



DeVry University *Academic Annual Report*

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2009-2010

## *A Message from the President*

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We are proud to present the 2009-2010 DeVry University Academic Annual Report.

For decades, DeVry University has publicly reported the rates at which our students graduate and become employed in their chosen fields. This new report reflects our commitment to also provide a thorough and straightforward reporting on our academic initiatives and progress.

The past year has continued to be a difficult one for the average American considering college. Nationwide, economic hardships persist; unemployment rates are high; and a college degree is increasingly important in the global workplace where business, science and technology skills matter more than ever. Yet, attending college is a significant investment of time and money, and many students struggle with both.

At DeVry University, we have joined with many other colleges and universities in addressing President Obama's challenge to the nation: by 2020 America must, once again, have the highest proportion of college graduates in the world. At the same time, private-sector universities which now serve approximately 10 percent of the nation's college students, are experiencing an unprecedented level of public scrutiny.

We at DeVry University see this scrutiny as an opportunity to provide the public with a confirmation of our high standards, our academic quality and our student-centered approach to education. We are proud to confirm that our students are getting the high-quality education they expect and deserve. At the same time, we know we can improve. That's why we have disclosed both our strengths and opportunities for improvement in this report.

DeVry University's culture is one of continuous improvement and data-driven decision making. We subscribe to the axiom: *that which gets measured gets done*. In this report, you will find information about how DeVry University is tackling some common challenges in higher education, including:

- Improving student retention and graduation rates;
- Providing education that is affordable and accessible;
- Meeting the needs of nontraditional students;
- Enriching the learning experience with the latest methodologies and technologies;
- Tailoring degree programs to meet market demands;
- Helping students understand how to attain career success; and
- Proactively teaching students to manage their educational loan debt after graduation.

DeVry University is proud to play a key role in helping restore the nation's educational attainment levels, and we are honored to be entering our ninth decade of helping students succeed.

A handwritten signature in black ink, appearing to read "David J. Pauldine". The signature is fluid and cursive, with a large, stylized initial "D".

**David J. Pauldine**  
President, DeVry University

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*Note: Unless otherwise noted, the data and information presented in this 2009-2010 report pertains to fiscal year 2010 or the period from July 1, 2009 through June 30, 2010. Where dates are listed as "2010" or "2009," the corresponding fiscal year is implied.*

*Our enrollment and faculty population data (located on pages 9 and 32) reports our Fall 2009 statistics, which is the most recent reporting period for which we have national average comparison data from the National Center for Education Statistics (NCES).*

# About Us

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The mission of DeVry University is to foster student learning through high quality, career-oriented education integrating technology, science, business and the arts.

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The DeVry University Mission

## History

DeVry University has a rich history of providing quality, integrity and innovation in education for an ever-changing world. With more than a quarter million alumni, we have helped students for many decades to earn associate, bachelor's and master's degrees in technology, science, business and the arts. Founded by Dr. Herman DeVry in 1931, we began as DeForest Training School, preparing students for technical work in electronics, motion pictures, radio and, later, television. Eighty years later, we are proud to be one of the largest private, degree-granting, regionally accredited higher education systems in North America. We offer undergraduate and graduate degree programs at nearly 100 locations in the United States and Canada as well as online. Graduate degree programs in management are offered through DeVry University's Keller Graduate School of Management, which was founded in 1973 by Dennis J. Keller and Ronald L. Taylor.

## Mission and Purposes

The mission of DeVry University is to foster student learning through high quality, career-oriented education integrating technology, science, business and the arts. The university delivers practitioner-oriented undergraduate and graduate programs onsite and online to meet the needs of a diverse and geographically dispersed student population.

DeVry University seeks to consistently achieve the following purposes:

- To offer applications-oriented undergraduate education that includes a well-designed liberal arts and sciences component to broaden student learning and strengthen long-term personal and career potential.
- To offer practitioner-oriented graduate education that focuses on the applied concepts and skills required for success in a global economy.
- To provide market-driven curricula developed, tested and continually improved by faculty and administrators through regular outcomes assessment and external consultation with business leaders and other educators.
- To continually examine the evolving needs of students and employers for career-oriented higher education programs as a basis for development of additional programs.
- To promote teaching excellence through comprehensive faculty training and professional development opportunities.
- To provide an interactive and collaborative educational environment that strengthens learning, provides credentialing opportunities and contributes to lifelong educational and professional growth.
- To provide student services that contribute to academic success, personal development and career potential.
- To serve student and employer needs by offering effective career entry and career development services.

## Values

In striving to accomplish our educational mission and purposes, we adhere to the following values, which reflect the standards of service and conduct to which we have committed ourselves:

- Student success – Fostering student success is the underlying principle that guides DeVry University's decision making and institutional activities.
- Excellence in teaching – Engaging faculty who embrace continual improvement in their subject matter expertise, pedagogical effectiveness and appropriate use of technology advances teaching excellence and promotes student learning.
- Academic standards – Upholding academic standards and ensuring academic integrity are paramount in ensuring the value of graduates' degrees.
- Academic freedom – Encouraging faculty and staff to engage in appropriate scholarly activities and in free exploration of ideas is essential to maintaining the intellectual vitality of the institution.
- Educational relevance – Offering technical and business programs that provide career enhancement, promote responsible citizenship and encourage lifelong learning supports the university's mission.
- Organizational integrity – Involving the institution's members in the development of policies, and consistent application of policies and procedures to interdepartmental relationships, is required to maintain institutional stability and effectiveness.
- Responsive student services – Providing support services in a helpful and caring manner to students fosters learning and supports academic success.
- Building on diversity – Maintaining an institutional culture that draws strength from the varied perspectives and backgrounds of its students, faculty and staff helps DeVry University achieve its educational and strategic goals.
- Institutional improvement – Reviewing and improving curricula, academic operations, teaching and academic support services are critical for maintaining an educational leadership position in rapidly evolving academic fields.

## Colleges and Programs of Study

### College of Business & Management:

#### Associate Degree –

- Accounting

#### Bachelor's Degree –

- Business Administration
- Management
- Technical Management

### Master's Degree Programs—Keller Graduate School of Management –

- Business Administration
- Accounting & Financial Management
- Human Resource Management
- Project Management
- Public Administration
- Information Systems Management
- Network & Communications Management

### College of Engineering & Information Sciences:

#### Associate Degree –

- Electronics & Computer Technology
- Network Systems Administration

#### Bachelor's Degree –

- Biomedical Engineering Technology
- Computer Engineering Technology
- Computer Information Systems
- Electronics Engineering Technology
- Game & Simulation Programming
- Network & Communications Management

#### Master's Degree –

- Electrical Engineering
- Information Systems Management
- Network & Communications Management

### College of Health Sciences:

#### Associate Degree –

- Electroneurodiagnostic Technology
- Health Information Technology

#### Bachelor's Degree –

- Clinical Laboratory Science

### College of Liberal Arts & Sciences:

#### Bachelor's Degree –

- Justice Administration (*as of Spring 2011*)
- Liberal Studies (*as of Spring 2011*)

### College of Media Arts & Technology:

#### Associate Degree –

- Web Graphic Design

#### Bachelor's Degree –

- Multimedia Design & Development

## New and Expanded Degree Programs

To ensure our students have the best opportunities possible after graduation, we continue to expand offerings of existing degree programs and to add new degree programs based on shifts in industry and emerging technology. In 2010, locations across the country and in Calgary rolled out 247 individual programs or offerings. Of these, 136 or 55 percent were new programs; the remainder were existing programs made

# About Us

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available at new locations. We take pride in developing new degree programs that educate students about issues — such as environmental and sustainability management — that will become increasingly critical for our planet. All new and expanded degree programs are developed and offered based on careful consideration of the factors a new graduate faces when entering the job market. Will the degree correlate to a number of specific jobs in demand at this time? Will the degree provide a student with the soft skills and technological fluency necessary in the 21<sup>st</sup> century workplace? Will the value of the degree hold up against the current economic climate and market trends?

## New Programs

In 2010, we developed the following degree programs.

### B.S. Justice Administration

Available for enrollment in Spring 2011, this degree will help meet the increasing requirement that applicants for justice administration-related jobs hold a bachelor's degree to be hired with organizations such as FBI, U.S. Bureau of Alcohol, Tobacco, Firearms and Explosives, DEA, and positions in border patrol, postal inspection, police work and corrections. The Justice Administration degree program provides students with a background of the criminal justice system — including policing and corrections, as well as emergency management. Graduates gain additional depth through their selected track. The degree program is designed to meet the educational needs of individuals seeking to begin careers in criminal justice, as well as adults currently working in the field or with prior or related experience. Coursework augments government-required training programs.

### B.S. Liberal Studies

According to the Bureau of Labor Statistics and National Center for Education Statistics, in the 26 states in which DeVry University operated in 2008, there were roughly 11.5 million opportunities for the 321,000 graduates holding a bachelor's degree in liberal arts or liberal studies. Students in DeVry University's Liberal Studies program, available in Spring 2011, will develop a robust set of applied skills with the option to choose from three areas of concentration:

- Business Communication
- Technical Communication
- Emerging Media Communication

Each concentration is surrounded by a multidisciplinary course of study in applied technologies, business, communications, humanities, mathematics, science and the social sciences. These concentrations have been

designed to prepare students for a diverse set of roles and industries, such as administration, communications or consulting.

### Suite of Green Concentrations

Our new Suite of Green courses, beginning in Spring 2011, allow students to add a concentration in sustainability management or green technology to existing degree programs. These concentrations are offered in our College of Business & Management and our College of Engineering & Information Sciences.

### Undergraduate and MBA Concentration in Sustainability Management

According to the 2008 Green Jobs Report<sup>1</sup> in 2006, there were already 750,000 green jobs in the U.S. economy.<sup>2</sup> The same report estimates that by 2038, the U.S. economy will generate 4.2 million more green jobs. These jobs will require a new set of competencies. In response to this increasing need for graduates who understand sustainability practices, DeVry University will begin offering a sustainability management concentration to students enrolled in the following bachelor's degree programs:

- Business Administration
- Technical Management
- Management

We will also offer a sustainability management concentration to students enrolled in the Master of Business Administration program. Students seeking a concentration in sustainability management will cover the following topical areas in their coursework:

- sustainability marketing
- organizational sustainability
- sustainability operations
- business and environmental sustainability

### Electronics Engineering Technology Concentration on Renewable Energy

This concentration allows a student to focus on power electronics, studying conservation principles, environmental economics and alternative power systems. The existing enterprise computing track in our computer information systems program also provides a strong offering in green business and technology.

### New Degree Programs on the Horizon

We are currently in the process of developing new degree programs in health care and education to help meet national demand for workers in these fields.

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<sup>1</sup> Global Insight, Green Jobs in U.S. Metro Areas October 2008. Prepared for The United States Conference of Mayors and the Mayors Climate Protection Center.  
<sup>2</sup> Defined as jobs "devoted to the reduction of fossil fuels, the increase of energy efficiency, and the reduction of greenhouse gas emissions."

### Make New Degree Programs Available to Students in a More Timely and Efficient Manner

In 2009-2010, DeVry University determined a need to streamline decision, design and roll-out processes for new degree programs. We recognize that updated, market-aligned educational offerings will provide students with the best opportunity to find in-demand careers after graduation. Because building a new program using industry partnership and the highest academic standards is a complex, time-consuming process, we have not always finalized new programs as quickly as our students deserve. Thus, we have invested in a New Degree Program Team, which was assembled with cross-department membership to streamline the process of building a new program – from ideation to implementation. A New Degree Program Steering Committee consisting of key university leadership was also formed to provide consistent and timely decision-making and to ensure a more successful new degree program process for the coming year. The success of this new process will be tracked in 2010-2011.

### Advisory Boards and Professional Memberships

Leaders from each of our colleges meet regularly with advisory boards made up of representatives from industries related to our degree programs. These national-level meetings allow us to connect directly with the key employers hiring our graduates. The advising employers provide feedback about the strengths and weaknesses of our graduates. We hear from advisory boards about the specific skill sets (such as collaboration skills or communication and writing skills) that are in high demand for new hires, and we adapt degree programs to foster these skills in our students. Advisory boards also help us anticipate how industries are changing so we can adapt our degree programs accordingly and prepare our students for the marketplace when they graduate.

The academic leadership at each of our locations also meets with local advisory boards to gain insights into local employers, hiring demands and industry changes specific to the city or market. To stay abreast of professional innovations and practices, we encourage our academic leaders and faculty to maintain membership with their respective professional associations.

### Locations

DeVry University offers courses at more than 95 locations, in addition to online delivery, with the goal of providing the flexibility our students need to complete their education at the most convenient time and place in the modality that works best for their learning styles. **For a full list of our locations, see Appendix A on page 46.**

### Track Advisory Board Meetings and Partnerships

On both a national and metro-location level, we are committed to strengthening our partnerships with industry experts and employers. In past years, we have not traditionally tracked and confirmed regular advisory board meetings at all of our locations, leading to some missed opportunities and lapsed partnerships.

In 2010-2011, we will institute a scorecard procedure for all locations to better account for a twice-annual advisory board meeting goal. Improving our diligence in this area will keep us better aligned with local industry, which translates to better job prospects for our graduating students.

### Accreditation

DeVry University is accredited by The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) ([www.ncahlc.org](http://www.ncahlc.org)). The university's Keller Graduate School of Management is included in this accreditation.

HLC of NCA is one of six regional agencies accrediting U.S. colleges and universities at the institutional level; is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation; and accredits approximately one-third of U.S. regionally accredited public and private institutions. Accreditation provides assurance to the public and to prospective students that standards of quality have been met.

DeVry University is a member of the Council for Higher Education Accreditation (CHEA), a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA, an association of 3,000 degree-granting colleges and universities, recognizes 60 institutional and programmatic accrediting organizations.

In addition to our regional accreditation through HLC of NCA, DeVry University holds a number of programmatic accreditations. **A full listing of our program accreditations can be found in Appendix B on page 50.**



# Accessibility and Affordability

“...DeVry University offers a challenging, attainable, and affordable curriculum. The classroom environment allows students coming from different backgrounds to interact and share experiences. The instructors definitely have years of real world, course-oriented experience that completes the learning experience...”

Gordon Tornow  
Student, Chicago

## Providing an Accessible and Affordable Education

At DeVry University, we make a college experience accessible to students who are prepared for and dedicated to the pursuit of a college education. While they have become the new majority, many of our students are often deemed “non traditional:” working adults looking to switch or broaden their career paths; single parents balancing work and life responsibilities; adult learners returning to higher education with a renewed focus on obtaining the education to succeed in a career of their choosing; and recent high school graduates looking for career-focused educational opportunities that will enable them to enter the workforce with both a strong theoretical foundation and practical experience. We offer programs onsite, online and through a blended delivery format, which is attractive and accessible to many of our adult learners.

Many adult learners are underrepresented on college campuses across the nation: active military members, first in their family to attend college, minorities or recent immigrants. Many come from low-income households where a college education is often not considered an entitlement. We are proud to serve these students and our more traditional students who have recently graduated from high school.

We know that providing the “new majority” of college students an accessible and affordable education is also critical to helping America reach its goal to once again become the most educated nation by 2020. DeVry University is dedicated to this mission and to preparing our diverse and geographically-dispersed student population with a high quality, career-oriented education.

