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*Colorado; Diversity (Student)

This report reviews the status of certain aspects of public higher education in Colorado in order to provide educators, public policymakers, and the public a measurement of the performance of Colorado college students and the higher education system as a whole. Data is provided on students, degrees, faculty, and higher education finance. The ScoreCard uses a number of measures to evaluate the system's effectiveness in four systemwide educational values, namely: Educational Excellence; Educational Access and Diversity; Efficiency in the Delivery of Education; and Adequate Resources for the Delivery of Education. Findings are summarized in four parts corresponding to the four values. Data are summarized for the following categories: Public Institution Total; State System Summaries (including research universities, other universities and colleges, specialized medical schools, and community colleges); and Local District Colleges. In addition, a section on recent trends notes the following: (1) Colorado ranked 40th in the 1991-92 state general fund plus tuition revenue per full-time equivalent (FTE) student; (2) total general fund and tuition revenue per FTE student increased in actual dollars by 3.2 percent, but decreased in constant dollars between 1990-91 and 1991-92; (3) since 1987-88, state financial aid per resident student increased 13.8 percent, from $230 to $261 per student; and (4) alumni and other private sources contributed over $72 million in 1991-92, up from $42 million in 1987-88. (GLR)
COLORADO COMMISSION ON HIGHER EDUCATION

SCORECARD ON COLORADO PUBLIC HIGHER EDUCATION

How the Public Higher Education System and Its Students Perform on Selected Measures

April 1993
(Revised August 1993)

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EXECUTIVE SUMMARY

INTRODUCTION

This ScoreCard is an annual report of the status of certain aspects of public higher education in Colorado. It was prepared by the Colorado Commission on Higher Education, with the cooperation of the six state higher education governing boards and the four local district colleges. The purpose of the ScoreCard is to provide educators, public policy makers, and the public with a measurement of the performance of Colorado college students, and the higher education system as a whole. Data is provided on students, degrees, faculty, and higher education finance. The ScoreCard uses a number of measures to evaluate the system’s effectiveness in four systemwide educational values. These values are:

- Educational Excellence
- Educational Access and Diversity
- Efficiency in the Delivery of Education
- Adequate Resources for the Delivery of Education

The original ScoreCard values and measures were selected by the Governor, key legislators interested in higher education, the chief executive officers of the higher education governing boards, and the Chairman and Executive Director of the CCHE. Updated information for a number of items is not currently available and those items were not included in this edition of the Scorecard. Those items included administrative costs, state appropriation per capita, and grant and contract dollars per full-time equivalent faculty. When updated information becomes available for those items, they will be incorporated into future editions of the Scorecard. In addition, the data extracted from institutional accountability reports was changed from an assessment of student and alumni satisfaction (which did not change significantly) to an assessment of program improvements resulting from institutional assessments. Finally, two new tables, showing total tuition revenue per resident and non-resident student were added to this year’s report.

This edition of the ScoreCard has been expanded to include comparable data for the Colorado State University Professional Veterinary Medicine, University of Colorado - Health Sciences Center, and the Local District Colleges. The ScoreCard data is summarized in the following sectors:

- Public Institution Total
- State System Summary
  - Research Universities
  - Universities & Colleges
  - Specialized Medical
  - Community Colleges
- Local District Colleges

In addition, the Recent Trends Section of the ScoreCard provides information about recent student and financial trends. These trends provide a context for many of the findings reported in preceding pages. Notes and comments are provided at the end of the document to define terms and list sources.
FINDINGS

Value: Educational Excellence

Excellence is a fundamental value in the public higher education system. Excellence without access, diversity, and other values is meaningless. Elements of excellence include adequately compensated faculty with high academic achievement, who have the ability to facilitate learning, and students with the ability, preparation, interest, and motivation to learn.

Measure: ACT and SAT Test Scores of First-time Freshmen
Findings:
- Average ACT scores of first-time freshmen have remained fairly constant over the last five years. In fall 1992, the average score of all Colorado students attending Colorado colleges (22.5) was higher than both the national average (20.6) and the average of all Colorado high school students who took the test (21.3).

Measure: Performance of Colorado Graduates on Graduate and Professional School Exams
Findings:
- Average Graduate Record Exam (GRE) scores of graduates taking the test and reporting the data are higher than the national norms for the test. (See page 10.)
- Graduates of the University of Colorado Law School passed the Colorado Bar Examination at a higher rate than the state average, 94.0% versus 86.7% in 1992.
- Colorado graduates pass the Uniform CPA Examination at a higher rate than the national average. (See page 11.)
- In 1992, Colorado graduates passed the National Council Licensure Examination for Registered Nurses at a higher rate (94.6%) than the national average (92.4%).
- Colorado community and local district college graduates passed the National Council Licensure Examination for Practical Nurses at a higher rate (97.9%) than the national average (89.6%) in 1992.

Measure: Completion Rates
Findings:
- Graduation and/or transfer rates for students in two-year programs increased slightly for the fall 1987 class compared to the fall 1986 class, but have declined slightly in recent years. The graduation and/or transfer rate after three years for the fall 1989 class was 32.6%.
- The percent of four-year college and university students receiving a bachelor's degree after five years is significantly higher than the percent after four years, 43.8% compared to 18.6% for the fall 1986 class. The rate after six years is 52.5%.

Measure: Average Faculty Salaries
Findings:
- Average faculty salaries in Colorado are about 6% lower than salaries at comparable peer institutions. The differential is even greater in the Community Colleges, where the average faculty salaries were 14% below average peer salaries in 1991.
**Measure: Program Improvements Resulting From Institutional Assessments**

**Findings:**
- As a result of institutional assessments, more programmatic changes are occurring each year. These changes increasingly emphasize classroom activities.

**Value: Educational Access and Diversity**

A value of great importance in the public higher education system is access—the opportunity to acquire the skills needed to achieve one’s potential. Elements of access include financial assistance for students with insufficient resources, and geographic access to a variety of academic programs. Closely related to access is the value of ethnic diversity—equal opportunity for minorities to participate and progress through the higher education system.

**Measure: Availability of Academic Programs**

**Findings:**
- A wide variety of degrees are offered at multiple sites throughout Colorado. Associate, and baccalaureate degrees are more widely available than advanced degrees.

**Measure: College Participation Rate**

**Findings:**
- Overall participation of Colorado high school graduates in Colorado public higher education has increased over the last five years, rising from 37.7% in fall 1988, to 41.8% in fall 1992. The fall 1992 participation, however, is below the prior year levels.
- The total minority participation rate in 1992 (42.8%) is above the white rate for the first time.
- Statewide, about fifty percent of all students from the top quartile of their high school class enroll at a Colorado public, four-year institution the following fall. This rate has not changed significantly over the last five years.

**Measure: Degree Recipients by Ethnicity**

**Findings:**
- The numbers and percent of minorities receiving degrees increased between 1987-88 and 1991-92, from 14.0% to 15.5% for certificate and associate degrees, 8.8% to 9.8% for bachelor’s degrees, and 6.2% to 6.9% for graduate degrees.

**Measure: Availability of Student Financial Aid**

**Findings:**
- Colorado ranks at about half the national average in providing need-based financial aid to undergraduate students.
- State funded need-based undergraduate aid increased by 16.8% from 1989-90 to 1991-92.
- The number of recipients of state financial aid awards increased by 17.6% between 1989-90 and 1991-92, and the average state award increased by 3.6%.

**Measure: Faculty Diversity**

**Findings:**
- The racial/ethnic diversity of faculty increased from 7.4% to 10.5% between fall 1988 and fall 1992.
Value: Efficiency in the Delivery of Education

The public higher education system must provide quality, access, and diversity within available resources in the most efficient manner possible. Elements of efficiency include the productive use of available resources. One measure of efficiency is student/faculty ratios.

Measure: Student/Faculty Ratios

Findings:
- The actual ratios of students to faculty at Colorado institutions are greater, in most cases, than the ratios used in the funding formula.
- The student to faculty ratio in the Community and Local District Colleges is lower than the formula ratio. The student to faculty ratios at the junior and senior levels at the Research Universities and the Universities and Colleges have decreased in recent years, and are very close to the formula ratios.

Value: Adequate Resources for the Delivery of Education

The public higher education system needs adequate financial resources in order to employ the faculty necessary to provide programs, to provide services and financial aid to students, and to operate the institutions. Elements of financial resources include state appropriations, tuition revenue, financial aid, and private gifts.

Measure: Revenue per Student

Findings:
- Colorado ranked 40th in 1991-92 (approximately 9% less than the national average) in state general fund plus tuition revenue per full-time equivalent student.
- Total general fund and tuition revenue per full-time equivalent student increased in actual dollars (3.2%), but decreased in 1992 dollars between 1990-91 and 1991-92.
- Between 1987-88 and 1991-92, total general fund and tuition revenue per full-time equivalent student increased in 1992 dollars at Local District Colleges (12.1%), Research Universities (8.7%), and Universities and Colleges (7.2%), but dropped at the Specialized-Medical (-13.0%) and Community Colleges (-4.4%).
- Total general fund appropriations per Colorado resident (in-state) full-time equivalent student increased by 4.8% between 1987-88 and 1991-92, but dropped by 8.1% in 1992 dollars.
- The change in total general fund appropriations per Colorado resident full-time equivalent student varied by institutional type. In 1992 dollars all sectors decreased. The drop at the Community Colleges (-17.9%) and Specialized-Medical (-16.3%) sectors, however, was much higher than the other sectors.
- Since 1987-88, tuition income per resident full-time equivalent student increased 33.5%.
- Since 1987-88, tuition income per non-resident full-time equivalent student increased 33.8%.
Measure: State Financial Aid per Resident Full-Time Equivalent Student
Findings:
- Since 1987-88, state financial aid per resident student increased 13.8%, from $230 to $261 per student.
- State financial aid per resident student decreased by 0.2% over the last five years in 1992 dollars.

Measure: Alumni and Private Contributions
Findings:
- Alumni and other private sources contributed over $72 million in 1991-92, up from $42 million in 1987-88.
EDUCATIONAL VALUES AND MEASURES

This section of the ScoreCard reports on the evaluation of the Colorado system of higher education and its students on selected educational values. These values and associated measures are listed below.

Value: Educational Excellence

Excellence is a fundamental value in the public higher education system. Without excellence, access, diversity, and other values are meaningless. Elements of excellence include adequately compensated faculty with high academic achievement who have the ability to facilitate learning, and students with the ability, preparation, interest, and motivation to learn.

Measures:
- ACT and SAT test scores of first-time freshmen
- Performance of Colorado graduates on graduate and professional school exams
- Completion rates
- Average faculty salaries
- Program improvements resulting from institutional assessment

Value: Educational Access and Diversity

A value of great importance in the public higher education system is access—the opportunity to acquire the skills needed to achieve one's individual potential. Elements of access include financial assistance to students with insufficient resources, and geographic access to a variety of academic programs.

Closely related to access is the value of ethnic diversity—equal opportunity for minorities to participate and progress through the higher education system.

Measures:
- Availability of academic programs
- College participation rate
- Degree recipients by ethnicity
- Availability of student financial aid
- Faculty diversity

Value: Efficiency in the Delivery of Education

The public higher education system must provide quality, access, and diversity within available resources in the most efficient manner possible. Elements of efficiency include the productive use of available resources. One measure of efficiency is student/faculty ratios.

Measures:
- Student/faculty ratios
Value: Adequate Resources for the Delivery of Education

The public higher education systems need adequate financial resources to employ the faculty necessary to provide programs, to provide services and financial aid to students, and to operate the institutions. Elements of financial resources include revenue per student, state financial aid appropriations, and private gifts. A number of measures in last year's report have been grouped together under revenue per student. Those measures include total revenue per student (national comparisons), total revenue per student (Colorado comparisons), and state appropriations per resident student. In addition, tables providing tuition income per resident and non-resident student have been included under the revenue per student measure.

