



Academic Annual Report

2011 – 2012



DeVry University

Keller Graduate School
of Management

A photograph of two graduates in black gowns and caps with yellow stoles. The male graduate on the left is in profile, looking towards the female graduate on the right. She is smiling and looking slightly away from the camera. They are outdoors with green trees and a building in the background. A dark grey vertical bar is on the right side of the image, containing the text.

...let nothing
stand in
your way...



David J. Pauldine
President, DeVry University

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

a message from the President

We are pleased to present the 2011–2012 DeVry University Academic Annual Report. Now in its third year, the report provides a look at the academic initiatives we have undertaken and the progress we have made over the last year.

In this time of continuing economic uncertainty, we are focused more clearly than ever on our commitment to providing our students with the knowledge and skills they need to succeed. As *The Career University*, we provide students with high-quality, relevant degree programs that prepare them for the future careers of the new global economy.

In a July 2012 editorial co-written for *USA TODAY*, the president of the Council on Foreign Relations and the chairman and CEO of Alcoa said that “even amidst today’s high unemployment levels, some 3 million jobs are going unfilled, often because employers are unable to find men and women with the advanced math, science and technology skills that modern manufacturers need.”

DeVry University is an integral part of the solution that will help U.S. employers close that gap. Since our founding in 1931, we have excelled at providing career-oriented education that produces the highly skilled employees that employers need.

More important, we have excelled at helping our graduates attain educational levels that will help them weather difficult times in the job market. According to the Bureau of Labor Statistics Current Population Survey, while the unemployment rate in 2011 for those with only a high school diploma was 9.4 percent, the rate for those with bachelor’s degrees was just 4.9 percent.

Our degree programs are designed to help students start and maintain rewarding careers or make career changes that improve the quality of life for themselves and their families. A study we commissioned in 2010 showed that graduates who earned bachelor’s degrees from DeVry University earned nearly 32 percent more annually than those who expressed interest in attending but ultimately chose not to pursue the degree.

This report includes an overview of the high-quality academics and student services that combine to make a degree program from DeVry University an excellent investment for our students. In keeping with our institutional culture of continuous improvement, you will also find snapshots of many areas we have identified where we can strengthen our performance. We are committed to measuring our results, implementing new ideas and documenting our improvements over time, so we can be certain that we are always providing our students with outstanding academics and services. We appreciate the chance to share this year’s achievements and opportunities with you.

David J. Pauldine
President, DeVry University

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Note: Unless otherwise noted, the data and information presented in this 2011–2012 report pertain to fiscal year 2012, the period from July 1, 2011, through June 30, 2012. Where dates are listed as "2012" or "2011," the corresponding fiscal year is implied.



Colleges and Programs of Study



Associate Degree:

- Accounting

Bachelor's Degree:

- Accounting
- Business Administration
- Management
- Technical Management

Master's Degree:

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



Bachelor's Degree:

- Communications
- Justice Administration

School of Education

Master's Degree:

- Education
- Educational Technology



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



Associate Degree:

- Web Graphic Design

Bachelor's Degree:

- Multimedia Design & Development

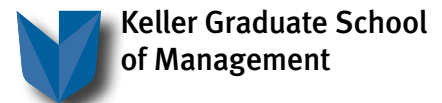


Associate Degree:

- Neurodiagnostic Technology
- Health Information Technology

Bachelor's Degree:

- Clinical Laboratory Science
- Healthcare Administration



Master's Degree:

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

About Us

History

In 1931, Dr. Herman DeVry founded the DeForest Training School in Chicago, naming it for Lee DeForest, who invented the radio vacuum tube. Students at the school learned technical skills in electricity, motion pictures, radio, and the new medium of television. After Dr. DeVry's death in 1941, his sons took over the school and later renamed it the DeVry Technical Institute in his honor in 1953. They continued to operate the school according to his vision: to prepare students for careers that would improve the quality of life for themselves and their families. Today, DeVry University is one of the largest private, degree-granting, regionally accredited higher education institutions in North America.

DeVry University's five colleges of study offer undergraduate and graduate degree programs at more than 95 locations in the United States and Canada, as well as online. We offer business and management graduate degree programs through our Keller Graduate School of Management, founded in 1973 by Dennis Keller and Ronald Taylor.

Values

In striving to accomplish our vision and meet the needs of our students, we share the following values:

Teamwork and Communication

Engage Our Colleagues

Accountability + Integrity = Ownership

Continuous Improvement

Help Our Students Achieve Their Goals

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.

Advisory Boards and Professional Memberships

Our commitment to preparing DeVry University students to succeed in today's challenging job market includes building strong partnerships with their potential employers. 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.

Advisory-board members give us 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 attractive candidates for competitive positions.

Every DeVry University location is required to meet with its local advisory board virtually or onsite at least once per year and to post the meeting minutes on an internal web page. We are improving the process of collecting and sharing meeting information. For example, a new tracking mechanism creates a consistent template for meeting minutes so that we can capture the data more thoroughly, and deans and subject-matter experts can use it more efficiently to update our course offerings (e.g., when the accounting industry introduced a new nationwide standard, we were able to quickly revise our course content accordingly). The tracking mechanism also enables us to capture dates and times that meetings took place so we can provide that information to our national accrediting bodies.

Advisory boards give us insight into the specific needs and challenges of local employers; to get a big-picture view of industry wide changes, we also encourage our academic leaders and faculty to join their industries' professional associations.

Locations

DeVry University offers courses at more than 95 locations and 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 Buckhead**
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

* Undergraduate courses only
** Graduate courses only



Accessible Options

Providing Accessible Options for a Diverse Population

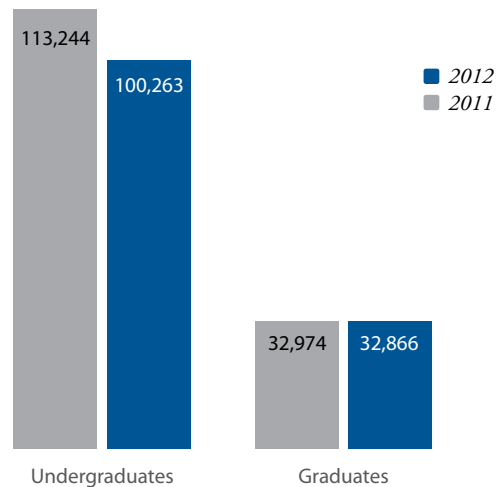
An important part of the DeVry University mission is to make college more accessible to a larger population. While we serve many recent high school graduates who are looking for career-focused educational opportunities, what sets us apart is that a high percentage of our students are working adults who are looking to switch or broaden their career paths, single parents who are balancing work and life responsibilities, and people who are returning to higher education with a renewed focus on obtaining the skills and education they need to succeed in the careers they have chosen.

Many of our students also come from populations that are typically underrepresented on college campuses: active-duty military members, those who are the first in their families to attend college, minorities and recent immigrants. We are dedicated to providing every student, no matter what his or her background and goals, with a high-quality, career-oriented education.

Enrollment and Student Demographics

DeVry University is one of the nation's largest private-sector universities. During the 12-month period ending June 30, 2012, more than 100,000 students were enrolled¹. Undergraduates make up 75 percent of our student population, while graduate students make up 25 percent. Enrollment during fiscal year 2012 decreased 11.5 percent for undergraduate students and remained essentially unchanged for graduate students compared to the previous 12-month period.

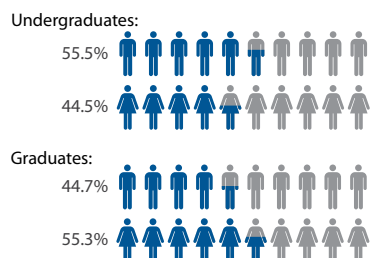
Undergraduate and Graduate Enrollment



¹ Data as reported annually to the U.S. Department of Education for the 12-month period ending June 30, 2012.

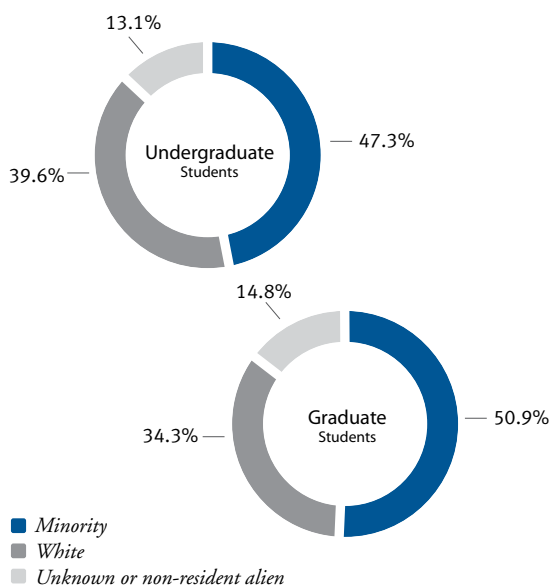
Fifty-five percent of our undergraduates are men and 45 percent are women; in our graduate programs, 55 percent are women and 45 percent are men.

Student Gender 2012



In the U.S., 47 percent of our undergraduates and 51 percent of our graduate-level students are minority, as compared to 33 percent and 25 percent, respectively, for all U.S. four-year Title IV institutions².

Student Diversity 2012



DeVry University is proud to serve a high percentage of minority students, who have traditionally been underserved by post-secondary education. Many of these students come from immigrant or low-income households and are the first in their families to attend college. As we hire new faculty members in the coming years, one of our goals is to build a faculty whose diversity more closely matches the diversity of our student body.

DeVry University Student Race/Ethnicity Statistics		
Statistics for fiscal year 2012		
	Undergraduate	Graduate
Non-resident Alien	0.9%	4.4%
Hispanic (of any race)	15.7%	8.5%
American Indian or Alaska Native	0.7%	0.5%
Asian	4.0%	6.9%
Black or African American	25.2%	33.8%
Native Hawaiian/Pacific Islander	0.6%	0.5%
White	39.6%	34.3%
Two or more races	1.2%	0.9%
Race/Ethnicity unknown	12.2%	10.5%

In 2011–2012, the percentage of Black or African-American undergraduate students at DeVry University was 25 percent, compared to 14 percent of those attending four-year Title IV schools nationally. At the graduate level, the percentage of Black or African-American students was 34 percent, nearly triple the national average of 12 percent³.

Our enrollments also show a slightly higher percentage of Hispanic students than other schools enroll⁴. DeVry University is part of the Excelencia in Education initiative, “Ensuring America’s Future by Increasing Latino College Completion,” which aims to promote the role of Latinos in making the U.S. the world leader in college degree completion. Excelencia in Education is a Washington, D.C.–based education research organization that provides data-driven analysis of the educational status of Latinos.

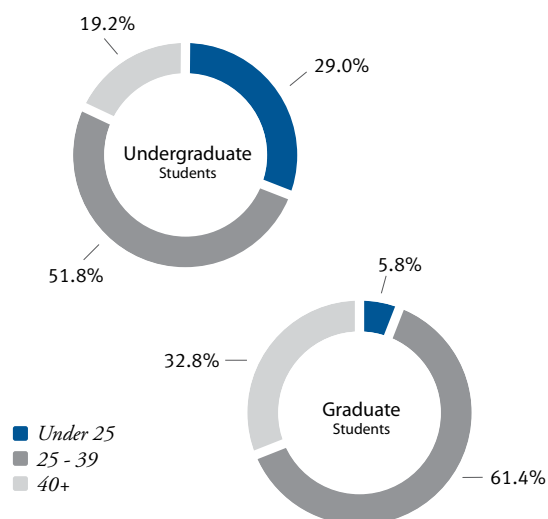
DeVry University’s model of learning, which includes onsite, online and blended courses, fits the lives of adult learners who are juggling the responsibilities of family, work and school. In fall 2011, 94 percent of our graduate students were 25 or older, and 33 percent were 40 or older. Our students’ diverse perspectives add to the richness of our classroom experience.

