AAQEP Annual Report for 2023

Provider/Program Name:
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.

2023 Program Revisions
In 2021, the AIU School of Education once again recognized that due to the continuing evolution in education, the SoEd 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)

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 in order 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/Pathway (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, 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 2022-2023

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 includes 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 (7/1/22-6/30/23)	**Number of Completers** in most recently completed academic year (7/1/22-6/30/23)
Programs that lead to initial teaching credentials			
None			
Total for programs that lead to initial credentials			
Programs that lead to additional or advanced credentials for already-licensed educators			
AIU: Master of Education (Leadership of PreK-12 Educational Organizations)	Arizona Principal Certification	9	0
Total for programs that lead to additional/advanced credentials		9	9
Programs that lead to credentials for other school professionals or to no specific credential			
AIU: Master of Education	None	169	40
CalSo: Master of Education	None	4	3

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 (7/1/22-6/30/23)	Number of Completers in most recently completed academic year (7/1/22-6/30/23)
Trident: Master of Arts in Education	None	128	51
Trident: Ed.D. in Leadership	None	194	29
Trident: Ed.D. in Leadership (Degree Completion)	None	126	31
Total for additional programs		621	154
TOTAL enrollment and productivity for all programs		630	154
Unduplicated total of all program candidates and completers		630	154
AIU M.Ed. AAQEP Accredited Programs Only Totals		178	40

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

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.

Candidates enrolled between 7/1/22 and 6/30/23

Concentration	Unduplicated Count
Adult Education and eLearning	9
Education Administration	13
Instructional Coordinator and Teacher Leadership	8
Instructional Design and Education Technology	3
Leadership of PreK-12 Educational Organizations	9
Subtotal – programs launched in 2023	*42*
Specialization	
Adult Education and Training	52
Curriculum and Instruction for Educators	23
Elementary Education	5
Instructional Design and Technology	12
Leadership of Educational Organizations	43
Secondary Education	1
Subtotal – not taking new enrollments	*136*
TOTAL	178

B. Total number of unique completers. 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.

Completers between 7/1/22 and 6/30/23

Specialization	Unduplicated Count
Adult Education and Training	16
Curriculum and Instruction for Educators	7
Elementary Education	4
Instructional Design and Technology	3
Leadership of Education Organizations	9
Secondary Education	1
TOTAL	40

C. Number of recommendations for certificate, license, or endorsement included in Table 1
0

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 7/01/2021 to 06/30/2022	100% Graduates	100% Grad Rate	150% Graduates	150% Grad Rate
96	15	16%	23	24%

7/1/21 to 6/30/22 is the most current academic year cohort that has had 150% the 11 month program length (16.5 months) occur as of November 2023.

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%.

No exams taken during this reporting cycle

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

In 2023, the AIU SofEd continued using the internally created programmatic alumni survey created in March 2021. The survey includes 6 questions directly aligned with AAQEP Completer Standards 1 and 2 and the link to complete the survey was provided to candidates at the completion of their Capstone experience. The alumni data represented below consists of alumni responses from January 2023-October 2023.

N	Engage in Communities	Culturally Responsive Educational Practices	Create Learning Environments	Global Perspectives	Professional Growth	Professional Collaboration and Learning
23	100%	100%	100%	100%	100%	100%

The completer respondents affirm their ability on the competencies in their current role. Statements pertaining to supporting growth in international and global perspectives and the ability to engage in local school and cultural communities received the least affirmation. Completers affirm that the program gave them the abilities necessary to support professional learning and growth. Respondents agreed that AIU prepared them for the future.

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 AIU SofEd worked with a third-party vendor to conduct surveys/interviews of employers as part of a larger University initiative. The results were very limited with only 1 employer responding out of 3 employers contacted. The responding employer indicated that the candidate was successful in the six critical categories of engaging in communities, culturally responsive educational practices, creating learning environments, global perspectives, professional growth, and professional collaboration.

In an effort to enhance employer evidence, the AIU SofEd added a question to the alumni survey asking for permission to reach out to employers and for employer contact information. Based on the alumni survey data from January 2023–October 2023, 14 alumni gave permission and provided accurate contact information. The Dean conducted a random phone interview with 7 (50%) of the employers. Three were interviewed and other four did not return a message or did not answer.

N	Engage in Communities	Culturally Responsive Educational Practices	Create Learning Environments	Global Perspectives	Professional Growth	Professional Collaboration and Learning
3	100%	100%	100%	100%	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 School of Education 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
Signature Assessment (SA) Score

Explanation of Performance Expectation

The courses that include a Signature Assessment for the 4.5 M.Ed. and the AZ 4.5 M.Ed. included are:
MED501
MED503
MED505
expectation score of 2 introduce level

MED511
MED513
MED515
expectation score of 3 reinforce level

MED590 (Capstone)
expectation score of 4 mastery level

Leadership of PreK-12 Educational Organizations (Arizona Principal)
MED570
expectation score of 2 introduce level
MED575
expectation score of 3 reinforce level
MED579 (Capstone)
expectation score of 4 mastery level.

