2024

University of Phoenix | Academic Annual Report

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1 Who we are

JENAE JOHNSON
BSHA, 2023

Staying ahead of the curve

We push boundaries, and *ourselves*, to help our students grow.

2024 was a story of anticipation and innovation. That's been our story really since the beginning.

When University of Phoenix first opened its doors in 1976, it also opened access to higher education for adult learners — eventually becoming one of the first online universities for working adults.

As our 2024 Academic Annual Report* shows, we're still getting a jump on the future. From revolutionizing higher education for working adults through our innovative skills-based curriculum to helping students leverage generative AI ethically and competitively, we're always looking to what's next — so our students can too.

> "Employers are realizing that traditional approaches to hiring and building skills struggle to keep up with the pace of innovation. Skills-based hiring offers the ability to better assess a diverse talent pool."
>
> **DORIS SAVRON**
> **Vice Provost**

*The reporting period for the 2024 Academic Annual Report is our Fiscal Year 2024 (FY24), which spanned Sept. 1, 2023 – Aug. 31, 2024. In some cases, we've updated sections of the report with information through the end of the calendar year 2024. This report provides information on confirmed students. A student is considered to be confirmed after posting attendance in a required course in his/her program of study. Regardless of attendance, students identified with unusual enrollment activity are not considered confirmed.

Skills-based education

We've changed the game in higher education by aligning our degree programs to career-relevant skills. The story now isn't so much that we did it. It's that others want to know *how*. In FY24, University leaders published articles, presented at conferences, and participated in podcast and media interviews — cementing our leadership in skills-aligned education.

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

Talent search tool launches

Taking skills-based education to a new level, we piloted a platform in FY24 that looks at the other side of the equation: hiring. Called UOPX Talent Source, the platform enables employers to find potential job candidates through access to skills profiles of participating students and alumni — linking a search for talent with a talent pool.

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

> "UOPX Talent Source supports a more equitable talent screening process by enabling employers to adopt a skills-first approach to recruitment."
>
> **SANDIP BHAKTA**
> **Vice President, Career Services and Support**

Transfer credits

As a transfer-friendly university, we understand that prospective students want to know how many of their prior credits might transfer.

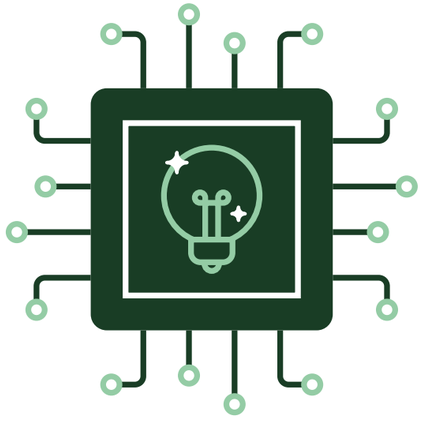
In FY24 we launched an easier way to get a preliminary evaluation of credits. Prospective students can now schedule a conversation with one of our credit evaluators to get a credit transfer estimate — with no obligation to enroll.

Learn more:
phoenix.edu/transfercredits →

Generative AI

AI is here to stay, and we aim to help students use it ethically and to their advantage. In September 2023, we issued guidelines for student use of generative AI. In fall 2024, we launched a five-week course, Generative AI in Everyday Life. The course offers instruction on using AI to boost workplace productivity and competitiveness.

Learn more:
phoenix.edu/css201 →



Workforce research

When we understand the career barriers our students face, we can help develop solutions and partnerships that break down those barriers. To help drive solutions with data, we conducted research culminating in these reports in 2024:

- The Career Optimism Index® report, now in its fourth year
- The Mothers Overcome More® report
- The G.R.O.W. Generating Rural Opportunities in the Workforce™ report

Read more about each on **pages 12-17**.
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 see — excellence in our leaders.

Here are some highlights from late 2023 and 2024:

MARC BOOKER, PHD

Vice Provost

Received the UPCEA Business & Operations Award for Operational Excellence at the 2024 UPCEA Annual Conference in Boston. Received the Thomas A. Bilger Award from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Honored as the first recipient of the inaugural Impact award by the Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO), in recognition of significant service and leadership contributions.

KELLY HERMANN

Vice President of Accessibility and Student Affairs

Recognized as an 1EdTech Leader at the Learning Impact Conference in Salt Lake City for her contributions to creating open, trusted and innovative digital ecosystems for all learners.

MCCEIL JOHNSON, JD

Vice President of Accreditation and Regulatory Compliance

Elected by UPCEA Board of Directors as Engagement & Opportunity Committee co-chair for a two-year term. Received the 2024 Alumni Achievement Award from the University of Iowa College of Law.

SUN JONES, DNP, RN, FNP-BC, FAANP

Systematic Program Evaluator and Curriculum Manager, College of Nursing

Inducted as one of 33 new members of the 2024 Fellows of the American Association of Nurse Practitioners (FAANP) program at the AANP Conference in Nashville.

AUDRA MCQUARIE

Vice President of Student Services and Registrar

Joined the AACRAO Congressional Hill Day event in Washington, D.C., to advocate for academic policy improvements.

JOHN RAMIREZ

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

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

DORIS SAVRON

Vice Provost

Appointed to the Convergence: Credential Innovation in Higher Education conference advisory board (presented jointly by UPCEA and AACRAO). Named to UPCEA's Council for Credential Innovation Leadership.

AVINASH TRIPATHI

Vice President of Analytics

Named the seventh most influential person in data in the U.S. by DataIQ at the 2024 DataIQ 100 US event in Miami.

UNIVERSITY ACHIEVEMENTS

Recognized as the 2024 Academia Partner of the Year, a distinction selected by the EC-Council Academia division, highlighting institutions and faculty who excel through lasting impact on their students' cybersecurity education. The EC-Council Academia division issues just one Academia Partner of the Year award each year in North America.

Received the Learning in Practice Award in October 2023 from *Chief Learning Officer* in the category of Excellence in Academic Partnerships. The award highlights our successful collaboration on an upskilling program with Manpower™.

Recognized on AZ Big Media's AZ Big 100 Arizona Businesses to Watch list in the January/February 2024 issue of *AzBusiness* magazine.

Earned two Silver ADDY Awards for creative excellence from the Phoenix Chapter of the American Advertising Federation. The awards were for the University's "Channel Surfing" campaign.

Recognized as a bronze recipient of the UPCEA Excellence in Marketing Award for the "Master's on Your Mind" and "Channel Surfing" campaigns in December 2024.

Manpower is a registered trademark of ManpowerGroup and its affiliates.

Thought leadership on career barriers and solutions

University of Phoenix Career Institute® expands its research.

As the American workforce evolves, the University of Phoenix Career Institute® research leads by investigating solutions, sharing insights to inform problem-solving, and partnering with organizations to break down career barriers.

In addition to our fourth annual Career Optimism Index® study, which highlights a workforce shift from the Great Resignation to a Great Talent Stagnation, we also focused our research on two new areas. Partnering with Motherly, our Mothers Overcome More® (M.O.M.™) report highlights the unique challenges faced by working mothers and offers actionable strategies to support them in balancing work and family. Similarly, our Generating Rural Opportunities in the Workforce™ (G.R.O.W.) report, developed in collaboration with the Center on Rural Innovation, examines the distinct obstacles rural communities face in workforce development.

Together, these reports address key workforce challenges and explore opportunities to drive meaningful change.

Career Optimism Index® study

This extensive study, now in its fourth year, is one of the most comprehensive evaluations of U.S. career perceptions that aims to pinpoint barriers to career advancement and identify actionable solutions. Surveying more than 5,000 U.S. adults and more than 500 employers, the study provides a multifaceted view of career optimism across various demographics and industries. It includes:

- **Geographic insights:** Analyzes workforce trends in the top 20 U.S. markets to reveal regional nuances.
- **Employer perspectives:** Gathers insights from employers across different sectors to compare with workforce perceptions.
- **Innovative analysis:** Utilizes statistical modeling to demonstrate the financial benefits of fostering career optimism.

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

John Woods, PhD, provost and chief academic officer and director, Career Institute, shared insights from the 2024 Career Optimism Index in a series of media interviews.

2024 Career Optimism Index®

53%

of American workers say they're easily replaceable

62%

of employers say their company offers internal mobility, but only 36% of workers agree

74%

of American workers say they must keep learning new skills to stay ahead

78%

of American workers remain hopeful about the future of their careers

44%

of employers say their top challenge is a lack of qualified applicants

The path forward

The addition of statistical modeling to the 2024 report identified the value of optimism and revealed that:

- Employers can achieve significant savings by investing in budget-friendly, high-impact employee tools. By focusing on career development, skill-building and mentorship for employees, savings can reach up to $6,521 in productivity, $916 in turnover reduction, and $616 in healthcare costs per employee each year.
- Workers can similarly add up to $5,270 to their annual salary by investing in their own career pathing, upskilling and mentorship.

Every year, the University of Phoenix Career Institute® runs the Career Optimism Index® study to help shape solutions for career growth. It also gathers insights from employers to uncover additional opportunities for action.

Mothers Overcome More® (M.O.M.™) Report

Our inaugural Mothers Overcome More, or the M.O.M. report, was produced in partnership with Motherly, a leading parenting brand empowering women to thrive during their motherhood journey.

The report took a comprehensive look at the barriers American mothers face in their day-to-day lives, and the impact these barriers have on their career development and advancement opportunities.

2024 Key findings:

9/10
moms, regardless of income, acknowledge that motherhood provides valuable skills such as multitasking, budgeting, problem-solving and time management.

47%
say the skills they have as a mother are not valued in the workplace.

64%
of lower-income moms believe having a career feels like an out-of-reach luxury.

74%
of lower-income moms stress about money compared with 57% of higher-income moms.

The path forward

25%
of working moms take unpaid time off when child care isn't available, highlighting the importance of flexible paid-time-off policies.

74%
of working moms would be more satisfied if given the opportunity to further their education.

3/10
lower-income moms need help seeking education or training programs for better job prospects.

G.R.O.W. Generating Rural Opportunities in the Workforce™ report

Workers living in rural America are more likely to feel held back in their career because of where they live, compared with their nonrural counterparts.

The G.R.O.W. Generating Rural Opportunities in the Workforce report, produced in partnership with the Center on Rural Innovation, uncovers career barriers and opportunities for rural workers, spotlighting disparities between rural and nonrural communities.

2024 Key findings:

68%
of rural workers are optimistic about their career paths.

51%
of the rural workforce want to own their own business.

47%
of rural workers say they need to develop professional social capital.

32%
of rural workers report poor broadband access, limiting career and education opportunities.

The path forward

Public-private partnerships could help bridge the rural-urban divide

Employers and schools can guide rural workers with mentoring and personalized career mapping

Government, businesses and educational institutions could collaborate on improving infrastructure and educational resources

FOREWORD

From the chair of the board of trustees

University of Phoenix innovation continues to lead in higher education and workforce development. We take pride in fostering a vibrant and dedicated community of learners, faculty and staff. In 2024 we strategically directed our thought leadership in online higher education to empower working adult learners, as well as employers, in understanding and navigating workforce needs, challenges and opportunities.

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 fourth annual Career Optimism Index® study found that while most Americans remain hopeful about the future of their careers, workers and employers were facing a critical moment of talent stagnation, in which employers were overlooking employees' aspirations, and thus missing the potential to upskill and elevate an existing workforce. Additionally, for the first time, the Institute conducted a statistical modeling analysis to illustrate how employers and employees could benefit financially from investing in career optimism.

Driven by our discoveries from the Career Optimism Index, and the desire for a deep understanding of our students' experiences and challenges, we furthered our relationships and alliances with organizations like:

- **Jobs for the Future (JFF).** We launched pilot programs internally and with employers on a framework to build social capital in higher education and the workplace.
- **Motherly.** We advanced more awareness of our 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.
- **Center on Rural Innovation (CORI).** We launched the Generating Rural Opportunities in the Workforce™ report, or G.R.O.W. report, exploring the realities and opportunities to support career advancement for rural workers.

While these relationships provide an opportunity for us to learn more through research and identify actionable steps, they also help keep us focused. We're committed to pioneering educational methodologies, cultivating an environment of continuous learning, and effecting meaningful contributions for the evolving national workforce.

Everette J. Freeman, EdD – Chair
President Emeritus
Community College of Denver

Independent trustees

EVERETTE J. FREEMAN, EdD
Chair
President Emeritus
Community College of Denver

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

SEAN P. "JACK" BUCKLEY, PhD
Vice President of People and People Science
Roblox Corporation

NICHOLAS B. DIRKS, PhD
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Retired President
Kaiser Permanente Foundation Health Plan of the Mid-Atlantic States

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ANTHONY W. MILLER
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Former Deputy Secretary and Chief Operating Officer
U.S. Department of Education

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

Leading in career-focused education

University of Phoenix first opened its doors in 1976 to serve career-focused adults — parents and caregivers, first-generation college students, military service members, veterans and family members — from all walks of life. In 2024, our legacy of helping to meet the needs and career aspirations of working adult learners continues to drive innovation and guide us forward.

We've built significant momentum for our skills-aligned curriculum, which helps students quickly identify and showcase the skills they're developing throughout their coursework. Since the University introduced digital badges in 2021, students have been able to promote their new skills in real time. In 2024, we are proud to maintain 100% skills alignment in our bachelor's and master's degree programs open for new enrollment, ensuring our graduates are equipped with career-relevant skills sought after by employers.

The shift toward skills-based learning provides immense value for both students and employers, and our innovations are being recognized by educational and industry leaders. In 2024, University leaders published impactful articles in prominent national outlets, presented at major conferences and engaged in thought leadership activities, further establishing our position as a pioneer in skills-aligned education.

In addition to building career-relevant skills into our coursework, we continue to support our students' professional 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 our Virtual Student Union.

Support is just one key to students' 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.

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.

Keeping pace with the changing workforce means keeping pace with emerging technologies. Knowing the impact AI is having across industries, we feel it is important to help students understand how to use it ethically and to their advantage. In September 2023, we issued guidelines for student use of generative AI. In 2024, we launched a five-week course, Generative AI in Everyday Life, which offers practical and concise instruction on how AI can boost workplace productivity and competitiveness.

But it's the stories of our students and alumni that are the heart of University of Phoenix. As our students embark on their future journeys, supported by our dedicated and purpose-driven staff, we live by the principle that, Together, We Rise!

Chris Lynne
President,
University of Phoenix

LEADERSHIP

CHRIS LYNNE, MBA

President

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

JOHN WOODS, PhD

Provost and Chief Academic Officer

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

STEVE GROSS, MBA

Chief Marketing Officer

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

RAGHU KRISHNAIAH, MBA

Chief Operating Officer

Raghu earned a Master of Science and Bachelor 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.

SRINI MEDI, JD, MBA

Senior Vice President and General Counsel

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

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 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.

RUTH VELORIA, MBA

Chief Strategy and Customer Officer

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

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.

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 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 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**), 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 2025.

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**.

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 and the Master of Science in Counseling/Clinical Mental Health Counseling online program are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP®).

For additional information, visit **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** 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, visit **cswe.org/accreditation/info/contact-accreditation-staff**.

Our 2024 faculty team

In FY24 our 2,349 instructors brought a powerful combination of academic credentials and industry experience to every class they taught.

Faculty

1,097 directors

1,087 managers

324 presidents

152 c-suite officers

103 chief executive officers

99 executive directors

82 vice presidents

54 principals

42 deans

41 clinical directors

29 directors of nursing

12 chiefs of police

Experience

2,349 Instructors

29.3 Average years professional experience

16.1 Average years UOPX teaching experience

67% Faculty in leadership roles at work

Staff

3,396 FY24 Staff

10.7 Average years working at UOPX

ERICA PETERSON
Faculty, College of Health Professions

FIGURE 1 GENDER

- Female – 58%
- Male – 40%
- Not disclosed – 2%

FIGURE 2 ETHNICITY

- White – 63%
- Not disclosed – 14%
- Black/African American – 12%
- Asian – 3%
- Two or more races – 4%
- Hispanic/Latino – 3%
- American Indian/Alaska Native – 1%
- Native Hawaiian/ other Pacific Islander – 0.1%

2024 Faculty of the Year ceremony

Top-performing faculty

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

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

Dean's Award of Excellence — a recognition by each of the seven college deans of three faculty supporting their college above and beyond their teaching commitments.

The John Sperling Distinguished Faculty Award — a recognition of our best-performing faculty based on Classroom Performance Review scores and other data. This award was previously known as the Phoenix500.

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.

2024 Faculty of the Year recipients

Pictured from left with Provost John Woods, PhD, in the center.

- **Deanna Lauer, MSN, MA**
  College of General Studies
- **Olivia Miller, MA**
  College of General Studies
- **Brent Smith, MBA**
  College of Business and Information Technology
- **Audrey Stevenson, PhD, MPH, MA**
  College of Nursing
- **Mario Jackson, MA**
  College of General Studies
- **Ky Borgstadt, DC**
  College of Health Professions
- **Tomáš Oberding, PhD, MS**
  College of General Studies
- **Danica Djordjevich, MAFM**
  College of Business and Information Technology
- **Valentina Yarovaya, MS**
  College of Education
- **Jamie Buchanan, DNP, MSN**
  College of Nursing
- **Stephen Notaro, PhD, MA**
  College of Doctoral Studies
- **Monty Spencer, MS, MA**
  College of Social and Behavioral Sciences

Not pictured:

- **Elizabeth Young, EdD, MA**
  College of Doctoral Studies

9.1 /10

how likely our students are to recommend their instructors*

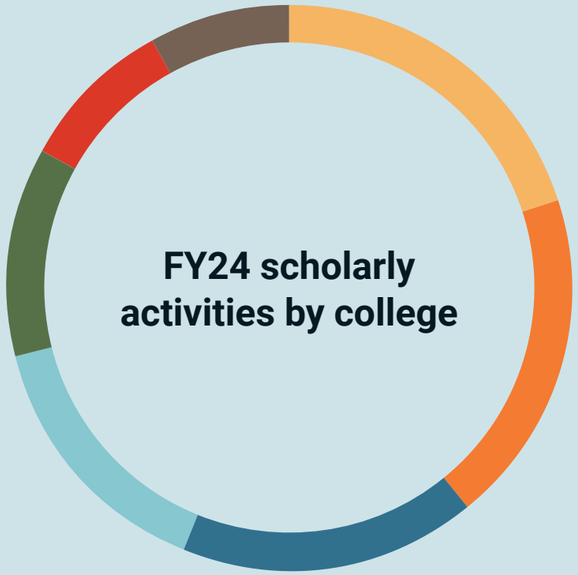
*Survey data is based on 207,206 student responses to our end-of-course survey. All responses were collected between 9/1/23 and 8/31/24.

