Metrics Report at the Midpoint of Our Strategic Plan

Indicators of Institutional Strategic Progress

November 2015

CONFIDENTIAL AND PROPRIETARY
Executive Summary

Three years ago, DePaul’s Board of Trustees and the university community committed to a set of ambitious goals to guide university’s activity to 2018. Today, at the midpoint of our Vision 2018 plan, we take pride in all that has been achieved. Academic quality has steadily risen, new academic programs have been developed, and faculty, embracing educational innovation and new technologies, are delivering courses in enriched ways. With focused attention to students’ critical transitions, we have enhanced the student experience, and graduation rates have improved significantly, outpacing our original aspirations.

It is an appropriate point to pause, take stock of what we have accomplished and to recommit to what remains to be done. We do so with full knowledge that the landscape of higher education has changed dramatically around us in recent years, surfacing new challenges to be met and opportunities to be exploited.

The summary that follows is a review of our progress against the strategic metrics adopted at the outset of the plan. It is also an acknowledgement of work yet to be done, pointing to areas where we will focus attention in the coming years and noting how our midcourse addendum will direct our priorities through 2018.

**Key Achievements and Positive Trends**

Retention and graduation rates reached record high levels for students who entered DePaul as freshmen, and the university outperformed our 25 peer institutions on these measures. Faculty are supporting student success by incorporating best practices into their teaching, including giving early feedback to students and submitting academic progress reports about their students. The effect of these efforts and others is that DePaul seniors and alumni rate their educational experience highly and are more satisfied with their academic program and faculty than our Carnegie peers.

Actions to internationalize the curriculum are moving ahead. The proportion of students studying abroad has increased and international undergraduates are enrolling at DePaul in greater numbers. By making available funding to low-income students, greater numbers of underrepresented students have gained access to study abroad opportunities. DePaul seniors are more likely to have engaged in high-impact practices, including study abroad, service learning, internships and a culminating senior experience, as compared to our Carnegie peers.

Online learning is expanding, giving students more convenient, flexible pathways to degree completion. The percent of students taking at least one online course continues to increase, online credit hours have doubled over the last six years and by the fall of 2014, 22 degree programs were offered fully online.
Seniors are increasingly satisfied with how their classes prepared them for their careers. Similarly, graduate alumni consistently express satisfaction with their DePaul education. A majority of seniors are reporting that their DePaul education contributed to increased multicultural understanding and report they have more frequent interactions with students of different backgrounds as compared to our Carnegie peers. Meanwhile, faculty and staff strongly agree that DePaul values the diversity of its employees and provides a supportive culture to help them succeed.

Faculty also are pleased with the support given to their scholarship and creative work. Female faculty are making strides to become better represented at the higher professorial ranks by securing promotions at a greater rate than their male peers in recent years.

When it comes to our mission, the vast majority of faculty and staff understand it, can explain it and say that DePaul has an appropriate commitment to it. Students are living the mission through their coursework, the majority reporting that at least some of their courses included a community-based project—a rate higher than our Carnegie peers.

In sum, we are achieving gains in areas that are important to student learning and success, faculty are supported in their scholarly endeavors and are delivering instruction in innovative ways, the mission remains core to who we are and what we do, and we are being recognized with many positive rankings on a variety of university endeavors.

**Areas for Attention and Next Steps**

A review of recent trends indicates a few items that will need focused attention over the last half of the plan in order to realize gains. Our task will be to:

- Reverse our part in the national downward trend of students and alumni reporting that their education contributed to development of a personal code of values and ethics, and students who have frequent contact with students from different backgrounds
- Ensure a majority of DePaul graduates understands the university’s Catholic identity and Vincentian mission
- Continue to reduce the gaps in graduation rates between our white and non-white students, with focused attention especially to the four- and six-year graduation rates of African-American undergraduates who enter as freshmen
- Improve the proportion of students at all levels who say DePaul significantly improved their ability to engage in global citizenship, and
- Expand the proportion of graduating seniors who identify with DePaul and are proud to be alumni.
Midcourse Addendum

Following comprehensive conversations with deans, vice presidents and the Board of Trustees, a set of specific, strategic initiatives we are calling a midcourse addendum, has been developed. This set of priorities will enable DePaul to respond with strength to an environment where student demographics are transforming, family income has flattened, college affordability concerns are part of the national conversation, state and federal financial aid programs are increasingly threatened, competition is on the rise, new modes of educational delivery are increasingly prevalent, and demand for new programs are surfacing. The addendum is not a new direction, but rather sharpens our focus as we continue to enhance academic quality, improve the student experience, aggressively build the new programs and modes of delivery our students demand and capitalize on the efficiencies that will keep a DePaul education affordable and our mission central.

At the midpoint of V|2018, it is clear that the university has changed in extraordinary ways. And, as we look ahead to the next three years, it is with confidence in the university community’s unwavering commitment to student success, and its entrepreneurial ability to take action when student learning can be improved.
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GOAL 1: ACADEMIC QUALITY

Obj. 1a Student Learning and Success

Undergraduate Academic Performance

Eighty-seven percent of traditional freshmen who entered in 2013 continued into their second year – a record high first-year retention rate for DePaul. Sixty-seven percent of this cohort achieved a GPA of 2.5 or greater and completed at least 24 credit hours in their freshman year – another significant achievement considering only 54 percent of the cohort met this benchmark a decade earlier. These critical predictors of success, strongly correlated with timely and successful graduation, have been a principal focus of a number of V2018 strategic initiatives.
Undergraduate Retention and Graduation Rates

Four- and six-year graduation rates for students entering as traditional freshmen have trended upward overall across recent cohorts. Over the period examined, all racial/ethnic groups except Asians have shown gains in 6-year graduation rates, although improvement has been most pronounced for White and Hispanic students. Four-year graduation rates have been more stubborn to improvement and because the rate has remained relatively static for African American students but improved dramatically for White students, this racial-ethnic gap has actually increased in recent years.
Retention and Graduation by Racial/Ethnic Group for Students who enter as Freshmen

Overall retention and graduation rates for DePaul students entering as freshmen reached record high levels and are higher than the median value of our 25 peer institutions.
# DePaul Undergraduate Retention and Graduation Rates vs Peers

## Graduation and Retention Rates for DePaul and Peer Institutions
Sorted by 2013 Graduation Rate (IPEDS 2011, 2012 and 2013)* [4.1]

<table>
<thead>
<tr>
<th>Institution</th>
<th>6-Yr Graduation Rate</th>
<th>Full-time Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeastern University</td>
<td>77</td>
<td>79</td>
</tr>
<tr>
<td>Fordham University</td>
<td>78</td>
<td>81</td>
</tr>
<tr>
<td>University of Denver</td>
<td>78</td>
<td>76</td>
</tr>
<tr>
<td>Duquesne University</td>
<td>76</td>
<td>77</td>
</tr>
<tr>
<td>Seattle University</td>
<td>71</td>
<td>78</td>
</tr>
<tr>
<td>Loyola Marymount University</td>
<td>77</td>
<td>75</td>
</tr>
<tr>
<td>University of San Diego</td>
<td>75</td>
<td>76</td>
</tr>
<tr>
<td>University of St. Thomas</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>Loyola University Chicago</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>DePaul University</td>
<td>66</td>
<td>68</td>
</tr>
<tr>
<td>Drexel University</td>
<td>68</td>
<td>65</td>
</tr>
<tr>
<td>Saint Louis University</td>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>University of San Francisco</td>
<td>70</td>
<td>67</td>
</tr>
<tr>
<td>Rochester Institute of Technology</td>
<td>63</td>
<td>62</td>
</tr>
<tr>
<td>Seton Hall University</td>
<td>66</td>
<td>67</td>
</tr>
<tr>
<td>Adelphi University</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>The New School</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>Hofstra University</td>
<td>58</td>
<td>61</td>
</tr>
<tr>
<td>Mercer University</td>
<td>60</td>
<td>63</td>
</tr>
<tr>
<td>St. John's University-New York</td>
<td>57</td>
<td>59</td>
</tr>
<tr>
<td>Suffolk University</td>
<td>55</td>
<td>56</td>
</tr>
<tr>
<td>Pace University-New York</td>
<td>53</td>
<td>56</td>
</tr>
<tr>
<td>New York Institute of Technology</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>Columbia College-Chicago</td>
<td>42</td>
<td>41</td>
</tr>
<tr>
<td>Barry University</td>
<td>35</td>
<td>41</td>
</tr>
<tr>
<td>Long Island University-Brooklyn</td>
<td>32</td>
<td>35</td>
</tr>
</tbody>
</table>

