



2025

Academic Annual Report





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1

Who we are

Kristina Mayoros
Master of Business Administration, 2024

“

The competency-based master's program allowed me to still be the mom I wanted to be, the working professional I was able to be, as well as *achieving my goals* and being a full-time student.”



Maddison Botkin-Phillips
BS in Business, 2024

Staying *ahead* of the curve

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

As we approach our 50-year anniversary, it's rewarding to pause and reflect on how we have served adult learners since we started with a classroom of eight students in 1976. Academic Year 2025 was the latest chapter in our long history of innovation.

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

As our 2025 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.

“ As a university, we continually monitor technological trends and market needs to build educational experiences that help our students learn career-relevant skills in weeks, not years. Finding ways to deliver value to adult learners in real time and to bring educational opportunities closer to their lives is what makes us who we are.”

MARC BOOKER, PHD
Vice Provost of Strategy

*The reporting period for the 2025 Academic Annual Report is our Fiscal Year 2025 (FY25), which spanned Sept. 1, 2024 – Aug. 31, 2025. In some cases, we've updated sections of the report with information through the end of the calendar year 2025. 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-aligned innovation

We strengthened our skills-aligned learning ecosystem by embedding responsible, career-relevant AI skills across degree programs. We also tested a Learning and Employment Record where learners share verified competencies with employers – advancing a more transparent, skills-forward model for working adults.

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

Watch:
youtube.com/watch?v=oMf1SEO_WYk →



Alumni excellence recognized

We launched Alumni Luminaries, a new recognition program that honors alumni – 76 in honor of the year the University was founded – for leadership, entrepreneurship and community impact. The initiative celebrates graduates who elevate industries and serve others, reinforcing the lifelong connection between the University and its Phoenixes making a difference nationwide.

Learn more: phoenix.edu/luminaries →

“ This inaugural class of Alumni Luminaries are leaders in their community and accomplished in their discipline, and we’re so proud to be part of their journey.”

JOHN WOODS, PHD
Provost and Chief Academic Officer

Tool helps determine cost before enrollment

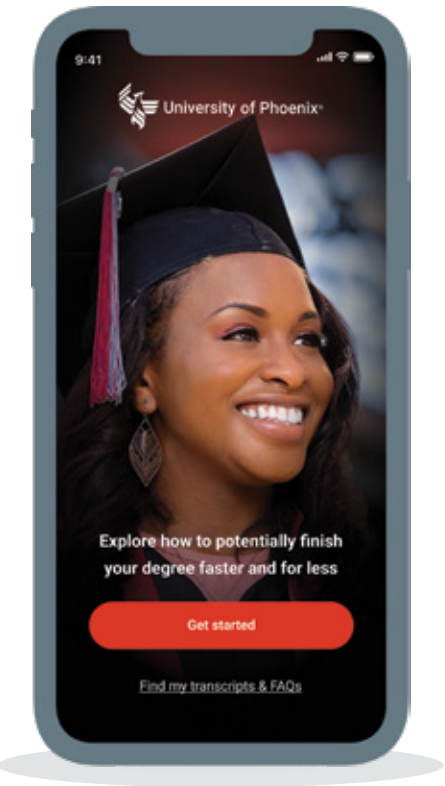
When a prospective student considers college, one of their primary questions is: Can I afford it? To help students identify their potential personalized savings (based on factors like employer tuition assistance, prior learning and transfer credits) and their estimated personal cost before they enroll, we launched a Personal Savings tool. Eliminating guesswork lets students focus on coursework.

Learn more:
phoenix.edu/personalsavings →

New app offers transfer credit evaluations

Advancing our standing as a transfer-friendly university, we developed and launched the TransferPath app to empower prospective students to get faster answers on how their past credits might transfer. The app, available in Apple® or Google Play™ stores, allows students to receive a personalized, preliminary understanding of how many eligible credits might transfer and how many more are needed to complete a degree.

Learn more:  **Download the app:** 



Celebrating five years of workforce research

Understanding employee and employer attitudes and trends is in our DNA. In 2025, the University of Phoenix Career Institute® marked five years of the Career Optimism Index® study of workers and employers, with findings highlighting career control and AI adoption. We expanded insights through the Career Optimism Special Report® series, examining the realities facing dual caregivers.



Read more about each on **pages 12-17**.
Learn more: phoenix.edu/career-institute →

HIGHLIGHTS

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 2025:



CHRIS LYNNE

President

Lynne was named a 2026 Arizona Business Leader by AZ Big Media and was featured in *AzBusiness Leaders*, an annual magazine published by AZ Big Media that spotlights Arizona’s most innovative and impactful executives and entrepreneurs across key industries.



RAELENE BROOKS, PHD, RN

Dean, College of Nursing

Dr. Brooks was named to the 2025 “Who’s Who in Healthcare: Industry Leaders” list by *AzBusiness* magazine. This is the second year in a row Dr. Brooks has received the honor, which recognizes the contributions of healthcare leaders in Arizona.



MCCEIL JOHNSON, JD

Vice President for Accreditation and Regulatory Compliance

Johnson will serve as the Engagement and Opportunity Committee’s representative on the UPCEA Board of Directors for a two-year term (2025–2027) as part of her role as committee co-chair.



HAL D. MORGAN

Senior Director, Accreditation and Online Education

Morgan was appointed Vice Chair for the Accreditation Council for Business Schools and Programs (ACBSP) AI Task Team in February 2025.



CHRISTINA NEIDER, EDD

Associate Provost

Dr. Neider was promoted to Associate Provost of Colleges in June 2025. In the role, she oversees the University’s colleges, with responsibility for program performance, program learning outcomes and career readiness.



UNIVERSITY ACHIEVEMENTS

Granted programmatic accreditation for an eight-year term by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) for the Online Master of Science in Counseling/Clinical Mental Health Counseling program.

The Master of Science in Nursing (MSN) program received reaffirmation of accreditation from 2025–2035 by the Commission on Collegiate Nursing Education (CCNE). This achievement reflects the College of Nursing’s commitment to academic excellence, innovation and nursing education.

Recognized as the 2025 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. This is the second consecutive year University of Phoenix has earned this distinction.

Recognized in October 2025 as one of the world’s most transformational growth companies in digital learning and workforce skills by being named to the 2026 GSV 150. Presented by NU Advisory Partners, the distinction highlights the top 150 public and private companies transforming digital learning and workforce skills.

Named to the 50 Arizona Businesses to Watch list by AZ Big 100, selected by *AzBusiness* magazine. The companies named “are at the forefront of innovation and growth, influencing market trends and creating job opportunities.”

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.

Thought *leadership* on career barriers and solutions

University of Phoenix Career Institute® celebrates five years

University of Phoenix launched its Career Institute to empower employers, workers, and learners by addressing career barriers through research-driven solutions and meaningful partnerships. The Institute's first initiative, the Career Optimism Index® study, has since expanded into a series of reports designed to help workers and employers uncover actionable insights and inform effective solutions.

In 2025, the Institute reached a significant milestone by celebrating five years of both the Career Institute and the annual Career Optimism Index study. The Index now enables analysis

of trends over time and highlights the evolving challenges facing American workers. Building on these findings, we launched the Career Optimism Special Report® series, offering deeper exploration of the most pressing issues identified in the annual Index.

From examining the role of AI in the workplace to providing an honest look at employee burnout and the strain on working mothers, the special reports illuminate critical workforce challenges. Together, they foster greater understanding and highlight opportunities for employers to drive meaningful, lasting change.

Career Optimism Index® study

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

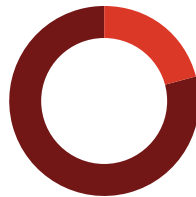
- **Employer perspectives:** Gathers insights from employers across different sectors to allow comparison with workforce perceptions.
- **Innovative analysis:** Utilizes statistical modeling to demonstrate the financial benefits of fostering career optimism.
- **Broad participation:** Involves a nationally representative sample across varied demographic factors.

• **Geographic insights:** Analyzes workforce trends in the top 20 U.S. markets to reveal regional nuances.

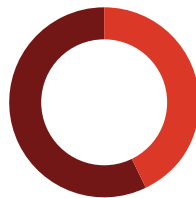
Learn more about the Career Institute, study methodologies and our partners: phoenix.edu/career-institute —>



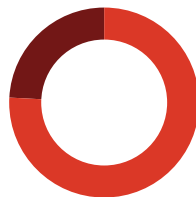
2025 key findings



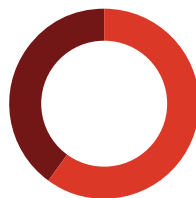
21%
of American workers say their sense of control over their professional future has gotten worse over the past five years.



43%
of American workers report a lack of access to necessary training – an 8-point increase since 2021.



76%
of American workers rely on hope to get through the year.



60%
of employers prefer hiring new employees over training current staff.



51%
of American workers feel burnout – a record high for the Index.



The path forward

The Index identified a clear link between restoring workers’ sense of autonomy and decreasing burnout: Workers who lack control over the future of their careers are 56% more likely to experience burnout.

The Index also illustrated the potential of AI to accelerate growth, autonomy and resilience. For workers using AI:

- **56%** say AI accelerates skill development.
- **79%** say AI helps close knowledge gaps.
- **81%** say AI improves work-life balance.
- **89%** say AI has improved their productivity.

The workforce’s growing desire to embrace AI tools and training in expediting their career advancement and improving their overall engagement at work, paired with employer recognition of the value of AI, creates a defining moment for employers to empower their talent.

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

Career Optimism Special Report® Series: Moms in the *Sandwich Generation*

The new installment in our Special Report Series was produced in partnership with Motherly®, a leading parenting brand empowering women to thrive during their motherhood journey. Defining the sandwich generation as those caring for elderly family members as well as young children, and based on a national survey of 2,000 working moms, the report revealed critical insights on the career cost of dual caregiving and the imperative for increased employer support to serve the fastest-growing employee segment in the U.S.

A deeper workforce shift is taking place: The barriers faced by dual caregivers are no longer a niche issue — they are an escalating reality for what is now the fastest-growing employee segment across demographics. Employers willing to invest in workplace flexibility like PTO policies, remote work arrangements, and caregiver support, bring welcome assistance to those balancing dual-caregiving responsibilities.

2025 Key findings:

51% of sandwich generation mom survey respondents have left a job due to caregiving responsibilities.

55% report living in a single-income household, and of those, 52% of their paychecks go to caregiving costs — more than double that of moms not in the sandwich generation.

30% say they don't have time to access the resources currently available to them.

66% say the benefits offered by their employers aren't enough to meet the needs of their adult caregiving and child care responsibilities.

The path forward

61% of sandwich generation moms have been in their caregiving role for five years or less.

56% of all moms surveyed anticipate entering a dual-caregiving role in the future.



*Motherly is a registered trademark of PT Holdings, Inc.

Inaugural class of Alumni Luminaries *lights* the way

We call them the UOPX Alumni Luminaries because they are the brightest examples of how a University of Phoenix education can ignite lasting impact. These distinguished alumni illuminate the path for others, and set a standard for excellence.

In a nod to our roots and our founding in 1976, we launched the 2025 inaugural class of Alumni Luminaries by recognizing 76 distinguished alumni for outstanding achievements in the categories of community leadership, industry leadership and entrepreneurship.

Complete list of Luminaries:
phoenix.edu/luminaries →



Erica McCrae
MBA, 2013
DM, 2019

Shawnte McKinnon
AAB, 2008
BSB/A, 2011



Always surviving,
always *climbing*

Brian Dickinson overcomes ordeal on Mount Everest to inspire others.

Two of Brian Dickinson's biggest career decisions were following in footsteps: First, he followed his grandfather and father by joining the Navy, where he became an aviation rescue swimmer, leaping from helicopters to save lives.

Then Dickinson followed in the footsteps of his wife, JoAnna, by going back to school and earning his MBA at University of Phoenix while working full time. With the confidence he gained in the Navy and the skills learned in school, Dickinson switched jobs to a presales engineer with one of the biggest technology companies in the world.

Then, it was time to carve his own path. Outside of work, Dickinson pursued another long-term challenge: mountaineering. He began climbing locally on the Cascade Range before steadily advancing to higher peaks across the seven continents.

Finally, it was time for the ultimate test on Mount Everest, where Dickinson climbed the last thousand feet alone when his fellow climber fell ill. That was itself a feat, but his descent was even more harrowing: Dickinson went snow blind. Drawing on his confidence and

skill, Dickinson was able to climb down slowly, hand over hand, surviving against the odds.

During recovery, Dickinson confronted PTSD and began processing the mental weight of survival. Out of that period came a new chapter as an author. He has since published two books and now interviews other survivors, exploring how people endure extreme situations and rebuild after them — all while continuing his full-time career in technology.

"If all people get is a cool, entertaining rescue story, then I failed," Dickinson says. Instead, his work focuses on something more practical: helping others take lessons from adversity and apply them to their own lives, careers and challenges.

Because surviving the climb is only part of the story. What matters most is what you do after you make it back down.

Read more:
phoenix.edu/dickinson →

Scan the code below or [click here to view Brian's Mini Documentary:](#)





Climbing the ladder and bringing *change* with her

When negative work experiences got in the way of her dreams, Ruby Gill became the leader who could help nurse practitioners like her.

“I never had any intention of going into management,” says Ruby Gill, DNP, MBA/HCM, RN, NE-BC. “My goal was to look for an ICU opportunity.”

But Gill’s life has been full of twists: Her dream of becoming a physician faced barriers including financial struggles at home. Undeterred, she enrolled in nursing school at a local university to earn her associate degree, quickly finding work as a newly graduated nurse.

In her new organization, she experienced bullying. “That changed my whole mindset,” says Gill, who vowed that “if I ever became a leader, I would never let this happen to anyone.” She worked her way up to become the charge nurse for the unit and then the assistant manager — and on and on, earning her Bachelor of Science in Nursing and Master

of Business Administration at University of Phoenix. Her journey took her all the way to the role of senior VP/area manager for Kaiser Permanente in San Bernardino County, California.

There, Gill leveraged her hard-won wisdom to forge a new kind of leadership. When she opened a different hospital, she declared during her first town hall meeting: There would be no bullying and no incivility. “Fourteen years later, that hospital still has the same culture where people respect each other,” she says.

It might not be what she expected, but Gill found her own way to chase her dreams — and to heal those around her.

Read more: phoenix.edu/gill →



Stephen Paskel
BSB/M, 2012; MBA, 2022

Always
bouncing back

How Stephen Paskel overcame personal loss and professional roadblocks to enter leadership roles.

When Stephen Paskel lost his mother to breast cancer, everything around him changed. Suddenly, the role of breadwinner fell to him.

“I didn’t have the choice of college or anything,” Paskel recalls. “At that point it was back to survival mode.”

At 17, he graduated high school early and began working at a bank. But turmoil followed when his position was eliminated. His next job was as a teller at a different branch, where he was robbed on his first day. When that position was eliminated as well, he took the opportunity to work at the bank’s help desk, leveraging the technological skills he was mastering on the side.

Soon Paskel was traveling to branches to optimize their workflows and workforces, and by 2002, Paskel stepped into his first managerial role.

He was also a year into earning his bachelor’s degree in business management — a journey that took him a full decade. During that time, he got married, had two sons, and became vice president of technology and global operations at his bank.

When, after 23 years at his organization, Paskel’s position was once again eliminated, he was able to take it in stride. He launched his own IT outsourcing company and joined Allstate as site leader for a new customer service center.

With his eyes on the horizon, Paskel considered another possibility: earning an MBA. It would differentiate him in his career and enhance his skill set. But the tipping point turned out to be more about helping others than helping himself. “When you get an MBA, you have an option,” he says. “You have an opportunity to teach.”

With his MBA now complete, Paskel also has his eye on a director role at Allstate in the next few years. For now, however, he’s content to apply his trademark energy and focus to working, learning and watching his sons grow up.

Scan the code below or [click here to view Stephen Paskel’s episode of the Degrees of Success Podcast:](#)



Inspiring *degrees* of success

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

Our *Degrees of Success*® podcast is dedicated to celebrating our alumni and sharing their inspiring stories. It offers guidance and encouragement for listeners and viewers seeking a journey to success. In 2025, we highlighted 33 new, powerful stories of alumni who overcame personal and professional challenges and turned their education into successful careers, and we unveiled our Story of Success mini-documentary series.

Building on the *Degrees of Success* podcast's mission and thriving YouTube following, the Story of Success series offers a deeper, more immersive look into the lives of extraordinary University of Phoenix alumni.

Launching with the story of UOPX Luminary Brian Dickinson, each mini-documentary episode highlights the resilience and determination that shaped their journeys, revealing how they've turned personal trials into moments of growth and inspired others to live with intention, courage and conviction.

View podcast episodes at:
youtube.com/@UOPXDegreesOfSuccessPodcast —>



Keith Chandler
Podcast host



Orlando Jimenez
MBA, 2024

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.

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.
*This program is not available for new enrollment.



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 2025 faculty team

In FY25 our 2,329 instructors brought a powerful combination of academic credentials and industry experience to every class they taught.

Faculty includes:

1,054
directors

321
presidents

171
counselors

101
executive
directors

101
vice presidents

100
chief executive
officers

67
c-suite
officers

63
principals

50
deans

45

clinical directors

30

directors of nursing

10

chiefs of police

Experience

2,329
Instructors

29.4
Average years
professional experience

16.2
Average years UOPX
teaching experience

68%
Faculty in leadership
roles at work

Gregory Friesz
Faculty, College of Nursing



Staff

3,415
FY25 Staff

11
Average years
working at UOPX



FIGURE 1 GENDER

- Female – 59%
- Male – 38%
- Not disclosed – 3%



FIGURE 2 ETHNICITY

- White – 62%
- Not disclosed – 14%
- Black/African American – 13%
- Two or more races – 4%
- Asian – 3%
- Hispanic/Latino – 3%
- American Indian/Alaska Native – 1%
- Native Hawaiian/
other Pacific Islander – 0.1%

Top-performing faculty

To recognize our best faculty, the University uses a 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.

In FY25, Faculty of the Year recipients were:

- | | |
|---|---|
| • Josephine Bennion
<i>College of Nursing</i> | • Tina Potter
<i>College of Business and
Information Technology</i> |
| • Irene Blundell
<i>College of General Studies</i> | • John Shumate
<i>College of General Studies</i> |
| • Vickie Horton
<i>College of General Studies</i> | • Mary Ann Troy
<i>College of Business and
Information Technology</i> |
| • Debbie Humphrey
<i>College of General Studies</i> | • Melissa Warren
<i>College of General Studies</i> |
| • Charity Jennings
<i>College of Education</i> | • Bill Williams
<i>College of Business and
Information Technology</i> |
| • Shawn Matheson
<i>College of Health Professions</i> | • Greggus Yahr
<i>College of Social and
Behavioral Sciences</i> |
| • Wayne McCoy
<i>College of Doctoral Studies</i> | |
| • Tomas Oberding
<i>College of General Studies</i> | |

9.2_{/10}
how likely our
students are to
recommend
their instructors*

*Student End of Course Survey,
September 2024–August 2025
(207,242 respondents).

