)

8,700

military-affiliated students were women (44.8% of military-affiliated students who reported gender)

4,500

military-affiliated graduates
(19.8% of FY23 graduates)

160

faculty members reported having military experience

279,400

military-affiliated graduates in the history of the University
(25.3% of all University graduates)

Memorial Day tribute



Initiated by University students, alumni and staff, University of Phoenix has a long-standing Memorial Day tradition. Each year beginning in 2010, we've planted thousands of American flags spelling out a special message, as a meaningful way to honor fallen service members and their families.

Veteran Supportive Campus

Support can make all the difference. University of Phoenix is proud to be a certified Veteran Supportive Campus (VSC) by the Arizona Department of Veterans' Services. As a VSC, we provide a place for military students and veterans to connect with peers, access helpful workshops and resources, and establish a sense of community.

Give an Hour

We are proud to partner with Give an Hour, a nonprofit providing access to free, confidential mental wellness services from a nationwide network of licensed professionals.



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" (now called the College Financing Plan) to simplifying information about costs and financial aid to helping students make better-informed decisions.

To better support our military-affiliated students, we also worked with PsychArmor® to develop interactive training for our staff who serve military-affiliated students. The training equips staff with a basic understanding of military-specific topics, such as information and resources available to active-duty and veteran service members, including information about finance options.

DoD MOU

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

Yellow Ribbon

This program allows schools and the U.S. Department of Veterans Affairs (VA) 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 VA 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).
PsychArmor® Institute is a trademark of PsychArmor Institute, Inc. CORPORATION CALIFORNIA
11199 Sorrento Valley Rd., Suite 203 San Diego CALIFORNIA 92121

Paying it forward



Andrew Hunsicker, a first sergeant in the South Carolina Air National Guard who previously served in the U.S. Navy and the Navy Reserve, received the 2023 full-tuition scholarship offered by University of Phoenix and the Enlisted Association of the National Guard of the United States (EANGUS). Hunsicker, an EANGUS member who is now pursuing his Master of Science in Counseling/Clinical Mental Health Counseling at University of Phoenix, says, "I am humbled and honored to accept the scholarship with UOPX and will be utilizing the blessing to pay it forward after graduation with counseling services for people."



DIVERSITY — EQUITY — INCLUSION — BELONGING

At University of Phoenix, we focus on creating diverse, equitable and inclusive environments where all feel they belong. Our ever-evolving efforts prioritize the needs of our diverse students — as well as the faculty and staff who work to increase our students’ access to and participation in higher education. Whether through our active employee resource groups, our community engagement or the regular review of our curriculum for bias and inclusive content, we are continually evolving to ensure our University community members experience an environment where they belong and thrive.

In 2023, we:

Led the President’s Advisory Council on Diversity, Equity, Inclusion and Belonging (DEIB). Working groups continued to inventory existing DEIB-related activities at the University, formalizing baseline metrics and benchmarking activities in relation to other higher education institutions and industry standards.

Established Bravely Belong, a virtual student café offering a safe space for students and alumni to practice self-advocacy with the guidance of subject matter experts (SMEs). Together, students, alumni and SMEs explore topics on mindfulness, belonging, gratitude and boundaries. The goal is to productively discuss their academic and career success.

Hosted the second annual Inclusive Leadership Summit, titled “Developing a Culture of Belonging: Prioritizing Social and Emotional Well-Being.” University faculty and staff helped plan and execute the event, which brought together leaders, scholars and professionals across multiple industries to explore how to prioritize mental health and belonging at the core of strategic operations.

Sponsored “ATTITUDE: A Mental Health Summit for African American Women 2023.” Put on by Social Roots LLC, an organization created by and for the African American community, the event aimed to challenge attitudes and stigma about mental and behavioral health experienced in African American communities. It provided opportunities to engage and explore mental health concerns with African American women professionals. The National Society of Leadership and Success, a University of Phoenix recognized student organization, sponsored the purchase of five tickets for students to attend.

Received the 2023 UPCEA Leadership in Diversity and Inclusive Excellence Award.

Partnered with Jobs for the Future to help address inequities for Black workers and release a comprehensive market scan titled “Building Professional Social Capital for Black Learners and Workers.”

Continued the monthly Educational Equity webinar series, hosted by the Office of Educational Equity, to create a space for thought-provoking conversations about equity and inclusion in the classroom, workplace and community.

Supported the Inclusive Café, a biweekly virtual meeting designed to foster community building and raise awareness and dialogue about social justice and DEIB.

Offered students and faculty the use of Anthology Ally, an accessibility tool embedded in the learning management system. It allows faculty to assess accessibility of the content shared with students and provides students the opportunity to download content in alternative formats to meet their needs.

Read more: phoenix.edu/diversity-equity-inclusion →



Honoring our graduates

Everything we do leads toward celebrating their success.

Commencement means beginning. Many of our students aspire to be the first in their family to earn a college credential. A degree sets a new family trajectory, one in which higher education may become the standard for future generations. For others, it's the beginning of career pursuits that may have previously seemed out of reach.

“Commencement is the culmination of our students’ time at the University. Everything we do drives toward that day,” says Jackie Klecka, senior director of event strategy and activation for University of Phoenix.

Last year, 20,246 students earned degrees and 2,476 earned certificates — joining the ranks of over 1 million University of Phoenix alumni who have earned a degree or certificate with us since 1978.

That’s 22,722 beginnings in FY23. And *that’s* something to celebrate.

Commencements from coast to coast

In FY23 we held four in-person and two virtual commencements between October 2022 and April 2023. On Oct. 1, 2022, 1,402 graduates participated in our two Dallas ceremonies, and on April 29, 2023, we celebrated 2,085 graduates in two Phoenix ceremonies. On Feb. 25, 2023, we virtually celebrated 3,030 graduates, who were cheered on by more than 19,000 viewers on our YouTube channel.



Digital diplomas

University of Phoenix now provides all student graduates with digital diplomas as well as the traditional print diploma. Digital diplomas allow new graduates to share their degree achievements immediately via online platforms and job boards, helping in the pursuit of career opportunities.

“The digital diploma helps our working adult graduates tell the stories of their academic journeys, and are useful to those accessing online networking sites, job boards and digital platforms to communicate their achievements and career goals,” says John Woods, PhD, provost and chief academic officer of University of Phoenix.

Alumna Renee Cunningham celebrating at the 2023 St. Louis Homecoming event.

A vibrant community

Our alumni graduate into a thriving network of Phoenixes.

When our graduates join our alumni network, they discover unique connections, opportunities and shared experiences. We have 50 alumni chapters, which welcomed 2,010 new members in FY23 and pushed our chapter membership to over 26,269.

We held networking events supporting our growing chapters in Hampton Roads, Charlotte, St. Louis, Philadelphia, Jacksonville and Dallas-Fort Worth, and our alumni chapters engaged in an organized volunteer initiative, in its first year, so that alumni with a passion for community service had an opportunity to give back on behalf of the University.

In 2023, we supported our alumni through:

51

alumni chapter events, including eight virtually

6

Small Bites & Big Connections networking events

17

Alumni Chapters United events held during a dedicated Volunteer Week with 13 chapters participating

Bringing alumni together is only one way we serve our graduates. Our alumni worked hard to earn their degrees, and their careers matter to us. So, we've invested in tools to help them grow, long after graduation. Our Career Services for Life® commitment offers lifetime access to career coaches, tools, webinars and workshops at no cost, with guidance tailored to graduates' goals. In 2023, we built on this commitment with our launch of the Career Navigator platform, bringing together career-focused tools in a user-friendly dashboard available to students and alumni.

If they want to continue on in their education, our graduates also have access to exclusive tuition rates and scholarship opportunities, as well as 50% off Professional Development courses.

Pressing on, as a Phoenix always does

Most University of Phoenix graduates in 2023 were not your average college student.

More than 93% of our graduates were older than 23 and more than 63% had dependents to care for, in addition to juggling jobs and school. About 60% of their parents did not attend college, so they are likely the first in their families to attain a college degree — an accomplishment that, for many, has generational impact.

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!"

These inspiring alumni stories can be found in our *Alumni Chronicles* magazine, a biannual publication dedicated to sharing stories of our graduates, along with career insights and the latest University news and research.

On the following pages, you'll learn where some of our shining alumni are today — and how University of Phoenix played a part.

Learn more: phoenix.edu/blog/alumni-chronicles →



Alumni association chapters 2023

- Albuquerque
- Atlanta
- Augusta
- Baton Rouge
- Bay Area
- Boise
- Boston
- Central Valley
- Charlotte
- Chicago
- Cleveland
- Columbus
- Dallas-Fort Worth
- DC-Maryland-Virginia
- Denver
- Detroit
- El Paso
- Hampton Roads
- Hawaii
- Houston
- Indianapolis
- Jacksonville
- Kansas City
- Las Vegas
- Memphis
- Milwaukee
- Minnesota
- Nashville
- Native American
- New Orleans
- New York & New Jersey
- Oklahoma City
- Oregon
- Orlando
- Philadelphia
- Phoenix
- Raleigh
- Richmond
- Sacramento
- Salt Lake City
- San Antonio
- San Diego
- San Jose
- Seattle
- South Florida
- Southern California
- St. Louis
- Tampa
- Tucson
- Yuma



Millicent Rone
BSB/M 2005, MBA 2015

Learning to fly

Millicent Rone shapes workplace culture for a major airline.

Plenty of times in her life, Millicent Rone (BSB/M and MBA) has been underestimated.

Hers is a story with doubters — people who looked at a teen mom from DeSoto, Texas, and couldn't see beyond that. They didn't see the future pageant winner, breadwinner, college graduate, IT specialist and diversity leader at one of the largest airlines in the world. But she did.

Now she sits in a senior role, changing the internal culture of a major company to effect positive change in the world outside of it.

In 2005, she pursued her first degree at University of Phoenix: a Bachelor of Science in Management, choosing the University because it gave her the flexibility to work around her day job.

She returned to complete a Master of Business Administration in 2015. "I pursued my master's degree to raise the bar," she says.

At American Airlines, Rone is a leader in the diversity, equity and inclusion office, where she crafted a strategy to define the types of cultural changes that the office wanted to see in the company. In this role, she went from managing one employee resource group to 20 groups that represented different ethnicities, genders and intersectional identities at American Airlines.

Through every challenge and pivot point, Rone has soared beyond what people thought possible for her.

Read more: phoenix.edu/blog/alumna-millicent-rone →



Will Irey, BSM 2021

Mentoring with magic

Will Irey invites others along a journey infused with optimism.

Whether it's raising three children with his wife, transitioning out of a nursing role into a career with T-Mobile, or earning his Bachelor of Science in Management at University of Phoenix, Will Irey likes to bring what he calls "ginger magic" to everything he does. It's why he infuses meetings with a sense of fun. It's why he mentors junior employees. Irey simply exudes a love for humanity that's central to his character.

"I've always loved to help people," he says. "That's just my nature."

Irey joined the Army National Guard at 17 and served six years. In his education marathon toward earning a bachelor's degree, Irey faced a serious obstacle when his middle child encountered critical health challenges. She recovered, but the experience kept Irey's priorities top of mind.

University of Phoenix has an alliance that provides T-Mobile employees with education benefits that can be used at the University. This alliance allowed Irey to successfully leverage transfer credits toward a degree.

Deeply committed to mentoring, Irey advises others to "stay hungry" in their careers.

"My hunger now is making my employees successful and getting them to go farther and longer than I can," he shares. "I am still in touch with every person I've mentored. I'm still in touch with every person who mentors me because it never ends. It's a constant journey."

Read more: phoenix.edu/blog/alumnus-will-irey →



Absalon Alvarez, BS/P 2013

Launching a tradition of achievement

Absalon Alvarez started a domino effect of advancement for his family.

Absalon Alvarez's late grandfather migrated to the United States from Guadalajara, Mexico, when he was 15 to work in lettuce fields in Arizona and California — a beautiful but hard life that motivated future generations.

His grandfather's example pushed Alvarez to go where no one in his family had gone.

"I was the first in my family of 32 cousins to get a college degree and now it is the standard," says the 2013 University of Phoenix psychology graduate.

Now, his cousins are pursuing higher education in fields ranging from medicine to music to ministry, he adds.

At first glance, Alvarez's psychology degree might seem like an unconventional table-setter for his job as a supervisor in a network operations center in the telecom industry. Alvarez says it all fits together perfectly.

"There are technical leaders in my field, and there are people leaders. I feel like I have a good balance. I am very good at people leading, at finding out what motivates people, what makes them push harder — or what makes them not want to work for you," he says. "I feel like I use a lot of my degree. I am able to push my team and drive my team forward."

Read more: phoenix.edu/blog/alumnus-absalon-alvarez →

Contributing to our communities

Community engagement and higher education go hand in hand.

At University of Phoenix, we grasp the profound impact of our collective efforts in fortifying the communities we serve.

Our proactive engagement spans local initiatives in Arizona and extends nationwide, encompassing endeavors dedicated to bolstering education, advocating for social justice, providing workforce solutions and championing philanthropy with a career support focus. Empowering our faculty and staff, we foster a culture of community involvement, urging them to volunteer with organizations striving to uplift and foster equitable conditions for underserved communities.



Supporting our communities is part of our DNA. Here's how we're making a difference.

Sponsorship initiatives

We champion the SHE Leads!™ women-focused leadership development program by the Arizona Foundation for Women. This transformative, multiyear collaboration emphasizes employee engagement, leadership and service, all geared toward enhancing the lives of women and children in Arizona. Additionally, our involvement in the Jobs for Arizona's Graduates Mentorship Program underscores our commitment to guiding high school students toward envisioning and pursuing their college and career aspirations post-graduation.

Collaborative engagements

In partnership with the National Society of Leadership and Success student chapter, we actively support Future for KIDS, a nonprofit dedicated to providing mentor-driven, out-of-school programs and camps for youths facing adversity. Our collaboration with Achieving My Purpose involves contributing to the development and design of programs that aim to inform, inspire and empower women.

Philanthropic contributions

Our commitment to supporting underserved communities is realized through donations that bolster community engagement and education and workforce opportunity initiatives. In 2023, we supported national and local organizations alike.

Community outreach and events

Our engagement with the Arizona Multicultural Educational Conference and collaboration with tribal leadership underscore our commitment to fostering multicultural teaching and learning, and supporting Native American, Alaska Native and Native Hawaiian students in overcoming educational barriers. This dedication has resulted in higher course completion and retention rates.

Corporate partnership and employee involvement

Our involvement as the presenting sponsor for the Arizona Diamondbacks' Winter Classic since 2012 exemplifies our dedication to providing a day of celebration, fun and giving to schoolchildren from lower-income families in the greater Phoenix area. Additionally, we actively contribute to and play a pivotal role in the Diversity Leadership Alliance, organizing monthly workshops and an annual conference to facilitate diversity and inclusion dialogue and enhance professional development.

Long-term alliances

We have maintained a years-long alliance with the Arizona Hispanic Chamber of Commerce, collaborating on extensive research and publishing the annual report "DATOS: The State of Arizona's Hispanic Market." The report explores various facets, including small business ownership, technology, education and mass media, to provide insights into their impact on both Latino and non-Latino communities in the state.

Leadership roles in economic development organizations

Our active participation on the Board of the Greater Phoenix Economic Council underscores our commitment to measuring and assessing diversity, equity and inclusion progress in the business and broader communities. Furthermore, our involvement in the Arizona Chamber of Commerce & Industry, the Greater Phoenix Chamber of Commerce and the East Valley Partnership demonstrates our commitment to shaping public policy and business solutions at the state and local levels, ensuring a positive impact on regional development for communities in Arizona.



The power of stewardship

In Phoenix and in other communities across America, University of Phoenix believes in the power of stewardship. Employees are encouraged to support a spirit of service and collaboration, and they serve with local chambers of commerce, economic alliances, task forces, nonprofit boards and industry organizations. Our Workforce Solutions team engages with community workforce development agencies, chambers of commerce and professional associations across multiple regions to understand their needs and propose solutions to challenges their constituents face. The team identifies community workforce training opportunities and builds relationships and alliances to help companies strengthen their employees' knowledge and skills, while fostering economic advancement of communities.

In partnership with ER2, an IT asset management solutions company, we've created sustainability programs with environmental, security and social giving benefits. In 2023, we diverted 59,247 pounds of landfill waste, reduced greenhouse gases by 72,802 pounds and provided \$9,104 worth of donated devices to students. Through our shared goal to provide technology for underserved communities, the program enabled University of Phoenix and ER2 to provide 30 laptops to students in need while helping improve access to online education and bridging the technology gap.

Read more: phoenix.edu/impact →

Professional development

The workforce market continues to rapidly evolve and demands that workforce training provide strategic and proactive development opportunities.

With more than 30 years of experience in online education, University of Phoenix is now leveraging its expertise with short-term learning options.

Our Professional Development Skills Center, a 100% online learning solution, is designed to quickly support employers' workforce training initiatives with career-focused skills.

The Professional Development Skills Center offers the following popular training topics with hundreds of curated skills:

- AI Workplace Training
- Diversity, Equity, Inclusion and Belonging
- Digital Marketing
- Human Resources
- Healthcare
- Leadership Development
- Technology

The Skills Center provides employers with flexibility to immediately launch a learning program with pre-built Skills Pathways, or employers can create a Tailored Skills Pathway to meet their unique business needs. The Professional Development team also creates custom learning content and assessments to meet specific business goals.

According to data from the 2023 University of Phoenix Career Optimism Index® study, 75% of Americans say they are seeking skills development opportunities or certifications. The Skills Center was designed to help employers provide speedy upskilling opportunities to help engage and retain employees as an alternative to tuition reimbursement benefits.



Learning designed for impact

University of Phoenix Professional Development learning solutions are about more than content. They encompass the art and science of assessment to produce knowledge and meaningful learning. Our evidence-based approach to learning helps support improved learning outcomes and enhances employee skill acquisition through assessments with real-world scenarios.

All Professional Development skills offer confidence-based assessments designed to provide a more comprehensive measure of a person's knowledge, increase knowledge retention and identify topics in which they are misinformed.

Professional Development soft skills also provide AI Video Assessments that allow learners to interact with real-world scenarios, provide live video responses and get instant AI feedback to help improve learning.

Learn more: phoenix.edu/professional-development →

Business alliances

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

New technologies and shifting workforce models are challenging organizations like never before. Keeping up requires an agile workforce that can respond to the evolving demands of the marketplace.

When employees learn while they earn, everyone wins. Employees gain skills and educational credentials needed to enhance their careers. Employers cultivate a loyal, talented and highly skilled workforce that helps them stay in front of today's rapidly evolving marketplace.

University of Phoenix works with employers to create a range of tailored solutions that attracts new talent, upskills and reskills existing talent, and retains high-performing talent. Depending on employer needs, options can range from full degree programs, competency-based education, six-to-eight-month role-aligned certificates, individual courses, apprenticeship pathways and skill-building workshops.

We currently offer upskilling education to more than 2,900 organizations ranging from healthcare to telecommunications through employer or benefits provider alliances.



