

**QUALITY INDICATOR SYSTEM REPORT**

**FY 1999-2000**

**December 2000**

## Table of Contents

<u>Section</u>	<u>Page</u>
<b>Introduction</b> .....	4
History.....	4
Background .....	4
Roles and Missions of Public Institutions of Higher Education .....	5
Balance and Limitations Inherent in Any Quality Indicator System.....	7
Actions Taken or Planned by the Governing Boards and Institutions.....	7
<b>Indicators 1 – 10: Performance Funding Indicators Used in FY 2001 – 02</b> .....	8
Indicator 1A – Baccalaureate Graduation Rates (four-year institutions).....	8
Indicator 1B – Three-Year Graduation Rates (two-year institutions) .....	8
Indicator 2 – Faculty Teaching Workload.....	11
Indicator 3 – Freshmen Retention Rate by Same Institution.....	11
Indicator 4A – Achievement Scores on Licensure, Professional, Graduate School Admission, and Other Examinations Taken by Baccalaureate Graduates During 1998 - 99 and FY 1999 – 2000 (four-year institutions).....	15
Indicator 4B – FY 1998 – 99 Career and Technical Graduates Employed or Continuing Their Education During FY 1999 – 2000.....	15
Indicator 5 – Institutional Support Expenditures Per FTE Student.....	15
Indicator 6 – Availability of General Education Program Lower Division Core Courses Required of Freshmen During Academic Year 1999 – 2000.....	20
Indicator 7 – Support and Success of Minority Students .....	20
Indicator 8 – Number of Credits Required for Degree.....	27
Indicators 9 and 10 – Indicators Selected by the Institution.....	29
<b>Indicators 11 – 21: Non-Performance Funding Indicators Associated with the     Required Institutional Actions Outlined in SB99-229</b> .....	33

## List of Tables for QIS Indicators

<u>Table</u>	<u>Page</u>
QIS Measure 1A – Baccalaureate Graduation Rates After Four, Five, and Six Years At Colorado Public Four-Year Higher Education Institutions, Fall 1993, 1994, and 1995 Cohorts .....	9
QIS Measure 1B – Graduation Rates After Three Years at Colorado Public Two-Year Higher Education Institutions, Fall 1996 Cohort.....	10
QIS Measure 2 – Faculty Instructional Workload at Colorado Public Higher Education Institutions, Academic Year 1999 – 2000 .....	12
QIS Measure 3A – Student Retention Rates at Colorado Public Four-Year Higher Education Institutions, Fall 1998 Cohort .....	13
QIS Measure 3B – Student Retention Rates at Colorado Public Two-Year Higher Education Institutions, Fall 1998 Cohort .....	14
QIS Measure 4A – Achievement Scores on Licensure, Professional, Graduate School Admission, and Other Examinations Taken by Baccalaureate Seniors and Graduates During 1998 - 99 and FY 1999 – 00 (four-year institutions) .....	16 - 18
QIS Measure 4B – Career and Technical Graduates Employed or Continuing Post-Secondary Education at Colorado Public Two-Year Higher Education Institutions During FY 1999 – 2000.....	19
QIS Measure 5 – Institutional Support Expenditures Per FTE Student .....	21
QIS Measure 6 – Availability of General Education Program Lower Division Core Courses Required of Freshmen at Colorado Public Higher Education Institutions, Fall 1999 – Spring 2000.....	22
QIS Measure 7A – Minority Student Retention Rates After One Year at Colorado Public Four-Year Higher Education Institutions, Fall 1998 Cohort .....	23
QIS Measure 7B – Minority Student Retention Rates After One Year at Colorado Public Two-Year Higher Education Institutions, Fall 1998 Cohort.....	24
QIS Measure 7C – Minority Student Baccalaureate Graduation Rates After Six Years at Colorado Public Four-Year Higher Education Institutions, Fall 1993 Cohort.....	25
QIS Measure 7D – Minority Student Graduation Rates After Three Years at Colorado Public Two-Year Higher Education Institutions, Fall 1996 Cohort .....	26
QIS Measure 8 – Number of Credit Hours Required for Degree at Colorado Public Higher Education Institutions.....	28
QIS Measures 9 and 10 – Indicators Selected by the Institution .....	29 – 32
QIS Measures 11 – 21—Non-Performance Funding Indicators .....	33

# QUALITY INDICATOR SYSTEM REPORT

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### Introduction

#### History

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 public 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 eight statewide goals and twenty-three specific required institutional actions for a revised Quality Indicator System (QIS).

During the 1999-2000 academic year, the institutions, governing boards, and CCHE worked collaboratively to implement SB99-229 utilizing a set of nine quality indicators. These nine QIS measures also served as performance measures for the CCHE’s performance funding system along with twenty-nine additional indicators for the eight statewide goals and twenty-three required institutional actions. These indicators and the performance of institutions related to these indicators were included in a December 1999 report on QIS.

Since December 1999, the institutions, governing boards, and CCHE have continued collaborating in the revision of the 1999-2000 quality indicator system. Ten indicators serve as the performance measures for the 2000-01 version of the performance funding system and eleven additional indicators to measure institution performance related to the eight statewide goals and twenty-three required institutional actions of SB99-229. The first section of this report describes these ten indicators, presents the institutional data for 2000, and provides benchmarks where applicable. The second portion presents the eleven additional indicators and refers to the status of institutional performance in relation to the benchmarks.

#### Background

Colorado is one of thirty-seven states having some type of a quality indicator or performance measurement system for the public institutions of higher education in the state. A majority of these systems, like Colorado’s, incorporate similar indicators: graduation rates, freshmen retention rates, faculty teaching workload rates, passing scores or rates on tests and licensure examinations, and administrative cost measures. Many states incorporate more indicators in their performance measurement component of the quality indicator system than does Colorado (e.g., Missouri – 24 indicators, Wisconsin – 21, Kentucky – 16, Virginia 14, Washington – 13, Colorado – 10). To the extent possible for each Colorado institution, an individual benchmark is identified where the benchmark is national in scope and/or based on a national comparison group of peer institutions, (i.e., institutions with similar roles & missions, enrollment size, complexity, program array, etc.). In some cases, however, the comparison is limited by the availability of national data bases and/or reliable data from comparable peer institutions. Institutional scores for many of the indicators constitute a baseline against which annual improvement or maintenance of achievements can be measured if a future quality indicator system incorporates such a component.

Along with indicators common to other states, Colorado’s indicator system also has unique elements in terms of the expectations and required institutional actions specified in SB 99-229. The Colorado quality indicator system also distinguishes itself by its focus on undergraduate education. Graduate level education is not a component of SB99-229 and thus is not directly included in the statewide goals or required institutional actions outlined in SB99-299. Neither is research, other than academic research carried out at the undergraduate level involving undergraduate students. The focus of SB99-229 on undergraduate education, and the subsequent incorporation of this focus in the quality indicator system, should not be construed as a devaluing of graduate level education or research. Both are important components of Colorado’s higher education system and both are supported by CCHE.

## Roles and Missions of the Public Institutions of Higher Education

As mentioned earlier, the quality indicator system utilizes benchmarks from national comparison groups of peer institutions where available and applicable. The role and mission of each institution, therefore, is an important aspect to keep in mind when considering the performance of an institution as compared to the benchmark for the particular indicator. For this reason, the statutory role and mission statement for each institution, in capsulated form, is presented in the following table.

FOUR-YEAR INSTITUTIONS	STATUTORY ROLE & MISSION STATEMENT
Adams State College (ASC)	... a general baccalaureate institution with moderately selective admission standards...shall offer limited professional programs, Hispanic programs, undergraduate education degrees, masters' level programs, and two-year transfer programs...shall not offer vocational education programs. CRS 23-51-101
Colorado School of Mines (CSM)	... a specialized baccalaureate and graduate institution with high admission standards...the primary institution...offering energy, mineral, and materials science and mineral engineering degrees at both the graduate and undergraduate levels. CRS 23-41-105
Colorado State University (CSU)	... a comprehensive graduate research university with high admission standards offering a comprehensive array of undergraduate programs consistent with the tradition of land grant universities. CRS 23-31-101
Fort Lewis College (FLC)	... a general baccalaureate institution with moderately selective admission standards...shall offer selected undergraduate professional programs. CRS 23-52-102
Mesa State College (MSC; Mesa)	... a general baccalaureate and specialized graduate institution with moderately selective admission standards...a limited number of professional, technical, and graduate programs...shall also maintain a community college role...including vocational and technical programs. CRS 23-53-101
Metropolitan State College of Denver (MSCD; Metro)	... a comprehensive baccalaureate institution with modified open admission standards...nontraditional students...at least twenty years of age shall only have an admission requirement of a high school diploma, a GED...liberal arts and sciences, technical, and educational programs...professional programs...no graduate programs. CRS 23-54-101
University of Colorado at Boulder (UC-B)	... a comprehensive graduate research university with high admission standards which offers a comprehensive array of undergraduate programs. CRS 23-20-101(1)(a)
University of Colorado at Colorado Springs (UC-CS)	... a comprehensive baccalaureate liberal arts and sciences institution with selective admission standards...shall provide selected professional programs and such graduate programs as will serve the needs of the Colorado Springs metropolitan area. CRS 23-20-101(1)(c)
University of Colorado at Denver (UC-D)	... a comprehensive baccalaureate liberal arts and sciences institution with high admission standards...shall provide selected professional programs and such graduate programs...as will serve the needs of the Denver metropolitan area. CRS 23-20-101(1)(b)



