University of Colorado System

Answer Book

2005

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 2005. 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

This publication was produced with the invaluable assistance of representatives from all University of Colorado campuses, especially the institutional research offices. The System Office of Information & Analysis, however, accepts sole responsibility for its contents.

Photo Credits

All photos by the CU-Boulder Office of Publications & Creative Services photography department: Larry Harwood, Casey Cass, Patrick Kelley

For More Information

Anyone interested in obtaining additional information or references, or in providing corrections, may contact the CU System Office of Information & Analysis at **303-492-8232** or by sending e-mail to **chris.griffinwehr@cu.edu**.

Prepared by:

Christiane Griffin-Wehr and Jill Norton
The System Office of Information & Analysis
Office of the Vice President for Academic Affairs and Research
51 SYS
University of Colorado
Boulder, CO 80309

Tel: 303-492-8232 • Fax: 303-492-8596

Production assistance by CU-Boulder Office of Publications & Creative Services:

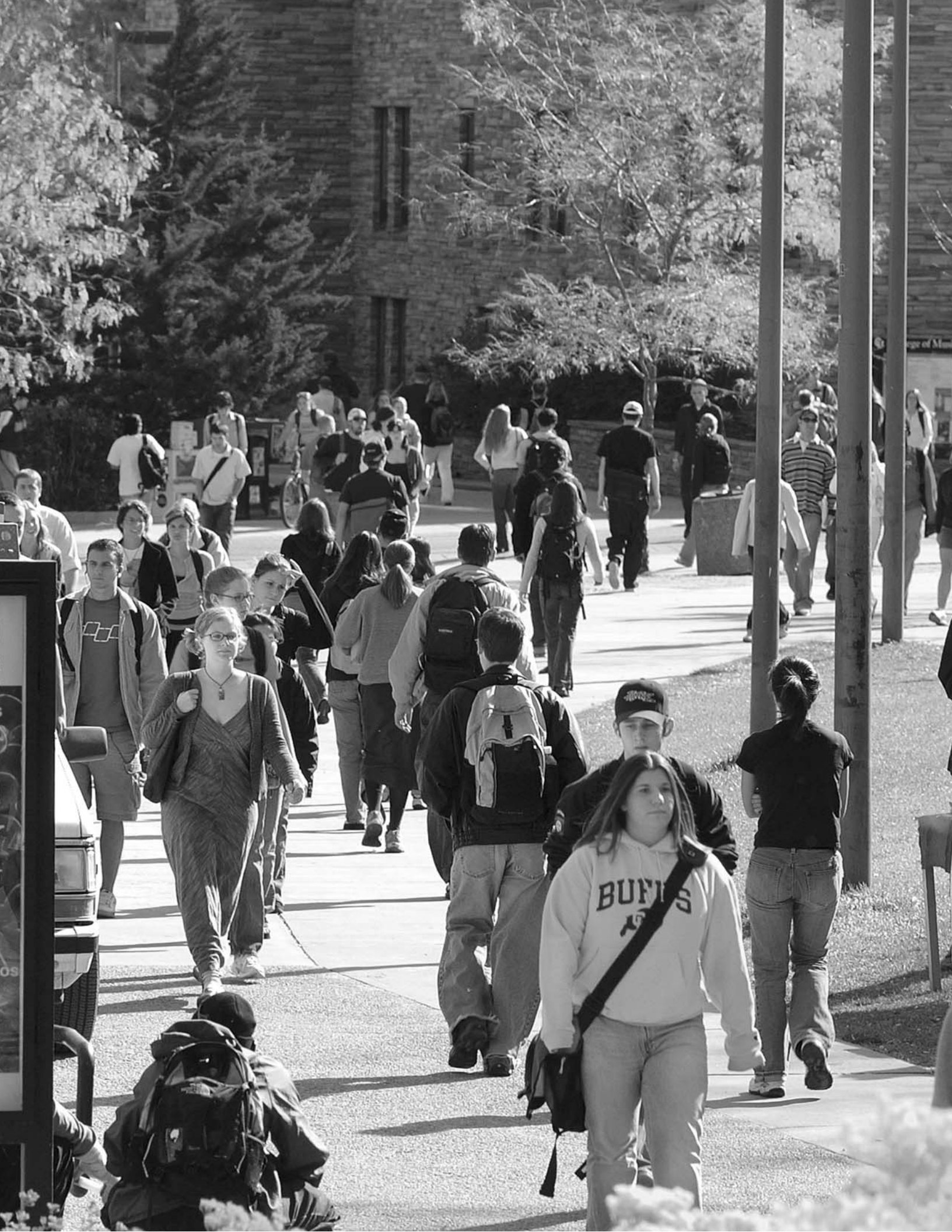
Katie Henry, project management
Linda Besen, editing
Polly Christensen, design and production
Lynn Reed and Amy Miller, figures

Published May 2005
Printed on recycled paper

University of Colorado System

Answer Book

2005



Contents

Letter from the President

The University of Colorado's faculty, students, and staff all contribute to a learning environment where everyone can excel.

The accomplishments of our faculty and more than 52,000 students reflect the spirit of innovation, partnership, and excellence that exists at our campuses.

We pride ourselves in providing excellence in education, research, and civic service to Colorado citizens and to students from around the world. 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 System Answer Book* is a tremendous resource for current statistical data of the CU System as well as each of our campuses.

Thank you for your continued 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 undergraduate and graduate students. The university offers intellectual and cultural enrichment to people in communities around the state. The benefits of higher education—excellent teaching and superior research—are touching lives throughout Colorado and beyond.

What Is Important about CU's History?

CU dates 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. To establish the university, the legislature appropriated $15,000, and this was matched by Boulder residents. The Civil War delayed the formal founding of the university until 1876, the year Colorado became a state; the doors to Old Main opened on September 5, 1877. Old Main still stands and is used by many members of the campus community.

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

The Colorado Springs campus began in the 1920s as an extension center for the Boulder campus. By the 1960s the extension center had grown to over 1,200 students. A gift of the land and buildings of the old Cragmor Sanatorium provided a permanent site for the campus, and in 1965, the extension center became the University of Colorado at Colorado Springs. Since then, numerous buildings, including residence halls, 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 shares the Auraria campus with the Community College of Denver and Metropolitan State College of Denver.

The Health Sciences Center began on the Boulder campus in 1883, but 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.

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

Today, more than 50,000 students and 2,600 full-time instructional faculty members make the CU System 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 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 Downtown Denver campus offers programs in architecture and planning, business, and public administration that serve the needs of its urban population. 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 to observe a "fermionic condensate" formed from pairs of atoms in a gas.
- First to perform a liver transplant.
- Discovered that a naturally occurring protein in the blood prevents the AIDS virus from reproducing and spreading to healthy cells.
- First to identify a genetic factor that converts normal cells into cancer cells.
- First to develop a classification and numbering system for human chromosomes.
- First to produce computerized 3-D images of the entire human body derived from anatomical sections ("visible human").
- Developed the "FluChip" to aid physicians in diagnosing respiratory illness and differentiating between three types of influenza and other viruses that cause similar symptoms.
- Discovered that lymphocytes are preprogrammed to respond to antigens, the foundation of modern immunology.
- Discovered how a human cancer gene functions.
- First to perform successful open heart surgeries using hypothermia.
- First Sim Suite™ advanced heart surgery simulator.
- Pioneered the first Child Health Associate program in the nation.
- First in the nation to perform a fetal cell implant to treat Parkinson's Disease.
- First to provide a nationwide computerized network of family physicians for practice-based research—a model replicated worldwide.

A Few of the University's Noteworthy Achievements

- Carl Wieman, CU-Boulder faculty member, was named 2004 Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education.
- CU-Colorado Springs is the fastest growing university in Colorado and one of the fastest growing universities in the nation.
- The Beth-El College of Nursing and Health Sciences at CU-Colorado Springs recently celebrated its 100th anniversary of providing health care for southern Colorado residents.
- The downtown campus of CU-Denver and Health Sciences Center is located on the Auraria campus—a space it shares with two other educational institutions; this extensive partnership is the only one of its kind in the nation.
- Three CU-Boulder faculty members have been awarded the Nobel Prize.
- Nineteen CU graduates have been named Rhodes Scholars.
- CU-Denver and Health Sciences Center is Colorado's most diverse university.
- The School of Nursing at CU-Denver and Health Sciences Center is ranked first in the pediatric nursing specialty by *U.S. News & World Report*.
- 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.
- The National Society of Hispanic MBAs named the MBA program at CU-Denver and Health Sciences Center best in the country for Hispanic students.
- Sixteen 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 Colorado's eight governing boards of higher education, including the CU Board of Regents, to develop and implement legislative directives and statewide higher education policy.
- The University of Colorado is governed by a nine-member **Board of Regents**, as established under the Colorado Constitution. Regents are constitutionally charged 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 elected at large.

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

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

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

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

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

  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 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**:

  Philip P. DiStefano, Boulder (Interim)

  Pamela Shockley-Zalabak, Colorado Springs

  James H. Shore, Denver and 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 their missions, the University of Colorado campuses offer more than 300 degree programs through 30 schools and colleges. Additionally, the university offers more than 350 online courses and a variety of continuing education classes. Each school and college is headed by a dean, who is its principal administrative officer. Most 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 have been created to carry out these roles.

University of Colorado at Boulder

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.

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

University of Colorado at Colorado Springs

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.

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

University of Colorado at Denver and Health Sciences Center

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.

CRS: 23-20-101(1)(d) The Health Sciences Center campus of the University of Colorado shall offer specialized baccalaureate, first-professional, masters, 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.

CU-Denver and Health Sciences Center

Schools and Colleges:

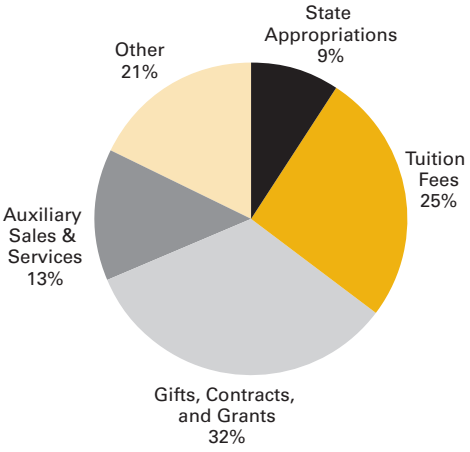
- The Business School
- The College of Architecture and Planning
- The College of Arts and Media
- The College of Engineering and Applied Science
- The College of Liberal Arts and Sciences
- The Graduate School—Downtown Denver
- The Graduate School—Health Sciences Programs
- The Graduate School of Public Affairs
- The School of Dentistry
- The School of Education
- The School of Medicine
- The School of Nursing
- The School of Pharmacy

What Is the University's Current Budget?

The University of Colorado's Fiscal Year 2005 budget is $1.79 billion. State support has declined in recent years, causing the university to rely more heavily on other sources of revenue.

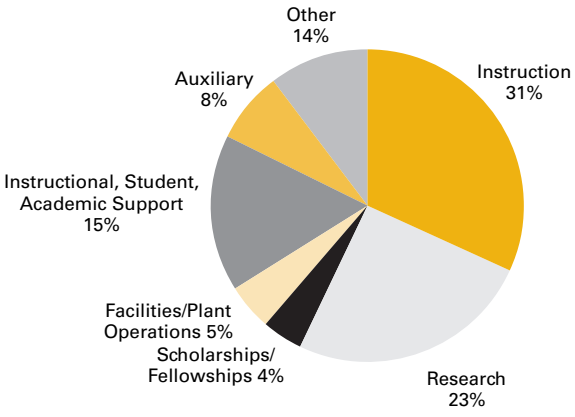
FY 2005 Revenues

FIG. 1.1: Gifts, contracts, and grants account for nearly one-third of the university's revenues. Tuition and fees account for a quarter, and the state provides less than 10%. SOURCE: Offiice of the Vice President for Budget and Finance



FY 2005 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: Offiice 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, the majority of whom are CU alumni. 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.cufund.org**.