Customized workforce skills solutions

University of Phoenix alliances with organizations means we help employers identify educational needs of their workforce and create customized bundles of single academic courses in which the curriculum aligns with desirable upskilling goals. Additionally, where the courses are appropriate, employees have the opportunity to complete courses outside of a degree pathway. This strategy allows organizations to offer employees course-based training within an upskilling strategy, and also academic credit that could be applied by the employee at a later time to satisfy degree completion efforts.

University of Phoenix also provides alternative pathways for students to earn academic credit through prior learning credit evaluation of third-party apprenticeship programs, training and certification courses. When a third-party entity provides its training program curriculum to University of Phoenix, academic leadership evaluates that material, potentially resulting in both lower-division and upper-division credit awarded to an enrolled student who has completed the third-party curriculum.

In 2023 the number of students enrolled at University of Phoenix who were able to continue their education at reduced or no cost based on the University's relationship with their employer increased by 48.9% over 2022.



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.

University of Phoenix also provides multiple tiers of alliances, which offer a variety of benefits to provide for learners. Depending on the specific type of alliance established between an employer and University of Phoenix, a student could receive a tuition-free course after successfully completing a set number of courses.

Tribal alliances

Making education attainable and affordable for Indigenous students.

Indigenous students face many challenges in higher education.

To provide solutions to these challenges, the University of Phoenix Tribal Operations team worked closely with tribal leaders and higher education to implement programs that help mitigate educational barriers, increase retention, provide personalized support and work with diverse cultures and traditions.

The National Indian Education Association, the only national nonprofit that advocates for improved educational opportunities for all Native students, established its Tribal Strategic Alliance Agreement with University of Phoenix in 2020.

It provides members and employees of Native American, Alaska Native and Native Hawaiian communities an opportunity to take up to eight

undergraduate, five graduate or three doctoral courses at a tuition rate of \$5,250 per benefit-term year to pursue a certificate or degree program at University of Phoenix.

The number of tribal education and enterprise strategic alliances continues to grow in scope and success, increasing by 67% to 102 alliances in 2023, up from 61 in 2022. Students who work with the University’s Tribal Operations team continue to progress through their eighth course (first year) at higher rates than the overall student average.

Tribal Operations works with many tribal enterprises, such as casinos, school districts and healthcare facilities, to support employee retention and develop internal talent pools.

Weaving a tapestry of healing

When Dr. Gloria Littlemouse forges a new connection, she warmly introduces herself, “Yá’át’éeéh shik’ei dóó shidine’ée. Shi, Dr. Gloria Littlemouse,” translating to, “Hello, my relatives and people. I am Navajo. I am Dr. Gloria Littlemouse.” This greeting emanates from the depths of her soul, resonating with the spirits of her ancestors, and expresses her joy in you accompanying her on her journey as an urban Indian.

Littlemouse’s journey unfolds across a tapestry of experiences, winding through the landscapes of California, yet deeply rooted in the Navajo Nation and her Diné ancestry. Growing up in a time when being Native was not embraced, her grandmother advised Littlemouse to keep her heritage concealed, highlighting the complexities of living dual lives.

Undeterred by adversities, Littlemouse undertook the arduous journey of self-education, putting herself through school over four decades. Unwavering determination helped her realize her ultimate dream — attaining a doctorate, which she did at University of Phoenix. She deliberately chose a path centered on healing, embracing the noble profession of nursing. Drawn to the international nonprofit foundation Watson Caring Science

Institute, Littlemouse identified a synergy between Diné teachings and the institute’s holistic and humanistic approach. This approach, which honors the uniqueness and dignity of each individual, allows her to integrate ancestral wisdom into her practice, weaving together the threads of her heritage and education to contribute meaningfully to the nursing profession and Indigenous representation in academia.



Gloria Littlemouse (PhD in Nursing, 2023; MSN, 2011; RN, MSN-ED, WCSI Scholar) pictured with Provost and Chief Academic Officer John Woods, PhD

With over 35 years of experience in adult clinical practice, Littlemouse leads clinical rotations for a new generation of nurses. Now an assistant professor at Vanderbilt University School of Nursing, she aspires to continue amplifying Indigenous representation. “The world is at a time where we need to come together and share our knowledge, bringing Native American intertribal presence to the global stage,” Littlemouse says.

Community college alliances

Helping students save time and money with transfer pathways.

Community colleges offer critical access to education, skills and local career pathways throughout the country. University of Phoenix works directly with community colleges to help support their students in completing a bachelor's degree. Articulation agreements with hundreds of colleges nationwide provide students with pathways to transfer their credits to the University.

When 3+1 Transfer Pathway students transfer in 87 community college credits, equivalent to three years, from a participating community college, they can complete their bachelor's degrees in as little as 14 months for \$12,200, saving as much as \$2,804.

Eligible degree programs include:

- BS in Health Management (BSHM) RN to BSN
- BS in Information Technology (BSIT) BS in Business (BSB)
- BS in Management (BSM) BS in Communications (BSCOM)

We also offer a 5+1 nursing benefit for our alliance community colleges. Students who take part in our nursing alliance for a BSN and take five courses can get the sixth one free.

Read more: phoenix.edu/community-college-transfer-pathway →

2023 by the numbers

199

Students in the 3+1 Transfer Pathway program

341

Participating community college alliances

3

New Community College Education Service agreements

4

New 3+1 alliances

8

New articulation agreements

41

States with community college alliances

94%

Retention of CEP and BSN cohorts



What we do

SHASTA BROADUS,
BSP 2015



Career-focused education

Our programs help students develop and showcase career-relevant skills.

When traditional education takes years to put into practice, it's time to break tradition. Our students earn career-relevant skills and can update their resumés in weeks, not years — getting value from their education before they even graduate.

“Employers of all types are beginning to focus increasingly more on skills, in and outside of degrees,” says Provost and Chief Academic Officer John Woods, PhD. “University of Phoenix has been anticipating this type of market transition, and we are ready.”

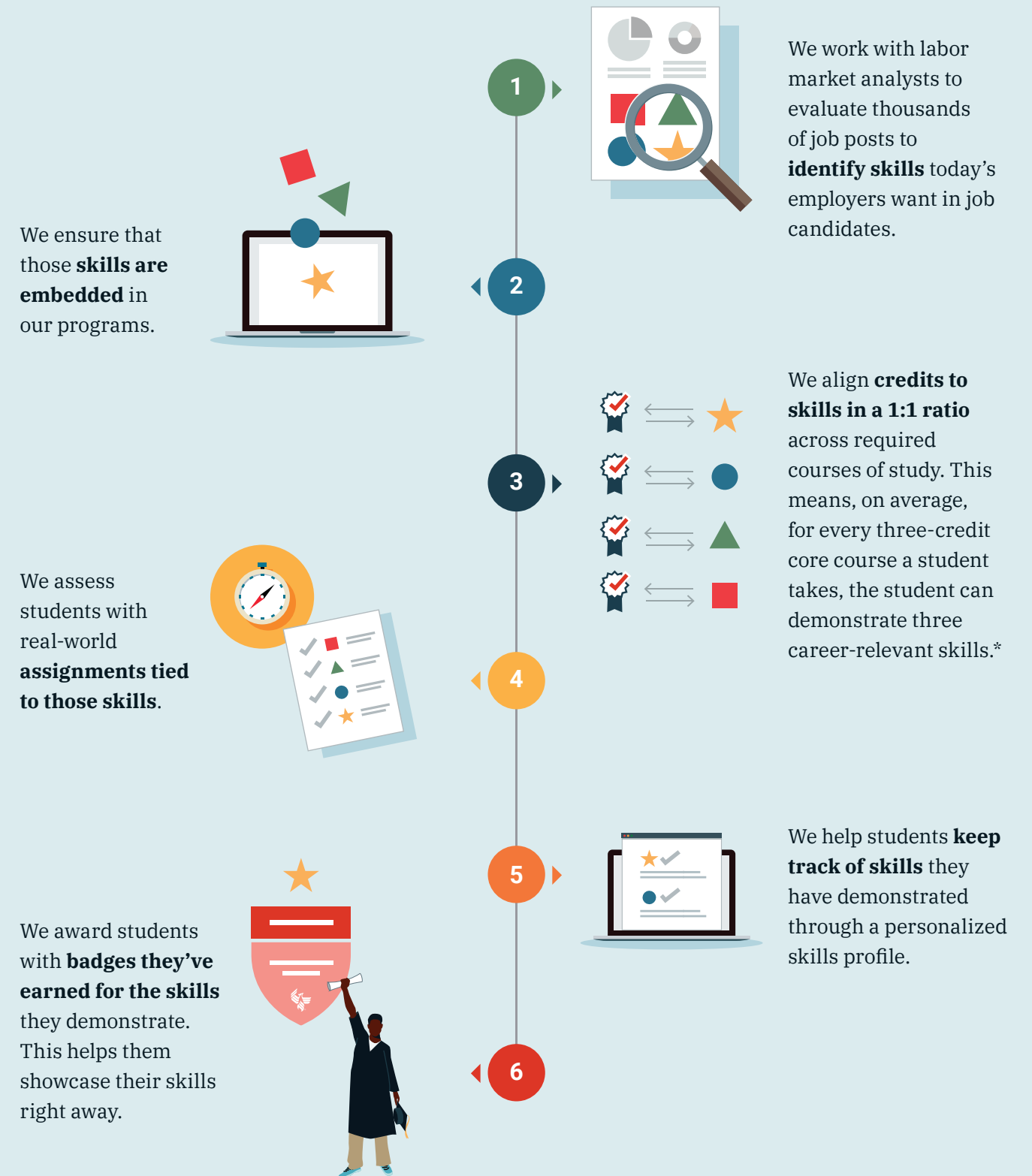
Using labor analytics data, advisory board input, and academic and faculty insights, we make sure our programs align to specific, in-demand skills. Eve Krahe Billings, PhD, dean of academic innovation and evaluation, explains, “We balanced the urgent need to address the skills gap with skills-aligned curriculum that meets our long-standing, high academic standards. This is a truly innovative way of connecting curriculum to careers.”

The result? Students now have a clear way to communicate to potential employers the skills they have learned.

Following our dynamic and institution-wide shift to skills-aligned learning, 100% of the University's associate, bachelor's and master's degree programs open for new enrollment are now aligned to career-relevant workplace skills.

Read a white paper about our dynamic and institution-wide shift to skills-aligned learning at phoenix.edu/skills-gap →

FIGURE 6
THE SKILLS-MAPPING JOURNEY



*Throughout our general education curriculum, skills are aligned at the course level rather than at the credit level.

Career Navigator

To help students explore job goals and easily reference their skills profile, we launched our Career Navigator platform in 2023. The easy-to-use platform helps students gain the confidence they need to navigate their career journey.

Through Career Navigator, students can:

- Learn about careers based on fields or industries they are interested in with Career Explorer.
- Plan and identify their next steps in Career Planner by saving careers and job titles that best align to their goals.
- View demonstrated or self-identified skills in Skills Profile – even pinpointing skills they demonstrated in University coursework to the exact class and week.
- Explore job postings that are relevant to their most recent program of study using Job Explorer.

Early signs show that our students are taking advantage of our exclusive career-focused tools.

From November 2022 to November 2023, there were:

- 4,015 clicks on the “apply for a job” button
- 2,918 careers saved by students
- 4,722 coaching appointments

What do these numbers mean?

More than

4,000

times, students found a job opportunity that interested them enough to click through to the employer site to learn more.

Almost

3,000

students identified a career goal through our Career Explorer.

More than

4,500

students took advantage of personalized career coaching.

“ We’re trying to help students be more ‘skill literate.’ Through Career Navigator, they can better understand and articulate the skills they have. We want to help students see skills as a unit of currency – value that they gain along the way and that can be put to use right now.”

SANDIP BHAKTA
Vice President, Career Services and Support

Digital badging

We’re helping students promote their skills online through verified badges.

In today’s competitive job market, skills matter. That’s why University of Phoenix introduced digital badges aligned to career-relevant skills for select courses. Our students can gain career-relevant knowledge sought after by employers that can be put to work right away. Plus, they can showcase their earned, career-relevant skills on their resumés or LinkedIn® profiles before even graduating.

We’ve teamed up with Credly® digital credentials to help students promote their skills online through verified badges. We offer more than 149 distinct badges, and as of December 2023 we had issued more than 450,000 badges.

Credly CEO Jonathan Finkelstein says digital badges help learners and employers speak a common language. “Individuals are better able to realize their full potential in the labor market when they can easily present trusted, real-time evidence of their skills and abilities,” he says.

See the full gallery of available badges:

phoenix.edu/uopxbadges →



The three V’s of digital badging

Visible

The University’s big, bright images help your profile stand out to potential employers.

Verifiable

Badges contain metadata unique to you and can’t be copied or stolen.

Valuable

You can build your personal brand on social media and your website, or via email.

LinkedIn is a registered trademark of LinkedIn Corporation and its affiliates in the United States and/or other countries. Credly is a registered trademark of Credly, LLC.

Putting students first

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 their educational and career goals.

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

Practitioner faculty

Other universities have adopted similar LPA frameworks. 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. They know firsthand what works and what doesn't.

Our instructors bring, on average, 29.2 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, such as breakout groups, panel discussions and peer feedback.

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 application, we're carrying on his legacy by helping our students face those challenges head-on.



University of Phoenix founder
Dr. John Sperling

10 ways we help students save

Eligible students could earn a degree faster, and for less.

University of Phoenix is committed to saving our students time and money. In FY23, our students saved over \$100 million in tuition between discounts, scholarships and other savings.

To help students identify potential savings opportunities, we introduced our Savings Explorer™ tool. It helps students discover how their work, life and school experiences might help them save money based on how other students saved.

We lowered our tuition in 2018 and have not raised it since. We have remained committed to our Tuition Guarantee, which means students can rely on one fixed, flat rate from the moment they enroll until the day they graduate from their program.

Because we believe everyone deserves an affordable education, we work hard to help our students achieve one.



ROSE LORENZO,
DM 2020

SAVING STUDENTS TIME AND MONEY

We respect our students' time and value their life and educational experiences. That's why we offer time- and/or money-saving opportunities to help eligible students earn a degree faster, and for less.

1 Transfer credits

Our students can transfer in up to 87 prior eligible credits for many of our programs, so they can be 70% of the way to a bachelor's degree. Plus, as a transfer-friendly University, we accept eligible college credits from 5,000+ accredited institutions. In FY23, we applied more than 800,000 transfer credits, and transfer students, on average, saved more than a year off their degree.

Read more: phoenix.edu/transfercredits

2 Prior Learning Assessment

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

In 2023, the number of students who earned credit through PLA rose by more than 38%, up to 4,218 in FY23 from 3,050 in FY22.

Read more: phoenix.edu/pla

3 Alternative credit providers

We help students reduce their costs by accepting lower-cost, self-paced, online general education and elective courses through approved learning partners StraighterLine, Sophia Learning and Study.com.

Read more: phoenix.edu/alternative-credit

4 National testing programs

Students with expertise in a specific subject may be able to earn college credit based on their performance on national, standardized tests.

Tests we accept include:

- College-Level Examination Program (CLEP®)
- Dantes Subject Standardized Test (DSST®) credit-by-exam program
- Excelsior College Exams
- Advanced Placement (AP)
- Berlitz® Language Evaluations
- Defense Language Proficiency Tests

Read more: phoenix.edu/nationaltesting

CLEP is a trademark registered with the College Board, which is not affiliated with, and does not endorse, this report. DSST is a registered trademark of Prometric. Berlitz is a registered trademark of Berlitz Investment Corp.

FIGURE 7
PRIOR LEARNING ASSESSMENT BY THE NUMBERS, FY23

4,218

undergraduate students earned credit through PLA

\$16.2M

saved on tuition

40,727

total credits were awarded

\$3,842

saved on tuition per student, on average

ALTERNATIVE CREDIT BY THE NUMBERS, FY23

4,963

students took advantage of alternative credits

\$22M

saved on tuition

55,266

total credits were awarded

\$4,432

saved on tuition per student, on average

NATIONAL TESTING BY THE NUMBERS, FY23

268

undergraduate students took advantage of national testing providers

\$680k

saved on tuition

1,710

total credits were awarded

\$2,540

saved on tuition per student, on average

5 Competency-based degrees

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

Currently, we offer four CB degrees:

- 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 Direct Assessment programs

Students with strong time management skills and prior experience may opt for a Direct Assessment program — an individualized learning experience with between two to four courses per 12-week term.

We offer three Direct Assessment programs:

- Bachelor of Science in Health Management
- Bachelor of Science in Information Technology
- Master of Science in Psychology

Read more: phoenix.edu/direct-assessment

7 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, which provides students with additional savings up to \$1,220.

Read more: phoenix.edu/pathway

Associate degree students who transfer into a University of Phoenix bachelor's program can save \$144 on every three-credit course with our special tuition rate.

Read more: phoenix.edu/associatetransfer

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.

8 Scholarships

Starting with a student's first course, every qualifying new student — including doctoral students — can be awarded one of our scholarships. Scholarships are applied over a set number of courses, with a maximum value of either \$1,000 or \$3,000, provided students maintain eligibility.

Read more: phoenix.edu/scholarships

9 Employer tuition benefits

We provide education benefits to employees at more than 2,900 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

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. Additionally, in 2023 we continued awarding 50 alumni scholarship opportunities per month. Each scholarship has a maximum value of \$2,000, applied over a set number of courses, provided students maintain eligibility.

Read more: phoenix.edu/alumnisavings

Military savings opportunities

Lower tuition

Active-duty service members in the U.S. Armed Forces and their family members are eligible for a lower military tuition rate.

Read more: phoenix.edu/military

Credit for military experience

Students with prior military training may be eligible for college credit based on American Council on Education recommendations.

\$3,786

Average tuition savings for active-duty military students

\$2,437

Average tuition savings for veterans

Savings opportunities and scholarships

Our eligible military and military-affiliated students have access to unique opportunities to save time and money on their degree, including:

- University resource fee waivers
- On-site CLEP/DSST testing
- Joint Service Transcript credit evaluation
- General Education Mobile (GEM) courses for Community College of the Air Force (CCAF) students (phoenix.edu/gem)
- Two AU-ABC–approved degrees with guaranteed transfer credits for eligible CCAF students (phoenix.edu/au-abc)
- Full-tuition scholarships
 - Three through Enlisted Association of the National Guard of the United States (EANGUS)
 - One through the Military Police Regimental Association (MPRA)

University retention and graduation rates

Data drives our efforts to support student success.

Behind the typical 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 track and calculate retention and graduation rates specific to University of Phoenix. Government data tracked by the U.S. Department of Education (available at nces.ed.gov/ipeds) measures only first-time, full-time students. These students constitute about 14% of students entering University of Phoenix in the most recent year.

SHAMMAI TERRY,
MBA 2020
DM Current student



Retention rates

Our University retention rates tell one pretty amazing story viewed from two sides of the same coin:

- First, the persistence of our students is remarkable. With full-time workloads and life demands pressing in, 6 in 10 are also stepping into the uncharted territory of being the first in their family to earn a degree.
- Second, our efforts to help students stay in school are paying off. Our retention rate for bachelor’s degree students has climbed by almost 13% since 2017.