<b>TWO-YEAR INSTITUTIONS</b>	<b>STATUTORY ROLE &amp; MISSION STATEMENT</b>
Red Rocks Community College (RRCC)  Trinidad State Junior College (TSJC)	
Aims Community College (Aims)  Colorado Mountain College (CMC)	... not more than two years of training in the arts, sciences, and humanities beyond the twelfth grade...occupational, technical, and community service programs, with no term limitations, and general education, including college transfer programs, with unrestricted admissions. CRS 23-71-102

**Balance and Limitations Inherent in Any Quality Indicator System**

Each public institution of higher education in Colorado has a particular role and mission and admission selectivity assigned to it by statute. Each has its own particular set of academic and student support programs. Each has relationships with its local community, region, and the state. Some have national and international relationships. Each has traditions that have shaped its present form. 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 when, by design, the system incorporates some uniformity and commonality to the overall system of public higher education. This is a limitation of any quality indicator system that seeks to include all institutions in some common format and approach. However the quality indicator system that evolves, it must recognize this limitation and strive to balance the diversity of institutions and their respective uniqueness with commonality and uniformity.

On the other hand, all 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, institutions have a special obligation to be accountable to the citizens of the state. This is the balance that QIS must also achieve. It is believed that the quality indicator system reflected in this report strikes this balance by honoring the diversity of Colorado's public institutions of higher education while promoting 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 by January 30, 2001, that takes that next step. The January report will describe the responsive actions taken or planned by the governing boards and institutions.

## **Indicators 1 – 10: Performance Funding Indicators Used in FY 2001-02**

### **Indicator 1A – Baccalaureate Graduation Rates (four-year institutions)**

Graduation rates are the single most consistent indicators used by quality indicator and performance measurement systems across the United States. Whether the indicator be only a six-year graduation rate or also include four and five-year rates, graduation rates are commonly referred to as the “lynchpin” of quality indicator and performance measurement systems. Their common inclusion is reflected in the fact that graduation rates are reported nationally by educational organizations, publications (e.g., *US News and World Report*) and by other states.

Colorado’s quality indicator system mirrors the nation’s and other states’ utilization of a similar indicator. The percentage of first-time, full-time, degree-seeking freshmen entering in summer/fall 1993 who graduated in six years from the same institution with a baccalaureate degree is calculated as a six-year graduation rate. The five-year graduation rate tracks the percentage of first-time, full-time, degree-seeking freshmen beginning in summer/fall 1994 who graduated five years later from the same institution. Similarly, the four-year graduation rate is for the first-time, full-time, degree-seeking freshmen who entered in summer/fall 1995 and graduated with a baccalaureate degree four years later from the same institution. These rates are displayed in Table 1A along with the benchmark range for each rate for each institution.

Benchmark ranges are based on data for 189 institutions from across the country obtained from the Consortium for Student Retention Data Exchange of the Center for Institutional Data Exchange and Analysis at the University of Oklahoma. Individual institutional benchmark ranges are the expected graduation rate range for the particular Colorado institution based on a formula developed from the national data which is modeled after the approach utilized by *U.S. News & World Report* in its annual publication of graduation and retention rates. More specifically, the benchmark ranges for each cohort were calculated using average ACT/SAT scores, percentage of freshmen living on-campus, and the percentage of undergraduate students who enrolled part-time. Each Colorado four-year institution has its own benchmark range reflecting the institution’s particular characteristics.

### **Caution When Interpreting This Indicator**

Following federal and nationally-used definitions, the entering cohorts tracked in all the QIS graduation rate and retention rate indicators (indicators 1A, 1B, 3, 7A, 7B) include only first-time, degree-seeking freshmen who entered in summer and fall and were enrolled full-time in their first fall term. Other undergraduates new to the institution are excluded from the entering cohorts – freshmen enrolled part-time their first term, non-degree students, and all transfers. For some institutions, a large percentage of their new undergraduates may be non-degree, 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.

If a student enters institution A and then transfers to a different institution, that student remains part of the entering cohort for institution A but is not counted as a graduate for institution A. The student may, however, have graduated from the institution to which he/she transferred. This student is successful and thus the higher education system has been successful, even though the graduation rate measure does not account for this success.

### **Indicator 1B – Three-Year Graduation Rates (two-year institutions)**

A similar description applies to this indicator as the previous one (1A). This indicator 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/fall 1996. Individual institutional benchmarks are the expected graduation rate range based on an historical average of past performance.



**QIS Measure 1A: BACCALAUREATE GRADUATION RATES  
AFTER FOUR, FIVE, AND SIX YEARS AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1993, 1994, and 1995 Cohorts**

Institution	Cohort Entering in Fall --	# Students in Entering Cohort**	Cumulative # Graduating through Summer 1999	Cumulative % Graduating After Four Years	Cumulative % Graduating After Five Years	Cumulative % Graduating After Six Years	Benchmark Range
<b>University of Colorado</b>							
UC - Boulder	1993	3,434	2,189			63.7	54.1 - 58.1
	1994	3,592	2,111		58.8		48.5 - 52.5
	1995	4,165	1,447	34.7			30.7 - 34.7
UC - Colo Springs	1993	308	121			39.3	28.7 - 32.7
	1994	328	93		28.4		20.1 - 24.1
	1995	373	40	10.7			8.9 - 12.9
UC - Denver	1993	243	92			37.9	29.3 - 33.3
	1994	265	88		33.2		20.8 - 24.8
	1995	266	41	15.4			8.6 - 12.6
<b>Colo Sch of Mines</b>	1993	485	304			62.7	55.4 - 59.4
	1994	476	259		54.4		49.4 - 53.4
	1995	437	129	29.5			31.1 - 35.1
<b>U of Northern Colo</b>	1993	1,704	751			44.1	44.9 - 48.9
	1994	1,609	642		39.9		40.1 - 44.1
	1995	1,763	404	22.9			25.0 - 29.0
<b>State Board of Agriculture</b>							
Colo State U	1993	2,179	1,303			59.8	51.8 - 55.8
	1994	2,291	1,305		57.0		44.8 - 48.8
	1995	2,568	807	31.4			29.0 - 33.0
Fort Lewis C	1993	1,077	305			28.3	39.9 - 43.9
	1994	871	228		26.2		36.4 - 40.4
	1995	1,010	84	8.3			21.6 - 25.6
U of Southern Colo	1993	682	173			25.4	30.8 - 34.8
	1994	640	141		22.0		23.6 - 27.6
	1995	590	68	11.5			12.1 - 16.1
<b>State Colleges</b>							
Adams SC	1993	352	105			29.8	40.7 - 44.7
	1994	437	120		27.5		31.2 - 35.2
	1995	449	60	13.4			17.9 - 21.9
Mesa SC	1993	611	142			23.2	31.2 - 35.2
	1994	662	125		18.9		24.3 - 28.3
	1995	667	60	9.0			14.1 - 18.1
Metropolitan SC of Denver	1993	1,380	271			19.6	18.9 - 22.9
	1994	1,255	160		12.7		11.3 - 15.3
	1995	1,241	48	3.9			3.4 - 7.4
Western SC	1993	599	168			28.0	44.0 - 48.0
	1994	608	134		22.0		38.6 - 42.6
	1995	599	63	10.5			23.8 - 27.8
<b>Four-Year Inst Total</b>	<b>1993</b>	<b>13,054</b>	<b>5,924</b>			<b>45.4</b>	n/a
	<b>1994</b>	<b>13,034</b>	<b>5,406</b>		<b>41.5</b>		n/a
	<b>1995</b>	<b>14,128</b>	<b>3,251</b>	<b>23.0</b>			n/a

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

**QIS Measure 1B: GRADUATION RATES  
AFTER THREE YEARS AT  
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1996 Cohort**

Institution	Cohort Entering in Fall --	# Students in Entering Cohort**	Cumulative # Graduating with Certificate After Three Years through Summer 1999	Cumulative # Graduating with Associate Degree After Three Years through Summer 1999	Cumulative Total # Graduating After Three Years through Summer 1999	Cumulative % Graduating After Three Years through Summer 1999	Benchmark Range
<b>Community Colleges of Colorado</b>							
Arapahoe Comm Coll	1996	318	19	40	59	18.6	17.0 - 21.0
Colo NW Comm Coll	1996	148	1	33	34	23.0	25.0 - 29.0
Comm Coll of Aurora	1996	205	2	13	15	7.3	7.3 - 11.3
Comm Coll of Denver	1996	418	40	29	69	16.5	10.0 - 14.0
Front Range Comm Coll	1996	733	37	66	103	14.1	12.4 - 16.4
Lamar Comm Coll	1996	152	15	21	36	23.7	26.1 - 30.1
Morgan Comm Coll	1996	85	37	7	44	51.8	29.4 - 33.4
Northeastern Junior Coll	1996	473	12	185	197	41.6	23.7 - 27.7
Otero Junior Coll	1996	212	26	52	78	36.8	34.6 - 38.6
Pikes Peak Comm Coll	1996	736	8	60	68	9.2	6.1 - 10.1
Pueblo Comm Coll	1996	297	9	33	42	14.1	15.4 - 19.4
Red Rocks Comm Coll	1996	406	22	41	63	15.5	16.5 - 20.5
Trinidad State Junior Coll	1996	317	75	53	128	40.4	30.0 - 34.0
<b>Local District Colleges</b>							
Aims Comm Coll	1996	458	32	52	84	18.3	22.0 - 26.0
Colorado Mountain Coll	1996	387	17	55	72	18.6	17.0 - 21.0
<b>Two-Year Institution Total</b>	1996	<b>5,345</b>	<b>352</b>	<b>740</b>	<b>1,092</b>	<b>20.4</b>	n/a

\*\*Based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.  
Source: Cohort calculations based on SURDS files; benchmarks IPEDS Graduation Rate Survey calculated by CCC System Office.