In 1996, the CU Foundation set the lofty goal of raising $1 billion 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. These pledges have been instrumental in supporting all CU 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)

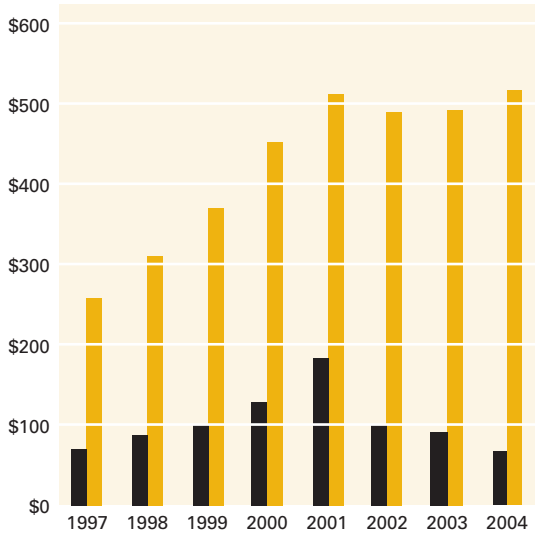


FIG. 1.3: In fiscal 2004, private support totalled $67 million and the long-term investment pool exceeded $500 million.

As of June 30, 2003, the "Beyond Boundaries" fundraising campaign successfully concluded, surpassing the $1 billion goal. Beginning in July 1996, donors contributed and pledged a record $1.026 billion to campuses for scholarships, buildings and equipment, academic programs, and faculty support. SOURCE: University of Colorado Foundation

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 the Graduate School of Public Affairs at CU-Denver and Health Sciences Center 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. Nobel laureates Eric Cornell and Carl Wieman are the first honorees.
- In 2004, UBS, a global financial services firm, committed $250,000 to support the School of Medicine at CU-Denver and Health Sciences Center. The gift is being directed to the Division of Transplant Surgeries and will help fund an endowed chair in transplant surgeries.
- 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.
- In 2004, the Banbury Fund of New York provided a $200,000 grant to support research on addiction pharmacology that is being conducted at CU-Denver and Health Sciences Center.

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 CU's Students?

The University of Colorado system serves a large and diverse community of students. Each institution 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 84 percent of the student body, and 32 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 and Health Sciences Center** serves a diverse population.

  The **Downtown Denver campus** meets the needs of the urban area's adult professional and working population. This role is reflected in the facts that approximately one-third of its undergraduate students typically carry less than a full-time student credit load and a large percentage of students are enrolled in graduate and first-professional degree programs.

  At the **Health Sciences Center** a small number of students are engaged in undergraduate work, primarily in nursing and dental health. Most students are enrolled in first-professional, graduate, and PhD programs.

University of Colorado Census Date Enrollment Summary, Fall 2004

	Boulder	*Colorado Springs*	*Downtown Denver*	*Health Sciences*	***Total***
Total Headcount	**29,756**	**7,629**	**12,346**	**2,717**	**52,448**
Resident	20,376	7,194	11,462	2,438	41,470
Non-Resident	9,380	435	884	279	10,978
Undergraduate	24,896	6,005	7,276	358	38,535
Graduate	4,860	1,624	5,070	2,359	13,913

SOURCE: CCHE Census Enrollment report, October 2004

What Are CU's Admission Requirements?

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

CU has taken the initiative and fulfilled its legislative role and mission by becoming 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; and
- Two years of a single foreign language.

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

Admitted freshmen and undergraduate transfers must also meet admission standards set by the Colorado Commission on Higher Education. 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 also are allowed "windows" to recruit students who do not meet the criteria but who have special qualifications.

University of Colorado First-Time Undergraduate Student Profile, Fall 2004

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 21.6; the national average was 20.9. SOURCES: SURDS Undergraduate Application files and www.act.org/news/data/04/states.html

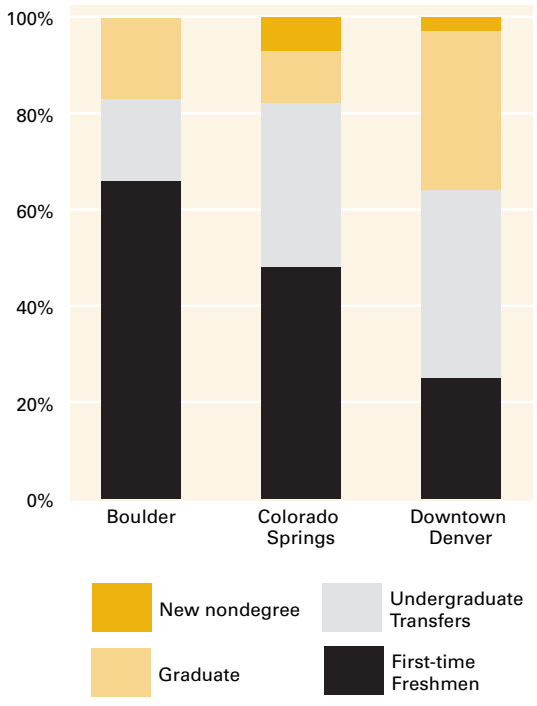
	First-time Freshmen				*Undergraduate Transfers*
	High School GPA	*High School Rank*	*Composite ACT*	*Total SAT*	*College GPA*
Boulder	3.5	75.6	25.4	1175	3.17
Colorado Springs	3.4	67.8	23.1	1070	2.99
Downtown Denver	3.3	67.4	22.1	1059	3.01

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

New Enrollments, Fall 2004

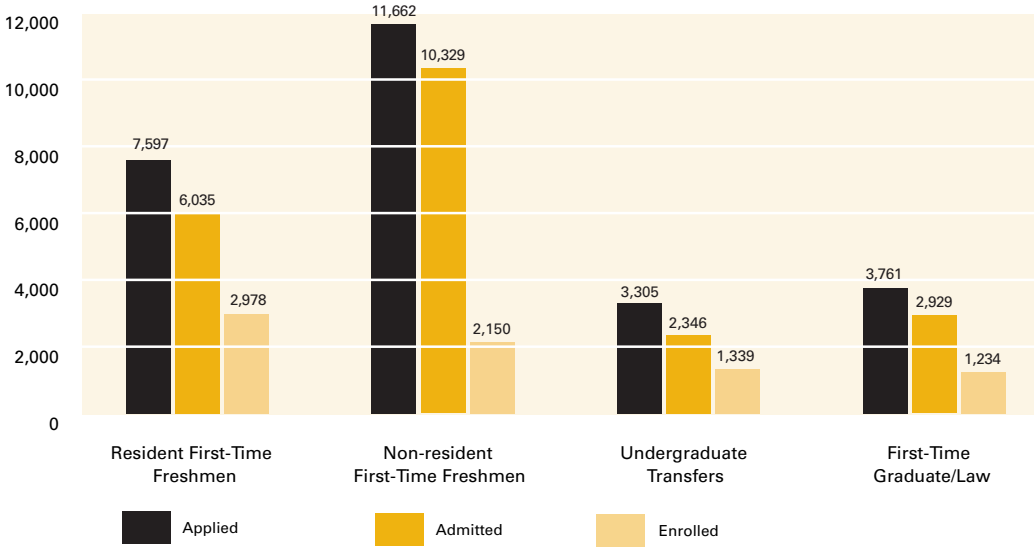
FIG. 2.1: Reflecting CU-Boulder's traditional, residential campus enrollment, two-thirds of its enrollees are first-time freshmen. At the Colorado Springs campus, nearly half of new incoming students are first-time freshmen, while another third are undergraduate transfers. At the Downtown Denver campus,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

SOURCE: campus IR offices



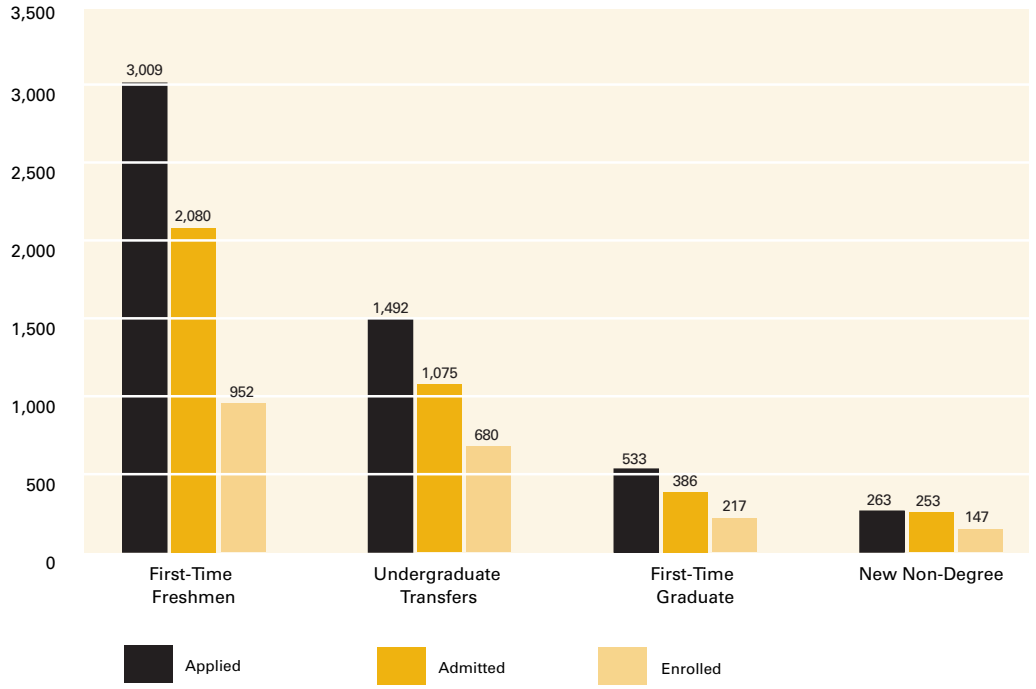
Formal Applications, Admissions, and Enrollees for CU-Boulder, Fall 2004

FIG. 2.2: On the Boulder campus, resident and nonresident first-time freshmen constituted 66% of the new enrollment in fall 2004. The remaining one-third of the 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 non-resident 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 office