*To read the testimonial of one of our students, see page 16.*

## Enrollment Rates and Student Demographics

Responding to vast unmet needs in higher education, private-sector enrollments have increased nearly sixfold over the past two decades.<sup>1</sup> Approximately 10 percent of the nation’s students now attend universities or colleges in the private sector. Nationwide, private-sector universities educate students who are financially independent from their parents (76 percent), age 24 and older (63 percent), have dependent children (47 percent) and work full time (28 percent).<sup>2</sup>

Many of these students are choosing DeVry University. We are one of the nation’s largest private-sector universities. We are also the second largest provider of education to students with Post 9/11 G.I. Benefits in the country.<sup>3</sup> We continue to be ranked among the top producers in the country of Hispanic graduates earning bachelor’s degrees in computer and information sciences; and we also are proud to be a top producer of minority graduates

<sup>1</sup> Center for College Affordability and Productivity policy paper: For-Profit Higher Education: Growth, Innovation and Regulation, July 2010

<sup>2</sup> U.S. Department of Education, National Postsecondary Student Aid Survey, 2008

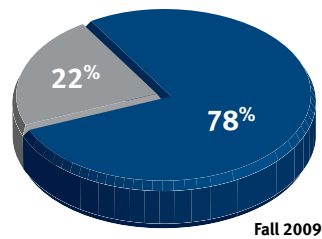
<sup>3</sup> U.S. Department of Veterans Affairs, reported in terms of enrollment numbers. In 2010, DeVry University enrolled 4,428 students with Post-9/11 G.I. Benefits.

in business marketing and management.<sup>4</sup> Like many other universities in our sector, our enrollments show a higher percentage of African-American and Hispanic students.<sup>5</sup>

The majority of DeVry University's student population continues to fit in the "non traditional" category in one way or another. Our enrollment rates and demographics indicate the diversity of the nearly 85,000 students we proudly served in 2009-2010, including:

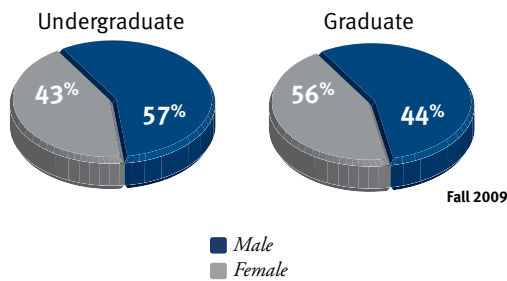
- Students who attend college part time or online in order to continue working or raising families while earning their degrees
- Non-white students who traditionally have been underserved by postsecondary education
- Undergraduates who are older than the traditional 18 to 21-year-old college student
- Transfer students who might already have multiple transcripts and college experiences when they enroll at DeVry University

### Undergraduate and Graduate Enrollment



■ Undergraduate 59,930  
■ Graduate 16,958

### Student Gender



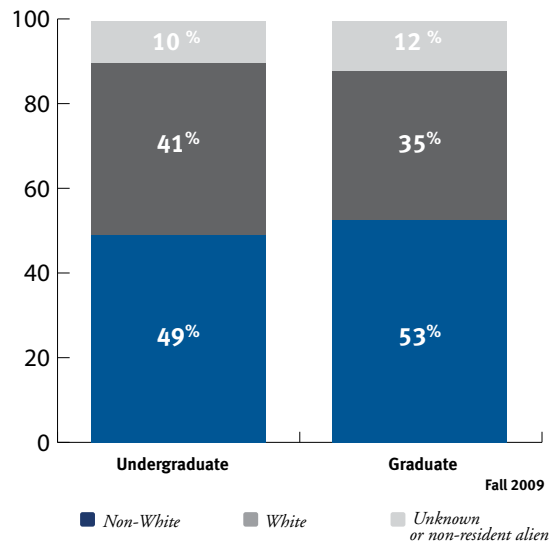
Nearly half of our undergraduates and more than half of our graduate-level students are non-white, as compared to the national average of 28 percent.<sup>6</sup>

<sup>4</sup> The preceding two facts were noted in *Diverse Issues in Higher Education*, June 2009

<sup>5</sup> "There is a higher percentage of African-American students at private sector schools (26%) than at public educational institutions (13%) or at non-profit private colleges and universities (12%). Similarly, the percentage of Hispanic students at private sector schools (19%) surpasses the percentage at public educational institutions (13%) or at non-profit private colleges and universities (11%)." From U.S. Government Accountability Office, August, 2009, *Proprietary Schools* report, page 8

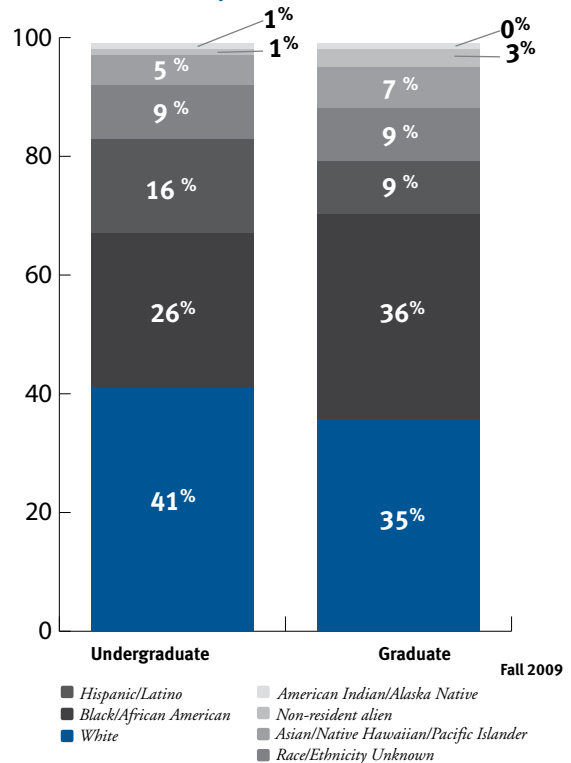
<sup>6</sup> Percentage of non-white undergraduates is 33 percent; non-white graduate students is 23 percent according to NCES First Look Report, Table 1. "Enrollment at Title IV Institutions, by control and level of institution, student level, attendance status, gender, and race/ethnicity: United States, fall 2009."

### Student Diversity



The chart below outlines the ethnic makeup of our undergraduate and graduate students. The last two charts (see next page) compare our students' ethnic makeup to that of the national averages. DeVry University's undergraduate and graduate student body includes more ethnic minorities than the average educational institution.

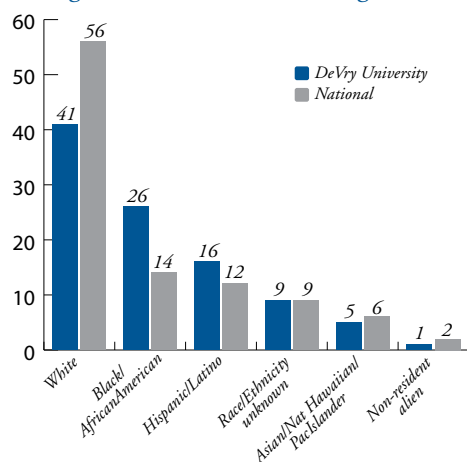
### Student Race/Ethnicity



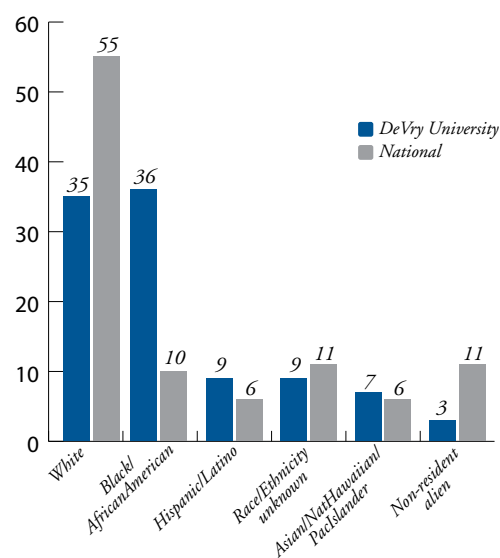
# Accessibility and Affordability

The charts below illustrate the racial/ethnic diversity of DeVry University students as compared to the national average. Most notably, in our Fall 2009 enrollments, the percentage of African-American undergraduate students at DeVry University (26 percent) was nearly double the percentage of African-American students at educational institutions nationwide (14 percent), and the percentage of African-American graduate students at DeVry University (36 percent) was nearly double the percentage of African-American graduate students at educational institutions nationwide (14 percent), and the percentage of African-American graduate students at DeVry University (36 percent) was triple the national average.

*Comparison of Race/Ethnicity of DeVry University Undergraduates to National Undergraduates<sup>7</sup>*



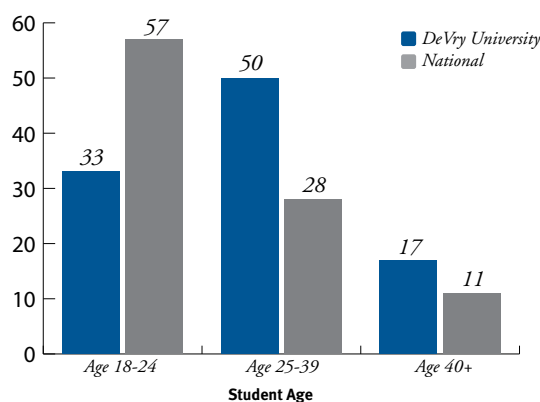
*Comparison of Race/Ethnicity of DeVry University Graduate Students to National Graduate Students<sup>8</sup>*



<sup>7</sup> DeVry University numbers are from fall 2009. Students reporting as “two or more races” was less than one percent, and students reporting as American Indian/Alaska Native was two percent or less. Source for national average: NCES First Look Report, Table 1. “Enrollment in Title IV institutions, by control and level of institution, student level, attendance status, gender, and race/ethnicity: United States, fall 2009.”  
<sup>8</sup> Ibid.

As shown in the following chart, nationwide, the percentage of college students who are under age 25 is 57 percent. DeVry University has nearly that percentage of students who are over the age of 25. In fact, 44 percent of our students are age 30 or older. More significantly, at DeVry University online and DeVry University centers, which are designed for the adult student and have been the fastest growing portion of the university, nearly 80 percent of DeVry University’s students are age 25 or older.

*DeVry University Student Age as Compared to All Degree-Granting Institutions<sup>9</sup>*



## Accessibility

### Accessibility for Working Students

For more than a decade, DeVry University has leveraged the Internet to deliver high quality educational offerings and services online. Integrating online capabilities with proven educational methodologies, DeVry University offers “anytime, anywhere” education to students who reside beyond the geographic reach of DeVry University locations, whose schedules preclude onsite attendance or who want to take advantage of the tremendous flexibility afforded by online attendance. Many of these students are working professionals. They often have families to support and busy work schedules. Our online courses allow them a college education without sacrificing their other responsibilities. Interactive information technology enables students to effectively communicate with professors and to participate in group activities with fellow online students. This platform provides the same quality educational experience available in our onsite classes.

<sup>9</sup> DeVry University numbers are from fall 2009. Source for national average: NCES First Look Report, Table 3. “Enrollment in Title IV institutions, by attendance status, student age, and sector of institution: United States, fall 2009.”

Many of our students “mix and match” course types, taking both onsite and online courses in order to accommodate their schedules to take advantage of courses not offered at their local campus or center. For more information on our onsite, online and blended course methodologies and delivery modalities, see page 23.

### Combine Onsite and Online Operations to Provide “One University” Focus For All Students

As the number of our online students continues to grow, we have increased measures to ensure that academic rigor is consistently maintained in both onsite and online environments. In 2009-2010, we reorganized our internal staffing structure to promote collaboration across all lines of onsite and online academics. Our online academic staff is now organized under the dean of online academic affairs, who reports to the university provost. The provost oversees all academic operations, whether they are onsite or online, and all staff is trained to support all learning modalities. Because we have a growing number of students who mix and match course types, we want their experiences to be as seamless as possible. Whether they are accessing academic services or attending courses, a student in any modality should experience the same support systems and the same level of academic rigor.

### Accessibility for Students with Limited Math and English Skills

Many students — especially non traditional students — are challenged by the early hurdles of college-level math and English courses. Students for whom much time has passed since high school or other college coursework can benefit from DeVry University’s foundations and skills development coursework. The foundations coursework allows students to sharpen math and English skills before advancing to entry-level coursework, and are offered at no cost to the student.

Using scores from the SAT®, ACT®, CPT (a computerized placement test created by the College Board) and the DeVry University-developed online test, DeVry University assesses the math and English skills of every new student who hasn’t previously passed qualifying college-level coursework. If a student’s scores do not qualify him or her for the math or English courses in his or her degree program, the student is placed in either a foundations course or a skills development course.

Our foundations program consists of one math course and one English course that may each be taken twice to provide ample time for the student to learn or re-master the basics. After completing the foundations program, a student may begin the skills development coursework, which consists of two more courses in math and two more courses in English that prepare the student for the specific coursework in his or her degree program.

### Track Effectiveness of Foundations Coursework and Raise Admission Standards for Specific Degree Programs

DeVry University continues to consider raising entrance standards, in particular to evaluate the ability of students to be successful in specific degree programs. Most students who wish to enter programs that require the highest-level math coursework, for instance, are more likely to succeed if they begin their first year without the need for foundational coursework. For example, based on graduation results, we changed our admission standards in our Game & Simulation Programming degree program to require more immediate mastery of specific levels of math. In 2010-2011, we will examine all degree programs to determine which warrant new admissions standards.

We will also begin to reassess our foundations coursework pedagogy in order to improve the pass rates of students who take these courses. In the past year, the pass rates for our two foundations math courses were 66 percent and 51 percent. We are concerned that the methodology we use to reach foundations students is not as effective as it should be. Our strong history of providing education to underserved populations means that we have a great responsibility to improve our approach to preparatory and foundational coursework. Of the first-time, full-time, degree-seeking students who apply to DeVry University, 70 percent are admitted. We typically place approximately 10 percent of our incoming students into foundations courses (at no cost to them) before admitting them. The imperative is clear; we must determine how to provide these students with more effective learning experiences in these early courses.

### Transfer-Friendly Options

The transfer student is becoming increasingly common at all higher education institutions. According to U.S. Department of Education research, nearly 60 percent of traditional age undergraduates attend more than one institution.<sup>10</sup> More and more, students are earning credits from multiple institutions and migrating between colleges before earning degrees. Four-year universities must rise to the challenge of helping this population combine transfer credits from multiple institutions so they can ultimately earn degrees.

DeVry University is a leader in accommodating our many transfer students. In our September 2010 session, 60 percent of our applicants (to both the onsite and online programs) were transfer students, meaning they had already earned credits at other institutions. Among our online students, the transfer rate was 73 percent. For decades, we have aimed to be transfer-friendly, offering transfer-in plans to students who may arrive with multiple educational transcripts in hand. Many of these students have the drive and intellect to finish a degree but can quickly become overwhelmed by the process of transferring credits. We take great pride in providing a renewed academic focus for a student who has made

<sup>10</sup> U.S. Department of Education, Adelman, C. Moving into Town—and Moving On: The Community College in the Lives Of Traditional Aged Students. February, 2005

# Accessibility and Affordability

multiple stops and starts in his or her educational career. We know that many institutions share our belief that a student shouldn't have to pay for the same course twice simply because circumstances bring the student to a different school.

Our registrars confirm the quality of credits from, and accreditation of, other institutions and then work closely with individual students to help them make the most of previously earned credits. Ninety of our full-time staff devote a great deal of resources to this process, evaluating more than 90,000 transcripts each year. These team members determine how a student's credits might transfer into multiple degree programs so the student can compare degree paths. Our academic advising teams then use this information in advising sessions with students to determine their best options through the matriculation process. All transcript evaluation services are offered to continuing students as well.

DeVry University also offers credit for previous learning by recognizing transfer credits through the College Board's College-Level Examination Program test and the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Testing Program (DSST).

## Opportunity for Improvement

### Improve Tracking of Transfer Students After Matriculation

Like many universities, DeVry University is faced with the challenge of better meeting the unique needs of transfer students and analyzing how effectively we are helping them make it to graduation. Although we have many resources in place to help these students retain their previously earned credits and matriculate, we need to do a better job of tracking how many of our transfer students finish their degree program and graduate. Because these students have diverse backgrounds, they are a multifaceted group whose needs vary by individual. Although we do not expect we can help them with blanket solutions, we know that tracking their progress is the first step to better understanding which services and resources they require to complete college.

### Articulations

In addition to helping individual students sort out credit transfers, DeVry University maintains stated agreements or "articulations" with hundreds of institutions in many states and foreign countries to provide students with guarantees about transferring credits before they even apply to DeVry University. Many students who have already earned two-year degrees from accredited two-year institutions simply want to progress to a four-year institution and earn a bachelor's degree. Yet, many states have limited seats at four-year institutions for these graduates of two-year institutions. DeVry University has articulations with many community colleges to help fill this gap. These community colleges partner with us to help fulfill their own intention to provide pathways to four-year universities for their hardworking students.

DeVry University also works directly with employer education programs, such as GE Healthcare, whose employees can receive credit at DeVry University to start a degree program that builds on the training they receive through their GE Healthcare employment. We have also partnered with multi-site technical education systems such as Universal Technical Institute (UTI) whose graduates may want to expand upon the specific two-year degree attained at UTI. Our articulations with Central Texas Community College and Coastline Community College –the number one and number two military-serving colleges in the world—allow us to help many members of the armed services leverage their community college credits into a bachelor's degree, often taking place while the service member is deployed internationally.

### Military-Friendly Options

DeVry University is honored to help educate America's military servicemembers living around the world. We acknowledge the specific constraints and challenges experienced by servicemembers and veterans who seek a degree. Besides providing servicemembers the option to take our online courses from anywhere in the world, we also help our faculty understand these students' specific challenges and schedules.

DeVry University's tradition of helping military members and veterans achieve their educational goals has spanned many decades. We were one of the first schools to be approved under the original G.I. Bill following World War II. During the war, motion picture equipment developed by founder Herman DeVry earned five Army-Navy flags for excellence in production and quality. DeVry's joint Army-Navy sound projector still remains as the standard for the Armed Forces. This proud tradition of helping educate military servicemembers continues. In 2010, we were recognized as one of the

most military-friendly schools by *G.I. Jobs*. We remain committed to the success of those who serve our country, and we respect the sacrifices their families make.

As a member of the Servicemembers Opportunity Colleges (SOC) consortium, we provide flexible policies to allow mobile servicemembers and their families to complete degrees. We encourage military students to continue their education and assure them that DeVry University remains flexible and responsive to their needs.

## Affordability

DeVry University's tuition rates fit well within average costs in all postsecondary sectors of education, and we arrange one-on-one time for students to meet with our finance consultants, who explain the tuition payment process. Our tuition is less than 49 percent of the private sector, four-year universities and 24 percent of the private, nonprofit four-year universities.<sup>11</sup> In 2010, tuition rates, which vary by location and/or degree program, represent an expected weighted average increase of approximately 3.5 percent as compared to 2009. The weighted average increase for Keller Graduate School of Management tuition was 2.1 percent.

### Scholarship Programs

DeVry University has increased institutional aid programs to provide more grant and scholarship funding, especially for students who demonstrate need and proven academic achievement. In 2009-2010, we funded 14 scholarships and grant programs, totaling more than \$17 million. These scholarships and grants benefited more than 9,000 students. We do not limit scholarship and grant support to full-time students. Recognizing the growing number of adult and part-time students, we award scholarships to part-time students, and a number of our scholarship and grant programs are designated especially for adult learners.

DeVry University also provides a special tuition rate for members of the military and their spouses, as well as scholarships for veterans and their immediate family members. Many of our locations are also members of the Yellow Ribbon G.I. Education Enhancement Program, which provides eligible Post 9/11 G.I. Bill recipients with additional tuition and fee benefits.

