

Ms. Sharon Thomas Parrott, Written Testimony
Senior Vice President, Government and Regulatory Affairs & Chief Compliance Officer
DeVry Education

Senate Committee on Health, Education, Labor and Pensions
June 24, 2010

On behalf of the students, faculty and staff of the DeVry family of US-based post-secondary institutions including Apollo College, Chamberlain College of Nursing, DeVry University and Western Career College, thank you for the opportunity to submit written testimony to the Senate Committee on Health, Education, Labor & Pensions. It is an honor to represent our students and, on their behalf, thank the Congress for the investment made toward their educational pursuits and career success.

I have devoted my adult life to this effort because each student we empower and each graduate success matters. My passion for this field is embodied in Harvard's Sara Lawrence Lightfoot's comment, "You have to feel deeply about wanting your students to succeed, in some sense you have to see yourselves in the eyes of those you serve or at least see your destiny reflected in them." In 1982 I joined DeVry after working for the United States Department of Education in the area of student financial aid. Prior to that, I was director of academic support programs at Loyola University of Chicago and held faculty and administrative positions at Harlan High School in Chicago, Dominican University, Northeastern Illinois University and George Williams College in Illinois. I have had the privilege to serve on the National Research Council's Panel on Quality Improvement in Student Financial Aid Programs and The College Board's National Committee on Standards of Ability to Pay; as well as on numerous student financial assistance committees and the board of directors of the National Association of Student Financial Aid Administrators (NASFAA). Since graduating from Harlan High School, a public school on the South Side of Chicago, education has been my vocation and aspiration and is what brought me to DeVry. My parents knew that a college education was an imperative and kept me focused and on track until I completed my undergraduate and graduate education at the University of Illinois. Unfortunately, much like then, there continues to be enormous institutional barriers for young African-Americans and other traditionally underrepresented and underserved populations who want to go to college. It is by no accident that my journey brought me to DeVry.

DeVry is a global educational provider serving students in secondary through professional education as well as the accounting and finance professions. Although my written testimony primarily focuses on our US-based, post-secondary undergraduate serving institutions, our overarching purpose is unchanged; empowering our students to achieve their educational and career goals. We work to democratize education. We achieve our mission by providing high-quality educational programs across a wide spectrum of disciplines including but not limited to allied health, electrical engineering, network systems

design, health information technology, nursing, medical and veterinary studies. Our institutions serve more than 100,000 students at 120 campuses across the country. Our programs are taught by academically qualified, practitioner-oriented faculty who are passionate about teaching and choose to share what they have learned in both an academic setting and after years of professional experience. Apollo College, Chamberlain College of Nursing, DeVry University and Western Career College offer more than 75 undergraduate and graduate degree and certificate programs onsite, online and through blended delivery.

Our colleges and universities are not new to the higher education arena. Chamberlain College of Nursing was established in 1889. DeVry University was founded in 1931, Western Career College in 1967 and Apollo College in 1975. Our institutions are accredited by regional and national accrediting bodies including the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC) and the Accrediting Council for Independent Colleges and Schools (ACICS). In addition, many of our programs are programmatically accredited by specialized accrediting bodies (Appendix A, Table 1). These bodies are recognized by the United States Department of Education.

We partner with the greater higher education community to regain our nation's prominence as the world's higher education leader. We can achieve this goal only by working together and focusing our collective attention on enrolling and graduating students, especially those deemed "non-traditional" but who have quickly become the new majority: working adults looking to switch or broaden their career paths, single-parents balancing work and life responsibilities, returnees to higher education with a renewed focus on obtaining the skills and education to succeed in a career of their choosing and recent high school graduates looking for career-focused educational opportunities that will enable them to enter the workforce with both a strong theoretical foundation and hands-on experience (Appendix B).

From admissions to graduation, we are focused on developing world-class customer service – all with the singular focus to empower our students to achieve their career ambition. We offer students high-quality educational opportunities, the support and resources necessary to complete their education and, once they have earned a certificate or degree, lifelong, first-class career services.

The financial aid process is integrated into the enrollment process. Prospective students are introduced to the financial aid office on their initial visit. They are given information tailored to their status (dependent/independent), assistance with financial aid and scholarship applications if needed and information regarding their financial aid eligibility. Our goal is to deliver a complete disclosure covering the first year's costs, financial aid and financial obligations prior to a student commencing their

enrollment. The disclosure consists of a personalized financial plan with expected costs for their first year of studies and the method by which they will pay for those costs. Loan obligations, including repayment terms and timing, are explained either in the financial advising session or through web-based counseling. All students must successfully complete a loan “quiz” prior to the disbursement of loan funds.

