



## Fact Book 2007



University of Phoenix™  
Thinking ahead.



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## Introduction



For more than three decades University of Phoenix has been helping to shape working students into more productive and effective workers, managers, and citizens. From its humble origins as an upstart institution serving an unrecognized need—with less than a dozen students in its first graduating class—University of Phoenix has ably served both students and their employers. It has grown to be the largest private university in North America, with more than 250,000 students in classrooms and online throughout the U.S. and around the globe.

The University's capacity for innovation has helped transform the landscape of higher education in widely recognized ways. Many of the conveniences that 21st century students now take for granted—evening classes, flexible scheduling, continuous enrollment, a student-centered environment, practitioner faculty, online classes, online library, ebooks, computer simulations—were pioneered or made acceptable through University

of Phoenix’s efforts. Because of its unique approach, the University became and continues to be the ideal solution for today’s workers who are seeking personal and professional growth.

Recent market demands and changing demographics, as well as increases in the need for college-educated workers, have led University of Phoenix to develop new academic offerings in fields with great demand. By offering more than 100 degree programs at the associate, bachelor, master, and doctoral levels, in much-desired employment areas, from business and technology to health care and education, the University has become

a comprehensive learning institution responding to today’s workplace needs in every sense.

In the words of University of Phoenix President, William (Bill) Pepicello, “There has never been a more exciting time to be involved in higher education, particularly at University of Phoenix. The University helps learners to develop habits of intellectual inquiry and reflection, thus enhancing the multiple roles of learners in society and instilling in them a desire for lifelong learning. In this way, we prepare our students to be contributing members of the new, knowledge-based society.”



UNIVERSITY OF PHOENIX – BY THE NUMBERS	
Faculty	22,867
Employees	12,092
Campuses and Learning Centers	231
Licensed or Approved to Operate	42 States, the District of Columbia, Puerto Rico, Alberta, British Columbia, Mexico, and the Netherlands.



# National Demand for Education



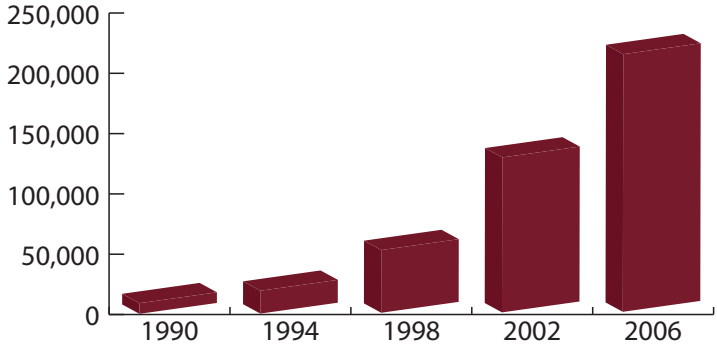
A 2006 report from the Secretary of Education's Commission on the Future of Higher Education, *A Test of Leadership: Charting the Future of Higher Education in the United States*, identifies the challenges facing higher education and serves as a call to action for the coming decades. According to the Department of Education, post-secondary enrollment should reach 19.9 million by 2015.

To serve these growing legions of students and to ensure that the United States remains economically competitive, the Commission recommends that all institutions of higher education, no matter what their specific mission may be, focus on four general areas of need:

- Accessibility
- Affordability
- Quality
- Accountability

# Enrollment

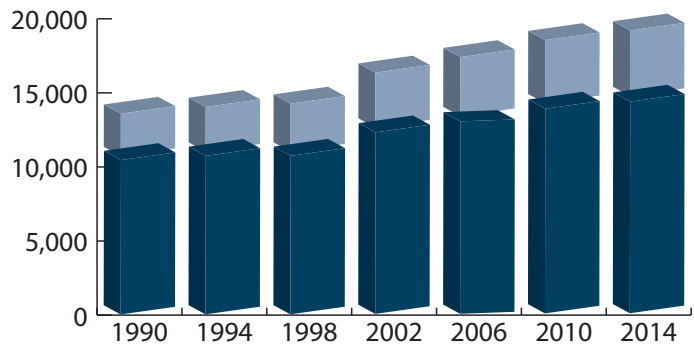
## University of Phoenix



# Accessibility

Throughout its history the University has sought to provide access to higher education and serve underserved populations. Through a combination of flexible scheduling options and virtual and physical