### Tuition Grants and Degree-Based Pricing

We are actively exploring innovative tuition approaches. In July 2009, DeVry University began piloting two tuition programs at several campus locations – the Tuition Rewards Grant and Degree-Based Pricing. The Tuition Rewards Grant pilot provides a \$500 grant to students after enrolling in at least 12 credit hours in one semester. The grant is automatically applied to the next semester enrollment. Students may earn up to three grants (for a total of \$1,500) over their lifetime of study.

<sup>11</sup> According to tuition rate reports available at The Chronicle of Higher Education, referenced August, 2010. <http://chronicle.com/section/Facts-Figures/58/>

Our second tuition pilot program, Degree-Based Pricing, allows new students to lock in a flat tuition price (including fees) for every semester from the beginning to the end of their program. This flat pricing makes tuition expenses predictable, as students are not affected by future tuition increases.

We anticipate these pilot programs will help improve the likelihood a participating student will persist in finishing a degree. With a solid plan in place and all price variables made predictable, a student may be more likely to stay in school. Early indications are that the Tuition Rewards Grant pilot is positively impacting student persistence from one semester to the next. While Degree-Based Pricing had a favorable impact on persistence and enrollment in its first pilot session, persistence and enrollment were close to normal levels in subsequent sessions. We continue to evaluate the impact of these pilot programs.

## Financial Literacy Services

While DeVry University provides our students with many affordable options for tuition payment, we know that many of them graduate with student loan debt. Educational institutions across the country are increasingly aware of the impact this has on the lives of new graduates. As such, we make it a top priority to educate students about educational loans and the ramifications of unpaid debt.

Student loans have become a mainstay of a college education in America. According to the U.S. Department of Education's National Postsecondary Student Aid Study, two-thirds (65.6 percent) of all four-year undergraduate college students must borrow money to pay for college. At DeVry University, 84 percent of our undergraduates and 72 percent of our graduate students rely on federal financial aid.<sup>12</sup> The average cumulative debt of a graduating student from a four-year institution in America is \$24,651 (this number includes federal student loan debt and PLUS loans). One quarter of borrowing students borrow \$30,526 or more, and one tenth borrow \$44,668 or more. DeVry University's graduates have an average total debt of \$38,685. The necessity of educational loans is not decreasing; the average national cumulative debt increased by 5.6 percent or \$1,139 per year since 2003-04.<sup>13</sup> Given the realities of rising debts, we take very seriously our responsibility to track our students' borrowing, and to build financial literacy into our curriculum to ensure our students have the information and tools they need to successfully repay their loans.

<sup>12</sup> These figures do not include PLUS loans.

<sup>13</sup> All figures in this paragraph, except for the DeVry University-specific figures, have been calculated by Mark Kantrowitz published piece at <http://www.finaid.org/loans>. Kantrowitz' figures have been calculated using the data analysis system for the 2007-2008 National Postsecondary Student Aid Study (NPSAS) conducted by the National Center for Education Statistics at the US Department of Education. <http://nces.ed.gov/surveys/npsas/>



# Accessibility and Affordability

As the national cohort default rate continues to rise steadily since 2004, reaching 7.2 percent in 2009, DeVry University has a lower default rate than the other institutions in the private sector:

## Cohort Default Rate

	DeVry University	Private Sector Institutions
2006	7.3%	9.7%
2007	9.0%	11.0%
2008	10.2%	11.6%

Because our sector educates students who are more likely to come from lower-income households and be the first in their family to attend college, our students are also more likely to borrow money and less likely to have experience paying off debt. A 2009 Government Accountability Office report supports what we've known to be a significant student debt factor at DeVry University for decades, stating that "students who come from low income backgrounds and from families who lack higher education are more likely to default on their loans, and data show that students from proprietary schools are more likely to come from low income families and have parents who do not hold a college degree."<sup>14</sup>

We are proud to serve students who might remain less represented in other education sectors, and we take very seriously the challenge to bring financial literacy to our curriculum in a way that will significantly impact these students.

## Financial Literacy Program

In addition to the staff programs and services we have in place to help track and manage student loan repayment, in 2010 DeVry University launched a Financial Literacy Program to help our students comprehend the complexities of taking on and paying down student loan debt. The DeVry University Financial Literacy Program is made up of in-person, online and print resources. The program is staffed by 32 dedicated Financial Literacy Consultants (FLCs) across campuses that personally assist onsite and online students both before and after graduation. The FLCs work with students to help them:

- Complete college on time;
- Complete federally required exit counseling;
- Understand their loan responsibilities as well as loan repayment strategies and options;

- Learn about budgeting, the importance of credit scores, and managing their money; and
- Learn how to practice wise financial planning throughout their lives.

Our approach is a holistic one, designed to help students prevent loan defaults, progress and succeed in their careers, and make sound financial decisions throughout their lives.

A new financial literacy website, currently in the final stages of production, will offer web-based resources with learning paths customized to DeVry University student demographics. The site will include personal financial education about credit, loans, identity theft, savings, and retirement planning. It will also provide a virtual assistance component, which simulates a meeting with one of our FLCs.

## Entrance and Exit Loan Counseling

The federal government mandates that all institutions provide entrance and exit counseling sessions to student borrowers. At other universities, these entrance and exit "sessions" are often letters or email campaigns. We believe that this information is better transmitted in person. Accordingly, DeVry University provides in-person sessions with advisors so students can ask questions and truly understand their rights and responsibilities as student borrowers. These sessions also give us the opportunity to introduce concepts that will help students keep their payment record and credit history on track as they begin their college careers. Our policy is to contact a student who has graduated or withdrawn no less than three times to offer him or her advising either in-person, over the phone or online. We also make financial advising available to all alumni at any point in their lifetime.

## Build Financial Literacy Curriculum and Expedite Services to Our Students

In 2009-2010, we invested \$8.6 million in unbudgeted staff to hire 262 new staff members<sup>15</sup> who either work directly on financial literacy teams or who integrate financial literacy efforts into their work with students. Although we have made progress with financial literacy services, we hope to expedite student use of these services and integrate financial literacy into their coursework. Thus, we have built a financial literacy presentation into our first-year critical thinking course, and later in 2011, the course curriculum will include a financial literacy component along with lessons that will be made available on My Financial Future. We are committed to spending \$4 million annually to maintain and assess our Financial Literacy Program.

Opportunity for Improvement

<sup>14</sup> U.S. Department of Education, press release September 14, 2009

<sup>15</sup> These include financial literacy consultants, student finance consultants, student success coaches and career service advisors.

“...Thanks to the Financial Literacy program, I now consider the prospect of repaying my loans to be a stress-free matter that only requires maintenance and consistent payments. I am very grateful to have had access to this program...”

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Kristina McIntyre  
Student, Chicago



*Joyce Fuentes*  
*Online Student*  
*Technical Management*

“From a young age, I was taught to work hard and to fight for what I believe in. Sometimes struggle can make you stronger. I kept this in mind when I made the decision to get my bachelor’s degree. After finishing an associate degree many years ago, I promised myself I’d get my bachelor’s degree one day. But I knew it wouldn’t be easy, since I have to work full time.

The online program at DeVry University made it possible for me to follow through on this promise to myself. The flexible schedule means I can do the coursework from anywhere without interrupting my job schedule.

A typical day for me involves getting up by 5:30 a.m. and reading or studying before and after my day on the job. In the evenings, I log on to my courses and participate in the assigned discussion threads with classmates. For me, it works best if I turn in all my assignments by Saturday, so Sunday can be a day to rest and spend time with family. Online coursework requires organization and balance!

The academic coaching team at DeVry University has been an incredible support system. In my first year, we scheduled weekly phone calls to talk about how I was doing. My coach has helped with everything from answering financial aid questions to just listening when I felt overloaded.

The most surprising thing about the online learning experience is the thoughtful and lively interaction I’ve had with my classmates. We all live in different states and have very different lives. Some are single moms, some are in the military, and some work full time like me. It’s valuable to interact with so many different people who are all working toward the same goal!

After graduation, I want to work in Human Resources, ultimately managing others. I have the ‘team captain’ spirit and love to help others focus and reach their goals.

For now, my immediate goal is to make the Dean’s List every semester. I was so happy to be inducted into the Sigma Beta Delta Honor Society chapter last year, and I couldn’t be more enthusiastic about my future!

”



## A Message from the Provost

DeVry University has always maintained high standards for academic quality, and we continuously measure and adapt as the needs of our students change. Beginning with our origins as an electronics education provider for U.S. military personnel before World War II, we have played a vital role in providing students with the education they need to prepare themselves for an increasingly complex world.

In our onsite and online classrooms across the country, we have great expectations for our students to become lifelong learners and valuable professionals in the 21<sup>st</sup> century workplace. We take pride in setting high standards for our students – the same high standards we set for ourselves.

The next sections of this report outline how we measure academic quality. We are a metrics-driven institution where outcomes are tracked carefully. What do we mean when we say we provide the highest quality education for our students?

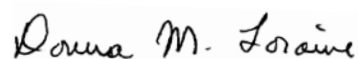
We define and measure academic quality according to five main tenets:

1. Learning methodologies
2. Student learning outcomes  
(measured by our outcomes assessment initiatives)
3. Faculty development
4. Student persistence and graduation
5. Student career progression

We recognize that the success of our students is directly linked to the strength of our curriculum, learning methods, and faculty. We also recognize that student services outside the classroom, such as academic advising and career guidance, play a major role in helping students complete their degree program and secure fulfilling careers after graduation. As such, these services are part of the equation when we evaluate our effectiveness.

We've learned from years of listening to our students that many factors determine their success in college. Our aim is to make our services as seamless as possible and our learning experiences as enriching and flexible as possible. Our students tell us again and again when their experiences at DeVry University have led to their successes – and they also tell us what they'd like us to do better. We pride ourselves in responding not only to nationally-accepted academic best practices, but also to the direct feedback of our own students. The following pages present our practices in maintaining our academic quality measures and the systems we have in place to continuously improve upon those measures.

We gratefully acknowledge all our fellow institutions of higher education who join us in taking on President Obama's objective to bring the nation back to its standing as a world leader in college attainment by 2020. It's a goal that presents many challenges to us all, and it also presents new opportunities to attain the highest standards possible for our students.



Donna M. Loraine, Ph.D.  
Provost, DeVry University  
Dean, Keller Graduate School of Management



## Continuously Improving Academic Quality

In late 2009, DeVry University was one of 213 out of more than 1,200 schools accepted to participate in the Academic Quality Improvement Program (AQIP) of the Higher Learning Commission (HLC) North Central Association of Colleges and Schools (NCA). This alternative accreditation model is offered by the HLC/NCA only to select accredited schools able to demonstrate a clear commitment to continuous quality improvement.

AQIP is based on the Malcolm Baldrige National Quality Award program. It provides an ongoing process by which participating schools maintain their accreditation by defining continuous quality improvement principles and processes, implementing a comprehensive approach to continuous quality improvement and instilling a continuous improvement culture. By defining, achieving and evaluating annual action projects, the institution meets AQIP's ongoing accreditation requirements. AQIP also includes a periodic review and feedback process for participating schools.

### AQIP Action Projects

Each year, DeVry University engages in three AQIP action projects designed to produce clear evidence of our commitment to improving academic quality.

DeVry University's 2010-2011 AQIP action projects are:

- **Project "Snapshot" Phase II** – The goal of Project Snapshot is to help students learn more effectively, measure learning outcomes and gauge improvement in learning over time. By strengthening our learning assessment program, DeVry University will help modify and strengthen our academic programs and other services provided to students.

Project Snapshot Phase I (one of our three action projects from 2009-2010) involved collecting, analyzing and reporting on all of DeVry University's learning assessment program activities. With Project Snapshot Phase II, we will review the results of Phase I and implement standardized testing at key milestones in a student's tenure to measure skills and abilities. (See the "Improving Tracking of Student Learning Outcomes" section on page 29 for more information.) In time, our aim is to enhance our current assessment program so that it is recognized by students, faculty and staff as a vital and effective piece of the learning experience.

- **Project "Delight"** – This action project is designed to improve many of DeVry University's customer services – including admissions, financial aid, student services, student central, housing, instruction, academic affairs, central services, registration and billing.

Project Delight includes service training for all DeVry University faculty, staff and management. Student satisfaction will be measured once each session using

the Net Promoter Score (NPS) methodology, which provides both quantitative and qualitative feedback. Based on the feedback, campuses and centers will implement service enhancements to improve students' experience. This is documented in further detail on page 36, the section on Student Central, our centralized campus location where students access what are typically thought of as "customer services."

- **Project "University College"** – University College is an engaging first-year experience that includes a strategically designed curriculum supplemented with social and support services. The goal of University College is to improve student progression from one semester and year to the next and to promote career success and lifelong learning. This first-year program, unique to DeVry University and currently being piloted at several campus locations, is described in detail on page 29.

### Measuring Student Satisfaction

As a body of evidence is beginning to show that the rate of student satisfaction with courses, faculty, facilities and services can be predictors of retention rates, more universities are measuring their students' satisfaction rates. A 2009 study examining retention practices at 316 four-year universities revealed that surveying student satisfaction and using satisfaction assessments to make changes are two of the top 10 (of 60) most effective practices in supporting student retention.<sup>1</sup>

On a yearly basis, DeVry University participates in the Noel-Levitz national student satisfaction surveys: the Student Satisfaction Inventory (SSI) and the Adult Student Priorities Survey (ASPS) for adult undergraduates and graduate students. These surveys measure students' satisfaction with 79 different characteristics of DeVry University, such as academic advising, academic services, campus climate, institutional effectiveness and service excellence. An SSI score is a number that reflects the gap between a student's perception of importance of a service and his or her actual satisfaction with that service. Since the score represents a performance gap between importance and satisfaction, lower scores indicate more satisfied students.

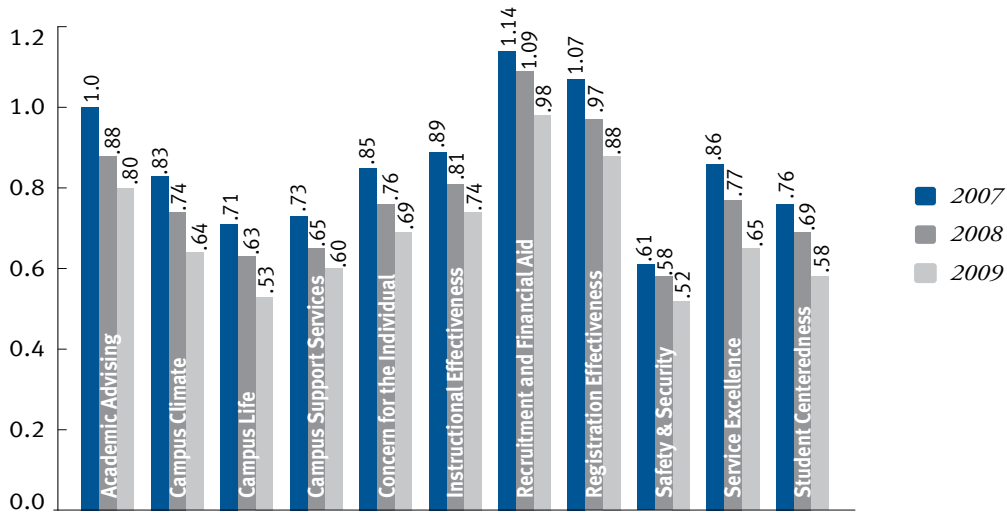
DeVry University's 2009 survey results indicate a continuing trend of improvement in all eight major measurements of our ability to deliver on undergraduate student expectations. For each measure, our performance gap has continued to shrink year over year – *the lower the gap, the more satisfied the student.*

<sup>1</sup> Student Retention Practices and Strategies at Four-Year and Two-Year Institutions, Noel-Levitz, Inc., 2009

# Academic Quality

## Undergraduate Student Satisfaction Scale Gap Comparison 2007-2009<sup>2</sup>

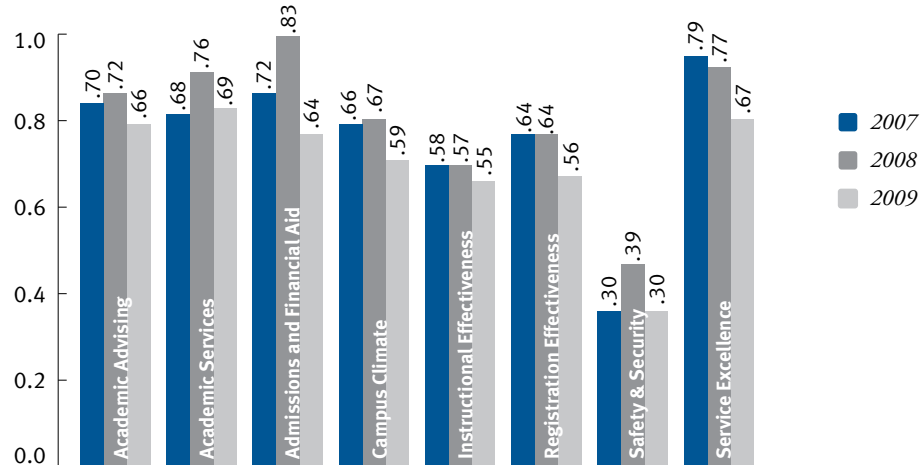
Note: A lower score represents a more satisfied student.



For our graduate students, the decrease in our performance gap has been more modest, but still shows positive change over a three-year period:

## Graduate Student Satisfaction Scale Gap Comparison 2007-2009

Note: A lower score represents a more satisfied student.