We have expanded our student services function to include more academic advisors and success coaches whose role is to help students overcome obstacles that have historically prevented many from completing their education. We continuously monitor attendance and academic performance to identify potential issues. We offer extensive academic support through onsite advisors and telephone contact centers. We have online resources available to help students with questions ranging from where they can send payment to updating their personal computer applications to planning their course of study. We measure student satisfaction with each course.

Our 200-plus career services professionals support new graduates by connecting students with internship opportunities and facilitating student, graduate and employer interaction at career fairs and networking opportunities. Our career services professionals provide group and individual career advising sessions, career development courses, interview preparation and practice and resume and cover letter guidance. Our graduates have lifetime access to these services.

Student debt burden is often attributed to private sector tuition costs. Critics allege that private sector school costs are significantly higher than public not-for-profit schools. It is true that private sector tuition rates are typically higher than in-state public tuition rates, but this is due to the lack of taxpayer subsidies rather than an actual cost differential. Private sector institutions actively contain unnecessary and unproductive costs to control student debt. When considering actual revenue based on full-time equivalency, private sector schools show much greater cost efficiencies than either the public or independent sectors. According to the National Center for Education Statistics, the revenue received per full-time equivalency for private sector schools in 2006-07 was \$14,815 versus \$29,306 received for public schools and \$61,586 for independent schools. DeVry’s net income margin for Fiscal Year 2009 was 11 percent. Substantially all of these profits were retained to re-invest in the future. Our retained earnings are our students’ endowment. During this past fiscal year, more than \$100 million has been reinvested into new equipment and facilities, upgraded classrooms, redevelopment of curricula, expanded academic offerings and additional staff serving to meet our students’ goals.

At DeVry, we are focused on doing well by doing good. DeVry offered over \$90 million dollars this year alone in tuition scholarships and waivers. We contribute to our communities through educational programs and partnerships including Passport to College, a tuition-free summer program where high school students earn college credit and HerWorld, an event designed to encourage young women to

pursue careers in science and technology. Our students and staff participate in world-wide relief and service projects, contributing the knowledge and skills they have developed in their studies. As part of their curriculum, some of our Chamberlain College of Nursing students participate in the Brazil International Nursing Service Project, donating their time and skills to offer critical nursing care in that country. DeVry University students in Colorado spent hundreds of hours this past year rebuilding computers for student use in Africa. To improve high school graduation and college-going rates in Chicago, we developed the DeVry University Advantage Academy with then CEO of the Chicago Public Schools, Arne Duncan. The DeVry University Advantage Academy is a dual enrollment program currently operating in Chicago and Columbus, Ohio. This program allows public school students to take their junior and senior year courses from certified high school teachers while simultaneously taking college courses from DeVry professors. At the end of those two years, including one summer, students graduate with both a high school diploma and an associate degree at no cost to them or their families, and without using federal or state student financial aid. Since its inception, Chicago students have graduated and earned an associate degree at 92% and Columbus has been perfect at 100%. As you all know, urban school districts graduate only about 50% of their students.

Given the impossible budget choices state legislatures have had to and will continue to have to make, public sector schools alone do not have the capacity to meet President Obama's goal to educate 8.2 million additional postsecondary graduates and close educational gaps by 2020. Capacity is being cut at the precise time that it needs to be increased. Achieving the President's 2020 goal will not and cannot happen without the private sector. The President's goal requires adding capacity – quickly, with quality and integrity.

With an overall student population of 2.8 million students and capacity to grow without taxpayer subsidy, private sector schools can help achieve that goal. We will need every single part of our higher education system to delivery high-quality opportunities to an exponentially growing student population. Institutions like Chamberlain College of Nursing are a crucial part of meeting our country's future nursing workforce needs. With nearly 99,000 applicants turned away from nursing schools each year, not due to lack of qualifications but because existing nursing programs are at capacity, our ability to meet practical challenges including new demands on health care hang in the balance (Association of Colleges of Nursing). Private-sector schools like those within our system have the capacity to help meet this national imperative and are very much a part of higher education's future. Secretary Duncan, in remarks made at our policy forum held in May 2010, stated "For-profit institutions play a vital role in training young people and adults for jobs and for-profits will continue to help families secure a better future for themselves. They are helping America meet the President's 2020 goal and helping us meet the growing demand for skills that our public institutions cannot begin to meet alone, especially in these economically challenging times."

