



Academic Annual Report

2012 – 2013



DeVry University

Keller Graduate School
of Management



Our degree programs are designed
to help students start and
maintain rewarding careers
or make career changes that
improve the quality of life
for them and their families.



David J. Pauldine
President, DeVry University

Our outcomes reflect our strong career focus:
even in today's challenging economic environment,
90 percent of DeVry University graduates
who were actively seeking employment in 2012
had careers in their fields within six
*months of graduation.**

a message from the President

We are proud to present the 2012–2013 DeVry University Academic Annual Report—the fourth annual snapshot of our academic initiatives. Inside, you will find information about the progress we have made over the last year, along with a look at some of our plans for continuing to improve our academic offerings and student services.

In 1931, when Dr. Herman DeVry founded the technical training school that later became DeVry University, he acted out of a deep personal commitment to making career-oriented education accessible to all who wanted it, from recent high school graduates preparing for employment to experienced workers looking to make a career change. We continue his legacy by working steadily to build our reputation as *The Career University*, making sure that we help our students acquire the knowledge and skills they need to succeed in today's competitive job market. Our outcomes reflect our strong career focus: even in today's challenging economic environment, 90 percent of DeVry University graduates who were actively seeking employment in 2012 had careers in their fields within six months of graduation.

Just as in Dr. DeVry's day, we know that many of our students are balancing school with work, family and other demands, so in addition to strong academics we provide tailored student-support services at every step of the educational journey. In this report, you will read about many of the programs we have put in place that are aimed specifically at helping our students remain enrolled and engaged until graduation—and successful in the careers of their choice after they graduate.

Because we know that affordability is also key to our students' ability to remain in school through graduation, in 2013 we awarded more than \$55 million in scholarships. We also created the Career Catalyst Scholarship, a progressive financial award worth up to a total of \$20,000 per student. Additionally, in spring 2013 we announced that we would freeze tuition rates for the 2013–2014 academic year.

Our students are the driving force behind the work we do every day. Our focus on our mission leads to their success, and there is no greater reward than that. We appreciate the chance to share this year's achievements and continuous improvement opportunities with you.

David J. Pauldine
President, DeVry University

*Figure based on 2012 graduates self-reporting data to DeVry University Career Services who were employed at graduation or actively seeking employment in their field after graduation. Does not include graduates who were not actively seeking employment, as determined by DeVry University Career Services, or who did not report data on employment status to DeVry University Career Services.

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Note: Unless otherwise noted, the data and information presented in this 2012–2013 report pertain to fiscal year 2013, the period from July 1, 2012, through June 30, 2013. Where dates are listed as “2013” or “2012,” the corresponding fiscal year is implied.



Colleges and Programs of Study



College of **Business & Management**

Associate Degree:

- Accounting

Bachelor's Degree:

- Accounting
- Business Administration
- Management
- Technical Management

Master's Degree:

- Accounting
- Accounting & Financial Management
- Business Administration
- Human Resource Management
- Project Management
- Public Administration



College of **Liberal Arts & Sciences**

Bachelor's Degree:

- Communications
- Justice Administration

School of Education, Master's Degree:

- Education
- Educational Technology



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 **Media Arts & Technology**

Associate Degree:

- Web Graphic Design

Bachelor's Degree:

- Multimedia Design & Development



College of **Health Sciences**

Associate Degree:

- Health Information Technology
- Neurodiagnostic Technology

Bachelor's Degree:

- Clinical Laboratory Science
- Healthcare Administration



Keller Graduate School of Management

Master's Degree:

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

About Us

For more than eight decades, DeVry University has offered *high-quality education that helps students succeed in their chosen careers*, understand the value of lifelong learning and improve the quality of life for them and their families.

History

DeVry University was founded in 1931 by motion picture technology innovator Dr. Herman DeVry, whose 1912 “Theater in a Suitcase” silent-movie projector was deemed by the Smithsonian Museum of American History to be the most advanced education-enabling technology of its time. “For the first time, moving images, whether of foreign societies in motion or step-by-step instructions for complex tasks, could be distributed to audiences regardless of their location,” said Michelle Delaney, director of the Smithsonian’s Consortium for Understanding the American Experience. “His projector definitely opened the gateway to the concept of distance learning.”

Today, DeVry University continues Dr. DeVry’s legacy of innovation in career-oriented education by leading the way in educating students onsite, online and in a blended format that combines the best of both approaches. Its five colleges of study offer undergraduate and graduate degree programs onsite at more than 90 campuses in the United States (see Appendix A for a current list) as well as online, making it one of the largest private, degree-granting, regionally accredited higher education institutions in North America. DeVry University offers business and management graduate degree programs through the Keller Graduate School of Management, founded in 1973 by Dennis Keller and Ronald Taylor.

Vision

To be *The* Career University

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 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 upon 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.

Board of Trustees

As the institutional governing body for DeVry University, the DeVry University board of trustees oversees academic, operational and financial policies to help ensure that we further our mission to foster student learning through high-quality, career-oriented education. The board of trustees operates independently from the board of directors of our parent organization, DeVry Education Group.

DeVry University's current board members are:

- **Richard L. Rodriguez, J.D.**, vice president and business development director, Lend Lease (board chair)
- **Jill Albrinck**, chief operating officer, DeVry University
- **Barbara Higgins**, senior vice president of customer experience and retention, Allstate Insurance Company
- **Alan G. Merten, Ph.D.**, president emeritus, George Mason University
- **Grace Ng**, director of defined contribution plans in the portfolio investments group, Dow Chemical Company
- **David J. Pauldine**, president, DeVry University
- **Newton Walpert**, vice president and general manager of U.S. enterprise sales for the printing and personal systems organization, Hewlett-Packard Company



Jill Albrinck



Barbara Higgins



Alan Merten



Grace Ng



David Pauldine



Richard Rodriguez (chair)



Newton Walpert

Accessible Options

DeVry University's diverse student population is one of our greatest strengths: from recent high school graduates to those seeking career change to those who have studied elsewhere, *our students bring a wide range of valuable perspectives* to our classrooms.

Serving a Diverse Population

Like most postsecondary institutions, DeVry University serves many recent high school graduates—but we also serve a high number of non-traditional students, resulting in a student population that is extremely diverse in terms of age, ethnicity and life experience.

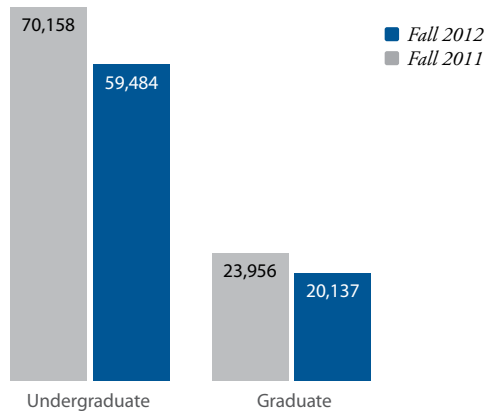
Most of our students are working adults who want to strengthen their skills or explore new career paths. We serve single parents who strive to balance job and family responsibilities in addition to school, and many students who are the first in their families to attend college, recent immigrants, or members of traditionally underserved minority groups. Some of our students are returning, with a renewed focus on their goals, to finish degrees that they began at DeVry University or another institution. Fifteen percent of our students are military veterans or active-duty military personnel.

One thing that our students have in common: they are all looking for career-focused educational opportunities that will help them build better lives for themselves and their families. DeVry University strives to make higher education accessible to all by providing our students with support and guidance during every step of the process.

Enrollment and Student Demographics

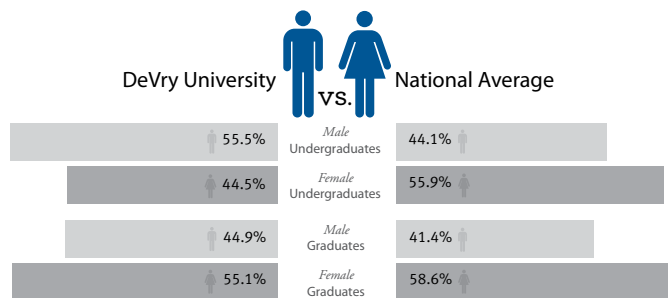
DeVry University is one of the nation's largest private-sector universities. During fall 2012, nearly 80,000 students were enrolled. Undergraduates make up 75 percent of our student population and graduate students make up 25 percent. As many students struggled with the challenging U.S. economic environment, fall enrollment during 2012–2013 decreased 15 percent for undergraduates and 16 percent for graduate students from 2011–2012.

Undergraduate and Graduate Enrollment, Fall 2012



Approximately 55 percent of our undergraduates are men and 45 percent are women; in our graduate programs, approximately 55 percent are women and 45 percent are men. Nationally, four-year degree-granting institutions in the United States average 44 percent male and 56 percent female undergraduates, and 41 percent male and 59 percent female graduate students.

Student Gender, Fall 2012



Student Diversity, Fall 2012

In the United States, 43 percent of our undergraduates and 47 percent of our graduate students are minority, as compared to 33.5 percent and 26 percent, respectively, for students of all U.S. four-year Title IV institutions¹.

	DeVry University		Other Nationwide Institutions	
	Undergraduates	Graduates	Undergraduates	Graduates
Minority	43.1%	47.0%	33.5%	26.0%
White	38.3%	32.7%	56.9%	53.9%
Non-resident Alien/Unknown	18.6%	20.3%	9.6%	20.1%

DeVry University serves a high percentage of minority students, many of whom come from immigrant or low-income households and are the first in their families ever to attend college. This is a group of students that has traditionally been underserved by postsecondary education.

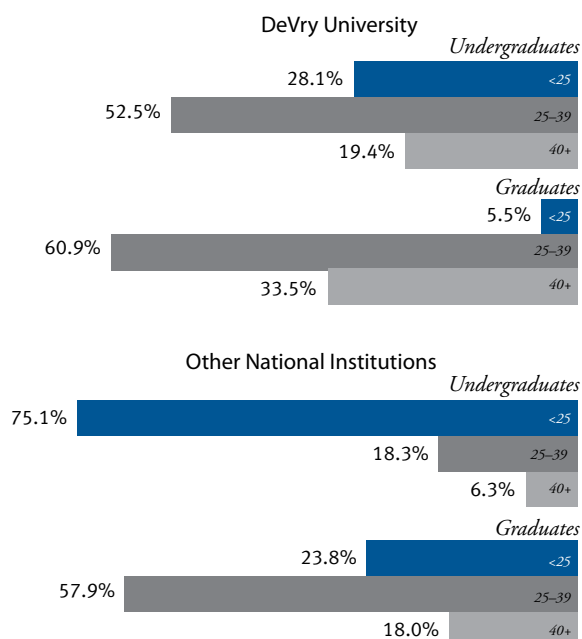
Comparison of Race/Ethnicity of DeVry University Students to National Average at Other Institutions	DeVry University Students	National Average
<i>Statistics for fall 2012</i>		
UNDERGRADUATES		
White	38.3%	56.9%
Black or African American	21.2%	12.9%
Race/Ethnicity unknown	16.9%	6.3%
Hispanic (of any race)	15.5%	11.7%
Asian	4.1%	5.4%
Non-resident Alien	1.7%	3.4%
Two or more races	1.1%	2.5%
American Indian or Alaskan Native	0.6%	0.7%
Native Hawaiian or Other Pacific Islander	0.6%	0.3%
GRADUATES		
White	32.7%	53.9%
Black or African American	30.4%	11.3%
Race/Ethnicity unknown	15.0%	8.7%
Hispanic (of any race)	8.7%	6.6%
Asian	6.2%	5.9%
Non-resident Alien	5.2%	11.4%
Two or more races	0.8%	1.6%
American Indian or Alaskan Native	0.5%	0.5%
Native Hawaiian or Other Pacific Islander	0.4%	0.2%

¹ IPEDS Data Center, National Center for Education Statistics, August 2013

Accessible Options

Our commitment to providing flexible course options—onsite, online and blended—makes DeVry University a good fit for adult students who are trying to manage the simultaneous demands of work, family and school. Nearly 72 percent of our undergraduates and more than 94 percent of our graduate students are age 25 and over.

Student Age Statistics, Fall 2012



Accessibility

Options for International Students

Relationships with international institutions play a critical role in DeVry University's global growth. They provide a framework through which we can serve more students from different backgrounds, introduce diversity of thinking and experiences into our classrooms, and help expand our domestic reputation to the international community. We make it easier for international students to attend DeVry University by establishing articulation agreements that ensure a smooth transfer of credits they have already earned at their local institutions.

For example, our articulation agreement with China's Hubei Normal University (HBNU) will provide HBNU students with study opportunities at our campuses in the United States, as well as exchange programs for our faculty and study-abroad programs for our students. A DeVry University faculty delegation traveled to China in May 2013 to meet with HBNU students and educators to lecture on American culture, English and international business practices. In addition, faculty members furthered scholarly understanding by discussing pedagogy and learning techniques.

As HBNU students become more familiar with DeVry University, we can help those who are interested complete their bachelor's degrees at the university, enabling students to gain cultural and educational experiences in the United States that ultimately will help them pursue their career objectives. Students who graduate from HBNU in spring 2014 will be invited to apply to continue their educations at DeVry University beginning in fall 2014.