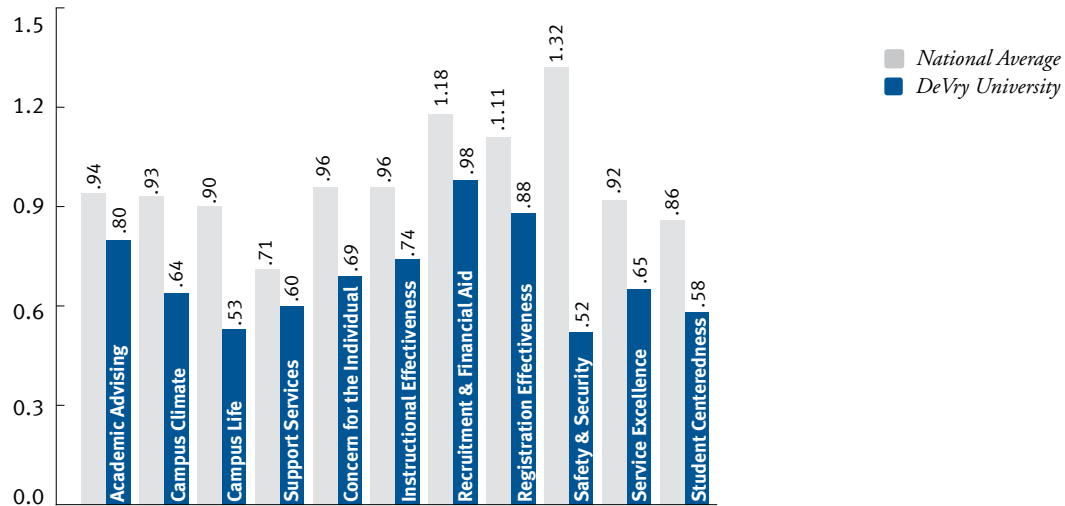
<sup>2</sup> Survey is administered once in the fall of each year listed.



Our performance gap results are also better than the average four-year private institution:

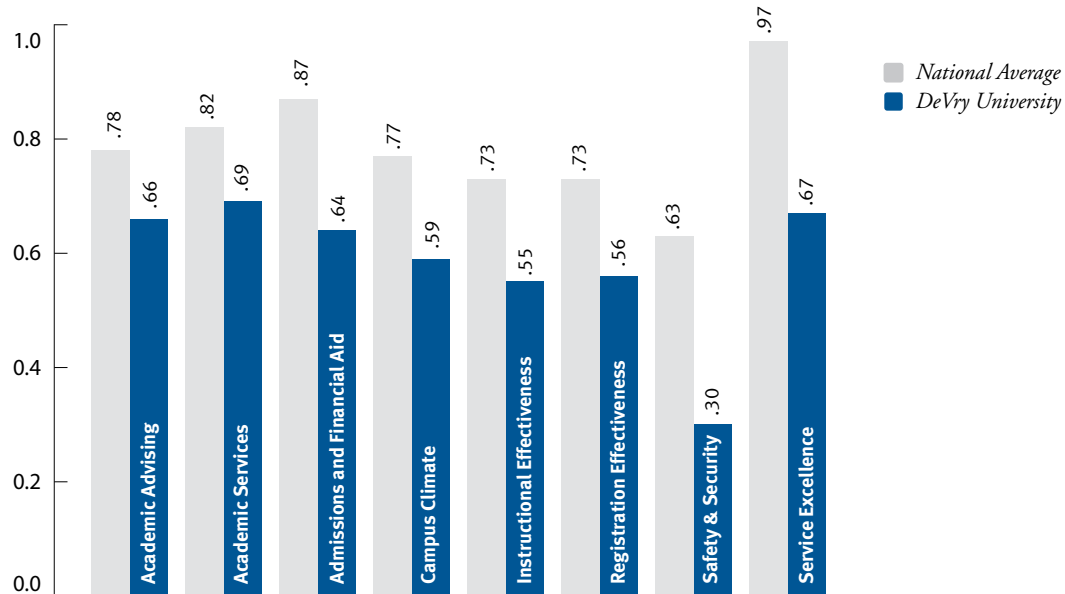
*Undergraduate Student Satisfaction Scale Gap Comparison  
DeVry University Campuses vs. Four-Year Private Institutions 2007-2009*

Note: A lower score represents a more satisfied student.



*Graduate Student Satisfaction Scale Gap Comparison  
DeVry University Campuses vs. Four-Year Private Institutions 2007-2009*

Note: A lower score represents a more satisfied student.



## Academic Quality

Additionally, our students rate us as more committed to part-time, evening and adult learners than students who attend four-year private institutions rate their schools. This is a key metric, given the fact that we serve more part-time, evening and adult learners than other institutions.

### *Institutional Commitment to Part-Time, Evening and Adult Learners DeVry University Campuses vs. Four-Year Private Institutions 2007-2009*

Note: This section of the Noel-Levitz Student Satisfaction Inventory rates on a seven point scale, with seven being the best score.

	2007		2008		2009	
Institutional commitment to...	DeVry	4-yr avg.	DeVry	4-yr avg.	DeVry	4-yr avg.
Part-Time Students	5.36	5.03	5.42	5.06	5.57	5.13
Evening Students	5.36	5.03	5.47	5.05	5.58	5.13
Older, Returning Learners	5.36	5.15	5.44	5.17	5.61	5.23

We also add DeVry University-specific questions to the surveys, asking students to rate us by answering these questions:

- Is the student treated with respect at DVU?
- Does our faculty teach at a level that makes courses sufficiently challenging?
- Is the value of the education the student receives excellent?
- Does the student perceive his or her program of study as one that will help him or her achieve his or her career goals?
- Does our faculty demonstrate the relevance of the curriculum to real-world situations?

Our 2009 ratings show our undergraduate students are more satisfied in all of these areas than they were last year. Adding DeVry University-specific ratings to the inventory not only helps us understand where we have room to improve, but also where students perceive their greatest challenges lie.

We produce location-specific results of all areas of the SSI and ASPS surveys so leadership at each of our locations can address strengths and weaknesses at their campuses and centers.

# Academic Quality Tenet 1: Learning Methodologies

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DeVry University's degree programs balance core education coursework such as math, science, social sciences, humanities and communications courses with career-focused coursework developed with input from industry leaders and employer partners.

The philosophy behind all our learning methodologies is predicated on one goal – to promote student-centered “active learning.” Students today enter college expecting content flexibility, portability and transferability. They expect technology and the internet to play a prominent role in supporting their learning. We are committed to providing all students the same quality education with an active learning experience.

## Active Learning in All Learning Modalities

At DeVry University we define active learning as learning that engages the student at every juncture. The traditional model of the student passively accepting information from a “sage on the stage” has evolved to a classroom of actively engaged students who learn through cognitive and sensory engagement, while the professor serves as the “guide on the side,” fostering a dynamic learning environment. We define an effective active learning environment for all onsite and online courses as one in which the professor:

- Uses teaching strategies that meet a range of student learning preferences;
- Fosters a creative learning climate focused on outcomes;
- Establishes a clear purpose for new learning tasks, followed by opportunities for students to apply what they've learned;
- Moves from surface to deep learning with activities that lead students to make connections, categorize, paraphrase/summarize, reflect and self-assess; and
- Encourages ongoing practice through the use of online tools.

Our eLearning platform helps foster a dynamic, active learning environment. The platform provides a common course structure, communication vehicle and a centralized set of course resources for all our courses (onsite, online and blended). Faculty members adjust their instruction to each delivery modality and in keeping with the course objectives. Every course has a set of defined learning outcomes. Week by week, our faculty and students work together to achieve those outcomes.

## Beyond Onsite and Online: The Blended Modality

In the early era of online education, it was common to think of online and onsite education modalities as binary opposites. Our “blended” modality combines onsite and online learning approaches. For a student attending a course at one of our campus or center locations, a portion of his or her instruction is also conducted online through the eLearning platform.

The blended learning modality provides flexibility for students, who may be working or caring for their families, by replacing some of the time they would have spent in a face-to-face class with asynchronous learning activities.

“...I love the blended learning approach that DeVry University has incorporated. The combination of traditional classrooms and online learning keeps me on my toes...”

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Erika Gonzalez  
Student, Chicago



# Tenet 1: Learning Methodologies

It also supports our goal to create active learning environments for all students. Blended courses promote active learning by:

- Providing a repository of quality content that is under students' control so they may review, prepare and follow up from in-class meetings;
- Supporting reflection and higher-level thinking through online interaction with the professor and other students; and
- Enabling faculty to customize their lesson deliveries and adopt the format best suited for the learning task.

In May 2009, the U.S. Department of Education released a meta-analysis of effectiveness studies of online, face-to-face and blended learning modalities, resulting in the conclusion that blended learning offers a “larger advantage” to the student than courses that are conducted 100 percent face-to-face.<sup>1</sup> Many universities have moved to blended learning, and we are working to continuously improve the learning model that facilitates the best chance of an active learning experience for our students.

Opportunity for Improvement

## Improve Flexibility and Delivery of Blended Courses

DeVry University was proud to be an early adopter of blended courses, but we have learned quickly the challenges and shortcomings of our early approach. Despite being popular with our students, we have had problems with the platform used to deliver the courses. Faculty feedback revealed that our course design did not adequately accommodate the needs of blended delivery. Student feedback revealed a lack of consistency of instructional delivery by faculty members teaching blended courses.

Of utmost importance to us is that students participate in active learning that is enriched—not encumbered—by the technology or course format. Additionally, our professors must have a platform that is flexible enough to accommodate their individual content, and they must have greater input in the course creation.

As a result, we have formed a team of professors and academic leaders to address the weak points in our blended course creation and delivery process. We are working with faculty to update our Blended Course Guidebook and instituting a systemwide training course as well as an assessment procedure to help monitor progress. These measures will result in an improved blended model that will be integrated into courses this fall. Our legacy of innovative, technology-driven education inspires us to continuously improve our brand of blended course delivery.

<sup>1</sup> US Department of Education, Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies (Prepared by the Office of Planning, Evaluation, and Policy Development, Policy and Program Studies Service) May 2009

## Mastery Learning

Mastery learning is the process in which students must master specific concepts and skills before advancing to the next level. The approach is particularly useful for subjects such as math, accounting and finance that require precise proficiency of one objective in order to grasp the next objective. In our foundations and introductory math, accounting and finance courses, we employ self-paced mastery learning applications, and students work on their own or with help from an instructor at their side, either onsite or online. In the applications, students complete problem sets, benefit from interactive problem walkthroughs and receive feedback tailored to their specific needs along the way.

The mastery modules provide faculty the ability to track each individual student's progress, preventing him or her from “hiding in the back of the classroom” and allowing the faculty member to customize his or her approach to helping each student achieve success.

## Assess Learning Outcomes of Mastery Classes and Evaluate Effectiveness of Mastery Learning for Foundation Level Students

Since the introduction of mastery learning more than five years ago, our experience is that students are more motivated and more satisfied that they have mastered the math concepts they need to move on in their degree programs. Many students who return to college after decades out of school are particularly enthusiastic about the mastery learning curriculum for its ability to bring them up to speed at their own pace. Currently, DeVry University is piloting the use of MyMathLab® in upper level mathematics courses and exploring potential applications for Keller Graduate School of Management as well. However, as discussed on page 11, we are seeing high failure rates in foundations courses that employ mastery learning techniques. In the coming years, we will assess which levels of math, finance and accounting are appropriate in the mastery learning format. We will also measure the impact of mastery learning on student completion rates.

Opportunity for Improvement

## Library Services and Information Literacy

Research and information literacy skills are critical for academic success, and they are critical for those entering the 21<sup>st</sup> century workforce, where information synthesis skills have become a core competency expected of all working professionals. To prepare students to navigate the wealth of information they will process throughout

their careers, the DeVry University Library offers not only a comprehensive range of learning resources and tools, but also a strategic approach to information literacy.

The size and scope of the DeVry University Library reflects our organizational mission to support career development and lifelong learning through education. The DeVry University Library is led by a university librarian who, in conjunction with the university's academic leadership, develops library collections and services in support of academic programs, in keeping with standards developed by the American Library Association and Association of College and Research Libraries.

### Library Resources

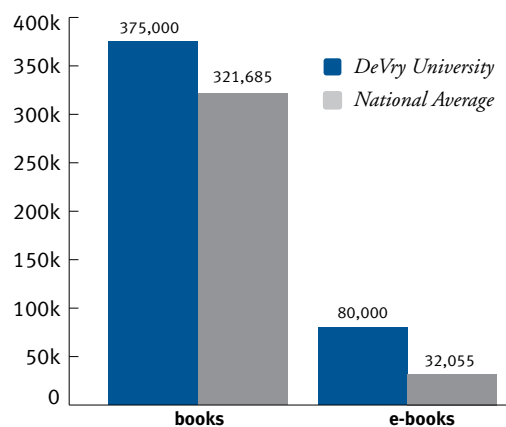
DeVry University has a network of 25 campus libraries staffed by 30 professional librarians, each of whom has a Master of Library and Information Science degree. The number of professional librarians we employ compares favorably to the number of professional library staff at other colleges and universities in our Carnegie Classification (Master's Colleges and Universities [larger programs]).

DeVry University librarians are available in person, via phone and by email to provide assistance to students, faculty and staff. Resources include dozens of full-text periodical databases, print and electronic books, videos and more. Using our intra-campus library loan system, materials may be borrowed from any campus library and sent to the nearest DeVry University location or to the student's home – at no cost to the student. DeVry University alumni are welcome to utilize all collections and services of the library, including checking out material, by visiting any one of our 25 campus library locations. In Fall 2010, we began providing alumni remote access to select electronic resources.

The library's holdings are above the national average for both print books and e-books, according to recent Academic Libraries Survey from the National Center for Education Statistics.<sup>2</sup> DeVry University holds 375,000 print books compared to the national average of 321,685. DeVry University's e-book collection includes more than 80,000 titles, compared to the national average of 32,055.

In addition to our book and e-book collections, our online resources include 24 electronic research databases that provide access to 36,750 eJournals, the majority of which are available in full text.

### DeVry University Library Holdings Compared to National Average

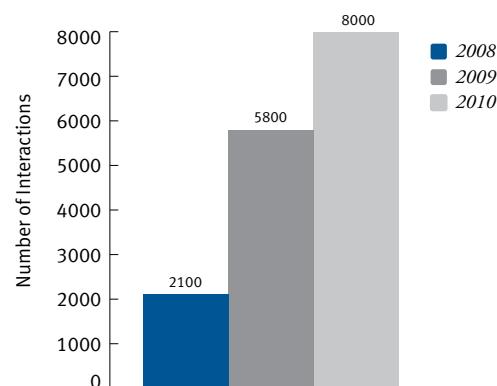


### Beyond Bricks and Mortar

In the last year, our 25 campus libraries had more than a half million visits, with many of our students—both onsite and online course-takers—accessing our library online.

To provide immediate online access to research assistance, DeVry University offers an online chat-based reference service, called Ask-A-Librarian. This service provides students real-time interaction with a DeVry University professional librarian seven days a week for one-on-one help with research, database demonstrations and other research-related questions. Students use of this service has grown exponentially over the past three years.

### Ask-a-Librarian Usage



### The Library as a Learning Community

DeVry University recognizes the role a physical library plays in any dynamic learning community. Our campus libraries provide a variety of educational and cultural programs, such as book clubs, poetry readings, movie nights, lectures, panel discussions, local author presentations and community speakers to broaden our students' cultural experiences and create a sense of community.

<sup>2</sup> National Center for Education Statistics, Data from Academic Libraries Survey Fiscal Year: 2008.

# Tenet 1: Learning Methodologies

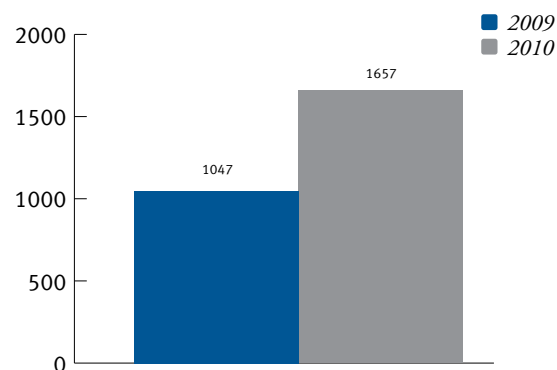
## Library Instruction and Information Literacy

DeVry University considers information literacy a key skill for a successful graduate. The Association of College and Research Libraries defines an information literate graduate as someone who is capable of determining a need for information, accessing necessary information, evaluating information, incorporating information, using information for a purpose and understanding the ramifications of using information.<sup>3</sup> Put simply, these have become life skills, necessary in a global environment that is information rich and increasingly complex.

During a course of study at DeVry University, students are provided with instruction in information literacy and opportunities to practice and hone the related skills. Our professional librarians teach information literacy skills to classroom groups and individuals, onsite at our campuses and centers, and also remotely using conference calling and video conferencing technology. These sessions introduce students to the basics of selecting a research topic, identifying resources, and searching, evaluating and citing sources related to their studies. Additional information literacy resources are made available on the library website.

In the past year, we have increased the number of library instruction sessions by 58 percent.

### Library Instruction Sessions



<sup>3</sup> Association of College Research Libraries, Information Literacy Competency Standards for Higher Education, 2000.

## Improve Library Services and Expand Information Literacy Curriculum

Keeping pace with the growing student population and their information requirements is no small feat, and we must continue to update our holdings and staff. The current DeVry University library website needs a more powerful search engine to allow students to search and access all our electronic resources simultaneously. Additionally, our integrated library system is out-of-date. We have identified a new search engine and initiated a project to find a better enterprise-wide integrated library system. Our tracking of the Ask-A-Librarian system shows that student demand outweighs staffing, and we are working to increase the number of hours the service is available and possibly increase staffing.

Most importantly, we are working on broadening our information literacy instruction. Our library staff has engaged university leadership with a plan to integrate information literacy instruction more widely into the curriculum. This instruction is based on the standards of the Association of College and Research Libraries and will be delivered to students both in the classroom and online.