Georgetown University's Center on Education and the Workforce recently released a study on jobs and education requirements through 2018 substantiating very daunting numbers. They project that "by 2018, America will need 22 million new college degrees, but will fall short of that number by at least 3 million post-secondary degrees, Associate's or better" and that "...America's colleges and universities would need to increase the number of degrees they confer by 10% percent annually, a tall order." The study very clearly demonstrates how difficult it will be for those with only a high school diploma and how postsecondary education has "become the gatekeeper to the middle class and the upper class." Their study shows that between 1970 and 2007, the percentage of high school graduates defined as middle class dropped from 60% to 45%. These trends have significant economic and workforce development implications and impact our democratic foundations. A healthy democracy depends on a large, educated middle class for its very survival. The Georgetown study shows an erosion of our middle class foundation – a worrying trend that seems likely to continue.

Private-sector educators are an integral part of today's higher education landscape. Even so, there is a wealth of misinformation concerning our institutions and sector. For years, private-sector education was a fairly small part of higher education. And although the private sector is not "the" solution to all of the challenges we face in education, about 10% of all higher education enrollments are attributed to our sector. Institutions like ours are growing for a reason – there is an enormous unmet need for higher education, especially among traditionally underserved populations. And to our credit, institutions like DeVry recognized the needs of these students and adapted providing prudent, reasoned growth. To paraphrase Secretary Duncan, students vote with their feet. Federal student aid goes to the student and the student chooses which college is the right fit for them. This indicates a healthy and adapting but still competitive system of higher education. Alternatives generate competition which drives accountability to the customer, whether a student, an employer or the taxpayer. A system without alternative opportunities for access to education is a system geared toward only educating the economic and social elite. We have moved beyond that type of system, much to our country's benefit, and the benefit of our citizens.

There has been much debate concerning the role that private sector institutions play within the greater higher education arena especially in terms of "good actors" and "bad actors." Please make no mistake, when an institution does something wrong and in conflict with the best interest of students, they must be held accountable. However, I submit that rather than limiting oversight to one sector over another or one "actor" over the "other," policymakers consider that there are "good acts" and "bad acts" of which no sector is immune. And just as acts of impropriety must be addressed, institutions must also remain capable and emboldened to act nimbly and with quality to address society's education needs. This includes allowing for innovation like blended online and onsite learning and year-round study. The problems of the few should not erase the continuous service and work of the many.

The postsecondary education community must ensure public and congressional confidence in our institutions. We must protect and preserve the integrity of our programs. Consistent guidelines are required for the sound administration of educational and financial aid programs. Performance rather than sector should be the basis of any unique requirement. Not only is the promulgation of separate regulations for different postsecondary sectors unequal treatment, it would be redundant and costly, putting an additional cost burden on the American taxpayer. Preventative measures based on the quality of educational outcomes are more effective and less costly than punishment after the fact.

The institutions that perform well should continue to participate fully in the programs. Institutions that are poor performers should be required to improve and adhere to more regulatory requirements. Abusers should have their eligibility suspended or terminated.

Our colleges and universities are responsible for meeting federal and state statutory and regulatory requirements. At DeVry, we adhere to these requirements, including Title IV compliance and state authorization, through a centralized approach involving a staff with over 200 years of experience. We must ensure that our institutions obtain and maintain authorization to operate and confer degrees or other recognized credentials, have the appropriate authorization to recruit students through compliance with statutes, regulations and policies. This is achieved through clear internal operating procedures, internal quality controls, regular and standardized professional staff development, seasoned outside auditors and internal quality assurances. We also maintain strong communications with governmental entities and professional associations including the College Board, American Council on Education (ACE) and National Association of Student Financial Aid Administrators (NASFAA).

The dilemma facing higher education and the Congress is how to ensure quality and accountability, and to prevent abuse without creating overly burdensome regulations that could have the unintended consequence of precluding students from receiving the education required for a sustainable, thriving global economy.