Options for Military Students

Approximately 15 percent of the students enrolled at DeVry University in spring 2013 were active-duty military members or military veterans. To make a DeVry University education more affordable for active-duty military personnel and their spouses, these students receive special tuition rates; we also provide veterans with tuition grants, and veterans and service members alike can qualify for credits based on their military coursework. In addition, we have resources in place to help our military students transition to school and work through any challenges they face (see p. 33 for more). Military students' retention rate and course success rate reflect the effectiveness of these offerings.

DeVry University Military Students

Retention Rate*			Course Success Rate**	
			Undergrad	Graduate
Veterans	Undergrad	Veterans	76.4%	89.9%
	Graduate	Veterans	76.4%	89.9%
Non-Military	Undergrad	Active Military	79.0%	89.4%
	Graduate	Non-Military	75.3%	87.6%

*Cohort is new degree-seeking entering in fall 2011. Retention rate is the percentage enrolled in summer or fall 2012.

**Outcomes for all courses attempted by degree-seeking students during 2013. Course success is defined as a grade of A, B, C or S.

We have signed memoranda of understanding (MOUs) with the Department of Defense that enable us to accept military tuition assistance to help active-duty service members pay for college. As part of our MOUs, we participated in a voluntary third-party review to measure military students' satisfaction and identify best practices for serving this population. A team of assessors visited DeVry University's home office to interview leaders, department heads and faculty members, and followed up by surveying students who currently serve in the Army, Navy, Air Force and Marines.

Their report included recognition of our strengths as well as suggestions for how we can better serve our military students. Notable praise included:

- Military students' ability to continue their studies seamlessly—thanks to the engaging, high-quality nature of online courses—as long as they are stationed in a location with reliable Internet access
- Our specialized training for faculty and staff, and our membership in organizations like the Servicemembers Opportunity Colleges (SOC) consortium, which works to provide quality programs to active-duty military students, their families and veterans
- Responsiveness and flexibility toward service members, exemplified by special tuition pricing and transfer-credit policies
- Our commitment to using student-survey data to evaluate and improve programs, processes and faculty performance
- Our Student Central service model, including specialists trained to work with military students studying online
- Robust career services that will become increasingly important if predicted personnel draw-downs happen in the military

The report's suggested opportunities for improvement included:

- Hiring more staff members who are former enlisted military members or family members
- Exploring programs of study that will help career military personnel in their jobs—for example, programs at the graduate level geared toward officers or senior non-commissioned officers
- Providing learning opportunities for faculty related to post-traumatic stress disorder and other psychological issues
- Expanding career services to provide more online resources

Our Addison, Ill., campus started DeVry University's first Military Resource Club several years ago and continues to help develop new ways for us to serve military students. In 2013, the club helped organize the first Student Veteran Empowerment Summit, which brought together 70 student veteran leaders from across the state along with representatives from veteran services organizations. The all-day event tackled subjects that included "Post-Traumatic Stress Disorder/Traumatic Brain Injury in the Classroom," "Building a Strong Student Veteran Organization" and "Preparing Veterans for Successful Transition into Employment."

Student Spotlight: Justin Miller

"In the military, you get used to doing everything on the buddy system," says Justin Miller, a U.S. Army veteran who earned a bachelor's degree in Business Administration at DeVry University's Addison campus in 2013 and is currently pursuing an MBA at Keller Graduate School of Management. "We're trying to replicate that system on a larger scale here," with support for veterans that includes a veterans' center, a Military Resource Club and a chapter of the SALUTE national veterans' honor society.

Since beginning his studies at DeVry University in 2011 after nearly eight years in the Army—including two deployments as part of Operation Iraqi Freedom—Miller has become president of the Military Resource Club and helped to establish the veterans' center. That dedicated space, staffed by volunteers who are veterans themselves, is a place where military students can come to talk, relax and study. Miller says that it also provides a space where students come together to "focus on the mission at hand"—succeeding at DeVry University. Dozens of students take advantage of the center, and about 40 students attend monthly meetings of the Military Resource Club to connect with fellow veterans and learn about the services and support DeVry University offers.



"In my eyes, as a veteran,
*support for
veterans
is absolutely
necessary.*

As a DeVry University student, it's great to know that we're taking care of our veterans and doing all we can to help guarantee their success here."

– Justin Miller
DeVry University Graduate, Keller MBA Student,
DeVry University Marketing Intern and
U.S. Army Veteran

Accessible Options

Options for Transfer Students

A 2013 report by the National Student Clearinghouse Research Center² found that “more than one in five students who completed a degree did so at an institution other than the one where they started.” The report also pointed out that these are “students whose successful outcomes are invisible to traditional graduation rate calculations,” most of which use data from first-time, full-time students who graduate from the same institution at which they start.

Approximately 60 percent of incoming students enroll in DeVry University with transfer credits from other institutions. Our goal is to make it easy for these students to transfer up to 80 hours of qualifying college credits toward a bachelor’s degree program. In 2013, we entered into agreements or memoranda of understanding with 47 new institutions—bringing our total to 167—that enable us to provide clear pathways for students who want to finish their bachelor’s degrees.

In addition, in 2013 we developed transfer guides that communicate how qualifying credits can transfer to DeVry University from more than 90 institutions. A complete list of institutions with which we have transfer guides, agreements or memoranda of understanding is available at <http://www.devry.edu/admissions/college-transfer-students.html>.

Options for Students with Disabilities

DeVry University provides appropriate and reasonable accommodations to qualified individuals with disabilities in compliance with the Americans with Disabilities Act and all applicable federal, state or local laws that provide for non-discrimination against qualified individuals with disabilities. To help us process, evaluate and implement student requests for disability accommodation, in 2013 we created a new centralized service model that consolidates services into our Office of Student Disability Services.

This team receives disability accommodation requests for onsite and online classes, evaluates the accompanying documentation and works with professors to implement appropriate accommodations. Each campus has an accommodation coordinator who will be a liaison for the student throughout this process, and will handle arrangements with any outside local services that might be required as part of the approved accommodations.

Affordability

DeVry University and its Keller Graduate School of Management are committed to providing students with financial options that make it affordable for them to achieve their educational and career goals. In spring 2013, given the continued challenges of the United States economy, DeVry University announced that we would freeze tuition rates for the 2013–2014 academic year.

We also provide a wide range of scholarships that make education more affordable. In fiscal 2013, DeVry University funded more than 40 scholarship and grant programs totaling more than \$55 million and benefiting more than 23,000 undergraduate and graduate students. For example, our Technology Scholarship awards \$2,500 per semester (up to \$22,500 per student) to eligible students in our College of Engineering & Information Sciences, College of Health Sciences and College of Media Arts & Technology. In July 2013, we announced a new scholarship: the Career Catalyst Scholarship, a progressive scholarship that rewards students as they progress toward graduation. Students in their first year of a bachelor’s degree program can be awarded up to \$5,000; in their second year, the amount may increase up to \$7,000; and in the third year, the award may increase up to \$8,000. DeVry University has set aside more than \$17.5 million to fund this scholarship over the next three years.

The DeVry University Education Fund, a 501(c)(3) organization that provides scholarships to current students, awarded more than \$244,000 to 167 students in 2013. The fund is supported by donors that include corporate partners, DeVry University colleagues, alumni and private parties; their donations this year increased the fund balance by 81 percent over 2012.

² “Completing College: A National View of Student Attainment Rates,” National Student Clearinghouse Research Center, on the Internet at www.studentclearinghouse.info/signature/4/ (visited August 14, 2013).

OPPORTUNITIES FOR IMPROVEMENT

We strive to make our programs accessible to a diverse population of students, including those in the military, those who want to explore college-level courses, and those who have work skills and experience.

ONGOING OPPORTUNITY

Centralize Services for Military Students

The DeVry University model of student service emphasizes providing excellent service to all students—and we have identified ways to meet the unique needs of military and veteran students and their family members. Our Military Affairs team includes staff members who are veterans or family members of veterans and active-duty personnel, so we are able to build strong connections with our military students.



Update

We continue to develop plans for a Military Center of Excellence, housed at our parent organization, DeVry Education Group, and are gathering input from a steering committee and stakeholders. Suggestions have included creating tiers of support for military students that range from an on-campus staff member to a dedicated toll-free number that military students can use as an always-available contact point. We are also developing training for professors that will help them understand some of the issues that military students might face (e.g., post-traumatic stress disorder) as well as the importance of accommodating active-duty students' need for flexibility in coursework and scheduling.

ONGOING OPPORTUNITY

Expand Offerings to Serve a Broader Student Population

Established in 2012, the DeVry University College of Continuing Education (CCE) serves potential students who want to take college-level courses without pursuing a degree. The CCE highlights highlights our emphasis on encouraging students to become lifelong learners.



Update

We have built 10 CCE programs, focused mainly on business and technology, that are ready to deploy when pricing and delivery locations are determined. In the meantime, we are building an application that will house the CCE catalog and allow students to select and pay for their courses online. In 2014, we will continue to work closely with DeVry University's Keller Center for Corporate Learning, which offers customized programs for corporate clients. We will also continue to establish relationships with external partners that include corporations, community colleges, workforce development organizations and trade associations, so that we can assess the marketplace and develop solutions that employers find valuable.

NEW OPPORTUNITY

Implement Competency-Based Learning

Many DeVry University students enter our degree programs with a significant amount of work experience. Competency-based education allows students to demonstrate their mastery of learning objectives, knowledge and skills, validating that they have achieved the competencies necessary to move along the educational path. Students who meet competency requirements may be able to complete their degrees more quickly with a lower tuition expense.



Plan

We are working to design competency-based degree programs, including associate degrees, bachelor's degrees and master's degrees, with a target rollout date of fiscal 2015.



Donna M. Loraine, Ph.D.

Provost/Vice President, Academic Affairs
Dean, Keller Graduate School of Management

At a time when private-sector colleges and universities are under scrutiny, our reaccreditation not only validates DeVry University's mission but also stands as *a testament to our integrity and commitment to our students.*

a message from the Provost

This year's Academic Annual Report highlights a significant accomplishment for DeVry University: in March 2013, we received Reaffirmation of Accreditation by the Institutional Actions Council (IAC) of The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). You will find comprehensive information about the process beginning on p. 13.

At a time when private-sector colleges and universities are under scrutiny, our reaccreditation not only validates DeVry University's mission but also stands as a testament to our integrity and commitment to our students. Additionally, it underscores our engagement with the practice of continuous improvement. For example, we had to demonstrate that we measure our student learning outcomes, create plans for improvement where needed, implement the plans, and track results, always with an eye toward improving our performance.

This level of self-monitoring has created a true culture of continuous improvement among our faculty and staff, enabling us to provide an ever-better academic experience to our students. We expect our performance to grow even stronger as we continue to build our team of highly qualified, full-time faculty members who focus on teaching and advising.

To share key areas reviewed by the HLC, we have renamed our five tenets of academic quality so that they align with our internal institutional scorecard. In this report, you will read about our progress in:

- Advances in curriculum
- Student learning outcomes
- Faculty development
- Student completion
- Student satisfaction

Each tenet represents a section of the roadmap toward our most important objective: keeping our students enrolled, engaged, and on a timely path toward graduation so that they can achieve their academic and professional goals. Our commitment to continuous improvement ensures academic quality for all students.

Donna M. Loraine, Ph.D.

Provost/Vice President, Academic Affairs
Dean, Keller Graduate School of Management

Academic Quality

Every day provides new opportunities for us to measure how well we serve our students, improve our processes and measure again — *building a culture of continuous improvement* that strengthens our academic quality and inspires student achievement.

U.S. News & World Report Ranking

In 2013, DeVry University was included in one of the most widely quoted rankings of postsecondary institutions: *U.S. News & World Report* ranked DeVry University No. 61 of 213 institutions that qualified for inclusion in its Best Online Bachelor's Program rankings. Rankings were based on three key criteria: student engagement, faculty credentials and training, and student services and technology¹. We also ranked No. 131 of 197 institutions on the Best Online Master's Program list. These rankings were based on student engagement, admissions selectivity, peer recognition, faculty credentials and training, and student services and technology².

Accreditation

For more than a century, U.S. colleges and universities have participated voluntarily in accreditation processes that affirm the quality of their institutions and of specific programs of study. Through rigorous self-assessments and thorough evaluations by the accrediting bodies, institutions seeking accreditation are required to demonstrate high levels of performance, integrity and quality according to specific standards.

The year 2013 was a milestone for DeVry University, with three major accreditations conferred on our institution and on specific programs by The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA), the Accreditation Council for Business Schools and Programs (ACBSP), and the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering Technology (ETAC of ABET). See Appendix B for a full list of DeVry University's programmatic accreditations.

¹ "Best Online Bachelor's Programs," U.S. News & World Report, on the Internet at www.usnews.com/education/online-education/bachelors/rankings (visited November 15, 2013).

² "Best Online Graduate Business Programs," U.S. News & World Report, on the Internet at www.usnews.com/education/online-education/mba/rankings (visited November 15, 2013).

Higher Learning Commission

The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA) is an independent agency that accredits degree-granting postsecondary educational institutions in the North Central region. Recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation, the HLC is one of six regional agencies that accredit U.S. colleges and universities at the institutional level; it accredits approximately one-third of U.S. regionally accredited public and private institutions.