To measure all services, the library has begun surveying students for their feedback. This will help us better gauge how students use and request resources and information.

Opportunity for Improvement

## “21<sup>st</sup> Century Learning” Initiatives

With rapid and unprecedented technological advances, today’s work environment is dramatically different than it was even as recently as five years ago. Providing high-tech classrooms for our students helps not only ensure that our students are well-equipped for the workplace of the future, but that they also have access to the environments that best facilitate active learning. DeVry University has planned a three-year, \$19 million investment in our 21<sup>st</sup> Century Learning initiatives. These initiatives combine architectural design with technology, resources and teaching methods to create spaces where students become actively engaged in the learning process. This student-centered approach emphasizes group activities and collaboration to emulate the modern work environment. Three leading-edge initiatives—Advanced Technology Classrooms, eLab2, and DevStudio2.0—are beginning to help us meet our goals to leverage the best resources and equip our professors with the best teaching technologies for providing dynamic learning environments for our students.

### Advanced Technology Classrooms

Building on research and best practices in learning space design, DeVry University constructed our first two state-of-the-art Advanced Technology Classrooms in 2009-2010 (see illustration on right).

These “studio classrooms” are designed with architectural and technological features to foster collaboration and increase student interaction.

The Advanced Technology Classrooms are a departure from traditional classroom design. The professor no longer lectures from behind a podium while students sit opposite to listen. Instead, students typically sit in small workgroups facing each other, and the professor moves freely around the room. Classroom tables and chairs have casters, so the furniture layout may be easily changed for working in pairs, in small teams or with the entire class, depending on the nature of the student activity. Classroom walls are furnished with floor-to-ceiling whiteboards and bulletin boards to provide space for collaboration, brainstorming and developing prototypes.

In-class activities are supported by leading-edge technology, including an interactive whiteboard, which allow students and faculty to write notes over any computer content and capture these notes for later review.

Each Advanced Technology Classroom is also equipped with high-definition video conferencing. Multiple classrooms can be connected together, and a single professor can lead a class session across locations.

More than a dozen new classrooms will be completed in 2011, and a university-wide implementation is planned within three years. Over time, our Advanced Technology Classrooms will make it convenient for students to access courses across campuses, and for DeVry University to facilitate cross-country collaborations between students.

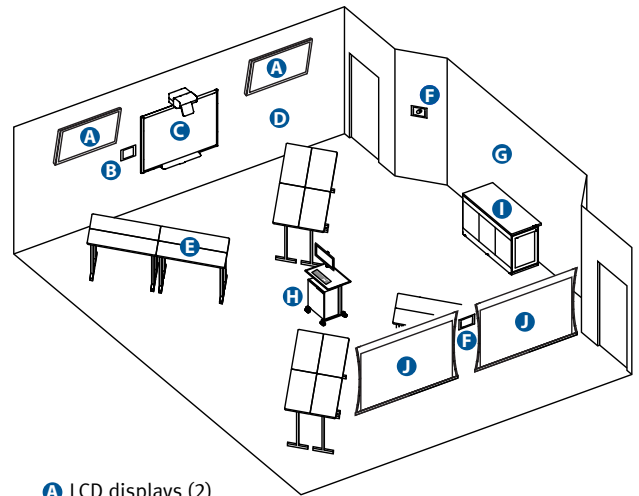
### Electronics Laboratory: eLab2

An integral component of our engineering technology programs is our electronics laboratory, or eLab. The next phase, eLab2, has been pilot tested in three locations this year, and creates a multi-purpose technology learning environment and new avenues to support active learning.

eLab2 introduces DeVry University students to nearly any situation they might encounter on the job. Working with a combination of traditional electronic test equipment, virtual instrumentation and simulation, students learn how to use a mix of technologies to troubleshoot equipment. Understanding these tools provides students a solid foundation for the 21<sup>st</sup> century workplace.

Easily scalable from large to small settings, eLab2 is a unique universal student-centered lab that supports all engineering technology programs and information sciences students and can be used in all delivery modes. DeVry University will be adding six to nine eLab2 locations each year, with system-wide availability in 2011.

### Advanced Technology Classroom



- A LCD displays (2)
- B Touch panel control
- C Interactive whiteboard
- D Floor-to-ceiling whiteboard wall
- E Movable, flexible furniture
- F High-definition video cameras (2)
- G Floor-to-ceiling bulletin board wall
- H Movable lectern with computer
- I Credenza with AV equipment storage
- J Motorized projection screens

### DevStudio 2.0

DevStudio is an on-campus production studio where students come together to work on team, campus, community and senior projects. DevStudio is designed to mimic a commercial production studio environment, with hardware and software current to industry standards and the capability to develop, test and demonstrate projects during the pre-production and production stages. DevStudio is also a presentation space, conference room and experimental lab where students and faculty may work together to develop the next-generation of video game and interactive media content. While initially developed for students in three specific degree programs (Game & Simulation Programming, Web Graphic Design and Multimedia Design & Development), DevStudio is now also used by students in Liberal Arts courses who use the space for film editing and other cross-discipline project work.

With DevStudio 2.0, which began piloting in 2009, DeVry University has significantly advanced the spaces for student research, development and collaborative learning. DevStudio 2.0 adds modular, workflow-oriented space and furniture, and both Mac and PC systems integrated into a common network and arranged in a modular production pod to promote effective and efficient workflow. DevStudio 2.0 will roll out at several more campuses in 2011. Our goal is to equip six new studios in 2011-2012.

# Academic Quality Tenet 2: Outcomes Assessment Initiatives

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“...University College is a holistic approach to ensure our first-year students get the resources they need to feel they fit academically and socially...”

Donna Rekau,  
National Dean,  
College of Liberal Arts and Sciences

Nationwide, universities and accreditors are building new structures for measuring student learning outcomes. DeVry University has put in place numerous initiatives to measure and improve our student learning outcomes.

## Writing Assessment Program (WRAP)

A student's ability to communicate effectively is crucial to his or her success on the job. The employers who hire our students tell us that writing and communication skills are becoming even more important in the information-rich workplace. We offer a number of writing and communication opportunities throughout our coursework, and have begun to measure our students' writing abilities. Our Writing Assessment Program (WRAP) evaluates students' ability to think critically and communicate in writing. WRAP also allows us to calibrate writing instruction across the system to ensure that all students receive the same rigorous writing instruction.

Each year DeVry University gathers WRAP data from the final exams of students in our Technical Communication, Technical Writing and Professional Writing courses. The WRAP data gives DeVry University information about the level of congruence across the system and opportunities for training as needed. In the four years since WRAP was implemented, we have seen clear improvements. Between 2007 and 2009 our scoring congruence improved by 18 percent, and we continue WRAP training initiatives to further streamline writing instruction and assess our students' strengths and weaknesses.

## Capstone Project Course

According to the 2009 National Survey of Student Engagement, more than three-quarters of students say that a senior seminar/capstone course contributed substantially to developing intellectual curiosity and their abilities to learn independently, think critically and make decisions based on evidence and reasoning.<sup>1</sup> DeVry University integrates a capstone project course into all degree programs for undergraduate and graduate students. Combining the knowledge acquired through class and laboratory experiences with personal and group creativity, the capstone project course is a valuable experience in team building, skills application and cooperative effort that is essential in today's workplace. A particularly valuable outcome of the educational process and the capstone project is a student's electronic portfolio, in which students can showcase their best work for potential employers. Currently a pilot approach to the electronic portfolio is being tested with our Game & Simulation Programming degree students.

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<sup>1</sup> National Survey of Student Engagement, Assessment for Improvement: Tracking Student Engagement Over Time, Annual Results 2009

### Provide All Students Electronic Portfolio Option

An electronic portfolio is an important tool for any graduate entering the job market. It can expand and grow over the life of the graduate and serve as a place to showcase discoveries, career reflections, resumes, documents, work samples and personal achievements.

We did not work quickly enough in finding the right portfolio option for our Game & Simulation Programming students, but we learned a lot about electronic portfolio options in the process. We found a web portfolio solution for them in 2010, and we have set a goal to bring a portfolio option to students in all other degree programs as well. We believe the portfolio is an important job-search tool as well as a confidence builder and personal assessment tool. In the coming year, we will be able to provide more details about a systemwide electronic portfolio option.

## Improving Tracking of Student Learning Outcomes

DeVry University is piloting three standardized assessments to be given periodically in the education process. Because we are still in early stages of using these tools, data and outcomes are not yet available. Later in 2011, we will be able to report progress. The three assessment tools include:

### The Educational Testing Service (ETS) Proficiency Profile®

ETS, formerly called the Measure of Academic Proficiency and Progress (MAP), assesses students' critical thinking, reading, writing and math to gauge an institution's general education outcomes and document program effectiveness for accreditation purposes. Score reports and comparative data from both peer institutions and more than 400 schools nationwide will enable DeVry University to identify strengths and areas in which we need to improve our student learning outcomes.

### Major Field Tests

Major Field Tests are comprehensive assessments to measure the effectiveness of a university's programs, and the knowledge, analytical and problem-solving skills gained by students in their field of study. DeVry University is piloting the use of Major Field Tests with undergraduate and graduate business students. Students will complete these assessments in their final year of study. After completing the online exam, students see how their results compare to those of students at similar institutions. As with the ETS Proficiency Profile, national comparative data enables DeVry University to compare our programs' effectiveness and make improvements as needed.

### iCritical Thinking™ Certification exam

The iCritical Thinking™ Certification exam measures information and communication technology literacy skills. The one-hour test includes real-time tasks that measure a student's ability to navigate, evaluate and understand information available through the internet. Students who successfully complete the test receive a lifetime Microsoft certification. As the only private-sector, postsecondary college to pilot the iCritical Thinking certification on a large-scale basis, DeVry University is helping to affirm that our students and graduates have the information literacy skills they will need on the job.

## University College

### A New Program to Improve Learning Outcomes and Retention

When students build a solid foundation of core academic and social skills early in their college career, they are more likely to grow as learners and succeed through their coursework to graduation and beyond. DeVry University has recently begun piloting a new program called University College, a comprehensive first-year educational experience that provides freshmen with the skills and support they need for early success.

A clearly-defined yet flexible first-year curriculum, University College introduces students both to academia and to effective communication skills, information literacy, the social community and a discipline or field of interest. The curriculum is made up of a prescribed sequence of first-year courses including communication, math, social science and major program courses. Students are linked to valuable social and support services, student government, learning communities and a core critical thinking and success strategies course. Co/Extra curricular activities also are integrated into the first-year experience. Opportunities for involvement provide both face-to-face and virtual interactions. These social and support outlets can help engage students, enhance self-esteem, create community and reduce stress — all factors that improve a student's chances of gaining the early confidence and foundation for academic success.

Learning outcomes from the University College pilot will be used to track the program's effect on student progression, GPAs and withdrawal rates.



*Barbara Bates*  
*Professor of Liberal Arts*

“ Learning is not a spectator sport. For information to ‘stick,’ you have to do something with it – talk about it, write about it, draw it. There has to be an engaging process in every learning moment. I use ‘active learning’ in my psychology, critical thinking and humanities courses, and also teach active learning to other faculty members.

DeVry University students are very motivated and determined. Many are the first in their families to attend college. They’re eager to learn and make a better life for themselves and their families.

Education is my second career. My early career was as a physical therapist. I decided I wanted to make a difference in the world through teaching and helping to shape others’ ideas. I taught middle school science and math initially. That’s where I learned about engagement, interactive learning, and the psychology of teaching. I got a great opportunity to teach at the college level, and I’ve now been at DeVry University’s Westminster, Colorado, campus for 12 years.

I’m pursuing my Ph.D. because I want to be the best I can be. DeVry University focuses on teaching well. That’s my goal and number one interest, and DeVry values that.

I started Technology Partnership, a non-profit organization based in Colorado, to help students in Kenya develop the technology skills to join the global marketplace and improve their quality of life. In 2010, more than a dozen DeVry University students helped Technology Partnership pack and ship 315 computers for schools in Meru, Kenya. Two additional students designed the software upgrade we will install in the computers when we visit Kenya. This project opens students’ eyes to how making a difference in one African community can truly make a difference in the world.

I get revved for every one of my classes. My job is to help our students achieve success and a better life through education. I love to see students walk across that graduation stage and know they made it!

”





## Tenet 3: Faculty Development

Our mission as DeVry University faculty members is to facilitate dynamic learning environments that foster intellectual curiosity, academic integrity and critical thinking skills, preparing our students to become lifelong learners and leaders in their chosen fields and communities.

DeVry University Faculty Mission Statement

DeVry University has long been known for our professors' industry experience and their ability to impart to students real-world practices from the field. Our professors are also first-rate academicians who provide the collegiate learning environment that challenges our students to value the continuous pursuit of knowledge and critical thinking skills. As a group, our faculty boasts a number of academic accomplishments and ongoing research projects. We value our faculty for being more than just practitioners; they are also passionate about teaching. They bring sound pedagogical principles to the classroom that make a real difference for our students.

*Read the testimonial of a DeVry University faculty member on page 30.*

### Faculty Mission Statement

In 2010, the faculty and academic leadership of DeVry University collaborated to finalize a new mission statement:

*Our mission as DeVry University faculty members is to facilitate dynamic learning environments that foster intellectual curiosity, academic integrity and critical thinking skills, preparing our students to become lifelong learners and leaders in their chosen career fields and communities.*

This statement aptly expresses the range of responsibilities our faculty assumes in shaping students to not only become career ready, but also to be prepared for the lifelong learning and community leadership that will be demanded of them after they graduate.

### Investment in Faculty Growth and Development

DeVry University has 700 full-time faculty members and 6,000 adjuncts. Our adjunct and visiting faculty members are especially adept at bringing market and industry knowledge to the classroom. An integral part of our faculty, our full-time group is slated to grow six percent the coming year.

Over the last year, DeVry University has made significant progress in strengthening the role the full-time faculty play in maintaining academic quality. We introduced a number of long-term efforts to improve the faculty's ability to collaborate, share best practices, continue professional development, connect to the university mission and feel a rewarding sense of esprit de corps with their peers.

In 2009, we made a commitment to better represent the faculty voice with university leadership by creating a dean of faculty position. The dean of faculty works directly with the provost and the president of the university to represent faculty concerns in high-level decision processes and to improve the communication between faculty and leadership. The dean of faculty is also leading our efforts to redefine and improve the development and advancement opportunities for full-time faculty.

In 2010, we reinstated an annual Faculty Symposium, an event attended by faculty representing each of the university's colleges. The symposium featured workshops, roundtable discussions and poster sessions.

In close collaboration with the dean of faculty and faculty groups in 2010, we released our new faculty development and advancement system. In our new guidebook *The Professors' Guide to Excellence*, we have reaffirmed the robust role faculty play in our students' success and formalized new opportunities for faculty professional development and promotion.

Over the course of the last year, the provost met with full-time faculty members to gain input about the new system. Faculty reaction has been overwhelmingly positive. Among the key changes are:

- New titles that reflect experience and education level: (i.e., assistant professor, associate professor, professor, senior professor);
- Greatly improved benefit for faculty education costs (i.e., providing up to \$50,000 per full-time faculty member pursuing a doctorate);
- 12 annual non-teaching weeks, improved vacation time, development days, and sabbatical opportunities; and
- Distinguished Professor/Endowed Chair possibilities.

Our faculty members have been integral to helping our students succeed over the decades. An investment in faculty goes hand-in-hand with an investment in students. Our goal is to continuously improve the career path options we provide to ensure they are rewarding and beneficial. We are proud that in an economic climate that keeps many universities from adding to their corps of full-time faculty, DeVry University will increase the number of full-time faculty and continue to invest in their individual development.

#### Raise the Bar on Faculty Credentials

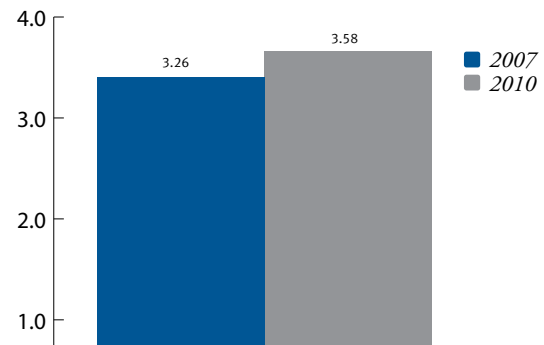
Among our full-time faculty, approximately 30 percent have doctoral credentials. We have set an institution-wide goal to increase the percentage of doctoral credentials held by full-time faculty to 50 percent. Our full-time professorial positions are divided into four levels: assistant professor, associate professor, professor and senior professor. With the new faculty development and advancement system we have put into place for 2011 (see page 32), all faculty at the professor and senior professor level must hold doctorate degrees in their field of teaching. Each position also requires varying levels of business or industry experience and/or prior teaching experience.

## Faculty Evaluation

Faculty members participate in a regular performance evaluation system with their faculty managers. We also have a formalized process to survey students at the end of every course about the quality of the course and the faculty member. The system, MyClass Evaluation (MCE), asks the student to measure the faculty member and course in areas including: instructor professionalism, knowledge, presentation skills, interaction with students and feedback/communication.

Professors see aggregated, anonymous results by course, and results are also shared with academic leadership at the professor's location, as well as program deans and national college deans. The MCE ranks on a 4.0 scale, and DeVry University faculty received an average 3.58 rating in 2010. Over the last three years our faculty have shown improvements in MCE results:

### *MyClass Evaluation (MCE) Scores*



The goal for 2011 is to raise our MCE score to 3.6.

