

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

## CAEP IMPACT MEASURE #1 (Initial): Completer Effectiveness

*Standard R4 Program Impact Program Impact:*

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

*Component R4.1 Completer Effectiveness*

*R4.1 Completer Effectiveness*

*The provider demonstrates that program completers:*

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

*AND*

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

### **BACKGROUND:**

University of Phoenix has ceased enrolling students in its Utah-specific programs. The Utah-specific programs are the CAEP/NCATE approved programs. Details regarding the number of candidates in the programs during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #1.

### **UTAH:**

*The University of Phoenix ceased the enrollment of new students in the Utah state-specific programs in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 21/22 school year (September 1, 2021- August 31, 2022), these two programs had (zero) program completers and zero (0) active candidates. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.*

### **ARTIFACT #1: Completer Mini-Case-Study**

The graduates of the Utah-specific teacher preparation program over the last five years is very low, as reflected in the table below:

School Year	Teacher Preparation Program Completers (Utah)
2017-18	6
2018-19	1
2019-20	0
2020-21	2
2021-22	0
<b>Total</b>	<b>9</b>

Given the low “n” of Utah completers, the completer mini-case study invitation was extended to graduates of both the Utah-specific and the Hawaii-specific programs. University of Phoenix’s Hawaii specific program was accredited by CAEP up until December 2021.

To assess the extent to which program completers have effectively contributed to P-12 student-learning growth, University of Phoenix reached out to 59 program completers of Hawaii- and Utah-specific teacher preparation programs over the last five (5) years to request their participation in a mini-case study. The mini-case-study was designed to provide program completers an opportunity to self-disclose their direct impact on their students’ academic growth.

Highlights of the alumni case study solicitation are listed below:

**Alumni Case-Study:**

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

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

**OR:**

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

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

**OPTION 1: Mini-Case Study**

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

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

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

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

Comments: (optional)

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**OPTION 2: SURVEY OF STUDENT ASSESSMENT RESULTS**

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

Please specify:

Grade Level: \_\_\_\_\_

Content Area: \_\_\_\_\_

Number of students assessed: \_\_\_\_\_

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

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Comments: (optional)

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The mini-case study was administered during Spring 2023. Candidates were offered a \$50 gift card as an incentive to participate in this case study. This was increased from \$25 last year to help bolster participation. Additionally, University staff engaged in student outreach to help encourage students to participate. This outreach consisted of two emails and a phone call, for a total of three contact attempts.

During the Spring 2023 term one completer responded to the mini-case study. The results are included below:

**Student #1**

- Subject Area--Reading  
Grade level -4th
- Pre-assessment results –18 students completed the pre-assessment.
- Post assessment results – 17 students completed the post-assessment. 15 students obtained an 80% or higher on the post-assessment.
- Teacher Commentary: One student was absent (Covid) during post-assessment
  - o 2 students read below level and receive pullout assistance.
  - o 1. Raised their score 4/25 --> 10/25

- 2. Raised their score 1/25 --> 8/25

The findings from this mini-case study provide evidence supporting this program completer’s effective contribution to P-12 student-learning growth.

Considering this is the last CAEP reporting cycle for Utah, strategies to enhance the university’s future outreach efforts of alumni overall (versus Utah-specific program) will be explored.

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

For continuity in the administration of the CAEP alumni/employer survey from previous years and considering this is the last CAEP reporting cycle for Utah, the Hawaii graduates were also included in the alumni and employer survey. University of Phoenix’s Hawaii specific teacher preparation programs were accredited by CAEP up until December 2021.

University of Phoenix administered an alumni survey in collaboration with a third-party vendor. During January-February 2023, outreaches were made to 172 program completers over the last six years of the Utah state-specific teacher preparation and school counseling programs and the Hawaii state-specific teacher preparation programs. 54 surveys were completed, representing a 31% response rate. In this survey, candidates responded to questions related to their self-perceptions of their skills as an educator/school counselor and the effectiveness of their program. The response related to completers’ perceptions of their professional knowledge, skills, and dispositions as an educator/school counselor is listed below:

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

(1) Unsatisfactory	%	(2) Basic	%	(3) Proficient	%	(4) Distinguished	%	Total
2	4%	0	0%	41	76 %	11	20%	100%

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

### ARTIFACT #3: Clinical Practice Evaluations

Candidates are formally evaluated on their teaching effectiveness during their culminating clinical practice placement (student teaching). University of Phoenix uses a student teaching evaluation tool known as the Candidate Preservice Assessment of Student Teaching (CPAST) Form. The CPAST scores provide a direct measure of candidates’ teaching effectiveness during their internship, the culminating activity in their program. Given the low “n” of UT-specific program completers, aggregate scores are shared across College of Education programs across the country for the periods listed. Summary scores of candidates’ during their Fall 2021 and Spring 2022 student teaching placements are included below.