² IPEDS Data Center, National Center for Education Statistics, November 2012

³ IPEDS Data Center, National Center for Education Statistics, November 2012

⁴ Ibid

DeVry University Student Age Statistics*



*As of fall 2011

Accessibility

Options for Working Students

Commitments to work, family and other responsibilities can make it difficult for many DeVry University students to attend regularly scheduled onsite classes – so more than a decade ago we implemented online courses that offer our students far more flexibility. Our integrated curricula, which use technologies that enable students to communicate easily with professors and peers, delivers the same high-quality educational experience whether students attend onsite or online.

Options for Transfer Students

Students who have started degree programs elsewhere and want to finish them at DeVry University are able to transfer eligible credits into our institution. As increasing numbers of students earn credits from multiple institutions, we consider it our responsibility to make it easy for them to combine their transfer credits and finish their degrees. Students with previous college experience may receive credit toward graduation for:

- Previous college coursework
- Military coursework and training experience
- Professional certifications and training
- Examinations

We realize, however, that transfer students can face unique challenges: they tend to be older with more work and family commitments, and belong to traditionally underserved racial and ethnic groups. Our faculty and staff work closely with transfer students to help them maximize the college work they have already completed; the team at our centralized transcript evaluation center helps students map out multiple degree paths based on how their credits might transfer; and our student success coaches and academic advisors then work with each

student individually to achieve academic success. In addition, we continue to enhance our Degree Audit system and are in the process of implementing a transfer articulation tool that allows potential students to self-articulate their transfer courses and see their progress toward degree programs at DeVry University.

We award proficiency credit toward students' degree-completion requirements from the College Board's College-Level Examination Program (CLEP) test, the DANTES Subject Standardized Tests (DSST), Advanced Placement (AP) tests and the International Baccalaureate (IB) exam. We also accept proficiency credit for military coursework and professional certifications and training based on recommendations by the American Council on Education College Credit Recommendation Service (ACE CREDIT) and the National College Credit Recommendation Service (CCRS, formerly known as National PONS).

Bridge2Bachelor's

The Bridge2Bachelor's program, new in 2012, introduces the DeVry University experience to community-college students who are interested in business and technology-related fields. A student currently pursuing an associate degree in a DeVry-recognized community college can enroll in a complimentary college-level class at DeVry University if he or she applies and is admitted to DeVry University as a non-matriculating student. The program was designed to help qualified students prepare for the demands of completing a bachelor's degree, to give them a glimpse into the experience of studying at a four-year university, and to help ease their transition from community college to DeVry University.

Options for Carrington Colleges Students

In 2012, DeVry University worked with our sister colleges in the Carrington Colleges Group (which are also part of our parent organization, DeVry Inc.) to make DeVry University degree programs more accessible to qualified Carrington graduates who have completed certificates or associate degrees.

We have worked with Carrington College and Carrington College California to determine whether their course credits are transferable to DeVry University as direct course matches or as electives. Carrington graduates who transfer credits to DeVry University will reduce the overall number of credits required to complete their bachelor's degrees at DeVry University. In addition, Carrington graduates who meet DeVry's criteria are eligible for scholarships or tuition savings to make the cost of completing a bachelor's degree more affordable.

Options for Military Personnel and Veterans

Of the degree-seeking students enrolled at DeVry University in spring 2012, approximately 14 percent, or more than 12,500 students, are active-duty military members or military veterans. Many of our locations are members of the Yellow Ribbon G.I. Education Enhancement Program, which gives eligible Post-9/11 G.I. Bill recipients additional benefits.

We strive to be flexible and responsive to our military and veteran students' needs. Not only do military personnel and veterans have the ability to take courses onsite – or online from anywhere in the world – but our faculty and staff have also been trained to understand these students' unique needs and

challenges. We offer special tuition rates for active-duty military personnel and their spouses, as well as a grant for veterans. We also give service members and veterans the opportunity to qualify for transfer credit or proficiency credit for their military coursework and educational experiences, which we evaluate based on American Council on Education (ACE) recommendations.

DeVry University is a member of the Servicemembers Opportunity Colleges (SOC) consortium, a group of colleges and universities that works to ensure the availability of quality academic programs to active-duty military students, their families and veterans. We are also a member of the SOC Degree Network System (DNS), a subgroup of SOC members selected by the military services to deliver specific associate and bachelor's degree programs. As a member of the DNS, DeVry University adheres to academic policies intended to support military students in their academic endeavors toward degree completion. DeVry University is approved for membership in the SOC DNS for the Coast Guard (associate and bachelor's degrees), Navy (bachelor's degree) and Marine Corps (bachelor's degree); our approval for membership applies to specific academic programs.

In 2012, we entered into a partnership with the Fallen Heroes Survivors Foundation, Inc., through which we will provide special tuition rates for the spouses and children of deceased veterans of the wars in Iraq and Afghanistan. Additionally, a Memorandum of Understanding signed with the U.S. Department of Defense will enable us to accept military tuition assistance, which helps active-duty service members pay for college.

We recognize the challenges that many veterans face when transitioning from military service into civilian careers. Active-duty military and veteran students have access to DeVry University Career Services from the day they start classes, and can continue to use its resources for life. Students who are approaching

graduation and considering a transition from military to civilian employment may contact Career Services for lists of companies specifically looking to hire our graduates, as well as help with writing civilian résumés, interviewing techniques and information about upcoming career fairs for veterans. Finally, military and veteran students and their spouses can leverage DeVry University's powerful partnerships with CareerBuilder.com (graduate students only), RecruitMilitary.com, and a growing list of companies offering internship and externship positions.

Options for Student-Athletes: Team USA

In late 2011, DeVry Inc. was named an official education provider of the United States Olympic Committee (USOC), which means that we will provide undergraduate and graduate degree opportunities and scholarships for U.S. Olympic and Paralympic athletes and training hopefuls through 2016.

The USOC chose DeVry because we provide options that enable student athletes to pursue an education and a sport simultaneously. Our flexible scheduling allows students to enroll for eight-week sessions rather than a traditional 16-week semester, which enables a more manageable balance between education and training schedules.

Currently, more than 70 athletes and training hopefuls are enrolled in DeVry University's academic programs at both the undergraduate and graduate levels, pursuing degrees that range from technical management with a specialization in criminal justice to a graduate certificate in entrepreneurship to a master's of human resource management.



"I had always heard that **DeVry University was a great institution.** I was worried about being able to balance my training, recovery and coursework, but everyone – including my professors – has been helpful."

– Anna Johannes

*DeVry University student
and Team USA Paralympic swimmer*



**DeVry
University**



An Official Education Provider of Team USA

The Road to London

As part of its partnership with the USOC, DeVry University hosted six “Road to London” tour stops at campus locations across the country. This traveling, family-friendly event brought the energy of the Olympic and Paralympic Games to DeVry University locations in Atlanta, Chicago, Dallas-Fort Worth, Los Angeles, Philadelphia and Phoenix.

Attendees had the chance to test their own strength, speed, precision, endurance and flexibility, and to observe demonstrations by Olympians, Paralympians and hopefuls. Team USA celebrated the 100-day countdown to the Opening Ceremony of the London 2012 Olympic Games at a Road to London tour stop in Times Square on April 18, 2012 in New York.

Bringing Home the Bronze

We are extremely proud of the two DeVry University students who brought home medals from the London 2012 Olympic Games and Paralympic Games. Peter Vanderkaay, currently working toward a graduate certificate in entrepreneurship from DeVry University’s Keller Graduate School of Management, earned a bronze medal in men’s 400-meter freestyle swimming at the Olympic Games. And swimmer Anna Johannes was part of the bronze medal-winning women’s 4 x 100-meter medley relay team at the Paralympic Games. She is working toward a bachelor’s degree in business administration from DeVry University.

“When my swimming career is finished, I plan on pursuing my business aspirations,” said Vanderkaay. “Team USA’s partnership with DeVry University and its Keller Graduate School of Management affords me the opportunity to move toward my future professional career goals while I continue competing.”

Options for Students with Disabilities

DeVry University provides appropriate and reasonable accommodations to qualified individuals with documented 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. As part of our efforts, the DeVry University Accessibility Project team is working toward the goal of making accessible all electronic and information technology that our faculty and students develop or use.

The Accessibility Project team is establishing university-wide accessibility guidelines and processes related to onsite and online classroom technology, as well as online tools such as our student portal, electronic library and all DeVry University websites used by students. In addition, the project team will create processes for providing assistive tools to students who require accommodations for electronic and information technology used in their courses. Furthermore, our course developers are creating online courses that adhere to international standards for web accessibility, with the first fully compliant courses offered in late 2012.

Options for Lifelong Learners: College of Continuing Education

DeVry University is always looking for opportunities to serve more learners – and with the 2012 announcement that we are establishing the DeVry University College of Continuing Education (CCE), we will begin to expand our offerings to new student populations who are not seeking degrees but are looking to increase their professional and academic knowledge. For more, see “Opportunities for Improvement” on page 13.

Affordability

In 2012, DeVry University tuition rates represented an expected weighted average increase of approximately 2.0 percent for undergraduates as compared to 2011. The weighted average increase for graduate tuition was 1.9 percent. While DeVry University’s undergraduate tuition and fees in 2011–2012 ranked in the lower third of all four-year private institutions⁵, we continue to explore ways to make DeVry University degree programs more affordable.

Scholarship Programs

We provide grant and scholarship funding for students who demonstrate both need and academic achievement. In fiscal year 2012, we funded 40 scholarship and grant programs totaling more than \$38 million and benefiting more than 26,000 students.

In addition to awards for high school students and military personnel, DeVry University offers scholarships designed to help community-college transfer students ease the financial obligations of finishing their bachelor’s degrees. Students who have completed community-college associate degrees with a cumulative grade point average (GPA) 3.33 or better are eligible for the [College Presidential Scholarship](#), which covers half their tuition as new students at DeVry University; those with a minimum of 20 community-college credit hours and a cumulative GPA of 2.8 or better are eligible for the [College Transfer Scholarship](#), which is worth up to \$2,500 per semester; and our [Bridge2Bachelor’s](#) program (see page 8 for more) offers one complimentary college-level course to students currently enrolled in a DeVry-recognized community or two-year college, or in a similar institution.

In 2012, we awarded nearly 6,500 scholarships to community-college students, totaling \$13.6 million. We also launched a scholarship search engine, which gives both new and continuing students the ability to search for scholarships for which they might be eligible.

The DeVry University Education Fund, a 501(c)(3) organization, supplements our institutional scholarships with additional scholarships for our students. The fund receives support from donors such as DeVry University employees, corporate partners and alumni. To date, the fund has awarded more than \$1 million in scholarships to students.

5 IPEDS Data Center, National Center for Education Statistics, November 2012

Financial Literacy

Private-sector institutions like DeVry University serve many students from low-income households who are the first in their families to attend college, so our students are more likely than many others to borrow money and less likely to have experience paying off debt. We make financial literacy a top priority and consider it our responsibility to ensure that our students are well educated about educational loans and have the tools they need to repay them.

Student-loan debt in the U.S. has been increasing at a rapid pace in the last decade, climbing from about \$364 billion in the first quarter of 2005 to \$904 billion in the first quarter of 2012 at a rate of 13.9 percent annually⁶. At DeVry University, 86 percent of undergraduates received federal loans in 2010–2011, compared to 71 percent of all undergraduates attending private-sector institutions⁷. At DeVry University, 81 percent of undergraduates and 81 percent of graduate students rely on federal financial aid (not including PLUS loans).

The average amount of student-loan debt across all consumers with student loan debt in the first quarter of 2012 was \$24,218. The median borrower holding student loans owed \$13,662. (The difference between the average and the median reflects the

existence of borrowers at the top of the distribution with especially large amounts of student loan debt.) Twenty-five percent of borrowers held more than \$29,155 in student loan debt, while another 25 percent held less than \$5,977⁸. DeVry University graduates have an average total debt of \$37,190.