### **Caution When Interpreting This Indicator**

Similar cautions apply to this indicator as to indicator 1A. In addition, Colorado's economy has been robust, generating many work opportunities. Research shows that when the economy is good, enrollments at community colleges tend to be stagnate or even decrease as potential students take advantage of increased employment opportunities. Correspondingly, students may not pursue completion of their higher education goals (e.g., graduation) as aggressively when employment is readily available.

**Note:** An important component of the two-year institution's role and mission is transfer – preparing the student to transfer to another institution, often a four-year institution, to fulfill the student's educational objectives. As is the case with four-year institutions, these students are not recognized by the graduation rate indicator, even though they persist in higher education, albeit at a different institution than they initially attended.

### **Indicator 2 – Faculty Teaching Workload**

The average number of hours per week that full-time faculty devote to Type A teaching activity constitutes this indicator. Type A teaching activity includes most, but not all, instructional activities: those involving direct contact with students in classrooms, laboratories, field sites and studios. Those instructional activities not included in Type A teaching activity—Type B—are reported separately: individualized faculty/student relationships such as independent study, internships, cooperative education and student teaching supervision.

Because no national comparative data exist for Type B activities, benchmarks are based on national comparative data based solely on Type A instruction. Individual institutional benchmarks are the national average for a national comparison group of similar institutions based on data taken from the 1992 National Study of Postsecondary Faculty (most recent data available for comparison purposes).

**Note:** Until only recently, on-line course delivery was not considered Type A instruction. As faculty increase participation in on-line course delivery, a shift in their contact with students – from direct to on-line – has begun to occur. This shift is not yet reflected in the data available for this indicator, and thus on-line contact is not yet reflected in Type A instruction. Those institutions that have more extensive on-line course delivery (e.g., Metropolitan State College of Denver, Front Range Community College) will show a temporary decline in contact through Type A instruction.

### **Indicator 3 – Freshmen Retention Rate by Same Institution**

Research has shown that students are most vulnerable to dropping out of higher education during or at the end of their freshmen year. Thus retention from the first to second year is the critical point in the career path of an entering student. Student support services and intervention activities are often concentrated on freshmen students as means to assist them through this vulnerable time in their educational careers.

This indicator mirrors a similar indicator used by other states. It measures the percentage of first-time, full-time certificate or degree-seeking freshmen entering in summer/fall 1998 who either completed a certificate program by August 1999 or were enrolled in the fall 1999 semester at the same institution. Individual institutional benchmark ranges are the expected freshmen retention rate ranges. Like indicators 1A and 1B, the benchmark ranges are based on institutional data for 189 institutions from the University of Oklahoma's Consortium for Student Retention Data Exchange of the Center for Institutional Data Exchange and Analysis for four-year institutions and historical performance for two-year institutions. Each Colorado four-year institution has its own benchmark range reflecting the institution's particular characteristics in terms of average ACT/SAT score, percentage of freshmen living on-campus, and the percentage of undergraduate students who enrolled part-time.

**QIS Measure 2: FACULTY INSTRUCTIONAL WORKLOAD AT  
 COLORADO PUBLIC HIGHER EDUCATION INSTITUTIONS  
 Academic Year 1999 - 2000**

Institution	Type A (Group) Instruction					Type B (Individualized Instruction)	
	Avg. Weekly Teaching Hours per Instructor Category*--					Avg. Student Enrollment per Full-time Faculty FTE	
	Tenured Faculty FTE	Tenure-Track Faculty FTE	Other** Faculty FTE	Full-time Faculty FTE	Total Full-time Faculty FTE		Benchmark -- National Study of Postsecondary Faculty
<b>University of Colorado</b>							
UC - Boulder	5.0	5.9	12.4		<b>6.3</b>	<b>6.9</b>	7.4
UC - Colo Springs	10.8	11.3	14.5		<b>11.9</b>	<b>9.7</b>	4.9
UC - Denver	8.4	10.1	13.4		<b>9.9</b>	<b>9.7</b>	12.7
<b>Colo Sch of Mines</b>	8.9	7.1	10.8		<b>8.9</b>	<b>6.9</b>	6.2
<b>U of Northern Colo</b>	10.9	11.6	15.6		<b>11.9</b>	<b>9.7</b>	9.6
<b>State Board of Agriculture</b>							
Colo State U	8.6	7.6	13.3		<b>8.9</b>	<b>6.9</b>	13.2
Fort Lewis C	13.2	14.0	15.7		<b>13.5</b>	<b>10.9</b>	5.1
U of Southern Colo	12.0	11.2	10.7		<b>11.7</b>	<b>10.9</b>	2.3
<b>State Colleges</b>							
Adams SC	12.5	16.2	11.4		<b>13.4</b>	<b>10.9</b>	1.8
Mesa SC	17.5	15.3	16.4		<b>16.5</b>	<b>10.9</b>	0.8
Metropolitan SC of Denver	12.5	12.3	14.5		<b>12.8</b>	<b>10.9</b>	13.1
Western SC	13.1	14.6	---		<b>13.6</b>	<b>10.9</b>	6.1
<b>Community Colleges of Colorado</b>							
Arapahoe Comm Coll					<b>15.3</b>	<b>16.3</b>	16.9
Colo NW Comm Coll					<b>14.8</b>	<b>16.3</b>	11.1
Comm Coll of Aurora					<b>16.3</b>	<b>16.3</b>	0.4
Comm Coll of Denver					<b>24.7</b>	<b>16.3</b>	2.7
Front Range Comm Coll					<b>13.9</b>	<b>16.3</b>	11.2
Lamar Comm Coll					<b>20.0</b>	<b>16.3</b>	0.1
Morgan Comm Coll					<b>15.0</b>	<b>16.3</b>	2.8
Northeastern Junior Coll					<b>23.4</b>	<b>16.3</b>	2.7
Otero Junior Coll					<b>16.6</b>	<b>16.3</b>	0.1
Pikes Peak Comm Coll					<b>16.2</b>	<b>16.3</b>	5.2
Pueblo Comm Coll					<b>13.8</b>	<b>16.3</b>	8.8
Red Rocks Comm Coll					<b>12.0</b>	<b>16.3</b>	6.5
Trinidad State Junior Coll					<b>17.4</b>	<b>16.3</b>	3.5
<b>Local District Colleges</b>							
Aims Comm Coll					<b>33.4</b>	<b>16.3</b>	6.1
Colo Mountain Coll					<b>20.7</b>	<b>16.3</b>	3.4

\*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 were excluded from FTE 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.

Benchmark Source: National Center for Education Statistics, National Study of Postsecondary Faculty (NSOPF): Public Access Data Analysis System (DAS), NCES Doc Number 97559, March 1997. Data from fall 1992; later data not available.

**QIS Measure 3A: STUDENT RETENTION RATES  
AFTER ONE YEAR AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1998 Cohort**

Institution	Cohort Entering in Fall** --	# Students in Entering Cohort	# Retained After One Year	% Retained After One Year	Benchmark Range
<b>University of Colorado</b>					
UC - Boulder	1998	4,269	3,585	<b>84.0</b>	<b>79.2 - 83.2</b>
UC - Colo Springs	1998	666	435	<b>65.3</b>	<b>69.3 - 73.3</b>
UC - Denver	1998	394	265	<b>67.3</b>	<b>67.6 - 71.6</b>
<b>Colo Sch of Mines</b>	1998	537	468	<b>87.2</b>	<b>81.3 - 85.3</b>
<b>U of Northern Colo</b>	1998	2,169	1,471	<b>67.8</b>	<b>75.2 - 79.2</b>
<b>State Board of Agriculture</b>					
Colo State U	1998	3,055	2,518	<b>82.4</b>	<b>77.8 - 81.8</b>
Fort Lewis C	1998	969	561	<b>57.9</b>	<b>72.6 - 76.6</b>
U of Southern Colo	1998	621	379	<b>61.0</b>	<b>68.7 - 72.7</b>
<b>State Colleges</b>					
Adams SC	1998	483	278	<b>57.6</b>	<b>72.1 - 76.1</b>
Mesa SC	1998	664	400	<b>60.2</b>	<b>70.8 - 74.8</b>
Metropolitan SC of Denver	1998	1,383	887	<b>64.1</b>	<b>64.2 - 68.2</b>
Western SC	1998	591	323	<b>54.7</b>	<b>76.1 - 80.1</b>
<b>Four-Year Institution Total</b>	<b>1998</b>	<b>15,801</b>	<b>11,570</b>	<b>73.2</b>	<b>n/a</b>

\*\*Based on first-time, full-time, baccalaureate degree-seeking students entering in fall term or prior summer.  
Source: Cohort and benchmark calculation based on SURDS files and institutional files.

