

# Academic Annual Report

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2014 - 2015



DeVry University

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Keller Graduate School  
of Management

DIFFERENT. **ON PURPOSE.**



**DEVRY UNIVERSITY.**  
**FOR STUDENTS WHO**  
**WANT SOMETHING**  
**DIFFERENT.**

## A MESSAGE FROM THE PRESIDENT



Robert Paul  
President  
DeVry University



DeVry University has been closing the skills gap since 1931; matching our curriculum to workplace needs is in our DNA. We believe the universities that know and serve the needs of students and employers will be...

## THE INNOVATORS AND THOUGHT LEADERS OF 21ST-CENTURY HIGHER EDUCATION.

Our nation faces a formidable problem that DeVry University is well positioned to help solve. This problem, commonly referred to as the “skills gap,” was made glaringly clear in a series of 2014 Gallup polls that asked the question: Do graduates have the necessary skills and competencies to succeed in the workplace? Results showed that just 14 percent of Americans — and only 11 percent of chief executive officers — strongly agreed that graduates have the skills and competencies that employers seek. When college provosts and chief academic officers were surveyed with the same question, 96 percent believed that they are effectively preparing students for workplace success.<sup>1</sup>

These results underscore the misalignment between what colleges and universities teach and the competencies employers want. They also illustrate a need for more universities to consider a new approach — one that is **Different. On Purpose.** DeVry University has been closing the skills gap since 1931; matching our curriculum to workplace needs is in our DNA. We believe the universities that know and serve the needs of students and employers will be the innovators and thought leaders of 21st-century higher education.

In our 2014–2015 Academic Annual Report, you will learn how DeVry University is constantly evolving and improving to maintain its place among universities that have an impact. We are helping to close the skills gap by providing employer-influenced curricula, professors with practical experience in their fields, and engaging, experiential learning opportunities.

While we are ever-changing to support the evolving needs of students and the workforce, our purpose remains constant: to empower our students to achieve their educational and career goals.

A handwritten signature in black ink that reads "Robert Paul". The signature is fluid and cursive.

Robert Paul  
President, DeVry University

<sup>1</sup> What America Needs to Know About Higher Education Redesign. (2014, February 25). Retrieved September 18, 2015, from <http://www.gallup.com/services/176759/america-needs-know-higher-education-redesign.aspx>

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**Note:** Unless otherwise noted, the data and information presented in this 2014–2015 report pertain to fiscal year 2015, the period from July 1, 2014, through June 30, 2015. Where dates are listed as “2015” or “2014”, the corresponding fiscal year is implied.

# COLLEGES AND PROGRAMS OF STUDY



COLLEGE OF  
**BUSINESS & MANAGEMENT**



**ASSOCIATE DEGREE**

- Accounting

**BACHELOR'S DEGREES**

- Accounting
- Business Administration
- Management
- Technical Management

**MASTER'S DEGREES**

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

**GRADUATE CERTIFICATES**

- 15 Options

COLLEGE OF  
**ENGINEERING & INFORMATION SCIENCES**



**ASSOCIATE DEGREES**

- Electronics & Computer Technology
- Network Systems Administration

**BACHELOR'S DEGREES**

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

**MASTER'S DEGREES**

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

COLLEGE OF  
**MEDIA ARTS & TECHNOLOGY**



**ASSOCIATE DEGREE**

- Web Graphic Design

**BACHELOR'S DEGREE**

- Multimedia Design & Development

COLLEGE OF  
**LIBERAL ARTS & SCIENCES**



**BACHELOR'S DEGREES**

- Communications
- Justice Administration

**SCHOOL OF EDUCATION  
MASTER'S DEGREES**

- Education
- Educational Technology

COLLEGE OF  
**HEALTH SCIENCES**



**ASSOCIATE DEGREES**

- Health Information Technology
- Neurodiagnostic Technology

**BACHELOR'S DEGREES**

- Clinical Laboratory Science
- Healthcare Administration

**CERTIFICATE**

- Medical Billing & Coding

**KELLER GRADUATE SCHOOL OF MANAGEMENT**



**MASTER'S DEGREES**

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

COLLEGE OF  
**CONTINUING EDUCATION**



**GRADUATE CERTIFICATES**

- Accounting
- Business Administration
- Business Intelligence & Analytics Management
- CPA Preparation
- Customer Experience Management
- Entrepreneurship
- Financial Analysis
- Global Supply Chain Management
- Health Services Management
- Human Resource Management
- Information Security
- Information Systems Management
- Network & Communications Management
- Project Management
- Wireless Communications



## DEVRY UNIVERSITY LOCATIONS



### WE OFFER ON-CAMPUS AND ONLINE COLLEGE PROGRAMS

DeVry University and its Keller Graduate School of Management offer courses at more than 55 locations nationwide and online, with the goal of providing the flexibility our students need to complete their educations at the most convenient times and places, 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. Programs vary by location.



### Arizona

Glendale  
Mesa  
Phoenix

### California

Anaheim  
Bakersfield  
Folsom  
Fremont  
Fresno  
Inland Empire/Colton  
Long Beach  
Oakland  
Palmdale  
Pomona  
Sacramento  
San Diego  
San Jose  
Sherman Oaks

### Colorado

Colorado Springs  
Westminster

### Florida

Jacksonville  
Miramar  
Orlando

### Georgia

Alpharetta  
Atlanta Cobb/Galleria  
Decatur  
Gwinnett  
Henry County

### Illinois

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

### Indiana

Merrillville

### Missouri

Kansas City

### Nevada

Henderson

### New Jersey

Cherry Hill  
North Brunswick  
Paramus

### New York

*DeVry College  
of New York*  
Midtown Manhattan  
Queens

### North Carolina

Charlotte  
Raleigh-Durham

### Ohio

Cincinnati  
Columbus  
Dayton  
Seven Hills

### Oklahoma

Oklahoma City

### Pennsylvania

Ft. Washington  
Philadelphia

### Tennessee

Nashville

### Texas

Austin  
Houston  
Irving  
Mesquite  
San Antonio

### Virginia

Arlington  
Manassas  
South Hampton Roads

## LOCATION AND PROGRAM TRANSITIONS TO ONLINE MODALITY

In the 2014-2015 academic year, DeVry University consolidated its campus footprint by transitioning 14 locations to an online-only model. The locations were carefully selected after conducting research that showed many students in these markets were studying online.

We also transitioned our Associate of Health Information Technology (AHIT) degree program to our online modality. Students who were affected by the change had the opportunity to transfer to the new online-only format and receive a 25 percent savings on tuition for the remainder of their program. Along with these changes and in response to student interest, we began offering a certificate-based medical billing & coding program, which is rapidly growing.

## ABOUT US

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**OUR DEDICATION TO EDUCATIONAL EXCELLENCE HAS BEEN CENTRAL TO IMPROVING THE LIVES OF HUNDREDS OF THOUSANDS OF STUDENTS SINCE DEVRY UNIVERSITY WAS FOUNDED IN 1931.**

Our career-focused curriculum has allowed us to become — and remain — **a leading educational force in North America.**

### History

DeVry University's founder, Dr. Herman DeVry, was a renowned innovator who pursued ambitions that stretched the limits of his time. In 1912, he developed the first portable motion picture projector, which soon became instrumental in the production of educational and training films. This technology enabled audiences throughout America to view technical demonstrations from afar for the first time in history. More than a century later, we carry on Dr. DeVry's legacy by focusing on innovation and delivering career-oriented education.

DeVry University has grown into one of the largest private-sector universities in North America. Through our six colleges of study, we offer undergraduate and graduate degree programs at many locations, as well as online. We offer business and management graduate degree programs through our Keller Graduate School of Management, founded in 1973 by two educational visionaries, Ronald Taylor and Dennis Keller, after whom the Keller Graduate School of Management was named.

### 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. Our university offers certificate, undergraduate and graduate programs to meet the needs of a diverse and geographically dispersed student population.

We work toward consistently achieving 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 career-oriented graduate education that focuses on the applied concepts and skills required for success in a global economy
- To provide market-driven curricula developed, tested and continually improved by faculty and administrators through regular outcomes assessment and external consultation with business leaders and fellow 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 support services for career entry and career development

## Values

We recently strengthened our TEACH values to reinforce our commitment to the success of our students. Our values are important to our institution's culture and serve as guidelines for how we can best work together as colleagues and succeed in our day-to-day efforts.

### TEAMWORK

We put the team first, appreciate diverse points of view, assume positive intent, collaborate and communicate openly

### ENERGY

We move quickly, learn from mistakes, build positive spirit and always look for a better way

### ACCOUNTABILITY

We take ownership and initiative, demonstrate courage as we speak up and act with integrity in all that we do

### COMMUNITY

We operate with a shared sense of responsibility and purpose, and enrich colleagues, students and the broader community we serve

### HEART

We serve students and one another with passion, respect and care



▶ ELIZABETH THURMAN LED AN EFFORT TO PROVIDE ADDITIONAL SUPPORT TO STUDENTS WHO HAD GRADE POINT AVERAGES IN THE RANGE OF 2.5 TO 3.5. SHE WAS RECOGNIZED FOR SHOWING DEVRY UNIVERSITY CARE AND HAVING A POSITIVE IMPACT AS DEMONSTRATED BY AN INCREASE IN STUDENT SATISFACTION SCORES.

ELIZABETH THURMAN  
SENIOR CAREER ADVISOR  
AND FACILITY LEAD



## DeVry University Care

DeVry University's culture of Care is what unlocks the potential in our colleagues and our students. To achieve world-class student outcomes and create an environment where students want to be, we work from the inside out. We start by caring for ourselves and fellow colleagues so we can bring our best potential to work every day. This approach — what we call “DeVry University Care” — allows us to channel the energy and drive for innovation that help us care for our students, provide outstanding service and deliver high-quality learning experiences. We shape our culture by promoting accountability and recognition that encourages consistent care every day for each student and colleague. We measure colleague Care through ongoing surveys that help us identify areas of opportunity.

We celebrate successes through our DeVry Group Care Challenge, which recognizes colleagues who are living our model every day. Among those recognized in 2015 was Elizabeth Thurman, senior career advisor and facility lead at DeVry University's Seattle campus. Thurman noticed that students with GPAs in the range of 2.5 to 3.5 were not receiving enough individualized attention, so she led an effort that encouraged colleagues to call students and ask them how classes were going, what they liked best and whether they were struggling in any areas. As a result of this effort, student satisfaction scores showed a remarkable increase.

## Board of Trustees

As the institutional governing body, the DeVry University Board of Trustees has stewardship over the student experience, overseeing academic quality, student support services and outcomes to ensure fidelity to our mission to foster student learning through high-quality, career-oriented education.

DeVry University's current board members are:

- **Richard L. Rodriguez, J.D.**  
Board Chair  
Chief Executive Officer,  
UNO Charter School Network
- **Carlos Filgueiras**  
President, DeVry Brasil
- **Barbara Higgins**  
Senior Executive, Customer Experience
- **Donna M. Loraine, Ph.D.**  
Special Advisor to the Board  
and Chief Academic Officer/Provost,  
DeVry University
- **Alan G. Merten, Ph.D.**  
President Emeritus,  
George Mason University
- **Grace Ng**  
Defined Contribution Plans Director,  
The Dow Chemical Company
- **Robert Paul**  
President, DeVry University
- **Newton Walpert**  
Vice President and General Manager,  
Hewlett-Packard Company



Richard Rodriguez (*chair*)



Carlos Filgueiras



Barbara Higgins



Donna Loraine  
(*special advisor to the board*)



Alan Merten



Grace Ng




Robert Paul



Newton Walpert

## ABOUT OUR STUDENTS

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**DEVRY UNIVERSITY LOOKS FOR STUDENTS WHO DON'T JUST WANT A DEGREE — THEY ALSO WANT A CAREER. WE PROVIDE FLEXIBLE DEGREE PROGRAMS THAT MEET THE DIVERSE NEEDS OF THOSE WHO WANT TO ENHANCE THEIR LIVES THROUGH HIGHER LEARNING.**

Every day, our students inspire us to do our very best because they bring a new GPA to the classroom – **Grit**, **Perseverance** and **Ambition**.

### Serving a Diverse Population

We have an amazing and inspiring constituency of students. Not your traditional college students, our students balance work, school and family to earn their degrees. Single working moms. Second shifters. Soldiers back from the Middle East. Students who are first in their family to even set foot in a college. To serve these inspiring individuals, we are a university that is different – **Different. On Purpose.** – and built for real people already living in the real world.

**Different. On Purpose.** is not simply a tagline. It is a promise to our students and a challenge to ourselves to continually evaluate our programs and services to ensure our students receive the support they need to be career-ready. We are looking for students who have grit, perseverance and ambition. Students who are ready to work hard for their degree and want a university that will work just as hard for them. In doing so, we hope to attract motivated students who are tenacious and ready for the sacrifice required for academic, career and life success. We must match them with our own determination to help them cross the graduation stage prepared and confident for what lies ahead.

**DIFFERENT.  
ON PURPOSE.**

WE AREN'T LOOKING FOR JUST ANY COLLEGE STUDENTS. WE'RE LOOKING FOR THE FIGHTERS. THE FOCUSED...

WATCH THE VIDEO

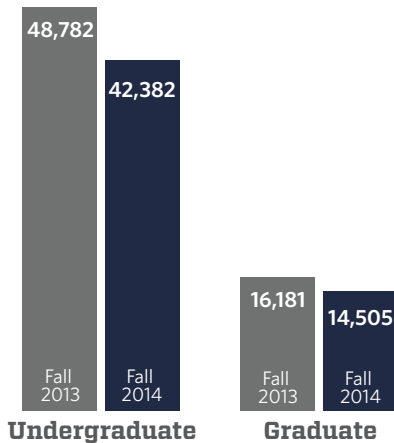


# Enrollment and Student Demographics

## Undergraduate and Graduate Enrollment, Fall 2014

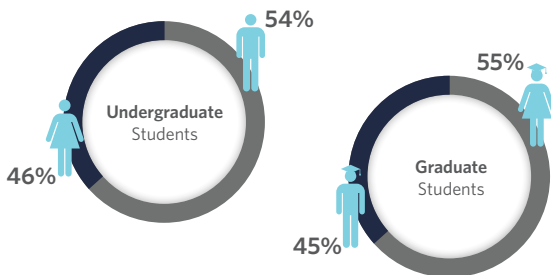
DeVry University is one of the nation's largest private-sector universities. During fall 2014, more than 56,000 students were enrolled. Undergraduates made up 74 percent of our student population, and graduate students made up 25 percent. Over the last several years, DeVry University's enrollments have decreased along with those of many other higher education institutions nationwide. According to a report from the National Student Clearinghouse Research Center, this downward trend is continuing.<sup>1</sup> For DeVry University, fall enrollment during 2014-2015 was down from the previous year approximately 13 percent for undergraduates and 10 percent for graduate students.

## UNDERGRADUATE AND GRADUATE ENROLLMENT, FALL 2014



## Student Gender, Fall 2014

Approximately 54 percent of our undergraduates are male and 46 percent are female; in our graduate programs, approximately 45 percent are male and 55 percent are female.



## Student Diversity, Fall 2014

DeVry University proudly serves a diverse student population. In the United States, approximately 47 percent of our undergraduates and 50 percent of our graduate students are members of minority groups, as compared to a nationwide average of 34 percent and 27 percent, respectively. Several of DeVry University's degree programs and locations are recognized by *Diverse: Issues In Higher Education*, a publication that ranks the top 100 institutions that confer the most degrees to minority students.<sup>2</sup>

## COMPARISON OF RACE/ETHNICITY OF DEVRY UNIVERSITY STUDENTS TO NATIONAL AVERAGE AT OTHER INSTITUTIONS

Statistics for Fall 2014	DEVRY	OTHERS
<b>UNDERGRADUATES</b>		
White	39.5%	56.2%
Black or African American	22.6%	11.8%
Hispanic (of any race)	17.7%	12.0%
Race/ethnicity unknown	13.0%	9.7%
Asian	4.7%	6.1%
Two or more races	1.2%	3.3%
Native Hawaiian or other Pacific Islander	0.7%	0.3%
American Indian or Alaskan native	0.5%	0.6%
<b>GRADUATE STUDENTS</b>		
White	32.9%	51.6%
Black or African American	30.4%	11.4%
Hispanic (of any race)	10.6%	7.2%
Race/ethnicity unknown	17.6%	21.5%
Asian	6.6%	5.7%
Two or more races	0.8%	1.9%
Native Hawaiian or other Pacific Islander	0.6%	0.2%
American Indian or Alaskan native	0.4%	0.4%

<sup>1</sup> Report: Current Term Enrollment Report - Spring 2015. (2015, May 13). Retrieved August 18, 2015, from <https://nscresearchcenter.org/tag/enrollment-trends/>

<sup>2</sup> Top 100 Minority Degree Producers 2014. (2014). Retrieved August 18, 2015, from <http://diverseeducation.com/top100/>



# ABOUT OUR STUDENTS

## Student Age Statistics, Fall 2014

At DeVry University, we provide flexible course delivery options — onsite, online, blended and connected classroom technology. These options make us a good fit for adult learners who are trying to manage the simultaneous demands of work, family and school. More than 74 percent of our undergraduates and more than 94 percent of our graduate students are age 25 and older.

