

## Quality Indicator System Report December 2004

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# Quality Indicator System Report

December 2004

## Summary and Highlights

- Four-year graduation rates increased slightly from 24.7% to 25.4%. Four-year graduation rates including transfers to other state institutions increased from 26.2% to 26.7%.
- Six-year graduation rates remained at 48.7% for four-year institutions.
- Two-year institutions' graduation rates decreased from 21.5% to 20.1%. This change is consistent with the variability from one year to the next reflecting the population of students who attend these institutions.
- Retention rates at four-year institutions are up slightly statewide. However, five institutions show a decline in their retention rates.
- Retention rates at the two-year institutions are up slightly from 51.9% to 52.1% at the original institution.
- There is a slight decline in the percentage of students at two-year institutions who are transferring to other institutions.
- The total minority graduation rate at four-year institutions is up slightly from the previous year. This figure was impacted by significant increases in the minority graduation rates at Adams State College and Colorado State University. Seven institutions show a decline in their minority six-year graduation rate.
- The total minority graduation rate decreased slightly at two-year institutions but there is a high amount of fluctuation among the colleges.
- The four-year institution total retention rate for minority students of 70% compares favorably to the four-year total retention rate for all students of 73.5%.
- The two-year total minority retention rate is up slightly.

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## Introduction

This Quality Indicator System (QIS) report is the sixth since the inauguration of QIS in 1997. During 1997, the Colorado Commission on Higher Education (CCHE), in collaboration with the governing boards of the state-supported institutions of higher education, implemented HB96-1219, which the General Assembly had passed during the 1996-97 legislative session. Outlining the General Assembly's initial expectations for a quality indicator system for Colorado's state-supported higher education system, HB96-1219 was refined during the 1999 legislative session through the enactment of SB99-229 which identified state goals and institutional actions as part of a revised QIS.

The specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures. The indicators utilized in the 2004 QIS report mark the beginning of the transition from QIS and performance funding to COF and performance contracts. The indicators included in this year's report are presented as trend data with the intent to present each institution's performance on five indicators as a progress report for that institution alone. This report includes a description of the five indicators used in QIS and the institutional data for each, presented over a timeframe of two to five years.

## Background

Colorado is one of nearly forty states that has implemented some type of a performance measurement system for their state-supported institutions of higher education. While many states rely on a greater number of indicators than Colorado (e.g., Missouri – 24, Wisconsin - 21, Kentucky – 16, Virginia – 14, Washington – 13), Colorado's QIS keeps the overall number of indicators to ten or fewer (with subcomponents). Like Colorado, other states periodically change their indicators to reflect policy changes or to enhance specified goals and objectives.

Along with the indicators common to other states, Colorado's QIS has unique aspects which result from specifics contained in SB99-229. First and foremost, Colorado's QIS focuses solely on undergraduate education. Graduate level education and research are not specifically contained in SB99-229 and thus, neither is included explicitly in Colorado's QIS. The exclusion of these two vital aspects of Colorado's higher education enterprise should not be construed as a devaluing of either, as both are recognized by the state.

QIS was designed with the following four major goals: 1) encouraging continuous improvement by institutions in achieving high levels of performance 2) measuring institutional performance and accountability 3) determining funding recommendations and the funding distribution for the higher education system 4) build public support for increased funding 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 statesupported 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 must also 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.

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

For baccalaureate degree-granting institutions, graduation rates are the single most common indicator used by quality indicator and performance measurement systems across the many 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 degree-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 higher education is meant to recognize this important component of an institution's role and mission.

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

This indicator is the equivalent indicator for two-year institutions as indicator 1A is for four-year institutions. 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 or fall 2000 and either graduated from the original institution or another two-year institution in Colorado's state-supported system of higher education within three years after entry. Individual institution numbers are based on recent performance with the expectation for improvement from the past year's performance level.