## National Demographics



Source: Department of Education  
Shown in thousands

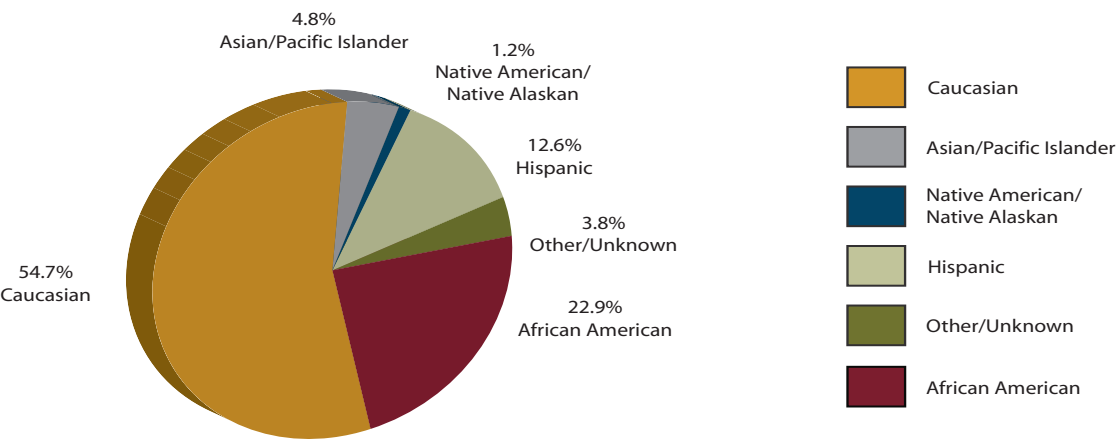
Public  
Private

venues, the University has been able to expand educational opportunities to those students who had previously been excluded due to personal, geographic, or employment circumstances.

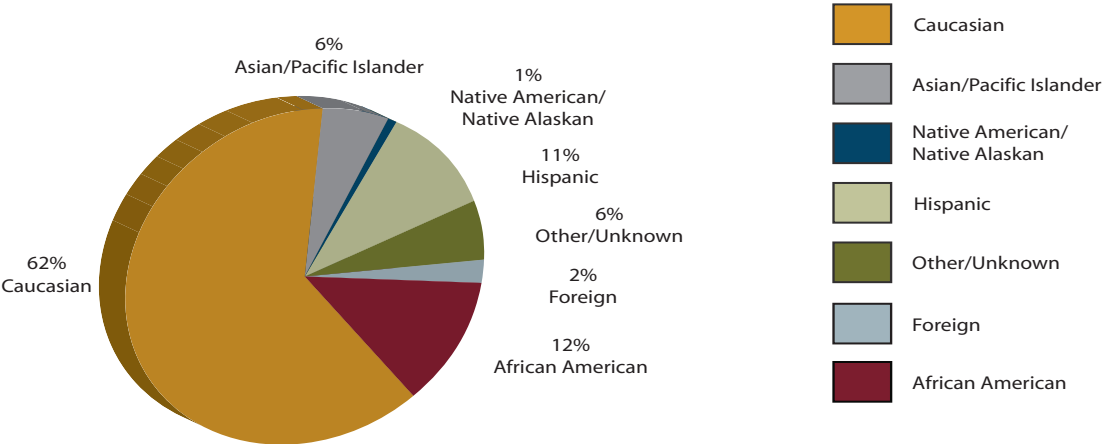
Not surprisingly, the diversity index at University of Phoenix is well above the national average—expanding

Student Diversity

University of Phoenix



National Demographics



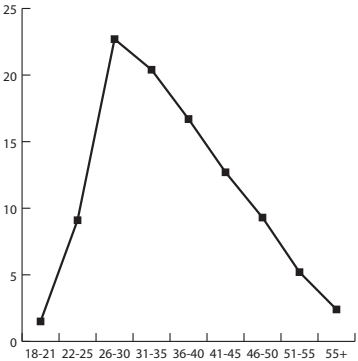


the scholarly community and providing greater opportunities for underrepresented populations to advance their personal and professional lives.

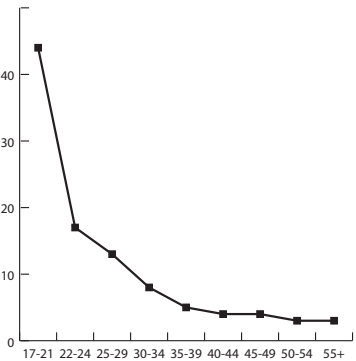
The University offers classes at local campuses as well as online via the Internet. Online learning is particularly important to students whose work or family responsibilities do not permit them to meet a fixed schedule or for whom driving or mobility issues represent a real barrier to education. Working couples, single parents, and independent workers of all ages and diverse living situations benefit from these programs and services, which promote work-life balance and enable the pursuit of a higher education.