*Peer Institutions are Private Universities with Fall 2013 enrollments of 6,000 FTE students or more. The similarity of each institution is based on 48 items in six dimensions (Proximity Index) that include: Institution, Market, Student, Academic, Curriculum, and Financial Characteristics. Population Density, Carnegie Size and Setting, FTE Students, and UG Tuition and Fees are weighted within the Institutional and UG Market Characteristics.
In recent years, the academic preparation of incoming freshmen has been fairly stable. The out of state population continues to grow and in the fall of 2014 represented over one-third of the entering class.
Student Satisfaction with Academic Program

DePaul seniors and alumni rate their educational experience highly. In 2014, across all categories, our seniors were more satisfied with their academic program and faculty, as compared to our Carnegie peers. These high levels of overall satisfaction are also evident across six years of responses to internally administered surveys, where over three-quarters of graduating seniors and alumni one year out consistently express satisfaction with the quality of their DePaul education.
The vast majority of graduating seniors and alumni express satisfaction with their education program, although variation is seen by college.

*Only colleges with a minimum respondents of 10 are shown.*
Undergraduate Career Preparation

Over the past six years, increasing proportions of seniors report satisfaction with the degree to which their academic program has prepared them for careers. In contrast, the six-year trend for alumni five years post-graduation has moved in the opposite direction, with some reduction in the percent reporting satisfaction.

In 2014, the survey question was changed to include graduates who were NOT seeking employment or education. These graduates are not part of the 2012 and 2013 numbers.
Undergraduate Career Preparation by College

In general, the majority of graduating seniors and alumni five years post-graduation feel their education prepared them for careers. However, there is variation by college.

---

DePaul average 2014. *Only colleges with a minimum respondents of 10 are shown.
Graduate Program Completion and Success

The number of Master’s degrees conferred in 2014 was the lowest in six years, reflecting declining environments in these programs. However, four-year completion rates have improved in several programs.

Number of Graduate Degrees Awarded [17]

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>2,663</td>
<td>2,632</td>
<td>2,642</td>
<td>2,672</td>
<td>2,772</td>
<td>2,531</td>
</tr>
<tr>
<td>JD</td>
<td>320</td>
<td>287</td>
<td>320</td>
<td>366</td>
<td>287</td>
<td>282</td>
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<tr>
<td>Doctorate</td>
<td>30</td>
<td>21</td>
<td>29</td>
<td>29</td>
<td>31</td>
<td>35</td>
</tr>
<tr>
<td>LLM</td>
<td>9</td>
<td>16</td>
<td>7</td>
<td>17</td>
<td>25</td>
<td>18</td>
</tr>
</tbody>
</table>

Average Time to Degree (in Years) for Master’s Recipients [16]

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s</td>
<td>2.81</td>
<td>2.76</td>
<td>2.66</td>
<td>2.61</td>
<td>2.64</td>
<td>2.65</td>
</tr>
</tbody>
</table>

Four-Year Completion Rates for Students in Graduate and Professional Programs (note: program length varies) By Entry Year [19]

<table>
<thead>
<tr>
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<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CDM</td>
<td>49%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>EDU</td>
<td>88%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
<td>66%</td>
</tr>
<tr>
<td>KGSB</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
<td>73%</td>
</tr>
<tr>
<td>MBA</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
<td>83%</td>
</tr>
<tr>
<td>Law Day</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
<td>57%</td>
</tr>
<tr>
<td>Law Evening</td>
<td>90%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
</tr>
</tbody>
</table>
Graduate Student Satisfaction with Academic Program

In recent years, over 90 percent of graduate alumni have consistently expressed satisfaction with their DePaul education, although only three-quarters are satisfied with program rigor. Law alumni, on the other hand, are more satisfied with program rigor than their program overall, although both of these measures saw declines in 2014.
Graduate and Law Career Preparation

With the exclusion of law students, almost two out of three graduate students were satisfied with employability in their fields in 2014, although significant variation exists across colleges. At the same time, 80 percent of our graduate alumni five years post-graduation indicated that their program prepared them for their career. Mirroring national trends, however, only 49 percent of law alumni surveyed in 2014 felt their DePaul education prepared them well for a career in the law.
High Impact Practices

DePaul Seniors’ Are More Likely to Have Engaged in High-Impact Practices Than Their Peers at Other Carnegie Institutions*

National research demonstrates positive associations between six undergraduate experiences and student learning and retention. These high-impact practices share several traits: demand considerable time and effort, facilitate learning outside the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others and provide frequent and substantial feedback. As a result, participation in these practices can be life-changing (Kuh, 2008).

DePaul

Carnegie Comparators*

At least some service learning courses

Learning community or some other formal program where groups of students take two or more classes together

Culminating senior experience (capstone course, comprehensive exam, senior project or thesis, portfolio, etc.)

Study abroad

Internship, co-op, field experience, student teaching, or clinical placement

Work with a faculty member on a research project

* Carnegie comparators are institutions that have the same Doctoral Research University classification as DePaul, based on a system developed by the Carnegie Foundation in 1973. There are 90 institutions in this category and include institutions such as St. John’s University, Pace University, Benedictine University and Marquette University.

**Obj. 1b DePaul Faculty**

**Faculty Profile**

The proportion of tenured and tenure-track faculty declined in 2014 to 79 percent of all full-time faculty. While racial/ethnic diversity is greatest at the lower ranks, in 2014, 17 percent of faculty with the rank of full professor reported as African-American, Hispanic or Asian, up from 15 percent in 2009. Men outnumber women among full-time faculty, however, in recent years female faculty have been promoted at a greater rate than their male peers.
Teaching

Class size between 2009 and 2014 held fairly constant across undergraduate and graduate programs, but dropped from an average of about 20 students to 16 in professional programs over the six year period. In 2011, for the first time, part-time faculty taught the greatest proportion of credit hours and that trend continues. The proportion of faculty submitting academic progress reports on their students continues to grow, a best practice that is part of the university’s initiatives to improve student success.
Research, Scholarship, Creative Activity

In fiscal year 2015, DePaul’s Academic Council awarded 99 grants in support of faculty scholarship, up from 71 awards in 2010. Fifteen percent of tenure and tenure-track faculty submitted proposals for external funding in FY 2015, up five percentage points from FY 2014. Over three-quarters of faculty affirm that the university supports their scholarship and creative work.
Books written by DePaul faculty and published in 2014-2015

In 2014-15, 42 first-edition books by DePaul faculty members were documented. Twenty-eight were published by faculty in Liberal Arts and Social Sciences. The individual books cover a wide range of topics and are listed below.

**College of Computing and Digital Media**


**College of Communication**


**Paul Booth**, *Playing Fans: Negotiating Fandom and Media in the Digital Age* University of Iowa Press.

**Paul Booth**, *Game Play: Paratexturalty in Contemporary Board Games,* Bloomsbury Academic.

**Michael DeAngelis** and Hilary Radner, Eds., *Reading the Bromance: Homosocial Relationships in Film and Television*, Wayne State University Press.


**College of Education**


College of Law


College of Liberal Arts and Social Sciences


Caterina Mongiat Farina, *Questione di lingua: L'ideologia del dibattito sull'italiano nel Cinquecento*, Longo Angelo.

Caterina Mongiat Farina and Geoff Farina (School of Music), Trans., *How to Write a Thesis by Umberto Eco*, MIT Press.