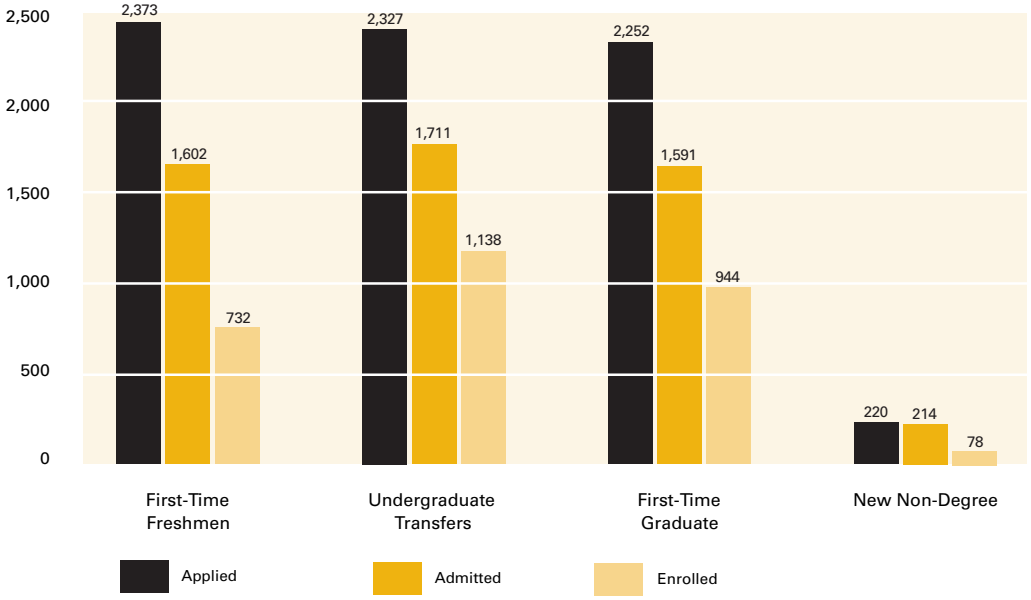
Formal Applications, Admissions, and Enrollees for CU-Colorado Springs, Fall 2004

FIG. 2.3: Of the new fall 2004 enrollees at the Colorado Springs campus, 48% were first-time freshmen—a reflection of the campus's commitment to becoming a residential campus. Approximately a third of the incoming class was composed of undergraduate transfer students. Graduate students represented 11% of incoming students. SOURCE: campus IR office



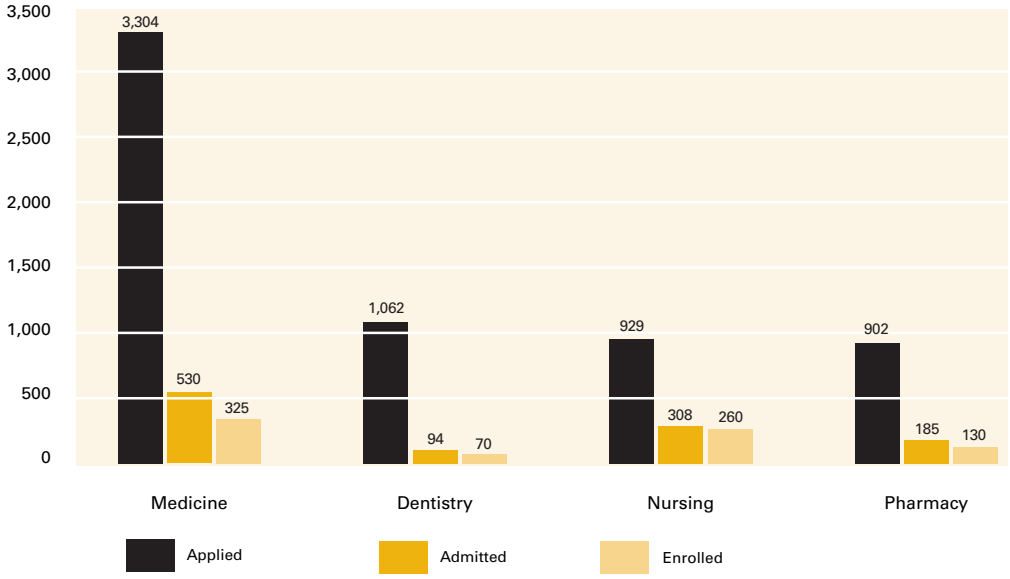
Formal Applications, Admissions, and Enrollees for CU-Denver and Health Sciences Center, Downtown Denver Campus, Fall 2004

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



Formal Applications, Admissions, and Enrollees for CU-Denver and Health Sciences Center, Health Sciences Programs, Fall 2004

FIG. 2.5: Admission to the Health Sciences programs is highly competitive, with one-third or fewer applicants being admitted at each school. SOURCE: campus IR office



Where Do Students Transfer from?

Source of Transfer Students Who Enrolled at the University of Colorado, FY 2003–04

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

	Boulder		*Colorado Springs*		*Downtown Denver*		*Total*	
CU System*								
Boulder	151	7%	2	<1%	172	9%	325	6%
Colorado Springs	53	3%	50	4%	40	2%	143	3%
Downtown Denver	81	4%	2	<1%	87	5%	170	3%
Health Sciences Center	1	<1%	0	0%	0	0%	1	<1%
TOTAL Intra-CU	**286**	**14%**	**54**	**4%**	**299**	**16%**	**639**	**12%**
Colorado Two-Year Public Institutions								
Community College of Aurora	16	1%	5	<1%	111	6%	132	3%
Pueblo Community College	2	<1%	12	1%	7	<1%	21	<1%
Arapahoe Community College	37	2%	14	1%	112	6%	163	3%
Colorado Mountain College	48	2%	11	1%	20	1%	79	2%
Aims Community College	12	1%	2	<1%	3	<1%	17	<1%
Front Range Community College	296	14%	15	1%	100	5%	411	8%
Red Rocks Community College	51	2%	3	<1%	100	5%	154	3%
Pikes Peak Community College	17	1%	401	33%	12	1%	430	8%
Community College of Denver	16	1%	3	<1%	164	9%	183	4%
Lamar Community College	2	<1%	8	1%	0	0%	10	<1%
Loretto Heights Community College	0	0%	0	0%	1	<1%	1	<1%
Northeastern Junior College	4	<1%	5	<1%	4	<1%	13	<1%
Otero Junior College	0	0%	7	1%	1	<1%	8	<1%
Colorado Northwest Community College	1	<1%	4	<1%	0	0%	5	<1%
Trinidad State Junior College	3	<1%	8	1%	3	<1%	14	<1%
Morgan Community College	0	0%	1	<1%	3	<1%	4	<1%
TOTAL Two-Year Public	**505**	**24%**	**499**	**42%**	**641**	**34%**	**1,645**	**32%**
Colorado Four-Year Public Institutions, excluding CU								
Adams State College	3	<1%	12	1%	6	<1%	21	<1%
Colorado School of Mines	21	1%	4	<1%	9	<1%	34	1%
University of Northern Colorado	52	2%	44	4%	64	3%	160	3%
Colorado State University	78	4%	46	4%	105	6%	229	4%
Fort Lewis College	23	1%	14	1%	21	1%	58	1%
Mesa State College	15	1%	12	1%	17	1%	44	1%
Metropolitan State College	70	3%	11	1%	163	9%	244	5%
University of Southern Colorado	7	<1%	27	2%	13	1%	47	1%
Western State College	13	1%	23	2%	11	1%	47	1%
TOTAL Colorado Four-Year Public	**282**	**13%**	**193**	**16%**	**409**	**22%**	**884**	**17%**
Colorado Two-Year Private Institutions TOTAL	**0**	**0%**	**0**	**0%**	**4**	**<1%**	**4**	**<1%**
Colorado Four-Year Private Institutions								
Colorado College	4	<1%	3	<1%	4	<1%	11	<1%
U.S. Air Force Academy	3	<1%	5	<1%	2	<1%	10	<1%
University of Denver	14	1%	3	<1%	23	1%	40	1%
Regis University	3	<1%	4	<1%	24	1%	31	1%
TOTAL Colorado Four-Year Private	**24**	**1%**	**15**	**1%**	**53**	**3%**	**92**	**2%**
Out-of-State Institutions TOTAL	**992**	**47%**	**441**	**37%**	**474**	**25%**	**1,907**	**37%**
All Transfers	**2,089**	**100%**	**1,202**	**100%**	**1,880**	**100%**	**5,171**	**100%**

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

How Many Minority Students Are Enrolled?

CU campuses value diversity within the student body and continually work to improve recruitment and retention of minority students.

- Undergraduate minority enrollments are holding steady. At Boulder, minority students represent 14 percent of the undergraduate student body. At Colorado Springs, minority enrollments are 19 percent of the total. The Downtown Denver campus is the most diverse, with minority students comprising 27 percent of undergraduates.
- The persistence of first-time freshmen into their second year bodes well for future graduation rates. At Boulder, the persistence rate for minority freshmen is 82 percent, compared to 85 percent for white students; at Colorado Springs, minority freshmen persist at 59 percent compared to 68 percent for white students; and at the Downtown Denver campus, the persistence of minority first-time students is 75 percent versus 67 percent for white students. The campuses have put significant efforts into retention and these efforts are clearly producing results.
- The enrollments of minority graduate students at the three general campuses have increased over the past five years. At Boulder, minority graduate enrollment is 11 percent of total graduate enrollment, a slight increase over the previous five years. At Colorado Springs, minority enrollment is 15 percent of total graduate enrollment, nearly the same as the prior fall semester, but slightly above the average for the previous five years. At the Downtown Denver campus, minority graduate student enrollment is 14 percent of total enrollment, an increase over earlier years. Given recent declines in graduate enrollments nationally, increasing minority enrollment is commendable.
- At the Health Sciences Center minority enrollments are stable. Fifteen percent of those enrolled at the School of Dentistry are minority students; 16 percent at the School of Medicine are minority, 14 percent at the School of Nursing, and 32 percent at the School of Pharmacy. The pharmacy program at CU has one of the highest minority enrollment rates nationally.

University of Colorado Headcount Enrollment by Ethnicity, Fall 2004

	Undergraduate		*Graduate*		*Total*	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
Boulder						
African American	397	1.6%	62	1.3%	459	1.5%
Asian American	1,509	6.1%	186	3.8%	1,695	5.7%
Latino	1,466	5.9%	239	4.9%	1,705	5.7%
American Indian	190	0.8%	49	1.0%	239	0.8%
Minority Total	3,562	14.3%	536	11.0%	4,098	13.8%
White and Unknown	21,015	84.4%	3,663	75.4%	24,678	82.9%
International	319	1.3%	661	13.6%	980	3.3%
TOTAL	**24,896**	**100.0%**	**4,860**	**100.0%**	**29,756**	**100.0%**

	Undergraduate		Graduate		Total	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*
Colorado Springs						
African American	235	3.9%	61	3.8%	296	3.9%
Asian American	284	4.7%	71	4.4%	355	4.7%
Latino	532	8.9%	104	6.4%	636	8.3%
American Indian	57	0.9%	10	0.6%	67	0.9%
Minority Total	1,108	18.5%	246	15.1%	1,354	17.7%
White and Unknown	4,872	81.1%	1,337	82.3%	6,209	81.4%
International	25	0.4%	41	2.5%	66	0.9%
TOTAL	**6,005**	**100.0%**	**1,624**	**100.0%**	**7,629**	**100.0%**
Downtown Denver						
African American	319	4.4%	112	2.2%	431	3.5%
Asian American	753	10.3%	250	4.9%	1,003	8.1%
Latino	783	10.8%	300	5.9%	1,083	8.8%
American Indian	87	1.2%	21	0.4%	108	0.9%
Minority Total	1,942	26.7%	683	13.5%	2,625	21.3%
White and Unknown	5,136	70.6%	4,091	80.7%	9,227	74.7%
International	198	2.7%	296	5.8%	494	4.0%
TOTAL	**7,276**	**100.0%**	**5,070**	**100.0%**	**12,346**	**100.0%**
Health Sciences Center						
African American	7	2.0%	76	3.2%	83	3.1%
Asian American	20	5.6%	200	8.5%	220	8.1%
Latino	23	6.4%	157	6.7%	180	6.6%
American Indian	4	1.1%	13	0.6%	17	0.6%
Minority Total	54	15.1%	446	18.9%	500	18.4%
White and Unknown	303	84.6%	1,862	78.9%	2,165	79.7%
International	1	0.3%	51	2.2%	52	1.9%
TOTAL	**358**	**100.0%**	**2,359**	**100.0%**	**2,717**	**100.0%**