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.*



*Totals represent self-reported research and scholarship activity from faculty for FY24.

FIGURE 3 FACULTY SCHOLARSHIP BY COLLEGE

BUSINESS AND TECHNOLOGY — Total: 401

Application – 171, Discovery — 45, Integration — 42, Teaching — 143

BY ACTIVITY TYPE

Presentation — 135
Publication — 61
Academic, Community or Professional — 205

GENERAL STUDIES — Total: 381

Application – 130, Discovery — 76, Integration — 39, Teaching — 136

Presentation — 89
Publication — 105
Academic, Community or Professional — 187

DOCTORAL STUDIES — Total: 345

Application – 107, Discovery — 90, Integration — 37, Teaching — 111

Presentation — 151
Publication — 92
Academic, Community or Professional — 102

SOCIAL AND BEHAVIORAL SCIENCES — Total: 301

Application – 103, Discovery — 44, Integration — 43, Teaching — 111

Presentation — 141
Publication — 29
Academic, Community or Professional — 131

NURSING — Total: 246

Application – 100, Discovery — 34, Integration — 20, Teaching — 92

Presentation — 96
Publication — 24
Academic, Community or Professional — 126

EDUCATION — Total: 192

Application – 58, Discovery — 5, Integration — 20, Teaching — 109

Presentation — 67
Publication — 51
Academic, Community or Professional — 74

HEALTH PROFESSIONS — Total: 161

Application – 49, Discovery — 46, Integration — 10, Teaching — 56

Presentation — 43
Publication — 41
Academic, Community or Professional — 77

GRAND TOTAL: 2,027

Who we serve

MATT PHILLIPS
BSM, 2023

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. Nearly eight in 10 are working, 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%

Approximately 60% report as ethnic minorities

7/10

Seven in 10 are women

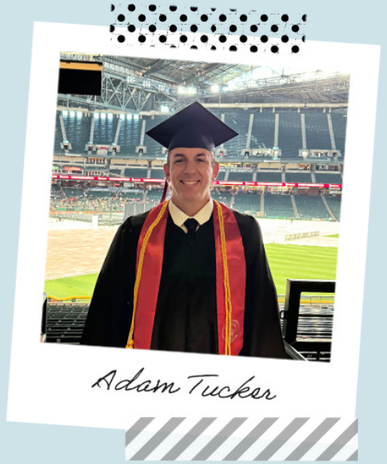
37 YRS

The average age of new students is 37

And somewhere in these overlapping 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.

An educator is born

Adam Tucker leverages local scholarship into career transition.



Adam Tucker began his journey at University of Phoenix as a recipient of the Tyrone Thompson Scholarship, a full-tuition award for prospective student applicants from Nevada who are pursuing an undergraduate degree. The scholarship was established to honor Thompson, the late Nevada assemblyman and UOPX alum, who was known as a local champion of education, homelessness initiatives, public health issues and employment fairness.

Tucker, who left high school to work and eventually earned his GED, picked up his education again when he decided to take courses in the automotive technology program at a community college and begin working as an auto mechanic. There, Tucker discovered his passion for teaching. He decided to pursue a Bachelor of Science in Education/Elementary Teacher Education at University of Phoenix, and celebrated his graduation at the Spring 2024 Commencement in Phoenix.

"For several years, I considered returning to school," shares Tucker. "When I discovered the Tyrone Thompson scholarship, I knew I had to apply. The scholarship was founded on principles that resonated with me, including the importance of education, mentorship and service to my community."

Read more:
phoenix.edu/thompson →

Beauty in truth

The sky's the limit for Kylie Glendenning.

Kylie Glendenning is a name you might want to remember. She's an anti-human-trafficking advocate, beauty pageant winner, all-around champion of freedom — and now, college graduate.

And she's only 19.

In high school, Glendenning earned an associate degree through a dual-enrollment program between her school and a community college. In 2024, she earned a Bachelor of Science in Correctional Program Support Services from University of Phoenix. She financed her degree, in part, with scholarship earnings from beauty pageants — which she entered specifically as a means to that end.

The pageants helped pay for college. They also offered a platform for her to speak up against human trafficking — a grim reality she came face-to-face with when she identified and got help for a trafficking victim in a park in her hometown. She plans to work in anti-trafficking advocacy while working on her Master of Science in Counseling.

Glendenning's story is a testament to the fact that with drive, creativity and a sharp focus on one's goals, the sky's the limit.

"If you know you want something in your life, you go for it," she says. "Don't let anyone tell you it has to be this cookie-cutter way. You pave your own path."

Read more:
phoenix.edu/glendenning ⟶

Listen to the podcast: **phoenix.edu/glendenning/podcast** ⟶

FIGURE 4
ENROLLED STUDENT POPULATION DATA FY24

8,700
Associate degrees

55,400
Bachelor's degrees

12,700
Master's degrees

2,100
Doctoral degrees

78,900
Average total degreed enrollment*

*Total Degreed Enrollment (TDE) represents the counts of any confirmed student who attended a credit-bearing course during the year. Figure 4 represents the average monthly TDE for FY24.

FIGURE 5 ENROLLED STUDENT POPULATION DATA, FY24*

- Employed – 76.0%

- No college – 60.9%
- Mother or father attended college – 26.0%
- Both attended college – 13.1%

- Yes – 64.1%
- No – 35.9%

GENDER

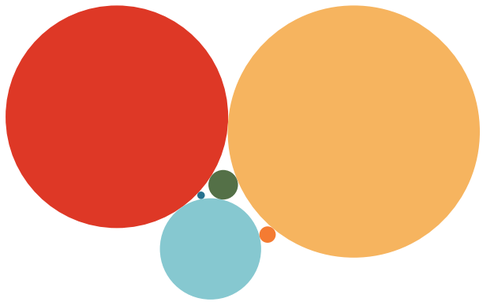
Female – 71.2% Male – 28.8%

AGE

23 to 29 – 20.2% 50 and over – 11.6%

22 and under – 5.3% 30 to 39 – 38.6% 40 to 49 – 24.3%

ETHNICITY



- African American – 36.1%
- Asian/Pacific Islander – 2.7%
- Caucasian – 38.4%
- Hispanic – 16.8%
- Native American/Alaskan – 1.2%
- Other/Unknown – 4.8%

*Figure 5 reflects percentages of the University's FY24 average quarterly TDE.

EVELIN BAEZ-ANDRADE
BSN, 2012
MSN/ED, 2015

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.

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. In 2024, we were among employers who collaborated with Give an Hour to help ease veterans' transition from military to civilian life. Give an Hour's employer task force formed the Veteran Workforce Optimization Roadmap, which helps organizations positively influence the veteran workforce experience.

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 adhere to voluntarily 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

Memorial Day tribute

Initiated by University students, alumni and staff in 2010, University of Phoenix has a long-standing Memorial Day tradition. Every year we plant thousands of American flags on our Phoenix campus spelling out a special message, as a meaningful way to honor fallen service members and their families. The 2024 message was Courage, Legacy, Gratitude.

Our military community at a glance in FY24:

19,900

military-affiliated students (14.7% of the student population)

9,000

military-affiliated students were women (45.6% of military-affiliated students who reported gender)

4,600

military-affiliated graduates (18.1% of FY24 graduates)

163

faculty members reported having military experience

283,900

military-affiliated graduates in the history of the University (25.1% of all University graduates)

Paying it forward

Senior Airman Hannah Heath received one of three 2024 full-tuition scholarships offered by University of Phoenix and the Enlisted Association of the National Guard of the United States (EANGUS). Heath, an EANGUS member pursuing a master's degree in education and administration, says she believes furthering her education is one of the greatest ways to make an impact and to set a positive example for her community.

"This degree will prepare me with critical thinking, problem-solving, leadership and communication skills, giving me tools necessary to empower others and transform society," she says. "I hope to use this degree to optimize workforce performance while gaining firsthand experience implementing these skills and bettering the Air National Guard. After retirement from the military, I hope to continue using this degree to become a school administrator in my local community."

Read more:
phoenix.edu/heath →

Creating a culture of respect and belonging

University of Phoenix is committed to fostering a culture where everyone belongs to a university dedicated to academic excellence. Our initiatives support students, faculty and staff through active academic engagement.

2024 Key initiatives and achievements

President's Advisory Council: Oversees a cross-functional team of employee volunteers who work together to advance initiatives that support fostering a culture of respect and belonging.

Bravely Belong Café: Offers a virtual space for students and alumni to discuss self-advocacy and career success.

Leadership summit: Hosted a leadership summit, with industry leaders sharing insights on fostering trust and openness. More than 5,000 leaders, scholars and professionals across industries attended.

Student and Alumni Leadership Council: Established to offer leadership development and feedback.

Alliance with Jobs for the Future: Released research on professional social capital to foster career networking.

Bridging Perspectives webinar series: Continued monthly webinars for employees to discuss various topics related to creating a culture of respect and belonging.

UOPX Voices: Facilitated culture-building dialogue through monthly virtual meetings.

Anthology tool: Provided an accessibility tool to improve content accessibility for students to support various learning needs.

These initiatives underscore our commitment to creating an environment where all community members can thrive and excel.

Honoring our graduates

Everything we do leads toward celebrating their success.

Commencement means beginning. For many of our students — 60.9% to be exact, who become 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.

"We are incredibly proud of our graduates, who have demonstrated resilience, dedication and a commitment to their education," says John Woods, provost and chief academic officer. "These individuals have balanced multiple responsibilities and have emerged stronger, ready to contribute to their chosen fields. Our graduates are stepping into roles that are in high demand, particularly in business, healthcare, education and technology. Their achievements are a testament to their hard work and the support of their families, peers and faculty."

FIGURE 6
CREDENTIALS AWARDED, FY24

21,513
Degrees

5,663
Certificates

27,176
Total credentials awarded

Commencements from coast to coast

In FY24 we held three in-person commencements between October 2023 and June 2024. On Oct. 7, 2023, 2,041 graduates participated in our two Southern California ceremonies, and on March 2, 2024, 1,674 graduates participated in two Phoenix ceremonies. Lastly, on June 29, 2024, 1,207 graduates participated in our two Detroit ceremonies.

Digital diplomas

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

Inspiring degrees of success

Our alumni have grit! Their stories of overcoming challenges and adversity to achieve graduation as working adults are awe-inspiring.

We launched a podcast dedicated to celebrating our alumni and their inspiring stories. The *Degrees of Success*™ podcast highlights powerful stories of alumni who overcame personal and professional challenges and turned their education into successful careers. It offers guidance and encouragement for listeners and viewers seeking a journey to success.

Our alumni graduate into a thriving network of Phoenixes. When our graduates join our alumni network, they discover unique connections, opportunities and shared experiences. Together, they build community!

By the numbers

30K+
Chapter memberships

3,956
New members in FY24

52
Alumni chapters

70
Alumni chapter events

Networking events supported our growing chapters in Houston, Chicago, South Florida, Orlando, Tampa, Charleston, Philadelphia and Milwaukee.

Pressing on, as a Phoenix always does

Most University of Phoenix graduates are not your average college student.

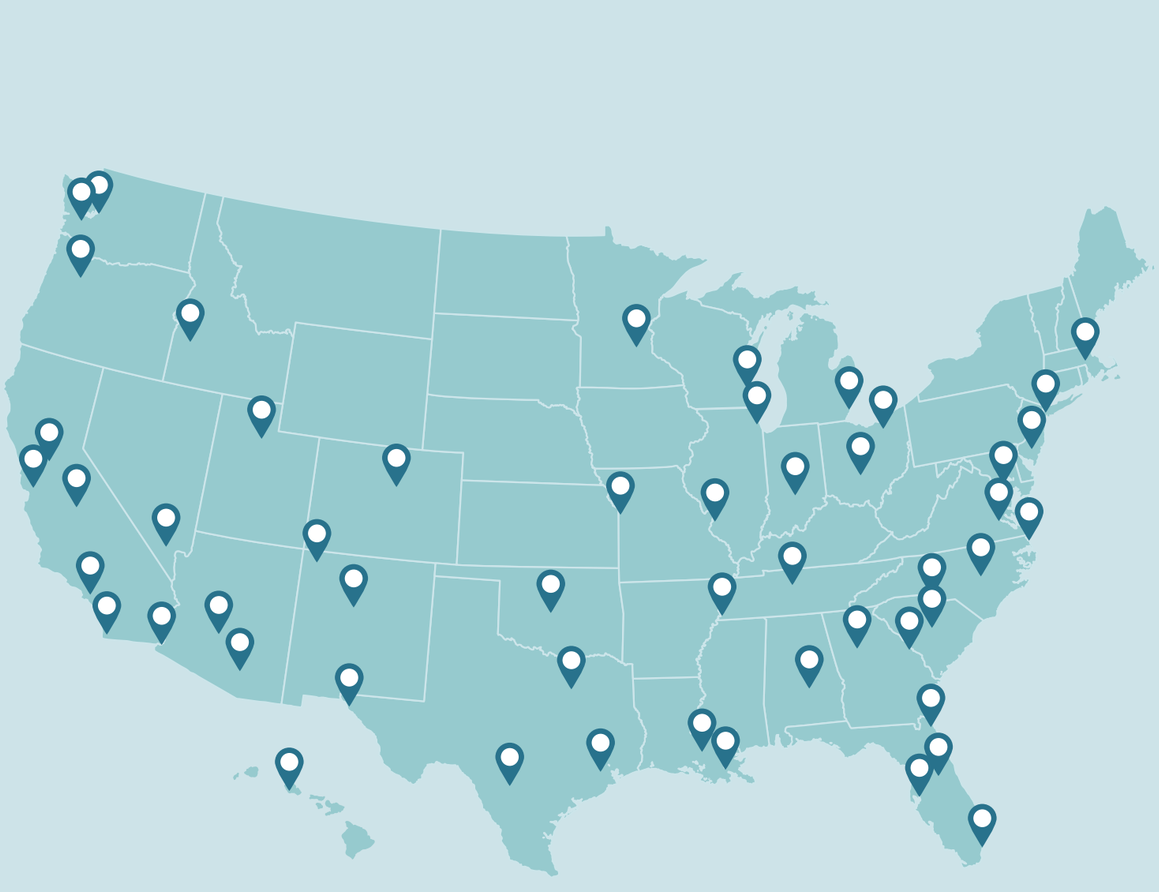
In 2024, more than 94% of our students were older than 23 and 64.1% had dependents to care for, in addition to juggling jobs and school. About 61% of their parents did not attend college, so they are likely the first in their families to attain a college degree — an accomplishment that, for many, has 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!"

Inspiring alumni stories can be found on our podcast and 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 2024

- Alabama
- Albuquerque
- Atlanta
- Augusta
- Baton Rouge
- Bay Area
- Boise
- Boston
- Central Valley
- Charlotte
- Chicago
- 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
- Ohio
- Oklahoma City
- Oregon
- Orlando
- Philadelphia
- Phoenix
- Raleigh
- Richmond
- Sacramento
- Salt Lake City
- San Antonio
- San Diego
- San Jose
- South Carolina
- South Florida
- Southern California
- St. Louis
- Tampa
- Tucson
- Washington state
- Yuma

Lisa Lea, Doctor of Nursing Practice, 2023

Career plans and pivots

Keeping an open mind led Lisa Lea to many career opportunities.

Lisa Lea, DNP, FNP-C, BCMAS, currently serves as the director of Medical Affairs, Patient Insights at the biopharmaceutical company Merck. It's a challenging role, one that draws on her nursing experience, her intellectual curiosity and her drive to improve patient experiences and outcomes.

It's strange for her to think how, once upon a time, she wanted to be an advertising executive.

It wasn't until college, when she had to see a physician for a medical issue, that she course-corrected. Her regular doctor was on sabbatical, and she saw a nurse practitioner (NP) instead. The appointment was transformative, and Lea changed her own professional plans.

"I just completely pivoted. I started taking nursing classes and decided to go to nursing school with the intention of being an NP," she says.

Little did Lea know this would simply be her first career pivot. After earning her NP degree, her goals shifted from diabetes management to pulmonary hypertension to another major switch: a move to the pharmaceutical side of the industry.

Later turned down for a job in medical affairs because she lacked a doctoral degree, she called her husband to commiserate. "He was like, 'Why don't you just get it?'" Lea recalls. Having graduated from University of Phoenix with an MBA, he found the University's Doctor of Nursing Practice program for his wife and nudged her to apply.

The rest, as they say, is history. She earned her DNP in 2023.

Keeping an open mind and being willing to pivot in her career took her down a path she couldn't have predicted. "You never know where life's going to take you," she says, "but it's an incredible journey."

Read more:
phoenix.edu/lea →

Scott Andrews, BSB, 2007

Leading with love

Scott Andrews says EQ, not IQ, makes for good leadership.

When it comes to navigating conflicts, building relationships, and helping to manage a city of 400,000 people, emotional IQ, often just called EQ, is everything.