**QIS Measure 1A: BACCALAUREATE GRADUATION RATES  
AFTER FOUR, FIVE, AND SIX YEARS AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1997, 1998, and 1999 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 --		
			Orig Inst	Transf Inst	All CO Public Inst	Orig Inst	Transf Inst	All CO Public Inst	Orig Inst	Transf Inst	All CO Public Inst
ASC	1995	449	13.4	2.0	15.4	27.4	4.2	31.6	31.6	7.6	39.2
	1996	431	15.8	1.9	17.6	24.6	5.1	29.7	27.8	6.5	34.3
	1997	420	15.7	3.1	18.8	27.9	7.9	35.7	30.2	10.2	40.5
	1998	483	15.7	2.1	17.8	26.5	5.8	32.3			
	1999	416	14.2	2.2	16.3						
CSU	1995	2,568	31.4	1.1	32.5	57.4	3.4	60.8	62.4	4.3	66.7
	1996	2,723	31.2	1.3	32.5	56.9	3.8	62.7	62.9	5.2	68.1
	1997	2,639	32.8	1.1	34.0	57.9	3.6	61.4	62.1	5.0	67.1
	1998	3,055	33.8	1.4	35.3	58.5	4.2	62.7			
	1999	2,568	41.6	1.6	43.3						
CSU-Pueblo	1995	590	11.7	0.8	12.5	22.0	5.3	27.3	26.6	8.3	34.9
	1996	574	11.8	0.7	12.5	23.5	3.8	27.4	29.8	4.7	34.5
	1997	584	8.4	0.2	8.6	23.8	2.6	26.4	33.4	3.9	37.3
	1998	620	12.4	1.9	14.4	23.4	5.6	29.0			
	1999	611	12.8	0.8	13.6						
FLC	1995	1,012	9.5	2.2	11.7	22.9	6.7	29.6	28.1	10.5	38.5
	1996	1,125	10.8	2.1	13.0	24.9	8.9	33.8	29.7	11.6	41.2
	1997	1,057	9.3	1.0	10.3	25.9	7.0	32.9	30.9	10.4	41.3
	1998	970	11.0	2.1	13.1	25.5	9.0	34.4			
	1999	998	9.8	1.4	11.2						
MSC	1995	667	9.0	2.5	11.5	20.1	7.8	27.9	27.4	11.1	38.5
	1996	630	9.7	2.2	11.9	23.8	6.2	30.0	29.7	9.5	39.2
	1997	706	11.0	2.1	13.2	23.5	8.2	31.7	28.3	9.3	37.7
	1998	663	13.0	2.1	15.1	25.8	7.4	33.2			
	1999	626	8.8	1.8	10.5						
MSCD	1995	1,239	3.9	0.9	4.8	14.9	4.4	19.4	21.5	6.6	28.1
	1996	1,324	3.9	0.8	4.7	13.7	3.4	17.1	20.8	5.3	26.1
	1997	1,478	4.7	0.9	5.6	13.9	4.5	18.3	19.7	6.4	26.1
	1998	1,382	5.8	1.1	6.9	16.5	3.3	19.8			
	1999	1,440	5.9	0.6	6.5						
CU- Boulder	1995	4,164	34.8	0.4	35.2	60.2	2.2	62.4	65.4	3.4	68.8
	1996	3,948	38.8	0.7	39.5	62.4	2.4	64.8	66.8	3.5	70.3
	1997	4,259	36.7	0.7	37.4	62.6	2.3	65.0	67.7	3.3	71.0
	1998	4,267	36.1	0.8	36.9	60.9	2.6	63.6			
	1999	4,547	37.5	0.8	38.3						
UCCS	1995	373	10.7	3.5	14.2	24.9	9.9	34.9	29.0	11.3	40.2
	1996	385	18.2	1.8	20.0	33.5	8.3	41.8	37.4	10.9	48.3
	1997	542	17.5	2.2	19.7	30.8	7.0	37.8	36.2	8.7	44.8
	1998	665	17.9	2.0	19.8	33.2	5.9	39.1			
	1999	684	15.8	2.3	18.1						
CU- Denver	1995	268	15.4	2.6	18.0	32.3	4.9	37.2	40.2	6.8	47.0
	1996	375	14.4	2.7	17.1	34.9	7.5	42.4	43.7	10.7	54.4
	1997	439	14.4	2.3	16.6	32.6	6.4	39.0	39.2	8.7	47.8
	1998	394	15.0	2.3	17.3	29.9	6.9	36.8			
	1999	478	15.7	2.5	18.2						
UNC	1995	1,763	22.9	1.9	24.7	40.8	5.3	46.2	45.5	8.6	54.1
	1996	1,642	25.1	2.2	27.3	43.2	6.7	49.9	47.1	9.9	56.9
	1997	1,908	25.7	1.0	26.7	43.2	6.1	49.3	47.0	9.0	56.0
	1998	2,164	23.8	1.8	25.6	41.5	7.0	48.5			
	1999	2,293	25.7	2.2	27.9						
WSC	1995	599	10.5	1.8	12.4	23.4	8.2	31.6	27.5	10.7	38.2
	1996	632	12.0	1.7	13.8	27.1	6.0	33.1	30.4	8.2	38.6
	1997	562	13.7	1.8	15.5	27.4	5.9	33.3	31.0	8.5	39.5
	1998	591	13.5	1.2	14.7	28.8	7.3	36.0			
	1999	557	14.5	1.1	15.6						
<b>Total</b>	1995	13,690	22.9	1.3	24.2	42.5	4.4	46.9	47.8	6.4	54.1
	1996	13,787	24.4	1.4	25.8	43.9	4.6	48.6	48.7	6.5	55.1
	1997	14,594	24.1	1.1	25.2	43.7	4.5	48.2	48.7	6.3	54.9
	1998	15,254	24.7	1.4	26.2	44.0	4.9	48.9			
	1999	15,218	26.3	1.4	27.7						

\*Base year cohort is 1999 for four-year graduation rate, 1998 for five-year rate, and 1997 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 calculation based on SURDS files and institutional data; g\GIS\2003\tables\1A\_2A\_Grads\_3A\_3C\_Ret\_4yr.xls

