

INSTITUTIONAL PLANNING

EAP Form 1.10 (Rev. 11/18)



STATE OF WISCONSIN
EDUCATIONAL APPROVAL PROGRAM
P.O. Box 8366
MADISON, WISCONSIN 53708-8366
(608) 266-1996

The Educational Approval Program (EAP) is a postsecondary education agency that employs a regulatory model focused not only on compliance, but also institutional effectiveness. To facilitate an environment in which schools seek to be effective organizations that improve over time, the EAP requires schools to submit evidence that appropriate planning has been conducted. Although similar to a strategic or business plan, this information will enable the EAP and school officials to engage in a dialogue over time about the effectiveness and future of the school.

Schools that already have some type of strategic or business plan (e.g., schools that have either a corporate or accreditation plan) must adapt these documents to the following requirements and focus on Wisconsin operations and students. The EAP does not expect any school to divulge any sensitive, proprietary business information. The information must address the five elements identified below and provide the information requested.

I. SCHOOL INFORMATION

Name of School:

DeVry University

II. PLANNING ELEMENTS

A. MISSION. Describe your school's mission and vision, which identifies its purpose and its core values.

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

To offer applications-oriented undergraduate education that includes a well-designed liberal arts and sciences component to broaden student learning and strengthen long-term personal and career potential.

To offer practitioner-oriented graduate education that focuses on the applied concepts and skills required for success in a global economy.

To provide market-driven curricula developed, tested, and continually improved by faculty and administrators through regular outcomes assessment and external consultation with business leaders and other educators.

Continued in Appendix

B. MARKET. Discuss the nature of your school and the business in which it is engaged. Describe who your existing and/or potential customers are and what motivates them to enroll in your school. Explain how you let these customers know you are in business. Finally, identify who your competitors are and how you are different from them.

DeVry University is a private, post-secondary institution that offers career-oriented, undergraduate and graduate programs in: Business & Management, Engineering & Information Sciences, Media Arts & Technology, Liberal Arts & Sciences, Health Sciences and Continuing Education. Existing and potential students include the general population seeking post-secondary degree programs. Students are motivated to enroll at DeVry University, in part, because DeVry offers the opportunity to attend year-round, thus students may complete programs at a faster pace and enter the job market sooner. In the state of Wisconsin, DeVry University programs serve the Wisconsin market via the online modality; this format allows students to balance work, school, and family commitments. DeVry University programs are promoted through college events, all media outlets, employer and community partnerships, and through direct mail. Competitors include most other accredited degree-granting institutions in Wisconsin. DeVry provides relevant, career-oriented education, practitioner-based faculty, and has active advisory committees comprised of business and educational leaders.

C. MANAGEMENT. Describe your management team and how it functions to lead, administer and position the school. If your school has advisory boards, describe how the school uses them for program and school improvement.

DeVry University's institutional structure includes onsite campuses, which are grouped together geographically, and a home office located in Naperville, IL. The DeVry University Board of Trustees provides oversight of the University and is the steward of the University's mission. Currently the University Board has nine trustees. The DeVry University President, James Bartholomew, holds an ex-officio affiliated Board position. In addition to President Bartholomew, the Board includes individuals who are global leaders in education, finance and customer relations. The overall leadership of DeVry University is led by President James Bartholomew, who is headquartered at the home office, and Group Presidents, who provide leadership for each region or group. The executive team includes leadership for academic excellence (affairs), student care, strategic marketing, enrollment management, finance, human resource management, information technology, regulatory affairs and workforce solutions. A national advisory committee, consisting of national and local industry and community leaders, bring expertise to the university to enhance curricula and provide critical trends. Their continuous feedback, a central component of the strategic initiatives to maintain strong academic programs, aligned with marketing and industry needs, is used to promote curriculum development, advise students, and position our graduates to obtain career employment in their field.

D. SWOT ANALYSIS. Identify your school's strengths, weaknesses, opportunities and threats (SWOT). Based on the results of this SWOT analysis, provide the following:

- 3 to 5 goals for strengths/weaknesses and how they will be addressed by your school.
- 3 to 5 goals for opportunities/threats and how they will be addressed by your school.

The goals should have specific objectives, defined results, a timeline for completion and metrics (some type of evaluation or measurement) by which the institution can evaluate/measure their success. In developing its goals, the school may wish to refer to the Elements of Effective Institutions graphic that is included on the back page of this form.