This is no coincidence. In 2017, the University’s leadership expanded analytics and tools to track retention. 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 reach out with helpful and timely assistance may be all that 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.

Since 2017, retention rates reflect an overall positive trend. As indicated in **Figure 8**, retention rates for associate, bachelor’s and master’s degrees are all up in a year-over-year comparison with 2022. (We designate our students 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.)

“On-track” rates

To give us more frequent insight, we also use an internal checkpoint – called our “on-track metric” – to examine the continuous engagement of our students. This metric is a monthly, 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 more quickly than we would be able to simply by reviewing the annual tabulation of retention rates. On-track averages have gone up by more than 13 percentage points, from 42% in 2016 to our highest-ever rate of 56.45% in October 2023.

“The on-track tool and predictive analytics help us intervene in the right ways at the right times,” says Provost John Woods, PhD. “If we keep students in school and progressing through their programs, those students are better served.”

FIGURE 8 UNIVERSITY OF PHOENIX INSTITUTIONAL RETENTION RATES

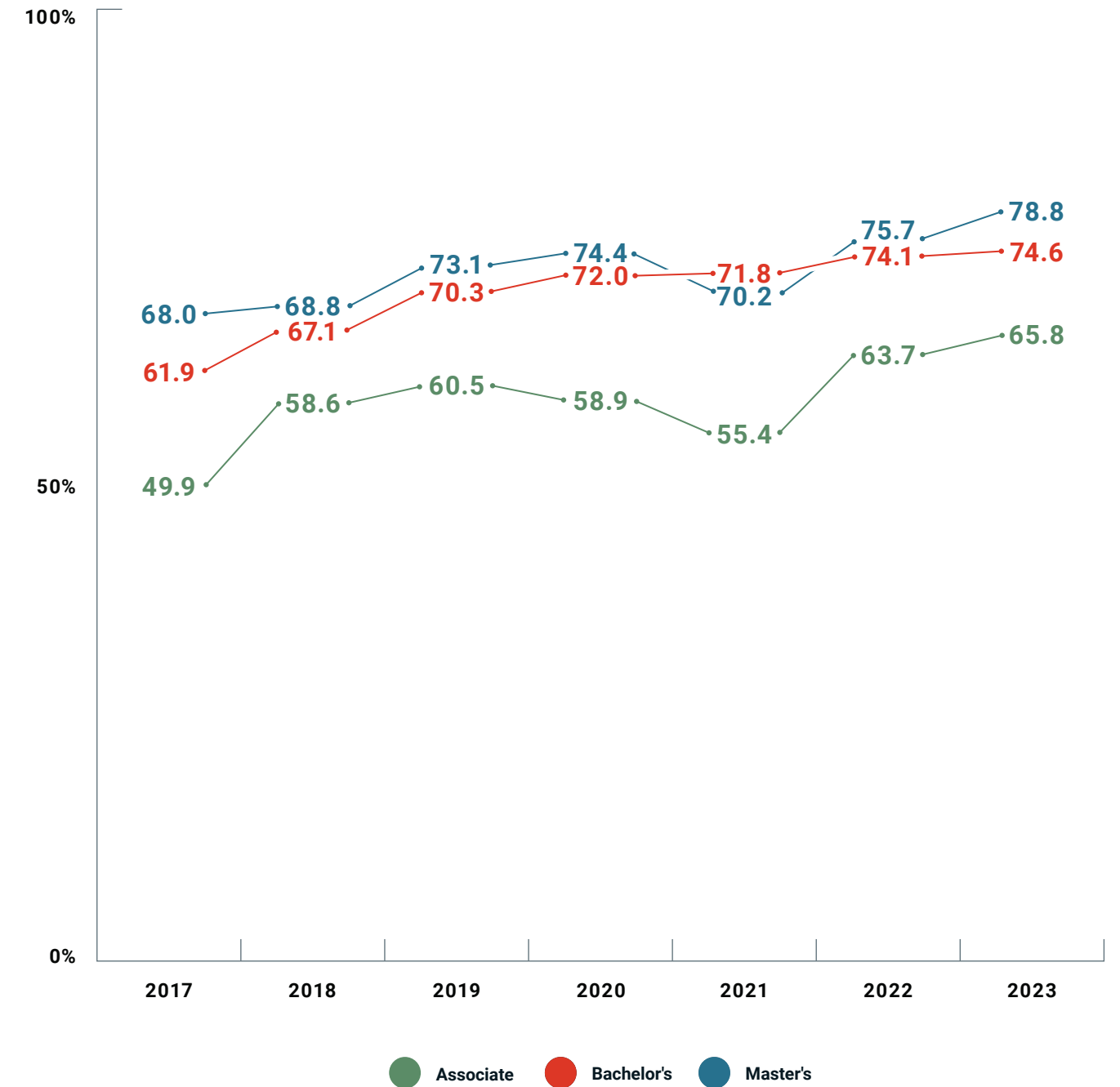


Figure 8. University of Phoenix. (2023). The Office of Federal Policy and Reporting. The University’s institutional retention rates reflect the percentage of students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 – June 30). The University offers two different types of competency-based education (CBE) programs identified as competency-based (CB) and direct assessment (DA) programs. 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 (non-CBE) 175 days; (iii) master’s (non-CBE), 210 days; (iv) competency-based 133 days. A student in a direct assessment program is deemed “retained” if he or she was in an active enrollment status as of the census date of the second term.

Graduation rates

The University’s expanded focus on retention is helping more students achieve their dream of a college degree. Our master’s degree graduation rates are the highest since 2015. And our bachelor’s graduation rate climbed by almost a full percentage point in FY23 over FY22. This is remarkable considering these students, most of whom work and have dependents, persisted through the COVID-19 pandemic.

This is a positive trend the University will strive to see continue for years to come. There is reason for optimism, as improvements in retention typically correlate to improved graduation rates.

While retention rates capture a picture of what’s happening right now, graduation rates are a backward-looking measure that reach approximately six years back in time. Thus, we can project that the robust 2023 retention data will begin to show up when reporting graduation rates for the 2030 academic year.

When examining graduation data, it’s also important to note that the University of Phoenix student population often experiences one or more of the risk factors that can impede college graduation (e.g., full-time work, financial stress, age, race, recent life challenges). And due to the nature of flexible, online classes, some of the students who take classes at University of Phoenix move on to graduate somewhere else.

FIGURE 9 150% INSTITUTIONAL GRADUATION RATES

These 2017–2023 graduation rates reflect student cohorts that began from FY10–FY16 (bachelor’s) and FY14–FY20 (associate and master’s).

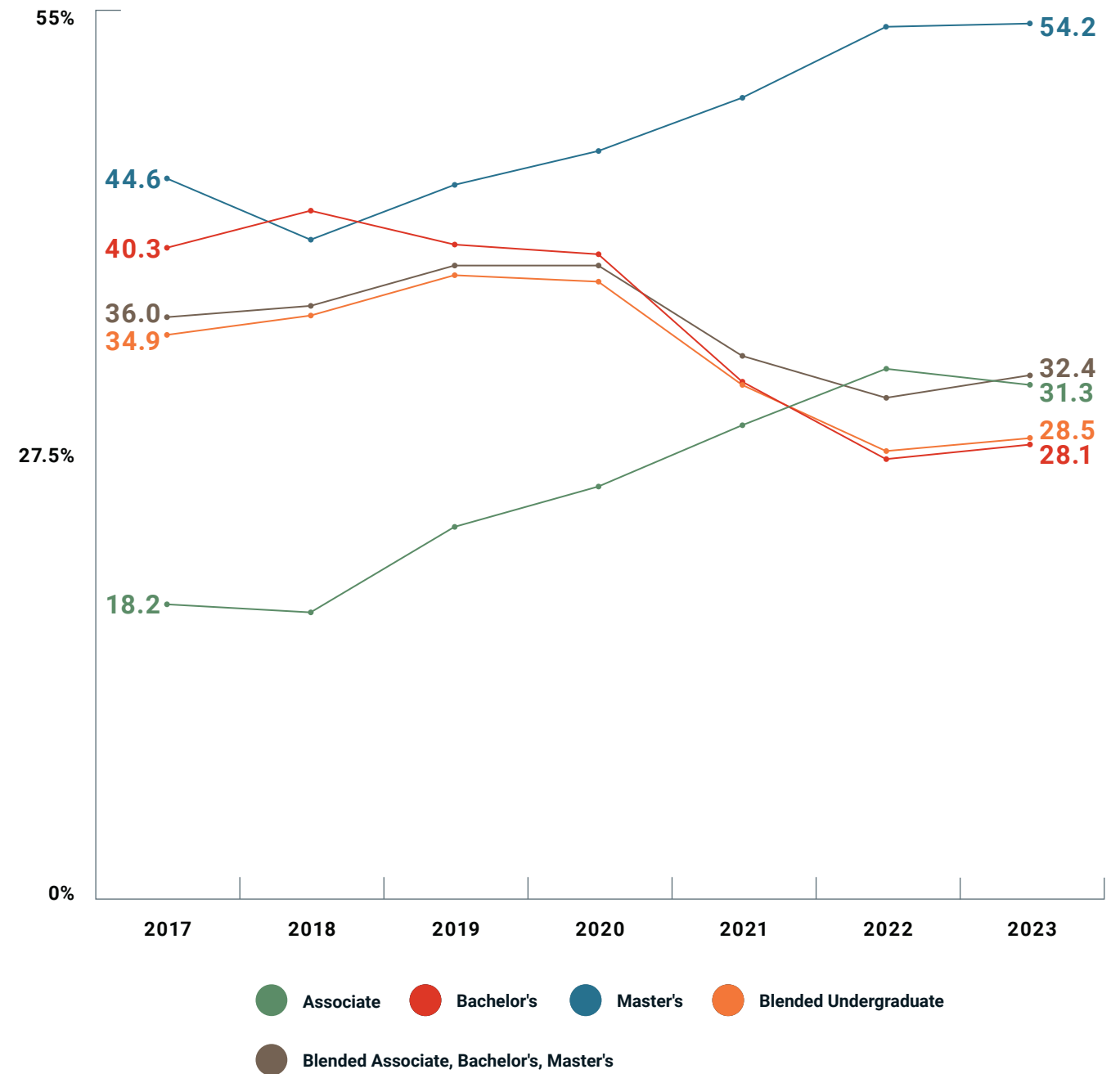


Figure 9. University of Phoenix. (2023). The Office of Federal Policy and Reporting.

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 the logic of the Integrated Postsecondary Education Data System, or IPEDS). Students who passed away prior to completion were excluded from the cohort (consistent with IPEDS logic). The cohort years for the 2023 institutional graduation rates in Figure 9 are FY20 for associate and master’s and FY16 for bachelor’s. The years noted at the top of Figure 9 represent the “calculation years” – in other words, the year the data was calculated. Cohort years are different and are determined based on 150% of the credential level.

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 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, a personalized summary completed during enrollment that helps students identify potential funding sources and the estimated cost of their program
- University representatives who assist with tuition financing questions prior to and during students' programs

- Our Repayment Management team, which assists with understanding federal loan repayment options
- Free access to the iGrad® suite of resources and tools on financial planning, borrowing and other resources for saving, retirement, investing and everyday life

Financial consulting

To help our students with money management, we offer a financial consulting resource through the University's Life Resource Center. Students can access 30 consecutive days of free phone consultations for financial issues such as taxes, budgeting, planning and debt counseling on issues including credit card debt, mortgages, and student and general loans. Students also receive a discount on certified public accountant services.

iGrad is registered trademark of iGrad, Inc.

Student loan cohort default rates

The U.S. Department of Education publishes an annual official cohort default rate (CDR) for all institutions, including University of Phoenix, that participate in Title IV Federal Student Aid programs. 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. In 2018 the University's CDR was 8.7%. This reflects University borrowers who entered repayment in 2018 and defaulted in 2018, 2019 or 2020. The 2018 average CDR for all proprietary schools was 11.2%.

In 2019 and 2020, CDR rates were artificially low due to the COVID-19 student loan repayment pause issued by Executive Order in March 2020. This pause ended Sept. 1, 2023, and federal student loan borrowers have reentered repayment.

For a full list of cohort default rates, scan this QR code on your mobile device:



BORROWING

University of Phoenix debt levels

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.

As shown in **Figure 10**, graduates in all programs had lower average federal student loan indebtedness in 2023 than they did in 2022.

Notably, **Figure 11** shows lifetime federal student loan borrowing through June 30, 2023, which shows a decline in borrowing even during the COVID-19 pandemic.

FIGURE 10 UNIVERSITY OF PHOENIX DEBT LEVELS FOR GRADUATES



Lifetime borrower indebtedness

Lifetime borrower debt levels have declined, as shown in **Figure 11**.

FIGURE 11 UNIVERSITY OF PHOENIX AVERAGE LIFETIME BORROWER INDEBTEDNESS

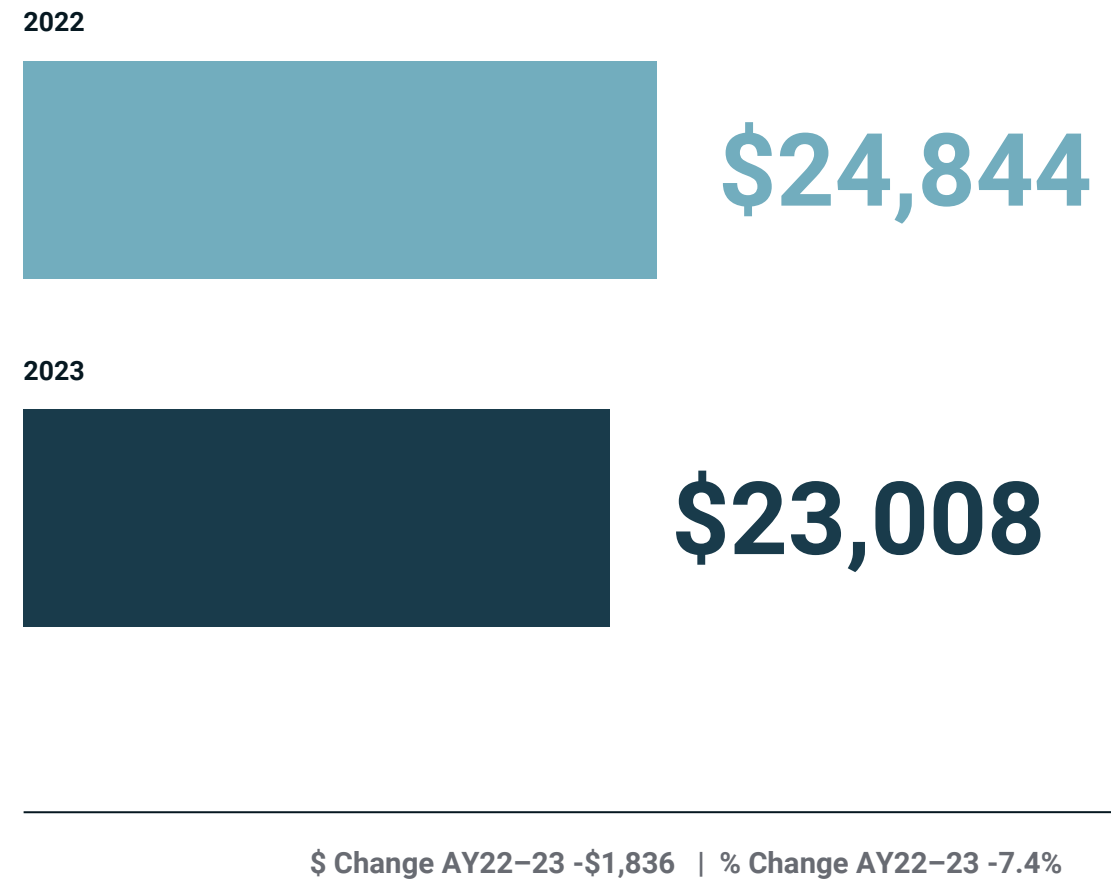


Figure 10. University of Phoenix, 2023. The Office of Federal Policy and Reporting.

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 11. University of Phoenix, 2023. 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 financial management tools to our Career Services for Life® commitment, we support our students as they move toward their academic and career goals.

Career Services for Life® commitment.

Our students and alumni have lifelong access to career tools and resources, including our Career Navigator platform, launched in 2023 to help students navigate their career journey. (Learn more on [page 78](#).)

Additionally, students can schedule one-on-one sessions with a career advisor for help with:

- Job search planning
- Personal brand development
- Career exploration
- Interview preparation
- Resumé optimization

In FY23, students reported an average satisfaction rating of 87% for career advisor appointments.

Committed academic counselors.

Our students can reach academic counselors (ACs) when and how they need us, with proactive support as well as voice, text, email and chat support. Our ACs earned a 5-star rating from 87% of our students (and achieved 4.78/5 stars overall) based on 34,156 student survey responses in FY23.

Our ACs help students by providing:

- Individualized support
- Academic advisement
- Strategies for progressing toward academic goals
- Resources to help balance life's challenges

Tuition Guarantee. Students have the peace of mind that comes with fixed, affordable tuition. With our Tuition Guarantee, students enjoy one flat rate from the moment they enroll until the day they graduate from their program.

Centers for Writing and Mathematics Excellence. We understand how essential writing and math skills are for student success. The Center for Writing Excellence offers access to tutorials, formatting aids and grammar guides. The Center for Mathematics Excellence offers videos, practice problems and other resources.

iGrad® tool. Our students have access to tools to help them learn about managing their finances responsibly — and we take our role in providing these tools very seriously. We offer access at no additional cost to the iGrad online money-management tool

iGrad is a registered trademark of iGrad Inc.

and other resources, which students can use to learn how to budget, save, minimize borrowing and understand future student loan payments. Additionally, iGrad provides a scholarship search tool for non-University scholarships.

Life Resource Center. The majority of our students juggle work, parenting and household budgets while going to school. This can be a lot to manage. 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. Our students have 24/7 open access to research and trade content as well as access to tutorials, tips, videos, librarian assistance and other academic and career-relevant content. We also serve the needs of students, faculty, staff and alumni with online access to more than:

- 100 licensed research databases
- 150,000 scholarly journals and periodicals
- 270,000 general interest e-books
- 120,000 pieces of streaming multimedia content

In FY23, the University Library had more than 5 million content downloads.

Facebook® Study Sessions. Our students have a place to come together for connection, support and motivation through study sessions on the University of Phoenix Facebook page. We talk time management,

Facebook is a registered trademark of Meta Platforms, Inc.

study techniques and network building — all of which help with student connection and student progression.

Surveys. Many of our students and faculty take the opportunity to participate in surveys.

- **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.

Virtual Student Union (VSU).

This centralized hub gives students quick access to resources. The VSU offers links and locations for academic support, involvement opportunities, career services and alumni resources.