## STUDENT AGE, FALL 2014

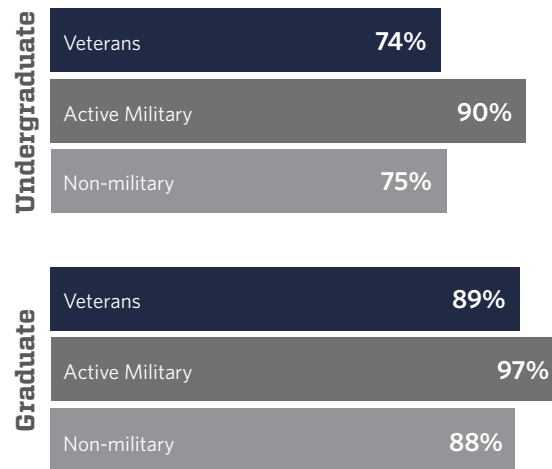
	DEVRY		OTHERS	
	UGrad	Grad	UGrad	Grad
Under 25	26.0%	5.8%	77.6%	24.4%
25 and older	74.0%	94.2%	22.3%	75.3%

## Military Students

DeVry University understands what today's employers are looking for, and we know how to help our military students and graduates advance their careers. From training Army Air Corps instructors on electronic devices in the 1940s to being one of the first schools approved to accept the original GI Bill<sup>3</sup> following World War II, we have been educating and supporting America's military personnel, veterans and families

for decades. We recognize that our military students can face specific personal and scheduling challenges, so our colleagues are trained to be responsive to their unique needs, as reflected in our course success rates.

## COURSE SUCCESS RATE\*



\* Outcomes for all courses attempted by degree-seeking students during the 2014-2015 academic year. Course success is defined as a grade of A, B, C or S.



### ADDISON VETERAN CENTER

DeVry University's Veteran Centers provide military and veteran students with a familiar location that they can frequent. As seen in this photo, our Addison, Ill., veteran center has a map wall where students can place a pin to show where in the world they have served.

<sup>3</sup> GI Bill<sup>®</sup> is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by the VA is available at the official U.S. government website at [www.benefits.va.gov/gibill](http://www.benefits.va.gov/gibill).

DeVry University's Keller Graduate School of Management was recognized by *Military Times* in its "Best for Vets: Business Schools 2015" ranking, a list of the top 75 education providers of graduate business degrees for military service members and veterans.

## Accessibility

Whether our students are serving our country, pursuing Olympic gold or special accommodations to meet their goals, we are there to support them every step of the way.

### Options for Military Students

To help our military students and veterans persist through their degree programs, we host clubs and events that honor their service. Ten of our locations have active Student Veterans of America (SVA) chapters, which provide veterans with resources, support and advocacy. Our chapters provide a peer-to-peer network for veterans to help one another integrate into campus life and succeed academically. During summer 2015, our Chesapeake, Va., student group was awarded a \$10,000 grant by the SVA in support of building a dedicated veteran center. We also have dedicated veteran centers at our campuses in Addison, Ill.; Long Beach, Calif.; San Diego, Calif.; and Columbus, Ohio.

We provide support, appreciation and engagement opportunities for our military and veteran students by hosting campus events:

- Atlanta, Ga., hosted its second annual veteran appreciation dinner and career event. Attendees had the opportunity to participate in workshops on topics that included accessing state veterans' benefits and resources; using the military network; understanding veterans' value as employers and employees; and enhancing résumé and interviewing skills.
- Glendale, Ariz., only minutes away from Luke Air Force Base, has a very active military and veteran student population. The campus sponsored several community activities throughout the year, including two military runs and a full week of veteran appreciation events.

### Tuition Assistance

DeVry University has a memorandum of understanding with the Department of Defense to provide military tuition assistance for active-duty service members who attend classes at any of our locations or online. We also participate in the Yellow Ribbon program, a voluntary agreement with the Department of Veterans Affairs. We contribute funds to our eligible veterans' unmet tuition and fees when their charges exceed the maximum amount payable under the Post-9/11 GI Bill® or Chapter 33. Specifically, we contribute an amount up to 50 percent of veterans' unmet costs, and the Department of Veterans Affairs matches the amount.

### On-Base Education

We are one of a few universities selected to provide higher education options to Marines and their families stationed at Marine Corps Air Ground Combat Center in Twentynine Palms, Calif. DeVry University offers two career-focused undergraduate programs on base: computer information systems and technical management. Both programs prepare service members to transition back into the civilian community with a degree that provides a strong opportunity for future success.

### Options for Transfer Students

Students often come to DeVry University with credits from other colleges, universities or technical schools, and likely have real-world work experience. We are focused on making it easy for them to finish what they have started, apply what they have already learned and continue toward earning a degree.

To increase the visibility of DeVry University's transfer credit opportunities, we continually enhance our transfer student web page to be informative and user-friendly. The web page informs students about the availability of qualifying transfer credit, proficiency credit, professional certifications and experiential learning credit.

Transfer credit agreements and memoranda of understanding (MOUs) increase our visibility to transfer students as we establish relationships with community colleges, two-year independent institutions, technical schools and other entities across the country. Currently, we have 165 MOUs in place, with 23 new agreements reached in 2015.

To streamline the transfer process, we are working to accept "block transfer" credits. With this method, transfer credit would be awarded as a block of credit instead of on a course-by-course basis for general education courses. This effort is currently in the early stages of development.

We also continue to offer Passport2College, Start Now and Bridge2Bachelor's programs, each designed to provide a tuition-waived course or two for high school and community college students interested in DeVry University. These programs help students make a smooth transition from high school or a two-year institution to DeVry University.

## ABOUT OUR STUDENTS

### Options for Student-Athletes

Pursuing an education at DeVry University means that student-athletes do not have to choose between going pro or going to college. Flexible class schedules, attentive professors and real-world education are just a few of the ways we help these students achieve their athletic dreams and their career aspirations at the same time.

### Minor League Baseball™

In 2015, DeVry University was named the Official Education and Career Development Partner of Minor League Baseball™ (MiLB™). Through this relationship, we provide higher education opportunities for players and their spouses, employees, umpires and National Association of Professional Baseball Leagues employees and alumni. MiLB named Nick Knieling, group sales manager for the Great Lakes Loons™, as the first recipient of our MiLB Stars of Tomorrow Scholarship, an award that amounts to 75 percent savings on his tuition. Knieling hopes to use this opportunity to finish his bachelor's degree in technical management with a concentration in accounting.

### Team USA

DeVry University is an Official Education Provider of Team USA, U.S. Olympic and Paralympic athletes. More than 225 U.S. Olympic and Paralympic athletes and training hopefuls have enrolled in a DeVry University associate, bachelor's or master's degree program

since 2011, when the partnership began, including 35 graduates. Among the graduates are three-time Olympian in luge Tony Benshoof; 2016 Olympic rugby hopeful Ryan Carlyle; and two-time Olympic medalist in bobsled Elana Meyers-Taylor.

### Options for Students with Disabilities

DeVry University's goal is to create an environment free from harassment, discrimination or retaliation based on disability. To help students reach their educational goals, we provide appropriate 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. On average, our Student Disability Services department supports 400 to 500 students each semester. We review each request on an individual basis to determine what accommodations are reasonable and appropriate for each student and his or her specific situation. Academic adjustments to facilitate a student's access to DeVry University programs could include changes to classroom policy, course load modifications and changes to the manner in which exams are administered.



### MiLB™ STARS OF TOMORROW SCHOLARSHIP

DeVry University colleagues present Nick Knieling with a student jersey at the Dow Diamond, home of the Great Lakes Loons™, in Midland, Mich.





## Affordability

We are committed to providing students with financial options to help them achieve their educational and career goals. In spring 2015, DeVry University announced a tuition-rate freeze for a third consecutive year. In addition, we extended the DeVry Fixed Tuition Promise: Students in 2015–2016 have their tuition rate locked<sup>5</sup> for the duration of the program in which they were accepted at DeVry University and its Keller Graduate School of Management.

We also offer a wide range of scholarships. In fiscal 2015, DeVry University funded more than 40 scholarship and grant programs totaling more than \$65 million, benefiting more than 26,000 undergraduate and graduate students. Some recent opportunities include:

- **College Completer Scholarship:** We introduced the College Completer Scholarship in support of those who have already started their educational

- journey and want to finish school. This award offers up to \$18,000 for students who want to complete an associate or bachelor's degree, have earned 10 qualifying credit hours from another institution and have a minimum cumulative grade point average of 2.5.
- **Metz-Care Grant:** We increased the lifetime award of our Metz-Care Grant from \$7,500 to \$15,000. To help those who are nearing their aggregate loan limits, we made the award combinable with other scholarship offerings when students become juniors or seniors.

### Prior Learning Assessment

In 2015, we launched Prior Learning Assessment (PLA) for new undergraduate students. PLA allows students to earn college-level credit for what they have learned outside a traditional classroom if they create and submit a portfolio for credit evaluation. This can shorten students' time to degree completion, reduce repetition of topics they already know and reduce the overall cost of their degree program.

<sup>4</sup> Graybill, S. (2015, July 29). Meet the intern who has been named CEO of a 5,000-person company for a month. Retrieved August 15, 2015, from <http://www.businessinsider.com/this-intern-is-ceo-of-a-5000-person-company-for-a-month-2015-7>

<sup>5</sup> Tuition rates will remain effective through graduation for all matriculating students missing no more than five consecutive sessions of enrollment. Students readmitted to the University after missing six or more consecutive sessions of enrollment reenroll under prevailing tuition policies at the time they are readmitted.



# A MESSAGE FROM THE PROVOST



**Donna M. Loraine, Ph.D.**  
Chief Academic Officer/  
Provost



We know that outcomes are essential to identifying and addressing improvement opportunities that can lead to further student success.

**THIS IS WHAT MOTIVATES US TO TRANSPARENTLY SHARE RESULTS AND OUTLINE OUR PATH TOWARD IMPROVEMENT.**

To help our students achieve their goals, we are steadfast in delivering academic excellence and have an unwavering commitment to continuous improvement. Our Academic Annual Report shares our tenets of quality, which are the measures that hold us accountable for providing exceptional learning experiences.

Our tenets do not stand alone; they map to our strategic plan and help drive the evolution of our university. In this year's report, you will read about key projects that are improving our performance, including efforts to:

- Provide a model of highly engaged faculty that supports student outcomes across all delivery methods
- Deliver personalized education that gives credit for experiences outside of the classroom
- Launch our students' careers with stackable credentials and embedded certifications
- Meet marketplace demands with curricula focused on employer needs
- Improve persistence by increasing student-centric support

As you read the report, you will see how these projects are taking shape and benefiting our students. You will also notice a sharpened focus on student learning outcomes as we observe, measure and share results

with a heightened sense of purpose. We know that outcomes are essential to identifying and addressing improvement opportunities that can lead to further student success. This is what motivates us to transparently share results and outline our path toward improvement.

Emerging this year is our evolving concept of student care as we create experiences that give our students a competitive edge in the job market. For example, we are further strengthening connections with leading employers. Our professors are coaching students to help them secure jobs in their desired professions. We are also infusing learning experiences with technology to increase classroom participation and improve course-level persistence.

Each of these efforts is supporting our transformation into the DeVry University of the future. We move forward with enthusiasm and optimism as we empower our students to meet their education and career goals with a great sense of responsibility. We know they are the leaders of the future, the global thinkers and influencers who will shape the world and be pioneers in their chosen professions.

A handwritten signature in black ink that reads "Donna M. Loraine".

**Donna M. Loraine, Ph.D.**  
Chief Academic Officer/Provost

# ACADEMIC QUALITY

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**STUDENTS AND EMPLOYERS CAN HAVE CONFIDENCE IN DEVRY UNIVERSITY, KNOWING THAT OUR INTEGRITY, QUALITY AND COMMITMENT TO CONTINUOUS IMPROVEMENT ARE RECOGNIZED BY REGIONAL AND PROGRAMMATIC ACCREDITORS.**

**At DeVry University, accreditation is more than just a measure of quality; it aligns with our institutional culture.** Our university holds itself to high standards and pursues continuous improvement with accrediting bodies to demonstrate our commitment in these areas. We open the doors of our institution to the latest thinking and best practices in the education arena, embracing external reviews and constructive feedback. Holding accreditation status is not important to us only; it matters to our students as well. Attending an accredited institution gives them confidence that their university has been vetted and held accountable for delivering quality education.

## **Institutional Accreditation**

DeVry University and its Keller Graduate School of Management is accredited by the Higher Learning Commission (HLC). The HLC is an independent organization with a mission to serve the common good by assuring and advancing the quality of higher learning. The HLC awards accreditation to degree-granting postsecondary educational institutions in 19 states that make up its North Central region.<sup>1</sup>

To earn and maintain accreditation, we undergo periodic reviews and participate in HLC activities that demonstrate our commitment to delivering excellent learning experiences to our students.

<sup>1</sup> About the Higher Learning Commission. (n.d.). Retrieved December 17, 2015, from <https://www.hlcommission.org/About-the-Commission/about-hlc.html>

# ACADEMIC QUALITY

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## Academic Quality Improvement Program

DeVry University participates in the Academic Quality Improvement Program (AQIP) of the HLC. AQIP is premised on principles of continuous quality improvement that closely align with our TEACH values (see p. 7). Our 2015 projects were focused on:

### **Improving College Readiness (Transitional Studies):**

Students often need to complete transitional coursework before they are ready to enter a degree program. Our goal is to improve college-skill-readiness courses and student support without adding time to degree completion. Last year, we piloted a program that shortened and combined two transitional courses — in English and math — into one course. Recognizing that this new format would be a challenge for students, we built a support system that included more advising and tutoring services. The pilot's positive results led us to roll out the new combined transitional studies course throughout five sessions in 2015.

**Measuring Learning Outcomes:** When we measure our students' knowledge throughout their studies, we can see where they are the strongest and where there is room for improvement in our curriculum. Our project this year focused on creating a plan that expands our existing forms of assessment by developing a schedule of various methods intended to help us drive improvements (see p. 30).

**Faculty Leadership:** Last year, we created a new faculty chair position that provides full-time professors with the opportunity to enhance their professional development and take on leadership roles. In this rotational position, professors assume responsibilities such as staff development, mentorship and academic leadership at their locations. We are currently focused on communication and training in support of the faculty chair role; we are also measuring and documenting feedback from professors in the role so we can make refinements as needed.

## HLC Site Visits

In 2015, an HLC evaluator conducted site visits at 12 DeVry University locations. Before the visits, the reviewer met with our president and chief academic officer for an overview of our institution and our approach to delivering consistent academic quality; members of our executive leadership team presented information about our institutional decision-making processes and how our locations are connected to one another through our institutional culture and TEACH values (see p. 7). Other areas of discussion included

how we ensure that facilities, instruction and student support services are consistent across all locations. At each site visit, an overview of each campus was presented by the location leader, followed by a tour of the facility and focus-group sessions with students and faculty.

HLC rates our performance in each area it reviews as either “adequate” or “attention needed.” The evaluation assessed our ability to:

- Effectively maintain locations
- Provide facilities that meet the needs of the students and the curriculum
- Effectively oversee instruction
- Have appropriately qualified and sufficient staff and faculty in place, and support and evaluate personnel at off-campus locations
- Deliver, support and manage necessary student services
- Measure, document and analyze student academic performance sufficiently to maintain academic quality
- Encourage and ensure continuous quality improvement
- Present accurate information to students in advertising, brochures and other communications

The HLC rated DeVry University as adequate in all evaluation areas for all locations and determined that no further review or monitoring was necessary. In addition, we were reaffirmed for participation in the Notification Program for Additional Locations. This program allows institutions to open additional locations on an expedited basis for having demonstrated that they have appropriate systems in place to ensure quality control of locations.

