STAFF ACTION: Approve DeVry University’s application for postsecondary registration in Iowa for a two-year term that begins retroactively on March 10, 2017 through March 10, 2019.

Registration Purpose
Revised Iowa Code Sections 261B.2 (definitions) and 261B.3 require a school to register with the Commission if a person compensated by the school conducts any portion of a course of instruction, including by in-person, distance education, or correspondence method in this state or if the school otherwise has a presence in this state. Presence means a location in Iowa at which a student participates in any structured activity related to a school’s distance education course of instruction. Presence also means an address, location, telephone number, or internet protocol address in Iowa from which a school conducts any aspect of its operations. Staff required DeVry University to apply for registration because it compensates several Iowa residents to provide instruction in its distance education programs who work remotely for the University from an Iowa location. In addition, the University offers distance education programs that include a field experience that an Iowa resident may participate in at an Iowa location.

Institutional Information
DeVry University is a for-profit postsecondary educational institution whose principal location is 3005 Highland Parkway, Downers Grove, Illinois. The University maintains instruction sites at more than 85 locations in the United States. The national President of DeVry University is Robert Paul at 3005 Highland Parkway, Downers Grove, Illinois. DeVry University is registered with the Iowa Secretary of State as a foreign profit corporation #461188. The University’s Iowa resident agent is CT Corporation System, 400 E. Court Ave., Des Moines, IA 50309

Entities listed on the application as owning more than 10% of the school are International Value Advisers, LLC, 717 Fifth Ave., 10th floor, New York, NY; and Fairpointe Capital, LLC, 1 N. Franklin St., Suite 3300, Chicago, IL.

The parent company of DeVry University is DeVry Education Group. The members of the DeVry Education Group Board of Directors are as follows:
• Lisa W. Wardell - President and Chief Executive Officer, DeVry Education Group. Ms. Wardell was named President and CEO in 2016. She has been a member of the DeVry Education Group Board since 2008. Previously, Ms. Wardell was Executive Vice President and Chief Operating Officer for the RLJ Companies, a diversified holding company with portfolio companies in the financial services, asset management, real estate, hospitality, professional sports, film production and gaming industries.
Christopher Begly – Board Chair, DeVry Education Group. Mr. Begley is the founder and former Chairman and CEO of Hospira, Inc., a global pharmaceutical and medical device company.

William W. Burke – member. Mr. Burke is the President and founder of Austin Highlands Advisors, LLC, which offers advisory services to companies in need of strategic, operational, and financial assessment and planning.

Ann Weaver Hart, Ed.D. – member. Dr. Hart is the President of the University of Arizona.

Kathy Boden Holland – member. Ms. Holland is the Executive Vice President of Elevate, a non-prime lending company that offers consumer credit solutions.

Lyle Logan – member. Mr. Logan is the Executive Vice President and Managing Director of Northern Trust Global Investments, a company specializing in wealth and asset management.

Michael W. Malafronte – member. Mr. Malafronte is a Managing Partner at International Value Advisors, LLC, which owns 19.48% of DeVry Education Group stock, and President of IVA Funds.

Fernando Ruiz – member. Mr. Ruiz is Corporate Vice President and Treasurer of The Dow Chemical Company.

Ronald L. Taylor – member. Mr. Taylor is a Director, Senior Advisor, and Retired CEO of DeVry Education Group

James D. White – member. Mr. White is the retired Chairman and CEO of Jamba, Inc., a leading restaurant retailer of wellness foods and beverages.

Three of the ten members of DeVry Education Group have backgrounds in academic leadership. The remainder of the Board’s expertise appears to focus on financial and business management. None of the members of the DeVry Education Group Board of Directors also serve on the DeVry University Board of Trustees.

The members of DeVry University’s Board of Trustees are as follows:

- Richard Rodriguez, J.D. – Board Chair; Chief Executive Officer UNO Charter School Network
- Carlos Filgueiras – member; Group President, DeVry International
- Robert Paul – President, DeVry University
- Barbara Higgins – member; Senior Vice President, Customer Experience and Retention, Allstate Insurance Company
- Grace Ng – member; Defined Contribution Plans Director, The Dow Chemical Company
- Newton Walpert – member; Vice President and General Manager, Hewlett-Packard Company
- Shantanu Bose, Ph.D. – Advisor to the Board; Vice President of Academic Excellence/Provost, DeVry University

Academic expertise on the Board is provided by Mr. Rodriguez and Mr. Paul. Mr. Rodriguez is the CEO of the UNO Charter School Network (UCSN) in the City of Chicago, which serves approximately 8,000 K-12 students. Mr. Rodriguez serves on the Board of Trustees for Loyola University in Chicago and teaches political science at Loyola University. Mr. Paul, the University President, has a masters degree in Organizational Management and approximately 20 years of experience in private-sector higher education as a director of enrollment, campus director, regional vice president, vice president of operations and college president. The
remaining members of the University’s Board of Trustees appear to have experience that focuses on finance and business.