**QIS Measure 3B: RETENTION RATES  
AFTER ONE YEAR AT  
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1998 Cohort**

Institution	Cohort Entering in Fall --	# Students in Entering Cohort**	# Retained After One Year***	# Graduating After One Year****	Total # Successful After One Year	% Retained After One Year	% Successful After One Year	Benchmark Range
<b>Community Colleges of Colorado</b>								
Arapahoe Comm Coll	1998	305	127	12	139	41.6	45.6	47.7 - 51.7
Colo NW Comm Coll	1998	129	59	1	60	45.7	46.5	46.1 - 50.1
Comm Coll of Aurora	1998	225	100	2	102	44.4	45.3	36.8 - 40.8
Comm Coll of Denver	1998	493	230	22	252	46.7	51.1	41.5 - 45.5
Front Range Comm Coll	1998	704	334	13	347	47.4	49.3	43.8 - 47.8
Lamar Comm Coll	1998	172	87	3	90	50.6	52.3	47.2 - 51.2
Morgan Comm Coll	1998	51	25	5	30	49.0	58.8	31.4 - 35.4
Northeastern Junior Coll	1998	332	174	12	186	52.4	56.0	58.2 - 62.2
Otero Junior Coll	1998	190	115	1	116	60.5	61.1	49.1 - 53.1
Pikes Peak Comm Coll	1998	909	384	6	390	42.2	42.9	38.5 - 42.5
Pueblo Comm Coll	1998	386	217	4	221	56.2	57.3	46.8 - 50.8
Red Rocks Comm Coll	1998	438	203	6	209	46.3	47.7	48.0 - 52.0
Trinidad State Junior Coll	1998	270	126	23	149	46.7	55.2	42.1 - 46.1
<b>Local District Colleges</b>								
Aims Comm Coll	1998	458	185	13	198	40.4	43.2	47.6 - 51.6
Colorado Mountain Coll	1998	422	160	17	177	37.9	41.9	44.8 - 48.8
<b>Two-Year Institution Total</b>	1998	<b>5,484</b>	<b>2,526</b>	<b>140</b>	<b>2,666</b>	<b>46.1</b>	<b>48.6</b>	n/a

\*\*Based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.

\*\*\*Students who completed a degree or certificate and then reenrolled were counted only once--as a retained student.

\*\*\*\*Completer students did not reenroll one year after entry.

Source: Cohort calculations based on SURDS files; benchmarks calculated by CCC System Office.

### **Caution When Interpreting This Indicator**

As with indicators 1A and 1B, only first-time, full-time, certificate or degree-seeking freshmen are reflected by this indicator. Students beginning at one institution and transferring to another are not included in this indicator. Similarly, part-time students are not part of the cohort. While these students do not fit the definition of this indicator, many do persist in their educational careers and thus successfully accomplish their goals and objectives.

### **Indicator 4A – Achievement Scores on Licensure, Professional, Graduate School Admission, and Other Examinations Taken by Baccalaureate Graduates During FY 1998-99 and FY 1999-2000 (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 thirty-seven states. Average passing scores or rates for currently enrolled undergraduates, who take at least one of the following examinations or tests during FY 1998-99 and FY 1999-2000, constitute this indicator: Graduate Record General Examination (GRE), PLACE Content examinations (teacher education), Certified Public Accountant (CPA), Nursing, and Fundamentals of Engineering. Benchmarks are national or statewide passing rates and scores. Scores are reported only for institutions with tests having 20 or more test takers over the two years.

### **Indicator 4B – FY 1998-99 Career and Technical Graduates Employed or Continuing Their Education During FY 1999-2000 (two-year institutions)**

A component 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. This indicator measures the percent of career and technical graduates that were employed or continuing their education in the time period immediately following their graduation. The benchmark is 85% for each two-year institution. It should be noted that the benchmark may increase to 95%, effective with the quality indicator system for 2001-02.

### **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 – most closely encompasses what is considered administrative expenditures. 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 comparative national data taken from the Integrated Postsecondary Education Data System (IPEDS). Each Colorado institution has its own benchmark reflecting the institution's peer comparison group's expenditure experience.

### **Caution When Interpreting This Indicator**

The budget 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 since the particular way that the institution is organized can dictate how the expenditure is categorized. An example is computer services. If an institution has separated its computing services into academic computing and administrative computing (or academic, research, and administrative computing), only the expenditures associated with administrative computing will be categorized as an institutional support expenditure. If another institution,

**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 INSTITUTIONS)**

Exam	Institution	University of Colorado			CSM	UNC	State Board of Agriculture			State Colleges				Benchmark
		UC - B	UC - CS	UC - D			CSU	FLC	USC	ASC	Mesa	Metro	WSC	
<b>Graduate Record Examinations</b>														
# Scores (10/97 - 9/98)		227	29	57	30	62	272	27	30	14	22	30	16	
	Verbal	227	29	57	30	62	272	27	30	14	22	30	16	561,304
	Quantitative	227	29	57	30	62	272	27	30	14	22	30	16	561,081
	Analytical	227	29	57	30	62	272	27	30	14	22	30	16	559,173
# Scores (10/98 - 9/99)		229	26	60	56	75	334	22	23	11	15	18	15	
	Verbal	229	26	60	56	75	334	22	23	11	15	18	15	543,649
	Quantitative	229	26	59	56	75	334	22	23	11	15	18	15	543,475
	Analytical	229	26	59	56	75	334	22	23	11	15	18	15	542,098
Mean Scores (10/97 - 9/99)														
Mean Verbal Score	10/97 - 9/98	509	495	467	487	425	472	479	436	---	---	470	---	428 - 528
	10/98 - 9/99	492	478	459	484	427	466	---	---	---	---	---	---	426 - 526
Mean Quantitative Score	10/97 - 9/98	599	512	531	695	491	574	541	485	---	---	505	---	512 - 612
	10/98 - 9/99	605	561	557	690	489	575	---	---	---	---	---	---	517 - 617
Mean Analytical Score	10/97 - 9/98	597	557	552	619	526	584	541	480	---	---	536	---	515 - 615
	10/98 - 9/99	603	554	554	609	540	573	---	---	---	---	---	---	514 - 614
<p><i>Test cohort = seniors whose GRE test scores were reported to their respective undergraduate institution during October 1997 - September 1999.</i>  <i>Benchmark: +/- 50 points of three-year national mean scores (10/94 - 9/97 for 1997-98 test takers; 10/95 - 9/98 for 1998-99 test takers). Source: Educational Testing Service</i>  <i>Notes: 1) ETS provides requires a minimum of 25 scores to calculate a mean.</i>  2) Due to some examinees receiving no score, the total number of scores may differ for each measure of the general test.</p>														
<b>Uniform Certified Public Accountant Examination</b>														
# Test Takers (5/98 - 11/99)		80	25	85	---	67	66	30	---	27	28	123	20	653
# Passing Test Takers (5/98 - 11/99)		21	7	15	---	6	6	4	---	1	7	16	2	99
% Passing Test Takers (5/98 - 11/99)		26.3	28.0	17.6	---	8.8	9.1	13.3	---	4.8	25.0	13.0	10.0	15.2
<p><i>Test cohort = first-time candidates without an advanced degree tested May 1998 - November 1999.</i>  <i>Benchmark: CO Average Pass Rate (5/98 - 11/99); Source: CO Dept of Regulatory Agencies, State Board of Accountancy</i></p>														
<b>National Council Licensure Examination for Registered Nurses (NCLEX-RN)</b>														
# Test Takers (7/98 - 6/00)		---	53	---	---	104	---	---	42	---	49	---	---	1,509
# Passing Test Takers (7/98 - 6/00)		---	49	---	---	89	---	---	36	---	45	---	---	1,297
% Passing Test Takers (7/98 - 6/00)		---	92.5	---	---	85.6	---	---	85.7	---	91.8	---	---	86.0
<p><i>Test cohort = first-time registered nurse candidates tested July 1998 - June 2000.</i>  <i>Benchmark: CO Average Pass Rate (7/98 - 6/00); Source: CO Dept of Regulatory Agencies, State Board of Nursing</i></p>														
<b>Fundamentals of Engineering Examination</b>														
# Test Takers (10/98 - 4/00)		187	---	239	455	---	---	---	---	---	---	---	---	46,764
# Passing Test Takers (10/98 - 4/00)		158	---	150	418	---	---	---	---	---	---	---	---	37,559
% Passing Test Takers (10/98 - 4/00)		84.5	---	62.8	91.9	---	---	---	---	---	---	---	---	80.3
<p><i>Test cohort = first-time candidates tested October 1998 - April 2000.</i>  <i>Benchmark: US Average Pass Rate for accredited institutions (10/98 - 4/00); Source: National Council of Examiners for Engineering and Surveying</i></p>														