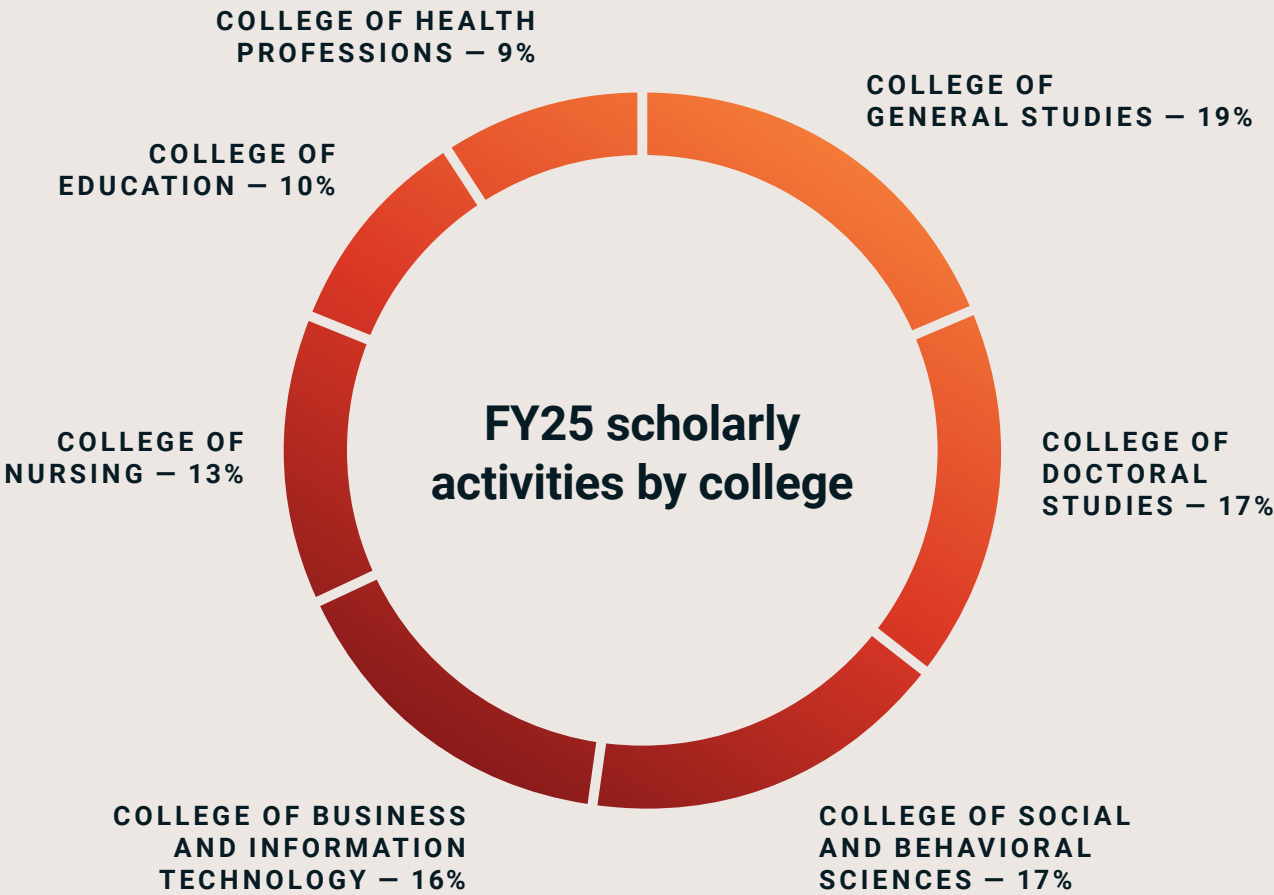


Faculty research and scholarship

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.

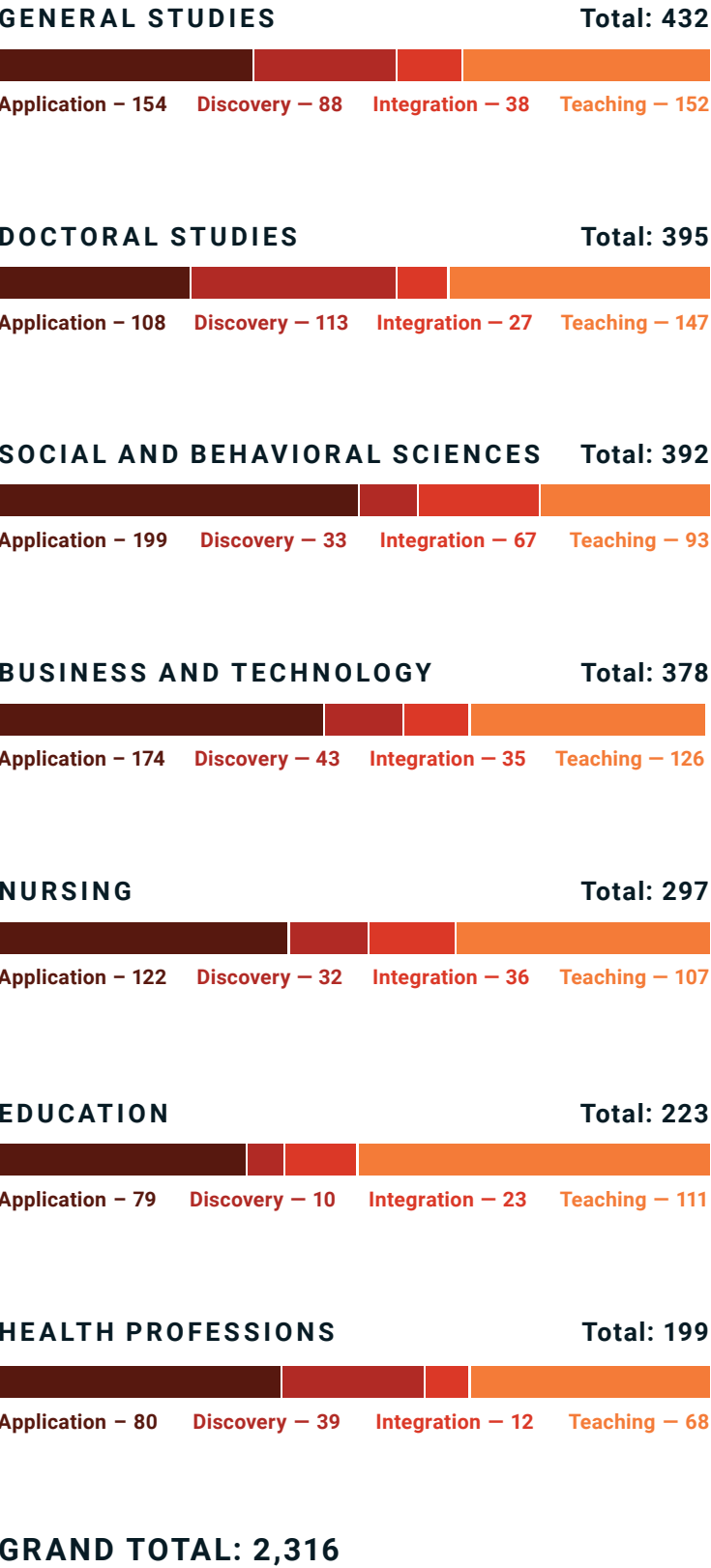
- **Discovery:** building new knowledge through traditional forms of academic research
- **Application:** aiding society and professions in addressing problems
- **Integration:** interpreting the use of knowledge across disciplines
- **Teaching and learning:** studying and improving teaching models and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

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

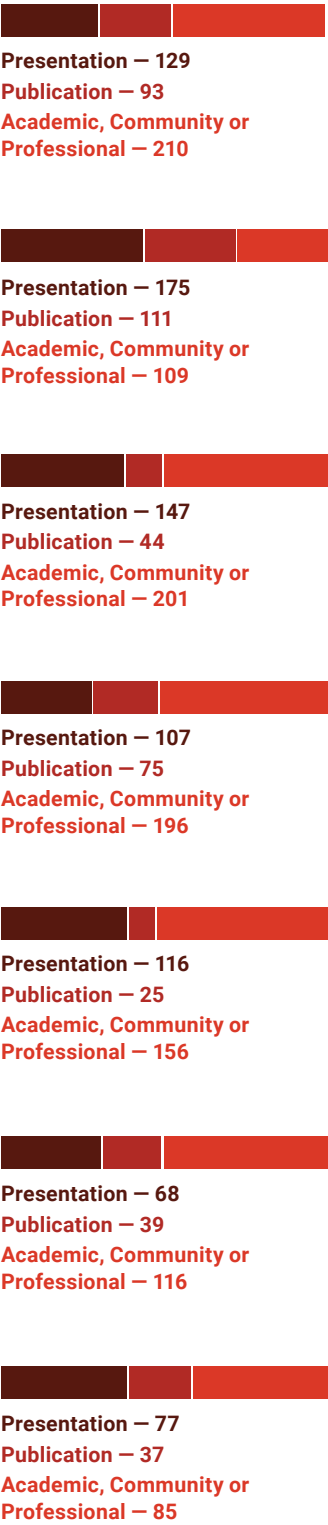


*Totals represent self-reported research and scholarship activity from faculty for FY25.

FIGURE 3 FACULTY SCHOLARSHIP BY COLLEGE



BY ACTIVITY TYPE





2

Who we serve

Tre Decker
BS in Information Technology, 2023

“

It seemed like everyone cared. Like, I *wasn't just a number*... This was the only school that I was able to start and finish without any issues.”

Our students

Second chances, first-generation pride and forward momentum.

In Greek mythology, the Phoenix is an immortal bird that rises to new life. Our students know that feeling firsthand.

Many have been to the school of life before logging in for their first class. Three in four are working, and most are raising kids. Five in 10 are the first in their family to pursue a college degree.

They arrive with full calendars and real responsibilities — and they bring the kind of grit you can’t teach. Our students are as diverse as they are determined.

62%

report as ethnic minorities

7/10

are women

38 yrs

average age of new students

Somewhere in these overlapping statistics, you’ll find them: head down, pushing through deadlines, fatigue and the quiet question of, *Can I really do this?* And then, in true Phoenix form, they rise.

An MVP in life and work



Ericka Harper
BSM, 2023; MBA-CB, 2025

Many parents go back to school to show their kids what they can achieve when they have a dream and a solid work ethic. Ericka Harper did things differently. After spending 25 years supporting her daughter’s education and professional basketball career, her daughter became her coach, urging her to follow her dreams.

Harper returned to school and completed two degrees in four years — first her bachelor’s and then her competency-based MBA.

But her educational journey wasn’t without its starts and stops. Harper began at UOPX in 2005, then stopped. Decades later, spurred on by an opportunity to work in HR management, she returned to her bachelor’s program and also completed her MBA in September 2025.

“University of Phoenix has given me more than just education,” says Harper. “It made me believe in who I am, and it made me finally see what my purpose is. It showed me my abilities, and so it really gave me confidence overall in life, in any achievement.”

Read more: phoenix.edu/harper —>

Experience first, education later



Jeremy Bartley
BSB, 2025

son’s fate would be different — that he would finish school. Bartley began college but left to go into retail management, where he stayed for the next 20 years.

Then a few years ago, facing down burnout and personal losses, Bartley left retail and took a position at Caesars, where he’d have both flexibility and opportunity. Combining his employer tuition benefits and 33 prior college credits, he enrolled at University of Phoenix to complete his bachelor’s degree.

“Time management became a very important skill to learn,” he says. “I realized that this isn’t anything different from having a job. It’s about working it into life.”

Thanks to transferring eligible prior credits and tackling some prerequisites through self-paced, alternative credit providers, Bartley graduated summa cum laude with his bachelor’s degree in just under two years and achieved a certificate in human resources.

Read more:
phoenix.edu/bartley —>

From the get-go, Jeremy Bartley learned the value of hard work. Growing up, he saw his parents work multiple jobs, often at the same time, just to make ends meet.

His mother, who struggled with severe dyslexia, stopped school in eighth grade, while his father completed 10th grade before leaving school to take care of his seven siblings. Bartley’s father insisted his

FIGURE 4
ENROLLED STUDENT POPULATION DATA, FY25

9,300

Associate degrees

57,000

Bachelor’s degrees

13,500

Master’s degrees

2,100

Doctoral degrees

81,900

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 FY25.

OUR STUDENTS

FIGURE 5 ENROLLED STUDENT POPULATION DATA, FY25*



● Employed – 75.4%

● No college – 52.8%
● Mother and/or father completed college – 30.5%
● Mother and/or father attended college – 16.7%

● Yes – 52%
● No – 48%

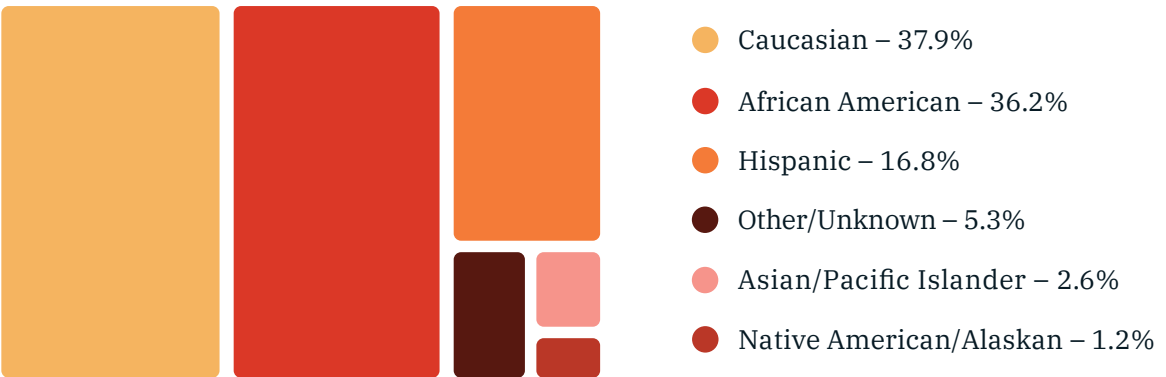
GENDER



AGE



ETHNICITY



Stephen Paskel
BSB/M, 2012
MBA, 2022



CAREGIVING RESPONSIBILITY**

● My children living with me – 46.5%
● No caregiving responsibilities – 17.9%
● My children and relative(s) living with me – 12.0%
● Relative(s) living with me – 6.4%
● Family members who don't live with me – 4.6%
● Other caregiving responsibilities – 4.6%
● Prefer not to answer – 7.9%

* Figure 5 reflects percentages of the University's FY25 average quarterly TDE.
** September–October 2025 University of Phoenix Priorities Survey for Online Learners (2,532 respondents; 12.6% response rate).

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 have served and protected 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.



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.

PsychArmor® Institute is a trademark of PsychArmor Institute, Inc.
GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA).

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 2025 message was “Grateful Nation.” Following the event, the nonprofit Arizona Heroes to Hometowns collected the flags to distribute them at local military cemeteries ahead of Memorial Day.

Our military community at a glance in FY25:

18,600

military-affiliated students
(14% of the student population)

8,400

military-affiliated students
were women (45.5% of
military-affiliated students
who reported gender)

4,800

military-affiliated graduates
(17.6% of FY25 graduates)

160

faculty members reported
having military experience

287,300

military-affiliated graduates
in the history of the University
(25% of all University graduates)

Paying it forward

University of Phoenix and the Enlisted Association of the National Guard of the United States (EANGUS) awarded three full-tuition scholarships for a bachelor’s degree or master’s degree program for current enlisted National Guard servicemembers and their immediate family members.

National Guard Staff Sergeant Nitasa Freund is one of the recipients and is pursuing a master’s degree in criminal justice at University of Phoenix. “Earning this degree is both a personal milestone and a professional catalyst,” he says. “It represents the next chapter of growth and purpose after my service, equipping me with the tools and credentials needed to lead impactful projects in my industry.” Freund has served globally in Germany, Israel and Poland, and is mentoring others while pursuing a career in law enforcement.

Read more:
phoenix.edu/eangusscholarship →

New opportunities

Together with the Non Commissioned Officers Association (NCOA), University of Phoenix awarded their inaugural full-tuition scholarship for a bachelor’s degree or master’s degree program to Sherwin E. Gloston, a U.S. Navy veteran who served as a petty officer third class.

“I am honored to be chosen as this year’s NCOA scholarship recipient,” Gloston says. “I chose University of Phoenix because, as a working family man, I needed a program designed to support adult learners who are balancing multiple responsibilities. The University’s flexible offerings align perfectly with my lifestyle.”

With the scholarship, Gloston is pursuing a Bachelor of Science in Business with a Certificate in Operations Management, a goal he set for himself while serving in the military.

The scholarship, established in collaboration with NCOA, reflects a shared commitment to support adult learners and military service members.

Read more:
phoenix.edu/ncoascholarship →

Honoring our *graduates*

Everything we do leads toward celebrating their success.

Commencement means beginning. For many of our students — 69.5% to be exact, trying to 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.

“Commencement is more than a ceremony. It’s a celebration of resilience,” says John Woods, PhD, provost and chief academic officer. “Our graduates have balanced work, family and life while pursuing their education. They begin their next chapter not only with degrees, but with career-relevant skills, confidence and a clear sense of purpose. These are tools that will empower them to lead, contribute and thrive in their communities.”

FIGURE 6
CREDENTIALS
AWARDED, FY25

23,600

Degrees

5,580

Certificates

29,180

Total credentials awarded



Commencements from coast to coast

In FY25 we held three in-person commencement ceremonies and one virtual ceremony:

Oct. 12, 2024 Dallas	March 1, 2025 Phoenix	May 3, 2025 Virtual	June 7, 2025 Orlando
1,575	1,800	2,215	1,936
graduates participated across two ceremonies.	graduates participated across two ceremonies.	graduates participated across two ceremonies.	graduates participated across two ceremonies.

Digital diplomas

University of Phoenix provides all 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.



UOPX Homecoming 2025, held in Phoenix, celebrated alumni and welcomed over 1,500 attendees.

Creating a *vibrant* community

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

Alumni by the numbers

189k	58,375	35k+	5,126
Alumni Association Facebook Group followers	Alumni Association LinkedIn Group members	Local chapter memberships	Alumni attendees at events
99	78	51	
Chapter leaders	Chapter events	Chapters	

Reconnecting and reinvigorating

Between February and May 2025, 198 attendees attended Small Bites & Big Connections. This signature alumni event series is focused on networking in eight cities: Memphis, Denver, Huntsville, Augusta, Detroit, Albuquerque, Kansas City and El Paso. Among attendees, 45 expressed interest in becoming chapter leaders.

This culminated in the 2025 Alumni Chapters United initiative, a nationwide volunteer effort that brought together alumni chapters to serve their communities with purpose and pride. Together, 254 attendees from 17 alumni chapters impacted 21,733 individuals through 511 volunteer hours.

From March to September, we hosted our annual alumni homecoming events for over 3,800 attendees at 15 locations across the country.

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Pressing on, as a Phoenix *always* does

University of Phoenix alumni are redefining what it means to be a college graduate.

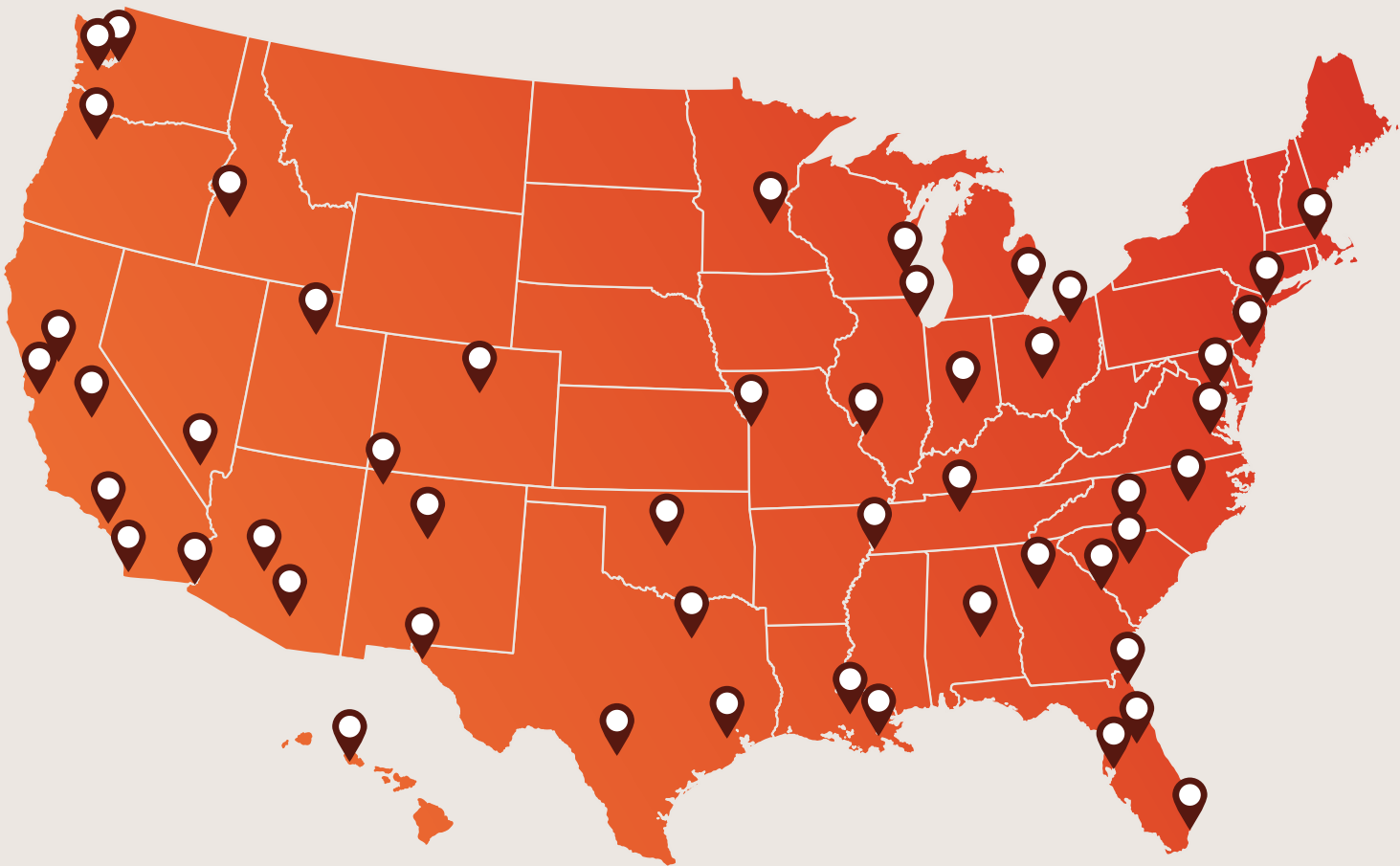
In 2025, about 75% of our students were working, and more than 50% had dependents to care for, in addition to juggling jobs and school. About 53% of their parents did not attend college, so they are likely the first in their families to attain a college degree — an accomplishment that, for many, has generational impact.