The biggest challenge facing most students is having the appropriate school information to make good decisions. All students should have information available to them regarding their total cost of education, an understanding of how they will pay for those costs and reasonable expectations for employment or graduate school following completion of their studies. Their second biggest challenge is having the right financing in place to assist with paying for their education. The Higher Education Opportunity Act (HEOA) of 2008 addressed both of these issues with expansion of consumer disclosures, requirement of school certification of private loans (allowing schools to intercede where students were choosing more expensive loans over federal loans) and increasing the maximum Pell Grant award as well as extending Pell Grant

coverage for year-round students. This last provision addressed an inequity borne by many year-round nontraditional students and will help lower the overall debt burden for these students. Despite the increased disclosure requirements, there still is no assurance that prospective students will have an understanding of their total financial commitment, nor their post-graduation opportunities. In response to the Secretary's proposed rules (during Negotiated Rulemaking) regarding the requirement that certain programs of study prepare students for gainful employment in a recognized occupation, we proposed a robust disclosure process to assure students have the appropriate information needed to make informed educational decisions. We are pleased that the Secretary has adopted this suggestion with the issuance of his Notice of Proposed Rulemaking (NPRM), but are disappointed that it is limited only to enrollments in certain programs of study. This is a protection that should be assured all prospective students.

Congress is once again revisiting regulations around higher education. We welcome this and will continue to engage the Congress, Department of Education and educational stakeholders on behalf of our students to assure that they are fairly and well served. Issues including institutional quality, student indebtedness, time-to-degree, persistence and graduation rates are a serious concern for all sectors of higher education. We are ill-served by drawing false distinctions between what motivates a private-sector school like DeVry and what motivates a state-funded public or eleemosynary institution. All institutions must serve students well or they will not survive. Our country needs to produce an educated workforce that can thrive in a rapidly changing global economy, or we will not maintain our leadership position. It is in the best interest of all of us in higher education to work together to solve these issues. The future of this nation depends on an educated workforce for as H.G. Wells' asserted, "Human history becomes more and more a race between education and catastrophe."

Appendix A

Table 1

Institution	Accrediting Body	Program/Locations
Apollo College	Accrediting Council for Independent Colleges and Schools (ACICS)	All Apollo College locations
Apollo College	Joint Review Committee on Education in Radiologic Technology (JRCERT)	Medical Radiography
Apollo College	Committee on Accreditation for Respiratory Care	Respiratory Therapy
Apollo College	Commission on Dental Accreditation	Dental Hygiene
Apollo College	Accrediting Bureau of Health Education Schools (ABHES)	Medical Assisting
Chamberlain College of Nursing	Commission on Colligate Nursing Education (CCNE)	Bachelor of Science in Nursing (<i>Addison, IL, Columbus, OH, Phoenix, AZ, St. Louis, MO</i>)
Chamberlain College of Nursing	National League for Nursing Accreditation Commission (NLNAC)	Bachelor of Science in Nursing (<i>Columbus, OH, St. Louis, MO</i>)
Chamberlain College of Nursing	Higher Learning Commission of the North Central Association of Colleges and Schools	All Chamberlain locations
DeVry University	Higher Learning Commission of the North Central Association of Colleges and Schools	All DeVry University U.S. locations
DeVry University	Technology Accreditation Commission of ABET	Bachelor of Science in Biomedical Engineering Technology (<i>Columbus, OH, Decatur/Alpharetta, GA, Federal Way, WA, Ft. Washington, PA, Irving, TX, Kansas City, MO, Fremont, CA, Phoenix, AZ</i>)
DeVry University	Technology Accreditation Commission of ABET	Bachelor of Science in Computer Engineering Technology (<i>Addison, IL, Arlington, VA, Chicago, IL, Columbus, OH, Decatur/Alpharetta, GA, Federal Way, WA, Ft. Washington, PA, Houston, TX, Irving, TX, Kansas City, MO, Long Island City, NY, Fremont, CA, Orlando, FL, Phoenix, AZ, Miramar, FL, Long Beach, CA, Pomona, CA, Sherman Oaks, CA, Westminster, CO</i>)
DeVry University	Technology Accreditation Commission of ABET	Bachelor of Science in Electronics Engineering Technology (<i>Addison, IL, Arlington, VA, Chicago, IL, Columbus, OH, Decatur/Alpharetta, GA, Federal Way, WA, Ft. Washington, PA, Houston, TX, Irving, TX, Kansas City, MO, Long Island City, NY, North Brunswick, NJ, Paramus, NJ, Fremont, CA, Sacramento, CA, Orlando, FL, Phoenix, AZ, Miramar, FL, Long Beach, CA, Pomona, CA, Sherman Oaks, CA, Westminster, CO</i>)
Western Career College	Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC)	All Western Career College locations
Western Career College	Commission on Dental Accreditation	Dental Hygiene
Western Career College	American Association of Medical Assistance	Medial Assisting
Western Career College	Committee on Accreditation for Respiratory Care	Respiratory Therapy
Western Career College	Accreditation Review Committee – Surgical Tech (ARC-ST)	Surgical Technology
Western Career College	American Veterinary Medical Association	Veterinary Technology
Western Career College	American Society of Health-System Pharmacist Pharmacy Technician	Pharmacy Technician