Strength (2018): In support of our vision, DeVry University launched its DeVry Tech value proposition which states DeVry University stands for technology and its core role in business. This tech-centric value proposition answers the expectations of industry for employees to be well-versed in technology and aligns all aspects of the university with DeVry Tech. The July 2018 session experienced new student enrollment ahead of plan indicating a positive impact of the DeVry Tech value proposition.

Strength (2018): The new learning management system, Canvas, provides greater student-centric focus in the classroom. Faculty use new technologies to engage students in learning inside and outside of the classroom. These technologies included narration software and video channels, giving faculty and students the ability to have verbal threaded discussions and to share videos, respectively. This focus on increasing student engagement is part of the Teaching and Learning model.

Strength (2018): DeVry University continues to meet the Higher Learning Commission (HLC) regional accreditation standards. As part of the AQIP Pathway for accreditation, DeVry University completed its Strategy Forum with HLC and launched an action project that reviews its program review process. The end result of the project is a more systematic and standardized approach to program review that will enable the development and revision of quality programs that serve student needs and industry demands. At the same time, DeVry University maintains specialized accreditation for its key programs in business, engineering technology and healthcare with the Accreditation Council for Business Schools and Programs (ACBSP), the Project Management Institute's Global Accreditation Center (PMI-GAC), the Engineering Technology Accreditation Council (ETAC) of ABET, and the Commission on Accreditation for Health Informatics and Information Management (CAHIIM).

D. SWOT ANALYSIS *(continued)*

Weakness (2018): This past year compares to the previous year in terms of the challenge for DeVry University to improve declining enrollments like those of other higher-education institutions nationwide, particularly in the proprietary sector. We continue to be inspired by our alignment of our educational offerings with our values of career-orientation and technology focus to best serve our students and help them achieve their goals through our DeVry Tech value proposition.

Opportunity (2018): Retention and persistence meetings are held centrally monthly to evaluate trends by program, student grade level, course level, modality, and within each student success improvement initiative. The Associate Provost and Vice President of Operations & Student Care provide updates every session on progress with improvement initiatives to the DeVry University Executive Committee. These concerted efforts are working to improve the current graduation rate for first-time-full-time students of 26%.

Opportunity (2018): To be successful in a competitive environment, DeVry University continues to seek out innovative ways of engaging students. To this end the Civitas platform piloted initially for advisors was expanded to faculty. Inspire for Faculty is a tool that provides faculty with a closer look at student engagement in the online classroom, enabling faculty to effectively track student activity in the course and ultimately impact student performance.

Continued in Appendix

E. FUTURE VISION. Describe your school 5 years from now. What will it look like and how will it be positioned in the marketplace.

DeVry University continues to meet the needs of the contemporary student. DeVry University's vision to ensure DeVry University graduates are known for using technology to solve problems provides context for its mission to foster student learning through high-quality, career-oriented education integrating technology, science, business and the arts. DeVry University will continue to offer value through its value proposition which states DeVry University stands for technology and its core role in business. DeVry will provide quality and help students to achieve their goals as guiding principles. It will continue to focus on creating and implementing applied learning environments and learning environments where students are immersed in the concepts. It is expected that DeVry University students and faculty will continue to move between different learning modalities (online, blended and experiential learning) skillfully and with ease.

III. SUBMISSION

I hereby certify that the information contained on this form and any attachments to the form is true and correct to the best of my knowledge.

Signature of Authorized School Official:

