

The following CAEP measures will be uploaded to the institutions' publicly facing site:
<https://www.phoenix.edu/degrees/education.html>

CAEP IMPACT MEASURE #1 (Initial): Completer Effectiveness

Standard R4 Program Impact Program Impact:

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Component R4.1 Completer Effectiveness

R4.1 Completer Effectiveness

The provider demonstrates that program completers:

- *effectively contribute to P-12 student-learning growth*

AND

- *apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.*

BACKGROUND:

The CAEP/NCATE approved programs are the Utah state-specific and Hawaii state-specific programs that are currently in teach-out. Details regarding the teach-out and the number of candidates in the program(s) during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #1.

UTAH:

The Utah state-specific programs ceased the enrollment of new students in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 20/21 school year (September 1, 2020- August 31, 2021), the program had one (1) program completer in the (MSC/SC) and two (2) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had 0 (zero) active candidates in an initial teacher preparation program and 0 (zero) active candidates in the MSC/SC program. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

HAWAII:

The Hawaii state-specific programs ceased the enrollment of new students in April of 2018. During the 20/21 school year (September 1, 2020- August 31, 2021), the program had five (5) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had four (4) active candidates in initial teacher preparation programs. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

ARTIFACT #1: Completer Mini-Case-Study

To assess the extent to which program completers have effectively contributed to P-12 student-learning growth, University of Phoenix has reached out to 57 program completers of Hawaii- and

Utah-specific teacher preparation programs over the last five (5) years to request their participation in a mini-case study. The mini-case-study was designed to provide program completers an opportunity to self-disclose their direct impact on their students' academic growth.

Highlights of the alumni case study solicitation are listed below:

Alumni Case-Study:

University of Phoenix (UOPX) College of Education (COE) is conducting a mini-case study/survey of all its graduates over the last five years. You have two options:

OPTION 1: MINI-CASE STUDY: You will be asked to administer a pre-assessment, instruct a lesson, and administer a post-assessment. The data you will be asked to report will be aggregate scores of your students' performance on the pre-assessment and post-assessment. You will not be required to submit the assessments, nor any student-specific information.

OR:

OPTION 2: SURVEY OF STUDENT ASSESSMENT RESULTS: In lieu of providing a mini-case study, please provide your classroom level non-protected student assessment results year over year to determine student growth in your classroom.

This mini-case study/survey was initiated to meet reporting requirements for the Council for Accreditation of Educator Preparation (CAEP).

OPTION 1: Mini-Case Study

1. Impact on P-12 Student Learning and Development: (CAEP standard 4.1)

Please administer a pre-assessment to a group of students, conduct a lesson, then administer a post-assessment. Please answer general questions related to this instructional cycle.

- *Pre-Assessment:*
 - o How many students did you pre-assess? _____
 - o How many of your students achieved an 80% proficiency level on the pre-assessment?

- *Instruction*
 - o What was the discipline/subject area of your lesson? _____
 - o What was the grade level of the students you instructed? _____
- *Post-Assessment:*
 - o How many students did you administer the post-assessment to? _____
 - o How many of your students achieved an 80% proficiency level on the post-assessment?

Comments: (optional)

OPTION 2: SURVEY OF STUDENT ASSESSMENT RESULTS

Please describe your classroom level non-protected student assessment results year over year to determine student growth in your classroom.

Please specify:

Grade Level: _____

Content Area: _____

Number of students assessed: _____

Pertinent Student Growth Data (please include all applicable measures and any necessary details to help the

reader interpret the data)

Comments: (optional)

The mini-case study was administered Summer/Fall 2021 and then during Spring 2022. Candidates were offered a \$25 gift card as an incentive to participate in this case study.

During Summer/Fall 2021 term one student responded and the results are included below:

Student #1

- Subject Area--General Financial Literacy
Grade level -11
- Pre-assessment results –156 students completed pre-assessment. 14 of the 156 students obtained an 80% or higher on the pre-assessment.
- Post assessment results – 144 students completed the post-assessment. 91 of the 144 students obtained an 80% or higher on the post-assessment.
- Teacher Commentary: *You can definitely see that teachers are the single greatest impact on student achievement and learning.*

During Spring 2022, another student outreach was conducted. UOPX emailed 57 alumni on February 25, 2022, with the request to participate in the mini-case study/assessment survey. No students responded to the first email inquiry. UOPX then followed up with an individual phone call for each student. After the phone call, each student received a personalized email with the request to participate. After receiving no responses to the three contact attempts, UOPX sent one final email to completers on April 15, 2022, but did not achieve any further alumni participation.

Given the lack of alumni responses, the program will explore additional ideas for student outreach with the College of Education Faculty Council to see what efforts can be made to increase completer participation and/or other strategies to provide evidence for CAEP Impact Measure #1. It is also a challenge to receive K-12 student impact data from completers. As reflected in the table below, the majority of completers have graduated over three years ago. Nonetheless, the program will continue to explore different ideas to obtain evidence to support this impact measure.

School Year	Teacher Prep Candidate Completers	Percentage of total completers over the last 6 years
2015-16	39	35%
2016-17	19	17%
2017-18	21	19%
2018-19	17	15%
2019-20	10	9%
2020-21	7	6%
Total	113	100%

ARTIFACT #2: Program Completer Survey – Perceptions of Teaching Effectiveness

University of Phoenix reached out to 188 program completers from the CAEP/NCATE approved Hawaii state-specific programs and Utah state-specific programs. This “n” represents the number of program completers for both the Hawaii state-specific program and Utah state-specific program over the last five (5) years, and includes MSC/SC graduates. As of April 11, 2022, 48 alumni have completed the CAEP alumni survey. This represents a 26% response rate. In this survey, candidates responded to questions related to their self-perceptions of their skills as an educator/school counselor and the effectiveness of their program. The response related to completers’ perceptions of their professional knowledge, skills, and dispositions as an educator/school counselor is listed below:

Q4 Please self-reflect and self-assess your professional knowledge, skills, and dispositions as an educator/school counselor.

(1) Unsatisfactory	%	(2) Basic	%	(3) Proficient	%	(4) Distinguished	%	Total
0	0%	2	4%	38	79%	8	17%	100%

96% of completers rated their professional knowledge, skills, and dispositions as an educator/school counselor as proficient or higher.

ARTIFACT #3: Clinical Practice Evaluations

Candidates are formally evaluated on their teaching effectiveness during their culminating clinical practice placement (student teaching). University of Phoenix uses a student teaching evaluation tool known as the Candidate Preservice Assessment of Student Teaching (CPAST) Form. The CPAST scores provide a direct measure of candidates’ teaching effectiveness during their internship, the culminating activity in their program. Given the low “n” of HI and UT-specific program completers, aggregate scores are shared across College of Education programs across the country for the periods listed. Summary scores of candidates’ during their Fall 2020 and Spring 2021 student teaching placements are included below.