Stan Chu Ilo, *Church and Development in Africa: Aid and Development from the Perspective of Catholic Social Ethics*, Pickwick Publications.


Deena Weinstein, *Rock’n America: A Social and Cultural History*, University of Toronto Press.


**College of Science and Health**


*These co-authors and co-editors are not DePaul faculty.
Obj. 1c Academic Program Development

Enrollment Growth due to New Programs

In 2014, 17 percent of total enrollment could be attributed to new programs developed in the previous five years. These enrollments were almost equally divided between undergraduate and graduate programs.
## New Programs by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>BS in Actuarial Science (BUS)</td>
<td>MS in Polymer and Coatings Science</td>
<td>Combined BA in Public Relations and MA in Advertising</td>
</tr>
<tr>
<td></td>
<td>BS in Actuarial Science (CSH)</td>
<td>MS in Health Sciences and Nursing</td>
<td>Combined BA History/MA International Studies</td>
</tr>
<tr>
<td></td>
<td>BA Geo Food Studies Minor</td>
<td>MS in Supply Chain Management</td>
<td>Combined BA PAX MS Refugee Forced Migration Studies</td>
</tr>
<tr>
<td></td>
<td>BA in Decision Analytics</td>
<td>MEd in Special Education</td>
<td>Combined BS / MS in Real Estate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA in Communication and Media</td>
<td>Combined BS / MS in Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MA in Documentary</td>
<td>Combined BS / MS in Human Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS in Enterprise Risk Management</td>
<td>Combined BS / MS in Hospitality Leadership Operational Performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MEd Social and Cultural Foundations in Education</td>
<td>Combined BS / MS in Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS in Business Information Technology</td>
<td>Combined NA WQS MSW</td>
</tr>
<tr>
<td>2013-14</td>
<td></td>
<td>MS in Management</td>
<td>Combined BS / MS Pathologists’ Assistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS in Sports Fitness Leadership</td>
<td>Combined BS / Doctor of Physical Therapy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS in Refugees Forced Migration Studies</td>
<td>Combined BS / MPH in Health Sciences / M. Public Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MS in Health Informatics</td>
<td>Combined JU/LLM</td>
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<td></td>
<td></td>
<td>MJu of Jurisprudence</td>
<td>Combined BA/MA in International Studies</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Combined BS/MS in Secondary Education Teacher Certification</td>
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<tr>
<td></td>
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<td></td>
<td>Combined BS/MSC in Health Sciences</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Combined BS/MSC in Physician Assistant Practice</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Combined Bachelor of Arts in History and Master of Arts in Journalism</td>
</tr>
<tr>
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<td>Combined Bachelor of Arts in Political Science and Master of Arts in Journalism</td>
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<td>Combined degree MA in English/MA in Writing and Publishing</td>
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<td>Combined BA between Communication majors and a MA in Digital Communication and Media Arts</td>
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<td>Combined BS in Health Science or BA in Chemistry/Pharm. D.</td>
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<td>Combined BS/Doctor of Podiatric Medicine with Rosalind Franklin</td>
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<tr>
<td>2012-13</td>
<td>BS in Exercise Science</td>
<td>NA in Arabic</td>
<td>Combined degree BA in English/MA in Writing and Publishing</td>
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<td>BS in Special Education</td>
<td>NA in Chinese</td>
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<td>NA in Digital Communication and Media Arts</td>
<td>Combined degree MA Health Communication—available to Communication undergraduates and the BS in Health Science</td>
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<td>NA in French</td>
<td>Combined BS in Health Sciences or BA in Chemistry/Pharm. D.</td>
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<td>NA in Italian</td>
<td>Combined BS in Health Sciences or BA in Chemistry/Pharm. D.</td>
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<td>NA in Japanese</td>
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<td>NA in German</td>
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<td>NA in Mathematics for Teaching</td>
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<td>NA in Spanish</td>
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<td>NA in In Sustainable Urban Development</td>
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<tr>
<td></td>
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<td>MEd in Media Level Education</td>
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<tr>
<td>2011-12</td>
<td>BS in Interactive Media</td>
<td>NA in Relational Communication</td>
<td>Combined degree BA in English/MA in Writing and Publishing</td>
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<tr>
<td></td>
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<td>with Respiratory Leadership and Operation</td>
<td>Combined BA between Communication majors and a MA in Digital Communication and Media Arts</td>
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<td>Conference</td>
<td>Combined degree MA Health Communication—available to Communication undergraduates and the BS in Health Science</td>
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<td></td>
<td></td>
<td>MS in Marketing</td>
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<td></td>
<td></td>
<td>MS in Sustainable Management</td>
<td>Combined BS/Doctor of Podiatric Medicine with Rosalind Franklin</td>
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<td>MS in Health Management</td>
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<td>MS in Health Management</td>
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<tr>
<td></td>
<td></td>
<td>Doctor Nursing Practice</td>
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<tr>
<td>2010-11</td>
<td>BA in Organizational Communication</td>
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<td>MS in 5-year Mathematics</td>
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<td>BA in Relational Communication</td>
<td>NA in Health Communication</td>
<td>Combined BA/MA Program in Writing, Rhetoric, &amp; Discourse</td>
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<td>BA in Intercultural Communication</td>
<td>MFA in Animation</td>
<td><strong>BA degrees</strong> in Journalism; Communication Studies; Media and Cinema Studies; Communication and Media; Public Relations and Advertising COMBINED with the following <strong>MA degrees</strong> in Journalism; Organizational and Multicultural Communication; Media and Cinema Studies</td>
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<td></td>
<td>BFA in Graphic Design</td>
<td>MFA in Animation</td>
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<tr>
<td></td>
<td>BS in Health Sciences</td>
<td>MFA in Screenwriting</td>
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<td>MS in Pure Mathematics</td>
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<td>BA in Peace, Justice and Conflict Studies</td>
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<td>BA in Professional Communication Studies</td>
<td>MFA in Cinema (CDM)</td>
<td>BSCS/EMS Economics &amp; Policy</td>
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<td>BA in Writing, Rhetoric, &amp; Discourse</td>
<td>MS in Cinema Production</td>
<td>Combined BA/BA–MEd 5-Year Secondary Education Program, Degree Program with Secondary Education Teacher Certification</td>
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<td>MS in Economics and Policy Analysis</td>
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<td>MS in Entrepreneurship</td>
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<td>MS in Predictive Analytics</td>
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Online Learning

Online learning continues to grow at DePaul. Over the six year period between the 2009-10 academic year and the 2014-15 academic year, online credit hours doubled. By the fall of 2014, over 17 percent of undergraduate and over 10 percent of graduate students enrolled in at least one online course. Twenty two degree programs were offered fully online in fall 2014.
Obj. 1d University Profile and Visibility

Rankings and Awards

DePaul ranked #121 among 281 national universities* surveyed in the U.S. News & World Report 2015 rankings.

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<td>134</td>
<td>121</td>
<td>147</td>
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</tbody>
</table>

* Definition of national universities as defined by US News & World Report 2015: National Universities offer a full range of undergraduate majors as well as master’s and doctoral degrees. In many cases, they place strong emphasis on research and receive federal money to support their research endeavors. There are 281 national universities – 173 public, 101 private and seven for-profit – based on the 2010 Basic categories established by the Carnegie Foundation for the Advancement of Teaching.

U.S. News made significant changes in 2013 to the Best Colleges ranking methodology to reduce the weight of input factors and increase the weight of output measures. These changes could possibly affect the lower rankings of DePaul in 2013, compared to the previous years.

Additional Rankings and Accolades in 2014-2015

- DePaul was designated a National Center of Academic Excellence in Information Assurance/Cyber Security for academic years 2014-2021 by the National Security Agency, one of just 130 across the country.

- The Carnegie Foundation for the Advancement of Teaching renewed DePaul’s Community Engagement Classification for 10 years, one of just 11 schools in the state to receive it in 2015.