Measures:
- Revenue per student
- State financial aid appropriations per resident full-time equivalent student
- Alumni and private contributions
Value: Educational Excellence

Measure: ACT and SAT Test Scores of First-time Freshmen

Explanation: ACT and SAT scores of first-time freshmen indicate the academic readiness of students to perform college level work. Data is shown for all first-time freshmen who graduated from high school in the previous school year, and who enrolled at one of the twelve four-year colleges and universities from fall 1988 through fall 1992. Applicant data is not collected from community colleges. Averages are shown for both Colorado resident (in-state) and non-resident (out-of-state) students. Colorado and national norms are provided to indicate how the average scores compare.

Findings:
- Enrolled in-state students have lower scores than out-of-state students. The difference between in-state and out-of-state students is approximately 2 points on the ACT and 90 points on the SAT.
- Scores have not changed significantly over the last five years.
- Colorado residents that enroll in-state have higher ACT and lower SAT averages than the state norm. This is probably because the SAT is primarily taken by students who intend to enroll in colleges in other states. In contrast, out-of-state students have much higher average scores on both the ACT and SAT tests than the national norms.

State and National Norms

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colorado</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ACT Average</td>
<td>21.6</td>
<td>21.4</td>
<td>21.4</td>
<td>21.3</td>
<td>21.3</td>
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<tr>
<td>SAT Average</td>
<td>980</td>
<td>971</td>
<td>966</td>
<td>969</td>
<td>960</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACT Average</td>
<td>20.8</td>
<td>20.6</td>
<td>20.6</td>
<td>20.6</td>
<td>20.6</td>
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<td>SAT Average</td>
<td>906</td>
<td>904</td>
<td>903</td>
<td>900</td>
<td>899</td>
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Average ACT and SAT Scores for First-Time Enrolled Freshmen

<table>
<thead>
<tr>
<th></th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>Fall 1992</th>
</tr>
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<tr>
<td><strong>Public Institution Total</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>In-state ACT</td>
<td>22.5</td>
<td>22.6</td>
<td>22.5</td>
<td>22.4</td>
<td>22.5</td>
</tr>
<tr>
<td>SAT</td>
<td>908</td>
<td>908</td>
<td>908</td>
<td>903</td>
<td>909</td>
</tr>
<tr>
<td>Out-of-State ACT</td>
<td>24.8</td>
<td>24.7</td>
<td>24.6</td>
<td>24.4</td>
<td>24.6</td>
</tr>
<tr>
<td>SAT</td>
<td>1,004</td>
<td>1,000</td>
<td>996</td>
<td>992</td>
<td>1,001</td>
</tr>
<tr>
<td><strong>Research Universities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-state ACT</td>
<td>24.8</td>
<td>25.0</td>
<td>25.2</td>
<td>24.7</td>
<td>24.9</td>
</tr>
<tr>
<td>SAT</td>
<td>1,000</td>
<td>1,008</td>
<td>1,023</td>
<td>1,006</td>
<td>1,015</td>
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<tr>
<td>Out-of-State ACT</td>
<td>25.9</td>
<td>25.8</td>
<td>25.7</td>
<td>25.7</td>
<td>25.8</td>
</tr>
<tr>
<td>SAT</td>
<td>1,053</td>
<td>1,048</td>
<td>1,046</td>
<td>1,049</td>
<td>1,054</td>
</tr>
<tr>
<td><strong>Universities and Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-state ACT</td>
<td>20.8</td>
<td>20.8</td>
<td>20.7</td>
<td>20.6</td>
<td>20.8</td>
</tr>
<tr>
<td>SAT</td>
<td>836</td>
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<td>836</td>
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<td>Out-of-State ACT</td>
<td>21.0</td>
<td>21.4</td>
<td>21.4</td>
<td>21.3</td>
<td>21.2</td>
</tr>
<tr>
<td>SAT</td>
<td>851</td>
<td>861</td>
<td>860</td>
<td>860</td>
<td>857</td>
</tr>
</tbody>
</table>
Measure: Performance of Colorado Graduates on Graduate and Professional School Exams

Explanation: Performance of Colorado graduates on graduate and professional school exams is a measure of the academic outcome of education provided by colleges and universities. The following tables report the most recent available Graduate Record, Colorado Bar, CPA, Registered Nurses, and Practical Nurses exam data. National average data are also reported when available for comparison.

Findings:
- Average GRE scores in 1988-89, 1989-90, and 1990-91 of Colorado graduates were higher than the national average.
- University of Colorado graduates had a higher passing percentage (94.0%) on the July 1992 Colorado Bar Examination than the average of all candidates (86.7%).
- Colorado graduates who were first time candidates on the uniform CPA examination exceeded the national average for each of the exam areas.
- Colorado graduates had a higher passing percentage than the national average on the Licensure Examination for Registered Nurses in 1990, 1991, and 1992.
- Community and Local District College graduates had a higher passing percentage than the national average on the Licensure Examination for Practical Nurses in 1990, 1991, and 1992.
## GRE Data Reported by Colorado Graduates

<table>
<thead>
<tr>
<th>Year</th>
<th># Examinees</th>
<th>General Test</th>
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<td>Verbal</td>
<td>Quantitative</td>
<td>Analytical</td>
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<tr>
<td>National Norms</td>
<td>1988-89</td>
<td>...</td>
<td>496</td>
<td>559</td>
</tr>
<tr>
<td></td>
<td>1989-90</td>
<td>...</td>
<td>437</td>
<td>562</td>
</tr>
<tr>
<td></td>
<td>1990-91</td>
<td>...</td>
<td>500</td>
<td>572</td>
</tr>
<tr>
<td>State System Summary</td>
<td>1988-89</td>
<td>739</td>
<td>518</td>
<td>586</td>
</tr>
<tr>
<td></td>
<td>1989-90</td>
<td>997</td>
<td>509</td>
<td>573</td>
</tr>
<tr>
<td></td>
<td>1990-91</td>
<td>1,136</td>
<td>512</td>
<td>576</td>
</tr>
<tr>
<td>Research</td>
<td>1988-89</td>
<td>589</td>
<td>523</td>
<td>596</td>
</tr>
<tr>
<td>Universities</td>
<td>1989-90</td>
<td>794</td>
<td>516</td>
<td>592</td>
</tr>
<tr>
<td></td>
<td>1990-91</td>
<td>889</td>
<td>518</td>
<td>591</td>
</tr>
<tr>
<td>Universities and Colleges</td>
<td>1988-89</td>
<td>150</td>
<td>498</td>
<td>544</td>
</tr>
<tr>
<td></td>
<td>1989-90</td>
<td>203</td>
<td>480</td>
<td>497</td>
</tr>
<tr>
<td></td>
<td>1990-91</td>
<td>247</td>
<td>490</td>
<td>521</td>
</tr>
</tbody>
</table>

**SOURCE:** GRE Undergraduate Institution Summary Statistics Report, 1988-89 through 1990-91

## Colorado Bar Examination Pass/Fail Rates for First Time Candidates

<table>
<thead>
<tr>
<th>Law School</th>
<th>Exam Date</th>
<th># Candidates</th>
<th>% Passing</th>
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<tbody>
<tr>
<td>University of Colorado</td>
<td>July 1991</td>
<td>112</td>
<td>90.2</td>
</tr>
<tr>
<td></td>
<td>July 1992</td>
<td>117</td>
<td>94.0</td>
</tr>
<tr>
<td>All Candidates</td>
<td>July 1991</td>
<td>493</td>
<td>83.8</td>
</tr>
<tr>
<td></td>
<td>July 1992</td>
<td>540</td>
<td>86.7</td>
</tr>
</tbody>
</table>

**SOURCE:** Statistical Information Reports, State Board of Examiners

---

1 The reported data is not necessarily representative of students that took the GRE or graduates of a particular school. Some students do not report their undergraduate institution when taking the GRE test, therefore, the data reported do not include all students graduating from Colorado public institutions that took the GRE in the referenced year. Data not available for: ASC - 89, 90 or 91; Mesa - 89, 90 or 91; Metro - 89 or 91; UCD - 90; and WSC - 89, 90 or 91.
### Uniform CPA Examination
#### First Time Candidates

<table>
<thead>
<tr>
<th>Year</th>
<th># Candidates</th>
<th>Auditing</th>
<th>Law</th>
<th>Theory</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>48,634</td>
<td>30.2</td>
<td>31.6</td>
<td>32.9</td>
<td>34.7</td>
</tr>
<tr>
<td>1989</td>
<td>51,504</td>
<td>29.7</td>
<td>29.9</td>
<td>33.0</td>
<td>32.9</td>
</tr>
<tr>
<td>1990</td>
<td>47,807</td>
<td>29.4</td>
<td>30.5</td>
<td>31.6</td>
<td>31.5</td>
</tr>
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</table>

#### State System Summary

<table>
<thead>
<tr>
<th>Year</th>
<th># Candidates</th>
<th>Auditing</th>
<th>Law</th>
<th>Theory</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>432</td>
<td>34.4</td>
<td>41.7</td>
<td>38.6</td>
<td>43.3</td>
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<tr>
<td>1989</td>
<td>466</td>
<td>34.2</td>
<td>39.4</td>
<td>42.6</td>
<td>43.1</td>
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<td>1990</td>
<td>447</td>
<td>31.6</td>
<td>34.1</td>
<td>36.8</td>
<td>35.5</td>
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#### Research Univ.

<table>
<thead>
<tr>
<th>Year</th>
<th># Candidates</th>
<th>Auditing</th>
<th>Law</th>
<th>Theory</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1988</td>
<td>148</td>
<td>40.7</td>
<td>48.7</td>
<td>44.4</td>
<td>51.6</td>
</tr>
<tr>
<td>1989</td>
<td>176</td>
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#### Univ./Colleges

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**SOURCE:** CPA Candidate Performance on the Uniform CPA Examination, 1989, 1990, and 1991 Editions, National Association of State Boards of Accountancy

### National Council Licensure Examination for Registered Nurses
#### First Time Candidates

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<th># Candidates</th>
<th>% Passing</th>
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**SOURCE:** National Council Licensure Examination for Registered Nurses Summary Reports, February and September, 1990, 1991, and 1992

### National Council Licensure Examination for Practical Nurses
#### First Time Candidates

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<th># Candidates</th>
<th>% Passing</th>
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**SOURCE:** National Council Licensure Examination for Practical Nurses Summary Reports, April and October, 1990, 1991, and 1992
Measure: Completion Rates

Explanation: Completion of a degree after a set period of time is one measure of academic performance.

Two-Year Programs:
The first table reports the percentages of Colorado students starting full-time in a public two-year program who complete a two-year degree or certificate at any Colorado institution, or who transfer to a Colorado four-year college or university, after two through six years. Data is reported for the classes starting in fall 1986 through fall 1989. The percentage of students who complete a degree or certificate and/or transfer is shown. For example, of the 3,080 students starting as full-time students in the fall 1986 class\(^1\), 23.1% had graduated and/or transferred after two years. 39.5% had graduated and/or transferred after six years.

Findings:
- Approximately 9% more students complete a degree or certificate or transfer after three years (about 35%) compared to after two years (about 26%). There are relatively few additional graduates and/or transfers after three years (39.5% after six years) for the class of 86.
- The percentages of students completing a degree and/or transferring are higher for the fall 1987 class compared to the fall 1986 class, but those rates dropped for the fall 1988 and fall 1989 classes.
- Ethnic minorities have lower two-year completion and/or transfer rates than Whites. Blacks have the lowest completion/transfer rate.
- Approximately 50% of local district colleges students complete/transfer after three years, compared to 34% of students at state system schools.

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\(^1\)Data for Colorado Mountain College, Morgan Community College, Northeastern Junior College, and Trinidad State Junior College was not available for the fall 1986 class. All state system community colleges are represented in the fall 1987 data.
### State System Summary

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### Local District Colleges

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Four-Year Programs:
The table on the following page reports the percentages of students starting full-time in a degree program at a four-year college or university who complete a baccalaureate degree at any Colorado public institution after four, five, or six years. Currently available data allows the class starting in fall 1986 to be tracked for six years (through graduates in spring 1992), and the class starting in fall 1988 to be tracked for four years.