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 INSTITUTIONS)—continued

Exam	Institution	University of Colorado			CSM	UNC	State Board of Agriculture			State Colleges				Benchmark
		UC - B	UC - CS	UC - D			CSU	FLC	USC	ASC	Mesa	Metro	WSC	
<b>Program for Licensing Assessments for Colorado Educators (PLACE)</b>														
<b>Elementary Education</b>														
	# Test Takers (10/98 - 5/00)	114	45	---	---	387	28	116	140	89	85	314	45	1,363
	# Passing (10/98 - 5/00)	107	41	---	---	324	25	111	90	63	71	253	37	1,122
	% Passing	93.9	91.1	---	---	83.7	89.3	95.7	64.3	70.8	83.5	80.6	82.2	82.3
<b>Social Studies</b>														
	# Test Takers (10/98 - 5/00)	33	*	---	---	83	100	32	60	*	*	69	*	438
	# Passing (10/98 - 5/00)	24	*	---	---	48	66	26	24	*	*	34	*	262
	% Passing	72.7	*	---	---	57.8	66.0	81.3	40.0	*	*	49.3	*	59.8
<b>English</b>														
	# Test Takers (10/98 - 5/00)	40	*	---	---	49	73	*	32	20	23	62	*	324
	# Passing (10/98 - 5/00)	34	*	---	---	37	63	*	9	10	15	41	*	230
	% Passing	85.0	*	---	---	75.5	86.3	*	28.1	50.0	65.2	66.1	*	71.0
<b>Science</b>														
	# Test Takers (10/98 - 5/00)	22	*	---	---	31	112	*	29	*	25	40	*	285
	# Passing (10/98 - 5/00)	20	*	---	---	27	96	*	17	*	17	31	*	228
	% Passing	90.9	*	---	---	87.1	85.7	*	58.6	*	68.0	77.5	*	80.0
<b>Physical Education</b>														
	# Test Takers (10/98 - 5/00)	---	---	---	---	79	56	*	29	*	*	*	*	224
	# Passing (10/98 - 5/00)	---	---	---	---	59	51	*	16	*	*	*	*	175
	% Passing	---	---	---	---	74.7	91.1	*	55.2	*	*	*	*	78.1
<b>Mathematics</b>														
	# Test Takers (10/98 - 5/00)	*	*	---	---	36	46	*	*	*	*	35	*	171
	# Passing (10/98 - 5/00)	*	*	---	---	19	31	*	*	*	*	23	*	114
	% Passing	*	*	---	---	52.8	67.4	*	*	*	*	65.7	*	66.7
<b>Art</b>														
	# Test Takers (10/98 - 5/00)	*	---	---	---	*	54	*	---	*	*	26	---	120
	# Passing (10/98 - 5/00)	*	---	---	---	*	28	*	---	*	*	20	---	75
	% Passing	*	---	---	---	*	51.9	*	---	*	*	76.9	---	62.5
<b>Music</b>														
	# Test Takers (10/98 - 5/00)	*	---	---	---	43	29	*	*	*	*	*	*	136
	# Passing (10/98 - 5/00)	*	---	---	---	32	19	*	*	*	*	*	*	93
	% Passing	*	---	---	---	74.4	65.5	*	*	*	*	*	*	68.4
<b>Early Childhood Education</b>														
	# Test Takers (10/98 - 5/00)	---	---	---	---	*	*	*	---	---	*	47	---	64
	# Passing (10/98 - 5/00)	---	---	---	---	*	*	*	---	---	*	33	---	41
	% Passing	---	---	---	---	*	*	*	---	---	*	70.2	---	64.1
<b>English as a Second Language</b>														
	# Test Takers (10/98 - 5/00)	---	---	---	---	47	*	---	---	---	---	*	---	53
	# Passing (10/98 - 5/00)	---	---	---	---	23	*	---	---	---	---	*	---	26
	% Passing	---	---	---	---	48.9	*	---	---	---	---	*	---	49.1
<b>Bilingual Education</b>														
	# Test Takers (10/98 - 5/00)	*	---	---	---	40	---	---	---	---	---	*	---	48
	# Passing (10/98 - 5/00)	*	---	---	---	27	---	---	---	---	---	*	---	32
	% Passing	*	---	---	---	67.5	---	---	---	---	---	*	---	66.7

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 INSTITUTIONS)—continued

Exam	Institution	University of Colorado			CSM	UNC	State Board of Agriculture			State Colleges				Benchmark
		UC - B	UC - CS	UC - D			CSU	FLC	USC	ASC	Mesa	Metro	WSC	
Program for Licensing Assessments for Colorado Educators (PLACE)—continued														
<b>Business Education</b>														
	# Test Takers (10/98 - 5/00)	---	---	---	---	---	34	*	---	*	---	---	*	<b>40</b>
	# Passing (10/98 - 5/00)	---	---	---	---	---	18	*	---	*	---	---	*	<b>20</b>
	% Passing	---	---	---	---	---	52.9	*	---	*	---	---	*	<b>50.0</b>
<b>Moderate Needs</b>														
	# Test Takers (10/98 - 5/00)	---	---	---	---	*	*	---	---	---	---	31	*	<b>39</b>
	# Passing (10/98 - 5/00)	---	---	---	---	*	*	---	---	---	---	29	*	<b>37</b>
	% Passing	---	---	---	---	*	*	---	---	---	---	93.5	*	<b>94.9</b>
<b>Agriculture</b>														
	# Test Takers (10/98 - 5/00)	---	---	---	---	---	30	---	---	---	---	---	---	<b>30</b>
	# Passing (10/98 - 5/00)	---	---	---	---	---	20	---	---	---	---	---	---	<b>20</b>
	% Passing	---	---	---	---	---	66.7	---	---	---	---	---	---	<b>66.7</b>
<b>Home Economics</b>														
	# Test Takers (10/98 - 5/00)	---	---	---	---	---	20	---	---	---	---	---	---	<b>20</b>
	# Passing (10/98 - 5/00)	---	---	---	---	---	15	---	---	---	---	---	---	<b>15</b>
	% Passing	---	---	---	---	---	75.0	---	---	---	---	---	---	<b>75.0</b>

*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 testing cycle.  
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.  
Benchmark: CO Average Pass Rate (10/98 - 5/00). Source: Calculated from institutional reports. Benchmark and institution entries based on test takers and passers in all content areas at all institutions.*

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

Institution	# FY 1998-99 Certificate and AAS Graduates	# Employed	# Continuing Their Education	Total # Employed or Continuing Their Education	% Employed or Continuing Their Education	Benchmark
<b>Community Colleges of Colorado</b>						
Arapahoe Comm Coll	286	258	22	280	97.9%	85%
Comm Coll of Aurora	55	47	6	53	96.4%	85%
Comm Coll of Denver	194	165	22	187	96.4%	85%
Colo NW Comm Coll	51	43	4	47	92.2%	85%
Front Range Comm Coll	555	463	77	540	97.3%	85%
Lamar Comm Coll	59	51	6	57	96.6%	85%
Morgan Comm Coll	121	113	6	119	98.3%	85%
Northeastern Junior Coll	57	55	2	57	100.0%	85%
Otero Junior Coll	90	82	5	87	96.7%	85%
Pueblo Comm Coll	263	248	12	260	98.9%	85%
Pikes Peak Comm Coll	231	203	22	225	97.4%	85%
Red Rocks Comm Coll	193	170	21	191	99.0%	85%
Trinidad State Junior Coll	309	271	31	302	97.7%	85%
<b>TOTAL</b>	<b>2,464</b>	<b>2,169</b>	<b>236</b>	<b>2,405</b>	<b>97.6%</b>	<b>85%</b>
<b>Local District Colleges</b>						
Aims Comm Coll	274	199	48	247	90.1%	85%
Colo Mountain Coll	338	307	20	327	96.7%	85%
<b>TOTAL</b>	<b>612</b>	<b>506</b>	<b>68</b>	<b>574</b>	<b>93.8%</b>	<b>85%</b>

Sources: Community Colleges of Colorado System Office and Local District Colleges' files.

perhaps even an institution that is comparable (i.e., similar role & mission, similar enrollment size) to the first institution, does not separate its computing services, this institution will categorize all its computing expenditures as institutional support.

#### **Indicator 6: Availability of General Education Program Lower Division Core Courses Required of Freshmen During Academic Year 1999-2000**

Completion of required core courses in a timely manner can be a contributor to the overall success of students, especially during the most vulnerable period in the students career – the freshmen year. When students are closed out of required core courses, frustration and a sense of defeatism can impact the student's outlook. The result may be a decision to drop out. A student's inability to access required core courses in a timely manner also can extend the time the student must devote to completing his/her program. This results in increased tuition and fees, as well as postponing when the student can enter the workforce or continue his/her education in a graduate program.

This indicator measures the availability of freshmen required core courses by comparing the number of individual sections of the required core courses to the number of entering, first-time, full-time freshmen students. The benchmark is based on the capacity of each section of the required core courses. For the current year, the benchmark initially is based on thirty students per required course section, and at least 80% of the number of sections needed to accommodate this number of students. It should be noted that the benchmark will increase to 100%, effective with the quality indicator system for 2001- 02. Additionally, the average enrollment of each course section may be reduced from the present 30 to a lesser number.