The national cohort default rate has also been rising over the last few years, reflecting economic and employment conditions. While cohort default rates have traditionally been reported to reflect a two-year cohort, the Higher Education Opportunity Act of 2008 now requires reporting to reflect a three-year cohort (beginning with borrowers who began repayment during the 2009 federal fiscal year). This change has resulted in a significant increase in the cohort default rate for most schools.

Institutions will be sanctioned if their cohort default rates remain at 30 percent or greater after three consecutive years. DeVry University's rates for both the two-year and three-year cohort default rate calculations are within the government-defined acceptable range.

DeVry University Two-Year Cohort Default Rate	DeVry University	Keller Graduate School of Management	All Private-Sector Institutions⁹	All Institutions
2008	10.2%	2.6%	11.6%	7.0%
2009	14.2%	3.9%	15.0%	8.8%
2010	13.3%	5.0%	12.9%	9.1%

DeVry University Three-Year Cohort Default Rate*	DeVry University	Keller Graduate School of Management	All Private-Sector Institutions¹⁰	All Institutions
2009	24.1%	7.1%	22.7%	13.4%

*Postsecondary institutions are now required to report a three-year cohort default rate, which results in a significant increase in the rate for most schools. DeVry University's rates for both the two-year and three-year cohort default rate calculations are within the government-defined acceptable range; institutions whose cohort default rates remain at 30 percent or higher after three consecutive years will be sanctioned.

⁶ Federal Reserve Bank of New York, Quarterly Report on Household Debt and Credit, May 2012

⁷ IPEDS Data Center, National Center for Education Statistics

⁸ Federal Reserve Bank of Kansas City, Student Loans: Overview and Issues, August 2012

⁹ U.S. Department of Education, Two-Year Official Cohort Default Rates for Schools, available at <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr2yr.html>

¹⁰ U.S. Department of Education, Three-Year Official Cohort Default Rates for Schools, available at <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

Accessible Options

DeVry University is committed to decreasing cohort default rates while continuing to provide world-class education and customer service to students. Our Financial Literacy team has been the cornerstone of our default-prevention efforts for the last two years.

We begin talking with our students about financial literacy before they ever start classes. All DeVry University students who take out loans are required by the Department of Education to complete entrance counseling via the National Student Loan Data System (NSLDS) online tool before their loans are disbursed. We go beyond what the government requires by setting up meetings between each student and Student Finance staff, during which our staff members thoroughly explain the time and cost of the student's program of study and help the student complete the online NSLDS requirements.

Financial Literacy team members are readily available to provide information about personal finance and student-loan repayment. Students receive financial-literacy information throughout their DeVry University experience, beginning with new-student orientation. Later, workshops, webinars and individual counseling sessions cover topics such as creating a budget and a loan-repayment plan, managing refunds, repairing bad credit, financial planning to graduation and beyond, and much more.

Throughout students' entire time at DeVry University, our Student Finance team keeps them informed about their educational progress and their borrowing limits, providing easily understood data so they can manage their debt responsibly (which is particularly important for transfer students who may start their DeVry University programs with existing student-loan debt). We work to identify students who have challenges with debt and to give them as much assistance as possible.

When students graduate or leave school, they are required to complete exit counseling; DeVry University again goes beyond the minimum federal requirements by setting up meetings with Financial Literacy staff members who help students understand their rights, responsibilities and loan-repayment options. We reach out at least three times to give students the option to complete their exit counseling via phone or online (if a student wants to complete the counseling at a campus location, we will make the necessary arrangements).

Throughout students' entire time at DeVry University, our Student Finance team keeps them informed about their educational progress and their borrowing limits, providing easily understood data so they can manage their debt responsibly.

To help us touch base with students who have left school and do not respond to our attempts to contact them for exit counseling, in 2012 we began partnerships with organizations that specialize in repayment counseling and are skilled at reaching out to these students. One factor our partners track very closely: students who have not made their first loan payment. Any student who misses that first payment is highly likely to continue into delinquency and ultimately into default. We also watch what happens from one month to the next, so we can see whether students are getting back on track with payments or continuing to remain past due. With the help of our partners, we are keeping close tabs on the students who need the most counseling to make their student-loan repayments on time.

Financial-Literacy Tools

We are continuing to develop our "My Financial Future" financial-literacy website, where students (both currently enrolled and not) will be able to access information on a wide range of topics that include options for paying for school, how to decide whether to rent or buy a home, resources available to single parents, and much more. In addition, we are creating a dedicated "Manage My Loans" system where enrolled students can track their student-loan borrowing in relation to their progression toward their degrees. They can look at repayment options with potential monthly payment amounts for each, calculate the amount of interest they will owe, create a budget and take advantage of other personal-finance resources.

OPPORTUNITIES FOR IMPROVEMENT

Our goals include giving more students more options for completing their studies at DeVry University. In addition, we want to make sure we understand and accommodate the unique needs of our active-duty military and veteran students.

ONGOING OPPORTUNITY



Increase Number of Articulations with Two-Year Institutions

Articulations with two-year institutions help us develop relationships with those schools and let their students know about options for continuing their education beyond the associate degree level.

By the end of fiscal year 2012, we had created templates for our partnerships with two-year colleges, along with formalized, documented processes for establishing these partnerships. We have also begun training staff members to use these tools and the supporting resources available at our home office. In addition, we have developed new articulation agreements with four two-year institutions, seven international institutions, one military organization and one corporation.

ONGOING OPPORTUNITY



Centralize Services for Military Students

The DeVry University team recognizes the unique needs and busy schedules of our military and veteran students and their family members, and is working to consolidate our team of military-education experts to provide a single point of contact for student support. We have already created a centralized academic advising team for online students who are in the military, and we convene an annual summit for staff members who work with military students at all levels of the university.

Our Military Affairs team is constantly developing and improving training for academic advisors to provide them with a strong knowledge of military culture and services available to military personnel and their families. Advisors who complete this training will be certified as military specialists; all military students will be assigned to advisors who have achieved certification.

To further serve our military and veteran students, we are creating a Military Center of Excellence that consolidates all military-student support services. The Military Center of Excellence team will include representatives from Military Affairs, Government Relations, Student Finance, Student Support and other teams, providing a single point of contact to address the unique issues military students face (including military tuition assistance and G.I. Bill certification).

NEW OPPORTUNITY



Expand Offerings to Serve a Wider Student Population

One of the values DeVry University hopes to instill in its students is a love of lifelong learning. In 2012, we announced the establishment of the DeVry University College of Continuing Education (CCE) to serve the large population of potential students who are interested in acquiring new skills and knowledge but who do not want to pursue a degree.

The CCE will work closely with DeVry University's Keller Center for Corporate Learning, which provides customized education and training programs for corporate clients. Also providing input are partners such as corporations, community colleges, workforce development organizations and trade associations that will help the CCE identify education needs and develop solutions that support them.

We plan to launch two to three CCE programs in 2013, and are currently considering programs in medical coding, cybersecurity, green-building analysis and social media.



Donna M. Loraine, Ph.D.
Provost/Vice President, Academic Affairs
Dean, Keller Graduate School of Management

Our focus on academic quality means that our graduates will be well prepared for rewarding careers and will leave DeVry University as lifelong learners.

a message from the Provost

DeVry University's recently revamped new-student orientation program begins with a defining moment. Before new students start the day's activities, each of them is photographed in a graduation gown, holding a graduation cap.

Each student receives a copy of the photo upon starting classes and is encouraged to post it somewhere they will see it every day, as a reminder to keep their eyes on the prize: persevering through their program of study at DeVry University and making it successfully to graduation.

Ensuring that more of our students graduate is a top priority for all of us on the DeVry University team. On page 30, you will read about our ambitious internal effort to explore ideas, test solutions and recommend institution-wide programs and success-tracking measures, all with a goal of boosting our graduation rate to 50 percent.

The innovations that will flow from this project will enrich and strengthen the tenets of academic quality that our students, faculty and staff bring to life in every physical and virtual classroom, every day:

- Our learning methodologies use research and technology to maximize the amount our students learn.
- We measure what our students learn and how well they are able to apply it to real-world scenarios.

- We help our faculty members develop their instructional skills so they can encourage students to become successful lifelong learners.
- We focus on doing everything we can to keep students enrolled and engaged.
- And we evaluate how well we have done by tracking how well our graduates do in achieving their post-DeVry University goals.

Our focus on academic quality means that our graduates will be well prepared for rewarding careers and will leave DeVry University as lifelong learners – who, we hope, will look back for many years on those orientation-day photographs and be proud of how far they've come.

Donna M. Loraine

Donna M. Loraine, Ph.D.
Provost/Vice President, Academic Affairs
Dean, Keller Graduate School of Management

Continuous Improvement

DeVry University participates in the Academic Quality Improvement Program (AQIP) of The Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools (NCA). Based on Malcolm Baldrige National Quality Award program principles, AQIP offers a community of select schools the opportunity to maintain accreditation by demonstrating a commitment to continuous quality improvement. AQIP schools are required to define their continuous-improvement principles and processes, implement a comprehensive approach to continuous improvement, and create a culture of continuous improvement in their organizations.

The HLC reviews the annual action projects that DeVry University undertakes in order to make measurable quality improvements. Our results are evaluated every four years, and every seven years the HLC reviews DeVry University for reaccreditation.

AQIP schools are required to define their continuous-improvement principles and processes, implement a comprehensive approach to continuous improvement, and create a culture of continuous improvement in their organizations.

Current AQIP Action Projects

DeVry University's 2012–2013 AQIP action projects are:

Project Action: This project is the culmination of three previous AQIP action projects known as “Project Snapshot.” In Project Snapshot Phase I (2009), we collected, analyzed and reported on all learning-assessment program activities at DeVry University. In Phase II (2010), we used the data to create an assessment plan that includes learning objectives and measurements for every course. In Phase III (2011), we piloted additional testing that measured critical-thinking skills, general education proficiency and the degree to which students mastered the content of their major courses.

Project Action's goal is to move beyond the pilot phase of measuring learning outcomes for some of our programs, and into full implementation of programmatic outcomes assessment. With a baseline established by the pilots we have run to date, we can further strengthen our programs and compare the performance of our students to that of students at similar institutions.

Project Everest – Phase A: The desire to strengthen the support we provide for students from their application process to graduation from DeVry University inspired us to establish Project Everest – a name we chose to reflect both the degree of the challenge we face and the thrill of achieving the goal. The recommendations being developed as part of Project Everest include simplifying the DeVry University admissions process, customizing the interventions we provide to students who need extra help, and defining each student's learning needs so we can help them choose the right academic track. In addition, we will strengthen our transitional-studies program and create an honors program that encourages students to be high achievers. We will measure our success by tracking student persistence and graduation rates over time. For more information about Project Everest, see page 30.

Project Scholar – Phase A: This project supports DeVry University's goal of increasing the number of doctorally qualified, full-time faculty members who teach our students. DeVry University's long history as a career-focused institution has shown us that our students achieve the best outcomes when our courses are taught by a core of full-time, highly credentialed faculty, augmented by a part-time faculty of highly talented practitioners. As our online class offerings have grown over the last several years, we have found ourselves with a larger balance of part-time faculty than we consider optimal, so we have embarked upon a plan to increase our number of full-time faculty. We will also enhance development opportunities for our faculty and strengthen the academic support that faculty members provide to students.

Measuring Student Engagement

In spring 2012, we began using the National Survey of Student Engagement (NSSE), a nationally respected measure of undergraduate student engagement. We conducted pilots that randomly sampled first-year and senior-year DeVry University students in California, Georgia, Illinois and Texas. The web-based survey will be administered again in spring 2013 and will include a larger population of students.

