



University of Colorado

*Boulder • Colorado Springs • Denver and Health Sciences Center*

# Answer Book

2007



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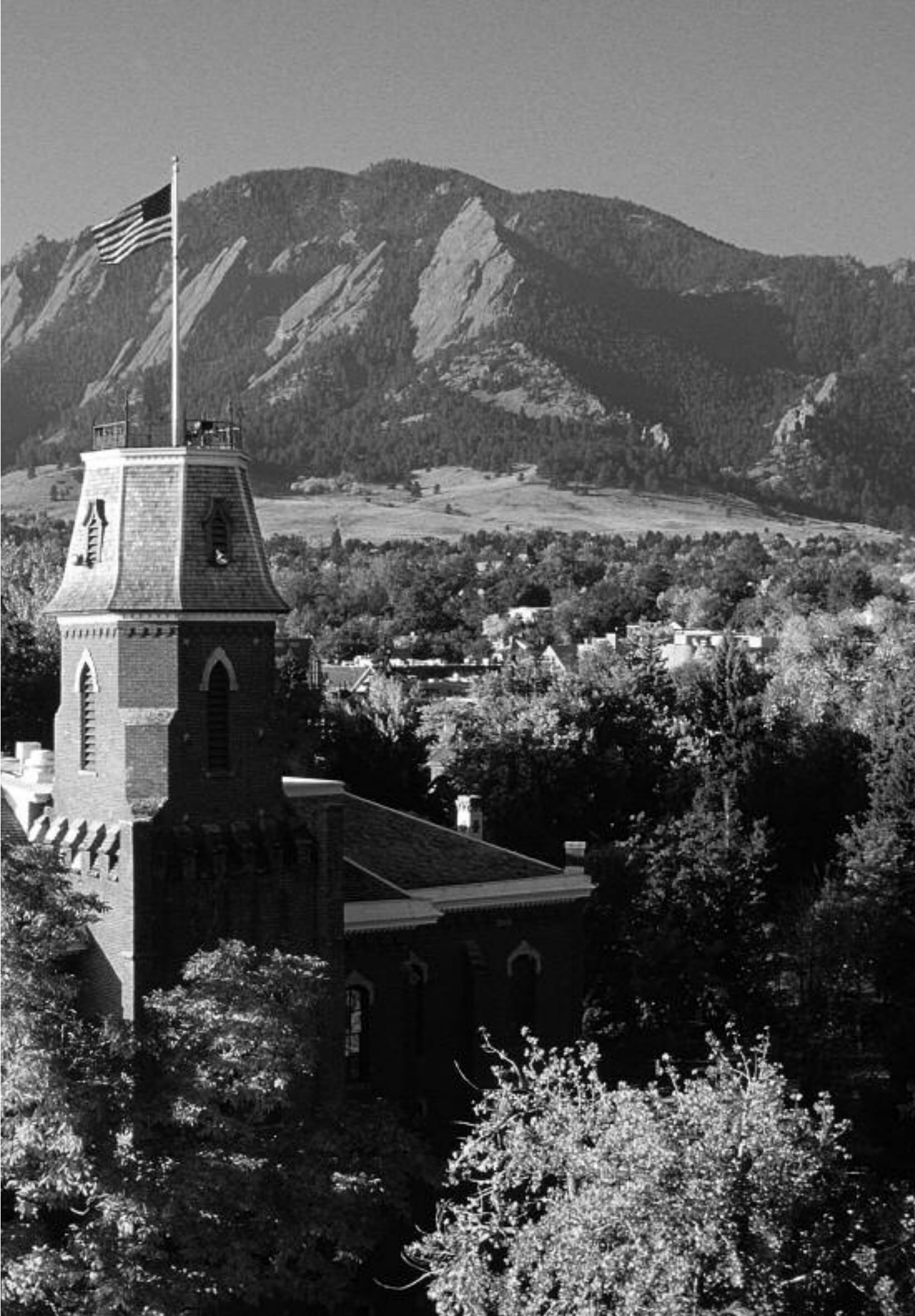
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ABOUT THE UNIVERSITY OF COLORADO



*The University of Colorado is the preeminent institution of higher education in the Rocky Mountain West, offering outstanding education at an affordable price to thousands of undergraduate and graduate students. The university offers intellectual and cultural enrichment to people in communities around the state. The benefits of higher education—excellent teaching and superior research—are touching lives throughout Colorado and around the world.*

## What Is Important about CU's History?

**T**HE UNIVERSITY OF COLORADO dates back to the early days of Colorado. At its first session in 1861, the Colorado territorial legislature passed an act providing for the creation of a university in Boulder. To establish the university, the legislature appropriated \$15,000, which was matched by Boulder residents. The Civil War delayed the formal founding of the university until 1876, the year Colorado became a state. The doors to Old Main opened on September 5, 1877. Old Main still stands and is used by many members of the university community.

CU has grown dramatically since those early days. It is now a system with three distinct institutions: **CU-Boulder, CU-Colorado Springs, and CU-Denver and Health Sciences Center.** In 1974 the Board of Regents officially established the CU System, led by a president, with each institution led by a chancellor.

The Colorado Springs campus began in the 1920s as an extension center for the Boulder campus. By the 1960s the extension center had grown to more than 1,200 students. A gift of the land and buildings of the Cragmor Sanatorium provided a permanent site for the campus, and in 1965, the extension center became the University of Colorado at Colorado Springs. Many buildings have since been added, including residence halls.

CU-Denver got its start with extension courses from Boulder in 1912. It became an official extension center in 1957 with authority to grant degrees, then became an autonomous CU campus in 1974. Situated in downtown Denver, it shares the Auraria campus with the Community College of Denver and Metropolitan State College of Denver.

The Health Sciences Center began on the Boulder campus in 1883, but moved to Denver in 1925. Over the next seven decades, the Health Sciences Center outgrew its Denver space. In 1995 the federal government

decommissioned the U.S. Army Medical Garrison at Fitzsimons in Aurora and conveyed the property to the university. The Health Sciences Center subsequently began the move to what is now known as the Anschutz Medical Campus.

On July 1, 2004, CU-Denver and CU-Health Sciences Center were merged to form a single institution, CU-Denver and Health Sciences Center. After a comprehensive planning process involving CU faculty, students, administrators, and board members, it was determined that consolidation of the two institutions would enhance teaching and research programs, increase synergy across disciplines, stimulate access to new sources of funding, and help attract faculty, staff, and students of the highest quality.

Today, more than 50,000 students and 3,800 regular instructional faculty members make CU the largest institution of higher education in the state. Over the years, CU has developed programs that have responded to the state's need for comprehensive baccalaureate and graduate education. It has also developed programs that are especially sensitive to the needs of the communities it serves. Boulder offered the first interdisciplinary telecommunications program in the country, which now supports the Front Range area's status as a hub for telecommunications companies. Colorado Springs distinguishes itself in space and electronics research, which creates a mutually supportive relationship with some of the area's main industries. Downtown Denver offers programs in architecture and planning, business, and public administration that serve the needs of its urban population, and the Anschutz Medical Campus is recognized nationally for its research and teaching and for its outstanding outreach programs, which serve both urban and rural communities while contributing to the education of health sciences students.

### CU's History-Making Firsts

- First to create a new form of matter, the Bose-Einstein condensate, a few hundred billionths of a degree above absolute zero.
- First to observe a “fermionic condensate” formed from pairs of atoms in a gas.
- First to perform a liver transplant.
- Discovered that a naturally occurring protein in the blood prevents the AIDS virus from reproducing and spreading to healthy cells.
- First to identify a genetic factor that converts normal cells into cancer cells.
- First to develop a classification and numbering system for human chromosomes.
- First to produce computerized 3-D images of the entire human body derived from anatomical sections (“visible human”).
- Developed the “FluChip” to aid physicians in diagnosing respiratory illness and differentiating between three types of influenza and other viruses that cause similar symptoms.
- Discovered that lymphocytes are preprogrammed to respond to antigens, the foundation of modern immunology.
- Discovered how a human cancer gene functions.
- First to perform successful open heart surgeries using hypothermia.
- First Sim Suite™ advanced heart surgery simulator.
- Pioneered the first Child Health Associate program in the nation.
- First in the nation to perform a fetal cell implant to treat Parkinson’s Disease.
- First to provide a nationwide computerized network of family physicians for practice-based research—a model replicated worldwide.

### A Few of the University's Noteworthy Achievements

- John L. Hall, a fellow and senior research associate at JILA, a joint institute of the University of Colorado at Boulder and the National Institute of Standards and Technology, was awarded the 2005 Nobel Prize in Physics. Four CU-Boulder faculty members have been awarded the Nobel Prize.
- Seven CU-Boulder faculty have received MacArthur Fellowships, known as the “genius grant.”
- The School of Nursing at CU-Denver and Health Sciences Center was ranked seventh in the pediatric nursing specialty in *U.S. News & World Report's* 2008 edition of America’s Best Graduate Schools.
- CU is second in the nation in number of astronaut alumni and has a high participation rate in the NASA space program. Eighteen CU alumni have become astronauts.
- CU-Colorado Springs is home to the Network Information and Space Security Center, a leading center in creating partnerships between academia, industry, and the military to ensure national security.
- Fifteen health sciences programs at CU-Denver and Health Sciences Center are ranked among the top 20 in the country by *U.S. News & World Report*.
- CU-Boulder was a “Best Buy” in the 2007 edition of *The Fiske Guide to Colleges*, receiving a four-star rating (out of five) for academics and five stars each for the social life and quality of life ratings.
- CU-Colorado Springs is the fastest growing university in Colorado and one of the fastest growing universities in the nation.
- The National Society of Hispanic MBAs named the MBA program at CU-Denver and Health Sciences Center best in the country for Hispanic students.
- Nineteen CU-Boulder graduates have been named Rhodes Scholars.
- The American Association of State Colleges and Universities has named CU-Colorado Springs one of two national leaders in community engagement efforts.

## Who Governs CU?

- The **State of Colorado**, through the governor's office and the legislature, provides oversight of the University of Colorado as a state institution.
- The 11-member **Colorado Commission on Higher Education (CCHE)** acts as a central policy and coordinating board for Colorado public higher education. Members are appointed by the governor and confirmed by the senate. One commissioner is appointed from each congressional district; four are appointed at large. The CCHE works in consultation with Colorado's eight governing boards of higher education, including the CU Board of Regents, to develop and implement legislative directives and statewide higher education policy.
- The University of Colorado is governed by a nine-member **Board of Regents**, as established by the Colorado Constitution. Regents are constitutionally charged with the general supervision of the university and fiduciary insight. Board members serve staggered six-year terms. One member is elected from each of the state's seven congressional districts; two are elected at large.

Tilman "Tillie" Bishop, Grand Junction (District 3);  
*term expires January 2013*

Steve Bosley, Louisville (at large);  
*term expires January 2011*

Cindy Carlisle, Boulder (District 2);  
*term expires January 2009*

Michael Carrigan, Denver (District 1);  
*term expires January 2011*

Patricia Hayes, Aurora (District 7);  
*term expires January 2009*

Kyle Hybl, Colorado Springs (District 5);  
*term expires January 2013*

Tom Lucero, Johnstown (District 4);  
*term expires January 2011*

Stephen Ludwig, Aurora (at large);  
*term expires January 2013*

Paul Schauer, Centennial (District 6);  
*term expires January 2009*

- It is a guiding principle of the **shared governance** recognized by the Board of Regents that the faculty and the administration collaborate in major decisions affecting the academic welfare of the university.

The faculty takes the lead in decisions concerning selection of new faculty. The administration takes the lead in establishing university priorities and managing matters of accountability, internal operations, and external relations of the university.

In every case, the faculty and the administration participate in the governance and operation of the university as provided by and in accordance with the laws and policies of the Board of Regents and the laws and regulations of the State of Colorado.

### Administration

- **President Hank Brown** is the principal executive officer of the CU System, a member of the faculty, and carries out the policies and programs established by the Board of Regents.

Other key administrative officers include:

**Michael Poliakoff**, Vice President for Academic Affairs and Research

**Robert G. Moore**, Vice President for Budget and Finance

**Leonard Dinegar**, Vice President for Administration and Chief of Staff

**Daniel Wilkerson**, Vice President and University Counsel (interim)

- Each campus is governed by a **chancellor**. The chancellor is the chief academic and administrative officer responsible to the president for the conduct of the affairs of their respective campus in accordance with the policies of the Board of Regents.

**G.P. "Bud" Peterson**, Boulder

**Pamela Shockley-Zalabak**, Colorado Springs

**M. Roy Wilson**, Denver and Health Sciences Center

## Faculty

The **Faculty Council** is the representative governing body of the Faculty Senate. The chair or other designated representative of the Faculty Council is the spokesperson for the faculty when addressing the Board of Regents on matters of importance to shared governance.

**R L Widmann**, Chair

**Rod Muth**, Vice Chair

**Bruce Neumann**, Secretary

## Staff

The **University of Colorado Staff Council** serves as the university-wide representative body for communicating to the administration and Board of Regents matters of concern to exempt professionals and classified staff employees on all campuses.

**Jennifer Lahlou**, Chair

**Sue Sethney**, Vice Chair

**Shari Patterson**, Treasurer

## Students

The **Intercampus Student Forum** serves as the university-wide representative body for communicating to the administration and Board of Regents matters of concern to the students on all campuses.

**Ryan Biehle**, Chair

Old Main (circa 1877), the University of Colorado's first building.





## What Role Does Each Campus Play?

EACH OF THE CU CAMPUSES is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and plays a distinct and complementary role within the CU System. The roles and missions of Colorado's public institutions are recorded in the **State Statutes**.

To accomplish their missions, the University of Colorado campuses offer more than 300 degree programs through 30 schools and colleges. Additionally, the university offers more than 350 online courses and a variety of continuing education classes. Each school and college is headed by a dean, who is its principal administrative officer. Most are composed of one or more departments headed by a department chair who reports to the dean.

Below are the missions of each campus and the schools and colleges that have been created to carry out these roles.