#### **Caution When Interpreting This Indicator**

The availability of core courses does not automatically translate into access for each student. Students may be limited in the particular time they can enroll in a course. For example, students who work part-time while enrolling in courses may only be able to enroll in courses that are offered during a very limited range of hours. During this same time period, the institution may not offer sections of the required courses, or the number of sections could "fill up" quickly, thereby providing the student no opportunity to enroll in the only courses that match his/her work, family, or personal schedule.

#### **Indicator 7 – Support and Success of Minority Students**

The 1999-2000 Quality Indicator System included an indicator, which measured the development and implementation by the institutions—with approval by the respective governing board—of plans and strategies for improving diversity. For this year, the indicator shifts from development and implementation to results.

Two measures comprise this indicator: (1) retention rate of first-time, full-time, certificate and degree-seeking freshmen minority students one year after entry at four- and two-year institutions, and (2) six-year graduation rate (for four-year institutions) or three-year graduation rate (for two-year institutions) of minority students. Again, individual institutional benchmark ranges are the expected retention and graduation rate ranges for minority students based on institutional data from 189 institutions from the University of Oklahoma's Consortium of Student Retention Data Exchange of the Center for Institutional Data Exchange and Analysis (for four-year institutions) and historical performance (for two-year institutions). Each Colorado institution has its own benchmark range reflecting the institution's particular characteristics (four-year institutions) or historical performance (two-year institutions)

#### **Caution When Interpreting This Indicator**

The same cautions applied to this indicator as apply to indicators 1A, 1B, and 3.

**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)
<b>University of Colorado</b>				
UC - Boulder	\$34,718,303	23,904	\$1,452	\$1,729
UC - Colo Springs	\$4,146,751	4,657	\$890	\$1,321
UC - Denver	\$11,353,744	8,387	\$1,354	\$1,187
<b>Colo Sch of Mines</b>	\$7,291,772	3,174	\$2,298	n/a
<b>U of Northern Colo</b>	\$7,568,797	10,211	\$741	\$1,422
<b>State Board of Agriculture</b>				
Colo State U	\$27,662,108	21,734	\$1,273	\$1,723
Fort Lewis C	\$3,816,745	4,184	\$912	\$1,148
U of Southern Colo	\$3,116,350	3,984	\$782	\$1,136
<b>State Colleges</b>				
Adams SC	\$2,562,566	2,467	\$1,039	\$1,721
Mesa SC	\$2,284,157	4,195	\$544	\$1,127
Metropolitan SC of Denver	\$9,746,982	12,294	\$793	\$1,389
Western SC	\$2,098,383	2,430	\$864	\$1,322
<b>Community Colleges of Colorado</b>				
Arapahoe Comm Coll	\$3,206,971	3,722	\$862	\$1,150
Colo NW Comm Coll	\$2,009,848	1,011	\$1,987	\$1,015
Comm Coll of Aurora	\$2,772,417	2,023	\$1,370	\$1,160
Comm Coll of Denver	\$3,677,136	3,381	\$1,088	\$1,190
Front Range Comm Coll	\$5,853,536	5,807	\$1,008	\$1,102
Lamar Comm Coll	\$1,245,610	719	\$1,732	\$1,621
Morgan Comm Coll	\$914,897	709	\$1,290	\$1,416
Northeastern Junior Coll	\$2,194,000	1,933	\$1,135	\$1,148
Otero Junior Coll	\$1,059,778	908	\$1,168	\$1,577
Pikes Peak Comm Coll	\$4,315,967	4,699	\$919	\$1,132
Pueblo Comm Coll	\$3,269,188	2,610	\$1,253	\$1,182
Red Rocks Comm Coll	\$3,195,572	3,954	\$808	\$1,129
Trinidad State Junior Coll	\$1,964,745	1,436	\$1,369	\$1,327
<b>Local District Colleges</b>				
Aims Comm Coll	\$3,647,952	3,528	\$1,034	\$1,314
Colorado Mountain Coll	\$5,297,713	3,981	\$1,331	n/a

Source: NCHEMS Data

**QIS Measure 6: AVAILABILITY OF GENERAL EDUCATION PROGRAM  
LOWER DIVISION CORE COURSES REQUIRED OF FRESHMEN AT  
COLORADO PUBLIC HIGHER EDUCATION INSTITUTIONS  
Fall 1999 - Spring 2000**

Institution	# of Required Lower Division Core Courses	Adjusted # First-time, Full-time Freshmen*	Calculated Section "Demand" (= Adjusted Headcount / 30)	Average # Sections of Required Freshmen Core Courses Offered	Benchmark (= 80% of Section "Demand")
<b>University of Colorado</b>					
UC - Boulder	1	766	26	70	20
UC - Colo Springs	1	757	25	41	20
UC - Denver	1	477	16	31	13
<b>Colo Sch of Mines</b>	12	539	18	19	14
<b>U of Northern Colo</b>	1	1,942	65	89	52
<b>State Board of Agriculture</b>					
Colo State U	1	2,903	97	124	77
Fort Lewis C	2	843	28	39	22
U of Southern Colo	3	658	22	30	18
<b>State Colleges</b>					
Adams SC	1	310	10	20	8
Mesa SC	2	650	22	48	18
Metropolitan SC of Denver	2	1,436	48	241	38
Western SC	1	546	18	28	15
<b>Community Colleges of Colorado</b>					
Arapahoe Comm Coll	3	89	3	174	2
Colo NW Comm Coll	3	75	3	67	2
Comm Coll of Aurora	3	110	4	121	3
Comm Coll of Denver	3	87	3	159	2
Front Range Comm Coll	3	207	7	269	6
Lamar Comm Coll	3	49	2	18	1
Morgan Comm Coll	3	30	1	92	1
Northeastern Junior Coll	3	176	6	67	5
Otero Junior Coll	3	194	6	55	5
Pikes Peak Comm Coll	3	304	10	271	8
Pueblo Comm Coll	3	70	2	104	2
Red Rocks Comm Coll	3	140	5	153	4
Trinidad State Junior Coll	3	92	3	63	2
<b>Local District Colleges</b>					
Aims Comm Coll	2	897	30	36	24
Colo Mountain Coll	2	255	9	99	7

\*Adjusted freshmen is calculated by excluding freshmen who are exempt and not required (e.g., students who test out of required course(s), enter with relevant AP credit and/or high school concurrent credit, are not required to take course(s), or not eligible to enroll in course(s) due to remediation). At two-year institutions, headcount limited to AA and AS degree-seeking freshmen.

Source: Institutional files.

**QIS Measure 7A: MINORITY STUDENT RETENTION RATES  
AFTER ONE YEAR AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1998 Cohort**

Institution	Cohort Entering in Fall** –	# in Entering Cohort	# Retained by Originating Institution After One Year	% Retained by Originating Institution After One Year	Benchmark Range
<b>University of Colorado</b>					
UC - Boulder	1998	591	479	<b>81.0</b>	<b>77.5 - 81.5</b>
UC - Colo Springs	1998	125	86	<b>68.8</b>	<b>67.8 - 71.8</b>
UC - Denver	1998	166	114	<b>68.7</b>	<b>65.3 - 69.3</b>
<b>Colo Sch of Mines</b>	1998	75	66	<b>88.0</b>	<b>79.1 - 83.1</b>
<b>U of Northern Colo</b>	1998	337	238	<b>70.6</b>	<b>74.4 - 78.4</b>
<b>State Board of Agriculture</b>					
Colo State U	1998	389	317	<b>81.5</b>	<b>76.3 - 80.3</b>
Fort Lewis C	1998	202	93	<b>46.0</b>	<b>70.3 - 74.3</b>
U of Southern Colo	1998	247	154	<b>62.3</b>	<b>67.4 - 71.4</b>
<b>State Colleges</b>					
Adams SC	1998	170	98	<b>57.6</b>	<b>69.7 - 73.7</b>
Mesa SC	1998	72	43	<b>59.7</b>	<b>70.1 - 74.1</b>
Metropolitan SC of Denver	1998	371	249	<b>67.1</b>	<b>62.1 - 66.1</b>
Western SC	1998	41	19	<b>46.3</b>	<b>72.1 - 76.1</b>
<b>Four-Year Institution Total</b>	<b>1998</b>	<b>2,786</b>	<b>1,956</b>	<b>70.2</b>	n/a

\*\*Based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer and reported as ethnic minority.

Source: Cohort and benchmark calculation based on SURDS files and institutional files.