Once we have year-over-year data to compare, we will be able to analyze our results and use them to identify areas in which students think we need improvement – and we can benchmark DeVry University's scores against those of more than 1,400 other colleges and universities in the United States and Canada that measure their student engagement using the NSSE.

Accreditation

Accreditation affirms the quality of an educational institution or a specific program of study. To achieve accredited status, an institution or program must consistently demonstrate a high level of performance, integrity and quality that conforms to the standards set by the accrediting agency.

DeVry University is accredited by The Higher Learning Commission (HLC) and is a member of the North Central Association of Colleges and Schools (NCA). The University's Keller Graduate School of Management is included in this accreditation.



The HLC is one of six regional agencies that accredit U.S. colleges and universities at the institutional level. It is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).

DeVry University participates in the HLC's Academic Quality Improvement Program (AQIP), which offers an alternative process through which an already accredited institution can maintain its accreditation. AQIP institutions commit to a series of goal-setting, networking, and accountability activities that are based on continuous quality improvement principles and processes. The HLC evaluates our results every four years, and reviews DeVry University for reaccreditation every seven years.

Our undergraduate and graduate business and accounting programs are candidates for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). We submitted a self-study of our programs to the ACBSP in early 2012; the commissioners of ACBSP have reviewed the self-study and, as is reasonable with a first-time pursuit of accreditation, we have been asked to provide more information. We remain in candidacy status during this time, and are fully committed to meeting the ACBSP requirements. Future accreditation is not guaranteed.



Our onsite Engineering Technology bachelor's degree programs in the U.S. received renewed program accreditation from the Engineering Technology Accreditation Commission of the Accreditation Board for Engineering Technology (ETAC of ABET).



OPPORTUNITIES FOR IMPROVEMENT

Our continuous improvement of academic quality includes researching new technology that will help us deliver a better educational experience, ensuring that students, faculty and staff share our commitment to academic integrity, and making every effort to verify the security of our online courses.

ONGOING OPPORTUNITY

Expand Educational Technology Research and Development

DeVry University is committed to being a leader in using technology to deliver a world-class learning experience for every student. To help realize this vision, in 2011 we established a new educational technology research and development group; currently, the group is expanding to enable faster identification and more rigorous evaluation of the technologies that will serve our students best.



Update

The R&D group is evaluating several technologies designed to boost student engagement, deliver more individualized instruction, and make coursework more convenient regardless of when and where students need to learn. Pilot projects currently underway include adaptive-learning platforms that automatically adjust the level of instruction to match each student's strengths and weaknesses, and data analytics that recommend personalized learning services and help keep students on track. We will analyze the data we collect from these pilots and implement solutions that best meet our students' needs.

ONGOING OPPORTUNITY

Communicate Clearly About Academic Integrity

Creating a culture of academic integrity is a top priority at DeVry University, and we strive to build a community of students, faculty, staff and administrators within which academic integrity is a guiding principle. In 2011, we strengthened our Student Academic Integrity policy to provide clearer guidelines as to how we expect our students to conduct themselves academically.



Update

We have begun working to communicate the policy more clearly by improving awareness of the policy among faculty: in 2012, we implemented an academic integrity page as a component of our faculty resource center and also added modules about the policy to the resource center. In addition, the policy was discussed during regular conference calls with faculty and staff. Now that we are confident that faculty are familiar with and understand the expectations of the policy, our upcoming plans include creating a campaign to increase student awareness.

Additionally, in November 2012 we placed an honor-code statement in our blended and online course shells for quizzes, midterms and exams. When they click to acknowledge the statement, students agree that they are abiding by the honor code that appears in the student handbook.

NEW OPPORTUNITY

Verify Online Students' Identities

As a provider of online education, DeVry University must ensure that we are able to verify and validate that the student who registers in an online course is the same student who actually participates in the course, completes the work and receives the academic credit. We currently have verification measures in place and are continually evaluating new methods as they become accepted in the marketplace.



Plan

We will pilot two different identity-authentication products during the January 2013 and March 2013 academic sessions: both will require students to authenticate their identities every time they take an exam or submit high-value coursework (e.g., a substantial paper), as well as at other times chosen at random during the academic session. We will evaluate these products according to several criteria, including their effectiveness in thwarting unauthorized access attempts; student and faculty satisfaction; training and support requirements; and ease of integration with existing systems.

Academic Quality Tenet 1: **Learning Methodologies**

Students can earn DeVry University degrees on campus at one of more than 95 locations; online, anywhere they have an Internet connection; or by taking a mix of onsite and online courses. No matter how or where our students take classes, we design our curricula to be dynamic and flexible, supported by leading-edge technology, and effective in helping our students achieve their academic and professional goals.

Active Learning

To consistently engage students so that they absorb as much information and as many skills as possible, DeVry University professors teach using active learning methods that include both cognitive and sensory engagement. In both onsite and online courses, active learning accommodates a range of student learning preferences and fosters a creative climate that focuses on good learning outcomes. It also gives students the chance to apply what they have learned and includes activities that move students from surface learning to deep learning.

MyMathLab

MyMathLab (MML) is an active-learning tool used by DeVry University math professors to engage students with math anxiety as well as those who have been successful in math. MML and its companion tool, MyStatsLab (MSL), contain a variety of learning resources – including a multimedia textbook that contains links to videos, animations and slides, and lectures and tutorials – that students can use to prepare for their online or onsite classes and to complete their homework after class.

MML and MSL give students instant feedback on their mastery of a particular mathematical concept, provide as many problems as needed for students to solve as they work their way toward full understanding, and generate a customized study plan for each student. For additional assistance, students have 24/7 access to the online Smarthinking™ tutoring center, as well as help from professors and onsite tutors (where available). The combination of these resources gives students the ability to achieve genuine success with their course materials.

By the end of a math course, students have worked through each concept multiple times – and, most important, have been successful enough with the material that they are confident in their ability to succeed on the course's final exam. Students who have been challenged by math in the past benefit from the consistent, customized reinforcement that MML and MSL provide, and they learn new critical-thinking and problem-solving skills that help them succeed in their other DeVry University courses.

Blended Learning

Our “blended” learning modality combines onsite and online learning: students attending an onsite course complete a portion of their instruction online through our eLearning platform. The blended format gives students experience relevant to today's workplace, where more often than not onsite and online

interaction combine to help teams accomplish organizational objectives. Our full-time professors teach in all three modalities: onsite, online and blended.

Blended courses are one of the most important ways we ensure that our students are always engaged in active learning. Students have anytime, anywhere access to course materials, and they learn to communicate with peers and professors both face-to-face and online. Blended learning also gives our faculty members options for using the approach that best suits a particular classroom task.

Experiential Learning

Study-abroad programs give students the chance to learn in new ways by combining theoretical learning with active, hands-on experiences that take place outside their typical learning environments. DeVry University launched its first study-abroad program in 2011, and the program continued to grow during 2012.

Between July 2011 and December 2012, 170 undergraduate and graduate students participated in DeVry University's study-abroad programs. For example, in spring 2012, a total of 58 graduate students and four professors participated in two trips to Paris, Berlin and Prague focused on international business – and were so positive in reporting their experiences to their classmates that a third trip was added for 30 students and two professors. In fall 2012, graduate students took trips to Switzerland, Germany and France to study international accounting and multinational enterprises, and to London and Paris to study international human-resource management.

In 2013, we plan to offer additional trips to Europe for business students, and hope to pilot student-exchange trips in China and Brazil.

University Library

To prepare students to navigate the wealth of information they will process during their academic and professional careers, the DeVry University library offers not only a comprehensive range of collections and services, but also a strategic approach to information literacy. The library provides career-focused collections and services that reflect our organizational mission to empower our students to achieve their educational and career goals.

Staffing and Locations

Our network of 28 campus libraries is staffed by professional librarians, who are available in person, via phone and by e-mail to provide assistance to students, faculty and staff. Alumni are also welcome to use the library's onsite collections and resources, and have remote access to selected electronic resources as well.

Our electronic resources include an extensive e-book collection, more than 40 periodical and research databases, and an online chat-based reference service called Ask-a-Librarian. Students are becoming more and more comfortable with electronic resources each year: e-book circulation was up 39 percent in 2012 over 2011, and use of our electronic databases increased 27 percent.

Students can use our intra-campus library loan system to borrow materials from any campus library and have them sent at no cost to the nearest DeVry University location or to the student's home. In 2012, the number of materials that our students requested from other libraries decreased by 46 percent – which means that we are doing a substantially better job of meeting students' information needs with materials we already have in our collections.

Library and Information-Literacy Instruction

Information literacy – the ability to “recognize when information is needed and have the ability to locate, evaluate and use effectively the needed information,” according to the Association of College and Research Libraries – is a key skill for a successful graduate and a necessity in a global environment that is information-rich and increasingly complex. DeVry University's professional librarians teach information literacy in the classroom and to individuals, onsite at our campuses and centers and remotely using conference calling and video conferencing.

These sessions introduce students to the basics of selecting a research topic; identifying resources; and searching, evaluating and citing sources related to their studies. Additional information-literacy resources, including DeVry-produced videos, are available on the library website. In 2011, members of the library and university academic teams developed and piloted an information-literacy initiative that was introduced university-wide in 2012.

The library provides career-focused collections and services that reflect our organizational mission to empower our students to achieve their educational and career goals.

Strategic Plan

In 2012, the DeVry University library team began work on a strategic plan that will set forth a vision for the library's evolution through 2016. The university's goals include building a library that:

- Serves as students' go-to resource for research both onsite and online
- Develops and delivers information-literacy instruction and related programs
- Supports curriculum development and faculty research
- Provides enhanced services to students, faculty, staff and alumni
- Develops research collections, databases and repositories
- Promotes academic quality and student persistence
- Helps the university achieve an overall graduation rate of 50 percent
- Measures and continuously improves its level of service

The team's work included surveying library users, researching current trends in academic libraries and benchmarking DeVry University's offerings and services against national standards.

Academic Quality Tenet 1: Learning Methodologies

While the user survey revealed a high level of overall satisfaction, it also uncovered several potential areas for improvement. For example, student and alumni responders were not aware of the extensive resources and services the library offers; many felt that the library's website and search interface could be more user-friendly; and many would like librarians to be more proactive in offering help. Some respondents also said that our library and tutoring services are inconsistent, especially in online programs and at locations without a physical library or Academic Success Center.

While the library user survey revealed a high level of overall satisfaction, it also uncovered several potential areas for improvement, such as a more user-friendly website and more proactive help from librarians.

“21st Century Learning” Initiatives

In recent years, mainstream higher education has increasingly recognized the value of student-centered learning. In contrast to traditional lecture-based instruction, this model emphasizes the active role students take in developing their own understanding of the course material. In one approach, students work in groups to address challenging problems; as they tackle these problems, students construct their own understanding of the subject matter and also learn from the perspectives and interactions with others. The result of this dynamic learning process is a deeper, more meaningful understanding of the course material along with stronger interpersonal skills.

To accommodate the student-centered approach – as well as the pervasiveness of personal electronic devices that have revolutionized learning – DeVry University has designed and built new learning spaces that foster student interaction and support information technology. Each space is designed with flexible furniture, such as movable tables and chairs, to allow students and faculty to tailor the environment for the activity at hand.

The **Advanced Technology Classroom** (ATC) supports two to four student work groups with large-format displays and interactive whiteboards that groups can use to annotate, share and store electronic content – a breakthrough that enables students to spend more time actively engaged in learning and less time in low-value activities such as note-taking.

More important, ATCs feature high-definition video conferencing that connects multiple classrooms, and an audio interface lets anyone with a telephone join in the class. These tools break down geographic barriers and help to build a sense of community among students – who can interact with one another no matter where they are physically located – while at the same time improving our operational efficiency.

For example, ATCs can bring together students from multiple campus locations to take courses that might be offered less frequently at a stand-alone campus, or that might not attract a critical mass of students at any one campus. They also allow us to leverage our instructional talent by giving students opportunities to take courses with faculty experts who would not ordinarily be available to them. In addition, ATCs allow professors to present course content through multiple modalities, creating opportunities for all students to engage actively in their courses no matter what their preferred learning style.