Additionally, our students provide ongoing feedback about our faculty and classroom settings through our Noel Levitz Student Satisfaction Inventory (SSI) and our Noel Levitz Graduate and Undergraduate Adult Students Priorities Surveys (see pages 19-21 for more information on these surveys). In the 2009 surveys, DeVry University's undergraduate, graduate and adult learner students were more satisfied with DeVry University's faculty than their counterparts were at all other four-year private universities surveyed.

# Academic Quality Tenet 4: Student Persistence and Graduation

“...Improving persistence is a top priority at DeVry University, because it leads to higher retention rates and our ultimate goal of helping more students graduate...”

Donna Loraine,  
Provost

By offering flexible course schedules; consistent, proactive advising; and an intensive first-year academic skills development experience, we can address many of the factors that contribute to student attrition. In addition to these measures, we also employ data-driven efforts to help us track retention rates. Together, these measures can be solid predictors of graduation rates.

## Tracking Student Attendance

We track student attendance on a weekly basis. In 2007, we developed an improved set of reports with management dashboards that enable us to identify students who are at risk of leaving school. We use this information to arrange for early intervention with students who need it and to manage faculty and staff to improve student retention.

## A Definition of Persistence: Why it Matters and How We Measure It

Beyond tracking attendance and intervening with students with high risk factors, we also track systemwide persistence rates. We use the word “persistence” to refer to a student’s enrollment from one semester to the next consecutive semester (i.e., no semesters dropped in between). If a student “persists” in attending one semester after another, he or she is far more likely to graduate. A 2009 study examining retention practices at 316 four-year universities revealed that four-year public and private universities rate persistence tracking as one of the top 10 (of 60) most effective practices in supporting student retention.<sup>1</sup>

To track persistence, we compare the persistence rate of two consecutive semesters (e.g., persistence from Spring to Summer 2010) to the corresponding consecutive semesters in the previous year (e.g., persistence from Spring to Summer 2009). This gives us a precise measure of how effectively we are helping students make it to graduation and guides the institutional goals we set for improvement.

In addition, by tracking persistence by location, we can also measure when specific campus initiatives (especially persistence-oriented initiatives) coincide with fluctuations in persistence.

### Systemwide Persistence Rates

The following chart reflects increases in the undergraduate persistence rate in the last three years. Persistence variance is stated in basis points, which are calculated as 100 times the variance of the current semester compared to the same semester one year prior. A positive basis point shows an increase in persistence.

<sup>1</sup> Noel-Levitz, Inc., Student Retention Practices and Strategies at Four-Year and Two-Year Institutions, 2009

### *Systemwide Basis Point Variance of Persistence Rates for Undergraduates*

Academic Year	2007-2008	2008-2009	2009-2010
Summer into Fall	+20	+186	+67
Fall into Spring	+45	+183	+111
Spring into Summer	+10	+315	+60

The chart below reflects increases in the graduate persistence rate in four out of the past seven semesters. Persistence variance is stated in basis points.

### *Systemwide Basis Point Variance of Persistence Rates for Graduate Students*

Academic Year	2007-2008	2008-2009	2009-2010
Summer into Fall	n/a	-23	+150
Fall into Spring	n/a	-59	+161
Spring into Summer	+38	+93	-4

Despite improvements in persistence, our graduation rates remain lower than we would like them to be. As we work to address this challenge with improved academic services, we continue to measure persistence to drive our retention and graduation goals.

## Graduation Rates

More than 250,000 students have graduated from DeVry University. We are proud of the determination it takes for many of our students to graduate, and we work to improve the rates at which they graduate. The Integrated Postsecondary Education Data System (IPEDS), which collects data for all institutions that receive Title IV federal financial aid, measures only those entering students who are full-time and first-time to college. New part-time students and those entering as transfers are excluded. Additionally, the standard IPEDS graduation rate tracks the cohort for only 150 percent of normal time to completion – three years for associate-seekers and six years for bachelor-seekers. Students who take a little longer to graduate are not counted.

Among undergraduates entering DeVry in Fall 2009, only 48 percent were first-time students. When the number of part-time students is also taken into consideration, the IPEDS-defined cohort accounts for only a fraction of our entering students.

Using IPEDS criteria, DeVry University's 2009 graduation rate (for the Fall 2003 cohort) is 30 percent. But if new full-time transfer students are added to the cohort, the graduation rate becomes 38 percent.

According to a *First Look* report published by the National Center for Education Statistics (NCES), the 2009 graduation rate for four-year institutions was 53.5 percent for the public sector and 35.4 percent for the private sector. However, our analysis of IPEDS data for the same period shows that the graduation rates in the public sector are more in line with the private sector when comparing institutions with common characteristics.

Among four-year degree-granting institutions in the U.S. that have large or midsize urbanization and 30 percent or more of undergraduates receiving Pell, the 2009 graduation rate is 41 percent for the public sector and 33 percent for the private sector. DeVry University's IPEDS graduation rate for the same year (2009) was 30 percent.

Like many schools in the private sector, DeVry provides opportunities to traditionally underserved students – minorities, adult learners, those who are low-income, and those who are first in their family to attend college. For many of these students, graduating from college is more of a challenge than it might be for higher-income students attending college full-time straight out of high school.

To better serve our unique student population, we are more carefully tracking persistence and graduation rates while investing in programs and services to help students make it to graduation.

### First-Year Retention Rates

Because a student's success in the first year can predict his or her chance of making it to graduation, we carefully track first-year retention rates. In the past four years, the first-year retention rate has improved by 800 basis points. We hope that this significant improvement will be reflected in our graduation rates in the coming years, and we continue to track retention semester by semester.

#### Increase Investment in First-Year Retention Efforts

Despite the great strides we've made in improving first-year retention rates, the number of our students who do not complete their first year is still too high. As a result, we are increasing our investment in early retention efforts, especially those that help a student in his or first year, a critical time for building confidence and academic habits that lead to long-term success. Our new first year experience, University College (see page 29) is a curriculum-based effort to bolster a student's core academic and social skills in the first year. Another new program aimed at retention and support is our recently launched student support service, Student Central.

*Opportunity for Improvement*

# Tenet 4: Student Persistence and Graduation

## Student Central

Research indicates that retention among first-year students is more likely to occur when students have relationships with advisors who are approachable and knowledgeable about the university's programs and services. Furthermore, when a student feels a sense of belonging in a supportive community, he or she is more likely to persist.

Proactive advising, an academic advising model shown to increase student persistence, guides our advising practices as well as our one-stop student solutions center that we call Student Central. Currently, all our locations are in various phases of launching Student Central, and 75 locations are in the final phases of opening.

### Student Central Structure

Student Central locations are staffed with “success teams” which consist of a student success coach (academic advisor) and a student finance consultant. The success team members work together to create a partnership with each of their assigned students who are assured that for the entire span of their academic career, the success team is an available and reliable support system.

Students may visit their success coach or finance consultant at will, but we also encourage regular positive contact initiated by coaches. New and first-time-to-college students are contacted more often than students who are more experienced. The success team is also in constant contact with faculty and other academic staff who may have information pertinent to helping a student succeed in class or stay focused on his or her academic plan of study. From the student's perspective, Student Central also physically links key functional areas of the university, relieving the student's burden of navigating the many access points to student services.

*Read the testimonial of a student success coach on page 38.*

### Student Central for Online Students

Students who attend all courses online have support mechanisms similar to those offered at Student Central, including coaching, student finance and academic advising teams. These teams help students navigate degree plans, financial aid services and ultimately, the path to graduation. Online students are also given a personal coach through the early stages of their online education.

## Measuring the Effectiveness of Student Central

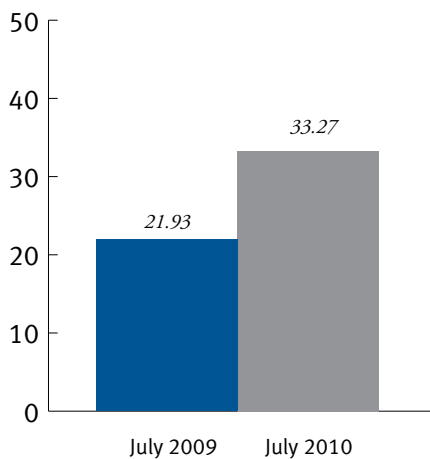
Because Student Central is new, it is too early to provide statistically significant data evaluating its effectiveness. In the coming year, we will have more results as additional locations finish their first year of operations. All locations are tracking the impact of Student Central on the following metrics:

- **Start Rate**  
This is a measure of the percentage of applicants who successfully start classes. We expect our students to experience fewer delays starting courses since Student Central will help alleviate any confusion about the matriculation process.
- **Persistence**  
A student is more likely to succeed if he or she has fewer “away” sessions and maintains academic focus from session to session. Our Student Central staff is a key support structure for students who need encouragement to persist in their degree path (for more about persistence improvements see page 35).
- **Accounts Receivable**  
An unpaid bill is often an early indicator of a student's academic struggles, sometimes suggesting that the student is not remaining engaged with courses and financial deadlines. We interpret a high number of unpaid accounts as a possible failure in student advising on our part. Our student finance consultants work individually with students to assure they understand how to meet their financial obligations and alert student success coaches when a student needs extra support.
- **Student Credit Hour Load**  
Much like the persistence measure, a student's credit hour load is a good indicator of likely success in school. Students who take more courses per session not only pay less for those courses (because we provide lower cost packaged rates for full-time course loads), but they are also statistically more likely to graduate. Thus, we measure how well our Student Central staff encourages students to meet their graduation timelines and goals.
- **Service**  
Student Central is implementing technology to track all student calls, call length, overflow and abandoned calls. We will also measure students' in-person wait times as well as staff follow-up times.
- **Student Satisfaction**  
The Net Promoter Score (NPS) survey is used by many organizations to track their students' or customers' perspectives on service. This survey asks one simple question (*how likely is the student to recommend DeVry University to a friend or colleague?*). Since Student Central is the main service center for students, we interpret NPS scores as a reflection on Student Central services and staff.

### Improvements to Student Satisfaction

Each Student Central location tracks and measures the above list of metrics on a monthly basis. Although it is still too early to calculate a statistically significant portion of data in most of these categories, we do have an adequate amount of data to report that student satisfaction rates have clearly improved since Student Central was launched. In July 2009, our combined Net Promoter Score (NPS) was a 21.93. One year later in July 2010, our score rose to 33.27.

#### *NPS Improvement After Student Central Launch*



Our goal is to improve our current systemwide NPS score to greater than 35 in 2011, with an ultimate goal of 50, a milestone designating world-class service.

We also hope to continue to improve the number of students who respond to the NPS survey so our scores reflect as many students attitudes as possible. We made dramatic progress in this area in the past year. In July 2009, the response rate was 16 percent. This number jumped to 54 percent by July 2010. We will continue to step up our efforts to communicate to students the value we place on their feedback.

Additionally, our Noel-Levitz Student Satisfaction Inventory (SSI) and our Adult Student Priorities Survey (ASPS) for undergraduate and graduate adult students reveals student attitudes about many specific campus services that now fall under Student Central, such as academic advising, campus support services, concern for the individual, financial aid, registration effectiveness and student centeredness. In the 2009 SSI, our systemwide scores improved in all of these areas. (see pages 19–21). DeVry University's scores in all of these areas also bested the national average for four-year private institutions.

### Academic Success Centers and Online Tutoring Resources

A recent study published in the *Journal of College Reading and Learning* found that tutoring – and specifically drop-in tutoring services – effectively improves a student's persistence and GPA. Moreover, the more often a student makes use of a tutoring center, the more likely he or she is to show holistic academic improvements (as opposed to improvements in just the one course or subject for which he or she seeks tutoring).<sup>2</sup> DeVry University provides a number of tutoring services and also ensures that the staff and faculty members who interact with students encourage them to take advantage of these services.

With more than 20 locations nationwide in major campus communities, our Academic Success Centers offer complimentary learning services and resources to all students who need academic assistance outside the classroom. The centers are open weekdays by appointment and on a walk-in basis, offering resources such as:

- Individual and small-group tutoring in all subjects;
- Peer learning coaching for personal support;
- Group review sessions for mid-terms and finals;
- Tutoring for developmental students;
- Success seminars on topics like time management, test-taking strategies, and preparing for finals;
- Keyboarding/typing tutorial software; and
- Course reference and study skills materials.

Night and weekend appointments are available, and an online help line assists students in scheduling appointments.

All of our students (whether they are onsite or online course takers) can take advantage of the Academic Success Centers. All students can also access an online tutoring resource called Smarthinking.<sup>TM</sup> Our students ranked their satisfaction with the availability of tutoring services favorably on the 2009 Student Satisfaction Inventory,<sup>3</sup> but we continue to assess these resources to determine how to best leverage them for student success moving forward.

<sup>2</sup> Erik Cooper, "Tutoring Center Effectiveness: The Effect of Drop-In Tutoring." *Journal of College Reading and Learning*, Spring 2010

<sup>3</sup> Students assigned the availability of our tutoring services an importance value of 6.11 (out of 7) and ranked satisfaction as a 5.5, making the performance gap a respectable 0.61.



*Alesha Salomoni*  
*Student Success Coach*

“ Being a Student Success Coach at DeVry University is a great fit for me because it is important to me to help students reach their goals.

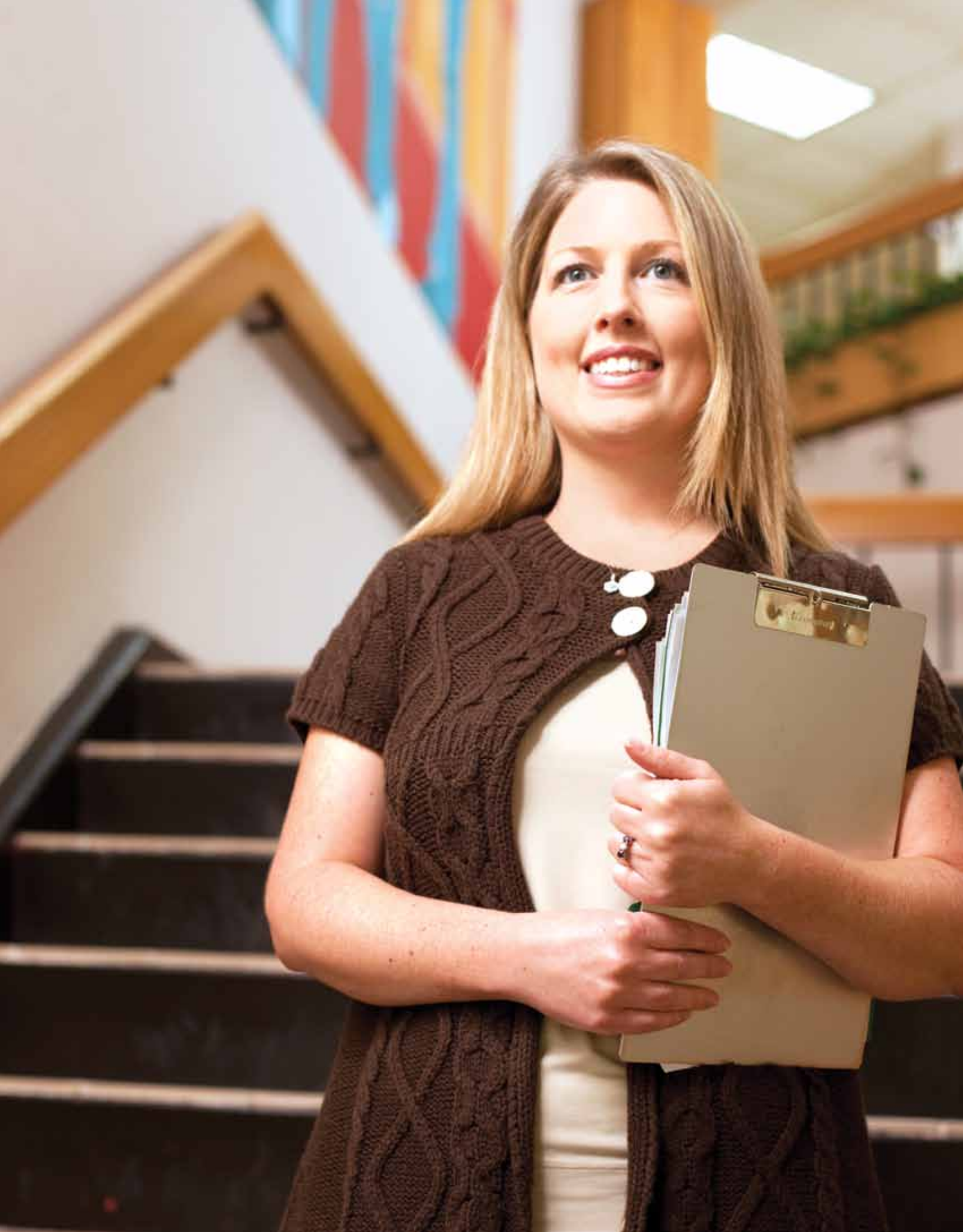
Every student is assigned to a Success Team, and we serve as a constant resource. Whether they are in their first semester or a few weeks away from graduation, my students know me as the consistent point person they can come to. I collaborate daily with Lance, the Student Finance Consultant who makes up the other half of our Success Team.

As a Success Coach one of my goals is to develop an open line of communication with my students. Speaking with my students week after week helps me get to know their individual challenges. Early in the session, we might talk about how their new courses are going, and later, we might talk about homework assignments, campus events, or which courses to take next semester. I feel it is important to really listen to students and help them develop critical thinking skills, so that they can become problem solvers.

Sometimes a student wants help addressing a problem completely unrelated to school. Maybe they need information about finding child care for their family. We have a list of community resources we can refer them to. Whatever we can do to establish a support system gives our students a better chance of succeeding academically.