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 (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)

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

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

SOURCE: Annual Diversity Report to the Board of Regents

FIG. 2.6: Boulder

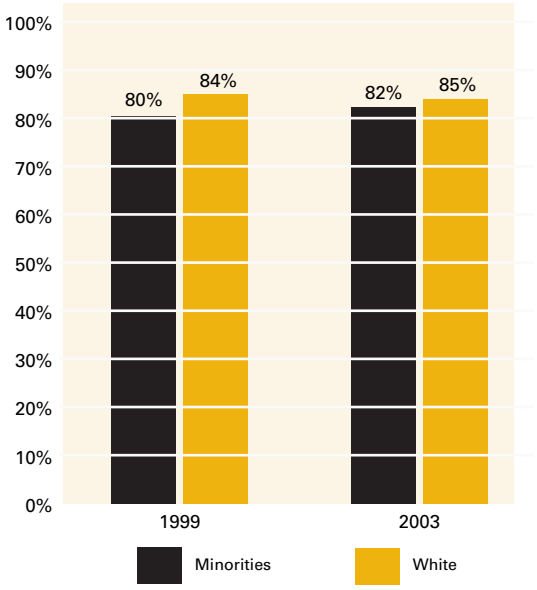


FIG. 2.7: Colorado Springs

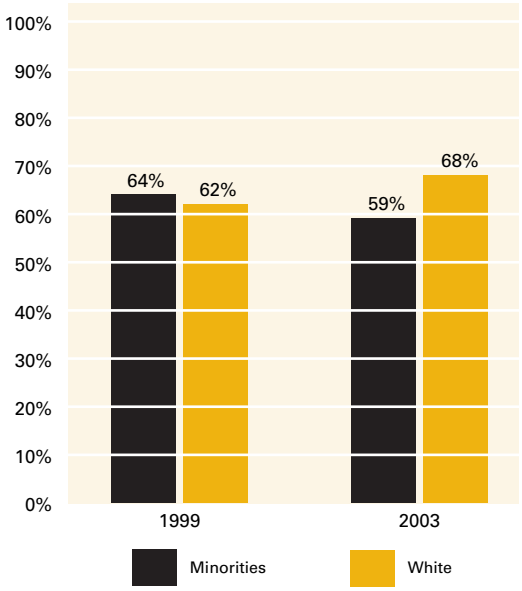
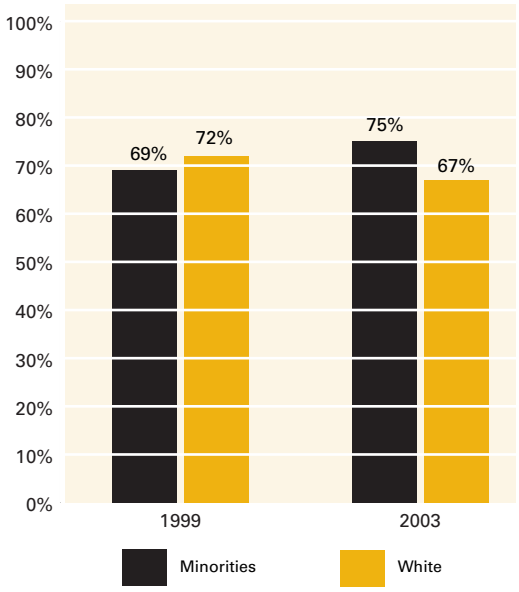


FIG. 2.8: Downtown Denver



Health Sciences Center Completion Rates for 2004 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. Seventy-seven percent (10 of 13) of minority students who entered the undergraduate nursing program in 2002 received their degree; 83% (103 of 124) of white students graduated. All students who entered the dental hygiene program in 2002—minority and white—completed their degree.

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

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

At the 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 headcount is shown on page 10.

Headcount and Student FTE Comparisons, Fall 2004 and FY 2004

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

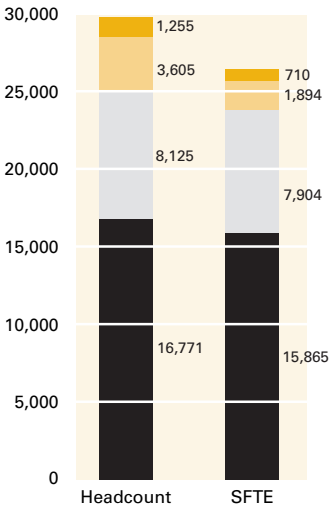


FIG. 2.10: The Colorado Springs campus comparison reflects the mix of part-time working professionals and second-career students along with full-time residential students.

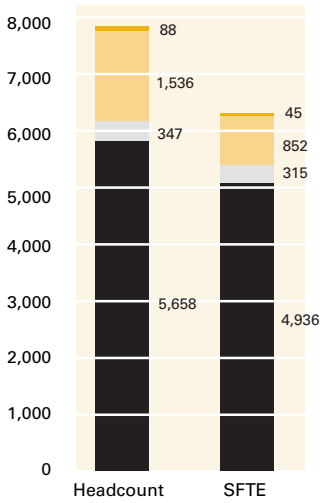
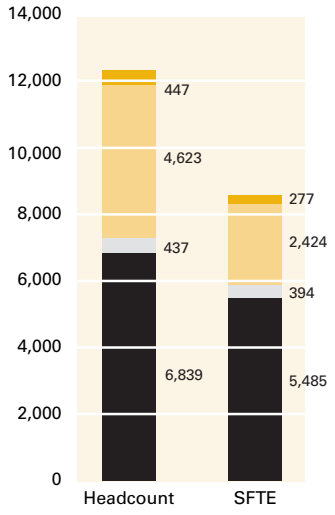


FIG. 2.11: The Downtown Denver campus comparison reflects the campus's urban setting, which allows working professionals to study on a part-time basis.

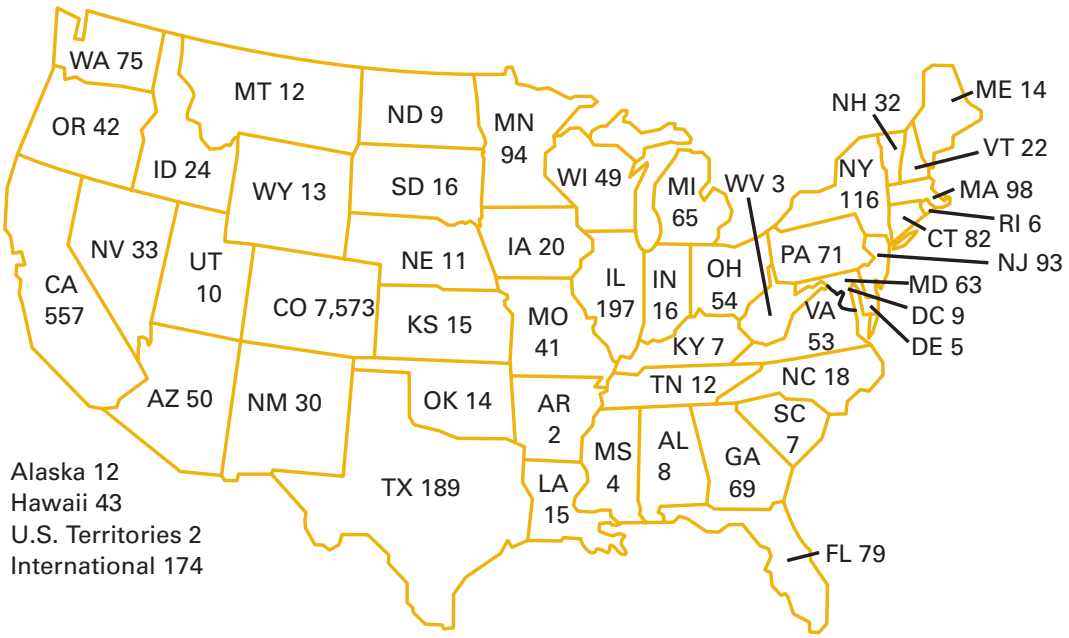


Where Do CU's New Undergraduates Come from?

CU is proud to be a state university that provides Coloradans with excellent undergraduate and post-graduate programs. CU is equally proud that students throughout the country and around the world recognize the value of a CU degree. The presence of students from beyond Colorado's borders enriches the learning experience of all students.

University of Colorado First-time Undergraduate and Transfer Enrollees' State of Origin, Fall 2004

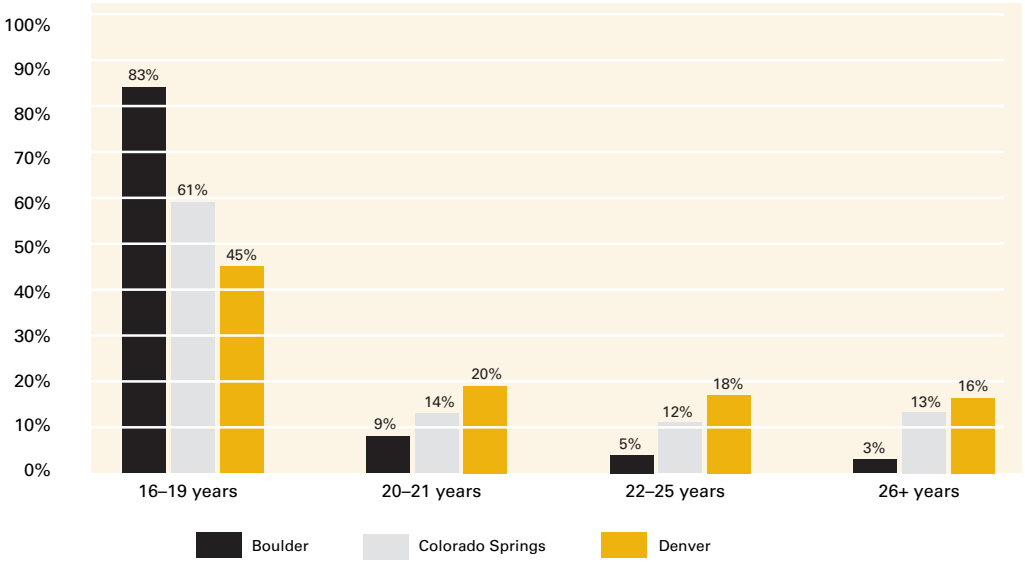
FIG. 2.12: Although CU draws students from all 50 states and attracts international students as well, the majority—73%—are Coloradans. SOURCE: SURDS enrollment files



What Is the Age Range of CU Freshmen?

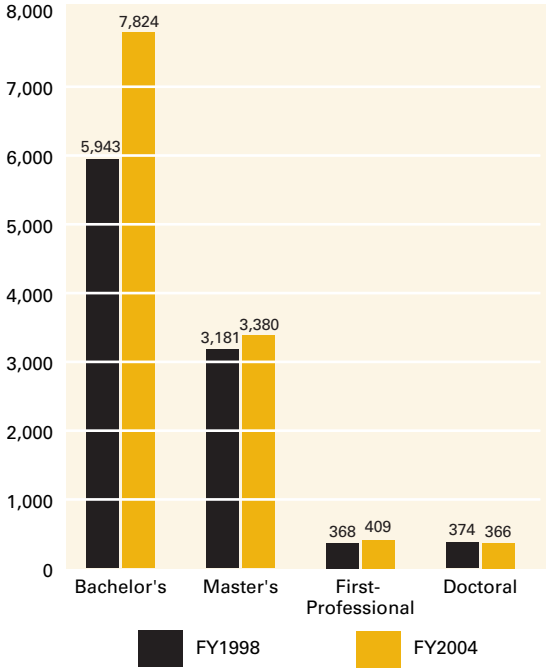
Age Distribution of Entering Undergraduates, Fall 2004

FIG. 2.13: SOURCE: SURDS undergraduate enrollment file



How Many Degrees Are Awarded?