Since the Arizona Principal Program launched in February 2023 and began its first cohort in June 2023, data for MED575 and MED579 was not included, as these courses had not yet run as of the report date.

Level or Extent of Success in Meeting the Expectation

The table below illustrates overall candidate performance throughout the revised 4.5 program and the Arizona Principal program (also 4.5), respectively, from January 2023 to September 2023. Due to differences in progress rates for individual candidates, the Ns are different for each course, with the MED590 data only reflecting 1 candidate. Over time, these enrollment numbers will likely increase for the R and M courses as candidates progress. MED575 and MED579 are included as placeholders, as these courses have not yet run.

4.5 Program:

Program Level Objective	AAQEP Standard	Meets/ Exceeds MED501 (I) N=37	Meets/ Exceeds MED503 (I) N=23	Meets/ Exceeds MED505 (I) N=12	Meets/ Exceeds MED511 (R) N=12	Meets/ Exceeds MED513 (R) N=4	Meets/ Exceeds MED515 (R) N=3	Meets/ Exceeds MED590 (M) N=1
DESIGN ED CONTENT (PLO 1 Design Programs)	*AAQEP Standard 1a, 1c, 1e; Standard 2b, 2c, 2d*	97.3%	100%	100%	66.7%			100%
ED DECISION-MAKING (PLO 2 Decision Making)	*AAQEP Standard 1b, 1d*	97.3%				75%		100%
COMMUNICATION SKILLS (PLO 3 Research)	*AAQEP Standard 1f; Standard 2e, 2f*	89.2%			75%	100%		100%
PROFESSIONAL DISPOSITIONS (PLO 4 Educational Dispositions)	*AAQEP Standard 1f; Standard 2e, 2f*	95.3%					100%	100%
INSTR STRAT/TECH (PLO 5 Information Tech and Information Systems)	*AAQEP Standard 1a, 1b, 1c; Standard 2b, 2c, 2d*	97.3%		100%			100%	100%
ANALYZE INSTR DESIGN (PLO 6 Analyze Interventions)	*AAQEP Standard 1d, 1e; Standard 2a*	97.3%	95.7%				100%	100%
ASSESSMENT AND EVALUATION (PLO 7 Integrate Educational Plans)	*AAQEP Standard 1c, 1d; Standard 2a, 2e*	97.3%		100%			100%	100%

Arizona Principal Program:

Program Level Objective	AAQEP Standard	Meets/ Exceeds MED570 (I) N=9	Meets/Exceeds MED575 (R) N=0	Meets/Exceeds MED579 (M) N=0
DESIGN ED CONTENT (PLO 1 Design Programs)	*AAQEP Standard 1a, 1c, 1e; Standard 2b, 2c, 2d*	100%		
ED DECISION-MAKING (PLO 2 Decision Making)	*AAQEP Standard 1b, 1d*	88.9%		
COMMUNICATION SKILLS (PLO 3 Research)	*AAQEP Standard 1f; Standard 2e, 2f*	100%		
PROFESSIONAL DISPOSITIONS (PLO 4 Educational Dispositions)	*AAQEP Standard 1f; Standard 2e, 2f*	100%		
INSTR STRAT/TECH (PLO 5 Information Tech and Information Systems)	*AAQEP Standard 1a, 1b, 1c; Standard 2b, 2c, 2d*	100%		
ANALYZE INSTR DESIGN (PLO 6 Analyze Interventions)	*AAQEP Standard 1d, 1e; Standard 2a)*	100%		
ASSESSMENT AND EVALUATION (PLO 7 Integrate Educational Plans)	*AAQEP Standard 1c, 1d; Standard 2a, 2e*	88.9%		

Provider-Selected Measure #2
Signature Assessment (SA) Course Grades

Explanation of Performance Expectation

The SA assignments courses are tagged to AAQEP standards, program outcomes, national professional standards, specialization standards, and aligned with diversity and technology cross-cutting themes. Grading is carried out by faculty using established standard rubrics. The rubrics assigned to each assignment carry relative weight percentages and points are achieved based on a maximum number of points allocated to an assignment. Grade data is captured as points scored, percent of points possible, and the equivalent letter grade for an assignment. Since the grade represents the candidate's abilities in the criteria indicated in the rubrics, it also serves as a measure of the candidate's ability as aligned with the quality principles and cross-cutting themes. Graduate grading scale applied 100 - 73. Expected passing rate is 70%.

Level or Extent of Success in Meeting the Expectation

MED511 was below expectation and reflects the first intensive research course. However, candidate performance in MED513, the second intensive research course, exceeds expectations which suggests that candidates applied their knowledge from MED511 to achieve greater success in the subsequent course.

