University of Colorado System

Answer Book

2004

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 2004. An electronic version of this document is available on the System Office of Information & Analysis web site at **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.

Acknowledgments

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For More Information

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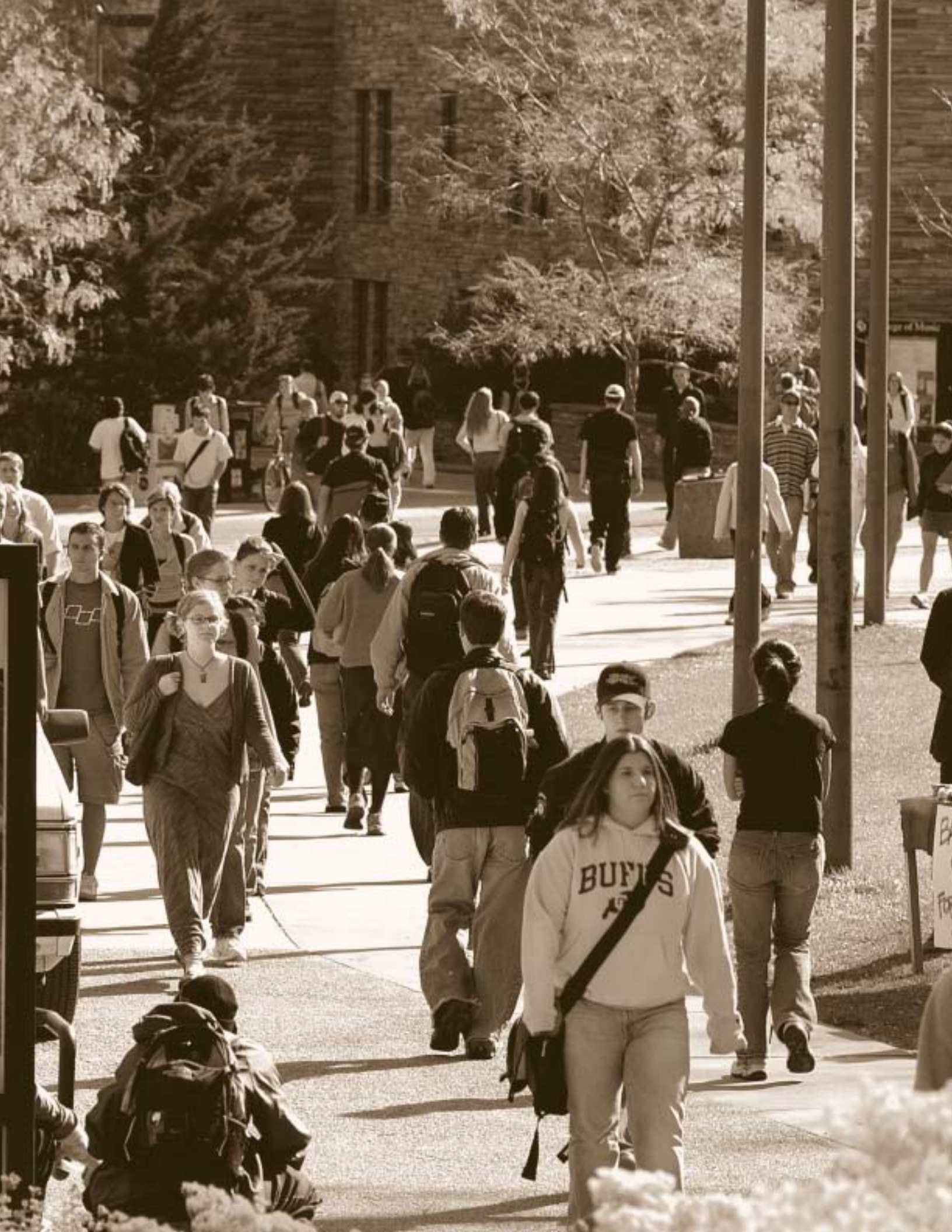

BUFFS

Contents

Letter from the President

The University of Colorado has faced one of the state's most economically challenging years, yet we have not faltered in our pursuit to become one of the nation's preeminent public research institutions. Achieving our Beyond Boundaries $1 billion campaign goal was a significant step toward fulfilling Vision 2010, our ambitious plan to build a 21st-century university.

Five strategic components are driving our long-range plan:

- A University Without Walls—fostering multi-disciplinary and multi-campus efforts that encompass all four CU campuses
- A Culture of Excellence—targeting areas for national prominence on each of the four campuses
- Increasing Resources and Using Them Wisely—developing a wide range of diversified funding sources to ensure the university's long-term health and stewarding those resources wisely and carefully
- Diversity—bolstering diversity through aggressive recruitment and retention strategies for students, faculty, and staff
- An Integrated Infrastructure—focusing on integration to lower costs and enhance quality through both technology and better management

While these ambitions are central to our future success, the present accomplishments of our faculty and more than 52,000 students reflect the spirit of innovation, partnership, and excellence that exists at our four campuses.

We pride ourselves on providing excellence in education, research, and civic service to Colorado citizens. Whether through teaching, research, professional training, health care services, cultural events, or technology transfer, we continue to be a valuable asset to the state of Colorado.

The University of Colorado Answer Book provides a current statistical update of the CU System as well as each of the four campuses. It is a great quantitative resource for anyone interested in the University of Colorado.

Thank you for your interest in and support of the University of Colorado.

Sincerely,

Elizabeth Hoffman
President, University of Colorado System

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 undergraduates and graduate students. The university employs thousands of faculty and staff, and offers intellectual and cultural enrichment to millions of people in communities around the state. The benefits of higher education, excellent teaching and superior research are touching lives throughout Colorado—and far beyond.

What Is Important about CU's History?

CU's history goes back to the pioneer 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. The territorial legislature appropriated $15,000, which was matched by Boulder residents, to establish the university. The Civil War delayed the university's formal founding until 1876, the year Colorado became a state, and the doors to Old Main opened on September 5, 1877. Today, Old Main still stands and is used by many members of the campus community.

CU has grown dramatically since those early days. In the intervening century and a quarter, it has become a system with four campuses: **CU-Boulder, CU-Colorado Springs, CU-Denver,** and **CU-Health Sciences Center**. In 1974 the Board of Regents officially established the CU system with a president and four campuses, each led by a chancellor.

The Colorado Springs campus began in the 1920s when extension courses from Boulder were first offered. This extension center had grown to over 1,200 students by the 1960s. A gift of the land and buildings of the old Cragmor Sanatorium provided a permanent site and allowed the extension center to become the University of Colorado at Colorado Springs in 1965. Since then, numerous buildings including residence halls (1997) have been added.

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 a separate, autonomous campus of CU in 1974. Situated in the heart of downtown Denver, CU-Denver has shared the Auraria campus with the Community College of Denver and Metropolitan State College of Denver since the state built this unique shared educational space in the mid 1970s.

The Health Sciences Center, which began on the Boulder campus in 1883, was moved to Denver in 1925. Over the next seven decades, the Health Sciences Center grew to the point where the need for space to support its programs could no longer be met by the Denver site. In 1995 the decision was made to decommission the U.S. Army Medical Garrison at Fitzsimons in Aurora. Subsequently this property was conveyed to the university. The Health Sciences Center, working with the City of Aurora, has developed a plan for shared development of the Fitzsimons site. This provides a tremendous opportunity to build a state-of-the-art academic Health Sciences Center.

Today, more than 50,000 students and 3,500 full-time instructional faculty members in the CU system make it 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. The Boulder campus offered the first interdisciplinary telecommunications program in the country, which now supports the Front Range area's status as a hub for telecommunications companies. The Denver campus offers programs in architecture and planning, business, and public administration that serve the needs of its urban population. The Colorado Springs campus distinguishes itself in space and electronics research, which creates a mutually supportive relationship with some of the area's main industries. The Health Sciences Center 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, just a few hundred billionths of a degree above absolute zero.
- First observation of a "fermionic condensate" formed from pairs of atoms in a gas.
- First liver transplant.
- Discovery that a naturally occurring protein in the blood prevents the AIDS virus from reproducing and spreading to healthy cells.
- First identification of a genetic factor that converts normal cells into cancer cells.
- First classification and numbering system for human chromosomes.
- First 3-D computerized images of the entire human body derived from anatomical sections ("visible human").
- Development of "FluChip" to aid physicians in diagnosing respiratory illness and differentiating between three types of influenza and other viruses that cause similar symptoms.
- First to discover that lymphocytes are preprogrammed to respond to antigens, the foundation of modern immunology.
- First to discover how a human cancer gene functions.
- First successful open heart surgeries using hypothermia.
- First Sim Suite™ advanced heart surgery simulator.
- Pioneered the first Child Health Associate program in the nation.
- First fetal cell implant for Parkinson's Disease in nation.
- 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

- CU's Graduate School of Public Affairs, with programs on the Denver and Colorado Springs campuses, is one of the top 10 graduate schools of public affairs among the nation's public universities, as rated by *U.S. News & World Report*.
- CU-Boulder and Harvard are the only universities in the nation to have MacArthur Fellows named in each of the last four years.
- CU-Colorado Springs is the fastest growing university in Colorado and one of the fastest growing universities in the nation.
- The 2004 *U.S. News & World Report* ranks several University of Colorado Health Sciences Center programs "best in the country."
- The Beth-El College of Nursing and Health Sciences at CU-Colorado Springs will celebrate its 100th anniversary of providing health care for southern Colorado residents.
- CU-Denver's extensive partnership with two other institutions to form the Auraria campus is the only one of its kind in the nation.
- Three Nobel Prize winners at CU-Boulder.
- Nineteen CU graduates have been named Rhodes Scholars.
- CU-Denver is Colorado's most diverse university campus.
- CU School of Nursing is ranked first in the pediatric nursing specialty.
- 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.
- In FY 2003 sponsored research awards at CU-Boulder surpassed $250 million for the first time, a $20 million increase over the previous year.
- The Masters of Business Administration at CU-Denver is ranked best in the country for Hispanic students.
- Seventeen CU graduates are astronauts who have flown missions in space.

Who Governs CU?

- The **State of Colorado**, through the governor's office and the legislature, oversees the University of Colorado as a state institution.
- The **Colorado Commission on Higher Education (CCHE)**, an 11-member lay board, 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 the eight governing boards, 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 under the Colorado Constitution. Regents are charged constitutionally with the general supervision of the university and the exclusive control and direction of all funds of and appropriations to the university, unless otherwise provided by law. Board members serve staggered six-year terms. One member is elected from each of the state's seven congressional districts; two are from the state at large.

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

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

  Susan C. Kirk, Denver (District 1); *term expires January 2005*

  Tom Lucero, Johnstown (District 4); *term expires January 2005*

  James A. Martin, Boulder (at large); *term expires January 2005*

  Jerry G. Rutledge, Colorado Springs (District 5); *term expires January 2007*

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

  Gail Sheridan Schwartz, Aspen (District 3); *term expires January 2007*

  Peter Steinhauer, Boulder (at large); *term expires January 2007*
- The **president**, Elizabeth Hoffman, is the chief administrative officer of the four-campus CU System. Other key administrative officers include the following:

  Stephen T. Golding, Vice President for Budget and Finance

  Jack O. Burns, Vice President for Academic Affairs and Research

  Charles V. Sweet, Vice President and University Counsel
- Each campus is governed by a **chancellor**:

  Richard L. Byyny, Boulder Campus

  Pamela Shockley-Zalabak, Colorado Springs Campus

  James H. Shore, Denver Campus (Interim)

  James H. Shore, Health Sciences Center

What Role Does Each Campus Play?

Each of the CU campuses is accredited by the North Central Association of Colleges and Secondary 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 **CRS: 23-20-101**(1)(a) for Boulder, CRS: 23-20-101(1)(c) for Colorado Springs, CRS: 23-20-101(1)(b) for Denver, and CRS: 23-20-101(1)(d) for the Health Sciences Center.

To accomplish these roles and missions, the University of Colorado offers more than 200 degree programs through 30 schools and colleges. Additionally, the university offers more than 250 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 colleges are composed of one or more departments, each of which is headed by a department chair, who reports to the dean of the school or college.

On the following pages are the roles and missions of each campus, and the schools and colleges that they have created to carry out their roles.

University of Colorado at Boulder

CU-Boulder

Schools and Colleges:

- 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

CRS: 23-20-101(1)(a) 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. The Boulder campus of the University of Colorado has exclusive authority to offer graduate programs in law. The Colorado Commission on Higher Education, in consultation with the Board of Regents, shall designate those graduate level programs that are the primary responsibility of the Boulder campus of the University of Colorado. The university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. The commission shall include in its funding recommendations a level of general fund support for these programs.

University of Colorado at Colorado Springs

CU-Colorado Springs

Schools and Colleges:

- 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 Graduate School of Public Affairs
- The Beth-El College of Nursing and Health Sciences

CRS: 23-20-101(1)(c) 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.