### University of Colorado at Boulder

The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards. The Boulder campus of the University of Colorado shall offer a comprehensive array of undergraduate, master's, and doctoral degree programs. . . . (CRS: 23-20-101(1)(a))

- The College of Architecture and Planning
- The College of Arts and Sciences
- The Leeds School of Business
- The College of Engineering and Applied Science
- The College of Music
- The School of Education
- The School of Journalism and Mass Communication
- The School of Law
- The Graduate School
- The Division of Continuing Education and Professional Studies

### University of Colorado at Colorado Springs

The Colorado Springs campus of the University of Colorado shall be a comprehensive baccalaureate university with selective admission standards. The Colorado Springs campus shall offer liberal arts and sciences, business, engineering, health sciences, and teacher preparation undergraduate degree programs, and a selected number of master's and doctoral degree programs. . . . (CRS: 23-20-101(1)(c))

- The College of Business and Administration
- The College of Engineering and Applied Science
- The College of Letters, Arts, and Sciences
- The College of Education
- The Graduate School
- The School of Public Affairs
- The Beth-El College of Nursing and Health Sciences

### University of Colorado at Denver and Health Sciences Center

The Denver campus of the University of Colorado shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver campus shall offer baccalaureate, master's, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area. . . . (CRS: 23-20-101(1)(b))

The Health Sciences Center campus of the University of Colorado shall offer specialized baccalaureate, first-professional, master's, and doctoral degree programs in health-related disciplines and professions. It shall be affiliated with the University of Colorado Hospital and other health care facilities that offer settings for education, clinical practice, and basic and applied research. . . . (CRS: 23-20-101(1)(d))

- The Business School
- The College of Architecture and Planning
- The College of Arts & Media
- The College of Engineering and Applied Science
- The College of Liberal Arts and Sciences
- The Graduate School
- The School of Public Affairs
- The School of Dentistry
- The School of Education and Human Development
- The School of Medicine
- The School of Nursing
- The School of Pharmacy

# What Is the University's Budget?

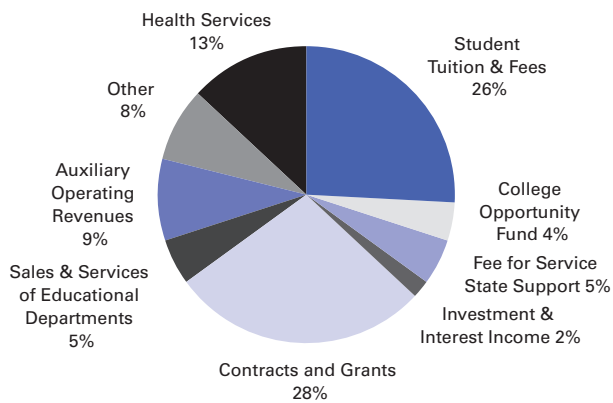
THE UNIVERSITY OF COLORADO'S fiscal year 2007 budget is \$2.0 billion. Contracts and grants and tuition and fees account for over half of university revenues. Half of CU's budget is spent on instruction

and research, reflecting the institution's role as a research university that emphasizes both classroom instruction and research training.

## FY 2007 Revenues

**FIG. 1.1: FY07 revenues total \$2.0 billion. Contracts and grants account for \$563.5 million; student tuition and fees generate \$520.5 million.**

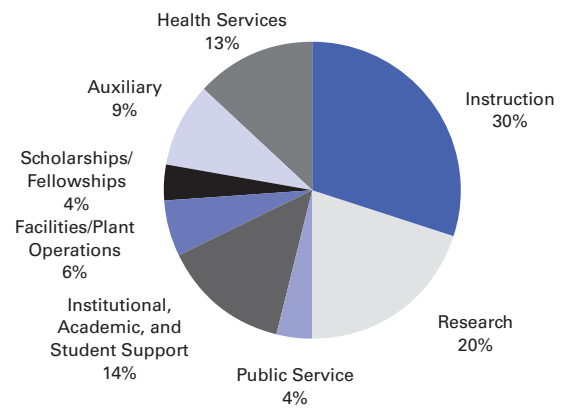
SOURCE: Office of the Vice President for Budget and Finance



## FY 2007 Expenditures

**FIG. 1.2: FY07 expenditures for instruction, research, and institutional, academic, and student support total \$1.81 billion. Another \$79.8 million is directed toward scholarships and fellowships.**

SOURCE: Office of the Vice President for Budget and Finance



NOTE: Revenue derived from student tuition and fees includes \$72.8M in stipend revenue from the College Opportunity Fund (COF) received as tuition revenue from students. The total of COF stipend revenue plus state support received as Fee for Service revenue is \$150.5M (8.9% of the total budget) and is representative of what in prior years was categorized as State Appropriations.



# Who Raises Money for CU?

THE UNIVERSITY OF COLORADO Foundation is the independent, non-profit philanthropic partner of the University of Colorado. It is the largest foundation dedicated exclusively to higher education in the Rocky Mountain West. In addition to raising funds to support the university's strategic initiatives, the foundation manages investments on behalf of the university, including endowment funds and charitable trusts.

Founded in 1967, the foundation is governed by a volunteer board of trustees and board of directors, the majority of whom are CU alumni. The foundation is also responsible for maintaining the alumni/donor database. For more information, visit [www.cufund.org](http://www.cufund.org) or call **303-541-1200**.

## University of Colorado Foundation Endowment Growth and Annual Gift Income Distribution (in millions of dollars)

FIG. 1.3: University of Colorado Foundation Endowment Growth

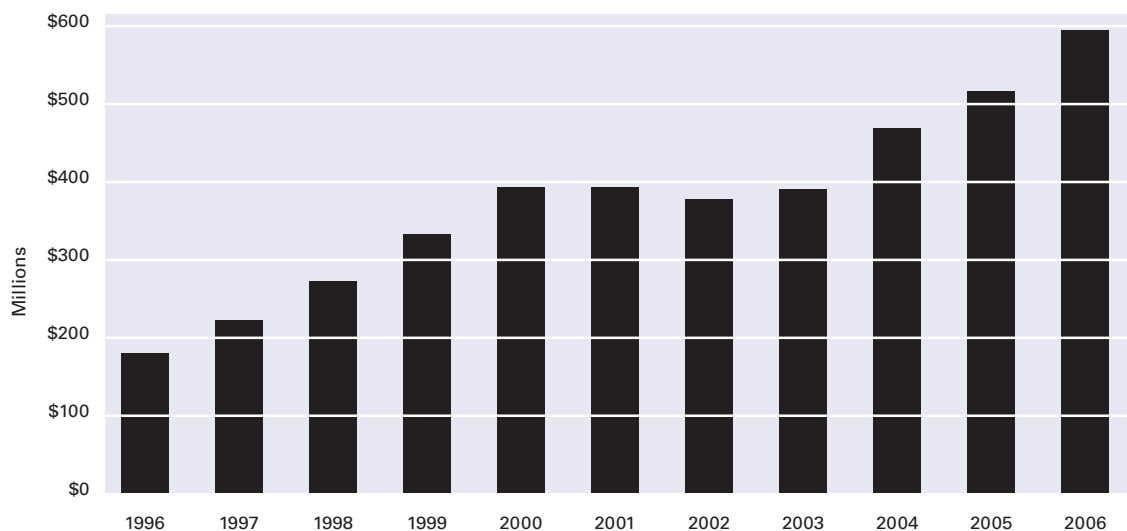
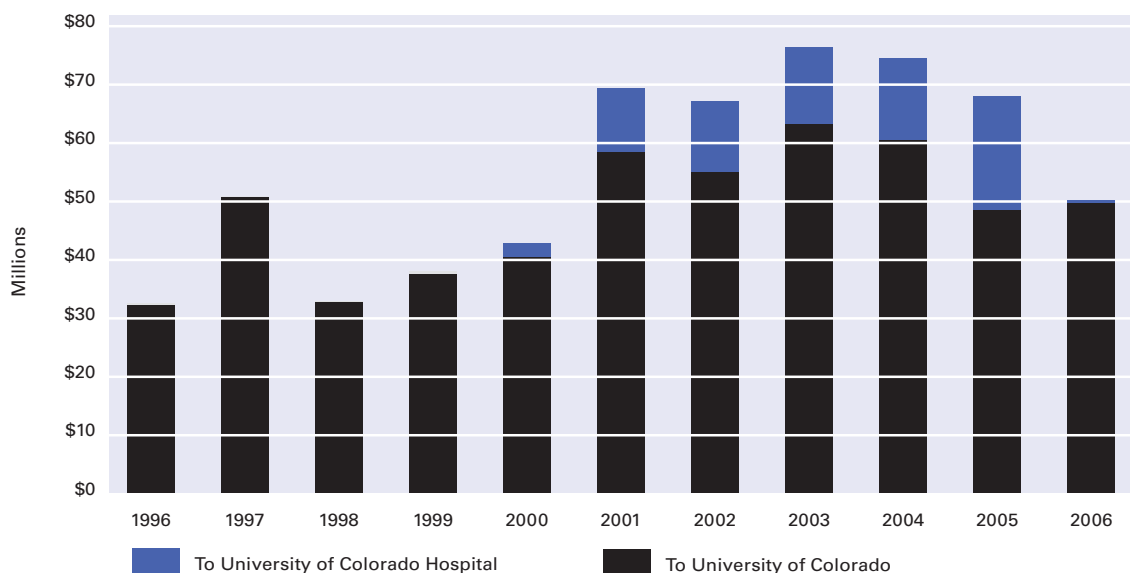


FIG. 1.4: Annual Gifts and Income Distributed and Applied



NOTE: Beginning in fiscal year 2006, responsibility for in-kind gifts and hospital fundraising was assumed by CU and the University of Colorado Hospital.

Thanks to generous new gifts and strong investment performance, the endowment has achieved tremendous growth over the past decade, when the foundation transferred gifts and investment income to the university totaling over \$499 million to support scholarships, research, faculty, capital construction, and other CU and donor priorities.

SOURCE: CU Foundation

### **Foundation Facts (as of June 2006)**

- The foundation manages \$858 million in assets, compared with \$14 million in assets in 1981.
- The foundation manages a \$595 million endowment, which has grown an average of 12.6 percent a year over the past 10 years.
- In the last fiscal year, the foundation raised \$60 million from donors and realized \$77 million in investment growth, generating \$137 million to support CU.
- Over the past 10 years, the foundation provided \$86 million in scholarship funding.
- CU has some 46,000 donors, a 37 percent increase since 2001.

### **Major Projects**

Fundraising efforts are making major initiatives possible in Boulder, Colorado Springs and Denver, including:

- The Wolf Law Building and the ATLAS (Alliance for Technology, Learning and Society) Center both opened in fall 2006 on the Boulder campus.
- Expansion and renovation of the business school on the Boulder campus is underway and a new Visual Arts Center is planned.
- Construction of a new science and engineering complex and a student recreation center on the Colorado Springs campus has begun.
- Eight new buildings are under construction on the Anschutz Medical Campus to provide crucial research space, an ethics pavilion, a new pharmacy building, and instructional space.

### **Recent Notable Gifts**

- Total bequests of over \$11.75 million from Bixler family members to support CU's programs in music, art and art history at CU-Boulder and architecture and planning at University of Colorado at Denver and Health Sciences Center; and from the Dr. C. W.

Bixler Family Foundation for an endowment in the School of Medicine at CU-Denver and Health Sciences Center.

### **CU-Boulder**

- A \$4 million gift from the Koelbel family generated in coordination with the CU Real Estate Foundation to support the business school addition and renovation.
- Three \$1 million gifts from the Demings, Richard Burrige, and Richard Engebretson for the business school capital campaign.
- \$1 million from the MDC/Richmond Homes Foundation to establish the Gilbert Goldstein Fund supporting scholarships and fellowships for law students and faculty at Colorado Law School.

### **CU-Colorado Springs**

- A \$400,000 gift from CU-Colorado Springs alumnus Thomas Saponas to enhance substantially the engineering endowment he created in 1999, to enable the university to attract and retain outstanding engineering and computer science students.

### **CU-Denver and Health Sciences Center**

- The Anschutz Foundation donated \$25 million, part of a total gift of \$91 million in support of health sciences education and research. In recognition of this extraordinary support, the university renamed the Fitzsimons campus of the University of Colorado at Denver and Health Sciences Center the Anschutz Medical Campus.
- \$4.25 million from The Charles C. and June S. Gates Family Fund to establish a regenerative medicine and stem cell biology program including regenerative lab equipment and an endowed chair at CU-Denver and Health Sciences Center.
- An anonymous gift of \$2.5 million to endow the Children, Youth, and Environments Center for Research and Design in the CU-Denver and Health Sciences Center College of Architecture and Planning, the single largest gift by an individual donor in the history of the university's downtown Denver campus.

SOURCE: CU Foundation



*Students come to CU from across the state and around the world. They enter having proven that they meet the university's selective admission standards. They leave having sharpened their skills, deepened their understanding, and strengthened their ability to contribute to the world. Alumni have distinguished themselves in every type of career and endeavor.*

## Who Are CU's Students?

**T**HE UNIVERSITY OF COLORADO serves a large and diverse community of students.

Each institution is distinct in its role and mission, location, and program offerings and competes favorably with its peer institutions at attracting students and meeting the educational needs of its students:

- CU-Boulder has national appeal and largely serves the traditional college age groups. Undergraduates constitute approximately 84 percent of the student body, and 30 percent of the students come from outside Colorado.
- CU-Colorado Springs draws 94 percent of its students from Colorado, but they come to the university with varying levels of experience. The campus attracts community college transfer students, first-time freshmen, and working adults.
- CU-Denver and Health Sciences Center serves a diverse population. The Downtown Denver campus meets the needs of the urban area's adult professional and working population. Approximately one-third of its undergraduate students carry less than a full-time student credit load and a large percentage of students are enrolled in graduate degree programs. At the Health Sciences Center, a small number of students are engaged in undergraduate work, primarily in nursing and dental health. Most students are enrolled in first-professional, graduate, or doctoral programs.

### University of Colorado Census Date Enrollment Summary, Fall 2006

	<i>Boulder</i>	<i>Colorado Springs</i>	<i>Denver and Health Sciences Center</i>	<i>Total</i>
<b>Total Headcount</b>	<b>29,395</b>	<b>7,547</b>	<b>15,180</b>	<b>52,122</b>
Resident	20,301	7,033	13,995	41,329
Nonresident	9,094	514	1,185	10,793
Undergraduate	24,815	6,103	8,293	39,207
Graduate	4,580	1,444	6,887	12,915

SOURCE: Campus Institutional Research Offices, September 2006



## What Are CU's Admission Requirements?

ADMISSION TO the University of Colorado is based on many criteria. For undergraduates, these include graduation from high school or its equivalent, evaluation of course work completed in high school and other educational institutions, results of the Scholastic Aptitude Test (SAT) or American College Test (ACT), and other material concerning student background. In addition, each institution and its schools/colleges have distinct admission criteria. However, every student is considered as an individual with a portfolio of skills and qualifications in addition to test scores.