Student Age

University of Phoenix



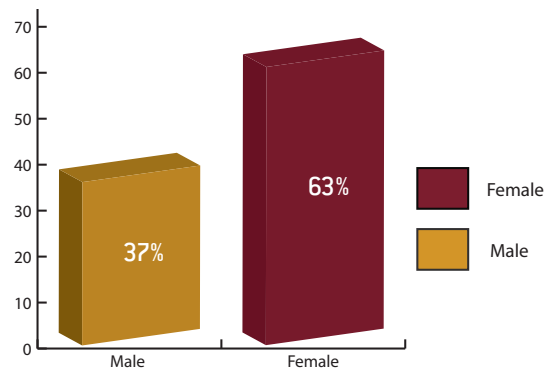
National Demographics



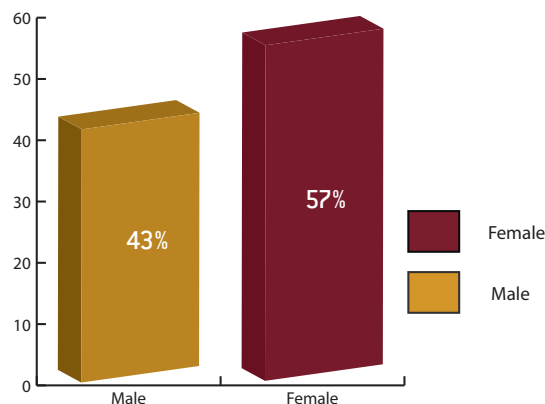
COST TO TAXPAYERS (PER STUDENT PER YEAR)				
	Public	Private Not-for-Profit	Private For-Profit	University of Phoenix
Number of Students	9,842,000	2,963,100	1,791,100	255,600
Taxpayer Costs	\$13,700	\$10,700	\$575	\$420
Taxpayer Credits	\$2,200	\$4,100	\$550	\$735
Net Cost to Taxpayer	\$11,500	\$6,600	\$25	(\$315)

# Student Gender

## University of Phoenix



## National Higher Education



In keeping with recent national trends in enrollment, women make up a majority of the student body at University of Phoenix. The percentage of female-to-male students at University of Phoenix is, in fact, slightly higher than the national average.

# Affordability

Undergraduate tuition rates at University of Phoenix are generally equal to or less than most private post-secondary institutions. According to a report from the College Board, *Trends in College Pricing 2005*, total tuition and fees at four-year private colleges and universities average approximately \$22,000 a year. (This figure is tuition only and does not include room and board.) University of Phoenix undergraduate tuition and fees are generally considered mid-range for private universities and average about \$12,000 a year.

The once “non-traditional” student, who must work while going to school, is now the norm in higher education. Consequently, for many students the freedom to complete a degree in a timely fashion while working is a critical part of their assessment of affordability. From



its inception, University of Phoenix has given these students the opportunity to continue their education and enhance their careers without putting their entire lives (and possibly those of their families) on hold. More precisely, the University has made it possible for hundreds of thousands of students to study without having to give up their paycheck. The significance of foregone wages is frequently overlooked when determining the cost of going to college. The National College Board estimates that the average earnings for those workers with high school diplomas is between \$20,000 to \$30,000 a year.

A University of Phoenix education is made affordable to students through productive learning. By offering courses and programs at times, places, and in venues that permit students to learn while they earn, University of Phoenix students do not have to make a decision between earnings and an education.

The University maximizes learning opportunities by providing the best curriculum, appropriate learning tools, and an environment that permits students to

TAX TYPE	UNIVERSITY OF PHOENIX ANNUAL CONTRIBUTION
State Payroll	\$18,496,493
Federal Payroll	\$146,189,255
Corporate	\$194,659,000
Business License, Sales and Use	\$6,902,783
Personal Property	\$2,042,785
Real Estate	\$724,542

master a body of knowledge in less time. Students do not interrupt their learning for long breaks during the year or in the summer. As a result, University of Phoenix students do not suffer the loss of wages and since a degree frequently leads to promotions, the graduates have the potential to increase salaries sooner.