In FY 2004, CU awarded 41 percent of the bachelor's degrees, 61 percent of master's degrees, 57 percent of doctorates, and 76 percent of all first-professional degrees awarded by all Colorado public research universities and four-year institutions.



CU Degree Totals

FIG. 2.14 : SOURCE: SURDS Degrees Awarded file

University of Colorado Degree Trends by Campus

CU-Colorado Springs has seen the greatest overall increase (39%) in degrees awarded since 1998. During that time, first-professional degree production (MD, DDS, etc.) at the Health Sciences Center increased by 29%, while Boulder and Denver also saw significant increases in the percentage of all degrees awarded since 1998, 22% and 18% respectively.

	FY 1998	*FY 1999*	*FY 2000*	*FY 2001*	*FY 2002*	*FY 2003*	*FY 2004*
Boulder							
Bachelor's	3,900	4,351	4,734	4,578	4,775	5,003	5,196
Master's	1,115	1,077	1,046	989	1,003	1,049	1,062
Doctoral	309	307	266	292	258	303	286
First-Professional	172	138	172	144	162	151	157
Colorado Springs							
Bachelor's	717	754	765	772	909	922	1,040
Master's	431	420	401	415	407	462	559
Doctoral	5	2	5	3	2	3	4
Downtown Denver							
Bachelor's	1,081	1,216	1,091	1,295	1,317	1,384	1,387
Master's	1,424	1,437	1,517	1,469	1,536	1,633	1,576
Doctoral	25	38	25	29	39	32	33
Health Sciences Center							
Bachelor's	245	244	194	186	115	150	201
Master's	211	170	149	181	148	167	183
Doctoral	35	39	44	40	41	41	43
First-Professional	196	247	241	236	227	262	252

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

University of Colorado Degrees Awarded by Gender and Ethnicity, FY 2004

At Boulder, 50% of all degrees were awarded to women and 11% to minorities. At Colorado Springs, 63% of all degrees were awarded to women and 14% to minorities. At Downtown Denver, 55% of all degrees were awarded to women and 16% to minorities. At the Health Sciences Center, 75% of all degrees were awarded to women and 17% to minorities. SOURCE: SURDS degree files

	Bachelor's	*Master's*	*Doctoral*	*First-Professional*
Boulder				
Female	2,629	486	119	90
Male	2,567	576	167	67
African American	57	3	1	5
American Indian	34	6	0	3
Asian American	274	47	8	4
Latino	244	42	15	12
White	4,252	677	182	121
International	57	182	66	0
Other/Unknown	278	105	14	12
Total	**5,196**	**1,062**	**286**	**157**
Colorado Springs				
Female	682	329	1	
Male	358	230	3	
African American	36	22	0	
American Indian	15	2	0	
Asian American	51	18	0	
Latino	65	23	0	
White	817	450	2	
International	4	23	2	
Other/Unknown	52	21	0	
Total	**1,040**	**559**	**4**	
Downtown Denver				
Female	812	818	26	
Male	575	758	7	
African American	47	24	0	
American Indian	11	18	0	
Asian American	111	73	0	
Latino	118	83	4	
White	807	1,108	25	
International	221	189	3	
Other/Unknown	72	81	1	
Total	**1,387**	**1,576**	**33**	
Health Sciences Center				
Female	181	161	26	140
Male	20	22	17	112
African American	3	2	0	14
American Indian	2	0	0	2
Asian American	4	6	2	39
Latino	13	5	1	22
White	168	169	37	172
International	0	0	2	2
Other/Unknown	11	1	1	1
Total	**201**	**183**	**43**	**252**

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 Nobel Prize Awards
7 MacArthur Fellowships
25 Guggenheim Fellowships since 1990
42 Fulbright Scholarships since 1999
20 National Academy of Sciences Memberships

Systemwide, the University of Colorado has more than 2,600 full-time, instructional faculty members who are either tenured or eligible for tenure. Approximately 4,300 additional faculty hold academic staff titles—including part-time research faculty; lecturers; and honorarium, visiting, and adjunct professors on noncontinuous appointments—reflecting their non-tenure-eligible status.

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

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

Who Are CU's Distinguished Professors?

The University of Colorado extends the title "distinguished professor" to recognize the outstanding contributions of CU faculty members to their academic disciplines, as attested to by national or international recognition and/or their significant public service achievements. Candidates for this honor must demonstrate accomplishments in exemplary teaching and distinguished scholarship or creative work. As of March 2005, 40 professors within the CU system have been granted the title of distinguished professor.

Boulder

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*
Margaret Eisenhart	*Education*
Delbert Elliott	*Behavorial Science*
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*
Allan McMurray	*Music*
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*

Colorado Springs

J. Daniel Couger†	*Computer/Management Science*

Denver and Health Sciences Center

Reuben Cherniack	*Medicine*
Henry N. Claman	*Microbiology/Immunology*
Kathryn Bloch Horwitz	*Medicine/Endocrinology*
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*

* retired

† deceased

SOURCE: Vice President for Academic Affairs and Research, March 2005

Who Are the President's Teaching Scholars?

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

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

Since the program was initiated, 62 faculty members have received recognition. Forty are still teaching at CU.

Boulder

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
Robert Pois†	*History*	1990
Anne Costain	*Political Science*	1991
James Palmer	*Film Studies*	1991
Lee Chambers-Schiller	*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
Hiroshi Motomura**	*Law*	1997
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

Colorado Springs

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

Denver and Health Sciences Center

Robert E. Averbach	*Dentistry*	1989
Laura D. Goodwin	*Education*	1989
John R. Mays*	*Civil Engineering*	1989
John Nolte**	*Medicine*	1989
Richard Van DeWeghe	*English*	1989
Marvin Anderson†	*Electrical Engineering*	1990
Rex Burns*	*English*	1990
Leslie Burrows*	*Dentistry*	1990
Michael Cummings	*Political Science*	1990
Clyde Tucker*	*Physiology*	1990
William Briggs	*Mathematics*	1992
J. John Cohen	*Immunology*	1992
Judith Stalnaker*	*Civil Engineering*	1993
Mitchell Handelsman	*Psychology*	1994
Donald J. Kleier	*Dentistry*	1994
Glenn T. Morris	*Political Science*	1994
William A. Robinson*	*Medicine*	1996
Denise C. Webster	*Nursing*	1996
Carolyn Yucha**	*Nursing*	1996
David Kroll**	*Pharmacy*	2000

* retired/emeritus

** currently teaching at another institution

† deceased

SOURCE: President's Teaching Scholars Program, March 2005

What Is the Faculty Profile by Gender and Ethnicity?

CU continues to make strides toward greater gender and ethnic diversity among the faculty. In recent years, there has been an increased focus on recruiting and retaining women and minorities. For example, the Boulder campus has implemented a postdoctoral fellowship program to recruit women and persons of color into tenured faculty ranks where they are underrepresented. Colorado Springs has created an office for academic diversity to facilitate the hiring of faculty who will improve the diversity profile of the campus. Downtown Denver also has appointed a campus diversity officer and has infused the ideals of diversity and inclusion into all aspects of its recently initiated academic master planning process. The Health Sciences Center has instituted a search committee training program to build highly qualified, diverse applicant pools from which they can recruit faculty.

Systemwide Faculty Profiles

Full-Time, Regular Instructional Faculty, by Gender, Fall 2004

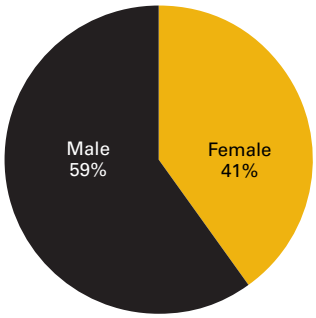


FIG. 3.1: The total percentage of female faculty by campus is:
Boulder—33%
Colorado Springs—48%
Downtown Denver—39%
Health Sciences—46%

SOURCE: Annual Diversity Report to the Board of Regents

Full-Time, Regular Instructional Faculty, by Ethnicity, Fall 2004

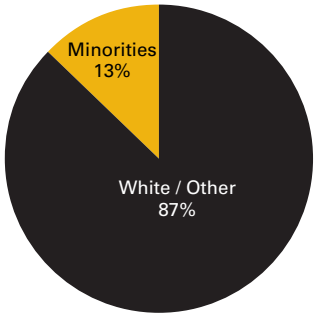


FIG. 3.2: The total percentage of minority faculty by campus is:
Boulder—13%
Colorado Springs—12%
Downtown Denver—15%
Health Sciences—12%

SOURCE: Annual Diversity Report to the Board of Regents

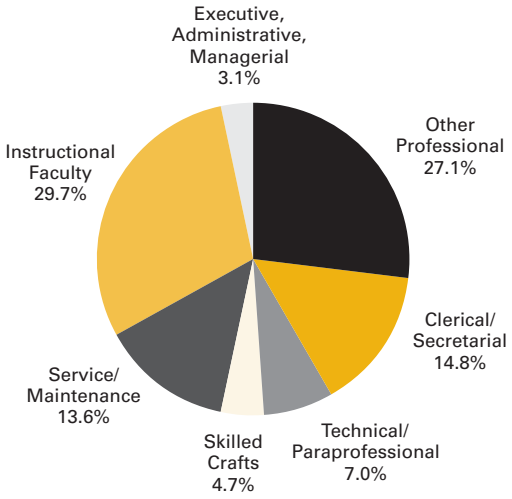
What Is CU's Employment Profile?

Ethnic minorities compose 21 percent of CU's overall full-time workforce. The following tables and charts detail the percentage of minorities in each job category and the percentage that each job category represents on each campus.

Boulder

Job Categories as a Percentage of Workforce, FY 2005

FIG. 3.3



Full-Time Faculty and Staff Headcount	*Total*	*Minority Number*	*Minority Percent**
Executive, Administrative, Managerial	130	24	18.6%
Other Professional	1,123	170	15.6%
Clerical/Secretarial	614	99	16.7%
Technical/Paraprofessional	289	54	19.6%
Skilled Crafts	196	60	31.6%
Service/Maintenance	562	334	60.8%
Instructional Faculty	1,229	163	13.3%
TOTAL Boulder	**4,143**	**904**	**22.3%**

* Percent minority is based on the number of faculty/staff for whom race/ethnicity is reported.

SOURCE: Annual Diversity Report to the Board of Regents

Average Instructional Faculty Salary Comparisons with Peer Institutions

Rank	*Year*	*Boulder*	*Peers**	*Difference*
Full Professor	2000/01	$85,700	$94,112	-8.9%
	2002/03	$95,700	$100,729	-5.0%
	2004/05	$100,600	$106,557	-5.6%
Associate Professor	2000/01	$62,400	$64,409	-3.1%
	2002/03	$69,800	$68,313	2.2%
	2004/05	$72,700	$72,231	0.6%
Assistant Professor	2000/01	$52,000	$55,151	-5.7%
	2002/03	$59,900	$59,355	0.9%
	2004/05	$63,000	$62,882	0.2%

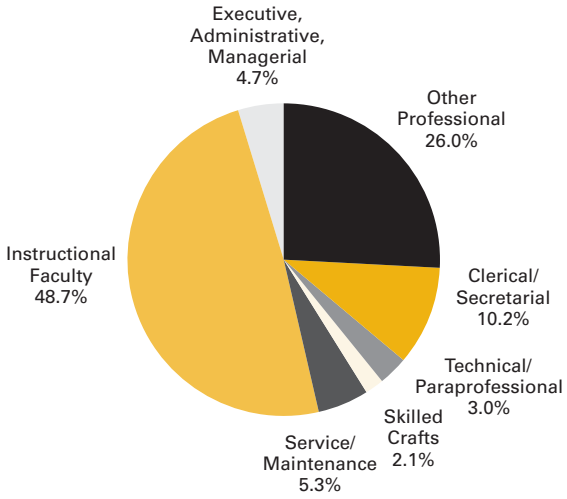
* Peer salaries are based on the weighted mean.

