

QUALITY INDICATOR SYSTEM REPORT

December 2001

Introduction

In 1996, the Colorado General Assembly passed HB96-1219 – the Higher Education Quality Assurance Act – which outlined the General Assembly's expectations for a quality indicator system for Colorado's state-supported higher education system. During 1997-98, the Colorado Commission on Higher Education (CCHE) implemented HB96-1219, culminating in a report to the General Assembly in December 1998 on the results of the first year's efforts. In the subsequent 1999 legislative session, SB99-229 was enacted. It refined HB96-1219 and identified state goals and institutional actions for a revised Quality Indicator System (QIS).

Beginning with the 1999-2000 academic year and continuing through the present, the state-supported institutions of higher education, governing boards, and CCHE have worked collaboratively to implement SB99-229 and refine the QIS. The indicators comprising the QIS have been utilized as performance measures for the CCHE's performance funding system. (Readers interested in CCHE's performance funding system can find a report detailing the performance funding system on the CCHE's web site).

This QIS report is the third of its kind. Included is a description of the ten indicators, the institutional data for each, as well as the benchmarks for measuring institution performance where applicable.

Background

Colorado is one of thirty-seven states that has implemented some type of quality indicator or performance measurement system for its state-supported institutions of higher education. Similar indicators are utilized by a majority of these states, including Colorado: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, faculty teaching workload rates, and undergraduate class size. Colorado's system keeps the overall number of indicators to ten or less (with subcomponents), while many states rely on a larger number of indicators (e.g., Missouri – 24, Wisconsin – 21, Kentucky – 16, Virginia – 14, Washington – 13).

To the extent possible for each Colorado state-supported institution, an individual benchmark is identified where the measure is based on the performance levels of institutions that represent a national comparison group for that college or university (i.e., institutions across the country with similar roles and missions, enrollment size, program array, complexity, etc.). To ensure that each institution has the most relevant comparison group for an indicator, the groupings may differ from indicator to indicator. In some cases, however, the comparison is limited by the availability of national databases and/or reliable data from comparable institutions. In such cases, recent performance of the institution serves as the benchmark, with the expectation that improvement will occur.

Along with the indicators common to other states, Colorado's QIS also has unique features as specified by SB99-229. First and foremost, Colorado's system focuses on undergraduate education. Graduate level education and research are not components of SB99-229, and thus, neither is included explicitly in QIS. This focus of SB99-229 and the subsequent incorporation of it in QIS should not be construed as a devaluing of graduation level education or research by CCHE or the state. Both are important components of Colorado's higher education system and both are supported by CCHE.

Purposes of QIS

Purpose 1: Encouraging Continuous Improvement by Institutions in Achieving High Levels of Performance

In the decade of the 1990s, higher education conscientiously addressed the public expectation for an effective framework to ensure quality and accountability. Colorado's heightened attention to quality and accountability occurred in 1996 with the passage of HB96-1219, known as the Higher Education Quality Assurance Act. This legislation outlined the General Assembly's expectations and goals for higher education. It also urged higher education to "...concentrate on improving both the quality and cost-effectiveness of higher education in the state." (CRS 23-13-102) The QIS reflects this statutory purpose by encouraging state-supported institutions of higher education to strive for continuous improvement in achieving high levels of performance.

Purpose 2: Measuring Institutional Performance and Accountability

Since 1985, Colorado's state-supported institutions of higher education have been involved in accountability reporting vis-à-vis several laws (HB85-1187, HB91-1002, SB93-136, HB94-1110, and HB96-1219). The Higher Education Quality Assurance Act (HB96-1219) was refined in 1999 with the passage of SB99-229. Through this refinement, the General Assembly mandated the establishment of "...a quality indicator system to measure the overall performance of the statewide system of higher education and each governing board's and each institution's performance in achieving the statewide expectations and goals..." (CRS 23-13-105) In establishing the statewide expectations and goals, the General Assembly further expressed its expectation that "...each institution...shall work toward achieving a high quality, efficient, and expeditious undergraduate education..." (CRS 23-13-104(a)) The QIS serves as an accountability reporting process as related to these statewide expectations and goals.

Purpose 3: Determining Funding Recommendations and the Funding Distribution Formula for the Higher Education System

The incorporation of QIS in the CCHE's funding recommendations and distribution formula for the higher education system is specified in statute: "The commission shall make annual systemwide funding recommendations...In making its recommendations, the commission shall consider each governing board's and each institution's level of achievement of the statewide expectations and goals...as measured by data collected through the quality indicator system..." (CRS 23-1-105(2)) and "The commission shall establish...the distribution formula of general fund appropriations...to each governing board under the following principles...To reflect the governing board's and the institution's level of achievement of the statewide expectations and goals...as measured by data from the quality indicator system..." (CRS 23-1-105(3)(d))

Purpose 4: Build Public Support for Increased Funding for Higher Education

A recent survey of Colorado residents identified higher education as having a high level of respect with the institutions of higher education viewed as providing quality educational experiences. However, this high level of regard has not translated into a level of financial support for higher education as measured by higher education's share of the state budget. For several years, higher education staked its financial future on a growing enrollment and inflation as the primary means for keeping higher education's percent of the state budget on pace with the rest of state government. Unfortunately, enrollment growth fell short of expectations. Consequently, higher education lost ground in funding support.

A strategy of building public support for increased funding for higher education is embodied in the utilization of data from QIS in the performance funding system and the *Consumer Guide*. Clear, concise reporting of aspects of higher education that matter intuitively to the public – graduation rates, achievement levels of recent graduates, freshmen retention and persistence rates, class size, overhead costs, credits to degree – the willingness to set high performance expectations and standards (benchmarks), and the openness to compare the performance of Colorado's institutions with the performance of like institutions across the country, these all provide a foundation which can be used to request increased financial support for higher education.

Balance and Limitations Inherent in Any Quality Indicator System

Each state-supported institution of higher education in Colorado has a particular role and mission. Each has an admission selectivity level assigned to it by statute. Each has its own particular set of academic

and student support programs and services. Each has relationships with its local community, region, and the state. Some have national and international relationships. Traditions have shaped each institution. Taken as a whole, each institution has aspects that cannot be adequately taken into account or measured by any system, no matter how sophisticated that system may be when, by design, the system incorporates some amount of uniformity and commonality among the institutions. This is a limitation of any quality indicator or performance measurement system that seeks to include all institutions in some common format and approach. Whatever the quality indicator or performance measurement system employed, it must recognize this limitation and strive to balance the diversity of institutions and their respective differences with the commonality and uniformity inherent in the quality indicator or performance measurement system.

On the other hand, all state-supported institutions should be able to demonstrate good educational and administrative practices in offering their programs, allocating their resources, and being accountable to their students, taxpayers, and the public. As state-supported institutions of higher education that benefit from public funds, state-supported institutions have a special obligation to be accountable to the citizens of the state. This balance also must be achieved by a quality indicator or performance measurement system. It is believed that the quality indicator system reflected in this report strikes this balance by honoring the diversity of Colorado's state-supported institutions of higher education while promoting continuous improvement in their operations through accountability.

Actions Taken or Planned by the Governing Boards and Institutions

This report presents quality indicators, institutional data, and applicable benchmarks without incorporating an evaluative component or outlining new initiatives, remediation, or further inquiry that the data might suggest. HB96-1219 provides such opportunities through a follow-up report due January 30, 2002 that takes that next step. The January report will describe the responsive actions taken or planned by the governing boards and institutions.

QUALITY INDICATORS FOR FY 2001 - 02

Indicator 1A: Baccalaureate Graduation Rates (four-year institutions)

An institution's baccalaureate graduation rate is the single most common indicator used by quality indicator and performance measurement systems across the thirty-seven states that use some form of a quality indicator or performance measurement system. Its inclusion is reflected in the fact that graduation rates are reported nationally by educational organizations, publications (e.g., *US News and World Report*) and other states.

Colorado's QIS mirrors the nation's and other states' utilization of a similar indicator. Four, five, and six-year graduation rates are calculated for each baccalaureate-granting institution based on the nationally accepted definition of a first-time, entering, full-time, degree-seeking student. Students meeting these criteria and beginning at a specified time constitute an entering cohort upon which the measurement is based. A graduation rate for students completing at their original institution is calculated along with a graduation rate from any four-year institution in Colorado's state-supported system of higher education. For the latter measure, students transferring to private institutions in Colorado and to institutions outside Colorado are not counted. Since some institutions have more of a transfer role than others, the graduation rate from any four-year institution in Colorado's state-supported system of high education is meant to recognize this important component of an institution's role and mission.

Benchmark ranges for the indicator measuring graduation rates from the original institution are based on a national comparison group of similar institutions. The benchmark for the indicator measuring graduation rates from any four-year institution in Colorado's state-supported higher education system is based on each institution's recent performance, with the emphasis on improvement from the past year's performance level.

Factors to Keep in Mind When Interpreting Graduation Rates

Following nationally-recognized definitions, the entering cohorts tracked in the QIS graduation, retention, and persistence rate indicators (indicators 1, 2, and 3) are limited to first-time, degree-seeking freshmen who entered the institution in the summer or fall and were enrolled full-time in their first fall term.

Reporting on minority student retention and completion relies on the same criteria. Other undergraduate students new to the institution are excluded from the entering cohorts – freshmen enrolled part-time their first term, non-degree students, and all transfer students. For some institutions, a large percentage of their new undergraduates may be non-degree seeking, transfers, and/or part-time. Once the entry cohort is formed, no students are added, and students are removed only for death, military service, or missionary service. Finally, one also should be mindful that, while a student may have enrolled full-time in the first term, the student may register on either a full- or part-time basis in subsequent terms but continue to be included in the calculations.

Indicators 1B: Three-Year Graduation Rates (two-year institutions)

This indicator is the equivalent indicator for two-year institutions. It measures the three-year graduation rate for first-time, full-time, certificate or associate degree-seeking freshmen who entered a two-year institution in summer or fall 1997 and either graduated from the original institution or another two-year institution in Colorado's state-supported institution of higher education within three years after entry. Individual institution benchmark ranges are based on recent performance with the expectation for improvement from the past year's performance level.

Similar factors should be kept in mind when interpreting these indicators as for the baccalaureate graduation rate indicators. In addition, research shows that when the national or state economy is robust (which both were during the period of time measured by this indicator), enrollments in two-year institutions often stagnate or even decline as students take advantage of increased employment opportunities and delay their higher education careers.

Indicators 2A and 2B: Freshmen Retention and Persistence Rates

These indicators mirror similar indicators used by other states which measure the percentage of first-time, full-time, certificate or degree-seeking freshmen entering in summer or fall 1999 who either completed a program by August 2000, were enrolled in the fall 2000 term at the same institution, or transferred to another Colorado state-supported institution of higher education and enrolled at that institution in the fall 2000 term. Benchmarks for the four-year institutions are based on national comparison groups and also on recent performance of the institution with an expectation for improvement from the past year's level of performance. Benchmarks for the two-year institutions are based on recent performance with an expectation for improvement from the past year's level of performance.

Indicators 3A & 3B: Support and Success of Minority Students

These two indicators take the six-year graduation (from four-year institutions), three-year graduation (from two-year institutions), freshmen retention, and freshmen persistence rate indicators and measure them for first-time, full-time, certificate and degree-seeking freshmen minority students. The same factors must be kept in mind when interpreting these indicators as apply to indicators 1A – 2B.