CU has taken the initiative and fulfilled its legislative role and mission by becoming clear and more selective in its admission standards. Recognizing that a rigorous course of study in high school is the best preparation for college, the Board of Regents established the minimum academic preparation standards (MAPS), effective in 1988. They specify the courses a student either must complete in high school or must meet by equivalent college-level work before graduating from CU. Specific requirements vary by school/college, but include:

- Four years of English (with emphasis on composition);
- Three to four years of college preparatory mathematics;
- Three years of natural science (including one year of laboratory science);
- Two to three years of social science; and
- Two to three years of a single foreign language.

The Colorado Commission on Higher Education adopted a pre-collegiate curriculum that will be required for admission to any Colorado public four-year college or university, starting in 2008. They are similar to CU's MAPS requirements.

Admitted freshmen and undergraduate transfers must also meet admission standards set by the Colorado Commission on Higher Education. They require that 80 percent or more of admitted students meet specific criteria based on high school performance, standardized tests, and any transfer work. The campuses also are allowed "windows" to recruit students who do not meet the criteria but who have special qualifications.

### University of Colorado First-Time Undergraduate Student Profile, Fall 2006

**First-time freshmen enrolling at each University of Colorado institution scored higher on their ACT exams than the average Colorado or national test taker. The Colorado average ACT score is 20.3; the national average is 20.9.**

SOURCES: SURDS Undergraduate Application files and [www.act.org/news/data/06/states.html](http://www.act.org/news/data/06/states.html)

	<i>First-time Freshmen</i>			<i>Undergraduate Transfers</i>	
	<i>High School GPA</i>	<i>High School Rank</i>	<i>Composite ACT</i>	<i>Total SAT</i>	<i>College GPA</i>
Boulder	3.5	74.1	25.4	1168	3.18
Colorado Springs	3.4	67.0	22.8	1080	2.96
Downtown Denver	3.3	67.6	22.0	1072	2.97



## How Many Students Apply, Are Accepted, and Enroll at Each Campus?

New Enrollments, Fall 2006

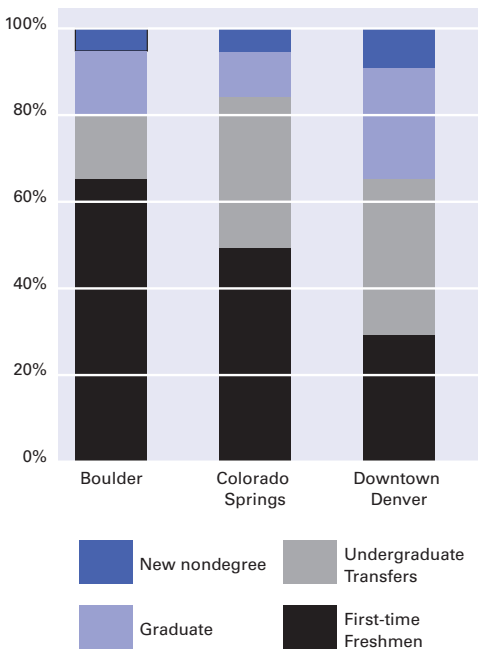


FIG. 2.1:

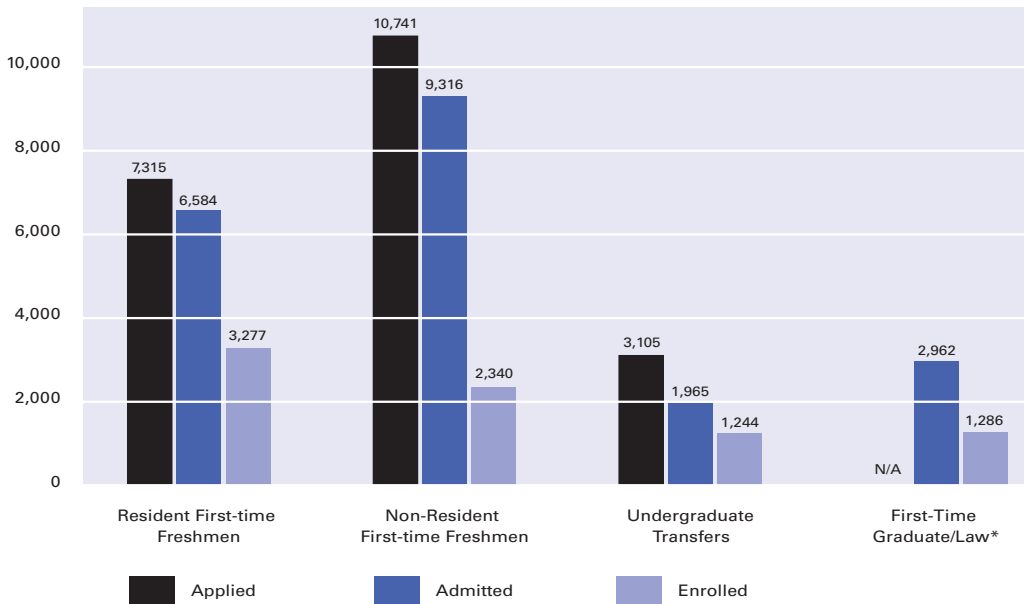
- At the CU-Boulder campus, two-thirds of enrollees are first-time freshmen, reflecting traditional, residential campus enrollment.
- At the Colorado Springs campus, nearly half of new incoming students are first-time freshmen, while another third are undergraduate transfers.
- At the Downtown Denver campus, more than one-third are undergraduate transfers, and there is a nearly equal number of first-time freshmen and first-time graduate students.

SOURCE: campus IR offices



Applications, Admissions, and Enrollees for CU-Boulder, Fall 2006

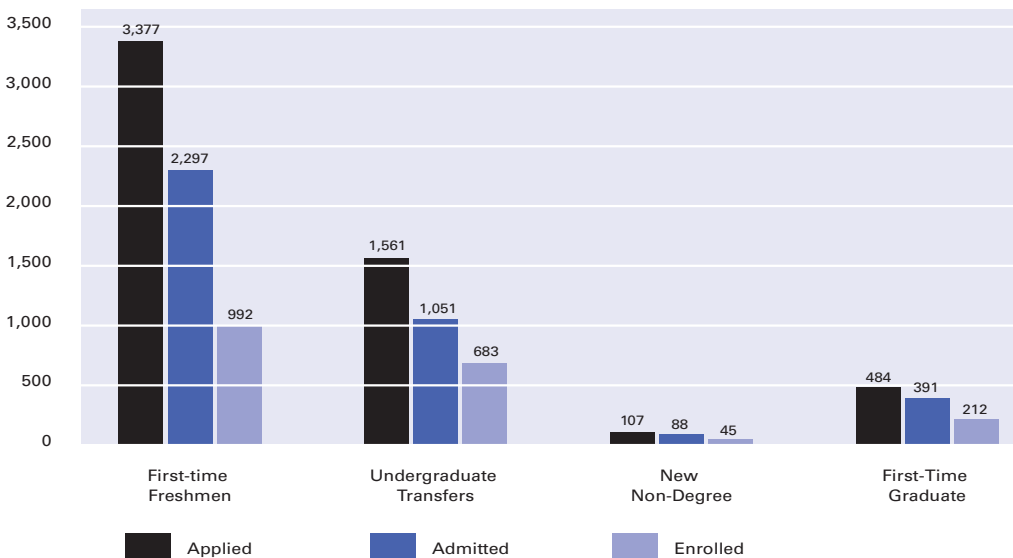
FIG. 2.2: On the Boulder campus, resident and nonresident first-time freshmen constituted 69% of the new enrollment in fall 2006. The remaining one-third of the incoming population was almost equally divided among undergraduate transfers and first-time graduate and law students. The high number of applications that Boulder receives from both prospective nonresident freshmen and first-time graduate and law students—combined with the relatively low numbers of those who actually enroll—reflects the competitive nature of the national market for these students. SOURCE: campus IR office



NOTE: Graduate students apply to individual graduate school offices and not directly to the university. Therefore, the number of graduate students applying to the university is underrepresented.

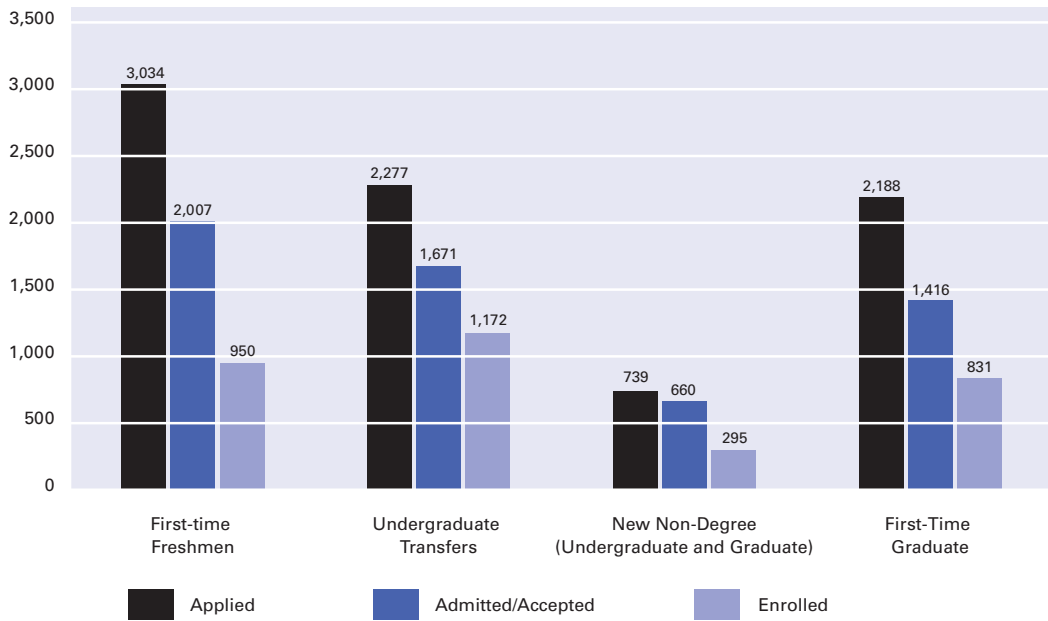
Applications, Admissions, and Enrollees for CU-Colorado Springs, Fall 2006

FIG. 2.3: Of the new fall 2006 enrollees at the Colorado Springs campus, 51% were first-time freshmen—a reflection of the campus’s commitment to becoming a residential campus. Approximately a third of the incoming class was composed of undergraduate transfer students. Graduate students represented 11% of incoming students. SOURCE: campus IR office



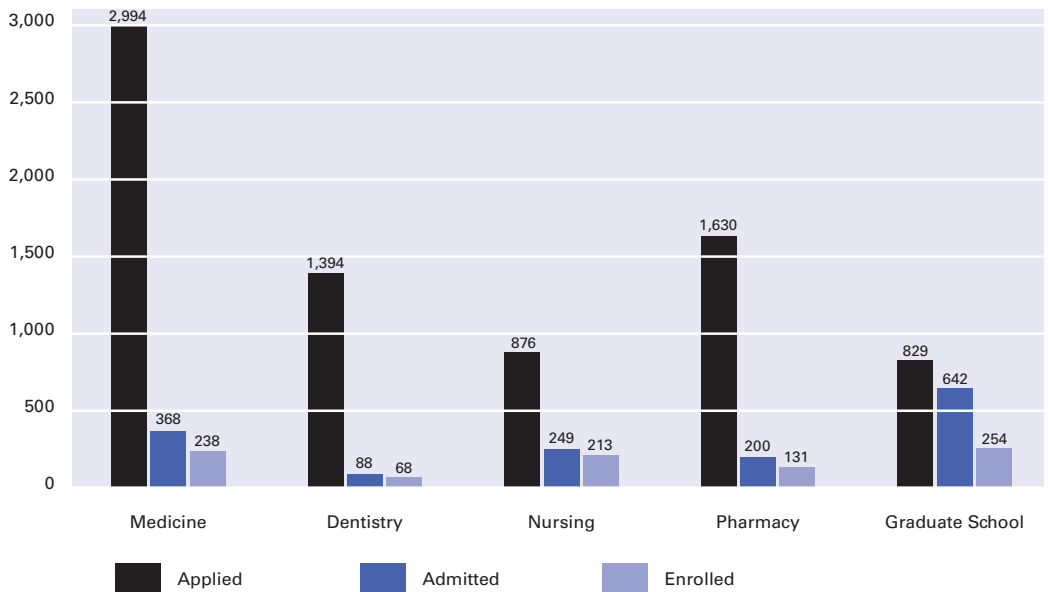
**Applications, Admissions, and Enrollees for CU-Denver and Health Sciences Center, Downtown Denver Campus, Fall 2006**

**FIG. 2.4: The Downtown Denver campus receives the greatest number of applications from first-time freshmen, as well as a nearly equal number of applications from undergraduate transfers and first-time graduate students.** SOURCE: campus IR office



**Applications, Admissions, and Enrollees for CU-Denver and Health Sciences Center, Health Sciences Programs, Fall 2006**

**FIG. 2.5: Admission to the Health Sciences programs is highly competitive, with a relatively small number of applicants being admitted at each school.** SOURCE: campus IR office



# Where Do Students Transfer From?

## Source of Transfer Students Who Enrolled at the University of Colorado, FY 2005–06

At the Boulder campus, almost half of the new transfer students come from out-of-state institutions, while at Colorado Springs almost two-thirds come from Colorado institutions. At the Downtown Denver campus, three-fourths of transfer students come from in-state institutions. SOURCE: SURDS application files

	<i>Boulder</i>		<i>Colorado Springs</i>		<i>Downtown Denver</i>		<i>Total</i>	
<b>CU System*</b>								
Boulder	74		60		182		316	
Colorado Springs	44		34		46		124	
Downtown Denver	65		12		39		116	
Health Sciences Center	1		0		1		2	
<b>TOTAL</b>	<b>184</b>	<b>10%</b>	<b>106</b>	<b>9%</b>	<b>268</b>	<b>14%</b>	<b>558</b>	<b>11%</b>
<b>Colorado Two-Year Public Institutions</b>								
Community College of Aurora	15		5		127		142	
Pueblo Community College	5		16		5		27	
Arapahoe Community College	40		10		139		182	
Colorado Mountain College	38		11		33		75	
Aims Community College	8		2		6		17	
Front Range Community College	258		17		154		398	
Red Rocks Community College	30		6		95		131	
Pikes Peak Community College	21		372		35		409	
Community College of Denver	15		3		168		164	
Lamar Community College	0		7		3		9	
Northeastern Junior College	3		4		2		8	
Otero Junior College	2		10		2		15	
Colorado Northwest Community College	1		0		2		2	
Trinidad State Junior College	3		2		5		6	
Morgan Community College	2		1		1		5	
<b>TOTAL</b>	<b>441</b>	<b>25%</b>	<b>466</b>	<b>41%</b>	<b>777</b>	<b>35%</b>	<b>1,590</b>	<b>33%</b>
<b>Colorado Four-Year Public Institutions, excluding CU</b>								
Adams State College	1		9		5		15	
Colorado School of Mines	21		7		16		44	
University of Northern Colorado	50		42		60		152	
Colorado State University	61		38		93		192	
Colorado State University - Pueblo	10		16		11		37	
Fort Lewis College	20		13		23		56	
Mesa State College	8		9		25		42	
Metropolitan State College	72		10		180		262	
Western State College	10		11		7		28	
<b>TOTAL</b>	<b>253</b>	<b>14%</b>	<b>155</b>	<b>13%</b>	<b>420</b>	<b>22%</b>	<b>828</b>	<b>17%</b>
<b>Colorado Four-Year Private Institutions</b>								
Colorado Christian College	1		3		12		16	
Colorado College	8		4		3		15	
Colorado Technical College	0							
Naropa University								
US Air Force Academy	4		6		0		10	
University of Denver	12		0		26		38	
Regis University	3		7		16		26	
Rocky Mountain College of Art & Design	0		0		0		0	
<b>TOTAL</b>	<b>28</b>	<b>2%</b>	<b>20</b>	<b>2%</b>	<b>57</b>	<b>3%</b>	<b>105</b>	<b>2%</b>
<b>Out-of-State Institutions TOTAL</b>	<b>872</b>	<b>49%</b>	<b>402</b>	<b>35%</b>	<b>500</b>	<b>26%</b>	<b>1,774</b>	<b>37%</b>
<b>All Transfers</b>	<b>1,778</b>	<b>100%</b>	<b>1,149</b>	<b>100%</b>	<b>1,928</b>	<b>100%</b>	<b>4,855</b>	<b>100%</b>

\*Students transferring within the same campus moved from Continuing Education, Special, or Non-degree to Degree-seeking status.