Chatbot team. Our Phoebe® chatbot helps direct students virtually and quickly to information. Our chatbot team has created scenarios — with specific answers — based on where students are in their educational journey. By accessing Phoebe through their secure student portal, students can:

- Check GPA and grades
- Change schedules
- Find animated directions on how to access specific information in the student portal
- Read articles that answer common questions
- View credit balance information
- View financial document status

Assessing student outcomes

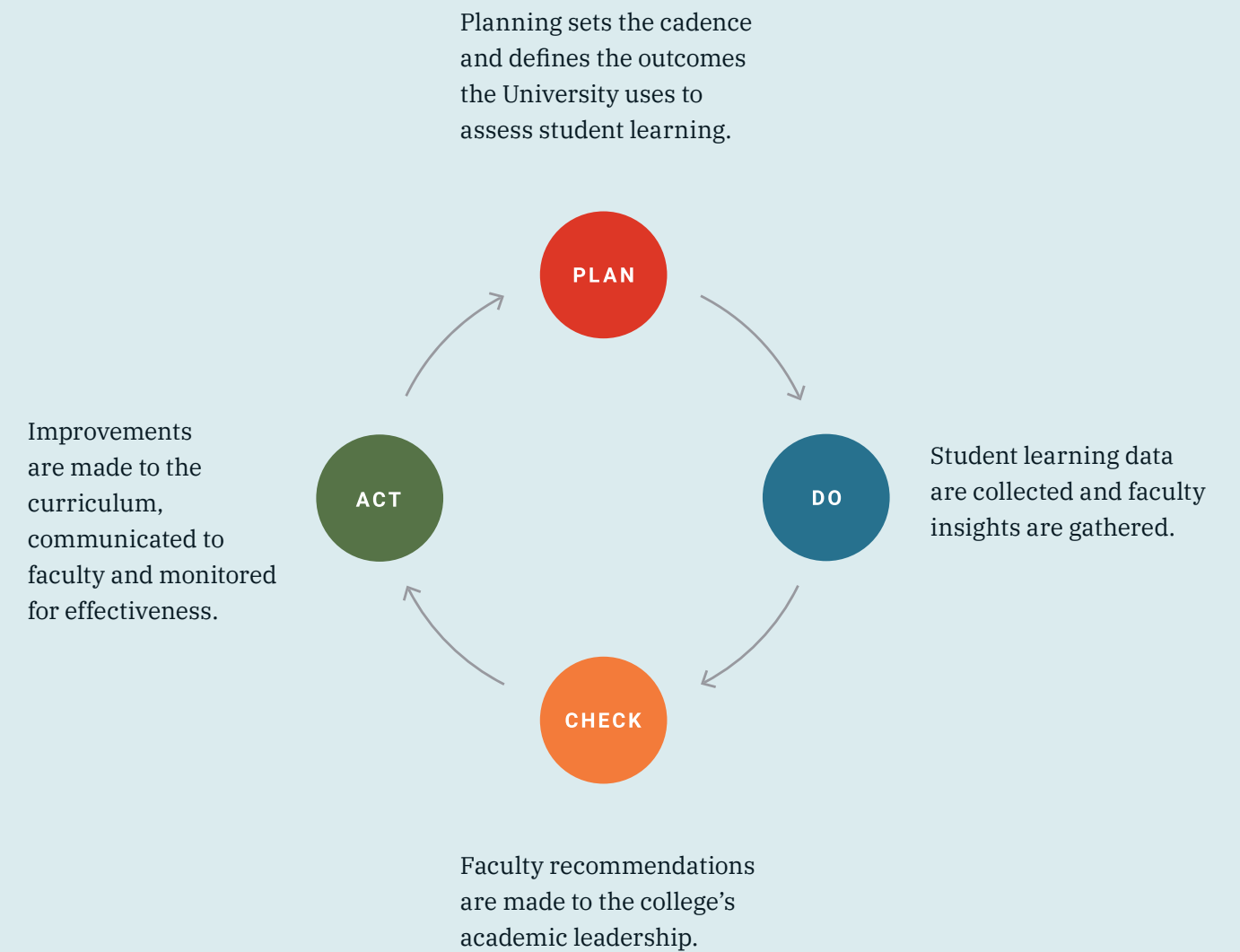
Measurement of student learning is an indicator of our effectiveness.

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 these 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.

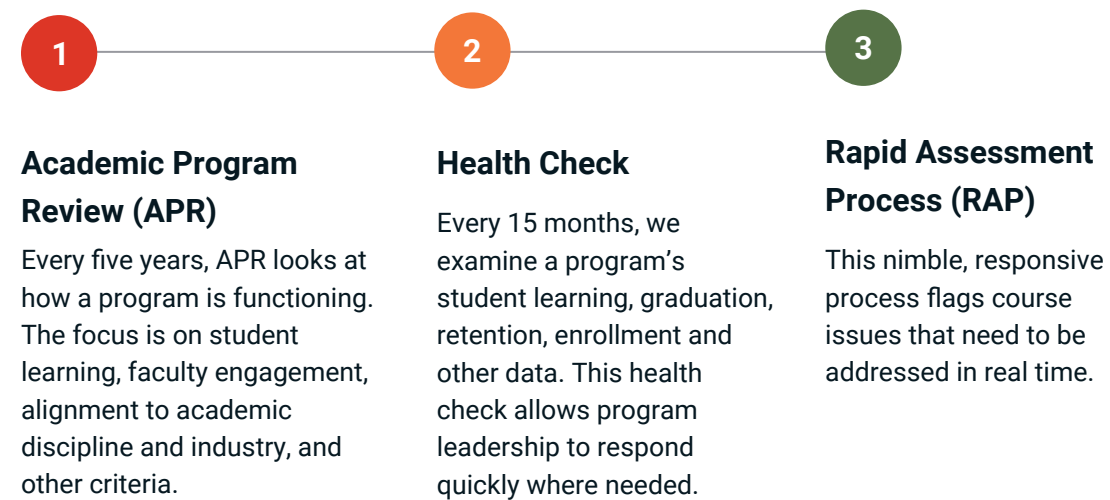
FIGURE 12 CONTINUOUS QUALITY IMPROVEMENT – THE ASSESSMENT MODEL



Assessment timelines

We regularly assess student learning. In fact, we keep our academic programs nimble, rigorous and career-relevant, removing the bureaucratic barriers that can sometimes plague traditional higher education. We focus on what matters most: the needs of our students.

Our three assessment processes happen at different points in time.



“The Rapid Assessment Process is a differentiator for the University,” says Eve Krahe Billings, PhD, dean of academic innovation and evaluation. It’s seamless and responsive: Over one to three months, the University can identify a course’s problem spot, mobilize an assessment team, survey relevant faculty, perform a qualitative analysis and identify improvements. In FY23, 356 faculty were invited to participate in RAP and 60% responded. “This affects thousands of students at a time. And it’s all grounded in best practices — we’ve just turned up the speed,” Billings says.

What does this mean for University of Phoenix students? They can view their faculty and academic leadership as partners who are in their corner, making course adjustments quickly, and where needed.

Summative assessments

Based on each college’s assessment plan, faculty members review student learning outcomes data from summative assessments throughout the year. Summative assessments are robust, real-world deliverables that are aligned directly to course outcomes and in-demand workplace skills. They are created by academic leadership and faculty to measure specific learning goals in a program.

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. Summative assessments 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, General Education Student Learning Outcomes and University Learning Goals.

In 2023, more than 900,000 measurements of student learning were captured through summative assessments. 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 when interacting with University staff, are reported on **pages 110 and 111**.



General Education Student Learning Outcomes

At University of Phoenix, general education requirements are much more than courses to complete on the way to core curriculum. They deliver career-relevant skills that set students up for success in their University and professional journeys.

General Education Student Learning Outcomes (GESLOs) are how we measure this success. GESLOs define what the University expects undergraduate students to demonstrate in the areas of:

- Communication
- Quantitative Reasoning
- Scientific Thinking and Inquiry
- Critical and Creative Thinking
- Intercultural and Interpersonal Awareness

To help us collect direct evidence of student learning in these areas, each general education course has “summative assessments.” These assessments offer students the opportunity to demonstrate the relevant skill through a performance task, such as presenting an alternative-energy redesign plan or analyzing the effects of a specific form of mass media.

GESLOs provide foundational learning that students can build on as they move into more advanced courses aligned to the University Learning Goals (page 106) and Program Student Learning Outcomes (page 108).

FIGURE 13 BLOOM'S TAXONOMY

As students progress through general education courses, they also progress through six levels of learning, which academics will recognize as Bloom's Taxonomy.

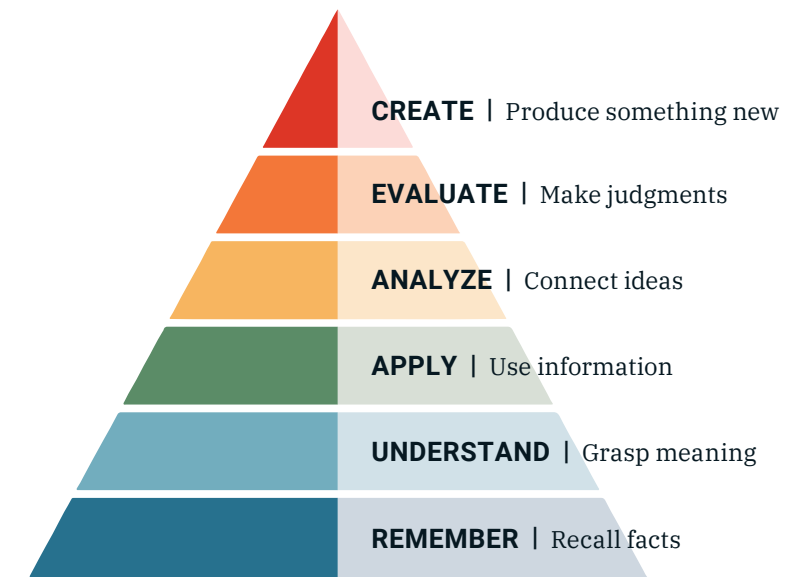


FIGURE 14 GESLOs: HOW STUDENTS PERFORMED

Figure 14 shows the percentage of student work scoring 74% or higher on the summative assessments aligned to each GESLO.*

93%

Intercultural and interpersonal awareness

91%

Critical and creative thinking

88%

Communication

83%

Scientific thinking and inquiry

75%

Quantitative reasoning

*Source: University of Phoenix, 2023, Power BI

University Learning Goals

University Learning Goals (ULGs) are a set of five overarching competencies that employers identify as top affective or “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 soft skills in demand by employers to make a difference in their workplaces and communities.

The latter point is timely as employers report increasing levels of skills gaps in both hiring and staffing. According to Wiley’s “Closing the Skills Gap 2023” report, almost 7 in 10 HR professionals, managers and C-suite executives believe their organizations have a skills gap problem.

University of Phoenix is addressing this gap by aligning degree programs to in-demand workplace skills. This gives our students — and their employers — confidence that University of Phoenix degrees and certificates incorporate the skills employers want, as referenced on employment-related sites such as Indeed®, ZipRecruiter® 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 15** offers a detailed explanation of the five competencies we measure against, along with the percentage of student work rated by faculty as “exemplary or proficient” from the sample of summative assessment criteria aligned to University Learning Goals during the calendar year 2023.

Indeed is a registered trademark of Indeed, a company owned by Recruit Holdings Co., Ltd.
 ZipRecruiter is a registered trademark of ZipRecruiter, Inc.
 LinkedIn is a registered trademark of LinkedIn Corporation and its affiliates in the United States and/or other countries.

FIGURE 15 ULGs: HOW STUDENTS PERFORMED

Percentage of student work, aligned to University Learning Goals, scoring 70% or higher by faculty:*

96.9%

1. 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.

91%

3. Digital fluency

Students will access and ethically use information and data from a variety of sources. They will research and analyze the plausibility and accuracy of the information. They will learn to utilize digital tools to create new information or knowledge and responsibly disseminate it in a digital environment.

90.6%

5. Cultural competence and ethics

Students will demonstrate the essential practices of cultural competence through proactively seeking to understand the differences in others, examining favored beliefs about themselves and others and taking advantage of opportunities to grow and change when necessary.

*Source: University of Phoenix, 2023, Learning Management System

92.7%

2. Collaboration

Students will work effectively in groups and teams. They will be collaborators, able to foster constructive interactions. They will build consensus by acknowledging the perspectives of others. They will function well as both a leader and a follower in working productively to achieve results.

90.9%

4. 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.

Program Student Learning Outcomes

FY23 summative assessment data by college.

In addition to University-wide goals for student learning, each academic program specifies a set of Program Student Learning Outcomes (PSLOs). The PSLOs detail what students should know and be able to do at the end of their program.

Each PSLO is measured by “summative assessments” within all program courses. These authentic, career-relevant assignments (e.g., operational analysis or medical records coding) amount to direct evidence of student learning in a given program.

FIGURE 16 PSLOs: HOW STUDENTS PERFORMED

Percentage of student work on PSLO-aligned summative assessments scored at 70% or higher by faculty, by field of study in FY23.*

92.6%

Nursing

84.6%

Education

80.8%

Doctoral Studies

79.8%

Health Professions

79.5%

Social and Behavioral Sciences

79.2%

Business & Information Technology

75.5%

General Studies

*Source: University of Phoenix, 2023, Power BI

Student experience surveys

Valuable feedback helps us improve our interactions with students.

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. At various other points in time, students are asked to evaluate their learning experiences and their interactions with our support services.

Figure 17 illustrates student survey feedback regarding the University, faculty and interactions with support services.

FIGURE 17 STUDENT EXPERIENCE FEEDBACK FROM FY23 END-OF-COURSE SURVEY AND TRANSACTIONAL SURVEY*

1. How likely are you to recommend your instructors to other students?

0–10 scale, 10=Extremely likely



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



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

1–5 scale, 5=Awesome



*The numbers reflected in questions 1 and 2 summarize 144,080 student responses to our end-of-course survey. The survey was given to 610,201 students, for a 23.6% response rate. All responses were collected between 9/1/22 and 8/31/23.

**The data in question 3 summarize 99,385 student survey responses gathered between 9/1/22 and 8/31/23, following a qualified service interaction. 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.”

Ruffalo Noel Levitz survey reveals high student satisfaction

Our students express satisfaction on what matters to them most, revealing nine institutional strengths.

The best measure of our success is our students. So, once again, we asked our students through the Ruffalo Noel Levitz (RNL) survey, conducted in January 2024, to tell us how they think we're doing.

Findings from the 2024 RNL Priorities Survey for Online Learners (PSOL)* revealed high satisfaction scores among currently enrolled online students in areas such as enrollment, career path alignment and technical support.

More than 8 in 10 University of Phoenix students (83%) indicated high satisfaction with their educational experience, compared with a national benchmark of 73%. And if they had the opportunity to “do it all over again,” our students were 4% more likely than students nationally to enroll again.

Key findings among our students

As **Figure 18** indicates, University of Phoenix students report high satisfaction with their programs aligning to their career paths.

And, compared with the first PSOL administered in 2021, our students reported even greater satisfaction in several areas, including these three:

- Ease of navigating their course format (88% in 2024, up from 86% in 2021)
- Availability of technical assistance (91% in 2024, up from 89% in 2021)
- Tools used to communicate with faculty and other students (91% in 2024, up from 88% in 2021)

*The PSOL survey was administered to University of Phoenix students January 10–31, 2024. At University of Phoenix, the survey was sent to 20,000 randomly selected, active, online students enrolled in online associate, bachelor's, master's and doctoral programs. The survey closed with 2,971 respondents, for an institutional completion rate of 14.8%. The national benchmark comprises 99,807 online students at more than 150 public and private institutions in the U.S.

FIGURE 18 2024 UOPX STRENGTHS

Survey Item	UOPX Student Importance	UOPX Student Satisfaction	National Benchmark for Satisfaction**
My program aligns to my career path.*	96%	90%	n/a
Registration for online courses is convenient.	95%	93%	83%
Course format is easy to navigate and fits into my busy life.*	96%	88%	n/a
I am given the tools I need to successfully complete my assignments.*	95%	87%	n/a
Student assignments are clearly defined in the syllabus.	94%	86%	76%
Appropriate technical assistance is readily available.	93%	91%	79%
Adequate online library resources are provided.	94%	88%	81%
The tools used to communicate with faculty and other students are appropriate.*	94%	91%	n/a
Classroom technology allows me to be technically proficient in my career.*	93%	87%	n/a

Areas of opportunity

The survey also revealed areas where we can aim our focus. Three of the five are highlighted at right.

As a University, we take this feedback seriously, share it with transparency, and are encouraged that even in these areas of opportunity, our student satisfaction is higher by 10 to 12 percentage points than national benchmark scores.

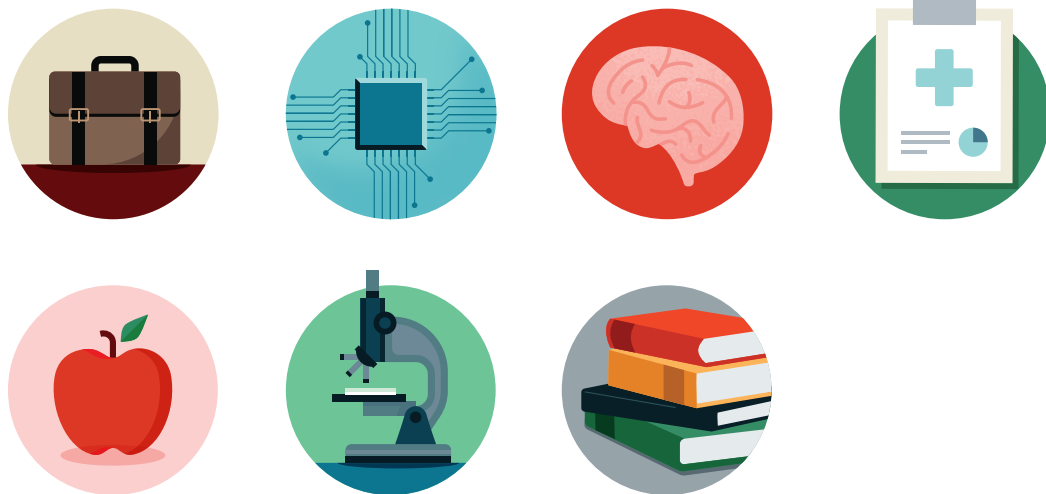
- 86% satisfaction from our students on the appropriateness of instructional materials for program content (national benchmark: 76%)
- 83% satisfaction from our students in regard to this statement: The quality of online instruction is excellent (national benchmark: 71%)
- 85% satisfaction from our students on faculty responsiveness to their needs (national benchmark: 75%)

*These items were customized University of Phoenix questions and do not have national comparison benchmarks.
 **National Online Learners: PSOL reporting provides the average score of all PSOL responses between fall 2020 and spring 2023 for comparison purposes.

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 educationally preparing students to 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 in growing fields aligned to more than 300 occupations, and over 90% are in growing fields.



Our faculty

Our instructors aren't professors. They're accomplished professionals. In FY23, our instructors had an average of 16 years of University of Phoenix teaching experience and 29.2 years of professional experience.

Their passion for students' educational success is evident: When 144,080 students responded to an FY23 survey* about how likely they would be to recommend their instructors, on a 0 to 10 scale they answered with an average of 9/10.