**Physical Facilities:** Not applicable for a distance education program provider.

**Accreditation:** DeVry University is accredited by the Higher Learning Commission, a regional accrediting agency recognized by the federal Department of Education.

**Federal Stafford Loan Cohort Default Rate (three-year FFY 2013 rate):** 10.6%. For comparison purposes, the FFY 2011 three-year national average cohort default rate is 11.3%.

**Graduation Rate:** 24%. This is the percentage of first-time, full-time undergraduate students who graduated within 150% of the normal time for program completion, as reported by the federal Department of Education for the University’s Illinois campus, which includes online students.

**Average Loan Debt upon Graduation:** DeVry University reports that the average federal, private, and institutional loan debt of students who completed a program at DeVry University between July 1, 2015, and June 30, 2016 was $27,981.

In addition, as required by the federal Department of Education for for-profit institutions, DeVry University reports median loan debt upon graduation of students in its programs on its website at https://www.devry.edu/degree-programs/ger.html.

**Record Preservation:** DeVry University follows records retention schedules recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) in that organization’s publication *Retention of Records: Guide for Retention and Disposal of Student Records*.

DeVry Online Services uses ImageNow to hold a student’s admissions records: enrollment agreements and addenda, military LES forms, high school transcripts, college transcripts, and transcript evaluations conducted by the Registrar. Student academic records are maintained in accordance with DeVry’s academic document retention schedule after the student is no longer enrolled.

Information technology (IT) systems that contain student data are backed up in University’s primary data center and replicated to a secondary data center at intervals throughout the day. DVU’s primary and secondary datacenters are geographically dispersed and facilities are managed by two separate companies. If disaster is declared due to catastrophic event, IT systems are brought on line at the secondary datacenter with an objective to restore student data within 24 hours.

**Transcript Requests:** Any current DeVry University student may request a transcript online at http://www.devry.edu/current-students/transcripts-info.html. Alumni may request a transcript through DeVry’s academic record maintenance provider, Parchment, Inc., at https://exchange.parchment.com/send/adds/index.php?main_page=login&s_id=Z2jnRZ3QsHJnQSQe. Students who have questions about transcripts or the process for requesting a transcript may call the DeVry University Student Services Contact Center at (877) 496-9050.
Instructional Methodology: DeVry University only offers online courses and programs to Iowa residents. The University uses an e-learning platform called eCollege to provide courses for online delivery. The majority of software needed by online students is accessible through the University, saving students from having to purchase software separately. The academic content of online programs is the same as the content of the programs offered at any DeVry University campus. Terminal course objectives have been developed for every course in every program the University offers, and those terminal course objectives are the same regardless of the delivery method. However, the menu of instructional activities for online courses is greater than what one would find available to faculty and students in a traditional classroom.

Students who are enrolled in online courses are assigned a coach for their first year. The coach’s function is to guide students through planning and prioritizing their coursework as well as managing other life issues during the first year. In addition, a program-specific academic advising team assists students in their program planning and also facilitates any student-related issues.

Faculty use detailed course maps that have been developed for each course in the curriculum. Teaching and learning methodologies include:

- Textual content
- Multimedia – video and audio clips
- Asynchronous threaded discussions
- Exams
- Word and PDF document sharing (journal articles, text content)
- Excel document sharing
- PowerPoint presentation sharing
- Instructor announcements
- Instructor presentations
- Email communication with individual students
- Synchronous chat, phone, and video conferencing
- Website and library links

DeVry University has revised and implemented a faculty model to improve the learning experience and outcomes for students by aligning the most dedicated, talented, and engaged faculty to teach our largest student groups across modalities. This updated model, driven by faculty, provides training and support for both new and existing members of the faculty community.