**Fall 2021**

<b>CPAST Form Elements</b>	<b>% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=54)</b>	<b>% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=69)</b>	<b>% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=47)</b>	<b>% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)</b>
<b>A. Focus for Learning: Standards and Objectives /Targets</b>	100.00%	100.00%	97.87%	100.00%
<b>B. Materials and Resources</b>	100.00%	98.55%	97.87%	100.00%
<b>C. Assessment of P-12 Learning</b>	100.00%	100.00%	100.00%	98.28%
<b>D. Differentiated Methods</b>	100.00%	97.10%	100.00%	94.83%
<b>E. Learning Target and Directions</b>	98.15%	98.56%	97.88%	100.00%
<b>F. Critical Thinking</b>	98.15%	97.11%	95.74%	96.55%
<b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>	100.00%	100.00%	100.00%	96.55%
<b>H. Digital Tools and Resources</b>	100.00%	100.00%	100.00%	100.00%
<b>I. Safe and Respectful Learning Environment</b>	100.00%	98.55%	97.88%	100.00%
<b>J. Data-Guided Instruction</b>	96.30%	97.10%	97.87%	98.28%
<b>K. Feedback to Learners</b>	100.00%	98.55%	100.00%	98.27%
<b>L. Assessment Techniques</b>	98.14%	97.11%	97.87%	98.27%
<b>M. Connections to Research and Theory</b>	100.00%	97.10%	91.49%	84.49%

<b>CPAST Form Elements</b>	<b>% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=54)</b>	<b>% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=69)</b>	<b>% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=47)</b>	<b>% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)</b>
<b>N. Participates in Research and/or Evidence-based Professional Development (PD)</b>	100.00%	98.55%	95.74%	98.28%
<b>O. Demonstrates Effective Communication with Parents or Legal Guardians</b>	98.15%	97.11%	100.00%	93.10%
<b>P. Demonstrates Punctuality</b>	100.00%	98.55%	97.88%	100.00%
<b>Q. Meets Deadlines and Obligations</b>	96.30%	98.56%	97.87%	96.56%
<b>R. Preparation</b>	98.15%	100.00%	97.87%	96.55%
<b>S. Collaboration</b>	100.00%	100.00%	97.87%	98.27%
<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b>	98.15%	98.55%	100.00%	94.83%
<b>U. Responds Positively to Feedback and Constructive Criticism</b>	100.00%	100.00%	100.00%	98.28%

*Spring 2022*

<b>CPAST Form Elements</b>	<b>% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=50)</b>	<b>% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=67)</b>	<b>% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=48)</b>	<b>% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)</b>
<b>A. Focus for Learning: Standards and Objectives /Targets</b>	100.00%	100.00%	100.00%	100.00%
<b>B. Materials and Resources</b>	100.00%	98.51%	100.00%	100.00%
<b>C. Assessment of P-12 Learning</b>	100.00%	100.00%	100.00%	100.00%
<b>D. Differentiated Methods</b>	98.00%	95.52%	97.91%	96.55%
<b>E. Learning Target and Directions</b>	100.00%	98.51%	100.00%	100.00%
<b>F. Critical Thinking</b>	100.00%	100.00%	97.92%	100.00%
<b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>	100.00%	100.00%	100.00%	100.00%
<b>H. Digital Tools and Resources</b>	100.00%	98.51%	100.00%	100.00%
<b>I. Safe and Respectful Learning Environment</b>	100.00%	100.00%	100.00%	100.00%
<b>J. Data-Guided Instruction</b>	98.00%	97.02%	100.00%	100.00%
<b>K. Feedback to Learners</b>	100.00%	98.50%	100.00%	100.00%
<b>L. Assessment Techniques</b>	100.00%	100.00%	100.00%	100.00%
<b>M. Connections to Research and Theory</b>	98.00%	95.52%	95.83%	96.56%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=50)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=67)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=48)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)
N. Participates in Research and/or Evidence-based Professional Development (PD)	98.00%	98.51%	100.00%	96.55%
O. Demonstrates Effective Communication with Parents or Legal Guardians	100.00%	95.52%	100.00%	96.55%
P. Demonstrates Punctuality	98.00%	100.00%	100.00%	98.28%
Q. Meets Deadlines and Obligations	100.00%	98.51%	97.92%	100.00%
R. Preparation	100.00%	100.00%	100.00%	100.00%
S. Collaboration	100.00%	100.00%	100.00%	100.00%
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	98.00%	98.50%	100.00%	98.27%
U. Responds Positively to Feedback and Constructive Criticism	100.00%	100.00%	100.00%	98.27%

#### ARTIFACT #4: Academic Alumni Questionnaire Survey

University of Phoenix (UOPX) conducted its Academic Alumni Questionnaire (AAQ) between June 14, 2022 and July 22, 2022. The AAQ was distributed to 42,735 graduates at the associate, bachelor, master and doctoral levels. The total number of respondents was 3,804, yielding an 8.9% response rate. From this population, 217 survey respondents were College of Education (COE) alumni. Given the low “n” of UT-specific program completers, aggregate scores are shared across College of Education programs across the country for the periods listed. A high-level summary of select questions and responses is included below. These responses provide insights into program completers’ self-perceptions on their preparedness and competencies in



applying professional knowledge, skills, and dispositions.