## HLC Conference Presentations

Participating in academic conferences allows us to share best practices and research, and to learn from other institutions. DeVry University participated in the 2015 HLC Annual Conference, where we shared three presentations:

### **Social Responsibility: The Flavor Profile in the Quality Soup**

To help guide participants toward action projects that reflect social responsibility, this presentation explored the perceived differences between social responsibility and social justice, and shared results of surveys that measured colleagues' perceptions of and involvement in these two areas.



### *Why Do Students Fail? Academic Leaders' Perspectives*

Over the last few years, we have surveyed students and faculty as part of two separate studies exploring the reasons why some students drop and/or fail college courses, and presented our findings at three previous HLC annual meetings. Most recently, we completed the final phase of our research by surveying administrators and comparing the data to student and faculty responses. We shared those findings at the 2015 annual meeting in a joint presentation by DeVry University and Harold Washington College.

### *The DNA of Higher Education Innovation: Innovative Program Impact*

This presentation used qualitative and quantitative data to provide a multifaceted look at how an innovative doctoral program in organizational leadership is developing new leadership in higher education. This was a joint presentation given by DeVry University and Concordia University Chicago.

## Programmatic Accreditation

In addition to holding institutional accreditation, we often seek voluntary programmatic accreditation through which industry professionals apply their knowledge to the review and evaluation of our programs. Currently, more than 20 programs have been approved by accreditors in specialized areas (see Appendix A).

### **Accreditation Council for Business Schools and Programs Quality Assurance Reports**

In 2015, we submitted quality assurance reports to the Accreditation Council for Business Schools and Programs (ACBSP) in support of maintaining our College of Business & Management's programmatic accreditation status in business and our separate accreditation in accounting. We were granted a continuation of our accredited status. You will read about efforts highlighted in the quality assurance report throughout this document, including faculty activity tracking (see p. 40), student Major Field Test studies (see p. 30) and improvements implemented in response to advisory board suggestions (see p. 50).

## **PROGRAMMATIC ACCREDITATION**

Certain DeVry University degree programs, at certain locations, are also accredited or have received special acknowledgement from organizations that include:

### **ACBSP**

Accreditation Council for Business Schools and Programs

### **CAHIIM**

Commission on Accreditation for Health Informatics and Information Management Education

### **CAAHEP**

Commission on Accreditation of Allied Health Education Programs

### **ETAC of ABET**

Engineering Technology Accreditation Commission of ABET

### **NAACLS**

National Accrediting Agency for Clinical Laboratory Sciences

### **PMI/GAC**

Project Management Institute/Global Accreditation Center

### **SHRM – Special Acknowledgement**

Society for Human Resource Management

For a complete listing of accredited programs, see Appendix A.

## ACADEMIC QUALITY

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### State Licensure Collaboration

The state of Illinois, where DeVry University's home office is located, has set a goal to ensure that 60 percent of the adult workforce will have a quality college credential by 2025.<sup>2</sup> We are committed to helping the state meet this goal — and we are convinced that colleges and universities need to find better ways to serve the adult-learning population. In 2015, we hosted a symposium on educational opportunities for adult learners at our campus in Chicago, Ill. Among those in attendance were more than 50 representatives from higher education, workforce development and community service and government organizations.

Dr. James Applegate, executive director of the Illinois Board of Higher Education, was the keynote speaker. Robert Paul, president of DeVry University, moderated a panel discussion featuring Dr. Applegate; Dr. Scott Campbell, vice president of higher education for the Council for Adult and Experiential Learning; Anne Ladky, executive director of Women Employed; and adult learner Tyler Solorio, a U.S. Army veteran currently attending college on the GI Bill®. Topics included the economic advantages of increasing the number of adults seeking higher education, best practices in education and the challenges faced by adult students.



<sup>2</sup> P-20 Council Goal. (n.d.). Retrieved July 31, 2015, from <http://www2.illinois.gov/gov/P20/Pages/default.aspx>



# OPPORTUNITIES FOR IMPROVEMENT



We became a part of the Higher Learning Commission's Academic Quality Improvement Pathway because its accreditation approach helps us drive improvement through processes that include data collection and analysis.

## ONGOING OPPORTUNITY



### Update

#### Communicate About Student Academic Integrity

*Keeping students informed about academic integrity is an ongoing priority. We provide self-training tools that help them learn how to use plagiarism-checking software, document sources and refer to our academic policy.*

In addition to helping students understand their academic integrity responsibilities, we look for ways to improve how we track and enforce violations. We implemented a new database that allows us to track all Code of Conduct cases and academic integrity incidents. With this tool, we can identify and track which violations occur most often. In the future, this will enable us to create targeted student trainings to help prevent such violations from occurring.

## ONGOING OPPORTUNITY



### Update

#### Improve Data Analysis and Actionability to Increase Student Persistence

*Driven by our desire to continuously improve our performance and our service to students, DeVry University collects and distributes data that includes information on student enrollment, persistence, graduation rates, employment rates, course performance and student performance. Our leaders review and evaluate this data regularly to assess the need for improvements and create strategies for implementing them.*

To improve student persistence at the course level, we used data to identify classes that have high enrollments but low completion rates. This past year, we targeted eight courses for further analysis and improvement. To help students successfully complete their coursework, we implemented new student-engagement technology that reinforces what they learn and raises overall participation levels (see p. 25). We will monitor progress over time to determine whether the enhancements have an impact on student persistence.

## NEW OPPORTUNITY



### Plan

#### Demonstrate Academic Quality Through Comprehensive AQIP Portfolio

*To maintain our institution's accredited status, DeVry University participates in the Higher Learning Commission's (HLC) Academic Quality Improvement Program (AQIP). Accreditation standards are met by demonstrating how we strive to continuously enhance our performance and institution. As recommended by the HLC, we are developing a comprehensive portfolio that highlights our improvement efforts in a consistent way.*

The portfolio will outline how our institution plans, implements, reports and uses data in alignment with AQIP action project improvements. It will also serve as a communication tool and common reference point that helps colleagues across our institution understand how AQIP projects are organized, the key processes involved and the kinds of performance outcomes that lead to improvements. Our target portfolio completion time frame is summer 2016; once finished, we will submit the document to the HLC.

# ACADEMIC QUALITY TENET 1: ADVANCES IN CURRICULUM AND INNOVATION

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AS PART OF OUR STRATEGIC  
PLAN, WE ARE INVESTING IN  
OUR TECHNOLOGY TO BUILD ON  
DEVRY UNIVERSITY'S 85-YEAR  
HISTORY AS A LEADER IN  
TECHNOLOGY EDUCATION.

We are emphasizing technology in all degree programs and embedding it even more deeply into our facilities and processes to **create new ways of teaching and learning.**

## New and Updated Programs

DeVry University's goal is to get the right students into the right programs. To ensure that we are offering the best educational opportunities that meet employers' needs, we regularly review and update our degree programs and concentrations. Students can choose from certificate and associate, bachelor's and master's degree programs within six distinct colleges: Business & Management, Engineering & Information Sciences, Health Sciences, Liberal Arts & Sciences, Media Arts & Technology and Continuing Education.

Educational opportunities introduced in 2015 included:

- **College of Engineering & Information Sciences**  
*Cyber security programming specialization within computer information systems bachelor's degree program*
- **College of Health Sciences**  
*Medical billing & coding undergraduate certificate*

Within existing degree programs, we refresh course content frequently to reflect our employer research and input from industry advisory boards, faculty members, students, employers and alumni, as well as from our Career Services team. We also analyze student outcomes to identify opportunities for course improvement. Last year, we completed a thorough review of all our degree programs, categorizing and prioritizing courses that required enhancements. This thorough review resulted in the high-priority redesign of more than 120 courses to more closely align the skills and competencies students need to match employer demand upon graduation.

Visit [www.devry.edu/academics/catalog](http://www.devry.edu/academics/catalog) to view our academic catalogs and a comprehensive list of current offerings.



### Honors: First Certificates Awarded

Our professors have a history of developing innovative ways to challenge high-achieving students in the classroom; we formalized these efforts in 2013 with the launch of our Honors certificate. DeVry University's honors courses are designed to be educational catalysts for enhancing students' achievement and learning experiences. With an emphasis on academic excellence, leadership and service, honors courses offer unique opportunities for intellectually curious and highly motivated students.

Undergraduate students with a cumulative GPA of 3.8 or higher who have completed less than 25 percent of their degree programs are eligible to apply. General-study honors courses are offered in areas such as communication skills, humanities and social sciences.

Since Honors launched, more than 220 students have pursued advanced courses. To measure the success of Honors, we compared the semester-to-semester retention of high-achieving students who were accepted into an Honors cohort against those who qualified but did not pursue honors courses. Results showed that students in an Honors cohort continue from semester to semester at a rate of 6.13 percent more than their high-achieving non-Honors peers. To date, 15 students have earned Honors certificates that recognize their success.

Andy Asamoah was one of our first students to complete the honors courses and commented on the experience:

*"I always look for personal challenges, and seeking an Honors certificate was one of them. I found the experience personally rewarding in that it was a benchmark I set for myself and accomplished. I believe my Honors certificate will help me stand out from the crowd as I pursue my career."*

Andy earned his undergraduate degree in network and communications management and is now pursuing a dual master's program at DeVry University's Keller Graduate School of Management in project management and business administration. He hopes his education will lead him to a senior project management position where he will have the opportunity to manage both people and technology.

To stay focused on continuously improving Honors, we participated in the 2014 National Collegiate Honors Council conference, where we shared a presentation titled *Honors Education: Beyond Brick and Mortar*. We illustrated how we use online learning to connect students to a broader community of scholars. In turn, we had an opportunity to receive feedback on our model and participate in conversations about the future evolution of honors efforts.

▶ ANDY ASAMOAH WAS  
ONE OF OUR FIRST  
STUDENTS TO COMPLETE  
THE HONORS COURSES.

ANDY ASAMOAH  
GRADUATE STUDENT,  
PROJECT MANAGEMENT AND  
BUSINESS ADMINISTRATION



## ADVANCES IN CURRICULUM AND INNOVATION

### Stackable Credentials

At DeVry University, we want our students to start on their career path as soon as possible. An analysis showed that many students looking to enter the field of medical billing & coding (MBC) could enter that profession quickly by obtaining a certificate before earning a health information technology (HIT) associate degree. In May 2015, we began offering a certificate-based MBC program, which has been received with great interest. By November 2015, more than 1,300 new students had enrolled in the program.

This improvement represents a new “stackable” approach so students can build their education and their careers at the same time. For example, the MBC certificate program prepares students for an entry-level career in the health information field. Once they earn the certificate, they can continue their education by applying its 10 courses to the HIT associate degree program; those who choose to advance can apply the credits from all 23 courses to our technical management bachelor’s degree program with a health information management degree specialization.

### Embedded Certifications

We continually review our curriculum to ensure that the courses we offer are in demand in the marketplace. To help our students’ educational credentials stand out even further when they enter the job market, we embed industry certifications that are sought after by employers. For example:

- **Systems Security Certified Practitioner (SSCP)** test preparation is embedded into our new cyber security offering through our College of Engineering & Information Sciences. Employers recognize that students who have earned SSCP certification have the technical skills and practical security knowledge they need to perform hands-on operational IT roles.
- **Adobe and Maya (via Autodesk)** certification preparation will be embedded into College of Media Arts & Technology programs in 2016. These software packages are industry standard tools for creative professions.<sup>1</sup> Future plans also include developing a partnership with an experienced certification-testing center so students can take their certification exams at DeVry University locations rather than at outside locations.

<sup>1</sup> Adobe Certifications. (n.d.). Retrieved July 19, 2015 from <http://www.itcareerfinder.com/it-certifications/adobe-certifications.html>

### Massive Open Online Courses

Last year, DeVry University began offering massive open online courses (MOOCs). To date, more than 36,000 course-takers have enrolled in three complimentary offerings hosted on Udemy.com. In 2015, we continued the development of MOOC learning communities through a series of online hangouts and onsite meet-ups. Less formal than workshops, hangouts and meet-ups give people with common interests the opportunity to interact in real time with professors and fellow course-takers.

Hangouts were hosted by Professors Ellen Jakovich, who taught “Financial Analysis: A Recipe for Success,” and Helene Lamarre, who taught “Marketing Yourself for Career Success.” Approximately 100 learners connected to the live sessions to learn more about their topics of interest. Both hangouts were recorded and made available online for those who could not attend during the scheduled time.

### A CLOSER LOOK AT CYBER SECURITY

In 2015, 38 percent more security threats were detected than in 2014.<sup>2</sup> To help businesses protect themselves and meet a growing demand in the job market, we created a cyber security programming specialization.<sup>3</sup> In their studies, students learn to create, plan, implement and monitor innovative solutions to protect data and networks from possible attacks. Preparation for Systems Security Certified Practitioner (SSCP) certification is also embedded into the curriculum to help students prepare for an industry credential highly desired in the job market.



<sup>2</sup> Global State of Information Security Survey 2016. (n.d.). Retrieved November 2, 2015, from <http://www.pwc.com/gx/en/issues/cyber-security/information-security-survey.html>

<sup>3</sup> Information Security Analysts. (n.d.). Retrieved November 2, 2015, from <http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6>

In support of the “Cyber Security: Protect and Defend” MOOC, Dr. Barry Douglass and Alex Jalinous, DeVry University professors, along with visiting professor Kenneth Williams, led a 60-minute meet-up discussion from our campus in Arlington, Va. The session was live-streamed to students worldwide. These new approaches to connecting with learners help us understand the effectiveness of MOOCs and discover new ways to promote lifelong learning worldwide.

### National Executive Speaker Series

We take pride in giving our students access to industry thought leaders who can inspire and engage. Over the past year, our National Executive Speaker Series featured five presenters who broadened our students’ knowledge of entrepreneurship. We will continue the series next year with a focus on leadership. As we move forward, we are working to expand overall event attendance; today, an average of 90 students attend each session in person or online. In the future, our goal is to provide up to 10 remote locations with real-time access and to double the number of attendees.

Topics and speakers from the past year included:

- **Entrepreneurial Spirit**  
Dean DeBiase, CEO of Reboot Partners, a growth acceleration group
- **Starting Your Own Technical Consulting Firm**  
Kiran Gill, CEO of PARS Environmental, Inc., a full-service environmental consulting firm
- **Small Business Entrepreneurship**  
Rhonda Abrams, president of PlanningShop, a company that specializes in books, tools and resources for entrepreneurship and small business
- **Marketing as an Investment for Entrepreneurs**  
Sam Mugavero, business coach at ActionCOACH, a consulting firm
- **An Entrepreneur’s Story**  
Ali Nekumanesh, CEO at Eagle Management Consulting and executive vice president at Deli Delicious

## Innovation Efforts

We recognize that innovation does not happen overnight. It is driven by great minds who dedicate themselves to curating ideas, exercising curiosity, experimenting in unknown territory and mapping results. Several innovation efforts are underway at DeVry University that will influence how we operate, streamline our students’ path to graduation and create engaging learning experiences.

### Connected Classroom Technology

We have installed connected classroom technology at 22 DeVry University locations, giving students from across the country the ability to attend class in a virtually connected space. These technology-enabled rooms offer state-of-the-art features and are used by professors who are leaders in using cutting-edge pedagogies. Connected classroom technology has the following features:

- **Live video, audio and display screens** enabling students to hear, see and fully participate in discussions and activities across extended locations
- **Widescreen monitors** to share discussions and presentations, and picture-in-picture views
- **Interactive whiteboards** featuring two-way sharing to bring data and notes to life
- **Wireless content sharing** so professors and students can send images, files and documents from their own devices to display screens
- **Voice-activated motion cameras** that automatically follow the conversation and have facial recognition capabilities to identify who is speaking
- **Special projection cameras** capturing images of materials – including 3-D objects – for live display on interactive whiteboards
- **Recorded lectures** that can be played back to reinforce a lesson and revisit whiteboard activities

**CONNECTED CLASSROOM TECHNOLOGY**

DEVRY UNIVERSITY HAS REINVENTED THE LEARNING EXPERIENCE FOR OUR STUDENTS...