To be technically correct, Scott Andrews (BSB, 2007) is assistant manager in Bakersfield, California. In that role, his frank demeanor and ready smile underscore what for him is the most important part of servant leadership: approaching everyone with love.

"'Lead with love' is my mantra and the name of my slowly growing consulting business," Andrews says. "I'm not half as smart as most of my department is. I'll be the first to admit that I think you get to your position by your EQ, not your IQ."

Helping to run California's ninth largest city is a natural fit for him, but it is a role he had to work hard to attain. After high school, Andrews headed to a state university, but the freedom and the parties led him astray. He failed out of the university and, later, a community college. Instead, he prioritized earning money as a personal trainer.

"When I got to be 23, I didn't even have an associate degree from my combined credits [at] university [and college]," Andrews recalls. "I started seeing my friends graduate, and that's when it kind of hit home that, hey, I'd better get this together or that same $30,000 or $40,000 [I'm earning] will probably be my ceiling."

He enrolled at University of Phoenix, where he completed a Bachelor of Science in Business in 2007. The "four-year undergraduate degree" Andrews earned through different institutions took him almost 11 years before he graduated from University of Phoenix. But having that bachelor's degree, Andrews says, has enabled him to complete his Master of Public Administration and a doctorate at different schools in seven years combined.

Read more:
phoenix.edu/andrews →

Listen to his story: **phoenix.edu/andrews/podcast** →

Juana Lang, EdD, 2022

Risking it all

Harrowing escape from Cuba delivered Juana Lang into the life she always wanted.

A natural-born thinker, Juana Lang (EdD, 2022) knew growing up in communist Cuba that there had to be more than Lenin or Marx. “I didn’t have a lot of information,” she says, “so I had a lot of questions.”

The problem was, she began asking them.

“I said, ‘There is something else out there. It’s not possible that I can only read this book and I can only swear allegiance to this [political] party or organization,’” says Lang. Her curiosity, blended with rage about the system, made life for the young teacher increasingly dangerous.

As part of the 1994 Cuban Rafter Crisis, she fled the country as one of the *balseros*, or rafters, on an escape vessel fashioned out of tractor-tire inner tubes and plastic foam. After surviving a harrowing storm in open sea, Lang and her six raft companions were rescued by the U.S. Coast Guard.

Now a U.S. citizen who says she still lives her American life in constant amazement, she spends her days doing what she couldn’t do in Cuba: studying, reflecting and thinking. A K–12 educator, she works as a research fellow with the University of Phoenix Center for Leadership and Entrepreneurial Research (CLER).

And University of Phoenix has been with her every step of the way. Here, she studied to earn her teaching certificate, then later earned her master’s degree and Doctor of Education.

Read more:
phoenix.edu/lang →

Listen to her story: **phoenix.edu/lang/podcast** →

Our impact

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, 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 communities.

Here’s how we are making a difference:

Sponsorship initiatives

Our employees dedicate their time, leadership and service to the leadership development program SHE Leads!™ by the Arizona Foundation for Women. We also sponsor the Jobs for Arizona Graduates LEADS mentorship program, the Arizona Educational Foundation, and Willing Warriors.

Collaborative engagements

With our National Society of Leadership and Success student chapter, we engage volunteer services and support for Future for KIDS, a nonprofit providing mentor-driven, out-of-school programs and camps for youths facing adversity.

Philanthropic contributions

We support the American Red Cross, the Arizona Educational Foundation, Arizona Forward, Valley of the Sun United Way and YMCA Metro Phoenix.

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 the greater Phoenix area.

Long-term alliances

Collaborating with the Arizona Hispanic Chamber of Commerce, we contribute to its annual report “DATOS: The State of Arizona’s Hispanic Market.” The report explores various facets, including small business ownership, technology, education and mass media. With the Arizona Chamber of Commerce & Industry, the Greater Phoenix Chamber, the PHX East Valley Partnership and the Greater Phoenix Economic Council, our leaders and teams work on and with their boards and committees to improve policy and business solutions at the state and local levels.

Working with others to find real solutions

We worked with Motherly to create the Mothers Overcome More™ report. In the M.O.M.™ report, we look at the challenges American mothers face and their impact on career development and advancement opportunities. We also collaborate with Arizona Educational Foundation in their mission to promote educational excellence through programs for teachers, administrators and students. Finally, we work with Jobs for the Future pilot programs on building professional social capital for learners and workers.

The power of stewardship

In partnership with ER2, we’ve created sustainability programs. In 2024, we diverted 53,106 pounds of landfill waste, reduced greenhouse gases by 70,017 pounds and provided $7,959 worth of donated devices to students. Through our shared goal to provide technology for communities, the program enabled University of Phoenix and ER2 to provide 21 laptops to students while helping improve access to online education and bridging the technology gap.

Read more:
phoenix.edu/impact →

Professional development

The rapidly evolving market demands strategic workforce training.

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 popular training topics with hundreds of skills available through completion and assessment, including:

- AI Workplace Training
- 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 2024 University of Phoenix Career Optimism Index® study, 74% of American workers recognize the necessity of learning new skills to stay ahead in their career. 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.

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 offers employers adaptable skills solutions designed to bridge skill gaps, boost employee engagement and retain top talent. Depending on employer needs, options can range from full degree programs, competency-based education, six-to-eight-month role-aligned certificates, individual courses, and tailored, skills-based learning pathways.

2,500+

organizations from healthcare to telecommunications are part of our employer or benefits provider alliances.

Customized workforce skills solutions

University of Phoenix alliances 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 2024 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 23.7% over 2023.

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 Program (TAP) Cap does both while making every dollar count, combining employer tuition assistance funding with significant University investments.

University of Phoenix also provides multiple tiers of alliances, which offer a variety of benefits for learners. Depending on the specific type of alliance established between an employer and University of Phoenix, an employee enrolled as a student can expect to cut the cost of their education.

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.

The agreement 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. Benefits have expanded to apply to credit-bearing single courses, certificates, and all associate degree, bachelor's degree, master's degree and doctoral programs open for enrollment.

The number of tribal education and enterprise strategic alliances continues to grow in scope and success, increasing by 16% to 118 alliances in 2024, up from 102 in 2023. Students who work with the University's Tribal Operations team continue to progress through their sixth 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.

Clearing the bases

Growing up in Northern California as a member of the Round Valley Indian Reservation, Ursula Swan loved playing sports and staying active. Watching her father play fastpitch softball inspired her love for the game and led her to play for more than 25 years. She was keen to learn practical skills, picking up the basics of car maintenance with her father and cooking traditional foods with her mother.

Swan began her postsecondary educational journey at Santa Rosa Junior College and Sonoma State University but put her education on pause after starting a family. She and her husband fostered their children's love of sports, teaching them to play softball and watching them play football and cheer while also serving as board members of the local sports organization. Having coached her children through their education, Swan decided to return to school.

As recipient of the first University of Phoenix and National Native American Human Resources Association full tuition scholarship, she found a path forward and connected with the University's Tribal Operations team: "When I began the enrollment process, Tribal Relations was there to guide me and answer any questions I had. They eased my stress and anxiety, taking away my worries. They continue to support me at every step of my journey, helping me succeed."

Two years into the program, she has already earned skills badges, made the President's List and the Dean's List, and completed more than half her courses toward her bachelor's degree. Asked who inspires her, Swan points to her family, especially her granddaughters. "They were surprised to learn that their grandma attends school, which motivates me even more. I want them to see that it is possible to return to school at any age."

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. Community college students visiting our new portal for their transfer pathways can learn about their benefits and individual journey based on their specific transfer pathway.

Our 3+1 Transfer Pathway program ensures credits from community college graduates more easily transfer toward earning a bachelor's degree to help students save on tuition.

> **When 3+1 Transfer Pathway students transfer in 87 associate degree credits from a participating community college, they can complete their bachelor's degrees in as little as 14 months for $12,200.**

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/alliance/transferpathways** →

2024 by the numbers

654
students in the 3+1 Transfer Pathway program

377
participating community college alliances

90%
retention of Concurrent Enrollment Program* and BSN cohorts

43
states with community college alliances

15
new articulation agreements

4
new Community College Education Service agreements

1
new 3+1 alliance

*Concurrent Enrollment Programs (CEP) provide nursing students the opportunity to complete coursework towards a baccalaureate nursing degree while enrolled in a community college associate degree nursing program.

3 What we do

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.

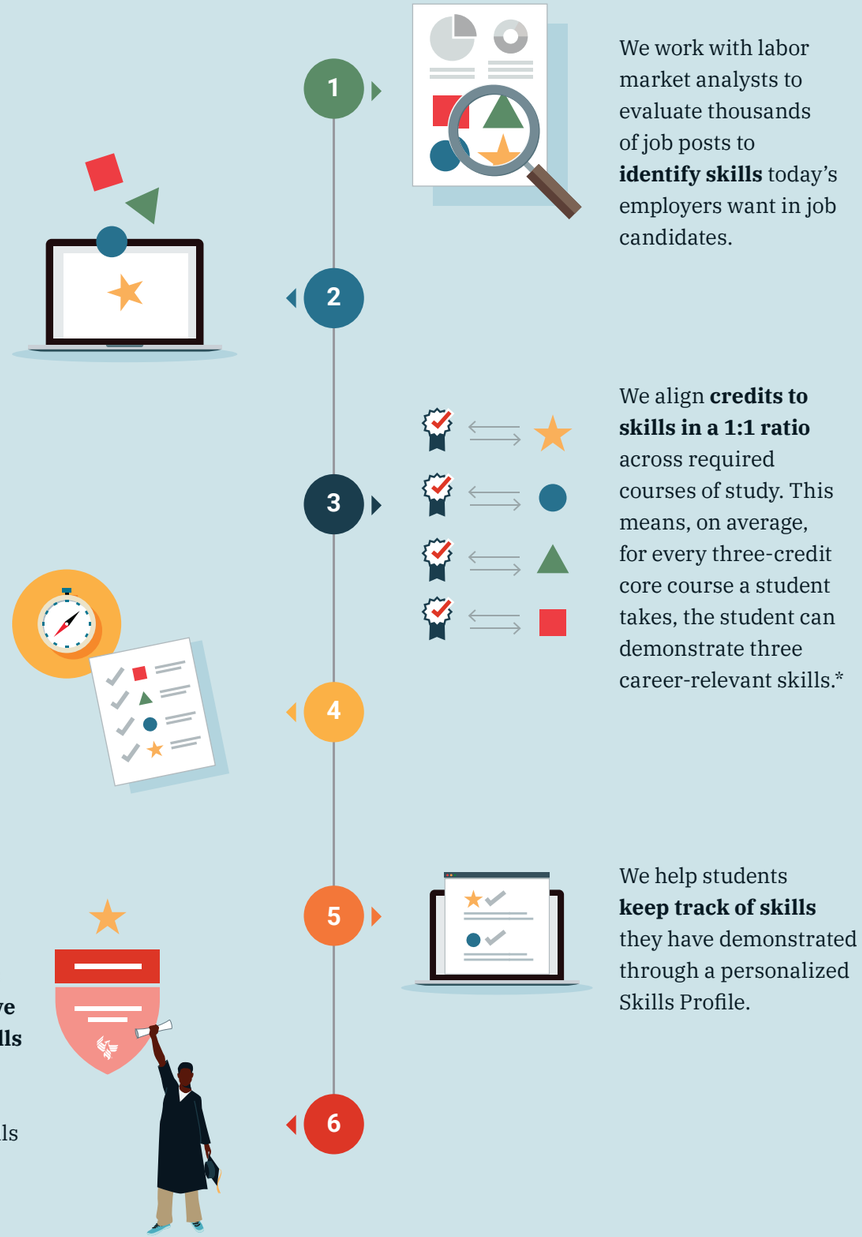
"We've built a curriculum that is directly tied to in-demand skills, making it easier for students to clearly understand what they're learning and how it applies to their careers," says Provost and Chief Academic Officer John Woods, PhD.

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.

Listen to Dr. Woods discuss skills-aligned education on a recent podcast:

FIGURE 7
THE SKILLS-MAPPING JOURNEY



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

Career Navigator

The Career Navigator career-guidance platform — accessible to students through their student portal — offers personalized guidance and support. The easy-to-use platform helps students confidently move forward in their career journey.

Through Career Navigator, students can:

- Use **Career Explorer** to learn about job growth, outlook, descriptions and salary ranges.
- Identify next steps and discover how their skills could position them for their career journey with **Career Plan**.
- View skills they have demonstrated in their courses or gained from prior experiences — and connect them to their career goals in **Skills Profile**.
- Utilize **Job Explorer** to find current job postings aligned to their education and career goals.

Early signs show that our students are taking advantage of our exclusive career-focused tools. In FY24:

- **100,576** unique users* engaged with Career Navigator
- **7,768** students found a job opportunity in Job Explorer and clicked “apply now” to visit the employer site to learn more
- **8,881** students identified a potential career goal by saving a career of interest to their dashboard
- **30,462** students achieved a Career Planning Milestone**

“Through Career Navigator, we’re trying to help students be more ‘skill literate.’ 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

* All users with an individual record number, including prospects, students and alumni.
** A Career Planning Milestone is the action of taking a step within our suite of career services. These include saving a career or job title, adding 10 or more self-reported skills, clicking “Apply now” on a job opportunity and completing a career advisor appointment.

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 166 distinct academic badges*, and as of Aug. 31, 2024, we had issued more than 640,000 academic 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.

*The University offers 441 total badges when Professional Development, Faculty and Training, Employee Resource Groups, and Leadership are taken into account. The total number of badges awarded across all 441 badge categories is 642,562.
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®, Inc.

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, our practitioner faculty is what really sets us apart. 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, 29.3 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

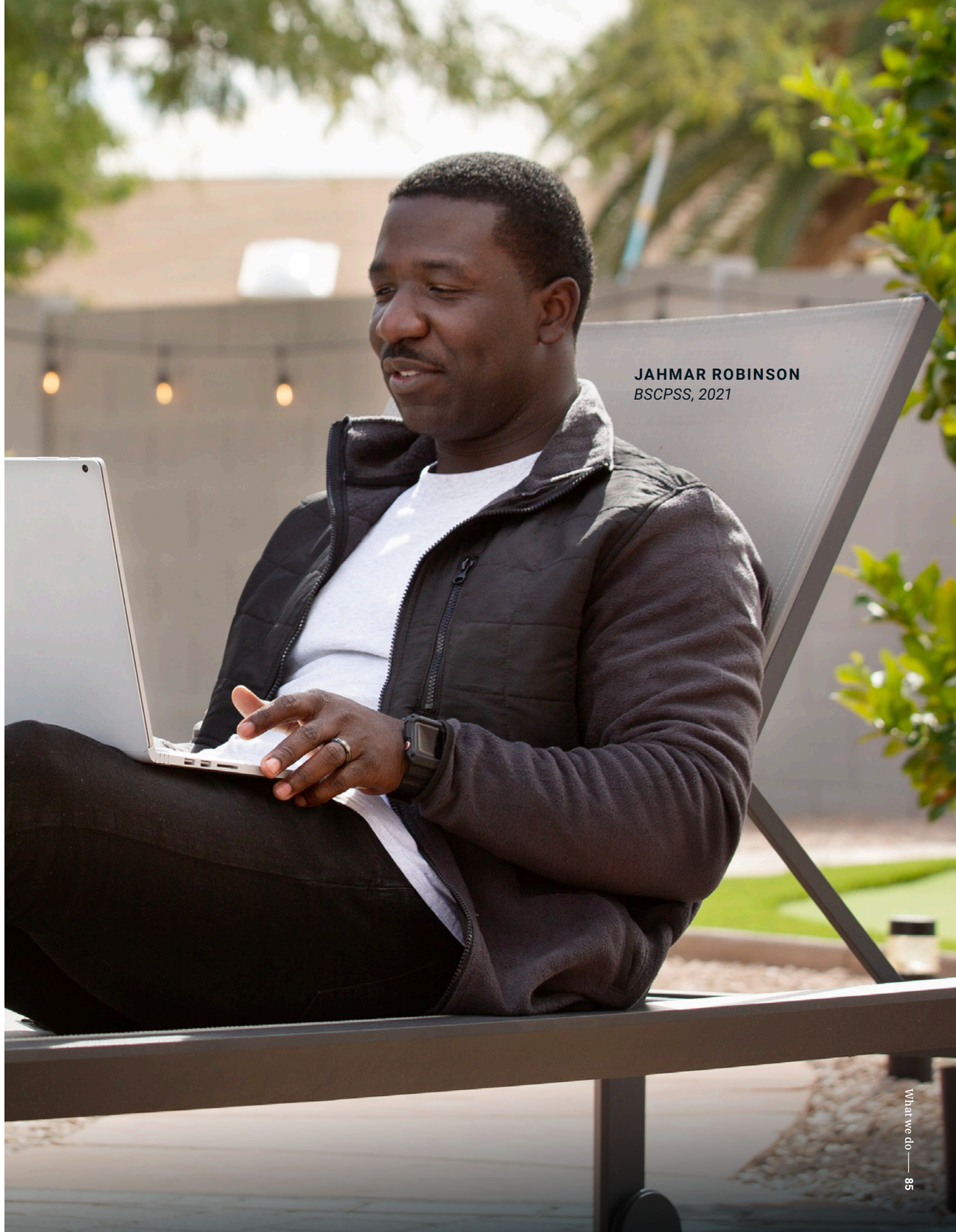
Eligible students could earn a degree faster, and for less.

In a landscape of rising educational costs, University of Phoenix remains steadfast in its commitment to saving students time and money.

Since 2018, our Tuition Guarantee has ensured a consistent, flat tuition rate from enrollment to graduation. And in 2024, we introduced our Savings Explorer™ tool, helping students discover personalized savings opportunities.

In FY24, students benefited from more than $125 million in tuition savings through discounts, scholarships and strategic financial options.