Average for Small schools	4-year Grad	5-year Grad	6-year Grad
	#	29.5	33.9
	#	30.1	34.6
Range for Small Schools	#	17.4	29.1
		32.1	32.6
			36.6

**QIS Measure 1B: GRADUATION RATES AFTER THREE YEARS FROM  
COLORADO PUBLIC TWO-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 2000 Cohort**

Institution	Cohort Entering in Fall --	# Students In Entering Cohort**	# Graduating With Certificate Three Years After Entry From --		# Graduating With Associate Degree Three Years After Entry From --		Cumulative # Graduating With Cert or Assoc Degree Three Years After Entry			Cumulative % Graduating With Cert or Assoc Degree Three Years After Entry From --		
			Orig Inst	Transf Inst	Orig Inst	Transf Inst	Orig Inst	Transf Inst	All Inst	Orig Inst	Transf Inst	All CO Public Inst
Aims Comm Coll	1998	429	22	1	41	1	63	2	85	14.7	0.5	15.2
	1999	300	17	0	66	2	83	2	85	27.7	0.7	28.3
	2000	453	21	1	50	3	71	4	75	15.7	0.9	16.6
Arapahoe Comm Coll	1998	295	24	1	34	1	58	2	60	19.7	0.7	20.3
	1999	285	27	1	35	1	62	2	64	21.8	0.7	22.5
	2000	241	17	1	18	2	35	3	38	14.5	1.2	15.8
Colo Mountain Coll	1998	412	24	1	55	1	79	2	81	19.2	0.5	19.7
	1999	383	17	1	57	3	74	4	78	19.3	1.0	20.4
	2000	525	30	1	94	4	124	5	129	23.6	1.0	24.6
Colo NW Comm Coll	1998	127	3	1	31	3	34	4	38	26.8	3.1	29.9
	1999	112	5		22		27	0	27	24.1	0.0	24.1
	2000	127	3		31	3	34	3	37	26.8	2.4	29.1
Comm Coll of Aurora	1998	235	5		29	2	34	2	36	14.5	0.9	15.3
	1999	320	89	1	32	1	121	2	123	37.8	0.6	38.4
	2000	322	66	2	19	1	85	3	88	26.4	0.9	27.3
Comm Coll of Denver	1998	493	45		34	1	79	1	80	16.0	0.2	16.2
	1999	494	41	2	35		76	2	78	15.4	0.4	15.8
	2000	429	41	3	31		72	3	75	16.8	0.7	17.5
Front Range Comm	1998	830	66		75	7	141	7	148	17.0	0.8	17.8
	1999	912	65	7	76	3	141	10	151	15.5	1.1	16.6
	2000	940	69	2	63	2	132	4	136	14.0	0.4	14.5
Lamar Comm Coll	1998	158	11	4	39		50	4	54	31.6	2.5	34.2
	1999	113	12		25	1	37	1	38	32.7	0.9	33.6
	2000	103	9	1	25	1	34	2	36	33.0	1.9	35.0
Morgan Comm Coll	1998	50	15		8		23	0	23	46.0	0.0	46.0
	1999	67	7		18	1	25	1	26	37.3	1.5	38.8
	2000	41	7		14		21	0	21	51.2	0.0	51.2
Northeastern Junior	1998	320	15	3	111		126	3	129	39.4	0.9	40.3
	1999	275	12	3	86	1	98	4	102	35.6	1.5	37.1
	2000	315	19	3	96	2	115	5	120	36.5	1.6	38.1
Otero Junior Coll	1998	180	19	3	54		73	3	76	40.6	1.7	42.2
	1999	211	48		39	2	87	2	89	41.2	0.9	42.2
	2000	216	39	1	51		90	1	91	41.7	0.5	42.1
Pikes Peak Comm Coll	1998	738	12	3	72	2	84	5	89	11.4	0.7	12.1
	1999	673	13		60		73	0	73	10.8	0.0	10.8
	2000	656	21		48		69	0	69	10.5	0.0	10.5
Pueblo Comm Coll	1998	301	17	1	53		70	1	71	23.3	0.3	23.6
	1999	247	17		21		38	0	38	15.4	0.0	15.4
	2000	265	8		29		37	0	37	14.0	0.0	14.0
Red Rocks Comm Coll	1998	425	21	1	53	2	74	3	77	17.4	0.7	18.1
	1999	345	17	3	31	4	48	7	55	13.9	2.0	15.9
	2000	406	34	2	32	1	66	3	69	16.3	0.7	17.0
Trinidad State Jun Coll	1998	236	31		47	2	78	2	80	33.1	0.8	33.9
	1999	236	33	2	44		77	2	79	32.6	0.8	33.5
	2000	254	44	2	34		78	2	80	30.7	0.8	31.5
<b>Two-Year Inst Total</b>	1998	5,229	330	19	736	22	1,066	41	1,107	20.4	0.8	21.2
	1999	4,973	420	20	647	19	1,067	39	1,106	21.5	0.8	22.2
	2000	5,293	428	19	635	19	1,053	38	1,101	20.1	0.7	20.8

\*\*Base year cohort is 2000 for three-year graduation rate; graduate totals based on specified number of academic years plus the following cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.