To date, we have completed 19 Advanced Technology Classrooms with an investment of \$2.2 million.

To accommodate the student-centered approach – as well as the pervasiveness of personal electronic devices that have revolutionized learning – DeVry University has designed and built new learning spaces that foster student interaction and support information technology.

DevStudio 2.0 is a media-production environment designed to emulate a commercial production studio, where students develop interactive media and video games using industry-standard software. Computer workstations are arranged in groups to allow teams of students to collaborate. A total of 22 DevStudios are now in service, reflecting an investment of \$2.1 million.

E-Lab 2, our next-generation engineering laboratory, supports the needs of our engineering technology, information sciences, and computer networking students. Each workstation features traditional instrumentation, virtual electronic test equipment and computers. For computer networking, the lab contains a full complement of gear for design and testing of production-quality networks. We have completed a total of 22 laboratories with an investment of \$4 million.

OPPORTUNITIES FOR IMPROVEMENT

We are enhancing the learning experience by helping our faculty adapt quickly to new classroom technologies and by ensuring that we provide course materials in the formats that work best for students.

ONGOING OPPORTUNITY

Expand Opportunity for Faculty to Develop Technology Skills

New learning technology creates a whole new landscape of academic possibilities, but we know that it will benefit our students only if our professors are comfortable using technology to its full potential.



Update

Our high-tech classrooms are an important investment, but we realize that they are only a first step: equally important is the investment we make in our faculty to help them teach effectively in these settings. We have conducted development workshops with more than 70 faculty and staff members, as well as dozens of one-on-one technology training sessions.

ONGOING OPPORTUNITY

Provide Content in the Format Students Prefer

We want to make it as easy as possible for students to access their course materials. We have surveyed students for their insights about content, format and readability, and are responding to their feedback that they would like more choices in the format of their textbooks (i.e., electronic vs. print).



Update

In fall 2012, we began to offer a print-on-demand option that gives both onsite and online students the opportunity to purchase a low-cost, soft-cover printed version of the e-book texts used in their courses. These books cost just \$10, which includes shipping. Almost 11 percent of students opted to order more than 660 print-on-demand titles in the September 2012 session; we will continue to expand the number of courses offering print-on-demand books over the next year and will add more publishers to our print-on-demand roster.

NEW OPPORTUNITY

Provide Tools to Facilitate Faculty/Student Interaction

In the blended learning environment, students and professors need options for connecting beyond phone and e-mail. New technology enables them to make face-to-face online connections whenever it's convenient.



Plan

In 2012, we provided approximately 80 faculty members with individual web conferencing/VoIP accounts that allow them to connect directly with students using online audio and video, set up mini-tutoring sessions or virtual office hours, and facilitate web conferences with their colleagues. In 2013, we plan to make this tool universally available and will integrate it with our eCollege course management system.

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

DeVry University's success as an educational institution depends on what our students learn in their coursework and how well they are able to apply it. We measure our students' learning outcomes so we can continuously improve our courses and teaching methodologies to ensure that we are preparing our students for the workplace – and for lifelong learning – as thoroughly as possible.

General Education Capstone

All bachelor's degree candidates at DeVry University are required to complete a series of foundational general education courses (including social sciences, math and communication) designed to ensure that they receive a well-rounded education that prepares them for the critical thinking and collaboration required in the workplace.

The capstone course for the general education series requires students to work in teams in which they think critically about the broad implications of technology, society, and culture, and in which they produce a written project and oral presentation that showcase what they have learned in both their general education courses and in their specialized fields of study.

Students are evaluated on their mastery of eight areas:

- Communicating clearly with particular audiences for particular purposes
- Working collaboratively to help achieve individual and group goals
- Applying critical-thinking skills, conducting applied research, and defining and solving problems
- Developing tolerance of ambiguity and mature judgment in exploring intellectual issues
- Building on intellectual curiosity with fundamental concepts and methods of inquiry from the sciences, social sciences and humanities
- Applying mathematical principles and concepts to problem solving and logical reasoning
- Using study and direct experience of the humanities and social sciences to develop a clear perspective on the breadth, diversity and commonality of human experience
- Connecting general education to the ethical dimensions of issues and to responsible, thoughtful citizenship in a democratic society

Senior Project Courses

Every DeVry University degree program finishes with a project course that integrates classroom learning with group creativity and skills application (called senior projects for undergraduates and capstone courses for graduate students). Designed specifically to give students real-world challenges to solve in their fields of study, these courses also develop collaboration skills and include an element of community service.

Projects are evaluated by a team of reviewers that might include DeVry University faculty, alumni, administrators, and members of our advisory boards.

In the spirit of continuous improvement, we have revised how we are using the Proficiency Profile. In early 2013, we will begin a pilot program that uses this tool as part of the DeVry University admissions process.

Electronic Evaluations

In fall 2012, we began having our graduate capstone reviewers complete their assessments electronically via a new online survey tool that allows us to collect evaluations more efficiently, analyze the results in more detail and store the data in a central repository.

We now have immediate access to reviewer data, since we no longer have to collect hard copies of assessments from all locations. The online tool comes with robust built-in reporting capabilities, ensures that all questions on every review survey are completed, and includes strong security features that allow access only to those who are authorized to enter data.

These electronic evaluations enable us to continuously improve project-course content. For example, measurements of student proficiency in areas like reading and writing, content-specific knowledge and presentation skills enable us to adjust the course curricula as needed to strengthen outcomes. In addition, we are using the online tool to collect feedback from our industry advisory boards. Our custom-designed Industry Advisory Council Outcome Survey, currently being used in the College of Engineering & Information Sciences, allows us to ask respondents about how we can improve our curricula to prepare students for the demands of their specific fields. This survey helps us ensure that we are maintaining high quality and consistency of course content across all of our locations.

In addition, electronic evaluations provide data that is required by some of our accrediting organizations. The tool also helps us collect data needed for reporting in three of the continuous-improvement categories in which we are measured by the Academic Quality Improvement Program (AQIP): Helping Students Learn, Measuring Effectiveness, and Understanding Students and Other Stakeholder Needs. For more information about AQIP, see page 15.

We continue to customize this tool to meet our students' and faculty members' needs, and plan eventually to use electronic assessments for all senior projects and general education capstones.

Tracking Student Outcomes

Last year, DeVry University began to pilot standardized assessments to be given to students throughout their degree programs. We want to select the assessments that will give us the data we need to continuously improve our teaching methodologies, pilot the assessments with both onsite and online students, and use them to set baselines for future validation and measurement. By next year, we expect to be able to report on the data we have gathered against an established baseline.

The Educational Testing Service Proficiency Profile®

We piloted the Proficiency Profile, which assesses critical-thinking, reading, writing and math skills, in spring 2011 with a small number of freshmen and seniors from our undergraduate programs. Our sample showed some growth between freshman and senior years, but also revealed opportunities to improve students' overall proficiency. In the spirit of continuous improvement, we have revised how we are using the tool: in early 2013, we will begin a pilot program that uses the profile as part of the DeVry University admissions process.

Registered Health Information Technician Exam

Our College of Health Sciences instituted a communication initiative in 2012 to improve persistence rates and outcomes for students in the Health Information Technology (HIT) associate degree program, with a goal of boosting successful student applications to take the American Health Information Management Association's Registered Health Information Technician (RHIT) exam.

HIT students received targeted communications that began as soon as they entered the program and ended with strong encouragement to apply for the RHIT exam. Students whose grades were less than optimal also received consistent outreach from faculty members, who received special training in encouraging students to remain in the program. New-student orientation materials and online announcements also emphasized key course content to help boost students' confidence and performance. For more on this initiative, see page 24.

Major Field Tests

Major Field Tests, taken by students during their final semester of study at DeVry University, are comprehensive student-outcomes assessments designed by the Educational Testing Service. These tests measure the critical knowledge and understanding that students have gained in their major fields of study; beyond testing students on the facts, they also evaluate students' ability to problem-solve and interpret material related to their fields. In addition, the tests allow us to compare DeVry University students' performance against that of students in similar programs at other institutions nationwide. See page 24 for more information.

OPPORTUNITIES FOR IMPROVEMENT

Our students' success is the best measure of DeVry University's success. We work to help our students earn the certifications they need for employment, and we gather as much information as we can about what they have learned during their studies here.

ONGOING OPPORTUNITY

Support Student Success on Certification Exams

Graduates of the Health Information Technology (HIT) associate degree program within the College of Health Sciences are eligible to sit for the American Health Information Management Association's Registered Health Information Technician (RHIT) examination. All HIT students are expected to seek this credential, which is typically required by employers hiring for the HIT position. DeVry University offers a RHIT exam prep course and pays the exam registration fee for all students who complete it successfully.



To ensure that students take and pass the RHIT exam – and to help improve overall student persistence in the HIT program – in early 2012 we began a comprehensive communication effort that reaches out to students at key milestones in their progress with e-mail messages, contact from program faculty, and messages in online course shells.

After the communication plan was implemented, the number of RHIT exam applications increased from 10 percent of qualified students to 28 percent of qualified students, and persistence improved from 79.3 percent in summer 2011 to 82.6 percent in spring 2012. We continue to improve our efforts by refining the messages sent in our milestone communications and trying new approaches such as requiring participation in new-student orientation.

NEW OPPORTUNITY

Measure the Knowledge Students Gain in Specific Programs

Major Field Tests give us the chance to measure the skills and knowledge that students have gained in their specific fields of study, and to benchmark DeVry University's performance against that of other institutions.



In fall 2012, we administered our fourth round of pilot Major Field Tests to seniors in our Business Administration undergraduate degree program and to our MBA students in the semester before they graduate. This round was the first to be conducted online, which streamlines our process from paper-based grading and makes the results available much more quickly.

The data from our first three rounds of testing form the baseline against which we are now measuring our results. Our scores were slightly below the national mean scores: 240 for MBA students versus a national mean of 248.2, and 141.4 for undergraduate business students versus a national mean of 152.4. We know that the results of Major Field Tests are critical to our ability to improve our programs and to our accreditation efforts, so this year we initiated an awareness campaign to educate students and faculty about the value of these tests.

Results from the pilot have been incorporated into our application for accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). DeVry University has achieved candidacy status with the ACBSP for our business and accounting programs; future accreditation is not guaranteed.

Academic Quality Tenet 3: **Faculty Development**

DeVry University's core values have always included a strong commitment to building a faculty composed of people who are leaders in their professional fields and who are also highly rated teachers. Our professors are uniquely positioned not only to help our students succeed in their chosen careers, but also to help them acquire the skills they need to become adaptable lifelong learners.

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

As more and more students have chosen over the last several years to take advantage of the flexibility offered by online courses as well as evening and weekend onsite classes, we have seen our instructional balance shift toward a higher percentage of students being taught by part-time faculty.

DeVry University has a long history of offering students the benefit of studying with part-time faculty members who are talented practitioners in their fields of expertise. We believe it is important that we continue to develop a strong core of full-time, highly credentialed faculty; having more full-time faculty on staff will improve our student outcomes by boosting the amount and quality of faculty time and attention available to students.

DeVry University currently employs more than 700 full-time professors. In 2013 and beyond, our goal is to increase the number of onsite and online credit hours taught by academically qualified full-time faculty. We plan to increase our numbers of full-time faculty supporting online and onsite learning by 17 percent in the 2012–2013 academic year. We also have plans to pilot a faculty student-advisement system to enhance faculty engagement with students.

We support current faculty members who are interested in earning doctoral degrees in their fields of study by offering a reimbursement and benefits program, including sabbatical opportunities that enable faculty members to focus on their dissertation work. We have more than 80 faculty members currently enrolled in doctoral programs. In addition, we are exploring opportunities to help faculty members engage more outside of the university, share their experience with others and benefit from the best practices used by their peers at other institutions.