For new faculty, an orientation program exists in which new professors complete written assignments, engage in discussion activities, and explore technology and collaboration tools to help them assimilate to the classroom. Orientation sessions are run by faculty leaders to promote peer leadership and mentorship. To accommodate varying modalities and technologies, faculty are badged or certified to ensure mastery. Again, faculty leads guide these development sessions.

In addition to orientation sessions, bi-monthly professional development is offered to all faculty that aligns with the University’s core instructional model that governs how material is delivered.
as well as what is taught. To foster on-going support and development, faculty are assigned to one of eight regional groups across the country and are supported directly by a faculty mentor from that group. Typically, the mentor is a faculty chair or Senior Professor within the group. Additional training and workshop opportunities are provided both at the regional and national level. Full time faculty are given the opportunity for additional professional development to foster scholarship and contribution to one’s field of study. Finally, a newly created “Center for Teaching Excellence” hub exists to support a “one stop shop” for 24/7 instructional and operational support.

Student Learning Resources: The DeVry University online Library services both undergraduate and graduate students, providing access to a variety of periodical and research databases and eBooks 24/7 at http://library.devry.edu/.

Databases accessible through the University Library include the following:

- ABI-Inform Global (ProQuest) containing in-depth coverage of business conditions, management techniques, business trends, management practice and theory, corporate strategy and tactics, and the competitive business landscape worldwide. Also includes the Wall Street Journal Eastern edition, 1984 to the present, and profiles for 60,000+ companies and their executives.
- Academic Search Complete, a scholarly, multi-disciplinary periodical database, covering the sciences, humanities, social sciences, business, health sciences, engineering and technology that includes more than 7100 full-text periodicals and more than 6100 peer-reviewed journals.
- Agricola, containing nearly five million citations from the U.S. Department of Agriculture’s National Agricultural Library.
- AltHealth Watch, which focuses on many perspectives of complementary, holistic, and integrated approaches to health care and wellness. It offers libraries full-text articles for more than 180 international and often peer-reviewed journals and reports. In addition, there hundreds of pamphlets, booklets, special reports, original research and book excerpts.
- Business Source Complete, a scholarly business database, providing the leading collection of bibliographic and full-text content of peer-reviewed, business related journals such as the Harvard Business Review.
- CINAHL, which provides access to more than 750 nursing and allied health journals.
- Communication and Mass Media Complete, a database containing numerous journals in communication, mass media, and other closely-related fields of study.
- Computers and Applied Sciences Complete, which covers the research and development spectrum of the computing and applies sciences disciplines. It contains knowledge on traditional engineering challenges and research, and is a resource for research concerning the business and social implications of technology.
- Consumer Health Complete covers all areas of health and wellness from mainstream medicine to many perspectives of complementary, holistic, and integrated medicine.
- Education Research Complete covers all levels of education from early childhood to higher education, all educational specialties, such as multilingual education, health education, and testing, curriculum, instruction, administration, policy, funding, and related social issues.
- ERIC, the largest education database in the world, is sponsored by the Institute of Education Sciences of the U.S. Department of Education. This database contains over 1.3
The DeVry University Library system also houses approximately 100,000 electronic books. All students have immediate access to additional e-book collections such as those provided by EBSCO, and Books 24 X7. The University Library maintains a collection of approximately 45,000 hardcopy volumes at its North Brunswick, New Jersey location, which can be requested and shipped to the student’s home location.

The DeVry University Library website contains a number of resources designed to help students navigate the online Library and find out more information about the support services the online Library provides to students:

- A list of all available databases
- Library Guides, known as LibGuides, segregated by undergraduate versus graduate levels; program of study; course; or subject. These can be found at http://libguides.devry.edu/c.php?g=163909 and http://libguides.devry.edu/c.php?g=201083
- Instructions on searching the library catalog in multiple ways http://devry-voy.hosted.exlibrisgroup.com/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=First
- Downloadable instructions on topics such as how to use a database, getting started with library research, troubleshooting computer issues, searching resources effectively, evaluating websites, and citing resources http://library.devry.edu/research-help.html
- The Library Learning Channel, which provides recorded workshops and tutorials on topics such as best practices for discussion threads, how to read a scholarly article, government
resources, advanced searching in EBSCO, and how to use business databases [http://libguides.devry.edu/c.php?g=375539](http://libguides.devry.edu/c.php?g=375539)

- A searchable Knowledge Base which provides the answers to frequently asked questions about the Library, its resources and services.