SOURCE: American Association of Universities Salary Survey

Colorado Springs

Job Categories as a Percentage of Workforce, FY 2005

FIG. 3.4



Full-Time Faculty and Staff Headcount	*Total*	*Minority*	
		Number	*Percent*
Executive, Administrative, Managerial	32	7	21.9%
Other Professional	176	22	12.5%
Clerical/Secretarial	69	8	11.6%
Technical/Paraprofessional	20	1	5.0%
Skilled Crafts	14	3	21.4%
Service/Maintenance	36	16	44.4%
Instructional Faculty	329	38	11.6%
TOTAL Colorado Springs	**676**	**95**	**14.1%**

SOURCE: Annual Diversity Report to the Board of Regents

Average Instructional Faculty Salary Comparisons with Peer Institutions

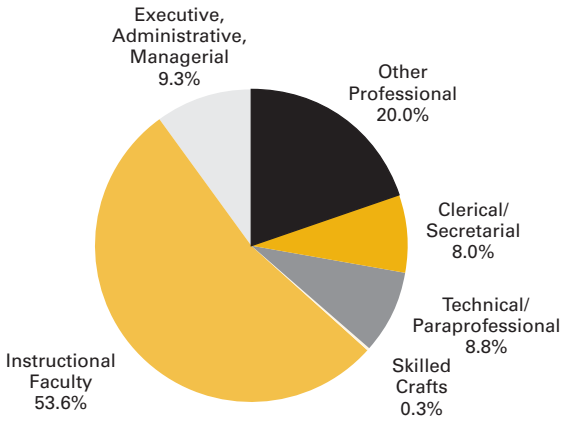
Rank	*Year*	*Colorado Springs*	*Peers**	*Difference*
Full Professor	2000/01	$73,400	$70,150	4.6%
	2002/03	$79,700	$79,172	0.7%
	2004/05	$78,923	$83,155	-5.1%
Associate Professor	2000/01	$56,200	$55,951	0.4%
	2002/03	$61,400	$61,358	0.1%
	2004/05	$62,664	$63,996	-2.1%
Assistant Professor	2000/01	$48,700	$46,600	4.5%
	2002/03	$51,200	$51,350	-0.3%
	2004/05	$54,504	$54,212	0.5%

* Peer salaries are based on the weighted mean.

SOURCE: American Association of Universities Salary Survey

Job Categories as a Percentage of Workforce, FY 2005

FIG. 3.5



Full-Time Faculty and Staff Headcount	*Total*	*Minority*	
		Number	*Percent*
Executive, Administrative, Managerial	83	15	18.1%
Other Professional	178	63	35.4%
Clerical/Secretarial	71	25	35.2%
Technical/Paraprofessional	78	25	32.1%
Skilled Crafts	3	0	0.0%
Service/Maintenance	0	0	0.0%
Instructional Faculty	478	71	14.9%
TOTAL Downtown Denver	**891**	**199**	**22.3%**

SOURCE: Annual Diversity Report to the Board of Regents

Average Instructional Faculty Salary Comparisons with Peer Institutions

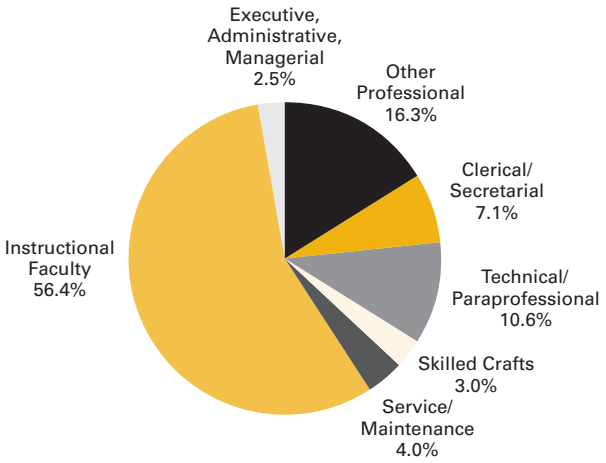
Rank	*Year*	*Downtown Denver*	*Peers**	*Difference*
Full Professor	2000/01	$77,600	$79,695	-2.6%
	2002/03	$87,200	$85,743	1.7%
	2004/05	$89,700	$89,441	0.3%
Associate Professor	2000/01	$57,400	$61,193	-6.2%
	2002/03	$65,200	$64,577	1.0%
	2004/05	$66,800	$66,764	0.1%
Assistant Professor	2000/01	$49,000	$50,853	-3.6%
	2002/03	$56,100	$55,002	2.0%
	2004/05	$58,300	$56,914	2.4%

* Peer salaries are based on the weighted mean.

SOURCE: American Association of Universities Salary Survey

Health Sciences Center

FIG. 3.6



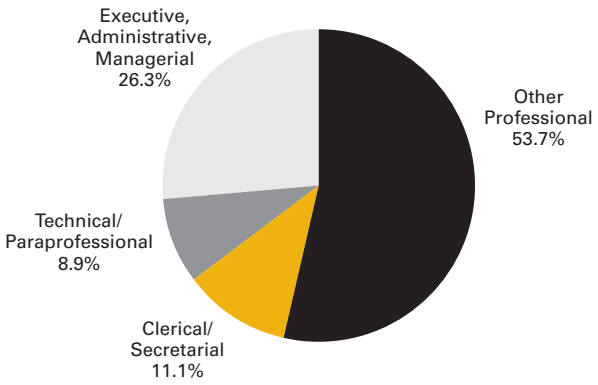
Full-Time Faculty and Staff Headcount	*Total*	*Minority*	
		Number	*Percent*
Executive, Administrative, Managerial	73	3	4.1%
Other Professional	470	132	28.1%
Clerical/Secretarial	205	74	36.1%
Technical/Paraprofessional	306	110	35.9%
Skilled Crafts	87	24	27.6%
Service/Maintenance	114	68	59.6%
Instructional Faculty	1,626	191	11.7%
TOTAL Health Sciences Center	**2,881**	**602**	**20.9%**

SOURCE: Annual Diversity Report to the Board of Regents

NOTE: Peer salary comparisons for the Health Sciences Center are not included here. Market forces and clinical practice make Health Sciences Center's faculty salaries non-comparable with traditional academic salaries.

Job Categories as a Percentage of Workforce, FY 2005

FIG. 3.7



Full-Time Faculty and Staff Headcount	*Total*	*Minority*	
		Number	*Percent*
Executive, Administrative, Managerial	83	9	10.8%
Other Professional	169	28	16.6%
Clerical/Secretarial	35	12	34.3%
Technical/Paraprofessional	28	9	32.1%
TOTAL CU System Administration	**315**	**58**	**18.4%**

SOURCE: Annual Diversity Report to the Board of Regents

What Types of Faculty Does CU Have at Each Campus?

Type of Full-Time Instructional Faculty, Fall 2004

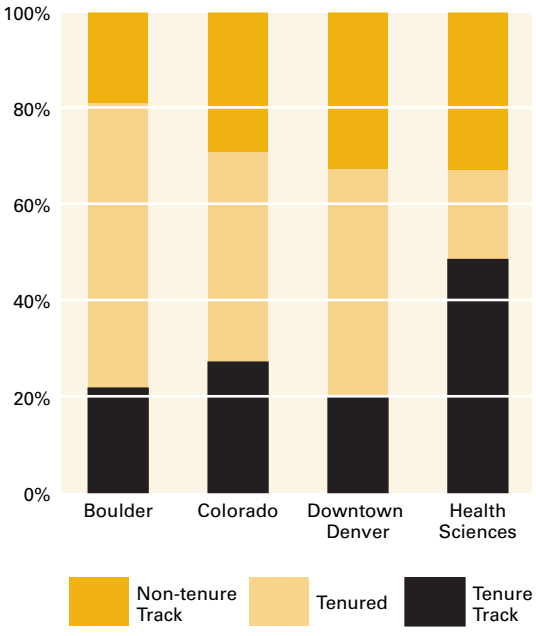
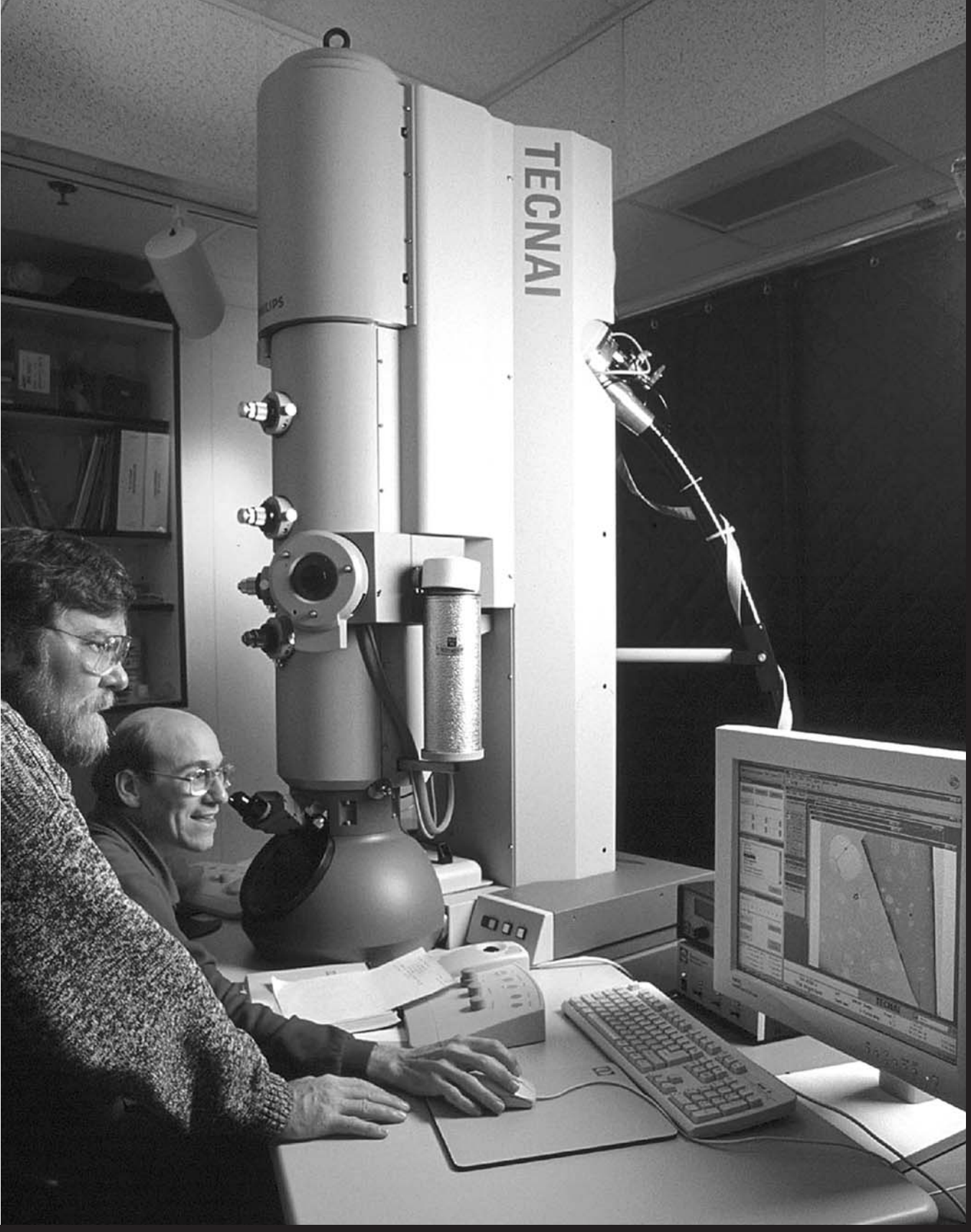


FIG. 3.8: Headcount numbers of permanent and part-time/temporary faculty at the CU campuses reflect each campus's unique role and mission as well as that campus's effort to expose students to all available expertise, whether through academicians, clinicians, research personnel, business professionals, 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 exceeded $588 million in FY 2004. In FY 2002, the university ranked sixth among public universities in federal research expenditures.