University of Colorado Health Sciences Center

CRS: 23-20-101(1)(d) 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. It shall have exclusive authority in medicine, dentistry, pharmacy, and physical therapy.

University of Colorado at Denver

CRS: 23-20-101(1)(b) 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. The Denver campus has statewide authority to offer graduate programs in public administration and exclusive authority in architecture and planning.

CU-Health Sciences Center

Schools and Colleges:

The School of Dentistry
The School of Medicine
The School of Nursing
The School of Pharmacy
The Graduate School

CU-Denver

Schools and Colleges:

The College of Architecture and Planning
The College of Arts and Media
The Business School
The College of Engineering and Applied Science
The College of Liberal Arts and Sciences
The School of Education
The Graduate School
The Graduate School of Public Affairs

What is the University's Current Budget?

The University of Colorado's Fiscal Year 2004 budget exceeds $1.6 billion, with CU currently ranking 47th nationally in the amount appropriated by the state per capita for the operating expenses of publicly supported higher education.

SOURCE: Grapevine web site, State Rankings, 2004

FY 2004 Revenues

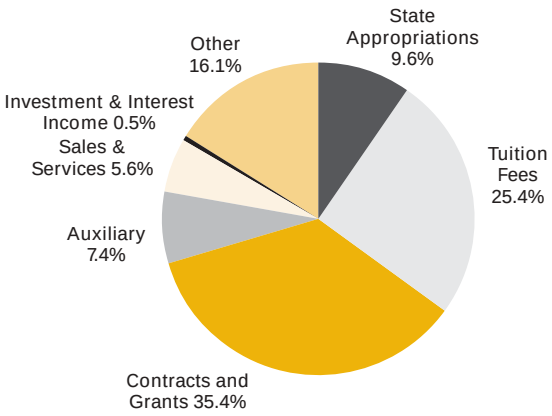


FIG. 1.1: Grants and contracts account for over 35% of the university's revenues. Tuition and fees account for a quarter, and the state provides approximately 10%.

FY 2004 Expenditures and Transfers

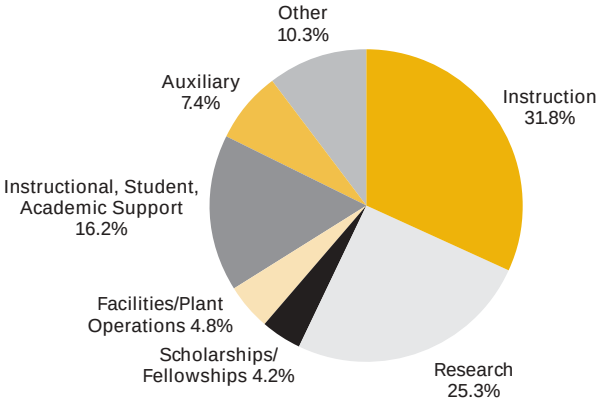


FIG. 1.2: The majority of CU's budget is spent on instruction and research. This emphasis reflects the institution's role as a research university that provides both classroom instruction and research training.

SOURCE: Office of the Vice President for Budget and Finance

Who Raises Money for CU?

For nearly 40 years, the University of Colorado Foundation has helped CU secure a strong future by raising and managing private gifts. The foundation is a private nonprofit corporation overseen by a volunteer board of trustees, of whom 64 percent are alumni of the four campuses. In addition to raising funds, the foundation has fiduciary responsibility for endowment funds and charitable trusts, maintains the alumni/donor database, and supports the university's educational and administrative initiatives. For more information, contact the CU Foundation at **303-735-9000** or visit their web site at **www.colorado.edu/cufoundation**.

In 1996, the CU Foundation set the lofty goal of raising $1 billion dollars for the university by 2006. This fundraising campaign, known as "Beyond Boundaries" surpassed this target at the close of FY 2003 by reaching 1.026 million dollars. These pledges have been instrumental in supporting all four campuses and have been used in funding scholarships, academic programs, buildings and equipment, and faculty support.

CU-Foundation Total Private Support and Long-Term Investment Pool (LTIP) Assets (in millions of dollars)

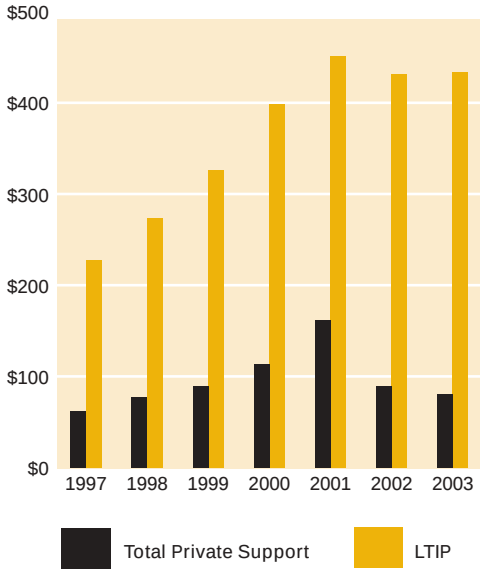


FIG. 1.3: Both private financial support and the Long-Term Investment Pool at the University of Colorado Foundation have shown steady growth in the last several years. LTIP grew 13% in the last year, while private support increased by 43%.

As of June 30, 2003, the "Beyond Boundaries" fundraising campaign successfully concluded and surpassed the $1 billion goal. Beginning in July 1996, donors contributed and pledged a record $1.026 billion to CU's four campuses for scholarships, buildings and equipment, academic programs, and faculty support. SOURCE: CU-Foundation, Office of the Vice President of Communications

Notable Gifts

- In May 2003, Dick and Jean Engebretson, both CU-Boulder alums, donated $1 million to CU-Boulder's Leeds School of Business to support various initiatives.
- The Whalen Family Foundation provided CU-Denver's Graduate School of Public Affairs with a $600,000 gift to establish the John C. Buechner Scholarship Program in honor of the former CU president.
- A $5 million gift from Tom and Cydney Marsico established two Marsico Endowed Chairs of Excellence at the University of Colorado. Eric Cornell and Carl Wieman, who won the Nobel Prize for physics, are the first honorees to hold the Marsico Endowed Chairs of Excellence.
- In 2001, the University of Colorado Foundation received the largest gift commitment to date. The $250 million contribution by Bill and Claudia Coleman has established the University of Colorado Coleman Institute for Cognitive Disabilities.
- In 2002, the University of Colorado Hospital announced a gift from the Anschutz Foundation of $30 million, in addition to the $25 million given in 2000, to assist in building the hospital's inpatient pavilion at the Fitzsimons campus. The gift of $55 million for the Anschutz Inpatient Pavilion ranks among the largest gifts to a hospital.

Students

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. Former students have distinguished themselves in every type of career and endeavor.

Who Are the Students?

THE FOUR-CAMPUS University of Colorado system serves a large and diverse community of students. Each campus is unique 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 the particular students it serves:

- CU-Boulder has national appeal and serves the traditional college age groups. Undergraduates constitute approximately 83 percent of the student body, and 33 percent of the students come from outside Colorado.
- CU-Colorado Springs meets the needs of the southern half of the state. Colorado residents compose 94 percent of its student body. This campus attracts community college transfer students, first-time freshmen, and nontraditional, working adults. This last group is the fastest growing higher education population in the country today.
- CU-Denver serves the urban area's adult professional and working population. This role is reflected in the facts that 32 percent of its undergraduate students typically carry less than a full-time student credit load and over 50 percent of students are enrolled in graduate and first-professional degree programs.
- CU-Health Sciences Center has 18 percent of its students engaged in undergraduate work, primarily in nursing and dental health. The remaining 82 percent are enrolled in first-professional, graduate, and PhD programs.

University of Colorado Census Data Enrollment Summary, Fall 2003

Status	*CU-Boulder*	*CU-Colorado Springs*	*CU-Denver*	*CU-HSC*	*Total*
Total Headcount	**29,827**	**7,620**	**12,010**	**2,567**	**52,024**
Resident	20,102	7,180	11,129	2,298	40,709
Non-Resident	9,725	440	881	269	11,315
Undergraduate	24,817	5,875	6,859	447	37,998
Graduate	5,010	1,745	5,151	2,120	14,026

SOURCE: CCHE Census Enrollment Report, October 2003

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 work taken 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 campus and school/college within each campus has its own distinct admission criteria. Even though each campus has specific admission requirements, the campuses consider every student as an individual with a portfolio of various skills and qualifications in addition to test scores.

CU has taken the initiative and fulfilled its legislative role and mission by becoming more clear and 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), which became effective in 1988. These MAPS specify the courses a student either must complete in high school or must meet by equivalent college-level work before graduating from CU:

- Four years of English (with emphasis on composition);
- Three years of college preparatory mathematics (excluding business and consumer mathematics);
- Three years of natural science (including one year of laboratory science);
- Two years of social science (including one year of United States or world history); and
- Two years of a single foreign language.

Admitted freshmen and undergraduate transfers must also meet admission standards set by the Colorado Commission on Higher Education. These standards 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 are also 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 2003

First-time freshmen enrolling at each of the University of Colorado general campuses scored higher on their ACT exams than the average Colorado or national test taker. The Colorado average ACT score was 20.1; the national average was 20.8. SOURCES: SURDS Undergraduate Application files and www.act.org/news/data/03/states.html

	First-time Freshmen				*Undergraduate Transfers*
	High School GPA	*High School Rank*	*Composite ACT*	*Total SAT*	*College GPA*
CU-Boulder	3.5	75.2	25.2	1175	3.18
CU-Colorado Springs	3.4	70.0	23.2	1090	3.01
CU-Denver	3.3	65.8	22.6	1073	2.98

How Many Students Apply, and How Many Are Accepted and Enrolled, at Each General Campus?

Total of All Student Application Types, Fall 2003

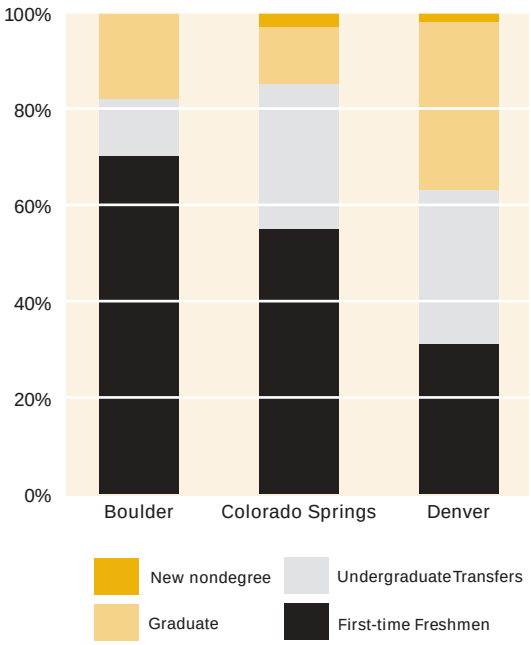
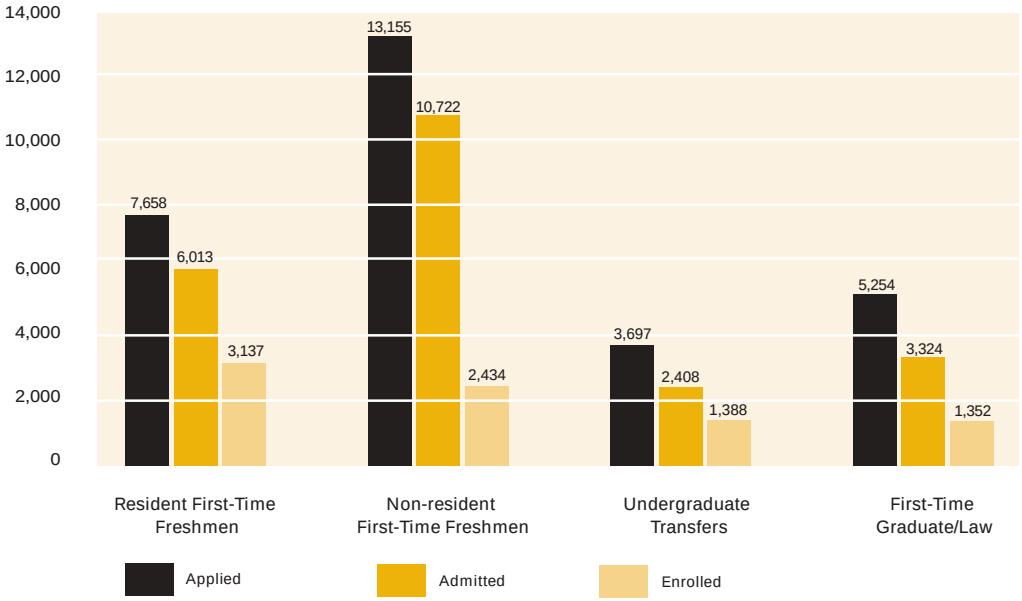


FIG. 2.1: Reflecting CU-Boulder's traditional, residential campus enrollment, two-thirds of its enrollees are first-time freshmen. At the Colorado Springs campus, more than one-third of new incoming students are first-time freshmen, while another third are undergraduate transfers. At the Denver campus, more than one-third are undergraduate transfers, and almost one-third are first-time graduate students. Source: campus IR offices.