University of Phoenix is a cost-effective alternative for taxpayers as well. The University pays federal, state, and local taxes, and does not rely on tax-exempt status or tuition subsidies.

In addition to increasing the educational capacity of the local workforce, the University makes a positive economic impact as an employer and as a net contributor of taxes (Chart, page 9).

### University of Phoenix Foundation

In 2006, the University established the University of Phoenix Foundation. The Foundation's mission is to create hope, discovery, dialogue, and opportunity in communities where our employees, faculty, and students live and work. The focus of the Foundation is to improve the lives of individuals and families by supporting and creating learning and educational opportunities.

The Foundation performs its work through a variety of programs, grants, sponsorships, and scholarships with a focus on initiatives that support youth and those traditionally left out of higher education. The Foundation looks specifically to support efforts that benefit key economic development areas such as education, health care, technology, environmental improvement, community development, and social service initiatives such as diversity and community activism.

Grants include funding programs and initiatives developed by 501(c)(3), tax-exempt public charities.



Grant program funding will be directed towards educational opportunities for students with a demonstrated financial need and will support programs that promote the following:

- Access to education
- Diversity
- Community activism
- Empowering individuals
- Promoting knowledge in needed areas

The Foundation is the key component of the University's overall community giving strategy and works toward these goals:

- Becoming a valuable member of local communities
- Extending the daily work of the University
- Continuing as an educational advocate and resource at the local and national levels



### LEARNING GOALS: A QUICK LOOK

Six goals—essential in the workplace as well as the classroom—are incorporated into the experience of every student and every faculty member at University of Phoenix:

- Professional Competence and Values
- Critical Thinking and Problem Solving
- Communication
- Information Utilization
- Collaboration
- Team Learning

## Quality

Access and affordability, by themselves, are not enough to ensure successful completion of a degree or upward mobility. To help make these goals a reality, the University has developed a vast array of strategies to cultivate important affective skills such as teamwork, critical thinking and problem solving, as well as the cognitive abilities required in fields of study. It is in the successful implementation of this educational context where the affective and practical are balanced by the cognitive and theoretical, where the curriculum and the teaching-learning method are focused on developing first class citizen-workers, that University of Phoenix excels.

Students advancing through an associate of arts degree at Axia College of University of Phoenix, and then continuing through the University's many undergraduate programs will encounter support programs appropriate to their respective needs. Those new to college will encounter a team of support personnel to provide coaching and strategies for student success and degree completion. And, all students can



avail themselves of a variety of learning and tutoring resources. On the other end of the academic support spectrum, doctoral students have access to dissertation review services from some of the best minds in their chosen fields.

Moreover, student support services such as the University's 24/7 technology hotline, the Centers for Writing and Mathematics Excellence, and the University's comprehensive electronic library combine both high-touch and high-tech (electronic) access to ensure that information—and therefore learning—can take place uninterrupted, around the clock. Students find these services fit their varied and individual schedules well.



Small class size and collaborative learning have always been the hallmark of a University of Phoenix education. Whether studying on campus or online, teamwork and collaboration compel students to excellence while providing important peer support and key competencies required in almost any field of endeavor. Courses are designed to combine individual and group activities and require interaction, discussion, and debate among students and faculty. Team learning at all academic levels helps teach students how to lead and how to follow, provides a safe place to try out new ideas, and facilitates collaborative behaviors important to learning and work. These goals cannot be accomplished easily in large lecture halls; therefore, average class size is maintained to fewer than twenty students.

Finally, true to its ideal of serving its students and their present and future employers, University of Phoenix creates learning outcomes for each course that are geared to the practical career needs and theoretical context of the discipline being studied. It then communicates the learning outcomes, clearly and specifically, to the students. Learning outcomes

are mapped throughout the coursework, and are linked throughout each degree program. These stated, measurable outcomes give the students, the faculty members, and the institution the opportunity to gauge success and to demonstrate the efficacy of the student's educational experience.

## Accountability

Outcomes assessment is an integral part of the educational process and organizational culture at University of Phoenix. Assessment is an ongoing part of every degree program at every campus. Learners and new faculty are introduced formally to the assessment system during their initial orientation to the University. Assessment occurs throughout each learner's program of study, with various measures being taken at the time of registration, throughout their programs, upon graduation, and several years following graduation.