Ask a Librarian [http://library.devry.edu/ask-a-librarian.html](http://library.devry.edu/ask-a-librarian.html) allows students to tap a team of Librarians via email, chat, or by phone toll free. The University's Library professionals each have a masters degree from an American Library Association accredited program. Ask a Librarian services are available Monday through Thursday noon to 10 pm; Friday noon to 7 pm, Saturday 1 pm to 5 pm, and Sunday 3 pm to 7 pm, central time.

Individual Research Online Consultations (IROC) is a relatively new service open to any DeVry University student who has an in-depth inquiry. Students must schedule an appointment with a Librarian using an IROC request form at [http://library.devry.edu/IROC-form.html](http://library.devry.edu/IROC-form.html). The meeting may last up to an hour and offer real-time voice and video connectivity as well as screen sharing between the student and the University Librarian.

The University provides a 24/7 online tutorial service called Smarthinking. This service enables online students to receive tutoring in a variety of subjects. Students may choose to schedule a live, virtual appointment with a tutor, consult with a live tutor through "drop-in tutoring," or submit an offline question. Students may also submit a draft of an essay or paper to the Smarthinking Writing Center for review and critique. Students are asked to choose the type of tutor the student requests to review his or her writing; for example, first available, English as a Second Language specialist, business/technical writing specialist, or creative writing specialist. Additional, focused writing critique services are also available for papers about nursing or other allied health fields, and business writing, resumes, and cover letters. An archive of all previously completed tutoring sessions, whether live or asynchronous, and all writing reviews are maintained for the student’s personal, future reference. Smarthinking strives to return essays that are submitted for critique within 24 hours.

DeVry University also maintains a Career Services webpage at [https://www.devry.edu/why-devry/career-services/career-assistance.html](https://www.devry.edu/why-devry/career-services/career-assistance.html). Available resources include two online career assessment tools. The Myers-Briggs Type Indicator Assessment, for which a fee is charged, can help a student understand how to apply his or her personality type to the workplace, thus increasing communication, enhancing teamwork and experiencing greater job satisfaction. The second career assessment tool, Sokanu [https://www.sokanu.com/](https://www.sokanu.com/) helps students understand their personal interests and strengths as they consider what careers may be a good fit. The Sokanu resource is free of charge. The Career Services website also includes information about industry salary trends and ranges, what factors affect compensation, and how to negotiate for fair compensation; and tips on resumes, cover letters, and interviewing.

Through the University's My Compass to My Career webpage, which is accessible through the online student portal, students can email career advisors and schedule virtual, one-on-one appointments. Additional features of My Compass to My Career include personalized content relating to each student’s field of study; job leads from the HireDeVry job database; featured employer partners and job boards across the internet; interactive tools for generating a resume and practicing for interviews; tutorials offered via streaming video; live or recorded webinars and workshops; and event information for upcoming online hiring events.
Curriculum Evaluation and Development: DeVry University develops and evaluates curriculum through a Continuous Curriculum Assessment and Improvement (CCAI) process. The CCAI process is driven by the University’s mission, its strategic plan, and organizational goals and priorities. Program goals are developed and updated to reflect the broader purposes of the organization by a system-wide curriculum committee of deans and faculty.

Areas targeted for review are identified through a strategic curriculum planning process. Knowledge, skills, and abilities (KSAs) needed for career entry and advancement are identified through interactions between industry representatives and DeVry faculty and deans. Other inputs include those from admissions, advisory committees, faculty visits to industry, faculty and staff professional activities, and feedback from University Career Services offices. The centralized delivery of curriculum also enables active collection of input through technology solutions such as in the in-house SideBar tool. Through SideBar, faculty can provide line and section comments for review in real time by the National Deans and Curriculum Deans.

The University curriculum assessment and improvement framework has two interrelated components. The first is a long term component, which is designed to address curriculum change in light of the dynamic and changing University strategic goals, as well as changes in disciplines and educational delivery approaches. The second component is based on a session-to-session improvement to courses which have been identified and targeted for improvement as a result of some assessment task. The steps of the CCAI process are as follows:

**Long term component:**
1. Update program and curriculum goals.
   - Conduct environmental analysis and obtain input from key constituencies.
   - Identify important educational, business, and technology trends and develop strategic responses.
   - Use results of direct and indirect as well as formative and summative assessments.
   - Use results of Program Review meetings.
2. Define or analyze KSAs.
   - Conduct local industry focus groups, with faculty and deans’ participation.
   - Identify KSAs required for job entry and career growth.
3. Develop educational objectives and courses.
   - Convert graduate competencies into educational objectives.
   - Cluster objectives into courses.
4. Develop or adjust overall program curriculum structure.
   - Produce proposals for new courses or update specifications for adjusting or eliminating existing courses.
   - Review campus budgets.