Keller Graduate School of Management was first accredited by the HLC in 1977, followed by DeVry University in 1981, making ours the first private-sector educational institutions ever to be accredited by the HLC. In 2013, DeVry University (including the Keller Graduate School of Management) received Reaffirmation of Accreditation from the HLC's Institutional Actions Council (IAC), which continues the accreditation of DeVry University. This reaccreditation was the culmination of a team effort across all departments of DeVry University. The process included action projects; site visits; and interviews of leaders, staff, faculty, students and alumni.

Quality Checkup

DeVry University is a member of the HLC's Academic Quality Improvement Program (AQIP), a program that allows selected schools to maintain their accreditation by demonstrating a commitment to continuous improvement through annual action projects that achieve measurable results.

In November 2012, two AQIP reviewers conducted a "quality checkup" site visit at DeVry University's Downers Grove, Ill., home office and our Addison, Ill., campus to evaluate our performance against the HLC's criteria for accreditation and our use of quality management principles to build a culture of continuous improvement. The team reviewed voluminous information compiled by our staff; toured our facilities; and met with DeVry University administration (including campus presidents and national deans), local advisory board members, staff, faculty, students and alumni.

"Students were very pleased and enthusiastic regarding their interaction with faculty and staff and the programs in which they were enrolled," the reviewers reported. In addition, they said, "there is one area of data that the Checkup Visit Team believes worthy of special commendation. Over a period of years the institution has nearly met its goal of 90 percent of graduates obtaining employment within their field of study within a six-month period after graduation [a goal we have since met; see p. 36 for details]. The institution also maintains information regarding the salaries of these positions; the remuneration is impressive. This lends support to DeVry's claim to be 'The Career University.'"

Criteria for Accreditation

These onsite reviewers' findings confirmed the HLC's overall assessment—conducted by 19 peer reviewers—of DeVry University's performance against the commission's five criteria for accreditation:

- **Mission and Integrity.** The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff and students.
- **Preparing for the Future.** The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education and respond to future challenges and opportunities.
- **Student Learning and Effective Teaching.** The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
- **Acquisition, Discovery and Application of Knowledge.** The organization promotes a life of learning for its faculty, administration, staff and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.
- **Engagement and Service.** As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Strengths and Opportunities for Improvement

The peer reviewers who recommended reaccreditation for DeVry University cited several areas in which we perform well against these five criteria:

- The reviewers indicated that everyone with whom they interacted reflected the principles of academic quality, student service and continuous improvement that we live every day.
- Areas and initiatives that were called out as models for other organizations include Student Central, our faculty symposium, our career assistance efforts, our campus partnerships, and the Advantage Academy program (see p. 41 for more on Advantage Academy).
- Our faculty group was identified as being dedicated to the university, with commendable involvement in the curriculum.
- Reviewers cited a good rapport and balance of responsibilities between our home office and our campuses.
- Strategic and individual goals/performance metrics are well aligned, and there is clear evidence of strong communication throughout the organization.
- Our ability to leverage the relationships with other DeVry institutions is valuable and should be preserved for best-practice sharing.

Peer reviewers also identified some areas for improvement:

- While we are data-rich, our connectivity to analysis, adjustment and improved results can be stronger.
- We need to augment our Net Promoter Score (NPS) with another established comparative measure of the student experience.
- Our Project Everest initiative, which has the goal of increasing graduation rates, is seen as innovative but will be monitored to determine its actual impact (graduation rates are an important element to the HLC).
- Similarly, they will be monitoring our evolving faculty model to ensure we meet goals in a reasonable timeframe.
- We need to share more with external organizations in terms of faculty scholarly work, research and our many best practices.

“It is evident that DeVry University embraces AQIP’s principles of high-performance organizations,” the reviewers stated. “It has a clear sense of focus on its mission and places high value on being a learning institution. There is consistent evidence that the institution values its people and values integrity, with key individuals and committees providing leadership for continuous improvement.”

During a time when academic effectiveness is being challenged, DeVry University is proud to earn reaccreditation—not only as a validation of our mission, but also as a testament to our integrity as a university and commitment to our students.

We recognize accreditation is a continuing relationship between the university and the HLC, and we are committed to the practice of continuous improvement on a daily basis. Our next comprehensive evaluation by the HLC is scheduled for 2019–2020.

“It is evident that DeVry University embraces AQIP’s principles of high-performance organizations,” the reviewers stated. “It has a clear sense of focus on its mission and places high value on being a learning institution.”

Continuous Improvement

Our AQIP action projects have not only moved us toward quantifiable improvements in specific processes and systems so that we can better serve our students, but they have also given us insight into the best ways to achieve continuous quality improvements throughout the university, including:

- Aligning quality initiatives with institutional priorities to make them part of a university-wide culture of continuous improvement
- Creating a culture of data-driven decision-making where leaders and front-line colleagues alike can access and use relevant information
- Giving large projects the time and resources they require for full exploration and implementation
- Encouraging individual campuses to share their best practices and identify potential action projects
- Building institution-wide support for continuous improvement to create an environment where all faculty and staff participate in problem-solving

For updates on two of the AQIP action projects on which we reported in our 2011–2012 Academic Annual Report, see p. 26 (Faculty Model, part of the Project Scholar action project) and p. 31 (Project Everest).

Accreditation Council for Business Schools and Programs (ACBSP)

In May 2013, the Accreditation Council for Business Schools and Programs (ACBSP) granted DeVry University initial accreditation of its business and accounting degree programs*, certifying that the offerings in our College of Business & Management meet the ACBSP’s rigorous educational standards.

The ACBSP, one of three major accrediting agencies for business schools, is a leading specialized accreditation association for business education. DeVry University’s accreditation by ACBSP is based on an independent evaluation by a group of professionals that includes faculty and academic administrators in the field of business; we are one of nine institutions that have achieved separate accounting accreditation since the ACBSP began offering it in 2009.

All established College of Business & Management programs that have graduates are included in this accreditation, and the accreditation applies to programs as well as to concentrations within these programs. Newly established business programs that have not yet had sufficient time to produce graduates are not ACBSP-accredited; e.g., DeVry University’s bachelor’s degree programs in Management and Accounting and the master’s degree program in Accounting will not be eligible for accreditation until they have graduated their first students.

As part of its accreditation process, the ACBSP typically includes conditions or notes designed to help a program move to a higher level of excellence. The conditions that DeVry University will be required to meet by 2017 to maintain ACBSP accreditation include implementing assessments for student learning outcomes in the Accounting programs, and the creation of a system for collecting and evaluating scholarly and professional activities of our accounting faculty.

*The following DeVry University programs have achieved voluntary accreditation from the ACBSP: Associate of Applied Science in Accounting (in FL, Associate of Science in Accounting); Bachelor of Science in Business Administration (in NY, Bachelor of Professional Studies in Business Administration; in Ohio, Bachelor of Business Administration); Bachelor of Science in Technical Management (in NY, Bachelor of Professional Studies in Technical Management; in Ohio, Bachelor of Technical Management); Master of Business Administration; Master of Accounting & Financial Management; Master of Human Resource Management; Master of Project Management; Master of Public Administration; Master of Information Systems Management; Master of Network & Communications Management.

ETAC of ABET

Our third accreditation achievement of 2013 was the reaccreditation of our onsite bachelor’s degree programs in engineering technology by the Engineering Technology Accreditation Commission (ETAC) of the Accreditation Board for Engineering and Technology (ABET), a nonprofit, non-governmental organization that accredits college and university programs in applied science, computing, engineering and engineering technology. ETAC of ABET provides accreditations that evaluate individual programs of study rather than institutions as a whole.

In 2013, ETAC of ABET granted reaccreditation to the following onsite bachelor’s degree programs offered through the College of Engineering & Information Sciences: Biomedical Engineering Technology, Computer Engineering Technology and Electronics Engineering Technology.

OPPORTUNITIES FOR IMPROVEMENT

Continuously improving our academic quality encompasses a range of initiatives, including setting expectations for academic integrity and making an ongoing effort to enhance our approaches to collecting, examining and acting on data about our performance.

ONGOING OPPORTUNITY



Update

Communicate Clearly About Academic Integrity

Academic integrity is a guiding principle for the entire DeVry University community: students, faculty, staff and administration. We have made a commitment to providing clear guidelines to ensure that we all share a common understanding of the university's standards for academic integrity, and to document a fair and impartial set of standards by which alleged violations of the policy are judged.

In spring 2013, we completed our system-wide rollout of a stronger institution-wide Academic Integrity Policy that spells out possible academic-integrity violations and includes information for students about how to adhere to the policy. Faculty members have received extensive training on the policy; guidelines for communicating about possible violations are documented in both student and faculty handbooks. We have also created a team of “campus champions”—faculty colleagues who can address and provide solutions to academic integrity issues throughout DeVry University.

ONGOING OPPORTUNITY



Update

Verify Online Students' Identities

Giving students the opportunity to take DeVry University courses and access student services online is a key part of the high level of flexibility and service we offer. We are committed to a correspondingly high level of security that allows us to verify and validate the true identity of students who conduct online transactions with us (e.g., submitting coursework, applying for financial aid). The ideal solution will reliably reject impostors' access attempts while also reliably accepting legitimate online students, maintaining students' privacy. It also needs to be easy to use across multiple platforms.

We piloted two identity-authentication projects during the first part of 2013. One solution used biometric authentication via a handwritten signature drawn onscreen using a computer mouse; another used a voiceprint to authenticate students who phoned in to an automated system. After extensive testing, we concluded that neither system reliably rejected access attempts by impostors, so we elected not to implement either one. We foresee a need for enhanced student authentication in the long term. Our current methods meet regulatory requirements, and we will monitor advances in technology and changes in regulations to decide when to take further action.

NEW OPPORTUNITY



Plan

Improve Data Analysis and Actionability to Increase Student Persistence

Driven by our desire to continuously improve our performance and service to our students and to meet our regulatory commitments, DeVry University collects and distributes large amounts of data, including information on student enrollment, persistence, graduation rates, employment rates, course performance and student performance. Our leaders review and evaluate this data regularly to assess the need for improvements and strategies for implementing them. However, feedback that we received from The Higher Learning Commission (HLC) during our reaccreditation process suggested that we can better demonstrate how we put data to use in timely and actionable ways.

We agree with the HLC's recommendation and have made data analysis and actionability a university-wide priorities. We decided to begin our efforts by focusing on persistence, and have made some progress on that front. In 2013, we developed a database that helps us prioritize our outreach to students during registration; the database includes details of individual students' performance along with their academic and financial standing, so we can address their specific needs. Summary reports also provide detailed overviews that help us identify and address systemic obstacles to persistence.

Academic Quality Tenet 1: **Advances in Curriculum**

The tools we provide to our students are key to their academic journey. The *content of our courses, the technology that makes learning more engaging, the opportunities for new experiences and the resources* we provide all combine to help them achieve their personal and career goals.

New and Updated Programs

The career environment for which DeVry University prepares students is constantly evolving—so all five of our colleges continuously update their program offerings to reflect employers' changing needs, new technology and shifts in the marketplace.

DeVry University's new programs, certificates and concentrations rolling out in 2013 and 2014 include:

- Master of Science degree in Accounting*
- Bachelor of Science degree in Accounting**
- Graduate concentration and a graduate certificate in Entrepreneurship
- Undergraduate concentration in Homeland Security Studies
- Undergraduate concentration in Communications Design Management
- Undergraduate and graduate concentrations and a graduate certificate in Business Intelligence and Analytics Management
- Undergraduate and graduate concentrations and a graduate certificate in Global Supply Chain Management
- Graduate concentration and a graduate certificate in Customer Experience Management
- Graduate concentration in Higher Education Leadership

Within existing programs, we refresh course content frequently using input from industry advisory boards, faculty members, students, alumni and our Career Services team. This ensures that each course is grounded in the real-world requirements that our graduates need to achieve career success.

*For information about our accounting programs' 2013 accreditation by the Accreditation Council for Business Schools and Programs, see p. 15.

**Available on a regional basis

Academic Quality Tenet 1: Advances in Curriculum

The Honors Program at DeVry University

As part of our Project Everest initiative (see p. 31 for more), in 2012 we explored a new approach to address graduation rates: an honors program for high-performing students, designed to engage students more fully, enhance student achievement and provide an even better academic experience that can lead to an increased graduation rate.

The Honors Program at DeVry University, launched in fall 2013, is designed to improve graduation rates by attracting and retaining talented students who exhibit a high potential for academic success. The program is designed to create new avenues for faculty excellence and enhance students' appeal to employers.

Phase I began in November 2013, when qualified associate and bachelor's degree students were invited to take select honors courses. We have also begun to implement criteria for admitting new students into the program. In addition, we are establishing guidelines for selecting faculty to take part in working with honors students, creating a faculty honors council to help guide the program, and working to build a specialized faculty pool to teach honors courses.

Honors course offerings launched in fall 2013 include an advanced composition course, a professional writing class and a cultural anthropology course. Our faculty honors council has developed a set of criteria for assessing student learning outcomes in these courses, to ensure that the program helps students meet their academic and career goals.

Phase II will include completing an assessment plan for the honors program overall, as well as instituting a tool for honors students to use in building electronic portfolios of their work, developing opportunities for honors capstone projects and creating experiential-learning opportunities (e.g., study-abroad trips, service-learning programs, internships). We also plan to explore the possibility of establishing a graduate honors program.