WATCH THE VIDEO

# ADVANCES IN CURRICULUM AND INNOVATION

## Student Engagement Technology

The use of technology in the classroom is essential to teaching and learning in the 21st-century. With the right tools, our professors can use their time more effectively and intervene successfully when students fall behind. Technology can also help students learn more quickly and enable them to revisit previous lessons.<sup>4</sup> We are in the process of introducing the following new student engagement tools in select courses:

- **Narration software** gives professors the ability to easily record their voices to presentation slides for more meaningful content. This software has been used by professors when introducing themselves, discussing master's thesis requirements and providing course overviews and lectures. Presentations are posted to a web environment that gives students the ability to comment on slides or start their own narrated voice threads.
- **Private video channels** give professors and students the ability to record and share videos within course communities. The videos are viewable anytime, anywhere from any device. Built-in editing tools make it easy to create a professional video, and viewers can engage with the content by commenting, rating, liking or sharing.

## Student-Centric Scheduling

To streamline our students' path to graduation, we implemented a new student-centric scheduling tool last year. The tool creates course recommendations designed to encourage student persistence by considering factors such as course complexity, past performance and optimal class sizes. In the future, through the MyDeVry homepage, personalized recommendations will be presented with the ability to auto-enroll via a single click.

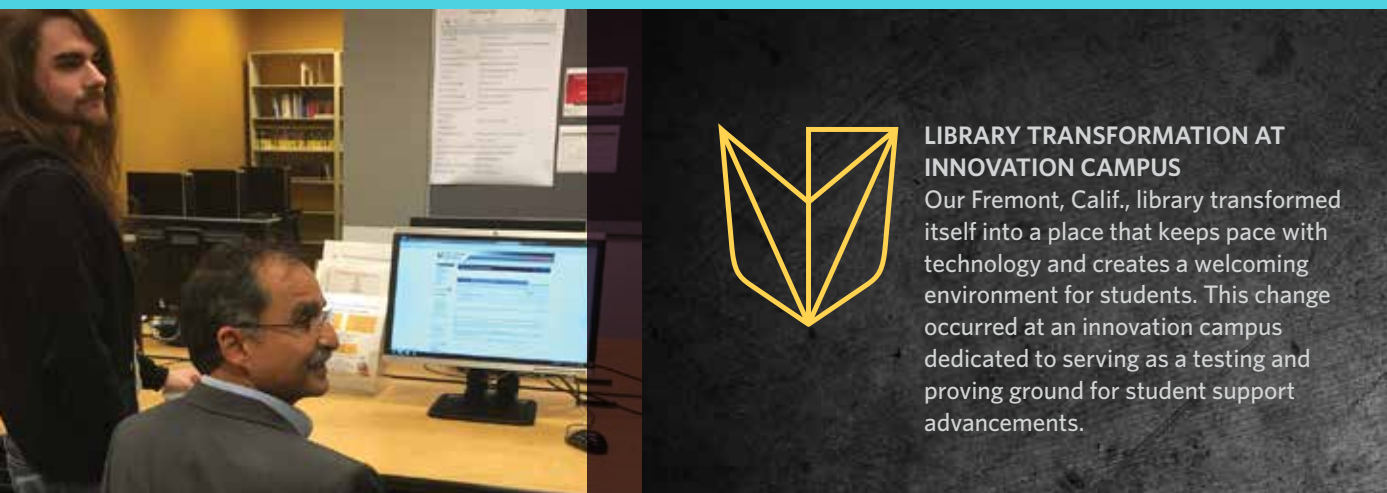
## Innovation Locations

Nine DeVry University locations are serving as a proving ground for cutting-edge instructional and student support advancements. As an example of an innovation effort currently underway, see p. 27 and read about how our Fremont, Calif., library adopted a new model that provides students with the latest reference materials and gives them a place to collaborate.

## Technology Preferences

To better understand our students' and professors' preferred ways to use technology in the classroom, we participate in surveys conducted by EDUCAUSE, a company that measures the use of technology in

<sup>4</sup> Use of Technology in Teaching and Learning. (n.d.). Retrieved August 5, 2015, from <http://www.ed.gov/oii-news/use-technology-teaching-and-learning>



higher education. Our 2015 survey results indicated that our students prefer to study in a completely online environment, and 85.6 percent have taken completely online courses within the past year. According to the survey, students feel adequately prepared to use the technology needed in their courses, which makes them feel more connected to their professors. In addition, they indicated their professors have the necessary skills to teach the courses and use technology to deepen their learning.

Both students and faculty placed a high value on alerts and notifications of a student's declining progress in a course and indicated a desire for personalized dashboards with real-time feedback on a student's progress. In the last year, our team created a number of new data-driven dashboards for professors to use in identifying student needs.

## University Library

Our libraries are designed to support our students across all learning modalities, offering services that reach beyond physical space into the virtual world.

### Library Transformation

As the digital age has taken root, an extensive e-book and e-resource collection has become a part of our library. Students have begun to favor the electronic resources over hard-copy books, especially for business and technology-related subjects. In recognition of student behavioral changes and overall library trends, our Fremont, Calif., library, located at an innovation campus (see p. 26), transformed itself into a place that keeps pace with technology and creates a welcoming environment for students.

The transformation began when the campus donated reference materials to local high schools and nonprofits. The space was then converted into a place where students can study, collaborate, receive tutoring, and work with librarians or professors to find online resources located within our extensive online library collection or externally through reliable electronic reference materials.

### Library Support

Comprehensive support is available through tools such as Ask A Librarian, which enables students to chat or email with experts who can help them find the research materials they need. Video tutorials provide in-depth overviews of how to use library resources, and the Onesearch tool gives students the ability to look through multiple databases with a single search entry. Other tools that help students perform at their best include:

- **Live Study Skills Workshops** are offered online every Tuesday and Thursday afternoon to share information such as study skill fundamentals, how to create citations and best practices for participating in discussion threads. Each skills workshop is recorded and posted to the library's website.
- **Academic Success Center Library Guides** let students know where they can find onsite or online tutoring resources, including tutoring locations, hours and a list of the benefits of working with a tutor. Through the guides, students can also learn how to access Smarthinking, a service that offers live tutoring sessions and provides critiques on writing assignments.
- **Got-A-Moment** is a new collection of two-minute video clips that can enhance research skills with tips on topics such as determining the quality of a web page for research purposes, or how to search the library database using keywords.

Students have access to 20 campus libraries, most of which have librarians available Monday through Saturday; librarians are also available virtually through Ask A Librarian. In addition, many libraries offer onsite study support through their Academic Success Centers (ASC). ASCs provide resources such as onsite tutoring services, group review sessions for midterms and finals, seminars on topics such as time management, and test-taking strategies. Faculty members often hold office hours in the library or ASC to provide students with easy access to academic assistance.

# OPPORTUNITIES FOR IMPROVEMENT



To help students learn effectively and stay engaged, we look for ways to leverage technology in the classroom. Modern teaching tools combined with employer-focused curricula empower students to unlock their potential.

## ONGOING OPPORTUNITY

### Help Students Progress Through Math

*To help students overcome anxiety about math and learn key math concepts, we have integrated technology and reporting into our entry-level math courses. Last year, professors began using software that enabled them to draw, graph and animate math problems, bringing core concepts to life. We are beginning to look at other ways to provide students with additional support.*



### Update

We have pinpointed a variety of math topics with which students struggle: fractions, linear equations, intercepts, polynomials and exponents. To reinforce lessons on these concepts, we created two- to three-minute video clips that show students how to work through the problems. Additionally, we developed a reporting process that helps monitor students' pacing and progress through transitional study math. Using this reporting, we found that decreasing workload by 35 percent had a positive impact on overall progress and more students were on pace to finish the course successfully within eight weeks.

## ONGOING OPPORTUNITY

### Implement Competency-Based Learning

*Competency-based education (CBE) is an alternative learning modality that offers an individualized path to a degree. Students in competency-based programs complete coursework at their own pace by demonstrating competency through a series of assessments. The possibility for students to move more quickly through coursework, combined with flat-rate subscription periods during which students receive credit for as many courses as they are able to complete, can potentially reduce the cost of a degree.*



### Update

To support our upcoming CBE format, we appointed Professor John Weber as a faculty chair to lead a community of professors connected to this offering. With the expertise of Dr. Weber and an experienced group of full-time faculty members, 20 master of business administration (MBA) courses have been redesigned to be delivered in the CBE format. Our MBA competency-based offering is currently under review by the Higher Learning Commission. Future approval is not guaranteed.

## ONGOING OPPORTUNITY

### Implement Curriculum Enhancements

*We have always focused on providing students with a real-world education that meets employer needs. Last year, we developed a repeatable, scalable annual process for reviewing and updating curricula. We measured more than 800 courses against three questions: Is the discipline content up to date? Does the course use current teaching tools? Are students exposed to the technological tools used in their fields?*



### Update

Each of our courses was assigned a rating based on the outcome of last year's review. We have since redesigned more than 120 courses to more closely align the skills and competencies they teach with those employers demand. Moving forward, we will continue to strengthen our curriculum through a routine review process, mapping more closely to employer needs and marketplace demands.

## ACADEMIC QUALITY TENET 2: STUDENT LEARNING OUTCOMES

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### OUR STRATEGIC OBJECTIVE IS TO DELIVER BEST-IN-CLASS ACADEMIC OUTCOMES AND INCREASE OUR GRADUATION RATE.

To gain new insights and determine the best path forward, we use data to measure student performance, understand behavior and provide institutional transparency. By taking a systematic approach toward how we collect and use data, **we make improvements that support our students in reaching their educational and career goals.**

#### Helping Students Persist

When students persist through their studies and complete their degree programs, we know they are building better futures for themselves and their families. To help students follow through with their educational journey, we collaborate with other institutions on best practices and look to remove obstacles that prevent students from meeting their goals.

##### **Higher Learning Commission's Academy of Persistence and Completion**

In 2013, DeVry University was one of the first institutions to join the Higher Learning Commission's Academy of Persistence and Completion. Along with 12 other institutions in our cohort, we are following a four-year track focused on the study and improvement of persistence.

Since joining the academy, our primary focus has been on streamlining transitional course tracks. This focus was influenced by a report, "Unlocking the Gate," by Elizabeth Zachry Rutschow and Emily Schneider<sup>1</sup>, which found that an effective persistence strategy includes interventions and shortens developmental education courses; this recommendation led us to pursue a targeted, accelerated approach.

Our participation in the academy helped us improve the accelerated Introduction to Reading and Writing course. The academy helped us understand the effect additional reading software has on learning and inspired us to introduce a new reading platform. After five pilots, we found that students who used the new platform rated their improvement in reading slightly higher than students in courses without the new platform. After completing a thorough evaluation of the accelerated course and making enhancements with the help of the academy, we have begun to move forward with an institution-wide rollout.

<sup>1</sup> Rutschow, E., & Schneider, E. (2011, June). Unlocking the Gate: What We Know About Improving Developmental Education. Retrieved December, 2015, from [http://www.mdrc.org/sites/default/files/full\\_595.pdf](http://www.mdrc.org/sites/default/files/full_595.pdf)

# STUDENT LEARNING OUTCOMES

## Junior and Senior Focus

Students in their junior and senior years have special advising needs and face distinct challenges, such as managing their funds so they can complete their programs and plan for employment after graduation. To help these students persist through their degree programs, we have created targeted interventions by analyzing data to identify patterns that could lead to students leaving school. For example, we know that students who face a funding gap before graduation could be at risk for non-completion.

To help students avoid exhausting their loan availability before graduation, we increased the lifetime award of the Metz-Care grant from \$7,500 to \$15,000 and made it combinable with other scholarship offerings when students enter their junior and senior years. This will help students who are nearing their aggregate loan limits. In addition, we added alerts to our student dashboard reporting to help us identify at-risk students who may be eligible for the Metz-Care grant, enabling us to intervene accordingly.

## Measuring Persistence

We measure overall persistence by comparing the student persistence rate of two consecutive semesters (e.g., persistence from spring to summer 2015) to that of the same period in the previous year. Our annual persistence rates represent the average of three measurements: spring to summer, summer to fall, and fall to spring.\*

In 2015, we saw a slight decline in persistence as compared to last year. We have many institutional efforts underway to help us improve in this area, including enhancing student-facing communications, helping professors increase student participation in the classroom and improving the student help-desk experience.

## UNIVERSITY PERSISTENCE

University Student Retention	PERCENTAGE RETAINED IN ACADEMIC YEAR†		
	2013	2014	2015
Undergraduate	76.26%	78.09%	77.16%
Graduate	81.07%	83.34%	82.77%

\*Semester definitions: summer includes July and September; fall includes November and January; and spring includes March and May.

†Students, who are enrolled in the first semester of the reporting period are considered to persist if they graduate from the first semester or enroll in the second semester (did not graduate). Students who withdraw from all courses in the first semester are not considered to have persisted, even if they enrolled in the second semester.

## Measuring First-Year Retention

Students' success in their first year at DeVry University reliably predicts their chances of continuing through to graduation. We track first-year retention rates using the same fall-to-fall retention measure used by the Integrated Postsecondary Education Data System (IPEDS). Full-time students entering DeVry University in fall 2013 as first-time, bachelor's-degree-seeking students had a first-year retention rate of 56 percent, showing an improvement over the prior year.

## FIRST-YEAR RETENTION

Retention Rates for First-Time Students	PERCENTAGE RETAINED IN ACADEMIC YEAR
Fall 2011-Fall 2012	50%
Fall 2012-Fall 2013	55%
Fall 2013-Fall 2014	56%

## Tracking Student Outcomes

Our student assessment process is an overall focus for the university and is also one of our Academic Quality Improvement Program initiatives (see p. 18). Our improvement plan is designed to unify our assessment approach across our colleges by focusing on three areas: general education, programmatic education and additional assessments. General education outcomes are measured through standardized assessments and a capstone course. Programmatic assessment measures student achievement related to discipline-specific knowledge, skills and abilities. Finally, additional assessments measure students' performance as they progress through their programs. Major Field Tests and course-level assessments align with our overall approach.

## Major Field Tests

Major Field Tests (MFTs) measure the knowledge our students gain in their fields of study and give us information to compare DeVry University students' performance against that of students from other institutions. By analyzing MFT outcomes, we have been able to identify areas where subject matter can be addressed more effectively; faculty members review results and make improvement suggestions. Analysis of the last three tests resulted in a total of 149 course-specific curriculum improvement recommendations in 48 content areas in accounting, finance, business information





systems, quantitative business analysis, economics, marketing and management. In accounting specifically, there were 27 course-specific recommendations.

Over the past year, we have looked for ways to improve our testing methodology, as online students have been unable to take the exams without going to a testing center. As such, we piloted a benchmark comparison tool recommended by our programmatic accreditor, the Accreditation Council for Business Schools and Programs. The new tool allows us to test both onsite and online students, and yields similar results to those provided by MFTs. We will begin to transition to the new testing mechanism in the next year.

### Course-Level Assessments

Assessments at the course level help us measure the skills and knowledge students gain during specific courses. Last year, we completed a pilot of a new tool to help our professors conduct assessments; the pilot's success led to an institution-wide rollout. We can now measure outcomes for milestone coursework (e.g., projects or final exam questions) and compare results to overall program objectives and grade benchmarks. By taking several snapshots of performance across multiple courses, we obtain insight into how our students are doing in their degree programs. For example, in certain courses within the College of Business & Management, we expect students to attain a 70 percent on undergraduate milestone assignments and an 80 percent on graduate milestones. Our assessment tool showed that we need to raise the benchmark, as students are consistently exceeding expectations. Likewise, we can identify trends that point to performance issues and correct problems as needed.

## Graduation Rates

The graduation rate tracked by the U.S. Department of Education is for a cohort of all full-time, degree-seeking students who entered college for the first time in fall 2008. Graduation rates are the percentage of the cohort graduating within time-and-a-half for each program (i.e., six years for bachelor's degree programs; three years for associate degree programs).

Through the Integrated Postsecondary Education Data System (IPEDS), the U.S. Department of Education collects graduation rates from all institutions participating in Title IV financial aid programs. Only students entering college for the first time and attending full-time are included in this calculation — a population that constitutes less than one-third of DeVry University's entering degree-seeking students. Students entering part-time, returning to school after a

break or as transfer students must be excluded from the IPEDS cohort. Using IPEDS' criteria, DeVry University's 2014 graduation rate is 32 percent. If new full-time transfer students are included, our system-wide rate is 41 percent. Our analysis of IPEDS data shows the 2014 graduation rate among Title IV degree-granting four-year institutions is approximately 58 percent for the public sector overall and 21 percent for the private sector overall.