Appendix B

About DeVry Inc. DeVry's purpose is to empower our students to achieve their educational and career goals. Our colleges and universities offer 75 certificate through graduate and professional degree programs serving undergraduate and graduate students in business, healthcare technology and medicine. DeVry serves students in secondary through postsecondary education as well as accounting and finance professions. DeVry is a global provider of educational services and is the parent organization of Advanced Academics, Apollo College, Becker Professional Education, Chamberlain College of Nursing, DeVry Brasil, DeVry University, Western Career College and Ross University Schools of Medicine and Veterinary Medicine.

About DeVry University DeVry University helped pioneer accessible post-secondary education to populations too often underserved by higher education. DeVry was one of the first institutions to fully integrate online courses with onsite program delivery, further expanding the flexibility in course offerings needed by today's learners.

Since 1975, nearly 238,000 undergraduate students system-wide have graduated from DeVry University. Over 90% of graduates active in the job market were employed in career-related positions within six months of graduation.

- Founded in 1931
- Year-round onsite and online classes allow flexibility
- Over 76,000 students nationwide
- Over 90 campus locations in 26 states offering 26 programs

About DeVry University Advantage Academy Since 2004, DeVry University Advantage Academy has partnered with the Chicago Public Schools offering dual enrollment opportunities to area high school students. Since its inception, Chicago high school participants have achieved a 92 percent high school graduation rate and earned an associate degree in Network Systems Administration.

DeVry Graduate Employers Include:

AT&T	Boeing	Department of Defense	General Electric
Intel	IBM	JP Morgan Chase	Kaiser Permanente
Kelly Engineering Resources	Northrop Grumman	Sprint Nextel	Verizon

DeVry University Student Profile*

Fall 2009 Undergraduate Enrollment:	59,518 (U.S.)	
Fall 2009 Graduate Enrollment:	16,958	
Percent Male:	54%	
Percent Female:	46%	
	<u>Undergraduate</u>	<u>Graduate</u>
Percent African American:	26%	36%
Percent Hispanic:	16%	9%
Percent White:	42%	35%
Percent Asian:	5%	7%
Percent Alaskan Native/American Indian:	1%	1%
72 percent of DeVry's students are adult learners.	*Fall 2009 IPEDs	

2008-2009 Total Degrees Conferred:	12,924
2008 Graduation Rate for First-time, Full-time:	31%**
2008 Full-time New Transfer Students:	56%

	<u>Associate Degree</u>	<u>Baccalaureate Degree</u>
Median Loan Debt (2009):	\$30,970	\$32,184

Cohort Default Rate (2007):	7.9%
-----------------------------	------

Most Popular Programs*

Associate Degree

- Electronics and Computer Technology
- Health Information Technology
- Network Systems Administration

Bachelor's Degree

- Business Administration
- Computer Information Systems
- Electronics Engineering Technology
- Game Simulation & Programming
- Technical Management

Master's Degree

- Accounting and Financial Management
- Business Administration
- Electrical Engineering
- Information Systems Management

**As a frame of reference, the median graduation rate of public four-year institutions, including highly selective institutions, in the states in which DeVry University operates, is 44 percent. The first-time, full-time metric applies to less than 60 percent of fall 2002 entering students.

*Programs and delivery vary by location

DeVry University provides rigorous, career-oriented associate, baccalaureate and graduate degree programs integrating technology, science, business and the arts. Students access these programs at campus locations and online meeting the needs of a diverse and geographically dispersed student population.