**Session-to-session component:**
5. Develop or update curriculum guides and other course specifications.
   - Develop curriculum guides including standard course description, topical outlines, terminal course objectives, delivery strategy, text recommendations, lab specifications, sample syllabus, sampled assignments and projects, and assessment rubrics when applicable.
   - Develop specifications for additional course resources such as software laboratories.
6. Develop course materials.
   - Conduct course shell development or maintenance process.
• Conduct course subsidiary materials set-up process.

7. Implement curriculum.
• Develop individual teaching plans to achieve the terminal course objectives and program objectives.
• Deliver new or adjusted courses to students.

8. Assess program and course outcomes.
• Measure student evaluations through end-of-term surveys.
• Conduct core course-level formative assessments to measure program objectives.
• Conduct course-level formative assessments at the specialization level.
• Conduct summative program assessment in the Senior Project or Capstone courses.
• Conduct summative program benchmark assessments.
• Conduct indirect measures that include alumni and employer surveys.

9. The University also publishes a list of online adjunct faculty at https://www.devry.edu/d/adjuncts.pdf. Adjust curriculum and course objectives.
• Use direct and indirect assessment results and data to formulate curriculum improvement recommendations from Learning Outcomes Committee, faculty, deans, and program directors for consideration in the next stage of improvement.

Student Complaints Process: DeVry University maintains a general complaint policy that a student may use to address any component of the student’s experience at DeVry. This complaint policy is disclosed to students in the University’s Online Student Handbook at https://www.devry.edu/d/devry-online-student-handbook.pdf.

In most cases, students should first attempt to resolve their concerns informally, beginning with the individual(s) most directly connected to the student’s complaint. If an online student is not comfortable discussing the matter with the individual(s) most directly involved, the student should contact the Student Central Manager. Unlike in formal complaint procedures, a complainant pursuing informal resolution of his/her complaint usually is not required to submit a written complaint to initiate the process. Under these informal procedures, the student may, at any time, elect to stop further action by withdrawing the complaint, subject to the confidentiality provisions noted below and with the understanding that, depending on the nature of the allegations, DeVry University may be obligated to investigate the complaint with or without the complainant’s involvement.

Complaints addressed informally may not be investigated to the same degree as formal complaints. Mediation may be used as a method for resolving the complaint informally, but not all complaints are appropriate for mediation. For example, allegations of sexual misconduct are not appropriate for mediation. Adopting informal procedures for addressing complaints does not mean that the University does not take complaints seriously. Informal procedures simply provide an alternative method for addressing complaints.

The complainant can also decide to file a formal complaint, as described below, at any time.
A. When to File a Complaint
Complaints should be filed by the student as soon as possible so that the University can address them contemporaneously. In most cases, the University will expect the student to come forward within 15 days of the student becoming aware of the concern or the student’s last conversation in the informal process.
B. What to File
A formal complaint should be in writing and include the following:

- The complainant’s name, student identification number, address, email address, and phone number
- A complete description of the concern/issue – including date, location, and all individuals involved, either in the conduct complained of or as witnesses
- A description of what efforts, if any, have been made to resolve the issue informally, including individuals contacted by the student in the resolution attempt
- A statement of the resolution requested.

If an online student is hesitant or unwilling to file a complaint alleging discrimination, harassment (including sexual misconduct) or other unlawful conduct in writing, he or she is encouraged to discuss his/her concerns with the Student Central Manager. Similarly, if an online student feels that changes to academic or other situations are appropriate or necessary to preserve the student’s safety or well-being as a result of the circumstances involved in a complaint, he or she is encouraged to request assistance from the Student Central Manager.

C. Where to File Complaint
Online students should file with the Student Central Manager. The written complaint can be submitted electronically, in person, or by mail. If the Student Central Manager is the subject of the online student’s complaint, he/she should file the complaint with the online Conduct Administrator.

D. Notice of Receipt
Upon receipt of the formal complaint, the Student Central Manager should provide the complainant with a written notice acknowledging its receipt (via email and/or mail) and should review the complaint.