To compare our graduation rate to that of institutions with similar student populations, where 50 percent or more of students receive Pell grants (awarded to low-income undergraduates), the overall graduation rate is approximately 41 percent for the public sector and 20 percent for the private sector. Our goal for next year is to improve our first-time, full-time student graduation rate to 33 percent, and to improve the rate including new full-time transfer students to 42 percent.

### Improving Graduation Rates

In 2014 and 2015, we supported our long-term focus on raising graduation rates with initiatives that included:

- Completing a review of our entire portfolio of degree programs and redesigning more than 120 high-priority courses to better deliver skills and competencies employers require. We also continue to work with and strengthen our employer advisory boards so our curriculum aligns with industry standards (see p. 50).
- Implementing the use of Prior Learning Assessments, which allow students to earn college-level credit for what they have learned outside a traditional classroom (see p. 15). We are also developing competency-based education, which enables students to complete coursework at their own pace by demonstrating competency through a series of assessments.
- Offering stackable options that easily enable students to complete credentials, enter or continue in the workforce if desired and return to DeVry University to transfer credits from one program to the next within the same field (see p. 24). Additionally, we are embedding certifications into degree programs, so students graduate with desired industry credentials (see p. 24).
- Providing student-centric support, including improving how we communicate with students, and integrating technology to enhance learning and encourage active participation (see p. 25).
- Embedding faculty advising into our faculty model to create powerful mentorship to support students on their career pathways (see p. 35).

# OPPORTUNITIES FOR IMPROVEMENT



At DeVry University, we want to help our students become extraordinary professionals. We collect and analyze data in several ways so we can know our students well and help them finish their degree programs.

## ONGOING OPPORTUNITY



### Update

#### Assess Students' Learning Outcomes

*With the right assessments in place, we can measure the strength of our degree programs and compare our students' performance against that of their peers. An academic quality improvement initiative in 2014-2015 focused on implementing an assessment plan to measure student learning outcomes.*

In 2015, we completed a review of our current assessment practices and used the results to create a unified plan across the university. For example, we began using the Educational Testing Service (ETS) Proficiency Profile to assess the general education competencies expected of all graduates in areas that include reading and critical thinking; writing; and mathematics. We expect the results to help us continue to improve our curricula by enabling us to benchmark results against similar institutions. To learn more about our assessment process and how we measure student outcomes at the programmatic and course levels, see page 30.

## ONGOING OPPORTUNITY



### Update

#### Use Big Data to Identify Students Who Need Support

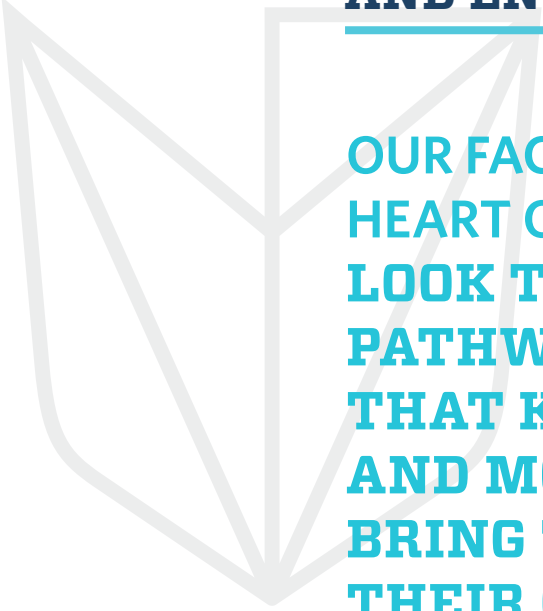
*Last year, we became a part of a consortium of institutions piloting the use of big data analytics for insight into student behaviors and information about the challenges they face as they pursue their degrees. We have since launched a full-scale, phased effort to use this data to help students reach their educational goals.*

Our first phase focused on using data to identify and intervene with students at risk of not enrolling in their next session. Interventions have been most effective with students who are new to their degree programs or within the first three sessions. We have since expanded our data analysis by adding hierarchies that categorize at-risk students and tested intervention approaches by category. Our second phase will focus on analyzing student engagement data so faculty can help students persist through their coursework.



## ACADEMIC QUALITY TENET 3: FACULTY DEVELOPMENT AND ENGAGEMENT

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**OUR FACULTY MEMBERS ARE THE HEART OF OUR INSTITUTION. WE LOOK TO CREATE CAREER PATHWAYS FOR PROFESSORS THAT KEEP THEM INVIGORATED AND MOTIVATED SO THEY CAN BRING THAT ENERGY INTO THEIR CLASSROOMS.**

We support our faculty members' personal and professional development by providing doctoral support, creating career advancement opportunities, celebrating their successes and fostering collaboration opportunities. With the right support, we believe our faculty can accomplish any academic or professional goal they set for themselves. **Ultimately, our professors' success leads to engaging classroom experiences that help our students persist through their degree programs.**

### 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.

### Faculty Model

This year, we launched a strategic project to better engage faculty across all teaching modalities. Professors will no longer teach online or onsite only; they will bring excellence to the classroom across all learning environments, with an emphasis on student engagement and learning innovation.

## Faculty Development

We have recently expanded the number of faculty chair positions to provide professors with more leadership opportunities. We also continue to support our professors' academic development by providing financial assistance for doctoral completion as well as the support of a doctoral committee that helps them choose paths that match their career goals. In 2014-2015, faculty received approximately \$871,400 in total benefits. More than 75 professors are in the process of pursuing their doctorates and 46 percent of our faculty members currently have doctoral degrees.

## Faculty Advising

Knowing that our professors have the most insight into what our students need and how we can best care for them, we piloted a faculty advising effort last year. We found that mentorship provided powerful support for students, so we are exploring embedding advising, mentoring and coaching into our faculty model. When we asked students what had changed for them since they started working with a faculty advisor, one commented:

*"I've attended other schools; having a faculty advisor is a game-changer from my perspective. The advisor is really plugged in to the community. We're able to get insight into new careers that were previously unknown to us. Every student needs a faculty advisor, from my point of view!"*

## Institutional Review Board

To support faculty research efforts, DeVry University created an Institutional Review Board (IRB) to protect the privacy and welfare of people who participate in studies. Before research can be conducted, colleagues

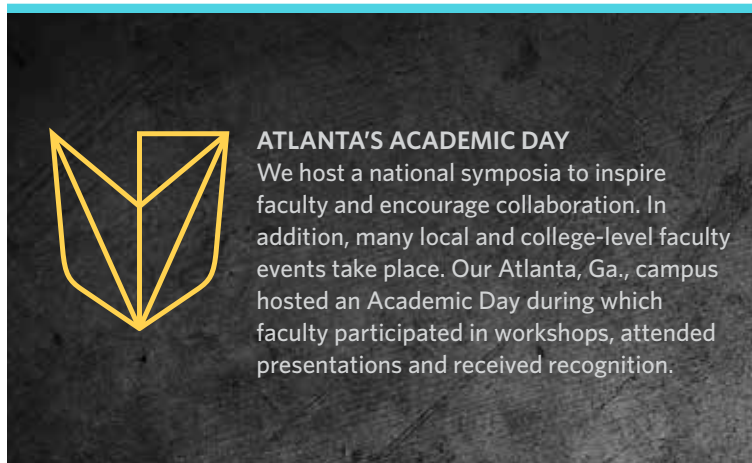
or students must submit an application to the IRB for approval. Over the past year, the IRB has seen tremendous growth in the number of IRB applications, with a 22 percent increase in annual submissions. To support growing demand, the IRB streamlined its application process and added two additional faculty members to the board. To help researchers gain an in-depth understanding of ethical processes, the IRB also obtained a Collaborative Institutional Training Initiative (CITI) membership, which provides globally accepted training; beginning this year, those who wish to submit applications to the IRB will be required to complete CITI training beforehand.

## Excellence in Teaching

To help our faculty implement best practices across learning modalities, we created a *Professor's Handbook for Teaching Excellence*. We are also piloting a learning and certification training to help professors maximize student participation via our connected classroom technology (see p. 25).

### Professor's Handbook for Teaching Excellence

The *Professor's Handbook for Teaching Excellence* is a comprehensive resource that describes procedural guidelines, best practices for the classroom, academic integrity, research studies and tools that support effective course delivery. It was developed with input from some of the most successful and experienced DeVry University professors. The handbook includes a course observation form based on our teaching excellence standards; administrators use the form to provide mentoring and coaching support when observing faculty.



# FACULTY DEVELOPMENT AND ENGAGEMENT

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## Learning and Certification Training

Designing classrooms with the latest technology is vital, but technology alone is not enough to create an exceptional learning experience. Evaluating learning outcomes and student feedback has shown us that students learn the most — and have the best experience — when they participate actively in class. To ensure an engaging student experience, we need to help our faculty in adapting their current teaching strategies for success in rooms with connected classroom technology (see p. 25).

We developed a learning and certification training focused on the unique advantages of our connected classrooms. During this training, professors complete self-assessments, review published literature about best practices for distance learning and reflect on their current teaching, then apply what they learn to the courses they are currently teaching. For each week of the course, professors design activities that use connected classroom technology. Student participation is a key part of each activity, whether they are working individually, in teams or as a class. Professors who have completed the workshop report that they have greater confidence and value this approach to their professional development.

## Student Evaluation of Faculty and Courses

At the end of each course, students have the opportunity to provide feedback on their professors' performance by evaluating their professionalism, knowledge, presentation and communication skills, and ability to interact with students. In 2015, DeVry University professors' overall score on the evaluation of undergraduate and graduate courses, onsite and online, was 3.51 out of a possible 4. This figure showed a slight decline compared to last year's result of 3.52, yet is still considered very positive. The goal for next year is for faculty to achieve a 3.6. Student feedback is taken very seriously and used to drive improvements in the teaching and learning experience. Faculty members can see aggregated, anonymous results of their evaluations. Results are also shared with campus academic leaders, program deans and national college deans.

Following are some of the comments provided by students reflecting what they think about our professors and why:

*"After taking the Social Sciences course, I feel more aware of cultural diversity. This class was a great learning experience. It was well taught, and the resources were excellent as well."*

*"After taking the Communication Skills course, I feel much more confident with my writing skills. The professor did an excellent job teaching and interacting with the students."*

## Faculty Highlights

We are proud of our faculty who work hard to achieve their goals and bring their knowledge to the classroom and academic community. Following are a just a few of many successes from the past year:

### Fulbright Specialist Professors

The Fulbright program is the flagship international educational exchange program sponsored by the U.S. government, the goal of which is to increase mutual understanding between people of the United States and those of other countries.

Among Fulbright alumni are more than 50 Nobel Prize and 80 Pulitzer Prize recipients. This year, we celebrate two DeVry University professors who were honored to join this distinguished population of scholars, teachers, artists and scientists:

- Abhay Ghiara, former Fulbright Scholar and senior professor of arts, humanities and economics, was selected to be a peer reviewer and evaluator for the Fulbright Commission. In this role, Ghiara will work alongside fellow members to review Fulbright grant applications. He will help select recipients of the 8,000 grants awarded per year to help a diverse body of participants carry out proposed projects, which often involve immersing themselves in a cultural exchange to share knowledge. Previously, Ghiara traveled to India as a Fulbright Scholar to conduct research for a 26-part performance/lecture series on Mahatma Gandhi.
- John Morello, Ph.D., senior professor of history, completed a Fulbright Specialist assignment in Pakistan. For two weeks, Dr. Morello worked with Quaid-I-Azam University in Islamabad to help expand its American Studies program. During the visit, he also lectured on the U.S. Supreme Court and judicial system, mentored Ph.D. students on their dissertations and spoke with faculty about future collaborations.



## FULBRIGHT SPECIALIST PROFESSORS

SENIOR PROFESSOR ABHAY GHIARA WAS SELECTED TO BE A PEER REVIEWER AND EVALUATOR FOR THE FULBRIGHT COMMISSION. IN THIS ROLE, **GHIARA WILL HELP REVIEW FULBRIGHT SCHOLAR APPLICATIONS IN THE FIELD OF VISUAL ARTS FOR THE NEW DELHI, INDIA, REGION.**

**ABHAY GHIARA, FULBRIGHT SCHOLAR,  
SENIOR PROFESSOR**



SENIOR PROFESSOR JOHN MORELLO HELPED QUAID-I-AZAM UNIVERSITY IN ISLAMABAD **EXPAND ITS AMERICAN STUDIES PROGRAM AS PART OF HIS FULBRIGHT SPECIALIST ASSIGNMENT.**

**JOHN MORELLO, PH.D.  
SENIOR PROFESSOR**



ASSOCIATE  
PROFESSOR JOEL  
BUNKOWSKE SHOWED  
EXTRAORDINARY DEVRY  
UNIVERSITY CARE FOR A  
STUDENT AND HER SON.

JOEL BUNKOWSKE  
ASSOCIATE PROFESSOR



### Professor Shows DeVry University Care

Associate Professor Joel Bunkowske showed extraordinary DeVry University Care (see p. 8) for a student and her son, resulting in a story that went viral and was featured in more than 90 media outlets. Student Amanda Osbon, who studies at our Nashville, Tenn., campus, didn't have a choice but to take her two-year-old son Xzavier to class when her babysitter unexpectedly cancelled. When Xzavier got up during class wanting to be held by the professor, Bunkowske didn't miss a beat. He picked him up and continued to teach. While DeVry University policy prohibits students from bringing their children to class, this exception represents our caring and supportive approach to helping our students persist to graduation.

### Advanced Degree Completers

At DeVry University, we encourage our professors to take their education to the highest level. Among our faculty who earned doctorates in the past year are Professor Michael Zohourian, Ph.D.; Professor Sean Wright, Ed.D.; and Associate Professor Michelle Bradford, Psy.D. To highlight one experience, Dr. Bradford earned a Doctorate of Psychology in Organizational Development from Alliant International University. With the support of senior leadership, faculty in similar programs and DeVry University resources such as the Institutional Review Board, she was able to complete her program in three-and-a-half years. Dr. Bradford's dissertation focused on faculty advising, which was recently embedded into our faculty model.

### Professional Journal Contributor

Dr. Lorenzo Bowman, senior professor in the College of Business & Management, was one of three guest editors for "The Pedagogy of Teaching Race," a special edition of the journal *Adult Learning*. In addition, Dr. Bowman, who has done extensive research on race issues in adult education, was selected to write the introduction for that edition. *Adult Learning*, aimed at researchers and practitioners, publishes empirical research and conceptual papers that approach issues with a problem-solving emphasis.

### Visiting Professor Travels to Brazil

In addition to having more than 400 full-time faculty members, we have 2,500 highly credentialed visiting professors who bring distinct knowledge to our university on a session-by-session basis. For the first time, one of our visiting professors, Hormoz Mogharei, was invited to lecture at DeVry Brasil, one of DeVry University's sister institutions. Selected in recognition of his outstanding work with exchange students, Professor Mogharei spent a week in Brazil in 2014 lecturing on lean management.



The success of his first trip led to a second in 2015. He visited five campuses to exchange best practices in teaching and lecture on the topics of lean management and continuous improvement. He also visited local high schools to talk to students about self-development. In addition to being a visiting professor, Mogharei is president and CEO of a training and consulting firm, Get Kaizened.

## Faculty Symposia

DeVry University regularly hosts faculty symposia to create a collaborative environment around best practices in teaching and pedagogy. Our national symposia feature presentations by professors on topics such as making meaningful connections, improving student persistence and educational innovation. Last year, we hosted one virtual and three onsite college symposia with a theme of “Building Relationships Among Visionary Educators.”

In addition to hosting national symposia, we also host local events, such as the Academic Day that took place at our campus in Atlanta, Ga. A faculty advisory committee assessed development opportunities and designed corresponding activities that included workshops, presentations and faculty recognition. Our colleges also bring faculty together regularly to discuss scholarly work and teaching experiences; for example, topics shared at a College of Business & Management faculty forum included tools and techniques that create optimal learning environments, and millennial student expectations of professors.

# OPPORTUNITIES FOR IMPROVEMENT



DeVry University's professors are more than educators; they are skilled researchers, thought leaders and student coaches. Their expertise and care for students make our classroom experiences rich and meaningful.