**QIS Measure 7B: MINORITY STUDENT RETENTION RATES  
AFTER ONE YEAR AT  
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1998 Cohort**

Institution	Cohort Entering in Fall --	# Minority Students in Entering Cohort**	# Retained After One Year***	# Graduating After One Year****	Total # Successful After One Year	% Retained After One Year	% Successful After One Year	Benchmark Range
<b>Community Colleges of Colorado</b>								
Arapahoe Comm Coll	1998	47	21	1	22	44.7	46.8	47.7 - 51.7
Colo NW Comm Coll	1998	13	4	0	4	30.8	30.8	36.2 - 40.2
Comm Coll of Aurora	1998	81	40	0	40	49.4	49.4	35.7 - 39.7
Comm Coll of Denver	1998	279	136	13	149	48.7	53.4	46.3 - 50.3
Front Range Comm Coll	1998	130	50	1	51	38.5	39.2	41.0 - 45.0
Lamar Comm Coll	1998	44	20	1	21	45.5	47.7	40.8 - 44.8
Morgan Comm Coll	1998	11	5	1	6	45.5	54.5	44.7 - 48.7
Northeastern Junior Coll	1998	48	15	1	16	31.3	33.3	36.4 - 40.4
Otero Junior Coll	1998	59	41	1	42	69.5	71.2	45.7 - 49.7
Pikes Peak Comm Coll	1998	263	110	2	112	41.8	42.6	35.8 - 39.8
Pueblo Comm Coll	1998	180	113	1	114	62.8	63.3	48.6 - 52.6
Red Rocks Comm Coll	1998	58	23	1	24	39.7	41.4	44.3 - 48.3
Trinidad State Junior Coll	1998	136	59	11	70	43.4	51.5	41.6 - 45.6
<b>Local District Colleges</b>								
Aims Comm Coll	1998	183	56	1	57	30.6	31.1	35.6 - 39.6
Colorado Mountain Coll	1998	35	12	2	14	34.3	40.0	33.6 - 37.6
<b>Two-Year InstitutionTotal</b>	1998	<b>1,567</b>	<b>705</b>	<b>37</b>	<b>742</b>	<b>45.0</b>	<b>47.4</b>	n/a

\*\*Based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer and reported as an ethnic minority.

\*\*\*Students who completed a degree or certificate and then reenrolled were counted only once--as a retained student.

\*\*\*\*# Graduating students who did not reenroll one year after entry.

Source: Cohort calculations based on SURDS files; benchmarks calculated by CCC System Office.



**QIS Measure 7C: MINORITY STUDENT BACCALAUREATE GRADUATION RATES  
AFTER SIX YEARS AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1993 Cohort**

Institution	Cohort Entering in Fall --	# Minority Students in Entering Cohort**	Cumulative # Graduating After Six Years through Summer 1999	Cumulative % Graduating After Six Years through Summer 1999	Benchmark Range
<b>University of Colorado</b>					
UC - Boulder	1993	676	334	49.4	48.6 - 52.6
UC - Colo Springs	1993	41	12	29.3	25.8 - 29.8
UC - Denver	1993	104	31	29.8	21.6 - 25.6
<b>Colo Sch of Mines</b>	1993	60	28	46.7	49.6 - 53.6
<b>U of Northern Colo</b>	1993	303	98	32.3	39.6 - 43.6
<b>State Board of Agriculture</b>					
Colo State U	1993	340	169	49.7	48.1 - 52.1
Fort Lewis C	1993	189	42	22.2	35.5 - 39.5
U of Southern Colo	1993	200	31	15.5	27.7 - 31.7
<b>State Colleges</b>					
Adams SC	1993	95	24	25.3	37.5 - 41.5
Mesa SC	1993	74	13	17.6	28.8 - 32.8
Metropolitan SC of Denver	1993	372	58	15.6	14.5 - 18.5
Western SC	1993	58	11	19.0	41.8 - 45.8
<b>Four-Year Institution Total</b>	<b>1993</b>	<b>2,512</b>	<b>851</b>	<b>33.9</b>	n/a

\*\*Based on first-time, full-time, baccalaureate degree-seeking students entering in specified fall term or prior summer and reported as ethnic minority.

Source: Cohort and benchmark calculation based on SURDS files and institutional files.

**QIS Measure 7D: MINORITY STUDENT GRADUATION RATES  
AFTER THREE YEARS AT  
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1996 Cohort**

Institution	Cohort Entering in Fall --	# Minority Students in Entering Cohort**	# Graduating with Certificate After Three Years through Summer 1999	# Graduating with Associate Degree After Three Years through Summer 1999	Cumulative Total # Graduating After Three Years through Summer 1999	Cumulative % Graduating After Three Years through Summer 1999	Benchmark Range
<b>Community Colleges of Colorado</b>							
Arapahoe Comm Coll	1996	60	4	9	13	21.7	19.3 - 23.3
Colo NW Comm Coll	1996	25	0	3	3	12.0	23.8 - 27.8
Comm Coll of Aurora	1996	74	0	5	5	6.8	5.5 - 9.5
Comm Coll of Denver	1996	232	20	10	30	12.9	10.3 - 14.3
Front Range Comm Coll	1996	134	5	10	15	11.2	11.9 - 15.9
Lamar Comm Coll	1996	36	4	2	6	16.7	13.1 - 17.1
Morgan Comm Coll	1996	12	7	2	9	75.0	9.1 - 13.1
Northeastern Junior Coll	1996	41	0	9	9	22.0	17.1 - 21.1
Otero Junior Coll	1996	78	8	26	34	43.6	26.1 - 30.1
Pikes Peak Comm Coll	1996	203	0	12	12	5.9	5.8 - 9.8
Pueblo Comm Coll	1996	129	6	16	22	17.1	10.7 - 14.7
Red Rocks Comm Coll	1996	66	3	8	11	16.7	14.9 - 18.9
Trinidad State Junior Coll	1996	135	34	14	48	35.6	33.4 - 37.4
<b>Local District Colleges</b>							
Aims Comm Coll	1996	134	8	8	16	11.9	15.2 - 19.2
Colorado Mountain Coll	1996	44	1	10	11	25.0	17.1 - 21.1
<b>Two-Year Institution Total</b>	1996	<b>1,403</b>	<b>100</b>	<b>144</b>	<b>244</b>	<b>17.4</b>	n/a

\*\*Based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer and reported as an ethnic minority.

Source: Cohort calculations based on SURDS files; benchmarks IPEDS Graduation Rate Survey calculated by CCC System Office.

### **Indicator 8 – Number of Credits Required for Degree**

The feasibility of completing a degree program in two years (associate of arts or associate of science degree) or four years (baccalaureate degree) is utmost on the minds of many students and parents as they consider both the time and financial commitments associated with their educational plans and objectives. Certainly, students can elect to take longer than two or four years to complete their chosen degree programs. But personal circumstances, due to work, family responsibilities, financial ability, etc. may not allow any other alternative. Nevertheless, it is important that the institutions make it feasible 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 (A.A.) and associate of science (A.S.) 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, professional association curriculum standards, but such exceptions apply to a limited number of degree programs.

The percentage of all associate degree programs offered (A.A. and A.S.) requiring no more than 60 credits and the percentage of all baccalaureate degree programs offered requiring no more than 120 credits are the basis of this indicator. A benchmark of 80% applies, that is, it is expected that at least 80% of the non-exempt degree programs offered will require no more than 60 credits (A.A. and A.S.) or 120 credits (baccalaureate). While not yet reflected in the published catalogs of Adams State and Mesa State Colleges, both institutions have changed their respective required credits to no more than 120 credits for non-exempt baccalaureate degree programs. It should also be noted that the benchmark will be changed to 100% effective with the quality indicator system for 2001-02.

**QIS Measure 8: NUMBER OF CREDIT HOURS REQUIRED FOR DEGREE AT  
 COLORADO PUBLIC HIGHER EDUCATION INSTITUTIONS  
 Fall 2000**

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 (= 80% of Total Programs Subject to Credit Hour Limits)
<b>University of Colorado</b>						
UC - Boulder	63	15	<b>48</b>	47	1	<b>38</b>
UC - Colo Springs	25	5	<b>20</b>	20	0	<b>16</b>
UC - Denver	32	4	<b>28</b>	28	0	<b>22</b>
<b>Colo Sch of Mines</b>	13	13	<b>0</b>	0	0	<b>0</b>
<b>U of Northern Colo</b>	37	2	<b>35</b>	35	0	<b>28</b>
<b>State Board of Agriculture</b>						
Colo State U	66	9	<b>57</b>	57	0	<b>46</b>
Fort Lewis C	25	1	<b>24</b>	24	0	<b>19</b>
U of Southern Colo	29	4	<b>25</b>	25	0	<b>20</b>
<b>State Colleges</b>						
Adams SC**	18	0	<b>18</b>	18	0	<b>14</b>
Mesa SC**	19	0	<b>19</b>	19	0	<b>15</b>
Metropolitan SC of Denver	55	6	<b>49</b>	48	1	<b>39</b>
Western SC	22	0	<b>22</b>	22	0	<b>18</b>
<b>Community Colleges of Colorado</b>						
Arapahoe Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Colo NW Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Comm Coll of Aurora	2	0	<b>2</b>	2	0	<b>2</b>
Comm Coll of Denver	2	0	<b>2</b>	2	0	<b>2</b>
Front Range Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Lamar Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Morgan Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Northeastern Junior Coll	2	0	<b>2</b>	2	0	<b>2</b>
Otero Junior Coll	2	0	<b>2</b>	2	0	<b>2</b>
Pikes Peak Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Pueblo Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Red Rocks Comm Coll	2	0	<b>2</b>	2	0	<b>2</b>
Trinidad State Junior Coll	2	0	<b>2</b>	2	0	<b>2</b>
<b>Local District Colleges</b>						
Aims Comm Coll***	2	0	<b>2</b>	2	0	<b>2</b>
Colo Mountain Coll	2	0	<b>2</b>	2	0	<b>2</b>

\*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.