University Library

Information literacy—what the American Library Association (ALA) calls “the set of skills needed to find, retrieve, analyze, and use information”—is critical to students' success in their academic experiences as well as in their careers. “Information literate people are those who have learned how to learn,” said an ALA report on information literacy. “They know how to learn because they know how knowledge is organized, how to find information, and how to use information in such a way that others can learn from them. They are people prepared for lifelong learning, because they can always find the information needed for any task or decision at hand¹.”

The DeVry University library—a network of 28 campus libraries—focuses on helping students locate the information they need for their current courses, and on ensuring that they have the skills they will need to find and interpret information as life-long learners.

User-Friendly Resources

In the library user survey that we conducted in 2012, students asked for a more user-friendly library website and search interface. At the end of 2012, the new library website went live, with a cleaner, more intuitive navigation that incorporated suggestions provided by focus groups of users. A single search box now allows students to search all of the library's databases and its catalog at one time. Other new features include program-specific tools (e.g., databases of scholarly articles, suggested search terms, useful external websites), resources for alumni, and multiple ways to contact librarians: email, phone and the chat-based Ask a Librarian service (used by approximately 10 percent of students in 2013).

The DeVry University library —
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focuses on helping students locate
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lifelong learners.*

To help professors guide students to the right library resources, and to help them enhance their own teaching and learning, we began a library liaison project. One or two librarians serve as liaisons to each of the five DeVry University colleges, providing instruction to professors, helping them develop course assignments using library resources and lecturing in online courses to explain what the library has to offer. The HUB online student resource center also offers information-literacy instruction modules that faculty can use in their classes; in addition, the library team is working to create instructional videos and a proposed one-credit class on how to use the library efficiently.

In July 2012, the library's website recorded more than 21,500 hits. After the new site launched in November 2012, the hit count jumped to more than 35,100. Usage continues to climb, with more than 41,000 hits recorded in June 2013.

Library usage statistics continue to evolve to reflect the amount of information that is now housed online rather than in print:

¹ “Presidential Committee on Information Literacy: Final Report,” American Library Association, on the Internet at www.ala.org/acrl/publications/white-papers/presidential (visited August 14, 2013).

- In 2010, 33 percent of students checked out print materials; in 2013, that percentage was down to 26 percent.
- Students are checking out more e-books: in 2010, students checked out an average of 11 e-books apiece, while in 2013 the average was 16.
- To meet students' need for more electronically available holdings, we are now focusing most of our expenditures on these resources. In 2010, 7 percent of our books, DVDs and CDs were available electronically. In 2013, 32 percent are available online.

Academic Success Centers

To help students succeed in their coursework, DeVry University offers tutoring services through 22 onsite Academic Success Centers (ASCs), typically located within campus library facilities. ASCs provide free resources to students who need academic assistance outside of the classroom, including tutoring for individuals and small groups; group review sessions for midterms and finals; seminars on topics such as time management and strategies for taking tests; keyboarding tutorials; and support for students who are writing papers and reports. Students also have 24/7 access to an online tutoring system that connects them with live tutors.

Four ASCs located in our campus libraries (Arlington/Crystal City, Va.; Dallas, Texas; Addison, Ill.; and New York, N.Y.) have been certified by the College Reading & Learning Association (CRLA), which recognizes tutoring programs that perform well against a set of internationally accepted standards of tutor skills and training. We expect our Houston, Texas, campus to obtain CRLA certification this year.

Technology and Learning

When we survey our students about their technology preferences, we consistently find that DeVry University students value the use of information technology more than their peers at other institutions.

Results from our participation in the 2013 EDUCAUSE Center for Applied Research National Study of Undergraduate Students and Information Technology² included the findings that:

- DeVry University students believe that they are more actively involved in courses that use technology (nearly 35 percent of our students "strongly agree" with that statement, vs. almost 16 percent at all institutions)
- Our students value a strong library website more than students at other institutions (more than 42 percent of our students cite it as "extremely important," vs. 28 percent at all institutions)
- E-books are very important to our students, with nearly 65 percent citing them as "extremely important" vs. about 16 percent at other institutions

Overall, the study found that students find blended learning environments that combine onsite and online coursework most effective; they expect professors to use technology to create more engaging class time; and they believe that learning to use technology is critical to both their academic success and their post-college plans.

² "ECAR Study of Undergraduate Students and Information Technology," on the Internet at net.educause.edu/ir/library/pdf/ERS1208/ERS1208.pdf (visited August 14, 2013).

"21st Century Learning" Initiatives

As detailed in our 2011–2012 Academic Annual Report, DeVry University's commitment to student-centered learning means not only structuring our courses in ways that encourage students to play an active role in the learning process, but also creating onsite learning spaces that support dynamic learning activities such as working in groups and using technology to present and share material during class time. Our Advanced Technology Classroom (ATC) design rolled out on multiple campuses to good feedback from students and professors, who especially praised the rooms' whiteboard walls and the movable furniture that lets class participants tailor the room to the learning activity of the moment.

In 2013, the 21st Century Learning team considered input from students and faculty as part of a continuous-improvement process to update and refine the ATC design. As a result, the team designed two new pilot active-learning classroom prototypes that went live on multiple campuses in July and September 2013. The goals of the new designs include providing solutions that adapt to existing classroom sizes; incorporate easy-to-use technology that is scalable and upgradable; and deliver a better, more flexible learning experience at a lower cost.

The **Active Learning Classroom** pilot was created to enable learning in teams of six students, who collaborate at tables that feature generous work surfaces and power connections at every seat. Whiteboard walls and a wireless lectern allow maximum flexibility in faculty-student interaction and presentation styles. Classrooms can accommodate two, three or four student teams.

The **Video Telepresence Classroom** enables seamless distance education via videoconferencing technology (e.g., high-definition cameras, large-format viewing displays, high-quality audio and lighting), either in a full classroom setup or via a portable cart. This classroom design improves the educational experience for students; through the Video Telepresence Classroom, students can connect with their peers all over the country to share learning experiences.

The goals of the new designs include *providing solutions that adapt to existing classroom sizes*; incorporate easy-to-use technology that is scalable and upgradable; *and deliver a better, more flexible learning experience at a lower cost.*

Academic Quality Tenet 1: Advances in Curriculum

A faculty-led working group is developing training and support to help professors adapt to these student-centered environments. The 21st Century Learning team will measure student and faculty satisfaction with the new classrooms, and will also track the number of technology help-desk results and service incidents related to the classrooms to evaluate how well the classroom technology is performing.

Experiential Learning

Studying abroad helps students learn about themselves while building their capabilities in strategic thinking; communication; flexibility and adaptability; tolerance; and how to identify, set and achieve goals—all of which are extremely valuable skills not only during their academic careers, but also for their entrance into the job market.

Enabling DeVry University students to realize these and other benefits that are available outside of the traditional classroom is the reason we launched our first study-abroad program in 2011. In 2013, 120 students (10 undergraduates and 110 graduate students) went on six study-abroad trips to European cities that included Paris, Berlin, Prague, Zurich and London. The trips of 10–15 days covered topics in management, accounting, business and human resources. In 2013–2014, we will continue to offer European trips, with additional trips to China and Brazil.

During 2014 trips to China and Brazil, DeVry University students will spend time with their peers at our partner institutions in each country. A group of students will spend 12 days in China in September, including time visiting our partner university Hubei Normal University (HBNU; see p. 8 for more about this partnership). A 10-day trip planned for Brazil in November will include a trip to Fortaleza to visit DeVry Brasil.

Enabling DeVry University students to realize these and other *benefits that are available outside of the traditional classroom* is the reason we launched our first study-abroad program in 2011.

In 2013, we also instituted innovative study-abroad programs for students whose financial, work or personal circumstances make it difficult for them to travel overseas: a study-abroad experience in which U.S. and Brazilian students collaborated and learned together without ever leaving their home classrooms.

DeVry University College of Business & Management students taking an upper-level advertising and public relations course at our Addison, Ill., campus collaborated with students at Fanor (a Brazilian institution and part of DeVry Education Group) who were studying TV and radio advertising production and website development. The project: creating and implementing an integrated marketing campaign for a fictional high-end soccer-shoe company. The U.S. students created storyboards, radio scripts and website content and sent it all via cloud-computing technology to their counterparts at Fanor; four weeks later, the Brazilian students sent back fully produced 30-second TV and radio ads in English along with a Portuguese-language website.

We continue to develop innovative ways to bring the benefits of studying abroad to students who cannot make the financial or time commitment to a traditional program. For example, we are developing a pilot for a domestic learning experience that will take undergraduate students to Silicon Valley for a four- to five-day trip during which they will tour some of the world's most innovative technology companies.

Student Engagement: Competitions

To help our students engage more deeply in their studies, we encourage their participation in campus clubs and activities that reflect their academic interests. These extracurricular experiences offer opportunities for students to work individually and in teams to solve real-world problems—e.g., building a rocket that will travel a specified distance, creating a financial plan for a small retail business or producing a digital video about green building technology. No matter what their subject, these tasks strengthen students' ability to apply subject-matter knowledge and help them learn to work effectively with others toward a common goal—both skills that are highly prized by prospective employers.

Our College of Engineering & Information Sciences students host and participate in numerous competitions each year. In 2013, a team of students from the Robotics Club at our Addison, Ill., campus came in fourth in the nation in the NASA University Student Launch competition, a contest created by NASA in which students launch high-powered rockets and conduct environmental-science experiments. In another 2013 event, a team of students from DeVry University South Florida participated in the Institute of Electrical and Electronics Engineers (IEEE) SoutheastCon robotics competition, where they went up against hundreds of students from major universities in the region.

Our students and faculty have even been known to create their own contests: in fall 2012, three teams of College of Engineering & Information Sciences students from DeVry University South Florida and DeVry Brasil institutions faced off in our first intra-mural sumo robotic competition. Each team designed and built a robot created to seek out its opponent and push it out of the competition ring, similar to what happens in a sumo wrestling match. The event was such a success that teams from seven other DeVry University campuses will travel to South Florida for an expanded competition in the coming year. In addition, we will invite a team of high school students to enter a robot they design and build with help from current students who act as mentors.

Our Seattle campus hosted the inaugural DeVry National Cyber Defense Competition in May 2013—an event that simulated real-life computer server attacks and gave information systems security students the chance to sharpen their skills, implement their theoretical knowledge and compete against their peers.

No matter what their subject, these tasks *strengthen students' ability to apply subject-matter knowledge* and help them learn to *work effectively with others toward a common goal*—both skills that are highly prized by prospective employers.

Several students from our College of Business & Management joined College of Engineering & Information Sciences students in an academic competition last summer. In June 2013, 15 DeVry University students participated in the national finals of a competition sponsored by Phi Beta Lambda (PBL), the leading membership association for students preparing for careers in business. Our students competed against their peers from other institutions on tests, hands-on events and presentations in areas ranging from cybersecurity to computer networking—and four of our students earned national first-place honors in their categories.

OPPORTUNITIES FOR IMPROVEMENT

Pedagogical research and our own observations help us make improvements to the ways we provide information to students and to the support programs for students who need academic assistance.

ONGOING OPPORTUNITY

Provide Content in the Format Students Prefer

While many students express a preference for electronic course materials many also want hard copies or textbooks. We continue to work to give them access to content in the formats they prefer.



We responded to student feedback by contracting with textbook publishers to make available \$10 print-on-demand textbooks that are softcover, printed versions of course e-books. These textbooks, available to both onsite and online students, continue to grow in popularity. In fall 2012, 30 courses offered print-on-demand titles; in May 2013, print-on-demand materials were available for 375 courses, or more than half of the courses we offer at DeVry University. By July 2013, students had ordered more than 34,000 print-on-demand textbooks for our courses.

NEW OPPORTUNITY

Support Students Academically in All Learning Modalities

DeVry University offers 22 onsite Academic Success Centers (ASCs), where students can receive tutoring, test-preparation help and other academic support services. The ASCs are supplemented by 18 websites maintained by individual campuses, which offer tips and advice about study skills and other topics. However, we know that students who are studying online or at campuses that do not have ASCs need access to strong tutoring support to aid in their academic success and progress toward graduation.



We are evaluating solutions that will allow both onsite and online students to have around-the-clock access to academic support resources. One idea currently in the pilot phase: online tutoring for use by both online students and those onsite at three campuses without libraries or ASCs. The software being tested is highly interactive, with screen-sharing and whiteboard capabilities in addition to audio and video. The DeVry University library website also now features multiple versions of ASC workshops that any student can access anytime to brush up on study skills such as time management, note-taking and overcoming test anxiety.

Academic Quality Tenet 2: **Student Learning Outcomes**

DeVry University's success depends on our students' success in their courses and in their careers. We track how much and how well students learn, and work continuously to *develop new ideas for improving their educational experience.*

Tracking Student Outcomes

Major Field Tests

DeVry University students in certain programs take Major Field Tests (MFTs) during their last semester to measure what they have learned in their fields of study. We test undergraduate students whose fields of study fall into the following categories: Accounting, Economics, Finance, Information Systems, International Issues, Legal and Social Environment, Management, Marketing and Quantitative Business Analysis. We also test graduate students pursuing MBA degrees in Accounting, Finance, Management, Marketing and Strategic Integration.