**QIS Measure 1A: BACCALAUREATE GRADUATION RATES
AFTER FOUR, FIVE, AND SIX YEARS AT
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS
Fall 1994, 1995, and 1996 Cohorts**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Cumulative % Graduating Four Yrs After Entry From --			Cumulative % Graduating Five Yrs After Entry From --			Cumulative % Graduating Six Yrs After Entry From --			Benchmark	
			Orig Inst	Transf Inst	All Inst	Orig Inst	Transf Inst	All Inst	Orig Inst	Transf Inst	All Inst	Orig Inst	All Inst
University of Colorado Univ Colo - Boulder	1992	3,593	33.5	0.7	34.1	56.1	1.9	58.0	61.1	2.8	63.8		
	1993	3,434	35.3	1.0	36.3	59.0	2.7	61.7	63.7	4.1	67.8		
	1994	3,591	35.6	0.9	36.5	58.8	2.3	61.0	64.4	3.2	67.6	58.4 - 62.4	67.8
	1995	4,165	34.8	0.4	35.2	60.1	2.1	62.2	-	-	-	57.6 - 61.6	61.3
	1996	3,946	38.4	0.7	39.1	-	-	-	-	-	-	35.5 - 39.5	35.8
Univ Colo - Colo Spr	1992	320	9.7	1.9	11.6	23.1	8.8	31.9	27.8	11.6	39.4		
	1993	308	14.9	1.0	15.9	30.8	8.1	39.0	39.3	11.0	50.3		
	1994	328	12.5	1.5	14.0	28.4	7.9	36.3	34.5	9.5	43.9	37.4 - 41.4	50.3
	1995	373	10.7	3.5	14.2	24.9	9.9	34.9	-	-	-	32.9 - 36.9	37.6
	1996	385	18.2	1.8	20.0	-	-	-	-	-	-	18.1 - 22.1	14.2
Univ Colo - Denver	1992	272	10.7	1.8	12.5	27.6	6.6	34.2	34.6	9.6	44.1		
	1993	243	15.6	1.6	17.3	29.6	5.3	35.0	37.9	8.6	46.5		
	1994	265	11.7	2.3	14.0	33.2	6.8	40.0	37.4	10.6	47.9	33.1 - 37.1	46.5
	1995	266	15.4	2.6	18.0	32.3	4.9	37.2	-	-	-	28.1 - 32.1	40.0
	1996	375	14.4	2.1	16.5	-	-	-	-	-	-	12.7 - 16.7	18.0
Univ of Northern Colo	1992	1,458	15.8	1.7	17.5	36.0	6.2	42.2	41.6	8.6	50.2		
	1993	1,704	18.1	1.5	19.5	39.5	5.6	45.1	44.0	7.7	51.7		
	1994	1,609	21.0	1.6	22.6	39.9	5.9	45.8	44.3	9.2	53.4	47.7 - 51.7	51.7
	1995	1,763	22.9	1.8	24.7	40.9	5.5	46.4	-	-	-	44.8 - 48.8	45.8
	1996	1,642	25.0	2.5	27.5	-	-	-	-	-	-	23.2 - 27.2	24.7
State Board of Agriculture Colorado State Univ	1992	2,219	26.0	1.2	27.2	54.6	3.4	58.0	60.5	5.3	65.8		
	1993	2,179	28.1	1.2	29.4	53.8	3.6	57.4	59.8	4.7	64.5		
	1994	2,291	29.1	0.8	29.9	57.0	2.9	59.9	61.9	4.1	66.0	53.4 - 57.4	65.1
	1995	2,568	31.4	1.1	32.5	57.4	3.3	60.7	-	-	-	51.5 - 55.5	59.9
	1996	2,723	31.2	1.2	32.5	-	-	-	-	-	-	30.8 - 34.8	32.5
Fort Lewis Coll	1992	983	8.3	0.9	9.3	20.5	5.8	26.3	24.8	8.6	33.5		
	1993	1,081	8.7	1.2	9.9	23.6	6.9	30.5	28.6	10.4	38.9		
	1994	875	12.3	2.1	14.4	27.5	7.0	34.5	31.1	11.0	42.1	30.1 - 34.1	35.1
	1995	1,010	7.8	2.2	10.0	20.0	6.7	26.7	-	-	-	26.0 - 30.0	31.2
	1996	1,131	9.2	2.0	11.2	-	-	-	-	-	-	12.2 - 16.2	11.2
Univ of Southern Colorado	1992	661	9.2	0.8	10.0	21.2	3.0	24.2	25.3	4.2	29.5		
	1993	682	11.4	1.3	12.8	22.9	4.3	27.1	27.0	5.7	32.7		
	1994	640	9.8	0.8	10.6	23.1	4.8	28.0	27.5	6.1	33.6	30.1 - 34.1	32.7
	1995	590	11.7	0.8	12.5	21.7	5.4	27.1	-	-	-	26.0 - 30.0	28.0
	1996	575	11.8	0.9	12.7	-	-	-	-	-	-	12.2 - 16.2	12.5
State Colleges Adams State Coll	1992	389	13.6	1.8	15.4	26.0	4.1	30.1	30.3	6.2	36.5		
	1993	352	13.9	1.4	15.3	24.4	4.3	28.7	29.0	6.5	35.5		
	1994	437	17.4	2.3	19.7	26.8	5.9	32.7	29.7	8.7	38.4	30.1 - 34.1	36.0
	1995	449	12.2	2.0	14.3	26.5	4.2	30.7	-	-	-	26.0 - 30.0	32.7
	1996	431	15.8	2.1	17.9	-	-	-	-	-	-	12.2 - 16.2	17.0

(continued)

**QIS Measure 1A: BACCALAUREATE GRADUATION RATES
AFTER FOUR, FIVE, AND SIX YEARS AT
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS
Fall 1994, 1995, and 1996 Cohorts**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Cumulative % Graduating Four Yrs After Entry From --			Cumulative % Graduating Five Yrs After Entry From --			Cumulative % Graduating Six Yrs After Entry From --			Benchmark		
			Orig Inst	Transf		Orig Inst	Transf		Orig Inst	Transf		Orig Inst	All Inst	
				Inst	All Inst		Inst	All Inst		Inst	All Inst			
State Colleges (continued)														
Mesa State Coll	1992	476	5.0	1.3	6.3	13.9	4.8	18.7	19.1	9.2	28.4			
	1993	611	8.0	1.5	9.5	20.0	4.3	24.2	23.2	7.5	30.8			
	1994	662	6.5	1.2	7.7	18.9	4.8	23.7	24.5	7.1	31.6	30.1 - 34.1	30.8	
	1995	667	9.0	2.5	11.5	19.9	7.9	27.9	-	-	-	26.0 - 30.0	23.9	
	1996	630	9.7	2.1	11.7	-	-	-	-	-	-	12.2 - 16.2	11.5	
Metropolitan State Coll of Denver	1992	1,182	3.6	1.3	4.8	12.7	4.6	17.3	19.2	7.7	26.9			
	1993	1,378	3.1	1.0	4.1	12.1	5.3	17.4	19.7	7.7	27.4			
	1994	1,254	4.3	1.3	5.6	12.8	4.8	17.5	19.1	7.0	26.2	20.2 - 24.2	27.4	
	1995	1,239	3.9	0.9	4.8	14.9	4.4	19.3	-	-	-	13.7 - 17.7	17.5	
	1996	1,324	3.9	0.8	4.6	-	-	-	-	-	-	2.8 - 6.8	5.2	
Western State Coll	1992	717	7.5	1.4	8.9	17.4	5.9	23.3	21.8	7.9	29.7			
	1993	599	10.9	1.5	12.4	22.9	6.8	29.7	27.4	8.5	35.9			
	1994	608	10.0	0.8	10.9	22.2	5.1	27.3	28.0	8.2	36.2	30.1 - 34.1	35.9	
	1995	599	10.5	1.8	12.4	23.4	8.2	31.6	-	-	-	26.0 - 30.0	28.5	
	1996	632	12.0	1.7	13.8	-	-	-	-	-	-	12.2 - 16.2	12.4	
Four-Year Inst Total	1992	12,270	19.4	1.1	20.6	38.2	4.0	42.2	43.4	6.0	49.4			
	1993	12,571	20.6	1.2	21.8	39.4	4.5	43.9	44.7	6.4	51.1			
	1994	12,560	22.0	1.2	23.2	41.1	4.2	45.3	46.2	6.2	52.4	n/a	n/a	
	1995	13,689	22.8	1.3	24.0	42.2	4.4	46.6	-	-	-	n/a	n/a	
	1996	13,794	24.1	1.4	25.5	-	-	-	-	-	-	n/a	n/a	

*Base year cohort is 1996 for four-year graduation rate, 1995 for five-year rate, and 1994 for six-year rate; graduate totals based on specified number of academic years plus the following summer.

**Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer.

Source: Cohort and benchmark calculation based on SURDS files and institutional data; g\QIS\2001\tables\1A_2A_Grads_3A_3C_Ret_4yr.xls

**QIS Measure 1B: GRADUATION RATES AFTER THREE YEARS FROM
 COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS
 Fall 1997 Cohort**

Institution	Cohort Entering in Fall --	# Students in Entering Cohort**	Cumulative % Graduating With Cert or Assoc Degree Three Years After Entry			Benchmark	
			Orig Inst	Transf Inst	All Inst	Orig Inst	All Inst
Community Colleges of Colorado							
Arapahoe Comm Coll	1995	443	23.0	0.5	23.5	18.8 - 22.8	21.3
	1996	318	18.6	0.6	19.2		
	1997	399	24.1	0.8	24.8		
Colo NW Comm Coll	1995	141	22.0	0.7	22.7	21.0 - 25.0	25.7
	1996	148	23.0	2.7	25.7		
	1997	166	23.5	1.2	24.7		
Comm Coll of Aurora	1995	294	10.5	1.0	11.6	6.9 - 10.9	9.7
	1996	205	7.3	0.5	7.8		
	1997	230	5.7	0.9	6.5		
Comm Coll of Denver	1995	476	12.4	0.0	12.4	14.5 - 18.5	16.5
	1996	418	16.5	0.0	16.5		
	1997	494	12.6	0.4	13.0		
Front Range Comm Coll	1995	938	20.7	1.1	21.7	15.4 - 19.4	18.4
	1996	733	14.1	1.0	15.0		
	1997	966	20.0	0.8	20.8		
Lamar Comm Coll	1995	199	28.6	1.5	30.2	24.2 - 28.2	26.9
	1996	152	23.7	0.0	23.7		
	1997	187	28.9	2.1	31.0		
Morgan Comm Coll	1995	131	63.4	1.5	64.9	55.6 - 59.6	59.5
	1996	85	51.8	2.4	54.1		
	1997	80	23.8	1.3	25.0		
Northeastern Junior Coll	1995	415	44.6	0.5	45.1	41.1 - 45.1	43.9
	1996	473	41.6	1.1	42.7		
	1997	349	38.7	0.6	39.3		
Otero Junior Coll	1995	245	36.7	2.0	38.8	34.1 - 38.1	38.0
	1996	212	35.4	1.9	37.3		
	1997	234	33.3	2.6	35.9		
Pikes Peak Comm Coll	1995	823	10.8	0.0	10.8	8.0 - 12.0	10.2
	1996	736	9.2	0.3	9.5		
	1997	800	12.5	0.5	13.0		
Pueblo Comm Coll	1995	398	21.1	0.0	21.1	15.8 - 19.8	18.0
	1996	297	14.5	0.3	14.8		
	1997	312	12.5	0.3	12.8		
Red Rocks Comm Coll	1995	508	16.7	0.6	17.3	14.1 - 18.1	17.3
	1996	406	15.5	1.7	17.2		
	1997	552	16.7	1.6	18.3		
Trinidad State Jun Coll	1995	400	41.3	0.0	41.3	39.0 - 43.0	41.3
	1996	317	40.7	0.6	41.3		
	1997	309	35.6	0.6	36.2		
Local District Colleges							
Aims Comm Coll	1995	416	23.8	1.0	24.8	19.1 - 23.1	21.9
	1996	458	18.3	0.7	19.0		
	1997	456	21.5	0.9	22.4		
Colo Mountain Coll	1995	471	25.5	1.7	27.2	20.0 - 24.0	23.3
	1996	387	18.6	0.8	19.4		
	1997	517	25.0	1.2	26.1		
Two-Year Inst Total							
	1995	6,298	23.4	0.7	24.1	n/a	n/a
	1996	5,345	20.4	0.8	21.2		
	1997	6,051	20.8	0.9	21.7		

**Base year cohort is 1997 for three-year graduation rate; graduate totals based on specified number of academic years plus the following summer.
 Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.