Findings:
- More students take five years than four years to complete a baccalaureate degree. Of students who enrolled in fall 1986, 18.6% completed after four years, and 43.8% completed after five years. After six years, 52.5% had graduated.
- The fall 1988 class (10,315) was larger than the fall 1986 class (9,148), but a lower percentage graduated after four years, 16.9% compared to 18.6%. The four-year graduation rate decreased for each class.
- Students in the Research University Sector are much more likely to graduate after four, five, or six years than students in the University and College Sector. Of the fall 1986 class, 67.6% of the Research University students graduated after six years, compared to 39.9% in the Universities and Colleges.
- In both institutional sectors, ethnic minority students are less likely than White students to complete their degree after four, five or six years. This difference is greatest for Black students, who are only half as likely to graduate after six years in the Research University Sector (37.5% vs. 9.6%) and one third as likely in the University and College Sector (15.3% vs. 42.0%).
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<tr>
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<tr>
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<td></td>
<td>87</td>
<td>5,625</td>
</tr>
<tr>
<td></td>
<td>88</td>
<td>5,918</td>
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</tbody>
</table>
Average Faculty Salary

Explanation: Average faculty salary data indicates how Colorado colleges compete with other colleges in faculty compensation. The following table displays average salaries of full-time faculty as compared to the average full-time faculty salaries at peer institutions. Sector, state system, and public institution means are weighted averages (weighted by number of full-time faculty reported).

Findings:
- Statewide, average full-time faculty salaries at Colorado colleges are below the average salaries of their peer institutions. On average in 1990-91, faculty at Research Universities received 98% of their peer salaries ($48,832 vs. $49,616), while faculty at Universities and Colleges received 93% of their peer salaries ($38,273 vs. $41,373). Community College faculty received 86% of their peer salaries ($29,657 vs. $34,431), and faculty at Local District Colleges received 87% of their peer salaries ($29,927 vs. $34,431).
- On average in 1990-91, full-time faculty at Research Universities earned $10,600 more than full-time faculty at Universities and Colleges, while full-time Community College faculty earned about $8,600 less than full-time faculty at Universities and Colleges.

Comparison of Salaries of Full-Time Faculty

<table>
<thead>
<tr>
<th></th>
<th>Weighted Average of Peer Salaries</th>
<th>Weighted Average of Campus Salaries</th>
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<tr>
<td>1991</td>
<td>$34,431</td>
<td>$29,657</td>
<td>.86</td>
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<td>Local District Colleges</td>
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<tr>
<td>1990</td>
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<td>$28,242</td>
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</tr>
<tr>
<td>1991</td>
<td>$34,431</td>
<td>$29,927</td>
<td>.87</td>
</tr>
</tbody>
</table>

1The peers are all United States institutions with the same Carnegie classification. The Carnegie classification of higher education institutions groups American colleges and universities on the basis of their missions and educational functions.

2Comparative salary data for the Specialized-Medical group are not available at this time.
Measure: Program Improvements Resulting From Institutional Assessment

Explanation: A measure of program improvements resulting from institutional evaluation and consideration of the Institutional Assessments mandated by the CCHE Accountability Statute.

Findings:
CCHE staff examined institutional assessment reports from 1989 to 1992 to determine program improvements attributable to assessment efforts. A content analysis, examining every fifteenth paragraph¹ from each assessment report, examined the types of program improvements attributed to assessment that were instituted each year.

Changes reported by the institutions were grouped into three areas of program improvement:

- assessment measures
- support services, retention, and advising
- curriculum/courses, changes in the classroom, and systemic changes

The changes are reported in the following table. The number of reported changes increased each year, from 9 in 1989, to 51 in 1990, 68 in 1991, and 84 in 1992.

Changes in assessment measures indicate compliance with the statute and efforts to improve assessment techniques within an institution. Changes in student support, retention efforts, and advising can affect a student's overall success at an institution. Changes in curriculum or courses, in the classroom, or systemic institutional changes have the greatest likelihood of improving the learning experience of students.

The data show that changes outside of the classroom are addressed first and classroom changes slowly follow. In 1989, the first year of institutional assessment, there were very few changes reported because institutions had just begun their formal assessment implementation. But in 1990, the number of changes increased over 500%, with significant increases in the number of changes in curriculum and the classroom. Curriculum changes included curriculum sequencing changes, deleting or adding courses, changing the times classes are offered, and defining prerequisite courses. 1991 was a year of experimentation as new measures were developed, and changes in support areas and classroom assessment increased. Changes in assessment measures were most common in 1991 compared to the other three years. Support area changes increased while curriculum changes stabilized. In 1992, curriculum and classroom changes increased while support services and assessment measures stabilized.

The data show that more and more programmatic changes are happening each year, and that these changes are focusing more and more on classroom activities.

### Program Improvements²

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<tr>
<td>Assessment Measures</td>
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<td>14</td>
<td>11</td>
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<td>Student Support, Retention, &amp; Advising</td>
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<td>9</td>
<td>20</td>
<td>24</td>
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<tr>
<td>Curriculum, Classroom, &amp; Systemic Changes</td>
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<td>36</td>
<td>34</td>
<td>49</td>
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<tr>
<td><strong>Total</strong></td>
<td>9</td>
<td>51</td>
<td>68</td>
<td>84</td>
</tr>
</tbody>
</table>

¹Because of the sampling, results do not represent all of the changes made. However, since it is likely that many changes are reported in several consecutive paragraphs, the sample may capture about half of all the reported changes.


³Counts are based on a sample of the Assessment Reports. They DO NOT represent a complete count of all changes which occurred.
Value: Educational Access and Diversity

Measure: Availability of Academic Programs

Explanation: The availability of academic programs indicates the accessibility of educational opportunities available to Colorado students. The following maps show the location of public higher education degree programs by level and the population density of the counties. Coursework that does not lead to a complete program is also offered at a variety of sites throughout the state and via telecommunications.

Findings:
- Associate degrees are offered by 17 institutions at 26 locations.
- Thirteen institutions offer undergraduate degrees at 18 sites.
- Graduate level programs are provided by nine institutions. Those programs are offered at 23 locations, however, only a limited number of programs are offered off the nine campuses.

Location of Public Higher Education Degree Programs and Population

Associate

(*) = Off-Campus  (★) = On-Campus

1 Colorado Mountain College has three main campuses.
Measure: College Participation Rate

Explanation: First-time students as a percent of high school graduates is a measure of college participation rate. The following two tables present the number of high school graduates by ethnicity for FY 1987-88 through FY 1991-92, and the percent of these graduates enrolling in a Colorado public college or university the following fall. Enrollment includes all high school students that attend a higher education institution (whether or not they are seeking a degree) in the fall following high school graduation.

Findings:
- Overall participation in Colorado public colleges increased between fall 1988 and fall 1992, from 37.7% to 41.8%. Although this increase is significant, the fall 1992 rate is less than the highest participation rate, 44%, that occurred in fall 1991. (Note: This does not include Colorado high school graduates that go to college out of state, attend a private college or university in Colorado, or delay college enrollment for one or more semesters after graduating from high school.)

- Participation differs among racial/ethnic groups. Participation of Hispanics, for example, increased each year from 1987 to 1991, but dropped in 1992. The participation of each of the other groups was more erratic during the five year period. While the fall 1992 participation rate for minorities in total is below the fall 1991 level, it exceeds the White rate for the first time ever. The Black group were the only race/ethnic group to increase between fall 1991 and fall 1992.

- The increase in participation rates differs among institutional types. Overall, the participation rate during the five year period decreased at the Research Universities (12.0% to 11.2%), and increased at the Universities and Colleges, Community Colleges, and Local District Colleges. In fact, most of the overall increase in participation is due to the increase at state system community colleges. The rates for all sectors in 1992 were below 1991 levels.
# High School Graduates by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>FY 88</th>
<th>FY 89</th>
<th>FY 90</th>
<th>FY 91</th>
<th>FY 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>1,426</td>
<td>1,507</td>
<td>1,387</td>
<td>1,386</td>
<td>1,286</td>
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<tr>
<td>Nat Amer</td>
<td>185</td>
<td>203</td>
<td>200</td>
<td>195</td>
<td>222</td>
</tr>
<tr>
<td>Asian</td>
<td>787</td>
<td>791</td>
<td>874</td>
<td>834</td>
<td>915</td>
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<tr>
<td>Hispanic</td>
<td>4,102</td>
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<td>4,016</td>
<td>4,066</td>
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<tr>
<td>Minority Total</td>
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<td>6,617</td>
<td>6,477</td>
<td>6,481</td>
<td>6,517</td>
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<tr>
<td>White</td>
<td>29,477</td>
<td>28,903</td>
<td>26,490</td>
<td>24,812</td>
<td>24,542</td>
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<tr>
<td>Total</td>
<td>35,977</td>
<td>35,520</td>
<td>32,967</td>
<td>31,293</td>
<td>31,059</td>
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</table>

# Participation Rate of First-Time In-State Students Who Graduated from High School in Previous Year

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>Fall 92</th>
</tr>
</thead>
<tbody>
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<td>Public Institution Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>24.8%</td>
<td>23.6%</td>
<td>28.7%</td>
<td>31.5%</td>
<td>32.8%</td>
</tr>
<tr>
<td>Nat Amer</td>
<td>55.1%</td>
<td>48.8%</td>
<td>60.0%</td>
<td>64.1%</td>
<td>48.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>52.0%</td>
<td>48.9%</td>
<td>49.0%</td>
<td>61.3%</td>
<td>59.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>31.4%</td>
<td>33.4%</td>
<td>40.1%</td>
<td>42.3%</td>
<td>41.9%</td>
</tr>
<tr>
<td>Minority Total</td>
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<td>39.5%</td>
<td>43.1%</td>
<td>42.8%</td>
</tr>
<tr>
<td>White</td>
<td>38.8%</td>
<td>40.6%</td>
<td>41.5%</td>
<td>44.2%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Total</td>
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<td>39.3%</td>
<td>41.1%</td>
<td>44.0%</td>
<td>41.8%</td>
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<td>State System Summary</td>
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<td></td>
</tr>
<tr>
<td>Black</td>
<td>23.8%</td>
<td>22.9%</td>
<td>27.7%</td>
<td>30.2%</td>
<td>31.6%</td>
</tr>
<tr>
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<td>53.5%</td>
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<td>37.1%</td>
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<td>38.4%</td>
</tr>
<tr>
<td>Minority Total</td>
<td>31.5%</td>
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<td>37.1%</td>
<td>40.1%</td>
<td>40.0%</td>
</tr>
<tr>
<td>White</td>
<td>35.5%</td>
<td>36.8%</td>
<td>36.9%</td>
<td>39.7%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Total</td>
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<td>35.9%</td>
<td>36.9%</td>
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<td>38.0%</td>
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<td>Research Universities</td>
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<td>7.4%</td>
<td>5.3%</td>
</tr>
<tr>
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<td>Asian</td>
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<tr>
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</tr>
<tr>
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<td>12.1%</td>
<td>11.3%</td>
<td>11.9%</td>
<td>11.6%</td>
</tr>
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<tr>
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<td>Fall 89</td>
<td>Fall 90</td>
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<td>Fall 92</td>
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</tr>
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<td>11.7%</td>
</tr>
<tr>
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<tr>
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<td>15.9%</td>
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<td>16.6%</td>
<td>16.9%</td>
<td>17.4%</td>
<td>16.9%</td>
</tr>
<tr>
<td>Total</td>
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<td>16.6%</td>
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<td>17.0%</td>
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<td><strong>Community Colleges</strong></td>
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<td>10.5%</td>
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<tr>
<td>Minority Total</td>
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<td>8.2%</td>
<td>11.1%</td>
<td>13.2%</td>
<td>13.1%</td>
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<tr>
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</tr>
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<td><strong>Local District Colleges</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black</td>
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<td>.7%</td>
<td>1.0%</td>
<td>1.4%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Nat Amer</td>
<td>4.3%</td>
<td>4.9%</td>
<td>6.5%</td>
<td>8.7%</td>
<td>5.4%</td>
</tr>
<tr>
<td>Asian</td>
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<td>.5%</td>
<td>.7%</td>
<td>1.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>3.0%</td>
<td>3.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>Minority Total</td>
<td>1.6%</td>
<td>1.7%</td>
<td>2.4%</td>
<td>2.9%</td>
<td>2.9%</td>
</tr>
<tr>
<td>White</td>
<td>3.3%</td>
<td>3.8%</td>
<td>4.6%</td>
<td>4.5%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Total</td>
<td>3.0%</td>
<td>3.4%</td>
<td>4.2%</td>
<td>4.2%</td>
<td>3.8%</td>
</tr>
</tbody>
</table>

**SOURCE:** SURDS Enrollment Files and CDE Records

CCHE
Explanation: The following table presents data on the participation of students at Colorado public four-year colleges and universities by their high school graduating class quartile ranks. Applicant data is not collected from community colleges.