- 77.8% of College of Education alumni surveyed agreed or strongly agreed that their UOPX education helped them to develop the knowledge and skills needed to be successful in their job. (n=151 respondents)
- 73.9% of College of Education alumni surveyed agreed or strongly agreed that their UOPX education has helped them to be more productive at work. (n=145 respondents)

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

- 86% of College of Education alumni surveyed agreed or strongly agreed that they can learn new knowledge and skills needed to adapt to a changing workplace. (n=167 respondents)

### **ARTIFACT #5: Employer Survey**

For continuity in the administration of the CAEP alumni/employer survey from previous years and considering this is the last CAEP reporting cycle for Utah, the Hawaii graduates were also included in the alumni and employer survey. University of Phoenix's Hawaii specific teacher preparation programs were accredited by CAEP up until December 2021.

One mechanism University of Phoenix uses to assess employer satisfaction with the relevance and effectiveness of the candidate's preparation is through employer surveys. University of Phoenix administered an employer survey in collaboration with a third-party vendor. To administer the employer survey, University of Phoenix first reached out to 172 alumni from its Utah-specific teacher preparation and school counseling programs and the Hawaii-specific teacher preparation programs over the last six (6) years.

The completer survey specifically asked candidates where they were working and the contact information for their employer. This completer survey was administered January-February 2023. 54 surveys were completed, representing a 31% response rate. The next phase was to compile the data the completers provided and to administer a survey to their employers February 20 - March 20, 2023. The focus of the employer survey was to request employer feedback on their satisfaction with UOPX's graduates' performance as a beginning teacher or school counselor.

Out of the 52 completers who responded to the completer survey, 41 graduated from a school counseling program (MSC/SC) and 11 graduated from a teacher preparation program. From these respondents, 32 of the MSC/SC graduates and 8 of the graduates of the teacher preparation programs provided information about their employers. Eleven (11) employers of the MSC/SC alumni responded and two (2) employers of the teacher preparation program alumni responded.

#### **Employers of Initial Teacher Preparation Candidates' Responses:**

Two employers of teacher preparation program graduates responded to the survey. This represents a 25% response rate. The aggregate scores are included below:

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

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

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

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

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

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

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

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

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

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

**Employers of Master of Science in School Counseling (MSC/SC) Alumni Responses:**

Two employers of MSC/SC graduates responded to the survey. This represents a 34% response rate. The aggregate scores are included below:

**Q4: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply school counseling skills and competencies to deliver student services?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
5	45%	6	55%	0	0%	0	0%

**Q5: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates use organizational assessments and tools to manage comprehensive school counseling programs?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
4	36%	7	64%	0	0%	0	0%

**Q6: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply ethical standards in his/her work with diverse student populations?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
6	55%	5	45%	0	0%	0	0%

**Q7: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
6	55%	5	45%	0	0%	0	0%

**Q8: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate an understanding of the historical, philosophical, and theoretical foundations of school counseling needed to successfully support diverse student populations?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
3	27%	8	73%	0	0%	0	0%

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

### *Component R4.2 Satisfaction of Employers*

#### *R4.2 Satisfaction of Employers*

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

### *Component RA4.1 Satisfaction of Employers*

#### *RA4.1 Satisfaction of Employers*

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

### *Component R5.3 Stakeholder Involvement*

#### *R5.3 Stakeholder Involvement*

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

## **BACKGROUND:**

University of Phoenix has ceased enrolling students in its Utah-specific programs. The Utah-specific programs are the CAEP/NCATE approved programs. Details regarding the number of candidates in the programs during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #2.

### **UTAH:**

*The University of Phoenix ceased the enrollment of new students in the Utah state-specific programs in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 21/22 school year (September 1, 2021- August 31, 2022), these two programs had (zero) program completers and zero (0) active candidates. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.*

## SATISFACTION OF EMPLOYERS

### ARTIFACT #1: Employer Survey

For continuity in the administration of the CAEP alumni/employer survey from previous years and considering this is the last CAEP reporting cycle for Utah, the Hawaii graduates were also included in the alumni and employer survey. University of Phoenix's Hawaii specific teacher preparation programs were accredited by CAEP up until December 2021.

To ascertain employer's satisfaction with program completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families and their satisfaction with the completers' preparation for their assigned responsibilities, University of Phoenix administered an employer survey in collaboration with a third-party vendor. To administer the employer survey, University of Phoenix first reached out to 172 alumni from its Utah-specific teacher preparation and school counseling programs and the Hawaii-specific teacher preparation programs over the last six (6) years.

The completer survey specifically asked candidates where they were working and the contact information for their employer. This completer survey was administered January-February 2023. 54 surveys were completed, representing a 31% response rate. The next phase was to compile the data the completers provided and to administer a survey to their employers February 20 - March 20, 2023. The focus of the employer survey was to request employer feedback on their satisfaction with UOPX's graduates' performance as a beginning teacher or school counselor.