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



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 more than 5,000 accredited institutions.

In FY24, we applied more than 900,000 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 on tuition. In 2024, 3,547 students earned credit through PLA.

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

StraighterLine is a registered trademark of StraighterLine, Inc.
Sophia is a registered trademark of Sophia Learning, Inc.
Study.com is a registered trademark of Study.com LLC.
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.
Excelsior College is a registered trademark of Excelsior University.
Berlitz is a registered trademark of Berlitz Investment Corp.

FIGURE 8

PRIOR LEARNING ASSESSMENT BY THE NUMBERS, FY24

3,547
undergraduate students earned credit through PLA

$14.4M
saved on tuition

36,142
total credits were awarded

$4,055
saved on tuition per student, on average

ALTERNATIVE CREDIT BY THE NUMBERS, FY24

5,247
students utilized alternative credits

$25M
saved on tuition

63,885
total credits were awarded

$4,845
saved on tuition per student, on average

NATIONAL TESTING BY THE NUMBERS, FY24

214
undergraduate students utilized national testing providers

$460K
saved on tuition

1,156
total credits were awarded

$2,150
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
- Master of Health Administration
- Master of Information Systems
- Bachelor of Science in Nursing

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

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**

Plus, through our 3+1 Transfer Pathway, associate degree students can transfer in 87 credits — equivalent to three years — from a participating community college. In addition to the special associate degree tuition rate, we waive tuition and the resource fee for one course, which provides students with additional savings up to $1,220.

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

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

8 Scholarships

Starting with a student's first course, every qualifying student in our bachelor's, master's and doctoral programs 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

Through employer or benefits provider alliances, we provide education benefits to employees at more than 2,500 organizations. 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 2024 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 spouses and dependents) are eligible for a lower military tuition rate.

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

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
- 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)

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

$3,740
Average tuition savings for active-duty military students

$2,330
Average tuition savings for veterans

Data drives our efforts to support student success

We help our students with flexible education and timely tools.

Behind the typical University of Phoenix graduate is a story of sheer determination — a working adult studying on lunch breaks, juggling life, and facing doubts about getting it all done.

Data could never tell the full 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 students at University of Phoenix.

Government data tracked by the U.S. Department of Education (available at **nces.ed.gov/ipeds**) is limited because it measures only first-time, full-time students. These students constitute about 16% of students entering University of Phoenix in the most recent year.

GEOFFREY AGUILERA,
BSM 2023
MPA 2024

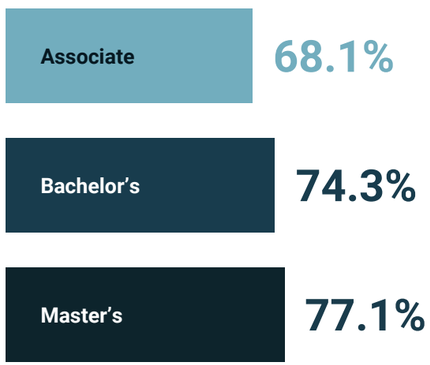
Retention rates

In FY24, we retained nearly three in four bachelor's students (74.3%). This is remarkable considering most of our students are employed and have dependents. Six in ten are attempting to be the first in their family to earn a degree.

In other words, our students overcome a lot simply to be in school.

They bring tenacity. And we bring tailored support. Using sophisticated predictive analytics, we index GPA, credit-earning pace, financial stability and other metrics that help us reach out to students with well-timed tools to help them persist in their programs. These might include academic assistance, financial help or life management services.

FIGURE 9
UNIVERSITY OF PHOENIX INSTITUTIONAL RETENTION RATES, 2024



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 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 with agility, and these efforts are paying off. The entire 2024 fiscal year on-track measurements outperformed the corresponding individual month for each of the two prior two fiscal years.

"The on-track tool and predictive analytics help us intervene in the right ways at the right times," says Provost John Woods, PhD.

Figure 9. University of Phoenix. (2024). The Office of Federal Policy and Reporting.
The University's institutional retention rates reflect the percentage of confirmed students who posted their first attendance in the reported program during the cohort year (Federal Award Year July 1 – June 30). A student is deemed "retained" if he or she posted attendance in his or her fourth class within the following time frames: (i) associate, 175 days; (ii) bachelor's (non-CBE)) 175 days; (iii) master's (non-CBE), 210 days; (iv) Competency-based (CB) 133 days. A student in a direct assessment (DA) 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 focus on retention is helping more students achieve their dream of a college degree. Our institutionally calculated bachelor's degree graduation rate (32.6%) is at its highest since 2021 — this is significant considering most of these students persisted through the COVID-19 pandemic.

Graduation rate improvement is a positive development the University will strive to see continue. There is reason for optimism, as our "on-track" gains are trending up.

It's important to note that while retention rates capture a picture of what's happening right now, graduation rates look back in time (e.g. the 2024 bachelor's graduation rate reports on students who enrolled in 2017). Thus, we can project that our robust 2024 retention data will begin to show up in graduation rates for the 2031 academic year.

When examining graduation data, it's also important to note that large portions of University of Phoenix students have characteristics that are associated with low graduation rates nationwide. In fact, on average, our undergraduate students have three risk factors *simultaneously*.

Some of these risk factors, identified by the U.S. Department of Education's National Center for Education Statistics, include single parenting, having dependents, working full-time, being a first-generation student, and having an income of less than $50,000.

Additionally, due to the nature of flexible, online classes, some students who take classes at University of Phoenix move on to graduate somewhere else.

FIGURE 10
150% INSTITUTIONAL GRADUATION RATES, 2024

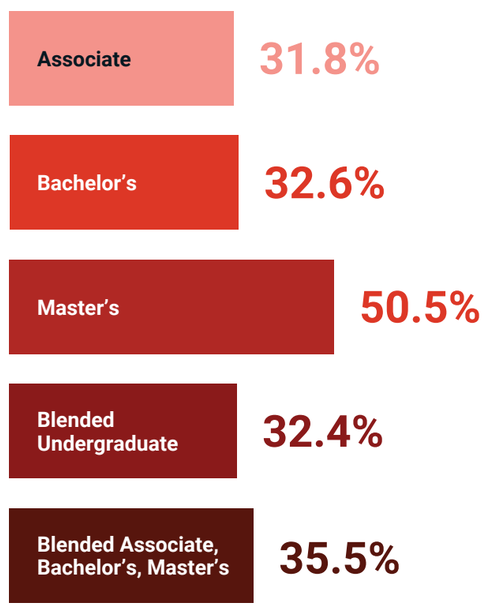


Figure 10. University of Phoenix. (2024). The Office of Federal Policy and Reporting.
The 150% institutional graduation rates reflect the percentage of University students in the cohort who had completed their program of study within 150% of the published length of the program. The 150% institutional 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 2024 institutional graduation rates in Figure 10 are FY21 for associate and master's and FY17 for bachelor's.

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. We help students:

- Discover personalized funding sources and estimated program costs with our Financial Plan summary, completed during enrollment
- Connect with University representatives for guidance on tuition financing questions before starting and during their program
- Explore federal loan repayment options with support from our Repayment Management team
- Access the iGrad® suite — at no additional cost — for resources and tools on financial planning, borrowing, saving, retirement, investing and everyday life

Financial coaching

To help our students with money management, we offer a financial coaching resource through the University's Life Resource Center.

Students can access 30 consecutive days of free phone coaching on financial topics 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. For fiscal years 2021 and 2022 the University's CDR was 0%, due to the Department of Education's federal loan payment pause initiated following the COVID-19 pandemic. 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:

University of Phoenix debt levels

FIGURE 11 UNIVERSITY OF PHOENIX FEDERAL STUDENT LOAN DEBT LEVELS FOR GRADUATES, AY23-24

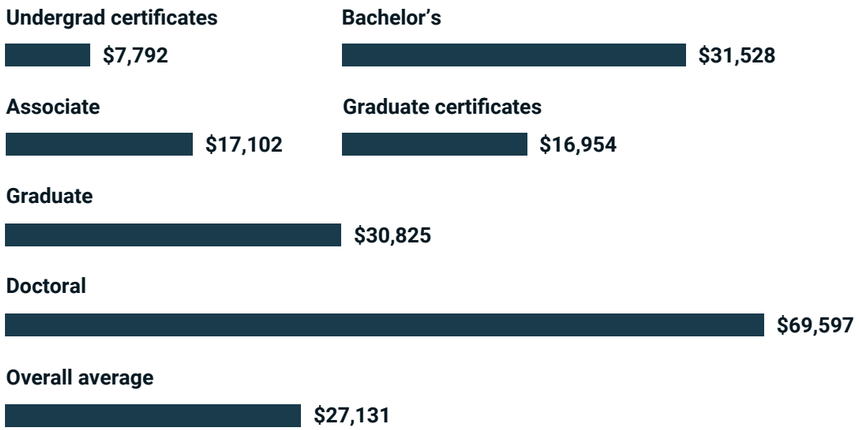


Figure 12 shows lifetime federal student loan borrowing through June 30, 2024.

FIGURE 12 UNIVERSITY OF PHOENIX AVERAGE LIFETIME BORROWER INDEBTEDNESS

Figure 11. University of Phoenix, 2024. 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 12. University of Phoenix, 2024. 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 to financial management advisement and tools to disability accommodations, 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 last year to help students navigate their career journey. (Learn more on **page 80**.)

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

96%

The average satisfaction rating for career advisor appointments, based on 475 survey responses in FY24

Committed academic counselors

Our students can reach academic counselors (ACs) and support staff when and how they need us via voice, text, email and chat support. Based on 27,452 student survey responses in FY24, our ACs earned a 5-star rating from 94% of students and achieved an average of 4.76/5 stars.

Our ACs help students by providing:

- Individualized support
- Academic advisement
- Developmental coaching
- 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 math and statistics support material.

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 seriously. We offer access at no additional cost to the iGrad online money-management tool, which students can use to learn how to budget, save, minimize borrowing and understand future student loan payments. Additionally, iGrad provides a scholarship search tool for non-University scholarships.

Life Resource Center

The majority of our students juggle work, parenting and 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.

Disability accommodations

The support we offer is proven to help students persist in their programs. In FY24, Accessibility & Disability Services accommodated 15,311 students. Their average 30-day retention rate of 66.4% represents a 16.5% higher retention rate than students with disabilities who did not pursue accommodations.

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Facebook is a registered trademark of Meta Platforms, Inc.

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 about time management, study techniques, network building and more — 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.

On-demand resources

When our students need us, we're here for them with resources that include:

- **Virtual Library**, which offers 24/7 access to research databases, journals and periodicals, general interest e-books and streaming content. In FY24, the University Library had more than 3 million individual content downloads.
- **Virtual Student Union**, a centralized hub with links and locations for academic support, involvement opportunities, career services and alumni resources.
- **Chatbot team**. Our artificial intelligence chatbot, Phoebe, helps direct students virtually and quickly to information based on where students are in their educational journey.

Assessing student outcomes

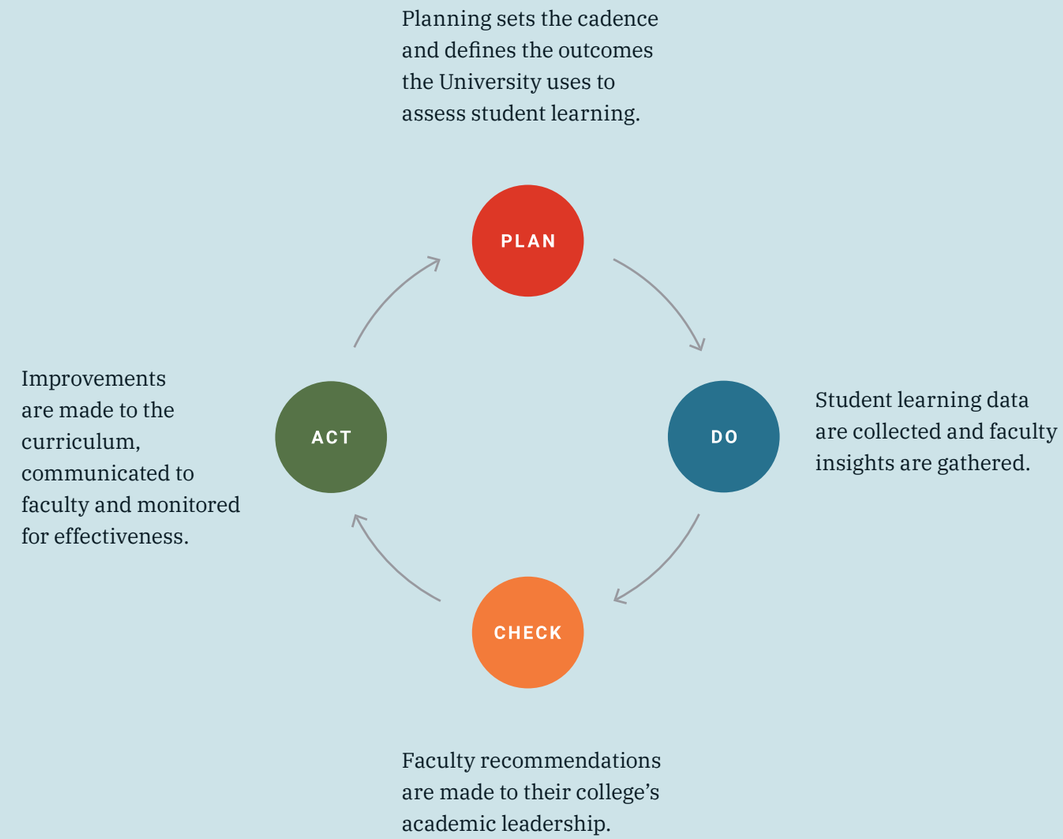
Measurement of student learning is an indicator of our effectiveness.

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 13 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.

1

Academic Program Review (APR)

Every 4½ years, APR looks at how a program is functioning. The focus is on student learning, faculty engagement, alignment to academic discipline and industry, and other criteria.

2

Health Check

Every 18 months, we examine a program's student learning, graduation, retention, enrollment and other data. This health check allows program leadership to respond quickly where needed.

3

Rapid Assessment Process (RAP)

This nimble, responsive process flags course issues that need to be addressed in real time.

"Now in its fourth year, our Rapid Assessment Process continues to drive timely, relevant change in courses. The whole point of RAP is that it's fast," says Gretchen Meyers, EdD, director of academic assessment. "An assessment team surveys faculty, analyzes responses and then shares key insights, which provides the colleges with a mechanism to improve courses in just a one-to-three-month span."

In FY24, 548 faculty were invited to participate in RAP and 66% responded. Through this process, students can be confident that faculty and academic leadership 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, or authentic, real-world performance assessments are also key to understanding how students are performing. These are built into courses and are aligned to Program Student Learning Outcomes, General Education Student Learning Outcomes and University Learning Goals.

In 2024, more than 543,000 measurements of student learning were captured through summative assessments. "The University continuously leverages this large sample size to shape curriculum, instruction and student support," says Nick Williams, EdD, director of assessment.

Student surveys

Surveys completed by our students offer valuable feedback on their experiences at the University and serve as an additional, indirect assessment of student learning.

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:

- Intercultural and interpersonal awareness
- Critical and creative thinking
- Communication
- Scientific thinking and inquiry
- Quantitative reasoning

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 14 BLOOM'S TAXONOMY

As students progress through a general education course, they also progress through levels of learning, which academics will recognize as Bloom’s Taxonomy.

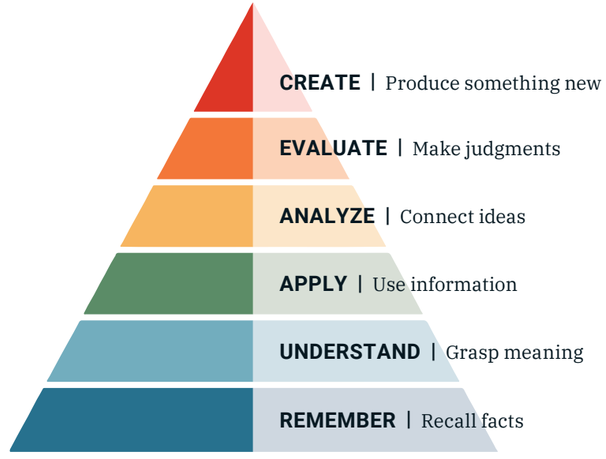


FIGURE 15 GESLOs: HOW STUDENTS PERFORMED

Figure 15 shows the percentage of student work scoring 74% or higher on the summative assessments aligned to each GESLO.* All percentages in FY24 remained steady or improved over FY23.

93%

Intercultural and interpersonal awareness

91%

Critical and creative thinking

90%

Communication

89%

Scientific thinking and inquiry

76%

Quantitative reasoning

*Source: University of Phoenix, 2024, Power BI

University Learning Goals

University Learning Goals (ULGs) are a set of five overarching competencies that employers identify as top effective 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 the 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 the "Closing the Skills Gap 2023: Employer Perspectives on Educating the Post-Pandemic Workforce" 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 through degree programs that are aligned to in-demand workplace skills. This gives our students — and their employers — confidence that University of Phoenix degrees and certificates assess 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," says Director of Institutional Assessment Alisa Fleming. **Figure 16** offers a detailed explanation of the five competencies we measure against, along with the percentage of student work in FY24 that demonstrated proficiency of the course-level learning outcome.

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 16 ULGs: HOW STUDENTS PERFORMED

Percentage of student work, aligned to University Learning Goals, scoring 74% or higher at the undergraduate level, and 85% or higher at the graduate level, by faculty:*

93.6%

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.

93.2%

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.

92.8%

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.

92.2%

Critical thinking and problem-solving

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

89.3%

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.