With the same determination they bring to their home lives and careers, University of Phoenix students push through to learn, better themselves, and earn new opportunities. When they graduate, they join a special family of alumni who understand the true meaning of the hard work it takes to say, “I am a Phoenix!”

Inspiring alumni stories can be found on our *Degrees of Success™* 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 2025

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



Jeff Simonic
BSB/M, 2009; MBA, 2015

Changing *gears*

Jeff Simonic's passion for people put him in the driver's seat — but not the way he expected.

When Jeff Simonic landed a part-time job working for UPS at O'Hare International Airport, his goal was to become a driver. But his road to success eventually found him in another kind of driver's seat: leadership, by way of becoming UPS' president of U.S. transportation (central zone).

His new trajectory started when a manager, noticing Simonic's people skills, encouraged him to pursue opportunities to advance. He did, and was promoted to full-time supervisor. And that was just the beginning of his new path.

Simonic began to diversify his skills. He worked in different departments and locations. Promotions put him in positions where he had to grow professionally and in unexpected directions. "They put me in the industrial engineering department," he says. "I knew nothing about engineering!"

Simonic never considered himself college-bound, but mentors at UPS explained that he would likely need a bachelor's to continue rising. Skeptical at first, Simonic enrolled at University of Phoenix, where he discovered his work and life experience could count for 30 college credits through the University's Prior Learning Assessment. Coupled with UPS' tuition assistance program, he moved forward at a pace he didn't expect — earning his bachelor's and eventually his MBA.

Most importantly, the coursework matched what Simonic saw in his daily life. "A lot of the classes, you're writing about what you do every day in your work experience," he says.

Now with UPS for 32 years, Simonic has become the leader he never knew he could be.

Read more:
phoenix.edu/simonic —>



Candace Thude
MDT/400, 2007; BSCJA, 2009

Reimagining *justice*

Candace Thude channels her own experiences to help families.

As a legal paraprofessional in Glendale, Ariz., Candace J. Thude, LP, routinely works with clients as they navigate the emotionally charged waters of divorce and custody. “The legal paraprofessional designation allows me to provide critical legal services to those who might otherwise struggle to obtain representation,” she explains. As a Marine Corps veteran, wife and mother of two, she has navigated her share of challenges. Her roles and experiences have not only shaped Thude as a human being but also as a professional working toward fairer outcomes and greater access to the family law arena.

It’s an incredible turn after Thude joined the Marines to help her build life skills while figuring out

her goals. Although she took the scenic route to her education, she eventually completed a certificate in mediation (a now-retired program) and her bachelor’s degree in Criminal Justice at University of Phoenix, which she followed up with a master’s degree in legal studies at a state university.

These experiences prepared her to pursue her career as a legal paraprofessional. After seeing the difference she makes as a paralegal, she is now seeking to qualify for a Juris Doctor program, as well as helping others. She has drafted a proposal for two Arizona state universities that advocates for updating their entrance requirements.

Read more:
phoenix.edu/thude →



Shannon DeWitt
MBA-CB, 2024

Answering *the call*

Shannon DeWitt’s loved ones never gave up on her, turning her into the leader she always knew she could be.

Shannon DeWitt learned early on that “when life does not go as you plan, you get another plan.” This was the advice of DeWitt’s aunt, Doleta Brown, who put her words into action when she went back to school, showing DeWitt “there was life beyond high school.”

With that inspiration, DeWitt worked her way up to the role of regional HR manager for a major home-goods retailer. But when family circumstances necessitated that she take a year off, DeWitt returned to find that role now required a degree in HR as well as certifications. Continuing her professional journey meant taking a step back. She took a job at a bank where DeWitt’s manager and mentor advised her to follow in her aunt’s footsteps and return to school: “It’s time to put you first.”

She was almost done with her bachelor’s when DeWitt learned about University of Phoenix’s competency-based master’s degree — a faster path to a master’s degree that took advantage of her experience. At her husband Carlos’s urging, DeWitt enrolled, earning her competency-based Master of Business Administration.

Since leaving the bank, DeWitt spent three years in the mortgage industry and then some time with a startup. She now pours her energy into her four grandchildren and writes poetry, self-publishing her collection *Brown Girl Lost and Found*.

Read more:
phoenix.edu/dewitt —>

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.

Long-term alliances

Collaborating with the Arizona Hispanic Chamber of Commerce, we contributed 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. We work with groups like the Arizona Chamber of Commerce & Industry, the Greater Phoenix Chamber, the PHX East Valley Partnership and the Greater Phoenix Economic Council. Together with their boards and committees, we help improve policies and business solutions at both the state and local levels.

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.

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.

Working with others to find real solutions

We worked with Motherly® to create the Career Optimism Special Report® Series: Moms in the Sandwich Generation report, examining the career cost of dual caregiving. We also collaborated with the Arizona Educational Foundation in its mission to promote educational excellence through programs for teachers, administrators and students. Finally, we also worked with Jobs for the Future to pilot programs that help learners and workers build social capital professionally.



The power of stewardship

In partnership with ER2, we’ve created sustainability programs. In 2025, we diverted 11,874 pounds of landfill waste, reduced greenhouse gases by 16,513.42 pounds and provided \$11,749 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 31 laptops to students while helping improve access to online education and bridging the technology gap.

Read more:
phoenix.edu/impact —>

Business **alliances**

To meet the demands of the modern workplace.

Supporting employees' education goals helps everyone win. Employees gain skills needed to enhance their careers. Employers cultivate a loyal workforce that helps them stay in front of today's rapidly evolving marketplace.

Artificial intelligence and related technologies are transforming the workplace and accelerating skills demands.

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

2,000+

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



Customized adaptable skills solutions

University of Phoenix employer 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 employers determine the courses are appropriate, employees have the opportunity to complete courses outside of a degree pathway. This strategy allows organizations to offer immediate skills development through course-based training, and academic credit portability for an employee’s potential degree completion efforts.

University of Phoenix also provides time- and cost-saving options for employees 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 2025, 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 **15.1% over 2024.**

Francisco Berrios chases the wins in business

Cisco Berrios has always been driven by competition — on the field and in the office. As an athlete, coach and business professional, he built his career on discipline, teamwork and a relentless focus on results. But as his responsibilities grew, so did his desire to strengthen his business acumen and leadership skills.



Early in his career, he juggled roles in nonprofit work and retail, even picking up a second job to make ends meet. Despite the hustle, he felt stuck. Determined to change course, he enrolled at University of Phoenix for his bachelor’s degree in Business with a concentration in Marketing. As he settled into his program, he found that what he was learning was applicable to his work and goals. “It worked for me very well because of the structure,

and the rubrics were very specific in terms of what you had to accomplish. I remember taking that first intro class and getting some really good feedback. It clicked.”

Initially paying out of pocket, he then took a call-center role at what would become his long-term employer and was able to access the company’s employer tuition benefits with University of Phoenix. For three years, he worked as a bilingual customer service representative while completing his MBA.

After completing the company’s employee development program, he earned a promotion to manager along with a relocation. His leadership approach opened new doors, including overseeing a bilingual call center and, eventually, three vice president roles.

Now with his sights set on a more senior role, Berrios remains grounded in the mindset that got him there. “I want to earn it,” he says. “The most satisfying wins are the wins you earn.”

Read more: phoenix.edu/berrios —>

Tribal alliances

Making education attainable and affordable for Indigenous students.

The University of Phoenix Tribal Operations team works closely with tribal leaders, enterprise executives and higher education offices to implement programs that help mitigate educational barriers, increase retention and provide student support.

The National Indian Education Association (NIEA), the national nonprofit advocating for improved educational opportunities for Native students, established its Tribal Strategic Alliance Agreement (TSAA) with University of Phoenix in 2020.

The agreement provides Tribal entities, enterprises, casinos, schools, and healthcare organizations to opt into TSAA benefits for Tribal members and employees of Native American, Alaska Native and Native Hawaiian communities. Eligible learners may take up to eight undergraduate, five graduate or three doctoral courses at a tuition rate of \$5,250 per benefit-term year. Benefits 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, helping progress with reduced reliance on student loans, and the opportunity to stay in their community.

Tribal education and enterprise strategic alliances grew from 118 in 2024 to 141 in 2025, and participating students continue to progress through their eighth course (first year) at higher rates than the overall student average.

The Tribal Operations team supports Tribal governments throughout the lower 48 states, Alaska, Hawaii, and First Nations in Canada, and helps employers build internal talent pipelines. Students receive support from first contact through graduation, including resource counseling early in the program and coordination of Tribal funding, scholarship documentation and disbursement.

Tuition cap benefits

Offering low- or no-cost education benefits can help employers impact retention and address skills gaps. 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 employer alliances, which offer a variety of benefits for employers and 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.



Community *college* alliances

Helping students save time and money with transfer pathways.

Community colleges offer critical, local access to education, skills and 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, potential savings and individual journeys based on their specific transfer pathway.

In 2025, we made a nationwide upgrade to our community college alliance program that enhances transfer pathways for working adult learners and expands a sixth-course tuition waiver for eligible transfer and concurrent-enrollment students who enroll at the University. The update provides community college transfer students with unrestricted access to academic programs, removing limitations based on program selection, and is designed to help students save time and money as they continue from associate degrees to bachelor’s and beyond in programs aligned to in-demand careers.

Students who come to us with an associate degree and enroll in bachelor’s degree programs are eligible for a special tuition rate of \$350 per credit, a savings of \$144 per course.

Our 3+1 Transfer Pathway program ensures credits from community college graduates more easily transfer toward earning a bachelor’s degree in six eligible degree programs to help students save on tuition. Additionally, faculty and staff at a 3+1 Transfer Pathway community college are eligible for related cost savings.

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 Communication (BSCOM)

Read more: phoenix.edu/transferpathways —>

2025 by the numbers

5,382

students using the associate degree per-credit tuition savings

654

students in the 3+1 Transfer Pathway program

375

participating community college alliances

98%

retention of Concurrent Enrollment Programs and BSN cohorts

43

states with community college alliances

3

new articulation agreements

Professional development

The pace of change in the workforce can demand training that is strategic, proactive and aligned to real skills needs.

Our Professional Development Skills Center, a 100% online learning solution, is designed to help employers rapidly upskill their workforce with practical skills.

The Professional Development Skills Center offers the following popular training topics with hundreds of skills available through completion and assessment:

- AI Workplace Training
- Digital Marketing
- Healthcare
- Human Resources
- Leadership Development
- Technology

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



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 modules offer confidence-based assessments designed to measure both knowledge and certainty, helping identify gaps, correct misconceptions, and increase knowledge and skill retention.

Professional Development soft skills modules 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 —>



3

What we do

Wendy Lambright
BS in Communication, 2024

“

Thirty-nine hours transferred, so I made a game plan. With the alternative credits, my junior college hours, and tuition reimbursement from my employer's relationship with the University, I was able to roll it all in and ***make it happen.***”

Career-focused education

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

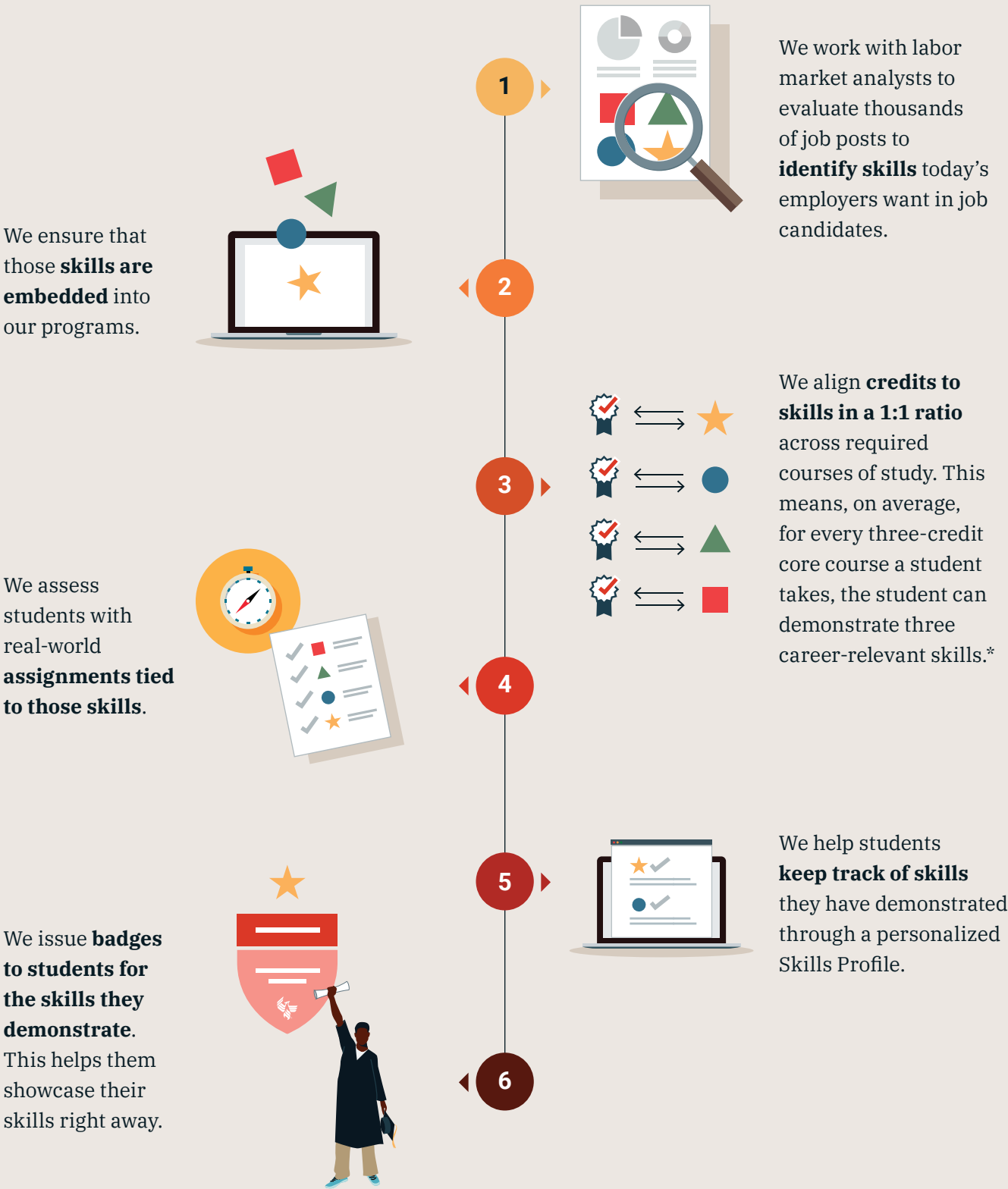
Our students earn career-relevant skills and can update their resumés in weeks, not years — getting value from their education before they even graduate.

“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.

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**, which guides students on how to plan their career from where they are today to where they want to be.
- View skills they have demonstrated in their courses or gained from prior experiences — and connect them to their career goals in **Skills Profile**.
- Schedule a session with a **career advisor** for help with career exploration, job search, interview preparation, personal branding and resumé optimization.
- Utilize **Job Explorer** to find current job postings aligned to their education and career goals.

“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. Steps include saving a career or job title, adding 10 or more self-reported skills, clicking “Apply now” on a job opportunity or completing a career advisor appointment.

Student use of our exclusive, career-focused tools continued in a strong way in FY25:

95,466

unique users* engaged with Career Navigator

8,463

students viewed an available job listing in Job Explorer

9,461

students saved a potential career to their dashboard

4,207

student appointments with career advisors were completed

21,039

active students achieved a Career Planning Milestone**

Digital badging

Students showcase their skills online through our verified microcredentials.

In today’s competitive job market, skills matter. Our students gain skills in weeks, not in years they don’t have.

University of Phoenix offers digital badges aligned to career-relevant skills for select courses. As of Aug. 31, 2025, we issued more than 900,000 academic badges over 166 badge categories — helping our students showcase their skills on their resumé or LinkedIn® profiles even before graduation.

The life cycle of a digital badge

A digital badge offers important academic currency for today’s adult learners who need to showcase skills in real time.

“A badge earned at University of Phoenix offers a digital record of learning and a signal of career readiness,” says Director of Microcredentials and Innovation Credential Strategy Cate Tolnai.

This is an example of how a fictional student named Michael could earn and use the Generative AI/Everyday Application badge.

- 

Michael enrolls in CSS/201.
- 

He demonstrates proficiency through assessments and completion of CSS/201. Michael’s demonstrated skills include:

 - Understanding generative AI
 - Analyzing ethics and the impact of AI
 - Creating original digital content using AI
- 

Michael is eligible for the Generative AI: Everyday Application badge.
- 

The University issues the badge and notifies Michael by email.
- 

Michael claims and shares his badge on social media and with his employer.
- 

Michael now has evidence — and perhaps growing confidence — that support his ability to showcase and discuss the unique capabilities he offers.

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

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 needing 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. Courses are 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.

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.

Practitioner faculty

Other universities have adopted similar LPA frameworks. But at University of Phoenix, our practitioner faculty helps set 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, 29.4 years of professional experience into the classroom. Their real-world experience allows them to translate theory into practical examples, often from their own workplaces.

Read more about our faculty on **pages 34–39**.

Offering a better way

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, real-world applications and faculty who are leaders in business, IT, healthcare and other fields, 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 offered flat, predictable and affordable tuition rates from the day a student enrolls until the day they graduate from their program. No tuition rate guesswork or games.

In 2025, students and prospective students continued to use our new Savings Explorer® tool to discover personalized savings opportunities. In FY25, students benefited from more than \$140 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.

Dustin Guichet
BS in Information Technology, 2023



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. In FY25, we applied more than 1.1 million credits for undergraduate students from a range of sources including transfer credits, Prior Learning Assessment, alternative credit providers and national testing programs.

1 Transfer credits

We work hard to make our programs transfer friendly, so students don’t need to repeat coursework unnecessarily. 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. We accept eligible college credits from more than 5,000 accredited institutions. In FY25, transfer students, on average, saved more than a year off their degree.

Read more: phoenix.edu/transfercredits

2 Prior Learning Assessment

Life experiences teach more than what’s on a transcript. That’s why 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, undergraduate students can graduate five weeks faster and save almost \$1,200 on tuition.

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®)
- DSST® credit by Exam Program (formerly DANTES)
- UExcel® Exams
- Advanced Placement (AP) exams
- 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 by the College Board, which is not affiliated with, and does not endorse, this publication.
DSST is a registered trademark of Prometric Inc.
UExcel is a registered service mark of Excelsior College.
Berlitz is a registered trademark of Berlitz Investment Corporation in the United States and/or other countries.

FIGURE 8
PRIOR LEARNING ASSESSMENT, FY25

3,480

undergraduate students earned credit through PLA

35,008

total credits were awarded

\$13.9m

saved on tuition

\$4,004

saved on tuition per recipient, on average

ALTERNATIVE CREDIT, FY25

6,567

students utilized alternative credits

92,939

total credits were awarded

\$37m

saved on tuition

\$5,632

saved on tuition per recipient, on average

NATIONAL TESTING, FY25

170

undergraduate students utilized national testing providers

925

total credits were awarded

\$368k

saved on tuition

\$2,167

saved on tuition per recipient, on average

SAVING STUDENTS TIME AND MONEY

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 that requires 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 Associate Transfer 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, most faculty and staff at participating 3+1 Transfer Pathway community colleges who pursue a University of Phoenix bachelor’s or master’s degree are eligible for additional special pricing. For every five courses they take, the sixth one is tuition-free when started within 365 days from attendance in their first class.

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. Scholarship benefits are applied over a set number of courses, with a total 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 to employees at more than 2,000 affiliated 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

In 2025 we continued awarding alumni scholarship opportunities. Each scholarship has a maximum value of \$2,000, applied over a set number of courses, provided students maintain eligibility.

Read more: phoenix.edu/alumni

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

Select savings and scholarships

Our eligible military and military-affiliated students can explore potential 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 Non Commissioned Officers Association (NCOA)

Credit for prior military experience

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

\$3,819

Average tuition savings for active-duty military recipients

\$2,206

Average tuition savings for veteran recipients

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 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 undergraduates. These students constitute only about 35% of students entering University of Phoenix in the most recent year.