FALL 2020

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count: 289)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count: 421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count: 185)	% of BSED/E students who obtained Meets or Exceeds
A. Focus for Learning: Standards and Objectives	94.0%	96.3%	98.4%	94.06%
B. Materials and Resources	96.9%	97.4%	98.4%	97.25%
C. Assessment of P-12 Learning	89.2%	92.7%	94.2%	89.06%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=280)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds
D. Differentiated Methods	91.2%	93.1%	95.2%	91.79%
E. Learning Target and Directions	95.6%	98.4%	96.8%	94.30%
F. Critical Thinking	89.8%	89.4%	91.0%	89.72%
G. Checking for Understanding and Adjusting Instruction through Formative	89.2%	94.3%	95.2%	92.91%
H. Digital Tools and Resources	97.9%	98.1%	95.2%	96.10%
I. Safe and Respectful Learning Environment	97.3%	97.0%	98.4%	93.57%
J. Data-Guided Instruction	90.9%	88.9%	94.70%	89.06%
K. Feedback to Learners	94.0%	94.9%	96.20%	94.49%
L. Assessment Techniques	92.3%	93.8%	94.10%	89.97%
M. Connections to Research and Theory	87.1%	85.80%	89.9%	85.58%
N. Participates in Research and/or Evidence-based Professional Development (PD)	93.9%	94.60%	92.00%	93.40%
O. Demonstrates Effective Communication with Parents or Legal Guardians	89.2%	90.50%	89.20%	86.20%
P. Demonstrates Punctuality	99.3%	96.70%	98.90%	97.70%
Q. Meets Deadlines and Obligations	96.9%	95.30%	97.30%	95.80%
R. Preparation	98.0%	97.40%	98.40%	96.60%
S. Collaboration	98.0%	98.10%	98.40%	97.0%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=280)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds
T. Advocacy to Meet the Needs of Learners or for the Teaching	95.3%	96.00%	96.80%	95.4%
U. Responds Positively to Feedback and Constructive Criticism	99.0%	97.20%	98.90%	96.60%

SPRING 2021

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=106)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=140)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=66)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=130)
A. Focus for Learning: Standards and Objectives /Targets	100%	98.35%	98.46%	100%
B. Materials and Resources	95.82%	98.35%	100%	98.38%
C. Assessment of P-12 Learning	98.83%	98.35%	100%	100%
D. Differentiated Methods	94.12%	96.69%	100%	96.75%
E. Learning Target and Directions	97.65%	98.35%	100%	99.18%
F. Critical Thinking	94.12%	97.52%	98.46%	95.94%
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	96.47%	96.7%	100%	99.19%
H. Digital Tools and Resources	95.29%	98.35%	98.46%	100%
I. Safe and Respectful Learning Environment	98.82%	97.52%	100%	97.56%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=106)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=140)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=66)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=130)
J. Data-Guided Instruction	98.82%	96.7%	98.46%	98.38%
K. Feedback to Learners	96.47%	98.35%	100%	99.19%
L. Assessment Techniques	96.47%	97.52 %	98.46%	98.37%
M. Connections to Research and Theory	94.12%	95.04%	100%	92.69%
N. Participates in Research and/or Evidence-based Professional Development (PD)	94.12%	95.87%	98.46%	95.12%
O. Demonstrates Effective Communication with Parents or Legal Guardians	90.59%	94.21%	98.47%	92.68%
P. Demonstrates Punctuality	97.64%	98.35%	100%	98.38%
Q. Meets Deadlines and Obligations	96.47%	95.86%	96.93%	98.37%
R. Preparation	97.65%	98.34%	100%	99.19%
S. Collaboration	98.82%	97.52%	100%	100%
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	97.64%	97.52%	100%	99.19%
U. Responds Positively to Feedback and Constructive Criticism	97.65%	98.35%	100%	100%

ARTIFACT 4: Hawaii Teacher Standards Board (HTSB) Licensee Survey Results

Artifact 4(a) September 2020

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for September 2020 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	0	0%
	Currently in my first year of teaching	0	0%
	1-3.	1	100%
	4-5.	0	0%
	6-8.	0	0%
	More than 8	0	0%
	Total:	1	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	0	0%
	Well prepared	1	100%
	Extremely well prepared	0	0%
	Total:	1	100%

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	0	0%
	Student standards	0	0%
	Teaching reading/working with students with reading difficulties	0	0%
	Working with students with disabilities	0	0%
	Participating in an IEP	0	0%
	Working with limited English proficient students	0	0%
	Integrating technology into the curriculum	0	0%
	More early observation experiences	0	0%
	Longer student teaching experience	0	0%
	None of the above	1	100%
	Total:	1	100%

Artifact 4(b) October 2020

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for October 2020 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	0	0%
	Currently in my first year of teaching	0	0%
	1-3.	2	50%

	4-5.	1	25%
	6-8.	0	0%
	More than 8	1	25%
	Total:	4	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	1	25%
	Well prepared	2	50%
	Extremely well prepared	1	25%
	Total:	4	100%

Question	Answer	Response		
		Count	Percentage	
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%	
	Integration of Hawaiian Language, History, and Culture into the curriculum	1	25%	
	Student standards	0	0%	
	Teaching reading/working with students with reading difficulties	0	0%	
	Working with students with disabilities	1	25%	
	Participating in an IEP	0	0%	
	Working with limited English proficient students	0	0%	
	Integrating technology into the curriculum	1	25%	
	More early observation experiences	0	0%	
	Longer student teaching experience	0	0%	
	None of the above	1	25%	
	Total:		4	100%

Artifact 4(c) November 2020

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for November 2020 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	0	0%
	Currently in my first year of teaching	0	0%
	1-3.	2	50%

	4-5.	1	25%
	6-8.	0	0%
	More than 8	1	25%
	Total:	4	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	1	25%
	Well prepared	2	50%
	Extremely well prepared	1	25%
	Total:	4	100%

Question	Answer	Response		
		Count	Percentage	
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%	
	Integration of Hawaiian Language, History, and Culture into the curriculum	1	25%	
	Student standards	0	0%	
	Teaching reading/working with students with reading difficulties	0	0%	
	Working with students with disabilities	1	25%	
	Participating in an IEP	0	0%	
	Working with limited English proficient students	0	0%	
	Integrating technology into the curriculum	1	25%	
	More early observation experiences	0	0%	
	Longer student teaching experience	0	0%	
	None of the above	1	25%	
	Total:		4	100%

Artifact 4(d) December 2020

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for December 2020 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	1	20%
	Currently in my first year of teaching	0	0%
	1-3.	2	40%
	4-5.	1	20%
	6-8.	0	0%
	More than 8	1	20%
	Total:	5	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	1	20%
	Well prepared	2	40%
	Extremely well prepared	2	40%
	Total:	5	100%

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	2	40%
	Student standards	0	0%
	Teaching reading/working with students with reading difficulties	0	0%
	Working with students with disabilities	1	20%
	Participating in an IEP	0	0%
	Working with limited English proficient students	0	0%
	Integrating technology into the curriculum	1	20%
	More early observation experiences	0	0%
	Longer student teaching experience	0	0%
	None of the above	1	20%
	Total:	5	100%

Artifact 4(e) February 2021

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for February 2021 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	2	25%
	Currently in my first year of teaching	0	0%
	1-3.	3	38%

	4-5.	2	25%
	6-8.	0	0%
	More than 8	1	13%
	Total:	8	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	2	25%
	Well prepared	4	50%
	Extremely well prepared	2	25%
	Total:	8	100%