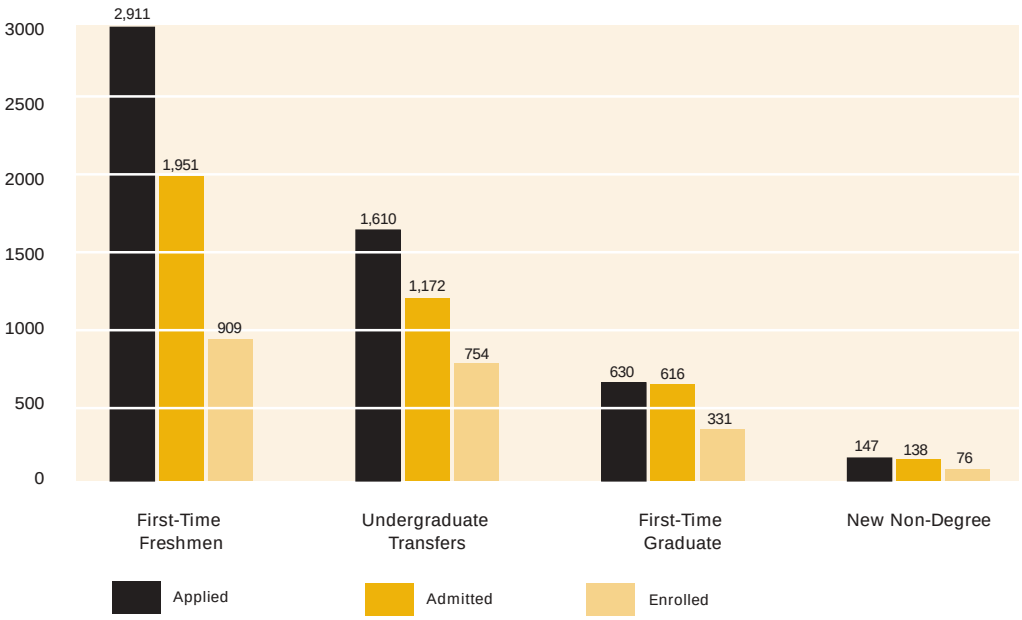
Formal Applications, Admissions, and Enrollees for CU-Boulder, Fall 2003

FIG. 2.2: On the Boulder campus, resident and nonresident first-time freshmen constituted 65% of the new enrollment in fall 2003. The remaining one-third of the new incoming population was almost equally 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—is a reflection of the competitive nature of the national market for these students. SOURCE: campus IR offices



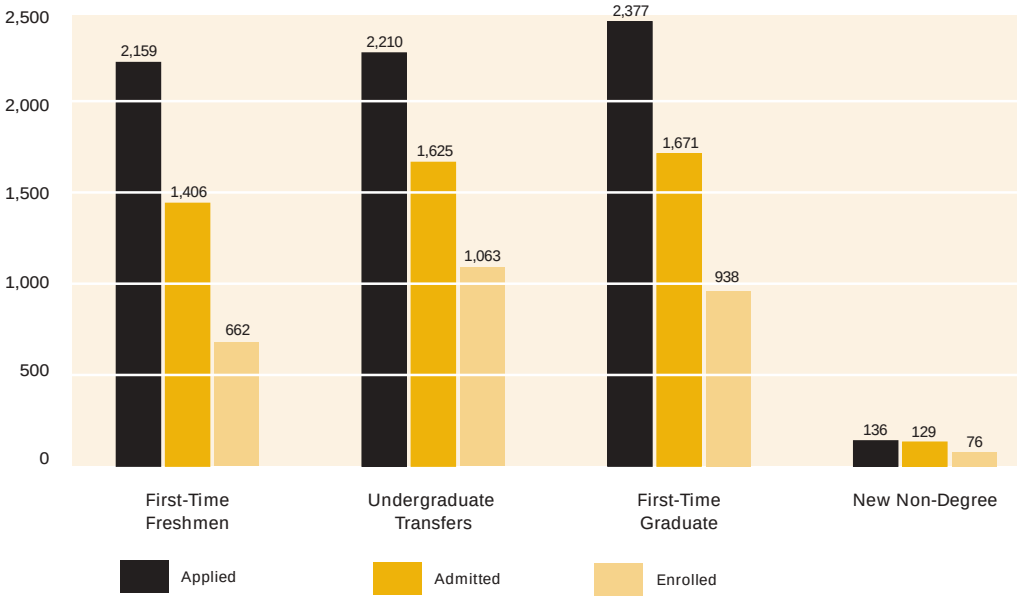
Formal Applications, Admissions, and Enrollees for CU-Colorado Springs, Fall 2003

FIG. 2.3: Of the new fall 2003 enrollees at the Colorado Springs campus, 40% were first-time freshmen–a reflection of the campus's commitment to becoming a residential campus. Nearly a third of the incoming class was composed of undergraduate transfer students, and the balance of incoming students was almost equally divided between first-time graduate students and new non-degree students. SOURCE: campus IR offices



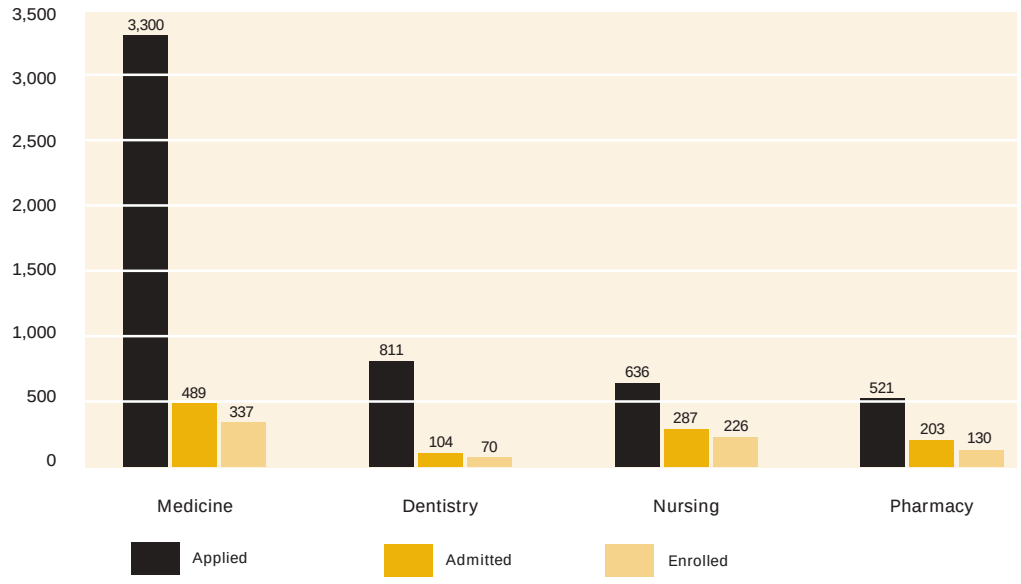
Formal Applications, Admissions, and Enrollees for CU-Denver, Fall 2003

FIG. 2.4: Undergraduate transfers and first-time graduate students are the two largest applicant types on the Denver campus. SOURCE: campus IR offices.



Health Sciences Center Enrollments by School, Fall 2003

FIG. 2.5: Health Sciences Center student applications are reflected in the headcount enrollment totals on the following table and are not broken out by admission type. SOURCE: CU-HSC Office of Admissions and Records



Where Do Students Transfer from?

Source of Transfer Students Who Enrolled at CU, FY 2002–03

At CU-Boulder, almost half of the new transfer students come from out-of-state institutions, while at CU-Colorado Springs and CU-Denver roughly two-thirds transfer from Colorado institutions. SOURCE: SURDS application files, Calendar Year

	CU-Boulder		*CU-Colorado Springs*		*CU-Denver*	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
CU System*						
CU-Boulder	189	8.7%	2	0.2%	169	9.2%
CU-Denver	81	3.7%	1	0.1%	81	4.4%
CU-Colorado Springs	50	2.3%	55	4.6%	42	2.3%
CU-Health Sciences Center					1	0.1%
TOTAL Intra-CU	**320**	**14.7%**	**58**	**4.9%**	**293**	**16.0%**
Four-Year Colorado Private						
Colorado College	5	0.2%	3	0.3%	4	0.2%
Regis University	5	0.2%	5	0.4%	18	1.0%
U.S. Air Force Academy	2	0.1%	2	0.2%	1	0.1%
University of Denver	16	0.7%	4	0.3%	30	1.6%
TOTAL Colorado Four-Year Private	**28**	**1.2%**	**14**	**1.2%**	**53**	**2.9%**
Two-Year Colorado Public						
Community College of Aurora	12	0.6%	7	0.6%	101	5.5%
Pueblo Community College	2	0.1%	17	1.4%	6	0.3%
Arapaho Community College	44	2.0%	12	1.0%	106	5.8%
Colorado Mountain College	55	2.5%	10	0.8%	19	1.0%
Aims Community College	9	0.4%	2	0.2%	3	0.2%
Front Range Community College	315	14.5%	12	1.0%	93	5.1%
Red Rocks Community College	44	2.0%	5	0.4%	101	5.5%
Pikes Peak Community College	15	0.7%	393	32.8%	12	0.7%
Community College of Denver	17	0.8%	6	0.5%	151	8.2%
Lamar Community College	2	0.1%	6	0.5%		
Northwest Junior College	4	0.2%	5	0.4%	3	0.2%
Otero Junior College	1	0.0%	7	0.6%		
Colorado Northwest Community College	1	0.0%	4	0.3%		
Trinidad State Junior College	3	0.1%	8	0.7%	3	0.2%
Morgan Community College	1	0.0%	1	0.1%	4	0.2%
TOTAL Colorado Two-Year Public	**525**	**24.0%**	**495**	**41.3%**	**602**	**32.9%**
Colorado Four-Year Public, excluding CU						
Adams State College	3	0.1%	16	1.3%	8	0.4%
Colorado School of Mines	19	0.9%	4	0.3%	10	0.5%
University of Northern Colorado	53	2.4%	43	3.6%	72	3.9%
Colorado State University	75	3.5%	51	4.3%	100	5.4%
Fort Lewis College	27	1.2%	10	0.8%	20	1.1%
Mesa State	18	0.8%	10	0.8%	18	1.0%
Metro State College	65	3.0%	12	1.0%	155	8.4%
University of Southern Colorado	5	0.2%	21	1.8%	12	0.7%
Western State College	11	0.5%	21	1.8%	10	0.5%
TOTAL Colorado Four-Year Public	**276**	**12.6%**	**188**	**15.7%**	**405**	**21.9%**
TOTAL Transfers from Out-of-State (Other)	**1,019**	**47.0%**	**444**	**37.0%**	**479**	**26.1%**
TOTAL Transfers (All)	**2,168**	**100.0%**	**1,199**	**100.0%**	**1,837**	**100.0%**

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

How Many Minority Students Are Enrolled?

The campuses are working to improve their recruitment and retention of minority students. Our highly successful pre-collegiate programs help to provide access to the CU System.

- **Undergraduate enrollments are generally holding steady.** The percentages of minority students vary by campus ranging from 14 percent of the undergraduate student body at CU-Boulder to 18 percent at CU-Colorado Springs and 27 percent at CU-Denver. At the Health Sciences Center enrollment varies by school, with nursing at 13 percent, dentistry and medicine at 15 percent, and pharmacy at 36 percent, one of the highest in the nation.
- **Overall, persistence of freshmen is rising.** While students can drop out of college at any point, they are more likely to do so from the freshman to sophomore year. Hence the persistence of students from freshmen to sophomore year is a good indicator whether the pipeline of minority students moving toward graduation will be sustained. Total minority persistence at the Boulder campus is up to 83 percent (from 79 percent last year) and only one percentage point below that for whites. At CU-Colorado Springs, minority students persist at 72 percent, five percentage points higher than that for whites (67 percent). And at CU-Denver, the 69 percent persistence of minority students is also above that of white students (64 percent).
- **Enrollment of minority graduate students at the three general campuses rose in 2003.** Given recent declines in graduate enrollments nationally, advancing minority enrollment rates in 2003 are commendable as the future of diversity among the faculty depends in part on increasing the pipeline of minority students pursuing graduate degrees.
- **At the Health Sciences Center, the overall enrollment and graduation rates remain fairly constant in the professional programs.** In dentistry the share of degrees going to minority students was 18.5 percent, and in medicine 15.6 percent of all degrees awarded went to minority students. Thirteen percent of the nursing degrees were awarded to minority students, with pharmacy's excellent record of 37.2 percent making it the leading school at the Health Sciences Center in both minority enrollment and graduation rates.