## How Many Minority Students Are Enrolled?

CU CAMPUSES VALUE DIVERSITY within the student body and continually work to improve recruitment and retention of minority students.

- Undergraduate minority enrollments are holding steady. At Boulder, minority students represent 15 percent of the undergraduate student body. At Colorado Springs, minority enrollments are 19 percent of the total. Denver and Health Sciences Center is the most diverse among the CU campuses, with minority students comprising 27 percent of undergraduates.
- The persistence of first-time freshmen into their second year bodes well for graduation rates. At Boulder, the persistence rate for minority freshmen is 82 percent, compared to 85 percent for white students; at Colorado Springs, minority freshmen persist at 61

percent compared to 64 percent for white students; and at Denver and Health Sciences Center, the persistence of first-time freshmen is 71 percent for both minority and white students. The campuses have put significant efforts into retention and these efforts are clearly producing results.

- The enrollments of minority graduate students at the three campuses have increased over the past five years. At Boulder, minority graduate enrollment is 11 percent of total graduate enrollment. At Colorado Springs, minority graduate enrollment is 17 percent of total graduate enrollment. At Denver and Health Sciences Center, minority graduate student enrollment is 15 percent of total graduate enrollment.

### University of Colorado Headcount Enrollment by Ethnicity, Fall 2006 Census

	<u>Undergraduate</u>		<u>Graduate</u>		<u>Total</u>	
	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>
<b>Boulder</b>						
African American	370	1.5%	60	1.3%	430	1.5%
Asian American	1,538	6.3%	184	4.1%	1,722	5.9%
Latino	1,560	6.4%	215	4.8%	1,775	6.1%
American Indian	202	0.8%	48	1.1%	250	0.9%
<i>Minority Total</i>	3,670	15.0%	507	11.4%	4,177	14.4%
White and Unknown	20,451	83.5%	3,311	74.3%	23,762	82.1%
International	363	1.5%	640	14.4%	1,003	3.5%
<b>TOTAL</b>	<b>24,484</b>	<b>100.0%</b>	<b>4,458</b>	<b>100.0%</b>	<b>28,942</b>	<b>100.0%</b>
<b>Colorado Springs</b>						
African American	223	3.7%	65	4.5%	288	3.8%
Asian American	298	4.9%	69	4.8%	367	4.9%
Latino	567	9.3%	104	7.2%	671	8.9%
American Indian	55	0.9%	12	0.8%	67	0.9%
<i>Minority Total</i>	1,143	18.7%	250	17.3%	1,393	18.5%
White and Unknown	4,938	80.9%	1,166	80.7%	6,104	80.9%
International	22	0.4%	28	1.9%	50	0.7%
<b>TOTAL</b>	<b>6,103</b>	<b>100.0%</b>	<b>1,444</b>	<b>100.0%</b>	<b>7,547</b>	<b>100.0%</b>
<b>Denver and Health Sciences Center</b>						
African American	398	4.8%	176	2.6%	574	3.8%
Asian American	831	10.0%	403	5.9%	1,234	8.1%
Latino	961	11.6%	386	5.6%	1,347	8.9%
American Indian	81	1.0%	42	0.6%	123	0.8%
<i>Minority Total</i>	2,271	27.4%	1,007	14.6%	3,278	21.6%
White and Unknown	5,915	71.3%	5,498	79.8%	11,413	75.2%
International	107	1.3%	382	5.5%	489	3.2%
<b>TOTAL</b>	<b>8,293</b>	<b>100.0%</b>	<b>6,887</b>	<b>100.0%</b>	<b>15,180</b>	<b>100.0%</b>

A number of programs support the university's commitment to enriching the diversity of its community:

- Pre-Collegiate Development Program (systemwide)
- BUENO Center for Multicultural Education (Boulder)
- Student Multicultural Affairs Mentoring Program (Colorado Springs)
- Rural Health Scholars (Health Sciences Center)
- Multicultural Engineering Program (Boulder)
- Colorado Alliance for Minority Participation (Colorado Springs)
- Minority Health Professions Opportunity Program (Health Sciences Center)
- CU Succeed and Silver and Gold Programs (Denver)
- Minority Arts and Sciences Program (Boulder)
- CU Opportunity Program (Colorado Springs)
- Pharmacy Camp (Health Sciences Center)
- Women and Minority Engineering Program (Colorado Springs)
- Area Health Education Centers' Summer Health Institute (Health Sciences Center)
- Chancellor's Leadership Class (Colorado Springs)
- Stay Ahead and Ready Program (Colorado Springs)
- CU-Denver Scholars Program (Downtown Denver)
- Engineering Scholars Program (Downtown Denver)



# What Is the Persistence Rate for First-time Freshmen at CU?

## University of Colorado Persistence Rates of All Minority and White First-Time Freshmen to Second Fall Term (by the year students entered the university)

SOURCE: Annual Diversity Report to the Board of Regents

FIG. 2.6: Boulder

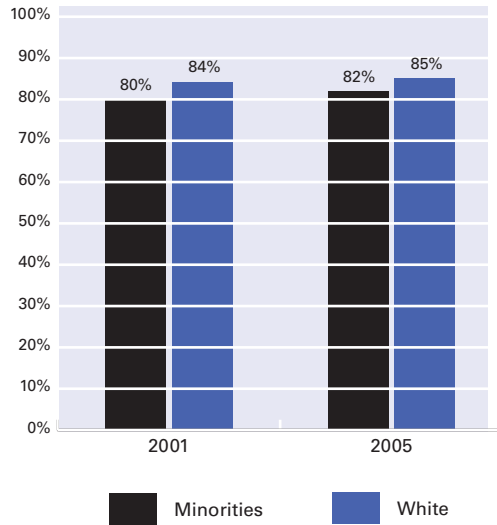


FIG. 2.7: Colorado Springs

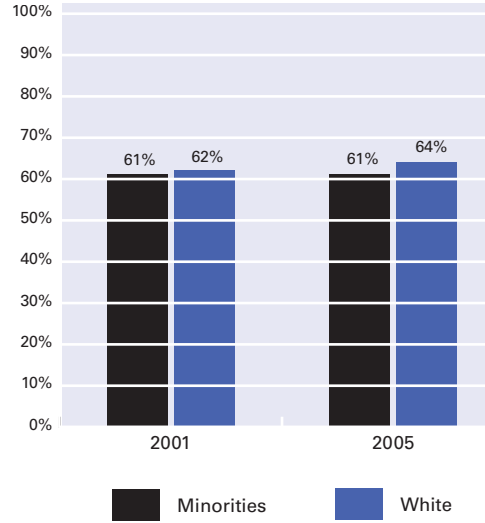
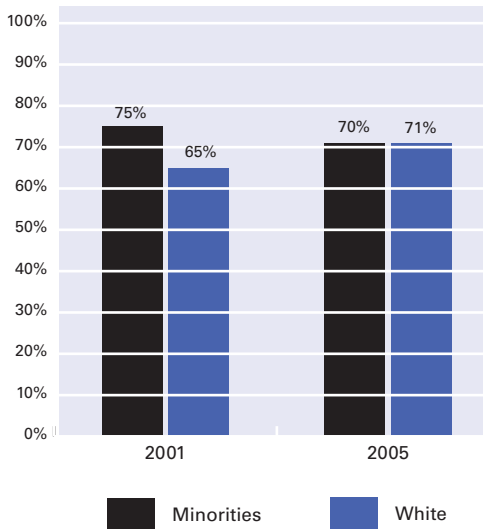


FIG. 2.8: Denver and Health Sciences Center



# How Does Student Headcount Compare with Student FTE?

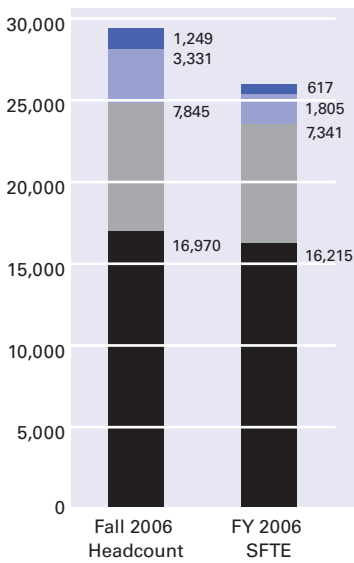
“STUDENT HEADCOUNT” is the number of actual students enrolled on a campus, either on a full-time or part-time basis. In contrast, full-time equivalent (FTE) students represent the total student credit hours accumulated by all students (both full- and part-time students) divided by 30 (30 student credit hours = 1 student FTE). For example, two part-time students may generate 30 student credit hours in a fiscal year, and thus two headcount students can generate one student FTE.

Student FTE enrollment figures are used primarily for funding purposes. The state of Colorado funds in-state enrollment on a dollars-per-FTE-student basis. One FTE equals 30 student credit hours of course work per year.

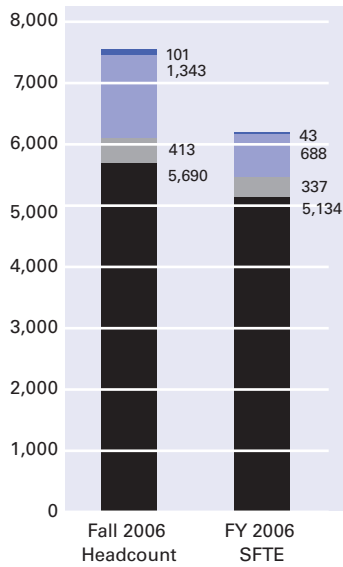
At the UCDHSC, the demands of the health sciences medical program instruction mandates essentially full-time attendance by all students and results in the FTE and headcount being nearly equal.

## Headcount and Student FTE Comparisons, Fall 2006 and FY 2006

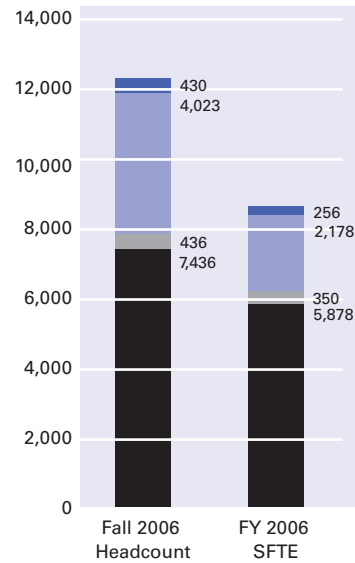
**FIG. 2.9: The Boulder campus headcount/FTE comparison reflects that it is a residential campus with a higher percentage of students enrolled on a full-time basis.**



**FIG. 2.10: The Colorado Springs campus comparison reflects the mix of part-time working professionals and second-career students along with full-time residential students.**



**FIG. 2.11: The Downtown Denver campus comparison reflects the campus's urban setting, which allows working professionals to study on a part-time basis.**



# Where Do CU's New Undergraduates Come From?

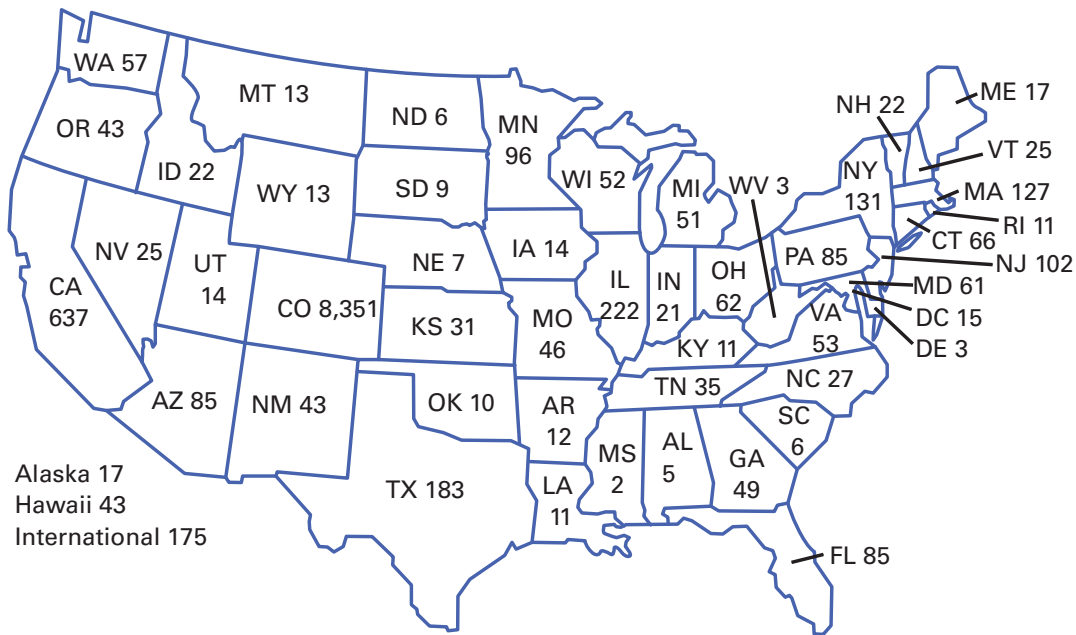
CU IS PROUD TO BE A STATE UNIVERSITY that provides Coloradans with excellent undergraduate and post-graduate programs. CU is equally proud that students throughout the country and around the world

recognize the value of a CU degree. The presence of students from beyond Colorado's borders enriches the learning experience of all students.