These tests, designed by the Educational Testing Service—an international nonprofit organization—evaluate students in two ways: on the knowledge and facts they have gained during their coursework, and also on their problem-solving and interpretive abilities when presented with material they might not have studied specifically. Besides giving us snapshots of students' progress during their time at DeVry University, the tests show us how our students perform in comparison to students in similar programs at other institutions.

We use the MFT results to improve our courses and our student learning outcomes. In 2012, we formed a Learning Outcomes Committee, made up of professors and associate deans, to evaluate the results of MFTs and make recommendations for ways to improve our institutional performance.

Academic Quality Tenet 2: Student Learning Outcomes

Thirteen committee members analyzed the MFT data, submitted their recommendations, and then worked to reach consensus on recommendations that the College of Business & Management can use to improve student performance and outcomes on the MFT. Their recommendations included reviewing regional performance differences to establish best practices; developing a standard review methodology and frequency for MFTs; reviewing terminal course objectives to ensure that they are measurable across the curriculum and tied to program objectives/MFT expected outcomes; and improving consistency in senior projects and capstone projects.

For this year's MFT results, see p. 25.

Course-Level Assessments

One of the most significant requirements of our accreditation by the Accreditation Council for Business Schools and Programs (ACBSP) is our ability to document learning outcomes processes—in other words, how well we deliver what we say we will deliver in our coursework. Course-level assessments are created internally at DeVry University to correlate final-exam questions to course and program objectives. Students' scores on each question are tracked, giving us the ability to evaluate their skill in applying specific course materials.

In 2012–2013, we conducted assessments in seven undergraduate courses in the College of Business & Management. In the spirit of continuous improvement, we investigated a tool within our eCollege learning platform that would allow us to conduct these assessments more easily. We piloted the tool in two courses in July 2013 and discovered that it enabled professors to conduct assessments at a far more detailed level during the grading process, using their time more effectively. Pending pilot results, we may be able to extend the tool over approximately 50 courses to document whether our students are achieving program objectives.

Professional Credentials

We work to ensure that DeVry University graduates are well equipped to obtain the professional credentials they need for employment in their fields. For example, students in our Healthcare Administration program who specialize in Healthcare Informatics are encouraged to seek Registered Health Information Technician (RHIT) certification, which includes an exam. In 2013, our students' pass rate on the RHIT exam improved from 52 percent to 57 percent. Our plans to continue improving pass rates include requiring an exam-prep course as part of the curriculum and implementing milestone tests that assess students' readiness for the exam.

We are also encouraging more students to sit for the RHIT exam by communicating that certification is essential for access to the widest possible range of career opportunities. In 2012, 266 students sat for the exam; that number increased by 44 percent in 2013 to 382 students.

Institutional Collaboration

In 2010, the cumulative nationwide pass rate on all four sections of the national Certified Public Accountant (CPA) licensing exam was just over 48 percent¹. A study conducted by DeVry University's Keller Graduate School of Management revealed a pass rate of 56 percent for our graduates who prepared with a Keller exam-review course that uses a learning approach and materials created by Becker Professional Education. Becker, a global leader in professional education, is part of DeVry Education Group. In 2012, 37 of the nation's top 39 scorers on the CPA exam prepared with Becker; since 2005, more than 90 percent of the exam's top scorers have prepared with Becker.

To maximize this institutional synergy and continue to improve our graduates' exam pass rates, we are integrating Becker's exam-preparation materials into Keller accounting courses, so that students can gain early familiarity with the exam and build their confidence. In addition to launching new degree programs (see p. 17), we are developing partnerships with community colleges to encourage students to pursue accounting courses at DeVry University, and are piloting a program in which our academic advisors become certified in accounting in order to improve the level of counseling they can provide to students.

Senior Project Showdown

This year, we launched an effort to recognize students' work on their senior projects; help them improve their confidence in talking about their accomplishments; and present the projects to their fellow students, professors and prospective employers in an engaging way.

The Senior Project Showdown began in June 2013 with students submitting project videos along with essays about their project goals and objectives. Qualifying projects were uploaded to Facebook for a round of public voting; the 10 projects with the most votes were then judged by a panel of representatives from companies such as Adobe, Cisco, Hewlett-Packard, Microsoft and Intel, along with DeVry University faculty and staff members.

The top five projects as judged by the panel went through a second round of public voting on Facebook, and the winner was named in August. The winning team designed "SMRT Table," a tool that allows restaurant patrons to transmit their orders via wi-fi directly to the kitchen (and surf the Internet or play games while they wait for their food). The three students on the winning team received a \$2,500 cash award and an Adobe Creative Cloud membership. Watch the project video at youtu.be/EY8uriVQTxo.

¹ American Institute of CPAs, on the Internet at www.aicpa.org/becomeacpa/cpaexam/psychometricsandscore/passthrough/downloadabledocuments/passthrough2010.pdf (visited August 14, 2013).

OPPORTUNITIES FOR IMPROVEMENT

We determine how well we serve our students by measuring how much they learn in their fields of study, how well they perform against their peers from other institutions and their ability to apply what they have learned.

ONGOING OPPORTUNITY

Measure the Knowledge Students Gain in Specific Programs

Major Field Tests (MFTs) measure the knowledge our students gain in their specific fields of study, and give us information to compare DeVry University students' performance against students from other institutions.



Update

The round of MFTs that we conducted during the 2012–2013 academic year tested 2,460 onsite students (we are currently exploring ways to reliably proctor testing for online students as well). Our results remained fairly level for undergraduate students: their mean score was 141 vs. the national mean of 152.6. Our MBA students' mean score improved a full point to 236, as compared to the national mean of 248.7. The goal for 2014 is to improve undergraduate MFT scores to 142.3 and MBA MFT scores to 237. Our faculty Learning Outcomes Committee (see p. 23 for more) made several recommendations for ways we can work to improve MFT scores, and we will implement a number of them over the next year.

NEW OPPORTUNITY

Assess Students' Learning Outcomes

The feedback we received from the Accreditation Council for Business Schools and Programs (ACBSP) during our recent reaccreditation process urged us to focus on conducting frequent assessments of the learning outcomes achieved by students in our accounting programs.



Plan

We have instituted a Major Field Test for accounting students, which gives us data on the knowledge our students have gained in their programs and on their ability to apply that knowledge to solve problems they have not previously encountered. We are also documenting accounting students' learning outcomes via course-level assessments that match final exam questions with learning objectives.

Academic Quality Tenet 3: **Faculty Development**

Our professors provide value to their students because they are *committed to teaching and sharing their real-life experience in their professional fields* — and because they help their students recognize the importance of lifelong learning.

Faculty 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.

Faculty Model

While DeVry University has a long and continuing tradition of offering classes taught by both full-time and part-time faculty members who have well-established credentials and experience from careers in their fields of expertise, we serve our students best by developing an added core of full-time, highly credentialed professors whose main focus is teaching and advising.

As part of a hiring initiative launched in fall 2012, we hired more than 70 new full-time faculty members, 90 percent of whom hold doctorates in their fields. As a result, our percentage of full-time faculty with doctorates rose to 42 percent overall, surpassing our fiscal 2013 goal of 40 percent. Across all DeVry University campuses, we now employ more than 700 full-time professors, more than 100 of whom are currently enrolled in doctoral programs.

In addition, we have increased the number of full-time, academically qualified professors who teach online courses. Most of our new faculty were hired for the College of Business & Management, where the Accreditation Council for Business Schools and Programs (ACBSP)

recommended that we hire more professors designated as “academically qualified” (i.e., those who hold doctorates in their fields) as opposed to those who are “professionally qualified.”

Meeting our ambitious hiring goals required us to streamline our recruiting process through a collaboration between our University Academics and Human Resources departments (a model that worked so well that it is now serving as an example for similar collaborations throughout the university). A 10-person committee, which included recruiters as well as our provost, associate provost, national college deans and our dean of faculty, met every other week to consider qualified candidates and keep the process moving. We also created one centralized team to process all new hires and provide onboarding and training as efficiently as possible.

Faculty Spotlight: Amy Pence

Senior Professor of English Amy Pence often shares a story with her students at the beginning of a session: about 10 years ago, she had a dream in which each student came into her classroom holding a small rock. “Every rock was beautiful,” she recalls, “and it seemed like a really lovely metaphor about how every student comes into a class bearing a little piece of himself or herself.” Pence says that she keeps that dream in mind throughout each session as she works with students to help them discover their own unique voices and talents.

A DeVry University professor since 1992, Pence teaches everything from developmental writing and reading to humanities courses at the Alpharetta campus in the Atlanta Metro. The variety of courses she can teach, and the diversity of the students who take them, are some of her favorite things about her job. “The range of students, particularly the mix of ages we’ll have in one classroom, is wonderful,” she says. “I’ll have students who come in and say, ‘I haven’t written anything since I was in high school 20 years ago,’ and they’re alongside students who are just out of high school. My goal is for all students to get comfortable with their own voices.”

Pence is an accomplished writer in her own right: her publisher submitted her most recent book of poetry, *Armor, Amour*, for consideration for a Pulitzer Prize, and her nonfiction articles are frequently featured in magazines such as *The Writer’s Chronicle* and *Poets & Writers*. “As a working writer, I can always empathize with my students about some of the things they are dealing with: meeting deadlines, reacting to feedback from an editor, writing for a particular audience. I think it’s all part of how writing makes me a better teacher.”



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– Amy Pence
Senior Professor of English

Academic Quality Tenet 3: Faculty Development

Faculty Evaluation

The End of Course Evaluation conducted at the conclusion of each course collects students' input about how well our faculty members perform. Students rate their professors on professionalism, knowledge, presentation skills, interaction with students and communication skills. Faculty members see the aggregated, anonymous results of their evaluations; results are also shared with campus academic leaders, program deans and national college deans.

When we implemented the evaluation, professors were able to view only one session or one course at a time. Now, thanks to enhancements we made during 2013, they can review results in a number of ways: over a time frame they choose, across a combination of courses they have taught, or by campus.

In 2013, DeVry University's overall score on the evaluation—for undergraduate and graduate courses, onsite and online—was 3.54 out of a possible 4.0. This figure remained consistent with our 2012 results.

The End of Course Evaluation also includes a question inspired by our university-wide Net Promoter Score (NPS) survey. We ask, "How likely are you to recommend this course to a friend or colleague?" (This Course NPS survey measures students' satisfaction with specific courses and is a separate measurement from the university's overall NPS.) DeVry University's 2013 Course NPS was 53, up from 51 in 2012. An NPS of 50 is considered "world-class."

Fulbright Specialist Roster

Two DeVry University professors, Dr. John Morello and Dr. Dave Luvison, were selected in 2013 to be part of the Fulbright Specialist Roster, a directory of U.S. scholars and professionals who are candidates to receive Fulbright Specialist grants.

These grants, awarded by the J. William Fulbright Foreign Scholarship Board, the U.S. Department of State's Bureau of Education and Cultural Affairs, and the Council for International Exchange of Scholars (CIES), are used to fund short-term (two- to six-week) collaborative projects between specialists and their peers at host institutions in more than 140 countries. The CIES matches candidates on the roster with approved project requests from overseas institutions, which might include curriculum development, training and mentorship of teachers and doctoral students, and consulting or lecturing.

Dr. Morello is a senior professor of history in the College of Liberal Arts & Sciences at our Addison, Ill., campus; Dr. Luvison is a professor in the College of Business & Management at our Arlington, Va., campus.

Faculty Collaboration

When we asked nearly 200 of our full-time professors to share their opinions on the most effective ways to deliver our blended courses, they provided input on course design delivery strategies, academic integrity, e-books, course shells and other topics. We used their recommendations to implement a new online tool that facilitates faculty members' collaboration on designing and revising blended courses.

The tool allows our professors to discuss course ideas and concepts with colleagues who are teaching the same course, and also gives them a way to provide input to instructional designers about issues with course delivery.

OPPORTUNITIES FOR IMPROVEMENT

The stronger our faculty, the stronger our students' learning outcomes. We are working to increase our number of full-time professors who hold doctorates in their fields, give them more opportunities to share their work and track their scholarly activities.

ONGOING OPPORTUNITY

Boost Student Success with New Faculty Model

Full-time, highly credentialed professors are best equipped to provide students with the focused time and attention that will help them to succeed in their courses. The Faculty Model that we developed in 2012 calls for increasing the number of full-time faculty members.



Update

We increased the number of full-time, doctorate-holding faculty members who work at DeVry University from 228 in February 2012 to 318 in September 2013. Currently, 42 percent of our full-time faculty members hold doctorates; by the end of the 2014 academic year, we aim to increase that number to 50 percent, and to have 70 percent of our graduate courses taught by doctorally qualified faculty. More than 100 of our faculty members are currently enrolled in doctoral programs.

NEW OPPORTUNITY

Establish DeVry University Faculty Journal

During our process of reaccreditation by The Higher Learning Commission (HLC), peer reviewers suggested that DeVry University share its faculty members' scholarly work, research and best practices with external organizations.



Plan

Based on the HLC's recommendation, a group of professors took the initiative to propose the establishment of a DeVry University Faculty Journal, a publication and open-access website that will share research and scholarship related to teaching, learning and best practices in faculty members' fields of expertise.

The journal's founding professors envision a collection of scholarly, research-oriented "working papers," selected through a double-blind peer reviewing process. Submitting faculty members will use the DeVry Faculty Journal selection and editing process to help them strengthen and refine articles for submission to existing academic journals—a key component of the performance expectation that our professors regularly publish their own scholarly work.