At University of Phoenix, comprehensive evaluation research and analysis focuses on three dimensions of educational production: inputs, processes, and student

learning outcomes. These assessment measures are intended to provide faculty and academic managers with critical information needed to maintain and improve academic quality and to assure satisfaction with respect to learners, their employers, and the larger society.



The comprehensive nature of the assessment system and the longitudinal data that have been produced, provide the University with significant and meaningful input that is used to review and improve every aspect of the

institution. Data gathered from course evaluations and student learning outcomes are used in the curriculum development process, as well as in the creation of faculty development tools. Administrative support systems are also streamlined and made more user-friendly, building on the analysis of information gathered.

In addition the University is in a unique position to assess and compare the learning outcomes of

students enrolled in campus-based classes with those participating in the online classes. University of Phoenix has been offering complete degree programs via online delivery since 1989 – longer than any other institution. During this time, the University has measured and analyzed issues of curriculum, learning outcomes, and student services in both modalities.

Assessment systems should not be static. Over the history of the University our systems have been continuously updated and enhanced to accommodate new programs, program revisions, and changing assessment needs. In 2002 the University undertook a comprehensive reengineering of its assessment program and more recently, the University refined the systems again and is now launching a program of Institutional Quality Improvement.

#### **Institutional Quality Improvement System**

The purpose of the Institutional Quality Improvement System is to document that the institution is meeting its mission and purposes through continuous assessments based on a comprehensive array of quality control and

assurance instruments. A major component of this plan is the assessment of student learning.

### Assessment of Student Learning

The University's continuous search for the best ways to assure quality control led to the adoption of an Academic Assessment Plan (AAP), designed to demonstrate that our graduates meet programmatic and University learning goals. The AAP is comprised of four ongoing and iterative steps. These include:

1. Preparing an annual assessment plan for academic programs
2. Preparing an annual assessment result report for academic programs, based on student learning outcomes
3. Implementing improvements based on assessment results
4. Monitoring effectiveness of implemented improvements

By achieving programmatic competencies, University graduates are expected to become proficient in the following areas:



- Critical Thinking and Problem Solving
- Collaboration
- Information Utilization
- Communication
- Professional Values

In order to ensure students are meeting the goals, each college has developed an assessment matrix which outlines specific learning outcomes aligned to the University Learning Goals. Multiple methods have been identified to assess each outcome. Additionally, to ensure the assessments are both reliable and valid, the Department of Learning Assessment employs trained external evaluators who use scoring rubrics that support the evaluation of authentic assessment.

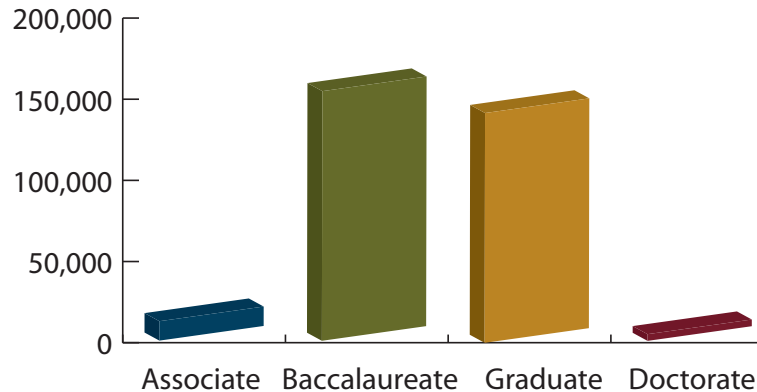
# The Comprehensive University



From the 18-year-old high school graduate seeking better employment opportunities, to the experienced worker who desires the knowledge, skills, and influence of an advanced degree, to the research-oriented doctoral student, University of Phoenix has become vital to their personal and professional advancement. The combination of access to education plus outstanding student support services translates into a true chance for success—whether online, in a classroom, or in a combination of both.

In addition, the University is responsive to the demands of growing industries such as information systems, communications, health care, and education. Within the degree programs that serve these industries, the University fine tunes the academic experience in order to make sure it is always relevant and to help each learner reach his or her potential in the light of their particular learning style.

## Comprehensive University Degrees Awarded



University of Phoenix regularly researches what industries require their employees (or potential employees) to know and swiftly responds to marketplace demands. The result is an institution focused on student achievement and a curriculum focused on the critical success factors required by America's dynamic workplaces. The making of citizen-workers, responsible men and women increasing the efficiency and productivity of the U.S. economy, is a critical part of the mission and purposes that drive University of Phoenix today and for the future.