## ONGOING OPPORTUNITY



### Update

#### Improve Student Engagement With Faculty Model

*Our faculty model is designed to support academic and professional development and to help our students persist through their studies. We regularly review and enhance our model to attend to the development of our professors and students. Focus areas have included supporting our professors in earning their doctorates and embedding faculty advising into our model.*

In fall 2014, 46 percent of our full-time faculty members held doctorates, a two percent increase over last year. We expect to see incremental increases in the number of doctorally qualified faculty, as more than 75 faculty members are currently enrolled in doctoral programs. As part of our faculty model, we are exploring the embedding of advising, coaching and mentoring into the role of the professor to support student persistence through graduation.

## ONGOING OPPORTUNITY



### Update

#### Enhance the DeVry University Journal of Scholarly Research

*In 2014, we created the DeVry University Journal of Scholarly Research, a bi-annual publication that highlights outstanding research authored by our faculty, students and colleagues. The journal publishes original "working papers," which allows authors to benefit from peer review before they submit their work to scholarly journals in their fields.*

To date, four editions of the journal have been published featuring 25 research articles. Over the past year, we expanded the scope of the journal to include book reviews and international papers submitted from sister institution DeVry Brasil and have made the journal available to the public at newsroom.devry.edu. To support collaborative discussions on journal topics, we created a new online community on DeVry University's intranet for discussion and debate of scholarly research.

## ONGOING OPPORTUNITY



### Update

#### Evaluate Faculty Scholarly and Professional Activities

*As part of our initial accreditation from the Accreditation Council for Business Schools and Programs, we were encouraged to create a better method to collect and evaluate information about our professors' scholarly and professional activities. In response to this suggestion, we launched a comprehensive tool that helps us collect, aggregate and report on the work of our College of Business & Management faculty.*

By tracking faculty activities, we found that since 2011 our College of Business & Management full-time professors authored 15 books; made 82 intellectual contributions in the form of articles, book chapters, conference proceedings, and other publications such as trade publications, reviews and white papers; presented at external conferences 103 times; and provided 59 presentations at other institutions.

In our next phase of documenting faculty activities, we will begin to incorporate the qualifications and relevant activities of our visiting professors who have taught one course each session over the reporting period or have been with us for more than five years.

## ACADEMIC QUALITY TENET 4: STUDENT CARE AND EXPERIENCE

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**WE BELIEVE THAT IF WE TAKE CARE OF OUR STUDENTS, WE WILL GRADUATE EXTRAORDINARY PROFESSIONALS WHO CAN HAVE A SIGNIFICANT IMPACT IN THE WORKPLACE.**

One way we show care for students is by offering personal support from application to graduation and beyond. Another way is by providing career connections and industry experiences that **help students stand out in the job market and build their professional portfolios.**

### Advising and Support

Beyond the classroom, we provide our students with self-service solutions that help keep them informed, motivated, and on track with their education and finances. We also provide resources they can use if they encounter obstacles.

#### ASPIRE

We know that our students can face challenges in balancing work, life, family and school. To help students work through these challenges and stay on the path to graduation, we offer ASPIRE, a comprehensive student assistance program, at no cost.

ASPIRE delivers emotional support for stress, depression and anxiety; legal and financial consultation; job search assistance; child care, elder care and pet care referrals; support for veterans and active-duty military personnel; and community-based resources for housing, transportation and personal needs. The tool is free to students and their family members, and is accessible 24 hours a day, seven days a week. Last year, 12.4 percent of our students used ASPIRE. Top reasons for contact included job search and housing assistance, financial referrals and general consultation about the services available through the program. By providing students with immediate resources, ASPIRE can help prevent issues from escalating.

The services offered through ASPIRE also address the needs of distinctive student populations. ASPIRE Veteran Connection provides military-specific services such as support videos, access to clinicians who specialize in military issues and military family support. International Connection, a recently introduced service, supports international students with information about visas, immigration, language resources and more.

# STUDENT CARE AND EXPERIENCE

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## Improving Service with Human and Technology Interactions

We continually look for ways to use technology to provide self-service tools that empower our students to complete tasks on their own schedules and that enrich advising support delivered online.

- **My Compass to Day One** is a personalized portal that guides new students through the application process to their first day of class. Students can enroll on their own timeline by completing tasks such as requesting transcripts, preparing for assessments, applying for financial aid and attending orientation. When students need help, they can get it immediately by clicking on a “chat now” or “contact us” button.
- **Face-to-face video interactions** enable students and advisors to connect virtually through video chats and shared desktops, building supportive relationships free of distance boundaries.
- **Virtual diary capabilities** enable students to keep journals online and stay motivated throughout their degree programs. This pilot effort supports persistence by helping students set goals and map out the steps necessary to reach them. Success stories are available to provide inspiration.
- **My Compass to My Career** is an interactive portal that helps students prepare for their job searches. They can view personalized content related to their fields of study; read about recent career news and job openings; conduct employer research; build and share résumés; and practice interviewing.

## Helping Students Manage Their Finances

We want our students to understand their loans and make responsible, informed decisions to help reduce their debt. We offer tools like our My Financial Future website and Manage My Loans so students are educated on the importance of loan management.

### *Financial Awareness Website*

To help educate students about their finances, we created a website, My Financial Future, that delivers practical financial information and resources. For example, a page called Loan 411 offers information about education affordability and a variety of tools and resources; the Real World Money section addresses

topics such as how credit cards work, creating a budget and choosing a bank; and the Life Skills section provides users with the ability to search more than 50 topics that include self-driven learning modules and tests.

### *Manage My Loans*

Last year, we introduced a new tool, Manage My Loans, that helps students understand and oversee their financial futures. Students can view their entire loan history, see their academic progression in relationship to aggregate loan limits, and understand the impact that borrowing decisions have on their loan repayment. Since launching Manage My Loans, we have seen its use increase: the time students spend in the tool has increased to over two minutes on average, and the average number of tabs visited has risen from two to four. This shows that students have gone from exploring the site’s home page to digging deeper into the many subcategories available.

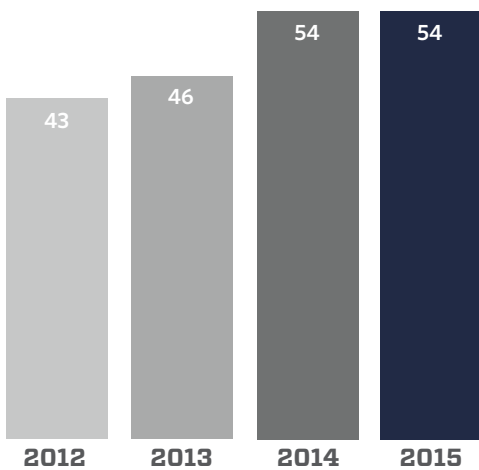
We recently enhanced Manage My Loans with personalized messaging that directs students to life-skills lessons: students whose loan status begins to fall into a warning zone, will be prompted to take a lesson to help them get back on track. In the second phase of Manage My Loans development, we are adding a budgeting feature that will help students manage school and personal finances. They will be able to see how they spend their money each month, set limits and be alerted when they overspend. Based on the information included in the budgeting section, the site will offer suggestions for loan repayment options that fit students’ overall spending and earnings.

Several other institutions have expressed interest in offering Manage My Loans to their students; we are currently developing a white paper that includes details on how they can implement the tool.

## Measuring Student Satisfaction

To understand how well we serve our students, we need to know how they evaluate our services. We gain insight into student satisfaction through a Net Promoter Score (NPS) survey. NPS is a popular survey methodology used by businesses all over the world. This year, our NPS score was 54, which is considered to be strong. While we maintained this score as compared to last year, our goal is to achieve year-over-year improvements; therefore, we have set a goal to achieve a score of 55 in 2015-2016.

### OVERALL NPS RESULTS (UNDERGRADUATE AND GRADUATE)



## Experiential Learning

Through DeVry University's study abroad and domestic learning programs, students can gain a global perspective, take in new cultures and build lifelong connections with fellow travelers. Our programs are distinctive because each one includes educational visits to businesses — an approach that opens our students' hearts, minds and careers to the world and the complexities of the global marketplace.

### Driving Experiential Learning and Student Outcomes by Empowering Faculty

This past year, our study abroad program implemented a new faculty council leadership model. A team of professors now leads the development of our learning experiences by identifying appropriate courses and trips, developing courses and creating immersion experiences that enhance learning opportunities. The council is also working to establish a research agenda that will share the insights we glean from offering experiential learning programs. The council is composed of nine founding members from across the DeVry University colleges; council membership will rotate every two years to provide ongoing opportunities for faculty professional development.

### Domestic Experiences

Through our domestic study program, students explore the United States in a new and exciting way, with coveted inside looks at major brands such as Google, Cisco and Intel. During our first domestic offering, in 2014, students studied business and technology in San Francisco while also enjoying many of the cultural attractions for which the city is known. In 2015, two new trips were added: a design course in Chicago and a networking experience in Silicon Valley. To date, more than 50 students have participated in this dynamic and growing program.



### DESIGN THINKING

During our Design Thinking course experience in Chicago, Ill., students visited 1871, a start-up hub and co-working space that provides a community for digital entrepreneurs.



## STUDENT CARE AND EXPERIENCE

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### *Design Thinking for Business*

To help students unlock innovation and gain hands-on experience solving problems for a client, we introduced a new integrated field experience in design thinking for course credit. Ten Keller Graduate School of Management students from around the country traveled to Chicago for a one-week immersion experience. Before their trip, they learned a specific process for creating solutions to business problems; once in Chicago, they put that knowledge into action by working with a startup organization that offers comprehensive crowdfunding services. Working together, the students created unique business-model concepts and presented their ideas to the client.

Innovation and design were incorporated into the students' experience as well. They worked out of the Fine Arts Building on Michigan Avenue, which houses only businesses dedicated to the arts. In between project work and meetings, students got a look inside Chicago's startup and tech community with a tour of 1871, a co-working space for digital entrepreneurs. Students also took an architectural boat tour and a design museum tour. As a result of the success of this program, similar immersive experiences are being designed.

### **Study Abroad Experiences**

Our study abroad program provides innovative pedagogy and career-focused academic experiences that include a cultural component. More than 350 undergraduate and graduate students have participated in nearly 20 trips since the program launched in 2012; in the last year, students traveled to England, France, China and Brazil.

The March 2015 trip to London offered international and global business courses for graduate and undergraduate students, as well as visits to Buckingham Palace and the U.S. Embassy. To blend culture and business, students also visited insurance market specialist Lloyd's of London; Edelman, a global player in communications marketing; and professional services firm Ernst & Young.

The 2015 study abroad experience resulted in career opportunities for two students. One student pursued a position at London's U.S. Embassy after becoming intrigued by a presentation about exporting U.S. goods to the United Kingdom. Another student networked during the trip, which led to a job offer from the global

professional services firm Deloitte. Professor Ifeanyi (Ike) Ugboaja, Ph.D., who led the trip, commented, "Both opportunities were possible as a result of these students' initiative, and in part because of the global perspective studying abroad can provide."

## Competitions and Events

Experience gained through competitions can give students an edge in the job market. We provide access to both industry-related and DeVry University-sponsored competitive events. Participating in competitions gives students the chance to measure their work against that of their peers; receive feedback from industry experts; and gain experience working in teams and applying academic knowledge to real-world projects.

### **Industry Competitions**

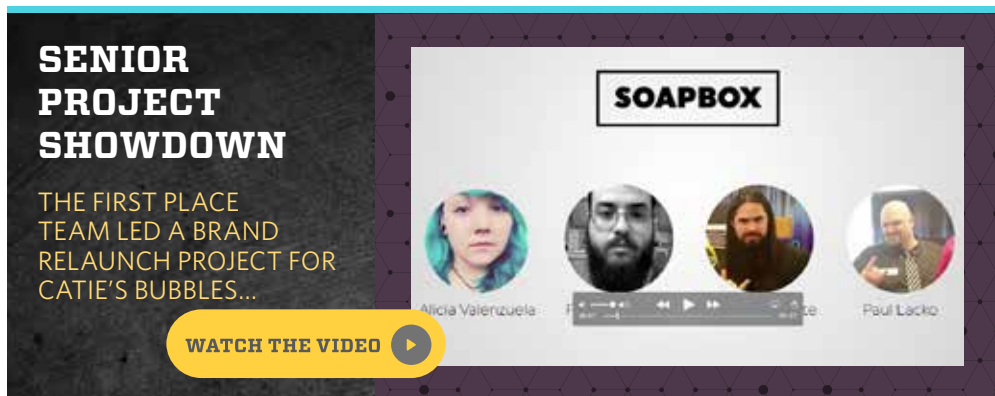
- A team of seven students from our College of Engineering & Information Sciences competed against 26 teams as part of a programming competition sponsored by Deloitte at its Lake Mary, Fla., location. Our students created eight programs written in C++ and Java and finished in 13th place. In addition to gaining practical coding experience, they received valuable exposure to a potential employer, as Deloitte is slated to fill more than 1,000 programming positions at its Lake Mary location over the next four years.<sup>1</sup>
- A team of four students attended Micromouse, a competitive event sponsored by the Institute of Electrical and Electronics Engineers. Students worked as a team on projects that involved C++ coding, sensors, microcontrollers and motors.
- Six students from the DeVry University Phoenix Chapter of Phi Beta Lambda (PBL), part of the Future Business Leaders of America (FBLA) organization, qualified to participate in the FBLA-PBL Annual National Leadership Conference in Chicago. Chapter President Jeff Steuer and Chapter Vice President Brandon McGibany won first place in the nation competing in Accounting Analysis and Decision Making; Steuer also went on to win second place in Client Services; and Dawn Bro earned ninth place in Integrated Marketing Campaign. The competition included approximately 2,000 other students, representing a total of 583 colleges and universities throughout the United States.

<sup>1</sup> Brinkmann, P. (2014, August 4). Deloitte confirms 1,000 new jobs in Lake Mary. Orlando Sentinel. Retrieved October 1, 2015, from <http://www.orlandosentinel.com/business/brinkmann-on-business/os-deloitte-confirms-1000-new-jobs-in-lake-mary-20140804-post.html>



### DeVry University Competitions and Events

- Through our third annual Senior Project Showdown competition, students across the university had the opportunity to present their capstone projects to peers, professors and potential employers. Qualifying students entered the competition by submitting a 60- to 90-second video describing their project. A panel of DeVry University faculty and colleagues selected the top 10 projects; the winning projects were then selected through social media voting. The first place team led a brand relaunch project for Catie's Bubbles, a small business that produces and sells artisan soaps and shaving products. Second place was earned by a team that enhanced the website of Chicago's 47th Ward, to help residents access information about city services such as garbage pickup and street-sweeping schedules. The third-place team used 3D printing technology to create a prosthetic arm controlled by a wireless device.
- Professional portfolios are powerful tools that can help students show employers their comprehensive skills. In 2015, we developed a new national portfolio competition in the College of Media Arts & Technology through which students upload their portfolios on Behance, an online platform for showcasing creative work. Their portfolios are then evaluated by a panel of industry advisors who choose winners by category. Winning students receive mentoring sessions with the advisors.
- Our campus in Columbus, Ohio, hosted the first "Hack Your Future" event, designed to engage students and faculty members in workshop presentations. A series of demonstrations, open to the public, showcased the skills students learn in our College of Engineering & Information Sciences programs, such as working with circuit boards, writing programming code and demonstrating senior projects. Student participants were able to sharpen their presentation skills and show off their hard work during the day's events.



## STUDENT CARE AND EXPERIENCE

### Professional Memberships

Through professional memberships, students can enhance their business skills and develop connections with peers and leaders in their fields. We celebrate the accomplishments achieved through these memberships.

#### The Society for Human Resource Management

In recognition of achievements that go above and beyond daily academic and work commitments, the Society for Human Resource Management (SHRM) recognized our virtual student chapter with a 2014-2015 Honorable Mention. The merit award was earned as a result of the number of activities the chapter completed between April 1, 2014, and March 31, 2015. Efforts included recruiting top talent for officer and director positions; developing roles and responsibilities for all chapter participants; and setting goals and action plans for the coming year. With the chapter now firmly in place, the group is focused on activities such as recruiting guest speakers for events, developing an online community through LinkedIn and creating networking opportunities for students and alumni.