Fall 2003 Enrollment Headcount by Ethnicity

CU-Boulder

	Undergraduate		*Graduate*		*Total*	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
African American	391	1.6%	57	1.2%	448	1.5%
Asian American	1,410	5.7%	156	3.4%	1,566	5.4%
Latino	1,410	5.7%	226	4.9%	1,636	5.6%
American Indian	180	0.7%	40	0.9%	220	0.8%
Minority Total	3,391	13.8%	479	10.4%	3,870	13.3%
White and Unknown	20,817	84.8%	3,383	73.4%	24,200	83.0%
International	332	1.4%	749	16.2%	1,081	3.7%
TOTAL	**24,540**	**100.0%**	**4,611**	**100.0%**	**29,151**	**100.0%**

CU-Colorado Springs

	Undergraduate		Graduate		Total	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
African American	209	3.6%	77	4.4%	286	3.8%
Asian American	288	4.9%	72	4.1%	360	4.7%
Latino	496	8.4%	104	6.0%	600	7.9%
American Indian	65	1.1%	12	0.7%	77	1.0%
Minority Total	1,058	18.0%	265	15.2%	1,323	17.4%
White and Unknown	4,793	81.6%	1,426	81.7%	6,219	81.6%
International	24	0.4%	54	3.1%	78	1.0%
TOTAL	**5,875**	**100.0%**	**1,745**	**100.0%**	**7,620**	**100.0%**

CU-Denver

	Undergraduate		Graduate		Total	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
African American	294	4.3%	111	2.2%	405	3.4%
Asian American	742	10.8%	236	4.6%	978	8.1%
Latino	736	10.7%	314	6.1%	1,050	8.7%
American Indian	82	1.2%	29	0.6%	111	0.9%
Minority TOTAL	1,854	27.0%	690	13.4%	2,544	21.2%
White and Unknown	4,794	69.9%	4,118	79.9%	8,912	74.2%
International	211	3.1%	348	6.7%	559	4.7%
TOTAL	**6,859**	**100.0%**	**5,156**	**100.0%**	**12,015**	**100.0%**

CU-Health Sciences Center

	Undergraduate		Graduate		Total	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
African American	19	4.3%	69	3.3%	88	3.4%
Asian American	35	7.8%	181	8.5%	216	8.4%
Latino	32	7.2%	129	6.1%	161	6.3%
American Indian	6	1.3%	9	0.4%	15	0.6%
Minority Total	92	20.6%	388	18.3%	480	18.7%
White and Unknown	354	79.2%	1,678	79.2%	2,032	79.2%
International	1	0.2%	54	2.5%	55	2.1%
TOTAL	**447**	**100.0%**	**2,120**	**100.0%**	**2,567**	**100.0%**

SOURCE: SURDS enrollment files and campus IR offices

A number of programs are designed to 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 (CO-AMP) (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)

How Does Student Headcount Compare with Student FTE?

First a couple of definitions: "Student headcount" figures represent the number of actual students enrolled on a campus. A student may not be attending on a full-time basis, but the student is physically at the campus taking courses. 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 Health Sciences Center, the lock-step nature of medical program instruction mandates essentially full-time attendance by all students and results in the FTE and headcount being nearly equal. Health Sciences Center student applications are reflected in the totals table on page 14 only and are not broken out by admission type.

Headcount and Student FTE Comparisons, Fall 2003 and FY 2003

FIG. 2.6: The Boulder campus headcount/FTE comparison reflects the residential campus's higher percentage of students enrolled on a full-time basis.

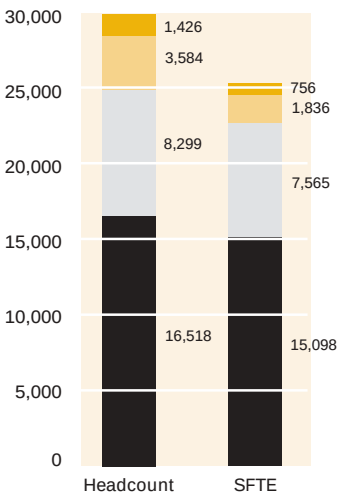


FIG. 2.7: The Colorado Springs campus comparison reflects the mix of part-time working professionals and second-career students along with full-time residential students.

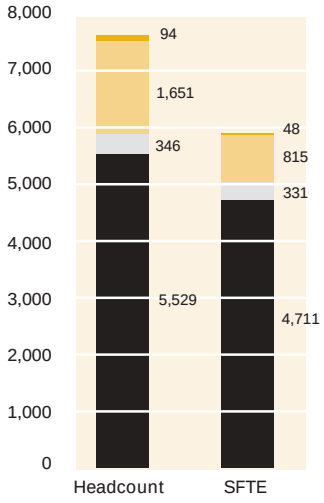
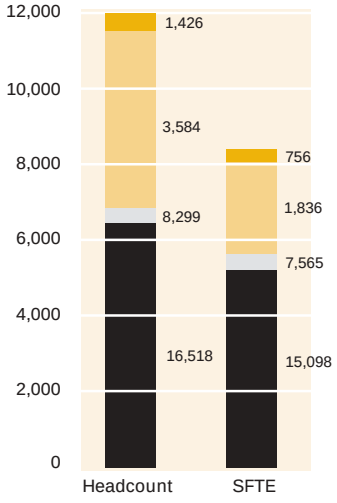


FIG. 2.8: The Denver campus comparison reflects the campus's urban setting, which allows working professionals to study at CU-Denver on a part-time basis.

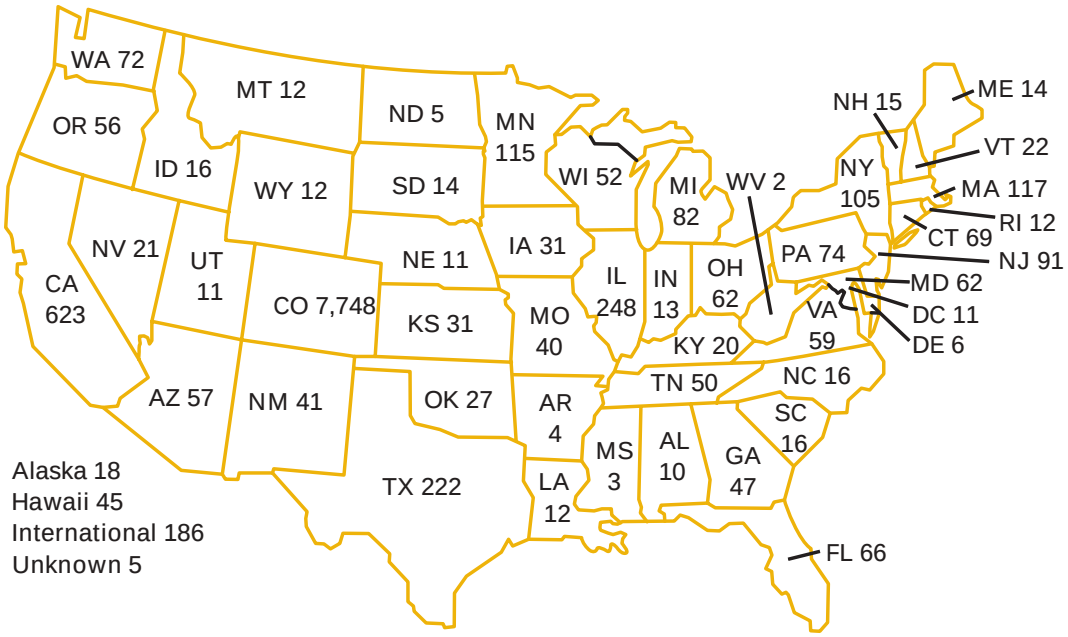


Where Do CU's New Undergraduates Come from?

CU is proud to be a state university and to provide 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 2003

FIG. 2.9: Although CU draws students from all 50 states and attracts international students as well, the majority—72%—are Coloradans. SOURCE: SURDS enrollment files

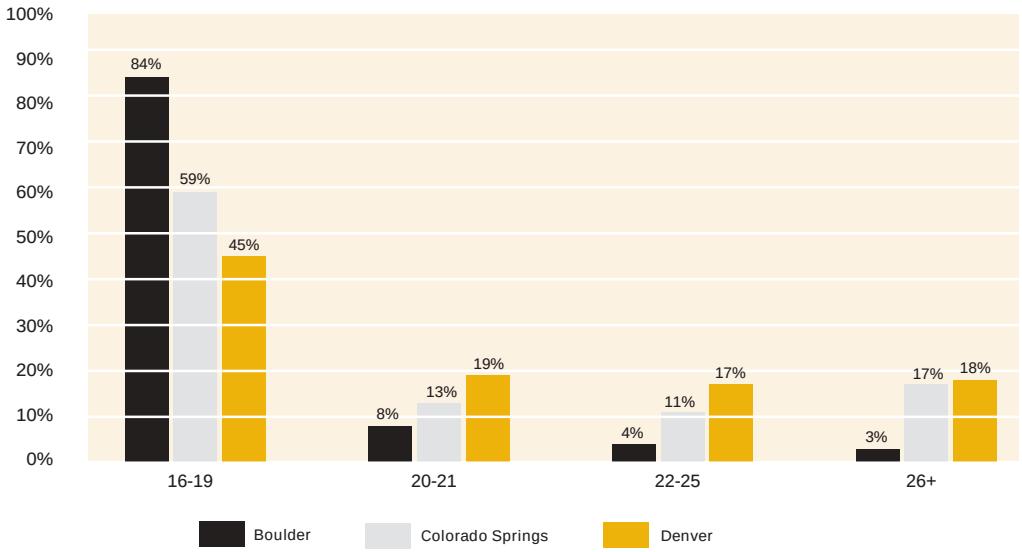


What Is the Age Range of CU Freshmen?

Age Distribution of Entering Undergraduates, Fall 2003

FIG. 2.10:

SOURCE: SURDS undergraduate enrollment file



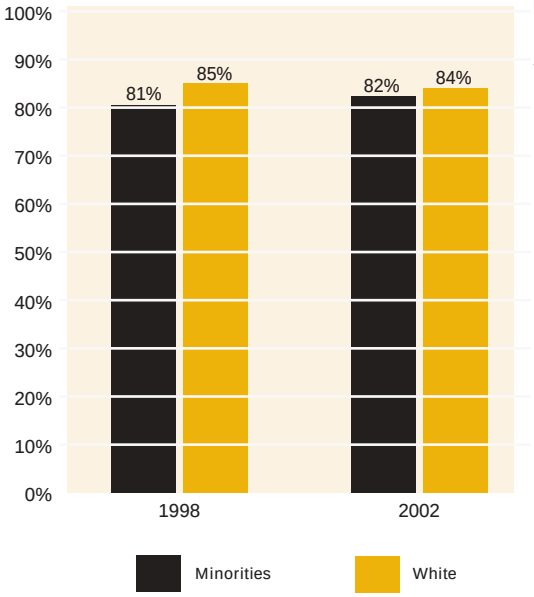
What Is the Persistence Rate for First-time Freshmen at CU?

Persistence Rates of All Minority and White First-Time Freshmen to Second Fall Term

CU-Boulder

FIG. 2.11:

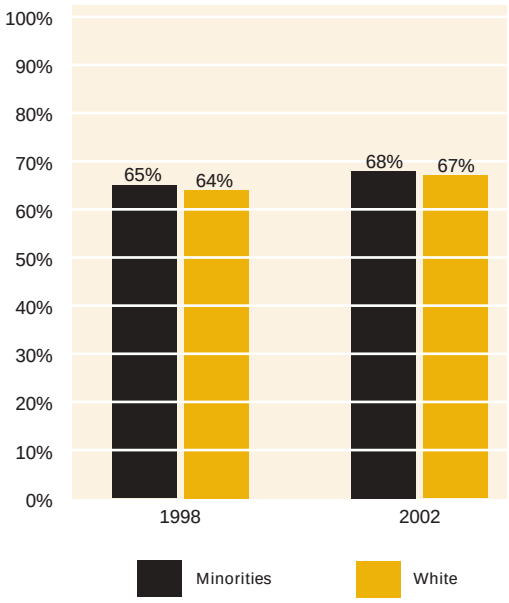
SOURCE: Annual Diversity Report to the Board of Regents



CU-Colorado Springs

FIG. 2.12:

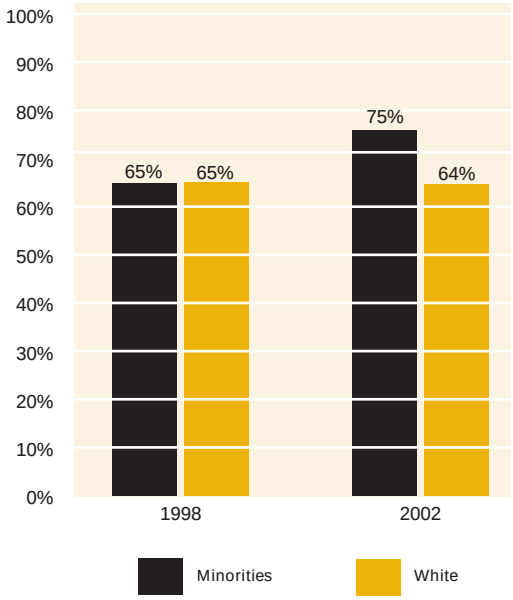
SOURCE: Annual Diversity Report to the Board of Regents



CU-Denver

FIG. 2.13:

SOURCE: Annual Diversity Report to the Board of Regents



Health Sciences Center Completion Rates for 2003 Graduating Classes

Undergraduate programs are not the focus of the Health Sciences Center, so those programs enroll relatively few students. Due to the lock-step nature of the dental hygiene and nursing undergraduate degrees, completion rates at the Health Sciences Center are extremely high.