*Source: University of Phoenix, 2024, Learning Management System

Program Student Learning Outcomes

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 17 PSLOs: HOW STUDENTS PERFORMED

Percentage of student work on PSLO-aligned summative assessments scored by faculty at 74% or higher for undergraduate programs, or 85% or higher for graduate programs, by field of study in FY24.*

94.6%
Nursing

90.1%
General Studies

89.9%
Education

87.7%
Social and Behavioral Sciences

87.5%
Health Professions

86.1%
Business & Information Technology

74.5%
Doctoral Studies

*Source: University of Phoenix, 2024, 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 18 illustrates student survey feedback regarding the University, faculty and interactions with support services.

FIGURE 18 STUDENT EXPERIENCE FEEDBACK FROM FY24 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

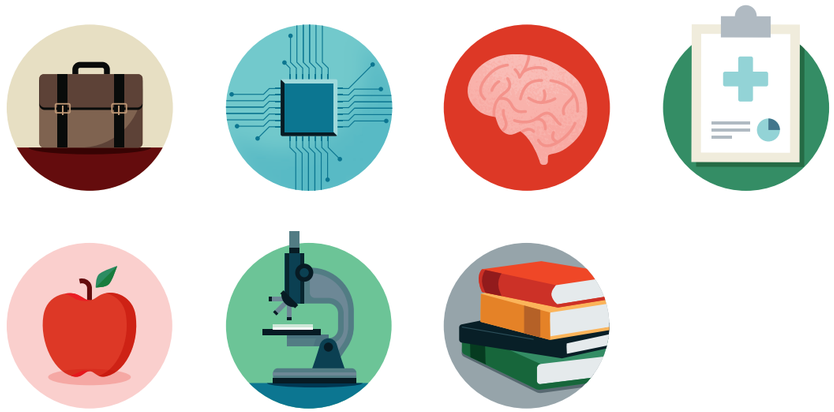
* The numbers reflected in questions 1 and 2 summarize 207,206 student responses to our end-of-course survey. The survey was given to 724,307 students, for a 28.6% response rate. All responses were collected between 9/1/23 and 8/31/24.

** The data in question 3 summarize 108,168 student survey responses gathered between 9/1/23 and 8/31/24, 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 Technical Assistance Center departments where both student and agent are identified in the data table.”

Seven colleges, diverse career goals

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

At University of Phoenix, everything we do at the college level is tied back to 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 aligned to more than 300 occupations, and over 90% are in growing fields.



Our faculty

In FY24, our instructors had an average of 16.1 years of University of Phoenix teaching experience and 29.3 years of professional experience.

Their passion for students' educational success is evident: When 207,206 students responded to an FY24 survey* about how likely they would be to recommend their instructors, on a 0 to 10 scale they answered with an average of 9.1/10.

Faculty Councils

Our Faculty Councils play a critical role in helping to determine program and course improvements.

Each college dean or designee chairs a Faculty Council with up to 12 faculty members who research educational issues or potential programs, develop and review new courses, and evaluate and make recommendations on the college's goals, programs, curriculum and practices.

Industry Advisory Councils

Industry Advisory Councils (IACs) meet periodically to inform our colleges' leaders about today's workplace needs.

The University held its first-ever joint IAC meeting in April 2024. The meeting gathered key stakeholders in business, IT, education, health, counseling, social work and criminal justice to share insights on industry trends, workforce demands and evolving technologies.

"When we share ideas across disciplines — and discuss their collective impact on the workforce — it brings us current information from employers' perspectives that might ultimately relate to our curriculum," says Christina Neider, EdD, dean of the College of Social and Behavioral Sciences.

Institutional accreditation

University of Phoenix is accredited by the Higher Learning Commission (HLC) (**hlcommission.org**). Accreditation is an independent evaluation of educational quality and rigor. Since 1978, the University has been continuously accredited by 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 207,206 student responses come from a total of 724,307 end-of-course survey invitations, for a 28.6% response rate. All responses were collected between 9/1/23 and 8/31/24.

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) helps equip its students with the skills, knowledge and ethical foundation to shape their future. Everything we do — every program, every initiative — is designed with one goal in mind: helping our students build new skills.

College highlights

You could say that *building* was our theme for 2024 and some of our biggest achievements.

We recognize how important it is for today's learners to showcase their professional skills right now — not years from now. That's why we launched digital badges for our undergraduate and graduate business programs in early 2024. These badges, which can be displayed on platforms like LinkedIn®, don't just tell employers what you've learned; they show them what you can do.

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

College highlights continued...

Students pursuing a bachelor's in business can now showcase skills in areas like data-driven decision-making, organizational leadership, and relationship building. MBA students can now highlight advanced skills like strategic leadership, business planning, financial management and operational efficiency.

Why does this matter? Because in a tight labor market[1] facing a well-documented skills shortage, digital badges could help our students stand out. Students increase their visibility to potential employers while employers can more easily find skilled employees.

But our commitment to adult learners didn't stop there. Two of our college leaders, Associate Dean Natalie Pratt, MEd, MC, MBA, and Senior Manager of Operations Ryan Williams, MM, MIS, authored a white paper proposing an academia-wide framework for awarding graduate-level credit for prior learning (CPL).

Graduate students often carry rich workplace experience into their academic journeys, yet CPL remains underutilized in higher education. Between 2020 and October 2024, University of Phoenix awarded 111 credits to 37 graduate students who successfully applied for credit evaluation. It's a start. Increasing awareness and adoption of CPL can help more working professionals save time and reduce costs.

Read the white paper: **phoenix.edu/cpl**

Finally, we built a new degree program designed with input from our practitioner faculty and Industry Advisory Council. The Bachelor of Science in Finance and Technology launched in summer 2024 to help prepare students to be fluent in both as these fields become more intertwined.

What makes this all possible? I work with an amazing team that, I guess you could say, is in the future-building business. In CBIT, we're advancing educational goals every day. I'm grateful to lead this talented, dedicated team. It's been a remarkable year in CBIT.

Kathryn Uhles

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

[1] https://www.uschamber.com/workforce/understanding-americas-labor-shortage

College timeline

October 2023
Introduced EC-Council® exam prep opportunities for students interested in pursuing certain IT industry certifications to expand their educational portfolio.

February 2024
Anthony Buenger, Gillian Silver and Renee Green received the Dean's Award of Excellence for their faculty commitment and their contributions to the college.

March 2024
Dean Kathryn Uhles participated in a panel at the 2024 1EdTech Digital Credentials Summit and co-presented a session on the University's efforts to launch a digital credentials pilot program.

April 2024
Seven Business faculty members volunteered as judges for the National Undergraduate Negotiation Competition, an event that connects students with negotiation experts and business professionals.

August 2024
In collaboration with EC-Council®, we launched a Capture the Flag competition to give cybersecurity students hands-on experience identifying a network threat.

EC-Council is a registered trademark of EC-Council International Limited.

Key leadership

KATHRYN UHLES, MIS, MSP

Dean | Joined UOPX: 2006

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

NATALIE PRATT, MED, MC, MBA

Associate Dean | Joined UOPX: 2014

Pratt holds 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 and a Bachelor of Science in Secondary Education from Ohio University.

J.L. GRAFF, EDD, MBA

Associate Dean | Joined UOPX: 2002

Dr. Graff holds a Doctor of Education, Master of Business Administration and a Bachelor of Science in Business from University of Phoenix.

LISA PAULSON, MS

Assistant Dean of Operations and Faculty | Joined UOPX: 2004

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

Industry Advisory Council

In 2024, the CBIT Industry Advisory Council advised on a range of topics designed to advance the college and better serve our students.

- **Stephanie Benoit-Kurtz, DIT, MBA** – Regional Director of Security and Security Consultant, Trace3
- **Liza Buchanan** – VP Marketing Operations, OneAz
- **Bob Collins** – Regional President, Central Plains Region, Sysco
- **Michael Echols** – VP, Global Cybersecurity Strategy, Las Vegas Sands Corp.
- **Allie Flath** – Partner Account Manager, CertifiID
- **Stephenie Gloden** – SVP, Head of Enterprise Agile Enablement Center of Excellence, Fidelity Investments
- **Shawn Harrs, PhD** – Executive VP and CIO, Red Lobster Restaurants
- **Debra Marrano-Lucas** – President, endConsulting, Inc.
- **Jennifer Mellor, MBA** – Chief Innovation Officer, Greater Phoenix Chamber
- **Jeffery Rhymes, DMgt, MBA, CSM** – VP, Global Technology Talent and Employee Experience, JPMorgan Chase & Co.
- **Jim Rice, DM/IST** – VP, Digital Transformation, CDW
- **Matthew Rosenquist** – CISO and Cybersecurity Strategist
- **Steve Zylstra** – President and CEO, Arizona Technology Council + SciTech Institute

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 Finance and Technology
- 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 Networking*
- 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

FY24 program completions

Student completions in Business and IT totaled

16,970

*These programs are not available for new enrollment.

Faculty scholarship

College of Business and IT faculty maintained their steady dedication to publishing and presenting in FY24. Here are some highlights:

- **Renee Green**, primary presenter, “Turn a Ship Around: Applying Self-Care, Data Analytics, & Problem Solving to Change Leadership,” 25th International Leadership Association Global Conference, Vancouver, British Columbia, Oct. 3, 2023
- **Timothy Callaghan**, presenter, “Effective Management Techniques in Combating Unethical Business Challenges in Organizations,” International Institute of Certified Forensic Investigation Professionals, Oct. 14, 2023
- **Kathryn Uhles**, presenter, “Digital Credentials: Supporting Career Journeys Through High-Demand Skills,” Convergence: Credential Innovation in Higher Education conference, Nov. 1–3, 2023, Washington, D.C.
- **Susan Jones**, presenter, “How to Create an APR, aka Programming Business Plan,” U.S. Department of Defense, Jan. 8, 2024
- **Peter Wilms**, “Zendesk’s Mental Health Strategy to Reduce Workplace Stress and Burnout,” webinar consulting, Society for Human Resource Management, Feb. 13, 2024
- **Clark McCarrell**, co-presenter, “Digital Literacy and Data Skills,” American Society of Mechanical Engineers, Feb. 23, 2024

Business and IT spotlights

From dropout to doctorate, anything is possible

When Laura McGinn graduated high school in 1988, she went off to college with aspirations of becoming a teacher or a lawyer. But after one semester, she returned home. She couldn't really afford college, even with the partial scholarship she was awarded. Ever the self-starter, McGinn went to work. "I started in retail," she says, "and was quickly promoted to management, which turned into a 20-year career."

Laura McGinn
DBA, 2023

A straight talker with a slight New York accent, McGinn's service-oriented mindset allowed her to quickly climb the retail ranks.

But her lack of a college degree gnawed at her, and in 2003 she enrolled at University of Phoenix. After a year, she stepped away for family reasons.

"It always bothered me that I never finished college," McGinn says. "I felt that I was missing out on being the best leader I could be."

Finally, in 2009, circumstances and finances aligned for her to go back to college. Her company's tuition reimbursement benefits helped make it possible. "Without the confidence that I would have help funding my education, I would not have pushed ahead," McGinn says.

> "I never in a million years thought that I would hold a doctorate, but here I am."
>
> LAURA MCGINN, DBA 2023

She completed her bachelor's degree in 2013, then earned her Master of Business Administration in 2016 and her Doctor of Business Administration in 2023.

"The old saying that you can do anything you put your mind to is completely true," McGinn says. "I never in a million years thought that I would hold a doctorate, but here I am. I learned that when you take very big things and break them into small chunks, everything is possible."

Zachariah Bowen: A scripted story

Zachariah Bowen's professional journey reads like the plot of a Hollywood script.

While growing up poor in a small Southern California town, Bowen didn't see college or a clear career path in his future. He worked in fast food and at a retail drugstore before moving on to a janitorial role with a NASA subcontractor.

While there, Bowen, a tech-minded young man with an interest in PC gaming, got the chance to transition into IT as a fiber-optics cable technician. But every time the subcontracting company secured a new contract, employee pay reset to starting wages, no matter their experience. For Bowen, who had built 14 years of IT experience by then, it was a frustrating setback.

"The second time it happened to me, I was like, I'm done," Bowen says. Discouraged, he approached his boss. By highlighting his skill set and commitment to the organization, he was able to move into a different, more stable position. Finally, a mentor at work nudged him to go to college, as did his wife, Giovanna.

One afternoon, Bowen happened to catch a University of Phoenix commercial on television.

Zachariah Bowen
BSIT, 2023

"The commercial was something like 'You can do 'IT,' and you can do it,'" laughs Bowen. "I thought, *Cool. I'm going to do it!*"

In 2023, he became the first person in his family to graduate from college. He earned a Bachelor of Science in Information Technology with certificates in Advanced Cybersecurity and Advanced Networking.

And remember that Hollywood movie script thing?

Today, Bowen works as a cyber systems architect for a global aerospace and defense technology company. And one of the team members directly reporting to him is someone whose trash he used to take out while working as a janitor at NASA.

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

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

It has been a year of exceptional growth and collaboration in the College of Social and Behavioral Sciences, which supports Counseling, Psychology, Social Work and Criminal Justice programs under one college umbrella.

College highlights continued...

To help our students learn to work holistically on behalf of others, we held the virtual Research Symposium “Empowering Mental Health Support in Our Communities.” The event united leading faculty and passionate students in a collaborative exploration of critical mental health topics, from fulfilling community needs to enhancing care strategies to supporting first responders.

The symposium reflected the cross-discipline collaboration we encourage for our students to foster impactful, real-world solutions wherever they go on to work and live.

Last year, our Bachelor of Science in Social Work (BSSW) team collaborated to develop custom online textbooks designed to enhance student learning in the upper-division SWRK/401–404 courses. This innovative resource offers content curated by our internal experts, providing valuable support to students as they learn social work standards.

Over the past year, our master’s and bachelor’s programs in Industrial-Organizational Psychology have experienced significant growth as well.

I am honored to work with the problem-solvers and difference-makers in the College of Social and Behavioral Sciences. Their dedication to collaboration and excellence is shaping the next wave of students who will be tasked with doing the same.

Christina Neider

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

College timeline

October 2023

The BS in Applied Psychology with a concentration in Media and Technology launched. The program prepares students to apply psychological principles and to understand how technology affects human interactions.

November 2023

The Counseling Career and Internship Dinner was held at the Phoenix Campus, giving students the opportunity to connect with behavioral health industry leaders, faculty members and peers.

January 2024

The college’s Counseling Research Symposium brought together 80 students, faculty and stakeholders to explore how to achieve belonging in the counseling profession.

March 2024

Nine senior associate faculty were appointed in CSBS. These new, application- and interview-based positions represent top-tier faculty members.

March 2024

Mary Jo Trombley, PhD, was selected to be the new associate dean over Psychology and Human Services programs for the college.

April 2024

CSBS participated in the first-ever joint Industry Advisory Council meeting with leaders in Social and Behavioral Sciences, Business and IT, Health Professions, and Education. Read more on **page 113**.

May 2024

Monty Spencer, MS, was named among the University’s 2024 Faculty of the Year recipients.

June 2024

At the two-year anniversary of its online launch, the Marriage, Family and Child Therapy (MSC/MFCT) program had 298 students and is growing.

August 2024

The college hosted its inaugural CSBS Research Symposium, featuring leaders from each of its disciplines, to explore how communities can cooperate across law enforcement, civic, social and behavioral health entities to enhance mental health.

Key leadership

CHRISTINA NEIDER, EDD

Dean | Joined UOPX: 2005

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

FRANZI WALSH, DBA, MPA

Associate Dean | Joined UOPX: 1997

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

SAMANTHA DUTTON, PHD, LCSW

Associate Dean | Joined UOPX: 2016

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

MARY JO TROMBLEY, PHD

Associate Dean | Joined UOPX: 2005

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

SHEILA BABENDIR, EDD, LPC

Associate Dean | Joined UOPX: 2007

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

BRYAN VALLANCE, MBA

Assistant Dean of Operations and Faculty | Joined UOPX: 2005

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

AMANDA FREI, MSC, NCC

College Curriculum Manager | Joined UOPX: 2009

Frei holds a Master of Science in Counseling from University of Phoenix and a Bachelor of Arts in Psychology from University of Arizona.

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

FY24 program completions

Student completions in Social and Behavioral Sciences totaled

3,380

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.

Psychology and Human Services:

- **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
- **Todd Tice, PhD** – Clinical Psychologist and Program Manager, U.S. Department of Veterans Affairs

Counseling:

- **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
- **Jennifer Gewarges, DBH, LCSW** – Senior Director of Crisis Services, Terros Health

Criminal Justice, Security and Public Administration:

- **Keith D. Gephart** – Captain, Executive Officer Bureau, Office of the Director, Arizona Department of Public Safety
- **Denise Stravia** – Statewide Strategic Planner, Strategic Planning and Performance Data Manager, Arizona Governor's Office of Strategic Planning and Budgeting
- **Carl Nink** – Director, Policy and Audits, Management & Training Corporation (Retired); Nink Consulting
- **Ken Decedue Jr.** – Division Chief, Mission Assurance, U.S. Transportation Command (USAF Retired)
- **Tommy Tunson, DBA** – Professor of Criminal Justice and Director of Public Safety Training Programs, Bakersfield College

Social Work:

- **Faith I. Baker** – Rating Veterans Service Representative, U.S. Department of Veterans Affairs
- **Amanda Fixsen, PhD** – Vice President, Programs and Implementation, Invest in Kids
- **Cindy Lugo** – Prevention Coordination Specialist, United States Air Force
- **Lindsey O'Connell, LCSW, CAADC** – Vice President of Operations, Mind Body Wellness; Owner, Psychotherapist and 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 FY24, CSBS faculty members continued their commitment to publishing and presenting — sharing experience- and research-based findings with the broader community. Highlights included:

- **Franzi Walsh, DBA**, "Curriculum to Careers: Program Design, Mapping and Assessment," presentation, Academy of Criminal Justice Sciences Conference, Chicago, March 19–23, 2024.
- **Samantha Dutton, PhD**, "Bridging the Gap: Enhancing Employability of Baccalaureate Social Work Graduates through Skills-Based Education," workshop, Association of Baccalaureate Social Work Program Directors, New Orleans, March 6–10, 2024.
- **Sheila Babendir, EdD, and Christine Karper, PhD**, "Preparing Future Counselors to Deliver Equitable Mental Health Counseling Services to a Global Society," presentation, Mediterranean Region Counseling Association Conference, Wiesloch, Germany, March 14–15, 2024.
- **Michelle Perepiczka, PhD**, "Marriage, Couples, and Family Counseling Lesson Plans," textbook contribution, *Teaching of Telemental Counseling*, H.C. Robertson & M.S. Jones (Eds.) American Counseling Association.