Beginning with QIS 2002, students with registration status=2 were excluded from cohorts.  
Source: Cohort and calculations based on SURDS files; g:\QIS\2003\tables\1B\_2B\_Grads\_3B\_3D\_Rat\_2yr.xls

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### 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 2002 who either completed a program by August 2003, were enrolled in the fall 2003 term at the same institution, or transferred to another Colorado statesupported institution of higher education and enrolled at that institution in the fall 2003 term. The expectation is that recent performance of the institution will demonstrate improvement from the past years' level of performance.

**QIS Measure 2A: RETENTION RATES  
ONE YEAR AFTER ENTRY BY  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 2002 Cohort**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Percent Retained One Year After Entry From --		
			Orig Inst	Transf Inst	All CO Public Inst
ASC	2000	423	58.6	11.3	70.0
	2001	444	57.4	12.4	69.8
	<b>2002</b>	<b>405</b>	<b>56.8</b>	<b>14.3</b>	<b>71.1</b>
CSU	2000	3,261	81.9	6.5	88.4
	2001	3,685	83.1	6.2	89.3
	<b>2002</b>	<b>3,790</b>	<b>82.5</b>	<b>6.8</b>	<b>89.3</b>
CSU-Pueblo	2000	641	64.1	12.2	76.3
	2001	626	64.4	11.8	76.2
	<b>2002</b>	<b>634</b>	<b>65.1</b>	<b>12.1</b>	<b>77.3</b>
FLC	2000	983	54.7	11.3	66.0
	2001	1,097	52.9	14.1	67.0
	<b>2002</b>	<b>1,061</b>	<b>55.4</b>	<b>13.6</b>	<b>69.0</b>
MSC	2000	668	60.3	8.1	68.4
	2001	589	60.4	10.7	71.1
	<b>2002</b>	<b>684</b>	<b>59.5</b>	<b>11.4</b>	<b>70.9</b>
MSCD	2000	1,548	62.1	9.0	71.1
	2001	1,738	60.8	10.3	71.1
	<b>2002</b>	<b>1,784</b>	<b>62.3</b>	<b>9.4</b>	<b>71.6</b>
CU - Boulder	2000	5,052	82.3	3.8	86.0
	2001	4,969	83.3	4.0	87.3
	<b>2002</b>	<b>5,378</b>	<b>83.1</b>	<b>3.7</b>	<b>86.8</b>
UCCS	2000	743	63.7	12.5	76.2
	2001	772	64.2	13.1	77.3
	<b>2002</b>	<b>878</b>	<b>68.7</b>	<b>12.9</b>	<b>81.5</b>
CU-Denver	2000	515	68.3	9.3	77.7
	2001	492	68.1	12.6	80.7
	<b>2002</b>	<b>580</b>	<b>65.9</b>	<b>13.3</b>	<b>79.1</b>
UNC	2000	2,115	68.9	14.1	83.0
	2001	2,105	68.2	14.7	82.9
	<b>2002</b>	<b>1,940</b>	<b>70.2</b>	<b>14.7</b>	<b>84.9</b>
WSC	2000	500	52.8	18.6	71.4
	2001	582	58.2	14.3	72.5
	<b>2002</b>	<b>607</b>	<b>59.3</b>	<b>13.0</b>	<b>72.3</b>
<b>Four-Year Inst Total</b>	2000	16,449	72.6	8.3	80.9
	2001	17,099	72.9	8.8	81.7
	<b>2002</b>	<b>17,741</b>	<b>73.5</b>	<b>8.7</b>	<b>82.2</b>

\*Base year cohort is 2002.

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

Source: Cohort calculation based on SURDS files and institutional data; g:\QIS\2003\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 2002 Cohort**