#### American Marketing Association

To give marketing students the ability to connect with more than 30,000 industry professionals, we created an online student chapter of the American Marketing Association. This group currently includes 21 students from Wash., Ill., Okla., N.J., Pa. and Calif. Activities underway include a trip to New York City to meet with a marketing vice president at L’Oreal, a panel discussion on big data and a “Shark Tank”-style event allowing student entrepreneurs to present their new business ideas to an expert panel for review.

#### Delta Mu Delta

Membership in honor societies encourages students to strive for educational excellence and become more engaged in university service and activities. High-achieving undergraduate and graduate students can become a part of the Delta Mu Delta honor society, which recognizes academic achievements and helps students become leaders on campus. Today, we have 10 co-chapters in place — with more than 400 students

inducted since last year — and eight more chapters pending. To be admitted, students must be in the top 20 percent of their class and in good academic standing. Members have opportunities to attend networking events, business club collaborations and presentations by local business leaders.

### Institutional Collaboration

DeVry University is part of DeVry Education Group, a global provider of education services and the parent organization of a family of institutions that offers a wide array of programs in business, healthcare, technology, accounting and finance. We strive to create synergies

#### PROFESSIONAL MEMBERSHIPS

- Academy of Criminal Justice Sciences
- Academy of Management
- American Association for Clinical Chemistry
- American Association of Cost Engineering International
- American College of Healthcare Executives
- American Health Information Management Association
- American Institute of Certified Public Accountants
- American Management Association
- American Marketing Association
- American Society for Engineering Education
- American Society for Quality
- American Society of Clinical Pathology
- American Society of Industrial Security
- Association for Business Communication
- Association of Clinical Scientists
- Association of Information Technology Professionals
- Federation of Schools of Accountancy
- Institute of Electrical and Electronics Engineers
- Institute of Management Accountants
- Instrument Society of America
- National Black MBA Association
- Project Management Institute
- Society for Human Resource Management
- The Association for Talent Development
- U.S. Association of Small Business and Entrepreneurship





among the institutions to provide students with well-rounded experiences that empower them to achieve their educational and career goals.

#### **Business Courses for Veterinary Students**

At Ross University School of Veterinary Medicine, students learn about the variety of professional opportunities available in global animal medicine, public health and conservation medicine. To help students in the Ross One Health degree program round out their practical business knowledge, DeVry University's Keller Graduate School of Management offered two courses in the One Health curriculum. Five Ross students participated successfully in last year's pilot, and we are recruiting additional Ross students for the next cohort.

#### **Medical Doctor to Master of Business Administration**

Ross University School of Medicine helps aspiring medical students from around the world fulfill their dreams of becoming physicians. Last year, we launched a Medical Doctor to Master of Business Administration pilot program that enables students to pursue an MBA from DeVry University's Keller Graduate School of Management. This opportunity is provided to eligible Ross students who are awaiting residency matches. We believe that helping these students further their education will distinguish them when applying for residencies the following year. The second cohort of students started classes in July 2015.

#### **Master of Science in Nursing and Master of Business Administration**

Chamberlain's College of Nursing's Master of Science in Nursing Executive Specialty track promotes the skills and knowledge essential to nurse leaders. Graduates of this program have the option to apply to Keller Graduate School of Management's Master of Business Administration degree program. Qualifying credits earned at Chamberlain will apply to the Keller program, so students can earn their MBA with only 10 additional courses instead of the 16 courses normally required.

#### **DeVry University and Becker Professional Education**

Becker Professional Education is a global leader in serving the accounting, project management and healthcare professions. Over the last few years, we have embedded Becker's industry-leading certified public accountant exam preparation materials into 17 DeVry University courses. This united effort helps students prepare for the exam as they progress through their programs. Content such as reading materials, exam questions and simulations have been aligned to reinforce the skills and knowledge that students need to launch careers in accounting.

#### **Affordable Options for Carrington College Students**

Carrington College offers a diverse range of programs that lead to a certificate of achievement or associate degree. Qualified Carrington graduates who complete a certificate or associate degree program are eligible to transfer credits to DeVry University; in addition, Carrington graduates who meet DeVry University's criteria are eligible for scholarships or tuition savings to make completing a bachelor's degree more affordable.

#### **DeVry Brasil Partnership**

DeVry Brasil's goal is to become a leading provider of high-quality postsecondary education by sharing international academic standards and offering world-class, career-focused programs. We work closely with DeVry Brasil to offer exchange options that create dynamic international opportunities for students and faculty, including:

##### *Professor and Student Exchanges*

DeVry Brasil students can attend DeVry University in the United States for one semester on a cultural and educational exchange J-1 visa. DeVry University professors also go to Brazil to teach, and this year two professors visited to lecture on the subject of management. Students who come to DeVry University from Brazil are studying a variety of disciplines, such as design, industrial engineering, law and business, and we work closely with them to find courses that complement their degree programs.

##### *Academic Awards Program*

Honor students from DeVry Brasil have the opportunity to participate in a one-week travel abroad experience in the United States through our Academic Awards program. In total, 33 students visited the U.S. this year to learn about entrepreneurship. Their stays included workshops and American cultural experiences such as staying in dorms, attending football games and visiting prominent businesses. Students spent an afternoon at Google to attend a lecture on innovation projects and speak with engineers; they then worked in small teams on an innovation projects and presented their projects to a panel of faculty members.

##### *Dual Master of Business Administration*

An articulation agreement with DeVry Brasil for a dual Master of Business Administration degree program enables students to come to the United States and earn joint degrees from DeVry University and DeVry Brasil. The first DeVry Brasil student to participate in this program began coursework in September 2014 and recently earned a Master of Accounting & Financial Management degree.



# OPPORTUNITIES FOR IMPROVEMENT



Caring for our students begins with listening to what they have to say and ensuring they have the tools they need to practice and highlight their skills.

## NEW OPPORTUNITY

### Embed Gaming Technology Into Transitional Studies

*Students who place into English and / or math transitional studies courses are required to complete them before advancing into college-level work. Since these courses are critical to academic success, we continually look for ways to keep students engaged to help them advance on their academic journey.*



### Plan

We are in the process of developing gaming technology to augment our transitional studies curriculum. With this advancement, students will be awarded weekly points for successfully completing quests that incorporate curriculum-based clues to help them to apply learning to solve problems. Our goal is to introduce this effort into the curriculum by the end of 2016.

## NEW OPPORTUNITY

### Highlight Skill Sets With Badging

*Digital badges offer a new way of providing credentials and engage students in their degree programs. Students earn these symbols of achievement for completing activities such as enhancing a skill, reaching a goal or accomplishing a task. Badges often come in the form of icons for use on résumés, portfolios or digital profiles. DeVry University has partnered with DV X Labs, our parent organization's education technology incubator, to explore the use of badging to help students stand out in the job market and highlight skills sought by employers.*



### Plan

We are exploring the use of badges to highlight work experience earned through internships, high academic achievement and global perspectives gained through study abroad. We conducted research to gauge the effectiveness badges on résumés by sending employers several sample batches of résumés with similar skill sets — some with badges and some without. Early findings showed that résumés without badges were considered 42 percent of the time, while those with badges were considered 48 percent of the time. Our next phase of research includes designing badges for a select group of students and measuring their overall use and outcomes.

## NEW OPPORTUNITY

### Improve Student Survey Process

*Student surveys enable us to collect data that helps us improve classroom and program experiences. For several years, we have asked students to complete Net Promoter Score surveys that rate how likely they are to refer us to a friend (see p. 43) as well as why they scored us as they did. As part of an overall university effort to improve our communication with students, we are looking at ways to create survey efficiencies.*



### Plan

Evaluating our survey process revealed an opportunity for us to obtain meaningful feedback from students while reducing the frequency of surveys. To create a streamlined approach across the university, we are centralizing our survey process and will survey small samples of students randomly across the university instead of surveying all students in each program. We anticipate that this will help prevent survey fatigue and result in well-thought-out responses.

## ACADEMIC QUALITY TENET 5: STUDENT ENGAGEMENT TO GRADUATION AND BEYOND

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**AS OUR STUDENTS NEAR THEIR  
GRADUATION DAY, WE ARE THERE  
TO SUPPORT THEM IN STARTING,  
CONTINUING OR ADVANCING THEIR  
CAREERS.**

Our partnerships with employers help ensure that our graduates have the **skills their fields demand and ways to connect with potential employers.**

### Career Services

DeVry University provides career-focused support throughout students' educational and career journeys. Through one-on-one advising, a team of onsite and remote Career Services professionals helps undergraduates define and pursue their career goals by assisting them with creating résumés and cover letters, preparing for interviews and learning networking and job-seeking strategies. Our team also searches for and recommends job opportunities that match students' skills and knowledge.

In 2015, more than 5,000 undergraduate students chose to continue their education by enrolling in one of the master's degree programs offered through DeVry University and its Keller Graduate School of Management. To serve graduate students' needs as they near the end of their programs, we recently added a team of in-house professionals to provide coaching for graduate students who are in the capstone phases of their programs or who have six or fewer credit hours remaining. Alumni of graduate programs also have access to this team.

In addition to offering coaching support, we provide online tools and access to job opportunities. My Compass to My Career is an interactive portal available 24 hours a day where students can view personalized content related to their fields of study; read about career news and job openings; conduct employer research; build and share résumés; and practice interviewing. Employers post job opportunities on our proprietary HireDeVry online system and attend hiring events to recruit DeVry University students and graduates.

### Career Advisory Board

The Career Advisory Board, sponsored by DeVry University, provides insight, advice and counsel on trends, economic forces and cultural shifts that impact career opportunities both today and for the future. The board includes leading representatives from business and academia, as well as career experts and authors. Members come from organizations that include DeVry University, Apple, Google, IBM and LinkedIn.

# STUDENT ENGAGEMENT TO GRADUATION AND BEYOND

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Each fall, the Career Advisory Board releases its *Job Preparedness Indicator (JPI)*, a report that examines gaps between the skills candidates highlight during their job searches and those employers are seeking. Some of the 2014 JPI's findings were:

- In entry-level positions, attitude outweighs tangible skills, and hiring managers see attributes like a strong work ethic and self-motivation as differentiators between those who will succeed and those who will not. The good news is that many of the skills employers want in the future can be learned, and part of the Career Advisory Board's mission is to provide that insight to job seekers.
- An overwhelming majority of hiring managers (93 percent) does not feel that the candidates coming through their doors offer the complete package of skills sought. As a result, the board decided to examine what the extremely successful candidates are doing right. A follow-up study of job seekers who secured new positions in less than six months illustrated that those who are hired quickly target only a select handful of opportunities, customize their materials thoroughly and network in person.

The Career Advisory Board's research is frequently featured in top-tier publications including *Time*, *Forbes*, and *U.S. News and World Report*. For the third year in a row, board members were invited to present at the National Association of Colleges and Employers annual conference. For more information about the Career Advisory Board, its members and its research initiatives, visit [CareerAdvisoryBoard.org](http://CareerAdvisoryBoard.org).

## Employer Advisory Boards

To gain insight into the needs of the employers that hire our graduates, we hold regular meetings with advisory boards that include academic leaders from DeVry University and business leaders who have expertise in our students' future professions.

In the past year, our advisory boards have helped us identify simulation tools that provide our students with dynamic experiences in their coursework. For example, our business intelligence and analytics management specialization allows students to work with technology that captures big data analytics to aid in making business decisions. Our accounting specialization

provides students with the ability to set up a company's billing account from scratch and practice account management exercises. Both tools are now in use in these concentrations, thanks to the guidance provided by industry professionals.

## Employer Survey

We survey employers annually to measure their perceptions of our institution, understand how they feel about our graduates and see whether they value the support offered by our Career Services department. Findings help us determine whether our graduates have the skill sets employers desire and reveal opportunities for improvement. Results from September 2014 indicated the following:

Employers agree that:

- DeVry University offers valued degree programs: 85%
- DeVry University delivers high-quality education: 81%
- Hiring DeVry University graduates is a good investment: 83%
- DeVry University is an institution they trust: 82%

Employers provided a percentage that indicated how often DeVry University job candidates possess highly valued skills:

- Troubleshooting: 58%
- Interpersonal and teamwork: 47%
- Critical thinking: 43%

Overall, employers expressed that they have favorable perceptions of our career services offerings. They appreciate the ease of posting jobs online, as well as the access we provide to career fairs and to pre-qualified talent referrals for internships, part-time jobs and full-time positions. Our services compare favorably to similar services from other institutions. About 64 percent of the 2014 survey respondents have employed a DeVry University graduate within the past year.

## Workforce Solutions

DeVry University's Workforce Solutions team partners with over 400 employers to assist them in meeting their talent acquisition and talent development goals. We help them meet their business objectives by maximizing employee potential, improving employee retention, and identifying and attracting talent. Employers also provide valuable input and insights into DeVry's curriculum design and review process to assist in ensuring the



university's programs and courses remain relevant and in demand. Examples of some of our employer partnerships are provided below.

### **Building Relationships that Support Career Opportunities**

We work with employers to help educate their workforce and provide opportunities for our graduates.

- **Hewlett-Packard (HP)**, a global technology company, generously provides scholarship funding for DeVry University students through the DeVry Education Group Scholarship Fund. As a result, DeVry University awards seven annual \$1,500 Hewlett-Packard scholarships to qualifying DeVry University students. This relationship also created a unique opportunity for two Engineering & Information Sciences undergraduates, who were invited to attend the HP Discover Conference in Las Vegas. The students, accompanied by Professor Christopher Martin, spent two days exploring HP's latest innovations and gathering career advice from top tech leaders.
- **Kelly Services** is a leading provider in staffing solutions. We created a new partnership with them that focuses on closing the skills gap and identifying science, technology, engineering and math (STEM) employment opportunities. Our partnership provides higher education opportunities to Kelly Services employees, and Kelly Services works with our Career Services department to promote STEM positions to our students and alumni.
- **Lyft** is one of the nation's leading ridesharing platforms. We recently formed a partnership with Lyft to offer its drivers and employees access to education at a special tuition rate. DeVry University students enrolled through the Lyft partnership will also have access to career development opportunities such as virtual internships. Reciprocally, DeVry University students will have the opportunity to earn extra income while pursuing their ultimate educational and career goals by becoming drivers on the Lyft platform.
- **Motorola Solutions** connects people through technology with a wide-ranging product portfolio. We worked with the company in the fall of 2014 to create a recruitment strategy aimed at strengthening our employment pipeline. This effort included a site visit to Motorola Solutions so we could learn more about the programs and candidates it considers the best fits for its open positions.

- **Rite-Aid**, a national drugstore chain, worked with us to create an online associate degree program in business that supports the unique skills required in the retail industry. The program helps students build their knowledge in key areas such as financial accounting and marketing. Additionally, we developed custom courses with Rite-Aid to round out students' industry knowledge. Our first cohort of Rite-Aid students began taking classes in September of 2015.

### **Employer Services**

Employers across the country look to our Career Services team for their talent acquisition needs. To connect them with DeVry University graduates, we have added a manager of employer relations who is dedicated to developing and expanding relationships with national organizations. Services added for employers over the past year include:

- Targeted email campaigns that help employers reach students and alumni who have the skill sets needed to fill openings
- Employer webcasts that provide on-demand virtual presentations about employment opportunities and culture
- Student portal banner campaigns that link students and alumni to employer career sites and include employer-specific graphics and messaging
- National virtual career fairs that match recruiters with the right candidates; we have also added virtual military recruiting events for employers that have military recruiting initiatives and want to connect with veterans seeking jobs

## **College of Continuing Education**

DeVry University's College of Continuing Education encourages students to become lifelong learners through its distinctive offerings. The college provides three massive open online courses in the subjects of career development, cyber security and financial analysis through [udemy.com](https://www.udemy.com) for no charge. For those who wish to develop their expertise in business disciplines but may not have the time to commit to a full degree program, 15 graduate certificate offerings are available. The college also works closely with the Keller Center for Corporate Learning to offer customized programs for corporate clients and delivers training sessions to help workers enhance their business skills.



## Letters to CEOs Highlighting Student Success

DeVry University has many extraordinary students who work hard to achieve their dreams. We want to celebrate their achievements and let their employers know that they have hired candidates with tremendous potential. In support of students who have excelled in their programs and hit the ground running in their careers, our president has reached out to CEOs to provide testimonials that speak to the unique strength our graduates bring to the workplace.