Social and Behavioral Sciences spotlights

Faculty member joins SOPHIA scholars executive board

Christa Washington, PhD

Senior Associate Faculty Member Christa Washington, PhD, has been selected to serve on the executive board of the Society of Presidential Historians in Academia (SOPHIA). SOPHIA was formed in 2023 to examine presidential and leadership history through a scholarly lens, Dr. Washington notes. “I was brought on particularly to help bring students into the fold who have an interest in studying U.S. presidents and presidential leadership,” she says.

A member of University of Phoenix faculty since 2009, Dr. Washington currently teaches two of the University’s Direct Assessment courses (Social Psychology, and Ethics and Professional Issues) in addition to several other courses in the online Psychology degree programs.

Loreen Pearson receives inaugural Jamie Buckalew-Hedin Scholarship

The endearing legacy of an esteemed clinical director at University of Phoenix is also now more *enduring* — in a way that will help graduate students for years to come.

The inaugural $2,500 Dr. Jamie Buckalew-Hedin Scholarship, established to honor the mental health contributions of the late “Dr. Jamie,” as she was affectionately called, was awarded in April 2024 to Loreen Pearson of Mesa, Arizona.

In 2020, Dr. Jamie took on the role of clinical director at University of Phoenix. She directed the Counseling Skills Center, which offers free mental health services to the community, and clinically supervised training for graduate students. She passed away in 2023 following a battle with cervical cancer.

Loreen Pearson

The scholarship was established to support outstanding counseling students.

“I was brought to tears with this honor,” Pearson says. “It was humbling to meet Dr. Jamie’s husband, daughter and mother. She was so young, and she already had done so much to build our Counseling program.”

A former news anchor with an ABC affiliate and 20-year-stay-at-home mom, Pearson graduated with a Master of Science in Counseling (MSC/CCMH) in October 2025.

Craig Mahaffy named head of Arizona Counselors Association

University of Phoenix alumni Craig Mahaffy (MSC/CCMH 2024) was named president of the Arizona Counselors Association (AZCA) in 2024.

Mahaffy says he has always had the heart of a counselor but kind of “grew into” the role. “When I was a kid, I wanted to be a pastor or the president. And now I’m a therapist,” he says, adding that perhaps his childhood aspirations found fusion in his current roles as nurturer and leader after all.

Craig Mahaffy, MSC/CCMH

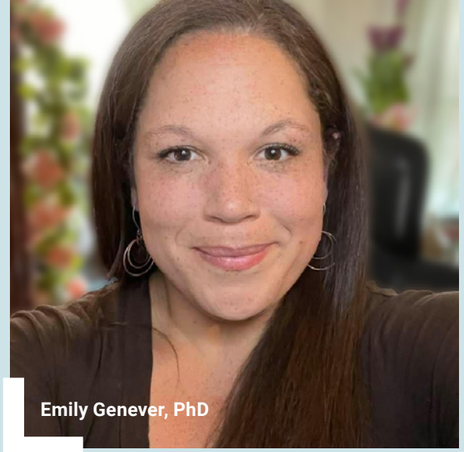
In 2017 he moved to Mexico to help launch a nonprofit that helps Mexican children in border towns access education. He later joined University of Phoenix, where he became a disability services advisor. Today, he works full time as a licensed associate counselor in telehealth for Abundant Hope Integrated Solutions in Flagstaff, Arizona.

At AZCA, he and his team are helping Arizona counselors stay connected amid the new telehealth norms of a post-COVID world. “Our counselors had to navigate COVID, for the most part, at home alone. That really fractured our sense of community. Today we’re focused on rebuilding community among our counselors,” he says.

Mahaffy’s professional interests include psychedelic assisted psychotherapy, transpersonal psychology, mindfulness, and trauma-focused interventions.

Spotlights continued...

Faculty member establishes first responder peer support


Emily Genever, PhD

Emily Genever, PhD, LCPC, NCC, embodies the passion and industry expertise that University of Phoenix's faculty bring to the classroom.

When she's not teaching courses in the University's Counseling program, Genever works as a therapist and is also helping to launch a new peer support program for first responders in her community.

"I don't like being bored," she jokes, adding that for her, the peer support project is personal. She worked in EMS in Boston before switching tracks into mental health. She knows how traumatic first responder calls can be.

The peer support program trains first responders in CISM, or Critical Incident Stress Management. "If a first responder has a hard call or if they're burned out, it's easier for them to talk to another first responder who gets their life," Genever says.

She has trained correctional officers, firefighters, police chiefs and sheriffs in Penobscot County in Maine. The program is expanding throughout the state and into New Hampshire.

"Our first responders will do anything and everything for us, and yet sometimes they are emotionally isolated," Genever says. "To see them accept that they have a support network too? That makes me so happy."

Counseling Skills Centers give back to Arizona, California communities

Students who enter graduate counseling programs often have a desire to give back. But it's not every day that they enter a *program* that gives back.

University of Phoenix Counseling Skills Centers are quietly helping communities in Arizona and California through free counseling services.

"Our students who are in their final three clinical courses see clients — anyone in the community who wants and is in need of free mental health services and meets the criteria to be seen by our student interns," says Christina Neider, EdD, dean of the College of Social and Behavioral Sciences.

In California, which offers virtual telehealth sessions statewide, community members received 5,539 hours of therapy from September 2023 to June 2024. The campus-based Counseling Skills Center in Phoenix held 826 in-person appointments in the same time frame.

> "Our students who are in their final three clinical courses see clients — anyone in the community who wants and is in need of free mental health services and meets the criteria to be seen by our student interns."
>
> CHRISTINA NEIDER, EDD

"It's a win-win-win. Our counseling graduate students gain clinical training hours, community members have access to free, confidential mental health services under the supervision of licensed professionals, and the overall mental health of the community is elevated," Dr. Neider says.

Clients are screened to make an appointment, and walk-ins are not accepted. The types of services vary by location, but may include counseling for:

- Grief/loss
- Depression/loneliness
- Coping skills
- Relationships
- Stress and anxiety

Learn more: **phoenix.edu/counseling-skills-centers**

College of Health Professions

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

The College of Health Professions (COHP) 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

Our commitment to prioritizing the student experience remains unwavering, and this was exemplified in 2024.

We're continually testing and learning as we explore new ways to make our curriculum as career-relevant and effective as possible. We created our first video-focused course and tested students' knowledge and retention throughout the course. Based on strong initial outcomes, including a significant decrease in withdrawal and failure rates, the video-focused curriculum is guiding future course revisions in the college.

DONNA ESPOSITO
MHA, 2012

College highlights continued...

In another curriculum update, we drove a 73% year-over-year increase in the number of Medical Records Certificate students who sat for the National Healthcareer Association's Certified Billing and Coding Specialist certification exam. In FY24, 281 students sat for the exam compared with 162 in FY23. Our students' pass rate also improved by 4 percentage points, from 75% to 79% in that same time frame.

To help our Bachelor of Science in Health Administration (BSHA) students sharpen skills needed in the real world, we worked with the College of General Studies to change the elective most BSHA students take to public speaking. We also embedded a job interview, which allows these students to practice career skills they otherwise might not have recently used or had the opportunity to hone.

I encourage you to take a look through our college's achievements from FY24. From student and faculty milestones to our collaboration with other colleges within our University, we are proud of the efforts that drive the success and growth of our programs.

Finally, we remember and honor the contributions of a longtime faculty member, Robert Adams-Ghee, who passed away in March 2024. Please read his story on **page 149**. His dedication to competency-based education and kindness left a lasting impact on our community. We deeply miss him.

Mark Jöhannsson

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

College timeline

April 2024

We launched a pilot program to offer Master of Health Administration (MHA) students personalized feedback on competency goals and career planning.

April 2024

COHP participated in the first-ever joint Industry Advisory Council meeting with leaders in the colleges of Social and Behavioral Sciences, Business and IT, Health Professions, and Education. Read more on **page 113.**

May 2024

COHP faculty member Ky Borgstadt, DC, was named among the University's 2024 Faculty of the Year recipients.

May 2024

Leaders in the MHA program presented on the success of the program's efforts as part of the Commission on Accreditation of Healthcare Management Education's (CAHME) Mentorship Circle.

June 2024

The Master of Public Health with a concentration in Community Health Leadership, which launched in January 2020, graduated its 100th student.

Key leadership

MARK JÖHANNSSON, DHSC, MPH
Dean | Joined UOPX: 2015

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

HEATHER STEINESS, PHD, MPH
Associate Dean | Joined UOPX: 2019

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

NYE CLINTON, PHD, MHA
Associate Dean | Joined UOPX: 2004

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

FY24 program completions

Student completions in Health Professions totaled

3,975

*This program is not available for new enrollment.

Industry Advisory Council

The College of Health Professions Industry Advisory Council hosted its annual meeting April 29, 2024. Industry Advisory Council members include:

- **Blake Aaron, MHA** – Facilities Project Manager, Denova Collaborative Health
- **Rhonda Abbott, PT, FTPTA, MBA** – CEO and Senior Vice President, TIRR Memorial Hermann (Rehabilitation and Research)
- **Dean Athanasies** – Leader, Services Project Management Office, Philips
- **Audrey Hubbard, DNP, RN, CPHQ, HACP** – Director of Health Care Improvement, Baylor Scott and White McLane Children's Medical Center
- **Tomás Léon, MBA** – President, Equality Health Foundation
- **Steven Linerode, RN** – Director, Risk and Safety Management, Community Howard Regional Health System
- **Roy Swift, PhD** – Executive Director, Workcred
- **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

Faculty scholarship

In FY24, College of Health Professions faculty — some of whom are highlighted here — continued their dedication to publishing in scholarly publications and presenting findings at conferences.

- **Ann Impens, PhD**, "Pregnancy Care on TikTok: Preliminary Results on a Mixed Method Evaluation of Pregnancy Related Videos," presentation, American College of Osteopathic Obstetricians and Gynecologists, Sept. 22, 2023
- **Suzanne Mays, MS**, "Developing and Implementing a PMO in a Rural Hospital," primary presenter, Hazel Hawkins Memorial Hospital, Nov. 17, 2023
- **James Jones, PhD**, "Nurturing Success: Harnessing the Power of Empathy, Compassion and Humility," primary presenter, Physician Assistant New Student Orientation, Eastern Virginia Medical School, Jan. 3, 2024
- **Jeff Kindrai, MS**, Case Study: "The Health Officer's Role in Addressing Human Health Hazards," primary presenter and WALHDAB New Health Officer Orientation, WALHDAB/ Badger Bay, April 30, 2024
- **Benjamin Ovando, MBA**, ACHE Executive Edge, primary presenter, ACHE Southern California Regent Advisory Council, June 8, 2024

Health Professions spotlights

Instructor brings public health home for students

"Hey, everybody, it's Bob again …"

Master of Public Health students are used to hearing this informal, on-location video greeting from instructor Bob Vella, the Communicable Disease Bureau chief for the Delaware Division of Public Health. Vella often walks the hallways at work while shooting videos for students about the latest outbreak or to describe how public health officials are monitoring data.

"Our students aspire, especially since the pandemic, to make a difference in public health. It's important for them to know how we're handling outbreaks and to learn about our successes and struggles in the field," Vella says.

Bob Vella, MPH

As bureau chief, Vella manages a staff that both investigates and works to prevent communicable diseases such as HIV and STIs and outbreaks such as COVID-19 and monkeypox.

> "Our students aspire, especially since the pandemic, to make a difference in public health."
>
> BOB VELLA, MPH

When he has his University of Phoenix hat on, it's always on. "I had one student who called me at 3 a.m., and I picked up the call. It could have been a student thinking, 'Bob, I have no confidence. I'm going to drop this program,'" Vella says.

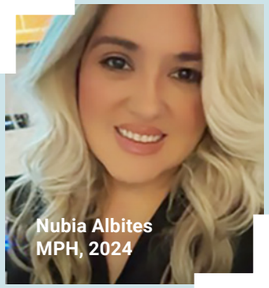
Associate Dean Heather Steiness, PhD, MPH, appreciates how Vella gives insight into the everyday workloads of "eppies," industry jargon for epidemiologists. "At the end of the day, it's detective work really. And because he's so frequently recording videos, he comes off as a normal person."

Vella would say he is a normal person.

"I would call myself a simple guy from Delaware," he says. "And I never take for granted teaching for this great institution."

Spotlights continued...

Recent MPH graduate joins leadership event


Nubia Albites
MPH, 2024

In June 2024, the University hosted a leadership summit. This offered a chance for Nubia Albites (MPH, 2024), a recent graduate with a 4.0 GPA from the College of Health Professions, to share her perspective.

Albites says that she was honored to be able "to inspire others to be empathic public health leaders in their communities." Empathy is a quality she has applied to her own career, and one she needed from others while pursuing her degree.

"I had many moments when I thought I might not get my degree done because I was battling breast cancer. I had good and bad days just trying to survive," she says. "University of Phoenix really worked with me and was very supportive. In the end, I was able to battle breast cancer and become a public health official."

Albites, who owns a Miami-based aquatics and fitness company, is also working with a team of medical researchers looking at how to help Florida's obese population overcome barriers to health and fitness.

Associate dean joins CAHME site visit team

Heather Steiness, PhD, MPH, has become a Commission on Accreditation of Healthcare Management Education (CAHME) Fellow.

As a fellow, she participates in three-day site visits to other universities to determine their accreditation status. Day one is generally spent reviewing records. "On days two and three we're meeting with faculty, staff, advisory board members, students and alumni — validating that what the university has reported in its application is accurate."

Dr. Steiness says the visits, and the resulting recommendation from the site visit team, carry a tremendous amount of weight with the CAHME board, which makes final accreditation decisions.

"For me as a program director, it's an incredible opportunity to interact with and learn from my peers in the field. Frankly, I get to learn from the universities I visit as well — gathering inspiration for new and innovative things to bring back to my MHA program for our students."

In April 2024, Dr. Steiness was also invited to be part of CAHME's candidacy committee, which brings together health administration professionals and academics to review applicants for accreditation.

Heather Steiness, PhD

Remembering Robert Adams-Ghee

The College of Health Professions was saddened to lose longtime faculty member Robert Adams-Ghee in early March. A former Faculty of the Year recipient, he passed away from a sudden illness in March 2024.

> "He was very good at simplifying concepts — and he was also good at simply being kind."
>
> MARK JÖHANNSSON, DHSC

An early supporter of competency-based education at University of Phoenix, Adams-Ghee taught MHA courses in both the traditional and competency-based degree programs. He often participated in optional faculty meetings and projects and was generous in sharing ideas with faculty.

In his professional life outside the University classroom, Adams-Ghee was the CFO for Soles4Souls, a nonprofit organization that repurposes donated shoes and clothing to help entrepreneurs in developing countries.

Mark Jöhannsson, DHSc, MPH, dean of the College of Health Professions, says Adams-Ghee is profoundly missed. "For someone with experience at a high level, he was very good at simplifying concepts — and he was also good at simply being kind."

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 in-demand skills and the college's core values: safe patient-centered care, leadership, scholarship, professional practice, interprofessional collaboration, and caring.

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

FY24 was a year of tremendous achievement for the College of Nursing. Among the most noteworthy is the success of our Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program. Since its launch in October 2022, this program has enrolled more than 200 students, addressing the growing need for mental health practitioners in healthcare.

College highlights continued...

The addition of this new program, alongside our established Family Nurse Practitioner (FNP) program, has helped reenvision the in-person residency for NP students. For the first time, our MSN/PMH and FNP specialties came together for a joint, in-person residency in January 2024.

This five-day, hands-on intensive residency fosters cross-specialty collaboration, allowing students to engage in realistic healthcare simulations with professional actors skilled in healthcare practice scenarios. By navigating realistic patient encounters in specialties like neurology, cardiology and dermatology, students build confidence and refine their skills before entering clinical rotations. This meaningful week concludes with a white coat ceremony, marking a pivotal step in their professional journeys.

Our Doctor of Nursing Practice (DNP) program also achieved significant milestones in 2024. Thanks to a structured road map that lays out key program milestones, the DNP team has improved student retention by providing clear pathways for success.

The DNP team has also conducted an integrative review of literature focused on DNP progression and completion. With review and analysis complete, the team has begun writing an article for future publication.

At the heart of these achievements lies our dedication to creating an environment where all feel included. Integrated into our college pillars of Students, Faculty, Curriculum, Policy/Procedure, and Resources, these efforts have earned recognition on national platforms, including the Organization of Associate Degree Nursing (OADN), the American Association of Colleges of Nursing (AACN) Diversity Symposium Feb. 5–7 in New Orleans, and the 17th Annual Doctors of Nursing Practice Conference June 25–27 in Key West, Florida.

Reflecting on FY24, I am deeply proud of the steps we've taken to deliver innovative, meaningful programs while fostering a community rooted in respect and belonging.

And I'm honored to champion our college's efforts to help prepare our students to serve as compassionate, skilled practitioners and leaders.

Raelene Brooks

Raelene Brooks, PhD, RN
Dean, College of Nursing

College timeline

November 2023
The college added a program chair/clinical coordinator position for the Master of Science in Nursing/Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program to support these students.