### 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 productivity of their organizations, and provide leadership and service to their communities.







## Purposes

The University of Phoenix Statement of Purposes supports the Mission Statement and reinforces our commitment to ensure high standards of both quality and service to our broad learner base.

1. To facilitate cognitive and affective student learning—knowledge, skills and values—and to promote use of that knowledge in the student’s workplace.
2. To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students’ opportunities for career success.
3. To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classroom not only advanced academic preparation, but also the skills that come from the current practice of their profession.
4. To provide General Education and foundational instruction and services that prepare students to engage in a variety of University curricula.
5. To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
6. To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.
7. To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service, excellence, and convenience to the working adult.
8. To generate the financial resources necessary to support the University’s mission.

## Faculty



The faculty of University of Phoenix is an essential element of all aspects of the institution. The University employs a strong cadre of carefully selected academics as the Core Faculty that oversees curriculum and instruction. The Core Faculty is complemented by a large team of Associate Faculty members with advanced academic degrees and years of experience in the fields in which they teach. Our faculty help students relate to the world of work, help them make connections between theoretical and practical application, and bring immediate relevance to content.

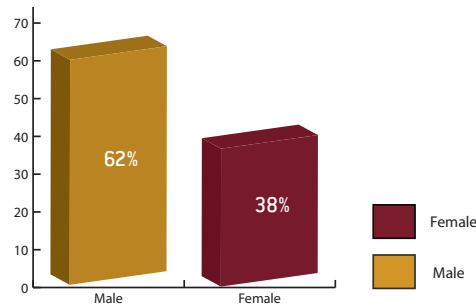
The University currently has a faculty of over 20,000 Associate Faculty and approximately 1,500 Core Faculty members.

University of Phoenix encourages a culture of disciplined inquiry among its faculty and a commitment to keeping themselves professionally up to date. These are important factors necessary to implement all aspects

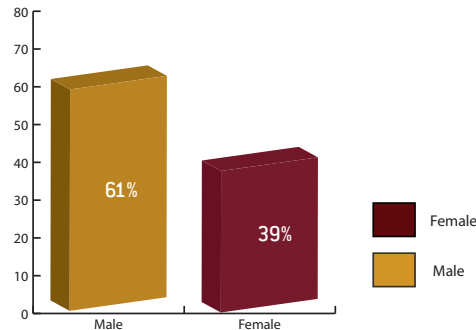
of its mission and purposes. University of Phoenix faculty members are therefore encouraged to be, and are rewarded for being, actively involved in academic and professional scholarly activities.

### Faculty Gender

University of Phoenix

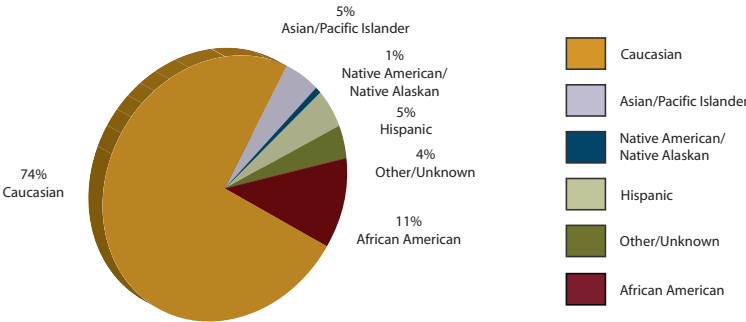


### National Demographics

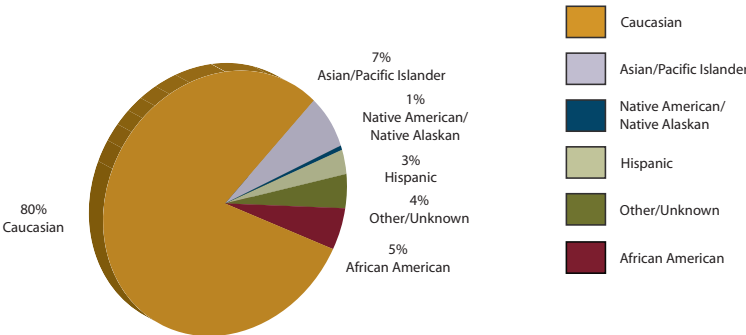


### Diversity

University of Phoenix



### National Demographics



## Academic Technology for 21st Century Learning



Just as it does in the workplace, technology plays an instrumental role in today's higher education. At University of Phoenix technology is interwoven into every aspect of the degree program—for local campus students as well as those attending online—in order to maximize access, in the service of learning and for greater efficiency. Through University of Phoenix, students can tap into the leading edge of educational technology anywhere they have an Internet connection, day or night.