How Many Research Award Dollars Does CU Receive?

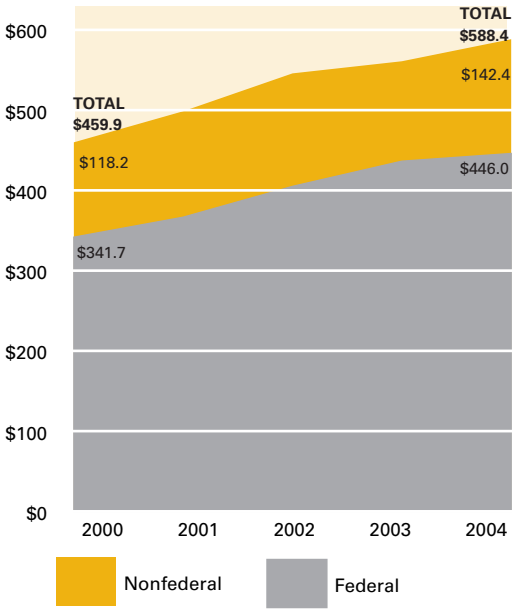
BOTH BASIC AND APPLIED RESEARCH ARE ESSENTIAL to providing a quality education at a research university. Research dollars not only supply funds for research projects, they also attract top-notch faculty and students and provide for enhanced learning facilities and resources.

Contract and Grant Awards (in millions)

Campus	*2000*	*2001*	*2002*	*2003*	*2004*	*% Change*
Boulder	$214.2	$219.0	$229.0	$250.4	$259.7	21%
Colorado Springs	$3.0	$2.7	$1.9	$5.2	$6.2	107%
Downtown Denver	$18.7	$16.7	$20.3	$19.2	$22.7	21%
Health Sciences Center	$223.9	$260.0	$294.6	$286.1	$299.8	34%
TOTAL	**$459.9**	**$498.6**	**$545.8**	**$560.9**	**$588.4**	**28%**
Source						
Federal	$341.7	$366.6	$405.0	$436.4	$446.0	31%
Nonfederal	$118.2	$132.0	$140.8	$124.5	$142.4	20%
TOTAL	**$459.9**	**$498.6**	**$545.8**	**$560.9**	**$588.4**	**28%**
Actual Number of Research Awards	3,085	3,308	3,360	3,495	3,416	11%
Average $ Amount of Award	$149,076	$150,726	$162,440	$160,487	$172,248	16%

Growth in Sponsored Research Awards (in millions)

FIG. 4.1 SOURCE: FY 2004 campus sponsored research summary reports



How Do CU Research Expenditures Compare Nationally?

According to the 2002 National Science Foundation survey of research expenditures, the University of Colorado ranked 15th in total expenditures among U.S. public universities and sixth in expenditures of federal research dollars.

Research Expenditure Rankings for the Top 20 Public Universities, FY 2002 (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	$787,598
University of Michigan	2	$673,724
University of WI–Madison	3	$662,101
University of Washington	4	$627,273
University of CA–San Francisco	5	$596,965
University of CA–San Diego	6	$585,008
University of Minnesota	7	$494,265
Pennsylvania State University	8	$492,739
University of CA–Berkeley	9	$474,746
University of CA–Davis	10	$456,653
Texas A&M University	11	$436,681
Ohio State University	12	$432,387
University of IL–Urbana-Champaign	13	$427,174
University of Pittsburgh	14	$400,200
University of Colorado	**15**	**$399,818**
University of Arizona	16	$390,827
University of Florida	17	$386,316
University of NC–Chapel Hill	18	$370,806
Georgia Institute of Technology	19	$340,347
University of MD–College Park	20	$324,980

Federal Research and Development

Institution	*Rank*	*Expenditure*
University of Washington	1	$487,059
University of Michigan	2	$444,255
University of CA–Los Angeles	3	$366,762
University of CA–San Diego	4	$359,383
University of WI–Madison	5	$345,003
University of Colorado	**6**	**$340,466**
University of CA–San Francisco	7	$327,393
University of Pittsburgh	8	$306,913
University of Minnesota	9	$295,301
Pennsylvania State University	10	$284,706
University of NC–Chapel Hill	11	$254,571
University of TX–Austin	12	$219,158
University of CA–Berkeley	12	$217,297
University of AL–Birmingham	13	$216,221
University of IL–Urbana-Champaign	14	$214,323
University of Arizona	15	$211,772
University of MD–College Park	16	$194,095
University of Iowa	17	$180,743
Ohio State University	19	$177,883
University of CA–Davis	20	$176,644

What Is the Relationship between Research and Student Learning?

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

- On the Boulder campus, the Undergraduate Research Opportunities Program (UROP) provides stipends and/or expense allowances to students who undertake an investigative or creative project in collaboration with a faculty member. Since 1999, 2,289 students have 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 Downtown Denver campus, the Undergraduate Research Opportunities Program (UROP) provides funding for students engaged in research, scholarly, creative, and entrepreneurial activities in collaboration with faculty. Approximately 20 to 30 awards are available each year.
- Research is a necessary foundation for excellence in health sciences education and high-quality patient care. Faculty and students at the Health Sciences Center play an integral part in the vast regional and national network of health-related research activities through a large number of programs and affiliations that include researching cancer, diabetes, child abuse and neglect, and many other health-related issues.

How Does CU Research Benefit the State at Large?

CU research helps to improve the lives and economic well-being of all Coloradans, because even the most basic research can have 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. For example, the proximity of the National Center for Atmospheric Research and the National Institute of Standards and Technology to the Boulder campus makes possible shared research positions that deliver win-win results.
- The Technology Transfer Office at CU helps faculty transform their research into products and services that benefit people. Nearly 200 exclusive and non-exclusive licenses are in effect for developing and marketing CU technology; nearly one-third of companies licensing CU technology are based in Colorado. Many of these companies are significant employers in Colorado and some are the backbone of the state's emerging biotechnology industry. CU technology has been used to start more than 40 companies since 1995, 38 of which remain operational today. Nine new companies were founded in FY 2004 alone. To learn more about technology transfer visit **www.cu.edu/techtransfer**.
- The Coleman Institute for Cognitive Disabilities funds interdisciplinary research on cognitive disability and technology throughout the University of Colorado System. More than 20 projects are currently being funded including graduate assistantships, conference support and capacity building initiatives. The largest project is a partnership with the federal government's National Institute for Disability Rehabilitation Research to fund the nation's first "Rehabilitation Engineering Research Center for the Advancement of Cognitive Technologies." This is a new $5.5 million center with 13 research and

development projects in cognitive technologies from needs assessments to community living, health and family support, education, employment, and standards development. The institute also promotes the interests of people with cognitive disabilities and their families in Colorado and nationally through advocacy, public policy initiatives, and the Coleman Institute annual conference.

- A $3.15 million grant from the El Pomar Foundation has enabled CU-Colorado Springs to create the Colorado Institute for Technology Transfer and Implementation to foster the development, application, and transfer of new technology to business, industry, and the military.
- The Colorado Center for Community Development on the Downtown Denver campus provides technical, educational, and applied research assistance to organizations, neighborhoods, and communities that cannot afford or do not have access to professional services.
- The CU Cancer Center has been designated by the National Cancer Institute as a comprehensive cancer center in recognition of its work in cancer research, community outreach, and education. It is one of only 34 comprehensive cancer centers in the nation and the only one in Colorado. CU gives Coloradans access to some of the best cancer specialists in the world.
- The 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 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 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 the Health Sciences Center is a gateway to the world's biomedical information, assisting the students and faculty in accomplishing their goals for education, research, patient care, and community service.
- All libraries are available for use by the general public.

What Special Teaching and Research Facilities Does CU Have?

The University of Colorado has numerous facilities that enable boundary-breaking work in several specialized fields. These facilities provide opportunities for:

Innovative Learning

Integrated Education—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 million facility that includes technology-enhanced teaching spaces, performance and production studios, offices, and exhibition space.

Hands-On Experience—CU has developed facilities with the primary purpose 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 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.

State-of-the-Art Resources—At Colorado Springs' El Pomar Center, students and faculty have access to the latest communication technologies. The building is wired with a fiber optic communication system and includes a television studio with 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.

Exploration in the Physical Sciences

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.

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.

Appreciation of the Arts and Humanities

Presentation—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.

Cultivation—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.

Performance—The Downtown Denver campus celebrates the arts at the King Academic and Performing Arts Center. The facility is a 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.

Growth in Business and Technology

Technological Expertise—Microelectronics laboratories on the Colorado Springs campus provide students and faculty with tools to develop the types of micro-technologies that are 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.

Entrepreneurship—As part of the School of Business at CU-Denver and Health Sciences Center, the Bard Center for Entrepreneurship focuses on the study and promotion of entrepreneurship and new venture creation. The center manages a venture capital fund to help student-lead companies get started and provides incubator space to student-lead ventures. The facility is located off the Downtown Denver 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 achieve their goals through the creation of new businesses or corporate innovation.

Advancements in Healthcare

Superior Care and World-Class Research—In the area of health care research and service provision, CU is breaking new ground both literally and figuratively. Many of the Health Sciences Center's operations have (or will soon) 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.

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.

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 Downtown Denver campus, as part of the Auraria Higher Education Center, has access to the physical education facilities on the Auraria campus. Athletics opportunities at the Health Sciences Center are limited.

What Honors and Titles Have CU Athletes Won?