Chad Maggert
BS in Information Technology/IM, 2020



RETENTION AND GRADUATION RATES

Retention rates

In FY25, we retained nearly 8 in 10 bachelor’s students (79.4%). This is remarkable considering most of our students are employed and have dependents. Over half are attempting to earn a degree even though neither of their parents achieved that milestone.

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.

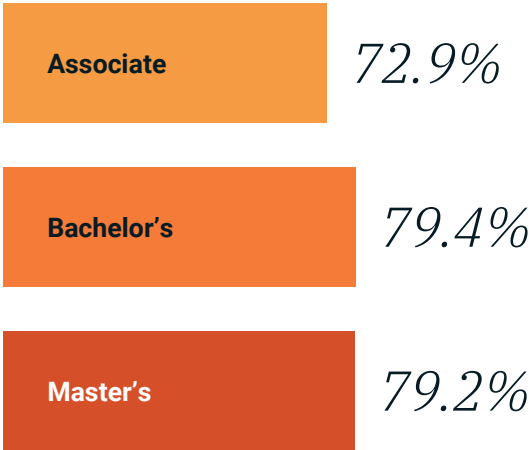
“On-track” rates

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. Most of the monthly 2025 fiscal year on-track measurements outperformed the corresponding months in the 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
INSTITUTIONAL
RETENTION RATES, 2025



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.

Figure 9. University of Phoenix. (2025). 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

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.

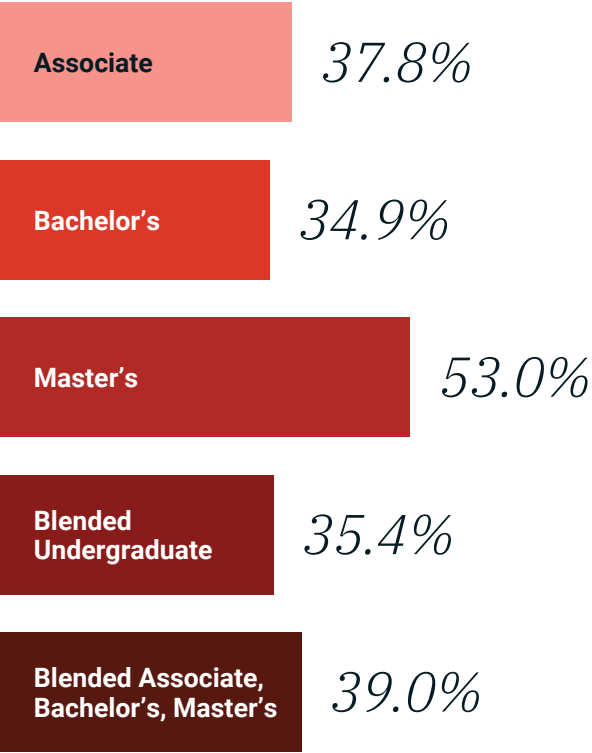
It’s important to note that while retention rates capture a picture of what’s happening right now, graduation rates look back in time (e.g., the 2025 bachelor’s graduation rate reports on students who enrolled in 2018). Thus, we can project that our robust 2025 retention data will begin to show up in graduation rates for the 2032 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.

Figure 10. University of Phoenix. (2025). 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 2025 institutional graduation rates in Figure 10 are FY22 for associate and master’s and FY18 for bachelor’s.

FIGURE 10
150% INSTITUTIONAL
GRADUATION RATES, 2025



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 questions about paying for school before starting and during their program
- Learn about 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.

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.

[Click here for a search tool to find cohort default rates for postsecondary schools](#), or scan this QR code on your mobile device:



BORROWING

University of Phoenix debt levels

FIGURE 11 UNIVERSITY OF PHOENIX FEDERAL STUDENT LOAN DEBT LEVELS FOR GRADUATES, AY24-25

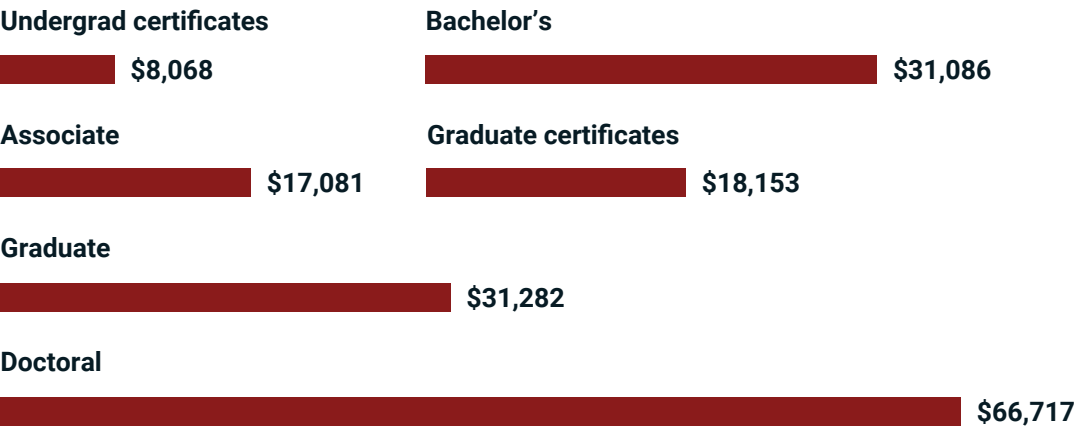


FIGURE 12 UNIVERSITY OF PHOENIX AVERAGE LIFETIME BORROWER INDEBTEDNESS

Figure 12 shows lifetime federal student loan borrowing through June 30, 2025.



Figure 11. University of Phoenix, 2025. 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, 2025. 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.



Creating a *culture* of respect and belonging

University of Phoenix is committed to fostering a culture of respect and belonging within an institution dedicated to academic excellence. Housed in the Center for Access, Resources, Engagement and Support Services (CARES), our initiatives support students, faculty and staff through active academic engagement and opportunities for continued growth.

President's Advisory Council on Community & Engagement (PACE)

The council fosters cross-departmental initiatives which build engagement and connection across the University community.



Summit of Change™

This three-day virtual learning experience brings together students, alumni, leaders, practitioners, educators and community organizations to examine timely issues shaping learning, work and society. Through collaborative dialogue

and practical, cross-sector insights, the summit advances shared understanding and actionable strategies that strengthen leadership, access and meaningful engagement across communities.

Access Amplified™

This dedicated virtual event under the umbrella of the Summit of Change™ is designed to elevate inclusive design, technology and digital accessibility through dialogue and practical exploration of accessible design. Participants gain insights that can be applied across digital environments and workplace settings.

Alliance with Jobs for the Future

The alliance released research on professional social capital to support career networking.

Bridging Perspectives webinar series

This monthly series fosters meaningful dialogue and awareness, helping organizations and individuals identify and address gaps through intentional, informed actions in daily practice. Each session examines real-world challenges, offering fresh perspectives and strategies to enhance effectiveness across sectors.

UOPX Voices Café

At this monthly virtual session, faculty and staff connect, learn and build community through structured one-hour conversations on issues meaningful to them and the students they serve. The café equips participants with practical tools and deeper understanding to better support one another, strengthen the student experience and inspire continued learning beyond each session.

Co-curricular assessment

CARES partners with Institutional Assessment to structure co-curricular initiatives, evaluate learning and report outcomes.

Belonging suite of co-curricular activities

This ecosystem includes national student organizations, the Bravely Belong Student Café, and the Student and Alumni Leadership Council to build leadership and career readiness. Together, these programs empower students and alumni.

Student and Alumni Leadership Council

The council supports co-curricular engagement through professional development sessions and individualized coaching that help members connect personal values to shared purpose.

Student organizations

In FY25, the University offered 14 active student organizations with additional offerings in development.



Accessibility in learning

Embedded in our learning management system, we provide an accessibility tool supporting the creation of broadly usable learning content.

These initiatives underscore our commitment to creating an environment where all community members can learn, connect, contribute and thrive.

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. (Learn more on [page 82](#).)

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

Academic counselors (ACs)

Our students can reach ACs and support staff via voice, text, email and chat support. Based on 40,778 student survey responses in FY25, our ACs earned positive surveys (defined as 4 or 5 out of 5) from 93.90% of students and achieved an average of 4.75/5 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.

Life Resource Center

The majority of our students juggle work, parenting and school. This can be a lot to manage. Through the Life Resource Center (LRC), students can access three free clinical counseling appointments and/or meet with a financial wellness coach. New in 2025, active students also have access to the Uprise Health app at no additional cost. Through the app, they can take a confidential well-being assessment and opt in for proactive outreach if desired. Students can connect with the Uprise Health app through the Life Resource Center in the University’s Virtual Student Union.

Centers for AI, Writing and Mathematics Excellence

Launched in August 2025, the Center for AI Resources offers clear, practical guidance on responsible AI use for students. 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.

Disability accommodations

The support we offer is proven to help students persist in their programs. In FY25, the Student Accommodation Office accommodated 14,220 students. Their average 30-day retention rate of 71% represents a 14% higher retention rate than students with disabilities who did not pursue accommodations.

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 FY25, 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*

Assessment drives confidence, career momentum and academic success.

At University of Phoenix, learning starts strong on day one. From the first course, students jump into academically rigorous, hands-on work that connects classroom learning to what actually happens on the job. Every course blends academic depth with career-relevant skills so students can apply what they’re learning now, not someday.

As students move through their programs, progress is visible and measurable. Learning is continuously demonstrated and assessed against course objectives, career-aligned skills and program outcomes. This steady feedback loop helps students see progress, stay motivated and remain focused on the goal.

Built-in signposts guide students throughout their academic experience, including:

- Building career-aligned skills
- Earning digital badges
- Producing real-world deliverables

There’s no guesswork in this process, just transparency.

By spotlighting rigorous learning tied directly to real-world outcomes, and by measuring and tracking progress along the way, assessment becomes more than evaluation. It becomes a driver of confidence, career momentum and academic success.

FIGURE 13 THE STUDENT JOURNEY

Meet Sarah, a fictional University of Phoenix student with prior college experience who enters her program asking: How quickly will my decision to go back to school help me? Here’s her journey.



1 Sarah decides to **build on her recent work experience and skills** by enrolling in the Bachelor of Science in Business program at University of Phoenix.

3 In every course, **her learning is tied to a career-relevant skill** — often measured through what we call authentic performance assessments. For Sarah, what matters is that she’s learning skills in weeks, not years.

5 When a cross-functional team at work asks for help with a regulatory compliance report, Sarah contributes substantially, **drawing on several skills she has demonstrated recently in her BSB program**.

2 Her enrollment team requests her college transcripts at no cost to her, and **her prior eligible college credits transfer into her BSB program**. Now, she has a head start on her fresh start.

4 Sarah’s course-based **achievements help her earn digital badges**, such as the Data-Driven Decision Making badge, which she earned across three courses in her program. She posts the badge on her LinkedIn® profile.

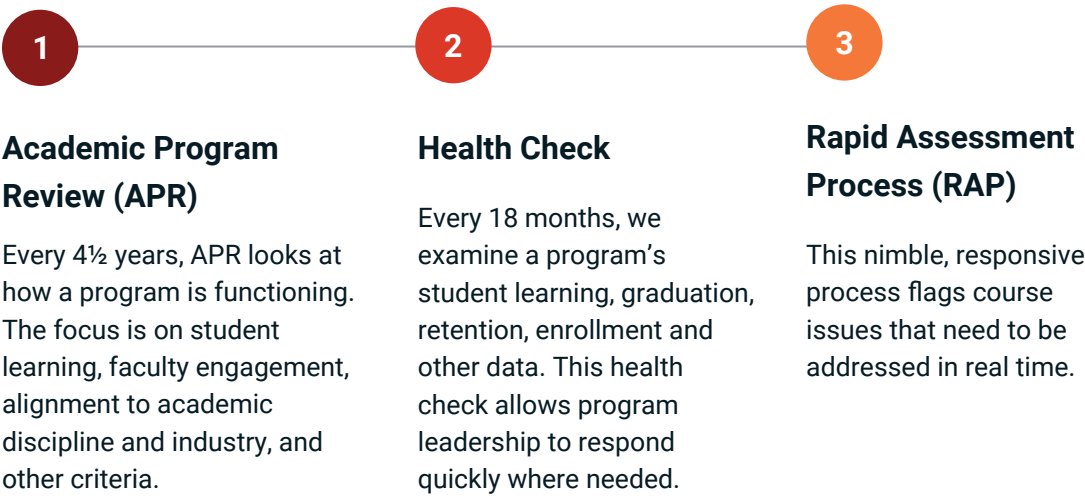
6 Sarah applies for a work promotion. During her interview, she showcases her digital badges to the interview panel. **This helps her discuss her growing set of workplace-ready skills** — showing she can speak the language and do the work.

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

Assessment timelines

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

Our three assessment processes happen at different points.



“The strength of RAP is its speed,” says Gretchen Meyers, EdD, director of academic assessment. “We gather faculty feedback, synthesize results and share targeted insights that help colleges make improvements in real time.”

In FY25, 352 faculty were invited to participate in RAPs and 70% 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 review student learning outcomes using summative assessments. Academic leaders and faculty create and align these robust, real-world deliverables to course outcomes and career-relevant workplace skills — using them to measure specific program learning goals.

Putting it all together

The University, students, employers, regulators and accreditors all use assessment data as proof of student learning.

Students demonstrate learning through authentic performance assessments embedded within the curriculum and aligned to outcomes.

In 2025, students completed more than 1 million summative assessments. “This rich dataset shows the University the extent to which students are learning career-relevant skills and informs how we continually improve curriculum, instruction and student support,” says Nick Williams, EdD, director of assessment systems and technology.

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.

Student survey data is reported on **pages 114 and 115**.



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 academically sound, 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
- Scientific thinking and inquiry
- Communication
- Quantitative reasoning

To help us collect direct evidence of student learning in these areas, each general education course features 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 110) and Program Student Learning Outcomes (page 112).

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.

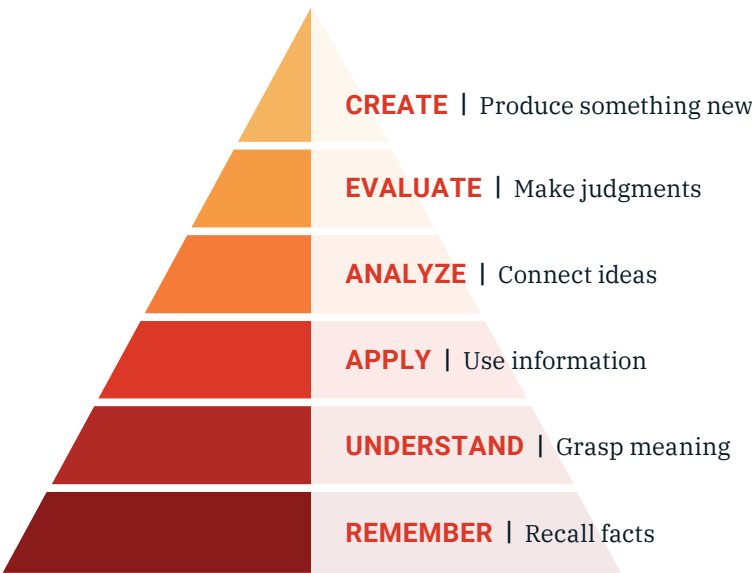


FIGURE 15 GESLOs: HOW STUDENTS PERFORMED

Figure 15 shows the percentage of student work scoring 74% or higher on the summative assessments aligned to each GESLO.* All percentages in FY25 remained steady or improved over FY24.



*Source: University of Phoenix, 2025, 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 sought by employers to make a difference in their workplaces and communities.

This is timely in view of the well-documented skills-gap problem in the United States.

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, PhD. **Figure 16** offers a detailed explanation of the five competencies we measure against, along with the percentage of student work in FY25 that demonstrated proficiency of the course-level learning outcome.

According to a 2025 report from Georgetown University’s Center on Education and the Workforce, “Without massive and immediate increases in educational attainment, 171 occupations of the 561 we analyzed will face skills shortages through at least 2032.”

University of Phoenix continues to address this shortage through degree programs that align 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®.

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, scored by faculty at 74% or higher at the undergraduate level and 85% or higher at the graduate level:*

93.9%

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.

91.9%

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.

88.5%

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, 2025, Learning Management System

92.0%

Communication

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

91.1%

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.

Program Student Learning Outcomes

Every program is grounded in its own Program Student Learning Outcomes (PSLOs), a reflection of academic and industry requirements to describe what students should know when they complete their program.

We measure these outcomes through academic and industry-aligned performance assessments that simulate professional responsibilities, such as preparing an operational analysis, coding medical records, developing a marketing brief or creating a lesson plan. These assignments provide concrete, real-world evidence of student achievement.



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 FY25:*

90.6%

Nursing

86.9%

Education

84.9%

Business and Information Technology

84.3%

Social and Behavioral Sciences

83.6%

Health Professions

81.4%

General Studies

73.6%

Doctoral Studies

*Source: University of Phoenix, 2025, 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 FY25 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=Extremely likely



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

1–5 scale, 5=Awesome



* The numbers reflected in questions 1 and 2 summarize 207,242 student responses to our end-of-course survey. The survey was given to 743,336 students, for a 27.88% response rate. All responses were collected between 9/1/24 and 8/31/25.

** The data in question 3 summarize 122,147 student survey responses gathered between 9/1/24 and 8/31/25, 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.”

Survey reveals high student satisfaction

Our students give higher ratings than the national benchmark.

The best measure of our success is our students. We asked our students through the Encoura + Ruffalo Noel Levitz Priorities Survey for Online Learners (PSOL)*, conducted in September 2025, to tell us how they think we’re doing.

More than 8 in 10 University of Phoenix students (85%) indicated high satisfaction with their educational experience, compared with a national benchmark of 73%. And 83% said they would enroll again if given the choice, versus 75% in the national benchmark.

Our students reported higher satisfaction than the national benchmark across all 26 comparable survey items covering Academic Services, Enrollment Services, Institutional Perceptions, Instructional Services, and Student Services. The survey identified 11 institutional strengths (as depicted in **Figure 19**), with six national benchmark items and five custom University items.

Key findings about what matters to our working adult students

- In custom University survey items focusing on career and learning impact, five had satisfaction ratings of 90% and above.

 - 91% student satisfaction with “My program aligns to my career path”;
 - 91% student satisfaction with “Course format is easy to navigate and fit into my busy life”;
 - 90% student satisfaction with “Classroom technology allows me to be technically proficient in my career”;
- 92% student satisfaction with “The tools used to communicate with faculty and other students are appropriate”; and
 - 90% student satisfaction with “I am given the tools I need to successfully complete my assignments.”

A newly added AI-related question found that a significant majority of students, 79%, report satisfaction with their ability to use AI tools.

* The PSOL survey was administered to University of Phoenix students Sept. 17–Oct. 15, 2025. At University of Phoenix, the survey was sent to 20,000 randomly selected, active, online students enrolled in online associate, bachelor’s, master’s and doctoral programs. The survey closed with 2,532 respondents, for an institutional completion rate of 12.6%. The national benchmark comprises 89,642 online students at more than 150 public and private institutions in the U.S.