E. Investigation
The Student Central Manager or his/her designee will initiate an investigation. The extent and components of the investigation will vary depending on the allegations and circumstances.

F. Findings and Notification
Upon completion of the investigation, the Student Central Manager will report the findings of the investigation and any proposed resolution to the complainant. It is DeVry’s goal to conduct an appropriate investigation and report back to the complainant in a timely manner, usually within 45 days of receipt of the complaint. The circumstances in particular cases may make a shorter or longer investigation necessary or appropriate.

G. Appeal
For complaints filed with the Student Central Manager, the student may appeal to the online Conduct Administrator within 10 calendar days of the issuance of the final report. Appeals must be submitted in writing and must state a basis for the appeal. Bases on which a student may appeal are:

- There is new evidence that was unavailable at the time of the original investigation that would affect the outcome of the original decision.
- There were procedural irregularities in the complaint process that affected the outcome.
The proposed resolution was not reasonable based on the evidence compiled during the investigation.

A copy of the University’s written decision on the appeal shall be sent to the complainant in a timely manner. If the appeal decision requires further action, that action should be described in the appeal decision letter. The decision of the University is final.

Students who are not satisfied with the final disposition of the complaint process may contact the state licensing authority, the University’s accrediting agency or the appropriate state attorney general. A complete list of contact information for state licensing authorities is located on the University’s website at https://www.devry.edu/academics/accreditation.html.

Distance Education Programs Offered In Iowa
DeVry University offers the following distance education programs to Iowa residents. The total, estimated cost of tuition, fees, books and supplies is provided for each program.

Undergraduate Certificate Programs
- Health Information Management: $19,879
- Medical Billing and Coding: $15,200
- Website Design: $17,370
- Website Development: $18,270

Associate Degree Programs
- Associate of Applied Science in Electronics and Computer Technology: $49,169
- Associate of Applied Science in Accounting: $41,335
- Associate of Applied Science in Health Information Technology: $39,619
- Associate of Applied Science in Network Systems Administration: $42,983
- Associate of Applied Science in Web Graphic Design: $42,983

Bachelors Degree Programs
- Bachelor of Science in Accounting: $78,986
- Bachelor of Science in Business Administration: $78,986
- Bachelor of Science in Communications: $77,768
- Bachelor of Science in Computer Information Systems: $78,986
- Bachelor of Science in Engineering Technology – Computers: $92,781
- Bachelor of Science in Engineering Technology – Electronics: $92,781
- Bachelor of Science in Healthcare Administration: $80,204
- Bachelor of Science in Justice Administration: $77,768
- Bachelor of Science in Management: $77,768
- Bachelor of Science in Multimedia Design & Development: $77,768

Graduate Certificate Programs Offered by the Keller Graduate School of Management*:
- Accounting: $16,676
- Business Intelligence & Analytics Management: $19,054
- Certified Public Accountant (CPA) Preparation: $21,986
- Entrepreneurship: $19,054
- Global Supply Chain Management: $19,054
- Health Services Management: $16,676
• Human Resource Management: $19,054
• Information Security: $14,298
• Project Management: $16,676

*Masters Degree Programs Offered by the Keller Graduate School of Management*
• Master of Science in Accounting: $23,810
• Master of Accounting and Financial Management: $35,700
• Master of Business Administration: $38,078
• Master of Human Resource Management: $35,700
• Master of Information Systems Management: $35,700
• Master of Network and Communications Management: $35,700
• Master of Project Management: $33,322
• Master of Public Administration: $35,700

*Note: As of March 6, 2017, DeVry University is not accepting new enrollment in any of the following graduate programs. Going forward, new enrollment will be accepted only in graduate programs offered by the Keller Graduate School of Management. All discontinued programs listed below remain authorized under the University’s Iowa registration while the University teaches out currently enrolled students.*
• Graduate Certificate in Business Administration
• Graduate Certificate in Financial Analysis
• Graduate Certificate in Customer Experience Management
• Graduate Certificate in Network and Communications Management
• Graduate Certificate in Information Systems Management
• Graduate Certificate in Educational Leadership
• Graduate Certificate in Higher Education Leadership
• Graduate Certificate in Curriculum Leadership
• Graduate Certificate in Educational Technology
• Master of Science in Education
• Master of Science in Educational Technology

*Registration Compliance*
As required by Iowa Code Section 261B.4, DeVry provided an institutional policy on refunding tuition charges for withdrawn students that meets the requirements of Iowa Code Section 714.23. The University discloses the Iowa-compliant policy in an addendum to the enrollment agreement for all Iowa-resident online program students.