Out of the 54 completers who responded to the completer survey, 41 graduated from a school counseling program (MSC/SC) and 11 graduated from a teacher preparation program. From these respondents, 32 of the MSC/SC graduates and 8 of the graduates of the teacher preparation programs provided information about their employers. Eleven (11) employers of the MSC/SC alumni responded and two (2) employers of the teacher preparation program alumni responded.

### *Employers of Initial Teacher Preparation Candidates' Responses:*

Two employers of teacher preparation program graduates responded to the survey. This represents a 25% response rate. The aggregate scores are included below:

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

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

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

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

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

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

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

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

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

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

***Employers of Master of Science in School Counseling (MSC/SC) Alumni Responses:***

Two employers of MSC/SC graduates responded to the survey. This represents a 34% response rate. The aggregate scores are included below:

**Q4: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply school counseling skills and competencies to deliver student services?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
5	45%	6	55%	0	0%	0	0%

**Q5: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates use organizational assessments and tools to manage comprehensive school counseling programs?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
4	36%	7	64%	0	0%	0	0%

**Q6: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates apply ethical standards in his/her work with diverse student populations?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
6	55%	5	45%	0	0%	0	0%

**Q7: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate positive impact on all students' learning and development?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
6	55%	5	45%	0	0%	0	0%

**Q8: Compared to other beginning school counselors with whom you have worked, how well do UOPX graduates demonstrate an understanding of the historical, philosophical, and theoretical foundations of school counseling needed to successfully support diverse student populations?**

(4) Distinguished		(3) Proficient		(2) Basic		(1) Unsatisfactory	
	%		%		%		%
3	27%	8	73%	0	0%	0	0%

## STAKEHOLDER INVOLVEMENT

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

University of Phoenix collaborates with education stakeholders across the country. Through these partnerships for field experience and clinical practice, University of Phoenix is able to gain stakeholder input candidate preparedness through student teaching surveys and ongoing communication with University staff related to placement matters.

We have the following school Affiliation Agreements in Utah:

- Salt Lake City Schools

### ARTIFACT #3: Student Teaching Surveys

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

#### Student Teaching Surveys - Cooperating Teachers

The data reported are aggregated across all teacher preparation programs during the reporting timeframe. Total Surveys completed: **925**

Time Frame: Fall 2019 – Spring 2022\* student teaching seminars

*\*Surveys pulled on 1/18/2023. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Spring 2022 Cooperating Teacher survey results.

<b>#1</b>	<b>Survey Question</b>	My student teacher was adequately prepared to create lesson plans.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	14	30	66	180	619
	<b>Summary</b>	<b>88%</b> of Cooperating Teachers agreed or strongly agreed that their student teacher was adequately prepared to create lesson plans.				

*N=906 Responses*

<b>#2</b>	<b>Survey Question</b>	My student teacher was adequately prepared to administer lesson plans.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	13	27	59	196	630
	<b>Summary</b>	<b>89%</b> of Cooperating Teachers agreed or strongly agreed that their student teacher was adequately prepared to administer lesson plans.				

*N=925 Responses*

<b>#3</b>	<b>Survey Question</b>	Rate the competency level of your student teacher in classroom lesson planning.				
	<b>Scale</b>	Lowest competency (1)	2	3	4	Highest competency (5)
	<b>Responses</b>	11	30	64	222	597
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>88.8%</b> of Cooperating Teachers rated their student teacher’s competency in lesson planning as a 4 or 5.				



*N=922 Responses*

<b>#4</b>	<b>Survey Question</b>	Rate the competency level of your student teacher in classroom management				
	<b>Scale</b>	Lowest competency (1)	2	3	4	Highest competency (5)
	<b>Responses</b>	13	43	90	280	499
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>84%</b> of Cooperating Teachers rated their student teacher's competency in classroom management as a 4 or 5.				

*N=925 Responses*

<b>#5</b>	<b>Survey Question</b>	Rate the competency level of your student teacher in instruction				
	<b>Scale</b>	Lowest competency (1)	2	3	4	Highest competency (5)
	<b>Responses</b>	9	29	67	268	552
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>88.6%</b> of Cooperating Teachers rated their student teacher's competency in instruction as a 4 or 5.				

*N=925 Responses*

<b>#6</b>	<b>Survey Question</b>	Rate the competency level of your student teacher in professionalism				
	<b>Scale</b>	Lowest competency (1)	2	3	4	Highest competency (5)
	<b>Responses</b>	3	22	40	145	715
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>93%</b> of Cooperating Teachers rated their student teacher's professionalism as a 4 or 5.				

*N=925 Responses*

### Student Teaching Surveys – Student Teachers

The data reported are aggregated across all teacher preparation programs during the reporting timeframe.  
Total Surveys completed: **170**

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

*\*Surveys pulled on 1/18/2023. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Spring 2022 Student Teacher survey results.

<b>#1</b>	<b>Survey Question</b>	My program adequately prepared me to successfully complete student teaching.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	3	5	9	33	120
	<b>Summary</b>	<b>90%</b> of students agreed or strongly agreed that their program adequately prepared them to successfully complete student teaching.				