- DePaul was recognized on Diverse Issues in Higher Education’s “Top 100 Minority Degree Producers 2014” list in 96 categories.

- The DePaul Art Museum was listed as one of the 16 best galleries in Chicago by Chicagoist.com.

- The Princeton Review included DePaul in its “Guide to 353 Green Colleges 2015,” which were selected for being environmentally aware and sustainable.

- The Theatre School made The Hollywood Reporter’s list of Best Drama Schools in 2014.

- DePaul’s historic Merle Reskin Theatre was named No. 14 of the 25 Most Amazing Campus Arts Centers by CollegeDegreeSearch.net.

- The Master of Science in Taxation program was ranked No. 2, Master of Science in Accountancy program ranked No. 3, and the undergraduate accounting program ranked No. 6 in a national survey conducted by TaxTalent.com, the largest online network of tax professionals.

- The online Master of Science in Accountancy ranks 13 of 20, according to TopAccountingDegrees.org.

- The Driehaus College of Business ranked sixth in the Excellent American Business School category in an international survey of 1,000 business school deans conducted by Eduniversal, a Paris-based education consulting organization. Eleven DePaul graduate business degrees also placed among the top 50.

- The undergraduate entrepreneurship program ranked No. 15 and the graduate entrepreneurship program No. 20 in The Princeton Review’s “Top 25 Entrepreneurship Programs 2015” list.

- The Master of Science in Predictive Analytics was listed among the top Big Data Analysis programs in the Decision Line/Decision Sciences Institute publication.

- The Hollywood Reporter ranked DePaul No. 17 (up from last year’s 21st slot) in this year’s “Top 25 American Film Schools.”
DePaul ranked No. 1 in the Animation Career Review “Top Game Design and Development Schools” in the Midwest and No. 17 nationally. The publication also ranked DePaul No. 3 in “Top 20 Animation Schools” in the Midwest and No. 41 nationally.

The graduate and undergraduate computer game development programs were ranked in the Princeton Review’s Top Schools to Study Game Design in 2014. The graduate program was ranked No. 12 and undergraduate was ranked No. 20.

DePaul’s tax LL.M. program is one of the top 20 in the country, according to the National Jurist. DePaul is No. 7 on the list.

The College of Law placed first for Best LLM Program and Best Law School Clinical Program in Chicago in the National Law Journal’s ranking.

Four games created by faculty and students working in the College of Computing and Digital Media’s Play for Change lab were chosen Best of Show at the International Serious Play Awards in Los Angeles.

For the second consecutive year, PRWeek named the Master of Arts in Public Relations and Advertising program a finalist in the 2014 Education Program of the Year category.

The American Physical Society recognized DePaul on its list of schools granting the most master’s in physics degrees to women.

DePaul was named a Top School by Military Advanced Education in its 2015 Guide to Colleges & Universities.

DePaul is among the top 25 most affordable, accredited graduate degree programs in counseling and psychology in the Midwest, according to BestCounselingDegrees.net.

The DePaul chapter of the Society of Professional Journalists and Online News Association was named in the 2014 Region 5 Chapter of the Year for the fourth consecutive year.

Radio DePaul was recognized with Best Public Affairs Program, Best Student Station Manager and Best Student Engineer awards from the Intercollegiate Broadcasting System in 2015.

The DePaulia won 17 awards, its most ever, in reporting, photography and design at the 2015 annual convention of the Illinois College Press Association.
Competitive Awards and Honors Won by DePaul Faculty and Staff in 2014-2015

- **Ted Anton**, professor of English (LAS), was a finalist for the 2014 Nonfiction Book Award from the Society of Midland Authors for “The Longevity Seekers: Science, Business and the Fountain of Youth.”

- **Susanne Baker**, director, Community Music Division (SOM), was one of 25 individuals selected to participate in the Community Arts Education Leadership Institute sponsored by the National Guild for Community Arts Education.

- **Elena Boeck**, associate professor of history of art and architecture (LAS), was awarded a College Art Association Millard Meiss Publications Grant for her book “Imagining the Byzantine Past: The Perception of History in the Illustrated Manuscripts of Skylitzes and Manasses.”

- **Barrie Jean Borich**, assistant professor of English (LAS), made the 2014 American Library Over the Rainbow List/Top Ten books her memoir “Body Geographic” exhibiting commendable literary quality and significant LGBT content.

- **Pascale-Anne Brault**, professor of modern languages (LAS), received the Ordre National du Mérite Award and the French Voices Award, including the grand prize for her translation of “La Nostalgie” by Barbara Cassin, from the French government.

- **Chris Bury**, senior journalist in residence (CMN), shared a first-place National Headliner Award in the Business and Consumer Reporting category for his work with Al Jazeera America.

- **Lisa Calvente**, assistant professor of intercultural communication and performance studies (CMN), received a Woodrow Wilson National Fellowship Foundation 2015 Career Enhancement Fellowship.

- **Nell Cobb**, associate professor (COE), presented on a Congressional Black Caucus Foundation Panel for STEM Education.

- **Mark DeLancey**, associate professor of history of art and architecture (LAS), was named a National Endowment for the Humanities fellow for the Summer Institute on Algeria, Morocco, Tunisia: Literature, the Arts, and Cinema since Independence.

- **Kaveh Ehsani**, assistant professor of international studies (LAS), secured research fellowships from the Royal Dutch Academy of Sciences and the International Institute of Social History.

- **Elizabeth Florez**, assistant professor of nursing (CSH), was appointed to the national education committee for the National Association of Hispanic Nurses.
Joanna Gardner-Huggett, associate professor and chair of history of art and architecture (LAS), was named a fellow for the Digital Mapping and Art History Institute, Middlebury College.

Dustin Goltz, associate professor of performance studies and rhetoric (CMN), and Lexa Murphy, associate professor and director of communication studies (CMN), won Top Paper at the International Communication Association 2014 conference.

Dana Hall, director of Jazz Studies, performed a world premiere of his new work at Symphony Center.

Ronald Harvey, project director and researcher in the Center for Community Research (CSH), is a recipient of the 2015-16 Fulbright U.S. Scholar grant for his work in Bulgaria creating homes for people recovering from substance abuse.

Megan Heffernan, assistant professor of English (LAS), received national fellowships from The Mellon Foundation and the Folger Library.

Maria Hinojosa, Sor Juana Inés de la Cruz Chair of Latin American and Latino Studies (LAS), won a Peabody Award for her radio show, Latino USA.

Deborah Holton, associate professor (SNL), was named a National Endowment for the Humanities Institute Scholar for her work on black aesthetics and African-centered cultural expressions.

Rajul Jain, assistant professor of public relations and advertising (CMN), was selected for a 2014 Plank Center Educator Fellowship by the Plank Center for Leadership in Public Relations at The University of Alabama, the third DePaul faculty member chosen for this highly competitive program.

Paul Jaskot, professor of history of art and architecture (LAS), was awarded a Samuel H. Kress grant to co-direct the Digital Mapping and Art History Institute at Middlebury College and continues to serve as the Andrew W. Mellon Professor for 2014-2016 at the National Gallery in Washington, D.C.

Leonard Jason, professor of psychology and director of the Center for Community Research (CSH), was awarded the American Psychological Association’s Award for Distinguished Professional Contributions to Applied Research.

Richard Jones, professor of English (LAS), had 10 poems from his manuscript “Italy” nominated for a Pushcart Prize by the journal Fifth Wednesday.

Ilya Kaler, violin faculty, served on the violin jury for the XV International Tchaikovsky Competition held in Moscow.

Craig Klugman, professor and chair of health sciences (CSH), was named Honored Alumnus of 2014 in Science and Medicine by the University of Texas alumni association.
Kendra Knight, assistant professor of relational communication (CMN), was honored as an Early Career Scholar by the Work and Family Researchers Network.

Gerald Koocher, dean (CSH), was appointed as chair, board of trustees, Trust Insurance.