## University of Colorado First-time Undergraduate and Transfer Enrollees' State of Origin, Fall 2006

**FIG. 2.12: Although CU draws students from all 50 states and attracts international students as well, the majority—77%—are Coloradans.**

SOURCE: SURDS enrollment files

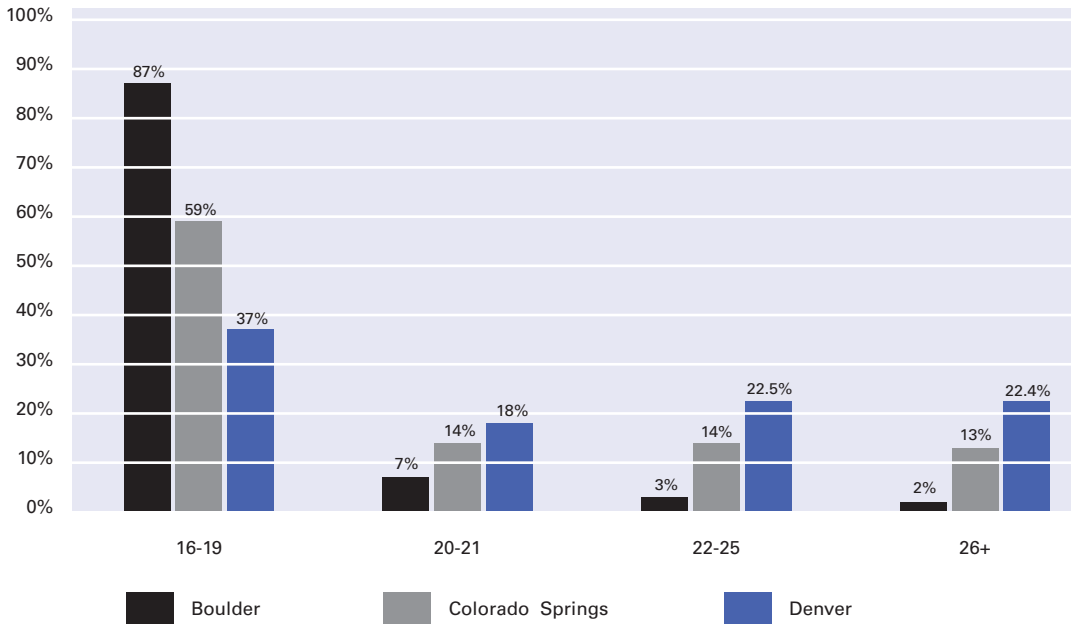




# What Is the Age Range of CU Freshmen?

## Age Distribution of Entering Undergraduates, Fall 2006

FIG. 2.13: SOURCE: SURDS undergraduate enrollment file

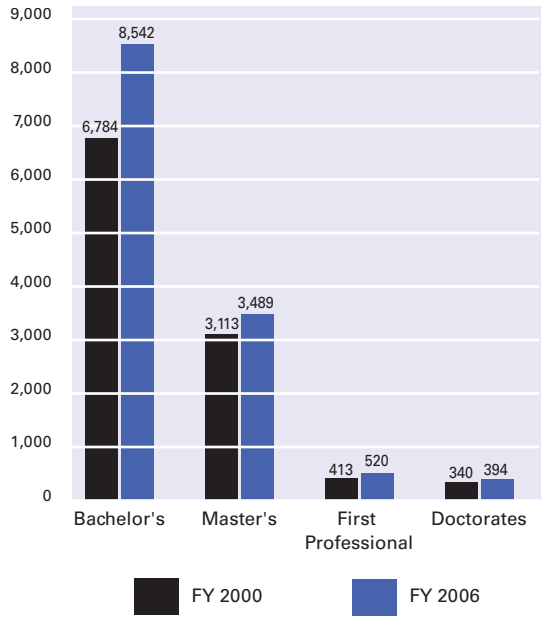


# How Many Degrees Are Awarded?

IN FY 2006, CU AWARDED 41 percent of the bachelor's degrees, 60 percent of master's degrees, 58 percent of doctorates, and 79 percent of all first-professional degrees awarded by all Colorado public research universities and four-year institutions.

## CU Degree Totals

FIG. 2.14 : SOURCE: SURDS Degrees Awarded file



## University of Colorado Degree Trends by Campus

CU-Colorado Springs has seen the greatest overall increase (40%) in degrees awarded since 2000. During that time, first-professional degree production (MD, DDS, etc.) at Denver and Health Sciences Center increased by 47%. Boulder saw an increase of 22% in the percentage of bachelor's degrees awarded since 2000.

	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
<b>Boulder</b>							
Bachelor's	4,734	4,578	4,775	5,003	5,196	5,525	5,795
Master's	1,046	989	1,003	1,049	1,062	1,106	1,072
Doctorate	266	292	258	303	286	272	310
First Professional	172	144	162	151	157	165	165
<b>Colorado Springs</b>							
Bachelor's	765	772	909	922	1,040	1,065	1,142
Master's	401	415	407	462	559	548	498
Doctorate	5	3	2	3	4	7	3
<b>Denver and Health Sciences Center</b>							
Bachelor's	1,276	1,448	1,432	1,534	1,588	1,551	1,605
Master's	1,673	1,682	1,684	1,800	1,759	1,868	1,919
Doctorate	69	69	80	73	76	75	81
First Professional	241	236	227	262	252	354	355

The Downtown Denver campus awards post-master's specialist degrees, counted with master's degrees in this table.

## University of Colorado Degrees Awarded by Gender and Ethnicity, FY 2006

At Boulder, 50% of all degrees were awarded to women and 13% to minorities. At Colorado Springs, 64% of all degrees were awarded to women and 18% to minorities. At Denver and Health Sciences Center, 60% of all degrees were awarded to women and 17% to minorities. SOURCE: SURDS degree files

	<i>Bachelor's</i>	<i>Master's</i>	<i>Doctoral</i>	<i>First Professional</i>
<b>Boulder</b>				
Female	2,915	516	126	87
Male	2,880	556	184	78
African American	96	11	3	5
American Indian	30	7	3	3
Asian American	321	45	10	9
Latino	310	79	17	9
White/Unknown	4,985	812	209	138
International	53	118	68	1
<b>Total</b>	<b>5,795</b>	<b>1,072</b>	<b>310</b>	<b>165</b>
<b>Colorado Springs</b>				
Female	750	308	0	
Male	392	190	3	
African American	41	16	0	
American Indian	9	11	0	
Asian American	57	20	0	
Latino	110	28	0	
White/Unknown	918	412	1	
International	7	11	2	
<b>Total</b>	<b>1,142</b>	<b>498</b>	<b>3</b>	
<b>Denver and Health Sciences Center</b>				
Female	975	1,144	53	200
Male	630	775	28	155
African American	44	29	2	16
American Indian	12	6	3	3
Asian American	139	89	5	29
Latino	146	128	4	19
White/Unknown	1,212	1,516	61	287
International (NRA)	52	151	9	1
<b>Total</b>	<b>1,605</b>	<b>1,919</b>	<b>81</b>	<b>355</b>



CU's NOBEL LAUREATES



Thomas Cech



Eric Cornell



John Hall



Carl Wieman

*CU faculty members are among the nation's best, which is reflected in the many prestigious honors they have received. Here are just some of the national honors that have been bestowed upon CU faculty:*

*4 Nobel Prize Awards*

*7 MacArthur "Genius Grant" Fellowships*

*20 Guggenheim Fellowships since 1990*

*88 Fulbright Scholarships since 1982*

*25 National Academy of Sciences Memberships*

**C**U ENCOURAGES FACULTY to excel both in the classroom and in research and scholarship. Excellence in teaching ensures that students derive all they can from faculty, and research is vital to a comprehensive university because it helps faculty stay at the forefront of their fields.

CU supports its faculty through professional development programs that aim to improve the quality of undergraduate and graduate teaching. The CU-Boulder Faculty Teaching Excellence Program provides a forum for faculty to share ideas and methods for effective teaching. The Center for Faculty Development at CU-Denver and Health Sciences Center assists faculty with teaching, research, technology, and outcomes assessment.

## Who Are CU's Distinguished Professors?

THE UNIVERSITY OF COLORADO extends the title "distinguished professor" to recognize the outstanding contributions of CU faculty members to their academic disciplines, as attested to by national or international recognition and/or their significant public

service achievements. Candidates for this honor must demonstrate accomplishments in exemplary teaching and distinguished scholarship or creative work. As of January 2007, 46 professors within the CU system have been honored with the title of distinguished professor.

Frank S. Barnes	<i>Electrical and Computer Engineering</i>	Robert Linn	<i>Education</i>
Hazel E. Barnes*	<i>Philosophy</i>	Stephen Maier	<i>Psychology</i>
Roger G. Barry	<i>Geography</i>	James Markusen	<i>Economics</i>
Kathryn Bloch Horwitz	<i>Medicine/Endocrinology</i>	Phillippa Marrack	<i>Microbiology/Immunology</i>
Kenneth Boulding†	<i>Economics</i>	Richard McCray*	<i>Astrophysical and Planetary Sciences</i>
J. Stanley Brakhage†	<i>Film Studies</i>	J. Richard McIntosh	<i>MCD Biology</i>
Marvin Caruthers	<i>Chemistry/Biochemistry</i>	Marjorie K. McIntosh	<i>History</i>
Thomas P. Cech	<i>Chemistry/Biochemistry</i>	Allen McMurray	<i>Music</i>
Reuben Cherniak	<i>Medicine</i>	Jane Menken	<i>Sociology</i>
Henry N. Claman	<i>Microbiology/Immunology</i>	G. Barry Pierce*	<i>Pathology</i>
Stuart Cook†	<i>Psychology</i>	Keith R. Porter†	<i>MCD Biology</i>
J. Daniel Couger†	<i>Computer/Management Sciences</i>	David Prescott*	<i>MCD Biology</i>
Stanley Cristol*	<i>Chemistry/Biochemistry</i>	Theodore T. Puck†	<i>Biochemistry, Biophysics/Genetics</i>
Andrzej Ehrenfeucht	<i>Computer Science</i>	Arthur Robinson†	<i>Biochemistry, Biophysics/Genetics</i>
Margaret Eisenhart	<i>Education</i>	Wolfgang Schmidt*	<i>Mathematics</i>
Delbert Elliot	<i>Behavioral Science</i>	David W. Talmage	<i>Microbiology/Immunology</i>
Barbara Alpern Engel	<i>History</i>	Linda M.R. Watkins	<i>Psychology/Neurosciences</i>
Stephen Fischer-Galati*	<i>History</i>	Jean Watson	<i>Nursing</i>
Fred W. Glover	<i>Business</i>	Norman Weiner	<i>Pharmacology</i>
David Hawkins†	<i>Philosophy</i>	Gilbert White†	<i>Geography</i>
Richard Jessor	<i>Behavioral Science</i>	Carl E. Wieman	<i>Physics</i>
John W. Kappler	<i>Microbiology/Immunology</i>	Charles F. Wilkinson	<i>Law</i>
W. Carl Lineberger	<i>Chemistry/Biochemistry</i>	William B. Wood	<i>MCD Biology</i>

\* retired

† deceased

SOURCE: Vice President for Academic Affairs and Research, January 2007

## Who Are the President's Teaching Scholars?

THE PRESIDENT'S TEACHING SCHOLARS program brings together faculty from all CU campuses who have been recognized for their excellence in teaching, as well as research and creative work. Nominations are accepted annually and in recent years a maximum of two outstanding faculty members were designated as President's Teaching Scholars. Each scholar receives a stipend for two years, can access campus funds reserved for promoting teaching excellence, and holds the title of President's Teaching Scholar for the life of their association with the University of Colorado.

Teaching scholars contribute to their campuses by participating in various university-sponsored activities designed to foster and recognize teaching excellence. They design, develop, and execute their own projects to enhance students' learning experiences. The signature project of the program's designers is the Colorado Learning Assessment Studies, or CLAS, a research project focusing on how students best learn and how faculty can best engage students in their learning.

Since the program was initiated, 64 faculty members have received recognition. Forty-two still teach at CU.