*N=170 Responses*

<b>#2</b>	<b>Survey Question</b>	I was sufficiently prepared to create lessons plans.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	0	1	9	25	128
	<b>Summary</b>	<b>93.8%</b> of students agreed or strongly agreed that their program sufficiently prepared them to create lessons plans.				

*N=163 Responses*

<b>#3</b>	<b>Survey Question</b>	I was sufficiently prepared to administer lesson plans.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	1	2	10	28	129
	<b>Summary</b>	<b>92.3%</b> of students agreed or strongly agreed that their program sufficiently prepared them to administer lesson plans.				

*N=170 Responses*

<b>#4</b>	<b>Survey Question</b>	My faculty/site supervisor supported me by providing appropriate guidance throughout student teaching.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	3	5	6	23	133
	<b>Summary</b>	<b>91.7%</b> of students agreed or strongly agreed that their faculty/site supervisor supported them by providing appropriate guidance throughout student teaching.				

*N=170 Responses*

<b>#5</b>	<b>Survey Question</b>	I would recommend University of Phoenix to others seeking a teacher preparation program.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	6	10	18	29	107
	<b>Summary</b>	<b>80%</b> of students agreed or strongly agreed that they would recommend University of Phoenix to others seeking a teacher preparation program.				

*N=170 Responses*

<b>#6</b>	<b>Survey Question</b>	Rate your competency in lesson planning.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	0	0	4	46	120
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>97.6%</b> of student teachers rated their competency in lesson planning as a 4 or 5.				

*N=170 Responses*

<b>#7</b>	<b>Survey Question</b>	Rate your competency in classroom management.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	0	1	4	36	126
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>97%</b> of student teachers rated their competency in classroom management as a 4 or 5.				

*N=167 Responses*

<b>#8</b>	<b>Survey Question</b>	Rate your competency in instruction.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	0	0	3	49	118
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>98%</b> of student teachers rated their competency in instruction as a 4 or 5.				

*N=170 Responses*

<b>#9</b>	<b>Survey Question</b>	Rate your competency in professionalism.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	0	0	1	11	158
	<b>Summary</b>	Based on a 5-point scale (with 5 being the highest), <b>99.4%</b> of student teachers rated their competency in professionalism as a 4 or 5.				

*N=170 Responses*

## Student Teaching Surveys - Faculty Supervisors

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

Total Surveys completed: **618**

Time Frame: Fall 2019 – Fall 2022\* student teaching seminars

*\*Surveys pulled on 1/24/2023. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Fall 2022 Faculty Supervisor survey results.

<b>#1</b>	<b>Survey Question</b>	The training I received from the University prepared me for my role.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	11	2	16	151	438
	<b>Summary</b>	<b>95.3%</b> of Faculty Supervisors agreed or strongly agreed that the training they received from the University prepared them for their role.				

*N=618 Responses*

<b>#2</b>	<b>Survey Question*</b>	If I were in a hiring position, I would hire the candidate in a teaching position at my school/district.	
	<b>Scale</b>	Yes	No
	<b>Responses</b>	562	16
	<b>Summary</b>	<b>97.2%</b> of Faculty Supervisors stated, if they were in a hiring position, they would hire the candidate in a teaching position at their school/district.	
*The responses represented above were taken from Student Field Assessment Report generated 1/26/2022 and are for Fall 2021 only. This accounts for the difference in total surveys completed between #1 and #2.			

*N=578 Responses*

## Student Teaching Surveys - School Administrators

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

Total Surveys completed: **719**

Time Frame: Fall 2019 – Fall 2022\* student teaching seminars

*\*Surveys pulled on 1/18/2023. Any responses received after this date are not captured in this summary.*

The questions below are a sample selection from the Fall 2019-Fall 2022 School Administrator survey results.

<b>#1</b>	<b>Survey Question</b>	The UOPX student teacher was adequately prepared to create lesson plans.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	3	12	68	236	400
	<b>Summary</b>	<b>88.4%</b> of School Administrators agreed or strongly agreed that the student teacher was adequately prepared to create lesson plans.				

*N=719 Responses*

<b>#2</b>	<b>Survey Question</b>	The UOPX student teacher was adequately prepared to deliver instruction.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	5	11	71	234	398
	<b>Summary</b>	<b>87.8%</b> of School Administrators agreed or strongly agreed that the student teacher was adequately prepared to deliver instruction.				

*N=719 Responses*

<b>#3</b>	<b>Survey Question</b>	The UOPX student teacher's conduct, appearance, and personal interactions aligned with your expectations.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	3	9	36	140	531
	<b>Summary</b>	<b>93.3%</b> of School Administrators agreed or strongly agreed that the student teacher's conduct, appearance, and personal interactions aligned with your expectations.				

*N=719 Responses*

#4	<b>Survey Question</b>	Members of the school community had a favorable view of the UOPX student teacher.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	5	7	41	153	513
	<b>Summary</b>	<b>92.6%</b> of School Administrators agreed or strongly agreed that the members of the school community had a favorable view of the UOPX student teacher.				