Institution	Base Year** For Cohort Entering In Fall --	# Students In Entering Cohort**	Percent Successful One Year After Entry At --		
			Orig Inst	Transf Inst	All CO Public Inst
Aims Comm Coll	2000	453	40.4	7.9	48.3
	2001	407	51.1	10.1	61.2
	2002	404	49.8	9.2	58.9
Arapahoe Comm Coll	2000	241	48.1	12.0	60.2
	2001	447	51.7	13.0	64.7
	2002	477	50.7	9.2	60.0
Colo Mountain Coll	2000	525	51.4	10.5	61.9
	2001	367	47.7	11.4	59.1
	2002	397	50.1	13.1	63.2
Colo NW Comm Coll	2000	115	56.5	13.0	69.6
	2001	97	46.4	15.5	61.9
	2002	124	54.0	8.9	62.9
Comm Coll of Aurora	2000	322	46.3	7.8	54.0
	2001	352	48.0	8.0	56.0
	2002	349	51.6	6.9	58.5
Comm Coll of Denver	2000	429	54.1	4.4	58.5
	2001	502	54.0	5.0	59.0
	2002	488	53.1	8.0	61.1
Front Range Comm	2000	940	52.0	9.8	61.8
	2001	1,359	51.7	12.2	63.9
	2002	1,148	48.1	11.6	59.7
Lamar Comm Coll	2000	103	55.3	3.9	59.2
	2001	183	56.8	10.4	67.2
	2002	204	55.9	9.3	65.2
Morgan Comm Coll	2000	41	70.7	7.3	78.0
	2001	37	59.5	2.7	62.2
	2002	105	52.4	14.3	66.7
Northeastern Junior Coll	2000	317	58.0	12.9	71.0
	2001	324	54.3	12.3	66.7
	2002	450	64.4	12.4	
Otero Junior Coll	2000	216	54.6	8.8	63.4
	2001	342	45.6	12.3	57.9
	2002	287	55.1	12.2	67.2
Pikes Peak Comm Coll	2000	656	47.7	6.4	54.1
	2001	763	50.7	6.2	56.9
	2002	811	50.8	4.2	55.0
Pueblo Comm Coll	2000	265	51.3	5.3	56.6
	2001	344	56.1	5.8	61.9
	2002	418	53.1	5.5	58.6
Red Rocks Comm Coll	2000	406	46.8	10.3	57.1
	2001	481	55.9	9.8	65.7
	2002	507	55.4	8.9	64.3
Trinidad State Jun Coll	2000	254	45.3	4.7	50.0
	2001	307	53.7	7.5	61.2
	2002	383	47.5	9.9	57.4
<b>Two-Year Inst Total</b>	2000	5,283	50.1	8.5	58.6
	2001	6,312	51.9	9.7	61.6
	2002	6,552	52.1	9.2	61.3

\*\*Base year cohort is 2002; retention totals based on Cohort based on first-time, full-time, certificate and associate degree-seeking students entering in specified fall term or prior summer.

Beginning with QIS 2002, students with registration status=2 were excluded from cohorts.

Source: Cohort calculation based on SURDS files; g:\QIS\2003\tables\1B\_2B\_Grads\_3B\_3D\_Ret\_2yr.xls

## Quality Indicator System Report

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### **Indicators 3A and 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.

#### **Factors to Keep in Mind When Interpreting Graduation, Retention, and Persistence Rates**

Following nationally-recognized definitions, the entering cohorts tracked in the QIS graduation, retention, and persistence rate indicators (indicators 1A, 1B, 2A, 2B, 3A, 3B) 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. All other undergraduate students new to the institution are excluded from the entering cohorts (e.g., freshmen enrolled part-time their first term, all non-degree students, and all transfer students).

For some institutions, a large percentage of their new undergraduates may be non-degree seeking students, transfers, or part-time. This translates into a small cohort for QIS purposes. 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 his or her first term of attendance, the student may register on either a full-or part-time basis in subsequent terms but continue to be included in the QIS calculation.

**QIS Measure 3A: BACCALAUREATE GRADUATION RATES  
AFTER SIX YEARS AT  
COLORADO PUBLIC FOUR-YEAR HIGHER EDUCATION INSTITUTIONS  
Fall 1997 Minority Cohort**

Institution	Base Year* For Cohort Entering In Fall --	# Students In Entering Cohort**	Cumulative % Graduating Six Yrs After Entry From --		
			Orig Inst	Transf Inst	All CO Public Inst
ASC	1995	122	32.0	4.9	36.9
	1996	122	15.6	9.0	24.6
	<b>1997</b>	<b>115</b>	<b>29.6</b>	<b>5.2</b>	<b>34.8</b>
CSU	1995	345	54.5	4.1	58.6
	1996	463	42.3	4.3	46.7
	<b>1997</b>	<b>332</b>	<b>56.6</b>	<b>6.0</b>	<b>62.7</b>
CSU - Pueblo	1995	199	17.6	7.5	25.1
	1996	173	24.9	4.0	28.9
	<b>1997</b>	<b>196</b>	<b>28.6</b>	<b>4.1</b>	<b>32.7</b>
FLC	1995	195	25.6	2.6	28.2
	1996	195	27.7	5.6	33.3
	<b>1997</b>	<b>222</b>	<b>20.3</b>	<b>4.1</b>	<b>24.3</b>
MSC	1995	85	25.9	9.4	35.3
	1996	67	28.4	7.5	35.8
	<b>1997</b>	<b>92</b>	<b>25.0</b>	<b>4.3</b>	<b>29.3</b>
MSCD	1995	403	19.4	2.5	21.8
	1996	392	16.6	3.8	20.4
	<b>1997</b>	<b>422</b>	<b>14.2</b>	<b>4.0</b>	<b>18.2</b>
CU - Boulder	1995	655	52.8	5.3	58.2
	1996	577	56.2	4.7	60.8
	<b>1997</b>	<b>780</b>	<b>59.6</b>	<b>4.9</b>	<b>64.5</b>
UCCS	1995	75	26.7	8.0	34.7
	1996	72	37.5	8.3	45.8
	<b>1997</b>	<b>99</b>	<b>36.4</b>	<b>4.0</b>	<b>40.4</b>
CU - Denver	1995	131	42.0	4.6	46.6
	1996	128	50.0	3.9	53.9
	<b>1997</b>	<b>185</b>	<b>34.6</b>	<b>6.5</b>	<b>41.1</b>
UNC	1995	297	38.7	6.4	45.1
	1996	257	44.4	7.0	51.4
	<b>1997</b>	<b>343</b>	<b>39.9</b>	<b>5.8</b>	<b>45.8</b>
WSC	1995	60	25.0	13.3	38.3
	1996	51	21.6	5.9	27.5
	<b>1997</b>	<b>37</b>	<b>13.5</b>	<b>10.8</b>	<b>24.3</b>
<b>Four-Year Inst Total</b>	<b>1994</b>	<b>2,567</b>	<b>37.5</b>	<b>5.1</b>	<b>42.7</b>
	<b>1995</b>	<b>2,497</b>	<b>37.5</b>	<b>5.1</b>	<b>42.6</b>
	<b>1997</b>	<b>2,823</b>	<b>39.4</b>	<b>5.0</b>	<b>44.5</b>