Faculty Councils

Our Faculty Councils advise and collaborate with each college to support student learning through high-quality programs, curriculum and instruction. Each college dean or designee chairs a Faculty Council with up to 12 faculty members who bring their expertise for each academic program. Faculty Council members' responsibilities include researching educational issues or potential programs, developing and reviewing new courses, and evaluating and making recommendations on the college's goals, programs, curriculum and practices. College administrators then analyze this feedback and partner with faculty to determine program and course improvements.

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.

Institutional accreditation

University of Phoenix is accredited by the Higher Learning Commission (HLC) ([hlcommission.org](https://www.hlcommission.org)). Accreditation is an independent evaluation of educational quality and rigor. Since 1978, the University has been continuously accredited by the HLC.

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.

University of Phoenix carries programmatic accreditation for select programs in business, healthcare, nursing, social work and counseling.

Read more: phoenix.edu/accreditation

*The 144,080 student responses come from a total of 610,201 end-of-course survey invitations, for a 23.6% response rate. All responses were collected between 9/1/22 and 8/31/23.

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.

College highlights

Growth was the major story for our college in 2023! Student enrollment and retention grew – and the kinds of industry recognitions and alignments that we are proud of also highlighted the fiscal year.

To the latter point, I am thrilled to announce that for the fifth consecutive year, University of Phoenix received the Academia Circle of Excellence Award from the International Council of E-Commerce Consultants (EC-Council®), the world's largest cybersecurity certification body. This not only signals industry-career alignment for our students, but it also puts the University in elite company. **Only three institutions out of more than 1,000 are selected for this award each year.**

EC-Council is a registered trademark of International Council of E-Commerce Consultants
DBA EC-Council Corporation



STELLA SMITH,
MAOM 2002

College highlights continued...

Additionally, our ongoing relationships with CompTIA®, EC-Council® and the Society for Human Resource Management (SHRM®) continue to offer tremendous benefits to our IT students. With course alignment, exam-preparation experiences, and discounts on memberships and industry certification exams, we're helping our IT students have every opportunity to stand out.

In addition, we earned HR Certification Institute® (HRCI®) program recognition for our BSB/HR, CERT/HRM and G-HRM programs, and we are among their preferred providers for recertification.

Overall, enrollment of new students in CBIT grew by 12.8%, from 29,957 in FY22 to 33,780 in FY23. **This tells a multifaceted story of more student enrollments, strong retention efforts and industry-relevant degree programs.**

In these big storylines, I don't want to lose sight of the more focused wins. Student retention in select Accounting classes increased by 10% to 20% in courses that switched to a new curriculum, as well as a new order of classes that we established based, in part, on student feedback. This encouraging trend in Accounting reflects our continuous review of programs and courses.

It's been a remarkable year in CBIT.



Kathryn Uhles
Kathryn Uhles, MIS, MSP
 Dean, College of Business and Information Technology

College timeline

November 2022

Our Industry Advisory Council met to discuss our microcredentialing strategy and to review our skills-mapped CBIT programs and courses.

January 9, 2023

Kathryn Uhles was appointed dean of CBIT. In her previous role as associate dean, she established 13 new IT programs.

January 2023

Two new college curriculum managers were appointed (Janice Woodruff in January and Christina Hauri in May) to help revise courses and to monitor effectiveness of those changes.

March 2023

BSB/HR course content was aligned to SHRM, a leader in human resource management. Students can now receive discounts on SHRM memberships.

March 2023

J.L. Graff was appointed associate dean of CBIT, overseeing the college's IT programs. He is currently working on his dissertation on cybersecurity in higher education administration.

April 1, 2023

The BSIT-DA (Direct Assessment) program launched. This new offering provides students with prior IT work experience a faster path to a bachelor's degree.

May 2023

Associate Dean Joseph Aranyosi hosted sessions on diversity, equity, inclusion and belonging and facilitated Q&A segments during the University's Inclusive Leadership Summit.

June 2023

Four of the University's 15 Faculty of the Year recipients were CBIT faculty: Mohammed Miah, EdD; James Traylor, DBA; Yvonne Richmond, DBA; and Susan Olsen, MBA.

CompTIA is a registered trademark of Computing Technology Industry Association, Inc.
 EC-Council is a registered trademark of International Council of E-Commerce Consultants DBA EC-Council Corporation.
 SHRM is a registered trademark of Society for Human Resource Management.
 HR Certification Institute is a registered trademark of HR Certification Institute.

Key leadership



KATHRYN UHLES

Dean | UOPX tenure: 18 years

Uhles holds a Bachelor of Science in Elementary Education from Arizona State University, as well as a Master of Science in Psychology and a Master of Information Systems from University of Phoenix.



JOSEPH ARANYOSI

Associate Dean | UOPX tenure: 8 years

Aranyosi holds a Bachelor of Arts in Psychology, Art History and Studio Art from the University of Richmond and a Master of Fine Arts from Northwestern University.



NATALIE PRATT

Associate Dean | UOPX tenure: 9 years

Pratt holds a Bachelor of Science in Secondary Education from Ohio University, a Master of Business Administration from University of Phoenix, a Master of Counseling from Arizona State University and a Master of Education in Cultural Studies from Ohio University.



J.L. GRAFF

Assistant Dean | UOPX tenure: 21 years

Graff holds a Bachelor of Science in Business and a Master of Business Administration from University of Phoenix, and is enrolled in the Doctor of Education program at University of Phoenix.



LISA PAULSON

Assistant Dean of Operations and Faculty | UOPX tenure: 19 years

Paulson holds a Bachelor of Science in Computer Science from Montana Technological University and a Master of Science in Information Management from Arizona State University.

Industry Advisory Council

In 2023, the CBIT Industry Advisory Council advised on a range of topics designed to advance the college and better serve our students.

- Hamed Abbaszadegan, MD – Physician Executive, Stanson Health
- Markus Achord – Senior Director, Head of Inclusion, Diversity & Culture, Sunrun
- Michael Baer – President, Trench-Ade; Director, Arizona Market Board of Advisors
- Stephanie Benoit-Kurtz, DIT, MBA – Regional Director of Security and Security Consultant, Trace3; Lead Faculty, University of Phoenix
- Bob Collins – Regional President, Central Plains Region, Sysco
- Michael Echols – VP, Global Cybersecurity Strategy, Las Vegas Sands Corp.
- Stephenie Gloden – SVP, Head of Enterprise Agile Enablement Center of Excellence, Fidelity Investments
- Manish Gupta – CEO, uCertify
- Vishwa Hassan – Director, Data and Analytics, USAA
- Matthew Rosenquist – Chief Information Security Officer, Eclipz.io, Inc.
- Jennifer Mellor, MBA – Chief Innovation Officer, Phoenix Chamber of Commerce
- Jeffery Rhymes – VP, Global Technology Diversity, Equity and Inclusion Lead, JPMorgan Chase & Co.
- Jamie Smith – Chief Information Officer, University of Phoenix
- Robert Thompson – VP, Technical Product Management, Wells Fargo
- Blair Westblom – Chief Financial Officer, University of Phoenix

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):

- 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 with a concentration in Information Technology
- Associate of Science in Cybersecurity
- Bachelor of Science in Communication
- Bachelor of Science in Computer Science
- Bachelor of Science in Cybersecurity
- Bachelor of Science in Data Science
- Bachelor of Science in Information Technology
- Bachelor of Science in Management
- Master of Information Systems
- Master of Science in Cybersecurity
- Master of Science in Data Science

Graduate certificate programs

- Accounting
- Business Analytics*
- Cybersecurity*
- Finance*
- Human Resource Management
- Marketing*
- Project Management

Undergraduate certificate programs

- Advanced Cybersecurity
- Advanced Software Developer
- Business Analytics
- Cloud Computing
- Cyber and Network Defense
- Cybersecurity Digital Forensics*
- Cybersecurity Network Forensics*
- Cybersecurity Policy and Governance*
- Financial Planning
- General Management
- Human Resource Management
- Information Assurance and Security
- Leadership and Management
- Marketing
- Operations Management
- Project Management
- Scripted and Compiled Programming Languages
- Small Business Management and Entrepreneurship



FY23 program completions

Student completions in Business and IT totaled

13,410

*These programs are not available for new enrollment.

Business and IT spotlights

Arizona SHRM® creates Dr. Rosalie Lopez Award

In honor of the late Dr. Rosalie Lopez (DM/Organizational Leadership, 2010), AZSHRM created the Dr. Rosalie Lopez Emerging Professional Award. The award recognizes emerging leaders who have made impactful contributions to the HR industry at an early stage in their careers.

Dr. Lopez, a faculty member at University of Phoenix for 25 years, spent years guiding students and emerging HR professionals toward a path of success.

She was the first Latina to be a finalist in the 1971 Miss Teenage America Pageant in Tucson. She went on to serve in many leadership positions, including upper management for several Fortune 500 companies. She was frequently the first top-ranking Latina in HR positions and later began consulting in business and practicing law.

Alum earns lifetime achievement award



Linda Kalaf (MA/Organizational Management, 1991) was awarded the prestigious Al O'Connor Lifetime Achievement Award by the Arizona Society for Human Resource Management (AZSHRM) in September 2023. The award is presented to an HR professional or business leader who has exemplified a lifetime of exceptional dedication to the field.

“In receiving this award, I want to emphasize four key principles that have helped me along the way,” Kalaf said. “First, invest in your education — it is the best investment in yourself. Second, cherish relationships, as they play a pivotal role in your success. Third, recognize that you are the CEO of your life; build your Personal Board of Directors wisely. Finally, celebrate and embrace diversity, for it is our differences that make us unique.”



Putting our money where our mouth is

We believe in helping students earn career-relevant, skills-aligned Business or IT degrees that they can put into practice in the workplace right away. So, we're hiring our own.

In FY23, three BSIT students — Michael Cocci, Onyeka Ubah and Robert Aguilar — completed four-month, paid micro-internships with the University's IT department. Interns earn on-the-job experience and up to 12 hours of elective credit toward their program. And in the case of Cocci, he landed a job, becoming an IT client support tech with University of Phoenix after he graduated in October 2023.

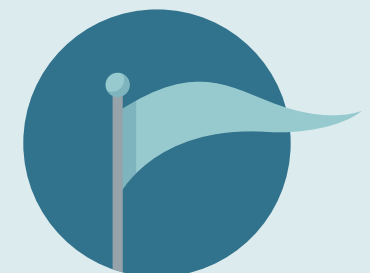
More alumni success stories

Admiral Lisa Franchetti (MS/Organizational Management, 1999) was appointed by President Joe Biden as the U.S. Navy's chief of naval operations on Nov. 2, 2023. A surface warfare officer, Franchetti is the first woman CNO and the first woman to serve on the Joint Chiefs of Staff.

Patrick Burk (MIS, 2023) was promoted to computer system architect in the National Security Agency, also in 2023.

Brooke Denevan (MIS, 2023) credited the skills she gained in Master of Information System course CMGT/583, including enterprise resource planning, key performance indicators and budgeting, as a big part of her confidence in landing an IT manager interview and her educational success.

“While these alumni results may not be every student's experience — and career prospects and advancements are always contingent on a variety of factors — we do love hearing and sharing our student success stories. It's why we do what we do and we're proud of any role our programs may have played in their success,” says CBIT Dean Kathryn Uhles.



College of Social and Behavioral Sciences

Preparing students to elevate the social and mental well-being of their communities.

With an emphasis on knowledge, skills, character and lifelong learning, programs in the College of Social and Behavioral Sciences (CSBS) prepare students to positively influence their organizations and communities. CSBS programs help students address a community's mental, psychological, emotional, social and case management needs in counseling; social work; psychology and human services; and criminal justice and public administration.

College highlights

Whether it was in our Criminal Justice, Counseling, Psychology or Social Work programs, the story of the College of Social and Behavioral Sciences in FY23 was *growth*.



College highlights continued...

Our Bachelor of Science in Social Work (BSSW) — a degree that launched in 2019 — moved into the University’s No. 11 spot in October 2023 in terms of new enrollment. This is remarkable growth in a short time, and it illustrates not only the tremendous leadership and flexibility of our program, but also our growing ability to address the need for social workers in the U.S.

Our BSSW, accredited in 2022 by the Council on Social Work Education’s Commission on Accreditation, has now expanded into 38 states, plus Washington D.C. Within the University, the program had almost twice the number of new degree enrollments in 2023 compared with 2022. We are eager to continue to expand this program.

In other CSBS news, after launching in August 2022 the Master of Science in Psychology–Direct Assessment (MSP–DA) program recorded its first graduate in June 2023.

Finally, we were excited to introduce the Crisis Support badge for Master of Science/ Clinical Mental Health Counseling (MSC/CCMH) students in FY23, which recognizes the specific skills they have developed. From January 2023 to April 2024, 103 badges were issued.

This is significant because badge earners have developed the skills to support individuals and families in crisis situations through:

- Identifying and providing culturally relevant resources
- Assessing needs of those affected by a crisis or traumatic situation
- Developing safety plans for those in need

The badge earner is able to provide this support following the ethical guidelines of the profession.

Day in and day out, I’m so proud to work alongside dedicated professionals as we expand our college and enable our students to earn a quality education in fields that make an impact.



Christina Neider
Christina Neider, EdD
 Dean, College of Social and Behavioral Sciences

College timeline

October 1, 2022

The redesigned, skills-aligned and transfer-friendly Bachelor of Science in Public Administration (BSPA) program was launched.

January 27, 2023

Our Clinical Mental Health Counseling program held its inaugural virtual Clinical Mental Health Research Symposium, with 65 attendees. University of Phoenix faculty delivered 10 research presentations.

February 13, 2023

The Clinical Mental Health Counseling Crisis Support digital badge was developed through Credly®, allowing students to showcase their achievement on digital platforms.

April 1, 2023

The redesigned, skills-aligned and transfer-friendly Bachelor of Science in Social Work (BSSW) was launched. The program realigned to 2022 Educational Policy and Accreditation Standards through the Council on Social Work Education.

June 3, 2023

John Hullar, MPA, and Judith Sugg, PhD, were named among University of Phoenix Faculty of the Year.

June 26, 2023

The first Master of Science in Psychology–Direct Assessment (MSP–DA) graduate earned her degree.

October 1, 2023

The redesigned Bachelor of Science in Applied Psychology with a concentration in Media and Technology (BSAP/MT) was launched.

Credly is a registered trademark of Credly, Inc.

Key leadership



CHRISTINA NEIDER, EDD

Dean | UOPX tenure: 18 years

Dr. Neider holds a Master of Science in Psychology and a Master of Arts in Education/Curriculum and Instruction from University of Phoenix and a Doctor of Education in Higher Education Leadership from Northcentral University.



FRANZI WALSH, DBA, MPA

Associate Dean | UOPX tenure: 26 years

Dr. Walsh holds a master's in Public Administration from Western International University, and a Master of Arts in Organizational Management and a Doctor of Business Administration from University of Phoenix.



SAMANTHA DUTTON, PHD, LCSW

Associate Dean | UOPX tenure: 7 years

Dr. Dutton holds a Bachelor of Social Work and a Master of Social Work from New Mexico Highlands University, and a Doctor of Philosophy in Social Work and Social Research from Portland State University.



MARY JO TROMBLEY, PHD

Associate Dean (incoming, March 2024) | UOPX tenure: 19 years

Dr. Trombley holds a Bachelor of Arts in Psychology and a Master of Arts in Clinical Psychology from Loyola College in Baltimore and a Doctor of Philosophy in Counseling Psychology from Howard University in Washington D.C.



SHEILA BABENDIR, EDD, LPC

Associate Dean | UOPX tenure: 17 years

Dr. Babendir holds a Master of Science in Counseling Education and Counseling Psychology from the University of Wisconsin-Madison and a Doctor of Education in Counseling Psychology from Argosy University.



BRYAN VALLANCE, MBA

Assistant Dean of Operations and Faculty | UOPX tenure: 18 years

Vallance holds a Bachelor of Science in Business and a Master of Business Administration from University of Phoenix.

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 Correctional Program Support Services
- Bachelor of Science in Criminal Justice Administration
- Bachelor of Science in Industrial-Organizational Psychology
- Bachelor of Science in Public Administration
- Bachelor of Science in Social Work
- Master of Public Administration
- Master of Science/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 Industrial-Organizational Psychology
- Master of Science in Psychology



FY23 program completions

Student completions in Social and Behavioral Sciences totaled

3,181

Industry Advisory Council

The CSBS advisory councils meet periodically to discuss a range of topics designed to advance the college and better serve our students.

Counseling, Psychology and Human Services council:

- Lacey Berumen, PhD – Chief Executive Officer, Let’s Talk About Change; former Director of Behavioral Science, TRACKtech, LLC
- Krista Collins, PhD – Executive Director, Measurement & Evaluation, National Center for Missing & Exploited Children
- LaVerne Collins, PhD – Owner, New Seasons Counseling, Training, and Consulting, LLC
- Monalisa McGee, PhD – Chair, National Board for Certified Counselors Board of Directors; Clinical Mental Health Counseling Program Chair and Full-Time Faculty, University of Phoenix
- Tori Torres, LPC – Governance Consultant, National Board for Certified Counselors Board of Directors, 2020–2023
- Nikki Watkins, PsyD, LMFT – Mental Health Clinician, San Diego Sheriff’s Department

Criminal Justice, Security and Public Administration council:

- Reginald Grigsby – Director’s Office, Law Enforcement, Arizona Attorney General’s Office
- Carl Nink – Director, Policy and Audits, Management & Training Corporation (retired)

- Rob Olding, PhD – Assistant Director, Treatment and Educational Services, Arizona Department of Corrections (retired)
- Tommy Tunson, DBA – Professor of Criminal Justice and Director of Public Safety Training Programs, Bakersfield College
- Neal Young – Deputy County Manager, Coconino County, Arizona (retired)

Social Work council:

- Faith I. Baker – Rating Veterans Service Representative, U.S. Department of Veterans Affairs
- Krista Collins, PhD – Executive Director, Measurement & Evaluation, National Center for Missing & Exploited Children
- Amanda Fixsen, PhD – Vice President, Programs and Implementation, Invest in Kids
- Lindsey O’Connell, LCSW, CAADC – Vice President of Operations, Mind Body Wellness; Owner, Psychotherapist & Mental Health Educator, Lindsey O’Connell Counseling
- Bob Zylstra, EdD, LCSW – Professor, Director of Behavioral Science, and Assistant Program Director, Family Medicine Residency, University of Tennessee (retired)

Faculty scholarship

In FY23, CSBS faculty continued to publish and present at a high pace. We are proud to shine a light on a sampling of their efforts:

Christa Banton, EdD, “Examining Faculty Transition to 100% Online Learning During a Pandemic: A Narrative Inquiry,” *The Qualitative Report*, Jan. 14, 2023

George Schreiner, PhD, co-presenter, “Scholarship of Teaching,” Louisiana Department of Health – Office for Citizens with Developmental Disabilities, Sept. 20, 2022

Tracey Wood, PhD, community presentation on Threat Management for the Federal Government, March 3, 2023

Frank Kardasz, EdD, “First Responders Guide to Individuals in Crisis,” PANO Publishing, LLC, April 9, 2023

Jeni Clark, “Ethical Use of Facial Recognition Technology: A Case Study of U.S. Customs and Border Protection,” Homeland Security Digital Library, Dec. 20, 2022.