Young-Me Lee, assistant professor of nursing (CSH), received the Special Leadership Award from the Korean Nurses Association and was elected chair of the scholarship committee of the Global Korean Nursing Foundation.

Karl Liechty, assistant professor of mathematical sciences (LAS), earned the Gábor Szegő Prize from the Society for Industrial and Applied Mathematics for his outstanding research in orthogonal polynomials and special functions.

Antonio Morales-Pita, assistant professor of international studies (LAS), was selected as Associate Editor of the World Journal of Social Sciences, published in Australia.

Jason Moy, baroque ensemble, harpsichord, and keyboard coordinator (SOM), and his ensemble Trio Speranza, were awarded the Early Music America’s 2014 Baroque Performance Competition Prize.

Al Muñiz, professor of marketing (BUS), was presented with the Sheth Foundation/Journal of Consumer Research Long-Term Contribution Award for his much-cited 2001 article that introduced the concept of “brand community.”

Carlos Murillo, head of playwriting (TTS), received the 2014 Frederick R. Loewe Award in Musical Theatre from New Dramatists, one of the country’s leading playwright centers.

James Murphy, professor of English (LAS), was appointed the Burns Library Visiting Scholar in Irish Studies at Boston College for fall 2015.

Michael Naas, professor and chair of philosophy (LAS), was decorated by the French government as Commandeur dans l’Ordre des Palmes Académique for his scholarship in French philosophy and his efforts to promote the French language and culture in the United States.

Ernie Nolan, instructor of theatre studies (TTS), was selected to participate in the Next Generation program at the Tifli Festival in New Delhi, India, and was an American delegate at the Association of Theatre for Children and Young People’s World Congress in Warsaw, Poland.

Alexandra Novakovic, assistant professor of counseling (COE), was named to the Ethics Board of the American Counseling Association, and along with Erin Mason, associate professor (COE), and Melissa Ockerman, associate professor (COE), was invited to participate in two “Strengthening School Counseling and College Advising” convenings sponsored by the White House.

Lisa Portes, co-head of directing (TTS), was received a Fuller Road Artist Residency for female directors of color. She also directed Gwendolyn Whiteside’s solo performance of “Grounded,” winner of the Jefferson Award for Best Solo Performance.

Mark Robinson, assistant professor (SNL), was selected as a Faculty Fellow for the Policy, Science, Technology, and Society Scholars program at Arizona State University, funded by the National Science Foundation.

Kathleen Rooney, visiting assistant professor of English (LAS), had her debut novel “O, Democracy!” recognized as a finalist in the Adult Fiction category in the Society for Midland Authors 2015 Awards.

Francesca Royster, professor and chair of English (LAS), earned a 2014 Honorable Mention for the Modern Language Association's William Scarborough Prize for best book in African American Literature and Culture.”

Linsey Sabielny, assistant professor of special education (COE), received the 2014 Loadman Dissertation Award from The Ohio State University.

Alan Salzenstein (SOM) served as president of Association of Arts Administration Educators.

Joseph Schwieterman, professor in the School of Public Service (LAS), received a Spotlight Award from the Network of Schools of Public Policy, Affairs, and Administration for his research on transportation policy.

Sandra Waller Shelton, KPMG Distinguished Professor of Accountancy (BUS), was inducted into The PhD Project Hall of Fame, an award-winning national organization that seeks to increase diversity in business and business education.

Harry Silverstein (SOM) directed operas for the Houston Grand Opera, Washington National Opera, and the Ravinia Festival; he also judged the Metropolitan Opera Auditions.

Matthew Sorenson, associate professor of nursing (CSH), received the award for Best Scientific Poster for “Disruption of Cytokine Pathways in Chronic Fatigue Syndrome,” at the 11th International Association for Chronic Fatigue Syndrome/Myalgic Encephalomyelitis Biennial International Research Conference.

Jason Sturgess, assistant professor of finance (BUS), is co-recipient of the BlackRock-National Association of Corporate Directors Global Challenge for Innovation in Corporate Governance Award for his research on institutional Investors.

Scott Tharp, associate director in the Center for Intercultural Programs, was named to the national advisory board for the National Conference for Race & Ethnicity in American Higher Education.

Eugene L. Zdziarski, vice president of Student Affairs, was named a Pillar of the Profession in 2014 and chair-elect for the Student Affairs Administrators in Higher Education Foundation Board of Directors.
Competitive Awards Won by DePaul Students, 2014-2015

Graduate student Zoe Lubeck won the top U.S. Student Film award from the British Academy of Film and Television Arts.

School of Music master’s trombone performance student John Houghtling won the International Trombone Association Alto Trombone Award.

College of Science and Health graduate student Abby Brown was invited to speak at “Pathways to Prevention: Advancing the Research on ME/CFS” during a conference sponsored by the National Institutes of Health.

Two teams of DePaul students claimed top prizes at the 2015 Arthur W. Page Society national corporate communication case study competition, bringing to five the number of DePaul’s winning cases—more than any other university.

Radio DePaul was recognized with Best Public Affairs Program, Best Student Station Manager, and Best Student Engineer awards from the Intercollegiate Broadcasting System.

2014 Liberal Arts and Social Sciences graduate Jessica Chiarella sold “And Again,” the manuscript she wrote in the English department’s novel-writing course, to Simon & Schuster.

DePaul women’s basketball player Chanise Jenkins earned a gold medal at the USA World University Games in Gwangju, South Korea.

Graduate public relations and advertising students Lily Kim and Luis Sanchez each won a $10,000 scholarship from The LAGRANT Foundation, two of 40 students selected for this award nationally.

School of Music master’s jazz studies student Thomas Caminito earned a $5,000 prize in the 2015 Luminarts Awards.

History of Art and Architecture majors Makenzi Fricker and Allison Wood were named Samuel H. Kress Student Research Fellows to study European art and architecture.

Two Master’s Entry to Nursing Practice program students, Lissa de Castro and Nicole Raucci, and a Psychology student, Alescia Hollowell, were named Schweitzer Fellows 2014-2015.

The College of Computing and Digital Media Security Daemons won the Midwest regional of the Collegiate Cyber Defense Competition and placed third in the 2014 National Cyber League (NCL) fall postseason gold bracket. CDM student Ryan Haley ranked seventh nationally and fourth in the Midwest in the NCL bracket.

The Honor’s Program quarterly newsletter, "Honorable Mentions," earned first place among student-produced electronic newsletters in the 2014 Best Newsletter competition of the National Collegiate Honors Council.
Rebecca Anstee, a student in the Master’s Entry to Nursing Practice program, was awarded the Mayo Clinic Breakthrough to Nursing Scholarship.

Psychology student Chris Adair’s dissertation won the James C. Johnson Annual Student Paper Competition award from the International Personnel Assessment Council.

Undergraduate journalism student Scott Sutton placed first in the Association for Education in Journalism and Mass Communication’s international multimedia newswriting competition.

Master’s jazz studies student Brian Scarborough won an Outstanding Performance Award in the 2014 Downbeat Student Music Awards and was named a 2014 Jazz Fellow from the Luminarts Cultural Foundation.

DePaul’s student chapter of the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science was recognized at the 2014 National Conference with the 2014 Outstanding Community Service Award.

Graduate public relations and advertising student Aaron Westbrook won the Ketchum Excellence in Public Relations Award, one of the two most high-profile national annual research fellowship awards in the field of public relations for students.

The film “Animals,” a student/alumni production, received the Audience Choice award at the Chicago Critics Film Festival and won Best Feature at the Midwest International Film Festival.

Master’s violin student Danielle Simandl won the Young Artists concerto competition of the Marquette Symphony Orchestra in Michigan and was its featured soloist.

Master’s vocal performance student Yuriy Yurchuk won the audition to join the Royal Opera House Jette Parker Young Artists Programme in London.

Master’s Entry to Nursing Practice students Natalie Burris and Michelle Jodziewicz were awarded Student Nursing Assistant Positions at Lurie Children’s Hospital through a highly competitive program based on academic excellence and interviews, equivalent to a paid internship.