NEW OPPORTUNITY

Evaluate Faculty Scholarly and Professional Activities

As part of our reaccreditation, the Accreditation Council for Business Schools and Programs (ACBSP) encouraged us to create a plan to collect and evaluate information about our accounting professors' scholarly and professional activities. The ACBSP requirement is to ensure that our professors are proficient in four areas of scholarship: teaching, discovery, application and integration.



Plan

Many of our faculty members are active in their fields of scholarship and in professional organizations—and, in fact, our performance-review process now includes a goal that focuses on scholarship—but we currently lack a standardized way to collect and document their work. We plan to enlist our academic leadership team to create a system that helps us keep track of faculty members' relevant activities.

We also chose "scholarship" as the theme of our May 2013 Faculty Symposium, which included two focus groups that met to discuss how we define scholarship as an institution, as well as sessions on publishing and presentations by one of our senior professors who is a Fulbright Scholar.

Academic Quality Tenet 4: **Student Completion**

Every student has a unique life story — and all of our students are working to make academics part of their already full lives. *We are committed to providing them with the personalized services they need to stay enrolled,* persist and thrive through their studies, and graduate successfully.

To analyze the effectiveness of DeVry University's efforts to help students complete their studies, we measure and track our students' progress throughout their academic careers with us. We assess:

- Persistence: the percentage of undergraduate and graduate students who enroll from one semester to the next consecutive semester. This measurement is important because students who attend consecutive semesters are far more likely to graduate than those who do not.
- First-year retention: the percentage of first-time, first-year undergraduates who return to DeVry University for their second year
- Retention rates at program midpoints and for specific cohorts to track progress
- Graduation: the percentage of full-time students who successfully complete their academic programs within 150 percent of the expected time

In 2013, to emphasize our focus on developing initiatives and programs that help our students reach graduation, we created the leadership position of assistant provost for student retention and completion. Our former national dean of the College of Liberal Arts & Sciences, Dr. Donna Rekau, was promoted into this role and is leading DeVry University's effort to improve student persistence and retention, which we believe can ultimately lead to improved graduation rates. The assistant provost is responsible for the Academic Affairs team's mid- and long-term strategic vision. To shepherd short-term implementation of process improvements, we also created the position of director of student retention, focused on just-in-time data reporting and analysis that drive daily activities directly related to student persistence.

“Our students will benefit from persistence programs and best practices that are strategically coordinated and monitored,” said Rekau when she took the position. “Creating a culture of accountability to student success that is tied to metrics and educational outcomes galvanizes our highly credentialed, passionate and committed faculty. We have a unique opportunity to create a program that is the envy of any academic institution.”

Measuring Persistence

We track persistence by comparing the persistence rate of two consecutive semesters (e.g., persistence from spring to summer 2012) to that of corresponding consecutive semesters in the previous year (e.g., persistence from spring to summer 2011). Our annual persistence rates represent the average of three measurements: spring to summer, summer to fall, and fall to spring.

University Persistence	Percentage Persisting in Academic Year		
	2011	2012	2013
Undergraduate	78.96%	76.99%	76.26%
Graduate	82.56%	83.51%	81.07%

In January 2013, we launched a persistence initiative to understand the root causes of declining persistence and to develop methodologies for improving it. We reached out to students during the registration process, analyzed persistence data and began relevant improvements. As a result, persistence for spring to summer of fiscal 2014 showed improvement over the same period of fiscal 2013. We expect to highlight these results in our 2013–2014 Academic Annual Report.

Measuring Retention

A student’s success in the first year at DeVry University reliably predicts his or her chances of making it to graduation. We track first-year retention rates carefully using the same fall-to-fall retention measure used by the U.S. Department of Education’s Integrated Postsecondary Education Data System (IPEDS). Full-time students entering DeVry University in fall 2011 as first-time, bachelor’s-degree-seeking students had a first-year retention rate of nearly 50 percent.

Retention Rates for First-Time Students	Percentage of Full-Time Students Retained
Fall 2009–Fall 2010	50%
Fall 2010–Fall 2011	52%
Fall 2011–Fall 2012	50%

Graduation Rates

DeVry University’s 2012 graduation rate is tracked for a cohort of all full-time, degree-seeking students who entered college for the first time in fall 2006. Graduation rates are the percentage of the cohort graduating within time and a half for each program (i.e., six years for bachelor’s degree programs, three years for associate degree programs).

Through IPEDS, the U.S. Department of Education collects graduation rates from all institutions participating in Title IV financial-aid programs. Only students entering full-time and who are first-time-to-college are tracked—a population that constitutes less than one-third of DeVry University’s entering degree-seeking students. Students entering part-time or as transfer students must be excluded from the IPEDS cohort.

Using IPEDS criteria, DeVry University’s 2012 graduation rate is 32 percent (if new full-time transfer students are included, our systemwide rate is 43 percent). Our analysis of IPEDS data shows that the 2012 graduation rate among Title IV degree-granting four-year institutions is approximately 55 percent for the public sector overall and 34 percent for the private sector overall.

However, when we compare our graduation rate to that of institutions with similar student populations, the gap between DeVry University and public-sector institutions narrows considerably. Among schools where 50 percent or more of students receive Pell grants (awarded to low-income undergraduates), the overall graduation rate is approximately 34 percent for the public sector and 32 percent for the private sector. According to this analysis, DeVry University’s graduation rate equals that of comparable private-sector institutions and is just two percentage points below that of comparable public-sector institutions.

Our goal for 2014 is to improve first-time, full-time students’ graduation rate to 33 percent, and the systemwide rate (including new full-time transfer students) to 44 percent.

Project Everest

In 2012, DeVry University identified improving graduation rates as one of our top institutional priorities. Our Project Everest initiative aims to improve DeVry University’s overall graduation rate to 50 percent. In 2013, we saw improvements resulting from our earlier efforts—and began to lay the foundation for achieving further improvements in fiscal 2014.

During fiscal 2008–2010, we recorded 12 consecutive semesters of student persistence improvements, which have had a measurable impact on graduation rates for the students in the 2005–2008 cohorts. Project Everest builds on these improvements.

In 2013, Project Everest focused on three areas where we can have a measurable impact on graduation rates: a clear, simplified admissions process that correlates to student graduation; stronger academic paths for incoming students (college preparation, transitional studies, standard studies, or honors); and academic-support interventions that focus on building motivational strength.

Project Everest pilot projects underway through fall 2013 include:

- A university-wide, customized admissions test that correlates to programmatic objectives, targeted learning outcomes and graduation success
- A survey that maps potential interventions needed by incoming students and creates a resource grid that helps us build a customized student-success plan and student-coaching model
- Creating or redesigning courses to support students: skills development for college-prep students, enrichment for transitional-studies students and dedicated courses for high-achieving honors students

Academic Quality Tenet 4: Student Completion

Student Services

Continuing to improve DeVry University's persistence, retention and graduation rates requires us to provide students with personalized services and academic support. These tools will help them manage their finances, chart their paths to graduation, and find solutions to work and life issues that affect their coursework. Establishing a strong relationship with each student and tracking his or her progress closely gives us information about the best ways we can assist.

To help students achieve their goals and live out their dreams, we have implemented a service model called "DeVry Care." DeVry Care focuses on equipping our colleagues with tools and behaviors to help students enroll, stay in school, graduate with positive outcomes and achieve their career goals. Our DeVry Service Excellence Council (DSEC) helps implement DeVry Care throughout the institution by identifying ways to improve service delivery, providing solutions to common service challenges and monitoring the performance of service initiatives.

Other efforts to support our students include the fall 2012 reorganization of our Student Central student-success center so that we can improve service to onsite students at our smaller campuses. These students now have a single point of contact with Student Central: after intensive training, one student support advisor (SSA) will provide each student with finance consulting and academic advising that includes advice on navigating degree programs and charting a path to graduation. Each student will experience consistent service from his or her SSA from enrollment to graduation; we expect that this model will increase our students' satisfaction with the service they receive, and may also increase retention and persistence.

One way we measure the effectiveness of our student services is by documenting every student contact and asking students how quickly and how well their concerns were resolved.

At our larger campuses, student finance consultants and student success professionals continue to work together in student success teams; we have integrated their training so that all members of the Student Central team have a holistic perspective on the services we provide to our students. We have also introduced a weekly newsletter that facilitates increased communication among Student Central colleagues.

For students who prefer to interact online, in 2012 we piloted a new tool called Ask DeVry, an online repository of answers to frequently asked questions and popular links, plus an email form for students to use to submit questions for which they were not able to find answers. The latest evolution of Ask DeVry is a new section of the DeVry Mobile app for iOS and Android devices, currently rolling out nationally.

One way we measure the effectiveness of our student services is by documenting every student contact (scheduled or walk-in, phone calls and online) and asking students how quickly and how well their concerns were resolved. This "first contact resolution" metric, introduced in 2013, revealed that 93 percent of students who initiated contact with their student success teams reported that their issues were resolved upon first contact. To further enhance student satisfaction with the service we provide, we have launched a pilot call-routing improvement project designed to connect students with local DeVry University staff members who are most likely to be able to answer their questions. For more information, see the Opportunities for Improvement on p. 34.

To help new students feel welcomed into the DeVry University community as soon as they apply—and to facilitate a connection designed to strengthen students' likelihood of beginning classes—we continue to refine our highly interactive "My Compass to Day One" (MCD1) self-service enrollment portal.

MCD1 was created to respond to students' requests that we simplify our registration process, allowing students who initiate the DeVry University application process online to complete key steps in the enrollment process via the university's website. Online applicants can choose the level and type of service they want, whenever they want it (by telephone, in person or via online chat) and can complete the enrollment steps at their own pace.

More than half of our students who apply online make the choice to complete steps of their enrollment process online. While we still emphasize the human touch during the application and enrollment process—admissions advisors, student finance consultants and success coaches still contact all applicants for intake interviews, for example—we have found that students appreciate the ability to choose the level of contact that is appropriate for them. In the coming months, we plan to make online enrollment available to all students, including those applying onsite. We will analyze data about the start rates and persistence rates of online applicants once we have collected information for several consecutive sessions.

Assisting Students

Students' well-being is strongly related to their academic success. Providing as much support as possible to help students succeed and remain in school is a critical component of the DeVry Care model.

For example, when our campuses are affected by natural disasters, we work with students to ensure that they are able to continue their studies.

After Superstorm Sandy in October 2012, we contacted all students who were potentially impacted and extended registration and class-start dates where needed. Each campus was empowered to devise a plan for allowing students to make up missed work, and all professors were encouraged to accommodate students' challenges such as lack of electricity, transportation or Internet service. Academic Success Centers stood at the ready to help all students; faculty members held extra make-up and tutorial sessions; and fellow students recorded classes so that their peers who missed classes could catch up easily. For students whose lives were severely disrupted by the storm, we put a process in place to allow them to drop classes or withdraw after the normal deadline.

One of our key student-support tools, ASPIRE, provides a free counseling service to students and their families 24/7. Students can contact the ASPIRE team anytime to be connected with a trained clinician who can help them solve the challenges they are facing—from finding affordable housing, to coping with anxiety and stress, to resolving legal issues.

Providing as much support
as possible *to help students
succeed* and remain in school
is a *critical component of
the DeVry Care model.*

In August 2013, we expanded ASPIRE from an onsite-only program and now offer service to online students. New features include online chat, email and Skype to talk with ASPIRE clinicians, as well as a mobile app, QR codes, a Twitter hashtag and a YouTube channel. We expect these new methods of contact to work well for online students who are already comfortable with advising via telephone and Internet. Because we have now opened ASPIRE to all students, we anticipate overall student use of the service to rise substantially from its 2012 level of 6.9 percent of students.

We promote ASPIRE to all students, in part by offering training for faculty and staff so they can explain its benefits fully. We also work to make sure that our first-year students and our military students in particular are aware of the program. The ASPIRE Veteran Assistance program provides a one-stop center where military students can find resources about dealing with post-traumatic stress disorder, transitioning from service to civilian life, adapting to school and more. Our data show a strong persistence rate of nearly 65 percent for students after their contact with ASPIRE.

Beginning in 2013, students and their families are eligible to use ASPIRE for up to six months after graduation, to help with the transition from school to the working world.

OPPORTUNITIES FOR IMPROVEMENT

Our strategies for achieving a 50 percent graduation rate include encouraging high-achieving students, providing assistance to students quickly, and intervening early with those who would benefit from extra support.

ONGOING OPPORTUNITY

Establish Honors Program

Last year, we explored new approaches to attract and retain more high-achieving students. One idea, the Honors Program at DeVry University, was created to offer additional opportunities for highly curious, intellectually motivated students. The program emphasizes academic excellence, leadership and service. (See p. 18 for more.)



Update

In fall 2013, we launched our Honors Certificate program with an invitation to qualified students in associate and bachelor's degree programs. In Phase II, we will develop other components of the program, including capstone/senior project opportunities; experiential-learning opportunities such as study-abroad programs, internships and service learning; and will explore ideas for a graduate honors program.

ONGOING OPPORTUNITY

Improve Interventions to Raise Graduation Rates

Our Project Everest initiative aims to increase DeVry University's overall graduation rate to 50 percent. One key strategy is to identify students who need help early, and intervene with them quickly and effectively so that they are more likely to remain enrolled and persist until graduation.