\*Base year cohort is 1997 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 calculation based on SURDS files and institutional data; g\GIS\2003\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 2000 Minority Cohort**

Institution	Cohort Entering in Fall --	# Students in Entering Cohort**	Cumulative % Graduating With Cert or Assoc Degree Three Years After Entry From --		
			Orig Inst	Tranf Inst	All CO Public Inst
Aims Comm Coll	1998	173	3.5	0.6	4.0
	1999	68	17.6	1.5	19.1
	<b>2000</b>	<b>149</b>	<b>10.1</b>	<b>0.0</b>	<b>10.1</b>
Arapahoe Comm Coll	1998	42	19.0	0.0	19.0
	1999	44	11.4	0.0	11.4
	<b>2000</b>	<b>30</b>	<b>10.0</b>	<b>0.0</b>	<b>10.0</b>
Colo Mountain Coll	1998	33	9.1	0.0	9.1
	1999	35	14.3	0.0	14.3
	<b>2000</b>	<b>38</b>	<b>28.9</b>	<b>0.0</b>	<b>28.9</b>
Colo NW Comm Coll	1998	13	15.4	7.7	23.1
	1999	23	13.0	0.0	13.0
	<b>2000</b>	<b>22</b>	<b>4.5</b>	<b>0.0</b>	<b>4.5</b>
Comm Coll of Aurora	1998	81	14.8	0.0	14.8
	1999	112	27.7	0.9	28.6
	<b>2000</b>	<b>121</b>	<b>15.7</b>	<b>0.8</b>	<b>16.5</b>
Comm Coll of Denver	1998	280	14.3	0.4	14.6
	1999	226	12.8	0.4	13.3
	<b>2000</b>	<b>219</b>	<b>13.2</b>	<b>0.9</b>	<b>14.2</b>
Front Range Comm	1998	138	13.8	0.7	14.5
	1999	121	10.7	1.7	12.4
	<b>2000</b>	<b>121</b>	<b>10.7</b>	<b>1.7</b>	<b>12.4</b>
Lamar Comm Coll	1998	39	30.8	0.0	30.8
	1999	31	29.0	0.0	29.0
	<b>2000</b>	<b>26</b>	<b>23.1</b>	<b>7.7</b>	<b>30.8</b>
Morgan Comm Coll	1998	11	27.3	0.0	27.3
	1999	9	22.2	0.0	22.2
	<b>2000</b>	<b>7</b>	<b>42.9</b>	<b>0.0</b>	<b>42.9</b>
Northeastern Junior Coll	1998	44	13.6	0.0	13.6
	1999	40	12.5	2.5	15.0
	<b>2000</b>	<b>46</b>	<b>13.0</b>	<b>2.2</b>	<b>15.2</b>
Otero Junior Coll	1998	57	43.9	0.0	43.9
	1999	84	38.1	1.2	39.3
	<b>2000</b>	<b>85</b>	<b>32.9</b>	<b>0.0</b>	<b>32.9</b>
Pikes Peak Comm Coll	1998	207	13.0	1.0	14.0
	1999	193	9.8	0.0	9.8
	<b>2000</b>	<b>179</b>	<b>10.6</b>	<b>0.0</b>	<b>10.6</b>
Pueblo Comm Coll	1998	151	28.5	0.0	28.5
	1999	116	14.7	0.0	14.7
	<b>2000</b>	<b>122</b>	<b>13.1</b>	<b>0.0</b>	<b>13.1</b>
Red Rocks Comm Coll	1998	60	13.3	1.7	15.0
	1999	60	18.3	5.0	23.3
	<b>2000</b>	<b>63</b>	<b>15.9</b>	<b>0.0</b>	<b>15.9</b>
Trinidad State Jun Coll	1998	126	30.2	0.8	31.0
	1999	106	27.4	0.0	27.4
	<b>2000</b>	<b>140</b>	<b>30.0</b>	<b>1.4</b>	<b>31.4</b>
<b>Two-Year Inst Total</b>	1998	1,455	17.3	0.5	17.9
	1999	1,268	17.5	0.8	18.3
	<b>2000</b>	<b>1,368</b>	<b>16.2</b>	<b>0.7</b>	<b>16.9</b>

\*\*Base year cohort is 2000 for three-year graduation rate; graduate totals based on specified 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.  
 Beginning with QIS 2002, students with registration status=2 were excluded from cohorts.  
 Source: Cohort calculation based on SURDS files; gvQIS\2003\tables\1B\_2B\_Grads\_3B\_3D\_Rel\_2yr.xls

## Quality Indicator System Report

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### **Indicator 4: Undergraduate Class Size**

The Undergraduate class size indicator measures the percent of undergraduate class sections having an enrollment less than or greater than certain sizes. The objective is for the smaller class sizes to increase and the larger class sizes to decrease or at a minimum remain steady.

