



AAQEP Annual Report for 2024

Provider/Program Name:

American InterContinental University System (AIUS) – American InterContinental University (AIU) School of Education

End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited)”

June 30, 2026

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

American InterContinental University (AIU), Chandler, Arizona, (a member of the American InterContinental University System or AIUS) offers associate, bachelor's, and master's degree programs, as well as certificates to students/candidates who attend online and at ground campuses in Atlanta, Georgia and Houston, Texas. The University is divided into five schools: Business, Criminal Justice, Design, Education, and Information Technology. The AIU Master of Education (M.Ed.) degree program is part of the School of Education (SofEd).

Background

The M.Ed. degree program was created in 2002 with a focus on education technology and a mission to open access to graduate coursework opportunities for a diverse candidate base. The first courses launched in 2003 in a fully online delivery format. Concentrations were introduced in 2005 and 2006 to allow candidates to explore specific theories and practices associated with innovations in education subject areas. In 2011, the structure was modified to include core courses and “specializations,” which

replaced the “concentrations.” While the specializations maintained the original intent of providing candidates with common core skills and knowledge, they expanded beyond the original set of concentration areas and branched into areas of professional interest. The additional depth and breadth enabled the M.Ed. degree program to better address the diverse audience demographic that mirrored what was evolving in academic institutions throughout the nation. In 2013, the program adopted a structure consisting of 48 quarter credit hours divided into eight six-credit hour graduate courses (four core and four specialization) delivered in 10- week sessions.

In 2021, the SofEd once again recognized that due to the continuing evolution in education, it would benefit from an in-depth program analysis, which resulted in a new program structure consisting of ten 4.5 credit hour courses (45 quarter credit hours) over five-week terms. The new approach incorporated more core content and shifted from six specializations to four concentrations. This model provided stronger alignment with transfer credit and credit for prior learning initiatives. The revised program launched in January 2023 and includes the following concentrations:

1. Adult Education and E-Learning
2. Education Administration
3. Instructional Coordinator and Teacher Leadership
4. Instructional Design and Educational Technology

In addition, the redesign provided the opportunity to combine the elementary and secondary leadership specializations in alignment with Arizona State Board of Education requirements for a Principal Certification program. On August 26, 2022, the Arizona State Board of Education approved the AIU School of Education as an education preparation provider (EPP). As part of this approval, the Board approved the M.Ed. with a concentration in Leadership of PreK-12 Educational Organizations for Arizona Principal Certification. This program revision launched in February 2023 and includes the concentration listed below:

5. Leadership of PreK–12 Educational Organizations (Leading to Arizona Principal Licensure)

In January 2024, the SofEd elected to discontinue enrollment in two concentrations (Instructional Coordinator and Teacher Leadership and Instructional Design and Education Technology). Currently enrolled candidates who have selected these concentrations will have the opportunity to complete them.

Program Delivery

These programs offer a fully online academic experience that embeds technology at every level of the candidates’ programmatic journey. From a curriculum perspective, the programs require candidates to design educational programs that effectively address objectives integrating the appropriate use of various instructional media and technologies for learning. The programs assist

candidates to utilize authentic tools and assessments in the application of learning outcomes implemented for P-20 student success, as well as other educational settings. Candidates explore how to collaborate in a community of learners to practice the professional application of skills and to study the importance of asking the right questions to prompt efficient and effective answers. In addition, the Leadership of PreK–12 Educational Organizations M.Ed. includes a 150 hour on-site practicum experience.

The AIU M.Ed. course management and delivery technology is a critical resource provided to support candidate, faculty, and programmatic success. Candidates and faculty use University resources that provide access to a virtual campus, an electronic library, video-discussions, intellipath® (AIU's adaptive learning platform), Portfolium (an eportfolio and education dispositions tool), mobile applications, the full Articulate360 suite, and linked access to technical and academic support services.

AAQEP Membership Expansion

After working closely with AAQEP representatives to develop an implementation plan, in 2023 the AIUS AIU School of Education evolved its membership status to include the School of Education at two other AIUS members: California Southern University and Trident University International. The intent is to design, develop, and collect system-level data for the 2025 QAR and undergo a system-level accreditation site visit in 2026. While the AAQEP membership is now at the system level, the AIU School of Education programs are the only ones currently AAQEP-accredited.

Public Posting URL

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

<https://www.aiuniv.edu/degrees/education>

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2023-2024

In June 2023, the American InterContinental University (AIU) membership status shifted to the American InterContinental University System (AIUS). As a result, the membership numbers listed below reflect all education programs throughout AIUS which include programs from AIU, California Southern University (CalSo), and Trident University International (Trident). However, only the AIU School of Education Master of Education programs have AAQEP accreditation; that program will be the focus of the rest of the report.