Accreditation DeVry University is accredited by The Higher Learning Commission of the North Central Association, one of six regional accrediting agencies for public and private colleges and universities in the United States that are recognized by the U.S. Department of Education. DeVry received a ten-year re-approval from the commission in 2002.

Employer Testimonials

“It is critical to our continued success in the high technology arena that we deliver to our customers systems that are sophisticated, exceed quality standards, delivered on time and within budget. From the beginning, DeVry graduates have exceeded our expectations with a terrific team attitude. Their ability to grasp new ideas, investigate technologies, and apply these concepts to projects has allowed PSI to continue our commitment to excellence.”

As a result of their DeVry experience, they already possess the technical blocks needed for a smooth integration into the specific ... systems we service.

Walter Johnson, President of Precision Systems Inc., Horsham, PA

“We have success with DeVry students for a very specific reason. As a result of their DeVry experience, they already possess the technical blocks needed for a smooth integration into the specific electrical/electronic systems we service. We will continue to rely heavily on DeVry for our future personnel need.”

Edward M. Rogers, Director of Operations, API, Inc., Washington D.C. Metro

Student and Alumni Testimonials

Armed with my [DeVry University] accounting degree, I took a CPA review course right out of college and, as a result of my DeVry education and the review course, I was able to successfully pass the exam the first time. In addition, the “applied learning” curriculum at DeVry and interactive format of the classes gave me the skills needed to start asking “why” from day one. This approach has been tremendously successful for me in my career advancement.

“...the applied learning curriculum at DeVry and interactive format of the classes gave me the skills needed to start asking ‘why’ from day one.”

Shawn McCracken
1992 BS, Accounting, DeVry University (Columbus, OH)
Director, Accounts Maintenance and Control (AM&C) - Acquisition,
Defense Finance and Accounting Service

“Obtaining a bachelor’s degree in Business Administration at DeVry allowed me to pursue opportunities in a variety of career fields. I was not limited to a technology job or an operations job...I was able to have a career that requires a fusion of both business and technology. The confidence and experience I’ve gained at DeVry has helped me achieve success.”

Shamsa Chaudhry
2002 BSBA Graduate, DeVry University (Addison, IL)
Marketing Dashboards Manager, OgilvyOne Worldwide

“The instructors at DeVry are people who have worked in the industry and know what’s going on. The instructors are there to help, and as a student you definitely see that. I was able to graduate with a Bachelor’s degree from DeVry University in June of 2009, which made me the first in the Messenger family to graduate from college.”

Andrew Messenger
2009, BS, Game & Simulation Programming (Gainesville, FL)
Production Assistant, Ignition Entertainment



About DeVry Inc. DeVry's purpose is to empower our students to achieve their educational and career goals. Our colleges and universities offer 75 certificate through graduate and professional degree programs serving undergraduate and graduate students in business, healthcare technology and medicine. DeVry serves students in secondary through postsecondary education as well as accounting and finance professions. DeVry is a global provider of educational services and is the parent organization of Advanced Academics, Apollo College, Becker Professional Education, Chamberlain College of Nursing, DeVry Brasil, DeVry University, Western Career College and Ross University Schools of Medicine and Veterinary Medicine.

About Chamberlain College of Nursing Since its founding in St. Louis, MO over 120 years ago, Chamberlain College of Nursing (formerly Deaconess College of Nursing) has continually provided quality and innovative nursing education programs to its students. The College offers programs with a strong historical foundation, broad general education background and an extensive clinical practice component that culminates in compassionate and clinically proficient graduates. As a result, Chamberlain graduates generally pass the NCLEX-RN licensure exam at rates on par or greater than the national average.

Chamberlain features a diverse student body: registered nurses completing bachelor's and master's degrees, traditional high school graduates seeking a quality nursing education experience close to home and working adults looking to switch their career path and enter the nursing field.

Chamberlain College of Nursing Profile

- Founded in 1889
- Year-round onsite and online classes allow flexibility
- Campuses in Arizona, Florida, Illinois, Ohio, Missouri and Virginia
- State-of-the-art nursing simulation labs and equipment
- Experienced, highly-skilled and dedicated faculty
- 2009 NCLEX-RN Pass Rates: 90% - 98.55%

Chamberlain College of Nursing Student Profile*

Fall 2009 Undergraduate Enrollment:	5,180
Fall 2009 Graduate Enrollment:	119
Percent Male:	9%
Percent Female:	91%

	<u>Undergraduate</u>	<u>Graduate</u>
Percent African American:	14%	13%
Percent Hispanic:	4%	3%
Percent White:	69%	62%
Percent Asian:	5%	1%
Percent Alaskan Native/American Indian:	1%	1%

80 percent of Chamberlain's students are adult learners.