FIGURE 19 2025 UOPX STRENGTHS

Survey Item	UOPX Student Satisfaction	National Benchmark for Satisfaction**
My program aligns to my career path.*	91%	n/a
Registration for online courses is convenient.	92%	83%
Course format is easy to navigate and fits into my busy life.*	91%	n/a
I am given the tools I need to successfully complete my assignments.*	90%	n/a
Student assignments are clearly defined in the syllabus.	89%	78%
Appropriate technical assistance is readily available.	92%	79%
Adequate online library resources are provided.	90%	81%
The tools used to communicate with faculty and other students are appropriate.*	92%	n/a
Classroom technology allows me to be technically proficient in my career.*	90%	n/a
Program requirements are clear and reasonable.^	89%	77%
I am aware of who to contact for questions about programs and services.^	89%	75%

Above national benchmarks, even in areas of opportunity

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

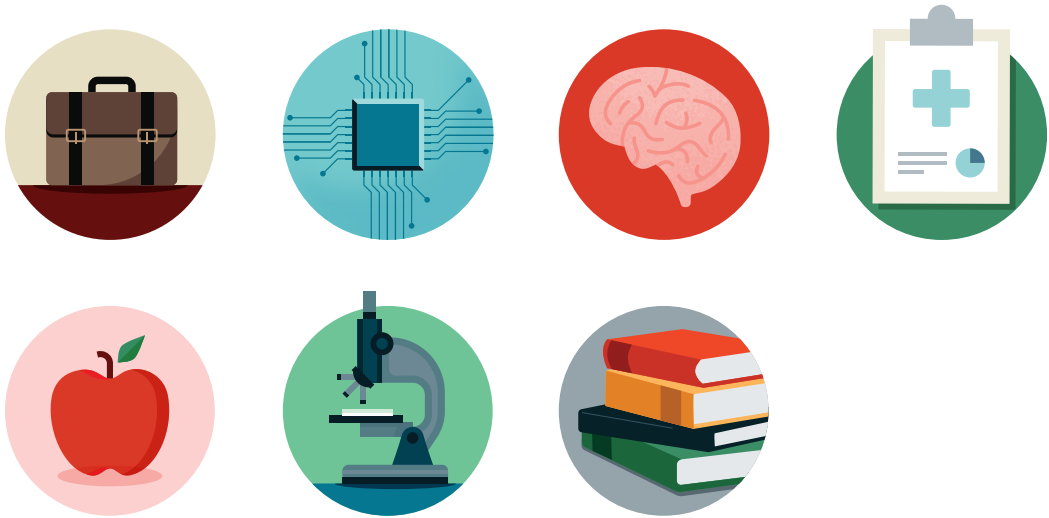
As a University, we take this feedback seriously, share it with transparency, and are encouraged that even in these areas of opportunity, our student satisfaction is higher by 11 to 13 percentage points than national benchmark scores.
- 85% satisfaction from our students on faculty providing timely feedback on student progress (national benchmark: 74%)
 - 86% satisfaction from our students on the quality of online instruction (national benchmark: 73%)
 - 88% satisfaction from our students on faculty responsiveness to their needs (national benchmark: 77%)

* These items were customized University of Phoenix questions and do not have national comparison benchmarks.
^ These items are new strengths for the 2025 survey administration.
** National Online Learners: PSOL reporting provides the average score of all PSOL responses between fall 2022 and spring 2025 for comparison purposes.

Seven colleges, *diverse* career goals

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

At University of Phoenix, we educationally prepare students to pursue 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 400 occupations, and 90% are in growing fields.



Our faculty

In FY25, our instructors had an average of 16.2 years of University of Phoenix teaching experience and 29.4 years of professional experience.

Their passion for students' educational success is evident: When 207,242 students responded to an FY25 survey* about how likely they would be to recommend their instructors, on a 0 to 10 scale they answered with an average of 9.2/10.

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 a joint IAC meeting in April 2025. 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 Associate Provost of Colleges Christina Neider, EdD.

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 207,242 student responses come from a total of 743,336 end-of-course survey invitations, for a 27.88% response rate. All responses were collected between 9/1/24 and 8/31/25.



LaToya Drakeford
BS in Management, 2023
Master of Business Administration, 2024

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

FY25 was a year of innovation. Our cybersecurity programs achieved elite recognition for helping students develop advanced, real-world cybersecurity skills.

For the second consecutive year, University of Phoenix earned the prestigious EC-Council® Academia Partner of the Year Award. Awarded to just one university in North America in 2025, the award reflects our programs’ “incredible agility in meeting workforce demands and ensuring students graduate with the skills employers need today.”

This recognition builds on the college receiving EC-Council’s Circle of Excellence Award for five consecutive years from 2019 to 2023.

Another major FY25 milestone was the expansion of credit for prior learning (CPL) opportunities for graduate students. We’ve long helped undergraduates get a strong start by recognizing prior learning. This year, our focus shifted to extending those benefits to more graduate students.

The goal was straightforward: save students time and money by awarding credit for skills they’ve already mastered. An added benefit quickly became clear — graduate students who earn CPL are more likely to complete their degree and perform better academically.

College highlights continued...

From 2020 through FY25, University of Phoenix awarded 252 credits to 60 graduate students who completed CPL and who went on to graduate with an average GPA of 3.87. Eleven active students who have completed Prior Learning Assessment options (one type of graduate CPL) totaling 54 credits are on track to graduate with an average GPA of 3.89.

The data is clear: Graduate PLA programs help students reach the finish line with academic outcomes they can be proud of.

Associate Dean Natalie Pratt, MEd, MC, MBA, and Senior Manager of Operations Ryan Williams, MM, MIS, played a key role in this work, authoring a white paper that proposes an academia-wide framework for awarding graduate-level CPL. They also helped expand graduate prior learning options across the University’s MM, MBA and MIS programs. Today, graduate students can take up to three PLA options, saving as many as nine credit hours — and thousands of dollars — off their degree.

I am incredibly proud of my team for pushing the boundaries of what higher education can deliver for students in Business and IT.



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

Faculty scholarship

College of Business and IT faculty maintained their steady dedication to publishing and presenting in FY25. Here are some highlights:

- **Betty Ahmed, DBA**, co-author, “Artificial Intelligence Creates Competitive Advantage,” *The Business Review Journal*, Sept. 21, 2024
- **Cynthia Collier, EdD**, primary presenter, “Next-Gen Talent: Empowering Gen Zs and Millennials for Workplace Success,” Society for Human Resource Management People Manager Training, May 16, 2025
- **Monica Gaston, DBA**, panel participant, Adobe Summit, Innovation Exchange Panel, Feb. 24, 2025
- **Omotolani Olasanoye, PhD**, panel participant, “Overcoming Imposter Syndrome,” Ladies in Tech – Girls in S.T.E.A.M., Nov. 20, 2024
- **Alan Raveling, DCS**, primary presenter, “Smart Shields: AI-Enhanced Tabletop Exercises for OT Defense,” Industrial Control Systems Cybersecurity Conference, Atlanta, Oct. 22, 2024
- **Kenneth Sardoni**, primary presenter, “Empowering Students to Master Artificial Intelligence,” Association for Career and Technical Education Career Tech Vision 2025 Conference, Nashville, Dec. 6, 2024
- **Claude Toland, DM**, author, “AI Disrupting Education and Business Sectors,” Education Technology Insights, April 4, 2025



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



JIM BRUNO, MBA
Assistant Dean | Joined UOPX: 1995

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

College timeline 2024–2025

- 1

September

Hosted a small business webinar to help undergraduate students connect with faculty and gain an understanding of what it takes to start a small business.
- 2

November

Hosted an EC-Council® Certified Ethical Hacker Capture the Flag competition. The challenge offers exposure to real cybersecurity scenarios in a simulated environment, allowing students to practice what they've learned in class.
- 3

February

Appointed three Society for Human Resource Management (SHRM®) Executive Committee members who lead the student chapter of SHRM at University of Phoenix.
- 4

March

Dean Kathryn Uhles and Associate Dean Natalie Pratt presented, and faculty Stephanie Benoit-Kurtz participated, in a panel at the 2025 1EdTech Digital Credentials Summit in Phoenix.
- 5

April

Participated in a cross-disciplinary University of Phoenix Industry Advisory Council with the College of Education, College of Health Professions, and College of Social and Behavioral Sciences.
- 6

July

Lisa Paulson, assistant dean of operations and faculty, was appointed to the Epsilon Pi Tau (EPT) board of directors. EPT is an honor society for IT students.
- 7

August

CBIT received approval to develop five new EC-Council–endorsed digital badges, including the Attack Vectors and Countermeasures badge and the Web Attacks and Defense badge. The new badges launched in 2025.

EC-Council is a registered trademark of EC-Council International Limited.
SHRM is a registered trademark of Society for Human Resource Management.

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*
- Business Fundamentals

Bachelor of Science in:

- Accounting
- Business

Master’s degree in:

- Business Administration
- Management
- Science in Accountancy*

Doctoral degree in:

- Business Administration
- 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

Master’s degree in:

- Information Systems

Master of Science in:

- Cybersecurity
- Data Science

Bachelor of Science in:

- Communication
- Computer Science
- Cybersecurity
- Data Science
- Finance and Technology
- Information Technology
- Management

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



FY25 program completions

Total student completions in Business and IT

18,505

*These programs are not available for new enrollment.



Industry Advisory Council

In 2025, 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
- **Michael Echols** – VP, Global Cybersecurity Strategy, Las Vegas Sands Corp.
- **Allie Flath** – Partner Account Manager, CertifID
- **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.
- **Jeffery Rhymes, DMgt, MBA, CSM** – VP, Global Technology Talent and Employee Experience, JPMorgan Chase & Co.
- **Matthew Rosenquist** – CISO and Cybersecurity Strategist

B

Business and IT spotlights

Sakinah Mackey steals the spotlight

As a young girl, Sakinah Mackey (MBA, 2025) loved the big screen. More specifically, she wanted to be part of what goes on *behind* the scenes.

This interest would guide her to work at multiple major television networks and win 23 Emmy Awards (as of 2025) for her work in the industry.

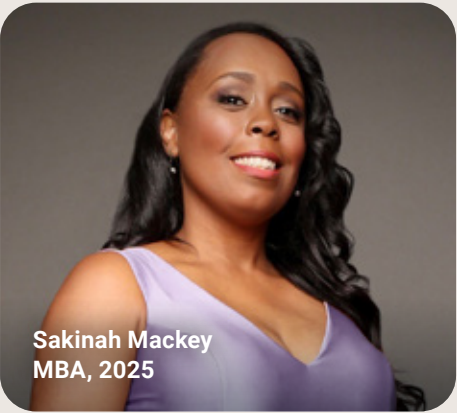
After earning her bachelor’s degree, Mackey joined NBC as a broadcast editor and media manager. There, Mackey met leaders who ignited in her a deeper passion to learn and lead.

“I had these great mentors, like my director and our president for the station,” says Mackey. She knew she wanted to be like them someday, leading and establishing a healthy culture. Her only hesitation? *She didn’t know how.*

Mackey began to think about going back to school to learn those skills. When she learned that NBC offered tuition benefit opportunities, she investigated her options, including

University of Phoenix, which she decided upon. Once she took her first course, there was no looking back.

“It’s given me a strong foundation in strategy and leading,” she says of her MBA. “Now I lead projects with more clarity and confidence, and I’ve been connecting at a higher level.”



Speaking of higher level, Mackey has her eye on one more educational milestone: a doctorate. “Why stay where I am now? Let me go for the doctorate so I can run a network.”

Stay tuned.

Read more:
phoenix.edu/mackey —>

Spotlights continued...

Taking a road less traveled

Spend more than a few minutes with Jennifer Craig (AAB, 2008; BSB/C, 2010; MIS-CB, 2024) and you'll probably hear about one of her four children or her first grandchild. That's because Craig centers her life on her family.

And they've always been at the center of her life choices.

"In high school, I was college bound," shares Craig. "I was doing everything you were supposed to do to get ready for college, [like] visits and applying." She paused before adding: "But life had a different path for me. Being a teenage mom ... the traditional route of college just wasn't going to work."

Craig focused on raising her child and making ends meet by teaching at a preschool daycare. Before she knew it, 10 years had passed and Craig began to reevaluate her situation. "I wanted more for my children and not to live paycheck by paycheck like I was at that time," she says.

Moving at a pace that was right for her life, Craig earned an associate degree, then a bachelor's at University of Phoenix. She started her master's but paused when her kids needed more of her time.

After several more years of navigating life's twists and turns (a job layoff, a new job in business systems and

another pregnancy — this time with a Down syndrome diagnosis), she set her sights on finishing her master's. Her life had changed a lot, but so had University of Phoenix, which now offered a competency-based MBA. Ideal for students who work well independently, the program lets students leverage work experience they already have while demonstrating their mastery of new skills as they learn them.

Craig had to push herself to stay on top of classes while raising a special needs toddler. But in the end, she earned her master's and is now working as a business systems architect.

"If somebody said I would be doing this kind of work today, I would have probably laughed," she says. But surprises have defined her life. At this point, she seems to just embrace the unexpected.

Read more:

phoenix.edu/craig →



Women in Cybersecurity student chapter forms

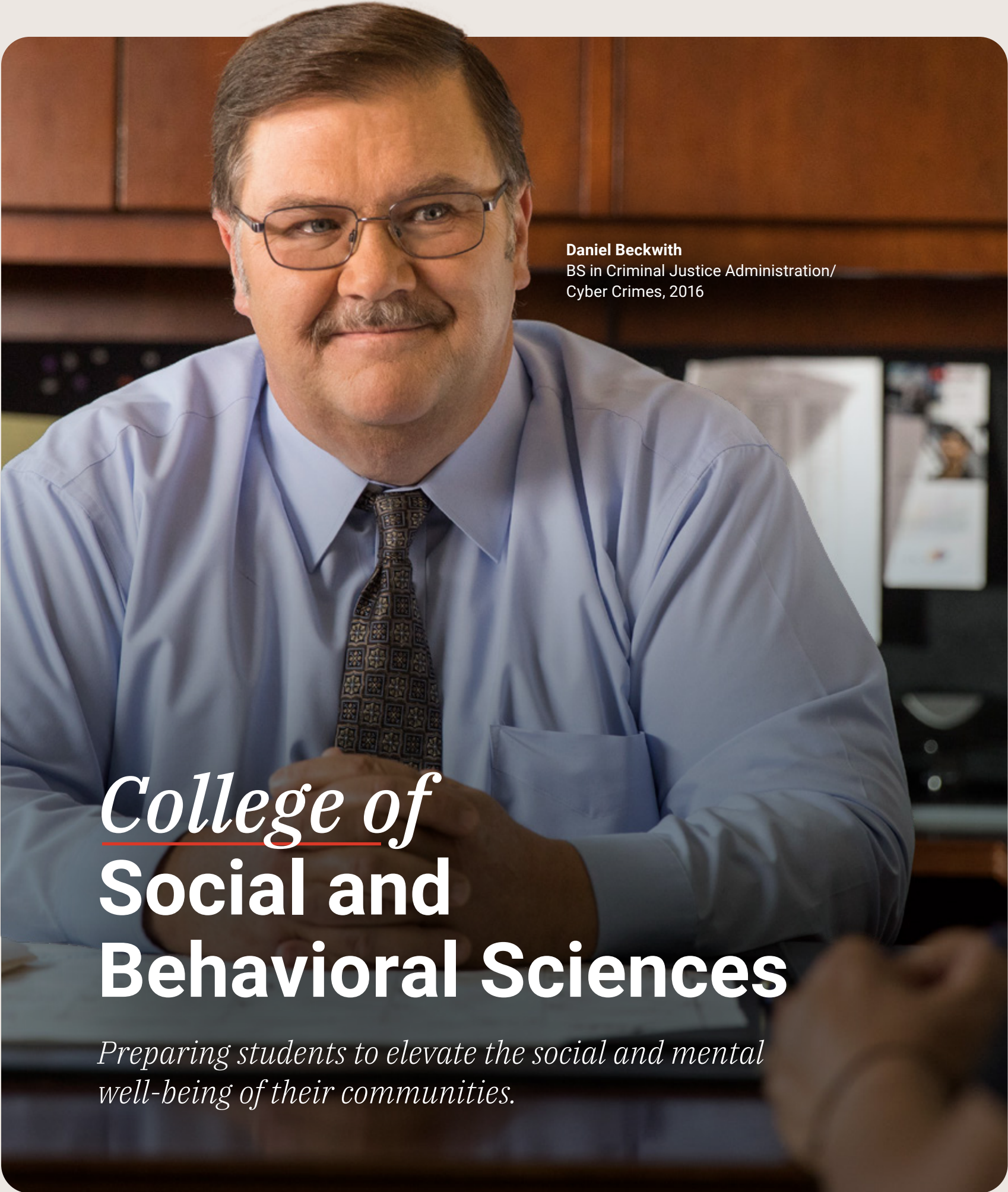
According to one cybersecurity workforce study, women make up just 22% of cybersecurity personnel.

As a result, there aren't as many woman-to-woman connections in the field. The new Women in Cybersecurity (WiCyS) student chapter at University of Phoenix aims to fix that, says J.L. Graff, EdD, MBA, associate dean for the IT programs in the College of Business and IT.

The chapter was started to help members envision themselves as future cybersecurity professionals. Since its July 2025 launch, the chapter has grown to more than 575 members.

The WiCyS student chapter has brought accomplished female IT professionals in as guest speakers and is forming a mentorship program. "We're giving students the opportunity to see other women who have already gone where they want to go," Graff says.

Read more: phoenix.edu/wicys →



Daniel Beckwith
BS in Criminal Justice Administration/
Cyber Crimes, 2016

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

A standout moment for the college in FY25 was achieving CACREP® accreditation for the Master of Science in Counseling/Clinical Mental Health Counseling (CCMH) online program.

CACREP accreditation affirms the strength of our curriculum, the experience of our faculty, and our commitment to preparing counselors ready to serve diverse communities. This milestone took years of dedicated work, and it’s one we’re extremely proud of.

In FY25, the college led a University-wide series on trauma-informed care in education. Through articles, infographics, videos and two webinars, the series helped University faculty and staff build more supportive and responsive learning environments for our students.

We celebrated an important step forward in our Social Work program with the launch of a Phi Alpha Honor Society chapter, creating new opportunities for high-achieving students to be recognized, lead and engage with their communities. The honor society also reinforces our commitment to academic excellence.

I’m proud to work alongside the dedicated faculty and staff in the College of Social and Behavioral Sciences. Their passion for excellence continues to empower students to become compassionate leaders and innovative thinkers who make a real difference.



Sheila Babendir
Sheila Babendir, EdD, LPC
*Dean, College of Social and
Behavioral Sciences*

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

Degree programs

Associate of Arts in:

- Criminal Justice

Bachelor of Science in:

- Applied Psychology with a concentration in Media and Technology
- Correctional Program Support Services
- Criminal Justice Administration
- Industrial-Organizational Psychology
- Public Administration
- Social Work

Master of:

- Public Administration
- Science/Administration of Justice and Security
- Science in Counseling/Clinical Mental Health Counseling
- Science in Counseling/Marriage, Family and Child Therapy
- Science in Industrial-Organizational Psychology
- Science in Psychology



FY25 program completions

Total student completions in Social and Behavioral Sciences:

3,996

College timeline 2024–2025

1

October

Vince Morton, MS, was named program chair for the University's Criminal Justice and Public Administration programs.

2

February

CSBS hosted its biannual research symposium, "Empathy in Action: Integrating Trauma-Informed Practices Across Disciplines."

3

March

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted programmatic accreditation to the online Master of Science in Counseling/Clinical Mental Health Counseling for a full eight-year term.

4

March

Raymond Brown, MFS, Barbara Kennedy, MSW, LCSW, and Patricia Kerstner, PhD, were awarded the 2025 Dean's Award of Excellence in recognition of their outstanding contributions to students and the University community.

5

May

Greggus Yahr, PhD, was recognized among the University's 2025 Faculty of the Year recipients, honoring his excellence in teaching, service and student support.

6

June

We piloted a chatbot in the Crisis and Trauma course in the Clinical Mental Health Counseling program, exploring how AI tools can enhance student learning and how crisis-intervention concepts could be applied.

7

June

Sheila Babendir, EdD, LPC, was named interim dean of the college, a position that became permanent in January 2026. Babendir previously served as associate dean of counseling programs.

8

July

We launched a three-part training series for site supervisors that provides clinical supervision training and CEUs.

9

August

CSBS hosted its biannual research symposium, "New Trends in the Helping Professions." The online event featured leaders in counseling, psychology, social work and criminal justice who examined workforce needs in the helping fields.

10

2024–2025 academic year

CSBS added 46 new faculty positions, including 20 in Psychology, to support program growth and instructional quality.

Key leadership



SHEILA BABENDIR, EDD, LPC
Dean | Joined UOPX: 2008

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.



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.



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.

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
- **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
- **Tobi Zavala** – Executive Director, Arizona Board of Behavioral Health Examiners

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
- **Matthew Triplett** – Deputy Chief, Department of Public Safety, City of Las Vegas

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
- **Melanie Sage, PhD, MSW** – Owner and Consultant, Sage Training and Consulting
- **Victor Manalo, PhD, MSW** – Lecturer, California State University, Los Angeles

Faculty scholarship

In FY25, CSBS faculty continued their commitment to publishing and presenting, sharing experience- and research-based findings with the broader community. Highlights included:

- **Kimberly DuBois, MS, LPC**, workshop presenter, “It Takes a Village: Supporting Practitioners in Managing Eating Disorders with Compassion and Care,” International Association of Eating Disorders Professionals, Tucson Chapter, Feb. 7, 2025
- **Steven Glasser, PhD**, author, *Holding Space Without Losing Yourself: Emotional Survival Skills for Emerging Therapists*, Kindle Direct Publishing, July 17, 2025
- **Erick Lear, PhD**, primary article author, “Facilitating Political Discussions in Virtual Learning Spaces,” *We Rise Digest*, March 10, 2025.
- **Victor Manalo, PhD, MSW**, co-presenter, “Social Workers, Social Justice, and Politics: Celebrating Our Legacy | Developing the Future,” National Association of Social Workers National Conference, Chicago, June 18, 2025
- **Catherine Phelan**, research travel grant, American Psychological Association – Society for the Teaching of Psychology, Jan. 1, 2025 – Jan. 1, 2026
- **Sarah Ross, PhD, LPC**, co-author, *The Making of a Mental Health Professional: Inspirational, Motivational, and Humorous Stories of Challenges, Victories, and Wisdom*, Cognella Academic Publishing, Dec. 5, 2024
- **Kristen Samuels, EdD**, co-author, *Social Work Field Instruction in Modern Practice: A Handbook*, NASW Press, Feb. 20, 2025
- **Jennifer Stover, PhD**, primary presenter, “Unveiling Humanity: Trauma-Responsive Education for Intentionally Marginalized Students,” University of Holy Cross Law and Ethics Conference, Feb. 13, 2025



Social and Behavioral Sciences *spotlights*

As trauma-informed care takes on greater importance in education and the workplace, the College of Social and Behavioral Sciences is advancing this work through research, education, advocacy and professional application.