Degree or Certificate granted by the institution or organization	State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (7/1/23-6/30/24)	Number of Completers in most recently completed academic year (7/1/23-6/30/24)
<i>Programs that lead to initial teaching credentials</i>			
None			
Total for programs that lead to initial credentials			
<i>Programs that lead to additional or advanced credentials for already-licensed educators</i>			
AIU: Master of Education (Leadership of PreK-12 Educational Organizations)	Arizona Principal Certification	72	9
Total for programs that lead to additional/advanced credentials		72	9
<i>Programs that lead to credentials for other school professionals or to no specific credential</i>			
AIU: Master of Education	None	130	19

Degree or Certificate granted by the institution or organization		State Certificate, License, Endorsement, or Other Credential	Number of Candidates enrolled in most recently completed academic year (7/1/23-6/30/24)	Number of Completers in most recently completed academic year (7/1/23-6/30/24)
AIU:	Master of Education (10-week schedule teachout)	None	31	16
CalSo:	Master of Education	None	5	2
Trident:	Master of Arts in Education	None	158	52
Trident:	Ed.D. in Leadership	None	205	23
Trident:	Ed.D. in Leadership (Degree Completion)	None	113	25
Trident:	Ph.D. in Educational Leadership	None	46	8
Total for additional programs			688	145
TOTAL enrollment and productivity for all programs			760	154
Unduplicated total of all program candidates and completers			760	154
AIU M.Ed. AAQEP Accredited Programs Only Totals			223	44

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

The AIU M.Ed. 48 quarter credit hour program version discontinued enrollment and went into teach out in January 2023. This program version includes the following specializations:

1. Adult Education and Training
2. Curriculum and Instruction for Educators
3. Elementary Education

4. Instructional Design and Technology
5. Leadership of Educational Organizations
6. Secondary Education

In January 2024, the following concentrations in the current 45 quarter credit hour program version discontinued enrollment.

1. Instructional Coordinator and Teacher Leadership
2. Instructional Design and Education Technology

3. Program Performance Indicators

AIU School of Education AAQEP Accredited Programs Only

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

A. Total enrollment. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here.

AIU Master of Education

Candidates enrolled between 7/1/23 and 6/30/24

Concentration or Specialization	Unduplicated Count
Leadership of PreK-12 Educational Organizations (C)	72
Adult Education and eLearning (C)	49
Education Administration (C)	57
<i>Subtotal – actively enrolling candidates</i>	178
Instructional Coordinator and Teacher Leadership (C)	13
Instructional Design and Education Technology (C)	11
Elementary Education (S)	1
Adult Education and Training (S)	11
Curriculum and Instruction for Educators (S)	6
Instructional Design and Technology (S)	3
Leadership of Educational Organizations (S)	10
<i>Subtotal – not accepting new enrollments</i>	55
TOTAL	233

B. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here.

AIU Master of Education

Completers between 7/1/23 and 6/30/24

Concentration or Specialization	Unduplicated Count
Leadership of PreK-12 Educational Organizations (C)	9
Adult Education and eLearning (C)	4

Education Administration (C)	10
Instructional Coordinator and Teacher Leadership (C)	1
Instructional Design and Education Technology (C)	4
Subtotal – actively enrolling candidates	28
Elementary Education (S)	1
Adult Education and Training (S)	5
Curriculum and Instruction for Educators (S)	4
Instructional Design and Technology (S)	2
Leadership of Educational Organizations (S)	4
Subtotal – not accepting new enrollments	16
TOTAL	44

C. Number of recommendations for certificate, license, or endorsement included in Table 1

9 - These completers of the Leadership of PreK–12 Educational Organizations M.Ed received an Institutional Recommendation (IR) for principal certification to the Arizona DOE.

D. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe.

Master of Education 100% and 150% Graduation Rates

Total Program Entrants 7/01/2022 to 06/30/2023	100% Graduates	100% Grad Rate	150% Graduates	150% Grad Rate
76	9	12%	24	32%

7/1/22 to 6/30/23 is the most current academic year cohort that has had 150% the 11 month program length (16.5 months) occur as of October 2024.

E. Summary of state license examination results, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

AEPA Principal Subtest I: 3 of 4 completers passed (75% pass rate)
 AEPA Principal Subtest II: 2 of 4 completers passed (50% pass rate)

AEPA Supervisor: 1 of 1 completers passed (100% pass rate)

For all failed attempts at the examinations with the exception of one instance, the scaled scores were within 10 points of the 240 points necessary for passing. Because this was our first cohort of Arizona Principal candidates, this year was our first opportunity to establish baseline data to be able to use AEPA scores in program improvement, which we will be implementing for curriculum reviews in 2025. A point of consideration, however, is the low sample size which is partially due to the small cohort size for the launch of the program, and the alternative certification pathway in Arizona, which waives the testing requirement for individuals who have assumed emergency campus leadership roles within their respective school districts. Thus, not all completers included in this reporting cycle were required to take the tests.