*N=719 Responses*

#5	<b>Survey Question</b>	If there was a teaching position here at my school now, I would hire this student teacher.				
	<b>Scale</b>	Strongly Disagree (1)	2	3	4	Strongly Agree (5)
	<b>Responses</b>	18	22	81	168	430
	<b>Summary</b>	<b>83%</b> of School Administrators agreed or strongly agreed that if there was a teaching position here at my school now, I would hire this student teacher.				

*N=719 Responses*

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

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

Through the advisory councils, the University seeks to refine and improve its programs so that they better prepare teacher candidates to meet the increasingly demanding needs of America’s P-12 schools.

The most recent Advisory Council was held in January 2023. Key topics/areas reviewed include:

**Prepping Student Teachers for Success:** Experiences and challenges in the field were shared, including the difficulties in maintaining strong agreements with local education agencies and state education agencies during the COVID-19 pandemic. Despite these challenges, the group acknowledged the positive efforts made by UOPX to support practicing teachers through a five-module workshop, designed to be personalized and non-judgmental. Recommendations were shared by the members on ways to foster relationships with local school districts.

**Badging:** The group discussed ideas relative to introductory badges for teacher candidates with the goal of showcasing their skills to employing school districts or other educational entities. The participants offered various insights and suggestions for the

badge topics, including mathematics for elementary teachers, mental health, cultural competency, student engagement, data literacy, social and emotional learning, trauma-informed practices, time and resource management, and skills on asking for resources in a persuasive manner.

**Brain Research:** The group explored key topics addressed in an article covering the topic of brain development and learning. The group discussed implications of this research for teacher preparation programs and society at large.

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

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

The Council's mission is to:

- Ensure DEI initiatives are linked to the College of Education's and University's missions and strategies
- Leverage organizational resources, when needed, in support of achieving objectives
- Make key decisions relative to the implementation of the DEIB strategy
- Model DEI principles within their respective teams and function

The Council's current composition consists of:

COE Dean & Select Administrative Staff

COE Faculty

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

Hub

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

Some of the committee's notable milestones include:

- Select courses were reviewed by a DEI sub-committee members
- Developed a series of recommendations for course edits based on sub-committee review, Faculty Council review, and COE faculty members' feedback
- DEI committee's goal is to continue to review COE courses across programs to continue to engage in this iterative process
- Collaboration with the University of Phoenix DEI committee to assure alignment and support each other's efforts.
- Supporting the University's Inclusive Leadership Summit by leading sessions, volunteering, and attending.
- Bringing awareness and creating a support network with the University's ERGs (Employee Research Groups).



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

### *R3.3 and RA3.4 Competency at Completion*

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

### **BACKGROUND:**

University of Phoenix has ceased enrolling students in its Utah-specific programs. The Utah-specific programs are the CAEP/NCATE approved programs. Details regarding the number of candidates in the programs during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #3.

### **UTAH:**

*The University of Phoenix ceased the enrollment of new students in the Utah state-specific programs in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 21/22 school year (September 1, 2021- August 31, 2022), these two programs had (zero) program completers and zero (0) active candidates. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.*

### ARTIFACT #1: Title II summary data as reported on University of Phoenix 2022-2023 Consumer Information Guide

Title II summary data is reported in the [University of Phoenix 2022-2023 Consumer Information Guide](#). Academic Year 2017-2018 is currently available on the Consumer Information Guide (CIG). Data for Academic Years 2019-2020 and 2020-2021 will be updated on the CIG on June 1, 2023. Data for 2019-2020 and 2020-2021 are included below:

#### **Title II of Higher Education Act**

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

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

#### **Title II HEA Pass-Rate Information**

Program completers achieved the following scores for the academic years below:

**Utah**

**Traditional Assessment Data 2019-2020**

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate teaching special populations: Fewer than 10 candidates, score not provided

**Traditional Assessment Data 2020-2021**

Aggregate academic content areas: Fewer than 10 candidates, score not provided

Aggregate professional knowledge: Fewer than 10 candidates, score not provided

**Program Information for Academic Year 2019–2020**

	<b>Utah</b>
Number of students enrolled	1
Number of students in student teaching	0
Number of supervising faculty including part and full-time	0
Student-to-faculty ratio for student teaching	0:0
Average hours per week in student teaching	40
Number of weeks of student teaching	12
Is the Teacher Education Program currently approved by the State	Yes
Is the Teacher Education Program currently designated as low performing	No

**Program Information for Academic Year 2020–2021**

	<b>Utah</b>
Number of students enrolled	1
Number of students in student teaching	1
Number of supervising faculty including part and full-time	1
Student-to-faculty ratio for student teaching	1:1
Average hours per week in student teaching	40
Number of weeks of student teaching	12
Is the Teacher Education Program currently approved by the State	Yes
Is the Teacher Education Program currently designated as low performing	No

**ARTIFACT #2: Clinical Practice Evaluations**

Candidates are formally evaluated on their teaching effectiveness during their culminating clinical practice placement (student teaching). University of Phoenix uses a student teaching evaluation tool known as the Candidate Preservice Assessment of Student Teaching (CPAST) Form. The CPAST scores provide a direct measure of candidates’ teaching effectiveness and competence during their internship, the culminating activity in their program. Given the low “n” of the UT-specific program completers, aggregate scores are

shared across College of Education programs across the country for the periods listed. Summary scores of candidates' during their Fall 2021 and Spring 2022 student teaching placements are included below.