Faculty and alum elevate trauma-informed practice

Laura Reátegui (MSC/CCMH 2025) and faculty Elizabeth Valcarcel, MA, LMFT, co-presented at the College of Social and Behavioral Sciences’ Empathy in Action Research Symposium on Feb. 7, 2025.

Their session, “Cultural Competence in Empathy in Trauma-Informed Practice,” highlighted how culturally responsive counseling and trauma-informed care intersect to better serve diverse communities.

Reátegui graduated with honors from University of Phoenix and holds a bachelor’s degree from Universidad Humanitas in Mexico.

Following her symposium presentation, Reátegui, who works as a bilingual therapist and Associate

Professional Clinical Counselor (APCC), was invited to join a panel at the Digital Credential Summit: Beyond the Diploma. She was later featured in a fall 2025 CSBS faculty meeting, where she shared how presenting at the symposium helped open professional doors.

Valcarcel, who is Reátegui’s faculty collaborator, is the program manager for the Counseling Skills Center at University of Phoenix. A University instructor since 2006, she supervises students in their practicums, alongside a team of licensed therapists, ensuring that the students develop strong clinical and professional skills.

Together, Reátegui and Valcarcel exemplify the college’s commitment to pairing rigorous academic training with real-world, culturally grounded practice.

Spotlights continued...

Faculty leads research on both trauma-informed online learning and AI

Associate Faculty and Senior Manager of College Operations Jessica Sylvester, EdD, continues to influence the future of online higher education through research focused on adult learners and the thoughtful use of generative AI.

Her recent study, “The Trauma-Informed Approach: Enhancing Academic Success for Online Undergraduate Students,” sheds light on what nontraditional students really experience in online classrooms. Dr. Sylvester examined how students experience stress, belonging, self-regulation, resilience and AI tools in virtual learning environments.

Five clear themes emerged: ongoing stress; self-regulation as a coping mechanism; resilience built through challenge; the need for belonging online; and AI as both a help and a hurdle. Together, these insights show what students rely on most to stay enrolled — clear expectations, consistent support and learning spaces where they feel psychologically safe.

Sylvester has also contributed to broader conversations about AI through her institutional white

paper, “Reinventing Productivity: Aligning AI Innovation with Human Potential in the Modern Workforce,” which examines how organizations can balance new technology with human skills.

In October 2025, she shared related research at the Association for Educational Communications and Technology International Convention.

As a co-presenter on “Transforming Higher Education: Harnessing Generative AI for Student Engagement,” Sylvester discussed findings from a study of 491 adult online learners. Results showed that students with higher GPAs and greater confidence with technology are more likely to use AI tools. Many described AI as a “thinking partner” that boosts clarity and efficiency, but the students also raised concerns about accuracy, personal voice and unclear expectations.

“Adult learners aren’t looking for shortcuts,” Sylvester noted during the session. “They’re looking for scaffolds. When AI tools are paired with explicit teaching, reflection and ethical guidance, they can deepen engagement rather than dilute it.”

Trauma-informed focus brings evidence-based care practices to students

University of Phoenix is embedding trauma-informed education into faculty practice through a coordinated series of webinars, resources and practical strategies.

This approach encourages faculty to build strong relationships, foster supportive, predictable routines, and prioritize empathy and validation — thus, creating safe, welcoming classrooms. The goal is to improve academic performance, strengthen engagement, reduce absenteeism and create a healthier school culture — while also encouraging faculty to practice self-care and prevent retraumatization.

CSBS launched a comprehensive trauma-informed education series for faculty, which includes:

- A dedicated faculty resource page
- A trauma-informed literature review for faculty
- The “Just in Time” webinar “Thriving Together: Trauma Informed Faculty and Student Wellness”

- Two short videos, *Trauma Informed Education* and *Compassion Fatigue*
- A research symposium presentation, “Trauma Informed Practices in Higher Education”
- A Pathways to Instructional Excellence session, “Trauma-Informed Education: Cultivating Compassionate Classrooms”

The series, led by Mary Jo Trombley, PhD, provides faculty with accessible, evidence-informed tools they can translate directly into their teaching. Trombley is a licensed psychologist and the associate dean for psychology and human services in the College of Social and Behavioral Sciences.

Appointed program chair in 2009 and later serving as co-director of the California Counseling Skills Center (2019–2024), Dr. Trombley brings deep expertise in crisis intervention and trauma-informed care. Her background has been instrumental in helping students, faculty and staff understand and implement trauma-informed practices.



Elma Arellano
Master of Health Administration, 2024

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 (CHP) strives to equip students with a future-focused education that helps them succeed today and tackle tomorrow's healthcare challenges. Our programs place an emphasis on authentic assessment, real-world tasks and applied skills vital for a career in healthcare.

College highlights

Today's adult learners are busy juggling kids, jobs and responsibilities. They appreciate instructional methods that value their time, help them retain what they're learning, and develop skills they need in the real world right away.

Knowing this, the College of Health Professions has integrated custom-built, interactive videos into several courses. Interactive quizzes immediately test students on what they've learned, and the content aligns with course outcomes. This effort was recognized with a WICHE Cooperative for Educational Technologies WOW award, a distinction given to institutions that apply innovative digital solutions to pressing educational challenges.

Twelve video-driven courses were either live by the end of FY25 or in development in the CHP. As a result, student engagement is higher and the withdrawal/failure rates are lower in our video-driven master's and undergraduate classes (by up to 85% in some courses). It took foresight and flexibility to make these changes happen. I'm so proud of my team.

College highlights continued...

Speaking of our team, I want to recognize Heather Steiness, PhD, associate dean of graduate students, for her outstanding work with the Commission on Accreditation of Healthcare Management Education (CAHME). She serves as a mentor for universities who apply for CAHME accreditation. In this role she brings experience in applying CAHME standards to largely online populations.

Dr. Steiness also serves on the candidacy committee that reviews new CAHME applicants.

Our team in the College of Health Professions shares a clear drive to help students succeed. It is truly an honor to lead this group.



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

College timeline 2025

1 January

CHP launched the first digital badges for the MHA-CB program, and badges in the MHA and MPH programs soon followed.

2 April

The college held an annual Industry Advisory Council meeting, gathering insights from industry leaders, including recent CHP graduates Sarah Figueroa and Leah Petrey.

3 May

Shawn Matheson was awarded Faculty of the Year, making him a two-time award recipient.

4 August

CHP integrated CSS/201, a course focused on ethical AI usage for everyday life, into our BSHA and BSHM standard schedules.

5 September

Associate Dean Heather Steiness, PhD, conducted a CAHME site visit to Georgetown University School of Health.

Degree programs

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



FY25 program completions

Total student completions in Health Professions:

3,798

* This program is not available for new enrollment.

Key leadership



MARK JÖHANNTSSON, DHSC, MPH

Dean | Joined UOPX: 2015

Dr. Jöhanntsson 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.

Industry Advisory Council

The College of Health Professions Industry Advisory Council hosted its annual meeting April 7–9, 2025. Industry Advisory Council members include:

- **Dean Athanassiades** – Senior Director, Services Development Program Management Office, Philips
- **DeMarico Davis** – Interim Assistant Director, Detroit VA Health Care System
- **Sarah Figueroa** – Health Administration; Project Manager, AdventHealth; alumni representative
- **Eugene Hayes, PhD, MBA** – Senior Project Officer/Senior Public Health Consultant, Substance Abuse and Mental Health Services Administration
- **Audrey Hubbard, DNP, RN, CPHQ, HACP** – Director, Health Care Improvement and Comprehensive Care Management, Baylor Scott & White McLane Children’s Medical Center
- **Will Humble, MPH** – Executive Director, Arizona Public Health Association
- **Jamila Jones, MPH** – Health Communication Officer, Centers for Disease Control and Prevention
- **Tomas Léon, MHA/MBA** – President, Equality Health Foundation; alumni representative
- **Leah Petrey, MPH** – Supervisor, Hospital Administration, and Executive Assistant to the CEO, MLK Community Healthcare; alumni representative
- **Julie Ritzman** – Senior Vice President, Patient Safety Risk Management, The Doctors Company
- **Ajith (AJ) Thomas** – President, Healthcare Development, The BR Companies
- **Liz Warren** – Director, Storytelling Institute, South Mountain Community College



Faculty scholarship

In FY25, College of Health Professions faculty — some of whom are highlighted here — continued their dedication to publishing in scholarly publications and presenting findings at conferences.

- **Christie Artuso**, primary presenter, “Heart Health Matters: Addressing the Impact of Heart Disease in Women,” Richard L. Roudebush VA Medical Center, Feb. 28, 2025
- **JoAnn Dade, DPA, MHA, RNBC**, co-presenter, “Navigating the Ethical Frontier: Leveraging AI to Transform Learning in the Online Classroom,” TCC 2025 Worldwide Online Conference, April 22, 2025
- **Kathleen Healy-Collier**, roundtable/live podcast interview, Becker’s Healthcare 12th annual CEO/CFO roundtable, Feb. 19, 2025
- **Debra Sandberg, EdD**, peer reviewer, “The Relationship Between Registered Nurse Emotional Intelligence, Turnover Intention and Job Performance,” *International Journal of Healthcare Management*, Jan. 3, 2025
- **Richard Schultz**, presenter, “Large Language Models in the Classroom: Enhanced Co-Creation of Doctoral Dissertations,” the Qualitative Report 2025 Conference, March 5, 2025
- **Thomas Sloan**, curriculum chapter co-author, AUPHA Program Director’s Guide, April 1, 2025
- **Robert Smiles**, primary presenter, “Caregiver Burnout,” Alzheimer’s Foundation, Jan. 15, 2025
- **Rosa Williams**, researcher, “Use of AI in Healthcare Information System” white paper, Jan. 17, 2025





Health Professions *spotlights*

Faculty member named Physician Assistant of the Year

Colonel James Jones, PhD, PA-C, associate faculty, has been awarded the American Academy of Physician Associates’ 2025 Physician Assistant of the Year Award.

The achievement recognizes his contributions to military medicine, public health initiatives, and the advancement of the PA profession.

“Dr. Jones brings a wealth of knowledge and dedication to the classroom and our working adult students’ experience.”

MARK JÖHANSSON,
DHSC, MPH

The PA of the Year Award honors PAs who demonstrate exemplary service to the community and provide accessible, quality healthcare.

“Dr. Jones brings a wealth of knowledge and dedication to the classroom and our working adult students’ experience,” says Dean Mark Jöhanntsson, DHSc, MPH. “He has a deep understanding and commitment to the patient experience in military and civilian settings, and we are enormously proud to have him as a leader and inspiration in our community.”

At University of Phoenix, Jones brings his expertise to his role as instructor and associate faculty in the College of Health Professions, teaching courses in the Master of Health Administration and Master of Public Health degree programs. He is an advisor on course content and revisions, as well as informing the degree programs’ development and updates.

Timely help for the student journey

The University has generated industry attention in recent years by mapping 100% of our associate, bachelor’s and master’s degrees open for new enrollment to career-relevant skills sought by employers.

Last year, the College of Health Professions took this concept to a new level.

“We are continually looking for ways to improve student outcomes and enhance the way we do quality improvement.”

NYE CLINTON, PHD

“We set up a systematic way to measure how students are progressing on specific skill competencies within our MHA program. This allows us to reach out to students with targeted help and resources if we see that a student needs support with a specific set of knowledge and skills,” says Associate Dean Heather Steiness, PhD. The detailed tracking of student progression also allows college academic leadership to make adjustments to curriculum where needed.

“We are data driven,” says Associate Dean Nye Clinton, PhD. “We are continually looking for ways to improve student outcomes and enhance the way we do quality improvement.”



Lisa Lea
Doctor of Nursing Practice, 2023

College of Nursing

Embodying the value of caring, excellence in evidence-based 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

In FY25, the College of Nursing achieved tremendous success, highlighted by the 10-year reaccreditation of its Master of Science in Nursing programs. This significant achievement demonstrates that our programs adhere to high standards of educational quality.

Building on this milestone, the college continued to expand its impact through the Master of Science in Nursing Psychiatric Mental Health Nurse Practitioner (MSN/PMH) program, which has enrolled more than 400 students since its launch in October 2022.

Additionally, our doctoral programs launched two digital badges.

The Doctor of Nursing Program (DNP) Advanced Evidence Appraisal badge is awarded for reviewing and summarizing research to define a practical problem. It emphasizes finding solutions to improve healthcare and enhance care delivery.

The DNP Evidence-Based Practice Scholar badge demonstrates readiness to address real-world challenges in healthcare. It highlights the ability to identify practice gaps and create evidence-based project plans to drive change and improve patient care or organizational processes.

College highlights continued...

Badges help our students translate their learning into clear, shareable proof of capabilities. Badges also play into a larger employment landscape in which DNP-prepared nurses are more prepared for opportunities in high-level nursing leadership. These positions are often responsible for defining practice standards within organizations.

It has been a year of important, behind-the-scenes work. I'm honored to lead the team that prepares our students to become compassionate clinicians and evidence-based leaders.



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

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.

College timeline 2024–2025

1

September

In partnership with the University of Phoenix Sigma chapter, Omicron Delta, the College of Nursing co-hosted the first annual Knowledge and Innovation Conference. The event provided an opportunity for faculty, students and alumni to showcase their scholarship.

2

February

In response to program growth, the Doctor of Nursing Practice (DNP) program introduced the team-lead and group chair collaborative model. This approach supports the close supervision and guidance of DNP students' Applied Projects.

3

March

The college hosted an on-site visit with the Commission on Collegiate Nursing Education (CCNE). This visit resulted in the successful 10-year reaccreditation of our MSN programs.

4

April

The college hosted the Spring Healthcare Career Networking Dinner on the Phoenix Campus, encouraging students and alumni to connect with industry professionals.

5

April

An innovative AI product evaluation, utilizing ambient listening technology, was employed to evaluate NP students' OSCE (objective structured clinical examination) performance. An article has been accepted for publication.

6

May

The College of Nursing reorganized to align all program and clinical coordinators under the leadership of Brandi Morse, EdD, MAEd, assistant dean of operations and faculty. This change supports consistent and streamlined processes related to clinical preparation.

7

June

Nita Magee, PhD, MSN, NEA-BC, PMHNP-BC, was hired as full-time faculty in the MSN/PMH program. She brings over 30 years of mental health experience, including direct care and executive leadership, to her role.



FY25 program completions
Total student completions in Nursing:
977

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
Outgoing 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.

Faculty scholarship

In FY25, College of Nursing faculty continued their commitment to publishing and presenting — sharing experience and research-based findings with the broader community. Highlights included:

- **Linnea Axman, DrPH, DNP, MSN, RN, FNP-BC, PMHNP-BC, FAANP**, primary author, “PTSD: Increase screening and treatment,” *American Nurse*, April 2025
- **Angela Black, DNP, RN, NEA-BC, CPN**, primary presenter, “Implementation of TeamSTEPPS® to Decrease Burnout in Critical Care Nurses,” Northwestern Medicine Healthcare Research and EBP Symposium, August 2025
- **Patricia Finch Guthrie, PhD, RN**, primary author, “Exploring Perspectives on Progression and Completion of the DNP Degree: An Integrative Review,” *Nurse Educator*, August 2025
- **Connie Houser, MSN, RNC-OB, CNE**, primary presenter, “Exploring Nursing Faculty Perceptions of Civility between Students and Faculty in the Online Classroom,” iNuRSE 2024: 8th International Nursing Research and Scholarship Exposition, December 2024
- **Sun Jones, DNP, RN, FNP-BC, FAANP**, primary presenter, “Exploring AI to Enhance NP Patient Care and Efficiency,” American Association of Nurse Practitioners Conference, February 2025
- **Audrey Stevenson, PhD, MPH, FNP-BC, RN**, primary presenter, “Care of the Menopausal Woman,” Louisiana Association of Nurse Practitioners Conference, September 2024
- **Nancy Tahara, RN, MSN, CNE**, primary presenter, “Bridging the Past to Build the Future,” Organization for Associate Degree Nursing Convention, November 2024
- **Erich Widemark, PhD, FNP-BC, RN**, primary presenter, “Demystifying Artificial Intelligence: Unveiling the Power of AI in Healthcare Simulation,” Arizona Nurse Practitioner Conference, October 2024

TeamSTEPPS is a registered trademark of the U.S. Department of Health and Human Services.

Industry Advisory Council

In FY25, 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.

- **Lynn Sagara, MPH, RN** – Board of Directors, Southern Arizona Chapter, American Red Cross
- **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



Nursing spotlights

Raelene Brooks selected as CCNE evaluator

In May 2025, after a rigorous review of more than 500 applications, Dean Raelene Brooks, PhD, was selected to serve as a Commission on Collegiate Nursing Education (CCNE) evaluator. Evaluators volunteer their time to “participate as members of a team to evaluate nursing programs according to CCNE’s standards for accreditation” (AACN, 2025).

“The CCNE accreditation standards ensure excellence in the training and development of safe, competent and professional nurses,” says Dr. Brooks. “Schools and colleges of nursing are doing creative work in their curriculum, and I look forward to the opportunity to learn from other colleges and universities during my visit as an evaluator.”



Raelene Brooks, PhD

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.

Spotlights continued...

Alana Weber’s health journey made her the nurse she is today

While being treated for a rare congenital birth defect as a child, Alana Weber (DNP, 2024) knew what she wanted to be “when she grew up.”

“My nurses were my heroes, so I always knew that’s what I wanted to do,” she says.

In her first semester of college, Weber struggled constantly with fatigue, which made her doubt her abilities: “I didn’t think I was smart enough. I didn’t think my dream would come to fruition,” she says, citing her poor GPA and difficulty keeping up.

Weber didn’t lack the ability. She lacked good health. She was diagnosed with thyroid cancer and received treatment, and her clarity and focus returned, as did her enthusiasm for learning. “It really became a passion of mine,” she says — so much so that after earning her associate, bachelor’s and master’s degrees, she pursued her Doctor of Nursing Practice at University of Phoenix.

A single mother of two, Weber continued to work full time, putting her doctoral coursework into action as soon as she learned it. Now, as a clinical practice educator, she teaches

the critical care nurse residency for new-to-service critical care nurses at Valleywise Health — a role that lets her share her education and wisdom with the next generation of nurses.



She shares it with her daughters, too. “I asked them both separately, ‘What would you say are the two biggest things that I wanted to teach you?’” Weber recounts. “They both said the exact same thing: ‘Kindness and to get an education.’”

Those lessons ultimately define Weber, who has been through, and accomplished, so much on her health journey, on her educational journey and in life.

Read more:
phoenix.edu/weber →

Jamie Buchanan receives national certification

Jamie Buchanan, DNP, MSN-ED, RN, received national certification through The Helene Fuld Health Trust National Institute for Evidence-based Practice in Nursing and Healthcare.

“This Evidence-Based Practical Certification (EBP-C) credential directly supports my work by strengthening my ability to guide rigorous evidence appraisal, implementation and sustainability strategies — skills that are critical for improving healthcare outcomes and helping students create high-quality, evidence-based projects,” says Dr. Buchanan.



Sun Jones presents at AANP

Sun Jones, DNP, RN, FNP-BC, FAANP, alongside her sister, Sun Wright, DNP, RN, FNP-C, delivered a podium presentation on “Unique Health Considerations for Asian Americans” at the American Association of Nurse Practitioners (AANP) National Conference.

Being selected as a podium speaker involves a rigorous peer-review process. The AANP conference featured more than 300 presentations, and Dr. Jones’ presentation was among only 30 chosen for media

recognition. Her work aligns with AANP’s mission to advance the NP profession and enhance patient care. *Clinical Advisor*, a journal for practicing healthcare providers, also highlighted her presentation.

Scan the code below **or click here to read more about Dr. Jones’ presentation in Clinical Advisor:**



A man in a light blue button-down shirt is smiling and has his arms raised in the air. He is surrounded by students, some of whom are also raising their hands. The background is an outdoor setting with a basketball hoop and a clear sky.