Academic Quality Tenet 3: Faculty Development

We expect to place more of an emphasis on externally validated research and scholarly work; while DeVry University faculty have been involved in scholarly activities over the years, this has not been a performance expectation and not all have been actively seeking out these opportunities. Over the next few years, we will transition this requirement into our expectations and make sure that faculty members understand what constitutes success in this area. We also plan to strengthen our requirements for the professional qualifications of our faculty members who are practitioners in their fields, and are currently conducting a census of all faculty members so we have a complete picture of their credentials.

Faculty Evaluation

Students help us evaluate faculty members' performance through the DeVry End of Course Evaluation given at the end of every course. The evaluation asks each student to rate the faculty member in areas that include instructor professionalism, knowledge, presentation skills, interaction with students and feedback/communication. The aggregated, anonymous results are shared with the professor, academic leadership at the professor's location, program deans and national college deans.

In 2012, 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, up from 3.49 in 2011.

Fulbright Scholar

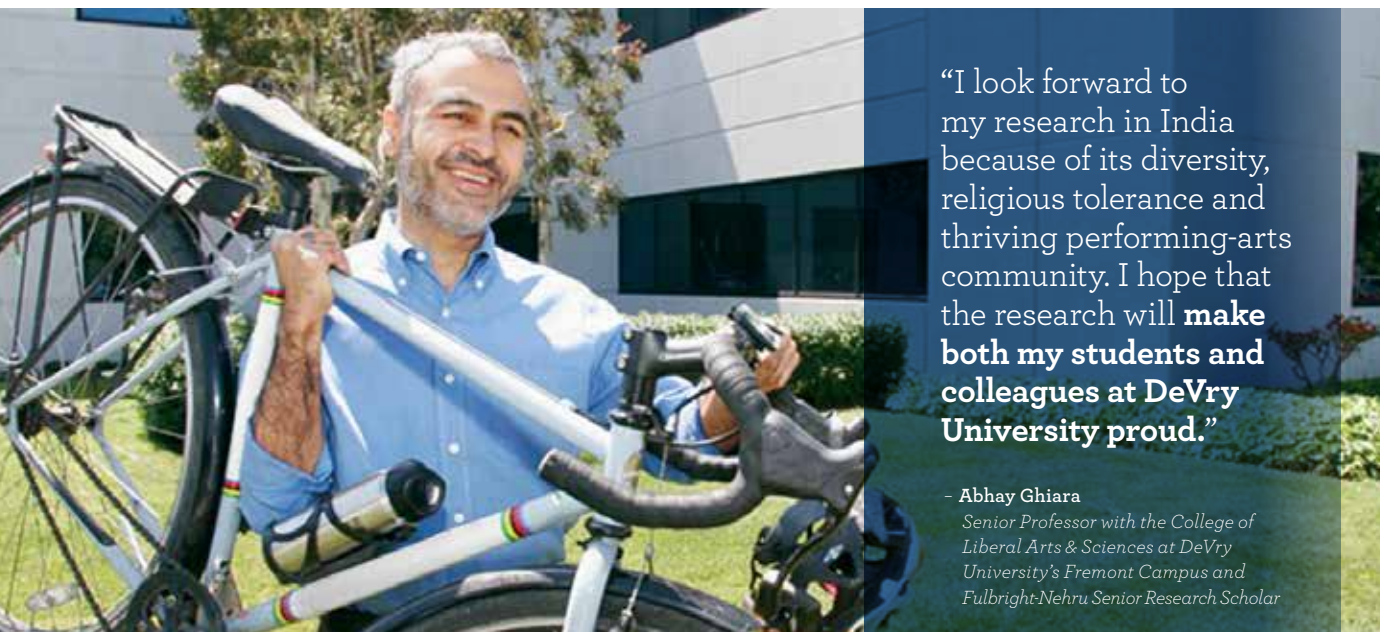
Among DeVry University faculty recognized for their scholarship in 2012 was Abhay Ghiara, a senior professor in the College of Liberal Arts & Sciences at the University's Fremont, Calif.,

campus. Ghiara was selected as a Fulbright-Nehru Senior Research Scholar and awarded a grant to travel to India for research in 2012–2013.

With his award, Ghiara joins a distinguished group of grantees (including heads of state, CEOs, university presidents and 43 Nobel Prize recipients) recognized by the J. William Fulbright Foreign Scholarship Board, which is supervised by the Bureau of Educational and Cultural Affairs of the United States Department of State. The board's mission is to fund research projects that encourage a better understanding between people in the United States and those in other countries.

"I am honored to be a part of such a prestigious program," said Ghiara, both an economist and a performance artist who creates interdisciplinary performance lectures related to culture, economics and society. "I look forward to my research in India because of its diversity, religious tolerance and thriving performing-arts community. I hope the research will make both my students and colleagues at DeVry University proud."

Ghiara's Fulbright project, "26 Brief Glimpses of Gandhi: Towards a Sequel to the London Performance-Lecture (Performance Studies International Conference)" focuses on Mahatma Gandhi's life and legacy in nonviolence and its effect on interdisciplinary performance art. He will use his research to create a 26-part performance-lecture series on Gandhi, a sequel to a 2006 performance-lecture presentation he gave at the Performance Studies International Conference in London. Ghiara holds degrees in economics and yoga from the University of Mumbai, Maharashtra, and a master's degree in economics from Northwestern University.



"I look forward to my research in India because of its diversity, religious tolerance and thriving performing-arts community. I hope that the research will **make both my students and colleagues at DeVry University proud.**"

– Abhay Ghiara
Senior Professor with the College of
Liberal Arts & Sciences at DeVry
University's Fremont Campus and
Fulbright-Nehru Senior Research Scholar

OPPORTUNITIES FOR IMPROVEMENT

The quality of our faculty has a direct impact on the quality of the education our students receive, so we work to recognize outstanding faculty members and to staff our departments with highly qualified professors.

ONGOING OPPORTUNITY

Establish Distinguished Professorships and Endowed Chairs

As we look to hire more full-time faculty according to the goals of our new faculty model, it becomes increasingly important for us to retain them by ensuring that we offer senior professors opportunities for continuing advancement, career satisfaction and rewards.



Update

We are proceeding with our plans to create the short-term, special-appointment positions of distinguished professor and endowed chair, and will be convening a third national focus group of senior professors to supplement the two groups we have already conducted to help us define the positions' responsibilities and rewards. One new criterion: candidates must demonstrate a commitment to ongoing scholarly work.

NEW OPPORTUNITY

Boost Student Success with New Faculty Model

The more time and attention DeVry University faculty members are able to devote to their students, the more our students will achieve. While we will remain true to our career-education mission by continuing to have qualified practitioners teach at the university, we need to strike the right balance between full-time and part-time faculty.



Plan

Over the next three years, we will significantly increase the number of full-time faculty employed at DeVry University. We plan to increase the number of full-time faculty supporting onsite and online learning by 17 percent in the 2012–2013 academic year, and to employ a larger number of faculty members who have doctorates in their fields of teaching. Our goal is to reach 40 percent of full-time faculty with doctorates by the end of the 2013 academic year, and 50 percent by the end of the following year. For graduate programs, our goal is to have 70 percent of faculty hold doctorates in their fields. Over time, we expect these changes to have a positive effect on student outcomes.

Academic Quality Tenet 4: Student Persistence and Graduation

Student persistence – that is, the number of students who re-enroll in DeVry University courses from one semester to the next, with no semesters dropped in between – is a top priority for us. When students persist from semester to semester, they are more likely to return from year to year (a measure we define as student retention) and are therefore far more likely to graduate. We track persistence and retention rates closely and are constantly refining our strategies for keeping students enrolled and on track.

Measuring Persistence

We track persistence by comparing the persistence rates of two consecutive semesters (e.g., spring to summer 2012) to that of corresponding consecutive semesters in the previous year (e.g., spring to summer 2011). This gives us a precise measure of how many students are making their way successfully through their programs, and helps us set goals for improvement. Tracking persistence by location also helps us measure the success of specific campus initiatives.

Systemwide Persistence Rates

Persistence variance is stated in basis points, which are calculated as 100 times the variance of the current semester compared to the same semester one year prior. A positive basis point shows an increase in persistence.

Systemwide Basis Point Variance of Persistence Rates for Graduate Students	Academic Year		
	2010	2011	2012
Summer into Fall	150	32	146
Fall into Spring	161	92	30
Spring into Summer	-4	123	-201

Systemwide Basis Point Variance of Persistence Rates for Undergraduate Students	Academic Year		
	2010	2011	2012
Summer into Fall	67	19	-271
Fall into Spring	111	-99	-94
Spring into Summer	60	-191	-99

New Student Orientation

To address undergraduate persistence, we revamped our new-student orientation process. Orientation is the first milestone in our students' journey at DeVry University – so we have built a program specifically to ensure that their introduction to DeVry University is warm, welcoming and clear about the steps they need to take to begin classes successfully. We want students to feel they belong at DeVry University from the very beginning.

The “My Compass to Day One” (MCD1) program that we piloted in 2011 launched to all onsite locations in the summer of 2012. Formerly, orientation was a forum in which new students did little more than listen passively to checklists of information. Now, orientation is a high-energy, interactive session created to reinforce students' decision to choose DeVry University, make them feel part of the campus community, and help them prepare for the educational experience that begins on orientation day.

Each orientation event begins with each incoming undergraduate having his or her picture taken in a graduation cap and gown – an inspiring and motivating visual representation of what students will be working toward. They stop by Student Central to receive prints of their photos upon starting classes, which also serves as an opportunity for them to meet their student success coaches right away.

The rest of the day includes sessions that introduce new students to the college environment; set expectations about classes and studying; explain valuable resources and support provided by DeVry University; and provide the chance to meet and talk with faculty members, current students and fellow new students.

Events also include a hands-on session with faculty and IT staff to demonstrate how to use DeVry University's student portal and online classroom, introducing new students to DeVry University technology right away. The next phase of MCD1, a portal that will go live in 2013, will include an online tracking component that notifies our admissions, student finance and student services staff when their students complete specific enrollment steps, so they can provide the appropriate support.

When it is fully rolled out, MCD1 will mirror our “best of both worlds” course-delivery approach: the convenience of the Web enhanced by the personal attention of admissions advisors, student finance consultants and student success coaches.

Based on the success of MCD1, we are developing a “My Compass to My Career” program to support students preparing to graduate.

First-Year Retention Rates

A student's success in the first year at DeVry University reliably predicts his or her chance of graduating. 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 the fall 2010 as first-time, bachelor's-degree-seeking students had a first-year retention rate of 52 percent; part-time students had a retention rate of 33 percent.

Student Services

Student Central

Retention and persistence improve when students have good relationships with knowledgeable, approachable advisors. Student Central, available at all DeVry University locations, provides a one-stop solution for everything our onsite students need, including “success teams” that include student success coaches and student finance consultants.

Each student is assigned to a dedicated team whose members are trained to help navigate their degree programs, understand financial aid and chart a path to graduation. Students can call, e-mail or visit their coaches and finance consultants anytime; the success team also initiates contact frequently, especially with students who are new or in college for the first time, and stays in close touch with faculty members to ensure that students are succeeding in class.

New in 2012: several Student Central locations are piloting Ask DeVry, an online repository of answers to frequently asked questions and popular links, plus an e-mail form that students can use to submit questions for which they haven't found an answer. Ask DeVry will not only give students the ability to find answers to their questions anywhere, anytime, but it will also free student success coaches from spending time on easily answered questions, giving them more time to focus on building strong personal relationships with their students and helping them persist toward their academic goals.

We also introduced our first National Day of Service in 2012, with service events that gave students a way to connect with DeVry University and with one another beyond their classroom activities. Students who participate in these community-building events feel more connected to the university and are more likely to persist in their studies; of those who participated in the spring 2012 day of service, 86 percent persisted into the next session. For more information, see “Doing Well by Doing Good” on page 36.