Women’s and Gender Studies major Clare Stuber won a prestigious poetry reading at the Chicago Poetry Foundation.

Undergraduate communication student Conrad Bielec qualified for the final round of the Global Policy Debate Challenge’s International Debate Competition, held in Budapest, Hungary.

Undergraduate public relations and advertising student Taylor Brandon was selected for the highly competitive Frank Karel Fellowship in Public Interest Communication program, which connects undergraduate students with leading nonprofit organizations.
College of Communication students **Lauren Bunker, Spencer Flynn, and Claire Randall** earned Honorable Mentions and were national semifinalists in the 2014 Collegiate Effie Awards, a nationwide competition where students work on marketing campaigns with real brands.

College of Education master’s student **Sarah Esslinger** received the Graduate Student of the Year award from the Illinois School Counselor Association.

Tuba student **Ben Darneille** won an audition for the Pacific Music Festival orchestra in Sapporo, Japan.

Fellow tubist **David Nelson** won a position with the Music Academy of the West for summer 2014.

“Drifting,” directed and produced by graduate student and adjunct faculty **Joel Benjamin**, took home the Silver Plaque for Best Animated Short at the Chicago International Film Festival.

Master’s clarinet student **Melissa Morales** was a prizewinner in the Monroe Symphony Orchestra League Emerging Artist Competition.

**Carl Anderson**, School of Music double bass student, was selected as one of 10 musicians to participate in the New York Philharmonic Global Academy Fellowship Program.

Music certificate student **Weiwen Ma** made the second round of the International Fryderky Chopin Piano Competition held in Warsaw.
GOAL 2: CONNECTION TO CHICAGO

Obj. 2a Global Chicago

International Student Enrollment

International undergraduate student enrollment continued to grow in 2014, increasing to 3 percent of the total undergraduate population. At the graduate level, total headcount declined in proportion to overall declines in graduate enrollments, thus the proportion of international graduate and law students held steady at approximately 11 percent.
Study Abroad

The proportion of students studying abroad has increased over the past six years, and currently totals a bit more than 3 percent of all students. That growth has been driven by increased demand among our undergraduates. DePaul also continued to expand study abroad opportunities for underrepresented students, with African-American, Hispanic and Native American students representing over 20 percent of all students who studied abroad in 2014.
Global Citizenship

In 2014, 63 percent of graduating undergraduates reported that DePaul had significantly improved their ability to engage in global citizenship, a decrease from the previous year. Almost half of graduate students feel their DePaul education has affected them this way. As seen in the following college-specific charts, perceptions vary significantly by college and by year.
Obj. 2b Commitment to Chicago

Community Service and Internships

In 2014, about half of DePaul seniors reported zero participation in community service or volunteer work. This is consistent with our national peers and understandable given the numbers of our students who are employed. At the same time, however, 68 percent of students reported that “at least some” of their courses have included a community-based project (as compared to 60 percent of our Carnegie peers.)

The number of graduating seniors who completed an academic internship continues to grow significantly, with over 60 percent reporting engaging in this high-impact practice in 2014.
DePaul faculty and staff continue to rate DePaul very high in its commitment to the city of Chicago.

<table>
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<th>Year</th>
<th>Full-time Faculty</th>
<th>Part-time Faculty</th>
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<td>2005</td>
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<td>2007</td>
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<td>2013</td>
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Average Agreement on 5 point scale (1 Strongly Disagree, 5 Strongly Agree)
Obj. 2c Facilities, Technology and Infrastructure

Classroom Capacity

Classroom capacity in 2014 remained relatively stable.
GOAL 3: CATHOLIC AND VINCENTIAN IDENTITY

Obj. 3a Mission Experience and Understanding

Undergraduate Spiritual Development

Compared to our national peers, a greater proportion of DePaul seniors consistently report frequent interactions with students of different backgrounds, as measured on the National Study of Student Engagement. Over the last six years, over half of DePaul seniors reported that the university increased their knowledge of religious traditions and ethical values, although those numbers have declined in recent years.
Undergraduate Religious Profile

Although the largest proportion of the undergraduate student population self-reports as Catholic (34 percent in 2014), many other faiths are practiced on campus, with 3 percent of undergraduates identifying as Muslim, 2 percent as Jewish and another 1 percent as Hindu. Non-Catholic Christians, when grouped together, represented about 12 percent of the undergraduate population.

Undergraduate Experience of Mission

Less than half of DePaul seniors reported increased knowledge of the university’s Catholic identity, and only slightly more reported satisfaction with the integration of mission into university culture. Both of these measures, after several years of improvement, took a downward turn in the past two years.
Undergraduate Development of a Personal Code of Values and Ethics

In 2014, both DePaul and our national peers showed a downward trend in the proportion of students who report their education has contributed to development of a personal code of values and ethics. And for the first time in six years there is no gap between DePaul and its peer set on this measure.
Graduate and Alumni Experience of Mission

In general, the vast majority of alumni five years out report that their DePaul education enhanced their understanding of moral and ethical issues, although there have been declines in the numbers over the last three years. This perception is most pronounced among undergraduate alumni and least pronounced among Law alumni. In 2014, 46 percent of DePaul's graduating graduate students felt the Catholic and Vincentian mission was integrated into university culture, although wide variation exists by college.
Faculty and Staff Understanding of Mission

The vast majority of faculty and staff understand DePaul’s mission and can explain it, although the mission is least understood among part-time faculty. The next survey will be administered in Spring 2016.

Understanding of DePaul’s Mission [85]

<table>
<thead>
<tr>
<th></th>
<th>Full-Time Faculty</th>
<th>Part-Time Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>4.44</td>
<td>4.35</td>
<td>4.27</td>
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<td>2011</td>
<td>4.26</td>
<td>4.11</td>
<td>4</td>
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<tr>
<td>2013</td>
<td>4.42</td>
<td>4.35</td>
<td>4.33</td>
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Able to Explain DePaul’s Mission [85.1]

<table>
<thead>
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<th></th>
<th>Full-Time Faculty</th>
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<th>Staff</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
<td>4.3</td>
<td>4.19</td>
<td>3.9</td>
</tr>
<tr>
<td>2013</td>
<td>3.9</td>
<td>3.76</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Average Agreement on 5-point scale (1 Strongly Disagree to 5 Strongly Agree)
Faculty and Staff Perceptions of University Commitment to Mission

Faculty and staff consistently affirm that the university demonstrates an appropriate commitment to its Catholic identity and that the heritage of St. Vincent de Paul remains relevant to the university today.

Average Agreement on 5-point scale (1 Strongly Disagree to 5 Strongly Agree)
Obj.3b Mission Relationships and Partnerships

Catholic School Student Enrollments and Success

After decline in 2013, the number and proportion of freshman from Chicago Catholic high schools enrolling at DePaul ticked upward in 2014, returning to 2011 numbers. Catholic high school graduates do well at DePaul, although their four-and six-year graduation rates fall below those of undergraduates university-wide.

*Mary Wisniewski, Chicago Tribune, May 02, 2013 “Struggling Catholic Schools Strategize to Draw New Students” reports enrollment in US Catholic schools fell 24.5% between 2006 and 2013 according to the National Catholic Educational Association.*
GOAL 4 DIVERSITY

Obj. 4a Campus-wide Diversity

Student Characteristics

In 2014, about one-third of the incoming freshmen were the first in their families to pursue college, about one-quarter were under-represented students of color and more than half were female. While men outnumber women among undergraduates and graduates, female students continue to dominate the student population in the College of Law.
Students by Ethnicity and International Status

Diversity is greatest among DePaul's adult and undergraduate populations with 36 and 32 percent, respectively, reporting as either Hispanic, African-American or Asian.