Findings:
- Statewide, about fifty percent of all students from the top quartile of their high school classes enroll in the following fall. This rate has not changed significantly over the last five years.
- In fall 1992, 34.0% of students in the second quartile, 17.1% of students in the third quartile, and 4.1% of students from the bottom quartile enrolled in a four-year college or university.
- More students from the top quartile enroll at Research Universities than at Universities and Colleges (29.8% versus 19.1%), but in each of the other quartiles a greater number enroll at Universities and Colleges than at Research Universities.

### Participation by Quartile Ranks in Colorado Four-Year Public Colleges and Universities for Students Graduating from a Colorado High School the Previous Year

<table>
<thead>
<tr>
<th></th>
<th>Fall 1988</th>
<th>Fall 1989</th>
<th>Fall 1990</th>
<th>Fall 1991</th>
<th>Fall 1992</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Institution Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Top Quarter</td>
<td>48.8%</td>
<td>46.8%</td>
<td>48.1%</td>
<td>49.5%</td>
<td>48.9%</td>
</tr>
<tr>
<td>2nd Quarter</td>
<td>37.2%</td>
<td>35.8%</td>
<td>34.1%</td>
<td>36.0%</td>
<td>34.0%</td>
</tr>
<tr>
<td>3rd Quarter</td>
<td>21.5%</td>
<td>19.9%</td>
<td>18.8%</td>
<td>19.7%</td>
<td>17.1%</td>
</tr>
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Measure: Degree Recipients by Ethnicity

Explanation: Graduation rates by ethnicity indicate whether access to college is available for all students, regardless of ethnicity. The following table lists the number of graduates by degree level and ethnicity over the last five years.

Findings:
- The number of minority graduates increased at all degree levels between 1987-88 and 1991-92. The number of certificate/associate degrees awarded to minorities increased by 315, while baccalaureate and graduate degrees increased by 307 and 84, respectively.
- Minorities received a higher proportion of certificate and associate degrees (15.5%) in 1991-92 than baccalaureate (9.8%) or graduate (6.9%) degrees.
- While the number of minorities receiving certificates/associate degrees increased in 1991-92, their percentage share of those degrees decreased from 16.1% to 15.5%. At the graduate level, the number and percent of degrees earned by minorities increased.

Ethnicity of Graduates

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<tr>
<th>Degree Level</th>
<th>Ethnicity</th>
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<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
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SOURCE: SURDS DegreesGranted Files CCHE
### Ethnicity of Graduates

#### State System Summary

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<th>FY 91-92</th>
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### Research Universities

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**SOURCE:** SURDS Degrees Granted Files

**CCHE**

**SCORECARD - APRIL 1993**
## Ethnicity of Graduates

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<tr>
<th>Degree Level</th>
<th>Ethnicity</th>
<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
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**SOURCE:** SURDS Degrees Granted Files

CCHE

SCORECARD - APRIL 1993
## Ethnicity of Graduates

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<th>Degree Level</th>
<th>Ethnicity</th>
<th>FY 87-88</th>
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<th>FY 89-90</th>
<th>FY 90-91</th>
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<td>91.2%</td>
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**Source:** SURDS Degrees Granted Files

CCHE
**Measure:** Availability of Student Financial Aid

**Explanation:** National data for 1991-92 compares Colorado's expenditures on financial aid with that of other states.

**Findings:**
- Colorado state funding for the Colorado Student Grant Program, the Colorado Student Incentive Grant Program, and the Diversity Grant Program accounts for about 39% of all state aid in Colorado. This funding is about half of the national average (76%) of state grant aid for comprehensive undergraduate need-based grant programs.
- Colorado ranks 22nd in total expenditures for undergraduate need-based grants.
- Other undergraduate need-based aid ranks for Colorado are:
  - 23rd on estimated grant dollars per resident population
  - 23rd on estimated grant dollars per resident college-age population
  - 25th on estimated grant dollars to undergraduates per full-time undergraduate enrollment
  - 23rd on the proportion of full-time undergraduates receiving awards
- Of the 31 states that offer non-need-based aid to undergraduates, Colorado ranks 7th in total funding for this type of aid, including National Guard Tuition Assistance, Nursing Scholarships, and Undergraduate Merit Scholarships.
- Of the 16 states that offer state work-study programs, Colorado ranks 2nd in funding for these programs.

**SOURCE:** National Association of State Scholarship and Grant Programs -- Annual Report, 1991-92.

The following table displays the distribution of Colorado financial aid awards, by aid category, for 1989-90 through 1991-92.
- Overall, state aid grew by 21.3% from 1989-90 to 1991-92. The largest increases were in diversity awards, Native American tuition assistance, and work-study awards which grew by 149.3%, 32.4%, and 24.9%, respectively.
- The private school grant was not funded in FY 1991-92.
- In 1991-92, one-third of the total state awards was expended in the undergraduate need-based category ($12 million of $35.4 million).
The following table displays data on all financial aid awards from 1989-90 through 1991-92, comparing total awards (including federal awards and loans) with state aid.

- Total aid awarded increased by 23.0% from 1989-90 to 1991-92, with a higher percent increase (42.2%) at the state two-year public institutions.

- Total state aid increased by 21.8%, with a larger increase going to the "All Others" sector, which includes private institutions. Total state aid in 1991-92 ($34 million) accounted for only 7.3% of the total aid awarded in Colorado ($468 million).

- The total number of financial aid recipients increased by 9.9% from 1989-90 to 1991-92. The largest increase (13.7%) occurred at the two-year, public institutions.

- The total number of recipients of state aid awards increased by 17.6% from 1989-90 to 1991-92. The increase differed by institutional types, by 11.6% at public, four-year institutions, by 22.4% at public, two-year institutions, and by 45.0% at all other institutions.

- The average total award increased by 12.0% from 1989-90 to 1991-92 (from $3,933 to $4,403). In 1991-92, the average award at public, two-year institutions was about 38% of the average award at public, four-year institutions ($1,812 vs $4,824).

- The average size of state aid awards increased by 3.6% between 1989-90 and 1991-92. In 1991-92, state aid awards composed about 25% of total average awards at public, four-year institutions ($1,215 of $4,824) and about 55% of total average awards at public, two-year institutions ($993 of $1,812).
### Financial Aid Awards

#### Total Aid Awarded

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#### Total Recipients

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#### Average $ per Award

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<td>$3,933</td>
<td>$4,080</td>
<td>$4,403</td>
<td>12.0</td>
</tr>
<tr>
<td>to 4-Yr Public</td>
<td>$4,344</td>
<td>$4,489</td>
<td>$4,824</td>
<td>11.0</td>
</tr>
<tr>
<td>to 2-Yr Public</td>
<td>$1,449</td>
<td>$1,674</td>
<td>$1,812</td>
<td>25.1</td>
</tr>
<tr>
<td>to All Others</td>
<td>$5,737</td>
<td>$5,823</td>
<td>$6,553</td>
<td>14.2</td>
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</table>

#### Average for State $

<table>
<thead>
<tr>
<th></th>
<th>FY 1989-90</th>
<th>FY 1990-91</th>
<th>FY 1991-92</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average for State $</td>
<td>$1,095</td>
<td>$1,138</td>
<td>$1,134</td>
<td>3.6</td>
</tr>
<tr>
<td>to 4-Yr Public</td>
<td>$1,205</td>
<td>$1,221</td>
<td>$1,215</td>
<td>0.8</td>
</tr>
<tr>
<td>to 2-Yr Public</td>
<td>$874</td>
<td>$947</td>
<td>$993</td>
<td>13.6</td>
</tr>
<tr>
<td>to All Others</td>
<td>$874</td>
<td>$1,070</td>
<td>$1,001</td>
<td>14.4</td>
</tr>
</tbody>
</table>

**SOURCE:** SURDS Financial Aid Files

---

1Excludes National Guard Tuition Assistance and Native American Tuition Assistance; includes institutional match for work study.
Measure: Faculty Diversity

Explanation: The following table displays the number of full-time faculty and percentage distributions by racial/ethnic group and sex. Reported faculty include those whose primary responsibility is research.

Findings:

Community Colleges have the most diverse faculty (13.2% minority and 45.7% female), in contrast to the Universities and Colleges (12.3% minority and 31.6% female), Specialized-Medical (10.5% minority and 45.8% female), Research Universities (8.8% minority and 21.8% female), and the Local District Colleges (4.3% minority and 39.4% female).

All state system sectors increased diversity between fall 1988 and fall 1992. The public institutions minority full-time faculty percentage increased from 7.4% to 10.5%.

### Full-Time Faculty Diversity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>Fall 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Institution Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5,908</td>
<td>6,051</td>
<td>6,084</td>
<td>6,805</td>
<td>7,038</td>
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<tr>
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<td>1.2%</td>
<td>1.4%</td>
<td>1.5%</td>
<td>1.6%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Nat Amer</td>
<td>.4%</td>
<td>.4%</td>
<td>.5%</td>
<td>.5%</td>
<td>.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.7%</td>
<td>3.0%</td>
<td>3.4%</td>
<td>3.6%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.0%</td>
<td>3.0%</td>
<td>3.5%</td>
<td>3.4%</td>
<td>4.1%</td>
</tr>
<tr>
<td>White</td>
<td>92.6%</td>
<td>92.1%</td>
<td>91.1%</td>
<td>90.8%</td>
<td>89.5%</td>
</tr>
<tr>
<td>Female</td>
<td>27.9%</td>
<td>28.4%</td>
<td>30.5%</td>
<td>32.0%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Male</td>
<td>72.1%</td>
<td>71.6%</td>
<td>69.5%</td>
<td>68.0%</td>
<td>67.1%</td>
</tr>
</tbody>
</table>

| State System Summary | | | | | |
| Total | 5,631 | 5,778 | 5,801 | 6,524 | 6,761 |
| Black | 1.3% | 1.5% | 1.6% | 1.7% | 1.8% |
| Nat Amer | .4% | .4% | .5% | .5% | .6% |
| Asian | 2.8% | 3.1% | 3.6% | 3.8% | 4.2% |
| Hispanic | 3.0% | 3.0% | 3.5% | 3.4% | 4.1% |
| White | 92.5% | 91.9% | 90.9% | 90.6% | 89.3% |
| Female | 27.6% | 28.1% | 30.1% | 31.6% | 32.7% |
| Male | 72.4% | 71.9% | 69.9% | 68.4% | 67.3% |