Social and Behavioral Sciences spotlights

Program chair leads college, national mental health efforts

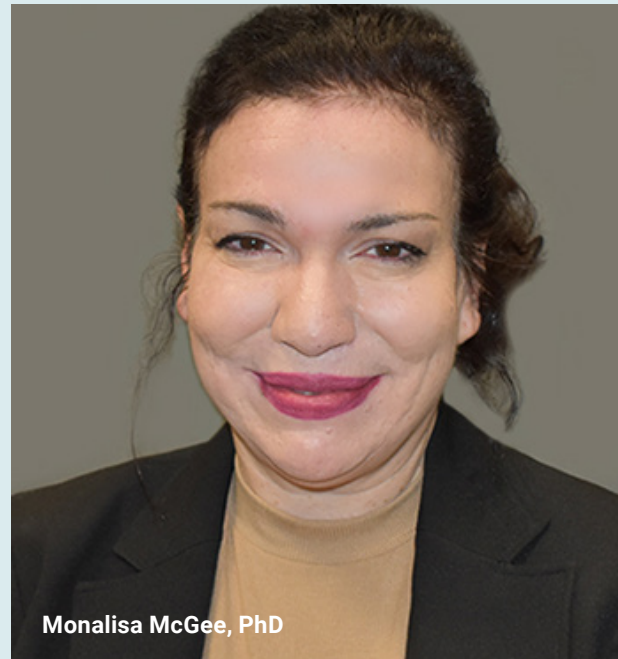
Passionate about improving access to mental healthcare, Monalisa McGee, PhD, is now in her second term as chair of the National Board for Certified Counselors (NBCC®) Board of Directors. She is also one of the program chairs for the University's MSC/CCMH counseling program.

"You just turn on the news at any given time, and our communities could use the support of the graduates we're preparing. We're truly training students to be real-world, real-life clinicians," she says.

She believes advocacy work, skills as a faculty practitioner and a commitment to community must intersect for students to be prepared to best serve their home communities.

On the national front, McGee is proud of NBCC's efforts to collaborate with industry-leading organizations to help get important pieces of legislation passed. For example, Medicare's inclusion of counselors and marriage and family therapists now widens the net for seniors to access mental health services.

McGee says she has taken skills she has honed at University of Phoenix to the highest levels of the NBCC, which administers the National Counselor Examination. "I'm humbled and it's an honor to work for University of Phoenix," she says.



Monalisa McGee, PhD

Graduate credits her success to support of CSBS faculty and staff

Patricia Mielke (MSC, 2023) has come a long way since forgoing high school to take care of her siblings. She overcame a number of challenges in childhood. Perhaps the most damaging was being told she would never amount to anything.

Her master's in Counseling diploma proves that wrong.

Mielke's educational journey grew out of the need to protect her son. When he was diagnosed with a mental health condition, Mielke knew she had to advocate for him. That meant going back to school.

She got her GED and then applied to University of Phoenix to enter a bachelor's degree program. She followed that with a master's degree.

In conversations with college leadership, she credited the support she received from her academic counselor, her financial advisor, and her faculty and field placement coordinators within CSBS for helping her get to the finish line of her master's degree.

Social and Behavioral Sciences spotlights continued...



Krasen Boshnakov,
MSP 2023

Adding a personal touch

A family man who works full time as a clinical pharmacist for a major healthcare provider, Krasen Boshnakov (MSP, 2023) says he asked himself this “wild” question a few years ago: *What if I got a master’s in Psychology purely for the purpose of serving my patients?*

“I want to be good as a clinical pharmacist. With a psych degree, I felt like I could understand my patients better and formulate my thoughts better. I have the PharmD, which taught me how to look at patients from a medical perspective. I have an MBA, which taught me how to be concise and examine things through a business lens. And now the Psych degree has taught me there is another way of thinking — and this helps me try to understand what patients are thinking too.”

Earning the degree wasn’t easy. Boshnakov has an 11-year-old daughter and 7-year-old twin boys, so study time cut into family time.

But he got it done.

Although he jokes that he’s not sure his wife is going to allow any more degrees, he hopes he set an example for his kids and for others. “If you’re trying to build yourself up, there’s more than one way,” he says. “For me, I just wanted to add a more personal touch to a job I already do.”

Alumni promoted to director of Arizona DPS

Col. Jeffrey Glover (MPA, 2018) was promoted to director of the Arizona Department of Public Safety (DPS) by Arizona Gov. Katie Hobbs in January 2023.

Glover began his career with the Tempe Police Department in October 1999 and worked his way through the ranks, ultimately rising from field training officer and narcotics detective to chief of police in August 2021.

According to his Arizona DPS bio, Glover emphasizes community involvement and education, and provides instruction on various topics, including leadership; ethics and professionalism; team dynamics; fair and impartial policing; health and wellness; and safety through communication training.

Glover is currently the national first vice president for the National Organization of Black Law Enforcement Executives. He is a national board member for Mothers Against Drunk Driving. He also serves on the International Association of Chiefs of Police Board of Directors.



Jeffrey Glover, MPA



Sheila Babendir, EdD, LPC

Associate deans make mark inside CSBS — and in the community

Two of our associate deans have been leading in their respective communities:

- Sheila Babendir, EdD, LPC, served as president of the Arizona Counseling Association (AzCA) in 2022 and 2023. AzCA is a branch affiliate of the national American Counseling Association and provides continuing education to counselors and students in the counseling profession through webinars, conferences and training. AzCA works legislatively to support bills that align with the American Counseling Association Code of Ethics.
- In July 2022, Samantha Dutton, PhD, LCSW, was elected president of the Tennessee Chapter of the National Social Work Association. The chapter boasts a membership of more than 2,000 social work professionals. Throughout her term, Dr. Dutton has led board meetings, actively engaged in the National Delegate Assembly, and advocated for social work issues at both the national and state legislative levels.



Samantha Dutton, PhD, LCSW

College of Health Professions

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

The College of Health Professions (CHP) 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.

College highlights

Accreditation was the top story for the College of Health Professions in FY23.

In November 2022, CHP welcomed a site visit from the Commission on Accreditation of Healthcare Management Education (CAHME). Following that visit, CHP's Master of Health Administration was reaccredited for a seven-year term in February 2023. This is the longest accreditation period CAHME grants.

This is a real badge of honor for us. It is a distinction that confirms our commitment to delivering a quality academic program that employers respect.



ASHLEY SHAW,
BSHA/HIS 2016

College highlights continued...

CAHME accreditation is the benchmark for students and employers alike that ensures students are well prepared to lead in healthcare management.

In addition to our programmatic accreditation, we are also proud to have been invited into the CAHME Mentorship Circle in October 2023. This invitation-only recognition means our MHA program can provide leadership and mentorship to other programs. As part of these efforts, we will host a Diversity, Equity, Inclusion and Belonging (DEIB) webinar for other CAHME-accredited programs in summer 2024, highlighting the DEIB practices CAHME has recognized us for.

Please read on to learn more about our college and the people who make it a success.



Mark Jöhanncsson

Mark Jöhanncsson, DHSc, MPH
Dean, College of Health Professions

College timeline

November 2022

Associate Dean Heather Steiness, PhD, and Cindy Mackay-Neorr, EdD, program chair and faculty supervisor, presented on COVID-19 educational strategies at the American Public Health Administration conference.

May 2023

Dean Mark Jöhanncsson, DHSc, MPH, moderated a session for the University's second annual Inclusive Leadership Summit, which explores the path to creating diverse, equitable and inclusive workplaces.

June 2023

Jackie Lucas, core faculty member for CHP, presented on inclusive and intentional leadership at the Association of University Programs in Health Administration conference in Maryland.

September 2023

To give students a better learning experience, our Introduction to Health and Disease (HCS/245T) course was revised to promote learning through video lessons rather than a textbook.

December 25, 2023

Our first BSHM-DA students graduated, completing CHP's new Direct Assessment program. The program, which launched in January 2023, can be completed for less than \$11,000 and in less than one year.*

February 2024

The Master of Public Health with a concentration in Community Health Leadership program finished curriculum updates to ensure students are educationally prepared for the ever-changing job market.

April 2024

We launched a pilot program for MHA students to provide them with more personalized feedback on academic achievement and career planning.

March-May 2024

We piloted career-focused resources in our Bachelor of Science in Health Administration program, based on input from our Industry Advisory Council.

*Time frame is dependent on how many courses a student takes per 12-week term.

Key leadership



MARK JÖHANNTSSON, DHSC, MPH

Dean | UOPX tenure: 8 years

Dr. Jöhanntsson holds a Master of Public Health from San Jose State University and a doctoral degree from Nova Southeastern University.



HEATHER STEINESS, PHD, MPH

Associate Dean | UOPX tenure: 4 years

Dr. Steiness has a Master of Public Health from the University of Michigan and a PhD from Arizona State University.



NYE CLINTON, PHD, MHA

Associate Dean | UOPX tenure: 20 years

Dr. Clinton holds an MA from SUNY Buffalo, and an MHA, MBA and a doctoral degree from University of Phoenix.

Degree programs

- Bachelor of Science in Health Administration
- Bachelor of Science in Health Management
- Master of Health Administration
- Master of Health Administration with a concentration in Healthcare Compliance and Privacy
- Master of Health Administration with a concentration in Informatics
- 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



FY23 program completions

Student completions in Health Professions totaled

3,565



Industry Advisory Council

The College of Health Professions Industry Advisory Council hosted its annual meeting May 18-19, 2023. Industry Advisory Council members include:

- 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
- Dean Athanassiades – Senior Director, Project Services, Philips Healthcare
- Frazier Beatty, PhD – Program Director, Public Health, Regis College
- Michelle Clemons – Consultant, Florida Department of Health
- Vincent DaCosta – Director, Databricks
- Lawrence Fergus, RN – Senior Consultant, Healthcare Management Insights
- Eugene Hayes, PhD, MBA – Senior Project Officer, U.S. Department of Health and Human Services
- Jamila Jones, PhD – Health Communication Officer, Centers for Disease Control and Prevention
- Jeff Kindrai – Director/Health Officer, Grant County Health Department
- Tomás León, MBA – President, Equality Health Foundation
- Steven Linerode, RN – Director, Risk and Safety Management, Community Howard Regional Health System
- Fredreka Living – Corporate Compliance Officer, University of Phoenix
- Jackie Lucas – Consultant, Creative Healthcare Solutions; Core Faculty, University of Phoenix
- Julie Ritzman – Vice President, Patient Safety and Risk Management, The Doctors Company
- Thomas Sloan – President, TJ Sloan & Associates; Core Faculty, University of Phoenix
- Roy Swift, PhD – Executive Director, Workcred
- Ajith “AJ” Thomas, AIA, NCARB, ACHE, LEED AP, BD+C, EDAC – Vice President, Healthcare Studio Leader, Corgan
- Robert Vella, MPH – Chief, Communicable Disease Bureau, Delaware Division of Public Health; 2019 and 2021 University of Phoenix Faculty of the Year
- Rebecca Walker, PhD, JD, MSN – Deputy Director, Division of Public Health, Delaware Health and Social Services
- Liz Warren – Faculty Director, Storytelling Institute, South Mountain Community College



Health Professions spotlights

CDC staffer brings experience to classrooms and curriculum

Jamila Jones, PhD, discovers that her heart races a little bit faster when students identify a career path in public health that they hadn't thought of before.

Take her job, for example.

Dr. Jones is a full-time health communication officer for the Centers for Disease Control and Prevention (CDC). After earning a master's in Public Health more than 20 years ago, she took a fellowship position in the CDC's media office. A career was born. "I ended up building my career in health communications from there," says Dr. Jones, who was also hired as lead faculty area chair (LFAC) for the College of Health Professions in January 2023. She has a PhD in Public Health.

"Whenever there is a big emergency, I deploy to the field to support CDC communications. After hurricanes, for example, there is a risk of water contamination, environmental threats with mosquito bites, mold, etc. I talk a lot in my Environmental Health (MPH/540) class about my experience deploying to the field. Students like to hear there are different paths for being involved in public health."

An adjunct instructor with the University for more than 10 years (and now also a member of our core faculty), Dr. Jones says her role as LFAC has allowed her to have greater impact with curriculum design.

"When we're looking at discussion questions and assignments, for example, I can help make sure they are going along with what's happening in the (public health) field right now. In this way, we ensure our curriculum is as up-to-date as possible for our students," she says.

MHA graduate Jeannie Garcia "caps" a memorable year

What if there was a mobile mental health clinic that went into the most underserved populations in the Los Angeles area?

That's the topic Jeannie Garcia explored in her MHA-CB capstone class. One of our early graduates in the competency-based MHA, Garcia chose the CB program because it allowed her to leverage her 30 years of healthcare experience to earn her degree in less time.

"I didn't need to learn all this from scratch. I could prove what I already knew and add to my knowledge," says Garcia, who is currently executive director of patient business services for Children's Hospital of Los Angeles.

As for her capstone class project, she created a hypothetical plan for a mobile mental health clinic.

"San Gabriel, Antelope Valley and South LA are the most underserved areas here. The populations in those areas have a myriad of issues that keep them from seeking mental health," she says. "So, I built my capstone project around taking mental health directly to them."

She received a 100% on the assignment.



Jeannie Garcia, MHA

"I found Jeannie's Mobile Mental Health Clinic proposal to be extremely innovative," says faculty member Jackie Lucas. "Jeannie's focus on providing care within and for all communities is the type of thinking we need from healthcare leaders today."

The grade moved Garcia, who last attended college 30 years ago, to tears. "My husband will tell you I was doubting myself throughout the entire program. I kept asking myself, 'Can I really do this, after 30 years?'"

"Finally, after I kept getting high marks, my husband asked me: 'At what point do you stop doubting yourself?' I tear up just thinking about it," Garcia says.

College of Nursing

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

The College of Nursing is an innovative educational provider for post-licensure and graduate nursing programs for registered nurses.

Student learning outcomes align to career-relevant skills and the college's core values: leadership, scholarship, professional practice, interprofessional collaboration, safe patient-centered care, caring, and diversity, equity and inclusion.

The curriculum for all nursing degree programs is aligned with the American Association of Colleges of Nursing (AACN) Essentials – the expected competencies of graduates of nursing practice programs – to ensure nursing graduates are prepared to pursue lifelong learning opportunities.

College highlights

One of the big successes in the College of Nursing in FY23 continues to be our high retention rate.

And since our BSN students come in as RNs (and 94.4% are employed while enrolled at the University) many look to us to educationally prepare them for possible next steps in their career journeys.



College highlights continued...

The College of Nursing strives to position our nurses to be more versatile within the field and be equipped as leaders. No matter what degree level our students complete, one of our goals is to ensure our graduates are prepared to lead discussions in their workplaces.

I am also so proud of the time and attention that our college's leaders have put into what I call the scaffolding of our courses. Every course within each of our programs builds on another — and every degree level builds on the one before it.

As a college, we are also doing our part to help prepare students to step into the mental health crisis in America with skills and solutions. In early FY23, we launched our MSN/Psychiatric Mental Health (MSN/PMH) Nurse Practitioner program. Releasing highly skilled practitioners into the workforce will help ease the strain on employers and the strain on those seeking treatment.

A recent survey from the American Psychological Association shows that of behavioral health clinicians with wait lists, 72% reported having longer wait lists since the start of the pandemic.

This means patients who have finally given themselves permission to seek care often have to wait to receive it. According to the American Psychiatric Association, more than 40% of psychology practices have a wait list of more than 10 patients, and 15% had wait lists of more than 30 people!

With the launch of our MSN/PMH Nurse Practitioner program our graduates can help meet this need! Depending on the state where they practice, they can diagnose, prescribe and even run their own clinics to address issues like anxiety, depression and substance abuse — helping some of the many Americans who want to seek care.

This is important work. I'm so honored to be a part of the team that's doing it every day.



Raelene Brooks
Raelene Brooks, PhD, RN
Dean, College of Nursing

College timeline

Oct. 1, 2022

The MSN/Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program launched, offering a path for students who want to specialize in neuropsychiatric care and treatment.

Spring 2023

Our first Doctor of Nursing Practice cohort of 14 students earned their degrees.

April 2023

The college added a National Director of Clinical Practice position to strengthen our professional relationships with health providers in states where our students are placed for preceptorship.

Key leadership



RAELENE BROOKS, PHD, RN

Dean | UOPX tenure: 4 years

Dr. Brooks holds Bachelor of Science in Nursing and a Master of Science in Nursing with a specialization in Nursing Education from University of Phoenix and a PhD in Nursing Science from the University of San Diego.



LINNEA AXMAN, DRPH, DNP, MSN, RN, FNP-BC, PMHNP-BC

Associate Dean | UOPX tenure: 4 years

Dr. Axman holds a Bachelor of Science in Nursing from the University of Michigan, a Master of Science in Nursing–Family Nurse Practitioner from the University of Kentucky, a Post-Master’s Certificate as a Psychiatric Mental Health Nurse Practitioner from the University of Cincinnati, a Doctor of Public Health from The George Washington University and a Doctor of Nursing Practice from the University of Cincinnati.



PATRICK LAROSE, DNP, MSN/ED, RN

Associate Dean | UOPX tenure: 2 years

Dr. LaRose holds a Bachelor of Science in Nursing from University of Phoenix, a Master of Science in Nursing with a specialization in Nursing Education from Walden University and a Doctor of Nursing Practice from Capella University.



BRANDI MORSE, EDD, MAED

Assistant Dean of Operations and Faculty | UOPX tenure: 14 years

Dr. Morse holds a Bachelor of Arts in English from Arizona State University, and a Master of Arts in Education with a focus on Adult Education and Training and a Doctor of Education in Educational Leadership from University of Phoenix.



SUN JONES, DNP, RN, FNP-BC

Systematic Program and Curriculum Evaluator | UOPX tenure: 12 years

Dr. Jones holds several degrees from Arizona State University, including a Bachelor of Science in Microbiology and Nursing, a Master of Science in Nursing/Family Nurse Practitioner and a Doctor of Nursing Practice.



HOPE FARQUHARSON, PHD, RN, MSN

National Director of Clinical Practice | UOPX tenure: 1 year

Dr. Farquharson holds a Bachelor of Science in Nursing and a Master of Science in Nursing Emphasis Nurse Educator from California State University, Dominguez Hills. She also holds a Doctor of Philosophy in Nursing Research and Education from the University of San Diego.

Degree programs

- RN to Bachelor of Science in Nursing
- 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
- Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner
- Doctor of Nursing Practice

Accreditation

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



FY23 program completions

Student completions in Nursing totaled

1,120

Industry Advisory Council

During the 2023 Industry Advisory Council meetings, members were updated on the College of Nursing's strategic goals, and members provided insights on industry trends and needs for nursing graduates. Advisory council meetings occur twice a year. Council members also engage throughout the academic year on initiatives.