*Multi-racial and 'Unknown' are not shown.
Faculty by Gender, Ethnicity and International Status

Over half of DePaul’s assistant professors are women, while the other ranks are majority male. Racial/ethnic diversity is most pronounced among assistant and associate professors, with 20 and 21 percent respectively reporting as Hispanic, African-American or Asian.
Staff by Gender, Ethnicity and International Status

Sixty percent of DePaul’s full-time staff are female and sixty-one percent are white. The greatest proportion of women and minorities is found among the clerical and administrative workforce.
A greater proportion of DePaul seniors consistently report that their education contributed to increased multicultural understanding, as compared to our Carnegie peers. Similarly, DePaul seniors are more likely than their Carnegie peers to report frequent contact with students from different backgrounds. However, both of these measures showed a downturn in 2014.
Student Perceptions of Campus Climate

Although students in recent years have rated DePaul highly for its welcoming campus climate, we saw declines across the board in satisfaction with diversity initiatives and perceptions of discrimination in the latest survey. Still, 83 percent of undergrads and 81 percent of graduate and law students believe that DePaul promotes respect for students as individuals.
Faculty & Staff Perceptions of Campus Climate

DePaul faculty and staff feel strongly that the university values the diversity of its employees and provides a supportive culture for employees of diverse backgrounds.

**Perception that DePaul Values the Diversity of its Employees**

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3.98</td>
<td>4.04</td>
</tr>
<tr>
<td>2011</td>
<td>3.53</td>
<td>3.91</td>
</tr>
<tr>
<td>2013</td>
<td>3.72</td>
<td>3.98</td>
</tr>
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</table>

**Perceptions of a Supportive Culture for Employees of Diverse Backgrounds at DePaul**

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-Time Faculty</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>2011</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>2013</td>
<td>3.9</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Average Agreement on 5-point scale (1 Strongly Disagree to 5 Strongly Agree)
Obj. 4b: University Affinity

Faculty and Staff Affinity

Large proportions of both faculty and staff feel a sense of belonging at the university, although the numbers are stronger for staff. To a lesser degree, faculty and staff feel valued at DePaul.
Student Affinity

The proportion of graduating seniors who identified with DePaul and were proud to be alumni weakened in recent years, after a significant increase in 2012.
Alumni Affinity

Five years post-graduation across all three alumni groups, pride is a stronger emotion than personal identification with the university. These positive feelings for the university have been in decline in recent years, although there was some uptick in 2014 among Law School graduates.
GOAL 5: ECONOMIC STRENGTH

Obj. 5a Financial Vitality

Enrollment Trends

While DePaul's budgeted headcount for fall 2014 is the lowest across the recent six year period examined, actual enrollment was one percent above budget. Undergraduate enrollment remained relatively steady over the period, while graduate and professional programs experienced declines. In fall 2014, undergraduates represented almost 69 percent of total enrollment.
Admission Trends

After dramatic growth in applications following the introduction of the common app in 2011, freshman application numbers more recently have stabilized. After dropping consistently for several years, the freshman admission rate saw an upturn in 2014 to earlier levels. The yield rate, however, declined slightly but steadily over the entire period, reflecting an increasingly competitive freshman market. Transfer and master's admission and yield rates have been relatively more stable over the same period.
Tuition Pricing

DePaul’s freshman tuition and fees are slightly higher than the median value of cross-admit schools but lower than other private institutions in the state. In 2014, the tuition increase was the lowest in the past six years.

*Cross-Admit comparison schools are a set of twelve public and private universities DePaul applicants frequently admitted to.
Financial Aid

The proportion of low-income (or Pell-eligible) undergraduates has remained relatively stable in recent years. At the same time, as need has grown, total institutional aid increased, totaling $168 million in fiscal year 2014. The vast proportion of increased aid was directed to the undergraduate population.

* FTC or Full-Time Cohort is defined as students enrolled full-time for Fall, Winter, and Spring terms. Institutional aid includes both Enrollment Management (EM) aid and non-EM aid. Aid values are not adjusted for inflation. ** Include professionals.
In 2013, the average debt upon graduation for a DePaul undergraduate was less than the state average of $28,500. The proportion of DePaul graduates with debt was also lower than the state average. The three-year cohort default rate for DePaul graduates, however, is slightly higher than the state average (5.6 percent), but lower than last year.
Obj. 5b Employee Characteristics

Employee Headcount

After increases between 2010 and 2014, the number of full-time faculty and staff declined by six percent in 2015. Over the six year period, DePaul’s employee-to-student ratios have remained quite lean compared to peer benchmarks.
Employee Compensation

Salary and benefit expenses, as a percentage of total operating revenues, increased slightly between 2010 and 2013 but declined in 2015. (2014 was an anomalous year given the implementation of the early retirement incentive program - ERIP.) In FY15, salary and benefit expenses accounted for 57 percent of total operating revenues. FY15 salary and benefit actuals were less than budget due to the delay in filling positions arising from ERIP, more extensive use of adjunct and part-time faculty, and delays in filling positions in high demand markets. There was no merit increase in FY 2015.

The boxed graphs labeled 2014* portray financials exclusive of one-time early retirement incentive program payments and lump-sum merit increases of $27 million.
Promotion from within has consistently been far more common than seeking talent from outside the university. Staff tend to stay at DePaul for significant periods. Three out of four executives and senior managers have served DePaul for more than six years. The proportion of employees who serve less than one year, however, increased across all job levels in FY15, as compared to FY14.
Obj. 5c Business Sustainability

University Balance Sheet

Between fiscal years 2010 and 2015, total university cash and investments grew $255 million, primarily due to increases in the endowment, institutional reserves, and designated funds for capital projects. Long-term obligations continue to decrease due to scheduled debt service payments, the timing of bond refinancing payments, and the discontinuation of the computer capital lease program. These decreases are partially offset by an increase in the post-retirement benefits obligation. The 2015 fiscal year end long-term obligations balance was $408 million.
Operating Income

DePaul’s actual operating income in fiscal year 2015 was $44 million, outperforming the budgeted target of $2 million. These results are split roughly in half between revenues and cost savings, some of which are one-time savings and some that may result in favorable variances in the future. Operating income increases are reflected in a majority of the colleges, compared to the previous fiscal year. Between fiscal year 2010 and 2015, half of cumulative funds from operations were used to fund strategic capital investments (new and improved facilities), 17 percent was invested in the university’s endowment and 14 percent was invested in the university’s available funds.
The university’s total operating revenues grew ten percent between fiscal year 2010 and 2015, largely as the result of growth in net tuition. The university’s tuition dependency decreased slightly from 84 percent of operating revenues in fiscal year 2014 to 82 percent in fiscal year 2015, but has remained relatively stable for the last six years and consistently above the rating category target. DePaul’s increase in full-time tuition and fees ($34,891 in FY 2015 for an entering DePaul freshman, compared to $27,203 in FY 2010) remains competitive relative to our cross-application and cross-admission competitors.