Robert E. Averbach	<i>Dentistry</i>	1989	J. John Cohen	<i>Immunology</i>	1992
Martin Bickman	<i>English</i>	1989	Alexander Cruz	<i>EPO Biology</i>	1992
Douglas A. Burger	<i>English</i>	1989	Wesley Morriston	<i>Philosophy</i>	1992
Laura D. Goodwin	<i>Education</i>	1989	Marianne Wesson	<i>Law</i>	1992
Nancy K. Hill†	<i>Humanities</i>	1989	David E. Carrasco**	<i>Religious Studies</i>	1993
Clayton H. Lewis	<i>Computer Science</i>	1989	James H. Curry	<i>Applied Mathematics</i>	1993
John R. Mays*	<i>Civil Engineering</i>	1989	Thomas P. Huber	<i>Geography and Environmental Studies</i>	1993
Ronald W. Melicher	<i>Business</i>	1989	David M. Prescott*	<i>MCD Biology</i>	1993
John Nolte**	<i>Medicine</i>	1989	Judith Stalnaker*	<i>Civil Engineering</i>	1993
Edwin Rivers	<i>English</i>	1989	Mitchell Handelsman	<i>Psychology</i>	1994
Norton L. Steuben*	<i>Law</i>	1989	Donald J. Kleier	<i>Dentistry</i>	1994
Barbara Swaby	<i>Education</i>	1989	Glenn T. Morris	<i>Political Science</i>	1994
Klaus D. Timmerhaus*	<i>Chemical Engineering</i>	1989	J. Michael Shull	<i>Astrophysical and Planetary Sciences</i>	1994
Richard Van DeWeghe	<i>English</i>	1989	Joan E. Klingel Ray	<i>English</i>	1994
Donald Warrick	<i>Business</i>	1989	Dennis Van Gerven	<i>Anthropology</i>	1995
Marvin Anderson†	<i>Electrical Engineering</i>	1990	Gene Abrams	<i>Mathematics</i>	1996
Rex Burns*	<i>English</i>	1990	William A. Robinson*	<i>Medicine</i>	1996
Leslie Burrows*	<i>Dentistry</i>	1990	Linda R. Watkins	<i>Psychology</i>	1996
Frederick Coolidge	<i>Psychology</i>	1990	Denise C. Webster	<i>Nursing</i>	1996
Michael Cummings	<i>Political Science</i>	1990	Hiroshi Motomura**	<i>Law</i>	1997
Jerry Flack*	<i>Education</i>	1990	Carolyn Yucha**	<i>Nursing</i>	1997
Michael Grant	<i>EPO Biology</i>	1990	Harvey Segur	<i>Mathematics</i>	1998
Jack Kelso*	<i>Anthropology</i>	1990	Robert Camley	<i>Physics</i>	1999
William B. Krantz*	<i>Chemical Engineering</i>	1990	Brian Argrow	<i>Aerospace Engineering</i>	2000
G. Dale Meyer*	<i>Business</i>	1990	John L. Falconer	<i>Chemical Engineering</i>	2000
Robert Poist†	<i>History</i>	1990	David Kroll**	<i>Pharmacy</i>	2000
Clyde Tucker*	<i>Physiology</i>	1990	James (Jim) Symons	<i>Theatre and Dance</i>	2000
James Burkhart	<i>Physics</i>	1991	Daniel Barth	<i>Psychology</i>	2004
Lee Chambers-Schiller	<i>History</i>	1991	Carl Wieman	<i>Physics</i>	2004
Anne Costain	<i>Political Science</i>	1991	Michael Eisenberg	<i>Computer Science</i>	2006
James Palmer	<i>Film Studies</i>	1991	Shelby Wolf	<i>Education</i>	2006
John R. Taylor*	<i>Physics</i>	1991			
William Briggs	<i>Mathematics</i>	1992			

\* retired/emeritus

\*\* currently teaching at another institution

† deceased

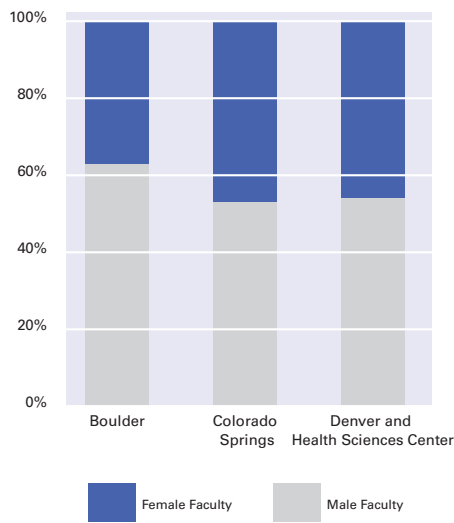
SOURCE: President's Teaching Scholars Program, March 2006

# What Is the Faculty Profile by Gender and Ethnicity?

CU CONTINUES TO MAKE STRIDES toward greater gender and ethnic diversity among faculty. In recent years, there has been an increased focus on recruiting and retaining women and minorities. For example, the Boulder campus has implemented a post-doctoral fellowship program to recruit women and persons of color into tenured faculty ranks where they are underrepresented. Colorado Springs has created an office for academic diversity to facilitate the hiring of

faculty who will improve the diversity profile of the campus. Downtown Denver also has appointed a campus diversity officer and has infused the ideals of diversity and inclusion into all aspects of its recently initiated academic master planning process. The Health Sciences Center has instituted a search committee training program to build highly qualified, diverse applicant pools from which it can recruit faculty.

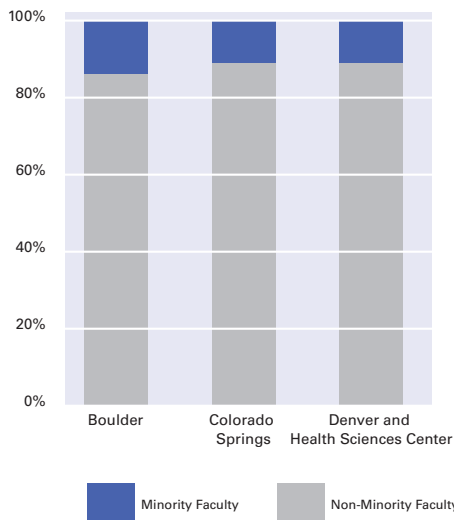
## Systemwide Faculty Profiles



**Regular Instructional Faculty, by Gender, Fall 2006**

**FIG. 3.1: The total percentage of female faculty by campus is:**  
**Boulder—37%**  
**Colorado Springs—47%**  
**Denver and Health Sciences Center—46%**

SOURCE: Annual Diversity Report to the Board of Regents



**Regular Instructional Faculty, by Ethnicity, Fall 2006**

**FIG. 3.2: The total percentage of minority faculty by campus is:**  
**Boulder—14%**  
**Colorado Springs—11%**  
**Denver and Health Sciences Center—11%**

SOURCE: Annual Diversity Report to the Board of Regents

# What Is CU's Minority Employment Profile?

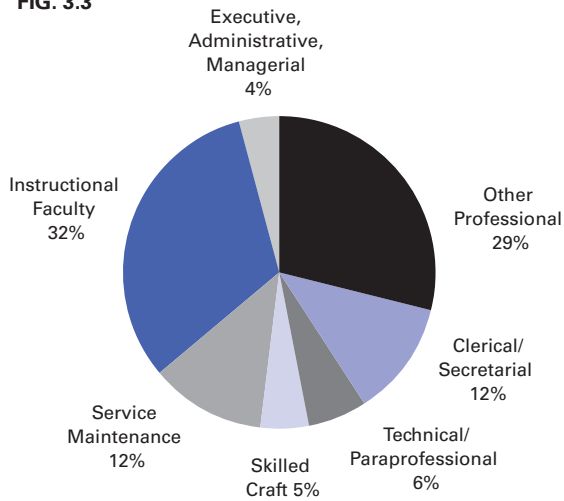
ETHNIC MINORITIES compose 20 percent of CU's overall full-time workforce. The following tables and charts detail the percentage of minorities in each job

category and the percentage that each job category represents on each campus.

## Boulder

### Job Categories as a Percentage of Total Workforce, FY 2007

FIG. 3.3



### Regular Instructional Faculty and Full-time Staff Headcount

Job Category	Total	Minority	
		Number	Percent*
Executive, Administrative, Managerial	147	27	18.4%
Other Professional	1,206	203	16.8%
Clerical/Secretarial	498	74	14.9%
Technical/Paraprofessional	262	55	21.0%
Skilled Crafts	191	55	28.8%
Service/Maintenance	516	366	70.9%
All Instructional Faculty	1,379	190	13.8%
<b>Total</b>	<b>4,199</b>	<b>970</b>	<b>23.1%</b>

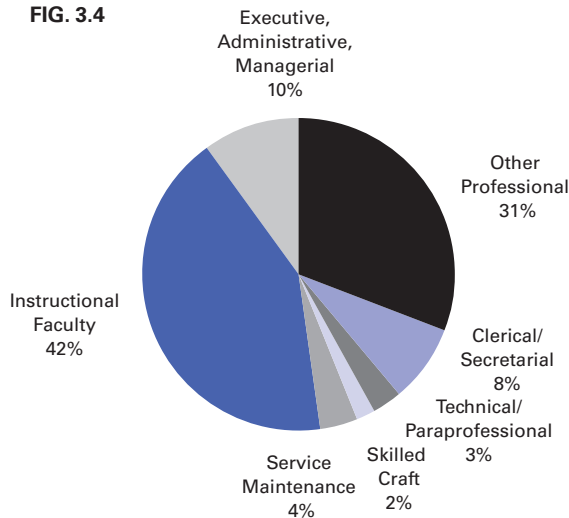
\* Percent minority is based on the number of non-international faculty/staff.

SOURCE: Annual Diversity Report to the Board of Regents

## Colorado Springs

### Job Categories as a Percentage of Total Workforce, FY 2007

FIG. 3.4



### Regular Instructional Faculty and Full-time Staff Headcount

Job Category	Total	Minority	
		Number	Percent*
Executive, Administrative, Managerial	76	9	11.8%
Other Professional	236	34	14.4%
Clerical/Secretarial	58	9	15.5%
Technical/Paraprofessional	25	3	12.0%
Skilled Crafts	17	4	23.5%
Service/Maintenance	34	17	50.0%
All Instructional Faculty	313	34	10.9%
<b>Total</b>	<b>759</b>	<b>110</b>	<b>14.5%</b>

\* Percent minority is based on the number of non-international faculty/staff.

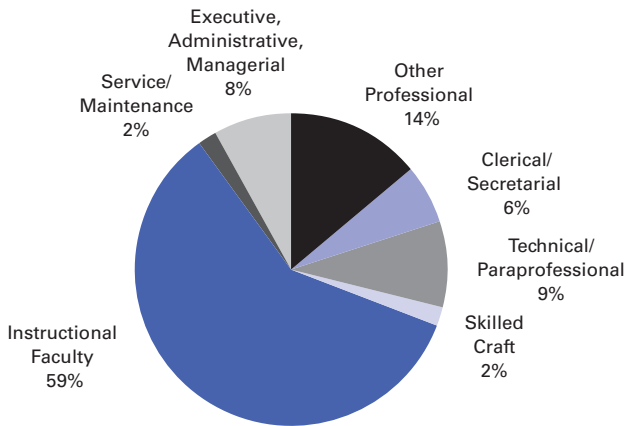
SOURCE: Annual Diversity Report to the Board of Regents



**Denver and Health Sciences Center**

**Job Categories as a Percentage of Total Workforce, FY 2007**

FIG. 3.5



**Regular Instructional Faculty and Full-time Staff Headcount**

Job Category	Total	Minority	
		Number	Percent*
Executive, Administrative, Managerial	309	29	9.4%
Other Professional	564	128	22.7%
Clerical/Secretarial	245	88	35.9%
Technical/Paraprofessional	356	132	37.1%
Skilled Crafts	91	22	24.2%
Service/Maintenance	100	47	47.0%
All Instructional Faculty	2,391	264	11.0%
<b>Total</b>	<b>4,056</b>	<b>710</b>	<b>17.5%</b>

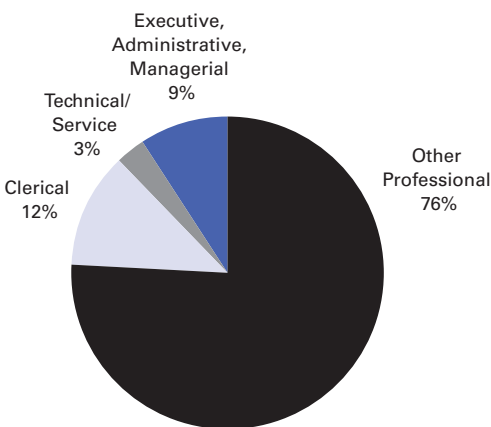
\* Percent minority is based on the number of non-international faculty/staff.

SOURCE: Annual Diversity Report to the Board of Regents

**System Administration**

**Job Categories as a Percentage of Total Workforce, FY 2007**

FIG. 3.6



**Full-time Staff Headcount**

Job Category	Total	Minority	
		Number	Percent*
Executive, Administrative, Managerial	56	7	12.5%
Other Professional	269	57	21.2%
Clerical	22	9	40.9%
Technical/Service	3	2	66.7%
<b>Total</b>	<b>350</b>	<b>75</b>	<b>21.4%</b>

\* Percent minority is based on the number of non-international faculty/staff.

SOURCE: Annual Diversity Report to the Board of Regents

# RESEARCH



*CU is ranked among the top universities in the country in gaining research support. Contract and grant awards reached \$640 million in FY 2006. In FY 2005, the university ranked sixth among public universities in federal research expenditures.*

# How Many Research Award Dollars Does CU Receive?

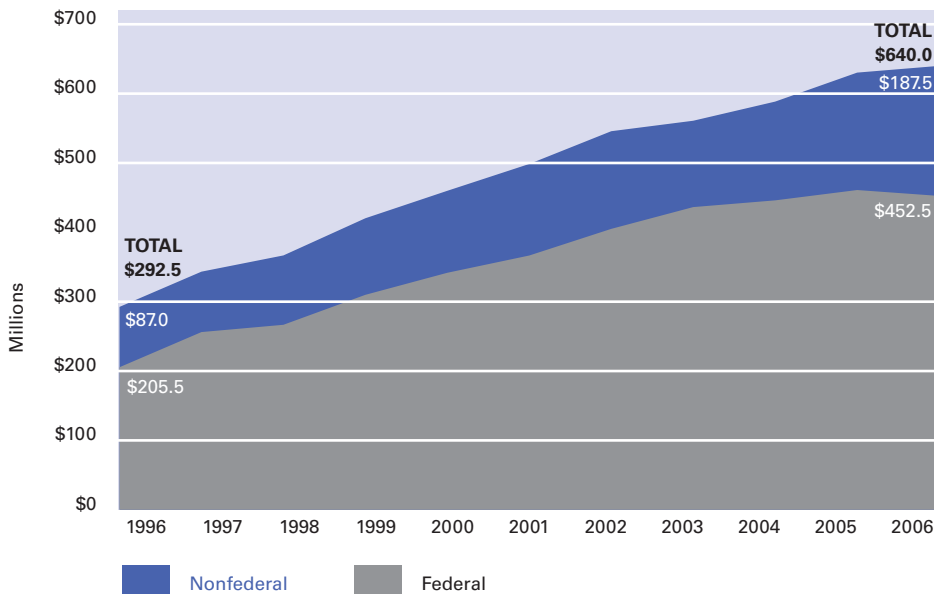
**B**OTH BASIC AND APPLIED RESEARCH are essential to providing a quality education at a research university. Research dollars not only supply funds for research projects, but also attract top-notch faculty and students and provide enhanced learning facilities.