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	2	25%
	Student standards	0	0%
	Teaching reading/working with students with reading difficulties	0	0%
	Working with students with disabilities	1	13%
	Participating in an IEP	1	13%
	Working with limited English proficient students	0	0%
	Integrating technology into the curriculum	1	13%
	More early observation experiences	1	13%
	Longer student teaching experience	0	0%
	None of the above	2	25%
	Total:	8	100%

Artifact 4(f) March 2021

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for March 2021 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	3	33%
	Currently in my first year of teaching	0	0%
	1-3.	3	33%

	4-5.	2	22%
	6-8.	0	0%
	More than 8	1	11%
	Total:	9	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	2	22%
	Well prepared	5	56%
	Extremely well prepared	2	22%
	Total:	9	100%

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	2	17%
	Student standards	0	0%
	Teaching reading/working with students with reading difficulties	1	8%
	Working with students with disabilities	2	17%
	Participating in an IEP	2	17%
	Working with limited English proficient students	1	8%
	Integrating technology into the curriculum	1	8%
	More early observation experiences	1	8%
	Longer student teaching experience	0	0%
	None of the above	2	17%
	Total:	12	100%

Artifact 4(g) April 2021

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for April 2021 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	4	40%
	Currently in my first year of teaching	0	0%
	1-3.	3	30%
	4-5.	2	20%

	6-8.	0	0%
	More than 8	1	10%
	Total:	10	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	2	20%
	Well prepared	5	50%
	Extremely well prepared	3	30%
	Total:	10	100%

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	3	18.75%
	Student standards	0	0%
	Teaching reading/working with students with reading difficulties	1	6.25%
	Working with students with disabilities	2	12.5%
	Participating in an IEP	3	18.75%
	Working with limited English proficient students	2	12.5%
	Integrating technology into the curriculum	2	12.5%
	More early observation experiences	1	6.25%
	Longer student teaching experience	0	0%
	None of the above	2	12.5%
	Total:	16	100%

Artifact 4(h) May 2021

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for May 2021 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	6	50%
	Currently in my first year of teaching	0	0%
	1-3.	3	25%

	4-5.	2	17%
	6-8.	0	0%
	More than 8	1	8%
	Total:	12	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	3	25%
	Well prepared	6	50%
	Extremely well prepared	3	25%
	Total:	12	100%

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	3	14%
	Student standards	2	9%
	Teaching reading/working with students with reading difficulties	1	5%
	Working with students with disabilities	4	18%
	Participating in an IEP	3	14%
	Working with limited English proficient students	2	9%
	Integrating technology into the curriculum	3	14%
	More early observation experiences	2	9%
	Longer student teaching experience	0	0%
	None of the above	2	9%
	Total:	22	100%

Artifact 4(i) June 2021

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for June 2021 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	6	50%
	Currently in my first year of teaching	0	0%
	1-3.	3	25%
	4-5.	2	16.67%

	6-8.	0	0%
	More than 8	1	8.33%
	Total:	12	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all		
	I only received the basics		
	I feel prepared but still have a lot to learn	3	25%
	Well prepared	6	50%
	Extremely well prepared	3	25%
	Total:	12	

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	3	13.64%
	Student standards	2	9.09%
	Teaching reading/working with students with reading difficulties	1	4.55%
	Working with students with disabilities	4	18.18%
	Participating in an IEP	3	13.64%
	Working with limited English proficient students	2	9.09%
	Integrating technology into the curriculum	3	13.64%
	More early observation experiences	2	9.09%
	Longer student teaching experience	0	0%
	None of the above	2	9.09%
	Total:	22	100%

Artifact 4(j) July 2021

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for July 2021 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	0	0%
	Currently in my first year of teaching	0	0%
	1-3.	0	0%

	4-5.	1	100%
	6-8.	0	0%
	More than 8	0	0%
	Total:	1	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	1	100%
	Well prepared	0	0%
	Extremely well prepared	0	0%
	Total:	1	100%

Question	Answer	Response		
		Count	Percentage	
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%	
	Integration of Hawaiian Language, History, and Culture into the curriculum	1	33.33%	
	Student standards	0	0%	
	Teaching reading/working with students with reading difficulties	1	33.33%	
	Working with students with disabilities	0	0%	
	Participating in an IEP	1	33.33%	
	Working with limited English proficient students	0	0%	
	Integrating technology into the curriculum	0	0%	
	More early observation experiences	0	0%	
	Longer student teaching experience	0	0%	
	None of the above	0	0%	
	Total:		3	100%

Artifact 4(k) August 2021

The following survey was provided to University of Phoenix by the Hawaii Teacher Standards Board (HTSB) and includes HTSB licensee survey results for University of Phoenix Completers. This data reflects survey results for August 2021 and provides insights into completers' assessment of their level of preparation for teaching relative to the effectiveness of their preparation.

Question	Answer	Response	
		Count	Percentage
How many years of full-time contracted teaching experience have you completed?	None	0	0%
	Currently in my first year of teaching	0	0%

	1-3.	0	0%
	4-5.	1	100%
	6-8.	0	0%
	More than 8	0	0%
	Total:	1	100%
How prepared do you feel to be a teacher based on the preparation you received from your program?	Not at all	0	0%
	I only received the basics	0	0%
	I feel prepared but still have a lot to learn	1	100%
	Well prepared	0	0%
	Extremely well prepared	0	0%
	Total:	1	100%

Question	Answer	Response	
		Count	Percentage
What would you like to see enhanced in the delivery of your preparation program? Check all that apply OR 'None of the above'	Training in the Model Code of Ethics for Educators	0	0%
	Integration of Hawaiian Language, History, and Culture into the curriculum	1	33%
	Student standards	0	0%
	Teaching reading/working with students with reading difficulties	1	33%
	Working with students with disabilities	0	0%
	Participating in an IEP	1	33%
	Working with limited English proficient students	0	0%
	Integrating technology into the curriculum	0	0%
	More early observation experiences	0	0%
	Longer student teaching experience	0	0%
	None of the above	0	0%
	Total:	3	100%

ARTIFACT 5: Academic Alumni Questionnaire Survey

University of Phoenix (UOPX) conducted its Academic Alumni Questionnaire Survey between April 02, 2020, and May 08, 2020. The survey was distributed to students across all majors, with a 9% response rate. The total number of respondents was 4,590. From this population, 239 survey respondents were College of Education (COE) alumni. Given the low “n” of HI and UT-specific program completers, aggregate scores are shared across College of Education programs across the country for the periods listed. A high-level summary of select questions and responses is included below. These responses provide insights into program completers’ self-perceptions on their preparedness and competencies in applying professional knowledge, skills, and dispositions.