I'm so proud of a recent student of mine who started five years ago and, for a long time, remained only one course shy of completing her degree. What was holding her back? Mostly just a lack of confidence. Along with a little academic intervention and tutoring, she just needed to know that someone believed in her. With the ongoing encouragement from a supportive, friendly mentor, she began to work very hard. Although there were some tears along the way, she passed the class as I knew she would. She even sent me an invitation to her graduation! Now she's pursuing a graduate certificate at DeVry University's Keller Graduate School of Management.

”





# Academic Quality Tenet 5: Student Career Progression

“...Graduates of DeVry’s Electronics Engineering Technology program have become the gold standard for candidacy as interns at S&C Electric Company. DeVry graduates can be relied upon to hit the ground running and develop rapidly in a variety of technologically challenging roles...”

Gene Cottini,  
Manager, Training & Development,  
S&C Electric Company

## Paving the Way from Graduation to Career

In the current economic climate, where a skilled American workforce is more important than ever, we evaluate our effectiveness based on the number of graduates we prepare for today’s marketplace. We take very seriously our role, as U.S. Secretary of Education Arne Duncan expressed it, to “play a vital role in training young people and adults for jobs,” continuing to “help families secure a better future for themselves.”<sup>1</sup>

To this end, our career services advisors work closely with students to help them individually hone their job search skills. We measure our graduate employment rates closely and survey companies who hire our graduates.

Long after they have graduated, we continue to engage our alumni to learn more about their successes and track their insights on their alma mater. We also invest significantly in promoting alumni networks through our alumni association.

## Career Services

DeVry University Career Services includes a wide range of career planning resources and personalized support to help our students and alumni launch, maintain, change or advance rewarding careers. Our Career Services team is made up of more than 150 advisors who work with our students before and after graduation, helping them take charge of their employment search. Career services support is available to Keller Graduate School of Management students, and to all DeVry University and Keller alumni after graduation.

DeVry University Career Services offers support and resources in the form of:

- Individual career planning appointments – by phone, email or in person – with Career Services Advisors;
- Resumé, interview, and salary negotiation assistance;
- Online resumé posting capability and access to hundreds of job opportunities with many of North America’s top companies;
- Online access to tools such as career assessments, cover letters, sample resúmes, interviewing tips, links to companies by field, job search engines and salary trends and ranges; and
- Periodic career fairs to enable students to meet and talk with recruiters from various industries.

Our career services advisors actively cultivate relationships with national and local employers to help students leverage the power of these connections. They also send resumes of talented, qualified candidates directly to potential employers who have come to prefer DeVry University graduates. Their assistance is proactively offered from the time a student enters his or her first year of college until six months after graduation. If a DeVry University graduate wants to initiate another career search or refresh his or her job search skills later, many of these resources are available at no cost.

<sup>1</sup> Stated in a speech given at the policy forum, “The 2020 Imperative: College Attainment and U.S. Workforce Development” hosted by DeVry, May 11, 2010.

## Graduate Employment Rates

Since 1975, more than 250,000 students systemwide have graduated from DeVry University. We have long held ourselves accountable and are proud to publish our performance on graduate employment goals.

Even in this year's tough job market, 88.3 percent of graduates (in the active job market) found jobs or were already employed in their education-related fields within six months of graduation.

The following table summarizes our 2009 Career Services results by currently offered degree program.

### 2009 Career Services Results – by Degree Program

Combined statistics for students who graduated from the February 2009, June 2009 and October 2009 classes

	Graduates who actively pursued and obtained employment and those who were already employed in education-related careers within 180 days of graduation	Average reported annual compensation	Graduates	Graduates eligible for career assistance	Graduates who actively pursued employment for up to 180 days and those who were already employed	Graduates employed in education-related positions within 180 days of graduation	Graduates employed outside their field of study
Accounting	<b>93%</b>	\$35,000	34	22	15	14	6
Biomedical Engineering Technology	<b>84%</b>	\$41,672	75	64	55	46	9
Business Administration	<b>91%</b>	\$38,549	1,523	1,265	1,145	1,045	48
Computer Engineering Technology	<b>76%</b>	\$38,854	129	110	94	71	5
Computer Information Systems	<b>79%</b>	\$45,235	668	560	457	360	76
Electroneurodiagnostic Technology	<b>100%</b>	\$39,115	2	2	2	2	0
Electronics & Computer Technology	<b>84%</b>	\$30,746	351	253	190	159	55
Electronics Engineering Technology	<b>77%</b>	\$40,808	300	264	229	177	25
Game & Simulation Programming	<b>59%</b>	\$39,686	275	242	154	91	55
Health Information Technology	<b>83%</b>	\$35,450	333	253	198	164	48
Network & Communications Management	<b>88%</b>	\$41,966	579	508	442	391	49
Network Systems Administration	<b>88%</b>	\$41,782	476	273	197	173	65
Technical Management	<b>93%</b>	\$47,540	3,213	2,768	2,542	2,363	129
Web Graphic Design	<b>62%</b>	\$41,928	59	35	21	13	10
Total	<b>88%</b>	\$43,074	8,017	6,619	5,741	5,069	580

## Tenet 5: Student Career Progression

### HireDeVry

HireDeVry is a proprietary computer system used by our Career Services Advisors to provide students with an interactive tool to connect with employers and obtain job leads. Students are given access to HireDeVry when they reach their final semester; they have automatic access for a period of six months after graduation and may obtain access at any later date.

Our Talent Match program allows select employers to post jobs, review student and alumni resumes, access a pool of qualified candidates at all experience levels and streamline their hiring process by tailoring candidate searches to their needs. We are currently broadening our reach to allow all employers access to this system, which may help increase the number of job opportunities for our graduates.

Our Noel-Levitz Student Satisfaction Inventory (SSI) scores show that our undergraduate students are satisfied with these services.<sup>2</sup>

### Partnering with Employers to Strengthen the Workforce

Because we offer career-focused degree programs, we have a strong commitment to making certain our students graduate with a competitive skill set. DeVry University partners with Fortune 100 companies such as IBM and Cisco to design programs that prepare students for the challenges they will encounter in their chosen fields.

For the last five years, the top five employers of DeVry University graduates have all been Fortune 100 companies, including AT&T, Verizon Communications, General Electric, Intel and IBM. During that same time, our graduates have worked at 96 of the Fortune 100 companies.

## Alumni Community and Engagement

We believe that an engaged alumni community will help foster the growth and success of future alumni. We also recognize that our alumni can provide us with honest first-hand feedback of our academic quality. To that end, we have a full-scale alumni engagement plan and have introduced the DeVry University and Keller Alumni Association.

<sup>2</sup> Undergraduates ranked the importance of career services as a 6.22 (out of 7) and their satisfaction ranking is 5.35, resulting in a respectable performance gap of .87. Adult undergraduate learners ranked the importance as a 6.30, and their satisfaction ranking at 5.57 for a performance gap of .73.

### The DeVry University and Keller Alumni Association

The mission of the DeVry University and Keller Alumni Association is to foster lifelong mutually beneficial relationships among DeVry University, Keller Graduate School of Management and its alumni. The Alumni Association serves and supports our alumni with a wide range of networking opportunities, as well as services, benefits and programs that address their career and ongoing educational needs. These services and benefits include:

- Lifelong career services, including resumé and interview advice, resumé postings and interviews with potential employers at the nearest DeVry University or Keller Graduate School of Management location;
- Lifelong library access, including access to all resources at local campus libraries and real-time reference assistance using our Ask-a-Librarian service;
- Reduced tuition for additional coursework;
- Local and national merchant discounts; and
- SkillSoft online courses.

### Alumni Survey

DeVry University conducts a broad alumni survey every other year to learn how well we prepare our students for the real world. The survey allows us to track how our graduates are faring with jobs and salaries, and to collect candid, specific feedback about how well our programs have actually prepared graduates for their careers.

### Highlights from the Alumni Survey

In our 2007-2008 Alumni Survey,<sup>3</sup> we found that among our alumni population who graduated over the last 10 years, those who graduated more recently are steadily more satisfied with DeVry University. Graduates from 2001 ranked their satisfaction level with DeVry University at 2.85 (out of 4.0) while graduates from 2006 ranked us at 3.00.

By asking alumni to report current salaries, we are able to verify that their career paths are progressively improving over time and that salary growth rate is reasonably reliable program by program. The survey revealed that the compounded annual growth of undergraduate-program alumni salaries was six percent. This growth rate is based on a starting value of the 2006 graduates' annual earnings. The DeVry University graduates' average salary of \$41,180 exceeds the national average reported salary in the professional and business sector by 9.6 percent, as reported by the Bureau of Labor Statistics.

Sixty-three percent of the alumni of our graduate degree programs report that a raise, promotion, or combination of these or other elements occurred after finishing their MBAs.

<sup>3</sup> Our 2009-2010 survey is still in tabulation at the time of this publication; the 2007-2008 results are the most recent we have at this time.

Our alumni survey also depicts a community of thriving lifelong learners. Among our undergraduate alumni, 29 percent are either working on another degree or have already earned one. Nineteen percent are actively engaged in volunteer work; 16 percent have presented at conferences; 6 percent are officers or committee members in professional societies; and 10 percent are mentoring current or prospective DeVry University students.

### Use Alumni Survey and Social Media to Address Alumni and Student Concerns

When evaluated as a whole, the written comments in the feedback section of our Alumni Survey revealed a few top issues of complaint and concern for our alumni:

- Academic quality of teachers and courses is not consistent;
- Student Services is not providing enough support and guidance;
- Career Services does not provide enough assistance to graduate students.

The feedback of our alumni is valuable in helping us serve future students more effectively. The issues our alumni identified above reflect many of the core issues presented in this report. With the recent initiatives to develop and improve faculty credentials (see page 33), and complete the launch of Student Central at all locations (see page 36), we hope to better meet the needs of our students. In order to improve career services for our graduate students, we recently forged a partnership with CareerBuilder.com that provides qualified alumni and current graduate students (who have completed a minimum of 36 credit hours) access to a Certified CareerBuilder Career Coach. This coach contacts the student well before graduation to provide career and resume coaching and to help with registering for job searches. Within a few weeks of launching this new service, hundreds of graduate students have registered, and we expect to see thousands register within the coming year.

In addition to conducting the alumni survey, we have also launched a widespread effort to listen to and collaborate more closely with our students and alumni through broad use of social media tools such as Facebook,<sup>®</sup> LinkedIn,<sup>®</sup> and Twitter.<sup>®</sup>

Beginning in July 2009, we formed a social media team, consisting of four full-time staff members and 25 extended staff members from other departments who serve as key subject matter experts. With an annual investment of \$2.8 million, our social media efforts have already helped increase productive contact with our students. We are currently engaging in nearly 6,000 online conversations monthly and counting more than 21,000 Facebook fans, nearly 2,500 Twitter followers and approximately 10,000 LinkedIn connections.

In addition to providing a vehicle for valuable peer connection and networking, these online spaces help us uncover key points of student dissatisfaction. Our social media team tracks all comments online, and routes the students' questions or complaints to the appropriate department so a response can be determined and posted for the student in a timely manner.

# Doing Well by Doing Good

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“...Attending the Advantage Academy truly brought out the best in me. I am so thankful to have had the opportunity to make my dreams come true and have a career. I wouldn't have made it this far if I had not attended this program...”

Antonio Valero,  
Advantage Academy Alumnus and MBA Candidate

## Sharing our Academic Resources with the Community

In addition to maintaining excellent academic quality for our students, DeVry University is committed to sharing our expertise with the communities in which we operate. Our philosophy of “Doing Well by Doing Good” guides us toward educational outreach efforts for those who need it most. In the past few years, we have invested time and resources in programs that help educate pre-college students—often those from disadvantaged and low-income communities. It is our hope that providing these students with college prep skills and the aspiration to advance beyond high school will also help the community at large.

## The DeVry University Advantage Academy

The DeVry University Advantage Academy is a dual enrollment and dual credit program that allows high school students to complete their junior and senior year coursework at DeVry University while also taking college-level courses from DeVry University faculty. When U.S. Secretary of Education Arne Duncan was CEO of Chicago Public Schools, DeVry University was honored to work together with him to develop and open the first DeVry University Advantage Academy in Chicago. The second program started in Columbus, Ohio in 2006. Approximately 500 students have graduated from the two schools to date. Students enter Advantage Academy at the start of their junior year and complete two academic years and one summer term. At the conclusion of the program, students have earned their high school diploma and an associate degree in either Network Systems Administration or Web Graphic Design. The program is free of charge to participating students. Most students go on to bachelor's degree programs either at DeVry University or other public or private universities, where their credits may transfer toward the degree they are seeking. Advantage Academies have a combined high school graduation rate of 93 percent, and an associate degree completion rate of approximately 85 percent.

The Advantage Academy model is flexible to meet the needs of individual school districts. DeVry University faculty teach all college courses, and high school classes are taught by certified high school educators. DeVry University's parent company, DeVry Inc. has recently partnered with America's Promise Alliance, the organization founded by General Colin Powell, to expand Advantage Academy to 10 cities.

## Passport2College

DeVry University recognizes that not all students—especially those who attend public schools in America's largest cities—have access to technology and business courses during high school. Passport2College is a tuition-waived program for high school students to take individual courses for college credit. Students take courses in game and simulation development, engineering design, networking, business and accounting. The career and technology focus of these courses is a springboard to the pursuit of a degree in a technology-oriented field. This kind of opportunity is increasingly important as America hopes to attract more young people to these

important fields. Without early exposure to these fields, a student is much less likely to pursue them. The courses typically meet for five weeks and are offered at DeVry University locations across the country. The program is open to juniors and seniors of any high school, and books and all fees are provided at no cost. Students who complete Passport2College courses gain exposure to challenging 21<sup>st</sup> century subjects that also provide a glimpse of college-paced courses and university faculty members.

## Chicago Career Tech

In 2010, DeVry University became a partner in the Chicago Career Tech program, an innovative job-retraining program initiated by Chicago Mayor Richard M. Daley. The program provides unemployed middle-income Chicagoans with employer- and service-based learning to gain the skills they need for high-demand technology based careers. While participants are unemployed and receiving unemployment benefits, the six-week program gives them the critical classroom training and practical experiences they need to rejoin the workforce. For a portion of each week, participants gain real world experience at local businesses and non-profit agencies. The rest of the week is spent at educational institutions, like DeVry University where they learn technical skills. DeVry University is one of a handful of educator partners selected to provide coursework at a reduced tuition rate for those who want to learn project management and health information technology skills.

Our first Chicago Career Tech class consisted of 50 students, 87 percent of whom completed the program. Our second class began with 45 students. Students from the first class are just entering the job market, and we hope to continue offering courses and supporting this pipeline of retrained individuals for Chicago's technology sector.

## HerWorld

HerWorld is DeVry University's series of live, interactive events for young women to learn more about STEM (Science, Technology, Engineering and Math) careers. In the 2009-2010 academic year, we presented HerWorld events for hundreds of young women across the country. HerWorld provides young women - high school juniors and seniors - with a glimpse of career opportunities in STEM fields. Through a set of games, hands-on project-based seminars, confidence-building workshops and live discussions with successful women, HerWorld events empower young women to use their talents and interests to succeed.

Over the past 12 years at our HerWorld events, we have presented inspirational female speakers from leadership positions at organizations such as NASA, E\*Trade Financial, Banco Popular North America, the Emma L. Bowen Foundation, BNY Asset Management, ASA Institute, Schlumberger, Best Buy and the Arizona Diamondbacks. At all events, young women

are encouraged to overcome stereotypes to seriously consider and explore their personal career options in technology. They are also given the opportunity to discover the many advantages and benefits of a technology career, including high compensation and solid employability.

## Featured Educational Outreach Effort

### Transforming a Houston High School

In addition to institutionally sponsored programs to boost education efforts in our communities, our faculty, students and staff have a great track record of taking on their own philanthropic efforts and involving DeVry University in the cause. As one of many examples, the students, faculty, and staff of our Houston campus recently helped transform a local high school.

The Sam Houston Math, Science and Technology Center High School (or "Sam") was shut down in June 2008 by the Texas Commissioner of Education after it had failed to meet academic standards for six consecutive years. The school was faced with an ultimatum that it could not re-open unless it replaced 75 percent of the employees and changed the name and focus of the school. With the decision to transform into a tech-oriented high school, there were still few community members willing to help make the transformation a reality.

DeVry University's Houston campus stepped up to address the new school's IT needs, revitalizing technological resources and updating the school's computers. Next, faculty and students from our Houston campus provided in-class math tutors and IT support.

Sam Houston Math, Science and Technology Center became a recognized school in 2009 for the first time since the Texas Education Agency's current ratings took effect in 2004. Of the 833 students at Sam that took the math examination in 2009, 67.2 percent met the state standard. A year earlier, only 49.8 percent reached that mark.

Sam Houston Math, Science and Technology Center High School recently nominated DeVry University for the Outstanding Community Partnership Award for the North region, which the university won at the Houston Independent School District's annual Volunteers in Public Schools awards ceremony.