**QIS Measure 4: CLASS SIZE COMPARISONS FOR  
COLORADO PUBLIC FOUR-YEAR INSTITUTIONS  
Fall 2002 & 2003**

Institution	Fall Term	Total # of Sections	Number of Sections with Student Enrollment of --		Percent of Sections with Student Enrollment of --	
			<20	>50	<20	>50
Adams State College	2002	443	211	26	47.6%	5.9%
	2003	501	289	18	57.7%	3.6%
CSU - Ft. Collins	2002	2,564	994	449	38.8%	17.5%
	2003	2,671	943	426	35.3%	15.9%
CSU - Pueblo	2002	578	247	42	42.7%	7.3%
	2003	539	230	48	42.7%	8.9%
Fort Lewis College	2002	753	369	28	49.0%	3.7%
	2003	790	357	18	45.2%	2.3%
Mesa State College	2002	1,070	492	81	46.0%	7.6%
	2003	989	447	66	45.2%	6.7%
MSCD	2002	2,193	734	140	33.5%	6.4%
	2003	2,306	752	138	32.6%	6.0%
CU - Boulder	2002	2,954	1,350	468	45.7%	15.8%
	2003	2,969	1,262	498	42.5%	16.8%
CU - Colorado Springs	2002	888	337	99	38.0%	11.1%
	2003	859	288	109	33.5%	12.7%
CU - Denver	2002	1,014	407	81	40.1%	8.0%
	2003	1,023	370	79	36.2%	7.7%
Univ of Northern Colorado	2002	1,357	388	213	28.6%	15.7%
	2003	1,276	317	209	24.8%	16.4%
Western State College	2002	462	164	6	35.5%	1.3%
	2003	457	186	11	40.7%	2.4%
<b>Total Public Four-Year Inst</b>		<b>28,213</b>	<b>10,923</b>	<b>3,227</b>	<b>38.7%</b>	<b>11.4%</b>

Source: Institution reporting in 2002-2003 & 2003-2004 Common Data Set, Part I-3.

**QIS Measure 4: CLASS SIZE COMPARISONS FOR  
COLORADO PUBLIC TWO-YEAR INSTITUTIONS  
Fall Term 2002**

Institution	Class Sizes for Fall Term --	Total # of Sections	Number of Sections with Student Enrollment of --		Percent of Sections with Student Enrollment of --	
			≤15	≥35	≤15	≥35
Aims Comm Coll	2000	1,243	919	19	73.9%	1.5%
	2001	1,262	943	25	74.7%	2.0%
	<b>2002</b>	960	561	40	1	4.2%
Arapahoe Comm Coll	2000	1,010	554	16	54.9%	1.6%
	2001	963	511	10	53.1%	1.0%
	<b>2002</b>	1,003	395	26	39.4%	2.6%
Comm College of Aurora	2000	484	241	2	49.8%	0.4%
	2001	625	351	2	56.2%	0.3%
	<b>2002</b>	647	329	6	50.9%	0.9%
Comm Coll of Denver	2000	811	457	11	56.4%	1.4%
	2001	861	433	25	50.3%	2.9%
	<b>2002</b>	936	496	36	53.0%	3.8%
Colo Mountain Coll	2000	1,774	1,283	27	72.3%	1.5%
	2001	1,161	815	35	70.2%	3.0%
	<b>2002</b>	1,340	895	6	67%	0.0%
Colo NW Comm Coll	2000	634	551	1	86.9%	0.2%
	2001	719	616	3	85.7%	0.4%
	<b>2002</b>	711	606	3	85.2%	0.4%
Front Range Comm Coll	2000	1,669	725	39	43.4%	2.3%
	2001	1,763	789	44	44.8%	2.5%
	<b>2002</b>	1,862	747	47	40.1%	2.5%
Lamar Comm Coll	2000	277	202	2	72.9%	0.7%
	2001	360	291	2	80.8%	0.6%
	<b>2002</b>	348	257	3	73.9%	0.9%
Morgan Comm Coll	2000	375	298	1	79.5%	0.3%
	2001	384	310	2	80.7%	0.5%
	<b>2002</b>	332	246	2	74.1%	0.6%
Northeastern Junior Coll	2000	686	478	24	69.7%	3.5%
	2001	671	461	22	68.7%	3.3%
	<b>2002</b>	547	360	17	65.8%	3.1%
Otero Junior Coll	2000	288	171	13	59.4%	4.5%
	2001	303	184	25	60.7%	8.3%
	<b>2002</b>	314	195	27	62.1%	8.6%
Pikes Peak Comm Coll	2000	1,686	1,051	3	62.3%	0.2%
	2001	1,630	1,010	8	62.0%	0.5%
	<b>2002</b>	1,604	851	8	53.1%	0.5%
Pueblo Comm Coll	2000	985	698	11	70.9%	1.1%
	2001	999	670	33	67.1%	3.3%
	<b>2002</b>	891	521	24	58.5%	2.7%
Red Rocks Comm Coll	2000	1,426	955	17	67.0%	1.2%
	2001	1,336	796	15	59.6%	1.1%
	<b>2002</b>	1,267	678	27	53.5%	2.1%
Trinidad State Jun Coll	2000	645	543	3	84.2%	0.5%
	2001	629	538	2	85.5%	0.3%
	<b>2002</b>	628	539	11	85.8%	1.8%
<b>Total</b>	2000	13,993	9,126	189	65.2%	1.4%
	2001	13,666	8,718	253	63.8%	1.9%
	<b>2002</b>	13,390	7,676	283	57.3%	2.1%