- 87% of College of Education alumni surveyed agreed or strongly agreed that their UOPX education helped them to develop the knowledge and skills needed to be successful in their job. (n=221 respondents)

- 78% of College of Education alumni surveyed agreed or strongly agreed that their UOPX education has helped them to be more productive at work. (n=220 respondents)

The following survey results indicate the extent to which alumni agreed or disagreed with the following statements:

- 92.7% of College of Education alumni surveyed agreed or strongly agreed that they felt confident they had the skills needed to be successful in their current job. (n=221 respondents)
- 95.4% of College of Education alumni surveyed agreed or strongly agreed that they can learn new knowledge and skills needed to adapt to a changing workplace. (n=219 respondents)

ARTIFACT #6: Employer Survey

One mechanism University of Phoenix uses to assess employer satisfaction with the relevance and effectiveness of the candidate’s preparation is through employer surveys. University of Phoenix administered an employer survey in collaboration with a third-party vendor. To administer the employer survey, University of Phoenix first reached out to its 188 alumni from its Utah and Hawaii-specific programs over the last five (5) years. The 188 graduates consisted of 131 School Counseling alumni and 57 Teacher Preparation program alumni. The completer survey specifically asked candidates where they were working and the contact information for their employer. This completer survey was administered from 01/31/2022 through 04/11/2022. 188 candidates were contacted, of which, 48 Alumni responded, representing a 26% response rate. The next phase was to compile the data the completers provided and to administer a survey to their employers starting April 12, 2022, until the end of the 2021/2022 school year. The focus of the employer survey was to request employer feedback on their satisfaction with UOPX’s graduates’ performance as a beginning teacher or school counselor.

Out of the 48 completers who responded to the completer survey, 40 alumni provided information about their employer. The 40 alumni included: 26 MSC/SC alumni and 14 teacher preparation program alumni. As of 4/27/2022, four employers of the teacher preparation program alumni have responded, and zero employers of the MSC/SC alumni have responded.

The evidence on the institutional website will be updated in July/August 2022 to reflect the results of the employer survey responses once the school 2021/2022 school year ends.

The employer survey instrument is included below as a reference, along with summary data on the employer surveys received as of 4/27/2022:

EMPLOYER SURVEY FOR TEACHER PREP PROGRAMS:

Initial Teacher Preparation Programs - COE Employer Survey

1 What is your current position?

Principal

Vice/Assistant Principal
Lead Teacher
other

2 **Indicate the type of school where you work**

Public School
Public - Charter School
Private School

3 **Please indicate the grade levels or subject areas of the UOPX graduate(s) employed in your school.**

Elementary Education (multiple subject)
Middle School (6-8)
High School (9-12)

4 **Specify grade level(s)**

5 **Specify subject area(s)**

6 **Compared to other beginning teachers with whom you have worked, how well do UOPX graduates address the instructional needs of a diverse classroom?**

(1) Unsatisfactory
(2) Basic
(3) Proficient
(4) Distinguished

7 **Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use discipline-specific practices to advance the learning of all students?**

(1) Unsatisfactory
(2) Basic
(3) Proficient
(4) Distinguished

8 **Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use appropriate technologies and resources to meet the needs of all students?**

(1) Unsatisfactory
(2) Basic
(3) Proficient

(4) Distinguished

9 Compared to other beginning teachers with whom you have worked, how well do UOPX graduates monitor, assess, and provide feedback to students in order to guide learning of all students?

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

10 Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

11 Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate an understanding of content, instructional practice, and professional responsibility?

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

11 Overall, what strength(s) do UOPX graduates have that make them effective teachers?

12 Overall, what area(s) do UOPX graduates need to improve their level of effectiveness?

14 General Comments: Please make any additional comments about our program or our graduates.

EMPLOYER SURVEY FOR MSC/SC Programs:

MSC/SC Employer Survey

1 What is your current position?

Principal
Vice/Assistant Principal
other

2 Indicate the type of school where you work

Public School
Public - Charter School
Private School

3 Please indicate the grade levels the UOPX graduate(s) supports at your school/district. Select all that apply.

Elementary
Middle School
High School
Other: Specify

6 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply school counseling skills and competencies to deliver student services?

(1) Unsatisfactory
(2) Basic
(3) Proficient
(4) Distinguished

7 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates use organizational assessments and tools to manage comprehensive school counseling programs?

(1) Unsatisfactory
(2) Basic
(3) Proficient
(4) Distinguished

8 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply ethical standards in his/her work with diverse student populations?

(1) Unsatisfactory
(2) Basic

- (3) Proficient
- (4) Distinguished

9 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

10 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate an understanding of the historical, philosophical, and theoretical foundations of school counseling needed to successfully support diverse student populations?

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

11 Overall, what strength(s) do UOPX graduates have that make them effective school counselors?

12 Overall, what area(s) do UOPX graduates need to improve their level of effectiveness?

14 General Comments: Please make any additional comments about our program or our graduates.

Employers of Initial Teacher Preparation Candidates' Responses:

As of April 27, 2022, four employers of teacher candidates responded to the survey. This represents a 29% response rate. The survey will continue open until the end of the 2021/2022 school year. The evidence on the institutional website will be updated in July/August 2022 to reflect the results of the employer survey responses. The aggregate scores as of April 27, 2022 are included below:

Q7: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use discipline-specific practices to advance the learning of all students?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
0	0%	4	100%	0	0%	0	0%

Q8: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use appropriate technologies and resources to meet the needs of all students?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	3	75%	0	0%	0	0%

Q9: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates monitor, assess, and provide feedback to students in order to guide the learning of all students?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	3	75%	0	0%	0	0%

Q10: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	3	75%	0	0%	0	0%

Q11: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate understanding of content, instructional practice, and professional responsibility?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	2	50%	1	25%	0	0%

Employers of Master of Science in School Counseling Alumni Responses:

As of April 27, 2022, zero (0) employers of the Master of Counseling/School Counseling program completers solicited responded to the survey. The survey will remain open until the end of the 21/22 school year. The evidence on the institutional website will be updated in July/August 2022 to reflect the results of the employer survey responses.

CAEP IMPACT MEASURE #2: Satisfaction of employers and stakeholder involvement

Component R4.2 Satisfaction of Employers

R4.2 Satisfaction of Employers

The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

Component RA4.1 Satisfaction of Employers

RA4.1 Satisfaction of Employers

The provider demonstrates that employers are satisfied with the completers' preparation for their assigned responsibilities.

Component R5.3 Stakeholder Involvement

R5.3 Stakeholder Involvement

The provider includes relevant internal (e.g., EPP administrators, faculty, staff, candidates) and external (e.g., alumni, practitioners, school and community partners, employers) stakeholders in program design, evaluation, and continuous improvement processes

BACKGROUND:

The CAEP/NCATE approved programs are the Utah state-specific and Hawaii state-specific programs that are currently in teach-out. Details regarding the teach-out and the number of candidates in the program(s) during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #2.

UTAH:

The Utah state-specific programs ceased the enrollment of new students in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 20/21 school year (September 1, 2020- August 31, 2021), the program had one (1) program completer in the (MSC/SC) and two (2) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had 0 (zero) active candidates in an initial teacher preparation program and 0 (zero) active candidates in the MSC/SC program. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

HAWAII:

The Hawaii state-specific programs ceased the enrollment of new students in April of 2018. During the 20/21 school year (September 1, 2020- August 31, 2021), the program had five (5) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had four (4) active candidates in initial teacher preparation programs.

Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

SATISFACTION OF EMPLOYERS

ARTIFACT #1: Employer Survey

To ascertain employer's satisfaction with program completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families and their satisfaction with the completers' preparation for their assigned responsibilities, University of Phoenix administered an employer survey in collaboration with a third-party vendor. To administer the employer survey, University of Phoenix first reached out to its 188 alumni from its Utah and Hawaii-specific programs over the last five (5) years. The 188 graduates consisted of 131 School Counseling alumni and 57 Teacher Preparation program alumni. The completer survey specifically asked candidates where they were working and the contact information for their employer. This completer survey was administered from 01/31/2022 through 04/11/2022. The next phase was to compile the data the completers provided and to administer a survey to their employers starting April 12, 2022, until the end of the 2021/2022 school year. The focus of the employer survey was to request employer feedback on their satisfaction with UOPX's graduates' performance as a beginning teacher or school counselor.

Out of the 48 completers who responded to the completer survey, 40 alumni provided information about their employer. The 40 alumni included: 26 MSC/SC alumni and 14 teacher preparation program alumni. As of 4/27/2022, four employers of the teacher preparation program alumni have responded, and zero employers of the MSC/SC alumni have responded.

The evidence on the institutional website will be updated in July/August 2022 to reflect the results of the employer survey responses once the school 2021/2022 school year ends.

The employer survey instrument is included below as a reference, along with summary data on the employer surveys received as of 4/27/2022:

EMPLOYER SURVEY FOR TEACHER PREP PROGRAMS:

Initial Teacher Preparation Programs - COE Employer Survey

1 What is your current position?

Principal
Vice/Assistant Principal
Lead Teacher
other

2 Indicate the type of school where you work

Public School
Public - Charter School

Private School

3 Please indicate the grade levels or subject areas of the UOPX graduate(s) employed in your school.

Elementary Education (multiple subject)

Middle School (6-8)

High School (9-12)

4 Specify grade level(s)

5 Specify subject area(s)

6 Compared to other beginning teachers with whom you have worked, how well do UOPX graduates address the instructional needs of a diverse classroom?

(1) Unsatisfactory

(2) Basic

(3) Proficient

(4) Distinguished

7 Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use discipline-specific practices to advance the learning of all students?

(1) Unsatisfactory

(2) Basic

(3) Proficient

(4) Distinguished

8 Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use appropriate technologies and resources to meet the needs of all students?

(1) Unsatisfactory

(2) Basic

(3) Proficient

(4) Distinguished

9 Compared to other beginning teachers with whom you have worked, how well do UOPX graduates monitor, assess, and provide feedback to students in order to guide learning of all students?

(1) Unsatisfactory

- (2) Basic
- (3) Proficient
- (4) Distinguished

10 **Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?**

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

11 **Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate an understanding of content, instructional practice, and professional responsibility?**

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

11 **Overall, what strength(s) do UOPX graduates have that make them effective teachers?**

12 **Overall, what area(s) do UOPX graduates need to improve their level of effectiveness?**

14 **General Comments: Please make any additional comments about our program or our graduates.**

EMPLOYER SURVEY FOR MSC/SC Programs:

MSC/SC Employer Survey

1 **What is your current position?**

- Principal
- Vice/Assistant Principal
- other

2 **Indicate the type of school where you work**

- Public School

Public - Charter School
Private School

3 Please indicate the grade levels the UOPX graduate(s) supports at your school/district. Select all that apply.

Elementary
Middle School
High School
Other: Specify

6 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply school counseling skills and competencies to deliver student services?

(1) Unsatisfactory
(2) Basic
(3) Proficient
(4) Distinguished

7 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates use organizational assessments and tools to manage comprehensive school counseling programs?

(1) Unsatisfactory
(2) Basic
(3) Proficient
(4) Distinguished

8 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply ethical standards in his/her work with diverse student populations?

(1) Unsatisfactory
(2) Basic
(3) Proficient
(4) Distinguished

9 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

10 Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate an understanding of the historical, philosophical, and theoretical foundations of school counseling needed to successfully support diverse student populations?

- (1) Unsatisfactory
- (2) Basic
- (3) Proficient
- (4) Distinguished

11 Overall, what strength(s) do UOPX graduates have that make them effective school counselors?

12 Overall, what area(s) do UOPX graduates need to improve their level of effectiveness?

14 General Comments: Please make any additional comments about our program or our graduates.

Employers of Initial Teacher Preparation Candidates' Responses:

As of April 27, 2022, four employers of teacher candidates responded to the survey. This represents a 29% response rate. The survey will continue open until the end of the 2021/2022 school year. The evidence on the institutional website will be updated in July/August 2022 to reflect the results of the employer survey responses. The aggregate scores as of April 27, 2022 are included below:

Q7: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use discipline-specific practices to advance the learning of all students?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
0	0%	4	100%	0	0%	0	0%

Q8: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates use appropriate technologies and resources to meet the needs of all students?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	3	75%	0	0%	0	0%

Q9: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates monitor, assess, and provide feedback to students in order to guide the learning of all students?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	3	75%	0	0%	0	0%

Q10: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	3	75%	0	0%	0	0%

Q11: Compared to other beginning teachers with whom you have worked, how well do UOPX graduates demonstrate understanding of content, instructional practice, and professional responsibility?

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
1	25%	2	50%	1	25%	0	0%

Employers of Master of Science in School Counseling Alumni Responses:

As of April 27, 2022, zero (0) employers of the Master of Counseling/School Counseling program completers solicited responded to the survey. The survey will remain open until the end of the 21/22 school year. The evidence on the institutional website will be updated in July/August 2022 to reflect the results of the employer survey responses.

STAKEHOLDER INVOLVEMENT

ARTIFACT #2: Listing of Affiliation Agreements/Memorandum of Understandings

University of Phoenix collaborates with education stakeholders across the country. Through these partnerships for field experience and clinical practice, University of Phoenix is able to gain stakeholder input on key education issues in the state.

We have the following school Affiliation Agreements in Utah and Hawaii:

HAWAII:

- Hawaii Department of Education

UTAH:

- Salt Lake City Schools

ARTIFACT #3: Student Teaching Surveys

The College of Education surveys its student teachers, faculty supervisors, cooperating teachers, and school administrators each semester. Given the low “n” for the Hawaii and Utah-specific programs, the data reported are aggregated across all teacher preparation programs for all states during the reporting timeframe. The data we receive from our school district stakeholders helps drive student support, stakeholder training, and program improvement.

Student Teaching Surveys - Cooperating Teachers

The data reported are aggregated across all teacher preparation programs during the reporting timeframe. Total Surveys completed: **792**

Time Frame: Fall 2019 – Fall 2021* student teaching seminars

**Surveys pulled on 2/8/2022. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Fall 2021 Cooperating Teacher survey results.

#1	Survey Question	My student teacher was adequately prepared to create lesson plans.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	13	29	51	152	531
	Summary	88% of Cooperating Teachers agreed or strongly agreed that their student teacher was adequately prepared to create lesson plans.				

N=776 Responses

#2	Survey Question	My student teacher was adequately prepared to administer lesson plans.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	12	26	49	165	540

	Summary	89% of Cooperating Teachers agreed or strongly agreed that their student teacher was adequately prepared to administer lesson plans.				
--	----------------	---------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--

N=792 Responses

#3	Survey Question	Rate the competency level of your student teacher in classroom lesson planning.				
	Scale	Lowest competency (1)	2	3	4	Highest competency (5)
	Responses	10	26	56	188	512
	Summary	Based on a 5-point scale (with 5 being the highest), 88.4% of Cooperating Teachers rated their student teacher's competency in lesson planning as a 4 or 5.				