Administrative rules specifically require the school to comply with the requirements of Chapter 261.9(1) “e” through “h”.

• Iowa Code Section 261.9(1)(e) requires a school to maintain and disseminate a drug and alcohol abuse policy that includes sanctions for violation of the school’s policy and information about the availability of drug or alcohol counseling or rehabilitation. Iowa Code Section 261.9(1)(f) requires a school to maintain and disseminate a sexual abuse policy that includes information about counseling opportunities and reporting instances of sexual abuse to school officials and law enforcement. DeVry University complies with the requirements of Iowa Code Section 261.9(1)(e) and (f) and discloses these policies to
students in its web-based student disclosures at http://www.devry.edu/content/dam/dvu/www_devry_edu/d/annual-disclosure-Online.pdf.

- Iowa Code Section 261.9(1)(g) requires a school to maintain a special policy concerning institutional charges for members of the Iowa National Guard or reserve members of the U.S. Armed Forces, or the spouse of such a member if the member has a dependent child, when the service member or spouse must withdraw from the school because the service member has been called to active (Iowa) state or federal military duty or service. This policy is disclosed to Iowa-resident online program students as an addendum to the student’s enrollment agreement.

- Iowa Code Section 261.9(1)(h) requires a school to develop and implement a policy for employees who, in the course of their employment, attend, examine, counsel, or treat a child and who suspect the physical or sexual abuse of that child. By cross-reference from existing administrative rules for registration [283-21.2(261B), subsection 7], this new policy now applies to Iowa’s registered schools. DeVry University maintains a compliant policy that is distributed to new Iowa-based employees within 30 days upon hire and annually thereafter.

**Student Consumer Information:** In its registration application, the University affirms its willingness to comply with the requirements of Iowa Code Chapter 261.9, as stipulated by Iowa Code Section 261B.4(8). Chapter 261.9 requires disclosure to students of information about the school’s programs, charges, tuition refund policies, whether a certificate or diploma awarded by the school is applicable toward a degree program the school offers, and the identity of the school’s accrediting agency. DVU provides these disclosures in its online catalogs at http://www.devry.edu/academics/catalog.html.

In its registration application, DeVry University affirms that it will comply with the provisions of Iowa Code Section 261B.7. These provisions of Iowa Code state that the school may not claim Commission “approval” or “accreditation,” but must disclose to students that it is registered by the Commission and provide Commission contact information for students who have questions or complaints about the school. DeVry University discloses this information on its state authorization web page and in its catalogs at:

- https://www.devry.edu/academics/accreditation.html

**Financial Responsibility:** The most recent independent audit report for DeVry Education Group (the University’s parent company) was issued by PricewaterhouseCoopers LLP on August 25, 2016. The auditors stated their opinion that the consolidated Balance Sheets and the related consolidated Statements of Income, Comprehensive Income, Shareholders’ Equity and Cash Flows present fairly, in all material respects, the financial position of DeVry Education Group and its subsidiaries. Also, in the opinion of the auditing firm, DeVry Education Group maintained, in all material respects, effective internal control over financial reporting as of June 30, 2016.

- A for-profit institution that participates in the federal student aid programs must maintain a composite score, based on a three factor financial responsibility ratio, of at least 1.5 in order to be determined “financially responsible” without additional oversight. The most recent composite score for DeVry University that has been verified by the federal
Department of Education is for the institutional fiscal year ending June 30, 2015, when the University’s composite score was 3.0 (out of a possible 3.0).

- A for-profit institution is prohibited from deriving more than 90% of its revenue from Title IV aid. The most recent 90/10 ratio verified by the federal Department of Education for DeVry University is for the institutional fiscal year ending June 30, 2015, when the institution derived 65.59% of its revenue from Title IV funds.