### Contract and Grant Awards (in millions)

<i>Campus</i>	2000	2001	2002	2003	2004	2005	2006	% Change
Boulder	\$214.2	\$219.0	\$229.0	\$250.4	\$259.7	\$257.6	\$256.4	20%
Colorado Springs	\$3.0	\$2.7	\$1.9	\$5.2	\$6.2	\$8.7	\$10.3	243%
Downtown Denver	\$18.7	\$16.7	\$20.3	\$19.1	\$22.7	\$18.6	\$23.5	26%
Health Sciences Center	\$224.0	\$260.1	\$294.6	\$286.1	\$299.8	\$345.4	\$349.8	56%
<b>TOTAL</b>	<b>\$459.9</b>	<b>\$498.6</b>	<b>\$545.8</b>	<b>\$560.9</b>	<b>\$588.4</b>	<b>\$630.3</b>	<b>\$640.0</b>	<b>39%</b>
<b>Source</b>								
Federal	\$341.7	\$366.6	\$405.0	\$436.4	\$446.0	\$461.0	\$452.4	32%
Nonfederal	\$118.2	\$132.0	\$140.8	\$124.5	\$142.4	\$169.3	\$187.5	59%
<b>TOTAL</b>	<b>\$459.9</b>	<b>\$498.6</b>	<b>\$545.8</b>	<b>\$560.9</b>	<b>\$588.4</b>	<b>\$630.3</b>	<b>\$640.0</b>	<b>39%</b>
Actual Number of Research Awards								
	3,085	3,308	3,360	3,495	3,416	3,528	3,695	20%
Average \$ Amount of Award								
	\$149,076	\$150,726	\$162,440	\$160,487	\$172,248	\$178,656	\$173,216	16%

### Growth in Sponsored Research Awards (in millions)

FIG. 4.1 SOURCE: FY 2006 campus sponsored research summary reports



# How Do CU Research Expenditures Compare Nationally?

AMONG THE 150 TOP PUBLIC RANKED institutions, in FY 2005, the University of Colorado ranked in the top 10 in federally funded expenditures in over half (four of the seven) 'Science & Engineering Fields of Study' designated by the National Science Foundation. This remarkable achievement indicates CU's research strength

is not limited to a particular subject area but extends across a broad range of disciplines. The national reputation of several departments and the proximity of multiple federal research centers to CU campuses contribute to the university's strong placement in these rankings.

## Research Expenditure Rankings for the Top 15 Public Universities by Field, FY 2005\* (expenditures in thousands of dollars)

SOURCE: National Science Foundation

\*Most recent data available

Environmental sciences #1		Life sciences #10		Physical sciences #4		Psychology #4					
Rank	Institution	Rank	Institution	Rank	Institution	Rank	Institution				
1	<b>U. CO (all)</b>	99,455	1	U. WA	420,856	1	U. CA, Berkeley	98,554	1	U. WI Madison	24,461
2	U. CA, San Diego	76,924	2	U. CA, San Fran	419,367	2	U. AZ	88,926	2	U. CT (all)	12,123
3	U. WA	72,716	3	U. Pittsburgh (all)	362,208	3	U. TX Austin	58,142	3	PA State U. (all)	11,847
4	CO State U.	65,548	4	U. CA, Los Angeles	349,587	4	<b>U. CO (all)</b>	<b>53,077</b>	4	<b>U. CO (all)</b>	<b>10,561</b>
5	TX A&M U. (all)	64,192	5	U. MI (all)	337,556	5	U. MD College Park	42,744	5	U. MI (all)	10,208
6	U. WI Madison	60,035	6	U. AL Birmingham	268,552	6	PA State U. (all)	40,854	6	U. CA, Los Angeles	9,845
7	U. AK Fairbanks (all)	49,150	7	U. WI Madison	257,244	7	U. CA, Los Angeles	40,051	7	San Jose State U.	9,787
8	U. HI Manoa	48,672	8	U. CA, San Diego	254,231	8	U. WI Madison	38,025	8	FL State U.	9,238
9	U. NH	43,379	9	U. NC Chapel Hill	250,489	9	U. IL Urbana-Champaign	37,870	9	IN U. (all)	8,968
10	OR State U.	34,674	10	<b>U. CO (all)</b>	<b>240,405</b>	10	U. CA, San Diego	37,162	10	U. WA	8,876
11	U. South FL	24,623	11	U. MN (all)	234,037	11	MI State U.	34,833	11	U. MN (all)	8,835
12	Desert Research Institute	23,728	12	U. TX Southwestern Medical Ctr. Dallas	202,057	12	U. WA	31,469	12	U. NM (all)	8,818
13	PA State U. (all)	23,480	13	OR Health & Science U.	201,082	13	U. MI (all)	28,789	13	GA State U.	8,570
14	U. RI	18,997	14	U. Cincinnati (all)	183,916	14	FL State U.	27,349	14	U. AL Birmingham	8,374
15	U. IL Urbana-Champaign	17,340	15	U. CA, Davis	183,366	15	U. HI Manoa	26,669	15	Temple U.	8,251

## Research Expenditure Rankings for the Top 15 Public Universities, FY 2005 (expenditures in thousands of dollars)

SOURCE: National Science Foundation

Total Research and Development			Federal Research and Development		
Rank	Institution	Expenditures	Rank	Institution	Expenditure
1	U. MI (all)	\$808,887	1	U. WA	\$606,317
2	U. WI Madison	798,099	2	U. MI (all)	554,516
3	U. CA, Los Angeles	785,625	3	U. WI Madison	477,582
4	U. CA, San Francisco	754,444	4	U. CA, Los Angeles	469,889
5	U. CA, San Diego	721,035	5	U. CA, San Diego	463,946
6	U. WA	707,519	6	<b>U. CO (all)</b>	<b>449,366</b>
7	Penn. State U. (all)	625,764	7	U. CA, San Francisco	438,988
8	OH State U. (all)	608,923	8	U. Pittsburgh (all)	420,281
9	U. CA, Berkeley	554,551	9	Penn. State U. (all)	358,569
10	U. MN (all)	548,873	10	U. NC Chapel Hill	320,294
11	U. CA, Davis	546,978	11	U. MN (all)	319,771
12	U. FL	530,734	12	OH State U. (all)	294,053
13	U. AZ	530,233	13	U. AZ	292,811
14	<b>U. CO (all)</b>	<b>517,067</b>	14	U. CA, Berkeley	290,960
15	U. Pittsburgh (all)	510,943	15	U. IL Urbana-Champaign	289,985

## What Is the Relationship between Research and Student Learning?

SURVEYS OF STUDENTS consistently reveal their recognition that the best researchers are often the best teachers. Faculty members who conduct research bring to the classroom an excitement about their disciplines that motivates students and exposes them to material at the cutting edge of their field. Students on all campuses have opportunities to work with senior faculty on applied research projects.

- On the Boulder campus, the Undergraduate Research Opportunities Program provides stipends and/or expense allowances to students who undertake an investigative or creative project in collaboration with a faculty member. Each year, over 600 students receive support.
- At CU-Colorado Springs, the Aging Center is a nonprofit community clinic specializing in addressing the needs of individuals in later life. The clinic also serves as a training facility for graduate students who are supervised by faculty with expertise in geropsychology.
- On the Downtown Denver campus, the Undergraduate Research Opportunities Program provides funding for students engaged in research, scholarly, creative, and entrepreneurial activities in collaboration with faculty. Approximately 20 to 30 awards are available each year.
- Research is a necessary foundation for excellence in health sciences education and high-quality patient care. Faculty and students at the Health Sciences Center play an integral part in the vast regional and national network of health-related research activities through a large number of programs and affiliations that include researching cancer, diabetes, child abuse and neglect, and many other health-related issues.



## How Does CU Research Benefit the State at Large?

CU RESEARCH HELPS IMPROVE the lives and economic well-being of Coloradans, because even the most basic research can have applications that enable individuals to live safer, healthier lives or conduct businesses with more effective tools. But CU research also provides more immediate benefits to the state. Here are just a few examples:

- The presence of notable researchers has historically been a factor in decisions to locate government and private research centers near CU's campuses. For example, the proximity of the National Center for Atmospheric Research and the National Institute of Standards and Technology to the Boulder campus makes possible shared research positions that strengthen both CU and the research centers.
- The Technology Transfer Office at CU helps faculty transform their research into products and services for wide distribution and use. More than 200 exclusive and nonexclusive licenses are in effect for developing and marketing CU technology. Many of the licensee companies are significant employers in Colorado and some are the backbone of the state's emerging biotechnology industry. CU technology has also been used to start more than 60 companies since 1995, 57 of which remain operational today. Nineteen new companies were founded in FY 2005 and 2006 alone. These new technology companies attract outside investment to the community, generate high-paying employment, and create wealth through liquidation of ownership interests. The vast majority of new companies created from CU technology begin and grow in Colorado, and even when they are acquired by out-of-state companies the employment base remains in the state. To learn more about technology transfer, visit [www.cu.edu/techtransfer](http://www.cu.edu/techtransfer).
- The Coleman Institute for Cognitive Disabilities funds interdisciplinary research on cognitive disability and technology throughout the University of Colorado system. More than 20 projects are being funded, including graduate assistantships, conference support, and capacity building initiatives. The largest project is a partnership with the federal National Institute for Disability Rehabilitation Research to fund the nation's first "Rehabilitation Engineering Research Center for the Advancement of Cognitive Technologies." This is a new \$5.5 million center with 13 research and development projects in cognitive technologies, from needs assessments to community living, health and family support, education, employment, and standards development. The institute also promotes the interests of people with cognitive disabilities and their families in Colorado and nationally through advocacy, public policy initiatives, and the Coleman Institute annual conference.
- A \$3.15 million grant from the El Pomar Foundation has enabled CU-Colorado Springs to create the Colorado Institute for Technology Transfer and Implementation to foster the development, application, and transfer of new technology to business, industry, and the military.
- The Colorado Center for Community Development on the Downtown Denver campus provides technical, educational, and applied research assistance to organizations, neighborhoods, and communities that cannot afford or do not have access to professional services.
- The CU Cancer Center has been designated by the National Cancer Institute as a comprehensive cancer center in recognition of its work in cancer research, community outreach, and education. It is one of only 34 comprehensive cancer centers in the nation and the only one in Colorado. CU gives Coloradans access to some of the best cancer specialists in the world.
- The development of the Anschutz Medical Campus and an adjacent bioscience park is leveraging Colorado's diversified economy, specifically its rapidly expanding technology and telecommunication sectors, to advance its mission of ensuring Colorado's place as a 21st century leader in healthcare, education, research, and development.



*Here are just a few of the University of Colorado's outstanding facilities in which students and faculty will find the tools to study, learn, and advance knowledge:*

- *A unique alpine research institute for the first-hand study of this delicate ecosystem*
- *A state-of-the-art performance center for music and theater*
- *A new library and high-tech multimedia center*
- *A hands-on teaching and learning laboratory for undergraduate engineering students—the first of its kind in the country*
- *World-class facilities for health care education, research, and practice*
- *A new Law School building featuring the latest instructional technology*
- *A new center for technology-based learning, featuring state-of-the-art multimedia and digital performance facilities*

## What Type of Library Facilities Does CU Have?

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**T**EACHING, RESEARCH AND CLINICAL SERVICES are all being reshaped by today's information technologies, and the CU System libraries adapted early to that technological revolution. Overall library use has skyrocketed as faculty, students, and staff make ever-increasing use of the Internet and online information sources. Through its libraries, the university community has access to hundreds of specialized databases and thousands of full-text journal titles, and that number continues to expand. CU's librarians now help users retrieve and evaluate digital information, untangle telecommunications knots, and work with faculty to link electronic resources to the online courses being developed on all campuses.

Despite technological advances, the library as physical space is not likely to fade away. The CU System libraries are undergoing significant changes to accommodate the shift from print to digital format. At the same time, more printed volumes are being published and purchased than ever before. The CU libraries will continue to collect and preserve print materials even as they devote larger portions of their budgets to licensing electronic resources.

- CU libraries house extensive special collections of archival materials and irreplaceable manuscripts dating back to the 15th century.
- Norlin Library at Boulder is the state's largest academic library. The Boulder campus also has specialized library branches for business, engineering, law, math and science, and music.
- The William A. Wise Law Library on the Boulder campus is the largest law collection in Colorado. It serves the specialized legal information needs of law school students and faculty, Colorado's judiciary and members of the bar, and citizens of the state.
- Auraria Library at Denver focuses on developing collections to meet the needs of a large undergraduate population and the distinct graduate programs of the School of Public Affairs and the College of Architecture and Planning.
- Kraemer Family Library at Colorado Springs focuses on collections and information that meet the curriculum needs of undergraduate and graduate programs with particular strengths in psychology, business, education, and electrical engineering.
- The Health Sciences Library at the Anschutz Medical Campus is a gateway to the world's biomedical information, assisting the students and faculty in accomplishing their goals for education, research, patient care, and community service.
- All libraries are available for use by the general public.





## What Special Teaching and Research Facilities Does CU Have?

THE UNIVERSITY OF COLORADO has many facilities that enable boundary-breaking work in several specialized fields. These facilities provide opportunities for:

### **Innovative Learning**

On the Boulder campus, the **Alliance for Technology, Learning, and Society** Center will meet crucial state and national workforce needs by developing curricula that combine technology, arts, and media. The institute is housed in a \$29 million facility that includes technology-enhanced teaching spaces, performance and production studios, offices, and exhibition space.

CU has developed facilities with the primary purpose to facilitate student research and learning by doing. CU-Boulder's **Integrated Teaching and Learning Laboratory** is a prime example. It provides hands-on, real-world experience to engineering undergraduates and hundreds of K-12 students and teachers annually.

This addition to the engineering college features the latest in computer technology and an "inside-out" building design that exposes the building's operating systems to those who study in it.

At CU-Colorado Springs' **El Pomar Center**, students and faculty have access to the latest communication technologies. The building is wired with a fiber-optic communication system and includes a television studio with digital capacity, media center, teleconferencing room, student multimedia development facilities, and computing services. The El Pomar Center also houses the **Kraemer Family Library**.

### **Exploration in the Physical Sciences**

The Boulder campus has a track record of conducting research and developing technology to help explore the Earth's atmosphere and the space beyond. Boulder is home to the NASA-established **Colorado Space Grant College**, which gives undergraduates the opportunity to design,

build, and launch small spacecraft. The campus also houses the **Laboratory for Atmospheric and Space Physics** (LASP). LASP has participated in the U.S. space program for half a century. In 1998, it launched and monitored the first Earth-orbiting spacecraft largely designed and built by students.

CU takes advantage of its access to a special and fragile research environment—the alpine ecosystem just 25 miles west of Boulder. At the **Mountain Research Station**, students and faculty get first-hand experience studying such critical issues as water chemistry, treeline migration, and vegetative response to atmospheric pollution.