School	*Entering Class 2001*	*Received Degree*	*Percent*
Completion Rates for Minorities			
Dental Hygiene	4	4	100%
Nursing	16	14	88%
Completion Rates for Whites			
Dental Hygiene	16	14	88%
Nursing	106	100	94%

How Many Degrees Are Awarded?

In FY 2003, CU awarded 40 percent of the bachelor's degrees, 58 percent of master's, 55 percent of doctorates and 76 percent of all First Professional degrees awarded by all Colorado public research universities and four-year institutions.

System Degree Totals

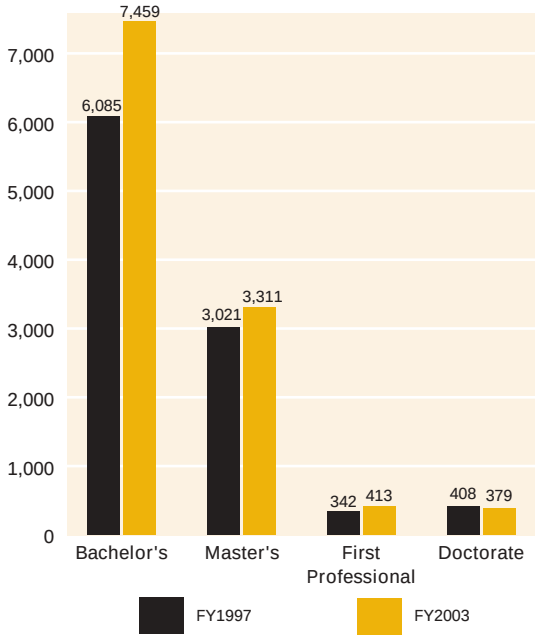


FIG. 2.14

SOURCE: SURDS Degrees Awarded file

Trends in Degree Totals by Campus

CU-Colorado Springs has seen the greatest overall increase (39%) in degrees awarded since 1997. During those six years, First Professional degree production (MD, DDS, etc.) at the Health Sciences Center has increased by 43%, while Boulder and Denver also saw significant increases in the percentage of all degrees awarded since 1997, 18% and 15% respectively.

	FY 1997	*FY 1998*	*FY 1999*	*FY 2000*	*FY 2001*	*FY 2002*	*FY 2003*
CU-Boulder							
Bachelor's	4,014	3,900	4,351	4,734	4,578	4,775	5,003
Master's	1,003	1,115	1,077	1,046	989	1,003	1,049
Doctorate	328	309	307	266	292	258	303
First Professional	159	172	138	172	144	162	151
CU-Colorado Springs							
Bachelor's	639	717	754	765	772	909	922
Master's	351	431	420	401	415	407	462
Doctorate	5	5	2	5	3	2	3
CU-Denver							
Bachelor's	1,160	1,081	1,216	1,091	1,295	1,317	1,384
Master's	1,459	1,424	1,437	1,517	1,469	1,536	1,633
Doctorate	28	25	38	25	29	39	32
CU-Health Sciences Center							
Bachelor's	272	245	244	194	186	115	150
Master's	208	211	170	149	181	148	167
Doctorate	47	35	39	44	40	41	41
First Professional	183	196	247	241	236	227	262

CU-Denver awards post-master's certificates, counted with master's degrees in this table.

CU-Denver also awards post-bachelor's certificates, counted with bachelor's degrees.

Degrees Awarded by Gender, Ethnicity, and Campus, FY 2003

This table shows the distribution by gender and ethnicity of all degrees awarded at the University of Colorado. At CU-Boulder, 51% of all degree recipients were women and 11% minorities. At CU-Colorado Springs, 61% of all degree recipients were women and 16% minorities. At CU-Denver, 55% of all degree recipients were women and 15% minorities. At CU-Health Sciences Center, 74% of all degree recipients were women and 18% minorities. SOURCE: SURDS degree files

	Bachelor's	*Master's*	*Doctoral*	*First Professional*
CU-Boulder				
Female	2,577	501	127	83
Male	2,426	548	176	68
African American	81	10	4	8
American Indian	28	3	4	0
Asian American	239	47	8	13
Latino	237	32	7	9
White	4,119	664	194	112
International	74	179	68	1
Other/Unknown	225	114	18	8
Campus Total	**5,003**	**1,049**	**303**	**151**
CU-Colorado Springs				
Female	593	256	0	
Male	329	206	3	
African American	28	13	0	
American Indian	10	1	0	
Asian American	50	16	0	
Latino	76	25	0	
White	720	361	2	
International	7	28	1	
Other/Unknown	31	18	0	
Campus Total	**922**	**462**	**3**	
CU-Denver				
Female	778	887	16	
Male	606	746	16	
African American	55	27	0	
American Indian	9	13	1	
Asian American	116	68	3	
Latino	109	66	1	
White	740	1,172	19	
International	301	212	6	
Other/Unknown	54	75	2	
Campus Total	**1,384**	**1,633**	**32**	
CU-Health Sciences Center				
Female	136	147	23	152
Male	14	20	18	110
African American	4	0	1	11
American Indian	2	0	0	3
Asian American	6	8	2	38
Latino	10	8	1	17
White	123	146	28	186
International	0	0	8	4
Other/Unknown	5	5	1	3
Campus Total	**150**	**167**	**41**	**262**

Faculty and Staff

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 awarded to CU faculty:

3 Noble Prize Awards
7 MacArthur Fellowships
36 National Science Foundation Young Faculty Fellowships
19 Guggenheim Fellowships since 1990
36 Fulbright Scholarships since 1999
20 National Academy of Sciences Memberships

Systemwide, the University of Colorado has 2,893 full-time, instructional faculty members who are either tenured or eligible for tenure. Approximately 3,500 additional faculty hold academic staff titles—including part-time research faculty; lecturers; and honorarium, visiting, and adjunct professors on noncontinuous appointments—reflecting their nontenure-eligible status.

CU encourages faculty to excel both in the classroom and in their research and scholarship. Research is vital to a comprehensive university, because it helps faculty stay at the forefront of their fields, while excellence in teaching ensures that students derive all they can from faculty who can provide them with access to the most current knowledge.

One way CU supports its faculty is through professional development programs that aim to improve the quality of undergraduate and graduate teaching, such as the CU-Boulder Faculty Teaching Excellence Program. CU-Denver has a Center for Faculty Development, the purpose of which is to assist 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 March 2004, 36 professors within the CU system held the title of distinguished professor.

CU-Boulder

Name	*Department or School*
Frank S. Barnes	Electrical and Computer Engineering
Hazel E. Barnes	Philosophy
Roger G. Barry	Geography
Kenneth Boulding*	Economics
J. Stanley Brakhage*	Film Studies
Marvin Caruthers	Chemistry/Biochemistry
Thomas R. Cech	Chemistry/Biochemistry
Stuart Cook*	Psychology
Stanley Cristol	Chemistry/Biochemistry
Stephen Fischer-Galati	History
David Hawkins*	Philosophy
W. Carl Lineberger	Chemistry/Biochemistry
Robert Linn	Education
Steven Maier	Psychology
Richard McCray	Astrophysical and Planetary Sciences
J. Richard McIntosh	MCD Biology
Marjorie K. McIntosh	History
Jane Menken	Sociology
Keith R. Porter*	MCD Biology
David Prescott	MCD Biology
Wolfgang Schmidt	Mathematics
Carl E. Wieman	Physics
Gilbert White	Geography
Charles F. Wilkinson	Law
William B. Wood	MCD Biology

CU-Colorado Springs

Name	*Department or School*
J. Daniel Couger*	Computer/Management Science

CU-Health Sciences Center

Name	*Department or School*
Reuben Cherniack	Medicine
Henry N. Claman	Microbiology/Immunology
John W. Kappler	Microbiology/Immunology
Philippa Marrack	Microbiology/Immunology
G. Barry Pierce	Pathology
Theodore T. Puck	Biochemistry, Biophysics/ Genetics
Arthur Robinson*	Biochemistry/Molecular Genetics
David W. Talmage	Microbiology/Immunology
Jean Watson	Nursing
Norman Weiner	Pharmacology

*deceased

SOURCE: Vice President for Academic Affairs and Research Database (as of 4/04)

Who Are the President's Teaching Scholars?

The President's Teaching Scholars Program brings together faculty from all four 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, has access to 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 academy.

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 designees 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.

The program includes 56 faculty members.

CU-Boulder

Name	*Department or School*	*Year*
Martin Bickman	English	1989
Douglas A. Burger	English	1989
Nancy K. Hill	Humanities	1989
Clayton H. Lewis	Computer Science	1989
Ronald W. Melicher	Business	1989
Edwin Rivers	English	1989
Norton L. Steuben	Law	1989
Klaus D. Timmerhaus	Chemical Engineering	1989
Michael Grant	EPO Biology	1990
Jack Kelso	Anthropology	1990
William B. Krantz	Chemical Engineering	1990
G. Dale Meyer	Business	1990
Anne Costain	Political Science	1991
James Palmer	Film Studies	1991
Lee V. Chambers	History	1991
John R. Taylor	Physics	1991
Alexander Cruz	EPO Biology	1992
Wesley Morriston	Philosophy	1992
Marianne Wesson	Law	1992
James H. Curry	Applied Mathematics	1993
David M. Prescott	MCD Biology	1993
David E. Carrasco	Religious Studies	1993
J. Michael Shull	Astrophysical and Planetary Sciences	1994
Dennis Van Gerven	Anthropology	1995
Linda R. Watkins	Psychology	1996
Harvey Segur	Mathematics	1998
Brian Argrow	Aerospace Engineering	2000
John L. Falconer	Chemical Engineering	2000
James (Jim) Symons	Theatre and Dance	2000
Daniel Barth	Psychology	2004
Carl Wieman	Physics	2004

CU-Colorado Springs

Name	*Department or School*	*Year*
Donald Warrick	Business	1989
Jerry Flack	Education	1990
Frederick Coolidge	Psychology	1990
James Burkhart	Physics	1991
Thomas P. Huber	Geography and Environmental Studies	1993
Barbara Swaby	Education	1993
Joan E. Klingel Ray	English	1994
Gene Abrams	Mathematics	1996
Robert Camley	Physics	1999

CU-Denver

Name	*Department or School*	*Year*
Laura D. Goodwin	Education	1989
John R. Mays	Civil Engineering	1989
Richard Van DeWeghe	English	1989
Marvin Anderson	Electrical Engineering	1990
Rex Burns	English	1990
Michael Cummings	Political Science	1990
William Briggs	Mathematics	1992
Judith Stalnaker	Civil Engineering	1993
Mitchell Handelsman	Psychology	1994
Glenn T. Morris	Political Science	1994

CU-Health Sciences Center

Name	*Department or School*	*Year*
Robert E. Averbach	Dentistry	1989
J. John Cohen	Immunology	1992
Donald J. Kleier	Dentistry	1994
William A. Robinson	Medicine	1996
Clyde Tucker	Physiology	1990
Denise C. Webster	Nursing	1996

SOURCE: Director, PTSP Administration, May 2004

What Is the Faculty Profile by Gender and Ethnicity?

CU has made strides toward greater gender and ethnic diversity among the faculty over the past 10 years. CU's 2003 Systemwide Diversity Symposium focused on "Recruitment and Retention of a Diverse Faculty" to further enhance progress in this area.

Systemwide Faculty Profiles

Full-Time, Regular Instructional Faculty, by Gender, Fall 2003

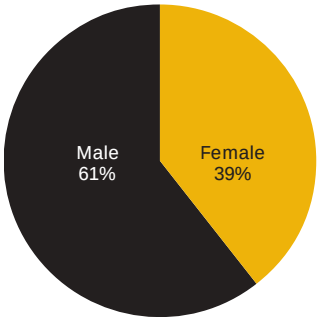


FIG. 3.1: On each campus, the proportion of female faculty is between 34% and 45%. Systemwide, 40% of full-time regular instructional faculty are women.