| Research Universities | | | | | |
| Total | 2,176 | 2,273 | 2,040 | 2,352 | 2,425 |
| Black | .8% | 1.0% | 1.1% | 1.1% | 1.3% |
| Nat Amer | .1% | .2% | .3% | .3% | .3% |
| Asian | 3.4% | 3.4% | 4.1% | 3.9% | 4.3% |
| Hispanic | 2.2% | 2.2% | 2.9% | 2.6% | 2.7% |
| White | 93.6% | 93.2% | 91.6% | 92.0% | 91.4% |
| Female | 18.2% | 19.1% | 20.6% | 22.1% | 21.6% |
| Male | 81.8% | 80.9% | 79.4% | 77.9% | 78.4% |
# Full-Time Faculty Diversity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>Fall 92</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Universities and Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
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<td>1,879</td>
<td>1,912</td>
<td>2,079</td>
<td>2,091</td>
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<tr>
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<td>1.3%</td>
<td>1.5%</td>
<td>1.6%</td>
<td>1.9%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Nat Amer</td>
<td>.8%</td>
<td>.7%</td>
<td>.6%</td>
<td>.7%</td>
<td>.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>2.8%</td>
<td>3.1%</td>
<td>3.5%</td>
<td>3.6%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.7%</td>
<td>3.7%</td>
<td>4.1%</td>
<td>4.4%</td>
<td>5.8%</td>
</tr>
<tr>
<td>White</td>
<td>91.4%</td>
<td>90.8%</td>
<td>90.2%</td>
<td>89.4%</td>
<td>87.7%</td>
</tr>
<tr>
<td>Male</td>
<td>72.9%</td>
<td>72.2%</td>
<td>71.5%</td>
<td>69.1%</td>
<td>68.4%</td>
</tr>
<tr>
<td>Female</td>
<td>27.1%</td>
<td>27.8%</td>
<td>28.5%</td>
<td>30.9%</td>
<td>31.6%</td>
</tr>
<tr>
<td><strong>Specialized-Medical</strong></td>
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<td>1.8%</td>
<td>1.4%</td>
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<td>1.4%</td>
</tr>
<tr>
<td>Nat Amer</td>
<td>.2%</td>
<td>.2%</td>
<td>.2%</td>
<td>.5%</td>
<td>.9%</td>
</tr>
<tr>
<td>Asian</td>
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<td>4.3%</td>
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</tr>
<tr>
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<td>1.5%</td>
<td>2.1%</td>
</tr>
<tr>
<td>White</td>
<td>94.0%</td>
<td>92.6%</td>
<td>92.8%</td>
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<td>89.5%</td>
</tr>
<tr>
<td>Male</td>
<td>57.4%</td>
<td>59.8%</td>
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<td>54.2%</td>
</tr>
<tr>
<td>Female</td>
<td>42.6%</td>
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<td>45.8%</td>
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<tr>
<td><strong>Community Colleges</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>Total</td>
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<td>771</td>
<td>773</td>
<td>842</td>
</tr>
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<td>3.7%</td>
</tr>
<tr>
<td>Nat Amer</td>
<td>.9%</td>
<td>.7%</td>
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<td>.8%</td>
<td>.8%</td>
</tr>
<tr>
<td>Asian</td>
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<td>1.3%</td>
<td>1.3%</td>
<td>1.6%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Hispanic</td>
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<tr>
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<td>54.3%</td>
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<tr>
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</tr>
<tr>
<td>Nat Amer</td>
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<td>.7%</td>
<td>.4%</td>
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<tr>
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<td>3.6%</td>
</tr>
<tr>
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<td>96.0%</td>
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<td>96.4%</td>
<td>95.7%</td>
</tr>
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<tr>
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<td>35.2%</td>
<td>37.8%</td>
<td>40.2%</td>
<td>39.4%</td>
</tr>
</tbody>
</table>

**SOURCE:** EEO-6 and CCHE Reports Submitted by the Institutions  
CCHE
Value: Efficiency in the Delivery of Education

Measure: Student/Faculty Ratios

Explanation: Student/faculty ratios indicate the level of faculty resources that support academic programs. The student faculty ratios used in the statewide budget formulas were used to calculate the number of full-time equivalent (FTE) faculty to be funded, based on actual student enrollment by discipline and level. These ratios are compared in the table to the actual student faculty ratios reported by the institutions.

Findings:
- Statewide in 1991-92, actual student/faculty ratios were highest for freshmen and sophomores, averaging 20.6 to 1. The ratio for juniors and seniors was much lower at 15.6 to 1. Graduate students had the lowest student/faculty ratio, averaging 7.4 to 1.
- Comparing average 1991-92 freshman and sophomore ratios across sectors shows that Local District Colleges had the lowest average ratio (12.3 to 1). Community Colleges had an average ratio of 17.1 to 1. Both the Research Universities, and Universities and Colleges had an average ratio of 27.4 to 1.
- Comparing average 1991-92 junior and senior ratios across sectors shows that the ratios at Universities and Colleges, and Research Universities are nearly equal at 15.7 to 1 and 15.5 to 1, respectively.
- Comparing average 1991-92 graduate ratios across sectors shows that the ratios at Research Universities are below the formula while the Universities and Colleges ratios were above the formula.
- When comparing actual student faculty ratios to formula generated ratios, the public institution average shows that actual ratios are higher. Exceptions include the Local District Colleges and the Community Colleges, where actual freshman and sophomore ratios are lower than the formula.

1These ratios are based on national and state practice, and differ by student level and discipline. For example, the number of students per faculty is lower at the graduate level than for freshmen and sophomores, and some disciplines have higher ratios than others.
### Student Faculty Ratios

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<th>Fresh./Soph.</th>
<th>Junior/Senior</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Actual</td>
<td>Formula</td>
<td>Actual</td>
</tr>
<tr>
<td>Public Institution Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988/89</td>
<td>21.3</td>
<td>19.9</td>
<td>16.2</td>
</tr>
<tr>
<td>1989/90</td>
<td>21.0</td>
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<td>15.6</td>
</tr>
<tr>
<td>1990/91</td>
<td>20.8</td>
<td>19.7</td>
<td>15.3</td>
</tr>
<tr>
<td>1991/92</td>
<td>20.6</td>
<td>19.7</td>
<td>15.6</td>
</tr>
<tr>
<td>State System Summary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988/89</td>
<td>22.7</td>
<td>19.9</td>
<td>16.2</td>
</tr>
<tr>
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<td>19.9</td>
<td>15.6</td>
</tr>
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<td>Research Universities</td>
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<td></td>
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<td>1988/89</td>
<td>27.7</td>
<td>20.8</td>
<td>16.1</td>
</tr>
<tr>
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<td>30.6</td>
<td>20.7</td>
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<tr>
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<td>15.5</td>
</tr>
<tr>
<td>Universities and Colleges</td>
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<td></td>
</tr>
<tr>
<td>1988/89</td>
<td>27.6</td>
<td>20.8</td>
<td>16.2</td>
</tr>
<tr>
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<tr>
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<td>20.6</td>
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</tr>
<tr>
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<td>27.4</td>
<td>20.6</td>
<td>15.7</td>
</tr>
<tr>
<td>Community Colleges</td>
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<td></td>
</tr>
<tr>
<td>1988/89</td>
<td>16.5</td>
<td>18.4</td>
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</tr>
<tr>
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<tr>
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<tr>
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</tr>
<tr>
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<td>...</td>
</tr>
<tr>
<td>1991/92</td>
<td>12.3</td>
<td>18.6</td>
<td>...</td>
</tr>
</tbody>
</table>

**SOURCE:** Budget Request Documents

CCHE

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1 Data by level are not available for the specialized-medical sector. The overall student faculty ratio in 1991/92 for that sector was 7.0 to 1.
Value: Adequate Resource for the Delivery of Education

Measure: Revenue per Student

National Comparison:
Total revenue per student indicates the resources available to Colorado institutions as compared with institutions in other states.

Findings:
- Compared to other states, in 1991-92 Colorado ranked 40th in state general fund and tuition revenue per full-time equivalent student, about 9% less than the national average.

<table>
<thead>
<tr>
<th>Rank</th>
<th>State</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALASKA</td>
<td>198.34</td>
</tr>
<tr>
<td>2</td>
<td>DIST COL</td>
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<td>3</td>
<td>HAWAII</td>
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<tr>
<td>4</td>
<td>DELAWARE</td>
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<td>5</td>
<td>VERMONT</td>
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<td>WEST VIRGINIA</td>
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Colorado Comparisons:

Revenue Distribution by Source:
The distribution of funding by revenue source for the public institution total is shown in the following figure.

Findings:
- The share of total revenue provided by the general fund decreased between 1987-88 and 1991-92, from 59.0% to 52.5%.
- The share provided by tuition, both in-state and out-of-state, has increased during this period. The in-state share increased from 23.9% to 27.1%, while the out-of-state share increased to 20.4% from 17.2%.

Colorado Public Institutions
Revenue Distribution by Source

Revenue Per Student:
Revenue per full-time equivalent student for the public institution total is shown in actual and 1992 dollars in the following two figures.

Findings:
- Since 1987-88, the general fund revenue per resident student has decreased in actual dollars.
- Over the last five years, in-state tuition revenue per resident full-time equivalent student has increased $261 in actual dollars.
- Over the last five years, out-of-state tuition revenue per non-resident full-time equivalent student has increased $1,147 in actual dollars.
Revenue Per Full-Time Equivalent Student
(Actual Dollars)

(1992 Dollars)
Revenue per Student:
Sustained financial commitment to instruction can be measured by annual changes in revenue per student. The relationship between students and available revenue is one measure of economic efficiency in higher education. The following table presents data, in 1992 dollars and actual dollars, showing the total state general fund appropriations plus total tuition revenue per full-time equivalent student.

Findings:
- In constant 1992 dollars, total revenue per full-time equivalent student increased between 1987-88 and 1990-92 at the Research Universities (8.6%), Universities and Colleges (6.9%), and the Local District Colleges (10.2%).
- During that same period, the Specialized-Medical and Community College revenue per full-time equivalent student decreased 13.0% and 4.4%, respectively.

1 Adjusted by the Consumer Price Index (CPI).
## Revenue per Student

(Total General Fund + Tuition) / (Total FTE Students)

<table>
<thead>
<tr>
<th></th>
<th>87-88</th>
<th>88-89</th>
<th>89-90</th>
<th>90-91</th>
<th>91-92</th>
<th>% Change '88 to '92</th>
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<td>.9%</td>
<td>-.1%</td>
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<tr>
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<td>7,120</td>
<td>8.6%</td>
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<tr>
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<tr>
<td><strong>Universities and Colleges</strong></td>
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</table>

**SOURCE:** Institutional Budget Request Documents

**CCHE**

sed: August/1993

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SCORECARD - APRIL 1993
State Appropriation per Resident Student

State appropriation per resident student indicates how much financial support the state provides to educate Coloradans. The following table presents data, in 1992 dollars\(^1\) and actual dollars, showing the total state general fund appropriations per resident full-time equivalent student.

Findings:

- Statewide, general fund appropriations have not kept up with enrollment increases and inflation since 1987-88 (as indicated by the decrease in 1992 dollars since that year).

- In actual dollars, general fund per student increased between 1987-88 and 1991-92 at the Research Universities (10.0\%), Universities and Colleges (11.4\%), and Local District Colleges (8.4\%). General fund revenue per student at Specialized-Medical and Community Colleges decreased during the same period by 4.5\% and 6.3\%, respectively.

\(^1\)Adjusted by the Consumer Price Index (CPI).
General Fund Allocation per Student
(General Fund) / (Resident FTE Students)

<table>
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<tr>
<th></th>
<th>87-88</th>
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<th>89-90</th>
<th>90-91</th>
<th>91-92</th>
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<td>-5.0%</td>
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<td>Universities and Colleges</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actual $:</td>
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<td>-1.2%</td>
<td>-3.9%</td>
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</tr>
<tr>
<td>Specialized-Medical</td>
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<td></td>
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<td></td>
</tr>
<tr>
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<td>-5.7%</td>
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</tr>
<tr>
<td>Community Colleges</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
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<tr>
<td>Local District Colleges</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>1,707</td>
<td>1,693</td>
<td>1,575</td>
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<td>-.8%</td>
<td>-6.9%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SOURCE: Institutional Budget Request Documents
CCHE

SCORECARD - APRIL 1993
Tuition Income per Resident Full-Time Equivalent Student
Tuition income per resident full-time equivalent student indicates how much financial support resident students are providing to cover the cost of their education. The following table presents data, in 1992 dollars and actual dollars, showing the total tuition income per resident full-time equivalent student.