N=792 Responses

#4	Survey Question	Rate the competency level of your student teacher in classroom management				
	Scale	Lowest competency (1)	2	3	4	Highest competency (5)
	Responses	13	34	74	238	433
	Summary	Based on a 5-point scale (with 5 being the highest), 84.7% of Cooperating Teachers rated their student teacher's competency in classroom management as a 4 or 5.				

N=792 Responses

#5	Survey Question	Rate the competency level of your student teacher in instruction				
	Scale	Lowest competency (1)	2	3	4	Highest competency (5)
	Responses	8	28	57	222	477
	Summary	Based on a 5-point scale (with 5 being the highest), 88.2% of Cooperating Teachers rated their student teacher's competency in instruction as a 4 or 5.				

N=792 Responses

#6	Survey Question	Rate the competency level of your student teacher in professionalism				
	Scale	Lowest competency (1)	2	3	4	Highest competency (5)
	Responses	3	20	34	122	613
	Summary	Based on a 5-point scale (with 5 being the highest), 92.8% of Cooperating Teachers rated their student teacher's professionalism as a 4 or 5.				

N=792 Responses

Student Teaching Surveys – Student Teachers

The data reported are aggregated across all teacher preparation programs during the reporting timeframe.
Total Surveys completed: **148**

Time Frame: Fall 2019 – Fall 2021* student teaching seminars

**Surveys pulled on 2/8/2022. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Fall 2021 Student Teacher survey results.

#1	Survey Question	My program adequately prepared me to successfully complete student teaching.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	3	3	8	28	106
	Summary	90.5% of students agreed or strongly agreed that their program adequately prepared them to successfully complete student teaching.				

N=148 Responses

#2	Survey Question	I was sufficiently prepared to create lessons plans.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	0	1	7	22	111
	Summary	94.3% of students agreed or strongly agreed that their program sufficiently prepared them to create lessons plans.				

N=141 Responses

#3	Survey Question	I was sufficiently prepared to administer lesson plans.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	0	2	7	26	113
	Summary	94% of students agreed or strongly agreed that their program sufficiently prepared them to administer lesson plans.				

N=148 Responses

#4	Survey Question	My faculty/site supervisor supported me by providing appropriate guidance throughout student teaching.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	3	5	6	19	115
	Summary	90.5% of students agreed or strongly agreed that their faculty/site supervisor supported them by providing appropriate guidance throughout student teaching.				

N=148 Responses

#5	Survey Question	I would recommend University of Phoenix to others seeking a teacher preparation program.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	6	10	15	23	94
	Summary	79% of students agreed or strongly agreed that they would recommend University of Phoenix to others seeking a teacher preparation program.				

N=148 Responses

#6	Survey Question	Rate your competency in lesson planning.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	0	0	4	39	105
	Summary	Based on a 5-point scale (with 5 being the highest), 97.3% of student teachers rated their competency in lesson planning as a 4 or 5.				

N=148 Responses

#7	Survey Question	Rate your competency in classroom management.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	0	1	3	32	109
	Summary	Based on a 5-point scale (with 5 being the highest), 97.2% of student teachers rated their competency in classroom management as a 4 or 5.				

N=145 Responses

#8	Survey Question	Rate your competency in instruction.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	0	0	3	42	103
	Summary	Based on a 5-point scale (with 5 being the highest), 98% of student teachers rated their competency in instruction as a 4 or 5.				

N=148 Responses

#9	Survey Question	Rate your competency in professionalism.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	0	0	1	10	137
	Summary	Based on a 5-point scale (with 5 being the highest), 99.3% of student teachers rated their competency in professionalism as a 4 or 5.				

N=148 Responses

Student Teaching Surveys - Faculty Supervisors

The data reported are aggregated across all teacher preparation programs during the reporting timeframe.

Total Surveys completed: **373**

Time Frame: Fall 2019 – Fall 2021* student teaching seminars

**Surveys pulled on 1/26/2022. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Fall 2021 Faculty Supervisor survey results.

#1	Survey Question	The training I received from the University prepared me for my role.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	10	1	6	76	280
	Summary	95.4% of Faculty Supervisors agreed or strongly agreed that the training they received from the University prepared them for their role.				

N=373 Responses

#2	Survey Question*	If I were in a hiring position, I would hire the candidate in a teaching position at my school/district.	
	Scale	Yes	No
	Responses	272	9
	Summary	96.8% of Faculty Supervisors stated, if they were in a hiring position, they would hire the candidate in a teaching position at their school/district.	
*The responses represented above were taken from Student Field Assessment Report generated 1/26/2022 and are for Fall 2021 only. This accounts for the difference in total surveys completed between #1 and #2.			

N=281 Responses

Student Teaching Surveys - School Administrators

The data reported are aggregated across all teacher preparation programs during the reporting timeframe.

Total Surveys completed: **482**

Time Frame: Fall 2019 – Fall 2021* student teaching seminars

**Surveys pulled on 2/8/2022. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Fall 2021 School Administrator survey results.

#1	Survey Question	The UOPX student teacher was adequately prepared to create lesson plans.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	2	11	49	172	247
	Summary	87.1% of School Administrators agreed or strongly agreed that the student teacher was adequately prepared to create lesson plans.				

N=481 Responses

#2	Survey Question	The UOPX student teacher was adequately prepared to deliver instruction.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	4	9	51	169	249
	Summary	86.7% of School Administrators agreed or strongly agreed that the student teacher was adequately prepared to deliver instruction.				

N=482 Responses

#3	Survey Question	The UOPX student teacher's conduct, appearance, and personal interactions aligned with your expectations.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	2	6	26	97	351
	Summary	93% of School Administrators agreed or strongly agreed that the student teacher's conduct, appearance, and personal interactions aligned with your expectations.				

N=482 Responses

#4	Survey Question	Members of the school community had a favorable view of the UOPX student teacher.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	3	6	31	110	332
	Summary	91.7% of School Administrators agreed or strongly agreed that the members of the school community had a favorable view of the UOPX student teacher.				

N=482 Responses

#5	Survey Question	If there was a teaching position here at my school now, I would hire this student teacher.				
	Scale	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	Responses	14	15	61	129	263
	Summary	81.3% of School Administrators agreed or strongly agreed that if there was a teaching position here at my school now, I would hire this student teacher.				

N=482 Responses

ARTIFACT #4: College of Education (COE) National Advisory Council

The COE National Advisory Council’s mission is to promote dialogue with practicing professionals in education on key issues including P-12 current trends, school district needs, new developments, and best practices. A special focus for the council is to learn what teacher preparation gaps Advisory Board members see in new teachers and what future innovations they foresee as necessary for American K12 education.

Through the advisory councils, the University seeks to continuously refine and improve its programs so that they better prepare teacher candidates to meet the increasingly demanding needs of America’s P-12 schools. Its members include 18 education professionals across 9 states. Members include educational leaders serving in roles at state boards of education, school district leaders (superintendent, principals, teachers (including 7 former teachers of the year), Education Faculty, Community leaders, and Non-profit directors, among others.