**Full-Time Iowa Faculty Member or Program Coordinator:** Iowa administrative rules exempt schools that offer purely distance education programs from any requirement to employ a full-time Iowa-resident faculty member or program coordinator. DeVry University applied for Iowa registration to offer only distance education programs. However, the University employs two full-time and seven part-time faculty and staff members who are Iowa residents and who work remotely for the University from an Iowa location:

**Instructional/Supervisory Staff Qualifications:** The University reports that there are 151 full-time and 2095 part-time faculty members providing instruction in programs offered to Iowans. The University publishes the educational credentials of some full-time online faculty in its Undergraduate and Graduate Catalogs at [https://www.devry.edu/academics/catalog.html](https://www.devry.edu/academics/catalog.html). Full-time faculty in both the undergraduate and graduate programs are the same individuals. Staff reviewed the available educational credentials of 33 full-time faculty and found that 23 have a doctoral degree. The remaining 10 full-time faculty held at least one masters degree. The University does not list the field of study associated with academic credentials for any of its full-time faculty members.

The University also publishes a list of some online adjunct faculty at [https://www.devry.edu/d/adjuncts.pdf](https://www.devry.edu/d/adjuncts.pdf). Of 80 adjunct faculty profiles available, 53 have a doctoral degree. All of the remaining adjunct faculty have a masters degree. Educational specializations, which the University lists for adjunct faculty, includes fields such as human resource management, marketing, project management, hospitality management, library science, criminal justice, law, political science, graphic and multimedia design, computer information systems, data administration and management, technical communication, telecommunications management, psychology, counseling, social work, healthcare systems leadership, nursing, finance, taxation, accounting, curriculum and instruction, educational leadership, fine arts, English and literature; mathematics, biology, agriculture, and economics.

There were an insufficient number of faculty job postings on the DeVry Education Group website to provide useful information based on posted qualifications for open teaching positions.

**Commitment to Iowa Students and Teach-Out:** By executing his signature on the registration application, University President Robert Paul committed to the delivery of its online programs to Iowa residents and agreed to provide alternatives for students to complete programs at the University or at another institution if the University closes a program, or the University closes before students have completed their courses of study.

**Student Complaints:** None.

**Compliance with Iowa Code Chapter 714**
**Section 714.18 – Evidence of Financial Responsibility**
DeVry University has filed satisfactory evidence of financial responsibility, including a current, continuous corporate surety bond payable to the State of Iowa in the amount of $50,000, issued by Traveler’s Casualty and Surety Company of America.

Section 714.23 – State Tuition Refund Policy

The University’s tuition refund policy for Iowa resident students who withdraw from its distance education programs complies with the provisions of Iowa Code Section 714.23. See “Registration Compliance” above for more information.

Additional Information Regarding Federal Trade Commission Settlement and Mandatory Disclosures

On December 19, 2016, DeVry Education Group (the parent company of DeVry University) agreed to settle litigation brought by the Federal Trade Commission (FTC) regarding DeVry University’s former advertising claim that since 1975, or for more than 30 years, approximately 90% of the University’s graduates who were actively seeking employment landed or obtained new jobs in their field of study within six months of graduation. The University launched a marketing campaign in 2008 that initiated this claim. The FTC alleged in a complaint filed in January of 2016 that DeVry University could not provide a reasonable basis to substantiate the “since 1975” claim.

The terms of the settlement agreement the University’s parent company and the FTC specifically state that DeVry Education Group neither admits nor denies any of the allegations in the original FTC complaint. As part of the settlement, the University agreed to pay $49.4 million to be distributed at the sole discretion of the FTC; forgive $30.4 million of institutional loans issued before Sept. 30, 2015; and forgive outstanding DeVry University accounts receivable balances by $20.2 million for former students.

In addition, on January 27, 2016, the federal Department of Education (the Department) notified DeVry University of its decision to impose conditions on the University’s participation in the federal student aid programs as a result of the University’s inability to provide the Department with graduate-specific data to support its “since 1975” claim. The Department assessed no monetary penalty. The Department prohibited the University from making future representations about graduate employment rates without graduate-specific information, and required the University to obtain the report of an independent auditor attesting to the veracity of any such representation for five years going forward. In addition, the Department requires DeVry University to post the following public disclosure prominently on the main page of its website at https://www.devry.edu/:

DeVry University previously advertised that “Since 1975, 90% of DeVry graduates system-wide in the active job market held positions in their fields of study within 6 months of graduation.” The U.S. Department of Education has asserted that the records maintained by DeVry University for the period 1975-1983 were not sufficient to substantiate the Since 1975 Representation, and thus that DeVry University could not substantiate this representation to the extent required by law. Accordingly, the University agreed to cease making the Since 1975 Representation and post this notification on its website.