Findings:
- Since 1987-88, tuition income per resident full-time equivalent student has increased 33.6%.
- After adjusting for inflation, the increase has exceeded 17% during the last five years.
- The largest increase occurred in the Local District College sector, up 38.3% in 1992 dollars.
- The smallest increase appears to have occurred in the Specialized-Medical sector. However, the change reflected may be due to the transfer of the pharmacy school.
### Tuition Income Per Resident Full-Time Equivalent Student

\[
\text{(Resident Tuition Income)} / \text{(Resident PTE Students)}
\]

<table>
<thead>
<tr>
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<tr>
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**SOURCE:** Institutional Budget Request Documents

CCHE
Tuition Income per Non-Resident Full-Time Equivalent Student

Tuition income per non-resident full-time equivalent student indicates how much financial support non-resident students are providing to cover the cost of their education. The following table presents data, in 1992 dollars and actual dollars, showing the total tuition income per non-resident full-time equivalent student.

Findings:
- Since 1987-88, tuition income per non-resident full-time equivalent student has increased 33.8%.
- After adjusting for inflation, the increase has exceeded 17% during the last five years.
- The largest increase occurred in the Local District College sector, up 57% in 1992 dollars.
- The decline appears to have occurred in the Specialized-Medical sector. However, this change is most likely caused by the transfer of the pharmacy school.

1 Adjusted by the Consumer Price Index (CPI).
## Tuition Income Per Non-Resident Full-Time Equivalent Student

(Non-Resident Tuition Income) / (Non-Resident FTE Students)

<table>
<thead>
<tr>
<th></th>
<th>87-88</th>
<th>88-89</th>
<th>89-90</th>
<th>90-91</th>
<th>91-92</th>
<th>% Change '88 to '92</th>
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<td>6,138</td>
<td>6,626</td>
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<td>Constant CPI 1992 $:</td>
<td>6,603</td>
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<td>4.7%</td>
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<td><strong>State System Summary</strong></td>
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<td><strong>Universities and Colleges</strong></td>
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<td>5.9%</td>
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<tr>
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<td>Actual $:</td>
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<tr>
<td>Constant CPI 1992 $:</td>
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<td>-1%</td>
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</tr>
</tbody>
</table>

SOURCE: Institutional Budget Request Documents
CCHE
Measure: State Financial Aid Per Resident Full-Time Equivalent

Explanation: Additional resources available to students provided by legislature.

Findings:
- Since 1987-88, state financial aid per resident student increased 13.8%, from $230 to $261.
- The increase in financial aid over the last five years, however, has not kept up with enrollment increases and inflation (as indicated by the decrease in 1992 dollars).
- In 1992 dollars, the Research Universities sector that experienced a drop in state financial aid dollars per student, declining 5.9%. The increases in the other sectors ranged from 3.1% at the Community Colleges to 11.7% in the Specialized-Medical sector.
State Financial Aid per Student
(State Financial Aid) / (Resident FTE Students)

<table>
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<th>90-91</th>
<th>91-92</th>
<th>% Change 88 to 92</th>
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<td>224</td>
<td>225</td>
<td>253</td>
<td>261</td>
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<td>242</td>
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<td>.1%</td>
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<td></td>
</tr>
</tbody>
</table>

| State System Summary |       |       |       |       |       |                   |
| Actual $:            | 239   | 233   | 234   | 261   | 271   |                   |
| % Change:            | -2.4% | .5%   | 11.5% | 3.7%  |       |                   |
| Constant CPI 1992 $: | 272   | 261   | 251   | 270   | 271   |                   |
| % Change:            | -4.1% | -3.7% | 7.3%  | .4%   |       |                   |

| Research Universities |       |       |       |       |       |                   |
| Actual $:             | 272   | 271   | 271   | 293   | 292   |                   |
| % Change:             | -1.4% | .2%   | 7.9%  | -3.3% |       |                   |
| Constant CPI 1992 $:  | 310   | 303   | 291   | 302   | 292   |                   |
| % Change:             | -2.1% | -4.0% | 3.9%  | -3.5% |       |                   |

| Universities and Colleges |       |       |       |       |       |                   |
| Actual $:                | 254   | 259   | 263   | 291   | 309   |                   |
| % Change:                | 1.9%  | 1.7%  | 10.4% | 6.2%  |       |                   |
| Constant CPI 1992 $:     | 290   | 290   | 283   | 300   | 309   |                   |
| % Change:                | .0%   | -2.6% | 6.2%  | 2.8%  |       |                   |

| Specialized-Medical     |       |       |       |       |       |                   |
| Actual $:               | 204   | 186   | 207   | 258   | 260   |                   |
| % Change:               | -8.5% | 11.1% | 24.8% | .6%   |       |                   |
| Constant CPI 1992 $:    | 233   | 209   | 222   | 267   | 260   |                   |
| % Change:               | -10.2%| 6.4%  | 20.1% | -2.7% |       |                   |

| Community Colleges      |       |       |       |       |       |                   |
| Actual $:               | 162   | 142   | 144   | 179   | 190   |                   |
| % Change:               | -12.2%| 1.5%  | 23.9% | 6.6%  |       |                   |
| Constant CPI 1992 $:    | 185   | 159   | 155   | 184   | 190   |                   |
| % Change:               | -13.7%| -2.8% | 19.2% | 3.2%  |       |                   |

| Local District Colleges |       |       |       |       |       |                   |
| Actual $:               | 120   | 117   | 122   | 152   | 149   |                   |
| % Change:               | -3.0% | 4.8%  | 24.1% | -1.5% |       |                   |
| Constant CPI 1992 $:    | 137   | 131   | 131   | 157   | 149   |                   |
| % Change:               | -4.8% | 4.4%  | 19.5% | -4.7% |       |                   |

SOURCE: Financial Aid Allocation Documents

- Excludes Colorado Nursing Scholarship and Dependents Tuition Assistance programs. These programs received $256,547 in 1991-92.
Measure: Alumni and Private Contributions

Explanation: Alumni and private contributions indicate the level of financial support that institutions receive from sources other than state general fund and students.

Findings:
- Over $72 million were contributed in FY 1991-92.
- While contributions tend to vary from year to year because of the effects of special purpose fund raising activities, overall, contributions over the last five years have increased.

Alumni and Private Giving (data in millions)

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<td>44.916</td>
<td>48.376</td>
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<td>Community Colleges</td>
<td>0.000</td>
<td>1.153</td>
<td>1.421</td>
<td>0.650</td>
<td>1.092</td>
</tr>
<tr>
<td>Local District Colleges</td>
<td>.195</td>
<td>.335</td>
<td>.454</td>
<td>.226</td>
<td>.186</td>
</tr>
</tbody>
</table>

SOURCE: Data provided by the governing boards.

CCHE
RECENT TRENDS

The following section includes summary data on headcount and full-time equivalent enrollment, degrees granted, state appropriations, tuition revenue, and state financial aid appropriations for the last five years. This data is provided as a context for the preceding ScoreCard measures.

Fall Headcount Student Enrollment

Fall headcount enrollment is a common measure of higher education activity. The following table provides headcount enrollment data for fall 1988 through fall 1992.

- Fall headcount enrollment increased dramatically over the last five years, from 145,765 Colorado resident (in-state) students in fall 1988, to 168,479 in fall 1992, an increase of 15.6%. Much of this increase was at the Community Colleges, which increased in-state enrollment by 34.6%, from 37,585 to 50,593. Part of the increase in the Specialized-Medical group is the result of the pharmacy program transfer from the University of Colorado at Boulder to the University of Colorado - Health Sciences Center.

- Resident (in-state) student enrollment increases at the Local District Colleges, and Universities and Colleges were 23.6% and 5.1%, respectively.

- The number of non-resident (out-of-state) headcount students increased by 39.5%, from 20,003 to 27,901. While most out-of-state students are enrolled in the Research Universities, out-of-state enrollment increased in all sectors.

- The number of resident (in-state) students entering college for the first time ("1st-time Freshmen") peaked in fall 1989 at 26,148, and decreased to a level of 21,698 in fall 1992.

- The number of non-resident) out-of-state students entering college for the first time ("1st-time Freshmen") reached 6,033 in fall 1992, 52.7% above fall 1988 levels.

- The number of all other undergraduates, both in-state and out-of-state, increased each fall since 1987. The largest increase was in the out-of-state group, currently 36.1% above fall 1988 levels.

- The fall 1992 number of in-state graduate students is 12.8% above fall 1988 levels.

- The fall 1992 number of out-of-state graduate students is 39.4% above fall 1988 levels.
## Fall Headcount Enrollment

<table>
<thead>
<tr>
<th></th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>Fall 92</th>
<th>% Change 88 to 92</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public Institution Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>145,765</td>
<td>156,660</td>
<td>162,447</td>
<td>167,836</td>
<td>168,479</td>
<td>15.6%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>23,493</td>
<td>26,148</td>
<td>24,030</td>
<td>21,686</td>
<td>21,698</td>
<td>-7.6%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>106,847</td>
<td>114,296</td>
<td>121,812</td>
<td>128,518</td>
<td>129,380</td>
<td>21.1%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>15,425</td>
<td>16,216</td>
<td>16,605</td>
<td>17,632</td>
<td>17,401</td>
<td>12.8%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>20,003</td>
<td>21,939</td>
<td>24,803</td>
<td>25,296</td>
<td>27,901</td>
<td>39.5%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>4,278</td>
<td>4,552</td>
<td>5,012</td>
<td>4,852</td>
<td>6,033</td>
<td>38.2%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>14,725</td>
<td>17,387</td>
<td>19,791</td>
<td>20,444</td>
<td>21,868</td>
<td>39.4%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>3,334</td>
<td>3,885</td>
<td>4,408</td>
<td>4,108</td>
<td>4,649</td>
<td>39.4%</td>
</tr>
<tr>
<td><strong>State System Summary</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>127,096</td>
<td>135,873</td>
<td>140,290</td>
<td>144,347</td>
<td>145,398</td>
<td>14.4%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>21,672</td>
<td>24,520</td>
<td>22,252</td>
<td>19,880</td>
<td>19,843</td>
<td>-8.4%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>89,999</td>
<td>95,137</td>
<td>101,433</td>
<td>106,835</td>
<td>108,154</td>
<td>20.2%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>15,425</td>
<td>16,216</td>
<td>16,605</td>
<td>17,632</td>
<td>17,401</td>
<td>21.1%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>19,020</td>
<td>21,286</td>
<td>23,301</td>
<td>23,864</td>
<td>26,281</td>
<td>38.2%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>3,952</td>
<td>4,552</td>
<td>5,012</td>
<td>4,852</td>
<td>6,033</td>
<td>52.7%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>13,568</td>
<td>16,734</td>
<td>18,290</td>
<td>19,540</td>
<td>19,599</td>
<td>32.9%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>3,334</td>
<td>3,885</td>
<td>4,408</td>
<td>4,108</td>
<td>4,649</td>
<td>39.4%</td>
</tr>
<tr>
<td><strong>Research Universities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>33,522</td>
<td>34,138</td>
<td>34,656</td>
<td>36,054</td>
<td>35,499</td>
<td>5.9%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>4,580</td>
<td>4,314</td>
<td>3,771</td>
<td>3,899</td>
<td>3,575</td>
<td>-21.9%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>23,194</td>
<td>23,676</td>
<td>24,486</td>
<td>24,907</td>
<td>24,851</td>
<td>7.1%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>5,748</td>
<td>6,148</td>
<td>6,399</td>
<td>7,258</td>
<td>7,073</td>
<td>23.1%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>12,979</td>
<td>13,485</td>
<td>14,389</td>
<td>14,035</td>
<td>14,912</td>
<td>14.9%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>2,443</td>
<td>2,349</td>
<td>2,480</td>
<td>2,164</td>
<td>2,740</td>
<td>12.2%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>7,828</td>
<td>8,052</td>
<td>8,631</td>
<td>8,822</td>
<td>8,677</td>
<td>10.8%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>2,708</td>
<td>3,084</td>
<td>3,278</td>
<td>3,049</td>
<td>3,495</td>
<td>29.1%</td>
</tr>
<tr>
<td><strong>Universities and Colleges</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>54,562</td>
<td>56,408</td>
<td>57,279</td>
<td>57,923</td>
<td>57,330</td>
<td>5.1%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>7,138</td>
<td>7,245</td>
<td>7,033</td>
<td>6,744</td>
<td>6,575</td>
<td>-7.9%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>38,818</td>
<td>40,208</td>
<td>41,235</td>
<td>42,121</td>
<td>41,784</td>
<td>7.6%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>8,606</td>
<td>8,955</td>
<td>9,011</td>
<td>9,058</td>
<td>8,971</td>
<td>4.2%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td>3,850</td>
<td>4,367</td>
<td>4,999</td>
<td>5,279</td>
<td>5,814</td>
<td>51.0%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>882</td>
<td>941</td>
<td>1,110</td>
<td>1,130</td>
<td>1,207</td>
<td>36.8%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>2,456</td>
<td>2,754</td>
<td>3,116</td>
<td>3,318</td>
<td>3,658</td>
<td>49.9%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>512</td>
<td>672</td>
<td>773</td>
<td>831</td>
<td>949</td>
<td>85.4%</td>
</tr>
</tbody>
</table>