***Fall 2021***

<b>CPAST Form Elements</b>	<b>% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=54)</b>	<b>% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=69)</b>	<b>% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=47)</b>	<b>% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)</b>
<b>A. Focus for Learning: Standards and Objectives /Targets</b>	100.00%	100.00%	97.87%	100.00%
<b>B. Materials and Resources</b>	100.00%	98.55%	97.87%	100.00%
<b>C. Assessment of P-12 Learning</b>	100.00%	100.00%	100.00%	98.28%
<b>D. Differentiated Methods</b>	100.00%	97.10%	100.00%	94.83%
<b>E. Learning Target and Directions</b>	98.15%	98.56%	97.88%	100.00%
<b>F. Critical Thinking</b>	98.15%	97.11%	95.74%	96.55%
<b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>	100.00%	100.00%	100.00%	96.55%
<b>H. Digital Tools and Resources</b>	100.00%	100.00%	100.00%	100.00%
<b>I. Safe and Respectful Learning Environment</b>	100.00%	98.55%	97.88%	100.00%
<b>J. Data-Guided Instruction</b>	96.30%	97.10%	97.87%	98.28%
<b>K. Feedback to Learners</b>	100.00%	98.55%	100.00%	98.27%
<b>L. Assessment Techniques</b>	98.14%	97.11%	97.87%	98.27%

<b>CPAST Form Elements</b>	<b>% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=54)</b>	<b>% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=69)</b>	<b>% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=47)</b>	<b>% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)</b>
<b>M. Connections to Research and Theory</b>	100.00%	97.10%	91.49%	84.49%
<b>N. Participates in Research and/or Evidence-based Professional Development (PD)</b>	100.00%	98.55%	95.74%	98.28%
<b>O. Demonstrates Effective Communication with Parents or Legal Guardians</b>	98.15%	97.11%	100.00%	93.10%
<b>P. Demonstrates Punctuality</b>	100.00%	98.55%	97.88%	100.00%
<b>Q. Meets Deadlines and Obligations</b>	96.30%	98.56%	97.87%	96.56%
<b>R. Preparation</b>	98.15%	100.00%	97.87%	96.55%
<b>S. Collaboration</b>	100.00%	100.00%	97.87%	98.27%
<b>T. Advocacy to Meet the Needs of Learners or for the Teaching Profession</b>	98.15%	98.55%	100.00%	94.83%
<b>U. Responds Positively to Feedback and Constructive Criticism</b>	100.00%	100.00%	100.00%	98.28%

*Spring 2022*

<b>CPAST Form Elements</b>	<b>% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=50)</b>	<b>% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=67)</b>	<b>% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=48)</b>	<b>% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)</b>
<b>A. Focus for Learning: Standards and Objectives /Targets</b>	100.00%	100.00%	100.00%	100.00%
<b>B. Materials and Resources</b>	100.00%	98.51%	100.00%	100.00%
<b>C. Assessment of P-12 Learning</b>	100.00%	100.00%	100.00%	100.00%
<b>D. Differentiated Methods</b>	98.00%	95.52%	97.91%	96.55%
<b>E. Learning Target and Directions</b>	100.00%	98.51%	100.00%	100.00%
<b>F. Critical Thinking</b>	100.00%	100.00%	97.92%	100.00%
<b>G. Checking for Understanding and Adjusting Instruction through Formative Assessment</b>	100.00%	100.00%	100.00%	100.00%
<b>H. Digital Tools and Resources</b>	100.00%	98.51%	100.00%	100.00%
<b>I. Safe and Respectful Learning Environment</b>	100.00%	100.00%	100.00%	100.00%
<b>J. Data-Guided Instruction</b>	98.00%	97.02%	100.00%	100.00%
<b>K. Feedback to Learners</b>	100.00%	98.50%	100.00%	100.00%
<b>L. Assessment Techniques</b>	100.00%	100.00%	100.00%	100.00%
<b>M. Connections to Research and Theory</b>	98.00%	95.52%	95.83%	96.56%

CPAST Form Elements	% of MAED/TED-S students who obtained Meets or Exceeds Expectations (count=50)	% of MAED/TED-E students who obtained Meets or Exceeds Expectations (count=67)	% of MAED/SPE students who obtained Meets or Exceeds Expectations (count=48)	% of BSED/E students who obtained Meets or Exceeds Expectations (count=58)
N. Participates in Research and/or Evidence-based Professional Development (PD)	98.00%	98.51%	100.00%	96.55%
O. Demonstrates Effective Communication with Parents or Legal Guardians	100.00%	95.52%	100.00%	96.55%
P. Demonstrates Punctuality	98.00%	100.00%	100.00%	98.28%
Q. Meets Deadlines and Obligations	100.00%	98.51%	97.92%	100.00%
R. Preparation	100.00%	100.00%	100.00%	100.00%
S. Collaboration	100.00%	100.00%	100.00%	100.00%
T. Advocacy to Meet the Needs of Learners or for the Teaching Profession	98.00%	98.50%	100.00%	98.27%
U. Responds Positively to Feedback and Constructive Criticism	100.00%	100.00%	100.00%	98.27%

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

University of Phoenix’s Hawaii specific teacher preparation programs were accredited by CAEP up until December 2021. For continuity in the administration of the CAEP alumni/employer survey from previous years and considering this is the last CAEP reporting cycle for Utah, the Hawaii graduates were also included in the alumni and employer survey.