SOURCE: Annual Diversity Report to the Board of Regents

Full-Time, Regular Instructional Faculty, by Ethnicity, Fall 2003

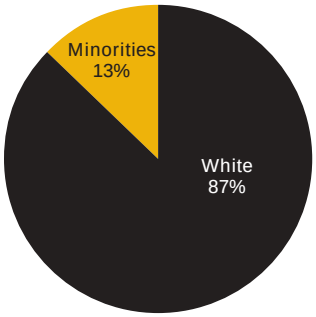


FIG. 3.2: The total percentage of minority faculty by campus is:
Boulder—13%
Colorado Springs—12%
Denver—14%
Health Sciences Center—12%

SOURCE: Annual Diversity Report to the Board of Regents

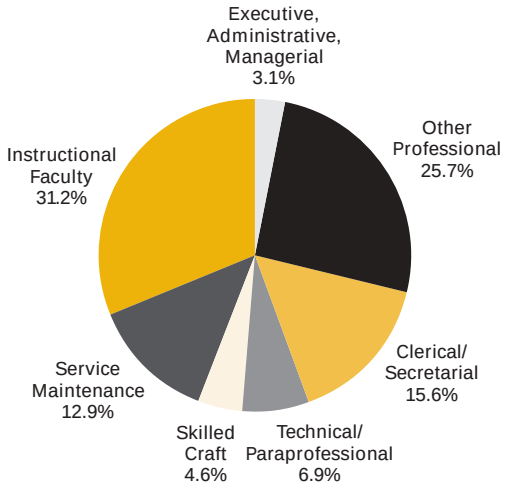
What Are the Campus Staff Profiles?

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.

CU-Boulder

Job Categories as a Percentage of Workforce, FY 2004

FIG. 3.3



Full-Time Faculty and Staff Headcount	*Total*	*Minority Number*	*Minority Percent*
Executive, Administrative, Managerial	130	24	18.5%
Other Professional	1,086	165	15.2%
Clerical/Secretarial	660	96	14.5%
Technical/Paraprofessional	291	43	14.8%
Skilled Craft	194	61	31.4%
Service Maintenance	547	311	56.9%
Instructional Faculty	1,318	169	12.8%
TOTAL CU-Boulder	**4,226**	**869**	**20.6%**

SOURCE: Annual Diversity Report to the Board of Regents

Average Instructional Faculty Salary Comparisons with Peer Institutions

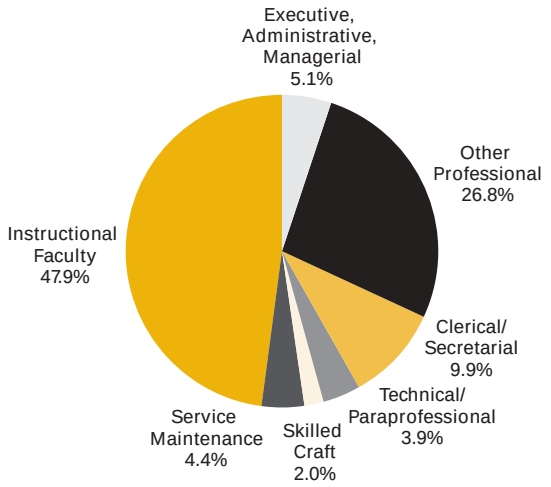
Rank	*Year*	*CU-Boulder*	*Peers*	*DFM**
Full Professor	1998/99	$79,500	$85,350	-6.9%
	2000/01	$85,700	$94,112	-8.9%
	2002/03	$95,700	$100,729	-5.0%
Associate Professor	1998/99	$57,300	$59,013	-2.9%
	2000/01	$62,400	$64,409	-3.1%
	2002/03	$69,800	$68,313	2.2%
Assistant Professor	1998/99	$48,200	$49,853	-3.3%
	2000/01	$52,000	$55,151	-5.7%
	2002/03	$59,900	$59,355	0.9%

*DFM = Distance From Mean of peers.

SOURCE: American Association of Universities Salary Survey

Job Categories as a Percentage of Workforce, FY 2004

FIG. 3.4



Full Time Faculty and Staff Headcount	*Total*	*Minority Number*	*Minority Percent*
Executive, Administrative, Managerial	30	6	20.0%
Other Professional	159	27	17.0%
Clerical/Secretarial	59	8	13.6%
Technical/Paraprofessional	23	1	4.3%
Skilled Craft	12	3	25.0%
Service Maintenance	26	14	53.8%
Instructional Faculty	284	33	11.6%
TOTAL CU-Colorado Springs	**593**	**92**	**15.5%**

SOURCE: Annual Diversity Report to the Board of Regents

Average Instructional Faculty Salary Comparisons with Peer Institutions

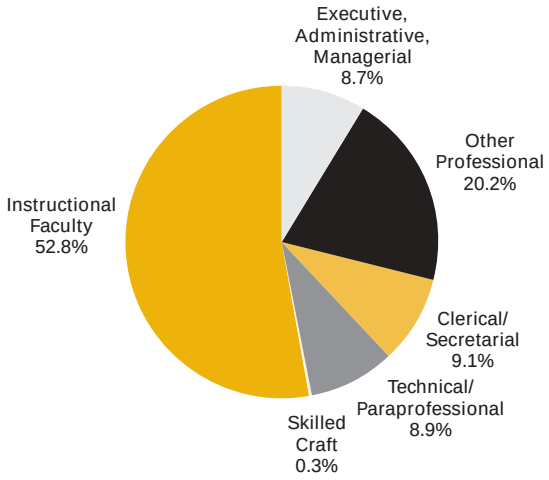
Rank	*Year*	*CU-Colorado Springs*	*Peers*	*DFM**
Full Professor	1998/99	$64,600	$65,367	-1.2%
	2000/01	$73,400	$70,150	4.6%
	2002/03	$79,700	$79,172	0.7%
Associate Professor	1998/99	$50,900	$51,973	-2.1%
	2000/01	$56,200	$55,951	0.4%
	2002/03	$61,400	$61,358	0.1%
Assistant Professor	1998/99	$44,800	$43,091	4.0%
	2000/01	$48,700	$46,600	4.5%
	2002/03	$51,200	$51,350	-0.3%

*DFM = Distance From Mean of peers.

SOURCE: American Association of Universities Salary Survey

Job Categories as a Percentage of Workforce, FY 2004

FIG. 3.5



Full Time Faculty and Staff Headcount	*Total*	*Minority Number*	*Minority Percent*
Executive, Administrative, Managerial	80	10	12.5%
Other Professional	186	57	30.6%
Clerical/Secretarial	84	31	36.9%
Technical/Paraprofessional	82	20	24.4%
Skilled Craft	3	0	0.0%
Service Maintenance	0	0	0.0%
Instructional Faculty	487	67	13.8%
TOTAL CU-Denver	**922**	**185**	**20.1%**

SOURCE: Annual Diversity Report to the Board of Regents

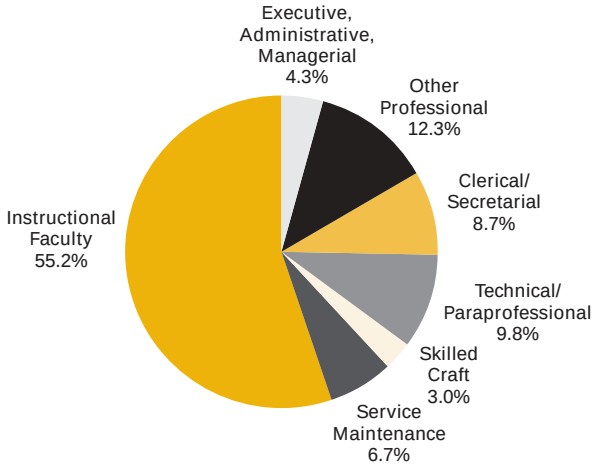
Average Instructional Faculty Salary Comparisons with Peer Institutions

Rank	*Year*	*CU-Denver*	*Peers*	*DFM**
Full Professor	1998/99	$72,000	$71,345	0.9%
	2000/01	$77,600	$79,695	-2.6%
	2002/03	$87,200	$85,743	1.7%
Associate Professor	1998/99	$53,900	$54,984	-2.0%
	2000/01	$57,400	$61,193	-6.2%
	2002/03	$65,200	$64,577	1.0%
Assistant Professor	1998/99	$47,000	$45,683	2.9%
	2000/01	$49,000	$50,853	-3.6%
	2002/03	$56,100	$55,002	2.0%

*DFM = Distance From Mean of peers.

SOURCE: American Association of Universities Salary Survey

FIG. 3.6: Salaries for CU-Health Sciences Center are not included here. Market forces and clinical practice make Health Sciences Center's faculty salaries non-comparable with the general campuses' traditional academic salaries.

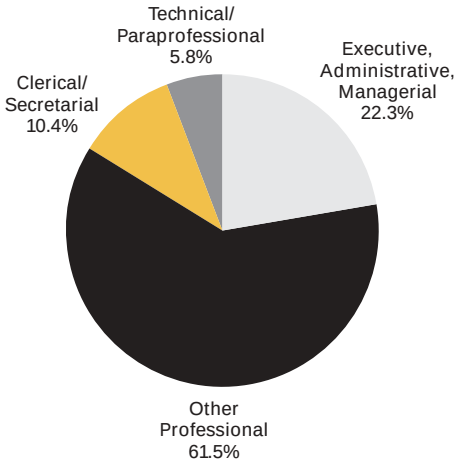


Full-Time Faculty and Staff Headcount	*Total*	*Minority*	
		Number	*Percent*
Executive, Administrative, Managerial	119	4	3.4%
Other Professional	342	60	17.5%
Clerical/Secretarial	240	76	31.7%
Technical/Paraprofessional	271	93	34.3%
Skilled Craft	84	22	26.2%
Service Maintenance	185	102	55.1%
Instructional Faculty	1,531	182	11.9%
TOTAL CU-HSC	**2,772**	**539**	**19.4%**

SOURCE: Annual Diversity Report to the Board of Regents

Job Categories as a Percentage of Workforce, FY 2004

FIG. 3.7: SOURCE: Annual Diversity Report to the Board of Regents



Full Time Faculty and		*Minority*	
Staff Headcount	*Total*	*Number*	*Percent*
Executive, Administrative, Managerial	73	5	6.8%
Other Professional	201	28	13.9%
Clerical/Secretarial	34	13	38.2%
Technical/Paraprofessional	19	8	42.1%
TOTAL CU System Admin.	**327**	**54**	**16.5%**

What Types of Faculty Does CU Have at Each Campus?

Type of Full-Time Instructional Faculty, Fall 2003

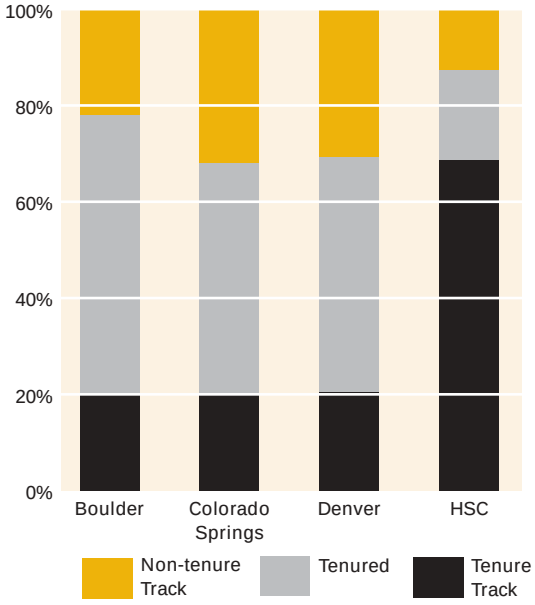


FIG. 3.8: Headcount numbers of permanent and part-time/temporary faculty at the four CU campuses reflect each campus's unique role and mission as well as that campus's effort to expose students to all available expertise, whether that be through academicians, clinicians, research personnel, business professionals, or members of the larger community. 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 nearly $561 million in FY 2003. In FY 2001, the university ranked 15th among the top public universities in overall research expenditures.

How Many Research Award Dollars Does CU Receive?

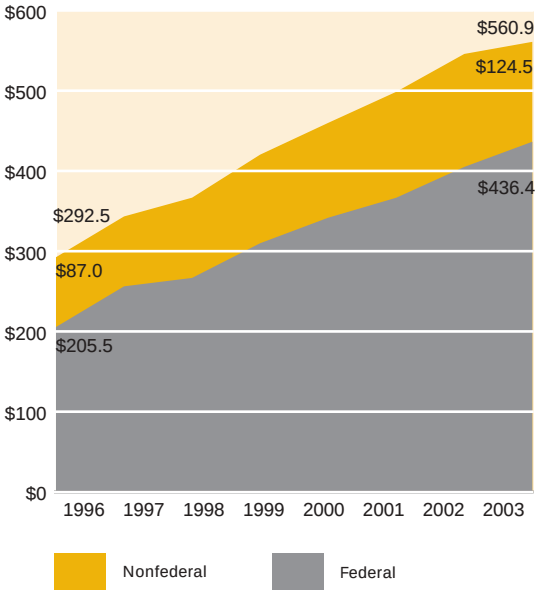
BOTH BASIC AND APPLIED RESEARCH ARE ESSENTIAL to providing a quality education at a research university. Research dollars not only supply funds for research projects, they also attract top-notch faculty and students and provide for enhanced learning facilities and resources.