**SOURCE:** SURDS Enrollment Files
### Fall Headcount Enrollment

#### Specialized-Medical

<table>
<thead>
<tr>
<th></th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>Fall 92</th>
<th>% Change 88 to 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>1,427</td>
<td>1,527</td>
<td>1,582</td>
<td>1,905</td>
<td>1,976</td>
<td>38.5%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>356</td>
<td>414</td>
<td>387</td>
<td>589</td>
<td>619</td>
<td>73.9%</td>
</tr>
<tr>
<td>All Grad. Student</td>
<td>1,071</td>
<td>1,113</td>
<td>1,195</td>
<td>1,316</td>
<td>1,357</td>
<td>25.7%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Undergr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Grad. Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Community Colleges

<table>
<thead>
<tr>
<th></th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>Fall 92</th>
<th>% Change 88 to 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>37,585</td>
<td>43,800</td>
<td>46,773</td>
<td>48,465</td>
<td>50,593</td>
<td>34.6%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>9,954</td>
<td>12,961</td>
<td>11,448</td>
<td>9,247</td>
<td>9,693</td>
<td>-2.6%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>27,631</td>
<td>30,839</td>
<td>35,325</td>
<td>39,218</td>
<td>40,900</td>
<td>48.0%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Undergr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Local District Colleges

<table>
<thead>
<tr>
<th></th>
<th>Fall 88</th>
<th>Fall 89</th>
<th>Fall 90</th>
<th>Fall 91</th>
<th>Fall 92</th>
<th>% Change 88 to 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-State</td>
<td>18,669</td>
<td>20,787</td>
<td>22,157</td>
<td>23,489</td>
<td>23,081</td>
<td>23.6%</td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td>1,821</td>
<td>1,628</td>
<td>1,778</td>
<td>1,806</td>
<td>1,855</td>
<td>1.9%</td>
</tr>
<tr>
<td>All Other Undergr</td>
<td>16,848</td>
<td>19,159</td>
<td>20,379</td>
<td>21,683</td>
<td>21,226</td>
<td>26.0%</td>
</tr>
<tr>
<td>Out-of-State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st-Time Freshmen</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Undergr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SOURCE:** SURDS Enrollment Files
Full-Time Equivalent (FTE) Student Enrollment

Full-time equivalent (FTE) student enrollment is a measure of the course loads taken by all students. The following table displays the total full-time equivalent student enrollment over the last five fiscal years.

- Full-time equivalent student enrollment increased by 14.1% over the last five years, from 102,588 Colorado resident (in-state) full-time equivalent students in FY 1987-88, to 117,077 full-time equivalent students in FY 1991-92.

- Much of the full-time equivalent student increase was at the Community Colleges, which grew by 42%, from 20,391 to 28,958 in-state full-time equivalent students.

- The full-time equivalent increase at the Specialized-Medical, Local District Colleges, Research Universities, and Universities and Colleges was less dramatic. Over the last five years, enrollment in those sectors increased 20.9%, 15.1%, 6.3%, 5.7%, respectively.

- The number of non-resident (out-of-state) full-time equivalent students increased by 19.5% from 16,784 to 20,059.

- Most out-of-state full-time equivalent students are at the Research Universities, which enrolled 63% of (12,650 of 20,059) out-of-state full-time equivalent students in FY 1991-92.
### Full-Time Equivalent (FTE) Student Enrollment

|----------------|---------|---------|---------|---------|---------|---------
| **Tuition Status** |         |         |         |         |         | 88 to 92 |
| **Public Institution Total** |         |         |         |         |         |         |
| In-State | 102,588 | 107,833 | 111,977 | 114,343 | 117,077 | 14.1% |
| % Change: | 5.1% | 3.8% | 2.1% | 2.4% |         |         |
| Out-of-State | 16,784 | 17,583 | 18,405 | 19,784 | 20,059 | 19.5% |
| % Change: | 4.8% | 4.7% | 7.5% | 1.4% |         |         |
| **State System Summary** |         |         |         |         |         |         |
| In-State | 94,532 | 99,240 | 103,219 | 105,503 | 107,803 | 14.0% |
| % Change: | 5.0% | 4.0% | 2.2% | 2.2% |         |         |
| Out-of-State | 16,333 | 16,965 | 17,801 | 19,149 | 19,463 | 19.2% |
| % Change: | 3.9% | 4.9% | 7.6% | 1.6% |         |         |
| **Research Universities** |         |         |         |         |         |         |
| In-State | 29,806 | 30,315 | 30,731 | 31,117 | 31,695 | 6.3% |
| % Change: | 1.7% | 1.4% | 1.3% | 1.9% |         |         |
| Out-of-State | 11,274 | 11,712 | 12,026 | 12,826 | 12,650 | 12.2% |
| % Change: | 3.9% | 2.7% | 6.7% | -1.4% |         |         |
| **Universities and Colleges** |         |         |         |         |         |         |
| In-State | 42,463 | 43,136 | 44,097 | 44,491 | 44,886 | 5.7% |
| % Change: | 1.6% | 2.2% | .9% | .9% |         |         |
| Out-of-State | 3,434 | 3,593 | 3,955 | 4,308 | 4,705 | 37.0% |
| % Change: | 4.6% | 10.1% | 8.9% | 9.2% |         |         |
| **Specialized-Medical** |         |         |         |         |         |         |
| In-State | 1,872 | 2,007 | 2,083 | 2,124 | 2,263 | 20.9% |
| % Change: | 7.3% | 3.8% | 2.0% | 6.6% |         |         |
| Out-of-State | 522 | 574 | 580 | 616 | 615 | 17.8% |
| % Change: | 10.0% | 1.0% | 6.2% | -.2% |         |         |
| **Community Colleges** |         |         |         |         |         |         |
| In-State | 20,391 | 23,783 | 26,308 | 27,772 | 28,958 | 42.0% |
| % Change: | 16.6% | 10.6% | 5.6% | 4.3% |         |         |
| Out-of-State | 1,104 | 1,087 | 1,240 | 1,400 | 1,494 | 35.3% |
| % Change: | -1.6% | 14.1% | 12.9% | 6.7% |         |         |
| **Local District Colleges** |         |         |         |         |         |         |
| In-State | 8,057 | 8,593 | 8,758 | 8,840 | 9,275 | 15.1% |
| % Change: | 6.7% | 1.9% | .9% | 4.9% |         |         |
| Out-of-State | 451 | 618 | 605 | 635 | 596 | 32.1% |
| % Change: | 36.9% | -2.1% | 5.1% | -6.2% |         |         |

**SOURCE:** Student Enrollment Reports

**CCHE**
Degrees Granted

The number of degrees and certificates granted represents one of the most common measures of outcomes from higher education institutions. The following table provides summary data of the degrees and certificates granted for the last five years.

- Certificates, granted primarily by the Community and Local District Colleges, increased statewide by 55.8% between FY 1987-88 and FY 1991-92.
- Associate degrees, also granted primarily by the Community and Local District Colleges, increased statewide by 16.4%.
- Baccalaureate degrees increased by 14.2%. The highest percent increase, 69.8%, occurred in the Specialized-Medical sector.
- Master’s degrees increased by 21.0% over the five years, with the highest increase at the Universities and Colleges (25.2%).
- The number of first professional degrees awarded in 1991-92 are below 1987-88 levels, but have increased each year since 1988-89.
- Doctor’s degrees, awarded primarily by the Research Universities, increased by 2.1%. Doctor’s degrees awarded by the Universities and Colleges, however, decreased by 28.9% (90 in 1987-88 compared to 64 in 1991-92).
## Degrees Granted

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change 88 to 92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Institution Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificate</td>
<td>1,596</td>
<td>1,859</td>
<td>2,191</td>
<td>2,199</td>
<td>2,487</td>
<td>55.8%</td>
</tr>
<tr>
<td>Associate</td>
<td>3,766</td>
<td>3,887</td>
<td>3,870</td>
<td>4,116</td>
<td>4,384</td>
<td>16.4%</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>13,016</td>
<td>13,292</td>
<td>14,126</td>
<td>14,189</td>
<td>14,870</td>
<td>14.2%</td>
</tr>
<tr>
<td>Master’s</td>
<td>3,518</td>
<td>3,797</td>
<td>3,886</td>
<td>3,912</td>
<td>4,257</td>
<td>21.0%</td>
</tr>
<tr>
<td>First Prof.</td>
<td>450</td>
<td>417</td>
<td>419</td>
<td>425</td>
<td>441</td>
<td>-2.0%</td>
</tr>
<tr>
<td>Doctor’s</td>
<td>565</td>
<td>561</td>
<td>579</td>
<td>592</td>
<td>577</td>
<td>2.1%</td>
</tr>
</tbody>
</table>

| State System Summary |          |          |          |          |          |                   |
| Certificate         | 1,300    | 1,529    | 1,702    | 1,758    | 1,844    | 41.8%             |
| Associate           | 2,849    | 2,914    | 2,944    | 3,160    | 3,481    | 22.2%             |
| Bachelor’s          | 13,016   | 13,292   | 14,126   | 14,189   | 14,870   | 14.2%             |
| Master’s            | 3,518    | 3,797    | 3,886    | 3,912    | 4,257    | 21.0%             |
| First Prof.         | 450      | 417      | 419      | 425      | 441      | -2.0%             |
| Doctor’s            | 565      | 561      | 579      | 592      | 577      | 2.1%              |

| Research Universities |          |          |          |          |          |                   |
| Bachelor’s           | 6,886    | 6,801    | 7,295    | 7,352    | 7,649    | 11.1%             |
| Master’s             | 1,560    | 1,750    | 1,749    | 1,867    | 1,955    | 17.8%             |
| First Prof.          | 160      | 146      | 136      | 145      | 151      | -5.6%             |
| Doctor’s             | 463      | 447      | 464      | 496      | 482      | 4.1%              |

| Universities and Colleges |          |          |          |          |          |                   |
| Certificate            | 71       | 61       | 64       | 46       | 65       | -8.5%             |
| Associate              | 221      | 201      | 194      | 216      | 220      | -.5%              |
| Bachelor’s             | 5,968    | 6,331    | 6,633    | 6,622    | 6,946    | 16.4%             |
| Master’s               | 1,711    | 1,943    | 2,030    | 1,935    | 2,142    | 25.2%             |
| Doctor’s               | 90       | 94       | 100      | 79       | 64       | -28.9%            |

| Specialized-Medical   |          |          |          |          |          |                   |
| Bachelor’s            | 162      | 160      | 198      | 215      | 275      | 69.8%             |
| Master’s              | 147      | 104      | 107      | 106      | 160      | 8.8%              |
| First Prof.           | 290      | 271      | 283      | 280      | 290      | 0.0%              |
| Doctor’s              | 12       | 20       | 15       | 17       | 31       | 158.3%            |

| Community Colleges    |          |          |          |          |          |                   |
| Certificate           | 1,229    | 1,468    | 1,638    | 1,712    | 1,779    | 44.8%             |
| Associate             | 2,628    | 2,713    | 2,750    | 2,944    | 3,261    | 24.1%             |

| Local District Colleges |          |          |          |          |          |                   |
| Certificate           | 296      | 330      | 489      | 441      | 643      | 117.2%            |
| Associate             | 917      | 973      | 926      | 956      | 904      | -1.4%             |

SOURCE: SURDS Degrees Granted Files  
CCHE

SCORECARD - APRIL 1993
State Appropriations, Resident and Non-Resident Tuition Revenue, and State Financial Aid Appropriations

The following table presents data, in 1992 dollars\(^1\) and actual dollars, showing the total state general fund appropriations to higher education.