Update

In a successful pilot program that ran from November 2012 through July 2013, we created a motivational survey that maps an individual student's likeliness to persevere in the pursuit of a college degree, along with his or her risk levels and the types of interventions that might be expected to help. We used these survey results to create a customized student-success plan, along with a coaching model designed to help our student success professionals address the student's unique needs and challenges. We plan to roll out this model to additional campuses in the coming months.

NEW OPPORTUNITY

Quickly Connect Students With Staff Members Who Can Help

Our Student Central model has always routed students' phone calls for assistance to local campuses—but if no one was available locally, the call would be routed to DeVry University's home office. Students have indicated greater satisfaction with locally answered calls, so we devised a way to ensure that more student calls are answered by staff members in the same metro area.



Plan

In summer 2013, we conducted four-week pilots at six campuses. A new routing system sends student phone calls to other Student Central colleagues within the same metro area rather than to the home office, since local university staff members are more likely to be familiar with nearby campuses and can offer students greater expertise. Response to the pilot was overwhelmingly favorable, with campuses in the pilot reporting an ability to support 13 percent more calls than before the pilot. We plan to roll the system out nationwide during 2014.

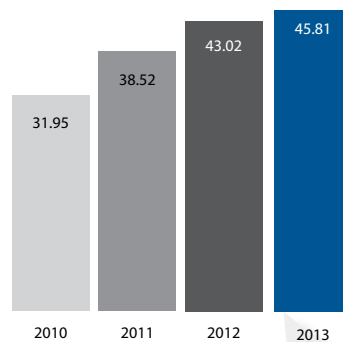
Academic Quality Tenet 5: Student Satisfaction

One very *important measure of* DeVry University students' *success is the level of satisfaction they express with student academic experiences*, their career paths and their post-graduation quality of life. We track student satisfaction, collect data about student employment rates and keep in touch with our alumni so we can follow their progress.

Measuring Student Satisfaction

We measure student satisfaction in part through the Net Promoter Score (NPS) survey, which asks a single question: How likely are you to recommend DeVry University to a friend or colleague? We survey onsite and online students, both undergraduate and graduate. In fiscal 2013, our total NPS was 45.81, up from 43.02 in 2012. Our goal is to achieve a world-class NPS of 50.

NPS Improvement (Undergraduate and Graduate)



Academic Quality Tenet 5: Student Satisfaction

Graduate Employment Rate and Return on Investment

One critical measure of our success is the employment outcomes of DeVry University graduates. Ninety percent of DeVry University's 2012 graduates who were actively seeking employment had careers in their field within six months of graduation, at an average salary of \$43,538. (These statistics include graduates of associate and bachelor's degree programs and those who were already employed in their field of study.) We believe that our graduates' employment in fields related to their programs of study is essential to achieving our mission and to strengthening our ability to attract and retain students.

2012 Career Services Results by degree program	Graduates who actively pursued and obtained employment and those already employed in education-related careers within 180 days of graduation	Average reported annual compensation ¹	Graduates	Graduates eligible for career assistance ²	Graduates who actively pursued employment for up to 180 days and those who were already employed ³	Graduates employed in education-related positions within 180 days of graduation
Combined statistics for students who graduated from the February 2012, June 2012, October 2012 and December 2012 classes						
ASSOCIATE DEGREE PROGRAM						
Accounting	90%	\$33,892	234	144	124	112
Electronics & Computer Technology	91%	\$37,395	378	246	215	195
Health Information Technology	79%	\$31,847	1,018	619	522	411
Network Systems Administration	87%	\$39,937	797	437	377	329
Neurodiagnostic Technology	100%	\$37,960	7	7	7	7
Web Graphic Design	64%	\$33,327	403	145	88	56
ASSOCIATE TOTAL	83%	\$35,436	2,837	1,598	1,333	1,110
BACHELOR'S DEGREE PROGRAM						
Biomedical Engineering Technology	90%	\$45,281	110	98	88	79
Business Administration	92%	\$38,558	1,911	1,536	1,430	1,318
Clinical Laboratory Science	100%	\$46,176	26	23	21	21
Computer Engineering Technology	87%	\$44,421	119	102	93	81
Computer Information Systems	89%	\$44,651	901	697	633	562
Electronics Engineering Technology	93%	\$48,208	318	282	269	249
Game & Simulation Programming	69%	\$38,688	362	248	194	133
Justice Administration	100%	\$26,000	4	3	2	2
Management	96%	\$42,353	74	52	48	46
Multimedia Design & Development	84%	\$32,251	196	127	92	77
Network & Communications Management	93%	\$44,891	660	525	494	461
Technical Management	94%	\$48,101	4,620	3,614	3,413	3,196
BACHELOR'S TOTAL	92%	\$45,031	9,301	7,307	6,777	6,225

¹ Includes base salary and any additional taxable compensation of those graduates who chose to disclose this information. Graduates employed in education-related positions prior to graduation generally earn more than graduates who accept new employment after graduation. All compensation is reported in U.S. dollars.

² Excludes graduates continuing their education, those employed in non-education related positions and not seeking education-related positions, foreign graduates legally ineligible to work in the United States/Canada and those unable to accept career advising assistance because of circumstances such as military deployment, national service (Peace Corps, Teach for America, etc.), participation in a religious mission, incarceration, critical illness or death.

³ Excludes graduates who actively pursued employment for less than 180 days and did not become employed. Statistics for graduates of new programs that do not yet have graduates will be available approximately six months after the first classes graduate. Information presented is based on graduate-provided data. Also excludes programs no longer accepting applicants.

Our goal is not only for our graduates to be employed soon after graduation, but also that they go on to have rewarding careers over the long term. We were honored that three of our campuses were named to the 2013 PayScale, Inc. list of top 100 colleges for return on educational investment. This was the first year in which PayScale included private-sector colleges and universities (PSCUs) in its report; DeVry University was one of only two PSCUs to make the top 100.

DeVry University campuses in the top 100 were North Brunswick, N.J. (one of four New Jersey institutions to rank in the top 100); Westminster, Colo. (one of two Colorado institutions to make the list); and Columbus, Ohio (one of two Ohio institutions to rank in the top 100).

PayScale's 2013 report examined the return on investment from colleges and universities to determine the potential financial return of attending and graduating from each school, given the cost of tuition and the payoff in median lifetime earnings associated with that particular school. The rankings are online at www.payscale.com/college-education-value-2013.

Career Services

DeVry University students receive immediate lifetime access to our Career Services program. Our 130 campus Career Services professionals help graduates define and achieve their career goals with one-on-one coaching onsite or online. Topics include creating résumés and cover letters, preparing for interviews, networking and job-seeking strategies. In addition to individual advising, Career Services also hosts hiring events, career preparation workshops and industry presentations on campus and online, as well as streaming video tutorials and recorded webinars.

Our Career Services team includes employer liaisons who connect our graduates with employers who are actively recruiting. In 2012, more than 8,000 employers posted job opportunities in our proprietary HireDeVry online system, or attended a hiring event to recruit DeVry University students and graduates. We also continue our partnership with CareerBuilder, which provides one-on-one support, professional résumé and cover-letter creation, and a session with a certified career coach through the CareerBuilder Career Services portal. The program is available to Keller students who have enrolled in or completed their capstone courses; those who have six or fewer semester-credit hours remaining to complete their degree programs; and alumni.

Career Advisory Board, Presented by DeVry University

Established in 2010, the Career Advisory Board is composed of top professionals from business and academia as well as recognized career experts and authors who share a mission to provide insight, advice and counsel on trends, economic forces and cultural shifts that have an impact on current and future career opportunities. Board members include representatives from DeVry University, Hewlett-Packard, IBM, LinkedIn, Microsoft Corporation and Quintiles, along with nationally recognized career strategists.

Each fall, the Career Advisory Board releases its Job Preparedness Indicator, a report that examines gaps between the skills candidates highlight during their job searches and the skills employers seek in order to fill available positions. In 2012 and

2013, the board also partnered with the National Association of Colleges and Employers (NACE) to survey college career-services centers across the country and gain insights from professionals who connect students with job opportunities. In 2013, the study covered social media's role during the career search and how to effectively counsel graduating students.

Further solidifying DeVry University's position as a thought leader on career-related topics, the Career Advisory Board was invited to present on "Motivating Students and Grads" at the 2013 NACE national conference and hosted a "Bridging the Gap from Academia to Employment" session at the 2013 Midwest Association of Colleges and Employers conference.

For more information about the Career Advisory Board, its members and its research initiatives, visit CareerAdvisoryBoard.org.

Advisory Boards and Professional Memberships

Leaders from each of our five colleges meet regularly with advisory boards whose members include representatives from the industries that hire graduates of our degree programs, as well as DeVry University alumni currently working in those industries. Board members provide us with real-world feedback about how well prepared our graduates are for the demands of their jobs, about the skill sets they need new hires to have, and about changes in their industries that might affect DeVry University curricula. The boards' input helps us continuously improve our programs with a goal of ensuring that our graduates are strong candidates for competitive positions. For additional insight into the companies that hire our graduates, we also encourage our academic leaders and faculty to join their industries' professional associations.

Alumni Association

DeVry University and Keller Graduate School of Management alumni are some of our best sources for feedback on how well we prepare students for the job market. We work to keep alumni engaged with us by providing networking opportunities as well as a wide range of services, benefits and programs. We offer our graduates continuing access to DeVry University Career Services and library resources, as well as offering reduced tuition for additional graduate coursework, free SkillSoft online courses in business and leadership skills, and discounts from local and national merchants.

Our goal is not only for our graduates to be employed soon after graduation, but also that they go on to have *rewarding careers over the long term.* We were honored that three of our campuses were named to the 2013 *PayScale, Inc. list of top 100 colleges* for return on educational investment.



Academic Quality Tenet 5: Student Satisfaction

Eighteen local Alumni Association chapters provide alumni with the chance to network, attend professional development programs, and highlight their achievements and service. Chapter events hosted in 2013 emphasized professional networking, skills enhancement, community service and alumni recognition; we hosted Alumni Achievement Award Banquets and Alumni Recognition Receptions on all 18 chapter campuses, with more than 1,500 attendees. These events celebrated graduate successes and helped connect alumni with current students and professors across the country.

We also launched a new alumni newsletter, *The Link*, that gives graduates the opportunity to share their stories, learn more about current initiatives and find out about local activities. And in response to feedback from the 2012 alumni survey, we launched an upgraded alumni website along with program-based professional development and networking sites. As a result of these efforts, nearly three-fourths of contactable alumni from DeVry University and its Keller Graduate School of Management say that they are aware of communications from their school, and more than two-thirds of contactable alumni are reading *The Link* on a consistent basis. We plan to explore ways to offer this content on mobile platforms as a way of engaging even more alumni.

Alumni Survey

As a part of our ongoing improvement efforts, we survey alumni annually to track graduates' career paths and collect candid, specific feedback about the university and the alumni organization. Since 2011, we have increased the number of alumni with whom we communicate actively from 38 percent to 54 percent, and more than 31,000 alumni have registered with our official alumni online community.

Since the 2012 survey, the level of connection to DeVry University reported by alumni has improved notably, with the percentage of alumni rating their connection with us as "strong/extremely strong," increasing from 13 percent to 26 percent.

Keller Graduate School of Management Celebrates 40 Years



In 1973, Dennis Keller and Ronald Taylor founded the CBA Institute, offering a certificate in business administration that became the forerunner of executive MBA programs that emerged years later. Keller and Taylor's innovative approach was designed to serve the needs of working adult students and was based on teaching practical business skills that could immediately be applied in a management setting.

This real-world approach, combined with high-quality student service, provided the foundation for the Keller Graduate School of Management educational experience. In 1976, the school launched its flagship MBA degree program; since then, it has grown to more than 90 campuses offering 150 courses, 17 concentrations, seven other specialized master's degree programs and 13 graduate certificate options. Keller is also a leader in online education: in 1998, it became one of the first graduate schools to offer master's degree programs online.

In 2013, in celebration of its 40th anniversary, Keller launched the "40 for 40th" alumni recognition campaign, which has identified 40 of Keller's most accomplished graduates. Each exemplifies Keller's commitment to the application of business knowledge from the classroom to real-world business accomplishments. Honorees include successful professionals such as Dean DeBiase, chairman and CEO of Reboot Partners, which helps multinational organizations accelerate their growth. DeBiase earned his MBA from Keller in 1984 and went on to serve as chief executive of more than a dozen private and public companies, and as a board member of numerous public, private and government institutions.

OPPORTUNITIES FOR IMPROVEMENT

We rely on student and alumni input to help improve our programs and alumni support as our graduates pursue career success.

ONGOING OPPORTUNITY

Use Student and Alumni Feedback to Address Concerns

The feedback we gather from students and alumni is one source of input about processes and systems that we need to improve. Last year, we used alumni feedback about Career Services to build a strong and successful partnership with CareerBuilder.com that provides a career-preparedness program and career-coaching services. In the 2012-2013 academic year, we used feedback from social media to improve our dean's list recognition procedure.