**QIS Measure 2A: RETENTION RATES
ONE YEAR AFTER ENTRY BY
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS
Fall 1999 Cohort**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Percent Retained One Year After Entry From --			Benchmark	
			Orig Inst	Transf Inst	All Inst	Orig Inst	All Inst
University of Colorado							
Univ Colo - Boulder	1997	4,260	84.2	3.6	87.8		
	1998	4,270	84.0	4.1	88.1		
	1999	4,552	83.4	4.2	87.6	81.2 - 85.2	88.1
Univ Colo - Colo Spr	1997	543	62.2	11.4	73.7		
	1998	666	65.3	12.9	78.2		
	1999	684	63.2	10.7	73.8	72.3 - 76.3	78.2
Univ Colo - Denver	1997	439	72.4	10.9	83.4		
	1998	394	67.3	12.4	79.7		
	1999	478	70.3	10.7	81.0	66.5 - 70.5	81.5
Univ of Northern Colo							
	1997	1,908	67.1	13.8	80.9		
	1998	2,169	67.8	14.2	82.0		
	1999	2,293	69.9	12.3	82.3	75.4 - 79.4	82.0
State Board of Agriculture							
Colorado State Univ	1997	2,639	82.0	5.7	87.7		
	1998	3,055	82.5	6.2	88.7		
	1999	3,119	83.1	5.0	88.2	78.5 - 82.5	88.7
Fort Lewis Coll	1997	1,062	51.0	14.5	65.5		
	1998	969	57.9	12.0	69.9		
	1999	998	55.6	12.5	68.1	64.9 - 68.9	69.9
Univ of Southern Colo	1997	584	62.2	10.6	72.8		
	1998	621	61.0	13.5	74.6		
	1999	611	66.1	12.1	78.2	64.9 - 68.9	74.6
State Colleges							
Adams State Coll	1997	420	53.3	14.0	67.4		
	1998	483	57.6	12.4	70.0		
	1999	416	63.2	10.8	74.0	64.9 - 68.9	70.0
Mesa State Coll	1997	706	62.9	10.8	73.7		
	1998	664	60.2	10.2	70.5		
	1999	626	57.7	13.7	71.4	64.9 - 68.9	72.1
Metropolitan State Coll of Denver	1997	1,478	59.1	10.8	70.0		
	1998	1,382	64.3	9.8	74.0		
	1999	1,440	59.9	8.9	68.8	61.7 - 65.7	74.0
Western State Coll	1997	562	52.3	15.5	67.8		
	1998	591	55.7	11.8	67.5		
	1999	557	58.3	14.4	72.7	64.9 - 68.9	67.6
Four-Year Inst Total							
	1997	14,601	71.4	8.7	80.2		
	1998	15,264	72.8	8.8	81.6		
	1999	15,774	73.1	8.2	81.3	n/a	n/a

*Base year cohort is 1999.

**Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer.

Source: Cohort and benchmark calculation based on SURDS files and institutional data; g:\QIS\2001\tables\1A_2A_Grads_3A_3C_Ret_4yr.xls

**QIS Measure 2B: RETENTION RATES ONE YEAR AFTER ENTRY BY
 COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS
 Fall 1999 Cohort**

Institution	Base Year** For Cohort Entering In Fall --	# Students In Entering Cohort**	Percent Successful One Year After Entry At --			Benchmark	
			Orig Inst	Transf Inst	All Inst	Orig Inst	All Inst
Community Colleges of Colorado							
Arapahoe Comm Coll	1997	399	55.4	11.3	66.7	48.5 - 52.5	62.5
	1998	305	45.6	12.8	58.4		
	1999	339	57.8	8.3	66.1		
Colo NW Comm Coll	1997	166	43.4	12.0	55.4	44.5 - 48.5	61.2
	1998	129	46.5	14.7	61.2		
	1999	116	46.6	10.3	56.9		
Comm Coll of Aurora	1997	230	38.3	7.0	45.2	43.8 - 47.8	56.4
	1998	225	45.8	10.7	56.4		
	1999	329	65.0	6.1	71.1		
Comm Coll of Denver	1997	494	47.8	7.9	55.7	50.3 - 54.3	62.3
	1998	493	52.3	9.9	62.3		
	1999	501	48.3	7.8	56.1		
Front Range Comm Coll	1997	966	48.9	12.7	61.6	47.3 - 51.3	60.8
	1998	704	49.3	10.8	60.1		
	1999	836	48.1	10.0	58.1		
Lamar Comm Coll	1997	187	50.3	6.4	56.7	50.3 - 54.3	59.9
	1998	172	52.3	7.6	59.9		
	1999	123	52.8	7.3	60.2		
Morgan Comm Coll	1997	80	47.5	6.3	53.8	58.8 - 62.8	68.6
	1998	51	60.8	7.8	68.6		
	1999	71	50.7	8.5	59.2		
Northeastern Junior Coll	1997	349	59.6	9.7	69.3	55.2 - 59.2	65.5
	1998	332	54.8	6.9	61.7		
	1999	286	55.2	9.1	64.3		
Otero Junior Coll	1997	234	49.6	7.3	56.8	59.1 - 63.1	69.5
	1998	190	61.1	8.4	69.5		
	1999	203	54.2	8.9	63.1		
Pikes Peak Comm Coll	1997	800	43.5	6.0	49.5	41.2 - 45.2	49.0
	1998	909	42.9	5.5	48.4		
	1999	895	41.6	5.1	46.7		
Pueblo Comm Coll	1997	312	49.0	7.7	56.7	55.8 - 59.8	62.2
	1998	386	57.8	4.4	62.2		
	1999	315	49.2	7.6	56.8		
Red Rocks Comm Coll	1997	552	46.9	9.1	56.0	45.7 - 49.9	55.2
	1998	438	47.7	6.6	54.3		
	1999	468	47.9	7.9	55.8		
Trinidad State Jun Coll	1997	309	53.1	5.2	58.3	52.8 - 56.8	59.6
	1998	270	54.8	4.8	59.6		
	1999	278	51.1	5.8	56.8		
Local District Colleges							
Aims Comm Coll	1997	456	50.2	6.6	56.8	44.6 - 48.6	53.2
	1998	458	43.0	6.6	49.6		
	1999	363	57.9	7.2	65.0		
Colo Mountain Coll	1997	517	46.2	11.6	57.8	42.1 - 46.1	57.1
	1998	422	41.9	14.5	56.4		
	1999	383	46.0	9.7	55.6		
Two-Year Inst Total							
	1997	6,051	48.5	8.9	57.4	n/a	n/a
	1998	5,484	48.7	8.4	57.1		
	1999	5,506	50.1	7.8	57.8		

**Base year cohort is 1999; graduate totals based on specified number of academic year(s) plus the following summer.
 Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.
 Source: Cohort and benchmark calculation based on SURDS files and institutional data; g:\QIS\2001\tables\1B_2B_Grads_3B_3D_Ret_2yr.xls

**QIS Measure 3A: BACCALAUREATE GRADUATION RATES
AFTER SIX YEARS AT
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS
Fall 1994 Minority Cohort**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Cumulative % Graduating Six Yrs After Entry From --			Benchmark	
			Orig Inst	Transf Inst	All Inst	Orig Inst	All Inst
University of Colorado							
Univ Colo - Boulder	1992	639	45.1	3.9	49.0		
	1993	676	49.4	4.7	54.1		
	1994	685	51.4	3.6	55.0	51.2 - 55.2	54.1
Univ Colo - Colo Spr	1992	61	21.3	4.9	26.2		
	1993	41	29.3	4.9	34.1		
	1994	62	32.3	9.7	41.9	30.6 - 34.6	34.1
Univ Colo - Denver	1992	134	33.6	4.5	38.1		
	1993	104	29.8	9.6	39.4		
	1994	121	29.8	5.8	35.5	23.7 - 27.7	39.4
Univ of Northern Colo	1992	283	30.7	5.7	36.4		
	1993	303	32.3	4.6	37.0		
	1994	270	39.6	3.0	42.6	40.4 - 44.4	37.0
State Board of Agriculture							
Colo State Univ	1992	298	49.7	4.4	54.0		
	1993	340	49.7	4.4	54.1		
	1994	332	50.3	4.2	54.5	50.7 - 54.7	54.1
Fort Lewis Coll	1992	176	17.0	1.7	18.8		
	1993	189	22.2	4.8	27.0		
	1994	140	24.3	5.7	30.0	24.8 - 28.8	22.8
Univ of Southern Colo	1992	205	13.7	2.4	16.1		
	1993	200	19.0	5.5	24.5		
	1994	203	21.2	3.0	24.1	24.8 - 28.8	24.5
State Colleges							
Adams State Coll	1992	112	27.7	3.6	31.3		
	1993	95	23.2	4.2	27.4		
	1994	129	22.5	7.8	30.2	24.8 - 28.8	28.4
Mesa State Coll	1992	46	15.2	8.7	23.9		
	1993	74	17.6	10.8	28.4		
	1994	78	23.1	5.1	28.2	24.8 - 28.8	28.4
Metropolitan State Coll of Denver	1992	274	14.6	4.7	19.3		
	1993	372	15.9	2.7	18.5		
	1994	345	12.8	1.4	14.2	14.9 - 18.9	18.9
Western State Coll	1992	54	11.1	11.1	22.2		
	1993	58	17.2	10.3	27.6		
	1994	48	31.3	4.2	35.4	24.8 - 28.8	27.6
Four-Year Inst Total	1992	2,282	31.7	4.3	36.0		
	1993	2,452	33.8	4.9	38.7		
	1994	2,413	35.8	3.9	39.8	n/a	n/a

*Base year cohort is 1994 for six-year rate; graduate totals based on specified number of academic years plus the following summer.

**Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer and reported in an ethnic/minority category.

Source: Cohort and benchmark calculation based on SURDS files and institutional data; g:\QIS\2001\tables\1A_2A_Grads_3A_3C_Ret_4yr.xls

**QIS Measure 3B: GRADUATION RATES AFTER THREE YEARS FROM
 COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS
 Fall 1997 Minority Cohort**

Institution	Cohort Entering in Fall --	# Students in Entering Cohort**	Cumulative % Graduating With Cert or Assoc Degree Three Years After Entry From --			Benchmark	
			Orig Inst	Tranf Inst	All Inst	Orig Inst	All Inst
Community Colleges of Colorado							
Arapahoe Comm Coll	1995	59	13.6	0.0	13.6	19.7 - 23.7	21.7
	1996	60	21.7	0.0	21.7		
	1997	59	13.6	3.4	16.9		
Colo NW Comm Coll	1995	7	0.0	14.3	14.3	10.0 - 14.0	16.0
	1996	25	12.0	16.0	28.0		
	1997	23	21.7	0.0	21.7		
Comm Coll of Aurora	1995	114	7.9	0.9	8.8	5.3 - 9.3	8.4
	1996	74	6.8	1.4	8.1		
	1997	88	4.5	1.1	5.7		
Comm Coll of Denver	1995	249	8.4	0.0	8.4	10.9 - 14.9	12.9
	1996	232	12.9	0.0	12.9		
	1997	244	9.4	0.0	9.4		
Front Range Comm Coll	1995	167	18.0	1.2	19.2	12.8 - 16.8	16.1
	1996	138	11.6	1.4	13.0		
	1997	154	16.9	0.0	16.9		
Lamar Comm Coll	1995	47	19.1	0.0	19.1	15.9 - 19.9	17.9
	1996	36	16.7	0.0	16.7		
	1997	52	19.2	1.9	21.2		
Morgan Comm Coll	1995	27	59.3	0.0	59.3	73.0 - 77.0	75.0
	1996	12	75.0	0.0	75.0		
	1997	10	30.0	0.0	30.0		
Northeastern Junior Coll	1995	37	18.9	0.0	18.9	20.0 - 24.0	24.4
	1996	41	22.0	2.4	24.4		
	1997	46	8.7	2.2	10.9		
Otero Junior Coll	1995	88	23.9	1.1	25.0	41.6 - 45.6	44.9
	1996	78	43.6	1.3	44.9		
	1997	79	31.6	1.3	32.9		
Pikes Peak Comm Coll	1995	228	11.0	0.0	11.0	6.4 - 10.4	8.4
	1996	203	5.9	0.0	5.9		
	1997	221	6.8	0.0	6.8		
Pueblo Comm Coll	1995	152	16.4	0.0	16.4	15.1 - 19.1	17.1
	1996	129	17.1	0.0	17.1		
	1997	132	9.8	0.8	10.6		
Red Rocks Comm Coll	1995	77	24.7	0.0	24.7	17.9 - 21.9	20.7
	1996	66	15.2	1.5	16.7		
	1997	90	14.4	2.2	16.7		
Trinidad State Jun Coll	1995	201	38.3	0.0	38.3	34.9 - 38.9	36.9
	1996	135	35.6	0.0	35.6		
	1997	170	28.8	0.0	28.8		
Local District Colleges							
Aims Comm Coll	1995	86	12.8	0.0	12.8	9.7 - 13.7	11.7
	1996	150	10.7	0.0	10.7		
	1997	130	10.8	0.0	10.8		
Colo Mountain Coll	1995	32	18.8	3.1	21.9	23.0 - 27.0	25.0
	1996	44	25.0	0.0	25.0		
	1997	39	28.2	0.0	28.2		
Two-Year Inst Total							
	1995	1,571	18.1	0.4	18.5	n/a	n/a
	1996	1,423	17.1	0.7	17.8		
	1997	1,537	14.5	0.6	15.1		

**Base year cohort is 1997 for three-year graduation rate; graduate totals based on specified number of academic years plus the following summer.

Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer and reported in an ethnic minority category.

**QIS Measure 3C: RETENTION RATES
ONE YEAR AFTER ENTRY BY
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS
Fall 1999 Minority Cohort**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Percent Retained One Year After Entry From --			Benchmark	
			Orig Inst	Transf Inst	All Inst	Orig Inst	All Inst
University of Colorado							
Univ Colo - Boulder	1997	622	80.7	5.9	86.7		
	1998	592	81.1	6.3	87.3		
	1999	602	80.2	4.8	85.0	78.3 - 82.3	87.3
Univ Colo - Colo Spr	1997	99	65.7	9.1	74.7		
	1998	125	68.8	15.2	84.0		
	1999	142	65.5	9.2	74.6	69.6 - 73.6	84.0
Univ Colo - Denver	1997	185	75.7	8.1	83.8		
	1998	166	68.7	10.8	79.5		
	1999	197	69.0	6.6	75.6	63.3 - 67.3	81.6
Univ of Northern Colo							
	1997	343	64.4	12.0	76.4		
	1998	337	70.6	9.2	79.8		
	1999	364	67.3	11.3	78.6	73.1 - 77.1	79.8
State Board of Agriculture							
Colorado State Univ	1997	332	81.9	6.3	88.3		
	1998	389	81.5	5.1	86.6		
	1999	403	80.4	6.5	86.8	76.0 - 80.0	87.4
Fort Lewis Coll	1997	223	45.7	3.6	49.3		
	1998	202	46.0	5.9	52.0		
	1999	238	51.3	8.0	59.2	63.2 - 67.2	52.0
Univ of Southern Colo	1997	196	66.3	7.7	74.0		
	1998	247	62.3	10.9	73.3		
	1999	216	64.4	12.0	76.4	63.2 - 67.2	73.6
State Colleges							
Adams State Coll	1997	115	60.0	7.8	67.8		
	1998	170	57.6	10.0	67.6		
	1999	111	71.2	7.2	78.4	63.2 - 67.2	67.7
Mesa State Coll	1997	89	58.4	14.6	73.0		
	1998	72	59.7	5.6	65.3		
	1999	85	47.1	15.3	62.4	63.2 - 67.2	69.1
Metropolitan State Coll of Denver	1997	423	57.4	8.3	65.7		
	1998	370	67.3	7.0	74.3		
	1999	371	63.6	5.9	69.5	59.0 - 63.0	74.3
Western State Coll	1997	37	43.2	21.6	64.9		
	1998	41	51.2	22.0	73.2		
	1999	53	60.4	18.9	79.2	63.2 - 67.2	73.2
Four-Year Inst Total							
	1997	2,664	68.0	7.9	75.9		
	1998	2,711	69.8	8.1	77.9		
	1999	2,782	69.3	7.9	77.2	n/a	n/a

*Base year cohort is 1999.

**Cohort based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer and reported in an ethnic/minority category.

Source: Cohort and benchmark calculation based on SURDS files and institutional data; g:\QIS\2001\tables\1A_2A_Grads_3A_3C_Ret_4yr.xls

**QIS Measure 3D: RETENTION RATES ONE YEAR AFTER ENTRY BY
 COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS
 Fall 1999 Minority Cohort**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Percent Successful One Year After Entry By --			Benchmark	
			Orig Inst	Transf Inst	All Inst	Orig Inst	All Inst
Community Colleges of Colorado							
Arapahoe Comm Coll	1997	59	47.5	15.3	62.7	45.1 - 49.1	59.0
	1998	47	46.8	8.5	55.3		
	1999	55	61.8	9.1	70.9		
Colo NW Comm Coll	1997	23	30.4	21.7	52.2	28.8 - 32.8	49.2
	1998	13	30.8	15.4	46.2		
	1999	24	45.8	4.2	50.0		
Comm Coll of Aurora	1997	88	33.0	8.0	40.9	47.4 - 51.4	55.6
	1998	81	49.4	6.2	55.6		
	1999	120	62.5	4.2	66.7		
Comm Coll of Denver	1997	244	47.5	4.9	52.5	51.8 - 55.8	62.0
	1998	279	53.8	8.2	62.0		
	1999	229	51.5	3.9	55.5		
Front Range Comm Coll	1997	154	48.1	10.4	58.4	41.7 - 45.7	55.0
	1998	132	39.4	12.1	51.5		
	1999	107	42.1	6.5	48.6		
Lamar Comm Coll	1997	52	44.2	5.8	50.0	45.7 - 49.7	54.5
	1998	44	47.7	6.8	54.5		
	1999	34	52.9	2.9	55.9		
Morgan Comm Coll	1997	10	60.0	10.0	70.0	55.3 - 59.3	62.3
	1998	11	54.5	0.0	54.5		
	1999	9	33.3	11.1	44.4		
Northeastern Junior Coll	1997	46	32.6	15.2	47.8	29.9 - 33.9	46.8
	1998	48	31.3	14.6	45.8		
	1999	43	30.2	14.0	44.2		
Otero Junior Coll	1997	79	50.6	5.1	55.7	69.2 - 73.2	79.7
	1998	59	71.2	8.5	79.7		
	1999	81	44.4	11.1	55.6		
Pikes Peak Comm Coll	1997	221	36.2	5.9	42.1	40.6 - 44.6	46.0
	1998	263	42.6	3.4	46.0		
	1999	306	35.6	4.9	40.5		
Pueblo Comm Coll	1997	132	49.2	3.0	52.3	61.3 - 65.3	67.2
	1998	180	63.3	3.9	67.2		
	1999	145	50.3	6.9	57.2		
Red Rocks Comm Coll	1997	90	50.0	10.0	60.0	43.7 - 47.7	54.1
	1998	58	41.4	6.9	48.3		
	1999	77	49.4	5.2	54.5		
Trinidad State Jun Coll	1997	170	49.4	3.5	52.9	48.0 - 52.0	54.4
	1998	136	50.0	4.4	54.4		
	1999	117	46.2	6.0	52.1		
Local District Colleges							
Aims Comm Coll	1997	130	36.2	5.4	41.5	31.7 - 35.7	38.3
	1998	183	31.1	3.8	35.0		
	1999	77	50.6	10.4	61.0		
Colo Mountain Coll	1997	39	53.8	15.4	69.2	44.9 - 48.9	58.9
	1998	35	40.0	8.6	48.6		
	1999	78	46.2	2.6	48.7		
Two-Year Inst Total							
	1997	1,537	44.2	7.1	51.3	n/a	n/a
	1998	1,569	47.2	6.4	53.7		
	1999	1,502	46.7	6.0	52.7		

**Base year cohort is 1999; graduate totals based on specified number of academic year(s) plus the following summer.
 Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer and reported in an ethnic minority category.

Indicator 4A: Achievement Scores on Licensure, Professional, Graduate School Admission, and other Examinations taken by Baccalaureate Graduates (four-year institutions)

How well institutions have prepared their students is captured, in part, by how well graduating students perform on various comprehensive examinations, tests, and discipline or professional-specific licensure or certification examinations. This indicator is included in most quality indicator or performance measurement systems of other states. Benchmarks are national or statewide passing rates and scores. Passing rates and scores are reported only for institutions with 20 or more test takers over two years.

Indicator 4B : Career and Technical Graduates Employed or Continuing Their Education (two-year institutions)

A significant aspect of the role and mission of the two-year institutions is the provision of trained and skilled employees for the workforce, especially in technical areas. For some students at two-year institutions, this translates into employment immediately following their graduation. For other students, continued education at another institution is required prior to joining or re-entering the workforce. The benchmark is 90%.

Indicator 5: Institutional Support Expenditures per FTE Student

Each institution's operating budget is categorized in accordance with specific reporting requirements. One category – institutional support expenditures – most closely encompasses those expenditures considered to support the administration of the institution. The amount of institutional support expenditures per FTE student serves as a proxy for the level of expenditures for administration, according to the role & mission and enrollment size of the institution. Individual institutional benchmarks are based on performance levels of comparison groups.

Factors to Keep in Mind When Interpreting This Indicator

The expenditure categories used by higher education institutions for the reporting of expenditures allow for differing assignment of functions, depending on the organizational structure of the institution. An expenditure at one institution may be categorized one way, while another institution may assign the expenditure to another category. Both institutions may be correct in their assignment since the particular organizational structure of the institution dictates how the expenditure is categorized. For institutions with numerous delivery sites (e.g., CMC), this indicator should be reviewed in the context associated with administering multiple delivery sites.

Indicator 6: Undergraduate Class Size

The inclusion of undergraduate class size by *US News and World Report* in its annual guide, *America's Best Colleges*, has brought added attention to this indicator which measures the percent of undergraduate class sections having an enrollment less than or greater than certain sizes. For the four-year institutions, the benchmarks are taken from the *US News and World Report's* publication. For the two-year institutions, the benchmarks are based on recent performance with an expectation of improvement from the past year's performance levels.

**QIS Measure 4A: ACHIEVEMENT SCORES ON LICENSURE, PROFESSIONAL, GRADUATE SCHOOL ADMISSION, and
OTHER EXAMINATIONS TAKEN BY BACCALAUREATE SENIORS AND GRADUATES DURING FY 1998-99 and FY 1999-2000
(FOUR-YEAR PUBLIC INSTITUTIONS)**

Exam	Institution	University of Colorado			UNC	State Board of Agriculture			State Colleges				Benchmark
		UC - B	CS	UC - D		CSU	FLC	USC	ASC	Mesa	Metro	WSC	
Graduate Record Examinations													
# Scores (10/97 - 9/98)		227	29	57	62	272	27	30	14	22	30	16	561,304
	Verbal	227	29	57	62	272	27	30	14	22	30	16	561,304
	Quantitative	227	29	57	62	272	27	30	14	22	30	16	561,081
	Analytical	227	29	57	62	272	27	30	14	22	30	16	559,173
# Scores (10/98 - 9/99)		229	26	60	75	334	22	23	11	15	18	15	543,649
	Verbal	229	26	60	75	334	22	23	11	15	18	15	543,649
	Quantitative	229	26	59	75	334	22	23	11	15	18	15	543,475
	Analytical	229	26	59	75	334	22	23	11	15	18	15	542,098
# Scores (10/99 - 9/00)		167	24	64	70	278	5	11	1	22	20	12	529,395
	Verbal	167	24	64	70	278	5	11	1	22	20	12	529,395
	Quantitative	167	24	64	70	278	5	11	1	22	20	12	529,312
	Analytical	167	24	64	70	277	5	11	1	22	20	12	528,855
Mean Scores													
Mean Verbal Score	10/97 - 9/98	509	495	467	425	472	479	436	---	---	470	---	428 - 528
Mean Verbal Score	10/98 - 9/99	492	478	459	427	466	*	*	*	*	*	*	426 - 526
Mean Verbal Score	10/99 - 9/00	500	*	450	425	461	*	*	*	*	*	*	426 - 526
Mean Quant Score	10/97 - 9/98	599	512	531	491	574	541	485	*	*	505	*	512 - 612
Mean Quant Score	10/98 - 9/99	605	561	557	489	575	*	*	*	*	*	*	517 - 617
Mean Quant Score	10/99 - 9/00	620	*	529	513	592	*	*	*	*	*	*	522 - 622
Mean Analytical Score	10/97 - 9/98	597	557	552	526	584	541	490	*	*	536	*	515 - 615
Mean Analytical Score	10/98 - 9/99	603	554	554	540	573	*	*	*	*	*	*	514 - 614
Mean Analytical Score	10/99 - 9/00	617	*	560	560	596	*	*	*	*	*	*	515 - 615

Test cohort = seniors whose GRE test scores were reported to their respective undergraduate institution during October 1998 - September 2000.