*Dear Mr. Musk,*

*Tesla hired a good one.*

*A year ago, a young man named Juan Diaz Orellana started his career at Tesla Motors as a powertrain engineer technician. As your paths may not cross, I wanted you to know a little about him.*

*Juan didn't have the easiest start in life. His family immigrated to America from El Salvador; his parents wanted to give Juan and his two sisters a better life. Juan was 10 at the time and didn't know a word of English. But he worked hard and caught up quickly. And he learned something else that would shape his future: how to play the bass guitar, from musicians at his church.*

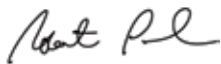
*After high school, Juan got a job as a bank teller and took college classes part-time at DeVry University. He credits the problem-solving skills he learned at DeVry University with preparing him to succeed in the real world. It took Juan only three years to earn his bachelor's degree in electronics engineering technology from DeVry University. At his graduation, his parents cried.*

*During his last session at DeVry University, Juan built a laser guitar for his senior project, combining his love of music with his love of technology. A recruiter noticed Juan's senior project on LinkedIn and gave him a call. Today, Juan works for your company, reporting to Product Excellence Associate Manager Dexter Siga. Juan's favorite part of his job? Durability testing your motors until they break, then analyzing how to make them better.*

*Juan has always been about improving himself, and now he applies his tenacity at your company. So congratulations, Mr. Musk, on a good hire. If you're making the rounds, I hope you seek Juan Diaz Orellana out and shake his hand.*

*He's going places.*

*Sincerely,*



Robert Paul  
President, DeVry University

JUAN DIAZ ORELLANA  
CREDITS THE PROBLEM-  
SOLVING SKILLS HE  
LEARNED AT DEVRY  
UNIVERSITY WITH  
PREPARING HIM TO  
SUCCEED IN THE REAL  
WORLD.

JUAN DIAZ ORELLANA  
DEVRY UNIVERSITY ALUMNUS  
BACHELOR'S DEGREE,  
ELECTRONICS ENGINEERING  
TECHNOLOGY



# Graduate Employment Rate and Return on Investment

For the past 40 years, DeVry University has used a consistent quality methodology to calculate our graduate employment rates. Recently, specific states and programmatic accreditors have developed new, different methodologies for calculating and reporting employment statistics. We are currently adapting to the new requirements and, as such, have omitted rates from this year's report.

## Alumni Relations

When students graduate from DeVry University, they join an ever-growing community of more than 250,000 alumni. Our Alumni Association helps graduates stay connected and form new relationships. We complete annual surveys to track our graduates' career progress and learn how we can better serve them.

### Alumni Association

Our Alumni Association's goal is to serve graduates by offering benefits, services and programs that provide professional, educational and social resources. We offer our alumni ongoing access to DeVry University career services and library resources, as well as an alumni tuition rate for additional coursework; Skillssoft online courses in business and leadership skills; and discounts from local and national merchants. Graduates receive a complimentary lifetime membership in the association by taking a moment to register at [alumni.devry.edu](http://alumni.devry.edu).

Chapter events recognize students and alumni, and offer professional networking opportunities with national organizations across the country. This past year, we honored six of our most active chapters by hosting Alumni Achievement Award Banquets in Atlanta; Chicago; Houston; Kansas City, Mo.; Los Angeles; New Jersey and New York. Each event recognized the achievements of the award recipients and gave attendees the opportunity to reconnect with former classmates and network with their peers. In total, nearly 700 guests enjoyed a night of dinner and dancing while also donating \$10,000 for scholarships.

### Alumni Survey

We poll alumni annually to track graduates' career paths and to collect candid, focused feedback about the university and the alumni organization. In partnership with the consumer insights team from DeVry Education Group, the Alumni Association fields an extensive alumni engagement survey each year.

Selected highlights from our 2015 survey follow:

- At least seven of 10 alumni state that they were either 'Very Satisfied' or 'Satisfied' with their education at DeVry University.
- Alumni continue to feel positive about their overall student experience regardless of graduation year - at least eight of 10 alumni rate their experience as 'Excellent' or 'Good.' However, positivity has softened slightly since last fiscal year, from 89 percent in FY14 to 84 percent in FY15.
- A majority (at least 60 percent) of DeVry University and Keller alumni, regardless of graduation year:
  - Would hire a DeVry/Keller graduate if they were a hiring manager
  - Believed that their education at DeVry/Keller helped them acquire new skills
  - Believed that their education at DeVry/Keller helped them gain in-depth knowledge of their field
  - Thought the courses/curriculum prepared them well for their career



# OPPORTUNITIES FOR IMPROVEMENT



We look for opportunities to connect students to careers by providing resources that help them find or maintain jobs and by creating outlets that support professional development through lifetime learning.

## ONGOING OPPORTUNITY

### Expand Continuing Education Offerings to Serve a Broader Population

*The DeVry University College of Continuing Education (CCE), established in 2012, encourages students to become lifelong learners. The CCE offers opportunities to those who want to take college-level courses without pursuing a degree and partners with the Keller Center for Corporate Learning (KCCL) to develop custom training solutions for employers.*



### Update

The CCE offers three massive open online courses (MOOCs) in career advancement, technology and finance. To enhance the self-paced recorded courses, DeVry University sponsored several Google hangouts and one onsite event, enabling MOOC course-takers to connect with professors to ask questions in real time.

CCE also worked with the KCCL to design several custom training solutions for employers. One effort focused on developing a unique retail-focused associate degree program with Rite-Aid; another resulted in the creation of a series of five design leadership courses for KCCL clients and DeVry University alumni.

## ONGOING OPPORTUNITY

### Use the Portal as a Vehicle for Job-Search Tools

*My Compass to My Career is an interactive online portal that guides students and alumni through the stages of planning and acting on their career goals. This tool delivers personalized content related to the user's field of study; job leads from HireDeVry and other online sources; interactive tools for generating résumés and practicing interviews; information about upcoming career fairs, on-campus interviews and workshops; and articles and links to a wide range of career resources.*



### Update

To help employers raise awareness of current job openings, we created a new banner campaign within My Compass to My Career. Employers can feature their logos, artwork and key organizational messages through banner ads on the portal's homepage to achieve high-volume exposure and attract talent. Other ways we help companies find candidates through the portal include featuring employer profiles, integrating applicant tracking systems so jobs are automatically listed in our search engine and offering the ability to become a featured employer partner on our website.



# DOING WELL BY DOING GOOD

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## WE TAKE PRIDE IN SUPPORTING THE COMMUNITIES WHERE OUR COLLEAGUES AND STUDENTS LIVE AND WORK.

**Doing Well by Doing Good is a philosophy ingrained in our culture,** a catalyst for raising awareness around critical educational topics and one way we strengthen our ties to our community.

### Supporting STEM Awareness

Over the past 10 years, the availability of science, technology, engineering and math (STEM) jobs grew three times as fast as the availability of non-STEM jobs.<sup>1</sup> Developing talent to fill these positions is critical to the U.S. economy and America's leadership position in the world. Women in particular are underrepresented in STEM occupations, and there is an increasing need to foster diversity in STEM fields.<sup>2</sup> DeVry University has a history of promoting the opportunities available through STEM careers; we frequently sponsor events that provide STEM exposure to young adults who can become future leaders in these fields.

Our campus in Pomona, Calif., partnered with the Pomona Unified School District to offer non-credit workshops designed to introduce electronics technology to high school girls at the Fremont Academy High School. Students worked in teams to conduct lab experiments and then moved on to build personal projects using electronics kits. Separately, our location in Oakland, Calif., partnered with the Black Girls CODE organization to host a "Build a Game in a Day" workshop, attended by more than 75 girls ages seven to 17.

### Helping High School Students Take Their Next Step

DeVry University's Advantage Academy is a dual-enrollment, dual-credit program that allows students to earn an associate degree from an accredited university while they finish high school. The program was launched in Chicago in 2004 and has since expanded to Columbus, Ohio, and Decatur, Ga. DeVry University started Advantage Academy to help:

- Increase the number of college-ready and employment-ready high school graduates
- Improve college access for students with limited financial resources
- Introduce students from underserved communities to career opportunities in high-demand fields like technology and accounting

1 George, D., McKittrick, G., Beede, D., & Doms, M. (n.d.). STEM: Good Jobs Now and for the Future. Retrieved August 6, 2015, from [http://www.esa.doc.gov/sites/default/files/stemfinaljuly14\\_1.pdf](http://www.esa.doc.gov/sites/default/files/stemfinaljuly14_1.pdf)

2 Women in STEM. (n.d.). Retrieved August 6, 2015, from <https://www.whitehouse.gov/administration/eop/ostp/women>

## DOING WELL BY DOING GOOD

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High school students enroll in Advantage Academy at the end of their sophomore year, start classes their junior year, then complete their senior year and one summer term. At the conclusion, students have earned their high school diploma as well as their associate degree.

### DEVRY UNIVERSITY ADVANTAGE ACADEMY

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Location	Cumulative Students to Date <sup>3</sup>	Cumulative Students in Graduated Cohorts <sup>4</sup>	Associate Degree Completion Rate <sup>5</sup>
Atlanta, Ga.	117	36	86%
Chicago, Ill.	1,250	1,045	87%
Columbus, Ohio	224	187	84%
Total	1,591	1,268	87%

<sup>3</sup> Covers first cohort at the location through the 2015 cohort

<sup>4</sup> Covers first cohort at the location through the 2013 cohort

<sup>5</sup> Percent of graduated cohorts that earned an associate degree at DeVry University



# 2014-2015 ACADEMIC ANNUAL REPORT HIGHLIGHTS

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## WITH THE 2014-2015 ACADEMIC ANNUAL REPORT, WE CONTINUE DEVRY UNIVERSITY'S TRADITION OF TRANSPARENTLY SHARING CONTINUOUS IMPROVEMENT EFFORTS.

Our approach toward measuring student outcomes, creating plans for improvement and tracking results emphasizes **our commitment to delivering academic quality so our students are prepared for their futures when they graduate.**

There are many initiatives underway to help transform DeVry University. We always work toward improving with a shared sense of purpose – empower our students to achieve their educational and career goals.

The following report highlights were achievable by working within the guidelines we set for ourselves in our recently revitalized TEACH values (see p. 7). Our values remind us that to help our students meet the milestones they set for themselves in their lives and careers, we need to drive improvements with Teamwork, Energy, Accountability, Community and Heart.

### DeVry University Care

We believe DeVry University's culture of Care is what unlocks the potential in our colleagues so they can better care for students. Knowing that our professors have the most insight into what our students need and how we can best care for them, several efforts are underway to create powerful one-on-one mentor connections between faculty members and students to help them complete their education and launch their careers. We also celebrate two outstanding examples of care demonstrated by colleagues:

- Elizabeth Thurman, senior career advisor and facility lead, who oversaw an effort to provide additional support to students who had grade point averages in the range of 2.5 to 3.5, resulting in an increase in student satisfaction scores (see p. 8);
- Joel Bunkowske, associate professor, who showed care toward a student and her two-year-old son in a story that went viral throughout the United States (see p. 38).

## REPORT HIGHLIGHTS

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### Emphasis on Technology

To provide students with the experience they expect from a university rooted in innovation, we are emphasizing technology in our programs, facilities and processes. Among our accomplishments was the launch of a new cyber security specialization that helps address a growing demand in the job market. At 22 locations, we installed technology-enabled classrooms with state-of-the-art features and professors who are leaders in using cutting-edge pedagogies. We are also testing ways in which technology can help students persist through their courses or stand out in the job market with badging for internships, study abroad and honors courses, as well as introducing gamification into transitional studies courses.

### Excellence in Teaching

We support our faculty members' development by providing doctoral support, creating career advancement opportunities, celebrating their successes and nurturing collaboration. This year, we expanded the number of faculty chair positions to provide professors with more leadership opportunities. We introduced the *Professor's Handbook for Teaching Excellence*, and a learning and certification training to help professors maximize student participation in technology-enabled classrooms. We also celebrated:

- Abhay Ghiara, senior professor, who became a Fulbright Scholar (see p. 36);
- John Morello Ph.D., senior professor, who completed a Fulbright Specialist assignment (see p. 36).

Additionally, we have continued to publish the DeVry University *Journal of Scholarly Research* in recognition of the tremendous knowledge and collaborative spirit of our professors.

### Student Outcomes

When students persist through their studies and complete their degree programs, we know they are building better futures for themselves and their families. To help students persevere, we have continued our participation in the Higher Learning Commission's Academy of Persistence and Completion, which helped us launch a new reading platform. We increased the lifetime award of our Metz-Care grant and made it combinable with other scholarship offerings to support students who are nearing their aggregate loan limits. We also became more sophisticated in how we use big data to help better measure student performance, understand behavior and provide institutional transparency.

### Closing the Skills Gap

We are helping close the skills gap by providing employer-influenced curricula, instructors with practical experience in their fields and engaging experiential learning opportunities. This year, we placed particular emphasis on embedding industry certification preparation in certain offerings. We created a stackable medical billing and coding certificate that enables students to build a career while they build on their education, with all qualifying credits applicable to our health information technology associate degree program. We also introduced a new domestic study experience in design thinking that provided students with practical work experience by completing a project for a client.

### Employer Partnerships

By having strong partnerships with employers we are able to gain insights into workplace needs and adjust our curriculum accordingly. In the past year, our employer advisory board has helped us identify simulation tools that help provide dynamic learning experiences in support of big data and accounting courses. We also continued to partner with employers to create customized trainings and programs that help prepare their workforce. For instance, we worked closely with Rite-Aid, a national drugstore chain, to create an online associate degree program in business that supports the skills specific to the retail industry. The first cohort of Rite-Aid students began classes in September 2015.

In summary, we have successfully implemented many improvements for the benefit of our students. We have continued to evolve our institution so we can recognize and support the dynamic needs of our students and the workforce. To that end, working with employers has been and continues to be a focal point that helps us close the skills gap between workplace needs and higher education. By taking a career-minded approach toward the programs we deliver and looking for the students who are ready to do the hard work needed to accomplish their goals, we believe we are a university that is **Different. On Purpose.**



## APPENDIX A: PROGRAMMATIC ACCREDITATION

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### ACBSP

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

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

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

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

### CAAHEP

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

### CAHIIM

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

- Associate Health Information Technology Online, Chicago, Columbus, Decatur, Ft. Washington, Houston, Irving, North Brunswick, Pomona
- Baccalaureate Technical Management with health information management specialty: Online

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

### ETAC of ABET

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

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

## APPENDIX A: PROGRAMMATIC ACCREDITATION (CONT'D)

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

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

The most recent information on ETAC of ABET accreditation is available at each campus and at [www.devry.edu](http://www.devry.edu).

### NAACLS

The Clinical Laboratory Science program at DeVry's Phoenix and Houston campuses is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), 5600 N. River Rd., Ste. 720, Rosemont, IL 60018, 773.714.8880, [www.naacls.org](http://www.naacls.org).

### PMI/GAC

The following DeVry University programs are accredited by the Project Management Institute's (PMI) Global Accreditation Center:

- Bachelor of Science in Business Administration, (when completed with a project management major/concentration)
- Bachelor of Science in Technical Management (when completed with a project management technical specialty)
- Master of Business Administration (when completed with a project management concentration)
- Master of Information Systems Management (when completed with a project management concentration)
- Master of Network & Communications Management (when completed with a project management concentration)
- Master of Project Management

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

### SHRM — Special Acknowledgement

The Society for Human Resource Management (SHRM) has acknowledged that the following baccalaureate degree programs fully align with SHRM's *HR Curriculum Guidebook and Templates*:

- Business Administration (with human resource management major/concentration)
- Management (with human resource management concentration)
- Technical Management (with human resource management technical specialty)

In addition, the Master of Human Resource Management program fully aligns with SHRM's *HR Curriculum Guidebook and Templates*. More information on SHRM is available at [www.shrm.org](http://www.shrm.org).

devry.edu



DeVry University

Keller Graduate School  
of Management

DIFFERENT. **ON PURPOSE.**

**DeVry University**

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**In New York, DeVry University operates as DeVry College of New York.** Program, course requirements and availability vary by location. Some courses may be available online only. Refer to the current academic catalog for more detailed information. DeVry is certified to operate by the State Council of Higher Education for Virginia. DeVry University is authorized for operation by the THEC, [www.state.tn.us/thecc](http://www.state.tn.us/thecc). Nashville Campus: 3343 Perimeter Hill Dr., Nashville, TN 37211.  
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