April 2024
The College of Nursing hosted the Spring Healthcare Career Networking Dinner on the Phoenix Campus, encouraging students and alumni to connect with industry professionals.

May 2024
The Coaching for Success workshop series officially launched, offering sessions that dive into key certification exam topics. Workshops are designed to enhance student success while enhancing faculty insight into students' needs.

May 2024
The College of Nursing and the Korean American Nurses Foundation co-hosted CPR classes, a Direct Care Worker training, and a Suicide Prevention and Mental Health Self-Care seminar.

July 2024
The college added a program chair/clinical coordinator position for the Master of Science in Nursing with concentrations in Informatics, Nurse Education and Nurse Administration.

Key leadership

RAELENE BROOKS, PHD, RN

Dean | Joined UOPX: 2019

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

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

Associate Dean | Joined UOPX: 2019

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

PATRICK LAROSE, DNP, MSN/ED, RN

Associate Dean | Joined UOPX: 2021

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

BRANDI MORSE, EDD, MAED

Assistant Dean of Operations and Faculty | Joined UOPX: 2009

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

SUN JONES, DNP, RN, FNP-BC, FAANP

Systematic Program and Curriculum Evaluator | Joined UOPX: 2016

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

HOPE FARQUHARSON, PHD, RN, MSN/ED

National Director of Clinical Practice | Joined UOPX: 2023

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

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.

FY24 program completions

Student completions in Nursing totaled

1,016

Industry Advisory Council

In FY24, Industry Advisory Council members received detailed updates on the College of Nursing's strategic goals. These sessions, held twice a year, served as a platform for council members to share valuable insights on evolving industry trends and the skills needed for future nursing graduates. Council members also contributed to other College of Nursing initiatives.

- **Donna Mazyck, MS, RN, NCSN, CAE, FNASN** – Executive Director (retired), National Association of School Nurses
- **Candice Vaughan Griffin, DNP, RN, NEA-BC** – Executive Director, Clinical Education and Professional Development, Banner Health
- **Donna Meyer, MSN, RN, ANEF, FAADN, FAAN** – CEO Emeritus, Organization for Associate Degree Nursing
- **Lynn Sagara, MPH, RN** – Board of Directors, Southern Arizona Chapter, 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
- **Antoinette Dziedzic, PhD, MSN, RN** – Chapter President, Omicron Delta, Sigma Theta Tau International (Non-voting council member)

Faculty scholarship

In FY24, College of Nursing faculty continued their commitment to publishing and presenting — sharing experience — and research-based findings with the broader community. Highlights included:

- **Margo Patterson, MD, DNP-C**, author, "A Framework to Enhance Graduate Employability," *International Journal of Doctoral Studies*, November 2023
- **Candice Herman, DNP**, co-presenter, "Dedicated ICU Clinicals to Support Transition into ICU Residency Program: An Academic-Practice Partnership," 47th biennial Sigma Theta Tau International Honor Society of Nursing convention, November 2023
- **Dayna Herrera, DNP, MSN, BSN, RN**, primary presenter, "The Charlie Chronicles: Methods for Designing an Innovative and Immersive Tabletop IPE Simulation," Society for Simulation in Healthcare, January 2024
- **Patrick LaRose, DNP, MSN/Ed, RN**, co-author, "Translating Evidence into Clinical Practice" chapter, textbook *Primary Care Interprofessional Practice 7th edition*, Elsevier, April 2024
- **Martha Badger, PhD, RN**, co-author, "Future Needs in Nursing Informatics: Preliminary Findings from the Global Nursing Informatics Survey," *Studies in Health Technology and Informatics*, July 2024

Nursing spotlights

Gloria Littlemouse, PhD

Faculty shed light on plight of nurses during pandemic

The dissertation of University of Phoenix nursing faculty member Gloria Littlemouse, PhD, informed the article "Lived Experiences of ICU Nurses During COVID-19," in the journal *The Linacre Quarterly.*

The article, co-authored with Patricia Finch Guthrie, PhD, RN, faculty and project chair, and Margaret Kroposki, PhD, RN, associate faculty, both in the University's Doctor of Nursing Practice program, was published in September 2023.

"The pandemic exposed the frailty of our healthcare infrastructure, and this study importantly gives voice to nurses who practiced in the most challenging of circumstances taking care of the sickest, most vulnerable patients," Dr. Littlemouse says. "It's meaningful that the study has now been published and adopted into our community body of knowledge."

The article describes intensive care unit (ICU) nurses' experiences caring for patients with COVID-19 while trying to engage in self-care and care for their families. Eleven ICU nurses shared their individual experiences working in a hospital ICU.

Finch Guthrie, who served as dissertation chair for Littlemouse, says, "Dr. Littlemouse brought her profound understanding and compassion to her study as she also cared for COVID patients during a very difficult time in nursing. Her work fully illustrates the pain and suffering of nurses during that time."

Nursing spotlights continued...

Dr. Sun Jones inducted as Fellow of prestigious program

Sun Jones, DNP

College of Nursing faculty Sun Jones, DNP, RN, FNP-BC, was inducted as a Fellow of the American Association of Nurse Practitioners (FAANP) on June 27, 2024. The American Association of Nurse Practitioners (AANP) recognizes the outstanding achievements and exemplary service of 33 AANP members who have been accepted into the prestigious FAANP program.

The new Fellows joined an elite and diverse group of 942 NPs who make a positive and profound impact on national and global health.

"It is an honor to be inducted into the Fellows of the American Association of Nurse Practitioners," Dr. Jones says. "This recognition means so much to me, not only as a professional, but because it highlights the unwavering support of our College of Nursing leaders and faculty. As a Fellow, I am privileged to represent University of Phoenix and contribute to the advancement of nurse practitioners."

Raelene Brooks, PhD, RN, dean of the College of Nursing, says, "Dr. Jones exemplifies the spirit of a servant leader, deeply dedicated to fostering community health and well-being."

Dr. Jones, the systematic program and curriculum evaluator, has also been a faculty member with University of Phoenix since 2011. Her career spans two decades as both a family nurse practitioner and educator.

Two Nursing faculty awarded Faculty of the Year

The College of Nursing is honored to showcase Jamie Buchanan, DNP, MSN-ED, RN, and Audrey Stevenson, PhD, MPH, MA, for being among the 13 University Faculty of the Year award recipients in 2024.

"It's an honor to be recognized," says Dr. Buchanan, who admitted feeling sheepish after not answering multiple phone calls from Provost John Woods, PhD. "I thought they were spam. It literally was the provost calling to tell me about the news in person."

Jamie Buchanan, DNP

A project chair in the Doctor of Nursing Practice program, Dr. Buchanan prides herself on anticipating student needs. She hosts live videos and micro-lectures and makes herself available for one-on-one time — even though she's a busy sports mom and military spouse who just completed her 11th move in 17 years.

"My students definitely let me know they appreciate how available I am," she says.

Dr. Stevenson, who has taught business, science and nursing classes in her 14 years at the University, has found a home in the MSN/Family Nurse Practitioner program. She says she loves having the opportunity to play a small part in helping develop a new generation of nurse practitioners.

Audrey Stevenson, PhD

"I had one student who was about midway through her program. She sent me a message that she had a lot happening in life, needed an accommodation, and didn't know if she could finish her program," Dr. Stevenson relates.

"We hopped on a phone call. I asked her what learning support she needed. And then I said, 'Let's just see if you can do it. I'm here to support you. Why don't we just try?' She got an A, went on to her residency, and later thanked me for supporting her at the hardest moment in her program. That was one of the most gratifying experiences I've ever had."

Advancing expertise in evidence-based practice

Joanna Carrega, PhD, RN, and Jamie Buchanan, DNP, MSN-ED, RN, attended The Ohio State University's inaugural Evidence-Based Practice (EBP) in Nursing and Healthcare immersion conference in April 2024.

Leaders in the University of Phoenix Doctor of Nursing Practice (DNP) program, Drs. Carrega and Buchanan completed coursework that is required for pursuing EBP national certification.

Their participation in the five-day intensive session underscores the University's commitment to maintaining a DNP curriculum aligned with the latest evidence-based advancements. Faculty engagement ensures students benefit from cutting-edge, research-driven instruction.

Drs. Carrega and Buchanan shared key insights with DNP faculty and leadership, further enriching the program's rigor and relevance. By attending, they reaffirm their dedication to preparing nursing leaders to drive innovation and achieve better patient outcomes through evidence-based practices.

College of Education

Improving the lives of students, families and communities, one educator 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

The bulk of the College of Education's work and highlights in FY24 can be summed up in two words: urgent focus.

Considerable time and resources were devoted to our Graduation Rapid Design Cycle, or Grad RDC for short. This yearlong strategic effort offered valuable insights into how to help our elementary education students complete their program requirements.

These requirements come at a cost for most of our licensure program students, who must complete 100 clinical hours observing classroom settings. This can be a hardship for our Bachelor of Science in Education/Elementary (BSEd/E) students, who average 33 years of age, and most of whom work full time and have dependents.

College highlights continued...

We launched our Grad RDC after noticing a drop-off near the end of our BSEd/E program, our largest program, just two classes before student teaching was to begin. The reason? This was the deadline for students to complete program requirements, including their 100 clinical hours.

We know our students pass their student teaching placements at a very high rate (98.1% for FY24). So, we got to work researching how we could help remove the hardships interrupting their journey.

A cross-functional team of staff from the College of Education, Accreditation and Regulatory Compliance, Student Services, Operations and Education Support rose to the challenge. Team members conducted student surveys and interviews and analyzed student data with the targeted goal to create a clear, manageable student experience leading to graduation.

This dedicated effort resulted in:

- Creating a personalized hub (piloted in FY24 to Arizona undergraduate elementary education students) that tracks student progress on program requirements — including classes, clinical hours and exams.
- Embedding learning modules into classroom assignments (linked to the personalized hub) that cover testing preparation, practical tips for arranging clinical hours, and information on necessary program milestones.
- Enacting a policy change allowing students to use relevant, education-related work experience to help satisfy field experience requirements.
- Piloting a test preparation tool to help students meet their content area testing challenges.
- Removing program confusion by creating a student-friendly Glossary of Terms and redesigning course sequences to follow a more chronological order.

The Grad RDC work is expected to roll out into other licensure programs as we continue to make improvements.

I'm so proud of this mammoth undertaking. It truly reflects the heart of our college's leaders and educators — and their desire to equip the next generation of leaders and educators.

Pamela Roggeman

Pamela Roggeman, EdD
Dean, College of Education

College timeline

2023 – yearlong
The COE graduated more than 1,000 aspiring educators in the Class of 2023, amid a national teacher shortage.

January 2024
Associate faculty member Ronald Malcolm, EdD, was named Top Autism Safety Writer by *Autism Parenting Magazine*.

April 2024
The college held a national in-person Industry Advisory Council meeting.

May 4, 2024
COE faculty member Valentina Yarovaya, MS, a special education instructor in Hawaii, was named one of the University's 13 Faculty of the Year. Read more on **page 173**.

May 2024
The college's governance team — Jonathan Lewis, Chandra Shepherd, Jill Van Allen, Laine Willkom, Kathleen Phillips and Tammy Woody — provided a panel discussion for a University-wide faculty development broadcast.

Key leadership

PAMELA ROGGEMAN, EDD

Dean | Joined UOPX: 2013

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

LISA GHORMLEY, MA

Associate Dean | Joined UOPX: 2011

Ghormley currently is all-but-dissertation complete in her EdD in Educational Leadership from Northern Arizona University. She also holds a master's degree in Educational Leadership from Northern Arizona University and a bachelor's degree in Elementary Education from Grand Canyon University.

ASHLEY BARTLEY, MA

Associate Dean | Joined UOPX: 2006

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

JONATHAN LEWIS, MA, MS

Assistant Dean of Operations and Faculty | Joined UOPX: 1999

Lewis is all-but-dissertation-complete in his EdD in Education Leadership from University of Phoenix. 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.

FY24 program completions

Student completions in Education totaled

1,111

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

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

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

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

Industry Advisory Council

In FY24 the College of Education hosted meetings with its National Industry Advisory Council and California Industry Advisory Council. IAC members provided insights on recent trends in education and needs for education graduates.

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
- **Nathan Estel** – Managing Director, Passage Preparation
- **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
- **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
- **Belinda Dunnick Karge, EdD** – Professor Doctoral Programs, School of Education, Concordia University Irvine
- **Daniela Robles, NBCT** – Executive Director, Arizona K12 Center
- **Kate Wright** – Co-Director, Region 15 Comprehensive Center, WestEd
- **Jeff Charbonneau** – Principal, Zillah High School, Zillah, Washington; 2013 U.S. National Teacher of the Year

California Industry Advisory Council

- **Matt Moody** – English Language Development Teacher, San Diego USD
- **Kristie Remaly** – Course Instructor, Western Governors University; Contributing Faculty, Walden University; Faculty and Student Teacher Faculty Supervisor, University of Phoenix
- **Shirley Esau** – Retired Educator and Adjunct Faculty, Fresno Pacific University
- **Conni Campbell, EdD** – Coordinator, Human Resources, San Diego County Office of Education
- **Buck Roggeman** – Chief Human Resources Officer, Pacific Grove Unified School District
- **Belinda Dunnick Karge, PhD** – Professor of Doctoral Studies, Educational Leadership Program, Concordia University Irvine; Professor Emeritus, California State University

Faculty scholarship

In FY24, COE faculty members continued their commitment to publishing and presenting — sharing experience and research-based findings with the broader community. Highlights included:

- **Carrie Stroud**, primary presenter, “Literacy for Leaders,” North Carolina Department of Public Instruction, Oct. 26, 2023
- **Elizabeth Larkin**, presenter, “Special Education in the Home,” Round Lake Area School District, Nov. 9, 2023
- **Kristie Remaly**, co-author, “Promoting Conceptual Understanding Through Authentic Mathematics Instruction in Virtual Environments: More Than a Game,” Pearson Education, Jan. 7, 2024
- **Jaime Januse**, primary presenter, “Teaching to Diverse Populations,” Pearson Education, March 1, 2024
- **Chloe Tahnja Wilson**, primary presenter, “Engaging Online Adjunct Practitioner Faculty: A How-To,” UPCEA 2024 Annual Conference, March 28, 2024

Education spotlights

UOPX student wins Teacher of the Year — *before* graduating

As a general manager in the restaurant industry, Vernell Leon says that the joy of training new employees was her saving grace. In four otherwise ordinary years in banking, she facilitated training workshops that were the bright spot of her days. Before long, Leon noticed a pattern.

She loves to teach.

So, the 36-year-old mom of three got an idea. What if she went back to school to earn her master’s degree in education?

Now a sixth grade English language arts teacher at Eagles Landing Middle School in McDonough, Georgia, she was named Teacher of the Year at Eagles Landing on May 1, 2024. Incredibly, this was two days before she graduated from University of Phoenix with her Master of Arts in Education/Secondary Teacher Education.

> “When I can help them feel like a success in the classroom, that’s what I live for.”
>
> VERNELL LEON, MAED/TED-S 2024

Vernell Leon
MAED/TED-S, 2024

Leon is at her happiest when her students realize they are smart and can “get” the material. “When I can help them feel like a success in the classroom, that’s what I live for,” she says. Sometimes she gives her sixth graders a ninth grade-level reading assignment just to keep them on their toes. “When they grasp the material, I’ll let them know they are reading at a high school level.”

She wants to be for her students what her University of Phoenix faculty were for her: always supportive. “They took time to get to know me as a person. I wasn’t just a number to them. I felt like they were truly invested in me,” she says.

Spotlights continued...

Chat sessions help master's students get in the swing

For many master's-level students, it's been years, even decades, since they were in college. To help students reacclimate to school, faculty for MTE/510 (the first for-credit course in the MAEd Teacher Education programs) provide weekly, live chat sessions for one hour every Thursday night. Participating faculty are Jonathan Lewis, Dr. Gina Coffaro, Lisa Brizendine and Elissa Contreras.

The weekly sessions, which University Library Director P.J. Purchase and Associate University Librarian Kristina Green frequently join, provide:

- Review of weekly assignments
- Tips for using University library tools for research
- Help accessing Writing Center resources
- Opportunities for students to ask questions

"We want to set clear expectations for students, and ensure they know exactly what they are going to need to do to succeed," Lewis says.

Teacher Appreciation Night is a "suite" experience

University of Phoenix and the Arizona Diamondbacks held Teacher Appreciation Night at Chase Field on Aug. 12, 2024. Provost John Woods, PhD, and Pam Roggeman, EdD, together with educators from the Mesa Public School District and four University students enrolled in the Arizona teacher certification programs, were acknowledged in a special pregame recognition.

"The local school districts in every community that serve our students are great partners as we place future teachers in their schools," Roggeman says.

Valentina Yarovaya: A special educator

Working at the School for the Deaf in Honolulu, Valentina Yarovaya, a 2024 University of Phoenix Faculty of the Year recipient, understands her students. Maybe it's because as a Ukrainian refugee to the U.S. when the Soviet Union fell in 1991, she once felt deaf too.

Thinking back to when she moved to New York many years ago as a refugee, life in the U.S. felt foreign. She struggled to acclimate, to communicate and to understand the nuances of living in bustling New York City. The experience gave her an empathy for learners, including those with special needs.

> "Our Hawaii campus is filled with aloha — friendship, love, tolerance, and everything good."
>
> VALENTINA YAROVAYA

When Yarovaya began learning English, she also learned American Sign Language, which opened a door to work at the New York School for the Deaf. A 30-year career was born.

Valentina Yarovaya with Provost John Woods at the 2024 Faculty of the Year Awards ceremony

She moved to Honolulu 12 years ago to "retire." Since then, she has taught Special Education courses at UOPX and now serves as head of the Hawai'i State Department of Education's Special Education programs. "Our Hawaii campus is filled with aloha — friendship, love, tolerance, and everything good," she says. She tries to fill her online UOPX classrooms with the same.