During a survey of the National Advisory Council members administered Spring 2022, members were asked to provide specific feedback on the following questions:

- ✓ What innovative or new programs and/or courses should the University of Phoenix College of Education offer?
- ✓ What gaps in preparation have you seen in teacher candidates who were prepared during the COVID-19 pandemic?
- ✓ Do you have suggestions regarding how educator preparation programs can better prepare teacher candidates to approach students with an asset-based mindset? (An asset-based approach to teaching is grounded in what students can do rather than what they cannot do. It views diversity in thought, culture, and traits as positive assets).
- ✓ What, if any, new teaching strategies are emerging due to our changing K-12 educational system, especially as a result of what we learned throughout the COVID-19 pandemic?
- ✓ Given the ongoing COVID-19 pandemic, we can expect new technologies; how do we prepare teaching candidates to leverage new educational technologies?

- ✓ What conversations would you like to see leaders of educator preparation programs having?

As of April 8, 2022, 13 members of the Advisory Board had responded to the EPP's request to participate in the survey. The findings from the survey will help inform continuous improvement initiatives within the college.

ARTIFACT #5: College of Education Diversity, Equity, and Inclusion Council

The University of Phoenix created its National College of Education Diversity and Inclusion Council in May 2019. The purpose of this Council is to assist the College of Education with its goal to promote diversity and inclusion to enhance the preparation of future educators and administrators to effectively address the needs of the K12 students they serve.

The Council's mission is to:

- Ensure D&I initiatives are linked to the College of Education's and University's missions and strategies
- Monitor qualitative and quantitative metrics associated with the Diversity & Inclusion Scorecard
- Leverage organizational resources, when needed, in support of achieving objectives
- Make key decisions relative to the implementation of the D&I strategy
- Model D&I principles within their respective teams and function

The Council's current composition consists of:

COE Dean & Select Administrative Staff

COE Faculty

Ex-Officio member, College of Doctoral Studies' Diversity in the Workplace Research Hub

Each member commits to a 1-3 year commitment, with renewal options.

Some of the committee's notable milestones include:

- Surveyed course faculty members to request their feedback on select courses they teach
- Created a curriculum review checklist, aligned with DEI objectives.
- Courses were reviewed by a DE&I sub-committee members
- Developed a series of recommendations for course edits based on sub-committee review and COE faculty members.
- DE&I committee's goal is to continue to review COE courses across programs to continue to engage in this iterative process.

The Council is exploring strategies to garner increased student/alumni participation in the group.

CAEP IMPACT MEASURE #3 (Initial and Advanced): Candidate Competency at Completion

R3.3 and RA3.4 Competency at Completion

The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where

certification is sought.

BACKGROUND:

The CAEP/NCATE approved programs are the Utah state-specific and Hawaii state-specific programs that are currently in teach-out. Details regarding the teach-out and the number of candidates in the program(s) during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #3.

UTAH:

The Utah state-specific programs ceased the enrollment of new students in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 20/21 school year (September 1, 2020- August 31, 2021), the program had one (1) program completer in the (MSC/SC) and two (2) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had 0 (zero) active candidates in an initial teacher preparation program and 0 (zero) active candidates in the MSC/SC program. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

HAWAII:

The Hawaii state-specific programs ceased the enrollment of new students in April of 2018. During the 20/21 school year (September 1, 2020- August 31, 2021), the program had five (5) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had four (4) active candidates in initial teacher preparation programs. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

ARTIFACT 1: Title II summary data as reported on University of Phoenix 2021-2022 Consumer Information Guide

The following information is reported in the [University of Phoenix 2021-2022 Consumer Information Guide](#). Data for Hawaii and Utah were extracted from the Consumer Information Guide for this CAEP reporting.

Title II of Higher Education Act — Academic Year 2017–2018

In compliance with Title II of the Higher Education Act (HEA), University of Phoenix has submitted institutional questionnaires that detail the University's program offerings, student demographics, and student performance in those states where the University has teacher education programs that have produced program completers, also known as graduates. University of Phoenix provides professional preparation for teachers in multiple states. This is an overview of the information contained in the Institutional Report for University of Phoenix.

To view these reports by state, please visit <https://title2.ed.gov/Public/Home.aspx>

Title II HEA Pass-Rate Information

Program completers achieved the following scores for the academic year 2017–2018:*

Hawaii:

Aggregate basic skills: 100%

Aggregate professional knowledge: Fewer than 10 candidates, score not provided
 Aggregate academic content areas: Fewer than 10 candidates, score not provided
 Aggregate summary of all tests: 100%

Utah:

Aggregate academic content areas: Fewer than 10 candidates, score not provided
 Aggregate teaching special populations: Fewer than 10 candidates, score not provided
 Aggregate summary of all tests, combined 3 academic years: 100%

Program Information for Academic Year 2017–2018

	Hawaii	Utah
Number of students enrolled	64	8
Number of students in student teaching	17	6
Number of supervising faculty including part and full-time	5	2
Student-to-faculty ratio for student teaching	3:1	3:1
Average hours per week in student teaching	40	40
Number of weeks of student teaching	13	12
Is the Teacher Education Program currently approved by the State	Yes	Yes
Is the Teacher Education Program currently designated as low performing	No	No

ARTIFACT #2: Clinical Practice Evaluations

Candidates are formally evaluated on their teaching effectiveness during their culminating clinical practice placement (student teaching). University of Phoenix uses a student teaching evaluation tool known as the Candidate Preservice Assessment of Student Teaching (CPAST) Form. The CPAST scores provide a direct measure of candidates’ teaching effectiveness and competence during their internship, the culminating activity in their program. Given the low “n” of HI and UT-specific program completers, aggregate scores are shared across College of Education programs across the country for the periods listed. Summary scores of candidates’ during their Fall 2020 and Spring 2021 student teaching placements are included below.

FALL 2020

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=289)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=431)
A. Focus for Learning: Standards and Objectives /Targets	94.0%	96.3%	98.4%	94.06%
B. Materials and Resources	96.9%	97.4%	98.4%	97.25%
C. Assessment of P-12 Learning	89.2%	92.7%	94.2%	89.06%
D. Differentiated Methods	91.2%	93.1%	95.2%	91.79%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=289)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=431)
E. Learning Target and Directions	95.6%	98.4%	96.8%	94.30%
F. Critical Thinking	89.8%	89.4%	91.0%	89.72%
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	89.2%	94.3%	95.2%	92.91%
H. Digital Tools and Resources	97.9%	98.1%	95.2%	96.10%
I. Safe and Respectful Learning Environment	97.3%	97.0%	98.4%	93.57%
J. Data-Guided Instruction	90.9%	88.9%	94.70%	89.06%
K. Feedback to Learners	94.0%	94.9%	96.20%	94.49%
L. Assessment Techniques	92.3%	93.8%	94.10%	89.97%
M. Connections to Research and Theory	87.1%	85.80%	89.9%	85.58%
N. Participates in Research and/or Evidence-based Professional Development (PD)	93.9%	94.60%	92.00%	93.40%
O. Demonstrates Effective Communication with Parents or Legal Guardians	89.2%	90.50%	89.20%	86.20%
P. Demonstrates Punctuality	99.3%	96.70%	98.90%	97.70%
Q. Meets Deadlines and Obligations	96.9%	95.30%	97.30%	95.80%
R. Preparation	98.0%	97.40%	98.40%	96.60%
S. Collaboration	98.0%	98.10%	98.40%	97.0%
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	95.3%	96.00%	96.80%	95.4%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=289)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=421)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=185)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=431)
U. Responds Positively to Feedback and Constructive Criticism	99.0%	97.20%	98.90%	96.60%