The nerve center of the student experience is the rEsource<sup>SM</sup> online portal, which is the source for class assignments as well as the electronic learning tools to complete them. These include:

- eBook Collection: Hundreds of electronic textbooks available to all students at any time. In many classes, selected readings are compiled from a variety of textbooks so that students get the best of the best.

- Virtual Organizations: Internet and intranet sites for simulated, composite organizations replicating real-life problems. Allow students to research and study company and organizational records that would normally be off limits due to privacy restrictions.
- Simulations: Sophisticated electronic demonstrations enable students to explore and manipulate information in order to test hypotheses and assess results in a controlled environment.
- Center for Writing Excellence: Includes WritePoint<sup>SM</sup> (an automated review system for academic writing), Plagiarism Checker, Tutor Reviews (conducted by faculty members and other experts), and a number of web-based tutorials.
- Center for Mathematics Excellence: Synchronous labs with drop-in setting, open eight hours daily, seven days a week. Designed to explain and teach concepts rather than serving as an assignment assistance tool.

- University Library: Comprehensive electronic array of scholarly and professional research material, thereby providing a digitally-updated and remotely-accessible version of the academic library geared specifically for the University's students.

A full-time team of professional librarians and research specialists oversee the online collection and are available to assist students with their academic research.





## Institutional Awards and Recognition



- University of Phoenix selected for excellence in undergraduate education by researchers from Harvard, Stanford, and Claremont Graduate University in their comprehensive *Good Work Study*.
- University of Phoenix campus awarded the *Arizona State Quality Award*, similar in requirements to the renowned Malcolm Baldrige quality award.
- University of Phoenix recognized by the Council on Higher Education Accreditation (CHEA) as an exemplar of “Ensuring Quality in Distance Education”.
- University of Phoenix recognized by the American Productivity and Quality Center (APQC) as Best Practices Partner “Assessing Learning Outcomes”.



- University of Phoenix recognized by the Western Interstate Commission on Higher Education (WICHE) as an exemplar of “Good Practices in Distance Education”.
- University of Phoenix selected by the New Media Consortium as a designated *New Media Center*, an invited honor which denotes an organization that is deeply committed to expanding the boundaries of teaching, learning, and creative expression.
- University of Phoenix named as a recipient of the Western Cooperative for Education Telecommunications *WOW* (WCET Outstanding Work) *Award* for the work done with rEsource<sup>SM</sup>, specifically Virtual Organizations, Simulations, and the eBook Collection.