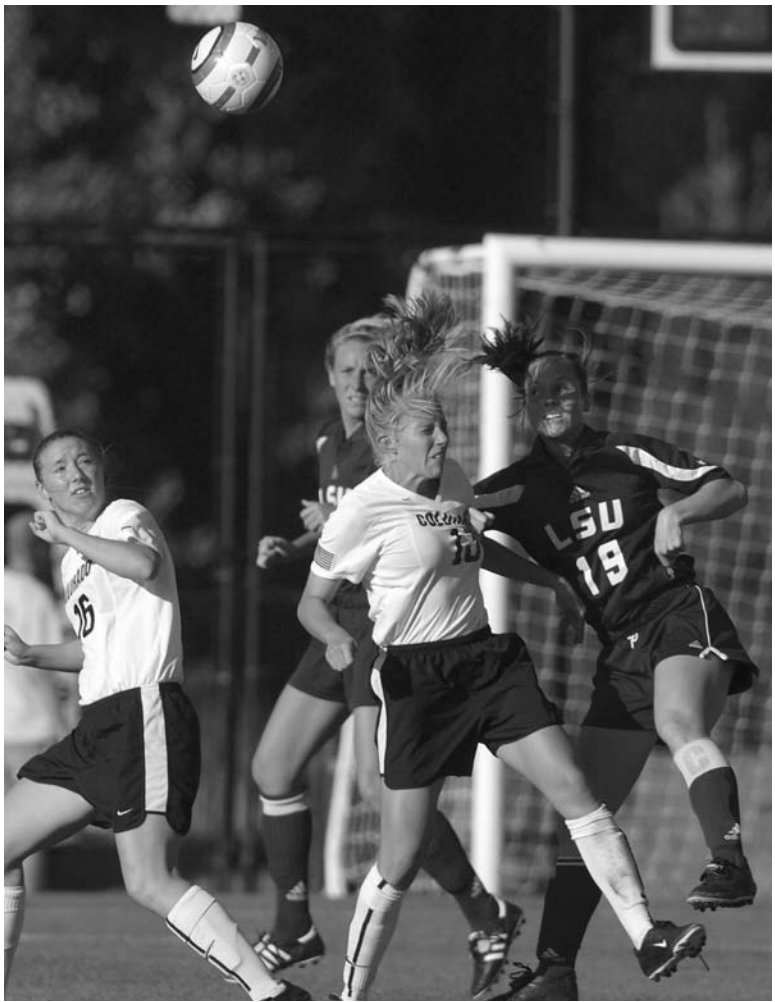
Listed below are some recent achievements of the University of Colorado's student athletes:

Boulder

- Senior forward Sarah Lini and junior guard Whitney Law were named to the 2005 Women's Basketball Academic All-Big 12 first team while senior guard Veronica Johns-Richardson was selected to the second team.
- Junior golfer Edward McGlasson shot a school record 63 in February at the Taylor Made/Waikoloa Intercollegiate tournament. In recording the 8-under par score, he is the first player to hold both the gross score and under par records since Hale Irwin shot a 7-under 65 in the 1967 NCAA Championships.
- Distance runners Brent Vaughn and Renee Metivier were named the Big 12 Men's and Women's Indoor Performers of the Year by the league's head indoor track and field coaches (spring 2005).
- The men's and women's cross country teams swept the team titles at the NCAA Division I Cross Country Championships (fall 2004). It is just the fourth time in the history of the championships that one school has claimed both titles in the same season.
- Freshman harrier Liza Pasciuto became the Buffs' third USA Junior National Cross Country Champion in as many years (spring 2005).
- Senior Renee Metivier was named 2004 Cross Country Runner of the Year by the Sportswomen of Colorodo. Metivier was one of two runners to enter the NCAA Division I Women's Cross Country Championships with an undefeated season.
- Junior Fran Munnelly, the most decorated player in Colorado soccer history, was inducted into the Sportswomen of Colorado Hall of Fame (spring 2004). Munnelly was a preseason all-Big 12 pick for the second straight season and was named first-team All-Big 12 and All-Central Region at the conclusion.

Colorado Springs

- Julie Richards, center on the women's basketball team, was named second-team All-RMAC West Division (2004–05). Richards averaged 8.6 points and 6.9 rebounds per game and finished third nationally in Division II in blocked shots with 3.9 per game.
- Jim Pecic, forward on the men's basketball team, led the RMAC in rebounding, averaging 8.3 per game. He led CU-Colorado Springs in scoring with 16 points per game. Pecic earned an All-RMAC West Division honorable mention (2004–05).
- John Scott was named the Rocky Mountain Athletic Conference Men's Golf Freshman of the Year (2004–05).
- For the first time in CU-Colorado Springs history, both the men's and women's cross country teams competed at the NCAA Division II National Cross Country Championships (2004–05).
- Tina Gray, junior track and field athlete, was named All-American for the second consecutive year. Gray is the first female to earn more than one All-American honor while at CU-Colorado Springs (spring 2004).
- Moses Tum accomplished a first at CU-Colorado Springs when he qualified for the finals in two events at the NCAA Division II National Outdoor Track and Field Championships. He achieved another first when he was named an All-American in both events (spring 2004).
- Crystal Krebs was named the Diamond Sports NCAA Division II Catcher of the Year and first-team All-American (spring 2004). In 2004, Krebs hit .511 with 19 home runs and 59 RBI, all school records. Those numbers also earned Krebs the RMAC triple crown.
- Seven members of the softball team were named All-RMAC and four were named All-South Central Region.



Tuition, Fees, and Financial Aid

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

What Does It Cost to Attend CU?

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

The total cost of attending any higher education institution also includes room and board, books and supplies, medical expenses, transportation, and personal expenses—all of which 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.

University of Colorado Cost of Attendance for Full-Time Students, FY 2005

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

SOURCE: Vice President for Budget and Finance Published Tuition Tables

Resident

	Undergraduate	*Graduate*	*Mandatory Fees*	*Avg. Double Room & Board*
Boulder[1]	$3,480	$4,710	$861	$7,240
Colorado Springs[2]	$3,296	$4,234	$852	$6,800
Downtown Denver	$3,300	$5,414	$678	
Health Sciences[3]				
MD (first-professional)		$17,265		
DDS (first-professional)		$12,185		
Nursing	$9,540	$13,590		
Pharmacy		$6,192		

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

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

3 Fees vary greatly by student level and program.

Non-Resident

	Undergraduate	*Graduate*	*Mandatory Fees*	*Avg. Double Room & Board*
Boulder[1]	$20,592	$20,592	$861	$7,240
Colorado Springs[2]	$15,264	$16,802	$852	$6,800
Downtown Denver	$15,242	$16,684	$678	
Health Sciences[3]				
MD (first-professional)		$69,178		
DDS (first-professional)		$38,919		
Nursing	$32,400	$42,120		
Pharmacy		$21,384		

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

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

3 Fees vary greatly by student level and program.

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

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

As is true for the majority of public institutions, the largest proportion of financial aid for CU students (73 percent in FY 2004) comes in the form of federal aid, and this proportion has increased in recent years.

CU Total Financial Aid

FIG. 7.1: FY 2004 (total = $314 million)

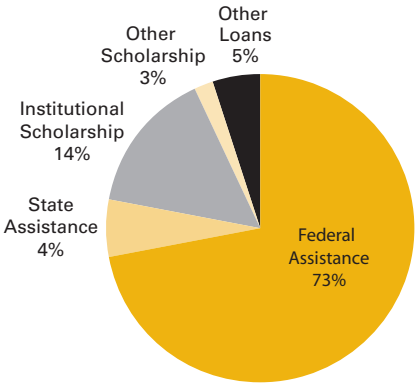
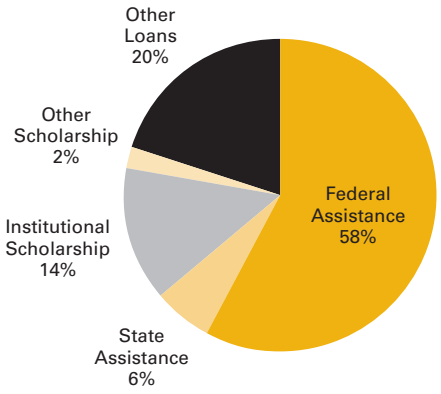


FIG. 7.2: FY 2000 (total = $216 million)



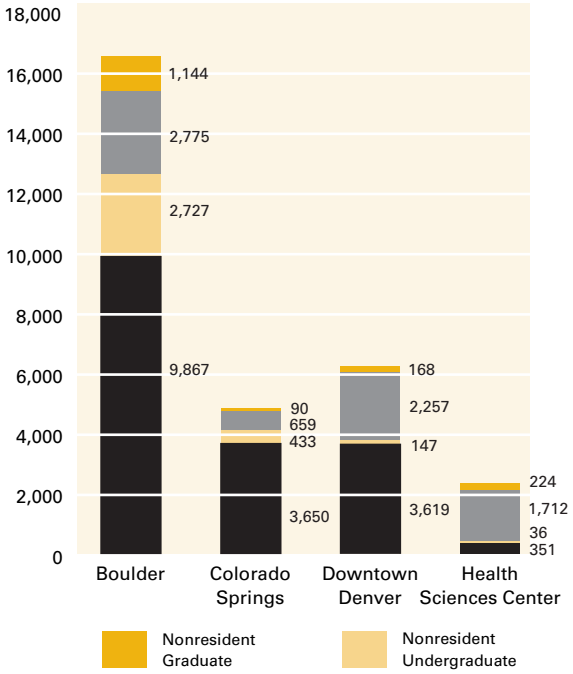
Financial Aid Summary, FY 2004

Total Enrolled Students	***Boulder***		***Colo. Springs***		***Downtown Denver***		***Health Sciences Center***	
	#	*%*	*#*	*%*	*#*	*%*	*#*	*%*
Unduplicated Headcount	37,266		9,354		15,746		2,567	
Total Undup. Students Receiving Financial Aid	**16,513**	**44%**	**4,832**	**52%**	**6,191**	**39%**	**2,323**	**90%**

Systemwide, financial aid dollars for undergraduates and graduate students totaled $313.7 million in FY 2004. Those dollars were distributed according to need- and merit-based criteria. At the Colorado Springs campus, more than half of the enrolled students received some form of financial aid. At the Boulder campus, the percentage of students receiving financial aid is somewhat lower (44 percent), and the percentage is lowest (39 percent) at the Downtown Denver campus due to the higher proportion of part-time, second-career students. The percentage of students receiving aid 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 2004

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 2005 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 $26 of gross state product (GSP) for each $1 of state general fund support provided to the university. (GSP is a measure of the total value of goods and services produced in Colorado.)
- Travel dollars spent in Colorado by out-of-state visitors to CU students totaled over $70 million in FY 2004.
- Student spending in Colorado in FY 2004 totaled more than $736 million.
- Some fraction of what CU receives in state support flows back into the state coffers as incremental tax returns due to the economic activity attributable to CU. It is estimated that the treasury recaptures $1.04 for every state general fund dollar allocated to CU.
- CU employs nearly 24,000 people, and an additional 18,700 jobs statewide are created by the direct demand for goods and services by CU and its employees.
- CU technology has been used to start more than 30 companies since 1995.
- CU is one of only 11 public universities in the United States to have federal 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 *2005 Economic Indicators Report,* which is available online at **www.cu.edu/explore/reports**.

University of Colorado at Boulder

Chancellor: Dr. Philip DiStefano (Interim)

Regent Administrative Center,
Regent Drive
Boulder, CO 80302
303-492-1411
www.colorado.edu

University of Colorado at Colorado Springs

Chancellor: Dr. Pamela Shockley Zalabak

1420 Austin Bluffs Parkway
P.O. Box 1750
Colorado Springs, CO 80933
719-262-3000
www.uccs.edu

University of Colorado at Denver & Health Sciences Center

Chancellor: Dr. James H. Shore

Downtown Denver Campus
1380 Lawrence Street
Denver, CO 80204
303-556-5600

Ninth & Colorado Campus
4200 E. Ninth Avenue
Denver, CO 80262
303-372-0000

Fitzsimons Campus
13001 E. 17th Place, Bldg. 500
P.O. Box 6508
Aurora, CO 80045
303-724-4444
www.ucdhsc.edu

University of Colorado System Administration

President: Dr. Elizabeth Hoffman

914 Broadway
35 SYS
Boulder, CO 80309
303-492-6201
www.cu.edu

University *of* Colorado *System*

Boulder • Colorado Springs • Denver and Health Sciences Center