**Actual Dollars**

- Statewide, appropriations have increased 19.6% since 1987-88.

- State general fund appropriations to Community Colleges increased by 33.0%, compared to 24.7% for the Local District Colleges, 17.7% for the Universities and Colleges, 16.9% for the Research Universities, and 15.4% for the Specialized-Medical institutions.

**1992 Dollars**

- After adjusting for inflation, state appropriations increased 4.8% since 1987-88.

- In 1991-92, the state appropriation increase to all sectors was less than inflation.

\(^1\)Adjusted by the Consumer Price Index (CPI).
### State Appropriations (data in millions)

<table>
<thead>
<tr>
<th></th>
<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change '88 to '92</th>
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</tr>
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</table>

**SOURCE:** Institutional Budget Request Documents

CCHE
The following table presents data, in 1992 dollars\(^1\) and actual dollars, showing the resident tuition revenue received by public higher education. Tuition revenue equals tuition rate multiplied by the number of students paying.

**Actual Dollars**

- Statewide, resident tuition revenue increased 52.4\% since 1987-88.

- Resident tuition revenue at the Community and Local District Colleges increased by 106.5\% and 81.7\%, respectively. Resident tuition revenue increases in the Universities and Colleges, Research Universities, and Specialized-Medical sectors were 46.0\%, 40.7\%, and 40.7\%, respectively.

**Constant CPI 1992 Dollars**

- After adjusting for inflation, resident tuition revenue increased by 33.6\% since 1987-88.

- Statewide resident tuition revenue has exceeded inflation since 1987-88.

---

\(^1\)Adjusted by the Consumer Price Index (CPI).
## Resident Tuition Revenue
(data in millions)

<table>
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<tr>
<th>Public Institution Total</th>
<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change '88 to '92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual $:</td>
<td>135.2</td>
<td>147.6</td>
<td>164.7</td>
<td>182.2</td>
<td>206.1</td>
<td>52.4%</td>
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<td>10.6%</td>
<td>13.1%</td>
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<tr>
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<td>165.4</td>
<td>176.8</td>
<td>184.2</td>
<td>206.1</td>
<td>33.6%</td>
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<td>6.4%</td>
<td>9.5%</td>
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<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change '88 to '92</th>
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<tbody>
<tr>
<td>Actual $:</td>
<td>131.0</td>
<td>142.7</td>
<td>150.4</td>
<td>175.2</td>
<td>198.4</td>
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<td>13.2%</td>
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<tr>
<td>Constant CPI 1992 $:</td>
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<td>198.4</td>
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<table>
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<tr>
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<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change '88 to '92</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual $:</td>
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<td>55.6</td>
<td>60.5</td>
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<td>72.9</td>
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<td>8.7%</td>
<td>11.0%</td>
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<td></td>
</tr>
<tr>
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<td>67.9</td>
<td>72.9</td>
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<td>4.6%</td>
<td>7.4%</td>
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<table>
<thead>
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<th>Universities and Colleges</th>
<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change '88 to '92</th>
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</thead>
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<td>65.4</td>
<td>71.7</td>
<td>81.0</td>
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<table>
<thead>
<tr>
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<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change '88 to '92</th>
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<table>
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<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
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<th>Local District Colleges</th>
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<th>FY 89-90</th>
<th>FY 90-91</th>
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<th>% Change '88 to '92</th>
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</table>

**SOURCE:** Institutional Budget Request Documents

- 59 - 62

**SCORECARD - APRIL 1993**
The following table presents data, in 1992 dollars\(^1\) and actual dollars, showing the non-resident tuition revenue received by public higher education. Tuition revenue equals tuition rate multiplied by the number of students paying.

**Actual Dollars**

- Statewide, non-resident tuition revenue increased 59.9% since 1987-88.
- Non-resident tuition revenue at the Local District and Community Colleges increased by 136.5% and 106.7%, respectively. Non-resident tuition revenue increases in the Universities and Colleges, Research Universities, and Specialized-Medical sectors were 100.6%, 53.6%, and 27.3%, respectively.

**Constant CPI 1992 Dollars**

- After adjusting for inflation, non-resident tuition revenue increased by 40.2% since 1987-88.
- Statewide non-resident tuition revenue has exceeded inflation since 1987-88.

\(^1\)Adjusted by the Consumer Price Index (CPI).
### Non-Resident Tuition Revenue
(data in millions)

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<tr>
<th></th>
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<th>FY 90-91</th>
<th>FY 91-92</th>
<th>% Change '88 to '92</th>
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</thead>
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<td></td>
<td></td>
</tr>
<tr>
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<td>121.9</td>
<td>141.6</td>
<td>155.4</td>
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</table>

**SOURCE:** Institutional Budget Request Documents

CCHE
The following table presents data, in 1992 dollars\(^1\) and actual dollars, showing the total state financial aid appropriations to higher education.

**Actual Dollars**
- Statewide, state financial aid appropriations have increased 29.9\% since 1987-88.
- The largest increases occurred in the Community Colleges and Specialized-Medical sectors, 67.1\% and 54.1\%, respectively.

**Constant CPI 1992 Dollars**
- After adjusting for inflation, state financial aid appropriations increased 13.9\% over the last five years.
- The Research Universities sector was the only one that did not have an increase between 1990-91 and 1991-92.

\(^1\)Adjusted by the Consumer Price Index (CPI).
## State Financial Aid Appropriations
(data in millions)

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<th></th>
<th>FY 87-88</th>
<th>FY 88-89</th>
<th>FY 89-90</th>
<th>FY 90-91</th>
<th>FY 91-92</th>
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</table>

SOURCE: Financial Aid Allocation Documents

CCHE

1Excludes Colorado Nursing Scholarship and Dependents Tuition Assistance programs. These programs received $256,547 in 1991-92.
NOTES AND COMMENTS

Sector Groupings

Data is reported for a public institution total, local district colleges, state system summary, and by four institutional sector groupings (under the state system summary):

1. Research Universities -- Colorado School of Mines, Colorado State University, and University of Colorado at Boulder;

2. Universities/Colleges -- Adams State College, Fort Lewis College, Mesa State College, Metropolitan State College of Denver, University of Colorado at Colorado Springs, University of Colorado at Denver, University of Northern Colorado, University of Southern Colorado, and Western State College;

3. Specialized Medical -- the Colorado State University Professional Veterinary Medicine and the University of Colorado Health Sciences Center;

4. Community Colleges -- Arapahoe Community College, Community College of Aurora, Community College of Denver, Front Range Community College, Lamar Community College, Morgan Community College, Otero Junior College, Pikes Peak Community College, Pueblo Community College, Red Rocks Community College, and Trinidad State Junior College; and

5. Local District Colleges -- Aims Community College, Colorado Mountain College, Colorado Northwestern Community College, and Northeastern Junior College.

Years of Data Reported

Multiple years of data is reported where possible. Most tables start with 1987-88 data and go through 1991-92. Some national comparison data is only available for limited years. All financial data is expressed in actual and constant CPI 1992 dollars.

Definitions

1992 Dollars -- dollars appropriated or spent, expressed in terms of 1991-92 dollars, as deflated by the Denver-Boulder Consumer Price Index - Urban (CPI-U).

Actual Dollars -- the dollars actually appropriated or spent in a given fiscal year.

ACT Test -- a test administered by the American College Testing Program, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

Associate Degree -- a degree that normally requires at least two but less than four years of full-time equivalent college work.

Asian -- a person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

Bachelor's Degree -- a degree that normally requires at least four but not more than five years of full-time equivalent college-level work.
Black -- a person having origins in any of the black racial groups of Africa (except those of Hispanic origin).

Certificate -- an award given after the completion of an organized program of study at the postsecondary level of instruction, that may require from one to three years, but that is less than an associate degree.

Doctor's -- a degree that normally requires work at the graduate level that terminates in a Doctor's degree. The doctor's degree classification includes such degrees as Doctor of Education and the Ph.D. degree in any field.

First-Time Freshmen -- new enrolling students who have never previously attended a postsecondary institution.

First-professional -- a degree that normally requires completion of a program that meets all three of the following: (1) completion of the academic requirements to begin practice in the profession; (2) at least two years of college work prior to entrance to the program; and (3) a total of at least six academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

Full-Time Equivalent (FTE) Student -- one FTE equals 30 credit hours; based on the general principle that a full-time student would take about 15 hours per semester and enroll for two semesters per academic year.

Headcount Student Enrollment -- students enrolled, regardless of the number of courses being taken.

Hispanic -- a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

In-State -- students that meet statutory requirements for in-state tuition and state general fund support; typically, their tuition charges approximate about 25% of their full cost of instruction.

Master's -- a degree that requires the successful completion of a program of study of at least the full-time-equivalent of one but not more than two academic years of work beyond the bachelor's degree.

Native American -- an American Indian or Alaskan Native, having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Non-Resident Alien -- a person who is not a citizen or national of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. Resident aliens, who are not citizens or nationals of the United States and who have been lawfully admitted for permanent residence, are reported in the appropriate racial/ethnic categories along with United States citizens.

Out-of-State -- students that don't meet statutory requirements for in-state tuition (for example, have lived in Colorado for less than one year) and who don't receive state general fund support; typically, their tuition charges equal or exceed their full cost of instruction.

SAT Test -- a test administered by the Educational Testing Service, taken by many high school juniors and seniors and used as part of the admission process to many colleges and universities.

SURDS -- Student Unit-Record Data System, institutional data reported to the Colorado Commission on Higher Education by the institutions since 1986, includes data on enrollment, applications, degrees granted, and financial aid.

White -- a person having origins in any of the original peoples of Europe, North Africa, or the Middle East (except those of Hispanic origin).
**Data Sources**


Budget Request Documents -- Each institution submits budget request documents in the fall that contain actual expenditure data for the previous year. These have served as the source for much of the financial data and for the student faculty ratios.

CDE High School Graduation Reports -- High school graduates by racial/ethnic status are from reports produced by the Colorado Department of Education.

Cohort Tracking System -- A database system, developed by the Commission, used to track groups of students (with a common statistical factor) across time and institutions using data from the Student Unit-Record Data System (SURDS).


EEO-6 Forms -- The Federal Office of Civil Rights collects data every other year on the racial/ethnic composition of employees in higher education. This data was used in reporting the sex and racial/ethnic composition of full-time faculty. For years that the EEO-6 is not reported, CCHE Summary Reports are distributed and collected to provide the same summary data.


Institutional Financial Reports, Colorado Public Higher Education Institutions

Integrated Postsecondary Education Data System (IPEDS) Faculty Salary Data


*Statistical Information Bar Examination*, July 1991 and July 1992, State Board of Examiners


Student Enrollment Reports -- Reports submitted by institutions that report on the total number of FTE Students enrolled in the previous fiscal year.

SURDS -- Data is reported by institution from all four Student Unit-Record Data System (SURDS) files: Fall Enrollment, Undergraduate Applicant, Degrees Granted, and Financial Aid.