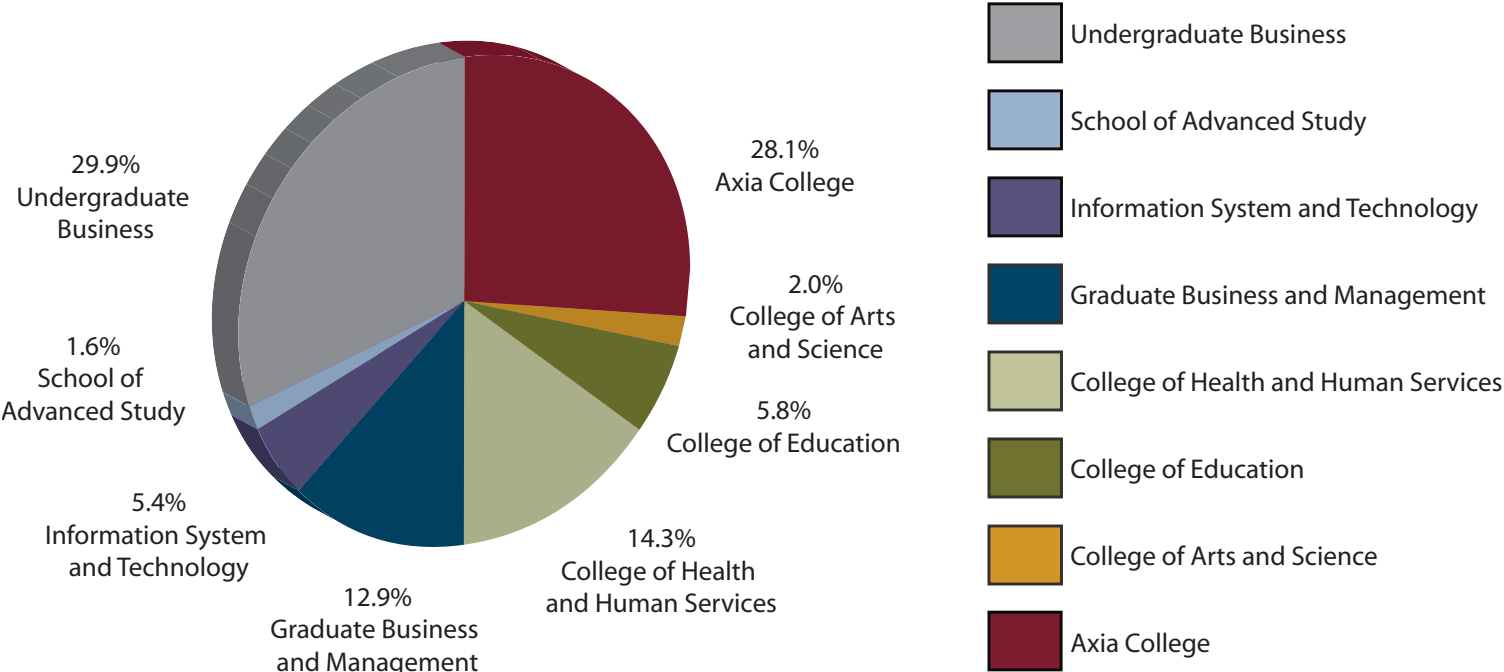
# Programs



Program and course development at University of Phoenix begin with the Academic Deans and include faculty input and implementation. Academic Program Councils, made up of selected members of the faculty, use a four-step process to create each program:

- Identify objectives, admission requirements, course requirements, and basic qualifications.
- Research input from a variety of constituencies, including leaders in the community, education, business, and industry.
- Create course objectives, content, suggested activities, assignments, and learning assets (texts, readings, simulations, tutorials, etc.).
- Verify alignment with the master curriculum agenda, program objectives, and University Mission and Institutional Learning Goals.

Enrollment by Colleges





## ASSOCIATE PROGRAMS

- Accounting
- Business
- Communication
- Criminal Justice
- General Studies
- Health Care Administration
- Human Services Management
- Information Technology
- Information Technology/Networking
- Information Technology/Visual Communication
- Paraprofessional Education
- Psychology



## GRADUATE PROGRAMS

- Administration of Justice and Security
- Business Administration
  - Accounting
  - Executive
  - Global Management
  - Health Care Management
  - Human Resources Management
  - Marketing
  - Public Administration
  - Technology Management
- Counseling
  - Community Counseling
  - Counseling/School Counseling
  - Marriage and Family Therapy
  - Marriage, Family, and Child Therapy
  - Mental Health Counseling
- Education
  - Administration and Supervision
  - Adult Education and Training
  - Curriculum and Instruction
  - Curriculum and Instruction/Computer Education
  - Curriculum and Instruction/Language Arts
  - Curriculum and Instruction/Mathematics
  - Curriculum and Instruction/English as a Second Language
  - Early Childhood
  - Special Education/Cross-Categorical
  - Teacher Education/Elementary
  - Teacher Education/Secondary
- Health Administration
  - Gerontology
  - Informatics
  - Nursing/Health Care Education
- Information Systems
- Management
  - Human Resources Management
  - International
  - Public Administration
- Nursing
  - Family Nurse Practitioner
  - Informatics
  - Nursing/Health Care Education



## DOCTORAL PROGRAMS

- Doctor of Business Administration
- Doctor of Health Care Administration
- Doctor of Management in Organizational Leadership
- Doctor of Management in Organizational Leadership with a Specialization in Information Systems and Technology
- Doctor of Education in Educational Leadership
- Doctor of Education in Educational Leadership with a Specialization in Educational Technology





## PROFESSIONAL CERTIFICATE PROGRAMS

- Accounting
- Call Center Professional
- e-Business
- Family Nurse Practitioner, Post Master's
- Global Management
- Human Resource Management
- Information Systems Security
- Integrated Health Care
- Marketing
- Mediation
- Nursing/Health Care Education
- Project Management
- School Nurse
- Society for Human Resource Management® certificate
- Technology Management

*\*Program titles and modalities may vary by state  
and not all programs are available in every location.*



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