Jason Finch
Master of Arts in Education/Elementary
Teacher Education, 2004

College of Education

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

We prepare students for educational roles spanning P–12 classrooms to postsecondary and corporate training. Through bachelor’s and master’s programs and continuing education, we strengthen instructional practice and prepare educators and administrators to foster lifelong learning.

College highlights

In FY25, the College of Education improved efficiency, expanded its reach, and strengthened support for working adult learners serving students across the preschool to grad school continuum. Guided by the University’s commitment to access and career relevance, we made targeted program improvements aligned with state and national standards to address evolving workforce needs.

A key advancement was continued growth in student teaching placements in rural communities, allowing candidates to complete this required milestone where they live and work. To support this expansion, the college implemented a comprehensive remote supervision model. The model uses digital platforms and faculty expertise to observe instruction, provide timely coaching and maintain consistent oversight without travel — reducing friction while preserving high-quality support nationwide.

We also streamlined pathways to program completion and licensure, building on last year’s Graduation Rapid Design Cycle. Enhancements included:

- Recognition of prior education-related experience toward field requirements
- Phased licensure programs with sequenced, just-in-time preparation
- Embedded, self-paced modules offering on-demand guidance and greater student independence

College highlights continued...

In partnership with the University’s Regulatory and Compliance teams, the college advanced strategic program expansion in multiple states to ensure accessibility and compliance.

Throughout FY25, we remained focused on supporting adult learners, strengthening operations and keeping programs relevant to today’s education landscape. Looking ahead, the college will prioritize data-informed strategies, expanded flexible learning options, and partnerships that support educator workforce growth and improved outcomes for schools and communities.



Pamela Roggeman
Pamela Roggeman, EdD
Dean, College of Education

College timeline 2025

1 February

Sharyn Hillin, MAEd, Marilyn Aspinwall, DE, and Michele Ellis, MLIS, were recognized as Dean’s Award winners from the College of Education.

2 April

The college held a national in-person Industry Advisory Council meeting, a group of industry leaders who provide insights on recent trends in education.

3 June

The Bachelor of Science in Education/Elementary Education program gained reapproval by the Arizona State Board of Education through July 31, 2030.*

4 September

The Master of Arts in Education/Administration and Supervision program gained reapproval by the Arizona State Board of Education through Aug. 31, 2031.

5 December

Jaime Januse, MEd, Charity Jennings, DE, Joseph Walters, DE, Marilyn Aspinwall, DE, Gina Coffaro, DLitt, and Michele Ellis, MLIS, were awarded the University’s President’s Award.

*The Arizona State Board of Education grants educator preparation program approval for a period not to exceed six years.

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

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



FY25 program completions

Total student completions in Education:

1,174

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.

Industry Advisory Council

In FY25 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.
- **Jeanne DelColle, PhD** – Executive Director, Center for Future Educators, The College of New Jersey
- **Dewayne J. McClary** – Executive Director, Strategic Partnerships, engage2learn; Founder and Managing Partner, Educational Equity Partnership
- **Kim Graham** – Chief Executive Officer, Arizona Educational Foundation
- **Lindsey Jensen, EdD** – Early Career Development & Student Director, Illinois Education Association; former Illinois State Teacher of the Year
- **Sydnee Dickson, EdD** – State Superintendent of Public Instruction, Utah State Board of Education
- **Nathan Estel** – Managing Director, Passage Preparation
- **Daniela Robles, NBCT** – Executive Director, Arizona K12 Center
- **Alexandra Escobar, PhD** – Vice President of Compliance and Regulatory Affairs, Teachers of Tomorrow

California Industry Advisory Council

- **Kristie Remaly, EdD** – 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
- **Belinda Dunnick Karge, PhD** – Professor of Doctoral Studies, Educational Leadership Program, Concordia University Irvine; Professor Emeritus, California State University
- **Galit Reitman, EdD** – Faculty/Lecturer of SPE, Rehabilitation and Counseling, California State University East Bay
- **Kimberly Cruz** – Vice Principal, Bakersfield Unified School District

Faculty scholarship

In FY25, college faculty members continued their commitment to publishing and presenting — sharing experience and research-based findings with the broader community. Highlights included:

- **Giuseppe Chiaramonte, EdD**, primary author, “Leadership Plan for Enhancing English Language Learner Instruction Through Data-Driven Strategies,” *Language Bridge Academic Journal*, Jan. 1, 2025
- **Giuseppe Chiaramonte, EdD**, primary author, “The Multilingual Acquisition Theory (MAT): A Double-Helix Model of Cognitive and Environmental Influences in Language Learning,” *International Journal of Innovative Science and Research Technology*, March 10, 2025
- **Darlene Geddes, EdD**, primary presenter, “Science of Reading and Writing in Elementary School,” Oregon State Library Association, Oct. 26, 2024
- **Charity Jennings, EdD**, primary presenter, “Redefining the ‘Best’: Redefining Excellence in Elite Private Schools,” University of Austin, Nov. 21, 2024
- **Gretchen Myers, EdD**, author, “Theory to Practice: A Framework for Generative AI,” *Intersection: A Journal at the Intersection of Assessment and Learning*, Oct. 1, 2024
- **Charles Wittenburg, PhD**, peer reviewer, “Badge of Honor: Exploring Inner Strengths of How First-Generation Students Navigate College,” *Journal of Student Retention*, Jan. 1, 2025



Education spotlights

Vanessa Turner: From Navy mate to master’s degree

Vanessa Turner (MAEd/EE, 2025) exemplifies the dedication, resilience and purpose that the College of Education strives to cultivate in every future teacher.

A former U.S. Navy boatswain’s mate aboard the USS Nimitz (2012–2016), Turner draws on the leadership and service mindset shaped during her military career — strengths she now brings to the classroom.

Her passion for teaching began early, inspired by summers spent helping her grandmother prepare classrooms at Ponderosa Elementary School in Fayetteville, North Carolina. Even as life took her through military service, motherhood, and roles supporting youth during COVID, Turner never lost sight of her calling. A part-time position at her children’s school reignited that passion, eventually leading her to teach sixth grade and affirm that “teaching is truly my calling.”

Turner completed her associate, bachelor’s and master’s degrees at University of Phoenix, where the flexibility, mentorship and structure of the College of Education enabled her to balance academics with a full-time career and a busy family. She credits the program with helping her grow into a confident, compassionate educator.

Turner is used to carrying out missions for her country. As she steps into her career as an elementary teacher, Turner now reflects the mission of the College of Education — preparing educators who serve, uplift and inspire their students and communities.

Spotlights continued...

Charity Jennings earns faculty three-peat

In a University with more than 2,300 instructors, earning the title of Faculty of the Year is a significant achievement.

In 2025 as one of 14 recipients, Charity Jennings, EdD, MIS, MAEd, achieved the honor for the third time. Dr. Jennings received near-perfect reviews from students on end-of-course surveys.

Primarily an instructor in the Master of Arts in Adult Education program, she enjoys teaching adults pursuing careers in coaching, training or adult education. She enhances the University’s fully built courses with personal touches, including weekly live sessions, ethical AI tips, a career skills focus related to that week’s assignment, and guidance on common past pitfalls.

“Students do seem to express a lot of appreciation for these touches,” Dr. Jennings says.

Her dedication in 2025 was also evident behind the scenes. Dr. Jennings led an effort to align general education courses for the BSed/Elementary and Early Childhood programs with Arizona state

certification requirements. This alignment allows students to meet certification standards through their coursework, eliminating the need for a costly state exam. “There are a variety of disciplines that an elementary educator must demonstrate knowledge in: English, mathematics, science, history and others. The state offers multiple pathways to demonstrate mastery. One is an exam. Another is program alignment,” she says.



Charity Jennings with Provost John Woods at the 2025 Faculty of the Year Awards ceremony

Dr. Jennings emphasized that the time, cost and stress of a state exam were unnecessary barriers for students who had already demonstrated content mastery.

Her efforts reflect the University’s commitment to valuing students’ time, money and career goals while reducing unnecessary obstacles.

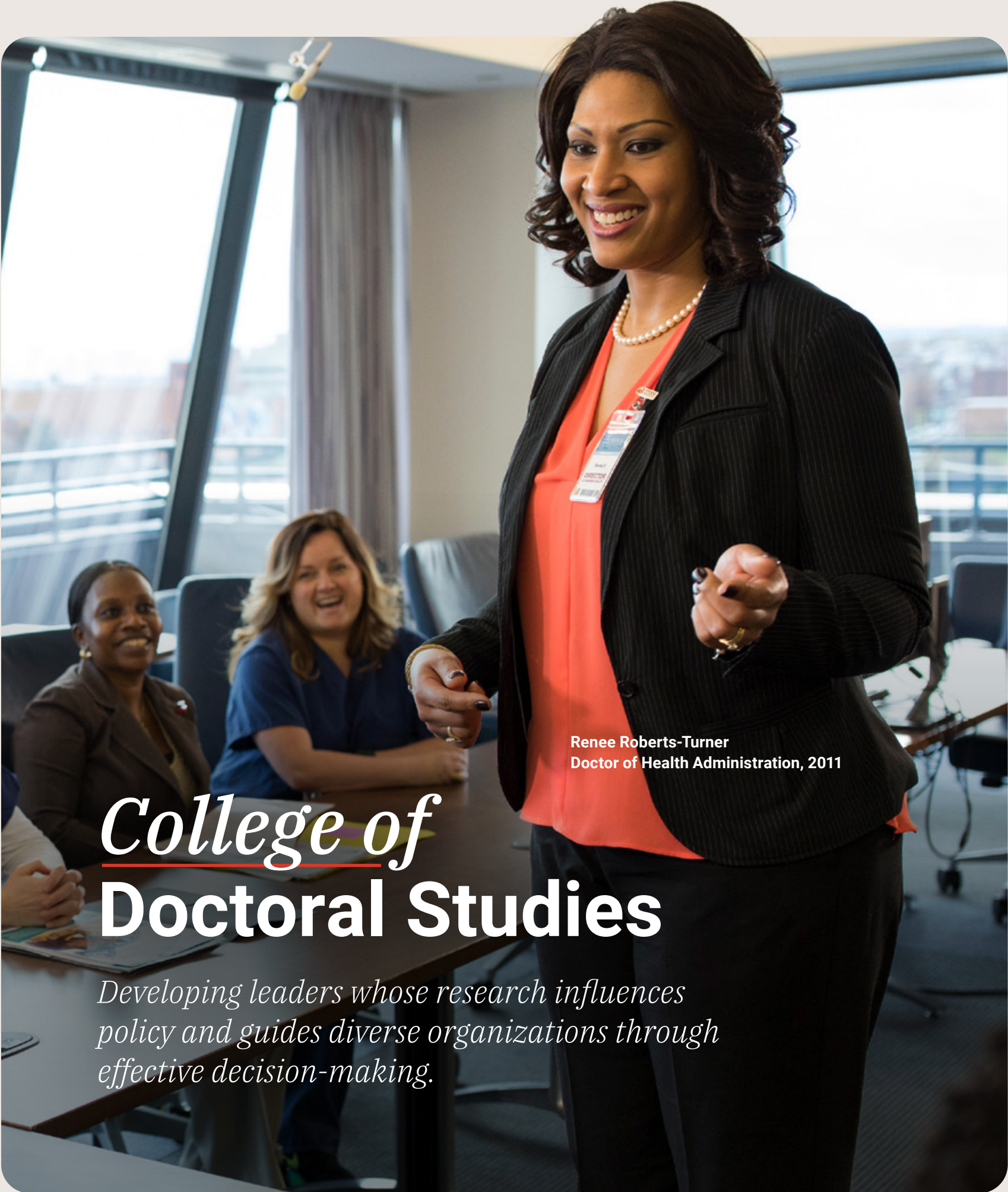


Assistant Dean Jonathan Lewis, host of virtual “Fireside Chats”

Faculty ‘Fireside Chats’ enhance practicum experience

Behind every student’s journey to earning a degree, work happens behind the scenes to support them. Monthly Fireside Chats with College of Education practicum supervisors are one example.

Our supervisors meet monthly to share best practices and focus on specific topics, such as education trends or faculty awareness about common or current issues. In FY25, a key focus was remote supervision — ensuring students received consistent and effective guidance during their student teaching experiences, particularly in rural or remote areas.



Renee Roberts-Turner
Doctor of Health Administration, 2011

College of Doctoral Studies

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

Since its founding in 1999, the College of Doctoral Studies (CDS) has been committed to delivering high-quality, career-relevant doctoral programs, supported by a dedicated team of expert faculty. In 2025, we introduced a new faculty structure to better support our students and faculty. This includes the creation of roles such as associate dean of faculty, doctoral program managers and doctoral faculty managers. These changes strengthen our ability to provide a supportive and enriching environment — one that promotes student well-being, academic success and meaningful contributions to both academia and society.

College highlights

Our online practitioner doctoral degrees take a holistic approach to research, equipping students with the tools to develop innovative, real-world solutions. To date, we have awarded more than 8,700 doctoral degrees and certificates — an achievement that reflects our commitment to developing leaders and changemakers.

Central to our mission is the Scholar-Practitioner-Leader™ model, which helps students build expertise in business, education, health administration and management. Combined with our Doctoral Education Ecosystem®, which includes a suite of support tools and training, this model empowers students to grow in confidence, lead change and deepen their research impact.

In 2025, we launched our third 5-Year Strategic Plan to guide the future of the CDS as University of Phoenix’s primary provider of doctoral degrees and post-master’s certificates. We remain focused on delivering flexible, practitioner-based programs tailored to the needs of working professionals, with the following priorities:

- Enhancing student support throughout the doctoral journey by applying best practices consistently and fostering a strong sense of community among students, alumni, faculty and staff.
- Developing innovative, career-focused programs that emphasize practical skills, interdisciplinary learning and diverse career pathways.

College highlights continued...

- Integrating technology and ethical AI use into our curriculum to prepare students for a digital future. This includes building competencies in information literacy and responsible AI use, enabling graduates to critically assess emerging technologies and their societal impact.

Advancing research

Our research efforts continue to grow through the work of our Research and Scholarship Enterprise and three specialized centers:

- Center for Leadership and Entrepreneurial Research (CLER)
- Center for Organizational Wellness, Engagement and Belonging (CO-WEB)
- Center for Educational and Instructional Technology Research (CEITR)

These centers are actively engaged in research that leverages technology and fosters innovation. Their work includes developing training, resources and guidance to help faculty, staff and students ethically and effectively use AI and digital tools — through literature reviews, predictive modeling and collaborative research.

We’re excited to build on this momentum and to continue shaping the future of doctoral education.



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

Degree programs

Doctoral degrees in:

- Business Administration
- Health Administration
- Education
- Management

Students enrolled in the Doctor of Management (DM) and Doctor of Education (EdD) programs can select a specialized elective track:

- | | |
|--------------------------------------|-----------------------------------|
| <i>DM elective tracks:</i> | <i>EdD elective tracks:</i> |
| • Organizational Leadership | • Educational Leadership |
| • Information Systems and Technology | • Curriculum and Instruction |
| | • Educational Technology |
| | • Higher Education Administration |

Certificate programs

Post-Master’s Certificate in:

- | | |
|------------------------------|---|
| • Business Administration | • Higher Education Administration |
| • Curriculum and Instruction | • Information Systems and Technology |
| • Educational Leadership | • Organizational Leadership and Decision-Making |
| • Educational Technology | • Research Essentials |
| • Health Administration | |

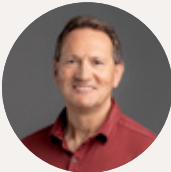


FY25 program completions

Total student completions in Doctoral Studies:

480

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 Faculty | Joined UOPX: 2012

Dr. Santiago 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, Education
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 of Science in 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 a 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.

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. Building leadership competency — the ability to inspire and implement change — is at the heart of everything we do and is illustrated in our 2025 Research Ledger Statistics, which documents scholarly works produced by scholars within each of the University’s colleges.



Research Ledger:
phoenix.edu/researchledger —>

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 diffuses across the colleges and supports faculty, students and alumni through collaborative opportunities and publishing resources.

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 of Phoenix Career Institute® and its annual Career Optimism Index® study by analyzing data and findings.

Through our Research Services support initiative, we provide third-party research for industry organizations. These collaborations open doors and expand prospects for meaningful research applications applicable to real-world social, business and educational issues.

Read more:
phoenix.edu/research —>

Cultivating community for our students

We also equip our academic and professional community with tools for success through workshops and webinars, including Dissertation to Publication and Research to Publication to help transform doctoral research into peer-reviewed publications, often leading to a first experience being published in a journal. 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.

We are proud to celebrate our community scholar wins, including:

- 139 events (workshops, learning essentials)
- 58 dissertation-to-publication manuscripts completed, of which 30 were published in academic journals
- 68 Fellows-in-Residence scholars
- 43 scholarship awards for publishing/presenting
- 23 white papers published and archived on the Research Hub
- 16 academic blog articles published on the Research Hub

Read more:
phoenix.edu/research —>

Our annual research conference, the 2025 Knowledge Without Boundaries Summit, serves as the culmination of work and research conducted in the centers.

In 2025, the conference, themed “Exploring Scholarship, Society, and Change,” had robust scholarly engagement, including:

- 480 attendees
- 136 doctoral students in attendance
- Zoom web-conference platform innovation added 144 research presentations and a keynote address by Dr. Trina Clayeux of Give an Hour
- 4 dissertation excellence awards for students selected from 34 nominees

The CDS proudly publishes *Phoenix Scholar*, which in 2025 was awarded its own Digital Object Identifier (DOI) to stand up as a formal journal of our own in the world of research, reaching scholars and practitioners alike. We published two editions, including our 22nd edition. We have now applied for Directory of Open Access Journals (DOAJ) for international journal recognition.

Editions available at
phoenix.edu/phoenixscholar —>

Scholarship highlights

In FY25, CDS faculty and scholars continued their commitment to publishing and presenting — sharing experience and research-based findings with the broader community. Doctoral faculty and students are major drivers of scholarly output for the University, positioning the CDS as a central engine of research and professional dissemination. According to the University’s Research Ledger, CDS scholars produced 438 scholarly works, including dissertation-to-publication successes. Highlights include:

- **Margaret Mavins Johnson, DBA**, (dissertation) publication, “Guidelines for Non-profit Organisation Governance in Cyber Resilience,” *Cyber Security: A Peer-Reviewed Journal*, Winter 2024–2025.
- **Jessica Flores, EdD**, (dissertation) publication, “Nontraditional Adult Learners’ Experiences and Perceptions of a Relationship Abuse Workshop,” *New Horizons in Adult Education and Human Resource Development*, January 2025.
- **John Sienrukos, PhD**, (dissertation) publication, “The Importance of Restorative Leadership Practices in Organizations: A Delphi Study,” *Journal of Behavioral Studies in Business*, March 2025.
- **Mansureh Kebritchi, PhD**, presentation, “Doctoral Dissertation Development: Bringing Google’s Gemini Into the Co-Creation Process,” The Qualitative Report (TQR) 16th Annual Conference, March 27–28, 2025.
- **Danielle Kish, EdD**, (dissertation) publication, “Recommendations and Best Practices to Increase Online Student Retention,” *Journal of Educators Online*, September 2025.
- **Jessica Sylvester, EdD**, and **Melinda Kulick, EdD**, presentation, “Transforming Higher Education: Harnessing Generative AI for Student Engagement,” 2025 Association for Educational Communications and Technology (AECT) International Convention, October 2025.
- **Christa Banton, EdD**, **Jose Garza, DHA**, and **Tiefa Jones, EdD**, publication, “Exploring Gender Dynamics and Diversity in the Technology Experience,” *American Journal of Qualitative Research*, Winter 2025.

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 2025, the college recognized the excellence of the following scholars’ dissertations:

- **Michelle Burroughs, DHA, Doctor of Health Administration**, for “Unraveling the Complexities of Orthopedic Injury Recovery Among Unhoused Men: A Qualitative Phenomenological Study,” completed with chair Kelly Gantt, DNP, and committee members Raymond Delaney Jr., DM, and Zalika Etienne, EdD.
- **Monica Gaston, DBA, Doctor of Business Administration and Doctor of Management**, for “Differentiation and Performance of U.S. Casual Restaurant Brands Through COVID-19: A Quantitative Correlational Study,” completed with chair Alfreda Goods, DM, and committee members Maria Peoples, PhD, and Marlene Blake, PhD.
- **Phuong Phan, DHA, Doctor of Health Administration**, for “Provider-Patient Engagement and Patient-Centered Care: A Correlational Study,” completed with chair Ela-Joy Lehrman, PhD, and committee members Maria Navarro, PhD, and Liz Young, EdD.
- **Shaanii-Grace Robinson Ritzdorf, EdD, Doctor of Education**, for “Elementary Teachers’ Instructional Challenges With Real-Life Experiences: A Qualitative Explanatory Case Study,” completed with chair Patricia Akojie, PhD, and committee members Kevin Banning, PhD, and Zalika Etienne, EdD.