Benchmark: +/- 50 points of three-year national mean scores (10/95 - 9/98 for 1998-99 test takers; 10/96 - 9/99 for 1999-2000 test takers). Source: Educational Testing Service

Notes: 1) ETS provides requires a minimum of 25 scores to calculate a mean.

2) Due to some examinees receiving no score, the total number of scores may differ for each measure of the general test.

Uniform Certified Public Accountant Examination													
# Test Takers (5/99 - 11/00)		194	62	220	154	239	118	24	68	92	287	24	1,733
# Passing Test Takers (5/99 - 11/00)		51	14	61	28	53	24	9	10	21	65	3	395
% Passing Test Takers (5/98 - 11/99)		30.5	37.9	23.4	19.7	24.9	20.7	24.2	20.3	26.7	20.2	31.8	24.0
% Passing Test Takers (5/99 - 11/00)		26.3	22.6	27.7	18.2	22.2	20.3	37.5	14.7	22.8	22.6	12.5	22.8

Test cohort = Beginning with test results for 2000, first-time and reexamination candidates without advanced degree reported; testing period from May 1999 through November 2000.

Benchmark: CO Average Pass Rate (5/99 - 11/00); Source: CO Dept of Regulatory Agencies, State Board of Accountancy

(Continued)

**QIS Measure 4A: ACHIEVEMENT SCORES ON LICENSURE, PROFESSIONAL, GRADUATE SCHOOL ADMISSION, and
OTHER EXAMINATIONS TAKEN BY BACCALAUREATE SENIORS AND GRADUATES DURING FY 1998-99 and FY 1999-2000
(FOUR-YEAR PUBLIC INSTITUTIONS)**

Exam	Institution	University of Colorado			UNC	State Board of Agriculture			State Colleges				Benchmark
		UC - B	UC - CS	UC - D		CSU	FLC	USC	ASC	Mesa	Metro	WSC	
National Council Licensure Examination for Registered Nurses (NCLEX-RN)													
# Test Takers (7/99 - 6/01)		---	157	---	125	---	---	39	---	49	---	---	1,545
# Passing Test Takers (7/99 - 6/01)		---	144	---	108	---	---	31	---	46	---	---	1,330
% Passing Test Takers (7/98 - 6/00)		---	93.8	---	85.6	---	---	85.7	---	91.8	---	---	86.0
% Passing Test Takers (7/99 - 6/01)		---	91.7	---	86.4	---	---	79.5	---	93.9	---	---	86.1
<i>Test cohort = first-time registered nurse candidates tested July 1999 - June 2001; UCCS data include Beth-EI College of Nursing candidates. Benchmark: CO Average Pass Rate (7/98 - 6/00); Source: CO Dept of Regulatory Agencies, State Board of Nursing</i>													
Fundamentals of Engineering Examination													
# Test Takers (10/99 - 4/01)		219	---	222	---	---	---	---	---	---	---	---	45,153
# Passing Test Takers (10/99 - 4/01)		180	---	136	---	---	---	---	---	---	---	---	35,898
% Passing Test Takers (10/98 - 4/00)		84.5	---	62.8	---	---	---	---	---	---	---	---	80.3
% Passing Test Takers (10/99 - 4/01)		82.2	---	61.3	---	---	---	---	---	---	---	---	79.5
<i>Test cohort = first-time candidates tested October 1999 - April 2001. Benchmark: US Average Pass Rate for accredited institutions (10/98 - 4/00); Source: National Council of Examiners for Engineering and Surveying</i>													
Program for Licensing Assessments for Colorado Educators (PLACE)													
Elementary Education													
# Test Takers (10/99 - 5/01)		199	58	---	350	7	125	157	151	91	341	40	1,519
# Passing (10/99 - 5/01)		192	54	---	295	*	113	102	96	73	268	37	1,237
% Passing (10/98 - 5/00)		93.9	91.1	---	87.1	89.3	95.7	64.3	70.8	83.5	80.6	82.2	83.1
% Passing (10/99 - 5/01)		96.5	93.1	---	84.3	*	90.4	65.0	63.6	80.2	78.6	92.5	81.4
Social Studies													
# Test Takers (10/99 - 5/01)		40	10	---	81	79	33	55	27	16	93	22	456
# Passing (10/99 - 5/01)		31	*	---	40	53	19	19	9	*	42	11	249
% Passing (10/98 - 5/00)		72.7	*	---	59.7	66.0	81.3	40.0	*	*	49.3	*	60.2
% Passing (10/99 - 5/01)		77.5	*	---	49.4	67.1	57.6	34.5	33.3	*	45.2	50.0	54.6
English													
# Test Takers (10/99 - 5/01)		54	5	---	50	64	26	43	21	24	51	8	346
# Passing (10/99 - 5/01)		45	*	---	33	52	22	13	8	15	44	*	243
% Passing (10/98 - 5/00)		85.0	*	---	79.5	86.3	88.2	28.1	50.0	65.2	66.1	*	71.1
% Passing (10/99 - 5/01)		83.3	*	---	66.0	81.3	84.6	30.2	38.1	62.5	86.3	*	70.2
Science													
# Test Takers (10/99 - 5/01)		33	7	---	40	81	13	22	13	23	37	11	280
# Passing (10/99 - 5/01)		31	*	---	29	66	*	11	*	19	26	11	222
% Passing (10/98 - 5/00)		90.9	*	---	90.0	85.7	*	58.6	*	68.0	77.5	*	81.3
% Passing (10/99 - 5/01)		93.9	*	---	72.5	81.5	*	50.0	*	82.6	70.3	100.0	79.3
Physical Education													
# Test Takers (10/99 - 5/01)		1	---	---	64	39	6	28	28	18	21	12	217
# Passing (10/99 - 5/01)		*	---	---	44	34	*	18	15	*	17	*	163
% Passing (10/98 - 5/00)		---	---	---	79.7	91.1	*	55.2	*	*	*	*	79.9
% Passing (10/99 - 5/01)		*	---	---	68.8	87.2	*	64.3	53.6	*	81.0	*	75.1

(Continued)

**QIS Measure 4A: ACHIEVEMENT SCORES ON LICENSURE, PROFESSIONAL, GRADUATE SCHOOL ADMISSION, and
OTHER EXAMINATIONS TAKEN BY BACCALAUREATE SENIORS AND GRADUATES DURING FY 1998-99 and FY 1999-2000
(FOUR-YEAR PUBLIC INSTITUTIONS)**

Exam	Institution	University of Colorado			UNC	State Board of Agriculture				State Colleges				Benchmark
		UC - B	CS	UC - D		CSU	FLC	USC	ASC	Mesa	Metro	WSC		
Program for Licensing Assessments for Colorado Educators (PLACE) -- continued														
Mathematics														
	# Test Takers (10/99 - 5/01)	8	2	---	31	34	5	7	6	9	29	2	133	
	# Passing (10/99 - 5/01)	*	*	---	23	21	*	*	*	*	15	*	87	
	% Passing (10/98 - 5/00)	*	*	---	60.0	67.4	*	*	*	*	65.7	*	68.8	
	% Passing (10/99 - 5/01)	*	*	---	74.2	61.8	*	*	*	*	51.7	*	65.4	
Art														
	# Test Takers (10/99 - 5/01)	5	---	---	14	46	6	1	4	4	30	17	127	
	# Passing (10/99 - 5/01)	*	---	---	*	37	*	*	*	*	22	*	91	
	% Passing (10/98 - 5/00)	*	---	---	*	51.9	*	---	*	*	76.9	*	62.7	
	% Passing (10/99 - 5/01)	*	---	---	*	80.4	*	*	*	*	73.3	*	71.7	
Music														
	# Test Takers (10/99 - 5/01)	18	---	---	40	33	7	12	7	2	14	4	137	
	# Passing (10/98 - 5/00)	*	---	---	29	19	*	*	*	*	*	*	89	
	% Passing (10/98 - 5/00)	*	---	---	76.3	65.5	*	*	*	*	*	*	67.9	
	% Passing (10/99 - 5/01)	---	---	---	75.0	75.8	*	*	*	*	*	*	71.5	
Early Childhood Education														
	# Test Takers (10/99 - 5/01)	---	---	---	1	1	15	---	1	2	72	---	92	
	# Passing (10/99 - 5/01)	---	---	---	*	*	*	---	*	*	41	---	56	
	% Passing (10/98 - 5/00)	---	---	---	*	*	*	---	---	*	70.2	---	70.3	
	% Passing (10/99 - 5/01)	---	---	---	*	*	*	---	---	*	56.9	---	60.9	
English as a Second Language														
	# Test Takers (10/99 - 5/01)	1	---	---	32	2	10	---	3	---	---	---	48	
	# Passing (10/99 - 5/01)	*	---	---	16	*	*	---	*	---	---	---	23	
	% Passing (10/98 - 5/00)	---	---	---	50.0	*	---	---	---	---	*	---	50.0	
	% Passing (10/99 - 5/01)	*	---	---	50.0	*	*	---	*	---	---	---	47.9	
Bilingual Education														
	# Test Takers (10/99 - 5/01)	3	---	---	40	1	4	---	1	---	12	---	61	
	# Passing (10/99 - 5/01)	*	---	---	24	*	*	---	*	---	*	---	40	
	% Passing (10/98 - 5/00)	*	---	---	73.5	---	---	---	---	---	*	---	71.4	
	% Passing (10/99 - 5/01)	*	---	---	60.0	*	*	---	*	---	*	---	65.6	
Business Education														
	# Test Takers (10/99 - 5/01)	---	---	---	---	39	3	---	13	---	1	1	57	
	# Passing (10/99 - 5/01)	---	---	---	---	16	*	---	*	---	*	*	20	
	% Passing (10/98 - 5/00)	---	---	---	---	52.9	*	---	*	---	---	---	50.0	
	% Passing (10/99 - 5/01)	---	---	---	---	41.0	*	---	*	---	*	*	35.1	
Moderate Needs														
	# Test Takers (10/99 - 5/01)	3	8	---	8	8	---	---	15	---	22	10	74	
	# Passing (10/99 - 5/01)	*	*	---	*	*	---	---	*	---	21	*	61	
	% Passing (10/98 - 5/00)	---	---	---	*	*	---	---	---	---	93.5	*	94.7	
	% Passing (10/99 - 5/01)	*	*	---	*	*	---	---	*	---	95.5	*	82.4	

(Continued)

**QIS Measure 4A: ACHIEVEMENT SCORES ON LICENSURE, PROFESSIONAL, GRADUATE SCHOOL ADMISSION, and
OTHER EXAMINATIONS TAKEN BY BACCALAUREATE SENIORS AND GRADUATES DURING FY 1998-99 and FY 1999-2000
(FOUR-YEAR PUBLIC INSTITUTIONS)**