Measuring Student Satisfaction

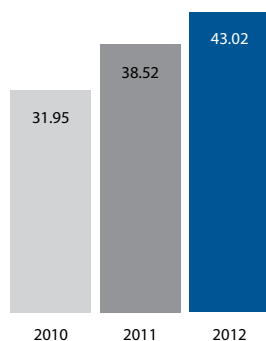
One of the key ways we measure student satisfaction is through the Net Promoter Score (NPS) survey. The survey asks one question: How likely are you to recommend DeVry University to a friend or colleague?

The NPS survey also asks a follow-up question that invites respondents to provide their comments on why they scored DeVry University the way they did. We collect both the quantitative and qualitative data from NPS at the end of every session. These measurements and comments allow us to get a true, up-to-the-moment picture of how students feel about their current experience and let us respond immediately to the feedback we receive, if students share their information and request follow-up.

Academic Quality Tenet 4: Student Persistence and Graduation

This year, we are reporting combined NPS data that reflects the input of onsite and online students as well as undergraduate and graduate students. In fiscal year 2012, our total NPS was 43.02; it continues to increase significantly each year, and our goal is to achieve a world-class score of 50.

NPS Improvement



ASPIRE

In 2012, DeVry University students and their family members made contact nearly 3,500 times with ASPIRE, a free, 24/7 counseling service designed to help students and their family members navigate academic, work, family and personal-finance challenges that can have an effect on a student's focus on school. Students might use ASPIRE to find out about strategies for dealing with anxiety, paying down debt, finding emergency child care, or managing post-traumatic stress disorder (particularly important to our large population of military students and veterans, many of whom might be more comfortable opening up via online and telephone contact than in face-to-face interactions).

Students can call or e-mail the ASPIRE team anytime to be connected with a trained clinician who will talk with them about their concerns or refer them to specialized providers such as legal experts, childcare facilities, mental-health counselors or financial advisors. As ASPIRE evolves, we are seeking ways to make it more accessible to online students, including an enhanced web presence that would provide expanded access and resources for all students.

One of DeVry University's core values is to help our students succeed all the way through their academic programs to graduation.

Graduation Rates

Through the Integrated Postsecondary Education Data System (IPEDS), the U.S. Department of Education collects graduation-rate data from all institutions participating in Title IV financial-aid programs. However, only students entering full-time and who are first-time-to-college are tracked. This constitutes less than half of DeVry University's entering degree-seeking population.

Students entering part-time or as transfers must be excluded from the IPEDS cohort. Using IPEDS criteria, DeVry University's 2011 graduation rate is 30 percent in the U.S. and 31 percent systemwide (including the Calgary, Alberta campus). If new full-time transfers are included, the systemwide rate is 43 percent.

According to our analysis of data from National Center for Education Statistics (NCES) IPEDS Data Center, the 2011 IPEDS graduation rate among degree-granting four-year institutions is approximately 53 percent for the public sector and 32 percent for the private sector. The difference is much smaller when looking at schools with characteristics similar to those of DeVry University (e.g., 30 percent or more of undergraduates receiving Pell grants; locations in medium or large cities or suburbs). Among these schools, the graduation rate is approximately 44 percent for the public sector and 40 percent for the private sector.

Project Everest

One of DeVry University's core values is to help our students succeed all the way through their academic programs to graduation. This means providing world-class academic quality, of course, but it also means concentrating our efforts on several other areas that strongly affect graduation rates. "Project Everest" is the initiative we launched in 2012 with the ultimate goal of achieving an overall graduation rate of 50 percent.

Project Everest's early data analysis revealed several areas in which improvement is likely to have a measurable effect on graduation rates:

- Implementing a simplified admissions process, including a new admissions test that correlates more closely with student success factors and identifies a student's appropriate academic track
- Strengthening and customizing academic-support interventions for struggling students, including a more robust early intervention system to better position students to succeed
- Creating a college-preparatory program that focuses on students' academic and motivational needs
- Building a more effective transitional-studies program for accepted students who need additional academic coursework to succeed
- Establishing an honors program that encourages students to be high achievers and to focus more attention and resources on their success

These incremental steps will serve as the foundation for more Project Everest-related improvements in the coming year. We have set specific targets for improvements in student persistence and graduation rates at each phase of the project, with goals currently being implemented throughout the university.

OPPORTUNITIES FOR IMPROVEMENT

We are continually exploring new ways to motivate students to succeed at DeVry University.

ONGOING OPPORTUNITY



Give Students More Opportunities to Engage

One way to improve persistence is to give students opportunities to participate in groups – such as national honor societies and professional organizations – that align with their fields of study and their career aspirations. Students who have these opportunities are more likely to be engaged in their studies and are therefore more likely to finish their degrees.

In 2012, we established a team to research national honor societies and recommend the ones that would be the best fit for each metro location. The societies that the team recommended were those that had already established chapters at multiple DeVry University locations, that were open to students studying at the Associate level, and whose membership policies enabled students from all five of our national colleges to join. To help each metro location choose the societies that best fit their students' needs, the team created a comprehensive guide to honor societies.

NEW OPPORTUNITY



Establish an Honors Program

Participating in an honors program can boost students' learning and engagement, create new incentives and avenues for professors to achieve excellence in teaching and university service, and make DeVry University graduates more appealing hires for national employers.

We are exploring ways to give our high-achieving students more opportunities through an honors track that includes expanded study-abroad programs. In 2012, members of our team attended a workshop sponsored by the National Collegiate Honors Council, the professional association for undergraduate honors programs and colleges.

We have begun the process of implementing honors programs by researching and developing curriculum-enhancement prototypes and student-selection criteria that we will pilot onsite and online during 2013. These pilot programs will help us create honors-track options that offer an interdisciplinary focus with integrated study-abroad opportunities, culminating in a senior-level honors capstone experience.

NEW OPPORTUNITY



Improve Interventions

Identifying students who need extra help and putting systems in place to intervene with them as early as possible will help more of our students succeed.

Students identified as needing extra preparation for college-level work were formerly placed in what we called "Foundations" courses, available only onsite. We will redesign this program to reflect broader "College Preparatory" courses, strengthen the curricula and open the program to online students. We will also expand the support and interventions we provide, including more customized advising interventions and closer, more frequent tracking of attendance and academic performance.

Academic Quality Tenet 5: **Student Career Progression**

Measuring DeVry University's effectiveness as an educational institution means measuring how well we help our students meet their academic, personal and professional goals – which includes launching a rewarding career or making a career change. We track our graduates' employment rates and survey the companies that hire our graduates; we also work to engage our alumni so we can share their success stories and connect them with one another through our alumni association.

Our Career Services professionals, working onsite and online, offer a wide range of resources and support to help our students and graduates launch or advance their careers.

Career Services

More than 130 Career Services professionals – working onsite for DeVry University students and alumni, and online for Keller Graduate School of Management students and alumni – offer a wide range of resources and support to help our students and graduates launch or advance their careers.

Advisors begin working with students when they enter DeVry University, actively maintain the relationship until six months after graduation, and are available to help alumni at every stage of their careers. The Career Services staff cultivates relationships with employers both locally and nationally, so they are able to send résumés of talented graduates directly to potential employers.

DeVry University Career Services offers:

- Individual phone, e-mail or in-person sessions with Career Services advisors
- Help creating résumés, preparing for interviews and negotiating salaries
- Tips on using social media to network and look for jobs
- An online portal where students and alumni can post résumés and view thousands of job opportunities with many of North America's top companies
- Online resources such as a virtual interview tool that students can use to practice their interviewing skills
- Career fairs, on-campus interviews, industry speakers and other events where students can meet and talk with corporate recruiters
- The proprietary HireDeVry system, which helps students connect with employers and find job leads. Students can access HireDeVry as soon as they enroll at DeVry University; they retain access indefinitely and can reactivate their accounts at any time. Employers can post jobs and promote their companies' recruiting events on HireDeVry, and an initiative currently underway allows employers to review student and alumni résumés and tailor candidate searches to their needs

Alumni who want to initiate new career searches or refresh their job-search skills have lifetime access to all of these resources.

2011 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 ²	Graduates	Graduates eligible for career assistance ³	Graduates who actively pursued employment for up to 180 days and those who were already employed ⁴	Graduates employed in education-related positions within 180 days of graduation
Combined statistics for students who graduated from the February 2011, June 2011 and October 2011 classes.						
ASSOCIATE DEGREE PROGRAM						
Accounting	74%	\$33,287	159	97	88	65
Electroneurodiagnostic Technology <i>(renamed Neurodiagnostic Technology November 9, 2012)</i>	100%	\$35,391	9	8	8	8
Electronics & Computer Technology	82%	\$37,043	336	218	201	165
Health Information Technology	69%	\$33,321	849	523	460	318
Network Systems Administration	81%	\$37,502	696	407	373	303
Web Graphic Design	52%	\$31,739	412	140	110	57
ASSOCIATE TOTAL	74%	\$35,327	2,461	1,393	1,240	916
BACHELOR'S DEGREE PROGRAM						
Biomedical Engineering Technology ¹	81%	\$43,568	113	101	94	76
Business Administration	91%	\$38,180	1,703	1,334	1,269	1,150
Clinical Laboratory Science	100%	\$44,075	15	14	14	14
Computer Engineering Technology	86%	\$40,834	122	97	91	78
Computer Information Systems	85%	\$44,178	806	613	570	484
Electronics Engineering Technology	91%	\$44,386	285	240	232	211
Game & Simulation Programming	61%	\$36,096	439	298	246	149
Management	100%	\$29,062	9	5	5	5
Multimedia Design & Development	82%	\$29,208	66	45	40	33
Network & Communications Management	90%	\$43,838	543	433	407	366
Technical Management	90%	\$47,001	4,099	3,176	3,033	2,726
BACHELOR'S TOTAL	88%	\$43,849	8,200	6,356	6,001	5,292

Graduate Employment Rates

Even in today's challenging economic environment, a large percentage of 2011 DeVry University graduates in the active job market were either employed in their fields before graduating or found jobs within six months of graduation. For those who earned associate degrees, the employment rate was 74 percent; the rate was 88 percent for those who earned bachelor's degrees⁵.

¹ Biomedical Technology in New York

² Data 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.

³ Data excludes graduates continuing their education, 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.

⁴ Data 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. This also includes programs no longer accepting applicants.

⁵ Combined statistics for February, June and October 2011 graduating classes systemwide

Academic Quality Tenet 5: Student Career Progression

Alumni Engagement

The DeVry University and Keller Graduate School of Management Alumni Association

DeVry University and Keller Graduate School of Management alumni are some of our best sources for feedback about how we prepare students for the job market – and they are also an invaluable resource for our current students. Our Alumni Association works to keep alumni engaged with our institutions by providing networking opportunities as well as a wide range of services, benefits and programs.

We provide our alumni with continuing access to DeVry University Career Services and library resources. We also offer reduced tuition if they want to complete additional undergraduate coursework, free SkillSoft online courses in business and leadership skills, and discounts from local and national merchants.

Eighteen local chapters of the Alumni Association have been established to give alumni the chance to network, attend professional-development events and meet current students. Chapters hosted more than 77 local events in 2012, with an emphasis on professional networking, community involvement and alumni recognition. Two significant highlights were the Alumni Achievement Award Banquets and the Alumni Appreciation Receptions that were hosted at 10 of our largest chapters. Attended by more than 1,300 alumni, these events celebrated graduates' successes and helped connect alumni with current students and faculty members across the country.

Alumni Survey and Social Media

As part of our continuous improvement efforts, we survey our alumni regularly to track our graduates' career paths and salaries, and to collect candid, specific feedback about what DeVry University did well and how we can improve. Since 2011, we have increased the percentage of alumni with whom we are in active communication from 38 percent to 52 percent.