Update

Students asked to receive a more consistent level of recognition for making the dean's list (that is, achieving a GPA of 3.5 or higher for a given semester). Many students shared that the recognition was important to help them stay focused on their goals; others said that it was an important achievement to share with their parents, spouses, children and others who have been instrumental in their academic successes. While some DeVry University campuses had formal recognition procedures in place, others did not. Beginning with the fall 2012 semester, all students who make the dean's list now receive a recognition letter from the university president and provost; their names are displayed on a poster at each campus; they receive an invitation to a celebration on campus; and they are awarded an official certificate they can print and display.

ONGOING OPPORTUNITY

Use Student Portal as Vehicle for Job-Search Tools

Using the MyDeVry self-service student portal becomes second nature to students during their time at DeVry University, so we have expanded it to include job-search tools that help students plan their post-graduation steps.



Update

My Compass to My Career is an interactive, web-based and mobile-accessible portal that guides students through the stages of planning and acting on their career goals. The portal features personalized content related to the student's field of study; job leads from HireDeVry and other online sources; interactive tools for generating a résumé and practicing interviews; information about upcoming career fairs, on-campus interviews and workshops; and articles and links to a wide range of career resources.

NEW OPPORTUNITY

Augment Net Promoter Score with Additional Assessments

Feedback we received during our Higher Learning Commission (HLC) reaccreditation process praised us for consistently benchmarking using an innovative indicator—the NPS—but called out the opportunity for us to add the use of an instrument specific to higher-education benchmarking.



Plan

We plan to institute an assessment that will enable us to measure our performance against other institutions whose sizes, scopes and institutional missions are similar to those of DeVry University. Currently, we are working to identify and evaluate potentially effective benchmark tools; then we will create an implementation plan.

Doing Well by Doing Good

An important part of the DeVry University philosophy is to *share our success by contributing time and resources to the communities in which our* colleagues and *students live and work.*

Our philosophy of “Doing Well by Doing Good” includes both educational and community outreach efforts.

STEM Ready

According to research published by the U.S. Department of Commerce, careers in science, technology, engineering and math (STEM) are projected to grow 7 percent faster than non-STEM occupations through 2018¹—but the number of high school students enrolling in STEM-related degree programs in college is dropping.

To help close the talent gap between STEM jobs and the next generation of innovators needed to fill them, DeVry University launched “STEM Ready,” a movement to introduce more high school students to STEM and careers in STEM. STEM Ready includes:

- **National HerWorld® Month:** Every March, DeVry University campuses across the country galvanize to address the gender gap in STEM by conducting HerWorld events for high school girls. HerWorld is a program designed to empower young women to pursue STEM-related careers by demonstrating how women can make a difference in the world through STEM and sharing real-life stories of successful women in STEM careers. One educator enthused, “Thank you so much for hosting the recent HerWorld event... I have students requesting to be part of my VEX Robotics after-school program. I have been struggling to recruit girls for the club. Now, thanks to your efforts, it seems that I will have more girls in the program.”
- **STEM Career Assemblies:** This program for high school students introduces STEM with compelling real-life examples such as The Science and Technology Behind Team USA, a presentation created in partnership with the U.S. Olympic Committee that featured in-person appearances by Team USA athletes.

1 “STEM: Good Jobs Now and for the Future,” U.S. Department of Commerce, on the Internet at <http://www.esa.doc.gov/sites/default/files/news/documents/stemfinalyjuly14.pdf> (visited August 14, 2013).

- **Online resources and tools for educators** from DeVry University partners including Google, Microsoft, Adobe and Cisco, viewable online at www.devry.edu/STEMReady.

Individual campuses also hold STEM-related events for local high school students. For example, our Addison, Ill., campus sponsored the 2013 DuPage County NAACP Afro-Academic, Cultural, Technological and Scientific Olympics (ACT-SO). Professors from the College of Engineering & Information Sciences and the College of Media Arts & Technology met monthly to coach high school students on creating science projects for a national competition. The Addison campus also partnered with ACT-SO to present a three-day STEM-enrichment workshop for 35 students in June 2013. Both efforts benefited local African-American high school students, an underrepresented group in the STEM field.

Advantage Academy

In 2004, DeVry University entered into a partnership with the Chicago Public Schools to establish the first DeVry University Advantage Academy, a dual-enrollment program that helps high school students get a head start on college. Students enter Advantage Academy at the start of their junior year; after completing two academic years and one summer term, students have earned both a high school diploma and an associate degree in Network Systems Administration, Web Graphic Design or Health Information Technology—all at no cost to themselves or their families. Advantage Academy students have full access to DeVry University facilities and services.

In 2012, *Chicago* magazine ranked the Chicago Advantage Academy as one of the top 10 public high schools in Chicago based on graduation rates, average composite scores on ACT exams, percentage of students who met or exceeded state achievement-test standards, and spending per pupil. The program has grown to include Advantage Academies in Columbus, Ohio, and Decatur, Ga., in addition to Chicago. We are exploring an opportunity to open a new location in Fulton County, Ga.

More than 94 percent of Advantage Academy students graduate from high school—a significantly higher rate than the national average of 78 percent²—and 84 percent complete their associate degrees. Eighty-five percent of graduating students have gone on to bachelor's degree programs at DeVry University or other universities. To date, more than 1,100 students have enrolled in Advantage Academies.

In 2012, *Chicago* magazine ranked the *Chicago Advantage Academy* as one of the *top 10 public high schools* in Chicago based on graduation rates, average composite scores on ACT exams, percentage of students who met or *exceeded state achievement-test standards*, and spending per pupil.

Reaching Out

When natural disasters affect our students, faculty and staff, we reach out to ensure that they are safe—and to do everything we can to help our communities.

After two deadly tornadoes hit Oklahoma in May 2013, our Oklahoma City staff rallied to check on the safety and well-being of students and colleagues in the area and asked how we could help those who needed it. Almost instantly, the campus turned over its largest classroom to the American Red Cross as a collection point for donated supplies, and staff members volunteered for Red Cross training to learn how to lead cleanup teams. Their efforts resulted in three truckloads of bottled water, food, medical supply kits and clothing for those who were in desperate need.

This initiative was just one of many in which the DeVry University community came together to reach out and give back. These projects not only support those in need, but also provide opportunities for our students and colleagues to learn and work together toward the common good.

² "High School Graduation Rate at Highest Level in Three Decades," U.S. Department of Education Blog, on the Internet at www.ed.gov/blog/2013/01/high-school-graduation-rate-at-highest-level-in-three-decades/ (visited August 14, 2013).

Appendix A: Locations

Locations

DeVry University offers courses at more than 90 campuses plus online, with the goal of providing the flexibility our students need to complete their educations at the most convenient times and places, and in the modalities that work best for their learning styles. Our approach combines the best features of onsite and online learning to prepare students for real-world workplace situations.

Arizona

Glendale
Mesa
Phoenix

California

Alhambra
Anaheim
Bakersfield*
Daly City
Fremont
Fresno*
Inland Empire/Colton
Long Beach
Oakland
Oxnard
Palmdale
Pomona
Sacramento
San Diego
San Jose
Sherman Oaks

Colorado

Colorado Springs
Denver South
Westminster

Florida

Ft. Lauderdale
Jacksonville
Miami
Miramar
Orlando
Orlando North
Tampa Bay
Tampa East

Georgia

Alpharetta
Atlanta Cobb/Galleria
Atlanta Perimeter
Decatur
Gwinnett
Henry County

Illinois

Addison
Chicago
Chicago Loop
Chicago O'Hare
Downers Grove
Elgin
Gurnee
Naperville
Schaumburg**
Tinley Park

Indiana

Indianapolis
Merrillville

Kentucky

Louisville

Maryland

Bethesda

Michigan

Southfield

Minnesota

Edina

Missouri

Kansas City
Kansas City Downtown
St. Louis

Nevada

Henderson

New Jersey

Cherry Hill
North Brunswick
Paramus

New York

DeVry College of New York
Manhattan
Midtown Manhattan
Queens

North Carolina

Charlotte
Raleigh/Durham

Ohio

Cincinnati
Columbus
Columbus North
Dayton
Seven Hills

Oklahoma

Oklahoma City

Oregon

Portland

Pennsylvania

Ft. Washington
King of Prussia
Philadelphia
Pittsburgh

Tennessee

Memphis
Nashville

Texas

Austin
Dallas/Irving
Ft. Worth
Houston
Houston Galleria
Richardson
San Antonio
Sugar Land

Utah

Sandy

Virginia

Arlington
Manassas
South Hampton Roads

Washington

Bellevue
Federal Way
Lynnwood

Wisconsin

Milwaukee
Waukesha

Alberta, Canada

DeVry Institute of Technology
Calgary (in teach-out)

**Undergraduate programs only*

***Graduate programs only*

Appendix B: Programmatic Accreditation

ACBSP

The following DeVry University programs have achieved voluntary accreditation from the Accreditation Council for Business Schools and Programs (ACBSP), www.acbsp.org, demonstrating that they have met standards of business education that promote teaching excellence:

- Associate of Applied Science in Accounting
- Bachelor of Science in Business Administration
- Bachelor of Science in Technical Management
- Master of Accounting & Financial Management
- Master of Business Administration
- Master of Human Resource Management
- Master of Information Systems Management
- Master of Network & Communications Management
- Master of Project Management
- Master of Public Administration

The ACBSP has also granted specialized accounting accreditation to the following established DeVry University degree programs:

- Bachelor of Science in Business Administration with a specialization in accounting
- Bachelor of Science in Technical Management with a specialization in accounting
- Master of Accounting & Financial Management
- Master of Business Administration with a specialization in accounting

ETAC of ABET

The following programs, at the following campuses, are accredited by the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering Technology (ETAC of ABET), www.abet.org:

- **Baccalaureate Biomedical Engineering Technology**
Addison, Chicago, Columbus, Decatur, Ft. Washington, Fremont, Irving, Midtown Manhattan, Miramar, North Brunswick, Orlando, Phoenix, Tinley Park
- **Baccalaureate Computer Engineering Technology**
Addison, Alpharetta, Arlington, Chicago, Columbus, Decatur, Federal Way, Ft. Washington, Fremont, Houston, Irving, Kansas City, Long Beach, Midtown Manhattan, Miramar, Orlando, Phoenix, Pomona, Sherman Oaks, Tinley Park, Westminster
- **Baccalaureate Electronics Engineering Technology**
Addison, Alpharetta, Arlington, Chicago, Columbus, Decatur, Federal Way, Ft. Washington, Fremont, Houston, Irving, Kansas City, Long Beach, Midtown Manhattan, Miramar, New Jersey (North Brunswick, Paramus), Orlando, Phoenix, Pomona, Sherman Oaks, Tinley Park, Westminster

ETAC of ABET requires separate review of each engineering technology program both online and at each physical campus. The following programs, offered online and onsite, are not accredited by ETAC of ABET: Engineering Technology – Computers, and Engineering Technology – Electronics.

DeVry will seek accreditation for these programs when appropriate, in accordance with ETAC of ABET procedures. Future accreditation is not guaranteed.

The most recent information on ETAC of ABET accreditation is available at each campus and at www.devry.edu.

CAHIIM

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

- **Associate Health Information Technology**
Online, Chicago, Columbus, Decatur, Ft. Washington, Houston, Irving, North Brunswick, Pomona
- **Baccalaureate Technical Management with Health Information Management Specialty**
Online

CAHIIM requires separate review of each eligible program both online and at each physical campus; evaluation for accreditation may not be requested until the program at that location is fully operational, and future accreditation is not guaranteed. The most recent information on CAHIIM accreditation of a campus's HIT program, or of the BSTM program with a technical specialty in health information management, is available at the campus and at www.devry.edu.

CAAHEP

The Neurodiagnostic Technology program at the North Brunswick campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Education in Neurodiagnostic Technology. Commission on Accreditation of Allied Health Education Programs, 1361 Park St., Clearwater, FL 33756, 727.210.2350, www.caahep.org.

NAACLS

The Clinical Laboratory Science program at DeVry's Phoenix campus is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd., Suite 720, Rosemont, IL 60018, 773.714.8880, www.naacls.org. DeVry will seek accreditation for this program in Houston when appropriate. Future accreditation is not guaranteed.

PMI

The following DeVry University programs are accredited by the Project Management Institute's (PMI) Global Accreditation Center: Bachelor of Science in Business Administration, when completed with a project management major/concentration; Bachelor of Science in Technical Management, when completed with a project management technical specialty; Master of Business Administration, when completed with a project management concentration; Master of Information Systems Management, when completed with a project management

Appendix B: Programmatic Accreditation

concentration; Master of Network & Communications Management, when completed with a project management concentration; and Master of Project Management.

DeVry University, including Keller Graduate School of Management, is among a limited number of U.S. universities and schools worldwide whose programs are granted this designation. More information is available via www.pmi.org.

Special Acknowledgement—SHRM

The Society for Human Resource Management (SHRM) has acknowledged that the following baccalaureate degree programs fully align with SHRM's HR Curriculum Guidebook and Templates: Business Administration, with human resource management major/concentration; Management, with human resource management concentration; and Technical Management, with human resource management technical specialty. In addition, the Master of Human Resource Management program fully aligns with SHRM's HR Curriculum Guidebook and Templates. More information on SHRM is available at www.shrm.org.



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For comprehensive consumer information, visit devry.edu/studentconsumerinfo

In New York State, DeVry University and its Keller Graduate School of Management operate as DeVry College of New York.
DeVry University operates as DeVry Institute of Technology in Calgary, Alberta. 36 USC 220506.

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