Exam	Institution	University of Colorado				State Board of Agriculture			State Colleges				Benchmark
		UC - B	CS	UC - D	UNC	CSU	FLC	USC	ASC	Mesa	Metro	WSC	
Program for Licensing Assessments for Colorado Educators (PLACE) -- continued													
Spanish													
	# Test Takers (10/99 - 5/01)	8	1	---	15	20	8	16	2	---	7	7	80
	# Passing (10/98 - 5/00)	*	*	---	*	*	*	*	*	---	*	*	49
	# Passing (10/99 - 5/01)	*	*	---	*	10	*	*	*	---	*	*	40
	% Passing (10/98 - 5/00)	*	*	---	*	*	*	*	*	---	*	*	60.5
	% Passing (10/99 - 5/01)	*	*	---	*	50	*	*	*	---	*	*	50.0
Agriculture													
	# Test Takers (10/99 - 5/01)	---	---	---	---	26	---	---	---	---	---	---	26
	# Passing (10/98 - 5/00)	---	---	---	---	20	---	---	---	---	---	---	20
	# Passing (10/99 - 5/01)	---	---	---	---	13	---	---	---	---	---	---	13
	% Passing (10/98 - 5/00)	---	---	---	---	66.7	---	---	---	---	---	---	66.7
	% Passing (10/99 - 5/01)	---	---	---	---	50.0	---	---	---	---	---	---	50.0

An asterisk () indicates that the institution offers the content area, but fewer than 20 students were tested in that institution's content area over the two-year reporting cycle. Test cohort = first-time candidates tested October 1998 - April 2000. Pass rates are reported only for those content areas having 20 or more test takers over the two-year cycle. Benchmark: CO Average Pass Rate (10/99 - 5/01). Source: Calculated from institutional reports. Benchmark and institution entries based on test takers and passers in all content areas at all institutions. Content areas not having at least 20 test takers stated wide are not included in table. Source: Institution Files.*

**QIS Measure 4B: CAREER AND TECHNICAL GRADUATES EMPLOYED
OR CONTINUING POST-SECONDARY EDUCATION AT
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS
FY1999 - 2000**

Institution	# FY 1999-2000 Certificate and AAS Graduate Respondents	# Employed	# Employed and Continuing Their Education	# Continuing Their Education	Total # Employed or Continuing Their Education	% Employed or Continuing Their Education	Benchmark
Community Colleges of Colorado							
Arapahoe Comm Coll	277	227	16	13	256	92.4%	90%
Comm Coll of Aurora	103	68	30	2	100	97.1%	90%
Comm Coll of Denver	189	108	55	18	181	95.8%	90%
Colo NW Comm Coll	51	39	7	4	50	98.0%	90%
Front Range Comm Coll	479	294	134	23	451	94.2%	90%
Lamar Comm Coll	39	37	0	1	38	97.4%	90%
Morgan Comm Coll	133	79	35	12	126	94.7%	90%
Northeastern Junior Coll	142	112	9	19	140	98.6%	90%
Otero Junior Coll	150	97	29	19	145	96.7%	90%
Pueblo Comm Coll	270	190	47	16	253	93.7%	90%
Pikes Peak Comm Coll	289	185	70	19	274	94.8%	90%
Red Rocks Comm Coll	70	34	16	9	59	84.3%	90%
Trinidad State Junior Coll	335	222	59	30	311	92.8%	90%
TOTAL	2,527	1,692	507	185	2,384	94.3%	90%
Local District Colleges							
Aims Comm Coll	158	76	57	10	143	90.5%	90%
Colo Mountain Coll	218	136	67	5	208	95.4%	90%
TOTAL	376	212	124	15	351	93.4%	90%

Sources: Community Colleges of Colorado System Office (VE 135) and Local District Colleges' files.

**QIS Measure 5: INSTITUTIONAL SUPPORT EXPENDITURES
PER FULL-TIME EQUIVALENT STUDENT**

Institution	Institutional Support Expenditures (1)	Total Student FTE (2)	Institutional Support Expenditures per Student FTE [= Col 1 / Col 2] (3)	Benchmark --Comparison Group Average of Institutional Support Expenditures per Student FTE (4)
University of Colorado				
UC - Boulder	\$27,178,173	24,617	\$1,104	\$1,758
UC - Colo Springs	\$4,949,701	5,044	\$981	\$1,420
UC - Denver	\$12,343,335	8,786	\$1,405	\$1,345
U of Northern Colo	\$7,611,620	10,723	\$710	\$1,408
State Board of Agriculture				
Colo State U	\$30,723,108	22,286	\$1,379	\$1,720
Fort Lewis C	\$3,713,965	4,139	\$897	\$1,320
U of Southern Colo	\$2,575,922	4,230	\$609	\$1,115
State Colleges				
Adams SC	\$2,552,213	4,025	\$634	\$1,320
Mesa SC	\$2,525,146	4,120	\$613	\$1,246
Metropolitan SC of Denver	\$10,545,090	12,212	\$864	\$1,491
Western SC	\$2,371,699	2,348	\$1,010	\$1,332
Community Colleges of Colorado				
Arapahoe Comm Coll	\$3,502,420	3,708	\$945	\$1,293
Colo NW Comm Coll	\$1,939,588	794	\$2,443	\$1,483
Comm Coll of Aurora	\$1,887,756	2,249	\$839	\$1,216
Comm Coll of Denver	\$3,387,438	3,352	\$1,011	\$1,265
Front Range Comm Coll	\$6,284,595	6,596	\$953	\$1,147
Lamar Comm Coll	\$1,037,669	659	\$1,575	\$1,567
Morgan Comm Coll	\$1,190,026	778	\$1,530	\$1,542
Northeastern Junior Coll	\$1,958,056	2,025	\$967	\$1,238
Otero Junior Coll	\$919,510	910	\$1,010	\$1,574
Pikes Peak Comm Coll	\$4,898,351	5,221	\$938	\$1,144
Pueblo Comm Coll	\$3,370,212	2,678	\$1,258	\$1,214
Red Rocks Comm Coll	\$3,201,948	3,651	\$877	\$1,275
Trinidad State Junior Coll	\$1,986,886	1,276	\$1,557	\$1,416
Local District Colleges				
Aims Comm Coll	\$4,418,578	3,768	\$1,173	\$1,407
Colorado Mountain Coll	\$5,515,357	3,625	\$1,521	\$1,427

Source: NCHEMS Data

**QIS Measure 6: CLASS SIZE COMPARISONS FOR
COLORADO PUBLIC FOUR-YEAR INSTITUTIONS
Fall Term 1999**

Institution	Total # of Sections	Number of Sections with Student Enrollment of --		Percent of Sections with Student Enrollment of --		Benchmarks**	
		<20	≥50	<20	≥50	<20	≥50
University of Colorado							
Univ Colo - Boulder	2,733	1,239	404	45.3%	14.8%	39%	14%
Univ Colo - Colo Spr	772	209	80	27.1%	10.4%	41%	6%
Univ Colo - Denver	730	280	101	38.4%	13.8%	45%	10%
Univ of Northern Colo	1,293	339	226	26.2%	17.5%	45%	10%
State Board of Agriculture							
Colo State Univ	2,442	891	446	36.5%	18.3%	39%	14%
Fort Lewis Coll	904	485	48	53.7%	5.3%	50%	3%
Univ of Southern Colo	585	242	49	41.4%	8.4%	41%	6%
State Colleges of Colo							
Adams State Coll	632	258	19	40.8%	3.0%	50%	3%
Mesa State Coll	1,388	848	60	61.1%	4.3%	50%	3%
Metro State Coll of Denver	2,028	829	107	40.9%	5.3%	41%	4%
Western State Coll	536	246	14	45.9%	2.6%	50%	3%
Total Public Four-Year Inst	14,043	5,866	1,554	41.8%	11.1%	n/a	n/a

Source: Institution reporting in 1999 - 2000 Common Data Set, Part I-3.

**Benchmarks calculated from national data published by *U.S. News and World Report*, September 2000; institutional peers and benchmarks based on public sector, Carnegie classification, and institutional undergraduate enrollment.

**QIS Measure 6: CLASS SIZE COMPARISONS FOR
COLORADO PUBLIC TWO-YEAR INSTITUTIONS
Fall Term 1999**

Institution	Class Sizes for Fall Term --	Total # of Sections	Number of Sections with Student Enrollment of --		Percent of Sections with Student Enrollment of --		Benchmarks	
			≤15	≥35	≤15	≥35	≤15	≥35
Community Colleges of Colorado								
Arapahoe Comm Coll	1997	1,087	577	20	53.1%	1.8%		
	1998	1,019	561	24	55.1%	2.4%		
	1999	1,054	583	25	55.3%	2.4%	55.1%	2.1%
Comm Coll of Aurora	1997	498	224	0	45.0%	0.0%		
	1998	534	294	1	55.1%	0.2%		
	1999	491	235	1	47.9%	0.2%	55.1%	0.1%
Comm Coll of Denver	1997	815	467	27	57.3%	3.3%		
	1998	810	470	18	58.0%	2.2%		
	1999	856	481	14	56.2%	1.6%	58.0%	2.2%
Colo NW Comm Coll	1997	753	506	53	67.2%	7.0%		
	1998	779	556	64	71.4%	8.2%		
	1999	756	550	50	72.8%	6.6%	71.4%	7.6%
Front Range Comm Coll	1997	1,458	626	63	42.9%	4.3%		
	1998	1,540	698	50	45.3%	3.2%		
	1999	1,668	759	40	45.5%	2.4%	45.3%	3.2%
Lamar Comm Coll	1997	253	184	6	72.7%	2.4%		
	1998	255	181	6	71.0%	2.4%		
	1999	237	171	1	72.2%	0.4%	71.9%	2.4%
Morgan Comm Coll	1997	340	293	4	86.2%	1.2%		
	1998	348	313	1	89.9%	0.3%		
	1999	363	302	2	83.2%	0.6%	89.9%	0.3%
Northeastern Junior Coll	1997	628	404	39	64.3%	6.2%		
	1998	554	342	30	61.7%	5.4%		
	1999	653	428	28	65.5%	4.3%	63.0%	5.4%
Otero Junior Coll	1997	228	123	19	53.9%	8.3%		
	1998	245	139	15	56.7%	6.1%		
	1999	292	177	15	60.6%	5.1%	56.7%	6.1%
Pikes Peak Comm Coll	1997	1,546	916	6	59.2%	0.4%		
	1998	1,612	968	8	60.0%	0.5%		
	1999	1,663	987	11	59.4%	0.7%	60.0%	0.4%
Pueblo Comm Coll	1997	1,100	724	17	65.8%	1.5%		
	1998	1,163	822	10	70.7%	0.9%		
	1999	1,117	770	10	68.9%	0.9%	70.7%	0.9%
Red Rocks Comm Coll	1997	1,224	740	46	60.5%	3.8%		
	1998	1,270	755	50	59.4%	3.9%		
	1999	1,912	1,424	23	74.5%	1.2%	60.0%	3.8%
Trinidad State Jun Coll	1997	713	580	14	81.3%	2.0%		
	1998	700	584	5	83.4%	0.7%		
	1999	663	573	7	86.4%	1.1%	83.4%	0.7%
Local District Colleges								
Aims Comm Coll	1997	1,210	883	17	73.0%	1.4%		
	1998	1,243	939	13	75.5%	1.0%		
	1999	1,282	943	20	73.6%	1.6%	75.5%	1.2%
Colo Mountain Coll	1997	1,694	1,289	13	76.1%	0.8%		
	1998	1,666	1,198	12	71.9%	0.7%		
	1999	1,813	1,378	19	76.0%	1.0%	74.0%	0.7%
Total Public Two-Year Inst	1997	13,547	8,536	344	63.0%	2.5%		
	1998	13,738	8,820	307	64.2%	2.2%		
	1999	14,820	9,761	266	65.9%	1.8%	n/a	n/a

Source: Institution reporting in 1999 - 2000 Common Data Set, Part I-3.

Indicator 7: Number of Credits Required for Degree

The feasibility of completing a degree program in four years (baccalaureate degree) or two years (Associate of Arts or Associate of Science degree) is utmost on the minds of many students and parents as they consider the time and financial commitments associated with their educational plans and careers. Certainly, students can elect to take longer than two or four years to complete their chosen degree program. Personal circumstances, work obligations, family responsibilities, financial wherewithal, etc. may not allow any other alternative but to exceed two or four years in completing their educational objectives. Nevertheless, it is important that institutions make it possible for students wishing to complete their chosen degree program within a two or four-year time frame to be able to do so.