She must be pulling it off. Recently one of her 578 students wrote to her: "I can't believe a person I've never met could help me so much. If it was not for you, I could not have completed this course."

That, Yarovaya says, makes working in a challenging field — and training educators to do the same — "worth it."

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 2024, we celebrated our 25th anniversary and another year of accomplishments by our graduates, students, faculty and staff.

College highlights

Through our online practitioner doctoral degrees, the College of Doctoral Studies provides a holistic approach to research, equipping students with tools to create meaningful and forward-thinking solutions. To date, we have proudly awarded more than 7,700 doctoral degrees and certificates — a testament to our commitment to developing leaders and innovators.

At the heart of our mission is our Scholar-Practitioner-Leader model, which helps to strengthen our students' skills in business, management, education and health administration. This model, coupled with our Doctoral Education Ecosystem® of support tools and training, empowers our students to grow in their confidence, inspire change in their organizations and communities, and deepen their research.

College highlights continued...

This year, we again implemented changes to better support students. We launched a revised resource repository, “CDS Central,” offering a more user-friendly platform and insights into our programs and resources for students, alumni, faculty and staff. We also revised and refined our curriculum as part of our continuous assessment process to ensure we’re delivering programs grounded in real-world solutions and sound research. These updates are designed to enhance student persistence, progression and completion while encouraging impactful research that reaches far beyond the classroom.

Additionally, we launched student-focused research workshops and webinars, expanded our CDS Alumni Mentor Program, and added skilled full-time and part-time doctoral faculty. Our research efforts have also grown through the work of our Research and Scholarship Enterprise and our three research centers: Center for Leadership and Entrepreneurial Research (CLER), Center for Organizational Wellness, Engagement and Belonging (CO-WEB) and Center for Educational and Instructional Technology Research (CEITR).

We look forward to building on this momentum in the year ahead.

Hinrich Eylers

Hinrich Eylers, PhD, PE
Vice Provost
Doctoral Studies and Academic Operations

College timeline

November 2023

Completed Research to Publication Workshop supporting student scholarship efforts, with 10 authors submitting to peer-reviewed journals.

January 2024

Expanded our CDS Alumni Mentor Program to include 150 alumni mentors and 150 doctoral student mentees.

February 2024

Highlighted college expertise as four faculty/student researchers presented at The Qualitative Report’s (TQR) 2024 conference.

March 2024

Celebrated 65 graduates attending commencement and welcomed them with their guests at the on-site Doctoral Reception.

April 2024

Welcomed 104 participants to the Phoenix campus for our 2024 CDS Colloquium.

May 2024

Launched a new, more user-friendly college resource platform/website.

June 2024

Completed qualitative data collection for the College’s student retention study.

July 2024

Launched an edition of our academic publication, *Phoenix Scholar*™, exploring artificial intelligence.

October 2024

Over 759 participants attended our 2024 Knowledge Without Boundaries Summit.

Key leadership

HINRICH EYLERS, PHD, PE

Vice Provost, Doctoral Studies and Academic Operations

Joined UOPX: 2009

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 | Joined UOPX: 2004

Ramirez holds a bachelor's and a Master of Business Administration from Arizona State University. He also holds a Bachelor of Science in Psychology 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 | Joined UOPX: 2015

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 | Joined UOPX: 2012

Dr. Santiague 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

Joined UOPX: 2013

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

Joined UOPX: 2019

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 Organizational Wellness, Engagement and Belonging (CO-WEB) | Joined UOPX: 2008

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) | Joined UOPX: 2009

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 and Entrepreneurial Research (CLER) | Joined UOPX: 2002

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. Additionally, he is a trained and licensed psychotherapist.

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

FY24 program completions

Student completions in Doctoral Studies totaled

424

Advancing workforce research, leadership and innovation

At the College of Doctoral Studies, we aim to develop leaders, researchers and contributors equipped to drive organizational performance across a wide range of fields. From education to business to healthcare, our graduates are prepared to lead, innovate and contribute as executives, administrators and researchers. Building leadership competency — the ability to inspire and implement change — is at the heart of everything we do.

Fostering scholarship in our research centers

Our Research and Scholarship Enterprise fosters multidisciplinary research and solutions in leadership, organizational wellness and educational technology. We cultivate a strong scholarship focus that supports faculty, students and alumni through our research centers, collaborative opportunities and publishing resources.

Under its umbrella, the CDS operates three research centers — Center for Leadership and Entrepreneurial Research, Center for Organizational Wellness, Engagement and Belonging, and Center for Educational and Instructional Technology Research.

CDS researchers support the University's Career Institute® and its annual Career Optimism Index® study by analyzing data and findings. The Institute produced nine white papers in 2024 with more to come.

Through our Research Services support initiative, we provide third-party research for industry organizations. Past collaborations include work on Bosch Information Systems' Urban Mobility Planning project. These partnerships open doors for meaningful research applications in the real world, with more insights available on **phoenix.edu/research**.

Cultivating community for our students

We also equip our academic and professional community with tools for success through workshops and webinars, offering a staggering 99 sessions in 2024. Our Dissertation to Publication (DTP) and Research to Publication (RTP) workshops help transform doctoral research into peer-reviewed publications, with 68 completed submittals to publishing houses for consideration in 2024.

The research centers offer Fellows-in-Residence roles for our alumni with opportunities to expand research, publish, peer-review work, become editors for the *Phoenix Scholar*™ journal, assist with the annual summit or write content such as white papers or blogs. There are currently 49 Fellows serving in the research centers. Learn more about our Fellows on the centers' microsites at **phoenix.edu/research**.

Our annual research conference, the Knowledge Without Boundaries Summit, serves as the culmination of work and research conducted in the centers. The 2024 conference, themed "Rise of the Scholar Practitioner," had a record 759 attendees, with 109 states and provinces represented, 67 research presentations and a keynote address. The conference highlights dissertation awards for students, recognizing dissertations noted for academic and innovative excellence.

Our College is the proud sponsor of the *Journal of Leadership Studies* and publisher of *Phoenix Scholar*, which reaches scholars and practitioners alike. This year, we released three editions of *Phoenix Scholar*, including our 20th edition. Editions are available at **phoenix.edu/research/publications/phoenix-scholar**.

To keep our community connected, we offer a quarterly *Research Addendum* newsletter and a series of academic blogs on timely, relevant topics. In 2024, we published 13 topical academic blogs and several themed serial blogs which can be found at **phoenix.edu/research**.

Faculty scholarship

In FY24, CDS faculty members continued their commitment to publishing and presenting — sharing experience and research-based findings with the broader community. Highlights included:

- **Louise Underdahl, PhD, MPA, MSLS**, Dissertation to Publication Workshop, Center for Education and Instructional Technology Research, Sept. 25, 2024
- **Melissa Martin, EdD**, professional board member, president of the Paradise Valley Principals Association, April 2023–May 2025
- **Lisa Langford, DM**, subject matter expert, Academy of Management professional association, Feb. 1, 2024
- **Santosh Sambare, PhD**, Dissertation Committee chair, review of dissertation "A Quantitative Study of Customer Satisfaction at FedEx" – Chapter 1, Dec. 7, 2023
- **Joanne Vázquez de Príncipe, DM, MAOM**, research fellowship, "A Study Incorporating the Psychometric Tools of Behavioral Measurement Utilizing the Dimension analysis," based on World's Greatest Athlete Project© by Glen Sefcik, Center for Leadership and Entrepreneurial Research, July 2023–June 2024
- **Nancy Jennings, DBA**, subject matter expert, abstract and peer reviewer, clinical performance improvement submitted by physicians and other clinicians for 2021 Connections Education Summit, Vizient, Inc., April 2021–December 2025

Doctoral Studies spotlights

Dissertation of the Year

The Dissertation of the Year award program was developed to recognize excellence in dissertation work among University of Phoenix doctoral students. Doctoral students who successfully defended their dissertation within the past year and were nominated by their chairs or committee members were eligible for the award.

In 2023, the College recognized the excellence of the following scholars' dissertations:

- **Daniel Collins, Doctor of Management (DM)**, for "The Experiences and Perceptions of Cultural Bias in Multinational U.S. Organizations," completed with chair Julie M. Ballaro, DBA, and committee members Diane Gavin, PhD, and Marcia Hill, PhD.

- **Elif Kalemdaroglu-Wheeler, Doctor of Education (EdD)** in Educational Leadership, for "Perceptions of Test Score Pollution Stemming from COVID-19 and State Testing," completed with chair Joshua Valk, PhD, and committee members Maureen Marzano, PhD, MBA, and Marcia Hill, PhD.

- **Eric Johansen, Doctor of Health Administration (DHA)**, for "Cross-Contamination and Personal Protective Equipment," completed with chair Daniel Smith, PhD, and committee members Julie M. Ballaro, DBA, and Marlene Blake, PhD.

Dr. Kalemdaroglu-Wheeler celebrated this recognition of the epitome of the doctoral degree, and methodology of studies, sharing that "it is an honor and a humbling experience to be selected for this award. It would not have been possible without the continuous support and encouragement of my dissertation committee. It was a privilege to work with such talented individuals."

Read more: **phoenix.edu/dissertation-award**

Inaugural honors for dissertation excellence

LeQawn McDowell, DBA, a retired police sergeant who previously completed his bachelor's degree with University of Phoenix as well, was recognized for his dissertation, "The Underrepresentation of African Americans in Law Enforcement Organizations: An Explanatory Case Study."

Dr. McDowell sees his work as a contribution to the policing community. "Policing can be a wonderful career; I loved interacting with the community and connecting with people. I wanted to do this research to shed light on the experiences and challenges faced by African Americans specifically at a point in time when we have real opportunity to impact such a critical service profession."

> "Policing can be a wonderful career; I loved interacting with the community and connecting with people."
>
> LEQAWN MCDOWELL, DBA

LeQawn McDowell, DBA

College of General Studies

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

The College of General Studies (CGS) offers 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 critical and creative thinking, communication, quantitative reasoning, scientific inquiry, and intercultural and interpersonal awareness.

College highlights

This year CGS executed important curriculum and course scheduling pilots designed to help students keep going in their educational journeys.

One pilot introduced changes to students' first course to expand its compatibility with phones and tablets. Students using these mobile devices were completing Foundations for University Success (GEN/201) at a rate significantly lower than those using other technologies.

College highlights continued...

Internal data found that 15% of students in GEN/201 relied on mobile devices for at least 75% of their coursework. The changes we piloted resulted in higher pass rates compared to those in the standard course format. Moving forward, the college plans to monitor the progress of students in the pilot course to determine whether the revised version of GEN/201 should replace the current version.

In other news, we tested an initiative aimed at improving course completion rates for undergraduate students enrolled in first-year courses known as the Phoenix Success Series. This pilot swapped the standard second course in the series in order to examine whether student outcomes would improve as a result of embedding scenarios designed to destigmatize accommodations into a technology-enhanced health and wellness course*.

The college conducted two rounds of testing: in May 2023 and October 2023. During these tests, one group of students took Elements of Health and Wellness (SCI/163T) as their second course, while another group took the standard sequence with Psychology of Learning (PSY/110) as the second course. Results from both rounds showed that students who took SCI/163T had significantly higher pass rates and progressed more successfully through subsequent courses compared to those who took PSY/110.

* Technology-enhanced courses, or T-courses, are structured differently from traditional University of Phoenix courses and include adaptive learning software designed to engage students and enhance learning.

Based on these findings, the college proposed integrating SCI/163T as the preferred second course across most undergraduate degree programs within the Phoenix Success Series. The University's Academic Council approved the proposal in April 2024. We're excited to continue monitoring student progression as a result of this adjustment.

Finally, I'd also like to highlight a new effort we're undertaking with our faculty.

This year, CGS leadership introduced a midyear check-in process to strengthen relationships with faculty and enhance overall faculty engagement. The check-in creates an informal touchpoint where supervisors can gauge faculty progress since their annual Classroom Performance Review, inquire about new educational approaches, and share summaries of student feedback from the Student End of Course Surveys.

Likewise, faculty can share their ongoing projects, student success stories, and challenges. The midyear check-in has resulted in deeper connections between faculty and the College of General Studies, ultimately leading to a more enriching experience for our students.

Briana Houlihan

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

College timeline

October 2023
A digital badge launched in SOC/110 (Teamwork, Collaboration & Conflict Resolution). As of June 25, 2024, students had earned more than 3,000 badge credentials in the course.

February 2024
The college created 68 videos, with eight faculty subject matter experts, to incorporate compassionate messaging and career-relevant connections for use in 16 introductory STEM courses.

May 2024
The college piloted a new faculty-to-student communication strategy aimed at enhancing outreach to students requiring academic support.

June 2024
Program Chair Julie Alexandrin, PhD, and Mary Silva from University of Maryland co-presented on empathy and barriers that impede it at the University's leadership summit.

August 2024
A two-year process of revising all courses in the BA in English was completed. Courses now consistently reflect University assessment strategy and career-relevant skills mapping.

August 2024
A new General Education landing page launched on phoenix.edu. The page highlights liberal arts degrees as well as some of the valuable career skills students can achieve right away.

Visit the new page:
phoenix.edu/gened

Key leadership

BRIANA HOULIHAN, MBA, G-PM

Dean | Joined UOPX: 2002

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

JACQUELYN KELLY, PHD

Associate Dean | Joined UOPX: 2014

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

SUSAN HADLEY, PHD

Associate Dean | Joined UOPX: 2017

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

CHRIS JORDAN, DMA

Assistant Dean of Operations and Faculty | Joined UOPX: 2008

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

JIM BRUNO, MBA

College Curriculum Manager | Joined UOPX: 1995

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

Degree programs

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

FY24 program completions

Student completions in General Studies totaled

242

Industry Advisory Council

CGS held Industry Advisory Council meetings in January/February and July of 2024. These meetings focused on industry trends, challenges facing employers, discussion about artificial intelligence, and a variety of other topics relevant to our college and students.

English division:

- **Regina Edwards, PhD** – Board Member, Phoenix Public Library Foundation; Former CEO, Arizona YMCA Metro Phoenix
- **Anissa Stringer** – Freelance Editor and Writer; Former Senior Editor, Ruffalo Noel Levitz
- **Emily Wood, EdD** – Senior Director of LX Design, iDesign
- **Jay York** – Senior Technical Writer, Gogo Business Aviation
- **Susan Franklin** – Professor of English, Department of Languages and Literatures, 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** – National Wastewater Technical Practice Leader, Consor Engineers
- **Marc Wicke** – Senior Scientist, Salt River Project

Faculty scholarship

In FY24, CGS faculty and leadership continued their commitment to publishing and presenting — sharing experience- and research-based findings with the academic community through publications and presentations. Highlights included:

- **Jessica Flores, EdD**, co-presenter, “How Higher Education Leaders Can Help Students Thrive by Building Belonging,” International Leadership Association’s Global Conference, Oct. 3, 2023.
- **Jacquelyn Kelly, PhD, Dianna Gielstra, PhD, Tomáš Oberding, PhD, and Industry Advisory Council Member Frederick Tack, PE**, co-presenters, 2023 Arizona STEM & Innovation Summit, “Compassion in Action: Supercharging your classroom for student success in college and career,” October 2023.
- **Dianna Gielstra, PhD**, primary author, “Designing Virtual Pathways for Exploring Glacial Landscapes of Glacier National Park, Montana, USA for Physical Geography Education,” *Education Sciences*, March 5, 2024.
- **Briana Houlihan, MBA**, presenter, “GE assessment strategies that allow flexibility for students in course selection,” 2024 American Association of Colleges and Universities’ General Education, Pedagogy, and Assessment Conference, April 11–13, 2024.

General Studies spotlights

Integrating AI skills into environmental sciences

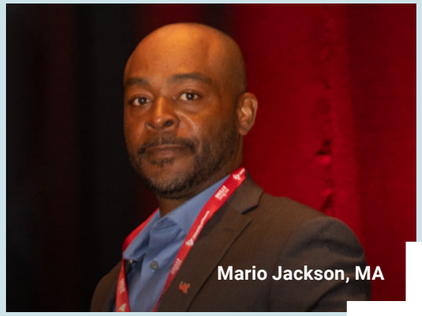
As artificial intelligence (AI) shapes all industries, the leadership of the Bachelor of Science in Environmental Science program continues to help students acquire skills to enhance their career preparedness with this emerging tool.

Program leaders, with input from the college's Industry Advisory Council members, developed and implemented a four-phase process in FY24 to align the degree program to in-demand skills. Emerging AI competencies were one of the focus areas.

The overall result is a comprehensive program map that will connect program and course-level learning outcomes, skills and AI competencies to most required courses. The soon-to-be updated courses will help students acquire environmental science expertise, AI skills and career-ready abilities, and the new program map will serve as a guide for future course design, revision and improvement.

Deanna Lauer, MA

Olivia Miller, MA


Mario Jackson, MA

Tomáš Oberding, PhD

Excellence in teaching and student support

We are honored to announce that one-third of the University's FY24 Faculty of the Year (four of 12) represent the College of General Studies. Recipients are Deanna Lauer, MA, Olivia Miller, MA, Mario Jackson, MA, and Tomáš Oberding, PhD.

Of special note is that Dr. Oberding received 10 student nominations, the second-highest number across the University. One of Dr. Oberding's notable practices is his use of video to provide important tips and personalized feedback to students. "His approachable and informal style helps students feel comfortable seeking help and less apprehensive about receiving feedback," says CGS Dean Briana Houlihan. "This method is just one example of Dr. Oberding's dedication to student success and his commitment to fostering supportive learning environments."

Congratulations to each Faculty of the Year recipient!

2024

ACADEMIC ANNUAL REPORT

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