- Manny C. Barbosa, DHA, MSN/Ed, RN, CCRN, PCCN – Surgical Intensive Care Unit Nurse Manager, U.S. Department of Veterans Affairs
- Candice Vaughan Griffin, DNP, RN, NEA-BC – Executive Director, Clinical Education and Professional Development, Banner Health
- Barbara Barney-Knox, MBA, MA, BSN, RN – Deputy Director Nursing and Chief Nurse Executive, California Correctional Health Care Services
- Linda MacIntyre, PhD, RN, PHN, FAAN – Chief Nurse, American Red Cross
- Donna Meyer, MSN, RN, ANEF, FAADN, FAAN – CEO Emeritus, Organization for Associate Degree Nursing
- Captain Thomas Pryor – Nurse Consultant, Centers for Medicare & Medicaid Services
- Lynn Sagara, MPH, RN – Board of Directors, Southern Arizona Chapter, Diversity, Equity & Inclusion Committee Chair, American Red Cross
- Jason Saude, DNP, FNP – Clinical Manager, Abdominal Transplant Manager, University of California San Diego Health
- Rhonda Thompson, DNP, MBA, RN, NEA-BC – Chief Nursing Officer, Senior Vice President of Patient Care Services, Phoenix Children's Hospital
- Anne Marie Watkins, DNP, MSHCA, RN, CENP – Senior Vice President and Chief Nursing Executive, Assistant Dean, Nursing Education, UCI Health

Non-voting council member:

- Antoinette Dzedzic, PhD, MSN, RN – Chapter President, Omicron Delta, Sigma Theta Tau International

Nursing spotlights



College dean named among 'who's who'

Raelene Brooks, PhD, dean of the College of Nursing, was named to the 2023 "Who's Who in Healthcare: Industry Leaders" list by *AZ Business* magazine.

Designations to the Who's Who in Healthcare list come from a panel of professional leaders from various industries including healthcare, higher education and business, in conjunction with *AZ Business* magazine's editorial board.

"It is an incredible honor to be named one of the top healthcare leaders in Arizona," says Dr. Brooks. "The work we do in the College of Nursing at University of Phoenix is driven by

a commitment to prepare the next generation of healthcare professionals to succeed in a dynamic environment. To have that work recognized alongside other healthcare leaders is a distinct honor. I am immensely proud of the work we do at the University and grateful to be included among this list of innovators and leaders."

Faculty scholarship moving at prolific pace

University of Phoenix faculty are practitioners with real-world experience. One of the standard policies behind that commitment is that faculty must demonstrate scholarly activity (e.g., journal publications, conference presentations, white papers, leadership forums) once every five years.

In the College of Nursing, 100% of our faculty are meeting that requirement – *annually*.

"Our Nursing students can have confidence that their faculty members are up to date in best practices in nursing and actively sharing them in the professional community. As a result, our students are learning from faculty with current, real-life experience and not old, outdated material," says Nursing Dean Raelene Brooks, PhD.

Nursing spotlights continued...

Josephine Bennion shines as Faculty of the Year

A classical piano teacher for 30 years, Josephine Bennion, DNP, APRN, FNP-C, switched careers after the last of her four children left home. “I realized it was OK to do something just for me,” she says, adding that she didn’t tell anyone but her husband at first that she was going back to school to become an RN. Then to get a BSN. Then to become a certified family nurse practitioner.

There’s a doctoral credential behind her name now. Doctor of Nursing Practice, to be precise. “I got the doctorate so I could teach. I knew that’s what I wanted to do for the rest of my life,” she says.

And University of Phoenix students are better for it. A University of Phoenix Faculty of the Year recipient, Dr. Bennion has taught multiple courses in the Nurse Practitioner program. “I really enjoy these students so much. I know this will sound ridiculous, but every time a class ends, I’m sad. I feel like I’ve lost something.”

Dr. Bennion brings her experiences working with patients in assisted living, group home and memory care settings into her classroom. “My students want to know what it’s like. I take advantage of the discussion forum, tell firsthand stories, add my research, and get them to think about what they would do in certain situations. The students leave grateful because this makes them feel much better prepared,” she says.



Josephine Bennion, DNP,
with Provost and Chief Academic
Officer John Woods, PhD



Gloria Littlemouse, PhD

Student spotlight: Gloria Littlemouse

With history deeply rooted in the Navajo Nation and her Diné ancestry, Gloria Littlemouse, PhD, grew up at a time when her Navajo heritage wasn’t embraced.

Undeterred by adversities, Dr. Littlemouse put herself through college. Unwavering determination helped her realize her ultimate dream — attaining a doctoral degree, which she did at University of Phoenix.

She deliberately chose a path centered on healing, embracing nursing as a profession. With over 35 years of experience in adult clinical practice, Dr. Littlemouse leads clinical rotations for a new generation of nurses. Now an assistant professor at Vanderbilt University School of Nursing, she aspires to continue amplifying Indigenous representation.

Read more about Dr. Littlemouse’s story, including how she integrates ancestral wisdom into her practice, on page 71.

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 educating in K–12 settings to organizational/corporate training in postsecondary contexts. 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.

College highlights

While COVID-19 is firmly in the rearview mirror for many work environments, the College of Education (COE) continues to address some aspects of the pandemic.

For example, relaxed certification requirements from some state education departments in response to a COVID-induced wave of educators leaving the field triggered a new reality for student teachers. Some districts began compensating student teachers to entice them to complete their programs (and to address the teacher shortage).

This was a welcome development for students for whom the traditionally unpaid three months of student teaching is a financial barrier to completing their degree.



College highlights continued...

The policy shift enticed some students to return to their program to complete their student teaching requirement. **While this addressed an immediate need in teacher staffing, it didn't address skills that understandably became rusty.**

To help these students we created Prepping for Student Teaching Success (STS/101) – informally known as “boot camp.” The no-cost boot camp is highly recommended for COE students who have been out of attendance for a year or more.

Created by staff and faculty, the boot camp features five modules covering:

- Classroom management
- Lesson planning and instruction
- Professional dispositions
- Social/emotional learning
- Understanding edTPA*

Another issue some student teachers faced in 2023 was a lack of classroom mentorship due to the teacher shortage. Student teachers found themselves as “teachers of record” – meaning they are managing classrooms without the

*edTPA is a performance assessment accepted by some states in lieu of a certification exam. It allows student teachers to film themselves in classroom settings and then write academic-based reflections on why their lessons did or did not work.

traditional model of certified teachers being in the classroom for support, yet still under the supervision of faculty supervisors.

As novice teachers, they need more support. So, we created training resources to help faculty supervisors in the schools where our students are placed. We've worked hard to get to know these supervisors so that we can help them coach their student teachers. We've also moved up our on-site informational meeting and midterm evaluation schedule to earlier in our student teachers' field assignments so we can triage problems they might be experiencing earlier.

It's a tremendous amount of legwork – all geared toward helping our students succeed in their field placements.

At University of Phoenix, we monitor for the national trends in education. When we see a need, we can be nimble. And in that way, our students, and their students, are well served.



Pamela Roggeman

Pamela Roggeman, EdD
Dean, College of Education

College timeline

January 2023

COE's National Industry Advisory Council and California Industry Advisory Council gathered to inform the college's licensure programs.

April 2023

COE Dean Pamela Roggeman, EdD, and Associate Deans Lisa Ghormley and Ashley Bartley presented at the national Online Learning Consortium conference.

May 2023

COE leaders presented at the University of Phoenix Inclusive Leadership Summit.

June 2023

COE faculty member Molly King, EdD, was named one of the University's 15 Faculty of the Year for her significant contributions to our Teacher Preparation programs.

July 2023

Students who had been out of attendance were offered the opportunity to reinforce preparedness to student teach by completing the newly developed Prepping for Student Teaching Success (STS/101).

Throughout 2023

COE held regular, synchronous meetings of our faculty, practicum faculty and California faculty. The college's Diversity, Equity, Inclusion and Belonging Council met monthly.

Key leadership



PAMELA ROGGEMAN, EDD

Dean | UOPX tenure: 10 years

Dr. Roggeman earned her bachelor’s in Secondary Education and her master’s in Educational Psychology from University of Arizona. She also holds an EdD in Education Leadership and Innovation from Arizona State University.



LISA GHORMLEY, MA

Associate Dean | UOPX tenure: 12 years

Ghormley earned her bachelor’s degree in Elementary Education at Grand Canyon University and her master’s degree in Educational Leadership at Northern Arizona University.



ASHLEY BARTLEY, MA

Associate Dean | UOPX tenure: 17 years

Bartley earned a bachelor’s in Elementary Education at Arizona State University and a master’s degree in Adult Education at University of Phoenix.



JONATHAN LEWIS MA, MS

Assistant Dean of Operations and Faculty | UOPX tenure: 24 years

Lewis holds a Master of Arts in Education from Chapman University and two Master of Science degrees in Strategic Intelligence from the Defense Intelligence College in Washington, D.C.

Degree programs

The following College of Education teacher preparation 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/Administration and Supervision

- Master of Arts in Education/Elementary Teacher Education
- Master of Arts in Education/Secondary Teacher Education
- Master of Arts in Education/Special Education
- Graduate Initial Teacher Certificate/Elementary
- Graduate Initial Teacher Certificate/Secondary
- Graduate Initial Teacher Certificate/Special Education

The following College of Education teacher preparation programs have been reviewed and approved by the California Commission on Teacher Credentialing (online California residents only):

- Master of Arts in Education/Elementary
- Master of Arts in Education/Secondary
- Bachelor of Science/Liberal Studies
- California Teachers of English Learners

Additionally, the College of Education offers three state-approved, graduate-level, non-degree courses for California teachers seeking the Crosscultural, Language, and Academic Development (CLAD) certificate.

The College of Education offers the following non-licensure programs:

- Master of Arts in Education/Administration and Supervision
- Master of Arts in Education/Adult Education and Training
- Master of Arts in Education/Curriculum and Instruction

Additionally, the following programs have been reviewed and approved by the North Carolina Department of Public Instruction (online North Carolina residents only):

- Graduate Initial Teacher Certificate/Elementary
- Graduate Initial Teacher Certificate/Secondary
- Graduate Initial Teacher Certificate/Special Education



FY23 program completions

Student completions in Education totaled

996

Industry Advisory Council

In FY23 the College of Education hosted a meeting with its National Industry Advisory Council and California Industry Advisory Council.

National Industry Advisory Council

- Katherine Bassett – Chief Executive Officer, New Jersey Tutoring Corps Inc.
- Jemelleh Coes, PhD – Director, Teacher Leadership programs, Mount Holyoke College
- Jeanne DelColle, PhD – Executive Director, Center for Future Educators, The College of New Jersey
- Duane (D.T.) Magee – Executive Director, Iowa Association of School Boards; former Superintendent of Schools and Director of Human Resources, Norwalk Community School District
- Amanda Miliner – School Principal, Houston County Board of Education; former Georgia State Teacher of the Year
- Dewayne J. McClary – Executive Director, Strategic Partnerships, engage2learn; Founder and Managing Partner, Educational Equity Partnership
- Kim Kross – Chief Operations Officer, Big Blue Marble Academy
- Kim Graham – Chief Executive Officer, Arizona Educational Foundation
- Lindsey Jensen, EdD – Early Career Development & Student Director, Illinois Education Association; former Illinois State Teacher of the Year
- Mandy Manning – Digital Content Specialist, Washington Education Association; former National Teacher of the Year
- Joseph Fatheree, EdD – Innovation Specialist, Oak Ridge Schools; Top 10 Finalist 2016 Global Teacher Prize; former Illinois State Teacher of the Year
- Nancy Parra-Quinlan – Teacher, Mesa Public Schools; Air & Space Forces Association 2022 Teacher of the Year
- Michael Lindblad – Culturally Responsive Educational Specialist, Oregon Department of Education; former Oregon State Teacher of the Year
- Sydnee Dickson, EdD – State Superintendent of Public Instruction, Utah State Board of Education

California Industry Advisory Council

- Alec Barron, EdD – Director, San Diego Science Project, University of California San Diego
- Matt Moody – English Language Development Teacher, San Diego Unified School District
- Kristie Remaly – Course Instructor, Western Governors University; Contributing Faculty, Walden University; Faculty and Student Teacher Faculty Supervisor, University of Phoenix
- Valerie Saylor – Coordinator, New Teacher Development Department, Bakersfield City School District
- Shirley Esau – Retired educator and adjunct faculty at Fresno Pacific University
- Conni Campbell, EdD – Coordinator, Human Resources, San Diego County Office of Education



Education spotlights

Faculty members publish at prolific rate

Ronald Malcolm, EdD, who taught his first class at University of Phoenix in 2004, authored 14 published articles within the discipline of special education in 2023. Topics included autism accommodations and effective strategies for coping with asthma.

Another prolific writer and national-level conference presenter is Charity Jennings, EdD. In 2023, she published nine articles, presented to two national educational conferences, and frequently authors book chapters and online articles.

Dr. Jennings, who joined University of Phoenix in 2003, also serves as a subject matter expert for the COE on matters of curricula development and complex state regulatory requirements.

Drs. Malcom and Jennings are emblematic of COE faculty, who are productive contributors to education scholarship across the many disciplines of this profession.



Ronald Malcolm, EdD



Charity Jennings, EdD



Building strong local ties

During 2023, COE worked to build deeper and longer-lasting relationships with our local education partners. In July, the COE purchased and donated 48 fully loaded school backpacks to two North Carolina school districts. Backpacks were distributed to students with financial need at Marin County and Beaufort County schools.

“Naturally, we were thrilled to partner with local schools and play a small part in the material preparedness for the new school year for 48 children,” says Pam Roggeman, EdD, dean of the College of Education.

College of Doctoral Studies

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

Since 1999, the College of Doctoral Studies (CDS) has delivered quality doctoral programs comprising relevant, career-focused curriculum and facilitated by a highly skilled and professional team of dedicated faculty. In 2023, we celebrated our 24th anniversary and another year of accomplishments by our graduates, students, faculty and staff.

College highlights

The College of Doctoral Studies is a dedicated doctoral school that surrounds each student with an extensive Doctoral Education Ecosystem™ approach to help them apply the knowledge, acumen and rigor they need to succeed on the demanding path to a terminal degree. In 2023, we enhanced this ecosystem with a series of scholarly and research student support workshops and the expansion of our CDS Alumni Mentor Program. More than 230 alumni volunteered as mentors, and our Dissertation to Publication Workshop supported 44 students and faculty as they achieved the publication of 21 articles.



College highlights continued...

Our doctoral programs are designed to readily transform postgraduate students into successful scholars, subject matter experts and innovators in their field. Applying our unique Scholar-Practitioner-Leader™ model, courses are focused on applying knowledge, critical thinking and leadership to address real-world problems. In 2023, 22 CDS faculty were recognized by the Phoenix500, a University-wide faculty excellence award.

Our vibrant community of thought leaders and extensive network of tools and training are designed to optimize, enrich and expedite the doctoral journey. Our graduates are leaders in their fields of practice who can drive change and make significant contributions to their organizations and communities. Our Research and Scholarship Enterprise contributed to industry knowledge and understanding through the thought leadership of our research centers: Center for Leadership Studies & Organizational Research (CLSOR), Center for Workplace Diversity and Inclusion Research (CWDIR) and Center for Educational and Instructional Technology Research (CEITR).



Hinrich Eylers

Hinrich Eylers, PhD, PE

Vice Provost

Doctoral Studies and Academic Operations

College timeline

- November 2022**

CEITR launched a project called “Exploring contributing factors to student attritions at the College of Doctoral Studies: Action research.”
- January 2023**

CEITR started 12 team research projects focused on teaching and learning; topics include artificial intelligence, higher education and general studies.
- February 2023**

CWDIR began five research studies on professional social capital and belonging.
- March 2023**

Using a new online user interface, *Phoenix Scholar* launched its 16th edition, on exploring adult learners’ teaching and learning challenges and approaches; the edition is the largest yet.
- April 2023**

CDS celebrated that 136 authors have published their dissertations since 2017 in peer-reviewed journals through support and guidance with our Dissertation to Publication Workshops.
- May 2023**

The college held its annual “Doctoral Journey Colloquium,” with topics such as “How to Select a Research Topic,” “Problem, Purpose, and Research Question Development” and “Research Triad and Research Method and Design Alignment.”
- October 2023**

Over 520 participants attended the 10th annual Knowledge Without Boundaries Summit, a dynamic forum for research and innovative industry value prospects.
- October 2023**

The Knowledge Without Boundaries Summit also presented awards for the Dissertation of the Year and the inaugural President’s Awards for Excellence in Diversity, Equity, Inclusion and Belonging in Research, Scholarship and Dissertation.

Learn more:



Learn more:



Key leadership



HINRICH EYLERS, PHD, PE

Vice Provost, Doctoral Studies and Academic Operations
UOPX tenure: 14 years

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.



JOHN RAMIREZ, MBA, MS

Dean of Operations | UOPX tenure: 19 years

Ramirez holds 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.



HERMAN VAN NIEKERK, PHD

Associate Dean of Doctoral Programs, Business | UOPX tenure: 8 years

Dr. Van Niekerk earned his undergraduate and master's degrees at the University of the Free State in South Africa. He completed his PhD at the University of Stellenbosch in South Africa.



LILIA SANTIAGUE, PHD

Associate Dean of Doctoral Programs, Education | UOPX tenure: 11 years

Dr. Santiagoue earned a PhD in Higher Education Administration with a certificate in Institutional Research from Indiana University–Bloomington. She also holds a Master of Education in Student Personnel and Bachelor of Arts in English from the University of Florida.



SHAWN TODD-BOONE, EDD

Associate Dean of Doctoral Programs, ACCESS and Research
UOPX tenure: 10 years

Dr. Todd-Boone earned a Doctor of Education from Walden University. He holds a Master of Arts in Education from Loyola Marymount University and a Bachelor of Arts from Wheaton College.



CATHY LALLEY, PHD, RN

Associate Dean of Doctoral Programs, Healthcare Administration
UOPX tenure: 4 years

Dr. Lalley holds a bachelor's degree in the Science of Nursing, a master's in Health Innovation and a PhD in Innovation Leadership, all from Arizona State University. She also holds a license to practice nursing in the state of Arizona.



KIMBERLY M. UNDERWOOD, PHD, MBA

University Research Chair, Center for Workplace Diversity and Inclusion Research (CWDIR) | UOPX tenure: 15 years

Dr. Underwood earned her PhD in Educational Policy from the University of Illinois at Chicago, a Master of Business Administration from the Illinois Institute of Technology, an Executive Certificate in Strategic Diversity and Inclusion Management from Georgetown University, and Diversity and Inclusion for Human Resources Certification from Cornell University.



MANSUREH KEBRITCHI, PHD

University Research Chair, Center for Educational and Instructional Technology Research (CEITR) | UOPX tenure: 14 years

Dr. Kebritchi earned her PhD in Education, Instructional Technology, from the University of Central Florida and her Master of Arts in Education, Curriculum, Teaching, and Learning Specializing in Computer Applications from the University of Toronto.