Contracts and Grants Awards Granted (in millions)

By Campus	*1996*	*1997*	*1998*	*1999*	*2000*	*2001*	*2002*	*2003*	*% Change*
Boulder	$134.4	$174.2	$181.7	$204.3	$214.2	$219.0	$229.0	$250.4	86.3%
Colorado Springs	$2.1	$2.2	$2.2	$2.3	$3.0	$2.7	$1.9	$5.2	147.6%
Denver	$12.2	$12.6	$16.1	$18.5	$18.7	$16.7	$20.3	$19.2	57.4%
Health Sciences Center	$143.8	$154.3	$166.9	$195.3	$223.9	$260.0	$294.6	$286.1	99.0%
TOTAL	**$292.5**	**$343.3**	**$366.9**	**$420.4**	**$459.9**	**$498.6**	**$545.8**	**$560.9**	**91.8%**
By Kind									
Federal	$205.5	$256.2	$266.7	$309.9	$341.7	$366.6	$405.0	$436.4	112.4%
Nonfederal	$87.0	$87.1	$100.0	$110.4	$118.2	$132.0	$140.8	$124.5	43.1%
TOTAL	**$292.5**	**$343.3**	**$366.7**	**$420.3**	**$459.9**	**$498.6**	**$545.8**	**$560.9**	**91.8%**
Actual Number of Research Awards	2,741	2,869	2,957	3,071	3,085	3,308	3,360	3,495	27.5%
Average $ Amount of Award	$106,730	$119,658	$124,059	$136,861	$149,080	$150,719	$162,440	$160,487	50.4%

Growth in Sponsored Research Awards (in millions)

FIG. 4.1 SOURCE: FY 2003 campus sponsored research summary reports.



How Do CU Research Expenditures Compare Nationally?

According to the 2001 National Science Foundation survey of research expenditures, the University of Colorado ranked 15th in total expenditures among U.S. public universities and fifth in expenditures of federal research dollars.

Research Expenditure Rankings for the Top 20 Public Universities, FY 2001 (expenditures in thousands of dollars)

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.

SOURCE: National Science Foundation.

Total Research and Development

Institution	*Rank*	*Expenditure*
University of CA–Los Angeles	1	$693,801
University of Wisconsin–Madison	2	$604,143
University of Michigan	3	$600,523
University of Washington	4	$589,626
University of CA–San Diego	5	$556,533
University of CA–San Francisco	6	$524,975
University of Minnesota	7	$462,011
Pennsylvania State University	8	$458,066
University of CA–Berkeley	9	$446,273
University of CA–Davis	10	$432,396
Texas A&M University	11	$407,041
University of Illinois–Urbana-Champaign	12	$390,863
Ohio State University	13	$390,652
University of Arizona	14	$367,128
University of Colorado	**15**	**$365,472**
University of Florida	16	$359,312
University of Pittsburgh	17	$348,792
Georgia Institute Tech	18	$306,533
University of N. Carolina–Chapel Hill	19	$303,576
N. Carolina State University	20	$299,259

Federal Research and Development

Institution	*Rank*	*Expenditure*
University of Washington	1	$435,103
University of Michigan	2	$396,117
University of CA–San Diego	3	$343,276
University of CA–Los Angeles	4	$312,858
University of Colorado	**5**	**$308,643**
University of Wisconsin–Madison	6	$304,009
University of CA–San Francisco	7	$277,489
University of Minnesota	8	$264,289
Pennsylvania State University	9	$245,951
University of CA–Berkeley	10	$208,080
University of Arizona	11	$199,484
University of Illinois–Urbana-Champaign	12	$195,316
University of Texas–Austin	13	$195,184
University of Alabama–Birmingham	14	$194,625
Ohio State University	15	$161,092
University of Iowa	16	$155,249
University of CA–Davis	17	$154,937
Texas A&M University	18	$149,382
University of Maryland–College Park	19	$145,515
Georgia Institute of Tech	20	$143,836

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 four campuses have opportunities to work with senior faculty on applied research projects. Over half of the graduates with bachelor's degrees in 1995 and 1996 reported working with faculty or on their own research in and out of class.

- On the Boulder campus, the Undergraduate Research Opportunities Program (UROP) provides stipends and/or expense allowances to students who undertake an investigative or creative project in collaboration with a faculty member. Since 1999, 1,861 students received support.
- Students on the Colorado Springs campus can take advantage of research opportunities such as those provided by the Microelectronics Research Laboratories. This work puts them at the forefront of the field.
- On the Denver campus, the Office of Student Creative Activities and Research annually funds $30,000 in awards for about 40 students and 20 to 25 different projects. It also serves as a clearinghouse for information on student research opportunities.
- Research is a necessary foundation for excellence in health sciences education and high-quality patient care. Faculty and students at the CU-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 healthcare-related fields.

How Does CU Research Benefit the State at Large?

All CU research has implications for improving the lives and economic well-being of all Coloradans, because even the most basic research can have future applications that enable us to live safer, healthier lives or conduct our 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. The proximity of the National Center for Atmospheric Research and the National Institute of Standards to the Boulder campus, for example, makes possible shared research positions that deliver win-win results.
- The Technology Transfer Office at CU helps faculty transform their research into products and services that benefit people. CU has more than 140 active commercial licenses; nearly one-third of companies licensing CU technology are based in Colorado. Many of these companies are creating products and are significant employers in Colorado. Others are the backbone of the emerging biotechnology industry in the state. In FY 2003, 29 companies formed on the basis of CU research creativity were operational. To learn more about technology transfer visit **www.cu.edu/techtransfer**.
- The Coleman Institute for Cognitive Disabilities provides grants for interdisciplinary, cognitive disability research on the four campuses of the University of Colorado System. Thirteen research projects are currently being supported with institute funds. These range from creating learning tools for children with autism to developing a prototype "smart" urban transportation system designed to accommodate the unique needs of people with significant cognitive limitations. The institute also promotes the interests of people with cognitive disabilities and their families in Colorado and nationally through advocacy, public policy initiatives, research conferences, and by supporting CU graduate students with research assistantships.

- 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 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 at the Health Sciences Center is one of 34 comprehensive cancer centers across the country designated by the National Cancer Institute to conduct research on the prevention and treatment of cancer. That means Coloradans have access to some of the best cancer specialists in the world.
- The redevelopment of Fitzsimons, including the bioscience park, will take advantage of Colorado's diversified economy, specifically its rapidly expanding technology and telecommunication sectors, to advance its mission of ensuring Colorado's place as a leader in healthcare, education, research, and development well into the 21st century.

Facilities

Here are just a few of the University of Colorado's outstanding facilities in which students and faculty will find the tools they need 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.

What Type of Library Facilities Does CU Have?

Teaching, 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 the 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 four campuses.

Despite technological advances, the library as physical space is not likely to fade away. The CU System libraries are all undergoing significant changes to accommodate the shift from print to digital format as a convenient and faster way of disseminating knowledge. 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 ranked 40th among all U.S. public institutions in the 2004 Chronicle of Higher Education ranking of all U.S. and Canadian research libraries.
- All libraries are available for use by the general public.
- 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 libraries for music, business, law, engineering, math and science, and education.
- The CU-Law Library at Boulder is the largest law collection in Colorado. It serves the specialized legal information needs of the 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 very large undergraduate population and the unique graduate programs of the Graduate 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.
- Denison Memorial Library at Health Sciences Center in Denver is a gateway to the world's biomedical information, assisting the CU-Health Sciences Center in accomplishing its missions and goals in education, research, patient care, and community service.

What Special Teaching and Research Facilities Does CU Have?

The University of Colorado has numerous facilities that enable boundary-breaking work in several specialized fields. Here are just a few examples.

Offering hands-on learning. CU has developed facilities whose primary purpose is to facilitate student research and learning-by-doing. CU-Boulder's Integrated Teaching and Learning Laboratory (ITLL) is a prime example. It provides hands-on, real-world experience to all 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.

Providing state-of-the-art learning resources and technologies. Technology infrastructure improvements designed to enhance teaching and research have been completed or are underway on all CU campuses. At the Boulder campus, the Alliance for Technology, Learning, and Society (ATLAS) Institute will meet crucial state and national workforce needs by developing curricula that combine technology, arts, and media. The institute will be housed in a newly constructed $29.3 million facility that includes technology-enhanced teaching spaces, performance and production studios, offices, and exhibition space. The El Pomar Center recently opened on the Colorado Springs campus. The building is wired with a fiber optic communication system and includes a television studio with state-of-the-art digital capacity, media center, teleconferencing room, student multimedia development facilities, and computing services. The El Pomar Center also houses the Kraemer Family Library. The Denver campus is implementing a $14.3 million plan to create an integrated system of technology with "smart" classrooms, computer classrooms, laboratories, and networks located on and off campus. The Health Sciences Center recently increased the number and quality of "smart" classrooms, computer laboratories, and electronic access to library resources—all of which enhance student education and student life.

Creating big things from small things. Microelectronics laboratories on the Colorado Springs campus provide students and faculty with world-class tools to develop the types of micro-technologies that are so 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.

Exploring the new frontier. The Boulder campus has a long 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 and, in 1998, launched and monitored the Student Nitric Oxide Explorer (SNOE)—the first Earth-orbiting spacecraft largely designed and built by students.

Conducting science at the extremes. CU takes advantage of its unique 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

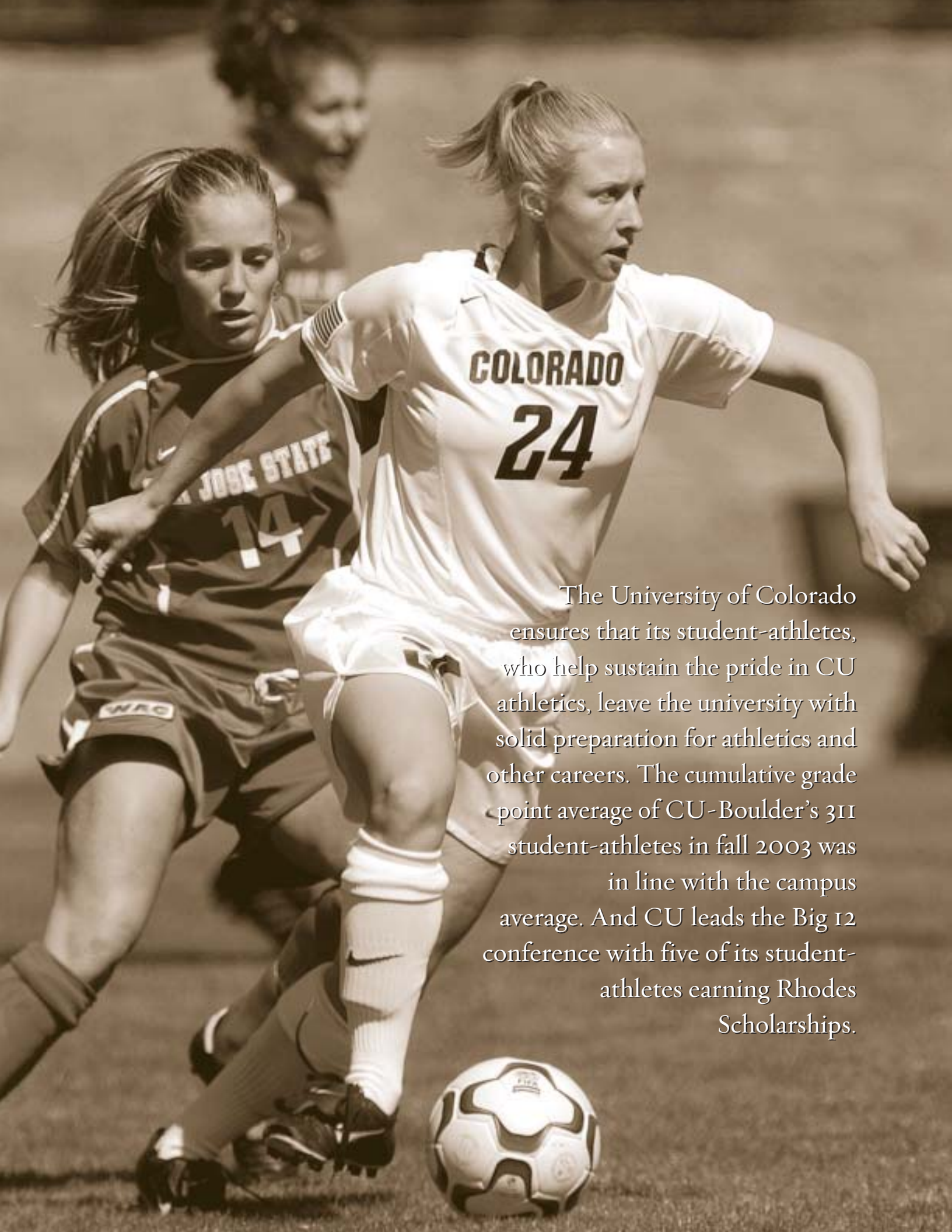
such critical issues as water chemistry, treeline migration, and vegetative response to atmospheric pollution. The Boulder campus is also home to the JILA research center. Technologies developed at JILA include the world's most precise laser, the coldest place in the universe, tools for manipulation of some of the smallest human-made objects in the world, ultrasensitive methods for vibration isolation, and state-of-the-art computer modeling of the sun's turbulence. JILA is a training ground for tomorrow's researchers as well as a launchpad for amazing practical applications in everything from electronics to medicine.