F. Narrative explanation of evidence available from program completers, with a characterization of findings.

Given past challenges with response rates for alumni surveys after graduation, the AIU SofEd embedded its alumni survey into the final capstone beginning in 2023. This survey includes six questions directly aligned with AAQEP Completer Standards 1 and 2. The following table illustrates completer responses in the affirmative regarding their competencies in their current role from October 2023 to August 2024.

N	Engage in Communities	Culturally Responsive Educational Practices	Create Learning Environments	Global Perspectives	Professional Growth	Professional Collaboration and Learning
58	98.28%	98.28%	98.55%	98.25% (N=57 for this question)	98.28%	98.55%

G. Narrative explanation of evidence available from employers of program completers, with a characterization of findings.

While the University does not require candidates to disclose employment information, the Alumni Survey referenced in the above section allows completers to voluntarily share employer contact information. An Employer Survey is then sent via email to the employers. Of the 21 completer respondents who provided employer contact permission and information between October 2023 and August 2024, one employer responded.

N	Engage in Communities	Culturally Responsive Educational Practices	Create Learning Environments	Global Perspectives	Professional Growth	Professional Collaboration and Learning
`	100%	100%	100%	N/A	100%	100%

H. Narrative explanation of how the program investigates employment rates for program completers, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The AIU SofEd does not collect this data.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

Provider-Selected Measure #1

AAQEP Assessment Candidate Self-Ranking

Explanation of Performance Expectation

Candidates are expected to complete a comprehensive reflective assessment aligned with AAQEP Standard 1 in which they provide demonstration of their competency in each aspect as illustrated with prior coursework. In addition to their narrative responses, they are provided a rubric with which they self-rank their proficiency levels. It is the expectation that at least 80% of candidates will rank at level 3 (Proficient) or above.

Level or Extent of Success in Meeting the Expectation

Expectation met

Standard 1a. Self-Ranking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	11	19.3	19.3	19.3
	3.00	41	71.9	71.9	91.2
	2.00	5	8.8	8.8	100.0
Total		57	100.0	100.0	

Standard 1b. Self-Ranking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	13	22.8	22.8	22.8
	3.00	36	63.2	63.2	86.0
	2.00	8	14.0	14.0	100.0
	Total	57	100.0	100.0	

Standard 1c. Self-Ranking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	14	24.6	24.6	24.6
	3.00	40	70.2	70.2	94.7
	2.00	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

Standard 1d. Self-Ranking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	19	33.3	33.3	33.3
	3.00	33	57.9	57.9	91.2
	2.00	4	7.0	7.0	98.2
	1.00	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

Standard 1e. Self-Ranking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	20	35.1	35.1	35.1
	3.00	34	59.6	59.6	94.7
	2.00	3	5.3	5.3	100.0
	Total	57	100.0	100.0	

Standard 1f. Self-Ranking					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	21	36.8	36.8	36.8
	3.00	35	61.4	61.4	98.2
	2.00	1	1.8	1.8	100.0
	Total	57	100.0	100.0	

Provider-Selected Measure #2

AAQEP Assessment Faculty Ranking

Explanation of Performance Expectation

Faculty review the assessment above and evaluate the candidates' demonstration of proficiency as evidenced by their narrative self-analysis and prior coursework as indicated in the narrative response. They then use the faculty rubric to assign rankings. It is the expectation that at least 80% of candidates will rank at level 3 (Proficient) or above.

Level or Extent of Success in Meeting the Expectation

Expectation met

1a					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	20	60.6	60.6	60.6
	3.00	11	33.3	33.3	93.9
	2.00	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

1b					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	22	66.7	66.7	66.7
	3.00	9	27.3	27.3	93.9
	2.00	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

1c					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	22	66.7	66.7	66.7
	3.00	9	27.3	27.3	93.9
	2.00	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

1d					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	23	69.7	69.7	69.7
	3.00	7	21.2	21.2	90.9
	2.00	3	9.1	9.1	100.0
	Total	33	100.0	100.0	

1e					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	23	69.7	69.7	69.7
	3.00	8	24.2	24.2	93.9
	2.00	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

1f					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4.00	23	69.7	69.7	69.7
	3.00	8	24.2	24.2	93.9
	2.00	2	6.1	6.1	100.0
	Total	33	100.0	100.0	

Provider-Selected Measure #3

Satisfactory Academic Progress (SAP) Policy

Explanation of Performance Expectation

The primary purpose of the policy is to provide measurable evidence that a candidate is progressing towards graduation from their program at a reasonable rate. Candidates cannot attempt more than 150% of the required credits for their program before reaching graduation. If a candidate cannot graduate before exceeding the 150% threshold, they are administratively dismissed.