The Boulder campus is also home to the **JILA research center**. Technologies developed at JILA (formerly known as the Joint Institute for Laboratory Physics) include the world's most precise laser, the coldest place in the universe, tools for manipulation

of some of the smallest human-made objects in the world, ultrasensitive methods for vibration isolation, and computer modeling of the sun's turbulence. JILA is a training ground for tomorrow's researchers as well as a launch pad for amazing practical applications in everything from electronics to medicine.

### **Appreciation of the Arts and Humanities**

Exhibitions of national and international art, as well as work by regional artists and students, can be found in the **CU Art Galleries** on the Boulder campus. It is also home to the **CU Museum of Natural History**, considered to be among the top comprehensive university museums of natural history in the United States. In addition to offering unique exhibits, the museum sponsors lectures, classes, tours, and workshops for all ages and interests.





CU-Colorado Springs recently established the **Heller Center for Arts and Humanities**. Located on a 500-acre ranch adjacent to the campus, the center will host retreats, workshops, exhibits, and visiting artists. The goal is to create a place where original artwork can be displayed, artists can create new works, and people can gather to explore the arts and humanities and their relationship to other disciplines.

The Downtown Denver campus celebrates the arts at the **King Academic and Performing Arts Center**. It is a training ground for students in theater and music. It includes a 520-seat concert hall, a 300-seat courtyard theatre, a 200-seat recital hall, three production studios, an electronic music studio, a lighting lab, workshops, dressing rooms, and design studios.

### **Growth in Business and Technology**

**Microelectronics laboratories** on the Colorado Springs campus provide students and faculty with tools to develop micro-technologies essential to all of today's technologies, while partnerships with local technology firms provide insight into the application of this science. Work in these labs has led to hundreds of scientific papers and dozens of U.S. patents.

As part of the School of Business at CU-Denver and Health Sciences Center, the **Bard Center for Entrepreneurship** focuses on the study and promotion of entrepreneurship and new-venture creation. The center manages a venture capital fund to help student-led companies get started and provides incubator space to student-led ventures. The facility is in the heart of Denver's business district and includes a classroom,

library, computer lab, conference rooms, and offices. The Bard Center focuses on taking entrepreneurship from the classroom to the real world, adding value to the Colorado economy by providing an environment and resources for people to achieve their goals through the creation of new businesses or corporate innovation.

### **Advancements in Healthcare**

In health care research and service provision, CU is breaking new ground both literally and figuratively. Many of the health sciences programs at CU-Denver and Health Sciences Center have relocated to the Anschutz Medical Campus. The site is being developed from the ground up to include world-class educational, research, and clinical facilities. Examples include the **Anschutz Centers for Advanced Medicine, Rocky Mountain Lions Eye Institute, Nighthorse Campbell Native Health Building, Barbara Davis Center for Childhood Diabetes, and Perinatal Research Facility**. In addition, the campus is directly adjacent to the **Colorado Bioscience Park Aurora**, providing opportunities to commercialize university research discoveries at an accelerated rate through affiliation with biotech companies at the 160-acre research park.

The **Lazzara Center for Oral/Facial Health** provides clinical education space for specialized functions in general dentistry, endodontics, orthodontics, periodontics, surgery, radiology, and specialized areas for pediatric care, geriatric care, and special needs care at the CU School of Dentistry.

# ATHLETICS



*The University of Colorado ensures that its student-athletes, who help sustain the pride in CU athletics, leave the university with solid preparation for their future careers.*

## What Athletics Opportunities Does CU Offer?

**C**U-Boulder competes in Division I of the National Collegiate Athletic Association (NCAA) and is a member of the Big 12 Conference, which sponsors varsity intercollegiate athletic competition for both men and women. Varsity sports include men's basketball, football, cross country, golf, skiing, and track and field; and women's basketball, cross-country, golf, skiing, soccer, tennis, track and field, and volleyball.

At CU-Colorado Springs, the intercollegiate athletics program began competing in fall 1986. There are now 15 varsity-level team sports—eight women's and seven men's—associated with NCAA Division II. Varsity teams include men's basketball, soccer, tennis, cross country, indoor track, outdoor track, and golf; and women's basketball, volleyball, tennis, cross country,

indoor track, outdoor track, softball, and golf. The sports program is a member of the Rocky Mountain Athletic Conference. CU-Colorado Springs plans to open a new 1,500-seat athletic fieldhouse in summer 2008.

There are student recreation centers on both the Boulder and Colorado Springs campuses that support a wide range of team, intramural, and individual sports. The Downtown Denver campus, as part of the Auraria Higher Education Center, has access to the physical education facilities on the Auraria campus. Athletics opportunities at the Anschutz Medical Campus are limited.

### Student-Athlete Grade Point Averages by University and Sport, Fall 2006

#### CU-Boulder

##### Men

Basketball	2.32
Cross Country	2.94
Football	2.10
Golf	2.73
Skiing	3.35
Track and Field	2.95

##### Women

Basketball	2.59
Cross Country	3.03
Golf	2.80
Skiing	3.44
Soccer	2.97
Tennis	3.22
Track and Field	2.99
Volleyball	2.61

Overall Undergraduate GPA	2.91
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#### CU-Colorado Springs

##### Men

Basketball	3.03
Cross Country/Track and Field	2.80
Golf	3.40
Soccer	2.88

##### Women

Basketball	3.20
Cross Country/Track and Field	3.42
Softball	3.36
Volleyball	3.10

Overall Undergraduate GPA	3.06
---------------------------	------



# TUITION, FEES, AND FINANCIAL AID



*In recent years, CU's tuition and fees have been competitive with, or lower than, the national average for public four-year institutions. Nevertheless, many students require assistance in financing their higher education. At CU, financial aid is predominantly awarded on the basis of need, as determined by federally established formulas based on a family's income and assets. Other aid criteria may include academic merit, geographical origin, or special skills, such as those in music or athletics.*

## What Does It Cost to Attend CU?

**C**U CHARGES TUITION AND FEES that are proposed by each campus and subject to approval by the Board of Regents. CU works with the Colorado Commission on Higher Education, members of Colorado's General Assembly, and the Governor's Office to establish tuition spending authority that will allow the university to generate sufficient revenues to provide a quality education to all its students while maintaining access for Colorado residents.

The total cost of attending any higher education institution also includes room and board, books and supplies, medical expenses, transportation, and personal expenses—all of which vary significantly, depending on the institution's location and the student's course of study. For resident students living away from home, either on or off campus, room and board constitute the largest portion of those expenses.

### University of Colorado Cost of Attendance for Full-Time Students, FY 2007

The following tables present annual tuition, fees, and housing costs for full-time general studies students. Note that, due to market demand or particularly high program costs, some disciplines—including the Schools of Business, Engineering, Journalism, Music, and Law—have differential tuition costs, which are typically higher than costs for the average arts and sciences student.

SOURCE: Vice President for Budget and Finance Published Tuition Tables

#### Resident

	<i>Undergraduate</i>	<i>Graduate</i>	<i>Mandatory Fees</i>	<i>Avg. Double Room &amp; Board</i>
Boulder <sup>1</sup>	\$7,134 (\$4,554) *	\$6,570	\$1,089	\$8,300
Colorado Springs <sup>2</sup>	\$6,646 (\$4,066) *	\$6,640	\$927	\$7,642
Downtown Denver	\$6,712 (\$4,132) *	\$6,160	\$732 <sup>3</sup>	\$7,641
Health Sciences <sup>4</sup>				
MD		\$22,583		
DDS		\$17,134		
Nursing	\$7,170	\$10,860		
Pharmacy		\$14,508		

\* FY 2007 resident undergraduate tuition rates include \$2,580 that will be offset for eligible students by the College Opportunity Fund (COF), resulting for most students in the tuition given in parentheses.

1 Schools of Business, Engineering, Journalism, Music, Law, etc. have "differential" tuition costs.

2 Plus course-specific fees depending on student major and level.

3 Does not include matriculation fee (\$115).

4 Fees vary greatly by student level and program.

NOTE: Tuition is based on 12 semester/credit hours per term.

#### Nonresident

	<i>Undergraduate</i>	<i>Graduate</i>	<i>Mandatory Fees</i>	<i>Avg. Double Room &amp; Board</i>
Boulder <sup>1</sup>	\$22,450	\$21,726	\$1,089	\$8,300
Colorado Springs <sup>2</sup>	\$15,300	\$18,000	\$927	\$7,642
Downtown Denver	\$16,200	\$16,850	\$732 <sup>3</sup>	\$7,641
Health Sciences <sup>4</sup>				
MD		\$17,134	\$23,448	
DDS		\$22,583	\$22,757	
Nursing	\$22,560	\$29,370	\$170	
Pharmacy		\$28,560	\$170	

1 Schools of Business, Engineering, Journalism, Music, Law, etc. have "differential" tuition costs.

2 Plus course-specific fees depending on student major and level.

3 Does not include matriculation fee (\$115).

4 Fees vary greatly by student level and program.

NOTE: Tuition is based on 12 semester/credit hours per term.

# Who Is Awarded Financial Aid and What Type of Aid Is Available?

THE UNIVERSITY IS COMMITTED to a program of financial aid both to recognize merit and to promote access for students who demonstrate financial need. Financial aid falls into three categories: gifts (grants, fellowships, and scholarships), work-study, and loans, all of which are primarily funded through federal and state sources.

As is true for the majority of public institutions, the largest proportion of financial aid for CU students (70 percent in FY 2006) comes in the form of federal aid, and this proportion has increased in recent years.

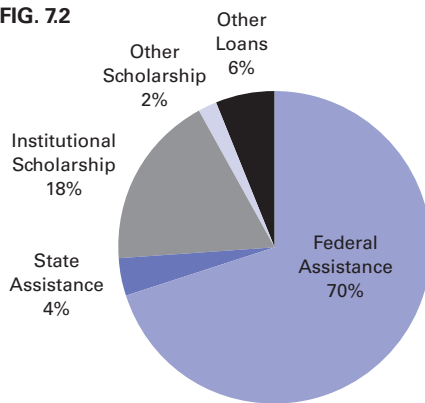
Systemwide, financial aid dollars for undergraduates and graduate students totaled \$372.8 million in FY 2006. Those dollars were distributed according to need-based and merit-based criteria. At the Boulder campus, 78 percent of students receive financial aid. At the Colorado Springs campus, more than half the enrolled students received some form of financial aid. The percentage is lowest (39 percent) at the Downtown Denver campus due to the higher proportion of part-time, second-career students. The percentage of students receiving aid at the Health Sciences Center is 69 percent.

## Financial Aid Summary, FY 2006

Total Enrolled Students	Boulder		Colo. Springs		Downtown Denver		Health Sciences Center	
	#	%	#	%	#	%	#	%
Unduplicated Headcount	36,386		9,498		24,158		3,847	
Total Undup. Headcount Students receiving Financial Aid	28,216	78%	4,981	52%	9,371	39%	2,666	69%

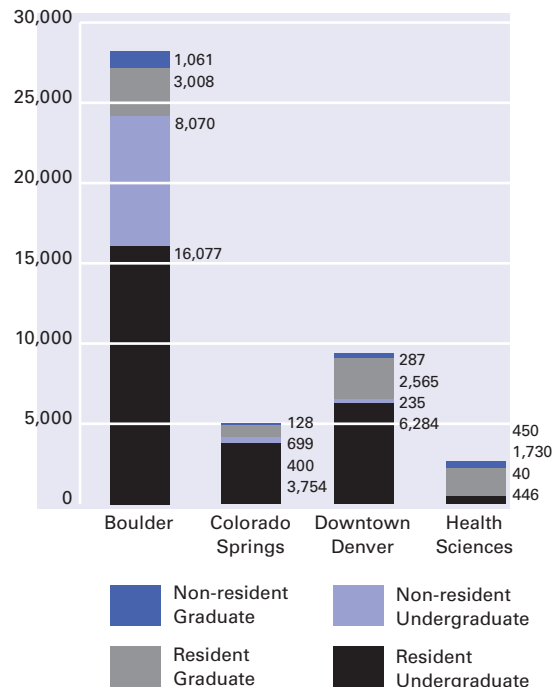
**CU Total Financial Aid FY 2006 (Total = \$372.8 million)**

**FIG. 7.2**



**Number of Students Receiving Financial Aid, FY 2006 (Total = \$372.8 million)**

**FIG 7.3**







# ECONOMIC IMPACT

*Nearly 24,000 people are employed by the University of Colorado, which makes it the state's third largest public sector employer and larger than any Colorado employer in the private sector. CU's employees, plus about 50,000 students, support the state's economy in every way—from food and housing purchases, to recreation spending, to new business development, to taxes and the state gross product.*

## What Impact Does CU Have on the State's Economy?

**T**HE UNIVERSITY OF COLORADO makes a significant contribution to the economic vitality of Colorado. A 2005 study assessed how public and private resources invested in the university yield economic benefits to the state in terms of increased employment, local expenditures, gross state product, and tax revenues. The study is scheduled to be updated in fall 2007.

Here is a sampling that demonstrates the impact of CU on the state's economy:

- CU generates \$26 of gross state product (GSP) for each \$1 of state general fund support provided to the university. (GSP is a measure of the total value of goods and services produced in Colorado.)
- Travel dollars spent in Colorado by out-of-state visitors to CU students totaled over \$70 million in FY 2004.
- Student spending in Colorado in FY 2004 totaled more than \$736 million.
- Some fraction of what CU receives in state support flows back into the state coffers as incremental tax

returns due to the economic activity attributable to CU. It is estimated that the treasury recaptures \$1.04 for every state general fund dollar allocated to CU.

- CU employs nearly 24,000 people, and an additional 18,700 jobs statewide are created by the direct demand for goods and services by CU and its employees.
- CU technology has been used to start more than 60 companies since 1995.
- By 2010, the Anschutz Medical Campus and surrounding health sciences-related development—with the Health Sciences Center as a cornerstone—is expected to directly and indirectly support 66,800 jobs and \$3.1 billion dollars in economic activities.

Further details may be found in the *2005 Economic Indicators Report*, available online at [www.cu.edu/explore/reports](http://www.cu.edu/explore/reports).



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## **Important Notices**

### **Data**

The information presented in this publication reflects the most recent data available, and as such, this report presents an accurate snapshot of the University of Colorado at the beginning of 2007. An electronic version of this document is available on the Office of Information Reporting and Analysis website at [www.cu.edu/system\\_info](http://www.cu.edu/system_info).

### **Affirmative Action Statement**

The University of Colorado has a strong institutional commitment to the principles of diversity and takes affirmative action to achieve that end. The university does not discriminate in its educational and employment programs and activities on the basis of race, color, national origin, sex, age, disability, creed, religion, or veteran status.

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### **For More Information**

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