Historically and traditionally, Associate of Arts and Associate of Science degree programs have required no more than 60 credits and baccalaureate degree programs no more than 120 credits. Exceptions to this general rule exist for legitimate reasons, such as accreditation requirements and professional association curriculum standards. Such exceptions, however, apply to a limited number of degree programs.

The percentage of all Associate of Arts and Associate of Science degree programs requiring no more than 60 credits and the percentage of all baccalaureate degree programs requiring no more than 120 credits are the bases of this indicator. A benchmark of 100% applies.

Indicator 8: Faculty Teaching Workload

The average number of hours per week devoted to organized class meetings by full-time faculty constitutes this indicator. Organized class meetings include lectures and seminars, laboratories, field instruction, studios, and on-line delivery of courses. The hours per week that are measured do not include class preparation time, grading, student advising, or individualized instruction such as independent study or supervision of dissertations, thesis, internships, cooperative education, and student teaching.

Because no recent national or comparison group data is available on faculty teaching workload, no benchmark is used. It is expected that comparable data more current in nature will be available for use in future QIS reports.

Indicators 9 & 10: Indicators Selected by the Institution

No common set of quality indicators captures the diversity and unique aspects of Colorado's twenty-eight state-supported institutions of higher education. In recognition of the diversity of the overall system and the individuality of each institution, two-institution-specific indicators were identified by each institution which the institution felt best demonstrated its efforts to promote and enhance quality, efficiency or expediency at the undergraduate level. Like the indicators, benchmarks also were chosen by the institution.

QIS Measure 7: NUMBER OF CREDIT HOURS REQUIRED FOR UNDERGRADUATE DEGREE AT
 COLORADO PUBLIC HIGHER EDUCATION INSTITUTIONS
 Fall 2001**

Institution	Total # Degree Programs*	# Degree Programs Exceeding Limit Due to Accreditation or Professional Association Guidelines	Total # Programs Subject to 60 or 120 Credit Hour Limits	# Degree Programs Within Credit Hour Limits (baccalaureate = 120 hours; associate = 60 hours)	# Degree Programs Exceeding Limit Unrelated to Accreditation or Professional Association Guidelines	Benchmark (= 100% of Total Programs Subject to Credit Hour Limits)
University of Colorado						
UC - Boulder	63	16	47	47	0	47
UC - Colo Springs	25	5	20	20	0	20
UC - Denver	32	4	28	28	0	28
U of Northern Colo	37	2	35	35	0	35
State Board of Agriculture						
Colo State U	66	9	57	57	0	57
Fort Lewis C	25	1	24	24	0	24
U of Southern Colo	29	6	23	23	0	23
State Colleges						
Adams SC	18	0	18	18	0	18
Mesa SC	19	0	19	19	0	19
Metropolitan SC of Denver	55	7	48	48	0	48
Western SC	22	0	22	22	0	22
Community Colleges of Colorado						
Arapahoe Comm Coll	2	0	2	2	0	2
Colo NW Comm Coll	2	0	2	2	0	2
Comm Coll of Aurora	2	0	2	2	0	2
Comm Coll of Denver	2	0	2	2	0	2
Front Range Comm Coll	2	0	2	2	0	2
Lamar Comm Coll	2	0	2	2	0	2
Morgan Comm Coll	2	0	2	2	0	2
Northeastern Junior Coll	2	0	2	2	0	2
Otero Junior Coll	2	0	2	2	0	2
Pikes Peak Comm Coll	2	0	2	2	0	2
Pueblo Comm Coll	2	0	2	2	0	2
Red Rocks Comm Coll	2	0	2	2	0	2
Trinidad State Junior Coll	2	0	2	2	0	2
Local District Colleges						
Aims Comm Coll	2	0	2	2	0	2
Colo Mountain Coll	2	0	2	2	0	2

**QIS analyses were limited to baccalaureate programs at four-year institutions and the Associate of Arts and Associate of Science degrees at two-year institutions.
 Source: Institutional files.

**QIS Measure 8: FACULTY INSTRUCTIONAL WORKLOAD AT
 COLORADO PUBLIC HIGHER EDUCATION INSTITUTIONS
 Academic Year 2000 - 2001**

Institution	Type A (Group) Instruction Avg. Weekly Teaching Hours per Instructor Category*--				Total Full-time Faculty FTE	Type B (Individualized Instruction) Enrollments for All Full-time Faculty Categories	Type B (Individualized Instruction) Avg. Student Enrollment per Full- time Faculty FTE
	Tenured Faculty FTE	Tenure-Track Faculty FTE	Other** Full-time Faculty FTE	Faculty FTE Total			
University of Colorado							
UC - Boulder	5.0	5.7	12.2	995.0	6.4	7,763	7.8
UC - Colo Springs	11.9	12.3	12.9	156.0	12.3	2,107	13.5
UC - Denver	8.4	9.2	11.7	315.0	9.3	2,872	9.1
U of Northern Colo	10.4	11.3	13.6	416.0	11.2	4,212	10.1
State Board of Agriculture							
Colo State U	8.8	9.0	15.6	828.0	9.7	8,002	9.7
Fort Lewis C	13.6	12.8	12.2	166.8	13.2	874	5.2
U of Southern Colo	10.2	10.6	10.2	154.0	10.3	416	2.7
State Colleges							
Adams SC	14.1	13.0	8.1	115.0	12.3	730	6.3
Mesa SC	19.0	17.8	21.5	191.8	19.2	2,796	14.6
Metropolitan SC of Denver	11.7	12.9	14.6	398.7	12.7	6,466	16.2
Western SC	12.7	12.5	---	89.0	12.6	725	8.1
Community Colleges of Colorado							
Arapahoe Comm Coll				93.0	13.9	2,532	27.2
Colo NW Comm Coll				55.9	9.9	462	8.3
Comm Coll of Aurora				35.4	16.9	16	0.5
Comm Coll of Denver				84.5	21.8	134	1.6
Front Range Comm Coll				123.0	14.9	234	1.9
Lamar Comm Coll				21.6	20.3	3	0.1
Morgan Comm Coll				34.3	20.9	126	3.7
Northeastern Junior Coll				51.3	25.4	187	3.6
Otero Junior Coll				31.0	21.2	0	0.0
Pikes Peak Comm Coll				122.4	20.0	510	4.2
Pueblo Comm Coll				69.5	16.1	328	4.7
Red Rocks Comm Coll				71.3	15.9	1,548	21.7
Trinidad State Junior Coll				52.5	18.5	101	1.9
Local District Colleges							
Aims Comm Coll				109.0	25.5	311	2.9
Colo Mountain Coll				75.0	19.7	304	4.1

*Full-time equivalent (FTE) faculty totals represent state-funded (or general funded) instruction in fall and spring terms. Faculty time paid for by contracts, grants, or extended studies fees excluded from totals.

**Based on faculty who are neither tenured or tenure-track but have the expectation of an on-going appointment and are full-time as defined by the institution.

Notes: (1) Average measures for group and individual instruction should not be combined. Group instruction is measured in contact hours while individualized instruction is based on student headcount.

(2) Type A instruction involves direct contact of faculty with students and includes the following: lecture, lab, recitation/discussion/seminar, audit, private instruction, physical education/recreation activity, studio, and field instruction.

(3) Type B instruction encompasses distance education and a variety of individualized faculty/student relationships such as independent study, master's thesis/doctoral dissertation, student teaching, co-ops, internships, and practica.

QIS Measures 9 and 10: Institution-specific Indicators

Governing Board/ Institution	Indicator #9	Indicator #10
Regents - University of Colorado System		
UCB	<p>Indicator: Undergraduate Participation in Special Academic Opportunities.</p> <p>Measure: Percent participating in special academic opportunities, of calendar year 2000 bachelors degree recipients who entered CU-Boulder as full-time fall freshmen.</p> <p>Benchmark: Maintain the participation level at or above 67%.</p> <p>Results: 79% of calendar year 2000 bachelors recipients who had entered as freshmen (N=2858) had participated in at least one special opportunity. This exceeds the benchmark and institution's long-term goal. The four most popular programs each garnered participation by over 15% of the 2000 graduates: honors courses (16%), credit internships (19%), study abroad (25%), and first-year residential academic programs (20%). We are especially pleased that 25% of graduates entering as freshmen had studied abroad, for this program is probably our most intense. Comparable overall (unduplicated) participation figures from other institutions are not available. Informal comparisons with estimates published in the Best Colleges issue of U.S. News and World Report show that CU-Boulder has much higher rates of participation in study abroad and honors than do other public AAU institutions that reported.</p>	<p>Indicator: State appropriations for undergraduate programs, per resident bachelor's degree.</p> <p>Measure: State appropriations for undergraduate programs per bachelor's degree awarded to resident students, both for a single fiscal year (FY1999-2000). "State appropriations" means funds from state tax dollars and excludes tuition.</p> <p>Benchmark: AAU public average.</p> <p>Results (all figures rounded to the nearest \$100):</p> <ul style="list-style-type: none"> ◆ CU-Boulder: \$23,900 in state appropriations for undergraduate programs per resident bachelor's degree ◆ AAU publics <ul style="list-style-type: none"> ◆ Average \$71,500, median \$71,200, N = 33 ◆ The result for CU-Boulder is approximately one third the AAU average or median ◆ CU-Boulder is 33rd of 33 schools (Data not available for the 34th US AAU public, Rutgers)
UCCS	<p>Indicator: Student Academic Quality.</p> <p>a. Increased Academic Quality of Students.</p> <p>Measure: Average CCHE admission index scores for admitted freshmen will be at least 101.</p> <p>Result: Average Index score of admitted freshmen has increased from 104.8 to 105.2 from Fall 2000 to Fall 2001.</p> <p>b. Increased Use of Transfer Window.</p> <p>Measure: Use of up to one-quarter of allowable "window" undergraduate transfers for a fall semester.</p> <p>Result: For Fall 2001, less than one-quarter of the allowable "window" admits for under-graduate transfers were used (3% of all admitted).</p> <p>c. Increase Number of Colorado Residents Enrolled at UCCS.</p> <p>Measure: The number of undergraduate students who are Colorado residents enrolled at UCCS compared with the previous fall semester.</p>	<p>Indicator: Academic Program Quality.</p> <p>Measure: Percent of professional programs that have current specialized accreditation of those eligible to apply for such status compared to similar programs at CCHE designated peer institutions for UCCS. UCCS professional programs include: business, education, engineering, nursing, public administration, and other appropriate programs.</p> <p>Result: All of CU-Colorado Springs professional programs have specialized accreditation. Only 76% of similar programs at peer institutions are accredited, indicating that UCCS offers high quality professional programs tailored to serving the business, industry, government, education, and health care sectors compared to like institutions nationally.</p>