*Cross-Application and Cross-Admission Competitors are a set of 12 public and private universities DePaul applicants frequently apply to. Tuition and fees are for all undergrads entering in the year listed, freshman or transfer, who are enrolled for between 12 and 18 hours in a term, for three terms. Rates for public institutions located outside the state of Illinois reflect out-of-state tuition cost.
Tuition Trends

In recent years, as DePaul experienced increasing numbers of students seeking financial assistance, the university grew institutional financial aid. Between fiscal years 2009 and 2015, the cumulative growth in financial aid outpaced gross tuition growth, with an increase of 86 percent (or $85 million) in financial aid and 31 percent (or $156 million) in actual gross tuition and fees. Over the same period, however, net tuition and fees grew 18 percent (or $71 million). While total net tuition and fees have remained steady for the past three fiscal years, net tuition and fees per FTE student has increased.
Operating Expenses

The university implemented several cost containment measures to return operating expenses to levels more in line with operating revenue growth. Such measures included permanent reductions from the early retirement incentive program (ERIP), vacancies and other positions and departmental expense savings efforts. In 2015, total operating expenses accounted for 92 percent of total operating revenues, down from 95 percent in 2014. Salaries and benefits accounted for 61 percent of total operating expenses in 2015, down three percent from 2014 (which include the one-time payments for the early retirement program).
Credit Ratings and Fiscal Targets

The three bond credit rating agencies affirmed the university’s rating, and have recently changed their outlook to stable for all of the higher education sector. In FY15, there was improvement in three key metrics used to measure DePaul’s fiscal health, and in two of the metrics, DePaul performed above the rating agency targets.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fitch</td>
<td>A-</td>
<td>Stable</td>
<td>A</td>
<td>Stable</td>
</tr>
<tr>
<td>Moody’s</td>
<td>A3</td>
<td>Stable</td>
<td>A2</td>
<td>Stable</td>
</tr>
<tr>
<td>Standard &amp; Poor’s</td>
<td>A-</td>
<td>Stable</td>
<td>A</td>
<td>Stable</td>
</tr>
</tbody>
</table>

Available Funds to Expenses
(A Measure of Ability to Cover Ongoing Costs)

Available Funds to Long-Term Obligations
(A Measure of Ability to Cover Long-Term Borrowing Obligations)

* Excludes one-time early retirement incentive program and lump-sum merit increases expensed in 2014.
Four Key Financial Ratios

Below is a graphical representation of DePaul’s financial condition using four industry standard ratios to assess the financial health of a higher education institution. The ratios indicate DePaul achieved excellent operating results due primarily to continued salary and departmental cost saving efforts (Net Operating Income), stable reserves relative to total expenses (Primary Reserve) and resources relative to total debt (Viability), and an increase in net assets (Return on Net Assets).

Note: For purposes of plotting the Graphical Financial Profile, the four ratios are converted to strength factors along a common scale with a strength factor limitation of 10.
Composite Financial Index

DePaul’s composite financial index is a comprehensive assessment of the institution’s financial performance using the four ratios represented in the Graphical Financial Profile above. DePaul’s Composite Financial Index as of June 30, 2015 is 5.6, up from 4.3 as of June 30, 2014 and due primarily to an increase in operating income resulting from cost containment measures including vacant position holding, the requirement of executive level approval to create new and fill vacant positions and departmental expense savings.

Below is a graphical illustration of DePaul’s composite financial index through June 30, 2015:

Comparable Composite Score for Title IV Funding

Similar but not identical composite financial index scores are calculated annually for Title IV funding. The calculation contains limits, which result in the maximum possible score for any university being 3.0. Institutions with scores of 1.5 or above are deemed financially responsible and are eligible to receive funding with no constraints. DePaul’s June 30, 2015 score is 3.0, which is the maximum possible score and is well in excess of the federal requirement.
Endowment Growth

The total market value of the endowment, and the market value of the endowment per full-time equivalent student reached a record high in fiscal year 2014. In 2015, the value of the endowment declined by $9 million. Over the six-year period, restricted balances account for about 10 to 12 percent of the total market value of endowment.
Philanthropy

DePaul completed the Many Dreams, One Mission in fiscal year (FY) 2014, surpassing the $300 million goal by ten percent. At the end of FY 2015, DePaul achieved one-third of the three year cumulative goal for FY 2015 - 2017 of $100M, with 141 major gifts raised. Almost half of the dollars raised in the past six years were endowed, followed by 32 percent of expendable funds and 21 percent for capital projects. Over same period, alumni gifts grew 27 percent. In 2015, about seven percent of alumni donated to DePaul.
## Appendix

### DePaul Survey Details

<table>
<thead>
<tr>
<th>Population</th>
<th>Time of Year</th>
<th>Year</th>
<th>N</th>
<th>Response Rate</th>
<th>Office</th>
<th>Notes</th>
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<tbody>
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<td>Student Surveys</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Undergraduate Continuing Student Survey</td>
<td>Undergraduate</td>
<td>Spring</td>
<td>2015</td>
<td>573</td>
<td>11%</td>
<td>Institutional Research and Marketing Analytics (IRMA)</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td>2012</td>
<td>1,255</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009</td>
<td>2,004</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2008</td>
<td>1,411</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2007</td>
<td>1,128</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Institutional Research and Marketing Analytics (IRMA)</td>
<td>For 2007-09, ALL undergrads were invited to participate, and in 2012 only 5000 students were sampled. This accounts for the lower response rates for older surveys.</td>
</tr>
<tr>
<td>Graduating Student Survey (GSS)</td>
<td>Undergrad</td>
<td>Winter-Spring</td>
<td>2014</td>
<td>569</td>
<td>12%</td>
<td>IRMA</td>
</tr>
<tr>
<td></td>
<td>Graduation</td>
<td></td>
<td>2013</td>
<td>777</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applicants</td>
<td></td>
<td>2012</td>
<td>469</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2011</td>
<td>803</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2010</td>
<td>1070</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009</td>
<td>589</td>
<td>19%</td>
<td></td>
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<tr>
<td>Grad Graduation Applicants</td>
<td>Winter-Spring</td>
<td>2014</td>
<td>707</td>
<td>28%</td>
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<td></td>
<td></td>
<td>2013</td>
<td>785</td>
<td>30%</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2012</td>
<td>541</td>
<td>20%</td>
<td></td>
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<tr>
<td>National Survey of Student Engagement (NSSE)</td>
<td>Undergraduate</td>
<td>Spring</td>
<td>2015</td>
<td>802</td>
<td>14%</td>
<td>IRMA</td>
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<tr>
<td></td>
<td>Seniors</td>
<td></td>
<td>2014</td>
<td>877</td>
<td>14%</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>2013</td>
<td>951</td>
<td>17%</td>
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<td></td>
<td></td>
<td></td>
<td>2012</td>
<td>742</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2011</td>
<td>773</td>
<td>19%</td>
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<td></td>
<td></td>
<td></td>
<td>2010</td>
<td>975</td>
<td>25%</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2009</td>
<td>342</td>
<td>23%</td>
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<td></td>
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<td>2008</td>
<td>411</td>
<td>0.23</td>
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<tr>
<td>Career Outcomes Survey</td>
<td>Undergraduate Alumni</td>
<td>Cap and Gown or Six Months After Graduation</td>
<td>2014</td>
<td>2800</td>
<td>79%</td>
<td>Career Center</td>
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<tr>
<td>------------------------</td>
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<td>------</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>2013</td>
<td>3111</td>
<td>71%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2012</td>
<td>3070</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2011</td>
<td>2624</td>
<td>74%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2010</td>
<td>2480</td>
<td>74%</td>
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<tr>
<td>Graduate Alumni</td>
<td></td>
<td>Cap and Gown or Six Months After Graduation</td>
<td>2014</td>
<td>1993</td>
<td>71%</td>
<td>Career Center</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2013</td>
<td>1943</td>
<td>63%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2012</td>
<td>1944</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2011</td>
<td>1102</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2010</td>
<td>1248</td>
<td>64%</td>
<td></td>
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<tr>
<td>Alumni Survey</td>
<td>Undergrad and Grad Alumni 1, 3 and 5 years out</td>
<td>Summer-Early Fall</td>
<td>2014</td>
<td>2764</td>
<td>18%</td>
<td>IRMA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2013</td>
<td>2627</td>
<td>16%</td>
<td>Include Law.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2012</td>
<td>2126</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2011</td>
<td>2246</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2010</td>
<td>2234</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009</td>
<td>1623</td>
<td>0.15</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty and Staff Surveys**

<table>
<thead>
<tr>
<th>Faculty Climate Survey</th>
<th>Faculty</th>
<th>Winter-Spring</th>
<th>2013</th>
<th>447</th>
<th>46%</th>
<th>IRMA</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>2011</td>
<td>500</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2009</td>
<td>360</td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

| Staff Climate Survey   | Staff   | Winter-Spring | 2013 | 1113 | 49% | IRMA |
|                        |         |              | 2011 | 1084 | 49% |     |
|                        |         |              | 2009 | 816  | 40% |     |

Response rates are published by the Career Center.