Course	# Candidates	Pass Rate	Avg Course Grade Excluding W	Avg. Cumulative GPA
MED501	58	81.63%	82.32%	2.4
MED503	31	88.46%	86.57%	3.2
MED505	15	92.86%	87.21%	3.1
MED511	19	61.11%	74.96%	2.9
MED513	5	100.00%	88.21%	3.5
MED515	3	100.00%	87.87%	2.9
MED570	9	100.00%	97.92%	4.0
MED590	1	100.00%	96.69%	3.2

Data analyzed are from the 2301A, 2301B, 2302A, 2302B, 2303A, 2303B, and 2304A (January 2023–September 2023)

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 (SA) Score

Explanation of Performance Expectation

The courses that include a Signature Assessment for the 4.5 M.Ed. and the AZ 4.5 M.Ed. included are:
MED501
MED503
MED505
expectation score of 2 introduce level

MED511
MED513
MED515
expectation score of 3 reinforce level

MED590 (Capstone)
expectation score of 4 mastery level

Leadership of PreK-12 Educational Organizations (Arizona Principal)
MED570
expectation score of 2 introduce level
MED575
expectation score of 3 reinforce level
MED579 (Capstone)
expectation score of 4 mastery level.

Since the Arizona Principal Program launched in February 2023 and began its first cohort in June 2023, data for MED575 and MED579 was not included, as these courses had not yet run as of the report date.

Level or Extent of Success in Meeting the Expectation

The table below illustrates overall candidate performance throughout the revised 4.5 program and the Arizona Principal program (also 4.5), respectively, from January 2023 to September 2023. Due to differences in progress rates for individual candidates, the Ns are different for each course, with the MED590 data only reflecting 1 candidate. Over time, these enrollment numbers will likely increase for the R and M courses as candidates progress. MED575 and MED579 are included as placeholders, as these courses have not yet run.

4.5 Program:

PLO	AAQEP Standard	Meets/ Exceeds MED501 (I) N=37	Meets/ Exceeds MED503 (I) N=23	Meets/ Exceeds MED505 (I) N=12	Meets/ Exceeds MED511 (R) N=12	Meets/ Exceeds MED513 (R) N=4	Meets/ Exceeds MED515 (R) N=3	Meets/ Exceeds MED590 (M) N=1
DESIGN ED CONTENT (PLO 1 Design Programs)	*AAQEP Standard 1a, 1c, 1e;* **Standard 2b, 2c, 2d**	97.3%	100%	100%	66.7%			100%
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COMMUNICATION SKILLS (PLO 3 Research)	*AAQEP Standard 1f;* **Standard 2e, 2f**	100%		
PROFESSIONAL DISPOSITIONS (PLO 4 Educational Dispositions)	*AAQEP Standard 1f;* **Standard 2e, 2f**	100%		
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ANALYZE INSTR DESIGN (PLO 6 Analyze Interventions)	*AAQEP Standard 1d, 1e;* **Standard 2a**	100%		
ASSESSMENT AND EVALUATION (PLO 7 Integrate Educational Plans)	*AAQEP Standard 1c, 1d;* **Standard 2a, 2e**	88.9%		

Provider-Selected Measure #2
Signature Assessment (SA) Course Grades

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Level or Extent of Success in Meeting the Expectation

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MED513	5	100.00%	88.21%	3.5
MED515	3	100.00%	87.87%	2.9
MED570	9	100.00%	97.92%	4.0
MED590	1	100.00%	96.69%	3.2

Data analyzed are from the 2301A, 2301B, 2302A, 2302B, 2303A, 2303B, and 2304A (January 2023 – September 2023)

Provider-Selected Measure #3

Completer Survey

Explanation of Performance Expectation

AIU SofEd online survey January 2023-October 2023. The survey questions align specifically to AAQEP Standard 1 and Standard 2 questions with a benchmark of 80% satisfied respondents.

Level or Extent of Success in Meeting the Expectation

Expectations met and exceeded
N=23 non duplicated responses

Professional Learnings	100%
Professional Growth	100%
Create Learning Environments	100%
Cultural Diversity	100%
Engagement in Community	100%
International Global	100%

Data covers January 2023–October 2023.

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.

- The AIU SofEd launched a revised program (the 4.5 version) to meet industry-specific needs and include the Articulate360 suite of curriculum design software products as well as update engagement with our adaptive learning product "intellipath®" and develop online faculty inter-rater reliability training modules.
- The new AZ EPP approved Leadership of PreK-12 Educational Organizations leading to Principal Certification program option was launched.
- SoEd leadership received AAQEP approval for a proposal for an innovative system-level membership to include all schools/colleges of education under the American InterContinental University System umbrella.
- AAQEP President Dr. Mark LaCelle-Peterson met with AIUS education leaders to conduct a System-level training covering programmatic accreditation, evaluation and assessment, and evidence metrics.
- In partnership with AAQEP leadership, the education leaders from all AIUS education programs developed a system-level assessment and survey approach to align with the new system-level membership in preparation for completing a system-level QAR for 2025. These system-level assessment assignments and surveys were integrated into all system members to begin data collection.
- KDP/AKI Honor Society expanded to system level to include all system education candidates with an end-of-year membership total of 88.