SPRING 2021

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=106)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=140)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=66)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=130)
A. Focus for Learning: Standards and Objectives /Targets	100%	98.35%	98.46%	100%
B. Materials and Resources	95.82%	98.35%	100%	98.38%
C. Assessment of P-12 Learning	98.83%	98.35%	100%	100%
D. Differentiated Methods	94.12%	96.69%	100%	96.75%
E. Learning Target and Directions	97.65%	98.35%	100%	99.18%
F. Critical Thinking	94.12%	97.52%	98.46%	95.94%
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	96.47%	96.7%	100%	99.19%
H. Digital Tools and Resources	95.29%	98.35%	98.46%	100%
I. Safe and Respectful Learning Environment	98.82%	97.52%	100%	97.56%
J. Data-Guided Instruction	98.82%	96.7%	98.46%	98.38%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=106)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=140)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=66)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=130)
K. Feedback to Learners	96.47%	98.35%	100%	99.19%
L. Assessment Techniques	96.47%	97.52 %	98.46%	98.37%
M. Connections to Research and Theory	94.12%	95.04%	100%	92.69%
N. Participates in Research and/or Evidence-based Professional Development (PD)	94.12%	95.87%	98.46%	95.12%
O. Demonstrates Effective Communication with Parents or Legal Guardians	90.59%	94.21%	98.47%	92.68%
P. Demonstrates Punctuality	97.64%	98.35%	100%	98.38%
Q. Meets Deadlines and Obligations	96.47%	95.86%	96.93%	98.37%
R. Preparation	97.65%	98.34%	100%	99.19%
S. Collaboration	98.82%	97.52%	100%	100%
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	97.64%	97.52%	100%	99.19%
U. Responds Positively to Feedback and Constructive Criticism	97.65%	98.35%	100%	100%

ARTIFACT #3: Program Completer Survey – Perceptions of Teaching Effectiveness

University of Phoenix reached out to 188 program completers from the CAEP/NCATE approved

Hawaii state-specific programs and Utah state-specific programs. This “n” represents the number of program completers for both the Hawaii state-specific program and Utah state-specific program over the last five (5) years. As of April 11, 2022, 48 alumni have completed the CAEP alumni survey. This represents a 26% response rate. In this survey, candidates responded to questions related to their self-perceptions of their skills and competence as an educator/school counselor and they provide an indirect assessment of the program completer’s competency.

Q4 Please self-reflect and self-assess your professional knowledge, skills, and dispositions as an educator/school counselor.

(1) Unsatisfactory	%	(2) Basic	%	(3) Proficient	%	(4) Distinguished	%	Total
0	0%	2	4%	38	79%	8	17%	100%

96% of completers rated their professional knowledge, skills, and dispositions as an educator/school counselor as proficient or higher.

ARTIFACT 4: Academic Alumni Questionnaire Survey

University of Phoenix (UOPX) conducted its Academic Alumni Questionnaire Survey between April 02, 2020, and May 08, 2020. The survey was distributed to students across all majors, with a 9% response rate. The total number of respondents was 4,590. From this population, 239 survey respondents were College of Education (COE) alumni. Given the low “n” of HI and UT-specific program completers, aggregate scores are shared across College of Education programs across the country for the periods listed. A high-level summary of select questions and responses is included below. These responses provide insights into program completers’ self-perceptions of their preparedness and competencies.

The following survey results indicate the extent to which alumni agreed or disagreed with the following statements:

- 92.7% of College of Education alumni surveyed agreed or strongly agreed that they felt confident they had the skills needed to be successful in their current job. (n=221 respondents)
- 95.4% of College of Education alumni surveyed agreed or strongly agreed that they can learn new knowledge and skills needed to adapt to a changing workplace. (n=219 respondents)

CAEP IMPACT MEASURE #4 (Initial and Advanced): Ability of completers to be hired (in positions for which they have prepared.)

BACKGROUND:

The CAEP/NCATE approved programs are the Utah state-specific and Hawaii state-specific programs that are currently in teach-out. Details regarding the teach-out and the number of

candidates in the program(s) during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #4.

UTAH:

The Utah state-specific programs ceased the enrollment of new students in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 20/21 school year (September 1, 2020- August 31, 2021), the program had one (1) program completer in the (MSC/SC) and two (2) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had 0 (zero) active candidates in an initial teacher preparation program and 0 (zero) active candidates in the MSC/SC program. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

HAWAII:

The Hawaii state-specific programs ceased the enrollment of new students in April of 2018. During the 20/21 school year (September 1, 2020- August 31, 2021), the program had five (5) program completers in the initial teacher preparation programs. During the reporting period, University of Phoenix had four (4) active candidates in initial teacher preparation programs. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.

ARTIFACT 1: Summary of University of Phoenix Completers and License Attainment

Utah-Specific Programs:

Of the one (1) completer in the MSC/SC program during the reporting period (September 1, 2020 - August 31, 2021), 100% of the graduates obtained their School Counselor (K-12) license from the Utah State Board of Education. There were two (2) program completers for the initial teacher preparation programs for the Utah-specific programs during the reporting time frame (September 1, 2020- August 31, 2021). 100% of the graduates obtained their Professional Educator License from the Utah State Board of Education. This information was verified by University of Phoenix by doing a manual look-up of candidates on the public search portal of credentialed educators in the state.

Hawaii-Specific Programs:

Of the five (5) completers in the initial teacher preparation program during the reporting period (September 1, 2020- August 31, 2021), four (4) of the graduates were recommended for their teacher's license (provisional or standard license) from the Hawaii Teacher Standards Board. The remaining candidate was not eligible for recommendation due to the lack of a content exam at this time. This information was verified by doing a manual look-up of candidates on the public search portal of credentialed educators in the state. 80% of the graduates obtained their Educator License from the Hawaii Teachers Standards Board.

ARTIFACT 2: Summary of University of Phoenix Completers Survey Report

University of Phoenix reached out to program completers of the Hawaii and Utah-specific education programs over the last five (5) years. The survey was administered from January 31, 2022, to April 11, 2022.

188 graduates were surveyed and 48 responded to questions regarding their P-12 employment, representing a 25% response rate. Below is the information they provided relative to their employment status.

Q1 Are you currently employed in a P-12 school?

Yes	%	No	%	Total
43	90%	5	10%	48

Q2 If you are employed in a school, what is your current position (select one):

Unanswered	%	Teacher	%	Instructional Coach	%	School Counselor	%	Principal/Vice Principal	%	Other	%	Total Respondents
5	11%	13	27%	0	0%	27	56%	1	2%	2	4%	48

90% of graduates are employed in a P-12 school. 85% of the respondents indicated they held a teaching position, school counseling position, or a principal/vice principal position.