*Fall 2009 IPEDs

2008-09 Total Degrees and Graduate Certificates Conferred:	945
2008 Graduation Rate for First-time, Full-time Students:	35%**
2008 Graduation Rate for Full-time New Transfer Students:	42%

	<u>Associate Degree</u>	<u>Baccalaureate Degree</u>
Median Loan Debt (FY 2009):	\$24,108	\$18,562

Cohort Default Rate (2007):	2.9%
-----------------------------	------

**The first-time, full-time metric applies to only 16 percent of fall 2002 entering students.

Typical Chamberlain Graduate Nursing Professions

- Clinical Informatics
- Community Nurse
- Clinical Products Specialist
- Homecare
- School Nurse
- Staff Nurse
- Supervisor/Manager Charge Nurse
- Telephonic Advice Nurse

Undergraduate Programs*

- Licensed Practical Nurse to Registered Nurse (onsite and online)
- Associate Degree in Nursing (onsite and online)
- Bachelor of Science in Nursing (onsite)
- Registered Nurse to Bachelor of Science in Nursing (online)

Graduate Programs*

- Master of Science in Nursing (online)

*Programs and delivery vary by location



Accreditation Chamberlain College of Nursing is accredited by The Higher Learning Commission of the North Central Association of Colleges and Schools, one of the six regional agencies that accredit U.S. colleges and universities at the institutional level. The bachelor of science in nursing degree program at the St. Louis and Columbus campuses and the associate of science degree in nursing program at the Columbus campus are accredited by the National League for Nursing Accrediting Commission (NLNAC). The bachelor of science in nursing degree program at the Addison, Columbus, Phoenix and St. Louis campuses is accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation provides assurance to the public and to prospective students that standards of quality have been met.

Employer Testimonials

“Saint John’s recruits from Chamberlain because they have highly qualified, highly competent, highly skilled graduates. They have the right combination for us. At Saint John’s we look for graduates that are able to not only deliver quality care but deliver great service and Chamberlain has repeatedly delivered that for us.”

“We look for graduates that are able to not only deliver quality care but deliver great service and Chamberlain has repeatedly delivered that for us.”

Kimberly McGrath, Nurse Manager, Saint John’s Mercy Medical Center, St. Louis, MO

“The bridge programs that Chamberlain offers are very beneficial. We actually have an employee population here ... who’ve often been here for a number of years and started their career as, say, a licensed practical nurse. Well, as the market changes and ... as things develop, it is more beneficial for them to be a registered nurse because their scope is that much wider. And so we’ve had a number of our own LPNs go through the Chamberlain bridge program and they can become an RN in less than a year, particularly with their hands-on clinical experience, and the education that is provided through Chamberlain.”

Casey Cook, HR Generalist, Forest Park Hospital, St. Louis, MO

“We’re really looking forward to working the Chamberlain nursing students. The Chamberlain students will be getting an exceptional technical training, here at the campus. They have state-of-the-art facilities, but those technical skills can only take a student so far. So by coming to the Adventist Midwest Hospitals, they will have the opportunity to practice with patients, and work with mentors, and other seasoned, experienced registered nurses who can role model positive interactions with patients, and teach them some of the decision-making skills that are so important for nurses in this day and age.”

Jackie Conrad, Chief Nursing Officer & VP for Patient Care Services, Glen Oaks Adventist Hospital, Glendale Heights, IL

“I personally hire a lot of new graduates and I wouldn’t hesitate to hire a

“I wouldn’t hesitate to hire a new graduate from Chamberlain College due to the fact that they’re very well prepared ... and clinically knowledgeable...”

new graduate from Chamberlain College due to the fact that they’re very well prepared when they are in the program and clinically knowledgeable and definitely willing to learn.”

Lisa Palmer, Director of Nursing, Palm Valley Rehab and Care Center, Goodyear, AZ

Student Testimonials

“What’s it like being a student at Chamberlain? It’s awesome because ... for once, I’m able to get into a career that I’ve always loved. I’m able to become the nurse that I’ve always dreamed of becoming.”