Read more:
phoenix.edu/dissertation —>



College timeline 2024–2025

1 October

Hosted more than 750 participants at our annual thought leadership event, the Knowledge Without Boundaries Summit.

2 December

Implemented a faculty restructure creating three new types of positions in an initiative to provide consistent guidance and support for faculty.

3 January

Launched the 2025 CEITR Annual Research with 22 team projects, including 15 AI projects, and involving 85 researchers.

4 February

Issued a new Research Ledger on our online hub, noting CDS scholar productions of 345 pieces of published research.

5 April

Hosted the 2025 Virtual Colloquium with 286 participants including doctoral students, alumni, faculty and staff.

6 June

Issued 39th Research Addendum Newsletter noting CDS scholars' published research.

7 August

Launched a new 5-Year Strategic Plan for the CDS, prioritizing student support, technology integration and career focus of programs.

8 September

Our ACBSP YR8–Quality Assurance Report was reviewed and accepted by the Baccalaureate/Graduate Degree Board of Commissioners. This globally recognized accreditation of the DM and DBA programs serves as evidence of the CDS' commitment to excellence and focus on teaching quality and student learning outcomes.

Doctoral Studies *spotlights*

Rodney Lehrbass (BSIOP, 2022; MSIOP, 2024; DM, in progress)

When Rodney D. Lehrbass was growing up, money was tight, and his mom was good at figuring out how to make the dollars stretch by sewing clothes for the family, repairing appliances and even repurposing cereal box flaps as shoe inserts for worn soles.

When his father at one point acquired the contents of a pawnshop that he moved into the family garage, Lehrbass tapped into his own ingenuity, spending hours building gadgets.

Today, Lehrbass is still building. He knows how to take things apart and fix them — he's a field service engineer and technical lead for a medical-device company — and he knows how to get the most out of the resources he has. In addition to his career, which has him on 70 flights a year and logging 30,000 miles on the company car, he is a master woodturner who is simultaneously pursuing a Doctor of Management degree.



The common denominator? Figuring out how things work.

Lehrbass returned to his educational journey in his 50s, completing his bachelor's and master's degrees in industrial-organizational psychology in quick succession at University of Phoenix.

Lehrbass finds that bolstering his knowledge complements his natural skill set. He's always worked with his hands, always figured out how pieces fit together to operate: "I can fix anything. It doesn't matter what it is. If I know what it's supposed to do, I can figure it out." In his DM program, he now creates answers; his dissertation addresses how to align instruction with learning preferences of engineering-minded technicians.

Read more:
phoenix.edu/lehrbass →

Spotlights continued...

April Walters (MBA/HRMC, 2020; DM, in progress)

April Walters didn't start out planning a career in retail. She initially had her heart set on becoming a dentist. Once she graduated from high school, Walters became pregnant but stuck to her goal and headed off to a brick-and-mortar college.

Even with a young son in tow, she completed her bachelor's degree ahead of schedule.



Then, the father of Walters' son passed away, and Walters reevaluated her career path. She felt she could no longer leave Louisiana to attend

dental school. Instead, she looked to what she had been doing to support herself while in school — retail — and began to see how her skills and strengths might be applied in that field instead.

Later, going back to school for her graduate degree meant rediscovering some of the methods that had worked to balance studies, work and family while she pursued her bachelor's degree as a young mom.

Today, Walters is pursuing her Doctor of Management degree in addition to working a full-time job where she manages 20 stores. She structures her weeks to handle a diverse range of tasks and needs, prioritizing time in different stores. "This gives me an opportunity to teach and train my managers," she says. "My leaders have to see me leading them. If I am outside sweeping trash, the store manager should know, 'My boss is sweeping trash, I should be out here sweeping trash.' You have to build that foundation to let them know that you know that everybody matters."

Read more: phoenix.edu/walters —>

Joanne Vázquez de Príncipe, DM

As associate faculty of Doctoral Organizational Behavior at the CDS, Vázquez de Príncipe educates and evaluates the curriculum of business and doctoral leadership programs.

She is a Fellow in the Center for Leadership and Entrepreneurial Research (CLER), where her research focuses on alignment between organizational leadership and culture-building approaches. Her research and teaching are informed by a career spanning more than three decades of multidisciplinary experience across professional services industries and current practice leading a boutique firm offering organizational management thought leadership, group development engagements, consulting, and leadership coaching for emerging leaders.

In 2025, Vázquez de Príncipe was elected chair-elect for the International Leadership Association (ILA) Leadership and Coaching Member Community for a three-year term.

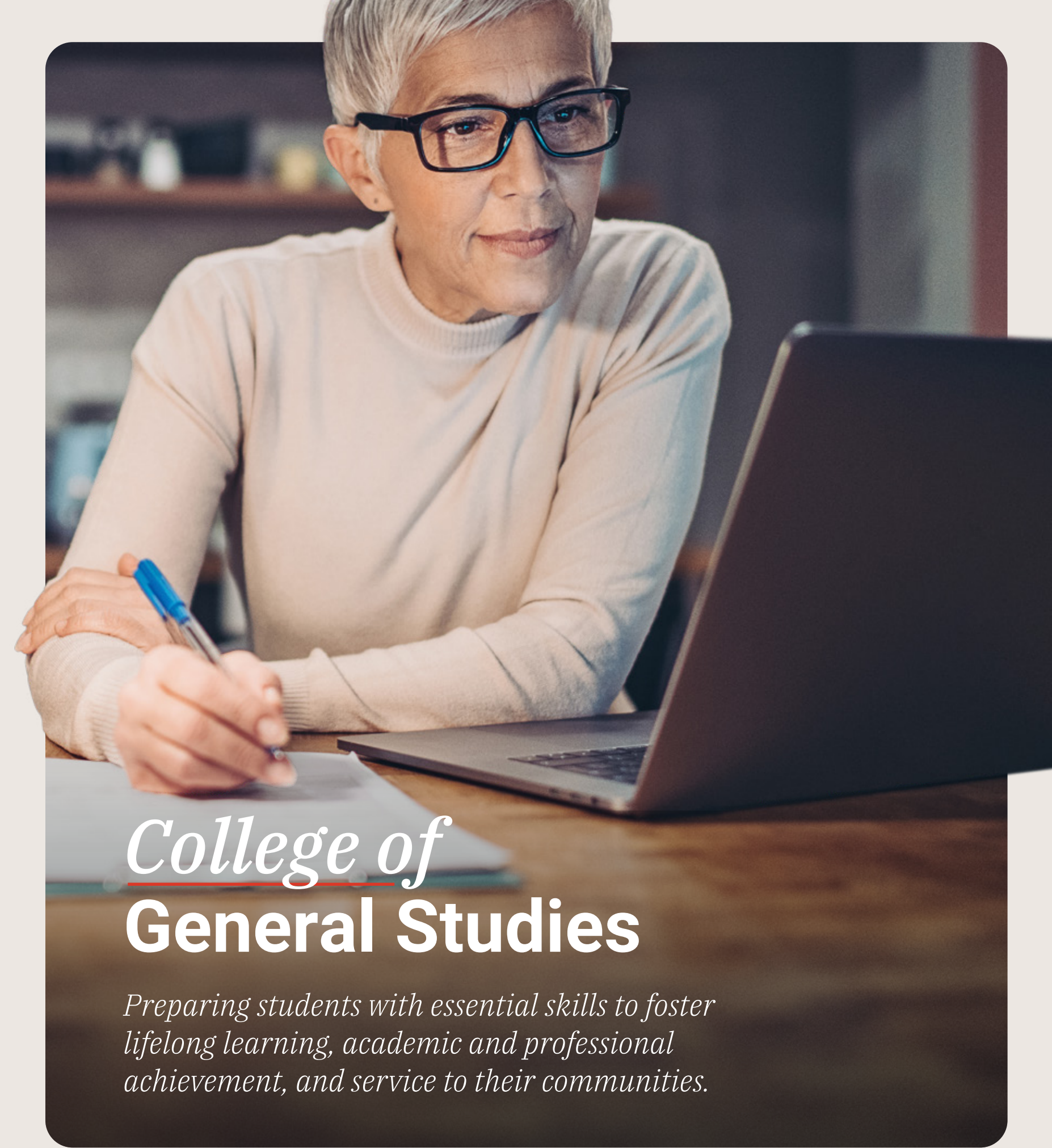
She supports the chair, manages projects and prepares for future leadership. As chair she will set the vision, lead initiatives and act as the main ILA liaison, and as past-chair she will provide continuity, guidance and historical perspective.

“ I look forward to learning creative new ways for engaging the intersectional member community as a proactive steward with the intent of expanding the Leadership and Coaching group's membership.”

JOANNE VÁZQUEZ DE PRÍNCIPE, DM

Vázquez de Príncipe sees this new adventure as an opportunity to synthesize those experiences and grow her impact: "I look forward to learning creative new ways for engaging the intersectional member community as a proactive steward with the intent of expanding the Leadership and Coaching group's membership twofold by the culmination of my progressive roles."

Read more: phoenix.edu/principe —>



College of **General Studies**

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

The College of General Studies (CGS) 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

Three major accomplishments marked a strong year for us in 2025.

First, recognizing that many students enroll in school with their eyes on a degree but lack some of the technology they will need, we made their first course, GEN/201, mobile-compatible. The mobile-friendly format maintains academic integrity while buying students more time to secure a laptop or internet access.

Results are promising. Data from multiple rounds of testing on the mobile-friendly version of GEN/201 showed higher passing rates, while progression rates into the next two courses improved or remained steady.

A second highlight involved acceptance of a University team of five faculty led by Susan Hadley, PhD, to participate in the American Association of Colleges and Universities 2025–26 Institute on AI, Pedagogy, and the Curriculum.

The team has started implementing a student-focused approach to identify, map and integrate AI skills into first-year Phoenix Success Series courses.

College highlights continued...

Their work builds on our third major achievement in 2025 — two course redesigns (SCI/256 and SUS/300) that incorporated AI skill development and aligned it with course outcomes. The remaining core courses in the Environmental Science program are now being redesigned to embed practical AI skill development.

From going to class via a mobile device, to using AI ethically and practically, 2025 opened up new possibilities for our students. I'm proud to lead the team that helps make this happen.



Briana Houlihan

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

Degree programs

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



FY25 program completions

Total student completions in General Studies:

250



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.

College timeline 2024–2025



Industry Advisory Council

CGS held Industry Advisory Council meetings in February and July 2025. These meetings focused on industry trends, challenges facing employers, discussions about artificial intelligence, and a variety of other topics relevant to our college and students.

English division:

- **Regina Edwards, PhD** – Board Chair, Hope’s Crossing; Board Member, Phoenix Public Library Foundation
- **Anissa Stringer** – Digital Content Developer, Strayer University
- **Emily Wood, EdD** – Senior Director, LX Design, iDesign
- **Jay York** – Senior Technical Writer, Gogo Business Aviation
- **Amanda Chavez** – Vice President, Corporate Communications, SmartRent

Environmental Science division:

- **Hunter Moore** – Chief Executive Officer, Cazador Consulting; former Policy Advisor to former Arizona Gov. Doug Ducey
- **Gerald Roose** – Director, North American Environmental Operations, Freeport-McMoRan Copper & Gold Inc.
- **Frederick Tack** – Vice President/Technical Practice Manager, Water Treatment, Consor Engineers
- **Marc Wicke** – Senior Scientist, Salt River Project
- **Jesse Christianson** – Vice President, NOVA Engineering and Environmental

Faculty/college scholarship

In FY25, CGS faculty and college leadership continued their commitment to publishing and presenting — sharing experience and research-based findings with the academic community through publications and presentations. Highlights included:

Published papers

- **Jacquelyn Kelly, PhD, Dianna Gielstra, PhD, Tomas Oberding, PhD, Chris Jordan, DMA, Jim Bruno, MBA**, “Supporting Self-Advocacy in Nutritional Health: Using Health Imaginaries to Navigate Student Wellness and University Resources,” *Society for Public Health Education*, Jan. 6, 2025
- **Gielstra, D, Kelly, J, Markevich, A, Butler, DR, Hunkins, EA, Gielstra, ED, Cervený, NV, Gielstra, J, Moll, H, Oberding, TJ, and Guerrero, K**, “Exploring Zoogeomorphological Landscapes: Enhancing Learning Through Virtual Field Experiences of Beaver Ponds Along the Red Eagle Trail, Glacier National Park, Montana, USA,” *Wild*, 2(2), p9. doi.org/10.3390/wild2020009 —>
- **Kelly, J, Gielstra, D, Oberding, T, Bruno, J, Jordan, C**, “Supporting Self-Advocacy in Nutritional Health: Using Health Imaginaries to Navigate Student Wellness and University Resources,” *Pedagogy in Health Promotion*, 2025, 0(0). doi.org/10.1177/23733799241311840 —>

Presentations

- **Kelly, J, Gielstra, D, and Oberding, T**, “Aligning Academia with Industry: A Four-Phased Approach to AI-Driven Curriculum Development,” presented Jan. 8, 2025, by J Kelly at 2025 Massachusetts PKAL (AAC&U) Regional Network Winter Meeting, AI as a Tool in STEM Education: Challenges and Opportunities. Virtual conference hosted by Worcester Polytechnical Institute
- **Kelly, J, Tack, F, Oberding, T, and Gielstra, D**, “Empowering Students to Use AI for Scientific Inquiry: 5 Critical Thinking Skills for Middle and High School Classrooms,” workshop presented Oct. 22, 2024, by J Kelly and F Tack, 2024 Arizona STEM & Innovation Summit, Phoenix, hosted by Arizona Science Center and SciTech Institute
- **Kelly, J, Moore, H, Oberding, T, and Gielstra, D**, “Navigating Science and Political Rhetoric: Strategies for Teachers to Foster Scientific Literacy and Critical Thinking in Students,” workshop presented Oct. 22, 2024, by J Kelly and H Moore, 2024 Arizona STEM & Innovation Summit, Phoenix, hosted by Arizona Science Center and SciTech Institute
- **Kelly, J, Gielstra, D, and Oberding, T**, “Stop & Share,” presented Sept. 30, 2024, by J Kelly, 2024 Convergence: Credential Innovation in Higher Education by UPCEA and AACRAO, New Orleans

General Studies *spotlights*

Faculty spotlight: Nicholas Weeks

U.S. history and political science instructor Nicholas Weeks walks a fine line with seeming ease — teaching courses about American government in a climate that can become polarizing.

“I make it clear on day one that we are going to talk about contemporary issues. I set the tone in our discussion questions with an expectation of respect. This is not a message board. It’s not social media. It’s an academic setting,” Weeks says.

“He has developed a tailored approach for online communication to keep conversations civil and productive, a necessary skill when dealing with topics that can escalate,” says CGS Dean Briana Houlihan.

A dad who is balancing his own work in a law firm and coaching soccer, Weeks says he understands the need for flexibility — and yet he also balances this with academic rigor. Weeks regularly receives high praise from students in end-of-course surveys, and he was nominated in FY25 for Faculty of the Year.

Strong faculty leads to supported students

To help students have strong, supported faculty in their corner, the CGS Faculty Supervisor team has taken an even more active role in coaching, engagement and development of its full-time and associate faculty through a midyear check-in.

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.

In addition, we offered real-time, virtual events like our Faculty Conversations, a monthly informal discussion about topics important in higher education and teaching. We also held Faculty Feedback Workshops, a two-part meeting to improve faculty feedback effectiveness.



4

Who leads us
forward

McCeil Johnson, JD
Vice President, Accreditation
and Regulatory Compliance



Expanding access. Elevating *education*.

University of Phoenix was founded in 1976 to serve working adults — parents and caregivers, first-generation college students, military service members and veterans, and professionals determined to move forward in their careers. Nearly five decades later, that commitment remains our north star.

In 2025, as workforce transformation accelerates and technology reshapes industries, we continued evolving and innovating to meet students' needs with clarity, relevance and purpose.

We continued strengthening our career-relevant, skills-aligned learning ecosystem designed specifically for working adults. We maintain 100% skills alignment across associate, bachelor's and master's programs open for new enrollment, enabling students to clearly identify, develop and articulate the competencies embedded in their coursework. Through digital badging and expanded microcredential pathways, our learners can claim validated workforce-ready skills as they progress, making achievement visible in real time.

Artificial intelligence is now an essential component of that ecosystem. Guided by our academic AI pillars, we are embedding AI literacy, applied skills and

ethical practices directly into curriculum rather than positioning AI as a stand-alone subject. Students engage with AI as a practical workplace tool — learning when to use it, how to use it responsibly and how to critically evaluate its outputs. By integrating AI competencies within a broader skills-aligned framework, we ensure graduates are prepared not only to adapt to technological change, but also contribute confidently and responsibly in AI-enabled workplaces.

Innovation only matters if it improves student experience. In our 2025 administration of the Encoura + Ruffalo Noel Levitz Priorities Survey for Online Learners (PSOL), we were proud to see continued strong levels of online student satisfaction and continued performance above national benchmarks, with 85% of our student respondents reporting being very satisfied or satisfied with their online University experience, compared to 73% in the national benchmarked institutions (page 116). This reflects the success of our innovations like flexible course design, around-the-clock assistance, digital resources and community platforms that help students balance education with career and family responsibilities.

Affordability and transparency remain central to access. This year, we enhanced our commitment to upfront tuition clarity, helping students understand the cost of their education from the beginning. Transfer credit, Prior Learning Assessment, alternative credit options,

employer alliances, scholarships and competency-based programs — these are all practical pathways that reduce time to degree and total investment. We applied more than 1.1 million credits for undergraduate students from these sources, and transfer students, on average, trimmed more than a year from their degree. Predictability supports planning — and planning supports persistence.

Access goes beyond affordability. It also means creating learning environments where every student can fully participate. Our Access Amplified™ event advanced the conversation about digital accessibility and the responsibility to design technology and education that effectively serve all learners.

Ultimately, the impact of our work is measured by our graduates. This year's Alumni Luminaries demonstrate what career-focused education can make possible — leadership, resilience and meaningful service across industries and communities. The Luminaries' achievements remind us that education is more than earning a credential. It is about expanding opportunities and creating lasting impact.

We were founded to open doors for working adults. That mission continues to guide us — expanding opportunity, strengthening communities and preparing students not just for today's jobs, but for the future they are determined to build.



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

Chief Legal Officer

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.

WHO LEADS US FORWARD

From the chair of the board of trustees

University of Phoenix continued to strengthen its role as a national thought leader in skills-based education, flexible learning pathways and workforce development throughout the year. Our work focused on helping employers, workers and learners better understand how skills shape opportunity, especially as the labor market shifts rapidly. Central to this effort is the University of Phoenix Career Institute®, which conducts research and develops partnerships that inform how people build and advance careers. Its insights help clarify the challenges facing today’s workforce and point to practical solutions that support long-term career growth.

The Career Institute began with the Career Optimism Index® study, a nationwide survey designed to understand how Americans feel about their career prospects and the obstacles they face. Over five years, the study has grown into one of the most comprehensive assessments of U.S. career perceptions, surveying more than 5,000 adults and more than 500 employers each year. Its findings now allow for year-over-year comparisons and deeper understanding of trends such as financial strain, burnout, technological change and shifting employer expectations. The Institute also publishes the Career Optimism Special Report® Series, which takes a closer look at issues identified in the annual study, including the role of artificial intelligence, the pressures facing working parents and factors contributing to employee fatigue. These reports help employers better understand workforce needs and support meaningful action.

Throughout the year, University of Phoenix contributed to national conversations on strengthening skill development and credential transparency. From advancing credit mobility to harnessing AI at work, our leaders shared best practices and innovative research at high-profile events and conferences.

Key areas of thought leadership included:

- Demonstrating the value of fully skills-mapped curriculum design
- Strengthening microcredential frameworks and flexible learning pathways
- Improving transfer pathways and credit mobility
- Expanding opportunities with digital records, including Comprehensive Learner Records and Learning and Employment Records
- Sharing research on workforce trends and employee support needs, including insights from the Career Optimism Index
- Exploring how adult learners navigate an AI-driven labor market
- Highlighting approaches for connecting learning to job opportunities throughout a career

Together, these efforts reflect a year of purpose-driven work centered on improving learning and career pathways for working adult learners. University of Phoenix remains committed to expanding access to skills-aligned education, advancing learning mobility across the higher education ecosystem and sharing research-backed insights that help employers and learners connect skills to opportunity.

Celestino Fernández, PhD – Chair
Distinguished Professor Emeritus and Consultant
University of Arizona

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