Source: Community Colleges, most recent data available

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## **Indicator 5: 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.

OIS Measure 5: FACULTY INSTRUCTIONAL WORKLOAD

ACADEMIC YEAR 2003-2004

Avg. Weekly Teaching Hours per Instructor Category<sup>1,2,3</sup>

Institution	Academic Year	Type A (Group) Instruction				Benchmark -- Nat'l Study of Postsecondary	Type B (Individualized Instruction)	
		Tenured Faculty FTE	Tenure-Track Faculty FTE	Other <sup>**</sup> Full-time Faculty FTE	Total Full-time Faculty FTE		Enrollments for All Full-time Faculty Categories	Avg. Student Enrollment per Full-time Faculty FTE
<b>Four-Year Public Institutions</b>								
Adams State Coll	2003 - 2004	21.3	14.6	15.3	19.1	11.1 - 11.5	864	8.3
CSU	2003-2004	tbd						
CSU-Pueblo	2003 - 2004	11.3	11.1	11.4	11.3	11.1 - 11.5	341	2.2
Fort Lewis Coll	2003 - 2004	13.2	15.4	13.5	13.8	11.1 - 11.5	1,416	9.0
Mesa State Coll	2003 - 2004	13.1	14.2	11.3	12.8	11.1 - 11.5	175	13.7
Metropolitan St Coll of Denver	2003 - 2004	11.3	12.7	14.8	12.4	11.1 - 11.5	8,685	22.8
CU - Boulder	2003 - 2004	4.6	5.1	12.5	6.1	7.8 - 8.1	7,724	7.3
CU - Colo Springs	2003 - 2004	10.3	8.9	13.7	11.0	9.2 - 9.6	1,392	6.5
CU - Denver	2003 - 2004	7.5	9.1	14.1	9.8	9.2 - 9.6	3,085	8.1
UNC	2002 - 2003	12.1	13.3	14.2	12.8	9.2 - 9.6	4,392	11.5
Western State Coll	2003 - 2004	12.3	11.6	15.8	12.8	11.1 - 11.5	667	7.1
<b>Two-Year Public Institutions</b>								
Aims Comm Coll	2003 - 2004				14.2	17.2 - 17.9	2,209	21.2
Arapahoe Comm Coll	2003 - 2004				18.7	17.2 - 17.9	376	4.4
Colo Mountain Coll	2003 - 2004				14.9	17.2 - 17.9	817	9.6
Colo NW Comm Coll	2003 - 2004				15.0	17.2 - 17.9	527	10.1
Comm Coll of Aurora	2003 - 2004				15.8	17.2 - 17.9	59	2.2
Comm Coll of Denver	2003 - 2004				14.9	17.2 - 17.9	40	0.5
Front Range Comm Coll	2003 - 2004				17.0	17.2 - 17.9	373	3.0
Lamar Comm Coll	2002 - 2003	tbd				17.2 - 17.9		
Morgan Comm Coll	2003 - 2004				23.2	17.2 - 17.9	70	2.1
Northeastern Junior Coll	2003 - 2004				18.5	17.2 - 17.9	329	5.6
Otero Junior Coll	2003 - 2004				21.1	17.2 - 17.9	34	1.0
Pikes Peak Comm Coll	2003 - 2004				23.3	17.2 - 17.9	2,505	17.4
Pueblo Comm Coll	2003 - 2004				19.2	17.2 - 17.9	956	12.3
Red Rocks Comm Coll	2003 - 2004				17.1	17.2 - 17.9	269	4.2
Trinidad State Junior Coll	2003 - 2004				25.9	17.2 - 17.9	73	2.0

<sup>1</sup>Full-time equivalent (FTE) faculty totals represent state-funded (or general funded) instruction in fall and spring term.

by contracts, grants, or extended studies fees were excluded from FTE totals.

<sup>2</sup>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.