RODNEY LUSTER, PHD

Director of Research Communications and Chair for the Center for Leadership Studies and Organizational Research (CLSOR) | UOPX tenure: 21 years

Dr. Luster earned his PhD in Counseling from Capella University and followed with a postdoctoral internship in counseling at Johns Hopkins University. He holds a dual Master of Science in Psychology and Sociology from Our Lady of the Lake University. He completed a certificate in professional counseling from Capella University and nine certifications in Environmental Preparedness and Organizational Strategy from Johns Hopkins University.

Degree programs

- Doctor of Business Administration
- Doctor of Education
- Doctor of Health Administration
- Doctor of Management

Students enrolled in the Doctor of Management (DM) and Doctor of Education (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 and Decision-Making
- Post-Master's Certificate in Research Essentials



FY23 program completions

Student completions in Doctoral Studies totaled

209

Research and Scholarship Enterprise

The College of Doctoral Studies 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.

The college's Research and Scholarship Enterprise delivers multidisciplinary research and development solutions in leadership, workplace diversity and educational technology research. This established 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 — Center for Leadership Studies & Organizational Research, Center for Workplace Diversity and Inclusion Research, and Center for Educational and Instructional Technology Research — and a public online information hub, research.phoenix.edu. CDS also sponsors the *Journal of Leadership Studies* (a peer-reviewed, Wiley publication) and publishes *Phoenix Scholar*, an academic publication that spotlights key University evidence-based research. In 2023, *Phoenix Scholar* released three new editions with 35 new articles, alongside the first published

Knowledge Without Boundaries 2023 Proceedings and Abstracts edition listing 57 presenter abstracts.

The research centers offer regular workshops and seminars to support students and faculty in their research, covering a variety of professional development topics. In 2023, CDS offered 82 workshops and webinars to students and faculty. Additionally, the Dissertation to Publication Workshop supports recent doctoral graduates in publishing their research in a peer-reviewed journal.

CDS continued support for Research to Publication (R2P) in 2023 for professionals seeking to publish, and support for Dissertation to Publication (D2P), with 61 completed submittals to publishing houses for consideration in 2023. The college also established Research Services to provide support for third-party research for corporations and industry partners.

CDS researchers also support the University's Career Institute® and its annual Career Optimism Index® study by analyzing index data and findings. In 2023 the Institute released 16 white papers telling a more complete story of the data and creating a wellspring of resources and guidance on how workplaces and companies could apply meaningful changes to meet worker needs.

Alum brings groundbreaking technology to medicine in space

Fernando De La Peña Llaca, DM-IST, CEO and president, Aexa Aerospace, LLC, was recognized by the National Aeronautics and Space Administration (NASA) for his efforts that brought holographic teleportation technology to medicine in space. NASA presented the Johnson Space Center (JSC) Director's Innovation Group Achievement Award to De La Peña Llaca as part of the Holoportation Technology Demonstration Team on June 8, 2023, at the JSC Teague Auditorium in Houston.



Fernando De La Peña Llaca, DM-IST

“My transformative doctoral voyage in CDS not only fueled dissertation completion but birthed a groundbreaking tech product, holographic teleportation,” shares De La Peña Llaca. “Evolving into a scholar recalibrated my analytic approach and mindset, pivotal in exploring space exploration's long-term side effects. Holographic teleportation emerged as a solution, leading to historic one-way and two-way implementations in space. This academic odyssey culminated in a published journal paper and a globally embraced commercial product.”

Leveraging educational leadership to support a cast of thousands



Nichole Bell, EdD

Nichole Bell, EdD, Doctoral Area Chair, considers it an honor to serve as a full-time Doctoral Area Chair for those pursuing their doctoral degrees in education, as well as influence teachers and students across the spectrum of learning. Having served over 20 years as an administrator in education, Dr. Bell leverages her background to support doctoral students seeking to have a similar influence and leadership in education.

“I support students in succeeding in their doctoral journey and supporting the other EdD chairs on the EdD staff-faculty team,” she says. “Obtaining my doctorate from UOPX not only changed my life and career trajectory from principal to assistant superintendent, but it also aided in enhancing the learning experiences of tens of thousands of students.”

Scholar, mother, advocate

Jessica Flores, EdD, recently completed her Doctor of Education in Educational Leadership with a specialization in Higher Education Administration. Her dissertation focused on the experiences and perceptions of nontraditional adult learners who completed a relationship abuse program. Professionally, she has served nontraditional students in a variety of compliance-related roles at University of Phoenix since 2002, currently as Clery Compliance Officer.

Dr. Flores paired her doctoral journey with the journey of motherhood and tackled the inherent challenges of both head-on.

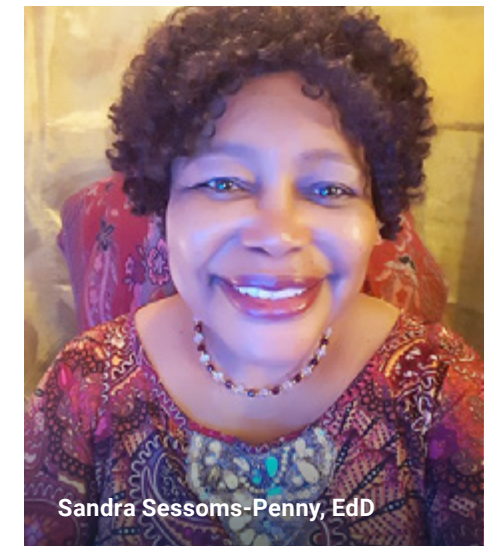


Jessica Flores, EdD

“Looking at my baby, I remember thinking to myself that I could do both — learn to be a mom and a scholar. There was no way I was going to let myself or my family down, so the only way was forward,” she says. “Out of pure grit, I avoided unnecessary breaks from class, maintained a steadfast attitude during a pandemic while watching my baby turn into a toddler, moving my small family across the country, and earned my coveted degree a month sooner than my original goal. After all that, I believe I can do anything.”

Leading through lifelong learning

Sandra Sessoms-Penny, EdD, CAES, MSED, MSHRM, is a faculty University Research Methodologist. A life learner and an alum of George Washington University, Old Dominion University, Troy State University (Montgomery) and Saint Leo University, Dr. Sessoms-Penny has been serving at University of Phoenix since 2009. A coach and mentor throughout her career journey, her contributions were recently recognized with the 2024 Sperling Distinguished Faculty Award. She serves as a Senior Research Fellow at the Center for Workplace Diversity and Inclusion Research and is co-recipient of the inaugural 2023 President’s Award for Excellence in Diversity, Equity, Inclusion, and Belonging Research.



Sandra Sessoms-Penny, EdD

“I find the academic research process exhilarating,” she says. “I am committed to collaboration, consistency and compassion, which has brought me success so far. I convey that to our students, honoring and supporting them in their doctoral journey using the Scholar-Practitioner-Leader model.”

College of General Studies

Preparing students with essential skills to foster lifelong learning, academic and professional achievement, and service to their communities.

The College of General Studies (CGS) manages Liberal Arts degree programs that align to careers such as digital content creator or environmental analyst.

Our General Education courses, including the six courses most undergraduate students take within their first year, prepare students with foundational skills they can build upon to carry them successfully to graduation. These skills include creative thinking, communication, quantitative reasoning, scientific inquiry and intercultural awareness.

College highlights

It's been an incredibly busy few years in the College of General Studies.

For starters, we are excited to have completed design work for 27 General Education Direct Assessment courses in FY22 and FY23 in support of the new Bachelor of Science in Health Management Direct Assessment (BSHM-DA) program.



College highlights continued...

Direct Assessment programs allow students to create an individualized learning experience with the help of a faculty member — demonstrating what they have learned through knowledge checks and assessments rather than time-bound credit hours. In this format, students can progress more quickly as they demonstrate competencies.

In 2023, the college added its first STEM full-time Environmental Science faculty member. Tomáš Oberding, PhD, brings more than 26 years of experience in environmental science as a field and laboratory technician, hydrologist, regulator, and environmental planner, consultant and specialist. A 23-year instructor with the University, Dr. Oberding worked closely with Associate Dean Jacquelyn Kelly, PhD, to develop program enhancements for the Bachelor of Science in Environmental Science.

I'm also proud to announce that CGS celebrated our first eight Associate of Arts in Professional Focus graduates in early 2023. This program, designed to create a shorter, more affordable path to an associate degree for students enrolled in participating apprenticeship programs, showed what students can achieve when a program is personalized to meet their unique needs.

It has been nothing short of a success:

- Through our partnership with the Institute for American Apprenticeships and their affiliation with employers that offer tuition assistance, the initial eight students who participated in the program graduated without any debt.
- Most students will complete their program after earning 15–18 credits with the University because their apprenticeship training is accepted for college credit.
- Students in this program have an average GPA of 3.90.

As highlighted in just these few examples, we are passionate about helping our students succeed on their educational paths.



Briana Houlihan

Briana Houlihan, MBA, G-PM
Dean, College of General Studies

College timeline

January 2023

Live, interactive sessions were added as a requirement for faculty in GEN/201 — the highest-volume entry-point course for undergraduates — in order to strengthen connection with students.

January 2023

The first two skills-mapped courses in the Bachelor of Arts in English launched: ENG/270 Literary Interpretation and Analysis and ENG/280 Rhetoric and Critical Thinking. Student completion rates in both courses have seen modest improvement since the launch.

February 2023

CGS kicked off its first-ever Delphi study (a structured, group-based method of developing consensus) to understand faculty perceptions of classroom rigor and empathetic faculty practices.

April 1, 2023

Students taking Quantitative Reasoning courses became eligible to earn three badges: Basic Mathematical Modeling, Introductory Spreadsheets and Quantitative Reasoning.

July 2023

CGS partnered with the University's Career Services team to integrate career content into the GEN/201 course textbook and to direct students to resources in the Career Navigator.

August 2023

The average performance ratings on annual classroom reviews were released — and they increased year over year for three years for full-time and associate faculty.

October 17, 2023

Students taking our Teamwork, Collaboration, and Conflict Resolution (SOC/110) course became eligible to earn the Team Building & Collaboration badge.

Key leadership



BRIANA HOULIHAN, MBA, G-PM

Dean | UOPX tenure: 21 years

Houlihan earned a Bachelor of Arts in Journalism and Mass Communication from University of Wisconsin–Madison, and a Master of Business Administration and a Graduate Certificate in Project Management from University of Phoenix.



JACQUELYN KELLY, PHD

Associate Dean | UOPX tenure: 9 years

Dr. Kelly earned an undergraduate degree in Physics and Chemistry from California State University, San Marcos. She also holds a master’s degree in Materials Science and Engineering from Arizona State University and a doctorate in Curriculum and Instruction with a specialization in Science Education from Arizona State University.



SUSAN HADLEY, PHD

Associate Dean | UOPX tenure: 7 years

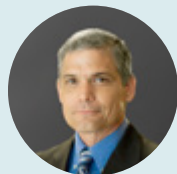
Dr. Hadley earned a Bachelor of Science in Business Management from Bellevue University, a Bachelor of Arts in English from Hastings College, a Master of Arts in English from Emporia State University and a doctorate in psychology from Saybrook University.



CHRIS JORDAN, DMA

Assistant Dean of Operations and Faculty | UOPX tenure: 15 years

Dr. Jordan earned a Bachelor of Music in Violin Performance from the University of Louisville, and a Master of Music in Violin Performance and a Doctor of Musical Arts in Violin Performance from Texas Tech University.



JIM BRUNO, MBA

College Curriculum Manager | UOPX tenure: 28 years

Bruno earned an MBA from the University of Phoenix and has almost two decades of experience teaching in online and traditional classroom environments.

Degree programs

- Associate of Arts in Professional Focus
- Bachelor of Arts in English
- Bachelor of Science in Environmental Science



FY23 program completions

Student completions in General Studies totaled

241



Industry Advisory Council

CGS held Industry Advisory Council meetings in March and July 2023, which focused on industry trends, new challenges facing employers, discussion about artificial intelligence, and a variety of other topics relevant to our college and students.

English division:

- Regina Edwards – Former CEO, Arizona YMCA Metro Phoenix
- Anissa Stringer – Senior Editor, Ruffalo Noel Levitz
- Emily Wood – Vice President of Instructional Design, Ruffalo Noel Levitz
- Jay York – Senior Technical Writer, Gogo Business Aviation
- Susan Franklin – Professor of English, Hastings College

Environmental Science division:

- Hunter Moore – Senior Partner, Consilium Consulting; former Policy Advisor to former Arizona Gov. Doug Ducey
- Gerald Roose – Director, North American Environmental Operations, Freeport-McMoRan Copper & Gold Inc.
- Frederick Tack – President, Arizona Society of Professional Engineers; Project Director/Team Leader, Wastewater Treatment, GHD
- Marc Wicke – Senior Scientist, Salt River Project

Leadership and faculty scholarship

Our college's dedication to publishing in scholarly publications and presenting findings continued in FY23. Here are some highlights:

- CGS published industry-leading scholarly research in *Industry and Higher Education* titled “Uniting academia and industry to bridge the skills gap: Incorporating industry advisory councils in Curriculum-to-Careers Programmatic Mapping in undergraduate environmental science programs.”
- Jacquelyn Kelly, PhD, was interviewed as a subject matter expert about rigor in STEM education for zyBooks® Office Hours Teaching Excellence Series.
- The college continued to disseminate additional research through multiple conference presentations to showcase the innovative and transformative practices at University of Phoenix, including:
 - Inclusive Leadership Summit (Destigmatizing the receipt of accommodations in general education)
 - Online Learning Consortium Innovate 2023 (Closing the Academia-to-Industry Gap in Undergraduate Environmental Science Using Curriculum-to-Careers Programmatic Mapping)
 - American Association of Colleges and Universities Project Kaleidoscope 2023 Regional Conference (Supporting Students with Empathy and Connection: Using Weekly Interactive Overviews to Support Compassionate Self-Regulation Between Faculty and Students; Combating Faculty Burnout Through Engagement: Using Formative Feedback Loops Between Faculty and Administration to Guide Program Evolution).

General Studies spotlights

'Day in the life' video shines light on species conservation

How do biologists try to bring an endangered species back from the brink? We decided to shadow a senior scientist with Arizona's Salt River Project to find out.

The University's multimedia team followed Marc Wicke, a College of General Studies' Industry Advisory Council member, to Horseshoe Dam on the Verde River, about 60 miles northeast of Phoenix, last year to film the release of 3,000 razorback sucker fish into the Verde River system.

The goal is to see if the fish can thrive in their new environment.



"These razorback suckers have come from a hatchery ... a pond. They're not physically conditioned to hold their own and run the current yet," says Wicke, a biologist specializing in fishery science. Thus, scientists are even tracking how a later release of fish from a flowing-water environment are faring compared with fish that came straight from a pond environment.

It's nuanced work, Wicke says, adding he was glad to offer a glimpse into what it's like to work on a species conservation project. The College of General Studies plans to use the video in its Environmental Sciences program.

Of his role as an Industry Advisory Council member, Wicke says: "My value add to the college is in trying to help develop curriculums that better prepare students for the actual workplace. As an example, some degree programs may teach about wildlife, water quality, conservation and so forth. But regulatory compliance drives pretty much all the work we do as biologists. University of Phoenix students are exposed to regulatory compliance in several classes."

Watch the video:



Faculty member shines in academia, the field and the classroom



Dianna Gielstra, PhD, a 25-year field scientist and biogeographer, exemplifies the best of what our faculty bring to the classroom. Gielstra, who began teaching for University of Phoenix in 2006, is a 2024 winner of the University's Deans Award of Excellence.

Tireless in fieldwork, teaching and scholarship, Dr. Gielstra has traveled from the high Arctic to the South Pole to conduct environmental assessments. "I'm passionate about the environment," she says. "I tend to make complex scientific concepts accessible for novice learners. I like to take the fear out of it and bring the joy in."

Student end-of-course surveys show her approach translates well to the classroom. Students give her high praise for presentation of course information, knowledge in the field and video feedback.

In recent years, Dr. Gielstra has worked with her colleagues on CGS' Faculty Council to help tie all 18 core courses in the Environmental Sciences degree program to skills-based assignments associated with the kinds of real-world, on-the-job deliverables expected in the workplace. CGS Associate Dean Jacquelyn (Jac) Kelly, PhD, credits Dr. Gielstra for working tirelessly on the core course revisions.

Ever humble, Dr. Gielstra replies, "The people involved with the Faculty Council are brilliant. Jac is our fearless leader. She's visionary and brilliant and I would follow her to the ends of the earth."

And that's saying something — because Dr. Gielstra has literally been to the ends of the earth.

General Studies spotlights continued...

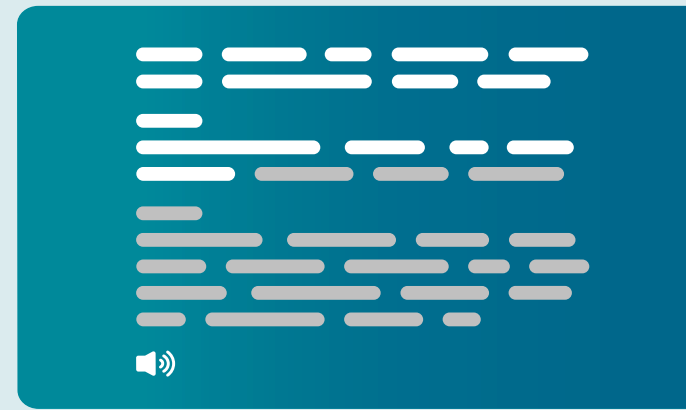
Student credits Gen Ed course with turnaround

Our General Education courses aim to help students cultivate academic skills and develop intellectual curiosity — but when they help raise students' relational IQ, that's one clue that what we're doing is working.

Lecianya Williams is a great example. In her Critical Thinking in Everyday Life (HUM/115) course, she learned to think differently as a supervisor and as a wife and mom.

In her new supervisor role, Williams has learned to navigate challenges and different personalities and perspectives. Recently, her supervisor gave her the green light to present course learnings in a work team meeting.

And here's the icing on the cake. "Thinking differently about things at work is causing me to think differently in my personal life. I am learning to slow down, process things, and not listen to respond," Williams says, adding that the skills she learned in class are helping her to not come across as judgmental with her family members. She has gone from getting upset when they didn't see things her way to feeling more at peace after conversations — and she credits HUM/115 for the turnaround.



Course revision supports students needing accommodations

Societal needs and norms are always changing, and we're keeping our curriculum updated to reflect the most current needs. In FY23, for example, CGS completed a course revision for our Health and Wellness course (SCI/163T) to reduce the stigma students might experience related to receiving accommodations in undergraduate education.

Following the revisions, we have observed tremendous success related to a reduction in stigma, as well as increases in student sentiment, performance and persistence.

In an effort to support students earlier in their programs of study, the college tested placing SCI/163T as the second course for newly enrolled students. As a result of these tests, second-course performance improved, and student attrition was reduced by 9 to 12 percentage points.

We have continued to test this placement with a larger student population and may make a permanent adjustment if results continue to trend positively.