Governing Board/ Institution	Indicator #9	Indicator #10
	<p>Result: CU-Colorado Springs enrolled 153 more Colorado undergraduate residents in Fall 2001 than were enrolled in Fall 2000.</p> <p>d. Increase Number of Ethnic Minority Students Enrolled at UCCS.</p> <p>Measure: The number of undergraduate students reporting as African-American, Asian-American/Pacific Islander, Latino/Chicano or Native American/American Indian in Fall 2001 compared with the previous fall semester, indicating that UCCS is attracting more ethnic minority students while increasing the academic quality of students.</p> <p>Result: UCCS enrolled 23 more ethnic minority undergraduate students in Fall 2001 than were enrolled in Fall 2000.</p>	
UCD	<p>Measure: Percent of employed bachelor's degree recipients (1 year after graduation) indicating that program of study helped get or keep job.</p> <p>Benchmark = 75%</p> <p>Results: FY 98-99: 85.8% FY 99-00: 81.9%</p>	<p>Measure: Percent of degree recipients indicating that program of study met their educational goals.</p> <p>Benchmark = 95%</p> <p>Results: FY 98-99: 98% FY 99-00: 98%</p>
Board of Trustees - University of Northern Colorado		
	<p>Indicator: After Graduation Performance.</p> <p>Measure: Percent of undergraduate student degree recipients who are employed and/or engaged in further study one year after graduation.</p> <p>Benchmark: 95% placed rate based on UNC annual survey of graduates</p> <p>Results: 97.6% of UNC graduates are employed or attending graduate school based on response rate of 51.8%.</p>	<p>Indicator: Student Evaluation of Instructional Quality.</p> <p>Measure: Student response to questions regarding instructional effectiveness.</p> <p>Benchmark: National average for students completing Noel-Levitz Student Satisfaction Inventory in Spring 2001.</p> <p>Results: UNC students expressed greater satisfaction with instructional effectiveness than did national group of four-year public institutions.</p>
State Board of Agriculture – Colorado State University System		
CSU	<p>Indicator: First-year seminars to enhance academic performance and student retention.</p> <p>Benchmark: CSU will be in the top quartile when compared to national peer institutions in terms of requiring all first-year students to complete a 2-3 credit first-year seminar during the first 45 credits of their college careers.</p> <p>Results: CSU continues to be the only institution among 19 peer institutions to require a first year seminar. This past year, 237 sections averaging 17 students enabled over 4,000 students to enroll.</p>	<p>Indicator: Service-learning to enhance students' sense of civic engagement, educational success, and development of life skills.</p> <p>Benchmark: CSU will be above the median in volunteerism and service-learning activities compared national comparison of peer institutions in Campus Compact.</p> <p>Results: CSU has more than twice the number of courses with a service-learning component than peer institutions and ranks well above the 17th percentile in students involved.</p>

Governing Board/ Institution	Indicator #9	Indicator #10
FLC	<p>Indicator: Quality in Diversity Education</p> <p>Measures: Results from the national ACT Outcomes Survey documents the effectiveness of respect for diversity throughout the FLC experience. FLC will exceed the national average for students.</p> <p>Results: 1) College's contribution to:</p> <ul style="list-style-type: none"> a. becoming a more effective member in a multicultural society (% indicating "very great" or "great") National avg: 35.4% FLC avg. 58.9% b. becoming more willing to consider opposing points of view (% indicating "very great" or "great") National avg: 45.4% FLC avg. 57.7% c. interacting well with people from cultures other than my own (% indicating "very great" or "great") National avg: 42.8% FLC avg. 49.4% <p>2) Students' view of required courses outside his/her major that broadens awareness of diversity among people, their values and cultures (% indicating "strongly agree" or "agree") National avg: 63.2 FLC avg. 74.1%</p>	<p>Indicator: Transfer Rates Including Non-Colorado Institutions</p> <p>Measure: Transferring, both in and out, is a large component of student enrollment activity at Fort Lewis College. On average, 37% of graduates enter FLC as transfer students. Historically, about one-third of new freshmen entering the College come from out-of-state. Surveys have shown that in addition to academic reputation and low student-faculty ratios, major factors in choosing FLC are the spectacular beauty of southwestern Colorado and the myriad recreational opportunities available. In addition, many Native American students are motivated to enroll because of the tuition waiver. Almost half (48%) of all minority freshmen in the 1994 cohort were non-resident Native American students on tuition waiver. Many of these students eventually return to their home states to continue enrollment in higher education.</p> <p>Benchmark: FLC performance for non-residents who continue their education in other states will equal or exceed the percent of residents who continue in Colorado.</p> <p>Results: For the 1994 freshmen cohort, 40% of students (348/874) showed subsequent enrollment in other colleges and universities. Among resident students, 39% successfully transferred as compared to 41% of non-resident students who successfully transferred. Almost two-thirds of transfers were within Colorado and 38% were to out-of-state institutions. Among freshmen entering as residents who subsequently transferred out, 86% transferred within Colorado. This is in stark contrast to those who entered FLC as non-residents, where 88% subsequently enrolled in out-of-state institutions.</p>
USC	<p>Indicator: Minority graduation rate for the FY 2000-2001.</p> <p>Measure: The graduation rates are calculated based on the degrees file submitted to CCHE for FY 1998-1999 to FY 2000-2001.</p> <p>Results: The proportion of USC minority graduates receiving a baccalaureate degree in FY1998-99 was 27.8%; for FY 2000-01, the percentage rose to 29.3%. Because the percentages of Hispanic students enrolled exceed 25% for the last two years that have made USC a Hispanic Serving Institution (HSI).</p>	<p>Indicator: The number of publicly available computer workstations to students at USC shall meet or exceed the national average for 4 year public colleges and universities.</p> <p>Benchmark: Comparable national or state standards.</p> <p>Measure: Ratio of computers available for general student use to student headcount.</p> <p>Results: According to <i>Campus Computing 2000: 11th Annual Survey of Computing and Information Technology in Higher Education</i> by Kenneth Green, 4-year public universities average 15.36 students per workstation and 4-year public colleges average 13.83 students for each workstation. At USC, the ratio of students to workstations for fall 2000 was 7.9:1 and was an improvement from the fall 1999 ratio of 8.46:1.</p>

Governing Board/ Institution	Indicator #9	Indicator #10
Board of Trustees - State College System		
ASC	<p>Indicator: Progress in providing educational access to their students, relative to their particular role and mission and geographic location.</p> <p>Measures:</p> <ol style="list-style-type: none"> a. Tuition/fees below \$2,369 (median 00-01 tuition/fees for CO public, 4-yr). b. Maintain or show an increase in access to courses at off-campus sites and at non-traditional times. <p>Results:</p> <ol style="list-style-type: none"> a. Tuition/fees are below the median at \$2,186 b. Maintained or increased student access 	<p>Indicator: Measure the academic, intellectual and social experiences will be used to measure the success of college in providing personal attention to students. These questions are:</p> <ol style="list-style-type: none"> 1. Worked with other students on projects during class 2. Talked about career plans with a faculty member or advisor 3. Worked with a faculty member on a research project 4. Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.) <p>Measure: Meet or exceed the national average scores on questions dealing with personal attention & faculty interaction with students from the 2000 National Study on Student Engagement (NSSE).</p> <p>Results: Met or exceeded the national average scores.</p>
MSC	<p>Indicator: Progress in providing educational access to their students, relative to their particular role and mission and geographic location.</p> <p>Measures:</p> <ol style="list-style-type: none"> a. Tuition/fees below \$2,369 (median 00-01 tuition/fees for CO public, 4-yr) b. Maintain or show an increase in access to courses at off-campus sites and at non-traditional times. <p>Results:</p> <ol style="list-style-type: none"> a. Tuition/fees are below the median at \$2,187 b. Increased student access 	<p>Indicator: Student participation in a co-curricular experience (internship, practica, field-experience, structured research project, etc.) as part of their education.</p> <p>Measure: Exceed the average of previous two years in percent of graduates with co-curricular experience (60%)</p> <p>Results: Exceeded the average percent by 12%</p>
MSCD	<p>Indicator: Provide students with opportunities to integrate real world experiences with academic coursework.</p> <p>Measure: Meet or exceed the 99-00 percent of MSCD graduates with workplace experience (41%).</p> <p>Results: Exceeded the benchmark at 43%</p>	<p>Indicator: Students' satisfaction with the institution's commitment to part-time and/or evening students, older and returning learners, commuters, under-represented populations and students with disabilities.</p> <p>Measure: Meet or exceed the national average score on the fall 2000 Noel-Levitz Student Satisfaction Survey, Responsiveness to Diverse Populations</p> <p>Results: Exceeded the national average score (4.88) at 5.07.</p>
WSC	<p>Indicator: Progress in providing educational access to their students, relative to their particular role and mission and geographic location.</p> <p>Measures:</p> <ol style="list-style-type: none"> a. Tuition/fees below \$2,369 (median 00-01 tuition/fees for CO public, 4-yr) b. Maintain or show an increase in access to courses with alternative delivery components (--- in 99-00) 	<p>Indicator: Improve the Western State student experience to better meet student needs.</p> <p>Measure: Meet or exceed the national average score on the fall 2001 ACT Student Satisfaction Survey regarding academic, administrative and student services and programs.</p> <p>Results: Exceeded the national average score (3.89) at 4.22 (statistically significant @ .001)</p>

Governing Board/ Institution	Indicator #9	Indicator #10
NJC	Measure: Percent of course sections in off-campus locations other than state owned facilities. System Benchmark: 18.0 Results: 27.0	Measure: Service area participation rates. System Benchmark: 3.3 Results: 16.0
OJC	Measure: Percent of students expressing satisfaction with instruction. System Benchmark: 92.0 Results: 97.0	Measure: Service area participation rates. System Benchmark: 3.3 Results: 8.41
PPCC	Measure: Percent of students expressing satisfaction with instruction. System Benchmark: 92.0 Results: 98.7	Measure: Percent of course sections offered in nontraditional formats. System Benchmark: 30.0 Results: 54.8
PCC	Measure: Percent of course sections offered at nontraditional times and percent of course sections offered in nontraditional formats. System Benchmark: 84.4 Results: 88.2	Measure: Percent of minority students compared to availability in service area. System Benchmark: 1.01 Results: 1.33
RRCC	Measure: Percent of minority students compared to availability in service area. System Benchmark: 1.01 Results: 2.00	Measure: Percent of course sections offered at nontraditional times and percent of course sections offered in nontraditional formats. System Benchmark: 66.0 Results: 75.3
TSJC	Measure: Percent minority faculty, executive, and other professional staff vs. statewide availability; minority clerical, technical, skilled craft and maintenance staff vs. service area availability. System Benchmark: 1.01 (for each category) Results: Minority faculty 2.44 Minority staff 1.14	Measure: Percent minority students vs. availability in service area. System Benchmark: 1.01 Results: 1.09
Local District Colleges		
Aims CC	Measure: Providing Instructional Alternatives for Students. Indicators for fall 2000 are non-traditional times, places, blocks, learning and delivery modes. Results: (by number of course sections delivered) Non-traditional Times: 235 Non-traditional Places: 316 Other Scheduling Modes (block): 130 Other Learning Modes (self-paced): 22 Electronic Delivery: 97	Measure: Articulation and Collaboration Throughout the Service Area. Indicators include articulation agreements (2000-01), collaboration in high schools, and collaboration in workplace. Results: Articulation Agreements: 39 Advanced Study Courses: 33 CJT Sessions: 66

Governing Board/ Institution	Indicator #9	Indicator #10
	Total Options: 484 Delivery Off-Site: 316	Total Courses: 99 Total Students: 2,372
CMC	<p>Participation Rate</p> <p>Measure: Participation rate is defined as the number of in-district students, 18 and older, at Colorado Mountain College (unduplicated headcount), divided by the number of residents, 18 and older, in the College District and service area (based on 1990 census). Because of Colorado Mountain College's commitment to student access, and its locations of Campuses throughout the District, the goal for CMC's participation rate is at least 150% of the statewide average participation rate.</p> <p>Statewide Benchmark: 2.7%</p> <p>Results: CMC Rate: 10.4%</p> <p>Because CMC's commitment to access for residents of its communities remains strong, the College has selected the following goal as one of our Quality Action Projects through the North Central Association Academic Quality Improvement Project.</p>	<p>Success of Developmental Studies Students</p> <p>Part of Colorado Mountain College's long-term commitment to access is preparing students who are not yet ready to enter college-level courses by providing learners basic skills including basic literacy, adult high school and GED programs, and personal skills courses.</p> <p>Three rates are calculated for this indicator: percentage of students completing goals in beginning-level ESL programs, percentage of students completing goals in beginning-level ABE programs, and percentage of students enrolled in a GED program who earn the GED.</p> <p>Benchmark: The goal for each of these rates is 110% of the state average.</p> <p>Results:</p> <p>Completion of Beginning-Level ESL Programs: Statewide Rate: 24% CMC Rate: 70%</p> <p>Completion of Beginning-Level ABE Programs: Statewide Rate: 32% CMC Rate: 69%</p> <p>Percentage of Student Enrolled in GED Who Earn the GED: Statewide Rate: 62% CMC Rate: 69%</p>