Towana Sullivan, Chamberlain student, Columbus, OH

“I think the reason one should choose Chamberlain is the dedication of the staff. I think when you have them behind you, you can achieve what you want.”

Debra Reider, Chamberlain student, St. Louis, MO

About DeVry Inc. DeVry’s purpose is to empower our students to achieve their educational and career goals. Our colleges and universities offer 75 certificate through graduate and professional degree programs serving undergraduate and graduate students in business, healthcare, technology and medicine. DeVry serves students in secondary through postsecondary education as well as accounting and finance professions. DeVry is a global provider of educational services and is the parent organization of Advanced Academics, Apollo College, Becker Professional Education, Chamberlain College of Nursing, DeVry Brasil, DeVry University, Western Career College and Ross University Schools of Medicine and Veterinary Medicine.

About Apollo College and Western Career College With over 15,000 students, Apollo College and Western Career College are leading providers of postsecondary healthcare education in the western region of the United States. The Colleges provide 45 high-quality, career-oriented healthcare diploma, associate and bachelor’s degree (July 2010) programs ranging from Medical Assisting, Dental Assisting, Pharmacy Technology, and Healthcare Administration, to advanced programs such as Nursing, Dental Hygiene, Surgical Technology, Medical Sonography and Respiratory Therapy.

These program offerings capitalize on powerful demographic and secular trends that are driving the increasing demand for highly-qualified healthcare professionals in the United States.

Apollo College Profile

- Founded in 1975
- 10 campuses in six states Arizona, Idaho, Nevada, New Mexico, Oregon and Washington

Western Career College Profile

- Founded in 1967
- Nine campuses across Northern and Southern California

Apollo College Student Profile

Fall 2009 Enrollment:	9,275*
Percent Male:	19%
Percent Female:	81%
Percent African American:	5%
Percent Hispanic:	25%
Percent White:	46%
Percent Asian:	3%
Percent Alaskan Native/American Indian:	5%

*Fall 2009 IPEDs

Western Career College Student Profile

Fall 2009 Enrollment:	6,381*
Percent Male:	15%
Percent Female:	85%
Percent African American:	16%
Percent Hispanic:	21%
Percent White:	32%
Percent Asian:	13%
Percent Alaskan Native/American Indian:	1%

*Fall 2009 IPEDs

2008-09 Total Degrees and Diplomas Conferred:	7,325
Apollo College:	4,288
Western Career College:	3,037

2008 First-time, Full-time Graduation Rate: (combined)	59%
Apollo College:	60%
Western Career College:	58%

	Diploma	Associate Degree
Apollo College		
Median Loan Debt (FY 2009):	\$8,402	\$20,850
Cohort Default Rate (2007):	7.2%	

	Diploma	Associate Degree
Western Career College		
Median Loan Debt (FY 2009):	\$10,125	\$14,975
Cohort Default Rate (2007):	10.2%	

Apollo College Accreditation Apollo College is accredited by the Accrediting Council for Independent Colleges and Schools (ACICS) to award Bachelor of Science, Associate of Science and Associate of Occupational Studies degrees. ACICS is recognized by the United States Department of Education and by the Council for Higher Education Accreditation.

Western Career College Accreditation Western Career College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (WASC), an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.

Employer Testimonials

"...Apollo students have been an integral part of our clinic... The faculty act as excellent role models and provide up-to-date clinical education..."

Dr. Kathy Lopez-Bushnell, RNC, EdD, MPH; The University of New Mexico Hospitals, Albuquerque, NM

"...Apollo College provides us with knowledgeable Medical Assistant students to complete their externships... Our University Health Center has hired graduates with great success. We believe in Apollo College..."

Betsy Johnson, RN, BSN: Supervisor, Boise State University Health Services, Boise, ID

Alumni Testimonials

"My life has changed significantly since graduating. I have more self-esteem and confidence."

Karen Solari, 2006 Western Career College Pharmacy Technician graduate, Sacramento, CA

"I have been working nonstop since receiving my nursing license – and I love what I do! I finally got my dream job working at a major hospital."

Theresa Morin, 2005 Western Career College Vocational Nursing graduate, Elk Grove, CA

"My experience at Apollo has been amazing. The hands-on training makes learning easier and more enjoyable. My instructors were 100% top-notch. The class sizes are small so you get a lot more help. I can't say enough great things about Apollo."

Jamie Martinez, Apollo College Dental Assisting student, Mesa, AZ