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

Making breakthroughs in health care. CU-Health Sciences Center is breaking new ground both literally and figuratively. In the near future, many of the Health Sciences Center's operations will relocate to the Fitzsimons campus. The new site is being developed from the ground up to include world-class educational, research, and clinical facilities. Examples include the Nighthorse 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 located in the 160-acre research park.

Fostering entrepreneurship. As part of CU-Denver's School of Business, 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-lead companies get started and provides incubator space to student-lead ventures. The facility is located off the main campus 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 pursue their business dreams through the creation of new businesses or corporate innovation.

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 athletics and other careers. The cumulative grade point average of CU-Boulder's 311 student-athletes in fall 2003 was in line with the campus average. And CU leads the Big 12 conference with five of its student-athletes earning Rhodes Scholarships.

What Athletics Opportunities Does CU Offer?

CU-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, tennis, and track and field; and women's basketball, cross-country, golf, skiing, soccer, tennis, track and field, and volleyball.

At CU-Colorado Springs, intercollegiate athletics is a relatively new addition to the range of student activities. The first varsity team was fielded in fall 1986. There are now eight varsity-level team sports—four women's and four men's—associated with the NCAA Division II. Varsity teams include men's basketball, soccer, tennis, and golf; and women's basketball, volleyball, tennis, and softball. The sports program is a founding member of the Colorado Athletic Conference.

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

What Honors and Titles Have CU Athletes Won?

Listed below are a few of CU-Boulder's student-athlete achievements:

- Over 325 have earned all-America honors (led by 148 in skiing).
- Sixty-two have competed in Olympics.
- The Buff football team has been invited to 25 post-season bowls.
- The women's basketball team has reached Sweet Sixteen six times, and the Elite Eight three times.
- In 2001, the men's cross country team followed the lead of the women's team the previous year and won its first national title; the men have also produced the last two NCAA individual champions.
- Boulder's newest sport, women's soccer, won its first Big 12 Conference championship in 2003 and was ranked as high as No. 5 in the nation.
- Over the last decade, an average of 11 CU sport programs ranked in the nation's top 25.
- Jeremy Bloom is one of the most high-profile student-athletes in CU history; in addition to maintaining a 3.0 grade point average, he has blended playing college football with his pursuit of a gold medal in Olympic mogul skiing.

At CU-Colorado Springs it is noteworthy that all of the athletes cited below (except Moses Tum) are from Colorado:

- Forward Jack Bain led all of NCAA Division II in rebounding in 2003–04 with 12.4 per game.
- Softball player Crystal Krebs was named national catcher of the year and first-team All-American after hitting .511 with 19 home runs and 59 RBIs.
- The 2004 softball team won the RMAC championship and finished second in the South Central Region.
- Scott Peterson (softball) and Flavio Mazzetti (soccer) were each named RMAC coach of the year this past season.
- The golf team has won two RMAC titles and was ranked No. 1 nationally for two months in 2003.
- Five members of the 2004 track team (Levi Brathall, Moses Tum, Tina Gray, Ashley Birger, and Kelly Smith) qualified for the NCAA Division II National Outdoor Track and Field Championships in 2004.

Tuition, Fees, and Financial Aid

CU's tuition and fees have been competitive with, or lower than, the national average for public four-year institutions in recent years. 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?

CU charges tuition and fees that are proposed by each campus and subject to approval by the Board of Regents. Since passage of the TABOR amendment to the state constitution in 1992 and the Colorado legislature's subsequent statutory requirement that tuition increases stay within boundaries the legislature sets, tuition increases have slowed. In fact, resident undergraduate tuition and fees at each campus increased at a lower rate than the national average for public four-year institutions over the last several years.

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 can 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.

Cost of Attendance for Full-Time Students, FY 2004

The following tables present tuition for full-time general studies students on an annual basis. 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: published tuition tables

Resident

	Undergraduate	*Graduate*	*Mandatory Fees*	*Avg. Double Room & Board*
CU-Boulder*	$3,192	$4,244	$828	$7,004
CU-Colorado Springs[1]	$3,024	$3,759	$797	$6,000
CU-Denver	$3,027	$3,837	$490	n/a
CU-HSC[2]				n/a
MD (first-professional)		$15,333		
DDS (first-professional)		$10,459		
Nursing	$5,730	$8,160		
Pharmacy		$5,580		

(1) Plus 'course-specific' fees depending on student major and level

(2) Fees vary greatly by student level and program

(*) Schools of Business, Engineering, Journalism, Music, Law, etc., have "differential tuition" costs

Non-Resident

	Undergraduate	*Graduate*	*Mandatory Fees*	*Avg. Double Room & Board*
CU-Boulder*	$19,508	$19,508	$828	$7,004
CU-Colorado Springs	$14,134	$15,557	$797	$6,000
CU-Denver	$14,656	$16,042	$490	n/a
CU-HSC[1]				n/a
MD (first-professional)		$67,000		
DDS (first-professional)		$35,349		
Nursing	$20,010	$26,004		
Pharmacy		$9,900		

(1) Fees vary greatly by student level and program

(*) Schools of Business, Engineering, Journalism, Music, Law, etc., have "differential tuition" costs

Who Gets Financial Aid, and What Type Do They Get?

The university is committed to a program of financial aid both to promote access for students who demonstrate financial need and to recognize merit. 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 (72 percent in FY 2003) comes in the form of federal aid, and this proportion has increased in recent years.

CU Total Financial Aid

FIG. 7.1: FY 2003 (total = $281 million)

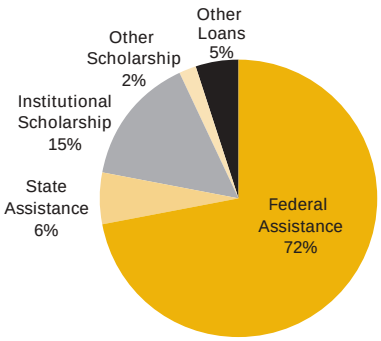
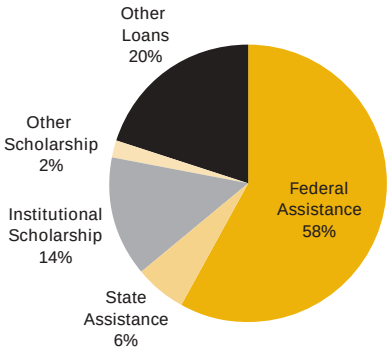


FIG. 7.2: FY 2000 (total = $216 million)



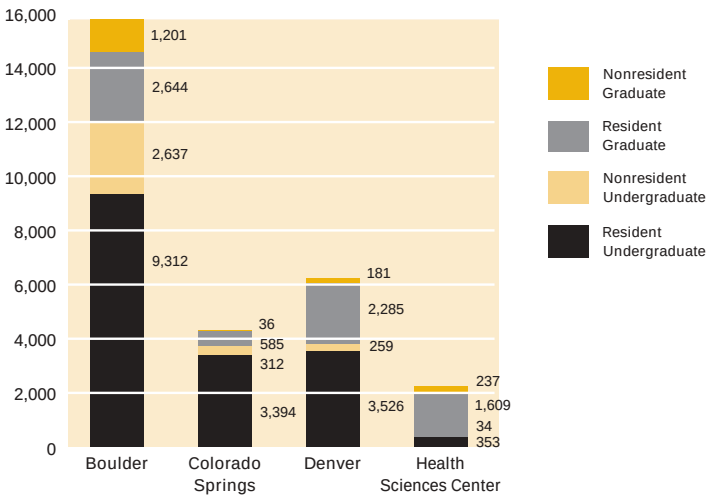
Financial Aid Summary, FY 2003

Total Enrolled Students	CU-Boulder #	CU-Boulder %	CU-Colo. Springs #	CU-Colo. Springs %	CU-Denver #	CU-Denver %	CU-HSC #	CU-HSC %
Unduplicated Headcount	31,410		9,026		15,760		2,476	
Total Undup. Students Receiving FA	**15,794**	**50%**	**4,327**	**48%**	**6,251**	**40%**	**2,233**	**90%**

Systemwide, financial aid dollars for undergraduates and graduate students combined totaled over $281 million in FY 2003. Those dollars were distributed by the four campuses on need and merit based criteria. At the Boulder and Colorado Springs campuses, about half of the enrolled students received some form of financial aid. Due to the higher proportion of part-time, second-career students that percentage is somewhat lower (40 percent) at CU-Denver. The percentage is highest at the Health Sciences Center (90 percent), where students pursuing graduate and first professional degrees have very little time to work outside of their studies.

Number of Students Receiving Financial Aid, FY 2003

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.

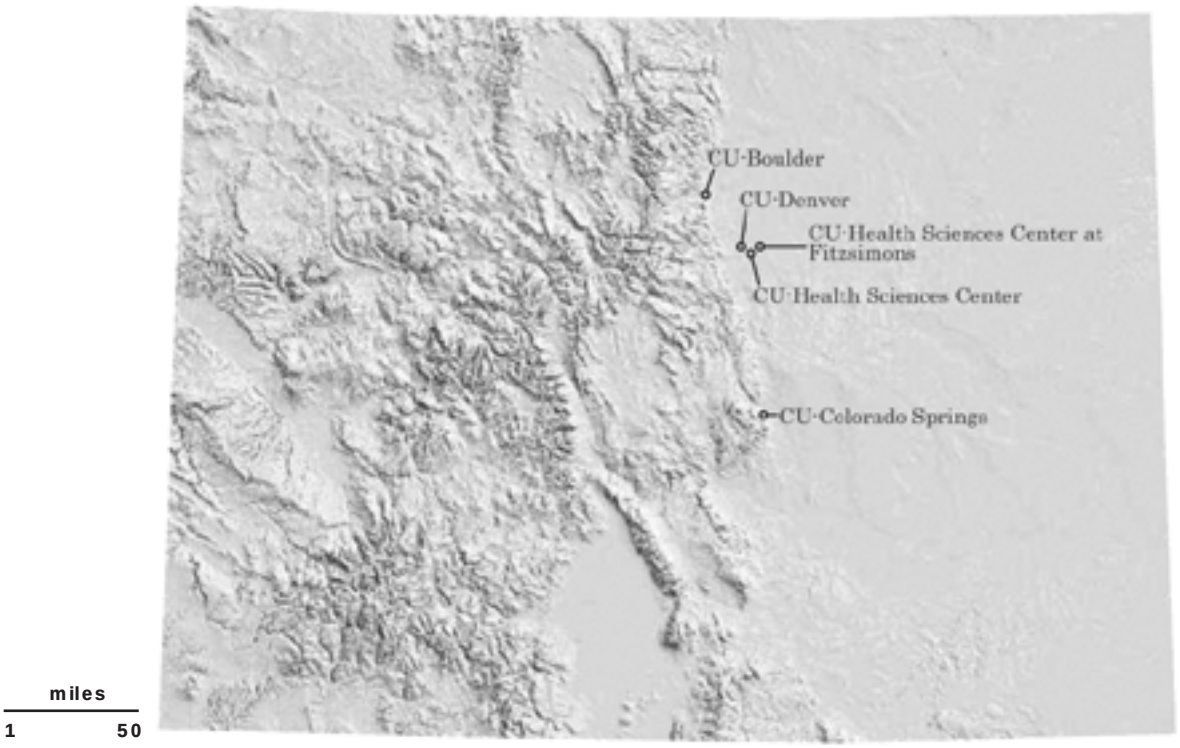
What Impact Does CU Have on the State's Economy?

The University of Colorado makes a significant contribution to the economic vitality of Colorado. This section presents highlights of a 2002 study that 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.

Here are just a few figures that demonstrate the significant positive impact of CU on the state's economy. The study showed that:

- CU generates $16.64 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 $35 million in FY2002 (the most recent year for which this measure was calculated).
- Student spending in Colorado in FY2002 totaled almost $705 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. Based on GSP, the treasury recaptures at least 76 cents for every state general fund dollar allocated to CU.
- The nearly 24,000 jobs provided by the University of Colorado generate approximately 18,000 additional Colorado jobs.
- CU technology has been used to start 30 companies in the last five years.
- CU is one of only nine public universities in the United States to have research expenditures exceed state support.
- By 2010, Fitzsimons—with the Health Sciences Center as a cornerstone of the facility—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 *2003 Economic Indicators Report,* which can be found online at **www.cu.edu/explore/reports**.



Map based on data from the Colorado Office of Emergency Management —Cartography/GIS section, 2002

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University of Colorado System

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