Level or Extent of Success in Meeting the Expectation

Expectation met

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

Provider-Selected Measure #1

Signature Assessment Course Grades

Explanation of Performance Expectation

AAQEP Standards 1 and 2 have been mapped to PLOs. Throughout both AIU M.Ed. programs, Signature Assessments are embedded for program review at the I, R, and M levels to assess candidate progression. The courses in which the Signature Assessments appear are listed in the chart to the right, with the corresponding average course grades for all sessions running from September 2023 to August 2024. The expectation is that average course grades for these classes meet or exceed an 80% threshold.

Level or Extent of Success in Meeting the Expectation

Expectation met

Signature Assessment Course	# Candidates	Average Course Grade Excl.W
MED501	116	81.30%
MED503	87	87.05%
MED505	63	89.54%
MED511	82	82.15%
MED513	53	90.26%
MED515	45	87.51%
MED570	54	98.26%
MED575	22	94.29%
MED579	12	98.44%
MED590	34	89.17%

Provider-Selected Measure #2

CGPA Program Progression

Explanation of Performance Expectation

AAQEP Standards 1 and 2 have been mapped throughout course curriculum. It is a graduation requirement that all candidates must achieve a CGPA of 3.0 by time of completion. As the chart on the right indicates, although some candidates struggle to meet the curricular expectations during the introductory courses in the programs, candidate performance improves over time through reinforcement of the content. The expectation is that average GPAs will exceed 3.0 by MED579 and MED590 (capstones).

Level or Extent of Success in Meeting the Expectation

Expectation met

Signature Assessment Course	# Candidates	Avg. CGPA
MED501	116	2.5
MED503	87	3.1
MED505	63	3.3
MED511	82	3.2
MED513	53	3.4
MED515	45	3.3
MED570	54	3.9
MED575	22	3.7
MED579	12	3.8
MED590	34	3.5

Provider-Selected Measure #2

Candidate Portfolios

Explanation of Performance Expectation

One of the culminating assessments for both AIU M.Ed. programs is the candidate portfolio, in which candidates must compile select coursework and reflect upon their learning and growth throughout the program. Faculty then review the portfolios holistically along with the reflective narrative that includes discussion of complete performance of PLOs. The target threshold for this evaluation is 70%.

Level or Extent of Success in Meeting the Expectation

Expectation met

Course	Due Date	# Candidates	Submitted Assign. Grade
MED579	8/6/2024	3.00	100.0%
MED579	5/28/2024	9.00	99.4%
MED590	8/6/2024	4.00	71.3%
MED590	7/2/2024	12.00	74.1%
MED590	5/28/2024	5.00	100.0%
MED590	4/23/2024	2.00	74.5%
MED590	3/19/2024	5.00	79.4%
MED590	2/13/2024	2.00	97.5%
MED590	1/9/2024	2.00	100.0%
MED590	11/28/2023	1.00	100.0%
MED590	10/24/2023	1.00	100.0%
MED590	9/19/2023	1.00	100.0%

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

HLC Reaccreditation

The American InterContinental University System successfully achieved reaffirmation of our accreditation by the Higher Learning Commission (HLC) for another ten years by meeting all of the five criteria for accreditation. This prestigious accomplishment is a testament to our unwavering commitment to academic excellence, continuous improvement, and the high standards we uphold in providing quality education.

First AZ Principal Cohort Graduated

In June 2024, AIU's first Arizona Principal cohort graduated, with all 9 candidates receiving Institutional Recommendations for principal certification with the Arizona DOE, with some candidates having been promoted to campus leadership positions for the 2024-5 academic year. With the growth of the program and expanded school district alliances, several more cohorts are currently progressing through the program to graduate in 2025 and beyond.

Increased Arizona District Alliances

AIU school district alliances expanded beyond the initial graduating cohort to serve multiple districts across the state of Arizona. Further expansion is planned for 2025.

AI Policy and Innovation Council Established

In response to challenges posed by rapid innovation of AI technologies, AIUS established an Innovation Council to address the need for policy and curricular innovation. In 2024, academic honesty policies have been updated including guidelines developed for appropriate student and faculty use of AI. Additionally, curriculum handbooks have been updated to provide guidance for implementation of innovations and real world applications of evolving technologies and tools.