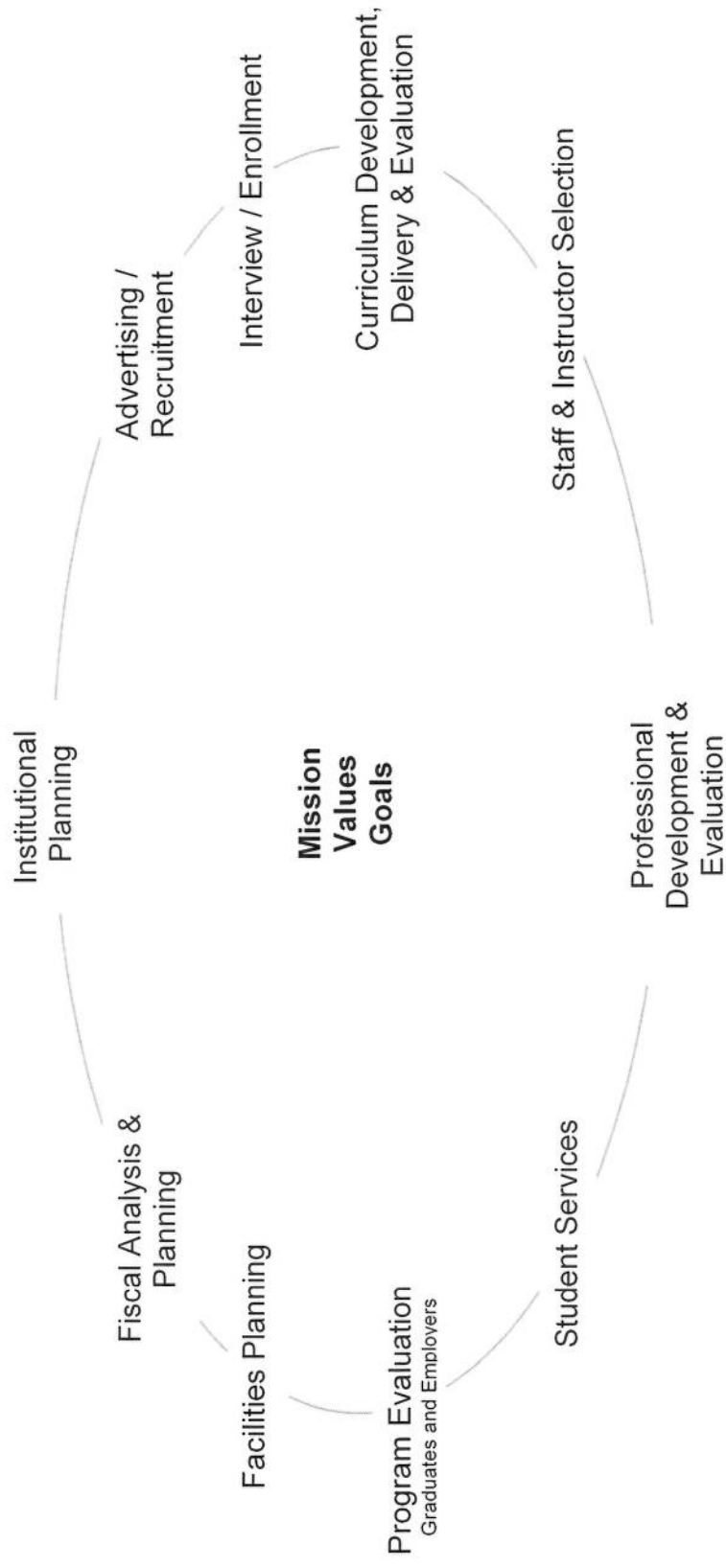
Print or Type Name and Title of Authorized School Official:

James Bartholomew, DeVry University President

Date:

8/27/2018

INSTITUTIONAL SYSTEMS



Appendix: 2018 Institutional Planning for DeVry University (continued)

II. PLANNING ELEMENTS

A. MISSION (continued)

To continually examine the evolving needs of students and employers for career-oriented higher education programs as a basis for development of additional programs.

To promote teaching excellence through comprehensive faculty training and professional development opportunities.

To provide an interactive and collaborative educational environment that strengthens learning, provides credentialing opportunities, and contributes to lifelong educational and professional growth.

To provide student services that contribute to academic success, personal development, and career potential.

To serve student and employer needs by offering effective career entry and career development services.

The vision of DeVry University is to ensure DeVry University graduates are known for using technology to solve problems.

D. SWOT Analysis (continued)

Threat (2018): As new regulations are instituted, DeVry University continues to ensure compliance with all federal and state regulations. In so doing, DeVry University will continue to provide the necessary approvals and notifications required by the Department of Education and the Higher Learning Commission, as well as the University's specialized accreditors, for its new programs and locations or substantive changes to its programs or locations. We continue to collaborate with the agencies and appropriate departments.

Threat (2018): This past year, like the previous year, offered challenges from declining enrollments in higher education, particularly the proprietary sector. Overall, DeVry enrollments declined for 2018. These declines are described as part of a multi-year forecast by the National Student Clearinghouse Research Center (<https://nscresearchcenter.org/currenttermenrollmentestimate-spring2018/>), (<https://nscresearchcenter.org/currenttermenrollmentestimate-spring2018/>), which tracks 97 percent of students at federal aid-eligible institutions and found for the Spring 2018 semester overall postsecondary enrollments decreased 1.3 percent from the previous spring.