\*\* 120 credit hour requirement is being implemented in Academic Year 2001 - 02.

\*\*\* 60 credit hour requirement is being implemented in Academic Year 2001 - 02.

Source: Institutional files.

**Indicators 9 and 10 – Indicators Selected by the Institution**

No common set of indicators can capture the diversity of Colorado’s twenty-eight institutions of higher education nor the uniqueness found among their programs and activities. In recognition of this diversity and the individuality of each institution, two institution-specific indicators were identified by each college and university which it felt demonstrated the school’s efforts to promote and enhance quality, efficiency or expediency at the undergraduate level by its own means and approaches. Benchmarks also were chosen by each institution. **Actual performance by each institution for each of its selected indicators equaled or exceeded the respective benchmark.**

<b>Inst.</b>	<b>Indicator #9</b>	<b>Benchmark</b>	<b>Indicator #10</b>	<b>Benchmark</b>
<b>ASC</b>	Progress in providing educational access: a. Student tuition and fees. b. Access to courses at off-campus sites and at non-traditional times.	a. Remain below the state median for four-year institutions. b. Maintain or increase access.	Personal attention to students or faculty-student interaction.	National average score for four questions on National Study on Student Engagement.
<b>Aims CC</b>	Instructional alternatives to students.	43% of course sections offered.	Articulation & collaboration throughout the service area.	Annual increase
<b>ACC</b>	Percent of students expressing satisfaction with instruction.	91%	Number of businesses and clients served through specialized business and industry training.	5.5%
<b>CNCC</b>	Percent of students expressing satisfaction with instruction.	91%	Percent of sections offered at nontraditional times.	37%
<b>CCA</b>	Number of business and clients served through specialized business and industry training.	5.5%	Ratio of minority students compared to number in service area.	1.00
<b>CCD</b>	Percent of successful students (graduation and/or transfer) of color compared to percent of adult population in service area who are people of color.	1%	Percent of students expressing satisfaction with instruction.	91%

<b>Inst.</b>	<b>Indicator #9</b>	<b>Benchmark</b>	<b>Indicator #10</b>	<b>Benchmark</b>
<b>CMC</b>	College participation rate of students (18+ years of age) in CMC district.	150% of statewide average.	Success of development studies students.	110% of state average for students completing beginning level ESL or ABE programs or GED program.
<b>CSM</b>	Employment of recent graduates in their field.	85% at 6 months minus the national unemployment rate; 95% at 18 months.	Starting salaries of recent graduates.	National average salary in disciplines at CSM.
<b>CSU</b>	First-year seminars	Upper quartile compared to national comparison peer institutions.	Service learning.	Above the median in volunteerism and service learning activities compared national comparison peer institutions in Campus Compact.
<b>FLC</b>	Percent of students who transfer and graduate within Colorado higher education system.	Upper 25% of Colorado's four-year institutions.	Enhancement of diversity.	Exceed the national average in all categories devoted to diversity in the ACT College Outcomes Survey.
<b>FRCC</b>	Percent of course sections offered at nontraditional times.	37%	Percent of students expressing satisfaction with instruction.	91%
<b>LCC</b>	Service area participation rate.	3.2%	Percent of course sections offered at nontraditional times and percent of course sections offered in nontraditional formats.	65%
<b>Mesa SC</b>	Progress in providing educational access: a. Student tuition and fees. b. courses offered at off-campus sites and non-traditional times.	a. Remain below the state median for four-year institutions. b. Maintain or increase access.	Progress in providing students co-curricular activities linked to the classroom.	Maintain or increase.
<b>Metro SC</b>	Student participation in workplace experiences.	Continuous improvement.	Responsive to diverse populations.	Meet or exceed the national average of four-year public institutions contained in the Noel Levitz Student Satisfaction Survey scale on Responsiveness to Diverse Populations.

<b>INST.</b>	<b>INDICATOR #9</b>	<b>BENCHMARK</b>	<b>INDICATOR #10</b>	<b>BENCHMARK</b>
<b>MCC</b>	Percent of students expressing satisfaction with instruction.	91%	Ratio of minority students compared to availability in service area.	1.00
<b>NJC</b>	Percent of course sections in off-campus locations other than state owned facilities.	17%	Service area participation rate.	3.2%
<b>OJC</b>	Percent of students expressing satisfaction with instruction.	91%	Service area participation rate.	3.2%
<b>PPCC</b>	Percent of students expressing satisfaction with instruction.	91%	Percent of course sections offered in nontraditional formats.	29%
<b>PCC</b>	Percent of course sections offered at nontraditional times and percent of course sections offered in nontraditional formats.	65%	Ratio of minority students compared to availability in service areas.	1.00
<b>RRCC</b>	Ratio of minority students compared to availability in service area.	1.00	Percent of course sections offered at nontraditional times and percent of course sections offered in nontraditional formats.	65%
<b>TSJC</b>	Ratio of minority students compared to availability in service area; minority faculty, executive, and other professional staff compared to statewide availability; minority clerical, technical, skilled craft and maintenance staff compared to service area availability.	1.00 for each category.	Service area participation rate.	3.2%
<b>UC-B</b>	Undergraduate participation in special academic opportunities.	64% of undergraduates.	Resident bachelor's degrees per dollar of state investment in undergraduate programs.	Average of national comparison peer institutions (AAU) – 2.3 per \$100,000

<b>INST.</b>	<b>INDICATOR #9</b>	<b>BENCHMARK</b>	<b>INDICATOR #10</b>	<b>BENCHMARK</b>
<b>UC-CS</b>	Continue to attract students of high academic quality.	a. Admission index of at least 101. b. No more than 25% of admissions window Increase in number of resident students and minority students.	Offer cutting-edge, high quality professional programs tailored to serving business, industry, government, education, and health care with the greater Pikes Peak region.	81% of all professional programs have specialized accreditation
<b>UC-D</b>	a. Percent of bachelor's degree recipients employed one year after graduation.  b. Percent of degree recipients indicating that program met their educational goals.	a. 75%  b. 95%	a. Percent of faculty engaged in partnerships with businesses, industry, and schools.  b. Increased higher education opportunities for high school students.	a. Maintain or improve percentage.  b. Increase in number of high school students participating.
<b>UNC</b>	Percent of undergraduate student degree completers who are employed/ engaged in further study one year after graduation.	95%	Student evaluation of instructional quality.	National average on the Noel-Levitz Student Satisfaction Inventory.
<b>USC</b>	Percent of graduates that are minority.	Increase in the rate over the most recent three years.	Ratio of computers available for general student use compared to student headcount enrollment.	National average for national comparison group of institutions.
<b>WSC</b>	Progress in providing educational access:  a. Student tuition and fees.  b. Access to courses with alternative delivery components.	a. Remain below the state median of four-year institutions.  b. Annual increase.	Improved student experience	National average for each of three components of the ACT Student Satisfaction Survey.



## **Indicators 11—21: Non-Performance Funding Indicators Associated with the Required Institutional Actions Outlined in SB99-229**

Each institution has verified compliance with the following set of indicators. Each institutional president/chancellor has provided a written statement that the institution has met the performance requirements associated with the indicator along with documentation. These materials constitute more than 200 pages when combined for all the institutions and are on file at CCHE.

- Indicator 11: Utilization of the *Academic Advising Policy* of the Colorado Student Association as a guideline in the institution's academic advising program.
- Indicator 12: In addition to the utilization of results from evaluations of teaching and advising in curriculum planning, the results will be used in promotion, continuing employment, and salary decisions for faculty engaged in the undergraduate program.
- Indicator 13: Utilization of results from student evaluations of teaching used in the annual evaluations of faculty engaged in undergraduate teaching.
- Indicator 14: Participation in pre-college program(s) focused on the particular needs associated with the enrollment, retention, completion, and graduation of economically disadvantaged students and students from traditionally underrepresented groups.
- Indicator 15: Involvement with K-12 educators and principals in the design and implementation of professional development programs for K-12.
- Indicator 16: A graduation year assessment program which builds upon existing institutional, college, department, or program assessment and measures the student's knowledge and skills in his/her major field, vocational, or training area. Nationally normed major field tests should be used, whenever available and applicable to the institution's program. Portfolios of accomplishment and/or demonstrations of competency may be used.
- Indicator 17: A description of the cooperative education, internship, and service learning opportunities made available by the institutions to undergraduate students.
- Indicator 18: Delivery of work force training programs and/or conducting of research devoted to economic development by institutions with roles & missions conducive to such activity.
- Indicator 19: A portion of undergraduate course sections offered through resident instruction, extended studies, and/or continuing education will have technology-based learning components that either require active engagement by students (e-mail, faculty-mediated chat rooms, bulletin boards, computer-based exercises) or enable technology-based delivery of courses (e.g., video, online courses).
- Indicator 20: Internal transfer guides provided undergraduate students list transferable courses by degree program. The communication with students may be via the institution's web site and/or publications.
- Indicator 21: Academic research supported by state funds or tuition includes a component meant to impact teaching and learning.