# Appendix A

## LOCATIONS

*\*Undergraduate courses only*

*\*\* Keller courses only*

### Arizona

#### *Glendale*

6751 N. Sunset Blvd., Ste. E104  
Glendale, AZ 85305-3161  
823.872.3240

#### *Mesa*

1201 S. Alma School Rd., Ste. 5450  
Mesa, AZ 85210-2011  
480.827.1511

#### *Northeast Phoenix \*\**

Scottsdale Corporate Center I  
18500 N. Allied Way  
Phoenix, AZ 85054-3102  
480.657.3223

#### *Phoenix*

2149 W. Dunlap Ave.  
Phoenix, AZ 85021-2995  
602.870.0117

### California

#### *Alhambra*

Unit 100, Bldg. A-11, 1st Flr.  
1000 S. Fremont Ave.  
Alhambra, CA 91803-8898  
626.293.4300

#### *Anaheim*

1900 S. State College Blvd., Ste. 150  
Anaheim, CA 92806-6136  
714.935.3200

#### *Bakersfield \**

3000 Ming Ave.  
Bakersfield, CA 93304-4136  
661.833.7120

#### *Daly City*

2001 Junipero Serra Blvd., Ste. 161  
Daly City, CA 94014-3899  
650.991.3520

#### *Fremont*

6600 Dumbarton Cr.  
Fremont, CA 94555-3615  
510.574.1250

#### *Fresno\**

7575 N. Fresno St.  
Fresno, CA 93720-2458  
559.439.8595

#### *Inland Empire-Colton*

1090 E. Washington St., Ste. H  
Colton, CA 92324-8180  
909.514.1808

#### *Long Beach*

3880 Kilroy Airport Way  
Long Beach, CA 90806-2452  
562.427.0861

#### *Oakland*

505 14th St., Ste. 100  
Oakland, CA 94612  
510.267.1340

#### *Oxnard*

300 E. Esplanade Dr., Ste. 100  
Oxnard, CA 93036-1263  
805.604.3350

#### *Palmdale*

39115 Trade Center Dr., Ste. 100  
Palmdale, CA 93551-3649  
661.224.2920

#### *Pomona*

901 Corporate Center Dr.  
Pomona, CA 91768-2642  
909.622.8866

#### *Sacramento*

2216 Kausen Dr., Ste. 1  
Elk Grove, CA 95758-7115  
916.478.2847

#### *San Diego*

2655 Camino Del Rio N., Ste. 201  
San Diego, CA 92108-1633  
619.683.2446

#### *San Jose*

2160 Lundy Ave., Ste. 250  
San Jose, CA 95131-1862  
408.571.3760

#### *Sherman Oaks*

15301 Ventura Blvd., Bldg. D-100  
Sherman Oaks, CA 91403-6654  
818.713.8111

### Colorado

#### *Colorado Springs*

1175 Kelly Johnson Blvd.  
Colorado Springs, CO 80920-3928  
719.632.3000

#### *Denver South*

6312 S. Fiddlers Green Cr., Ste. 150E  
Greenwood Village, CO 80111-4943  
303.329.3000

#### *Westminster*

1870 W. 122nd Ave.  
Westminster, CO 80234-2010  
303.280.7400

### Florida

#### *Ft. Lauderdale*

600 Corporate Dr., Ste. 200  
Ft. Lauderdale, FL 33334-3603  
954.938.3083

#### *Jacksonville*

5200 Belfort Rd.  
Jacksonville, FL 32256-6040  
904.367.4942

#### *Miami*

8700 W. Flagler St., Ste. 100  
Miami, FL 33174-2535  
305.229.4833

#### *Miramar*

2300 SW 145th Ave.  
Miramar, FL 33027-4150  
954.499.9775

#### *Orlando*

4000 Millenia Blvd.  
Orlando, FL 32839-2426  
407.345.2800

#### *Orlando North*

1800 Pembroke Dr., Ste. 160  
Orlando, FL 32810-6372  
407.659.0900

#### *Tampa Bay*

5540 W. Executive Dr., Ste. 100  
Tampa, FL 33609  
813.288.8994

*\*Undergraduate courses only*  
*\*\* Keller courses only*

*Tampa East*  
6700 Lakeview Center Dr., Ste. 150  
Tampa, FL 33619-1121  
813.664.4260

## **Georgia**

*Colorado Springs*  
2555 Northwinds Pkwy.  
Alpharetta, GA 30009-2232  
770.619.3600

*Atlanta Buckhead \*\**  
Fifteen Piedmont Center  
3575 Piedmont Rd. NE  
Atlanta, GA 30305-1543  
404.760.1400

*Atlanta Cobb-Galleria*  
100 Galleria Pkwy. SE, Ste. 100  
Atlanta, GA 30339-3122  
770.916.3704

*Atlanta Perimeter \*\**  
Two Ravinia Dr.  
Atlanta, GA 30346-2104  
770.391.6200

*Decatur*  
1 West Court Square, Ste. 100  
Decatur, GA 30030-2556  
404.270.2700

*Gwinnett*  
3505 Koger Blvd., Ste. 170  
Duluth, GA 30096-7671  
770.381.4400

*Henry County*  
675 Southcrest Pkwy., Ste. 100  
Stockbridge, GA 30281-7973  
678.284.4700

## **Illinois**

*Addison \**  
1221 N. Swift Rd.  
Addison, IL 60101-6106  
630.953.1300

*Chicago*  
3300 N. Campbell Ave.  
Chicago, IL 60618-5994  
773.929.8500

*Chicago Loop*  
225 W. Washington St., Ste. 100  
Chicago, IL 60606-2418  
312.372.4900

*Chicago O'Hare*  
8550 W. Bryn Mawr Ave., Ste. 450  
Chicago, IL 60631-3224  
773.695.1000

*Downers Grove*  
Highland Landmark V  
3005 Highland Pkwy., Ste. 100  
Downers Grove, IL 60515-5683  
630.515.3000

*Elgin*  
Randall Point  
2250 Point Blvd., Ste. 250  
Elgin, IL 60123-7873  
847.649.3980

*Gurnee*  
1075 Tri-State Pkwy., Ste. 800  
Gurnee, IL 60031-9126  
847.855.2649

*Lincolnshire \*\**  
25 Tri-State International Center  
Lincolnshire, IL 60069-4460  
847.940.7768

*Naperville*  
2056 Westings Ave., Ste. 40  
Naperville, IL 60563-2361  
630.428.9086

*Schaumburg \*\**  
1051 Perimeter Dr.  
Schaumburg, IL 60173-5009  
847.330.0040

*Tinley Park*  
18624 W. Creek Dr.  
Tinley Park, IL 60477-6243  
708.342.3300

## **Indiana**

*Indianapolis*  
9100 Keystone Crossing, Ste. 350  
Indianapolis, IN 46240-2158  
317.581.8854

*Merrillville*  
Twin Towers  
1000 E. 80th Pl., Ste. 222 Mall  
Merrillville, IN 46410-5673  
219.736.7440

## **Kentucky**

*Louisville*  
10172 Linn Station Rd., Ste. 300  
Louisville, KY 40223-3887  
502.326.2860

## **Maryland**

*Bethesda*  
4550 Montgomery Ave., Ste. 100 N.  
Bethesda, MD 20814-3304  
301.652.8477

## **Michigan**

*Southfield \**  
26999 Central Park Blvd., Ste. 125  
Southfield, MI 48076-4174  
248.213.1610

## **Minnesota**

*Edina*  
7700 France Ave. S., Ste. 575  
Edina, MN 55435-5876  
952.838.1860

*St. Louis Park*  
400 Highway 169 S., Ste. 100  
St. Louis Park, MN 55426-1105  
952.738.3100

## **Missouri**

*Kansas City*  
11224 Holmes Rd.  
Kansas City, MO 64131-3406  
816.943.7300

*Kansas City Downtown*  
1100 Main St., Ste. 118  
Kansas City, MO 64105-2112  
816.221.1300

*St. Louis*  
11830 Westline Industrial Dr.  
St. Louis, MO 63146-4157  
314.991.6400

# Appendix A

*\*Undergraduate courses only*

*\*\*Keller courses only*

## **Nevada**

### *Henderson*

2490 Paseo Verde Pkwy., Ste. 100  
Henderson, NV 89074-7121  
702.933.9700

## **New Jersey**

### *North Brunswick*

630 U.S. Hwy. One  
North Brunswick, NJ 08902-3362  
732.729.3532

### *Paramus*

35 Plaza, 81 E. State Rte. 4, Ste. 102  
Paramus, NJ 07652-2634  
201.556.2840

## **New York**

### *Midtown Manhattan*

DeVry College of New York  
180 Madison Ave., Ste. 900  
New York, NY 10016-5267  
212.312.4300

### *Queens*

DeVry College of New York  
99-21 Queens Blvd.  
Rego Park, NY 11374  
718.575.7100

## **North Carolina**

### *Charlotte*

Charleston Row  
2015 Ayrslay Town Blvd., Ste. 109  
Charlotte, NC 28273-4068  
704.362.2345

### *Raleigh-Durham*

1600 Perimeter Park Dr., Ste. 100  
Morrisville, NC 27560-8421  
919.463.1380

## **Ohio**

### *Cincinnati*

8800 Governors Hill Dr., Ste. 100  
Cincinnati, OH 45249-1367  
513.583.5000

### *Columbus*

1350 Alum Creek Dr.  
Columbus, OH 43209-2705  
614.253.7291

### *Columbus North*

8800 Lyra Dr., Ste. 120  
Columbus, OH 43240-2100  
614.854.7500

### *Columbus South \*\**

1350 Alum Creek Dr.  
Columbus, OH 43209-2705  
614.251.6969

### *Dayton*

3610 Pentagon Blvd., Ste. 100  
Dayton, OH 45431-1708  
937.320.3200

### *Independence*

4141 Rockside Rd., Ste. 110  
Independence, OH 44131-2537  
216.328.8754

## **Oklahoma**

### *Oklahoma City*

Lakepointe Towers  
4013 NW Expressway St., Ste. 100  
Oklahoma City, OK 73116-1695  
405.767.9516

## **Oregon**

### *Portland*

9755 SW Barnes Rd., Ste. 150  
Portland, OR 97225-6651  
503.296.7468

## **Pennsylvania**

### *Ft. Washington*

1140 Virginia Dr.  
Ft. Washington, PA 19034-3204  
215.591.5700

### *King of Prussia*

150 Allendale Rd., Bldg. 3, Ste. 3201  
King of Prussia, PA 19406-2926  
610.205.3130

### *Philadelphia*

1800 JFK Blvd., Ste. 200  
Philadelphia, PA 19103-7410  
215.568.2911

### *Pittsburgh*

210 Sixth Ave., Ste. 200  
Pittsburgh, PA 15222-2606  
412.642.9072

## **Tennessee**

### *Memphis*

6401 Poplar Ave., Ste. 600  
Memphis, TN 38119-4808  
901.537.2560

### *Nashville*

3343 Perimeter Hill Dr., Ste. 200  
Nashville, TN 37211-4147  
615.445.3456

## **Texas**

### *Austin*

Stratum Executive Center  
11044 Research Blvd., Ste. B-100  
Austin, TX 78759-5292  
512.231.2500

### *Ft. Worth*

DR Horton Tower  
301 Commerce St., Ste. 2000  
Ft. Worth, TX 76102-4120  
817.810.9114

### *Houston*

11125 Equity Dr.  
Houston, TX 77041-8217  
713.973.3100

### *Houston Galleria*

2000 W. Loop St., Ste. 150  
Houston, TX 77027-3513  
713.850.0888

### *Irving*

4800 Regent Blvd.  
Irving, TX 75063-2439  
972.929.6777

### *Richardson*

2201 N. Central Expressway, Ste. 149  
Richardson, TX 75080-2754  
972.792.7450

### *San Antonio*

618 NW Loop 410, Ste. 202  
San Antonio, TX 78216  
877.633.3879

### *Sugar Land*

14100 Southwest Frwy., Ste. 100  
Sugar Land, TX 77478-3467  
281.566.6000

*\*Undergraduate courses only*

*\*\* Keller courses only*

## **Utah**

### *Sandy*

9350 S. 150 E., Ste. 420

Sandy, UT 84070-2704

801.565.5110

## **Virginia**

### *Arlington*

2450 Crystal Dr.

Arlington, VA 22202-3843

703.414.4000

### *Manassas*

10432 Balls Ford Rd., Ste. 130

Manassas, VA 20109-3173

703.396.6611

### *South Hampton Roads*

1317 Executive Blvd., Ste. 100

Chesapeake, VA 23320-3671

757.382.5680

## **Washington**

### *Bellevue*

Bellevue Corporate Plaza

600 108th Ave. NE, Ste. 230

Bellevue, WA 98004-5110

425.455.2242

### *Federal Way*

3600 S. 344th Way

Federal Way, WA 98001-9558

253.943.2800

### *Lynnwood*

Redstone Corporate Center I

19020 33rd Ave. W., Ste. 100

Lynnwood, WA 98036-4754

425.672.6130

## **Wisconsin**

### *Milwaukee*

411 E. Wisconsin Ave., Ste. 300

Milwaukee, WI 53202-4400

414.278.7677

### *Waukesha*

Stone Ridge Business Center

N14 W23833 Stone Ridge Dr., Ste. 450

Waukesha, WI 53188-1157

262.347.2911

## **Alberta, Canada**

### *Calgary \**

DeVry University Institute

of Technology

2700 3rd Ave. SE

Calgary, AB Canada T2A 7W4

403.235.3450

# Appendix B

## Program Accreditations

The following programs, at the following locations, are accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Ste. 1050, Baltimore, Maryland 21202-4012, 410.347.7700:

- Baccalaureate Biomedical Engineering Technology (BMET): Columbus, Decatur, Federal Way, Ft. Washington, Irving, Kansas City, Miramar, North Brunswick, Northern California (Fremont), Orlando, Phoenix, Southern California (Pomona)
- Baccalaureate Computer Engineering Technology (CET): Addison/Tinley Park, Arlington, Chicago, Columbus, Decatur/Alpharetta, Federal Way, Ft. Washington, Houston, Irving, Kansas City, Long Island City, Northern California (Fremont), Orlando, Phoenix, South Florida (Miramar), Southern California (Long Beach, Pomona, Sherman Oaks), Westminster
- Baccalaureate Electronics Engineering Technology (EET): Addison/Tinley Park, Arlington, Chicago, Columbus, Decatur/Alpharetta, Federal Way, Ft. Washington, Houston, Irving, Kansas City, Long Island City, New Jersey (North Brunswick, Paramus), Northern California (Fremont, Sacramento), Orlando, Phoenix, South Florida (Miramar), Southern California (Long Beach, Pomona, Sherman Oaks), Westminster

TAC of ABET requires separate review of each engineering technology program both online and at each physical location. The online engineering technology programs (CET and EET) are currently not accredited by TAC of ABET. Evaluation for accreditation may not be requested until the first class of students has graduated; future accreditation is not guaranteed. The CET and EET programs at DeVry University Calgary are not eligible for this accreditation. The most recent information on the TAC of ABET accreditation is available at each location and at [www.devry.edu](http://www.devry.edu).

The CET and EET programs at Calgary campus are accredited by the Canadian Technology Accreditation Board (CTAB). CTAB is a standing committee of the Canadian Council of Technicians and Technologists (CCTT).

The following programs, at the following locations, are accredited by the Commission on Accreditation for Health Informatics and Information Management Education ([www.cahiim.org](http://www.cahiim.org)):

- Associate Health Information Technology (HIT): Online, Chicago, Columbus, Decatur, Ft. Washington, Houston, Irving, North Brunswick, Pomona
- Baccalaureate Technical Management (BSTM) with Health Information Management Specialty: Online

CAHIIM requires separate review of each eligible program both online and at each location. A location may not apply for accreditation review of a given program until the program at that location is fully operational, nor is future accreditation guaranteed. The most recent information on the status of CAHIIM accreditation of a location's HIT program, or of the BSTM program with a technical specialty in Health Information Management, is available from the location and at [www.devry.edu](http://www.devry.edu).

DeVry University's Business Administration program, when completed with a project management major/concentration, is accredited by the Project Management Institute's Global Accreditation Center, as is the Technical Management program, when completed with a project management technical specialty. Additional information regarding this accreditation is available at [www.pmi.org](http://www.pmi.org).

The Canadian Institute of Marketing (L'Institut Canadien du Marketing, [www.cinstmarketing.ca](http://www.cinstmarketing.ca)) accredits DeVry Institute of Technology's Bachelor of Business Administration degree with specialization in Sales and Marketing.

The following Keller programs are accredited by the Project Management Institute's Global Accreditation Center: MBA program, when completed with a concentration in Project Management; MISM program, when completed with a concentration in Project Management; MNCM program, when completed with a concentration in Project Management; and the MPM program. DeVry University, including Keller Graduate School of Management, is one of only 16 U.S. universities and 30 schools worldwide to be granted this significant designation. More information is available at [www.pmi.org](http://www.pmi.org).

Keller, a PMI Registered Education Provider, is committed to enhancing the ongoing professional development of PMI members, PMI-certified PM professionals and other PM stakeholders through appropriate learning activities and products. As a PMI REP, Keller abides by PMI-established operational and educational criteria and is subject to random audits for quality assurance purposes.

Keller's Masters of Human Resource Management program coursework is aligned with HR Curriculum Guidelines and Templates established by the Society for Human Resource Management (SHRM), the largest HR professional association and the leading source of guidance on continuing education for HR professionals. Learn more about SHRM at [www.shrm.org](http://www.shrm.org).



[www.devry.edu](http://www.devry.edu) | 888.DEVRY.04

DeVry University  
3005 Highland Parkway  
Downers Grove, IL 60515

**In New York, DeVry University operates as DeVry College of New York.** DeVry University operates as DeVry Institute of Technology in Calgary, Alberta. DeVry University is authorized for operation by the THEC, [www.state.tn.us/thec](http://www.state.tn.us/thec). Nashville Campus: 3343 Perimeter Hill Dr., Nashville, TN 37211. DeVry is certified to operate by the State Council of High Education for Virginia. AC0060. Program availability varies by location. For our Calgary location DeVry University's Keller Graduate School of Management master's degree programs are offered online, and degrees are conferred by DeVry University's Keller Graduate School of Management in the United States. Degrees are not offered or conferred in Alberta by DeVry Institute of Technology – Calgary, nor are they approved by Alberta Advanced Education and Technology.

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