In 2012, we launched a new cycle of annual alumni affinity and engagement surveys to help us improve our programming. In our 2011 survey, more than 4,400 alumni told us that they would like more communication via social media; more information about the achievements of their fellow graduates, faculty members and current students; more information about their specific degree programs; and more networking opportunities.

The Alumni Association will continue to act on this feedback by expanding its reach via social-media channels, and by encouraging alumni to use social media to network and share the information that contributes to their personal and professional

success. Thanks in part to significant enhancements we have made to our alumni Facebook and LinkedIn sites, by June 2012 nearly 23,000 alumni had registered as members of our official online community. We now have more than 50,000 Facebook fans, almost 10,000 Twitter followers and approximately 20,000 LinkedIn community members.

Thanks in part to significant enhancements we have made to our alumni Facebook and LinkedIn sites, by June 2012 nearly 23,000 alumni had registered as members of our official online community.

Additional 2012 social-media initiatives included a Facebook hub for DeVry and Keller Team USA, featuring profiles of our students who are Olympic athletes and hopefuls. We also created a "Mark Your Moments" Facebook page and application that highlighted our partnership with the United States Olympic Committee and encouraged our students, alumni and the public to announce their personal goals, track their progress and be cheered on by Team USA athletes. The Facebook page attracted nearly 30,000 fans.

Career Advisory Board, Presented by DeVry University

The Career Advisory Board, an independent panel of business leaders, academics and career experts, convenes quarterly to share research into important career trends and provide actionable advice for job seekers. Board members – who include representatives from Microsoft Corporation, McDonald's USA, LinkedIn, IBM and other companies – collaborate on white papers and other content that is shared with national media and the public.

Our oversight of this elite group solidifies DeVry University's position as a thought leader on career and workforce topics, and gives us another way to prepare our graduates for career success. The Board's first research topics included the future of millennial careers and the creation of a Job Preparedness Indicator that compiled top U.S. employers' rankings of key job skills. This year, the Board has partnered with the National Association of Colleges and Employers (NACE) to survey college career counselors, and has commissioned Harris Interactive to create a second Job Preparedness Indicator. Its findings are available at www.careeradvisoryboard.org.

OPPORTUNITIES FOR IMPROVEMENT

Our ultimate goal is to see our graduates succeed in their chosen careers. We continually seek feedback from students and alumni and use their input to improve the programs and services we provide.

ONGOING OPPORTUNITY

Use Alumni Feedback to Address Alumni and Student Concerns

In 2011, alumni feedback helped us identify areas of alumni concern that included a perception among some that Career Services does not provide enough assistance to graduate students. In response, we began a partnership with CareerBuilder.com, the largest online job site in the United States, which attracts more than 24 million unique visitors each month and contains more than 1 million job listings and 49 million résumés. At no cost to qualified current graduate students and alumni, CareerBuilder offers a Career Preparedness program designed specifically to enhance participants' marketability and provide exposure to job opportunities. The program includes the services of a career strategist who provides one-on-one guidance as the student navigates through CareerBuilder; a professional résumé writer; and a session with a certified career coach who can help with career-path planning, networking, changing careers or whatever is important to the individual student.



Update

The Career Preparedness program has continued to be popular with students and alumni. In 2012, participants completed 96 percent more registrations and developed 55 percent more résumés than in 2011, and the number of participants using career coaching quadrupled, thanks to CareerBuilder's continued commitment to improving participants' experience and results. We are continually evaluating how we can effectively broaden our reach and keep growing this partnership to deliver value to Keller students and alumni.

NEW OPPORTUNITY

Use Student Portal as a Vehicle for Job-Search Tools

During their time at DeVry University, students become very comfortable using MyDeVry, the student portal that gives them quick and easy access to all of the university's web-based services. A natural extension of MyDeVry: job-search tools that help students take their next steps into life after DeVry University.



Plan

To make self-service tools available to students on demand, the MyDeVry portal is adding a feature called My Compass to its My Career section. Tools will include self-directed filmed mock interviews; career-preparation video tutorials; professional-association listings; links to job specific professional certifications; job boards that supplement what is available on HireDeVry; and a Career Services events calendar with RSVP functionality.

Doing Well by **Doing Good**

An important part of the DeVry University philosophy is to share our success by contributing time and money to the communities in which our employees and students live and work. Our philosophy of “Doing Well by Doing Good” includes both educational and community outreach efforts; we are proud to share a few examples of the ways our students, faculty and staff members helped us give back during 2012.

Habitat for Humanity

For more than 35 years, Habitat for Humanity has relied on volunteers and donated materials to build and rehabilitate homes for deserving families. DeVry University students, faculty and staff members all over the country volunteered to pitch in on local Habitat for Humanity projects in 2012 – many as part of our first-ever National Day of Service event in April, which included teams from 52 DeVry University locations working with their local Habitat organizations.

For example, in Milwaukee and Atlanta, students, staff and alumni volunteered at Habitat for Humanity’s local ReStores, where they stocked shelves, cleaned the stores and helped customers purchase donated items. Fourteen South Florida Metro campus community members tiled and painted a home, working alongside the family who would later move in. In Elgin, Ill., staff and their families painted the upstairs of a home for a family; Atlanta alumni volunteers spent a day working on a house for a family of refugees from Sudan. And in Henderson, Nev., DeVry University volunteers contributed 175 hours’ worth of work in a single day, joined by the city’s mayor and other volunteers.

DeVry University students, faculty and staff members all over the country volunteered to pitch in on local Habitat for Humanity projects in 2012 – many as part of our first-ever National Day of Service event in April, which included teams from 52 DeVry University locations working with their local Habitat organizations.

Volunteer opportunities like these serve multiple purposes: they help students feel more connected to DeVry University; they improve the communities in which DeVry University students, faculty and staff live and work; and they raise DeVry University’s profile among local leaders. “We now use this event to inform our legislators (when they visit our campus) about how students and employees at DeVry University are helping the community through these difficult times,” explained one volunteer.

HerWorld®

DeVry University celebrated its third National HerWorld Month in 2012 with some true star power: Olympic gold medalist Mia Hamm, along with U.S. Olympic and Paralympic athletes and hopefuls, participated in events across the country designed to introduce high school girls to the exciting career opportunities available in science, technology, engineering and math (STEM) – areas in which young women traditionally pursue careers far less often than young men.

Hamm hosted a national HerWorld event in New York City, one of more than 30 events nationwide that gave more than 7,500 young women the chance to participate in educational and confidence-building activities, and receive advice from successful women who are leaders in their fields and their communities.

“HerWorld encourages young girls to set goals and harness their inner drive and determination so they can bridge barriers and overcome challenges to make their college and career dreams a reality,” said Hamm. “I began playing soccer before it became a professional women’s sport in the U.S., so I never could have achieved my dream of becoming an international competitor without the drive to succeed.”

As an official education provider of the U.S. Olympic Committee, DeVry University also invited U.S. Olympic and Paralympic athletes and hopefuls to attend HerWorld events across the country to share their stories of goal-setting and motivation.

DeVry University’s corporate partners, including Microsoft Corporation, Hewlett Packard Company and Cisco, also took part by providing guest speakers to support HerWorld’s powerful message: that with a commitment to excellence and education, women can be successful leaders in any field they choose.

In addition to HerWorld events, many DeVry University campuses promote STEM education year-round, with support for programs like robotics camps and contests, cybersecurity workshops, campus visits and other events geared toward high school students in their communities.

Junior Achievement

More than 4 million K–12 students nationwide participate in Junior Achievement (JA), an organization whose programs teach work readiness, entrepreneurship and financial literacy through a variety of hands-on experiences. JA’s focus on giving students the skills they need for success in college and careers is a perfect fit with many of DeVry University’s programs, so many of our campuses have developed partnerships with their local JA organizations.

In Addison, Ill., hundreds of high school students traveled to our campus for two JA workshops: “Financial Literacy Day,” created to help students learn about good financial habits that they can put into practice right away, and “Career Readiness Day,” which introduced students to the fundamentals of résumé writing, interviewing and networking. Faculty members also volunteered to teach classes at a nearby elementary school, bringing the JA curriculum to life and showing students the impact that education can have on their futures. Volunteers from the Dallas Metro campus teach JA workshops in local schools and worked at the JA “Finance Park” event, an interactive simulation where students got the chance to experience real-life budgeting and finance challenges; and Washington, D.C., area employees taught a JA finance curriculum at suburban middle and elementary schools.

At DeVry University Fremont in California, 25 students between the ages of 14 and 17 spent five days on campus for Business Camp, which was the ultimate hands-on experience: students developed product ideas, designed prototypes, created business plans, explored funding sources and practiced their presentation skills. On the last day of camp, they presented their pitches to family and friends.

School District Partnerships

DeVry University teams come together to help students in their local K–12 school districts in countless ways. Sometimes, our students, faculty and staff help struggling schools provide better environments for their students. For example, students, faculty and staff at Chicago Metro DeVry University adopted Carson Elementary School in the Gage Park neighborhood, where nearly all of the students come from low-income families. The DeVry University team helped spruce up the school with everything from landscaping to exterior painting to interior painting – and received effusive thanks from the school principal and staff.

In Columbus, Ohio, DeVry University professors hold complimentary ACT prep workshops on campus for high school students who are preparing for these important college entrance exams. Focused on math and science, the one-day workshops are offered a dozen times each year, serving up to 600 students (and introducing them to our campus at the same time). Columbus professors also volunteer for the Higher Education Alignment Project, which pairs our professors with local high school teachers in collaborations to improve high school curricula and instructional strategies in English and math.

In Columbus, Ohio, professors hold complimentary ACT prep workshops on campus for high school students who are preparing for these important college entrance exams.

Faculty and staff from the Dallas Metro and Irving, Texas, campuses have created partnerships with local school districts through which DeVry University sponsors back-to-school events, presents career workshops and robotics workshops, provides volunteer reading tutors, shares educational best practices, coordinates volunteers for school-district fundraisers and much more. These partnerships build strong relationships between DeVry University and the schools where many of our future students learn.



Appendix A: Programmatic Accreditation

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

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

ETAC of ABET requires separate review of each engineering technology program both online and at each physical location. The Engineering Technology – Computers, as well as the Engineering Technology – Electronics, programs are offered online only and are currently not accredited by ETAC of ABET. DeVry will seek accreditation for these programs as soon as appropriate, in accordance with ETAC of ABET procedures. Future accreditation is not guaranteed. The CET and EET programs at DeVry Calgary are not eligible for this accreditation.

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

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

The following programs, at the following locations, are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (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 location; 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 location's HIT program, or of the BSTM program with a technical specialty in health information management, is available from the location and at www.devry.edu.

The Neurodiagnostic Technology program at the North Brunswick campus is accredited by the Commission on Accreditation of Allied Health Education Programs 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.

DeVry University's Business Administration program, when completed with a project management major/concentration, is accredited by the Project Management Institute's Global Accreditation Center, as is the Technical Management program, when completed with a project management technical specialty. More information on this accreditation is available via www.pmi.org.

The Canadian Institute of Marketing (L'Institut Canadien du Marketing), www.cinstmarketing.ca, accredits DeVry Institute of Technology's Bachelor of Business Administration Degree program with specialization in Sales and Marketing, as well as the Advanced Diploma program in Sales and Marketing. This grants graduates at least Graduate membership (or Associate or Professional membership), based on academic achievement in marketing and length and depth of experience.

The following Keller programs are accredited by the Project Management Institute's Global Accreditation Center: Master of Business Administration, when completed with a concentration in project management; Master of Information Systems Management, when completed with a concentration in project management; Master of Network & Communications Management, when completed with a concentration in project management; 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 to be granted this designation. More information is available via www.pmi.org.

The Society for Human Resource Management 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; Technical Management, with human resource management technical specialty. In addition, the Master of Human Resource Management program also 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.
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