University of Phoenix administered an alumni survey in collaboration with a third-party vendor. During January-February 2023, outreaches were to 172 program completers over the last six

years of the Utah state-specific teacher preparation and school counseling programs and the Hawaii state-specific teacher preparation programs. 54 surveys were completed, representing a 31% response rate. In this survey, candidates responded to questions related to their self-perceptions of their skills as an educator/school counselor and the effectiveness of their program. The response related to completers' perceptions of their professional knowledge, skills, and dispositions as an educator/school counselor is listed below:

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

(1) Unsatisfactory	%	(2) Basic	%	(3) Proficient	%	(4) Distinguished	%	Total
2	4%	0	0%	41	76 %	11	20%	100%

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

#### ARTIFACT #4: Academic Alumni Questionnaire Survey

University of Phoenix (UOPX) conducted its Academic Alumni Questionnaire (AAQ) between June 14, 2022 and July 22, 2022. The AAQ was distributed to 42,735 graduates at the associate, bachelor, master and doctoral levels. The total number of respondents was 3,804, yielding an 8.9% response rate. From this population, 217 survey respondents were College of Education (COE) alumni. Given the low “n” of UT-specific program completers, aggregate scores are shared across College of Education programs across the country for the periods listed. A high-level summary of select questions and responses is included below. These responses provide insights into program completers' self-perceptions on their preparedness and competencies in applying professional knowledge, skills, and dispositions.

- 77.8% of College of Education alumni surveyed agreed or strongly agreed that their UOPX education helped them to develop the knowledge and skills needed to be successful in their job. (n=151 respondents)
- 73.9% of College of Education alumni surveyed agreed or strongly agreed that their UOPX education has helped them to be more productive at work. (n=145 respondents)

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

- 86% of College of Education alumni surveyed agreed or strongly agreed that they can learn new knowledge and skills needed to adapt to a changing workplace. (n=167 respondents)

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

### **BACKGROUND:**

University of Phoenix has ceased enrolling students in its Utah-specific programs. The Utah-specific programs are the CAEP/NCATE approved programs. Details regarding the number of candidates in the programs during the reporting period are listed below to inform the review of the data measures presented for CAEP Impact Measure #4.

### **UTAH:**

*The University of Phoenix ceased the enrollment of new students in the Utah state-specific programs in January 2018 (initial teacher preparation and administration) and January 2019 (school counseling). During the 21/22 school year (September 1, 2021- August 31, 2022), these two programs had (zero) program completers and zero (0) active candidates. Active candidates are defined as students who have posted attendance over the last 365 days who have not yet graduated during the reporting time frame.*

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

#### **Utah-Specific Programs:**

There were no program completers of the Utah-specific programs during the 21/22 school year (September 1, 2021- August 31, 2022). Of the one (1) completer in the MSC/SC program during the previous reporting period (September 1, 2020 - August 31, 2021), 100% of the graduates obtained their School Counselor (K-12) license from the Utah State Board of Education. There were two (2) program completers for the initial teacher preparation programs for the Utah-specific programs during the reporting time frame (September 1, 2020- August 31, 2021). 100% of the graduates obtained their Professional Educator License from the Utah State Board of Education. This information was verified by University of Phoenix by doing a manual look-up of candidates on the public search portal of credentialled educators in the state.

### **ARTIFACT #2: Summary of University of Phoenix Completers Survey Report**

University of Phoenix's Hawaii specific teacher preparation programs were accredited by CAEP up until December 2021. For continuity in the administration of the CAEP alumni/employer survey from previous years and considering this is the last CAEP reporting cycle for Utah, the Hawaii graduates were also included in the alumni and employer survey.

During January-February 2023, University of Phoenix reached out to 172 program completers over the last six years of the Utah state-specific teacher preparation and school counseling programs and the Hawaii state-specific teacher preparation programs. 54 surveys were completed, representing a 31% response rate. Below is the information they provided relative to their employment status.



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

Yes	%	No	%	Total
50	93%	4	7%	54

**93% of graduates are employed in a P-12 school.**

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

Unanswered	%	Teacher	%	Instructional Coach	%	School Counselor	%	Principal/Vice Principal	%	Other	%	Total Respondents
3	6%	11	20%	0	0%	39	72%	0	0%	1	2%	54

**Of the respondents, 92% of the respondents indicated they held a teaching position or school counseling position.**